U of S Instructor Individual End-of-course SLEQ Report – 201909 (Fall)
GEOG 427 01 Advanced Hydrology (CRN:81657)
Nicholas Kinar
Role: Lecture and Lab

Course Audience: **18**
Responses Received: **11**
Response Ratio: **61.1%**

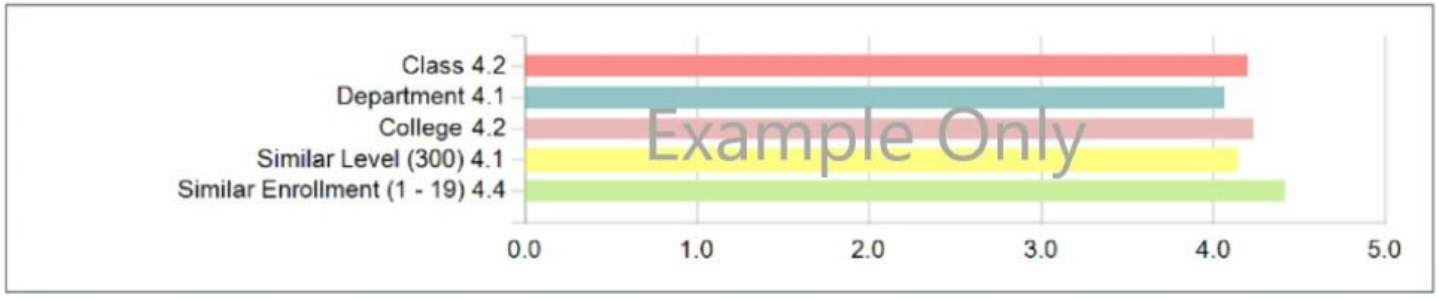
Report Comments

INTRODUCTION

This report is the full summary of student feedback gathered by the online End-of-course Student Learning Experience Questionnaire (SLEQ). Students were invited to provide feedback on their experience in the course.

Contents include graphs, tables, comments, and other statistical information to help guide you and consider developments you might like to make.

Please note that Similar Level and Similar Enrollment comparisons do not include courses facilitated through St. Thomas More College (STM). Below is an example of what this will look like in your report and the values do not represent your course.



This individual report is received by the instructor(s) of the course for developmental purposes (i.e. assist you in identifying strengths and/or areas you might like to change in the course). Responses to the questions about the course are provided to all listed course instructors. Responses to the core instructor-specific questions are not seen by other instructors but are included in the case file report which goes to your department head, associate dean and/or dean. The questions that you had the opportunity to add as an instructor are only included in your own report.

Note that if your questionnaire received less than 10 responses, the results presented in this report are less stable; therefore, caution should be used in the interpretation of the results, particularly in relation to aggregate and comparative statistics.

Thank you for taking the time to examine this report, to seek to understand it, to take note of patterns, and to act, where appropriate, on the feedback your students have taken the time to provide.

If you wish to discuss your report results, the Student Learning Experience Questionnaire (SLEQ) process, or the questions included (or not included) in your report, please contact sleq_help@usask.ca.

Information related to SLEQ can be found at teaching.usask.ca/articles. Further resources related to enhancing teaching and learning in your courses can be found at teaching.usask.ca.

All the best,

Creation Date: **Wednesday, March 11, 2020**

U of S Core Closed-Ended Questions

The course provided me with a deeper understanding of the subject matter.

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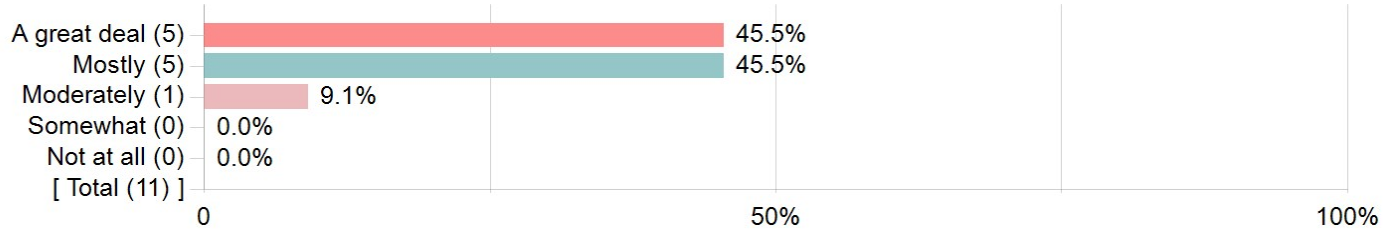
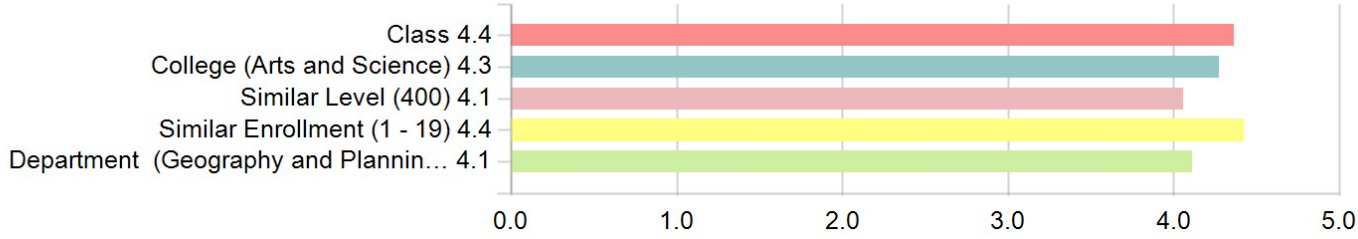


