THE UNIVERSITY OF BRITISH COLUMBIA

2021S UBCO Individual Instructor Report for COSC 301 001/DATA 301 001 (Firas Moosvi)

Project Title: **2021S UBCO Instructor Evaluations**

Course Audience: **112**
Responses Received: **31**
Response Ratio: **28%**

Report Comments

This course took place during a period of significant disruption to normal university operations, due to the COVID-19 pandemic.

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 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%

Legend

N: Expected
n: Responded

Frequency Distribution
SD: Strongly Disagree
D: Disagree
N: Neutral
A: Agree

Creation Date: **Thursday, September 9, 2021**

Detailed Results

For statistical purposes only, please indicate whether you are taking this course as

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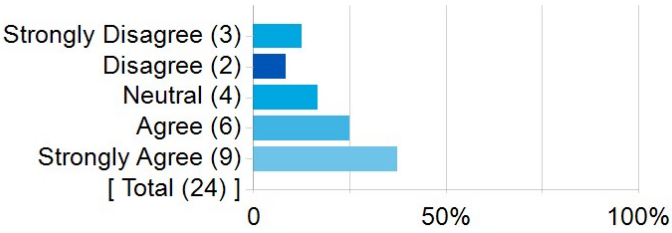
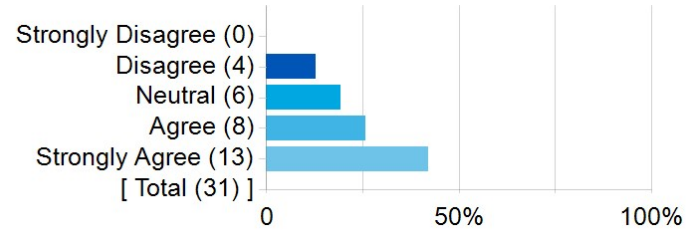
Course Questions

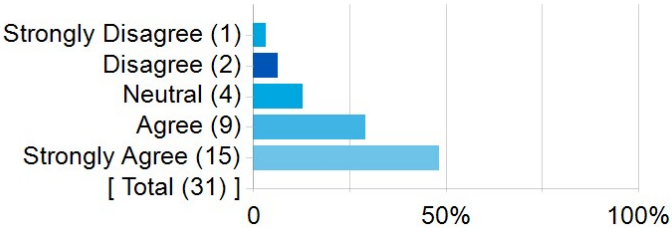
1. The textbook and/or assigned readings contributed strongly to this course.



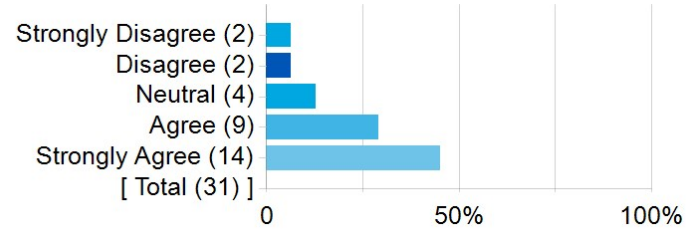
2. I found the course content challenging.



3. I consider this course an important part of my academic experience.



4. I would rate this course as very good.

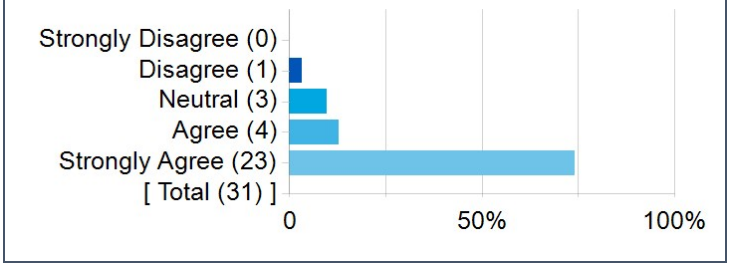


Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The textbook and/or assigned readings contributed strongly to this course.	112	31	3	2	4	6	9	7	4.0	0.7
I found the course content challenging.	112	31	0	4	6	8	13	0	4.2	0.6
I consider this course an important part of my academic experience.	112	31	1	2	4	9	15	0	4.4	0.5
I would rate this course as very good.	112	31	2	2	4	9	14	0	4.3	0.6

