

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

Instructor: Jenna Hartel
 Section: LEC0102
 Delivery Mode: SYNC

Report Generation Date: January 5, 2021

Raters	Students
Responded	20
Invited	36

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.	4.3	4.0
The course provided me with a deeper understanding of the subject matter.	4.5	4.5
The instructor (Jenna Hartel) created an atmosphere that was conducive to my learning.	4.8	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.6	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.6	5.0
Institutional Composite Mean	4.5	-

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....	4.4	4.0

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

Comments
The course was interesting. Jenna would often go over the readings in class in, making me feel like I did not need to do the readings. The projects were all quite varied and fun to do.
Professor Hartel provides great instruction, she is very considerate, clear and interesting.
Professor Hartel's passion for information science is infectious. Her instructions for assignments are clear and she's very approachable and reassuring when students are somewhat stressed by class. More professors should take account on how she teaches and share instructions for assignments.
Professor Hartel, put in a great deal of care and effort to make her subject matter and classes engaging. I appreciated the variety of assignments available to us. It would have been good to receive a breakdown of how marks were deducted and rewarded as I have put a lot of time into my assignments I need to know how to excel.
The course delivery was great and the small group breakouts was very helpful. I always enjoy being able to discuss the readings and course materials with other students so I'm very glad to see that it was successfully done in a virtual setting.
Instruction was thorough and course content was challenging, but engaging.
Jenna organized her class in such a unique yet very specific and detailed way. I am grateful for the way that she made the course so easy to follow and always made herself available to answer questions or provide support. I was worried about the subject matter upon starting the course, but those worries were quickly squashed when I saw how the content was organized. The way that Jenna taught the material made it that much easier to understand, even the most difficult topics that weren't necessarily my favourite.
Very enthusiastic teaching style and engaging in-class activities. Must be even better if taken in-person. I do wish there could be a syllabus or a schedule sort of thing.
The professor was enthusiastic and knowledgeable about the course material and was able to encourage students to express themselves. She employed different methods of learning, and was able to deliver course instruction in a digestible and interesting manner.
Dr. Hartel was wonderful. It was obvious that she really tried to make the most out of a limiting virtual classroom experience. Her lectures were structured in such a way that resisted monotony, and the short moments in which we took breaks from our screens—to stretch, to meditate, to reflect, etc.—really made a difference. Moreover, her assignments gave students the opportunity to think creatively and to engage with the course materials in refreshing and non-traditional ways—this is something I also really appreciated.
Dr. Hartel managed to bring cheer to the virtual course. Instructions about assignments were very clear, which I appreciated a lot.
Really great course
The course was very instructive. The readings and lectures contributed to my understanding of the topics covered, and Professor Hartel's consistent and demonstrated enthusiasm for the subject made me want to learn more.
Professor always made sure we were engaged but given proper breaks!
Professor Hartel was a very good instructor throughout the lectures this semester. Unfortunately, it was challenging to stay focused and engaged in the virtual lecture format, especially during those lectures that recapitulated the readings without expanding on them in any way.
Professor Hartel provided a very warm learning environment (even in an online setting). The course material was interesting and the delivery of that content was equally engaging and relatively easy to understand.
Dr. Hartel was very engaging and helpful, the content of her courses was interesting and well-explained.
Professor Hartel was extremely accommodating and considerate of everything going on with Covid while still providing awesome lectures packed with interesting and important information.
One of the most interesting courses I have taken. Really opened my eyes to the various 'information experiences' partaken by information professionals, as well as anyone seeking to find something. Jenna is an amazing instructor, and her passion for the world of information is evident, and inspiring.

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

Comments
Professor Hartel and TAs made themselves available, although there was enough explanations for assignments provided in class and in class workshops, very few questions needed to be asked.
I didn't need extra assistance to complete my assignment. But, the professor actively assured and reminded us that we can always ask for support since the pandemic is a very challenging time.
Jenna was an amazing professor and I consider her to be on the list of one of the best professors I have ever had in my educational career. The unwavering support, compassion, and kindness that she displayed to everyone in the class was moving and I am extremely grateful to have taken a class by her.
A lot of useful resources and the weekly intro announcements were helpful to get an idea of the broader context.
The method of providing course materials was interesting (no syllabus), but it worked in an online setting, and prevented students from being too bogged down in readings and assignments. The professor was understanding of other pressures and gracious in providing working deadlines.
Dr. Hartel and the TA, Yuxi Ren were very accommodating. Their support greatly benefited my learning experience. I also appreciated having the chance to attend different sessions.
Professor Hartel encouraged questions from students and her TAs were similarly helpful.
Professor + TAs were really rad! Professor cared so greatly about our mental and emotional wellbeing that we felt seen.
Assistance that was available to support my learning in the course were the office hours held after the class was finished.
Dr. Hartel was very helpful when responding to emails.

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.	4.7	5.0
11. The course drew attention to ethical and social issues related to the field of study.	4.5	5.0
12. The course instructor (Jenna Hartel) encouraged students to reflect critically on the course material.	4.7	5.0
13. The course instructor (Jenna Hartel) explained how course topics contributed to an overall understanding of the field.	4.8	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.

