

Teaching Portfolio

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¹ I have appended the original copies of my teaching evaluations to this teaching portfolio.

Teaching Statement

In this teaching statement I will start by briefly outlining my teaching experience. I will then outline some of my ‘teaching strategies’, and provide evidence of their effectiveness.

I have taught classes in a range of areas in three different countries. In Vienna I am currently teaching an introductory lecture course on ‘science and society’ and have previously taught seminars on social epistemology and meta-ethics. I designed all of these courses from scratch. In July 2017 I taught at a summer school on ‘relativism and social epistemology’ for graduate students at the Inter-University Centre in Dubrovnik. Additionally, I have supervised two Bachelor theses on topics in (meta-)ethics, and I am currently supervising a Masters student. In Edinburgh I co-taught a course on the philosophy of language for graduate and undergraduate students. I also tutored on an introductory course which covered Plato, Aristotle, Descartes and Berkeley.

Moving on to my ‘teaching strategies’, I want to highlight four things. First, I put a lot of thought into the design of my courses. The ‘basis’ is a selection of texts that both provides required background and stimulates students to think further about the issues. I then build a ‘narrative’ around these texts so that students can get a better idea of how they fit together. For instance, I structured my social epistemology course so as to contrast more ‘idealised’ approaches (e.g. Alvin Goldman) with more ‘de-idealised’ approaches (e.g. Charles Mills). My student evaluations show that this strategy works. A student in my social epistemology course said “I liked the clear structuring of topics in the beginning of the course as well as in the end of it. This made it easy to follow through it and to make use of the different topics for further research.” When covering historical material, I think it is particularly important to motivate the question or issue that the text is addressing. For instance, when teaching Berkeley I found it useful to cast his subjective idealism as a response to Descartes, who the students had studied previously.

Second, I am committed to research-led teaching. In the classroom, I try to get my students to engage with the ideas. This requires not shying away from discussing fundamental problems with and objections to the material we discuss in class. For instance, in my social epistemology class we spent a lot of time talking about the point of social epistemology: is there a way of addressing ‘practical’ epistemological questions (e.g. how do you decide which putative scientific expert to trust?) without falling back on idealising assumptions that make the answers unhelpful? More generally, my preference is to use my teaching to develop my research interests, and my decisions about which material to teach are often driven by the research programmes I am developing. For instance, I decided to teach a course on science and society to deepen my knowledge of the philosophy of science literature on values in science, which is central to my work on feminist epistemology, and I selected topics in my social epistemology course (epistemic injustice, epistemology of ignorance) that are integral to the sort of ‘de-idealised’ approach to epistemology I want to develop in my own work.

Third, the most rewarding aspect of teaching is the opportunity to engage with my students. How I go about doing this depends on the size (and type) of class. In my science and society class (which is a lecture-based course) I design the lectures so that there are breaks for clarificatory and critical questions. This doesn’t just help my students to understand the material better, it allows me to see whether they are following the lecture, and to modify my lecture if necessary. In my seminars (which are more-discussion based) I see my role as that of guiding and moderating the discussion rather than just telling the students what to think. My teaching evaluations show that this works. One student said of me “The course was a seminar and it was remarkable how he managed to guide and moderate very interesting and productive discussions (although many of my colleagues’

contributions were often not specifically on point or sometimes even counterproductive), steering the debate towards the points he had intended to emphasize in a seemingly very natural way.”

Finally, my central aim in my courses is to teach my students to write and think philosophically. While learning a skill requires practice, we can help our students by providing constructive feedback. To improve students’ essay writing skills, I do a variety of things. I spend time in class talking about how to write a philosophy essay, I use a variety of methods of assessment (“short answers” to comprehension questions and short ‘focused’ essays as well as standard longer essays), and I provide extensive and constructive feedback on written work. My feedback covers issues with structure as well as with content because, in my experience, many students find structuring their essays harder than understanding the material. My student evaluations demonstrate the effectiveness of these strategies. For instance, one student said “he was very engaged in helping us prepare presentations. What I valued most was his guidance in writing essays (which I personally asked for) and his extensive and very useful feedback on what I wrote.” Another said “I was given very precise and extensive feedback on my written work, both on the contents and the writing style. This has been a highly valuable course so far as writing essays is concerned.”

Teaching Evaluations

This is a summary of my teaching evaluations for the courses I have taught in Vienna and Edinburgh.

Social Epistemology

Here are the evaluations for the course on social epistemology that I taught in Vienna in 2016-2017. Unless otherwise stated, ‘1’ means ‘strongly agree’ and ‘5’ means ‘strongly disagree’.

	Average	Median
• The contents of the course were very interesting	1.3	1.0
• This particular course was very important in its contribution towards reaching the goals of the academic program	1.7	1.0
• The lecturer was motivating	1.2	1.0
• I was able to follow the lessons without any problems	1.5	1.0
• The lecturer encouraged questions and active participation	1.0	1.0
• The course content was covered to an adequate extent and in sufficient detail	1.4	1.0
• The course was structured in a clear and understandable manner	1.3	1.0
• The assessment criteria for this course are clear to me	1.5	1.0
• The study materials for this course were useful	1.0	1.0
• Students taking part in this course received sufficient feedback in response to their input	1.2	1.0
• The lecturer was able to motivate me for this course and to stimulate my general interest in my studies	1.4	1.0
• It is clear to me why this course is important as a part of my study programme	1.4	1.0
• Overall, I would rate the course as	1.4	1.0 ²
• Compared to other courses my workload for this course was	1.9	2.0 ³

Question 1: Which aspects of the course content should have been covered in more detail?

- “I would have liked a historical hint towards the sociology of knowledge. I think that, although it might have played only a minor role in philosophical social epistemology, it nevertheless is a genuine way of approaching problems of social cognition.”

Question 2: What did you particularly like about this course?

- “I liked the clear structuring of topics in the beginning of the course as well as in the end of it. This made it easy to follow through it and to make use of the different topics for further research.”
- “I particularly liked the clarity and guidance of the assessment criteria and the constant and high availability of the Prof.”
- “McKenna provided feedback to every submitted contribution (weekly!). In other courses you hardly get any(!) feedback. Furthermore he provided the students with hints and thoughts to what else could be considered in further investigations of the topic, thus leading and motivating the students to discover new things on their own.”

² The scale here is different: ‘1’=very good, ‘5’=very bad.

³ The scale here is different: ‘1’=much higher, ‘5’=much lower.

- “Professor McKenna was one of the best lecturers I’ve ever had. He prepared the materials for the course way ahead - at the beginning of the semester, we could already access all the texts we would read during the course as well as excellent summaries that he wrote to help us deal with the texts. The course was a seminar and it was remarkable how he managed to guide and moderate very interesting and productive discussions (although many of my colleagues’ contributions were often not specifically on point or sometimes even counterproductive), steering the debate towards the points he had intended to emphasize in a seemingly very natural way. Additionally, he was very engaged in helping us prepare presentations. What I valued most was his guidance in writing essays (which I personally asked for) and his extensive and very useful feedback on what I wrote. Although the topic of the course is not among my principal study interests, Social Epistemology was the best course I took the last semester thanks to Professor McKenna’s qualities.”
- “Robin was very motivating and his reading summaries helped so much with the coursework.”
- “Very good discussions.”

Question 3: What do you think could be improved about this course?

- “I think, there might be a little more framing the problems. While the matters are interesting in themselves, of course, it should be interesting to at least shortly examine what role they play or played in broader philosophical discourses.”
- “Too much workload.”

Moral Anti-Realism

Here are the evaluations for the course on moral anti-realism that I taught in Vienna in 2015-2016. Unless otherwise stated, ‘1’ means ‘strongly agree’ and ‘5’ means ‘strongly disagree’. Please note that the original evaluations are in German. I have provided a rough translation.

	Average	Median
• The course contents were very interesting:	1.6	1.0
• The course was very important in its contribution towards reaching the goals of the academic programme:	1.5	1.0
• The lecturer was motivating	1.2	1.0
• The lectures were well organised:	1.1	1.0
• The lectures were delivered in an interesting way:	1.7	1.0
• The course improved my understanding:	1.4	1.0
• The lecturer gave helpful feedback on my contributions:	1.1	1.0
• I learnt a lot from the contributions of others on the course:	2.0	2.0
• My workload was high compared to other courses:	1.4	1.0
• Discussions were well led	1.4	1.0
• There was sufficient discussion:	1.5	1.0
• The course furthered my interest in my studies	1.6	1.0
• The course motivated me to study the topic further	1.4	1.0
• Overall I would rate the course as	1.5	1.0 ⁴
• I participated in class discussions	3.5	3.5 ⁵

⁴ The scale here is different: ‘1’=very good, ‘5’=very bad.

⁵ The scale here is different: ‘1’=never, ‘5’=often.

- The lecturer supplemented my written and spoken contributions: 3.1 3.0⁶

Question 1: What was especially good about the course?

- “Commitment of Robin to provide as many information as possible and to support the students.”
- “The lecturer is very conscientious and helpful.”
- “The lecturer was very competent and always helpful with questions. He managed to explain very complicated material and motivated us to participate in group discussion.”
- “Dr McKenna gives an extraordinarily large amount of feedback. We were encouraged to hand in discussion notes, which I always got back one week later with constructive and spot-on comments. I found those particularly helpful.

The literature for the course was interesting. More importantly, it struck me as an ideal mixture of core readings for the metaethical debate and texts that provide an overview and understanding of the bigger metaethical picture. In combination with the extensive reading summaries provided by Dr McKenna, this gave me a grip on the course topics that made me feel prepared and ready to delve into independent work.

The assessment criteria suited my purposes ideally. Writing one long essay and two shorter ones, I got the opportunity to work on more than one topic and receive even more feedback. I found the workload easy to handle because the topics had been prepared well during class discussions and the writing of the essays was therefore a pleasant and exciting task.”

- “I was given very precise and extensive feedback on my written work, both on the contents and the writing style. So far as writing essays is concerned, this has been a highly valuable course. The choice of course texts was also very purposeful, and the order in which we read them served to build relevant knowledge. The lecturer also contributed content to the course topic and sacrificed a lot of time and effort to be supportive in preparations and to answer questions.”
- “Reading summaries were very helpful.”

Question 2: How could the course have been improved?

- “A slightly longer final paper would be good.”
- “In light of my standards for this type of course, there is nothing about the seminar that could have been any better. It was overall a very well designed and conducted course.”
- “Maybe participation in class should be part of the grade. That would prevent people from not participating at all.”
- “Would be better to reduce the number of different authors / different papers. Thus we would be able to discuss some topics more.”

⁶ The scale here is different: ‘1’=far too little, ‘5’=far too much.

Philosophy of Language

Here are the evaluations for the course on philosophy of language that I co-taught in Edinburgh in 2012-2013. Throughout '**1**' means 'strongly agree' and '**5**' means 'strongly disagree'.

