

Teaching Portfolio

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1 Statement of Teaching Philosophy

Although I hope to have a long and productive research career, I know that by far the most important opportunity I will have to contribute to the building of a better and fairer society will come through the influence I might have on my students. Because of the stakes, I take teaching seriously. Unfortunately, like paper-writing, story-telling, or style, I think that part of what makes for good teaching is black magic. There is no single formula for being a successful teacher, and indeed, my experience suggests that even those who teach well cannot always say exactly what it is that they are doing.

Nevertheless, there are two pieces of my approach that I think it will be worth sharing here. The first concerns the way in which I try to apply recent work about learning to guide my classroom activity. In large lecture classes, I frequently split students into small groups to allow for active learning and collaboration. When I teach logic, a course that involves weekly problem sets, I book a two-hour slot once per week in a group learning room. Although students are still welcome in my traditional office hours, I encourage them to attend the extra sessions to work on their homework collaboratively. With the help of student volunteers who have taken the course before, I circulate around the room and give hints, counting on the fact that by working through the problems together, students with different skillsets will each get to make a contribution, and that they will come away both with a new network of potential collaborators and a new confidence in their ability to break a hard problem into manageable pieces.

At the beginning of a course, I present students with background information on psychological and social phenomena like impostor syndrome, gender disparities in student participation, and technological distraction, and make clear that these are issues we have to face together. I usually mention that before leaving Berkeley to take a teaching fellowship at UCL, I was worried that I would finally be caught after evading detection as a fraud throughout the PhD. I expressed this worry to my advisor, Seth Yalcin, and he responded: “That’s normal—except for Noam Chomsky, we are all frauds”. The students laugh, and then I have the rest of the semester to help them see that the joke is funny because it is wrong. Informally, I try and do this by being approachable and encouraging.

Structurally, I use a variety of different assessment strategies in my courses, and I try to design assessment so that there is more than one way to succeed. For example, in a recent course in formal semantics, I allowed students to choose between the option of writing an open-format research paper, or of compiling a dossier with critical feedback on their own homework that had been submitted over the term. The first option allowed students who had strong philosophical interests, students who could present an interesting piece of machinery from their native language, and students who wanted a challenge to take up a topic of their own for further study. The second option, which was capped at a high 2:1 mark, allowed students who struggled to generate a paper plan to consolidate their familiarity with the basic machinery of formal semantics instead.

My teaching feedback (attached as an annex under heading C below) and the statistics the department keeps suggests that my teaching is effective and popular. Indeed, I have been nominated for teaching and mentoring awards by my students at UCL in both of my years here. I have been proud to see my students develop intellectually as they progress towards the degree, and I think I have been successful in helping them along the way. The second point I want to discuss about my approach to teaching, however, is that on reflection, I suspect that my intellectual guidance will ultimately be less important than other forms of guidance a teacher provides. I do not think, with Meno, that we are all born knowing the lambda calculus. My experience, however, has been that given the right environment and a bit of constructive guidance, students are mostly capable of finding their own way.

Instead of seeing my real role as that of guardian of some information that I am entrusted to hand off, then, I think of myself as more of a combination of camp counselor band director. I think the most important thing I do in the classroom is set the tone for the group's interactions, serving as a model for what a philosophical exchange should be. Instead of the kind of bloodsport I have seen in certain departments, I model a collegial, collaborative approach. I do my best to elicit contributions that are not fully-formed, by making clear that the way we get to a polished thought is not by keeping it to ourselves and refining it until there are no rough edges, but by working on it together from a number of perspectives. Sometimes my job involves encouraging students to find their voices, and sometimes helping them see better how to speak without drowning others out, or how to listen more effectively. When I think of the contributions my own teachers have made to the person I am now, these are the influences that most stand out—although I have certainly learned a lot about semantics from Barbara Partee, the thing that has most stuck with me has been the way she approaches her responsibility as a teacher and a mentor. Although John MacFarlane and Paolo Mancosu are celebrated philosophers, I respect them as much for the respectful and nurturing way they relate to their undergraduates as I do for their professional successes.

2 New Courses Proposed

The significance of style

Although we sometimes hear that to do something for reasons of style is to display an undue concern for appearances, there are other occasions on which we take the expression of someone's personal style to be the expression of something fundamentally valuable. In this module we will explore various conceptions of style, with an eye towards recognizing the role mutual aesthetic recognition plays in structuring our social lives.

Slurs, Pejoratives, and Evaluative Perspective in Language

Natural languages involve a much wider variety of expressions that encode information about peoples' attitudes that is apparent at first glance. By looking closely at the differences and similarities between these expressions in English and other languages, we can throw light on interesting facts about the structure of presupposition, assertion, implicature, and so on, as well as philosophically-interesting properties of language as a tool not just for transmitting information but for creating and reinforcing social hierarchies, group identities, and similar. Third-year module or graduate seminar.

Constructing Identities: Race, Gender, and Language

Part of being racialized or gender-identified in a certain way is having a certain sort of body. But that is not all there is to the story. In this module, we will explore the ways in which language is used to construct social identities, both those that we wish to construct, and those that are foisted upon us. We will take up the question of whether the words and concepts we use are words and concepts we *should* use, and we will consider the extent to which restructuring our conceptual toolkit would be possible. Second-year module or third-year module.

Speaking without Words: Pictures, Maps, Clothes, and Gestures

We express things in lots of ways. In this course, we will consider some of the similarities and differences between linguistic expressions and other modes of representation, with a particular focus on pictures and maps. We will also look at ways of characterizing the significance of gestures, as used to supplement spoken language, and at the extent to which the kinds of structures of mutual recognition that are typical of linguistic expression can also be found in clothing. Second-year module, third-year module, or graduate

seminar.

Preservation Ethics

People care about preserving a wide variety of things, from biological species to pieces of architecture, from historical sites to rare languages. But should they? And if so, why? Second-year module or third-year module

Intermediate or Advanced logic

Some set of topics in basic set theory, non-classical logic, supervaluations, modal logic, and/or metatheory. Second-year or third-year module.

Dynamic Semantics and its Applications (Language)	Grad. or Adv. Undergrad.
Formal Methods in Philosophy	Grad. or Adv. Undergrad.
Emergentism—History and Contemporary Applications (Mind)	Grad. or Adv. Undergrad.
What we Say is Who We Are; Language and Social Identity (Language)	Grad. or Adv. Undergrad.
Philosophical Themes in Russian Poetry and Prose	Undergrad.

3 Courses Regularly Taught

3.1 Summary

MA Research Preparation 1: Value Theory

Survey of a range of recent discussions in ethics, political, and social philosophy.

MA Research Preparation 2: Theoretical Philosophy

Survey of a range of recent discussions in metaphysics, epistemology, and the philosophy of language.

Introduction to Logic

This module introduces propositional logic, predicate logic, and first-order logic with identity. Each unit features a detailed look at the syntax and semantics of the language under consideration, along with the development of a system of natural deduction. At UCL, the course is taught over two terms.

Philosophy of Language

In this module, we will cover a range of topics in the philosophy of language. Although the precise contents may vary slightly from year to year, the module will typically involve readings on sense and reference, definite descriptions, proper names, metaphor, the distinction between pragmatics and semantics, and speech act theory.

Linguistic Semantics and the Philosophy of Language

This module introduces the technical machinery of contemporary linguistic semantics, and explores the philosophical foundations and applications of the same. The module begins with an exploration of the significance of two ideas: a.) that knowing the truth conditions associated with an assertoric sentence is knowing its meaning and b.) that a theory of meaning for natural language must be compositional. The rest of the module is devoted to the construction of a formal theory that combines those ideas with the Fregean principle of type-driven interpretation to explain the behavior of simple sentences, relative clauses, quantificational constructions, demonstratives, and other philosophically-interesting expression types.

Philosophy of Mind

This module offers an introduction to the mind/body problem. Other topics covered include consciousness, perception, action, memory, and the nature of subjects.

3.2 Syllabus for UCL Linguistic Semantics

Course abstract

If you have worked on the philosophy of language, you will have heard that a theory of meaning for natural language must be compositional, and that it must specify the conditions under which an arbitrary sentence would be true. In this class, we will explore the significance of those criteria by actually building a theory that meets them. After setting up the basic framework, we will look closely at the semantics of variables and binding, quantification, counterfactuals, and demonstratives. By the end of the course, students will be in a position to engage with cutting-edge research in the philosophy of language and linguistic semantics. The textbook for the course will be Heim and Kratzer's *Semantics in Generative Grammar* (Blackwell). Expect to complete weekly problem sets, as in a logic course, together with a final research paper.

Tentative reading schedule

Week 1	What is a truth-conditional semantic theory? Heim and Kratzer, Ch. 1 and Ch. 2 Davidson (1967) 'Truth and meaning' Davidson (1970) 'Semantics for natural languages'
Week 2	Functions, λ-notation, and type-driven interpretation Heim and Kratzer, Ch. 2 and Ch. 3 [Optional: Frege (1892) 'Concept and object']
Week 3	Predicate modification Heim and Kratzer, Ch. 4
Week 4	Relative clauses, variables, λ-abstraction Heim and Kratzer, Ch. 5
Week 5	Quantifiers 1 Heim and Kratzer, Ch. 6 and Ch. 7
Week 6	Quantifiers 2 Matthewson (2001) 'Quantification and the nature of cross-linguistic variation' Stanley (2002) 'Nominal restriction'
Week 7	Going intensional Heim and Kratzer, Ch. 9 Heim and von Stechow (2011) 'Intensional semantics'
Week 8	Conditionals Stalnaker (1967) 'A theory of conditionals' Kratzer (1991) 'Conditionals'
Week 9	Demonstratives

	Kaplan (1977) 'Demonstratives'
	Elbourne (2005) <i>Situations and Individuals</i> , Ch. 3
Week 10	What, again, is a truth-conditional semantic theory?
	Lewis (1980) 'Index, context, content'
	Yalcin (2014) 'Semantics and meta-semantics in the context of generative grammar'

3.3 Syllabus for UCL Philosophy of Language

PHIL 2045: Philosophy of Language

Instructor: Ethan Nowak e.nowak@ucl.ac.uk

Course description

By uttering certain words, the Queen can make you a Knight, or a police officer can place you under arrest. If you send a letter of reference on my behalf, by focusing on my exceptional penmanship you can tell someone I'm no good at philosophy. Or, more simply, if you say 'the cat is on the mat', you can get me to believe that the cat is on the mat. In this course, we will explore the physical, psychological, and social conditions that make these remarkable capacities possible, and we will spend significant time talking about what a theory that explains them should look like.

Assessment

2-hour unseen written exam: 100% of total grade.

Course Materials

Readings for the course will be posted online using Moodle at <https://moodle.ucl.ac.uk>. If you want them in hard copy in a single place, most (but not quite all) are available in A.P. Martinich's Oxford anthology *The Philosophy of Language*.

Special Accomodation

We will make every effort to ensure that you are put in the best possible position to succeed in this course. To guarantee fairness, however, requests for special accommodation will have to be approved by the UCL Student Disability Service. When a request is approved, you will be provided a Statement of Reasonable Adjustment. This document will explain to you and to us exactly which adjustments you are entitled to. You can contact SDS using these details:

Web: <http://www.ucl.ac.uk/disability>

Phone: 020 7679 0100

Email: disability@ucl.ac.uk

Drop-in Location: Room G16, South Wing (2-4pm Mon. to Thurs.)

Academic Honesty

Do not cheat under any circumstances! It is disrespectful to your teachers and colleagues, to the Department and the University, and it undermines the principles upon which science and civilization itself are constructed. You can familiarize yourself with the very strict UCL policy on plagiarism at <http://www.ucl.ac.uk/current-students/guidelines>. If you have any doubt at all about what constitutes cheating or plagiarism, make sure you raise them with us. If you feel overwhelmed by the course, come see us straight away—we are here to help. Written work will be analyzed using software designed to detect plagiarism by checking submissions against a global database.

Schedule of required and *recommended* readings

4 October	Names and reference – 1/5 Frege (1892) ‘On sense and reference’
11 October	Names and reference – 2/5 Russell (1905) ‘On denoting’ <i>Russell (1919)</i> ‘Descriptions’
18 October	Names and reference – 3/5 Strawson (1950) ‘On referring’
25 October	Names and reference – 4/5 Kripke (1972) ‘Naming and necessity’ <i>Searle (1958)</i> ‘Proper names’
1 November	Names and reference – 5/5 Putnam (1973) ‘Meaning and reference’ <i>Putnam (1981)</i> Reason, Truth, and History, <i>Ch. 1</i>
8 November	Reading week
15 November	Intentionality – 1/2 Grice (1957) ‘Meaning’
22 November	Intentionality – 2/2 Dretske (1994) ‘If you can’t make one, you don’t know how it works’ <i>Fodor (1988)</i> ‘Psychosemantics’
29 November	Meaning and acting – 1/3 Austin (1961) ‘Performative utterances’
6 December	Meaning and acting – 2/3 Grice (1975) ‘Logic and conversation’
13 December	Meaning and acting – 3/3 Langton (1993) ‘Speech acts and unspeakable acts’ <i>Hornsby (1995)</i> ‘Disempowered speech’

3.4 Syllabus for UCL Logic 1

Course description

This is an elementary course in sentential logic. We will cover a range of topics including symbolization, the syntax and semantics of basic formal languages, the construction of proofs, and logical properties such as consistency and entailment.

Assessment

Weekly problem sets: 40% of total grade.

Final exam: 60% of total grade.

Weekly problem sets are to be submitted in **hard copy** to your seminar leader, unless you agree an alternative arrangement with your seminar leader. Details concerning the exam can be found on the course Moodle site.

Course Materials

The required textbook for this course is Graeme Forbes' *Modern Logic* (Oxford, 1994, 4th edition). We will also use Michael Rieppel's LemmoNaDe proof software, which is available free on <http://mrieppeel.github.io/LemmoNaDe>.

Special Accomodation

We will make every effort to ensure that you are put in the best possible position to succeed in this course. To guarantee fairness, however, requests for special accommodation will have to be approved by the UCL Student Disability Service. When a request is approved, you will be provided a Statement of Reasonable Adjustment. This document will explain to you and to us exactly which adjustments you are entitled to. You can contact SDS using these details:

Web: <http://www.ucl.ac.uk/disability>

Phone: 020 7679 0100

Email: disability@ucl.ac.uk

Drop-in Location: Room G16, South Wing (2-4pm Mon. to Thurs.)

