

# Teaching Evaluations – 2011-Present

Shieva Kleinschmidt

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DEPT: LITERATURE, THOUGHT, & ART

UNIVERSITY OF SOUTHERN CALIFORNIA

EVALUATION SERVICES

INSTRUCTOR: KLEINSCHMIDT, S

RESPONSES FROM TEACHING EVALUATION - FALL 2011

01/16/12

COURSE: 100

CLASS NUMBER: 35236

NUMBER OF STUDENTS COMPLETING EVALUATIONS: 13  
PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS: 59

THE FOLLOWING STATISTICS ARE BASED UPON THE ACTUAL NUMBER OF STUDENTS RESPONDING TO THE QUESTION.

FOR EACH QUESTION, THE PERCENTAGE OF STUDENTS MAKING EACH RESPONSE (OR NOT RESPONDING), THE MEAN RESPONSE, AND THE STANDARD DEVIATION ARE PRESENTED. CAUTION SHOULD BE USED IN INTERPRETING RESULTS WHEN THE TOTAL NUMBER OF STUDENTS COMPLETING EVALUATIONS IS SMALL, THE PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS IS SMALL, OR THE PERCENTAGE OF "NON-RESPONSE" TO INDIVIDUAL ITEMS IS LARGE.

(SOME QUESTIONS HAVE BEEN ABBREVIATED)

----- PERCENTAGE RESPONDING -----

SPECIFIC QUESTIONS	PERCENTAGE RESPONDING					MEAN	STD DEV
	NO RESP	POOR (1)	BELOW AVG (2)	AVG (3)	ABOVE AVG (4)		
1. CLEARLY ARTICULATED COURSE GOALS.	0	0	15	38	38	3.38	0.87
2. ORGANIZED COURSE TO ACHIEVE THOSE GOALS.	0	15	0	31	46	3.31	1.18
3. EXPLAINED DIFFICULT CONCEPTS, METHODS, & SUBJ. MATTER.	0	0	31	23	46	3.15	0.90
4. ENCOURAGED STUDENTS TO PARTICIPATE IN THEIR LEARNING.	0	0	23	15	23	3.77	1.24
5. WAS ACCESSIBLE TO STUDENTS.	0	0	15	31	46	3.46	0.88
6. EVALUATED STUDENT WORK IN FAIR & APPROPRIATE WAYS.	0	15	15	31	23	3.08	1.32
7. WAS ENTHUSIASTIC ABOUT COMMUNICATING SUBJECT MATTER.	0	0	0	8	23	4.62	0.65
8. STIMULATED STUDENT INTEREST IN SUBJECT MATTER.	0	0	23	23	31	3.54	1.13
9. PRESENTED SUBJ. MATTER IN ACADEMICALLY CHALLENGING WAYS.	0	0	0	23	15	4.38	0.87
10. PROVIDED STUDENTS A VALUABLE LEARNING EXPERIENCE.	0	0	15	23	46	3.62	0.96

GENERAL QUESTIONS

11. OVERALL, HOW WOULD YOU RATE THIS INSTRUCTOR?	8	15	15	8	38	3.25	1.42
12. OVERALL, HOW WOULD YOU RATE THIS COURSE?	8	15	23	23	23	2.83	1.27

QUESTIONS PROVIDED BY INSTRUCTOR

13. INSTRUCTOR PROVIDED QUESTION # 13	0	0	0	0	0	.	.
14. INSTRUCTOR PROVIDED QUESTION # 14	0	0	0	0	0	.	.
15. INSTRUCTOR PROVIDED QUESTION # 15	0	0	0	0	0	.	.
16. INSTRUCTOR PROVIDED QUESTION # 16	0	0	0	0	0	.	.
17. INSTRUCTOR PROVIDED QUESTION # 17	0	0	0	0	0	.	.
18. INSTRUCTOR PROVIDED QUESTION # 18	0	0	0	0	0	.	.
19. INSTRUCTOR PROVIDED QUESTION # 19	0	0	0	0	0	.	.
20. INSTRUCTOR PROVIDED QUESTION # 20	0	0	0	0	0	.	.
21. INSTRUCTOR PROVIDED QUESTION # 21	0	0	0	0	0	.	.
22. INSTRUCTOR PROVIDED QUESTION # 22	0	0	0	0	0	.	.
23. INSTRUCTOR PROVIDED QUESTION # 23	0	0	0	0	0	.	.
24. INSTRUCTOR PROVIDED QUESTION # 24	0	0	0	0	0	.	.
25. INSTRUCTOR PROVIDED QUESTION # 25	0	0	0	0	0	.	.
26. INSTRUCTOR PROVIDED QUESTION # 26	0	0	0	0	0	.	.

DUE TO ROUNDING, PERCENTAGES MAY NOT ADD TO 100.

University of Southern California  
Fall 2011 General Education Final Course Evaluation

Course: ARLT 100g (section 35236)  
Title: Ancient Philosophy  
Instructor: Kleinschmidt, Shieva

Category V: Arts and Letters (100g)

In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.

1. Which of the goals stated in the description above has the course met? Please explain.

I do not feel this course meets any of these goals. We do not write about the ancient texts. We simply write down word for word the arguments, etc during class and are expected to convey them back word for word on tests.

2. What do you think were the strengths of this course? word on tests

This class is boring and repetitive. Each day we just write down arguments.

3. How could it be improved?

Different structure, different readings

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

None. They are during my other classes and this is her class so she doesn't like to come to school early as she discussed in class.

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

I do not think this course has taught me anything other than how to memorize my notes.



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1. Which of the goals stated in the description above has the course met? Please explain.

IT'S HARD AND THE WORKLOAD IS HEAVY

2. What do you think were the strengths of this course?

INTERESTING TOPICS

3. How could it be improved?

HORRIBLY ORGANIZED. TESTS ARE BASED ON LECTURES ALONE,  
THERE'S WAY TOO MUCH INFORMATION AND IT IS NOT CLEARLY  
ARTICULATED WHAT STUDENTS NEED TO KNOW AND UNDERSTAND.

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

ZERO; I HAD CLASS AT ALL HER AVAILABLE TIMES.

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

ARGUMENT SKILL IMPROVED SOMEWHAT.

**University of Southern California**  
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1. Which of the goals stated in the description above has the course met? Please explain.

All except music and film.

2. What do you think were the strengths of this course?

Volume of information and academic difficulty.

3. How could it be improved?

Slightly slower pace

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

1, I had information clarified before a midterm.

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

All - the topics were all covered.

**University of Southern California**  
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1. Which of the goals stated in the description above has the course met? Please explain.

No.

2. What do you think were the strengths of this course?

the teacher was available  
really interested about this subject

3. How could it be improved?

More assignments to help balance out  
the midterms and exams

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

None

5. The USC General Education Program *as a whole* is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

None.

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1. Which of the goals stated in the description above has the course met? Please explain.

All we have covered a very large amount of material

2. What do you think were the strengths of this course?

A lot of specific knowledge

3. How could it be improved?

more time spent on more general ideas

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class? 0

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals? ~~It~~ helped with my understanding of philosophical principles

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1. Which of the goals stated in the description above has the course met? Please explain.

All of above.

2. What do you think were the strengths of this course?

It gave us a good, closer ~~analyze~~ analysis of what philosopher's arguments were.

3. How could it be improved?

N/A

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

At least 5 and they helped me understand certain concepts

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

Think analytically about arguments.

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1. Which of the goals stated in the description above has the course met? Please explain.

Only literature & philosophy. No artistic analysis. Definitely familiar with disciplinary and interdisciplinary methods of arguments.

2. What do you think were the strengths of this course?

Challenging, intellectually stimulating

3. How could it be improved?

make lecture clearer. Too many arguments. More to do first

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

0

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

Allows you to explore different fields outside your major. Broadens your knowledge.

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1. Which of the goals stated in the description above has the course met? Please explain.

It has met the literary and artistic analysis part, which is what a lot of the philosophy class offers.

2. What do you think were the strengths of this course?

Interesting and mentally stimulating subject matter.

3. How could it be improved?

Could be more clear on what we are graded on. Could involve a clear overview of what we are learning and why.

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

Haven't been to any.

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

This course has helped me think about arguments about life and why we exist, which isn't really applied to everyday life.

University of Southern California  
Fall 2011 General Education Final Course Evaluation

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1. Which of the goals stated in the description above has the course met? Please explain.

Not much artistic analysis but we do learn arguments

2. What do you think were the strengths of this course?

The instructor is enthusiastic and very knowledgeable

3. How could it be improved?

The Exam should be less difficult or at least less subjective.  
Exams involve too much memorization and are very strict on word choice

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

None - Scheduling conflicts with my other classes prevented this  
Suggested we conference over the phone.

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

Think analytically but material is difficult to relate ~~down~~ to because presented mathematically



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1. Which of the goals stated in the description above has the course met? Please explain.

- critical analysis using logic and reasoning  
-

2. What do you think were the strengths of this course?

- very interesting content  
- intellectually challenging

3. How could it be improved?

—

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

—

5. The USC General Education Program *as a whole* is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

- reasoning and ~~the~~ analytical skills through participation and reading

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1. Which of the goals stated in the description above has the course met? Please explain.

There was indeed intense engagement with works of literature and philosophy - we learned to logically evaluate arguments in philosophy.

2. What do you think were the strengths of this course?

Interesting, challenging, stimulates learning and using thought to evaluate philosophical theories.

3. How could it be improved?

At times too difficult and hard to understand, but professor manages to try to explain as best as possible.

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

None. I would imagine that they would provide a lot of learning though.

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

I learned about new cultures and different topics, which effectively broadened my knowledge outside of just my major's topics.

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1. Which of the goals stated in the description above has the course met? Please explain.

"The works may be associated with a particular country, time period, genre, or theme." We learn Ancient, mostly Gre  
philosophy.

2. What do you think were the strengths of this course?

This course is very intellectually challenging, especially the subject matter

3. How could it be improved?

The grading on tests and quizzes could be somewhat easier, given the difficulty of the subject matter and the GE-level of the course.

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

I haven't had any such meetings; I cannot answer the second part

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

The analytical thinking goal was definitely achieved, especially w/ the difficult and complicated subject matter.

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1. Which of the goals stated in the description above has the course met? Please explain.

~~The never go over~~  
All of them were met

2. What do you think were the strengths of this course?

It has ~~taught~~ me to analyze ~~these~~ philosophical arguments better.

It has also taught me ways to make snide philosophical remarks in a conversation if need

3. How could it be improved?

Make the exams less centered around memorization. The fact that we had to memorize some arguments word for word made the exams more of a memorization test than about understanding the material.

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class? None

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

It had us analyzing lots of philosophical arguments.  
to think analytically about texts and arguments.

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1. Which of the goals stated in the description above has the course met? Please explain.

this class has definitely been intense and my critical skills have been lettered. There was a lot of argument and persuasion involved since we had to analyze arguments

2. What do you think were the strengths of this course?

preparing us for tough classes in the future

and heightening our analytical skills, of course

3. How could it be improved?

more separate group discussions and more analysis work rather than memorization

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

I've been to every single office hr. they helped a little

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

this course posed more questions about my life than if I hadn't taken it and I'm much more analytical of texts

DEPT: PHILOSOPHY

UNIVERSITY OF SOUTHERN CALIFORNIA

EVALUATION SERVICES

INSTRUCTOR: KLEINSCHMIDT, S

RESPONSES FROM TEACHING EVALUATION - FALL 2011

01/16/12

COURSE: 360

CLASS NUMBER: 49427

NUMBER OF STUDENTS COMPLETING EVALUATIONS: 20  
PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS: 80

THE FOLLOWING STATISTICS ARE BASED UPON THE ACTUAL NUMBER OF STUDENTS RESPONDING TO THE QUESTION.

FOR EACH QUESTION, THE PERCENTAGE OF STUDENTS MAKING EACH RESPONSE (OR NOT RESPONDING), THE MEAN RESPONSE, AND THE STANDARD DEVIATION ARE PRESENTED. CAUTION SHOULD BE USED IN INTERPRETING RESULTS WHEN THE TOTAL NUMBER OF STUDENTS COMPLETING EVALUATIONS IS SMALL, THE PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS IS SMALL, OR THE PERCENTAGE OF "NON-RESPONSE" TO INDIVIDUAL ITEMS IS LARGE.

(SOME QUESTIONS HAVE BEEN ABBREVIATED)

----- PERCENTAGE RESPONDING -----

	NO RESP	POOR (1)	BELOW AVG (2)	AVG (3)	ABOVE AVG (4)	EXCELLENT (5)	MEAN	STD DEV
1. CLEARLY ARTICULATED COURSE GOALS.	0	0	0	15	35	50	4.35	0.75
2. ORGANIZED COURSE TO ACHIEVE THOSE GOALS.	0	0	0	15	30	55	4.40	0.75
3. EXPLAINED DIFFICULT CONCEPTS, METHODS, & SUBJ. MATTER.	5	0	0	15	35	45	4.32	0.75
4. ENCOURAGED STUDENTS TO PARTICIPATE IN THEIR LEARNING.	0	0	0	20	15	65	4.45	0.83
5. WAS ACCESSIBLE TO STUDENTS.	0	0	0	15	20	65	4.50	0.76
6. EVALUATED STUDENT WORK IN FAIR & APPROPRIATE WAYS.	0	0	0	15	25	60	4.45	0.76
7. WAS ENTHUSIASTIC ABOUT COMMUNICATING SUBJECT MATTER.	0	0	0	5	5	90	4.85	0.49
8. STIMULATED STUDENT INTEREST IN SUBJECT MATTER.	0	0	0	15	20	65	4.50	0.76
9. PRESENTED SUBJ. MATTER IN ACADEMICALLY CHALLENGING WAYS.	0	0	0	10	10	80	4.70	0.66
10. PROVIDED STUDENTS A VALUABLE LEARNING EXPERIENCE.	0	0	0	15	25	60	4.45	0.76

GENERAL QUESTIONS

11. OVERALL, HOW WOULD YOU RATE THIS INSTRUCTOR?	0	0	0	10	15	75	4.65	0.67
12. OVERALL, HOW WOULD YOU RATE THIS COURSE?	0	0	0	15	35	50	4.35	0.75

QUESTIONS PROVIDED BY INSTRUCTOR

13. INSTRUCTOR PROVIDED QUESTION # 13	0	0	0	0	0	0	.	.
14. INSTRUCTOR PROVIDED QUESTION # 14	0	0	0	0	0	0	.	.
15. INSTRUCTOR PROVIDED QUESTION # 15	0	0	0	0	0	0	.	.
16. INSTRUCTOR PROVIDED QUESTION # 16	0	0	0	0	0	0	.	.
17. INSTRUCTOR PROVIDED QUESTION # 17	0	0	0	0	0	0	.	.
18. INSTRUCTOR PROVIDED QUESTION # 18	0	0	0	0	0	0	.	.
19. INSTRUCTOR PROVIDED QUESTION # 19	0	0	0	0	0	0	.	.
20. INSTRUCTOR PROVIDED QUESTION # 20	0	0	0	0	0	0	.	.
21. INSTRUCTOR PROVIDED QUESTION # 21	0	0	0	0	0	0	.	.
22. INSTRUCTOR PROVIDED QUESTION # 22	0	0	0	0	0	0	.	.
23. INSTRUCTOR PROVIDED QUESTION # 23	0	0	0	0	0	0	.	.
24. INSTRUCTOR PROVIDED QUESTION # 24	0	0	0	0	0	0	.	.
25. INSTRUCTOR PROVIDED QUESTION # 25	0	0	0	0	0	0	.	.
26. INSTRUCTOR PROVIDED QUESTION # 26	0	0	0	0	0	0	.	.

DOE TO ROUNDING, PERCENTAGES MAY NOT ADD TO 100.

DEPT: PHILOSOPHY

UNIVERSITY OF SOUTHERN CALIFORNIA

EVALUATION SERVICES

INSTRUCTOR: KLEINSCHMIDT, S

RESPONSES FROM TEACHING EVALUATION - SPRING 2012

06/11/12

COURSE: 560

CLASS NUMBER: 49516

NUMBER OF STUDENTS COMPLETING EVALUATIONS: 4  
PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS: 100

THE FOLLOWING STATISTICS ARE BASED UPON THE ACTUAL NUMBER OF STUDENTS RESPONDING TO THE QUESTION.

FOR EACH QUESTION, THE PERCENTAGE OF STUDENTS MAKING EACH RESPONSE (OR NOT RESPONDING), THE MEAN RESPONSE, AND THE STANDARD DEVIATION ARE PRESENTED. CAUTION SHOULD BE USED IN INTERPRETING RESULTS WHEN THE TOTAL NUMBER OF STUDENTS COMPLETING EVALUATIONS IS SMALL, THE PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS IS SMALL, OR THE PERCENTAGE OF "NON-RESPONSE" TO INDIVIDUAL ITEMS IS LARGE.

(SOME QUESTIONS HAVE BEEN ABBREVIATED)

SPECIFIC QUESTIONS	PERCENTAGE RESPONDING					MEAN	STD DEV
	NO RESP	POOR (1)	BELOW AVG (2)	AVG (3)	ABOVE AVG (4)		

1. CLEARLY ARTICULATED COURSE GOALS.	0	0	0	25	75	0	3.75	0.50
2. ORGANIZED COURSE TO ACHIEVE THOSE GOALS.	0	0	0	0	100	0	4.00	0
3. EXPLAINED DIFFICULT CONCEPTS, METHODS, & SUBJ. MATTER.	0	0	0	25	25	50	4.25	0.96
4. ENCOURAGED STUDENTS TO PARTICIPATE IN THEIR LEARNING.	0	0	0	0	0	100	5.00	0
5. WAS ACCESSIBLE TO STUDENTS.	0	0	0	0	25	75	4.75	0.50
6. EVALUATED STUDENT WORK IN FAIR & APPROPRIATE WAYS.	25	0	0	0	0	75	5.00	0
7. WAS ENTHUSIASTIC ABOUT COMMUNICATING SUBJECT MATTER.	0	0	0	0	0	100	5.00	0
8. STIMULATED STUDENT INTEREST IN SUBJECT MATTER.	0	0	0	0	0	100	5.00	0
9. PRESENTED SUBJ. MATTER IN ACADEMICALLY CHALLENGING WAYS.	0	0	0	0	0	100	5.00	0
10. PROVIDED STUDENTS A VALUABLE LEARNING EXPERIENCE.	0	0	0	0	25	75	4.75	0.50

GENERAL QUESTIONS

11. OVERALL, HOW WOULD YOU RATE THIS INSTRUCTOR?	0	0	0	0	50	50	4.50	0.58
12. OVERALL, HOW WOULD YOU RATE THIS COURSE?	0	0	0	0	50	50	4.50	0.58

QUESTIONS PROVIDED BY INSTRUCTOR

13. INSTRUCTOR PROVIDED QUESTION # 13	0	0	0	0	0	0	.	.
14. INSTRUCTOR PROVIDED QUESTION # 14	0	0	0	0	0	0	.	.
15. INSTRUCTOR PROVIDED QUESTION # 15	0	0	0	0	0	0	.	.
16. INSTRUCTOR PROVIDED QUESTION # 16	0	0	0	0	0	0	.	.
17. INSTRUCTOR PROVIDED QUESTION # 17	0	0	0	0	0	0	.	.
18. INSTRUCTOR PROVIDED QUESTION # 18	0	0	0	0	0	0	.	.
19. INSTRUCTOR PROVIDED QUESTION # 19	0	0	0	0	0	0	.	.
20. INSTRUCTOR PROVIDED QUESTION # 20	0	0	0	0	0	0	.	.
21. INSTRUCTOR PROVIDED QUESTION # 21	0	0	0	0	0	0	.	.
22. INSTRUCTOR PROVIDED QUESTION # 22	0	0	0	0	0	0	.	.
23. INSTRUCTOR PROVIDED QUESTION # 23	0	0	0	0	0	0	.	.
24. INSTRUCTOR PROVIDED QUESTION # 24	0	0	0	0	0	0	.	.
25. INSTRUCTOR PROVIDED QUESTION # 25	0	0	0	0	0	0	.	.
26. INSTRUCTOR PROVIDED QUESTION # 26	0	0	0	0	0	0	.	.

DOE TO ROUNDING, PERCENTAGES MAY NOT ADD TO 100.



Shiera Kleinschmidt

INSTRUCTOR'S NAME

Philosophy

DEPARTMENT NAME

560

COURSE NUMBER

### INSTRUCTIONS

This evaluation form is intended to measure your reactions to this instructor and course. Results will be reported to USC administrators to be used as part of the overall evaluation of the instructor. These evaluations will have salary and promotion implications so please take them very seriously. When you have finished, a designated student will pick up the evaluations and take them to a drop off point for processing. Your responses will remain anonymous and summaries will not be given to the instructor until after grades have been assigned.

Put Instructor's Name, Department Name, and Course Number at top (i.e., Smith, Psychology, 200)

### OPEN-ENDED COMMENTS

1. What were this instructor's main strengths?

Insightful w/ respect to the problems in the given topic.

2. How might this instructor improve his or her teaching effectiveness?

Spend more time explaining background concepts that she'll use. Many instances of crucial terms used w/o explanation beforehand.

Perhaps make course content less immediately related to her research. More ~~depth~~ for benefit of student.  
↳ breadth

3. Additional comments?

Thanks for your hard work! It showed!



Schieva Kleinschmidt

INSTRUCTOR'S NAME

Philosophy

DEPARTMENT NAME

SGO

COURSE NUMBER

### INSTRUCTIONS

This evaluation form is intended to measure your reactions to this instructor and course. Results will be reported to USC administrators to be used as part of the overall evaluation of the instructor. These evaluations will have salary and promotion implications so please take them very seriously. When you have finished, a designated student will pick up the evaluations and take them to a drop off point for processing. Your responses will remain anonymous and summaries will not be given to the instructor until after grades have been assigned.

Put Instructor's Name, Department Name, and Course Number at top (i.e., Smith, Psychology, 200)

### OPEN-ENDED COMMENTS

1. What were this instructor's main strengths? Energetic/Enthusiastic, Interesting lectures and discussions, always willing to spend extra time on a discussion if its particularly philosophically interesting

2. How might this instructor improve his or her teaching effectiveness? Bring Salmon dip

3. Additional comments? Simply a great class, I really enjoyed it.

Kleinschmidt  
INSTRUCTOR'S NAME

PHIL  
DEPARTMENT NAME

360  
COURSE NUMBER

### INSTRUCTIONS

This evaluation form is intended to measure your reactions to this instructor and course. Results will be reported to USC administrators to be used as part of the overall evaluation of the instructor. These evaluations will have salary and promotion implications so please take them very seriously. When you have finished, a designated student will pick up the evaluations and take them to a drop off point for processing. Your responses will remain anonymous and summaries will not be given to the instructor until after grades have been assigned.

Put Instructor's Name, Department Name, and Course Number at top (i.e., Smith, Psychology, 200)

### OPEN-ENDED COMMENTS

1. What were this instructor's main strengths? Enthusiasm!!!

2. How might this instructor improve his or her teaching effectiveness? Organize the course around more specific questions so things fit together better.

3. Additional comments? The instructor was quite demanding, even on auditors, which probably decreased the number of students who took advantage of this otherwise excellent course.

Klienschmidt

INSTRUCTOR'S NAME

Phil

DEPARTMENT NAME

560

COURSE NUMBER

### INSTRUCTIONS

This evaluation form is intended to measure your reactions to this instructor and course. Results will be reported to USC administrators to be used as part of the overall evaluation of the instructor. These evaluations will have salary and promotion implications so please take them very seriously. When you have finished, a designated student will pick up the evaluations and take them to a drop off point for processing. Your responses will remain anonymous and summaries will not be given to the instructor until after grades have been assigned.

Put Instructor's Name, Department Name, and Course Number at top (i.e., Smith, Psychology, 200)

### OPEN-ENDED COMMENTS

1. What were this instructor's main strengths? Enthusiasm, interested in what students had to say, receptive to clearing up confusions, made very helpful handouts.
2. How might this instructor improve his or her teaching effectiveness? Sometimes put class on the spot in a hard way some warmth would be nice in those instances. Sometimes there were mishaps in the readings for the week, so just making sure what to read was right before
3. Additional comments? I learned a great deal in this class & had a good time doing so. I also sort of liked the responses cause it kept out distracting auditors, but that's B perhaps selfish.

DEPT: LITERATURE, THOUGHT, & ART

UNIVERSITY OF SOUTHERN CALIFORNIA

EVALUATION SERVICES

INSTRUCTOR: KLEINSCHMIDT, S

RESPONSES FROM TEACHING EVALUATION - FALL 2012

01/15/13

COURSE: 100

CLASS NUMBER: 35265

NUMBER OF STUDENTS COMPLETING EVALUATIONS: 20  
PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS: 71

THE FOLLOWING STATISTICS ARE BASED UPON THE ACTUAL NUMBER OF STUDENTS RESPONDING TO THE QUESTION.

FOR EACH QUESTION, THE PERCENTAGE OF STUDENTS MAKING EACH RESPONSE (OR NOT RESPONDING), THE MEAN RESPONSE, AND THE STANDARD DEVIATION ARE PRESENTED. CAUTION SHOULD BE USED IN INTERPRETING RESULTS WHEN THE TOTAL NUMBER OF STUDENTS COMPLETING EVALUATIONS IS SMALL, THE PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS IS SMALL, OR THE PERCENTAGE OF "NON-RESPONSE" TO INDIVIDUAL ITEMS IS LARGE.

(SOME QUESTIONS HAVE BEEN ABBREVIATED)

----- PERCENTAGE RESPONDING -----

SPECIFIC QUESTIONS	PERCENTAGE RESPONDING					MEAN	STD DEV	
	NO RESP	POOR (1)	BELOW AVG (2)	AVG (3)	ABOVE AVG (4)			EXCELLENT (5)
1. CLEARLY ARTICULATED COURSE GOALS.	0	5	5	40	40	10	3.45	0.94
2. ORGANIZED COURSE TO ACHIEVE THOSE GOALS.	0	5	0	35	55	5	3.55	0.83
3. EXPLAINED DIFFICULT CONCEPTS, METHODS, & SUBJ. MATTER.	0	0	5	25	30	40	4.05	0.94
4. ENCOURAGED STUDENTS TO PARTICIPATE IN THEIR LEARNING.	5	0	5	10	25	55	4.37	0.90
5. WAS ACCESSIBLE TO STUDENTS.	0	0	5	10	30	55	4.35	0.88
6. EVALUATED STUDENT WORK IN FAIR & APPROPRIATE WAYS.	0	0	0	5	40	55	4.50	0.61
7. WAS ENTHUSIASTIC ABOUT COMMUNICATING SUBJECT MATTER.	0	0	0	0	10	90	4.90	0.31
8. STIMULATED STUDENT INTEREST IN SUBJECT MATTER.	0	10	5	10	40	35	3.85	1.27
9. PRESENTED SUBJ. MATTER IN ACADEMICALLY CHALLENGING WAYS.	0	5	0	30	35	30	3.85	1.04
10. PROVIDED STUDENTS A VALUABLE LEARNING EXPERIENCE.	0	5	10	10	45	30	3.85	1.14

GENERAL QUESTIONS

11. OVERALL, HOW WOULD YOU RATE THIS INSTRUCTOR?	5	0	10	5	35	45	4.21	0.98
12. OVERALL, HOW WOULD YOU RATE THIS COURSE?	5	10	5	15	45	20	3.63	1.21

QUESTIONS PROVIDED BY INSTRUCTOR

13. INSTRUCTOR PROVIDED QUESTION # 13	0	0	0	0	0	0	.	.
14. INSTRUCTOR PROVIDED QUESTION # 14	0	0	0	0	0	0	.	.
15. INSTRUCTOR PROVIDED QUESTION # 15	0	0	0	0	0	0	.	.
16. INSTRUCTOR PROVIDED QUESTION # 16	0	0	0	0	0	0	.	.
17. INSTRUCTOR PROVIDED QUESTION # 17	0	0	0	0	0	0	.	.
18. INSTRUCTOR PROVIDED QUESTION # 18	0	0	0	0	0	0	.	.
19. INSTRUCTOR PROVIDED QUESTION # 19	0	0	0	0	0	0	.	.
20. INSTRUCTOR PROVIDED QUESTION # 20	0	0	0	0	0	0	.	.
21. INSTRUCTOR PROVIDED QUESTION # 21	0	0	0	0	0	0	.	.
22. INSTRUCTOR PROVIDED QUESTION # 22	0	0	0	0	0	0	.	.
23. INSTRUCTOR PROVIDED QUESTION # 23	0	0	0	0	0	0	.	.
24. INSTRUCTOR PROVIDED QUESTION # 24	0	0	0	0	0	0	.	.
25. INSTRUCTOR PROVIDED QUESTION # 25	0	0	0	0	0	0	.	.
26. INSTRUCTOR PROVIDED QUESTION # 26	0	0	0	0	0	0	.	.

DUE TO ROUNDING, PERCENTAGES MAY NOT ADD TO 100.



**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** ARLT 100g (section 35265)

**Title:** Ancient Philosophy

**Instructor:** Kleinschmidt, Shieva

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

2. What do you think were the strengths of this course?

Shieva explains material well and in an interesting manner.

3. How could it be improved?

Perhaps slightly more structured.

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

Didn't have any.

5. The USC General Education Program *as a whole* is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** *ARLT 100g (section 35265)*

**Title:** *Ancient Philosophy*

**Instructor:** *Kleinschmidt, Shieva*

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

*all*

2. What do you think were the strengths of this course?

*enthusiasm*

3. How could it be improved?

*NO suggestions*

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

*3, definitely helps.*

5. The USC General Education Program *as a whole* is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

*was ALL.*

**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** ARLT 100g (section 35265)

**Title:** Ancient Philosophy

**Instructor:** Kleinschmidt, Shieva

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

*Yes*

2. What do you think were the strengths of this course?

3. How could it be improved?

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

*2, they helped me very much with my assignments for the class*

5. The USC General Education Program *as a whole* is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** ARLT 100g (section 35265)

**Title:** Ancient Philosophy

**Instructor:** Kleinschmidt, Shieva

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

(Critical analysis of philosophy)

2. What do you think were the strengths of this course?

- Lots of analysis of dense reading.

3. How could it be improved?

- use slides or provide online lecture notes.

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

None, too busy with other important classes to my major  
extra time  
to spend time with this course

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

We should disband the general education requirement,  
It serves no useful purpose.



**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** ARLT 100g (section 35265)

**Title:** Ancient Philosophy

**Instructor:** Kleinschmidt, Shieva

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

Literary and artistic analysis,  
Argument.

2. What do you think were the strengths of this course?

Interactive environment, student teaching is great

3. How could it be improved?

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

2, and yes

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

Analytical thinking and arguments.

**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** ARLT 100g (section 35265)

**Title:** Ancient Philosophy

**Instructor:** Kleinschmidt, Shieva

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

We studied works of literature/philosophy and analyzed them.

2. What do you think were the strengths of this course?

Extensive instructor information explored well

3. How could it be improved?

Clearer course goals/objectives

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

None, but they were available

5. The USC General Education Program *as a whole* is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

Helped me analyze material in new ways

Fall 2012 General Education Final Course Evaluation  
University of Southern California

Course: ARLT 100g (section 35265)

Title: Ancient Philosophy

Instructor: Kleinschmidt, Shieva

Category V: Arts and Letters (100g)

In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.

1. Which of the goals stated in the description above has the course met? Please explain.

yes - intensive reading, critical analysis of philosophy

2. What do you think were the strengths of this course?

~~professor~~ great professor - very knowledgeable & enthusiastic

3. How could it be improved?

course moves a little fast - <sup>we</sup> don't spend a lot of time on topics

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

none - but ~~we~~ <sup>communicated w/</sup> ~~contacted~~ her through email

5. The USC General Education Program *as a whole* is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

Everything except artistic analysis - more logic than creativity

**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** ARLT 100g (section 35265)

**Title:** Ancient Philosophy

**Instructor:** Kleinschmidt, Shieva

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

We are made to critically engage with ancient Greek works of philosophy and develop argument analysis skills.

2. What do you think were the strengths of this course?

The material is clearly presented we are made to engage with it and present on it without being encouraged to just cram, and new skills are developed.

3. How could it be improved?

I feel like the pre-lecture questions don't encourage much thought and are just pounded out.

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

I haven't.

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

We have had to analyse and critique arguments and develop our own opinions based on our presentations and engagement with the text.

**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** ARLT 100g (section 35265)

**Title:** Ancient Philosophy

**Instructor:** Kleinschmidt, Shieva

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

Theme - philosophy, critical analysis of philosophy.

Argument, Analytical.

2. What do you think were the strengths of this course?

Teacher really liked teaching and was hilarious.

3. How could it be improved?

Better planning, we did stuff late always, usually not on schedule.

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

None, everything was explained very well in class.

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

Arguments, it's a philosophy course.

**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** ARLT 100g (section 35265)

**Title:** Ancient Philosophy

**Instructor:** Kleinschmidt, Shieva

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

All of them except music & film

2. What do you think were the strengths of this course?

Shieva is always very happy & seems excited to teach, which is lovely.

3. How could it be improved?

Some music or film aspect

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

I haven't, but she always made herself available & made office hours fun through activities

5. The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

Thinking analytically about arguments - now I pour people in arguments all the time & it's awesome.

**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** ARLT 100g (section 35265)

**Title:** Ancient Philosophy

**Instructor:** Kleinschmidt, Shieva

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

All of them. Great teacher.

2. What do you think were the strengths of this course?

Shieva's enthusiasm and love for philosophy

3. How could it be improved?

don't know

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

a few times. helped greatly

5. The USC General Education Program *as a whole* is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

especially  
All. ↓ historic context.

**Fall 2012 General Education Final Course Evaluation  
University of Southern California**

**Course:** ARLT 100g (section 35265)

**Title:** Ancient Philosophy

**Instructor:** Kleinschmidt, Shieva

**Category V: Arts and Letters (100g)**

*In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students.*

1. Which of the goals stated in the description above has the course met? Please explain.

There is a lot of critical thinking and analysis involved and it's really good practice.

2. What do you think were the strengths of this course?

The professor is really fun to learn from.

3. How could it be improved?

Perhaps a few simple assignments. or maybe a cheaper book.

4. Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

I have not visited office hour but she is always offering.

5. The USC General Education Program *as a whole* is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?

The things we learn are occasionally tied in with current way of thinking



DEPT: PHILOSOPHY

UNIVERSITY OF SOUTHERN CALIFORNIA

EVALUATION SERVICES

INSTRUCTOR: KLEINSCHMIDT, S

COURSE: 285

RESPONSES FROM TEACHING EVALUATION - FALL 2012

01/15/13

CLASS NUMBER: 49383

PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS: 82  
56

THE FOLLOWING STATISTICS ARE BASED UPON THE ACTUAL NUMBER OF STUDENTS RESPONDING TO THE QUESTION.

FOR EACH QUESTION, THE PERCENTAGE OF STUDENTS MAKING EACH RESPONSE (OR NOT RESPONDING), THE MEAN RESPONSE, AND THE STANDARD DEVIATION ARE PRESENTED. CAUTION SHOULD BE USED IN INTERPRETING RESULTS WHEN THE TOTAL NUMBER OF STUDENTS COMPLETING EVALUATIONS IS SMALL, THE PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS IS SMALL, OR THE PERCENTAGE OF "NON-RESPONSE" TO INDIVIDUAL ITEMS IS LARGE.

(SOME QUESTIONS HAVE BEEN ABBREVIATED)

----- PERCENTAGE RESPONDING -----

SPECIFIC QUESTIONS	PERCENTAGE RESPONDING					MEAN	STD DEV	
	NO RESP	POOR (1)	BELOW AVG (2)	ABOVE AVG (4)	EXCELLENT (5)			
1. CLEARLY ARTICULATED COURSE GOALS.	2	2	16	26	32	22	3.56	1.09
2. ORGANIZED COURSE TO ACHIEVE THOSE GOALS.	1	7	16	29	21	26	3.42	1.24
3. EXPLAINED DIFFICULT CONCEPTS, METHODS, & SUBJ. MATTER.	1	12	12	24	24	26	3.40	1.33
4. ENCOURAGED STUDENTS TO PARTICIPATE IN THEIR LEARNING.	1	2	9	24	35	28	3.79	1.03
5. WAS ACCESSIBLE TO STUDENTS.	1	2	10	26	28	33	3.80	1.09
6. EVALUATED STUDENT WORK IN FAIR & APPROPRIATE WAYS.	1	6	9	32	30	22	3.54	1.12
7. WAS ENTHUSIASTIC ABOUT COMMUNICATING SUBJECT MATTER.	1	0	0	6	22	71	4.65	0.59
8. STIMULATED STUDENT INTEREST IN SUBJECT MATTER.	1	16	16	20	27	21	3.21	1.38
9. PRESENTED SUBJ. MATTER IN ACADEMICALLY CHALLENGING WAYS.	1	9	11	27	26	27	3.52	1.25
10. PROVIDED STUDENTS A VALUABLE LEARNING EXPERIENCE.	0	20	13	18	24	24	3.21	1.45

GENERAL QUESTIONS

11. OVERALL, HOW WOULD YOU RATE THIS INSTRUCTOR?	5	7	12	22	27	27	3.56	1.24
12. OVERALL, HOW WOULD YOU RATE THIS COURSE?	6	17	18	20	21	18	3.05	1.39

QUESTIONS PROVIDED BY INSTRUCTOR

13. INSTRUCTOR PROVIDED QUESTION # 13	0	0	0	0	0	0	.	.
14. INSTRUCTOR PROVIDED QUESTION # 14	0	0	0	0	0	0	.	.
15. INSTRUCTOR PROVIDED QUESTION # 15	0	0	0	0	0	0	.	.
16. INSTRUCTOR PROVIDED QUESTION # 16	0	0	0	0	0	0	.	.
17. INSTRUCTOR PROVIDED QUESTION # 17	0	0	0	0	0	0	.	.
18. INSTRUCTOR PROVIDED QUESTION # 18	0	0	0	0	0	0	.	.
19. INSTRUCTOR PROVIDED QUESTION # 19	0	0	0	0	0	0	.	.
20. INSTRUCTOR PROVIDED QUESTION # 20	0	0	0	0	0	0	.	.
21. INSTRUCTOR PROVIDED QUESTION # 21	0	0	0	0	0	0	.	.
22. INSTRUCTOR PROVIDED QUESTION # 22	0	0	0	0	0	0	.	.
23. INSTRUCTOR PROVIDED QUESTION # 23	0	0	0	0	0	0	.	.
24. INSTRUCTOR PROVIDED QUESTION # 24	0	0	0	0	0	0	.	.
25. INSTRUCTOR PROVIDED QUESTION # 25	0	0	0	0	0	0	.	.
26. INSTRUCTOR PROVIDED QUESTION # 26	0	0	0	0	0	0	.	.

DUE TO ROUNDING, PERCENTAGES MAY NOT ADD TO 100.

DEPT: PHILOSOPHY

UNIVERSITY OF SOUTHERN CALIFORNIA

EVALUATION SERVICES

INSTRUCTOR: KLEINSCHMIDT, S

RESPONSES FROM TEACHING EVALUATION - SPRING 2013

06/24/13

COURSE: 286

CLASS NUMBER: 49383

NUMBER OF STUDENTS COMPLETING EVALUATIONS: 64  
PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS: 63

THE FOLLOWING STATISTICS ARE BASED UPON THE ACTUAL NUMBER OF STUDENTS RESPONDING TO THE QUESTION.

FOR EACH QUESTION, THE PERCENTAGE OF STUDENTS MAKING EACH RESPONSE (OR NOT RESPONDING), THE MEAN RESPONSE, AND THE STANDARD DEVIATION ARE PRESENTED. CAUTION SHOULD BE USED IN INTERPRETING RESULTS WHEN THE TOTAL NUMBER OF STUDENTS COMPLETING EVALUATIONS IS SMALL, THE PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS IS SMALL, OR THE PERCENTAGE OF "NON-RESPONSE" TO INDIVIDUAL ITEMS IS LARGE.

(SOME QUESTIONS HAVE BEEN ABBREVIATED)

SPECIFIC QUESTIONS	PERCENTAGE RESPONDING					MEAN	STD DEV
	NO RESP	POOR (1)	BELOW AVG (2)	AVG (3)	ABOVE AVG (4)		

1. CLEARLY ARTICULATED COURSE GOALS. 0 2 5 27 42 25 3.84 0.91
2. ORGANIZED COURSE TO ACHIEVE THOSE GOALS. 0 0 6 25 47 22 3.84 0.84
3. EXPLAINED DIFFICULT CONCEPTS, METHODS, & SUBJ. MATTER. 2 5 6 27 38 23 3.70 1.06
4. ENCOURAGED STUDENTS TO PARTICIPATE IN THEIR LEARNING. 0 2 3 25 42 28 3.92 0.90
5. WAS ACCESSIBLE TO STUDENTS. 0 0 0 17 41 42 4.25 0.73
6. EVALUATED STUDENT WORK IN FAIR & APPROPRIATE WAYS. 0 3 9 17 42 28 3.83 1.05
7. WAS ENTHUSIASTIC ABOUT COMMUNICATING SUBJECT MATTER. 0 0 0 5 16 80 4.75 0.53
8. STIMULATED STUDENT INTEREST IN SUBJECT MATTER. 0 3 6 19 39 33 3.92 1.03
9. PRESENTED SUBJ. MATTER IN ACADEMICALLY CHALLENGING WAYS. 2 2 0 20 31 45 4.21 0.88
10. PROVIDED STUDENTS A VALUABLE LEARNING EXPERIENCE. 0 8 5 20 34 33 3.80 1.18

GENERAL QUESTIONS

11. OVERALL, HOW WOULD YOU RATE THIS INSTRUCTOR? 3 2 3 20 41 31 4.00 0.91
12. OVERALL, HOW WOULD YOU RATE THIS COURSE? 3 3 11 19 36 28 3.77 1.09

QUESTIONS PROVIDED BY INSTRUCTOR

13. INSTRUCTOR PROVIDED QUESTION # 13 0 0 0 0 0 0 . . .
14. INSTRUCTOR PROVIDED QUESTION # 14 0 0 0 0 0 0 . . .
15. INSTRUCTOR PROVIDED QUESTION # 15 0 0 0 0 0 0 . . .
16. INSTRUCTOR PROVIDED QUESTION # 16 0 0 0 0 0 0 . . .
17. INSTRUCTOR PROVIDED QUESTION # 17 0 0 0 0 0 0 . . .
18. INSTRUCTOR PROVIDED QUESTION # 18 0 0 0 0 0 0 . . .
19. INSTRUCTOR PROVIDED QUESTION # 19 0 0 0 0 0 0 . . .
20. INSTRUCTOR PROVIDED QUESTION # 20 0 0 0 0 0 0 . . .
21. INSTRUCTOR PROVIDED QUESTION # 21 0 0 0 0 0 0 . . .
22. INSTRUCTOR PROVIDED QUESTION # 22 0 0 0 0 0 0 . . .
23. INSTRUCTOR PROVIDED QUESTION # 23 0 0 0 0 0 0 . . .
24. INSTRUCTOR PROVIDED QUESTION # 24 0 0 0 0 0 0 . . .
25. INSTRUCTOR PROVIDED QUESTION # 25 0 0 0 0 0 0 . . .
26. INSTRUCTOR PROVIDED QUESTION # 26 0 0 0 0 0 0 . . .

DUE TO ROUNDING, PERCENTAGES MAY NOT ADD TO 100.

DEPT: PHILOSOPHY

UNIVERSITY OF SOUTHERN CALIFORNIA

EVALUATION SERVICES

INSTRUCTOR: KLEINSCHMIDT, S

RESPONSES FROM TEACHING EVALUATION - SPRING 2013

06/24/13

COURSE: 460

NUMBER OF STUDENTS COMPLETING EVALUATIONS: 3  
PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS: 50

CLASS NUMBER: 49479

THE FOLLOWING STATISTICS ARE BASED UPON THE ACTUAL NUMBER OF STUDENTS RESPONDING TO THE QUESTION.

FOR EACH QUESTION, THE PERCENTAGE OF STUDENTS MAKING EACH RESPONSE (OR NOT RESPONDING), THE MEAN RESPONSE, AND THE STANDARD DEVIATION ARE PRESENTED. CAUTION SHOULD BE USED IN INTERPRETING RESULTS WHEN THE TOTAL NUMBER OF STUDENTS COMPLETING EVALUATIONS IS SMALL, THE PERCENTAGE OF ENROLLED STUDENTS COMPLETING EVALUATIONS IS SMALL, OR THE PERCENTAGE OF "NON-RESPONSE" TO INDIVIDUAL ITEMS IS LARGE.

(SOME QUESTIONS HAVE BEEN ABBREVIATED)

SPECIFIC QUESTIONS	NO RESP	PERCENTAGE RESPONDING					MEAN	STD DEV	
		POOR (1)	BELOW AVG (2)	AVG (3)	ABOVE AVG (4)	EXCELLENT (5)			
1. CLEARLY ARTICULATED COURSE GOALS.	0	0	0	0	0	33	67	4.67	0.58
2. ORGANIZED COURSE TO ACHIEVE THOSE GOALS.	0	0	0	0	0	100	0	4.00	. .
3. EXPLAINED DIFFICULT CONCEPTS, METHODS, & SUBJ. MATTER.	0	33	0	0	0	0	67	3.67	2.31
4. ENCOURAGED STUDENTS TO PARTICIPATE IN THEIR LEARNING.	0	0	0	0	33	0	67	4.33	1.15
5. WAS ACCESSIBLE TO STUDENTS.	0	0	0	0	0	33	67	4.67	0.58
6. EVALUATED STUDENT WORK IN FAIR & APPROPRIATE WAYS.	0	33	0	0	0	33	33	3.33	2.08
7. WAS ENTHUSIASTIC ABOUT COMMUNICATING SUBJECT MATTER.	0	0	0	0	0	0	100	5.00	. .
8. STIMULATED STUDENT INTEREST IN SUBJECT MATTER.	0	0	0	0	0	33	67	4.67	0.58
9. PRESENTED SUBJ. MATTER IN ACADEMICALLY CHALLENGING WAYS.	0	0	0	0	0	33	67	4.67	0.58
10. PROVIDED STUDENTS A VALUABLE LEARNING EXPERIENCE.	0	0	0	0	0	33	67	4.67	0.58

GENERAL QUESTIONS

11. OVERALL, HOW WOULD YOU RATE THIS INSTRUCTOR?	0	0	0	0	33	33	33	4.00	1.00
12. OVERALL, HOW WOULD YOU RATE THIS COURSE?	0	0	0	0	0	100	0	4.00	. .

QUESTIONS PROVIDED BY INSTRUCTOR

13. INSTRUCTOR PROVIDED QUESTION # 13	0	0	0	0	0	0	0	. .	. .
14. INSTRUCTOR PROVIDED QUESTION # 14	0	0	0	0	0	0	0	. .	. .
15. INSTRUCTOR PROVIDED QUESTION # 15	0	0	0	0	0	0	0	. .	. .
16. INSTRUCTOR PROVIDED QUESTION # 16	0	0	0	0	0	0	0	. .	. .
17. INSTRUCTOR PROVIDED QUESTION # 17	0	0	0	0	0	0	0	. .	. .
18. INSTRUCTOR PROVIDED QUESTION # 18	0	0	0	0	0	0	0	. .	. .
19. INSTRUCTOR PROVIDED QUESTION # 19	0	0	0	0	0	0	0	. .	. .
20. INSTRUCTOR PROVIDED QUESTION # 20	0	0	0	0	0	0	0	. .	. .
21. INSTRUCTOR PROVIDED QUESTION # 21	0	0	0	0	0	0	0	. .	. .
22. INSTRUCTOR PROVIDED QUESTION # 22	0	0	0	0	0	0	0	. .	. .
23. INSTRUCTOR PROVIDED QUESTION # 23	0	0	0	0	0	0	0	. .	. .
24. INSTRUCTOR PROVIDED QUESTION # 24	0	0	0	0	0	0	0	. .	. .
25. INSTRUCTOR PROVIDED QUESTION # 25	0	0	0	0	0	0	0	. .	. .
26. INSTRUCTOR PROVIDED QUESTION # 26	0	0	0	0	0	0	0	. .	. .

DUE TO ROUNDING, PERCENTAGES MAY NOT ADD TO 100.

Kleinschmidt

INSTRUCTOR'S NAME

PHIL

DEPARTMENT NAME

460

COURSE NUMBER

### INSTRUCTIONS

This evaluation form is intended to measure your reactions to this instructor and course. Results will be reported to USC administrators to be used as part of the overall evaluation of the instructor. These evaluations will have salary and promotion implications so please take them very seriously. When you have finished, a designated student will pick up the evaluations and take them to a drop off point for processing. Your responses will remain anonymous and summaries will not be given to the instructor until after grades have been assigned.

Put Instructor's Name, Department Name, and Course Number at top (i.e., Smith, Psychology, 200)

### OPEN-ENDED COMMENTS

1. What were this instructor's main strengths? VERY ENTHUSIASTIC ABOUT COURSE TOPICS AND ALWAYS HAS HER OWN IDEAS TO ADD WHICH MAKES IT A FUN AND INTERESTING COURSE. TURNS VERY HARD CONCEPTS INTO MUCH EASIER ONES TO UNDERSTAND WITH DIAGRAMS AND EXAMPLES.

2. How might this instructor improve his or her teaching effectiveness? TIMING! OFTEN GOES OFF SCHEDULE

3. Additional comments? \_\_\_\_\_

Shiva Kleinschmidt

INSTRUCTOR'S NAME

Ph:1

DEPARTMENT NAME

~~PHO~~ 460

COURSE NUMBER

### INSTRUCTIONS

This evaluation form is intended to measure your reactions to this instructor and course. Results will be reported to USC administrators to be used as part of the overall evaluation of the instructor. These evaluations will have salary and promotion implications so please take them very seriously. When you have finished, a designated student will pick up the evaluations and take them to a drop off point for processing. Your responses will remain anonymous and summaries will not be given to the instructor until after grades have been assigned.

Put Instructor's Name, Department Name, and Course Number at top (i.e., Smith, Psychology, 200)

### OPEN-ENDED COMMENTS

1. What were this instructor's main strengths? enthusiasm

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2. How might this instructor improve his or her teaching effectiveness? Carefully explain

concepts more thoroughly,

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3. Additional comments? very difficult to interact with at times

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Shirva Kleinschmidt  
INSTRUCTOR'S NAME

PHILOSOPHY  
DEPARTMENT NAME

PHIL 460  
COURSE NUMBER

### INSTRUCTIONS

This evaluation form is intended to measure your reactions to this instructor and course. Results will be reported to USC administrators to be used as part of the overall evaluation of the instructor. These evaluations will have salary and promotion implications so please take them very seriously. When you have finished, a designated student will pick up the evaluations and take them to a drop off point for processing. Your responses will remain anonymous and summaries will not be given to the instructor until after grades have been assigned.

Put Instructor's Name, Department Name, and Course Number at top (i.e., Smith, Psychology, 200)

### OPEN-ENDED COMMENTS

1. What were this instructor's main strengths? Dr. Kleinschmidt is very passionate about the subject and knows everything really in detail very well. The classes are always fun, interactive, with many interesting/creative ideas, and we learn a lot. The community project is fun as well. And she's very helpful on giving advises and comments. Office hrs very accessible as well.

2. How might this instructor improve his or her teaching effectiveness? I think right now is perfect.

3. Additional comments? Thank you Dr. Kleinschmidt for the awesome semester! I learned a lot and enjoyed the course. Great lectures!





## Individual Report for Instructor Kleinschmidt (49383-20133 : PHIL-285 Knowledge, Explanation, and the Cosmos)

### USC Student Course Evaluations

Project Audience 132  
Responses Received 77  
Response Ratio 58.33%

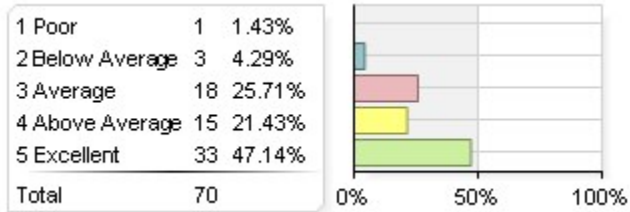
#### Subject Details

**Name** PHIL-285 Knowledge, Explanation, and the Cosmos  
**Section** 49383-20133  
**Course Type** Lecture  
**Course Department** PHIL  
**First Name** Shieva J  
**Last Name** Kleinschmidt  
**Email** kleinsch@usc.edu

**Creation Date** Thu, Jan 09, 2014

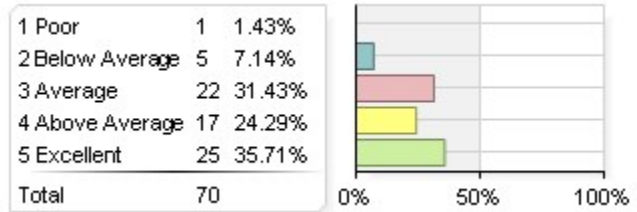
## How would you rate instructor Kleinschmidt's effectiveness on the following items?

1. Clearly articulated course goals.



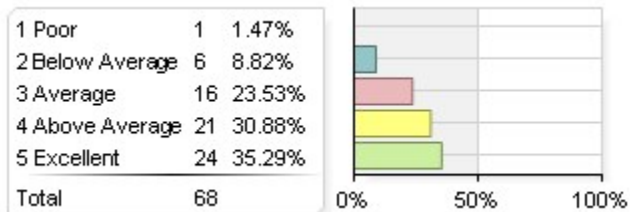
Statistics	Value
Mean	4.09
Median	4.00
Standard Deviation	+/-1.02

2. Organized course to achieve those goals.



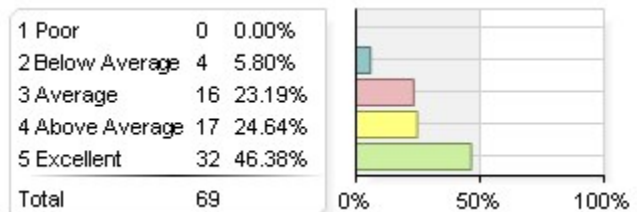
Statistics	Value
Mean	3.86
Median	4.00
Standard Deviation	+/-1.04

3. Carefully explained difficult concepts, methods, and subject matter.



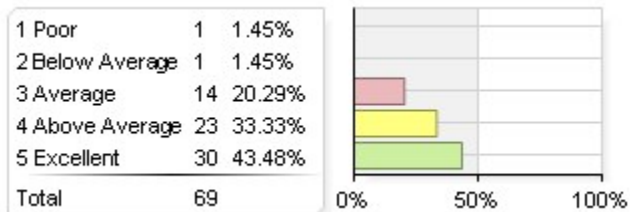
Statistics	Value
Mean	3.90
Median	4.00
Standard Deviation	+/-1.04

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



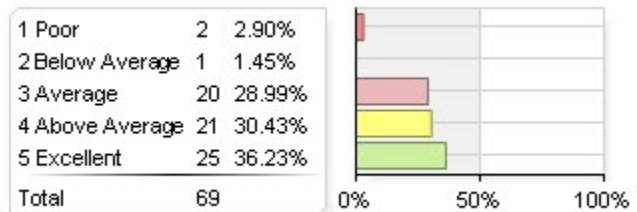
Statistics	Value
Mean	4.12
Median	4.00
Standard Deviation	+/-0.96

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



Statistics	Value
Mean	4.16
Median	4.00
Standard Deviation	+/-0.90

6. Evaluated student work in fair and appropriate ways.

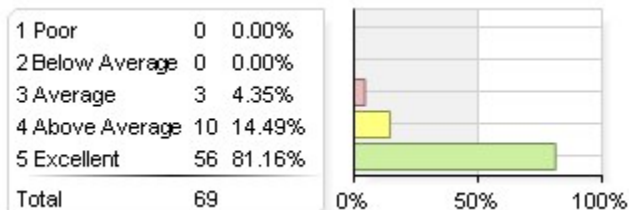


Statistics	Value
Mean	3.96
Median	4.00
Standard Deviation	+/-0.99



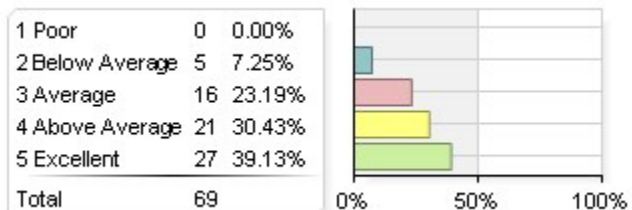
## How would you rate instructor Kleinschmidt's effectiveness on the following items? (continued)

7. Was enthusiastic about communicating the subject matter.



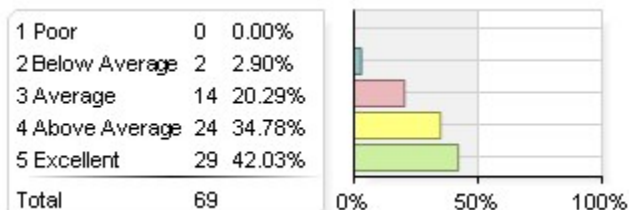
Statistics	Value
Mean	4.77
Median	5.00
Standard Deviation	+/-0.52

8. Stimulated student interest in the subject matter.



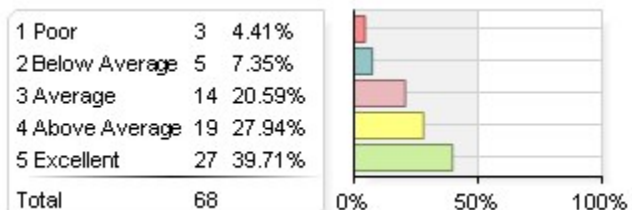
Statistics	Value
Mean	4.01
Median	4.00
Standard Deviation	+/-0.96

9. Presented subject matter in ways that were academically challenging.



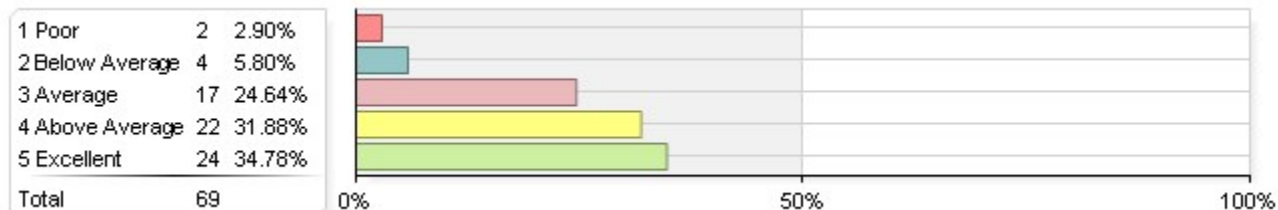
Statistics	Value
Mean	4.16
Median	4.00
Standard Deviation	+/-0.85

10. Provided students a valuable learning experience.



Statistics	Value
Mean	3.91
Median	4.00
Standard Deviation	+/-1.14

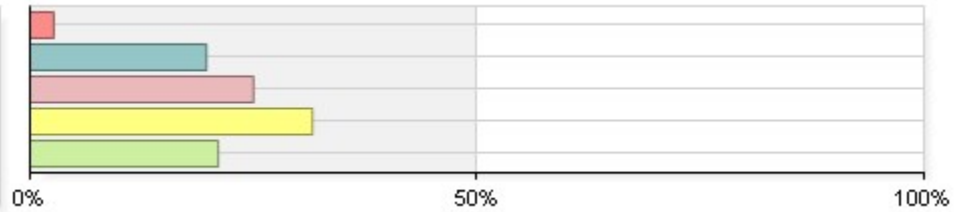
### Overall, how would you rate instructor Kleinschmidt?



Statistics	Value
Mean	3.90
Median	4.00
Standard Deviation	+/-1.05

### Overall, how would you rate this course?

1 Poor	2	2.63%
2 Below Average	15	19.74%
3 Average	19	25.00%
4 Above Average	24	31.58%
5 Excellent	16	21.05%
Total	76	



Statistics	Value
Mean	3.49
Median	4.00
Standard Deviation	+/-1.11

## What were instructor Kleinschmidt's main strengths?

Comment
makes difficult concepts easily understood.
ENTHUSIASM. Openness to questions and love of learning. Super happy all the time :)
She was really enthusiastic about the material. She loves metaphysics. This helps students because she takes her time on material which students difficult. I love the course notes she made for the course. She is very helpful and a good professor.
She presents the material with enthusiasm; she is clearly very knowledgeable on the subject and wants to be sure that her students understand it with the same clarity. She is also hilarious.
Enthuiasm
Very enthusiastic and engaging. Provided good real-world examples and encouraged people to participate.
She loves the material and is incredibly sweet. It is determined that Shieva will be absolutely awesome in the future.
She had exceptional enthusiasm for all of the subject matter and that was very helpful in making students want to learn. She was able to make a big class feel small: slowing down the pace for particular students or otherwise more fully elaborating on certain concepts.
Enthusiasm, knowledge
Shieva's enthusiasm for the course material was highly evident throughout the semester. She presented the material in a way that captivated attention. She also made herself readily available for office hours.
She was VERY enthusiastic about communicating the subject matter-- she was clearly knowledgeable in metaphysics and was very effective about communicating the concepts to the class, and trying to garner some excitement towards it in the process. She was also quite good about getting students to speak up and try to refute arguments, which doesn't usually happen.
Oh- and the music before class is definitely a good idea to keep going.
She was incredibly enthusiastic about the material she was teaching. She tried very hard to make sure that we all had a thorough understanding of the ideas and material she was teaching. She gave multiple examples for ideas and also often the gave the floor to students to either ask questions or voice their opinions.
She explains things
She is very enthusiastic about the material.
Very passionate, good at explicating difficult and precise subjects. Her illustrations were helpful, as was her engaged teaching style. Always available and happy to discuss philosophy in her office hours. Overall, a pleasure to take her course.
enthusiastic about subject matter cares for students
So much enthusiasm for the material; it made me want to learn more about it
She is very enthusiastic about the subject matter and just generally fun to learn from. Explains things very well, promotes participation.
Ability to articulate concepts and connect them to easy-to-grasp analogies for understanding
Helping out students

She is incredibly smart and articulate

Very enthusiastic about the course material. Interested in hearing student's opinion.

Very enthusiastic and knowledgeable about the subject. Made sure all the students understood subject matter before moving on.

she seemed to know what she was talking about. was very enthusiastic and funny about the subject matter. never hesitated to re explain things when asked. graded fairly, the course was fair.

Extremely passionate about the subject and material, + the google doc was a great idea

Professor Kleinschmidt is obviously very passionate about the material, and she is good at explaining it in a way that makes it seem less dry.

Enthusiasm, humor.

Extremely enthusiastic

Very articulate and precise

Strongly encouraged discussion during lecture and class participation

Humorous

Her enthusiasm and ability to explain tough subject matter

Enthusiastic about course

She has fun while teaching.

Enthusiasm

She has great passion for the subject!

Very enthusiastic about course materials and extremely interested in her own course. She cares most about her student's progress and understanding.

She is very enthusiastic.

She would try multiple ways to explain a very difficult subject. She would engage with the class by facilitating discussion.

She is very enthusiastic and extremely intelligent, leaving no cause for concern regarding trusting the material. She is overall, an inspiring human person. I also love that SHE IS AN ADVOCATE FOR NO ELECTRONIC DEVICES DURING LECTURE.

ENTHUSIASM was key! Her excited nature in combination with the material forced me to listen carefully. She made a class that can be difficult a lot of fun and spent a lot of time making sure that people understood the material at hand.

Shieva is probably way smarter than she lets on...she is acts sweet and cute, but underneath that she's probably a super genius. She is always enthusiastic to be teaching and she used helpful real world examples.

She was very enthusiastic and knowledgeable, always ready to personally help individual students.

knowledge, enthusiasm, preparedness

Very enthusiastic about the material and was able to answer all questions effectively

She was for the most part receptive to the students concerns and was willing to help when we had questions.

Being really enthusiastic and approachable. She was always open for questions and debate.

enthusiastic funny easy

I learned a lot, thank you Shieva!! you are a good professor

I like your tests and I found them really do help me to understand the course

Simplifying complex ideas

She loves philosophy

- Her enthusiasm. She was also very funny! and made it interesting

Her vast knowledge and expertise on the subject.

Very enthusiastic, approachable, explains difficult concepts so it's easy to understand.

Very knowledgeable and enthusiastic about subject matter. Provided class with a multitude of methods to excel and understand difficult concepts

She was so knowledgeable and incredibly excited about the course material, which made me want to learn from her. She also genuinely valued feedback from her students and incorporated it into the course.

Excitement

Very enthusiastic about the subject; definitely engaged students in lecture.

enthusiastic about material and very knowledgeable about the subject, provided good discussion

She was exceedingly enthusiastic about the subject matter and had a knack for explaining rather abstract ideas. She has opened my eyes to many things and made me consider adopting Philosophy as a minor. Definitely my favorite instructor of the semester.

Enthusiasm, knowledge of subject, likable

She is a wonderful instructor, and her fun and quirky attitude keeps students' attentions throughout lecture.

## How might instructor Kleinschmidt improve his or her teaching effectiveness?

### Comment

needs to make lecture more interactive and interesting, and focus on material more as opposed to sidetracking

Talk with TA's about other possible ways to explain certain concepts. While she always explained things extremely clearly, I believe the TA's have a better view of how students are learning the material because they get a full discussion every week. I think the TA's might have some more accessible examples as a result, and these could be very useful to students as the first example they see.

This is a very small point, and overall Shieva makes things very easy to understand, and her enthusiasm is wonderful :)

She could teach a little bit less material since she does not test on everything that is learned in class. Instead of teaching material that she will not test on, she should focus more the material that she does test on.

She will sometimes get sidetracked from her main points and important points by student questions. It's not bad to want to answer any questions the students may have, but there is always the possibility of rushing certain topics at the end of the class that might need more clarity.

Don't engage when students are asking ridiculous questions and wasting time

Move that podium!

It may be difficult with a philosophy course, but I didn't always find the lecture to be helpful in terms of the exams, if anything the lecture notes were the most useful. So, I suppose she needs to try and organize her discussion of various topics in a fashion that would help us on the exams and final paper more.

Shieva could improve her teaching effectiveness by explaining the material in a way that is accessible to the students. She communicated the material in a fine way, but I feel like she could have explained the fundamentals a bit more.

Although I understand the method behind struggling through to find a proper definition for certain concepts, perhaps she can get to her point a little faster sometimes.

Maybe explain thoughts and ideas that are connected in a more orderly and organized way. Sometimes it can just seem like a jumble of ideas and things thrown at us.

Slow down and write bigger

The class is basically memorization. I think to test understanding there should be less recitation and more discussion.

There is no way of knowing how you are doing on the quizzes, since we never see our grades for them. Also, the quizzes/homeworks do not accept any late work, so you are penalized for legitimate and explained absences. My major complaint was that the midterms were monstrous in scope, with far, far too much writing and memorization. My hand hurt so badly from writing I thought it would fall off.

better organization on the blackboard

every now and then she goes off on tangents from the main course material. There were some conflicts between study guide format and test format; some students felt like the study guides led them in the wrong direction.

maybe move a little more quickly, not dawdle on subjects that students understand.

N/a

Not go off on irrelevant tangents

Visual presentation of the material was hard to see.

Simplifying lectures and terminology.

GET A PROJECTOR OR WRITE BIGGER. for god's sake, its the 21st century, this is a big ass lecture room, and

she writes so small that it's hard to see it. she encourages people to get closer, but still it's so small, and there are only so many places to sit up close. GET A PROJECTOR OR WRITE BIGGER

More handouts, some of the concepts work better with visual comparisons we can refer back to

This class does not promote thought about the material, only the memorisation of it, if this were changed, the class may be more beneficial.

Outline lesson plans more clearly, rather than jumping into complex ideas. And when discussing complex ideas, don't over-complicate things (by using absurd names, for example. They're amusing but it only adds to possible confusion).

More structure in the course and agenda, more focus on developing critical thinking skills as opposed to regurgitation. USE A PROJECTOR

I don't think that a doctor's note should be required to be excused for being sick. I think that in general college students have a good knowledge of what is best for their bodies, and often sickness is not severe enough to require going to the doctor (like when you know you have a cold.) I understand that the point is to ensure that people don't fake sickness or use it for an excuse, but it is frustrating to feel punished for being sick.

More structure to the lectures

Should use PowerPoint for her lectures. Spends too much time writing on chalkboard that people can barely read. Should allow electronics in class because there is a lot of writing.

Focus less on having students memorize the material, and have more of an emphasis on understanding it. Perhaps changing the test format will help.

Take things slower

It might be better to spend more time on difficult subjects.

The class and the test materials focus heavily on memorization and not on understanding. Change this.

Apply the concepts into society and grade based on comprehension not memorization.

She should have more office hours.

She should write larger on the chalkboard and also provide more leniency for students who don't fully understand the concepts discussed in this course.

- Write bigger
- Better articulate course agenda
- Organize course more effectively

The concepts in this course are very difficult and dense. It's difficult to teach these concepts any more simply...but if you could. A lot of the information in this class, well I'm going to forget it. However, I learned how to analyze and create valid arguments, and it's a skill I use every day now.

Mmmm... Not much can be improved.

making sure the entire class understands the course material

Please please please write bigger! Preferably present the lecture material on the big screens via either power point or an overhead etc. so it can be read much easier. The writing on the board was so small it was illegible from the 5th row. Also when a student asks a question please repeat the question they said before answering it. Many times the student was far enough away that I couldn't even hear what the question was.

I think she would be more effective if she didn't talk as fast and if she didn't cover as much material but rather explain more a smaller amount of material.

Less tangents, more clear lecture outline, better chalkboard visuals or notes system, letting us have laptops would be helpful as well.

writing on board are so small, maybe you should let your TA to type them on the screen, they are typing anyway... you didn't talk about time travel that much I felt like being deceived!!! I find them on the course description and I was expecting it!!! the topic of the course are really worth knowing but I don't know how they related to the course description at all!!!

I found the required books useless, why do we need them anyway?

wear shoes

To not use strange examples that only a few people in the class understand

Don't get off topic so much and try to make the concepts easier to understand. I learned more in discussion than in lecture.

- Not sure thought everything was great

She can try to explain difficult topics a bit easier and clearer. She should take a little more time to explain things, and less time talking about unnecessary material and topics.

I can't think of a way.

Very scattered lectures

It's impossible to read the board!

Care more about the students and write bigger on the board. Although she did ask us to move up, students are shy and like to stay at a comfortable distance sometimes, re-read what she writes and repeat what people in the front rows answer so that the whole class can stay involved instead of feeling left out if they cannot hear the discussion going on.

N/A - Perfect

Keep students' attention during lecture

At times the lectures seem rather long (especially after an all-nighter for another class). I feel that having a simple 3 minute break in between the entire period, or 2 minutes even, would be beneficial; students will be able to move around and get their brains going again before diving back into course material.

## Additional comments?

### Comment

focuses too much on metaphysics, needs to be more broad

Thanks to you all for such a great class! I loved coming to class, and I would absolutely recommend this class to a friend. Great professor, and equally amazing TA's!

no

Instead of an in class final we have a paper to write, the only trouble is most if not all of the class has never written a philosophical essay before so it would have been helpful if she was able to thoroughly explain how one structures and writes a paper of that nature.

NA

Caleb Perl was excellent as well as Professor Shieva. Both had loads of enthusiasm, friendly attitudes, and were very informative.

I really enjoyed this course- if I was not graduating I would probably try and change my major to PPL. Honestly, everyone should just major in philosophy as an undergrad and learn how to think.

nah

Yeah. This course is called Knowledge, Explanation, and the Cosmos. The course description further led me to believe that I would be learning things like string theory and parallel universes and philosophy of religion and evil and things like that. It's the third to last lecture of the semester, and we're just now getting to philosophies of religion/evil. The rest of the semester's lectures concerned logic and the nature of arguments and things like that, shit that WAS NOT indicated to be a part of this course, nor did it conform with the title of the course.

I feel like USC likes to rename its classes (and specifically it's GEs) so that they sound a lot cooler than they actually are so you get kids to take your classes (there's a GE that's solely concerned with the history of Catholicism, and it's named something like "Da Vinci code fact or fiction" or something like that. You should rename the course to Phil 285g: Arguments and Logic. I was really pissed off when I realized that the first week of lecture was ACTUALLY indicative of the rest of the semester. I think this is a problem with GEs

Furthermore, my teacher just walked in and asked if we were done with the student evaluations. Several students responded no, she responded that she pretended to not hear that. It's not my fault this system has crashed on me like more than 10 times since I've started. I'm now writing this as I'm missing lecture, and not learning the one lecture that I actually wanted to hear, that I've been waiting all semester for. Bullshit

It's hard for me to know whether the subject is usually over my head, or if the material wasn't presented clearly enough. I've taken two Phil classes prior to this and was still consistently lost. I think tests could be less memorization as well. Just keep in mind some students may be thoroughly confused on a regular basis regardless of their intellect. Dis shit's confusing, yo.

It is helpful to be required to write everything down. I've held onto more information because of the restriction on technology.

I used to dislike this class when it was tested heavily on getting the theories down verbatim. Improved over the semester.

Class that taught me a new way of studying and how to analyze arguments. Yes this was extremely difficult, but I got a lot out of it plus a friend named Clive.

Great class, Renee was awesome

Great class

This is the best class I have ever taken, and the best teachers I've ever had taught it.

I really, really loved this course. It has changed my life and my perspectives. I would recommend it to anyone!

Keep being peppy! it is fun to have a professor that isn't boring and that keeps everyone awake with fun things.

None

Renee is inarguably one of the best teaching assistants I have ever had at USC. It's a pleasure to be in her class.

N/A: thanks for everything Maegan, best wishes in your endeavors and keep up the quirky attitude and the great work! Thanks for everything Shieva, I love your attitude and your joy in teaching; it transfers to the students and makes lectures more entertaining and wonderful!

it would be nice if shieva were to slow down. it is as if she expects that everyone has taken a logic class before which is definitely not the case. She made it more difficult then it should of



## Individual Report for Instructor Kleinschmidt (49516-20133 : PHIL-560 Seminar in Metaphysics)

### USC Student Course Evaluations

Project Audience 3

Responses Received 2

Response Ratio 66.67%

#### Subject Details

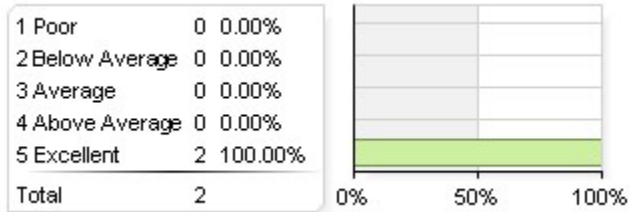
**Name** PHIL-560 Seminar in Metaphysics  
**Section** 49516-20133  
**Course Type** Lecture  
**Course Department** PHIL  
**First Name** Shieva J  
**Last Name** Kleinschmidt  
**Email** kleinsch@usc.edu

**Creation Date** Thu, Jan 09, 2014



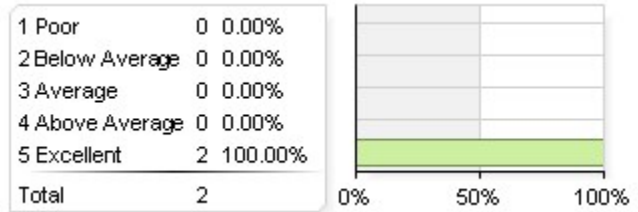
## How would you rate instructor Kleinschmidt's effectiveness on the following items?

1. Clearly articulated course goals.



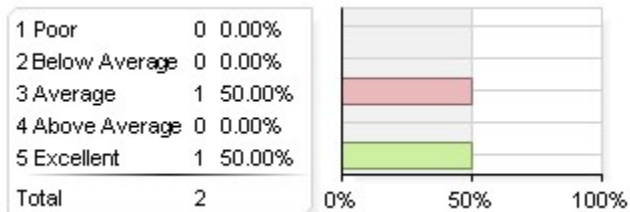
Statistics	Value
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

2. Organized course to achieve those goals.



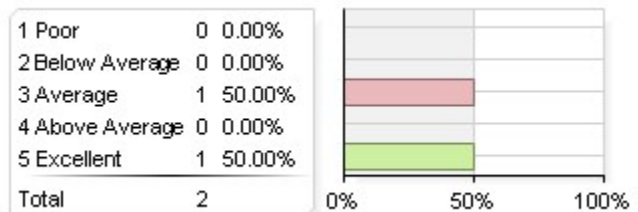
Statistics	Value
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

3. Carefully explained difficult concepts, methods, and subject matter.



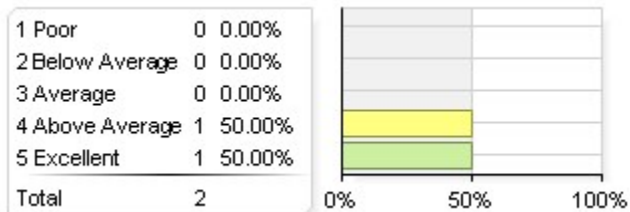
Statistics	Value
Mean	4.00
Median	4.00
Standard Deviation	+/-1.41

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



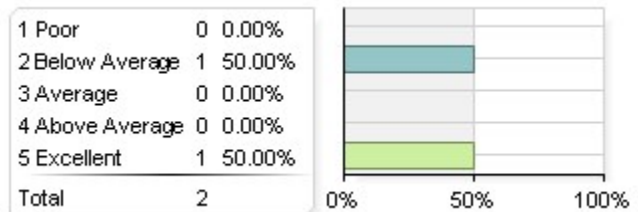
Statistics	Value
Mean	4.00
Median	4.00
Standard Deviation	+/-1.41

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



Statistics	Value
Mean	4.50
Median	4.50
Standard Deviation	+/-0.71

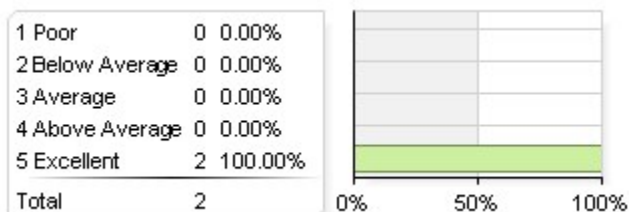
6. Evaluated student work in fair and appropriate ways.



Statistics	Value
Mean	3.50
Median	3.50
Standard Deviation	+/-2.12

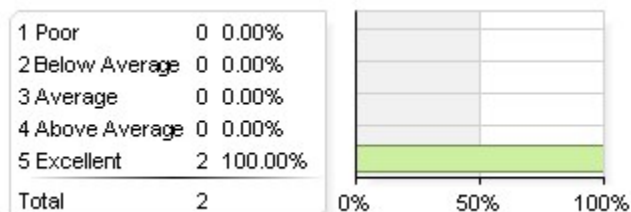
## How would you rate instructor Kleinschmidt's effectiveness on the following items? (continued)

7. Was enthusiastic about communicating the subject matter.



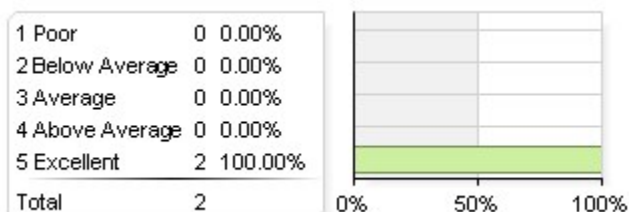
Statistics	Value
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

8. Stimulated student interest in the subject matter.



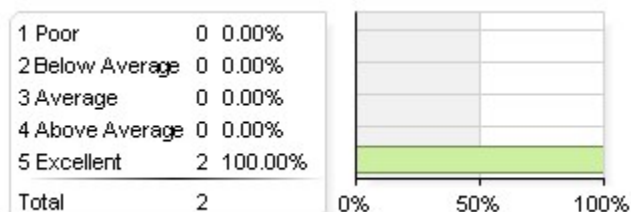
Statistics	Value
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

9. Presented subject matter in ways that were academically challenging.



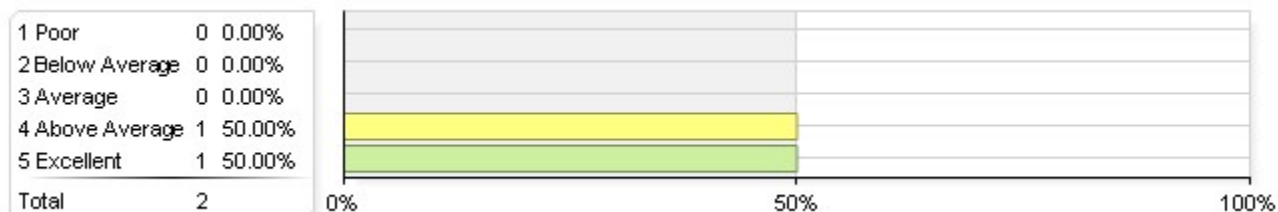
Statistics	Value
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

10. Provided students a valuable learning experience.



Statistics	Value
Mean	5.00
Median	5.00
Standard Deviation	+/-0.00

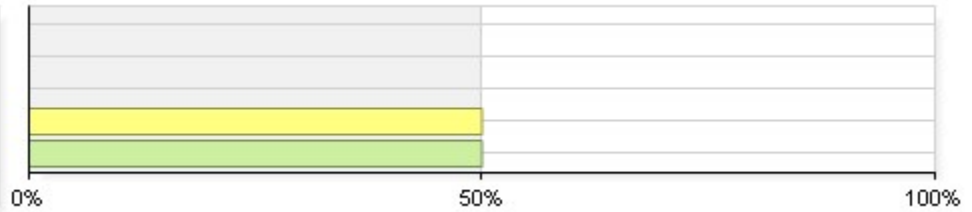
### Overall, how would you rate instructor Kleinschmidt?



Statistics	Value
Mean	4.50
Median	4.50
Standard Deviation	+/-0.71

### Overall, how would you rate this course?

1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	0	0.00%
4 Above Average	1	50.00%
5 Excellent	1	50.00%
<b>Total</b>	<b>2</b>	



Statistics	Value
Mean	4.50
Median	4.50
Standard Deviation	+/-0.71

### What were instructor Kleinschmidt's main strengths?

#### Comment

Shieva Kleinschmidt's main strengths were in her extreme enthusiasm for course material, since her enthusiasm is absolutely contagious. Her fantastic organizational skills and her handouts were very much appreciated.

### How might instructor Kleinschmidt improve his or her teaching effectiveness?

#### Comment

Shieva Kleinschmidt could improve her teaching effectiveness by speaking more slowly! Other than that, her portion of this class was my favorite course this semester.

### Additional comments?

#### Comment

This course really should not have been billed as a "graduate level introduction" to metaphysics, because there was very little about this course that was introductory. If you didn't have much familiarity with metaphysics, some of the material was incredibly difficult to grasp, especially in the latter half. Writing critically about substitutional quantification is quite difficult when you don't know what these terms even mean. At the very least, it would help to have response papers due AFTER the material is introduced in class.



## Individual Report for Instructor Kleinschmidt (49383-20141 : PHIL-286 Issues in Space and Time)

### USC Student Course Evaluations - Spring 2014

Project Audience 81

Responses Received 55

Response Ratio 67.90%

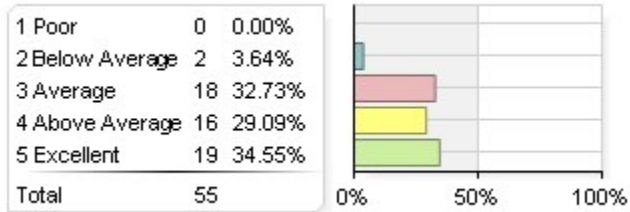
#### Subject Details

<b>Name</b>	PHIL-286 Issues in Space and Time
<b>Section</b>	49383-20141
<b>Course Type</b>	Lecture
<b>Course Department</b>	PHIL
<b>First Name</b>	Shieva
<b>Last Name</b>	Kleinschmidt
<b>Email</b>	kleinsch@usc.edu

**Creation Date** Tue, May 20, 2014

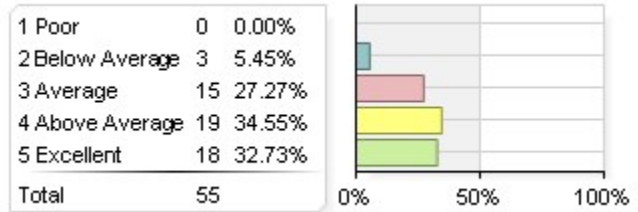
## How would you rate instructor Kleinschmidt's effectiveness on the following items?

1. Clearly articulated course goals.



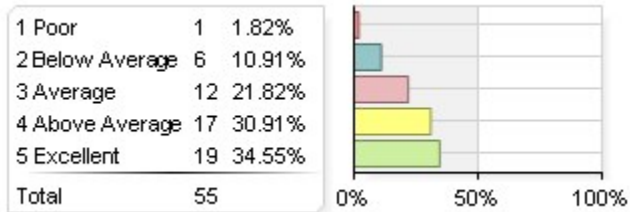
Statistics	Value
Mean	3.95
Median	4.00
Standard Deviation	+/-0.91

2. Organized course to achieve those goals.



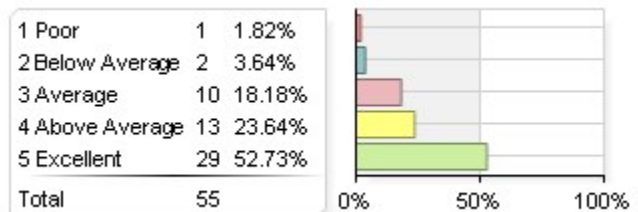
Statistics	Value
Mean	3.95
Median	4.00
Standard Deviation	+/-0.91

3. Carefully explained difficult concepts, methods, and subject matter.



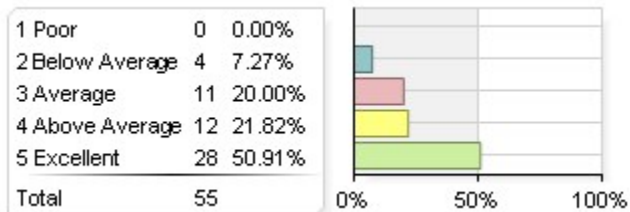
Statistics	Value
Mean	3.85
Median	4.00
Standard Deviation	+/-1.08

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



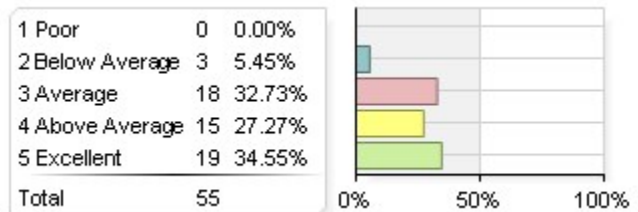
Statistics	Value
Mean	4.22
Median	5.00
Standard Deviation	+/-0.99

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



Statistics	Value
Mean	4.16
Median	5.00
Standard Deviation	+/-1.00

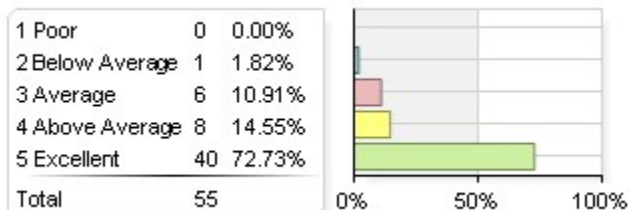
6. Evaluated student work in fair and appropriate ways.



Statistics	Value
Mean	3.91
Median	4.00
Standard Deviation	+/-0.95

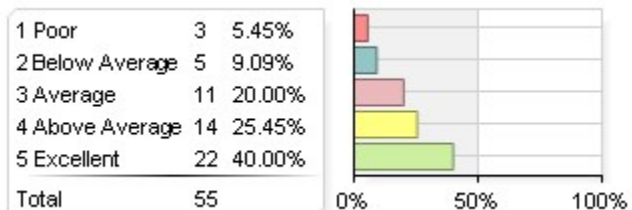
## How would you rate instructor Kleinschmidt's effectiveness on the following items? (continued)

7. Was enthusiastic about communicating the subject matter.



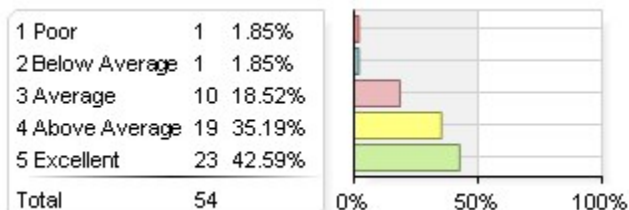
Statistics	Value
Mean	4.58
Median	5.00
Standard Deviation	+/-0.76

8. Stimulated student interest in the subject matter.



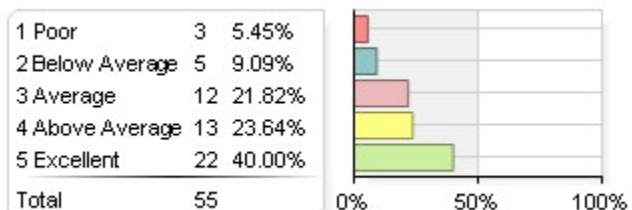
Statistics	Value
Mean	3.85
Median	4.00
Standard Deviation	+/-1.21

9. Presented subject matter in ways that were academically challenging.



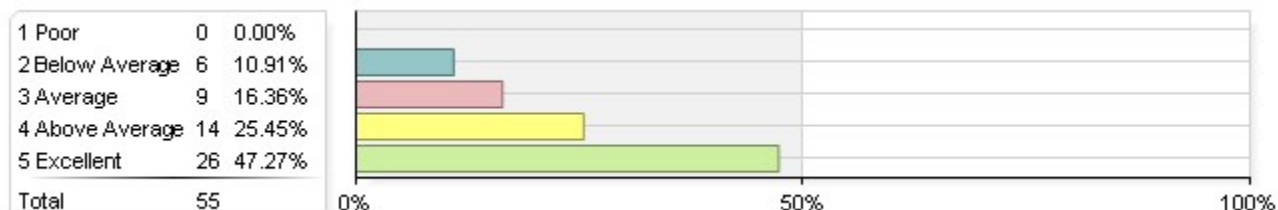
Statistics	Value
Mean	4.15
Median	4.00
Standard Deviation	+/-0.92

10. Provided students a valuable learning experience.



Statistics	Value
Mean	3.84
Median	4.00
Standard Deviation	+/-1.21

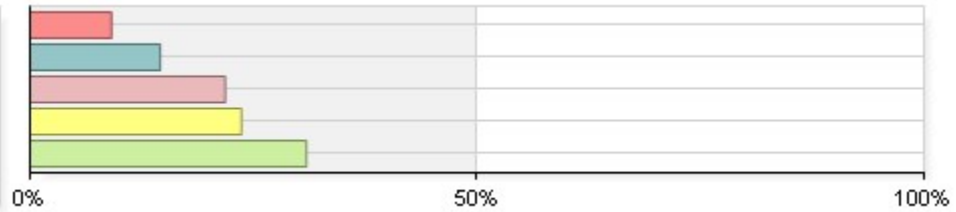
### Overall, how would you rate instructor Kleinschmidt?



