

**101 Human and Moral Agency
Student Assessment Results and Report
Maria Kasmirli**

A. Results

1. Lectures

| <i>Overall, the lectures for this course (max=5 min=0):</i> | 5 | 4 | 3 | 2 | 1 | <i>Avg</i> | <i>%</i> |
|--|----|----|----|---|---|------------|----------|
| were well-prepared for and delivered by the lecturers | 15 | 17 | 3 | 0 | 0 | 4.3 | 86 |
| were delivered at the right speed | 9 | 16 | 8 | 2 | 0 | 3.9 | 78 |
| were well-prepared for and attended by you | 5 | 21 | 8 | 1 | 0 | 3.8 | 76 |
| covered a range of approaches to the material | 5 | 20 | 8 | 2 | 0 | 3.8 | 76 |
| stimulated you to think more deeply about the material | 4 | 13 | 15 | 3 | 0 | 3.5 | 70 |
| were well-supported by handouts, visual aids, etc., when appropriate | 2 | 17 | 10 | 6 | 0 | 3.4 | 69 |
| formed a coherent and well thought-out series | 6 | 20 | 9 | 0 | 0 | 3.9 | 78 |

2. Tutorials/Seminars

| <i>Did tutorials (max=5 min=0):</i> | 5 | 4 | 3 | 2 | 1 | <i>Avg</i> | <i>%</i> |
|--|----|----|----|---|---|------------|----------|
| support and develop student learning? | 8 | 22 | 5 | 0 | 0 | 4.1 | 82 |
| encourage students to participate in discussion? | 9 | 16 | 6 | 1 | 0 | 4.0 | 81 |
| show an openness to new ideas? | 8 | 15 | 12 | 0 | 0 | 3.9 | 78 |
| have a good structure? | 8 | 15 | 11 | 1 | 0 | 3.9 | 77 |
| clarify points? | 13 | 15 | 7 | 0 | 0 | 4.2 | 83 |

| | | | | | | | |
|---|---|----|----|---|---|------------|----------|
| <i>Did your tutor (max=5, min=0):</i> | 5 | 4 | 3 | 2 | 1 | <i>Avg</i> | <i>%</i> |
| Suggest ways of preparing the material in advance? | 3 | 16 | 13 | 3 | 0 | 3.5 | 71 |
| suggest ways of thinking about the material afterwards? | 5 | 26 | 4 | 0 | 0 | 4.9 | 80 |

| | | | | | | | |
|---|---|----|----|---|---|------------|----------|
| <i>In tutorials did you (max=5, min=0):</i> | 5 | 4 | 3 | 2 | 1 | <i>Avg</i> | <i>%</i> |
| show a concern to learn? | 3 | 19 | 12 | 0 | 0 | 3.7 | 75 |
| participate in discussion? | 5 | 16 | 9 | 4 | 1 | 3.5 | 71 |
| prepare well? | 0 | 15 | 15 | 5 | 0 | 3.2 | 65 |
| prove receptive to the ideas of other students? | 5 | 22 | 8 | 0 | 0 | 3.9 | 78 |

| | | | | | | | |
|---|---|----|----|---|---|------------|----------|
| <i>max=5, min=0</i> | 5 | 4 | 3 | 2 | 1 | <i>Avg</i> | <i>%</i> |
| <i>How did your tutorial work as a group?</i> | 4 | 19 | 21 | 0 | 0 | 4.5 | 90 |

| | | | | | | | |
|---|----|----|---|---|---|------------|----------|
| <i>max=5, min=0</i> | 5 | 4 | 3 | 2 | 1 | <i>Avg</i> | <i>%</i> |
| <i>Was the tutorial discussion interesting?</i> | 11 | 16 | 8 | 0 | 0 | 4.1 | 81 |

3. Library and Course Materials

| | | | | | | | | |
|--|----|----|---|---|----|------------|------------|----------|
| <i>max=5, min=0</i> | 5 | 4 | 3 | 2 | 1 | <i>n/a</i> | <i>Avg</i> | <i>%</i> |
| Did you use primary texts? | 13 | 13 | 7 | 1 | 1 | 0 | 4.0 | 80 |
| Did you use secondary/critical texts? | 3 | 18 | 8 | 6 | 0 | 0 | 3.5 | 70 |
| Did you use the periodicals/journals? | 0 | 1 | 4 | 7 | 15 | 8 | 1.6 | 33 |
| Did you watch course-related videos? | 1 | 0 | 2 | 4 | 15 | 13 | 1.5 | 13 |
| How useful were the reading lists provided for the course? | 12 | 20 | 3 | 0 | 0 | 0 | 4.2 | 85 |

