UVic CES Instructor Report 201801 - Bruce Ravelli - INTRO SOCI CONTEMPRY SOCIETY - SOCI 100B - A01 (CRN 22732)

UVic Course Experience Survey - Spring 2018

Project Audience 106
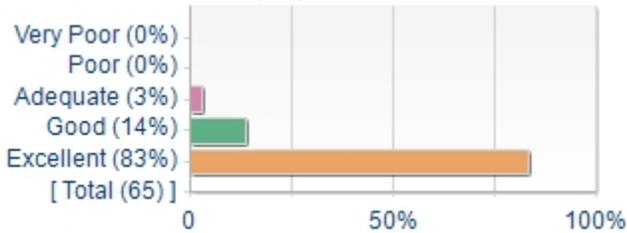Responses Received 65
Response Ratio 61%

| Subject Details	
CRN	22732
VNUMBER	V00107670

Creation Date   Fri, Apr 27, 2018

I Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions

Very Poor (0%)
Poor (0%)
Adequate (3%)
Good (14%)
Excellent (83%)
[Total (65)]

Statistics	Value
Response Count	65
Mean	4.80
Median	5.00
Standard Deviation	0.47

2. The instructor's explanations of concepts were clear

Very Poor (0%)
Poor (2%)
Adequate (8%)
Good (34%)
Excellent (57%)
[Total (65)]
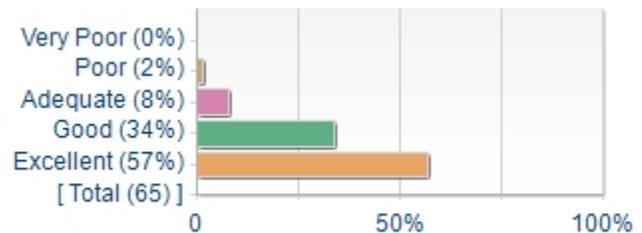
Statistics	Value
Response Count	65
Mean	4.46
Median	5.00
Standard Deviation	0.71

3. The instructor motivated you to learn in this course

Very Poor (2%)
Poor (0%)
Adequate (8%)
Good (28%)
Excellent (63%)
[Total (65)]
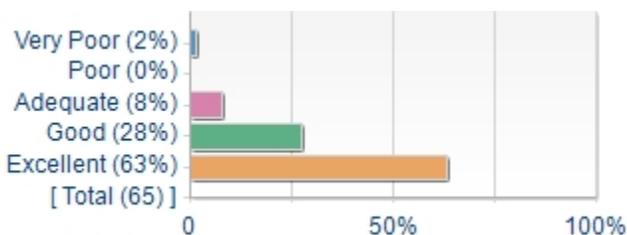
Statistics	Value
Response Count	65
Mean	4.51
Median	5.00
Standard Deviation	0.77

### 4. The instructor was available to answer your questions or provide extra assistance as required

Very Poor (0%)
Poor (0%)
Adequate (11%)
Good (30%)
Excellent (59%)
[Total (64)]
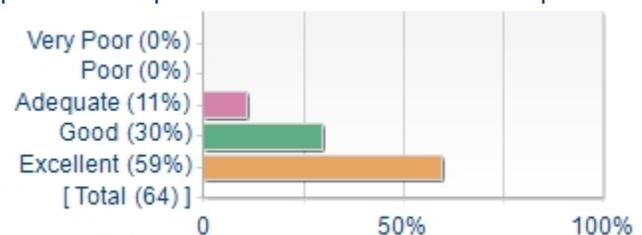
Statistics	Value
Response Count	64
Mean	4.48
Median	5.00
Standard Deviation	0.69

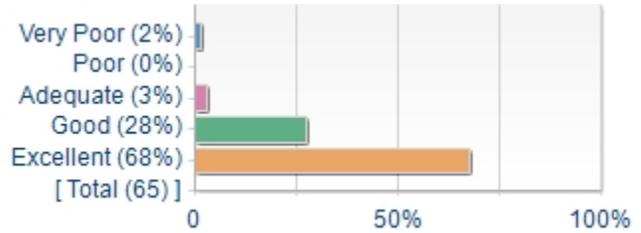### 5. The instructor ensured that your assignments and tests were returned within a reasonable time

