

JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2022.Spring.Full Semester Term 4

Course: AS.150.215.01.SP22: Problems with Knowledge, Evidence, and Action
Instructor: Jens Tammo Lossau *
Response Rate: 15/16 (93.75 %)

1 - The overall quality of this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%								
Weak		(2)	0	0.00%								
Satisfactory		(3)	0	0.00%								
Good		(4)	2	13.33%								
Excellent		(5)	13	86.67%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	School	Department
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median	
15/16 (93.75%)	4.87	0.35	5.00	17307	4.19	0.96	4.00	315	4.24	0.91	4.00	

2 - The instructor's teaching effectiveness is:												
Jens Tammo Lossau												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%								
Weak		(2)	0	0.00%								
Satisfactory		(3)	0	0.00%								
Good		(4)	2	13.33%								
Excellent		(5)	13	86.67%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	School	Department
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median	
15/16 (93.75%)	4.87	0.35	5.00	19376	4.23	1.01	5.00	311	4.25	0.97	5.00	

3 - The intellectual challenge of this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%								
Weak		(2)	0	0.00%								
Satisfactory		(3)	0	0.00%								
Good		(4)	4	26.67%								
Excellent		(5)	11	73.33%								
N/A		(0)	0	0.00%								
						0	25	50	100	Question	School	Department
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median	
15/16 (93.75%)	4.73	0.46	5.00	17115	4.27	0.82	4.00	313	4.34	0.81	5.00	

4 - The teaching assistant for this course is:												
Response Option		Weight	Frequency	Percent	Percent Responses	Means						
Poor		(1)	0	0.00%								
Weak		(2)	0	0.00%								
Satisfactory		(3)	0	0.00%								
Good		(4)	0	0.00%								
Excellent		(5)	0	0.00%								
N/A		(0)	15	100.00%								
						0	25	50	100	Question	School	Department
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median	
15/16 (93.75%)	0.00	0.00	0.00	17036	4.31	0.94	5.00	314	4.29	1.06	5.00	

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5 - Please enter the name of the TA you evaluated in question 4:	
Response Rate	1/16 (6.25%)
• N/A	

6 - Feedback on my work for this course is useful:														
Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Disagree strongly		(1)	0	0.00%										
Disagree somewhat		(2)	0	0.00%										
Neither agree nor disagree		(3)	0	0.00%										
Agree somewhat		(4)	0	0.00%										
Agree strongly		(5)	15	100.00%										
N/A		(0)	0	0.00%										
					0	25	50	100	Question		School		Department	
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median			
15/16 (93.75%)	5.00	0.00	5.00	16995	4.04	1.05	4.00	313	4.27	0.94	5.00			

7 - Compared to other Hopkins courses at this level, the workload for this course is:														
Response Option		Weight	Frequency	Percent	Percent Responses	Means								
Much lighter		(1)	0	0.00%										
Somewhat lighter		(2)	3	20.00%										
Typical		(3)	10	66.67%										
Somewhat heavier		(4)	2	13.33%										
Much heavier		(5)	0	0.00%										
N/A		(0)	0	0.00%										
					0	25	50	100	Question		School		Department	
Response Rate	Mean	STD	Median	School	Mean	STD	Median	Department	Mean	STD	Median			
15/16 (93.75%)	2.93	0.59	3.00	17012	3.14	0.93	3.00	312	3.08	0.77	3.00			

