

Semester:

Instructor: Zuern, Tobias Benedikt

course data				Instructor's Mean for Course								
semester	short title	students enrolled	evaluations received	Learning	Organization	Enthusiasm	Individual Rapport	Difficulty	Workload	Pace	Hours per Week	Classroom Environment
<i>Spring 2019</i>	Anime and Animi	34	17	4.57	4.62	4.91	4.99	2.56	2.81	3.06	2.19	4.88
	Confucian Thought	17	12	4.21	4.13	4.67	4.63	3.00	2.92	3.00	2.42	3.82
<i>Fall 2018</i>	Daoist Traditions	26	21	4.44	4.56	4.87	4.83	2.71	3.10	2.90	2.33	4.57
<i>Spring 2018</i>	The Zhuangzi	26	24	4.72	4.70	4.92	4.91	2.63	2.71	3.04	2.21	4.75
<i>Fall 2017</i>	Confucian Thought	22	21	4.50	4.62	4.88	4.95	2.81	2.86	3.05	2.19	4.80
	Living and the Dead	18	16	4.63	4.56	4.94	4.92	2.81	2.69	3.06	2.25	4.44
<i>Spring 2017</i>	Intro E. Asian Religions	21	17	4.59	4.44	4.78	5.00	2.65	2.76	2.88	2.12	4.94
	The Body in Daoism	20	17	4.63	4.59	4.91	4.97	3.12	2.76	3.00	2.29	4.94
<i>Fall 2016</i>	Buddhist Traditions	31	25	4.51	4.47	4.95	4.98	3.00	3.43	2.96	2.46	5.00

Semester:

Instructor: Zuern, Tobias Benedikt

course data				Template Department Mean								
semester	short title	students enrolled	evaluations received	Learning	Organization	Enthusiasm	Individual Rapport	Difficulty	Workload	Pace	Hours per Week	Classroom Environment
<i>Spring 2019</i>	Anime and Animi	34	17	4.38	4.39	4.53	4.67	2.92	3.00	2.98	2.45	N/A
	Confucian Thought	17	12	4.38	4.39	4.53	4.67	2.92	3.00	2.98	2.45	N/A
<i>Fall 2018</i>	Daoist Traditions	26	21	4.33	4.46	4.29	4.42	2.60	2.69	2.92	2.25	N/A
<i>Spring 2018</i>	The Zhuangzi	26	24	4.58	4.51	4.68	4.78	2.86	2.90	2.99	2.21	N/A
<i>Fall 2017</i>	Confucian Thought	22	21	4.59	4.60	4.77	4.81	2.64	2.73	2.98	2.18	N/A
	Living and the Dead	18	16	4.59	4.60	4.77	4.81	2.64	2.73	2.98	2.18	N/A
<i>Spring 2017</i>	Intro E. Asian Religions	21	17	4.55	4.37	4.69	4.86	3.18	3.15	3.01	2.41	N/A
	The Body in Daoism	20	17	4.55	4.37	4.69	4.86	3.18	3.15	3.01	2.41	N/A
<i>Fall 2016</i>	Buddhist Traditions	31	25	4.54	4.52	4.78	4.90	3.10	3.20	3.07	2.48	N/A

Unsung Hero of Washington University

This certificate recognizes

Tobias Zuern

As an unsung hero, you are appreciated and admired for the dedication and inspiration you provide to the many students you help in countless ways, large and small. Thank you for your love and commitment to bettering our community every day, not for recognition, but because that is who you are.

Sincerely,

Mark and Risa Zwerling Wrighton

R Zwerling Wrighton

Signature

April 27, 2017

Date

Tobias' Unsung Hero Nomination

Tobias is one of those rare people who can push and support at the same time, all the while with intellect, creativity, and humor. He is still a postdoc, and already one of the best professors I have had during my time at WashU. I greatly admire his self-reflections on pedagogy (he is always touching base with his students to see what works best), as well as his friendly empathy and openness. He exudes safety and fun while pushing students to think more critically and ask difficult questions. I think Tobias is the type of academic who makes students excited to enter into his field, while excelling in and pushing the boundaries of it.

UNIVERSITY HOUSING'S
**Honored Instructor
Award** is presented to

Tobias Zuern

This award is given in recognition of your invaluable contribution to student learning. You have been recognized by one or more students living in University Housing for having made a significant impact on their educational experience. This Honored Instructor award is given by University Housing on the 4th day of December 2015.



DIVISION OF
University Housing
UNIVERSITY OF WISCONSIN-MADISON



A&S Spring 2018 Instructor Report for SP2018.L23.Re St.346.01 - Topics in East Asian Religions: The Zhuangzi, A Daoist Classic (Tobias Zuern)

Project Title: **A&S Spring 2018 Course Evaluations**
Project Audience: **26**
Responses Received: **24**
Response Ratio: **92.31%**

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from your specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions about this report, please contact evals@wustl.edu

Reports will not be generated for course sections with no responses.

Creation Date: **Tue, Jun 05, 2018**

Course and Instructor Evaluation

Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report.

However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

All questions below use a 5-point response scale: 1-strongly disagree to 5-strongly agree

Learning

Competency Statistics		Value
Mean		4.72
Median		5.00
Mode		5
Standard Deviation		0.57

1. I have found the course intellectually challenging and stimulating	2. I have learned something which I consider valuable
3. My interest in the subject has increased as a consequence of this course	4. I have learned and understood the subject materials of this course

Organization

Competency Statistics		Value
Mean		4.70
Median		5.00
Mode		5
Standard Deviation		0.58

1. Instructor's explanations were clear	2. Course materials were well prepared and carefully explained
3. Proposed objectives agreed with those actually taught so I knew where the course was going	4. Instructor gave lectures that facilitated taking notes

Enthusiasm (Tobias Zuern)

Competency Statistics		Value
Mean		4.92
Median		5.00
Mode		5
Standard Deviation		0.28

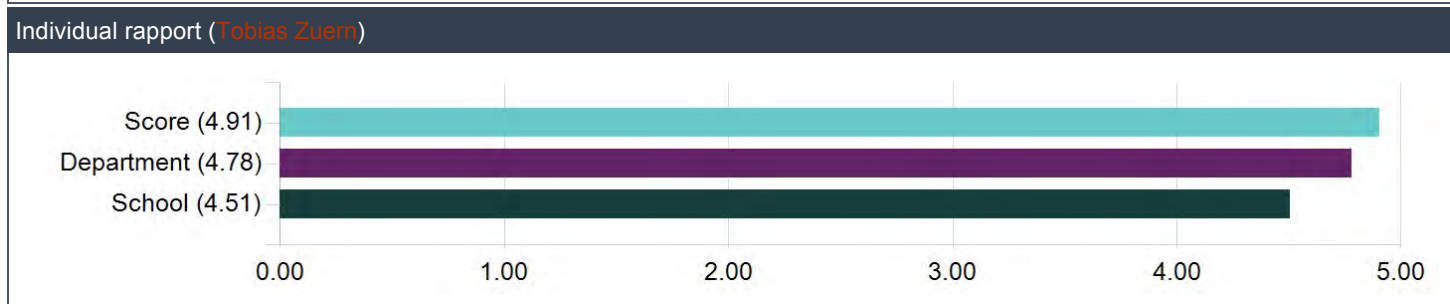
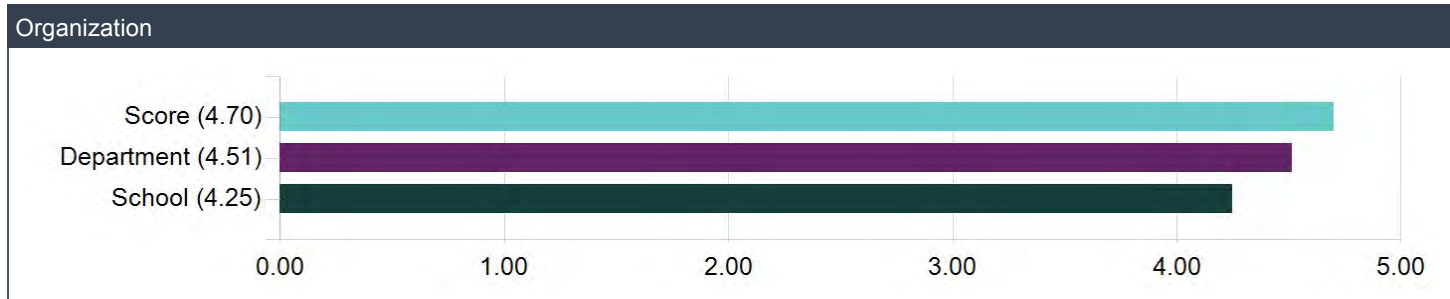
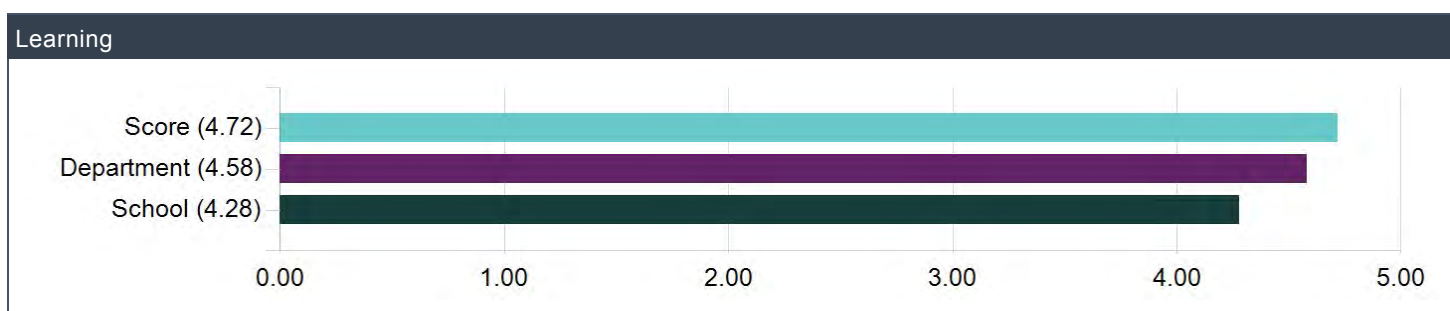
1. Instructor was enthusiastic about teaching the course	2. Instructor was dynamic and energetic in conducting the course
3. Instructor enhanced presentations with the use of humor	4. Instructor's style of presentation held my interest during class

Individual rapport (Tobias Zuern)

Competency Statistics	Value
Mean	4.91
Median	5.00
Mode	5
Standard Deviation	0.29

1. Instructor was friendly towards individual students	2. Instructor made students feel welcome in seeking help/advice in or outside of class
3. Instructor had a genuine interest in individual students	4. Instructor was adequately accessible to students during office hours or after class