Academic Honesty

Do not cheat under any circumstances! It is disrespectful to your teachers and colleagues, to the Department and the University, and it undermines the principles upon which science and civilization itself are constructed. You can familiarize yourself with the very strict UCL policy on plagiarism at <http://www.ucl.ac.uk/current-students/guidelines>. If you have any doubt at all about what constitutes cheating or plagiarism, make sure you raise them with us. If you feel overwhelmed by the course, come see us straight away—we are here to help.

Reading and assignment schedule

3 October	What is logic? / Logical form, validity, soundness Reading: Forbes Ch. 1 HW 1 due week of 10 October
10 October	Introducing LSL / Syntax, \neg , \wedge , \vee , \rightarrow , \leftrightarrow Reading: Forbes Ch. 2.1, 2.5 HW 2 due week of 17 October
17 October	Translation / Identifying and representing logical form Reading: Forbes Ch. 2.2–2.4 HW 3 due week of 24 October
24 October	LSL Semantics (I) / Truth tables Reading: Forbes Ch. 3.1 HW 4 due week of 31 October
31 October	LSL Semantics (II) / Properties of formulas, \models , semantic proofs Reading: Forbes Ch. 3.2–3.4, 3.6 HW 5 due week of 4 November
7 November	Reading week
14 November	LSL Semantics (III), Natural deduction / Expressive completeness, \vdash , proofs using \wedge , \rightarrow Reading: Forbes Ch. 4.1–4.2 HW 6 due week of 21 November
21 November	More natural deduction / Proof strategy, proofs using \neg and <i>reductio</i> Reading: Forbes Ch. 4.3–4.4 HW 6 due week of 28 November
28 November	Still more natural deduction / Proofs using \vee and \leftrightarrow Reading: Forbes Ch. 4.5–4.6 HW 7 due week of 5 December
5 December	Even more natural deduction / Proofs using sequents and theorems, \models vs. \vdash Reading: Forbes Ch. 4.8, 4.10, 4.11 HW 8 due 12 December
12 December	Final Examination

3.5 Syllabus for UCL Logic 2

Course abstract

This is a follow-on course to PHIL 1014. We will study the syntax and semantics of more sophisticated formal languages that involve predicate-argument structures, quantification, and identity. As in 1014, significant time will be devoted to the development and use of a system of natural deduction. The textbook for this course will be Graeme Forbes' *Modern Logic* (Oxford, 1994, 4th edition). We will also use Michael Rieppel's LemmoNaDe proof software, which is available free on <http://mrieppeel.github.io/LemmoNaDe>. Expect to complete weekly problem sets as well as a final exam.

Tentative reading and assignment schedule

Week 1	More complicated arguments / Symbolization with quantifiers, syntax for predicate logic Reading: Forbes Ch. 5 HW 1 due Jan. 17
Week 2	Semantics for LPL / Model theory, constructing counter-examples Reading: Forbes Ch. 6.1–6.2 HW 2 due Jan. 24
Week 3	Natural deduction in LPL / \vdash again, \exists -introduction, \forall -elimination Reading: Forbes Ch. 6.3 HW 3 due Jan. 31
Week 4	More LPL deductions / proofs involving \exists -elimination, \forall -introduction Reading: Forbes Ch. 6.4–6.5 HW 4 due Feb. 7
Week 5	Syntax and semantics redux / A language with n -place predicates Reading: Forbes Ch. 7.1 HW 5 due Feb. 14
Week 6	First-order logic / identity, number, definite descriptions, quantifier scope Reading: Forbes Ch. 7.2–7.5 HW 6 due Feb. 28
Week 7	Semantics for LFOL / complex models, counter-examples Reading: Forbes Ch. 8.1–8.2 HW 7 due Mar. 7
Week 8	Natural deduction in LFOL / Proofs with multiple quantifiers, identity Reading: Forbes Ch. 8.3–8.4 HW 8 due Mar. 14
Week 9	Logical properties / Binary relations, consequence Reading: Forbes Ch. 8.5, 8.7 HW 9 due Mar 21
Week 10	Review and future directions / Limitations of FOL Reading: Forbes Ch. 8.8 Exam date TBD

3.6 Syllabus for Philosophy of Mind

Philosophy of Mind

Instructor: Dr. Ethan Nowak
Contact: e.nowak@ucl.ac.uk
Office Location: TBD
Office Hours: TBD

Course Description: You have a brain. You have a mind. The two are obviously related. But what is the nature of that relationship? In this course, we will examine in detail the most prominent answers philosophers have offered. We'll consider the idea that the brain and the mind are two distinct kinds of thing, that the mind just *is* the brain, that the two are related in the way computer software and hardware are related, and more. We'll take a close look at some of the features of minds that are particularly mysterious, and we'll discuss strategies philosophers have used to explain those features.

Prerequisite(s): None.

Credit Hours: 3

Text(s): Course reader, available at ZZ Copy

Assignments:

- Three 4-page papers, due dates as indicated
- In-class, closed book final exam on the last day of class
- Papers should be printed and handed to your GSI on the due date—no late papers will be accepted

Grading:

- Attendance and participation in lecture and section: 10%
- Each of 3 papers: 20%
- Final exam: 30%

Plagiarism: According to the UC Berkeley policy on academic honesty, repeating someone else's words, paraphrasing them, or even using their ideas without a clear attribution constitutes plagiarism. Any instance of plagiarism will immediately result in an F for the course. If you feel overwhelmed by an assignment, come and talk to the instructor or your GSI. We are here to help, and we want you to succeed.

If you are at all unsure about whether something constitutes plagiarism, ask us, or refer to:

<http://writing.berkeley.edu/about-us/academic-honesty>

Tentative Course Outline:

Week One

1. Tue., May 27: Introduction; no reading due
2. Wed., May 28: Descartes, Med. 1 and 2
3. Thu., May 29: Kim, Ch. 2

Week Two

4. Mon., June 2: Putnam, 'Brains and behavior'
First paper assigned in class Monday
5. Tue., June 3: Smart, 'Sensations and brain processes'
6. Wed., June 4: Putnam, 'The nature of mental states'
7. Thu., June 5: Searle, 'Minds, brains, and programs'

Week Three

8. Mon., June 9: Armstrong, 'The causal theory of the mind'
First paper due in class Monday, second paper assigned
9. Tue., June 10: Block, 'Troubles with functionalism'
10. Wed., June 11: Nagel, 'What is it like to be a bat?'
11. Thu., June 12: Jackson, 'Epiphenomenal qualia/what Mary didn't know'

Week Four

12. Mon., June 16: Lewis, 'What experience teaches'
Second paper due in class Monday, third paper assigned
13. Tue., June 17: Levine, 'Materialism and qualia: the explanatory gap'
14. Wed., June 18: Dennett, 'Quining qualia'
15. Thu., June 19: Tye, 'Visual qualia and visual content'

Week Five

16. Mon., June 23: Fodor, excerpt from *A Theory of Content*
17. Tue., June 24: Dretske, 'A recipe for thought'
18. Wed., June 25: Dennett, 'True believers'
19. Thu., June 26: Churchland, 'Eliminative materialism and the propositional attitudes'

Week Six

20. Mon., June 30: Putnam: 'The meaning of *meaning*'
Third paper due in class Monday
21. Tue., July 1: Chalmers and Clark, 'The extended mind'
22. Wed., July 2: Review session for final exam
23. Thu., July 3: FINAL EXAM

4 Course Evaluations

Further information regarding teaching can be had by contacting the head of my current department, Professor Daniel Rothschild, who has filed a recommendation for me at [this Interfolio link](#).

Here is a link to the list of UCL staff nominated for a Student's Choice award in 2018:
<http://studentsunionucl.org/student-choice-awards-nominees>.

And here is the link for the 2017 nominees:
<http://studentsunionucl.org/student-choice-teaching-awards-roll-of-honour-2017>.

4.1 Evaluation Data for Courses taught as Primary Instructor

NB: all data sets are unabridged; where comments are provided, every comment submitted is shown.

4.1.1 Philosophy of Language (UCL, Fall 2017)

Raw data attached below:

PHIL2045_Philosophy of Language

Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.

Table of contents

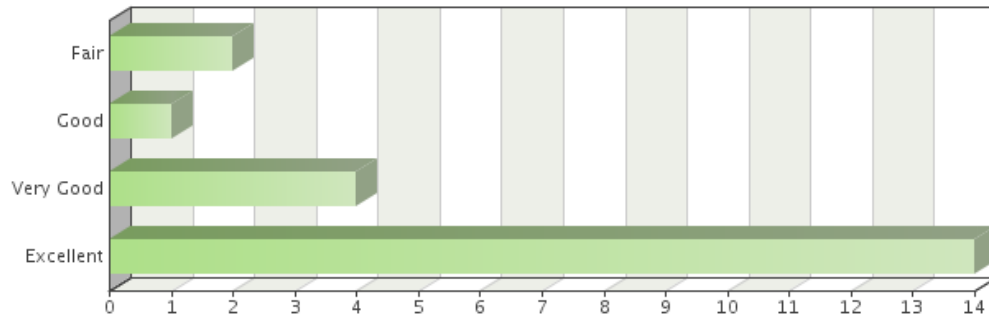
Report info.....	1
Question 1: Overall quality of the lectures:	2
Question 2: Clear presentation of subject matter:	3
Question 3: Stimulation of intellectual curiosity and independent thinking:	4
Question 4: Use of slides/board/other visual displays, if applicable:	5
Question 5: Please list any particular strengths or weaknesses of the lectures:	6
Question 6: Overall quality of the readings:.....	7
Question 7: Stimulation of intellectual curiosity and independent thinking:.....	8
Question 8: Seminar Leader.....	9
Question 9: Overall quality of the seminars:.....	10
Question 10: Ability of seminar leader to raise challenging questions:.....	11
Question 11: Ability of seminar leader to clarify subject matter:.....	12
Question 12: Ability of seminar leader to encourage broad participation:.....	13
Question 13: Responsiveness to student questions and opinions:.....	14
Question 14: Please list any particular strengths or weaknesses of the seminars:.....	15
Question 15: Overall view of the module:.....	16
Question 16: Difficulty of the module:.....	17
Question 17: Do you have any suggestions on how to improve the module in the future or any other comm.....	18

Report info

Report date:	Wednesday, January 10, 2018 4:21:20 PM GMT
Start date:	Monday, December 4, 2017 10:00:00 AM GMT
Stop date:	Sunday, January 7, 2018 5:00:00 PM GMT
Stored responses:	23
Number of completed responses:	20
Number of invitees:	40
Invitees that responded:	23
Invitee response rate:	57.5%

Question 1

Overall quality of the lectures:



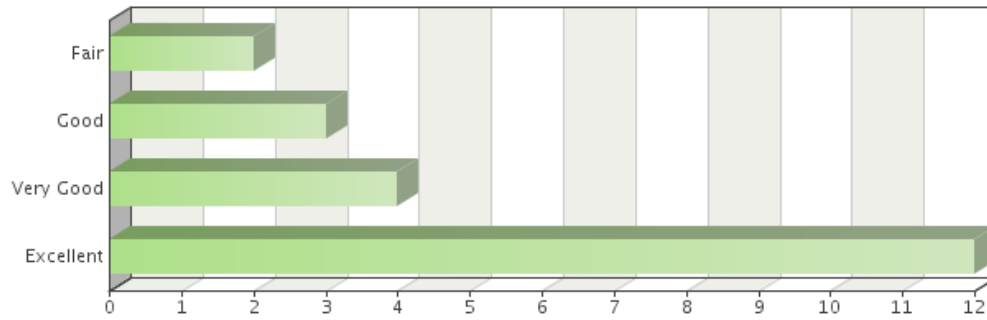
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	2	2	8.7%	8.7%	9.52%	9.52%
Good	1	3	4.35%	13.04%	4.76%	14.29%
Very Good	4	7	17.39%	30.43%	19.05%	33.33%
Excellent	14	21	60.87%	91.3%	66.67%	100%
Sum:	21	-	91.3%	-	100%	-
Not answered:	2	-	8.7%	-	-	-
Average:	4.43	Minimum:	2	Variance:	0.96	
Median:	5	Maximum:	5	Std. deviation:	0.98	

Total answered: 21

Question 2

Clear presentation of subject matter:



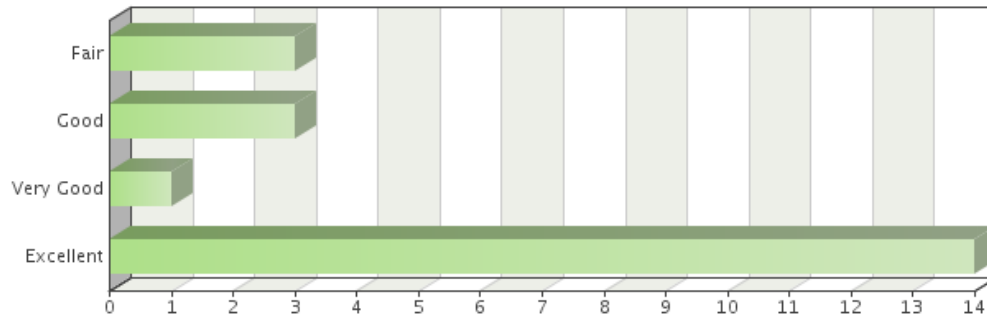
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	2	2	8.7%	8.7%	9.52%	9.52%
Good	3	5	13.04%	21.74%	14.29%	23.81%
Very Good	4	9	17.39%	39.13%	19.05%	42.86%
Excellent	12	21	52.17%	91.3%	57.14%	100%
Sum:	21	-	91.3%	-	100%	-
Not answered:	2	-	8.7%	-	-	-
Average:	4.24	Minimum:	2	Variance:	1.09	
Median:	5	Maximum:	5	Std. deviation:	1.04	

Total answered: 21

Question 3

Stimulation of intellectual curiosity and independent thinking:



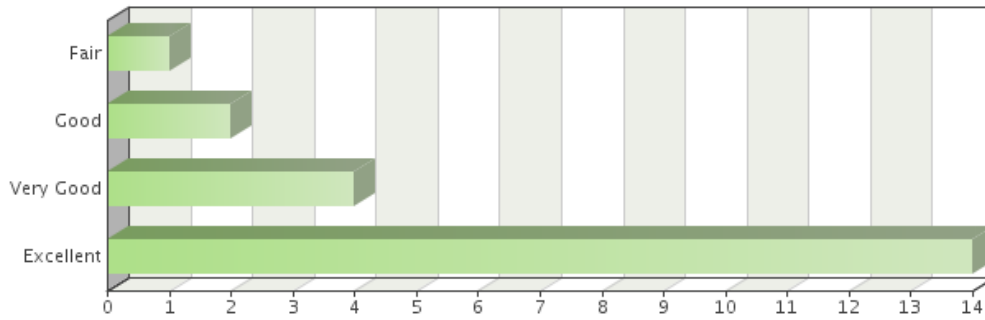
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	3	3	13.04%	13.04%	14.29%	14.29%
Good	3	6	13.04%	26.09%	14.29%	28.57%
Very Good	1	7	4.35%	30.43%	4.76%	33.33%
Excellent	14	21	60.87%	91.3%	66.67%	100%
Sum:	21	-	91.3%	-	100%	-
Not answered:	2	-	8.7%	-	-	-
Average:	4.24	Minimum:	2	Variance:	1.39	
Median:	5	Maximum:	5	Std. deviation:	1.18	

Total answered: 21

Question 4

Use of slides/board/other visual displays, if applicable:



Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	1	1	4.35%	4.35%	4.76%	4.76%
Good	2	3	8.7%	13.04%	9.52%	14.29%
Very Good	4	7	17.39%	30.43%	19.05%	33.33%
Excellent	14	21	60.87%	91.3%	66.67%	100%
Sum:	21	-	91.3%	-	100%	-
Not answered:	2	-	8.7%	-	-	-
Average:	4.48	Minimum:	2	Variance:	0.76	
Median:	5	Maximum:	5	Std. deviation:	0.87	

Total answered: 21

Question 5

Please list any particular strengths or weaknesses of the lectures:

Text input

Strengths: very passionate, improvises and keeps it interesting, interacts with students and has a decent sense of humour.
Weaknesses: during the tutorials I think Ethan Hawke could let the students talk more

Some more time should be spent on the most important bits of the reading to make the explanation of the central concept never rushed, more careful and detailed

These lectures were the best I've had all term and probably the best I've had since I've been at university

Ethan's lectures are clear and characteristic. Highlight of the week and inspiring.