8 - What are the best aspects of this course?	
Response Rate	13/16 (81.25%)
<ul style="list-style-type: none"> • The course did not have a heavy homework load. Instead, the classes were discussion based and structured around a couple of readings we would do over the weekend and the discussion responses we posted. The readings were challenging, but the professor did an amazing job of helping all the students understand the content through engaging lectures and activities. Additionally, the class was on the smaller side, so I felt like I knew everyone in the class on a first name basis even though there were a variety of grade levels and majors. The essays were also open ended enough that we could explore sections of the course that we enjoy and the professor was extremely helpful in terms of feedback. • Instructor uses a wide variety of teaching techniques&tools, including some online tools I've never seen other instructors use but are very efficient. • discussions were great; prof was very willing to discuss ideas • This class is a small class, so there is a lot of engagement with the instructor and with the classmates. • I really appreciate how Tammo pays attention to every student's comments and discussion. I also like the way he gives feedback on outlines and papers, which are very reasonable, detailed, and helpful. • the discussion and classes really do provide engaging and interesting viewpoints and concepts on the philosophy of knowledge • Amazing discussion sections where we could really tackle the material we read for homework. All of the class was engaged, people were always speaking etc. • The best aspects of this course were the think tanks we did at the end of every unit, as I thought they were very engaging and an effective way to wrap up all the topics discussed in that unit. In general, I thought all the readings and discussions were really interesting and fun to discuss. • The in-class discussions. • The discussions on texts read in class, as well as group activities were very helpful in reinforcing knowledge. The workload was bearable, and the instructor did a great job at explaining complex concepts. • The best aspects of this course include Tammo's teaching. He came to every class energetic and really cared about engaging every student in the class. He wove a tightly-knit community among the students in the class as well. The environment in the classroom was always welcoming. • Tammo is an excellent instructor. His thorough feedback on writing assignments is extremely helpful. I also really liked the active learning component, with weekly readings and discussion posts pertaining the material. This aspect helped increase comprehension of the topics discussed before lectures, with lectures and class discussions helping to solidify the information. The flexibility in topics for both the discussion posts and the papers was very nice as well. • The professor is very understanding and willing to help! 	

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9 - What are the worst aspects of this course?

Response Rate 10/16 (62.5%)

- Literally nothing. This is my favorite class at Hopkins so far t be honest.
- some of the earlier topics regarding internalism v. externalism was difficult, particularly for those with no philosophy background
- N/A
- LOTS of reading
- sometimes Tammo would lecture for too long which could get boring as more discussion is always more entertaining
- The only aspect of this course I didn't like was how early it is, but that has nothing to do with the course itself.
- The readings.
- Some assigned texts were quite difficult compared to others, as well as longer.
- A lot of students dropped the class, so the class size shrunk significantly.
- Sometimes, the lecture would repeat a lot of what we read!

10 - What would most improve this class?

Response Rate 10/16 (62.5%)

- Maybe more interactive activities and games, but I do think there was a good balance in the class. Some readings were very time consuming and hard too comprehend
- don't rush through internalism v. externalism
- N/A
- 9am class time
- not much. maybe a little more discussions and engaging excercises.
- One thing that could improve this class is having more discussions in smaller groups to switch up the format occasionally.
- Lighter, more applicable/understandable readings.
- I would add more time for group activities.
- A stricter attendance policy would most improve this class because many students arrived late on many occasions.
- More free-form discussion!

11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)

Response Rate 10/16 (62.5%)

- There is no assumed background in philosophy or epistemology. Professor Tammo is very understanding and is such an engaging professor. Be prepared to share your opinions in your class because you will be required to discuss your discussion post with the class (so speak at least once per week). However, there is no judgement from the professor or other students and the environment was very supportive even if your argument isn't full developed.
- good bit of reading that may be difficult to understand after 10 pages
- There is no background required. There are two readings a week to discuss in class. The grading system is regular with a 93 being an A, and there are 3 papers, a couple of presentations, and there is a participation grade.
- Do as much as the reading as possible and use the discussion board and others responses to fill in any gaps
- There is a lot of writing and discussion involved so definitely be prepared for that.
- A background in philosophy is not necessary at all, as many of the readings are very clear and accessible. There are a few more technical papers, but the instructor explains them well and supplements them during lecture. It is a fairly reading heavy course, but the material is very interesting.
- The readings can be quite difficult but the course content is very interesting and although some of the philosophical papers make the topics seem distant or not as attainable for the average person, there is still a lot of relevance to your own life.
- Prospective students should know that you don't need any background in philosophy to be able to get a good grasp of the concepts. The class is reading-intensive.
- This course is excellent for all students at Hopkins, whether they have prior philosophy experience or not. The instructor is kind and thoughtful, and feedback both in-class and online is responsive and helpful. Tammo is approachable and always there to help all the students.
- This is a typical philosophy class. Stay on top of readings to be engaged.