

T. S. Posteraro  
Teaching Statement

1. As an instructor of philosophy, my aim is to stage for my students an encounter with problems. That's what, for me, philosophy is about. For many, it doesn't begin in wonder, but in confusion. Philosophical thought emerges out of a provocation, an encounter with doubt and puzzlement, a felt incongruity. Thinking philosophically is an exercise in the calisthenics of these dissonances. There's nothing to lament here; it's the discipline's chief virtue. Confusion is too often coded negatively, a misfortune better avoided. But I think it's a necessary condition for creative thought. My goal as a teacher is to foster perplexity in the face of intransigent problems, to maximize the energy released in the encounters with them, and to help students learn how to harness that energy in the form of productive response.

2. I teach because I believe philosophy to be a relational affair: thinking is always thinking-with; one cannot think apart from those one learns from, speaks with, and teaches to. To occupy each of those positions is to extend one's opportunities to think and think differently in concert with others. And often the distinctions between each position break down completely, and productively: students become interlocutors, interlocutors become teachers, and so on. Beyond a site for the complication of my position as a teacher, I try to treat the classroom as a laboratory for the production of and experimentation with new ideas as well. My upcoming PHIL 003 class will serve largely as a test for the hypothesis that our ethical intuitions take shape in response to shifts in our collective self-understanding. I trace that relation from the ethics of Ancient Greek thought to its breakdown in the face of planetary ecological crisis and its reengineering in Promethean discourses of technology and their transhumanist possibilities.

3. Thinking critically is a skill; its development requires practice. I try to teach my students by example, from the pattern of readings I assign to the stance I take up toward them. I let my course readings constellate around problems, and I bring each of the course's thinkers into dialogue with them. I pair, for example, the study of the Stoic injunction to live according to nature with Nietzsche's challenge to our understanding of nature and how we understand ourselves with respect to it. I pair that challenge with a study of the naturalistic fallacy and the pernicious role it plays in a wide array of contemporary discourses. As a lecturer, I show my students in every class what it means to engage texts in this way, and how one cultivates a critical orientation toward a text's presuppositions, its goals, its structures of reasoning, and its blind spots.

4. To lecture is to navigate a shifting terrain of relations; it is to perform in concert with artifacts and with others, the importance of each of which fluctuates in tune with other changes. A high number of clarificatory student questions will bring the chalkboard to the fore as an instrument for the ongoing index of course terms, which I translate into an online glossary that develops as the course progresses. An especially energetic student response to particular ideas will prompt a reconfiguration of subsequent classes; I respond to that interest by distributing supplementary passages and having students work more closely on the ideas in them, in conversation with the primary text at hand. Questions that seem to polarize students may be accommodated by group work formatted to dissuade binary opposition: for instance, I break students into groups of *three* and ask that each formulate their own position on the issue. I try to meet a lack in student engagement on its own terms. If that lack grows out of a boredom with the material, then I try to contemporize the problems at play in it, whether in the form of discussion topics or supplementary materials (newspaper articles on current political issues that call back to the problems of the course); if it

indicates an unmanageable difficulty in the reading, then I isolate a small number of short, dense passages and work slowly through them in subsequent classes.

5. My goal is for this approach to texts—in terms of the problems that activate and the structures that undergird them—to reshape how my students engage in dialogue with the material as well as with each other. They will learn to anticipate alternative points of view and opportunities for criticism; and they will learn to see in a text the problems at stake for its author, as well as how those problems often continue to galvanize our thinking today. To this extent, I try to integrate the importance of close reading into a larger concern for the problems that animate the text and structure the milieu in which it was written. Sometimes it's important to take a step back from the text and to discuss the intellectual climate out of which it arose.

