

Hr./Days: 705 W

## **Teval Report: Student Ratings of Instruction**

Center for the Advancement of Teaching and Learning | Kansas State University

Faculty Member: Murdie, Amanda

College: Arts & Sciences

Course #: POLSC643

Term: Spring 2011

Offered: In Class

Responses from 14 of the 14 enrolled (100%)

| Overall Effectiveness                           |   |     |         |       |         |      |         |                       |  |
|---|---|-----|---------|-------|---------|------|---------|-----------------------|--|
|   | Number Responding [VL=1, VH=5] Statistics |     |         |       |         |      |         |                       |  |
|   | VL  | L   | М       | Н     | VH      | OMIT | SD1     | AVG                   |  |
| Obtained Responses                              |   |     |         |       |         |      |         |                       |  |
| Overall effectiveness as a teacher              | 0   | 0   | 0       | 3     | 11      | 0    | 0.4     | 4.8                   |  |
| 11. Increased desire to learn about the subject | 0   | 0   | 0       | 4     | 10      | 0    | 0.5     | 4.7                   |  |
| 14. Amount learned in the course                | 0   | 0   | 0       | 5     | 9       | 0    | 0,5     | 4.6                   |  |
|   |   |     | Stati   | stics |         |      | Compara | tive Status²          |  |
|   |   | Raw |         | -     | Adjuste | d³   | Raw     | Adjusted <sup>3</sup> |  |
| Averages and Comparative Status                 |   |     |         |       |         |      |         |                       |  |
| 1. Overall effectiveness as a teacher           |   | 4.8 | F214514 |       | 4.2     |      | H       |                       |  |
| 11. Increased desire to learn about the subject |   | 4.7 |         |       | 4.0     |      | Н       | M                     |  |
| 14. Amount learned in the course                |   | 4.6 |         |       | 4.2     |      | Н       | HM                    |  |

| Ratings of Student Attributes and Instructional | <u>Styles</u>                             |       |     |     |      |   |     |     |  |  |
|---|---|-------|-----|-----|------|---|-----|-----|--|--|
|   | Number Responding [VL=1, VH=5] Statistics |       |     |     |      |   |     |     |  |  |
|   | VL  | L     | М   | SD1 | AVG  |   |     |     |  |  |
| Relevant Student Attributes                     |   |       |     |     |      |   |     |     |  |  |
| 12. Interest in the course before enrolling     | 0   | 0     | 1   | 3   | 10   | 0 | 0.6 | 4.6 |  |  |
| 13. Effort to learn in the course               | 0   | 0     | 2   | 6   | 6    | 0 | 0.7 | 4.3 |  |  |
| Instructional Styles                            |   |       |     |     |      |   |     |     |  |  |
| A. Establishing a Learning Climate              |   |       |     |     |      |   |     |     |  |  |
| Made the course goals and objectives clear      | 0   | ∞ 0 → | 0   | 0   | 14   | 0 | 0.0 | 5.0 |  |  |
| 3. Well prepared for class                      | 0   | 0     | 0   | 2   | 12   | 0 | 0.3 | 4.9 |  |  |
| 5. Interest in helping students learn           | 0   | 0     | 0   | 2   | . 12 | 0 | 0.3 | 4.9 |  |  |
| 10. Willingness to help outside of class        | 0   | 0     | 1   | 1   | 12   | 0 | 0.6 | 4.8 |  |  |
| B. Facilitating Student Learning                |   |       |     |     |      |   |     |     |  |  |
| Explained the subject clearly                   | 0   | 0     | 1   | 2   | - 11 | 0 | 0.6 | 4.7 |  |  |
| 6. Stimulated thinking about the subject        | 0   | 0     | 0   | 3   | 11   | 0 | 0.4 | 4.8 |  |  |
| 7. Made helpful comments on student work        | 0   | 0     | - 0 | -3  | 11   | 0 | 0.4 | 4.8 |  |  |
| Grading procedures fair and equitable           | 0   | 0     | 1   | 1   | 12   | 0 | 0.6 | 4.8 |  |  |
| Realized when students did not understand       | Ô   | 0     | 2   | 1.  | 11   | 0 | 0.7 | 4.6 |  |  |

