

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-LEC0104 (INPER) Division: SGS Session: S Session Codes: F = First/Fall, S = Second/Winter	Instructor: Jenna Hartel Section: LEC0104 Delivery Mode: INPER
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Raters	Students
Responded	15
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.	4.7	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....	4.7	5.0

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

Comments
Jenna is an excellent instructor who really seems to care about her students.
Excellent
Professor Hartel is an excellent instructor who cares about her students and teaches in a way that is engaging, fair, and forward-thinking.
Jenna created a wonderful and welcoming atmosphere for the class. The way she conducted this workshop fostered a sense of community, making it comfortable for students to participate freely. I think more instructors should incorporate some of her practices into their courses
The overall quality of instruction in this course was excellent. The learning environment that Professor Hartel created was comfortable and encouraged engagement. I learned a lot during this workshop and will probably apply this knowledge to other areas of my study.
I loved this course. Professor Hartel is the best – so thoughtful in the creation of the syllabus, learning assessments, and class structure. All of these aspects allowed me to be more engaged in the subject than I am usually able to in other courses. Truly a wonderful experience and something I think should be expanded into a full course (and I think many elements should be incorporated into all other iSchool courses!). The only suggestion for future would be to centre course topics/assignments a bit more on information-specific issues or environments.
Professor Hartel is deeply connected to the material and topic making her instruction excellent. It's been many many years since I've been in a classroom where I can remember every single peer's name and feel comfortable to share my ideas. This is due to Professor Hartel's commitment to making the classroom space feel safe and inviting.
The course just felt really shallow and I don't feel like we really engaged with the topics in a meaningful way. It's clear the instructor puts a lot of effort into the topics and classes but the readings were not discussed thoughtfully during class time which makes it feel like we barely discussed the class topics
It was excellent!
I really enjoyed this course, and found the quality of the instruction to be very high.
I didn't think I could grow that much as a person in just a few weeks! Amazing and grateful for the experience.
I loved this class. The class structure was comfortable and intellectually stimulating. Professor Hartel has been embodying the mindfulness that she teaches to the class and I am looking forward to taking more of her courses. I wish this workshop was a full course.
Jenna created a warm and welcoming class that allowed me to better connect to the readings and classmates.

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

Comments
This course was flexible, in terms of projects and participation/engagement. It accommodated different learning styles.
Professor Hartel was always available
The instructor and the Learning Hub.
Professor Hartel was always available for any questions we had, and was always willing to listen to the students.
Professor Hartel was understanding about any accommodations. She also never forced anyone to speak if they were not comfortable doing so.
Jenna was always welcoming and easy to talk with

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.	4.7	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.	4.7	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.

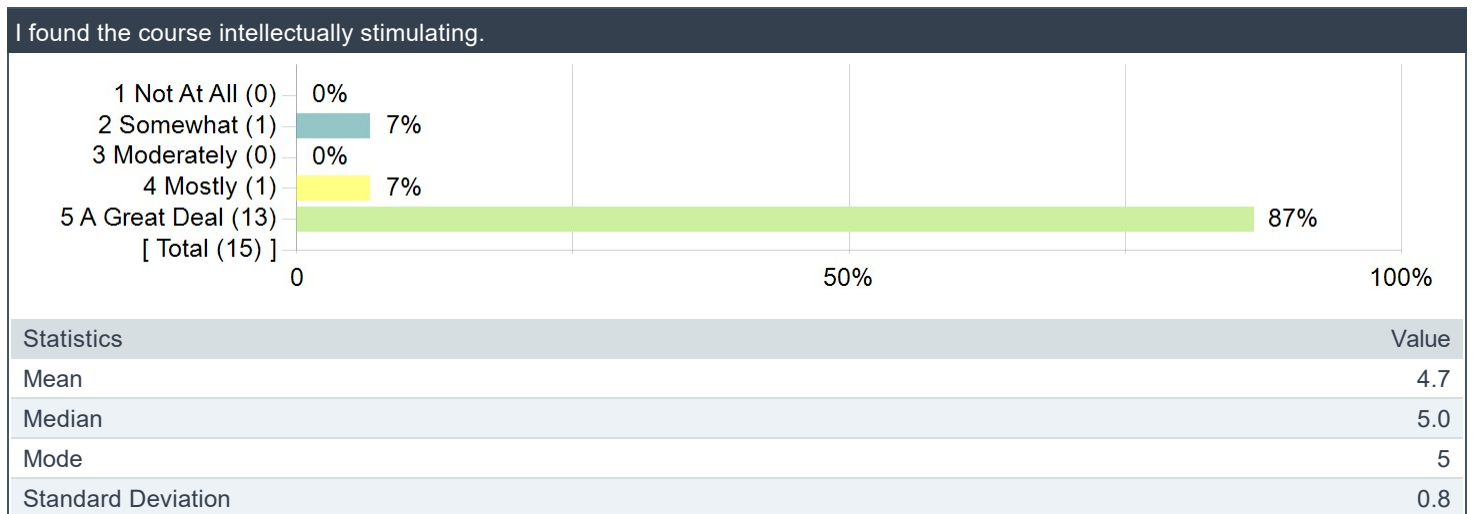
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

