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 II INF1006H-S-LEC0102 (SYNC)	Instructor: Jenna Hartel
Division: SGS	Section: LEC0102
Session: S	Delivery Mode: SYNC
Session Codes: F = First/Fall, S = Second/Winter	
	Report Generation Date: April 16, 2021

Raters	Students
Responded	9
Invited	22

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.	4.7	5.0
The course provided me with a deeper understanding of the subject matter.	4.8	5.0
The instructor (Jenna Hartel) created an atmosphere that was conducive to my learning.	5.0	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.7	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.9	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….	4.7	5.0

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

Comments
The quality of instruction was good, there were many opportunities to learn about different contemplative practises. Course assignments were interesting, especially the final assignment.
The subject matter taught in this workshop was unlike anything I have ever learned before. Though unconventional, I believe the level of engagement that the instruction of this course provided was wholly necessary to our understanding of how to incorporate openminded–ness into our lives. I sincerely appreciate Professor Hartel's commitment to teaching contemplation and informing us of the myriad of ways that it is embedded already in our lives. I was not very sure what to expect going into the class and I still might not be able to fully verbalize its content but only because everyone's experiences with this subject can be so unique.
This was the best course I've taken in my post secondary career. There was so much flexibility and choices so I felt like I was in control in deciding how I was to be evaluated. I never do readings but the weekly reading notes kept me accountable again in a flexible rewarding way. I loved starting class with meditation. The entire atmosphere was so caring and supportive. Truly made a difference in my learning.
Jenna's passion for this topic infused all aspects of the course making it exciting and engaging which is nearly impossible to do on a 9 a.m. Monday class. The atmosphere of the class was relaxing, playful, stimulating, and inspiring while still managing to be grounded in theory and academic literature. Going to class was something I looked forward to each week. My only complaint is that currently I do not see a class offered on the serious leisure perspective and I want one to be.
Professor Hartel's instruction was thoughtfully prepared as always
This class was such a breath of fresh air! It was honestly the first course I'd taken this year where I wasn't stressed all the time. I absolutely loved that everything was so much more relaxed and that the emphasis wasn't on deadlines and assignments, but rather on just following along during class and being involved with all the contemplative practices we were learning about. I also really appreciated that Jenna was very upfront about what she wanted this class to be and how she wanted to go about conducting it. She had really clear values and I think they came through wonderfully during our classes.
Excellent instructions! Well–organized, formal, simple, and understandable. The presentation of class lectures was engaging and interesting.

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

Comments
Accessibility services, discussions with Prof, tech help from Josh
Jenna is always willing to provide extra assistance. She responses to emails so fast and was always willing to stay after class for anyone who needed guidance.
Excellent! I found very helpful assistance from my professor for this course. I was waiting for this course since 2019. I received her response right away when sent any message and ask for help. For example, clarification regarding assignments.

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 (Jenna Hartel) encouraged students to think about the subject matter from multiple perspectives.	4.8	5.0
10. The course instructor (Jenna Hartel) encouraged me to explore alternative approaches when problem-solving.	4.8	5.0
11. The course drew attention to ethical and social issues related to the field of study.	4.7	5.0
12. The course instructor (Jenna Hartel) encouraged students to reflect critically on the course material.	4.6	5.0
13. The course instructor (Jenna Hartel) 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.
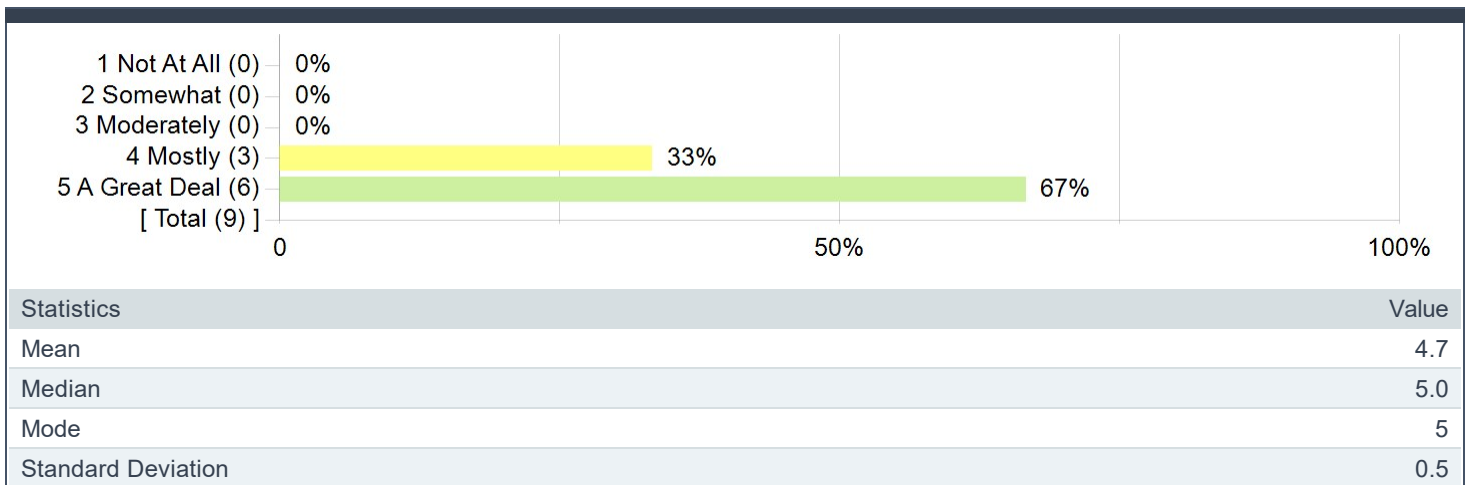
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.
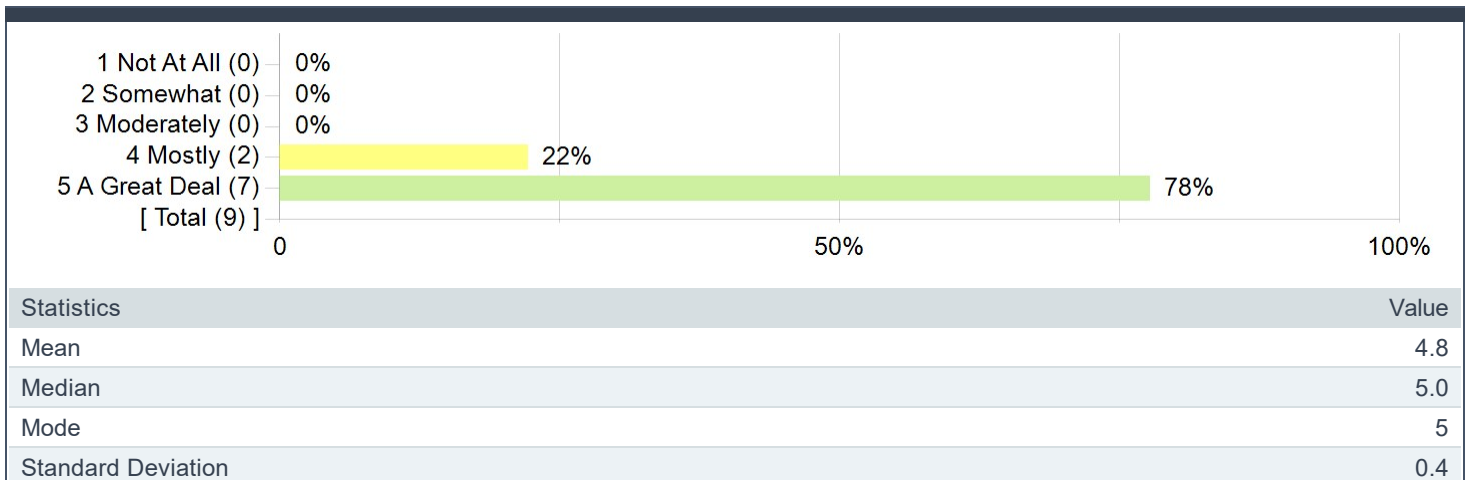
Mode: The most frequently occurring score.