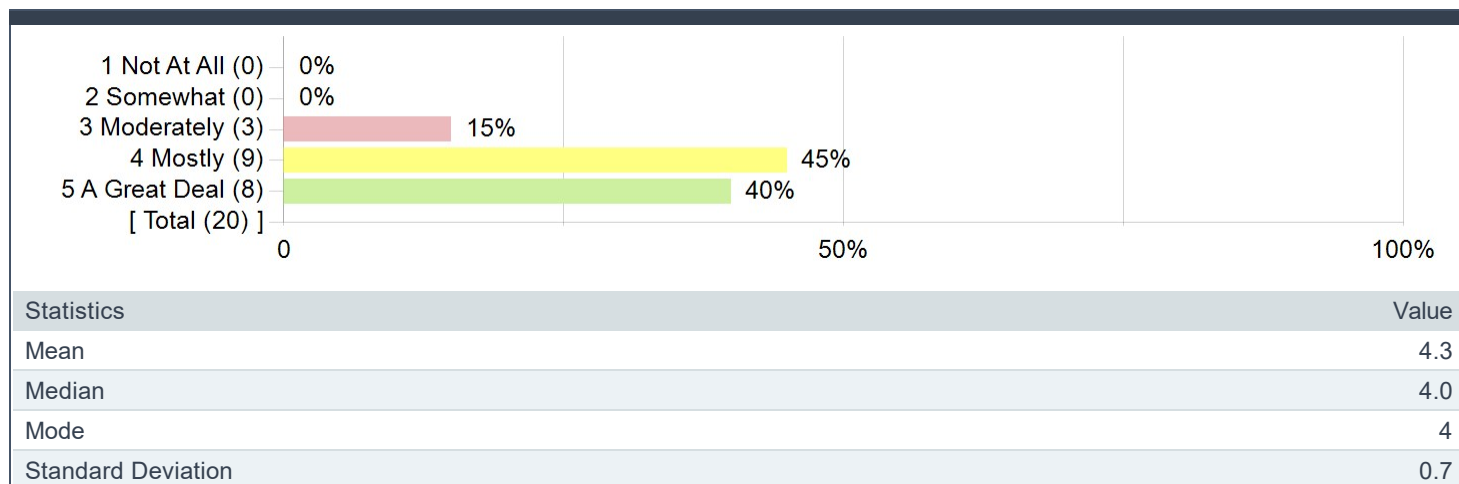
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

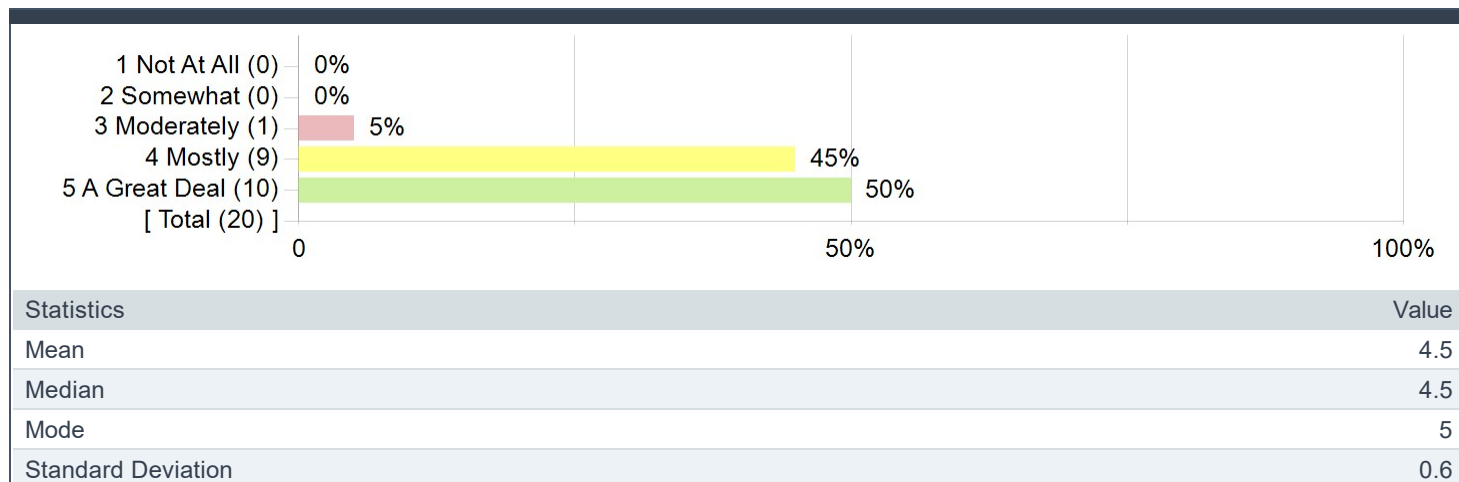
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

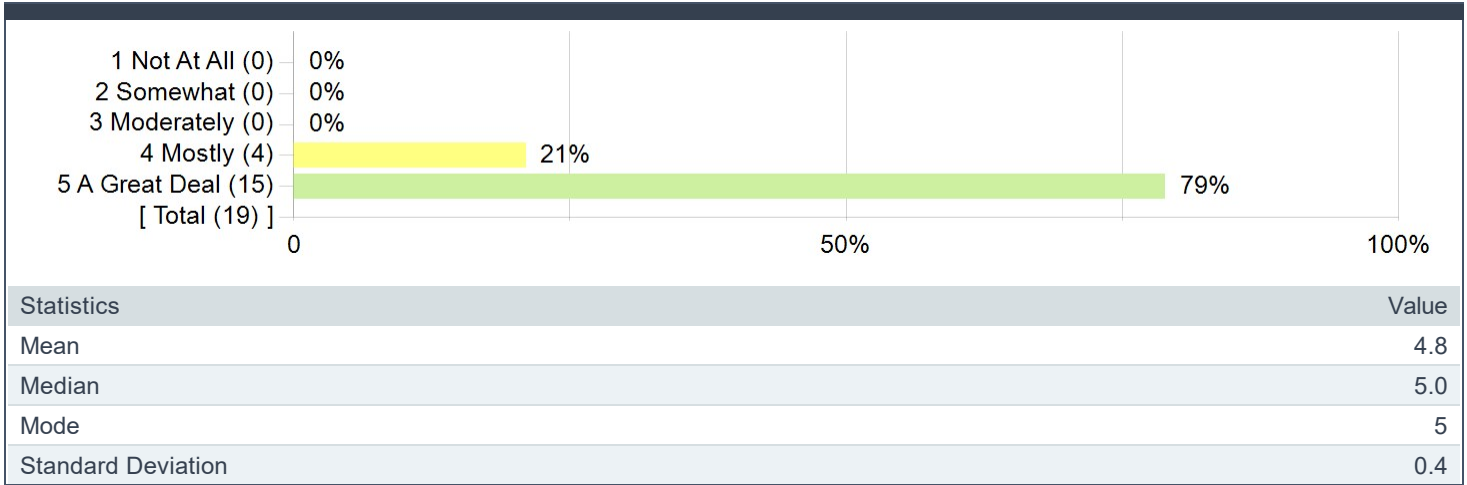
1. I found the course intellectually stimulating.