Very Poor (0%)
Poor (2%)
Adequate (8%)
Good (45%)
Excellent (45%)
[Total (64)]
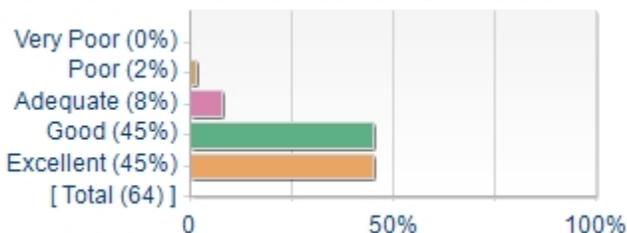
Statistics	Value
Response Count	64
Mean	4.34
Median	4.00
Standard Deviation	0.70

6. The instructor was helpful in providing feedback to you to improve your learning in this course

Very Poor (3%)
Poor (0%)
Adequate (26%)
Good (18%)
Excellent (52%)
[Total (65)]
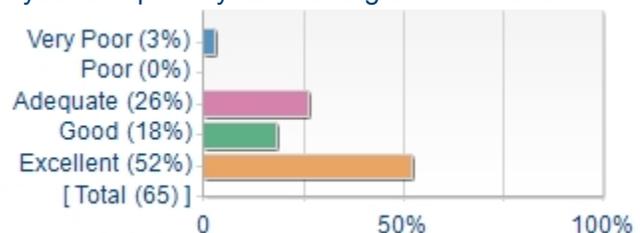
Statistics	Value
Response Count	65
Mean	4.17
Median	5.00
Standard Deviation	1.02

7. The instructor demonstrated respect for students and their ideas

Very Poor (3%)
Poor (5%)
Adequate (9%)
Good (31%)
Excellent (52%)
[Total (65)]

Statistics	Value
Response Count	65
Mean	4.25
Median	5.00
Standard Deviation	1.02

8. Overall, the instructor was effective in this course

Very Poor (2%)
Poor (0%)
Adequate (3%)
Good (28%)
Excellent (68%)
[Total (65)]

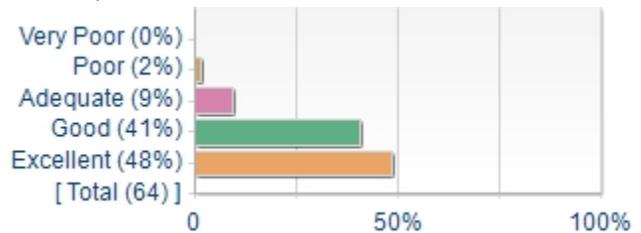| Statistics	Value
Response Count	65
Mean	4.60
Median	5.00
Standard Deviation	0.70

II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear

Very Poor (0%)
Poor (0%)
Adequate (9%)
Good (45%)
Excellent (46%)
[Total (65)]
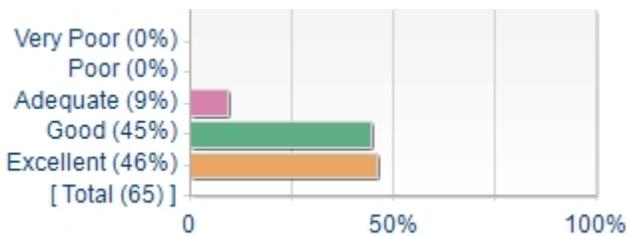
Statistics	Value
Response Count	65
Mean	4.37
Median	4.00
Standard Deviation	0.65

2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear

Very Poor (0%)
Poor (2%)
Adequate (9%)
Good (41%)
Excellent (48%)
[Total (64)]

Statistics	Value
Response Count	64
Mean	4.36
Median	4.00
Standard Deviation	0.72

3. The assigned work helped your understanding of the course content

Very Poor (0%)
Poor (2%)
Adequate (14%)
Good (45%)
Excellent (40%)
[Total (65)]
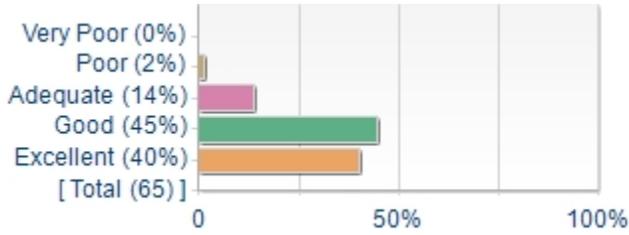
Statistics	Value
Response Count	65
Mean	4.23
Median	4.00
Standard Deviation	0.75

