

HIS 250 (01FWE): 20TH CENT EUROP THRU FILM

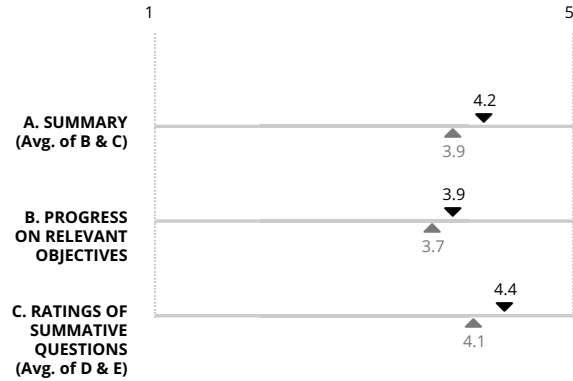
Spring 2021 | Averill Earls | Course CIP Code: 54.0103

22 Students Enrolled
19 Students Responded
86.36% Response Rate

Summative

▼ | Adjusted
 ▲ | Raw
 [] | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.3	4.5
E. Excellent Course	3.8	4.2

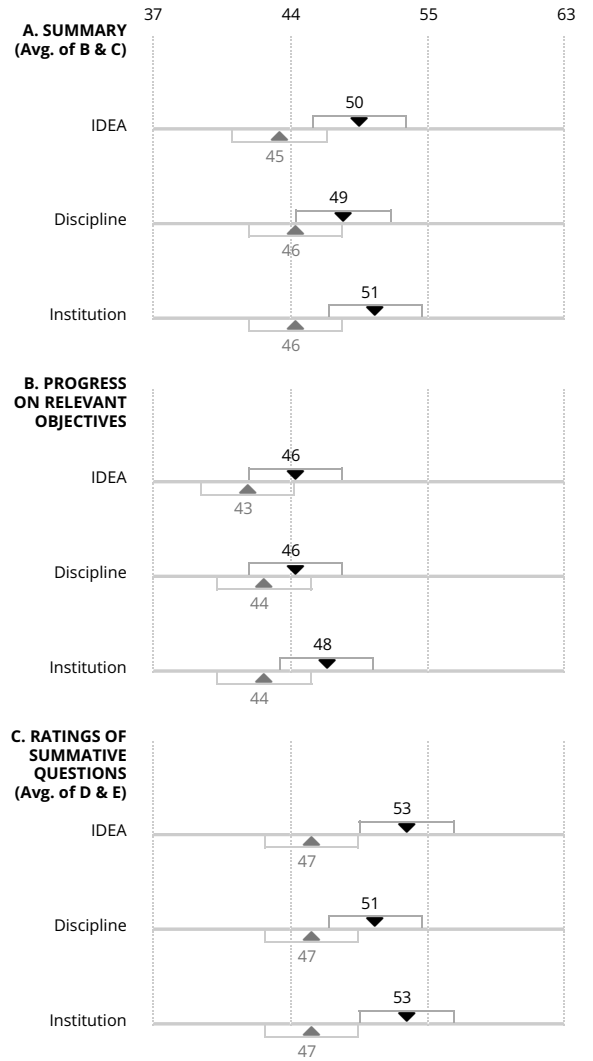
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	49	53
Discipline	49	52
Institution	49	53
E. Excellent Course		
IDEA	45	52
Discipline	44	50
Institution	44	52

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)		% of Students Rating		Your Converted Average					
		Raw	Adj.	1 or 2	4 or 5	IDEA		Discipline		Institution	
						Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	E	3.7	3.9	11	58	40	44	41	44	41	46
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	3.8	3.9	16	63	48	50	45	46	50	52
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	3.7	3.9	16	63	42	46	47	50	42	48
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	3.5	3.7	21	47	38	42	43	47	38	44
Acquiring skills in working with others as a member of a team	M	3.1	3.2	32	37	38	39	47	49	40	44
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.3	3.4	26	47	45	46	47	49	47	50
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.6	3.7	16	53	48	49	47	48	49	51
Developing skill in expressing myself orally or in writing	M	3.7	3.8	16	58	48	49	48	50	50	53
Learning how to find, evaluate, and use resources to explore a topic in depth	M	3.9	4.1	11	68	49	52	48	51	50	54
Developing ethical reasoning and/or ethical decision making	M	3.5	3.7	11	47	45	47	48	50	49	52
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	3.8	3.9	5	58	47	49	47	49	49	52
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.4	3.7	21	53	41	45	47	50	42	47
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3	3.1	37	42	37	39	45	48	41	45

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.5	53	54	53
Difficulty of subject matter	3.2	46	47	46

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.6	43	45	44
I really wanted to take this course regardless of who taught it.	2.9	33	38	34
When this course began I believed I could master its content.	3.8	46	48	48
My background prepared me well for this course's requirements.	3.3	41	44	43

