

## 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.

<b>Course Name: INFORMATION WORKSHOP I INF1005H-S-LEC0106 (INPER)</b> <b>Division: SGS</b> <b>Session: S</b> <b>Session Codes: F = First/Fall, S = Second/Winter</b>	<b>Instructor: Jenna Hartel</b> <b>Section: LEC0106</b> <b>Delivery Mode: INPER</b>
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Raters	Students
Responded	10
Invited	24

## 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.	4.9	5.0
The instructor ( <b>Jenna Hartel</b> ) 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.	4.9	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	5.0	5.0
Institutional Composite Mean	4.9	-

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....	5.0	5.0

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

Comments
I really enjoyed how professor Hartel embraced collaboration and created an environment in which students could all learn from each other and felt comfortable speaking about their own experiences.
Instruction was clear, friendly, and inviting. We were introduced to the topics in a way that embodied the ethics of pace resting at the core of the course: care, self-reflection, and healing
Fantastic
The instruction was excellent. This course was transformative, simply put. It was so valuable to have time for meaningful contemplation in a busy week/term. It inspired me to take it upon myself to endeavour into philosophical inquiry and find connections between contemplation and my every day life.
Professor Hartel truly understands the value of a measured, well-structured learning environment. They have an exceptional ability to break down complex concepts into digestible steps, creating a supportive and stress-free space for genuine knowledge absorption. This approach is a refreshing change and shows that meaningful learning doesn't always have to be equated with a rushed experience.
Professor Hartel is a gift to the Faculty of Information! She is not just a great instructor, but befriends students and creates an enriching an positive environment for all!

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

Comments
Professor Hartel was incredibly supportive and understanding throughout. Not only did she respond promptly to any questions I had, but she also proactively addressed any potential conflicts, like my pre-scheduled doctor's appointment. Her flexibility and willingness to provide alternative solutions ensured that I never felt behind. Moreover, the chance to attend the ALA president's talk demonstrates her commitment to fostering our professional development beyond the classroom
I loved that it gave students the opportunity to breathe and relax! I learned so much about meditation that I will now use in my daily life!

**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 ( <a href="#">Jenna Hartel</a> ) encouraged students to think about the subject matter from multiple perspectives.	5.0	5.0
10. The course instructor ( <a href="#">Jenna Hartel</a> ) encouraged me to explore alternative approaches when problem-solving.	5.0	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 ( <a href="#">Jenna Hartel</a> ) encouraged students to reflect critically on the course material.	4.9	5.0
13. The course instructor ( <a href="#">Jenna Hartel</a> ) explained how course topics contributed to an overall understanding of the field.	4.9	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.

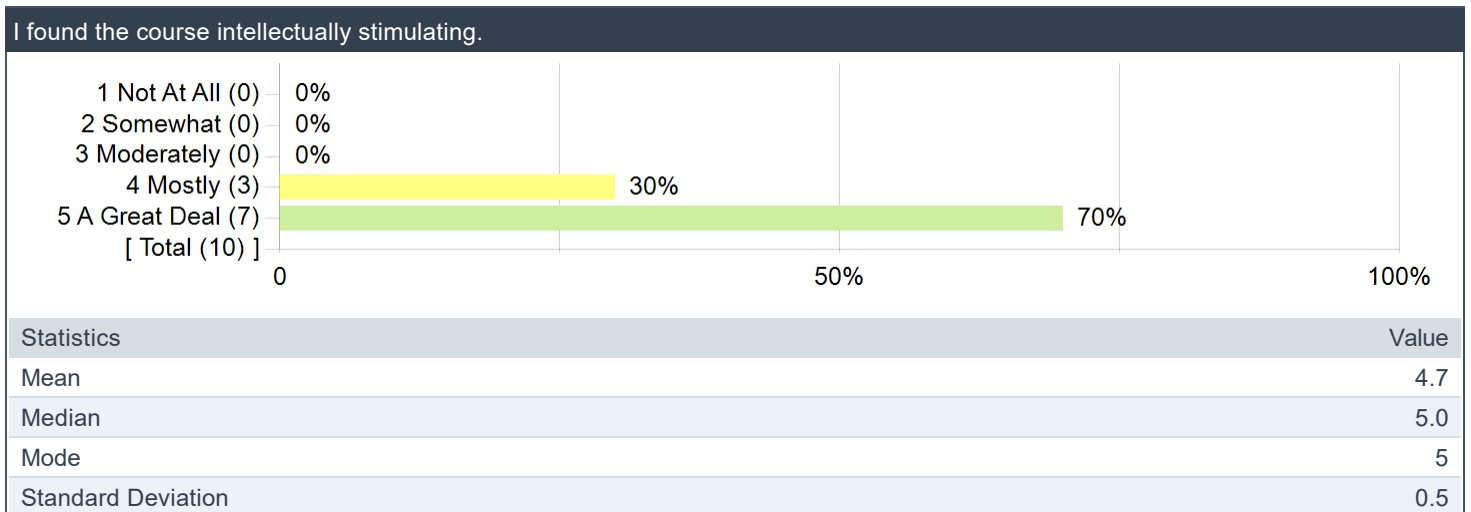
**Median:** The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