Options	Score	Count	Statistics	Value
A great deal	5	5	Response Count	11
Mostly	4	5	Mean	4.4
Moderately	3	1	Median	4.0
Somewhat	2	0	Mode	5, 4
Not at all	1	0	Standard Deviation	0.7



I found the course intellectually stimulating.

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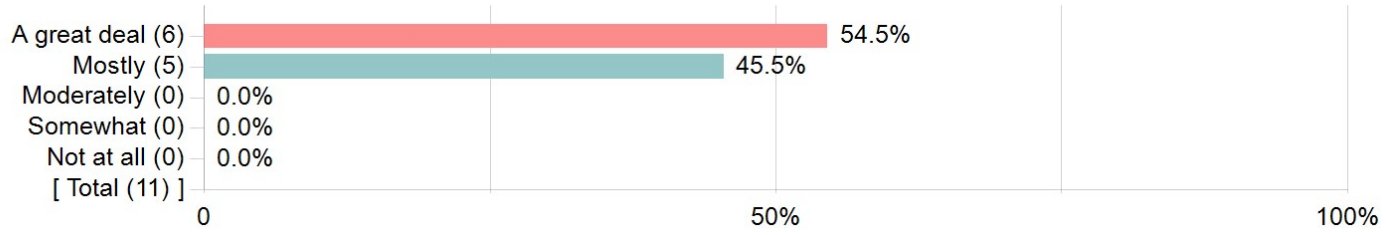
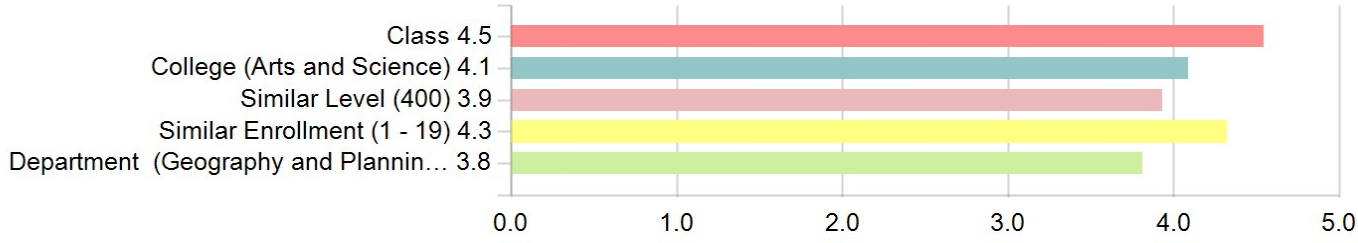


Options	Score	Count	Statistics	Value
A great deal	5	6	Response Count	11
Mostly	4	5	Mean	4.5
Moderately	3	0	Median	5.0
Somewhat	2	0	Mode	5
Not at all	1	0	Standard Deviation	0.5