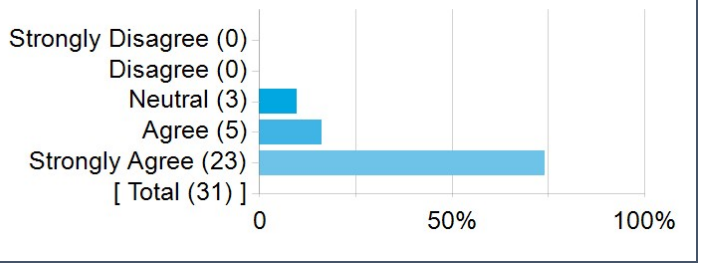
Question	%Favourable
The textbook and/or assigned readings contributed strongly to this course.	63%
I found the course content challenging.	68%
I consider this course an important part of my academic experience.	77%
I would rate this course as very good.	74%

Instructor Questions

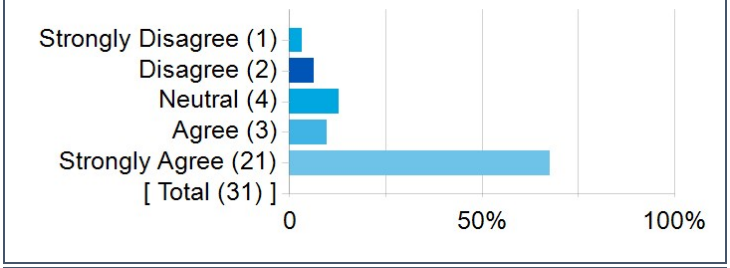
1. Students were treated respectfully.



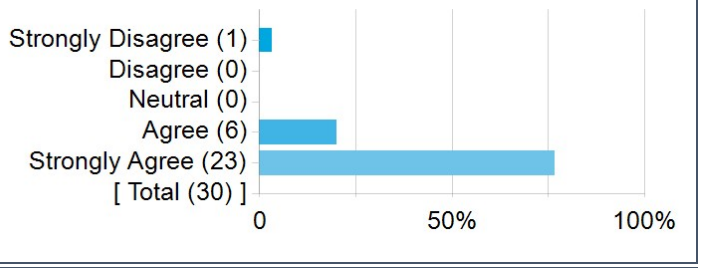
2. The instructor was available to students outside class.



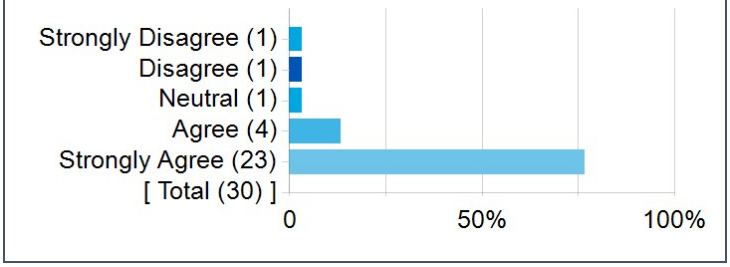
3. The instructor responded effectively to students' questions.



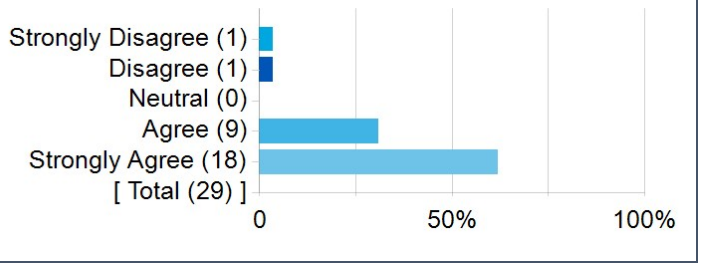
4. The instructor demonstrated a broad knowledge of the subject.



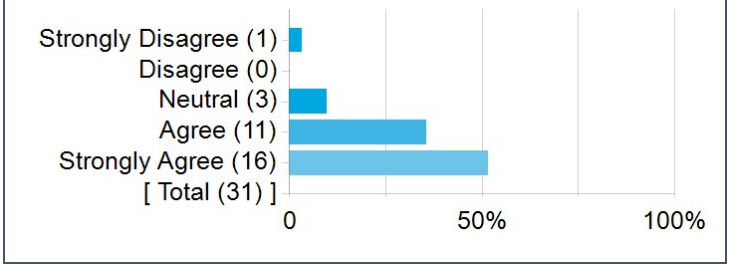
5. The instructor showed enthusiasm for the subject matter.



