2022W2 UBC Individual Instructor Report for GEOS 270 201 - Geographic Information Science (June Skeeter)

Project Title: **2022W2 UBC Instructor SEI Surveys**

Course Audience: **100**
Responses Received: **26**
Response Ratio: **26%**

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%

Creation Date: **Thursday, June 1, 2023**

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.	100	26	0	1	0	7	18	0	4.8	0.3
The instructor conducted this course in such a way that I was motivated to learn.	100	26	1	3	3	7	12	0	4.4	0.6
The instructor presented the course material in a way that I could understand.	100	26	0	2	1	7	16	0	4.7	0.4
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.	100	25	0	2	1	7	15	0	4.7	0.4
The instructor showed genuine interest in supporting my learning throughout this course.	100	26	1	1	1	8	15	0	4.6	0.5
Overall, I learned a great deal from this instructor.	100	26	1	1	1	9	14	0	4.6	0.5

Question	%Favourable
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	96%
The instructor conducted this course in such a way that I was motivated to learn.	73%
The instructor presented the course material in a way that I could understand.	88%
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.	88%
The instructor showed genuine interest in supporting my learning throughout this course.	88%
Overall, I learned a great deal from this instructor.	88%

Faculty Questions

Considering everything, how would you rate this course?

N	n	Very Poor	Poor	Neutral	Good	Very Good	IM	DI
100	26	0	0	3	9	14	4.6	0.4

	%Favourable
	88%

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
100	25	0	0	4	4	17	4.8	0.4

	%Favourable
	84%

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.	100	26	0	1	1	6	17	1	4.8	0.3
High standards of achievement were set.	100	26	0	0	1	12	13	0	4.5	0.3
The instructor was generally well prepared for class.	100	26	0	0	1	6	19	0	4.8	0.2
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	100	26	0	1	1	4	20	0	4.9	0.3
The instructor treated students with respect.	100	26	0	0	1	5	20	0	4.9	0.2
The instructor was responsive when needed.	100	26	0	0	1	7	17	1	4.8	0.3
The instructor's feedback and comments contributed positively to my learning.	100	26	0	1	1	5	18	1	4.8	0.3
The instructor attempted to provide satisfactory answers to all questions in class.	100	25	0	0	1	3	21	0	4.9	0.2
The instructor established effective communication with students in the classroom.	100	25	0	0	0	7	18	0	4.8	0.2
The instructor was helpful when students requested course related assistance outside of class.	100	25	0	0	0	6	19	0	4.8	0.2
Assignments and tests were returned within a reasonable time.	100	25	0	0	1	4	20	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.	92%
High standards of achievement were set.	96%
The instructor was generally well prepared for class.	96%
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	92%
The instructor treated students with respect.	96%
The instructor was responsive when needed.	96%
The instructor's feedback and comments contributed positively to my learning.	92%
The instructor attempted to provide satisfactory answers to all questions in class.	96%
The instructor established effective communication with students in the classroom.	100%
The instructor was helpful when students requested course related assistance outside of class.	100%
Assignments and tests were returned within a reasonable time.	96%

Open ended feedback

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

Comments
I really think the course is great already, but I think one thing I would have enjoyed/benefitted from would be more examples of maps doing what we are learning about in class. So for instance when we are talking about vector and raster data and GIS tools that are specific to each type of data, I would have appreciated seeing a map and ripping into it to discuss this information was from raster because of X and to make it look like this, Y tool was applied. Personally I always feel more engaged when relevant examples and demonstrations of course material are shown/discussed in class. However I do understand that this is sort of covered in labs already.
I feel like a lot of the lectures were very bland (perhaps it is because I do not enjoy the subject).
more personalized comments on maps would have been good, but otherwise very well–run course!
Be more enthusiastic during lectures, they often velt pretty dry
Incorporating a Piazza page for the class would help a bit for our learning. Also, allowing for students to miss some Tophat polls would be great as well.
– to make lectures a bit more engaging maybe more open ended "chat with your neighbour" type questions could be posed – otherwise great class!
No
To simplify the concepts
Some of the most fascinating course content paired with the most drab lecture delivery I could think of. Instructor skill, passion, and knowledge did NOT match with the day–to–day lecture!
Format of this course could be changed in a way that lectures are more engaging and relevant to the work we are doing
The instructor mostly just read off of the slides which made it hard to pay attention. Also, the instructor could be more engaging with the way they talk during lectures.