	Average
• The seminars were clear	2.4
• The seminars were stimulating	2.4
• Overall the seminars were good	2.2
• The course was well organised/run smoothly:	1.6 ⁷

Comments on the course:

- "Selection of course content was interesting but I wonder if it could have been broader (Russell, Frege, Quine)."
- "The casual discussion-based nature of the seminars was good in the sense it allowed direct interaction with the texts, however not much else in the way of new ideas was introduced rendering attendance trivial."
- "Might be good to introduce a bit more lecture-style elements (so there are at least some notes to copy down), however the discussion-based element works well and should not be sacrificed completely."
- "It would have been good to cover Millikan in more detail"
- "'2nd half more clear and graspable than 1st half' (*Note: I taught the 2nd half of the course*).
- "Thanks!"
- "It would be helpful to have teachers specialised in Phil of Language."

Greats: From Plato to the Enlightenment

Here are the evaluations for my tutorials for a course on some of the 'greats' that I ran tutorials for in Edinburgh in 2012-2013. Throughout '**1**' means 'strongly agree' and '**5**' means 'strongly disagree'.

	Average
• My tutor was well prepared	1.2
• My tutor tried to involve everyone in discussion	1.8
• Tutorials were well integrated with lectures	1.4 ⁸

Evaluation from Dr. Alasdair Richmond (course organiser):

"I was very impressed with the representative class I sat in on (as I have been with your marking too incidentally). I thought you got a very good rapport going with your students and you managed to cover a lot of ground without having to take over or do excessive steering. Something I noted gladly was that you got a lot of participation going on that was focussed on the questions at issue but without your having to single out individuals or otherwise risk making people uncomfortable. I know having me sat there like the Ghost of Christmas Yet to Come isn't always

⁷ Note that I have not included questions or comments related to feedback as I was not involved in marking essays (departmental rules did not permit graduate students to mark work in advanced courses).

⁸ Note that I have not included questions related to feedback as many students had not received their marked essays when they filled in these evaluations. I have also not included questions or comments related to the lectures or course administration as I was not involved in either aspect of the course (a tutor runs seminars that supplement the lectures).

ideally conducive to relaxation (maybe especially so if it's Berkeley that's on the agenda) but I thought you did really well and as far as I could see, all your students thought so too. So, good work and do keep it up.”

Student comments:

- “Very good with occasional long pauses in discussion.”
- “Robin was very understanding of my difficulties and helped out by sending me work missed.”
- “My tutor knows exactly what he’s talking about and doesn’t mind if I ask him to re-cap stuff.”
- “Knowledgeable & engaging.”
- “I was really impressed by Robin. He always went to our lectures, made questions and created overview notes for each topic.”

Sample Syllabi

The following five syllabi include syllabi for three courses I have taught ('Science and Society', 'Social Epistemology', 'Moral Anti-Realism') and two syllabi for introductory courses to philosophy and the philosophy of language.⁹

⁹ I have appended the original copies of my teaching evaluations to this teaching portfolio.

Science and Society

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Course Aims, Contents and Methods

Contents: In this course we will look at philosophical work on the relationship between science and society. The course will be split into four parts. In the first part we will look at public (dis)trust in science, scientific expertise and the role of trust in science itself. Questions we will consider include: what is the source of public distrust in science? How can we identify scientific experts? What role does trust play in the internal workings of science.

In the second part we will take a closer look at one of the issues raised in the first part. One source of public distrust in science is the recognition that scientists are not in fact ‘disinterested inquirers’: they have their values, they have views about political and ethical debates, and sometimes they comment on these debates. Because this clashes with a popular but naïve view about what science is, many conclude that scientists are not to be trusted. In this part of the course we will look at attempts to get clear on the role that value judgements play in science.

In the third part we will take a broader look at the role of science in a democratic society. How can we reconcile the authority of science with democratic ideals? We will look at Philip Kitcher’s attempt to answer this question with his ideal of ‘well-ordered science’. We will also look at the extent to which Kitcher’s ideal is realised, and problems with putting it into practice.

In the fourth and final part we will look at the kinds of broader ethical and societal questions raised by scientific work. We will focus on a number of concrete issues including genetic engineering and animal testing. Our aim in this part of the course will be to think through some of the difficult ethical and societal questions prompted by advances in science.

Aims: This course is designed for students with no prior knowledge of the philosophy of science. By the end of the course students will have acquired and developed:

1. An understanding of the complexity of the relationship between science and society.
2. An appreciation that, while certain cherished ideas about science may fail to withstand critical scrutiny, this need not damage the authority of science.
3. A range of valuable skills and abilities (how to evaluate an argument; how to construct a valid argument; how to read a complicated text).
4. The ability to express complex philosophical ideas and views, with an emphasis on clarity, structure, precision, concision and dialectical effectiveness.

Methods: I will explain and clarify various views about and arguments concerning the relationship between science and society through a series of lectures. The students will be expected to read a text before each lecture (sometimes there will be an additional ‘popular text’ taken from e.g. a newspaper). All of the readings are available on the Moodle page for the course.

Minimal Requirements and Criteria of Assessment

The course will be assessed via a 90-minute exam on **29th January 2017 18:30-20:00** (in Hörsaal III). Students will need to answer a series of short 'comprehension' questions and then answer 1 essay question from a choice of 4 questions. Students will be permitted to bring a dictionary with them into the exam. The use of electronic devices will be prohibited.

Methods of Assessment

The exam contains both short comprehension questions and an essay. The short questions will test your understanding of important material from the course. A good essay will demonstrate a sound understanding of the relevant material and clearly state philosophical arguments. An excellent essay will demonstrate an ability to critically engage with those arguments. Beyond the minimum requirement of comprehensibility, linguistic issues (grammar, spelling) will not be taken into account.

In order to prepare students for the exam I will offer a (non-compulsory) 'practice exam' prior to the real exam. Students will answer shorter questions and write an essay at home under exam conditions and submit it to me. I will provide constructive feedback. I will also discuss more general questions about how to write a good essay during class.

Course Schedule and Literature

All of the readings are available on the Moodle page for the course.

Part 1: (Mis)trust in science	
Week 1	<u>Core reading:</u> Philip Kitcher, <i>Science in a Democratic Society</i> (Ch. 1) <u>Additional:</u> Film based on the book <i>Merchants of Doubt</i> : https://www.youtube.com/watch?v=pRenGy0cg5s Lecture by Erik Conway (co-author of <i>Merchants of Doubt</i>): https://www.youtube.com/watch?v=iV6A4CZkOXg
Week 2	<u>Core reading:</u> Elizabeth Anderson, "Democracy, Public Policy, and Lay Assessments of Scientific Testimony" <u>Additional:</u> Alvin Goldman, "Experts: Which Ones Should You Trust?"
Week 3	<u>Core reading:</u> Karen Frost-Arnold, "Moral Trust and Scientific Collaboration" <u>Additional:</u> John Hardwig, "The Role of Trust in Knowledge" Kristina Rolin, "Gender and Trust in Science"
Part 2: Values and Risks in Science	
Week 4	<u>Core reading:</u> Heather Douglas, "Inductive Risk and Values in Science" <u>Additional:</u> Kristen Intemann, "Distinguishing Between Legitimate and Illegitimate Values in Climate Modelling"

Week 5	<p><u>Core reading:</u> Hugh Lacey, <i>Is Science Value-Free?</i> (introduction)</p> <p><u>Additional:</u> Hugh Lacey, <i>Is Science Value-Free?</i> (Ch. 4). Gregor Betz, “In Defence of the Value-Free Ideal”</p>
Week 6	<p><u>Core reading:</u> Janet Kourany, <i>Philosophy of Science After Feminism</i> (Ch. 3)</p> <p><u>Additional:</u> Anne Fausto-Sterling, “A Question of Genius” Sandra Harding, “Strong Objectivity”</p>
Part 3: Science in a Democratic Society	
Week 7	<p><u>Core reading:</u> Philip Kitcher, <i>Science, Truth and Democracy</i> (Ch. 10)</p> <p><u>Additional:</u> Philip Kitcher, <i>Science, Truth and Democracy</i> (Ch. 11)</p>
Week 8	<p><u>Core reading:</u> Manuela Fernández Pinto, “Commercialization and the Limits of Well-Ordered Science”</p> <p><u>Additional:</u> Heather Douglas, “Inserting the Public into Science”</p>
Week 9	<p><u>Core reading:</u> Dan Kahan, “Making Climate Science Communication Evidence-Based”</p> <p><u>Additional:</u> Blog post by Dan Kahan on what drives our beliefs about climate change: http://www.culturalcognition.net/blog/2014/4/23/what-you-believe-about-climate-change-doesnt-reflect-what-you.html</p> <p>Fishkin and Lushkin, “Experimenting with a Democratic Ideal”</p>
Part 4: Ethical Issues in Science	
Week 10	<p><u>Core reading:</u> Julian Savulescu, “Genetic Interventions and the Ethics of Enhancement of Human Beings”</p> <p><u>Additional:</u> Article by Michael Sandel in the <i>Atlantic</i>: https://www.theatlantic.com/magazine/archive/2004/04/the-case-against-perfection/302927/</p>
Week 11	<p><u>Core reading:</u> Clive Hamilton, “The Ethical Foundations of Climate Engineering”</p> <p><u>Additional:</u> TBA</p>
Week 12	<p><u>Core reading:</u> Tom Regan, “Empty Cages: Animal Rights and Vivisection”</p> <p><u>Additional:</u> TBA</p>

Useful links

- The Stanford Encyclopaedia of Philosophy: <http://plato.stanford.edu/>
- PhilPapers online directory of philosophy books and papers: <http://philpapers.org/>
- Oxford Bibliographies Online (for philosophy):
http://www.oxfordbibliographies.com/browse?module_0=obo-9780195396577
- Jstor database of academic papers: <http://www.jstor.org/>
- A philosophy glossary (Jim Pryor):
<http://courses.dce.harvard.edu/~phils4/glossary.html>
- A philosophy dictionary (Garth Kemerling):
<http://www.philosophypages.com/dy/index.html>
- How to read a philosophy paper or book (Jim Pryor):
<http://www.jimpryor.net/teaching/guidelines/reading.html>
- How to write a philosophy paper (Jim Pryor):
<http://www.jimpryor.net/teaching/guidelines/writing.html>
- How not to write a philosophy paper (James Lenman):
<http://web.uct.ac.za/depts/philosophy/James%20Lenman%20-%20How%20to%20Write%20a%20Crap%20Philosophy%20Essay.pdf>

Social Epistemology

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Description

Many have complained that 20-21st century epistemology in the analytic tradition has fixated on issues that are of little broader relevance. This course focuses on recent attempts to rectify this. These developments fall under the label ‘social epistemology’. This course looks at three areas in social epistemology.

The first area is the epistemology of testimony. Most of our beliefs are based on what others have told us. Take, for instance, our scientific beliefs. While we consider ourselves aware of developments in modern science, most of us lack the expertise to properly evaluate or even understand much scientific work. In this part of the course we look at questions like: Are we entitled to just believe what we are told by experts? How should we figure out who the experts are? Can groups testify?