Statistics	Value
Mean	4.09
Median	4.00
Standard Deviation	+/-1.04

### Overall, how would you rate this course?

1 Poor	5	9.09%
2 Below Average	8	14.55%
3 Average	12	21.82%
4 Above Average	13	23.64%
5 Excellent	17	30.91%
Total	55	



Statistics	Value
Mean	3.53
Median	4.00
Standard Deviation	+/-1.32

## What were instructor Kleinschmidt's main strengths?

Comment
Very enthusiastic. Open to students. approachable & available. Knowledgeable on subject.
She is very passionate about the material being taught, comes to class eager and willing to help her students. Inspirational.
N
Very passionate about her teaching. Good at intriguing interests towards the subject matter. Plus, good drawing skills.
Student interaction- encourages students to freely participate and discuss despite large class setting. Organized course! Day 1, we all know what to expect for the semester
She was very enthusiastic about the course material and very helpful in her descriptions.
Prof. Kleinschmidt is enthusiastic and very knowledgeable on the subject. She also does a good job at getting students to participate.
She was really knowledgeable and knew what she was talking about.
Enthusiasm, engaging, friendly
enthusiastic about subject matter
The way the tests are formatted is very doable and realistic for a GE. Also making lecture notes available is very very helpful.
She is enthusiastic about the subject and willing to talk. I'm sure she's a great person out of class.
TA notes were great, very helpful.
An enthusiasm for the material that was evident from day one. I had no idea this was even a field of study and she provided a fantastic overview to it all and got me very interested.
Excitement about the material!
She was enthusiastic and knowledgeable about the subject matter.
She was always very enthusiastic about all topics. This was the most entertaining thing about the class.
Making sure everyone understood the concept
She was effective in articulating how the course would be delivered to us during the semester, and was capable of explaining difficult concepts if we needed aid.
Professor Kleinschmidt was extremely enthusiastic about the material presented in class, particularly when it covered areas that closely overlapped with her own studies and research. She was always available before class (or gave an announcement when she wouldn't be) for office hours. She was always friendly with her students before and during class. Having the course notes online helped immensely. The logic assignments were fun.
She was very enthusiastic about the subject and knew the subject matter well. I like how she formatted the test review questions.
Very enthusiastic about the material and her teaching. She definitely encouraged participation and allowed me to deal with a course that normally would be too boring.
She was very enthusiastic.

She is patient

She was one of the most enthusiastic professors I have ever had. You can tell she really loves what she does. That type of energy is contagious. She is amazing at letting us ask as many questions as it takes to fully grasp what is happening, instead of just leaving it for the TA's to do in Lab.

Professor Kleinschmidt was very enthusiastic. She clearly loved the material and was very knowledgeable. She tried her best to explain concepts and always gave time to clarify questions.

Vast knowledge and a willingness to be corrected and grapple with students' conundrums.

Always enthusiastic with prepared lessons.

Shieva was AMAZING. Everything was a strength. She was wonderful and intelligent and enthusiastic, funny and on-topic. YES.

Her enthusiasm, availability to students, and willingness to explain the subject matter.

She had a wonderful manner in the classroom. She was excited and engaged but at the same time focused and highly productive. This was one of my most entertaining courses this semester, due in no small part to Shiva's teaching style. Additionally she was highly knowledgeable and clearly an expert in her field as she had written multiple papers on metaphysics topics. She would answer questions promptly and in easy-to-understand ways.

Professor Kleinschmidt was very energetic and motivated every class. She was always on time, always answered questions, and always wrote helpful notes on the board. She was very clear in her wording and made success achievable even for students who aren't particularly passionate about philosophy.

Explaining complex concepts in what seemed to be the most uncomplicated way possible.

She was very enthusiastic and excited about the material. She brought this to the classroom.

Bubbly personality and extensive knowledge about the subject made the class interesting and enjoyable.

always enthusiastic.

You took time to really pause to field questions and have conversations about what you are teaching. These pauses helped me digest and understand and clarify material in a way that few other classes at USC have been able to. Please continue doing this and ask fellow lecturers to do the same. Thank you for taking the time to explain things multiple times.

Professor Kleinschmidt was very enthusiastic and always available before class to discuss material. She went over tricky material during lecture and answered questions on hard material.

Her enthusiasm

Encouraging students

Kept a fun learning environment. I was interested throughout the entire semester.

She truly is a remarkable professor !!!

She made me and my fellow students not want to miss even one class lecture because we so enjoyed the friendly and fun environment she provided in class. She was extremely excited for every topic we discussed and this made the class feel the same way. She never moved on to another topic without making sure everyone in class was clear on that subject. Best professor. Love her

enjoyable class experience; very passionate about the subject; course notes

She really knows what she's talking about, is patient in explaining the material when asked many times over, and is always eager.

enthusiastic and loves what she's teaching

AMAZING TEACHER. I was so scared and intimidated with this course in the beginning of the semester because I thought this class would be impossible. Philosophy is a tough topic in general and some of the topics we were supposed to cover in this class were super dense, but Professor K is AMAZING. She did a WONDERFUL job teaching the material. She REALLY wants to make sure that you learn the material and are understanding it. BEST personality ever. WONDERFUL person overall. This class would NOT be the same if it was another teacher teaching it. Professor K was VERY clear about what we needed to know when tested and this was good because it let us know what to spend our time understanding. Can we PLEASE talk about her office hours?! She made her office hours 30 min to an hour BEFORE class right outside the classroom because she knew that's where students hang out before class and wanted us to ask her questions and for her to be more approachable, that's amazing! Best class and professor ever.

She was very enthusiastic and I could tell that she was really interested in what she taught which made me more interested as well. She's also really good at presenting the info both verbally and with her drawings. Great professor



## How might instructor Kleinschmidt improve his or her teaching effectiveness?

### Comment

the concepts themselves are explained very clearly, but the idea that we have to word explanations of answers differently while effectively wording them exactly the same is ridiculous. I've heard eternalism explained in class and lab four or five times as all times existing whether or not they are currently present. I wrote it on the test and lost 7% of the overall test score. It may not sound like a lot, but the seemingly arbitrary standards are very vague and difficult to meet. Not that the information is difficult to comprehend, just the format for grading.

Not making one question worth half the midterm

Maybe considering using powerpoint or other intermedia to present the definitions and images. It is sometimes hard to see what's on the blackboard even from the third row.

Course readings- incorporate into lecture more  
Use blackboard!!

Sometimes the language can get very technical... I am not sure if this is because of the subject matter or the instructor.

I think her effectiveness could improve by explaining the material in a more clear and concise way.

The material is very dense and sometimes students get lost and don't want to speak up. She's been a lot better about stopping and checking if everyone is on the same page but that's something that could be improved more.

The material was only overwhelming because every concept we covered was associated with all the different views about it. For example, we put so much time in talking about all the possible ways time travel could be possible and all the different responses to the problem of temporary intrinsics, but I would greatly prefer the professor taking a single stance on this herself and supporting this stance. Remember, this class is a GE course and the only philosophy course many will take. Nobody will ever remember the difference between object plenitude, property plenitude, property restriction, serious tensing, etc. but on the other hand if Shieva decided to put some time on convincing us that object plenitude was the correct view, then we would have something to talk about with our friends in the future and provide them a compelling argument! For example, I was so excited when we sought to reject presentism in virtue of special relativity, but I believe at that point, the professor should have taken a firm stance by stating PRESENTISM IS FALSE, rather than stating it as a possibility. The outcome of this class is merely confused students that are skeptic about everything and do not have a stance on anything. I personally think its better for a student to have a firm stance and be wrong about a concept of say, time, than having no thought about anything at all just because every argument that was made in his/her philosophy class was inconclusive. Also, in my opinion, the Tibbles argument was a very weak argument in proving 4D (just a personal opinion). Also, this method of teaching philosophy (professor takes stance) is used in Yale University, you can watch the online course of Philosophy of Death at Yale on ItunesU (it's free)

have text of her main points on a PowerPoint or something as she lectures.

She is often pretentious in her presentation of ideas and answering of questions, but I think that might just be her overall personality.

Stimulate interest. Being enthusiastic about the subject is good, but getting students to be enthusiastic is much better. Throwing in pop quizzes every other class and banning all electronics can only do so much. You can force students to listen to you lecture, but students have to be interested to really learn. Many students around me just spend their time in class doodling or texting behind the seats.

Also, it's annoying not being able to type notes. At least for me, hand written notes are messy, hard to organize, and less detailed (because it's slower than typing).

A lot of the topics seemed to be disjointed. We also got hung up on certain ideas for far too long, I would've enjoyed moving at a faster pace and covering more material.

Perfect as is. Loved the class :)

Her enthusiasm sometimes got in the way of learning what was taught.

I think if she handed out in class examples or did more demonstrations it would help students to better understand the difficult material. Every class I found myself slightly confused.

She may improve on her lecturing style, including how well she writes on the chalkboard and how well she raises her voice so that everyone in the classroom can hear her.

Professor Kleinschmidt could better convey some of the challenging materials presented in class, as a lot of material had to be reviewed extensively in discussion. Also, the majority of the tests given in the class were simply memorization of topics covered in lecture, as opposed to tests which expand upon the topics. This means that points were normally allocated simply by how close the answer was to that of the topic in class, as opposed to a

discussion or expansion on said topic. While this is fine, tests that allow the students to use the material they know to expand upon their ideas in new ways would benefit both the course and the field of metaphysics. Lastly, the restriction on electronics in class seems unnecessary and draconian, especially since many students, including myself, are mature enough to focus on class (and the ones who are not tend to lose focus regardless), and can type faster than they can write.

Sometimes I honestly had no idea what we were talking about....

She could be not so contradicting in her grading ways. At the beginning of the semester it was "Has to be word for word, and by definition, regurgitated" and the final was "Can't be regurgitated, must be in your own words." This was hard to transform our pencil-to-paper skills at the very end of the semester...

Organize the lectures a bit more.

Be more relevant

Her teaching effectiveness is just fine.

The course would be GREATLY improved if Professor Kleinschmidt taught using power-points (that were posted on blackboard) because some of her lectures were EXTREMELY hard to follow. Also, her handwriting is ridiculously small and messy even when sitting in some of the front rows. Also, a lot of the course material was very dry. I think she should talk more about the applications of meta-physics in every day life rather than just high concepts. One lecture we talked about robbing a bank using the fourth dimension and metaphysical explanations to biblical stories. That lecture was VASTLY more interesting than all of the others combined.

throwing stuff at people into the back of the class who may not be paying attention :)

Stick to a singular syllabus. It is incredibly frustrating to continuously adjust the schedule during the semester. The readings and class preparations take time, and when they are constantly changing, there is no time to truly be prepared.

The subject matter in this class is not easy to students who have not been exposed to philosophy before. The lab sessions were much better learning experiences than the lectures, especially because the questions people had were much better received and carefully addressed.

Most frustrating of all, though, was going into exams not fully confident that one was entirely prepared. The vague layout and lack of specific questions does more harm than good to students. If you expect to see better grades, do a better job preparing the class as a whole, especially in terms of the answers you seek to such open ended inquiries. Students should not have to bomb an exam to learn what it is you are looking for. If we know from the onset, we can prepare.

I thought this class was going to be much more rewarding, but the lack of organization and seemingly smug attitude we were presented made it more of a chore than anything else for the latter half of this spring.

She's perfect.

Her grading for assignments and tests could have been clearer. At times I was unsure what exactly she wanted when I would take a quiz, test, or turn in an assignment.

Shiva would answer all questions posed to her, which is of course good, but it could sometimes lead getting behind in material. I would like to have another class with Shiva with a more philosophically minded audience, as opposed to a GE4. However she still handled this group very well.

I don't know.

Maybe spend less time on certain explanations.

She would sometimes glaze over concepts that were very difficult to understand.

be more clear. not require books if we don't ever use them. not go so fast

Having study material ahead of the exam is helpful, but the exams are in a way where students are memorizing more than actually learning the course content.

Focus that enthusiasm towards explaining the concepts more or how we should phrase those concepts in our answers.

Lectures get boring in the middle of the semester - keep it fresh

Possibly review the material more closely, but I feel that her reason for that is the lack of student reactions.

THE FINAL !!!!! Enjoyed everything about this class and thought the midterms were fine although a little too strict on the grading method... but the final - \_\_ - has everyone very disappointed. Switching the method in which we have been answering, studying, and learning for the test right at the end seems unfair. Also not allowing the TA's to answer our questions about the study guide has us struggling. And I say us, my classmates

And I because we discussed our concerns in discussion class. other than the final you are amazing.

Some concepts are confusing. (But the course notes balanced that off); examines are very memory-based--can incorporate more understanding.

Keep being so positive!

1st midterm: her expectations were a little unclear

Already perfect.

Have animations of the concepts. The time when a PowerPoint was used was really helpful because of her animations (not suggesting use more power points)

## Additional comments?

### Comment

See other

Loved the class.

I really enjoyed this class. She was an excellent teacher and lecturer. The topics were interesting and the course was fun, but I was not a fan of how much reading she assigned that wasn't necessary for the comprehension for the course. I understand that the readings were for additional learning, but it is a GE and the time I would devote to the readings was very limited because of my workload for my major classes. If she assigns certain readings, she should make them important for the lecture.

Prof. Kleinschmidt's class was interesting and enjoyable. I really liked the material. I also liked the way Prof. Kleinschmidt organized the class.

Every topic we went over in this class is completely irrelevant to real life and nothing that will ever be useful to me outside of this class. The readings assigned are convoluted and long and we didn't have to read out of the textbook we were told to buy at all. This class is basically BS, but at least its not excruciatingly difficult like some other BS GEs.

I don't know why you wear a Snape Cape every day but I really loved your course and am glad to have had the chance to learn this kind of material! A lot of people think it's too hard to conceptualize or too distant from practical matters of their every day lives, but I think it's valuable purely in being interesting and provides insight to some of the most important questions we have as mankind.

You made me wish I had more time in my schedule to continue with metaphysics even though it has absolutely nothing to do with my major

She is a wonderful, genuine and happy woman, but should focus more on helping the class to better understand the material ( i say this because many students were often confused in regards to the subject matter)

She may have to try a different teaching style to encourage greater attendance in her class.

See previous

Great class! Very glad I was a part of it.

The material is strange, but that makes it fun to learn. It is kind of weird to change the format of the final different from what we were told to do on the midterms.

\*Teach using power-points

\*Consider covering more applications of metaphysics to real life - robbing a bank using the fourth dimension, metaphysical explanations of the bible

\*Speak slower/clearer

\*Explain topics using less metaphysical vocabulary at first... some things seem circular and confusing or wordy and unclear.

Sit in on a TA section to see how things are handled. We learn so much more in those sessions.

You're doing great. This was the only class I looked forward to every time I had it this semester. Thank you and Fight on!

This professor is extremely clear and logical.

Yay spacetime!

What a great class! I had such a great time. You are my favorite professor this semester because you are sometimes a cat.

I learned a lot about time and space. Now, I will make videogames about time and space. I will also think critically about time and space when I watch Dr. Who.

I want to get a Philosophy Masters and PhD due in part to this class.

Never stop smiling it's contagious (: Thank you for your time and a wonderful semester.

Thank you for everything.

What you're teaching is so cool and interesting I bring it into conversation too much (all my friends know the difference between a 4 and 3 dimensionalist). Please keep being awesome! Also the paper airplanes are super fun.



**USC** University of  
Southern California

## **Individual Report for Instructor Kleinschmidt (35235-20151 : ARLT-100 Arts and Letters (35235))**

### **USC Student Course Evaluations - Spring 2015**

Project Audience 20

Responses Received 18

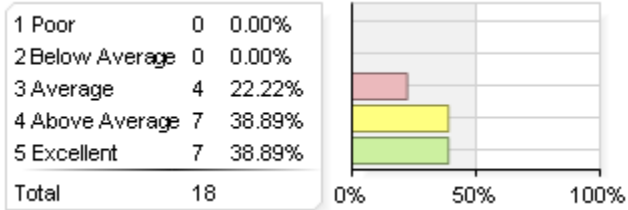
Response Ratio 90.0%

**Creation Date** Tue, May 26, 2015

Technology powered by blue 

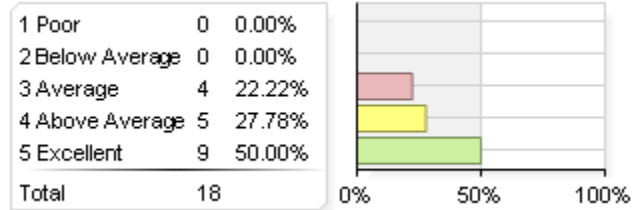
## How would you rate the instructor's effectiveness on the following items?

1. Clearly articulated course goals.



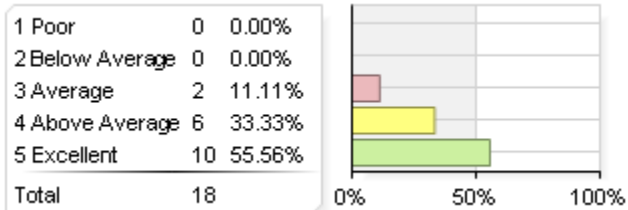
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Mean	4.17
Median	4.00
Mode	4, 5
Standard Deviation	+/-0.79
Population Standard Deviation	+/-0.76
Standard Error (base on SD)	+/-0.19
Standard Error (base on PSD)	+/-0.18

2. Organized course to achieve those goals.



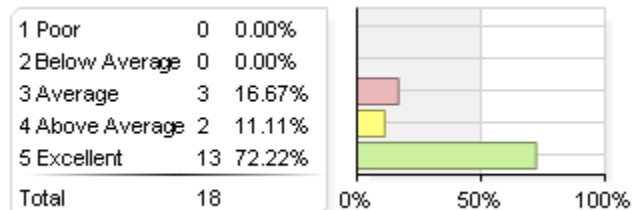
Statistics	Value
Response Count	18
Mean	4.28
Median	4.50
Mode	5
Standard Deviation	+/-0.83
Population Standard Deviation	+/-0.80
Standard Error (base on SD)	+/-0.19
Standard Error (base on PSD)	+/-0.19

3. Carefully explained difficult concepts, methods, and subject matter.



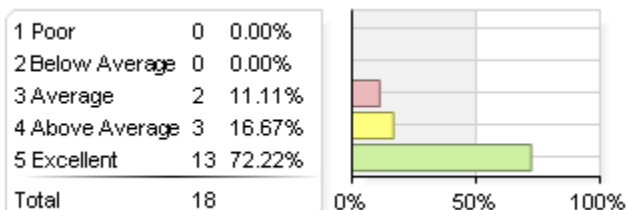
Statistics	Value
Response Count	18
Mean	4.44
Median	5.00
Mode	5
Standard Deviation	+/-0.70
Population Standard Deviation	+/-0.68
Standard Error (base on SD)	+/-0.17
Standard Error (base on PSD)	+/-0.16

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



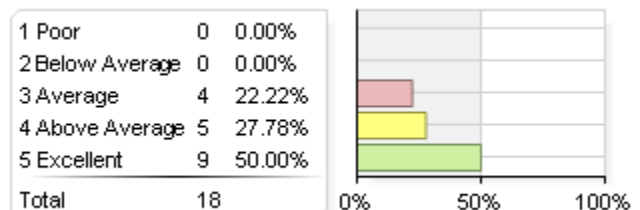
Statistics	Value
Response Count	18
Mean	4.56
Median	5.00
Mode	5
Standard Deviation	+/-0.78
Population Standard Deviation	+/-0.76
Standard Error (base on SD)	+/-0.18
Standard Error (base on PSD)	+/-0.18

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



Statistics	Value
Response Count	18

6. Evaluated student work in fair and appropriate ways.



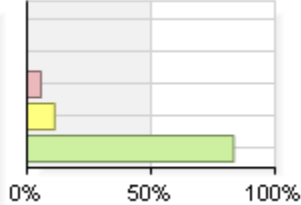
Statistics	Value
Response Count	18

Mean	4.61
Median	5.00
Mode	5
Standard Deviation	+/-0.70
Population Standard Deviation	+/-0.68
Standard Error (base on SD)	+/-0.16
Standard Error (base on PSD)	+/-0.16

Mean	4.28
Median	4.50
Mode	5
Standard Deviation	+/-0.83
Population Standard Deviation	+/-0.80
Standard Error (base on SD)	+/-0.19
Standard Error (base on PSD)	+/-0.19

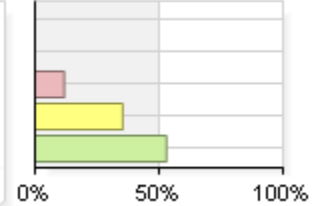
7. Was enthusiastic about communicating the subject matter.

1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	1	5.56%
4 Above Average	2	11.11%
5 Excellent	15	83.33%
Total	18	



8. Stimulated student interest in the subject matter.

1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	2	11.76%
4 Above Average	6	35.29%
5 Excellent	9	52.94%
Total	17	

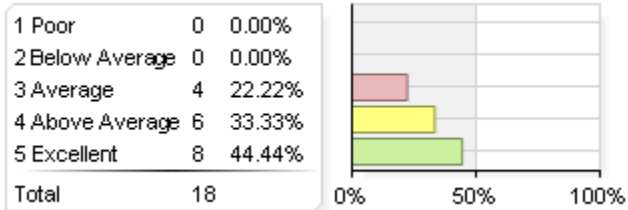


Statistics	Value
Response Count	18
Mean	4.78
Median	5.00
Mode	5
Standard Deviation	+/-0.55
Population Standard Deviation	+/-0.53
Standard Error (base on SD)	+/-0.13
Standard Error (base on PSD)	+/-0.13

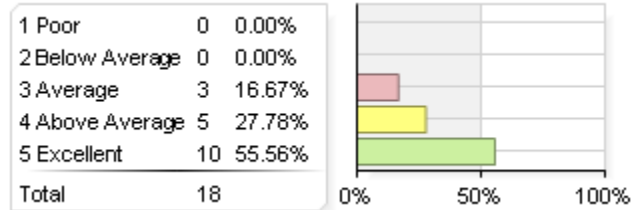
Statistics	Value
Response Count	17
Mean	4.41
Median	5.00
Mode	5
Standard Deviation	+/-0.71
Population Standard Deviation	+/-0.69
Standard Error (base on SD)	+/-0.17
Standard Error (base on PSD)	+/-0.17

## How would you rate the instructor's effectiveness on the following items? (continued)

9. Presented subject matter in ways that were academically challenging.



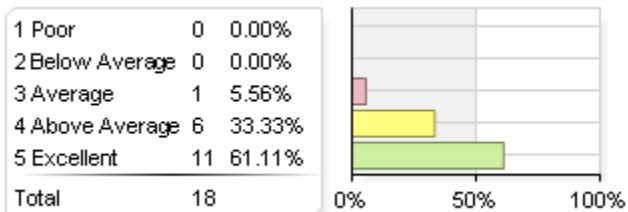
10. Provided students a valuable learning experience.



Statistics	Value
Response Count	18
Mean	4.22
Median	4.00
Mode	5
Standard Deviation	+/-0.81
Population Standard Deviation	+/-0.79
Standard Error (base on SD)	+/-0.19
Standard Error (base on PSD)	+/-0.19

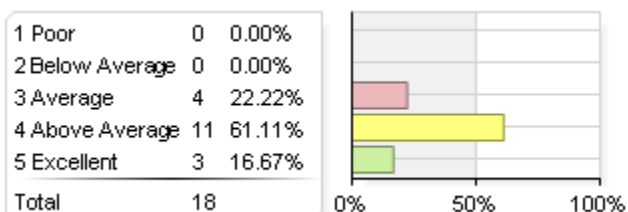
Statistics	Value
Response Count	18
Mean	4.39
Median	5.00
Mode	5
Standard Deviation	+/-0.78
Population Standard Deviation	+/-0.76
Standard Error (base on SD)	+/-0.18
Standard Error (base on PSD)	+/-0.18

### Overall, how would you rate this instructor?



Statistics	Value
Response Count	18
Mean	4.56
Median	5.00
Mode	5
Standard Deviation	+/-0.62
Population Standard Deviation	+/-0.60
Standard Error (base on SD)	+/-0.15
Standard Error (base on PSD)	+/-0.14

### Overall, how would you rate this course?



Statistics	Value
Response Count	18



Mean	3.94
Median	4.00
Mode	4
Standard Deviation	+/-0.64
Population Standard Deviation	+/-0.62
Standard Error (base on SD)	+/-0.15
Standard Error (base on PSD)	+/-0.15

**Please read the description below and answer the question that follows it. In this category students develop their skills for critical analysis through intense engagement with works of literature, philosophy, visual arts, music, and film. The works studied may be associated with a particular country, time period, genre, or theme. Students will learn to use techniques of literary and artistic analysis. At the same time they will become familiar with disciplinary and interdisciplinary methods of argument and persuasion. Because intensive reading and writing is demanded in these courses, they will generally be capped at 30 students. Which of the goals stated in the description above has the course met? Please explain.**

Comment
The development of critical analysis in the work of philosophy.
I learned about philosophy.
Critical analysis/argumentation through studying philosophy. There is no better way to learn clear, concise argumentation than by taking a class in philosophy taught through the lens of an analytical philosopher. Every class we would learn at least one new argument, dissect it into its premise-conclusion form, and proceed to analyze it.
None
The course gives a great opportunity for students to develop analytic skills.
Argument and persuasion goals were met.
We definitely improved critical analysis skills through review of philosophical arguments. We were encouraged to challenge the arguments and think about whether or not they were actually logical.
Learned techniques of lit. analysis --> learned how to analyze various arguments from ancient philosophers and how to evaluate the validity of the argument
Learned how to write a literary paper that evaluated arguments.
All of these goals were met because those were exactly the things that we did in class and what was expected of us
I learned about new perspectives through philosophy and literary analysis. Learned how to form arguments in logical/philosophical format.
All of them.
Pretty much every goal has been met from the above.
Definitely followed engaging with works of literature and philosophy, especially in the ancient time period, but also used many references to current philosophical thinking.
All of them
It was very interesting in the extent that we learnt philosophy of ancient greece.
Critical analysis through philosophy and understanding argumentation and persuasion. A philosophy oriented course.
All of them were met. We contextualized the material and were able to apply it.

**What do you think were the strengths of this course?**

Comment
It's necessity for critical analysis of abstract and complex topics.

It was engaging and I learned a lot about what I wanted to do with philosophy.

The ability to expose us to such a variety of thought from Ancient Greek Philosophy. As a philosophy minor, I find studying the ancient an integral part of my study.

The course gives exposures to various topics and materials.

Learning how to negate arguments.

The arguments studied were very applicable to real life, making the class very intriguing and relevant.

Fun course content!

Its a class that forces us to step out of our comfort zone and force us to do something that we would never normally do. It could also give students an opportunity to do something that they would have otherwise unable to do in high school and/or college.

Went deeper to subjects that most of us already knew of and also introduced new ways of viewing, understanding the world.

Taught me how to think critically about concepts ideas and topics.

The way the exam was structured.

Definitely the straightforwardness of presenting the arguments and ideas of the class. Very easy to follow and understand, and if we still had trouble, the professor was easy to find and ask for help.

Very thorough understanding of philosophy

The topic is very interesting and fascinating

Critical thinking, and interesting subject material.

The lectures presented the material very coherently so it was easily understood.

## How could the course be improved?

### Comment

Perhaps from the very beginning outline exactly the course aims

It is pretty good the way it is.

More emphasis of symbolic logic. But, that may be just because I enjoy it so much.

not make it a GE V

Different types of teaching materials may be helpful.

More organized lecture notes and course guidelines

Give more leeway on exams.

Powerpoint slides might have helped with more visuals.

Somehow made less dry.

Just a particular note for the teacher, we understand your passion for the subject, and it makes the class much more enjoyable. But sometimes the professor got too caught up on a topic, and so we lost ground on learning certain subjects, so just try next time to not get too off-topic sometimes. But it rarely happened, so I wouldn't worry.

Maybe content could be modified to reflect present day situations

Analyzing an actual whole book all together such as the Symposium, which is pretty entertaining

More room for discussion

More independent assignments to make classes more meaningful.

## Individual consultations between faculty and students are considered a crucial aspect of this category. How many conferences or office-hour visits have you had with your instructor, and how did they contribute to your learning in this class?

### Comment

I have had about three or more visits to the professor's office hours and I found them to be adequate in allowing more time to ask for clarifications of class concepts.

0

I would like to say more than 5. She not only has office hours, during which she sits away from her office, computer, and papers just so that her students can have time with her, without any distractions, but also comes to class 30 mins in advance in case we have any last minute questions. Her office hours have given me the ability to solidify concepts taught in class, ask for extra readings in areas that interested me, and get comments on my writing.

3, i learned stuff outside the class

I had one meeting and I briefly went over how my paper was going.

I had one office hour visit and Professor Kleinschmidt was extremely patient and helpful. Helped me earn the best grade I could on my paper.

I didn't attend any but I'm sure they were very helpful

Had one. Clarified my doubts I had of a paper

I have met with my professor on a number of occasions and it really helped me with understanding the material.

I had three over the course of the semester and they were very helpful.

I had a few and they were very helpful

1, good impression.

Did not have any

**The USC General Education Program as a whole is designed to help you understand the cultural and historical context of your own life, to think analytically about texts, events, scientific evidence, and arguments, and to write clearly and effectively. Which of these goals were served by this course? In what particular ways did the course serve these goals?**

#### Comment

I would say in utilizing my own knowledge in the analysis of arguments presented by ancient philosophers on abstract but real topics.

I learned about thinking analytically about texts.

Arguments, think analytically, and write clearly and effectively.

The historical and cultural context was understood. We learned about arguments as well.

Helped me become better at critically thinking and analyzing text. Basically what the class was about.

Through philosophy and writing a philosophy paper, I learned to how to analyze arguments and incorporate them in my writing.

From this course I was better able to think analytically about texts, events and arguments by being heavily questioned about premises of philosophy.

All of these goals were served by this course

Think analytically!! we learnt how to analyze arguments effectively

None, this was a Western cultural course. There should be more diversity to allow for more people to feel that their own context and culture is represented.

**What were this instructor's main strengths?**

#### Comment

Professor Kleinschmidt did a phenomenal time breaking down complex concepts into easily understandable terms. Also she makes it easy to approach her for clarifications and allows adequate time to ask questions.

She was extremely energetic and I really appreciate how much she cares for the material she is teaching. The fact that she is so excited about what she is teaching makes me excited to learn it. She would always bring in real world examples of the concepts. So liked that.

She is extremely enthusiastic about the course, and her enthusiasm really shines through. But, she is also very knowledgeable in the area, and loves to not only teach the course material, but also give us a quick glimpse of more advanced topics in metaphysics. Lastly, she does an excellent job in connecting the Ancient philosophy of the Greeks to contemporary debates in philosophy.

good understanding of the subject, very experienced

She is very clear about the material and is very patient in explaining the topics. Her notes are very useful.

Professor Kleinschmidt is very passionate and enthusiastic about her subject matter.

Professor Kleinschmidt was particularly strong at highlighting exactly what we needed to know for exams. Everything she wrote on the board was meaningful and added beneficial information to our notes. Also very passionate about the subject matter and always came to class in a good mood.

Enthusiasm about the philosophy, a lot of care towards students' needs and what they can do best to succeed and understand material

The effort she puts in to make this class interesting and keeps everyone's attention. The effort she puts in to clarify difficult concepts and engage everyone

She was very enthusiastic of the matter presented and knowledgeable.

I really appreciated that Professor Kleinschmidt takes the time to really explain the materials in this class. Some of the concepts are difficult to understand, and she was very patient with us.

Just a very pleasant person to spend two hours with every Tuesday and Thursday. Very kind and friendly.

Being able to clearly articulate the arguments and the justifications each philosopher presented. Also, the pace of the class went very well, although student presentations did seem to lag a bit, but that was not in instructor Kleinschmidt's control.

#### Group Activities

Enthusiastic and positive all the time, direct with the students if something is wrong

Knowledge of the subject material and enthusiasm.

Careful explanation of difficult concepts, and relating concepts to each other

Very enthusiastic about material, kept entire class involved.

## How might this instructor improve his or her teaching effectiveness?

### Comment

I feel as though it is more based off of the students since she offers the space to seek help.

Not available.

She can improve her methods by taking class a tad bit more slowly. There were times in which she sped through tough material, leaving a few students behind.

student presentations were too long

Some handouts may be useful if they can be distributed after class.

Some of the concepts were way over my head. Some concepts did not seem applicable for a GE class.

Perhaps consider grading a little less harshly on exams. Was very precise in her grading. Even if ideas were correct we were docked for not having it word for word.

Sometimes the material is somewhat difficult to understand. Maybe give more context or more explanation on how the argument is relevant

I don't have any suggestions for improvements

Sometimes the explanations of complicated material did not really help in making the understanding process easier.

She was a great teacher, the class itself just has a lot of dry material to be excited about.

Make sure that any time a new theory or topic for justification is used, that we are aware of the class. Sometimes a justification or example was used that had not been mentioned before in class, so just be sure to be thorough about referencing things so we know where arguments and justifications come from.

Maybe incorporating more group activities since i found those very helpness

,

More discussion.

More structure/continuity to lectures (less tangents)

More take home homework assignments and reading, to make the lectures more meaningful.

## Additional comments?

## Comment

Once in a while when there are many concepts and topics we are discussing in class, it may be a bit helpful to allocate time for students to sit and really think about the concepts. On rare occasions I would find myself simply copying information from the board without fully understanding the topics.

You are great!

I hope she continues to teach both 100 level classes and upper division classes because she has an expertise in both engaging students new to philosophy as well as wrestling with difficult concepts in an explanatory and clear manner.

no

I really enjoyed this class!

Lecture notes could be organized better.

Keep up the positive attitude and relating concepts in class to real life. It definitely motivates students when the professor is enthusiastic about the subject matter and introduces interesting topics relevant to actual life.

Maybe bring in more visuals like pictures or videos and work on connecting class material to current day events.

Perhaps a homework assignment you could assign for each argument to make sure that people understand it is to try and find contemporary examples of the arguments being used or embodied through real life. Whether it's coming up with an example using present situations or developing a brand new version of the argument, something that makes sure we understand the arguments that are presented in class.

Overall an awesome class

Very positive attitude, obviously enjoyed what she teaches.



**USC** University of  
Southern California

**Individual Report for Instructor Kleinschmidt (49383-20151 : PHIL-286  
Issues in Space and Time (49383))**

**USC Student Course Evaluations - Spring 2015**

Project Audience 83

Responses Received 68

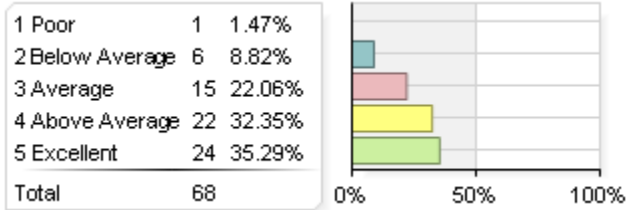
Response Ratio 81.93%

**Creation Date** Tue, May 26, 2015

Technology powered by blue 

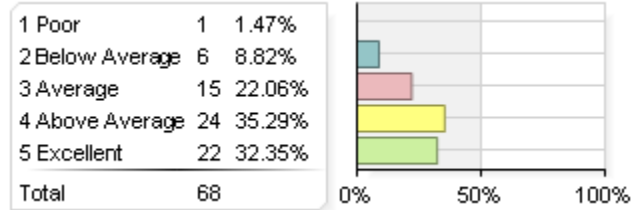
## How would you rate the instructor's effectiveness on the following items?

1. Clearly articulated course goals.



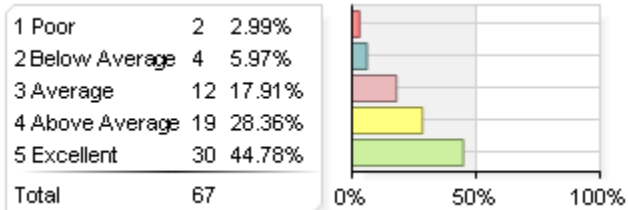
Statistics	Value
Response Count	68
Mean	3.91
Median	4.00
Mode	5
Standard Deviation	+/-1.03
Population Standard Deviation	+/-1.03
Standard Error (base on SD)	+/-0.13
Standard Error (base on PSD)	+/-0.12

2. Organized course to achieve those goals.



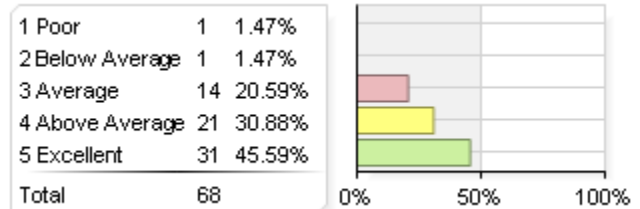
Statistics	Value
Response Count	68
Mean	3.88
Median	4.00
Mode	4
Standard Deviation	+/-1.02
Population Standard Deviation	+/-1.01
Standard Error (base on SD)	+/-0.12
Standard Error (base on PSD)	+/-0.12

3. Carefully explained difficult concepts, methods, and subject matter.



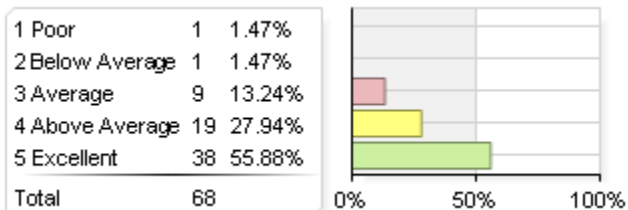
Statistics	Value
Response Count	67
Mean	4.06
Median	4.00
Mode	5
Standard Deviation	+/-1.07
Population Standard Deviation	+/-1.06
Standard Error (base on SD)	+/-0.13
Standard Error (base on PSD)	+/-0.13

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



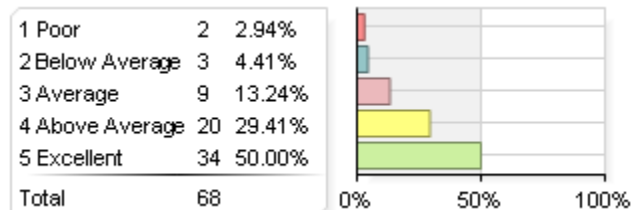
Statistics	Value
Response Count	68
Mean	4.18
Median	4.00
Mode	5
Standard Deviation	+/-0.91
Population Standard Deviation	+/-0.91
Standard Error (base on SD)	+/-0.11
Standard Error (base on PSD)	+/-0.11

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



Statistics	Value
Response Count	68

6. Evaluated student work in fair and appropriate ways.



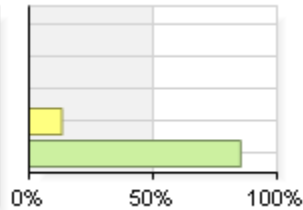
Statistics	Value
Response Count	68

Mean	4.35
Median	5.00
Mode	5
Standard Deviation	+/-0.88
Population Standard Deviation	+/-0.87
Standard Error (base on SD)	+/-0.11
Standard Error (base on PSD)	+/-0.11

Mean	4.19
Median	4.50
Mode	5
Standard Deviation	+/-1.03
Population Standard Deviation	+/-1.02
Standard Error (base on SD)	+/-0.12
Standard Error (base on PSD)	+/-0.12

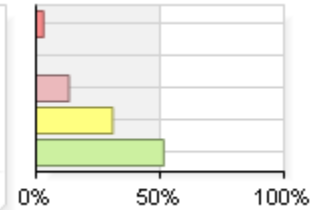
7. Was enthusiastic about communicating the subject matter.

1 Poor	1	1.47%
2 Below Average	0	0.00%
3 Average	0	0.00%
4 Above Average	9	13.24%
5 Excellent	58	85.29%
Total	68	



8. Stimulated student interest in the subject matter.

1 Poor	2	2.94%
2 Below Average	1	1.47%
3 Average	9	13.24%
4 Above Average	21	30.88%
5 Excellent	35	51.47%
Total	68	



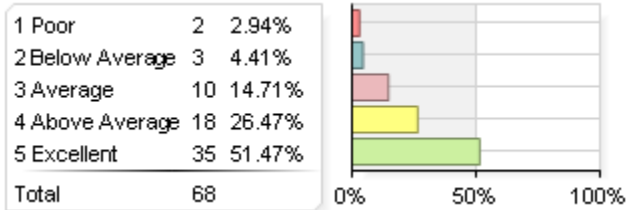
Statistics	Value
Response Count	68
Mean	4.81
Median	5.00
Mode	5
Standard Deviation	+/-0.58
Population Standard Deviation	+/-0.58
Standard Error (base on SD)	+/-0.07
Standard Error (base on PSD)	+/-0.07

Statistics	Value
Response Count	68
Mean	4.26
Median	5.00
Mode	5
Standard Deviation	+/-0.96
Population Standard Deviation	+/-0.95
Standard Error (base on SD)	+/-0.12
Standard Error (base on PSD)	+/-0.12

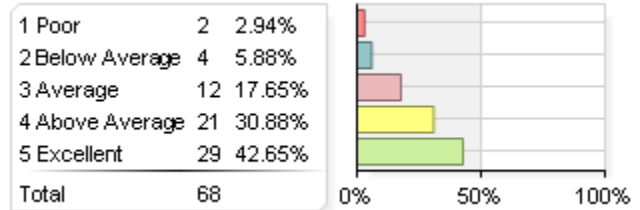


## How would you rate the instructor's effectiveness on the following items? (continued)

9. Presented subject matter in ways that were academically challenging.



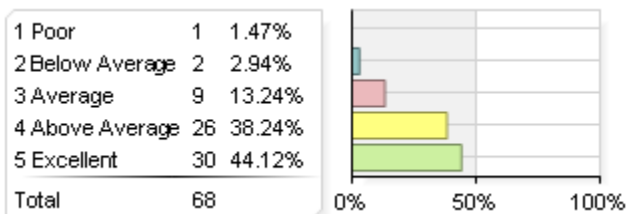
10. Provided students a valuable learning experience.



Statistics	Value
Response Count	68
Mean	4.19
Median	5.00
Mode	5
Standard Deviation	+/-1.04
Population Standard Deviation	+/-1.03
Standard Error (base on SD)	+/-0.13
Standard Error (base on PSD)	+/-0.13

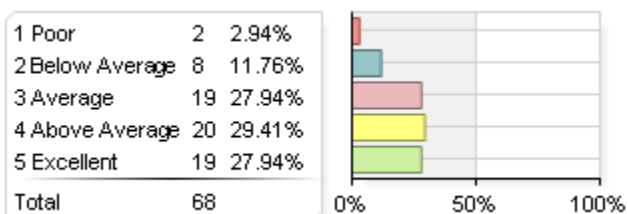
Statistics	Value
Response Count	68
Mean	4.04
Median	4.00
Mode	5
Standard Deviation	+/-1.06
Population Standard Deviation	+/-1.05
Standard Error (base on SD)	+/-0.13
Standard Error (base on PSD)	+/-0.13

### Overall, how would you rate this instructor?



Statistics	Value
Response Count	68
Mean	4.21
Median	4.00
Mode	5
Standard Deviation	+/-0.89
Population Standard Deviation	+/-0.88
Standard Error (base on SD)	+/-0.11
Standard Error (base on PSD)	+/-0.11

### Overall, how would you rate this course?



Statistics	Value
Response Count	68

Mean	3.68
Median	4.00
Mode	4
Standard Deviation	+/-1.10
Population Standard Deviation	+/-1.09
Standard Error (base on SD)	+/-0.13
Standard Error (base on PSD)	+/-0.13

## What were this instructor's main strengths?

Comment
Professor Kleinshmidt was always very passionate and enthusiastic in explaining the class the material.
Very enthusiastic about subject
Super enthusiastic Super fun
She was very excited about the stuff she was teaching and would answer all student questions.
She is very enthusiastic about the subject matter and teaching the class. Even though the content was challenging she explained the concepts thoroughly. I loved the chalkboard drawings.
Enthusiasm about the content! She was a joy to learn from.
Her passion for the subject definitely made the course more interesting and encouraged participation.
She's incredibly patient with her students, slowly but surely letting them absorb new material. She's also simply exciting to listen to.
Her passion for the subject, her deep understanding of the material taught, her willingness to help the students.
- very enthusiastic and passionate about the topic - helpful to students
very knowledgeable in the material, very passionate about what she was teaching, and made sure that most of the kids were able to understand material before moving on.
super helpful, explains everything very clearly, and makes the course fun.
Shes very engaging and all information was communicated clearly and concisely
Engaging. Passionate about material. Tried connecting with class. Energetic.
Shieva's passion for the subject taught was infectious and the material meticulously explained.
-very enthusiastic, explains things very well -the course notes are very helpful (TAs are good)
She has patience in explaining course material and cares about students.
Her enthusiasm was awesome. It made the class much more enjoyable. She would take time to explain things when most of the class didn't understand.
She was very good at getting people excited about the course material. She also was good at explaining difficult concepts through her drawings.
Enthusiastic and wants to promote metaphysics
Quirky, but a really good instructor once you get used to her lecture-style. No one can say she doesn't genuinely love metaphysics.
She is funny and passionate
Funny and very invested in the course
She is very knowledgable in the field. She tries her best to explain to us things and she is very enthusiastic.
Her strengths include being very enthusiastic about the subject matter and explaining very abstract concepts. She encourages class participation which is great because it shows that she really hopes that her students understand the subject matter.

Energy that was brought to class, knowledge of subject material.

She is very enthusiastic about the subject she teaches. She does a good job of presenting the subject matter in a fun way - drawing pictures and coming up with examples to make the material more understandable. She draws up a helpful study guide for exams and is always available to talk through difficult material in office hours and messaging rooms before finals.

She can get the attention from the students.

Professor Kleinschmidt was very engaging and enthusiastic about the subject matter, but she could have used more visual aids that would be accessible for us at home, such as by using power point presentations, etc.

The subject matter was made even more interesting by her enthusiasm.

Enthusiasm and knowledge of material

She is very excited to teach and always double checks that her students all understand or at least have the opportunity to speak up if otherwise. She also comes up with good, varying examples or approaches to difficult concepts to help people understand.

Enthusiasm

She was very enthusiastic and always very helpful at answering questions.

She brought enthusiasm into each and every meeting making them enjoyable as well as educational. She spent ample time on difficult course material making sure it was understood. She always interacts with the class and asks for input to make sure everyone was on the same page. Finally, she always gave everyone an equal opportunity to ask questions and made sure to answer them to the best of her knowledge.

She understands the subject material very well and is very knowledgeable. She was able to answer every question that had an answer.

She is enthusiastic about the material covered in lecture, she is prompt, provides study guides, and is easily accessible before an exam.

Very enthusiastic about the subject matter. Provided plenty of interesting examples.

She was clearly very enthusiastic and knew about what she was teaching

Her enthusiasm for the material, and ability to answer questions in class.

Encouragement to participate, great analogies to explain difficult concepts,

Explaining complex subject matter clearly with lots of enthusiasm to get people involved.

enthusiastic on the subject matter

Very enthusiastic and knowledgeable. Very cheery and fun person that makes class more enjoyable.

-enthusiasm about subject

-letting students ask questions when a topic was confusing

She was very enthusiastic towards the course material and that energy carried over to myself. At first I was skeptical of the absence of power points but the chalkboard teaching style was refreshing and actually very interactive and productive. Shieva always enjoyed teaching and made class fun.

Shieva is incredibly enthusiastic about the course material and clearly loves what she does.

Takes complicated material and makes it comprehensible for students.

Enthusiasm, knowledge of the material

The way she taught made me engaged in the lectures. She was very open to meeting outside of class to discuss the coursework. Her enthusiasm was one of the things that made me really like the class.

I enjoyed her enthusiasm about the subject matter of the course. Her energy was infectious and made me want to stay engaged with the material. I also liked whenever she talked to us on a personal level because it didn't feel like she was a professor but more of an equal.

Enthusiasm, willingness to go over the same difficult content in different capacities to clarify it for the greatest number of students.

Explained difficult concepts well, especially for students with no background in philosophy. Taught parts of philosophy (logic) that students can take with them to other areas of study.

bubbly intelligence, allowed discourse and openness of thought rather than dogma of her own brand (respect yo), genuinely nice

Professor Kleinschmidt is incredibly passionate and knowledgeable about the material. It's evident that she loves what she does!

- I loved her enthusiasm for the course material; it was really refreshing to see someone who is genuinely interested/enjoys what they teach and I felt it helped boost my enthusiasm for the course as well
- the concepts were explained clearly and in a way that I could understand
- it was especially helpful to have definitions of concepts and diagrams written up on the board
- the online exam review sessions are always super helpful

Tremendously enthusiastic about the material. I enjoyed class lectures because I always felt engaged. Very good about clearly answering questions and offering office hours as a solution. A humorous resilience.

Shieva is very knowledgeable about the subject matter and enthusiastic about communicating it.

She made Philosophy a lot of fun! [more than usual] and made it accessible to non-majors

Very enthusiastic and shows passion for the subject.

## How might this instructor improve his or her teaching effectiveness?

### Comment

Not letting students' questions start long side explanations but remaining focused on the class material could make the lectures more effective.

I feel like a lot of class time was wasted on stupid questions from other students but there is not much that can be done about that

This class is poorly organized and almost nothing about it fits the course description. We spent a lot of time on things that seemed incredibly unimportant and she explained very difficult concepts too quickly. She also wrote on a chalkboard with very small handwriting which made it hard to see what she was trying to say. The class had no structure, we were graded unfairly on the tests (points off if even one word was wrong) and I do not see how this class is going to be useful to me at all later in life. I was interested in taking a science class but this is nowhere near science.

She is a very good instructor!

Every once in a while, it felt like she assumed everyone in the class had a background in philosophy and that made things unclear - not often, though.

I'm not quite sure.

Overly enthusiastic about the material. She is more excited to demonstrate her knowledge about the topics than actually instilling the information into her students.

The way the class is structured removes the incentives students normally have to attend class/participate/take notes. The online notes taken by the TA make class attendance and attention unnecessary. Also, the course moved way to slowly, covering relatively very little material: the very low speed of the course made it also extremely boring. Very often, additionally, the professor went out of topic, talking about side issues that further slowed the class down.

- be more clear in lectures, keeping in mind that the course is a GE and not everyone has a background in philosophy maybe going over a little more about what she is looking for when it comes to answering the questions on the test.

the second and third tests had a lot of dense material to cover and memorize. Might be helpful to break it up into smaller tests.

Spend a bit more time explaining difficult concepts.

-maybe limit questions... questions sometimes lead the class to go off-tangent and sometimes these things become too convoluted for me to understand

The exam is most a memory and dictation task. Maybe do something more creative. Also reading material is too hard for non-major students and not interesting at all.

I think sometimes she gets so excited about the topic that she speeds through some material and even her sentences. So taking it just a tad slower would definitely help.

She tends to talk in circles and go off on rants so it is difficult to know when she is explaining something or when she is going on a tangent. She also grades too harshly for word choice. As a GE, the grading is too harsh.

Use Proper pictures or images instead of poor chalk pictures on the blackboard. Some complex ideas are difficult to understand without decent images.

Just a nitpicky thing: I wish she wrote larger on the board. I consistently sat in the front but the notes were still hard to decipher.

Explain what you want on exams, since it is so specific

Her teaching (explanations) remained unclear sometimes.

Take less questions in such a large lecture setting, lecture can really get bogged down with questions that students should be asking in discussion or office hours.

Overall, due to the subject matter of the course, it was hard to understand concepts and adjust her teaching style in the beginning. However, having accessible course notes and opportunities to ask questions, the subject matter became clearer and discussion was very helpful.

Staying a bit more on topic, making the notes on the board easier to read

Use simpler language. In discussion my TA does a good job of describing the concepts in a very simple and elementary style that makes the material much easier to grasp. In class, Shiva is sometimes difficult to understand due to her use of philosophic terms and upper level philosophy vocabulary. This may make me sound dumb, but this is a GE course and I am not versed on philosophy terms. So it would be helpful if she maybe dumbed things down a bit for all of the non-philosophy majors out there.

Possibly integrating power point presentations in lectures.

Not going over everything so much in class. I feel like it isn't necessary because we have discussion to ask questions and I would've liked to get through material more quickly.

There are times when I felt a good deal of time was wasted over small jokes or student-teacher back and forth banter.

Concepts were very hard to comprehend without background in philosophy

I think that sometimes she gets caught up on answering everybody's questions that she doesn't really get to communicate the broader ideas.

Legibility/ font size would be the only area of improvement I would suggest.

I don't know, she is already a very effective teacher

Having an outline to the course would be helpful, adhering to the syllabus or sending out an email if there's a change in the syllabus, having the lecture be in a more organized fashion such as presenting a view then presenting arguments for and against it.

Some students like myself do not have any prior philosophy experience. It was very difficult to understand the introductory period of the course. The professor taught the class, as if we were already experienced in philosophy.

Occasionally in her enthusiasm and attempt to engage with the students she would use examples that were "funny", which were funny if you understood them but were also harder to understand because it involved sarcasm and so some students were left completely in the dark not realizing she was being partially sarcastic. Unless it's something that seemingly everyone grasps, I would suggest straying away from the funny sarcasm. Also would be nice if she used blackboard for uploading grades such as quiz grades because I only kind of have a sense of where my grade may be

Idea's get a little jumbled in class so it becomes hard to follow. More use of technology for the whole lecture to see what is written on the board.

Improve writing on the board, better organization of ideas and concepts sometimes it was difficult to keep track of definitions of examples because they weren't properly announced

Going a little slower at times

Keep the lectures focused, and more importantly, having office hours in a public setting with so much ambient noise and distractions made it difficult to feel productive. Private office hours, inside, may be more beneficial for the students.

-the class seemed a bit unorganized at times

-it was difficult to see the larger picture when leaving a lecture. Some parts could have been emphasized more to highlight that they were important.

-hard to enjoy the class unless you had a strong passion for it before the class began

Honestly this is hard to answer because I truly feel like this is one of my favorite classes in terms of teaching effectiveness. Maybe incorporate the readings into lecture time in a larger way, but this is just picking something to pick something.

Sheiva is very interesting in her teaching style and the way she presents material. The lectures, while focused on teaching the concepts, all seem to get incredibly disorganized with students asking random questions, most of which Sheiva refuses to answer or does not explain fully, leaving a lot of people confused. She fails to present overall concepts and the direction the class is going in and simply puts things in front of students to figure out. A lot of the content is interesting, but she only gives a surface level explanation when she expects a deep understanding for the exams. The way she grades the exams is too detailed and demanding for students.

None

Im not sure

Sometimes students would ask questions that were really out there, and we would talk about those questions for quite some time which confused me on what the main objective of that class period was for. I guess if we could cut down on

the "what if" questions and weird situations students brought up and concentrated on what we were learning then I don't think I would have been as confused in class as I was.

Please, please, please use Powerpoint or presentation software because it is difficult to read chalk writing on the board. Even when sitting in the first few rows, it can be hard to read because of the eraser marks. If the university replaced the blackboard with a white board that would be fine.

If the emphasis of the lectures is on communicating terms in ways that we can understand, then the tests should be about the way we understood them. Describing things in roundabout ways during class and then expecting a dictionary definition from students on midterms is not only unfair, it means that our time in class is wasted and we could have stayed home studying course notes instead.

a little too redundant over certain ideas,

A few recommendations:

1. ALLOW LAPTOPS! Students are able to take better/faster notes with laptops. And with the TA coursenotes, the whole notetaking in class thing becomes irrelevant. They make going to class unnecessary. It's true--some students will go on Facebook, but it would overall be so helpful. Plus I love being able to look back on my notes from classes I've taken in the past. Maybe have the TAs sit in the back so they can monitor that people are using their laptops for notes only.
2. Don't take so many questions. Maybe answer questions every 30 minutes instead of throughout the lecture--except for clarifying questions. Otherwise we can get lost on tangents.
3. Powerpoints would be helpful. Since metaphysics is tough already, having it very clearly laid out would be great. I think that Sharon Lloyd does an excellent job of this!

- it would have been helpful to have office hours at different times, as I was not able to attend because I had class during office hours

- there are some times when we veer off topic a bit, resulting in Shieva not being able to finish her lecture, so perhaps try to stay focused on the lecture topic and then if there is extra time at the end of class, we could talk about other things (although the digressions are also very interesting, so this is only a very minor suggestion)

Possibly have more readings and lecture assignments.

Sometimes Shieva can be ambiguous or unclear about topics. The material is difficult so sometimes it would help to break it down even more since it is difficult to ask questions about things we don't understand.

Can write larger on the blackboard and use more visual aid such as power points or some slides containing information/pictures.

## Additional comments?

### Comment

Awesome!!

I love your space shirt and your cool wrap scarfy thing.

Please consider using powerpoint slides.

Have course recommended to friends. This class got me interested in metaphysics.

She is a great person and a great teacher who loves her students. However, I believe it would be beneficial for both parties if she challenged more.

I really enjoyed the course!! It made me super interested in philosophy and I plan to take more phil courses. Shiver made it really fun

Best teacher

Her love for the subject is shown through her teaching and makes listening and learning so much easier. She makes everything more interesting. Everythings pretty interesting already but she kills it.

She is a good teacher. She is very articulate and accessible. I think she would be good for upper division classes for people who already have a foundation in philosophy.

The first two tests in the class are merely an exercise in the students ability to remember TA's notes verbatim.

Do you own multiple capes, or just one? Is it like a Charlie Brown sort of thing?

Although this subject is not applicable to my major, I'm glad I took this course because it challenged me to think logically as well as think about subjects on human existence and our presence in a world where space and time may or may not exist.

Perhaps it would be helpful to show more videos in class to help us understand more concepts. Keep encouraging the class to participate and thank you!

No

More definitions? Some basic terms were different for the class when compared to common vernacular. I would've liked to know exactly what was entailed by certain words.

I appreciate that you draw so much out for us on the chalk board, however it is almost impossible to read anything written unless you're in the front row.

On another note, this has been my favorite GE so far, I wish I could take more classes to continue what we just started covering in lecture.

Honestly, I was really excited to take this course when I first signed up. I went to office hours and attended every lecture. But this class devolved into a question and answer session for people who were caught up on the most trivial details (not always, but I thought so usually). Maybe it is because it was such a big class or maybe it was the people in it, but I really didn't find it to be an extremely valuable learning experience. Also, I felt that this class was much too easy. The examinations were essentially regurgitation. So attendance wasn't even necessary to do well. I wish that the focus had been on developing arguments or trying to find flaws in certain theories rather than just rewriting what we read on the class notes.

Woo metaphysics!!!

Her enthusiasm and passion for this subject matter is very inspiring!

Having more handout sheets, like to TA's give, before lecture will help students focus in lecture and unjumble some of the confusion.

Thank you for a very enjoyable semester. This class not only gave me hope for the GE system at USC but also opened my mind up to concepts that have changed my life at least significantly. Hopefully more professors can follow a similar format, but no one will ever be Shieva.

I was really excited for this class when I signed up and the content did not start getting interesting until after the 2nd midterm (heard this from many other students as well). Considering this is a GE class that most students are taking simply to fulfill a requirement and only took this class because it sounded more interesting than other GE 4s, you should consider changing the format of the class to include more time travel and other topics that general students will be interested in. This will improve the quality of the class as well as students engagement.

She's so nice and I like her dresses

You were awesome! I don't think I'll ever have a professor that was quite as extraordinary as you.

you're awesome, this class just felt a bit slow paced but it's a perfect GE for those not inclined to philosophy

Really enjoyed this class even though it will be pretty useless in my life. Move faster next time!

I really enjoyed the class! It was one of my favourite classes of the semester, and makes me want to take more philosophy courses in the future.

Shieva is an excellent professor and has tremendous knowledge of metaphysics. I was glad to have had such an exciting and enthusiastic professor. Very good at making a GE interesting.

You stay classy!

:)



**USC** University of  
Southern California

## **Individual Report for Instructor Kleinschmidt (49336-20153 : PHIL-130 The Physical World and Our Place In It (49336))**

### **USC Student Course Evaluations - Fall 2015**

Project Audience 83

Responses Received 73

Response Ratio 87.95%

**Creation Date** Tue, Jan 05, 2016

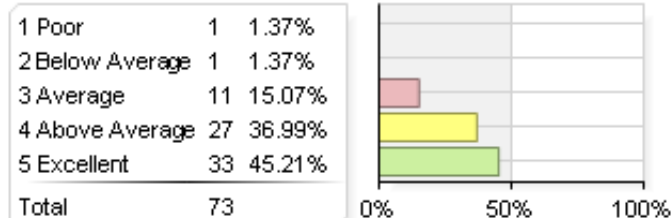
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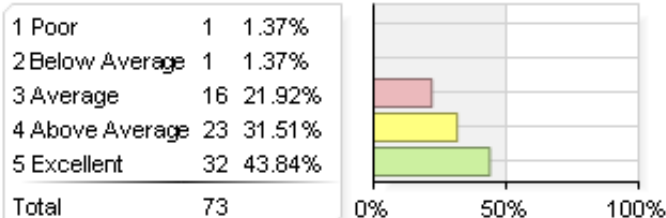


## How would you rate the instructor's effectiveness on the following items?

### 1. Clearly articulated course goals.



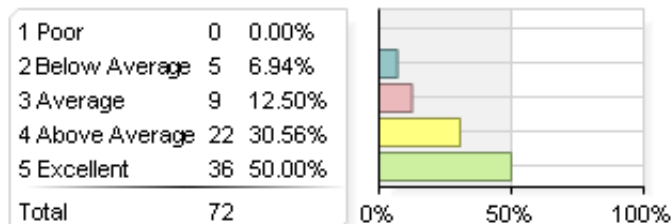
### 2. Organized course to achieve those goals.



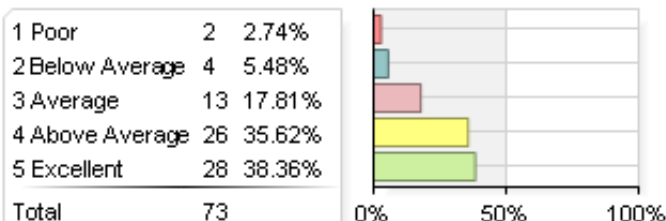
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Median	4.00
Mode	5
Standard Deviation	+/-0.86
Population Standard Deviation	+/-0.85
Standard Error (base on SD)	+/-0.10
Standard Error (base on PSD)	+/-0.10

Statistics	Value
Response Count	73
Mean	4.15
Median	4.00
Mode	5
Standard Deviation	+/-0.91
Population Standard Deviation	+/-0.90
Standard Error (base on SD)	+/-0.11
Standard Error (base on PSD)	+/-0.11

### 3. Carefully explained difficult concepts, methods, and subject matter.



### 4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



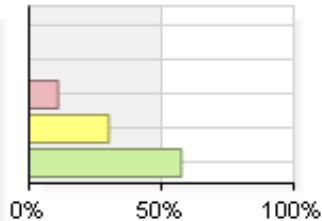
Statistics	Value
Response Count	72
Mean	4.24
Median	4.50
Mode	5
Standard Deviation	+/-0.93
Population Standard Deviation	+/-0.92
Standard Error (base on SD)	+/-0.11
Standard Error (base on PSD)	+/-0.11

Statistics	Value
Response Count	73
Mean	4.01
Median	4.00
Mode	5
Standard Deviation	+/-1.02
Population Standard Deviation	+/-1.01
Standard Error (base on SD)	+/-0.12
Standard Error (base on PSD)	+/-0.12

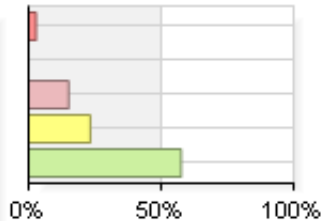
### 5. Was accessible to students (e.g., during office hours, before and after class, etc.).

### 6. Evaluated student work in fair and appropriate ways.

1 Poor	0	0.00%
2 Below Average	1	1.37%
3 Average	8	10.96%
4 Above Average	22	30.14%
5 Excellent	42	57.53%
Total	73	



1 Poor	2	2.74%
2 Below Average	1	1.37%
3 Average	11	15.07%
4 Above Average	17	23.29%
5 Excellent	42	57.53%
Total	73	



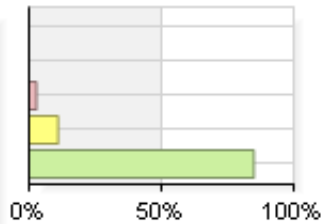
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Response Count	73
Mean	4.44
Median	5.00
Mode	5
Standard Deviation	+/-0.75
Population Standard Deviation	+/-0.74
Standard Error (base on SD)	+/-0.09
Standard Error (base on PSD)	+/-0.09

Statistics	Value
Response Count	73
Mean	4.32
Median	5.00
Mode	5
Standard Deviation	+/-0.97
Population Standard Deviation	+/-0.96
Standard Error (base on SD)	+/-0.11
Standard Error (base on PSD)	+/-0.11

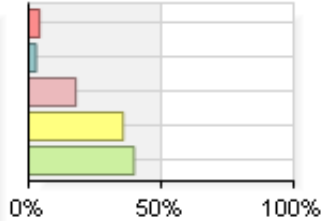
7. Was enthusiastic about communicating the subject matter.

8. Stimulated student interest in the subject matter.

1 Poor	1	1.37%
2 Below Average	0	0.00%
3 Average	2	2.74%
4 Above Average	8	10.96%
5 Excellent	62	84.93%
Total	73	



1 Poor	3	4.11%
2 Below Average	2	2.74%
3 Average	13	17.81%
4 Above Average	26	35.62%
5 Excellent	29	39.73%
Total	73	



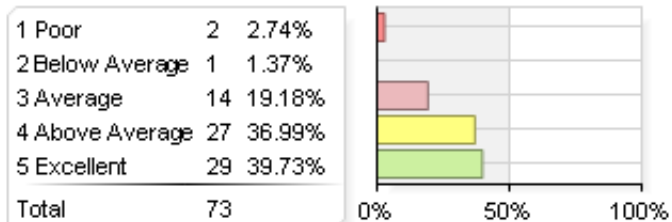
Statistics	Value
Response Count	73
Mean	4.78
Median	5.00
Mode	5
Standard Deviation	+/-0.63
Population Standard Deviation	+/-0.62
Standard Error (base on SD)	+/-0.07
Standard Error (base on PSD)	+/-0.07

Statistics	Value
Response Count	73
Mean	4.04
Median	4.00
Mode	5
Standard Deviation	+/-1.03
Population Standard Deviation	+/-1.03
Standard Error (base on SD)	+/-0.12
Standard Error (base on PSD)	+/-0.12

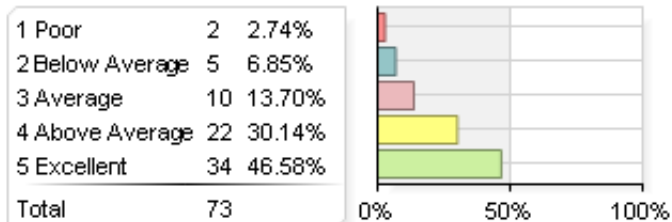


### How would you rate the instructor's effectiveness on the following items? (continued)

9. Presented subject matter in ways that were academically challenging.



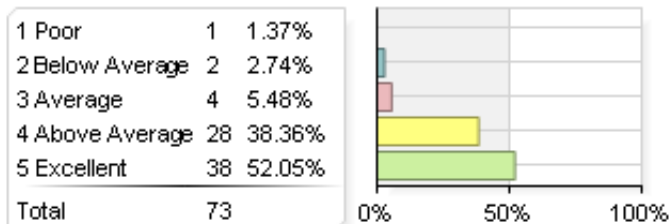
10. Provided students a valuable learning experience.



Statistics	Value
Response Count	73
Mean	4.10
Median	4.00
Mode	5
Standard Deviation	+/-0.95
Population Standard Deviation	+/-0.94
Standard Error (base on SD)	+/-0.11
Standard Error (base on PSD)	+/-0.11

Statistics	Value
Response Count	73
Mean	4.11
Median	4.00
Mode	5
Standard Deviation	+/-1.06
Population Standard Deviation	+/-1.05
Standard Error (base on SD)	+/-0.12
Standard Error (base on PSD)	+/-0.12

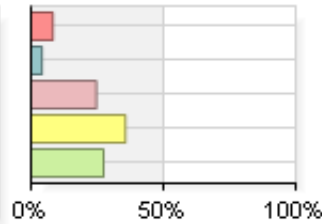
### Overall, how would you rate this instructor?



Statistics	Value
Response Count	73
Mean	4.37
Median	5.00
Mode	5
Standard Deviation	+/-0.83
Population Standard Deviation	+/-0.82
Standard Error (base on SD)	+/-0.10
Standard Error (base on PSD)	+/-0.10

### Overall, how would you rate this course?

1 Poor	6	8.22%
2 Below Average	3	4.11%
3 Average	18	24.66%
4 Above Average	26	35.62%
5 Excellent	20	27.40%
Total	73	



Statistics	Value
Response Count	73
Mean	3.70
Median	4.00
Mode	4
Standard Deviation	+/-1.16
Population Standard Deviation	+/-1.15
Standard Error (base on SD)	+/-0.14
Standard Error (base on PSD)	+/-0.14

## What were this instructor's main strengths?

### Comment

She was very enthusiastic about what she was teaching us. Even though the material could get confusing and abstract, she articulated everything really well so we could understand it. She made sure we were very prepared for the midterms.

Her enthusiasm and excitement about the material is very infectious.

Very enthusiastic about the subject.

Wrote a lot of notes on the board and made them accessible through her website.

Her main strengths were encouraging participation during lectures, clearly outlining course goals and following her outline throughout the semester, and her enthusiasm to teach the subject.

Shieva has a great personality and was very enthusiastic about the material which made learning less of a chore giving us information

Super enthusiastic about teaching topics and makes sure students understand the material. Good at clarifying subjects in class

She is very kind and warm. She is also one of the sweetest people ever. I never felt intimidated by her and knew I could approach her with any questions that I had. I loved her rants and small anecdotes that related to the material that we were covering. She gave good examples.

Also posting all of the notes online is very helpful

Professor Kleinschmidt was extremely enthusiastic about the topics she taught, and this enthusiasm translated well into her lectures. She made extremely difficult to grasp concepts more interesting and engaging through her enthusiasm. She also made concepts more understandable through her examples and analogies. Furthermore, she tried to ensure that students understood concepts before moving on to new ones, and this made a very abstract course easier to follow.

Always enthusiastic and very understanding. Likes to make philosophy jokes, although I don't always understand them I still appreciate them!

She is incredibly enthusiastic about the subject as presents it in an interesting manner. She is very clear about her expectations of students and her tests are reflexive of the material learned in class. She manages to make a very large class feel small and she's usually pretty good at explaining some of the harder concepts.

She was always so excited about what she was teaching, which inspired enthusiasm from the class. Also, she was very personable, making her easy to relate to and easy to approach. This also helped make abstract ideas seem more accessible.

She was encouraging and funny and explained the course matter in a manner that made it interesting for the students.

She made philosophy which is usually looked at as a dark sulky subject a chirpy happy one, which in my eyes is a mammoth task. She knew the matter and was very good at explaining it.

She was extremely enthusiastic and knowledgeable about the material covered in this course. She was approachable and available to the students.

Enthusiasm, knowledge

Very passionate and learned about the subject. Keeps students motivated to keep learning and works through tough concepts.

She really connected with the class, which can be difficult in a lecture hall. She went at the pace of the students; if the students did not understand the material, she would repeat it and try using examples to get everyone to understand it

She was always enthusiastic in class and was always happy to answer questions and explain difficult ideas.

She was incredibly enthusiastic when it came to philosophy. She was able to capture the classes attention even when the topics were kind of boring.

She is a superb orator. She effectively communicates course notes, encourages student participation and achieves it, transmits complex topics easily, and enthusiastically engages the class and students' inquiries.

Probably the most entertaining professor I have had

Professor was always very excited about the course material and it was obvious. I sometimes get more engaged in the material she's teaching because of her enthusiasm. She also teaches very well and make sure students understand before moving on.

She is very enthusiastic about the subject, is willing to meet with you, and loves her class.

Good at explaining things; made sure we all understood material before moving on.

She was funny, very enthusiastic, and gave good examples. She always gave a really warm and open environment because she was always smiling and kind of awkward, but in a really good way!!! Thank you for a great semester! I like the format of this class and the format of tests we are given because it truly tests you on what you learned in class without throwing too many curveballs. Being in two science classes right now really makes me appreciate your style of teaching and testing.

She was always very funny and enthusiastic. She did a good job at explaining complex concepts.

Enthusiastic about the course and material. Open to answering questions. Explain concepts clearly. Would explain concepts again based on feedback.

Enthusiasm

Clear explanations

Nice study guides

She did a good job explaining difficult concepts and was willing to repeat things multiple times if she felt that the students were not understanding her completely.

Was very enthusiastic about Philosophy.

Shieva is very cheerful and passionate about Philosophy.

-enthusiasm about the course content

-willingness to allow for discussion

She was really enthusiastic about the course and her course was very consistent. She seemed to know the material very well and cared about her students.

Articulate course materials clearly and logically

Humorous and passionate about the topics she was talking about, which made it easier for students to memorize

She is very excited about the content she is teaching and never fails to clear any doubts regarding the subject.

enthusiasm, fairness, outlined lecture

midterm study guide!!!

Compassionate, clearly cares about the subject matter and conveying it in an easily understood manner, makes the subject matter interesting.

She was always so happy and enthusiastic about what she was talking about. It made you love the philosophy course and you always felt so engaged in the class because of this.

She could explain the topic for hours and sometimes it is interesting. She is very knowledgeable about philosophy and

passionate about it.

Enthusiasm, genuine interest in students

Approachable! Enthusiastic, thorough. Very good instructor.

extremely high student involvement, positivity, knowledge, nerdy-ness, compassion

Makes sure everyone understands the material before moving on. Explains ideas in more than one way, in case people don't react well to the first explanation. Engages students in material that COULD be dry by making the material interesting.

Her ability to explain complex concepts to the class and gauge whether or not a topic needed to be talked in about in more detail.

Professor Kleinschmidt was very enthusiastic about the course material and was able to intrigue the students with the course material.

She was very clear about her goals with the course and what she expected from her students in each assignment, quiz, and exam.

She made Philosophy fun and interesting (which was a task, especially because a lot of us are not majoring/minoring in philosophy). I learned a lot during this class and I enjoyed it. She was also very accessible and made the content understandable.

Professor Kleinschmidt was always willing to explain concepts and theories many times until we all understood it. She gave us many examples so that it would be easier for us to understand, and I felt that her lectures went at a very good pace. I also like how she had the TAs prepare course notes, since they were very useful when I was preparing for exams.

Shieva is very enthusiastic about the material she teaches, and teacher! Loved the course.

Overall I thought this course was great and Shieva is really fun.

She clearly loves philosophy! Good intro class.

Enthusiasm!

Genuinely wishing for students to succeed.

Clearly explaining concepts.

Always providing ample time for explanations and assessments.

Providing meaningful extra credit opportunities for students.

she really loves philosophy -- very enthusiastic about it

Energetic, passionate and always willing to provide clarification if any confusion occurred. Encouraged lecture-wide participation and tested students in a very fair manner.

She is so smart and articulate.

Made sure the class thoroughly understood course material, took time to answer questions and foster discussion, presented topics in different ways to make sure everyone understood them, enthusiastic about what she was teaching

Explaining difficult concepts and being enthusiastic about the subject matter

Her positivity, leniency, encouragement

clarity in presentation, very structured/ organized (thank you because some professors are certainly frazzled/disorganized)

she is enthusiastic in her work- which is inspiring and makes the class enjoyable

seems to care for students- very accessible (I can find the professor right outside the classroom- helps save the average lazy person from walking to making the effort to find office hours/locations and walk to them)

I like how the pop quizzes give an incentive to come to class.

The high energy ambience is always a plus too!

very enthusiastic, presented material in good way

Writing out each case and theory in a coherent and concise way. The examples she gave were helpful to understanding each concept.

Knowledge of the material, energy in conveying it

Enthusiasm and patience in explaining concepts that were difficult for the class to understand

## How might this instructor improve his or her teaching effectiveness?



**Comment**

Maybe we could do a few more interactive activities than we did

More visual or interactive media, the chalkboard gets a little monotonous after a while. I think visual cues might be helpful.

Maybe articulate her thoughts better during lecture.

I cannot think of ways the instructor can improve her teaching effectiveness.

I'm unsure as to what the goals of the class were. Since we jumped from topic to topic every few weeks, I found it hard to connect ideas and themes so if Shieva could connect the topics to one another or clearly articulate the scrambled nature of the class that'd be great

your enthusiasm was about as hard to find as bigfoot. Be more engaging, call on students to answer questions. Kids didn't pay attention or participate because you weren't enthusiastic enough

Her lectures can be boring and drag on. Also more clarity about what she is expecting on exams.

Be more focused with meeting the class plans

Some of the topics were pretty confusing and it was difficult to follow what she was saying at times, especially when you are trying to take notes at the same time. I think giving simpler examples of concepts before introducing the more difficult examples would allow it to make more sense.

There have been cases where her explanation of certain topics has been a little difficult to understand so perhaps she could try to word her explanations of these topics in a way that is more accessible to a greater variety of students. The topics though, tend to be convoluted by nature so explaining them is often rather difficult and she usually goes over them again if enough students feel confused by it.

Mention the reading that is do right at the end of lecture to insure more students will do it.

She could implement in her course more activities and more interesting assignments, given the abstract mess of the subject. Also I thought the course would be more about the student doing the thinking and coming up with arguments so as to develop their mental faculty for thinking about the world and our existence as opposed to only passively absorbing other philosophers' arguments and responses. Moreover, i expected that the class would spark discussions and debates that would go on and make the class atmosphere a lot more charged up.

Making the lessons more accessible to undergraduate students who have never taken a philosophy class before

Honestly pretty boring lectures, then again not many ways you could mix it up given the duration and subject matter of the course.

I can't think of anything

She could focus less on pop quizzes, which I think detract from the class.

Nothing

She can have a brief introduction to every new topic before jumping straight into it and having us copy it in our notes. This is so we can understand the stuff we are copying better and not just be passively copying.

Her class is not interesting and the same everyday and she doesn't explain concepts that well.

I think a layout of what we will be covering before class starts would be really helpful, because connecting this argument to that response and this principle to that was really hard for me to follow. Somehow, I also got side-tracked and zoned-out and I don't know why, could've been the time of day or that I was always just tired, but I think possibly requiring people to sit within the first 10 rows might be helpful because then people will actively focus. I sit in the back and found it hard to focus. However, I really really love the idea of course notes because they are SO clear and concise. I rely a lot on the course notes. I also don't think the book was effective enough in this class. There was already enough material covered in lecture that adding more material from a book was pretty overwhelming.

She treated us like children. She would frequently stop lectures just because she saw someone answering a text on their phone.

Very hare to read board even from first two rows because or eraser marks

Pop quizzes should be given at the end incase people come late

Content needs to be slightly condensed

She can improve the course by spending more time on teaching logic. I was not able to relate the logic unit to the rest of the logic/arguments given in the other units. Perhaps explaining the logical form of arguments in the other units can help students understand in more depth the concepts the arguments are conveying.

Less grading based on strictly memorization and more on understanding the concepts.

She should reword things in "everyday definitions" because philosophical technical definitions are often very hard to understand, resulting in people just memorizing the definition without really understanding it.

-sometimes glossed over very difficult concepts, and could slow down in her explanations at times

Pop quizzes were VERY frustrating. None of my other classes have pop quizzes so I always walked into this class scared that she would randomly give a quiz. Even though I always did the homework, paid attention in lecture, and took good notes, sometimes the pop quizzes were very specific and hard to do well on. Overall I think that was the most frustrating part of the class.

Write more clearly on blackboard

Involve more discussion on class

She could attempt to bring in more creative aspects of learning through visual aid or otherwise.

I think sometimes you are too kind to students that are taking advantage of your compassion. The reading assignments were not unreasonable, if anything, they were pretty sparse. We have many more readings in other classes. Don't be afraid to let those who choose to skate by face the ramifications.

I think because this is an Intro course (or GE), firstly maybe describe the way in which you could almost say philosophy is just discussing theories, and that there are no real answers - only theories and counter-examples. As a beginner to philosophy, I was kind of confused at the beginning of the course because I was searching for answers to concepts that had no answers... If that makes sense.

I think also, either emphasise the readings a little bit more in class and exams, or just don't have them at all. They seemed kind of irrelevant and disjointed a lot of the time and I couldn't really see their connections to class concepts that well.. Mainly because the only time you needed them was in a random quiz... Which you were told was going to happen prior... So you would just read a tiny bit of it without actually understanding any of the reading. So with that in mind, either incorporate readings more or just throw em out!

Finally, I think maybe the quizzes can improve. The questions were either insanely hard or extremely basic, like "where was the example placed, a city starting with B", or, "where was the meditation 1? Describe the scene". I understand it's just questioning whether you did the reading or listened in class (or not), but I feel it would be better to actually ask a question truly related to the topic that would enrich our understanding of the course in a deeper way.

Despite my criticism, everything else was great :)

I feel like she was going too fast when explaining the topics and some of the concepts were too abstract for me to understand and apply to the real world.

explain outside readings more in class

Sometimes a lot of the class was unaware of the reading that was due.

It would have been helpful to have better in-class understanding time, especially at the end of the course because the material got increasingly complex and abstract.

She is great! I'm not sure what she could do better.

Although she encourages her students to participate in lectures, I found it difficult to speak up frequently due to the size of the class. She did do a group activity where we shared examples of our own Gettier Problem in class, and I thought that she should have these activities more frequently. I also felt that the course was based too much on memorization, and I enjoyed it more when we got to think of our own examples/related it to our personal experiences.

Amazing experience!! Thanks a lot for a great class!

Sometimes when explaining certain aspects of an argument or view it might be best to tie your explanation into how it relates to the argument/view at hand.

For example, a couple days ago when outlining the Lottery Paradox you gave us the argument, and then started to explain a way to reject premise 8. When you first started explaining what was going to happen I could see where you were going and understood, but when you started illustrating probability with the shaded circles you kind of lost me and by the time you tied it into how that relates to the assumptions made in the Lottery Paradox being statistically unsupported I was feeling pretty confused. This might just be me, but I had this problem a couple of times in the course where you would kinda focus on one seemingly insignificant aspect instead of the broader overall concept.

It's hard to be interested and understand if you don't have some sort of desire to learn philosophy - maybe relating it more?

Relax a little!

We need more reminders (both email and in-class) for readings since most people don't do them.

Talking much slower... Hard to write down what she's saying and understand at the same time

Class gets very repetitive. She is enthusiastic but straight up lectures aren't very modern and innovative ways to learn.

Make lectures more interesting and interactive, just delivering a lecture can get boring at times

The grading on essays is tougher than necessary

Finding better methods to engage the class. She often asked open-ended questions that only a handful of kids would hesitantly answer as the rest of us sat bored. While she tried to engage us, for whatever reason the class was not stimulating, at least for me.

I remember looking at this one reading and it was ssuuuppper long- so I didn't read it- not too sure if I needed to read it still but I was able to survive without having to read it.

This course is very memorization based- to make it more challenging, it would be great if some homework assignments could include thinking up justifications for arguments, for example, - anything more critical thinking based.

Maybe the course is easier because it is a GE/ lower division course?

sometimes with difficult contexts it was easy to get lost, so continually keeping track during long arguments would be great!

Sometimes, she moves fast when writing and explaining certain concepts, making it hard to comprehend the topics. Also I feel that the grading techniques used on the midterms were somewhat harsh.

Clearly stating when reading is due

## Additional comments?

### Comment

Great class!

No additional comments.

nah fam

Good class.

You're my favorite!

I loved her enthusiasm for the course. Overall the class was an enjoyable and informative experience even though the concepts were a little confusing.

She has sparked an interest in philosophy in me

Thank you for a great term!

Best philosophy professor I have had, and a true scholar and example for students.

Give Jacob Carmichael an A in the class

No

The class is very strange and sometimes I don't understand why we learn what we are learning and how it all connects.

Thanks for introducing me to philosophy!

You are one of my favorite teachers and have encouraged me to look further into more philosophy classes

Great class :)

Nothing about the instructor, but the course itself was not as appealing to me and it was very hard for me to keep up with what was going on.

i love your positivity, knowledge, nerdy-ness, compassion!

Excellent instructor. I very much enjoyed your course.

She cares about her students as people and is open to discussion about any philosophy and non-philosophy related topics, ready for clarifications.

Fabulous professor - loved her and her class!

Overall, I enjoyed the course very much and felt that everything structured in a very organized way. I think the pop quizzes

were a very helpful tool for exam preparation.

Thanks for a really interesting semester! I learned a lot and thought about things I wouldn't have considered on my own. Maybe try to diversify the classes so it isn't just a straight lecture each time, and make lectures more interactive so students stay interested

I thought the class was not stimulating in part because we read very few primary texts. I would appreciate metaphysics more from its historical approach than from its contemporary, might I add, fantastically bizarre position in modern thinking. The way the class was structured made me resent a lot of the things we learned. For example, I frankly would rather not spend my tuition discussing evil demons, but I could appreciate a discussion about Descartes in relation to his contemporaries. In other words, while I appreciate the significance of his theories, I would value them exponentially more had I learned them in context of his books, his peers, and his societies. Instead, all I know about him is his arguments extrapolated in their logical form.

Individual Report for Instructor Kleinschmidt (49336-20153 : PHIL-130 The Physical World and Our Place in it (49336))

-2-



**USC** University of  
Southern California

**Individual Report for Instructor Kleinschmidt (49479-20161 : PHIL-460  
Metaphysics (49479))**

**USC Student Course Evaluations - Spring 2016**

Project Audience 7

Responses Received 4

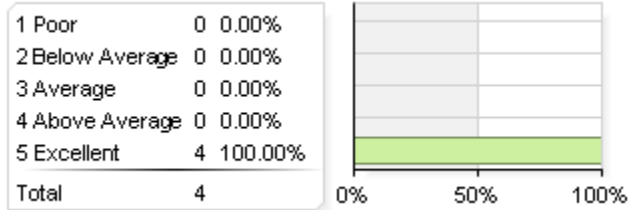
Response Ratio 57.14%

**Creation Date** Thu, May 19, 2016

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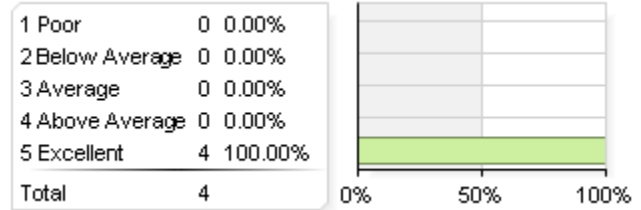
## How would you rate the instructor's effectiveness on the following items?