| Instructor's Description of Class             |  |
|---|--|
| A. Type of class                              | Lecture, Seminar                         |
| B. Class size                                 | About right                              |
| C. Physical facilities                        | Satisfactory                             |
| D. Previously taught this course?             | 1  |
| E. Approach significantly different this tern | n? No                                    |
| F. Description of teaching load?              | Very heavy                               |
| G. Attitude toward teaching this course       | I didn't mind- was neutral               |
| H. Control of course decisions                | Yes- I was responsible for all decisions |
| I. Differences in student preparation         | A major problem                          |
| J. Student enthusiasm                         | Mixed; both high and low                 |
| K. Student effort to learn                    | Variable; sometimes high, sometimes low  |
| L. Additional comments?                       | No additional comments                   |

<sup>1</sup> STANDARD DEVIATION

RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS; H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10% ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE



## **Teval Report: Student Ratings of Instruction**

Center for the Advancement of Teaching and Learning | Kansas State University

Faculty Member: Murdie, Amanda Course #: POLSC643 Hr./Days: 705 W Term: Spring 2011 College: Arts & Sciences

Responses from 14 of the 14 enrolled (100%)

Offered: In Class

| Overall Effectiveness                           |    |        |        |        |         |   |                 |                       |
|---|----|--------|--------|--------|---------|---|-----------------|-----------------------|
|   | Nu | mber R | espond | ing [V | L=1, VF | <b>{=5</b> ]                              | Sta             | tistics               |
|   | VL | L      | М      | Н      | VH      | OMIT                                      | SD <sup>1</sup> | AVG                   |
| Obtained Responses                              |    |        |        |        |         |   |                 |                       |
| 1. Overall effectiveness as a teacher           | 0  | 0      | 0      | 3      | 11      | 0   | 0.4             | 4.8                   |
| 11. Increased desire to learn about the subject | 0  | 0      | 0      | 4      | 10      | 0   | 0.5             | 4.7                   |
| 14, Amount learned in the course                | 0  | 0      | 0      | . 5    | 9       | <b>0</b>                                  | 0.5             | 4.6                   |
|   |    |        | Stati  | stics  |         |   | Compara         | tive Status²          |
|   |    | Raw    |        |        | Adjuste | d <sup>3</sup>                            | Raw             | Adjusted <sup>3</sup> |
| Averages and Comparative Status                 |    |        |        |        |         |   |                 |                       |
| 1. Overall effectiveness as a teacher           |    | 4.8    |        |        | 4.2     | 11650 (729) 275 (115<br>1281 (752 (25) 11 | Н               | M                     |
| 11. Increased desire to learn about the subject |    | 4.7    |        |        | 4.0     |   | Н               | М                     |
| 14. Amount learned in the course                |    | 4.6    |        |        | 4.2     |   | Н               | НМ                    |

|   | Number Responding [VL=1, VH=5] Statistics |         |                 |     |    |      |     |     |  |  |
|---|---|---------|-----------------|-----|----|------|-----|-----|--|--|
|   | VL  | L       | M               | Н   | VH | OMIT | SD' | AVG |  |  |
| Relevant Student Attributes                   |   |         |                 |     |    |      |     |     |  |  |
| 12. Interest in the course before enrolling   | 0.0                                       | - 0 · · | ebe <b>r</b> 90 | 3   | 10 | 0    | 0.6 | 4.6 |  |  |
| 13. Effort to learn in the course             | 0   | 0       | 2               | 6   | 6  | 0    | 0.7 | 4.3 |  |  |
| Instructional Styles                          |   |         |                 |     |    |      |     |     |  |  |
| A. Establishing a Learning Climate            | ĺ   |         |                 |     |    |      |     |     |  |  |
| 2. Made the course goals and objectives clear | 0   | 0 ±     | 0               | 100 | 14 | 0    | 0.0 | 5,0 |  |  |
| 3. Well prepared for class                    | 0   | 0       | 0               | 2   | 12 | 0    | 0.3 | 4.9 |  |  |
| 5. Interest in helping students learn         | 0   | 0       | 0               | 2   | 12 | 0    | 0.3 | 4,9 |  |  |
| 10. Willingness to help outside of class      | 0   | 0       | 1               | 1   | 12 | 0    | 0.6 | 4.8 |  |  |
| B. Facilitating Student Learning              |   |         |                 |     |    |      |     |     |  |  |
| 4. Explained the subject clearly              | 0   | 0       | 1               | 2   | 11 | 0    | 0.6 | 4.7 |  |  |
| 6. Stimulated thinking about the subject      | 0   | 0       | 0               | 3   | 11 | 0    | 0.4 | 4.8 |  |  |
| 7. Made helpful comments on student work      | . 0                                       | 0       | 0               | 3   | 11 | 0    | 0.4 | 4.8 |  |  |
| Grading procedures fair and equitable         | 0   | 0       | 1               | 1   | 12 | 0    | 0.6 | 4.8 |  |  |
| Realized when students did not understand     | 0   | 0       | 2               |     | 11 | 0    | 0.7 | 4.6 |  |  |