6. I gauge my success as a teacher across two categories of learning outcome. The first is developmental. Are the students engaged and enthusiastic about the material as the course unfolds? Are they excited about participating? Are they challenged, forced to wrestle with ideas that violate their frameworks of irreflective understanding? Do they respond to this challenge in a productive way? This is less a learning *outcome* as it is an immanent measure of the success of the course as it's taught. The second category is consequential. Do my students leave the course with a reasonably firm grasp on its various themes and how they work in different texts? Did they understand what it was that I was trying to communicate? Have they achieved a critical distance from the unexamined clichés and dominant ideological narratives that structured their initial responses to the problems at stake in the class? The production of this minimal form of liberation, coupled with an appreciation for the importance and productivity of problems, is for me the ultimate test of my efficacy as a teacher.



Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 5/3/2016 1:30 PM    **Semester:** 2015/16 SP  
**Instructor ID:** GZP132    **Instructor:** TANO POSTERARO












Course ID	Course Title	Students	Responses	Response Rate
201516SPUP__RPHIL_003_001	PHIL003 , Section 001: PERSONS/VALUE/LIFE	29	26	89.7%

### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 20	No: 2	I don't know: 0	N: 22	Percent Yes: 90.9%
<b>A2</b>	What grade do you expect to earn in this course?	A: 15 / 68.2%	B: 7 / 31.8%	C or lower: 0 / 0.0%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	9/35%	16/62%	26	6.58	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	5/19%	21/81%	26	6.81	0	

### Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 8%	9/35%	15/58%	26	6.50	0	
<b>B002</b>	Rate the effectiveness of the examples used to clarify difficult concepts.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 8%	8/31%	16/62%	26	6.54	0	
<b>B003</b>	Rate the clarity of the instructor's explanations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 8%	5/19%	19/73%	26	6.65	0	
<b>B004</b>	Rate the instructor's skill in using visual as well as verbal communication.	0/ 0%	0/ 0%	0/ 0%	1/ 4%	5/19%	8/31%	12/46%	26	6.19	0	
<b>B005</b>	Rate the instructor's skill in relating course material to real life situations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	7/27%	18/69%	26	6.65	0	
<b>B006</b>	Rate the clarity of the examples used.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	4/15%	6/23%	16/62%	26	6.46	0	
<b>B008</b>	Rate the effectiveness of the instructor's definitions of terms, concepts, and principles.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	3/12%	9/35%	14/54%	26	6.42	0	
<b>B009</b>	Rate the effectiveness of the instructor's explanations of why certain processes, techniques, or formulas were used.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 9%	6/26%	15/65%	23	6.57	3	
<b>B010</b>	Rate the instructor's skill in handling students' questions and comments.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	3/12%	22/85%	26	6.81	0	
<b>B011</b>	Rate the instructor's pacing of lectures and presentations to allow for note taking.	0/ 0%	0/ 0%	0/ 0%	1/ 4%	0/ 0%	7/27%	18/69%	26	6.62	0	
<b>B012</b>	Rate the effectiveness of the instructor as a classroom leader.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	6/23%	19/73%	26	6.69	0	

<b>B013</b>	Rate the effectiveness of the instructor as a speaker.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	4/15%	21/81%	26	6.77	0	
<b>B014</b>	Rate the instructor's skill in organizing classroom activities.	0/ 0%	0/ 0%	1/ 4%	1/ 4%	0/ 0%	10/40%	13/52%	25	6.32	1	
<b>B015</b>	Rate the instructor's skill in using a variety of teaching methods.	0/ 0%	0/ 0%	1/ 4%	1/ 4%	5/20%	9/36%	9/36%	25	5.96	1	

