

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-LEC0103 (SYNC)
 Division: SGS
 Session: F
 Session Codes: F = First/Fall, S = Second/Winter

Instructor: Jenna Hartel
 Section: LEC0103
 Delivery Mode: SYNC

Report Generation Date: January 5, 2021

Raters	Students
Responded	23
Invited	38

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.	4.4	5.0
The course provided me with a deeper understanding of the subject matter.	4.5	5.0
The instructor (Jenna Hartel) created an atmosphere that was conducive to my learning.	4.7	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.	4.5	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	5.0

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

Comments
Jenna is a wonderful teacher. She definitely shows her passion for the materials throughout her lectures. She explains difficult concepts well, and although I would not pursue information behaviour studies in the future myself, I would definitely still want to read about them. Class discussions were always lively, and the group activities were great for discussion between the students.
Fun and engaging course. Lectures were kept short to ensure attention did not waver, and balanced between group discussions and lecture.
I really enjoyed the assignments and course material for this class. I did not overly enjoy the emphasis on breakout groups, this is mostly due to them being tiring in an online environment. Jenna did a great job of making the class feel welcoming regardless and I enjoyed her lectures.
I enjoyed this course the most out of all the others. The overall quality was very good!
It was a good course, with a lot of engaging assignments which helped me apply the principles learned in class. Group activities and discussion that took place were very important. It helped us engage more with the subject matter and the intellectual discussions in the group and later presenting our group discussion further nudged us to be prepared for the class. The only problem was that the classes were not recorded even though many students requested professor to record. I myself had bad internet connection days sometimes and missed a lot of content of class but because the lectures were not recorded I had to depend on notes and slides provided by the professor. Recording lecture helps students in the unusual time of corona. If lectures are recorded then the anxiety and frustration of missing out lecture because of bad connection goes away. I think professor should be little empathetic towards students and record lectures.
The instruction was wonderful, the instructor is very knowledgeable, explains concepts well and encourages students to take breaks throughout class
I thought the course was great and covered a great deal of interesting and informative content on various topics. I appreciated the two big assignments allowing us to apply our knowledge/course concepts to real word environments and/or situations despite the current pandemic. Overall, I thought the course addressed many applicable concepts to the real world with sufficient examples provided, and the break out group discussions further aided this.
loved the professor's teaching style. she is incredibly encouraging and her slides are beautiful.
I learned so much and enthusiasm for topic was catching in itself and it was fun. thank you.
This course was AMAZING. I never saw myself as capable of conducting original research and I found the idea intimidating. Professor Hartel makes research and methodology fun, interactive, and easy to understand. I took so much away from this course. Besides the work, Professor Hartel is such a warm presence. She's uplifting and encouraging, and her creativity shines through in everything she does. I learned so much but somehow never felt bored or like I was lost. She's also a master of laying out assignments coherently. Every other professor should look at her Quercus page and her assignment sheets, they're art.
The instructor provided very well paced, well planned lectures with very useful notes and visuals in the slides. She was able to make challenging theoretical readings easy to understand with very thoughtful teaching strategies including examples and visuals. The instructor spoke at a pace that was easy to follow. Her thoughtful assignments were also excellent learning experiences that really helped us understand, personally relate to and practice the concepts and practices. The course opened our eyes to the possibilities of how we can do research to help people in our careers as information professionals. I very much appreciated the breaks that were built into the lectures as they really helped us to be ready to dive into more material with a fresh mind. I also really appreciated the different strategies used such as introducing stretch breaks and mindful breaks, which were very helpful in the online environment during a pandemic. These thoughtful additions to the class made a world of difference. The instructor also created a welcoming and warm environment that made us feel comfortable to participate, even though we could not see each other. I wish to thank Professor Hartel for all her efforts to make this a positive experience as it really made a huge difference during such a strange and challenging time. The class was a ray of sunshine every week. I also appreciated the pacing of the assignments and how they were spread out through the term, which helped us all keep on track. Thank you! The only suggestion I have, which I am offering to all my instructors is that it would be helpful in the online environment to have some time with break out groups that is a bit lengthier and less structured for students to have a chance to get to know each other more. The breakout activities were very stimulating and fun, but since we are not in an in-person environment we lack the opportunity to get to know each other in a casual and less structured manner. I got to know classmates better in this class than in any other of my classes. But I would love the opportunity to work with my classmates informally to get to know them, what their area of expertise is and what they bring to the study of information. Interviewing each other for the IHI assignment and break out group practice for the IHI was such an opportunity. I would love more such opportunities.
Dr. Hartel provided us a relaxing learning environment. She is always opened to all the questions and she patiently answer all of them every time. The course content is helpful to the assignment, all the instructions are clear and easy to follow.
This is one of my favourite courses ever. The instruction was always engaging, thoughtful, and drew on our experiences and education. We were critical, meaningful, and created a warm learning environment.
The moments of mindfulness that permeated the class were warm and felt necessary in the best possible way.

