

Summary of Evaluations

Courses Taught:

Trinity College:

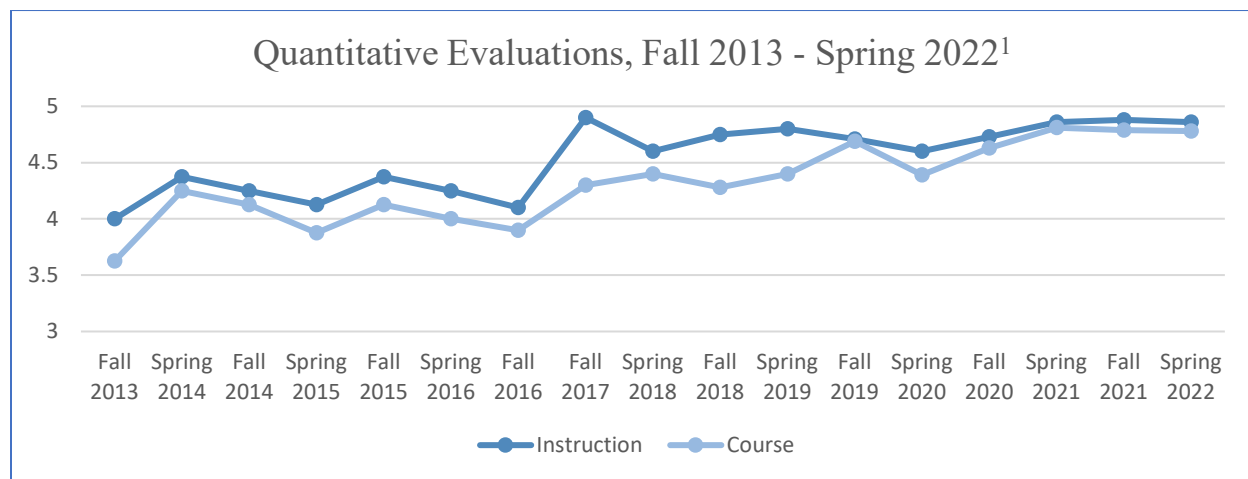
Ethics	Spring 2022
Modern Philosophy	Fall 2020, Spring 2022
Introduction to Philosophy	Spring 2021, Spring 2022
Introduction to Phenomenology	Fall 2019, Fall 2020
Philosophy of Perception	Fall 2021
Theory of Knowledge	Spring 2020, Fall 2021
Early Modern Philosophy	Spring 2021
The Embodied Mind: Merleau-Ponty	Spring 2020, Spring 2021
Symbolic Logic	Spring 2020
	Fall 2019

Marquette University:

Foundations in Philosophy	Spring 2019, Fall 2018
Theory of Ethics	Fall 2018

University of Kentucky:

History of Philosophy II: From the Renaissance to the Present Era	Spring 2018
Metaphysics and Epistemology	Fall 2017, Spring 2018
Introductory Logic – Online	Spring II 2018
Introductory Philosophy: Knowledge & Reality	Fall 2017
Existentialist Thought & Literature	Fall 2016
Philosophy of Human Nature	Fall 2015
Introductory Philosophy: Morality & Society	Fall 2014, Spring 2015, Spring 2016, Fall 2016
Introductory Logic	Fall 2013, Spring 2014
Ancient Philosophy (TA)	Spring 2013



¹ Evaluation scales vary by institution; I have converted all to a scale from 1 (lowest) to 5 (highest).

Overview of Recent Evaluations:

Summary of Recent Quantitative Evaluations ²	Semester	Overall Quality of Teaching	Overall Value of Course
Ethics	Spring 2022	5	4.8
Modern Philosophy	Spring 2022	4.8	4.8
Introduction to Philosophy	Spring 2022	4.8	4.6
Phenomenology	Fall 2021	5	5
Philosophy of Perception	Fall 2021	4.8	4.6
Early Modern Philosophy	Spring 2021	4.9	4.9
Introduction to Philosophy	Spring 2021	4.9	4.8
Theory of Knowledge	Spring 2021	4.8	4.7
Introduction to Philosophy	Fall 2020	4.8	4.8
Modern Philosophy	Fall 2020	4.5	4.4
Philosophy of Perception	Spring 2020	4.7	4.5
Early Modern Philosophy	Spring 2020	4.5	4.2
Introduction to Philosophy	Fall 2019	4.6	4.6
Symbolic Logic	Fall 2019	4.9	4.9