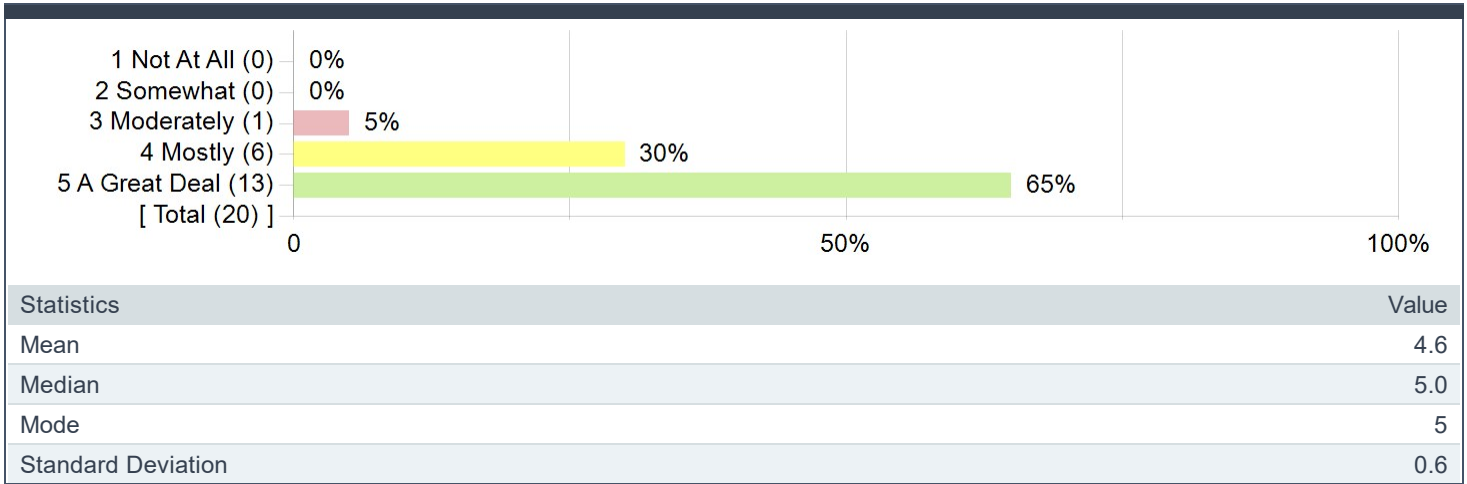
2. The course provided me with a deeper understanding of the subject matter.



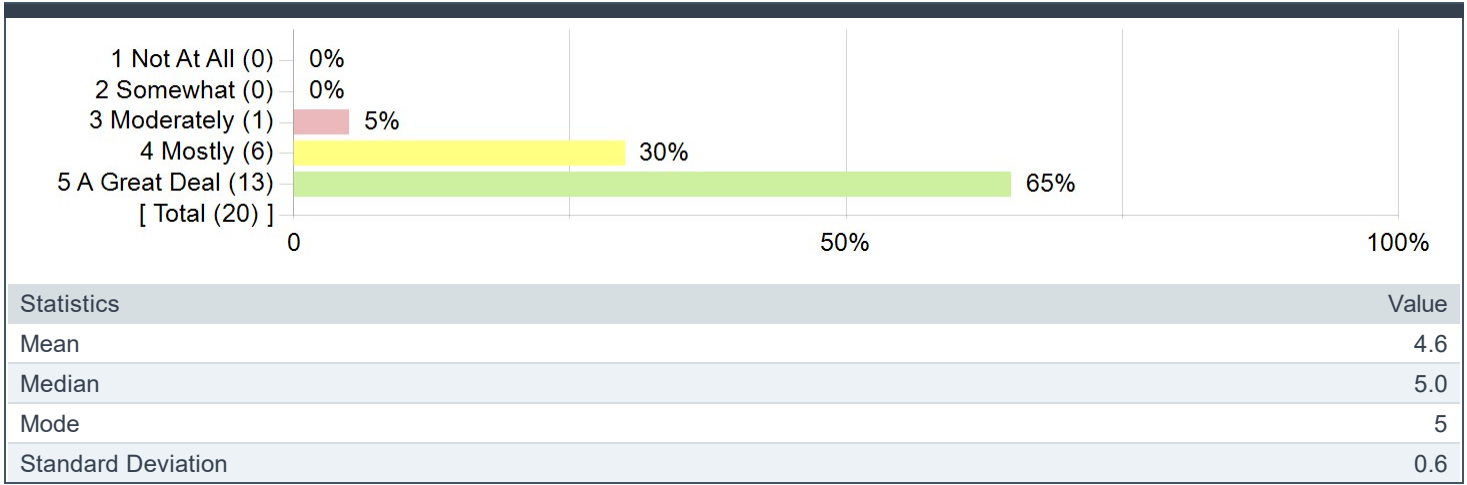
3. The instructor (**Jenna Hartel**) created a course atmosphere that was conducive to my learning.