Comments
The assignments encouraged us to be researchers in ways I had never been before. I think I even better understood the place of courage, humility, and dignity in the academic endeavour. It's at the very core.
Prof was EXCELLENT – my favourite class this term by far!!!!
Overall I found there could have been a bit more calmness on the technical side of things. When there were technical difficulties the atmosphere could feel hectic, rushed or frenzied (eg if there was a delay with mics turning on etc). I enjoyed parts of the assignments but sometimes the questions felt like time-consuming labour, not adding that much to my understanding of the topic. That said, I loved that the form of the assignments were more interesting than just doing essays.
I am going to be honest, when I sat in on my first class with Dr. Hartel, I thought for sure I was in for some kind of hippie course. Her talk about her use of contemplative pedagogy and soft-spoken approach left me questioning if I should continue with the course. I could not be happier to have been wrong! Dr. Hartel is soft-spoken, yes, and she does take breaks throughout the class to breathe deeply or read poetry, but I honestly had no idea how much I would grow to appreciate the calm and meditative approach that she takes. Taking gentle "reset" moments throughout her lectures allows the mind to refocus on the material and release any built-up tension. Her rotating cycle of "interventions" for calm throughout the semester kept it fresh and interesting. Dr. Hartel also clearly has a deep understanding of information behaviour and creates a clear narrative throughout her assigned readings and lectures so that her learners are able to understand how each new piece of information fits into the larger picture. I especially appreciate that Dr. Hartel is willing to "shake things up" with her assignments and experiment with innovative ways to individualized learning (à la gratitude assignment). I think I put more effort into one thank you card than I would have into a written report and I have a much better understanding of the reasoning and learning behind the card than I would for a report. My first impressions of Dr. Hartel were very wrong and I am very grateful to have had the opportunity to learn from her.
Professor Hartel is an exceptional teacher. Her pedagogical strategies were thoughtful and inclusive. She ran a tight ship — her lectures were well-planned, and gave us the right resources to come to each class well-prepared to engage with the material. Her ability to foster intimacy and connection with students in an online format was masterful — unlike what I experienced in any other class. She was always "present", she listened well, and I believe she inspired students to do the same with each other. She kept the tempo upbeat and varied what we did over the course of each class, lecturing, discussing and doing group activities. This was enormously helpful in engaging the class in the online setting. Assignments were creative and truly enabled me to apply and learn from course material. I loved it.
Professor Hartel is an incredible educator: patient, kind, thorough and highly competent. There have been great concessions in quality of education because of the online environment, but that has had nothing to do with Professor Hartel, who has gone above and beyond to try to improve a negative situation.
I'm not sure if this course usually feels this incoherent when it's delivered in person, but online it felt like the weeks were all extremely disjointed and the reading was usually not discussed or only gestured at in lecture. Conducting the assignments remotely felt alienating, and though it was acknowledged (during the interview assignment) that doing research that involved the pandemic could be painful or even harmful, we continued to do data-gathering assignments and reports that involved reflecting on work-from-home spaces and behaviours, and little support was offered in this regard.
I enjoyed this course a lot! Prof Hartel, along with her TAs and tech crew during class did an amazing job in making the classes feel interactive and stimulating.
The quality of instruction was very practical and the tools provided enhanced learning. However, the volume of readings and assignments happening concurrently in this virtual environment was overwhelming.
Professor Hartel delivered thoughtful, insightful and critical lectures that helped students even outside of the LIS concentration to understand the material. She presents complex concepts in a digestible way with a casual style of lecturing that encourages student participation and questions. She created breakout groups in almost every class to help us work through the day's concepts and techniques in an engaging way that helped us to understand the material better. She gave us lots of time and direction for our assignments, which required a range of approaches and called for a variety of concepts to be applied. Her lecture slides encapsulated key information without being too busy, and she lectured with added depth that often included real-world examples and anecdotes. Her style was conducive to different forms of learning. She also provided generous breaks and prompted us to stretch and meditate together (etc.) at regular intervals to ensure that we'd be comfortable and clear-headed for the full three hours.

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

Comments
n/a
Very responsive to emails and many resources available for help.
Jenna was very open to questions and always provided ample time to help us understand assignments. Course resources were very helpful in answering most questions I had.
I appreciated the professor very much for staying after lecture to take questions on the assignments
Assistance was fully provided. TA and the professor were always available and helped with every resource.
Extensions on due dates
The Professor and TAs were easy to reach via email and responded relatively quickly with any inquires that were posed.
she was always open to any questions or emails
patience and understanding was motivating
It was great! And really great TA's as well.
The instructor was very helpful and always answered questions after class when needed. But she did such an amazing job explaining and illustrating the concepts with her lectures that I rarely had follow-up questions beyond the allotted class time.
Dr. Hartel and her TAs are very helpful, they helped on explaining assignments as well as class content.
There was ongoing support from Jenna as well as our teaching assistants Yuxi and Maya. Joshua who was our tech support team member was always making sure the class was running smoothly virtually for everyone. They were available to make time to virtually meet to discuss course material, concepts, and coursework as well.
Help was readily available
The assistance was great. Professor Hartel was my most responsive professor when it came to questions or emails and also provided the clearest communication on what was going to happen each week and what students needed to do to be prepared.
Dr. Hartel was available and responsive. One TA was very responsive and answered emails in a timely fashion; the other TA never did respond to my questions, unfortunately.
Assistance was availabe whenever I sought it out.
Cancelling/consolidating the final assignment really saved my butt in this course, I feel like this decision should have been made sooner than after fall reading week because most of the other assignments could have benefited from this kind of reconsideration in light of the conditions.
Yuxi, the TA was super helpful and very responsive.
Professor Hartel was extremely prompt and responsive over both email and Quercus whenever I had questions. Were there any hiccups in the class itself, Josh the tech support person was on call and quick to correct things, and ensured that every student was heard and helped if an issue arose.

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.	4.6	5.0
10. The course instructor (Jenna Hartel) encouraged me to explore alternative approaches when problem-solving.	4.5	5.0
11. The course drew attention to ethical and social issues related to the field of study.	4.3	5.0
12. The course instructor (Jenna Hartel) encouraged students to reflect critically on the course material.	4.5	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.

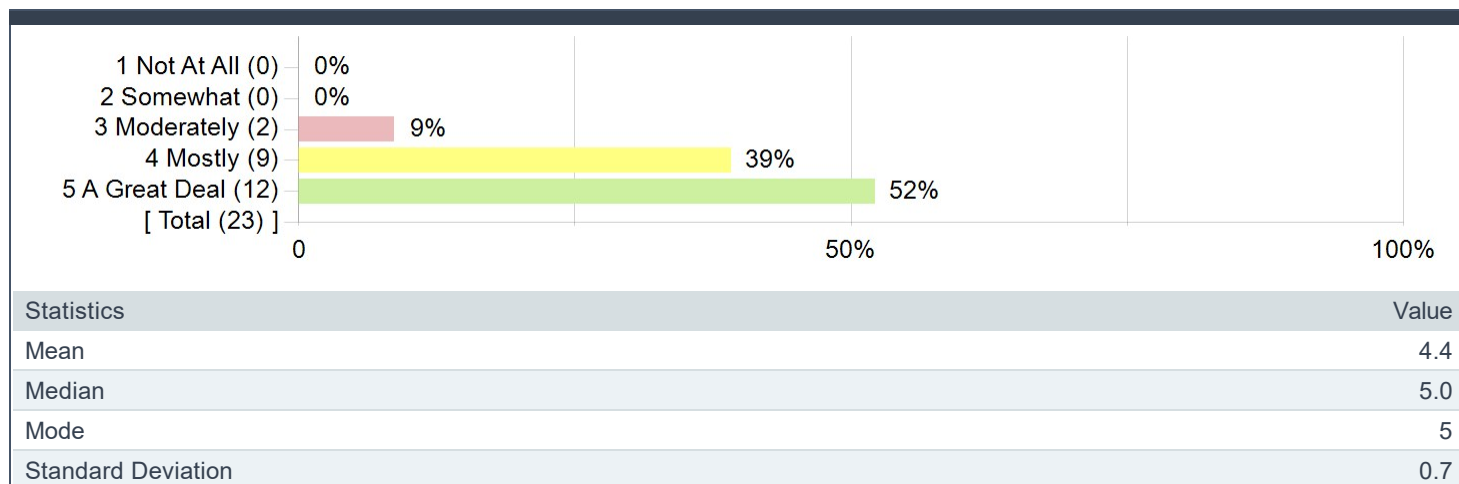
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