### University Open Ended Items

#### Open 1 What helped you learn in this course?

- Going to office hours and asking questions in class.
- Lecture really helped me learn in this course.It was extremely helpful in my ability to learn and retain information and the readings really tied in the material learned in lecture.
- Paying attention to the lecture, asking questions when things needed clarifying
- review sessions held before the exam. having an overview of the author and reading. talking it out with classmates. being able to relate to the reading by life examples.
- Listening to lecture Very enthusiastic Clearly defined lessons, and structure lecture around it. (made it easy to organize notes) Availability to help and ask questions Thorough preparation for exams
- He explains very well the readings that we are to finish before class. This helps tremendously as these readings are usually hard in concept and hard to follow.
- I think all the lectures were extremely helpful as they clearly explained the concepts which were a bit more difficult to understand through the readings. When concepts and thoughts were compared to relatable things, I found it much easier to understand. I also think Tano's willingness to answer questions was extremely helpful as it made the learning environment much more comfortable.
- Tano was passionate and enthusiastic about the material that he was presenting us, so it kept me interested.The real life examples he gave were very applicable.
- Tano is young and is able to help us better understand the concepts pf Philosophy. He used examples that were easy to understand and grasp
- The readings.
- the professor
- The professor was very clear on instructions and making the notes clear and understandable. The study guides where extremely helpful as well, they served as a great refresher for topics we had previously learned. Going to class is definitely a staple in receiving a good grade as well.
- The instructor was great. He presented a different take on life and ways of thinking. It was excellent overall.
- Examples and metaphors to explain the different concepts
- What helped me learn in this course were professor Tano's different teaching methods. If I was having difficulty he would have different teaching approach to make my problem easier to understand.
- The explanations helped because some of the material could have been difficult if Tano did not explain it in the way he did.
- The lectures are so engaging and interesting. The review day before each exam was extremely helpful as well.
- The way the teacher went over the reading material was very helpful.
- Lectures, his review of the readings
- The lectures were very easy to follow, even though a lot of information was presented. Tano was always prepared for class and was able to answer questions clearly. He made sure that everyone understood all concepts, and was willing to make adjustments to the way that material was presented according to our needs. He was very helpful in connecting class material to relatable examples and previous concepts, and in helping us prepare for tests by actually understanding (rather than just memorizing) information.

#### Open 2 What changes would improve your learning?

- For me, this class was fine as it is. Some people might appreciate more classroom (student to student) interaction, but it does not seem to be necessary in each class. I really liked the review for the second exam when we worked in groups to discuss topics on the study guide and then Tano helped us make sure we had thought of everything. I think this helps us make sure that we understand the concept fully, and help each other in areas where we are missing notes, did not make a connection between information, etc. Maybe review for each exam could involve something like this.
- I think some more group work or classes solely for discussion.
- Make the readings mandatory, that way people feel more inclined to read them and so that they can get the most out of the topic being taught. They're nice supplements, but unfortunately I think they're unappreciated by the majority of the students because almost no one reads them (that's my impression, at least).
- None
- A more organized set of notes would improve my learning because sometimes things were out of order and my own notes confused me.
- If he employed different methods of teaching. Most classes he follow the same routine.
- N/A
- A little more structured so i could have a better idea what wpuld be on exams, like for the last one
- The only thing I would suggest is putting grades onto ANGEL so students know what their grade is going to be throughout the semester.

explaining concepts a little better that the students don't usually know how to define them. usually if students are asking questions it means they are understanding the material, and if they are not asking questions, that means they don't really get the concepts

nothing, he's the boul

None, Tano did a great job helping students improve on his assignments.

nothing

Honestly, maybe having a cumulative final because I look back and have trouble remembering the information from the beginning and middle of the semester, and because it was so interesting, I wish I was able to better remember it. Maybe having to go back and review everything for a final exam would bring back all of the forgotten details.

I would improve pacing of the course, in that sometimes the lectures would become drawn out.

n/a

Unrestricted Items

<b>Philosophy Question</b>	Rate the course in terms of how much you learned in it.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 8%	12/46%	12/46%	26	6.38	0	
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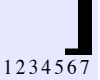
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**Reporting Date:** 1/5/2017 2:06 PM    **Semester:** 2016/17 FA  
**Instructor ID:** gzp132    **Instructor:** Gaetano Posteraro




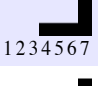
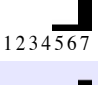
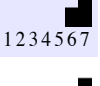


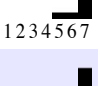
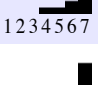

Course ID	Course Title	Students	Responses	Response Rate
201617FAUP__PPHIL_13__001_1__21681--23990	PHIL13- Phil Nature and Env	35	31	88.6%




### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 14	No: 4	I don't know: 3	N: 18	Percent Yes: 77.8%
<b>A2</b>	What grade do you expect to earn in this course?	A: 17 / 81.0%	B: 4 / 19.0%	C or lower: 0 / 0.0%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	8/26%	22/71%	31	6.68	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	3/10%	28/90%	31	6.90	0	

### Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 6%	9/29%	20/65%	31	6.58	0	
<b>B002</b>	Rate the effectiveness of the examples used to clarify difficult concepts.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	6/19%	24/77%	31	6.74	0	
<b>B003</b>	Rate the clarity of the instructor's explanations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	6/19%	24/77%	31	6.74	0	
<b>B004</b>	Rate the instructor's skill in using visual as well as verbal communication.	0/ 0%	0/ 0%	0/ 0%	4/13%	4/13%	5/16%	18/58%	31	6.19	0	
<b>B005</b>	Rate the instructor's skill in relating course material to real life situations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	2/ 7%	27/90%	30	6.87	0	
<b>B006</b>	Rate the clarity of the examples used.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	7/23%	24/77%	31	6.77	0	
<b>B008</b>	Rate the effectiveness of the instructor's definitions of terms, concepts, and principles.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	7/23%	22/73%	30	6.70	0	
<b>B009</b>	Rate the effectiveness of the instructor's explanations of why certain processes, techniques, or formulas were used.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 4%	6/21%	21/75%	28	6.71	2	
<b>B010</b>	Rate the instructor's skill in handling students' questions and comments.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	2/ 7%	26/90%	29	6.86	0	
<b>B011</b>	Rate the instructor's pacing of lectures and presentations to allow for note taking.	0/ 0%	0/ 0%	0/ 0%	1/ 3%	1/ 3%	5/17%	23/77%	30	6.67	0	
<b>B012</b>	Rate the effectiveness of the instructor as a classroom leader.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 7%	4/14%	23/79%	29	6.72	0	

<b>B013</b>	Rate the effectiveness of the instructor as a speaker.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 7%	28/93%	30	6.93	0	
<b>B014</b>	Rate the instructor's skill in organizing classroom activities.	0/ 0%	0/ 0%	0/ 0%	2/ 7%	4/13%	7/23%	17/57%	30	6.30	0	
<b>B015</b>	Rate the instructor's skill in using a variety of teaching methods.	0/ 0%	0/ 0%	0/ 0%	4/14%	3/11%	5/18%	16/57%	28	6.18	0	