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

Part A: Core Institutional Items

1. I found the course intellectually stimulating.

1 Not At All (0)		0%
2 Somewhat (0)		0%
3 Moderately (0)		0%
4 Mostly (3)		33%
5 A Great Deal (6)		67%
[Total (9)]		

Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.5

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

1 Not At All (0)		0%
2 Somewhat (0)		0%
3 Moderately (0)		0%
4 Mostly (2)		22%
5 A Great Deal (7)		78%
[Total (9)]		

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4

3. The instructor (Jenna Hartel) created a course atmosphere that was conducive to my learning.
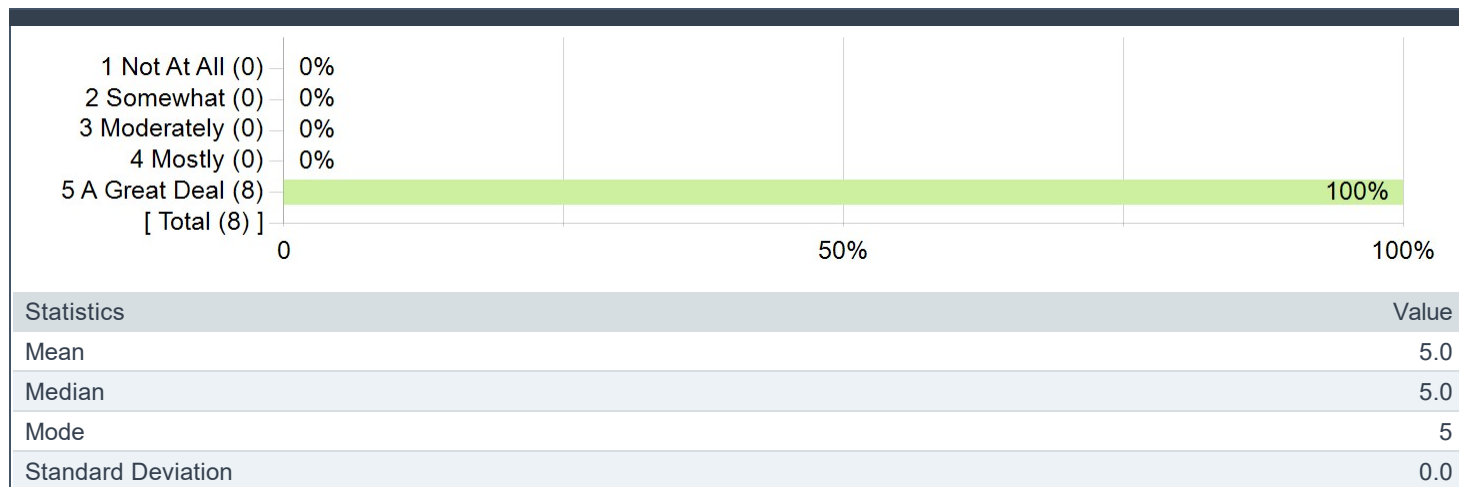
1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (0)	0%
5 A Great Deal (8)	100%
[Total (8)]	

Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

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

1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (3)	33%
5 A Great Deal (6)	67%
[Total (9)]	

Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.5

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

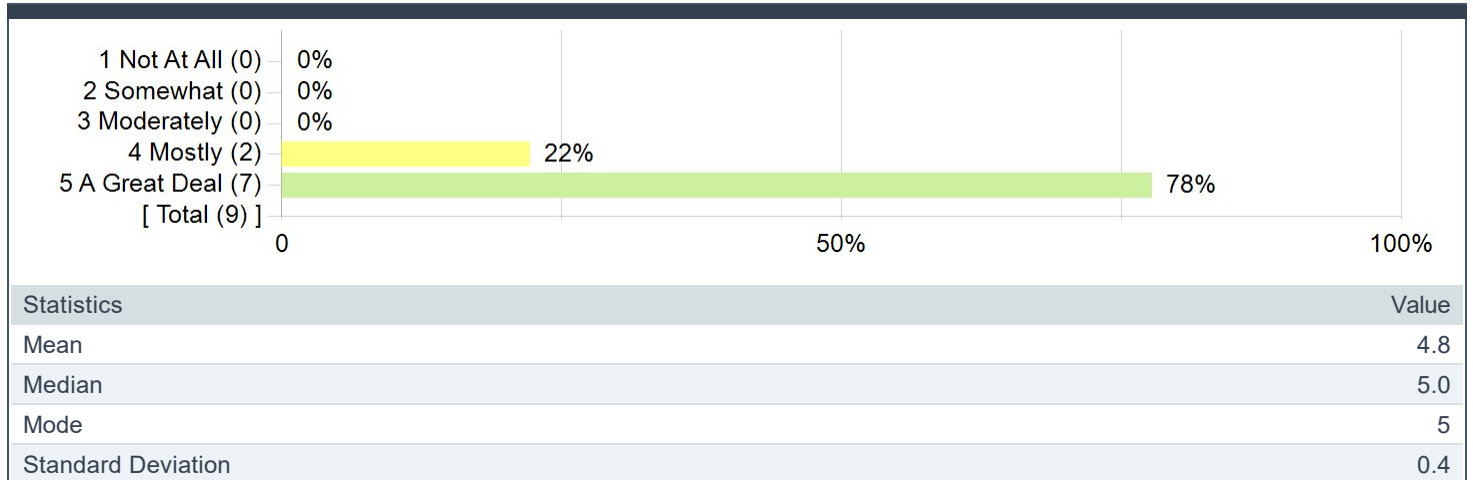|	
1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (1)	11%
5 A Great Deal (8)	89%
[Total (9)]	