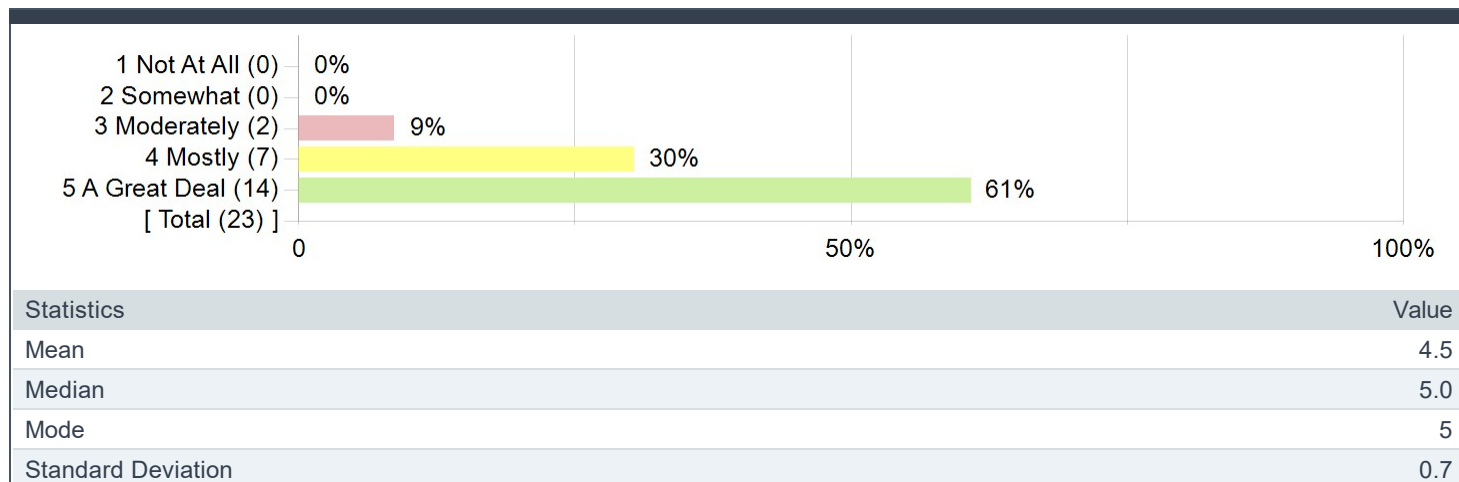
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

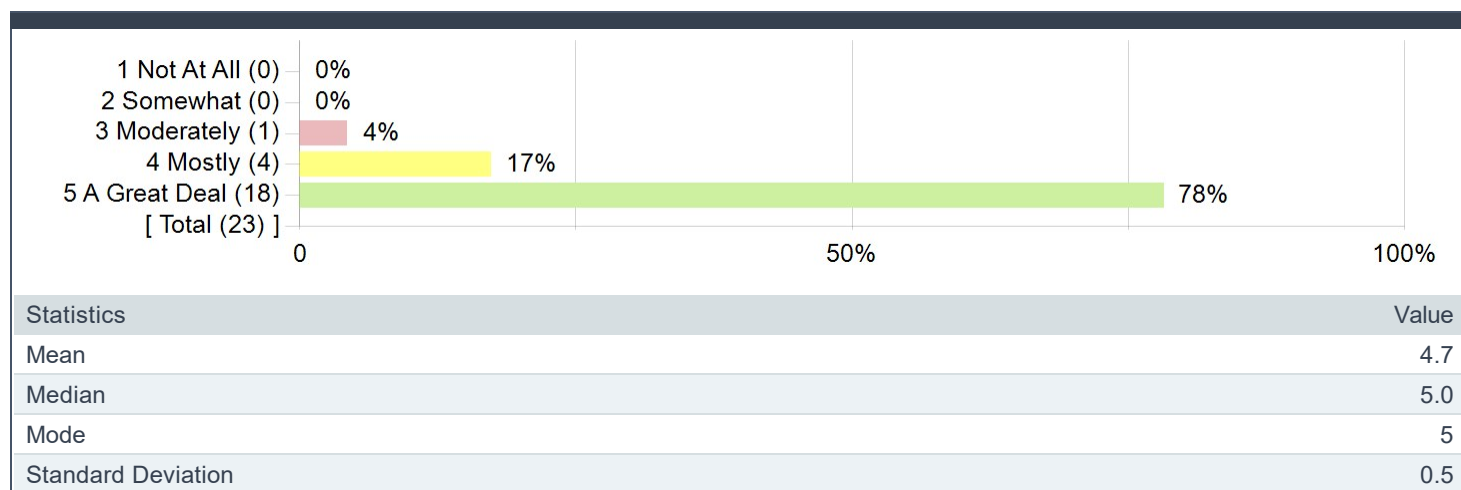
1. I found the course intellectually stimulating.



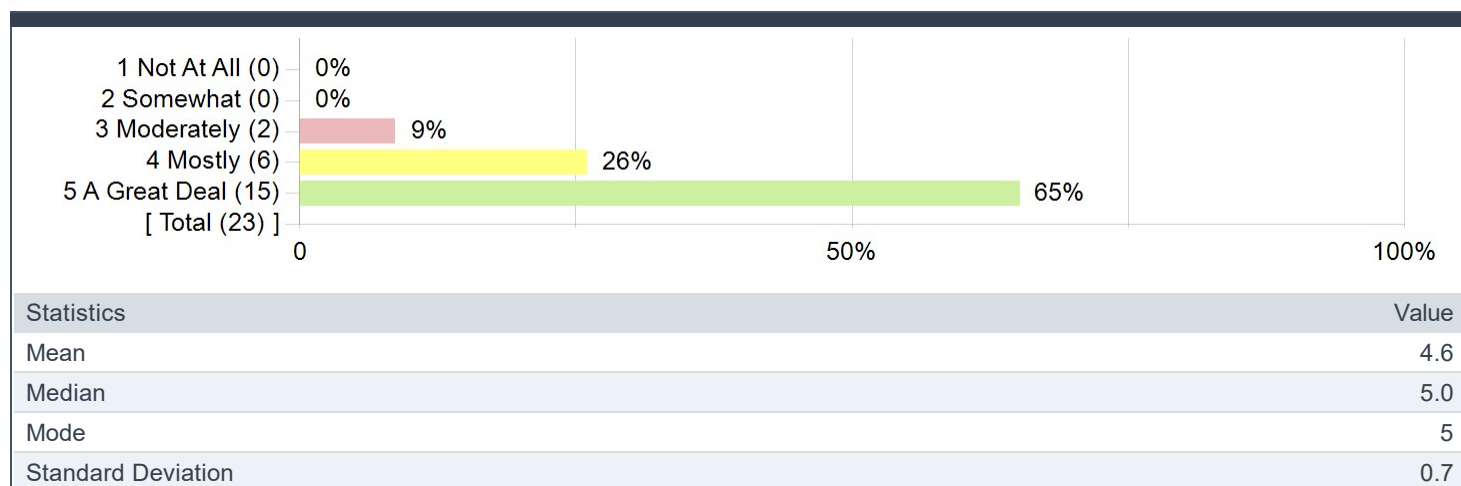
2. The course provided me with a deeper understanding of the subject matter.



