



**University
of Victoria**

**UVic CES Instructor Report 201801 - Bruce Ravelli - ISSUES
CONTEMPORARY SOCIOLOGY - SOCI 438 - A01 (CRN 22782)**

UVic Course Experience Survey - Spring 2018

Project Audience 23

Responses Received 15

Response Ratio 65%

Subject Details

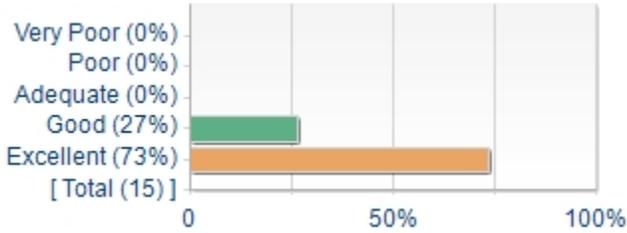
CRN	22782
VNUMBER	V00107670

Creation Date Fri, Apr 20, 2018



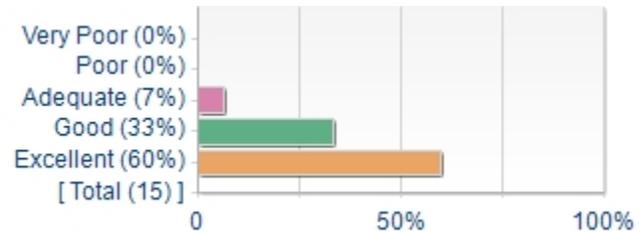
I Instructor's Teaching - Students' Ratings on the Following Statements:

1. The instructor was prepared for course sessions



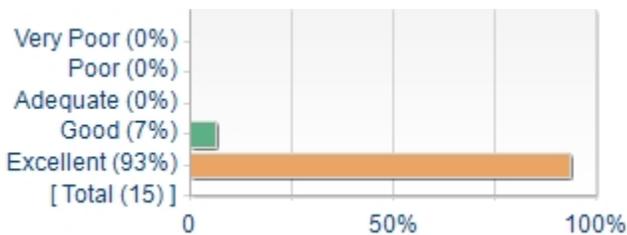
Statistics	Value
Response Count	15
Mean	4.73
Median	5.00
Standard Deviation	0.46

2. The instructor's explanations of concepts were clear



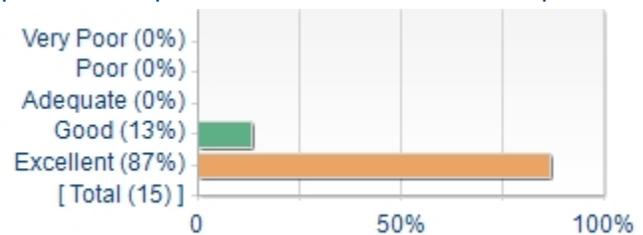
Statistics	Value
Response Count	15
Mean	4.53
Median	5.00
Standard Deviation	0.64

3. The instructor motivated you to learn in this course



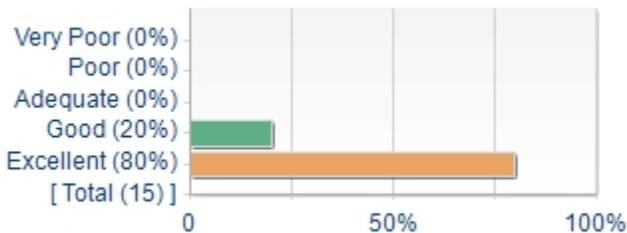
Statistics	Value
Response Count	15
Mean	4.93
Median	5.00
Standard Deviation	0.26

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



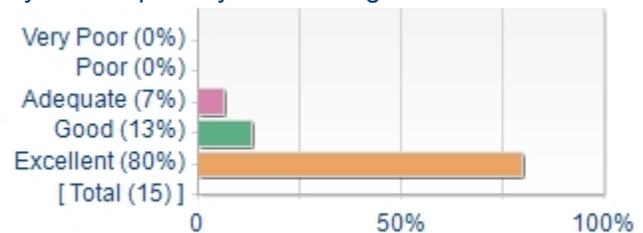
Statistics	Value
Response Count	15
Mean	4.87
Median	5.00
Standard Deviation	0.35