Ethan says the word "crucially" a lot. One time I counted and he said it 36 times in one lecture. That's nearly once every two minutes. This isn't a criticism, just a fun fact.

They were all well paced and clear. Covered the important parts of each essay and you leave with a clear, precise understanding of the material. They ended slightly earlier than I expected but I'm sure there's a reason for that.

Clear, precise, and engaging exposition of material

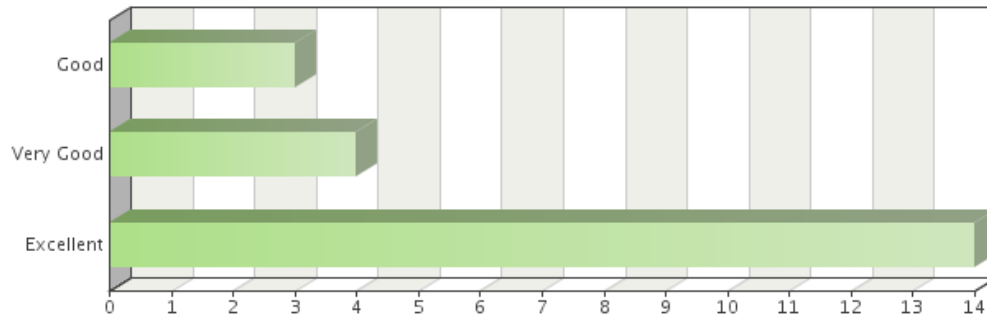
A truly sparkling teaching style (energetic, charismatic and enthralling). (strength) A pleasant classroom. (strength) The lecturer's openness towards accepting questions. (strength) The chronological order in which the headline philosophers were introduced. (strength) The inclusion of a more nontraditional lecture namely the session dedicated to the link between speech act theory and pornography. (strength) The presentation of apt examples from natural language to illustrate aspects of the philosophical analyses which were in focus. (strength) The way in which each lecture related directly to the prescribed reading. (strength) The affability of the module leader himself. (strength) The eloquence with which course content was conveyed. (strength) The consistency of astronomically high teaching quality. (strength) The instructor's final words on the lecture series which neatly interwove and consolidated all the weekly segments. (strength)

I sometimes feel confused and Ethan did not clear that up as well as he could. I feel like more could be included in the lecture slides as the readings are much more complicated than what is explained in lectures. However, it might be because philosophy of language is a difficult subject in general.

often went off topic. clear breakdown of some rather complicated concepts.

Question 6

Overall quality of the readings:



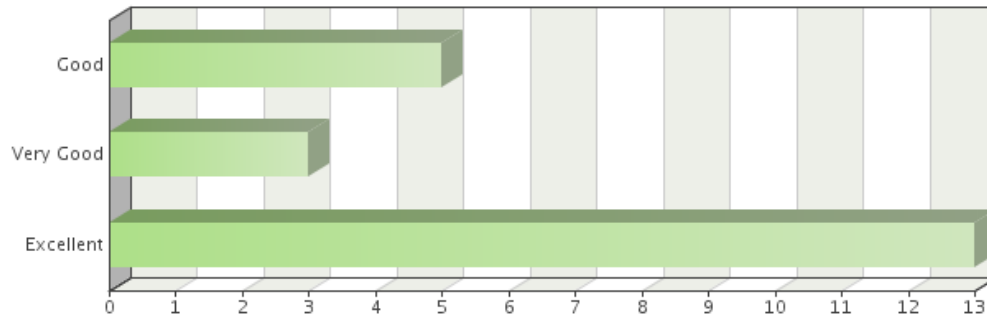
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Good	3	3	13.04%	13.04%	14.29%	14.29%
Very Good	4	7	17.39%	30.43%	19.05%	33.33%
Excellent	14	21	60.87%	91.3%	66.67%	100%
Sum:	21	-	91.3%	-	100%	-
Not answered:	2	-	8.7%	-	-	-
Average:	4.52	Minimum:	3	Variance:	0.56	
Median:	5	Maximum:	5	Std. deviation:	0.75	

Total answered: 21

Question 7

Stimulation of intellectual curiosity and independent thinking:



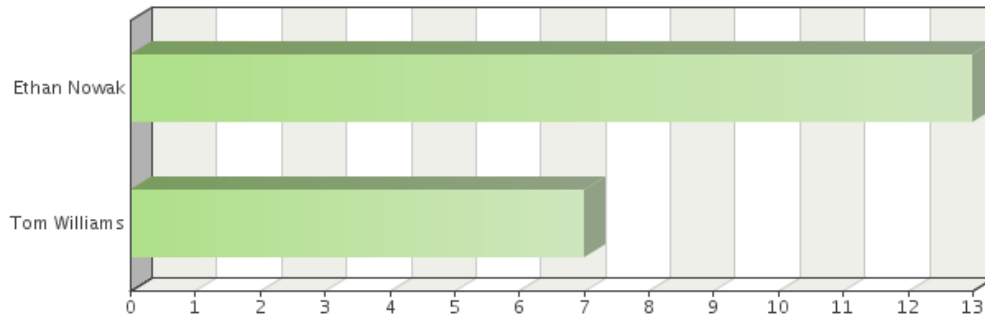
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Good	5	5	21.74%	21.74%	23.81%	23.81%
Very Good	3	8	13.04%	34.78%	14.29%	38.1%
Excellent	13	21	56.52%	91.3%	61.9%	100%
Sum:	21	-	91.3%	-	100%	-
Not answered:	2	-	8.7%	-	-	-
Average:	4.38	Minimum:	3	Variance:	0.75	
Median:	5	Maximum:	5	Std. deviation:	0.86	

Total answered: 21

Question 8

Seminar Leader



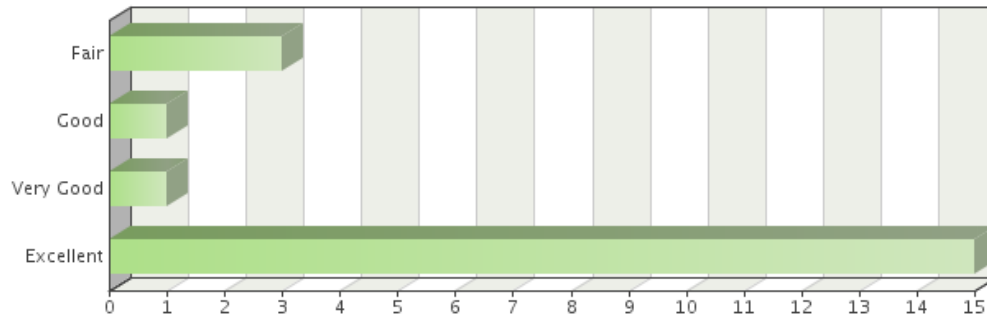
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Ethan Nowak	13	13	56.52%	56.52%	65%	65%
Tom Williams	7	20	30.43%	86.96%	35%	100%
Sum:	20	-	86.96%	-	100%	-
Not answered:	3	-	13.04%	-	-	-
Average:	1.35	Minimum:	1	Variance:	0.24	
Median:	1	Maximum:	2	Std. deviation:	0.49	

Total answered: 20

Question 9

Overall quality of the seminars:



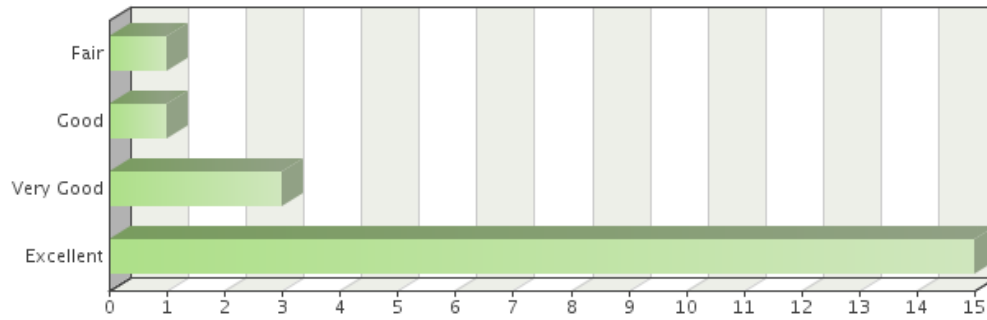
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	3	3	13.04%	13.04%	15%	15%
Good	1	4	4.35%	17.39%	5%	20%
Very Good	1	5	4.35%	21.74%	5%	25%
Excellent	15	20	65.22%	86.96%	75%	100%
Sum:	20	-	86.96%	-	100%	-
Not answered:	3	-	13.04%	-	-	-
Average:	4.4	Minimum:	2	Variance:	1.31	
Median:	5	Maximum:	5	Std. deviation:	1.14	

Total answered: 20

Question 10

Ability of seminar leader to raise challenging questions:



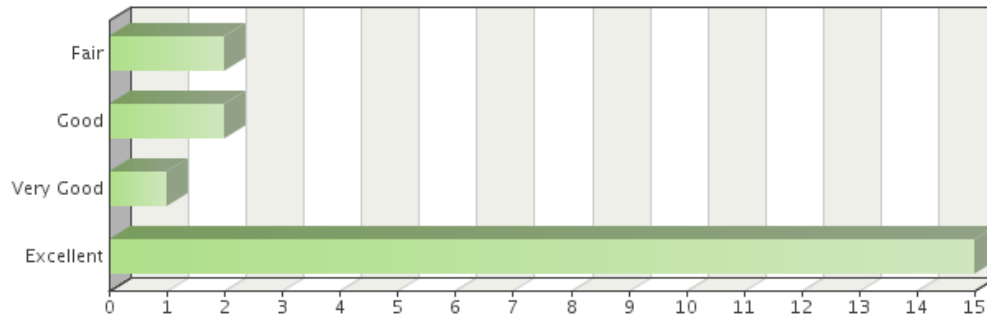
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	1	1	4.35%	4.35%	5%	5%
Good	1	2	4.35%	8.7%	5%	10%
Very Good	3	5	13.04%	21.74%	15%	25%
Excellent	15	20	65.22%	86.96%	75%	100%
Sum:	20	-	86.96%	-	100%	-
Not answered:	3	-	13.04%	-	-	-
Average:	4.6	Minimum:	2	Variance:	0.67	
Median:	5	Maximum:	5	Std. deviation:	0.82	

Total answered: 20

Question 11

Ability of seminar leader to clarify subject matter:



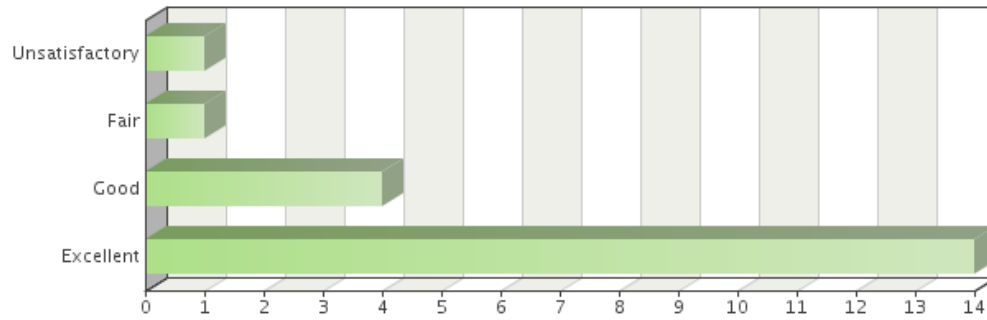
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	2	2	8.7%	8.7%	10%	10%
Good	2	4	8.7%	17.39%	10%	20%
Very Good	1	5	4.35%	21.74%	5%	25%
Excellent	15	20	65.22%	86.96%	75%	100%
Sum:	20	-	86.96%	-	100%	-
Not answered:	3	-	13.04%	-	-	-
Average:	4.45	Minimum:	2	Variance:	1.1	
Median:	5	Maximum:	5	Std. deviation:	1.05	

Total answered: 20

Question 12

Ability of seminar leader to encourage broad participation:



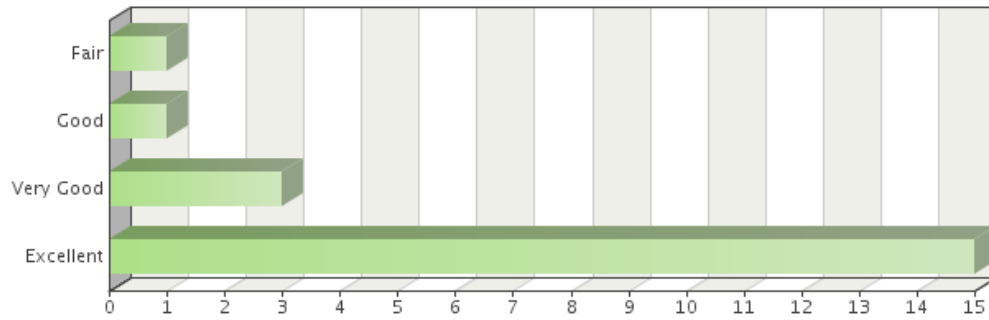
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unsatisfactory	1	1	4.35%	4.35%	5%	5%
Fair	1	2	4.35%	8.7%	5%	10%
Good	4	6	17.39%	26.09%	20%	30%
Excellent	14	20	60.87%	86.96%	70%	100%
Sum:	20	-	86.96%	-	100%	-
Not answered:	3	-	13.04%	-	-	-
Average:	4.25	Minimum:	1	Variance:	1.57	
Median:	5	Maximum:	5	Std. deviation:	1.25	

Total answered: 20

Question 13

Responsiveness to student questions and opinions:



Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	1	1	4.35%	4.35%	5%	5%
Good	1	2	4.35%	8.7%	5%	10%
Very Good	3	5	13.04%	21.74%	15%	25%
Excellent	15	20	65.22%	86.96%	75%	100%
Sum:	20	-	86.96%	-	100%	-
Not answered:	3	-	13.04%	-	-	-
Average:	4.6	Minimum:	2	Variance:	0.67	
Median:	5	Maximum:	5	Std. deviation:	0.82	

Total answered: 20

Question 14

Please list any particular strengths or weaknesses of the seminars:

Text input

Jack is a super clear seminar leader and the seminars were well structured

Give students more time to understand

My seminar leader is called Jack Davis not Tom Williams.

