

Teaching Evaluation 3: PHL125: Introduction to Scientific Reasoning, University of British Columbia, 2016-2017

Response Rate: 21 out of 24 (87%)

Note. the departmental mean provided as a way of comparison below is calculated as the average of ratings over the past 6 terms that the course was taught by a different instructor. It is worth noting that the response rate for those terms ranged between 31-55% compared to the 87% in the present course.

	My Score	Department's
<i>1: "Strongly disagree" to 5: "Strongly Agree"</i>		
The instructor helped inspire interest in learning the subject matter	4.6	3.6
The instructor communicated the subject matter effectively	4.7	3.6
The instructor made it clear what students were expected to learn.	4.5	3.8
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	4.3	4.1
The instructor showed concern for student learning	4.5	4
Overall, the instructor was an effective teacher.	4.6	3.7
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	4.8	3.9
High standards of achievement were set.	4.2	3.9
The instructor was generally well prepared for class	4.8	4.1
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment)	4.6	4.1
The instructor treated students with respect.	4.8	4.5
<i>1: "Very Poor" to 5: "Very Good"</i>		
Considering everything how would you rate this course?	4.4	N/A
Considering everything how would you rate this instructor?	4.8	N/A

Comments from PHIL125 (Winter 2017) Students in response to the following prompt provided by the philosophy department: Which parts of the course taught you the most?

- I learned the most in this course through my professor's lectures. His efforts to engage the class through debate and discussion and his current applications of the ideas we are learning (pertaining to politics, current news articles, etc.) were very helpful in cementing the main ideas in my head. This course could be a very difficult and dry course (because of the nature of the subject matter), however because of prof. Fazelpour's attention to engaging the students, it was one of my most enjoyable and fruitful (in terms of learning) classes to date.
- The lecture slides generated by the instructor and the oral remarks given while referring to them were the most informative and clear; even more so than the textbook readings and simplifying summaries by the author (Gimbel). The design of the slides, consisting of visual depictions of conceptual interrelations, were extremely manageable and engaging. The usage of effects to present slide elements sequentially made the material even more interesting and deserving of post-lecture thought.
- The course has taught me a great deal and has been very rewarding for me. Learning about the history

of scientific reasoning has been the most satisfying portion of the course. Mostly because it changed something that I thought of as complete and unchangeable to something open for debate and evolving.

- In class discussions really brought all of the material into perspective & related it to everyday life
- I think that in general this was a very good course because I learned a lot about how the "scientific method" is developed. I really like a lot how the instructor helped us during class. However, I think I did not participate in class because I am shy, I think he helped me understand all the course content
- Everything! I believe this is a crucial class for anyone in sciences. Very eye opening!
- Discussion of different philosophers ideas, how they differentiated, how and why they evolved. How to logically reason deductively.
- The readings and seminar style discussions both helped greatly with content comprehension.