



Student Questionnaire on Courses and Teaching Feedback for GRAD 1228 GRADLIS 9372A LEC 650 SPECIAL TOPIC - Murgu (Calin Murgu)

Project Title: **SQCT — Fall 2022**

Course Audience: **22**

Responses Received: **13**

Response Ratio: **59%**

Report Comments

Dear Calin,

This is your Student Questionnaire on Courses and Teaching (SQCT) feedback report.

Please note that, as per the new Faculty Collective Agreement, means, standard deviations, and medians are no longer provided for student ratings in the SQCT Results Reports. [There are several resources available](#) to help with the interpretation of the ratings and student comments.

Reports that include the means, standard deviations, and medians are available to individual faculty members by request from feedback@uwo.ca

If an instructor receives a comment that they believe is offensive and wishes to report that comment, they are asked to do so using the new [SQCT Comment Review tool](#) in the Faculty/Staff Extranet. If the comment raises concerns regarding faculty or student safety, Western Special Constable Service should be notified immediately.

Historically, offensive comments, such as those that violate the Student Code of Conduct (e.g., discriminatory, harassing, threatening), have been rare at Western.

If you have any questions about the Feedback SQCT online system or the feedback results report, please contact feedback@uwo.ca.

Sincerely,

Feedback Team
Western University

Report Contents:

Section 1: Student Ratings Summary

Section 2: Student Information

Section 3: Response Demographics

Section 4: Supplementary Comments for the Instructor

Section 5: Supplementary Comments on the Course

Section 6: Instructor Additional Questions

Distribution:

Sections 1 (table only) and 2, are available to those with a Western username at sqct.uwo.ca/results.

Section 1-3 and 5 are forwarded to the instructor and the dean (who may share the information with the department chair).

Sections 4 and 6 are forwarded to the instructor only.

