

HIS 385 (01FTE): SEX, WAR, VIOLENCE 20thC EUR

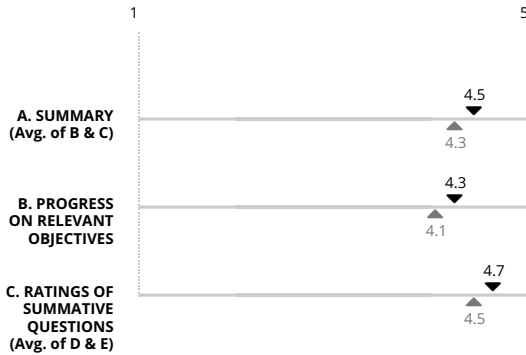
Spring 2019 | Averill Earls | Course CIP Code: 54.0103

22 | Students Enrolled
 17 | Students Responded
 77.27% | 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	4.5	4.7
E. Excellent Course	4.4	4.7

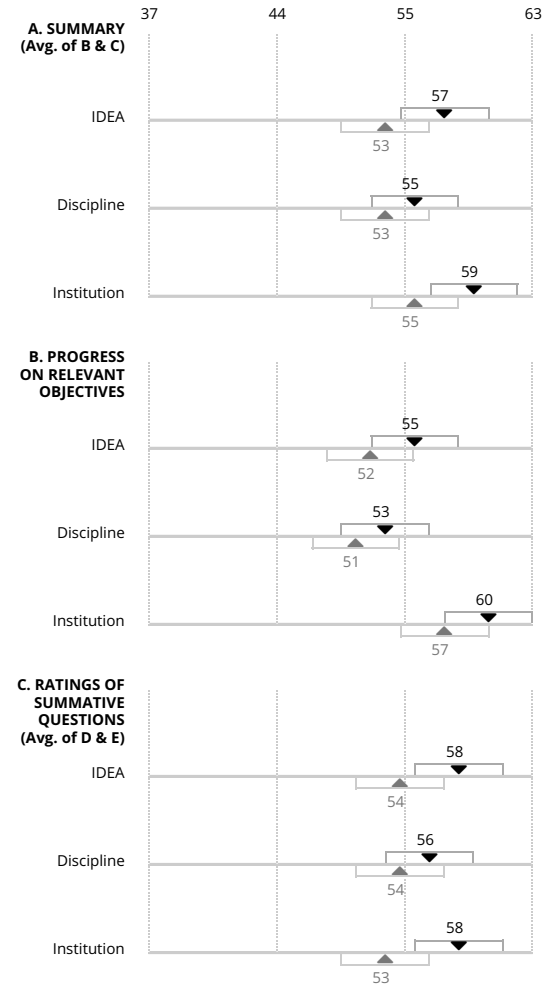
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	54	56
Discipline	54	55
Institution	53	56
E. Excellent Course		
IDEA	54	60
Discipline	53	56
Institution	53	59

Converted Average Buckets
Based on a Bell Curve

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

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Converted Average									
		Your Average (5 Point Scale)		% of Students Rating		IDEA		Discipline		Institution	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	4.1	4.3	6	88	50	54	49	52	51	55
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	E	4.2	4.4	6	88	54	57	51	53	60	62
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4	4.2	6	76	48	53	51	54	51	55
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4	4.3	6	71	48	54	51	54	50	55
Acquiring skills in working with others as a member of a team	M	3.8	4	18	71	49	52	55	57	55	57
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.7	4	24	71	50	54	51	54	57	61
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	3.7	3.8	18	65	48	49	45	47	54	57
Developing skill in expressing myself orally or in writing	I	3.7	3.8	18	71	47	49	47	48	55	58
Learning how to find, evaluate, and use resources to explore a topic in depth	E	4.1	4.3	12	82	53	57	52	54	57	60
Developing ethical reasoning and/or ethical decision making	M	4.2	4.4	6	88	55	59	56	59	62	64
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.2	4.3	6	88	53	56	53	55	59	60
Learning to apply knowledge and skills to benefit others or serve the public good	M	3.9	4.2	6	76	49	54	52	55	55	58
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.5	3.6	29	65	44	46	49	51	53	55

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.7	58	59	58
Difficulty of subject matter	3.7	55	58	56

