2020S UBC Individual Instructor Report for GEOB 270 1WB - Geographic Information Science (June Skeeter)

Project Title: **2020S UBC Instructor Evaluations**

Course Audience: **70**
Responses Received: **37**
Response Ratio: **52.86%**

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%

University Module Questions

University Module Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
The instructor made it clear what students were expected to learn.	70	37	0	2	1	17	17	0	4.41	0.37	4.32	0.78
The instructor communicated the subject matter effectively.	70	37	0	1	3	15	18	0	4.47	0.37	4.35	0.75
The instructor helped inspire interest in learning the subject matter.	70	37	0	0	2	20	15	0	4.33	0.29	4.35	0.59
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	70	37	0	0	2	15	20	0	4.58	0.30	4.49	0.61
The instructor showed concern for student learning.	70	36	0	1	4	13	18	0	4.50	0.40	4.33	0.79
Overall, the instructor was an effective teacher.	70	37	0	1	3	16	17	0	4.41	0.37	4.32	0.75

Question	%Favourable
The instructor made it clear what students were expected to learn.	91.89%
The instructor communicated the subject matter effectively.	89.19%
The instructor helped inspire interest in learning the subject matter.	94.59%
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	94.59%
The instructor showed concern for student learning.	86.11%
Overall, the instructor was an effective teacher.	89.19%

Faculty Questions

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	70	37	0	1	5	12	13	6	4.29	0.43	4.19	0.83
High standards of achievement were set.	70	37	0	0	4	14	17	2	4.46	0.35	4.37	0.69
The instructor was generally well prepared for class.	70	37	0	0	2	14	21	0	4.62	0.30	4.51	0.61
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	70	37	0	0	2	8	27	0	4.81	0.25	4.68	0.58
The instructor treated students with respect.	70	36	0	0	1	6	28	1	4.88	0.19	4.77	0.49
The instructor attempted to provide satisfactory answers to all questions in class.	70	36	0	0	1	18	17	0	4.44	0.28	4.44	0.56
The instructor established effective communication with students in the classroom.	70	37	0	0	3	16	18	0	4.47	0.32	4.41	0.64
The instructor was helpful when students requested course related assistance outside of class.	70	37	0	0	3	11	23	0	4.70	0.31	4.54	0.65
Assignments and tests were returned within a reasonable time.	70	37	0	0	5	15	17	0	4.40	0.37	4.32	0.71

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.	80.65%
High standards of achievement were set.	88.57%
The instructor was generally well prepared for class.	94.59%
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	94.59%
The instructor treated students with respect.	97.14%
The instructor attempted to provide satisfactory answers to all questions in class.	97.22%
The instructor established effective communication with students in the classroom.	91.89%
The instructor was helpful when students requested course related assistance outside of class.	91.89%
Assignments and tests were returned within a reasonable time.	86.49%

Considering everything, how would you rate this course?

N	n	Very poor	Poor	Neutral	Good	Very Good	N/A	IM	DI	Mean	STDEV
70	37	0	1	2	20	14	0	4.28	0.34	4.27	0.69

Considering everything, how would you rate this course?

Question	%Favourable
Considering everything, how would you rate this course?	91.89%

Open ended feedback

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

June was extremely helpful during our final project. My group ran into many problems with our data and June was quick to reply to emails and always willing to schedule a zoom call. I really appreciated their support, but I do feel as though we were not prepared at all for the final project. Maybe it was because the course was online and it was harder to get help with software issues, but I did not feel like I had enough understanding in ArcMap to navigate and troubleshoot my way through a full project myself. I understand we are in special circumstances and I really enjoyed this course, but I think I would run much smoother for everyone (students, TAs, June) if the labs were held in person.

I appreciated how to–the–point this course was, and the online, non–synchronous nature helped with this. June did not spend extra time discussing unrelated topics and their lectures were clear and straightforward. I'm glad I took this course non–synchronously online for this reason. Even though the course was non–synchronous, the discussion groups helped create community and I saw familiar faces in office hours.

I really wish that some of the lecture time was spent discussing the techniques we would be using in the upcoming lab. While doing the labs, I felt like I was blinding following directions, and could have used an overview of the steps so that I was better oriented to what I was doing and so that I would remember how to do it again.

We felt like we were just thrown into our final without sufficient experiences. More labs (especially with modelbuilder) and a shorter final project would have been more ideal.

I appreciate the classes being pre–recordings instead of on collaborate ultra. More detail on lab instructions could help with confusion. I also appreciate the q/a sessions you hold and the promptness of your responses. Lecture quizzes encouraged me to keep up with the lectures so a great portion of the class.

Great work!