1. Clearly articulated course goals.



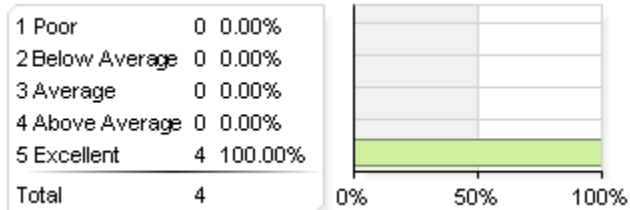
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Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

2. Organized course to achieve those goals.



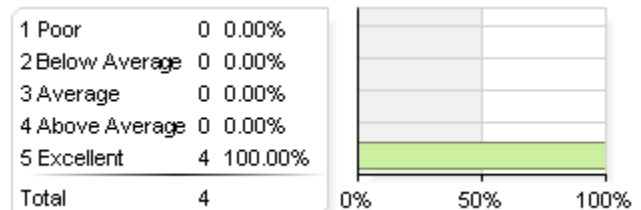
Statistics	Value
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Median	5.00
Mode	5
Standard Deviation	+/-0.00
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Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

3. Carefully explained difficult concepts, methods, and subject matter.



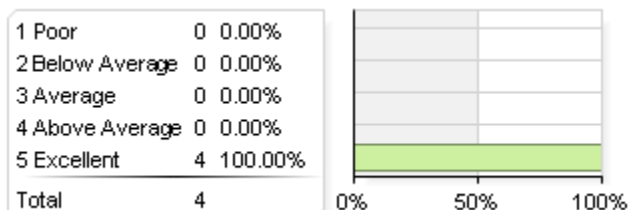
Statistics	Value
Response Count	4
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



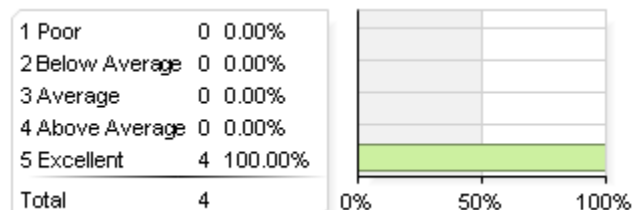
Statistics	Value
Response Count	4
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Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



Statistics	Value
Response Count	4

6. Evaluated student work in fair and appropriate ways.



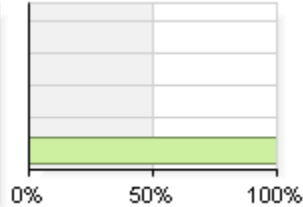
Statistics	Value
Response Count	4

Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

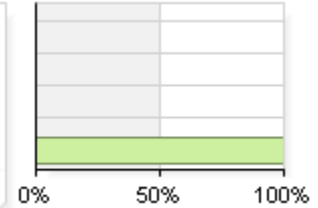
7. Was enthusiastic about communicating the subject matter.

1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	0	0.00%
4 Above Average	0	0.00%
5 Excellent	4	100.00%
Total	4	



8. Stimulated student interest in the subject matter.

1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	0	0.00%
4 Above Average	0	0.00%
5 Excellent	4	100.00%
Total	4	

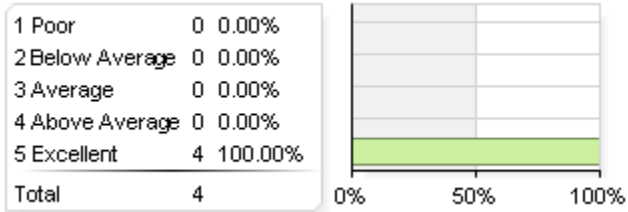


Statistics	Value
Response Count	4
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

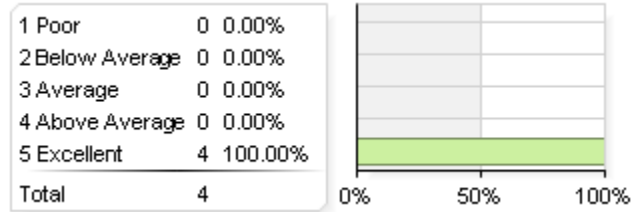
Statistics	Value
Response Count	4
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

## How would you rate the instructor's effectiveness on the following items? (continued)

9. Presented subject matter in ways that were academically challenging.



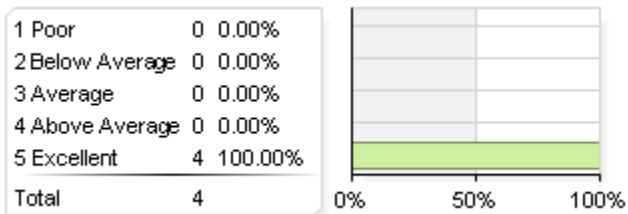
10. Provided students a valuable learning experience.



Statistics	Value
Response Count	4
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

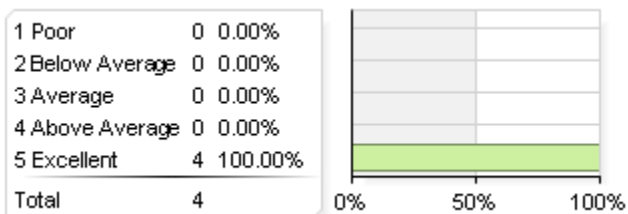
Statistics	Value
Response Count	4
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

### Overall, how would you rate this instructor?



Statistics	Value
Response Count	4
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

### Overall, how would you rate this course?



Statistics	Value
Response Count	4



Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	+/-0.00
Standard Error (base on PSD)	+/-0.00

## What were this instructor's main strengths?

### Comment

Shieva presented the course material with great clarity and detail, and her outlines and handouts were incredibly thorough and helpful. In addition, she encouraged discussion, and also made sure to check with students that they were understanding the material. She was always enthusiastic about the material, which made the class engaging and fun. In addition, she was incredibly helpful when it came to developing paper ideas, and provided understanding and support when family issues came up for me. Her course was equal parts challenging and rewarding, and was structured in a way that maximized what students could absorb from the various readings and theories. Furthermore, the structure of her course allowed for students to engage with and respond to contemporary theories and work, as well as engage amongst classmates. She was one of the best instructors that I had as a freshman, and as a senior in her metaphysics seminar, she was even more excellent than I had remembered.

Engaging classroom atmosphere and intriguing examples. Clear explanation of complicated topics

Communicating the hardest of material, always caring, being so incredibly organized, always available, always interested and interesting... I cannot thank her enough, Shieva is absolutely amazing. It is unbelievable that she can explain such intensely challenging material clearly and concisely. Also, her handouts and notes on the board are better than any metaphysical synopsis I've ever found, I never would have been able to understand so much in one semester without them.

## How might this instructor improve his or her teaching effectiveness?

### Comment

For the class itself, I think the course should perhaps be limited to upperclassmen or people who have met certain requirements in the department - i.e., more restrictions on the course might help ensure that students will attend and engage with the material in a more rigorous way. Perhaps requiring professor approval first. I think this class could work well as a 470 or 471 seminar for philosophy majors seeking departmental honors. Alternatively, maybe grading reading responses or in-class responses.

Start lecture with a quick overview of what led up to where we are? She did this sometimes and it was helpful.

## Additional comments?

### Comment

Thanks for an awesome semester, I will miss the class! Also, thank you for being so supporting and encouraging, and for being willing to offer continued help on articles and writing. I also think that for current/future philosophy majors, you would do an excellent job of being a thesis supervisor or helping students to complete the undergraduate program with honors.

Thank you!! Your course was one of the most challenging ones I've ever taken and that was wonderful. You managed to give us a perfect amount of work, while it was a lot it wasn't too much, and every assignment really honed my thinking processes and ability to present my ideas concisely. I'm happy to say that I've come out not just with a better understanding of metaphysics but also am able to read, write, and speak more effectively in general. You're amazing. Thanks for keeping us all engaged.



**USC** University of  
Southern California

**Individual Report for Instructor Kleinschmidt (49516-20161 : PHIL-560  
Seminar in Metaphysics (49516))**

**USC Student Course Evaluations - Spring 2016**

Project Audience 2

Responses Received 1

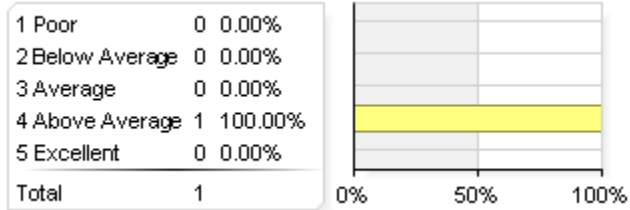
Response Ratio 50.0%

**Creation Date** Wed, May 18, 2016

Technology powered by blue 

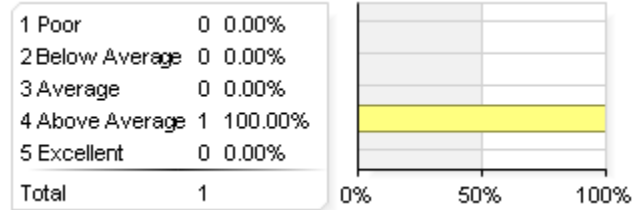
## How would you rate the instructor's effectiveness on the following items?

1. Clearly articulated course goals.



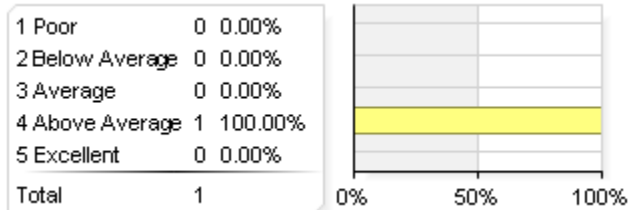
Statistics	Value
Response Count	1
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

2. Organized course to achieve those goals.



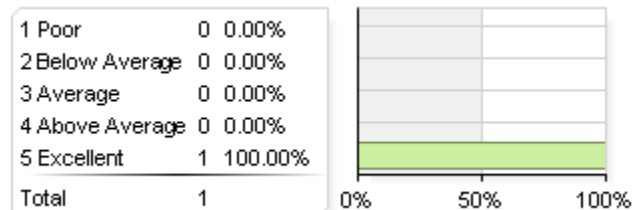
Statistics	Value
Response Count	1
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

3. Carefully explained difficult concepts, methods, and subject matter.



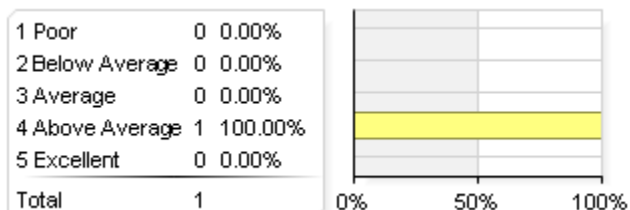
Statistics	Value
Response Count	1
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



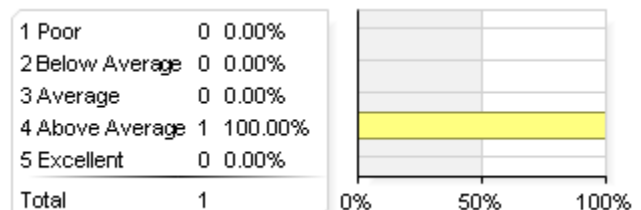
Statistics	Value
Response Count	1
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



Statistics	Value
Response Count	1

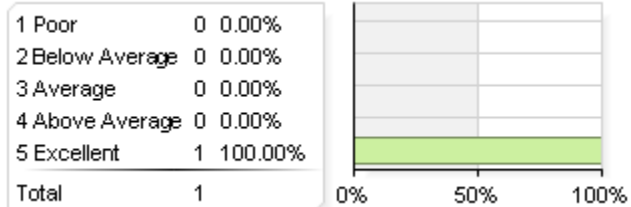
6. Evaluated student work in fair and appropriate ways.



Statistics	Value
Response Count	1

Mean	4.00
Median	4.00
Mode	4
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

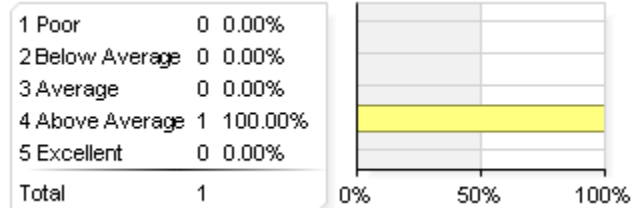
7. Was enthusiastic about communicating the subject matter.



Statistics	Value
Response Count	1
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

Mean	4.00
Median	4.00
Mode	4
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

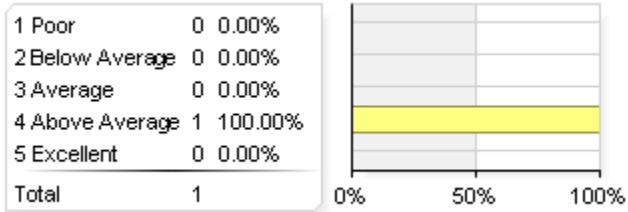
8. Stimulated student interest in the subject matter.



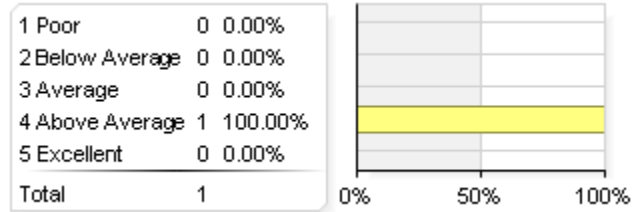
Statistics	Value
Response Count	1
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

## How would you rate the instructor's effectiveness on the following items? (continued)

9. Presented subject matter in ways that were academically challenging.



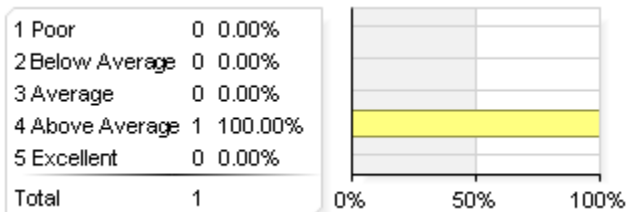
10. Provided students a valuable learning experience.



Statistics	Value
Response Count	1
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

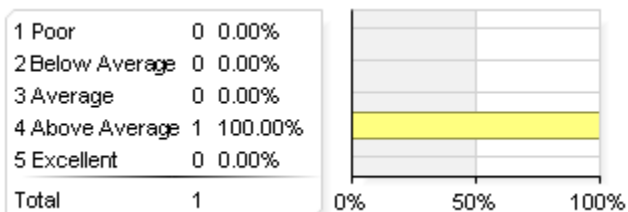
Statistics	Value
Response Count	1
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

### Overall, how would you rate this instructor?



Statistics	Value
Response Count	1
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

### Overall, how would you rate this course?



Statistics	Value
Response Count	1

Mean	4.00
Median	4.00
Mode	4
Standard Deviation	N/A
Population Standard Deviation	+/-0.00
Standard Error (base on SD)	N/A
Standard Error (base on PSD)	+/-0.00

### What were this instructor's main strengths?

#### Comment

Honestly she is a very enthusiastic instructor and presents interesting cases to generate discussion in class.

### How might this instructor improve his or her teaching effectiveness?

#### Comment

Sometimes lectures ended up trying to fit in too much at once (not your fault! since the presentations went too long as well).

### Additional comments?

#### Comment

In general, if the plan is to have the class split into an individual research component and a teaching component, with presentations, maybe having a bit more structure in terms of the individual research component and presentations would be useful. So, perhaps try to get students to figure out what specifically they are writing on and a topic idea earlier because as it was there was only about two weeks (originally) between when a topic proposal was submitted and the draft for the conference was due. And the presentations, while very nice, also ate into a lot of class time. Perhaps there is a better way to structure them.



## Individual Report for Instructor Kleinschmidt 49336-20163 : PHIL-130 The Physical World and Our Place In It (49336)

### USC Student Course Evaluations - Fall 2016

Project Audience 100  
Responses Received 79  
Response Ratio 79.00%

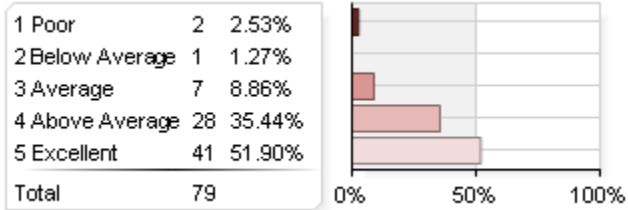
#### Subject Details

**Name** PHIL-130 The Physical World and Our Place In It (49336)  
**Section** 49336-20163  
**Course\_ID** PHIL-130  
**Course Type** Lecture  
**Course Department** PHIL  
**School** LAS  
**Session** 001  
**First Name** Shieva  
**Last Name** Kleinschmidt  
**Email** kleinsch@usc.edu

**Creation Date** Tue, Dec 13, 2016

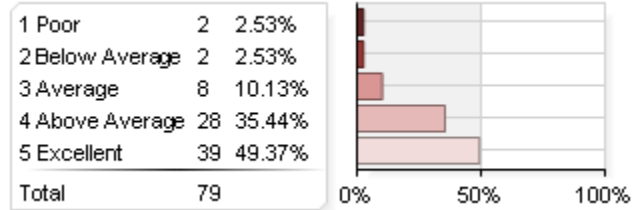
## How would you rate the instructor's effectiveness on the following items?

1. Clearly articulated course goals.



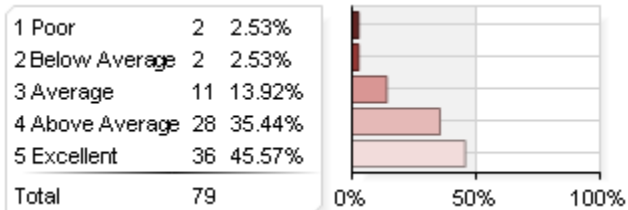
Statistics	Value
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	+/-0.89

2. Organized course to achieve those goals.



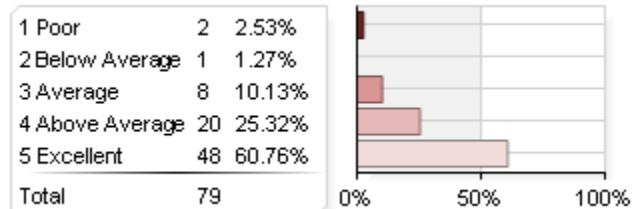
Statistics	Value
Mean	4.27
Median	4.00
Mode	5
Standard Deviation	+/-0.93

3. Carefully explained difficult concepts, methods, and subject matter.



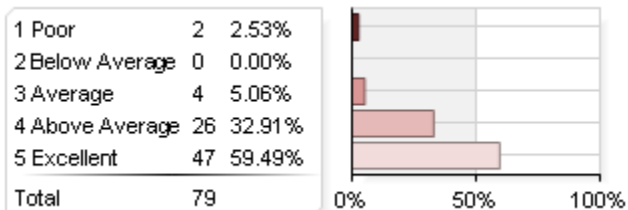
Statistics	Value
Mean	4.19
Median	4.00
Mode	5
Standard Deviation	+/-0.95

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



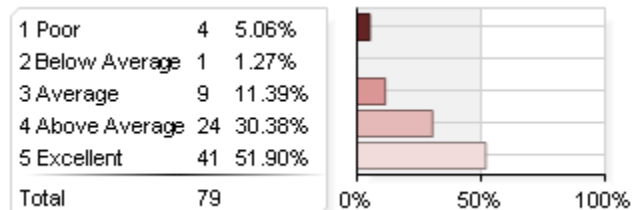
Statistics	Value
Mean	4.41
Median	5.00
Mode	5
Standard Deviation	+/-0.91

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



Statistics	Value
Mean	4.47
Median	5.00
Mode	5
Standard Deviation	+/-0.81

6. Evaluated student work in fair and appropriate ways.



Statistics	Value
Mean	4.23
Median	5.00
Mode	5
Standard Deviation	+/-1.05

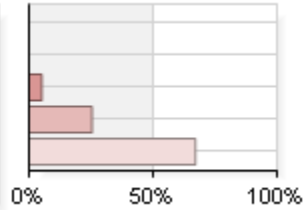
7. Was enthusiastic about communicating the

8. Stimulated student interest in the subject matter.

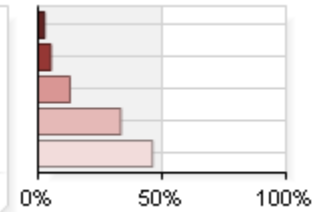


subject matter.

1 Poor	1	1.27%
2 Below Average	1	1.27%
3 Average	4	5.06%
4 Above Average	20	25.32%
5 Excellent	53	67.09%
<b>Total</b>	<b>79</b>	



1 Poor	2	2.56%
2 Below Average	4	5.13%
3 Average	10	12.82%
4 Above Average	26	33.33%
5 Excellent	36	46.15%
<b>Total</b>	<b>78</b>	

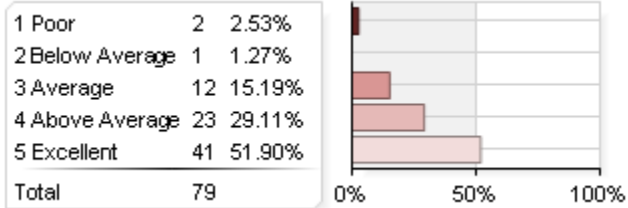


Statistics	Value
Mean	4.56
Median	5.00
Mode	5
Standard Deviation	+/-0.76

Statistics	Value
Mean	4.15
Median	4.00
Mode	5
Standard Deviation	+/-1.01

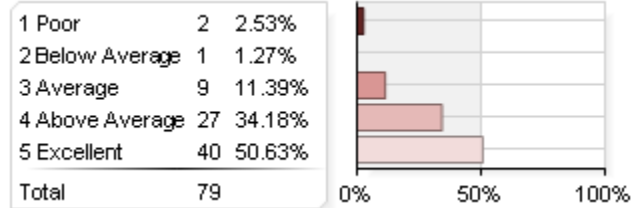
## How would you rate the instructor's effectiveness on the following items? (continued)

9. Presented subject matter in ways that were academically challenging.



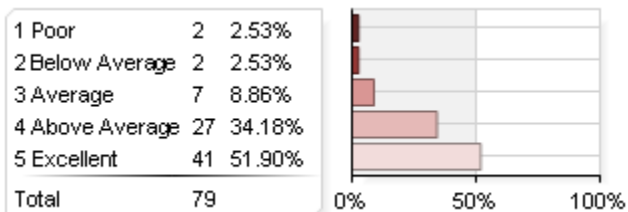
Statistics	Value
Mean	4.27
Median	5.00
Mode	5
Standard Deviation	+/-0.94

10. Provided students a valuable learning experience.



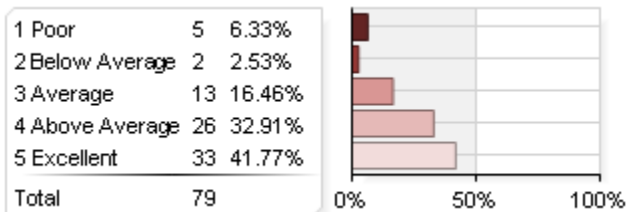
Statistics	Value
Mean	4.29
Median	5.00
Mode	5
Standard Deviation	+/-0.91

### Overall, how would you rate this instructor?



Statistics	Value
Mean	4.30
Median	5.00
Mode	5
Standard Deviation	+/-0.92

### Overall, how would you rate this course?



Statistics	Value
Mean	4.01
Median	4.00
Mode	5
Standard Deviation	+/-1.13

### What were this instructor's main strengths?

#### Comment

Good at explaining the concepts presented. Made a point to ensure the class understood the material before moving

on.

She's very passionate about the subject matter.

she really makes the topic fun, which is a good thing when learning about metaphysics. Also, she really cares about her students which is refreshing to see

She was very energetic and engaged. She was good at explaining tough concepts with examples.

a kind person

approachable, made class interesting

Very clear explanations, openness to student feedback, encouragement of interaction and cooperation

Great course vibe

She was incredibly enthusiastic and easily explained very difficult subject matter. She was always open to discussion in office hours, and frequently walked around the large class to help individuals.

She thoroughly explained and elaborated upon the subjects we were learning. She was also very enthusiastic and funny.

Very funny and made lectures interesting

When students did not exactly understand presented material, she did a good job re-articulating the information so more people understood what she was trying to convey.

very enthusiastic

Was enthusiastic and approachable

Very enthusiastic and answered every question

Overall, Shieva's instruction of this class went beyond my expectations. Although Philosophy is an interesting subject, it is not easy to understand. Having Shieva for this class was the best way to learn and to care for the course material - this is mostly due to her main strengths:

-Accessibility and availability to students: She makes herself available and accessible - in office hours or via email - to students as much as possible. I can't remember any time that she didn't reply or respond to me promptly.

-Enthusiasm and Clarity: Her enthusiasm and clarity is unparalleled which makes me think going to class is better than watching youtube videos. (yes, there can be professors who can be unclear or by the book that you'd rather look it up yourself - Not shieva.)

-Organization and structure: Very organized and structured. Not very difficult to follow and many thanks for the handouts.

-Inclusivity and Fairness: More than fair; a lot of opportunities to bump up your grade and really tries to get to every question.

..so it goes. This class is recommended for anyone who doesn't have any background or prior interest to philosophy. They'll surely have a change of heart at the end of the course. Great work! One of the best classes and professors I've had at USC!

Enthusiasm and clarity

She was very passionate about the course material

Kleinschmidt was great at being so enthusiastic about the material that it would intrigue me to listen further. I loved how supportive she was every step of the way.

She is really nice and enthusiastic in the subject.

Very nice, organized, and knowledgeable.

She is really enthusiastic about the subject matter and knows a ton about philosophy and is good at explaining difficult theories/concepts

Shieva is very knowledgeable about the subject and an enthusiastic lecturer. She has so many stories and funny anecdotes that she shares each class to keep us engaged. You can tell she loves the subject. I didn't know anything about philosophy before taking this class and now I am interested in it and learned so much valuable information.

She is enthusiastic in explaining every case.

Passion for the subject, entertaining lectures, enthusiasm.

Really tried hard to make kids understand complex and confusing concepts.

Having a positive attitude

very humorous  
energetic  
very casual, creates a comfortable learning environment

Very animated during class, effectively tries to get student participation, and get students motivated and interested to learn about topic. She's very keen on making sure the students understand, and is always asking to get student feedback as to how she could help us better learn

She was very enthusiastic and accessible outside of class.

lectures are interesting, easy to understand, sense of humor

Super enthusiastic and stimulated interest in the class. Very nice and understanding and provided students ample opportunity to improve and excel in the class.

Very few. She had a positive attitude even though her actual teaching was terrible

she was very enthusiastic about the subject and was always sure to reexplain topics need be

She was extremely bubbly, she broke down difficult concepts thoroughly, she always came to office hours, she listened to us when we had problems or issues, she listened to our feedback, and she is also just a great person at heart.

She took time to explain and answer questions

engaging class with worksheets

She knows a lot about Philosophy

Her main strength, in my opinion, is her enthusiasm. She almost never stops smiling, and she clearly loves what she teaches. In my experience, professors who actually enjoy the material as much as she does are great professors. Second, she was patient with the class, and wouldn't hesitate to backtrack if it meant that more people would understand the material, and I greatly appreciated this.

Very knowledgeable and enthusiastic about the subject matter. Also approachable and patient for questions

Engagement and enthusiasm in class

~Extremely passionate about the subject

~Explains confusing topics in different ways to clearly explain for all to understand

Very excited and passionate, very clear expectations, and structured class. I thought she explained the class material well.

A very cute professor!

Patiently repeat and explain difficult concepts

She is very enthusiastic about the topic she is delivering and could stimulate students to think critically.

Her bubbly nature and kindness made this course a nice break from all the merciless impacted courses.

-enthusiastic

-passionate about the subject

Enthusiastic, engaging, cares about students, great teacher!!!!!!!!!!

Approachable

She was enthusiastic about the content she was teaching. I do not like philosophy, but her enthusiasm made me want to go to class and learn.

Professor Kleinschmidt is incredibly passionate about the material and I admire her enthusiasm when teaching.

she was always open to helping students whenever they needed it, and very open to office hour.s

--succinctly presenting otherwise complex material

--being accessible to students

--providing plenty of opportunities for students to demonstrate interest in material

--providing amazing teaching aids in the forms of course notes and handouts

Dr. Kleinschmidt has so many strengths they are hard to name! I really appreciate how thorough and interesting her lectures are due to her detailed, real life examples. I like her use of the black board, I think it really helps me learn as a visual learner. I also really like the summary worksheets she passes out -- it helps summarize and connect the material. I think this practice should definitely continue. I also appreciate the course notes the TAs take -- I think they are such a helpful resource to study from to ensure that I am studying correct material. Finally, I think Dr. Kleinschmidt's extensive knowledge of the subject is conveyed through her enthusiastic lectures and kind interactions with students. I have honestly never had a better professor

## How might this instructor improve their teaching effectiveness?

### Comment

Answers to in-class questions/comments often seemed unhelpful. Very slow pace at times

I think that sometimes the class seemed really long when she would just lecture nonstop. I think switching it up every once in a while and doing something different besides the worksheets/lectures would be nice. In a lot of my other GEs we have watch video clips or a movie; that would have been cool if you were able to find something of that sort that has to do with philosophy lesson. Like maybe a video about the Max Black's Spheres would've been cool to see.

extremely boring course material

i couldn't tell you, she's amazing

The one problem I had with the class, was that i felt the distinctions on the test were not fully covered in class. I think the class would be improved if the students could better anticipate the details which you were looking for to get full credit on the tests.

more clarity

Make the course more engaging through more challenging lessons/activities, maybe try to connect course content more strongly with our immediate lives

I can't say much as to how she could improve. In my opinion, she did an incredible job.

N/A

do not use the chalk board - it is very difficult to see

Grading driven by unrealistic standards for lower-level philosophy course. (First mid-term criteria gave no latitude/single mistake could throw the entire assessment, and consequently the entire course progress, off.)

Should improve on conveying relevance of course topics to real world application because the class can be tedious and seem irrelevant to students taking course as a GE

It is very unclear what the objective of the class is at the beginning of the class so each time I'm not sure what to write down, like what is important and what isn't. She doesn't prepare her lecture before class (and has even admitted that to us), so she sometimes goes over time and then yells at people for trying to leave even though class is over. I think she would have more control over the class if she were more assertive, I feel that sometimes she plays this "insecurity card" in a way that makes people feel bad so they pay attention, but if she were more assertive then she'd have more control over the class.

Not much because it was really enjoyable and fun. Maybe some questions I had:

How would you encourage more people to go to office hours?

Is giving a lot of extra credit motivating students or teaching them to slack? Who doesn't love extra credit? However, I wonder if this is going to make the grading even more competitive, if everyone is doing so well. or maybe we're not graded on a curve. Hmm, I guess too many good incentives depreciate intrinsic value and makes the class easy to take for granted. I don't know. Not necessarily in my case. Just a thought.

Not having us discuss concepts in self organized small groups

she was very difficult to understand during class, a lot of busy work in the class and it was basically all memorization - didn't learn anything

I think that office hours should not be before the lecture because I want to be able to ask questions about the lectures after I had the class.

She could make the class more organized. Sometimes I am lost during the class since the connection between each topic is not really clear

Not much, maybe organize the information on handouts a bit better.

She needs to be more accessible and not just have us communicate w the TA's when we have questions

If she could improve anything, I would suggest to add even more stories, anecdotes, and real world examples. It would also help to write or draw more on the board to illustrate the confusing topics.

It's been good.

Could focus down on what students need to know. Every once in a while, she goes on tangents that lose her audience. Could minimize those.

Have a tiny bit of flexibility on making up a quiz or handout if someone has a valid reason for missing.

Tell us what to expect from the course as a whole

Slow down on some of the more difficult concepts, please!

nothing to improve

I can't really think of anything regarding the professor herself. The logic of the subject matter did not seem completely concrete to me, but I'm not sure if it could be further rationalized.

I don't know. There are far too many issues with this class for her to make quick changes. An effective solution might be to stop making tests that don't encourage students to understand material.

sometimes when reexplaining topics, it was still confusing

Sometimes students don't understand concepts that we were way beyond. For those of us that paid complete attention in lectures and discussions, this was frustrating at times.

Sometimes it is hard to hear because of the classroom

write more on the board

Make philosophy fun to learn. Boring lectures, hard to pay attention, hard to hear her voice.

I can't really think of anything.

Nothing comes to mind

No suggestions!

Classroom was echo-y and she wrote small / hard to read on chalkboard but other than that was good. Class could probably be shorter as much of it was review from last class.

Laptops should be allowed to use during class to take notes.

Handouts are useful and efficient. Have handouts for each lec will help students get a better understanding

She is unclear and does not give any break or clarify that she is moving onto the next topic. Besides, she only uses blackboard to facilitate her teaching, and it could be hard for students at the middle to even look at her writings or hear what she talks about (probably because of the huge classroom). Most of the time, she is going a little bit fast and would only mention important topic or concept once!

Perhaps a better room and better handwriting would facilitate in the student's capabilities to hear and see what the instructor is saying and writing.

None!!!

Make lectures more engaging

Honestly, she does the best that she can. She is a great teacher. Philosophy is a hard subject to teach to people who may be taking the class as a GE (like me), but she made it manageable. I have a lot of respect for her.

sometimes it was hard to know what she wanted us to write on exams, i would write everything i thought was necessary and still get points off

--change the focus of the class from memorization to critical thinking (i.e. force students to come up with their own arguments and justifications)

--clearly articulate grading criteria for exams. there were instances in which i felt i explained a justification fully but did not do so because of some arbitrary distinction that my answer was supposed to capture that was never really promulgated

--either provide handouts or do not. it makes note-taking and organization difficult because you do not know where to find information

Sometimes it can be a bit difficult to see how everything connects, I think a short summary of the previous lecture and how it relates to this lecture at the beginning of class each day would be helpful (something Shieva has done before certain lectures).

## Additional comments?

### Students

Thank you so much for a great semester!

Shieva was my favorite teacher this year.

She did a really good job overall. I loved the examples that were given.

great personality

Love this class and professor! Please teach Upper division philosophy sometime!

Thanks for the great semester!

I appreciate her enthusiasm but she made me dislike philosophy more than when I entered the class (and this is coming from a student who is expected to get an A)

Thanks for being an amazing professor!!!!

Please use Blackboard because we don't have any access to our grade on the current website and that's not helpful at all!!

Loved the class and would recommend to others.

Thank you! I really enjoyed taking your class.

None.

She killed it.

love the teaching!

Thank you for being such a fantastic professor. It's been a great semester!

Handouts are very helpful!

No

You hit every mark that makes you a great professor, I hope to take a class of yours again!

Thanks!

You made every class more engaging because of your sheer enthusiasm for the subject!

I thought this class was going to be easy/boring but it definitely wasn't boring and I definitely couldn't bullshit my way through it. i enjoyed this class

Very nice, and her enthusiasm for philosophy made the class interesting

Thank you for a great semester!

Enjoyed the class!

Have a nice and safe break!

Thank you so much for a great semester Shieva! I took this class with no real interest in or knowledge of philosophy because it was the only GE that would fit into my schedule but I have thoroughly enjoyed the course and have a new appreciation for philosophy. You are a very good teacher and an even better person, thank you so much for all the work you put into our class.



**USC** University of  
Southern California

## Individual Report for Instructor Kleinschmidt 49318-20171 : PHIL-104 Ancient Foundations of Western Thought (49318)

### USC Student Course Evaluations - Spring 2017

Project Audience 74

Responses Received 55

Response Ratio 74.32%

#### Subject Details

<b>Name</b>	PHIL-104 Ancient Foundations of Western Thought (49318)
<b>Section</b>	49318-20171
<b>Course_ID</b>	PHIL-104
<b>Course Type</b>	Lecture
<b>Course Department</b>	PHIL
<b>School</b>	LAS
<b>Session</b>	001
<b>First Name</b>	Shieva
<b>Last Name</b>	Kleinschmidt
<b>Email</b>	kleinsch@usc.edu

**Creation Date** Thu, May 11, 2017

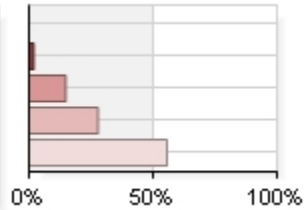




## How would you rate the instructor's effectiveness on the following items?

1. Clearly articulated course goals.

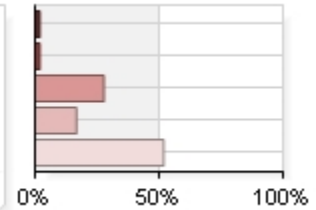
1 Poor	0	0.00%
2 Below Average	1	1.85%
3 Average	8	14.81%
4 Above Average	15	27.78%
5 Excellent	30	55.56%
<b>Total</b>	<b>54</b>	



Statistics	Value
Mean	4.37
Median	5.00
Mode	5
Standard Deviation	0.81

2. Organized course to achieve those goals.

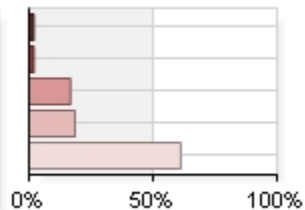
1 Poor	1	1.85%
2 Below Average	1	1.85%
3 Average	15	27.78%
4 Above Average	9	16.67%
5 Excellent	28	51.85%
<b>Total</b>	<b>54</b>	



Statistics	Value
Mean	4.15
Median	5.00
Mode	5
Standard Deviation	1.02

3. Carefully explained difficult concepts, methods, and subject matter.

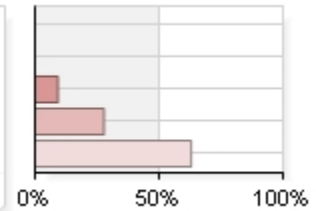
1 Poor	1	1.85%
2 Below Average	1	1.85%
3 Average	9	16.67%
4 Above Average	10	18.52%
5 Excellent	33	61.11%
<b>Total</b>	<b>54</b>	



Statistics	Value
Mean	4.35
Median	5.00
Mode	5
Standard Deviation	0.95

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).

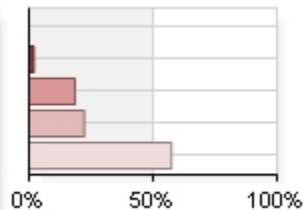
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	5	9.26%
4 Above Average	15	27.78%
5 Excellent	34	62.96%
<b>Total</b>	<b>54</b>	



Statistics	Value
Mean	4.54
Median	5.00
Mode	5
Standard Deviation	0.66

5. Was accessible to students (e.g., during office hours, before and after class, etc.).

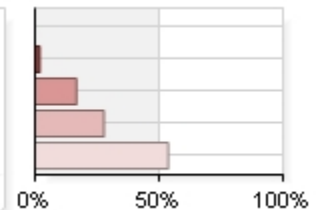
1 Poor	0	0.00%
2 Below Average	1	1.85%
3 Average	10	18.52%
4 Above Average	12	22.22%
5 Excellent	31	57.41%
<b>Total</b>	<b>54</b>	



Statistics	Value
Mean	4.35
Median	5.00
Mode	5
Standard Deviation	0.85

6. Evaluated student work in fair and appropriate ways.

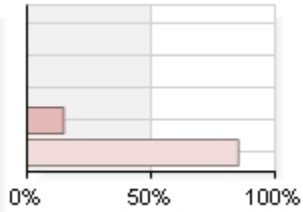
1 Poor	0	0.00%
2 Below Average	1	1.85%
3 Average	9	16.67%
4 Above Average	15	27.78%
5 Excellent	29	53.70%
<b>Total</b>	<b>54</b>	



Statistics	Value
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	0.82

7. Was enthusiastic about communicating the subject matter.

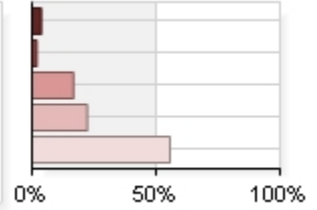
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	0	0.00%
4 Above Average	8	14.81%
5 Excellent	46	85.19%
<b>Total</b>	<b>54</b>	



Statistics	Value
Mean	4.85
Median	5.00
Mode	5
Standard Deviation	0.36

8. Stimulated student interest in the subject matter.

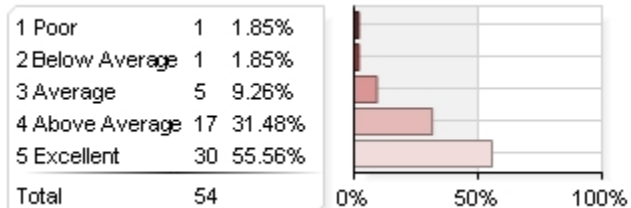
1 Poor	2	3.70%
2 Below Average	1	1.85%
3 Average	9	16.67%
4 Above Average	12	22.22%
5 Excellent	30	55.56%
<b>Total</b>	<b>54</b>	



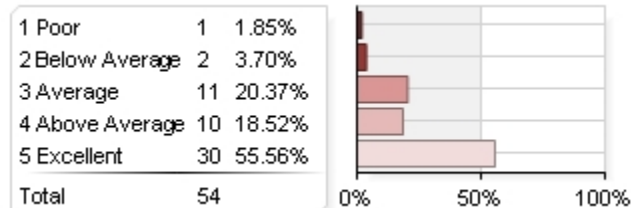
Statistics	Value
Mean	4.24
Median	5.00
Mode	5
Standard Deviation	1.04

## How would you rate the instructor's effectiveness on the following items? (continued)

9. Presented subject matter in ways that were academically challenging.



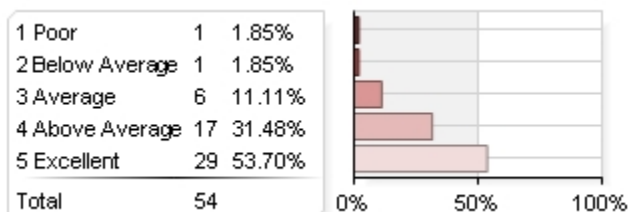
10. Provided students a valuable learning experience.



Statistics	Value
Mean	4.37
Median	5.00
Mode	5
Standard Deviation	0.88

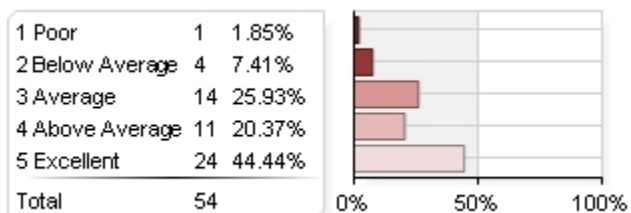
Statistics	Value
Mean	4.22
Median	5.00
Mode	5
Standard Deviation	1.02

### Overall, how would you rate this instructor?



Statistics	Value
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	0.89

### Overall, how would you rate this course?



Statistics	Value
Mean	3.98
Median	4.00
Mode	5
Standard Deviation	1.09

### What were this instructor's main strengths?

## Comments

enthusiastic about the course, in-class handouts were really helpful as well as study guide questions

Very passionate about the subject, very engaging.

Very enthusiastic about the subject matter and energizes her students. Very patient about explaining difficult concepts and never cuts off student questions.

She was considerate when we didn't understand the material.

She wants her students to succeed and provides the right tools for doing so

Main strengths were her excitement to teach and her genuine love of the material. This made it interesting and engaging as a student.

Enthusiasm and interest in ensuring students understand material

Very good at making sure the class was understanding/engaging with the material. Very enthusiastic about the subject matter which made things more interesting.

good listener

Good at simplifying complex material

She knows exactly what she wants you to know and does her best to make sure everyone understands it. The handouts are relatively helpful because they provide guidance and minimize the time it takes to write things on the board. It did seem a little overwhelming at first but they are essentially helpful.

So peppy and enthusiastic; inspired me. Made me wish I had the space in my undergrad to add a minor in philosophy.

She was really good at explaining certain concepts that were confusing in philosophy.

She was very enthusiastic and provided her class with lots of information and examples.

The professor is very enthusiastic about the subject and cares about the student's learning.

She is very enthusiastic. Her lecture is very catchy, never boring people. She is especially good at explaining complicated philosophical arguments and concepts.

Shieva is very cheerful and generous. She makes the class interesting. She gives a lot of extra credit opportunity. She gives handouts and guidelines before the exam that is very helpful.

Enthusiasm

She is clearly enthusiastic and knowledgeable though the first works into her weaknesses as well. The worksheets were really helpful/useful.

entusiasm

Kleinschmidt is very enthusiastic which is great because it motivates the class particularly where complicated subject matter is involved. She is also great at explaining things using helpful visual examples.

Enthusiastic; extremely knowledgeable

She made the topic fun and engaged students throughout the class lectures

Very passionate and interesting and nice

Clear enthusiasm for the subject. Very willing to re-explain class material in different ways to help all students.

She was clearly enthusiastic about the material and excited to share it with us. She clearly prepared and thought about ways to explain difficult concepts

you could tell she really loved the material she was teaching, and her excitement is what made the class worth it

enthusiastic, passionate about philosophy

She was enthusiastic about the subject matter and was happy to engage with students about it

Her exams were straight forward.

Professor Kleinschmidt's main strengths were centered around her enthusiasm. She was extremely knowledgeable about the subject matter and did her best in engaging her students in the material.

Very enthusiastic about the subject matter and often made it exciting even when the matter was quite boring.

Really enthusiastic about the subject matter! She clearly cares a lot about her students understanding of the material which is greatly appreciated. If she thinks that even one person doesn't understand something she'll make sure to explain it again in a more accessible, easy to follow way. She very clearly articulated the requirements for the class and each exam which made them less stressful. She was also very kind and approachable which is always nice.

## Comments

explaining the course

Her main strength was having everything organized for students to follow. I really like the handouts although after we filled them out it would take a while to get them back from the TAs. However, I think the handouts allowed us to follow along and also participate in the lecture.

Shieva is very enthusiastic and made the lecture hilarious sometimes. Many opportunities for extra credits are very helpful.

Enthusiasm

Her enthusiasm and knowledge of the subject matter. She is incredibly funny and can incorporate the information we need to learn into enjoyable lectures. If there was any confusion, she made sure we had a better understanding by the end of the class.

Funny examples, great worksheets, makes it very difficult not to love philosophy. Thorough explanations of concepts. Made sure students had a hold on lessons before moving on.

Very enthusiastic about the subject matter and always willing to go over concepts more thoroughly to really make sure everyone understood difficult concepts.

## How might this instructor improve their teaching effectiveness?

### Comments

I don't think anything needs to be changed

Allow limited time for questions and remain focused on the main subject.

The content of the class was so confusing and difficult to understand.

Be a bit more clear during lecture, It's very easy to get lost in this class.

I think having powerpoint presentations would be useful for this specific course. While I thought Shieva's lectures were very interesting and even somewhat exciting, a lot of the course material required A LOT of writing as well as illustrations that were often difficult to see on the blackboard. Powerpoint presentations would allow all the students to have access to the same material (because some students may have struggled to get everything written down).

Maybe making attendance more mandatory. Ultimately it was on me to attend more class, but for more engagement having some attendance rules would help

Sometimes felt like we were spending too much time on a certain subject but was not usually an issue.

listens too well

Slides maybe

Nothing much. Just concretely let us know the answers for test questions. I mean, the TA's online sheet was incredibly helpful for things I missed. Without that I'd be ruined but we're all good.

Updating the syllabus a little more frequently, since we're often off. Or saying exactly what will be covered in the next class, so we can better prepare.

She could stick a little bit better to the course material she laid out. I feel like we veered off course quite a bit.

She wasn't very good at explaining difficult concepts. I was confused a lot of the time. Logic was taught differently every class, and I wrote about 5 different definitions for necessarily truth preserving. Logic should not be taught in this course. It is too complicated and crammed in.

Her office hours were not timed conveniently.

She could increase her lecture pace. Sometimes I feel like it's too slow, for she is always eager to answer students' questions. This leads to the course falling behind the schedule.

Sometimes, Shieva goes too fast and it is hard to catch her phase. It would be more helpful if she goes more slowly in explaining the concept.

Focus less on early materials in the course in order to get to more interesting topics later on in the class that we now only barely got to cover.

Get over this no technology thing if the TAs are just going to take notes. When you talk way too much and go off on huge tangents there's no way for the students to take notes without having you constantly repeat stuff which just wastes time in class. I stopped taking notes after the first test and still got an A on the second and will probably get an A on the final if

## Comments

it's like the last two. Also you need to stop with this puppy shit, act like an adult, don't freak out when someone brings up and uncomfortable topic, they aren't asking you to give your political opinion they're using it as an example and you trying to relate everything to dogs makes you seem like a child and harder to take seriously at all. The fact you call out people for texting in your class but not sleeping is a wonder too, at least the person texting is conscious.

Engage the class, lectures were very long and the material didnt seem to have much structure. Material never really made sense, just memorized things for exams

It would be really helpful if during exams Kleinschmidt didn't give instructions as we are taking the exam/test - this is very distracting. Please give instructions before the exam so that students can focus on questions/ not get distracted and lose train of thought.

Go a little slower in explaining difficult concepts; increasing student interest/engagement; creating more in-class activities/exercises rather than simply lecturing

She could have better paced the course. Grading was fairly rigid.

I really didn't like a lot of the in-class activities. Seemed like maybe just passing around an attendance sheet every day would have been a more effective way of taking attendance without slowing the class down so much. Wish we had gotten through more material.

sometimes she goes off topic when talking about hard material and it makes it hard to focus

I think we would have learned more if she hadn't stopped to let a select three students in the class object to every theory put forward. I felt like she was letting the class/learning process be disrupted by a few students that wanted a say in everything.

The class often got off topic and there was little commitment to a scheduling

Maybe have more engaging lectures. Use powerpoint or something to keep students involved.

no suggestions

Maybe take a break half way through lecture? It's pretty hard to stay focused on philosophy for 80 minutes in my experience.

Honestly all though I really did appreciate how much she cared about every person understanding each concept, I think we could have covered a lot more material and the class would have been more interesting if it moved a little faster. I think is okay if every once in a while everyone doesn't understand something during class time. That just means they just then need to figure it out on their own time by reviewing the notes. Obviously still answer questions when they come up but if no one is voicing confusion it's okay to move on.

dont explain too fast

Some subjects are tough, find more comprehensive way of explaining them

I can't think of anything she can improve upon

None!

## Additional comments?

### Students

The most patient, energized and understanding professor I have ever had. Thank you so much for a great semester!

Great Professor!

I think Shieva gave out substantially too many handouts. I think students started filling out these handouts just to receive credit, and I honestly think the handouts took focus away from actually learning the material. Furthermore, since we were allowed just 3 drops for the semester and when there are so many handouts, its difficult for students to make it through the semester without more than 3 items missing. For instance, there was one lecture where we had a handout, a quiz and an additional in-class assignment; if a student could not attend that day then all 3 of his or her drops for the semester would be eliminated.

You're so nice, and thanks for being a good teacher.

Fantastic professor.

N/A

please stop teaching logic in this course. Really. It is emphasized too much in the graded homework assignments when we should be focusing on the other material.

Less handouts

More organization in order to ensure all materials can be covered over the semester (condense material even more?)

n/a

I think Shieva is a very passionate and enthusiastic teacher which is fantastic. But I think the course would have been more effective if we didn't have to spend half of every class listening to objections from the same three students over and over again. I often felt frustrated because I feel like I wasn't even given time to absorb what was being presented.

Thank you!

None

Have a great summer!!

none

Amazing class and a great experience.

Keep them jokes comin'



**USC** University of  
Southern California

## Individual Report for Instructor Kleinschmidt 49428-20171 : PHIL-236 Issues in Space and Time (49428)

### USC Student Course Evaluations - Spring 2017

Project Audience 96

Responses Received 76

Response Ratio 79.17%

#### Subject Details

<b>Name</b>	PHIL-236 Issues in Space and Time (49428)
<b>Section</b>	49428-20171
<b>Course_ID</b>	PHIL-236
<b>Course Type</b>	Lecture
<b>Course Department</b>	PHIL
<b>School</b>	LAS
<b>Session</b>	001
<b>First Name</b>	Shieva
<b>Last Name</b>	Kleinschmidt
<b>Email</b>	kleinsch@usc.edu

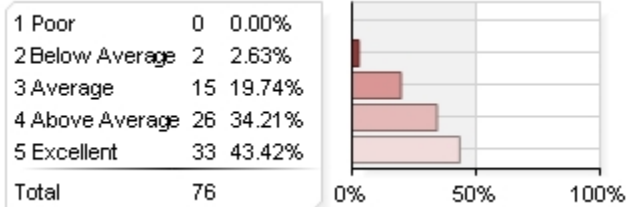
**Creation Date** Thu, May 11, 2017





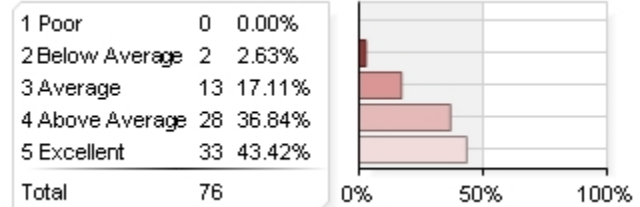
## How would you rate the instructor's effectiveness on the following items?

1. Clearly articulated course goals.



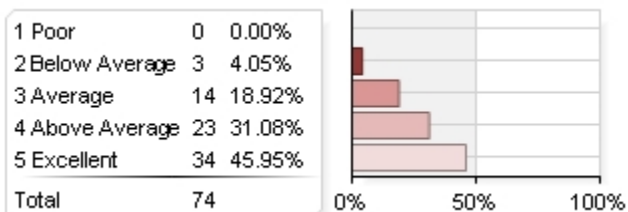
Statistics	Value
Mean	4.18
Median	4.00
Mode	5
Standard Deviation	0.84

2. Organized course to achieve those goals.



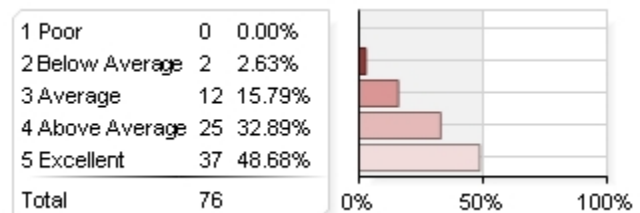
Statistics	Value
Mean	4.21
Median	4.00
Mode	5
Standard Deviation	0.82

3. Carefully explained difficult concepts, methods, and subject matter.



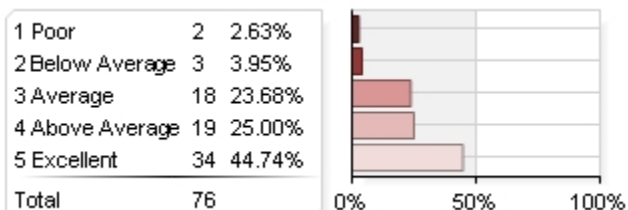
Statistics	Value
Mean	4.19
Median	4.00
Mode	5
Standard Deviation	0.89

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



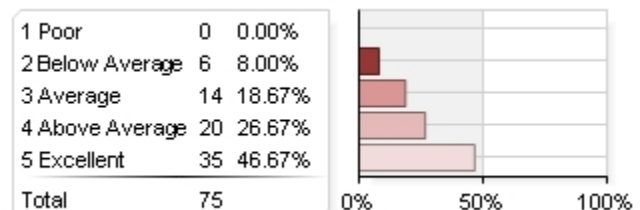
Statistics	Value
Mean	4.28
Median	4.00
Mode	5
Standard Deviation	0.83

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



Statistics	Value
Mean	4.05
Median	4.00
Mode	5
Standard Deviation	1.04

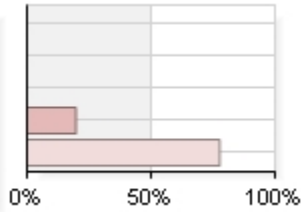
6. Evaluated student work in fair and appropriate ways.



Statistics	Value
Mean	4.12
Median	4.00
Mode	5
Standard Deviation	0.99

7. Was enthusiastic about communicating the subject matter.

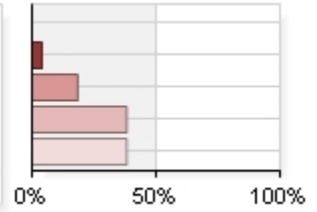
1 Poor	0	0.00%
2 Below Average	1	1.32%
3 Average	1	1.32%
4 Above Average	15	19.74%
5 Excellent	59	77.63%
<b>Total</b>	<b>76</b>	



Statistics	Value
Mean	4.74
Median	5.00
Mode	5
Standard Deviation	0.55

8. Stimulated student interest in the subject matter.

1 Poor	1	1.32%
2 Below Average	3	3.95%
3 Average	14	18.42%
4 Above Average	29	38.16%
5 Excellent	29	38.16%
<b>Total</b>	<b>76</b>	

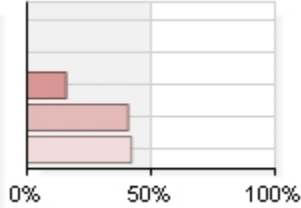


Statistics	Value
Mean	4.08
Median	4.00
Mode	4, 5
Standard Deviation	0.92

## How would you rate the instructor's effectiveness on the following items? (continued)

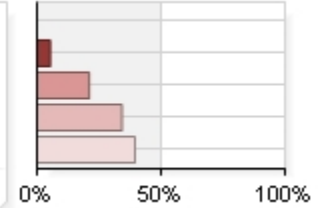
9. Presented subject matter in ways that were academically challenging.

1 Poor	0	0.00%
2 Below Average	1	1.32%
3 Average	12	15.79%
4 Above Average	31	40.79%
5 Excellent	32	42.11%
<b>Total</b>	<b>76</b>	



10. Provided students a valuable learning experience.

1 Poor	0	0.00%
2 Below Average	4	5.26%
3 Average	16	21.05%
4 Above Average	26	34.21%
5 Excellent	30	39.47%
<b>Total</b>	<b>76</b>	

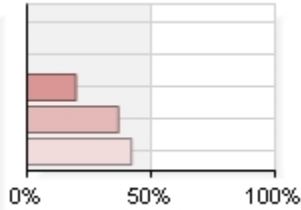


Statistics	Value
Mean	4.24
Median	4.00
Mode	5
Standard Deviation	0.76

Statistics	Value
Mean	4.08
Median	4.00
Mode	5
Standard Deviation	0.91

### Overall, how would you rate this instructor?

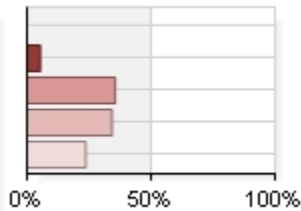
1 Poor	0	0.00%
2 Below Average	1	1.32%
3 Average	15	19.74%
4 Above Average	28	36.84%
5 Excellent	32	42.11%
<b>Total</b>	<b>76</b>	



Statistics	Value
Mean	4.20
Median	4.00
Mode	5
Standard Deviation	0.80

### Overall, how would you rate this course?

1 Poor	1	1.32%
2 Below Average	4	5.26%
3 Average	27	35.53%
4 Above Average	26	34.21%
5 Excellent	18	23.68%
<b>Total</b>	<b>76</b>	



Statistics	Value
Mean	3.74
Median	4.00
Mode	3
Standard Deviation	0.93

### What were this instructor's main strengths?

## Comments

She was very enthusiastic about what she was teaching which was always a bonus, and liked to make sure that everyone understood the majority of what she was saying. I think she explained a lot of the subject matter in the best way possible for some of the more confusing concepts.

Making a lot of really complicated material very accessible and understandable. Organized the course very effectively to avoid confusion.

She's very enthusiastic and sweet. She works really hard to ensure that students are following every step of the way.

Shieva is very accessible and is willing to explain any concept we are confused with. I also like the feature of handouts and course notes, which definitely allow me to keep on track.

She is very intelligent and definitely put a lot of work into her lectures.

-Going over unclear material

-always helpful and happy to answer questions

-encouraged a lot of individual group discussion

-handouts are amazing and help complete my understanding

Shieva was really amazing at clarifying and being very open to all questions. She never made people feel like they couldn't ask questions. She also was very good at keeping people involved in the lecture.

Course set up, including online notes and study material.

Was well versed in the subject. Explained difficult concepts in a way that was simple and better.

Shieva clearly articulated each concept and her presentation made tough subject matter more understandable. She answered students' questions well and was willing to reiterate the topics for better understanding.

Very enthusiastic and knowledgeable in the course material

She very clearly loved what she was talking about which made learning the material more enjoyable to me. She also liked to make sure that the class understood what was going on by checking in with us which I actually really liked even though most of the time no one would say anything. Just the fact that she cared that much made me happy.

Funny, drawing and explaining material on the board

She cares so much about making sure that everybody understands the course content. She has absolutely no problems repeated portions of the lecture that are confusing. She is extremely enthusiastic about the course material and provides examples that are intriguing to the student body. Out of all of my professors I've had at USC, she has done the best of them all in making sure that all students understand the course content.

She's enthusiastic, willing to communicate ideas and topics that student might be interested in yet unrelated to course. She encouraged participation and has great knowledge about subject matter. She also encouraged us to be good people more than just taking the class.

You were extremely enthusiastic about teaching which made me love coming to class. The material was very interesting and you presented it in a way that spiked my interest in philosophy. I also loved the handouts that you gave out in class.

Very enthusiastic

Knowledge of the subject

I think she did a good job at giving examples to make the course as engaging as possible.

She's clearly very passionate about the subject and it shows in how she lectures and delivers the course material.

Professor Kleinschmidt is extremely passionate about the subject matter and has continuously made herself very accessible throughout the course. She has also done a fair job in creating handouts that were really helpful for students to engage in the material.

Her enthusiasm and passion for the subject matter. Her ability to teach the material in an engaging and creative way.

Very enthusiastic and passionate.

She was enthusiastic about the subject matter and could talk endlessly about the course if you inquired. She has clear goals and appropriate material for the course.

She is very kind and enthusiastic about the course. She's so helpful during office hours and will carefully explain concepts as many times until we understand.

She was persistent in having us understand what she was explaining in every lecture. Constantly checked up on the entire class to see where we were at and how we were feeling about the material.

Also created very detailed handouts and packets that helped a ton with understanding the lecture and served as

Comments
excellent studying tools for tests.
She was incredibly enthusiastic and explained the same topic several times in different ways in order to make sure you understood it.
She was very passionate about the material she was teaching
She use a lot of graph to help the students to get a better concept of the philosophical issue.
enthusiasm, I could tell she is very passionate about philosophy
Very excited about the subject matter, good lessons and explained dense material well
– the professor brings a lot of energy to a topic that can be dry at times
Shieva did a great job at answering any questions students had in regards to course materials and making sure we understood the concepts. She offered a variety of extra credit opportunities.
Professor Kleinschmidt was very enthusiastic about the subject matter and made that clear to her students. She also encouraged questions all the time to make sure students fully understood each concept. She really seemed to care that we learned something each class and that we challenged what we thought to be true. Additionally, there were many extra credit opportunities that were worth a decent amount of points, and these were necessary to do well in the class.
Full of energy and passion for the subject matter.
Enthusiasm
Her enthusiasm is inspiring and she makes the class extremely entertaining!! She is a genuinely nice, caring professor. Her worksheets are clear and very useful. She is great at using many different, relatable examples and anecdotes to explain complex topics.
Breaking down complex topics in a way that anyone could understand.
She was enthusiastic about explaining the course material and knowledgeable about the subjects covered. She was generally constructive in her responses.
patience and dedication in explaining difficult concepts
She was incredibly enthusiastic and very articulate when describing difficult concepts, and she was receptive to new ideas and responses.
So knowledgable, and made lectures very understandable to anyone if you pay attention. Always willing to clarify and help further understand and has her students best interest in mind. Loved getting the study guides before tests, they were very helpful.
The handouts in class were awesome!!
She could explain the concepts of the class well. She was genuinely interested in her work and the class.
explanations of arguments and topics
She was very good at explaining difficult abstract concepts. Her use of handouts was very effective in summarizing the main points of arguments and engaging us.
Her main strengths was her enthusiasm for the subject and how she really explains hard material down to its details.
She was very enthusiastic about her work
she is good at explaining and also can understand our empty stare when we really got confused.
Always being enthusiastic during class and answer everyone's question
Instructor Kleinschmidt is very enthusiastic about her course. She thoroughly explains every concept in a way that everyone can understand. She cares deeply for her students and does not move on until everyone is on the same page. She is very knowledgeable.
Enthusiastic about course material which helped make lectures more enjoyable.
Super enthusiastic and helped keep student attention but the subject matter was hard to follow at times
enthusiasm
she always smiles. I love her smile. she is always energetic. she is knowledgeable. she is a nice person. i like her dress ( hope she could change it up from time to time tho). i love her extra credit opportunities. I love her handouts. i love how the TAs can take notes for us so that we can focus on comprehension during lecture. i love how intersing the topic is.

### Comments

Professor Kleinschmidt really cares about the students understanding the various topics we talked about in Philosophy. Many times, she explained concepts perfectly in simple terms.

Shieva is very passionate about the subject which gave me encouragement despite not liking the subject so much. She also breaks down concepts and encourages questions

Really enthusiastic. Love to talk

She speaks in a clear tone. Her stories are awesome.

She cracks jokes which make me laugh. Beautiful handouts.

I like the way she gives you concise information about what all things to study for the test.

She was extremely enthusiastic and I like how she didn't not sugar coat the difficulty of the class and laid out every week and what was expected from students.

She is an expert! She made this course so fun and rewarding.

## How might this instructor improve their teaching effectiveness?

### Comments

The handouts were super useful for my understanding, so I think including more of those would be beneficial for note-taking and overall understanding. Also sometimes when she tried to restate or clarify something, she said it in either a more complex way than before or in a way that was similar to what she had said before.

If we could get the class handouts returned to us after we turn them in, that would be great! Most of us write all of our notes in those packets and would really like to use them to study, but once we turn them in we don't get them back.

The way assignments and handouts are dealt with is really ineffective and a waste of time. Especially in a classroom with little mobility for students, having us all come to the front to get assignments, or grab them from two separate places, is really frustrating and takes lots of class time. Also, having the same homework assignment every week becomes a waste of time once we grasp how to do it, as since it is stationary we stop learning from it after the first two assignments. Additionally, with the tests being so based on our ability to explain concepts, answers with identical content are graded based on a subjective judgement of how articulate a student is. Also, giving us handouts on which to take notes is helpful as it is a good guide through concepts, but when they're collected and not returned, we lose that section of notes and can't study off of them for our exams.

I cannot think of anything.

Powerpoint slides would help students more than writing on the chalkboard and save time writing down definitions

–have more group activities and discussions in class

Sometimes even with clarification I still find myself lost. The handouts with outlines are so helpful because I can keep on track and know what's important. I would love to see more handouts, maybe not to turn in, but definitely to help study from.

Length of exams.

I think she was excellent. I have no suggestions for improvement.

If we fully discussed the readings in class, I think people would feel more obligated to do the readings.

More powerpoints/ board work

For someone who has never taken a philosophy course before, I was pretty bewildered for the first month or so. I don't know if there is any way to do it, but to somehow put things into normal words that are a little easier to grasp in the beginning. Part of that is on me though.

From the TAs, I would like to receive all the papers we turned in prior to the Midterms so that we can review it. We received many of the papers, but not all of them.

The class could be structured a little differently. Sometimes I found myself falling asleep as stuff would go over my head and discussion would become a little stale. Innovative styles of teaching would help engage the students more.

There is some material that is much harder than the rest. I would like to spend some more time on this material.

She could use more comprehensible language

Possibly explaining how certain theories and arguments relate to each other, so students can get a feel for how the course as a whole is tied together.

## Comments

The exams are largely built around the regurgitation of information as presented in class as opposed to critical thinking, which makes sense because the material is fairly complex, but seeing the exams force us to think critically in applying our knowledge as opposed to simply showing that we have it would be better.

While Kleinschmidt might have an extensive knowledge on the subject matter, she is terrible at articulating the learning objective of each class meeting.

For instance, instead of explaining why the discussion of Property's intrinsicity is important and how it can be relevant to our understanding of space/time issues, Kleinschmidt dives in directly talking about different houses of thinking about property's intrinsicity for 4 lectures in a row, without giving sufficient introduction of where this discussion is leading to. Kleinschmidt does this so often that she leaves not only the class but the TAs constantly confused.

This is especially devastating because the subject matter is by its nature highly abstract, yet Kleinschmidt is obviously bad at articulating abstract subject matter in a way regular students (presumably most of the class are not philosophy major) find comprehensible and relatable. This has in turn caused the class's frequent "black-out" during the lecture, and instead of modifying her way of teaching, Kleinschmidt tends to walk around on the stage nervously, shouting "goddamn it you guys" to the students, leaving the class even more baffled.

I would recommend Professor Kleinschmidt to design her future courses in a way that makes the subject matter applicable. For instance, it would be nice if she can discuss different forms of time travelling we see in fiction in class, and argue against their logical invalidity. She could have also give out assignments such as asking students to watch a film that has something to do with space/time issues, and have students write out the event timeline and logical fallacies (if any) that occurred in the film. That way, the once abstract subject matter would seem much more accessible and comprehensible for students with no previous training of decoding highly-abstract conceptualization.

By trying to make class lectures as organized as possible so we don't talk about off topic subjects or subjects that may be relevant later.

I did not need to attend office hours (although I feel I should have just to further discussion of these interesting concepts), but Shieva appeared less accessible to students than most other professors I've had. She would not discuss more than the briefest of matters before class because she was setting up or after class because she was leaving. Additionally, I don't think she held enough office hours.

She could get rid of the logic assignments in favor of some other work such as in class quizzes that test reading and logic maybe weekly on Tuesdays. Another way to improve would be to assign some other homework on logic instead of the logic assignments that did not really reinforce the subject matter.

I really liked the handouts in class. They made everything make so much more sense. She might also improve by explaining things in everyday language. Sometimes things got confusing for me because I didn't understand the philosophical language, but during discussion the TA would explain in everyday language and it helped so much more.

I think the course was excellent overall but I felt rushed mostly all the time during in class activities. Maybe allowing just a little bit more time for students to have peer activities and/or even just individual activities.

Use more visual aids such as powerpoints, it helps visualize topics better

Often times her passion for the subject would get in the way of the material she was trying to relay to the class.. Sometimes she would go off topic for 10-15 about stuff we would not need to know and then offer to talk about it more in her office hours, which sometimes was confusing but also took time away from explaining information we might have needed a little more time focusing on

If the graph can be also posted in the lecture notes will be better. Kinda hard to catch up since the lecture is kinda intense, might easily miss something while writing notes.

by not having the entire class stand up in the middle of class to get a handout, which resulted in a huge waste of time; grading of exams was ambiguous; giving out handouts to take notes on and then having them get collected did not help me in my studying

Wasn't too happy with the structure of class notes and materials. Liked the format of using worksheets, found them to be very helpful (especially with diagrams) however did not like that they were to be turned in because we didn't always get them back in time for the test. I think I would have done better with the worksheets as study help (because the course notes were sometimes hard to follow) but usually they had been turned in already. I think a check off system to grade these would have been better. Also the way papers were passed out in class (everyone come to the front) was not efficient. Would rather have TA's walk down and pass out by rows as the lecture started, late people can get copies in the back.

– being more concise at times



## Comments

She could more engaging as a professor. Some of the course material was boring.

Professor Kleinschmidt could improve her effectiveness in several ways. First, the way that handouts and exams are distributed in class are unbelievably inefficient. Everyone will be seated, ready to begin class, and then she'll announce that there's a handout at the front. Everyone ends up climbing over each other in the small, cramped classroom and we end up wasting time waiting in line to get a handout and climbing back to our seats. This doesn't only frustrate students, but also frustrates Professor Kleinschmidt because then she gets upset that we're wasting class time. However, she refuses to try a different method, even after a student suggested we pass the handouts through each row rather than her previous method. More about handouts, she has students hand them in once they're completed. While this is necessary in order to grade them, and I appreciate this so that I can receive participation points, we don't get the handouts back to use to study for exams. This doesn't make sense, and I believe it would be easier to succeed in the class if handouts were given back to students promptly so they could be used as study aids. If Professor Kleinschmidt found a more effective way to use and distribute handouts in class, students would have a more productive experience learning and she would have a more productive experience teaching.

More effectively convey the concepts of the class, it was very difficult to grasp much of its content. Perhaps more readings? I feel like I lacked foundational philosophy knowledge that made everything harder to understand, so some readings on the basics of philosophy would be very helpful!

More structure to notes

Maybe make it so that worksheets are turned in after each exam so that we have them to study from before the exam. Otherwise, we turn them in and don't see them again.

Being too anal with timing and specific orders for students - can backfire sometimes because students can get angry.

Often times she went on tangents that were a bit hard to follow. I often wasn't sure what she was saying or how she got to that point. Her grading was also really confusing. She'd tell us we needed to explain things so that anyone could explain them, but assume another part of that understanding that was never really communicated.

take more time to go over things that are super hard

Also make the handouts available online, I never received many of mine back and they were helpful to study from.

Making sure that both TA's are on the same page, because their styles and grading methods are very different and there seemed to be a significant difference in averages on most midterms.

I felt what we did in class did not really correspond to the tests. We mostly discussed the concepts in class, which I felt I understood well and could articulate. However, the tests were more about precisely regurgitating the arguments from the class rather than either conceptual understanding or application of what we had learned.

provide a sample exam answer key. i felt like i understood the topic but i was missing stuff in my answers

She kind of talks a bit fast or just proceeds with the lessons in a fast pace, but it is kind of made up for with her asking the class if we have any questions (although she will soon discover that most students are afraid to ask questions).

Be more openminded

I think she can do a agenda thing everything so that we sort of know what's going on. Philosophy is confusing by itself. Not knowing where we are is another confusing thing. sometimes she can slow down the speed she speaks, because my logic failed to follow...

Giving lecture in different ways that involve more interaction with students

Instructor Kleinschmidt might give additional assignments or readings in order for students to fully grasp the concepts. Philosophy might be a bit confusing at times and I believe that these ancillary assignment could improve her teaching effectiveness.

It can be hard to retain attention across long stretches of lecture when explaining a difficult concept; breaking it up into smaller bits can help with attention retention.

less writing on the blackboard and more multimedia

be more clear

sometimes it is hard to understand the lecture because the lecture is not organized in such a way that allow students to follow a single trend of thought (i would enjoy the lectures more if they were like stories instead of news reports/ less writing or no writing on the board would be perfect)

the prof likes to present a lot of views and stuff us with a comprehensive knowledge about the topic, but that usually gets me lost. i would prefer it if the prof started with one idea, thoroughly went through it, and then introduced the next



## Comments

idea smoothly by offering objection to the first idea or by exploring into some details of the first idea. for example, i like how shelly kagan gives lectures. he fits my description above. i have seen his open course on death and his teaching method was the reason i feel in love with philosophy. he barely uses the board. he just sits there and talk during the lecture and he guides me so well.

Maybe sometimes when the class didn't appear to be as engaged by a topic, they just needed time to understand and mull over what was discussed (as long as they weren't distracted by something else).

It might be nice to have some creative input or arguments of our own as a part of the class (but I guess that is what discussion is for and office hours)

I feel like Shieva can improve by having more worksheets for her lectures. When she did have them, I felt like my notes were more structured as opposed to without them, I didn't really understand the bigger picture of what was being lectured on. Since electronic devices are not allowed, I feel that providing these compensates for the disadvantage of not being able to take notes in a preferred way.

She strays off course sometimes. The discussions are interesting, but it gets confusing whether the material she discusses will be on the exams or not. Also, the exams are too long for the class (it's difficult to finish on time). Even if she gives us extra time, since we have to rush to other classes, some students can't use that extra time. It's a bit unfair on those who couldn't stay longer.

I feel sometimes Sheiva takes a lot of time explaining easy things which actually make me more confused. I wish she was more straight forward.

I think that the class is a little disorganized. For example, when we have to get up from our seats and then travel across the room to pick up handouts/hand the handouts to TAs is a very inefficient way to do things. Instead Sheiva should come up with more efficient ways to do these, may be hand out the handouts to the right most person in the first row, they count the number of handouts for the first row, then pass the rest back. This is a very efficient way of doing things.

Also, please try to make yourself more available before the tests please.

A lot of the time she would go off on tangents not completely related to the specific topic so it was hard to follow a long which made understand more difficult often.

Maybe tell more of her personal opinions on controversial philosophy topics

## Additional comments?

### Students

Thank you! And your drawing skills are not as bad as you think!

All of the handouts were really well organized and very helpful for the class :)

The material is interesting, but the way in which students are evaluated could use restructuring.

None

Thank you for a great semester! I really enjoyed the class.

I really enjoyed the fact that you cared that we were involved in the class. So many professors just lecture the whole time and it makes me want to fall asleep, but I was more engaged in this class than I would have expected, especially since it is a big lecture. Also just a random note, you have inspired my sister to take philosophy because I tell her about the interesting things I am learning and she is fascinated

none.

Thank you for the handouts they helped a lot. The only thing I would recommend to encourage more students to spend more time on them is make them an explicit part of the grade.

Thanks for a great class!

While I understand the necessity of handling in class assignments or logic assignments the way they are handled now to encourage attendance, I felt that it would be more beneficial to split attendance and course understanding into two separate grades. In my case, there were lectures or discussion sections I couldn't attend because I was at a conference or networking event, and I don't think it's fair that my lack of attendance for professional reasons affected a grade that was supposed to display my understanding of the course material, rather than, in some cases, my mere

## Students

inability to turn it in within an arbitrary hour-long window. That being said, I understand this goes a long way to encouraging attendance, I just think it can be handled more elegantly to be more flexible for students.

Please write in a more visible manner on the board. Typically, No one sitting after the 7th row can see.

Thanks for an interesting and fun semester! A lovely slice to add to the loaf of bread that is my life.

Great course with a very enthusiastic professor eager to share her knowledge with students. Made me genuinely interested in the subject of philosophy.

This was one of the best classes I've ever taken. The lectures were never boring and all the tests were extremely fair and there was no reason to get less than an A considering everyone was given both the questions and the answers to everything.

n/a

On the last day of class on Thursday, she made a comment along the lines of "Since a lot of you have probably already submitted your course evaluations, I can give you my opinion on (this argument). I personally think this argument is ...." Just thought I would add this in my evaluation. She spoke just a little too soon.

N/A

This course should not be a GE. As a non-philosophy major, it was hard for me to get invested in many of the concepts even though I found the topics interesting.

Loved the class and loved the enthusiasm Sheiva brought to lecture everyday. Thanks for being so caring towards your students!!!

As a transgender student, I appreciated how Shieva talked to my TA to ensure I felt included.

Keep up the enthusiasm and using the handouts in class was really beneficial and a great aid for me to understand the information.

You don't have to draw everything, especially if you know you're not very good at it

I like your personality. You're super cute.

She is a great teacher! Very accessible and caring! She makes philosophy understandable and fun!

thank you. god bless

I didn't like the classroom the lecture was in especially if we are expected to get up to pick up papers after we have already had a seat in class. I felt like it wasted time. In another classroom, it would be easier to have that.

Thanks for being an awesome instructor Sheiva!!

Is time travel possible though? ( That's a joke. [: )

This course is so excellent!



**USC** University of  
Southern California

## Individual Report for Instructor Kleinschmidt 49428-20173 : PHIL-236 Issues in Space and Time (49428)

### USC Student Course Evaluations - Fall 2017

Project Audience 145  
Responses Received 110  
Response Ratio 75.86%

#### Subject Details

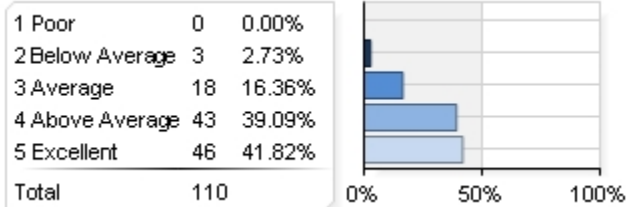
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<b>Section</b>	49428-20173
<b>Course_ID</b>	PHIL-236
<b>Course Type</b>	Lecture
<b>Course Department</b>	PHIL
<b>School</b>	LAS
<b>Session</b>	001
<b>First Name</b>	Shieva
<b>Last Name</b>	Kleinschmidt
<b>Email</b>	kleinsch@usc.edu

**Creation Date** Tue, Dec 19, 2017



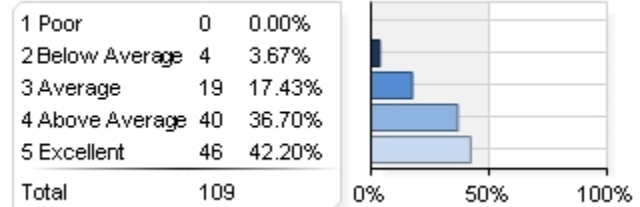
## How would you rate the instructor's effectiveness on the following items?

1. Clearly articulated course goals.



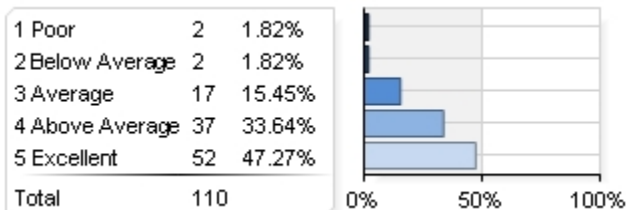
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Mean	4.20
Median	4.00
Mode	5
Standard Deviation	0.81

2. Organized course to achieve those goals.



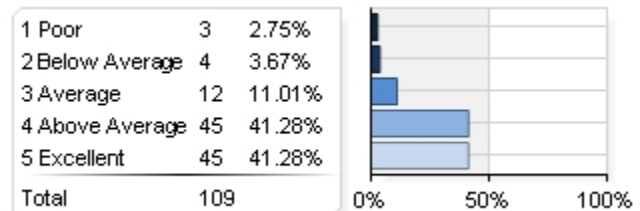
Statistics	Value
Mean	4.17
Median	4.00
Mode	5
Standard Deviation	0.85

3. Carefully explained difficult concepts, methods, and subject matter.



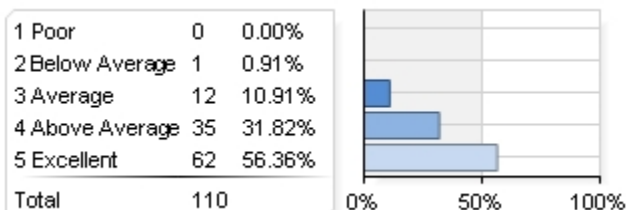
Statistics	Value
Mean	4.23
Median	4.00
Mode	5
Standard Deviation	0.91

4. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).



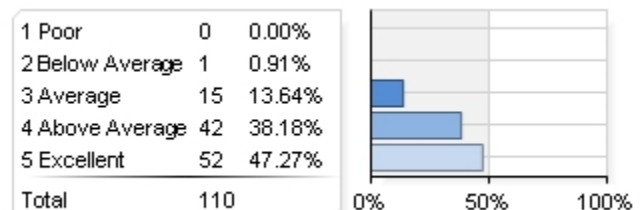
Statistics	Value
Mean	4.15
Median	4.00
Mode	4, 5
Standard Deviation	0.95

5. Was accessible to students (e.g., during office hours, before and after class, etc.).



Statistics	Value
Mean	4.44
Median	5.00
Mode	5
Standard Deviation	0.72

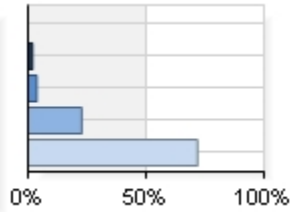
6. Evaluated student work in fair and appropriate ways.



Statistics	Value
Mean	4.32
Median	4.00
Mode	5
Standard Deviation	0.74

7. Was enthusiastic about communicating the subject matter.

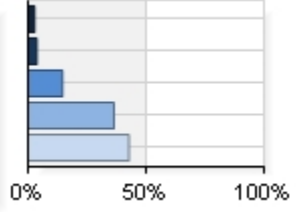
1 Poor	0	0.00%
2 Below Average	2	1.82%
3 Average	4	3.64%
4 Above Average	25	22.73%
5 Excellent	79	71.82%
<b>Total</b>	<b>110</b>	



Statistics	Value
Mean	4.65
Median	5.00
Mode	5
Standard Deviation	0.64

8. Stimulated student interest in the subject matter.

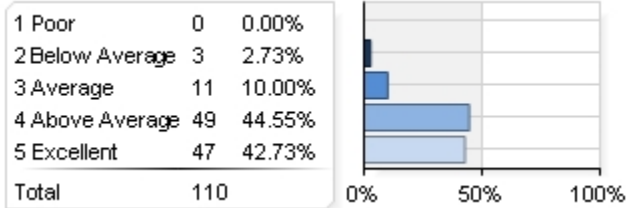
1 Poor	3	2.73%
2 Below Average	4	3.64%
3 Average	16	14.55%
4 Above Average	40	36.36%
5 Excellent	47	42.73%
<b>Total</b>	<b>110</b>	



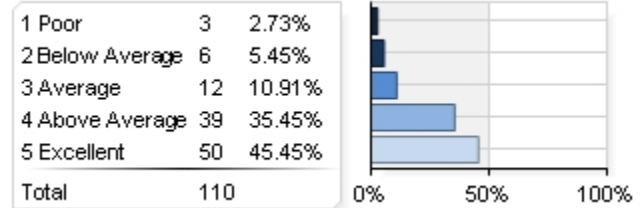
Statistics	Value
Mean	4.13
Median	4.00
Mode	5
Standard Deviation	0.98

## How would you rate the instructor's effectiveness on the following items? (continued)

9. Presented subject matter in ways that were academically challenging.



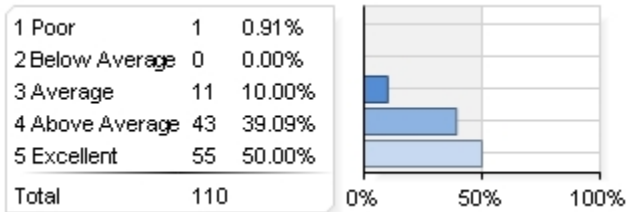
10. Provided students a valuable learning experience.



Statistics	Value
Mean	4.27
Median	4.00
Mode	4
Standard Deviation	0.75

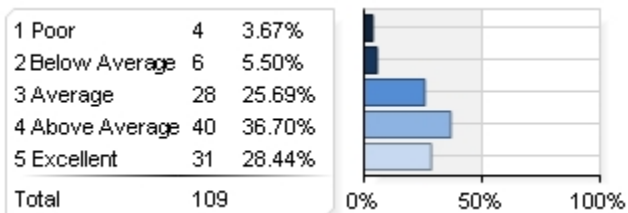
Statistics	Value
Mean	4.15
Median	4.00
Mode	5
Standard Deviation	1.01

### Overall, how would you rate this instructor?



Statistics	Value
Mean	4.37
Median	4.50
Mode	5
Standard Deviation	0.74

### Overall, how would you rate this course?



Statistics	Value
Mean	3.81
Median	4.00
Mode	4
Standard Deviation	1.03

### What were this instructor's main strengths?

## Comments

She was really enthusiastic about the subject matter, which stimulated my interest as well. She was also very intent on making sure everyone in the class understood the concepts, so I appreciated how helpful she was and how willing she was to explain things multiple times.

Professor Kleinschmidt was always enthusiastic when teaching, which made the class much more enjoyable. She was always willing to stop class and answer questions and was always willing to provide more examples of go more in depth on topics that the class did not understand. She also did a very good job of providing study materials before the exam.

She was very knowledgeable in the subject matter and was very passionate about what she was teaching.

She interacts with her students to make them understand the heavy material. Always repeats to students and never gets angry.

She seems to love the subject and always asks the class if they understand.

Great teacher.

She loved the subject matter and was passionate about what she was teaching

generating excitement and being careful to make sure all students have a good grasp on the material

She was passionate about the subject and kept the students engaged during lecture. She wanted the students in the class to do well in her course.

- Enthusiasm
- Seeing when students didn't understand something and explaining it again
- Keeping students interested in the materials

Prof. Kleinschmidt is so knowledgeable and excited about philosophy that it truly reflects in her teaching. She cares about students and as confusing a topic philosophy is, she outlines it extremely well through handouts, limited readings and explanatory lectures while taking students' questions to ensure most of the students in class fully understand the material. I also appreciate how she puts up final questions up ahead of time, and constantly reiterates previously learned material so it doesn't build up at the end of the course. Prof. Kleinschmidt has an effective teaching style, although she can be a little didactic at times and go off on a brief tangent.

She was very enthusiastic about the material and you could tell that she really cared about the subjects and wanted the students to understand them as well. She would go over topics several times to spur understanding and had resources online for students to properly get all notes if they couldn't understand in class.

Positive, passionate

I really enjoyed Shieva's teaching methods because she was always very enthusiastic about the subject matter. Philosophy can be quite dry at times, so having a teacher like Shieva made the class much more interesting and accessible. I think one of her main strengths is being able to understand the mood of the class, because she often stops class to ask if we are understanding the information and will go over it again if we do not. With many professors, I feel that they will continue teaching and leave it up to the TA's to sort out any confusion, but I really appreciate that Shieva takes the time to explain confusing concepts herself.

She knew her subject matter and was extremely passionate about it.

Very nice and enthusiastic.

Professor Kleinschmidt was very good at articulating her material. She made the tests very transparent and was clearly very knowledgeable about the content in the course.

Shieva is very knowledgeable in the subject matter and can talk for days about anything philosophy without breaking stride.

Very funny, made course goals very clear, offered a lot of extra credit.

Passionate about philosophy

She has some insightful commentary on the material and provided good examples for some of the more difficult material.