4. Guidance and Feedback

| <i>Over the course of the semester did you (max=5, min=0):</i> | 5 | 4 | 3 | 2 | 1 | n/a | Avg | % |
|---|----|----|---|---|---|-----|-----|----|
| receive helpful comments on your written work? | 7 | 20 | 5 | 1 | 0 | 2 | 4.0 | 80 |
| have work handed back to you on time? | 9 | 21 | 2 | 0 | 0 | 2 | 4.0 | 81 |
| get help by consulting tutors in office hours? | 4 | 11 | 8 | 3 | 2 | 7 | 3.4 | 68 |
| complete all written work and presentational assignments on time? | 22 | 9 | 1 | 0 | 0 | 3 | 4.6 | 93 |
| seek feedback on written work and presentations? | 4 | 11 | 6 | 6 | 1 | 7 | 3.3 | 67 |
| If you did presentations, how useful was this? | 1 | 0 | 1 | 1 | 1 | 31 | 2.7 | 55 |
| If you worked on a dissertation (relevant to third-years only), was the guidance and consultation sufficient? | 0 | 1 | 0 | 0 | 0 | 34 | 4.0 | 80 |
| Did you receive essay and exam guidance? If so, how helpful was it? | 4 | 13 | 2 | 2 | 0 | 14 | 3.9 | 78 |

B. Discussion

Only 35 questionnaires were returned – representing a third of the course population -- and so results can hardly be taken as fully representative. The low return reflects logistical problems in the last week of term, when questionnaires were distributed. On Monday December 11 first-year students' 112 essay deadline overlapped with their 101 tutorials, and many students missed their tutorials because they were submitting their essays. The Tuesday group was misled into thinking that there would be no tutorial. And the majority of the Friday group (with the exception of six students) could not make the tutorial. These special circumstances, together with 'last week of term syndrome' probably explain the low return of questionnaires.

Overall, the responses are encouraging. However, there is always room for improvement and here are some comments on issues where noticeably lower scores suggest adjustments may be needed:

i) Section 2: Tutorial/Seminars

- *Did your tutor suggest ways of preparing the material in advance?*
Average: 3.5

Comment: Students felt that they needed more guidance in the way of preparation before tutorials. Normally, students are advised of the topic and the reading (both primary and secondary texts) in the first week of teaching. Towards the end of each tutorial they are reminded of what they must prepare for next tutorial. Often they are also advised of the most important issues to be discussed.

Action: I could be more specific in preparation and hand out an A4 sheet with specific questions, cases, or topics for them to concentrate on while doing the preparatory reading. This could be additional to, or a substitute for, the tutorial handout. I will try this next term.

- *Did tutorials have a good structure?* Average: 3.9

Comment: Normally tutorials begin with an outline of 'things to come in the next hour or so'. I give some background on how the tutorial fits into the course, I outline the main issues in brief, and answer any questions of clarification. Then students get on with their group work, and towards the end of end of the tutorial they report their findings to the class. Generally, this worked quite well, but it had to be adapted to suit one of the groups better. (This involved breaking the group into smaller groups, and myself taking on the role of reporting group findings back to the class.)

Action: As Eve kindly suggested, my handouts would be better arranged, and the tutorials structured even better, if I set the class to discuss specific, individual cases, and then used an abstract question to bring it all together at the end. I have not had the chance to try this yet, but I plan to do so next term. I am sure it will give me better results.

- *In the tutorials did you prepare well?* Average: 3.2

Comment & action: This result is not discouraging but it is not acceptable either. I am hoping that with the pre-tutorial handouts proposed above the students will have the opportunity, guidance, and initiative to prepare better.

- *In the tutorials did you participate in discussion?* Average: 3.5

Comment: All students are strongly encouraged to participate in group discussions from very early on, and most students do so -- and do so well.

Action: Again, pre-tutorial handouts may be useful to those students who need some confidence boosting. It may be easier for them to speak if they have prepared answers to questions in advance. But at the same time I would not want to force people to speak. Despite all the encouragement and support, certain students may still prefer to sit back and think rather than talk.

ii) Section 3 Library and Course Materials

- *Did you watch course-related videos?*
- *Did you use the periodicals?*

These questions were not relevant to the course, and so the scores are not a matter of concern.

iii) Section 4: Guidance and Feedback

- *[Did you] get help by consulting tutors in office hours? Average: 3.4*
- *[Did you] seek feedback on written work? Average: 3.3*

Comment: Time and again students are strongly encouraged to take advantage of my office hours. If they cannot see me during my office hours, they are encouraged to e-mail me their concerns or questions. When asked, I have made arrangements to meet students at alternative times to discuss their questions or worries. A lot of students have taken advantage of these options. (In fact it is mostly the stronger students, who do not really need the extra help, who ask for it!) I am afraid the low results reflect a lack of willingness on certain students' behalf to come and discuss their work.

- *[Did you] receive essay and exam guidance? If so, how helpful was it? Average: 3.9 with 14 N/As*

Comment: I really do not know how to take this result. Half the students were very happy with help that the other half thought was not available! Students were had a lecture on essay and exam technique, and were also given a detailed essay-writing tutorial. I read students' essay drafts and discussed them with students on a one-to-one basis. After the essay results I also saw the students individually to discuss their essays in more detail.

Action: There may be a need for a short course on essay writing and exam techniques.

- *If you worked on a dissertation (relevant to third-years only), was the guidance and consultation sufficient?*

This question was not relevant to this course, and so the score is not a matter of concern.

Conclusion

Overall, this presentation was a success. The feedback reveals no serious problems and usefully highlights some areas for future fine-tuning. I will be happy to comment further on any aspect of this report.

Maria Kasmirli

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