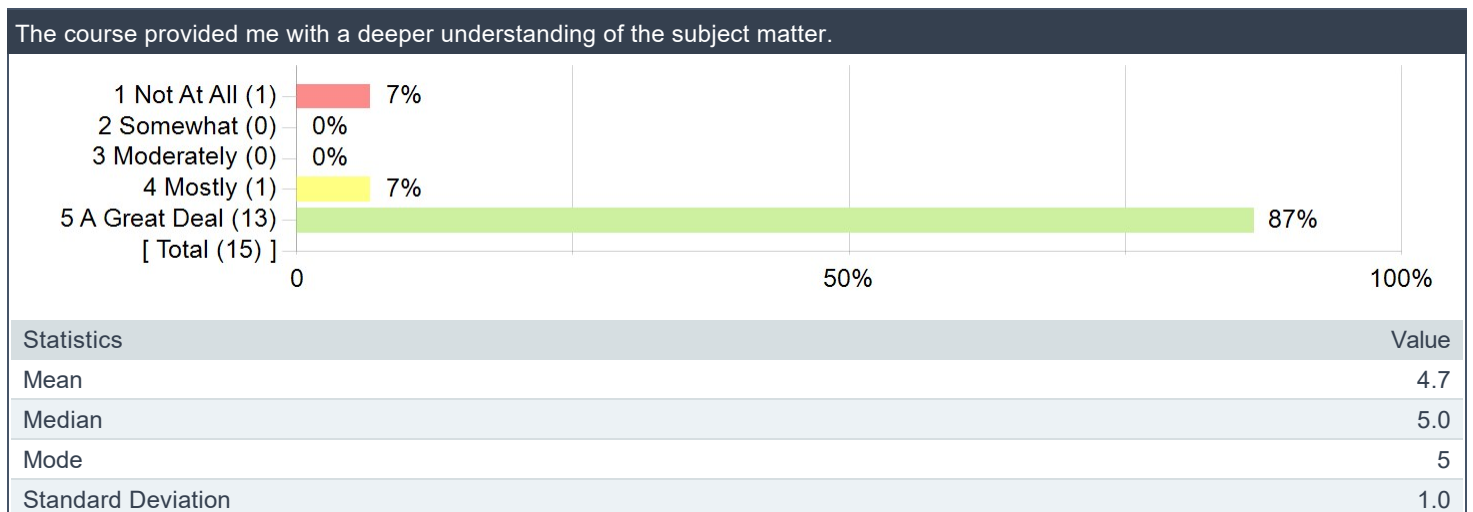
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

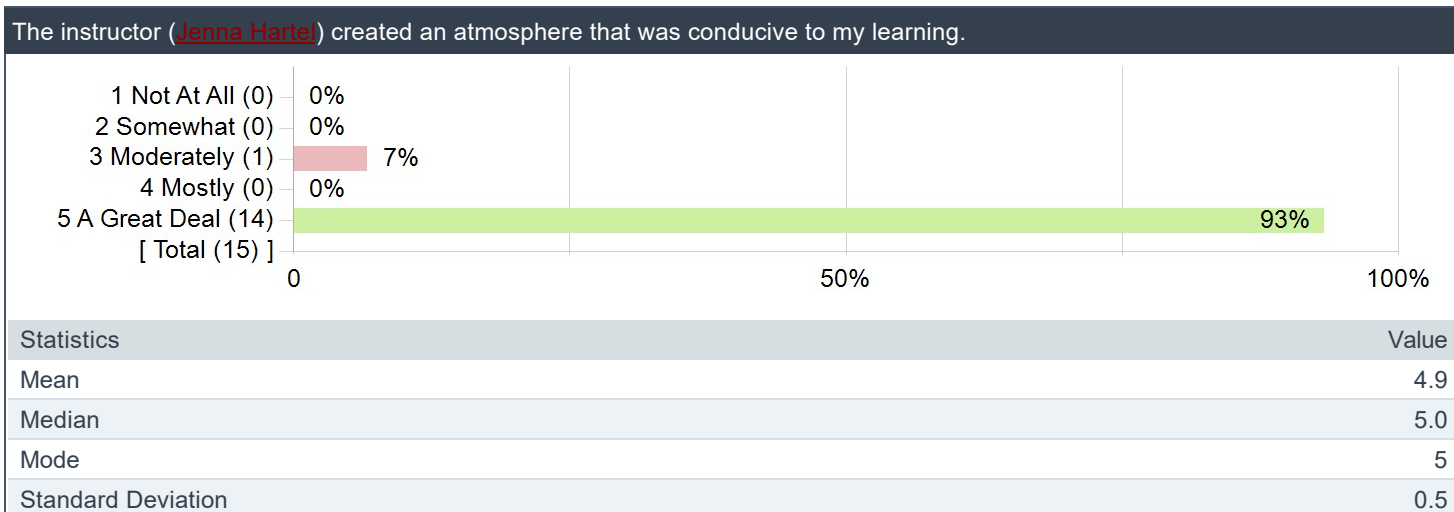
1. I found the course intellectually stimulating.



