

## Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

### Sets of Items

#### Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
  - ◊ **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

#### Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

#### Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

#### Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

## Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

### Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

### Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

### Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

### Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

## Statistical Terms Used in this Report

**Mean:** The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

**Median:** The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

**Mode:** The most frequently occurring score.

**Standard deviation:** A measure of the "spread" of the data.

Course Name: INFORMATION EXPERIENCE INF1323H-F-LEC0101 (SYNC)  
 Division: SGS  
 Session: F  
 Session Codes: F = First/Fall, S = Second/Winter

Instructor: Jenna Hartel  
 Section: LEC0101  
 Delivery Mode: SYNC

Report Generation Date: January 5, 2021

Raters	Students
Responded	23
Invited	41

## Section 1: Course Evaluation Overview

### Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	4.0	4.0
The course provided me with a deeper understanding of the subject matter.	4.3	5.0
The instructor ( <a href="#">Jenna Hartel</a> ) created an atmosphere that was conducive to my learning.	4.3	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.3	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.4	5.0
Institutional Composite Mean	4.3	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
6. Overall, the quality of my learning experience in this course was....	4.0	4.0

## 7. Please comment on the overall quality of the instruction in this course.

Comments
This was my absolute favorite course this semester. As a first year I was worried about the assignments I would encounter, but this course had a great balance between the fun and professional assignments, and just professional assignments (although these assignments were fun too). Additionally, the assignments were reflective of the material learned in class. The material in class was presented well and the split between lecture and group activities and discussion were great. The class atmosphere was respectful and welcoming and a lot of that was due to Professor Hartel's energy which she brings to class with every evening.
Professor Hartel's instruction was great, it was engaging and made the course contents more lively.
Even though I'm not a LIS student, I found this course really useful and interesting. I do feel some of the concepts were really abstract which I don't have a full understanding of, but the takeaways I got from the class were incredibly valuable.
The quality of the instruction was very good.
Jenna's class was amazing. She is very knowledgeable regarding the subject matter and taught it in a very clear and concise way that made it accessible and engaging. Her classes were always very structured, and I loved the way that she provided discussion worksheets before class. Her powerpoint presentations were always beautiful and I really appreciated that she always gave us a few moments to re-center during the lecture through stretching, deep breathing, or other fun ways. It's very apparent how much she cares for her students and she tried hard to create a friendly atmosphere which is difficult in an online setting but somehow, she managed to do it. I would really like to take another course with her because I enjoyed this one so much. Her ethnography course sounds awesome!
Great, though I wish there was less group time...it was difficult over the online format and our class was late at night. As an introvert, it was difficult to find the energy to engage that late in the day.
Professor Hartel was my first ever professor here at the iSchool and I feel like she set the tone for a wonderful semester. Her enthusiasm for the subject, frequent stretching breaks, and interactive groups made the class feel like only an hour long. Not to mention, her assignments were so fun to do!
The professor was very passionate and her approach was unique. I appreciate that she wants to make learning fun and enjoyed her positivity, though it didn't really feel like grad school at times. I had fun. I found the reliance on group activities was very stressful. It may have worked better in person but online they were excruciating for someone like me who suffers from social anxiety. Less overlap between assignments would make it easier to manage. It would have been helpful if the Quercus page was more organized, and had a proper syllabus for future reference rather than or in addition to the different module pages. Would have liked marks back before the next assignment was due, especially for the IHI/inventory since they were due a month apart and had a similar report format. I would have been able to learn from my IHI to improve my inventory if I'd received my mark before the latter was due.
Professor Hartel made the virtual learning environment a real treat! Her lectures helped elucidate often difficult and dense readings; without her summaries I would have been truly lost. I appreciated the inclusion of the Values statement and Land Acknowledgement at each lecture, something that was lacking in all my other classes. I found Professor Hartel's assignments challenging, but rewarding. The templates were invaluable! My only suggestion would be to provide feedback on the first major assignment prior to the second major assignment's due date. I didn't know if I was on the right track in the course and only received grades and feedback for the first major assignment long after the second major assignment was handed in.
Overall, I enjoyed Professor Hartel's course and learning all about the red thread of information in the social texture of our daily lives. That one metaphor will stay with me for my entire library career. I often commented that Hartel's class was my weekly "moment of Zen." Her soothing voice, enthusiasm, and well thought-out lectures kept me fully engaged. And the antics of her pet dove gave us all much needed comic relief during these tense and uncertain times.
Prof. Hartel's lectures were excellent. They were always very informative, well-organized and prepared, and presented complex ideas in a very clear, concise manner. Prof. Hartel also clearly made an effort to keep the lectures engaging, especially within the context of online learning. Thank you!
I think Dr. Hartel is a fair instructor and has adapted to the online format as well as any professor can adapt to the online teaching environment. The structure of the class is excellent and framed in a clear manner so it is easy to see how ideas are connected from one week to the next. However, she is less aware of racial positionality which can make her class a minefield of microaggressions.
This course was by far the most dynamic one I experienced in the online environment. I really appreciated the professor's efforts to keep us engaged over for the duration of the class. The course content was great and the lectures very interesting and well-delivered. The guest speakers were also very appreciated. The artwork/visuals in the slides were gorgeous and augmented the learning experience, as did the creative/contemplative activities that punctuated the classes. However, overall I feel that there was way too much content and work scheduled for this course. The classes were too long. It's very tough to stay engaged for 2.5 hours in an online environment, especially at night. The classes felt like marathons. Information overload was an issue that began with copious amounts of detail being presented prior to class in the introductions/discussion and activity handouts. Individual classes were planned down to ten-minute increments and required constant engagement. I feel that this degree of micromanagement was inappropriate and co-opted students' autonomy over their own learning experiences. Micromanagement was also an issue with the assignments. There was very little room self-determination. Finally, there should not have been two giant assignments (IHI and

Comments
Photographic Inventory), in addition to four small ones. In the future, I sincerely hope that either the IHI or Photographic Inventory Project and Report is seriously reduced in size. Each required hours and hours of work and they overlapped.
Professor Hartel encourages learning by showing a genuine enthusiasm and love towards teaching the subject matter. Her lectures and engaging and artful
Jenna brings a lot of passion and compassion to her teaching which I really appreciated.
Professor Hartel is very engaging and you can tell that she is very passionate about the topics that she teaches. The readings were very informative helped create high quality discussions during the class and helped with crafting our research during the assignments.
Professor Hartel is a true gem. I really looked forward to this class each week. She was warm, funny(!) and her passion for information behaviour was infectious.
Online learning is not the same. It is perhaps 1/4 as interesting as in person and I retain about 1/4 the information from the online modules compared to in person. Jenna Hartel did an excellent job under the circumstances. She is a wonderful professor, full of ideas, and a compassionate human being.
There is an energy and spark to in-person experiences. I miss them.

