

## 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 WORKSHOP I INF1005H-S-LEC0102 (SYNC)  
 Division: SGS  
 Session: S  
 Session Codes: F = First/Fall, S = Second/Winter

Instructor: Jenna Hartel  
 Section: LEC0102  
 Delivery Mode: SYNC

Report Generation Date: April 16, 2021

Raters	Students
Responded	15
Invited	24

## 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.	4.5	5.0
The course provided me with a deeper understanding of the subject matter.	4.8	5.0
The instructor ( <b>Jenna Hartel</b> ) created an atmosphere that was conducive to my learning.	4.9	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.9	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.8	5.0
Institutional Composite Mean	4.8	-

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....	4.8	5.0

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

Comments
Encouraging yet directive in learning style. There were important things for us to learn or note and those were clear and key to grasping the concept which was also reinforced by amazing guest speakers!
Dr. Hartel is a top-notch instructor whose breadth of understanding of the topic of information and contemplation is deep; however, she continually acknowledges that she continues to learn along with her students. This intellectual humility encourages her students to push themselves into new and interesting directions in a fully supportive environment. Dr. Hartel additionally pushes herself into new avenues of research and is unafraid to try new topics in her class, such as contemplation and social justice this term. I continually push myself harder in Dr. Hartel's classes despite her low-stakes assignments. It is rare and special to find an instructor who can inspire her students to experiment confidently with assignment submission modality.
I like Jenna's work ship very much. This course greatly contributes to "Welcome to Information Science". It makes information science more attractive and interesting. It can also make more and more students like LIS. Jenna's teaching and guidance really enlighten me to a great deal.
The instruction in this course was excellent. Both optional and required material was utilized and incorporated very well in class and assignments. I cannot speak highly enough of Dr. Hartel's teaching ability and depth of knowledge of the course subject and material. It is not easy to create an engaged and academically stimulating environment in online class, but Dr. Hartel managed to do so brilliantly. Additionally, as well as learning from Dr. Hartel and guest lecturers, this class also did a great job of encouraging and allowing students to learn from each other through presentations, discussion and small group activities. This was very much appreciated.
Jenna is a very understanding prof, I loved the gentle energy she brought to the course and the opportunity to engage in the material without being too concerned about how I was doing in the course
Jenna is an engaging, well-organized, punctual, detailed, and thoughtful instructor. She creates a safe a courteous space for students to learn.
So far the best course I have take while at the iSchool. I felt very welcome in this class and looked forward to the feeling of peace it brought me. I looked forward to Monday morning's the last 6 weeks because this class brought me great joy and I was excited to learn. I appreciate the collaborative approach the course took and the focus on getting the students more involved in our own learning, essentially making us the leaders/teachers in each session.
Jenna is a good instructor, she works very hard.
I believe this course was extremely important to my success, and mental health, coming into 2021. I typically don't look forward to Monday 9am classes (Who would?) ...but I found that this course was a very nice way to start after the weekend, and stimulate my brain for the following courses to come throughout the rest of the week.
Very informative and useful course for life and professional experience.
Amazing. Community driven and highly collaborative. Positive, encouraging. A pleasure to participate in.
Even with classes being held online, Jenna created a safe atmosphere for students to be encouraged to explore and share ideas.

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

Comments
n/a
N/A
My learning was supported throughout this course through the emails and announcements that Dr. Hartel made each week and the contextual information provided in the online modules. Although I did not utilize office hours or asking questions by email, I know that these were available to support students' learning, and would have happily used these if I had needed further assistance in this course.
Jenna responds quickly and efficiently to email and provided detailed lists of supportive material to assist us in our learning.
Jenna was always quick to reply to all emails, and always made herself available in anyway that she could.
Jenna was very responsive to my concerns over email. It was great to have Josh as the technology support person, I would recommend that for all online classes.
Jenna provided amazing assistance! — always making sure we had questions answered on a timely basis, and also making sure that if there was unclear instructions, there would be a discussion to clear the air.
The professor was very flexible and accommodative.
The instructor was highly accommodating. Small group sessions and discussions were used frequently to better comprehend material.

## 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.	4.8	5.0
10. The course instructor ( <a href="#">Jenna Hartel</a> ) encouraged me to explore alternative approaches when problem-solving.	4.6	5.0
11. The course drew attention to ethical and social issues related to the field of study.	4.9	5.0
12. The course instructor ( <a href="#">Jenna Hartel</a> ) encouraged students to reflect critically on the course material.	4.9	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.

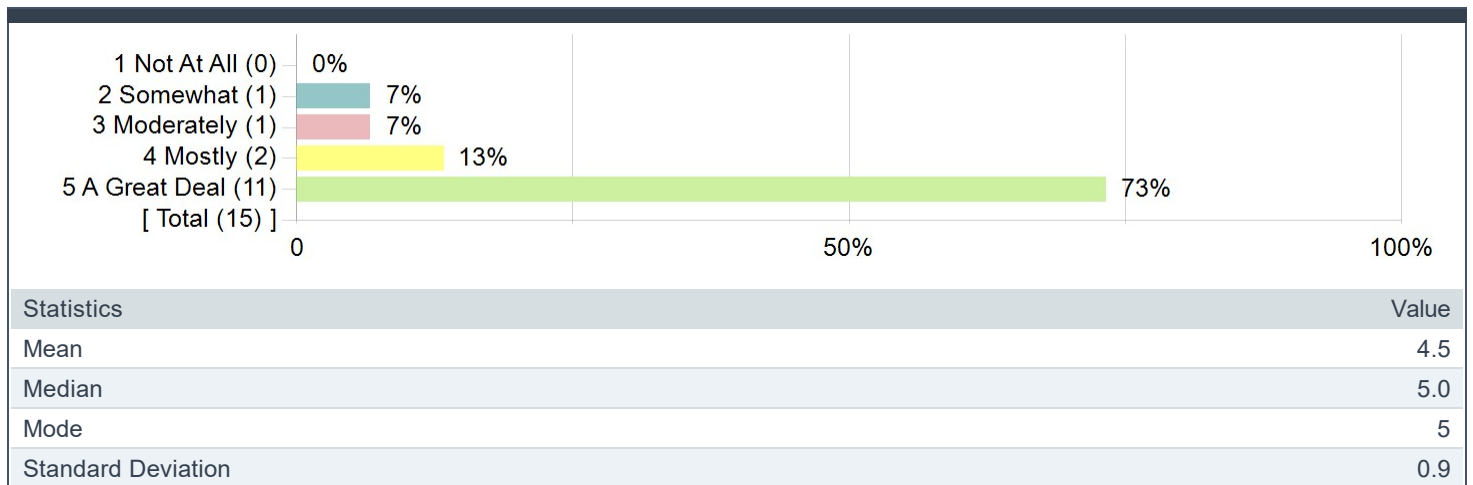
**Median:** The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

