

Raters	Students
Responded	24
Invited	54

Question	Course			Department (Political Science)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My classification is	24	2.6	0.8	614	2.4	1.2	21847	2.2	1.3

1. My classification is

Options	Score	Count	Percentage
Freshman	1	2	8.3%
Sophomore	2	8	33.3%
Junior	3	12	50.0%
Senior	4	2	8.3%
Graduate	5	0	0.0%
Professional	6	0	0.0%
Other	7	0	0.0%

Reason(s) for taking course

Options	Count	Percentage
Is a required course	13	40.6%
Is an elective	9	28.1%
Covers a topic I am interested in	10	31.3%
Choose not to rate	0	0.0%
Respondent(s)	24	

Question	Course			Department (Political Science)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
My expected grade in this course	24	5.8	0.8	601	6.2	1.1	21444	6.3	1.1

1. My expected grade in this course

Options	Score	Count	Percentage
Pass or audit	1	0	0.0%
I	2	0	0.0%
E/Fail	3	0	0.0%
D	4	1	4.2%
C	5	7	29.2%
B	6	12	50.0%
A	7	4	16.7%

Question	Course	Department	College
		(Political Science)	(Arts and Sciences)
	Mean	Mean	Mean
Hours per week spent on the course (excluding class time)	2.4	2.1	2.2

1. Hours per week spent on the course (excluding class time)

Options	Score	Count	Percentage
2 hour or less	1	4	16.7%
3 - 4 hours	2	9	37.5%
5 - 7 hours	3	9	37.5%
8 - 10 hours	4	2	8.3%
11 - 15 hours	5	0	0.0%
16 hours or more	6	0	0.0%

Overall Course Score

Course Specific Questions

Question	Course			Department (Political Science)			College (Arts and Sciences)		
	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation	Response Count	Mean	Standard Deviation
I consider this course to be a quality course.	24	3.1	1.6	614	4.1	1.1	21839	4.0	1.1

1. I consider this course to be a quality course.

Options	Score	Count	Percentage
Strongly Disagree	1	6	25.0%
Disagree	2	5	20.8%
Agree	4	7	29.2%
Strongly Agree	5	6	25.0%

Course Specific Questions

Question	Course	Department	College
		(Political Science)	(Arts and Sciences)
	Mean	Mean	Mean
The course was well organized	3.6	4.2	4.0
Class meetings contributed to my learning of the course content.	2.8	4.1	4.0
Grading in the course was fair.	3.2	4.2	4.1
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	3.5	4.2	4.2
I understand how the final grade will be calculated in the course.	3.8	4.3	4.3

1. The course was well organized	2. Class meetings contributed to my learning of the course content.																																																
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Which aspects of the course were most helpful? Why?

Comments
It was not helpful. Team-based learning was not very beneficial and never contributed to what was on the midterm.
The readings
The quizzes were the most helpful because they were a good form of preparation for the test. Being able to work with others in the class was also helpful because it brought different perspectives together and since sometimes it was difficult to take out aspects of the textbook that would help with the quizzes it was nice to have multiple opinions.
Nothing about this course was helpful. Actually, the information I taught myself was helpful.
I really enjoyed the group learning applications we did in class.
The activities in class that we completed as a group were very helpful because it was like we were taking what we learned and applying it to the real world.
None.
Nothing about this course was beneficial to me. It caused me emotional distress and made this semester very stressful.
Application activities
The most helpful aspects of the course were the promise of dropping the lowest several test scores, and the utilization of team based learning. I also did enjoy the in class hands on learning involving real life scenarios.
Having the same group all semester was great, this course was difficult for everyone in my group so it was nice to be with the same group so that we could contact each other with questions or talk about how we would study for quizzes.
being able to keep quizzes to study for the exam
The textbook... I paid \$50 to rent the book which was so much more helpful than paying \$1,000 for this class.
I enjoyed how the entire course was structured around teams, but I also think that may partially be a result of my team. I had a good team that I was happy with, and didn't really have any real complaints about them.
The application were very nice because they helped us get a hands on understanding and unlike other cores there were a lot more these for every topic.
I really enjoyed the team based learning and the RAT experiences
definitely helped me understand the material/topic i was interested in.

