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Teaching Portfolio

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Teaching Statement

My approach to teaching meets students where they are starting from, sets clear and challenging expectations, and helps students see themselves as part of an ongoing scholarly conversation. It is my responsibility to understand the different backgrounds, interests, and resources students arrive with, and to design demanding courses that support multiple learning modalities.

To that end, I incorporate active-learning elements shown by higher education scholars to level the playing field in the classroom. In my Research Design and Quantitative Methods course I use discussion tools to provide multiple modes for student learning and to keep students engaged. For example, in Think-Pair-Share exercises, students reflect on a relevant question and then share in small groups. Feedback from students indicated that having time for personal reflection gave them confidence in discussing their ideas, especially for students for whom English is a second language.

Beyond intellectual engagement, I designed interactive games for my Urban Sociology course to enable experiential learning. For instance, to understand structural factors that shape urban inequality and the myopia of privilege, I designed a game in which two small groups built two independent cities out of cardstock paper and tape. While both groups played by the same rules, neither realized that one was systematically advantaged. Namely, one group started with pre-cut, materials, tape, and scissors, while the other started with over-sized paper, tape, and no scissors. Students in the successful group, like others in experiments that inspired the game, saw their success as a factor of their own ingenuity and effort, while students who lack systematic benefits were more aware of structural inequalities. Many students referenced the game in their evaluations; one stated, "I will take that experience with me for a lifetime because it can be applied in so many areas of life."

Connecting individual experiences to larger urban systems is as much a part of my research as it is my teaching. In my Science, Technology, and Policy of Food Systems course, I designed oral history projects in which students linked the lived experience of their elders with major food systems transformations discussed in the course. Furthermore, as an assistant in a Sustainability course, I developed final projects in which students identified a pro-environmental behavior they could adopt, then measured their performance and calculated the broader impact of city-wide adoption. Finally, students identified and reflected on structural factors that support or constrain these alternative behaviors. In the written assignment and personal communications, students reported surprise at their own unsustainable habits and demonstrated systems-thinking by connecting changes in regulations, commercial influence, the built environment, and social norms to facilitate widespread change.

In an effort to continually improve, I maintain a teaching journal and conduct mid- and end-of-term evaluations. My latest focus is on restructuring the Class Experts approach in response to student requests for generating deeper discussion between students on concepts and relevant current events. Currently, students select one session for which they answer key questions on context, concepts, and contributions of the readings. In future iterations, all students will prepare their own questions on the material before class, and experts will form a discussion panel with other experts for that session to address student questions. In this way, experts will be more accountable for their summaries and other students will be more prepared to engage in discussion.

Clear and challenging expectations, various opportunities to demonstrate comprehension, and experiential learning in an environment of mutual respect and understanding are central to my teaching. I know I have succeeded in teaching when students connect course concepts to the real world and ask the next critical questions that demand answers in an increasingly complex world.

Teaching Experience (Lecturer)

Upper Division Undergraduate Courses

Transforming Food Systems: Science, Technology, and Policy | Lecturer

Over the past 150 years, food systems have been transformed by developments in technology, science, and policy. At the same time that these changes have improved the human condition, they have also created new challenges. This class examines how the relationship between society and food has affected and been affected by the intertwined forces of industrialization, urbanization, and globalization. This class will explore how technology and policy has helped bring about societies in which high levels of obesity, food insecurity, and food waste coexist. Students will examine critical case studies (e.g. GMOs, biofuels) to learn how these challenges are understood as policy problems and how science and technology are mobilized to address these problems.

Lower Division Undergraduate Courses

Research Design & Quantitative Methods | Lecturer

This course introduces students to the core methodological concepts and procedures used in empirical research in the social sciences. Students will learn the fundamental concepts and practices of research methodology. This includes methodological epistemology, research design, research question development, hypotheses generation and testing, data collection and analysis, communication of findings, and ethical principles. Students who complete this course will be able to situate their research in the existing body of research as well as to evaluate the merits and shortcomings of existing research. The course will introduce both quantitative and qualitative methods and while basic statistics will be covered, this is not a statistics course.