4. The course provided opportunities for you to become engaged with the course material, for example through class discussions, group work, student presentations, on-line chat, or experiential learning

Very Poor (0%)
Poor (5%)
Adequate (14%)
Good (38%)
Excellent (43%)
[Total (65)]
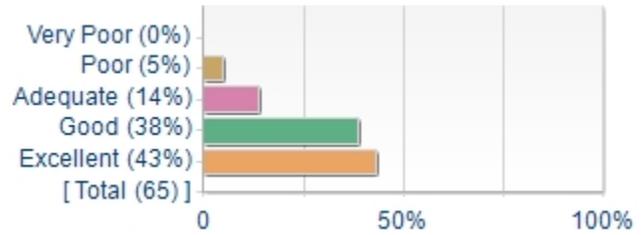
Statistics	Value
Response Count	65
Mean	4.20
Median	4.00
Standard Deviation	0.85

5. The methods of assessment used to evaluate your learning in the course were fair

Very Poor (0%)
Poor (11%)
Adequate (12%)
Good (54%)
Excellent (23%)
[Total (65)]
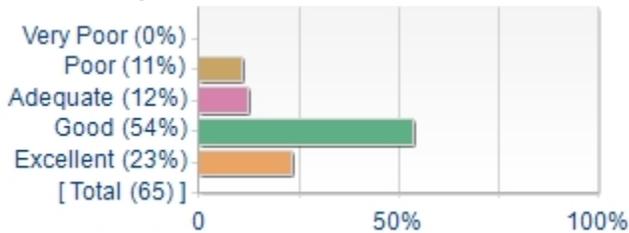
Statistics	Value
Response Count	65
Mean	3.89
Median	4.00
Standard Deviation	0.89

6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)

Very Poor (2%)
Poor (0%)
Adequate (9%)
Good (42%)
Excellent (48%)
[Total (65)]
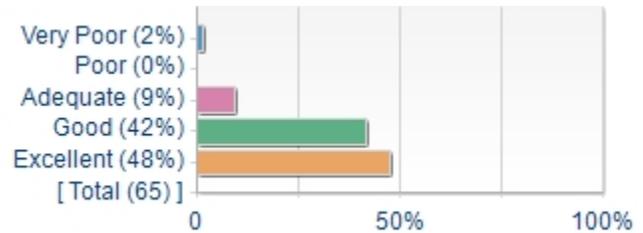
Statistics	Value
Response Count	65
Mean	4.34
Median	4.00
Standard Deviation	0.78

7. Overall, the course offered an effective learning experience

Very Poor (2%)
Poor (2%)
Adequate (6%)
Good (34%)
Excellent (57%)
[Total (65)]
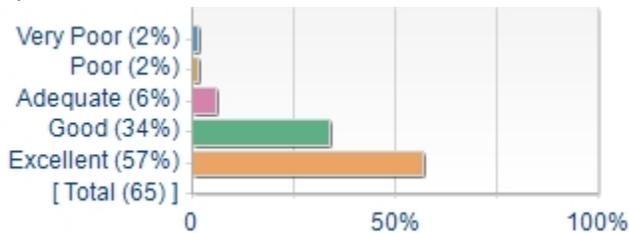
Statistics	Value
Response Count	65
Mean	4.43
Median	5.00
Standard Deviation	0.81

III Statements About The Students:

My primary reason for taking the course.

Interest (35)
Program requirement (15)
Reputation of Instructor (13)
Reputation of course (1)
Timetable fit (1)
[Total (65)]
0   10   20   30   40
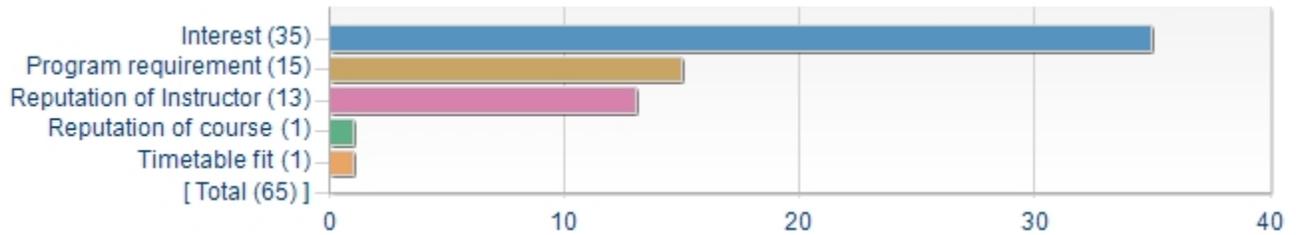
The approximate number of classes or labs that I did not attend