Which aspects of the course would you change? How and Why?

Comments
No team-based learning. It is not helpful.
There were no lectures
The structure of the course was not very helpful in terms of actually learning the material. I would change the timing of the quizzes to spread them out more evenly, and I would add lectures to the structure because just doing application activities was not helpful. Some of the application activities were completely unhelpful and others were very helpful, so I think keeping some of the activities would be beneficial.
I would change everything about this course. I do not know how other 360 courses are taught but mine was awful. Our class was "team-based learning" which is another word for the professor doing nothing and us teaching us ourselves. Did not lecture us a single time throughout the entire semester
Mr. Taylor completely abdicated on his responsibilities as an instructor. He assigned readings and gave quizzes. There was not one lecture and the few activities that he planned were tangential to the course material at best and did not further our understanding of the material. The planning was lazy and uninspired. I suggest that Mr. Taylor take advantage of the opportunity in front of him as an educator and actually attempt to impart knowledge to his students. He should try to provide context and explain concepts that he knows can be difficult to grasp through regularly organized meetings of students. Most instructors refer to these meetings as "classes" but it seems that this concept is foreign to Mr. Taylor and he could use a refresher on this subject. I know how hard it can be to be successful in a subject when instructors make no effort to review information or provide any assistance.
I seriously doubt that Mr. Taylor has any interest in the success of his students. He repeatedly claimed that he designed assignments so that the average grade was a 50%. Instructors should never design assignments with a certain grade in mind. The entire reason that a class has assignments is to verify that knowledge is being retained not to artificially create a preferred grade distribution. He also claimed that certain questions were supposed to be missed on quizzes. If an instructor has an interest in making sure a student remembers content that should be done in a way that encourages students to be engaged. I have no experience in pedagogy but I have seen that other teachers often employ lectures so that students can be exposed to content that is

Comments

fundamental to the course BEFORE they are tested on it— rather than after their grade has suffered. Maybe Mr. Taylor should consider adopting this method of teaching as well but as I have stated above I do not have a background pedagogy.

I will finish with an A in the course so I do not have an ax to grind but I personally saw Mr. Taylor fail his students over and over and over again this semester. The Political Science Department should seriously consider whether he is worthy to keep the privilege of teaching at the University of Kentucky.

During one class we had a mock voire dire. Although this was fun, the structure of it did not contribute to my learning at all. The select students acting as the lawyers were able to consider different benefits and request dismissals. Jury members were only asked to participate for about 5 minutes out of the 75 minute class. On a separate note, I don't completely agree with the design of the readiness assessments. I understand that the lowest grades were dropped to make up for their difficulty, but that does not take away from the frustration and discouragement of the students. It is one thing to have a question designed to challenge you, but it is another to have questions specifically designed to trick you. If two answers are completely synonymous, choosing the correct one is a result of chance, not knowledge. I know many of my peers and I also found it incredibly frustrating that the appeal process seemed to be designed to make you fight for your points (that you should have been awarded in the first place) rather than to simply ease communication with the professor. I have no issues with difficult content. I do, however, have issues with easy content being twisted into a difficult course. I would also just like to say that although some of the guest speakers were very interesting, others were completely intolerable, and also, a waste of my time.

The RATs are extremely difficult, I believe you should make a study guide before each one so we know which things we need to focus on. The readings are very lengthy and it was extremely difficult to remember such small details from each reading.

I would change a lot from this course. First, the in class meetings did not reflect what we were learning. We did not have any lectures then were given hard quizzes over something we have NEVER learned. It was extremely disappointing the way this course was taught because this would have been something I could have enjoyed learning about.

