

History 223: Modern China
Connecticut College, Fall 2014, (6 students)

Course Description

This was the third iteration of my Modern China course described above.

While this course is usually heavy on in-class discussion, this semester presented a challenge: none of my students were majoring in Chinese studies, but instead were taking the class because it fulfilled a requirement. After a rocky start, I spoke with each of them, responded to feedback from anonymous in-class surveys, and determined how the format needed to change for them to learn effectively. I integrated lectures into the cycle of activities, which helped reassure the students that they were understanding the material correctly. Eventually, we were able to move the class back towards an interactional approach.

Final Evaluations

Qualitative

- “Overall, a professional, knowledgeable and fair professor, which resulted in an enjoyable class.”
- “Professor Schluessel is a teacher who is respectful to the students’ opinions and ideas, who was fair in his grading, and above all else, remembered what it was like to be a student. ... [He was] receptive to criticism and was attentive to what may or may not have worked in terms of teaching style for the student.”

Quantitative (scale: “Strongly Agree” to “Strongly Disagree”)

Prompt	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Course requirements were clearly stated		50%	50%
Instructor was responsive and available		33%	67%
Assignments returned in a timely manner	17%	17%	67%
Comments were constructive and useful		33%	67%
Instructor taught in a way that made you take responsibility for your own learning	17%	50%	33%
Assignments gave opportunity to synthesize or apply knowledge		50%	50%
You either mastered body of material or developed intellectually		33%	67%
Instructor treated students with respect		33%	67%
Challenged you to do your best work		83%	17%
Instructor encouraged class participation			100%
Texts or other materials were appropriate		50%	50%