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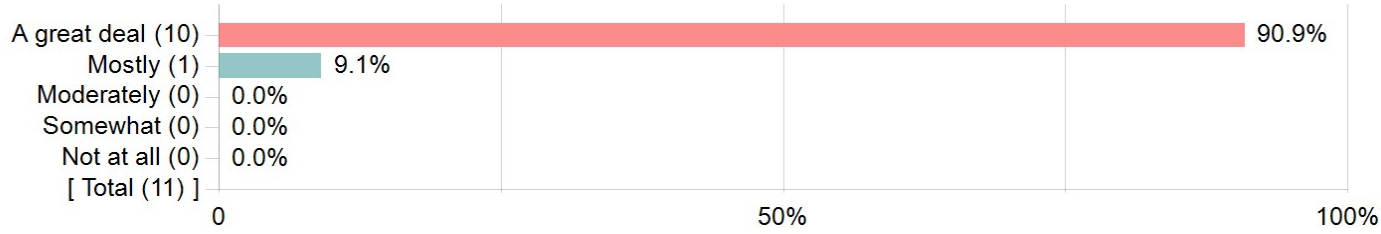
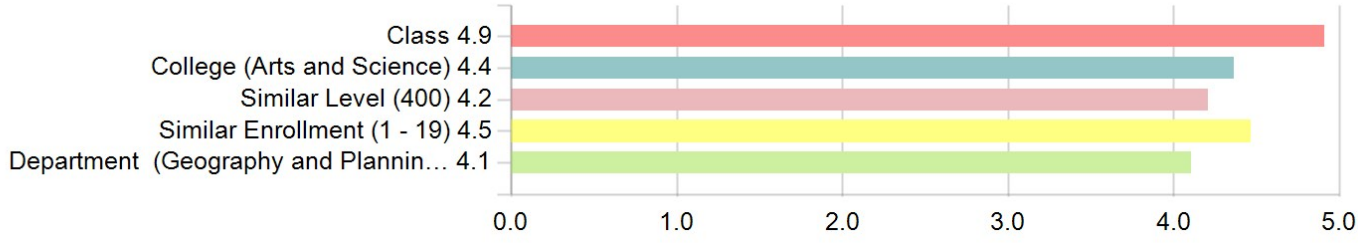


Options	Score	Count
A great deal	5	10
Mostly	4	1
Moderately	3	0
Somewhat	2	0
Not at all	1	0

Statistics	Value
Response Count	11
Mean	4.9
Median	5.0
Mode	5
Standard Deviation	0.3



Course projects, assignments, tests, and/or exams improved my understanding of the course material.

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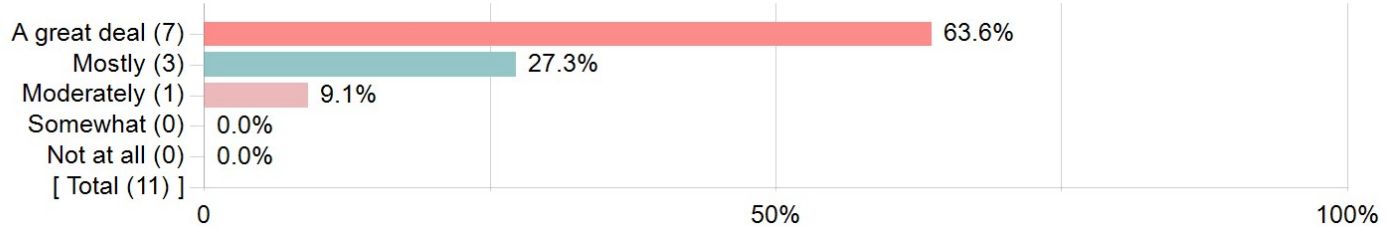
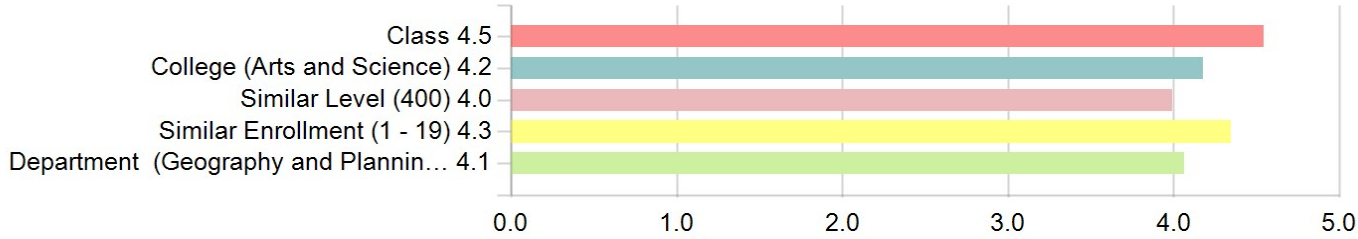


Options	Score	Count
A great deal	5	7
Mostly	4	3
Moderately	3	1
Somewhat	2	0
Not at all	1	0

Statistics	Value
Response Count	11
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.7



Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.