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

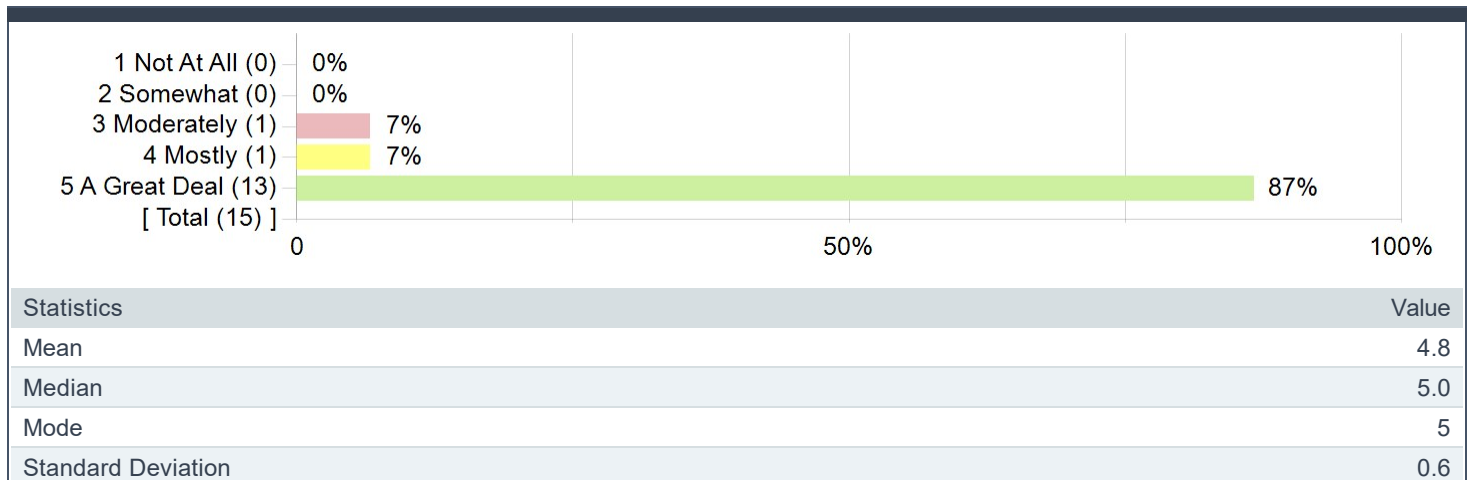
**Standard deviation:** A measure of the "spread" of the data.

### Part A: Core Institutional Items

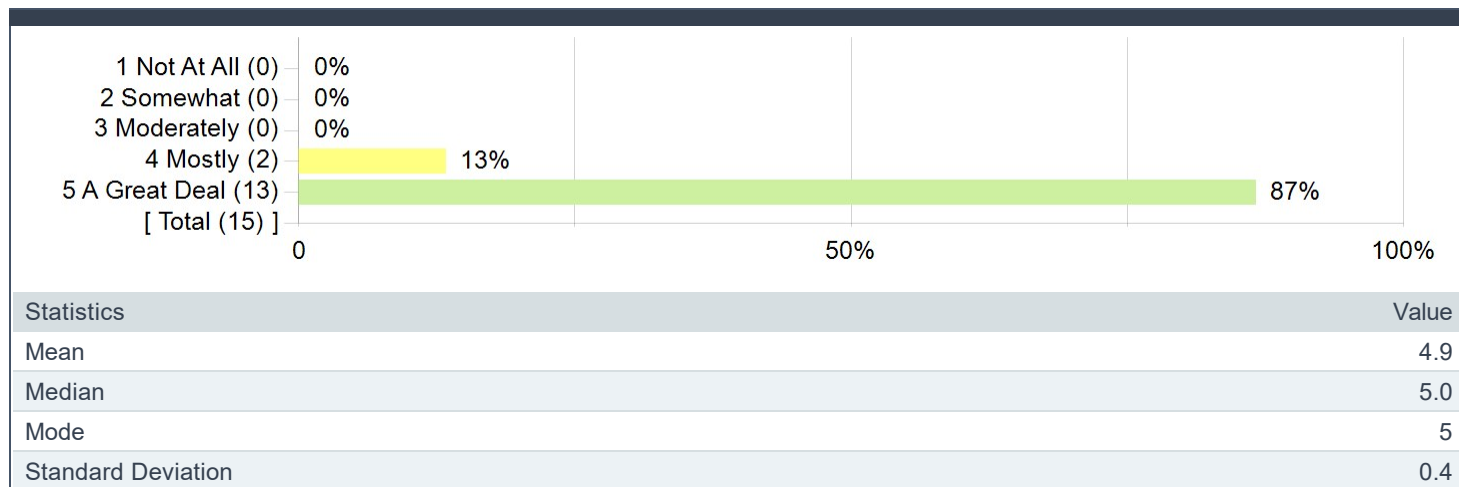
#### 1. I found the course intellectually stimulating.



