

## Individual report for 214A Democracy and Representation: When, why, and how does public opinion matter? (Anthony Kevins)

### Course evaluations Fall 2015

Project Audience 11  
Responses Received 11  
Response Ratio 100%

#### Subject Details

**Department** Political Science  
**Niveau** Kandidat  
**Semester** E2015

#### Report Comments

##### Topics and questions

##### Balancing expectations

The lecturer clearly communicated what he or she expected of us on this course

##### Feedback

During the course I continuously had the opportunity to apply what I had learnt and in that connection solve any uncertainties and misunderstandings

##### Structure of the course

The course was well-structured; e.g. the purpose of the individual course material and activities was clear to me

##### EDU-IT

The course website on Blackboard supported the teaching and learning activities

##### Loyalty among fellow students

On this course, it has been possible for me to get help and support from my fellow students when I encountered academic problems

##### Student commitment and participation

I have actively participated in the teaching and learning activities of the course both during and in between the classes

##### The lecturer's commitment

The lecturer(s) made an effort to understand the difficulties we might have with the material

The lecturer(s) was/were good at explaining the material

##### The student teacher's commitment

The student teacher was good at explaining the material

The student teacher made an effort to understand where I and my fellow students might have difficulties understanding the material

The student teacher gave us good advice on how to work with the material and how to solve the exercises

##### Scale

A=Agree(5) MA=Mostly agree(4) Neutral=Neutral(3) MD=Mostly disagree(2) D=Disagree(1)

**Creation Date** Fri, Dec 11, 2015

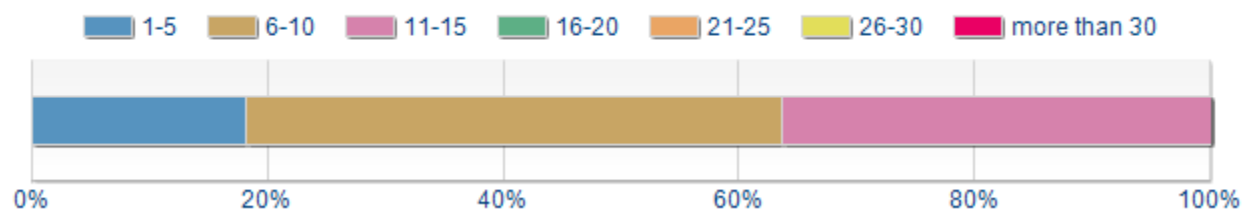
## Self-assessment of benefits



## Overall outcome

	Response count	Mean	Very significant outcome	Significant outcome	Some outcome	Limited outcome	No outcome
I assess the overall outcome of the course as:	11	3.9	0.0 %	90.9 %	9.1 %	0.0 %	0.0 %