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.5	39	42	44
I really wanted to take this course regardless of who taught it.	3.1	37	41	36
When this course began I believed I could master its content.	4.1	54	54	54
My background prepared me well for this course's requirements.	3.7	49	51	49

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Made it clear how each topic fit into the course	4.2	6% (1 or 2) 88% (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	4.4	6% (1 or 2) 88% (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	6% (1 or 2) 94% (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	4.1	6% (1 or 2) 76% (4 or 5)	You employed the method more frequently than 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)	4.6	0% (1 or 2) 100% (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	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.3	6% (1 or 2) 88% (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	4.3	6% (1 or 2) 88% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	3.9	6% (1 or 2) 65% (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	4.4	6% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.6	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.4	6% (1 or 2) 94% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

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	0% (0)	5.88% (1)	5.88% (1)	29.41% (5)	58.82% (10)	17	0	0.84	4.41
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	41.18% (7)	58.82% (10)	17	0	0.49	4.59
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	29.41% (5)	70.59% (12)	17	0	0.46	4.71
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	5.88% (1)	41.18% (7)	52.94% (9)	17	0	0.61	4.47
Formed teams or groups to facilitate learning	5.88% (1)	5.88% (1)	0% (0)	29.41% (5)	58.82% (10)	17	0	1.13	4.29
Made it clear how each topic fit into the course	5.88% (1)	0% (0)	5.88% (1)	47.06% (8)	41.18% (7)	17	0	0.98	4.18
Provided meaningful feedback on students' academic performance	5.88% (1)	0% (0)	5.88% (1)	35.29% (6)	52.94% (9)	17	0	1.02	4.29
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	5.88% (1)	5.88% (1)	41.18% (7)	47.06% (8)	17	0	0.82	4.29
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	41.18% (7)	58.82% (10)	17	0	0.49	4.59
Explained course material clearly and concisely	5.88% (1)	0% (0)	5.88% (1)	29.41% (5)	58.82% (10)	17	0	1.03	4.35
<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>									
Related course material to real life situations	0% (0)	0% (0)	23.53% (4)	29.41% (5)	47.06% (8)	17	0	0.81	4.24
Created opportunities for students to apply course content outside the classroom	5.88% (1)	0% (0)	29.41% (5)	29.41% (5)	35.29% (6)	17	0	1.08	3.88
Introduced stimulating ideas about the subject	0% (0)	5.88% (1)	0% (0)	52.94% (9)	41.18% (7)	17	0	0.75	4.29
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	11.76% (2)	35.29% (6)	52.94% (9)	17	0	0.69	4.41
Inspired students to set and achieve goals which really challenged them	5.88% (1)	0% (0)	17.65% (3)	35.29% (6)	41.18% (7)	17	0	1.06	4.06
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	5.88% (1)	0% (0)	0% (0)	35.29% (6)	58.82% (10)	17	0	0.97	4.41
Asked students to help each other understand ideas or concepts	5.88% (1)	0% (0)	0% (0)	29.41% (5)	64.71% (11)	17	0	0.98	4.47
Gave projects, tests, or assignments that required original or creative thinking	5.88% (1)	0% (0)	0% (0)	41.18% (7)	52.94% (9)	17	0	0.97	4.35
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	5.88% (1)	0% (0)	0% (0)	47.06% (8)	47.06% (8)	17	0	0.96	4.29