Urban Sociology | Instructor

This course addresses urban issues through an historical and sociological lens. This was an 80-student lecture class with a 25% TA. As it is intended for students in the urban studies and social ecology programs, the course functioned as an introduction to sociological theories as a framework for understanding urban life. To do this, the course unfolds in a loosely chronological progression starting from the causes and effects of historical urbanization processes including conditions of the working poor, urban inequality and the tools of segregation. We discussed authors such as Friedrich Engels, Luis Wirth, W.E.B. Du Bois, and Doug Massey & Nancy Denton. Issues such as urban sprawl, gentrification, and governance were brought to bear through the writings of Kevin Jackson, Robert Fishman, and Sherry Arnstein. Finally, the course examined globalization and social networks in the third part, as well as urban environmental sociology in the fourth through the work of Saskia Sassen, Robert Putnam, Luis Pojman, and William E. Rees. Through much of the course, academic journal articles and book sections were assigned in tandem with relevant chapters of Edward Glaeser's *Triumph of the City*. This text offered students a big picture view of the issues and concepts addressed in the readings written in a more easily digestible tone. I presented multiple formats for students to demonstrate their comprehension of the material and to link it to real-world urban issues using Class Experts, interactive games, and reflective writing (described in my teaching statement).

Quantitative Summary of Student Evaluations (Instructor & Assistant)

The following table provides quantitative results from student evaluations and available statistics for courses taught at the Underwood International College at Yonsei University. The responses for the relevant courses are listed in the 2nd and 3rd column.

	RDQM-08	RDQM-09	Dept.	College
<i>N (% responding)</i>	Mean*	Mean*	Mean*	Mean*
	24 (92.3)	23 (100)	na	na
Overall, this course was satisfactory	3.95	3.95	4.13	4.03
Instructor responded sincerely to questions	4.66	4.56	4.43	4.27
Instructor encouraged student participation	4.70	4.39	4.28	4.34
I was highly motivated to study the subject matter and related areas of study.	4.62	3.82	4.12	4.04
I was very involved and devoted much time and effort to this course	3.91	4.30	4.20	4.14
This course was conducted without biases or stereotypes based on gender, race, nationality, or others.	4.62	4.65	4.55	4.55
<i>Student-Reported Learning Outcomes:</i>				
Knowledge and/or understanding of the field of study	4.06	4.29	4.20	4.10
Problem-solving and/or ability to apply learning	4.06	4.14	4.19	4.08
Openness to diversity and different values	4.42	4.33	4.29	4.19
Ability to communicate your thoughts through speaking/writing	3.92	4.55	4.17	4.08

*Scores range from (1) Strongly Disagree to (5) Strongly Agree

The following table summarizes the overall rating and available statistics for courses taught and assisted at the University of California, Irvine

Course	Term	Rating (Mean/Median)	Std Deviation	Sample Size	Response Rate
<i>Instructor</i>					
		<i>(Out of 7)</i>			
Urban Sociology	Spring 2014	5.46/6.00	1.7	46	59.74%
<i>Assistant</i>					
Naturalistic Field Research	Fall 2014	5.80/6.00	1.33	15	78.95%
Naturalistic Field Research	Summer 2014	7.74/8.00 (Out of 9)	1.83	19	95.00%
Sustainability I	Winter 2014	5.72/6.00	1.33	80	41.03%
Statistics	Summer 2013	7.28/8.00 (Out of 9)	1.56	19	31.67%
Honors: Intro to Urban Studies	Spring 2013	5.20/6.00	1.47	10	33.33%
Sustainability I	Winter 2013	5.72/6.00	1.47	50	24.27%
Urban America	Fall 2012	4.64/4.00	1.76	14	37.84%
Sustainability II	Spring 2012	5.39/6.00	1.54	34	19.10%
Environmental Analysis	Winter 2012	5.36/6.00	1.51	130	54.85%
Naturalistic Field Research	Fall 2011	5.00/5.00	1.51	15	75.00%
California Population	Spring 2011	5.77/6.00	1.16	54	79.41%
Environmental Analysis	Winter 2011	4.71/4.00	1.61	179	57.93%
Public Policy Analysis	Fall 2010	5.79/6.00	1.23	34	39.08%

Research Design & Quantitative Methods (2 Sections)
Lower Division, Undergraduate (23 & 26 students respectively)
Spring Qtr 2017
Underwood International College, Yonsei University

Selected Questions from Midterm Evaluation (Instructor)

Full Midterm Evaluation Available on my website at www.sallygeislar.weebly.com

Open-ended Comments (RDQM-08; Full Quotes)

Please provide any comments that you'd like to make about this instructor's effectiveness as a teacher.