Creation Date: **Tuesday, May 9, 2023**

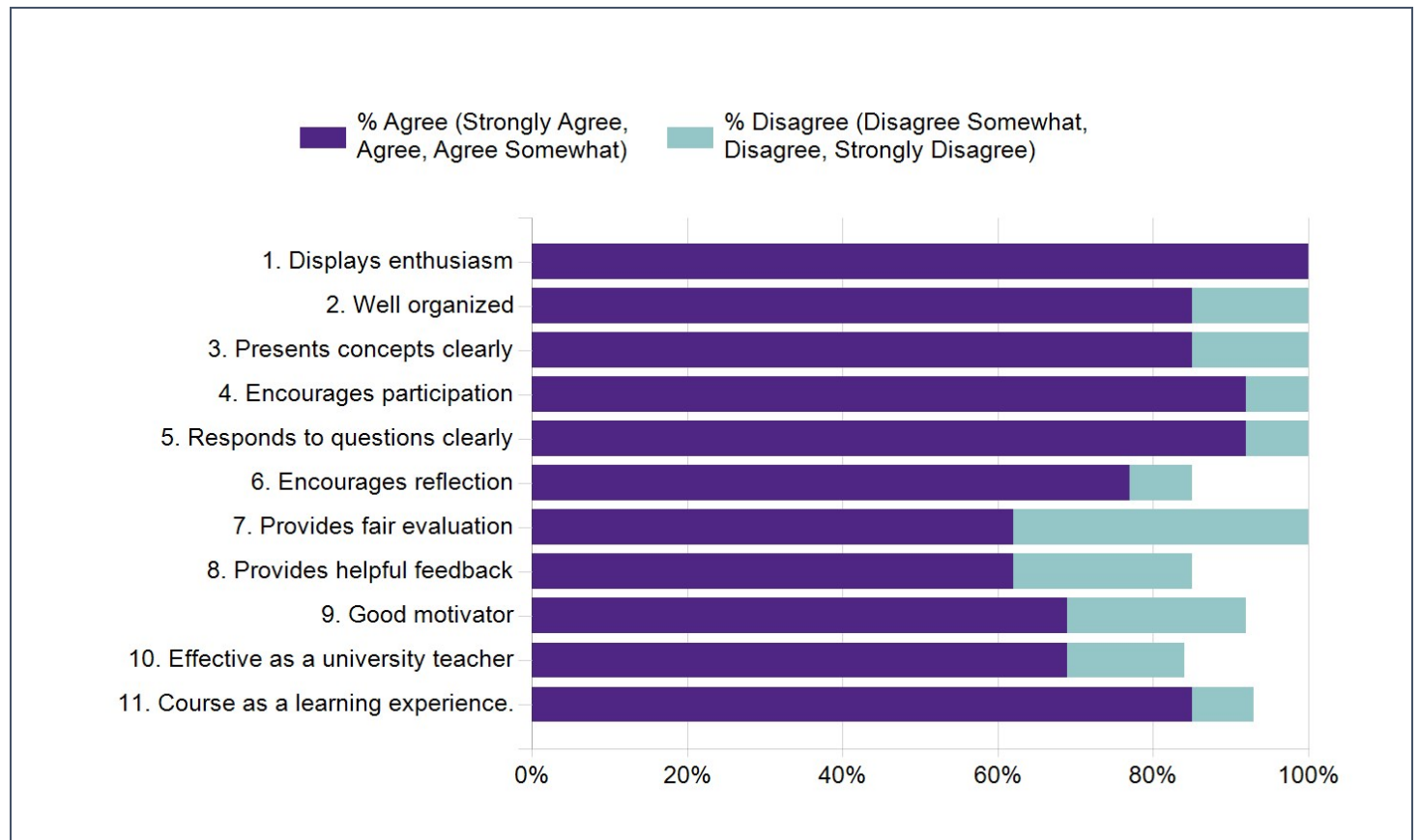
Section 1: Student Ratings Summary

Frequency of Responses for the Core SQCT Questions

	Resp	Strongly Disagree (1)	Disagree (2)	Disagree Somewhat (3)	Neither Agree nor Disagree (4)	Agree Somewhat (5)	Agree (6)	Strongly Agree (7)
1. Displays enthusiasm	13	0	0	0	0	0	5	8
2. Well organized	13	1	0	1	0	4	4	3
3. Presents concepts clearly	13	1	0	1	0	4	4	3
4. Encourages participation	13	1	0	0	0	4	5	3
5. Responds to questions clearly	13	1	0	0	0	4	3	5
6. Encourages reflection	13	1	0	0	2	2	3	5
7. Provides fair evaluation	13	1	0	4	0	3	2	3
8. Provides helpful feedback	13	1	0	2	2	2	2	4
9. Good motivator	13	1	1	1	1	3	2	4
10. Effective as a university teacher	13	1	0	1	2	3	2	4
11. Course as a learning experience.	13	1	0	0	1	5	2	4

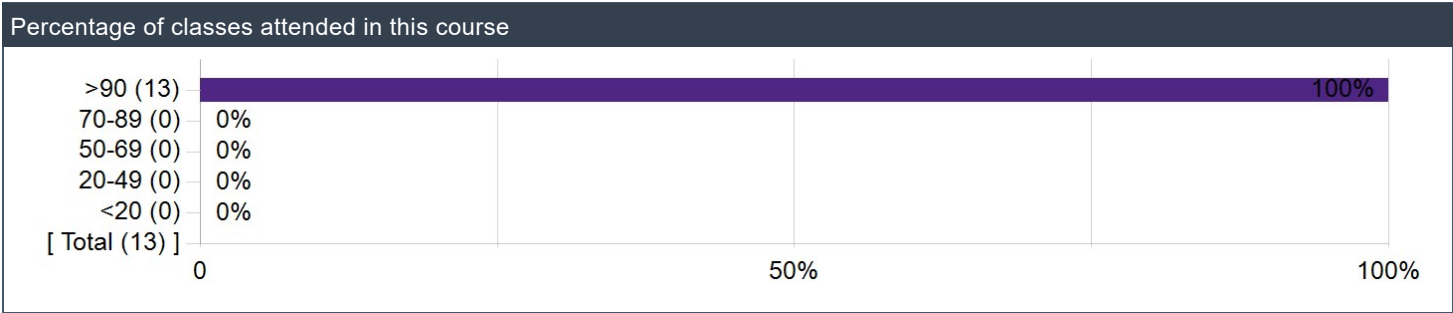
Note. Resp = Total number of responses; Strongly Disagree = 1; Disagree = 2; Disagree Somewhat = 3; Neither Agree nor Disagree = 4, Agree Somewhat = 5; Agree = 6; Strongly Agree = 7.