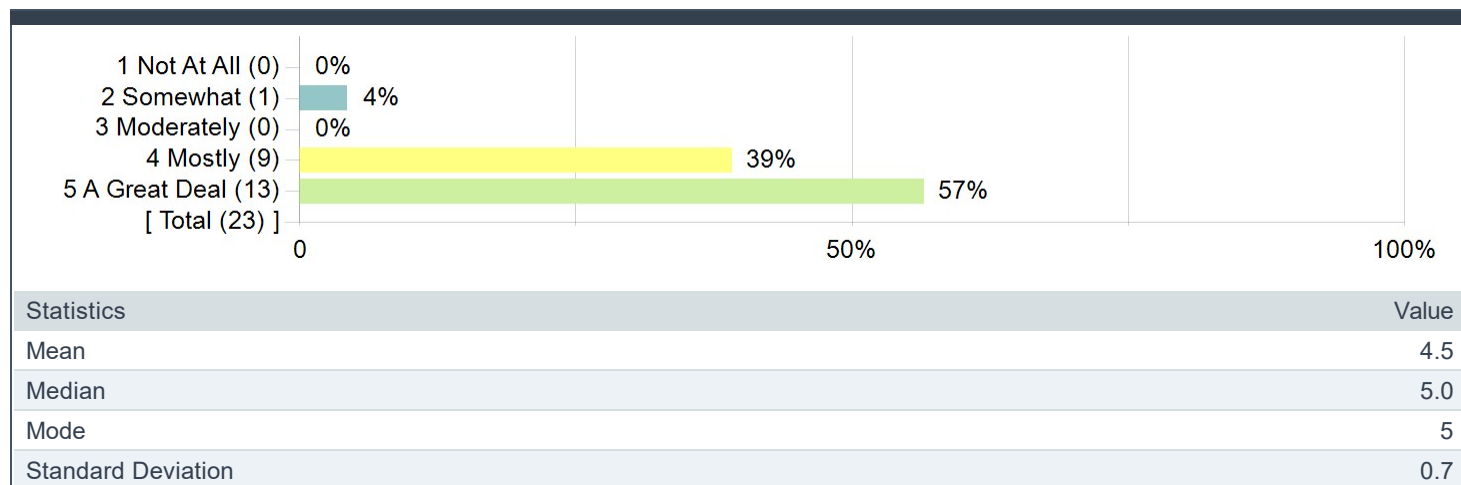
3. The instructor (Jenna Hartel) created a course atmosphere that was conducive to my learning.



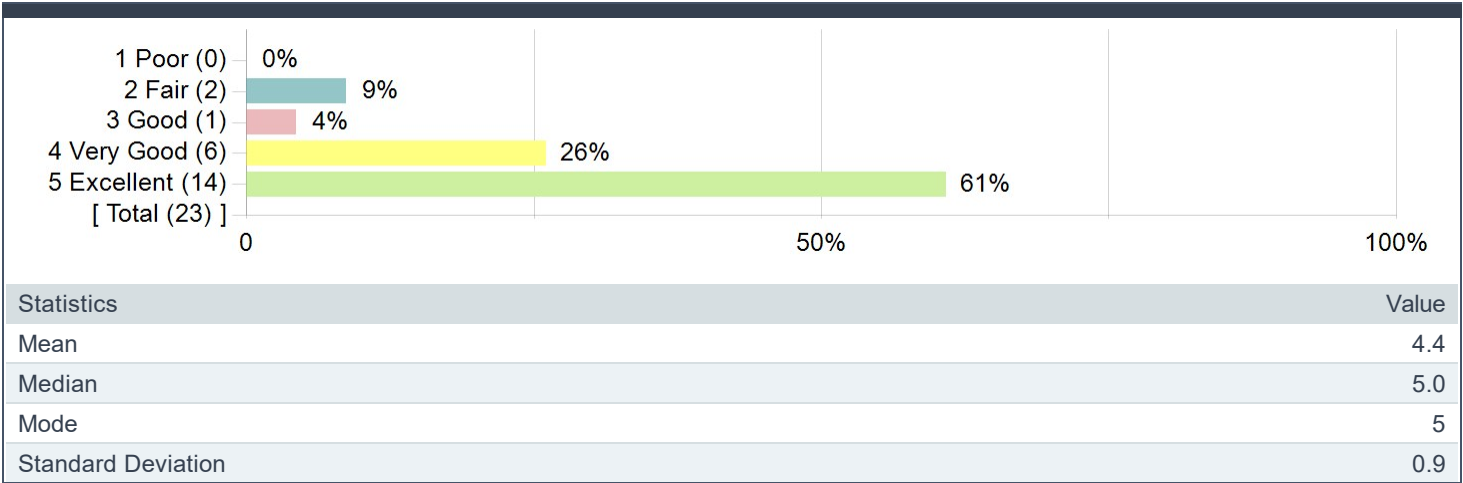
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