| Instructor's Description of Class             |  |
|---|--|
| A. Type of class                              | Lecture,Seminar                          |
| B. Class size                                 | About right                              |
| C. Physical facilities                        | Satisfactory                             |
| D. Previously taught this course?             | 1  |
| E. Approach significantly different this term | ? No                                     |
| F. Description of teaching load?              | Very heavy                               |
| G. Attitude toward teaching this course       | I didn't mind- was neutral               |
| H. Control of course decisions                | Yes- I was responsible for all decisions |
| I. Differences in student preparation         | A major problem                          |
| J. Student enthusiasm                         | Mixed; both high and low                 |
| K. Student effort to learn                    | Variable; sometimes high, sometimes low  |
| L. Additional comments?                       | No additional comments                   |

<sup>1</sup> STANDARD DEVIATION
2 RELATIVE TO KSU CLASSES RATED BY 10 OR MORE STUDENTS: H=UPPER 10%; HM=NEXT 20%; M=MIDDLE 40%; LM=NEXT 20%; L=LOWEST 10%
3 ADJUSTED FOR STUDENT CHARACTERISTICS & CLASS SIZE: SEE TEVAL GUIDE

## TEVAL FACULTY INFORMATION FORM

| Last Name (Up to 16 letters) Init.  | Course Number  | Instructor: Murdie   |
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| <b>15.</b> (i)  | (2)         | <b>(3</b> ) | 4,          | 15.         |  | 25. (1)        | (2)          | (3)          | 4                                  | (6)         |
|-----------------|-------------|-------------|-------------|-------------|--|----------------|--------------|--------------|------------------------------------|-------------|
| 16. 📆           | (2)         | 3           | (4)         | (5)         |  | <b>26.</b> (1) | (2)          | ( <b>3</b> ) | 4)                                 | (5)         |
| 17. (1)         | (2)         | (3)         | (4)         | 5           |  | <b>27.</b> (1) | (2)          | <b>(3</b> )  | (4)                                | (5)         |
| 18. (1)         | (2)         | (3)         | (4)         | (5)         |  | <b>28.</b> (1) | ( <b>2</b> ) | <b>(3</b> )  | $\langle \overline{\bf 4} \rangle$ | (6)         |
| 19, (1)         | <b>(2</b> ) | (3)         | (4)         | (5)         |  | <b>29.</b> (1) | (2)          | (3)          | (4)                                | (5)         |
| 20, (1)         | (2)         | ⟨3⟩         | (4)         | (5)         |  | <b>30.</b> (1) | <b>(2</b> )  | (3)          | (4)                                | (5)         |
| <b>21.</b> (1)  | (2)         | (3)         | (4)         | <b>(5</b> ) |  | <b>31.</b> (1) | (2)          | <b>(3</b> )  | (4)                                | <b>(5</b> ) |
| <b>22</b> , (1) | <b>(2</b> ) | (3)         | <b>(4</b> ) | (5)         |  | <b>32.</b> (1) | <b>(2</b> )  | <b>(3</b> )  | (4)                                | <b>(5</b> ) |
| <b>23.</b> (1)  | (2)         | ([3])       | (4)         | <b>(5</b> ) |  | <b>33.</b> (1) | (2)          | (3)          | (4)                                | <b>(5</b> ) |
| <b>24.</b> (i)  | (2)         | (3)         | 4           | (5)         |  | <b>34.</b> (i) | (2)          | <b>(3</b> )  | (4)                                | <b>(5</b> ) |

Use this space to write any additional comments you wish to make. The written comments are sometimes returned directly to the instructor. You may want to PRINT to protect your anonymity.