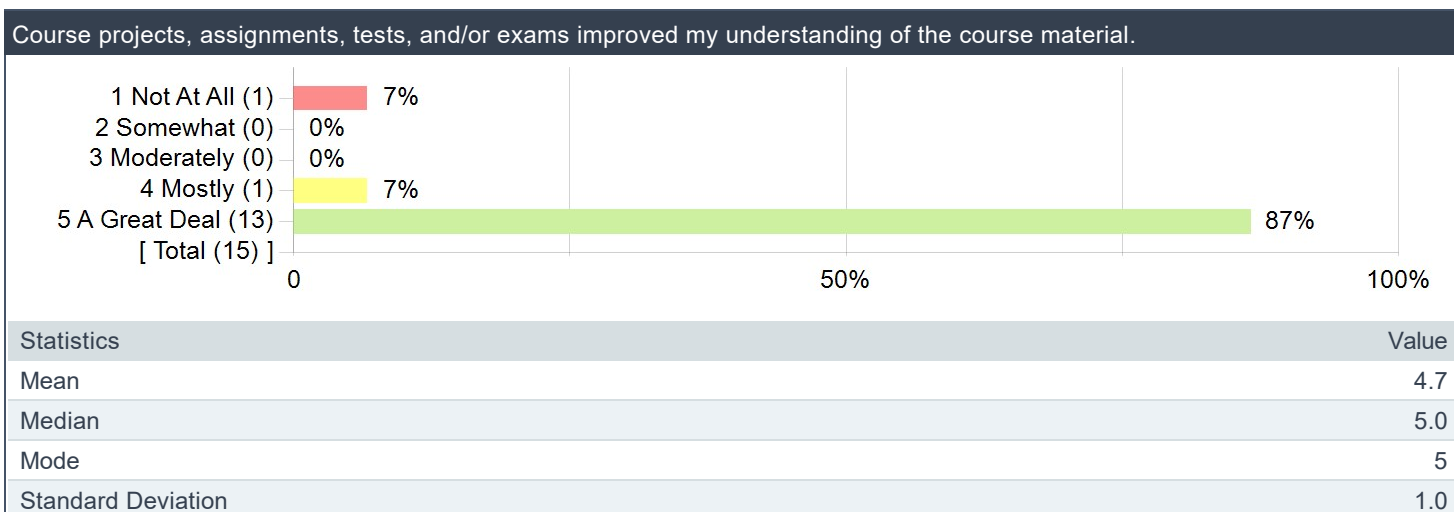
2. The course provided me with a deeper understanding of the subject matter.



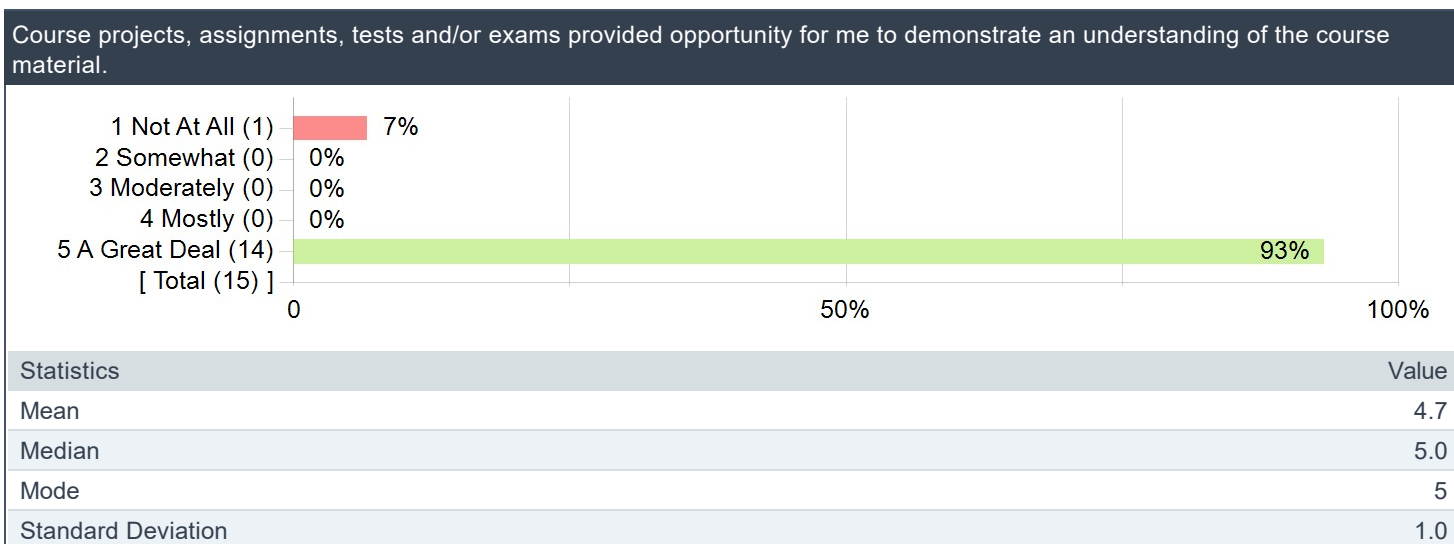
3. The instructor (Jenna Hartel) created a course atmosphere that was conducive to my learning.