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

Comments
Lab material / Module quizzes Hybrid lectures Clear learning objectives Concise and understandable delivery of course material I really appreciate how cleanly the geosgithub site is organized already, particularly with the direct links in each Module/Lab page.
lab assignments allowed us to put information learnt in class into use.
June is extremally helpful when asked upon.
Very well–presented and well–taught. I felt really comfortable using GIS computer software for the first time and I wasn't intimidated at all. That is a sign of an excellent course. Highlight of my term.
GIS labs were well laid out and extremely organized, making them easy to follow
– clear and concise lecture slides – great grade breakdown – understanding with timing – interesting labs – funny comments and examples used by June – I really loved and appreciated the historical background and many instances of social justice wrapped into the whole lecture – this has been rare for me to see at UBC and it was refreshing to get this from June!
flexible deadlines
Online learning is accommodated
Organization
Course content structured in an extremely logical, perfectly balanced way. Provided perfect amount of guidance to students. Concepts built upon each other very naturally.
Very thorough
quite organized
It was well organized and very clear. The information is very accessible and I really liked having the videos of the lectures to go back and watch. when needed. The way the material was presented was great, it was understandable and well laid out.
I liked the layout with the labs contributing a large part of the grade and there being no midterm. I also like that the final is online and found the labs pretty interesting overall.

Please provide suggestions on how this course might be improved.

Comments
Just a minor thing but I kind of wish the geosgithub page had a bar on the side or top where you could navigate directly to Module 1/2/3/4/5/6 instead of having to go back to course schedule each time. (This is honestly not a very important thing, just a detail I observed)
I think less lectures and more work in labs. Maybe force us to figure some more things out then just following along a video (look at EOSC 211).
A bit more personalized commentary on some of the assignment questions rather than just the solution box so I can tell exactly where I lost marks.
More engaging lectures
– maybe move the final project to the midterm period because finals season was a busy time to have it due
Have the project count for more and the exam count for less
'
The lectures were the only problem I could think of. Please make the lectures more engaging ;–;
More opportunities to have help for completion of labs
Rather than just going through slide shows, other formats could be helpful too. Such as activities, in class projects, discussions, videos, pure lecture, some slides, examples etc.
I would have loved to have the TA's take more of a roll in teaching the practical uses of the programs in the labs instead of just being there for support while we worked.
I do not like the group project. I would rather do an extra lab but with less tutorial videos to test our abilities or for us to do solo projects that are maybe smaller. I think that the group project doesn't work for this course because we cannot share the project file easily and we also can't all work on it at the same time because of the program that we use.

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
Class is always engaging because of Tophat questions. Although so of them are tricky, they are very fun for me to participate in class.
More labs please. The lectures are practically useless we just need more time to work with the program, not listen to someone talk about it.
June is awesome! They are knowledgable about many different topics in geography and I loved their passion and willingness to share their own research with the class as a real–world application of GIS. Dr. Skeeter is a really good teacher and I understood all the concepts they presented thanks to their realistic example–based approach to material. 10/10!
– maybe move the final project to the midterm period because finals season was a busy time to have it due – clear and concise lecture slides – great grade breakdown – understanding with timing – interesting labs – funny comments and examples used by June – I really loved and appreciated the historical background and many instances of social justice wrapped into the whole lecture – this has been rare for me to see at UBC and it was refreshing to get this from June!
No thank you
Instructor lecture delivery was drab. Course content and structure was perfect. Absolutely perfect!
I found the course content interesting overall, however June's lectures were quite boring. I think that the examples showed in class might have been more interesting if we had then used them in a lab, but given how they were not testable, they did not feel like a great use of class time.

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

Comments
I picked the avenue of downloading ArcGIS onto my own computer, and had an issue during the first lab where every time I opened symbology it would crash. This was because the email I received from forestry told me to download an older version to be consistent with the version forestry was using, since the files it saves may not work with the older version. I did this in case it was the same deal with geography. Apparently that older version has an issue where a windows update after its release messed it up, leading to the issue. I fixed it fairly easily, after figuring out why it was occurring by updating ArcGIS, but I know at least one other person also had this issue, so you may want to warn the class not to download the older version.
GIS is a very difficult to get handy, but try and be patient until being familiar with GIS Pro.
the teaching made me feel really comfortable with the GIS technology that I hadn't used beforehand at all. This has not been the case in other classes I have taken, so this class did it really well. The detailed, step by step walkthrough videos were especially helpful.
– great learning a new program
Arcgis pro can be quite frustrating to use.
ArcGIS is confusing and I really hoped that the TA's went through the labs with us and talked us through what we were doing so we could learn from them too.
It's slightly frustrating that apple macbook users can't access GIS software on our own computer which is more time consuming for us to finish our lab assignments having to go onto campus to do them in the lab.

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
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.