

Project Title: 2024S UBC Instructor SEI Surveys

Course Audience: 40
Responses Received: 11
Response Ratio: 28%

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%

Legend

N: Invited
n: Responded

Frequency Distribution

SD: Strongly Disagree

UBC Student Experience of Instruction

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

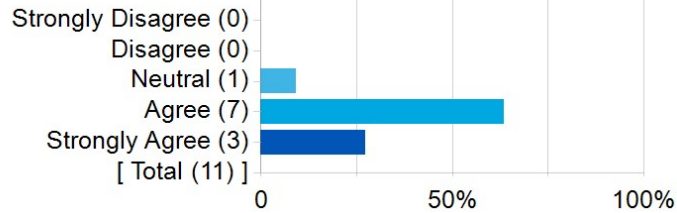
Creation Date: **Tuesday, August 20, 2024**



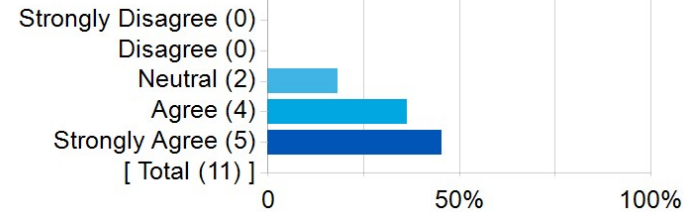
University Module Questions

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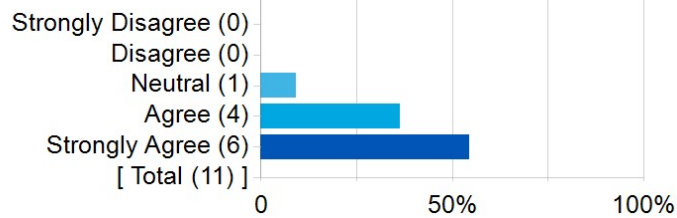
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.



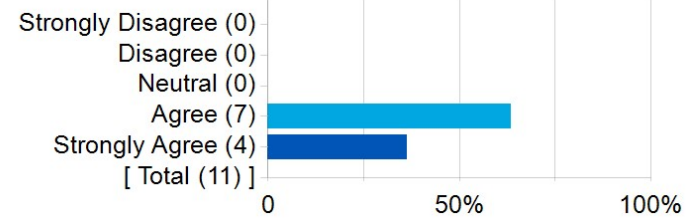
2. The instructor conducted this course in such a way that I was motivated to learn.



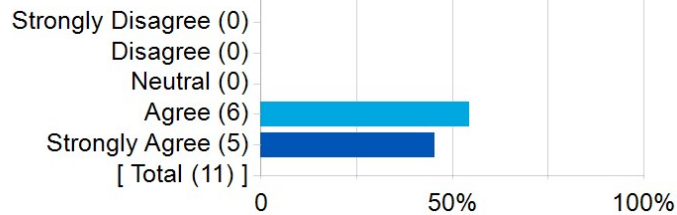
3. The instructor presented the course material in a way that I could understand.



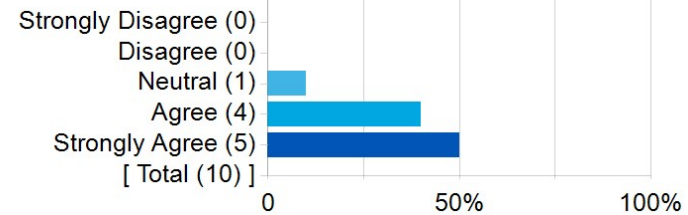
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.



5. The instructor showed genuine interest in supporting my learning throughout this course.



6. Overall, I learned a great deal from this instructor.



University Module Questions

Question	IM	PF	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.1	91%	0.3
The instructor conducted this course in such a way that I was motivated to learn.	4.4	82%	0.4
The instructor presented the course material in a way that I could understand.	4.6	91%	0.3
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.	4.3	100%	0.2
The instructor showed genuine interest in supporting my learning throughout this course.	4.4	100%	0.2
Overall, I learned a great deal from this instructor.	4.5	90%	0.3

Faculty Questions

Course Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
My academic background provided sufficient preparation for this course.	40	11	0	0	0	4	7	0	4.7	0.2
In this class, I applied facts, theories, or methods to new problems or situations.	40	11	0	0	0	6	5	0	4.4	0.2

Question	%Favourable
My academic background provided sufficient preparation for this course.	100%
In this class, I applied facts, theories, or methods to new problems or situations.	100%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The instructor treated students with respect.	40	11	0	0	0	3	8	0	4.8	0.2
The ways the instructor implemented the course activities (e.g., in-class activities, labs, tutorials, field trips, online components, assignments) helped me achieve the learning objectives.	40	11	0	0	1	4	6	0	4.6	0.3
The instructor was intentional about cultivating a welcoming and inclusive environment that supports all students and encourages all students to participate.	40	11	0	0	0	3	8	0	4.8	0.2

Question	%Favourable
The instructor treated students with respect.	100%
The ways the instructor implemented the course activities (e.g., in-class activities, labs, tutorials, field trips, online components, assignments) helped me achieve the learning objectives.	91%
The instructor was intentional about cultivating a welcoming and inclusive environment that supports all students and encourages all students to participate.	100%

Open ended feedback

Please comment on what your instructor did well to support your learning.