² From Spring 2017 to Spring 2018, quantitative evaluations are on a scale from 1 (=poor) to 5 (=excellent). For reference, the UK College of Arts & Sciences averages for Fall 2017 were 4.2 for Overall Quality of Teaching and 4.0 for Overall Value of Course. Prior to Fall 2016, quantitative evaluations are on a scale from 0 (=poor) to 4 (=excellent), but have been converted to a 5 point scale for convenience. Scores at Marquette (Fall 2018 and Spring 2019) are on a scale from 1 (=very poor) to 6 (=excellent), but have been converted to a 5 point scale. For comparison, my scores were, on average, in the 7th decile within the College of Arts and Sciences, meaning the medium rating in those classes was above the median rating for 70% of all classes. Scores at Trinity College are on a scale from 1 (=very good) to 4 (=very bad). For comparison, I have reversed the values and converted them to a 5 point scale.

Detail of Quantitative Evaluations for Recent Courses Taught:

Further Quantitative Information, Trinity ³	Semester	Effectiveness of Instructor's Presentations	Effectiveness of Class Sessions	Effectiveness of Assignments
Ethics	Spring 2022	1.0	1.2	1.2
Modern Philosophy	Spring 2022	1.1	1.1	1.3
Introduction to Philosophy	Spring 2022	1.1	1.3	1.4
Introduction to Phenomenology	Fall 2022	1.0	1.0	1.1
Philosophy of Perception	Fall 2022	1.2	1.4	1.3
Early Modern Philosophy	Spring 2021	1.1	1.1	1.3
Introduction to Philosophy	Spring 2021	1.1	1.2	1.3
Theory of Knowledge	Spring 2021	1.2	1.2	1.2
Symbolic Logic	Fall 2019	1.1	1.0	1.2

Further Quantitative Information, Marquette ⁴	Semester	Impact of Class on Problem Solving Abilities	Impact of Class on Oral and Written Communication	Instruction Encouraged Student Participation
Foundations in Philosophy	Spring 2019	5.4	5.5	5.8
Foundations in Philosophy	Fall 2018	5.5	5.3	5.7
Theory of Ethics	Fall 2018	5.4	5.9	5.9

³ Rated on a scale of 1 (highest) to 4 (lowest).

⁴ Rated on a scale of 1 (lowest) to 6 (highest).

Selected Recent Qualitative Evaluations

(Scanned forms available upon request. Edited for grammar and brevity.)

Motivation and Interest:

“I constantly felt as though there was ample motivation and encouragement for me to learn and work. Nothing felt like it was assigned purely for the labor of it; everything we did felt very meaningful, and oriented towards the objective of making us better thinkers and more knowledgeable students of philosophy. It's very obvious that the professor teaches this course because he enjoys it and wants others to enjoy it as well.” – Spring 2021

“Starting from scratch, I feel as though my argument-interpreting skills have certainly improved. My favorite/most challenging part of this course was the ‘arguments in the wild,’ where we looked for examples of course material in articles/posts/videos. ... I found it very interesting to see how this course material could be seen in the real world (or ‘the wild’)” – Fall 2019

“In my opinion, a FANTASTIC selection of readings. Very insightful, very thought-provoking, adequately challenging. ... Everything felt appropriately cumulative, and the discrete sections of the curriculum followed from one another in an obvious and intuitively sensical way. ... Not once did I ever ask myself, ‘Why are we learning about this?’ The foundations for the current unit were always present somewhere in the previous unit, and the foundations for the next were always hidden somewhere in the current.” – Spring 2021

Developing Civic Skills:

