Instructor Isaac Hale

UNIVERSITY OF CALIFORNIA - DAVIS

Winter Quarter 2019
POL 105 (001) 55074

Student Evaluation of Teaching

Enrollment 49
% responding 57

	5		4		3		2		1					
	5	%	4	%	3	%	2	%	1	%	$\bar{x}$	SD	M	N
Please indicate the overall educational value of the course. (excellent | very good | satisfactory | fair | poor)	23	82%	2	7%	3	11%	0	0%	0	0%	4.7	0.6	5.0	28
UCD Grade Point Average: (5) 4-3.6, (4) 3.5-3.1, (3) 3-2.6, (2) 2.5-2.1, (1) 2 or below	9	35%	7	27%	7	27%	3	12%	0	0%	3.8	1.0	4.0	26
Expected grade in this course: (5) A, (4) B, (3) C, (2) D, (1) F	15	56%	9	33%	3	11%	0	0%	0	0%	4.4	0.7	5.0	27
Your interest in the subject matter before taking this course: (5) Very high, (4) Somewhat high, (3) Moderate, (2) Low, (1) Very low	16	57%	6	21%	4	14%	2	7%	0	0%	4.3	1.0	5.0	28
Please indicate the overall teaching effectiveness of the instructor. (excellent | very good | satisfactory | fair | poor)	23	82%	3	11%	1	4%	1	4%	0	0%	4.7	0.7	5.0	28
Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	24	86%	3	11%	0	0%	1	4%	0	0%	4.8	0.6	5.0	28
Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	23	82%	4	14%	0	0%	1	4%	0	0%	4.8	0.6	5.0	28
Instructor's availability for consultation.	21	78%	5	19%	0	0%	1	4%	0	0%	4.7	0.7	5.0	27
Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	20	71%	6	21%	1	4%	1	4%	0	0%	4.6	0.7	5.0	28
Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	20	71%	4	14%	2	7%	2	7%	0	0%	4.5	0.9	5.0	28
Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	19	70%	6	22%	1	4%	1	4%	0	0%	4.6	0.7	5.0	27
Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	22	79%	2	7%	2	7%	2	7%	0	0%	4.6	0.9	5.0	28
Fairness and impartiality of grading.	24	86%	1	4%	1	4%	1	4%	1	4%	4.6	1.0	5.0	28
Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	18	64%	6	21%	1	4%	2	7%	1	4%	4.4	1.1	5.0	28

Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Has a cheerful demeanor that makes us want to participate,.

Clearly knows the material like the back of his hand, even able to thoroughly describe related historical events that are not necessarily part of the course material but that are very very helpful for context.

Honestly, I loved how he taught the class. Extremely knowledgeable. You can tell he really cares about politics.

ties in relevant video clips to show congressional action relating to the subject matter

Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Doesn't get frustrated about explaining material over and over again.

Highly encouraging of students' participation, great at fostering dialogue.

He is really engaging, I personally like how he will relish in the awkward silences until someone in class will speak up.

calls on students for questions, provides good lead on questions and clarifies students difficulties

Instructor's availability for consultation.

Even when we can't make it to his office hours he is willing to make time for us.

Very accessible, willing to meet outside of scheduled office hours if need be.

Always was open to students asking for help or offering to meet them outside office hours.

never went to office hours, but stayed after class for questions

Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

The two written assignments had no grading rubric which would have been helpful.

Very clear expectations, no surprises.

Slides and presentation were great. Lectures were riveting, the quizzes were fair. I thoroughly enjoyed learning about the Pivotal Politics Model.

laid out in syllabus and provides an outline at the beginning of each lecture

Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

His class presentations have political commentary through youtube videos which make the class pleasant and interesting.

Very clear and helpful powerpoint slides used for teaching lectures of the day. Always clarifies any difficult topics and willing to review tough concepts.

He goes too fast sometimes and while he does post the slides after class, I feel like it would be more helpful is he did so before class or earlier in the day.

I always walked away feeling like I learned something and never felt as if I was wasting my time.

One suggestion I have is to focus less on reading off the slides and engaging more with your course. I enjoyed your course, but found myself spacing out during lecture.

Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

The readings were dull but insightful.

Readings always pertinent to class materials, helpful for understanding Congress.

You can tell he really thought about the reading and how the correlated with class

Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

Response paper was more of a filler rather than meant for us to learn. There was a weird response paper prompt placed on a slide during lecture but had no rubric as to what was necessary for the points.

Very good instructional value; papers allow you to put learned information into practice.

Personally, I loved having a quiz every week instead of a midterm/final. It kept you honest and engaged in the class. I wish all classes were set up this way.

love the class set up- weekly quizzes and the two papers as our "exams"

Fairness and impartiality of grading.

Some response papers were graded on substance while others had scores butchered because it was graded as more of an English paper.

Very fair grading.

Again, I felt the quizzes were fair and graded fairly. I personally would rather have all short answers questions than multiple choice.

Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor

One of more understanding, funnier, and better professors I've had my time here at UCD. I felt comfortable participating, even if I might say the wrong answer. He made a subject I was somewhat interested much more fun. 10/10 would take him again for other classes.

The quiz are annoying because they are based on multiple readings which can be up to 60 pages a pop.

Fair questions, no surprises, always relevant to material covered in class.

Professor Hale had a deep understanding of the material and was able to synthesize complex concepts in layman's terms. 10/10 would recommend

The quizzes every week kept me honest with the material and I would prefer is all classes were set up this way. Thank you, Issac! I enjoyed the class and I really learned a lot. "Live Long and Prosper"

Professor Hale was great. I could feel his passion for teaching and the material which made the class which motivated me to do well. I have found it rare to come across professors that are truly passionate about teaching their subject matter. The slides were easy to follow and I enjoyed the connections to mainstream/pop culture culture. The information was easily digestible and the structure was interesting.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Winter Quarter 2019	3/8/2019 12:00 AM	55074	POL	105	001	49	57