

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 Division: SGS Session: S Session Codes: F = First/Fall, S = Second/Winter	Instructor: Jenna Hartel Section: LEC0102 Report Generation Date: June 4, 2020
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Raters	Students
Responded	11
Invited	26

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.	4.5	5.0
The instructor (Jenna Hartel) 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.	4.7	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.7	5.0
Institutional Composite Mean	4.7	-

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....	4.5	5.0

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

Comments
This was a very well-structured and planned course. Jenna is clearly passionate and knowledgeable about the subject matter.
Jenna does a wonderful job of making all students comfortable with what might be new ideas or concepts to some and yet making the course equally enjoyable for those already familiar with the topic.
Professor Hartel is one of the best professors I've had. The course is structured in a way that ensures that students are fully grasping the content of the readings because we are not only discussing theoretical concepts, but are also applying what we learn to our personal learning experiences, and putting contemplative practice into action. I would also like to emphasize that this course should act as a model for the way that other courses are instructed at the iSchool. Professor Hartel created a space in which I was excited to learn, and looked forward to her lecture every week!
This course was a breath of fresh air. Completely innovative, inspiring, and meaningful. I did not feel anxious or judged, which was a wonderful feeling.
It was great. I'm very grateful to have chosen this workshop. It was so refreshing to experience a different form of pedagogy, one that adopted alternative lenses to the critical lens and one that was informative and enriching. I learned a lot in this workshop and was introduced to tools that will help me be a better researcher, academic, librarian, and person. I think this is a very valuable workshop and hope it is offered as a full course in the future.
Professor Hartel's instruction was excellent (in both the in person classes and the online classes). She makes class a very comfortable environment and never forces anyone to participate if they choose not to.
Very good!

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

Comments
Jenna was available through email and was responsive to questions in-person.
Jenna was very accommodating during the Covid 19 cancellation. She was kind and understanding in terms of accommodating II students even those who had to travel unexpectedly.
Professor Hartel was always available through email, before or after class.
Professor Hartel was immensely supportive as we moved to an online format due to COVID-19. She kept open lines of communication and demonstrated resilience and flexibility in the face of challenges.
Professor Hartel always promptly responded to emails.
Very good! Lots of assistance esp. with virtual classroom.

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.	4.6	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.	4.2	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.

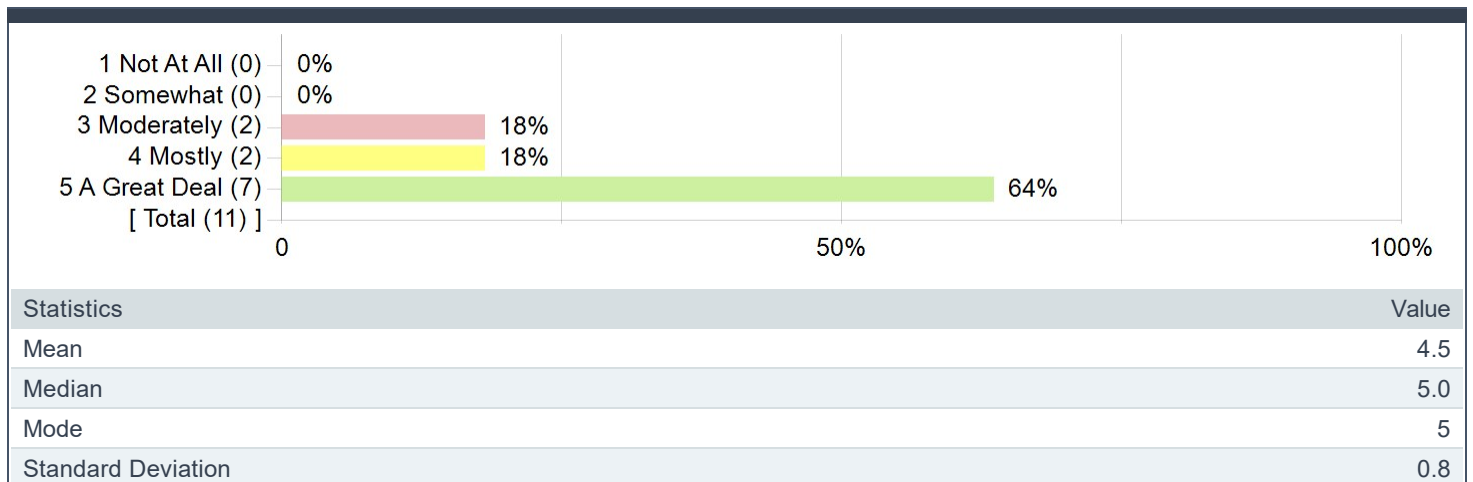
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