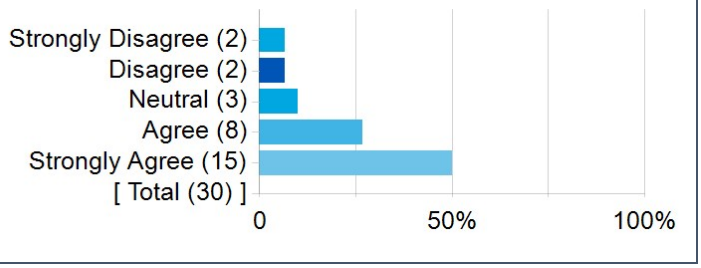
6. The instructor encouraged student participation in class.



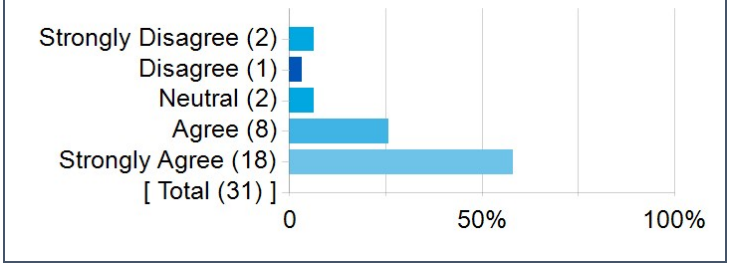
7. The instructor set high expectations for students.



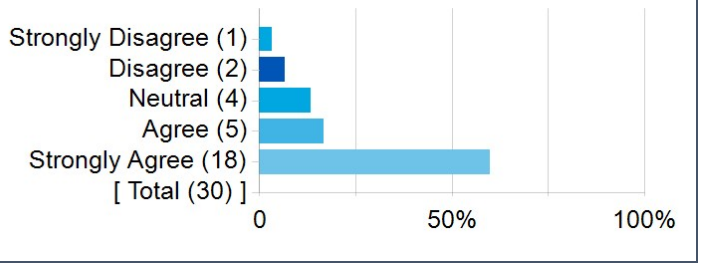
8. The instructor fostered my interest in the subject matter.



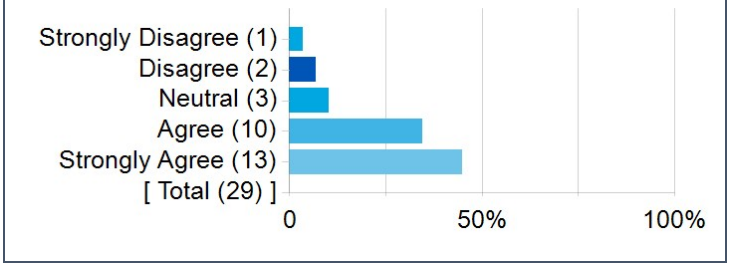
9. The instructor effectively communicated the course content.



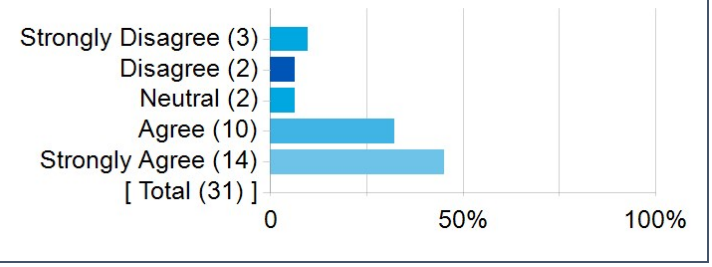
10. The instructor used class time effectively.



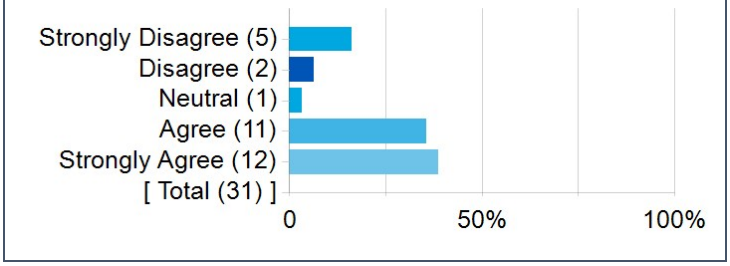
11. Where appropriate, the instructor integrated research into the course material.