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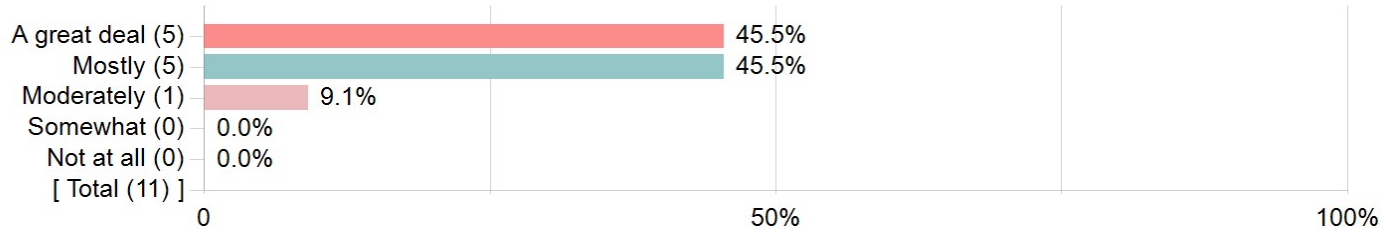

Options	Score	Count
A great deal	5	5
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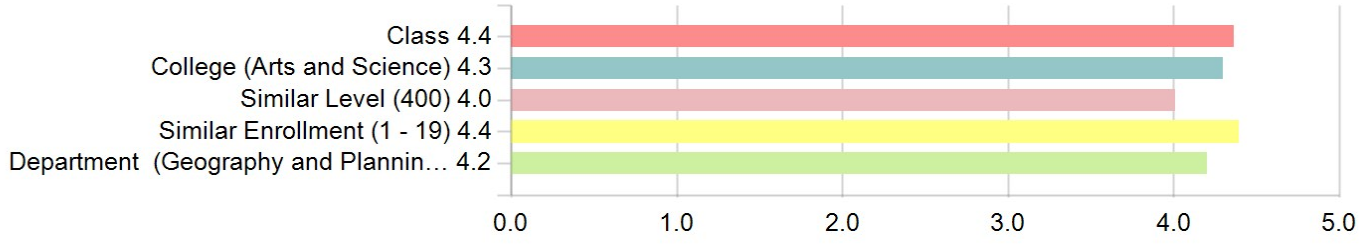
Moderately	3	1
Somewhat	2	0
Not at all	1	0

Statistics	Value
Response Count	11
Mean	4.4
Median	4.0
Mode	5, 4
Standard Deviation	0.7



Overall, the quality of my learning experience in this course was:

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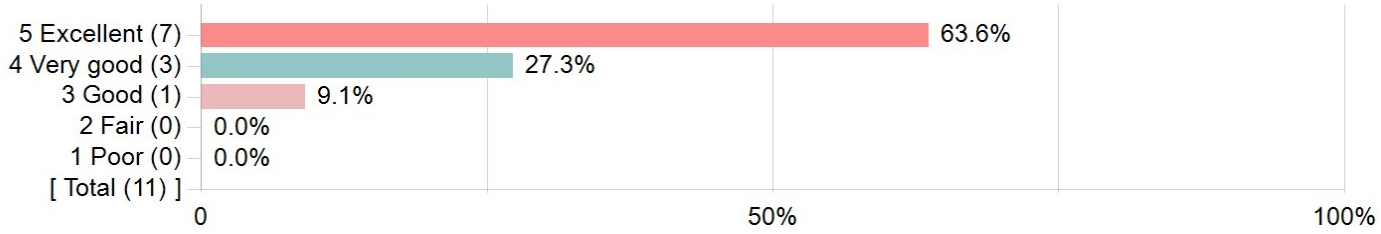
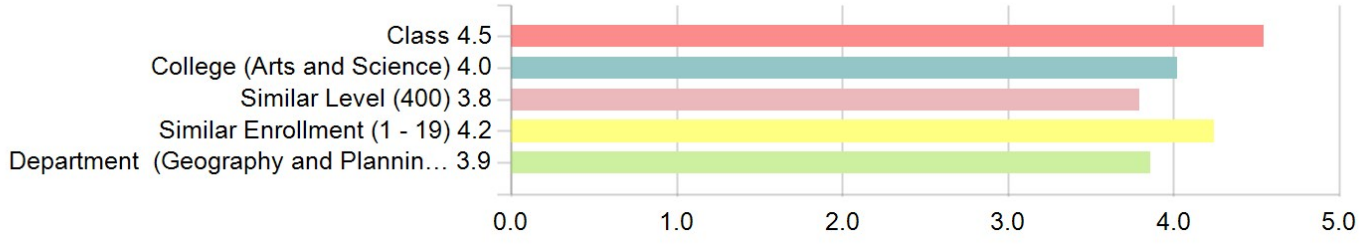


Options	Score	Count
Excellent	5	7
Very good	4	3
Good	3	1
Fair	2	0
Poor	1	0

Statistics	Value
Response Count	11
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.7



Please comment on the quality of the instruction and/or support the lab instructor, Nicholas Kinar, provided in the lab sessions.