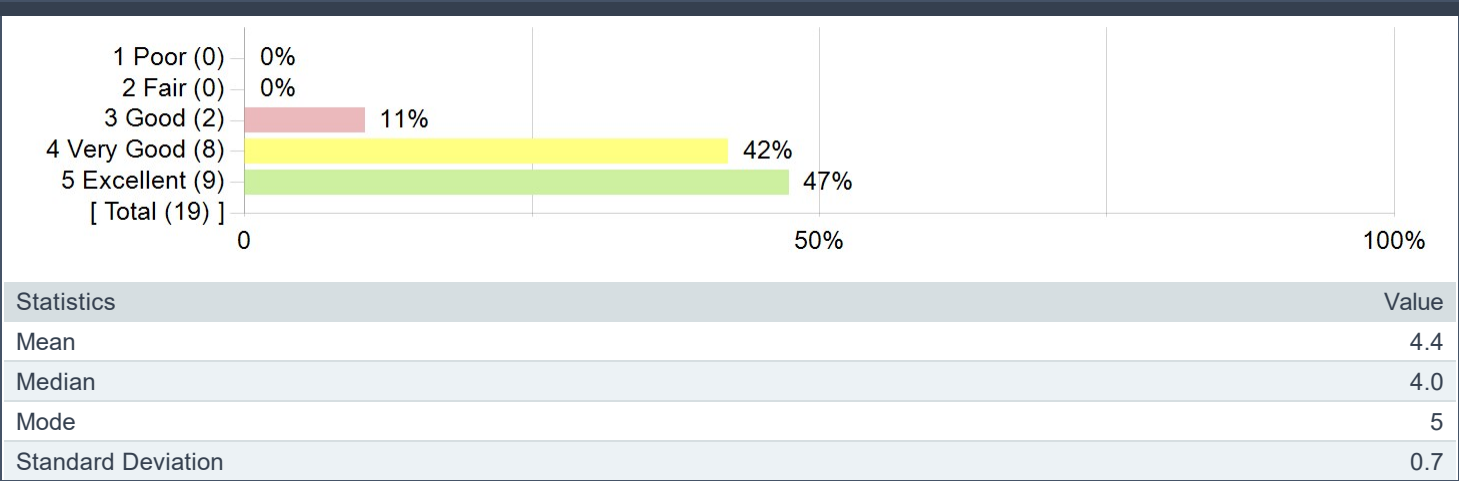
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