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.3	5% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.3	0% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.3	5% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.3	5% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	3.9	5% (1 or 2) 63% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.3	0% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.3	5% (1 or 2) 89% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4	5% (1 or 2) 74% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.2	11% (1 or 2) 74% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.7	16% (1 or 2) 63% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4	16% (1 or 2) 74% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
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Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	5.26% (1)	5.26% (1)	26.32% (5)	31.58% (6)	31.58% (6)	19	0	1.1	3.79
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	10.53% (2)	47.37% (9)	42.11% (8)	19	0	0.65	4.32
Encouraged students to reflect on and evaluate what they have learned	0% (0)	5.26% (1)	5.26% (1)	42.11% (8)	47.37% (9)	19	0	0.8	4.32
Demonstrated the importance and significance of the subject matter	0% (0)	5.26% (1)	5.26% (1)	42.11% (8)	47.37% (9)	19	0	0.8	4.32
Formed teams or groups to facilitate learning	5.26% (1)	21.05% (4)	5.26% (1)	26.32% (5)	42.11% (8)	19	0	1.32	3.79
Made it clear how each topic fit into the course	0% (0)	0% (0)	10.53% (2)	52.63% (10)	36.84% (7)	19	0	0.64	4.26
Provided meaningful feedback on students' academic performance	5.26% (1)	0% (0)	36.84% (7)	26.32% (5)	31.58% (6)	19	0	1.06	3.79
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	5.26% (1)	21.05% (4)	42.11% (8)	31.58% (6)	19	0	0.86	4
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	5.26% (1)	15.79% (3)	15.79% (3)	26.32% (5)	36.84% (7)	19	0	1.25	3.74
Explained course material clearly and concisely	0% (0)	5.26% (1)	5.26% (1)	42.11% (8)	47.37% (9)	19	0	0.8	4.32
<i>Describe the frequency of your instructor's teaching procedures.</i>									
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	10.53% (2)	15.79% (3)	21.05% (4)	52.63% (10)	19	0	1.04	4.16
Created opportunities for students to apply course content outside the classroom	5.26% (1)	10.53% (2)	21.05% (4)	31.58% (6)	31.58% (6)	19	0	1.16	3.74
Introduced stimulating ideas about the subject	0% (0)	5.26% (1)	0% (0)	57.89% (11)	36.84% (7)	19	0	0.71	4.26
Involved students in hands-on projects such as research, case studies, or real life activities	10.53% (2)	10.53% (2)	36.84% (7)	21.05% (4)	21.05% (4)	19	0	1.22	3.32
Inspired students to set and achieve goals which really challenged them	0% (0)	5.26% (1)	31.58% (6)	31.58% (6)	31.58% (6)	19	0	0.91	3.89
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	15.79% (3)	10.53% (2)	36.84% (7)	36.84% (7)	19	0	1.05	3.95
Asked students to help each other understand ideas or concepts	0% (0)	5.26% (1)	10.53% (2)	42.11% (8)	42.11% (8)	19	0	0.83	4.21
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	5.26% (1)	26.32% (5)	36.84% (7)	31.58% (6)	19	0	0.89	3.95
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	15.79% (3)	5.26% (1)	42.11% (8)	36.84% (7)	19	0	1.03	4