Missed fewer than 3 (44)
Missed 3-10 (13)
Missed 11-20 (2)
Missed more than 20 (1)
[Total (60)]
0   10   20   30   40   50
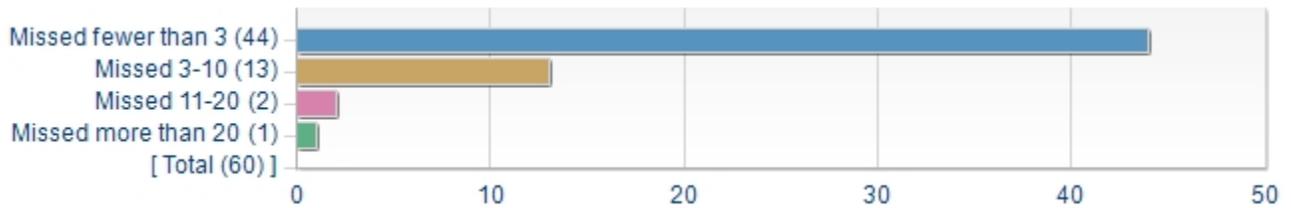
Relative to other courses I have taken at UVic, the workload in this course was

Extremely heavy (2)
Somewhat heavy (15)
Average (42)
Somewhat light (6)
Extremely light (0)
[Total (65)]
0   10   20   30   40   50
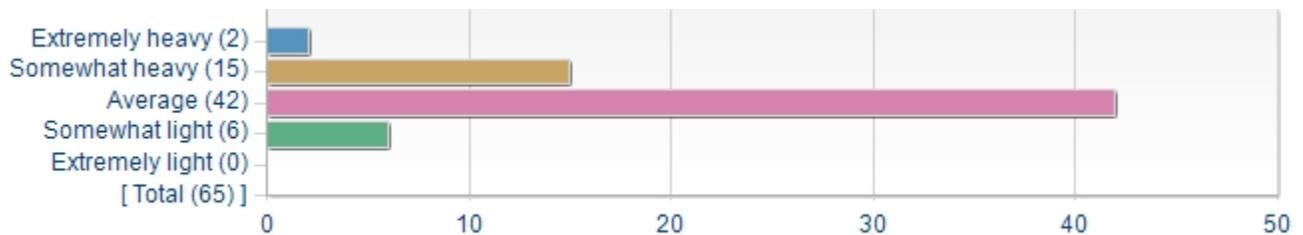
The approximate number of hours per week I spent studying for this course outside of class time:

Less than 1 (4)
1 to 2 (29)
3 to 5 (26)
6 to 8 (4)
9 to 10 (0)
More than 10 (2)
[Total (65)]
0   5   10   15   20   25   30
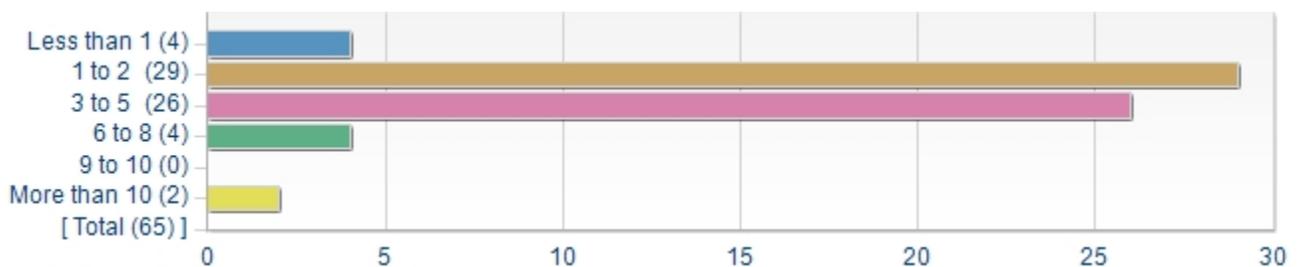
As a result of my experience in this course, my interest in the material:

Decreased (3)
Stayed the same (17)
Increased (45)
[Total (65)]
0   10   20   30   40   50
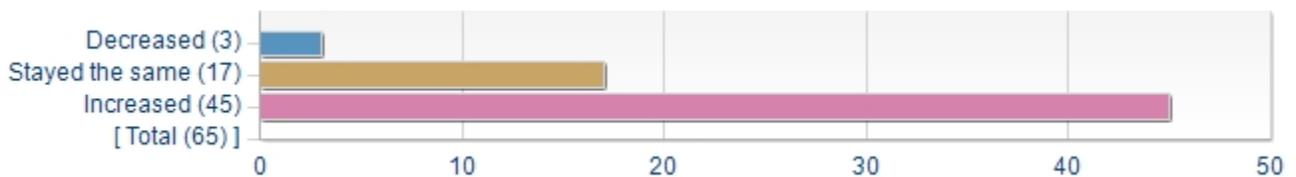
IIV Student Comments:

What strengths did your instructor (Bruce Ravelli) demonstrate that helped you learn in this course?

Comments
His stories were engaging and relevant to the topics being explained, they helped me to stay interested and think more in depth during lecture. Class discussions were common, which is not usually the case in many classes, they led to me become more interested in relevant issues, and I enjoyed being able to listen to other students thoughts and opinions. I really enjoyed the classroom environment and it helped me to spark an interested in sociology!
His explanation is always clear and easy to understand.
He is a charismatic professor, and his stories make concepts stick.
clarified concepts, related everything to real life examples and experiences
Bruce is an engaging, entertaining and informative instructor who demonstrates his love for sociology every day he gets up in front of us to talk to us. He is consistently enthusiastic and allows for insightful class discussions. I would reccomend this class to anyone.
Very good at explaining course concepts and very interested in sociology.
Facilitating class discussion
Very engaging speaker, good at provoking class discussion. I liked the Friday free topics, a good way to connect what we were learning to current events
Bruce was always prepared with interesting lectures. He had many examples that we as students were able to relate to. He added humour and videos to keep the class light. The slideshow notes were clear. It is very helpful to have the video recordings and posted lecture notes as there will be the occasional time a student may not be able to make it to class. Having this did not deter me from coming to class as his lectures are amazing.
Stories, explanations, videos made it interesting, and made content relevant
Great explanation and good at engaging student participation and class discussions.
His enthusiasm was a catalyst for me to engage with the material, he is such a great storyteller and storytelling is such an effective way to not only teach, but learn
Bruce was a dynamic and skilled lecturer, always prepared for class.
very skilled at engaging the class when explaining concepts and providing relevant examples
Good at allowing time for discussions in class and getting students interested in sociology and engaged in the lecture
He gave demonstrations of real life situations that helped me fully understand what he was teaching.
Enthusiasm towards the course material and interesting tangents related to course material to build off power point slides to add depth and real life application to the terms/concepts.
Bruce was engaging to listen to and his examples provided excellent background to the topics relevant to the course. He was respective of student opinions, and I enjoyed that Friday classes started with discussions of topics relevant to current issues
Very open to asking students questions, fun/interesting stories, keeping up with and discussing current events, ample opportunity for help
Engaged well with the class
Just amazing dude overall. great lecturer soooo engaging
really easy to engage with! Wants to have open discussion!
he is a passionate and intelligible performance artist
Created both an environment of learning and control. Allowed for students to challenge eachother, and learn while also keeping to the class schedule
He is an incredible public speaker and has passion for the material
Humour

Comments
Charismatic speaker
He brought the subject and applyed it into the real world
Very engaging and passionate.
He is a very charismatic instructor that seems to genuinely care about the students' opinions and concerns. Bruce demonstrated patience, flexibility in testing and questions and didn't seem to bring anything into his class other than excitement to teach.
Good at explaining concepts and connecting what we are learning to everyday experiences
Bruce shows that he is passionate about what he is teaching in every lecture. He is always open to students suggestions and genuinely cares about what he have to say.
Very engaging instructor, only lecturer I have enjoyed so far at Uvic
he was always prepared and made class enjoyable to go to and listen
Story telling
He is always ready for class and makes the material very engaging to learn
Very engaging
He had a strong understanding of the concepts and used examples to illustrate them all. This made it very interesting and engaging.
Great lecturer, explained things well with great passion
charisma
Bruce is an amazing lecturer and so good at engaging with his students!
very good at speaking
Very engaging, made the material interesting, and thought the material in a more "real life" way and by that I mean applying it to real life scenarios. These ways of teaching helped the information stick with me better.
Clear examples that are relatable and easy to understand
good speaker
Amazing prof with so much knowledge in his field! Went in not knowing that much about the field of sociology and left with so much more interest and passion to learn more! One of the kindest, most understanding and open teachers I have come in contact with and will remember how he has changed my perspective on the world for the rest of my life!
Clear, enjoyable, take the material to another level
his motivation makes me motivated
Bruce's passion towards the subject matter is astounding which made him a captivating speaker.
He is a very great instructor that has perfected teaching. His explanations of concepts were very clear with engaging examples and class discussions

