UVic CES Instructor Report 201709 - Bruce Ravelli - INTRO SOCI:INSTUTNS+SCL CHNG - SOCI 100B - A01 (CRN 12922)

UVic Course Experience Survey - Fall 2017

Project Audience 92
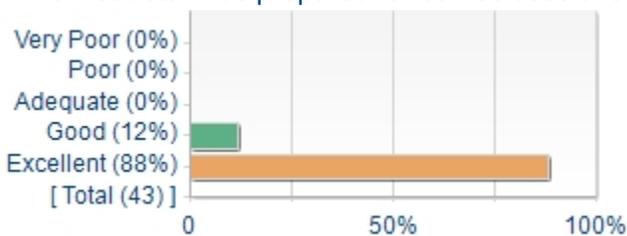Responses Received 43
Response Ratio 47%

Subject Details	
CRN	12922
VNUMBER	V00107670

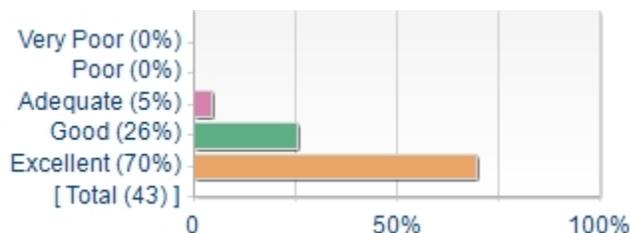**Creation Date**   Sat, Dec 16, 2017

I Instructor's Teaching - Students' Ratings on the Following Statements:
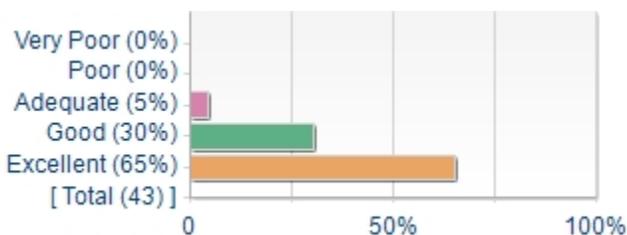
1. The instructor was prepared for course sessions

Statistics	Value
Response Count	43
Mean	4.88
Median	5.00
Standard Deviation	0.32

2. The instructor's explanations of concepts were clear

Statistics	Value
Response Count	43
Mean	4.65
Median	5.00
Standard Deviation	0.57

3. The instructor motivated you to learn in this course

Statistics	Value
Response Count	43
Mean	4.60
Median	5.00
Standard Deviation	0.58

4. The instructor was available to answer your questions or provide extra assistance as required
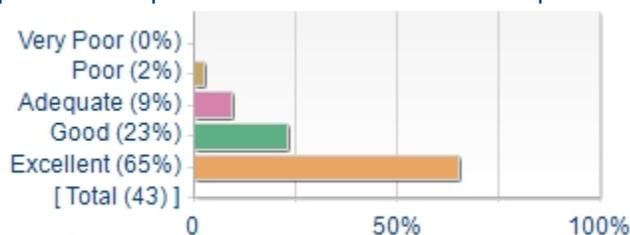
Statistics	Value
Response Count	43
Mean	4.51
Median	5.00
Standard Deviation	0.77

5. The instructor ensured that your assignments and tests were returned within a reasonable time
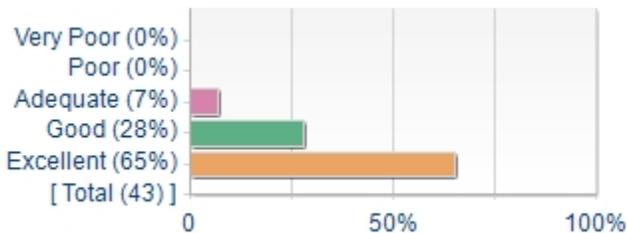
Statistics	Value
Response Count	43
Mean	4.58
Median	5.00
Standard Deviation	0.63