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

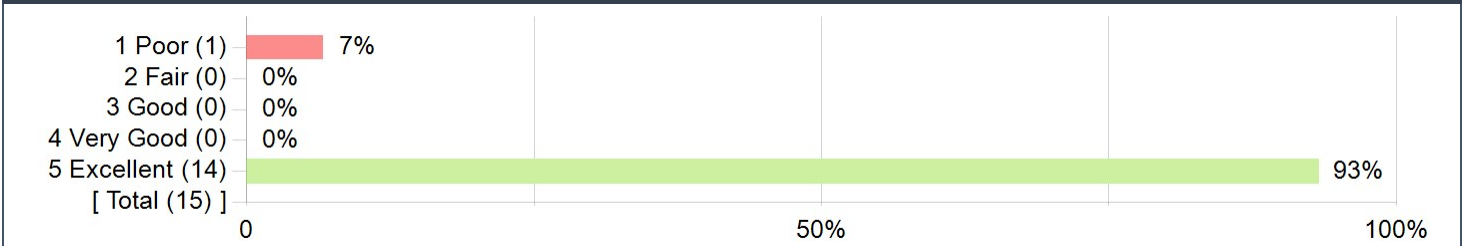


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

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

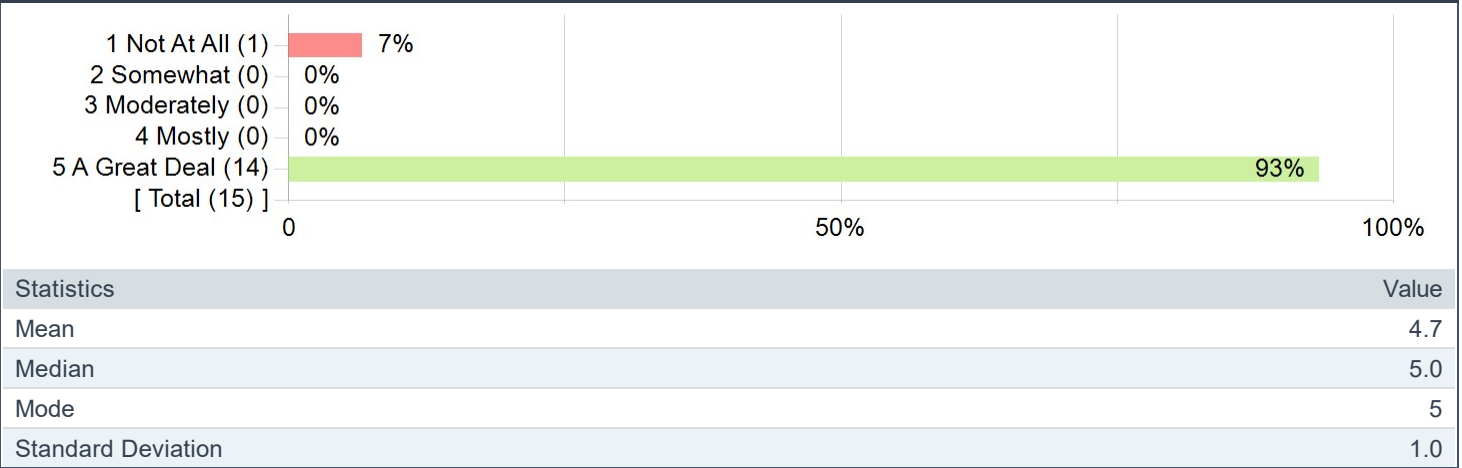


Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	1.0

Part B. Divisional Items

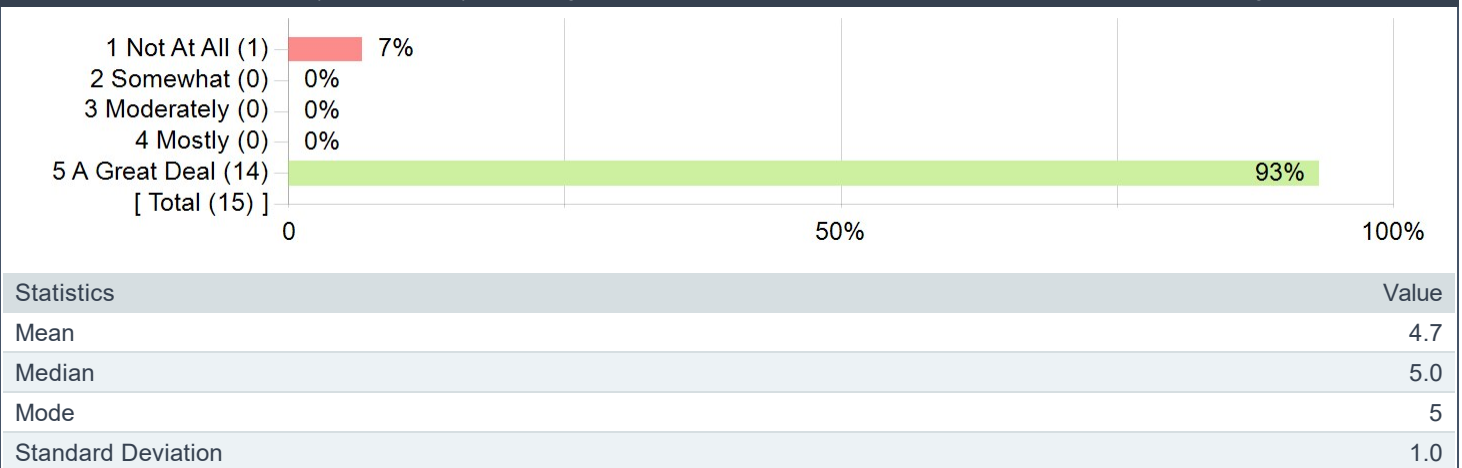
9. The course instructor ([Jenna Hartel](#)) encouraged students to think about the subject matter from multiple perspectives.

FI001 The course instructor ([Jenna Hartel](#)) encouraged students to think about the subject matter from multiple perspectives.