Statistics	Value
Mean	4.9
Median	5.0
Mode	5
Standard Deviation	0.3

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

1 Poor (0)		0%
2 Fair (0)		0%
3 Good (0)		0%
4 Very Good (3)		33%
5 Excellent (6)		67%
[Total (9)]		

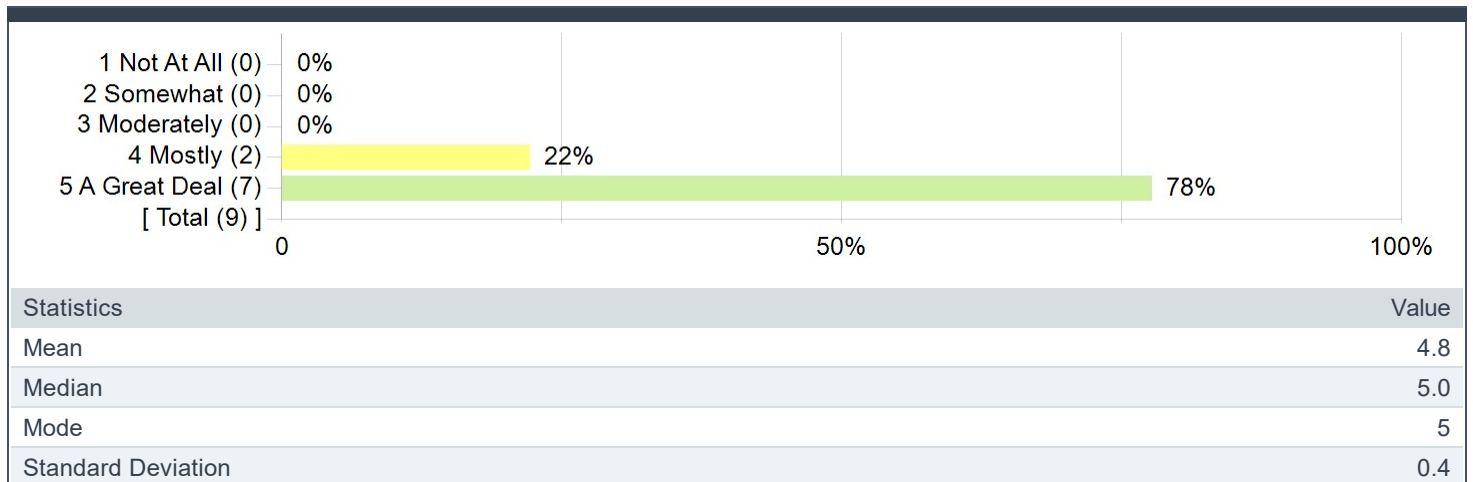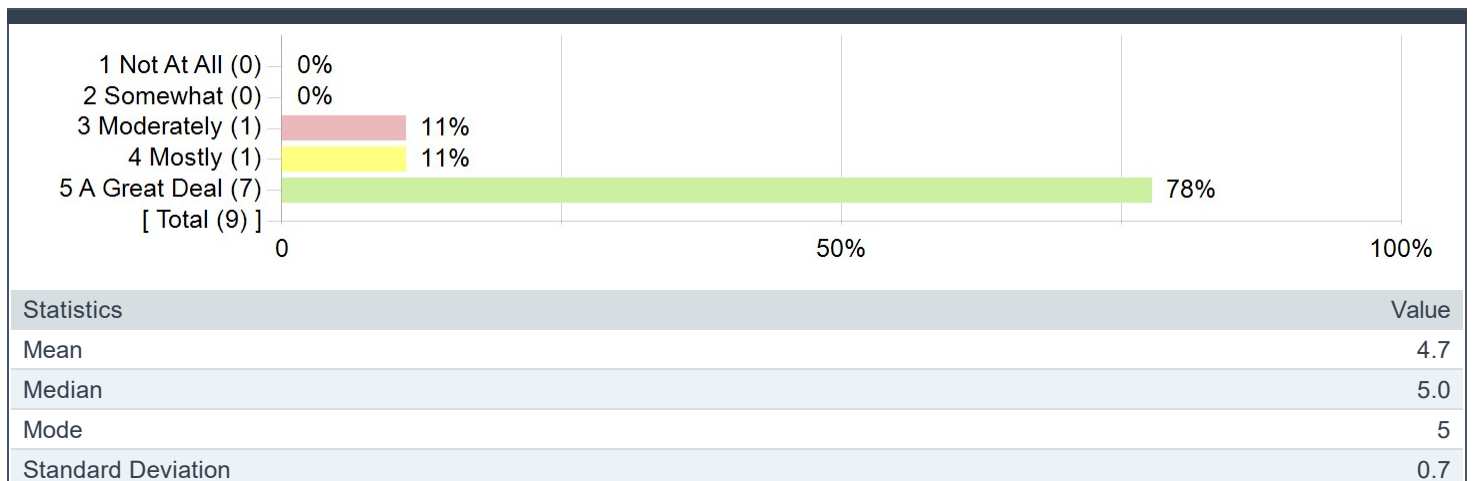| Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.5
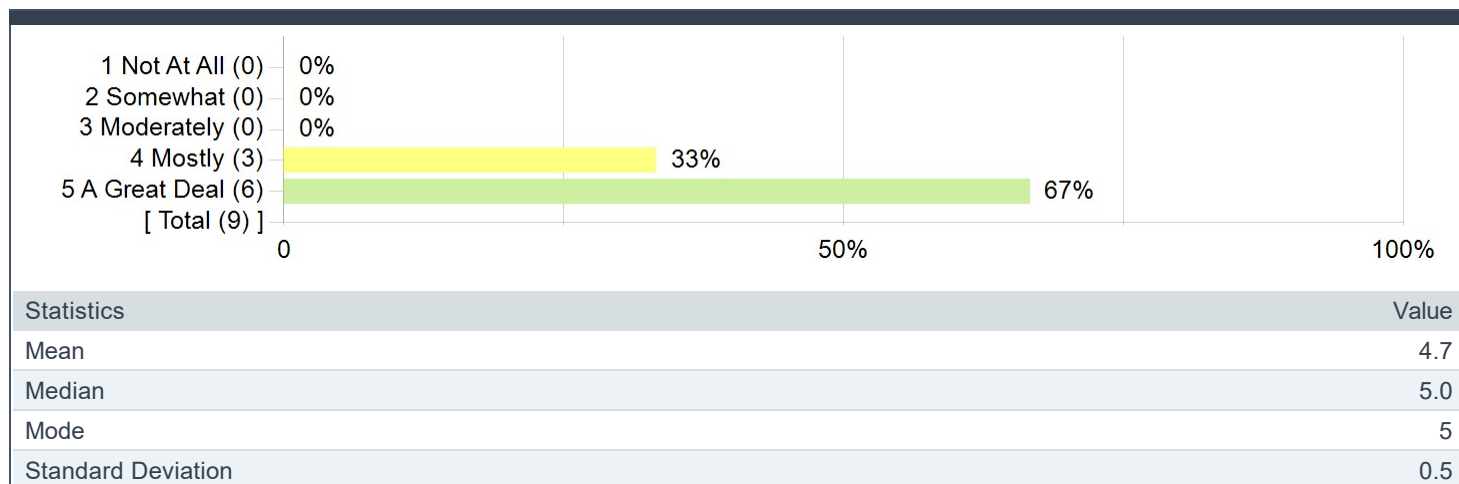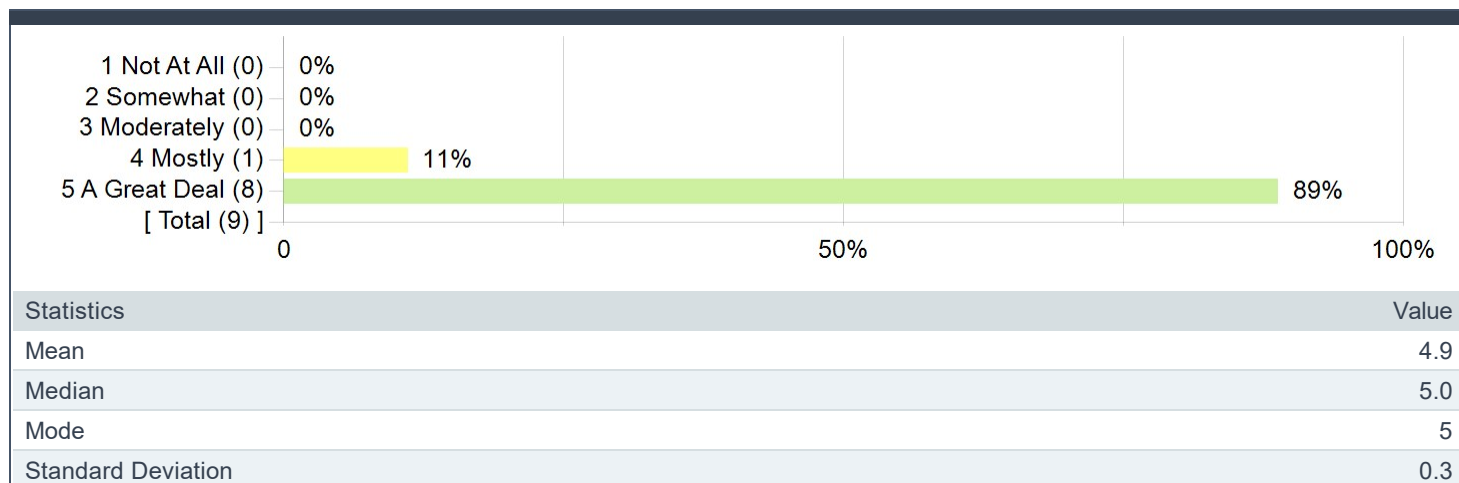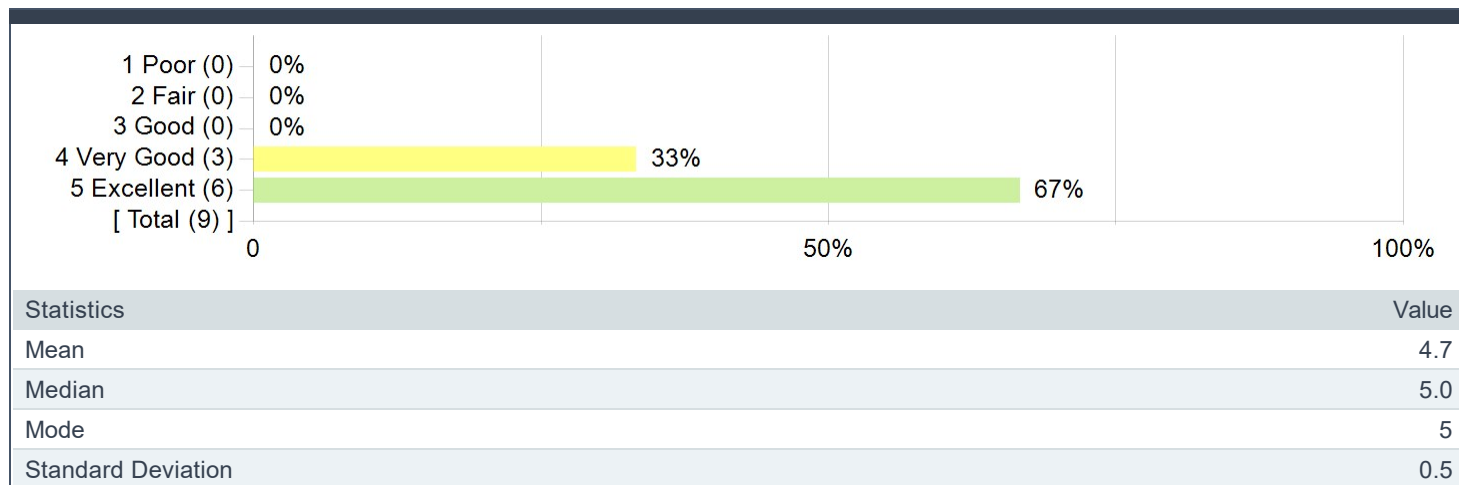
Part B. Divisional Items