I really liked the weekly discussions that were due on Mondays because i found they really helped me dig deep into understanding specific concepts learnt in class and reflect on them which contributed to my understanding. I really liked the length of the lecture recordings and I really really appreciate the examples professor Skeeter used in class. I think it super important to use what we learn in class and show real world examples and Dr. Skeeter did so with lots of indigenous examples and examples relating to the current reality such as police racial biases and oppressed groups. It really helped me understand the importance of GIS and also feel like it can be used to do valuable work. I also think it's important to highlight and raise awareness about these topics and normalize conversations and reflections about them so i felt very inspired by Dr. Skeeter who uses their class/lectures to show these examples. I felt like the labs were reasonable to complete and the instructions were very details so even if you know very little about GIS like myself, you could still complete them successfully. However i think because of the online aspect, it has been very hard for me to me feel like i understand how to do things by myself in lab, I don't know how to start a project from scratch or how to troubleshoot a problem, but I am still able to complete labs with minimal knowledge. I understand the lectures very well so the teaching there is great. But i really felt the effects of not having lab in person. I think the occasional demos that June gave in lecture (near the end of the course) were very helpful to me. I think what could then be improved would be to have mandatory (instead of optional) lab hours where the students are obligated to go they dont necessarily have to work on the lab, but maybe the TA's can share their screen and work on some of the important "learning" parts of the lab. For example they could walk us through the different ways to set manual breaks (versus the other kinds of breaks) and whole they're showing us a demo of how to do it, the most important part would be to explain the concepts behind why we do certain steps in ArcMap or QGIS. Because i found my biggest problem when doing the labs was that the instructions were very specific and tell me to type "7" in a specific box and then select "something" from a certain drop menu, then click OK. While this helped me finish labs easily, I still had no idea why I even had to set those values in the first place, I had no idea what they modify or represent. So i felt like this was the biggest piece missing for me in this course because when making our final project, it has been challenging to start from scratch and make something challenging because I really have minimal knowledge about GIS in lab. Lastly, June was very supportive and always available to students, as well as the TAs. The grading scheme for this course was awesome and i liked the different grade components.

June was a great instructor. The lectures were clear and concise, the mini–quizzes were a reasonable weekly assessment, and the labs were well thought out and a good level of challenge. The times that I did attend office hours, June was very helpful in answering questions. I actually really liked the online format for GIS in particular, as I could learn at my own pace. Thanks for everything!

June was a wonderful professor. I came into this course expecting to hate it but they really made it interesting. They have inspired me to continue my studies in GIS and possibly pursue it as a career. They gave the information very clearly during the lectures even though they were online. The labs were really great. I found them fun a lot of the time and the instructions were wonderful. Since many of us came in knowing absolutely nothing about this software, June provided clear, step–by–step instructions that made it a great learning experience.

Show concern to students, respond email in time, try best to communicate with students during the special period, overall good prof!
Just one suggestion: The lecture videos posted are kind blurry, and I can't see words very clearly so I need to open the