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

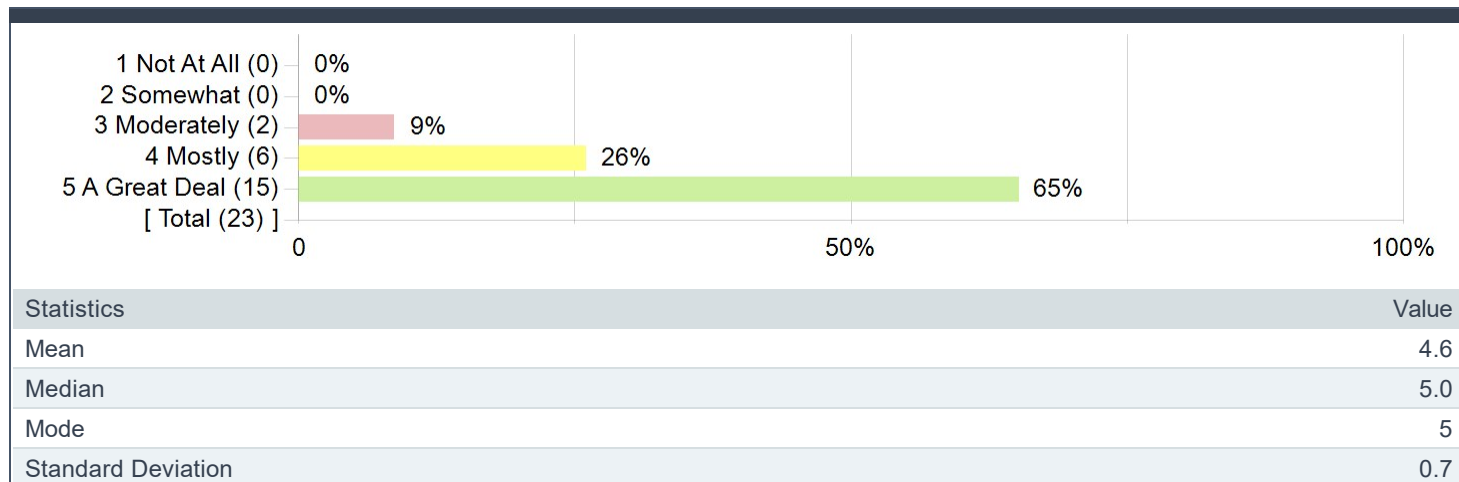


6. Overall, the quality of my learning experience in this course was....

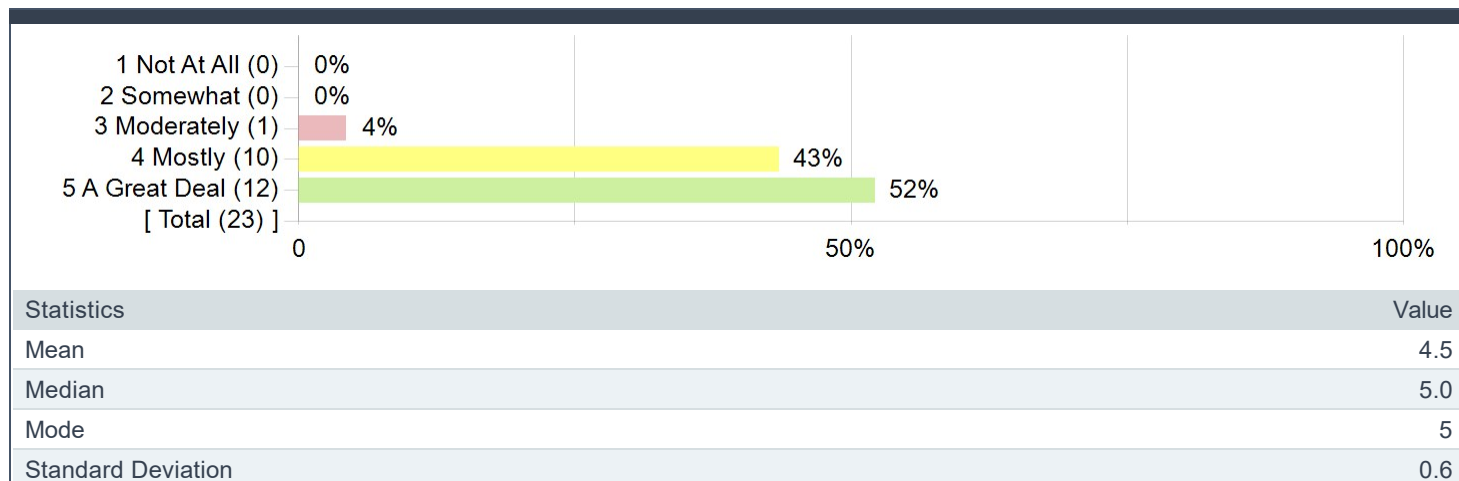


Part B. Divisional Items

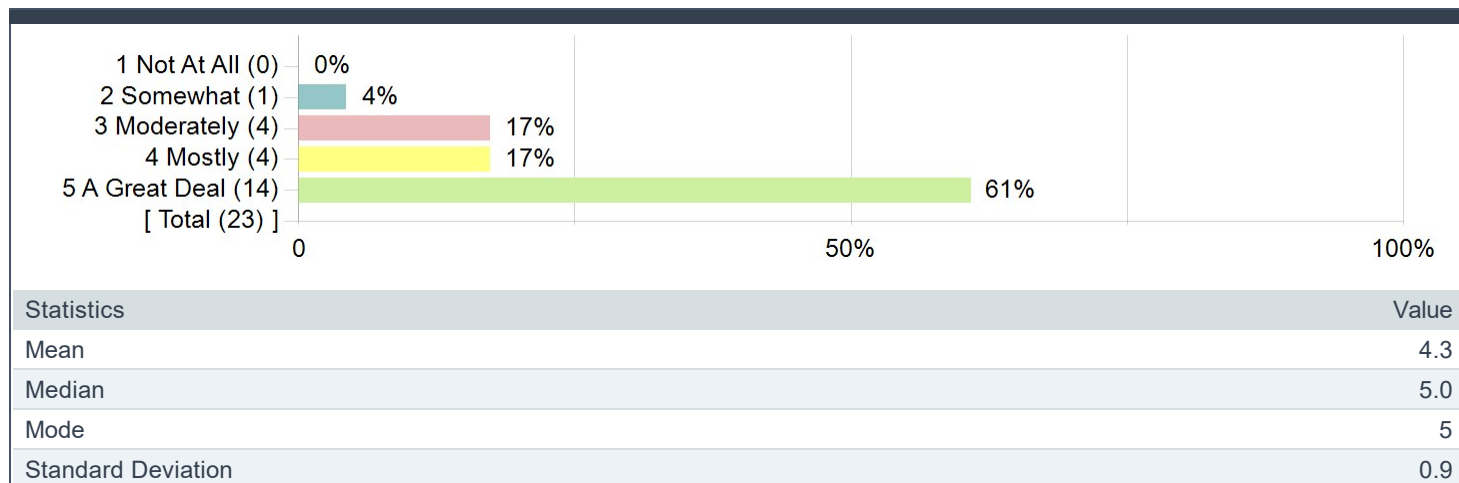
9. The course instructor (**Jenna Hartel**) encouraged students to think about the subject matter from multiple perspectives.



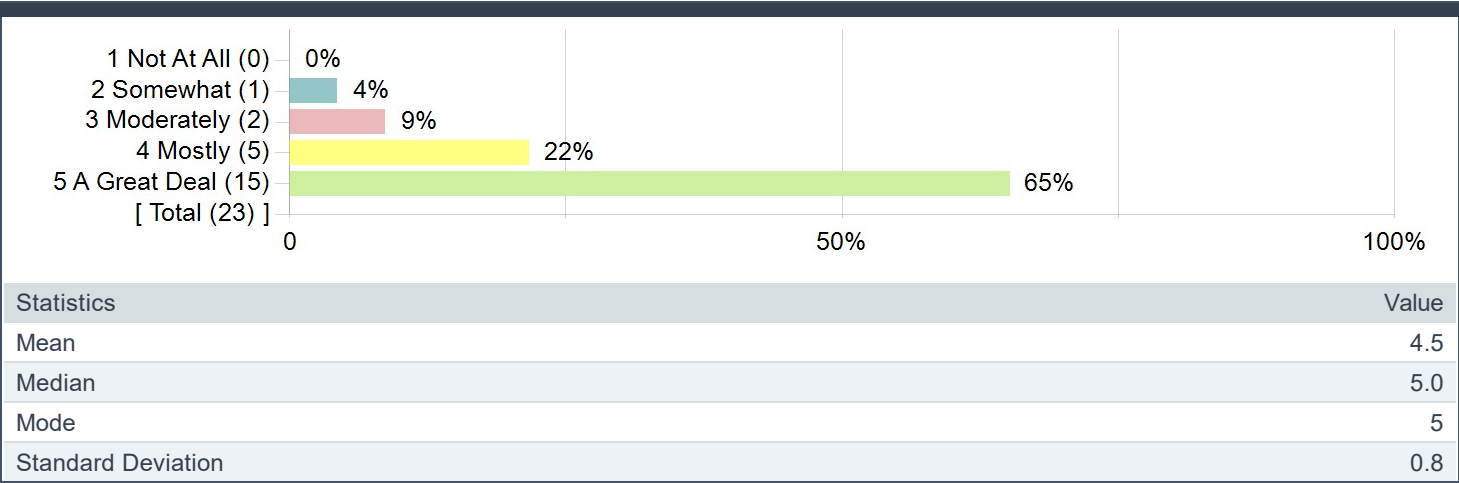
10. The course instructor (**Jenna Hartel**) encouraged me to explore alternative approaches when problem-solving.



