

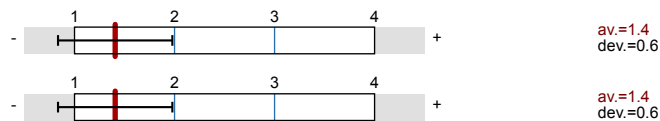
## Dr Daniel Came

Philosophy of Religion (27249-13/14S1)  
 No. of responses = 17  
 Class size = 22



Overall indicators

### Global Index

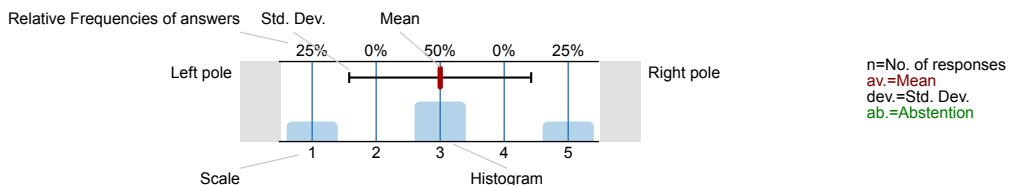


### Section A - University Core Questions (Scale width: 4)

## Survey Results

### Legend

Question text



### Section A - University Core Questions

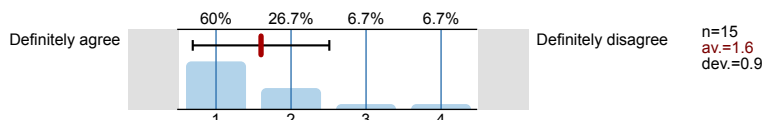
1. The module was well-taught



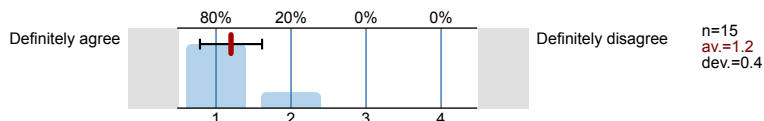
2. The assessment task(s) was(were) relevant to the module's learning outcomes



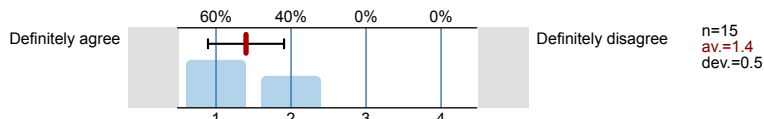
3. I received sufficient academic support with my studies on the module



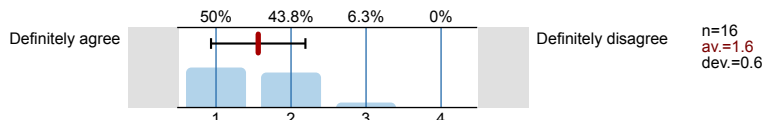
4. The academic content of the module was well-organised



5. The learning resources/learning environment for the module met my needs

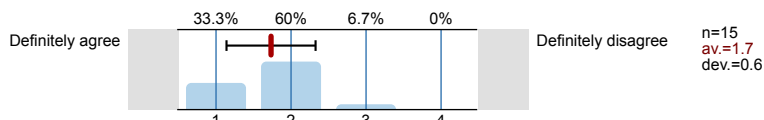


6. The module provided me with opportunities for development (e.g. subject knowledge/techniques, communication skills, problem-solving skills)

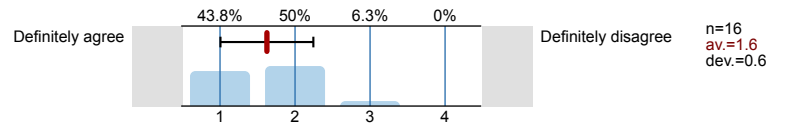


### Section B - Faculty/Department Questions

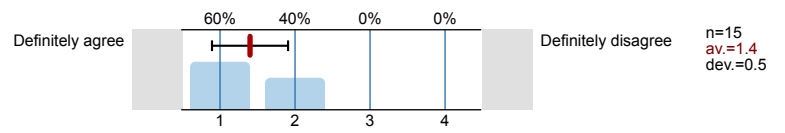
7. I was able to keep abreast of the reading schedule



8. The teaching methods stimulated my interest in the subject



9. Overall I was satisfied with this module


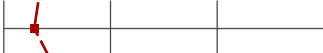
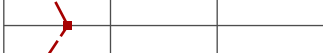

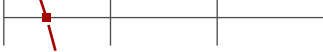



# Profile


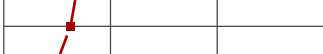
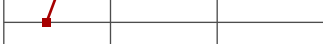
Subunit: 027 Philosophy  
 Name of the instructor: Dr Daniel Came  
 Name of the course: Philosophy of Religion (27249-13/14S1)  
 (Name of the survey)

Values used in the profile line: Mean

## Section A - University Core Questions

1. The module was well-taught	Definitely agree		Definitely disagree	n=16	av.=1.4	md=1.0	dev.=0.5
2. The assessment task(s) was(were) relevant to the module's learning outcomes	Definitely agree		Definitely disagree	n=14	av.=1.3	md=1.0	dev.=0.5
3. I received sufficient academic support with my studies on the module	Definitely agree		Definitely disagree	n=15	av.=1.6	md=1.0	dev.=0.9
4. The academic content of the module was well-organised	Definitely agree		Definitely disagree	n=15	av.=1.2	md=1.0	dev.=0.4
5. The learning resources/learning environment for the module met my needs	Definitely agree		Definitely disagree	n=15	av.=1.4	md=1.0	dev.=0.5
6. The module provided me with opportunities for development (e.g. subject knowledge/techniques, communication skills, problem-solving skills)	Definitely agree		Definitely disagree	n=16	av.=1.6	md=1.5	dev.=0.6

## Section B - Faculty/Department Questions

7. I was able to keep abreast of the reading schedule	Definitely agree		Definitely disagree	n=15	av.=1.7	md=2.0	dev.=0.6
8. The teaching methods stimulated my interest in the subject	Definitely agree		Definitely disagree	n=16	av.=1.6	md=2.0	dev.=0.6
9. Overall I was satisfied with this module	Definitely agree		Definitely disagree	n=15	av.=1.4	md=1.0	dev.=0.5

## Comments Report

## Section C - Further comments

Which aspects of the module did you find most useful/enjoyable?