My seminar leader was Jack, but he's not on the list. He is incredibly good at making everything clear, each of the seminars were very useful for understanding the texts and their importance. Questions regarding both the central idea of the reading and less important but interesting details are always answered in a careful, precise way. He has also been great at stimulating individual thinking about the topics, always hinting some possible objections to the authors' works and leaving us to expand on these. Thank you!

It would be more helpful if the seminars were structured and organised rather than being a questioning session.

I've really enjoyed coming to these seminars, they have been a treat and defiantly helped to understand the subject matter more

The survey contains mistaken data. Tom Williams is not a semiar leader for this course in the autumn term of 2017. A seminar leader not mentioned here is Jack Davis. He was my seminar leader and he is excellent. Extremely clear presentation. I would only reccomend using more visual aid. Not too much but writing things on the whiteboard, expecially for distinctions in philosophy of language I would find very helpful.

Ethan is engaging and strikes a good balance between explaining key concepts and pushing the limits of the theories. Really though-provoking and enjoyable seminars!

Ethan hasn't brought us any cookies this term. But there's still time for him to redeem himself since we have one seminar left, so this is an open ended criticism.

We diverged from the articles to get into the questions that are more real world such as the relevance of fiction in reference. This made the subjects even more enjoyable.

I had Jack Davis as seminar leader. I really appreciated that the emotional resposns to all questions were the same, that made it feel easier to ask the less intelligent questions as well. The structure of the seminars were good as well, having a round of questions in the beginning. It was a good way to make it more comfortable to participate.

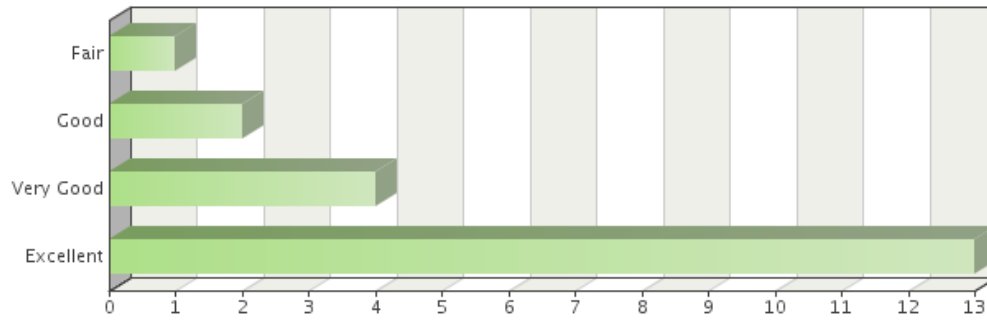
Keeps everyone involved, challenges you to substantiate your claims and answer your own/each other's questions, covers new ground as well as clarifying core material

The attitude of the educator towards verbal contributions from students which was extremely positive. (strength) The student-led structure of the seminars. (strength) The amazing capability of the seminar facilitator to find common ground between the various viewpoints around the room. (strength) The delight of listening to the interpretations and perspectives of my peers. (strength) Ethan's patience when learners struggled to grasp particular concepts. (strength) The tendency of this module's seminars to simplify and clarify philosophical notions which are incredibly complex. (strength) The attention paid in seminars to broader implications of specific philosophical accounts. (strength) I emerged from every seminar with a firmer understanding of the material that had just been covered. (strength) The seminar leader seemed to really appreciate the application of knowledge acquired in other modules to controversies in the Philosophy of Language. (strength) The pace of each seminar was optimal. (strength)

Would've been better if theres a better flow, such as better planning. I wish the seminars were recaps of lectures, and secondarily, enhanced by students' questions; rather than only driven by students' questions, which were often far off of what was talked about in lectures.

Question 15

Overall view of the module:



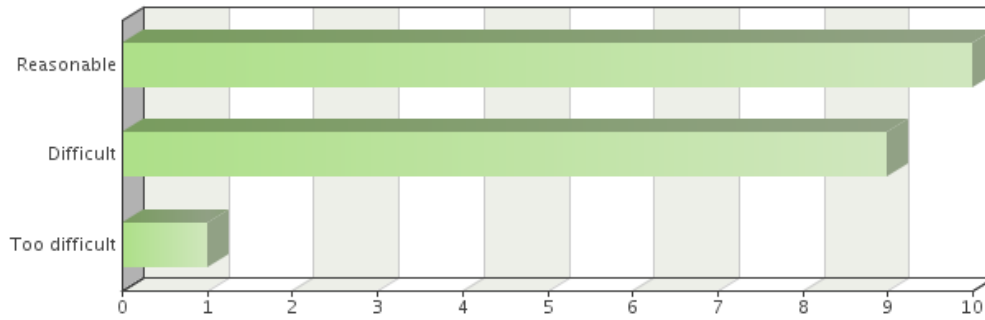
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	1	1	4.35%	4.35%	5%	5%
Good	2	3	8.7%	13.04%	10%	15%
Very Good	4	7	17.39%	30.43%	20%	35%
Excellent	13	20	56.52%	86.96%	65%	100%
Sum:	20	-	86.96%	-	100%	-
Not answered:	3	-	13.04%	-	-	-
Average:	4.45	Minimum:	2	Variance:	0.79	
Median:	5	Maximum:	5	Std. deviation:	0.89	

Total answered: 20

Question 16

Difficulty of the module:



Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Reasonable	10	10	43.48%	43.48%	50%	50%
Difficult	9	19	39.13%	82.61%	45%	95%
Too difficult	1	20	4.35%	86.96%	5%	100%
Sum:	20	-	86.96%	-	100%	-
Not answered:	3	-	13.04%	-	-	-
Average:	3.55	Minimum:	3	Variance:	0.37	
Median:	3.5	Maximum:	5	Std. deviation:	0.6	

Total answered: 20

Question 17

Do you have any suggestions on how to improve the module in the future or any other comments?

Text input

More focus on the exam.

It's great, I'm jealous of the people who get to take it next year

I would be interested to have more lectures on truth. Possibly through Tarski. The first part of the module I think was stronger as there seemed to be more continuity between the topics.

Make sure the lectures don't end too early

No, and I would like to just emphasise that this module was utterly magnificent from start to finish!

Too much material covered in too short a period. Hope there was more guidance with readings. The goal of the module is sometimes unclear.

4.1.2 Introduction to Logic 1 (UCL, Fall 2017)

Raw data attached below:

Comment report

Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.

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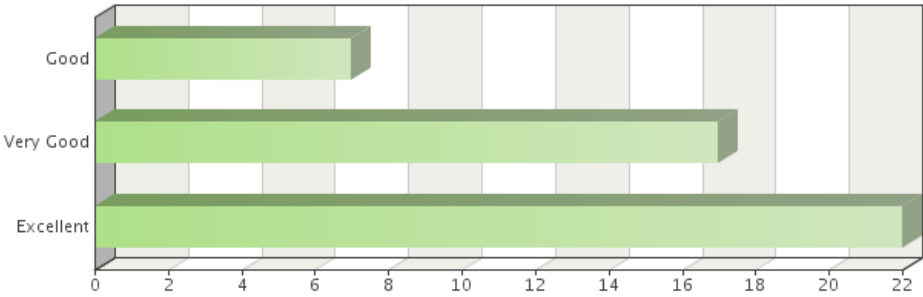
Report info.....	1
Question 1: Overall quality of the lectures:	2
Question 2: Clear presentation of subject matter:	3
Question 3: Stimulation of intellectual curiosity and independent thinking:	4
Question 4: Use of slides/board/other visual displays, if applicable:	5
Question 5: Please list any particular strengths or weaknesses of the lectures:	6
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Report info

Report date:	Wednesday, January 10, 2018 2:52:26 PM GMT
Start date:	Monday, December 4, 2017 10:00:00 AM GMT
Stop date:	Sunday, January 7, 2018 5:00:00 PM GMT
Stored responses:	49
Number of completed responses:	46
Number of invitees:	80
Invitees that responded:	48
Invitee response rate:	60%

Question 1

Overall quality of the lectures:



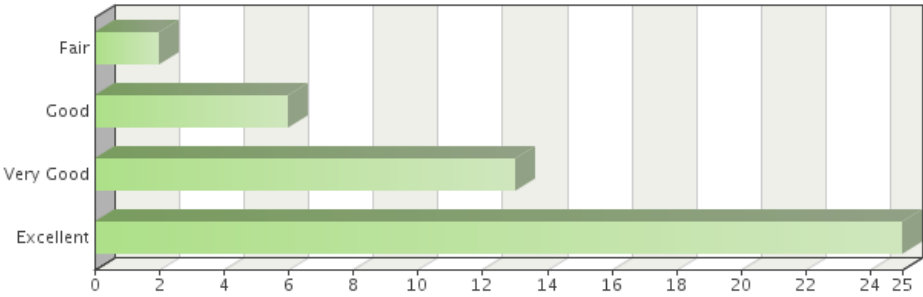
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Good	7	7	14.29%	14.29%	15.22%	15.22%
Very Good	17	24	34.69%	48.98%	36.96%	52.17%
Excellent	22	46	44.9%	93.88%	47.83%	100%
Sum:	46	-	93.88%	-	100%	-
Not answered:	3	-	6.12%	-	-	-
Average:	4.33	Minimum:	3	Variance:	0.54	
Median:	4	Maximum:	5	Std. deviation:	0.73	

Total answered: 46

Question 2

Clear presentation of subject matter:



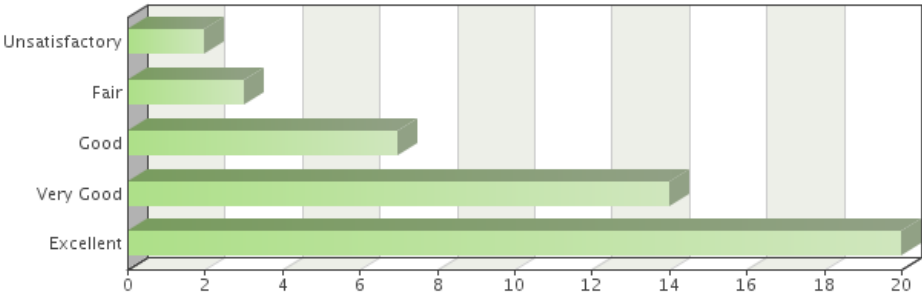
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	2	2	4.08%	4.08%	4.35%	4.35%
Good	6	8	12.24%	16.33%	13.04%	17.39%
Very Good	13	21	26.53%	42.86%	28.26%	45.65%
Excellent	25	46	51.02%	93.88%	54.35%	100%
Sum:	46	-	93.88%	-	100%	-
Not answered:	3	-	6.12%	-	-	-
Average:	4.33	Minimum:	2	Variance:	0.76	
Median:	5	Maximum:	5	Std. deviation:	0.87	

Total answered: 46

Question 3

Stimulation of intellectual curiosity and independent thinking:



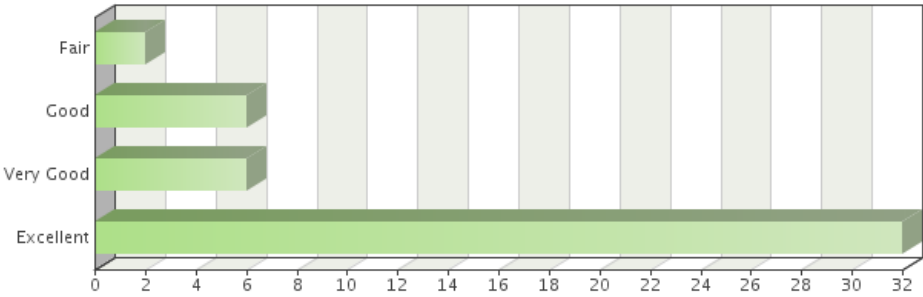
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unsatisfactory	2	2	4.08%	4.08%	4.35%	4.35%
Fair	3	5	6.12%	10.2%	6.52%	10.87%
Good	7	12	14.29%	24.49%	15.22%	26.09%
Very Good	14	26	28.57%	53.06%	30.43%	56.52%
Excellent	20	46	40.82%	93.88%	43.48%	100%
Sum:	46	-	93.88%	-	100%	-
Not answered:	3	-	6.12%	-	-	-
Average:	4.02	Minimum:	1	Variance:	1.27	
Median:	4	Maximum:	5	Std. deviation:	1.13	

Total answered: 46

Question 4

Use of slides/board/other visual displays, if applicable:



Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	2	2	4.08%	4.08%	4.35%	4.35%
Good	6	8	12.24%	16.33%	13.04%	17.39%
Very Good	6	14	12.24%	28.57%	13.04%	30.43%
Excellent	32	46	65.31%	93.88%	69.57%	100%
Sum:	46	-	93.88%	-	100%	-
Not answered:	3	-	6.12%	-	-	-
Average:	4.48	Minimum:	2	Variance:	0.79	
Median:	5	Maximum:	5	Std. deviation:	0.89	

Total answered: 46

Question 5

Please list any particular strengths or weaknesses of the lectures:

Text input

Ethan's a good guy

Very good explanations of material, right amount of guidance for independent homework sets

Stuck very faithfully to the Forbes textbook teachings. Not too much additional interesting insight within the lectures compared to the textbook, besides some English sentence example explanations of concepts here and there.

lectures are interesting, diverse, Ethan has an amazing sense of humour and seems to be passionate about the subject

Engaging lectures to stimulate interest in material. Visual displays could improve, e.g. solutions could be presented for each question attempted in class.