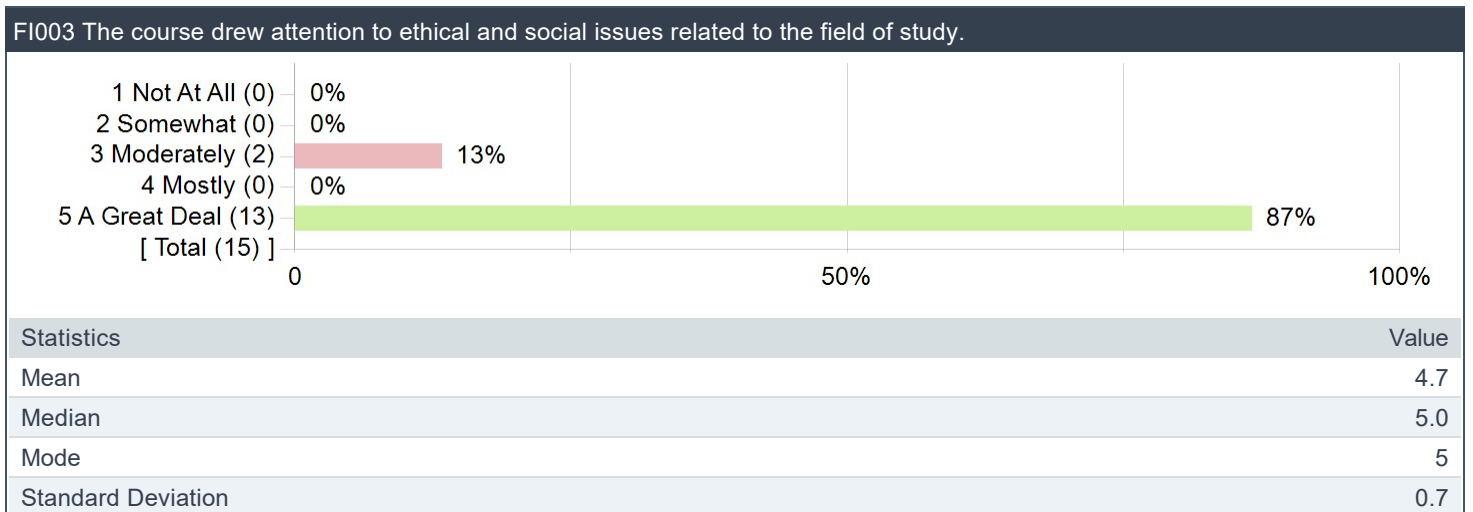


10. The course instructor ([Jenna Hartel](#)) encouraged me to explore alternative approaches when problem-solving.

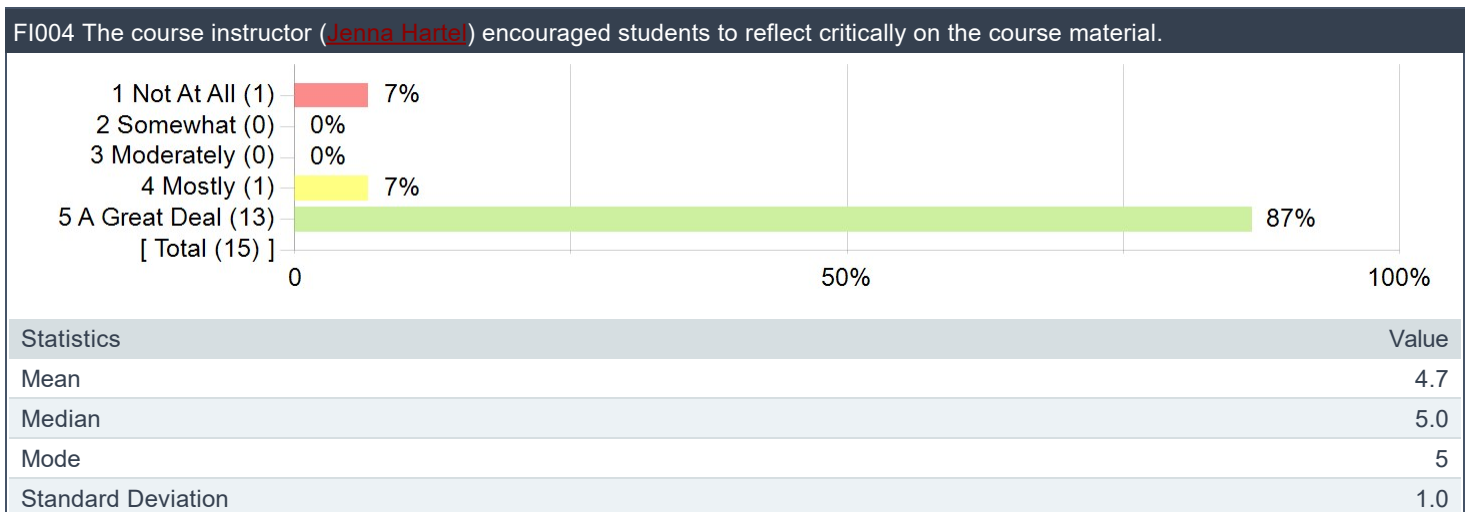
FI002 The course instructor ([Jenna Hartel](#)) encouraged me to explore alternative approaches when problem-solving.



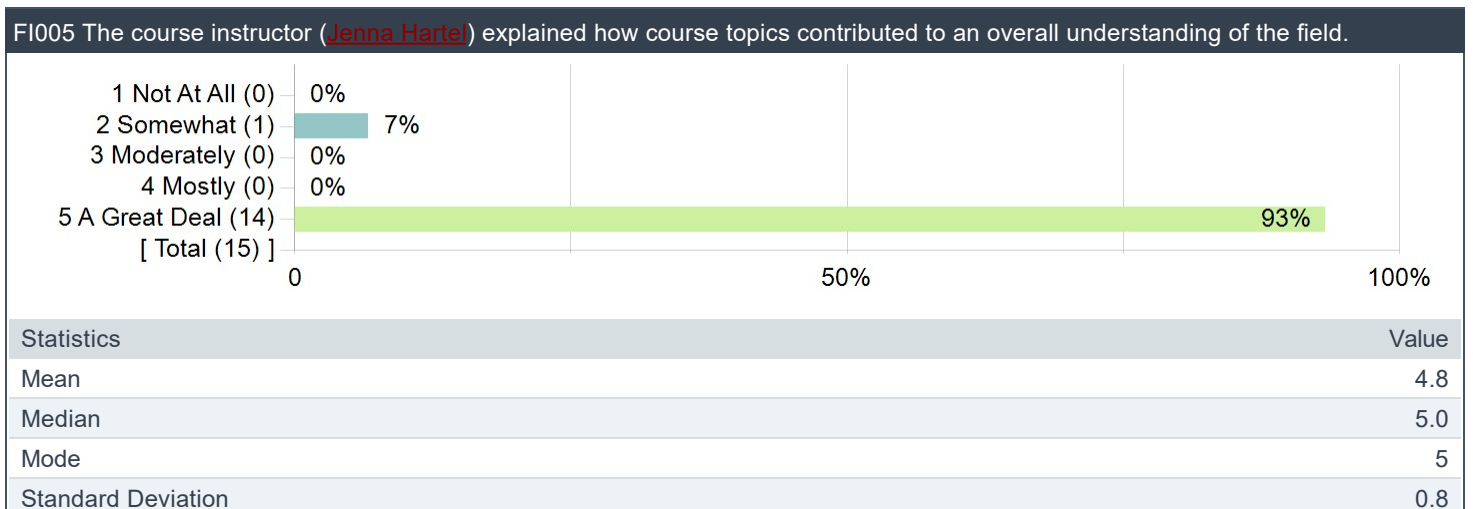
11. The course drew attention to ethical and social issues related to the field of study.



