

Instructor Rachel Bernhard

UNIVERSITY OF CALIFORNIA - DAVIS

Fall Quarter 2020
Selected Evaluations* (6)

Student Evaluation of Teaching



Enrollment 183
% responding 93%

	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)	67 39%	62 36%	34 20%	5 3%	2 1%	4.1	0.9	4.0	170
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	46 34%	51 38%	30 22%	6 4%	1 1%	4.0	0.9	4.0	134
Expected grade in this course: (5) A, (4) B, (3) C, (2) D, (1) F	62 38%	81 50%	19 12%	1 1%	0 0%	4.3	0.7	4.0	163
Your interest in the subject matter before taking this course: (5) Very high, (4) Somewhat high, (3) Moderate, (2) Low, (1) Very low	32 19%	43 25%	57 34%	25 15%	13 8%	3.3	1.2	3.0	170
Please indicate the overall teaching effectiveness of the instructor. (excellent very good satisfactory fair poor)	107 63%	50 29%	10 6%	3 2%	1 1%	4.5	0.7	5.0	171
Instructor's knowledge and command of subject matter. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	140 82%	29 17%	2 1%	0 0%	0 0%	4.8	0.4	5.0	171
Instructor's openness to discussion and ability to stimulate it. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	138 81%	27 16%	5 3%	1 1%	0 0%	4.8	0.5	5.0	171
Instructor's availability for consultation.	94 63%	39 26%	14 9%	3 2%	0 0%	4.5	0.7	5.0	150
Clarity of course objectives and organization. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	102 60%	44 26%	17 10%	5 3%	3 2%	4.4	0.9	5.0	171
Effectiveness of style and methods of class presentations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	103 60%	42 25%	21 12%	2 1%	3 2%	4.4	0.9	5.0	171
Relevance and educational value of readings and WorldWideWeb resources. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	110 65%	38 22%	20 12%	2 1%	0 0%	4.5	0.7	5.0	170
Instructional value of course assignments (term papers, project, etc.). (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	99 58%	45 26%	19 11%	5 3%	3 2%	4.4	0.9	5.0	171
Fairness and impartiality of grading.	132 78%	28 17%	9 5%	0 0%	0 0%	4.7	0.6	5.0	169
Instructional value of examinations. (5) Excellent, (4) Very good, (3) Good, (2) Fair, (1) Poor	96 60%	46 29%	14 9%	3 2%	2 1%	4.4	0.8	5.0	161

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

Professor Bernhard is an excellent teacher and she truly cares about her students. She's very knowledgeable and takes the time to explain things to us students.

A very kind and understanding professor who has a strong understanding of the subject

I'm not sure where to put this, so I'll write it here: Prof. Bernhard was one of the better professors that I've had at Davis. She was very clearly knowledgeable of the subject matter, her lectures were easy to understand, and in the end, I genuinely feel like I've learned a lot.

Instructor is super kind and has been very understanding of certain circumstances, I feel as if she has made this class as interesting and flexible as possible.

Excellent teacher!! You can tell she is very committed to the subject matter.

I don't consider myself of having a good grasp of scientific concepts, so the fact that Professor Bernhard would simplify things down and provide easy-to-understand examples made it much easier to try to understand than just me trying to figure it out from the texts assigned. I wish another professor of mine would have slides and pictures, and data visuals to explain what is being said, along with a recorded video AND transcript (which is so helpful thank you) versus just speaking.

Certainly could answer any question and was a very knowledgeable person in the area of political science.

No worries is amazing at making the material interesting and entertaining.

She's a sweet professor

Professor Bernhard is very organized and passionate about this subject.

Professor Bernhard is an expert in the subject of political research and knows exactly how to translate her expertise into teaching.

She's been considerate on the unusual circumstances

It was a very rare occasion where professor Bernhard couldn't answer a question and for the most part it was because it was too broad of a question for the course.

Professor Bernhard was extremely well spoken and highly knowledgeable throughout the entire class. Furthermore, her respectful and welcoming demeanor was well received; making the online class actually enjoyable.

Professor Bernhard was phenomenal

The instructor was great. She taught the material to perfection and was helpful in explaining. Would absolutely recommend her.

I was concerned about learning the material, considering how my last math class was 2 years ago at a community college and I didn't necessarily do well. However she provided good examples that helped contextualize everything and make the material less intimidating.

I think the class is naturally hard, but the approach is right.

Very empathetic instructor which is imperative in our current times. I have appreciated her teaching style, her welcomeness, and very accommodating learning environment.

Dr. Bernhardt seems very passionate about politics.

When having discussion during the synchronous lecture, and during the asynchronous lectures, the professor did a great job of explaining the material.

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

The professor is open about their political opinions but welcomes students with different perspectives.

