THE UNIVERSITY OF BRITISH COLUMBIA

2023W2 UBC Individual Instructor Report for GEOS 300 201 - Microscale Weather and Climate (June Skeeter)

Project Title: **2023W2 UBC Instructor SEI Surveys**

Course Audience: **56**
Responses Received: **20**
Response Ratio: **36%**

Report Comments

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: Invited
n: Responded

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

Creation Date: **Wednesday, August 28, 2024**

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University Module Questions

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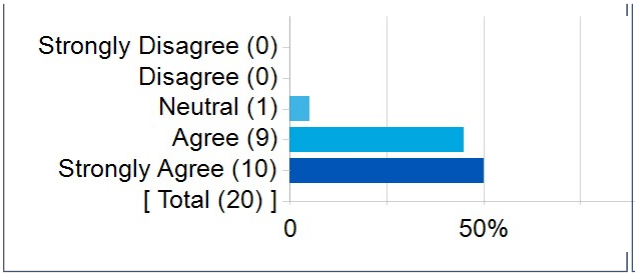
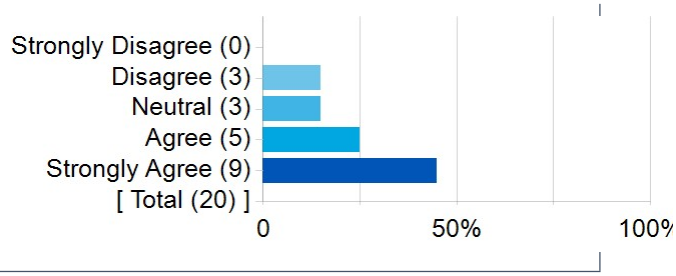
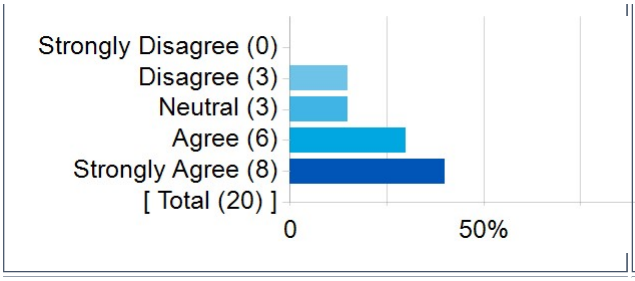
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.



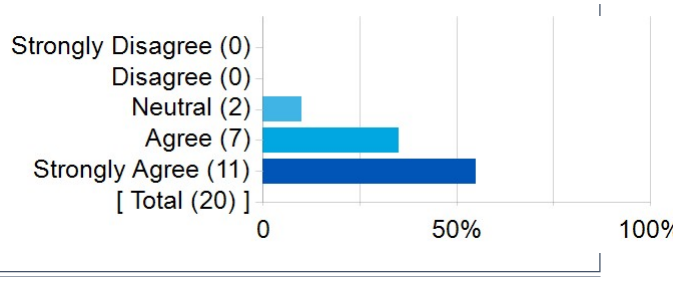
2. The instructor conducted this course in such a way that I was motivated to learn.



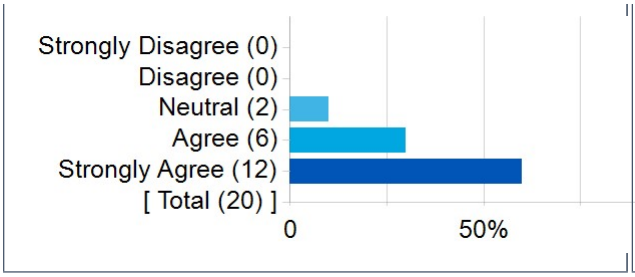
3. The instructor presented the course material in a way that I could understand.



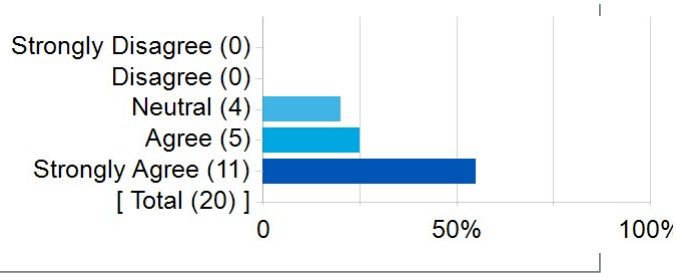
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.



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.	4.5	95%	0.3
The instructor conducted this course in such a way that I was motivated to learn.	4.3	70%	0.6
The instructor presented the course material in a way that I could understand.	4.2	70%	0.6
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.	4.6	90%	0.3
The instructor showed genuine interest in supporting my learning throughout this course.	4.7	90%	0.3
Overall, I learned a great deal from this instructor.	4.6	80%	0.4

Faculty Questions

Considering everything, how would you rate this course?