## 8. Please comment on any assistance that was available to support your learning in this course.

Comments
Communication through email was available, as well as time during scheduled class hours.
Professor Hartel and her TA's was approachable and provided assistance whenever necessary
Jenna was really responsive and the TAs were great
TA email.
I believe we could reach out directly to the TAs, but I never used this option.
The TA's were there for questions and the prof was very accommodating.
Assistance was available but I did not use it.
The professor was available to meet, and I appreciate that the TAs would sometimes make appearances in the class or give guest lectures.
Professor Hartel and the teaching assistants were always prompt to respond to emails and discussion board queries.
Dr. Hartel made herself available after class for any questions and both the TAs were accessible through email.
The TAs seemed very approachable, although I did not ask them for help.
Office hours after class email to professor (re: personal matters) Q and A forum
It was great. The TA Yuxi was awesome!

## Part B. Divisional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
9. The course instructor ( <a href="#">Jenna Hartel</a> ) encouraged students to think about the subject matter from multiple perspectives.	4.4	5.0
10. The course instructor ( <a href="#">Jenna Hartel</a> ) encouraged me to explore alternative approaches when problem-solving.	4.2	5.0
11. The course drew attention to ethical and social issues related to the field of study.	4.0	4.0
12. The course instructor ( <a href="#">Jenna Hartel</a> ) encouraged students to reflect critically on the course material.	4.1	5.0
13. The course instructor ( <a href="#">Jenna Hartel</a> ) explained how course topics contributed to an overall understanding of the field.	4.7	5.0

## Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

**Mean:** The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

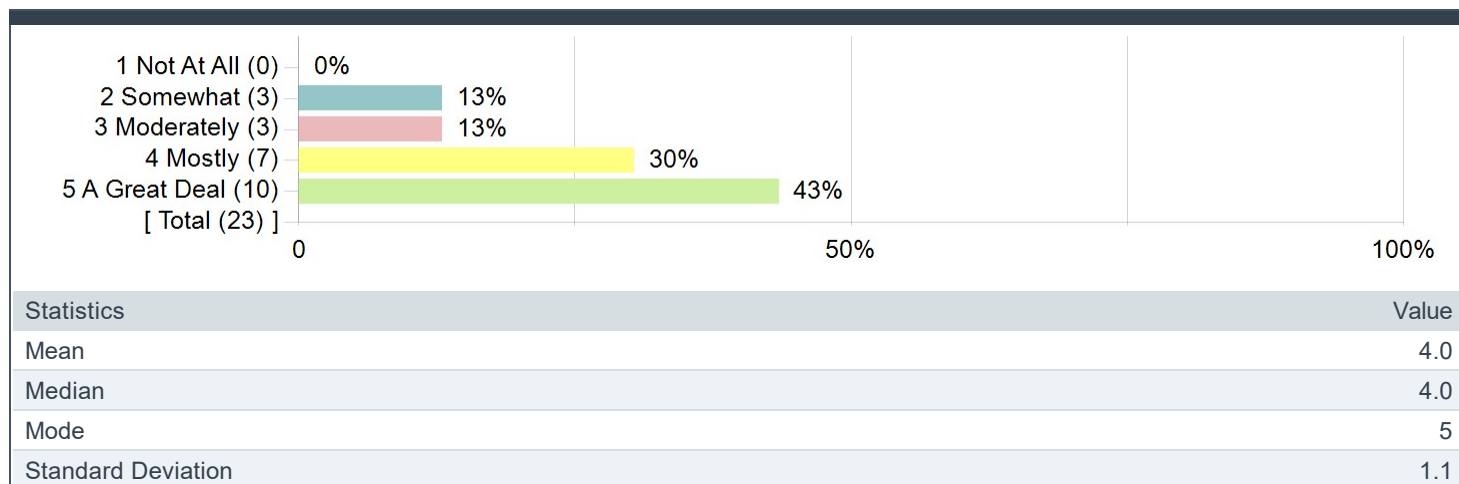
**Median:** The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

**Mode:** The most frequently occurring score.

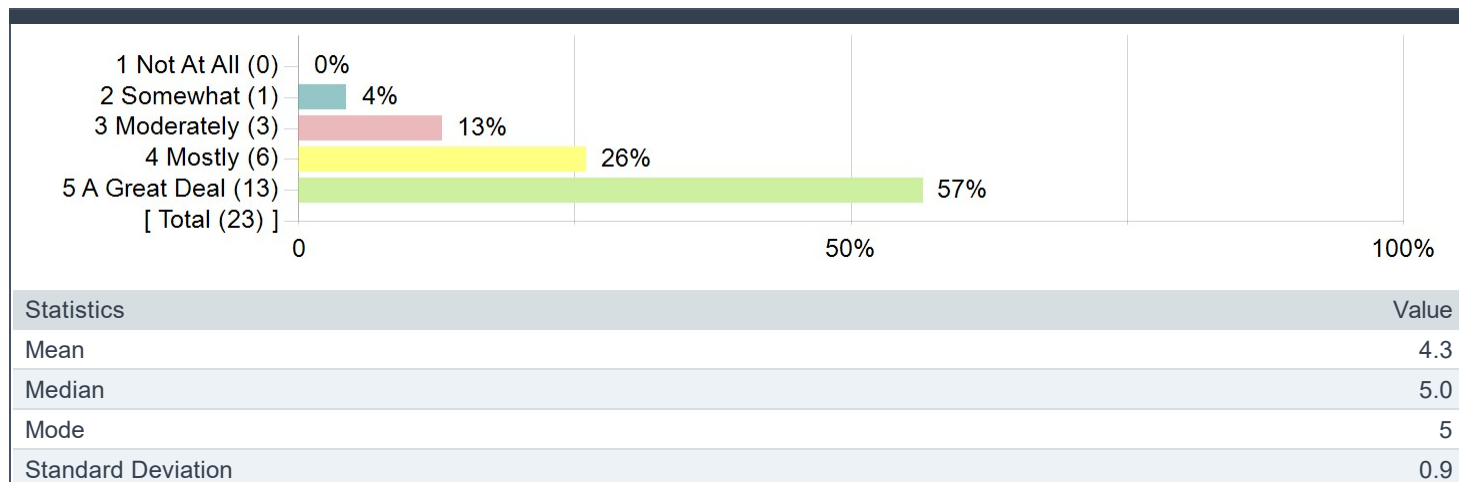
**Standard deviation:** A measure of the "spread" of the data.