- She conveys are ideas clearly and ensures that every student receives help. She is always open and a very competent in terms of teaching.
- I really liked how the powerpoints summed up the readings for each week. The informations on the powerpoints are very helpful also :)
- The examples you give make it much easier for us to understand confusing terms.
- The instructor is very enthusiastic and hardworking, and students can really feel that. She tries to break down the reading materials in lecture which is easier to understand but when it comes to assignments, there's really not much guidance for it and they are assigned so frequently that students a lot of the times feel stressed and lose the enthusiasm for the study. Also the grading and deadlines are bit too harsh..
- Your RDQM class gives me the most workload among all the classes I am taking this semester. I believe that giving some less workload would be better; after all, we already have a lot of reading to do prior to class. And it would be better if you would tell us the due date of assignments during class. For example, the questionnaire revising assignment due date was informed to us via email on Thursday night. It was very difficult to find time to get together with my group members, when they already had plans for the weekends.
- I can feel that Professor Geislar is very enthusiastic and tries to teach us as much as possible. It's just that the lecture content itself is really difficult to understand, especially for a student like me who hasn't learned anything even close to this(e.g statistics) in the past.
- I had high expectations for this class, and throughout the semester it turned into quite a burdensome one. The overload of assignments for each week was overwhelming and compared to other RDQM classes, peers agree that this class asked for much more. The instructor was very friendly and always open to questions, but I know that I am not the only one who felt that the lectures were being rushed towards the end of the semester, and there are way too many concepts that are leave us with confusion-mostly because it lacked explanation. I also worry that the instructor cannot handle alone all the assignments for the two classes-maybe it would be better to hire a TA to help out so the students can get faster and more precise feedback. After the midterms it felt like the instructor was rushing through concepts and a little less organized during lectures; I also felt she was overwhelmed herself with all the assignments left to grade.
- Last thing to note- I think this class tries to teach Korean students with very fundamental skills like not plagiarizing, how to make interviews and surveys, how to find resources online and so on. However, I personally felt that the objective was turning into ""finishing the assignments each week"" rather than ""learning helpful skills for research"".
- Otherwise I sincerely appreciate the instructor's enthusiasm and her openness to students' questions/opinions. I wish you best on future classes!"

Open-ended Comments (RDQM-09; Full Quotes)

- Since there are lots of assignments, it takes a while to get them graded and feedbacks.
- In terms of the lecture, it is done quite well and I'm especially enjoying the fact that we have exercises that we can do. As a math-based and visual learner, I learn more from doing and trial-and-error rather than attempting to blindly absorb theories and concepts.
- I think she is giving out too much work than she can handle which is burdensome for the students and the instructor herself.
- I believe that she is a very passionate instructor however the work load required to complete for this class is hard to juggle with other classes.
- Well, I just think that it would be much better if we get to choose our own research team.
- always love your clear lecture and your enthusiasm for teaching us. Always feel supported from you. Also giving examples for class activities! But at the beginning of the class, I felt confused of class, because it was totally new area, and I felt like I was thrown into the assignment. I know that exactly is RDQM, and we got long way to go, but little bit more elaboration would be loved next time.

Research Design & Quantitative Methods (2 Sections)

Lower Division, Undergraduate (23 & 26 students respectively)

Spring Qtr 2017

Underwood International College, Yonsei University

End of Term Teaching Evaluations (Instructor)*Selected Quotes:*

"I feel that I did learn A LOT. What I learned from course will definitely help me throughout my university years. However, the workload was significantly a lot, compared to other classes."

"The professor was very helpful and kind with the work or any questions we had. The overall work was quite challenging and there was a bit of reading to do."