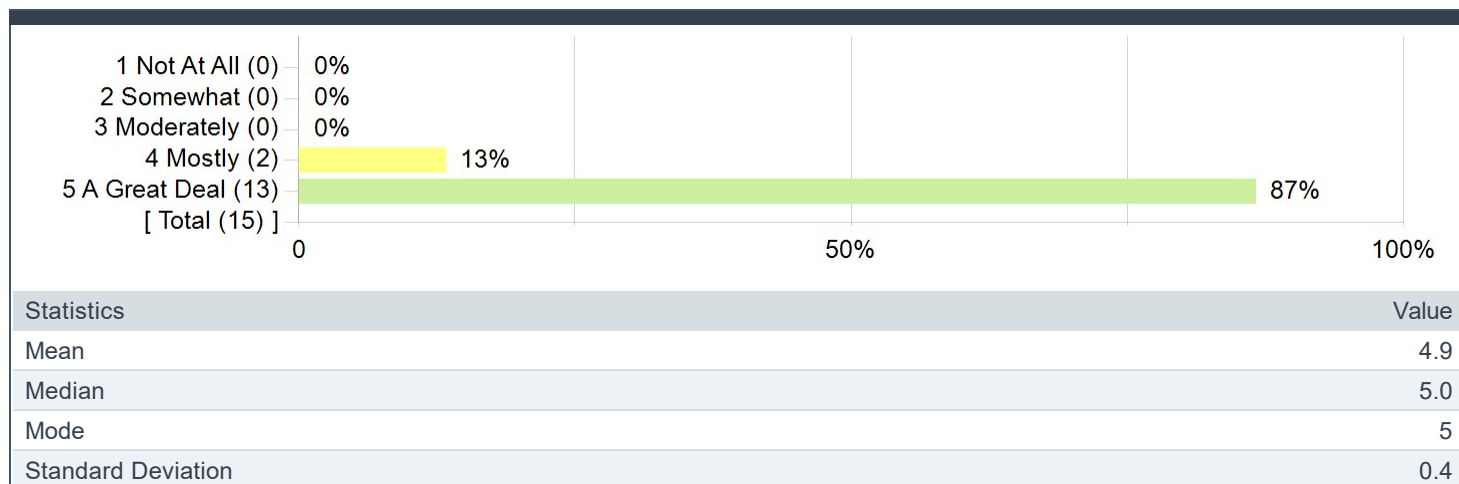
#### 2. The course provided me with a deeper understanding of the subject matter.



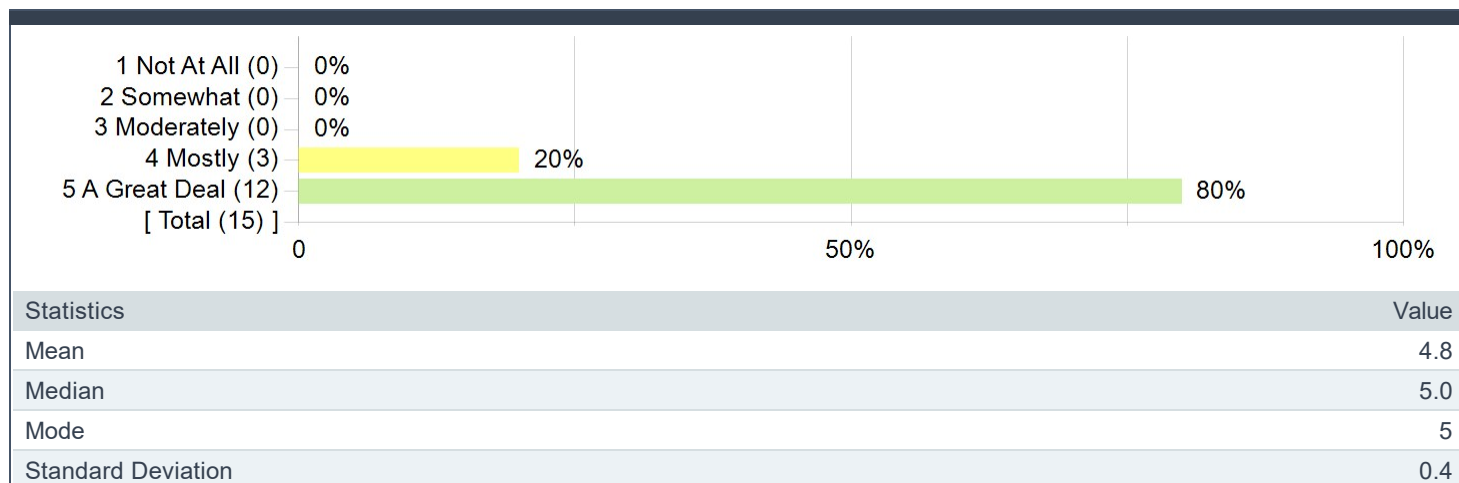
**3. The instructor (Jenna Hartel) created a course atmosphere that was conducive to my learning.**



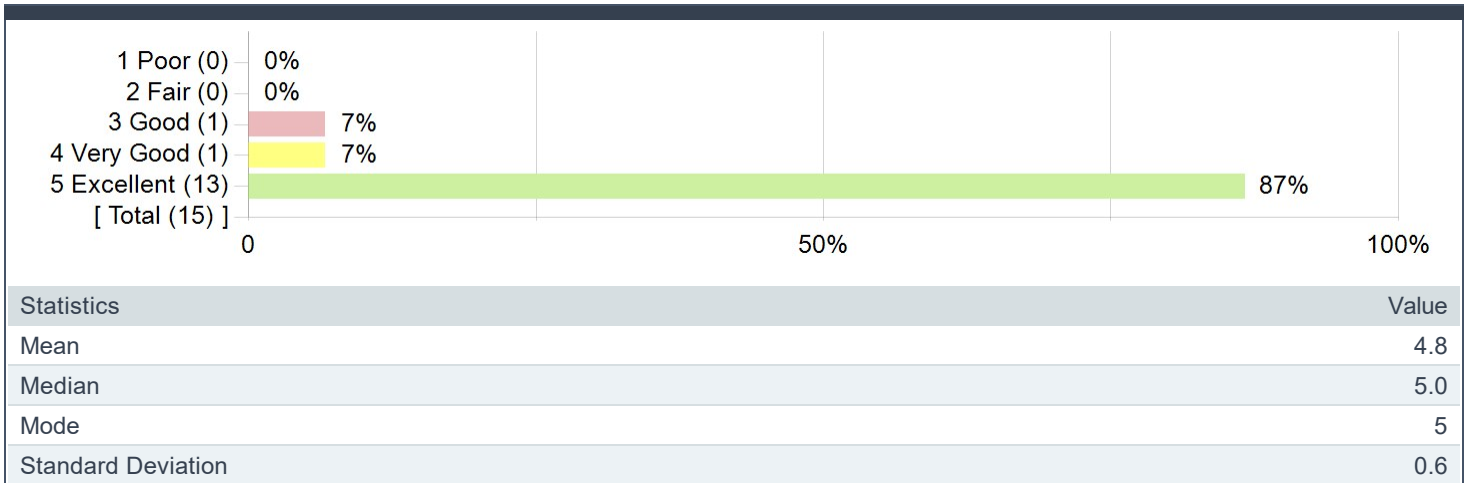
**4. Course projects, assignments, tests and/or exams improved my understanding of the course material.**