<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)	0% (0)	5.88% (1)	5.88% (1)	58.82% (10)	29.41% (5)	17	0	0.76	4.12
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	5.88% (1)	0% (0)	5.88% (1)	47.06% (8)	41.18% (7)	17	0	0.98	4.18
Learning to apply course material (to improve thinking, problem solving, and decisions)	5.88% (1)	0% (0)	17.65% (3)	41.18% (7)	35.29% (6)	17	0	1.03	4
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	5.88% (1)	23.53% (4)	35.29% (6)	35.29% (6)	17	0	0.91	4
Acquiring skills in working with others as a member of a team	11.76% (2)	5.88% (1)	11.76% (2)	29.41% (5)	41.18% (7)	17	0	1.34	3.82
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	11.76% (2)	11.76% (2)	5.88% (1)	35.29% (6)	35.29% (6)	17	0	1.36	3.71
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	5.88% (1)	11.76% (2)	17.65% (3)	41.18% (7)	23.53% (4)	17	0	1.13	3.65
Developing skill in expressing myself orally or in writing	5.88% (1)	11.76% (2)	11.76% (2)	47.06% (8)	23.53% (4)	17	0	1.13	3.71
Learning how to find, evaluate, and use resources to explore a topic in depth	5.88% (1)	5.88% (1)	5.88% (1)	35.29% (6)	47.06% (8)	17	0	1.13	4.12
Developing ethical reasoning and/or ethical decision making	5.88% (1)	0% (0)	5.88% (1)	47.06% (8)	41.18% (7)	17	0	0.98	4.18
Learning to analyze and critically evaluate ideas, arguments, and points of view	5.88% (1)	0% (0)	5.88% (1)	47.06% (8)	41.18% (7)	17	0	0.98	4.18
Learning to apply knowledge and skills to benefit others or serve the public good	5.88% (1)	0% (0)	17.65% (3)	47.06% (8)	29.41% (5)	17	0	1	3.94
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	23.53% (4)	5.88% (1)	5.88% (1)	29.41% (5)	35.29% (6)	17	0	1.58	3.47
<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)	0% (0)	29.41% (5)	70.59% (12)	0% (0)	17	0	0.46	3.71
Difficulty of subject matter	0% (0)	0% (0)	41.18% (7)	52.94% (9)	5.88% (1)	17	0	0.59	3.65
<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)	5.88% (1)	52.94% (9)	23.53% (4)	17.65% (3)	17	0	0.85	3.53
I really wanted to take this course regardless of who taught it.	5.88% (1)	35.29% (6)	23.53% (4)	17.65% (3)	17.65% (3)	17	0	1.21	3.06
When this course began I believed I could master its content.	0% (0)	0% (0)	23.53% (4)	47.06% (8)	29.41% (5)	17	0	0.73	4.06
My background prepared me well for this course's requirements.	11.76% (2)	5.88% (1)	11.76% (2)	41.18% (7)	29.41% (5)	17	0	1.27	3.71
Overall, I rate this instructor an excellent teacher.	5.88% (1)	0% (0)	0% (0)	23.53% (4)	70.59% (12)	17	0	0.98	4.53
Overall, I rate this course as excellent.	5.88% (1)	0% (0)	11.76% (2)	17.65% (3)	64.71% (11)	17	0	1.08	4.35

Qualitative

Comments -

- I really benefit from the seminar style of teaching that is often employed in her courses. I feel that I learn much better when I am able to engage with the material beyond a lecture and when my thoughts and opinions are valued contributions to classroom discussion. Dr. Earls' courses are always unique and engaging which makes me feel like I'm learning something new of value, not just the same courses that everyone takes with the same information repeated over and over.
- I really liked having Dr. Earls for this class because she is so passionate about this topic and is very interested in educating others.
- Dr. Earls is the best! This course opened student's eyes to how sexual violence and war/violence typically intertwine. The course also attempted to get the students to learn about genocides other than the Holocaust and those considered as 'white', but still addressed the Holocaust to help the students understand the combination of war and violence. The fact that Dr. Earls is creating this discussion and trying to get students to have these types of conversations is amazing. Dr. Earls is fabulous and deserves more from Mercyhurst because she gives the History Department a unique factor that draws students in and that keeps students from transferring because they want to take her classes.
- Please stop using Slack. The app is confusing and should only have a few active channels at a time. Also, updating students only on the app makes students who need to stay away from electronics miss important due dates and information. The course is also very theory heavy with little perspective on the actual lives of people that go under decolonization. We read plenty of first hand accounts and books yeah, but we give each reading 20 minute of attention. There isn't a point in reading 50 books with zero care for understanding the deep parts of the content. Its better to have 3-5 total texts and read them for everything they are worth. The lack of structure in the class also made it hard to follow your train of reasoning during the whole course. One day Nigeria the next some place completely different. Setting some type of pattern through time or region would make everything digestible.
- I am not a history major so I did not have a strong base coming into this class. I did find it interesting, but I felt like there were bigger topics to talk about sometimes than gender.
- Good class, and good teacher. The meeting times of once a week held me back from being fully engaged. I apologized for that and know now to avoid those types of class
- Good course, great involvement.
- Best professor ever!!
- Interesting and informative course made better by Dr.Earls, I believe any other professor would have made course material unpalatable. I think she did an excellent job and was extremely helpful in providing advice and comments for our work.
- Love you Dr. Earls :)
- 10/10 Professor