Ethan always goes above and beyond to help his students. He understands how to explain difficult concepts to everyone in the class. He has organised extensive resources and study sessions prior to the exam which is very much appreciated and shows how he constantly goes above and beyond. No complaints.

Ethan makes the lectures interesting and fun. 11/10 on the jokes! Seriously tho, logic is a very complex subject, and depending on the teacher I guess it can seem boring... but through his clear passion for his subject, fun real life examples, and just all in all awesome teaching method, I believe Ethan succeeds in sharing with us how cool logic can be.

excellent use of technology - double projector. amusing presentation of content

lots of example questions to learn from

Ethan is Charming

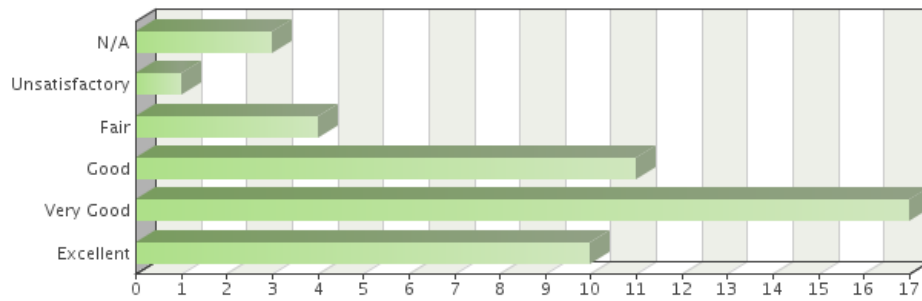
they really made clear what was in the textbook since I found the textbook a bit tricky to understand at first.

The enthusiasm of Ethan is contagious, which really adds a special dynamic to the lectures

Lectures were always engaging, with thorough and clear presentations.

Question 6

Overall quality of the readings:



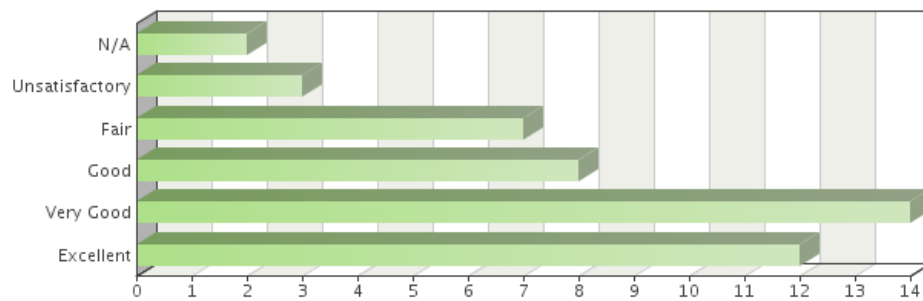
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
N/A	3	3	6.12%	6.12%	6.52%	6.52%
Unsatisfactory	1	4	2.04%	8.16%	2.17%	8.7%
Fair	4	8	8.16%	16.33%	8.7%	17.39%
Good	11	19	22.45%	38.78%	23.91%	41.3%
Very Good	17	36	34.69%	73.47%	36.96%	78.26%
Excellent	10	46	20.41%	93.88%	21.74%	100%
Sum:	46	-	93.88%	-	100%	-
Not answered:	3	-	6.12%	-	-	-
Average:	3.72	Minimum:	1	Variance:	1.02	
Median:	4	Maximum:	5	Std. deviation:	1.01	

Total answered: 46

Question 7

Stimulation of intellectual curiosity and independent thinking:



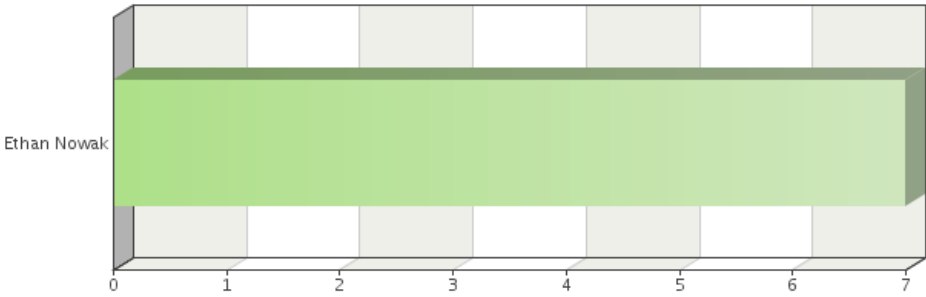
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
N/A	2	2	4.08%	4.08%	4.35%	4.35%
Unsatisfactory	3	5	6.12%	10.2%	6.52%	10.87%
Fair	7	12	14.29%	24.49%	15.22%	26.09%
Good	8	20	16.33%	40.82%	17.39%	43.48%
Very Good	14	34	28.57%	69.39%	30.43%	73.91%
Excellent	12	46	24.49%	93.88%	26.09%	100%
Sum:	46	-	93.88%	-	100%	-
Not answered:	3	-	6.12%	-	-	-
Average:	3.57	Minimum:	1	Variance:	1.55	
Median:	4	Maximum:	5	Std. deviation:	1.25	

Total answered: 46

Question 8

Seminar Leader



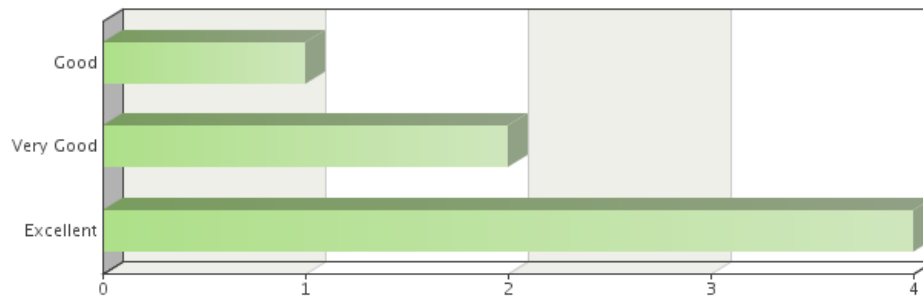
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Ethan Nowak	7	7	100%	100%	100%	100%
Sum:	7	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	2	Minimum:	2	Variance:	0	
Median:	2	Maximum:	2	Std. deviation:	0	

Total answered: 7

Question 9

Overall quality of the seminars:



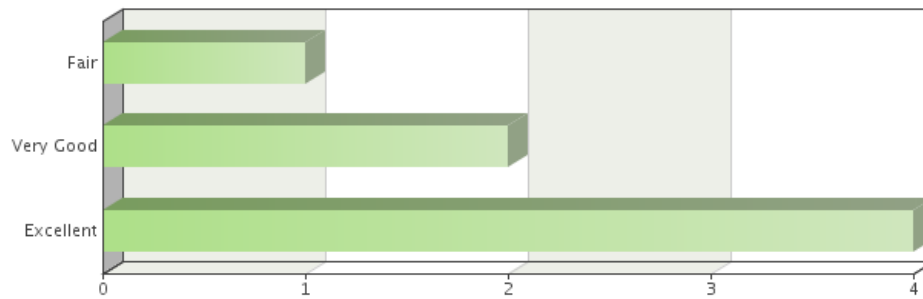
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Good	1	1	14.29%	14.29%	14.29%	14.29%
Very Good	2	3	28.57%	42.86%	28.57%	42.86%
Excellent	4	7	57.14%	100%	57.14%	100%
Sum:	7	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	4.43	Minimum:	3	Variance:	0.62	
Median:	5	Maximum:	5	Std. deviation:	0.79	

Total answered: 7

Question 10

Ability of seminar leader to raise challenging questions:



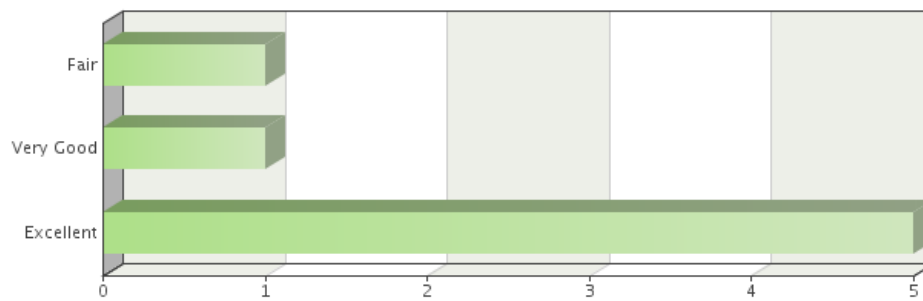
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	1	1	14.29%	14.29%	14.29%	14.29%
Very Good	2	3	28.57%	42.86%	28.57%	42.86%
Excellent	4	7	57.14%	100%	57.14%	100%
Sum:	7	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	4.29	Minimum:	2	Variance:	1.24	
Median:	5	Maximum:	5	Std. deviation:	1.11	

Total answered: 7

Question 11

Ability of seminar leader to clarify subject matter:



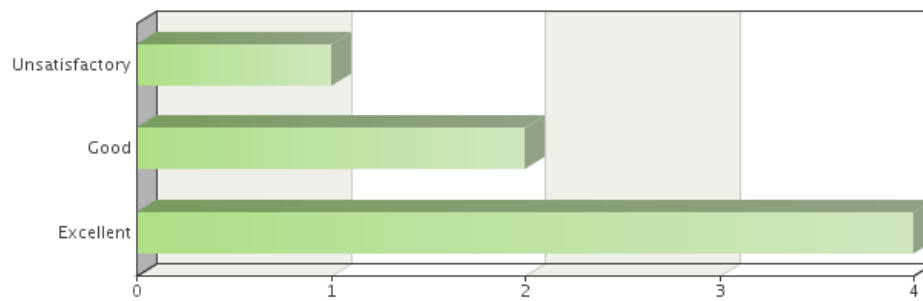
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	1	1	14.29%	14.29%	14.29%	14.29%
Very Good	1	2	14.29%	28.57%	14.29%	28.57%
Excellent	5	7	71.43%	100%	71.43%	100%
Sum:	7	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	4.43	Minimum:	2	Variance:	1.29	
Median:	5	Maximum:	5	Std. deviation:	1.13	

Total answered: 7

Question 12

Ability of seminar leader to encourage broad participation:



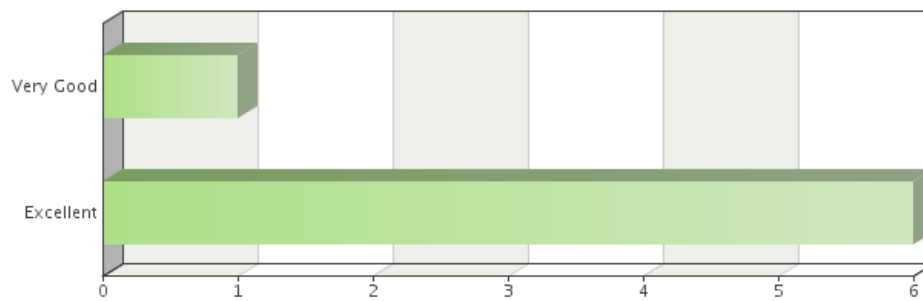
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Unsatisfactory	1	1	14.29%	14.29%	14.29%	14.29%
Good	2	3	28.57%	42.86%	28.57%	42.86%
Excellent	4	7	57.14%	100%	57.14%	100%
Sum:	7	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	3.86	Minimum:	1	Variance:	2.48	
Median:	5	Maximum:	5	Std. deviation:	1.57	

Total answered: 7

Question 13

Responsiveness to student questions and opinions:



Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Very Good	1	1	14.29%	14.29%	14.29%	14.29%
Excellent	6	7	85.71%	100%	85.71%	100%
Sum:	7	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	4.86	Minimum:	4	Variance:	0.14	
Median:	5	Maximum:	5	Std. deviation:	0.38	

Total answered: 7

Question 14

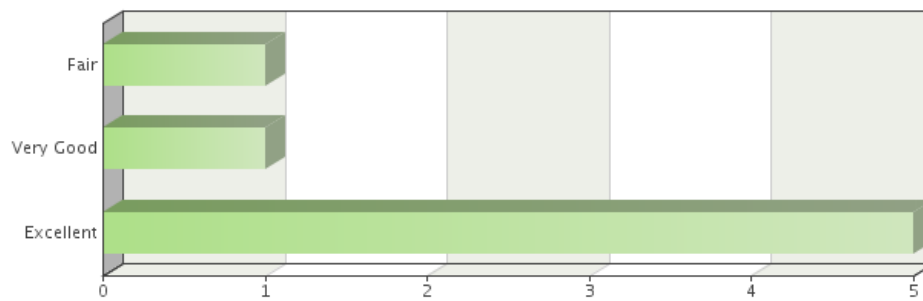
Please list any particular strengths or weaknesses of the seminars:

Text input

Everything that was taught in lectures was then reinforced in the seminar... always a great opportunity for questions. It was awesome to have the lecturer also be the seminar leader. He is always more than willing to help out, or try to clear up any doubts. But I also find it great that sometimes when I have a question, instead of giving me the right answer, he simply points me in the right direction yet allows me figure things out for myself. It is very useful in this subject! Overall very satisfied with everything tbh.

Question 15

Overall view of the module:



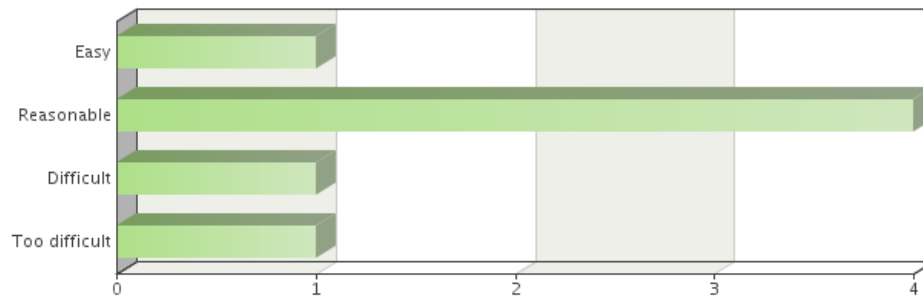
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Fair	1	1	14.29%	14.29%	14.29%	14.29%
Very Good	1	2	14.29%	28.57%	14.29%	28.57%
Excellent	5	7	71.43%	100%	71.43%	100%
Sum:	7	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	4.43	Minimum:	2	Variance:	1.29	
Median:	5	Maximum:	5	Std. deviation:	1.13	

Total answered: 7

Question 16

Difficulty of the module:



Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Easy	1	1	14.29%	14.29%	14.29%	14.29%
Reasonable	4	5	57.14%	71.43%	57.14%	71.43%
Difficult	1	6	14.29%	85.71%	14.29%	85.71%
Too difficult	1	7	14.29%	100%	14.29%	100%
Sum:	7	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	3.29	Minimum:	2	Variance:	0.9	
Median:	3	Maximum:	5	Std. deviation:	0.95	

Total answered: 7

Question 17

Do you have any suggestions on how to improve the module in the future or any other comments?

