

Report on Philosophy of Mind CEQ's for year 2010-11

Lecturer: Nikk Effingham

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

15 respondents: 9 answered '2'; 6 answered '3'.

Average: 2.4

Lecturer's Comments: This is okay. Without more respondents, I wouldn't want to draw any conclusions in comparing it to the time I previously gave this course.

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

15 respondents: 7 answered '1'; 5 answered '2'; 3 answered '3'.

Average: 1.73

Lecturer's Comments: Fine.

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

15 respondents: 7 answered '1'; 6 answered '2'; 1 answered '3'; 1 answered '4'.

Average: 1.73

Lecturer's Comments: Acceptable score.

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

15 respondents: 9 answered '1'; 4 answered '2'; 1 answered '3'; 1 answered '4'.

Average: 1.6.

Lecturer's Comments: Acceptable score.

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

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

Average: 1.46

Lecturer's Comments: I'm an acceptably enthusiastic.

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

15 respondents: 7 answered '1'; 4 answered '2'; 3 answered '3'; 1 answered '4'.

Average: 1.86

Lecturer's Comments: Significantly better than the previous time I gave this course (although see comments for question 1).

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

15 respondents: 7 answered '1'; 5 answered '2'; 3 answered '3'.

Average: 1.73.

Lecturer's Comments: I always think I'd score higher on this, but apparently not. As far as I can make out, the course is as cohesive as possible.

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

15 respondents: 1 answered '1'; 9 answered '2'; 5 answered '3'.

Average: 2.26

Lecturer's Comments: Pretty poor given that only half the course turned up to class so gawd only knows what everyone else is doing preparation wise !

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

15 respondents: 5 answered '1'; 4 answered '2'; 6 answered '3'.

Average: 2.06

Lecturer's Comments: Better than previous times.

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

Thoroughly detailed powerpoints – well structured seminars; seminars were good as Paul would take his time to explain a term if was needed. No matter how much time was taken up; the clarity of the lecturer, opportunity to raise problems; I find the powerpoint presentations are really good as they help me focus in lectures; clear useful handouts – good grounding for topic discussion. Answers questions; the lectures – teaching is fantastic. Very thorough and clear; discussing the various views everyone had on the same topics e.g. contentious issues such as dualism, which divides people; lots of WebCT support; Slides, Nikk's enthusiasm, the questions help focus what is the main issues in seminars; seminars always focused on most difficult part of past lectures, it was easy to contact the lecturer before handing in the essay; powerpoint presentations, makes lectures more interesting; lecture handouts; handouts;

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

Sometimes outdated info on the slides; handouts can make me switch off Maybe provide key points not whole presentation or only a summary then [even easier: don't pick one up until the end! See, easy!]; in seminars I feel only a small number of people contribute to class discussion but the tutor doesn't try and get others to speak; N/A; inconsistency in seminar attendance – low numbers made discussion harder at times; when people don't turn up; N/A; the classroom and computer were completely inadequate; nothing;

Question 12: Please comment on the small group discussions.

Sometimes dominated by certain members of the group but one the whole [nothing after that. I presume they meant to write 'good']; seminar tutor a lot more helpful and clear this year as opposed to last in Knowledge and Reality; it was hard to sometimes start discussion due to questions sometimes not focus on main area of texts. It was successful overall though; ?; they are much the same as first year, just more complex; useful; helpful, lots of change to go in depth; the TA was very organised, and the discussions were usually very good; discussion in seminars was good, there was plenty of chance for everyone to talk; help to understand reading – good chance to give opinions; seminar tutor was unhelpful at times, bad at guiding discussion interestingly;

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

The average time dedicated was 3.7 hours, which was **absurd** given the recommended time was 8 hours. Shocking. In fact only one student put down '5-10 hours' which sounds about right – everyone else was below that level. Horrendously bad.

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

Some books on the reading list only had one copy in the library [WHICH ONES!?!]; No; No; N/A; No; Can't remember specific names unfortunately but certain papers cited by Heil and a couple of sections from the Philosophical Quarterly. Sorry, this is unspecific [Odd, these things – the PQ articles in particular – should be online]; No, coursepack and Module Guide are very clear; Online articles difficult to find whole article. Week 2 and 3 to be specific; No; For physical/mental [unintelligible] essay – hard to access texts outside coursepack; Only one and google scholar helped me find it;

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

More focus on a specific topic area rather than overview. More emphasis on introduction to arguments even though I am aware you have to read for yourself; None; Not enough support with regard to the essays; None; None;

Question 16: Please add any other comments.

Seminar time is okay but longer would always be appreciated. Having said this, an hour is generally sufficient when there are only a few students present. If attendance was consistent I think a longer discussion time would be beneficial; Starting the lecture when we're filling in these forms didn't help!; Philosophy of Mind is taught in an easy to understand way with helpful material provided in lectures i.e. lecture notes. The course flows well; Perhaps consider reassessing the order of material covered in lectures (Problems associated with Type Type Identity were not discussed for a few weeks after it was introduced);

Overall

Since last time the course was run, a lot of material has been cut. This seems to have worked out very well.

With regards to attendance, there was a miscommunication, of whom the fault was mine, concerning registers. This has now been sorted, but probably too late to have any great effect. Next year the communication between Convenor and PGTA will be better, and we'll ensure at least 70% attendance all round (which is the minimum level to meet reasonable diligence requirements).