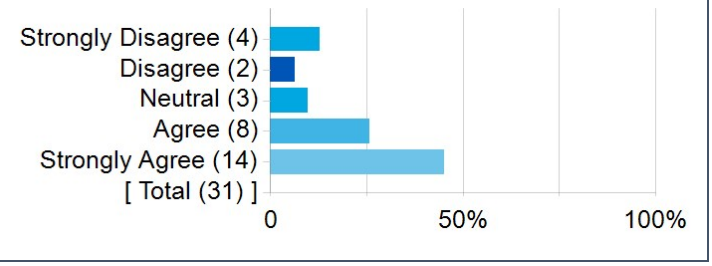
12. The instructor provided effective feedback.



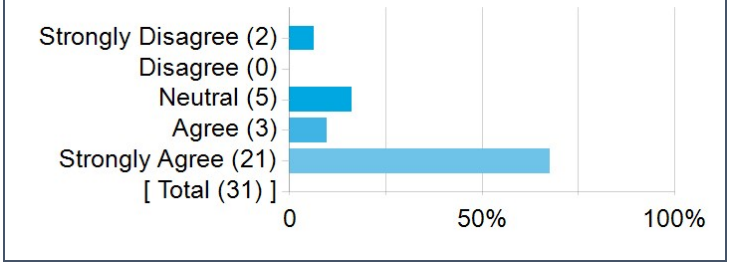
13. Given the size of the class, assignments and tests were returned within a reasonable time.



14. The evaluation procedures were fair.



15. I would rate this instructor as very good.



Question	N	n	SD	D	N	A	SA	N/A	IM	DI
Students were treated respectfully.	112	31	0	1	3	4	23	0	4.8	0.3
The instructor was available to students outside class.	112	31	0	0	3	5	23	0	4.8	0.3
The instructor responded effectively to students' questions.	112	31	1	2	4	3	21	0	4.8	0.5
The instructor demonstrated a broad knowledge of the subject.	112	31	1	0	0	6	23	1	4.8	0.3
The instructor showed enthusiasm for the subject matter.	112	31	1	1	1	4	23	1	4.8	0.4
The instructor encouraged student participation in class.	112	31	1	1	0	9	18	2	4.7	0.4
The instructor set high expectations for students.	112	31	1	0	3	11	16	0	4.5	0.4
The instructor fostered my interest in the subject matter.	112	31	2	2	3	8	15	1	4.5	0.6
The instructor effectively communicated the course content.	112	31	2	1	2	8	18	0	4.6	0.5
The instructor used class time effectively.	112	31	1	2	4	5	18	1	4.7	0.5
Where appropriate, the instructor integrated research into the course material.	112	31	1	2	3	10	13	2	4.4	0.5
The instructor provided effective feedback.	112	31	3	2	2	10	14	0	4.4	0.6
Given the size of the class, assignments and tests were returned within a reasonable time.	112	31	5	2	1	11	12	0	4.2	0.7
The evaluation procedures were fair.	112	31	4	2	3	8	14	0	4.3	0.7
I would rate this instructor as very good.	112	31	2	0	5	3	21	0	4.8	0.5

Question	%Favourable
Students were treated respectfully.	87%
The instructor was available to students outside class.	90%
The instructor responded effectively to students' questions.	77%
The instructor demonstrated a broad knowledge of the subject.	97%
The instructor showed enthusiasm for the subject matter.	90%
The instructor encouraged student participation in class.	93%
The instructor set high expectations for students.	87%
The instructor fostered my interest in the subject matter.	77%
The instructor effectively communicated the course content.	84%
The instructor used class time effectively.	77%
Where appropriate, the instructor integrated research into the course material.	79%
The instructor provided effective feedback.	77%
Given the size of the class, assignments and tests were returned within a reasonable time.	74%
The evaluation procedures were fair.	71%
I would rate this instructor as very good.	77%

Open ended feedback

What were the strengths of the course?