### Part A: Core Institutional Items

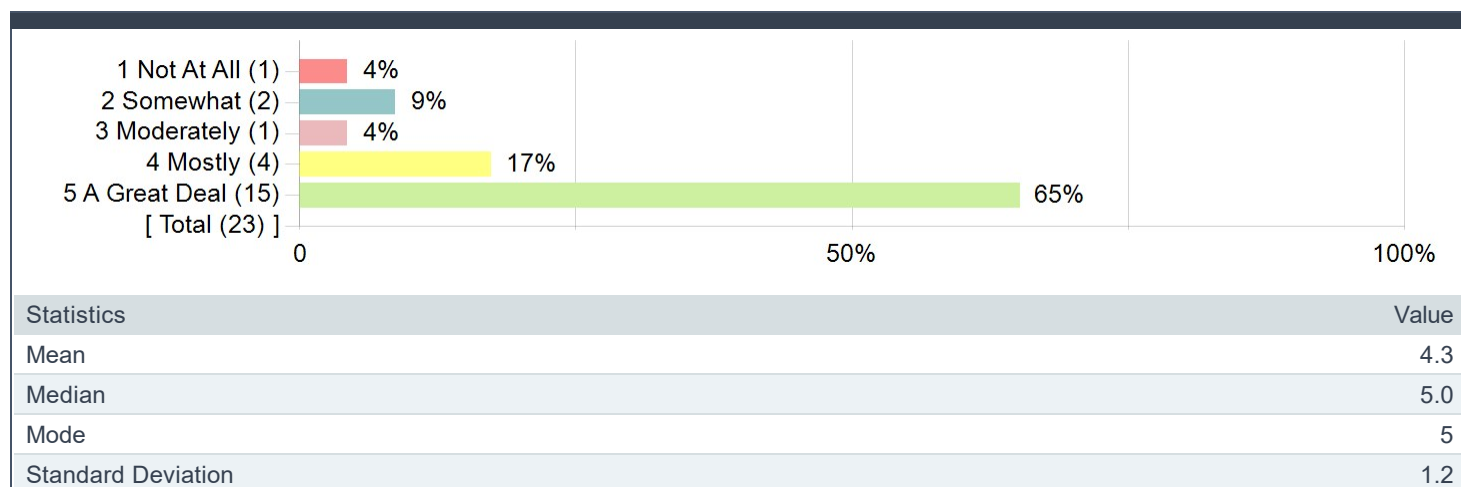
#### 1. I found the course intellectually stimulating.



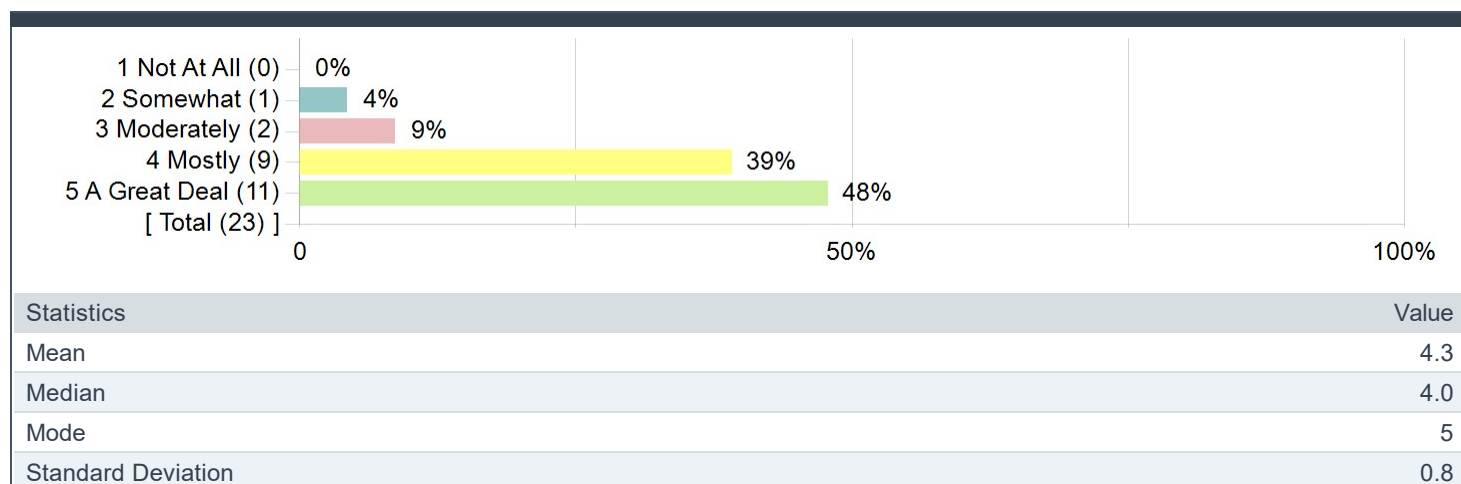
#### 2. The course provided me with a deeper understanding of the subject matter.



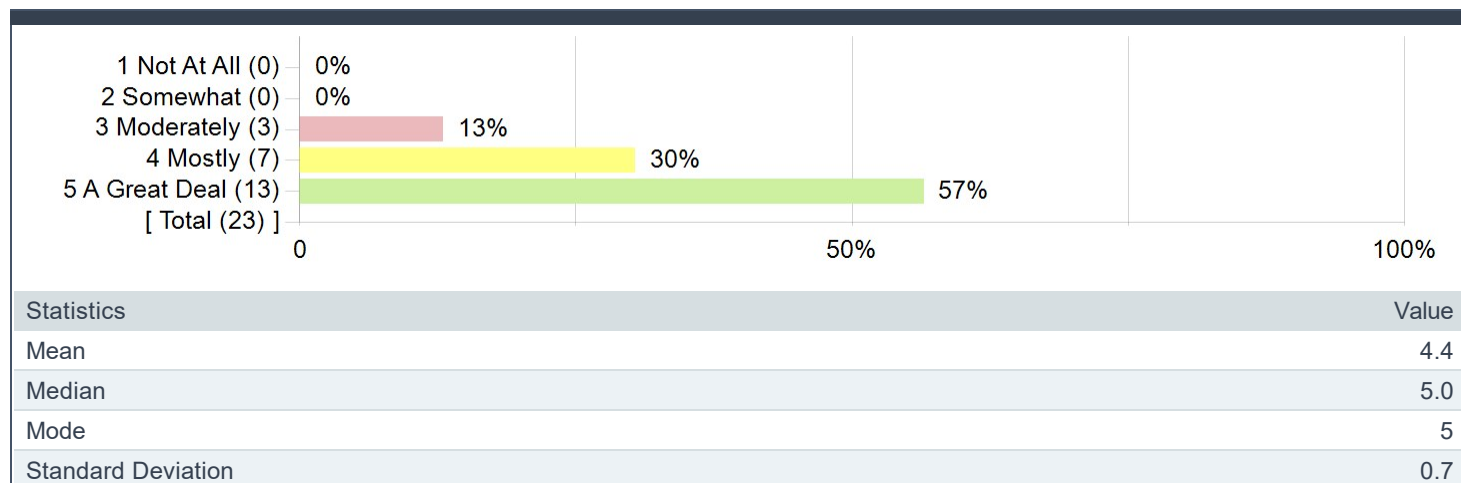
### 3. The instructor (**Jenna Hartel**) created a course atmosphere that was conducive to my learning.