*Open-ended Comments (RDQM-08; Full Quotes)***1. Satisfaction with course (RDQM-08)**

- The professor tried to give us many examples which made it easier for us to understand
- Was able to learn A LOT about researching
- presentation
- Professor was supportive and helpful
- The professor was passionate and kind, but lectures were somewhat difficult to understand.
- This class was beneficial in that now I know how to conduct my own research. It was a helpful course, but I don't think I would ever need to conduct research in my major.
- Throughout the course, I always unsure of the need of learning the subject. Did not find any practicality

- learning how to research
- The readings that were assigned were sometimes not very much related to the lectures of the professor.
- There was a lot of work to do—depending on how you think of it, it could be beneficial or detrimental
- I learned a lot about how to conduct research and was able to enhance my organization and writing skills.
- It was a good recap of my high school learning.
- I learned a lot about how to make a research paper and finding information from sources. However, I don't think my final grade reflects my hard work throughout the semester.
- efficient lecture and lecturer's constant feedback on student's works
- useful knowledge
- The professor was passionate in teaching
- I feel that I did learn A LOT. What I learned from course will definitely help me throughout my university years. However, the workload was significantly a lot, compared to other classes.
- The professor was very helpful and kind with the work or any questions we had. The overall work was quite challenging and there was a bit of reading to do.
- Too much assignment
- I learned how to conduct research
- learned how to collect data and analyze it
- Good
- Very enthusiastic
- I think devoting time wholly on the project at the end (after finish learning everything essential), instead of doing it step by step will be better.

Open-ended Comments (RDQM-09; Full Quotes)

1. Satisfaction with course

- The course introduced the students new experience to academic methods to approaching to reading and writing.
- The professor used the class time very efficiently
- get to design and conduct a research in real life. serious effort on group project. PPT explanation could be more detailed. workload too much in second half.
- Getting to know how to conduct research
- The course demanded a bit more than the given time/resource
- This course was so jam-packed and fast, it was hard to follow! there was so much work, I wish the professor would have taken other work from other classes into account
- too much workload
- It helped me learn a set of methods that I can use for future researches or projects.
- How elaborate the course was
- good
- lower the workload
- Perfect
- Both group project and class was of high quality
- too much assignment not much but many times...
- Although it took lots of time and effort, this course was worthy of learning. It allowed us to learn ways to design study and to analyze study results
- Lecture quality and the overall curriculum

- The amount of reading materials and the assignments did not consider that students have other classes to take as well.
- Although the work load was heavy, I got to learn a lot about how to conduct a proper research.
- The ability to conduct research and learning about the research process itself is a valuable tool for any university student
- great
- There were too many assignments to complete in a given amount of time

Urban Sociology

Lower Division, Undergraduate (77 students)
PP&D 40 LEC A (53005), Spring 2014
University of California, Irvine

Selected Questions from Midterm Evaluation (Instructor)

Full Midterm Evaluation Available on my website at www.sallygeislar.weebly.com

Selected Quotes:

"The town vs. city game was an excellent device to help students understand the impact of privilege and the despair of underprivileged. I will take that experience with me for a life time because it can be applied in so many areas of life. Sally is an excellent communicator. Her teaching style (interactive and experiential) actually works – you leave the lecture having learned something rather than having been “introduced” to something."

"As a teacher, her enthusiasm for the material is contagious and helps me be more engaged with learning."

"Comparing you with my other PP&D professors, you're able to discuss in depth the articles you have us read. The expert summaries are extremely helpful to study for midterms. The activities you have had us to in class makes me see what the world is like in reality. For instance, the first activity you had us do was building houses or schools (I was on the team with no scissors)and I noticed that depending on how effective we were able to show this to the audience (those who chose where to live) determined the success of a city. Activities like this encourages me to attend lecture. :)"

Selected Questions (Full Quotes):