Comments
I thought that the course was well designed as a third year course but as an intro into more complex programming. As a student that is not in COSC it was reasonable to learn the techniques without extensive prior programming knowledge.
The instructor is amazing, he is one of the few people who outwardly care about teaching. There is obvious effort put into the class, this directly translated into a very enjoyable class. The teaching was fantastic, and the content of the class was second nature to learn with such amazing instructions. I do not have much time to rave about each aspect of the course, but it truly was fantastic in every regard.
For me, this course opened up a whole new field of study.
flexible exam schedule and deadline
Very detailed yet not too overwhelming for someone who's not adept in coding. It was very educational and strongly believe that I can further my knowledge in this matter should I choose to do so because of the strong foundation this course has given me. The instructor also tried his very best to foster learning more than reducing students to tests and memorization which is greatly appreciated. Overall the course is highly educational and the prof is both knowledgeable and understanding.
The main strengths of this course is the flexibility of the course structure, the 48 hour grace period as well as the amount of student support available. These 3 features allows for the optimization of learning as students are able to learn at their own pace and time which is especially important for those outside of Canada.
The course was very accessible and open to people who were new to the technologies beginning used. The instructor was very helpful and friendly, willing to help, and overall made the course very enjoyable.
The strengths of the course are the organization of the course, the multiple ways students are evaluated (tests, labs, projects, learning logs, explainer videos, ect.), and the use of ed discussion as a communication tool!
Dr Moosvi is really passionate about the subject and clearly really cares about his students and their success in the course. While it was a condensed course I still feel it was structure very well and I felt all the labs and projects contributed a lot to my knowledge and coursework.
The structure of it is nice. I enjoy how he actually cares about us learning the content vs. getting good grades on the content
The professor is very progressive and understanding, he cares about student well being and hardship as well as what student needs to know in order to progress through the course
I liked the flexibility of the labs and tests. Also, I likes the bonus tests! It really helped me focus on less of the grades aspect.
Dr. Firas Moosvi is the best. The way he structures his class and the way he interacts with students is remarkable. He clearly wants every student to not only succeed in the class but to be able to take what they have learned with them.
Python was a lot of fun and we learned how to read documentation to interact with a different API.
The information is interesting, I feel like more examples on different graph types and when to use them would have been helpful. I mostly found other graphs outside of class time. Tableau is neat.
– The "ungrading" system: students did not get to see any grades until the last week. Instead they were encouraged to focus on feedback instead of a single number or letter. Please consider implementing this system in UBC. – Weekly learning logs and explainer videos for labs: I really loved getting the opportunity to actually talk about what I did. Grading is often highly one–way, with instructors and TAs judging a student's work without the student getting any input. With the learning logs and explainer videos, the course felt more like a dialogue and a rich learning experience. – The professor was really respectful and treated students as actual human beings. He was patient, considerate, and highly responsive to feedback. It really blew me away how much he truly, genuinely cared about each and every individual student and their well–being. – The professors' trust in the students and his patience really reduced my stress and allowed me to focus on learning and actually getting better instead of getting good grades.
Learning as much as I did about data analysis in python in such a short period of time. I feel very comfortable using python in a matter of ~2–3 weeks using it.
I think the strength of this course is how the professor delivers the course materials and how he run the lecture. He makes it fun to be in his lectures and to learn all of the course contents without a coding background.
The course material was interesting and as always Dr. Moosvi has built the course and the course page very well. Everything works well and Gradescope is a good choice. The labs were interesting and satisfying. Also the way deadlines are handled and placed is very well done and thought out.
The grades were not provided and only feedback was given so that motivated me to actually look at the feedback.
The way this course is delivered is learning–oriented. These 6 weeks has been one of the most productive in terms of learning knowledge. Another point to address is the fact that the course grade is not revealed until last week has been working well! Some

Comments
stress is created by not knowing if we are on a bad standing or not, but it does shift the focus back to learning rather than chasing for grades.
Having a "bonus" test made writing tests extremely less stressful, as well as including a 48 hour grace period for all assignments. The labs also helped me further develop my understanding of the discussed topics.
Submitting code through GitHub is cleaner than through canvas.
The course was well organized and really goes into the depths of DATA analysis which is great for a start. This course sets the fundamentals for Data sciences
Amazing professor, very caring about his students success. This course is very well sorted due to Dr. Moosvi taking time to blend the classes and the labs as seamlessly together as possible. Dr Moosvi is truly an amazing instructor, one of the best I have ever had at UBC Okanagan. THe timetable is clearly laid out, and the concept of bonus tests is excellent for learning as it allows the student to re–examine previous course material and have a greater retention, as the student has a greater understanting of that material when having been exposed further to said course material. Let me point this out again, one of the best professors I have ever had at UBC Okanagan.
This course effectively delivered the content presented to students and put an emphasis on the retention of knowledge and success of students. Ample assistance was available.
new knowledge to me

What were the weaknesses?