**Mode:** The most frequently occurring score.

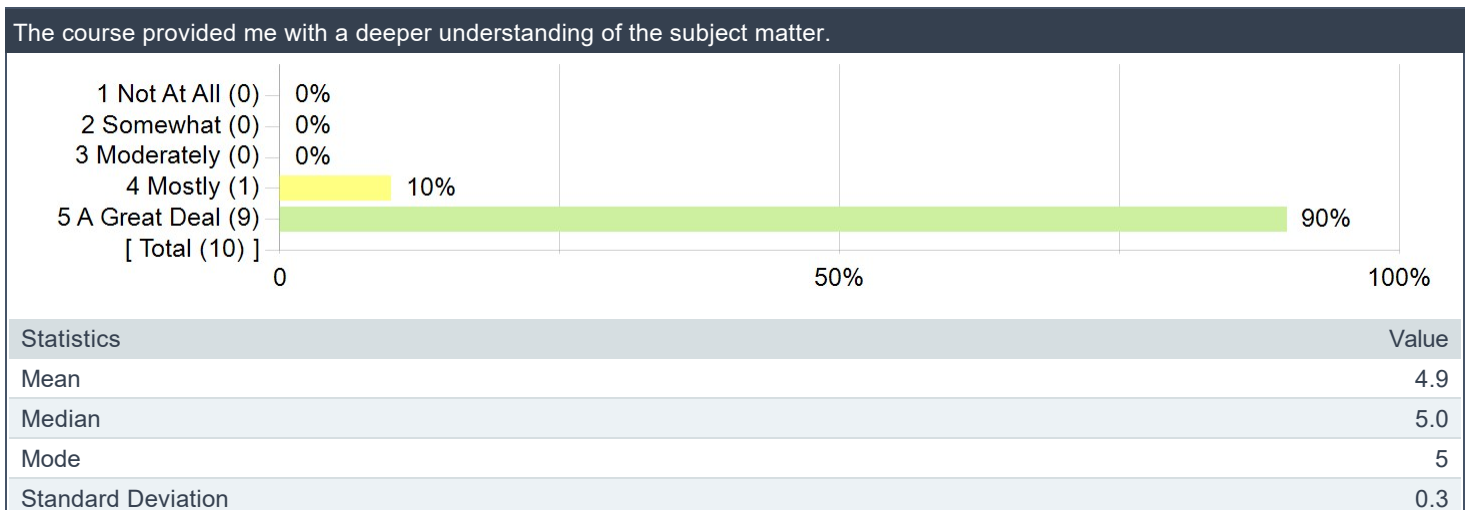
**Standard deviation:** A measure of the "spread" of the data.