The second area is the epistemology of disagreement. Even experts disagree sometimes; for instance, take debates about politics, religion and science. Given the ubiquity of expert disagreement, perhaps we should be less confident in our views about controversial topics than we in fact are. In this part of the course we look at questions like: Should disagreement affect our confidence in general? What about in particular cases, like the case of religious disagreement?

The third area looks at epistemic dimensions of oppression. Is epistemic oppression distinct from other dimensions of oppression, or does it reduce to them? In what ways are underprivileged groups epistemically oppressed? Is ignorance just a ‘lack of knowledge’, or is it at least sometimes wilful and cultivated on behalf of the powerful? Why might arrogance be a form of epistemic oppression? What is the distinctively epistemic harm in being silenced?

Objectives

By the end of the course students will have acquired and developed:

1. An understanding of what social epistemology is.
2. An appreciation how epistemology could be of relevance to social and political concerns.
3. A range of valuable analytical skills and abilities (how to evaluate an argument; how to construct a valid argument; how to read a complicated text).
4. The ability to express philosophical ideas and views orally and in writing, with an emphasis on clarity, structure, precision, concision and dialectical effectiveness.
5. A range of transferable skills, including the skills mentioned above, but also the ability to work to a deadline, prepare a group presentation and conduct one’s own research (e.g. find and consult a range of primary sources).

Teaching Methods

Each seminar will be based on two texts, which will be read in advance. For each seminar, students will prepare two points for discussion, which will be sent to me beforehand. The seminar will begin with a short presentation by a small group of students. I will also provide some broader context for our discussion. Otherwise, the remaining time will be used to discuss the substantive philosophical issues raised by the text. If the number of participants allows, we will often break into smaller groups to do this.

Prerequisites

This is an upper-level course so some prior philosophical knowledge will be assumed. No background in epistemology beyond topics standardly covered in introductory philosophy courses will be assumed.

Assessment

This course will use four methods of assessment, each of which will count towards the final grade:

1. Participation in a group presentation: 10%.
2. Weekly ‘discussion points’: 10%.
3. Two mini-essays (4-5 pages, with 1.5 spacing): 30%.
4. An essay on a topic from the course (15-20 pages, with 1.5 spacing): 50%.

To pass the course, it is necessary to satisfy all four components (i.e. submit all the work and participate in a presentation) and achieve 50% or more overall.

More about Assessment

The group presentation will not be assessed; participation in a presentation is sufficient to get full marks for this component. I will meet with students prior to class to discuss their presentations.

The weekly discussion points are ‘personal reflections’ on the text. Students should write down two points for each text. Each point should be accompanied by a justification. For instance, students shouldn’t say “I think the author is wrong that...”. They should say “I think the author is wrong that ... because ...”. The discussion points will be marked in terms of whether they provide justifications.

The mini-essays will be written and submitted during the course. They should be focused on a single argument or view discussed in a text they have read. A good essay (i.e. one that gets a “2”) will give an accurate summary of that argument or view. An excellent essay (i.e. one that gets a “1”) will also critically discuss that argument or view in an intelligent way. I will provide constructive feedback on each essay.

The longer essay will be written at the end of the course. It could focus on a particular text, draw connections between different texts, or discuss a general issue raised by the texts we have read. A good essay will demonstrate a sound understanding of the relevant material and place it in its broader context. An excellent essay will also demonstrate an ability to develop a sustained line of independent thought.

While I will provide a list of possible topics for both the mini-essays and the longer essay, students will be encouraged to suggest their own topics.

Readings

For each class I will assign two core readings. You are expected to read all the core readings. During the class I will mention additional readings, which will be helpful for writing your essays. All readings will be available on Moodle.

When reading a philosophy paper always try to identify the main thesis, and the main arguments for that thesis. If any objections occur to you, write them down. This will be useful for your weekly discussion points, when you write your short essays, and for your end of term exam.

If you have any questions about the readings, do not hesitate to ask me (whether in person or by email).

Schedule

Introduction	
Week 1	Alvin Goldman (2010). “Social epistemology”.
The epistemology of testimony	
Week 2	<u>Reductionism vs. anti-reductionism</u> C.A.J. Coady (1992). <i>Testimony</i> . Ch. 4 Elizabeth Fricker (1994). “Against gullibility”
<u>Expert testimony</u> Elizabeth Anderson (2011). ““Democracy, Public Policy, and Lay Assessments of Scientific Testimony”. Alvin Goldman (2001). “Experts: which ones should you trust?”. <td data-kind="ghost"></td>	
Week 4	<u>Group testimony</u> Deborah Tollefsen (2007). “Group testimony” Jennifer Lackey (forthcoming). “A deflationary account of group testimony”.
The epistemology of disagreement	
Week 5	<u>Reasonable religious disagreement</u> Richard Feldman (2007). “Reasonable religious disagreements”. Allan Hazlett (forthcoming). “Entitlement and mutually recognized reasonable disagreement”.
Week 6	<u>Epistemically irrelevant causes of belief</u> Miriam Schoenfield (2013). “Permission to believe”. Joshua DiPaolo & Robert Simpson (forthcoming). “Indoctrination anxiety and the etiology of belief”
Epistemic oppression	
Week 7	<u>Can oppression be epistemic?</u> Kristie Dotson (2013). “Conceptualizing Epistemic Oppression”. Miranda Fricker (1999). “Epistemic Oppression and Epistemic Privilege”
Week 8	<u>The epistemology of ignorance</u> Linda Martín Alcoff (2007). “Epistemologies of ignorance: three types”. Charles Mills (2007). “White Ignorance”.
Week 9	<u>Epistemic injustice</u> Miranda Fricker (2007). <i>Epistemic injustice</i> . (Chs. 1-2, Ch. 7).

Week 10	<p><u>Silencing and arrogance</u></p> <p>Kristie Dotson (2011) “Tracking epistemic violence, tracking practices of silencing”.</p> <p>Alessandra Tanesini (forthcoming). ““Calm down dear”: intellectual arrogance, silencing and ignorance”</p>
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Moral Anti-Realism¹⁰

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Dr. Robin McKenna

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Office: A0322 (NIG, 3rd Floor)

Office Hours: By appointment

Course Content

This course will look at moral scepticism, moral relativism and moral constructivism. For each view we will look at a range of texts, either arguing for or against the view. Topics to be covered include:

Moral Scepticism. Do moral values fit into our scientific, naturalistic view of the world? We will pay particular attention to J.L. Mackie's argument that moral values are fundamentally different to the kinds of things science deals with, and Sharon Street's argument that belief in objective moral values can't be reconciled with the theory of evolution.

Moral relativism. Moral relativism is often supported by pointing to cultural diversity. When we look at the world around us, we see a wide range of moral practices, some of which seem different to our own. We will look at Michelle Moody-Adams' argument that this appearance is mistaken, as there is a lot less cultural diversity than we think. The argument from diversity is connected with the argument from faultless disagreement. We seem to disagree with those from other cultures with moral practices at odds with our own, but it is hard to say why either of us is at fault. Perhaps the best thing to say is that we are both right, relative to our own culture. However, Bernard Williams has suggested a different way of thinking about diversity. When we encounter a moral viewpoint that is entirely alien to our own, our terms of moral evaluation seem to lose their grip. We will try to make sense of Williams' idea, and discuss Miranda Fricker's criticisms of it.

Constructivism about morality. What would it mean to say that moral values are constructed by us? We will look at Sharon Street's and Christine Korsgaard's answers to this question.

Course Objectives

This course looks at three varieties of moral anti-realism. Broadly, the course aims to give students a detailed understanding of what moral anti-realism is, why some defend it, and why others reject it. It also aims to demonstrate that 'moral anti-realism' is really a name for a family of views, not a

¹⁰ I taught this course in Vienna in the winter semester 2015. There is only one reading assigned per week because I didn't want to overburden students learning in a second (or third) language. Instead, we focused in depth on a single text each week.

single viewpoint. More generally, by the end of the course students will have acquired and developed:

1. A range of valuable analytical skills: how to evaluate an argument; how to express an idea or view clearly and concisely; how to construct a valid argument; how to ‘think philosophically’.
2. The ability to express and evaluate philosophical ideas and views orally and in writing, with an emphasis on clarity, structure, precision, concision and dialectical effectiveness.
3. The ability to respond to constructive criticism.
4. A range of valuable transferable skills, including the analytical skills mentioned above, but also the ability to work to a deadline, use word processing software, prepare a group presentation and conduct one’s own research (e.g. find and consult a range of primary sources).

Teaching Methods

In the first seminar I will give a summary of the course content, and put the material to be covered in its broader context. I will also explain the assessment methods used on the course. In the last seminar we will discuss and summarise what we have learnt in the preceding seminars. The rest of the seminars will be based on texts, with one text covered each seminar. The texts will all be available on Moodle. All participants will read the text in advance. For each seminar, students will write down 1 or 2 short ‘personal reflections’ on the text. These should be points for discussion (e.g. things you found interesting, arguments you agreed or disagreed with). Each seminar will begin with a short presentation by a small group of students. The presentation will **not** just be a summary of the text. The students should identify the main lines of argument in the text, and highlight any problems they see with these lines of argument. If necessary, I will provide some broader context for our discussion. Otherwise, the remaining time will be used to discuss the substantive philosophical issues raised by the text. Before each session I will circulate a ‘reading guide’ for the text. You can either read this after reading the text yourself, or while reading the text. But it is **not** a substitute for reading the text itself.

Methods of Assessment

This course will use three methods of assessment, each of which will count towards the final grade:

1. Active participation in the seminars: 10%.¹¹
2. Two mini-essays (maximum 5 pages, with 1.5 spacing): 40% in total, 20% each.
3. One longer essay on a topic from the course (15-20 pages, with 1.5 spacing): 50%.

Both the mini-essays and the longer essay will be submitted via Moodle. The mini-essays will be written and submitted during the course. The first mini-essay is due on **30th November 2015**. The second mini-essay is due on **25th January 2016**. I will provide constructive feedback on each essay, with the aim of improving students’ ability to write philosophy. The longer essay will be written at the end of the course and is due on **19th February 2016**. While I will provide a list of possible essay topics, students will be encouraged to suggest their own topic.

¹¹ This means (a) writing down your personal reflections prior to class and (b) contributing to at least 1 group presentation. Any student that does this will get full marks for this component.