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.

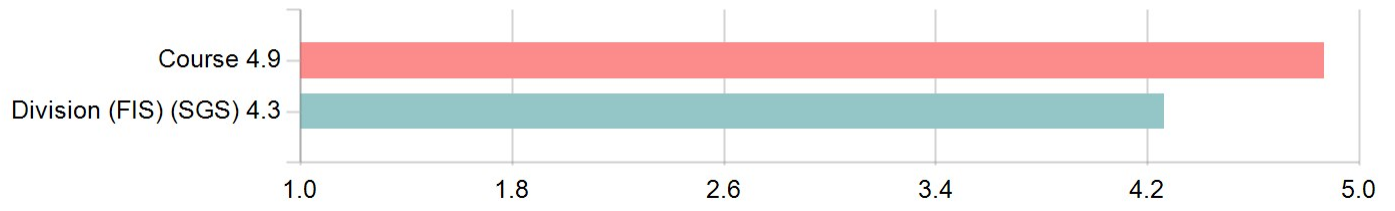
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

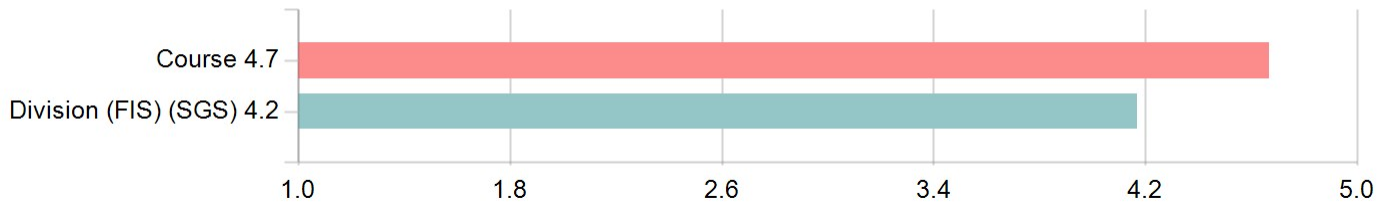


Part A. Core Institutional Items

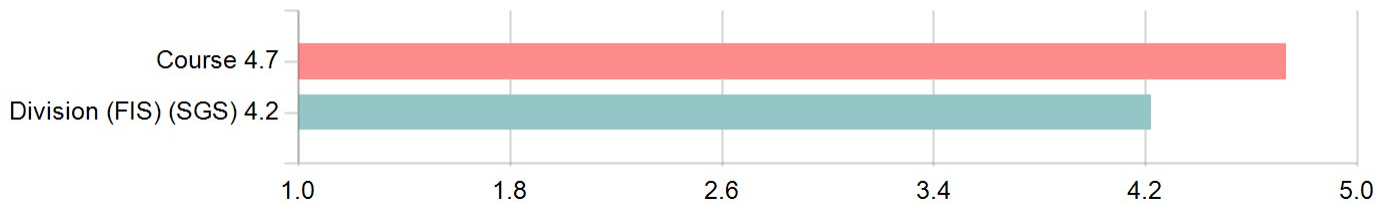
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

(continued)

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

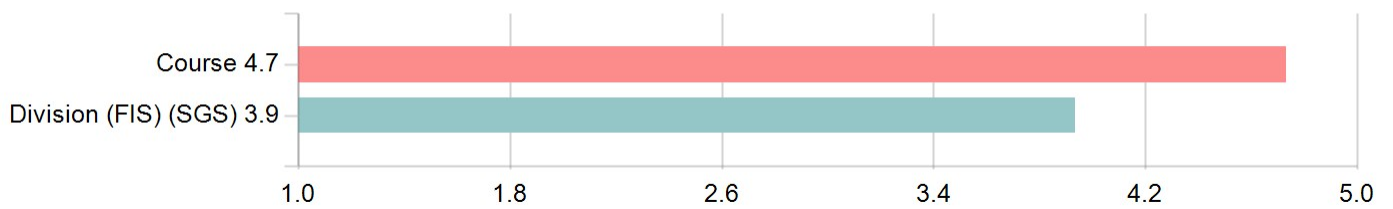


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

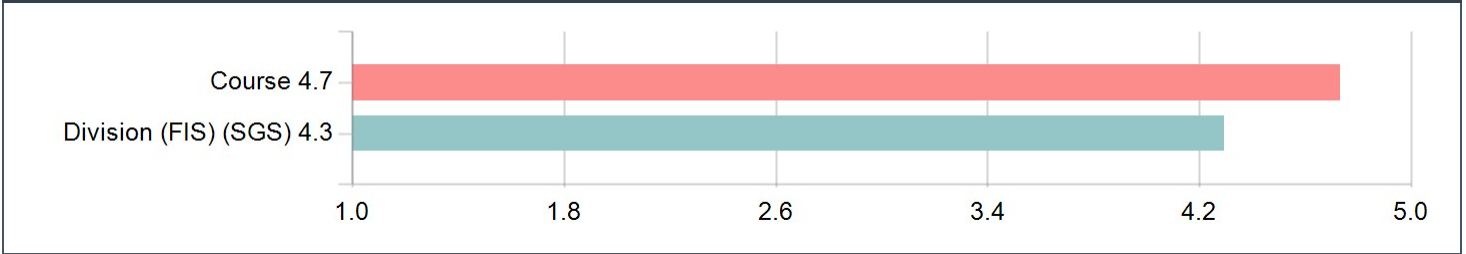
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