### Part A: Core Institutional Items

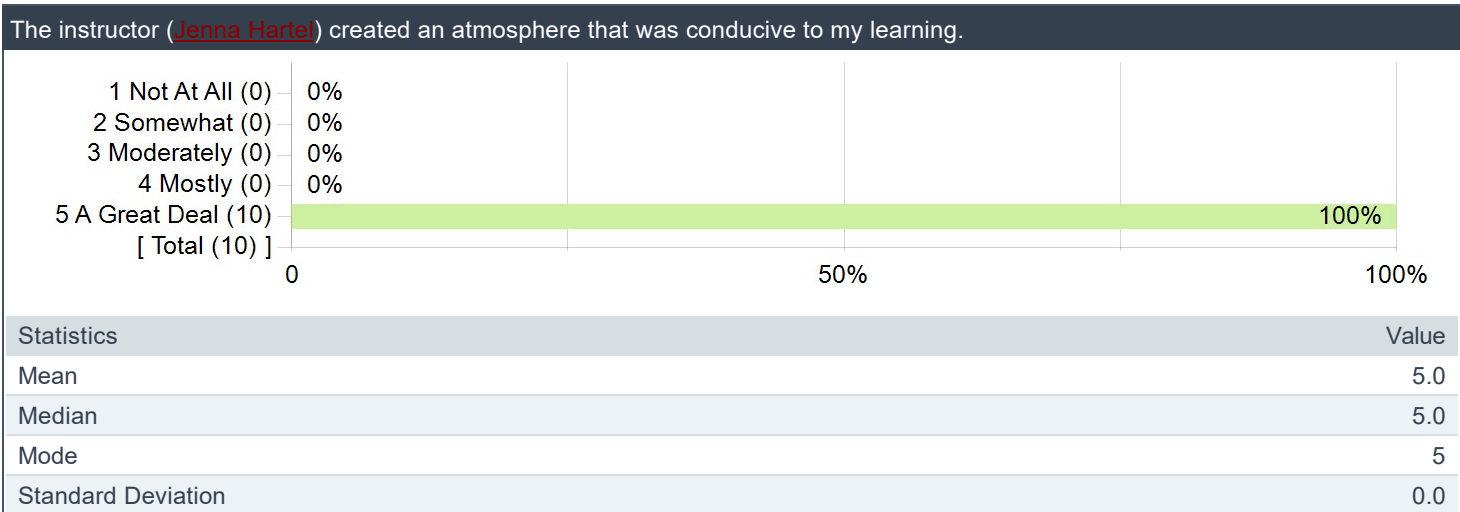
#### 1. I found the course intellectually stimulating.



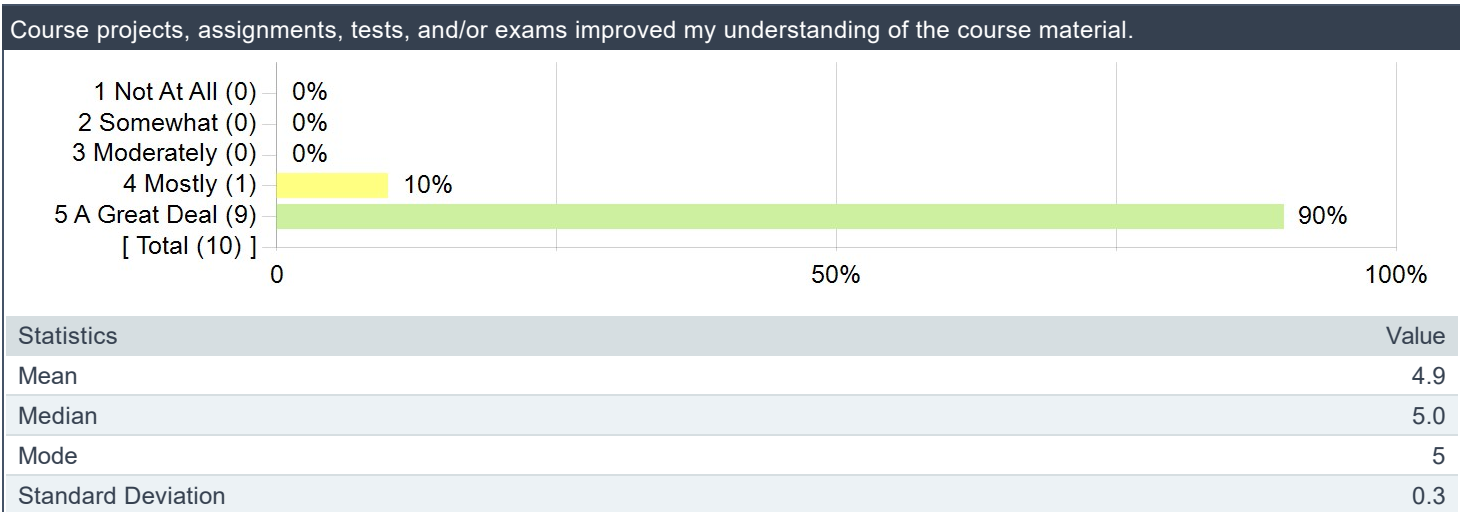
#### 2. The course provided me with a deeper understanding of the subject matter.



