

HIS 255 (01ATE): FREN REVOLUTN THR SIMULATN

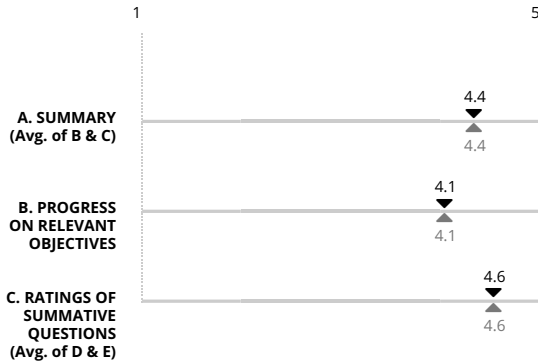
Fall 2019 | Averill Earls

22 | Students Enrolled
 13 | Students Responded
 59.09% | 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	4.6	4.6
E. Excellent Course	4.5	4.6

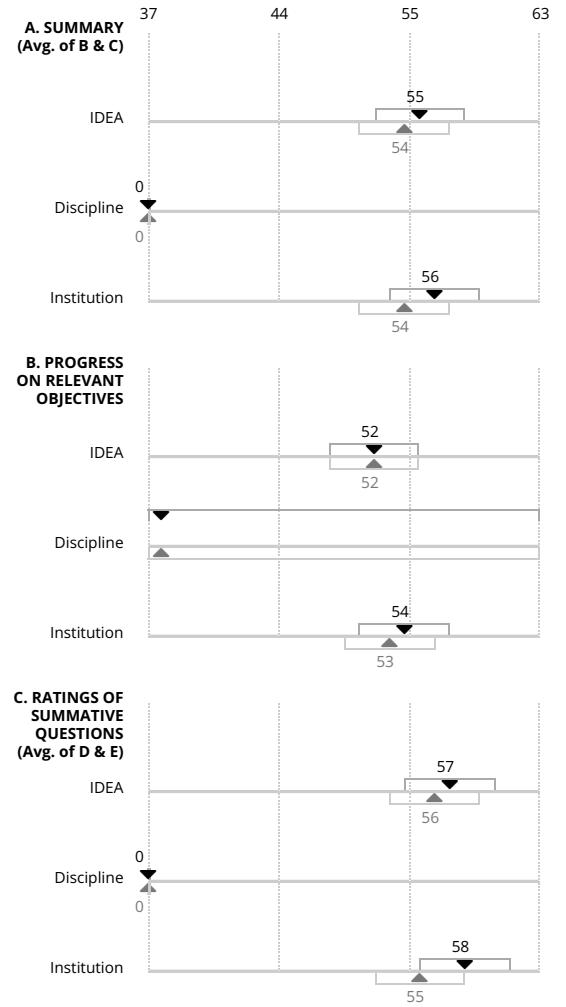
Your Overall Converted Ratings

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

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)	I	4.3	4.3	8	83	52	53			52	54
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	I	4.4	4.4	0	83	58	58			59	59
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	I	4.2	4.2	8	83	52	52			51	53
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	I	3.9	4	25	75	46	47			46	48
Acquiring skills in working with others as a member of a team	I	4.4	4.5	0	83	58	60			58	60
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	I	4	4	17	75	54	54			55	56
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	4	4	17	75	53	53			55	55
Developing skill in expressing myself orally or in writing	I	4.2	4.2	17	75	55	55			56	57
Learning how to find, evaluate, and use resources to explore a topic in depth	I	4.1	4.1	17	75	52	52			53	54
Developing ethical reasoning and/or ethical decision making	I	4.2	4.2	17	83	54	55			57	58
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	I	4.3	4.4	8	83	56	56			57	58
Learning to apply knowledge and skills to benefit others or serve the public good	I	3.8	3.9	25	75	47	47			48	51
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	I	3	3	50	50	36	36			42	44