N	n	Very Poor	Poor	Neutral	Good	Very Good	IM	DI
56	20	0	1	4	8	7	4.1	0.5

%Favourable
75%

For courses that had discussion groups or labs, the discussion groups or labs made an important contribution to the course.

N	n	SD	D	N	A	SA	IM	DI
56	17	0	0	4	5	8	4.4	0.4

%Favourable
76%

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.	56	20	0	0	3	5	11	1	4.6	0.4
High standards of achievement were set.	56	20	0	0	1	9	9	1	4.4	0.3
The instructor was generally well prepared for class.	56	20	0	0	2	7	10	1	4.6	0.3
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	56	20	0	0	0	8	11	1	4.6	0.2
The instructor treated students with respect.	56	20	0	0	0	6	13	1	4.8	0.2
The instructor was responsive when needed.	56	20	0	0	1	4	12	3	4.8	0.3
The instructor's feedback and comments contributed positively to my learning.	56	20	0	0	2	8	9	1	4.4	0.3
The instructor attempted to provide satisfactory answers to all questions in class.	56	20	0	0	1	4	15	0	4.8	0.2
The instructor established effective communication with students in the classroom.	56	20	0	1	0	7	12	0	4.7	0.3
The instructor was helpful when students requested course related assistance outside of class.	56	20	0	0	0	6	14	0	4.8	0.2
Assignments and tests were returned within a reasonable time.	56	20	0	0	1	5	14	0	4.8	0.3

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.	84%
High standards of achievement were set.	95%
The instructor was generally well prepared for class.	89%
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%
The instructor was responsive when needed.	94%
The instructor's feedback and comments contributed positively to my learning.	89%
The instructor attempted to provide satisfactory answers to all questions in class.	95%
The instructor established effective communication with students in the classroom.	95%
The instructor was helpful when students requested course related assistance outside of class.	100%
Assignments and tests were returned within a reasonable time.	95%

Open ended feedback

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

Comments
I had trouble understanding how some equations/concepts are reflected in real life meteorological phenomena
moving through slides at a quicker speed, availability of lectures during the session, more theory reading to supplement the course
Could have made more sample problem questions to help study for midterm, finals. Problem questions are hard and ther are not enough materials to practice
Professor Skeeter lectures in a very one–tone voice and for the most part just reads off of the slides. While this makes it clear what we are expected to learn and all of the testable information is in the slides, it makes lectures incredibly difficult to pay attention to.
It would help if we had a reference or option for further reading – it seemed as though there might have been a text for GEOB 300 that was used as one of the first additional reading sources but only a chapter. Would have been nice, assuming it was available, to have access to the entire text.
I think the instructor should have made it clear as to how much work is needed to complete the lab assignments. While no prior coding experience is needed, it was not really enjoyable. The last set of study questions should not have come up at the second last class. That was kinda annoying. Yes, I know it's free marks, but still.
The assignments in this course should be supported by in–person lab meetings with the TA or instructor.
I found the coding needed assignments a bit of a hurdle, and I think that giving us a framework for the final assignment would have been helpful. It might also have been helpful to direct us towards programming resources for learning to code, or maybe for each language to outline some functions that we might find useful, and what we could call with them.
He was very easy to approach and ask questions and very thorough in his explanations for the questions asked.
It would be better if the lecture contents could be explained in more detail, the slides could be ready earlier in the day, and all the contents put on the slides should be correct. It is confusing to check for updates and not knowing if the contents on the slides are the correct version.
Since there are a large number of formulas in this course, it is easy to get confused or not know what formula to use when writing homework and exams. I think it will be more convenient to have a list detailing the characteristics and usage scenarios of each formula,

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

Comments
Great slides and github course page, the assignments allow to apply the concepts and study the material
less reading overall, assignment questions alligned well with course material
PYTHON data analysis
The various ways of course delivery.
I thought the assignments were interesting and expectations were clear throughout the course.
Covers a lot of material but at a good pace. June includes many examples from local ecosystems and clearly has a lot of experience. The use of coding exercises in class and on the assignments teaches relevant skills.
The labs are a pain, but everything else is fine. If you follow the lecture material, that should help with the exams and what not.
i–Clicker questions during lecture
Course ideas seem to link together. For each assignment (and its "module") , we are told of its real world applications, which makes it more interesting.
The questions we have for the assignments are answered within a short period of time on canvas discussion board.
I think I learned a great deal from this course in many aspects and the assignments helped me learn some new stuff about programming that I did not know before. Also really liked the asynchronous exams as it gave me great flexibility in showing my learning and flexibility in timetable.
None
More familiar with using jupyter statistics

Please provide suggestions on how this course might be improved.