Course Schedule

Week 1	Introduction
Part 1: Moral Scepticism	
Week 2	J.L. Mackie, "Subjectivity of Values"
Week 3	A.J. Ayer, "Critique of Ethics and Theology"
Week 4	Sharon Street, "A Darwinian Dilemma for Realist Theories of Value"
Week 5	David Copp, "Moral Skepticism"
Part 2: Moral Relativism	
Week 6	Gilbert Harman, "Moral Relativism Defended"
Week 7	Michelle Moody-Adams, "Taking Disagreement Seriously"
Week 8	Bernard Williams, "The Truth in Relativism"
Week 9	Miranda Fricker, "The Relativism of Blame and Williams' Relativism of Distance"
Part 3: Moral Constructivism	
Week 10	Sharon Street, "Constructivism About Reasons"
Week 11	Christine Korsgaard, "Realism and Constructivism"
Week 12	David Enoch, "Agency, schmagency"
Week 13	Revision week

Introduction to Philosophy¹²

Contact

Robin McKenna

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<http://robinmckenna.weebly.com>

Description

Does God exist? Is the existence of God compatible with the existence of evil? Do we have knowledge of the external world? Should we expect the future to resemble the past? Is the mind identical to the brain, or are the mind and brain distinct? Are we responsible for our actions? Philosophy is the study of these sorts of questions, and in this course we'll see how philosophers have approached them, both in the past and in the present day. We'll also look at how to do philosophy, and learn some helpful philosophical heuristics.

Objectives

By the end of this course students will be familiar with a range of standard approaches to some central questions in philosophy. They will have gained a range of important philosophical skills, such as how to identify a fallacy, how to construct an argument, and how to write a philosophy essay.

Prerequisites

There are no prerequisites for this course. No prior background in philosophy will be assumed.

Assessment

Assessment for this course has two components:

1. Coursework (50%), comprising 2 short essays (20% each) and weekly quizzes (10%).
2. End of term examination (50%).

Readings

You are expected to do all the readings before you come to class. All readings will be available on the course website. When reading a philosophy paper always try to identify the main thesis, and the main arguments for that thesis. If any objections occur to you, write them down. This will be useful for when you write your short essays, and for your end of term exam. If you have any questions about the readings, do not hesitate to ask me (whether in person or by email).

¹² This is designed as a general introduction to philosophy, intended for students with no prior philosophical background.

Schedule

Week 1	Lecture 1	<u>Course overview; what is an argument?</u> Julian Baggini & Peter Fosl. <i>The philosopher's toolkit</i> , Ch. 1.
	Lecture 2	<u>What is an argument (contd.)?; fallacies</u> Julian Baggini & Peter Fosl. <i>The philosopher's toolkit</i> , Chs. 2-3.
God and the problem of evil		
Week 2	Lecture 3	<u>The ontological argument</u> Linda Zagzebski. <i>Philosophy of religion: an historical introduction</i> , Ch. 2.
	Lecture 4	<u>The cosmological argument</u> Linda Zagzebski. <i>Philosophy of religion: an historical introduction</i> , Ch. 2.
Week 3	Lecture 5	<u>The teleological argument</u> Linda Zagzebski. <i>Philosophy of religion: an historical introduction</i> , Ch. 2.
	Lecture 6	<u>The problem of evil</u> Linda Zagzebski. <i>Philosophy of religion: an historical introduction</i> , Ch. 7.
Knowledge and scepticism		
Week 4	Lecture 7	<u>The problem of scepticism, pt. 1</u> René Descartes. <i>Meditations</i> , I-III.
	Lecture 8	<u>The problem of scepticism, pt. 2</u> René Descartes. <i>Meditations</i> , IV-V.
Week 5	Lecture 9	<u>The problem of induction</u> David Hume. <i>An enquiry concerning human understanding</i> , selections.
	Lecture 10	<u>The new problem of induction</u> Nelson Goodman. <i>Fact, fiction and forecast</i> , Ch. 3.
Philosophy heuristics		
Week 6	Lecture 11	Essay writing workshop, pt. 1
	Lecture 12	Essay writing workshop, pt. 2
The mind/body problem		
Week 7	Lecture 13	<u>Dualism</u> René Descartes. <i>Meditations</i> , II & IV.
	Lecture 14	<u>Mental causation</u> Karen Bennett. "Mental Causation".
Week 8	Lecture 15	<u>The identity theory</u> J.J.C. Smart. "Sensations and brain processes".
	Lecture 16	<u>Consciousness</u> Thomas Nagel. "What is it like to be a bat?"
Free will		
Week 9	Lecture 17	<u>The problem of free will; compatibilism</u> David Hume. <i>An enquiry concerning human understanding</i> , selections.
	Lecture 18	<u>Incompatibilism</u> Peter van Inwagen. "Free will remains a mystery".
Week 10	Lecture 19	<u>Moral responsibility</u> Harry Frankfurt. "Alternative possibilities and moral responsibility".
	Lecture 20	<u>Moral luck</u> Thomas Nagel. "Moral luck".
Revision week		

Useful links

- The Stanford Encyclopaedia of Philosophy: <http://plato.stanford.edu/>
- PhilPapers online directory of philosophy books and papers: <http://philpapers.org/>
- Oxford Bibliographies Online (for philosophy):
http://www.oxfordbibliographies.com/browse?module_0=obo-9780195396577
- Jstor database of academic papers: <http://www.jstor.org/>
- A philosophy glossary (Jim Pryor):
<http://courses.dce.harvard.edu/~phils4/glossary.html>
- A philosophy dictionary (Garth Kemerling):
<http://www.philosophypages.com/dy/index.html>
- How to read a philosophy paper or book (Jim Pryor):
<http://www.jimpryor.net/teaching/guidelines/reading.html>
- How to write a philosophy paper (Jim Pryor):
<http://www.jimpryor.net/teaching/guidelines/writing.html>
- How not to write a philosophy paper (James Lenman):
<http://web.uct.ac.za/depts/philosophy/James%20Lenman%20-%20How%20to%20Write%20a%20Crap%20Philosophy%20Essay.pdf>

Philosophy of Language¹³

Contact

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Description

This course is an introduction to the philosophy of language. We will focus on central topics such as the nature of meaning and reference, the semantics of names and definite descriptions, communication, and the distinction between semantics and pragmatics. At the end of the course we will look at how these theoretical tools might be put to work to analyse phenomena of social and political importance.

Objectives

By the end of this course students will be familiar with a range of central topics in the philosophy of language and understand key distinctions, such as the distinction between sense and reference, and the distinction between semantics and pragmatics. They will appreciate the progress that has been made in the philosophy of language since its beginnings in the late 19th century. They will also appreciate that the theoretical tools developed in philosophy of language can be of broader application.

Prerequisites

There are no prerequisites for this course. However, this will be a fairly challenging course, and students with no prior background in philosophy are advised to talk to me beforehand if they have any concerns.

Assessment

Assessment for this course has two components:

1. Coursework (50%), comprising 2 short essays (20% each) and weekly quizzes (10%).
2. End of term examination (50%).

Readings

You are expected to do all the readings before you come to class. The course is partly based on William Lycan's introduction to the philosophy of language, *Philosophy of language: a contemporary introduction* (Routledge, 2000). You should buy this book. We'll also read a number of classic works in philosophy of language, all of which will be available on the course website. When reading a philosophy paper or chapter in a book always try to identify the main thesis, and the main arguments for that thesis. If any objections occur to you, write them down. This will be useful for

¹³ This is designed as an introduction to philosophy of language.

when you write your short essays, and for your end of term exam. If you have any questions about the readings, do not hesitate to ask me (whether in person or by email).

Schedule

Introduction		
Week 1	Lecture 1	Course overview
	Lecture 2	<u>What is philosophy of language?</u> William Lycan (2000). <i>Philosophy of language</i> . Ch. 1.
Reference, proper names and definite descriptions		
Week 2	Lecture 3	<u>Sense and reference</u> Gottlob Frege (1892). "On sense and reference".
	Lecture 4	<u>Russell on definite descriptions</u> Bertrand Russell (1905). "On denoting".
Week 3	Lecture 5	<u>Objections to Russell</u> William Lycan (2000). <i>Philosophy of language</i> . Ch. 2.
	Lecture 6	<u>The description theory of names</u> William Lycan (2000). <i>Philosophy of language</i> . Ch. 3.
Week 4	Lecture 7	<u>Direct reference and causal-historical theories of names</u> William Lycan (2000). <i>Philosophy of language</i> . Ch. 4. Saul Kripke (1980). <i>Naming and necessity</i> . Selections.
	Lecture 8	Essay writing workshop
Theories of meaning		
Week 5	Lecture 9	<u>Gricean theories</u> William Lycan (2000). <i>Philosophy of language</i> . Ch. 7. Optional: H.P. Grice (1957). "Meaning".
	Lecture 10	<u>Use theories</u> William Lycan (2000). <i>Philosophy of language</i> . Ch. 6 Ludwig Wittgenstein (1953). <i>Philosophical Investigations</i> . Selections.
Week 6	Lecture 11	<u>Truth-conditional theories: Davidson</u> William Lycan (2000). <i>Philosophy of language</i> . Ch. 9. Optional: Donald Davidson (1967). "Truth and meaning".
	Lecture 12	<u>Truth-conditional theories: possible world semantics</u> William Lycan (2000). <i>Philosophy of language</i> . Ch. 10
Semantics and pragmatics		
Week 7	Lecture 13	<u>Logic and conversation</u> H.P. Grice (1989). "Logic and conversation". Selections
	Lecture 14	<u>Indexicals and demonstratives</u> David Kaplan (1989). "Demonstratives". Selections
Week 8	Lecture 15	<u>Performatives</u> Austin (1979). "Performative utterances"
	Lecture 16	<u>Speech acts</u> William Lycan (2000). <i>Philosophy of language</i> . Ch. 12.
Applications		
Week 9	Lecture 17	<u>Pornography as a speech act</u> Rae Langton (1993). "Speech acts and unspeakable acts"
	Lecture 18	<u>Silencing</u> Ishani Maitra (2004). "Silence and Responsibility"

Week 10	Lecture 19	<u>Slurs</u> Anderson & Lepore (2013). “Slurring words”.
	Lecture 20	<u>Gender</u> Haslanger (2000). “Gender and race”

Useful links

- The Stanford Encyclopaedia of Philosophy: <http://plato.stanford.edu/>
- PhilPapers online directory of philosophy books and papers: <http://philpapers.org/>
- Oxford Bibliographies Online (for philosophy):
http://www.oxfordbibliographies.com/browse?module_0=obo-9780195396577
- Jstor database of academic papers: <http://www.jstor.org/>
- A philosophy glossary (Jim Pryor):
<http://courses.dce.harvard.edu/~phils4/glossary.html>
- A philosophy dictionary (Garth Kemerling):
<http://www.philosophypages.com/dy/index.html>
- How to read a philosophy paper or book (Jim Pryor):
<http://www.jimpryor.net/teaching/guidelines/reading.html>
- How to write a philosophy paper (Jim Pryor):
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An:
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Lukas Mitterauer
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Course Evaluation Report for Teaching Staff

Dear Mr. McKenna,

Please find attached the results of the automated course evaluation analysis for the course Social Epistemology conducted with the questionnaire type 018-4-V1:

The first section provides a detailed analysis of the students' response behaviour.
The second section of the analysis report lists the individual mean values for all questions.
The third part contains answers to open questions.