9. The course instructor (Jenna Hartel) encouraged students to think about the subject matter from multiple perspectives.
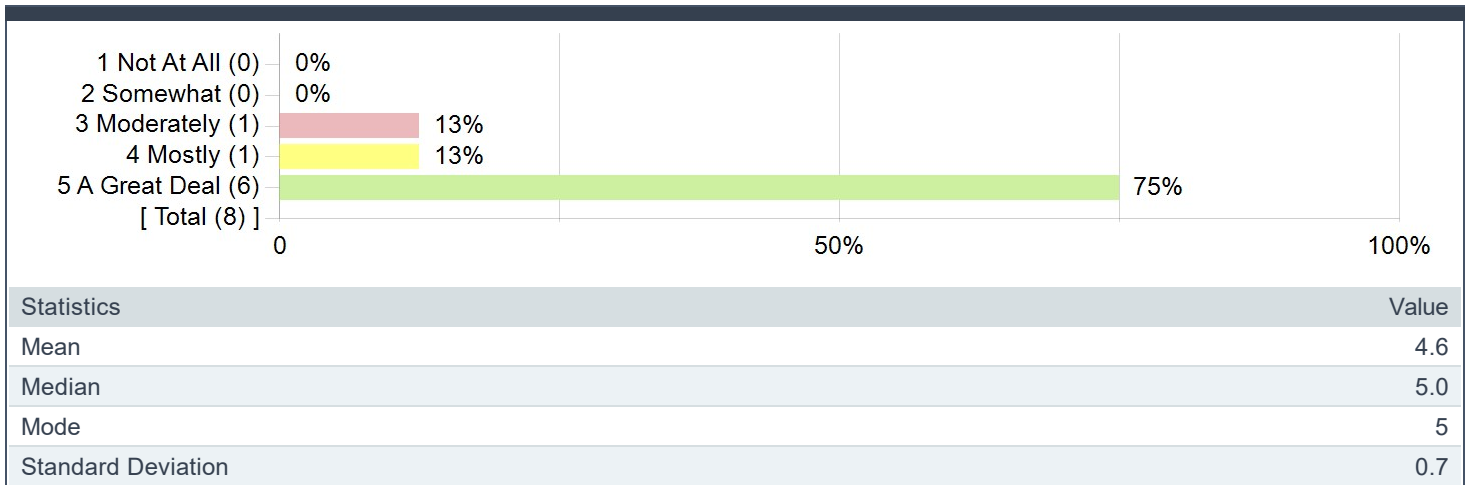
1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (2)	22%
5 A Great Deal (7)	78%
[Total (9)]	