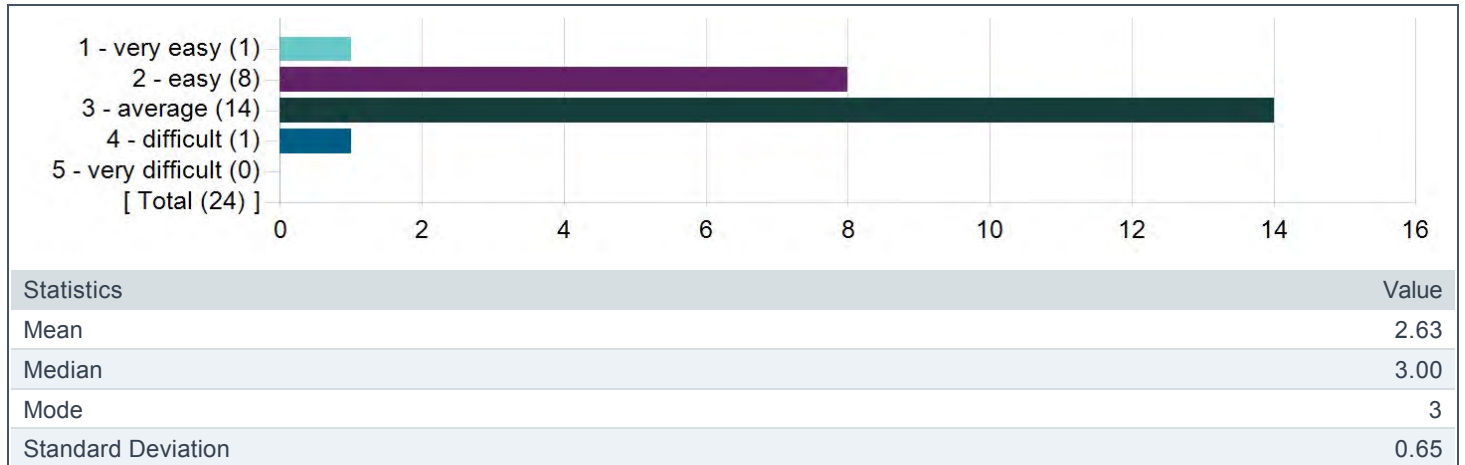
Comparison Detail for Course and Instructor Evaluation



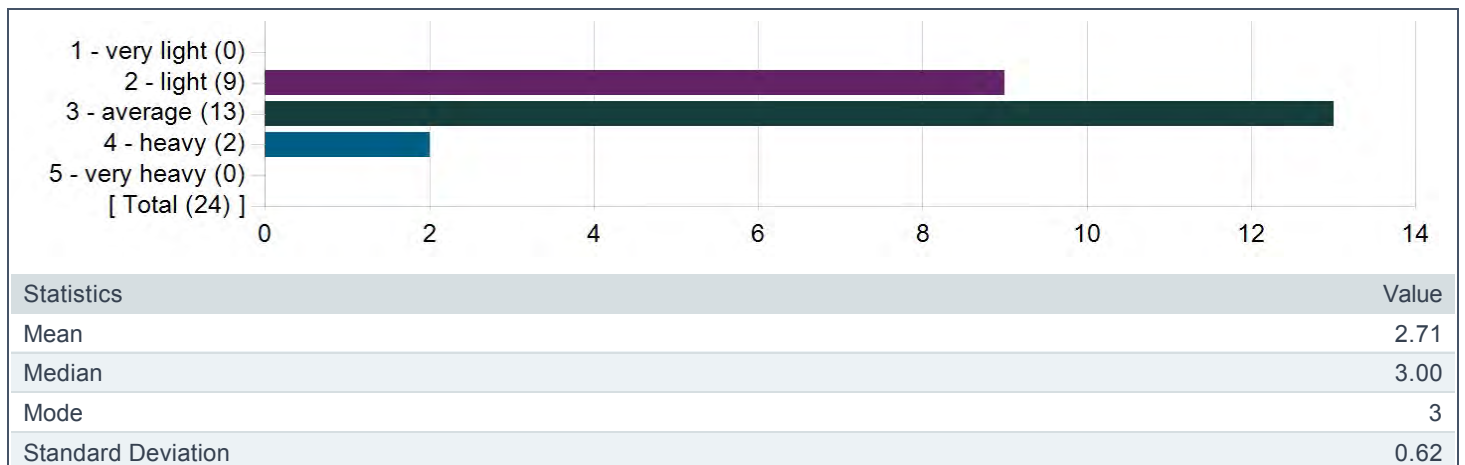
Varied Rating Scale Responses

The varied rating scale responses are statistically reliable as individual questions.

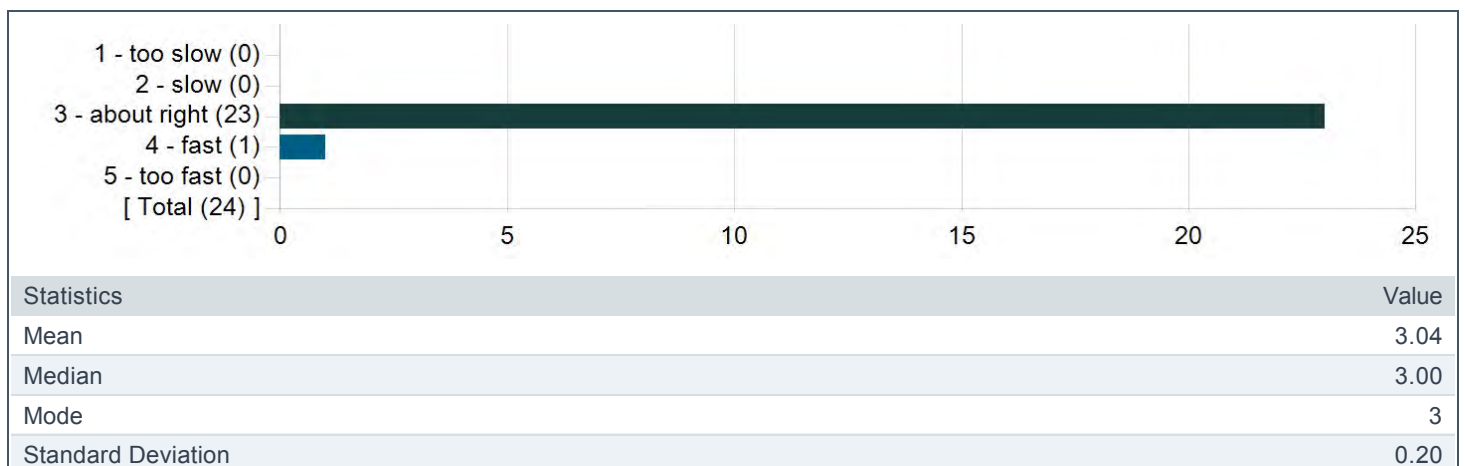
Course difficulty relative to other courses was



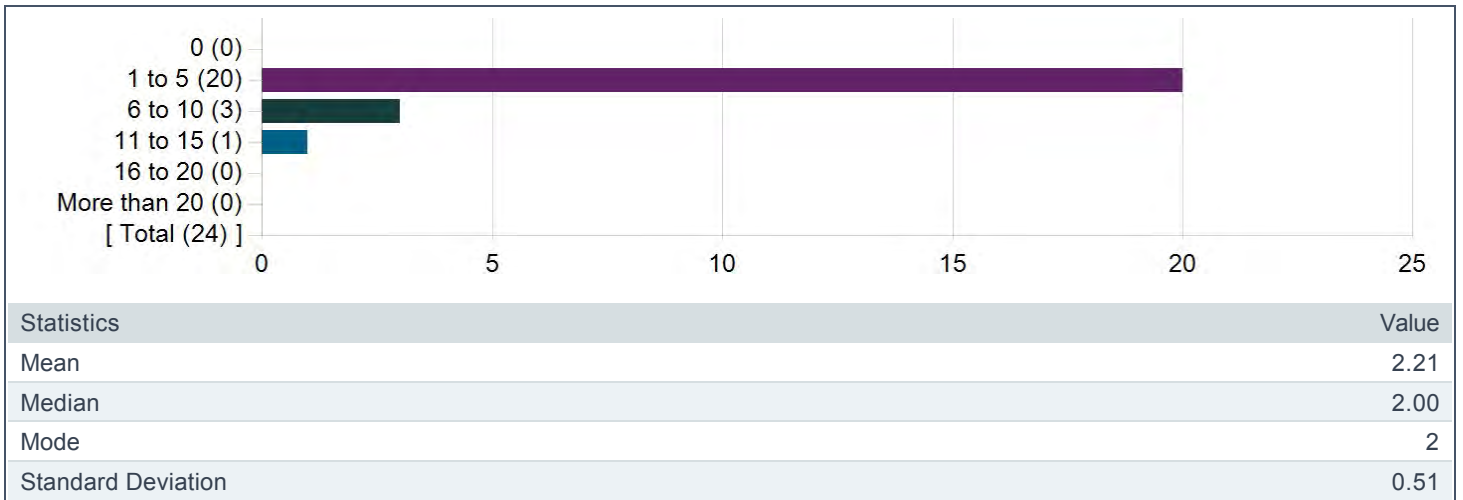
Course workload relative to other courses was



Course pace was

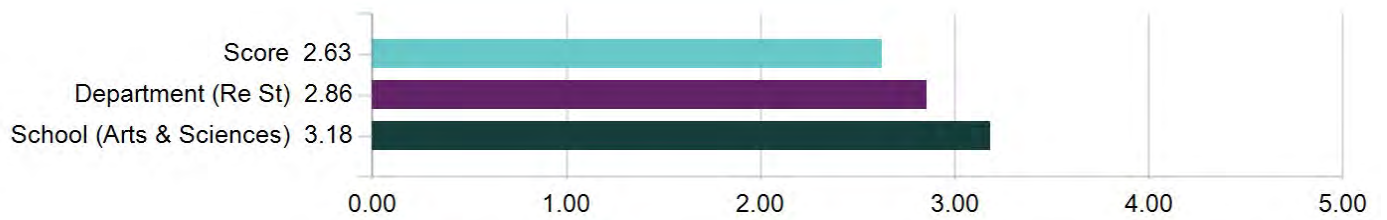


Hours per week required outside of class

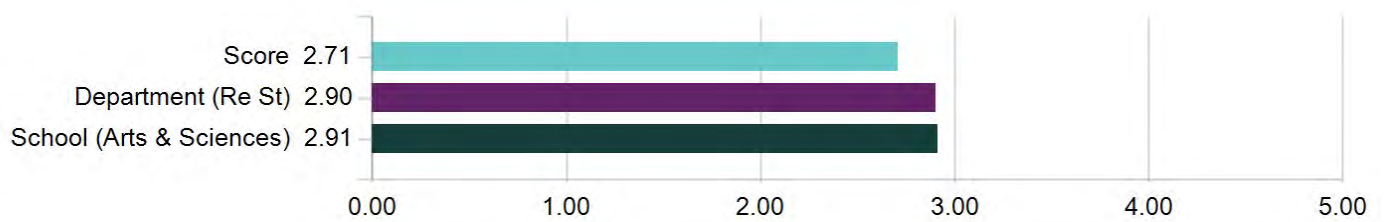


Comparison Detail for Varied Rating Scale Responses

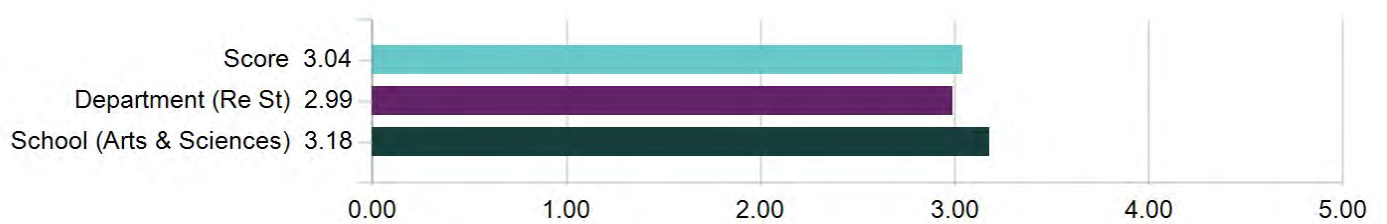
1. Course difficulty relative to other courses was