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

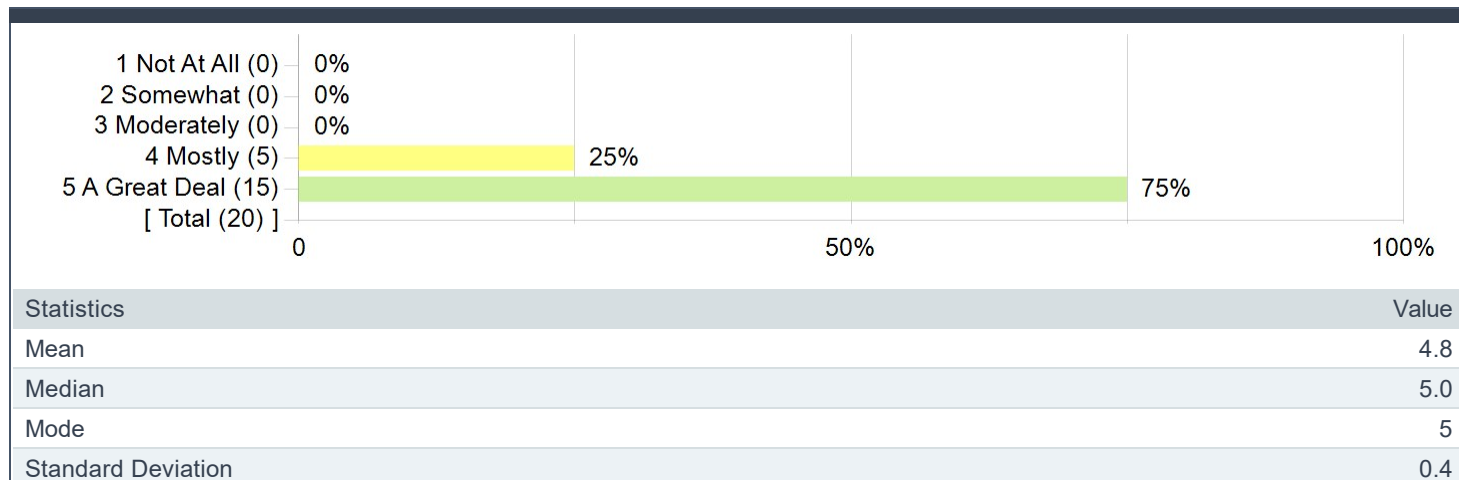


6. Overall, the quality of my learning experience in this course was....

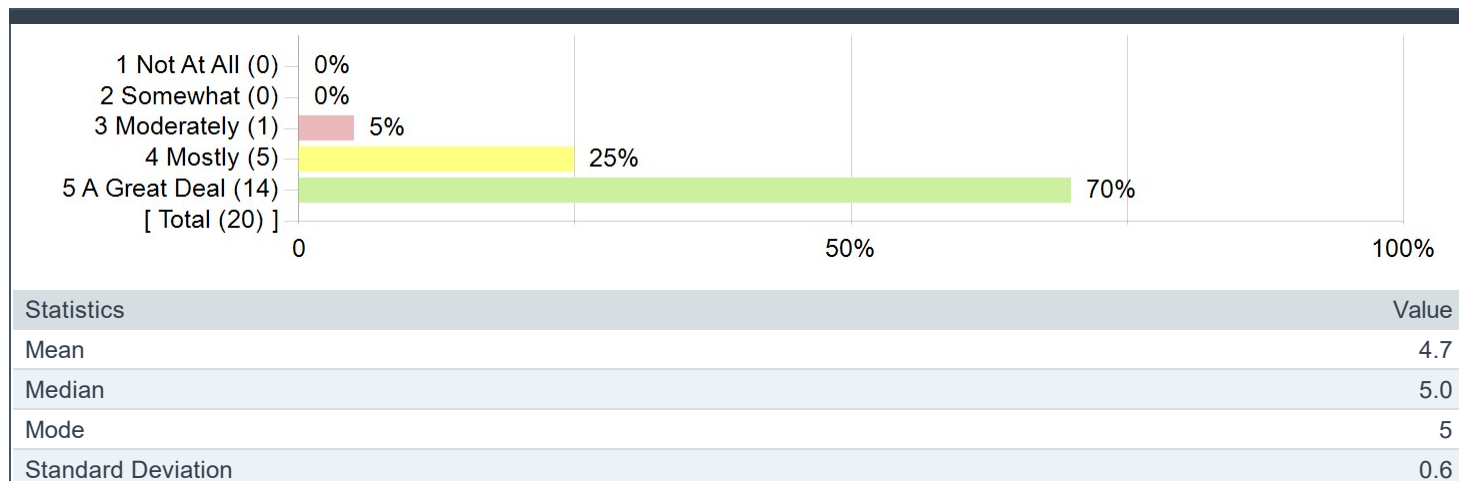


Part B. Divisional Items

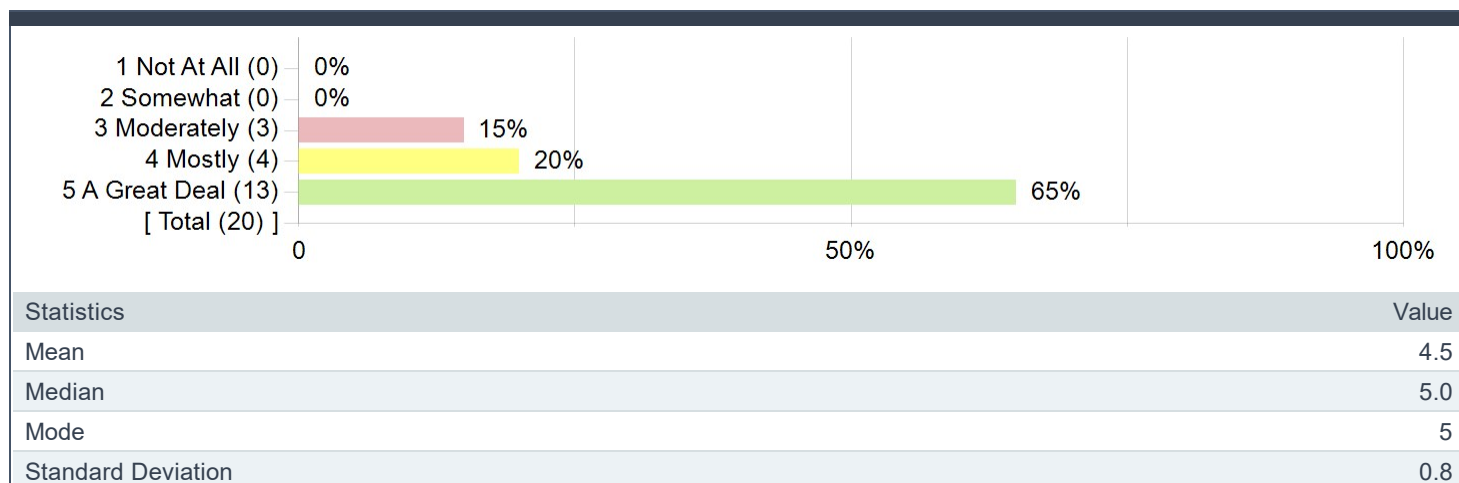
9. The course instructor (**Jenna Hartel**) encouraged students to think about the subject matter from multiple perspectives.



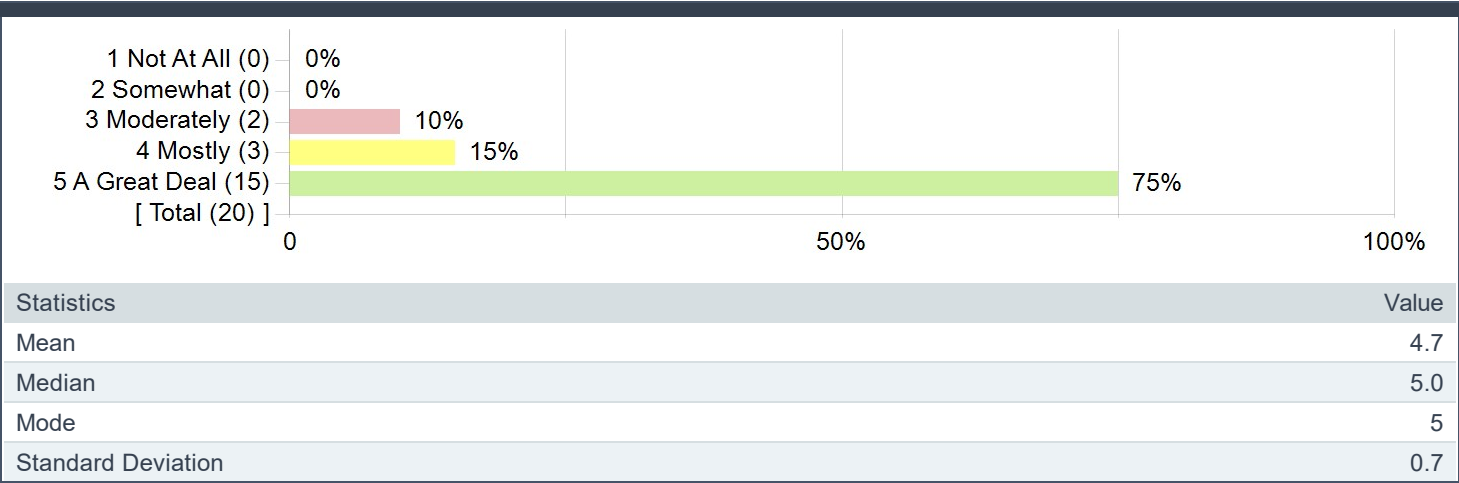
10. The course instructor (**Jenna Hartel**) encouraged me to explore alternative approaches when problem-solving.