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4

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

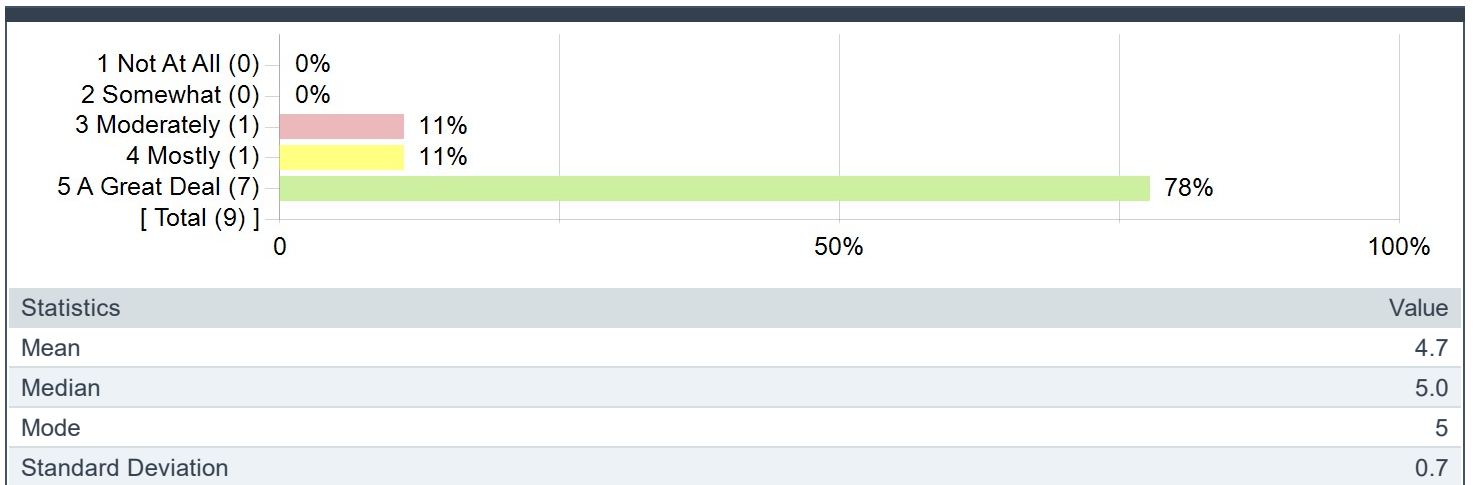|	
1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (2)	22%
5 A Great Deal (7)	78%
[Total (9)]	

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4

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

1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (1)	11%
4 Mostly (1)	11%
5 A Great Deal (7)	78%
[Total (9)]	

Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.7

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

	Percentage
1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (1)	13%
4 Mostly (1)	13%
5 A Great Deal (6)	75%
[Total (8)]	

Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.7

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

	Percentage
1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (1)	11%
4 Mostly (1)	11%
5 A Great Deal (7)	78%
[Total (9)]	

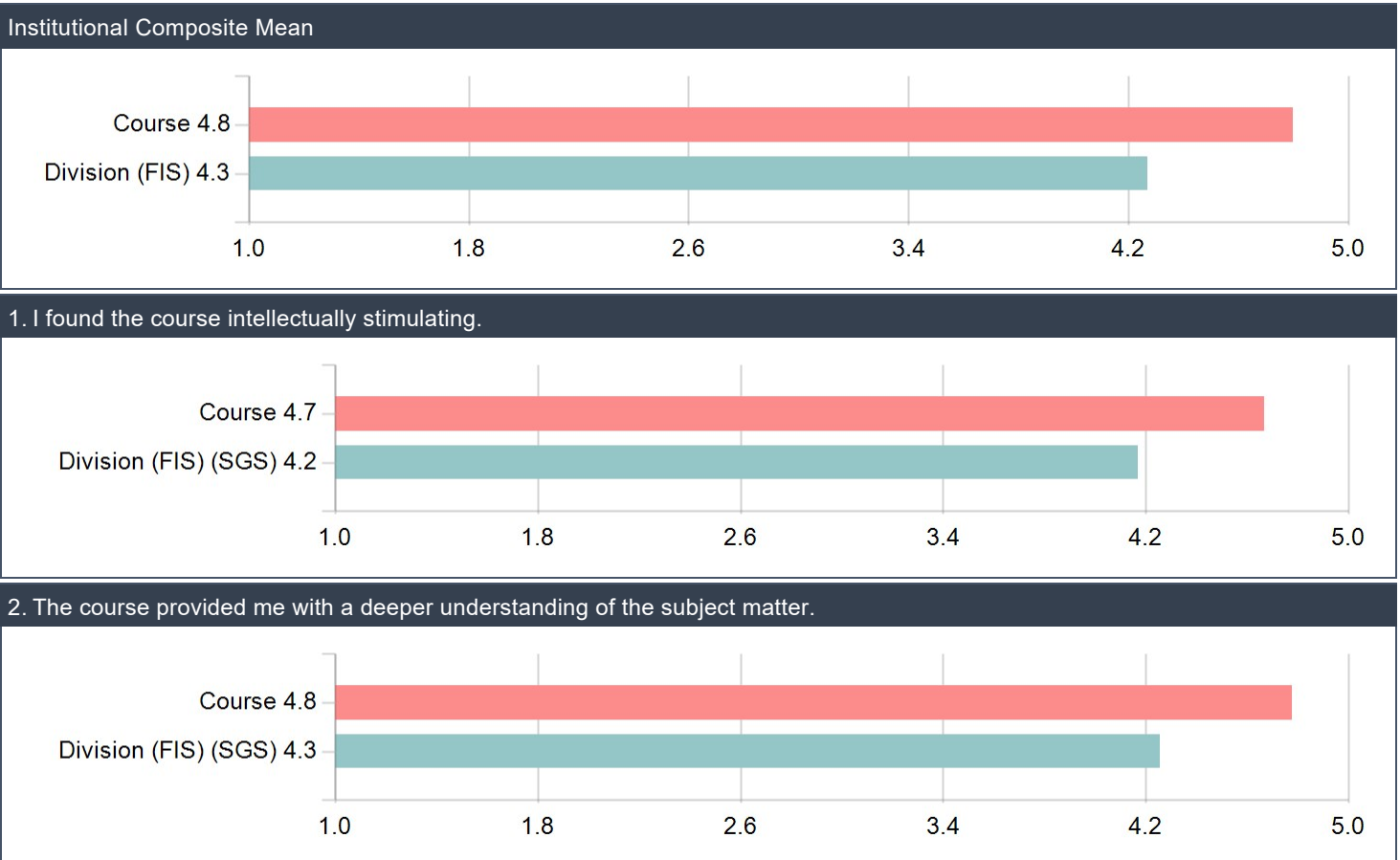| Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.7