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



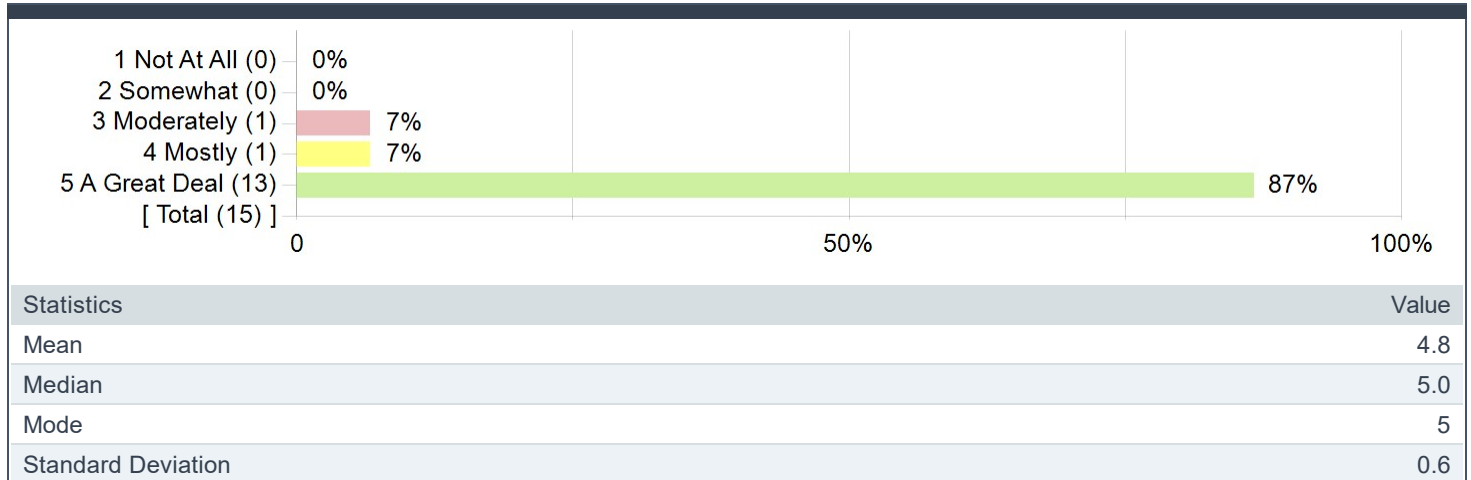
6. Overall, the quality of my learning experience in this course was....