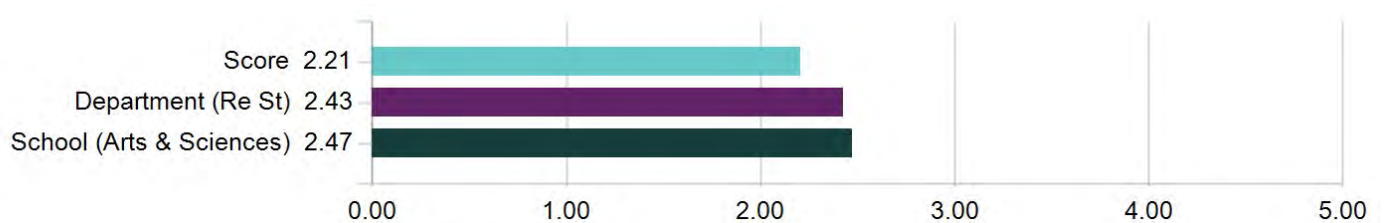
2. Course workload relative to other courses was



3. Course pace was



4. Hours per week required outside of class



Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comments
I knew nothing about the subject matter when entering the class, and Tobias taught in a very interesting and effective way, so that now I have a better understanding but also care about the topic more.
Take it! The readings are fascinating and Tobias is a great teacher
It's great way to learn about Taoism if you don't already have a foundation. Also a good way to really delve into a text.
Absolutely take it. Professor Tobias is a great professor, very relatable and easy to contact if you have any issues/questions.
This is a fun, knowledgeable, helpful professor.
Tobias Zuern is one of the most thoughtful and caring professors I've had the pleasure of taking a course from. He's extremely knowledgeable, funny, and overall a wonderful human being who is a pleasure to learn from.
Wonderful class to take especially if you know nothing on the subject. Took it Pass/Fail but still engaged more than I expected to because I enjoyed the material.
Professor is really funny and engaged, and he clearly loves the material.
It's a very interesting topic, and I would highly recommend it because it's so different from other courses!
I would like to recommend other students who are willing to engage in discussion and are able to incorporate different perspectives.
Very inspiring!
It was well thought out and enlightening. You learn a lot about Daoism and the Zhuangzi.
The Professor is lively and kind. The caliber of understanding of a dense and complex philosophy is so high that he is able to explain in anecdotes, current events and jokes. It is wonderful to be able to analyze an ancient text and compare it to today in such a clear engaging way.
It's a great class to take if you want to get your feet wet in the Zhuangzi and Daoism area. The material is quite different from other classes and it's great to try out something new.
This was an intellectually stimulating class that expanded my knowledge of Daoism, philosophy, and ways to apply this knowledge in my own life. I think it's important that everyone takes a class about a religion or culture that is unfamiliar to them, and this is a great one to take.
Take this class! very interesting
Take it! Tobias is amazing, very engaging, willing to work with you if workload or deadlines are difficult, you'll get a lot more out of this course than academic development even if you don't end up believing in anything the Zhuangzi says.
Where can I start? Tobias is absolutely incredible. He has a deep knowledge of his subject, and is always willing to discuss the aspects of the readings the students find interesting. I learned so much in this class, and I feel so enriched.

Describe at least one thing about this course that helped you learn.

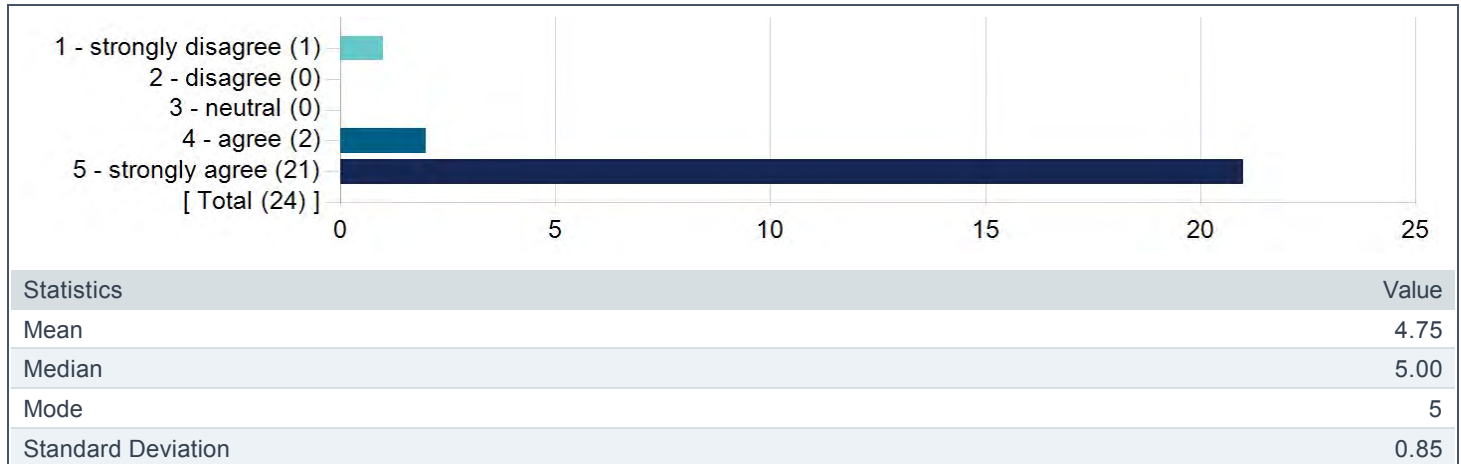
Comments
Class discussions on the texts were helpful, especially with prompts instead of just open discussions
I enjoyed moving through a single text in a detailed way at a slow pace & discussing it with classmates
I think the questions posted on the board during lecture helped me learn a lot.
That all the readings were in one book, everything was very easily accessible
The creative assignment is fun.
Professor Zuern's enthusiasm and kindness.
Tobias is definitely one of the most caring professors. Available to meet almost anytime and a great person to be around. Both of those characteristics facilitated a learning environment for me.
I really appreciated the midterm review terms.
The amount of secondary resources that were used in this class and how we discussed them greatly enhanced my knowledge of this topic.
Classroom environment is very friendly
Context.
The reading responses and in class discussions.
The ability to respond to readings creatively
There's is a lot of discussions involved in this class, which I think is the most helpful way to learn about something that's at times so vague and paradoxical. Discussing about it really cleared things up.
It's set up in a very open ended, discussion based style in which you could learn a lot from your peers as well as Professor Zuern.
the professor was very engaging and nice
The deep focus on individual passages, and the organization of the readings by theme.

Describe at least one thing that could be changed about this course to help you learn.

Comments
Sometimes I would have wanted to read the optional reading but didn't have time, but it was helpful that Tobias marked some as more important or helpful than others
maybe more some structured discussion/encouragement to discuss with new people
Maybe make assignment directions a little more clear sometimes, aka assign due dates.
N/A
more clear with the deadline
Longer time period.
Providing a little more guidance on projects would have been helpful...
More substantial powerpoint slides!
The course changed how I can express my thoughts more clearly in variety of medium
Nothing.
A different classroom, this one was too big.
More specific questions about the implications of the text
There could be an online discussion forum for use to post reading questions and discuss. Sometimes I get confused in the reading and would like to know other people's thoughts.
Nothing
Reading Responses being more mandatory
He should lecture more, instead of relying on class discussions. It's interesting to hear what my peers think, but much more interesting, not to mention miles more informative, to hear it straight from the Professor.

Classroom Environment

The instructor **Tobias Zuern** promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.



Where relevant, please give specific examples to explain your answer above.

Comments
Tobias was exceptionally aware of diversity and was respectful to all different backgrounds across the board, it was impressive and clearly important to him.
The instructor regularly asked questions of everyone in the room, provided thoughtful and inclusive discourse topics, and inspired us all to be better people.
He understands the cultural disparity between the east and west, and he opens up the controversy in a way that is not offensive to anyone
There are a few Chinese students in class and he always considers our opinions. For the students with no Chinese backgrounds, their different opinions are always valued as well.
Professor Zuern is very inclusive of students of all backgrounds. He truly cares about his students success and well being; he is one of the best professors I've had at WashU.



A&S Fall 2017 Instructor Report for FL2017.L23.Re St.3091.01 - Confucian Thought (Tobias Zuern)

A&S Fall 2017 Course Evaluations

Project Audience 22

Responses Received 21

Response Ratio 95.45%

Report Comments

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Creation Date Tue, Jan 02, 2018



Course and Instructor Evaluation

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However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

Learning

Competency Statistics	Value
Mean	4.50
Median	5.00
Mode	5
Standard Deviation	0.65

1. I have found the course intellectually challenging and stimulating
2. I have learned something which I consider valuable
3. My interest in the subject has increased as a consequence of this course
4. I have learned and understood the subject materials of this course

Organization

Competency Statistics	Value
Mean	4.62
Median	5.00
Mode	5
Standard Deviation	0.60

1. Instructor's explanations were clear
2. Course materials were well prepared and carefully explained
3. Proposed objectives agreed with those actually taught so I knew where the course was going
4. Instructor gave lectures that facilitated taking notes

Enthusiasm (Tobias Zuern)

Competency Statistics	Value
Mean	4.88
Median	5.00
Mode	5
Standard Deviation	0.36

1. Instructor was enthusiastic about teaching the course
2. Instructor was dynamic and energetic in conducting the course
3. Instructor enhanced presentations with the use of humor
4. Instructor's style of presentation held my interest during class

Individual rapport (Tobias Zuern)

Competency Statistics	Value
Mean	4.95
Median	5.00
Mode	5
Standard Deviation	0.21

1. Instructor was friendly towards individual students
2. Instructor made students feel welcome in seeking help/advice in or outside of class
3. Instructor had a genuine interest in individual students
4. Instructor was adequately accessible to students during office hours or after class

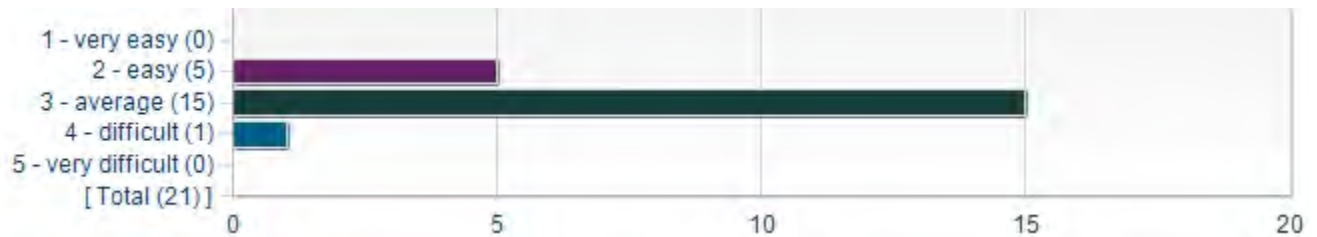
Course and Instructor Evaluation - Comparison Detail



Varied Rating Scale Responses

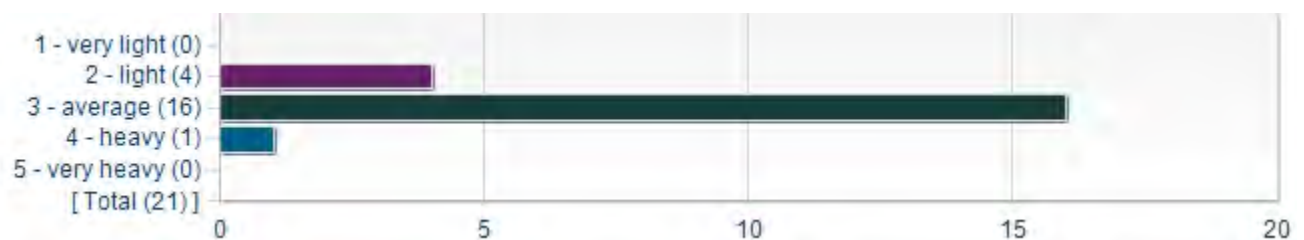
The varied rating scale responses are statistically reliable as individual questions.