I enjoyed the majority of the module topics, especially immortality. There has been a very useful insight into the theory of religion. Very good lecturer, clear, engaging, well layed out

I liked the fact that the lectures were recorded as this gives us the ability to catch anything we may have forgotten. Also the feedback for the first essay was more substantial than expected, which ~~was~~ <sup>is</sup> really helpful + informative.

The focus on death, the afterlife and transhumanism was probably most interesting for me as it seems more practical in the modern world.

Very well delivered lectures. I think having two essays as assessment is good

- When discussion did happen, it was both interesting & enjoyable.
- The extensive reading lists were very useful in guiding approach to structuring & writing essays.

Daniel very well facilitates the learning of students: extensive reading lists  
 lecture recordings  
 slides on eBridge.

Asks for questions often & leaves discussion time.

Podcasts are really helpful. The presentations were also a good idea as it forced us to talk in front of people, something a lot of people absolutely hate!

• The wide range of topics that were covered.  
 • Also the implementation of Student ~~lead~~ lead presentations that happened in the second half of lectures.

• Having a core text (B. Davis) was useful for keeping up to date with readings.  
 • recordings helped review lectures but were a bit tiring at times.  
 • Interesting topics.

• It was thought stimulating with discussions during lectures.  
 • The reading list was very extensive.

- The lectures.
- Dr Carne.

Being taught by an extremely knowledgeable philosopher. I also like the fact that student contributions in the lectures are not ~~too~~ excessive.

o Lecture content was interesting.

Having lecture notes + recordings on e-bridge is very useful when it comes to revision/essay writing. (Not all lecturers do this!) It also means that you can focus more within the lecture + participate without having to worry about writing everything down.

Always lectures are very well prepared. Resources (power point slides and recordings) always put on ebridge very quickly which is useful so we have material to help with essays. Probably most organised lecture.

Having a quality lecturer who knows his ~~own~~ subjects in depth. Topics are engaging & the reading lists provide excellent coverage and depth.

Na

I thoroughly enjoyed this module. The lectures were detailed and well written which went into extraordinary depths and was very accurate to the topic. The lectures also did a lot of group work and audience participation. The Dr Came was an

In what ways could the module be improved?

This is more a university wide suggestion, Students should be taught specific, higher level learning techniques topics should be designed to stimulate meta cognitive skills, topics designed to make people remember topics, facts

In my opinion more interactive lectures would be preferable as it gives us a chance to debate and take part ~~in the lecture~~. Simply listening for 2 hours can impact concentration levels.

Maybe I have lectures into 2 one hour lectures, or one lecture and one tutorial per week to allow greater focus. And also to allow greater exploration of the subject.

If you're going to have in class presentations, they should be graded. If it were, for instance worth just 10% of the module then the overall quality would be a lot better

- I have no qualms, but perhaps a handout (online) would be useful - in addition to presentations.

Give feedback on presentations.

I find that we get more information when the lectures are effectively 1hr 30 mins and the seminar only 30 mins. (when seminar is included).

Resources up before the lecture (on Ebridge).  
 • A more in depth reading list.

• more time devoted solely to seminar type discussion would be good but discussion & question answering, less present answers.

• perhaps a separate seminar class with a smaller number of students for more intense and in-depth discussions.

- I felt that unassessed presentations were a waste of time as I didn't feel I learned from others' presentations and could not choose the essay question on my own topic.
- Smaller seminar groups would be useful as I'm quite scared of speaking in front of a large class as I'm sure more so too.

~~All I can think of is that~~ some questions which are asked by students in the lectures are ~~by~~ obvious to the rest of the class and should be addressed outside the lecture.  
 The ~~same~~ essay deadlines should ~~be~~ try not to be on the same day as



- Better email communication - no messages I sent were answered.
- The presentations in each lecture were boring, as usually the content had been covered in the lecture.

Possibly make the presentations marked. Not everyone put in enough effort so grading them might help. Possibly a separate seminar session that is just for questions, separate to the lecture. Also maybe switching teaching style. With regards to presentations, grading in second semester would put too much pressure on final years!

I wouldn't recommend doing presentations again next semester. Because they aren't marked, nobody (me inc.) put a lot of effort into them. Especially considering we couldn't write our essays on these topics so most people just read off paper meaning they were all dull + boring and I never got any useful info from any. I would've preferred the second half to still be a normal lecture. Much more useful.

Dual deadlines are horrible! ~~First 2 deadlines in 3rd year~~  
~~my~~ my work suffered from deadlines on the same day. - Shame for 3rd year as its worth 80%! - I realise this shouldn't be a problem but at no other deadline while at Uni did I have to submit more than one piece of work, had I been accustomed to this ~~or~~ had the chance in 1st year to train for it, things wouldn't be so bad.

There is not much. Overall an excellent Module and I have enjoyed attending.