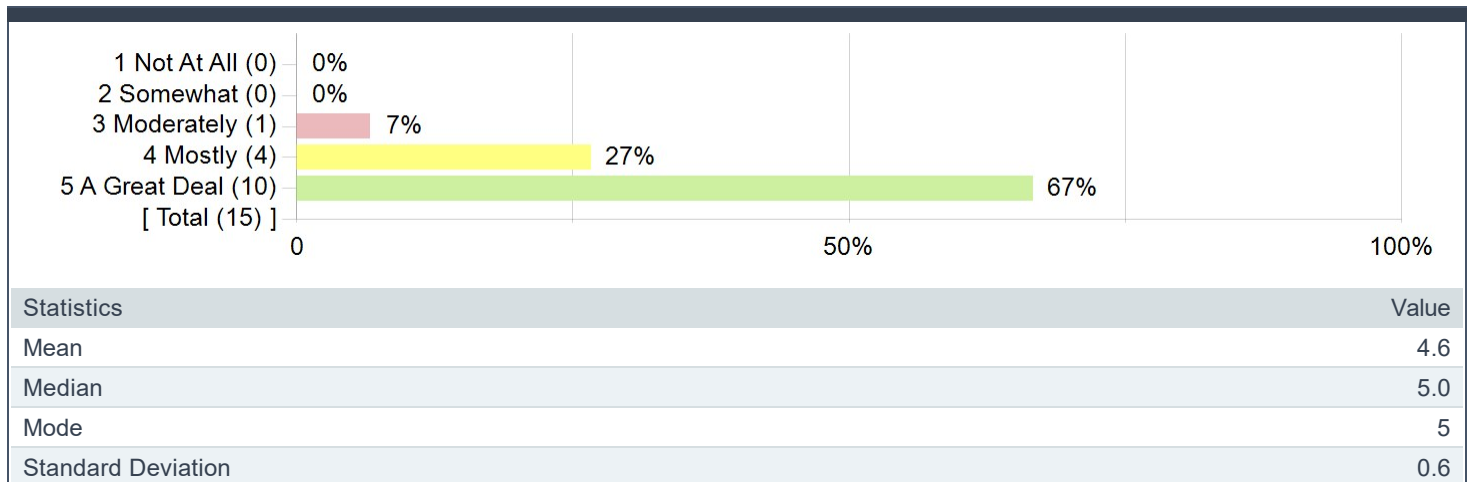


## Part B. Divisional Items

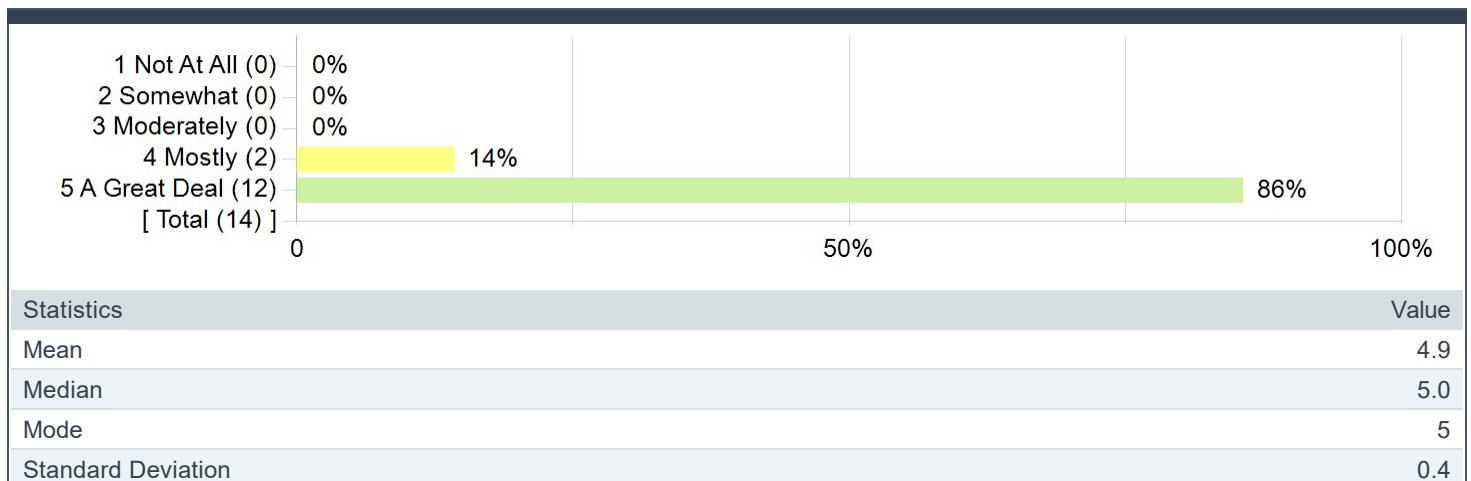
9. The course instructor ([Jenna Hartel](#)) encouraged students to think about the subject matter from multiple perspectives.



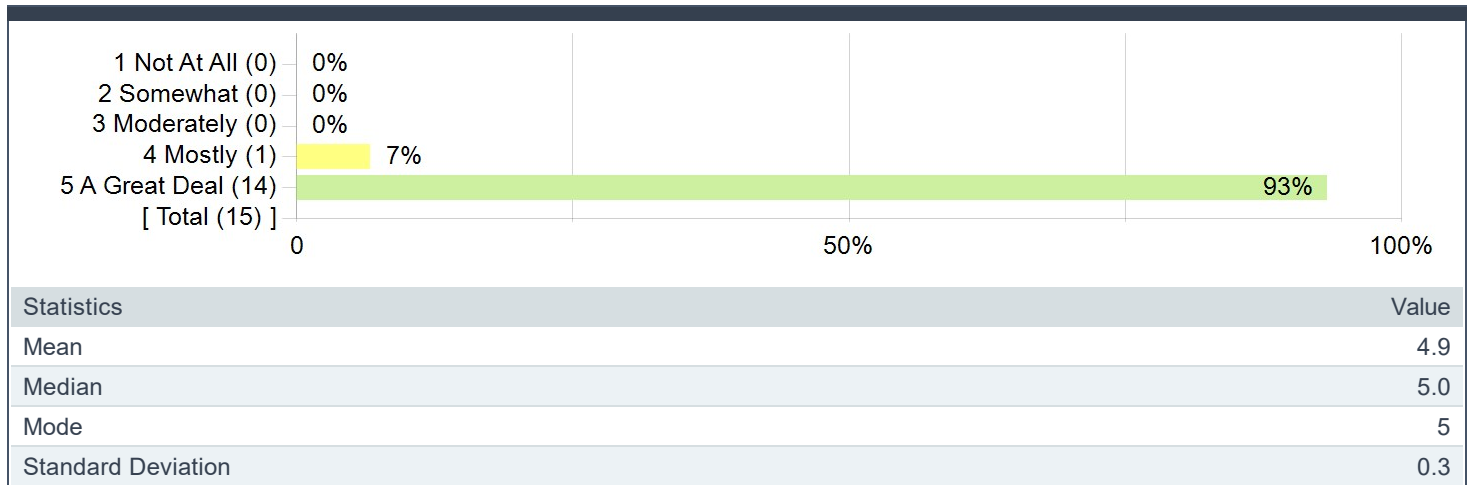
10. The course instructor ([Jenna Hartel](#)) encouraged me to explore alternative approaches when problem-solving.