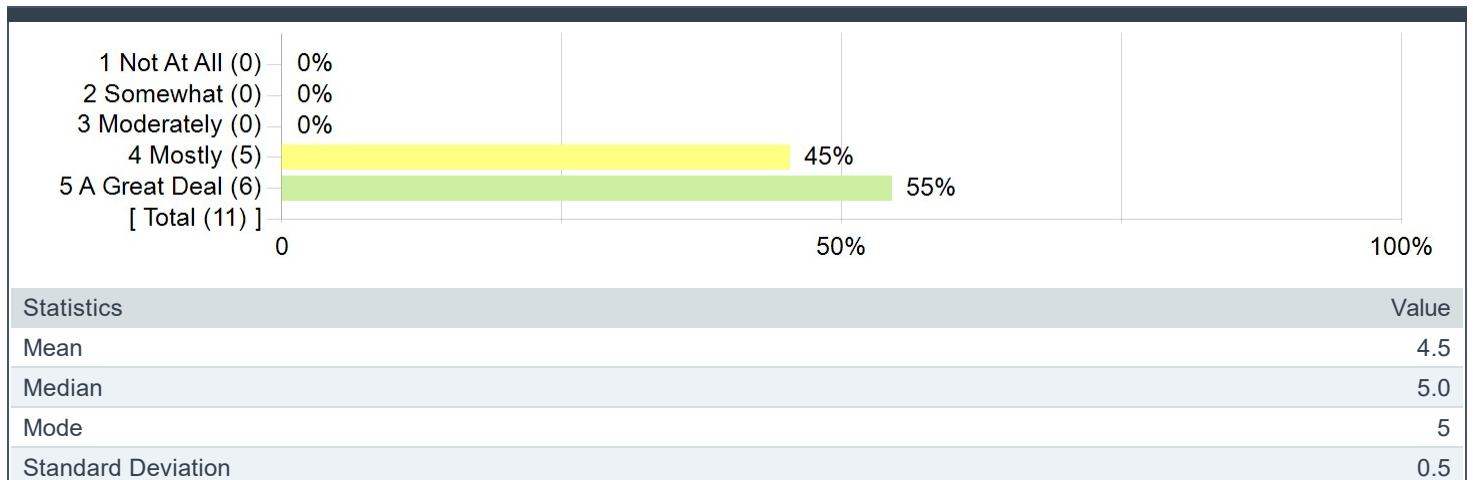
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

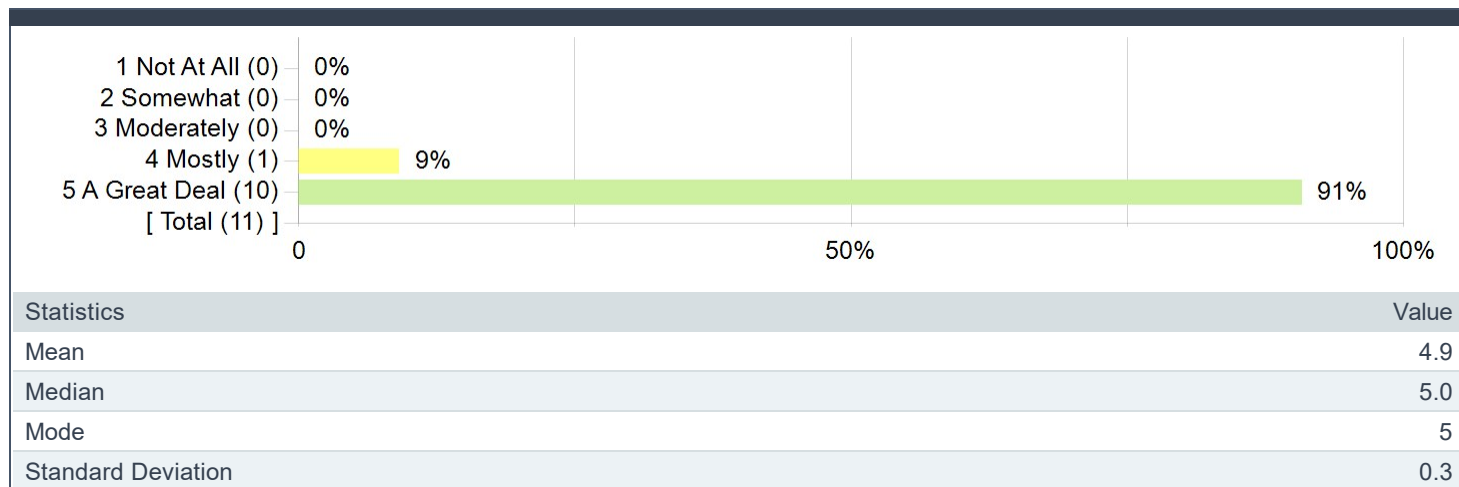
1. I found the course intellectually stimulating.



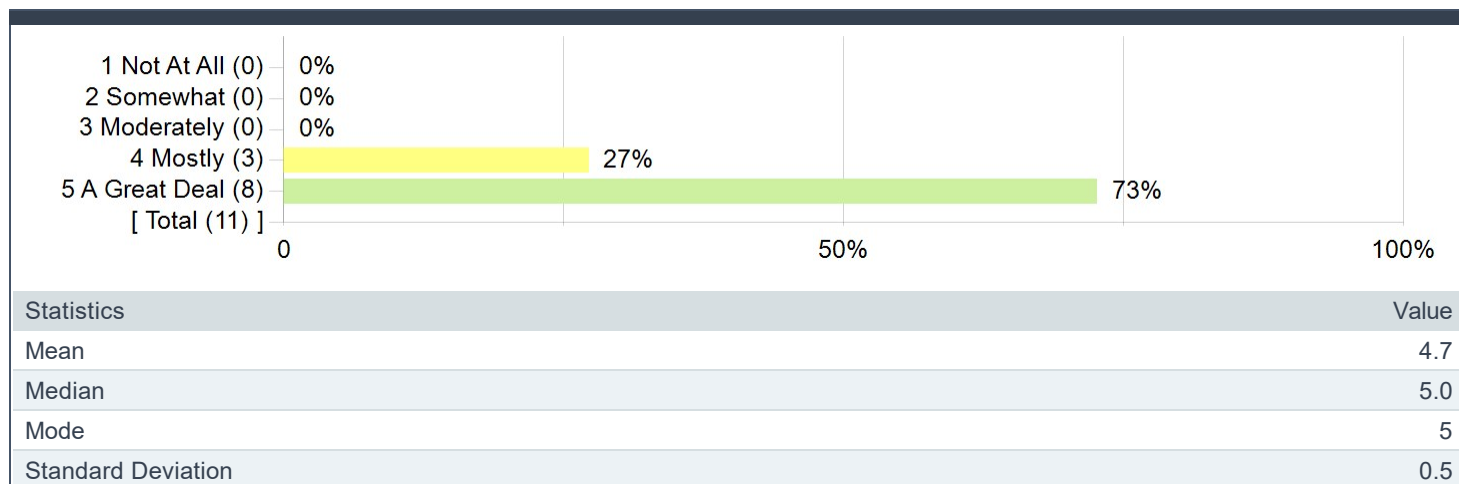
2. The course provided me with a deeper understanding of the subject matter.