Please provide specific suggestions as to how the instructor (Bruce Ravelli) could have helped you learn more effectively.

Comments
It is already very effective.
Even though it might be funny, and could even be helpful for teaching the material, bias is not appreciated. Especially in the religion unit, which can be a sensitive subject for a few people, rolling your eyes and explaining the entirety of Christianity through a video of one, very odd pastor is NOT helpful, and goes against what UVIC stands for. Pro–tip: if 3 people stand up to leave after class and say "I'm not even religious, but that was super intense and disrespectful," then maybe its time to rethink your teaching style.
Maybe don't teach content you're testing 3 days before you test it...
More detail on how to get an A
Makeup demo was over the top and spraying hair spray was not needed. 1. Hair spray is bad for the environment 2. People may have scent allergies and it could have sent someone into an asthma attack.

Comments
I liked the change to the 1 assignment.
Perhaps when discussing the section on sexual aggression provide a trigger warning, for some people discussing a topic like that can have so many negative effects when emotions are triggered.
Have more time between teaching material for midterms and midterms themselves, so students have more time to study.
– he went above and beyond and if I would have asked him to do more, I know he would have
I have found myself frequently disappointed by the lack of sensitivity, awareness, and ability to have an open mind that Bruce have been exemplifying. The manner in which he interacts with students in the class frequently devalues their opinions, strips them of their agency, and brings his ego to the forefront of his lectures. As such it became clear that he viewed us as less than himself, alienating us from the academic experience. The way that he handles very serious issues such as mental health, body image, and sexual assault is often insensitive, and informal. By throwing in mentions of rape without warning students ahead of time he may be unknowingly be triggering someone in a way that is unhealthy both for them, and for their peer group by extension. Bruce should learn to address topics like these with more sensitivity – I am not advocating for censorship, as it is important to address these issues, but he needs to be more aware of the experiences of his students and how one could be impacted by casual and often explicit mention of sensitive topics. All of this also contributes to the attitude that he displays towards women within the class; The voices that he uses to explain female interactions is incredibly condescending, he undermines women and makes blanket statements about the entire gender. All in all, as a straight, white, cis male in a position of authority he has a responsibility to the educational community to further minority rights using his privilege and I do not believe that he is doing that, let alone teaching his students those values.
N/A
Having taken another sociology course alongside this one, I found that he vastly oversimplified theories to the point that they were no longer accurate. His personal stories were excessive and distracting. For example, the 'visual sociology' story was very long and didn't really relate to religion in the end. Having a midterm question on it is ridiculous – we need to be tested on actual sociology not his personal experience and opinions.
N/A
n/a
N/A
I think sometimes he shuts down other peoples ideas quickly when they aren't in line with his, which made it more intimidating to speak up in class.
nothing.hes a god jk he's a daddy
Not teaching concepts days before we are examined on them
Hes amazing so im not sure
More open to alternative views
Give more options and availability for projects, give more time between learning the subject and the tests– EHEN THE QUESTIONS ARE RELEASED WE SHOULD KNOW ALL THE QUESTION MATIERIALS
N/A.
By offering weekly quizzes online and by giving us take–home exams.
na
Acknowledge and explore student ideas in depth for class
n/a
The first tutorial assignment was very ineffective. The amount of stuff we were allowed to cover could never properly fit in the space. If it were a page and a half maybe. Additionally the content analysis and literature review from first semester were good, just had you flipped them I believe students wouldnt have failed the first one. Content analysis are more difficult than literature reviews. The literature review should come first.
Keep doing you, Bruce
you're doing great
nothing, he was excellent!

