

Report on Knowledge and Reality A CEQ's for year 2009-10

Lecturer: Nikk Effingham

Comments by lecturer have been placed in square brackets [].

Question 1: Did you find the module... (1 = too difficult; 5= too easy)

53 respondents: 18 answered '2'; 34 answered '3'; 1 answered '4'.

Average: 2.68

Lecturer's Comments: Easier than last year (as intended). Happy with this.

Question 2: Did you find the module... (1= well organised; 5= badly organised)

53 respondents: 20 answered '1'; 30 answered '2'; 1 answered '3'; 1 answered '4'; 1 answered '5' [what did I do? Burn your notes or something?]

Average: 1.74

Lecturer's Comments: Better than last year. Ace.

Question 3: Did you find the lecturer... (1=helpful; 5=unhelpful)

54 respondents: 18 answered '1'; 32 answered '2'; 3 answered '3'; 1 answered '4' [presumably this person is the person whose notes I burnt]

Average: 1.76

Lecturer's Comments: Slight improvement on last year, and still an acceptable score.

Question 4 Did you find the lecturer... (1=clear; 5=unclear)

53 respondents: 26 answered '1'; 26 answered '2'; 1 answered '3'.

Average: 1.53

Lecturer's Comments: Notable improvement on last year, and still a good score.

Question 5: Did you find the lecturer... (1=enthusiastic; 5=unenthusiastic)

53 respondents: 32 answered '1'; 18 answered '2'; 3 answered '3'

Average: 1.45

Lecturer's Comments: Acceptable score.

Question 6: Was the opportunity for discussion... (1=sufficient; 5=insufficient)

51 respondents: 3 answered '1'; 13 answered '2'; 27 answered '3'; 8 answered '4'

Average: 2.78

Lecturer's Comments: As with last year, many of the comments on the CEQs indicated that students were unsure whether this question concerned the lectures or the seminars. Indeed, I too am unsure. I note my policy concerning discussion in lectures of this size below.

Question 7: Did the series of lectures make sense as a whole? (1= well; 5=badly)

53 respondents: 15 answered '1'; 28 answered '2'; 10 answered '3'.

Average: 1.9

Lecturer's Comments: Same as last year, and an acceptable score.

Question 8: Did you prepare adequately? (1=always; 5=never)

53 respondents: 3 answered '1'; 27 answered '2'; 20 answered '3'; 2 answered '4'; 1 answered '5'.

Average: 2.45

Lecturer's Comments: Bit better than last year.

Question 9: Was the library provision (1=adequate; 5=inadequate)

52 respondents: 5 answered '1'; 19 answered '2'; 24 answered '3'; 4 answered '4'.

Average: 2.52

Lecturer's Comments: Better than last year. Although I have some worries that this is a good guide. For instance those who marked it low, as a 3 or a 4, routinely said they had no difficulties getting any texts, so I don't see how they could say it was inadequate provision! (That's not to say *everyone* who marked it low said that, but a lot of people had this bizarre paradoxical response).

Question 10 What was the most helpful aspect of the lectures/classes?

Lecture handouts are v. clear, easy to read and concise (Lectures are all round fun ☺); Handouts, preparation sheet with questions, reading lists; The slides and handouts; the notes provided; Handouts, powerpoint; examples; the handouts supplemented the lectures; the handouts; the well organised slides presented and notes given; discussion time and handouts; handouts were detailed; handouts; The wall clock; Handouts; Nikk provides excellent handouts; handouts with lectures notes are very useful; handouts and powerpoint presentations to show key points; handouts are very useful and clear; handouts; lecture presentations and handouts; handouts; clear powerpoints and handouts; discussing the pre-pared answers to the questions as a class; Group discussion in order to understand the topics; group discussions in seminars; handouts, powerpoint, webCT; when they linked together, handouts; readings shed light on lectures and seminars were useful for understanding readings; presentations/handouts; lecture handouts very detailed; detailed lecture notes, which allowed for concentration on the lecture itself, rather than taking notes [huzzah! Someone gets it ☺]; lectures – clear powerpoint and handouts to refer back to, classes; group discussions in seminars, which helped me understand the theories clearer; clear lecture notes; The notes; The handouts; The handouts and speed which power points go on to webCT; Handouts; Handouts; The handouts; The handouts; Handouts well done; Detailed lecture notes and good coursepack to help prepare for seminars; well supported by webCT and lecture notes; The Book 'What's This Thing Called Knowledge'; Classes help to understand anything unclear; Clear presentations; Classes helped to fill in any blanks. Questions set made sure I knew the basic information; The lecture notes; When we were reminded how to [illegible] the lectures notes in our essays; Powerpoints being online/webCT;

Question 11 What, if anything, was least helpful about the lecture's/classes?