This is my third semester at USC, and I'm taking Professor Kleinschmidt's course as a GE (I'm a computer science major) that sounded really interesting and came highly recommended by one of my friends. Both the course and the professor did not disappoint. To speak to the course content: I believe this course provides a good understanding of some of the main questions of fundamental aspects of philosophy. To speak to the professor: throughout all of the courses I've taken at USC thus far, I have not yet had a professor who cares more about maximizing the students' learning experience, while always being conscientious about teaching methods and looking to improve. Thank you for

Comments
an excellent semester, Professor Kleinschmidt!
– Christopher Turner (turnerc@usc.edu)
She was so passionate about the subject and you could tell she really cared about her students. Out of all of the teachers, I have had this semester she was the one that expressed the most her compassion towards us.
Very enthusiastic and passionate, good at communicating challenging material
Very enthusiastic
Very enthusiastic and open to helping students whenever and however, wanted to get them interested and involved.
making sure everyone understands
Very enthusiastic, easy for students to relate with. Clearly explains concepts.
She was extremely enthusiastic about the material and it showed through. She gave plenty of examples and would always explain and give more examples when the class needed it. It was nice when she would constantly check in with the class to see if we understood the material.
Her ability to go back and explain concepts if the students didn't fully understand it the first time around
She described abstract and really interesting concepts with enthusiasm and made sure the students truly understood them.
very enthusiastic
Very knowledgeable about the subject matter. Heavily encouraged student participation.
She was an interesting and fun professor who knew the subject well enough to explain in multiple ways so the students would understand.
She was very enthusiastic about the subject.
Minimalist drawing
her enthusiasm for explaining the material
Enthusiasm and encouragement for students to learn the subject matter and explain it clearly to others.
Enthusiastic, energetic, caring, explains subject topics clearly.
She knew a lot about the subject she was teaching and was very passionate about it.
Provided many opportunities to clarify confusing topics.
Fairness of examination
very intelligent and passionate about philosophy
Professor Kleinschmidt's strengths are that she is great about seeking and using student feedback during lectures (asking for nodding, raising hands, etc). She is also very enthusiastic and knowledgeable about course material. I could tell that she really cares about how the students feel about the material. The handouts she provided us were very helpful, and clearly took her a great deal of time and effort to create. I also liked that she illustrated concepts on the board — as a visual learner this was very helpful.
She's very enthusiastic in the way that she teaches and I think that that engages us as her audience a lot more.
I love how professor Kleinschmidt is really enthusiastic about the course material and actually cares about us!!! ABSOLUTELY LOVE THIS CLASS!
Very passionate and care about students
enthusiastic. nice to have handouts. love all the extra credit.
Professor Kleinschmidt is very very passionate about her students and her subject matter. She is very caring and always willing to help.
I loved the structure of the way you teach! With the website, course notes, handouts, it was all so very helpful. The content was taught in a very friendly manner was well that's engaging and I really appreciate that you always check to make sure everyone is on the same page and take the time to re-explain concepts
Explaining abstract concepts clearly, providing understandable examples, and giving students the opportunity to ask questions.
Shieva always makes sure everyone knows the material before we move on, always helpful before and during class,



Comments
best USC professor.
Cared about each student, extremely approachable and friendly, explains topics well
She is always happy and enthusiastic. She seems very excited to be sharing her knowledge and it is evident that she loves her job.
Very enthusiastic
Shieva Kleinschmidt is honestly one of the greatest professors that I have ever had in my life. She does an absolutely amazing job of explaining difficult concepts. She clearly works hard on her lecture notes and on handouts for the class to keep everyone engaged and following along. The fact that the TAs type up detailed and well-organized course notes is wonderful.
One of my favorite things about Shieva as a professor is the fact that she regularly checks in on how the class is doing by asking direct questions about how well people are understanding the material, what she can do to facilitate understanding, whether or not it would be helpful to repeat things, and more. I have never in my life had a professor demonstrate such care and concern for whether or not students are actually understanding what is being taught. I have also never had a class before where I literally never left a session confused. PHIL 236 is a first in that regard and it is all a testament to Shieva's amazing teaching style.
On top of all that, Shieva is extremely friendly and approachable. She does a great job of taking and answering questions. She does a great job of drawing pictures to help us understand the material. She does a great job of clearly defining and explaining key terms that are necessary for understanding arguments and topics. I could honestly go on and on. I really wish all of my professors were more like Shieva.
Professor Kleinschmidt can improvise a completely new and different approach to a explaining a difficult concept on the spot. That's a rare ability, and supports a classroom in which every student has the capability to thoroughly understand the material (if they should ask).
Enthusiasm and knowledge
Taking the time to make sure everyone thoroughly understood the material and answering questions. Also the study guides were extremely helpful.
She was passionate about the content and that made it easier to go to class.
Her passion and enthusiasm in teaching the material
Good
Enthusiasm
She was super fun and entertaining and made it easy to be interested in the class material. She was really good at explaining hard concepts until everyone in the class understood it. She is extremely reachable and always welcoming conversation and debate.
Great sense of humor
Very patient. Made sure everyone understood the material before continuing her lectures. Thorough in difficult explanations.
Shieva has been the most enthusiastic professor I have thus far had the opportunity to learn from. She was always very patient and willing to explain concepts more than once until everybody had a solid understanding.
Her main strengths include her enthusiasm for the subject and teaching. She always made sure the entire class understood the material before moving on. She knew exactly which material would be more challenging and presented it in more than one way. She uses many examples including real life examples which I believe was extremely helpful. She kept the class engaged by assigning in class assignments and asked for students to share their answer. She made the effort to understand our life challenges outside the class and made accommodations accordingly. Another strength is the environment she creates in the class, it is very casual, joyful and she always makes the effort to talk to us in a conversation manner. Also her handouts which make everything much more helpful and easy to understand! I like how she leaves some lines blank for us to fill in which forces us to pay attention and not zone out!
She was very enthusiastic and really helped her students understand difficult course material.
Using good examples to illustrate counter-intuitive concepts.
Very kind, disorganized or off topic at times, but always in a good way
Accessible during office hours, passionate about subject

## Comments

Very kind person who I feel cares about the students.

She was very enthusiastic about the material which made learning in the class more exciting. She also takes the time to explain things in multiple ways if students are confused.

Enthusiastic, brilliant, and very helpful.

Professor Kleinschmidt's main strengths include her enthusiasm about teaching the content and explaining the material in a simplified way, which is difficult given the many abstract ideas of the course.

She was very self-aware of whether she was doing a good job explaining topics which I really appreciated, and she would go back and clarify topics that didn't make sense. Her lectures were also very fun and engaging

Strong passion for the course  
Lots of opportunities for extra help

Enthusiasm  
Carefully explains the material  
Willingness to answer questions

Enthusiasm about the subject matter.

articulated information clearly and was very enthusiastic and engaging

She is very energetic and fun in her teachings, provides a lot of extra credit because she wants her students to good, and always is open to questions and different perspectives. Awesome teacher

Making sure everyone understands the material, providing resources to learn and review the material, passion for the topics

Very enthusiastic about the material and willing to explain concepts more than once to ensure students understood material. Very receptive to questions and also did a great job at incorporating visuals into lecture and lecturing clearly.

Covered lots of material quickly, while maintaining high student comprehension.

She was very enthusiastic about the material and gave us various methods and recourses to review the content we went over in class. She would re-explain concepts in class until a majority understood the material and offered to go over anything we were uncertain about after class or in office hours.

Accessible, effort, strong presentation

She was able to explain concepts very well

She was enthusiastic about teaching the material. So, the boring content became less boring.

She was pretty funny and clever. You could tell she enjoyed teaching for the most part — it was something genuinely interesting for her, and that conveyed in the classroom.

Really wanted us to understand material. Would try to simplify the concepts.

super passionate, entertaining lecture, great at making complicated ideas simple for class to learn, well organized class with lots of extra material/handouts to help guide class, exams are easy to prep for

Professor Kleinschmidt was incredibly enthusiastic and passionate about the subject matter and tried to engage us and help us understand difficult material as much as possible. For such a complex and difficult concepts, she tried to visualize and use examples that helped make sense of everything.

## How might this instructor improve their teaching effectiveness?

### Comments

I think that the class was slightly misleading in that we thought we were going to be learning mostly about time and paradoxes, but it was a lot of metaphysics as well. I liked the parts of the class where we talked about these topics present in pop culture, like in movies. It would be cool if there was more of that sort of discussion mixed in with all of the explanations.

To improve Professor Kleinschmidt's teaching effectiveness I would recommend going a little slower in lecture. I have found it difficult to actively listen to the lecture and take good notes. I also believe that repeating some of the examples and definitions would be helpful to really solidify them. I would also try to explain a few more topics in layman terms because it did seem at times that I could not understand some topics because I could not understand some of the philosophy lingo.

## Comments

Minimizing tangents and perhaps adding a review session before midterms would be extremely helpful.

Nothing.

Some topics are confusing and she could do a better job at explaining them/ allow students computers in class to follow along class notes while shiva is teaching, I think it would be easier to pay attention and not have to take notes.

Nothing.

This class just seemed a little pointless to me. We learned about material that isn't real and I didn't really understand why this is still a class.

She could spend less time on asides, which I understand is difficult to consciously control (and is also usually interesting anyway), but seems to confuse some students with things they don't need to know for the course.

She could pass out tests more effectively and have a more clear review lecture before the midterms.

I think the no technology policy is outdated and should be gotten rid of. I take much better notes on my computer.

N/A

Spend more time on explaining some topics, not going on tangents

I think the main issue is just that we often run out of time in lecture to cover all of the material, but part of that is because she takes the time to re-explain things if we are confused – something I don't think she should stop doing. So, I'm not sure if there is a clear solution to this but it's just something I have noticed.

Also it would be very very helpful if she started using Blackboard at least for grading so we could know where we stand in the class.

Better course organization and more transparency. She also would go on tangents sometimes during class and get completely off topic.

Explain the concepts in easier terms. Slow down. Stop giving impromptu quizzes when everyone is still confused.

Sometimes, it would be difficult to follow the logic of the course, especially when Professor would introduce a bunch of material quickly without articulating that she would go over it slower later on. The lecture progression could get very confusing.

Shieva can improve by modernizing her class. In class handouts should be posted online for easier access and blackboard is way easier to use than the website she uses. Additionally, the course did not really relate to the course description until the final weeks of the semester. This is misleading.

Tends to drift off in commentary.

She could be more prompt with her lectures and make sure that she has a better plan ahead of time to conduct the lectures more efficiently. At times she would go off topic, and dwelled on something too long.

It was sometimes hard to follow along with all of the assignments and extra credit opportunities since some were introduced during class periods. Perhaps if there was a way on the website just to review all of the assignments that we have just to keep track that would be really helpful.

Add variety to lectures i.e. PowerPoints and group assignments

Power points or slides or something. More visuals

I couldn't really grasp most things we went over in class. Very rarely would I understand it during the class period we'd first learn it. Things were went over quickly and I didn't feel the pace or direction to be able to let students follow easily was that good.

Create a learning environment that fosters critical thinking. Rather than a logic assignment every week, maybe have the TAs switch it up and give us something related to current course material. Overall, it seems like there is a lack of communication between Sheiva and her TAs.

The writing on the board was hard to see and she spoke very quickly so it was hard to follow at times. There was not enough time given in class to do the "quizzes" or filling out the other handouts and I always felt rushed and like I could not answer it to the best of my ability.

Less worksheets because they make it hard to follow what the instructor is saying, as all our focus is dedicated to writing on the worksheet

Cant stand still, sometimes very distracting. Additionally she does not come off as confident and this is apparent when she always second guesses her decision by consulting her TAs.

The course was nothing like I expected it to be. Not enough of it was actually about time and space.

## Comments

She didn't allow electronics and it would be appreciated if she did.

She was not very organized and sometimes it was difficult to understand what she was trying to explain.

Take a deep breath and try not to be as nervous. You're doing a great job and when you act stressed about teaching, it stresses us out as learners.

having a smaller class size would be helpful

Assignments can be clearer.

make the class more interesting. It was very hard to sit through the lectures because the way she presented the subjects was extremely boring.

Slow down during lectures.

Move classrooms, the lecture hall we're currently in has made me claustrophobic

lectures were sometimes dull and easy to zone out. maybe the use of visuals/ powerpoints would make it more exciting

Turning in the handouts became a bit unclear due to the sheer volume of them. I think it would be good to use the same number in lecture, but only require students to turn in one or two in section. Turning them in and needing to pick them up from our TA was difficult, because then we could not have them to study from.

I like the way you teach, maybe just for like handouts, think about how some people have a significantly longer time to do it because of different discussion sections.

I think 1 unexcused absence should be allowed in case students are sick/ have emergencies. Since I was unable to make it to one of my discussion sessions due to sickness, I sent in my hw through mail but was unable to get my assignment counted towards the grade because I had to show up in class. I totally understand why this policy exists (as it is to prevent people just being lazy) but I think it would be great if next semester, each person could have one unexcused absence due to family emergencies/sickness. Other than that, I really love everything about this class and the TAs are very helpful and nice!

TECHNOLOGY, just notes and the board... it was sometimes hard to follow in her class... because it was lecture and demo... did not appreciate the way she would jump back and forth.

The course was very confusing and not at all what I expected when I signed up for time travel. I absolutely hated the classroom that we were in, although I know that is not her fault, but Taper hall definitely needs a makeover, more leg room too.

Provide more conceptual definitions when possible. For example, the definition for hypertime appeared to be more of an operational definition, based on having some extra dimension of time that allows us to consider a "rate" at which "more space-time" is appended to the edge of a growing block of space-time, or an extra dimension of time that allows us to extend a growing block in another "direction," analogous to how a line can be extended into a plane. Although, conceptual definitions for certain words might just be too subjective or simply too difficult to formulate.

The information is so complex that it sometimes gets hard to stay focused, keep making it interactive, maybe more so?

Time management of lectures

I understood the concepts when she explained them. Her way of teaching was effective. Something I suggest is getting the students to interact more with each other. I know the class is large and it would be difficult but maybe there could be a project assigned that would be presented during discussion.

This course is useless and a waste of time and energy. She's a great professor and should spend her time teaching courses that are even remotely applicable to society

I have no complaints. My advice would be to continue what she's doing. As I mentioned before, the way that she directly engages the class and asks about whether or not people understand, whether or not she should repeat things, etcetera is EXTREMELY helpful and shows how much she cares about being understood and effective as an instructor.

Idk

Adhering to just printed out notes or student written notes because I felt a little disorganized sometimes.

I think it would be good to have slideshows or something that goes through the handouts

N/A

Good

No more handout! This isn't 6th grade!

PowerPoint slides would make notes easier to read

## Comments

Potentially use PowerPoints more frequently.

Cannot think of any improvements that need to be made.

She sometimes gave us too little time to complete the in class activities, such as 30 seconds or 1 minute.

I found the subject matter to be infuriatingly boring at times. We spent an entire class talking about how adding and removing single grains of sand affects something being a heap only to arrive at the conclusion "the word heap is kinda vague". you also often mistook students unresponsiveness for confusion, when really it was boredom

Make lectures more engaging with the use of powerpoints

Maybe cut out some of the earlier material so we can get to the exciting stuff(time travel!) before the end of the semester.

Her strength of explaining things in multiple ways sometimes turned into a weakness as there were often times where it seemed that most of the class understood a topic with the exception of only a few students. She would take the time to help those students during class which led to some cerebral down time for those of us who already had a firm understanding of the topic.

She's great no suggestions.

Professor Kleinschmidt could improve by implementing a more relaxed electronics policy.

the assignments each week were much harder than the material taught. The logic assignments just got harder each time and that level wasn't taught during the discussion or the class. This negatively affects students' grades.

More hands on experiences I really likes the movie assignment as well. Maybe you can do an Extra credit assignment for each new handout/section? For example watching a movie about someone alone ion the universe and relating that to the lone hand argument. It really helped me understand the material more when relating it outside of the class

Perhaps slowing the rate in which information is given

It really seemed like there was no structure to the course. Initially, it seemed like we crammed the entirety of an entry-level philosophy class into the first couple of weeks. From here we kind of bounced around going far too in depth with several confusing and contradictory examples. After this, we got into some of the more interesting material of the course. However, the lack of structure and the ease of which Shieva became flustered about the class, caused her to lose the interest of the majority.

less handouts. they distract from paying attention to the course material

i think that she should take into consideration helping some of the test grading. i feel as if my answers on my test would be acceptable to her standard, and not my TA's (who was grading the tests, and taking way to many points off for very small mistakes) which was frustrating throughout the year.

being more confident, providing student's grades

Don't make students get up to grab lecture materials when they've already sat down. Please ask the TAs to hand stuff out to the rows instead. Or pass a stack of papers around the room. The lecture room was so cramped and moving in and out of the rows was really frustrating and disruptive at times.

Spend less time in-class re-explaining concepts, as there are plenty of office hours available for such questions.

Having more visuals to explain complex logical arguments with multiple claims and justifications, possibly with a powerpoint? Sometimes drawings on the board are hard to interpret or see.

t/a's need to be more effective

Nothing particular

Not specifically to her, but I wish there was a clearer guideline for grading. This is not at the fault of Ms. Kleinschmidt, but the fault of the TAs; It seemed that the average of one TA was typically higher than the other, due to discrepancies in grading.

Have clear examples, sometimes she would confuse herself when trying to explain harder topics.

do not change a thing, this class is one of the most reasonable and fair classes I have taken

Maybe use more powerpoints and visual aids.

## Additional comments?

## Students

## Students

Thank you for being so excited always to teach us! It made class enjoyable.

Overall, I have enjoyed this class and Professor Kleinschmidt's positive attitude throughout the semester. This has definitely been one of the best GE classes that I have taken.

N/A

Love her.

You're awesome.

Thanks for a great class and a great semester!

N/A

Very good teacher who I enjoyed learning from

Thanks for a great semester!

It would be great for future students if you update the course description to outline what is actually covered in the course. Also, the handouts are great but nearly impossible to keep track of, PLEASE put them online for future students.

n/a

The raising hands thing we do in class doesn't work very well. I suggest you cover it one more time (especially if you did not write it down) and if only a few students are having difficulty, let them come to office hours.

Thank you for a great semester! :)

very helpful and wants you to learn

She would get really nervous and feel like we are judging her for making small errors and then she would get flustered and I felt really bad when that would happen. She's so smart and knowledgeable and we are not judging her if she makes a speaking error or other ones on the board. Mistakes are ok and I don't want her to feel uncomfortable speaking because she's clearly so smart!

Thanks for teaching!

I think if we had projects or something it could be more interesting. also, there was a very unexpectedly high focus on logic and a limited amount of time travel. I think many students were very excited to learn about time travel and were disappointed by the misleading course description.

None, thank you!

none

LOVE THIS CLASS! Thank you for putting in so much effort to teach us and to care for us! (I'm sorry to hear about what happened the class before thanksgiving... I think I almost teared up, and I hope everything goes well!)

she is funny!

please keep teaching this course the way you do! I always recommend it to my friends.

Thank you very much for class!

I enjoyed your class very much. Although some of the concepts were confusing at first, I found them very interesting once I understood them. I never thought I would be taking a philosophy class, but I'm glad I did.

Thank you for everything. I'm sorry that USC offers this course

Thank you so very much for being one of my all-time favorite professors! I am truly going to miss having you as a teacher. Good luck with whatever you'll be working on next semester when you're not teaching. I'll definitely keep my eyes peeled for other classes that you teach next year and in the future. I mean it when I say that I wish that other professors were more like you. Best wishes.

Thanks for making grand concepts of philosophy entertaining and interesting

Good

Seriously, no more handouts.

I enjoyed the course and hope to learn more philosophy in the future.

Thank you for making this course an enjoyable experience. The course material we covered encouraged me to do my own research into related topics and generated very productive conversation with family and friends.

I think she is an awesome professor and I love the environment she creates and the enthusiasm she brings in to every lecture!

## Students

I love the logic section of the course since that fits well with my computer science major. I did feel as if the logic was a bit disconnected from the rest of the course though, so I would love to see it get integrated a bit more during the other units.

I have thoroughly enjoyed this class and have a newfound appreciation for philosophy and time and space!

N/A

She's an Amazing professor and really cares about the class subject and students

n/a

I loved the extra credit opportunities. I felt that they were worth while and not busy work.

Thank you!

Very well taught. Sometimes funny. Always educational.

She's the best

Although philosophy isn't my cup of tea, your energy, knowledge, and kind nature touched my heart. I think you are a fantastic teacher that engages her students and is looking to always improve our learning experiences that you adapt to us evenly as we adapt to the class. I'm sorry about your brother, it must have took a lot to share that with us.

thanks for being great during the semester!

Best philosophy professor !!

Thank you for an amazing time! I hope to see / take another class from you soon.

Really Enthusiastic





**USC** University of  
Southern California

Individual Report for Instructor Kleinschmidt  
(49573-20183 : PHIL-460 Metaphysics  
(49573))

Project Title: **Learning Experience Evaluations - Fall 2018**

Project Audience: **4**

Responses Received: **2**

Response Ratio: **50.0%**

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Report Comments

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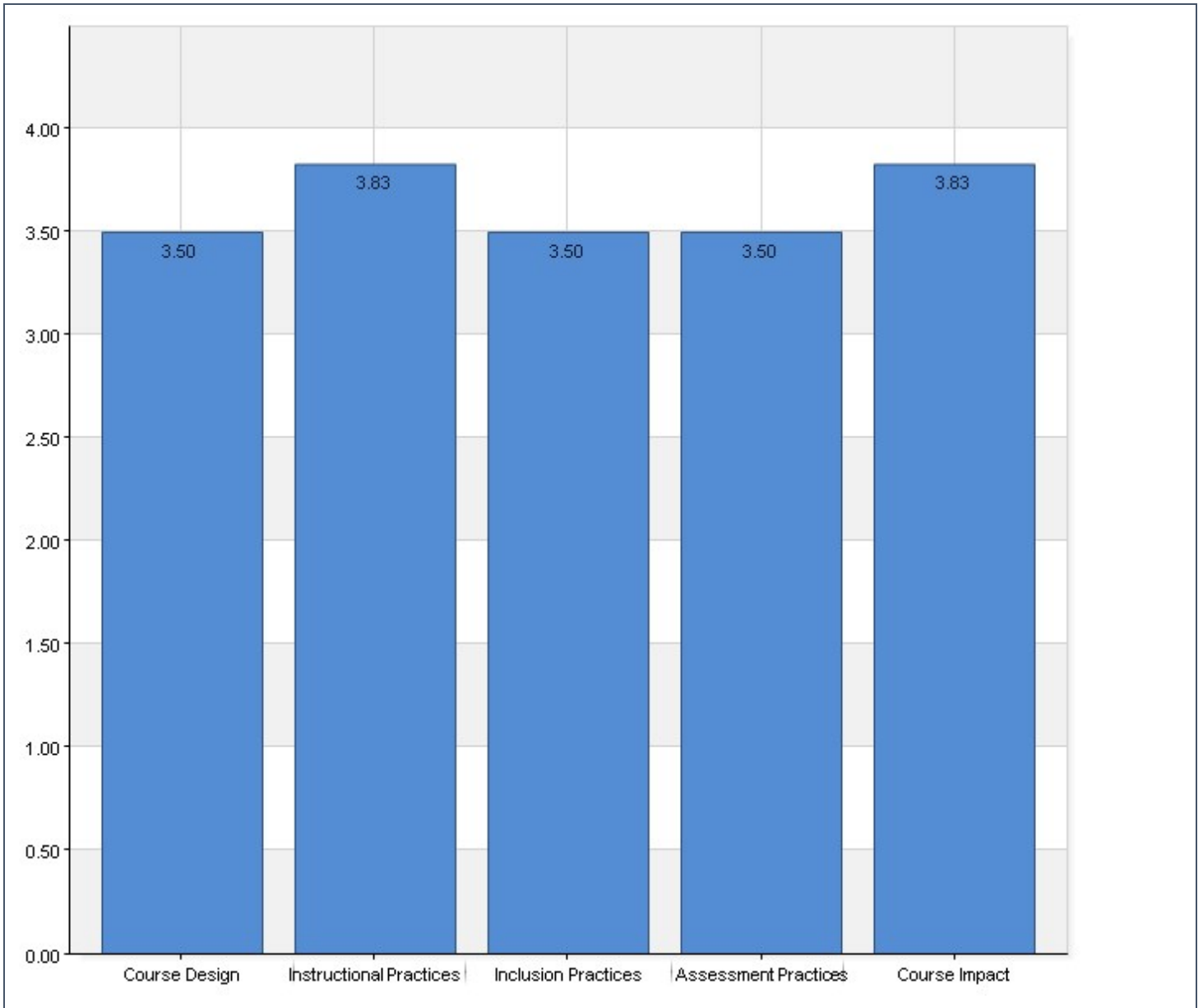
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Creation Date: **Tue, Dec 18, 2018**



## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.50	+/-0.55
Instructional Practices	3.83	+/-0.41
Inclusion Practices	3.50	+/-0.53
Assessment Practices	3.50	+/-0.53
Course Impact	3.83	+/-0.41

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	2	3.50	0.71
The course assignments were related to the course objectives.	2	3.50	0.71
I understood what was expected of me in this course.	2	3.50	0.71

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	2	4.00	0.00
The instructor encouraged questioning and discussion of course topics from the students.	2	4.00	0.00
The instructor encouraged me to do my best work.	2	3.50	0.71

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	2	3.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	2	3.50	0.71
The instructor was receptive to the expression of diverse student viewpoints.	2	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences.	2	3.50	0.71

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	2	3.50	0.71
The grades I have received thus far reflect the QUALITY of my performance in the course.	2	3.50	0.71
The criteria for good performance on the assignments or assessments were clearly communicated.	2	3.50	0.71
The instructor's evaluation of my performances was constructive.	2	3.50	0.71

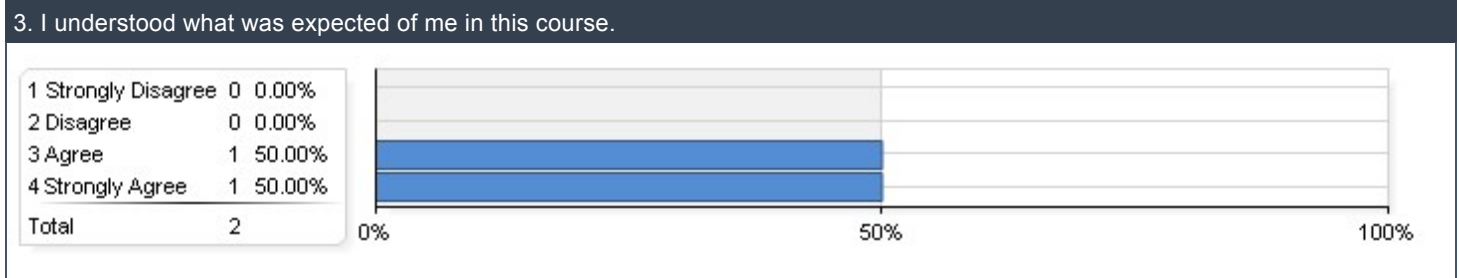
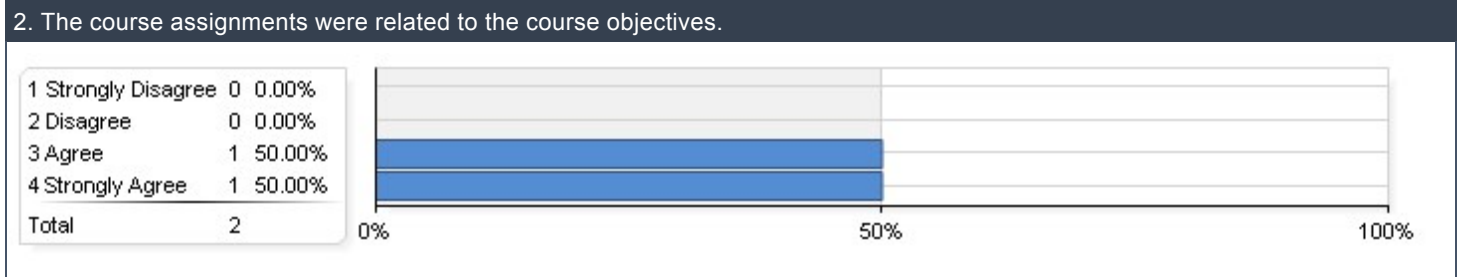
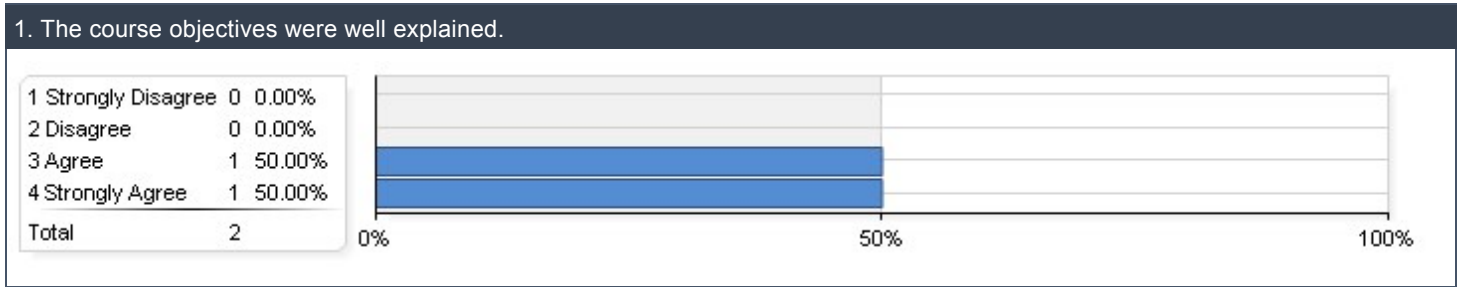
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned a lot from this course. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	2	4.00	0.00
This course challenged me to think critically and communicate clearly about the subject.	2	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	2	3.50	0.71

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

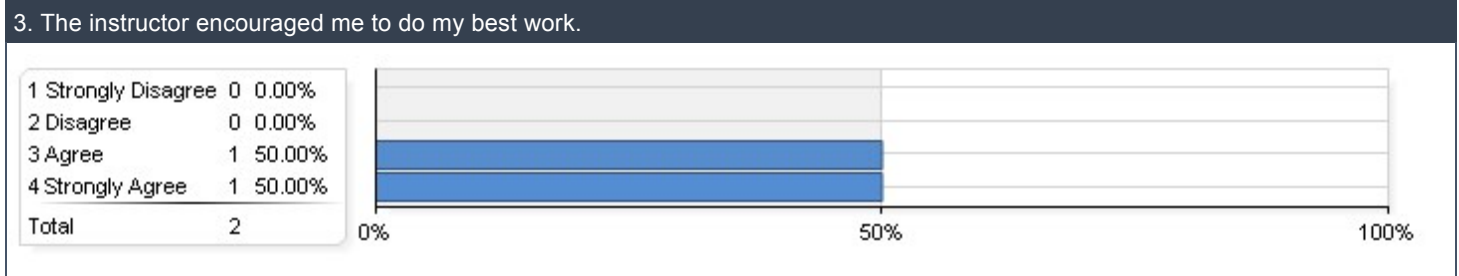
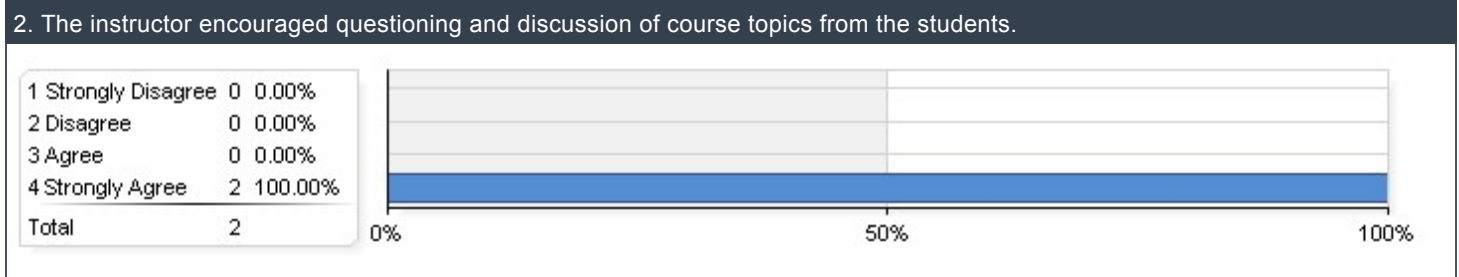
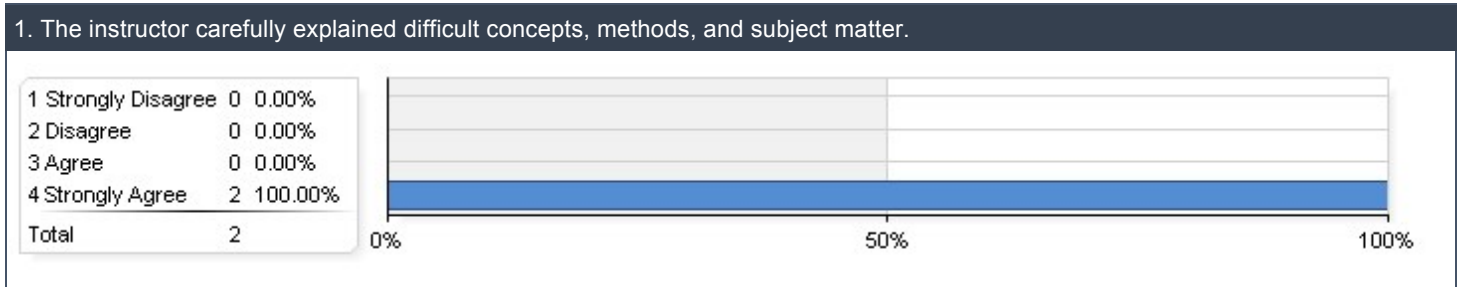
	N	Mean	Std. Deviation
The course objectives were well explained.	2	3.50	0.71
The course assignments were related to the course objectives.	2	3.50	0.71
I understood what was expected of me in this course.	2	3.50	0.71



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

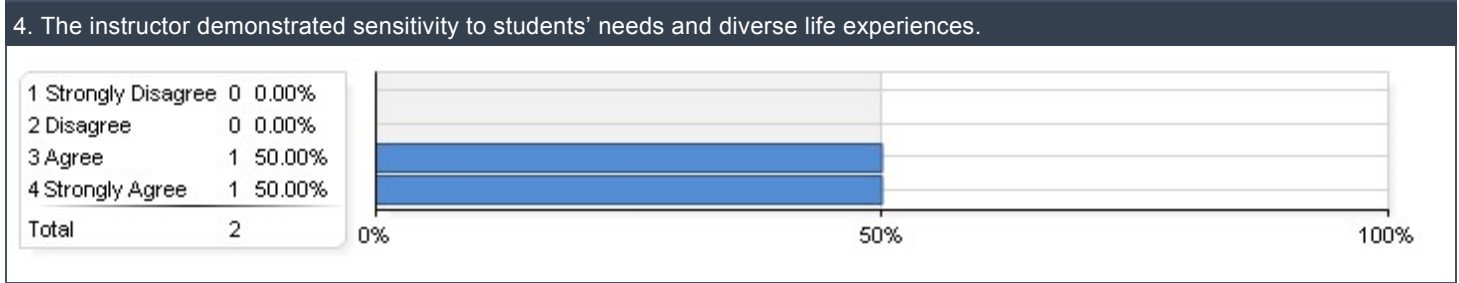
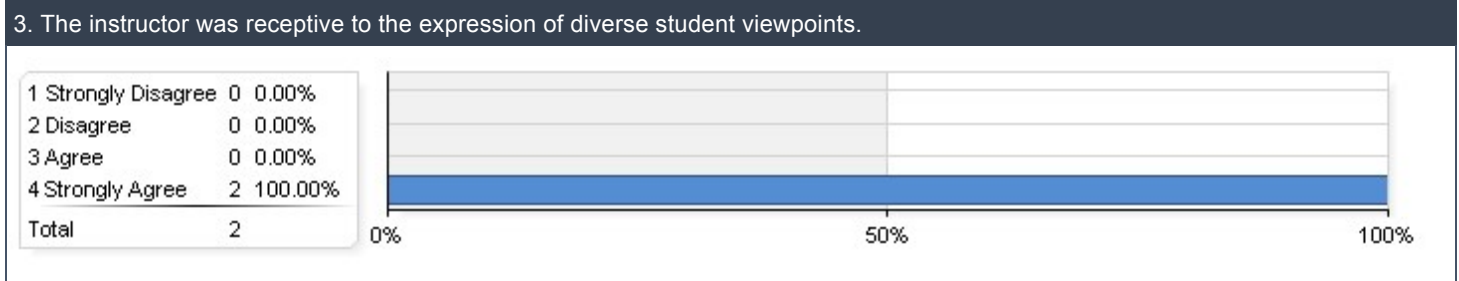
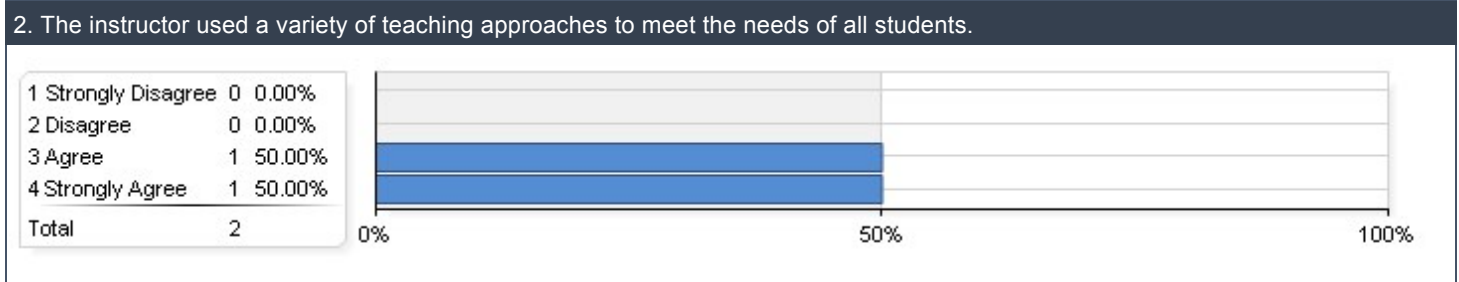
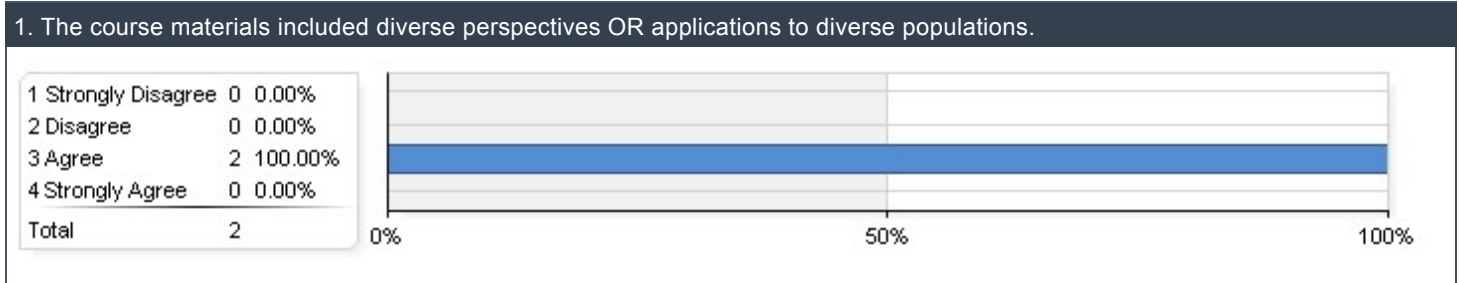
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	2	4.00	0.00
The instructor encouraged questioning and discussion of course topics from the students.	2	4.00	0.00
The instructor encouraged me to do my best work.	2	3.50	0.71



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

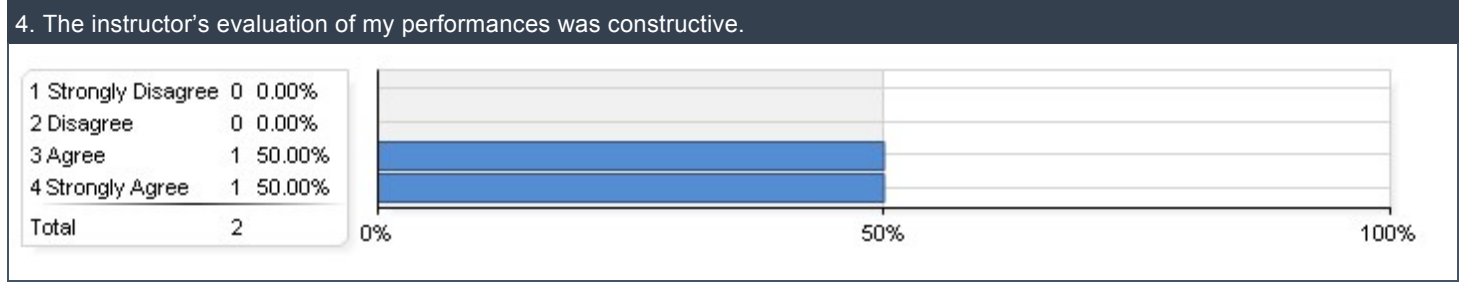
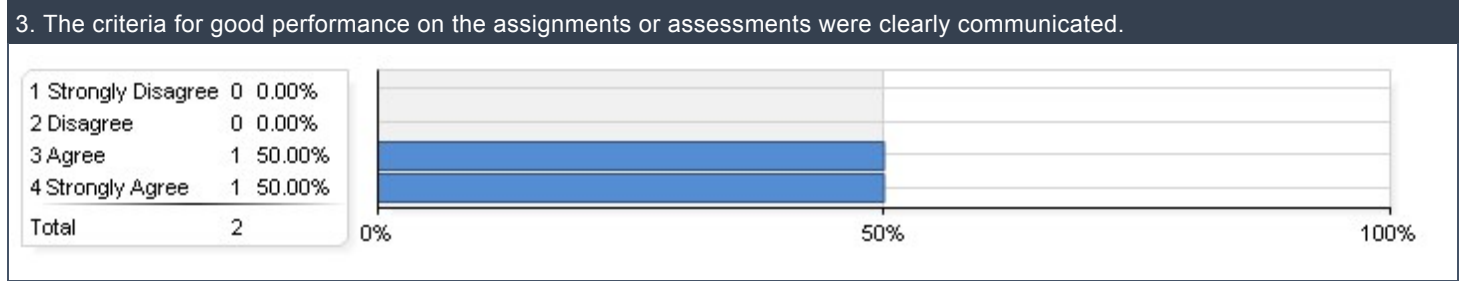
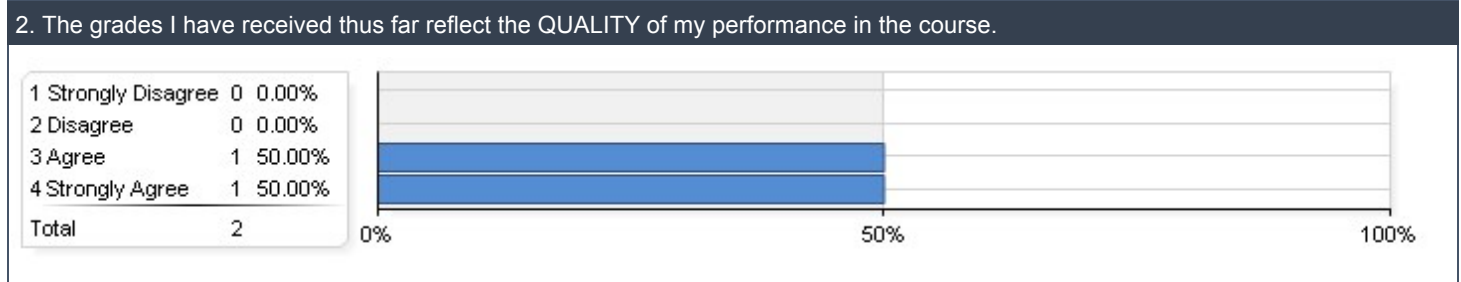
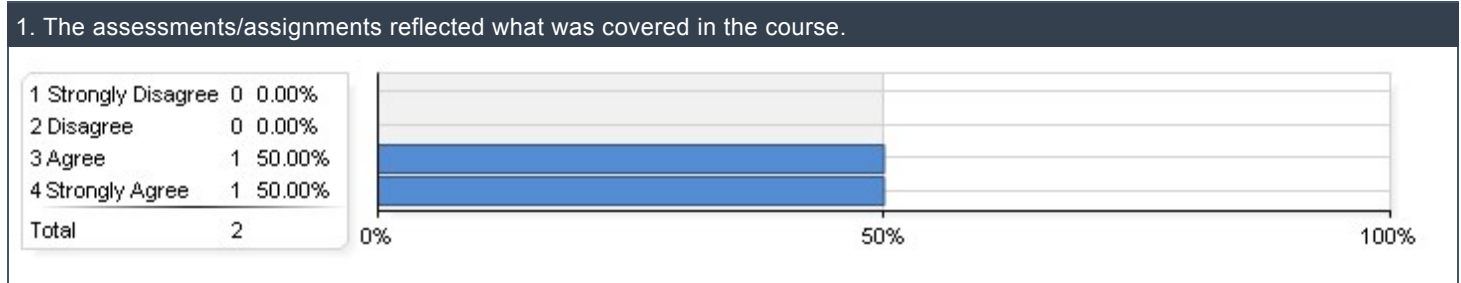
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	2	3.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	2	3.50	0.71
The instructor was receptive to the expression of diverse student viewpoints.	2	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences.	2	3.50	0.71



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

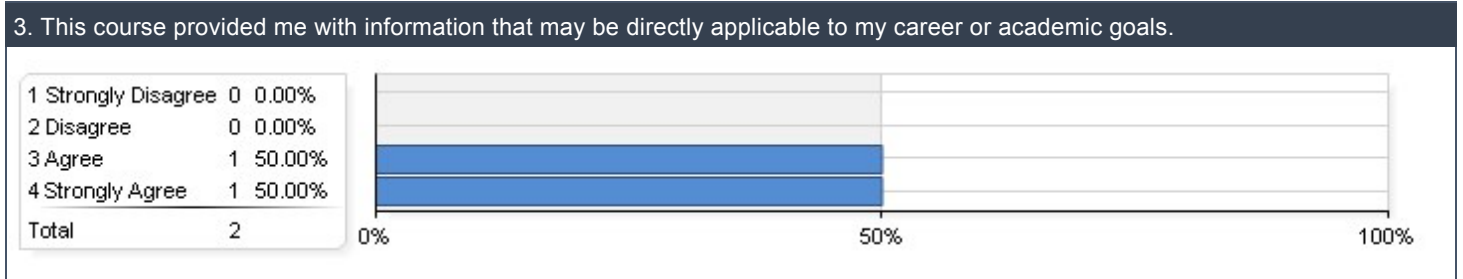
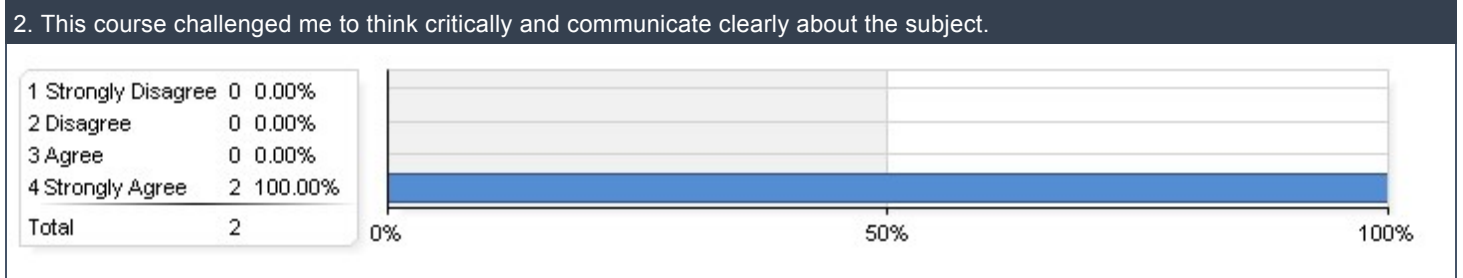
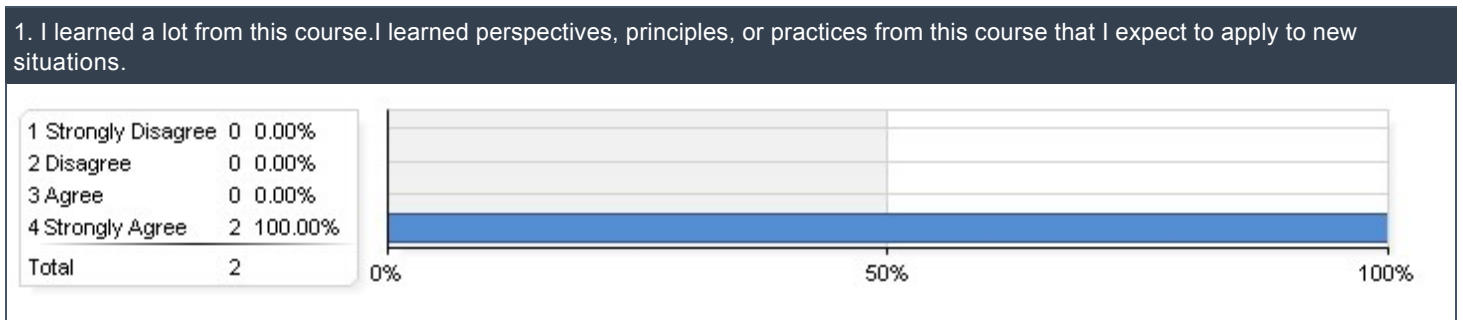
	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	2	3.50	0.71
The grades I have received thus far reflect the QUALITY of my performance in the course.	2	3.50	0.71
The criteria for good performance on the assignments or assessments were clearly communicated.	2	3.50	0.71
The instructor's evaluation of my performances was constructive.	2	3.50	0.71



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

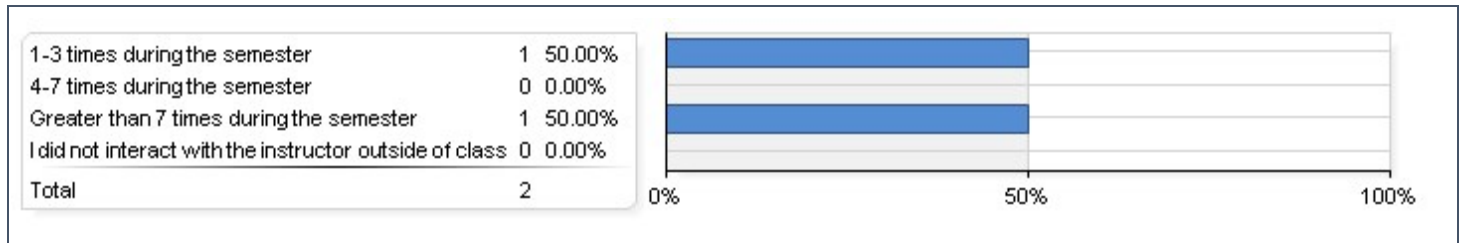
### COURSE IMPACT

	N	Mean	Std. Deviation
I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	2	4.00	0.00
This course challenged me to think critically and communicate clearly about the subject.	2	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	2	3.50	0.71



## STUDENT ENGAGEMENT ANALYSIS

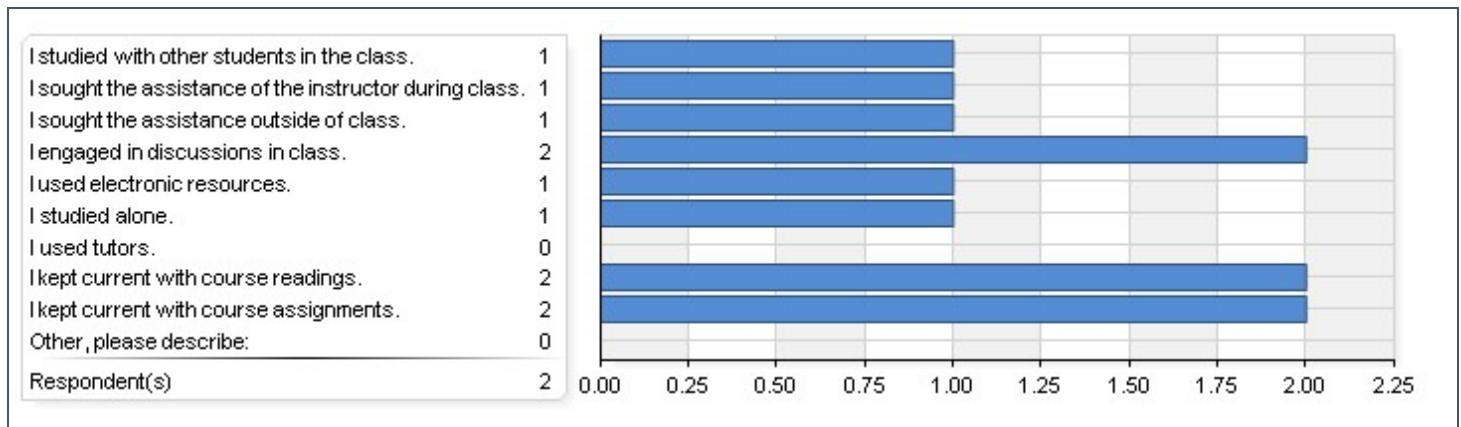
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)





**Please describe the MOST valuable aspect(s) of this course.**

Comments

Professor Kleinschmidt was very receptive to our interests and would shift the focus of lectures depending on what we found interesting. I had never taken a course like this before.  
The handouts were also very helpful for synthesizing new information.

**Please describe the LEAST valuable aspect(s) of this course.**

Comments

Left behind syllabus



**USC** University of  
Southern California

Individual Report for Instructor Kleinschmidt  
(49628-20183 : PHIL-560 Seminar in  
Metaphysics (49628))

Project Title: **Learning Experience Evaluations - Fall 2018**

Project Audience: **8**

Responses Received: **3**

Response Ratio: **37.50%**

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Report Comments

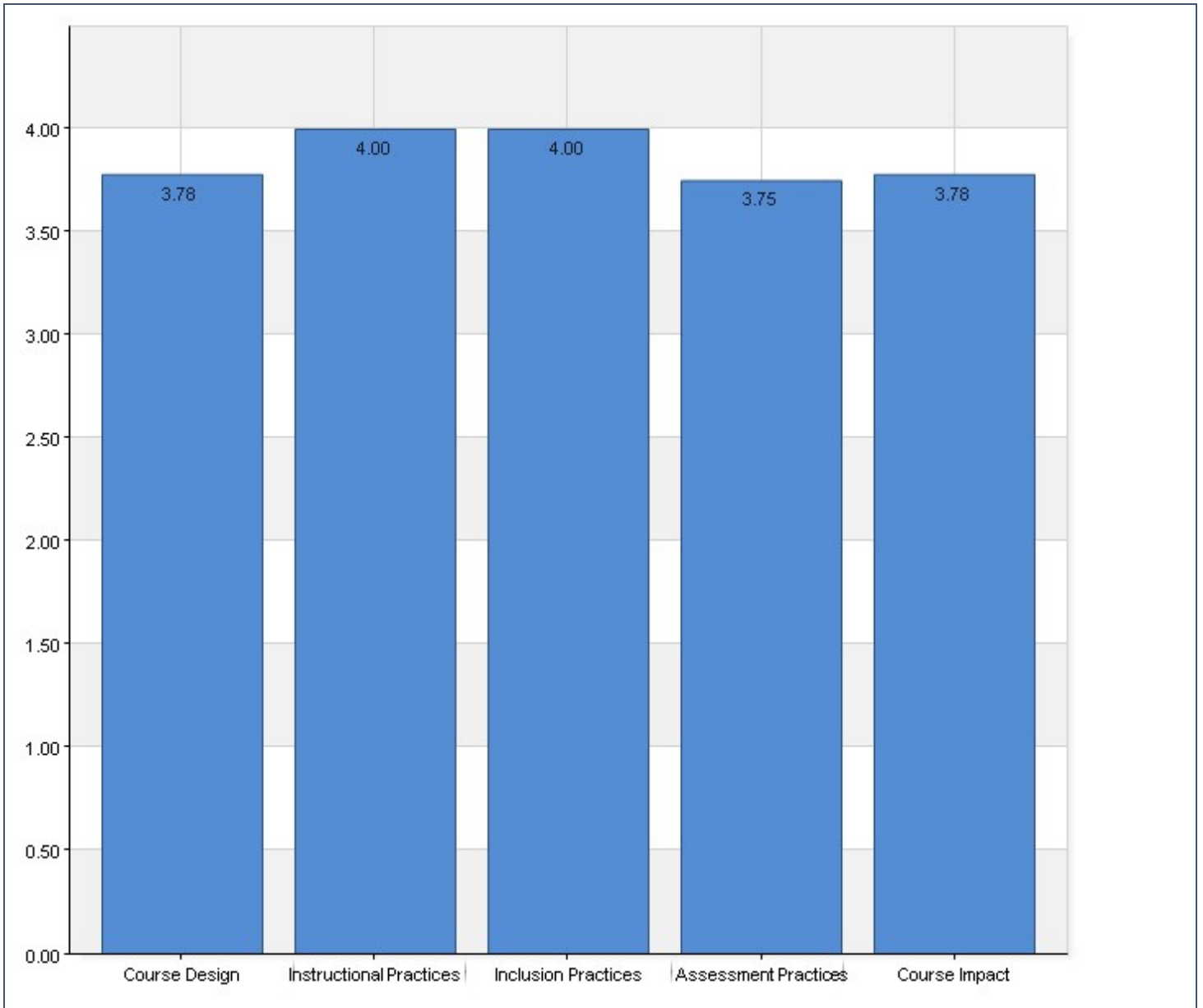
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Creation Date: **Wed, Dec 19, 2018**

## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.78	+/-0.44
Instructional Practices	4.00	+/-0.00
Inclusion Practices	4.00	+/-0.00
Assessment Practices	3.75	+/-0.48
Course Impact	3.78	+/-0.44

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	3	3.67	0.58
The course assignments were related to the course objectives.	3	3.67	0.58
I understood what was expected of me in this course.	3	4.00	0.00

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	3	4.00	0.00
The instructor encouraged questioning and discussion of course topics from the students.	3	4.00	0.00
The instructor encouraged me to do my best work.	3	4.00	0.00

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	3	4.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	3	4.00	0.00
The instructor was receptive to the expression of diverse student viewpoints.	3	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences.	3	4.00	0.00

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	3	3.67	0.58
The grades I have received thus far reflect the QUALITY of my performance in the course.	1	4.00	N/A
The criteria for good performance on the assignments or assessments were clearly communicated.	3	3.67	0.58
The instructor's evaluation of my performances was constructive.	3	3.67	0.58

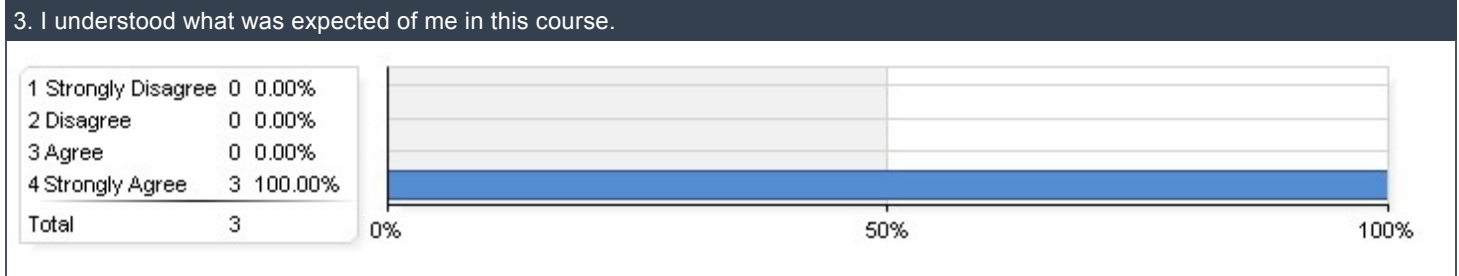
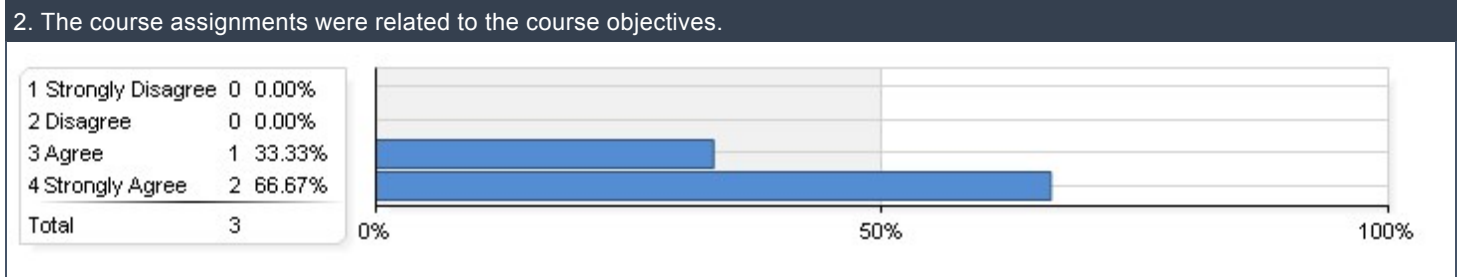
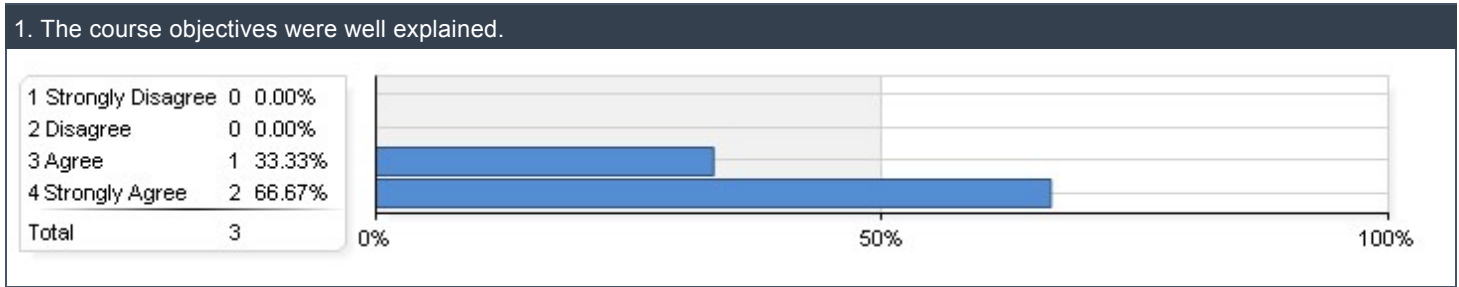
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned a lot from this course. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	3	3.67	0.58
This course challenged me to think critically and communicate clearly about the subject.	3	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	3	3.67	0.58

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

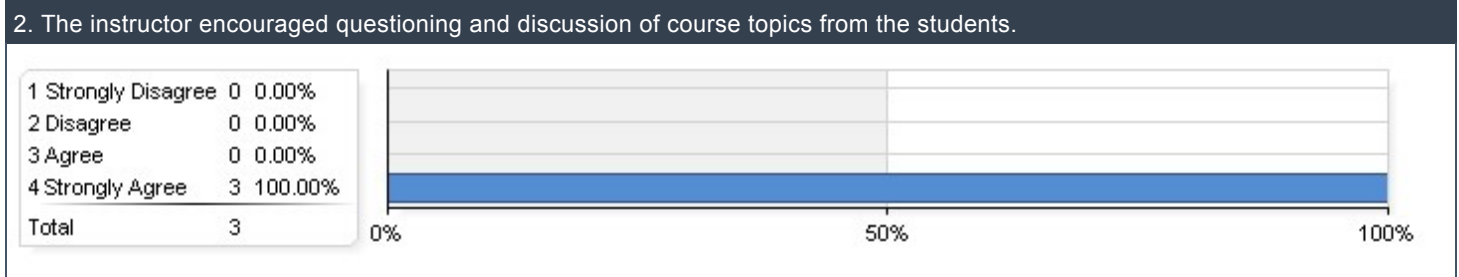
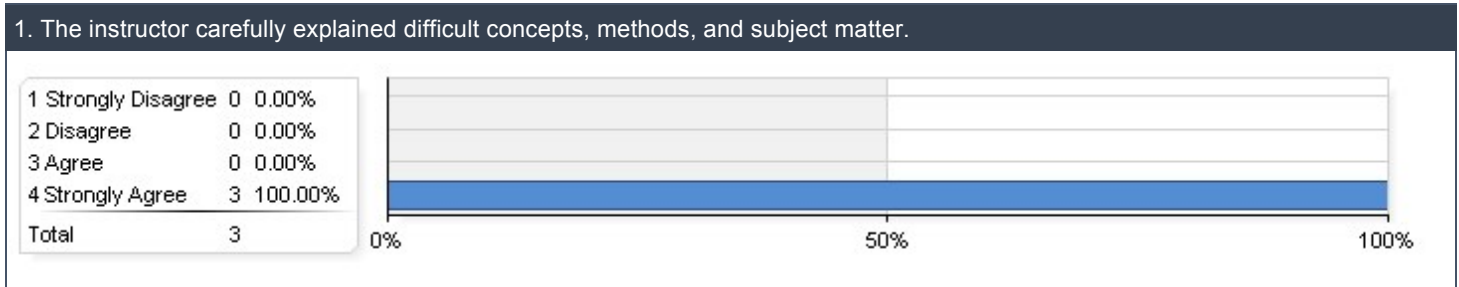
	N	Mean	Std. Deviation
The course objectives were well explained.	3	3.67	0.58
The course assignments were related to the course objectives.	3	3.67	0.58
I understood what was expected of me in this course.	3	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

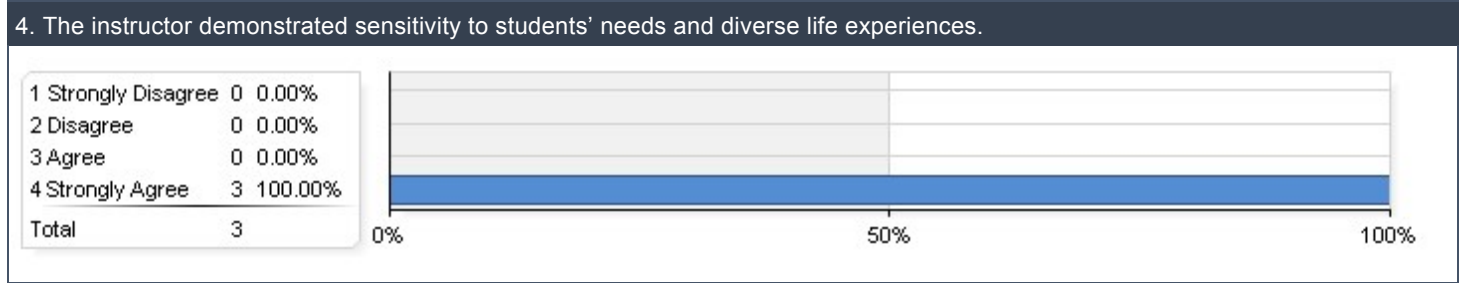
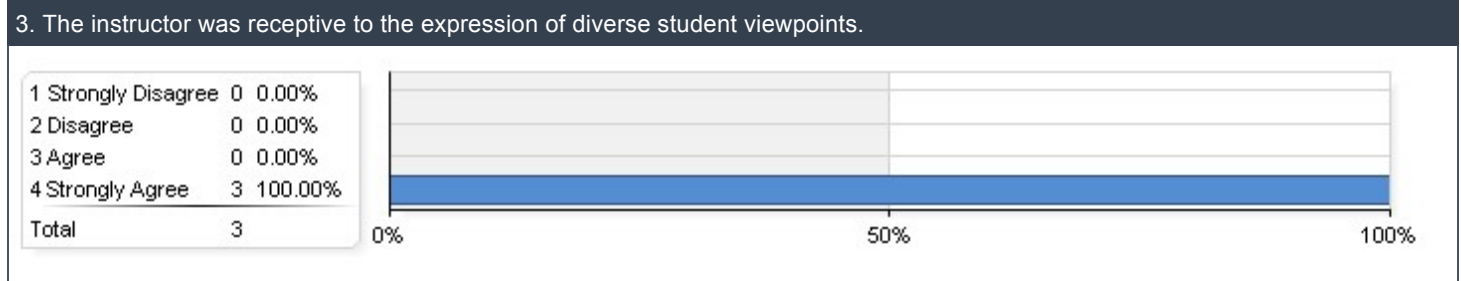
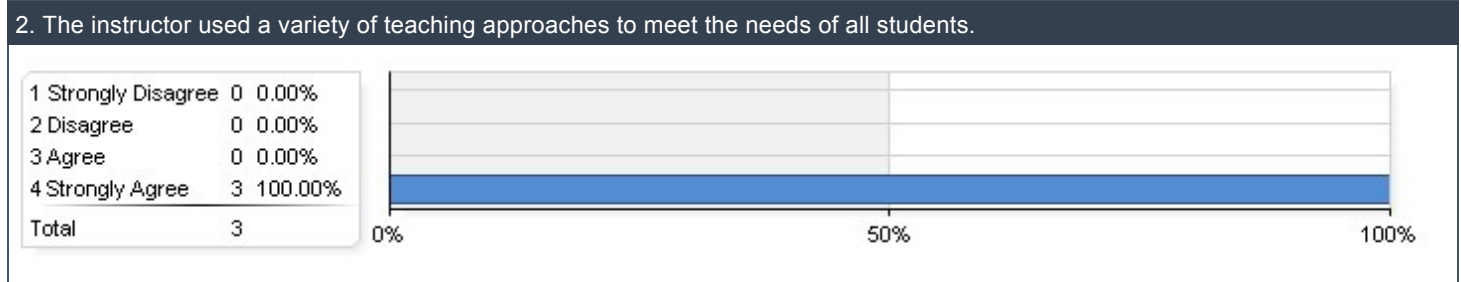
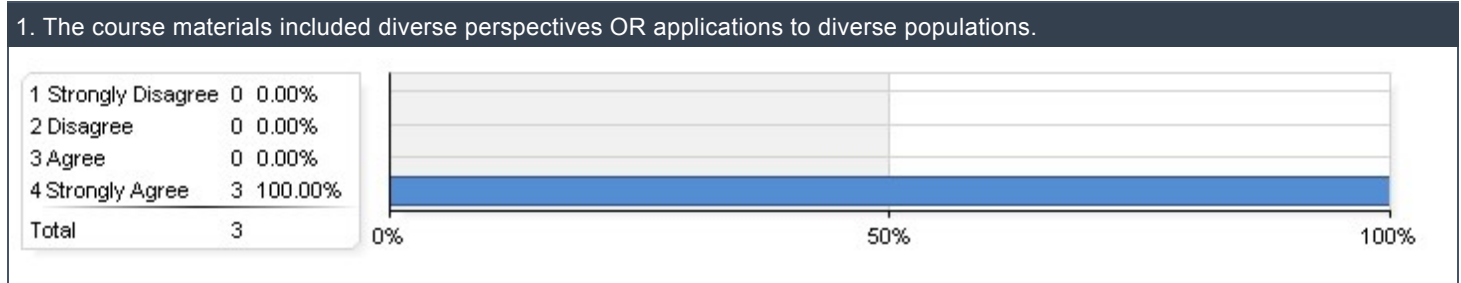
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	3	4.00	0.00
The instructor encouraged questioning and discussion of course topics from the students.	3	4.00	0.00
The instructor encouraged me to do my best work.	3	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

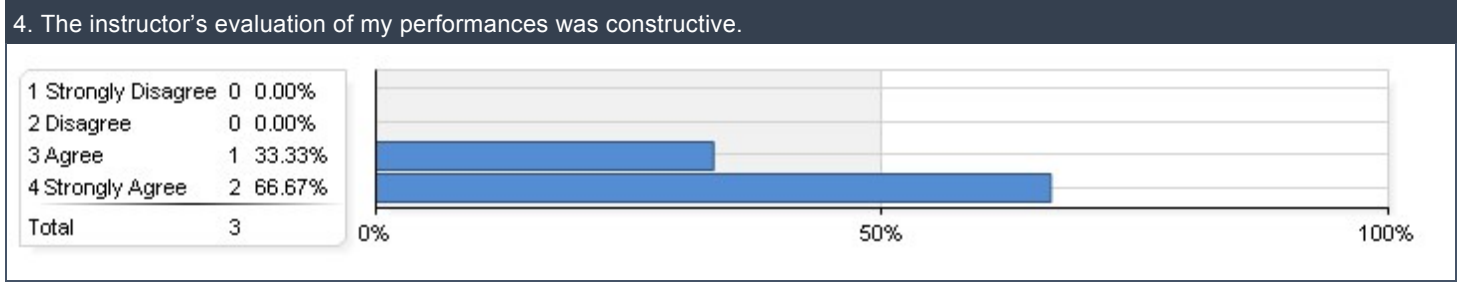
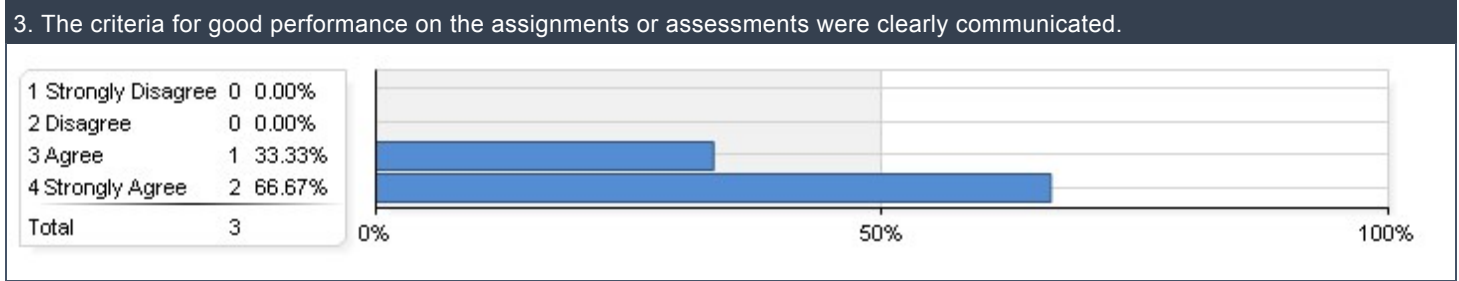
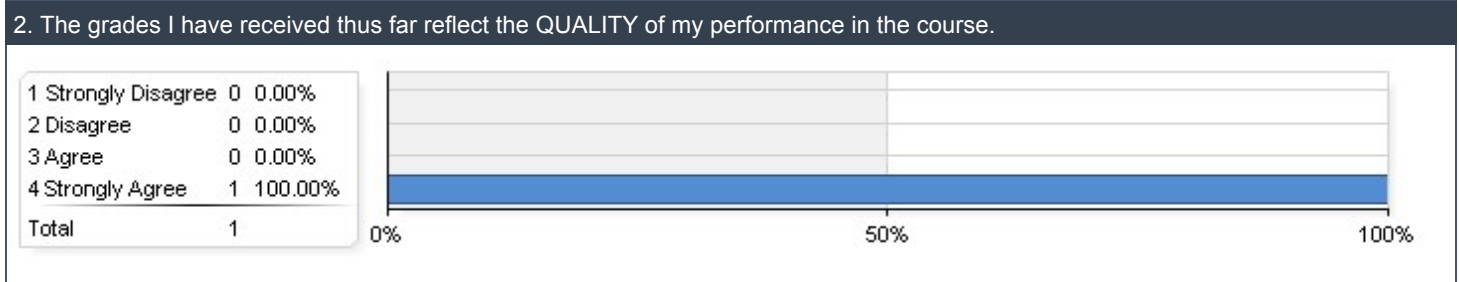
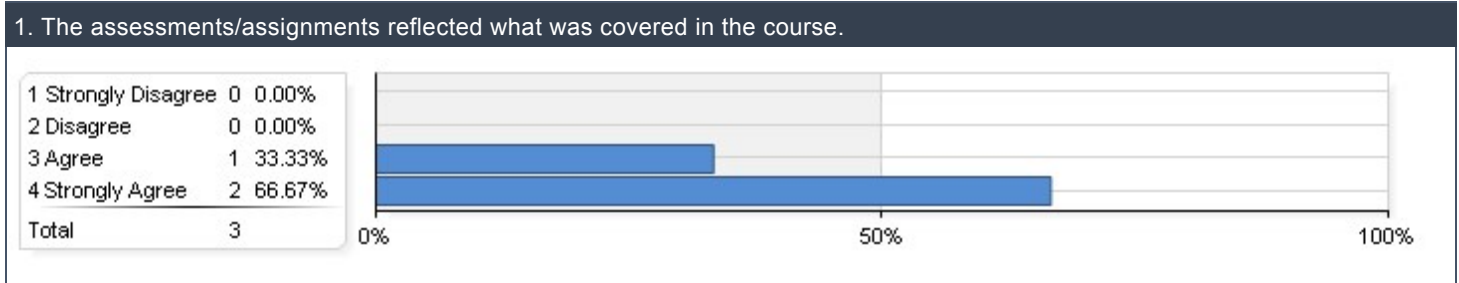
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	3	4.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	3	4.00	0.00
The instructor was receptive to the expression of diverse student viewpoints.	3	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences.	3	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	3	3.67	0.58
The grades I have received thus far reflect the QUALITY of my performance in the course.	1	4.00	N/A
The criteria for good performance on the assignments or assessments were clearly communicated.	3	3.67	0.58
The instructor's evaluation of my performances was constructive.	3	3.67	0.58

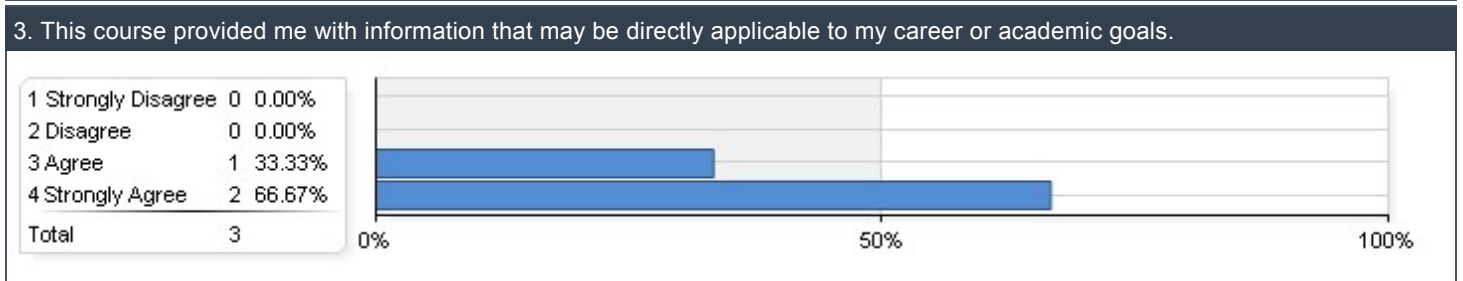
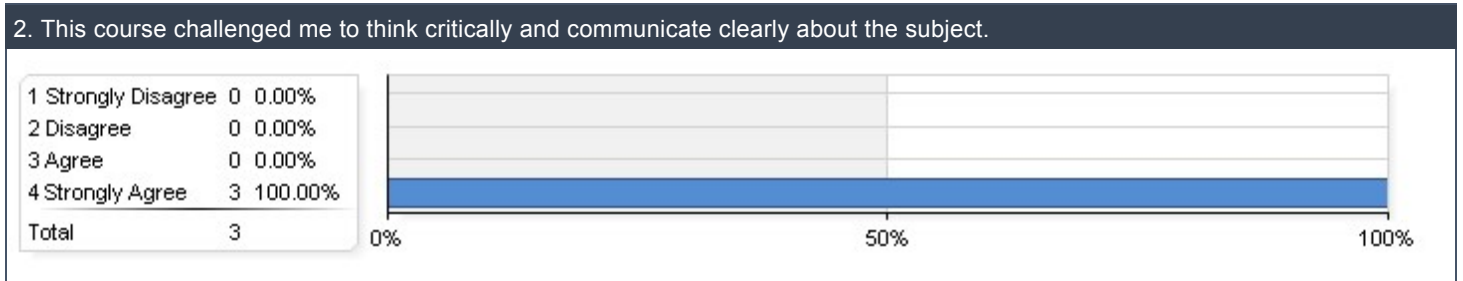
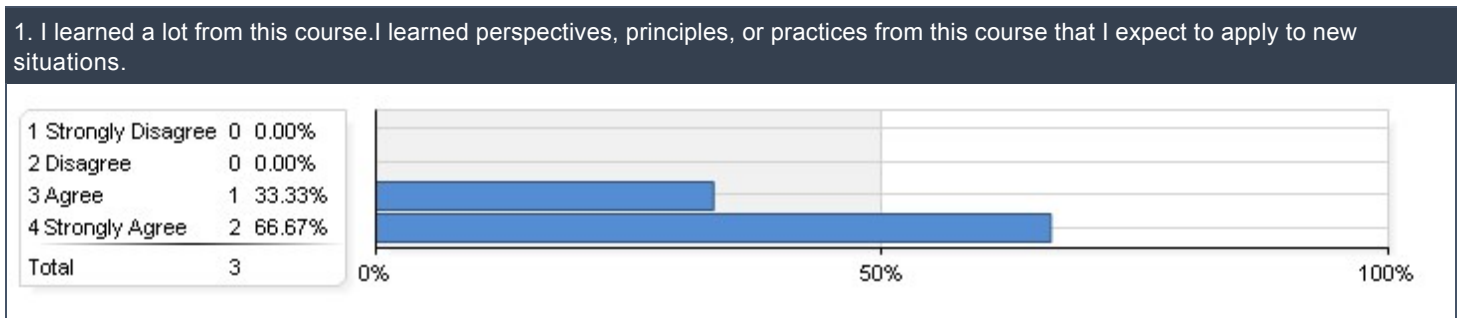




## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

	N	Mean	Std. Deviation
I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	3	3.67	0.58
This course challenged me to think critically and communicate clearly about the subject.	3	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	3	3.67	0.58



**Is there additional information or feedback that you would like to share with instructor Shieva Kleinschmidt?**

**Students**

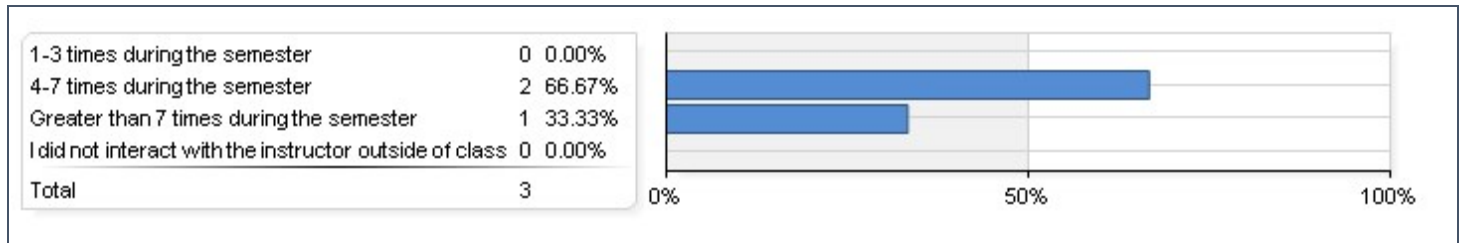
The course was excellent. I learn a lot about the topics it covered but also about other topics through the weekly assignments we had to do. Also, I really liked the idea of doing the paper in different stages. I've never had made so much progress in a paper by this time of the semester.

In future courses, since you intend this to be a regular introductory survey course, I think you should invite more guest lectures working on topics more different from mereology. For example, perhaps causation, personal identity, and more modality. I really enjoyed Gabriel and Jeff you should definitely get them back!

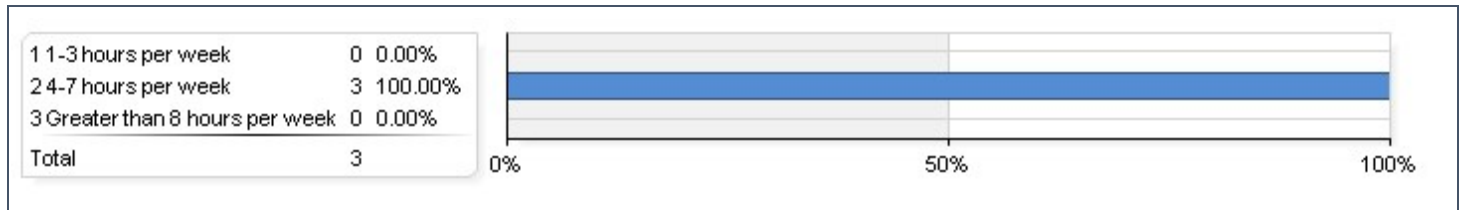
I also thought the reading assignments were a lot and it didnt make as much sense to me at the start of the semester until I figured out what I wanted to write for my term paper. Of course, perhaps you mean these to be more than just a road map to the final paper. One thought I had was, maybe at the first round, you can have a student each week to present on one of the readings of that week (i think the optional readings would be great since ppl perhaps didn't read them) instead of choosing their own, and you can also power through more of the mereology stuff quicker to leave more space for other topics in metaphysics. I think after one round ppl should have a better idea of what to read and write reading responses to, and it would also reduce some of the work.

## STUDENT ENGAGEMENT ANALYSIS

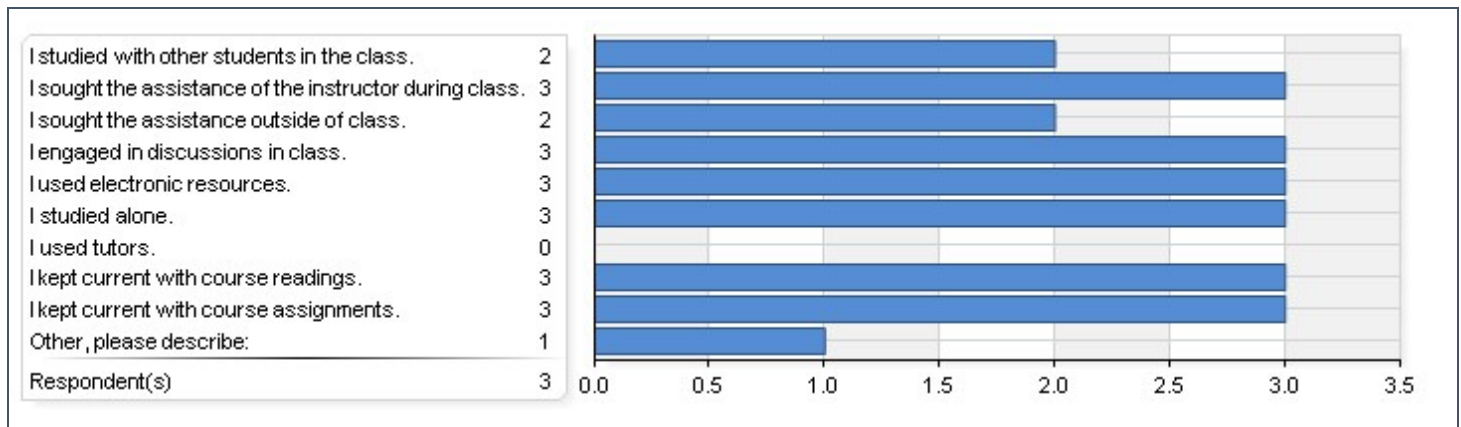
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



**Please describe the MOST valuable aspect(s) of this course.**

Comments
–Interesting topics and readings –Great lectures –Helpful assignments
That we were allowed to choose any topic in metaphysics. That guest lecturers came.
Most importantly: weekly presentations were fun.
The reading assignments later on really helped me to find relevant readings to my final paper. I'm a fellow slow reader so I really appreciate this!

**Please describe the LEAST valuable aspect(s) of this course.**

Comments
–I think I would have appreciated having some feedback on the assignments, at least to know whether I was doing ok
We spent too long on 3d-ism and 4d-ism which is pretty boring.
I thought everything was rly good! If I had to say one, I would say the student presentations sometimes lost me, it probably would be better if we had let's say two per class and leaving more time for you or guest lecturers. This would also reduce work a bit, and since this is anonymous, I can say that I heard more than one people complaining about the workload :D. Hope this and my previous idea about holding off on reading responses might help!