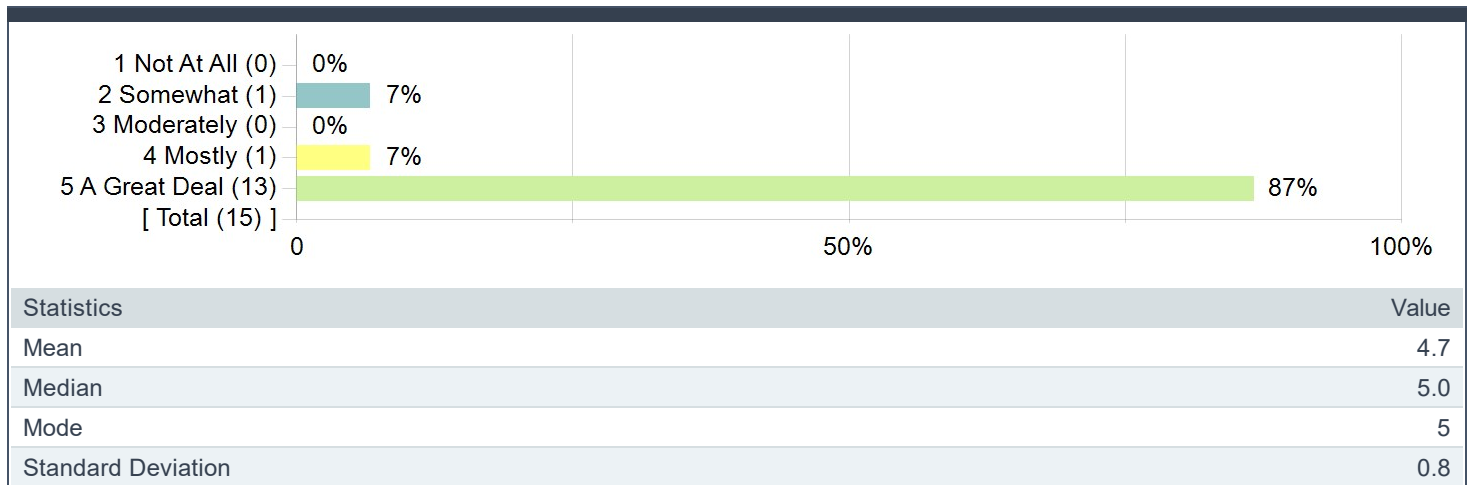
11. The course drew attention to ethical and social issues related to the field of study.



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.

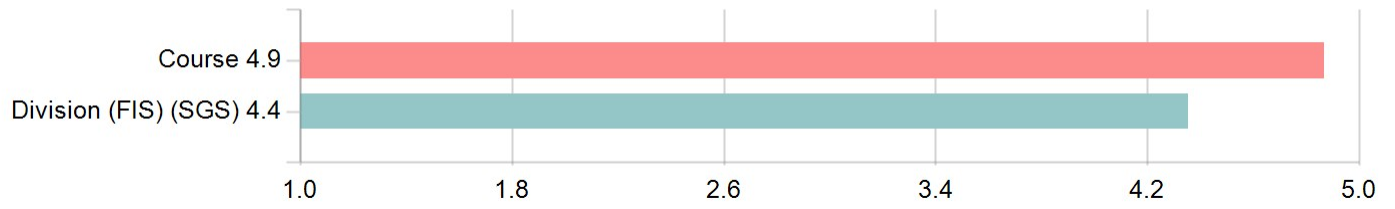
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation 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.

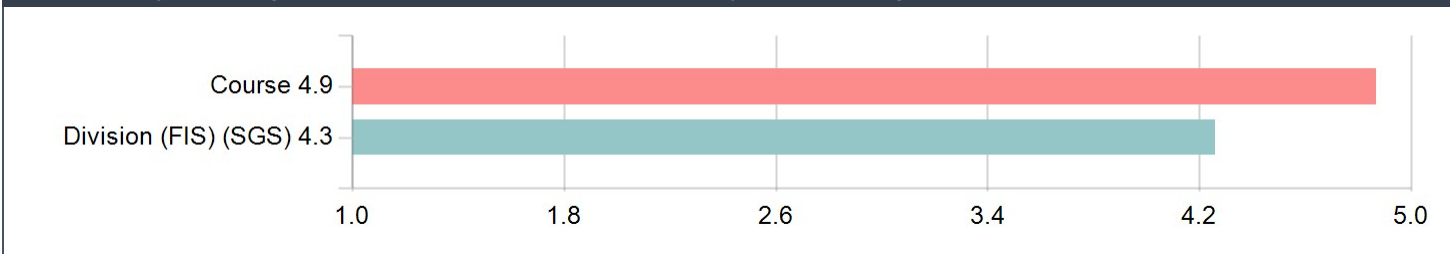


**Part A. Core Institutional Items**

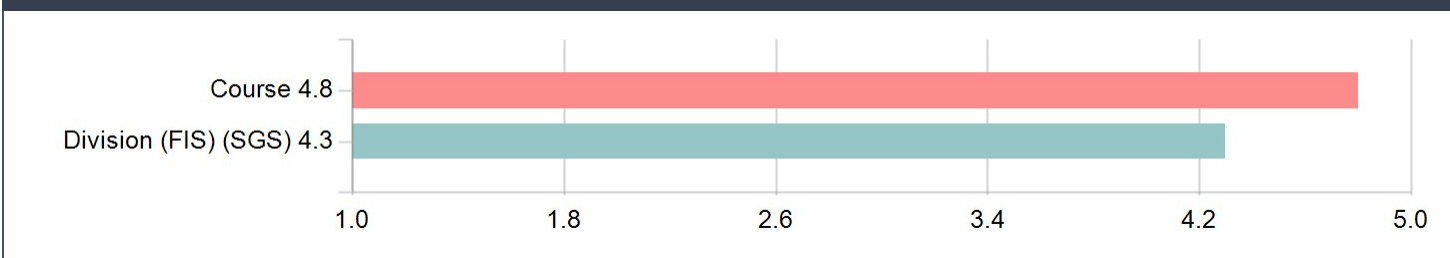
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**(continued)**