Comments
There was not really any lab sections for this class but when building the circuit he was very good.
Great instructor, passionate about the topics and always finds a way to make them interesting
Great job
Wonderful support if we messed up our circuit pieces instead of saying "uh oh sorry cant help you with that guess your gonna get a zero" he was willing to go the extra mile and take time out of his busy schedule to repair the circuits that had technical issues. He even took videos to show us so we would know how to repair them in the future if we needed.
Very well–organized and well–supplied circuit–building sessions. Assistance from Dr. Kinar was indispensable. Having the circuit kits be in individual ziplock bags with clearly demarcated parts greatly improved the efficiency of the building process.
It was cool having multiple guest lecturers. It showed us different aspects of the field of hydrology. Nicholas would go out of his way to help students out.
He was very helpful and is very passionate about what he teaches. One of the best instructors I have ever had. I really appreciate his passion and how much he cares about our actual learning in this class.
Great!
The labs were very hands on and helped my learning a lot.
Nick was very nice, accessible, and understanding. I have no bad things to say about his class.

Department Questions (Geography and Planning)

Department Lab Questions (Geography and Planning)

The lab instructor, Nicholas Kinar, created an environment in the lab that was conducive to my learning.

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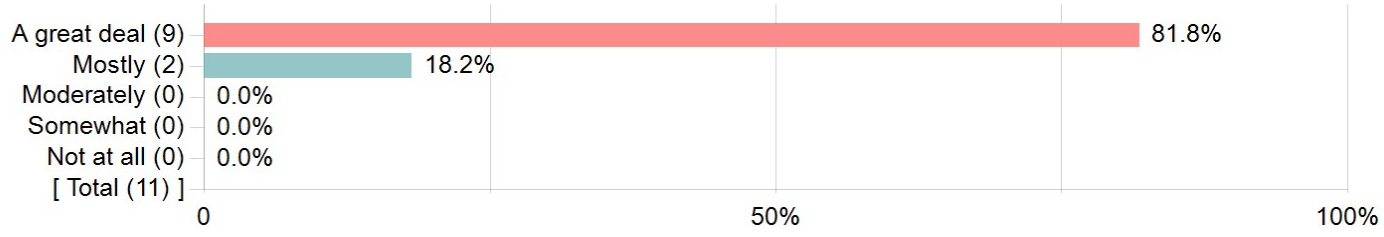
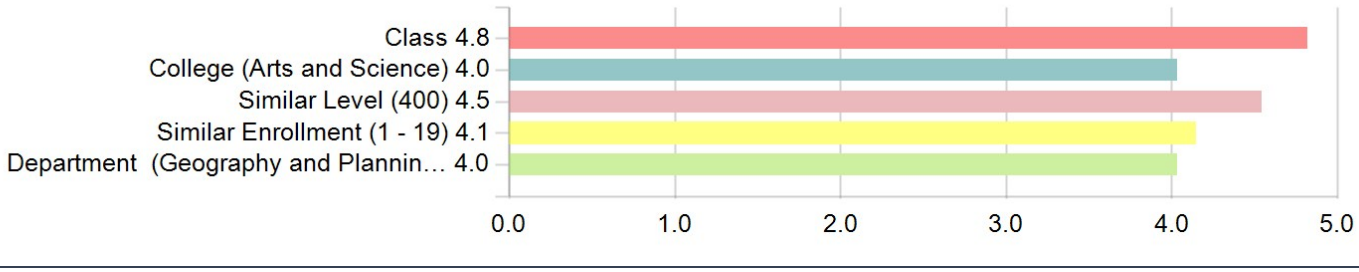


Options	Score	Count
A great deal	5	9
Mostly	4	2
Moderately	3	0
Somewhat	2	0
Not at all	1	0

Statistics	Value
Response Count	11
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4



The course lab component improved my understanding of the course objectives/competencies.