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



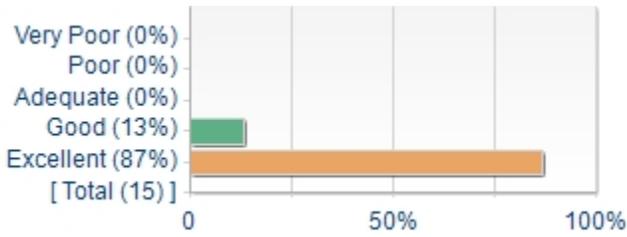
Statistics	Value
Response Count	15
Mean	4.80
Median	5.00
Standard Deviation	0.41

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

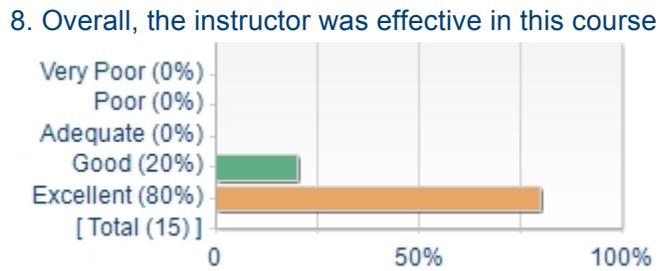


Statistics	Value
Response Count	15
Mean	4.73
Median	5.00
Standard Deviation	0.59

7. The instructor demonstrated respect for students and their ideas



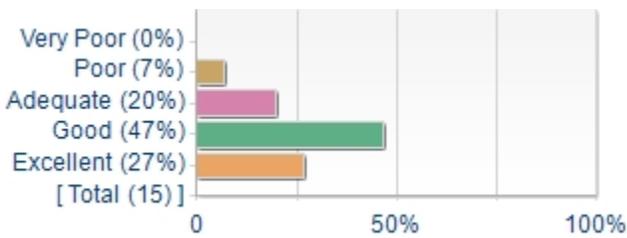
Statistics	Value
Response Count	15
Mean	4.87
Median	5.00
Standard Deviation	0.35



Statistics	Value
Response Count	15
Mean	4.80
Median	5.00
Standard Deviation	0.41

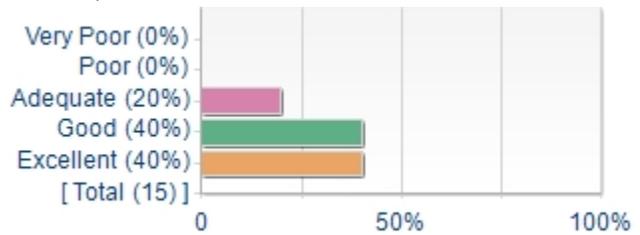
II Course Design - Students' Ratings on the Following Statements:

1. The course structure, goals and requirements were clear



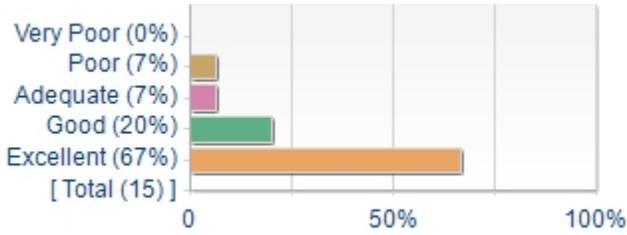
Statistics	Value
Response Count	15
Mean	3.93
Median	4.00
Standard Deviation	0.88

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



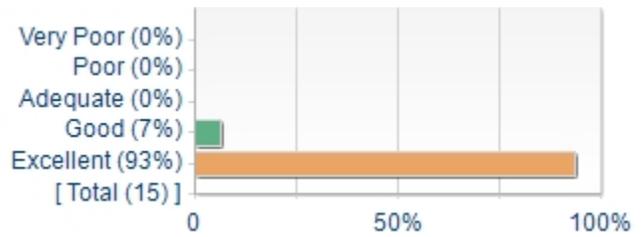
Statistics	Value
Response Count	15
Mean	4.20
Median	4.00
Standard Deviation	0.77