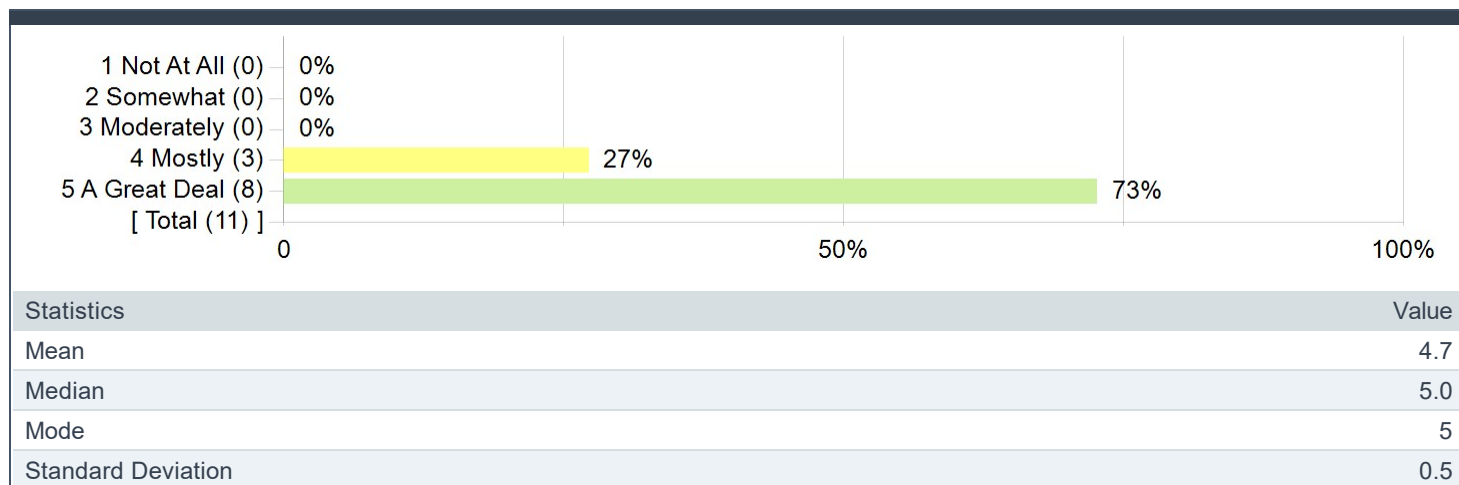
3. The instructor (Jenna Hartel) created a course atmosphere that was conducive to my learning.



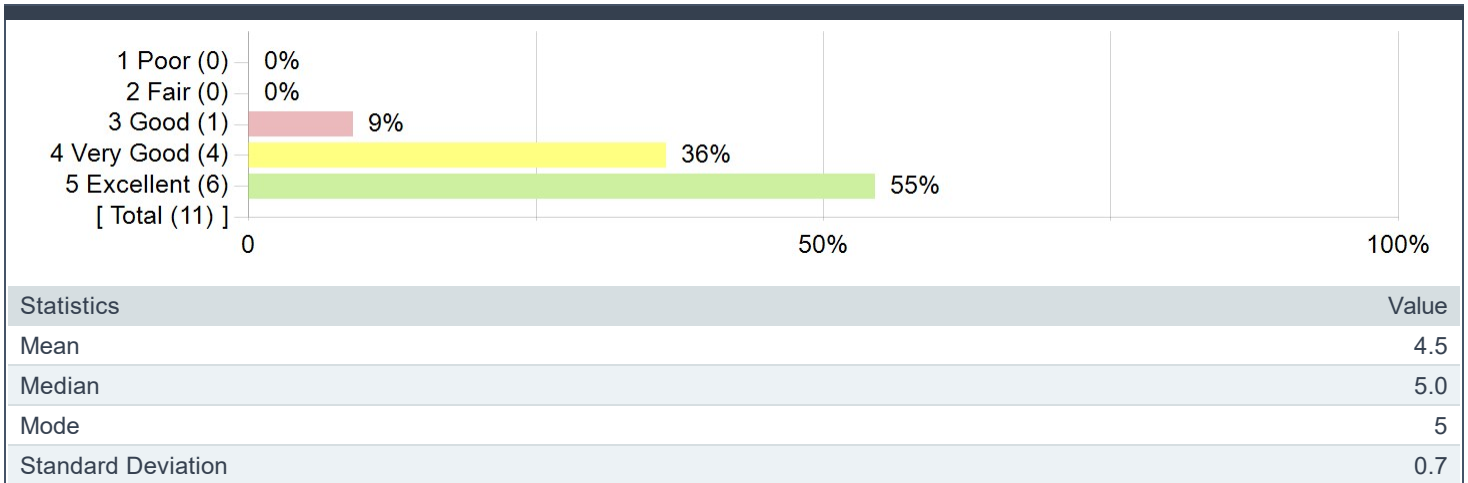
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