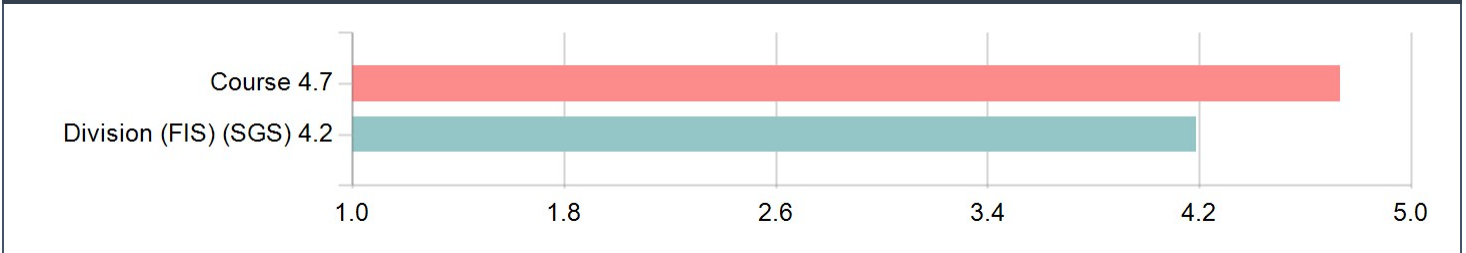
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



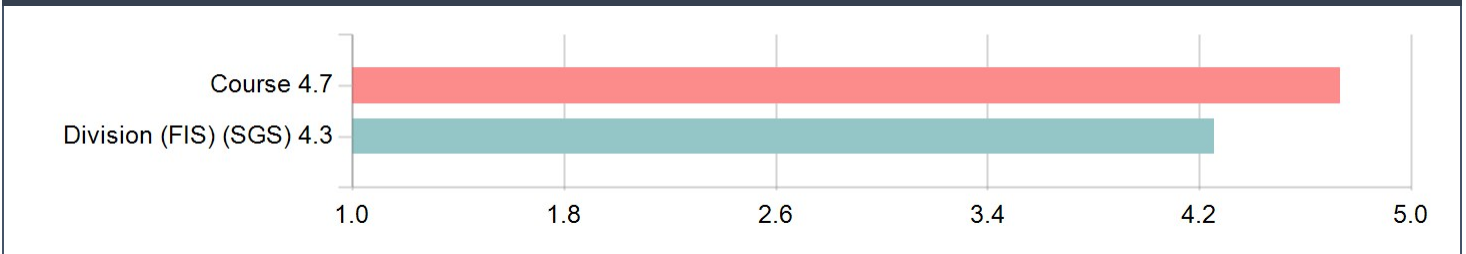
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10. The course instructor ([Jenna Hartel](#)) encouraged me to explore alternative approaches when problem-solving.



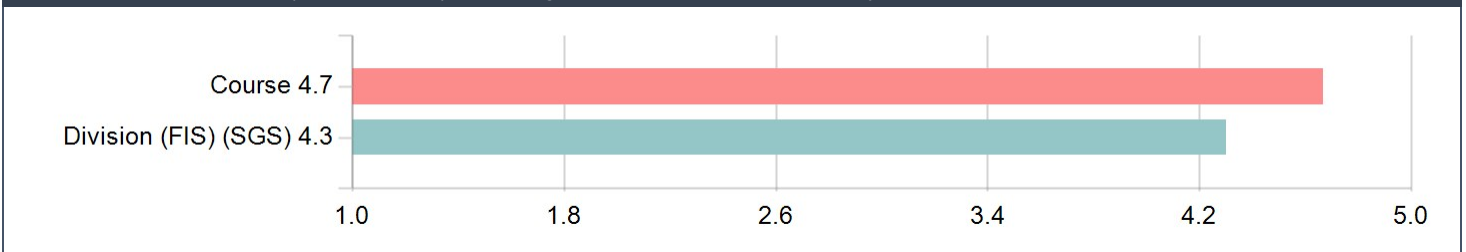
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



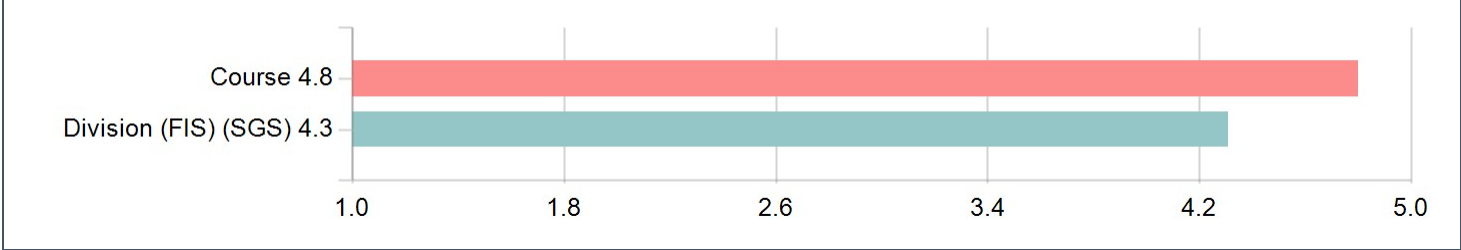
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



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.