**USC** University of  
Southern California

Individual Report for Instructor Kleinschmidt  
(49649-20183 : PHIL-593 Teaching  
Philosophy (49649))

Project Title: **Learning Experience Evaluations - Fall 2018**

Project Audience: **8**

Responses Received: **7**

Response Ratio: **87.50%**

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Report Comments

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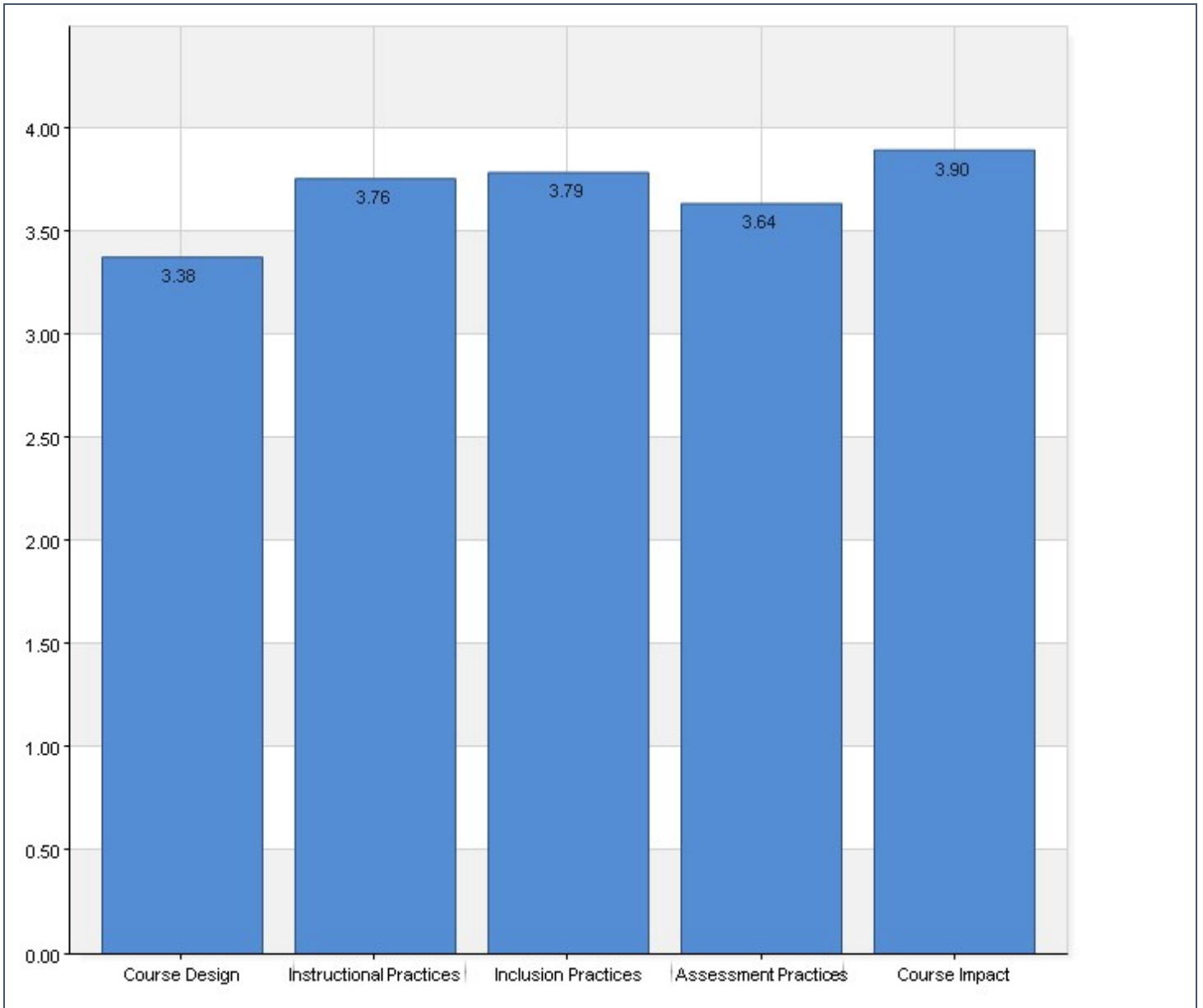
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Creation Date: **Tue, Dec 18, 2018**



## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.38	+/-0.80
Instructional Practices	3.76	+/-0.44
Inclusion Practices	3.79	+/-0.50
Assessment Practices	3.64	+/-0.63
Course Impact	3.90	+/-0.30

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	7	3.57	0.53
The course assignments were related to the course objectives.	7	3.71	0.49
I understood what was expected of me in this course.	7	2.86	1.07

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	7	3.71	0.49
The instructor encouraged questioning and discussion of course topics from the students.	7	3.86	0.38
The instructor encouraged me to do my best work.	7	3.71	0.49

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	7	3.86	0.38
The instructor used a variety of teaching approaches to meet the needs of all students.	7	3.57	0.79
The instructor was receptive to the expression of diverse student viewpoints.	7	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences.	7	3.71	0.49

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	7	3.86	0.38
The grades I have received thus far reflect the QUALITY of my performance in the course.	6	3.83	0.41
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.14	0.90
The instructor's evaluation of my performances was constructive.	7	3.71	0.49

**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned a lot from this course. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	7	4.00	0.00
This course challenged me to think critically and communicate clearly about the subject.	7	3.86	0.38
This course provided me with information that may be directly applicable to my career or academic goals.	7	3.86	0.38

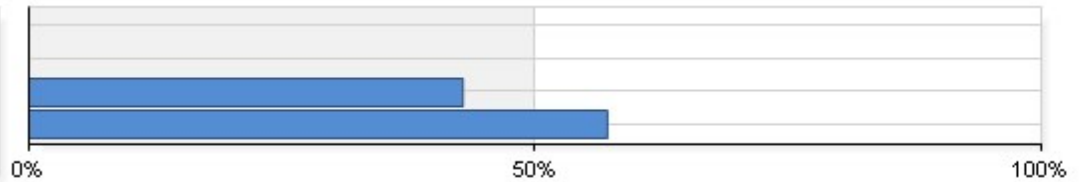
## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	7	3.57	0.53
The course assignments were related to the course objectives.	7	3.71	0.49
I understood what was expected of me in this course.	7	2.86	1.07

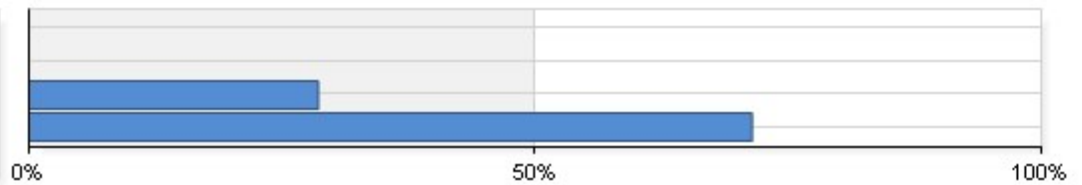
#### 1. The course objectives were well explained.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	3	42.86%
4 Strongly Agree	4	57.14%
<b>Total</b>	<b>7</b>	



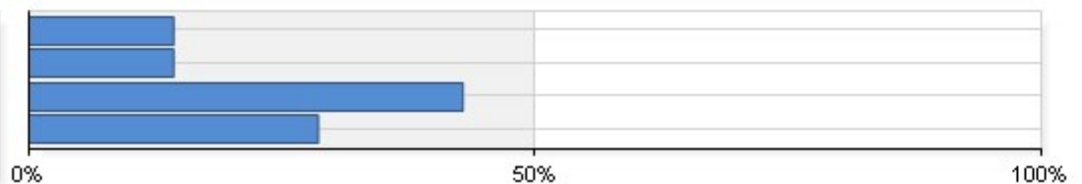
#### 2. The course assignments were related to the course objectives.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	2	28.57%
4 Strongly Agree	5	71.43%
<b>Total</b>	<b>7</b>	



#### 3. I understood what was expected of me in this course.

1 Strongly Disagree	1	14.29%
2 Disagree	1	14.29%
3 Agree	3	42.86%
4 Strongly Agree	2	28.57%
<b>Total</b>	<b>7</b>	

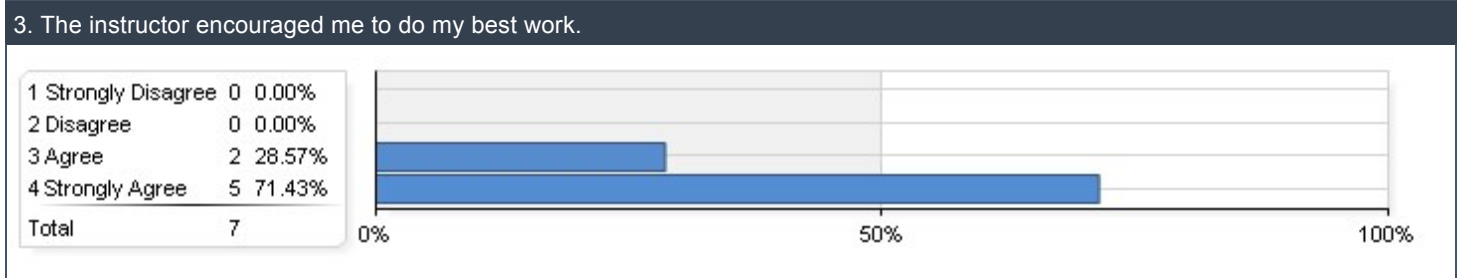
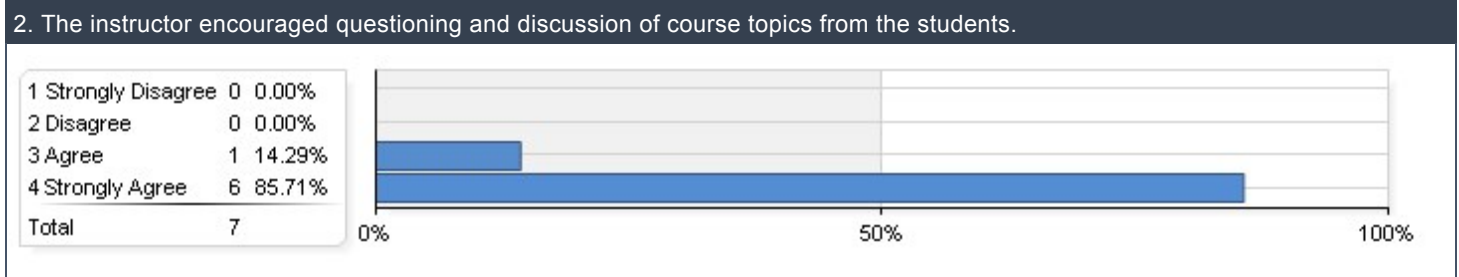
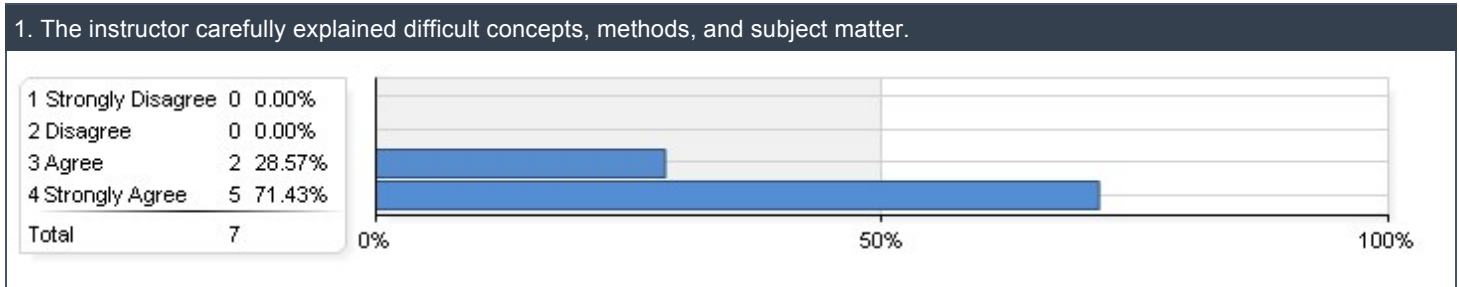




## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

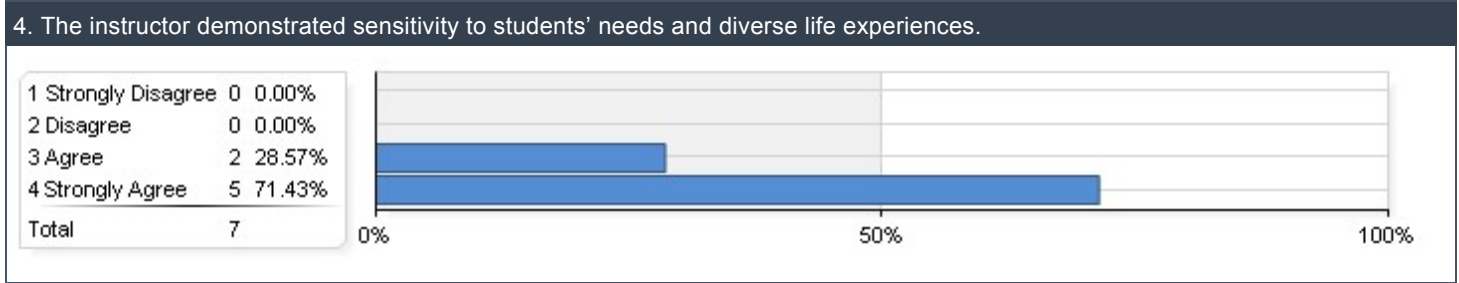
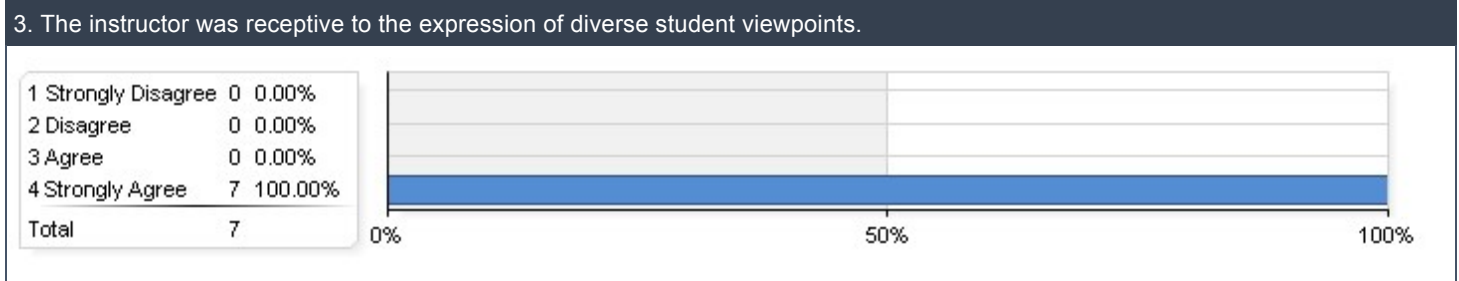
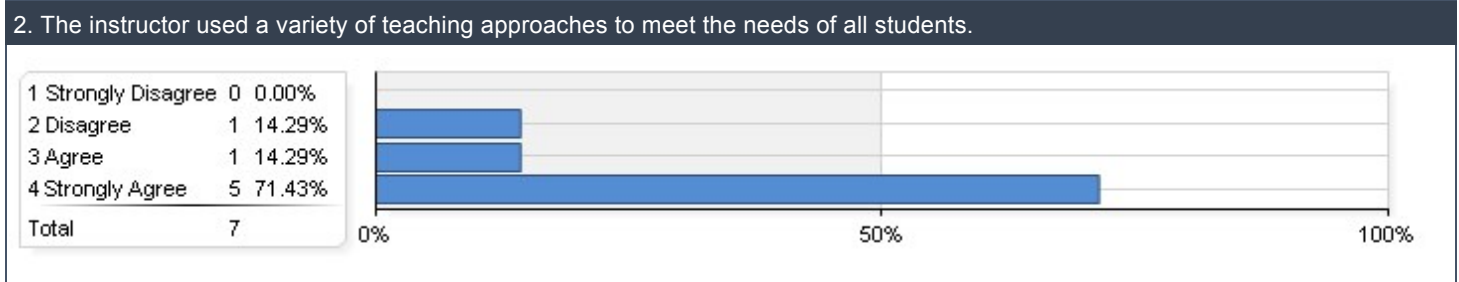
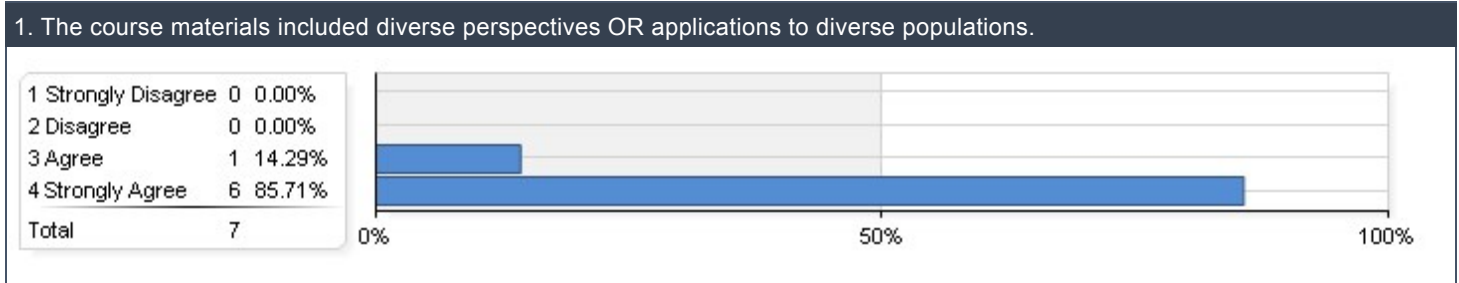
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	7	3.71	0.49
The instructor encouraged questioning and discussion of course topics from the students.	7	3.86	0.38
The instructor encouraged me to do my best work.	7	3.71	0.49



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

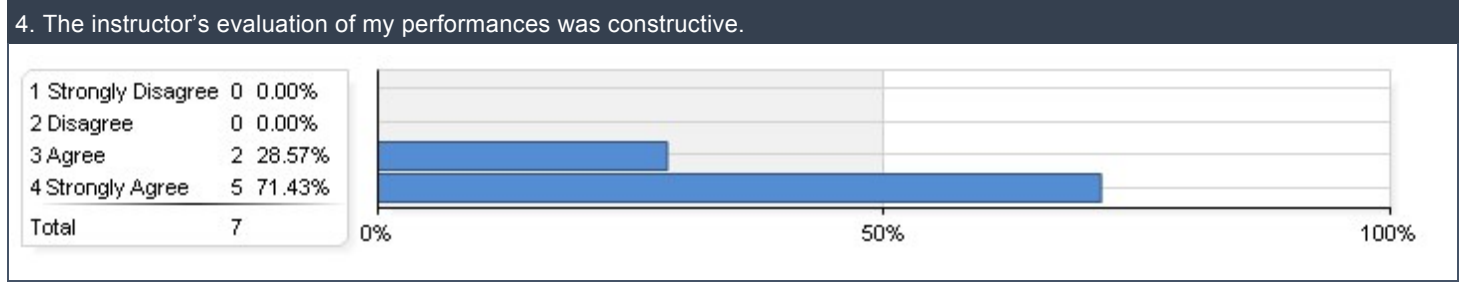
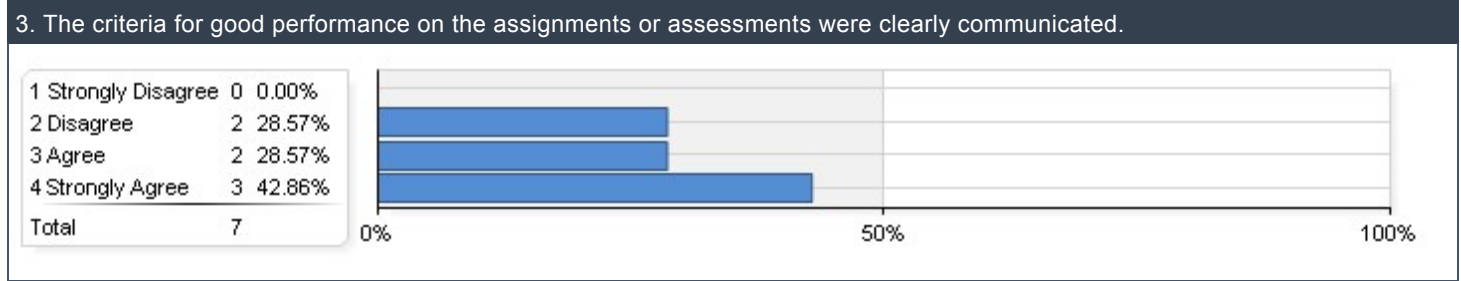
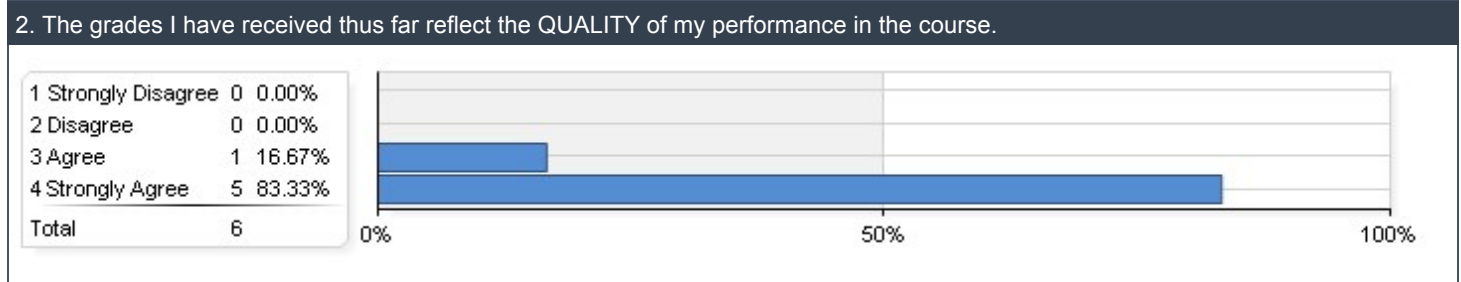
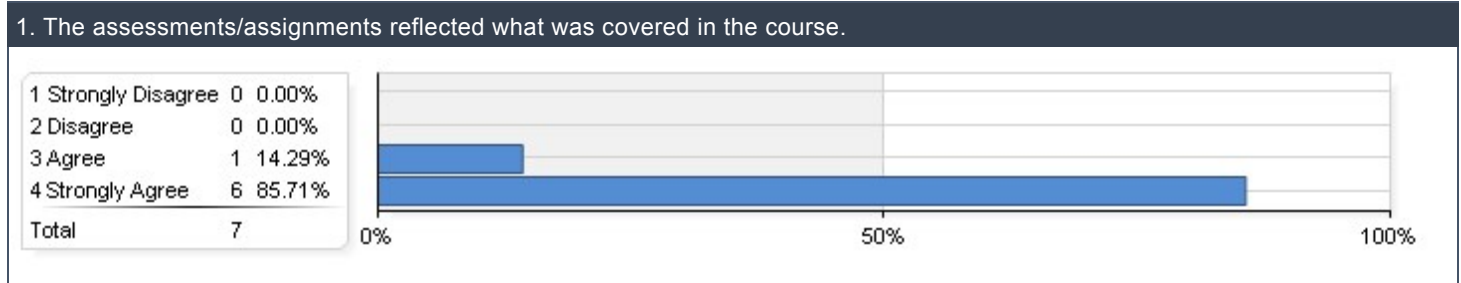
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	7	3.86	0.38
The instructor used a variety of teaching approaches to meet the needs of all students.	7	3.57	0.79
The instructor was receptive to the expression of diverse student viewpoints.	7	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences.	7	3.71	0.49



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

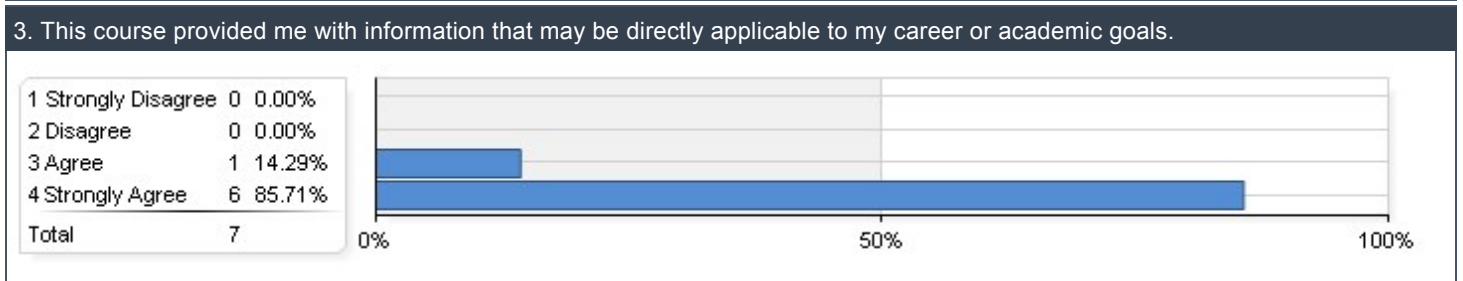
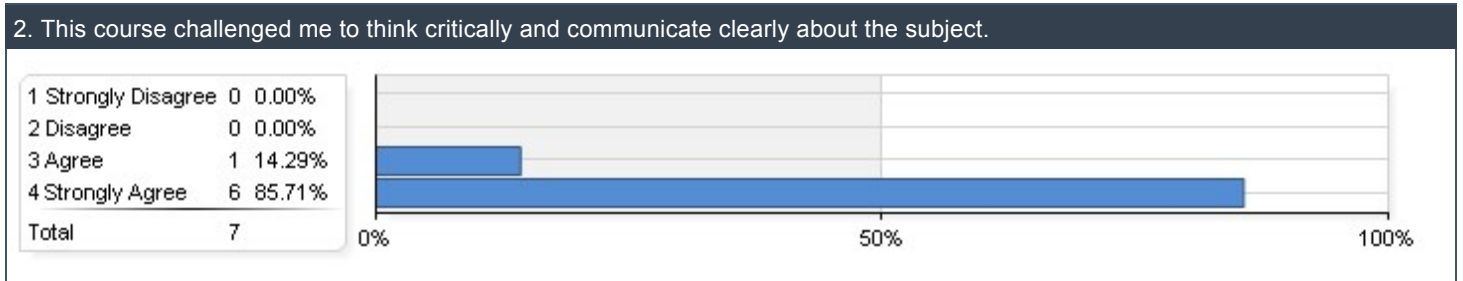
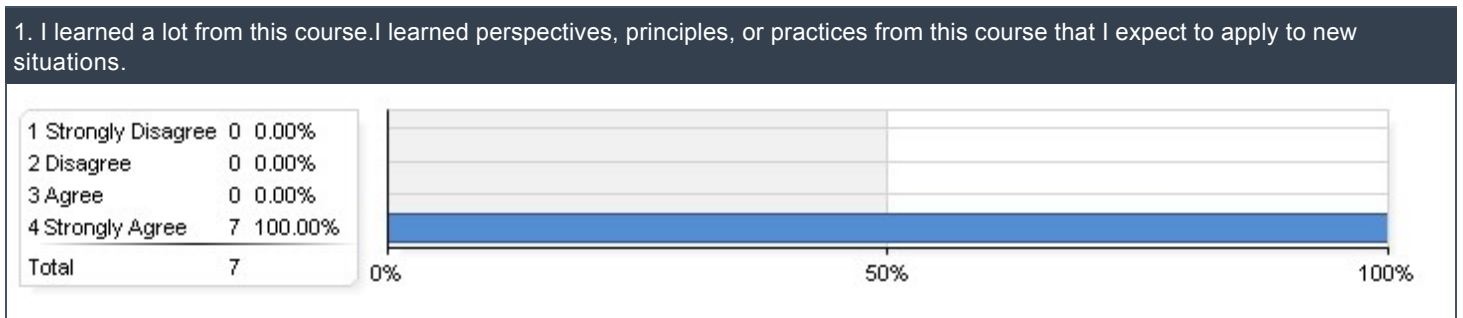
	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	7	3.86	0.38
The grades I have received thus far reflect the QUALITY of my performance in the course.	6	3.83	0.41
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.14	0.90
The instructor's evaluation of my performances was constructive.	7	3.71	0.49



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

	N	Mean	Std. Deviation
I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	7	4.00	0.00
This course challenged me to think critically and communicate clearly about the subject.	7	3.86	0.38
This course provided me with information that may be directly applicable to my career or academic goals.	7	3.86	0.38



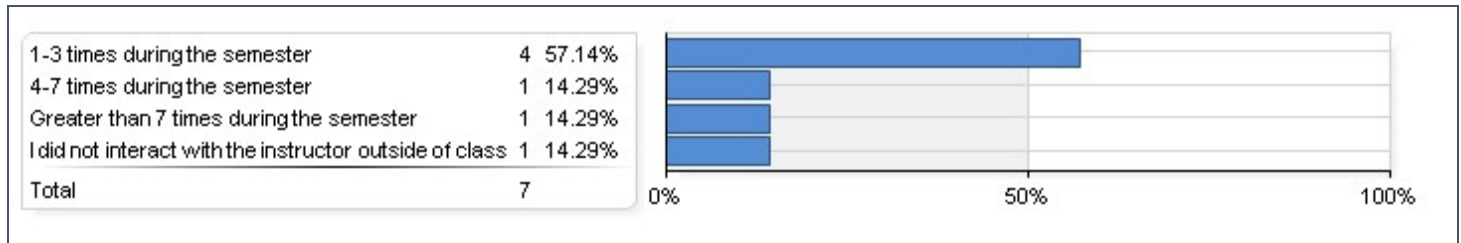
**Is there additional information or feedback that you would like to share with instructor Shieva Kleinschmidt?**

Students

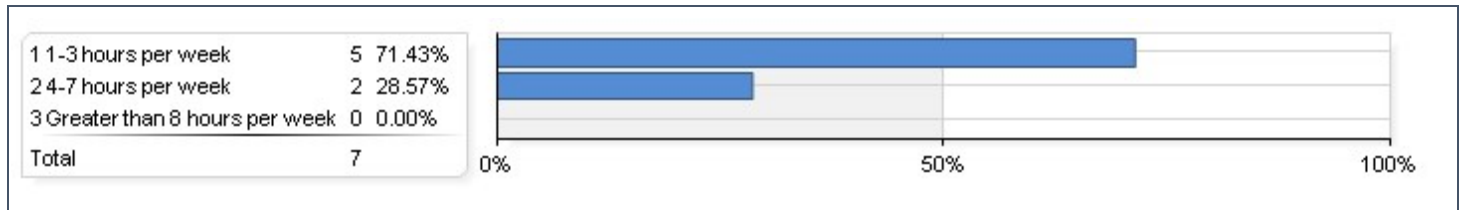
Some material not immediately relevant for second years. Would prefer more check-ins. Sometimes the sessions seemed a bit "preachy". ALLY training was good, but disabilities discussion was kind of pointless. We could have been more efficient and taken far less time to cover some topics. I'm not sure that what was learned is commensurate with the time/effort cost.

## STUDENT ENGAGEMENT ANALYSIS

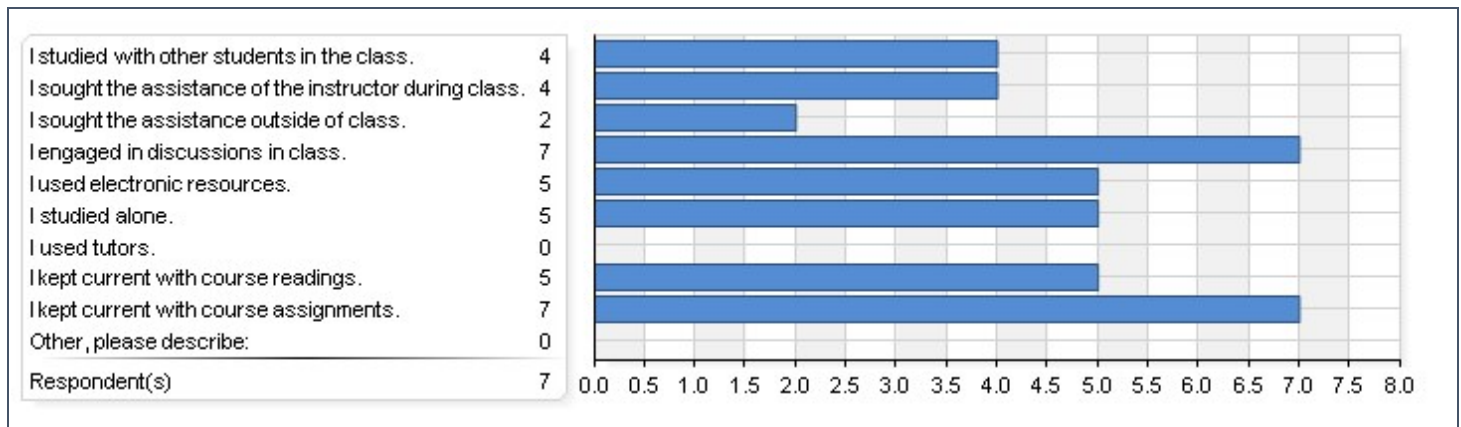
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



**Please describe the MOST valuable aspect(s) of this course.**

Comments
-Both instructors did an excellent job preparing activities and assignments that were helpful for us
That it provided a supportive environment for first-time TAs. Presentation of helpful teaching strategies by both instructors and my peers. Learning how to think like a teacher was especially rewarding.
It gave me the tools and insight I needed to make improvements to my teaching.
Nice to start thinking about job market stuff.
Assignment/Grading discussion

**Please describe the LEAST valuable aspect(s) of this course.**

Comments
Some of the homework assignments that were job market oriented (teaching statement, designing a syllabus) felt to me like they took too much time with minimal short-term benefit. It isn't that I think these activities aren't valuable. Rather, my concern is that they contributed to everyone's stress and might be better placed during second semester of second year or later in the program. After all, this is a required two-credit course that we took while teaching for the first time, taking two full seminars, and working on second-year review.
It was sometimes rather difficult to manage time-wise with all our other responsibilities this semester.
Too demanding for what it was.
The book



**USC** University of  
Southern California

Individual Report for Instructor Kleinschmidt  
(49526-20193 : PHIL-360 Epistemology  
and Metaphysics (49526))

Project Title: **Learning Experience Evaluations - Fall 2019**

Courses Audience: **33**  
Responses Received: **10**  
Response Ratio: **30.30%**

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Report Comments

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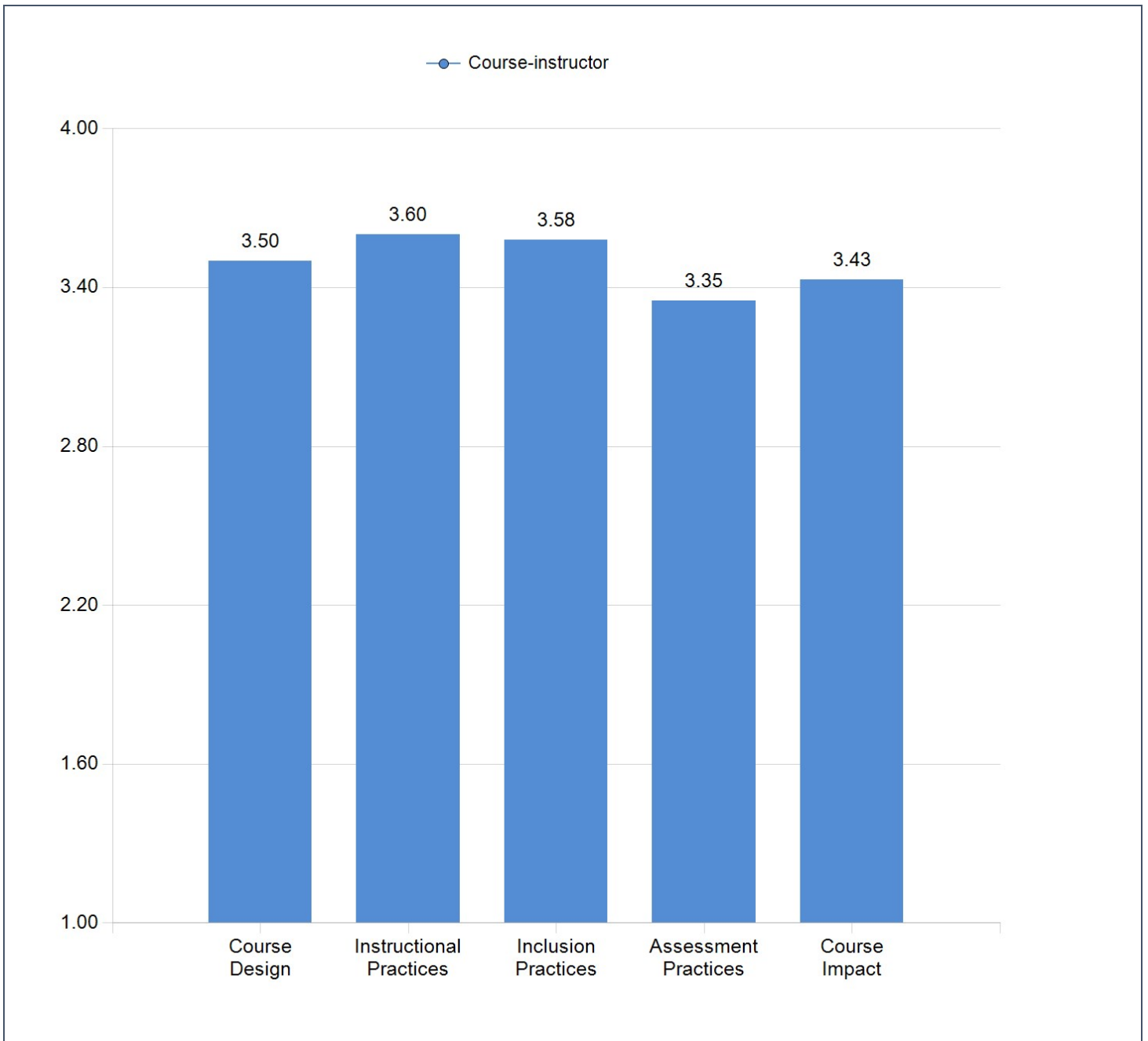
Creation Date: **Thursday, January 16, 2020**





## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.50	+/-0.82
Instructional Practices	3.60	+/-0.62
Inclusion Practices	3.58	+/-0.59
Assessment Practices	3.35	+/-0.86
Course Impact	3.43	+/-0.94

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	10	3.60	0.70
The course assignments were related to the course objectives.	10	3.40	0.97
I understood what was expected of me in this course.	10	3.50	0.85

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	10	3.50	0.71
The instructor encouraged me to do my best work.	10	3.60	0.52
The instructor encouraged questioning and discussion of course topics from the students	10	3.70	0.67

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	10	3.70	0.48
The instructor used a variety of teaching approaches to meet the needs of all students.	10	3.40	0.70
The instructor was receptive to the expression of diverse student viewpoints	10	3.60	0.70
The instructor demonstrated sensitivity to students' needs and diverse life experiences	10	3.60	0.52

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	10	3.30	0.82
The grades I have received thus far reflect the QUALITY of my performance in the course.	10	3.40	0.84
The criteria for good performance on the assignments or assessments were clearly communicated.	10	3.20	1.14
The instructor's evaluation of my performances was constructive.	10	3.50	0.71

**COURSE IMPACT**

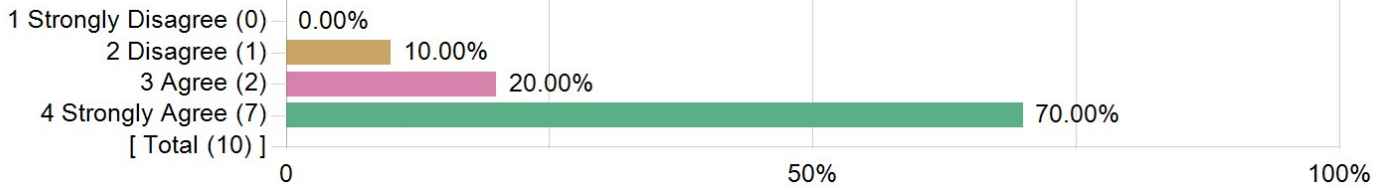
	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	10	3.40	0.84
This course challenged me to think critically and communicate clearly about the subject.	10	3.50	0.97
This course provided me with information that may be directly applicable to my career or academic goals.	10	3.40	1.07

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

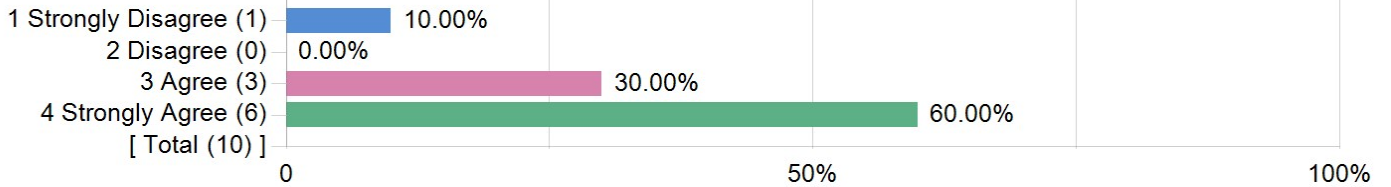
### COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	10	3.60	0.70
The course assignments were related to the course objectives.	10	3.40	0.97
I understood what was expected of me in this course.	10	3.50	0.85

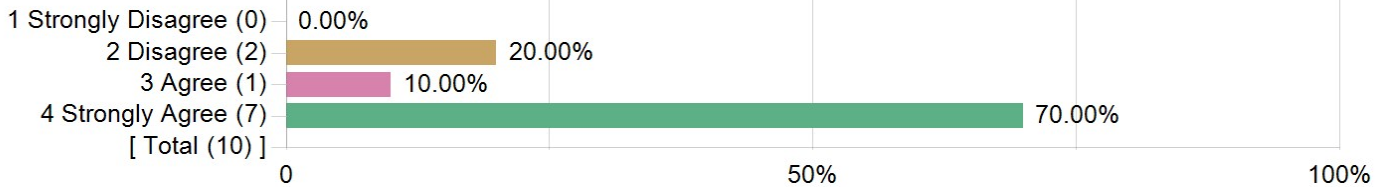
#### 1. The course objectives were well explained.



#### 2. The course assignments were related to the course objectives.



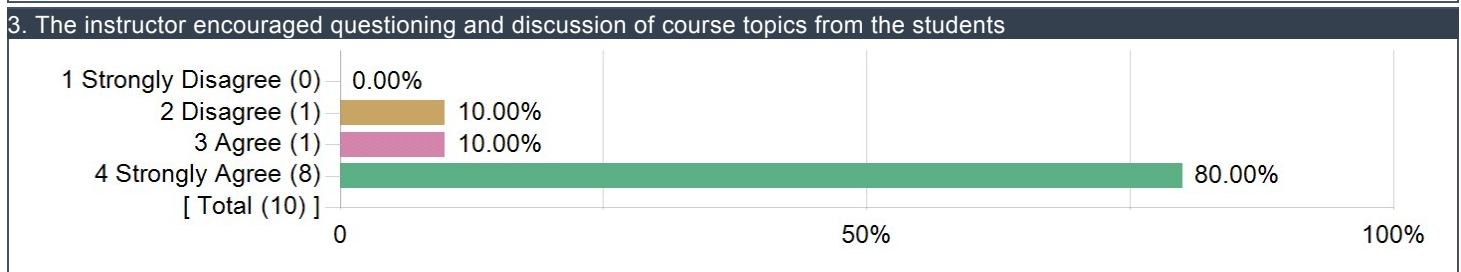
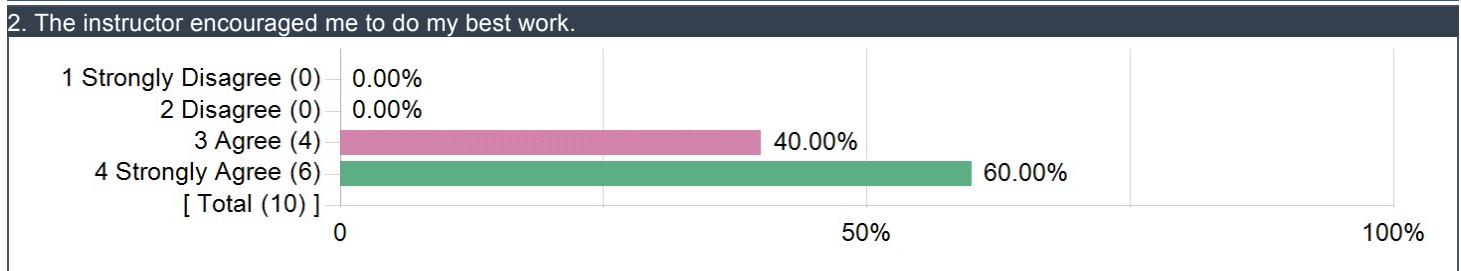
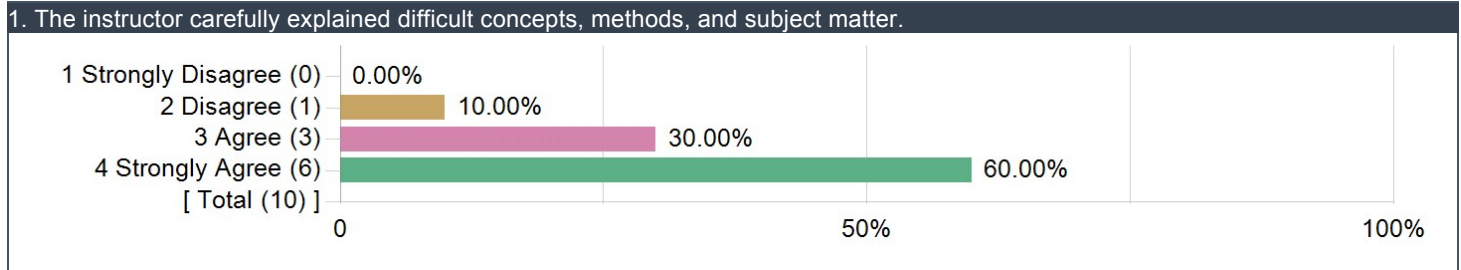
#### 3. I understood what was expected of me in this course.



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	10	3.50	0.71
The instructor encouraged me to do my best work.	10	3.60	0.52
The instructor encouraged questioning and discussion of course topics from the students	10	3.70	0.67

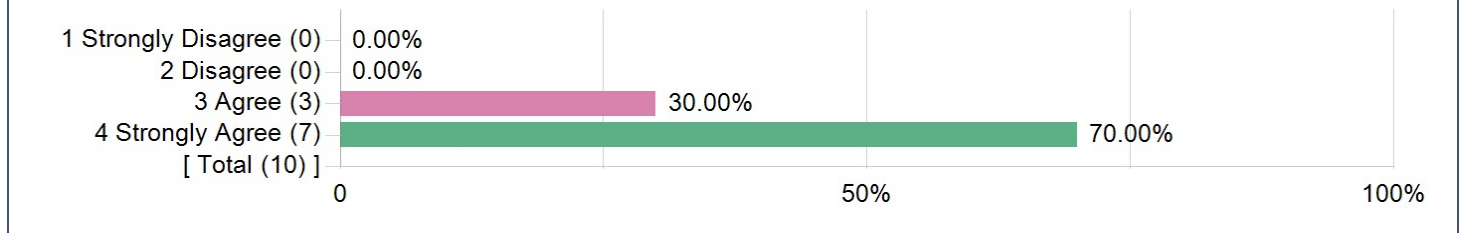


## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

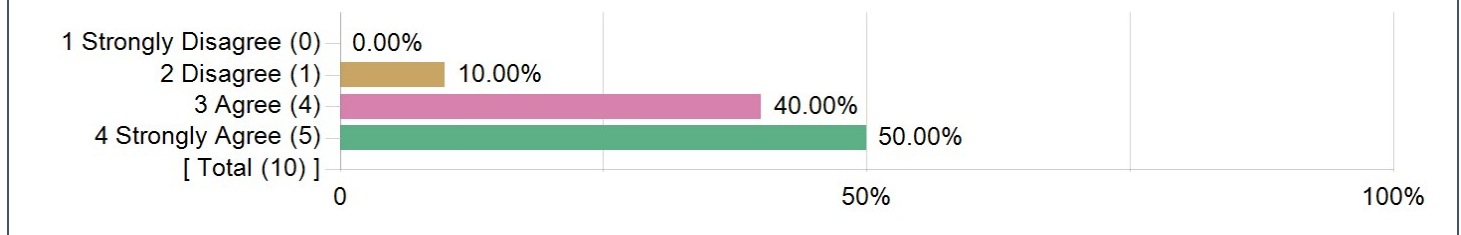
### INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	10	3.70	0.48
The instructor used a variety of teaching approaches to meet the needs of all students.	10	3.40	0.70
The instructor was receptive to the expression of diverse student viewpoints	10	3.60	0.70
The instructor demonstrated sensitivity to students' needs and diverse life experiences	10	3.60	0.52

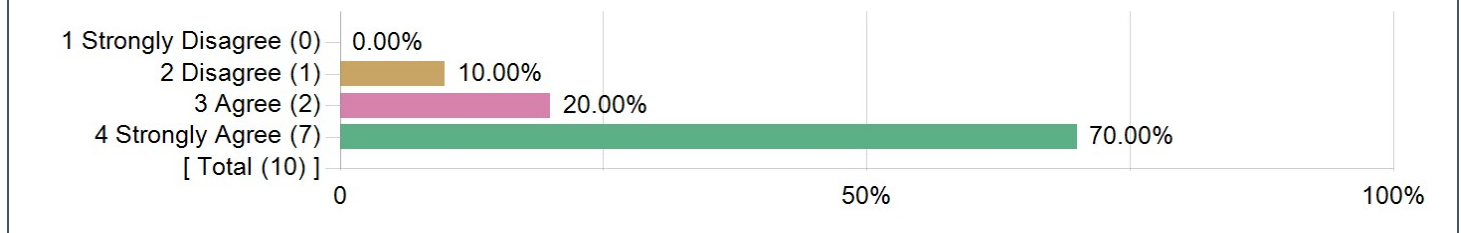
#### 1. The course materials included diverse perspectives OR applications to diverse populations.



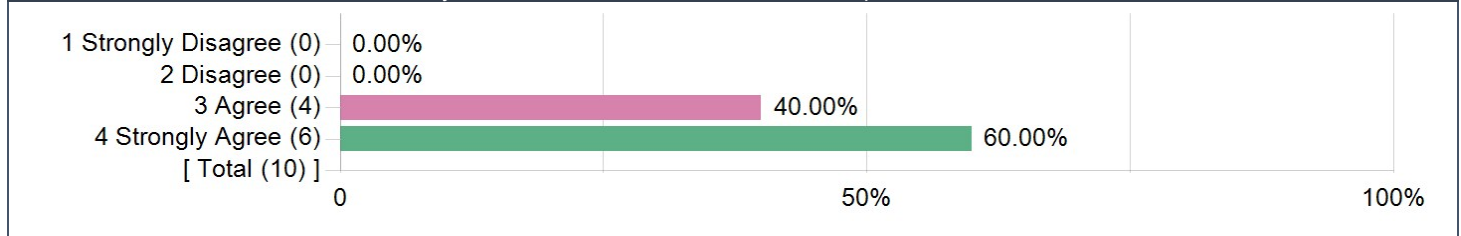
#### 2. The instructor used a variety of teaching approaches to meet the needs of all students.



#### 3. The instructor was receptive to the expression of diverse student viewpoints



#### 4. The instructor demonstrated sensitivity to students' needs and diverse life experiences

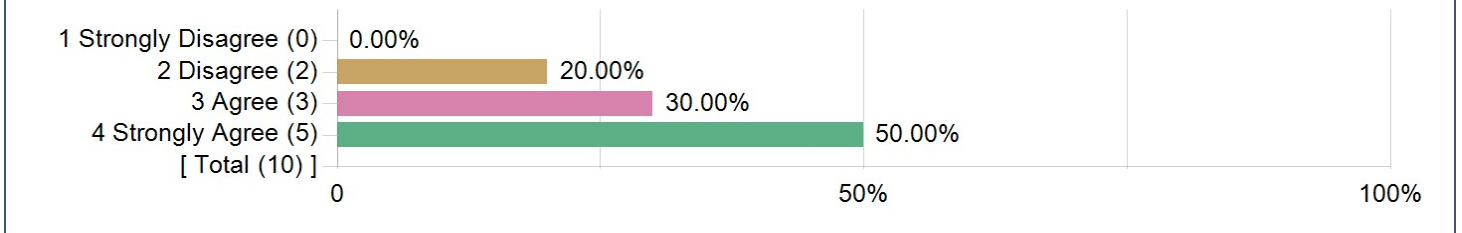


## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

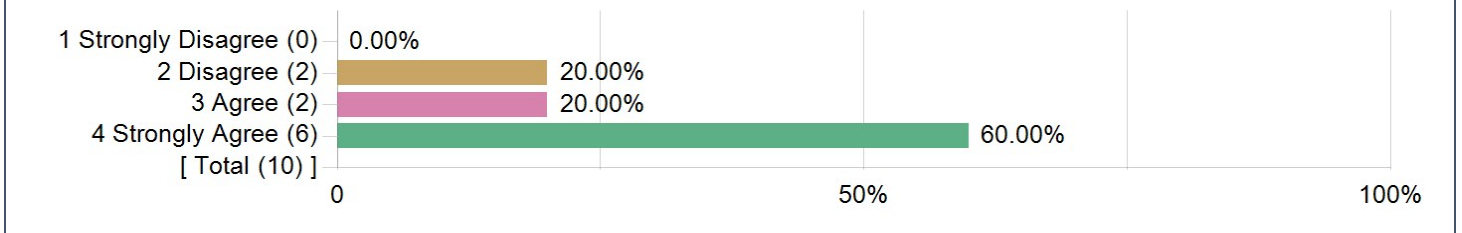
### ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	10	3.30	0.82
The grades I have received thus far reflect the QUALITY of my performance in the course.	10	3.40	0.84
The criteria for good performance on the assignments or assessments were clearly communicated.	10	3.20	1.14
The instructor's evaluation of my performances was constructive.	10	3.50	0.71

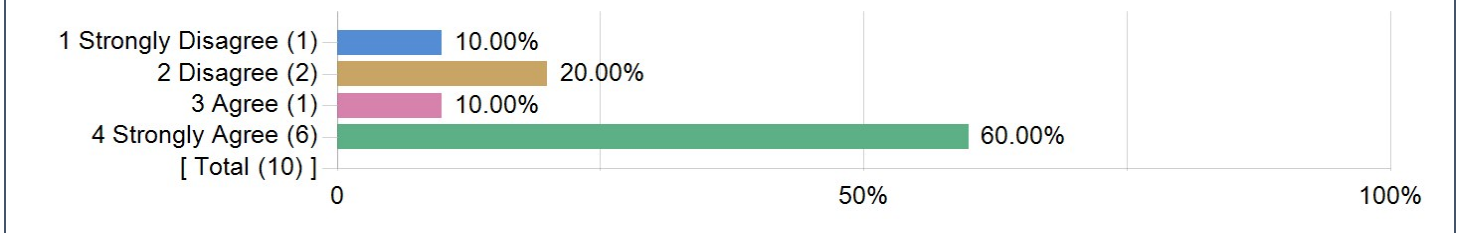
#### 1. The assessments/assignments reflected what was covered in the course.



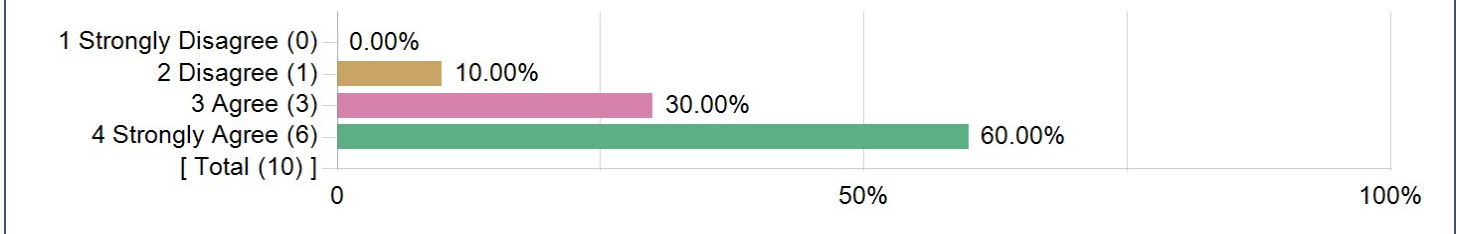
#### 2. The grades I have received thus far reflect the QUALITY of my performance in the course.



#### 3. The criteria for good performance on the assignments or assessments were clearly communicated.



#### 4. The instructor's evaluation of my performances was constructive.

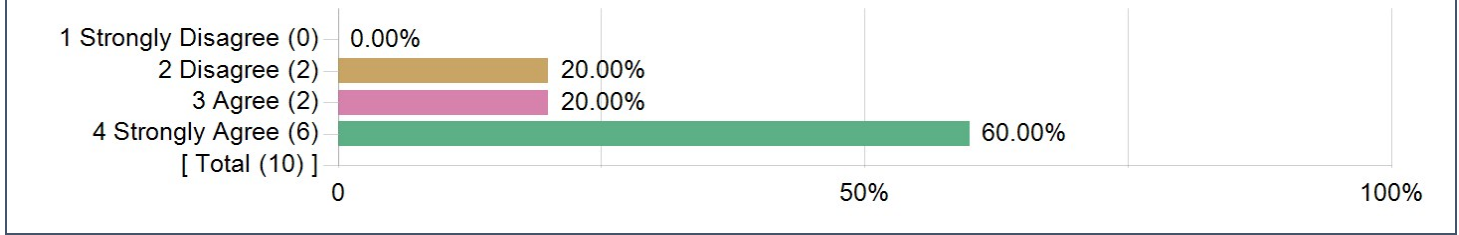


## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

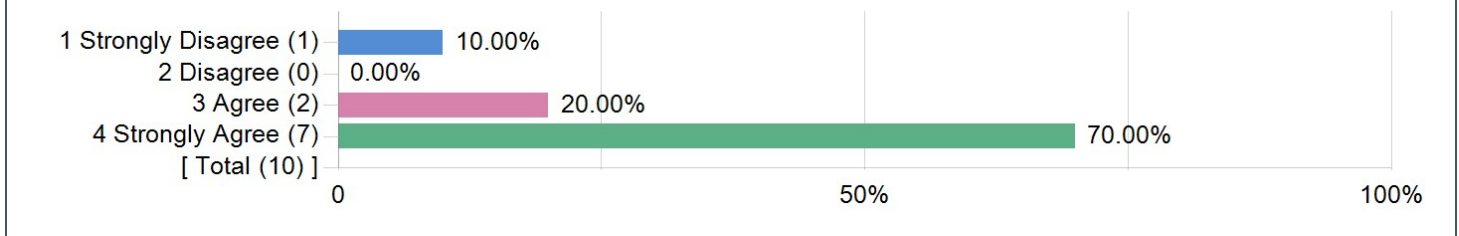
### COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	10	3.40	0.84
This course challenged me to think critically and communicate clearly about the subject.	10	3.50	0.97
This course provided me with information that may be directly applicable to my career or academic goals.	10	3.40	1.07

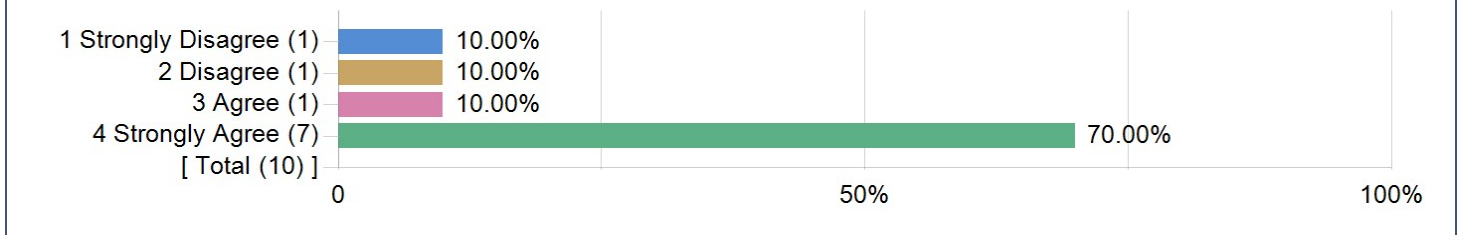
#### 1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



#### 2. This course challenged me to think critically and communicate clearly about the subject.



#### 3. This course provided me with information that may be directly applicable to my career or academic goals.



**If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.**

Students

I think there were several assignments that were not necessary and did not provide a better understanding of the course curriculum. The main one of these would be the creative project, which didn't seem applicable to the subject. I did not see a reason why we needed to show a metaphysical concept in a painting or pictures or video when we were already working on a final 10-page analytical research paper at the same time. I think creative projects can be a way to show a persons knowledge of information learned, but I don't think metaphysics is one of those subjects that can be helped by it.



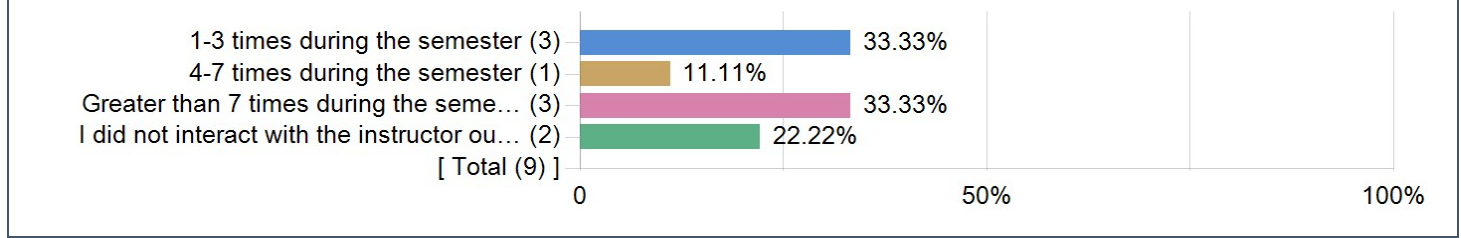
**Is there additional information or feedback that you would like to share with instructor Shieva Kleinschmidt ?**

Students
I had the best time in this course. I am so glad I was able to get in even though the course was closed, because this was hands down the best course/ professor I've had during my time at USC. Professor Kleinschmidt was the perfect instructor in every way. Understanding, helpful, knowledgeable, and perpetually in a good mood. Negativity was never present in her classroom, and as a result coming to class was more of a privilege than a responsibility. I just Professor Kleinschmidt would teach some education classes because she has philosophy teaching COMPLETELY figured out! I couldn't overstate how awesome she was if I tried
I really enjoyed the use of worksheets in the class because it provided an easy to follow, step by step explanation of some difficult concepts. Topics in class were abstract but relevant to real life, especially towards the end of the semester and. Very thought provoking content!
No; she was an absolute pleasure to have as a professor. It was our privilege to learn from her.
Lectures were consistently clear and engaging :)
The classroom dynamic occasionally felt "off" (which is more dependent on the students than the professor). But maybe there could have been more done early on to model and practice what healthy philosophical dialectic looks like, difference between discussion/debate, shutting us down sooner when off-topic, etc.
An absolutely wonderful professor.

## STUDENT ENGAGEMENT ANALYSIS

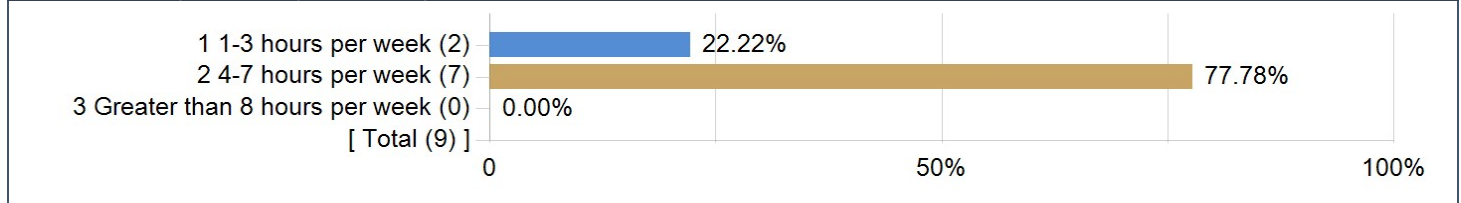
### Number of Instructor Interactions Outside of Class

1. Approximately how many times did you interact with instructor Shieva Kleinschmidt outside of class? (e.g., via email, office hours)

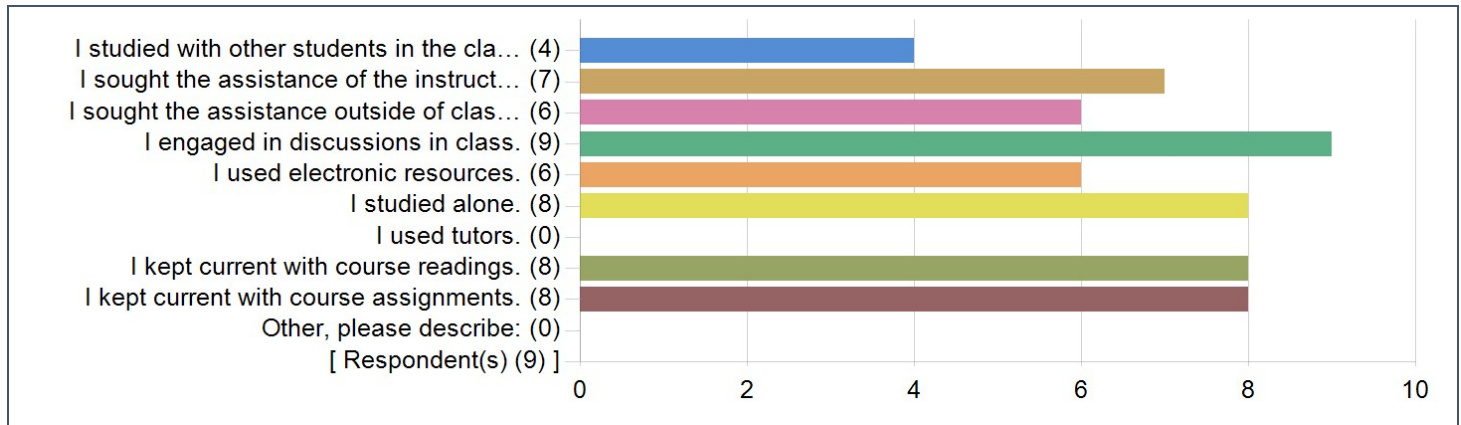


### Approximately how many hours did you spend on coursework outside of the classroom?

1. Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



**Please describe the MOST valuable aspect(s) of this course.**

Comments
All of it! The handout based teaching if I had to pick one element was game changing. It encouraged participation in class, and afterward the handouts provided an amazing learning resource for revisiting the material.
Topics and content were relevant to contemporary issues, instructor did well in explaining complex subjects and was very accommodating to all students.
Learning how to separate metaphysical discussion from moral philosophical discussion.
The amount of feedback on the final paper draft was really helpful/appreciated.
I learned the basics of metaphysics and how to create an intricate philosophical argument.
Professor Kleinschmidt's enthusiasm
The most valuable aspect of the course was the handout and in-class discussion. This is because the handout gave us a clear and concise explanation of the complicated course material and the in-class discussion allowed us to have any questions or confusions answered.

**Please describe the LEAST valuable aspect(s) of this course.**

Comments
Can't think of one
I would have preferred to spend more time on more interesting topics that were on the schedule for the end of the semester.
Some of the tangents that were entertained during lecture and which would at times take up a large portion of the class.
In general, would appreciate assignments to lean on cultivating a consistent writing practice rather than having most assignments be based on in-class worksheets or early preparation for the final paper. Maybe additional small papers earlier on in the semester? This would prevent people from being taken off guard by the grading standards on the final paper draft.
N/A
The least valuable aspect of the class would be the creative project, which doesn't seem applicable to this subject and is given at a time when we already have a final ten page analytical paper due in the class at the same time and when we have other major projects and finals during the week we would be working on it.

Project Title: **Learning Experience Evaluations - Spring 2020**

Courses Audience: **13**  
Responses Received: **1**  
Response Ratio: **7.69%**

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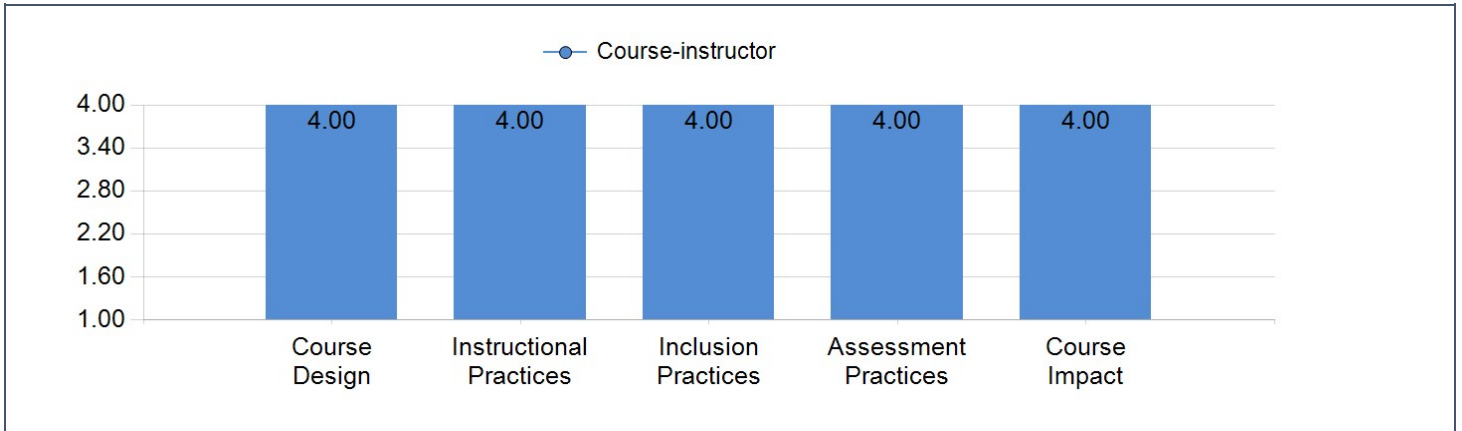
## Report Comments

**This semester's summary scores reflect a shift to online instruction the week of March 16th.**

**Please download and save a PDF copy of this report**

## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	4.00	+/-0.00
Instructional Practices	4.00	+/-0.00
Inclusion Practices	4.00	+/-0.00
Assessment Practices	4.00	+/-0.00
Course Impact	4.00	+/-0.00

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	1	4.00	N/A
The course assignments were related to the course objectives.	1	4.00	N/A
I understood what was expected of me in this course.	1	4.00	N/A

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	1	4.00	N/A
The instructor encouraged me to do my best work.	1	4.00	N/A
The instructor encouraged questioning and discussion of course topics from the students	1	4.00	N/A

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	1	4.00	N/A
The instructor used a variety of teaching approaches to meet the needs of all students.	1	4.00	N/A
The instructor was receptive to the expression of diverse student viewpoints	1	4.00	N/A
The instructor demonstrated sensitivity to students' needs and diverse life experiences	1	4.00	N/A

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	1	4.00	N/A
The grades I have received thus far reflect the QUALITY of my performance in the course.	1	4.00	N/A
The criteria for good performance on the assignments or assessments were clearly communicated.	1	4.00	N/A
The instructor's evaluation of my performances was constructive.	1	4.00	N/A

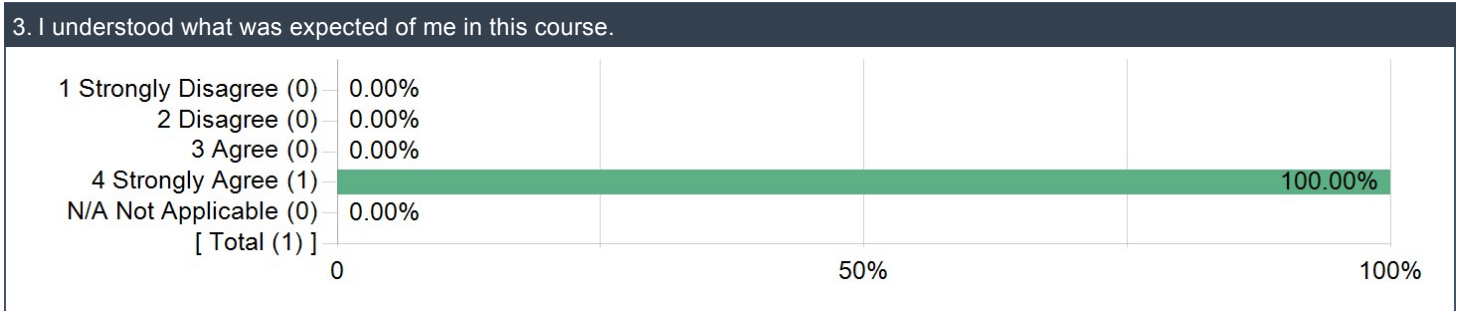
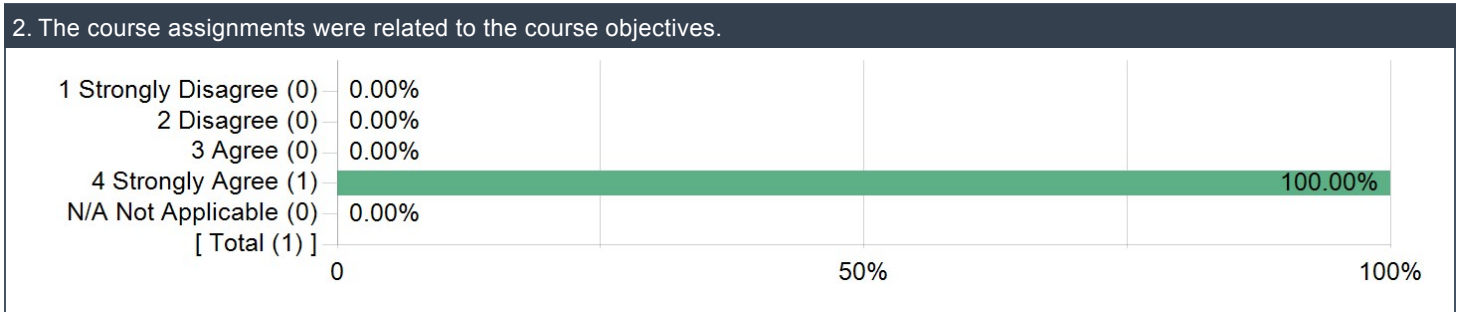
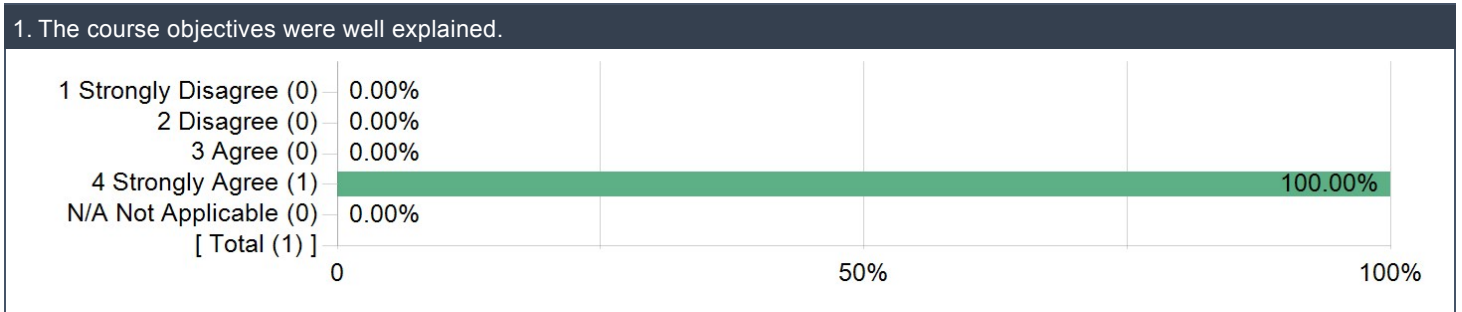
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	1	4.00	N/A
This course challenged me to think critically and communicate clearly about the subject.	1	4.00	N/A
This course provided me with information that may be directly applicable to my career or academic goals.	1	4.00	N/A

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

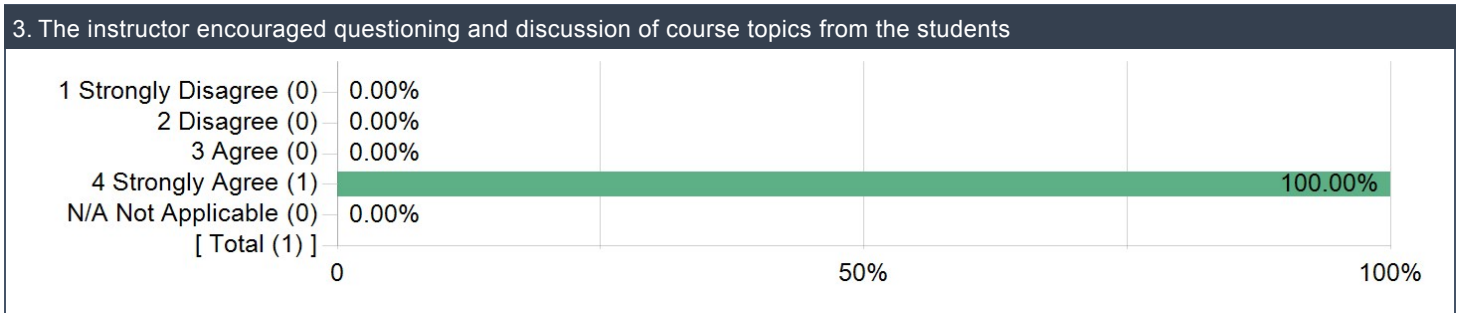
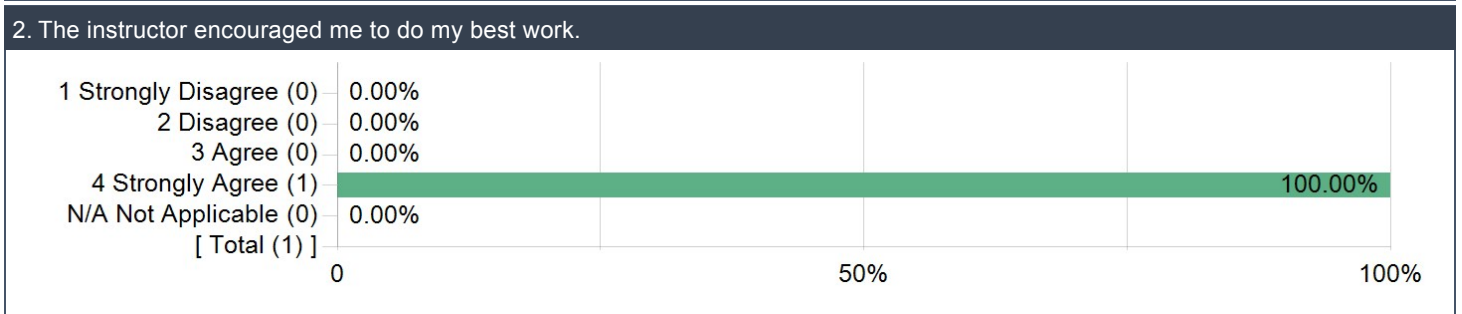
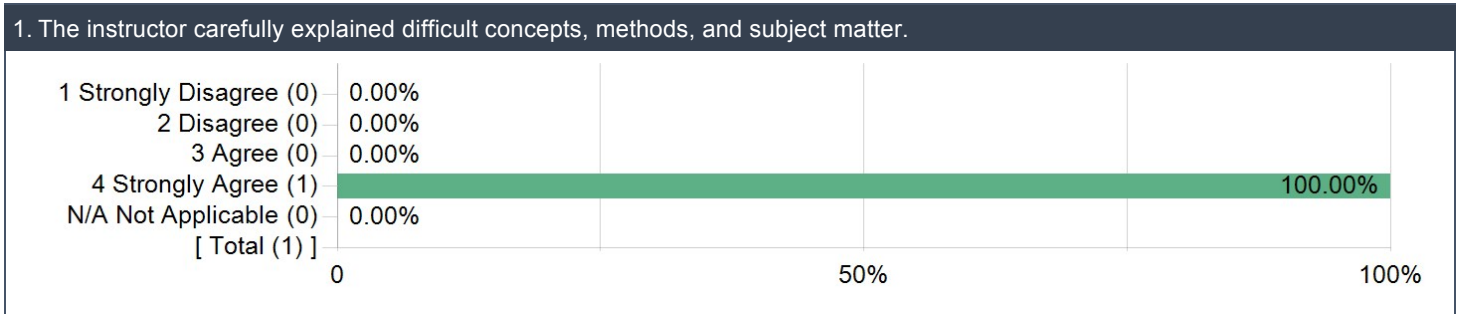
	N	Mean	Std. Deviation
The course objectives were well explained.	1	4.00	N/A
The course assignments were related to the course objectives.	1	4.00	N/A
I understood what was expected of me in this course.	1	4.00	N/A



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	1	4.00	N/A
The instructor encouraged me to do my best work.	1	4.00	N/A
The instructor encouraged questioning and discussion of course topics from the students	1	4.00	N/A

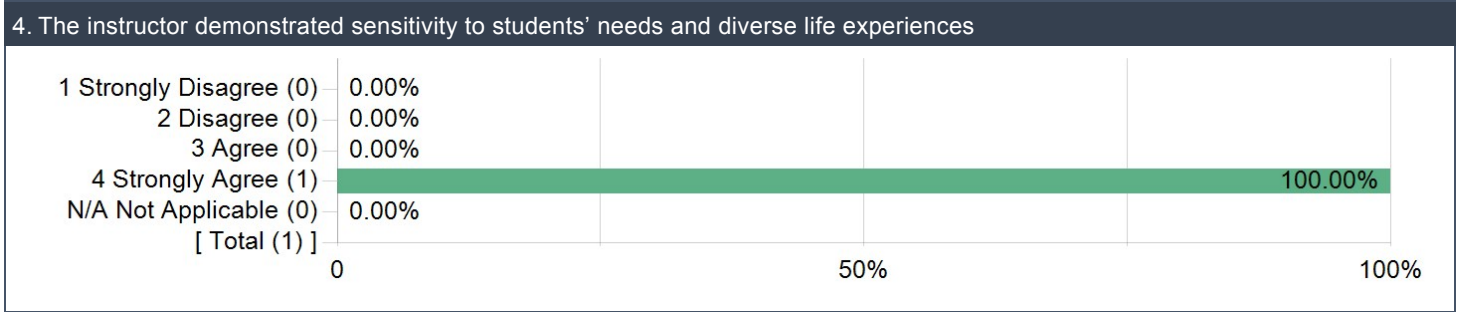
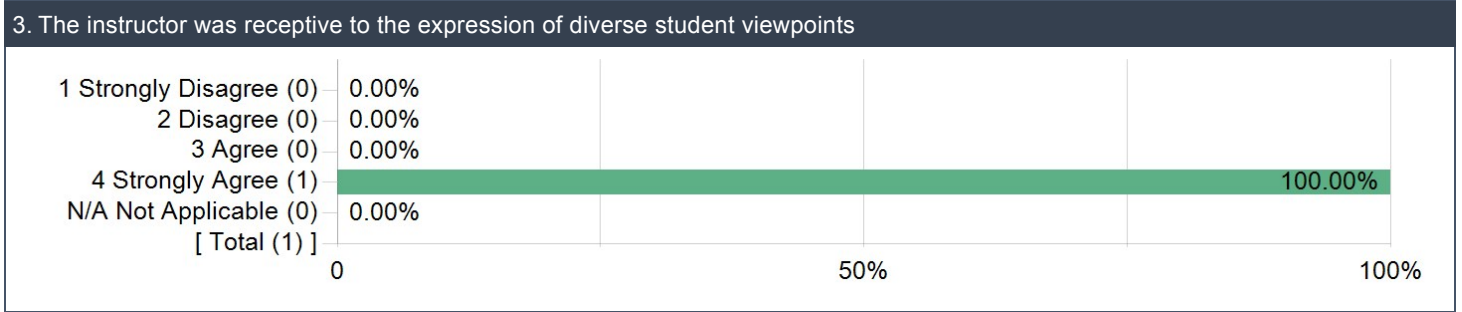
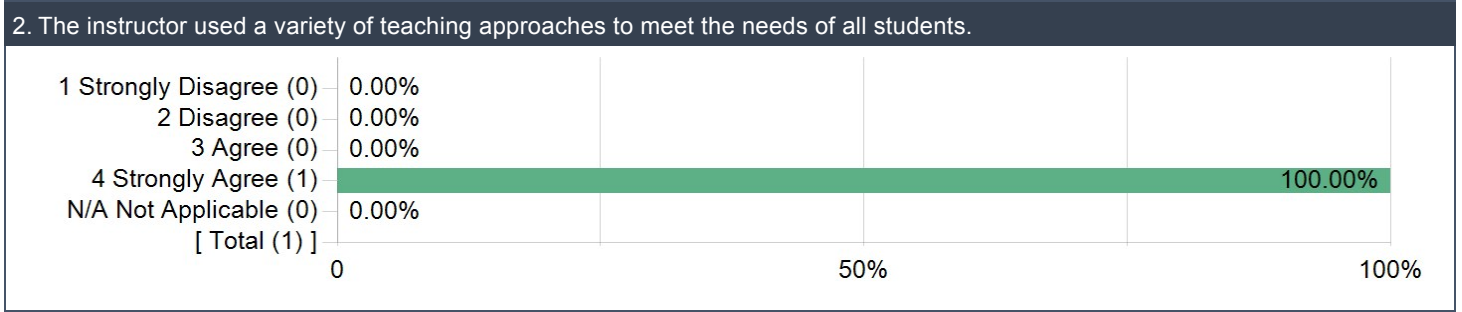
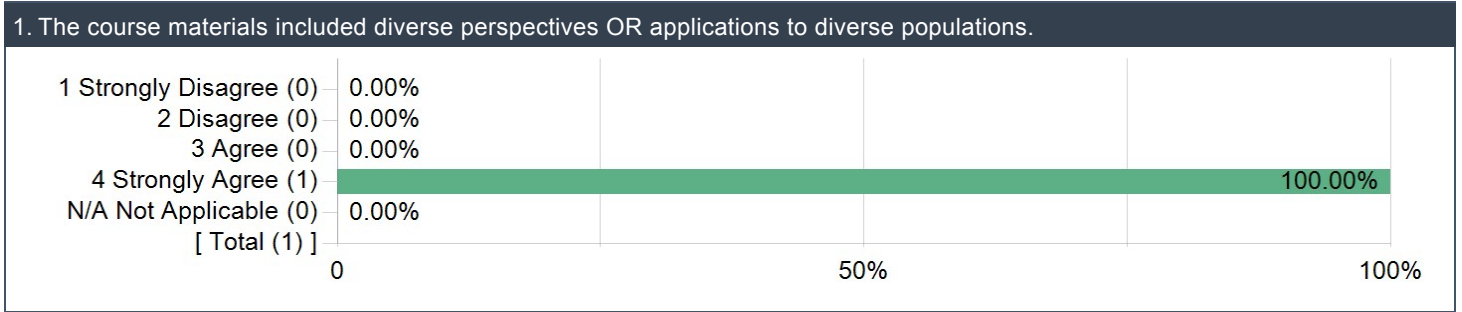




## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

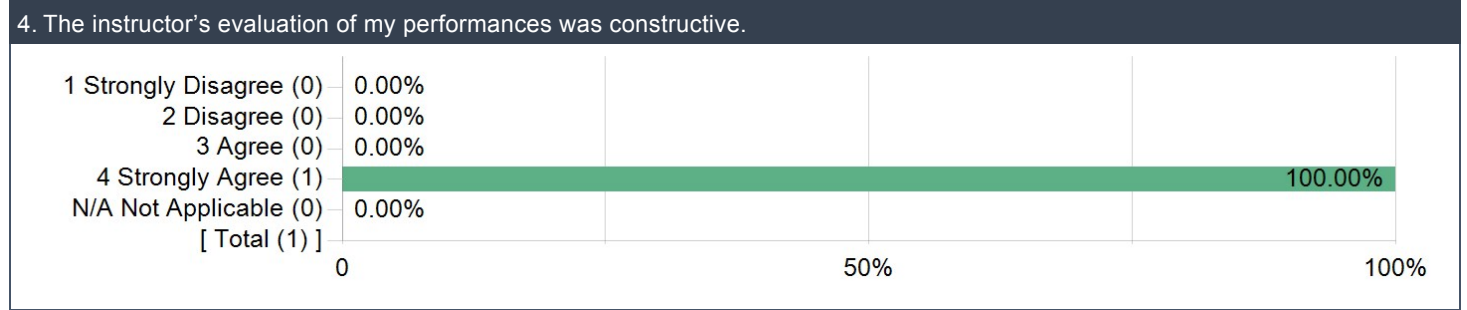
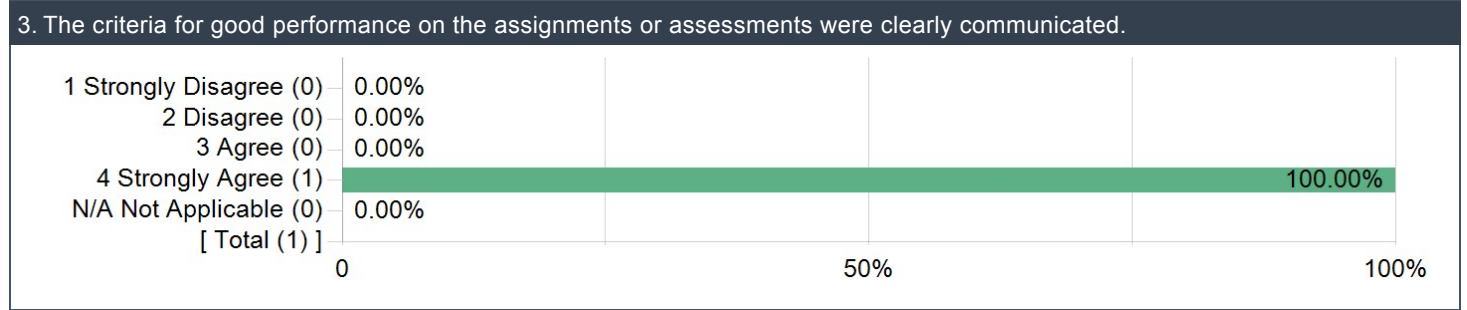
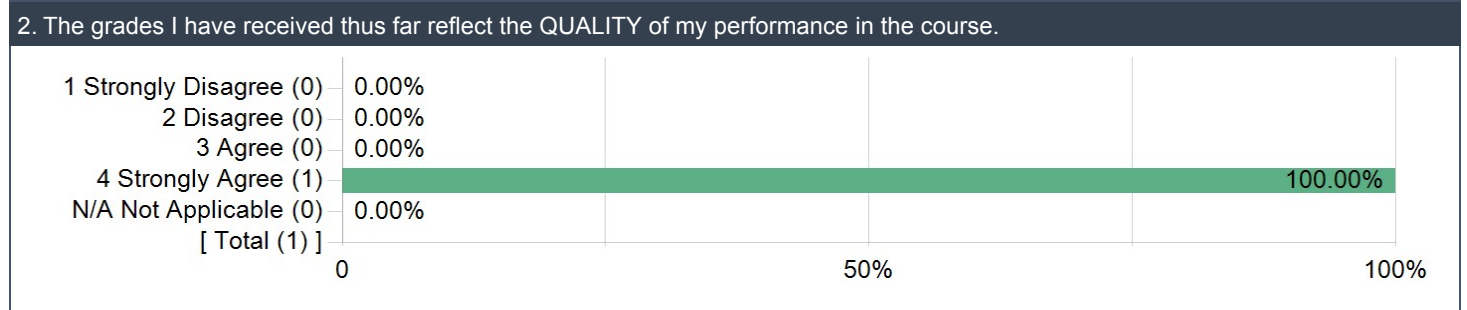
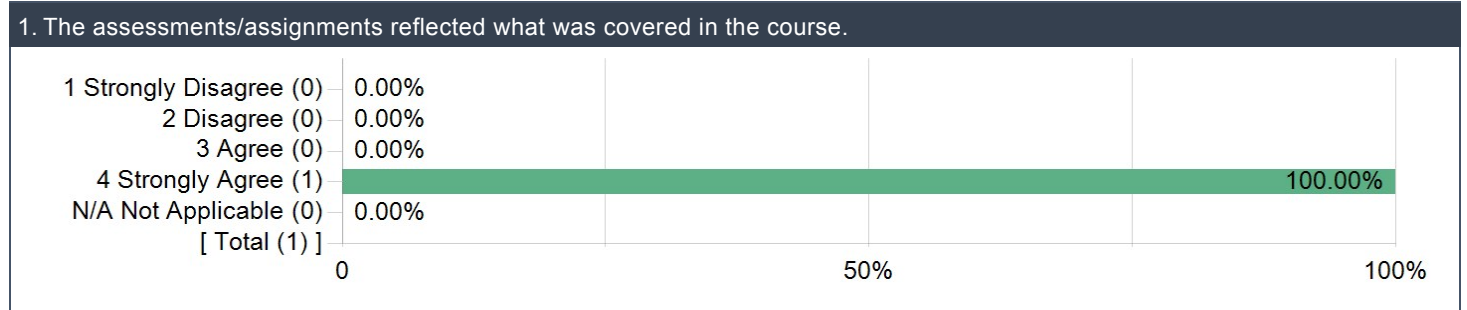
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	1	4.00	N/A
The instructor used a variety of teaching approaches to meet the needs of all students.	1	4.00	N/A
The instructor was receptive to the expression of diverse student viewpoints	1	4.00	N/A
The instructor demonstrated sensitivity to students' needs and diverse life experiences	1	4.00	N/A



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

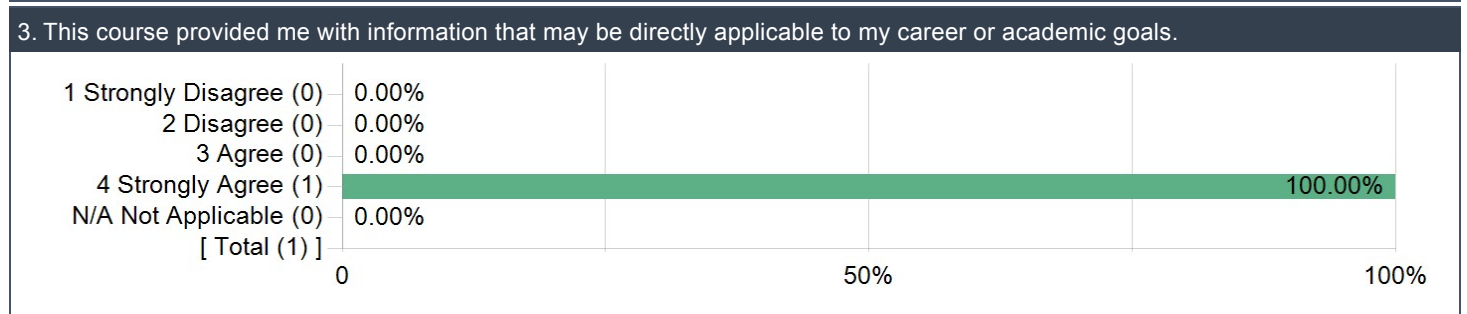
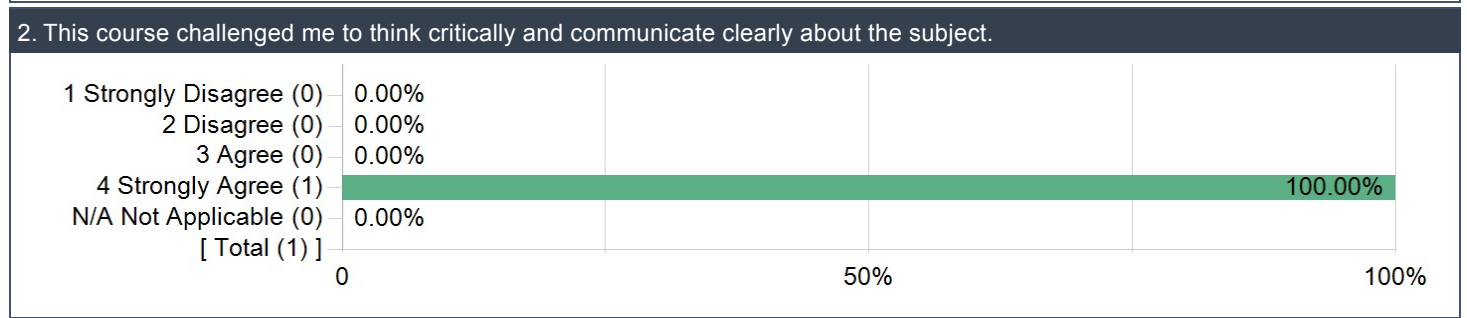
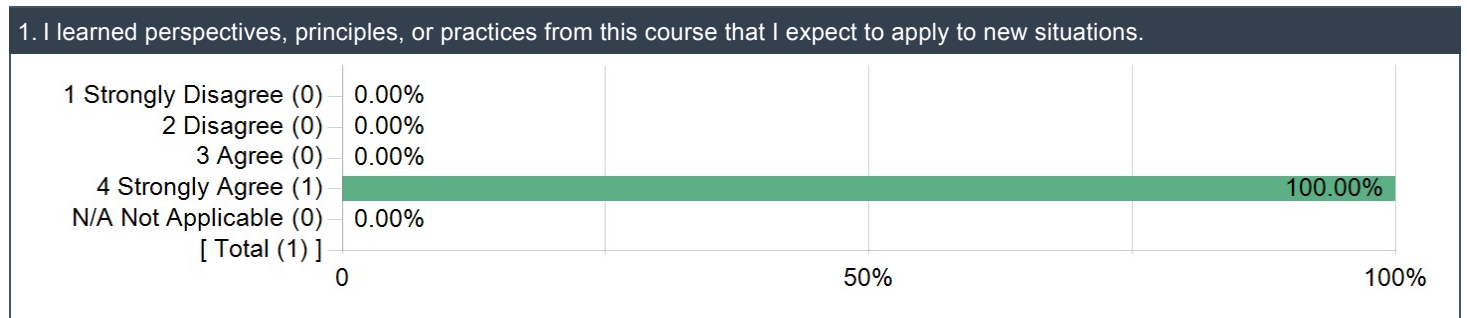
	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	1	4.00	N/A
The grades I have received thus far reflect the QUALITY of my performance in the course.	1	4.00	N/A
The criteria for good performance on the assignments or assessments were clearly communicated.	1	4.00	N/A
The instructor's evaluation of my performances was constructive.	1	4.00	N/A



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	1	4.00	N/A
This course challenged me to think critically and communicate clearly about the subject.	1	4.00	N/A
This course provided me with information that may be directly applicable to my career or academic goals.	1	4.00	N/A

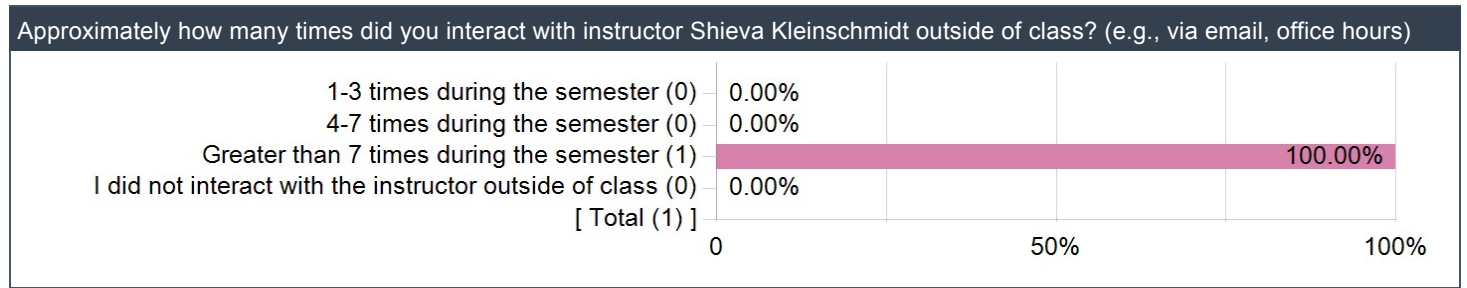


**Is there additional information or feedback that you would like to share with instructor Shieva Kleinschmidt ?**

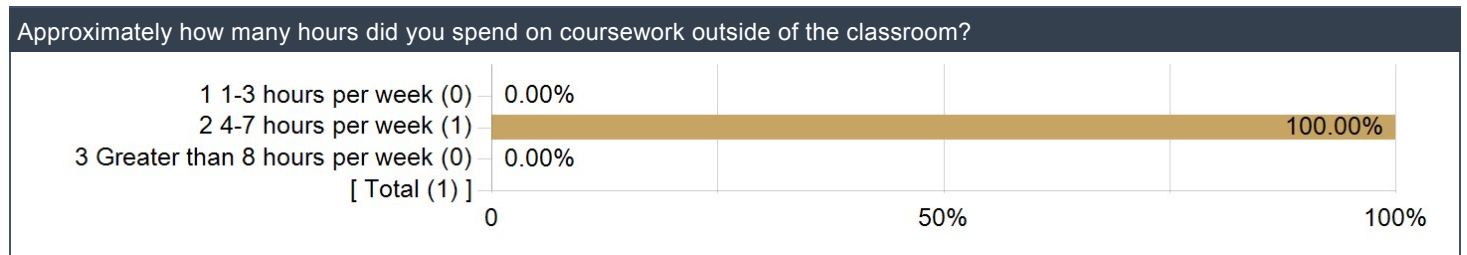
Students
Best professor at USC

## STUDENT ENGAGEMENT ANALYSIS

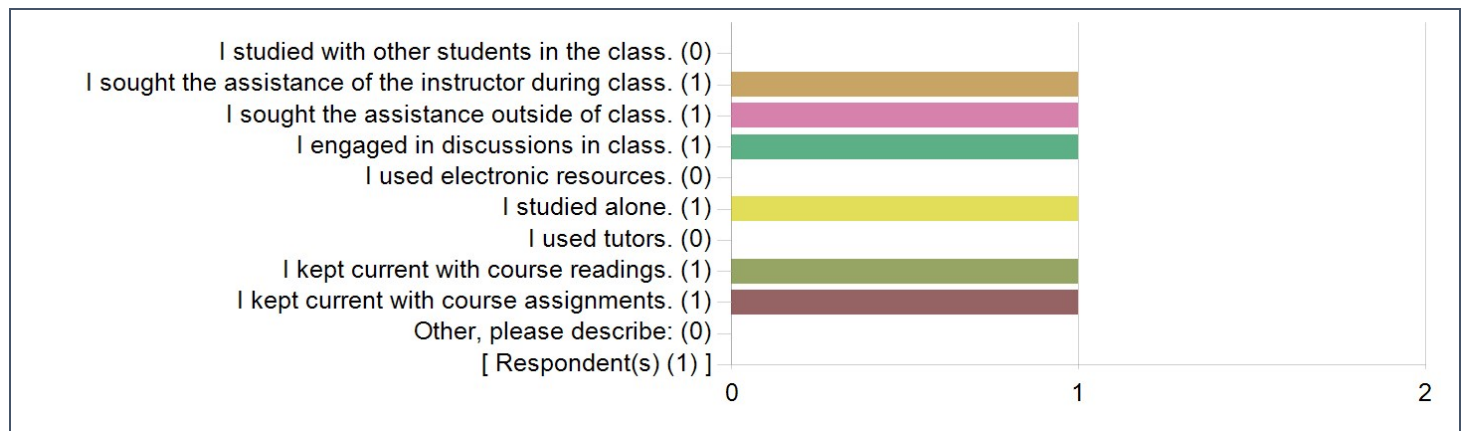
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



**Please describe the MOST valuable aspect(s) of this course.**

Comments

Professor Kleinschmidt's knowledge and love of metaphysics (And Maren's cameos). This is the second course I have taken with Professor Kleinschmidt and this experience has transformed me as a student and aspiring philosopher!