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

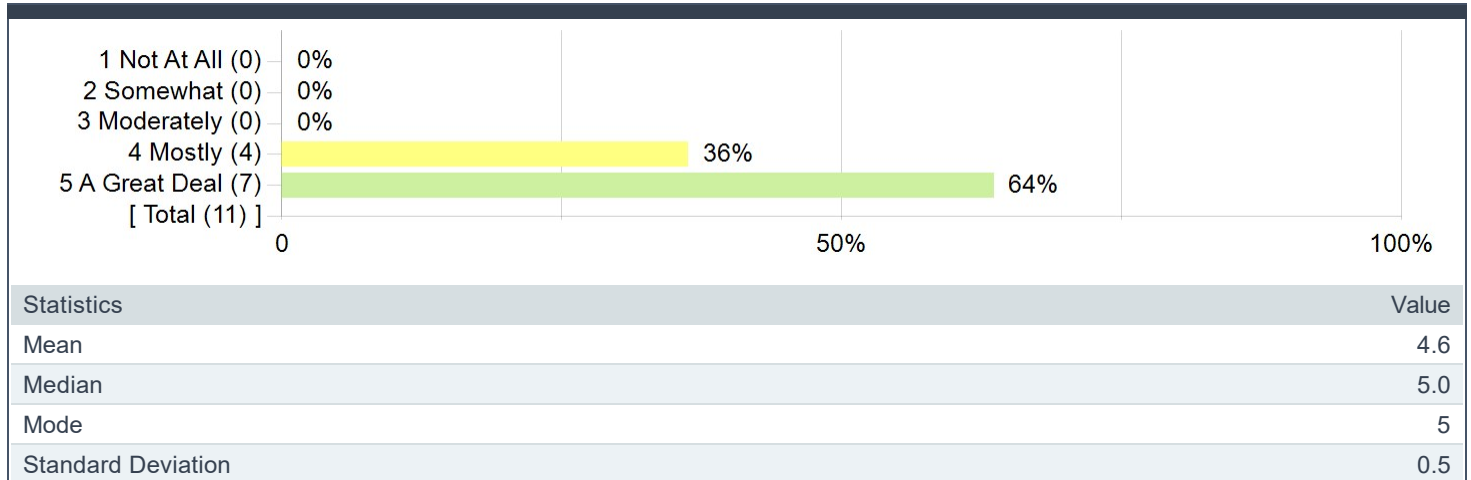


6. Overall, the quality of my learning experience in this course was....

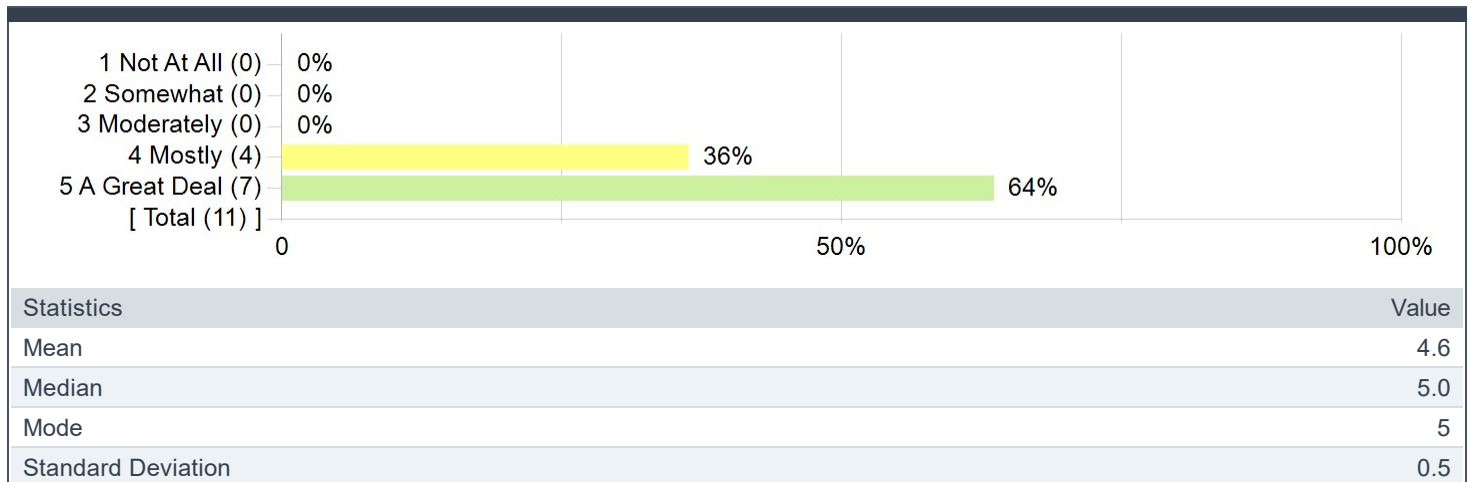


Part B. Divisional Items

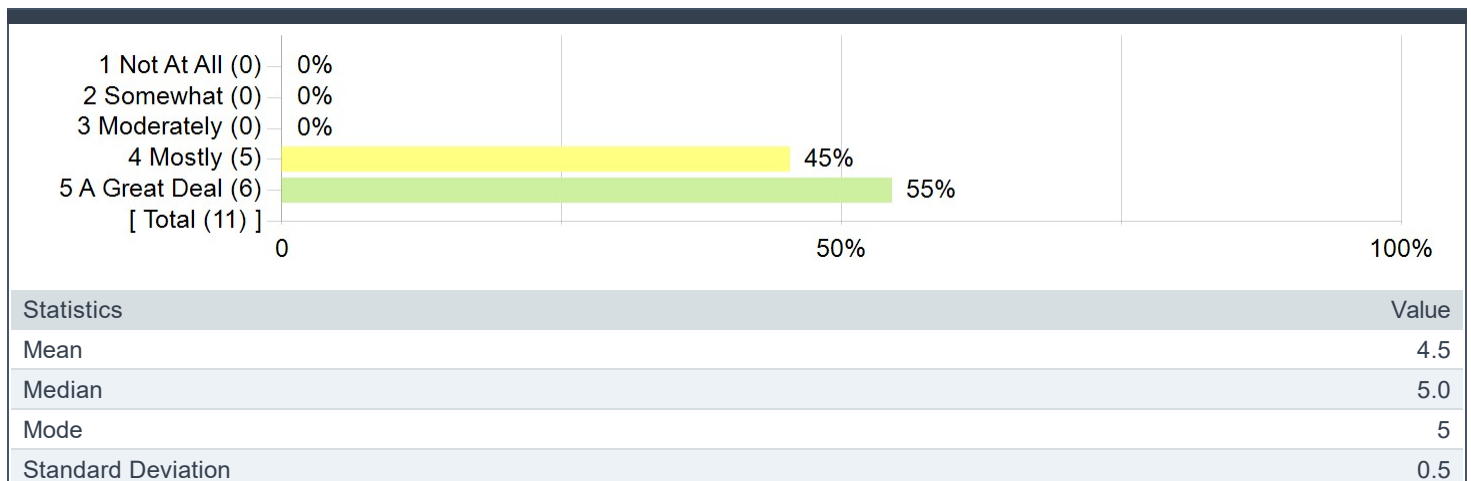
9. The course instructor (**Jenna Hartel**) encouraged students to think about the subject matter from multiple perspectives.