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

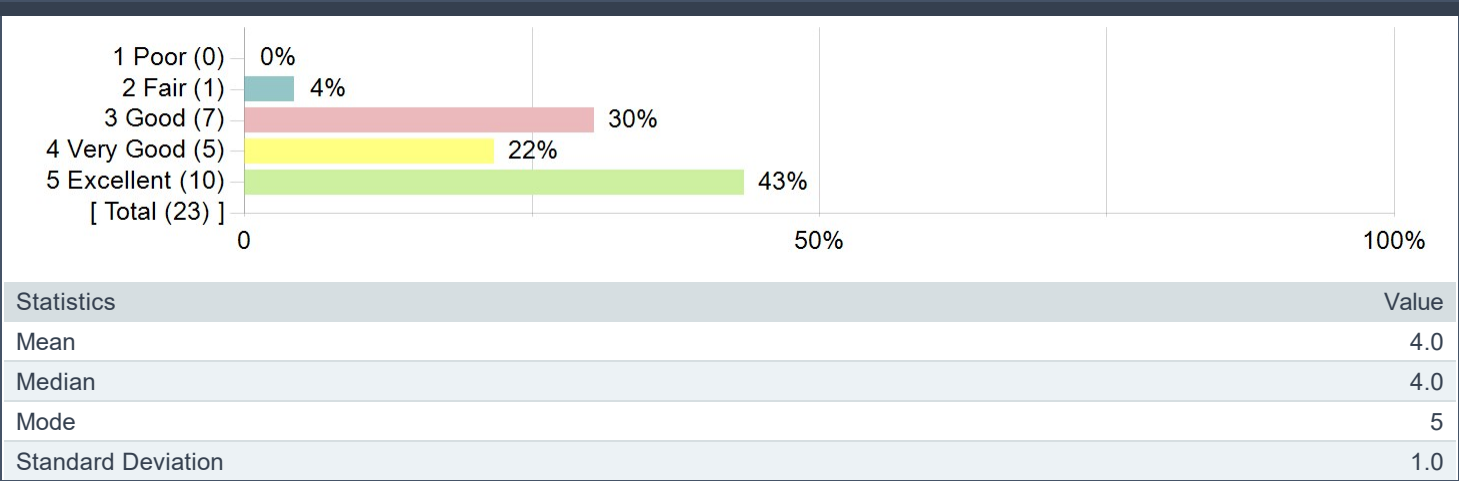


### 5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



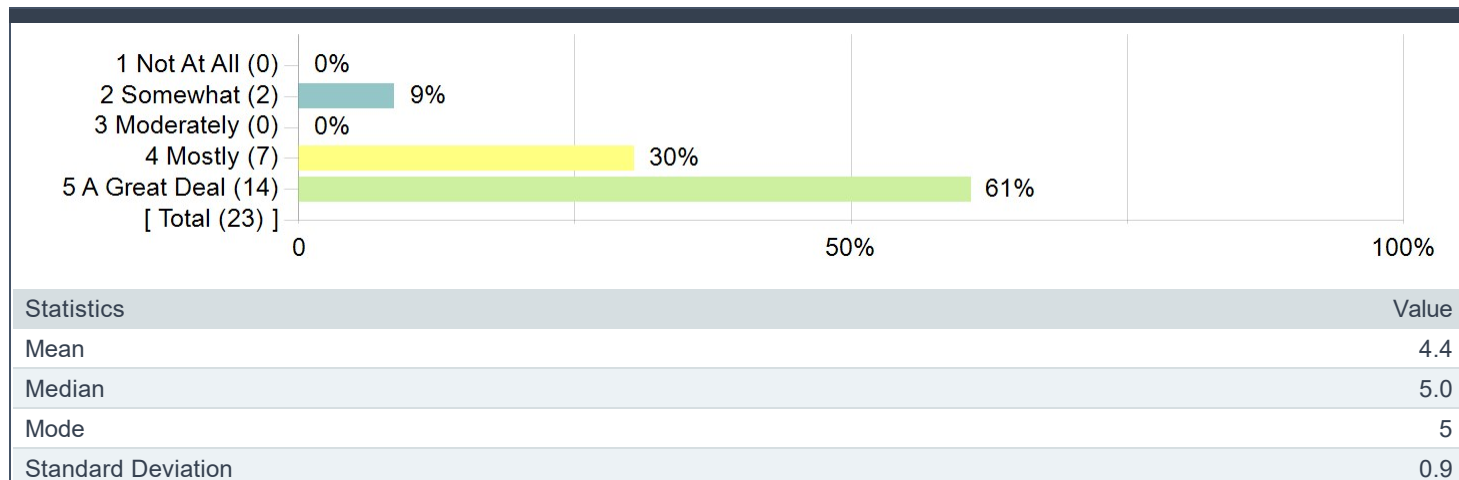


6. Overall, the quality of my learning experience in this course was....

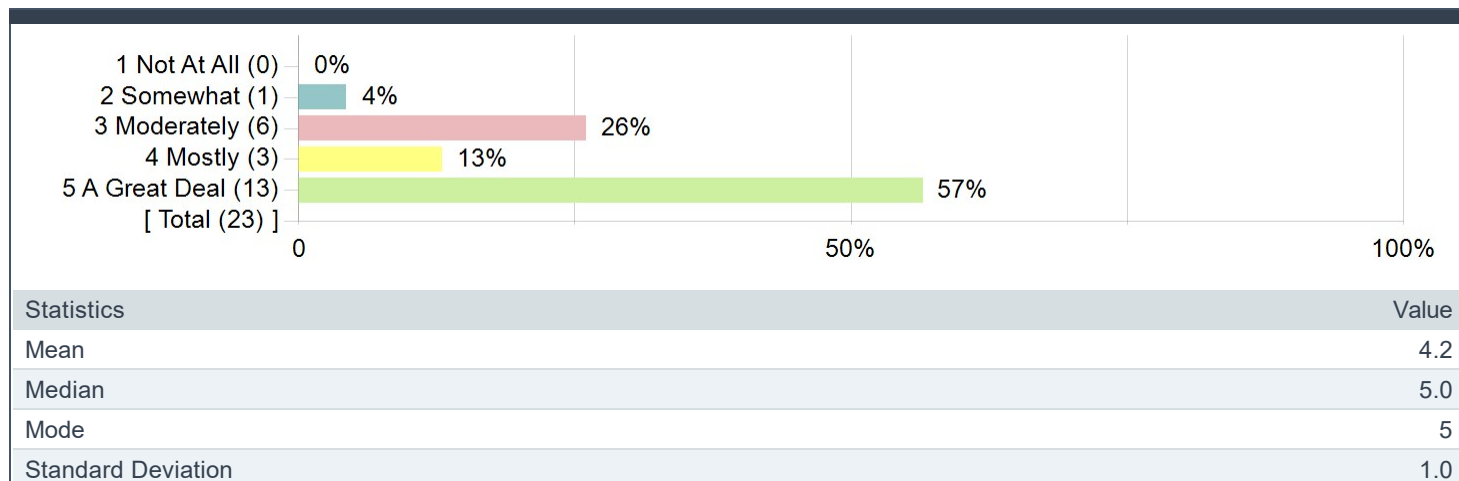