### University Open Ended Items

#### Open 1 What helped you learn in this course?

- Explanations of concepts and applications to the real world
  - Having Tano as a professor was fantastic. He was so chill and open to hear anything we had to say. He was very personable and made interaction easy and enjoyable. Discussions never felt forced, and he always had something incitement to say about whatever direction our conversation led.
- Open discussion and encouragement to engage/ask questions
  - Tano is a great teacher and an even better person. I loved coming to his class and listening to him discuss issues in philosophy and he always asked for our participation and encouraged it. He was always very straight forward with how grading worked and always made sure that we understood the lessons ad even cared that we enjoyed them. This was my favorite class of the semester and would take any class Tano taught in the future.
  - Talking one on one with the professor outside of class time to get further explanation with course topics.
  - Very good at making confusing topics easy to understand and was very clear on what was expected.
- attending lecture
  - Tano is an amazing teacher, my favorite in college so far. His lectures are interesting and I very much enjoyed coming to this class. He explains things well and asks for questions constantly. He goes through material at a nice pace and allows for plenty of note taking time.He is the coolest dude and I loved having him as a teacher.
  - The lectures were very helpful for explaining the concepts covered in the readings. Some of the readings were a little difficult to understand but the way Professor Tano read through parts of them and explained the overall meaning really helped me learn n.
- Discussing real life examples
  - Tano had a very good grasp on what it was that he was teaching so he was always able to explain the concepts in class effectively and simplify his explanations if someone had a hard time grasping the concept. Definitely one of my favorite classes I've taken at Penn State and a nice change in pace from my usual business classes.
  - Listening to Tano. He knows the material very well and is great at passing it on to his students.
  - Tano really helped, giving in depth examples relating everything to what was happening now. Most of the material was from way back in the past and that can definitely be hard to teach to a group of college students and he did it well.
- Readings, Lecture, discussion during class
  - In class lectures as well as the corresponding article readings have helped me learn in this course.
- In class discussion
  - his lectures and how he related it to real life situations
- Lectures
  - That it was not super work intensive. Most of the gen eds I've taken consume you in busy work to the point that you are more focused on getting the work done rather than learning the material. In this class we didn't have much work outside of class, and I learned more than other other general class that I've taken.
  - The connections the professor made to the real world during his lectures.
  - How we were allowed to provide our own opinions on the material rather than the class always being a lecture
  - The examples the instructor gave to understand theories and concepts and the way he broke them down to be easier to understand.
  - Professor Posteraro was consistent in giving us ample examples to understand the material. Open discussion in class fostered learning and he had an ability to relate philosophy topics to our personal lives, helping us to fully understand any concepts or people we were reviewing.
- Your humor and ability to relate to us
  - I learned from being able to read through the material first and then hear the instructor speak about it. It made any questions I had from the reading become very clear.
- Open 2 What changes would improve your learning?
  - I think a few more group activities would have been helpful. Also, a change in the way the lesson was taught occasionally would have been very interesting.
  - I'd like more grades. Maybe small writing assignments or something similar. Maybe a response on the readings we were supposed to do for the class. Having 3 exams makes it hard to bring your grade up if you mess one up significantly.
  - A bit more organized notes to be able to look back in them and make connections between concepts
  - An outline of the notes would be very helpful but not necessary
  - More pictures and hands on learning.

Connecting more of the topics in the class to issues that are happening in the world today

A variety of lecture styles would have been helpful but he started to incorporate videos at the end which was nice!

I have no complaints

Maybe more assignments to test our knowledge on the philosophers in between midterms.

Tano constantly asked for our feedback on the class and what he should do differently, or how the class should run differently. Once, a student recommended that there should be more visual aids, so Tano started showing short clips and pictures to supplement his lectures. I do not know of anything that could make his class better because he always made sure to somehow implement anything the class could think of improving.

Half way through the semester Tano began using visual aids, and some more of those would be beneficial to help those that are more visual learners.

I think a few discussion questions on Angel would have improved learning because it would allow us to see how each other feel about certain topics throughout the course. I think that would help us think about the concepts more and to think about our perspectives in nature.

The class told him that we would prefer having more visuals half way through the semester which he then implemented.

more organized notes on the board

Can't think of any.

Honestly nothing I loved this course. Maybe lower case letters.

n/a

I would recommend preparing further explanation on more complicated topics. Also, solidifying what exactly is the standpoint/views/beliefs of each philosopher would be very helpful so that there is less confusion.

N/A

### Unrestricted Items

<b>Philosophy Question</b>	Rate the course in terms of how much you learned in it.	0/ 0%	0/ 0%	0/ 0%	1/ 3%	1/ 3%	5/17%	22/76%	29	6.66	0
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Enrollment numbers are acquired before the end of the semester and may differ from the final figure.

**Reporting Date:** 12/12/2017 12:28 PM

**Semester:** 2017/18 FA



**Instructor ID:** gzp132

**Instructor:** Posteraro, Tano





Course ID	Course Title	Students	Responses	Response Rate
201718FA____PPHIL_1__002_1__21781--25806	PHIL1- Basic Prob of Phil	34	33	97.1%

### University Items

<b>A1</b>	Are you taking this course as an elective?	Yes: 14	No: 4	I don't know: 2	N: 18	Percent Yes: 77.8%
<b>A2</b>	What grade do you expect to earn in this course?	A: 15 / 75.0%	B: 5 / 25.0%	C or lower: 0 / 0.0%		

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>A3</b>	Rate the overall quality of this course.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	8/26%	22/71%	31	6.68	0	
<b>A4</b>	Rate the overall quality of the instructor.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	4/13%	26/84%	31	6.81	0	