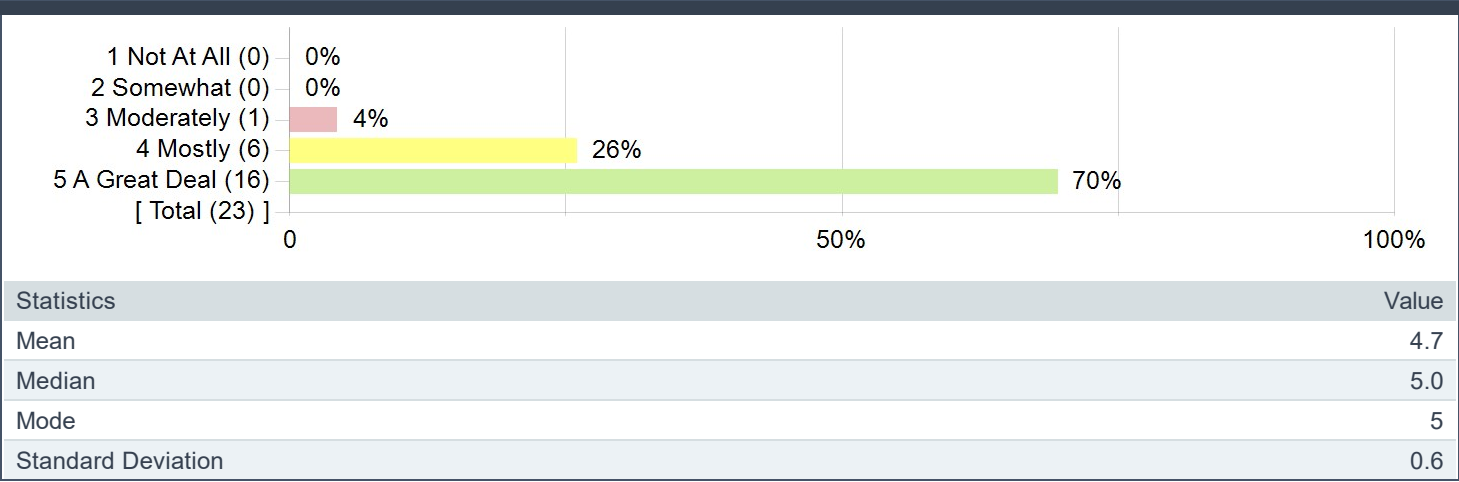
11. The course drew attention to ethical and social issues related to the field of study.



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.

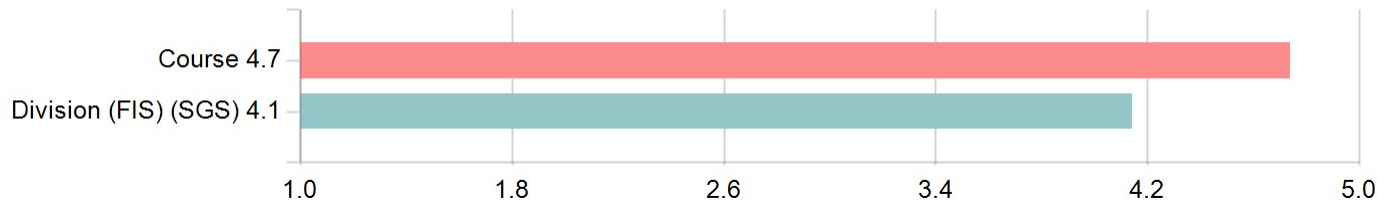
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

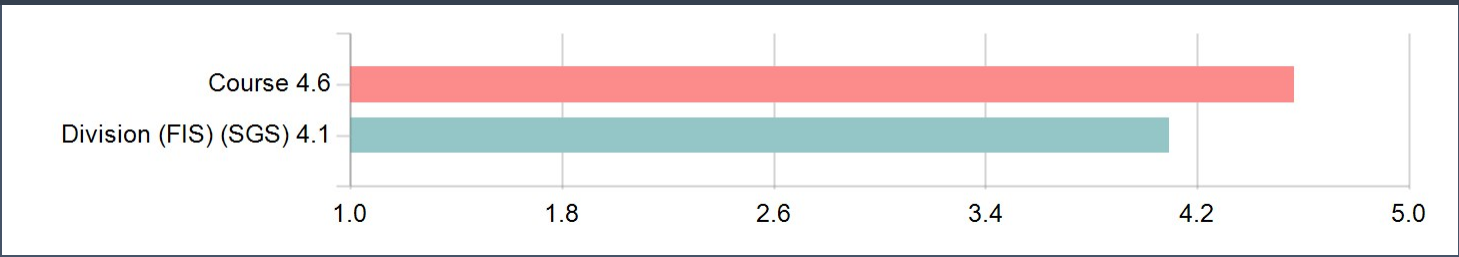


Part A. Core Institutional Items

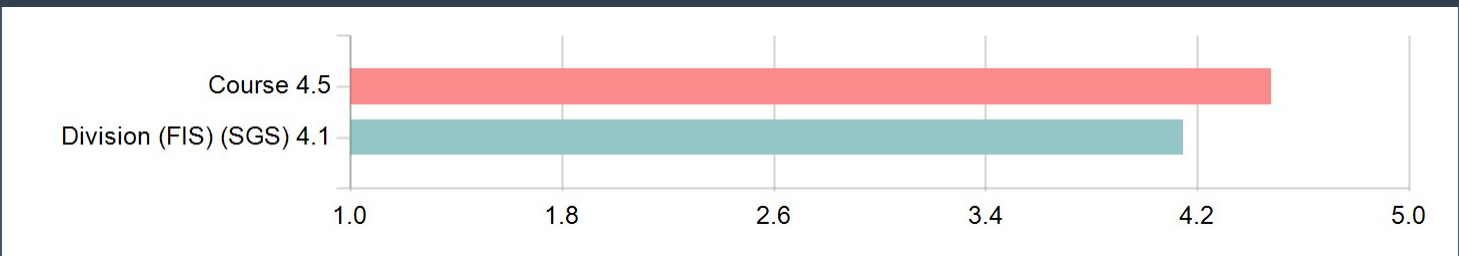
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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