I thought this was a very well taught closs. My only complaint is that students almost had too much discussion freedom which often led to tengents - but the frequency of such tangents was very law. I feel like this class could be improved by postage having more writing assignments. I get the feeling that about half the class wasn't reading the course work.

Laborerer Amanda is bring paid now - that number should be doubted a

| wha             | tevei | r resp | onse       | code has been | provided.                             |   |             |          |                   |
|-----------------|-------|--------|------------|---------------|---------------------------------------|---|-------------|----------|-------------------|
|                 |       |        |            |               |                                       |   |             |          |                   |
| 15. ①           | (2)   | (3)    | (4)        | <b>(5)</b>    | 25. ①                                 | (2)                                     | (3)         | 4        | ( <del>6</del> )  |
| 16. ①           | (2)   | (3)    | (4)        | <b>(5)</b>    | 26. ①                                 | (2)                                     | (3)         | (4)      | <b>(5)</b>        |
| 17. ①           | (2)   | (3)    | (4)        | (6)           | 27. ①                                 | (2)                                     | (3)         | (4)      | ( <del>6</del> )  |
| 18. ①           | (2)   | (3)    | <b>(4)</b> | (5)           | 28. ①                                 | (2)                                     | (3)         | 4        | (B)               |
| 19. ①           | 2     | (3)    | (4)        | <b>(6)</b>    | 29. ①                                 | (2)                                     | (3)         | 4        | <b>(6)</b>        |
| 20. ①           | (2)   | (3)    | (4)        | (6)           | 30. ①                                 | (2)                                     | (3)         | (4)      | ( <del>6</del> )  |
| 21. ①           | (2)   | (3)    | <b>(4)</b> | <b>(5)</b>    | 31. ①                                 | (2)                                     | (3)         | 4        | ( <del>6</del> )  |
| <b>22</b> . (1) | (2)   | (3)    | <b>(4)</b> | (6)           | 32. ①                                 | (2)                                     | (3)         | 4        | (b)               |
| 23. ①           | (2)   | (3)    | (4)        | <b>(5)</b>    | 33. ①                                 | (2)                                     | (3)         | 4        | <b>(5)</b>        |
| 24. ①           | (2)   | (3)    | <b>(4)</b> | <b>(5)</b>    | 34. (1)                               | (2)                                     | (3)         | 4        | ( <del>5</del> )  |
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ADDITIONAL QUESTIONS: If you have been asked to respond to additional questions, do so in this section. Be sure to match the number of the item with the number of your response on this sheet. Use

(4) 15. (1) (2) (3) (5) 25. ① (2) (3) (4) **(5)** 16. ① (2) (3) (4) **(5)** 26. (1) (4) **(5)** (2) (3) 17. (1) (2) (3) (4) (5) 27. ① (2) (3) (4) **(5)** 18. ① (2) (3) (4) **(6)** 28. ① (2) (3) (4) **(5)** (3) (4) **(5)** (2) (3) (4) **(5)** 19. ① (2) 29. (1) 20. (1) (2) (3) (4) **(5)** 30. (1) (2) (3) **(4)** (5) 21. ① (2) (3) (4) **(5)** (3) (4) (5) 31. ① (2) 22. (1) (2) (3) (4) **(6)** 32. (1) (2) (3) **(4)** (5) 23. (1) (2) (3) (4) **(5)** 33. (1) (2) (3) (4) **(5)** 24. (1) (2) (3) (4) **(b)** 34. ① (2) (3) (4) **(5)** 