Comments
More time allocated to explanations of harder concepts
less overly complex calculation questions, maybe the course could use its own lab section as opposed to the assignments
More practice materials to do math stuff and critical thinking
The assignments were too hard and were more focused on how to code the equations than what the results of the equations meant. The midterm took much much longer than it was supposed to take and no feedback was given for the long answer part. Also the average was very low for this part of the midterm. Overall, lectures were dry and assignments were hard and math oriented.
There were many times during class lecture when June noticed a typo or error on the slides and promised to fix them up. Many did not get fixed. It would be good to take the time to record those issues or have a student keep track and send a message so that they could get edited.
While there is no lab component, it should have been advertised as having one.
more field trips/practical demonstrations of technology
I have no python knowledge prior to this course. While I picked up some coding along the way (very basic lines of code that I was able to edit after some tinkering to complete the assignments), much of it is very confusing and difficult to understand. June provided most of the code, but some questions I was at a total loss at how to do it. So, I think the assignments can be improved where it can be completed with no coding required whatsoever. This course would also benefit from having an official lab section, so that the TA can explain the assignment and students can work there. It would be more accessible for all students as some might be uncomfortable with zoom office hours to ask questions, especially with the coding portion of the class which may require hands on supervision from instructors.
It would be better if the instructor can provide a more detailed explanation of the formulas, principles and processes of the atmospheric phenomena.
The assignment instructions could be a little more clear at times as there are some confusion about certain aspects of this course.
I'll preface this by saying that June is an accomodating professor who under the circumstances of this course, did a great job. However, the fact that this course is a requirement for Geography students is absurd to me. I will never use 95% of things taught throughout the semester, nor did any of this material play into my interests as a Geography major. How in the world is coding not a pre–requisting for this course? Sure, you can solve problems by hand, but only if you're willing to sit through hours of petty and vexing calculations. Seriosuly dissapointed that I was required to take this course.
The contents are quite challenging for Geography major students, as most of them are physics. More support would be appreciated. The assignments are also challenging and coding is actually required because the questions are complicated.

Please comment on course content, or any aspects, positive or negative, of your instructor's teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.

Comments
can be quite slow, was hard to do the Midterm exam well because of the not directly shown calculation mistakes and confusing written part, needed to take less time summarizing slides.
June is someone with great skills and a genuine, nice human being. I loved their class and how empathetic, easy to communicate, and down–to–earth they are.
I think the webpage for quick search of equations is really useful! and it will be better to have them sorted based on the content topic.
I've had many instructors here at UBC and I'm confident that I've learned the most under June. The ability to explain and break down concepts to a student new to the topic is a definite strength of theirs. I love how the course website was setup and that just shows how much effort the instructor put into this course. I also really appreciated that all the lectures were recorded. The only thing I would suggest to improve on is communication regarding when we have all the information we need for the assignments. I hope that June will teach other courses in the geography department in the future because they are definitely a great instructor, and all of the others students I've talked to have definitely agreed.
NA
June works to maintain a positive and efficient classroom culture
The labs, those darn labs, incredibly misleading that there is "no" lab component.
June is a knowledgeable instructor, curates an easy–going classroom atmosphere, and respects everyone.
I really appreciated how exams were conducted (large window to write exam with no time limit, open book, formulas and constants easily accessible, able to use calculators/programming for math). This is one of three courses (all taught by the same instructor) that I haven't had a need to request any test accommodations, since they're already given to everyone.
Overall, June is a good instructor who cares for students and teaches well. The slides are well made, with formulas and a good amount of text that convey the information. One thing I noticed is that sometimes, the text or formulas shown on the slides are not consistent, such as formulas having errors, which makes calculations for assignments wrong too
I feel like June might not be very prepared for classes because there are always errors and mistakes on the slides, and sometimes they are not very sure about the equations and contents.

Please share any feedback on your experience with the technologies used in this course.

Comments
I had used R before and the assignments made me maintain and even improve my proficiency
R studio was mainly used, was complicated at first but eventually issues got sorted out here and there.
github– very good experience. learnt to challenge myself to learn the programming skills
There was far too much coding knowledge required for a course that did not require a computer/coding course as a prerequisite. I think this was very unfair to students who were not already fluent in a coding language as doing assignments by hand or in excel would have been very difficult.
No, I appreciate June recording the lectures, even though I never ended up using it since I would just show up in–person
Prior experience with Python programming is what allowed me to be able to use the technologies in this course.
I liked that we were challenged to use programming (if we wanted to) to complete assignments, which helped develop my programming skills.
Although coding knowledge is not required for this course, it is actually useful to have prior knowledge in order to complete the assignments.

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.