Comments
Sometimes that lab explanations would be a little too vague and difficult to figure out without help.
The gradescope aspect. Grades were posted very late in the course which was a huge problem for me personally as I prefer timely critique. Additionally, the grading scheme and requirements to pass the course were unfair.
The professor was hard to get into contact with on the weekends and we'd have assignments due on the Monday. To do the labs, we basically had to teach ourselves the material and how to apply it
no
revolution is difficult, I am not quite getting used to it. However, I am happy to at the beginning of the changes.
Time crunch and there are some aspect in which the given labs or test had vague instructions that were confusing. There were also a lot of unexpected roadblocks along the course which causes deadlines to be moved and compressing the schedules further.
I believe the work load for the course is quite heavy and on top of that, most of the skills required to complete the labs require a lot individual research and self learning which can be very time consuming and frustrating.
There were no grades during the course so I wasn't sure if my work was enough and I was doing well in the course or if I was not doing very well.
Very challenging course to take online.
I think taking it online is hard because it's harder to get help when you're not talking face to face, however that's obviously just how it is and both the prof and the TAs did their best to be very available so I appreciate that.
Hard to know how you are doing in the course when you aren't being graded.
–
This course is hard for people with no background in computer science (very confusing). Please make instructions more clear in assignments. I had the most trouble trying to figure out what the instructions were asking rather than the programming itself. Also I found that the lecture notes didn't not always correlate with the labs.
None.
The feedback was not done very well. I never knew how I was doing in the course and if I was doing anything right.,
I think the arrangement could have been better. Had I known how tableau worked or what I would need to do, I likely would have changed how I did the rest of the Course Project. The workload was insanely out of touch and without reason. The "Budgeted Time" calculations are a joke. Good luck finishing half a lab in 2 hours let alone the whole thing. Serious consideration needs to be given for what is required and feasible during a condensed course. The marking was absolutely insulting and the limited feedback was either "Meets Expectations" "Exceeds Expectations" or vague threats that you're going to fail the course. I have zero interest in being a pawn for Dr. Moosvi's one man revolution. While I may agree that the grading system is out of date and due for a renew, one random course isn't going to change it. Not to mention that ultimately at the end Dr. Moosvi had to play ball and grade us as the university expects. I have never been more frustrated and angered by a course, questions went unanswered and responses were incredibly vague. If I don't get the grade I expect, perhaps

Comments
Dr. Moosvi can explain his scheme and revolution during the grade appeal process.
The lab content sometimes did not really match what was demonstrated/discussed in lectures, course readings, or course notes. Sometimes instructions were slightly vague.
Milestone 2 was extremely heavy in comparison to the other submissions. I understand that in order to have a polished, good project, there needed to be a milestone to address feedback. I might be biased since my group didn't have feedback, but in this condensed setting, I would suggest combining milestone 3&4, and giving 1 extra week for milestone 2.
Not knowing the grading rubrics was very frustrating. Not being given any feedback on labs and assignments made it very difficult to progress through the course with any sort of confidence. I have the right to know how I am being evaluated and to get feedback in a reasonable timeframe. I now know this instructor was attempting a new "ungrading" scheme for the course but that's not what I signed up for. Had I known I would be part of a "revolution" I would not have taken this course. What I most disliked about this course was having dr. Moosvi's personal philosophy pushed on me. I have rarely seen a professor so frankly push their politics and personal beliefs onto their students. I enrolled in this course expecting to be taught data analysis. Instead, I was lectured about Dr. Moosvi's intent to "fight the system" while I taught myself the material Dr. Moosvi did not go through.
I think one of the weakness in this course is that we don't learn enough stuff in the lectures to do the lab by ourselves. For most the labs, I have to google a lot of stuff.
Some of the experimental things done weren't very effective and resulted in more frustration than enhanced learning. The learning logs feel like a waste of time, I really appreciate the thought behind them but they are just one extra thing to do a week. Just receiving feedback instead of grades just increases anxiety and does not help with understanding. The explainer videos were frustrating and successful. Often the material required to cover did not fit within the time limit. It also seemed like a non–necessary waste of time to record this extra videos.
For a lot of the labs, I received feedback that only said where I lost marks, and not why so I did not really understand why my marks were reduced. Additionally, for the final grade for each lab, the professor took in to account each grade we actually got on the lab AND what we felt we deserved for each lab, so because my answer for deserved grade was not accurate, and the deserved grade I gave myself was less for each lab, I ended up getting a lesser grade for the lab than what I should have gotten, purely based on my submission for the lab. In other words, a weakness of this course was not giving the lab grade based solely on our performance on the lab.
This course is not suitable for Summer. Too much workload in a compact 6 week period.
Not knowing our grades throughout the semester was challenging to determine whether or not we were meeting a sufficient threshold in terms of passing the class. However, I was glad to receive an estimated grade before heading into the final exam!
The course content was all over the place. I felt I was often searching between grade scope, the website, GitHub, and ed discussions, and canvas to find what I was looking for. the lab videos were weighted far too heavily. While I see their value in proving your knowledge, it's absurd that someone could fail the class because they didn't make them but they still completed the labs, which are 95% of the work.
It still needs improvement in the tools and other aspects of the tools we are using for the analysis and general class purposes. Like Ed discussions was good, but gradescope was a very difficult tool to work with
Not having a gradescore for Labs can potentially create problems with learning experience. The course content is overwhelming due to the time compression of a summer course.
A complete lack of letter grades added to student stress for those needing to meet certain academic standards for their existing/future programs or for scholarships, etc.