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 [(3.5x1000)+(4.5x10)]/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

Institutional Composite Mean

Course 4.8
Division (FIS) 4.3

1. I found the course intellectually stimulating.

Course 4.7
Division (FIS) (SGS) 4.2

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

Course 4.8
Division (FIS) (SGS) 4.3

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

	Rating
Course	5.0
Division (FIS) (SGS)	4.4

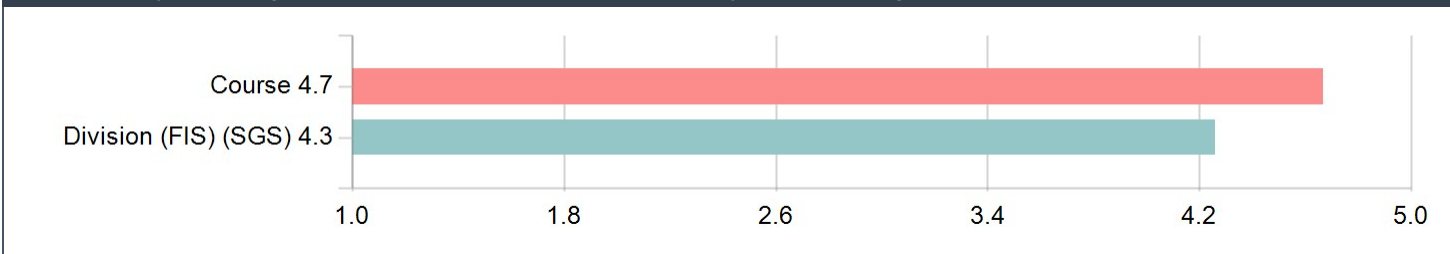Scale: 1.0, 1.8, 2.6, 3.4, 4.2, 5.0
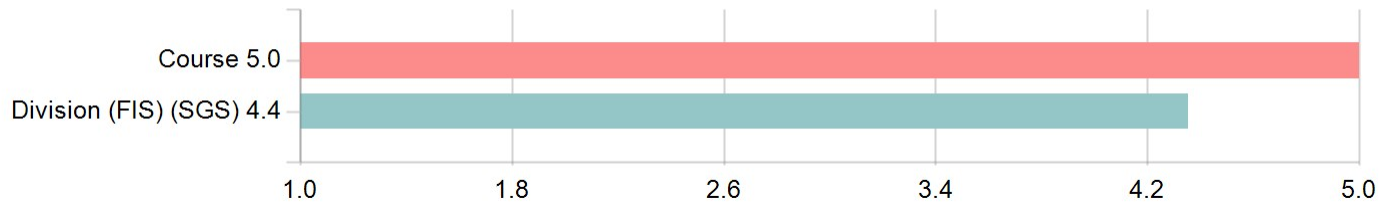
**Part A. Core Institutional Items**
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal
(continued)

4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.
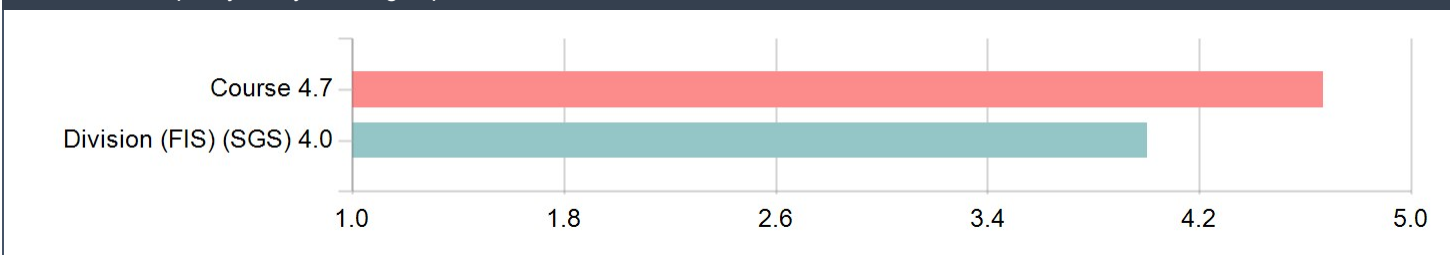
Course 4.7	
Division (FIS) (SGS) 4.3	