1. Please provide any comments that you'd like to make about this instructor's effectiveness as a teacher.

- always prepared, knows the info, answers questions
- As a teacher, her enthusiasm for the material is contagious and helps me be more engaged with learning.
- Clear, concise main take-away points from readings during lectures, instead of quotes.
- clear explanations about concepts
- Comparing you with my other PP&D professors, you're able to discuss in depth the articles you have us read. The expert summaries are extremely helpful to study for midterms. The activities you have had us to in class makes me see what the world is like in reality. For instance, the first activity you had us do was building houses or schools (I was on the team with no scissors)and I noticed that depending on how effective we were able to show this to the audience (those who chose where to live) determined the success of a city. Activities like this encourages me to attend lecture. :)
- Discussing readings during lectures is very helpful. The condensed information about the readings helps understand the readings a lot more and see the bigger picture.
- Effective.
- Effective; leads the class well and projects clearly.
- Goes over the readings in detail which helps a lot. Sometimes just reads whats on the power point which I sometimes don't get straight up from the text.
- goes through the readings well

- Good. But not interesting enough.
- Good teacher
- Great organization and structure of lectures.
- Her lectures are very structured, meaning she mostly reads off of her slides, which I would prefer less of that type of teaching. but very energetic and topics are interesting.
- I believe Professor Geislar is a very effective and knowledgeable lecturer. She gives various examples to make her content clearer for students and she is always ready to help in any way she can. Reads off her power point a bit too much but when clarification is needed she is on it.
- I believe she has a very good grasp of the main concepts and conveys them very well in class.
- I feel that the instructor is very good at making the material very clear and accessible for the class. Readings provide the general basis of the course knowledge, and lectures really help to reinforce and clarify, as well as expand upon this knowledge.
- I find the power-points extremely useful during lecture.
- I honestly feel the expert readings do not really help, and every one should be held responsible for all the readings. If the expert readings/summaries were more readily available as apart of the study guide, I feel they would be more helpful.
- Instructor knows he material very well and does a great job in making readings clear.
- I think Ms. Geisler is doing a great job teaching the class. She has the right material and she seems very knowledgeable about the subject and she executes her points out fairly well. Her command of her voice keeps you attentive in class.
- I think she's great!!! I find the class really interesting. She is knowledgeable and passionate about the subject. I absolutely LOVED the movies we watched. I didn't love all the readings but overall they have been great.
- I think she does an excellent job of thoroughly explaining concepts.
- I wish that the professor would spend time more in lecturing not from the slides, but maybe more from readings. The material is easy to read from the slides, I feel I am not learning as much when it is read to me. I am interested in the topic, but want to know more than just what the slides say.
- Lectures often feel redundant after doing the reading, or too vague otherwise. Focus too much on reading rather than concepts. Reading should supplement content. Class pace slow.
- Ms. Geisler structures her class lectures in a very effective way by always being organized. One suggestion I would make is to speak slower when lecturing.
- Professor Geislar is a great speaker who really demonstrates and easily explains the course material.
- Professor Geislar is a hard working teacher. Sometime, although she would fell behind her schedule, she never skip slides on her lecture; she would make sure she had explained her lectures clearly and thoroughly.
- Sally's effectiveness as a teacher is great. She explains main points and arguments clearly and elaborates on topics that require more detail and explanation.
- She is always prepared for class. She is willing to take time to help students out when they do not understand the material. She explains in a way that students understand most of the material.
- She is clear and explains quite well
- She is effective
- She is passion about her subjects and she is very professional while she is teaching.
- She likes to get the class involved with class experts and asking plenty of questions, which I like.
- She provides a fair and balanced view (Not like Fox News) on urban sociology.
- Still clicks over the slides too fast sometimes
- The class always talks about the readings and I sometimes feel boring.
- The instructor demonstrates that she has knowledge about the subject matter and attempts to engage the class in the material.

- The instructor teaches well in this course. She explains the readings and terminologies thoroughly.
- The ppt she created is extremely effective and helpful, although there are some advanced words.
- The town vs. city game was an excellent device to help students understand the impact of privilege and the despair of underprivileged. I will take that experience with me for a life time because it can be applied in so many areas of life. Sally is an excellent communicator. Her teaching style (interactive and experiential) actually works – you leave the lecture having learned something rather than having been “introduced” to something. She is one of the best instructors reates outputs for empirical research for the
- Very effective. Slides are an excellent study aid.
- Very effective. The midterm went over the lectures well.
- Very enthusiastic during the lecture, sliders shown really helpful for understanding the readings assigned.
- Very knowledgeable and enthusiastic about the topic. Incorporates participation in the grad- ing, which allows for more people to get involved and speak up in a class where most people are very quiet.
- well prepared lectures, I like the related videos/audios that provide extra perspective
- 14 blank answer(s).