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.6	55		55
Difficulty of subject matter	3	43		42

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.8	47		48
I really wanted to take this course regardless of who taught it.	3.7	49		48
When this course began I believed I could master its content.	3.6	40		43
My background prepared me well for this course's requirements.	3.5	45		45

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Found ways to help students answer their own questions	4.4	8% (1 or 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Demonstrated the importance and significance of the subject matter	4.3	8% (1 or 2) 85% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.5	8% (1 or 2) 85% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	4.1	8% (1 or 2) 77% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.7	8% (1 or 2) 92% (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	4.6	8% (1 or 2) 85% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	4.6	8% (1 or 2) 92% (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)	4.9	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	4.6	8% (1 or 2) 92% (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	4.4	8% (1 or 2) 85% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.5	8% (1 or 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.7	0% (1 or 2) 92% (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	4.6	8% (1 or 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Formed teams or groups to facilitate learning	4.9	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.
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.9	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.
Asked students to help each other understand ideas or concepts	4.9	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.

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.5	8% (1 or 2) 92% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Involved students in hands-on projects such as research, case studies, or real life activities	4.5	15% (1 or 2) 85% (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	4.6	8% (1 or 2) 92% (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)	7.69% (1)	0% (0)	38.46% (5)	53.85% (7)	13	0	0.84	4.38
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	15.38% (2)	84.62% (11)	13	0	0.36	4.85
Encouraged students to reflect on and evaluate what they have learned	0% (0)	7.69% (1)	0% (0)	15.38% (2)	76.92% (10)	13	0	0.84	4.62
Demonstrated the importance and significance of the subject matter	0% (0)	7.69% (1)	7.69% (1)	30.77% (4)	53.85% (7)	13	0	0.91	4.31
Formed teams or groups to facilitate learning	0% (0)	0% (0)	0% (0)	7.69% (1)	92.31% (12)	13	0	0.27	4.92
Made it clear how each topic fit into the course	0% (0)	7.69% (1)	7.69% (1)	15.38% (2)	69.23% (9)	13	0	0.93	4.46
Provided meaningful feedback on students' academic performance	0% (0)	7.69% (1)	7.69% (1)	23.08% (3)	61.54% (8)	13	0	0.92	4.38
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	7.69% (1)	0% (0)	23.08% (3)	69.23% (9)	13	0	0.84	4.54
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	7.69% (1)	0% (0)	23.08% (3)	69.23% (9)	13	0	0.84	4.54
Explained course material clearly and concisely	7.69% (1)	0% (0)	15.38% (2)	30.77% (4)	46.15% (6)	13	0	1.14	4.08