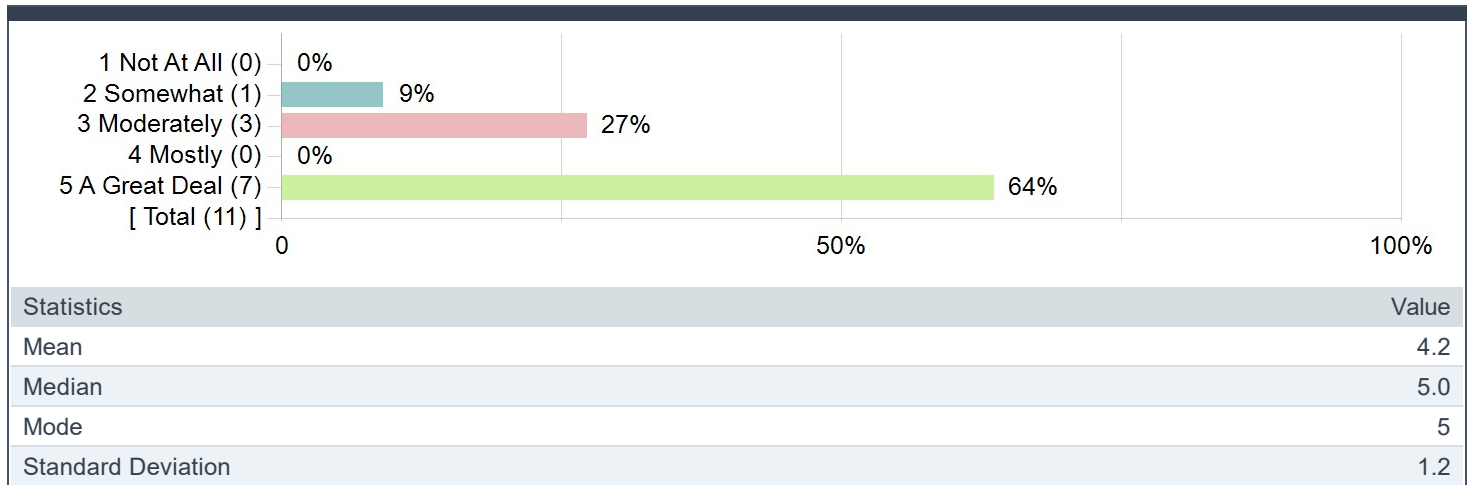
10. The course instructor (**Jenna Hartel**) encouraged me to explore alternative approaches when problem-solving.



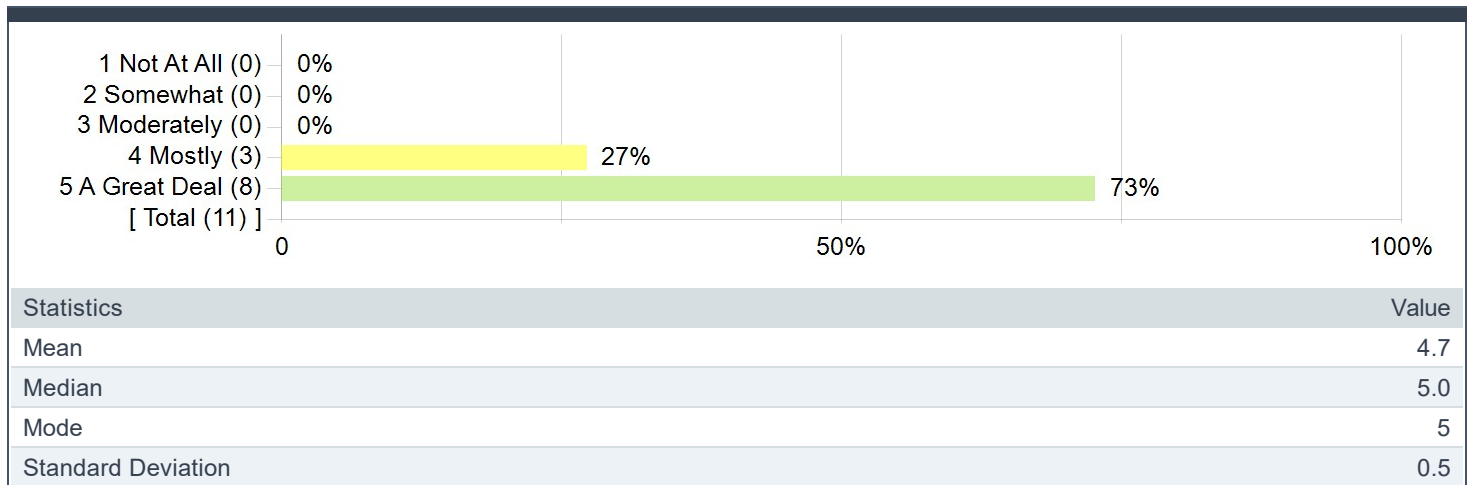
11. The course drew attention to ethical and social issues related to the field of study.