Text input

Keep up the good work! Loved it :3

4.1.3 Introduction to Logic 2 (UCL, Spring 2017)

Raw data attached below:

PHIL1013_Intro_Logic_2

Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.

Table of contents

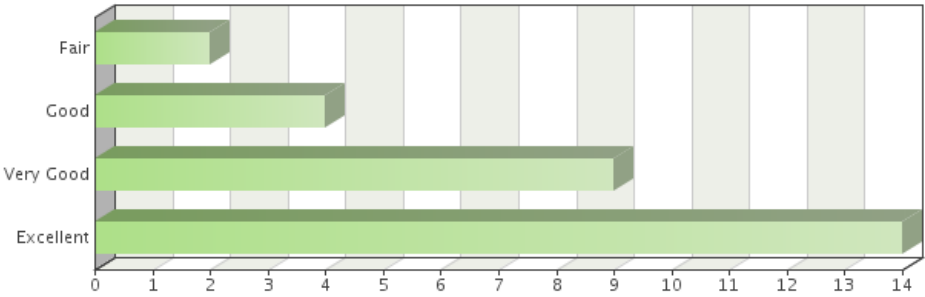
Report info.....	1
Question 1: Overall quality of the lectures:	2
Question 2: Clear presentation of subject matter:	3
Question 3: Stimulation of intellectual curiosity and independent thinking:	4
Question 4: Use of slides/board/other visual displays, if applicable:	5
Question 5: Please list any particular strengths or weaknesses of the lectures:	6
Question 6: Overall quality of the readings:.....	7
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Report info

Report date:	Wednesday, January 24, 2018 4:47:08 PM GMT
Start date:	Friday, February 17, 2017 10:00:00 AM GMT
Stop date:	Friday, April 21, 2017 5:00:00 PM BST
Stored responses:	29
Number of completed responses:	29
Number of invitees:	59
Invitees that responded:	29
Invitee response rate:	49.15%

Question 1

Overall quality of the lectures:



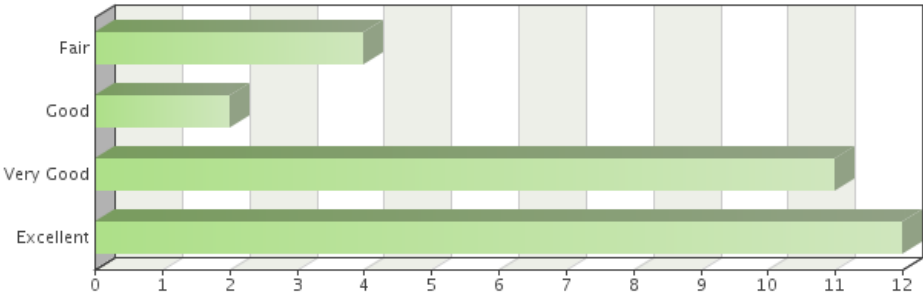
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Fair	2	6.9%	6.9%
Good	4	13.79%	13.79%
Very Good	9	31.03%	31.03%
Excellent	14	48.28%	48.28%
Sum:	29	100%	100%
Not answered:	0	0%	-

Total answered: 29

Question 2

Clear presentation of subject matter:



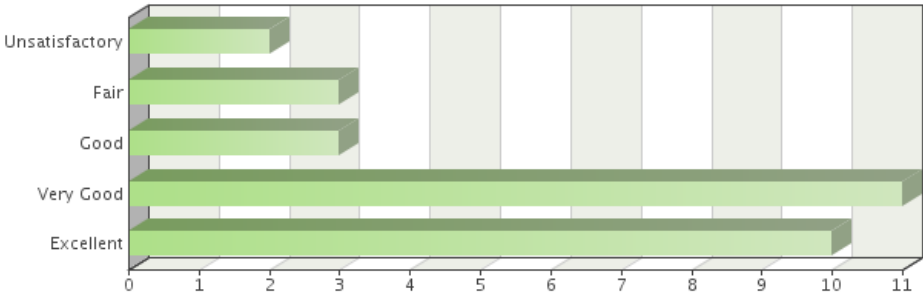
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Fair	4	13.79%	13.79%
Good	2	6.9%	6.9%
Very Good	11	37.93%	37.93%
Excellent	12	41.38%	41.38%
Sum:	29	100%	100%
Not answered:	0	0%	-

Total answered: 29

Question 3

Stimulation of intellectual curiosity and independent thinking:



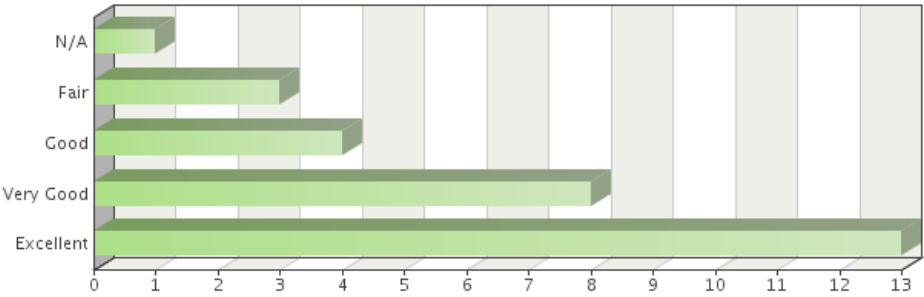
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Unsatisfactory	2	6.9%	6.9%
Fair	3	10.34%	10.34%
Good	3	10.34%	10.34%
Very Good	11	37.93%	37.93%
Excellent	10	34.48%	34.48%
Sum:	29	100%	100%
Not answered:	0	0%	-

Total answered: 29

Question 4

Use of slides/board/other visual displays, if applicable:



Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	1	3.45%	3.45%
Fair	3	10.34%	10.34%
Good	4	13.79%	13.79%
Very Good	8	27.59%	27.59%
Excellent	13	44.83%	44.83%
Sum:	29	100%	100%
Not answered:	0	0%	-
Total answered: 29			

Question 5

Please list any particular strengths or weaknesses of the lectures:

Text input

Always very engaging- even though it is complicated material it never feels too hard or too fast. Pacing in the lectures is good and we are always able to ask questions- participation is great.

Ethan makes the subject really interesting and has a way of presenting it that never tires/bores you.

Strengths: charisma of the lecturer and how he makes the subject matter interesting Weaknesses: there is often not enough time to cover the most difficult material

He is a charismatic, interesting lecturer (although it is still hard to make Logic very captivating). However, he often spends large pieces of time explaining simple parts of logic, and then presents a more difficult thing that we have to learn with only 10 minutes left. He seems to me like someone who has always understood Logic fairly easily, and as a result, I think his ability to explain to someone who it does not 'click' for, is not very good.

Listing the required readings in a greater advance to the lectures would have been more useful.

No flaws whatsoever

very good great explanation so easy and clear to understand a pretty difficult topic

Friendly atmosphere, good sense of humour, clear structure, concise explanations, use of examples

Ethan is a very intelligent, charismatic and interesting lecturer. His use of humour and light-heartedness in the face of very difficult content, proved to be a life-saver. I can't imagine doing Logic with anyone else.

Exceptionally clear and engaging; makes lectures enjoyable and entertaining; never unclear

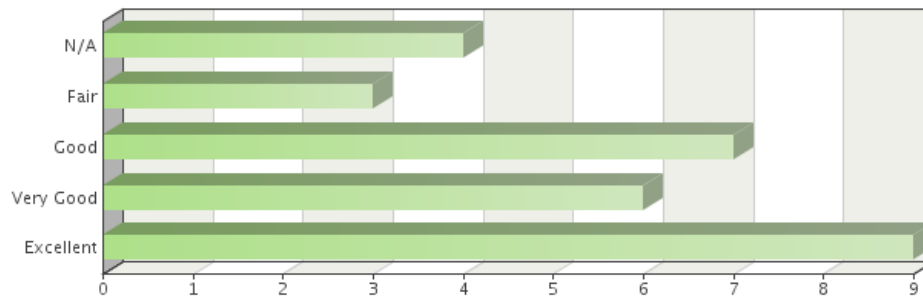
Really interesting lectures, at times would be better to go through exercises on the slides through working them out on the board but still really great

Ethan is an excellent lecturer, he makes a topic that I have no doubt would seriously struggle to find engaging and difficult, very easy to understand and enjoyable. Ultimately, I look forward Ethan's lectures every week, he could not do anything better.

Mostly Ethan is an exceptional lecturer, though sometimes his sense of humor can slightly obscure his meaning.

Question 6

Overall quality of the readings:



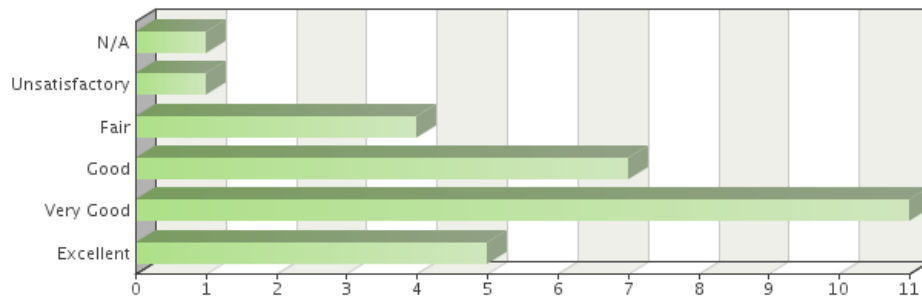
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	4	13.79%	13.79%
Fair	3	10.34%	10.34%
Good	7	24.14%	24.14%
Very Good	6	20.69%	20.69%
Excellent	9	31.03%	31.03%
Sum:	29	100%	100%
Not answered:	0	0%	-

Total answered: 29

Question 7

Stimulation of intellectual curiosity and independent thinking:



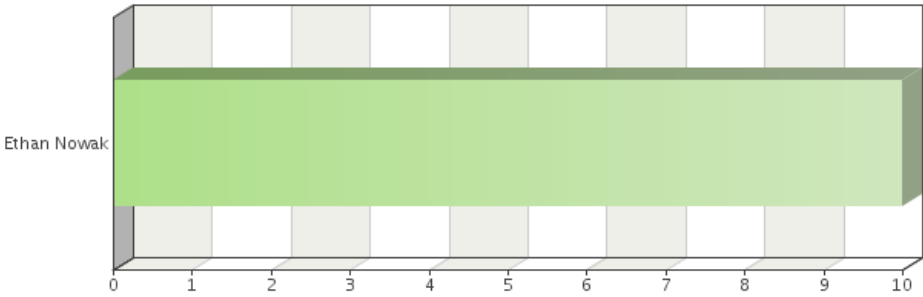
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
N/A	1	3.45%	3.45%
Unsatisfactory	1	3.45%	3.45%
Fair	4	13.79%	13.79%
Good	7	24.14%	24.14%
Very Good	11	37.93%	37.93%
Excellent	5	17.24%	17.24%
Sum:	29	100%	100%
Not answered:	0	0%	-

Total answered: 29

Question 8

Seminar Leader



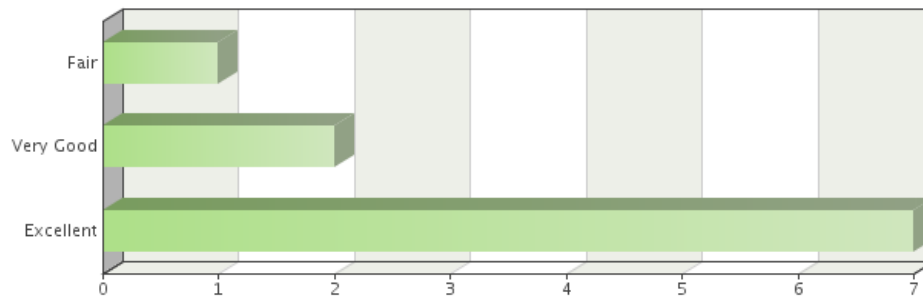
Frequency table

Items	Absolute frequency	Relative frequency	Adjusted relative frequency
Ethan Nowak	10	100%	100%
Sum:	10	100%	100%
Not answered:	0	0%	-

Total answered: 10

Question 9

Overall quality of the seminars:



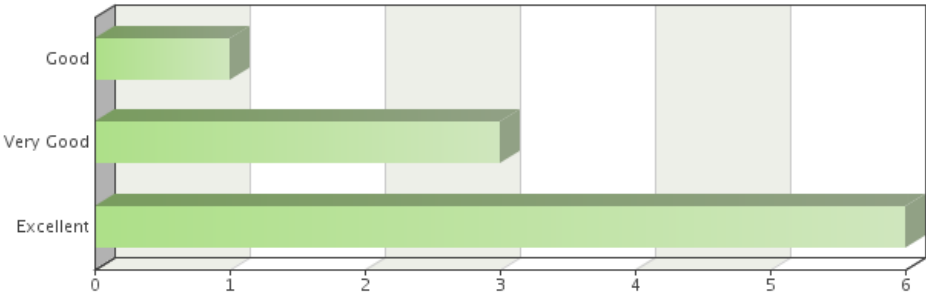
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Fair	1	10%	10%
Very Good	2	20%	20%
Excellent	7	70%	70%
Sum:	10	100%	100%
Not answered:	0	0%	-

Total answered: 10

Question 10

Ability of seminar leader to raise challenging questions:



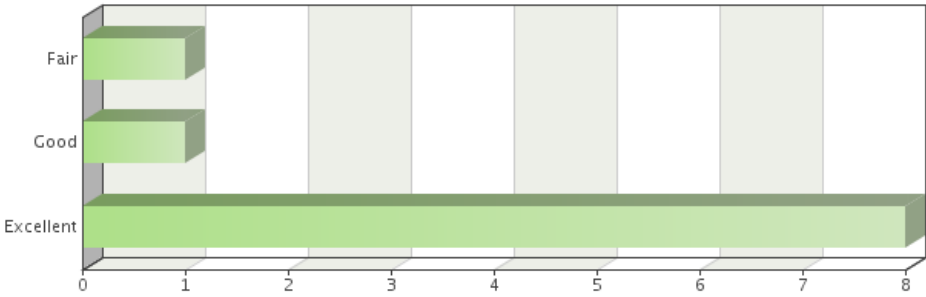
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Good	1	10%	10%
Very Good	3	30%	30%
Excellent	6	60%	60%
Sum:	10	100%	100%
Not answered:	0	0%	-

