

Project Title: 2023S UBC Instructor SEI Surveys

Course Audience: 37

Responses Received: 13

Response Ratio: 35%

Report Comments**Recommended Minimum Response Rates**

Class Size	Recommended Minimum Response Rates based on 80% confidence & $\pm 10\%$ margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

Creation Date: **Tuesday, September 5, 2023**



University Module Questions

University Module Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	37	13	0	0	0	2	11	0	4.9	0.1
The instructor conducted this course in such a way that I was motivated to learn.	37	13	0	0	1	1	11	0	4.9	0.2
The instructor presented the course material in a way that I could understand.	37	13	0	0	0	2	11	0	4.9	0.1
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	37	13	0	0	1	4	8	0	4.7	0.3
The instructor showed genuine interest in supporting my learning throughout this course.	37	13	0	0	1	3	9	0	4.8	0.3
Overall, I learned a great deal from this instructor.	37	13	0	0	1	3	9	0	4.8	0.3

Question	%Favourable
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	100%
The instructor conducted this course in such a way that I was motivated to learn.	92%
The instructor presented the course material in a way that I could understand.	100%
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	92%
The instructor showed genuine interest in supporting my learning throughout this course.	92%
Overall, I learned a great deal from this instructor.	92%

Faculty Questions

Considering everything, how would you rate this course?

N	n	Very Poor	Poor	Neutral	Good	Very Good	IM	DI
37	13	0	0	0	3	10	4.9	0.2

								%Favourable
								100%

Were the textbooks and/or readings used in this course appropriate for this course?

N	n	SD	D	N	A	SA	IM	DI
37	13	0	0	0	1	12	5.0	0.1

								%Favourable
								100%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	37	13	0	0	0	4	9	0	4.8	0.2
High standards of achievement were set.	37	13	0	0	2	5	5	1	4.3	0.4
The instructor was generally well prepared for class.	37	13	0	0	0	5	8	0	4.7	0.2
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	37	13	0	0	0	5	7	1	4.6	0.2
The instructor treated students with respect.	37	13	0	0	0	3	10	0	4.9	0.2

Question	%Favourable
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	100%
High standards of achievement were set.	83%
The instructor was generally well prepared for class.	100%
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	100%
The instructor treated students with respect.	100%

Considering everything, how would you rate this instructor?

N	n	Very Poor	Poor	Neutral	Good	Very Good	IM	DI
37	13	0	0	0	2	11	4.9	0.1

	%Favourable
	100%

Open ended feedback

Do you have any suggestions for what the instructor could have done differently to further support your learning?

Comments
I thought that the course was very well structured and should stay as is.
Great Instructor
I think Dr. Edell can introduce more social and political theories throughout the course, solely doing the case studies about Internet would limit our knowledge, and I think to learn more theories would help us to analyze the cases better.
No notes—fantastic instructor and fantastic course!
I really enjoyed the course material and the way in which the instructor taught the course.
Not really, this course was excellent!
Perhaps if the QFCs were made an online assignment that would make for a more streamlined class; although I understand for the Professor canvas was an unfamiliar format.

Please identify what you consider to be the strengths of this course.

Comments
The course materials are interesting and relevant to current social & political context.
I thought that the course was well paced and the prof did not assign us an unreasonable amount of readings every week and I enjoyed the discussions a lot. The topic of each reading was very fascinating and allowed me to think about topics I did not know about before. Amazing course!
Great relating class material strongly tied to current event (useful and thought invoking)
Dr. Edell really respect every student and engage every one of us to present our ideas in class!
Really fantastic course! One of the best I've taken at UBC.
Instruction was perfectly balanced between overview of material, application of material to relevant/topical examples, peer-group discussion, and guided class discussion. Instructor was engaged and enthusiastic, and explained the material very, very clearly. Course material covered a broad range of topics, and was fascinating without being unapproachable (no incredibly long, incredibly dense articles; manageable reading load with the option of further study if interested). Instructor was very happy to discuss material, suggest further reading, provide guidance for assignments, etc. after class or during office hours.
This was a great way to learn about the social/political philosophy landscape—applying the frameworks/ideas to a familiar/relevant context really engaged you with the material, and helped clarify concepts.
The in-class discussions, the case studies that were presented in every class. The format of the course overall.
Most of the papers we looked at in class were new and very relevant
The format of the lecture of the course, divided between lecture, small group, and large group discussion, was very helpful in engaging thoughtfully in the course concepts. I appreciated the variety of sources analyzed as they made me more aware of current events from many different social locations beyond my own.
The long-format discussions and participation in lecture brought forward a lot of viewpoints, which was really interesting. It felt like we could really think about the course material and its implications on the world.
The Professor made a particular emphasis on class discussion, both within groups and as part of a class-wide discussions (through the medium of her answering questions.) The group-discussions I found to be the highlight of her classes as I felt more comfortable to discuss the subject matter with my peers. I believe this to be the case for most other students, as following group-discussions (in which there was much conversation,) when the Professor was to ask us of what we discussed, there was comparative silence.
QFCs, class discussion, case study where people can participate to talk about real case issues

Please provide suggestions on how this course might be improved.