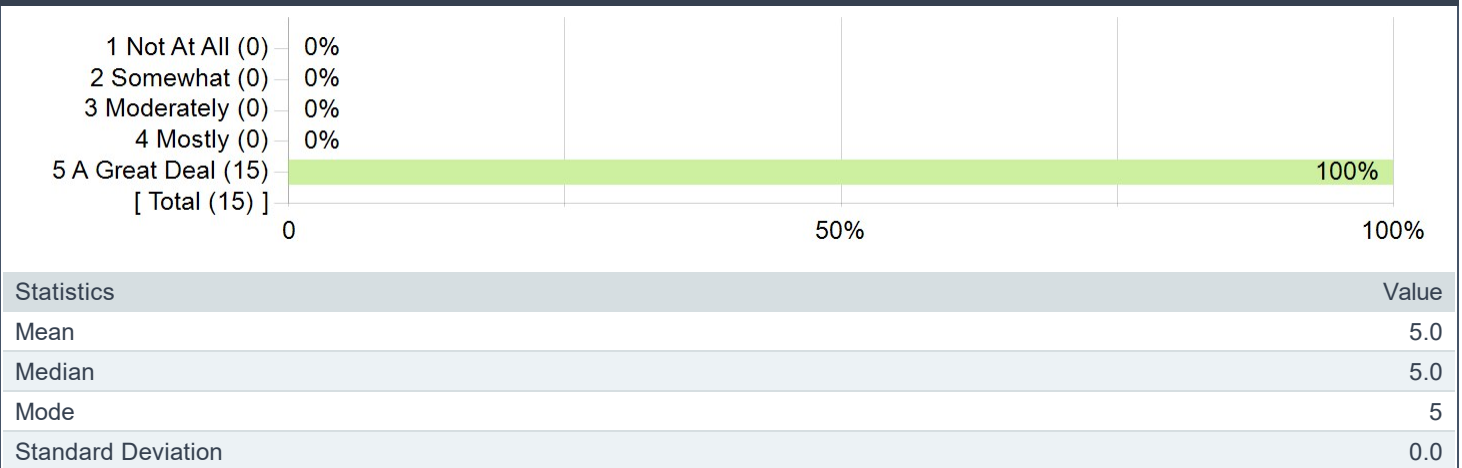


Section 4: Formative Data

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.

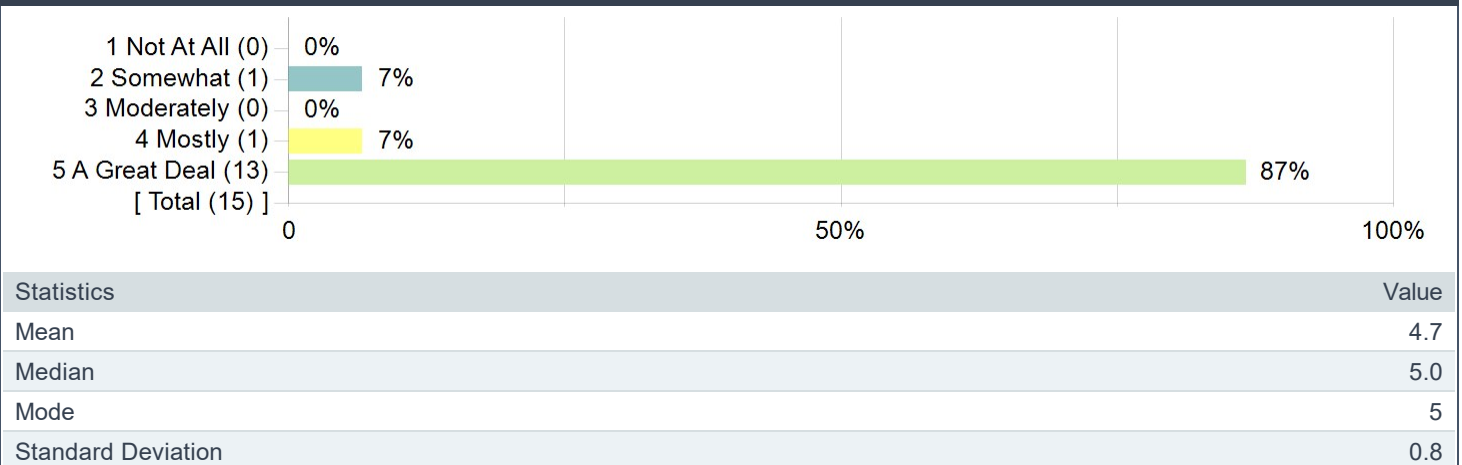
E-2. The course instructor ([Jenna Hartel](#)) provided opportunity for group activity and discussion in class.

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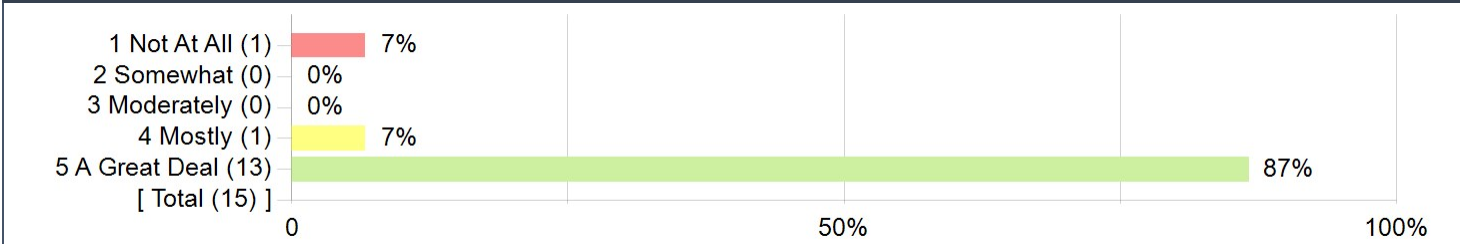
M-4. The course stimulated new ways for me to think about the world.

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

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Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	1.0