

School of the Art Institute of Chicago

2020 Spring

Course: HUMANITY3330: Topics In Philosophy
Instructor: John Beverley *
Response Rate: 7/21 (33.33 %)

1 - The course allowed me to deepen and/or expand my thinking, practice and ideas.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
"yes" 10	(10)	5	71.43%		9.14
9	(9)	0	0.00%		
8	(8)	1	14.29%		
7	(7)	0	0.00%		
6	(6)	1	14.29%		
5	(5)	0	0.00%		
4	(4)	0	0.00%		
3	(3)	0	0.00%		
2	(2)	0	0.00%		
"no" 1	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question
Response Rate			Mean	STD	Median
7/21 (33.33%)			9.14	1.57	10.00

- This class is amazing. It really made me grapple with a lot of difficult ideas and concepts in a way that was rewarding without feeling overly labor-intensive or stressful.
- I learned about a lot of theories and ways of thinking that I had not previously learned about.
- The content covered in this course presents new and varied ways of approaching controversial topics, pushing students to consider opposing opinions/viewpoints as well as be able to challenge (and thus further support and defend) their own views.

2 - Please discuss what you gained while taking this course, such as ideas, ways of thinking, historical contexts, creative strategies, technical skills, etc. Be as specific as possible.

Response Rate	5/21 (23.81%)
<ul style="list-style-type: none"> • I gained an understanding of the nuances, strengths, and flaws of ethical principles, like the distributive theory of justice, consequentialism, utilitarianism, and deontology. I also learned practical debate strategies and critical thinking methods. In addition, I gained a better understanding of my own ethical principles. • I learned about debate/persuasion techniques like using facial and body language. I gain3d an understanding of different ways of think surrounding bioethics. • This was an amazing class, amazing professor, very engaging and down to earth. You learn more than you anticipate just through group discussions and debates. Very good structure. • Very helpful in learning how to debate, form arguments, and present opinions in a strategic way. • We developed debate skills that help us practice proper and persuasive arguing as well as practiced taking on different sides of a topic of debate. This started with covering the fundamental theories of ethics and their application to different scenarios before focusing into bioethical scenarios (that take place within the medical fields) 	

3 - The instructor communicated clearly and responded to requests for information in a reasonable amount of time.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
"yes" 10	(10)	6	85.71%		9.57
9	(9)	0	0.00%		
8	(8)	0	0.00%		
7	(7)	1	14.29%		
6	(6)	0	0.00%		
5	(5)	0	0.00%		
4	(4)	0	0.00%		
3	(3)	0	0.00%		
2	(2)	0	0.00%		
"no" 1	(1)	0	0.00%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question
Response Rate			Mean	STD	Median
7/21 (33.33%)			9.57	1.13	10.00

- The expectations for the course were clearly laid out at the beginning of the course with room for feedback and wiggle.

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4 - Please share your insights and experiences of this course as it shifted from on-campus to online learning.

Response Rate	5/21 (23.81%)
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- In my opinion, out of the classes I took this semester, this class handled the transition most seamlessly. While I would have much preferred to have finished out the course on-campus, I give a lot of credit to John for the way he managed to adapt the class to both work within the constraints of online learning and to address the relevant, real-world bioethical issues of the pandemic.
- The shift was pretty seamless, besides the in class debates stopped.
- John did a very good job shifting to online, he was very consistent with his info and assignments and made a great transition with the homework and discussions. In class was definitely better because we talk about observing body language in a debate, but John tried his best to move this over to our meetings.
- The online discussion boards were very engaging and required critical thinking, although I missed the in person discussion/ debate sessions. I wish the professor made changes to the class time to accommodate students from different timezones - may be hosting two zoom sessions in two groups at different time options. Because the discussion sessions were the most important part of the course which was difficult for some of us to attend at 6pm CST.
- John had reasonable and accommodating expectations for his students as we transitioned to online learning, allowing us to either attend a zoom class or answer a canvas discussion post relating to that week's content.

5 - Is there anything else that you want us to know?

Response Rate	1/21 (4.76%)
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- John's great. He's an excellent professor, definitely one of the best--perhaps even the single best--among all the professors I have had at SAIC so far.