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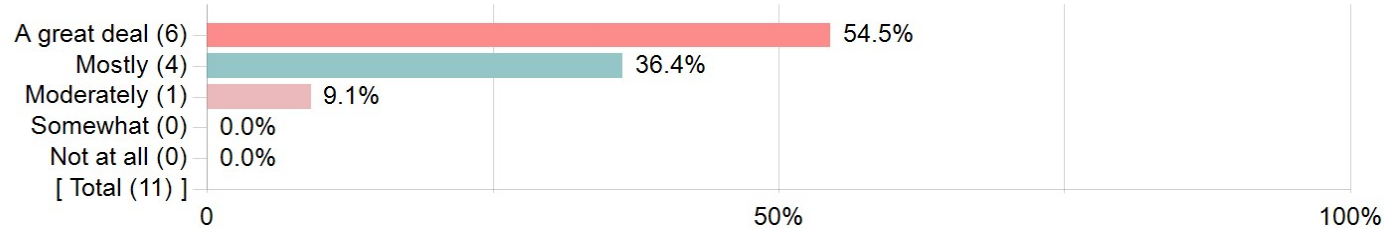

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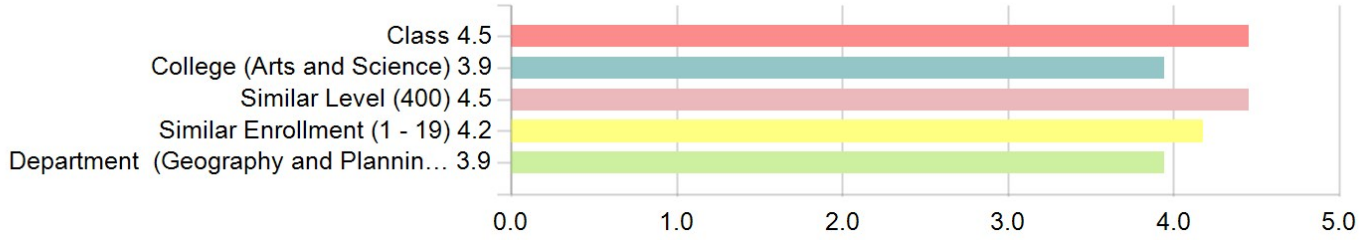

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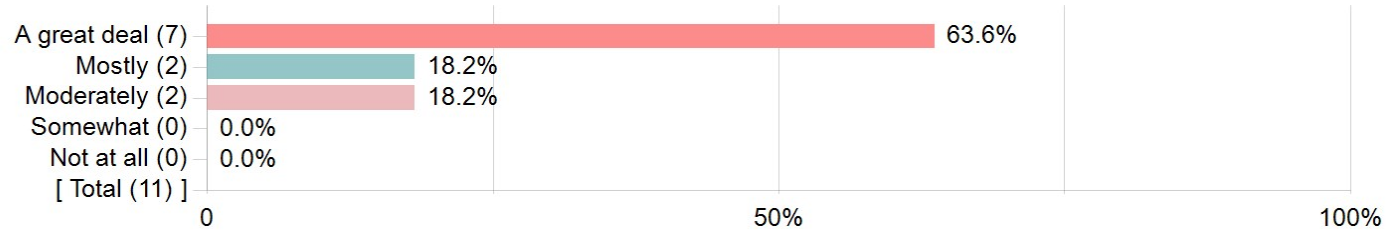

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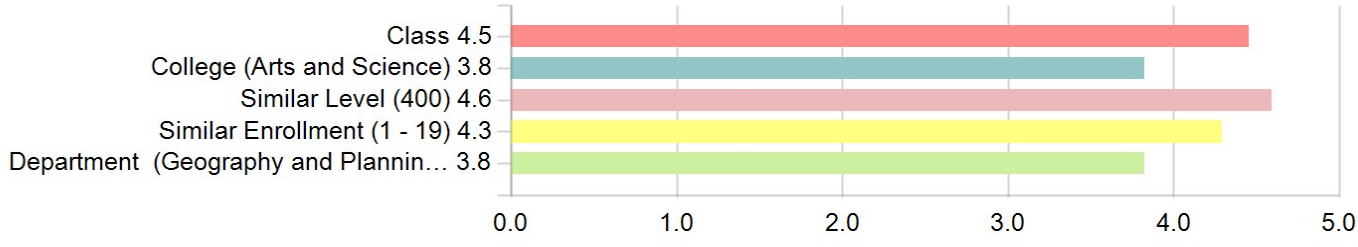
A great deal	5	7
Mostly	4	2
Moderately	3	2
Somewhat	2	0
Not at all	1	0

Statistics	Value
Response Count	11
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.8