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.

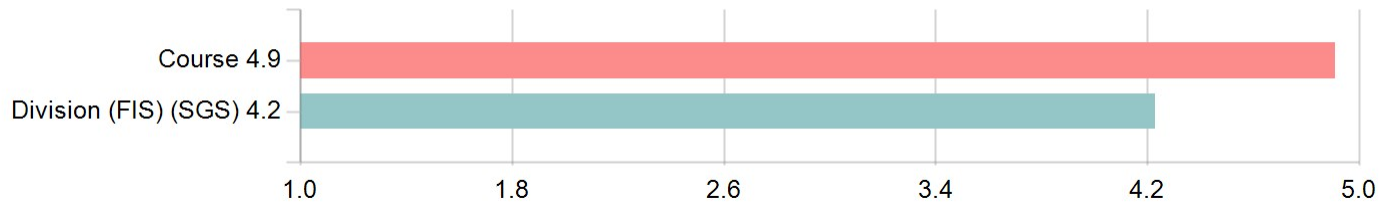
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

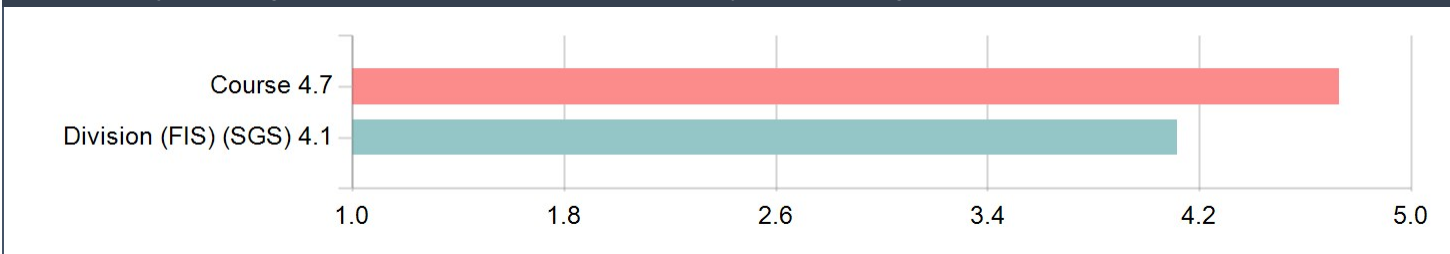


Part A. Core Institutional Items

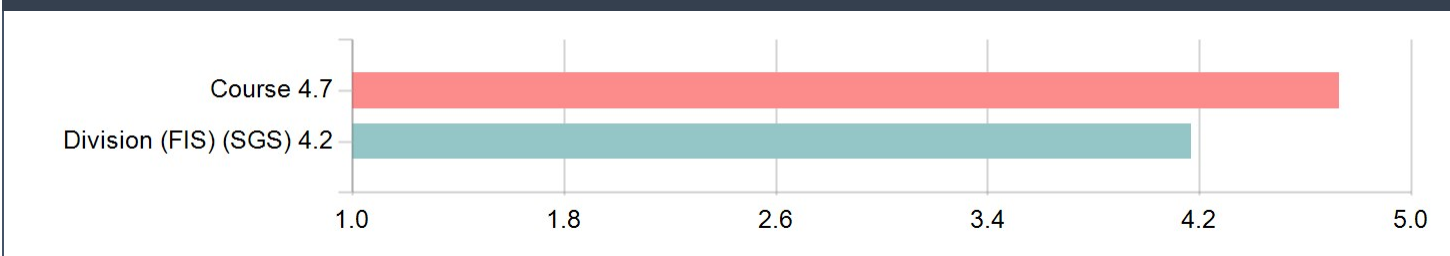
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(continued)