**Please describe the LEAST valuable aspect(s) of this course.**

Comments

N/A

Project Title: **Learning Experience Evaluations - Fall 2020**

Courses Audience: **5**  
Responses Received: **2**  
Response Ratio: **40.0%**

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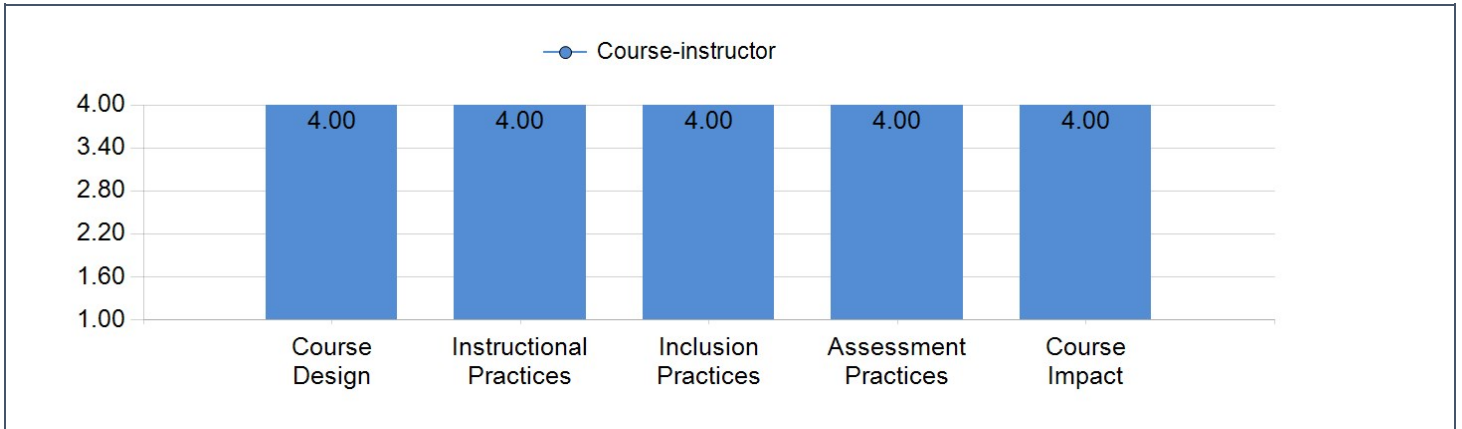
## Report Comments

**This semester's summary scores reflect a shift to online instruction.**

**Please download and save a PDF copy of this report**

## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	4.00	+/-0.00
Instructional Practices	4.00	+/-0.00
Inclusion Practices	4.00	+/-0.00
Assessment Practices	4.00	+/-0.00
Course Impact	4.00	+/-0.00



**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	2	4.00	0.00
The course assignments were related to the course objectives.	2	4.00	0.00
I understood what was expected of me in this course.	2	4.00	0.00

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	2	4.00	0.00
The instructor encouraged me to do my best work.	2	4.00	0.00
The instructor encouraged questioning and discussion of course topics from the students	2	4.00	0.00

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	2	4.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	2	4.00	0.00
The instructor was receptive to the expression of diverse student viewpoints	2	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences	2	4.00	0.00

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	2	4.00	0.00
The grades I have received thus far reflect the QUALITY of my performance in the course.	2	4.00	0.00
The criteria for good performance on the assignments or assessments were clearly communicated.	2	4.00	0.00
The instructor's evaluation of my performances was constructive.	2	4.00	0.00

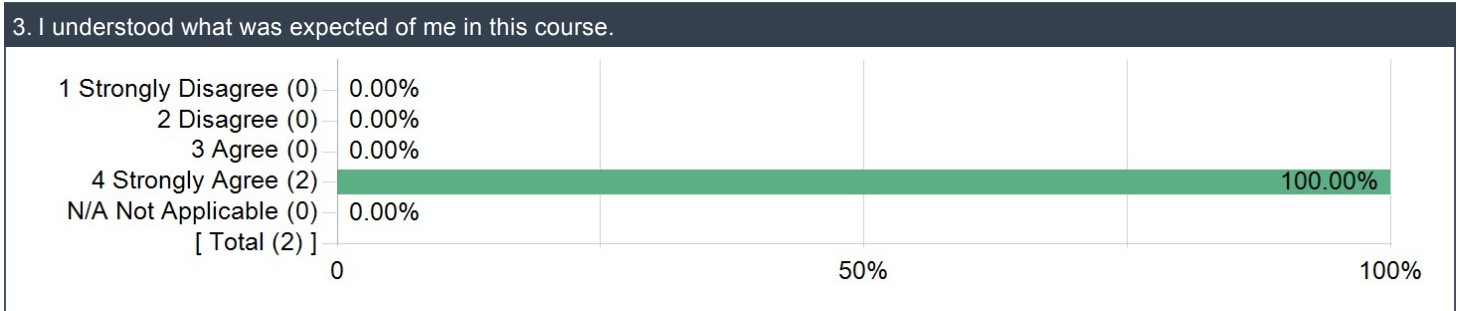
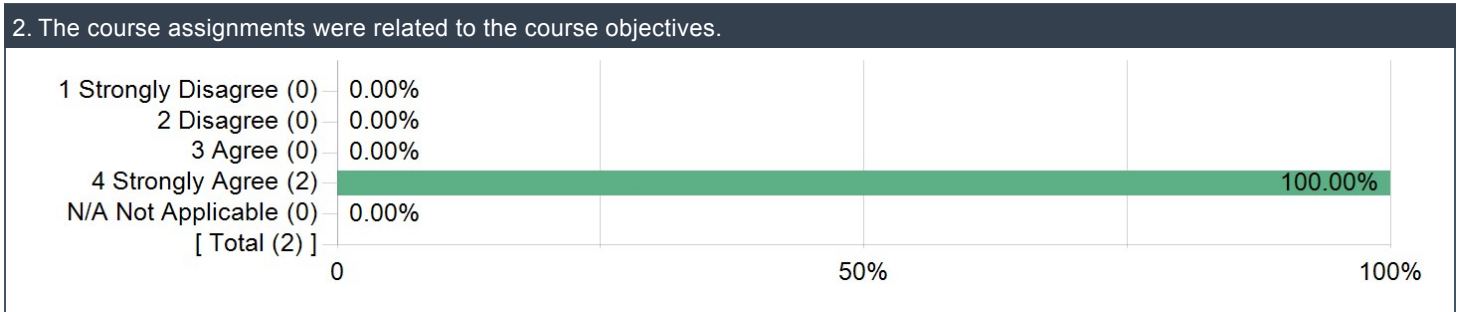
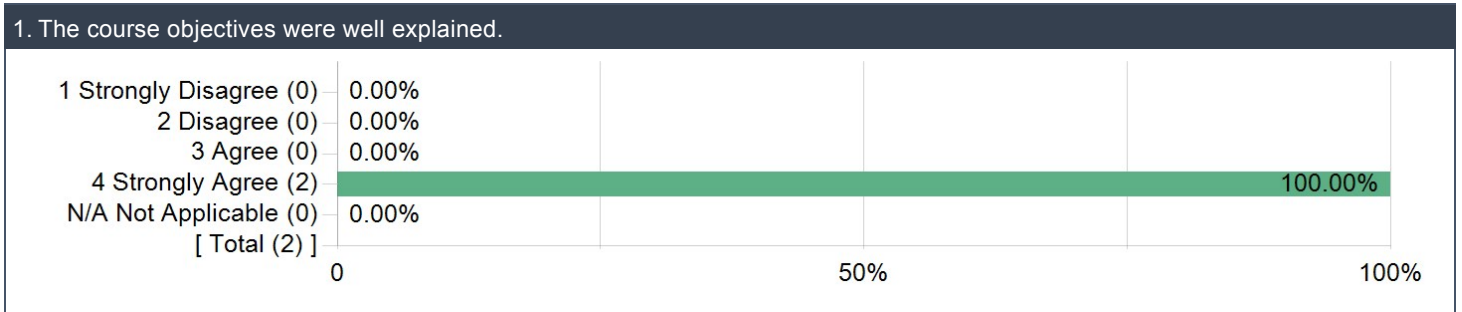
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	2	4.00	0.00
This course challenged me to think critically and communicate clearly about the subject.	2	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	2	4.00	0.00

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

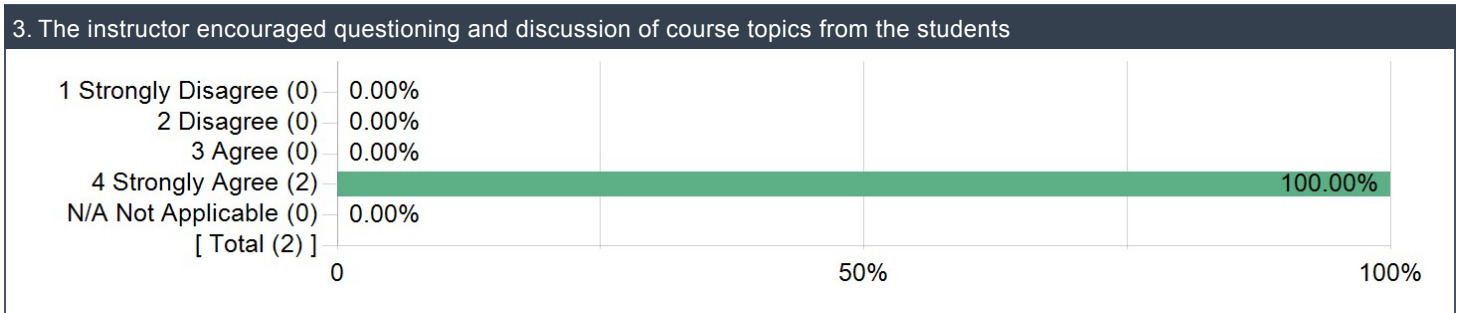
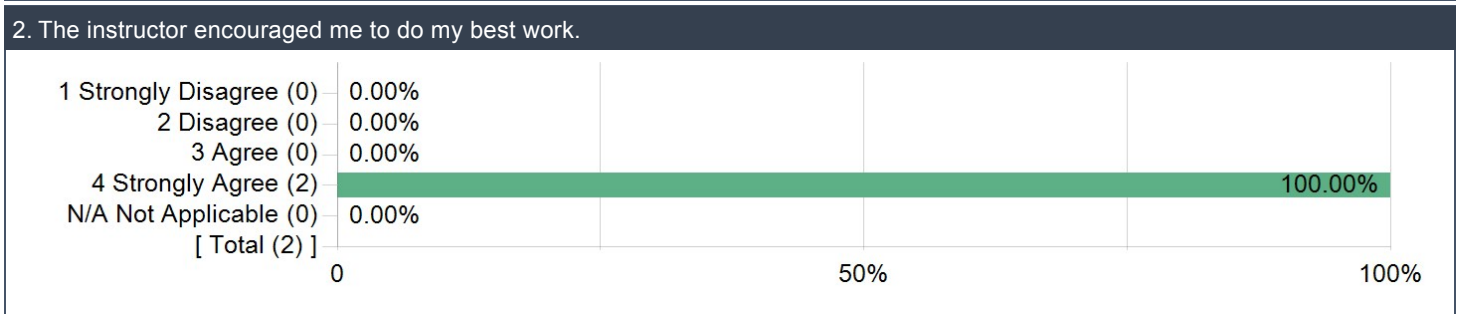
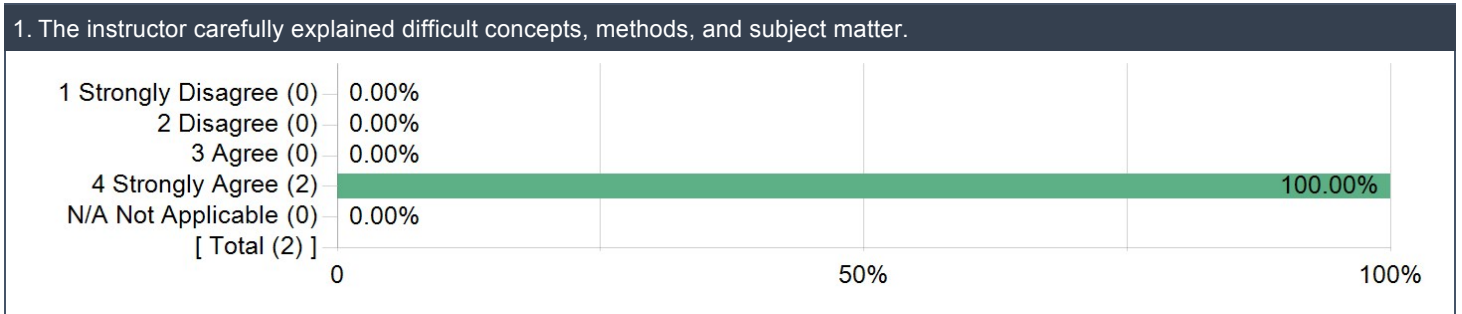
	N	Mean	Std. Deviation
The course objectives were well explained.	2	4.00	0.00
The course assignments were related to the course objectives.	2	4.00	0.00
I understood what was expected of me in this course.	2	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

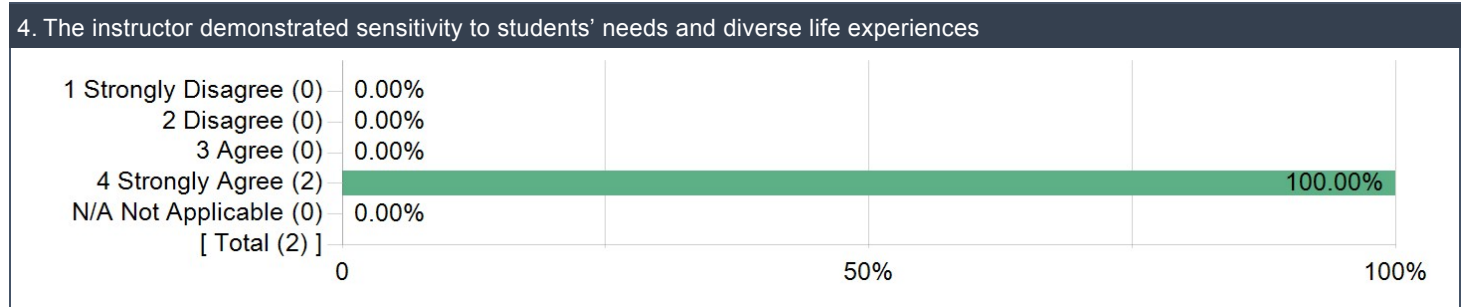
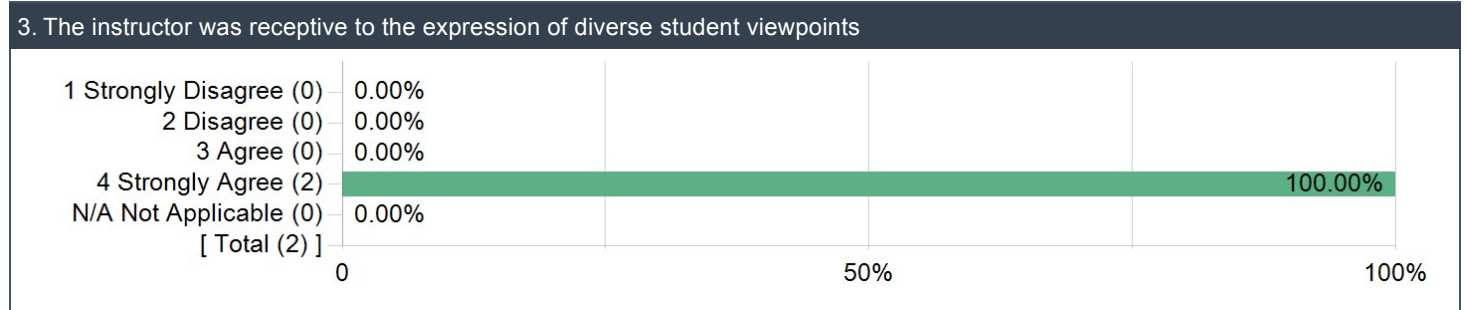
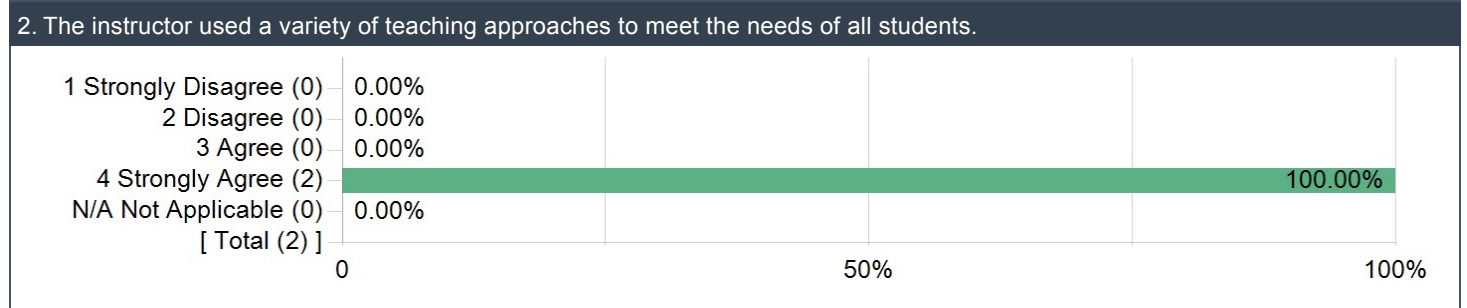
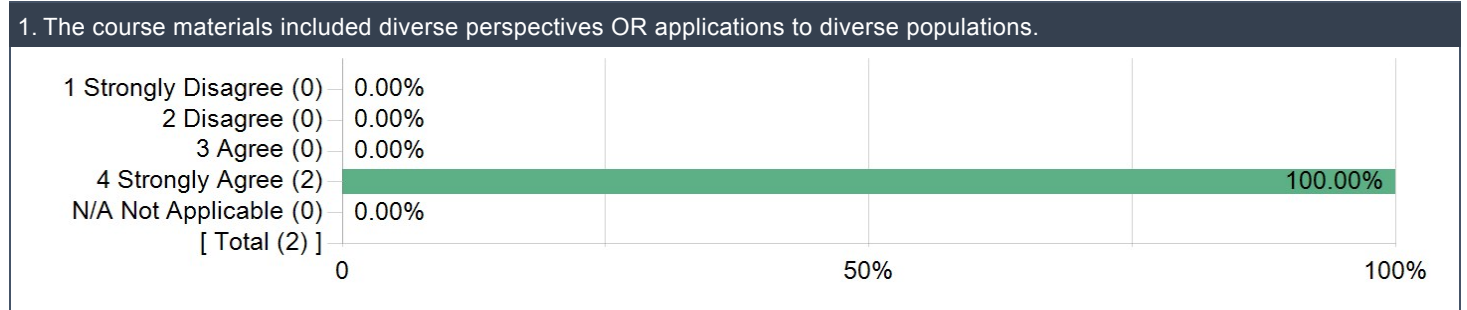
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	2	4.00	0.00
The instructor encouraged me to do my best work.	2	4.00	0.00
The instructor encouraged questioning and discussion of course topics from the students	2	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

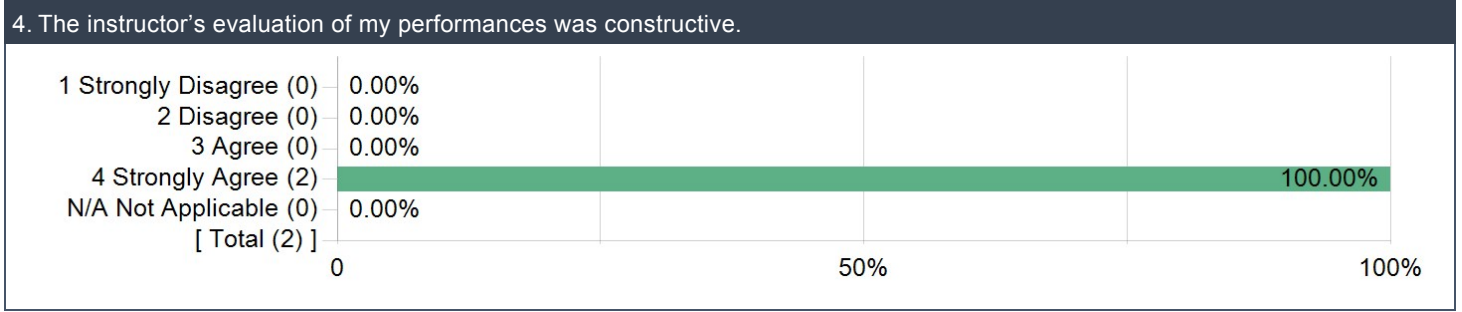
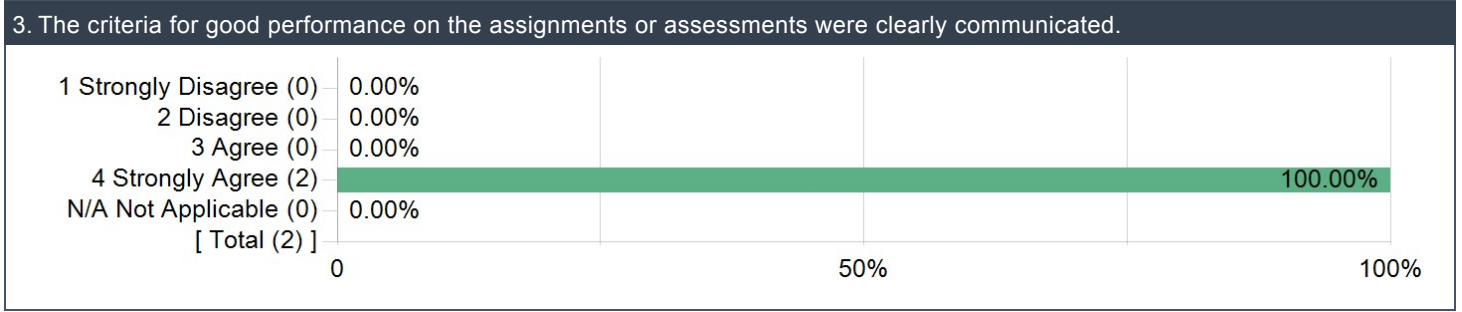
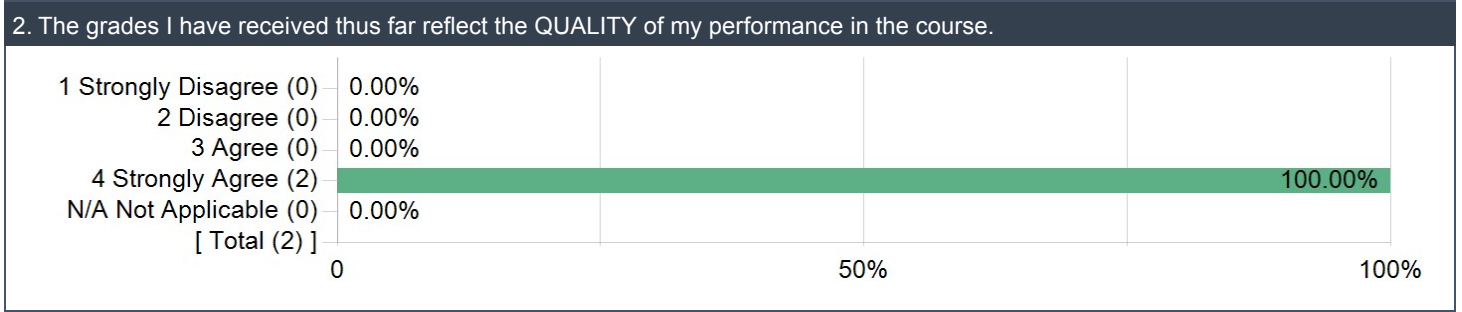
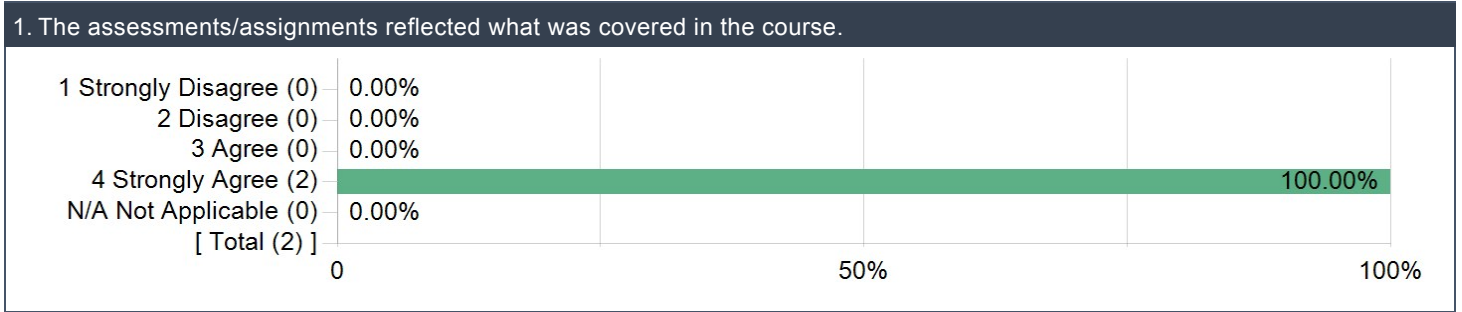
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	2	4.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	2	4.00	0.00
The instructor was receptive to the expression of diverse student viewpoints	2	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences	2	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

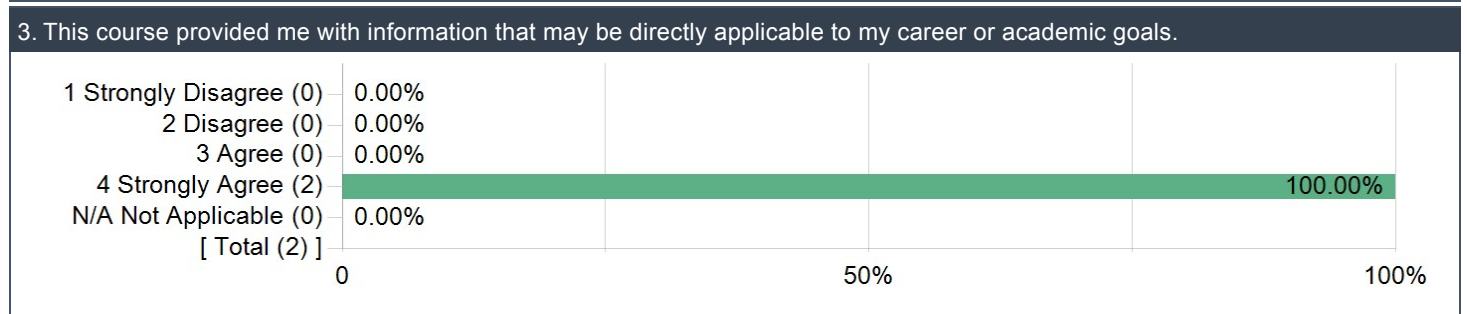
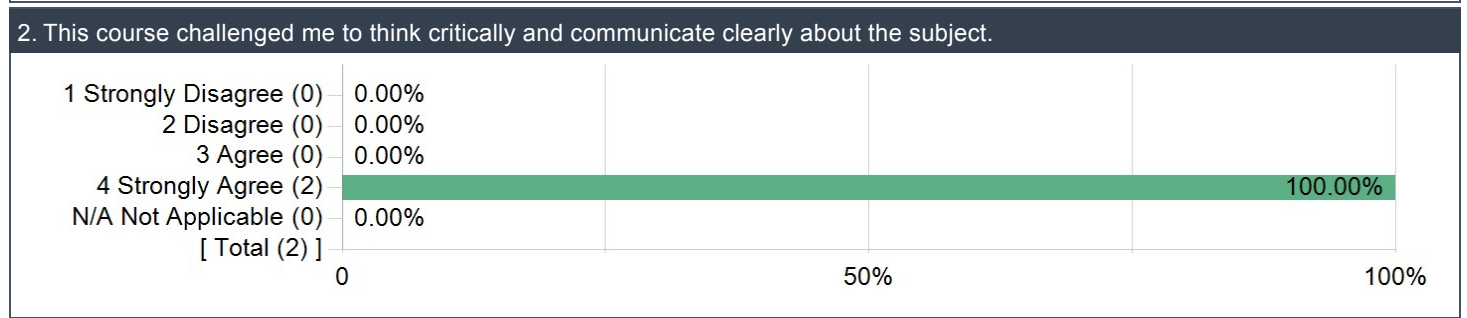
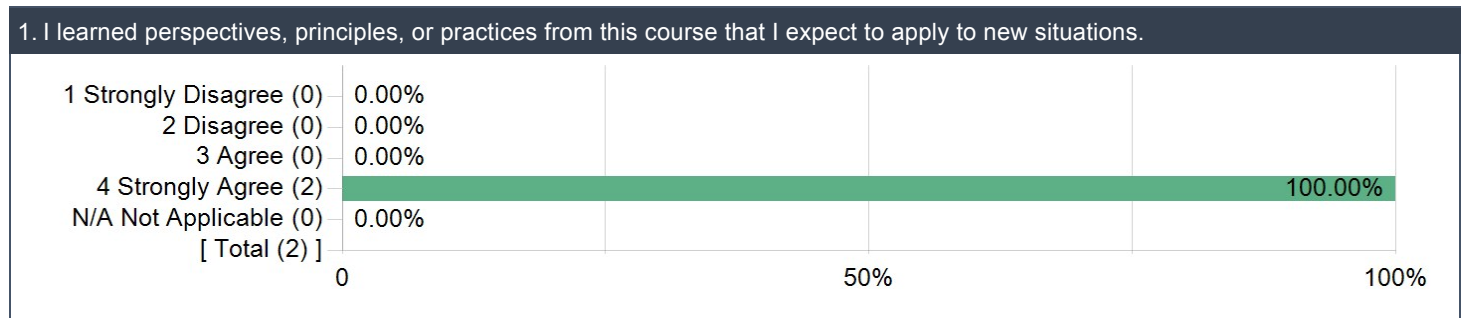
	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	2	4.00	0.00
The grades I have received thus far reflect the QUALITY of my performance in the course.	2	4.00	0.00
The criteria for good performance on the assignments or assessments were clearly communicated.	2	4.00	0.00
The instructor's evaluation of my performances was constructive.	2	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	2	4.00	0.00
This course challenged me to think critically and communicate clearly about the subject.	2	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	2	4.00	0.00

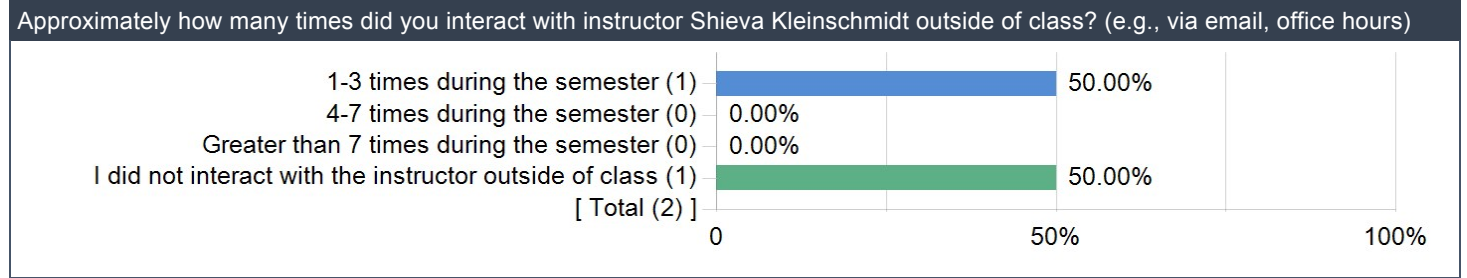


**Is there additional information or feedback that you would like to share with instructor Shieva Kleinschmidt ?**

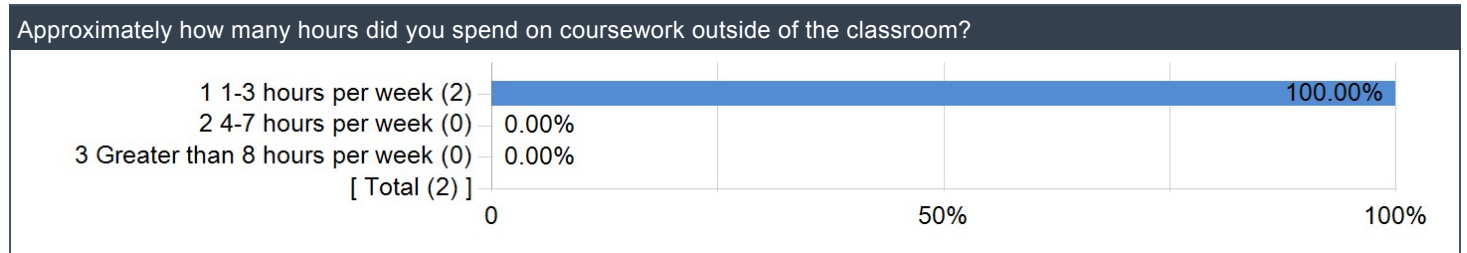
Students
n/a

## STUDENT ENGAGEMENT ANALYSIS

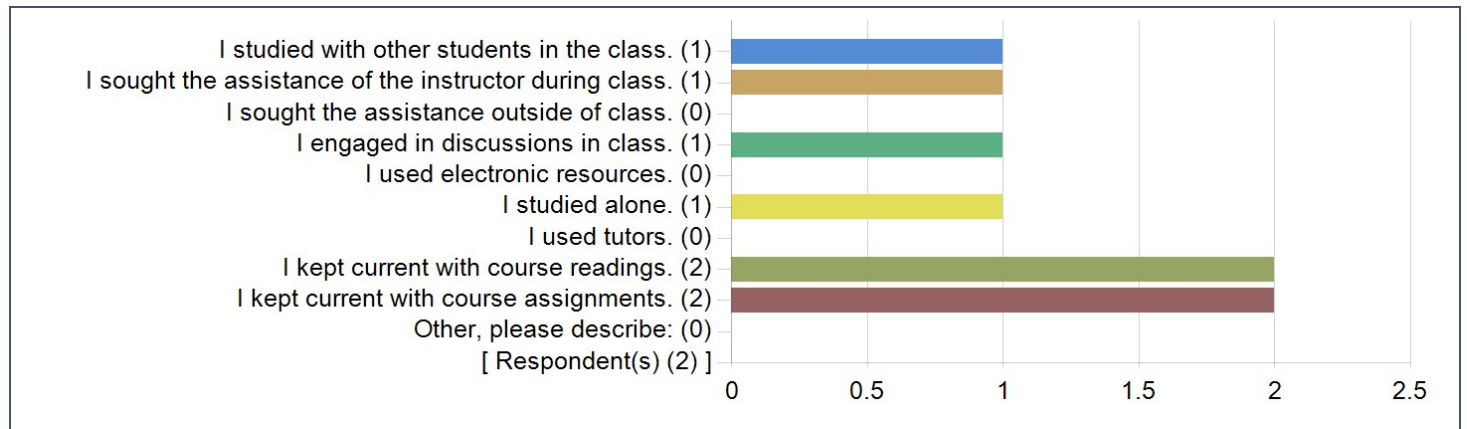
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)





**Please describe the MOST valuable aspect(s) of this course.**

Comments
It was helpful having a space to process my first teaching experiences with others who were going through the same thing
TA observations, incorporating diversity into the classroom, designing classroom activities, video material.

**Please describe the LEAST valuable aspect(s) of this course.**

Comments
n/a
The grading rubric activity and the required reading.

# Individual Report for Instructor Kleinschmidt (49653-20203 : PHIL-595 Advanced Practicum in Disciplinary Instruction (49653))

Project Title: **Learning Experience Evaluations - Fall 2020**

Courses Audience: **4**

Responses Received: **4**

Response Ratio: **100%**

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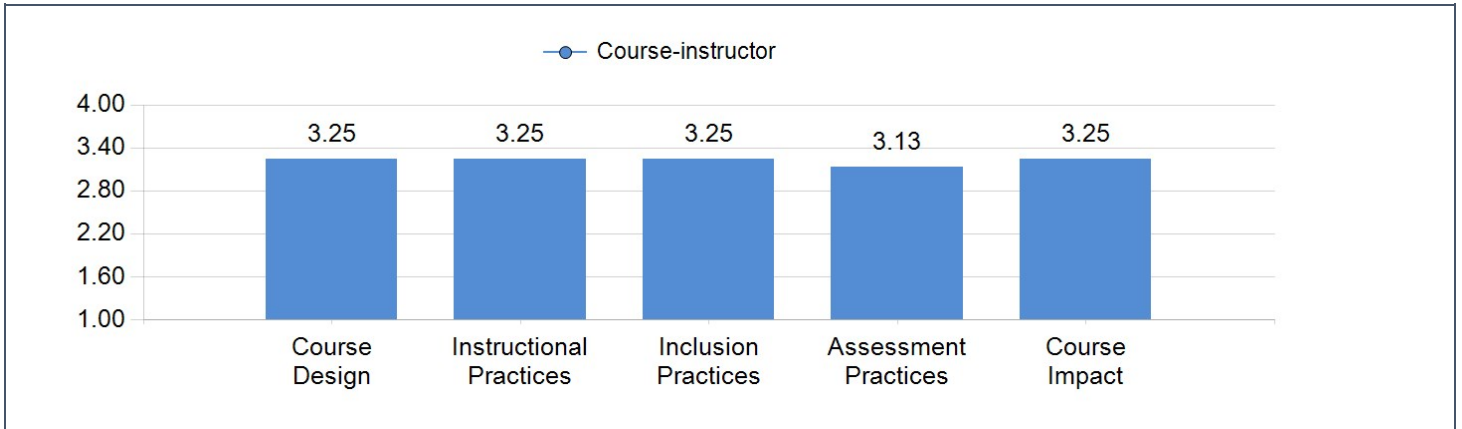
## Report Comments

**This semester's summary scores reflect a shift to online instruction.**

**Please download and save a PDF copy of this report**

## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.25	+/-1.36
Instructional Practices	3.25	+/-1.36
Inclusion Practices	3.25	+/-1.34
Assessment Practices	3.13	+/-1.36
Course Impact	3.25	+/-1.36

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	4	3.25	1.50
The course assignments were related to the course objectives.	4	3.25	1.50
I understood what was expected of me in this course.	4	3.25	1.50

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	4	3.25	1.50
The instructor encouraged me to do my best work.	4	3.25	1.50
The instructor encouraged questioning and discussion of course topics from the students	4	3.25	1.50

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	4	3.25	1.50
The instructor used a variety of teaching approaches to meet the needs of all students.	4	3.25	1.50
The instructor was receptive to the expression of diverse student viewpoints	4	3.25	1.50
The instructor demonstrated sensitivity to students' needs and diverse life experiences	4	3.25	1.50

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	4	3.25	1.50
The grades I have received thus far reflect the QUALITY of my performance in the course.	3	3.00	1.73
The criteria for good performance on the assignments or assessments were clearly communicated.	4	3.25	1.50
The instructor's evaluation of my performances was constructive.	4	3.00	1.41

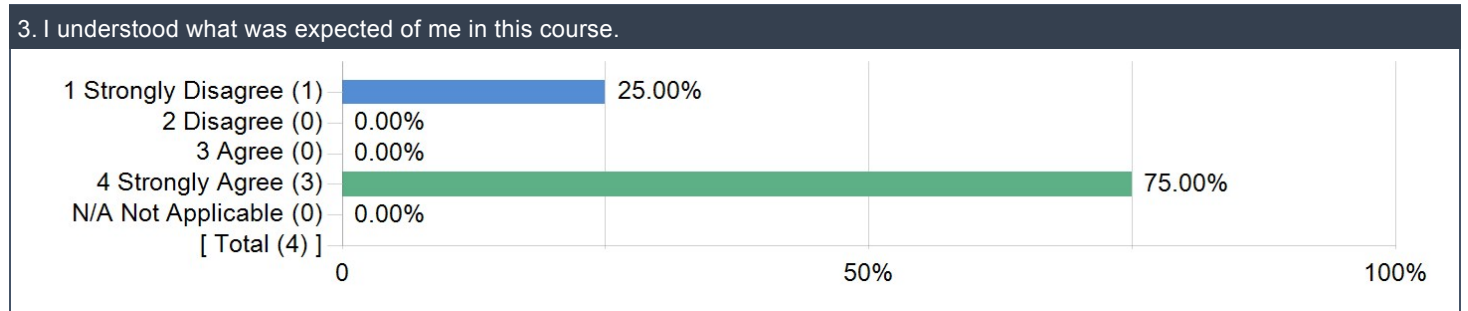
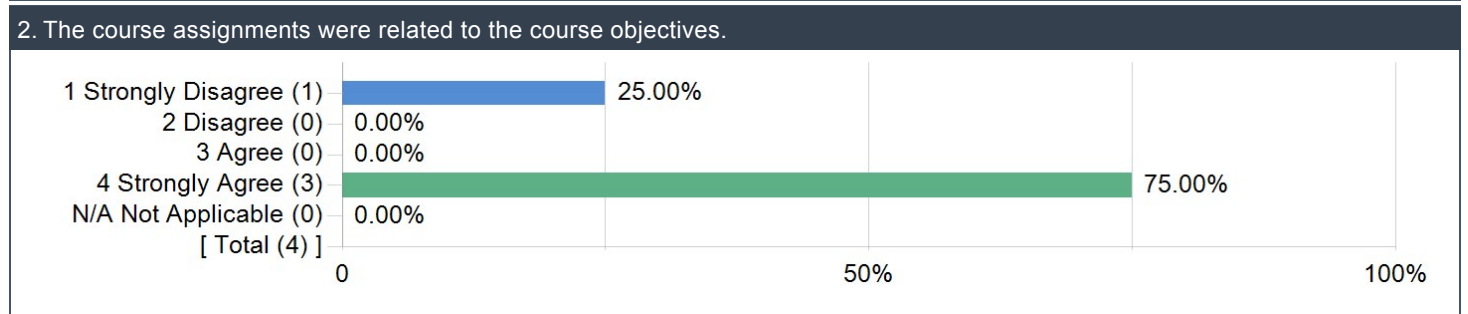
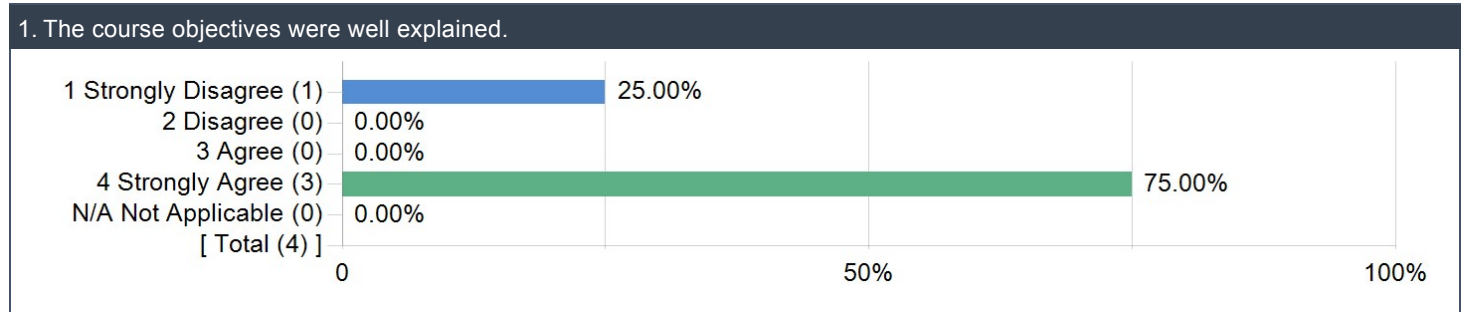
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	4	3.25	1.50
This course challenged me to think critically and communicate clearly about the subject.	4	3.25	1.50
This course provided me with information that may be directly applicable to my career or academic goals.	4	3.25	1.50

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

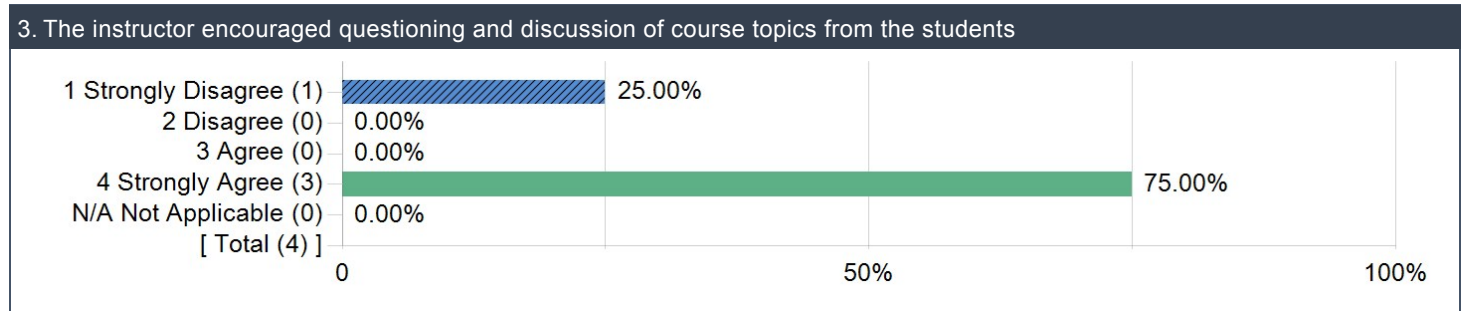
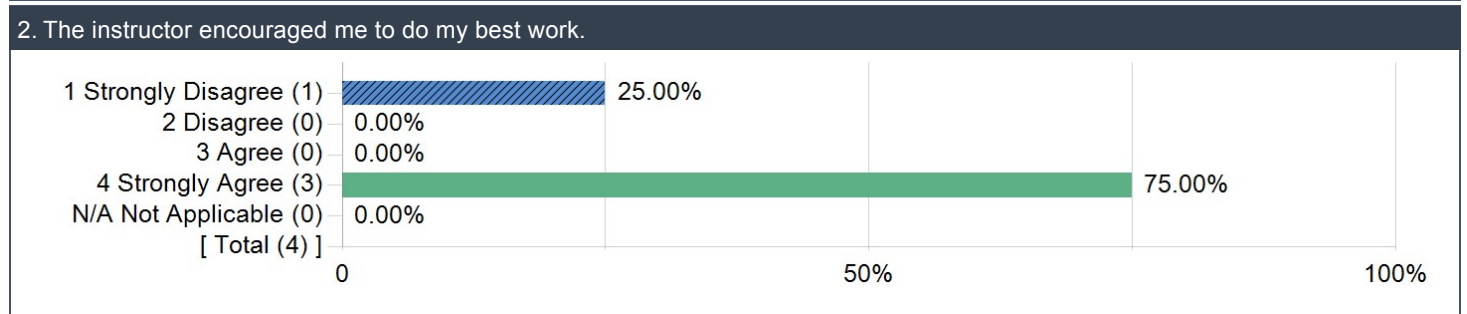
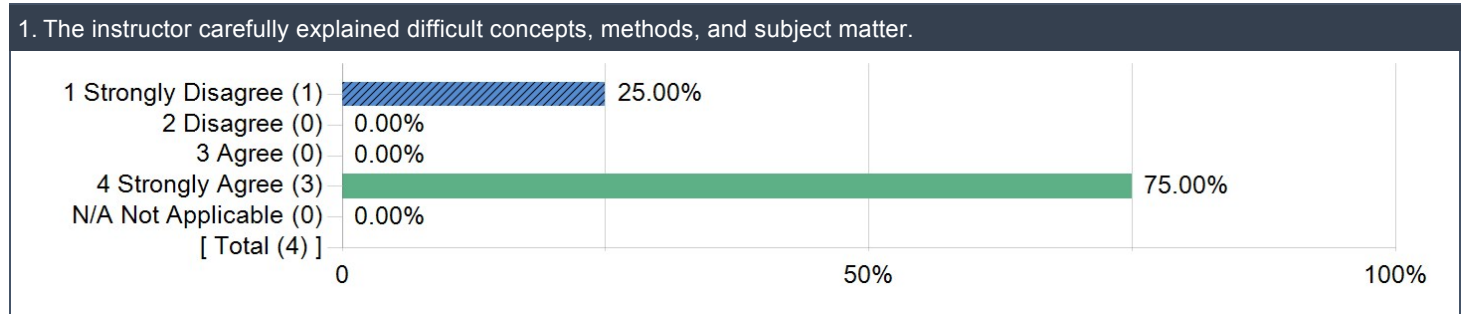
	N	Mean	Std. Deviation
The course objectives were well explained.	4	3.25	1.50
The course assignments were related to the course objectives.	4	3.25	1.50
I understood what was expected of me in this course.	4	3.25	1.50



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

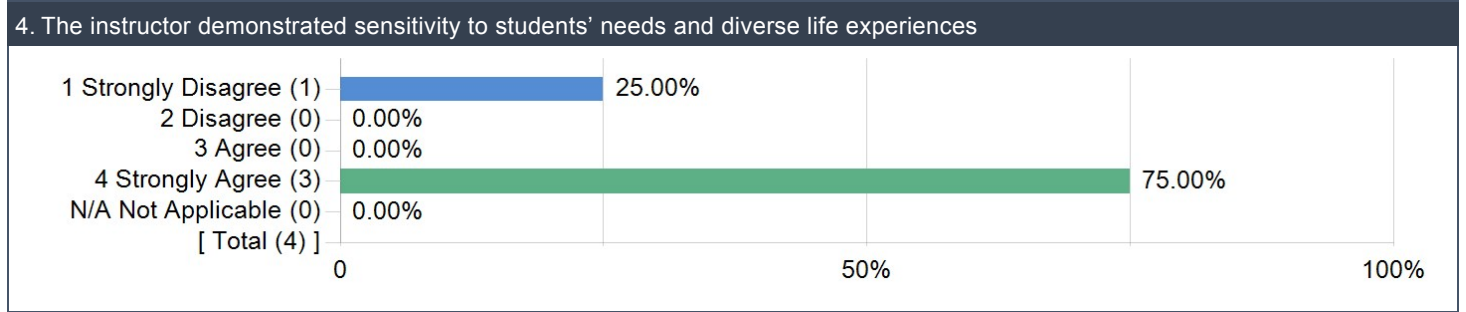
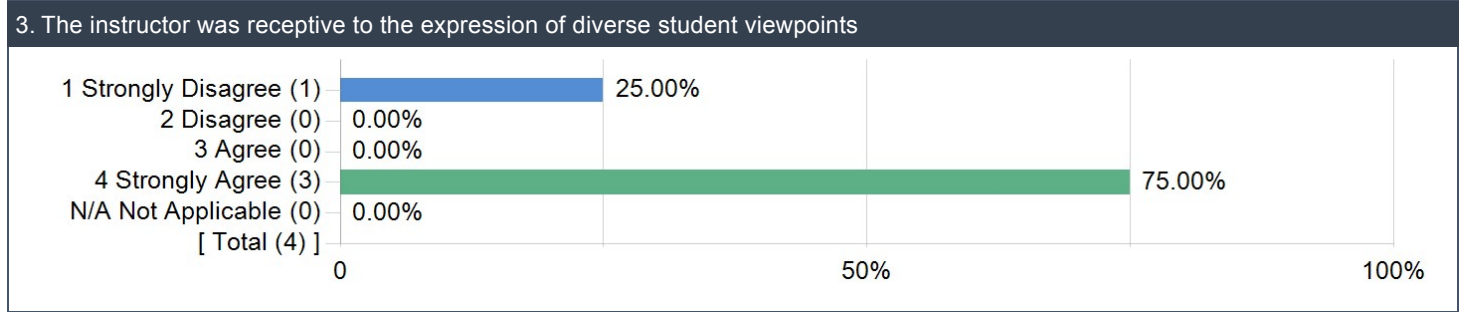
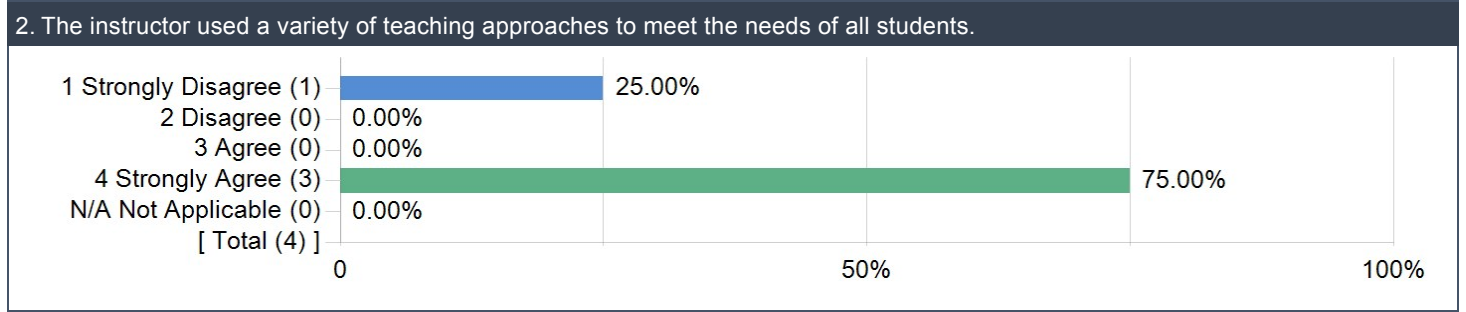
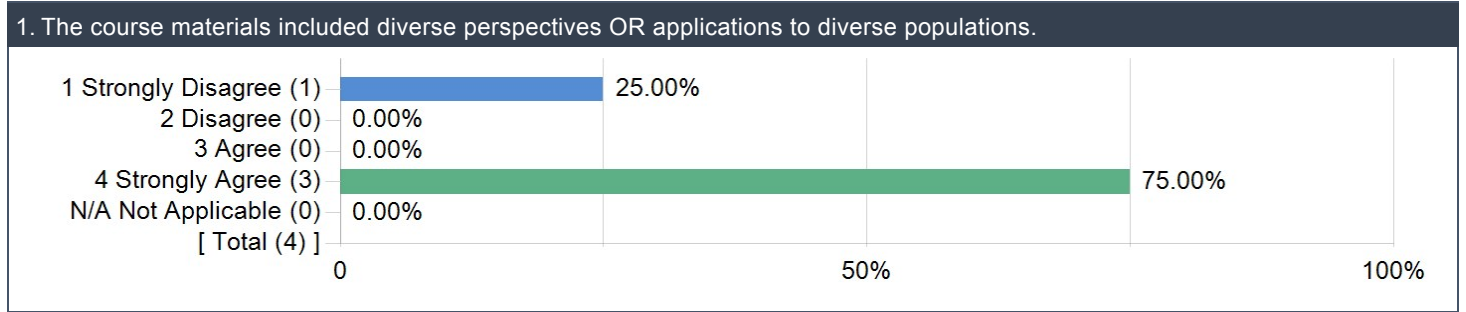
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	4	3.25	1.50
The instructor encouraged me to do my best work.	4	3.25	1.50
The instructor encouraged questioning and discussion of course topics from the students	4	3.25	1.50



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

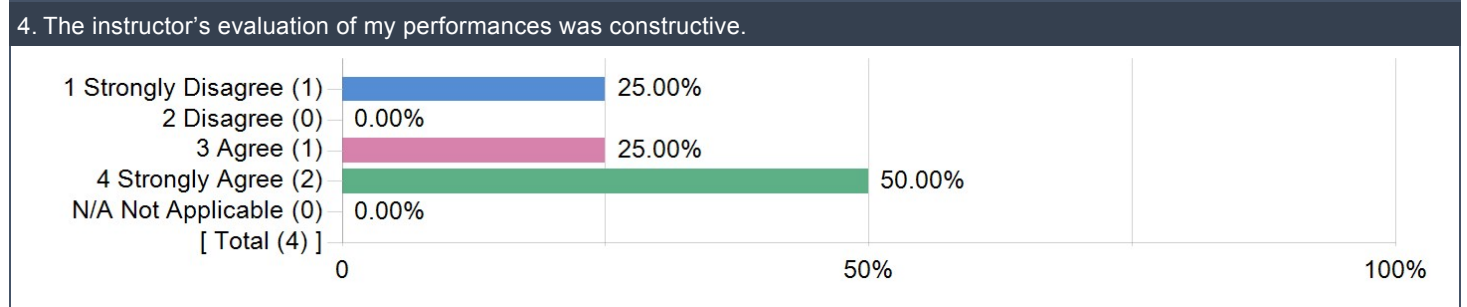
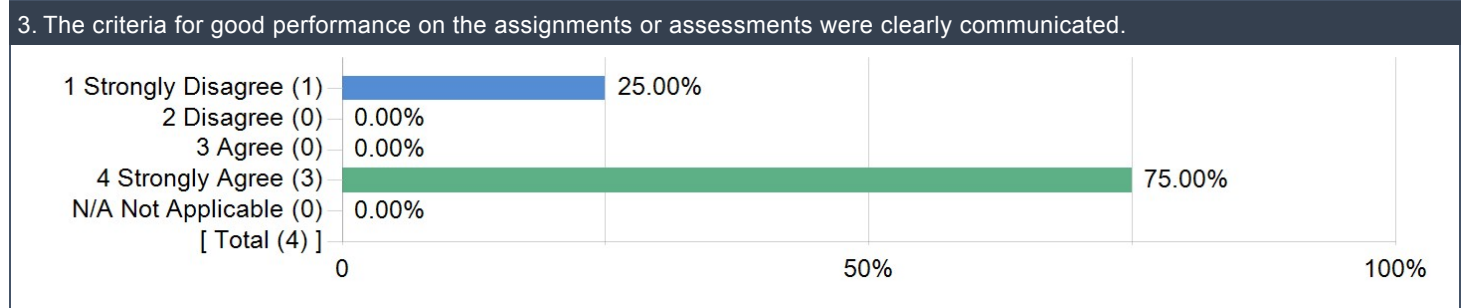
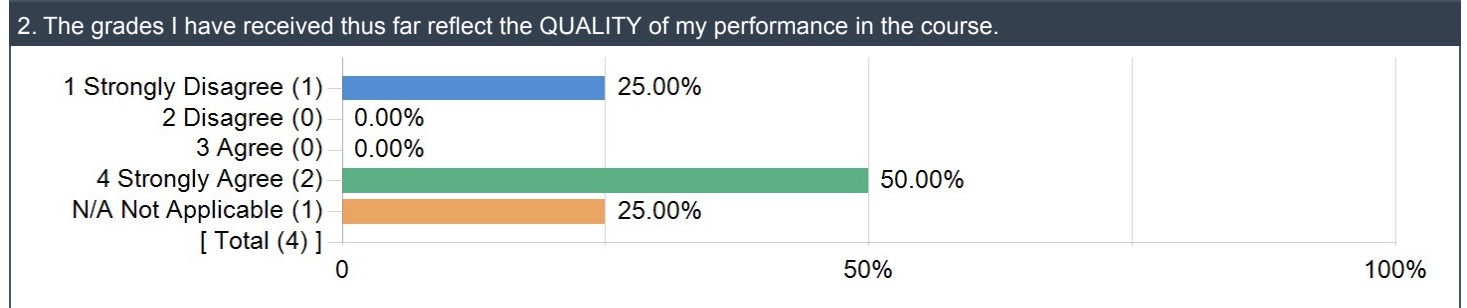
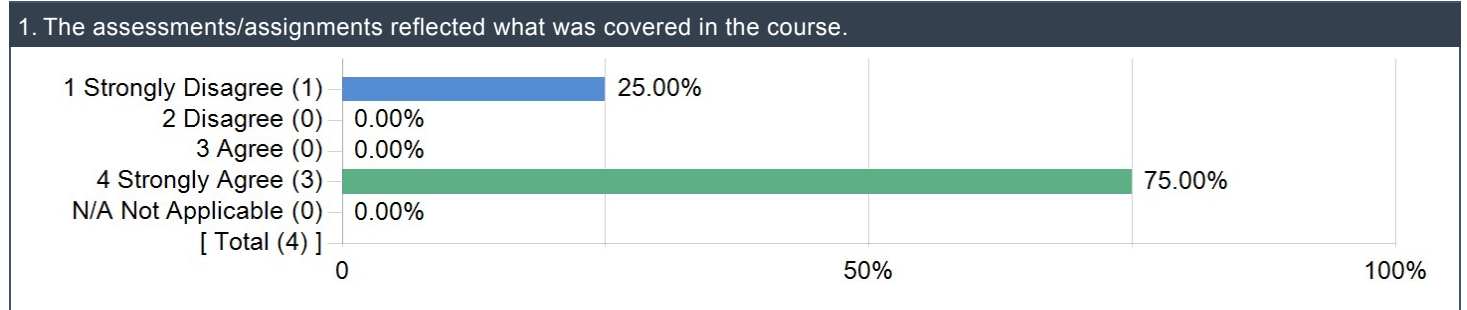
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	4	3.25	1.50
The instructor used a variety of teaching approaches to meet the needs of all students.	4	3.25	1.50
The instructor was receptive to the expression of diverse student viewpoints	4	3.25	1.50
The instructor demonstrated sensitivity to students' needs and diverse life experiences	4	3.25	1.50



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	4	3.25	1.50
The grades I have received thus far reflect the QUALITY of my performance in the course.	3	3.00	1.73
The criteria for good performance on the assignments or assessments were clearly communicated.	4	3.25	1.50
The instructor's evaluation of my performances was constructive.	4	3.00	1.41

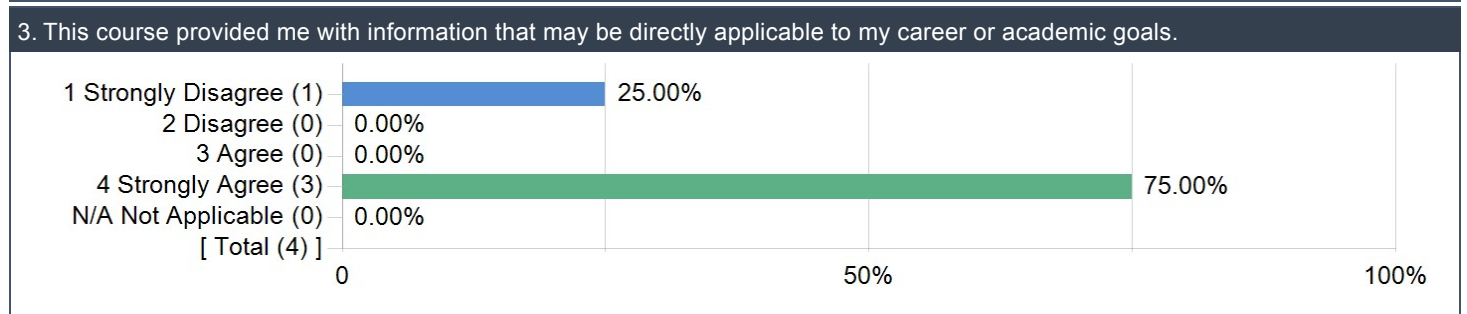
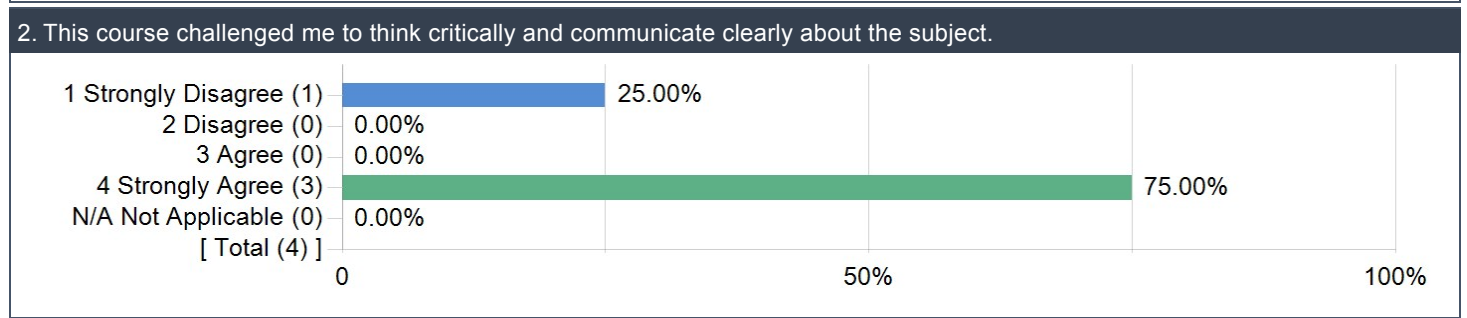
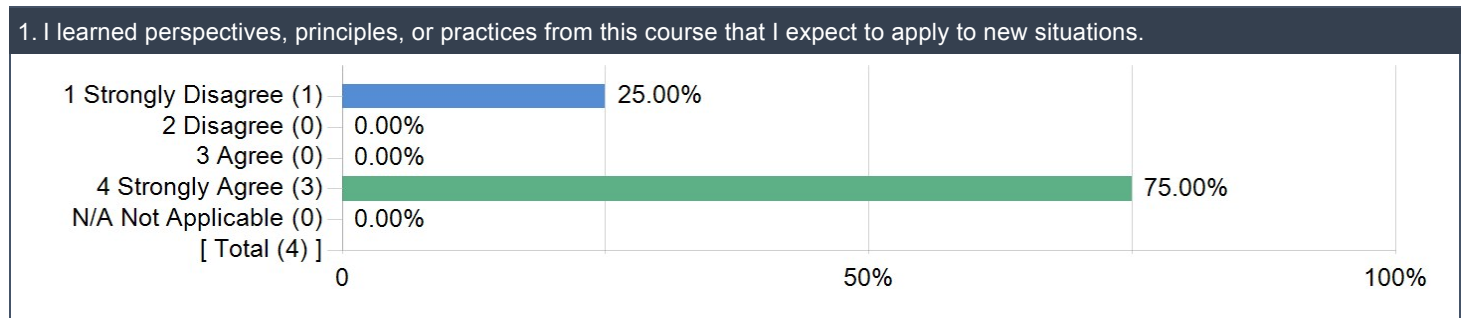




## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	4	3.25	1.50
This course challenged me to think critically and communicate clearly about the subject.	4	3.25	1.50
This course provided me with information that may be directly applicable to my career or academic goals.	4	3.25	1.50

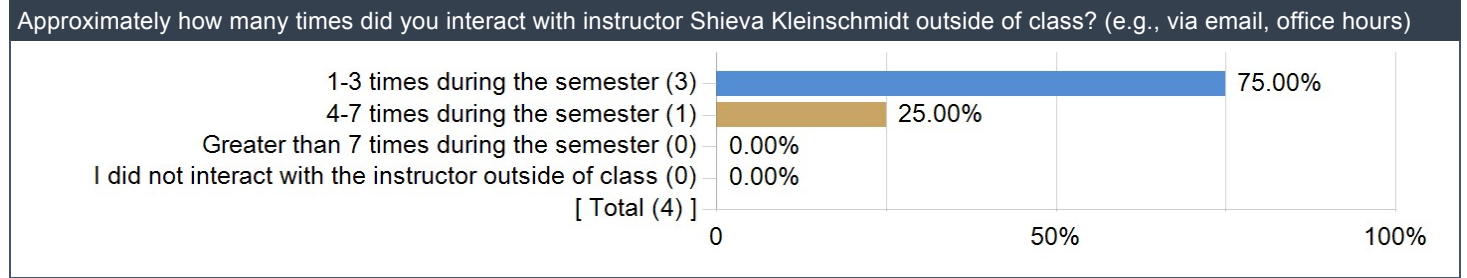


**Is there additional information or feedback that you would like to share with instructor Shieva Kleinschmidt ?**

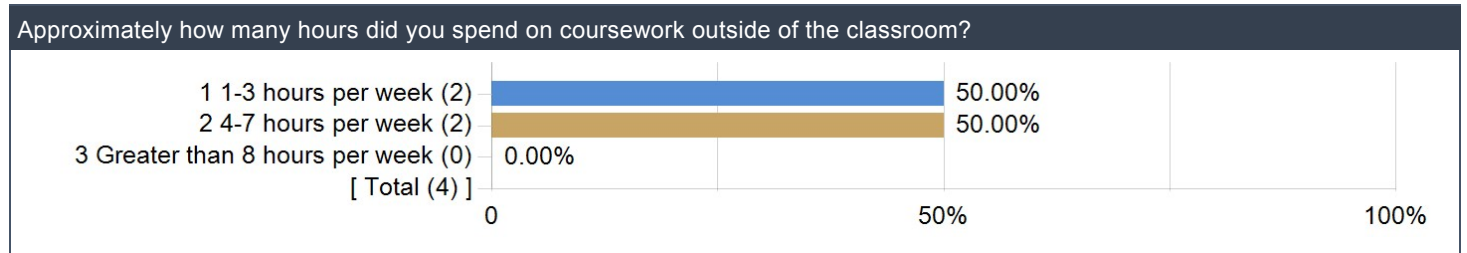
Students
Thank you for a great semester!
Great course, very helpful. Thanks!
Shieva is the perfect instructor for the class. She is very passionate about teaching and cares a lot about her students.

## STUDENT ENGAGEMENT ANALYSIS

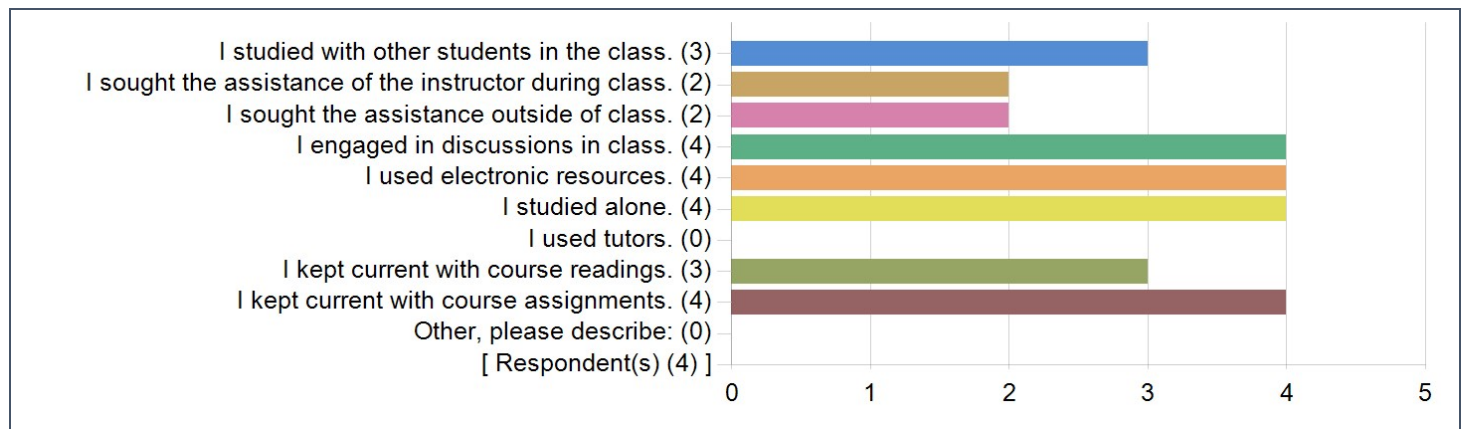
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



**Please describe the MOST valuable aspect(s) of this course.**

Comments
This course makes me feel much more prepared for the teaching portion of job applications. I now know what I need to do, and I have drafts of materials that I can use. Thanks, Shieva!
Getting feedback on your teaching materials.
–Very helpful assignments –Very helpful instructions for the assignments –Excellent discussions in class

**Please describe the LEAST valuable aspect(s) of this course.**

Comments
We certainly covered a lot of interesting and important content, but I wish that we had more frequent opportunities to discuss the week-to-week teaching challenges that we faced related to COVID, etc. (students getting sick and missing time, Zoom fatigue, burnout, and so on)
–This is very small: sometimes I had trouble finding the documents, links, etc. because they were located in different platforms.