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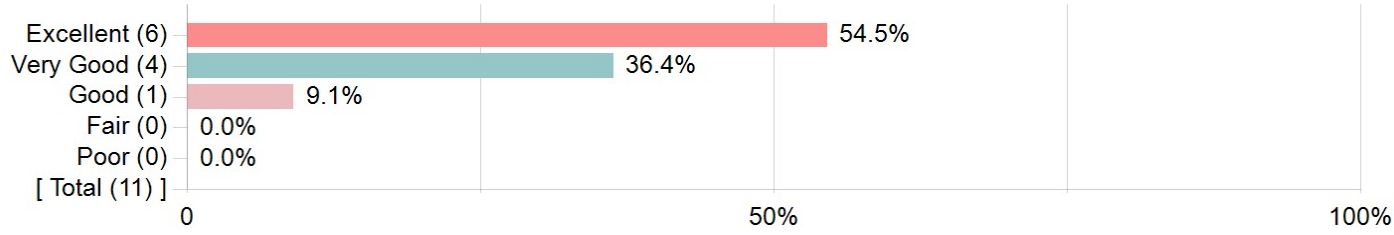

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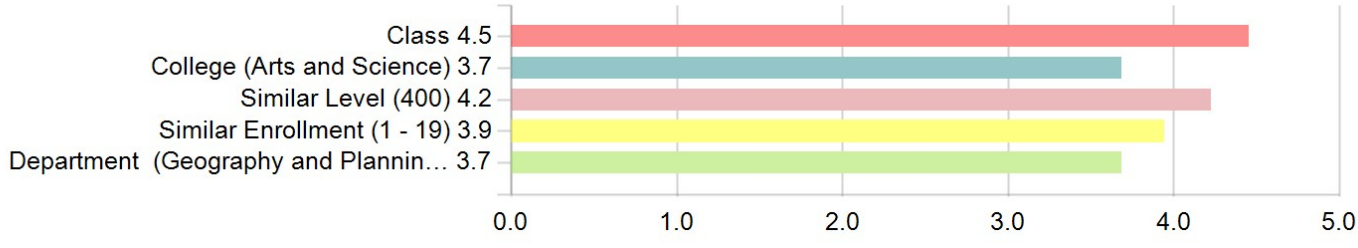

Instructor Personalized Questions (Nicholas Kinar)

What are your thoughts about the building, construction and calibration of electronic circuits in this class?

Comments
This was the best part of the class! Really respected all the effort put into this on Professor Kinar's part. Lots of fun.
Great experience, something new and different to any other classes I have take before
Loved it
I really enjoyed the aspect of being able to use hands on learning with the circuits instead of just learning through presentations. The calibration of the pyranometer had me a little stumped at first.
I thought it was very helpful and relevant to the concept of models as discussed in the class notes, although I feel like the circuit building took up so much of the course timeline that it comes at a detriment to the discussions of concepts and theories of hydrological phenomena.
I thought it was really cool. I never thought about the importance of the construction of an electronic circuit until this class. Shows how accurate and non–accurate the devices used to collected field data can be.
It was interesting. I never thought I would be building a circuit within my university journey, but I am happy to have experienced it.
I found it very interesting. As I have never done it before, I found it to be a great learning experience and introduction to circuit building. I can now say that I have experience with very basic circuit building, which I think is a great skill to have.
very unique activity! I would recommend continuing the activity in upcoming classes, as it is something unlike any other class.
Building the electronic circuits was a very fun learning activity that helped me learn a new skill set. Overall the building of the circuit took up too much class time but having something that I could take home and use to collect data was great.
It was fun and different. The only thing is it took quite a bit of time away from the class materials.

Do you think that calibration of circuits and understanding how circuits work are important learning experiences for environmental scientists? Why or why not?

Comments
Yes, I do if you are wanting to do a degree in hydrology or a minor in water science. It is something that could be applied after university.
Yes, it is a useful skill to have when doing research or applying for jobs.
Yes as they are useful in future research
Yes I do, as scientists we should know how to do field and lab exercises and how to calibrate, maintain and use our own machines.
Yes, I thought they were very helpful at giving a scaled down conceptualization of how scientific models work. Seeing the nonsense uncalibrated data from the T/RH and pyranometers and figuring out the calibration coefficient using high–school math was helpful in understanding how theory must be applied to instruments.
Yes they are. It teaches you how you can create your own model and the accuracy of the model.
Sure. Before this class I did not think so because I did not know. Now that I have learnt more about it, I would say its important.
Yes I do think so because environmental scientists use many electronic instruments involving circuits to measure certain hydrological processes. I think it is a good skill to have if you can know how the circuits themselves work and maybe even be able to develop your own basic instruments.
Yes. Because those are things we should have a good understanding of if we plan on doing research work. We need to know how to troubleshoot, or what may be going wrong, or what things we should be considering. Circuits are a good use for analog models, and it is definitely important to be familiar with them.
Instrument calibration is very important to environmental scientists because it ensures accurate data collection.