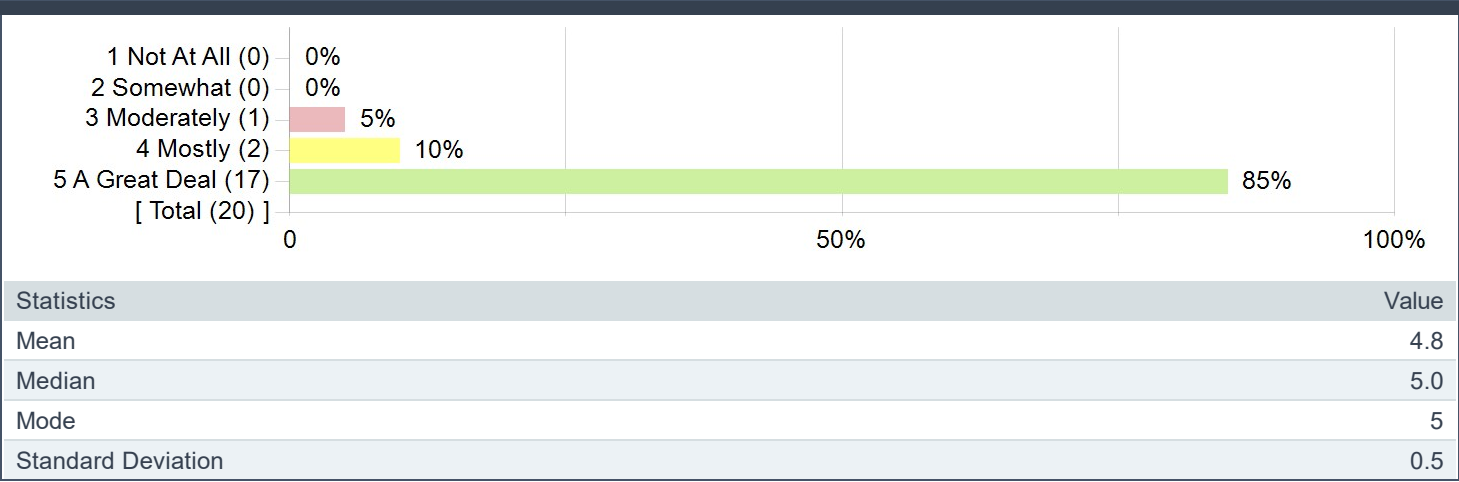
11. The course drew attention to ethical and social issues related to the field of study.



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.

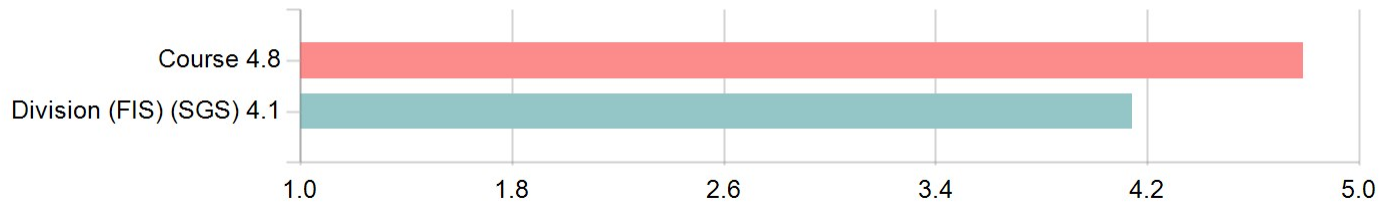
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

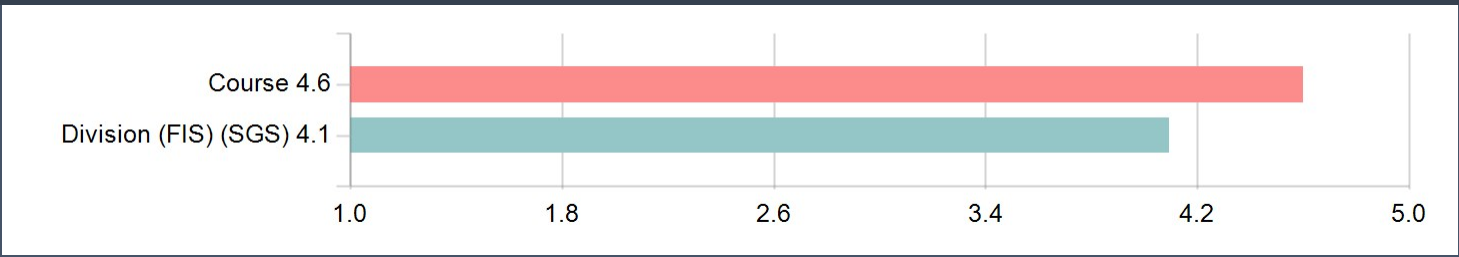


Part A. Core Institutional Items

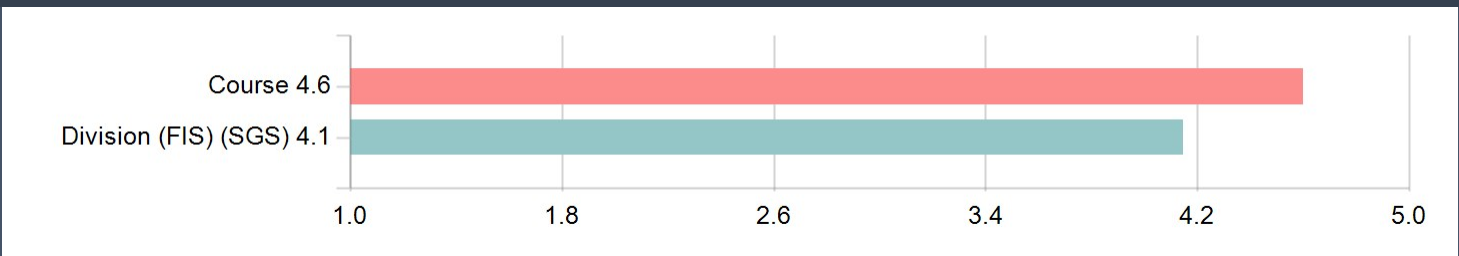
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4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

