

Teacher's evaluation

The group of ca 25 students participating in classes – more or less regularly – was extremely diversified. Some had almost no background whatsoever in philosophy.

Generally speaking, philosophical aesthetics is nothing for beginners since it relies on some basic acquaintance with metaphysics and epistemology.

I had put together a rather ambitious program, focussing on the Humean question of the 'standard of taste'.

Participants were supposed to read texts in advance, prepare questions, and then participate actively in the discussions of the text.

But in some cases I had to rely on lecturing more than I would have liked since the material was too difficult for some of the students. For some classes, I prepared power point presentations and made them available via FRONTER afterwards.

But things got better in the course of the semester: Communication became more fluent, and there was a kernel of ca. 12 people attending classes regularly.

I encouraged participants to give short presentations, focussing on an artwork of their choice and trying to look at it in the framework of one of the theories we have been discussing. Not many volunteered, but those who did did very well. We had a lively discussion.

Operating with FRONTER was difficult since not all of the participants had access to the same page. It took us weeks to figure this out.

Ca half of the participants submitted drafts of papers for getting feedback. The submitted drafts were of very different quality. Some participants still had great difficulties in writing, even though I had provided extensive advice on how to approach the challenge. I had also met with every student individually to discuss the topic and help them to formulate a sufficiently precise question, to decide on the material on which to rely and how to organize their work.

The feedback I gave was in writing, commenting on the drafts and suggesting improvements.

12.5.14 *Christel Fricke*