The grading and the way the teacher set up the class

More active lecturing based on readings

So many. While I did enjoy team based learning and dealing with real life scenarios in class, I do not feel that we were adequately prepared for them at all. I think many days we spent far too much time on these scenarios, when we could have split the class up into half lecture and half hands on scenarios. The reading material for homework was so dense and detail heavy, it was nearly impossible to understand what would be desired on the test, especially when the text was our only source of learning and lecture was virtually non-existent. Lecture is necessary in this course, and needs to be added in the next time it is taught. We are not yet in law school, many students coming into this class only possess limited knowledge of law.

That being said, I hated the "team-based learning" style. I think having a team to discuss topics and take quizzes with was very helpful, but we essentially ended up teaching ourselves the material and we would all still come to class confused on the same topics for the quiz. The material in this class was often very confusing and difficult to understand fully, and we basically had to read it, understand it enough to take a very difficult quiz on it, and then we would move on from it. The instructor never taught us the material. I seriously regret taking this class. All it did was give me anxiety, and I do not feel like I am leaving with a great understanding of the material. I would absolutely NOT have taken the class if I knew the structure would be like this. Sure, the class discussions were interesting, but they did not actually help me learn any material. I cannot believe we never once had a lecture, or a class that was dedicated to answering our questions, or anything. This class made me never want to take another political science class again.

I would enjoy actually learning something in this class...

Everything. Add more lectures, examples, review, etc, Not sure why we had an instructor when all we did was read the book. I did not learn anything from Travis Taylor.

I think the course could have been incredibly frustrating with a bad team, especially considering the tRATs. My team did well on the tRATs pretty consistently, but not everyone equally contributed to these good grades. The team learned fairly quickly how well different people did on the RATs, and who to side with when there were disagreements about the answer. Even though some people did substantially better, or worse, than the average team member, everyone got the same grade. I like my team, and really don't mind that the lower scoring members of the team received the same tRAT scores as everyone else, but I am uncomfortable with how arbitrary it was. For the lowest scoring member on my team, and, I suspect, on most teams, tRAT grades were likely primarily a function of the group to which they were arbitrarily assigned. Rather than being graded on talent or ability, a significant portion of the overall course grade, 10%, could be dependent on luck for a significant portion of the people in the class. This clearly seems unfair.

That being said, I don't have a perfect solution. The tRATs did act as a useful learning opportunity, and because they were graded, they were taken seriously. Simply getting rid of tRATs or making them ungraded seems like a bad solution. Maybe the weight of the tRATs in final grades should be reduced from 10% to 5%? I'm not sure. I don't have access to the grade books, but based just on the high and mean tRAT scores available on canvas, just being assigned to a different team might change someone's final grade by up to maybe 3% or so. This doesn't sound like a lot, but it could make the difference between two different letter grades in a fair number of circumstances.

Comments

There is too much material for one week. For a class that sophomores and up can take and not everyone is trying to go to law school.

I don't have anything.

Nothing honestly

i actually loved the course and the instructor but, i did not like how we worked in groups the entire time. i would've liked more 50/50, work in groups 50% and on our own 50%. the way the instructor gives quizzes is a little bit frustrating because we would be reading 3-4 chapters at a time sometimes and have a 16 question quiz. the amount of chapters was a little bit broad for the amount of quiz questions that were presented. all the material was straightforward and on the quiz. i just wish it was maybe split up into two quizzes.

Overall Instructor Score

Question	Course		Department (Political Science)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor provided quality teaching.	2.6	1.7	4.2	1.1	4.2	1.1

1. The instructor provided quality teaching.

Options	Score	Count	Percentage
Strongly Disagree	1	11	45.8%
Disagree	2	2	8.3%
Neither Disagree or Agree	3	1	4.2%
Agree	4	5	20.8%
Strongly Agree	5	5	20.8%

