

Instructor Isaac Hale

UNIVERSITY OF CALIFORNIA - DAVIS

Winter Quarter 2021
POL 106 (001) 45364

Student Evaluation of Teaching



Enrollment 124
% responding 50

	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)	52 84%	7 11%	2 3%	1 2%	0 0%	4.8	0.6	5.0	62
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	28 46%	24 39%	7 11%	2 3%	0 0%	4.3	0.8	4.0	61
Expected grade in this course: (5) A, (4) B, (3) C, (2) D, (1) F	41 66%	20 32%	1 2%	0 0%	0 0%	4.6	0.5	5.0	62
Your interest in the subject matter before taking this course: (5) Very high, (4) Somewhat high, (3) Moderate, (2) Low, (1) Very low	35 56%	20 32%	6 10%	1 2%	0 0%	4.4	0.7	5.0	62
Please indicate the overall teaching effectiveness of the instructor. (excellent very good satisfactory fair poor)	54 87%	5 8%	2 3%	0 0%	1 2%	4.8	0.7	5.0	62
Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	57 92%	3 5%	1 2%	1 2%	0 0%	4.9	0.5	5.0	62
Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	55 90%	4 7%	1 2%	1 2%	0 0%	4.9	0.5	5.0	61
Instructor's availability for consultation.	50 86%	6 10%	2 3%	0 0%	0 0%	4.8	0.5	5.0	58
Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	53 85%	5 8%	4 6%	0 0%	0 0%	4.8	0.5	5.0	62
Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	51 82%	7 11%	2 3%	1 2%	1 2%	4.7	0.7	5.0	62
Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	51 82%	6 10%	3 5%	1 2%	1 2%	4.7	0.8	5.0	62
Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	48 79%	8 13%	3 5%	1 2%	1 2%	4.7	0.8	5.0	61
Fairness and impartiality of grading.	41 72%	9 16%	5 9%	0 0%	2 4%	4.5	0.9	5.0	57
Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	37 82%	4 9%	3 7%	1 2%	0 0%	4.7	0.7	5.0	45

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

He's a great teacher. He's very organized in his presentation of the material. He lectures in a way that's straightforward and easy to understand and learn. I also like his use of videos during his lectures. They help break up the lecture and are fun to watch. It's great to see real world examples of the material in the videos.

Well versed in current and past events.

He really knew his info! And he taught it in a way that was so easy to understand and engaging, this class could not have been better!

Dr. Hale knows so much about everything politics. His enthusiasm and extensive knowledge of politics and specifically the presidency made the class enjoyable. It was great hearing him talk about something he is so passionate about - making it seem interesting and showing the value of this knowledge.

Love this guy

literally the sweetest most hilarious professor I have ever had!

Always was able to answer questions that students asked with research to back up claims

The Instructor had clear enthusiasm for and lots of knowledge about the subject matter. He would always answer questions to the best of his ability, and did an excellent job teaching this class.

Hale demonstrates not only a deep understanding of the subject, but also a personal interest in it himself. Few instructors demonstrate such a deep and accessible understanding of the subject matter.

Very knowledgeable and very talented in conveying complex subjects in an easily-digestible way.

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

I think professor Hale really tries to encourage student participation through the chat or on microphone.

Always open to discussion, encourages students to participate.

He loved answering any and all questions and we talked about some interesting topics in class.

Dr. Hale was open and available for questions all the time. He stopped after each section to see if anyone had questions and happily answered them.

he genuinely cares about what his students have to say

Always allowed for questions/ encouraged participation from students

The professor would often take questions from students, and he was able to effectively connect them back to ideas we discussed in class. Even if they weren't related, the professor would give context so that everyone was able to learn from the question.

Professor Hale is very good about engaging the class and asking discussion questions in lectures.

Constantly facilitate discussion and took many questions throughout lectures. Even though I did not go to most live lectures, I still found the discussions interesting and engaging.

Instructor's availability for consultation.

He is very available to his students. I really like how we could reach out to him with questions via Discord. I think this was a great resource that made him very accessible.