Course difficulty relative to other courses was



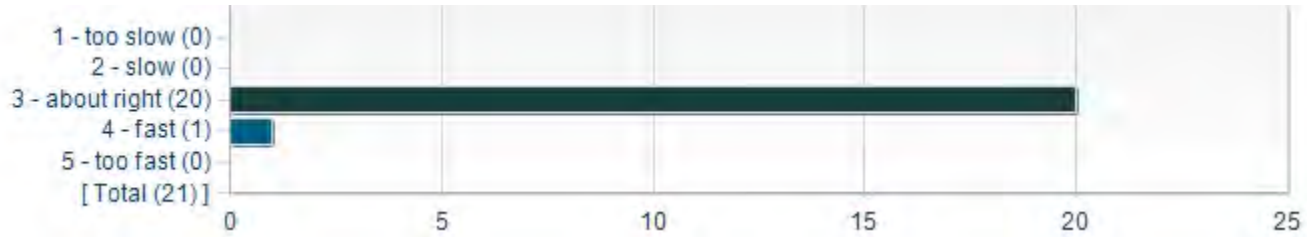
Statistics	Value
Mean	2.81
Median	3.00
Mode	3
Standard Deviation	0.51

Course workload relative to other courses was



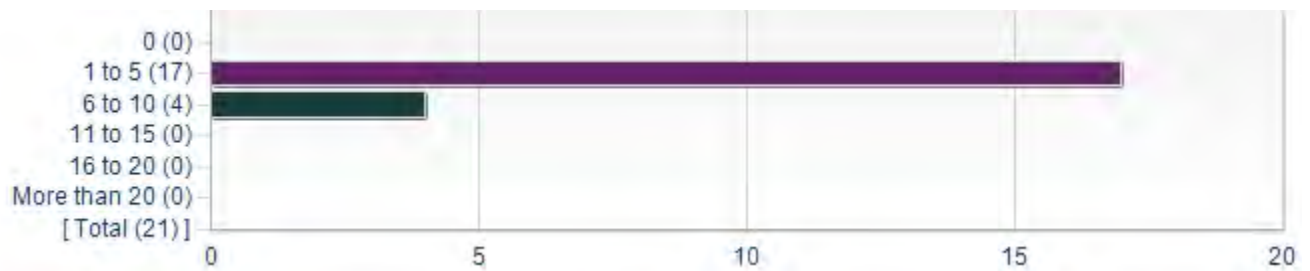
Statistics	Value
Mean	2.86
Median	3.00
Mode	3
Standard Deviation	0.48

Course pace was



Statistics	Value
Mean	3.05
Median	3.00
Mode	3
Standard Deviation	0.22

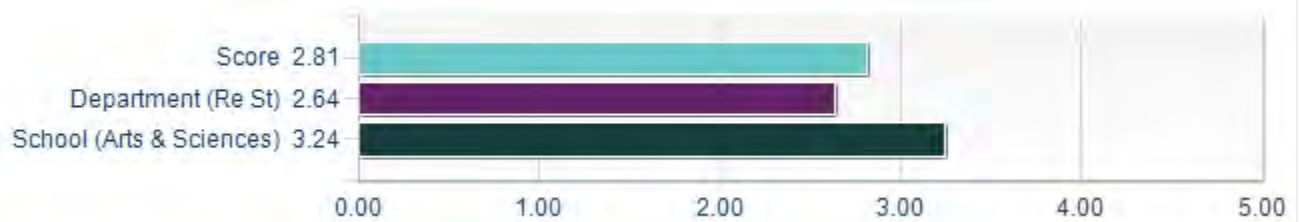
Hours per week required outside of class



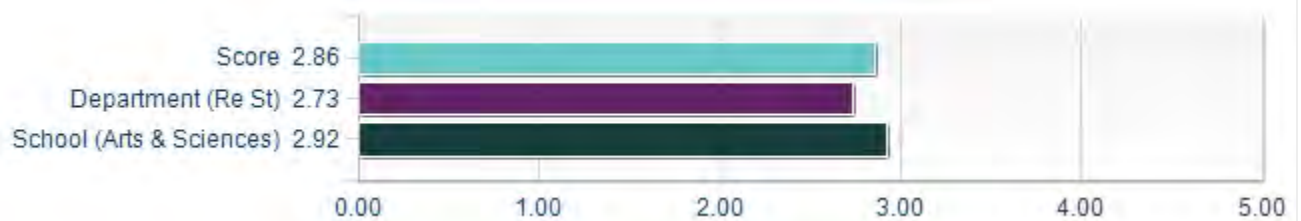
Statistics	Value
Mean	2.19
Median	2.00
Mode	2
Standard Deviation	0.40

Varied Rating Scale - Comparison Detail

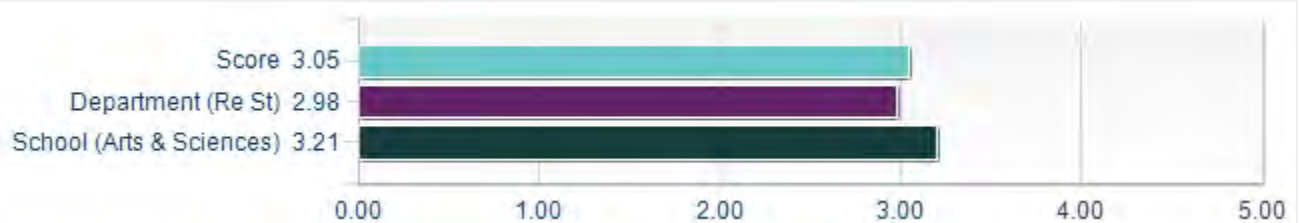
1. Course difficulty relative to other courses was



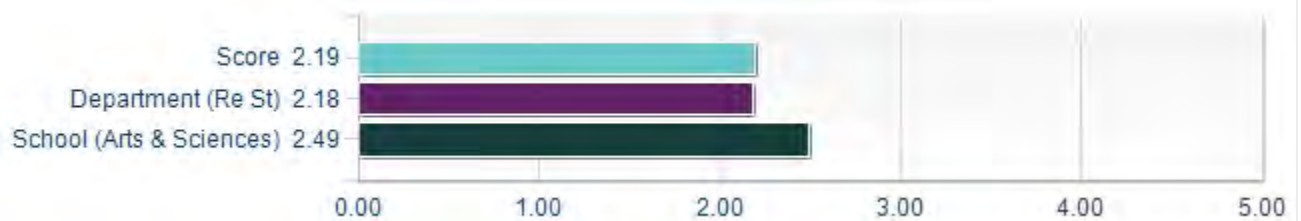
2. Course workload relative to other courses was



3. Course pace was



4. Hours per week required outside of class



Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comments
Tobias is one of the most engaging and interesting professors I have encountered at WashU, his passion for teaching and desire to help his students truly get something out of the course (whether that be knowledge of the material or an outlook on life) is obvious and truly admirable
Professor was very interested in the course and pulled from many other asian religions to compare and contrast the ideas of Confucianism. Reading is pretty light and so is the workload.
Prepare to have your conceptions of East Asian religions challenged. Also, be prepared for a discussion-focused class.
it is a great class
This is a great course to learn more about Eastern philosophy. The reading is purely academic writing in the field but is simplified by the writing assignments you have to do for each class. The professor is also incredibly nice and enthusiastic about the field so that the material is even more interesting. I would definitely suggest taking this course.
It was super interesting and fun, Tobias is a dope instructor.
It's not super easy but it is interesting. This would be a good class to take pass fail
It's heavy on reading, but the discussions in class are very interesting and stimulating and the professor is very enthusiastic.
This course is unique in terms of organization of lecture. It promotes student's critical thinking and conversation with each other.
A very interesting class that might change your current understanding of Confucianism. The class covers a wide perspective on Confucianism.
This course is a fantastic introduction not only to Confucian thought, but also East Asian Philosophy and Culture.
This course covers specific beliefs and rituals as well as cultural influences surrounding Confucianism.
This is definitely an interesting course that would give you transforming perspectives on how religions/philosophies can be construed in various different ways in order to accommodate certain agendas.
This course is very stimulating and friendly for those who are new to philosophy and religious thoughts. I felt welcome here, despite my limited knowledge. The workload is light and every reading you do helps you learn (not busy work).
This course is a place where you learn about people's perspective about Confucianism over time. If this sounds interesting to you, you should definitely consider it.
You don't necessarily need to have any background in the history of China or eastern Asian thought.
Definitely very intellectual stimulating, where you read interesting articles and have heavy discussions
Anyone genuinely interested in learning about East Asian religions or Confucianism will enjoy this course.

Describe at least one thing about this course that helped you learn.

Comments

Writing observations for our homework on our readings —> helped make me really think about what I was reading

The combination of lectures with class participation.

this course helped me learn how to write a proper college essay

My teacher's enthusiasm and faith in his students

The support structure established, so that if one needed help, it was easy to get.

Speaking specifically as an Asian American, I felt like I learned more about the roots of some of the ideas and familial concepts that my parents instilled on me since I was little and in that sense, this course was personally enriching. I felt like it expanding my idea of how Confucianism has been viewed throughout time and political environments which added much nuance to my understanding of Chinese history and Confucianism itself. Definitely with the sometimes dense texts, I learned how to read more critically and how to draw the most necessary information from the text.

All the discussions helped me develop unique viewpoints

It gave me perspective on different countries and religions I didn't know much about.

Seeing both sides of an argument

I have learned about the complexity of Confucianism and the important role it played in the 'Chinese' cultural identity.

Tobias's lectures. Aside from being a strong academic, Tobias contains that rare gift for TEACHING that this university's small classrooms thirst for. He's able to speak with the highest academic formality and the most common of student vernacular all while saying the same important things. It's this kind of unique adaptive communication that makes his classroom experience so powerful.

A brief reflection is due before class. It helps reinforce the main arguments of the text.

The course is not necessarily about ancient China per se. Rather, it is the overarching idea and method of thinking beyond this course that proves to be far more intriguing and valuable. The lectures helped me see China and religion in general differently.

This course taught me a lot about Confucius and his philosophy, but more importantly it really broadened my perspective and thought processes.

The group discussion

The lecture

Having group discussions with other students was very productive and gave us the chance to compare notes and thoughts on each of the readings.

The consistent reading responses due before every class, to make me read and prepare for what would be discussed during class

Instructor set up study sessions outside of class to review key terms and concepts.

Describe at least one thing that could be changed about this course to help you learn.

Comments

Thought everything was good!

I would enjoy more collaborative work between students.

some of the readings could be slightly shorter so that we can better understand what we have to write about

Not sure.

No reading responses.

I would've changed the lectures and sometimes structure of the course. The order of readings did not always make sense and did not play into each other. It felt like sometimes we were jumping back and forth between ideas. I also felt like the class was too lecture based sometimes and would have appreciated more discussion. The physical classroom definitely did not help to foster more of a discussion based course.

I really disagree with the exam format. It didn't really make sense to learn about these abstract ideas in such a strict unforgiving format. Even though the multiple choice questions were easy I felt that the exam essays were just testing whether I knew the professors opinions or not

Sometimes the readings could be kind of dense. They weren't unreasonable though.