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



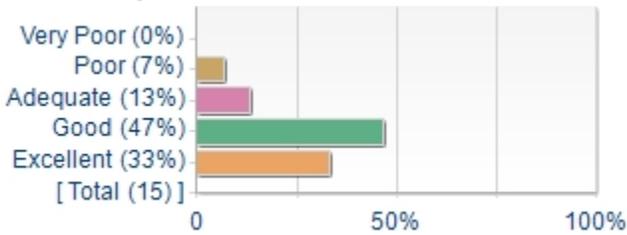
Statistics	Value
Response Count	15
Mean	4.47
Median	5.00
Standard Deviation	0.92

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



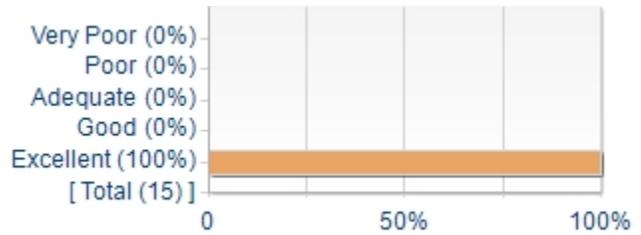
Statistics	Value
Response Count	15
Mean	4.93
Median	5.00
Standard Deviation	0.26

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



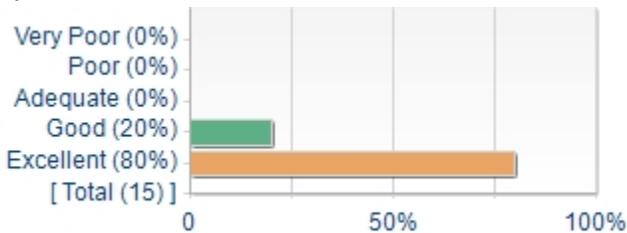
Statistics	Value
Response Count	15
Mean	4.07
Median	4.00
Standard Deviation	0.88

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



Statistics	Value
Response Count	15
Mean	5.00
Median	5.00
Standard Deviation	0.00

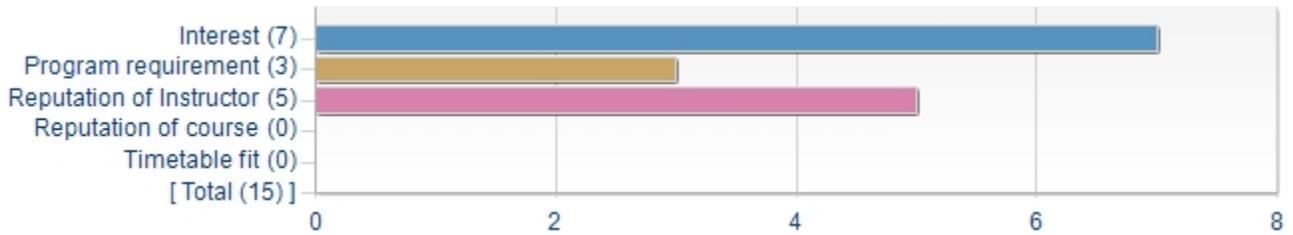
7. Overall, the course offered an effective learning experience



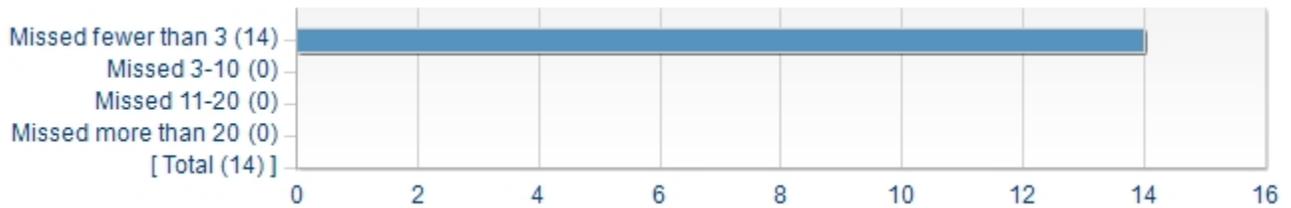
Statistics	Value
Response Count	15
Mean	4.80
Median	5.00
Standard Deviation	0.41

III Statements About The Students:

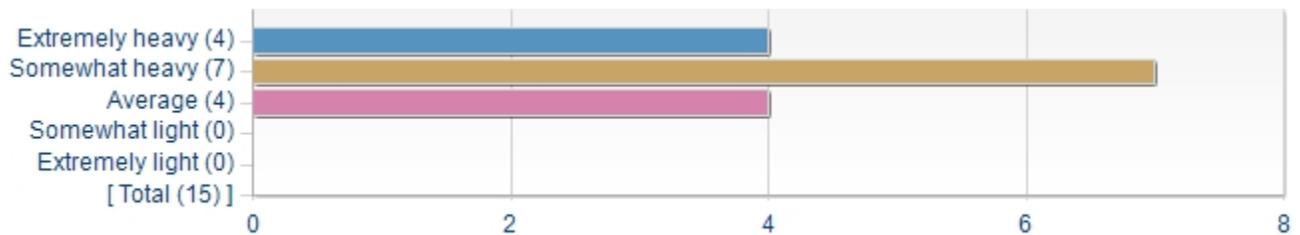
My primary reason for taking the course.



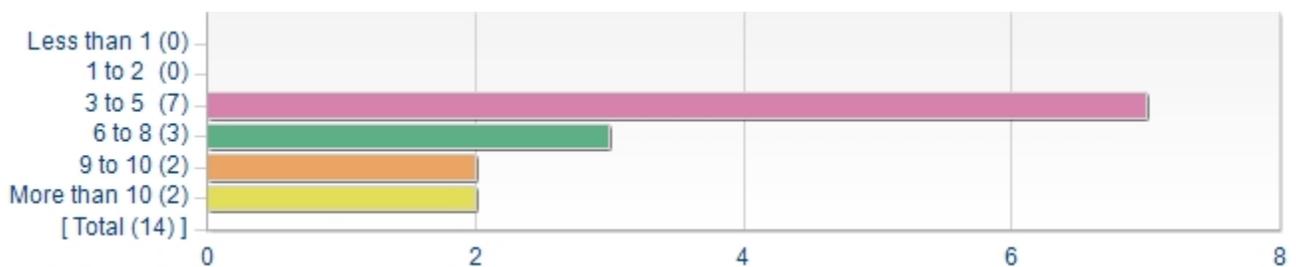
The approximate number of classes or labs that I did not attend



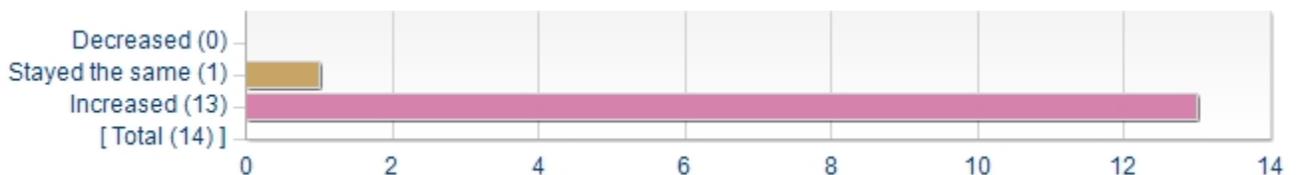
Relative to other courses I have taken at UVic, the workload in this course was



The approximate number of hours per week I spent studying for this course outside of class time:



As a result of my experience in this course, my interest in the material:



IIV Student Comments:

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

Comments

Bruce is a very dedicated, respectful, and flexible professor. This course is completely new so there were quite a few kinks to work out but he supported his students and adapted as needed.

Was very flexible with assignment dates, provided speakers to help us both with the projects but also things that we were interested in, provided readings to supplement our projects, paired us with projects in our interest areas, was available always to provide support and answer questions, created a welcoming and supportive environment in the classroom. Assignments really facilitated learning and understanding of sociological topics. Loved the reflections!

Bruce is the greatest prof at UVic. He is passionate for CEL, getting outside ring road and actually creating a difference in the community. He put in so much work to get this course up and running and then coordinated between all students and community partners. He also genuinely cared about all of us, bringing food every week, bringing in guests to help us make the transition from graduating to entering the job market. I also appreciated Bruce's approach to lectures: less lecture, more round table discussion, which worked really well for this course. Additionally, Bruce's flexibility was very helpful when it came to things that weren't working for the course – he was always open to suggestions on how things could change to make them work better.