Project Title: **Learning Experience Evaluations - Spring 2021**

Courses Audience: **29**  
Responses Received: **7**  
Response Ratio: **24.14%**

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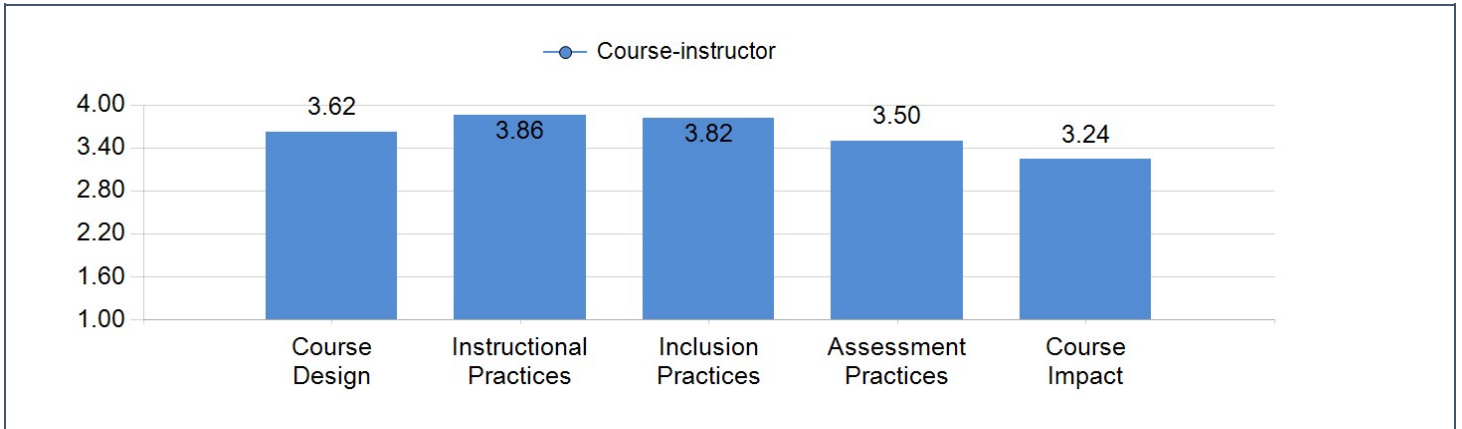
Report Comments

**This semester's summary scores reflect a shift to online instruction.**

**Please download and save a PDF copy of this report**

## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.62	+/-0.74
Instructional Practices	3.86	+/-0.36
Inclusion Practices	3.82	+/-0.39
Assessment Practices	3.50	+/-0.58
Course Impact	3.24	+/-0.83

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	7	3.86	0.38
The course assignments were related to the course objectives.	7	3.71	0.49
I understood what was expected of me in this course.	7	3.29	1.11

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	7	3.71	0.49
The instructor encouraged me to do my best work.	7	3.86	0.38
The instructor encouraged questioning and discussion of course topics from the students	7	4.00	0.00

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	7	4.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	7	3.57	0.53
The instructor was receptive to the expression of diverse student viewpoints	7	3.86	0.38
The instructor demonstrated sensitivity to students' needs and diverse life experiences	7	3.86	0.38

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	7	3.86	0.38
The grades I have received thus far reflect the QUALITY of my performance in the course.	7	3.14	0.69
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.43	0.53
The instructor's evaluation of my performances was constructive.	7	3.57	0.53

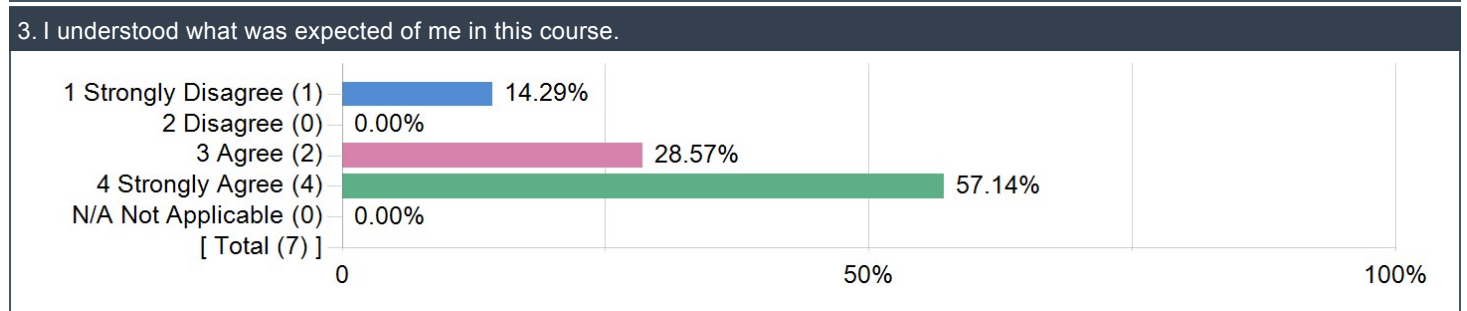
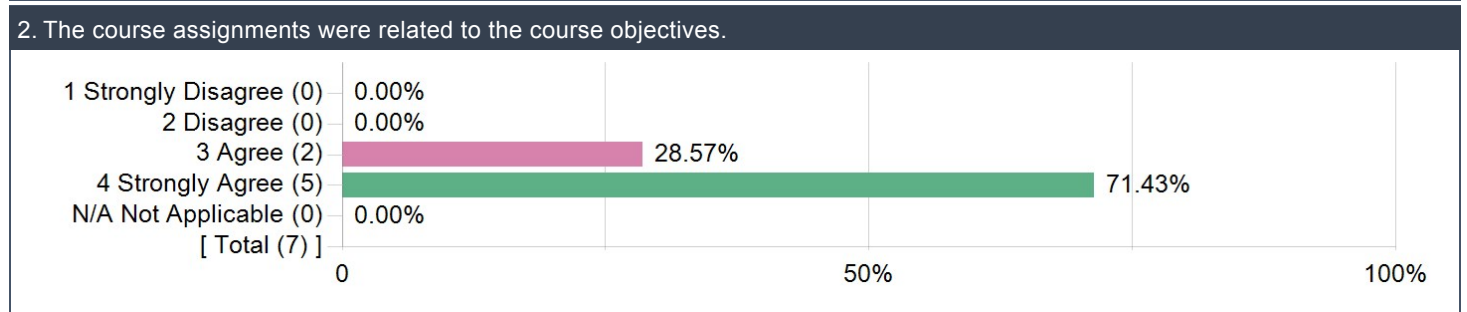
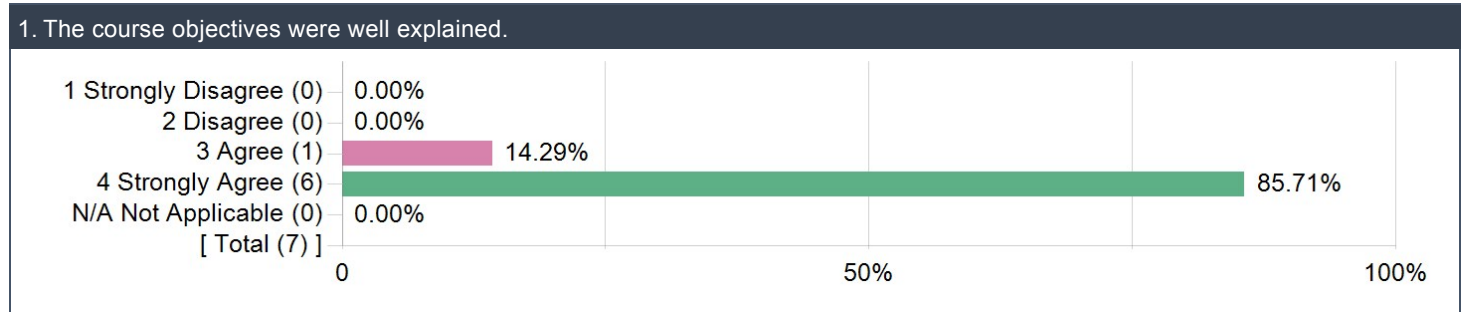
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	7	3.29	0.76
This course challenged me to think critically and communicate clearly about the subject.	7	3.29	0.76
This course provided me with information that may be directly applicable to my career or academic goals.	7	3.14	1.07

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	7	3.86	0.38
The course assignments were related to the course objectives.	7	3.71	0.49
I understood what was expected of me in this course.	7	3.29	1.11

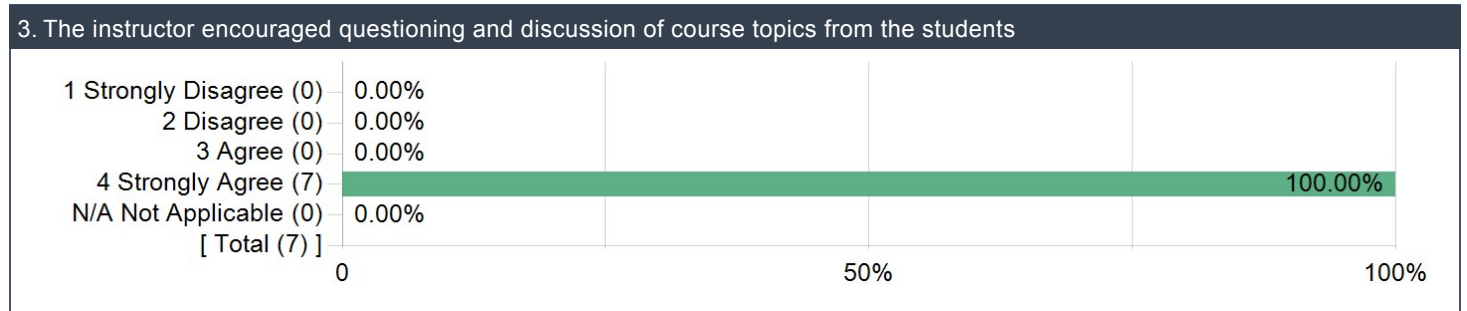
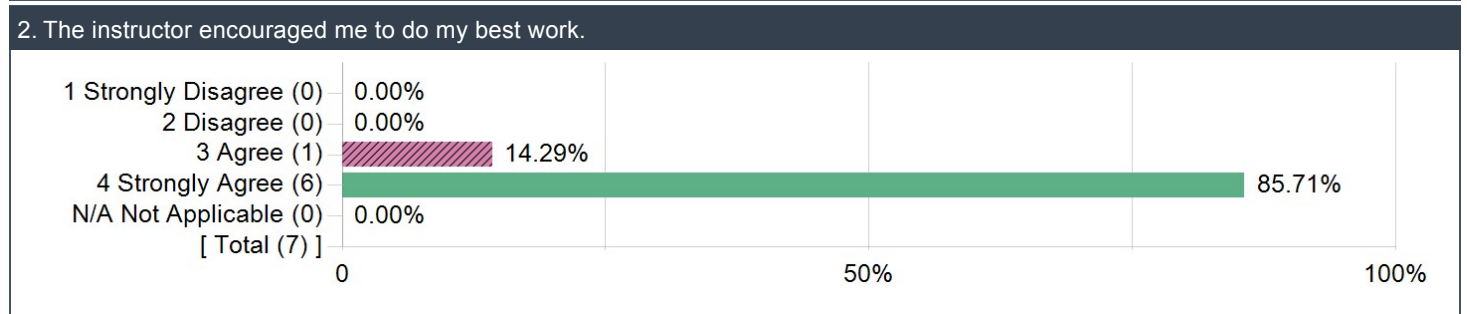
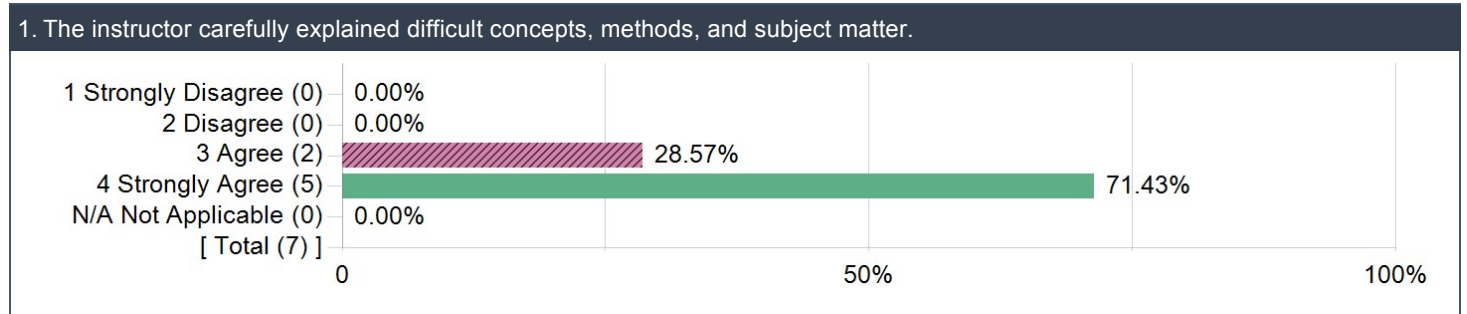




## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

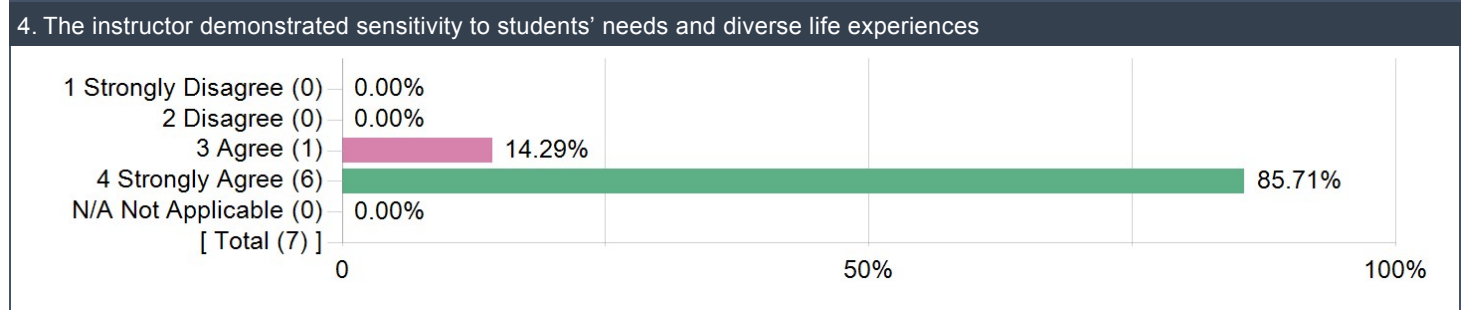
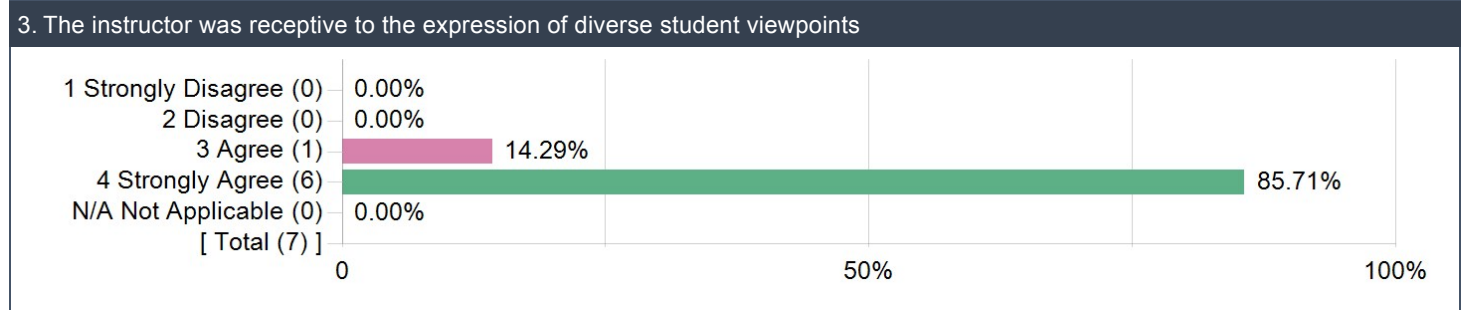
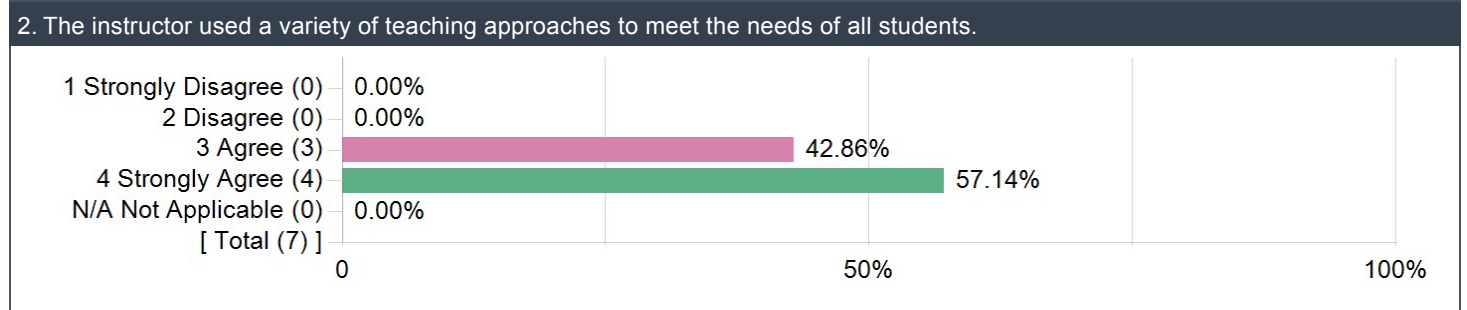
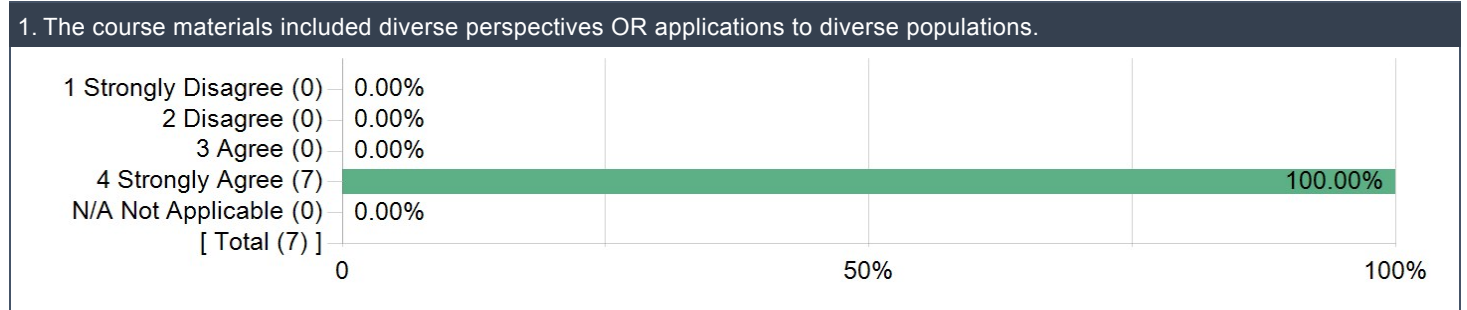
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	7	3.71	0.49
The instructor encouraged me to do my best work.	7	3.86	0.38
The instructor encouraged questioning and discussion of course topics from the students	7	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

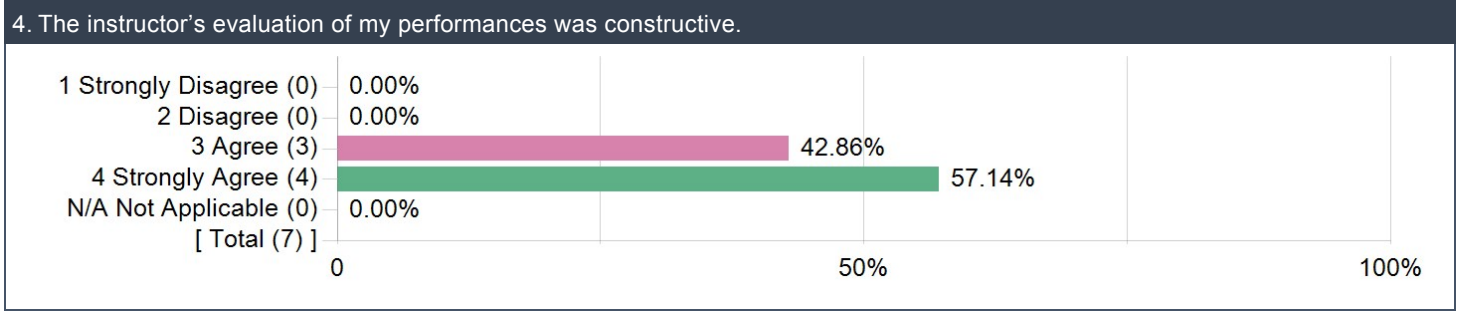
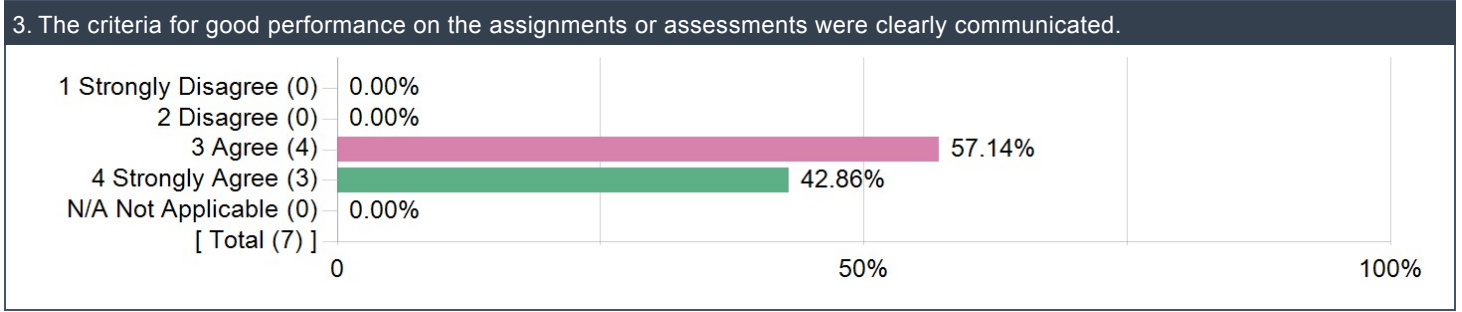
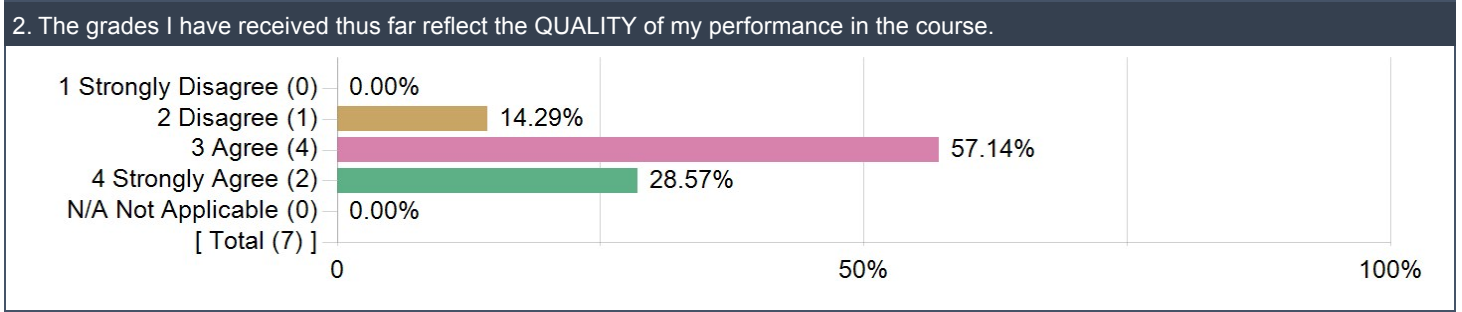
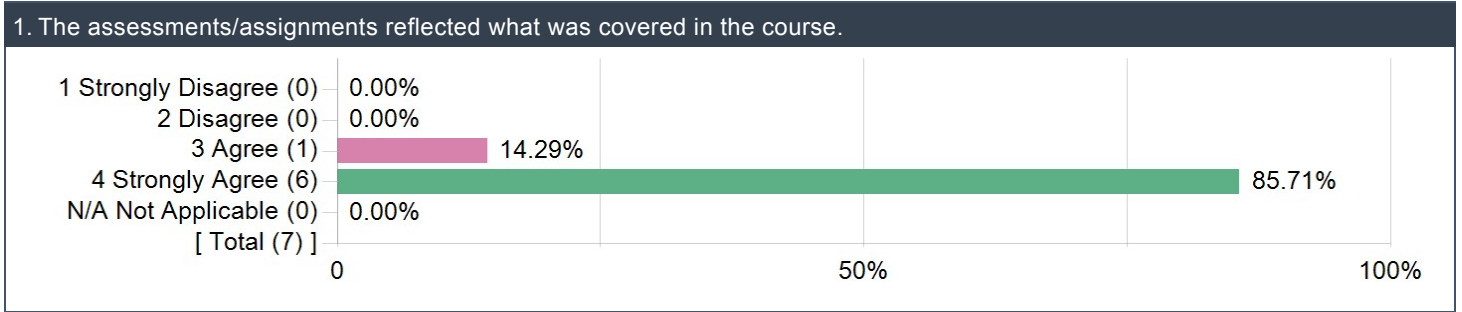
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	7	4.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	7	3.57	0.53
The instructor was receptive to the expression of diverse student viewpoints	7	3.86	0.38
The instructor demonstrated sensitivity to students' needs and diverse life experiences	7	3.86	0.38



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

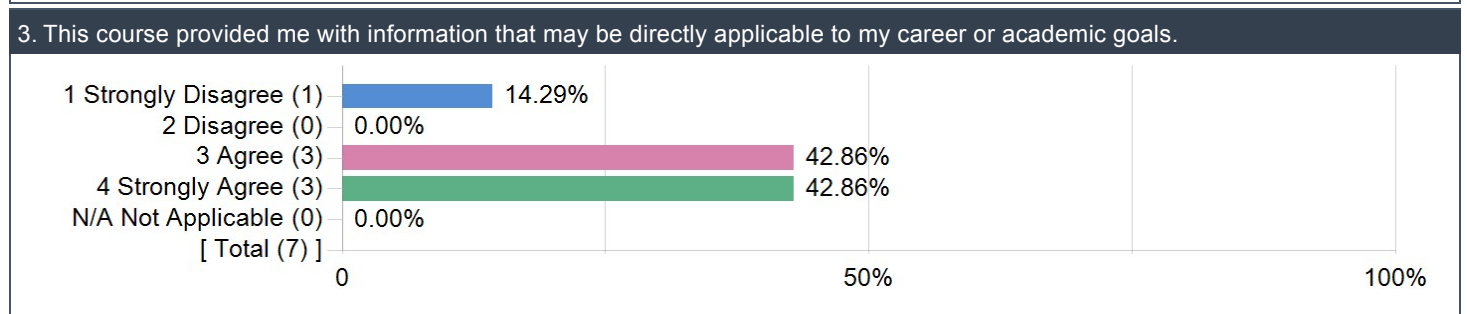
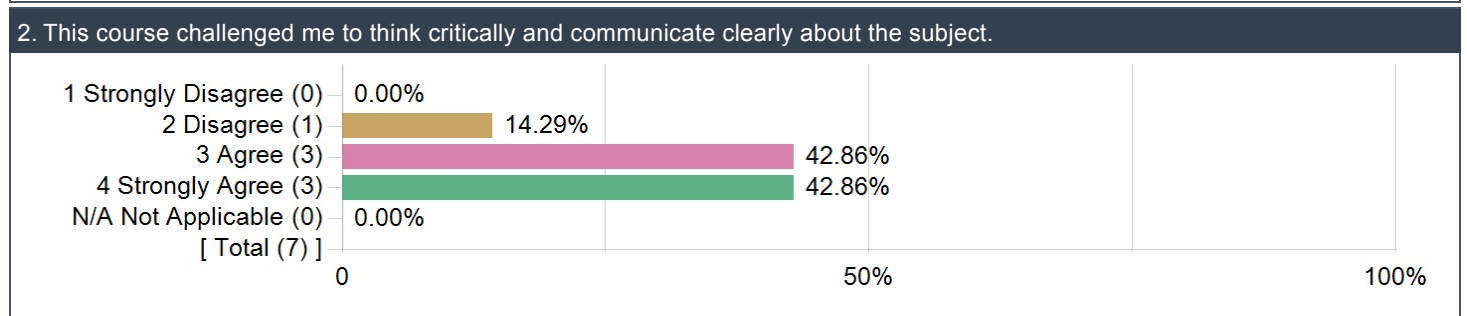
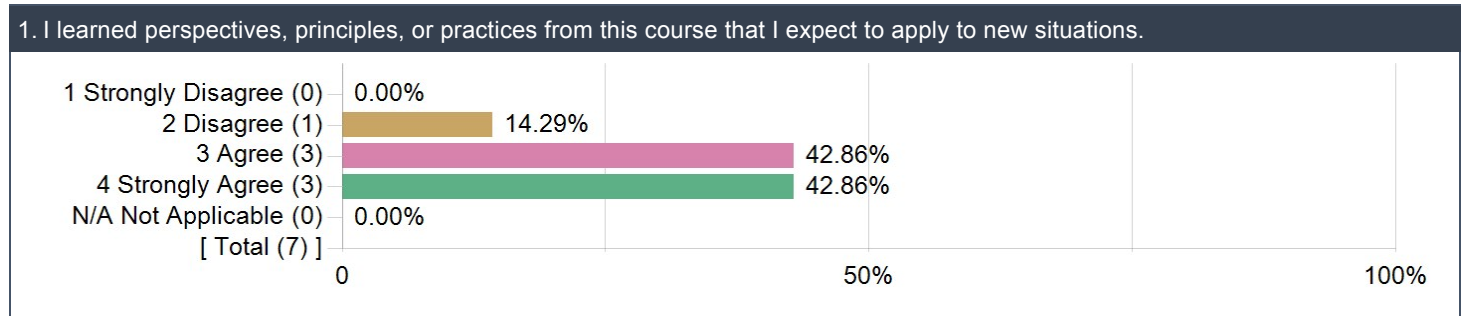
	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	7	3.86	0.38
The grades I have received thus far reflect the QUALITY of my performance in the course.	7	3.14	0.69
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.43	0.53
The instructor's evaluation of my performances was constructive.	7	3.57	0.53



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	7	3.29	0.76
This course challenged me to think critically and communicate clearly about the subject.	7	3.29	0.76
This course provided me with information that may be directly applicable to my career or academic goals.	7	3.14	1.07



**If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.**

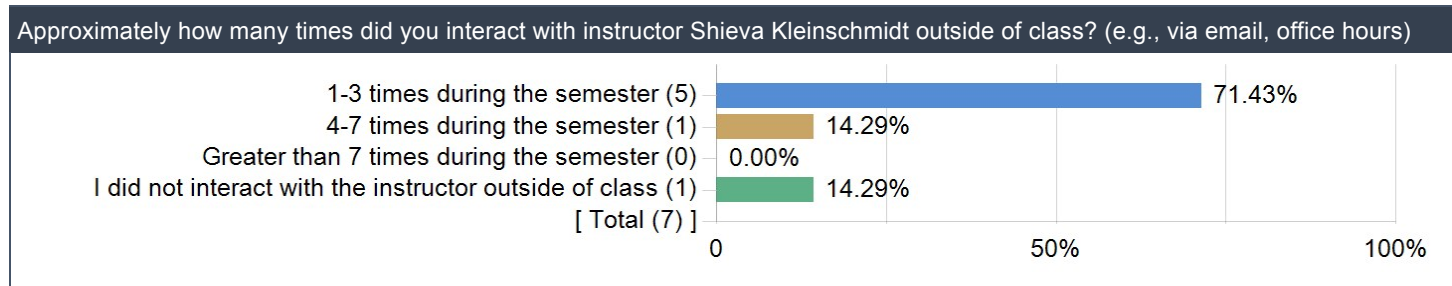
Students
I think the exam is subjective and sometimes it's hard to get points from what professor Kleinschmidt wants.
Make philosophy less confusing

**Is there additional information or feedback that you would like to share with instructor Shieva Kleinschmidt ?**

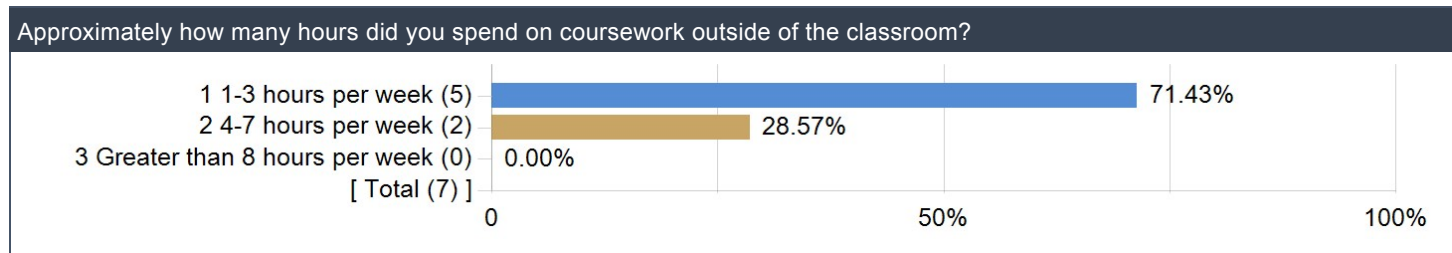
Students
Thanks for explaining tough concepts to us in a way we could understand.
You were a great teacher; always there to explain things again and really help us understand the topics. It is just that philosophy is a hard topic to understand. Also, try not to use as many filler words.
Professor Shieva has been very supportive of her students during this pandemic and has been very considerate with workload, difficulty of class, etc

## STUDENT ENGAGEMENT ANALYSIS

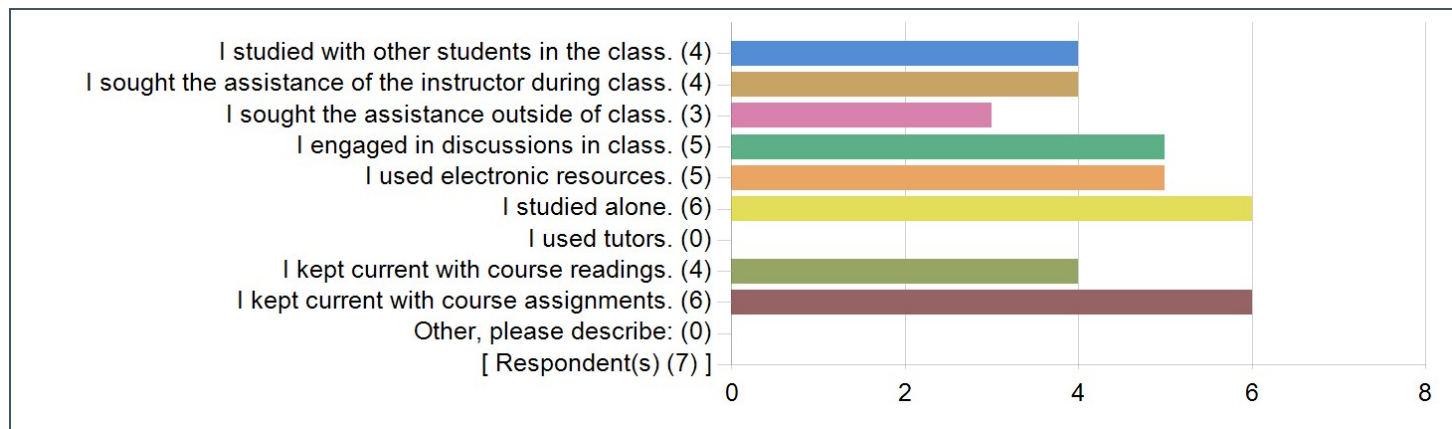
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



**Please describe the MOST valuable aspect(s) of this course.**

Comments
Lectures were quite valuable.
constructing a valid argument
Very kind and understanding professor who explains everything well, interactive class, clear expectations
Cool introduction to philosophy concepts
Cool concepts explored, wonderful teacher who's fun and engaging

**Please describe the LEAST valuable aspect(s) of this course.**

Comments
It was hard to predict the grading criteria for the first midterm, and you thankfully saw that in our scores and gave us a curve. 2 midterms, a final, and a 3 part final project is quite excessive. Maybe remove one of the exams.
the project
Discussion section wasn't always super useful



Project Title: **Learning Experience Evaluations - Spring 2021**

Courses Audience: 2  
Responses Received: 1  
Response Ratio: **50.0%**

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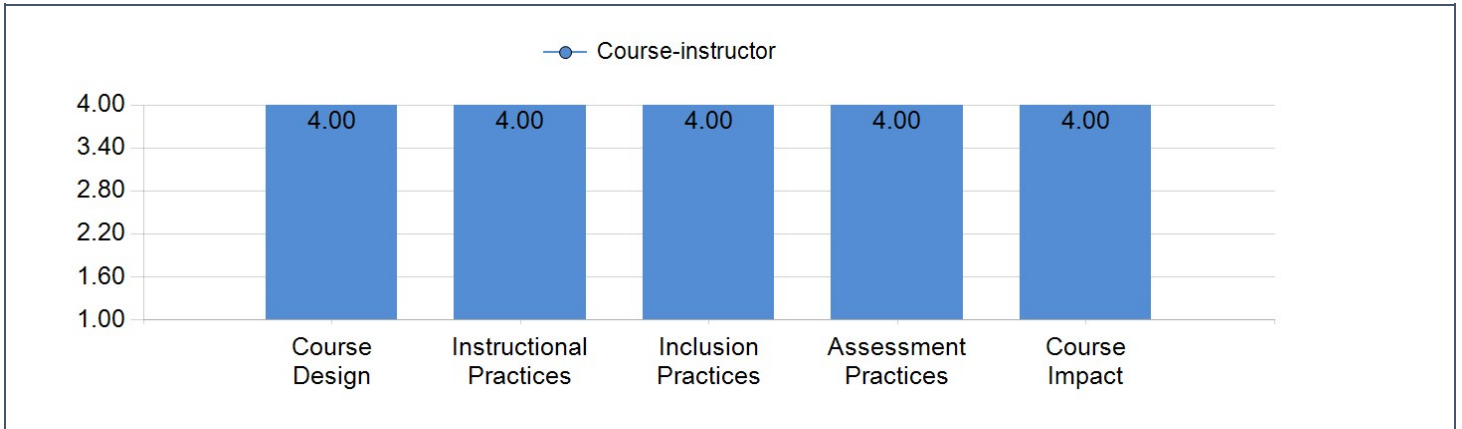
## Report Comments

**This semester's summary scores reflect a shift to online instruction.**

**Please download and save a PDF copy of this report**

## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	4.00	+/-0.00
Instructional Practices	4.00	+/-0.00
Inclusion Practices	4.00	+/-0.00
Assessment Practices	4.00	+/-0.00
Course Impact	4.00	+/-0.00

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	1	4.00	N/A
The course assignments were related to the course objectives.	1	4.00	N/A
I understood what was expected of me in this course.	1	4.00	N/A

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	1	4.00	N/A
The instructor encouraged me to do my best work.	1	4.00	N/A
The instructor encouraged questioning and discussion of course topics from the students	1	4.00	N/A

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	1	4.00	N/A
The instructor used a variety of teaching approaches to meet the needs of all students.	1	4.00	N/A
The instructor was receptive to the expression of diverse student viewpoints	1	4.00	N/A
The instructor demonstrated sensitivity to students' needs and diverse life experiences	1	4.00	N/A

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	1	4.00	N/A
The grades I have received thus far reflect the QUALITY of my performance in the course.	1	4.00	N/A
The criteria for good performance on the assignments or assessments were clearly communicated.	1	4.00	N/A
The instructor's evaluation of my performances was constructive.	1	4.00	N/A

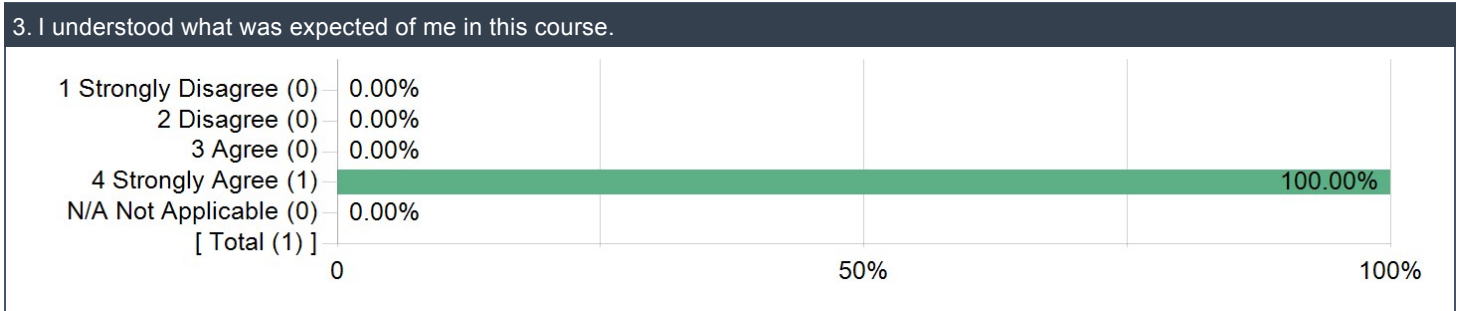
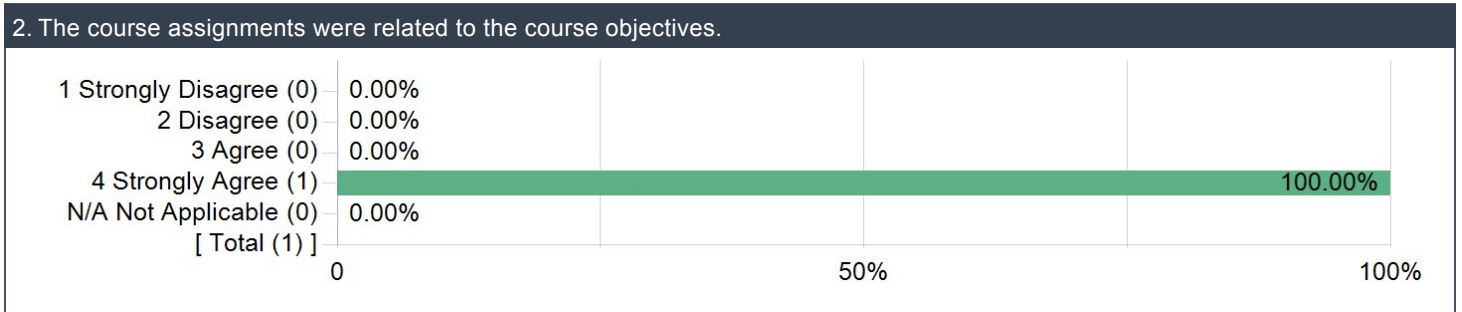
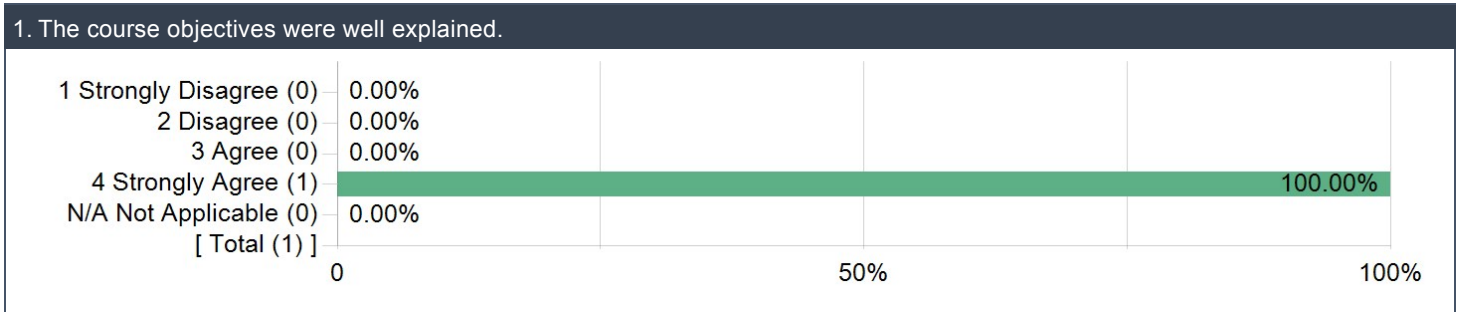
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	1	4.00	N/A
This course challenged me to think critically and communicate clearly about the subject.	1	4.00	N/A
This course provided me with information that may be directly applicable to my career or academic goals.	1	4.00	N/A

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

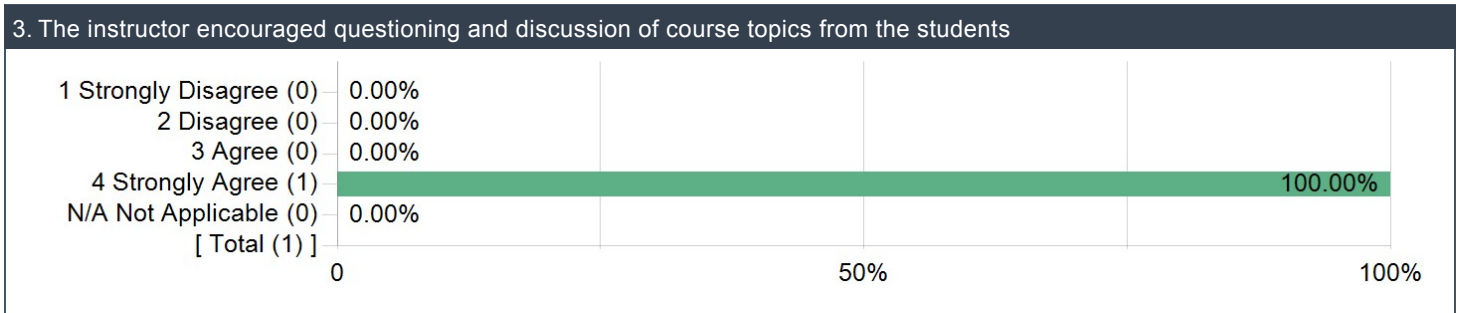
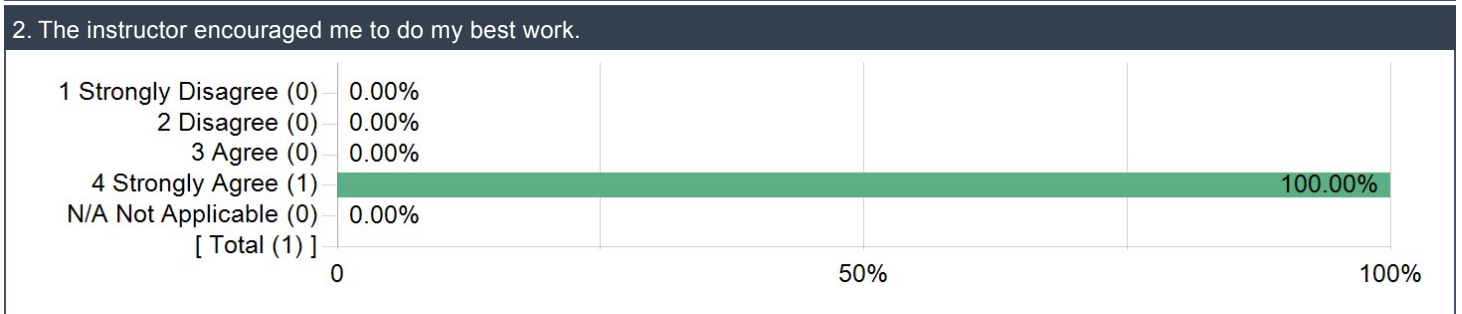
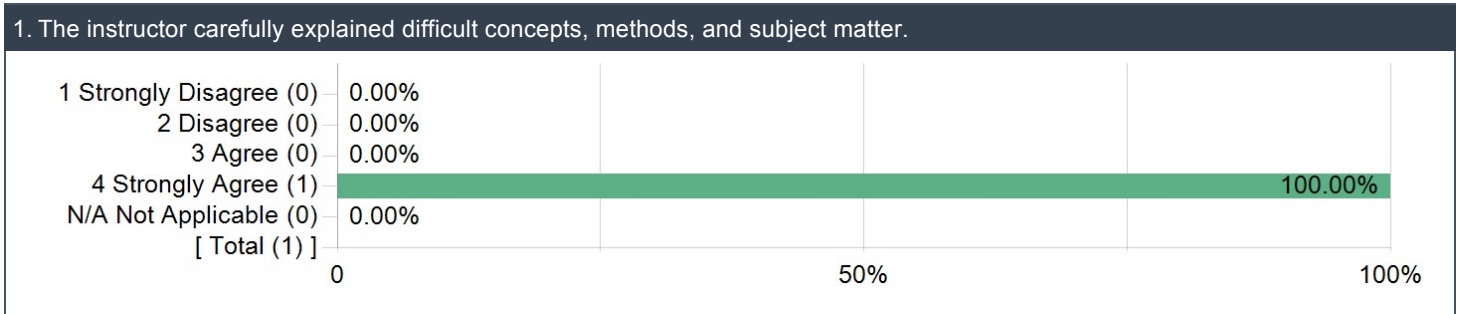
	N	Mean	Std. Deviation
The course objectives were well explained.	1	4.00	N/A
The course assignments were related to the course objectives.	1	4.00	N/A
I understood what was expected of me in this course.	1	4.00	N/A



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

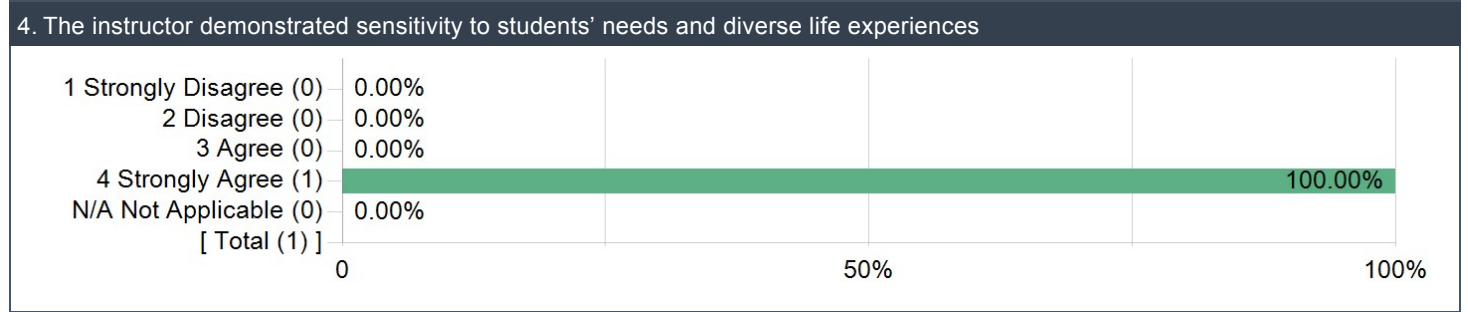
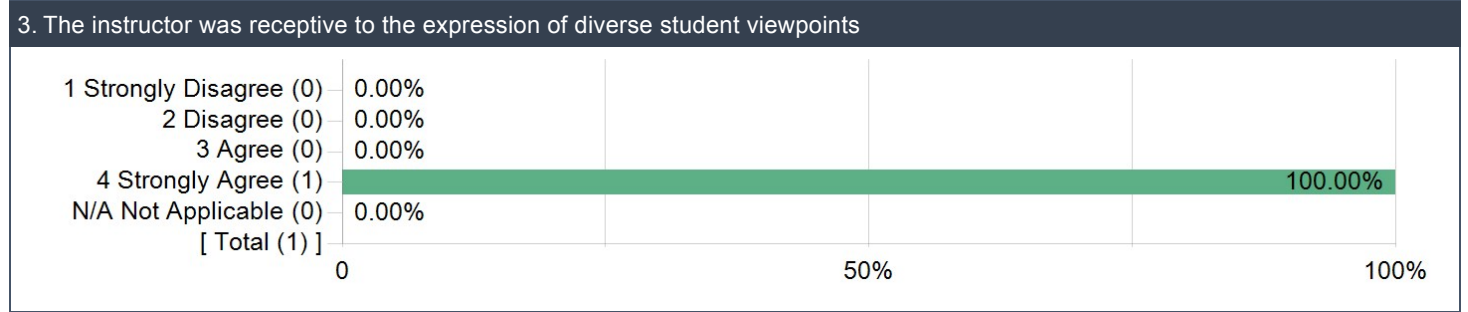
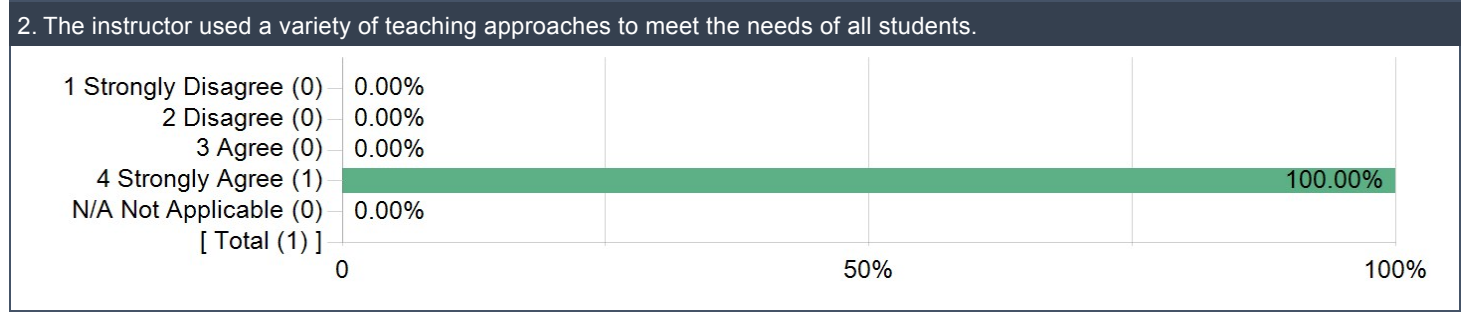
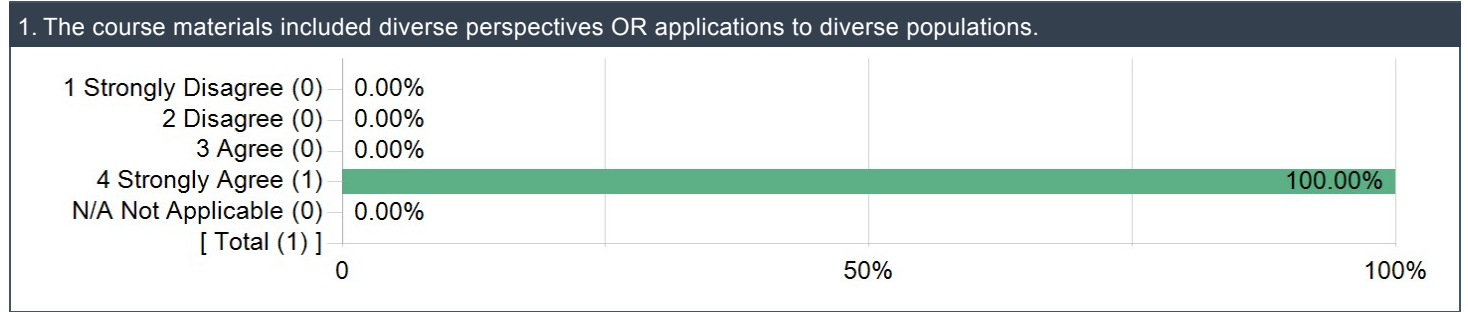
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	1	4.00	N/A
The instructor encouraged me to do my best work.	1	4.00	N/A
The instructor encouraged questioning and discussion of course topics from the students	1	4.00	N/A



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

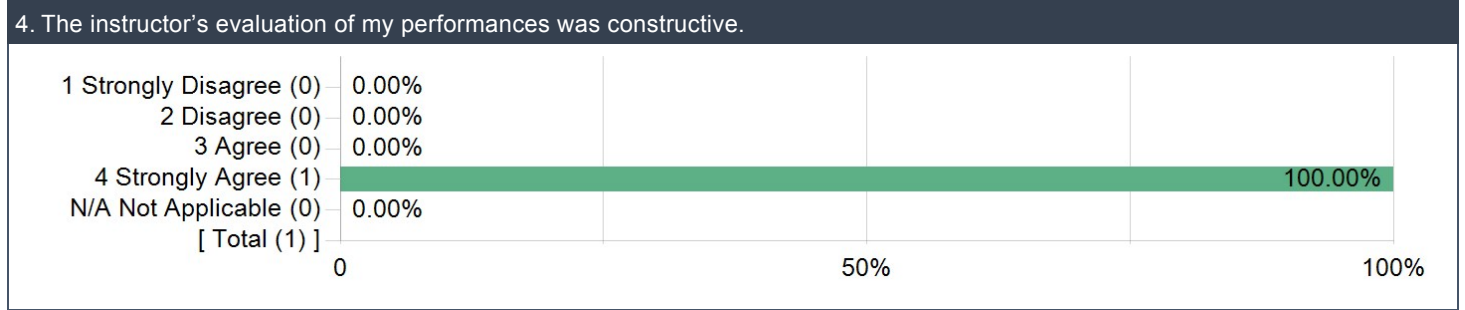
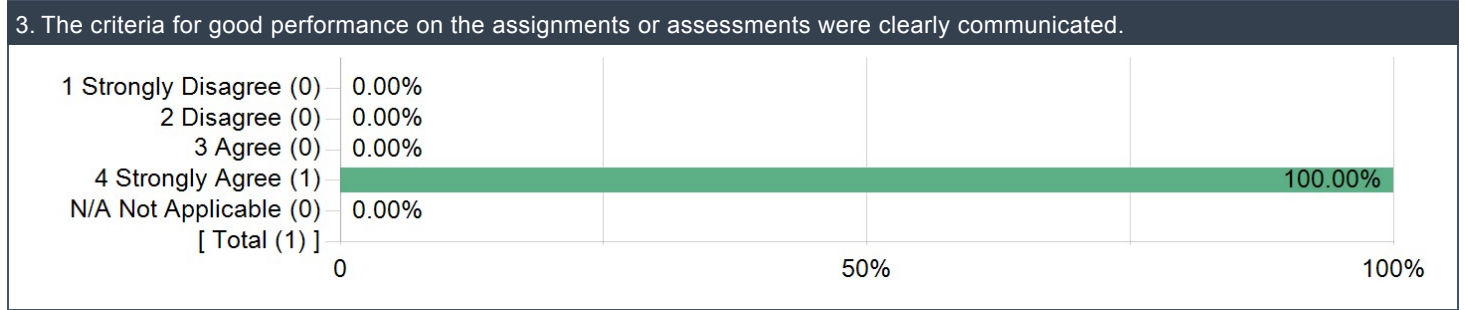
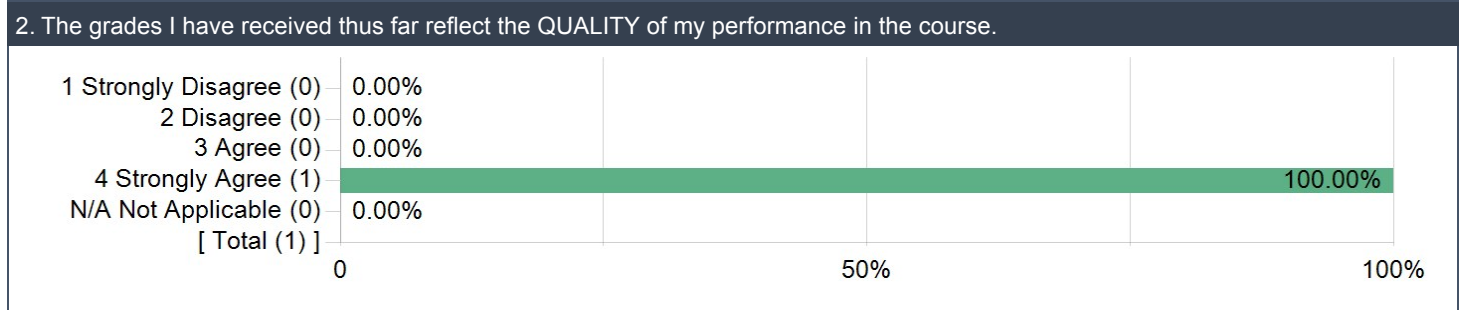
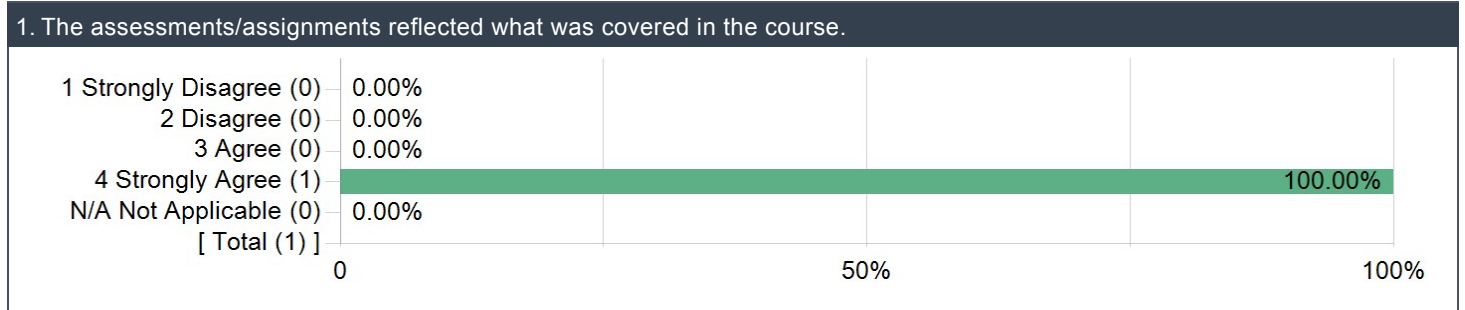
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	1	4.00	N/A
The instructor used a variety of teaching approaches to meet the needs of all students.	1	4.00	N/A
The instructor was receptive to the expression of diverse student viewpoints	1	4.00	N/A
The instructor demonstrated sensitivity to students' needs and diverse life experiences	1	4.00	N/A



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

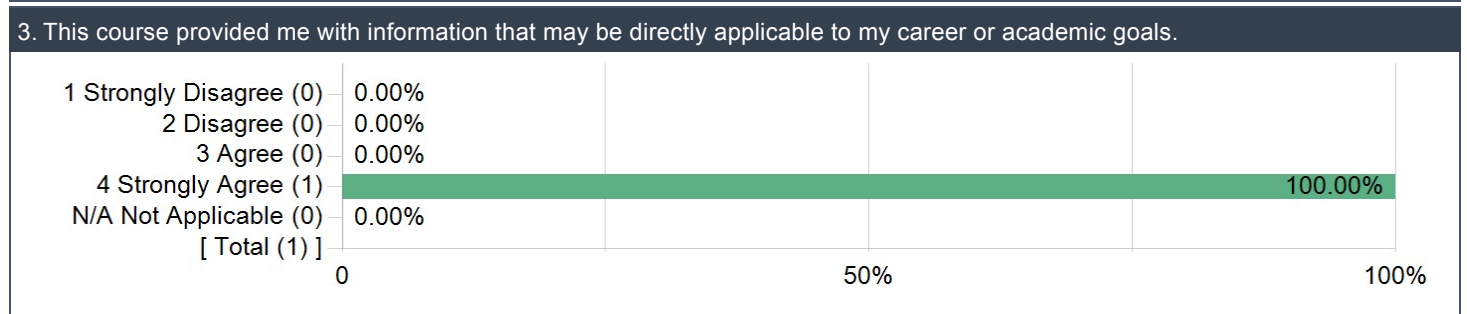
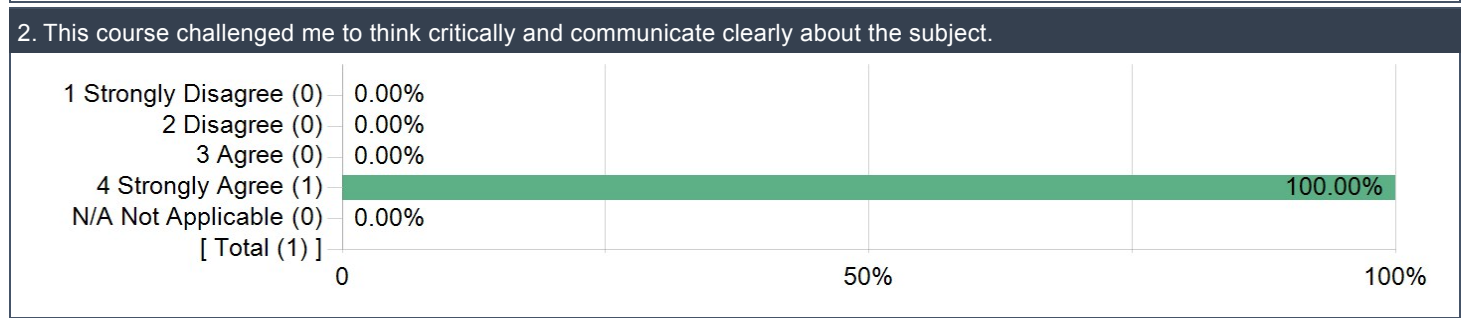
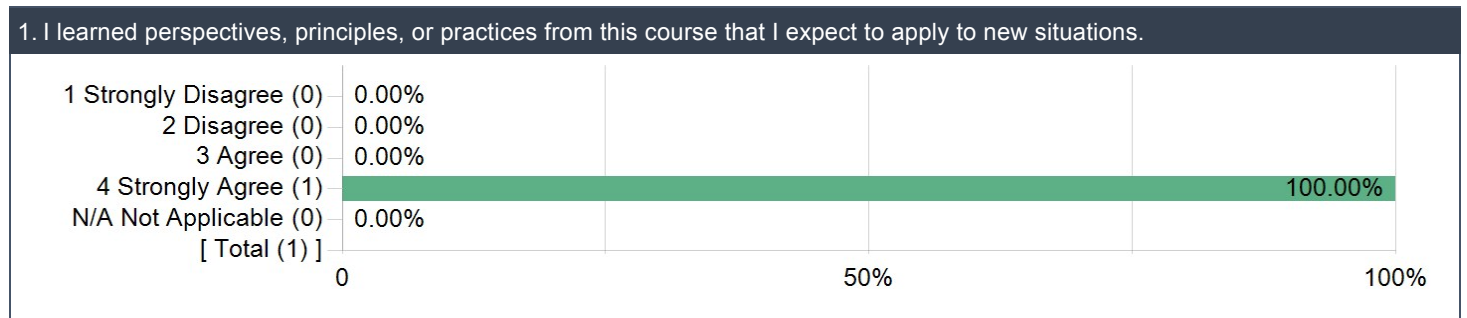
	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	1	4.00	N/A
The grades I have received thus far reflect the QUALITY of my performance in the course.	1	4.00	N/A
The criteria for good performance on the assignments or assessments were clearly communicated.	1	4.00	N/A
The instructor's evaluation of my performances was constructive.	1	4.00	N/A



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

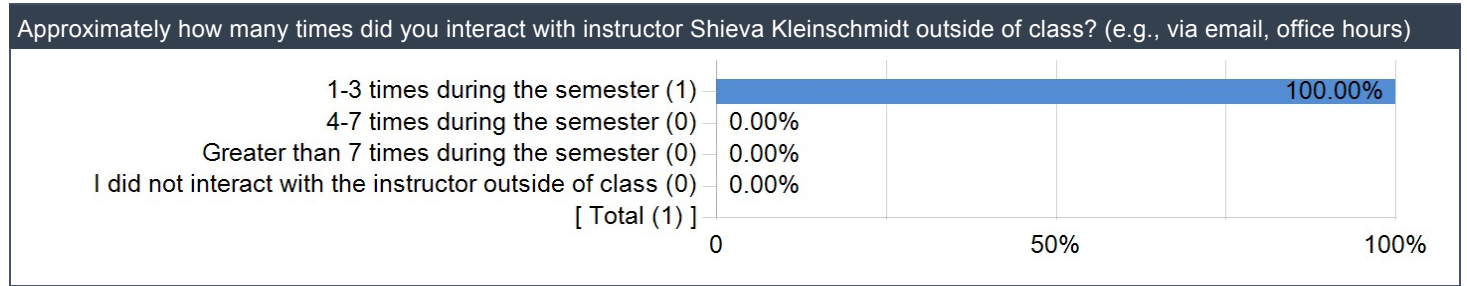
	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	1	4.00	N/A
This course challenged me to think critically and communicate clearly about the subject.	1	4.00	N/A
This course provided me with information that may be directly applicable to my career or academic goals.	1	4.00	N/A



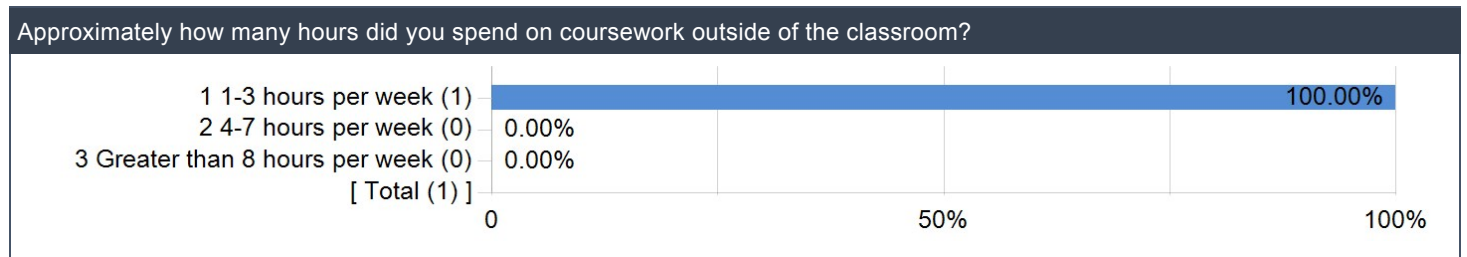


## STUDENT ENGAGEMENT ANALYSIS

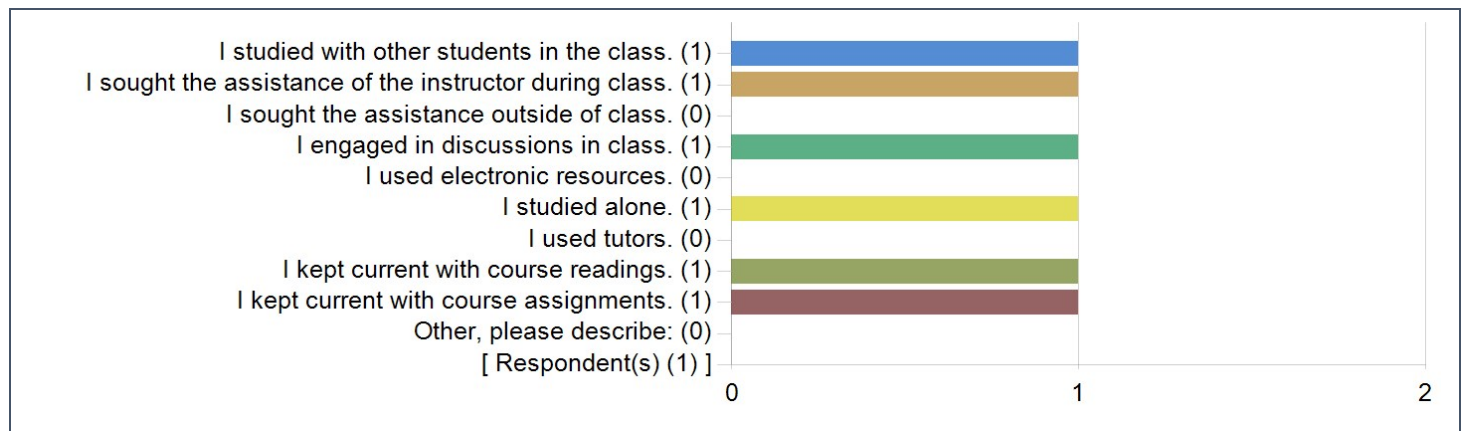
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



Project Title: **Learning Experience Evaluations - Fall 2021**

Courses Audience: **4**  
Responses Received: **2**  
Response Ratio: **50.0%**

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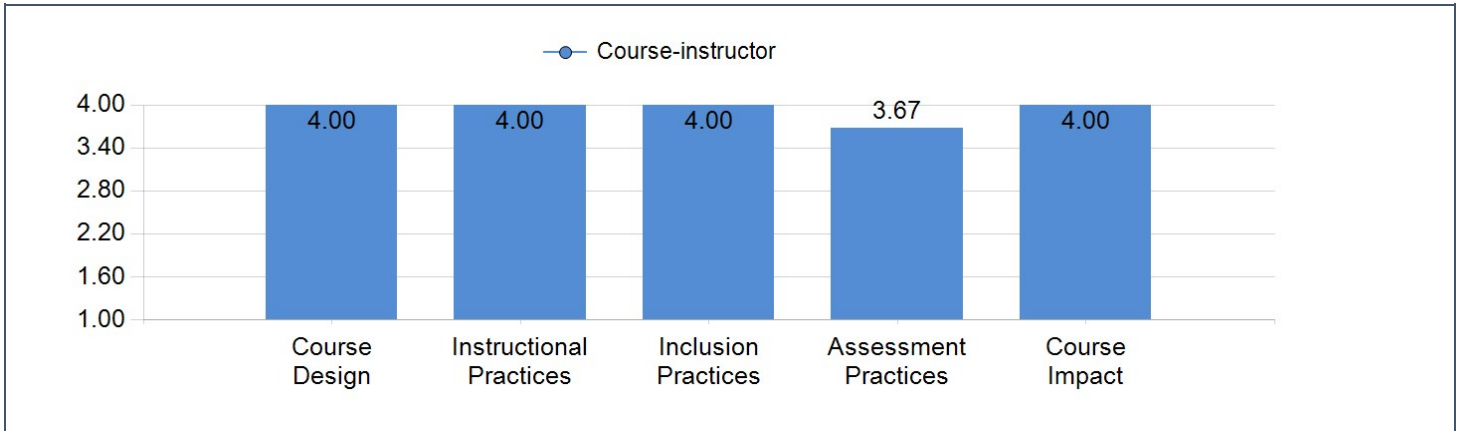
## Report Comments

**This semester's summary scores reflect a shift to online instruction.**

**Please download and save a PDF copy of this report**

## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	4.00	+/-0.00
Instructional Practices	4.00	+/-0.00
Inclusion Practices	4.00	+/-0.00
Assessment Practices	3.67	+/-0.45
Course Impact	4.00	+/-0.00

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	2	4.00	0.00
The course assignments were related to the course objectives.	2	4.00	0.00
I understood what was expected of me in this course.	2	4.00	0.00

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	2	4.00	0.00
The instructor encouraged me to do my best work.	2	4.00	0.00
The instructor encouraged questioning and discussion of course topics from the students	2	4.00	0.00

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	2	4.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	2	4.00	0.00
The instructor was receptive to the expression of diverse student viewpoints	2	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences	2	4.00	0.00

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	2	4.00	0.00
The grades I have received thus far reflect the QUALITY of my performance in the course.	0	NRP	NRP
The criteria for good performance on the assignments or assessments were clearly communicated.	1	3.00	N/A
The instructor's evaluation of my performances was constructive.	2	4.00	0.00

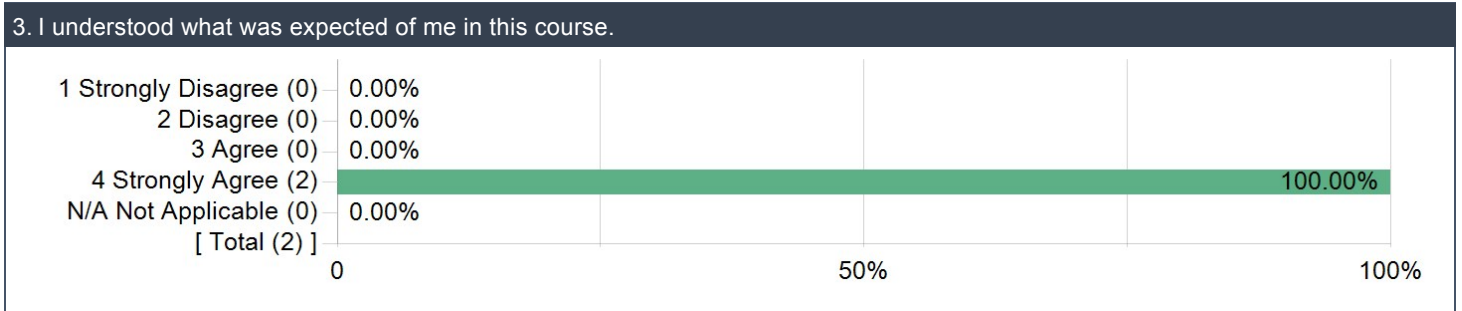
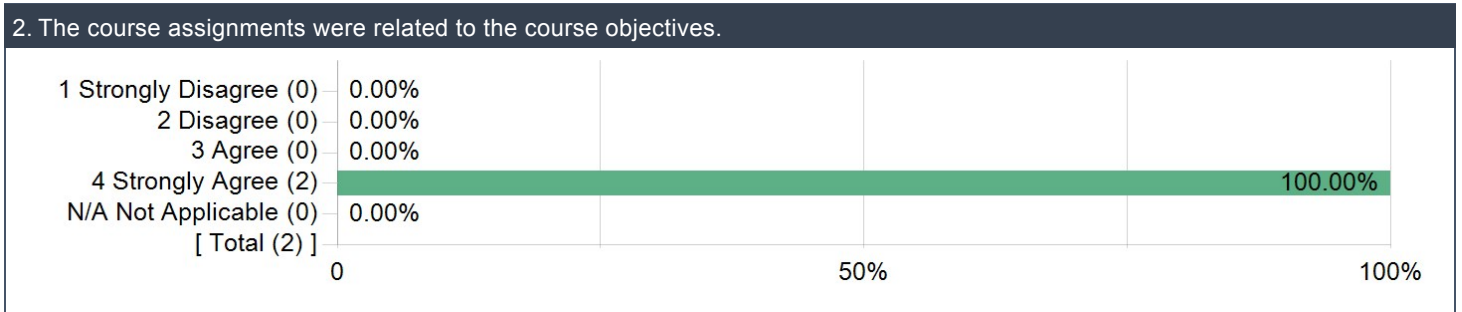
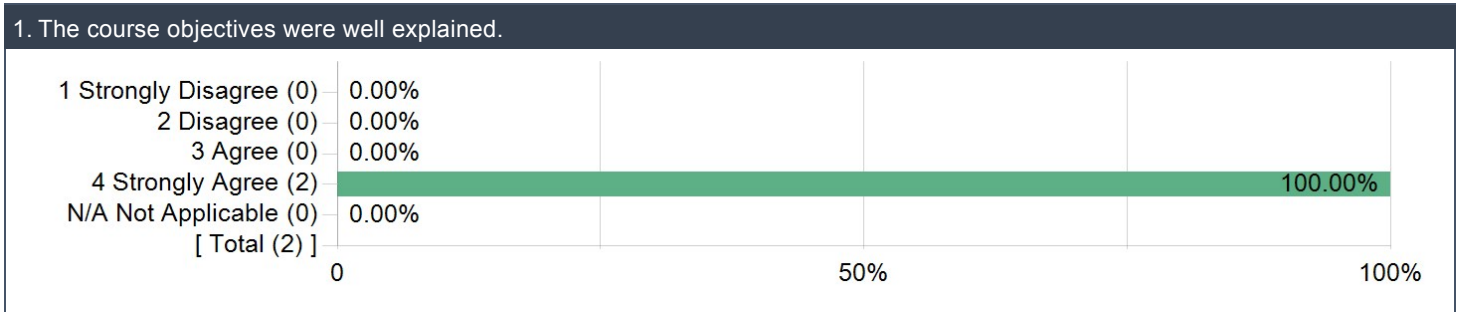
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	2	4.00	0.00
This course challenged me to think critically and communicate clearly about the subject.	2	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	2	4.00	0.00

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

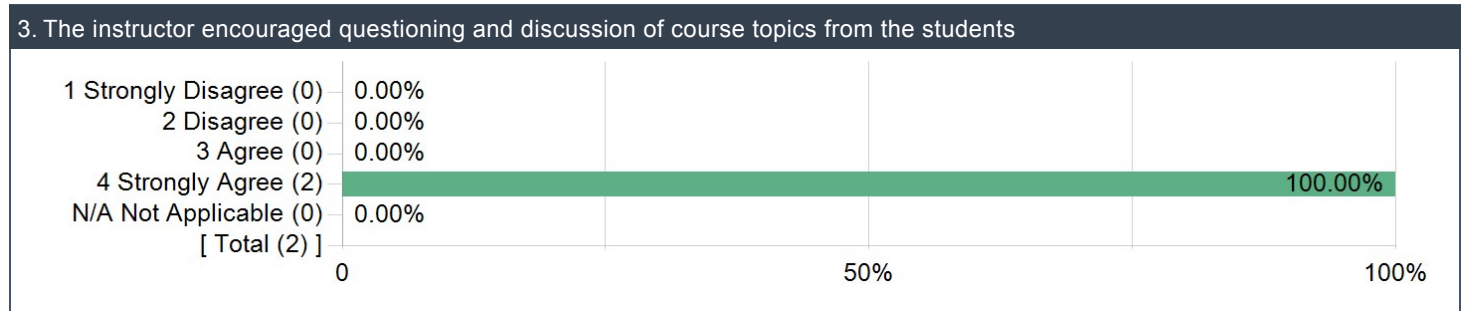
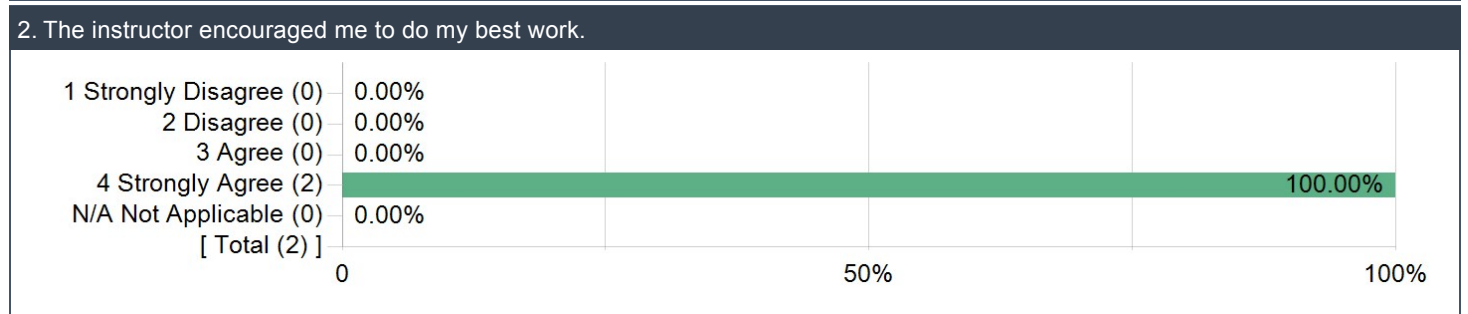
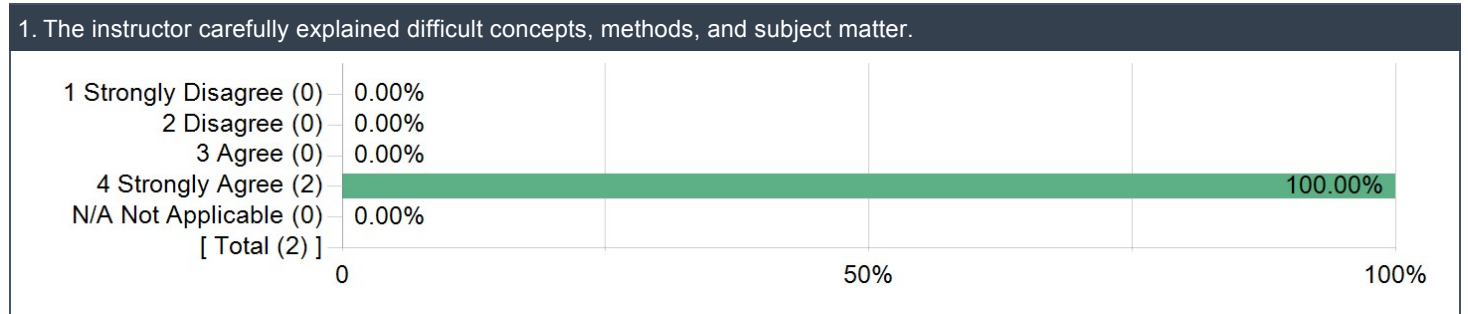
	N	Mean	Std. Deviation
The course objectives were well explained.	2	4.00	0.00
The course assignments were related to the course objectives.	2	4.00	0.00
I understood what was expected of me in this course.	2	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

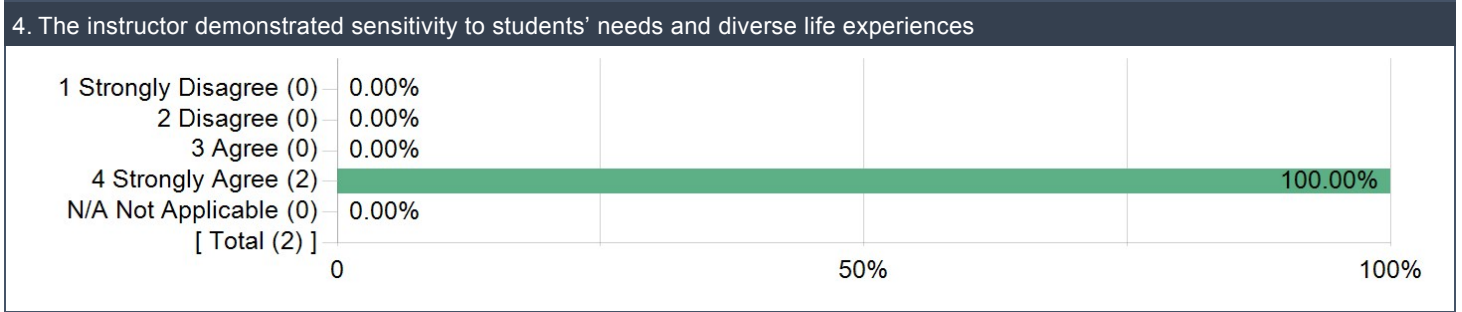
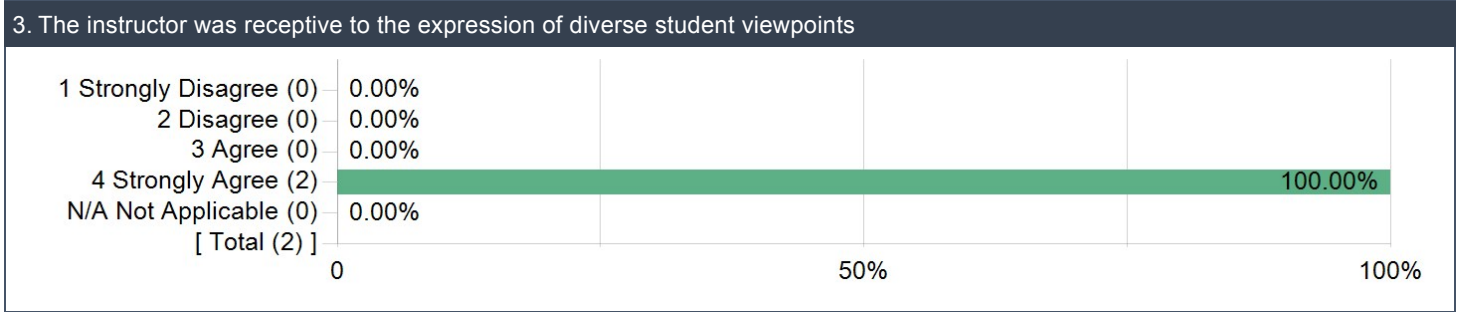
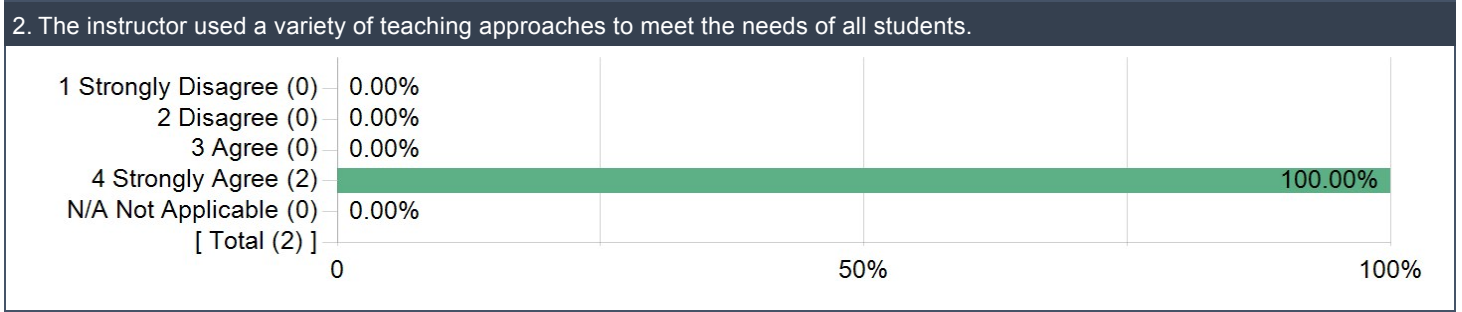
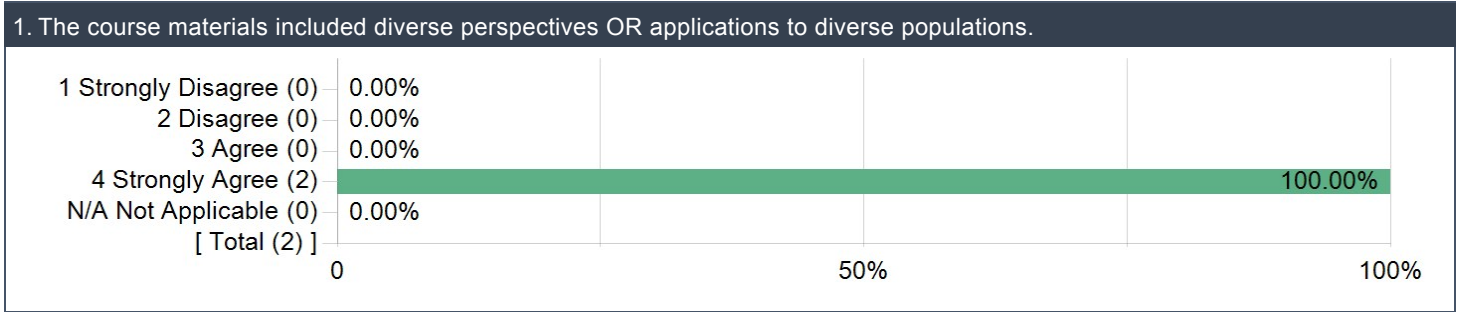
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	2	4.00	0.00
The instructor encouraged me to do my best work.	2	4.00	0.00
The instructor encouraged questioning and discussion of course topics from the students	2	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

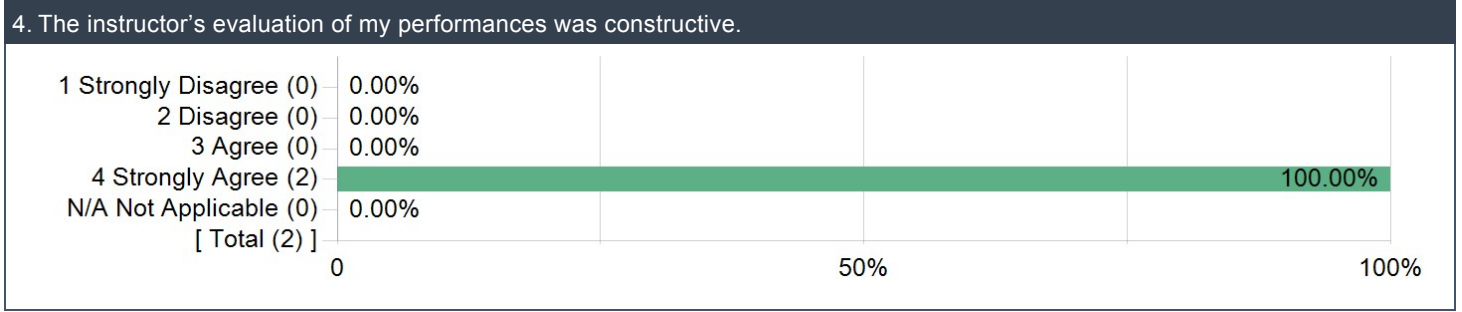
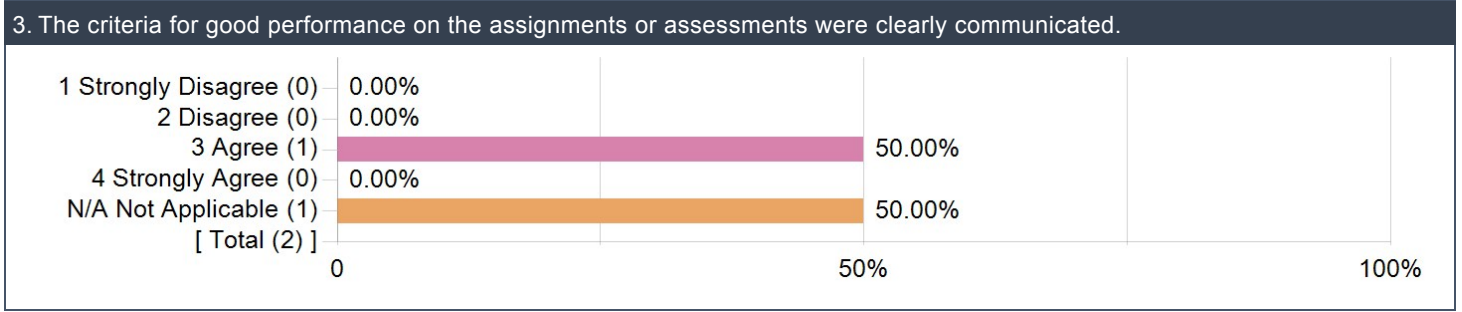
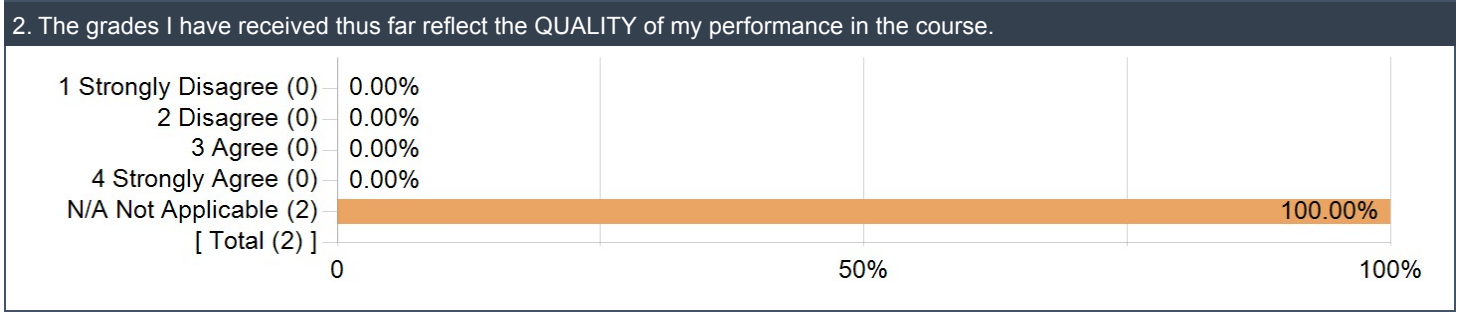
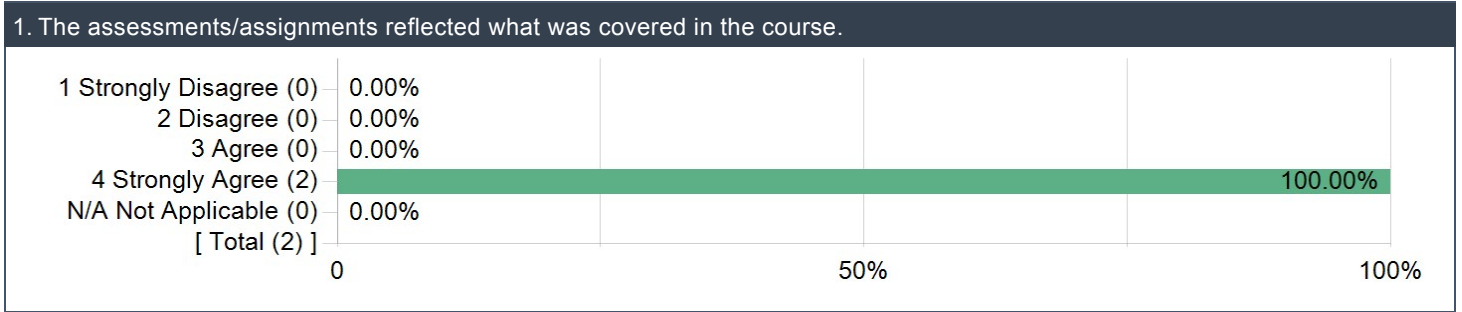
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	2	4.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	2	4.00	0.00
The instructor was receptive to the expression of diverse student viewpoints	2	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences	2	4.00	0.00



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	2	4.00	0.00
The grades I have received thus far reflect the QUALITY of my performance in the course.	0	NRP	NRP
The criteria for good performance on the assignments or assessments were clearly communicated.	1	3.00	N/A
The instructor's evaluation of my performances was constructive.	2	4.00	0.00

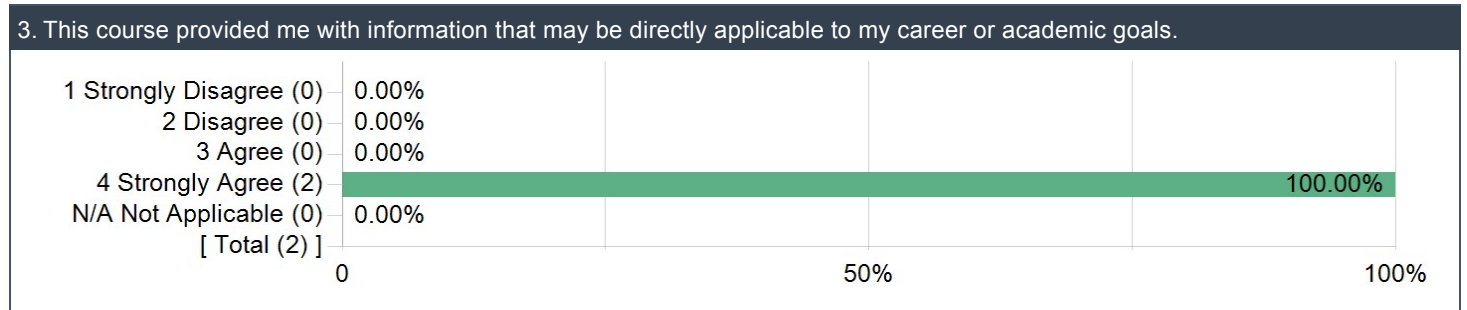
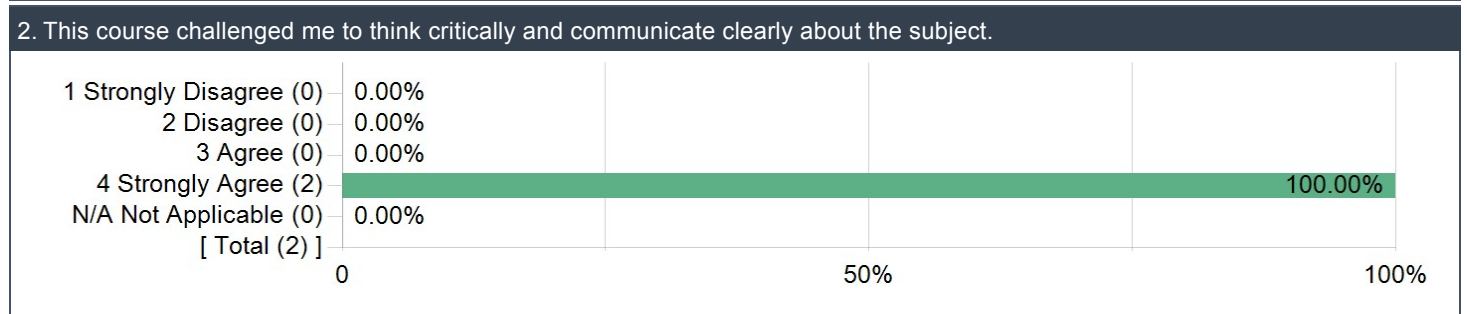
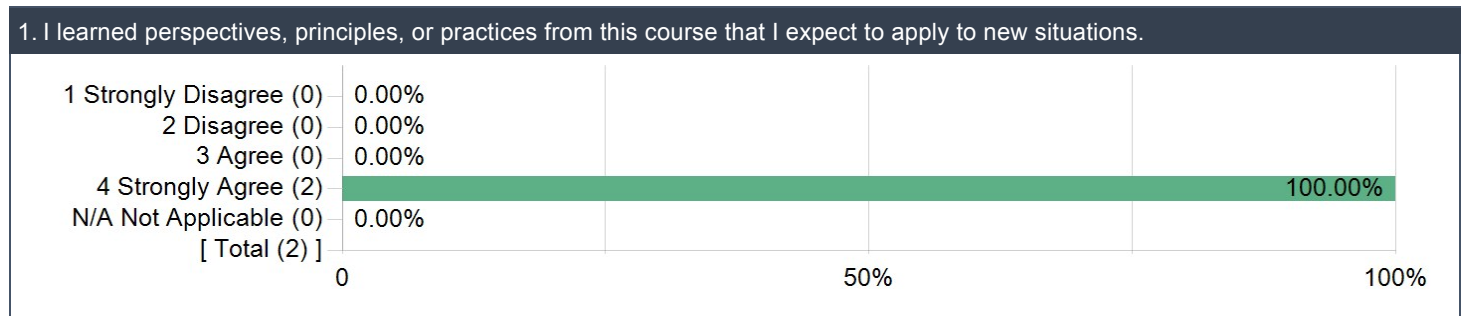




## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	2	4.00	0.00
This course challenged me to think critically and communicate clearly about the subject.	2	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	2	4.00	0.00



**Is there additional information or feedback that you would like to share with instructor Shieva Kleinschmidt ?**

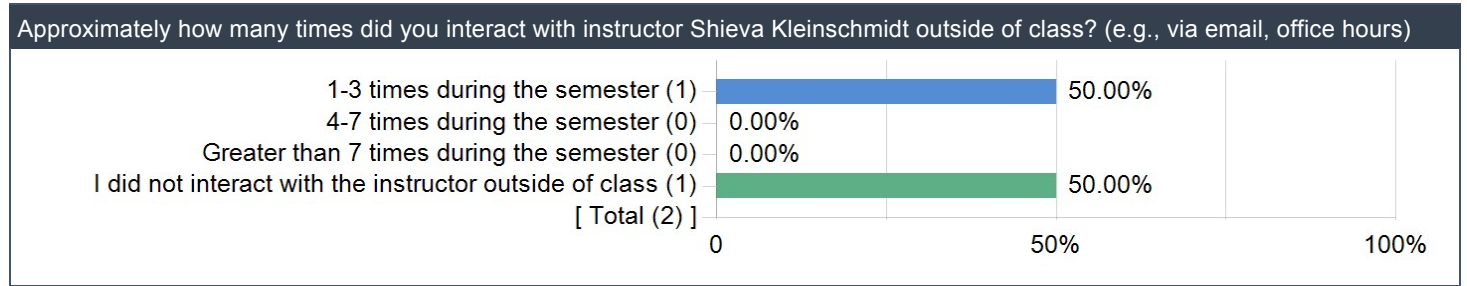
**Students**

Shieva was kind, supportive, and encouraging. I feel like I learned a lot and already see changes in the way I approach teaching. I look forward to the upper level class!