Comments
I wish there were more assignments throughout the term to engage with the course materials more critically other than QFC, especially in terms of philosophical writings. I feel the need for more practice because philosophical writing is just very different from the way I write in other courses.
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Maybe we can bring the internet and show how it effects people? for example trying out VR since many have not tried it to show how closely attached we are now to the virtual world.
Tying the material to a particular theme—in this case, the Internet—was a really great move. Future offerings would definitely benefit from a similar structure!
Cannot think of any, an amazing course!
The lecture at the beginning of class and the reading which students will have read prior to class both seem to cover the same material. I think that if the lecture and reading material were different, this would make for a more enjoyable lecture as it would feel less familiar. Perhaps if the reading material for which we make our QFCs was more tangentially related to the following lecture (perhaps like the case study examples,) this sort of format could be more engaging.
However, making such a change could cause a less in–depth understanding of the course material.

Which parts of the course taught you the most?

Comments
I think the course as a whole is edifying.
I learned a tremendous amount from all aspects of this course. Readings were interesting and approachable, and the load was very manageable. Further readings were offered, and the instructor was very happy to provide further suggestions during office hours. Lectures were very well delivered and fully clarified the material. Preparing a brief question beforehand was extremely helpful, as it kept me engaged with the material (i.e., able to form associations and think critically and creatively about the material), and ensured peer/class discussions stayed on–topic. I sometimes find that I learn very little from class discussions, as they can go off–topic and become quite competitive, but these were so well–structured and well–guided that I learned a tremendous amount and was able to form friendships/great peer connections with my classmates. Assignments struck a great balance between rigorous examination and reflective engagement. Instructor was very happy to discuss the material and answer questions outside of class (office hours, appointment, etc.), which, again, really kept me engaged. I felt she really wanted you to learn and succeed, which was tremendously motivating!
All of the readings were selected very carefully and were very meaningful and timely.
The lectures
The sources selected by the professor allowed for critical engagement with the internet and how it's importantly relevant within the landscape of our world today. The class environment being so encouraging of discussion allowed me to learn from my peers that had different insights and experiences with what we were discussing.
Listening to people in the in–class discussions for sure.
Readings/lectures.
QFCs had us going thinking outside the box, which I really enjoyed throughout the course. Also, the midterm and finals were very course related, and relatable at a personal level as well which was very interesting.
I think that the 'Questions for consideration' that we had to write one question on each reading allowed me to look into the readings and analyse them critically. I also learned a lot from the prof's lectures and teaching style.
Privacy

How, if at all, would you recommend improving this course?

Comments

I would suggest to give readings or teach in lecture on the political theories to give us a comprehensive view on the problems we are talking.

Structuring the material around a theme was a great move, as having an application for the concepts really kept me engaged and helped clarify concepts. I feel I learned a tremendous amount about the social/political philosophy landscape, and feel very able to apply these frameworks/concepts to things I encounter in life. Future offerings could definitely benefit from a similar structure!

See my prior answer on possible improvement of the course.

I thought that the course was very well structured and needs no improvement

maybe a little bit within budge for example bringing in VR

Explanatory Note

Percent Favourable Rating

This is the percentage of respondents who rated the instructor a 4 or 5 (Agree or Strongly Agree).

Interpolated Median

The data collected for Student Experience of Instruction (SEI) are ordinal in nature, with a natural order (from 1 to 5). While the mean may be used as a measure of central tendency for such data, it is not an appropriate or accurate representation of SEI data (cf. Stark & Freishtat, 2014). The usual measure of central tendency for ordinal data is the median. As a result, we have been reporting the mean and the median for the last several years. After considerable thought and data modeling, we now believe that the interpolated median is the best representation of the data, since it takes the frequency distribution into account.

Consider the following example from 2015W, the two course sections have identical mean (3.8). However, the instructor in section 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in section 1. The Interpolated median values of (3.7 and 4.2), much better reflects the distribution of the scores above and below their respective median. Furthermore, the interpolated median is better correlated with percent favourable rating; such that an interpolated median of 3.5 on a Likert scale of 1 to 5, corresponds to 50% favourable rating.

Frequency Distribution

Response for University Module Item	Section 1	Section 2
5 = Strongly agree	5	5
4 = Agree	3	5
3 = Neither agree nor disagree	6	0
2 = Disagree	1	2
1 = Strongly disagree	0	1
Mean	3.8	3.8
Median	4.0	4.0

UBC Student Experience of Instruction

Interpolated Median	3.7	4.2
Percent favourable rating	53%	77%

Dispersion Index

The dispersion index is a measure of variability suitable for ordinal data (Rampichini, Grilli & Petrucci 2004). This dispersion index has values between zero and 1. A zero dispersion index indicates that all respondents in the section rated their experience of instruction the same. An index value of 1.0 is obtained when the respondents are split evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.