4. What other methods has this instructor used (other than those listed above) that have helped you to learn?

- “Games” played in the class. Then asked students what can they learn about the game. Very impressed!
- Active student participation in class
- Being a class expert
- Class experts
- Class expert system. Midterm.
- Did a quick demonstration/exercise once about the different urban advantages. Thought it was quite unique and effective.
- Expert Summaries and Reflection Papers. Reflection Papers are also helpful because I can connect an idea that an author had to the message of a given movie. By doing this, I understand an argument that an author was trying to prove.
- Expert Summaries are pretty cool, don’t have to study as hard because it even outs the work load.
- her use of media (e.g. slides, films, audio material etc.)
- in class games and films
- Lecture slides
- Movies, which makes me learn better.
- Movies and games
- movies and reflection paper
- None
- none
- paper, reading
- playing games during the lecture.
- Powerpoint lectures
- Power Points.
- Professor Geislar has presented us with videos that show real life applications of the concepts we have learned/are learning, which also get us thinking about solutions we could try to solve said urban problems.

- Provided extra credit that would explain more about sociology
- Reflection papers from movies make me think about and evaluate films.
- She has clarified a lot of heavy content into a basic manner which helps you understand and pick up the material.
- She has made us done some small activities just outside the classroom. Such as building a city with paper and other materials to help us learn the material.
- She used a game to let us know city better.
- The class expert portion of the class helps to understand a particular reading much better.
- The instructor has also showed videos and films that are relevant to the topics we are learning. The use of visual media has been extra help to understand the main concepts.
- The movies shown in class have helped me learned about major topics discussed in class.
- The power points are extremely helpful.
- The use of showing films and having us write a reflection paper in which we use the material learned in class and try to explain what is going on in the film. This really helps to identify and actually see some of the things we learn about in class, such as eviction by eminent domain and the different ladders of participation.
- The videos and films shown in class are very effective and enjoyable.
- The videos are an excellent resource to introduce students to the numerous impacts of urbanization and thought leaders. I am very grateful for these experiences.
- The videos are interesting to watch
- To be an expert in one of the classes. The experts have to answer the questions the professor asks.
- Video clips
- Videos
- Videos
- Videos
- Videos of the topics we are learning about. Also, movies have helped me gain a broader sense of understanding of the material.
- Videos relating to the topic at hand, and there was an activity one time
- Videos to reiterate concepts
- Watching and evaluating documentaries.
- 17 blank answer(s).

19. Overall, what grade would you give this instructor?

25	A
19	A-
9	B+
3	B
2	B-
1	C+
0	C
0	C-
0	D
0	F
0	Not Applicable
3.67	Mean
3.70	Median
0.39	Std Dev

Urban Sociology
 Lower Division, Undergraduate (77 students)
 PP&D 40 LEC A (53005), Spring Qtr 2014
 University of California, Irvine

End of Term Teaching Evaluations (Instructor)

Responses: 46/77 (59.74%)

1. Class:

- 5 Freshman
- 10 Sophomore
- 19 Junior
- 12 Senior
- Graduate

2. Major:

- 21 Social Ecology
- 25 Other

3. Reason for taking this course:

- 7 Interest in subject
- 33 Required for major
- 5 Related to my field of study
- Breadth requirement