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	5.26% (1)	5.26% (1)	31.58% (6)	31.58% (6)	26.32% (5)	19	0	1.08	3.68
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	15.79% (3)	21.05% (4)	26.32% (5)	36.84% (7)	19	0	1.09	3.84
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	15.79% (3)	21.05% (4)	42.11% (8)	21.05% (4)	19	0	0.98	3.68
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	5.26% (1)	15.79% (3)	31.58% (6)	21.05% (4)	26.32% (5)	19	0	1.19	3.47
Acquiring skills in working with others as a member of a team	15.79% (3)	15.79% (3)	31.58% (6)	15.79% (3)	21.05% (4)	19	0	1.33	3.11
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	15.79% (3)	10.53% (2)	26.32% (5)	21.05% (4)	26.32% (5)	19	0	1.38	3.32
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	5.26% (1)	10.53% (2)	31.58% (6)	21.05% (4)	31.58% (6)	19	0	1.18	3.63
Developing skill in expressing myself orally or in writing	0% (0)	15.79% (3)	26.32% (5)	26.32% (5)	31.58% (6)	19	0	1.07	3.74
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	10.53% (2)	21.05% (4)	36.84% (7)	31.58% (6)	19	0	0.97	3.89
Developing ethical reasoning and/or ethical decision making	10.53% (2)	0% (0)	42.11% (8)	21.05% (4)	26.32% (5)	19	0	1.19	3.53
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	5.26% (1)	36.84% (7)	26.32% (5)	31.58% (6)	19	0	0.93	3.84
Learning to apply knowledge and skills to benefit others or serve the public good	10.53% (2)	10.53% (2)	26.32% (5)	31.58% (6)	21.05% (4)	19	0	1.23	3.42
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	31.58% (6)	5.26% (1)	21.05% (4)	15.79% (3)	26.32% (5)	19	0	1.59	3
<i>The Course: On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	5.26% (1)	52.63% (10)	31.58% (6)	10.53% (2)	19	0	0.75	3.47
Difficulty of subject matter	5.26% (1)	5.26% (1)	68.42% (13)	10.53% (2)	10.53% (2)	19	0	0.87	3.16
<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	0% (0)	52.63% (10)	31.58% (6)	15.79% (3)	19	0	0.74	3.63
I really wanted to take this course regardless of who taught it.	10.53% (2)	21.05% (4)	47.37% (9)	10.53% (2)	10.53% (2)	19	0	1.07	2.89
When this course began I believed I could master its content.	0% (0)	10.53% (2)	31.58% (6)	26.32% (5)	31.58% (6)	19	0	1	3.79
My background prepared me well for this course's requirements.	15.79% (3)	10.53% (2)	21.05% (4)	31.58% (6)	21.05% (4)	19	0	1.34	3.32
Overall, I rate this instructor an excellent teacher.	5.26% (1)	0% (0)	5.26% (1)	42.11% (8)	47.37% (9)	19	0	0.96	4.26
Overall, I rate this course as excellent.	5.26% (1)	10.53% (2)	15.79% (3)	31.58% (6)	36.84% (7)	19	0	1.18	3.84
<i>Please consider each of the following aspects of your Mercyhurst Distance Learning course, and rate your level of agreement.</i>	Strong Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N	DNA	SD	M
The layout and design facilitated easy navigation of the course.	0% (0)	0% (0)	15.79% (3)	57.89% (11)	26.32% (5)	19	0	0.64	4.11
Course activities promoted engagement and student-student interaction.	0% (0)	0% (0)	5.26% (1)	57.89% (11)	36.84% (7)	19	0	0.57	4.32
Access was provided to student success resources (e.g. technical help, orientation, tutorials).	0% (0)	0% (0)	10.53% (2)	63.16% (12)	26.32% (5)	19	0	0.59	4.16
	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N	DNA	SD	M
Rate your satisfaction with your overall experience in this Mercyhurst Distance Learning Course.	5.26% (1)	5.26% (1)	21.05% (4)	31.58% (6)	36.84% (7)	19	0	1.12	3.89

Qualitative

Comments -

- While this class did require a lot of work, it was an asynchronous class so I was not too upset about it. I do feel as though some parts of the assignments were unfairly graded, but Dr. Earls makes up for it in extra credit and other ways. She genuinely wants her students to succeed, which is one of the reasons I wanted to take another history class with her. I really only wanted to take the class because she was teaching it, and it was a fun and unique way to learn about history through films I would have never thought to watch on my own. Overall, she is a great professor and one that made my experience and time here at Mercyhurst great.
- My only critique is that it felt like there were multiple assignments due at once on top of my other courses' work so it amounted to a lot to juggle. I also believe that Dr. Earls deserves tenure.
- I really enjoyed this course; thanks, Dr. Earls!
- Fantastic class with very interesting group of films! I greatly enjoyed the flipgrid discussions! Also please give Dr. Earls tenure already...she MORE than deserves it :)
- Dr. Earls is the best professor I have ever had. Yes, she pushes her students and often asks a lot of them - but this just inspires us to be better than we could've imagined. Had it not been for her, I would have left Mercyhurst after my first year. The amount of work she puts into her courses is astronomical, and the quality of that work and her courses is beyond compare. I have never met a professor who is better at making connections with her students and encouraging us to be the best we can be. Dr. Earls' courses have helped me refine innumerable skills like communication, writing style, and research methods. The knowledge I've received from her courses has exceeded all my expectations of a history program, and I would not receive the same level of satisfaction had it not been for her work. Dr. Earls articulates the content well and works with students to help us understand instead of just telling us what to think or do. I frankly can't speak highly enough of her, and the fact that she hasn't received tenure yet is mind boggling. Mercyhurst is lucky to have someone as amazing as Dr. Earls, and if I could, I would only take classes with her because of how rewarding and exemplary my experiences in her classes have been. This on was obviously no exception to that rule, and Dr. Earls turned an asynchronous class into one that felt like I was in a regular class because of how well I was able to get to know my peers. Again, I must reiterate how wonderful Dr. Earls is and just how much I admire and appreciate all she does for us students. She is hands down the best in the entire university and I would be more than happy to recommend her for any position without reservation.