<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)	7.69% (1)	15.38% (2)	76.92% (10)	13	0	0.61	4.69
Created opportunities for students to apply course content outside the classroom	0% (0)	7.69% (1)	0% (0)	15.38% (2)	76.92% (10)	13	0	0.84	4.62
Introduced stimulating ideas about the subject	0% (0)	7.69% (1)	0% (0)	7.69% (1)	84.62% (11)	13	0	0.82	4.69
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	15.38% (2)	0% (0)	0% (0)	84.62% (11)	13	0	1.08	4.54
Inspired students to set and achieve goals which really challenged them	0% (0)	7.69% (1)	7.69% (1)	0% (0)	84.62% (11)	13	0	0.92	4.62
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	0% (0)	0% (0)	15.38% (2)	84.62% (11)	13	0	0.36	4.85
Asked students to help each other understand ideas or concepts	0% (0)	0% (0)	0% (0)	7.69% (1)	92.31% (12)	13	0	0.27	4.92
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	7.69% (1)	0% (0)	15.38% (2)	76.92% (10)	13	0	0.84	4.62
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	7.69% (1)	0% (0)	15.38% (2)	76.92% (10)	13	0	0.84	4.62
<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)	8.33% (1)	8.33% (1)	33.33% (4)	50% (6)	12	0	0.92	4.25
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	16.67% (2)	25% (3)	58.33% (7)	12	0	0.76	4.42
Learning to apply course material (to improve thinking, problem solving, and decisions)	8.33% (1)	0% (0)	8.33% (1)	33.33% (4)	50% (6)	12	0	1.14	4.17
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	25% (3)	0% (0)	33.33% (4)	41.67% (5)	12	0	1.19	3.92
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	16.67% (2)	25% (3)	58.33% (7)	12	0	0.76	4.42
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	0% (0)	16.67% (2)	8.33% (1)	33.33% (4)	41.67% (5)	12	0	1.08	4
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	0% (0)	16.67% (2)	8.33% (1)	33.33% (4)	41.67% (5)	12	0	1.08	4
Developing skill in expressing myself orally or in writing	0% (0)	16.67% (2)	8.33% (1)	16.67% (2)	58.33% (7)	12	0	1.14	4.17
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	16.67% (2)	8.33% (1)	25% (3)	50% (6)	12	0	1.11	4.08
Developing ethical reasoning and/or ethical decision making	0% (0)	16.67% (2)	0% (0)	33.33% (4)	50% (6)	12	0	1.07	4.17
Learning to analyze and critically evaluate ideas, arguments, and points of view	0% (0)	8.33% (1)	8.33% (1)	25% (3)	58.33% (7)	12	0	0.94	4.33
Learning to apply knowledge and skills to benefit others or serve the public good	8.33% (1)	16.67% (2)	0% (0)	33.33% (4)	41.67% (5)	12	0	1.34	3.83
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	25% (3)	25% (3)	0% (0)	25% (3)	25% (3)	12	0	1.58	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)	0% (0)	50% (6)	41.67% (5)	8.33% (1)	12	0	0.64	3.58
Difficulty of subject matter	0% (0)	8.33% (1)	83.33% (10)	8.33% (1)	0% (0)	12	0	0.41	3

<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)	16.67% (2)	25% (3)	25% (3)	33.33% (4)	12	0	1.09	3.75
I really wanted to take this course regardless of who taught it.	8.33% (1)	0% (0)	41.67% (5)	16.67% (2)	33.33% (4)	12	0	1.18	3.67
When this course began I believed I could master its content.	0% (0)	16.67% (2)	25% (3)	41.67% (5)	16.67% (2)	12	0	0.95	3.58
My background prepared me well for this course's requirements.	16.67% (2)	0% (0)	25% (3)	33.33% (4)	25% (3)	12	0	1.32	3.5
Overall, I rate this instructor an excellent teacher.	0% (0)	8.33% (1)	0% (0)	16.67% (2)	75% (9)	12	0	0.86	4.58
Overall, I rate this course as excellent.	0% (0)	0% (0)	16.67% (2)	16.67% (2)	66.67% (8)	12	0	0.76	4.5

Qualitative

Comments -
<ul style="list-style-type: none"> • The class would be best served as a 300 level course. It seemed to be really daunting for many of the Freshmen in the class and for some of the nonmajors. I had a ton of fun and I genuinely think it was my favorite class I have ever taken. It is also the class I have committed the most time and effort to. I really hope that Mercyhurst will embrace this style of class. • The treasure of the history department. Really gets students to think outside of their cultural concepts and challenges them to think outside the typical academia box. • Great course and a good experience to get away from the normal lecture routine. I loved the idea and would be interested in other classes like this, it's a great way of interpreting information and applying in a different way, in which you really have to think critically and work closely with your peers in order to learn, and grow throughout the course. Great experience! • This class was absolutely amazing! It is by far one of the best classes I have taken during my time here at Mercyhurst. I sincerely hope that this course is offered again because it was truly the first time that I felt I had the opportunity to be hands on with history (and I'm a history major). I feel that I have learned more through the role playing in this course than through the rote memorization required in most other courses.