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

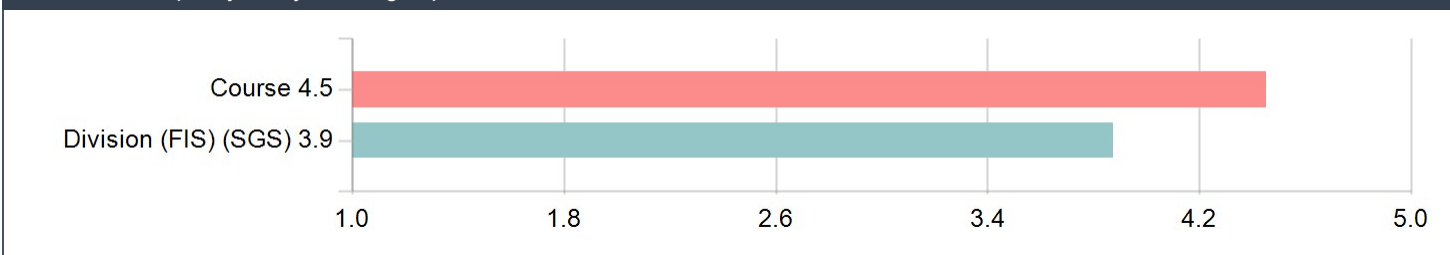


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

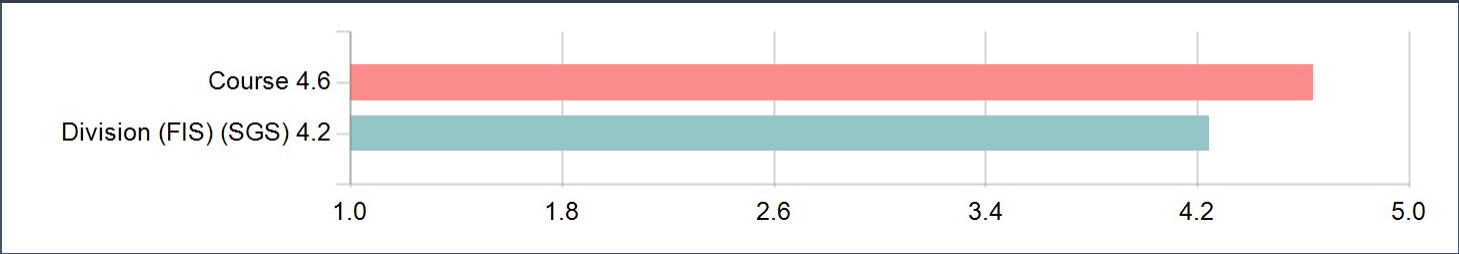
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

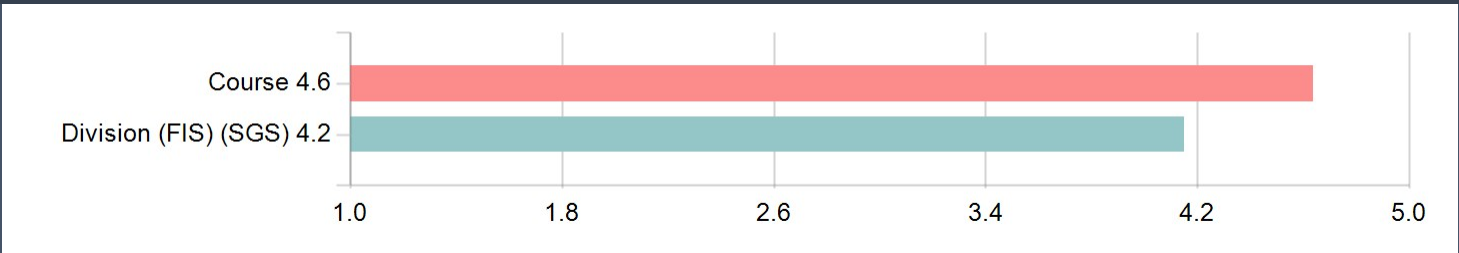
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9. The course instructor ([Jenna Hartel](#)) encouraged students to think about the subject matter from multiple perspectives.



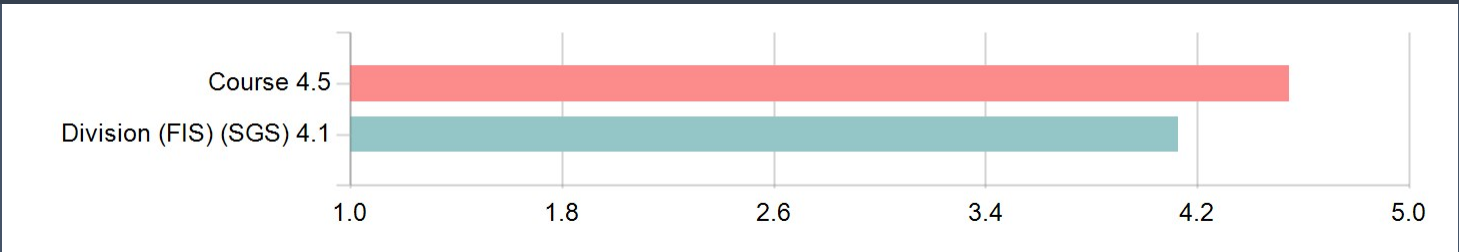
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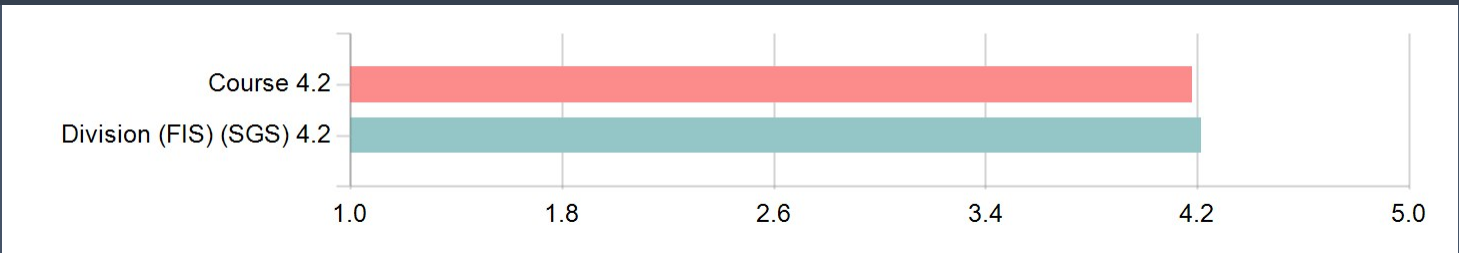
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11. The course drew attention to ethical and social issues related to the field of study.