It was too good at first, because the Zoom chat function was open, and then it got ruined by the first or second week with things getting heated and political. I wish something was said in the beginning as a reminder to keep things civil, and if it got out of control the chat function would be disabled to talk with everyone, since it was nice to have that openness. It made it feel like really being in the room with people. But after that the professor was still gracious and people were able to verbally speak, and it was nice getting feedback and her thoughts and opinions as well.

The instructor was certainly able to stimulate discussion and be open to various viewpoints; however, I thought that discussion frequently went off topic and not taking focus specifically on the studies' design, validity, etc.

Professor Bernhard is extremely patient and considerate when it comes to discussing her lectures content.

Most of the class is based on discussion and engagement with other students.

Our weekly live classes were a great place to stimulate student dialogue.

Every week we had incredible discussions that were very open and inviting. It never felt like there was a wrong answer or idea.

In our live zoom discussions you were very helpful and specific with your answers. Thank you!

Very easy to converse with and very encouraging of students to speak up.

Really receptive to live discussions

Structured this class during these crazy times in a way that still allowed for a form of socratic seminar. This allowed us to further engage with each other and the material.

The synchronous lectures were filled with amazing discussions and more information on the material we were learning.

Instructor's availability for consultation.

Quickly responds to emails.

I never needed any consultation.

To be fair, I've only had one office meeting, but I wish the link for it was easier to find and put along with the other links, or another place at least besides the syllabus. She's very easy to talk to, and I wish I had her for my other courses.

I haven't reached out so I don't know how available she is. From what I can tell she does seem like she would be available if I reached out.

Always responded promptly to any emails.

Instructor had one day open for Office hours that we had to sign up weeks in advance. Sometimes in emergencies in question I had to wait 2 weeks for an appt.

She was good to reply to me. I really appreciated that. I think she really does care about her students.

I only reached out to my TA for questions.

Not the professor's fault, but because of how strong she is, students crowd the office hours.

I personally never met with professor Bernhard, however everything else points to them being highly accessible.

The professor would always encourage us to go to office hours if we needed help with something or just needed to talk.

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

While weekly case readings correlated with course material and helped gain a better understanding of how to read research articles, I felt that they did very little in actually getting a better understanding of what we were supposed to learn.

This is my personal preference, but I think the presentations are very wordy. I would prefer if the professor just put the necessary keywords and definitions only without putting any extra words or points.

Just great.

See comments for Question 5.

About half of the lectures felt completely pointless by having a live discussion that only involved about 20 students who were assigned to the week. I would've much rather had two live lecture where we went over relevant course material.

I think it was really smart to split the week into synchronous and asynchronous.

Online classes are awful, but the set up worked as well as it could given the circumstances

Presentations were really clear and the structure of the class was flexible for students needs.

Her asynchronous videos were very good. But the class meetings weren't the most effective use of our time.

I wish we couldve discussed lecture materials during discussion more than just the readings.

Appreciated that the chat function was turned off because it posed as a distraction to the class.

The different sections within the class were confusing at times such as when we had to attend and when it was ok to view the recorded lectures.

Having asynchronous presentations is a great idea so everyone is able to participate without worrying about their time zones.

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

The readings the professor chose are very interesting, and I enjoy reading them. The reading workload per week is very fair.

The readings were interesting, but I didn't always feel they were helpful, or I just felt more confused with them over the slides at times.

The resources were quite valuable, and I got a lot out of them.

Lots of diverse readings and studies.

Loved the readings, I would appreciate a little bit less though. A lot of students were first quarter transfer students and we had difficulty navigating UCD online as it was, so after a while it was hard to keep up with readings.

The readings were very interesting and went well with the course material.

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

The assignments in the course strengthened my analytical research skills.

I get that we need to prove that we learned, understand and know what we were taught, but I will be surprised if I end up using what I learned from a lot of this course. I'm struggling to understand the concepts at times and I'm supposed to be acting as a pseudo researcher with my own research question and finding data, which isn't easy to find, or find through academic/scholar sources. It feels like more work for a lower division class than needed. I wish we had the option of choosing among the readings as our project by coming up with a question to research about it that was different from the topic the reading covered, and have the optional choice to come up with our own if we didn't want to take something from the readings. Then what we discussed in class we could apply to the project, or at the very least would make it easy to understand, and maybe be inspired about it. I enjoyed going to lecture, but then it would feel like a waste of time because then I'd have to figure my own stuff out about what I had to pick as my focus for the project, and then try to see if what we were taught even applies to it, find the data and it's just a lot.

The course assignments were quite chaotic. The group readings were a perfect example of this. For one thing, I am not sure all of my group members got all the messages, as Canvas was not notifying me of messages from my group members for some time. When my group members got back to me, I had learned from a few select members that only a few of them worked on and completed the project. Most did not respond to my messages. Canvas was its own issue for this group.