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

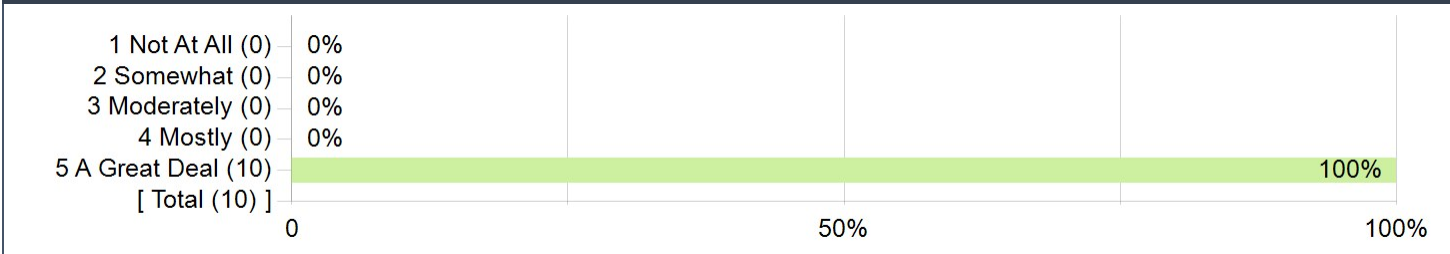


**4. Course projects, assignments, tests and/or exams improved my understanding of the course material.**



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

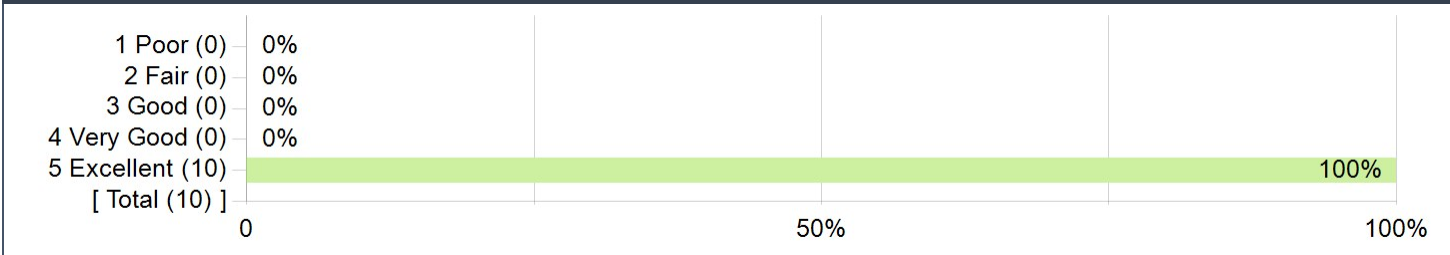
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