Instructor Specific Questions

Question	Course		Department (Political Science)		College (Arts and Sciences)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The instructor Travis Taylor was prepared for class.	4.1	0.9	4.4	0.8	4.4	0.9
The instructor Travis Taylor presented material clearly.	3.2	1.6	4.2	1.1	4.1	1.1
The instructor Travis Taylor responded to questions in a manner that aided my understanding of the material.	3.3	1.4	4.2	1.0	4.2	1.1
The instructor Travis Taylor provided material at an appropriate pace.	3.5	1.3	4.2	1.1	4.2	1.0
The instructor Travis Taylor treated students with respect.	4.3	0.9	4.5	0.8	4.4	0.9
The instructor Travis Taylor asked questions that stimulated deep consideration of the course content.	3.7	1.4	4.1	1.0	4.1	1.0

1. The instructor Travis Taylor was prepared for class.				2. The instructor Travis Taylor presented material clearly.			
				Options	Score	Count	Percentage
Options	Score	Count	Percentage	Strongly Disagree	1	5	20.8%
Disagree	2	2	8.3%	Disagree	2	4	16.7%
Neither Disagree or Agree	3	2	8.3%	Neither Disagree or Agree	3	4	16.7%
Agree	4	12	50.0%	Agree	4	4	16.7%
Strongly Agree	5	8	33.3%	Strongly Agree	5	7	29.2%
3. The instructor Travis Taylor responded to questions in a manner that aided my understanding of the material.				4. The instructor Travis Taylor provided material at an appropriate pace.			
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Strongly Agree	5	6	25.0%				
5. The instructor Travis Taylor treated students with respect.				6. The instructor Travis Taylor asked questions that stimulated deep consideration of the course content.			
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Neither Disagree or Agree	3	1	4.2%	Neither Disagree or Agree	3	2	8.3%
Agree	4	10	41.7%	Agree	4	8	33.3%
Strongly Agree	5	11	45.8%	Strongly Agree	5	8	33.3%
				Choose not to rate	NRP	1	4.2%

Which aspects of the instructor Travis Taylor were most helpful? Why?

Comments
He is very nice
Professor Taylor is helpful when you approach him outside of class during office hours. He's respectful of students and is always willing to answer questions and provide extra help. Overall he is very kind and understanding.
He was a nice guy. That is it.
I think Professor Taylor was adept at facilitating class discussions and initiating deep thinking.
His openness to questions and his ability to make us question everything in order to make us think more like lawyers
The only thing that truly helped me during the course was the fact we had teams and on the days class got cancelled.
Application activities
He was available for office hours, willing to give bonus points when needed, and answer questions in class.
Travis was cool, class discussions were fun and interesting and he guided them well. I hated his "teaching" style, which basically was just not teaching the material and expecting us to learn and understand difficult legal concepts by ourselves, but he was always very polite during class and made discussions fun.
n/a
He was nice.
Mr. Taylor is a great professor all around.
He is a really good guy, obviously he knows the topic very well.
He put a lot of responsibility on us and that helped a lot
Everything, he's my favorite teacher I've probably ever had !
he was available for help when needed.

Which aspects of the instructor Travis Taylor would you change? How and Why?