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| wha        | iteve           | r resp            | onse                                  | code has been pr | ovided.                               |                  |             |                |                  |
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|            |                 |                   |                                       |                  |                                       |                  |             |                |                  |
| 15. ①      | (2)             | (3)               | (4)                                   | <b>(</b> 5)      | 25. ①                                 | (2)              | (3)         | <b>(4)</b>     | ( <del>6</del> ) |
| 16. ①      | (2)             | (3)               | (4)                                   | <b>(5)</b>       | 26. ①                                 | (2)              | (3)         | <b>(4)</b>     | 6                |
| 17. ①      | (2)             | (3)               | <b>(4</b> )                           | <b>(5)</b>       | 27. ①                                 | (2)              | (3)         | <b>(4)</b>     | <b>(6)</b>       |
| 18. ①      | <b>(2</b> )     | (3)               | (4)                                   | (5)              | 28. ①                                 | (2)              | (3)         | <b>(4</b> )    | <b>(6)</b>       |
| 19. ①      | (2)             | (3)               | <b>(4)</b>                            | <b>(5)</b>       | 29. ①                                 | (2)              | (3)         | 4)             | <b>(5)</b>       |
| 20. (1)    | (2)             | (3)               | <b>(4)</b>                            | <b>(5)</b>       | 30. (1)                               | (2)              | (3)         | <b>(4)</b>     | <b>(6)</b>       |
| 21. ①      | (2)             | (3)               | <b>(4</b> )                           | <b>(5)</b>       | 31. (1)                               | (2)              | (3)         | 4              | 6                |
| 22. ①      | (2)             | (3)               | 4                                     | (5)              | 32. ①                                 | (2)              | (3)         | (4)            | 6)               |
| 23. (1)    | (2)             | (3)               | <b>(4)</b>                            | ( <u>6</u> )     | 33. ①                                 | (2)              | (3)         | (4)            | 6                |
| 24. ①      | (2)             | (3)               | 4                                     | <b>(5)</b>       | 34. (1)                               | (2)              | (3)         | <b>(4</b> )    | <b>(6)</b>       |
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| s<br>By: F | omet<br>ar<br>1 | imes<br>he<br>h ( | retur<br>M<br>Slk                     |                  | e instructor. You  IGING OUT  S A GRE | may<br><u>YU</u> | want<br>Wai | to P<br>Modern | other and I have |
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Use this space to write any additional comments you wish to make. The written comments are sometimes returned directly to the instructor. You may want to PRINT to protect your anonymity.

Or. Murdie Shows a lot of enthusiasm while teaching,

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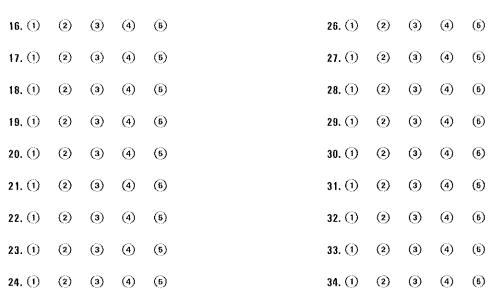
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Dr. Murdie is the best instructor I have had at K-State, the classes are fought very well to the subject matter but outlines a great grading system as well.

Keep up the possion, this University could use more professors like Dr. Murdie

| ADDITIONAL QUESTIONS: If you have been asked to respond to additional questions, do so in this section. Be sure to match the number of the item with the number of your response on this sheet. Use whatever response code has been provided. |     |     |            |            |  |         |     |     |            |              |  |
|---|-----|-----|------------|------------|--|---------|-----|-----|------------|--------------|--|
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| 15. ①   | (2) | (3) | <b>(4)</b> | <b>(6)</b> |  | 25. ①   | (2) | (3) | <b>(4)</b> | ( <b>6</b> ) |  |
| 16. ①   | (2) | (3) | (4)        | <b>(b)</b> |  | 26. (1) | (2) | (3) | (4)        | (5)          |  |



Use this space to write any additional comments you wish to make. The written comments are sometimes returned directly to the instructor. You may want to PRINT to protect your anonymity.

| Dr. Murdie | does a great jole! |  |
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A nove learned much and really enjoyed

this carse. Specifically the discussion questions
at the poginning of class were dimutating
and effective.