In general, I think it is not a good idea to assign groupwork for an online class, especially during a pandemic. Having twelve people in a group is ridiculous for a group size. The reason that I say this is that in my experience, larger groups tend to have members slack on the workload. In addition, if the group does not meet in person (like after class if campus were open), people will also slack off because they are not directly exposed to the facial expressions/body language of their fellow group members, and thus might feel that it is okay to slack off.

I think that all assignments are relevant to the course material, however I felt overwhelmed with how many things were due every week. It was hard for me to keep track of it. I think mainstreaming or giving time in class to take quizzes-since they are short-would be helpful.

super accommodating!! loved it

I had trouble with the project because of the online format. I think it would have been much easier to understand in the classroom setting. I think she should have contributed more time to walk us through it.

I didn't do that good in the quizzes and I wish there could've been more assignments to practice the quiz' questions.

the focus on learning R seems to be readily applicable to other areas of political science.

This course was ambitious to say the least to require learning a new coding program and doing a research project using that program. Overall, I think I could have had a lot more success in person, although there is nothing Professor Bernhard can do about that, I would have appreciated maybe a small change to account for the difficulty of learning that level of material over zoom. I enjoyed the material, I don't feel like I really got to learn it all the way through.

Learning how to use Rstudio was a bit hard, however it will be useful in the future.

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

The most organized out of my four classes.

Things were organized fairly well, but I don't feel what was discussed was always presented in the quizzes given out. For example Quiz 8 I don't feel was very well done, because I had to look back over to week 3 to reintroduce myself to those concepts since I forgot them mostly. And then I jumped to week 9's recorded video and found what was discussed there was what one of the questions in Quiz 8 was about. So that was frustrating, especially since it turned out that question worth 5 points I answered was wrong. I also didn't like how the quizzes were released in the afternoon on Fridays, since it was supposed to be after we all had our sections about R but I don't see why that mattered, or the purpose of that? I would have liked the quizzes to have opened up after lecture so what was discussed was still fresh in my mind, along with having finished the readings by then.

The organization of the class seemed very haphazard. There were parts of the course that I thought could have been presented sooner rather than later for the poster project.

Rubrics were often unclear. My TA would tell me contradictory things (such as that I needed to include something on my poster that was not clearly listed on the rubric). It made completing assignments difficult, confusing, and frustrating.

The lectures and expected work is very well organized, while it is a lot it still gives student the opportunity of bettering their grades.

Course work and objectives were always clearly stated in syllabus and at the end of lectures.

Very hard to understand what assignments were supposed to look like. Also hard to find where resources and deadlines were

For majority of the course I was lost on what to do. I tried asking question with TA's but felt stupid therefore it went out for weeks. During class lecture, class chat was disabled which didn't allowed me to talk to other people to see if they had the same challenge.

I think the PowerPoint could be a little more accessible. Organizing them to display information quickly and effectively.

Some of the quizzes brought up subject matter that was not in any of the readings, lectures, or any other class materials I could find.

Professor Bernhard executed perfect metaphors and references to better diffuse the material.

The syllabus and canvas were set up so we were able to find everything with ease.

Fairness and impartiality of grading.

I still don't know what I got for some assignments, and the lack of comments is not helpful. I would have liked feedback.

Some TA's were grading on the easier scale whereas others were grading on a more difficult scale. Almost felt as if my peers and I were in different classes because of this.

The quizzes were difficult because they were generated from students' created questions... or that's what I assume. This made it difficult to really understand what was being asked.

Very reasonable grading habits, especially during these anxious and uncertain times.
Thank you. :)

We could always ask about why we got the grade we got, and get more feedback if we needed it.

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

Didn't feel it was very helpful or useful. I felt like the quizzes required more thought than I could get from the readings, recorded lecture and slides.

Some of the questions on the quizzes were a bit confusing

Quizzes were a bit hard sometimes, phrased in a difficult way to understand .

The quizzes were a good way of showing what we learned from the asynchronous lectures.

Term	Eval Opened	CRN	Subject	Course	Section	Enrollment	% Response
Fall Quarter 2020	12/4/2020 12:00 AM	48628	POL	051	A01	29	93
Fall Quarter 2020	12/4/2020 12:00 AM	48629	POL	051	A02	31	90
Fall Quarter 2020	12/4/2020 12:00 AM	48630	POL	051	A03	32	96
Fall Quarter 2020	12/4/2020 12:00 AM	48631	POL	051	A04	29	93
Fall Quarter 2020	12/4/2020 12:00 AM	53819	POL	051	A05	29	93
Fall Quarter 2020	12/4/2020 12:00 AM	53820	POL	051	A07	33	93