What did you most enjoy about it?

Comments
I enjoyed working with tableau to create the dashboard during lab 6. Very interesting how powerful the map making feature is on that program.
I enjoyed the freedom we were given for the project.
I enjoyed that we were exposed to a different type of learning. Where we weren't so focused on grades and instead focused on our feedback
For me, this course opened up a whole new field of study.
revolution of the grading system
Actually going from not knowing anything about data processing into being strongly confident in being able to process other data with ease.
I enjoyed feeling accomplished after being able to solve problems when lines of code work.
The data analysis was very fun and being able to learn all the new technologies that are used in industry was very useful.
I enjoyed the overall flexibility of the course and multiple opportunities to demonstrate learning.
While this course is very challenging for me when you succeed in making the code run the way you want it to it's really rewarding.
it was my first data class, it was really confusing and hard but the professor made it enjoyable.
I really liked that this course is available to students who do not have much experience in computer science.
Dr. Moosvi's teaching style. I don't know if you can give him a raise or more courses to teach but I just can not say enough good things about him.
Learning how to make data look pretty.
Doing my explainer videos for labs. It was really fun getting to talk about all the new things I learned each week.
I enjoyed learning about how to use python and github in an exciting way, a project that we could choose on our own was great. Feeling comfortable with python & git in 2–3 weeks is pretty impressive.
most of the things that we did in the lab and in class as well as our project. It was very fun to take this course, overall.
I loved the content material and programs used. Often I enjoyed handling and changing data. I also absolutely love how Dr. Moosvi tries to innovate in education. Most professors just kind of read slides and use teaching techniques that are old and outdated but Dr. Moosvi genuinely tries and cares about his students. A lot of the experimental stuff still needs work but I love the innovation because it is desperately needed in education.
I learned a lot of new data analytics techniques.
Course delivery method is efficient for learning, and well practical course contents.
Honestly, it was so refreshing to have a professor who actually emphasized the learning aspect of a course instead of just pushing us to achieve a high grade. I feel like I learned and retained so much more given this learning mindset compared to the classic memorize–and–regurgitate methods. This was a challenging course given how much we had to learn over the period of 6 weeks, but I think Dr.Moosvi communicated the course work in an efficient manner and flawlessly adapted to any issues that arose regarding coursework.
Learning to use git was interesting.
I loved doing the labs and project, it was by far the best course in sense of project work and lab analysis
I have learned key concepts regarding datasets and how to maniputate to my advantage, creating new databases and using Tableau for beautiful charts to visualize. A greater understanding of Python and how to wrangle datasets, leading to a better unsdertstanding of Seaborn plots in Jupyter lab
I looooove data analysis, statistics is a hot topic in my family and I always enjoy learning more tools and methods for processing and conveying data.

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 Evaluations of Teaching (SEoT) 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 SEoT 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 classes have identical mean (3.8). However, the instructor in class 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in class 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 UMI	Class 1	Class 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
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 students in the section gave the same rating to the instructor. An index value of 1.0 is obtained when the class splits evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEoT data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.