

L.NEU 281 (01): Exploring the Brain Thru TBI

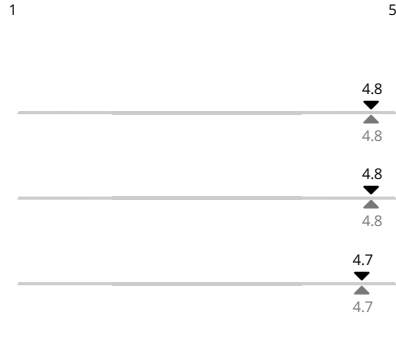
Fall 2016 | Jake Kurczek | Course CIP Code: 26.15

9 | Students Enrolled
 6 | Students Responded
 66.67% | Response Rate

Summative

- ▼ | Adjusted
- ▲ | Raw
- ▭ | 3 Point Plus/Minus

Your Average Scores
5 Point Scale



Your Overall Mean Ratings
5 Point Scale

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.8	4.8
E. Excellent Course	4.5	4.5

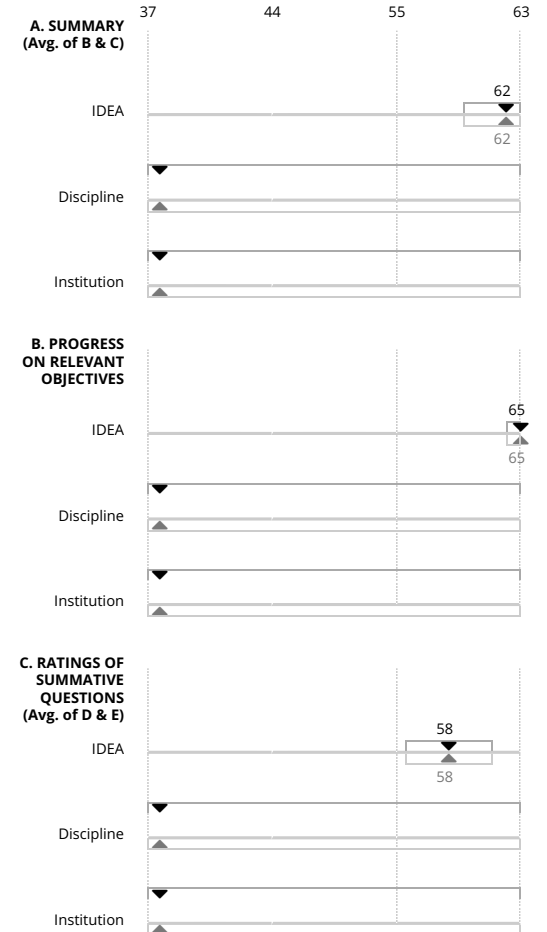
Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	59	59
Discipline		
Institution		
E. Excellent Course		
IDEA	57	57
Discipline		
Institution		

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%)	Lower (Next 20%)	Similar (Middle 40%)	Higher (Next 20%)	Much Higher (Highest 10%)
37 or Lower	38 - 44	45 - 55	56 - 62	63 or Higher

Your Converted Average



Student Ratings of Learning on Relevant Objectives	Importance Rating	Your Average (5 Point Scale)				Your Converted Average	
		Your Average (5 Point Scale)		% of Students Rating		Your Converted Average	
		Raw	Adj.	1 or 2	4 or 5	IDEA	Discipline
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	I	5	5	0	100	69	69
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4.7	4.7	0	100	62	63
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	E	4.7	4.7	0	100	61	61
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.7	4.7	0	100	61	61
Acquiring skills in working with others as a member of a team	M	4.5	4.5	0	83	60	60
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	4.3	4.3	17	83	59	59
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	M	4	4	17	83	53	53
Developing skill in expressing myself orally or in writing	I	4.7	4.7	0	83	63	63
Learning how to find, evaluate, and use resources to explore a topic in depth	E	5	5	0	100	68	70
Developing ethical reasoning and/or ethical decision making	M	4.2	4.2	17	67	54	54
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	M	4.5	4.5	17	83	59	59
Learning to apply knowledge and skills to benefit others or serve the public good	I	4.8	4.8	0	100	64	64
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	4.5	4.5	0	83	61	61

Course Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
Amount of coursework	3.3	49		
Difficulty of subject matter	3.7	55		

Student Description	Your Average	Your Converted Average		
		IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	43		
I really wanted to take this course regardless of who taught it.	4.2	60		
When this course began I believed I could master its content.	3.5	39		
My background prepared me well for this course's requirements.	4.3	63		

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Demonstrated the importance and significance of the subject matter	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Made it clear how each topic fit into the course	4.7	0% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Explained course material clearly and concisely	5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Introduced stimulating ideas about the subject	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.5	0% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.

Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.7	0% (1 or 2) 83% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.7	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.5	17% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.5	0% (1 or 2) 83% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Created opportunities for students to apply course content outside the classroom	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
------------------------	--------------	-----------------	------------------

Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	5	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	16.67% (1)	0% (0)	83.33% (5)	6	0	0.75	4.67
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Formed teams or groups to facilitate learning	16.67% (1)	0% (0)	0% (0)	33.33% (2)	50% (3)	6	0	1.41	4
Made it clear how each topic fit into the course	0% (0)	0% (0)	16.67% (1)	0% (0)	83.33% (5)	6	0	0.75	4.67
Provided meaningful feedback on students' academic performance	0% (0)	16.67% (1)	0% (0)	0% (0)	83.33% (5)	6	0	1.12	4.5
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
Explained course material clearly and concisely	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasional ly	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Created opportunities for students to apply course content outside the classroom	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Introduced stimulating ideas about the subject	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Involved students in hands-on projects such as research, case studies, or real life activities	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	0% (0)	16.67% (1)	0% (0)	16.67% (1)	66.67% (4)	6	0	1.11	4.33
Asked students to help each other understand ideas or concepts	0% (0)	16.67% (1)	0% (0)	0% (0)	83.33% (5)	6	0	1.12	4.5
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	16.67% (1)	0% (0)	16.67% (1)	66.67% (4)	6	0	1.11	4.33

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	0% (0)	33.33% (2)	66.67% (4)	6	0	0.47	4.67
Acquiring skills in working with others as a member of a team	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	16.67% (1)	0% (0)	0% (0)	0% (0)	83.33% (5)	6	0	1.49	4.33
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	16.67% (1)	0% (0)	0% (0)	33.33% (2)	50% (3)	6	0	1.41	4
Developing skill in expressing myself orally or in writing	0% (0)	0% (0)	16.67% (1)	0% (0)	83.33% (5)	6	0	0.75	4.67
Learning how to find, evaluate, and use resources to explore a topic in depth	0% (0)	0% (0)	0% (0)	0% (0)	100% (6)	6	0	0	5
Developing ethical reasoning and/or ethical decision making	0% (0)	16.67% (1)	16.67% (1)	0% (0)	66.67% (4)	6	0	1.21	4.17
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	16.67% (1)	0% (0)	0% (0)	83.33% (5)	6	0	1.12	4.5
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	0% (0)	16.67% (1)	33.33% (2)	50% (3)	0% (0)	6	0	0.75	3.33
Difficulty of subject matter	0% (0)	0% (0)	33.33% (2)	66.67% (4)	0% (0)	6	0	0.47	3.67
<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	0% (0)	16.67% (1)	16.67% (1)	50% (3)	16.67% (1)	6	0	0.94	3.67
I really wanted to take this course regardless of who taught it.	0% (0)	0% (0)	33.33% (2)	16.67% (1)	50% (3)	6	0	0.9	4.17
When this course began I believed I could master its content.	0% (0)	33.33% (2)	16.67% (1)	16.67% (1)	33.33% (2)	6	0	1.26	3.5
My background prepared me well for this course's requirements.	0% (0)	0% (0)	16.67% (1)	33.33% (2)	50% (3)	6	0	0.75	4.33
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	16.67% (1)	83.33% (5)	6	0	0.37	4.83
Overall, I rate this course as excellent.	0% (0)	0% (0)	16.67% (1)	16.67% (1)	66.67% (4)	6	0	0.76	4.5

Qualitative

Comments -
<ul style="list-style-type: none"> • thank you for a great semester . i really liked your teaching style and had alot of fun learning about TBI's . • I thought Dr. Kurczek always made himself available for his students and really wanted everyone to succeed. I believe he went above what most professors will do in helping his students succeed both in the classroom as well as being prepared for the next step after college (graduate school, career, etc.). • By having to read various studies being done each week I felt I was able to better understand as a Neuroscience major what is going on in the field and how it is growing. The class was very "back end heavy" I suggest moving the infographic to the first half of the semester and doing a random article / topic for it. I appreciated how prompt he was on getting back through email when I had questions. • This is not an easy subject to teach. We know very little about Traumatic Brain Injuries. I think Dr. Kurczek did a fantastic job of taking us through many of the things we do know, along with the current research and clinical trials out there for patients with a TBI. Also, our research paper gave each of us an opportunity to look even further into a category of our choosing. I rate this as an excellent class, and Dr. Kurczek is a fantastic addition to Loras College. • Dr. Kurczek is a wonderful addition to the Neuroscience program here at Loras., and I believe most students would say that he is an insightful professor with lots of great ideas and plans. The only thing that I believe really held him back was a lack in experience teaching especially at a small liberal arts school. I believe he could improve his communication skills with students as far as establishing expectations and objectives. I would definitely take a course with him again; I learned quite a bit in his class.