I believe we may cover a little bit of content about how Confucius influenced other East Asia country. Might be interesting to read one article from Japan or Korean author.

Some of the readings were very long. Shorter, more focused readings would increase intensity of classroom discussions because students would be enabled to be depth drivers. (See Hsu Xi)

I think there could have been a better explanation of the trajectory of the course.

Some readings seem a bit redundant and they could be removed...

It's a different style of class and it would help if there were broad picture summaries (I recognize that this is more of an individual/my problem and not a course problem)

More instruction about reading

Maybe be more transparent about the structure of the exams.

More slideshows to help take notes

Group discussions sometimes ran a bit longer than necessary

Classroom Environment

The instructor **Tobias Zuern** promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.



Statistics	Value
Mean	4.80
Median	5.00
Mode	5
Standard Deviation	0.52

Where relevant, please give specific examples to explain your answer above.

Comments
<ul style="list-style-type: none">– Always very aware of the power dynamics present between an instructor and a student, and used this awareness to create more honest discussions in class.– Made strong attempts to ensure that a wide range of views and perspectives were given in the readings that were assigned– Always very respectful of his students and their backgrounds/identities when speaking with them both in class and in office hours
We often worked in groups sometimes we chose our own, sometimes they were assigned, but it was definitely an inclusive environment.
He seems genuinely interested in each student's ideas and encouraged every perspective and type of thinking.
Tobias has been open and welcoming to all of his students.
I'm not a fan of this question. I think the question is designed as a witch hunt to weed out professors who committed wrong think. Leave our professors alone.
Professor Zuern is extremely friendly and open to diverse thoughts. He always is willing to listen and discuss with students their views on subjects, which is incredible and enhances the course material.
Professor encourage discussion from different religious ideas
He was very cognizant of the fact that we all come from different backgrounds, and encouraged us to share experiences or validated us if we did not feel comfortable sharing.



A&S Spring 2017 Instructor Report for SP2017.L23.Re St.418.01 - Sexuality and Gender in East Asia: The Body in Daoism (Tobias Zuern)

A&S Spring 2017 Course Evaluations

Project Audience 20

Responses Received 17

Response Ratio 85.00%

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from your specified course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions or concerns about your report, please contact evals@wustl.edu

Reports will not be generated for course sections with no responses.

Creation Date Fri, Jun 02, 2017



Course and Instructor Evaluation

Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report.

However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

Learning

Competency Statistics	Value
Mean	4.63
Median	5.00
Mode	5
Standard Deviation	0.71

1. I have found the course intellectually challenging and stimulating
2. I have learned something which I consider valuable
3. My interest in the subject has increased as a consequence of this course
4. I have learned and understood the subject materials of this course

Organization

Competency Statistics	Value
Mean	4.59
Median	5.00
Mode	5
Standard Deviation	0.65

1. Instructor's explanations were clear
2. Course materials were well prepared and carefully explained
3. Proposed objectives agreed with those actually taught so I knew where the course was going
4. Instructor gave lectures that facilitated taking notes

Enthusiasm (Tobias Zuern)

Competency Statistics	Value
Mean	4.91
Median	5.00
Mode	5
Standard Deviation	0.41

1. Instructor was enthusiastic about teaching the course
2. Instructor was dynamic and energetic in conducting the course
3. Instructor enhanced presentations with the use of humor
4. Instructor's style of presentation held my interest during class

Individual rapport (Tobias Zuern)

Competency Statistics	Value
Mean	4.97
Median	5.00
Mode	5
Standard Deviation	0.17

1. Instructor was friendly towards individual students
2. Instructor made students feel welcome in seeking help/advice in or outside of class
3. Instructor had a genuine interest in individual students
4. Instructor was adequately accessible to students during office hours or after class

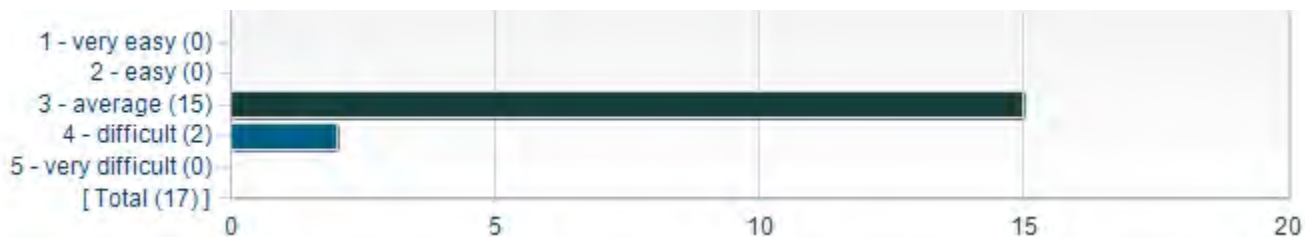
Course and Instructor Evaluation - Comparison Detail



Varied Rating Scale Responses

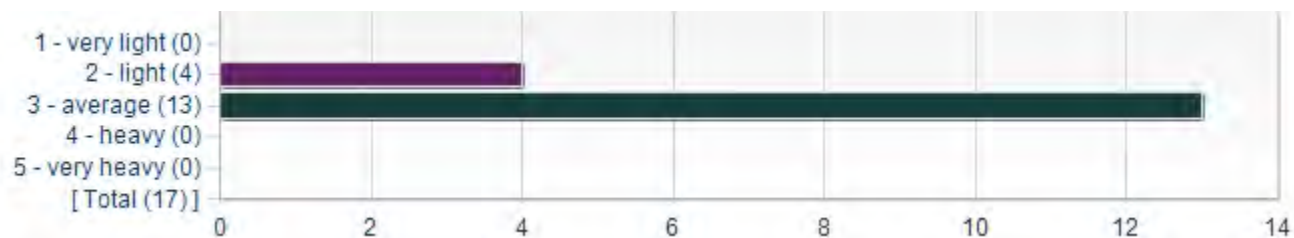
The varied rating scale responses are statistically reliable as individual questions.

Course difficulty relative to other courses was



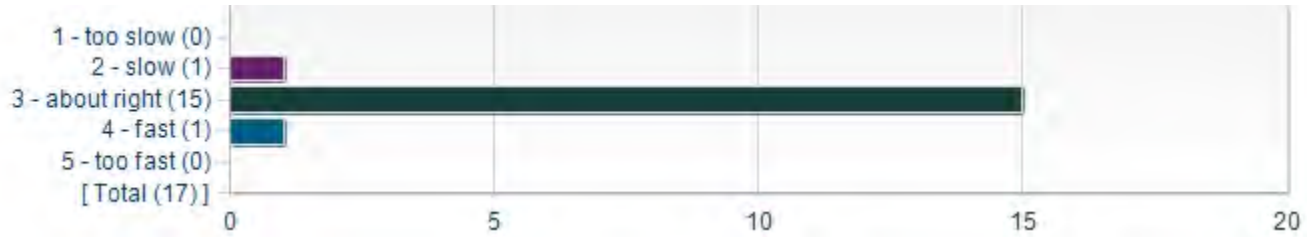
Statistics	Value
Mean	3.12
Median	3.00
Mode	3
Standard Deviation	0.33

Course workload relative to other courses was



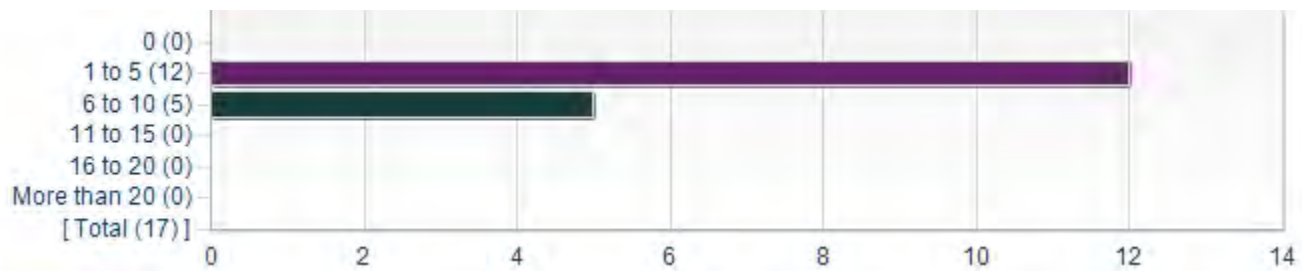
Statistics	Value
Mean	2.76
Median	3.00
Mode	3
Standard Deviation	0.44

Course pace was



Statistics	Value
Mean	3.00
Median	3.00
Mode	3
Standard Deviation	0.35

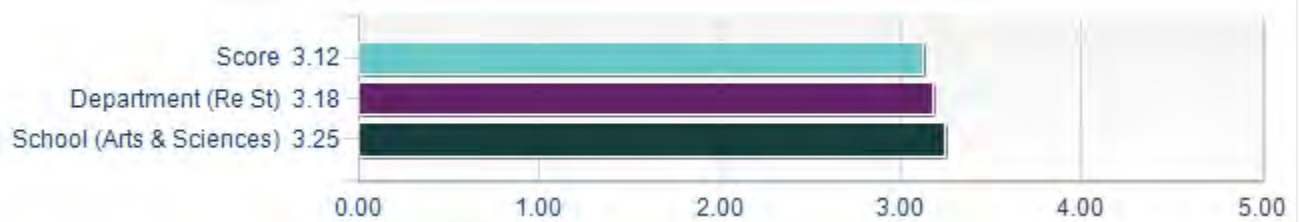
Hours per week required outside of class



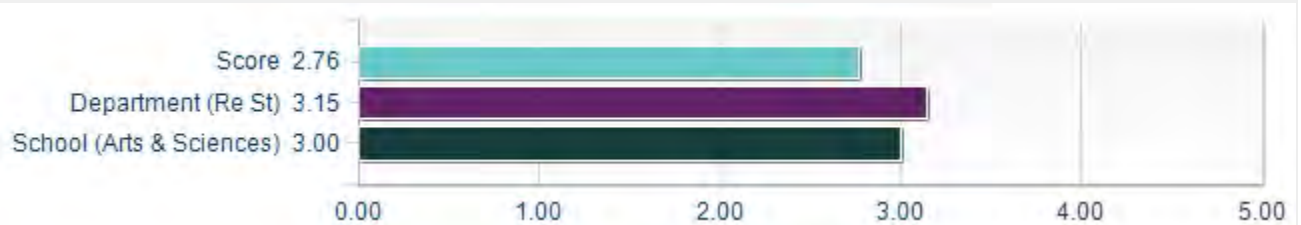
Statistics	Value
Mean	2.29
Median	2.00
Mode	2
Standard Deviation	0.47

Varied Rating Scale - Comparison Detail

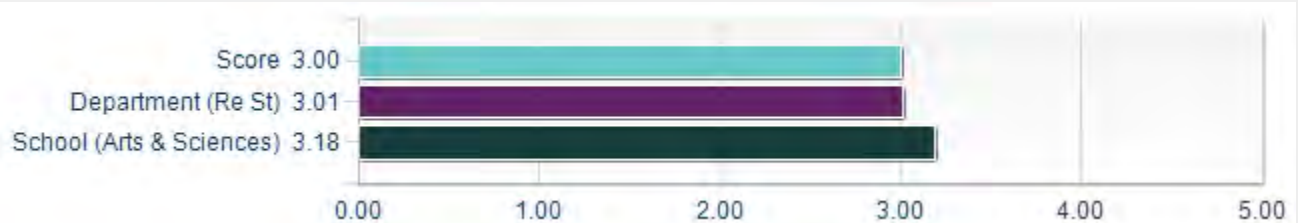
1. Course difficulty relative to other courses was



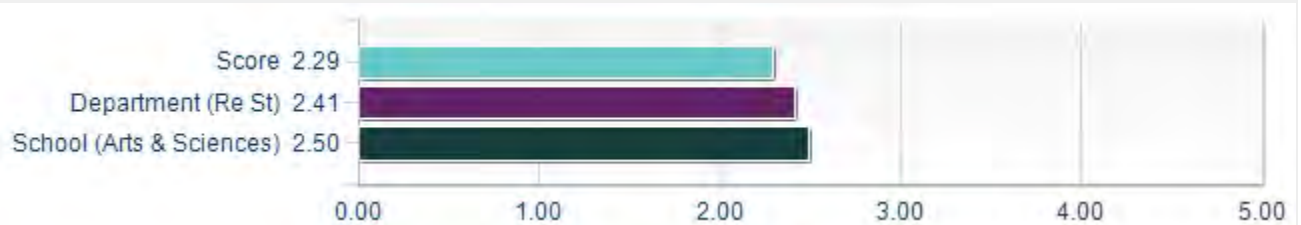
2. Course workload relative to other courses was



3. Course pace was



4. Hours per week required outside of class



Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comments

This course is suitable for those who have interest in Asian religions. You need to maintain an open mind attending it.