Percentage Agreement and Disagreement for the Core SQCT Questions

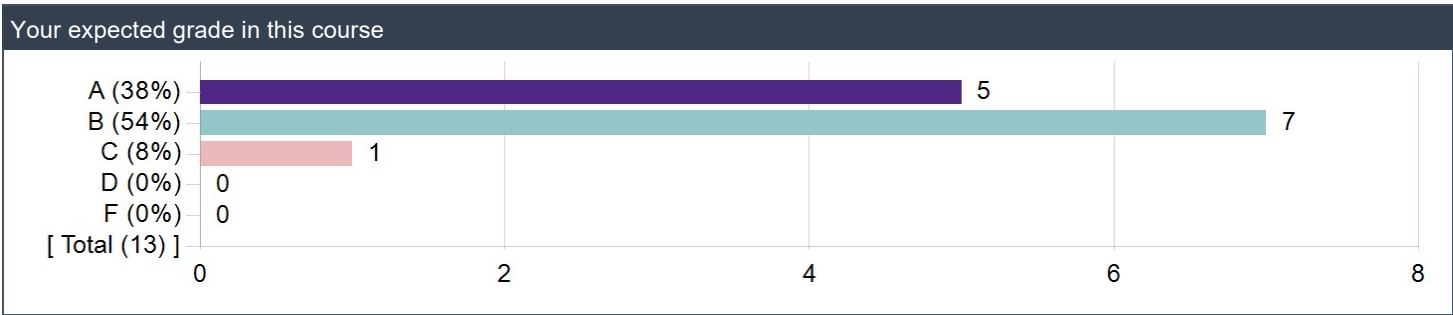


Section 2: Student Information

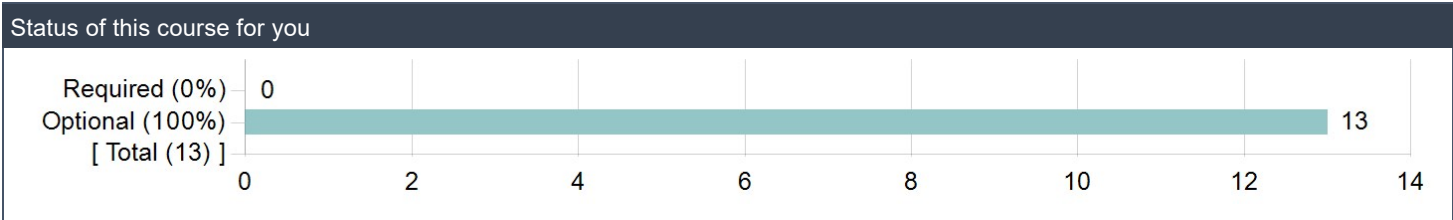
Percentage of classes attended



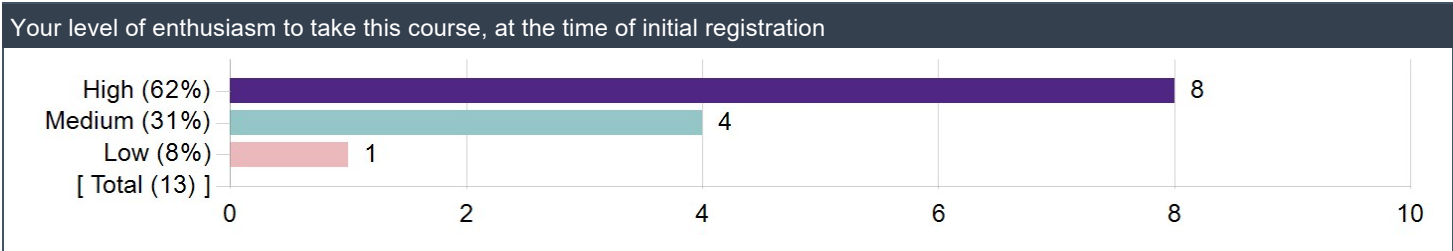
Expected Grade



Course Status



Initial Level of Enthusiasm

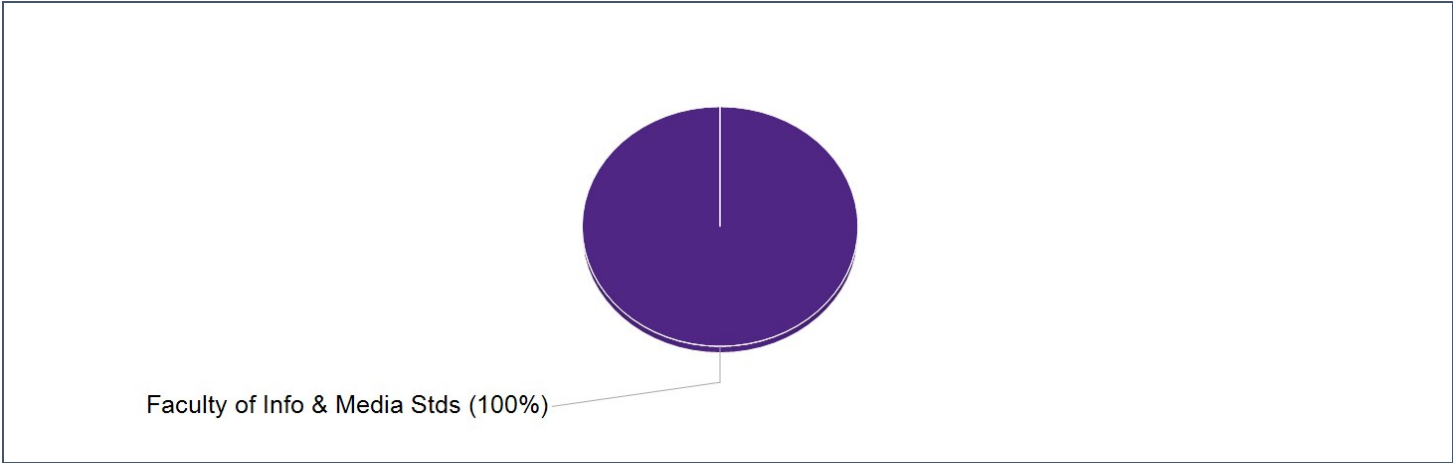


Section 3: Response Demographics

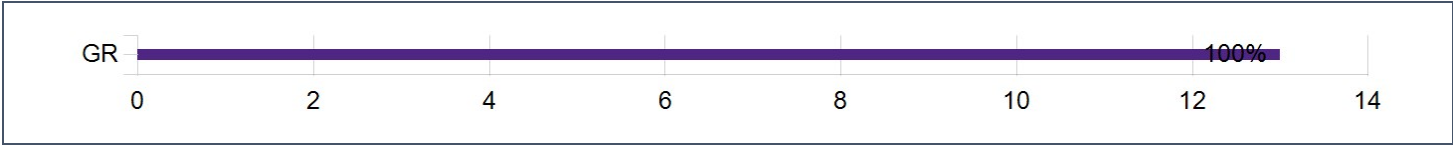
Reliability Assessment

With 13 responses from a survey population of 22 the data presented in this report is considered to be **Sufficient**