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

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



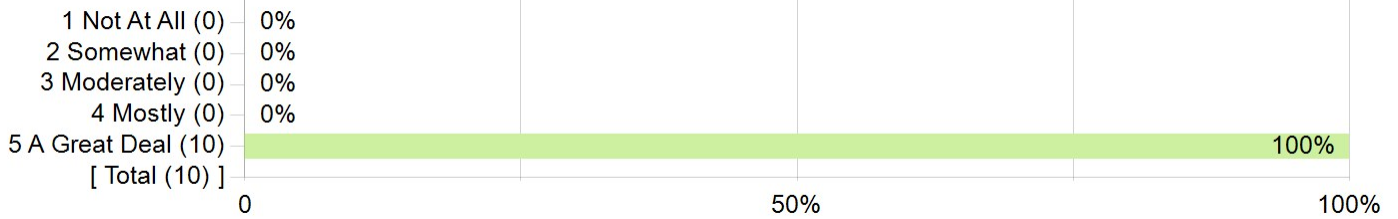
Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0



## Part B. Divisional Items

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

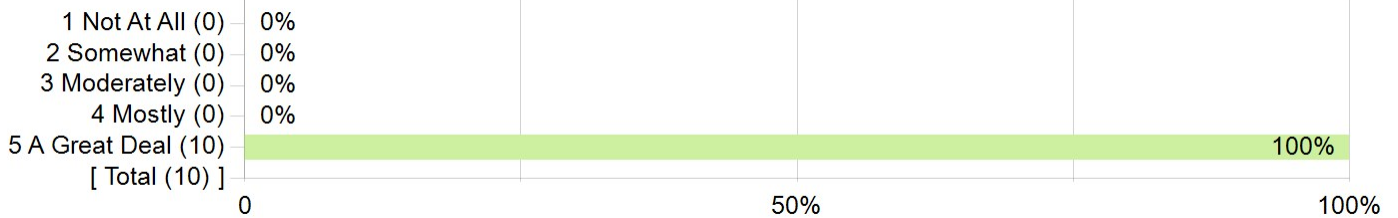
FI001 The course instructor ([Jenna Hartel](#)) encouraged students to think about the subject matter from multiple perspectives.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

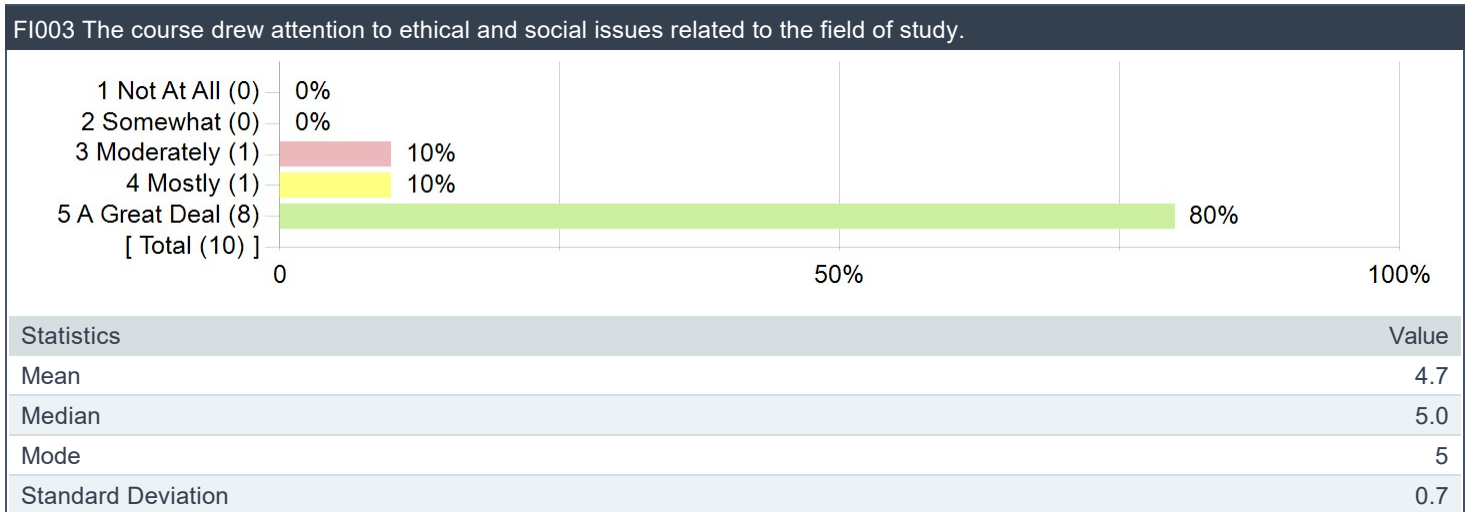
10. The course instructor ([Jenna Hartel](#)) encouraged me to explore alternative approaches when problem-solving.