### Department Items

		Lowest Rating		Average Rating			Highest Rating		N	Mean	N/A	
		1	2	3	4	5	6	7				
<b>B001</b>	Rate the clarity of the instructor's presentations.	0/ 0%	0/ 0%	0/ 0%	1/ 3%	3/ 9%	4/12%	25/76%	33	6.61	0	
<b>B002</b>	Rate the effectiveness of the examples used to clarify difficult concepts.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	3/ 9%	4/12%	26/79%	33	6.70	0	
<b>B003</b>	Rate the clarity of the instructor's explanations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	4/12%	28/85%	33	6.82	0	
<b>B004</b>	Rate the instructor's skill in using visual as well as verbal communication.	0/ 0%	0/ 0%	0/ 0%	1/ 3%	5/16%	7/22%	19/59%	32	6.38	1	
<b>B005</b>	Rate the instructor's skill in relating course material to real life situations.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	6/18%	26/79%	33	6.76	0	
<b>B006</b>	Rate the clarity of the examples used.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	4/12%	28/85%	33	6.82	0	
<b>B008</b>	Rate the effectiveness of the instructor's definitions of terms, concepts, and principles.	0/ 0%	0/ 0%	1/ 3%	0/ 0%	3/ 9%	3/ 9%	26/79%	33	6.61	0	
<b>B009</b>	Rate the effectiveness of the instructor's explanations of why certain processes, techniques, or formulas were used.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	5/16%	26/81%	32	6.78	1	
<b>B010</b>	Rate the instructor's skill in handling students' questions and comments.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	4/12%	28/85%	33	6.82	0	
<b>B011</b>	Rate the instructor's pacing of lectures and presentations to allow for note taking.	0/ 0%	0/ 0%	0/ 0%	1/ 3%	3/ 9%	6/18%	23/70%	33	6.55	0	
<b>B012</b>	Rate the effectiveness of the instructor as a classroom leader.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	2/ 6%	2/ 6%	29/88%	33	6.82	0	

<b>B013</b>	Rate the effectiveness of the instructor as a speaker.	0/ 0%	0/ 0%	0/ 0%	0/ 0%	1/ 3%	2/ 6%	30/91%	33	6.88	0	1234567
<b>B014</b>	Rate the instructor's skill in organizing classroom activities.	0/ 0%	1/ 3%	0/ 0%	0/ 0%	2/ 6%	4/13%	25/78%	32	6.59	1	1234567
<b>B015</b>	Rate the instructor's skill in using a variety of teaching methods.	0/ 0%	0/ 0%	1/ 3%	1/ 3%	3/ 9%	3/ 9%	25/76%	33	6.52	0	1234567