Number of responses needed to be considered sufficient: 11
Number of responses needed to be considered good: 18

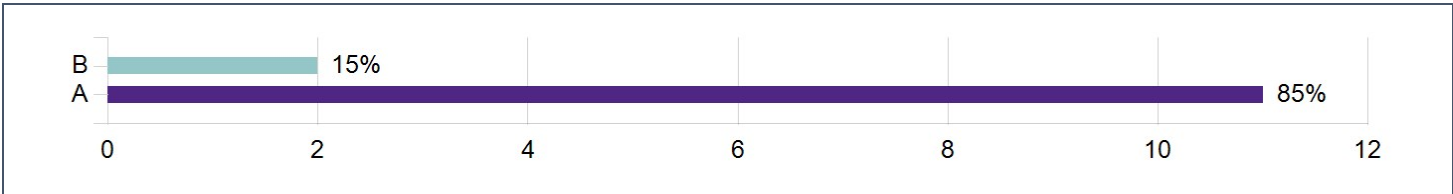
Respondents by Students' Home Faculty



Respondents by Students' Academic Year



Respondents by Students' Cumulative Average



If an instructor receives a comment that they believe is offensive and wishes to report that comment, they are asked to do so using the new **SQCT Review** tool in the Faculty/Staff Extranet (<https://www.extranet.uwo.ca/extranet/>). If the comment raises concerns regarding faculty or student safety, Campus Police should be notified immediately.