Seminars seem a bit vague about what question we're trying to address – discussion is a bit quiet; N/A; N/A; providing such brilliant notes means I sometimes fail to take any own, thus I may not be getting a personal view; lack of refreshments; not a decent amount of discussion; ?; Should have been told main text needed in advance of first lecture, lectures no put on webCT very quickly/efficiently; N/A; Lectures quite slow; Fortnightly schedule; Not enough time in seminars, 2 hour lecture, 1 hr discussion; Classes – don't know if we managed to cover it all; Nothing; N/A; The speed at which we went through topics; some things are brushed over, generally good; The speed at which things are tackled – too fast; seminars often not well structured; no deviation from the notes given at the start of the lecture; too early; not able to ask questions.

Question 13: How many hours a week, on average, did you spend preparing for classes/seminars?

Less than 1: 1

1-2 hours: 14

3-4 hours: 25

5-6 hours: 9

More than 6: One person at 8, one person at 10 (!)

Average: 3.5

Lecturer's Comments: Ooo, almost spot on. Nifty.

Question 14: Were there any specific texts that it was difficult to get hold of? Please give details.

Everything that ended up on short loan during essay period; no; none; Norman Malcolm book; Debates in Contemporary Epistemology (Steup and Sosa); in the library there are few copies of the books [which books?! *Details man details!*]; all the ones on the reading list; library download [? Not sure how it can access to a .pdf can be limited]; none; the articles that had to be downloaded from the eLibrary; Library downloads were confusing at first; no; the main course text. Duncan Pritchard - What is this thing called knowledge was not possible to get for when needed; Most required reading was easy to find although some online articles were hard to find such as the Journal of Philosophy – other minds by Malcolm; all the books on the further reading list for foundationalism; Pritchard's book – didn't have it for first couple of weeks; texts when coming to essays; no; no; n/a; library journals – book for 1st term essay went quickly; ones on the library internet – difficult to find on the library. Had to use google scholar; online journal on 'Other Minds'; no; no; it was difficult to 'download via the library' things in the coursepack – the library seemed to have no idea and it took a while to work it out without help; not that I can now think of, under estimated need to take books out well in advance of essay deadlines;

Question 15: What changes, if any, would you make to this aspect of teaching and learning?

More lively seminars!; no; none; cupholders; more interaction; none; extra classes? For people that struggle [they're called office hours. Come and see me! I'm very friendly. Allegedly.]; make seminar groups smaller, 6-8 people; none; not just repetition of notes [a bizarre comment. The student commended me earlier on his CEQ for giving thorough notes on the lecture, but then thinks the lecture shouldn't correspond to those notes...]; none; n/a; seminars better; deviate from lecture notes → keeps attention [if you find a conflict, put the handout in your bag at the beginning of the lecture]; none;

Question 16: Please add any other comments.

No; The 'coursepack' was also supremely useful; ok; The handouts are excellent!; Course is really well structured.

Overall

The scores are looking alright, and no grave misgivings. A few things bear comment upon.

Seminars/Lectures: Have more of them, or longer of them, is a common demand. It is not really in our power to grant it. Sorry.

Discussion during lectures: I'm not a big fan. I believe that a lecture is the one chance to introduce the material to students, and find it tricky enough to do that in a 50 minute time slot. With a class of ~100 students, if even 10% of those ask questions, each taking 30 seconds to ask and a minute to answer, then that lecture time is reduced to a mere 35 minutes. Far better, in my eyes, to retain such discussions for the appropriate contact hours (office hours, after lecture, seminars etc.). Hopefully that should explain the reasoning behind the general lack of interaction.

Library: A lot better than last year, less complaints. For the downloading of online articles, I did tell students to read the Study Guide. The Study Guide contains a relatively extensive section detailing how to download articles online. So, if you followed instructions correctly, then you'll have had no problem finding said articles. My advice: follow instructions to the letter henceforth.