You may also access the results at <http://eval.univie.ac.at/>. The user name and password for the system have been submitted in a separate email.

Comparative figures for the winter semester and the summer semester will be published on the homepage of the Special Department for Quality Assurance <http://www.qs.univie.ac.at/> in April and September, respectively.

We hope the results provide a helpful and constructive feedback for the continuous development of your courses.

For any further enquiries, please contact the Special Department for Quality Assurance
(Tel.: 4277-18001 email: evaluation@univie.ac.at).

Sincerely,

Lukas Mitterauer



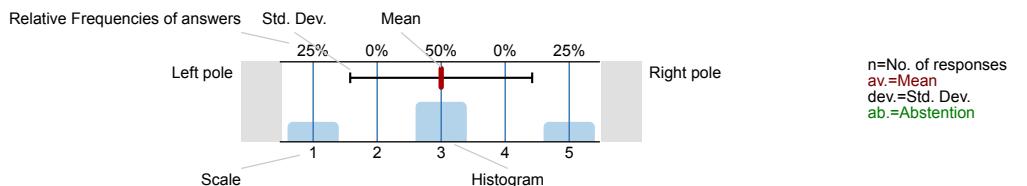
Robert McKenna

Social Epistemology (16W-18-180140-01)
No. of responses = 11

Survey Results

Legend

Question text



1. University wide section

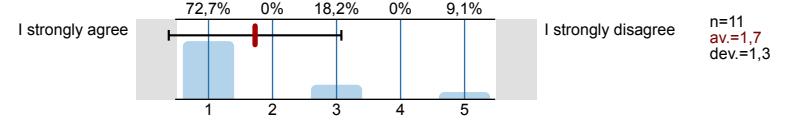
1.1) Gender:



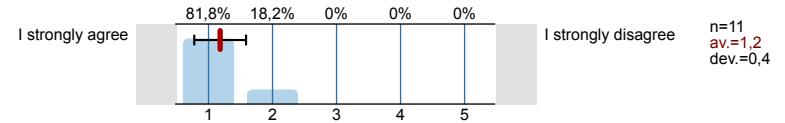
1.2) The contents of the course were very interesting.



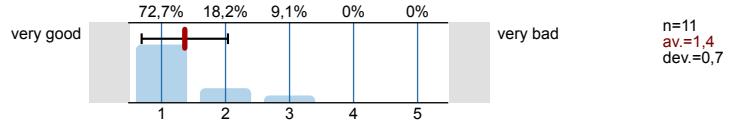
1.3) This particular course was very important in its contribution towards reaching the goals of the academic program.



1.4) The lecturer was motivating.

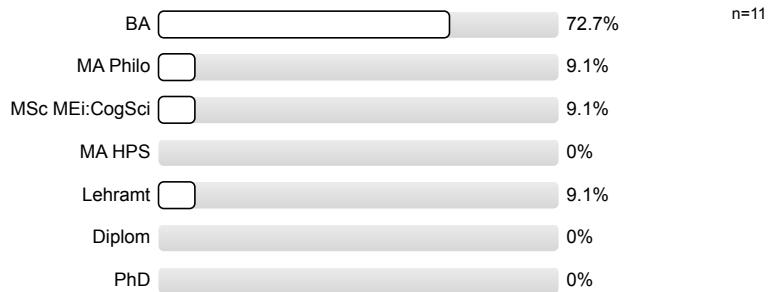


1.5) Overall, I would rate the course as

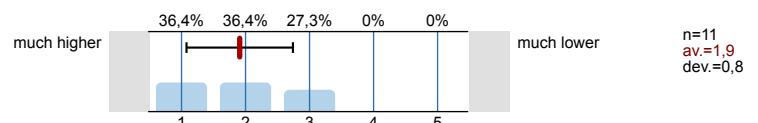


2. Questions from the director of studies

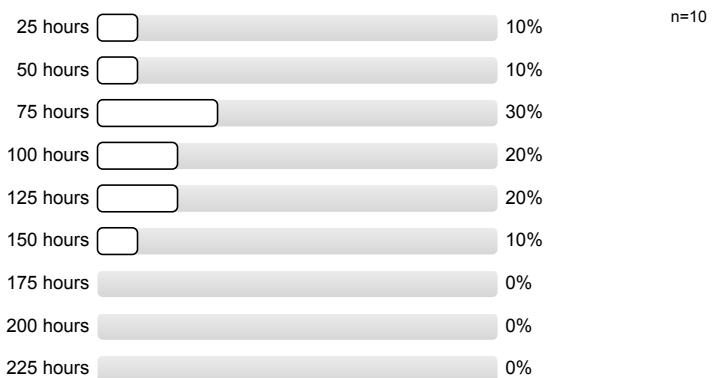
2.1) I am studying



2.2) Compared to other courses my workload for this course was



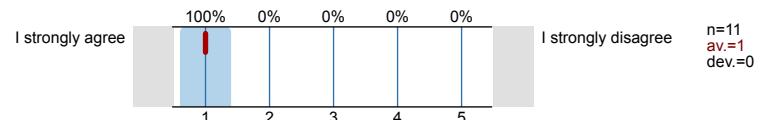
- 2.3) In order to complete this course successfully I needed the following number of hours of work (including attendance).



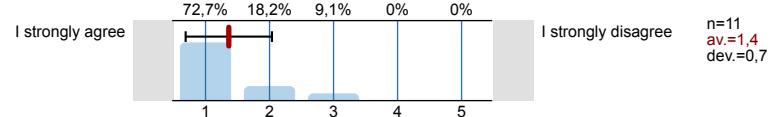
- 2.4) I was able to follow the lessons without any problems.



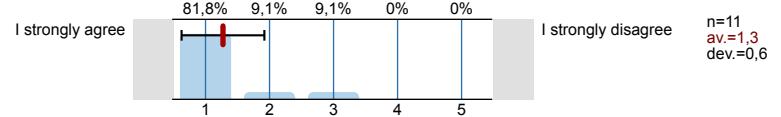
- 2.5) The lecturer encouraged questions and active participation.



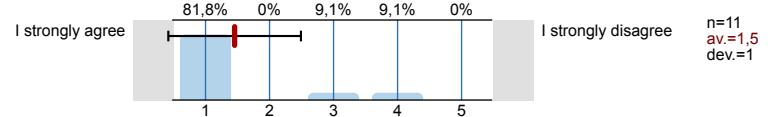
- 2.6) The course content was covered to an adequate extent and in sufficient detail.



- 2.8) The course was structured in a clear and understandable manner.



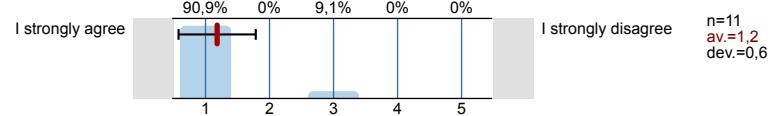
- 2.9) The assessment criteria for this course are clear to me.



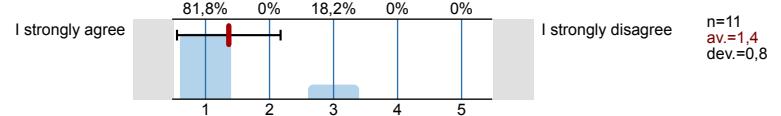
- 2.10) The study materials used for this course were useful.



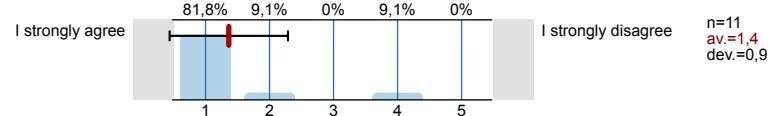
- 2.11) Students taking part in this course received sufficient feedback in response to their input (contributions, assignments, presentations).



- 2.12) The lecturer was able to motivate me for this course and to stimulate my general interest in my studies.



- 2.13) It is clear to me why this course is important as a part of my study programme.

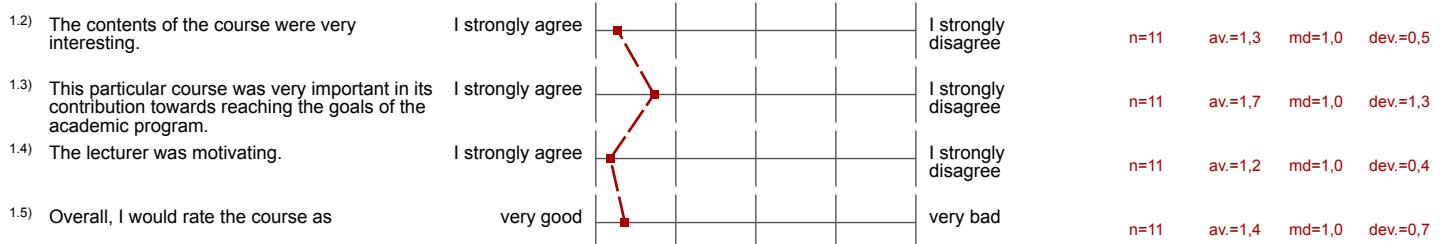


Profile

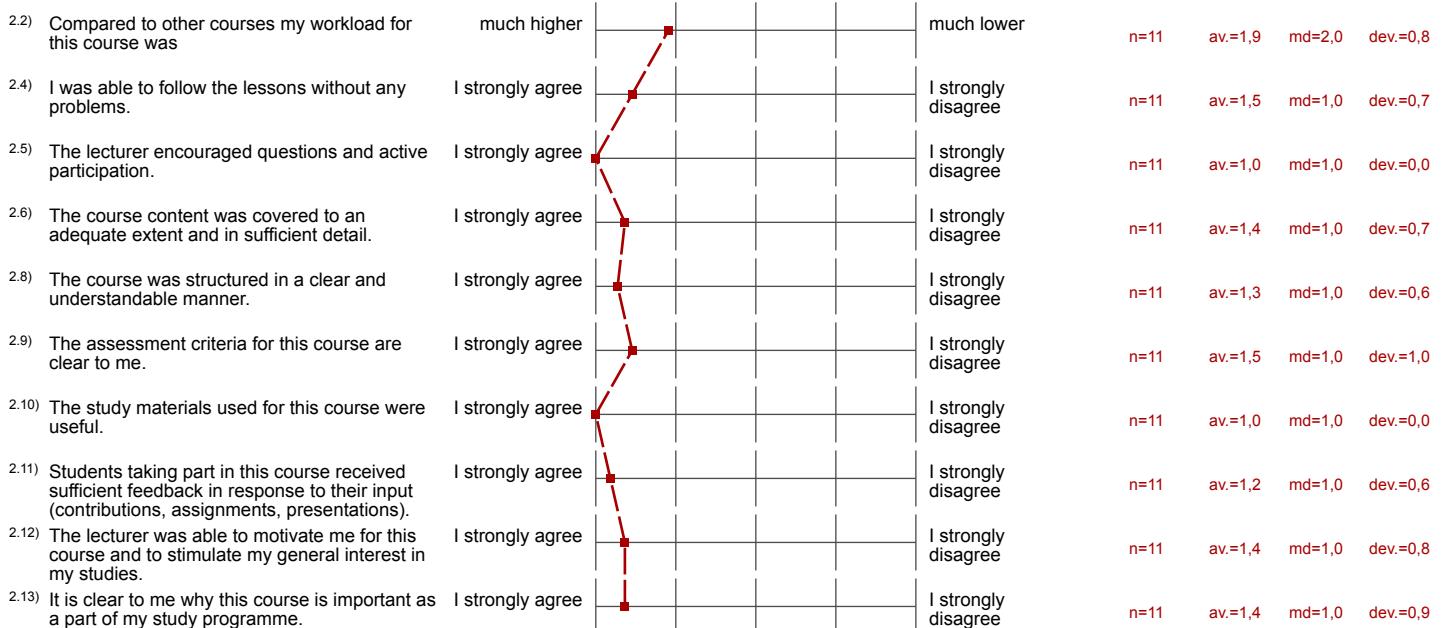
Subunit: SPL018 - Philosophie
 Name of the instructor: Robert McKenna
 Name of the course: Social Epistemology
 (Name of the survey)

Values used in the profile line: Mean

1. University wide section



2. Questions from the director of studies



Comments Report

2. Questions from the director of studies

2.7) Which aspects of the course content should have been covered in more detail?