## Part B. Divisional Items

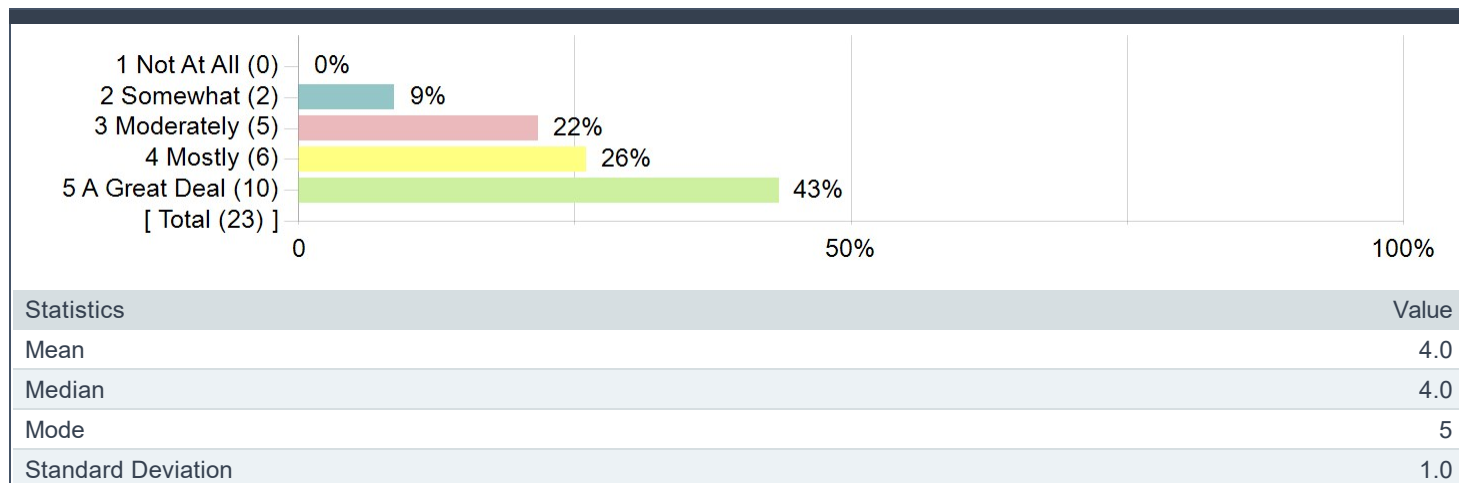
9. The course instructor ([Jenna Hartel](#)) encouraged students to think about the subject matter from multiple perspectives.



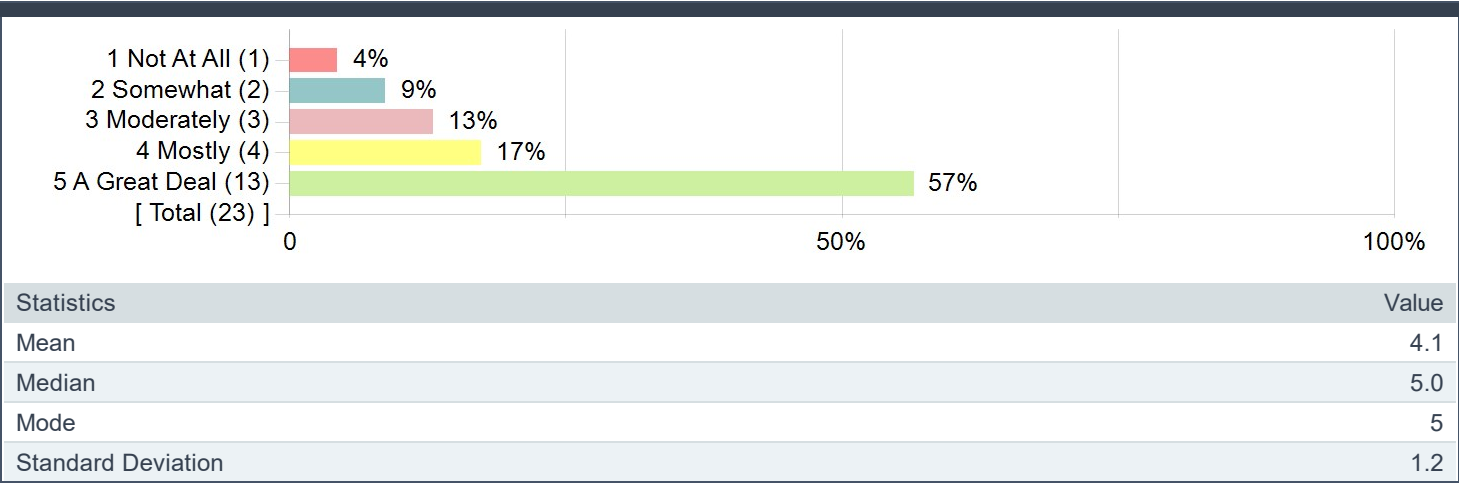
10. The course instructor ([Jenna Hartel](#)) encouraged me to explore alternative approaches when problem-solving.