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

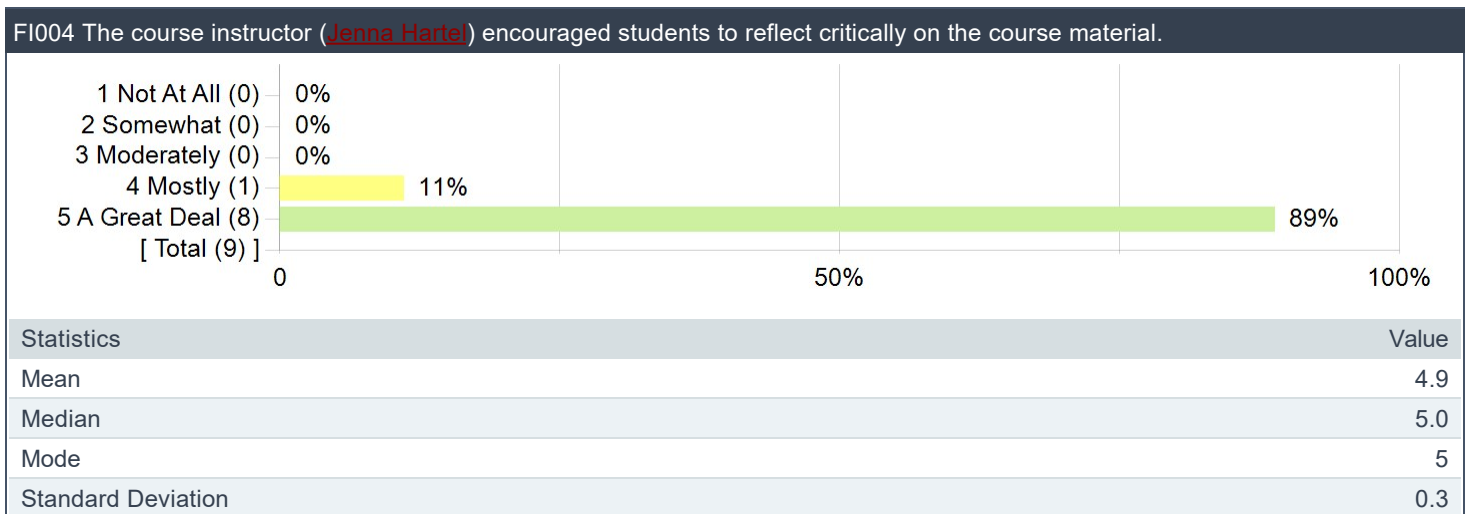


Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

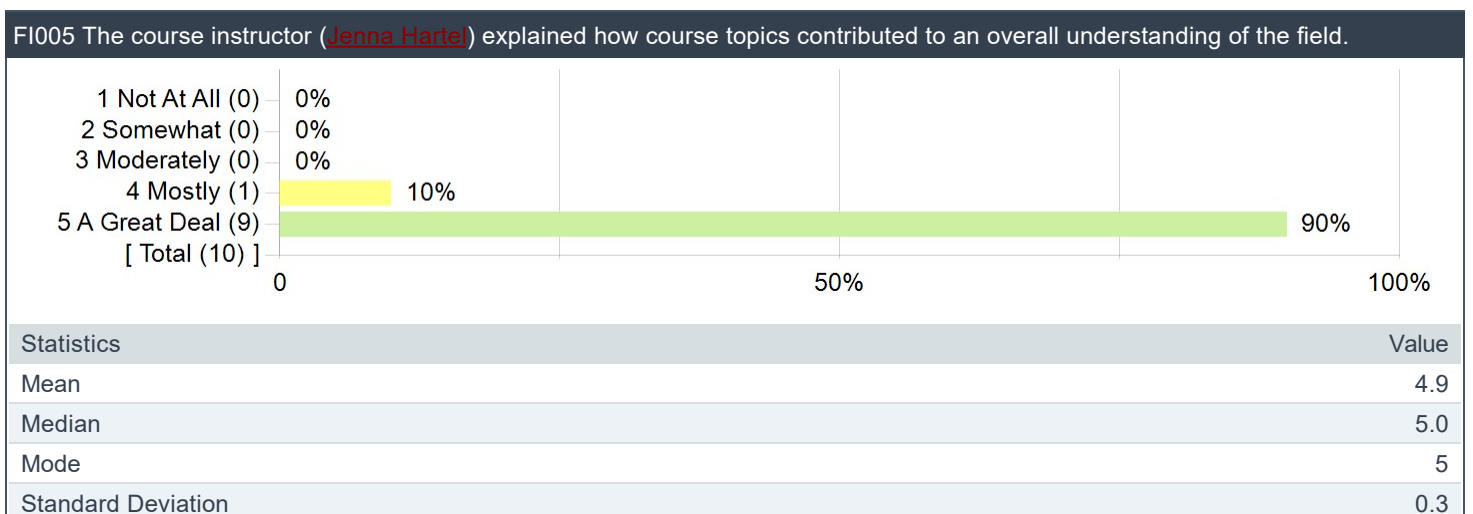
**11. The course drew attention to ethical and social issues related to the field of study.