

Faculty Member: **Murdie, Amanda**

 Course #: **POLSC 712**

 Hr./Days: **705 T**

 College: **Arts & Sciences**

 Term: **Fall 2011**

Responses from 13 of the 17 enrolled (76%)

Offered: 12/01/11 - 12/16/11

Overall Effectiveness

	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Obtained Responses								
1. Overall effectiveness as a teacher	0	0	1	5	7	0	0.6	4.5
11. Increased desire to learn about the subject	0	0	1	2	10	0	0.6	4.7
14. Amount learned in the course	0	1	0	1	11	0	0.8	4.7
	Statistics						Comparative Status²	
	Raw			Adjusted³			Raw	Adjusted³
Averages and Comparative Status								
1. Overall effectiveness as a teacher	4.5			4.3			HM	HM
11. Increased desire to learn about the subject	4.7			4.5			H	H
14. Amount learned in the course	4.7			4.5			H	H

Ratings of Student Attributes and Instructional Styles

	Number Responding [VL=1, VH=5]						Statistics	
	VL	L	M	H	VH	OMIT	SD ¹	AVG
Relevant Student Attributes								
12. Interest in the course before enrolling	0	2	1	2	8	0	1.1	4.2
13. Effort to learn in the course	0	0	0	6	7	0	0.5	4.5
Instructional Styles								
A. Establishing a Learning Climate								
2. Made the course goals and objectives clear	0	0	0	1	12	0	0.3	4.9
3. Well prepared for class	0	0	1	1	11	0	0.6	4.8
5. Interest in helping students learn	0	0	0	2	11	0	0.4	4.8
10. Willingness to help outside of class	0	0	0	2	11	0	0.4	4.8
B. Facilitating Student Learning								
4. Explained the subject clearly	0	0	2	5	6	0	0.7	4.3
6. Stimulated thinking about the subject	0	0	1	2	10	0	0.6	4.7
7. Made helpful comments on student work	0	0	0	3	10	0	0.4	4.8
8. Grading procedures fair and equitable	0	0	1	0	12	0	0.5	4.8
9. Realized when students did not understand	1	0	2	3	7	0	1.2	4.2

Instructor's Description of Class

A. Type of class	Seminar, Skills/Activity, Laboratory, Practicum
B. Class size	Much too large
C. Physical facilities	Unsuitable
D. Previously taught this course?	1
E. Approach significantly different this term?	Yes
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	Low
K. Student effort to learn	Variable; sometimes high, sometimes low
L. Additional comments?	No additional comments

¹ 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

Faculty Member: **Murdie, Amanda**Course #: **POLSC 712**Hr./Days: **705 T**College: **Arts & Sciences**Term: **Fall 2011****Additional Comments**

1.	<p>Additional Comments</p> <ul style="list-style-type: none">• Dr. Murdie went out of her way to make sure that students understood this subject. Game theory is inherently difficult, and she made it accessible to a wide range of students (Undergrad, Grad; Political Science, Security Studies, and even some Journalism students). It definitely took a lot of work on the students' part, but as long as you did the assignments, you were able to understand the subject well. The setup of the questions in the Morrow textbook was not the best (a lot of times, it forced you to jump around the book in order to answer 1 question). I preferred the Dixit, and even the McCarty.• Throughout my time at KSU i am hard pressed to say that i have had a better teacher than proffesor Murdie. Teaching Game Theory is a daunting task that Dr. Murdie undertakes well. could not be happier with what i have learned in this class• Dr. Murdie does a great job, she's a genius.• Our professor is well read and knowledgeable. She is overworked and highly busy and in-demand professionally--which is all good. The subject matter is tough though, and she speeds through the math a little too quickly. If she slowed down, that would help us.• A technological solution allowing remote students to see the class while they (in Manhattan) simultaneously see the slides. Perhaps dual monitors or something.• - Professor always lectured so fast and didn't realize that whether or not the students are understanding the stuff. - My assignments weren't graded with care and the grading was too lenient. Most the of times, I have to catch my own mistakes from the graded assignments to learn. This aspect of the grading hampered my learning to a greater degree. - Given that it was an optional course, I felt frustrated and sometimes overburdened with so many assignments with average learning.• I would have liked to have had a lab or study group for this class; more organized practice would have been nice.• Dr. Murdie is an outstanding instructor. In touch with students, and clearly motivated to not just help them, but help them LEARN. That said, I offer just one recommendation - as a subject matter expert, keep in mind the need to occasionally slow down a bit for "the dumb kid". At times, learning model was a bit too fast with no "repetition".
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