Flexibility

Bruce has always been a passionate and interesting instructor. I feel that his excitement for us to get out there and be involved in the community really motivated me to be a better sociologists!

Bruce, what can I say other than that you are engaging and enthusiastic instructor. Your methods of teaching make us want to learn more and participate to a higher degree. Plus you make theory relatable and easily digested, which helps to apply it to our lived experiences. Thank you for listening as you do, and willing to remain both confident and humble as you need work to connect with us and understand what remains foreign to you.

Thanks for the course Bruce. As a pilot it was extremely successful. As an instructor you are super supportive, encouraging, and very willing to help students succeed in whichever way possible.

Bruce is my favourite sociology prof. He's always there, and he will bend over backwards to assist you with whatever you need and provide advice when needed. Bruce brought in a bunch of guests that were very effective.

Bruce fostered a small community in this class. He was open and receptive to the group each class, as well as made an effort to engage with each student as an individual. He is compassionate and extremely knowledgeable, he makes materials and theory accessible to all while cultivating and maintaining the same passion and enthusiasm for sociology that he always has. He is an incredible leader and instructor, inspiring students to use their strengths and weakness to connect to the material as well as one another.

He was very helpful with our projects. He was a very involve instructor that helped us in any way possible to succeed in the course which I never experienced before. I also found that he was as passionate about the course and projects as we were.

Bruce is an inspirational professor. The amount of time, energy, and effort went into creating this course, restructuring the course, contacting community partners and guest speakers was intense. I appreciate everything that Bruce has done for this class so so much. This was honestly my favorite class I've ever taken, ever. The guest speakers were so valuable to give students ideas for future careers in Sociology. Additionally, the experience getting to work with a community partner and create a project that helps build our skills and also allows us to be creative was one of the coolest experiences I've had at Uvic. And of course, I loved getting to know everyone in the class and the atmosphere of the class as well as the snacks each class! Thank you so much for everything Bruce! Also, Ashley isn't mentioned on here but huge thanks to Ashley as well!!!

He was incredibly engaging and clearly invested in the course material as well as the students. His passion and investment in the course, combined with his high respect for the students encouraged us all to immerse ourselves fully with the course and commit to producing our best possible work.

Bruce's passion for sociology and for teaching are so obvious and contagious. He worked tirelessly to accommodate all of us and to ensure we had the most successful and valuable experience possible. Again and again, Bruce went above and beyond—it is clear this course was a huge undertaking (not to mention stress-inducing) but Bruce continued to help us get on the right track, connect to our work, and see the value in our skills and learning. Without a

Comments

doubt, this is the best experience I have had at UVic and that is largely due to the environment Bruce created inside (and outside) the classroom. Fostering open and honest dialogue, engaging all of us to connect with the material and with each other, bringing in guest speakers to talk about opportunities after graduation—Bruce did it all, and always with kindness, authenticity, and approachability. I am truly thankful to have had this opportunity to work with the community in such a supportive and welcoming environment.

I can not imagine having taken this class with a professor other than Bruce. Bruce was amazing and encouraged the entire class to accomplish something meaningful. Bruce treated the class as if we were peers but was always there when we needed support or encouragement. I learned so much from this class and feel more confident about my career and academic futures. This was one of the most valuable classes I have taken at UVIC. Thank you Bruce.

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

Comments

Honestly, it was amazing.

NONE!

Figuring out the marking scheme for our final projects is a big one – although a difficult task to settle in a way that will please everyone! Other than that, everything else about Bruce's teaching was great.

Give more direct feedback on specific improvements. Feedback in typed would be preferred rather than handwritten.

No suggestions

With the nature of the course it becomes difficult to share where we need to work on improvement. If anything I might offer more time for connecting sociology and ideas to the practical, though this can be hard in the moment to some people who need a longer time to process content. Inevitably I think the course will continue to evolve through what you examine and observe through the class time. Best of luck!

The grading was not very effective. In future, I strongly recommend showing students benchmarked work (this is proposal is an A, this is a B, etc.) and providing very clear criteria. I felt that there was quite a lot of ambiguity in grading, and this added an unfortunate element of stress to the course. For the final project, this should be graded as pass/fail.