Comments
Can be rude when presenting opposing ideas or asking questions about the assessments or the class in general.
I did not enjoy team based learning. I would have preferred a lectured course.
Professor Taylor didn't lecture, so that made understanding the material more difficult. While I understand incorporating application activities and team based learning to an extent, the content from the textbooks was dense and at times difficult to understand, so having lectures throughout the semester would have been helpful. The "lectures" that we had in class were Professor Taylor going over the questions the majority of the class got wrong on the quizzes (which he didn't do for all quizzes) and providing a basic definition of the concept. It would have been nice if he lectured in more depth and more frequently to ensure we understood the material. I also felt that the grading was confusing at times. Considering our comprehension of the material was based solely off whether or not we understood the readings without much help or clarification, he was a harsh grader. If we're expected to take what we're learning and apply it in a scenario that shows we have completely comprehended the material, it would be nice if there were some lectures or something to enforce what we had read outside of class. I think the idea of the course was that the team based learning application activities would do that but most of the application activities were taking one small detail from the book and that was the only thing we would discuss in the hour and 15 minutes of class. Usually it was something that could be discussed in 20 minutes or less but we used up the entire class which seemed like a waste of time. We could have discussed several other topics in that time or had lectures during that time. While I really like professor Taylor, I don't think the structure of the course was as helpful as it could have been.
I would change everything about this instructor. His "teaching" approach is just an excuse for laziness. He did not lecture us one time or explain to us what we should be focusing on in the readings. After quizzes or assigned readings, he never explained to us what we should have taken away from them as a normal professor would. I can with 100% confidence say he did not lecture us or teach us anything throughout the semester. It might as well have been a self-taught course.
I don't want to beat a dead horse so my previous comment is a good indicator to how Mr. Taylor could improve as an instructor.
None
Basically everything. The class is set up in a flipped classroom where we learn on our own by reading the text book. After we read what was assigned, we take a individual quiz and then take the same one with our team. Depending on how many chapters we had to read for the quiz we will have an application activity. There was not a single application activity that was beneficial for the class. It was a waste of my time, the classes time and even Travis Taylor's time. Also the averages on these quizzes were awful. The average would be range anywhere from a 45-60. We had about 12 quizzes. I felt like I would read and take notes on the assigned reading but would get in the quiz and fail it every time. Moral of the story is that though research has shown that flipped classrooms

Comments
can be beneficial, it is not be well executed by travis taylor. Maybe he should actually lecture the class or even just discuss the book other than 15 mins after the test was taken
Nothing!
He needs to do lectures on the material: period. It is clear that he is passionate about the material and knows it well, but we do not, and we are not well prepared to take part in the team based exercises without lecture. A mix of hands on learning and lecture would be very good for this course.
I cannot believe I got stuck this class, or that he is allowed to "teach" it in this way. He did not teach material. I would have never taken the class if I knew there would be zero lectures going over the difficult material. I'm sure this team-based learning style works for lower level classes that have less difficult material, but this class was way too hard to have the instructor not teach the material to us. The entire class would struggle, sometimes the average individual quiz score would be a 45, and the instructor would say he likes to see that. When is a failing average a good thing? and it's not like we would thoroughly go through the material most of the class obviously didn't understand, he would put the concepts that need reviewing on the board, read the list, and move on. Discussions were fun and they helped apply legal concepts, but I would have much rather had lectures than discussions. Having difficult material explained to me is way more important than discussing things that are somewhat related to legal concepts. We would have 2 or 3 entire classes devoted to a unit answering one discussion question per class, after we took the quiz over sometimes huge amounts of difficult reading, and no classes devoted to helping us understand the topics. During discussions, he would give us vague answers to legal questions we had, saying we needed to figure it out with our group. My group was always confused, we never knew what would be on quizzes. Not everyone has time to sit and memorize an entire textbook over the course of the semester. We would all read every page for the quiz, even try to take notes or create study guides, and still fail. The quizzes would ask the most specific questions over huge amounts of dense reading we were expected to teach ourselves. This class was awful, and it is solely because of the team-based learning. I know other PS360 classes aren't taught in this way, it sucks.
Nothing was learned by this professor. It could be taught without one at all honestly.
Condescending.
Although he is a great guy his teaching method of Team Based Learning is awful. It is hard for a class where not everyone is thinking about going to lawyers to put that kind of workload in such a short amount of time. Although reading the material is important, after taking the RAT, he should lecture us on the material we just read and go in depth with it. He did not lecture except for "mini lectures" and I really enjoyed those mini lectures. He did not really teach us the material instead gave us a ton of reading in such a short time. He expects everyone to know what we just read but without any guidance to what we actually need to know did not help very much. I think he is a very good guy but his teaching method was awful and I hated that all semester. He should incorporate lectures after assigning readings and not be too harsh on the RAT scores as well.
He was kind of intimidating at first. Idk how to fix it an maybe it was intentional but it was certainly there
Nothing the man is honestly a great Instructor !
i sometimes felt as if the instructor wasn't teaching the class and presenting material. he was obviously knowledgeable about the text and material but it is frustrating when he makes us read the book but then doesn't exactly explain the material.