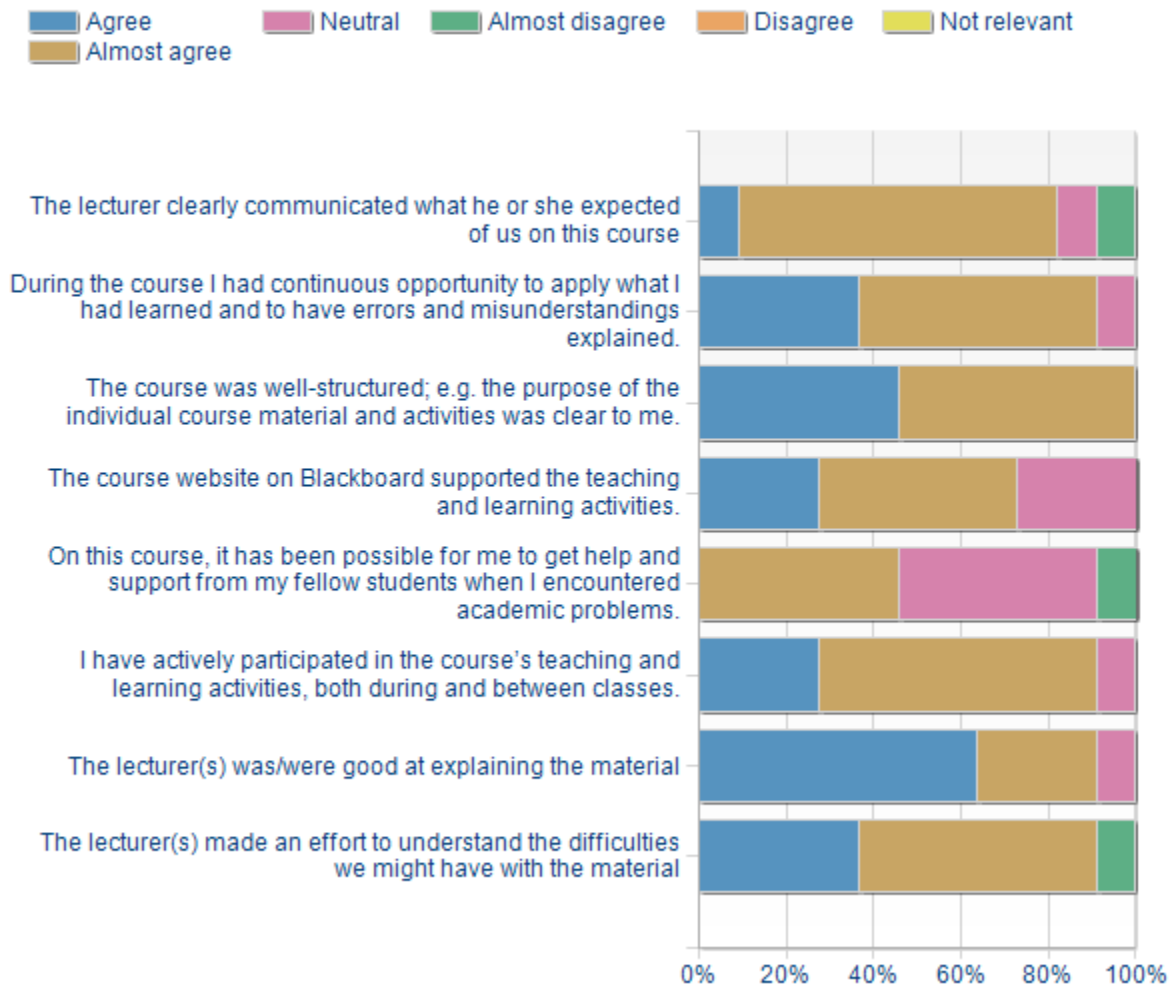
**On the average, I have spent this many hours per week on this course (participation + preparation):**



## Hours spent on the course

	Mean	1-5	6-10	11-15	16-20	21-25	Over 25
On the average, I have spent this many hours per week on this course (participation + preparation):	8.8	18.2 %	45.5 %	36.4 %	0.0 %	0.0 %	0.0 %

## All questions



## All questions

	Mean	N	A	MA	Neutral	MD	D
The lecturer clearly communicated what he or she expected of us on this course	3.8	11	9.1 %	72.7 %	9.1 %	9.1 %	0.0 %
During the course I had continuous opportunity to apply what I had learned and to have errors and misunderstandings explained.	4.3	11	36.4 %	54.5 %	9.1 %	0.0 %	0.0 %
The course was well-structured; e.g. the purpose of the individual course material and activities was clear to me.	4.5	11	45.5 %	54.5 %	0.0 %	0.0 %	0.0 %
The course website on Blackboard supported the teaching and learning activities.	4.0	11	27.3 %	45.5 %	27.3 %	0.0 %	0.0 %
On this course, it has been possible for me to get help and support from my fellow students when I encountered academic problems.	3.4	11	0.0 %	45.5 %	45.5 %	9.1 %	0.0 %

