

Report on Knowledge and Reality A CEQ's for year 2010-11

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)

68 respondents: 16 answered '2'; 46 answered '3'; 5 answered '4'; 1 answered '5'.

Average: 2.87

Lecturer's Comments: Easier than last year (as intended), so that's good.

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

68 respondents: 27 answered '1'; 31 answered '2'; 9 answered '3'; 1 answered '4'.

Average: 2.22

Lecturer's Comments: A lot worse than last year. No idea why.

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

68 respondents: 27 answered '1'; 31 answered '2'; 9 answered '3'; 1 answered '4'.

Average: 1.76

Lecturer's Comments: Exactly the same as last year.

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

68 respondents: 39 answered '1'; 17 answered '2'; 11 answered '3'; 1 answered '4'.

Average: 1.62

Lecturer's Comments: Minor decrease from last year. No real explanation, may be statistically insignificant.

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

67 respondents: 56 answered '1'; 5 answered '2'; 4 answered '3'; 1 answered '4'; 1 answered '5'.

Average: 1.30

Lecturer's Comments: Marginal improvement on last year.

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

67 respondents: 10 answered '1'; 25 answered '2'; 19 answered '3'; 9 answered '4'; 4 answered '5'.

Average: 2.58

Lecturer's Comments: As with every year I ignore this question – lectures with ~140 students attending are clearly are not the forum for discussion.

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

68 respondents: 29 answered '1'; 33 answered '2'; 5 answered '3'; 1 answered '4'.

Average: 1.68

Lecturer's Comments: Improvement on last year. No idea why, as the topics are basically the same.

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

68 respondents: 9 answered '1'; 33 answered '2'; 21 answered '3'; 4 answered '4'; 1 answered '5'.

Average: 2.34

Lecturer's Comments: Bit better than last year.

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

67 respondents: 9 answered '1'; 29 answered '2'; 15 answered '3'; 8 answered '4'; 6 answered '5'.

Average: 2.60

Lecturer's Comments: Basically the same as last year, and this year the worries are more explicit about what the problems are. I believe there have been sourcing difficulties with epistemological textbooks this year. I will ensure (i) that the reading list for the class is in the appropriate short loan section of the library and (ii) order more copies of the core books. I think the library provision for this course can be better, and I think we can ensure this is delivered the next time the course is run.

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

Powerpoints; This course needs no evaluation – it stands alone on a pinnacle [*sic*] of excellence [oddly, this questionnaire was returned with otherwise quite poor marks on qu. 1-9]; carefully explaining concepts, help on essay structure etc.; helpful discussions – easy to take in; Good handouts & clear & enthusiastic lecturer. The module is easy to follow; Powerpoint and lecture notes available to look back on if confused; there is a detailed powerpoint to clarify any misunderstood points; handouts and powerpoints; handout; discussion in seminars; handouts!; slideshow; discussions in the seminar; Nikk is well organized and it makes it much easier to have info on the screen and also in a sheet in front of me; seminars and seminar prep; good having the powerpoint and handout to refer to; the powerpoints; the overview and background info offered; overview and background info; handouts; handouts; the material was made clear and easy to understand; seating and the fact it gets me up on Friday; seminar questions provided, handouts also helpful; seminar prep; powerpoint; the examples and clarity in explaining a particular point, enthusiasm of the lecturer and helpfulness; handouts useful for easy understanding of lecture; handouts and clear power point; handouts and entertaining powerpoint presentations; handouts; the handouts; handouts; enthusiastic, helpful and clear lecturer; clear lectures, the reading from Pritchard was also helpful; everything; everything was explained clearly and helpfully; detailed handouts; handouts; discussing each person's ideas to get a sense of different arguments in seminars; discussing mock essay; lecture handouts, excellent, clear lectures, good seminars; handouts in the lectures, discussion in seminars; the room – seats not [something?] hugely so more comfortable; Nick's very enthusiastic lectures! His obscure examples are memorable and he is extremely clear and helpful; Nikk's examples. They are very memorable!; the seminar about essay writing – going through the 'bad' essay and knowing how to reference etc.; chance to discuss any seminar questions we didn't understand, lecturer's use of examples; particularly seminar when redrafting essay; Both lectures and classes were clear and linked together supporting each other, reinforcing what I learnt; Powerpoints that were similar to handouts made lectures easy to follow. Excellent examples kept the class interesting and stimulating; the handout and availability of lectures on WebCT; Slideshows and examples and lectures notes that was given; they were very clear and interesting and the hand outs are useful; webct updates, lecture handouts, lectures very engaging; Nick's examples; the lecturer's enthusiasm continuously kept it interesting; the overview in lecture, then organised work for seminars; enthusiastic discussion helped with my understanding of the topics. The lectures/classes on essay writing were particularly useful; lecture notes/handouts; explanations; good powerpoints; powerpoint animation; powerpoint presentations were very clear; easy to follow hand-outs; clear handouts and easy to follow