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

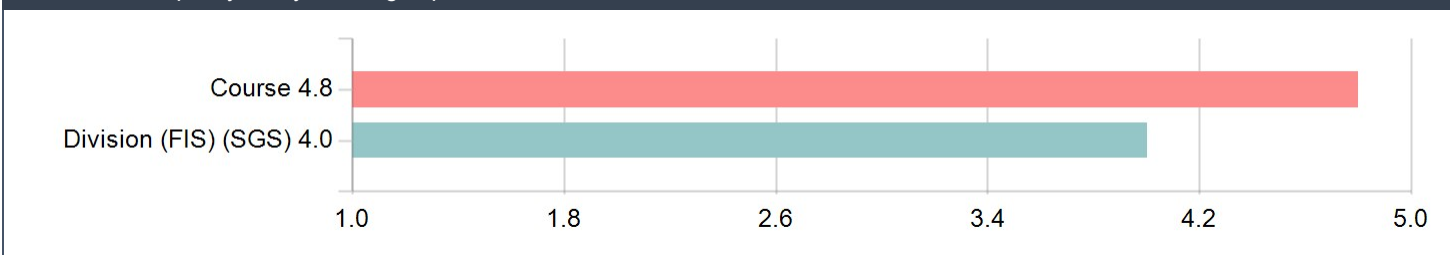


**5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.**



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

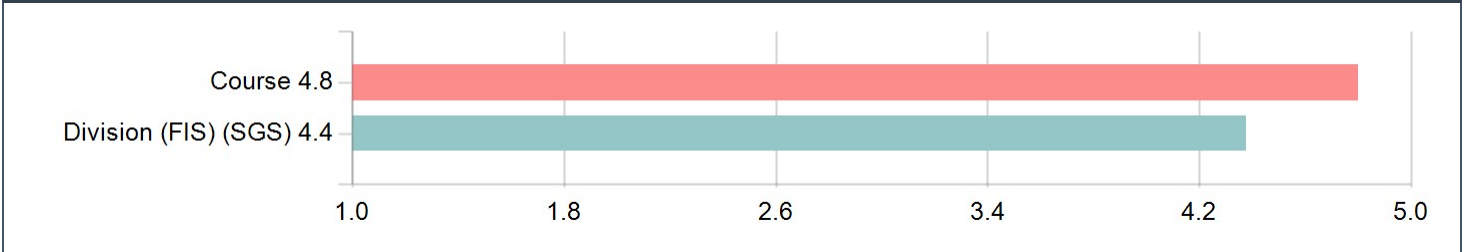
**6. Overall, the quality of my learning experience in this course was:**



**Part B. Divisional Items**

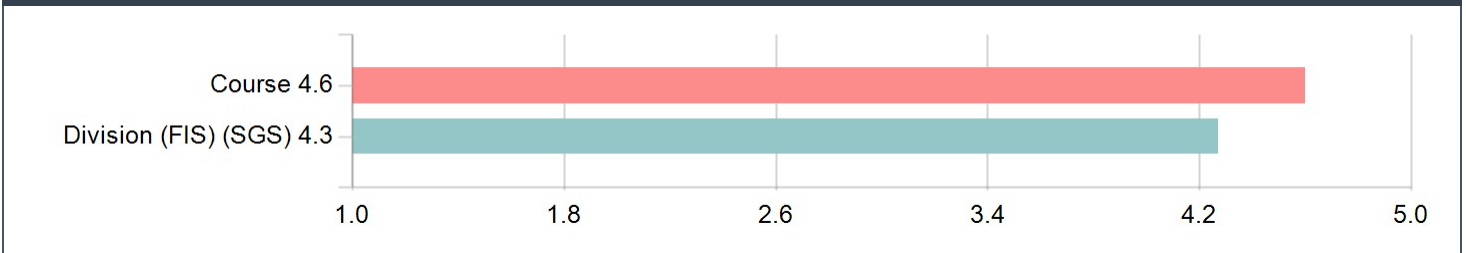
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9. The course instructor ([Jenna Hartel](#)) encouraged students to think about the subject matter from multiple perspectives.



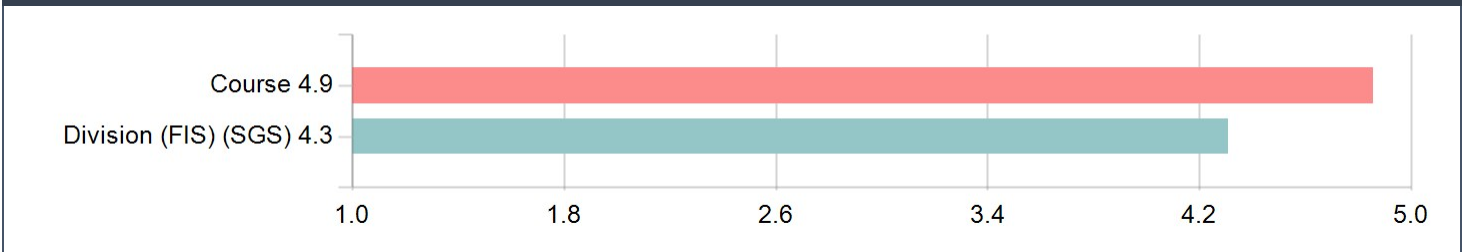
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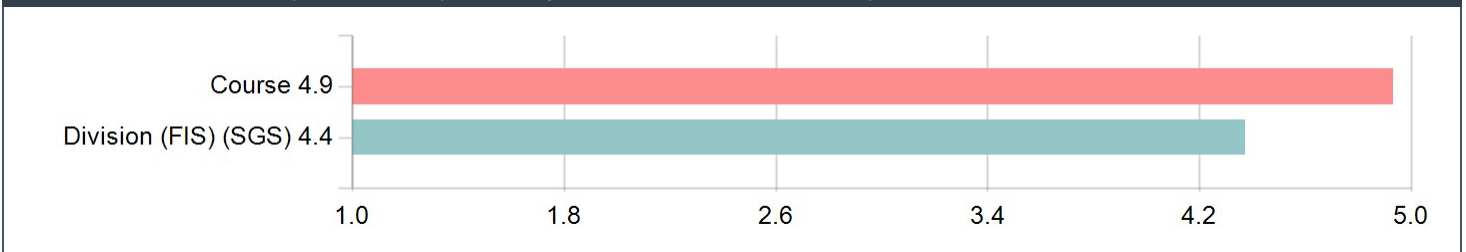
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11. The course drew attention to ethical and social issues related to the field of study.