Comments
lecture slides in another tab while listening to the lecture. I would suggest prof to record lectures through collaborate ultra instead of posting in modules, since I saw other profs record in that way and the videos were clear. But it won't be a problem if we come back to in–person class!
I really appreciated the examples June used during lecture, I found them to be very relevant and important in understanding the roles maps and borders have in society. I found one difficult part of the course was the amount of spelling and grammar errors in the lab instructions. The instructions were sometimes misleading when trying to do the labs at home.
I really appreciate the virtual Q&A session via collaborate ultra by the lecturer! They are kind of like online office hours and I found them to be very efficient and helpful! Also the lecturer is very responsive and supportive!
The instructor always addressed students in a respectful manner and encouraged an environment conducive to mutual respect and learning. Their instruction was clear and thorough, and I feel I have learned concrete useful skills in this course which I will use throughout my other courses and career. The discussion group format was not always ideal due to differing levels of participation and time zones. I'm not sure how they could be improved given the challenges of distance learning, but maybe students could be matched up in groups based on time zones and a more "live" participation could be held? Or alternately a single open forum format could be used to increase the chance of discussions. Overall though, the course was really well constructed, and I learned a lot despite the extraordinary circumstances we are all experiencing.
The first lab was pretty overwhelming for someone who has never touched ArcGIS before like me. I understand that the time constraint played an important role in summer session and we had to jump right into the labs, but maybe the first several lectures can introduce the software to us to give us a big picture of what we are expected to do and the purpose behind the procedures.
Overall, this course was a great introduction to GIS. June explained concepts well, especially using examples to help further enhance understanding of some concepts. Sometimes throughout the course I was confused and unclear as to what we were learning, but being such a condensed course during the summer, I also expected it. They answered questions for labs effectively and clearly, which was great and helpful.
June was a great professor this term! I really loved how they mentioned that cartography has been used for bad things in the past, but can be used for good too! Online school is difficult for all of us, and I think my only concerns are with online navigation in general. The lab sections were a little hard to do online and pretty intense just because of the condensed content. Sometimes, the instructions on the labs could have been a bit clearer. Thank you for teaching us practical skills!! :)
Online office hours were great, and there was availability over email that was really helpful. It would have been really great if there had been more effort to help students get in touch with each other. It is really difficult to contact students through canvas, so maybe a google docs to put emails would have been good.
Overall a great course. I pretty much enjoyed the course and learnt a lot from it. I like the instructors' way of direct and informative teaching. Since GIS is a practical course, it would be nice if there are more demons in using the software. It will be great if there are live demon sessions for each lab. For the lecture videos, it would be nice if the instructor can cut out unnecessary parts (such as editing slides/ documents). And maybe spell check quizzes and lecture slides before publishing to avoid confusion. And it be great if the instructor and the TA agree on marking schemes and requirements for grading the lab (in terms of how harsh in grading certain aspects).
Some videos do not provide high enough resolution to see what the professor was doing on their computer which made it hard to follow along. Otherwise, there are no comments in mind to improve the course content.
Great course overall! I think the use of discussion groups worked pretty well given the large class size. The only thing I would maybe change is the fill in the blank questions in the lecture quiz – sometimes these were a bit ambiguous and difficult to pick the correct term even after watching the lecture videos and reviewing the slides. This could be a bit frustrating when you understood the concepts, but couldn't figure out the correct term.
I enjoyed the routine lecture quizzes that required students to keep up throughout the course. I felt that some of the content was appropriately modified slightly to fit the current events. This was important to me because it gave me some further context on things that were happening in the bigger picture and at the time, were making headlines. This shows the professor was conscientious of the fact that concepts could be delivered in ways that had impact outside of course material.
I understand that recording the lectures make it more accessible for everyone, but it also makes it less interactive. I hoped that this class would be via a live online lecture that would be recorded. The recording for the lectures were also very blurry for the parts about the examples and because of the time restraint of this class I feel like I was not able to learn the material properly. Although labs were important and sparked interest, they did not do much in teaching us to learn how to make certain maps. It did help teach us to follow instructions carefully. I hope that these labs had steps of difficulty which we would need to fully understand the first lab to be able to do the second one. The write ups were confusing as well, because there was no example given to show what the marker is looking for. If I was not able to find 2 friends who were already in this class with me, it would be a lot harder to complete the class. This is why live online lectures are helpful because they also allow conversation via chat. It helps to connect everyone and really make it more like a class. If online lectures do not happen, a good alternative is using the lab sessions as first an introduction of the lab or recap of the class.

Comments
June did a great job teaching this online class. I especially appreciated how everything was on a schedule that was predictable and consistent. The video lectures were good because they explained the material enough but also weren't too long. It can be hard to focus on videos rather than in–person lectures, so better to keep them short! June was very helpful in responding to emails and readily available in the Q and A sessions. I really appreciated how they sent me a video over email to explain the answer to my question as a recording of their screen doing the task I had a question about– a very effective way of helping students virtually. However, this course did have challenges for me. Especially regarding the initial setting up of the Geography lab computer on my map. Me (and other students I know who dropped the course) had extreme difficulty in figuring out how to set up the remote windows desktop on our macs and then figuring that out. The instructions provided by the course were not adequate and I had to figure it out on my own before creating a document of instructions for other students with Macs. But, despite this challenge, this course was well done. The only improvements I can suggest are clearer instructions on setting up the Labs as well as more specific/clear steps in the lab procedures documents. Thanks!
I think there was not enough lecture content on how to use GIS software packages, the labs and lectures felt disconnected at times
June was super great! I loved the lecture videos as they made a world of difference in understanding the material and June clearly puts a lot of passion and work into showing their own interest in GIS (which definitely helps us to be inspired). I also loved that June drew on real world examples based on current news, and so it brings the relevance of GIS into our contemporary and shows how it is applied. June's instructions for the labs were also really great – I did way better in an online lab than I did in a normal in person class (where typically lab instructions would only be told verbally and then its up to us to figure it out). This fits my learning style much better.
I really enjoyed June's course. I was very intimidated going into this course as I have heard that it is quite challenging. June made the subject approachable by being engaging in the recorded lectures, by giving numerous examples, by providing a lot of detail and by responding quickly over email. One recommendation I have is to post all lectures at the beginning of the week (if feasible). Because this was an online course, and because students are spread out across the globe, it could have been nice to have everything given to us at the beginning of the week to more easily plan ahead. Overall I was very impressed with the quality considering it was all online.

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.