# BSS course evaluations - E2015

	Mean	N	A	MA	Neutral	MD	D
I have actively participated in the course's teaching and learning activities, both during and between classes.	4.2	11	27.3 %	63.6 %	9.1 %	0.0 %	0.0 %
The lecturer(s) was/were good at explaining the material	4.5	11	63.6 %	27.3 %	9.1 %	0.0 %	0.0 %
The lecturer(s) made an effort to understand the difficulties we might have with the material	4.2	11	36.4 %	54.5 %	0.0 %	9.1 %	0.0 %

## Open-ended questions

### Which parts of the course have been particularly beneficial for your learning?

Students
We have had the opportunity to talk a lot - Which has helped the understanding of the texts and the themes and at the same time improved our language skills.
-Feedback round on the Synopsis -Group work/ Discussion in class -PowerPoint Summerizes
The texts and class discussions
There has generally been a good follow up on the texts for the different topics. Good that the teacher has used examples from real life where we have been able to use the insights from the texts.
Underviseren har virket ok engageret, og har forsøgt sig med forskellige gruppeøvelser (fungeret af varierende grad), ok struktur på pensum, godt med læsespørgsmål til pensum (men kunne godt være lidt mere konkrete)
-Discussions of articles
In general, I think that the ordinary discussions in class were quite useful.
Discussions in class, presentation of the synopsis.
The readings have been good and made more manageable by questions of "where to focus attention". Class discussions helped me better understand the texts and how the different arguments relate to each other. I also like when we incorporate examples from "real life". No part of the syllabus has been more beneficial than others in terms of academical payoff - I think all parts of the course are needed to understand public opinion and representation. But the last half (from unit three onwards) has piqued my interest the most.

### Do you have any suggestions for improving the course? Have you missed anything?

Students
You could consider to be more theme-focused. Instead of focusing on each of the texts individually, which we have done for the majority of the seminar, the teaching could be more case/problem-focused. In that way we would use the texts to a larger extent.
-Better Connection to the previous classes --> Link between the issues
The class discussions were too long at times
Better and more clear guidelines of the synopsis
Since the course is focused on democracy it would probably be good to maybe have one class presenting different views of what democracy actually entails. Maybe that could make the discussions on the different topics' consequences on democracy a bit more nuanced since the consequences ultimately hinges on the perception on what democracy actually is.
Meget ensidig undervisning: den samme struktur hver evig eneste gang, hvor underviseren spørger hvad hovedpointen er i hver enkelt tekst (en efter en), og bare venter på at folk rækker hånden. Selvfølgelig skal der være studenteraktivitet, men det ville ikke skade hvis underviseren også havde fremlagt noget af pensum, og så kunne man have diskuteret det bagefter.
Der kunne godt have været bedre forberedelser til eksamen - det er en synopsis eksamen, men vi har ikke fået nogen information om, hvad han forventer af præsentationen, synopsisen eller andet, og det kan være lidt svært, når man sidder med sin første synopsis eksamen og ikke aner hvad man skal gøre. Derudover synes jeg det er fint nok, at han har givet mulighed for at man har kunne vælge sig ind på et emne og lave en synopsis og så fremlægge den og få feedback.
Anthony taler meget hurtigt - har kommenteret det før - har svært ved at høre hvad han siger.
Derudover bærer faget MEGET præg af, at det er meget lavt på folks prioriteringsliste (fra nr. 10 og nedefter) - og det er virkelig problematisk for ens læring og den aktivitet der er på tiden. Det bærer præg af et fag, hvor der er mange, som ikke har ønsket faget og egentlig bare er her for 10 ETCS.

-Lecturer can add more value to articles

I thought it could be useful with even more empirical cases for discussions on class.

Provide (electronic) reader (e.g. use Dropbox) to prevent download problems.

I would have liked more articles studying cases outside the US, but I guess that's more of a problem with the general literature than the course itself.

I think the way that we did the synopsis presentations was not the best . I think it would have given a higher payoff if we had 3-4 small meetings of four students (all having written a synopsis) and Anthony instead of presentations before the whole class. Perhaps people would feel safer to speak up and give better feedback and there would be more time for questions etc. Last time I had a synopsis seminar this was how we did it, and I think it worked better.