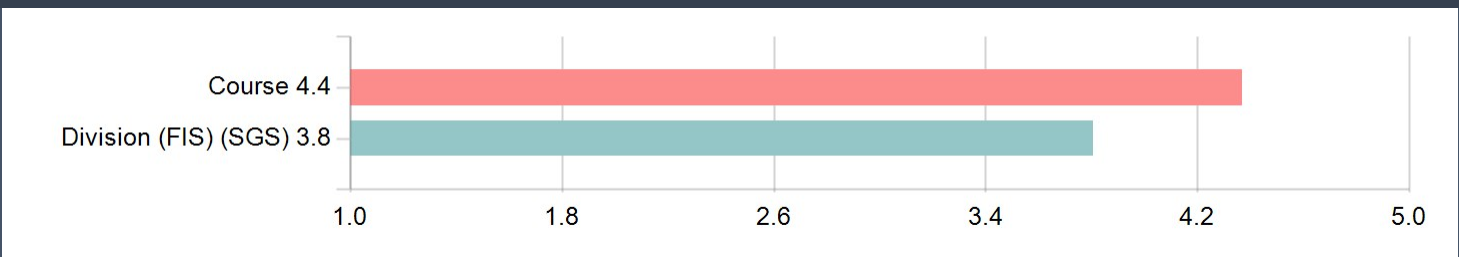


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



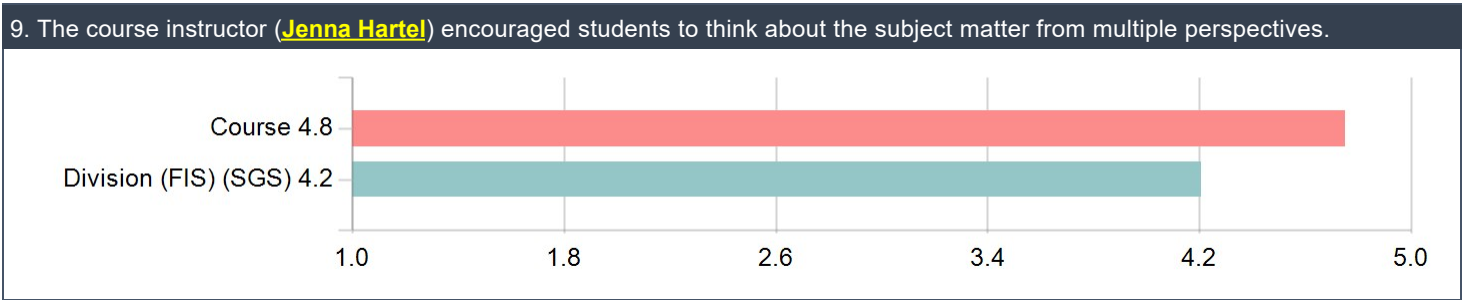
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

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

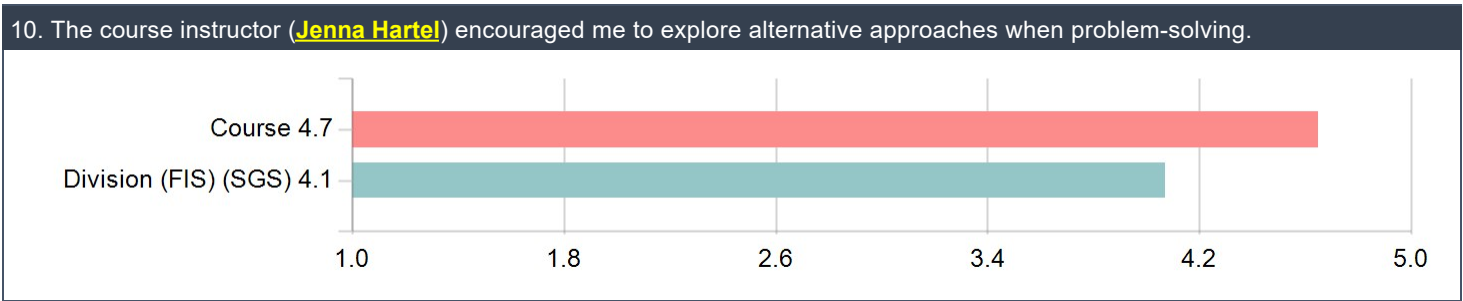


Part B. Divisional Items

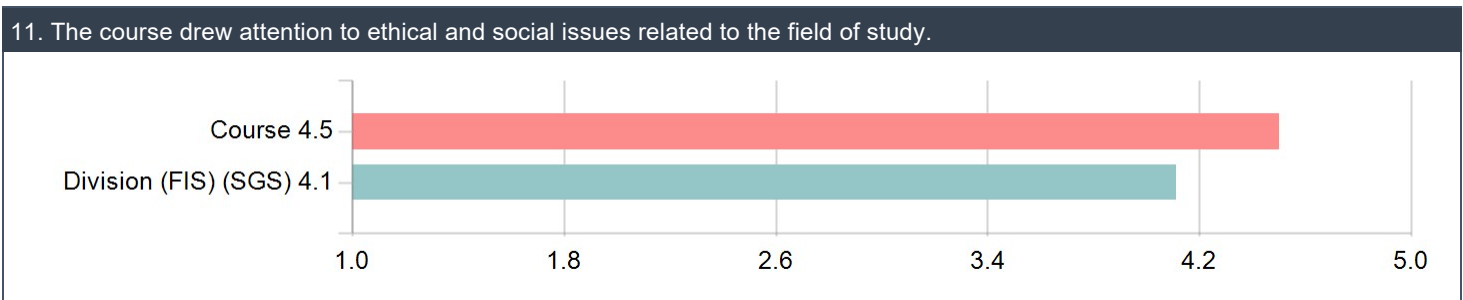
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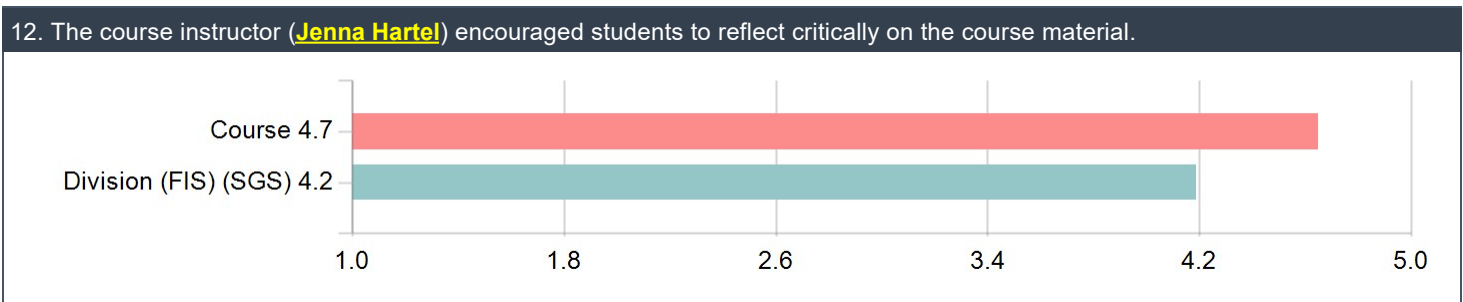
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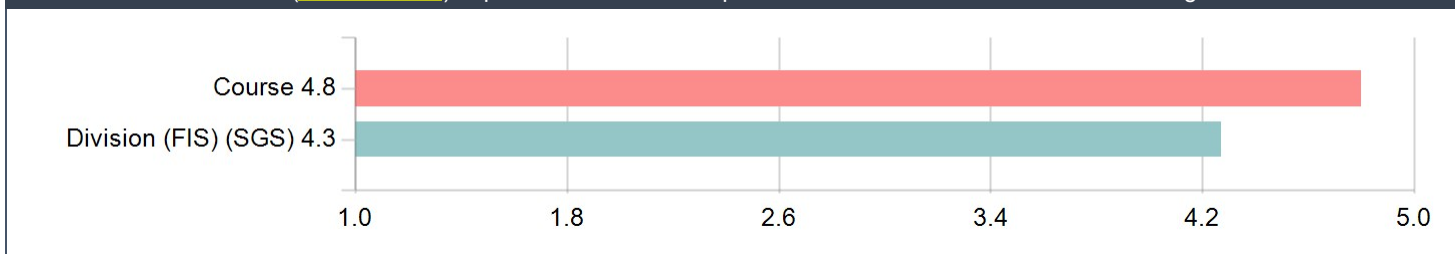