1.0   1.8   2.6   3.4   4.2   5.0

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

Course 4.9	
Division (FIS) (SGS) 4.3	

1.0   1.8   2.6   3.4   4.2   5.0
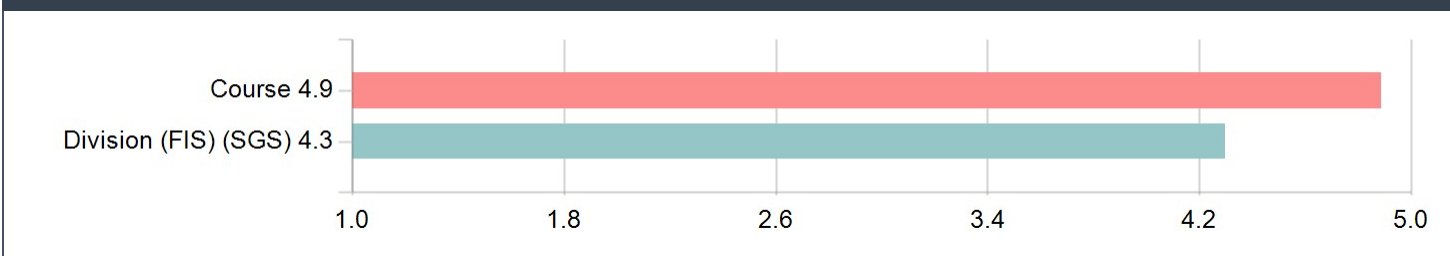
Scale: 1 - Poor   2 - Fair   3 - Good   4 - Very Good   5 - Excellent

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

Course 4.7	
Division (FIS) (SGS) 4.0	

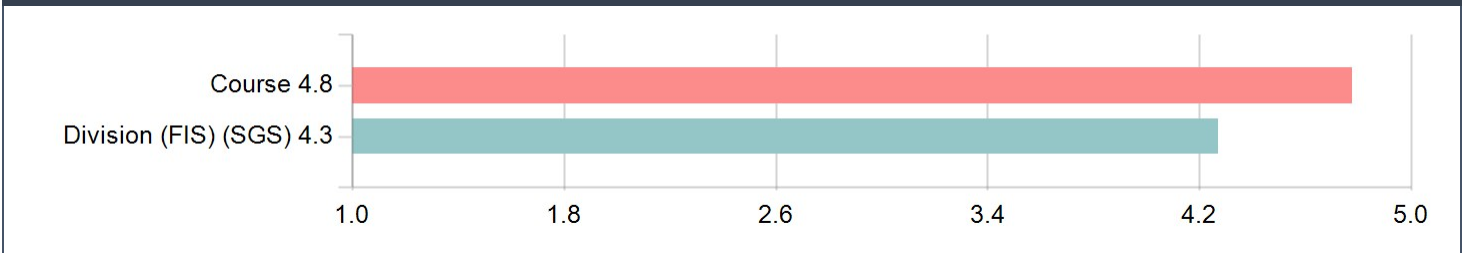1.0   1.8   2.6   3.4   4.2   5.0

Part B. Divisional Items

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

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

Course 4.8
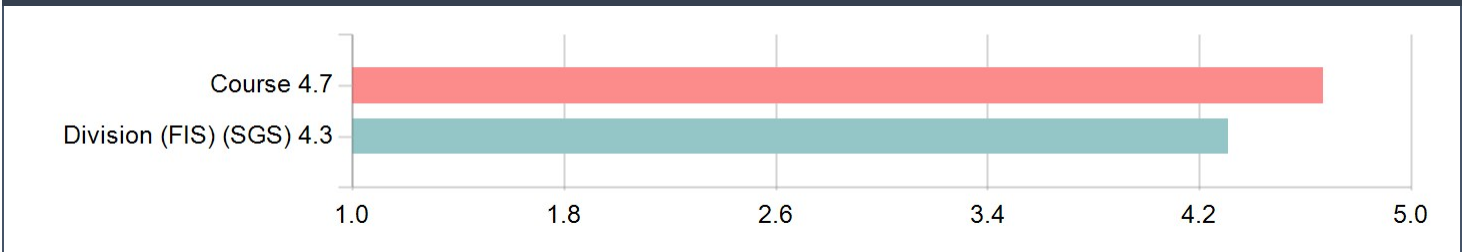Division (FIS) (SGS) 4.4

1.0   1.8   2.6   3.4   4.2   5.0
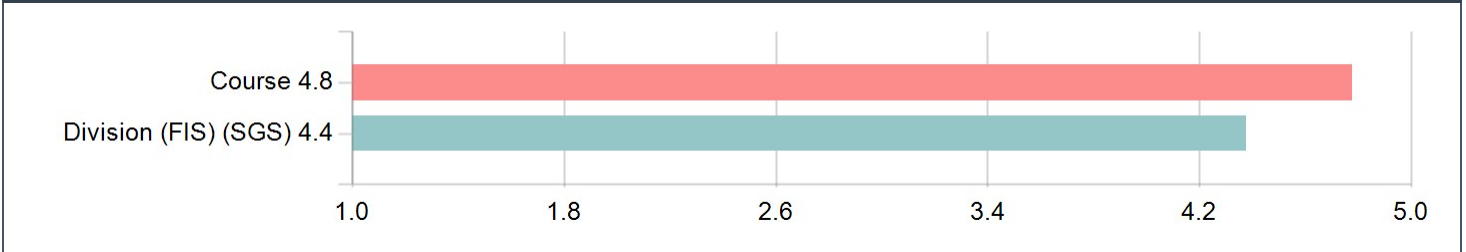
Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal

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

Course 4.8
Division (FIS) (SGS) 4.3

1.0   1.8   2.6   3.4   4.2   5.0

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

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

Course 4.7
Division (FIS) (SGS) 4.3

1.0   1.8   2.6   3.4   4.2   5.0

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

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

Course 4.6
Division (FIS) (SGS) 4.4

1.0   1.8   2.6   3.4   4.2   5.0
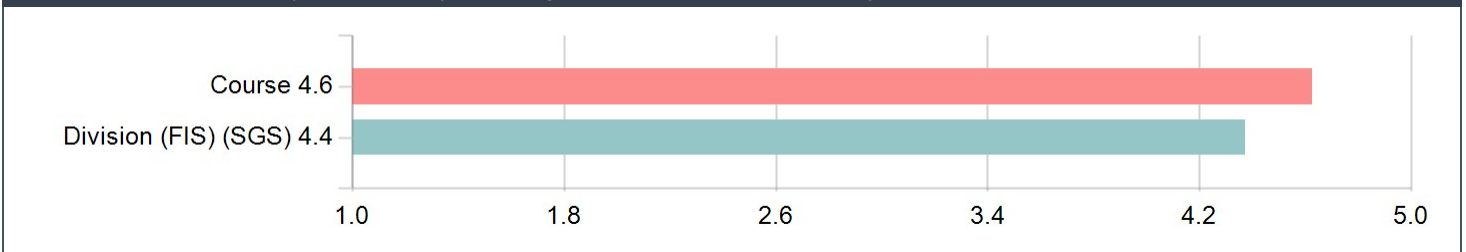
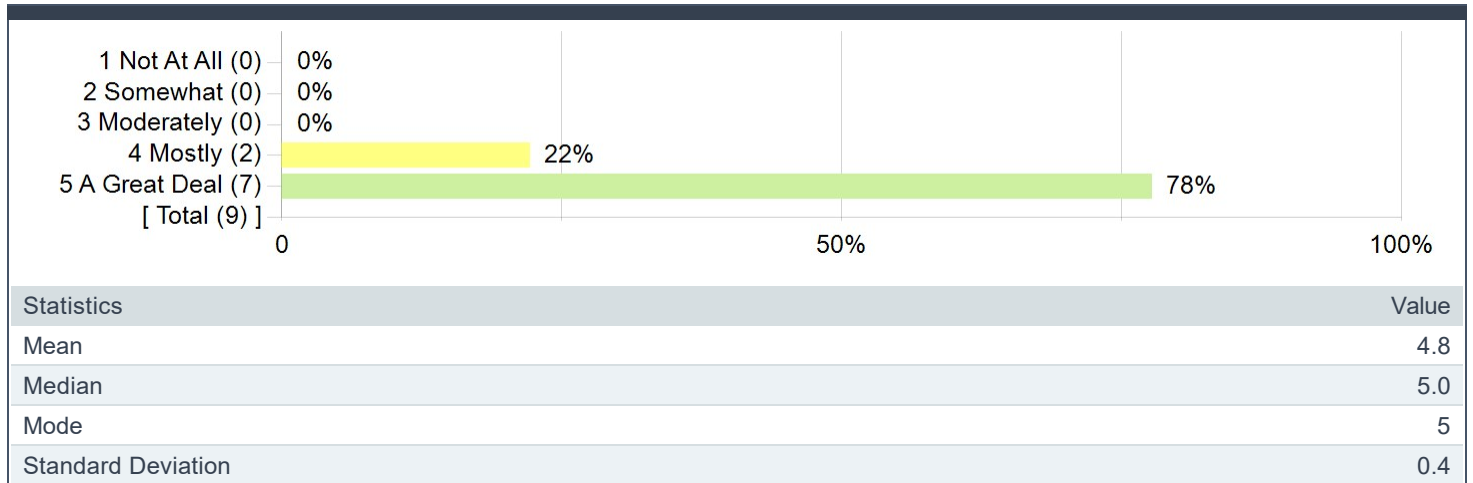**Scale: 1 - Not At All   2 - Somewhat   3 - Moderately   4 - Mostly   5 - A Great Deal**

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

Course 4.7

Division (FIS) (SGS) 4.4

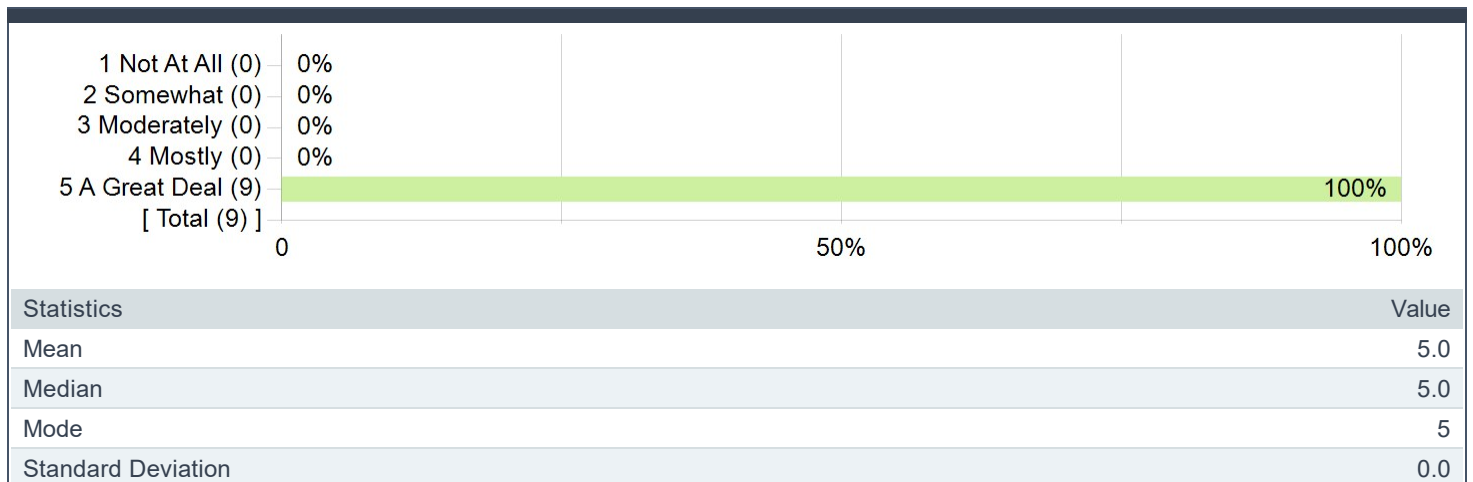1.0   1.8   2.6   3.4   4.2   5.0
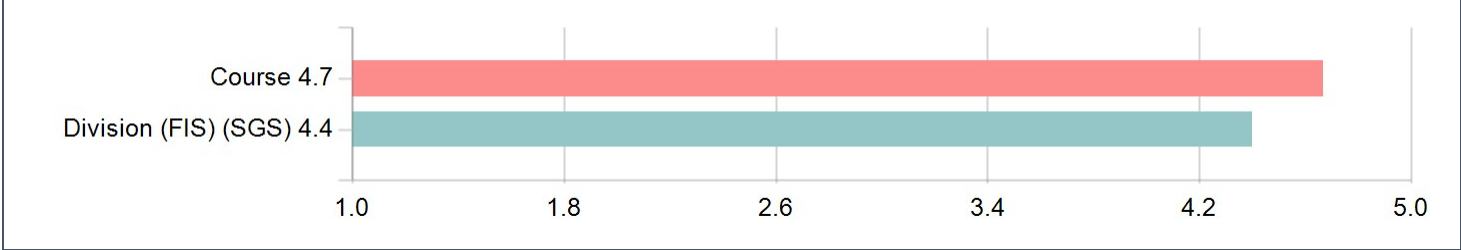
Section 4: Formative Data

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.

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

1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (2)	22%
5 A Great Deal (7)	78%
[Total (9)]	

Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4

L-5. The course instructor (Jenna Hartel) maintained a regular, engaged presence during online activities and discussions throughout the course.

1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (0)	0%
5 A Great Deal (9)	100%
[Total (9)]	

Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

O-10. Course projects and/or assignments provided opportunity for reflection.

1 Not At All (0)	0%
2 Somewhat (0)	0%
3 Moderately (0)	0%
4 Mostly (1)	11%
5 A Great Deal (8)	89%
[Total (9)]	

Statistics	Value
Mean	4.9
Median	5.0
Mode	5
Standard Deviation	0.3