- I would have liked a historical hint towards the sociology of knowledge. I think that, although it might have played only a minor role in philosophical social epistemology, it nevertheless is a genuine way of approaching problems of social cognition.

2.14) What did you particularly like about this course?

- I liked the clear structuring of topics in the beginning of the course as well as in the end of it. This made it easy to follow through it and to make use of the different topics for further research.
 - I particularly liked the clarity and guidance of the assessment criteria and the constant and high availability of the Prof.
 - McKenna provided feedback to every submitted contribution (weekly!). In other courses you hardly get any(!) feedback. Furthermore he provided the students with hints and thoughts to what else could be considered in further investigations of the topic, thus leading

- Professor McKenna was one of the best lecturers I've ever had. He prepared the materials for the course way ahead - at the beginning of the semester, we could already access all the texts we would read during the course as well as excellent summaries that he wrote to help us deal with the texts. The course was a seminar and it was remarkable how he managed to guide and moderate very interesting and productive discussions (although many of my colleagues' contributions were often not specifically on point or sometimes even counterproductive), steering the debate towards the points he had intended to emphasize in a seemingly very natural way. Additionally, he was very engaged in helping us prepare presentations. What I valued most was his guidance in writing essays (which I personally asked for) and his extensive and very useful feedback on what I wrote. Although the topic of the course is not among my principal study interests, Social Epistemology was the best course I took the last semester thanks to Professor McKenna's qualities.

- Robin was very motivating and his reading summaries helped so much with the coursework
 - Very good discussions

2.15) What do you think could be improved about this course?

- I think, there might be a little more framing the problems. While the matters are interesting in themselves, of course, it should be interesting to at least shortly examine what role they play or played in broader philosophical discourses.
 - Too much workload

Lukas Mitterauer

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Auswertungsbericht Lehrveranstaltungsevaluation an die Lehrenden

Sehr geehrter Herr McKenna,

Als Anlage erhalten Sie die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation WS15/16 zur

Veranstaltung Moral Anti-Realism (15W-18-180111-01)

mit dem Fragebogen vom Typ 018-2-V3:

Im ersten Teil wird das Antwortverhalten der Studierenden detailliert dargestellt.

Im zweiten Teil des Auswertungsberichts werden die Mittelwerte aller einzelnen Fragen aufgelistet.
Der dritte Teil beinhaltet die Antworten zu den offenen Fragen.

Sie können eine Stellungnahme abgeben und Ihre Ergebnisse laufend einsehen unter <http://eval2.univie.ac.at/> (Der Zugang ist aus Sicherheitsgründen nur über das Universitätsnetz möglich. Wenn Sie von außerhalb der Universität auf die Daten zugreifen wollen, müssen Sie vorher eine vpn-Verbindung einrichten: <https://univpn.univie.ac.at/>). Zur Abgabe der Stellungnahme klicken Sie auf das Notizfeld hinter dem Lehrveranstaltungstitel. Die Stellungnahme wird im Ergebnisbericht auf der letzten Seite gespeichert.

Die Ergebnisse werden von uns aus technischen Gründen nur an die/den erstgenannten LV-LeiterInn übermittelt. Wurden auch andere LV-LeiterInnen mit dieser Umfrage mitevaluier, bitten wir Sie, die Ergebnisse auch an Ihre KollegInnen weiter zu leiten.

Wir hoffen, die Ergebnisse stellen für Sie ein hilfreiches und konstruktives Feedback zur kontinuierlichen Weiterentwicklung Ihrer Lehrveranstaltung dar.

Bei Rückfragen steht Ihnen die Besondere Einrichtung für Qualitätssicherung gerne zur Verfügung (Tel.: 4277-18001
email: evaluation@univie.ac.at).

Mit freundlichen Grüßen

Lukas Mitterauer



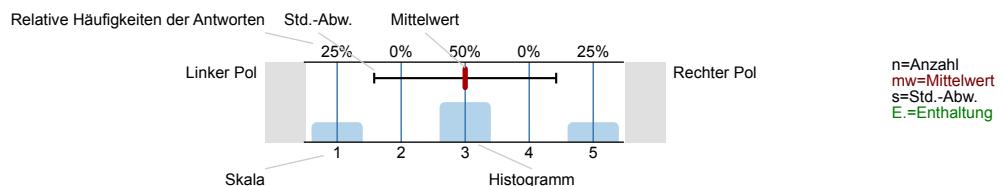
Robert McKenna

Moral Anti-Realism (15W-180111-01)
Erfasste Fragebögen = 10

Auswertungsteil der geschlossenen Fragen

Legende

Frage



1. Universitätseinheitlicher Teil

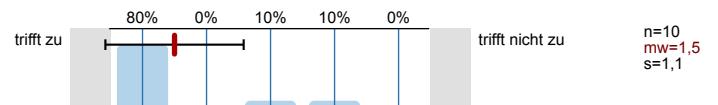
Frage 1.1) Geschlecht:



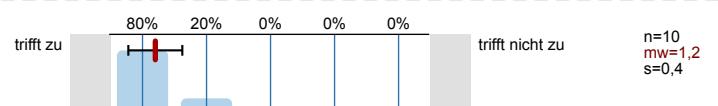
Frage 1.2) Die Inhalte der Lehrveranstaltung finde ich sehr interessant.



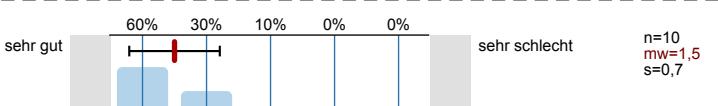
Frage 1.3) Die Lehrveranstaltung leistet für mich einen wichtigen Beitrag zur Erreichung der Studienziele.



Frage 1.4) Die/Den LehrveranstaltungsleiterIn empfinde ich als sehr motivierend.

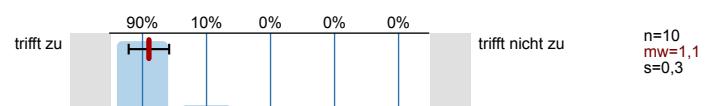


Frage 1.5) Gesamt gesehen halte ich die Lehrveranstaltung für

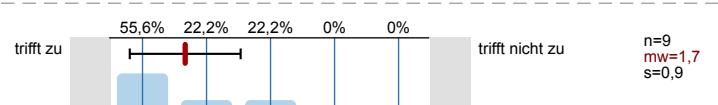


2. Fragen der Studienprogrammleitung

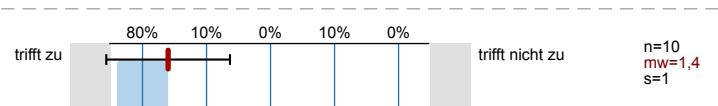
Frage 2.1) Die Lehrveranstaltung ist gut organisiert.



Frage 2.2) Die Lehrveranstaltung wird in interessanter Form gehalten.



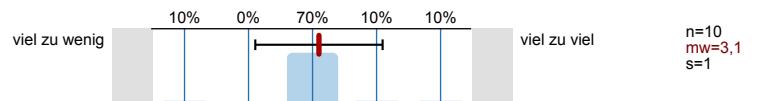
Frage 2.3) Ich verfüge über ein grundlegenderes Verständnis als vor der Lehrveranstaltung.



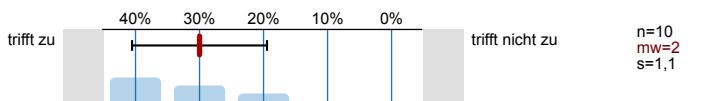
- 2.4) Die /Der LehrveranstaltungsleiterIn gibt auf Beiträge der TeilnehmerInnen hilfreiches Feedback.



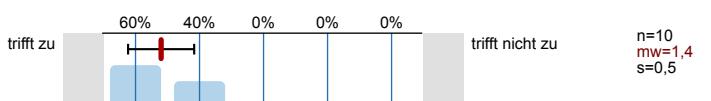
- 2.5) Die /Der LehrveranstaltungsleiterIn ergänzt Referate und Beiträge der TeilnehmerInnen.



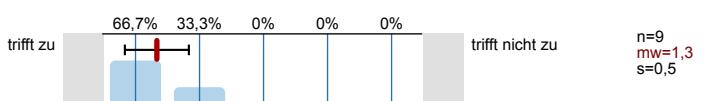
- 2.6) Ich lerne viel durch die Referate und Beiträge anderer TeilnehmerInnen.



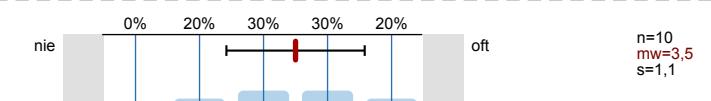
- 2.7) Mein Arbeitsaufwand ist verglichen mit anderen Lehrveranstaltungen hoch.



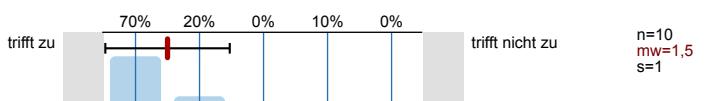
- 2.8) Diskussionen werden gut geleitet (Anregung von Beiträgen, Eingehen auf Beiträge, Bremsen von Vielrednern).



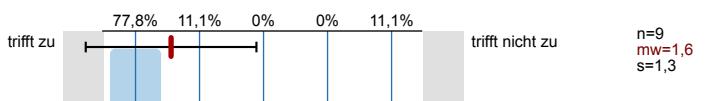
- 2.9) Ich beteilige mich mit Wortbeiträgen an Diskussionen.