### University Open Ended Items

#### Open 1 What helped you learn in this course?

I really enjoyed listening to the lectures every class. I learned a lot just from the discussions held in class.
How the professor was very friendly and gave everyone a chance to voice there opinion.
instructor's engaging lecture
Tano is very knowledgeable about concepts in philosophy.You can see that he has thought a lot about the topics he teaches in class, and that inspired me to do the same.He insisted that people not use computers and phones unless they signed a sheet. I think it helps people be more engaged.
Tano is a super down to earth instructor and was very good at relating theories from the course including philosophical problems from hundreds of years ago to issues we deal with today. He was also very skilled at reading the class and knowing when we weren't understanding something and made sure to help us fully understand the material.
The professor was very helpful if anything needed clarifying. I did not like the readings but having Tano explain everything in class really helped. I would have liked a few more in class discussions that I could have participated in.
The ease of the class helped me learn. Also just using the chalkboard and eliminating powerpoints was a nice break from what is usually done here at Penn State. With this material, I think it's easier to use the board than bulleted notes anyway.
The lectures and detailed discussions that took place in class.
Connections to real life examples
The readings posted on canvas plus his thorough explanations in class
I learned a lot about the existence of ourselves and taking a deep thinking in to our personal opinions. I really liked to talk about asking explanation of personal philosophical questions.
the lectures and readings
the ability to have a good relationship with an understanding professor
It was great that he went over the readings and explained difficult concepts with different applications so the class could understand.
Interesting lectures, very thought-provoking. Maybe it's an acquired taste but it was definitely the right course for me because there were a lot of things I learned in class that made me go "I swear I've thought of that on my own before."
The instructor was really passionate. He is really enthusiastic and presents clearly.
Professor is very down to earth and relates to students with the way he speaks and uses examples
The way the instructor related everything to real life situations that we could all understand, and it made the class very interesting.
The teacherHe's great
Tano's explanations of the readings helped a lot.
The readings and the instructor.
his review for quizzes and tests were very helpful
Talking things through in class, speaking with Tano after class and his willingness and ability to help me and look over any outlines/answer any questions I had about the assignment or the lecture for the day. I also really liked the flexibility of the class with attendance. It made me want to come to class because I wasn't being forces to come to class. Sometimes I think when professors require mandatory attendance it dulls the class and makes the learning atmosphere less enjoyable. I was not coming to class as a requirement, I was coming because I genuinely wanted to learn more because I always felt engaged and interested in the class. As a graduating senior in a freshman 100 level class it was just really beneficial to be treated almost as a colleague, for me it made me respect him more and want to learn from him. In my years here I've seen that many a times I am discouraged and wind up disliking a course because of a teaching style, and like I have said, it was the complete opposite in this course.
I really enjoyed hearing Tano talk about each philosopher as he broke down their concepts on the board. I also enjoyed the class debate that we had. I learned a lot from that session. This was an overall great class to take.
The discussions we had in class were very helpful. I think that rather than most classes we didnt just study things and memorize it for an exam. We actually just talked about stuff and that made it soak in better.
His explanation of all the different philosophical teachings .
He gave a lot of relatable analogies that really helped to clarify any difficult topics during class
Tano gave great lectures and the notes I took in class helped me on the papers and exams. Readings helped get more detail but lecture gave the main ideas.

#### Open 2 What changes would improve your learning?

Maybe just slow down a bit during lecture. You notice that you're fast which is great that you notice it, but maybe to include a summary of the most important points after lecture happens would be great.

None

clearer ways of putting notes up on the board.maybe the use of powerpoints

I think the class is good the way it is!

More interactive lessons.

More debates

Maybe more visuals or a guide that can be uploaded online to help with notes because it is A LOT Of material in a short amount of time and its difficult sometimes to take detailed notes that you can follow when you are studying on your own.

nothing

The only thing that might improve the course would be a more structured way to take notes. That could either be pre made powerpoint presentations or a more structured way of writing the important points on the board.

Felt the class was modeled best for us to learn how the different philosophical views have changed throughtout history

I think more class participation opportunitiesand mandatory attendance/attendance check days. Also, perhaps doing a journal check of some sorts to see the notes we are taking/reflecting on the reading.

Maybe some summaries of previous stuff we learned as we go.

none

maybe have better notes for us to take using more visuals

I don't think any changes should be made. I really liked the class as a whole and would recommend it to my friends in the future.

The chalkboard notes were hard to follow sometimes.

I would not tell Tano to do anything differently. He is a great teacher.

N/A

The only thing I can suggest is maybe short question sets for each assigned reading in order to help us focus and dig up the main ideas and such.

more structure on the notes

None I can Think of, great class.

Personally I find his teaching very effective and easy to understand, but maybe adding more detail to notes on the board would be helpful when looking back at my notes.

hmmmm,idk

The use of powerpoints

Having discussions more often.

Nothing I've enjoyed the course.

Better organisation of notes on the board, but other than that, nothing

Nothing. Everything was very perfect and well organized.

I honestly wasn't expecting to learn much from the class or enjoy it but Tano made the class enjoyable and even though I only took the class as a general credit he taught me a lot.

### Unrestricted Items

<b>Philosophy Question</b>	Rate the course in terms of how much you learned in it.	0/ 0%	0/ 0%	0/ 0%	1/ 3%	6/18%	6/18%	20/61%	33	6.36	0
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