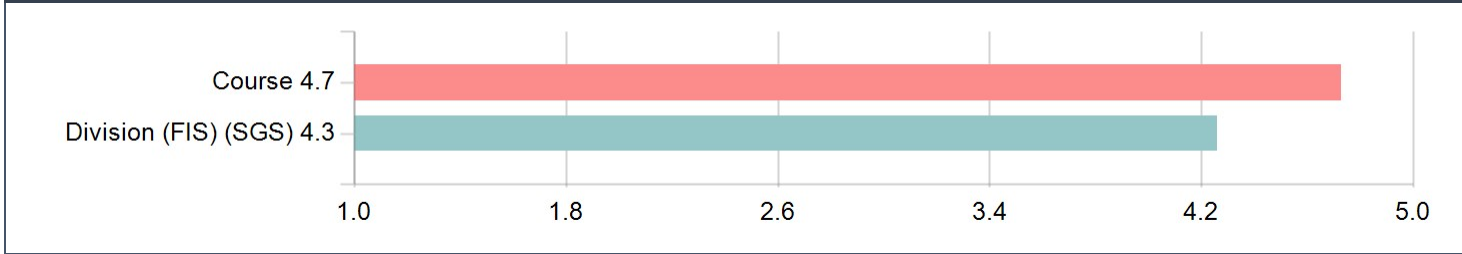
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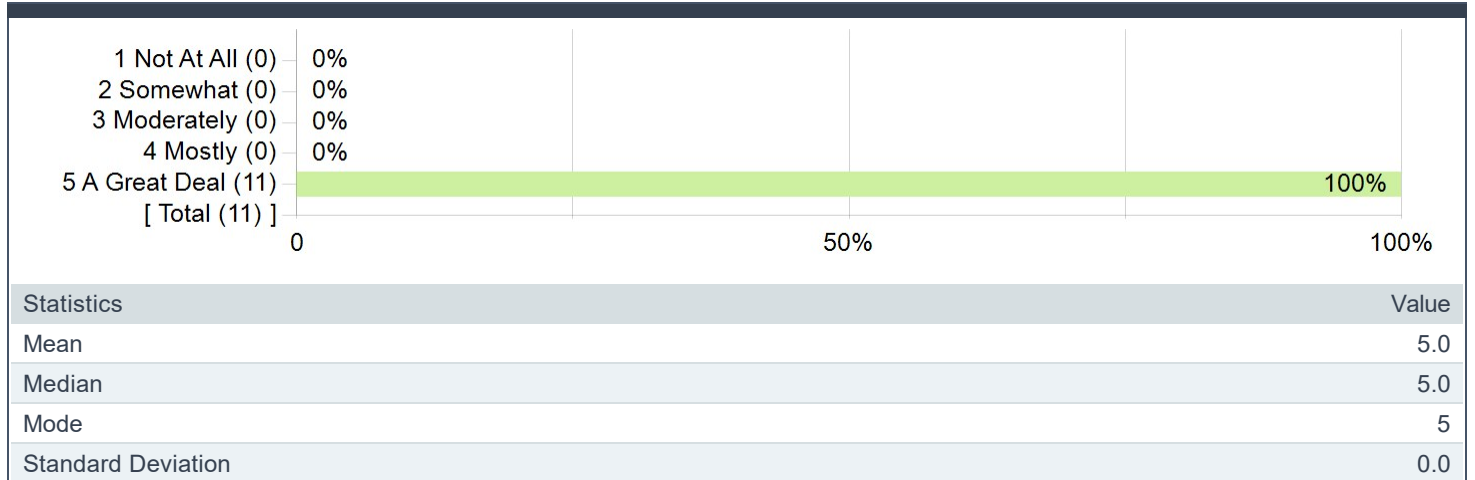
13. The course instructor ([Jenna Hartel](#)) explained how course topics contributed to an overall understanding of the field.



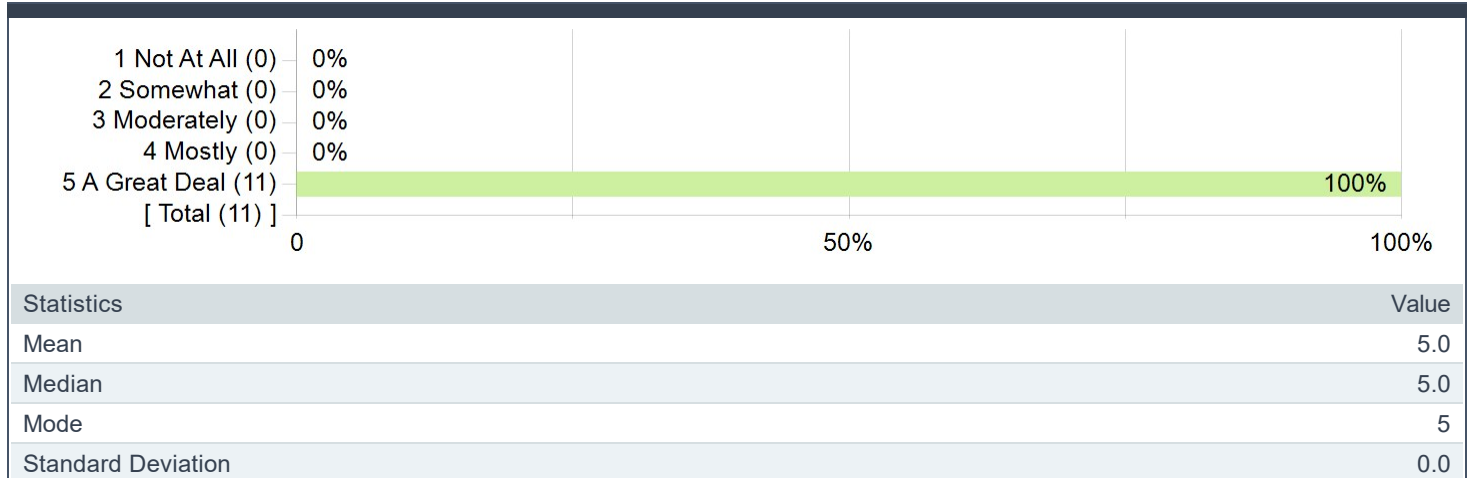
Section 4: Formative Data

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.



F-1. The course instructor ([Jenna Hartel](#)) encouraged students to express their own ideas in the class.



H-2. The course instructor (**Jenna Hartel**) encouraged a collaborative atmosphere in the classroom.