6. The instructor was helpful in providing feedback to you to improve your learning in this course
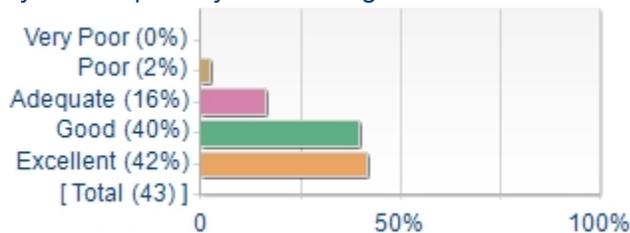
Statistics	Value
Response Count	43
Mean	4.21
Median	4.00
Standard Deviation	0.80

7. The instructor demonstrated respect for students and their ideas

Statistics	Value
Response Count	43
Mean	4.63
Median	5.00
Standard Deviation	0.66

8. Overall, the instructor was effective in this course

Statistics	Value
Response Count	43
Mean	4.74
Median	5.00
Standard Deviation	0.44

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

1. The course structure, goals and requirements were clear
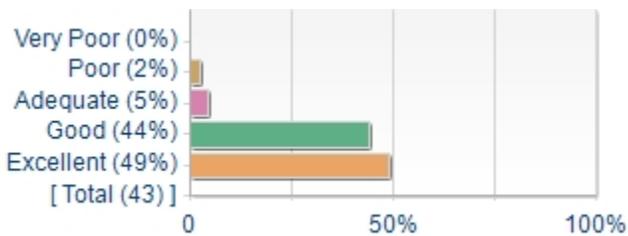
Statistics	Value
Response Count	43
Mean	4.40
Median	4.00
Standard Deviation	0.69

2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear
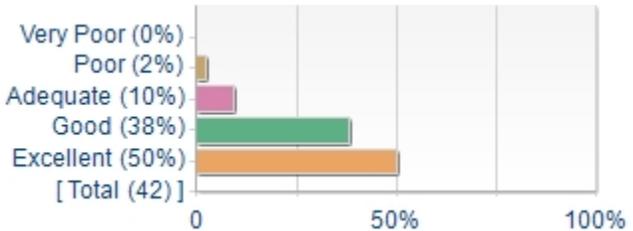
Statistics	Value
Response Count	42
Mean	4.36
Median	4.50
Standard Deviation	0.76

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

Very Poor (2%)
Poor (2%)
Adequate (19%)
Good (47%)
Excellent (30%)
[Total (43)]
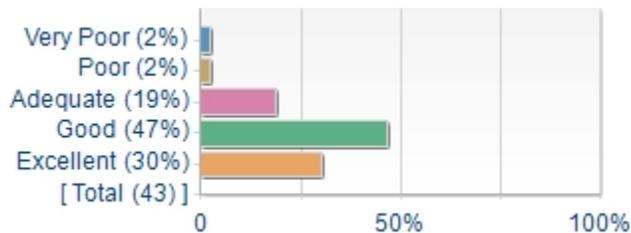
Statistics	Value
Response Count	43
Mean	4.00
Median	4.00
Standard Deviation	0.90

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
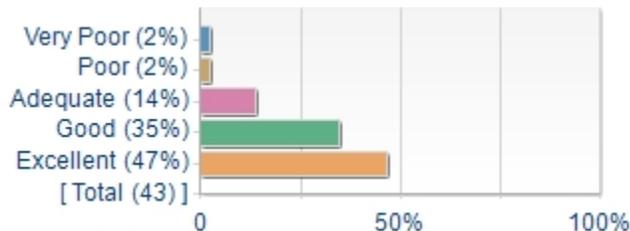
Very Poor (2%)
Poor (2%)
Adequate (14%)
Good (35%)
Excellent (47%)
[Total (43)]

Statistics	Value
Response Count	43
Mean	4.21
Median	4.00
Standard Deviation	0.94

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

Very Poor (5%)
Poor (2%)
Adequate (23%)
Good (28%)
Excellent (42%)
[Total (43)]
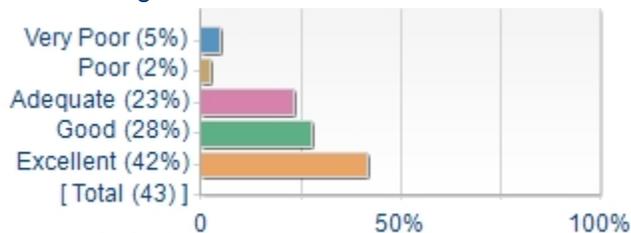
Statistics	Value
Response Count	43
Mean	4.00
Median	4.00
Standard Deviation	1.09