Historically, offensive comments, such as those that violate the Student Code of Conduct (e.g., discriminatory, harassing, threatening), have been rare at Western.

Section 4: Supplementary Comments for the Instructor

Notes: Final grades must be submitted to the Registrar prior to reviewing comments. Students are reminded that their comments for the instructor should be fair, constructive, useful and relevant.

Comments
<p>Awesome class! Lectures were good, I liked that you did not just focus on theory, but used a lot of DH projects as examples to show how the things you were talking about would relate to our careers.</p> <p>The labs were awesome. This was possibly my favourite part of the course. I can 100% see how the tools you introduced will be effective in my practice and I have already been trying to incorporate the use of some of these tools into my work.</p> <p>Projects were also well planned. I find assignments that replicate "real work" to be the most valuable, so I think you really hit the nail on the head. I feel prepared to engage in this kind of DH work in a professional environment.</p> <p>Thanks! Would take it again if I could. Or if there was a part 2.</p>
<p>the amount of work required for the labs seemed excessive and unbalanced between different weeks, with some labs being much more manageable than others. how the different assignments/components were weighted in terms of marking also seemed a bit unbalanced and made it difficult to appropriately distribute resources</p>
<p>A marking rubric would be helpful. Learning outcomes are not clear enough to understand how to complete assignments.</p>
<p>Prof. Murgu is obviously enthusiastic and knowledgeable about digital humanities, and the course overall covers a wide range of important topics and relevant issues for those considering this kind of work in libraries. The assignments in this course were practical and relevant for the workplace, and useful for learning more about the tools used in this field. Likewise, the labs were very useful for getting that exposure. I think both elements of the course suffered from a lack of clear expectations. With the labs, it was not always clear what outcome we were working towards, especially for those without a final forum post or task to conclude with. Rubrics would have been helpful to better understand what was being expected and assessed in the assignments. I think the two halves of this course — the lectures on the theory and practice in the field, and the labs/assignments working with the tools of it — need to be brought more in line with some clearer connections between them.</p>
<p>You did a great job on the course, especially given all that was going on around it!</p>
<p>I really appreciated that the assignments were based on relevant, real-life situations and wish more courses structured them the way you did. Thanks for running this course! I learned a lot and saved a ton of information for (hopefully) my career later.</p>
<p>Cal is extremely enthusiastic, personable, and has great potential as an instructor. The course was over-stuffed with content which meant that he was forced to move extremely quickly through complex concepts, and many of the labs, while interesting, were so intricate that it was easy to either quit on them or not retain any of its content. I was especially disappointed that few of the teaching modules led to assessment, which meant that aside from four large tool review projects, there was a distinct disconnect between the classes and the assessment. I am disappointed that I did not get as much out of this course as I would have liked, but more than that I'm disappointed for Cal since he was working so hard and getting so little back from the class. I think that being a little more selective with content and connecting that content to tangible deliverables might have engaged the class more. Cal is great and I won't say a thing against him personally, but he was really challenged to make this work as his first class teaching.</p>
<p>Has a strong understanding of the concepts taught. Does not know how to teach them.</p>
<p>I don't think the assignments reflect the learning that goes on in the classroom fairly. I also think the labs were too much.</p>
<p>The topics presented during the semester were interesting. I do believe that this class favours those who have some background in digital humanities and/or prior knowledge digital tools/coding; I wouldn't class it as an introductory course. As a full-time student (taking five courses this semester), this was a bit frustrating, however, you were great at explaining the difficult parts. Aside from the material, I think removing the instructional prompt as a part of the faculty ask assignments would be beneficial in the future. I say this as not all of us will have teaching experience or experience designing lesson plans and that can be very daunting. If it's not beneficial to remove it, I ask that there's a class that covers how to answer this instructional prompt. Finally, I'd like to suggest that the class be able to build a digital humanities project as a final project if possible whether that be in separate groups or as a class. It would be cool to work with the tools that we talk about. Thanks for teaching this class this semester, your persona alone made attending class worth it!</p>

Section 5: Supplementary Comments on the Course

Notes: Final grades must be submitted to the Registrar prior to reviewing comments. Students are reminded that their comments about the course should be fair, constructive, useful and relevant.