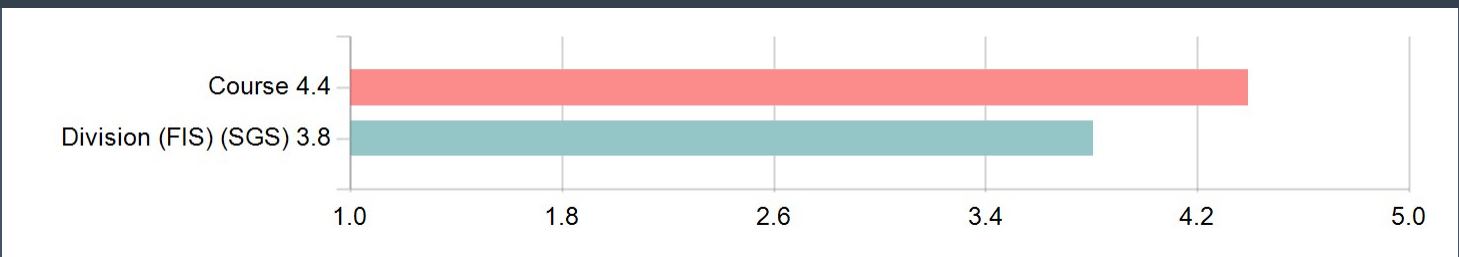


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



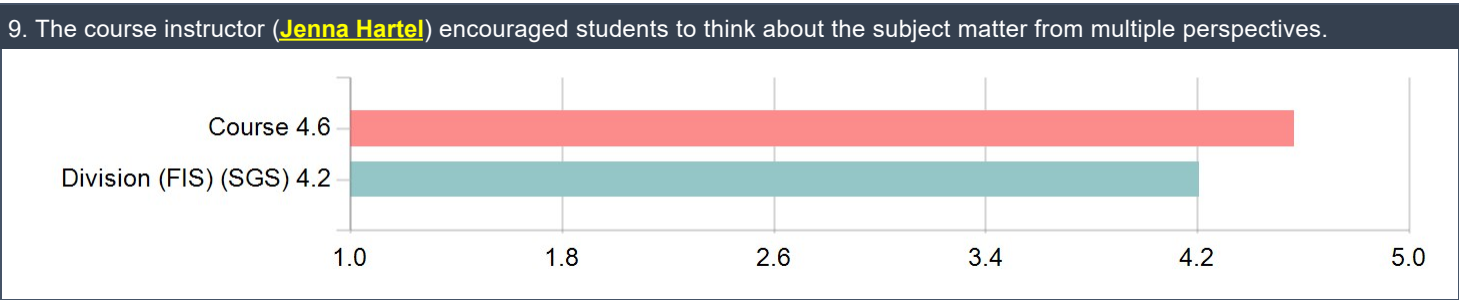
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

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

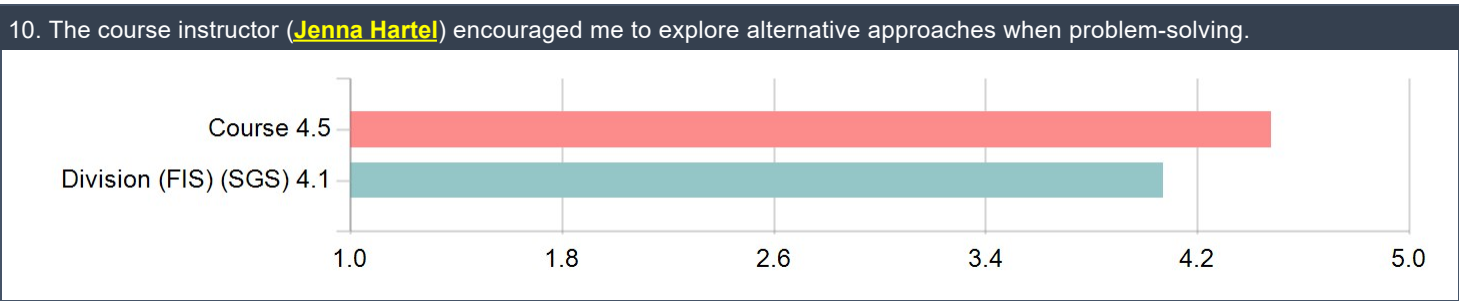


Part B. Divisional Items

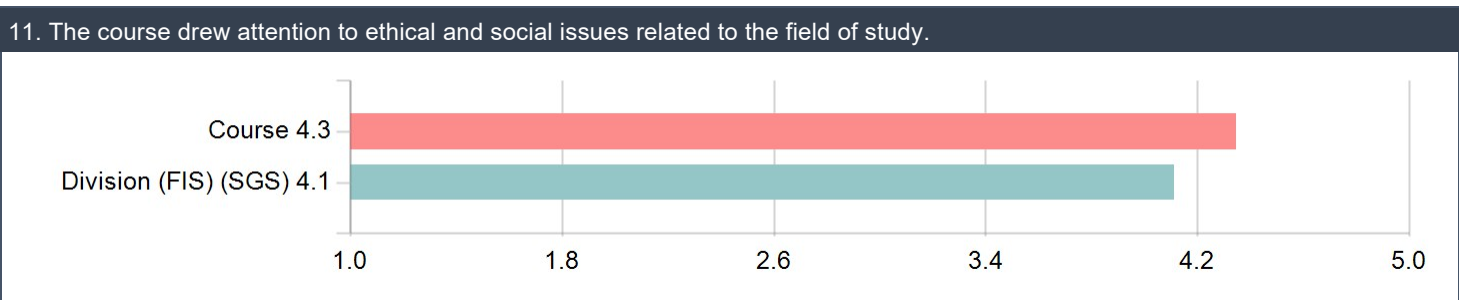
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