Not only was Dr. Hale available during office hours, but he also actively participated in the discourse. He was ready to help us whenever!

The professor organized a Discord server and responded to questions very promptly. He was easily and readily available.

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

The syllabus was very clear and so was the assignments page.

I really liked the design of this course, including the presentation style, assignments, expectations, readings. I think it was organized well with a very well-rounded education on the features of the Presidency.

The syllabus clearly laid out the structure of the class, including topics and readings for each lecture. The instructor was able to adhere to this structure extremely well, even if topics had to extend into the next day of instruction. We were never behind schedule.

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

Super engaging presentations! I loved that he added in videos, charts, and pictures to help keep us interested.

The slides accompanied with lectures did a great job of capturing the main points of readings, and contained enough information to present a satisfactory level of knowledge on a given topic. The instructor's lecturing further enhanced the material of the slides.

especially with covid-19 remote learning has been challenging but Prof. Hale made his lectures interesting using videos of interviews, speeches, and case studies.

The lectures were actually interesting

More information on the slides.

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

Studying current presidents helped to keep me engaged because I learned about something besides the presidents that are always studied.

Readings were not too long and were very connected to each lecture. I appreciated this, as professors often assign 100's of pages of reading per night- which is very overwhelming.

Readings were a blend of contemporary articles, research data and political science papers. They were made available by the instructor and they were highly relevant to current events and the ideas taught in the class.

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

For Pol Sci classes the assignment structure of this class was perfect. Reading response papers and then a term paper to put your knowledge together. To many teachers just give multiple choice tests that don't actually help you learn in this subject. All classes should have this structure.

The response papers every week were very helpful in engaging with and understanding the course material.

HW assignments directly linked to the readings and lectures
Term paper did a good job of highlighting the overall theme of the course

Response papers called on students to recall important ideas from lectures; they never asked questions that were not explicitly answered by the professor or by assigned readings. The term paper called on students to put the ideas taught in class into practice by evaluating actual presidential actions, campaigns, rhetoric, etc.

While I appreciated the response papers because they encouraged me to complete the readings, I didn't necessarily like that they were the only grades that we got for the entire class. I would have liked some additional assignments to possibly buffer our grades.

Weekly response papers is a great solution for ensuring students are keeping up with the material without making assignments overly difficult or stressful (which is great considering the difficulty of this quarter and the widespread pandemic burnout).

None of the assignments felt like busy work and they all reflected material we were taught

Fairness and impartiality of grading.

TA's gave reasonings behind grades and often notified students what they were missing from incorrect answers.

I took Professor Hale's other POL class this quarter (POL 105) with the exact same course structure and assignments. I put the same amount of time and effort into each class, yet I always received much worse grades on the weekly response papers in POL 106 than I did in POL 105. Most of the time, points were removed because I failed to mention something I thought was either implied or would be considered common sense for an upper division POL class. Professor Hale says the response papers should be between 300-600 words (on average), however I ended up typing around 800-900 on average in an attempt to get a perfect grade, which only happened once the entire quarter. For whatever reason, grading in POL 106 was much more confusing than in POL 105 which ended up hurting my grade substantially.

Some TA's are more difficult than others. That's just how it is, though.

For the response papers I wish there would be a better lay out on what was expected and what information in particular was important to include since I really struggled in that section even after rewatching the lectures multiple times.

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

We did not have traditional exams.

The professor of this course assigned readings and gave lectures that were extremely biased and full of personal opinion. Most of the articles were not worth the time. It was actually embarrassing to participate in a class that had such little consideration for individuals with varying political ideologies.

There were no exams.

No exams in this class.

The lack of formal exams in the course have proven to be beneficial, rather than having two high risk assignments in a suboptimal learning environment. The course structure as a whole is preferable to more traditional structures where the entirety of the grade is on two large exams.

There weren't any exams, but the weekly assignments had excellent instructional value

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Winter Quarter 2021	3/5/2021 12:00 AM	45364	POL	106	001	124	50