Professor Zuern is fantastic. He is very knowledgeable and excited about the material, and whatever he doesn't know he is extremely transparent about. Additionally, going to his office hours was amazing. He was so helpful in finding materials to work with or suggestions on concepts for papers. He also just had a lot of great experiences to talk about which was cool.

It was incredibly challenging, academically because this is such a difficult and abstract topic of study - however, it is also incredibly rewarding in that it takes you to the very depth of the topic. I learned so much from this class that it genuinely changes my perspective of things.

Dr. Zuern's class was incredibly interesting, engaging, and innovative. The material was something I have never encountered before. Dr. Zuern was engaged with the material and clearly passionate, and encouraged students to follow their own path to learning the material. Liked the unconventional assignments (e.g. Body depiction).

That even if you have little knowledge or interest in the subject, this course is a very interesting and in-depth survey that will greatly increase your knowledge of Daoism and the body within it.

It is a very engaging and interesting topic. As with all seminars, you will get the most out of it if you do your readings before hand and engage in conversations during class.

It can be a challenging course, especially for those that don't really have an interest in Religious studies. I didn't anticipate the religious studies portion of it prior to taking the class. But I think the majority of the students in the class had some religious studies background/had a vested interest in the content and that's what really made me disengage a little bit as the semester went on. The material didn't really interest me. I was lost at times as well, and the professor encourages you that you will get lost and he will help you sift out the material (which he did excellently) but I just didn't have the interest in the course material anymore.

The course was engaging and interesting, especially as Professor Zuern's enthusiasm and breadth of knowledge showed through. I would strongly recommend anyone even remotely interested in religious studies to take a class with Zuern.

Daoism, as a cultural, historical, philosophical, and religious phenomenon is very distinct from anything found in the history of the West. As such, the study of Daoism often presents a high learning curve for students who are unfamiliar with it. This course serves as a fantastic introduction to Daoism while also presenting a perspective on it that is new and interesting even to those experienced with Daoism like myself. Professor Zuern mediates the learning process wonderfully and delivers conceptual knowledge of Daoism in such a way that it is approachable and graspable by the average student.

Tobias is very engaging and inclusive in the class room. He understands Daoism very well and teaches you the fundamentals in a way that facilitates you growing to higher levels.

This class is both educational and fun.

It's a really interesting topic that you wouldn't normally learn about otherwise. It has a lot of small group discussion and isn't too intense, but you really need to do the reading and pay attention to the important Chinese terms (if you don't speak Chinese) to be able to follow along. However, it's not necessary to have a background in Chinese language or literature so it's very accessible.

Have a baseline of familiarity with Daoism and East Asian religions in general. Rehashing introductory material slowed the early portion of the course due to the students being insufficiently prepared.

yes i would suggest any student who is interested in Daoism take this course.

Describe at least one thing about this course that helped you learn.

Comments

It has inspired a new interest in Daoism in my case.

The readings were great, and the conversations we had in class were really helpful. There wasn't pressure to be 100% right about things, so it was a great environment to talk about ideas and things we read.

I took this class because I thought it would provide me with new inspiration for my art, and it did more than just that I believe; it became an interesting topic on its own that I became fascinated with.

Professor was readily available during office hours and through email. Explained difficult readings really clearly by distinguishing concepts and guiding students without imposing particular interpretations.

The combination of images and texts I thought worked very well. I also thought the readings were well-selected.

The professor's expertise in the subject. His enthusiasm for Ancient Chinese philosophy was contagious and through his use of everyday anecdotes, I was able to better grasp these concepts that may have otherwise seemed vague and too abstract.

I think the powerpoint slides helped me learn. And also a little bit of the one-on-one discussions as well.

Professor was incredibly receptive to questions or concerns; professor also kept classes feeling fresh/exciting by utilizing & combining a variety of methods, e.g. lecturing, slideshows, and small and large group discussions.

The multi-media approach has been fantastic. The synthesis of artwork, written works, and short films has enabled an understanding not only of Daoist phenomena, but of the culture from which it springs forth and which surrounds it.

The course taught me the role of the body to Daoism. It helped me understand the basic tenants of Daoism so well that I can notice them easily in popular culture.

Discussion based learning and prepared materials.

I really enjoyed the body projects. It gave the opportunity to synthesize ideas and think about the things we were learning in a creative way.

Read carefully the original texts and many other interpretations of them to look at how they are different based on the time period and the agendas behind each group of people.

Describe at least one thing that could be changed about this course to help you learn.

Comments

I would like the course to go deeper and as a grad student I would rather study with people who have some background in Asian Studies, but on the other hand the undergrads who come from different disciplines also add their own perspective.

Writing the paper was stressful as I am not knowledgeable in the field, so perhaps including more of workshop on it? I don't know, because I also did enjoy this paper and reading more into a topic I enjoyed.

I feel like some documents (abstract poems) were not explained fully - I wish we could have spent more time on certain materials.

Maybe different kinds of media -- involvement of the film opportunities that were outside of class (that I unfortunately couldn't attend) would have been interesting

I think there could be a wrap-up session of some sort in which we could carefully distinguish the different texts and schools from one another. Especially at the end of the year, I had a hard time remembering which texts were associated with what doctrines and ideas. Just a sheet listing out basic points could be helpful.

Also maybe some of the longer readings could be cut down a bit. I felt like there was not much point when we never really got to discuss large portions of the things we had read.

Perhaps more varied media (movies, plays, art)

Probably an incorporation of more powerpoint slides. That would be nice.

I would actually have preferred a bit more lecturing from the instructor, as I always found his lectures to be clear, informative, and captivating.

I would recommend slightly shorter discussion sessions between students.

If other students participated a bit more in class and spoke up. I am very extroverted, so I would have enjoyed three or so more extroverted members. However, Tobias did very well in including people and keeping discussion going.

This class is already great.

Giving a few questions/themes to think about while we read for next class would have helped me focus my reading. And come better prepared for class.

organize the discussion and materials based on topics and relevant themes might be better!

Classroom Environment

The instructor **Tobias Zuern** promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.



Statistics	Value
Mean	4.94
Median	5.00
Mode	5
Standard Deviation	0.24

Where relevant, please give specific examples to explain your answer above.

Comments
I have a kin interest in Daoism and in China, while most of the students in class do not come from Asian Studies background but he was very inclusive and patient in explaining things and giving students time to interpret the materials on their own and share their views.
Professor Zuern seemed genuinely passionate about what he was teaching, and I think thats one of the most crucial thing that makes one an amazing instructor - and I believe he was one of the best instructors I've had in WashU if I were to evaluate them all purely based on their passion and enthusiasm.
Professor engaged with student body depictions on an individual level, and was supportive of diversity by engaging in dialogue about cultural appropriation and sexism.
There was not a single time, to me, where the professor seemed too aggressive or offensive, though he mentioned several times his openness to students saying they feel uncomfortable with anything he says or his mannerisms.
He understood quite well that a few people in the class are not in religious studies so he added supplemental readings on blackboard to help people like me catch up.
Professor Zeurn consistently approach the presentation and discussion of course material with a consciousness toward the variety of student backgrounds and experiences. As such, he promoted a space in which difference of perspective and opinion facilitated rather than hindered the learning process.
Tobias was aware of my religious background and privately checked in to ensure that I was comfortable with some of the comments made in class.
Encouraged all ideas and perspectives while maintaining academic direction.
He was very sensitive to issues of cultural appropriation in the media, very receptive to critique, and actively asked about whether he was doing anything problematic/could improve.
the instructor pay much attention to talk about examples from different cultures in order to explain the reading materials and course stuff, they really are helpful.



Instructor Report for Tobias Zuern, FL2016.L.L23.311.01 - Buddhist Traditions: Taking Refuge in the Buddha

A&S Fall 2016 Course Evaluations

Project Audience 31
Responses Received 25
Response Ratio 80.65%

Report Comments

Welcome to your Instructor Report for WashU Course Evaluations. Below you will find response data from your specified Fall 2016 course section. Responses to personalized questions appear at the bottom of the report.

The intention of this report is to provide feedback, and also to prompt improvement in areas that may be lacking. This report is accessible to appropriate department level and school level users, as determined by your school. We appreciate your dedication to our learning community at Washington University.

If you have questions or concerns about your report, please contact evals@wustl.edu

Please Note: In order to protect student anonymity, fall and spring reports are not generated for sections with fewer than 4 respondents.

Creation Date Tue, Jan 17, 2017



Course and Instructor Evaluation

Past research shows that the students' answers to any one question can be noisy, more prone to biases, and provide less useful data for evaluating courses and instructors. Since interpreting individual questions, including their relative highs and lows, can easily lead to inaccurate conclusions due to low reliability, individual question responses are not available in any standard report. However, combining students' responses to several questions aimed at measuring the same underlying attribute can improve the quality of the measures. Therefore, the statistics displayed for each attribute (mean, median, mode, and standard deviation) are calculated from the grouped responses to all the questions in each topical block.