After taking this class, how do you perceive systems theory as being important in environmental science?

Comments
While I a still confused about it, I think it is good knowledge to know.
I can see better connection between different processes involved in evironal sciences
Environmental sciences are all about systems. Because of this class I think broader now when reviewing a system.
I see systems theory as an integral framework of how we understand natural phenomena in that it is how we can turn readings from instruments and synthesize them into models that describe a natural system with distinct boundary conditions and specific inputs.
It's important to understand every component of the environment with great detail. You can use these systems as sub systems to understand the greater picture.
very important
Understanding systems and the theory behind how they work is important to understanding the natural environment for a variety of environmental studies.
I never thought about the importance of these systems before this class, so I suppose it opened my eyes to the complexity of research

What did you learn about critical thinking in the class related to the use of electronic circuits, models and hydrological processes?

Comments
I learnt that its a lot more difficult than it seems and what people say.
Models are helpful in predicting the hydrological process but there are always some assumptions to be made and one can not 100% rely on a model
I did find the models a bit challenging as it was a different type of thinking. It definitely made me think outside the box about all the different variables contributing to the system as a whole and to individual parts of the system.
Important to know that much of what we think we know about hydrological phenomena, especially on a large–scale, are based on models that have inherent assumptions that makes it function, which introduces error or inaccuracies. These uncertainties are inevitable, but
I teaches you how to come to your own conclusions and back up your conclusion with knowledgable statements.
I learned how to delve deeper into specific thought processes. How to check a model and compare it to quantitative data that was collected, and how much assumptions affect things.
The class involved a lot of critical thinking with regards to hydrological processes.

U of S Core Open-Ended Questions

Please comment on the overall quality of the *instruction* provided by Nicholas Kinar in this course.

Comments
Very passionate, concepts of what is being taught or what students are supposed to take home from the lectures is not always clear though. Very helpful, however, when it came to assignments and the ahnds on tasks.
Great instructor, passionate about the topics and always finds a way to make them interesting
BEST PROFESSOR EVER will definitely recommend his classes to others. He is patient, helpful and always has the time for us students. He goes in depth on different theories and has no problem answering any questions we have on the topic if it at first goes over our heads. Also liked how he brought examples of equipment to class for us to inspect.
Good concise slides, and a good amount of elaboration on the slides from Dr. Kinar.
Nicholas was awesome. Super enthusiastic about us learning the subject he really enjoys himself. He was very good and making us understand key concepts.
Great. He really cares about his students. He's always available to help. Near the end of the course he went through material a little faster than I expected, but I understand he's trying to get through material.
Very good instruction.
Great!
Overall the instructor was very knowledgeable and went in depth on a variety of topics

Please comment on any opportunities you had to develop and demonstrate subject specific skills in this course.

Comments
The circuit activity was great. i feel like assignments could maybe be made a little more clear. More specifically questions like question 2 in assignment 3 were not always clear on what was wanted in the submissions in terms of data.
Circuit building – building temperature, relative humidity and pyranometer sensor and calibrating them. using knowledge to structure our own model use knowledge to structure own formulation of question
Every assignment would allow us to demonstrate our understanding of the subject.
I had to develop more critical thinking skills as the assignments didn't really have any exact right answer; it was up to a lot of our own personal
circuit building, "story telling" with mathematical equations, building and organizing models, systems and subsystems.
there were many opportunities to demonstrate my knowledge on the multiple assignments

Please comment on the overall quality of your *learning experience* in this course.

Comments
While I am still confused about this class, overall Professor Kinar does a good job with the class. Deliveries could just perhaps use some work. Really appreciated any help with assignments, as it really contributed to my learning the most.
Great class and very informative. Only a couple points of criticism: A bit too much material at the end of the semester. This could have been spaced out better throughout all the lectures. Would not mind a midterm exam as it is difficult to know what types of questions will come on the final exam. Would not mind more questions that use some of the formulas introduced in class. Math questions on the final exam is not an issues either.
I learned a lot in this class really liked the hands on learning. Power points were good aswell
10/10
Very good learning experience, enjoyed this class most of all of my others.
Great!
Overall my learning experience was very positive