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

Very Poor (0%)
Poor (2%)
Adequate (12%)
Good (23%)
Excellent (63%)
[Total (43)]
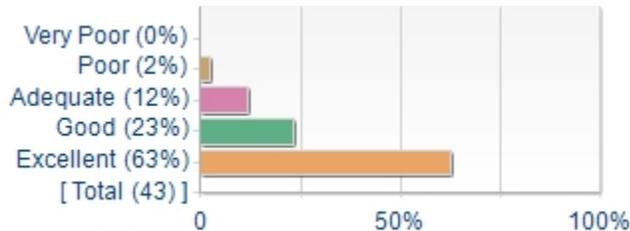
Statistics	Value
Response Count	43
Mean	4.47
Median	5.00
Standard Deviation	0.80

7. Overall, the course offered an effective learning experience

Very Poor (2%)
Poor (0%)
Adequate (5%)
Good (40%)
Excellent (53%)
[Total (43)]
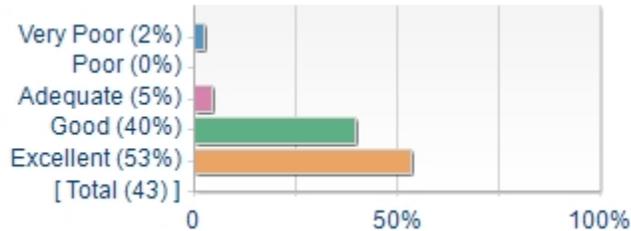
Statistics	Value
Response Count	43
Mean	4.42
Median	5.00
Standard Deviation	0.79

III Statements About The Students:

My primary reason for taking the course.

Interest (20)
Program requirement (9)
Reputation of Instructor (10)
Reputation of course (0)
Timetable fit (4)
[Total (43)]
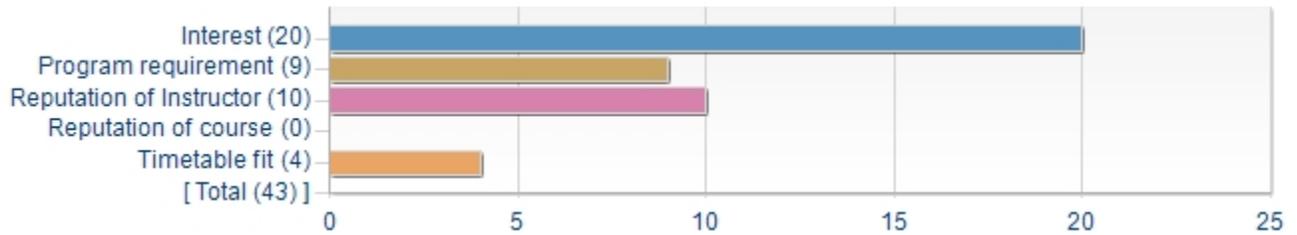
The approximate number of classes or labs that I did not attend

Missed fewer than 3 (31)
Missed 3-10 (10)
Missed 11-20 (1)
Missed more than 20 (0)
[Total (42)]
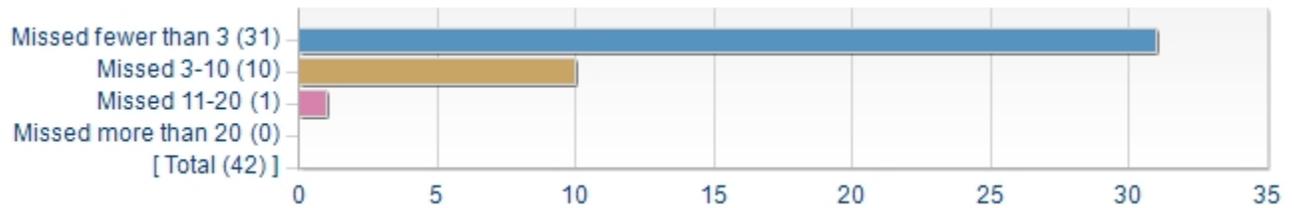
Relative to other courses I have taken at UVic, the workload in this course was