Please include a petter background of
Game Theory for indergradiates. Moreover,
this is a 600-level carse; therefore

grading procedures cause be more. Righted

15. (1) (2) (3) (4) (5) 16. (1) (2) (3) (4) **(5) 17.** (1) (2) (3) (4) (5) 18. ① **(2)** (3) (4) **(6)** 

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This was my favorite class his correstor.

pr. Murdie is a faritastic teacher who encourages deeper minking, matterging conversation and participation. Size is so porsonable and willing to help smallers outside of class.

| 15. ① | (2)         | (3) | (4)        | 6                | 25. ① | (2)        | (3) | <b>(4)</b>  | <b>(5)</b>          |
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| 17. ① | (2)         | (3) | (4)        | <b>(6)</b>       | 27. ① | (2)        | (3) | <b>(4)</b>  | <b>(6)</b>          |
| 18. ① | (2)         | (3) | <b>(4)</b> | 6                | 28. ① | (2)        | (3) | (4)         | <b>(5</b> )         |
| 19. ① | <b>(2</b> ) | (3) | 4          | ( <del>5</del> ) | 29. ① | (2)        | (3) | 4)          | <b>(5)</b>          |
| 20. ① | (2)         | (3) | <b>(4)</b> | <b>(6)</b>       | 30. ① | (2)        | (3) | (4)         | <b>(</b> 5)         |
| 21. ① | (2)         | 3   | (4)        | <b>(5)</b>       | 31. ① | <b>(2)</b> | (3) | 4           | <b>(5)</b>          |
| 22. ① | (2)         | 3   | <b>(4)</b> | <b>(5)</b>       | 32. ① | (2)        | (3) | <b>(4</b> ) | ( <u>5</u> )        |
| 23. ① | <b>(2)</b>  | (3) | (4)        | ( <u>5</u> )     | 33. ① | <b>(2)</b> | (3) | <b>(4)</b>  | <b>(</b> 5 <b>)</b> |
| 24, ① | (2)         | (3) | <b>(4)</b> | (b)              | 34. ① | (2)        | (3) | <b>(4)</b>  | <b>(5)</b>          |

| <b>15.</b> (1)  | 2            | <b>(3</b> )  | 4;                        | 5           |  | <b>25.</b> (1) | (2) | (3)         | (4)         | (5)          |
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| <b>20.</b> (1)  | (2)          | (3)          | (4)                       | (5)         |  | <b>30.</b> (i) | (2) | (3)         | (4)         | (5)          |
| <b>21.</b> (i)  | (2)          | (3)          | $\langle \hat{4} \rangle$ | (5)         |  | <b>31.</b> (1) | (2) | (3)         | (4)         | (5)          |
| <b>22</b> , (1) | (2)          | <b>′3</b> }  | (4)                       | (5)         |  | <b>32.</b> (1) | (2) | (3)         | <b>(4</b> ) | ( <b>5</b> ) |
| <b>23.</b> (1)  | (2)          | <b>(3</b> )  | (4)                       | (5)         |  | <b>33.</b> (1) | (2) | (3)         | (4)         | (5)          |
| <b>24.</b> (1)  | (2)          | ( <b>3</b> ) | (4)                       | (5)         |  | 34. (1)        | (2) | (3)         | (4)         | (5)          |

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(2) (3) (4) **(6)** 25. (1) (2) (3) (4) (5) 26. (1) 27. (1) (2) (3) (4) **(5)** (2) (3) (4) **(5)** 28. (1) 29. (1) (2) (3) (4) **(5)** (2) (3) (4) **(5)** 30. ① (4) 31, ① (2) (3) **(5)** (2) (3) (4) (b) **32.** (1) **(6)** 33. (1) (2) (3) (4) 34. (1) (2) (3) (4) **(5)** 

Use this space to write any additional comments you wish to make. The written comments are sometimes returned directly to the instructor. You may want to PRINT to protect your anonymity.

This class was great of a good challenge. Withu future I would suggest smore exact in structions for in class upuse tartions of reconnected reading. Exact tartions of reconnected reading Exact for John on time, listening to slow presenters. It for 30 min out 9:30 pm is a little exacisting. Other than that shy class was always only string Examined a wonderful prof to work with, without a doubt a great asset to the Dept Eximilarity.

25. (1)

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Thank you for an amazing semester. You are a wonderful Prof.

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unat grades his/her students get, or murch'e wants you to do well. She will work with you to get ania. Fantastic professor. my only complaint is that the con presentations by Students each week was painfulo