Learning

Competency Statistics	Value
Mean	4.51
Median	5.00
Mode	5
Standard Deviation	+/-0.73

1. I have found the course intellectually challenging and stimulating
2. I have learned something which I consider valuable
3. My interest in the subject has increased as a consequence of this course
4. I have learned and understood the subject materials of this course

Organization

Competency Statistics	Value
Mean	4.47
Median	5.00
Mode	5
Standard Deviation	+/-0.70

1. Instructor's explanations were clear
2. Course materials were well prepared and carefully explained
3. Proposed objectives agreed with those actually taught so I knew where the course was going
4. Instructor gave lectures that facilitated taking notes

Enthusiasm (Tobias Zuern)

Competency Statistics	Value
Mean	4.95
Median	5.00
Mode	5
Standard Deviation	+/-0.27

1. Instructor was enthusiastic about teaching the course
2. Instructor was dynamic and energetic in conducting the course

3. Instructor enhanced presentations with the use of humor

4. Instructor's style of presentation held my interest during class

Individual rapport (Tobias Zuern)

Competency Statistics	Value
Mean	4.98
Median	5.00
Mode	5
Standard Deviation	+/-0.21

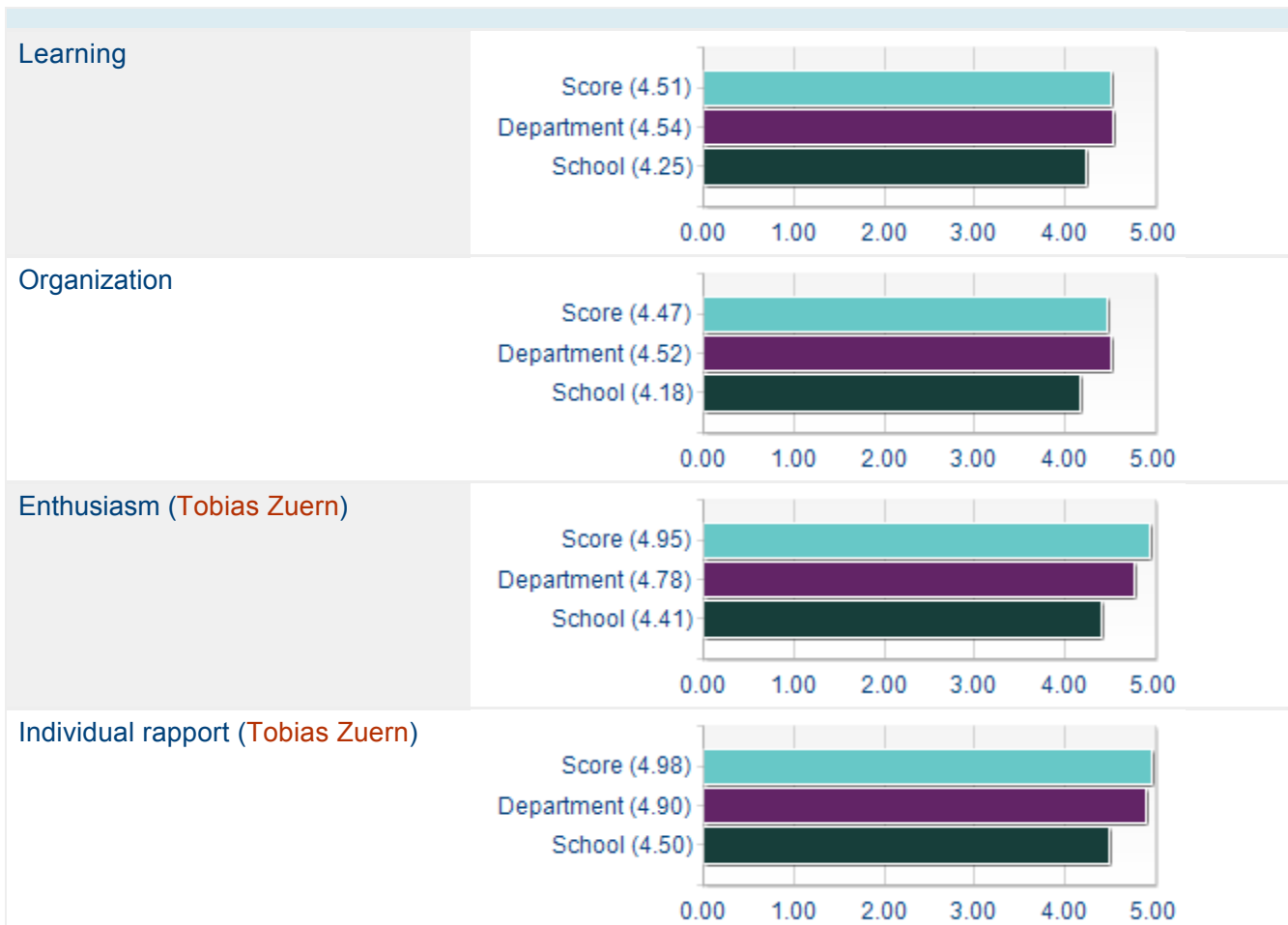
1. Instructor was friendly towards individual students

2. Instructor made students feel welcome in seeking help/advice in or outside of class

3. Instructor had a genuine interest in individual students

4. Instructor was adequately accessible to students during office hours or after class

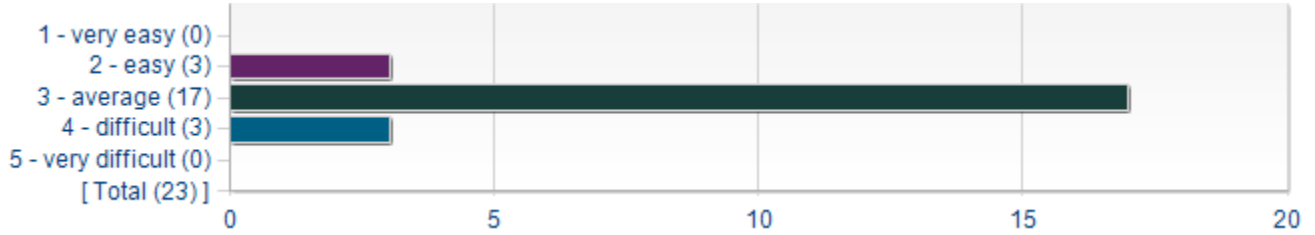
Course and Instructor Evaluation - Comparison Detail



Varied Rating Scale Responses

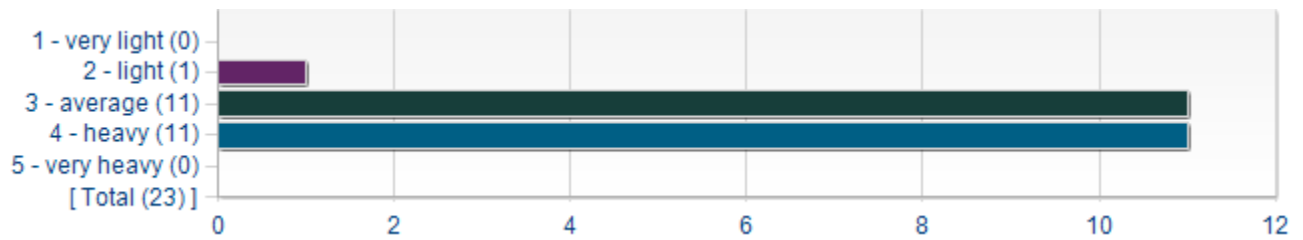
The varied rating scale responses are statistically reliable as individual questions.

Course difficulty relative to other courses was



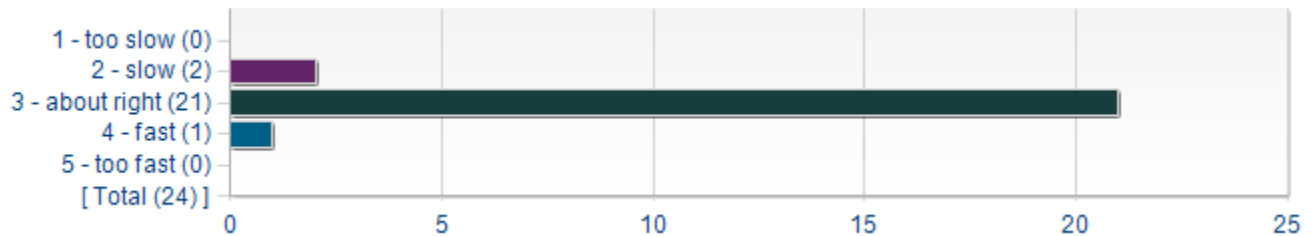
Statistics	Value
Mean	3.00
Median	3.00
Mode	3
Standard Deviation	+/-0.52

Course workload relative to other courses was



Statistics	Value
Mean	3.43
Median	3.00
Mode	3, 4
Standard Deviation	+/-0.59

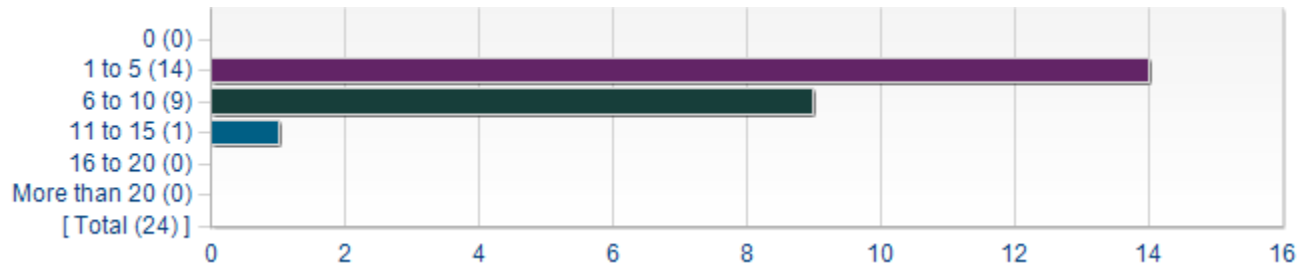
Course pace was



Statistics	Value
Mean	2.96
Median	3.00

Mode	3
Standard Deviation	+/-0.36

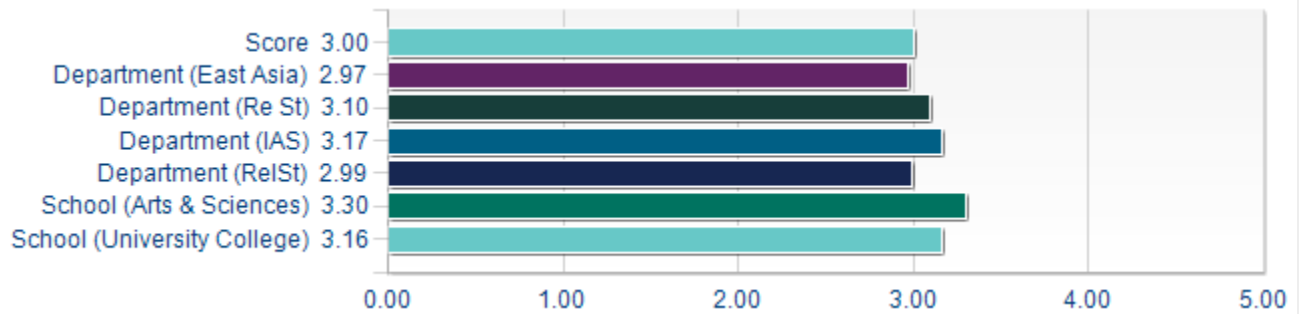
Hours per week required outside of class



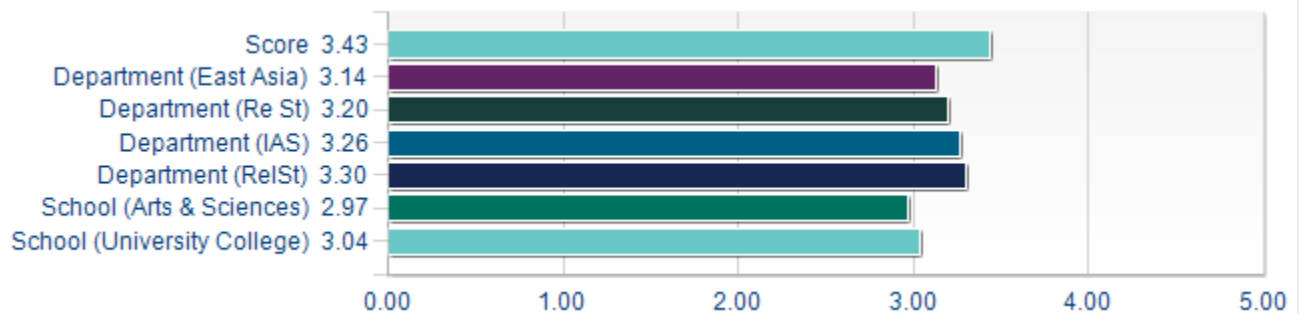
Statistics	Value
Mean	2.46
Median	2.00
Mode	2
Standard Deviation	+/-0.59