Extremely heavy (6)
Somewhat heavy (11)
Average (21)
Somewhat light (5)
Extremely light (0)
[Total (43)]
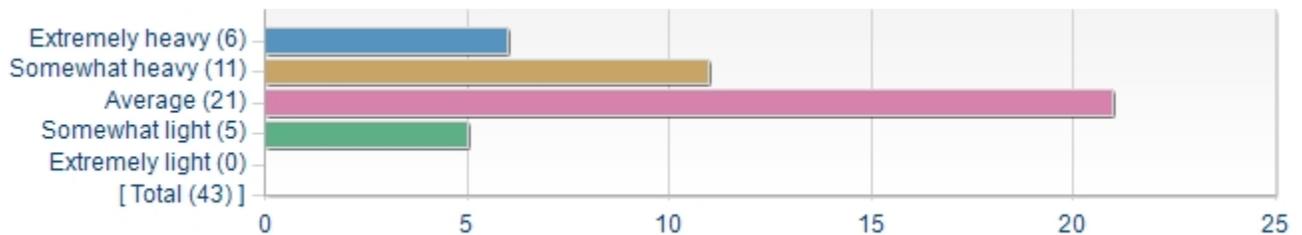
The approximate number of hours per week I spent studying for this course outside of class time:

Less than 1 (2)
1 to 2 (11)
3 to 5 (18)
6 to 8 (7)
9 to 10 (1)
More than 10 (4)
[Total (43)]
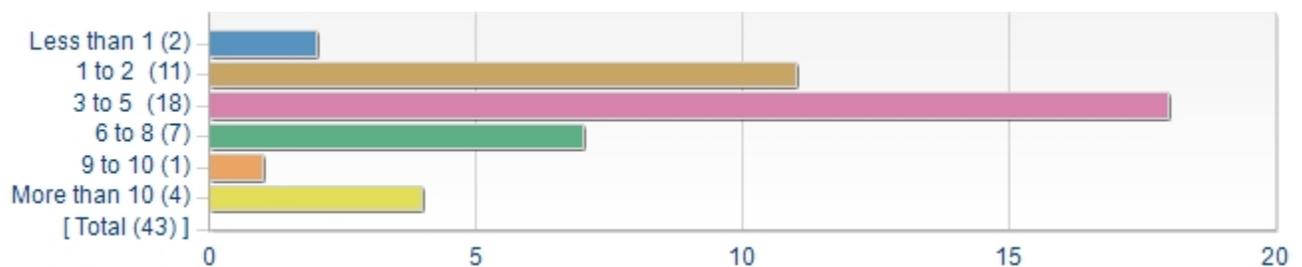
As a result of my experience in this course, my interest in the material:

Decreased (3)
Stayed the same (18)
Increased (22)
[Total (43)]
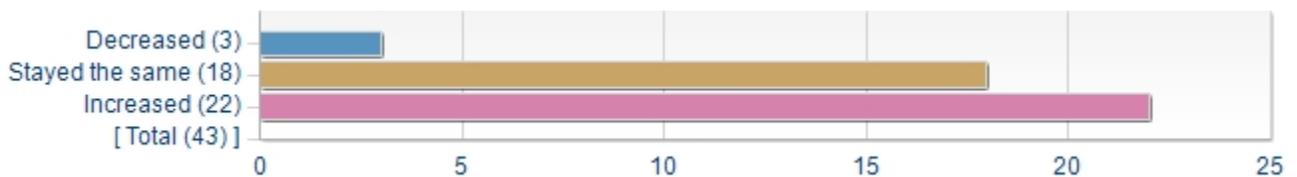
IIV Student Comments:

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

Comments
He was always on time and prepared for class. He also explained concepts very well through class discussions, examples and stories.
Bruce was very good at his lectures – he is one of the best lecturers I have ever had.
His humour used in lectures made me want to go
He had good knowledge of his content
Very engaging and knowledgeable, capacity to change outlooks and encourage growing interest in course material.
Very intriguing lectures, really clear while explaining and teaching material. Overall one of the best profs I've ever had
– Strong presentation ability – Encourages audience reflection of content – Check–in's with the students at the beginning of each course – Real life examples from Bruce are used to explain content and are engaging
Charisma, charm, quick wit
Bruce is an EXCELLENT lecturer and is always able to engage the class with the material he is teaching. He masterfully treads the line between personable and professional, and clearly cares about what he teaches. His ability to place emphasis and provide clear examples related to course content makes it more comprehensible and easy to remember.
Bruce was a very engaging in lectures. His way of teaching and his examples in class were very interesting and made me interested in the course.
Storytelling ability Entertained opposing views
He is very good at inspiring discussion from the students and opening our minds to new ideas, makes us critically think.
He is an interesting and friendly person. He answers the questions clearly to help students get better grades.
humor, effective lecture
Humor was appreciated with some of the more difficult topics.
1. Charismatic and enthusiastic lecturer. 2. Gave plenty of information in advance
His ability to use his own life experiences to teach us terms.
I think that Bruce's use of examples and stories really helped to really helped to cement concepts and theories as he made the class so engaged. His use of lecturing to lecture slides was a good ratio where it felt like you could get everything down but he still explained everything well.
passion (in sociology and teaching) attentive
Organized notes, well explained
Engaging lecturer, provided videos and cultural references that would ang=choir course material for students who had not come into contact with it previously. Good for intro/1st year students as he is approachable and interesting.
In depth knowledge of material, and made the experience of learning this material enjoyable
Being interested in the topics and engaged
Phenomenal lectures that engaged and provide a lot of perspective. Very good at directing class discussion, keeping it relevant and working to understand questions.
Open mindedness, analyzing a contentious issue

Comments	7/10

Good lecturer

Bruce is wonderful at storytelling and that was engaging.

Very engaging lectures

Very entertaining lectures

Bruce keeps his lectures light and humorous but informative and useful.
His stories always held my interest as well as connected it really well to the topic of discussion, which helped my understanding of it.

Passionate about the subject, enthusiastic and encouraging toward class participation

1) Professor Ravelli is a very passionate teacher
2) Professor Ravelli knows what he is teaching
3) Professor Ravelli's teaching method is interesting and easy to understand

a clear and strong understanding of the course material
i liked the testing form and the assignment format

clear & concise explanations, able to fully answer questions asked by students, deep knowledge of the subject

He is passionate about the subject he teaches! The lectures were entertaining! Thanks for the fun course!

He is a passionate and experienced instructor who is so inspiring and friendly. He gives insightful answers to questions we ask and is very helpful and clear in content teaching. He is so great beyond description! He is kind or strict when he is supposed to, which is very professional.

Bruce is a FANTASTIC instructor!

Making the lecture concise, down to earth and understandable

Enthusaism with the content

He told engaging stories and is very passionate about the material. Also made it clear that he really wanted to be there teaching us.
Gave us all the material needed to succeed and had high but achievable and clear expectations.

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

Comments

no specific suggestions.

Unfortunately, I will definitely never again take a course with Bruce because the exam and assignment method is far from what I would have expected in an into level course. For a final exam I have to develop AND memorize 6 essays? That's unrealistic to do especially with other finals. The exam method does not reflect a students learning, rather it's an exam on memorization word for word.

He did well

More Friday discussions about current events

N/A

I think if he connected a story to EVERY concept, i'd learn the concepts better.

Can we hang out sometime?

I think it would be great if Bruce could stop by each tutorial segment at least once each semester to encourage healthy and constructive tutorial discussions

It would be helpful if the tutorial assignments were discussed in class well before the due date. Often they weren't mentioned or explained until later.

Better communications between TAs and students regarding their expectations.