	Mean (of 7)	Median	Std Dev	Strongly disagree	.	.	Agree	.	.	Strongly agree
Instructor clearly outlined objectives/grading criteria at beginning.	5.91	7	1.46	1	0	1	9	3	7	25
Instructor exhibited enthusiasm/interest in subject.	6.09	7	1.4	1	0	2	4	4	8	27
Instructor communicated concepts/theories information clearly.	5.82	6	1.5	1	0	3	6	4	9	22
Instructor was available for help outside class.	5.87	7	1.42	1	0	0	10	4	7	23
Instructor encouraged participation in class discussions.	6.3	7	1.25	1	0	0	4	4	6	31
Instructor has sufficient evidence to evaluate achievements (give a grade).	5.8	7	1.57	1	1	2	7	3	8	23
Instructor gave constructive feedback about my work.	5.27	6	1.81	2	2	3	9	5	5	18
Overall teaching effectiveness.	5.46	6	1.7	2	2	1	9	3	12	17
Stated course objectives correspond with actual outcome.	5.51	6	1.6	1	1	3	9	4	9	18
Classes were well prepared/organized/integrated into course.	5.46	6	1.69	1	1	4	11	3	5	21
Texts/papers/outside work complemented class.	5.69	6	1.5	1	1	0	10	5	8	20
Labs and discussion sessions were useful and effective.	5.21	5.5	1.87	2	2	2	9	4	3	16
Emphasis on course was on understanding concepts vs. memorization.	5.35	6	1.68	2	2	1	9	7	9	16
Course stimulated thinking and interest in subject.	5.44	6	1.68	1	3	2	6	8	7	18
Course was extremely enjoyable.	5.19	6	1.91	3	2	4	5	6	7	16

Sally Geislar, Ph.D.

1. I rate the course workload as:

2	1 (Light)
0	2
3	3
29	4 (Appropriate)
3	5
4	6
4	7 (Excessive)
4.31	Mean
4.00	Median
1.26	Std Dev

2. Overall value of this course is

1	1 (Poor)
2	2
1	3
8	4 (Good)
7	5
10	6
16	7 (Excellent)
5.49	Mean
6.00	Median
1.56	Std Dev

Selected Quotes

"She is simply doing a great job one of the best teachers I had here at UCI."

"Sally has a great affinity for teaching. I'm not sure if that is what she intends to pursue, but she is excellent at it. It is obvious that she has extensive knowledge in this field and talks about all of the topics and authors with great enthusiasm. The simple fact that she can remember so many authors and their works is astonishing to say the least. It was a little challenging to get the concepts matching with the author's names down and so that was a bit of a memory game, but it completely made sense for the course. Her enthusiasm for the topics and her fine selection of accompanying films and clips made the course very enjoyable."

"Good class, I like how it has perspectives from all different fields and ties in concepts that I would not have thought relevant."

Open-ended Comments (Full Quotes)

3. Comments on instructor and/or course:

- enthusiastic lecturer; very passionate about topic
- Good class, I like how it has perspectives from all different fields and ties in concepts that I would not have thought relevant.
- Great lady, very enthusiastic and well spoken.
- I feel that this course was repetitive of PP&D 4, many of the readings and informations were the same.
- I found that the expert readings were really helpful. However, some of the articles were lengthy so at times, I was not able to participate in class because I was not able to complete the reading. Other than that, I think you were thorough with your lectures. Also, Thank you for the advice you gave us on Monday (Week 10)- To cook with our parents while they can.
- Instructor is not engaging. Readings are irrelevant and uninteresting. "Expert Days" are a waste of time and do not add to the learning of the excessive readings.
- I really enjoyed this class and thought she was a great instructor. However, as the quarter ended—students lost interest which made class awkward because there were so few students participating in discussion.
- I think having the Final is a bit tedious because there is a lot of readings assigned. But overall I enjoyed the topics at hand and the films we watched in class.
- None
- Sally did a great job as an instructor. She should be a full time professor here at UCI.

- Sally has a great affinity for teaching. I'm not sure if that is what she intends to pursue, but she is excellent at it. It is obvious that she has extensive knowledge in this field and talks about all of the topics and authors with great enthusiasm. The simple fact that she can remember so many authors and their works is astonishing to say the least. It was a little challenging to get the concepts matching with the author's names down and so that was a bit of a memory game, but it completely made sense for the course. Her enthusiasm for the topics and her fine selection of accompanying films and clips made the course very enjoyable.
- Sally was always very helpful. She did a great job of explaining concepts and creating discussions in class
- she is a really good teacher who knows well about her subject.
- She is simply doing a great job one of the best teachers I had her at UCI.
- Thank you Sally.
- Very helpful if asked and very passionate about her subject.
- 30 blank answer(s)