Varied Rating Scale - Comparison Detail

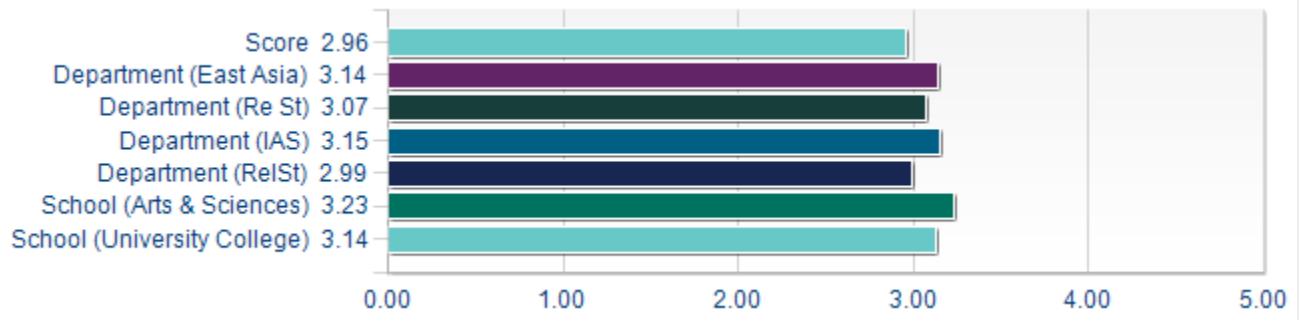
1. Course difficulty relative to other courses was



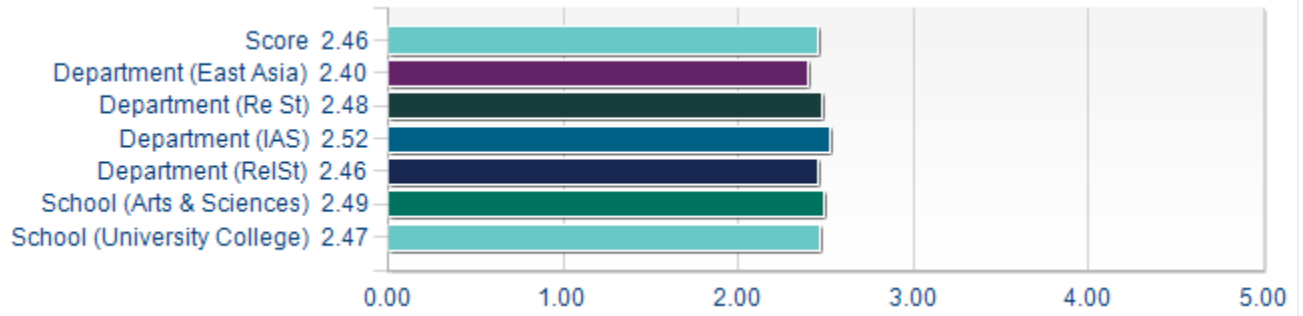
2. Course workload relative to other courses was



3. Course pace was



4. Hours per week required outside of class



Short Answer Responses

What would you like to tell other Wash U students thinking about taking this course?

Comment

It was an extremely enjoyable class! Professor Zuern is intelligent and passionate and it shows in his teaching. This class is a truly fun and intriguing learning experience, allowing students to not just learn facts about Buddhism, but to discuss Buddhist thought and apply it to various subtopics.

great course that summarizes buddhism perfectly

This course centers around readings and discussion in class. As the name suggests, it is less about Buddhist philosophy and more about Buddhist themes in art, literature, and practices.

It's a great opportunity to learn about a new culture you may not have experience with.

It really opens your eyes about Buddhism. And the instructor is wonderful.

There is a LOT of reading

Very interesting class if you have any interest in learning about Buddhism. Professor is engaging and wants his students to succeed.

Take it!!! I loved this course and would absolutely recommend it. I believe this class fostered an enjoyment and enthusiasm for the material that motivated me to stay engaged and want to learn more.

Professor Zuern not only has great enthusiasm and character but has a thorough understanding of the material. I highly recommend any course he teaches as he is intelligent, engaging, and flexible.

I would tell them that it isn't what you would expect, but in a good way! It will challenge you to think differently, but if you want to take a class about mindfulness and meditation, this isn't the right class.

It's a lot of reading - but definitely interesting.

Easily the best East Asian professor I have had since pursuing the topic of study.

teacher is super cool, but a lot of reading and not what I thought the class would be like

It's very interesting, challenging, enjoyable, and fun! Definitely take it.

Material and presentation really sparked an interest in religious studies; very easy to engage with material on a variety of levels. Subject was interesting but the professor is what made the class so enjoyable. Would take probably any class with him.

Great professor, highly recommend the course.

Very interesting course

Yes, very interesting class

Professor Zuern is probably one of the best professors I have had at Wash U. He has the most positive attitude and is so passionate about what he teaches. I wanted to listen to what he had to say because of how engaging he was. I laughed and found joy in this class more so than many of my others. I will miss this class, mainly because of him. I think it was safe to say that he improved all of our days when we came for class.

This is an absolutely fantastic course. There is no other course that I have taken at Wash U which allowed me to think as freely and creatively as this one because Prof Zuern not only encouraged thought beyond the readings and to come up with our OWN conclusions, he in fact pushed us to stray away from agreeing with authors without stating our logic and proof.

Describe at least one thing about this course that helped you learn.

Comment

I really liked the way the class was structured with reading assignments and responses outside of class and mostly discussion during classes. This allowed for individual reflection on the readings as well as an exchange of and exposure to new ideas in class. It wasn't just the professor lecturing at the students while they furiously take down notes; it was engaging and thought provoking.

flexibility on deadlines promoted genuine learning

Before each class, we had mandatory reading responses to submit through blackboard. While readings could be long (3+ hours), the mandatory responses assured that we had thoroughly read the material and were prepared for class discussions.

Visuals

The interactive portions of the course helped.

Tobias is great

Professor was very open for help outside of class.

The professor's teaching style was great. He made the material accessible, interesting and relevant.

He asked analytical questions as well as gave thorough explanations of the material when necessary.

The drawing of parallels between different topics throughout the course kept me engaged. The enthusiasm and passion of the professor made such a huge difference, and I found that students in this class were more engaged than in many of my other classes.

How to read vague texts

It was focused more on religious phenomena, practices, and philosophies with regards to Buddhism than it was outlining a history of Buddhism. I liked this very much. This matched how I have personally experienced religions foreign to me and it reminded me why I declared as a religious studies major. While historical studies of religions certainly have a prominent place in the academic study of religion, I much prefer learning about religions in ways similar to how they are experienced, which helps the learning process immensely.

teachers humor

I really enjoyed not having to take notes that we're written on the board. It really helped me take in the material rather than just copy it down.

The professor's energy and interactions with students during lectures kept me interested and focused throughout the class.

Professor Tobias' willingness to help students outside of normal hours.

picture presentations

A different way of thinking about a religion

He is very non-judgmental (which was helped in a course that most of the class was very inexperienced with) and wants to genuinely talk about questions and topics we didn't understand as well. He made the environment one of acceptance, little stress, and comfort.

We were asked to have daily reading responses and generate questions; this allowed us to prime our thinking before entering the classroom.

Describe at least one thing that could be changed about this course to help you learn.

Comment

More time could have been spent at the beginning of class covering some basics of Buddhism so that when vocabulary is brought up later, students aren't as confused.

more videos and short clips like the beginning of the class.

I would have enjoyed more emphasis on Buddhist philosophy to supplement the other course material.

N/A

N/A

There is just SO much reading. For me it was just too much to take all of it in, or even complete for class each day.

Less reading would be nice.

Honestly it was great as is!

I think he has a good structure, I wouldn't change anything off the top of my head.

I think the explanation of why we were learning the things we were learning would have been helpful earlier in the semester. The idea of learning in a different way became clear as we went along, but it could have made it clearer if we knew earlier.

I think some of the readings were too long especially when I had to fit them in during a short turnaround between class on Tuesday and class on Thursday.

I think the grading is a little hard/ambiguous

Most of the readings could be reduced in length significantly while still conveying the core concepts meant to be addressed. However, at the same time, I do like how the plethora of additional material assigned around each concept enabled me to select from a truly massive variety of topics for each paper assignment. A better balance could probably be struck. However, if it came down to too little vs. too much reading material, I would much prefer the current practice of having a surplus from which to pull.

obscure buddhist terms and all very specific practices not general ideas of religion

Maybe more clear readings? I don't really have any suggestions

Oftentimes, the smaller group discussions were productive, but sometimes students in a group wouldn't have too much to say so the conversations could devolve pretty quickly.

Not much

more discussion

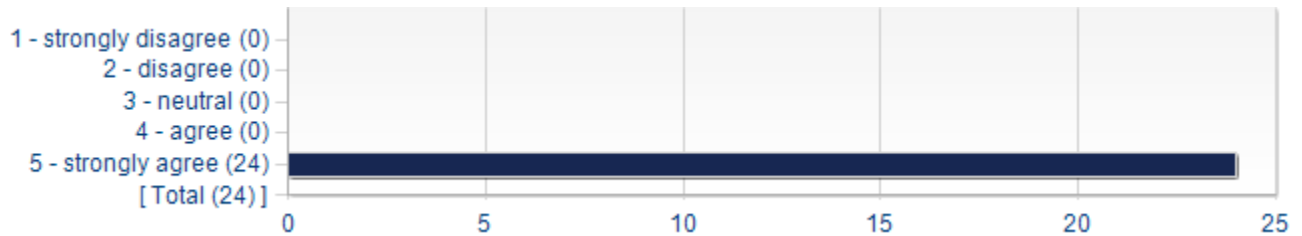
No

I think the subject of Buddhism is a tough one. Even those well versed in it find it challenging. Anything that we needed to change about the course we had the option of talking to Professor Zuern about mid-semester, which was so unique.

It may have been helpful to read other people's responses before the class, so we could start to think about the questions before discussing in class.

Classroom Environment

The instructor **Tobias Zuern** promoted an inclusive learning environment with regard to the diversity of student personal backgrounds and identities.



Statistics	Value
Mean	5.00
Median	5.00
Mode	5
Standard Deviation	+/-0.00

Where relevant, please give specific examples to explain your answer above.

Comment

Tobias is by far one of the most enthusiastic professors I've ever had. As a senior, I've seen plenty of different teaching styles over various different courses. Tobias was able to take a subject that I honestly didn't have all that much interest in and turn it into a class I was excited to come to and be a part of the conversations. His energy was infectious and I only wish I had more time at Wash U to take more of his classes. I'm admittedly not the best writer and required a lot of help with my essays. Tobias went back and forward countless times with helping me become a better writer during the first essay. He cared more about me developing my writing skills than he did about just getting the work done. This is what all professors should be doing. Thank you for everything Tobias.

He was always communicating and engaging with everyone

Incorporated a political discussion that was non demeaning to either political side.

Dr. Zuern made everyone feel comfortable with his candidness and humor, and I think everyone felt comfortable raising their hand and asking questions. One of the most open, cool professors I've had at WashU!

Always was conscious about our feelings.

Always said that we should speak up no matter what we have to say.

Often checked in with class when discussing sensitive or inflammatory material

He respects everyone in the class and always gibe us good examples. Also, I like the critical way that he is teaching

He always asked us, "is what we're talking about okay?" or "is everyone still feeling comfortable?" or "I hope no one is offended, are you all alright?" Which was so nice. I have had professors who haven't done that.