Comments
The organised discussions were hassle free.
Enthusiastic about the course content and experimented with new teaching methods. Was concerned about the quality of the teaching. Somehow kept me engaged throughout a 2hr50 minutes class where I usually stop paying attention after about 50 minutes.
Professor Moosvi did a fantastic job of remaining an impartial moderator for our discussions. I'm usually a very shy person in classes but his support and non-judgemental manner in which he conducted the class made me feel more open to talking. I think this may be the class I've engaged with the most out of all my classes at UBC.
I think that including the MTA was very helpful as it allowed me to raise my hand and have an objective grade for my participation. I think doing this let in a wide range of perspectives that overall helped my understanding of the course material.
n/a
Provided resources and held interesting class discussions that made me think a bit more about the topics
Very engaged and passionate in class and open to our feedback. Made it easy to approach and ask questions!
The instructor used examples from the real world to enhance students' understanding and often provided helpful comments after students spoke publicly during lecture.

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

Comments
<ul style="list-style-type: none">– ask less questions with one single answer of the variety "What am I thinking about?"– don't editorialize after a debate, eg. pick sides at the end– before arguing for a position, don't strenuously disavow personal attachment to the argument, foster an environment where these disclaimers are not needed
These are small adjustments, overall was a very good instructor.
None, I think you did a great job.
n/a
n/a
n/a
I think the pacing of this course could be more consistent through the term.

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

Comments
The discussions
Talking with others is really fun. The MTA system works well and is a lot better than just putting your hand up.
The primary strength of this course was MTA. I enjoyed having it to help me track deadlines as well as using it to be called on for participation. It feels much better than keeping your hand raised to make a point. I also really liked being able to choose when I went in to work on my essays and the flexibility to change the time if something came up.
I think it helped with my writing skills and allowed me to create more nuanced arguments pertaining to computer ethics.
– course content, grade breakdown emphasizes learning in an environment that is not stressful, resubmissions allow us to reflect on feedback , very insightful class discussions, final exam preparation helps students, professor is very engaged and cares about the content he is teaching which makes it more enjoyable
The grading system based around writing weekly short essays helped me both think about the topics and reinforced previous concepts such as ethical theories, and I didn't have to stress too much about midterms
Instructor
This course covers a wide range of topics and shows the both sides of views to the students.

Please provide suggestions on how this course might be improved.

Comments
Maybe the MTA queues could be labeled, sometimes its hard to remember which queue to be in. People are too quiet in class. A smaller room might help. It would be cool if there was a way to foster discussions with more back and forth. The cohesiveness of the discussions is better on Zoom, but I think Zoom would have been much worse if we didn't have a lot of in-person before to know all the people.
I'm still not 100% sure how the participation and dependability scores work. I'm not sure if it is possible to make it clearer to students, but I would appreciate it if it's possible.
I'm guessing it's related to the condensed term, but I think that more debate style classes would be helpful as I think its a great way to learn about public speaking.
<ul style="list-style-type: none">– peer review grades (I think the comments made are valuable but I think the TA should use those comments to give the final grade if no resubmission is handed in along with their own judgement)– better way to supervise essays rather than cbtf (make it more accessible.. use lockdown browsers instead for at least resubmissions)– more opportunity to earn participation points – some students are more active on ed discussion than others and at least 1% bonus should be awarded for thoughtful engagement with the course content beyond classroom settings– prompts for essay felt limiting at times... maybe more general prompts to allow for more creative engagement with it– I ended up using Kantian ethics to make my argument a lot of the times (not because I wanted to but because peer reviews had a very strong bias for this framework and awarded more points to it in contrast to other frameworks). Mentioning options of what framework to use for every essay would allow for better engagement with all the course content . It felt like I only learnt about Kantian ethics and a little of Act Utilitarianism (Virtue ethics etc were not a prominent part of the course in both essays and discussions)– more timely grade release to allow for students to know where they stand in the course– for peer reviews, being allowed to see the peer review that the person has given alongside the weight/ dependability score they have so as the student, I know how much inconsistent reviews will actually impact my grade before going and doing resubmissions (not out of laziness but to make informed decisions, lessens the load on the teaching team as not as many resubmissions will be handed in etc.)
As someone who struggles to participate in in-class discussions sometimes due to social anxiety it feels bad when I attend a class but don't participate and it is marked as if I did not attend the class at all
This was the first time it was offered in the summer but organization could be improved. Giving out the calendar was great allowing students to book slots in the CBTF earlier would be good
The number of students chosen to speak felt uneven among questions during lecture. The schedule for this course was complicate and confusing since there were many different assignments going on at the same time.

Explanatory Note

The reported metrics are as follows:

1. Percent Favourable Rating

This is the percentage of respondents who responded with a 4 or 5 (Agree or Strongly Agree) on a scale of 1 to 5.

2. Interpolated Median

The data collected for Student Experience of Instruction (SEI) are ordinal in nature, with a natural order (from 1 to 5). The usual measure of central tendency for ordinal data is the median (50% percentile). The Interpolated Median (IM) is an adjusted median that considers the number of responses less than the median, greater than the median and equal to the median. As such, IM reflects the distribution of students' responses.

Consider the following example:

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
Interpolated Median	3.7	4.2
Percent favourable rating	53%	77%

3. 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. 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 SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the recommended minimum response rate.