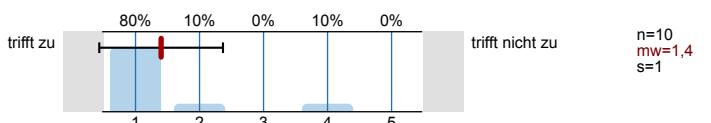
- 2.10) Es finden ausreichend Diskussionen statt.



- 2.11) Die Lehrveranstaltung fördert mein Interesse am Studium.



- 2.12) Die Lehrveranstaltung motiviert dazu, sich selbst mit den Inhalten zu beschäftigen.

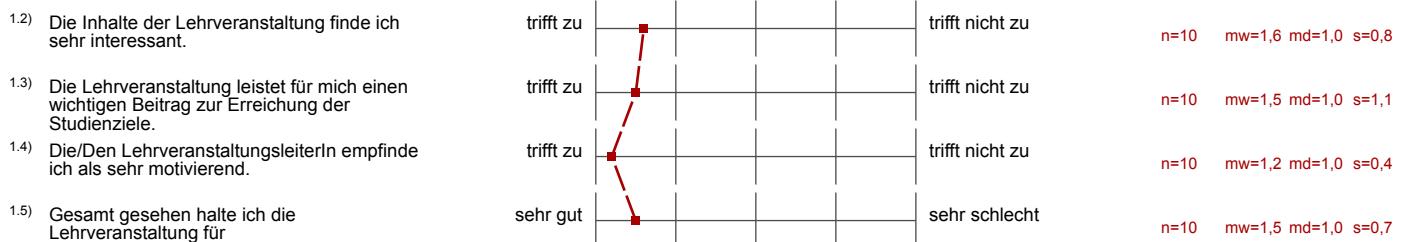


Profillinie

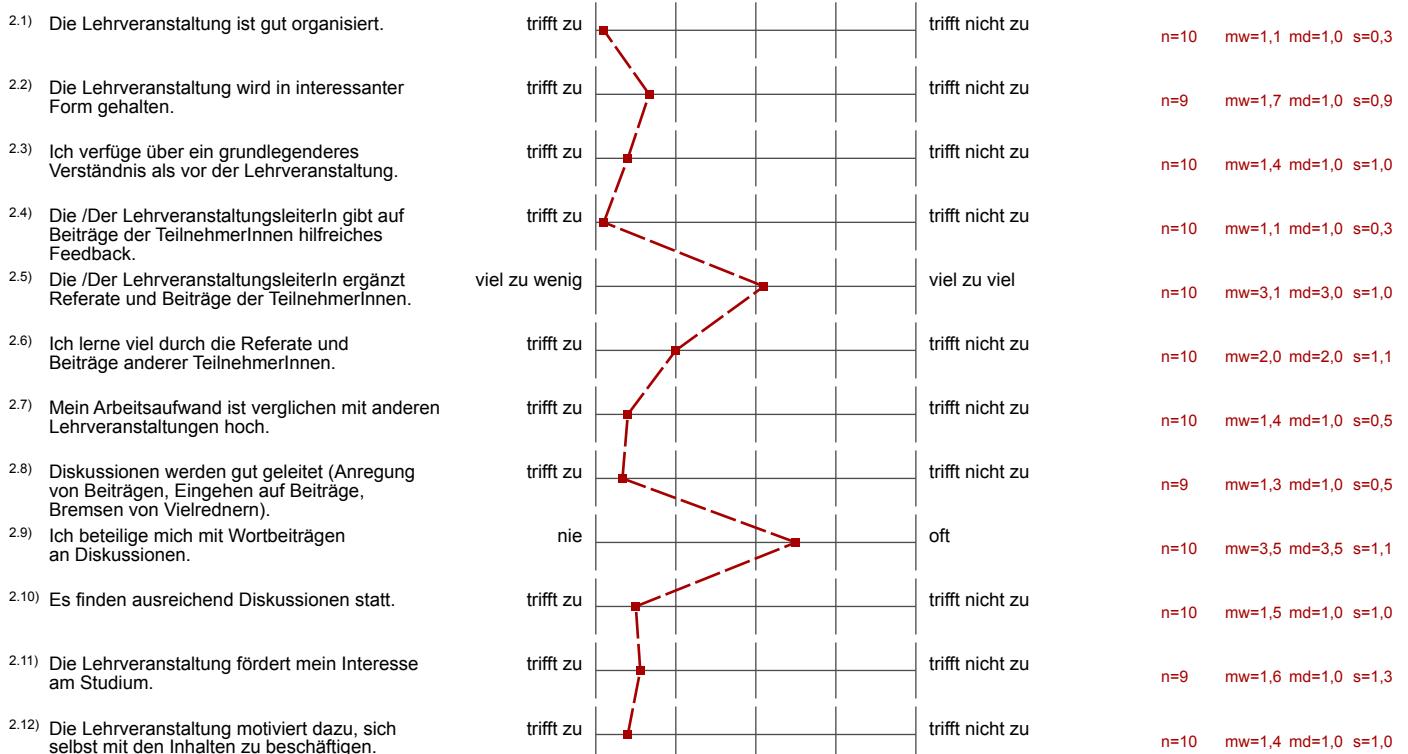
Teilbereich: SPL018 - Philosophie
Name der/des Lehrenden: Robert McKenna
Titel der Lehrveranstaltung: Moral Anti-Realism
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

1. Universitätseinheitlicher Teil



2. Fragen der Studienprogrammleitung



Auswertungsteil der offenen Fragen

3. Offene Fragen

3.1) Was ist besonders gut an der Lehrveranstaltung?

- Commitment of Robin to provide as many information as possible and to support the students.
- Der LV-Leiter ist sehr bemüht und hilfreich
- Der Vortragende war sehr kompetent und bei Fragen immer hilfreich. Er hat es geschafft einen sehr komplexen Stoff verständlich zu erklären und in den Gruppendiskussionen gut zur Partizipation zu motivieren.
- Dr McKenna gives an extraordinarily large amount of feedback. We were encouraged to hand in discussion notes, which I always got back one week later with constructive and spot-on comments. I found those particularly helpful.
The literature for the course was interesting. More importantly, it struck me as an ideal mixture of core readings for the metaethical debate and texts that provide an overview and understanding of the bigger metaethical picture. In combination with the extensive reading summaries provided by Dr McKenna, this gave me a grip on the course topics that made me feel prepared and ready to delve into independent work.
The assessment criteria suited my purposes ideally. Writing one long essay and two shorter ones, I got the opportunity to work on more than one topic and receive even more feedback. I found the workload easy to handle because the topics had been prepared well during class discussions and the writing of the essays was therefore a pleasant and exciting task.
- Es wird sehr genaues und sehr weitreichendes Feedback zu den schriftlichen Arbeiten gegeben, sowohl inhaltlich als auch was den Scheibstil angeht. Was den Lernerfolg für das Schreiben von Essays angeht, ist das eine höchst wertvolle Lehrveranstaltung gewesen. Die Auswahl der behandelten Texte war ebenfalls sehr zielführend, und auch ihre zeitliche Abfolge diente dem steten Aufbau von relevantem Wissen. Der Lehrveranstaltungsleiter hat auch inhaltlich sehr viel zum Lehrveranstaltungsthema beigetragen, und hat viel Zeit und Mühe geopfert um unterstützend bei Vorbereitungen und Fragestellungen zur Verfügung zu stehen.
- Reading summaries were very helpful.

3.2) Was kann an der Lehrveranstaltung verbessert werden?

- -
- Eine etwas weniger lange Abschlussarbeit wäre schön
- In light of my standards for this type of course, there is nothing about the seminar that could have been any better. It was overall a very well designed and conducted course.
- Maybe participation in class should be part of the grade. That would prevent people from not participating at all.
- Would be better to reduce the number of different authors / different papers. Thus we would be able to discuss some topics more.

Philosophy Course Questionnaire

Philosophy of Language

2012/13

For each of the statements below, please indicate the extent of your agreement or disagreement by ticking the appropriate box. ('Neutral' means you neither agree nor disagree.) You may also write additional comments in the spaces provided.

	strongly agree	agree	neutral	disagree	strongly disagree
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Seminars

The seminars were clear

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The seminars were stimulating

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Overall the seminars were good

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Additional comments on seminars

Selection of course content was interesting, but I wonder whether it could've been broader (Russell, Frege, Quine).

Marking and feedback

The criteria used in marking were clear in advance

<input type="checkbox"/>				
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Feedback on my work has been prompt

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has helped me clarify things I did not understand

<input type="checkbox"/>				
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Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were effectively implemented

<input type="checkbox"/>				
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Philosophy Course Questionnaire

Philosophy of Language

2012/13

For each of the statements below, please indicate the extent of your agreement or disagreement by ticking the appropriate box. ('Neutral' means you neither agree nor disagree.) You may also write additional comments in the spaces provided.

	strongly agree	agree	neutral	disagree	strongly disagree
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Seminars

The seminars were clear

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The seminars were stimulating

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Overall the seminars were good

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Additional comments on seminars

The casual discussion-based nature of the seminars was good in the sense it allowed direct interaction with the texts, however not much else in the way of new ideas was introduced rendering attendance trivial.

Marking and feedback

The criteria used in marking were clear in advance

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has been prompt

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has helped me clarify things I

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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did not understand

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were effectively implemented

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

Any Other Comments

Might be good to introduce a bit more lecture-style elements (so there are at least some notes to copy down), however the discussion-based element works well and should not be sacrificed completely.

Philosophy Course Questionnaire

Philosophy of Language

2012/13

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	strongly agree	agree	neutral	disagree	strongly disagree
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Seminars

The seminars were clear

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The seminars were stimulating

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Overall the seminars were good

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Additional comments on seminars

Marking and feedback

The criteria used in marking were clear in advance

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has been prompt

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has helped me clarify things I

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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did not understand

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were
effectively implemented

<input type="checkbox"/>				
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Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

Any Other Comments

IT WOULD HAVE BEEN GOOD TO COVER MILLIKAN IN MORE DETAIL

Philosophy Course Questionnaire

Philosophy of Language

2012/13

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	strongly agree	agree	neutral	disagree	strongly disagree
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Seminars

The seminars were clear

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The seminars were stimulating

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Overall the seminars were good

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Additional comments on seminars

Marking and feedback

The criteria used in marking were clear in advance

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Feedback on my work has been prompt

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has helped me clarify things I

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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did not understand

Additional comments on marking and feedback

Feedback not too comprehensive but any problems easily clarified by email etc.