Total answered: 10

Question 11

Ability of seminar leader to clarify subject matter:



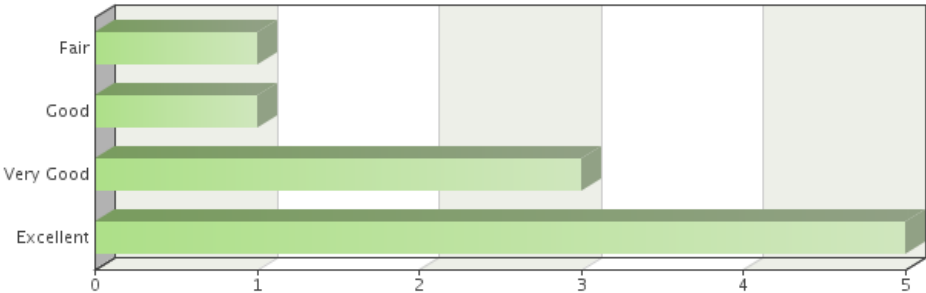
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Fair	1	10%	10%
Good	1	10%	10%
Excellent	8	80%	80%
Sum:	10	100%	100%
Not answered:	0	0%	-

Total answered: 10

Question 12

Ability of seminar leader to encourage broad participation:



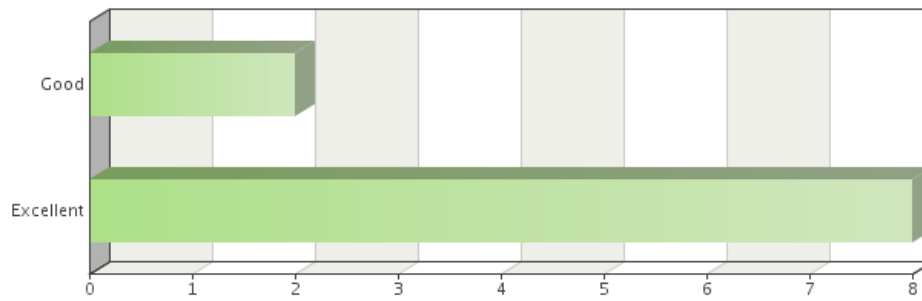
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Fair	1	10%	10%
Good	1	10%	10%
Very Good	3	30%	30%
Excellent	5	50%	50%
Sum:	10	100%	100%
Not answered:	0	0%	-

Total answered: 10

Question 13

Responsiveness to student questions and opinions:



Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Good	2	20%	20%
Excellent	8	80%	80%
Sum:	10	100%	100%
Not answered:	0	0%	-

Total answered: 10

Question 14

Please list any particular strengths or weaknesses of the seminars:

Text input

Always student led meaning we get the specific questions we want to ask, answered. The group is a little large though. For logic i think it would be better to either have an additiona seminar still in the larger groups or split the groups further to ensure small class sizes.

Everyone should learn from Benjamin Martin's seminars (last term, they were great).

Ethan's seminar's basically consisted of doing problems related to the lecture, and answering people's question. Perhaps a less sophisticated structure would have benefitted me more personally, as there often times when the lecture left me a bit confused, and I would have preferred the seminar to focus on the theory, rather than just example questions.

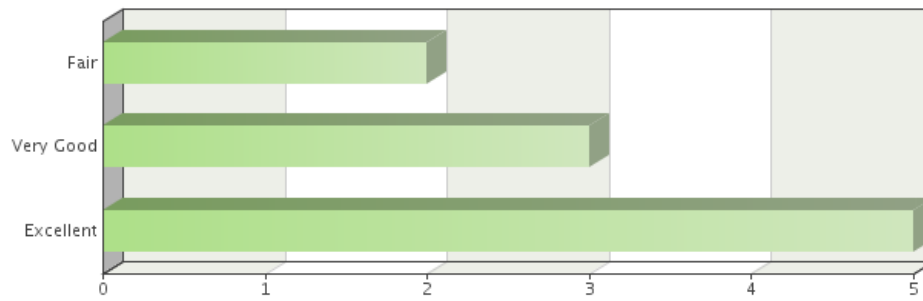
Any confusion from the lecture always cleared up; encourages a deeper understanding of logic as a whole, rather than just improving problem-solving technique

Sometimes focused too much on only one aspect of the lectures and then set homework on several aspects, some of which aren't covered in the seminar but the seminars are still really engaging and tend to be great for clarifying anything you don't understand

Lucky enough to have Ethan as a seminar leader, I have never come out of a seminar lacking in understanding. Furthermore, class is the first thing in the morning, his enthusiasm for Logic and Graeme Forbes makes turning up on time so much more likely.

Question 15

Overall view of the module:



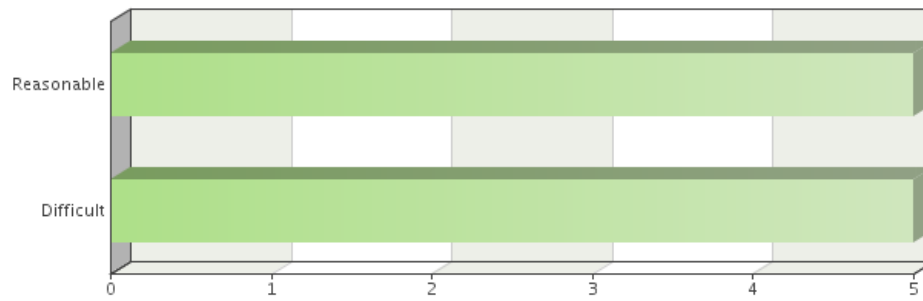
Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Fair	2	20%	20%
Very Good	3	30%	30%
Excellent	5	50%	50%
Sum:	10	100%	100%
Not answered:	0	0%	-

Total answered: 10

Question 16

Difficulty of the module:



Frequency table

Levels	Absolute frequency	Relative frequency	Adjusted relative frequency
Reasonable	5	50%	50%
Difficult	5	50%	50%
Sum:	10	100%	100%
Not answered:	0	0%	-

Total answered: 10

Question 17

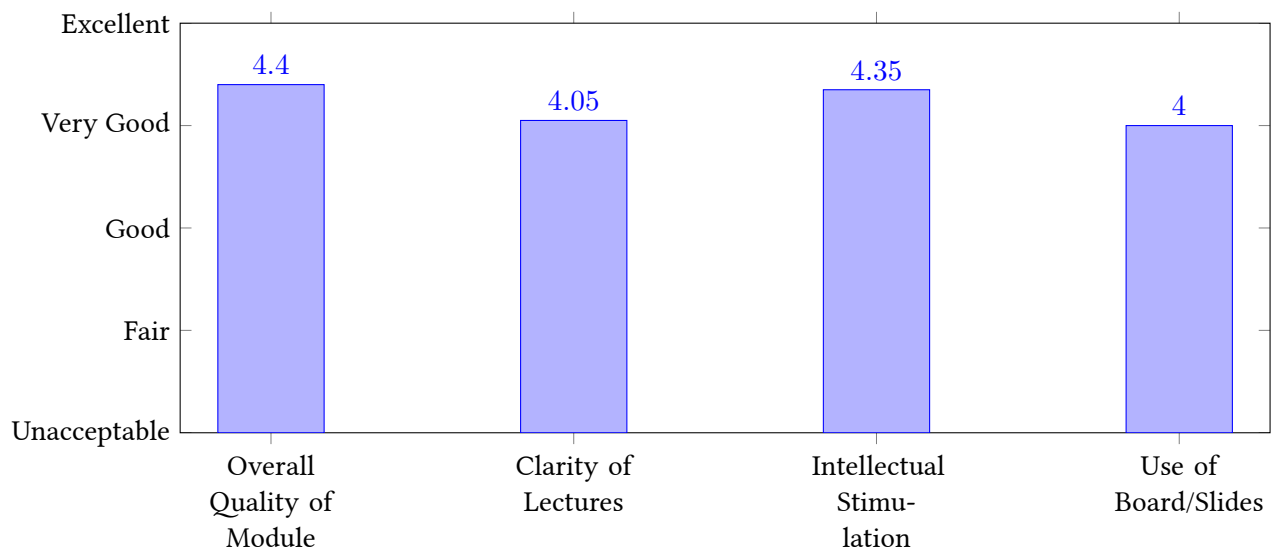
Do you have any suggestions on how to improve the module in the future or any other comments?

Text input

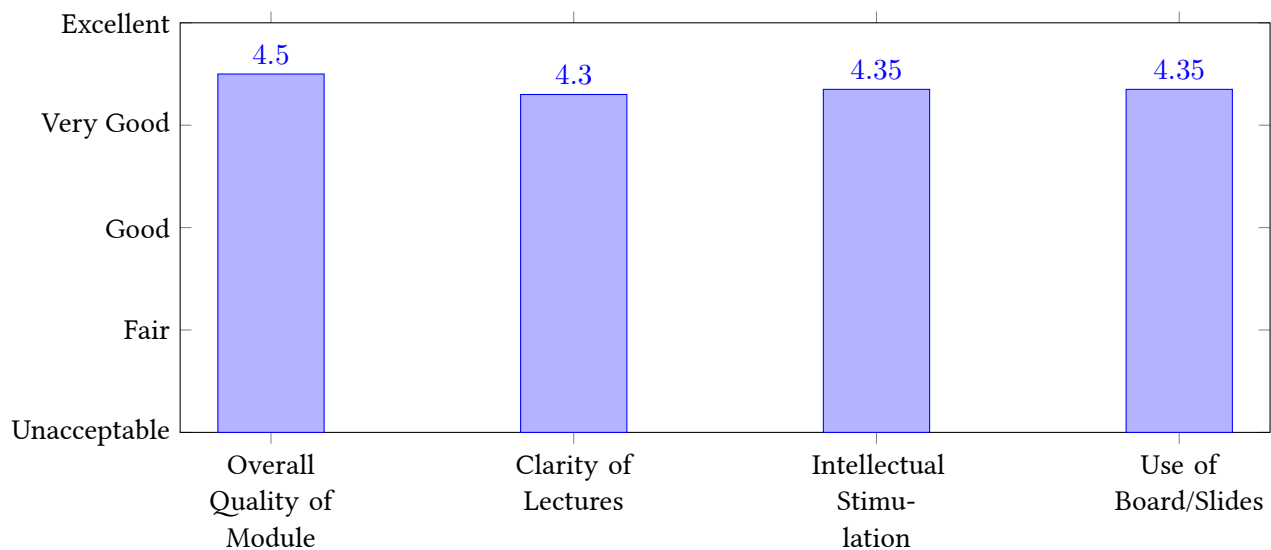
This is a really difficult module, for probably 90% of the people there. Ethan does an amazing job at making Logic interesting, and even entertaining, which in turn leads to people's engagement in it. Can't really think of anything that I would have changed.

Keep Ethan around!

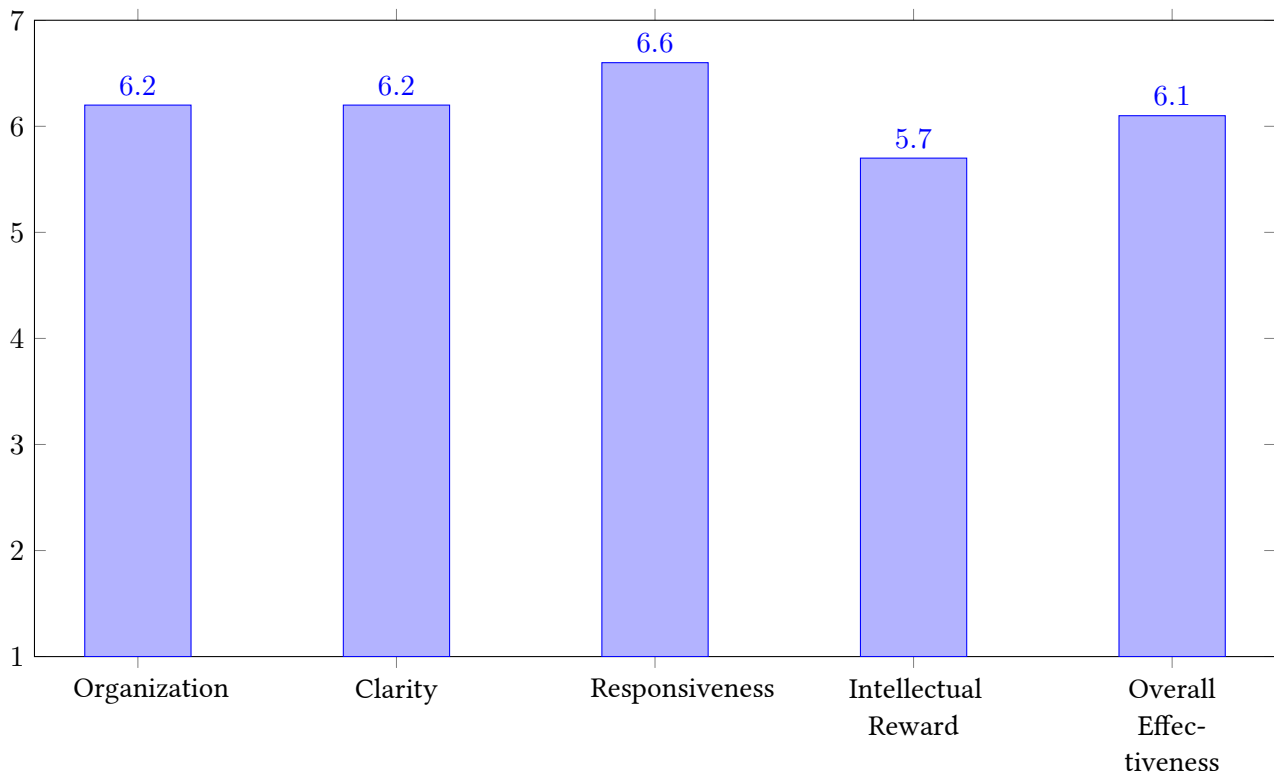
4.1.4 Philosophy of Language (UCL, Fall 2016, 21 responses)