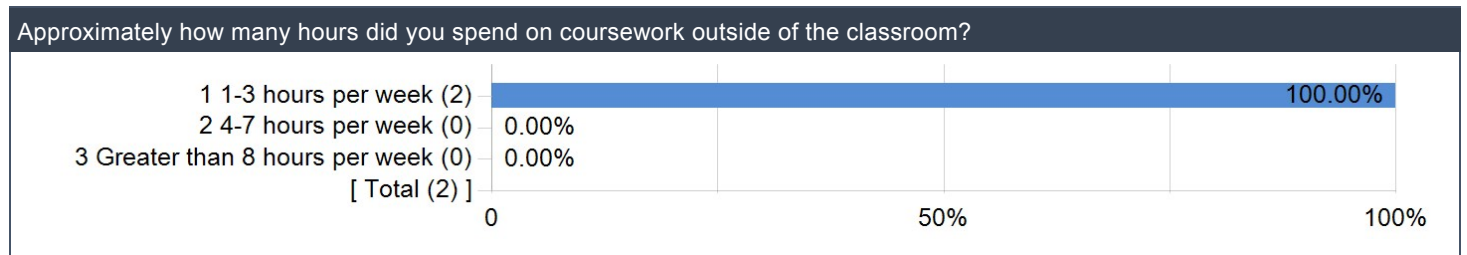
I found this course very helpful for navigating my first semester of TAing. I really appreciated the effort and care put into designing and delivering it. I noticed quite significant improvements in my classroom experiences as I tried to implement some of the suggestions made in this class.

## STUDENT ENGAGEMENT ANALYSIS

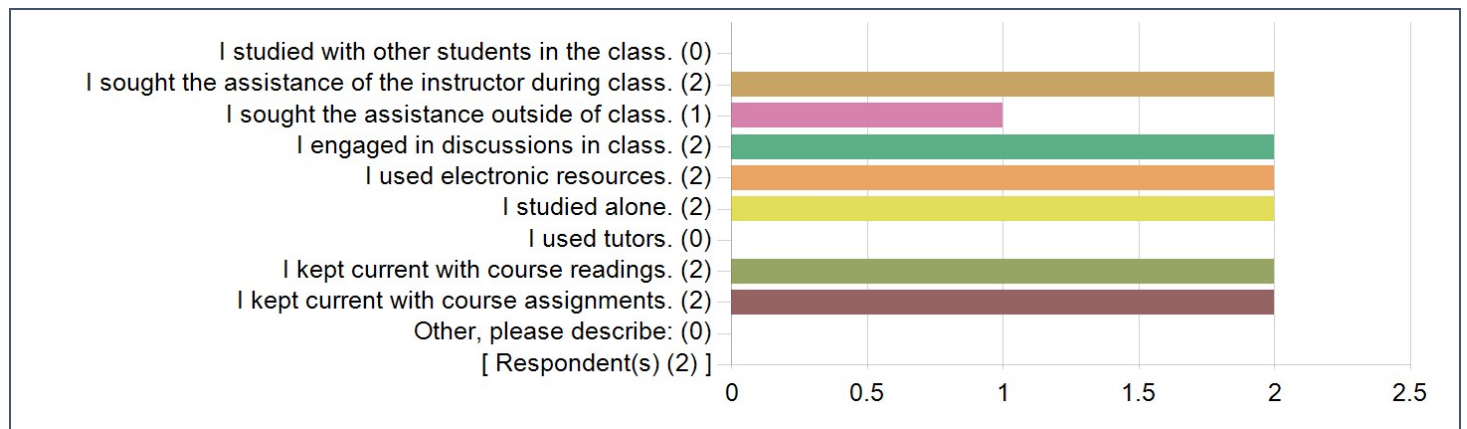
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



**Please describe the MOST valuable aspect(s) of this course.**

Comments

I learned the most the first couple of weeks (talking about course goals and objectives) because it was something I hadn't previously been exposed to. But otherwise, seeing a recording of myself teaching and receiving feedback on it was incredibly valuable.

The readings on diversity and how to handle sensitive discussion topics were the most helpful for preparing me to deal with situations I hadn't encountered before.

**Please describe the LEAST valuable aspect(s) of this course.**

Comments

I found the before-class reading/videos on activity planning section less helpful. Though some of the ideas were useful, many of them didn't feel like they were very applicable to philosophy undergrad students. The ones we came up with in class felt much more like the sort of thing I could add to my toolbox.

I thought at times that we could have covered more content in the time we had, or covered the same amount of content in less time.

# Individual Report for Instructor Kleinschmidt (49653-20213 : PHIL-595 Advanced Practicum in Disciplinary Instruction (49653))

Project Title: **Learning Experience Evaluations - Fall 2021**

Courses Audience: **3**

Responses Received: **1**

Response Ratio: **33.33%**

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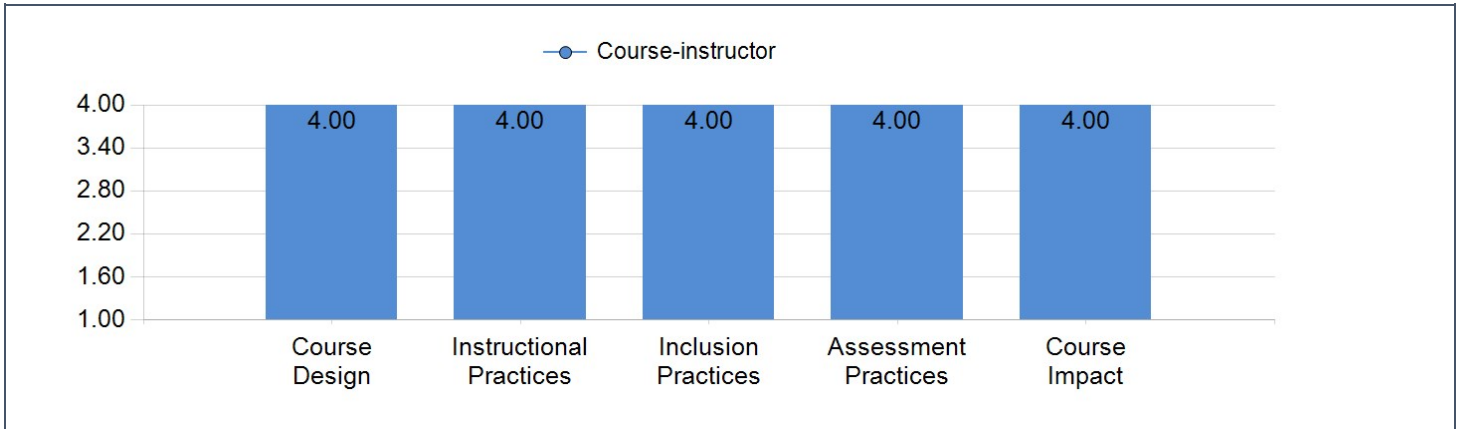
## Report Comments

**This semester's summary scores reflect a shift to online instruction.**

**Please download and save a PDF copy of this report**

## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	4.00	+/-0.00
Instructional Practices	4.00	+/-0.00
Inclusion Practices	4.00	+/-0.00
Assessment Practices	4.00	+/-0.00
Course Impact	4.00	+/-0.00

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	1	4.00	N/A
The course assignments were related to the course objectives.	1	4.00	N/A
I understood what was expected of me in this course.	0	NRP	NRP

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	1	4.00	N/A
The instructor encouraged me to do my best work.	1	4.00	N/A
The instructor encouraged questioning and discussion of course topics from the students	1	4.00	N/A

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	1	4.00	N/A
The instructor used a variety of teaching approaches to meet the needs of all students.	1	4.00	N/A
The instructor was receptive to the expression of diverse student viewpoints	1	4.00	N/A
The instructor demonstrated sensitivity to students' needs and diverse life experiences	1	4.00	N/A

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	1	4.00	N/A
The grades I have received thus far reflect the QUALITY of my performance in the course.	0	NRP	NRP
The criteria for good performance on the assignments or assessments were clearly communicated.	0	NRP	NRP
The instructor's evaluation of my performances was constructive.	0	NRP	NRP

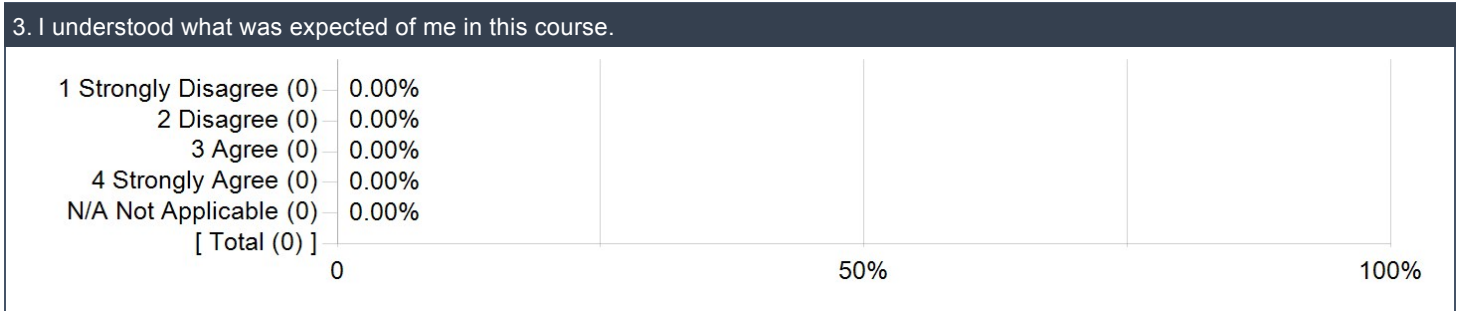
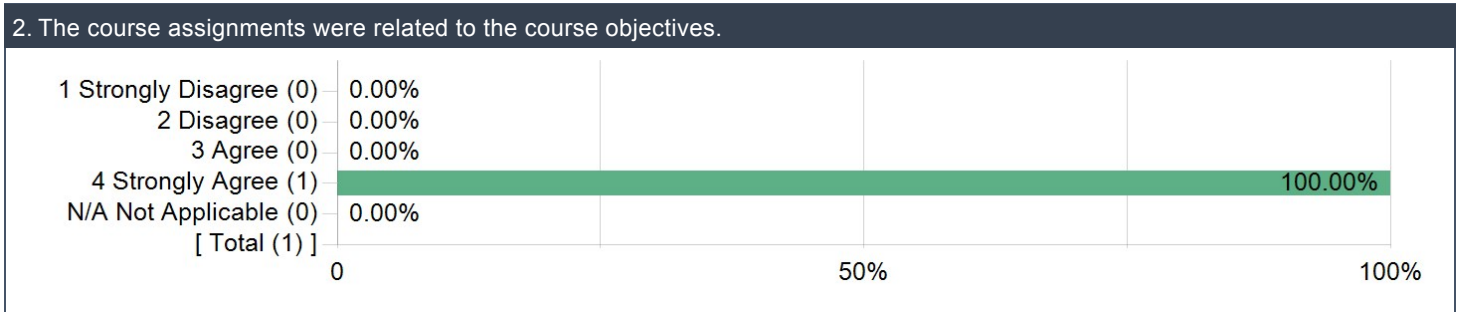
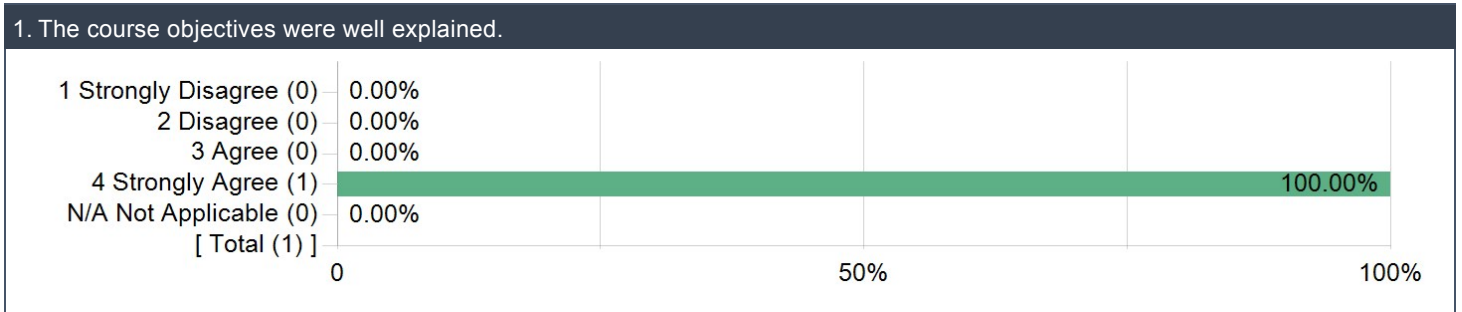
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	1	4.00	N/A
This course challenged me to think critically and communicate clearly about the subject.	1	4.00	N/A
This course provided me with information that may be directly applicable to my career or academic goals.	1	4.00	N/A

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	1	4.00	N/A
The course assignments were related to the course objectives.	1	4.00	N/A
I understood what was expected of me in this course.	0	NRP	NRP

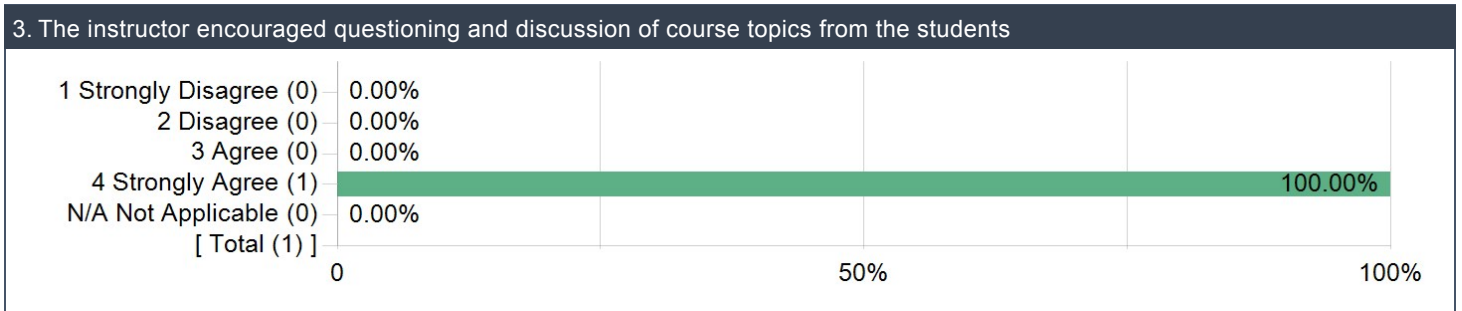
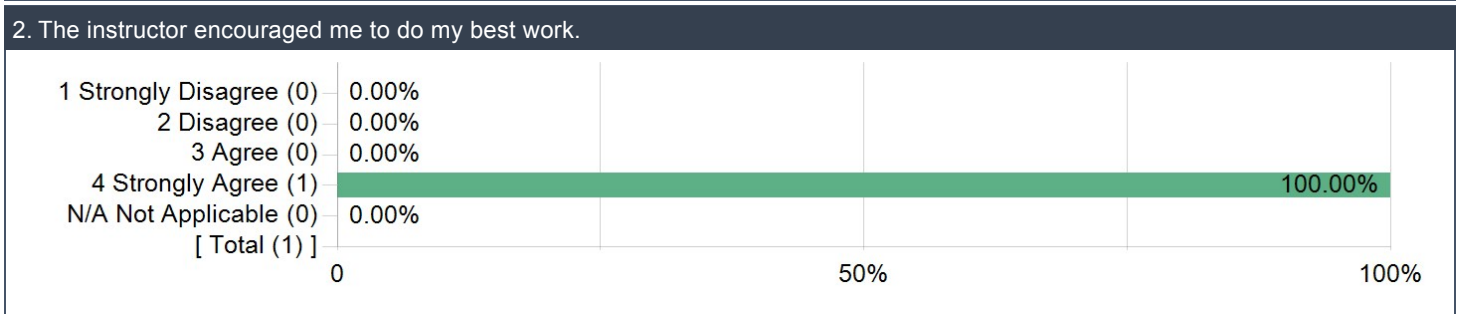
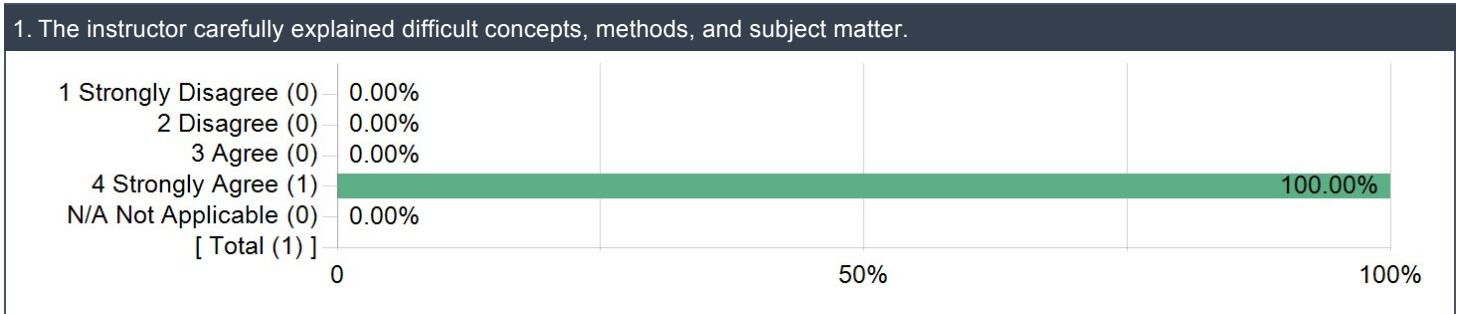




## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

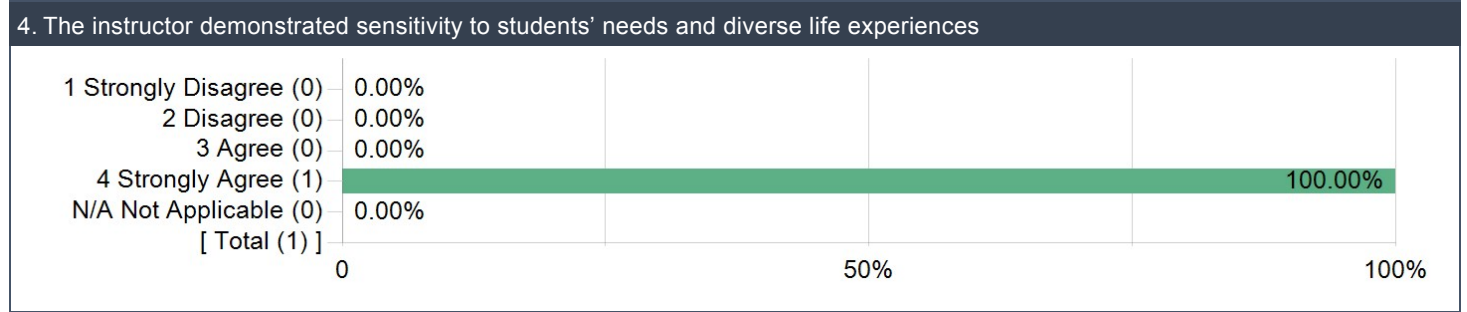
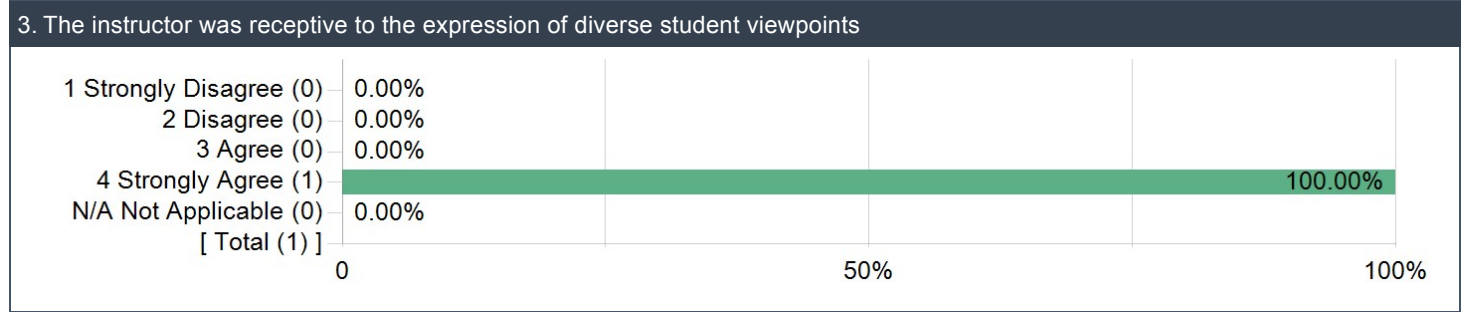
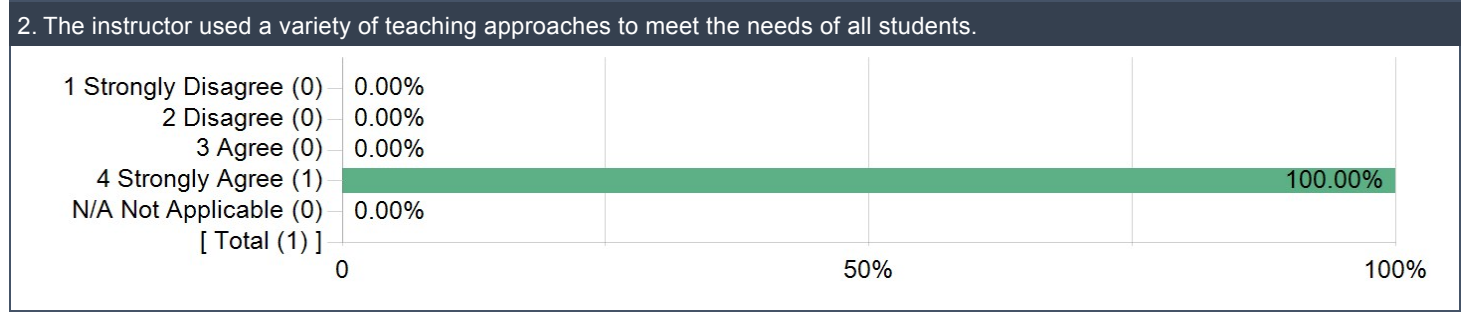
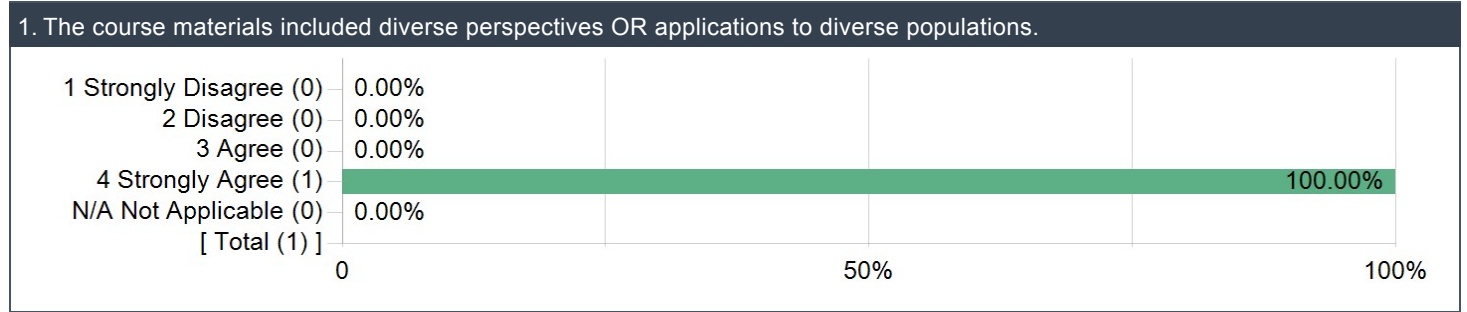
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	1	4.00	N/A
The instructor encouraged me to do my best work.	1	4.00	N/A
The instructor encouraged questioning and discussion of course topics from the students	1	4.00	N/A



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

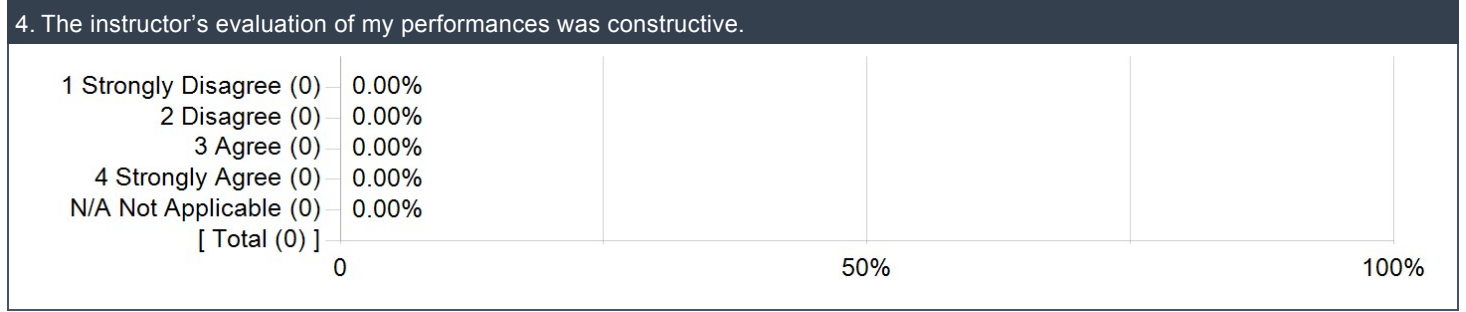
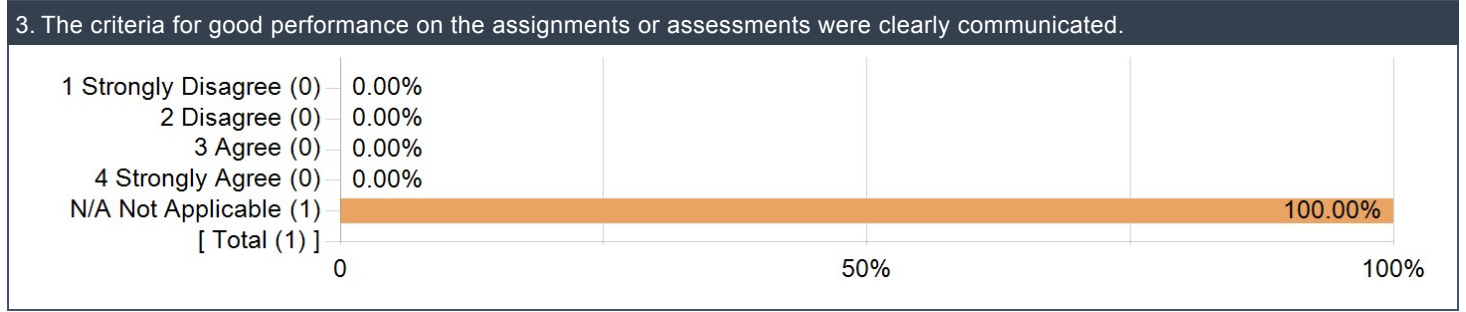
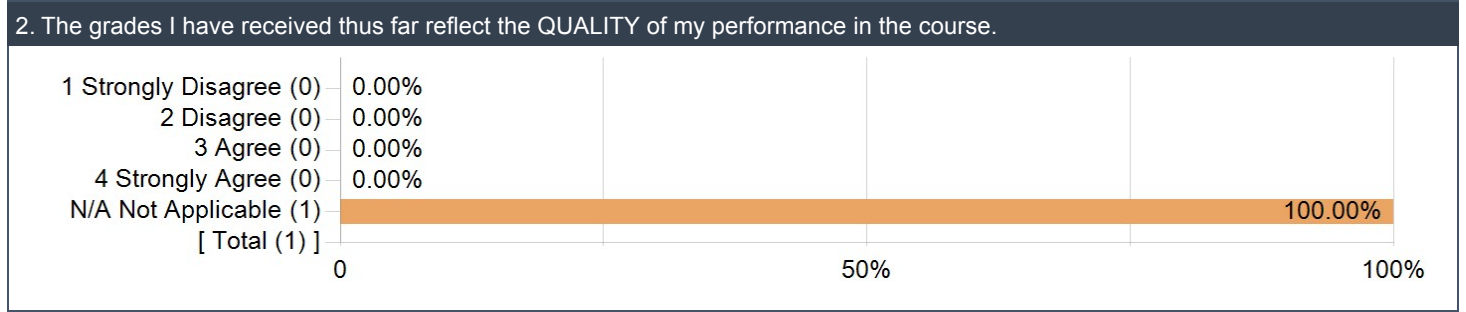
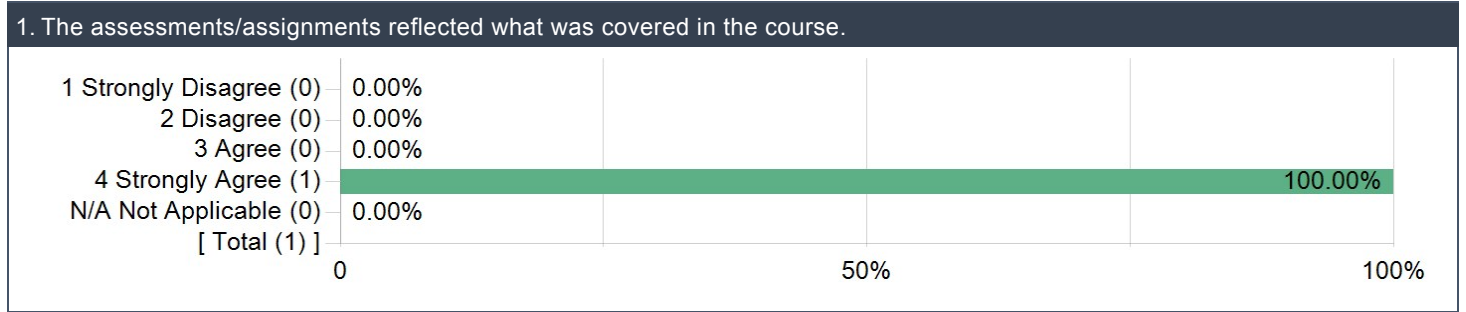
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	1	4.00	N/A
The instructor used a variety of teaching approaches to meet the needs of all students.	1	4.00	N/A
The instructor was receptive to the expression of diverse student viewpoints	1	4.00	N/A
The instructor demonstrated sensitivity to students' needs and diverse life experiences	1	4.00	N/A



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

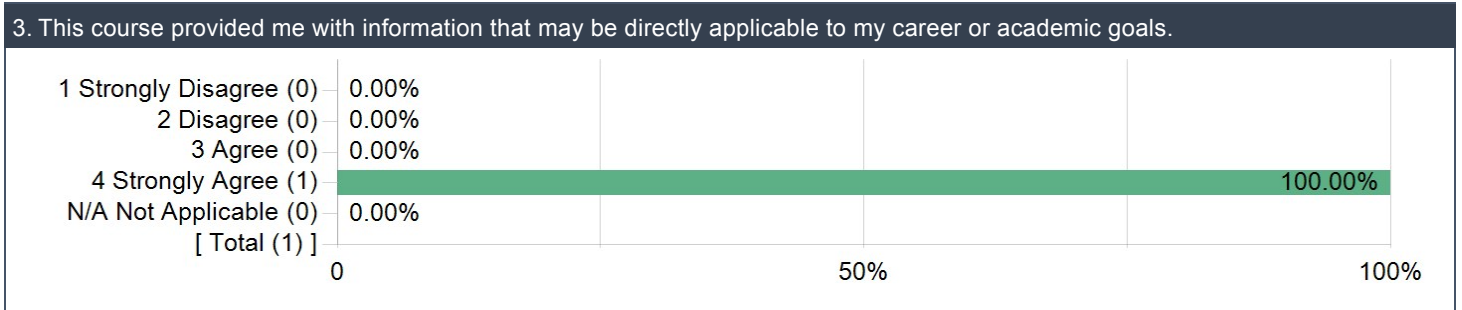
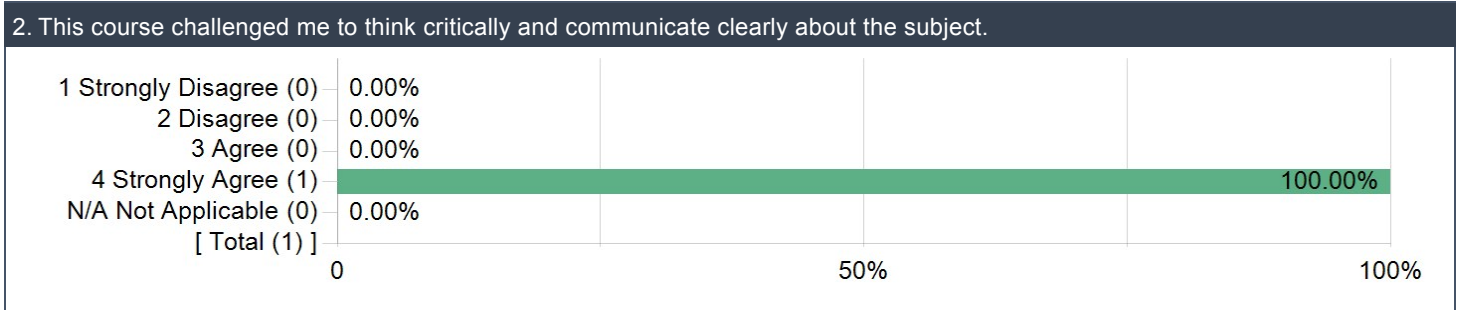
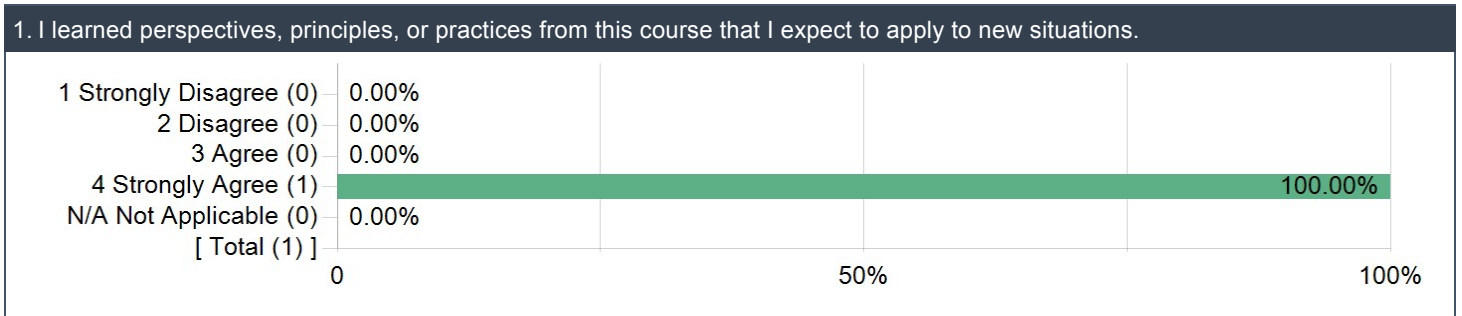
	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	1	4.00	N/A
The grades I have received thus far reflect the QUALITY of my performance in the course.	0	NRP	NRP
The criteria for good performance on the assignments or assessments were clearly communicated.	0	NRP	NRP
The instructor's evaluation of my performances was constructive.	0	NRP	NRP



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	1	4.00	N/A
This course challenged me to think critically and communicate clearly about the subject.	1	4.00	N/A
This course provided me with information that may be directly applicable to my career or academic goals.	1	4.00	N/A



**If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.**

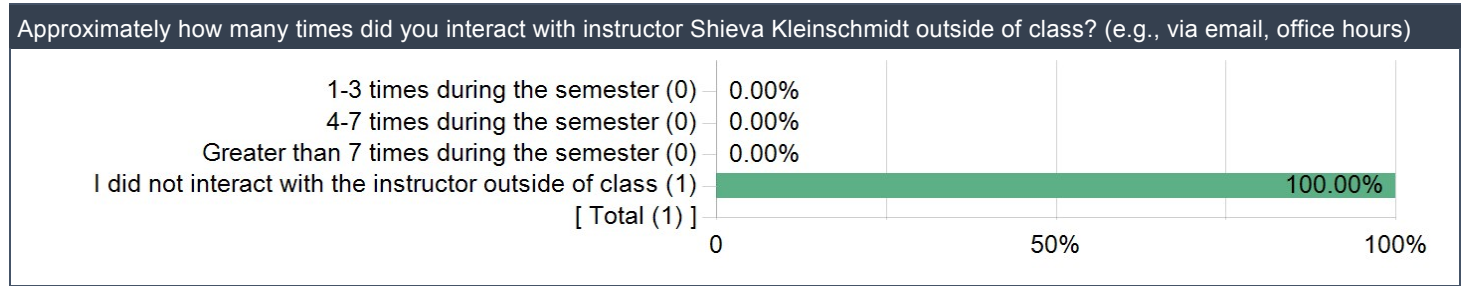
Students

One thing that could be cool to do more of: to work through really top notch examples of the material we were producing throughout the semester.

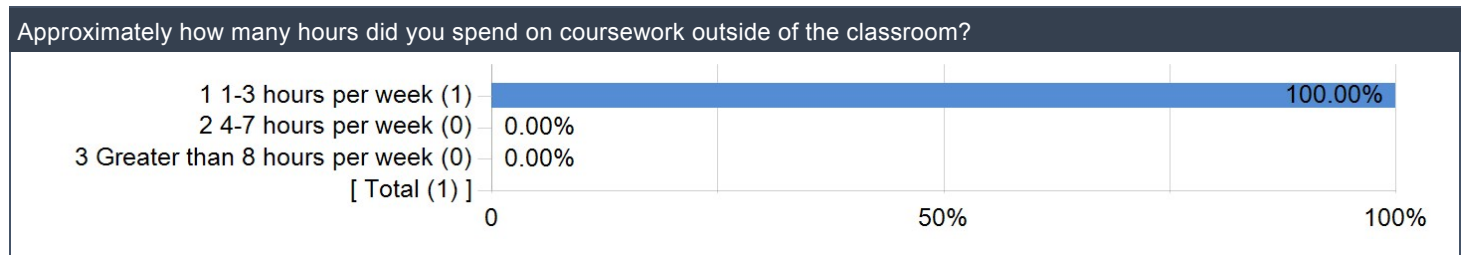
I found it immensely helpful when we worked through Rima's syllabus together, noting all of its virtues. It would have been great to do this with teaching statements as well. (It was helpful that they were provided, but I think it would have been even more helpful if we'd been able to work through some of them.)

## STUDENT ENGAGEMENT ANALYSIS

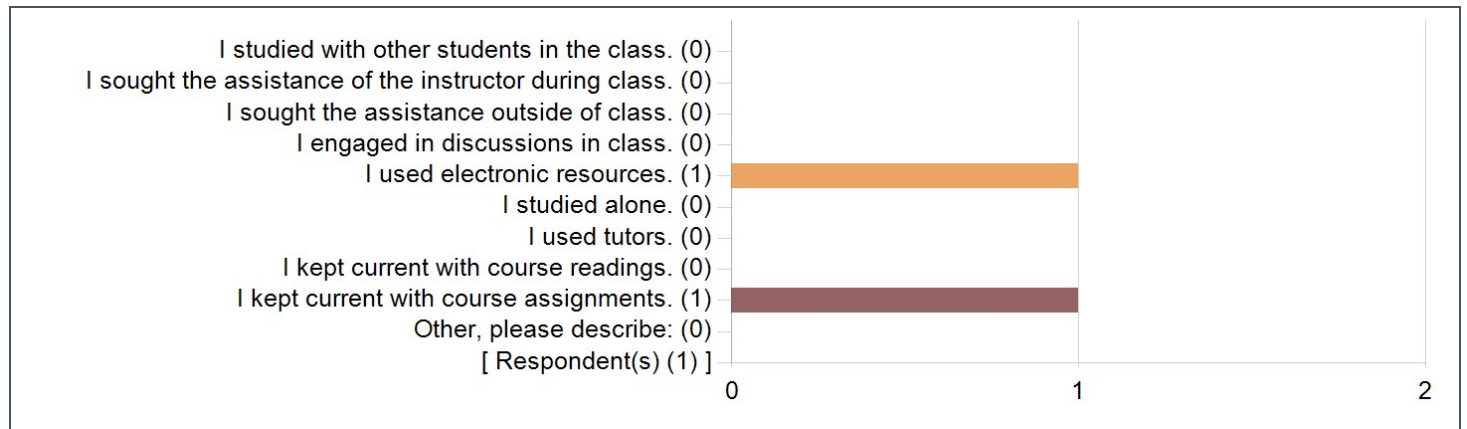
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



**Please describe the MOST valuable aspect(s) of this course.**

Comments

It's hands-on nature. It's small size.

Project Title: **USC Learning Experience Evaluations - Fall 2023**

Courses Audience: **50**  
Responses Received: **18**  
Response Ratio: **36.00%**

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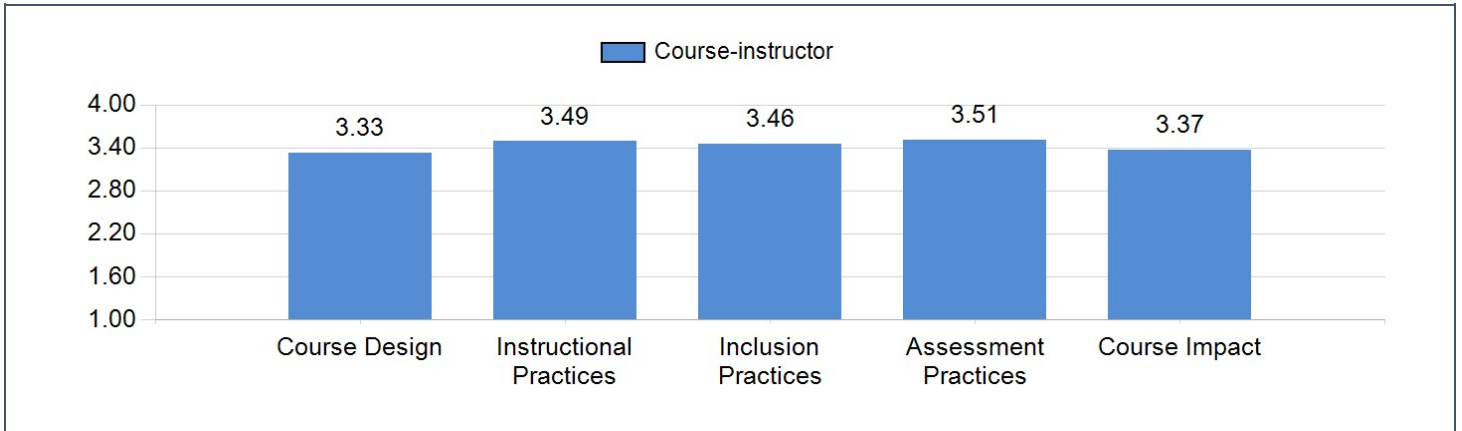
## Report Comments

**Please download and save a PDF copy of this report**



## LEARNING EXPERIENCE SUBSCALE ANALYSIS

### Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.33	+/-0.89
Instructional Practices	3.49	+/-0.54
Inclusion Practices	3.46	+/-0.66
Assessment Practices	3.51	+/-0.70
Course Impact	3.37	+/-0.72

**COURSE DESIGN**

	N	Mean	Std. Deviation
The course objectives were well explained.	17	3.29	0.99
The course assignments were related to the course objectives.	17	3.47	0.72
I understood what was expected of me in this course.	17	3.24	0.97

**INSTRUCTIONAL PRACTICES**

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	17	3.41	0.62
The instructor encouraged me to do my best work.	17	3.47	0.51
The instructor encouraged questioning and discussion of course topics from the students	17	3.59	0.51

**INCLUSION PRACTICES**

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	17	3.53	0.51
The instructor used a variety of teaching approaches to meet the needs of all students.	17	3.29	0.92
The instructor was receptive to the expression of diverse student viewpoints	17	3.47	0.62
The instructor demonstrated sensitivity to students' needs and diverse life experiences	17	3.53	0.51

**ASSESSMENT PRACTICES**

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	17	3.59	0.71
The grades I have received thus far reflect the QUALITY of my performance in the course.	17	3.59	0.51
The criteria for good performance on the assignments or assessments were clearly communicated.	17	3.35	0.79
The instructor's evaluation of my performances was constructive.	16	3.50	0.82

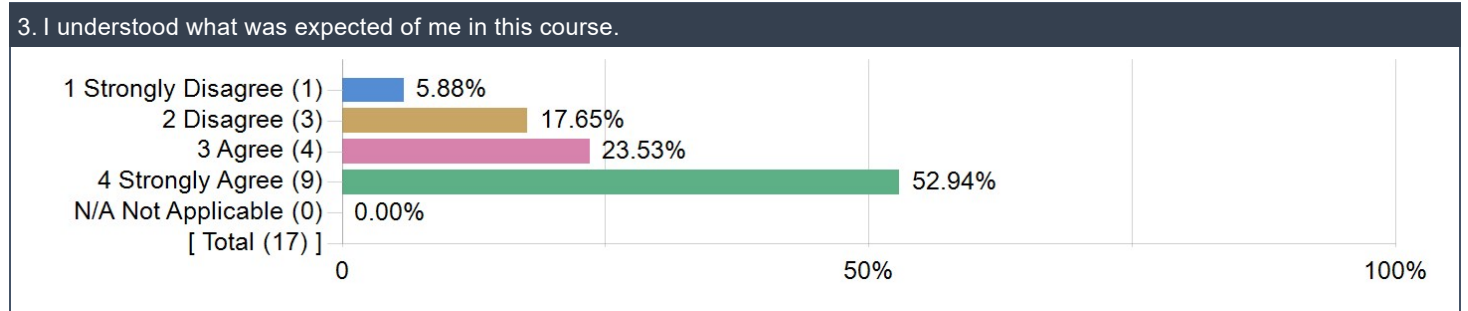
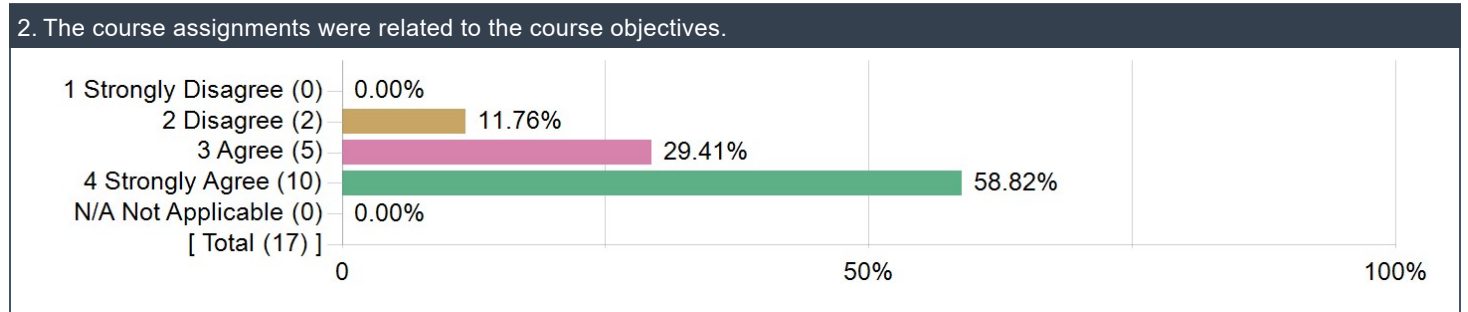
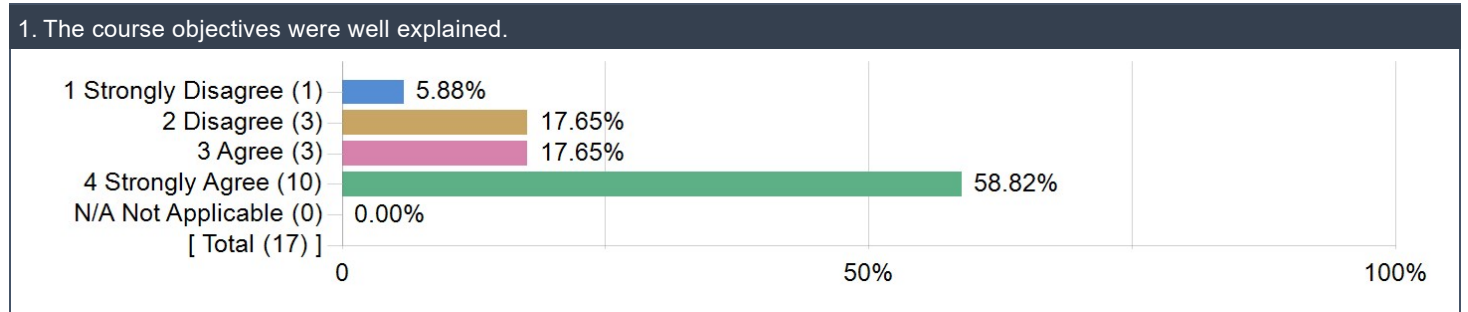
**COURSE IMPACT**

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	17	3.53	0.62
This course challenged me to think critically and communicate clearly about the subject.	17	3.35	0.70
This course provided me with information that may be directly applicable to my career or academic goals.	17	3.24	0.83

## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

### COURSE DESIGN

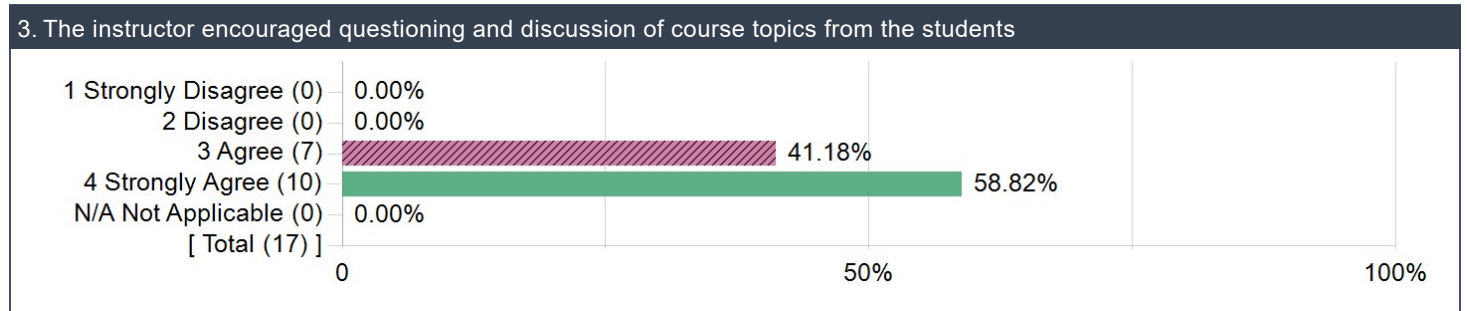
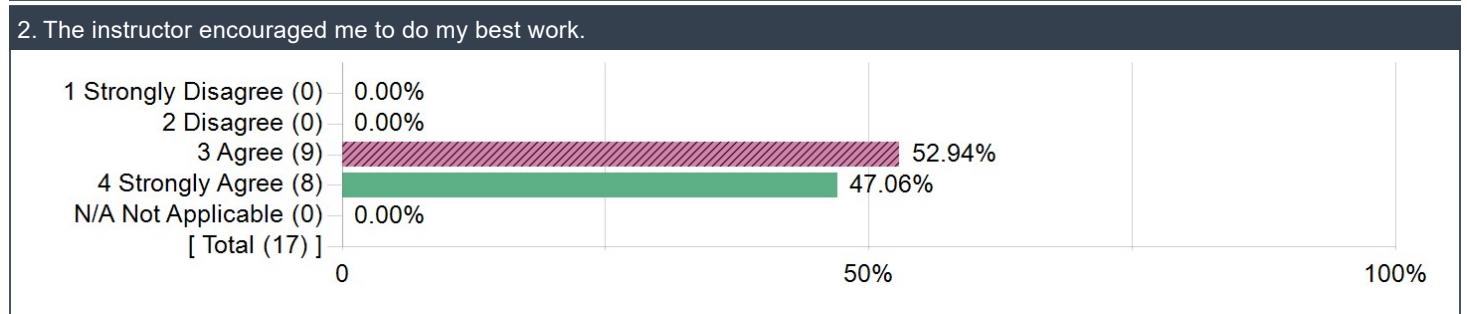
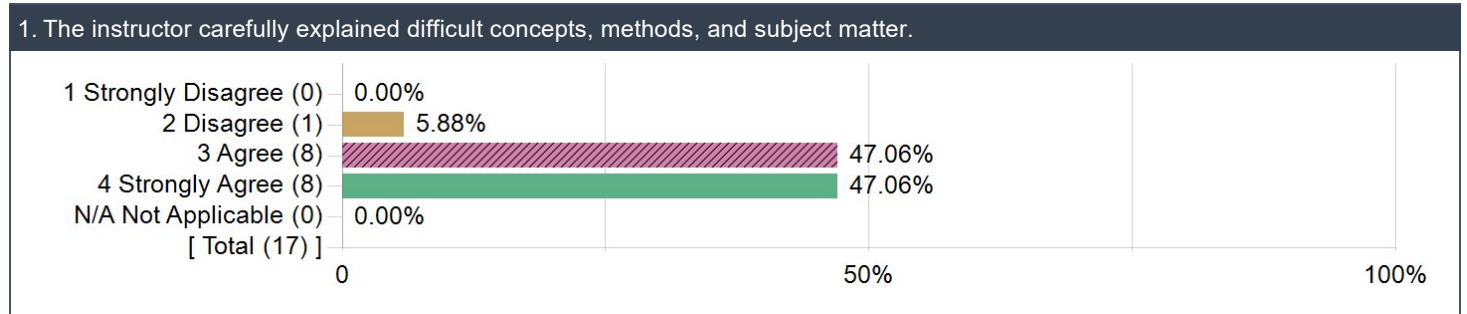
	N	Mean	Std. Deviation
The course objectives were well explained.	17	3.29	0.99
The course assignments were related to the course objectives.	17	3.47	0.72
I understood what was expected of me in this course.	17	3.24	0.97



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

### INSTRUCTIONAL PRACTICES

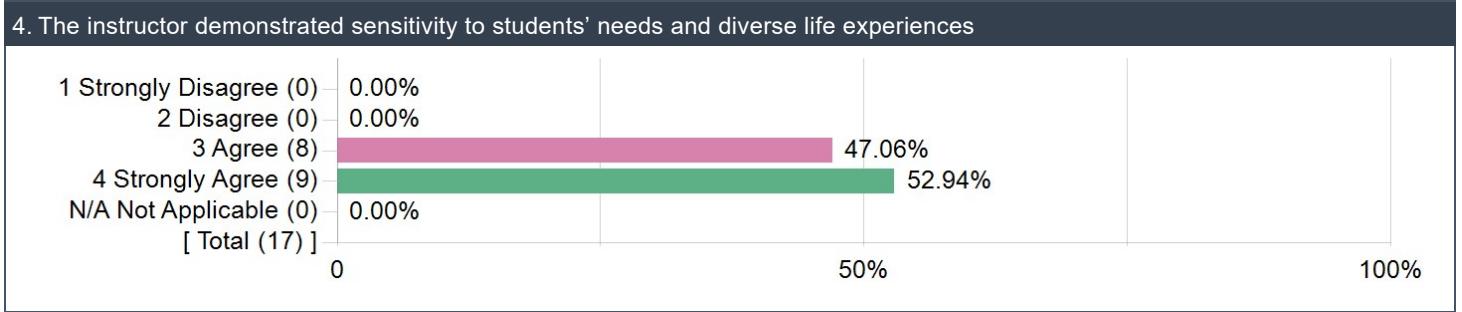
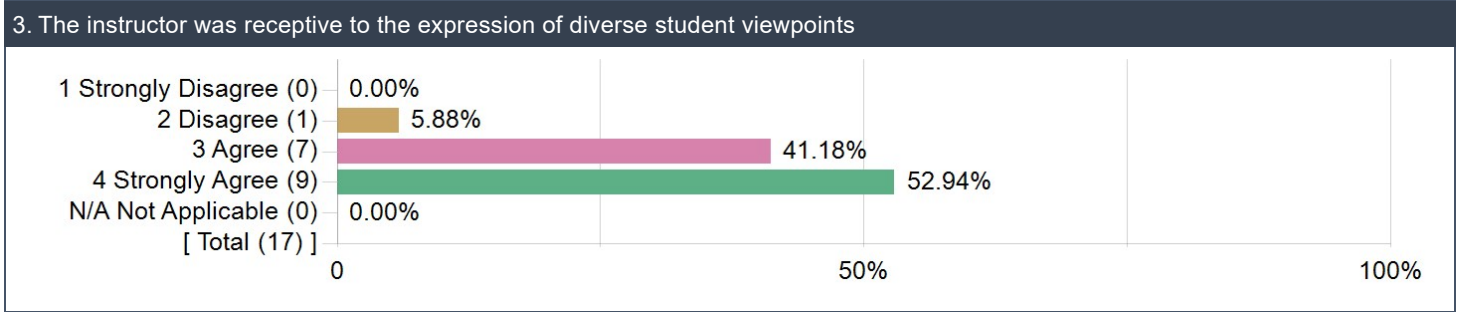
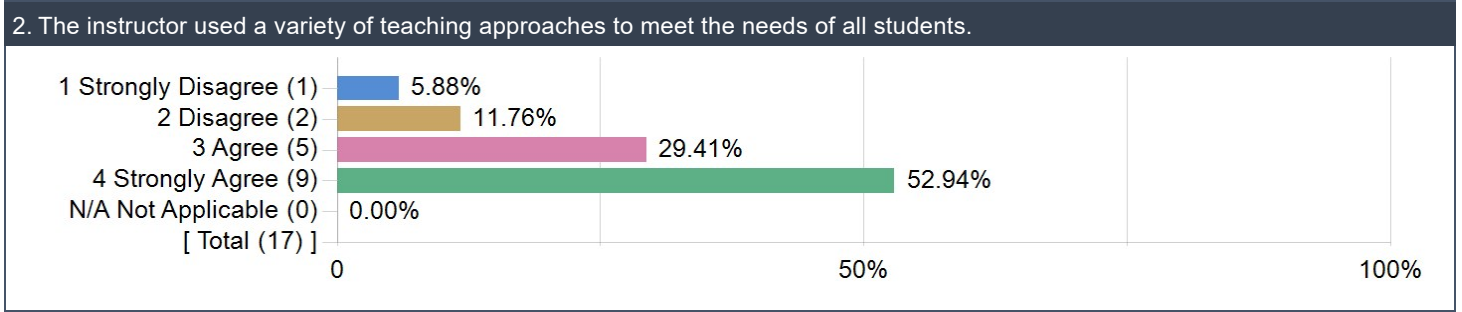
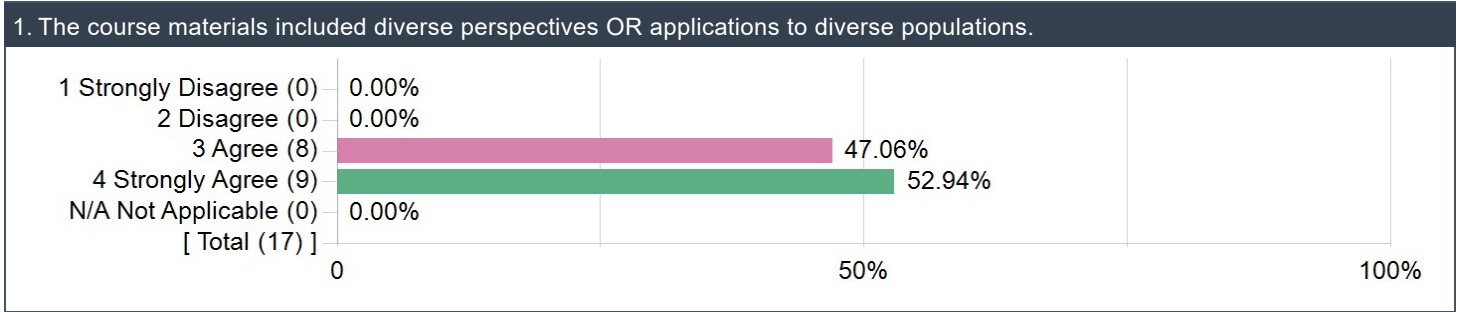
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	17	3.41	0.62
The instructor encouraged me to do my best work.	17	3.47	0.51
The instructor encouraged questioning and discussion of course topics from the students	17	3.59	0.51



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

### INCLUSION PRACTICES

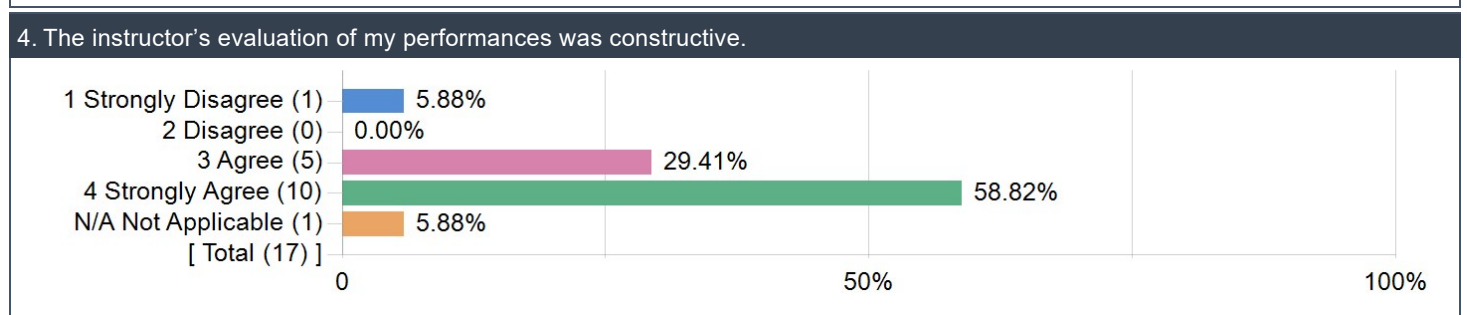
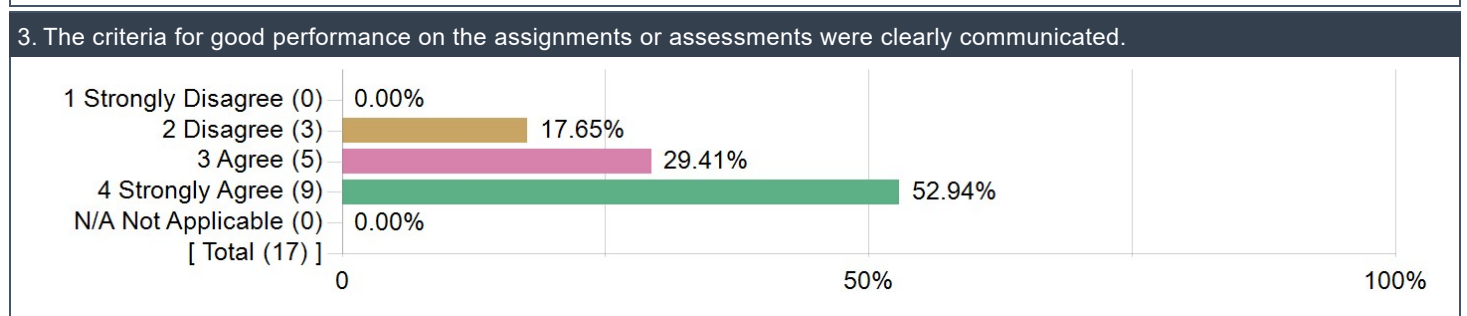
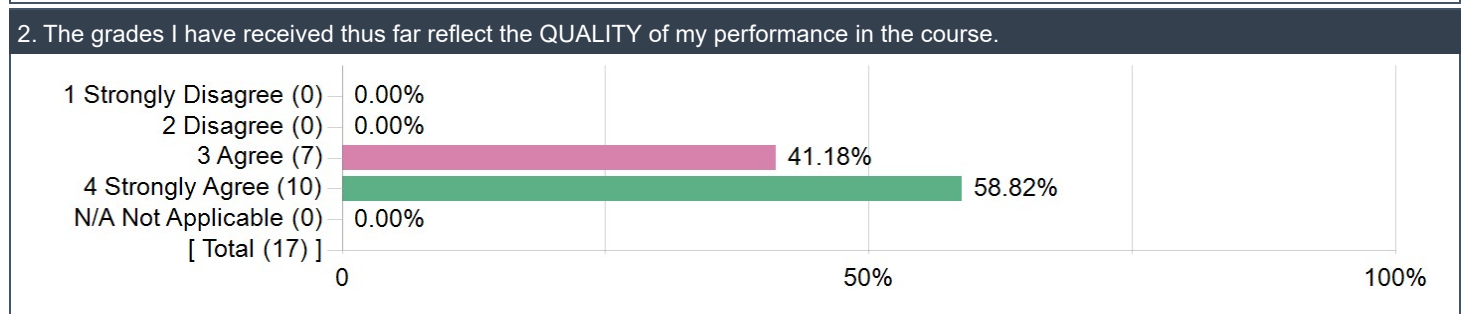
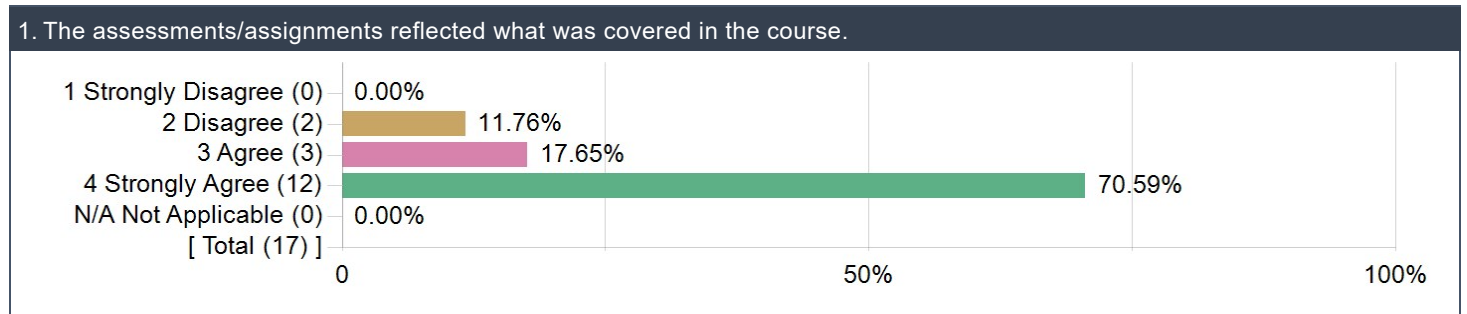
	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	17	3.53	0.51
The instructor used a variety of teaching approaches to meet the needs of all students.	17	3.29	0.92
The instructor was receptive to the expression of diverse student viewpoints	17	3.47	0.62
The instructor demonstrated sensitivity to students' needs and diverse life experiences	17	3.53	0.51



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

### ASSESSMENT PRACTICES

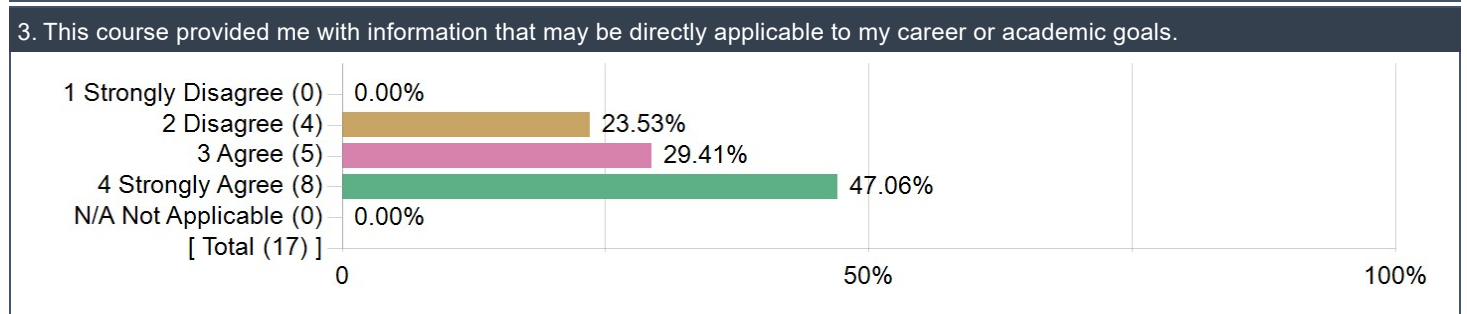
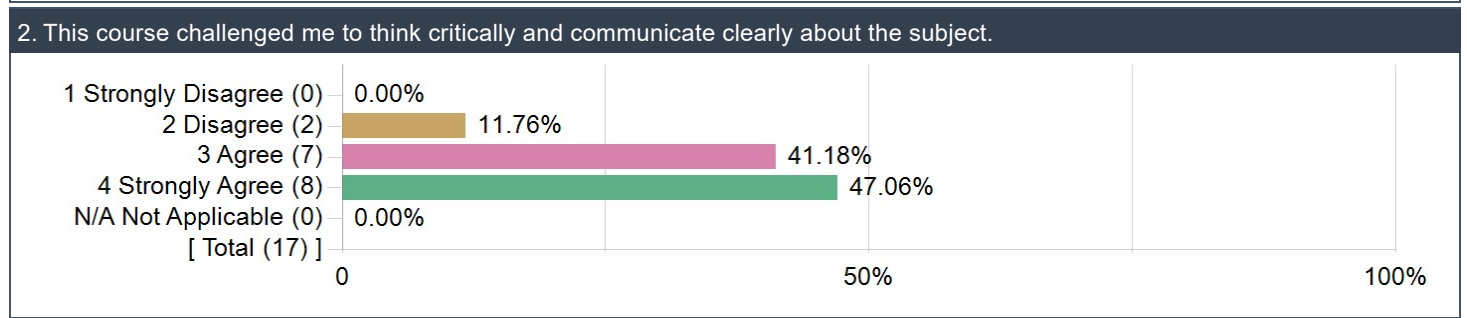
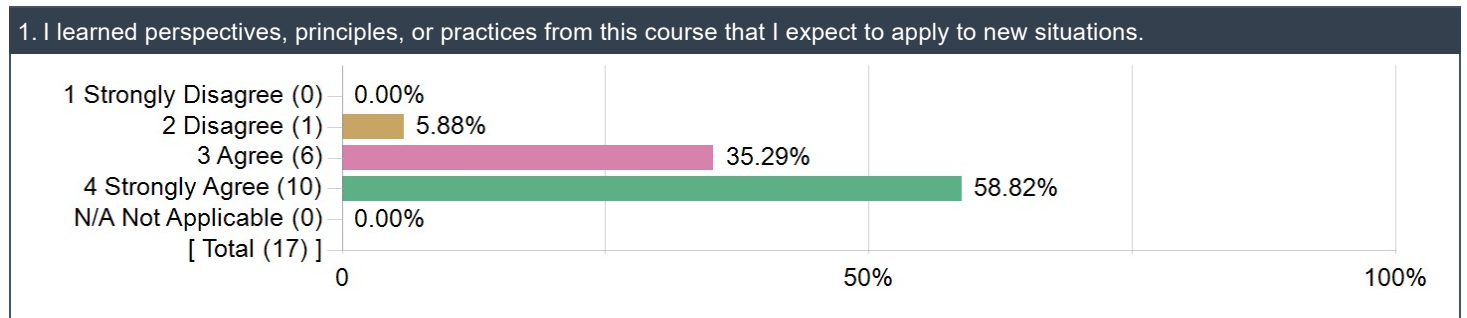
	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	17	3.59	0.71
The grades I have received thus far reflect the QUALITY of my performance in the course.	17	3.59	0.51
The criteria for good performance on the assignments or assessments were clearly communicated.	17	3.35	0.79
The instructor's evaluation of my performances was constructive.	16	3.50	0.82



## LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

### COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	17	3.53	0.62
This course challenged me to think critically and communicate clearly about the subject.	17	3.35	0.70
This course provided me with information that may be directly applicable to my career or academic goals.	17	3.24	0.83



**If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.**

Students

Because of the unexpected nature of the semester, I can't fault the professor for the confusion I had throughout this course. While my selections reflect my experience, I understand the circumstances and don't want to criticize the professor specifically. She was very understanding and gave a lot of opportunities for extra credit if we were concerned with our performance. The structure of the course for the second half of the semester was never clearly defined, but the professor was very positive and helped to assure us our performance was based more on participation than graded assignments.

adhere to a more strict course schedule

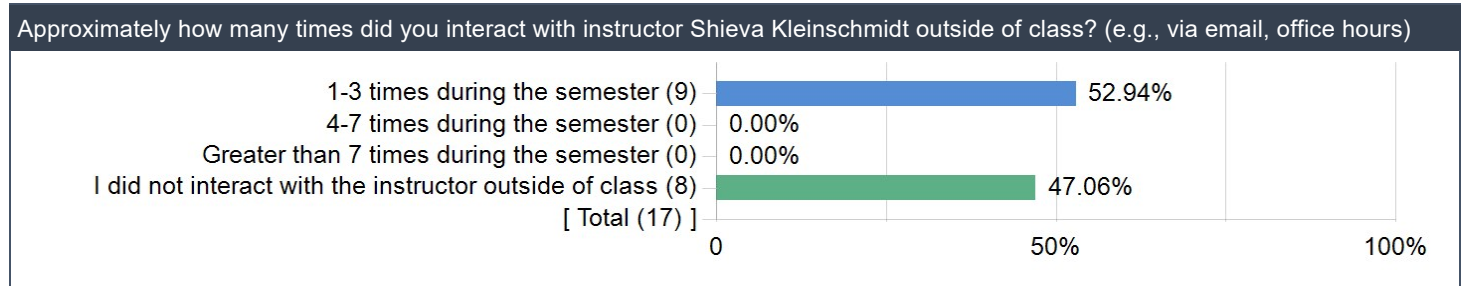


**Is there additional information or feedback that you would like to share with instructor Shieva Kleinschmidt ?**

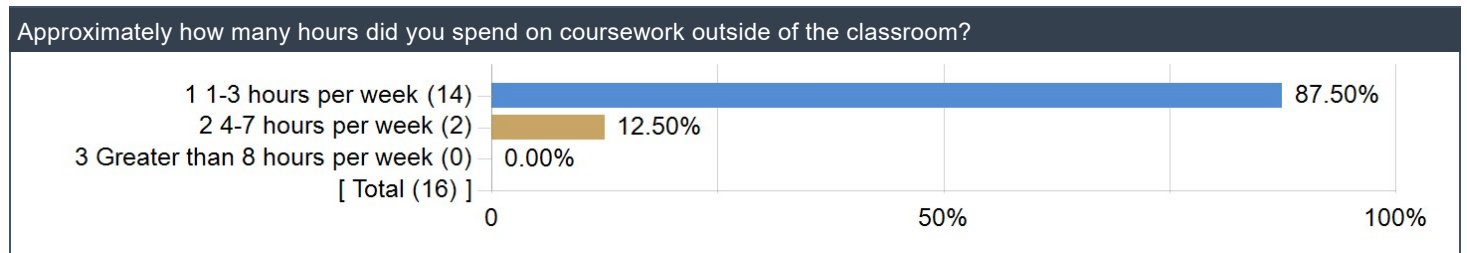
Students
I think she did a great job considering the circumstances of the class. I appreciated how she gave a lot of extra credit opportunities and was really trying to make it so an A in the class was obtainable.
I think the professor was put into a very difficult situation, and I don't think the confusing nature of the syllabus was avoidable given the circumstances.
I found the topics in Kadri's class more impactful or presented in a way more interesting.
I personally wasn't the biggest fan of the subject matter (I would have picked another course if I had known ahead of time that this would become an epistemology/transformational experience course midway through). But I understand that's not really your fault. Taking over a class mid-semester is, I imagine, pretty rough. I think you did well.
In my opinion, I loved having Professor Shieva! She had great energy and coming to her class was always something I looked forward to doing :)
Even though it was only a half semester, I truly enjoyed your class!! I much enjoyed studying philosophy ! Thank you for your great lecture professor!
I like the assignments given in class. They helped me digest the information and also make sure to pay attention to said attention
Great!

## STUDENT ENGAGEMENT ANALYSIS

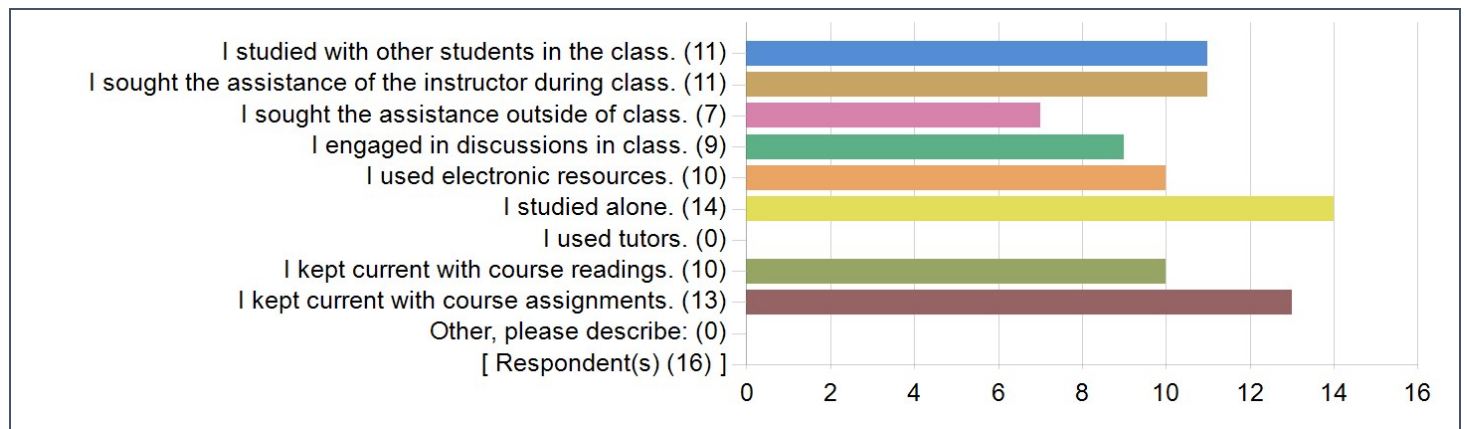
### Number of Instructor Interactions Outside of Class



### Approximately how many hours did you spend on coursework outside of the classroom?



### In what ways have you participated in your learning for this course? (Please select all that apply.)



**Please describe the MOST valuable aspect(s) of this course.**

Comments
It was challenging me to see the world from a new perspective.
The power points and handouts had most of the information covered in class.
It was a thought experiment
The philosophical style of thinking and approaching problems. The topics surrounding AI and general discussion in class
This class is a workout for the brain. That exercise is healthy.
Mental training, learning about complex ideas
The slideshows that overview the topic in class are very helpful and clear. These slides combined with with Shieva's thorough explanations and use of multiple examples makes learning easy.
In class discussion and argumentation was encouraged and professors gave attention to all ideas and questions
The most valuable aspect of this course in my opinion were the in class assignments. It gave us an opportunity to really apply the reading to problems given by the professor. It was also a good way to discuss the answers with our classmates and interact with others.
I think that fact that we got to experience different ways of thinking.
Lecture

**Please describe the LEAST valuable aspect(s) of this course.**

Comments
We were rushed into the midterm without truly understanding the topics, such as the ones we did not cover when Kadri was absent.
I can't think of a specific issue with the outcome of the course. I don't think the semester went according to anyone's plan, and I hope my grade reflects my participation and willingness to learn.
It was so disorganized
The books
I personally felt that the "necessarily truth-preserving" discussion was lost on 99% of students.
Being forced to understand scenarios with minimal explanation
The only thing I wish were different were the availability of slideshows outside of class ( posted to Blackboard ).
Switching professors halfway
In my opinion, there is not least valuable aspect of this course :)
N/A
Nothing