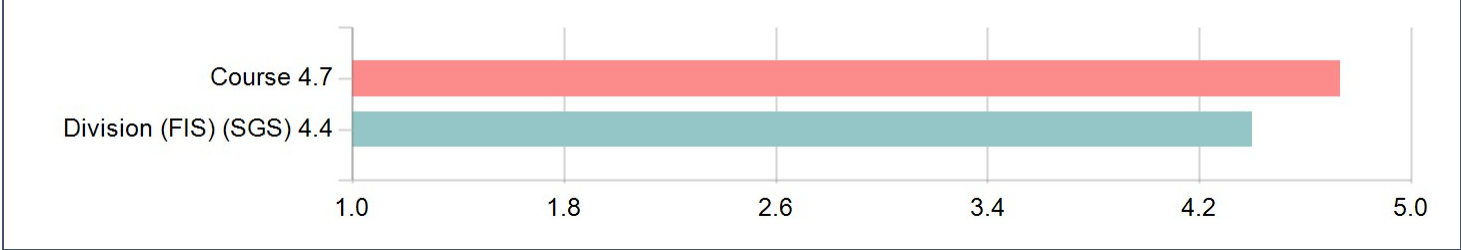
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Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

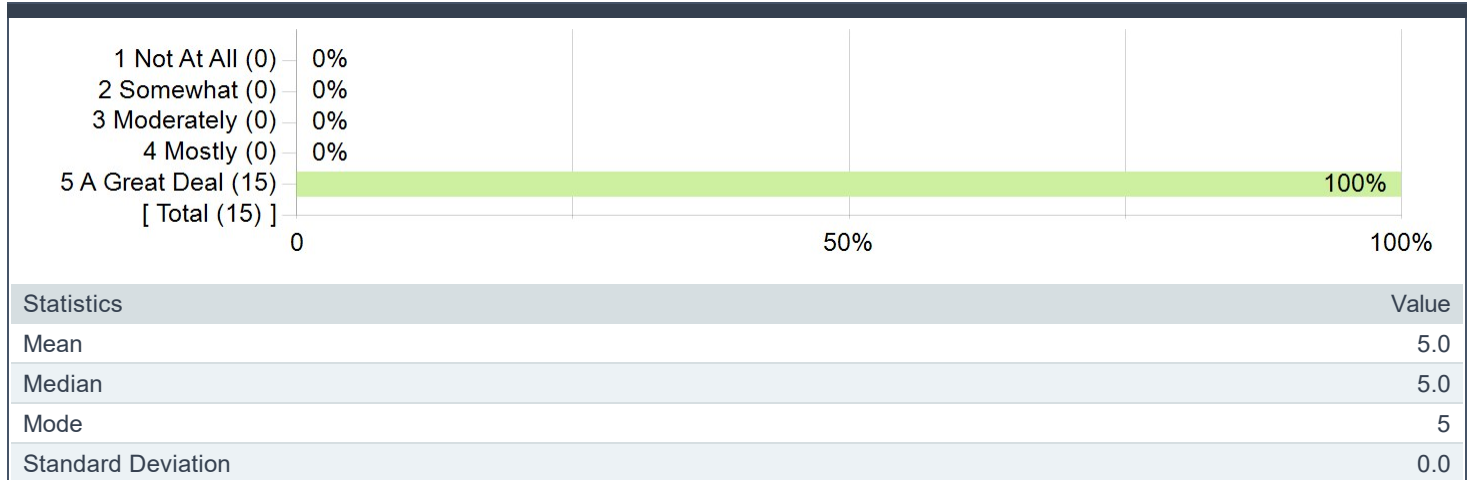
13. The course instructor ([Jenna Hartel](#)) explained how course topics contributed to an overall understanding of the field.



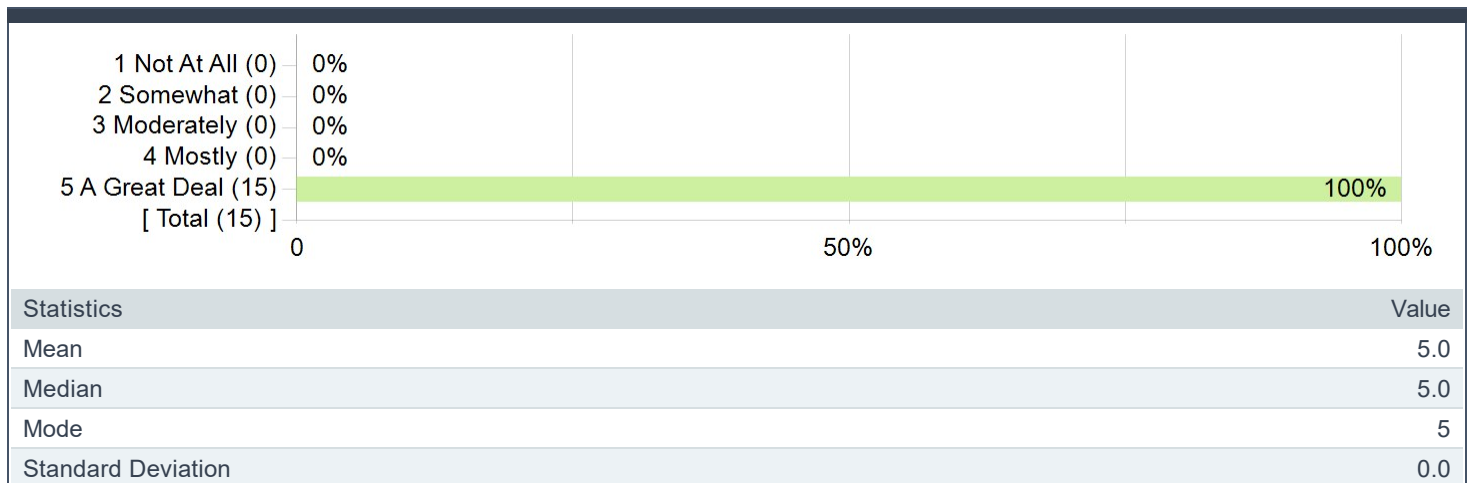
## Section 4: Formative Data

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.



E-2. The course instructor ([Jenna Hartel](#)) provided opportunity for group activity and discussion in class.





**L-17. The online environment fostered a sense of community in the course.**