Comments
<p>I found the class to be engaging and I learned about various software I was unaware of, or had little knowledge on.</p> <p>I found that there was a lack of explanation for assignments that created barriers to completing them.</p> <p>I believe this class requires a more thorough explanation of what it entails, as it seems that those with IT experience would be more apt to register for this course. Would make sense to swap an assignment for something that allows students to create their own digital humanities resource using one of the tools discussed in this class.</p>
<p>Can we please have more classes like this? Classes that focus on tech and digital tools that will enrich our practice as librarians. I've taken most of the other "technical" courses (ie. Web Design and Arch, Database Management, etc) and this class blows them out of the water in the respect of using the actual skills I learned in my career. This is not to take away anything from those other courses. I enjoyed them. But DH skills are something that I see as extremely adaptable, whether you're in a public or academic library.</p> <p>11/10. This class needs to continue to happen and please consider expanding this subject with additional courses. Tech is only going to become more and more important in libraries.</p>
<p>This course felt like an early iteration that needs to be refined in order to be really fantastic. All of the individual parts — lectures, labs, assignments — provided important, relevant, and valuable learning, but they did not always mesh together as well as they could have. This might be a matter of balance (e.g., fewer lab topics, covered over more sessions) or clearer expectations (e.g., more specific assignment instructions, rubrics), but I hope and expect it's some small tweaks, because this course is essential for those of us most interested in the digital aspects of libraries and librarianship.</p>
<p>Cal's course design was extraordinarily ambitious and reflects a huge amount of labour on his part. It was the first year that he taught it at Western, and in some respects shows how these classes need to be refined through a number of iterations to get them exactly right (much like digital humanities projects). Should Cal decide to teach this class again, I expect that each iteration will be better and better. It's an important course and I'm glad I was able to take it.</p>
<p>I really appreciated that the assignments were based on relevant, real-life situations in both structure and content. It made them much more interesting and more useful as learning experiences than just having to write an essay on the topic. I also appreciated the amount of hands-on experience we got with different tools through the tech labs. Overall, I really enjoyed the course and feel like I learned a lot about what Digital Humanities is, where it's going, and what a career in it looks like in the day-to-day. I hope it runs again because the MLIS program could really use more courses like this.</p>
<p>Cal Murgu is a passionate, intelligent educator with a long future ahead. The weaknesses of this course seemed to be based around an attempt to take on too much and to service all areas of this giant field, which meant most students got left behind quite quickly and very few were left to engage in the online classes. The technical expertise required in many of the labs was daunting, and despite protestations that this technical approach was not necessary to a future as a DH librarian, it was also clear that this level of engagement was preferable. This focus on the coding side then meant many of us felt immediately isolated from the content and the field. I would have loved more assignments related directly to readings and concepts, rather than four large tool reviews.</p>
<p>The topics presented during the semester were interesting. I do believe that this class should have either a prerequisite class or give a warning to students asking for prior knowledge/background in digital humanities and/or prior knowledge with digital tools/coding; I wouldn't call this an introductory course. Despite this, Cal was very understanding and patient as he walked us through the material both inside and outside of class. Many thanks for teaching this class this semester!</p>
<p>Professor Murgu did a fantastic job at making this course interesting and valuable for anyone who is looking to pursue librarianship in the digital humanities. The course content balanced learning technical skills that would be beneficial in the field while also reflecting on the purpose of librarians in the digital humanities space and common challenges they may face. If I do end up in a digital humanities position, I think this course has prepared me well by equipping me with an understanding of what my role would entail and how I would fit in with the other staff within the academic setting. Professor Murgu was extremely knowledgeable and proved to be a patient and kind teacher. I hope this course will be offered more frequently in the future and Professor Murgu will be given the opportunity to continue teaching it.</p>

No instructor additional questions selected.

Distribution:

Sections 1 (table only) and 2, are available to those with a Western username at sqct.uwo.ca/results.

Section 1-3, and 5 are forwarded to the instructor and the dean (who may share the information with the department chair).

Sections 4 and 6 are forwarded to the instructor only.