Organization of the course

The course was well organized and ran smoothly

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were effectively implemented

<input type="checkbox"/>				
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Philosophy Course Questionnaire

Philosophy of Language

2012/13

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	strongly agree	agree	neutral	disagree	strongly disagree
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Seminars

- | | | | | | |
|--------------------------------|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| The seminars were clear | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The seminars were stimulating | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall the seminars were good | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on seminars

Marking and feedback

- | | | | | | |
|---|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| The criteria used in marking were clear in advance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has been prompt | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has helped me clarify things I did not understand | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on marking and feedback

Organization of the course

- | | | | | | |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The course was well organized and ran smoothly | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The agreed adjustments in my Learning Profile were effectively implemented | <input type="checkbox"/> |
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Philosophy Course Questionnaire

Philosophy of Language

2012/13

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	strongly agree	agree	neutral	disagree	strongly disagree
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Seminars

The seminars were clear

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The seminars were stimulating

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Overall the seminars were good

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Additional comments on seminars

2nd half ~~is~~ more clear & graspable
than 1st half

Marking and feedback

The criteria used in marking were clear in advance

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has been prompt

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has helped me clarify things I

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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did not understand

Additional comments on marking and feedback

Only had one assignment given back
so difficult to judge

Organization of the course

The course was well organized and ran smoothly

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were
effectively implemented

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

Any Other Comments

Thanks!

Philosophy Course Questionnaire

Philosophy of Language

2012/13

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	strongly agree	agree	neutral	disagree	strongly disagree
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Seminars

The seminars were clear

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The seminars were stimulating

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Overall the seminars were good

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Additional comments on seminars

Marking and feedback

The criteria used in marking were clear in advance

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has been prompt

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has helped me clarify things I

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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did not understand

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were
effectively implemented

<input type="checkbox"/>				
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Philosophy Course Questionnaire

Philosophy of Language

2012/13

For each of the statements below, please indicate the extent of your agreement or disagreement by ticking the appropriate box. ('Neutral' means you neither agree nor disagree.) You may also write additional comments in the spaces provided.

	strongly agree	agree	neutral	disagree	strongly disagree
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Seminars

- | | | | | | |
|--------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| The seminars were clear | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| The seminars were stimulating | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall the seminars were good | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on seminars

*It would be ~~helpful~~ helpful to have teachers strictly specialised
in PHL of LANGUAGE*

Marking and feedback

- | | | | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| The criteria used in marking were clear in advance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has been prompt | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has helped me clarify things I
did not understand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on marking and feedback

Organization of the course

- The course was well organized and ran smoothly

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

- The agreed adjustments in my Learning Profile were
effectively implemented

	<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor:

My tutor was well prepared

My tutor tried to involve everyone in discussion

Tutorials were well integrated with lectures

Additional comments on tutorials

Marking and feedback

The criteria used in marking were clear in advance

Feedback on my work has been prompt

Feedback on my work has helped me clarify things I did not understand

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were effectively implemented

Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

Tutorials

strongly
agree agree neutral disagree strongly
disagree

Please give the name of your tutor:

Robin McLenna

My tutor was well prepared

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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My tutor tried to involve everyone in discussion

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------

Tutorials were well integrated with lectures

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------

Additional comments on tutorials

Marking and feedback

The criteria used in marking were clear in advance

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has been prompt

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Feedback on my work has helped me clarify things I
did not understand

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were
effectively implemented

<input type="checkbox"/>				
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Please add any comments on your agreed adjustments. These may include the way that they were implemented
or their effectiveness in meeting your needs.

<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor:

Robin McKenna

My tutor was well prepared

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

My tutor tried to involve everyone in discussion

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Tutorials were well integrated with lectures

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Additional comments on tutorials

Marking and feedback

The criteria used in marking were clear in advance

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has been prompt

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has helped me clarify things I

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

did not understand

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were
effectively implemented

<input type="checkbox"/>				
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Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor: Robin McKenna

My tutor was well prepared

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

My tutor tried to involve everyone in discussion

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Tutorials were well integrated with lectures

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Additional comments on tutorials

Very good if with occasional long pauses in discussion.

Marking and feedback

The criteria used in marking were clear in advance

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Feedback on my work has been prompt

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Feedback on my work has helped me clarify things I did not understand

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Additional comments on marking and feedback

Essays take forever to get back

Organization of the course

The course was well organized and ran smoothly

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were effectively implemented

<input type="checkbox"/>				
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Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

strongly
agree agree neutral disagree strongly
disagree

Tutorials

Please give the name of your tutor:

Robin McKenna

My tutor was well prepared

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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My tutor tried to involve everyone in discussion

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------

Tutorials were well integrated with lectures

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Additional comments on tutorials

Marking and feedback

The criteria used in marking were clear in advance

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has been prompt

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Feedback on my work has helped me clarify things I
did not understand

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were
effectively implemented

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Please add any comments on your agreed adjustments. These may include the way that they were implemented
or their effectiveness in meeting your needs.

<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor:

My tutor was well prepared

My tutor tried to involve everyone in discussion

Tutorials were well integrated with lectures

Additional comments on tutorials

Marking and feedback

The criteria used in marking were clear in advance

Feedback on my work has been prompt

Feedback on my work has helped me clarify things I

did not understand

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were effectively implemented

Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor:

ROBIN MCKENNA

My tutor was well prepared

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

My tutor tried to involve everyone in discussion

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Tutorials were well integrated with lectures

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Additional comments on tutorials

Robin was very understanding of my difficulties and helped out by sending me work missed.

Marking and feedback

The criteria used in marking were clear in advance

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------

Feedback on my work has been prompt

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------

Feedback on my work has helped me clarify things I did not understand

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were effectively implemented

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

	<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor: ROBIN MCKENNA

- | | | | | | |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My tutor was well prepared | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My tutor tried to involve everyone in discussion | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutorials were well integrated with lectures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on tutorials

Marking and feedback

- | | | | | | |
|---|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| The criteria used in marking were clear in advance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has been prompt | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has helped me clarify things I did not understand | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on marking and feedback

Organization of the course

- | | | | | | |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| The course was well organized and ran smoothly | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The agreed adjustments in my Learning Profile were effectively implemented | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor: Robin McKenna

- | | | | | | |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My tutor was well prepared | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My tutor tried to involve everyone in discussion | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutorials were well integrated with lectures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on tutorials

Marking and feedback

- | | | | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| The criteria used in marking were clear in advance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has been prompt | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has helped me clarify things I did not understand | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on marking and feedback

Organization of the course

- | | | | | | |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The course was well organized and ran smoothly | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

- The agreed adjustments in my Learning Profile were effectively implemented

<input type="checkbox"/>				
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Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor: *Robin McKenna*

My tutor was well prepared

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

My tutor tried to involve everyone in discussion

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------

Tutorials were well integrated with lectures

<input checked="" type="checkbox"/> -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Additional comments on tutorials

My tutor knows exactly what he's talking about and doesn't mind if I ask him to re-cap stuff.

Marking and feedback

The criteria used in marking were clear in advance

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Feedback on my work has been prompt

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Feedback on my work has helped me clarify things I did not understand

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were effectively implemented

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

	<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor: *Robin McKenna*

- | | | | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| My tutor was well prepared | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My tutor tried to involve everyone in discussion | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutorials were well integrated with lectures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on tutorials

Knowledgeable & engaging

Marking and feedback

- | | | | | | |
|---|--------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| The criteria used in marking were clear in advance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has been prompt | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has helped me clarify things I did not understand | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on marking and feedback

Organization of the course

- | | | | | | |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| The course was well organized and ran smoothly | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The agreed adjustments in my Learning Profile were effectively implemented | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

	strongly agree	agree	neutral	disagree	strongly disagree
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Tutorials

Please give the name of your tutor: Robin McHenna

- | | | | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| My tutor was well prepared | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My tutor tried to involve everyone in discussion | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutorials were well integrated with lectures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on tutorials

I was really impressed by Robin. He always went to all our lectures, made questions and created overview notes for each topic.

Marking and feedback

- | | | | | | |
|---|--------------------------|-------------------------------------|--------------------------|--------------------------|------------------------------|
| The criteria used in marking were clear in advance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has been prompt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> N/A |
| Feedback on my work has helped me clarify things I did not understand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> N/A |

Additional comments on marking and feedback

I haven't gotten back my essay yet

Organization of the course

- | | | | | | |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| The course was well organized and ran smoothly | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|

If you feel there were problems with the organization of the course, please explain what they were.

The difference in lectures were Rushing.

Learning Profiles (answer only if you have been issued with a Learning Profile)

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The agreed adjustments in my Learning Profile were effectively implemented | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

	<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor:

Robin McIennan

My tutor was well prepared

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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My tutor tried to involve everyone in discussion

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Tutorials were well integrated with lectures

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Additional comments on tutorials

Marking and feedback - haven't seen yet.

The criteria used in marking were clear in advance

<input type="checkbox"/>				
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Feedback on my work has been prompt

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Feedback on my work has helped me clarify things I

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

did not understand

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

effectively implemented

Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

	<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
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Tutorials

Please give the name of your tutor: *Rodin McKeeller*

- | | | | | | |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My tutor was well prepared | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My tutor tried to involve everyone in discussion | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutorials were well integrated with lectures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on tutorials

Marking and feedback

- | | | | | | |
|---|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| The criteria used in marking were clear in advance | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has been prompt | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Feedback on my work has helped me clarify things I did not understand | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments on marking and feedback

Organization of the course

- | | | | | | |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| The course was well organized and ran smoothly | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The agreed adjustments in my Learning Profile were effectively implemented | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

	strongly agree	agree	neutral	disagree	strongly disagree
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Tutorials

Please give the name of your tutor: Robin McKenna

My tutor was well prepared

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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My tutor tried to involve everyone in discussion

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Tutorials were well integrated with lectures

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Additional comments on tutorials

Marking and feedback

The criteria used in marking were clear in advance

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Feedback on my work has been prompt

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	-------------------------------------	--------------------------

Feedback on my work has helped me clarify things I

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

did not understand

Additional comments on marking and feedback

Organization of the course

The course was well organized and ran smoothly

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

If you feel there were problems with the organization of the course, please explain what they were.

Learning Profiles (answer only if you have been issued with a Learning Profile)

The agreed adjustments in my Learning Profile were

<input type="checkbox"/>				
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

effectively implemented

Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

strongly agree	agree	neutral	disagree	strongly disagree
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Tutorials

Please give the name of your tutor:

Robin McKeown

My tutor was well prepared

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

My tutor tried to involve everyone in discussion

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Tutorials were well integrated with lectures

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Additional comments on tutorials

(Leave blank if you do not have any comments)

Marking and feedback

The criteria used in marking were clear in advance

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	-------------------------------------	--------------------------	--------------------------

Feedback on my work has been prompt

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

Feedback on my work has helped me clarify things I

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	-------------------------------------	--------------------------	--------------------------	--------------------------

did not understand

Additional comments on marking and feedback

(Leave blank if you do not have any comments)

Organization of the course

The course was well organized and ran smoothly

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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effectively implemented

Please add any comments on your agreed adjustments. These may include the way that they were implemented or their effectiveness in meeting your needs.

(Leave blank if you do not have any comments)