Comments
Can't think of any
It felt as if only certain views were accepted in the class, and if anyone were not open to other ideas, you were looked down upon. For example, if you didn't believe there was a spectrum of genders (which still doesn't make sense to me), then people thought you were a bad person.
please change up the course material, i took the 100a course about a year and a half ago and i found this course the most repetitive and boring thing to take so more often than not i wasn't even motivated to go to class
N/A

Please provide specific suggestions as to how this course could be improved.

Comments
Nothing to provide
Understand that they're are people in your class (God forbid) that do not agree with everything you say just because you say it. Stay focused and unbiased, even if 99% of the class agrees with you.
Assignment #2 should be shorter, I felt as though I had a good understanding of the material I chose but ended up just adding stuff to meet the arbitrary length requirement. It should be 4–6 pages, like last semester, but mandatory by theme and maybe higher expectations since assignment #1 was a lot shorter.
Course is good!
Nothing, almost endless resources are provided to allow everyone to succeed if they choose to utilize them
This course is excellent, the content is interesting and Bruce delivers the information in a great and relatable way. Not much could be improved.
Make papers due earlier in the semester so that students know how well they need to do coming into the final.
I think that the TA Could have made the marking more clear (I even went during office hours) and used the TA suggestions for the next exam but I still struggled to achieve the grade that I wanted.
The course teaches a good introduction to sociology in some ways. However, the topics are simplified to the point that they are sometimes unrecognizable when presented in upper year classes. I took Soci 281 (Sociology of Gender) at the same time as this course, which covered queer theory, a topic covered in 100A. My basis for Queer Theory from 100A provided no help, and I could not connect the knowledge from 100A with what I was learning in Soc 281, as it had been so oversimplified.
One of my main issues with the course content is in regards to the Gender section. Of the three sociologists we studied regarding women's issues and feminism, two were male. The majority of Soc100A and Soc100B both revolve around male sociologists, and female representation is extremely lacking and extremely important, particularly when studying women. I had particular concern with our study of Engel's theory on gender, which we spent the majority of that section of the course on. Engels had clearly been impacted by his male privilege, leading his conclusions to be lacking. This was barely acknowledged by Bruce, and we nonetheless studied Engels even more than the feminist critique of Engels. All and all this course is lacking in depth of content, representation of women's perspectives and female and feminist sociology.
TA's had major discrepancies between grading, this made grading somewhat unfair
The TA criteria differed from his criteria which created confusing contradictions in expectations and trying to fulfill both was difficult.
The grading standard seemed impossible to fulfill. I received an A in 100A and got an A– on the second midterm and I still felt that it was too high on midterms.
Having to reference the textbook in exam questions was annoying when it was on questions that were not covered in the textbook.
Having to simultaneously study for a midterm and work on the research intent was frustrating – due dates needed to be adjusted slightly.
More time in tutorials to engage with sociological concepts with a smaller group to build understanding/engage with material. I feel tutorials are just used (mainly) for the TAs to go over the expectations clearly listed online that could be

Comments
done another time by students on their own (Rather than use the face–to–face interaction to deepen learning).
n/a
N/A
can't be
I like the revised work distribution and workload, worked much better for many students
It's pretty good
Don't use triggering subjects for tests– especially asking for personal examples
N/A.
Perhaps more time devoted to current topics (i.e. news this week etc.). Give more assignments/opportunities to be marked.
The only problem I have with this course is the situation with the TAs. I had a great experience with lectures from Bruce and how he teaches material to us but I feel like there is a big disconnect from the lectures and the tutorials. I took 100a and 100b and in both situations and genuinely enjoyed all of the lectures with Bruce but struggled with my TAs and tutorials everytime. If there is a way where this course could be just lectures or just have tutorials structured for exam preparation I feel I would have enjoyed sociology a lot more
nicer TA's....
Textbook/lecture material is out dated
The grading is too harsh compared to how they say they will grade
n/a
Spend more time on each topic, I felt it went by a little fast
Don't let anyone else teach it
nothing
N/A
Less students sharing their life stories that are not relevant to the class topic.
accept range of views and take other views into consideration and understand not everyone thinks the same way the prof does.
just modernize it, get new examples, put a new spin on things, and have a much more strict TA marking guideline for the midterms
N/A

My Instructor gave time in class to complete this survey.

Options	Count	Percentage
Yes	52	81%
No	11	17%
Does not apply (online course, field course, etc.)	1	2%