More about contemporary issues in the news and how it connects to sociology.

good enough

wish he could update the slides online more quickly

Comments
Notes available before classes
He could try to be a bit more open to other's opinions
I don't think there is a way
More quizzes and surveys
I think for individuals who didn't do well on exams it was super discouraging to be basically told that providing correct definitions is only worth 50%. I understand that he is a harder marker, but I feel that I would have benefited from a deeper understanding of how a D grade is meant to motivate a student to perform well. The advice given for the following exam "get the B first" was frustrating, as I had completed the work for the B grade in the first exam and had received a D. I chose to go purely on personal experience and forgo the definitions and received a B+. So I feel the grading is a bit off, in that the personal experience is so heavily valued and the understanding of course material essentially devalued. We had a student in our class who took up a lot of airtime, I do think that it would have been worthwhile to acknowledge that one person answered 75% of general (even rhetorical) questions. Reminding us that there are many voices we haven't heard would have been useful and encouraging for the other students who might not have been so encouraged to speak up in their lives outside of class.
Maybe more office hours? I never met with him, just a TA once
N/A
n/a
I cannot think of any for now
more clear about what is going to be tested vs what is just a story from personal experience
provided some smaller assignments along the way to assist in checking your knowledge on key terms/ideas — not necessarily for marks, but some kind of easy (maybe multiple choice) "quiz" to help with understanding definitions
I found some of the information redundant as I it was not new information. Occasionally Bruce was a bit hypocritical in his examples and what he said. I wasn't a fan of the way he kept stereotyping gender. I know it was to make a point but honestly its a bit old fashioned and its not necessary to perpetuate those stereotypes. Also some people in the class who do not have quality of mind may be taking you seriously.
He is a brilliant instructor!
Leave a little more time for people to write down notes.
N/A
Sometimes examples simplified the complexity of the concepts, and the opinion presented was very one sided. For example, in the religion section, the only theories presented were negative about religion and the overall tone seemed to be arguing that eastern religions are better than western religions.

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

Comments
no specific suggestions.
decrease the expectations for exams and assignments
Not treating this course like a 3rd year course with so much work and and expectation, the prof expects a lot from you considering its a first years course, all my other first year level courses felt more like first year courses
More emphasis on classical theories applied modernly
Less tutorial assignments or perhaps more assignments that take less time to finish
Less workload for sure.
Tighter shirts
Would be great if there was a small bonus assignment available to help students achieve the grade they are looking for
More detail into what to do on assignments.
While I really enjoyed the format of the midterms and exams, it does create a scenario where you are writing four or six short papers for an intro course, really pulling away from your other courses.
For written exams, I think the requirements were too strict and compact, it would be better to have one question that we could answer in depth instead of scrambling to answer two questions on one page.
The test is really hard and heavy for me since we need to write several papers and remember them.
More smaller activities
More group discussions
Good course, I would have liked a deeper dive into questioning the terms and sociological tropes we talked about, but I understand that this is an entry level course and that might be a bit much for some students.
Posting exam questions earlier
I struggled with the sheer amount of writing for midterms in a condensed period of time, not sure if this is solvable, I just have very poor written output.
Maybe less lenient in
Group work
Bruce tells his students that the TA's for the course will tell the students how and what they look for in assignments and midterms, but as soon as students talk to the TA's about what they are looking for, TA's respond that they can't just simply "tell you what they are looking for"...so most tutorials just result in TA's reading the assignment – not very helpful at all.
Better marking rubric on assignments and midterms, as they are graded quite heavily and somewhat unfairly
1) This course does not recognize students' effort. As long as one does not meet the "standard", then even if one spends hours on the tests or assignment, one can still receive a fail grade. 2) Students' tests and assignments are marked by different TAs. Some TAs give extensive feedbacks, some just write a few sentences. 3) I enjoy every bit of the lectures, but the assignments and tests discouraged me a lot
I enjoy listening to bruce's stories, however, i found it difficult in many cases to see why we were being taught about them, while they may carry sociological significance, the connection the testable material was vague.
The I didn't find the assignments to be very helpful overall. the tests were good!
No suggestions!
N/A

My Instructor gave time in class to complete this survey.

Options	Count	Percentage
Yes	34	81%
No	7	17%
Does not apply (online course, field course, etc.)	1	2%