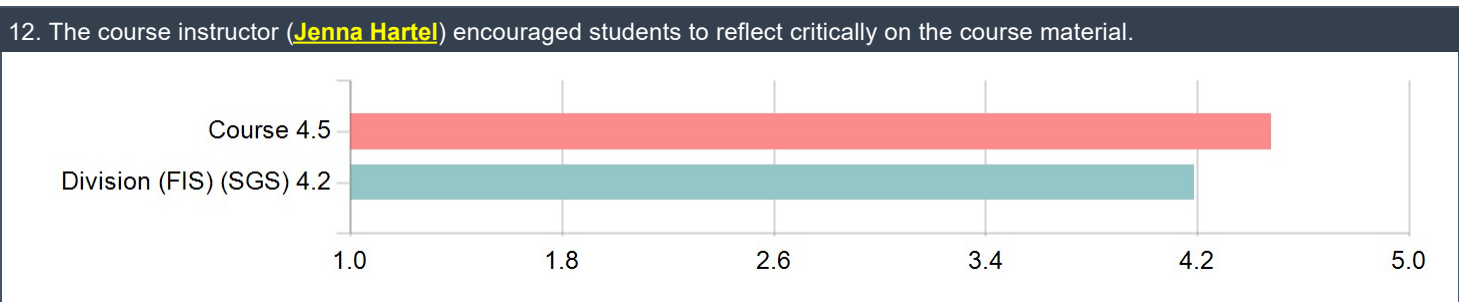
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



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

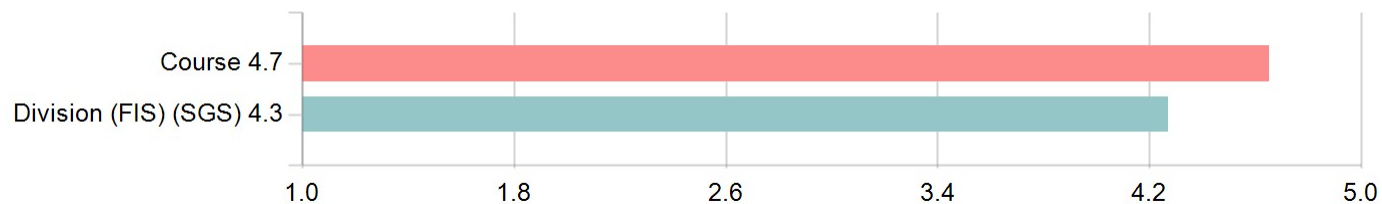


Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



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

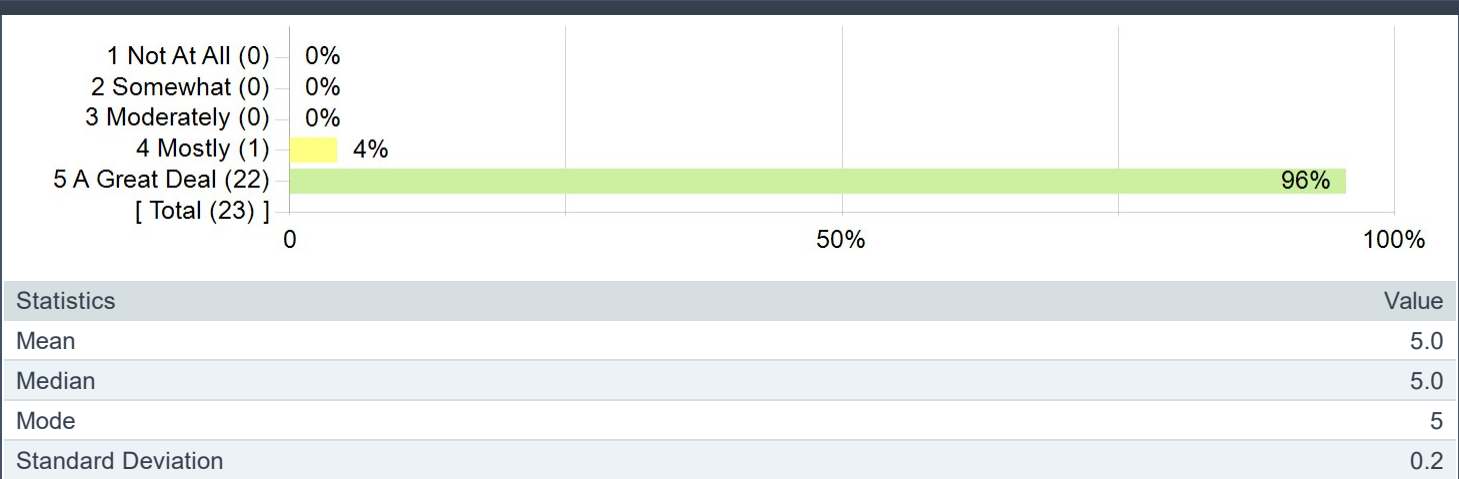
13. The course instructor ([Jenna Hartel](#)) explained how course topics contributed to an overall understanding of the field.



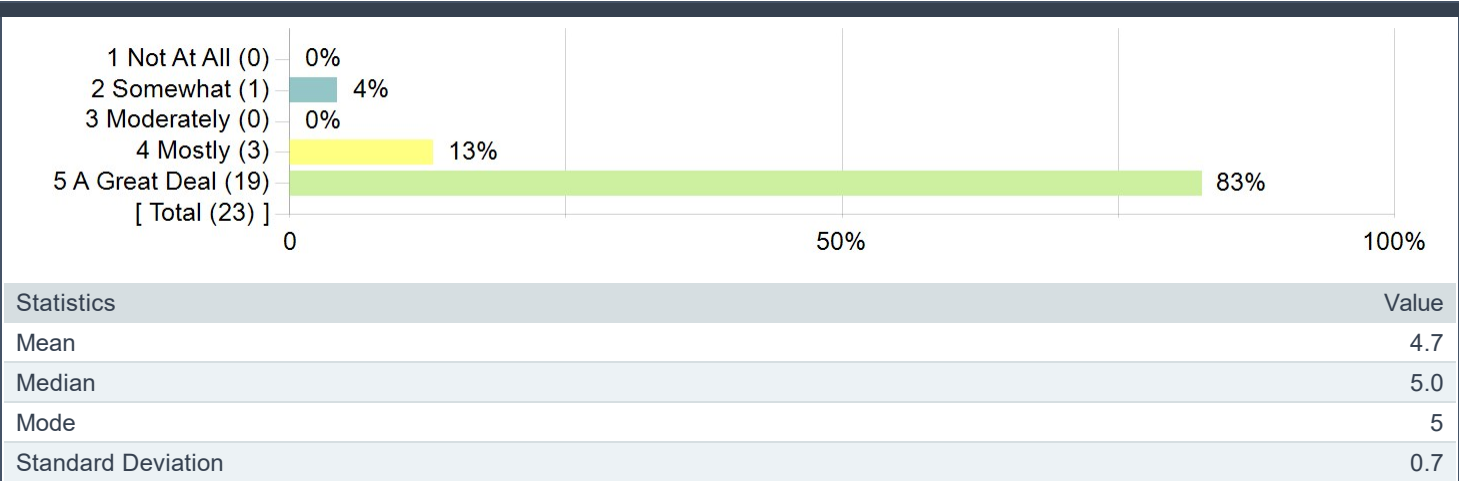
Section 4: Formative Data

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.