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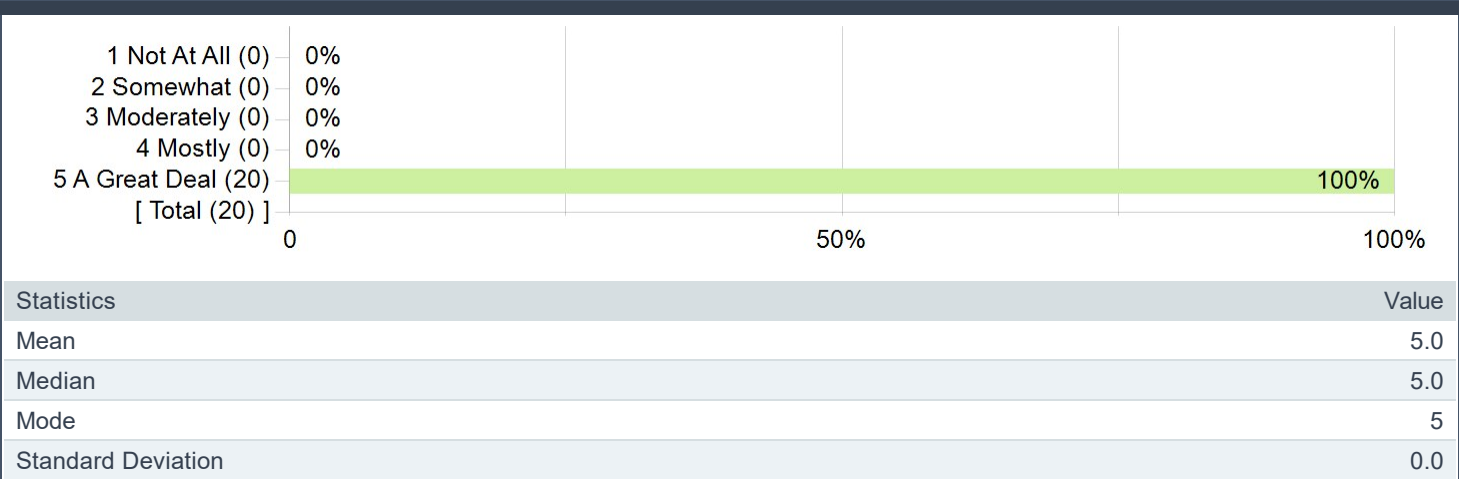
13. The course instructor ([Jenna Hartel](#)) explained how course topics contributed to an overall understanding of the field.



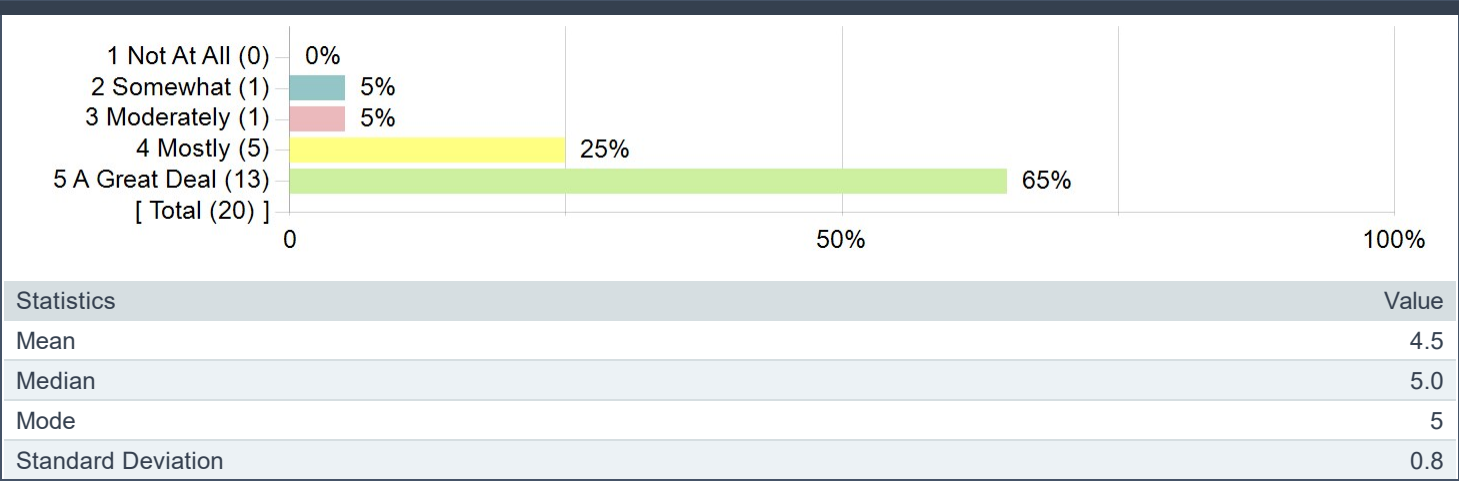
Section 4: Formative Data

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.