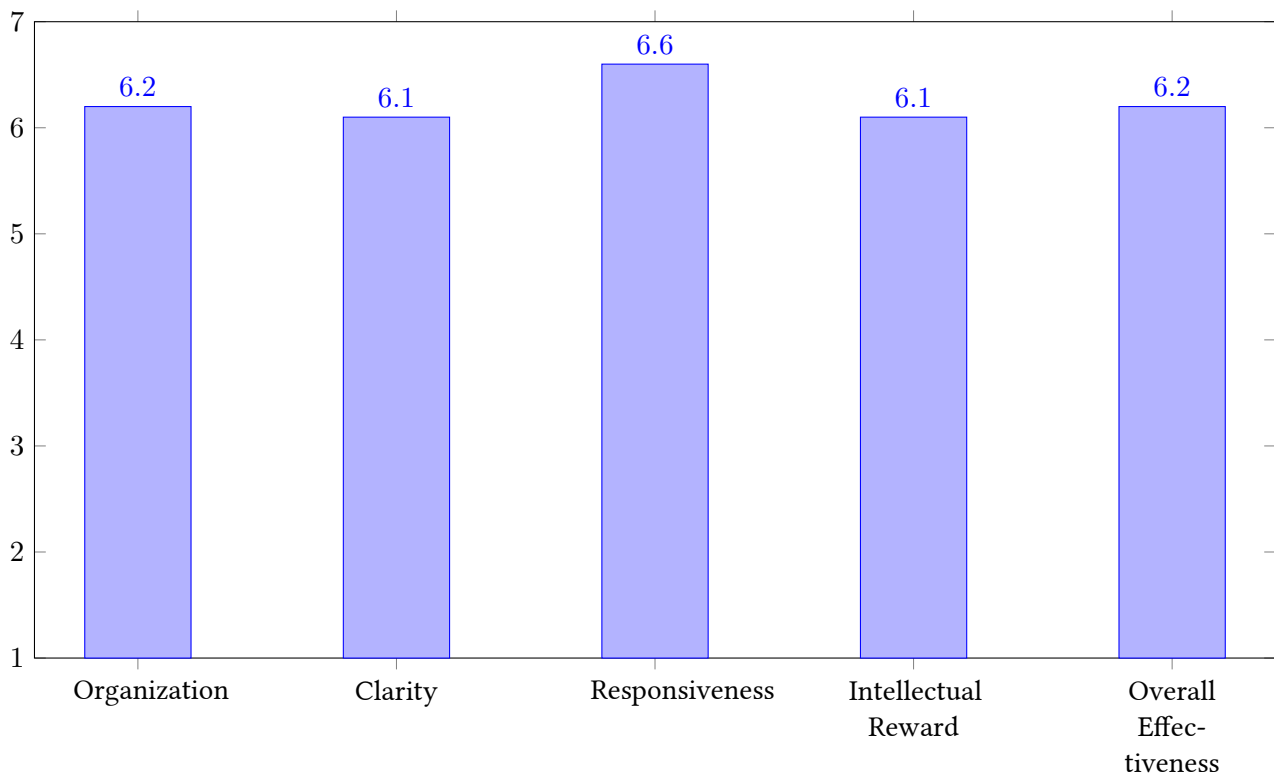
4.1.5 Logic 1 (UCL, Fall 2016, 91 responses)



4.1.6 Intro to Logic (UC Berkeley, Summer 2015, 32 responses)



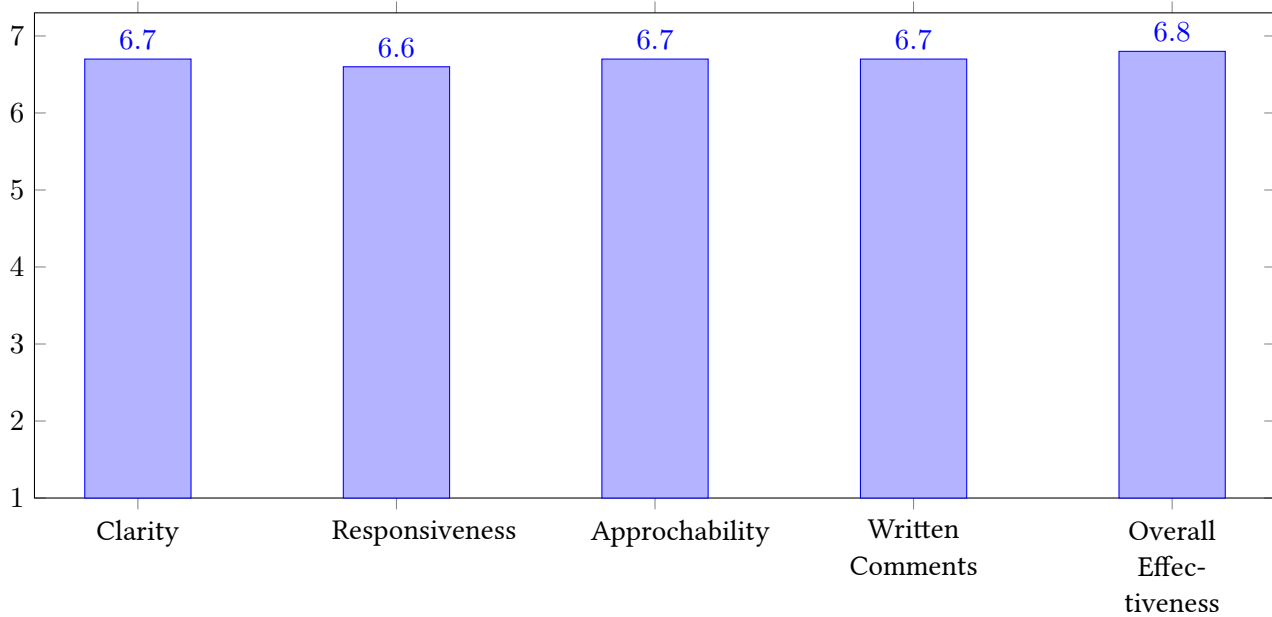
4.1.7 Intro to Logic (UC Berkeley, Summer 2014, 26 responses)



4.2 Evaluation Data for One-on-One Tutorials

4.2.1 Philosophical Methods (Spring 2009, Spring 2010, Fall 2010, Spring 2015)

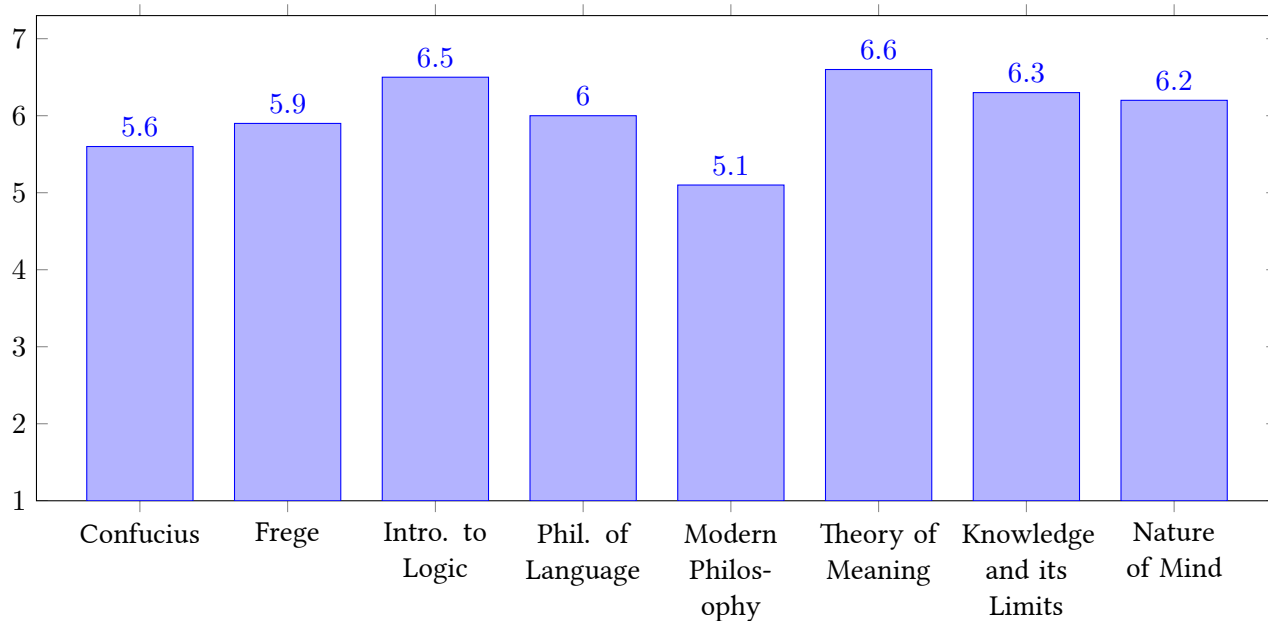
One of the characteristic features of the undergraduate philosophy program at UC Berkeley is the requirement that majors take a course called 'Philosophical Methods'. The topic of the course varies across semesters, but the structure is consistent: students meet their supervisor once a week for one-on-one tutorial sessions in which significant time is spent focusing on the student's writing. I have supervised 37 students in tutorials, most commonly on metaphysics, the philosophy of mind, and moral psychology.



4.3 Evaluation Data for Courses taught as Teaching Assistant

4.3.1 Quantitative Data from Various Courses at UC Berkeley

The data represented below are for the average response to the question of how effective an instructor is overall, on a scale from 1-7.



4.3.2 Narrative Feedback from Various Courses at UC Berkeley

Confucius (Fall 2015)

Selected Feedback (15 responses)

- Freshman (Phil.): “Ethan did a great job in both guiding discussions during section and giving feedback for our essays. He was particularly good at leading discussions in a way that got us to engage with our ideas, not just his.”
- Freshman (Comp. Sci.): “Ethan is a pretty great GSI, his discussions were actually discussions, and the most fun I’ve had in section. Very good coverage of important ideas, excellent facilitation of conversation, and good at guiding us without controlling us.”
- Sophomore (Biochem.): “He was individually helpful both through emails and in office hours. Great job! He led discussion by guiding us, rather than simply telling us.”

Frege (Fall 2012)

Selected Feedback (18 responses)

- Junior (Business): “Regarding written work, Ethan was extremely helpful and available to me, which helped me tremendously with my success in his class, being the only non-philosophy major.”
- Junior (Phil.): “Ethan knew the coursework well, and stimulated discussions in a very Socratic manner. He is interactive and makes sure that students’ questions are answered. He simultaneously encourages discussion of topics that are tangential to the lecture (but interesting to students), yet manages to cover the information from lecture. Ethan didn’t speak *at* us, but rather, *to*, and *with* us. This was truly a discussion section, rather than a secondary lecture. This was the best section I’ve had out of numerous philosophy classes.”

- Junior (Phil.): “Ethan always had really interesting material to discuss, explained very complicated ideas clearly, and was very responsive to student questions and comments. He was always available for extra help outside of section.”

Introduction to Logic (Summer 2011)

Selected Feedback (13 responses)

- Junior (Phil.): “Ethan had a great understanding of the material and more importantly could convey his thoughts clearly—even more so than the professor. His ability to explain clearly the concepts of logic, which were not the easiest for me [was the most distinctive aspect.]”
- Sophomore (Anthro.): “Ethan showed great mastery of the subject and was always accessible if we had questions. He was very interesting and funny and that made sections worthwhile to go to. From his examples and the way he explained stuff at a good pace, I felt like I’ve learned a lot and it has sparked an interest in the philosophy of language for me.
- Junior (Sociology): “Ethan was great! He’s really informative and knows how to make difficult concepts really relatable. He was willing to take as much time as necessary to go over work.”
- Junior (Phil.): “He was interesting and funny. Going to section was both fun and productive.”
- Senior (Phil.): “He displayed all qualities to the fullest.”

Philosophy of Language (Fall 2009)

Selected Feedback (37 responses)

- Junior (Cog. Sci.): “Ethan was a fantastic TA, the most approachable TA I’ve had in my three years at UCB, and his sections were relaxed, fun, and very informative. He really knows his stuff and lets us get involved in the discussion, which is really important for a philosophy class.”
- Junior (Cog. Sci.): “Ethan facilitated fantastic discussion sections. Never have I been more challenged to REALLY think in all my life. He is funny and easily approachable and has a masterful grasp of course material. We learned from each other, modulated by his expertise and perspective.”
- Junior (Phil.) “The most personable TA I’ve had, which is important for a TA’s ability to successfully communicate with students, especially during discussion. Thank you!”
- Junior (Phil.): “I like that it felt like a thoughtful conversation. Ethan knew the material to such an extent that was impressive for a TA. His style is such that our curiosity led the discussions and he always had a clear idea of the material so we could be guided.”
- Senior (Phil.): “Great feedback on papers; best I’ve gotten from a TA.”

Modern Philosophy (Summer 2009)

Selected Feedback (19 responses)

- Sophomore (English/Physics): “He excelled at leading/facilitating class discussions and was very responsive.”

- Senior (Phil./German): “Having very open discussions was distinctive and stimulating.”
- Senior (Biochem./Psych.): “Ethan was VERY AVAILABLE and approachable, very helpful during office hours.”

Theory of Meaning (Fall 2008)

Selected Feedback (14 responses)

- Senior (Phil.): “Ethan is a wonderful TA, exceptional speaker, sections were insightful and well led. Very creative person.”
- Senior (Phil.): “Ethan was incredibly helpful one-on-one and I feel like I learned the most in discussion with him. He was prepared for section and always seemed to be exploring the material with us instead of telling us what we should be doing.”
- Junior (Phil.): “Ethan explains things very clearly and knows the course material well. He’s very good at facilitating discussions. He really is able to create a sense of participation in philosophy in his section; I never felt like he was just lecturing us.”
- Senior (Phil.): “Ethan’s relaxed personality made everyone feel comfortable to ask whatever questions they wanted. He was supportive of all comments and never told anyone they were wrong.”

Knowledge and its Limits (Spring 2008)

Selected Feedback (24 responses)

- Junior (English): “This guy rules! He is accessible to students and facilitates discussion. Also, comments on papers were helpful and intuitive. Unclear issues worked through with accessible examples and earnest, helpful attitude.”
- Junior (Molecular Bio.): “My TA is excellent; he encourages me to go to office hours and when I finally had the courage to go, he spent a whole hour helping understand the material and with my paper. What I greatly appreciate is how after he explained something, he would ask me to repeat it in my own words, which reinforced the material in my mind. I’m absolutely happy to have a sincere TA like him, and he made me enjoy philosophy more.”
- Freshman (Und.): “Ethan was just really good at making material presented in the lecture and reader accessible and understandable. He was very charismatic and funny and enjoyable to listen to.”

Philosophy of Mind, (Fall 2007)

Selected Feedback (30 responses)

- Sophomore (Art History): “Ethan was super awesome, he presented the material better than the professor did. He connected with the students and was always prepared. He knew his material wonderfully.”
- Freshman (Cog. Sci.): “Ethan speaks and teaches in a way that is clear, easy to relate to, and easy to understand. Great TA with exceptional talent for teaching.”

- Sophomore (Psych.): “Class conversations were fun and stimulating. I brought our talks home to my family. Great sense of humor, made conversation interesting.”