“Dr. Antich does a great job of facilitating conversation in class in a way that makes everyone feel comfortable to speak even if people see an issue differently. I imagine this must be an especially difficult task, because for so many of these questions there isn't a clear "right" answer, so the topic needs to be considered from multiple angles. I also have to say that I was so impressed with the collegiality, respect, and kindness that our professor was able to foster in class. I was in one of the first groups for the debates, and I expected there to perhaps be some animosity between the two groups, because whenever there were debates in high school it happened that way. I was pleased to see that it appeared that in all the debates there were respect and goodwill, and I felt like everybody was able to learn far more as a result of this. Not only was it a more pleasant environment to be in, but we were able to focus on the topic rather than who's right, or who's winning.” – Spring 2021

Class Sessions:

“Very worthwhile. We are asked to analyze complex and important philosophical texts, so it was deeply helpful to have Dr. Antich break the readings down to clarify and help us understand the material. Besides the classes serving as a way to learn more, it was very useful hearing my peers' thoughts on the subjects we discussed. There were numerous times where I did the reading and had an argument planned and felt that there didn't exist any strong counter arguments, but then Ally, or Carsten, or Miriam for example would bring up a point that I hadn't considered that was so strong.” - Spring 2021

“Our in-class sessions were my favorite part of this class. This is one of the few ‘seminar’ classes that I have taken that fully committed to the seminar style.” – Fall 2021

Feedback:

“I found all the comments that the professor gave on my work to be helpful in improving my ability to construct essays/arguments in philosophy. He was effective in pointing out where I wasn't completely grasping the philosopher's argument and was really good at encouraging me to want to continue putting effort into the class through comments that acknowledged when I had created compelling arguments for the assignments.” – Spring 2021

“He was very fair – actually the only teacher I had who wasn't super lenient, which made me work harder.” – Fall 2021

Assignments:

“I loved the essays and Argument Posts! They provided a fantastic opportunity for students to not only demonstrate their knowledge about and understanding of the readings and material, but also to weigh in on philosophical issues with their own perspectives. Weekly completion of Reading Worksheets was also a vital prerequisite to fully grasping the each of the readings and their author's arguments; without them, it would've been much easier to merely gloss over the readings rather than analyze them thoroughly, and much harder to retain their contents.” – Spring 2021

“I loved writing responses/papers for this class. Professor Antich permitted us to conduct independent Phenomenological investigations of topics broadly relevant to whatever was recently discussed in class. Independent analysis, thought, and theory permeated all evaluative assignments.” – Fall 2021

Skills:

“His goal wasn't just to teach philosophy--it was to teach us valuable skills that can be applied in other courses. I appreciated this immensely, as I'm not a philosophy major, but I found interest in this class.” – Spring 2020

Course Design:

“I think the design of this course is very well suited to the material being covered. When you are required to submit the reading assignment, you are jotting down your own ideas and making notes of what you thought was important to take away. It gives you the opportunity to develop your analytical skills. And then, once the material is discussed in class, you get a whole new view on what important questions or premises you should have paid attention to. These come from the other students and the professor, which make for great discussion that was always welcomed.” – Spring 2021

Majoring:

“As I mentioned above, Prof. Antich was an excellent professor. I've had him for two semesters now and will have him again this spring. Through his method of teaching philosophy, I have been able to find myself drawn to it so much as to declare it as a major. He makes the structure of philosophical thinking very clear, which is important and not easy to do. One can tell he's genuinely curious about what students have to say and is then able to directly relate that to the topic at hand.” – Fall 2020

General:

“If anyone asks me about one of Dr. Antich's courses, I will always recommend they take it. I truly have nothing but positive things to say. Professor Antich: - Has a kindness that allows everyone to feel comfortable in class and allows for useful participation that helps foster discussions that facilitate student understanding without creating a hostile environment - Is able to keep students engaged yet friendly and respectful in conversations, resulting in not only a pleasant discussion but a more useful and beneficial one - Is so generous with his time, and is patient with students like me who had so many questions, wanted to meet with him so many times, and had not taken a philosophy course before - Is able to teach the material in a way that is not only really interesting, but really clear and understandable. What more can a student ask for?” – Spring 2021