None. I only wish I had more time to learn from and work with Bruce!

I think some tweaking of evaluation for projects would be useful. Also, adjusting timelines to accommodate the appropriate amount of time to finish the project. Most suggestions I have were already discussed in class.

One of the difficulties I had in this class was with deadlines. This is a pretty work-heavy class so I would suggest trying to balance deadlines a little better in the revised course outline. For instance, the draft final project and the peer review were only a couple days apart which was difficult for me personally because it was also Easter and I was travelling during that time. Something I liked about the class towards the middle/end of the semester was the seminar-style circle in the class where we shared our projects and discussed course concepts. I think you should continue to use this format in future classes, as it was very effective in engaging students and helped everyone become invested in each others projects. One thing I wanted to mention regarding investment in other students' projects was that I know myself as well as some other students would love to read each others final projects! I know there are issues with consent and that kind of thing, but if you could get students' permission and those who are interested could have their final project posted on your website for other students to read, that would be awesome :)

As an instructor, I do not have any recommendations.

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

Comments
It would be good to have the course on a Monday or Tuesday (some assignments are due in class but others are later in the week so it would just be a bit better balanced) and not during the 4:30–7:30 time slot (then we can't eat!). Maybe 2:30–5:30 or something like that instead?
Push the date for the final project as far back as possible – it is hard to complete such a big project in only 3 months, especially when the community partners aren't working on an academic timeline.
Lots of suggestions already given in class time. I guess broadly the timelines of the project proposal could be moved up; a little more time for the peer review of the final project; more direction on how the final project will be graded. I also would have rathered a different (earlier) time slot, as I didn't like the evening class time.
Because this was the first time the class has ever been taught there are quite a few tweaks that need to take place (as discussed in class). I specifically think the grading rubric should be changed. I liked the idea that the final project be a pass or fail grade (weighing 50%) and then the rest of the assignments could be marked with a regular grading rubric. The final projects are just so divers and people have put so much time and effort into them that I feel this grading scheme would work the best.
I agree with what was said earlier in the course regarding offering a section of pre–reflection, so that we can get into the mindset before entering into the practicum. Overall I'd have to wait and see what evolves out of the of classes.
The only thing I would say is to provide examples of the assignments! Make it so the project proposal gets returned quicker.
Deliverable dates be re–evaluated as well as grading rubric. These have already been assessed and will be changed for next year however.
Same here, most suggestions were already discussed in class
There are a few things that could be restructured about this class, given that it was the first time it was run. I do think that the 30 hours for the project is an issue, as students become very invested in the project and pour a lot of energy into it. So: either reduce the course load of other assignments (readings, reflective journals, cutting down the size of the project proposal), or state that there will be more hours from the start and give more course credit/ make it an intensive course. I think students who are more keen would take this class, but it should still be worth more credits or something along those lines because we all have other classes as well and the credits should reflect the amount of work put in. I don't think that forcing students to stay within 30 hours will work, because it's hard to create a solid project with 30 hours. That time alone is spent on meeting the community partner, getting to know the organization, and figuring out a project that will benefit them as well as the student. I think the idea we mentioned in class of having suggested projects that each community partner would like will help to cut down time spent figuring things out at the beginning, and will allow students who still want to create something outside the box do that as well.
For the course, there needs to be a balance of flexibility and structure. As this was the first time running the course, this balance was often re–adjusted as we went which was fair to the students and the situation. However it did provide a series of issues. I would recommend trying to enforce a little more structure to the areas in which it is possible.
Having the community partners provide suggested projects for students right off the bat so that students sign up for a project rather than necessarily just an organization would be helpful in getting the ball rolling earlier, and having that loose structure of the projects would give a clearer expectation of outcomes from the beginning.
We may have stumbled through at times but considering that this is the first time this class has been offered, I felt it ran generally smoothly. I think based on our intensive class discussion all the kinks will be worked out for the next time it is offered.

My Instructor gave time in class to complete this survey.

Options	Count	Percentage
Yes	5	33%
No	9	60%
Does not apply (online course, field course, etc.)	1	7%