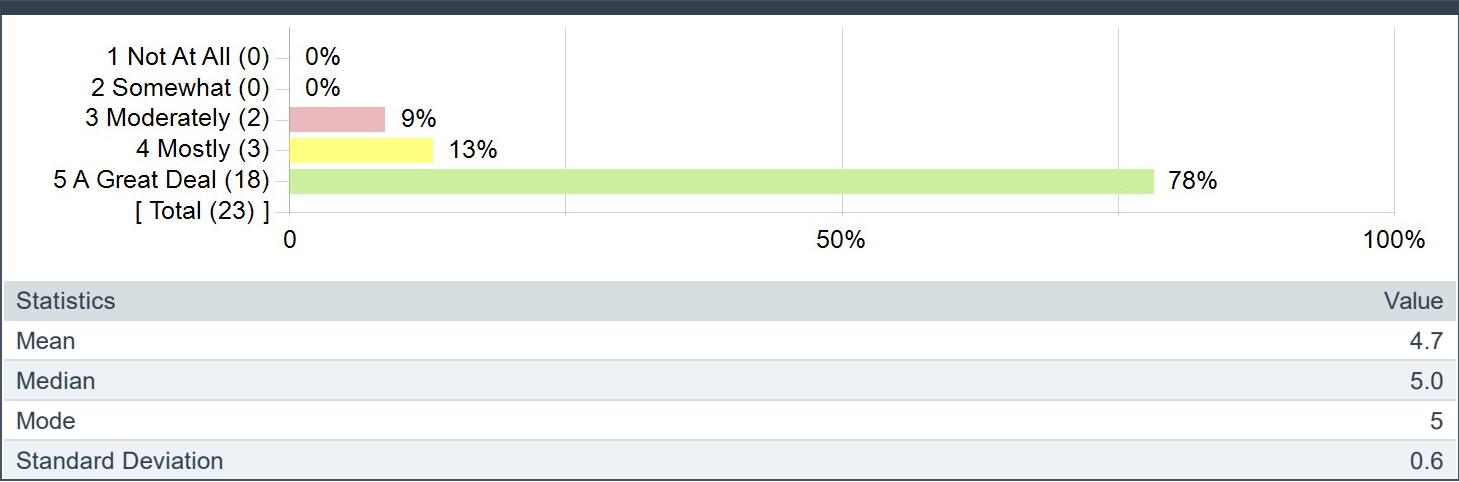
11. The course drew attention to ethical and social issues related to the field of study.



12. The course instructor (**Jenna Hartel**) encouraged students to reflect critically on the course material.



13. The course instructor (**Jenna Hartel**) explained how course topics contributed to an overall understanding of the field.



### Section 3. Comparative Data

This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

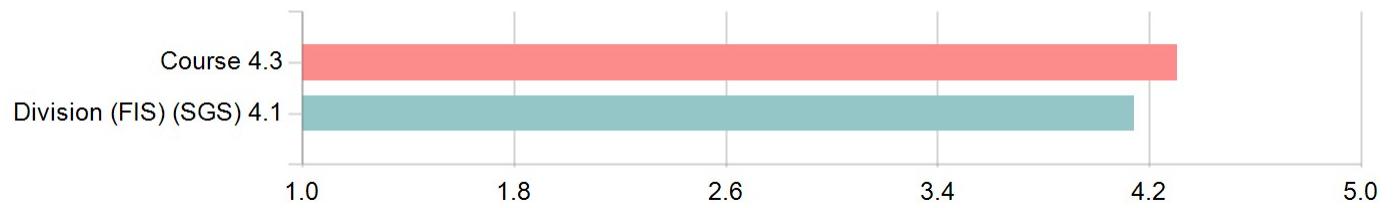
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be  $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$  **and not**  $(3.5 + 4.5) / 2 = 4$ .*

#### Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



3. The instructor ([Jenna Hartel](#)) created an atmosphere that was conducive to my learning.

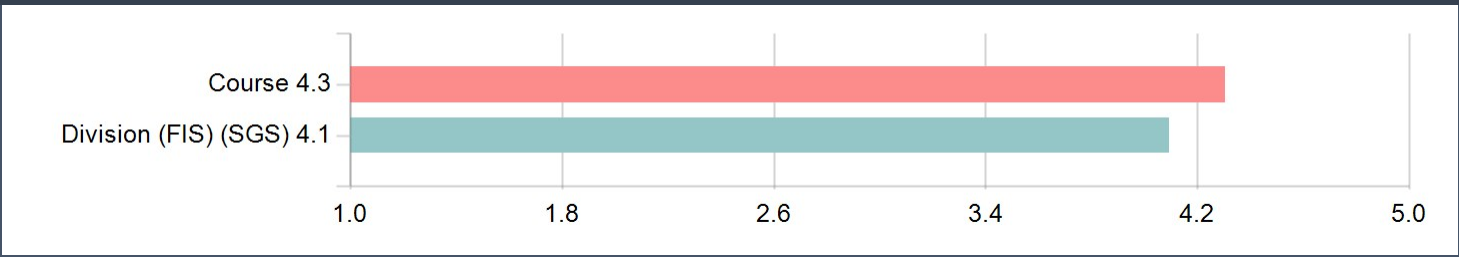


Part A. Core Institutional Items

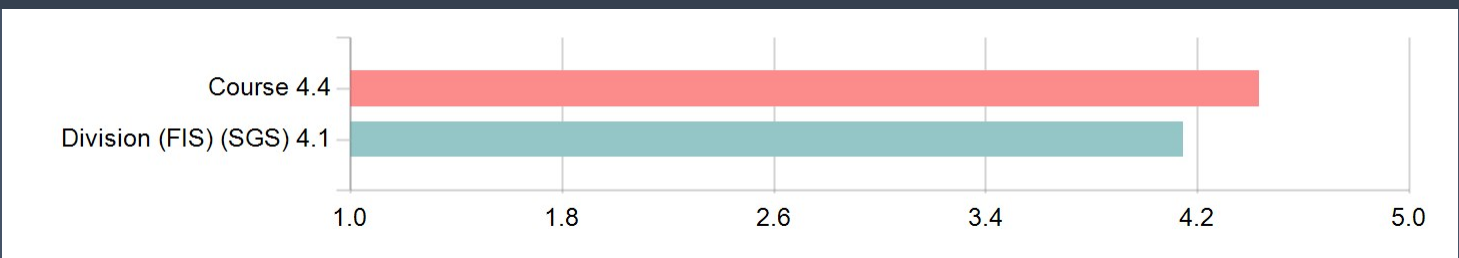
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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