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

Deal or no deal; mentioning names – not spelling them out or elaborating on them (works); good handouts! [not entirely sure why that's least helpful. Unless I was so generally amazing that my least helpful feature was nonetheless amazingly helpful]; n/a; so far, so good; large group size in seminars; n/a; n/a; lack of two pounds rather than two pence; the fact we spent most of the time

'learning' to write an essay, not the content of the subject; having seminars on odd weeks sometimes meant information being less fresh in mind from the lecture. Skills could have possibly taken 1 week; seminar preceding lecture; N/A – all useful, can't really find a weak point; the lectures I feel a little rushed. Perhaps more explanation; lectures can be u [I don't know what this meant]; n/a; nothing; the seminar tutor is very patronising; need to go through the basics and work up step by step; nothing ☺; rather than discussing ideas in seminar = structured Q's and A's, after going over what we already knew; reading off the slides? More discussion, for joint honours students who take research skills the essay writing lectures are repeated twice across our course → frustrating; lack of sweets to keep interest up; none; could have been more help available on paradoxes;

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

In all cases, I rounded up or took the higher category (so someone who wrote 2 ½ was put in the 3-4 category; 4-6 was put in the 5-6 category).

1-2 hours: 24

3-4 hours: 34

5-6 hours: 5

7 hours: 1

A lot: 1

Estimated Average: 3

Lecturer's Comments: That's about right. However, too many people are in the low end – nearly half of all respondents. I'm also worried this question is ambiguous, as 3 hours *a week* is fine, whereas three hours *per seminar* isn't fine.

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

Gilbert Ryle 'Concept of Mind'; no; some books; no; n/a; For the essay most of the books on the reading list weren't there; No; Peter Klein, but it's all online so wasn't a huge issue; Most for the first Knowledge and Reality essay. Most texts there was only 1 copy and they were out on long loan; General → for essay not enough copies/not clear what books we should get; No; Everything on the reading list for the essay, specially Chisholm etc.; No; N/A; Anything to do with Coherentism; a few off the reading list for the essay; N/A; N/A; N/A; Not yet; No, but it does piss me off that we can no longer get the proxy for the proper use of google scholar off-campus; Journals were more accessible, but published works were not as accessible, even in the library. E-texts should be put online of recommend bibliography texts; N/A; Epistemology – a contemporary introduction to the theory of Knowledge – Audi, the theory of knowledge – Morton, Problem of Knowledge – Williams; Yes, most of recommended reading list difficult to get hold of as only a few copies; the specific books on the reading list went quickly – I saw 'Theory of Knowledge' cited a lot by Chisholm but there was only one copy; most were easy to get hold of but were quite complex reading → had to read *a lot* to make sense → simpler texts for 1st year needed?; N/A; Peter Klein books on infinitism; all the ones on the justification reading list, not enough copies; no; The Structure of Empirical Knowledge, Laurence Bonjour;

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

None; less evaluation forms; recommend more books; drama based learning; have no essays!; N/A; Handouts more readily available on WebCT [not sure what this means – they're there and that's as available as it gets!]; More books. Possibly in short loan; No; An unassessed essay before our first assessed essay. I do maths and Phil so had absolutely no opportunity to practice essay writing before writing one that counts for quite a lot of the course [No-one did. But this is fine – you don't need a trial run as the whole first year is a trial run, hence why it doesn't count towards your final degree mark]; N/A; N/A; N/A; Needs more [unreadable]; Focus on content;

Maybe, though, it is helpful to have powerpoints on webct, if there was more information given in lectures not included on them I might pay more attention [Either paying more attention is better or it isn't, if you believe it's the former you should rationally pay more attention already and your failure to do so isn't my problem, if you believe it's the latter then it's irrelevant whether you pay more attention or not and so it's by the by whether I ensure a way for you to do so]; Stricter requirements / support for seminar contribution; A lecture / seminar which links themes together in exam preparation; N/A; more books available – more info on webct; more discussion; nothing; none; less emphasis on having to have written answers to questions in seminars – they're really hard and if I can't do them I don't turn up – that seems stupid [That's because it is. In this case you should turn up with written answers making clear which parts of the topics are difficult and why you are having problems with them. Like it says in the module guide]; none; 2x projection screens; less structure to seminars → more led by tutor, on a particular debate for example;

Question 16: Please add any other comments.

Cheers Nick ☺ ; I ♥ Nick! ; Good introduction to Knowledge and Reality. THANKS!; Nick is a really enthusiastic entertaining lecturer; I have Nikk and Naomi, they're both great ☺ ; Overall a very efficient and helpful lecturer; Very happy with lectures; occasionally found the checking of seminar H.W. excessively petty; less swearing [apologies]; Nick is awesome. Done; male importance of essay more clear. As an MOD student I had little idea about what weighting was etc. [it's slide 3 of the first lecture and is in the module guide]; excellent lecturer, really kept the course interesting and enjoyable!

Overall

No serious problems except with some library issues, which can be severe in some cases. It does appear that, somehow, books I had put on previously in short loan and ensured were in the reference section aren't there. I will remedy this for next year by ensuring more copies are available, and can only apologise for those inconvenienced this year.