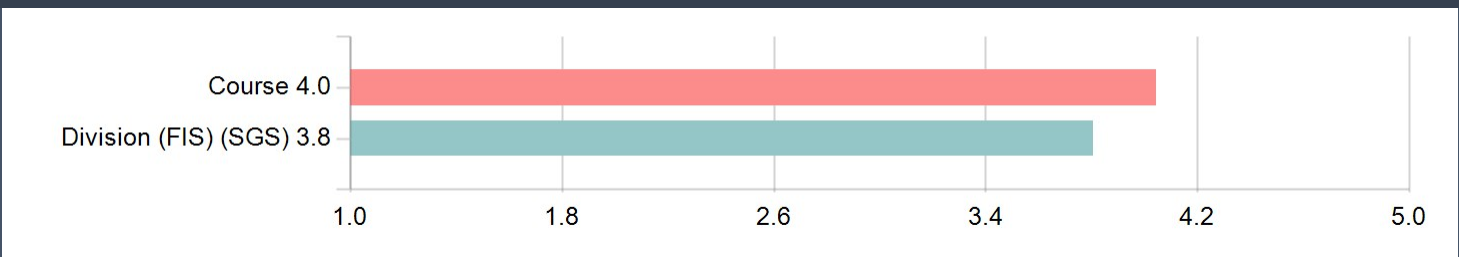


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



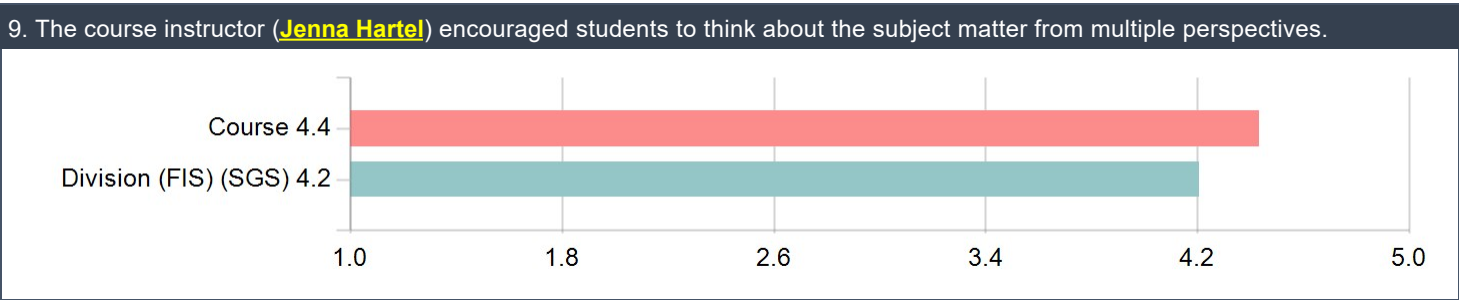
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

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

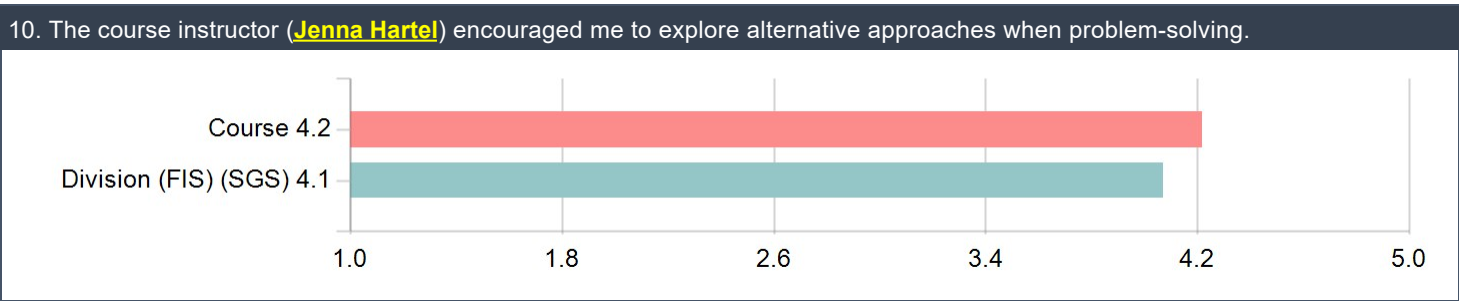


Part B. Divisional Items

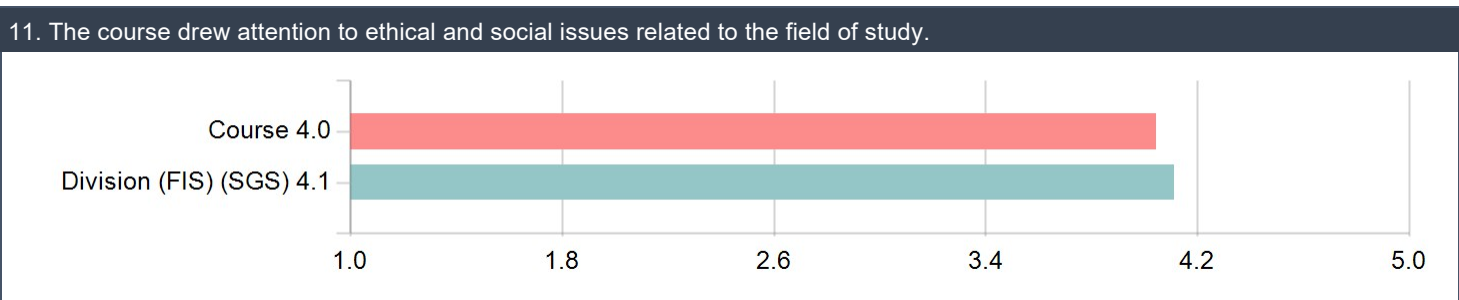
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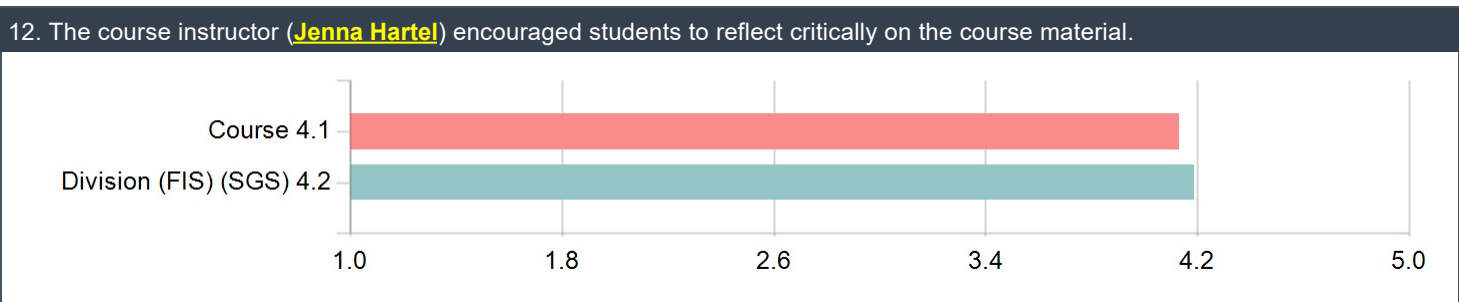
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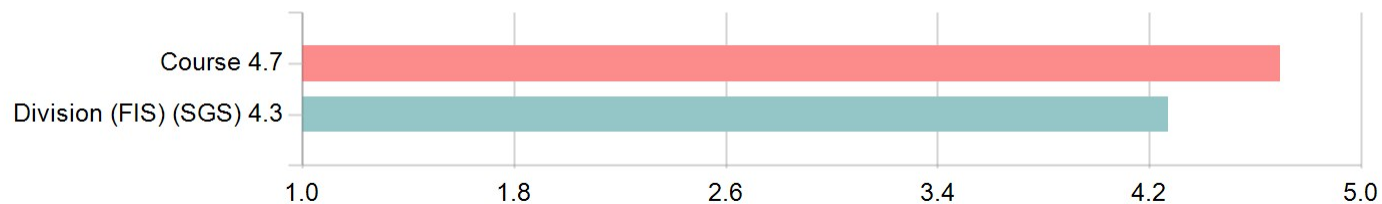


Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

13. The course instructor ([Jenna Hartel](#)) explained how course topics contributed to an overall understanding of the field.

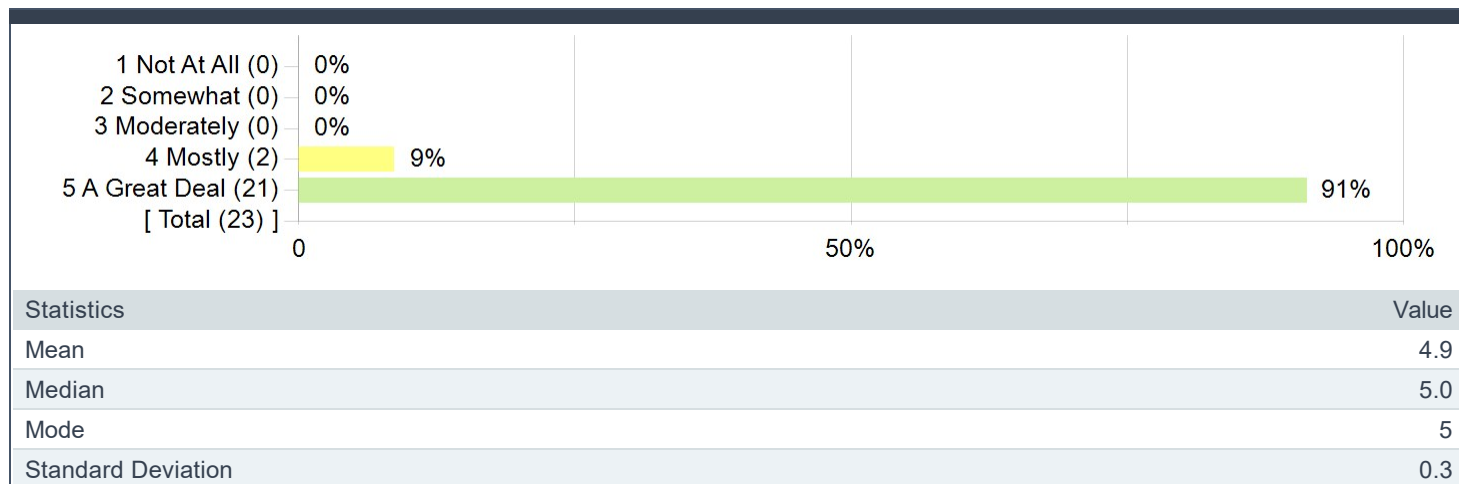




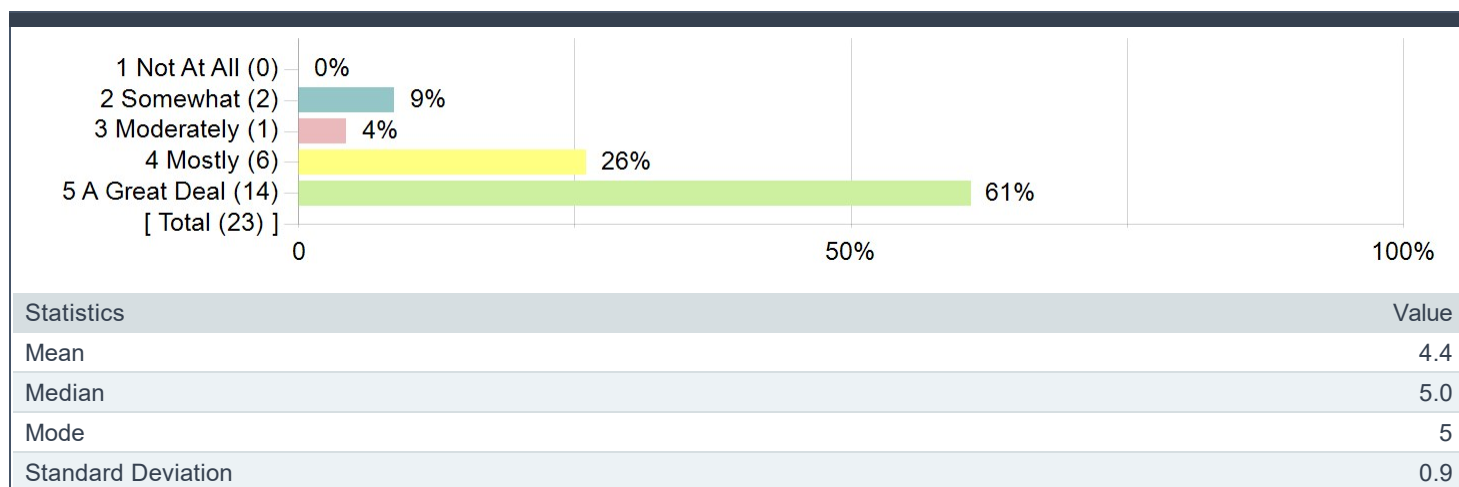
## Section 4: Formative Data

These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

C-1. The course instructor ([Jenna Hartel](#)) was enthusiastic about the course material.



L-18. The course's online learning component provided opportunities for students to interact with one another.



T-1. The course provided instruction on how to conduct research on the subject matter.