**



**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.

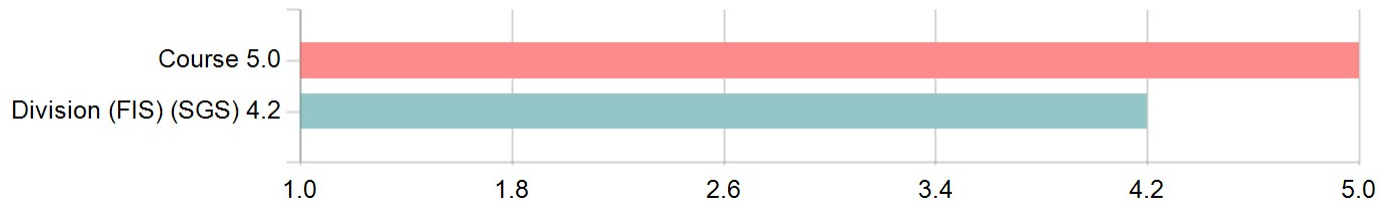
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

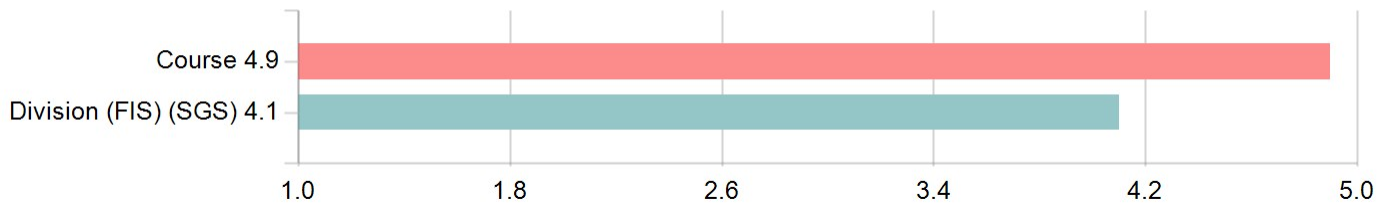


**Part A. Core Institutional Items**

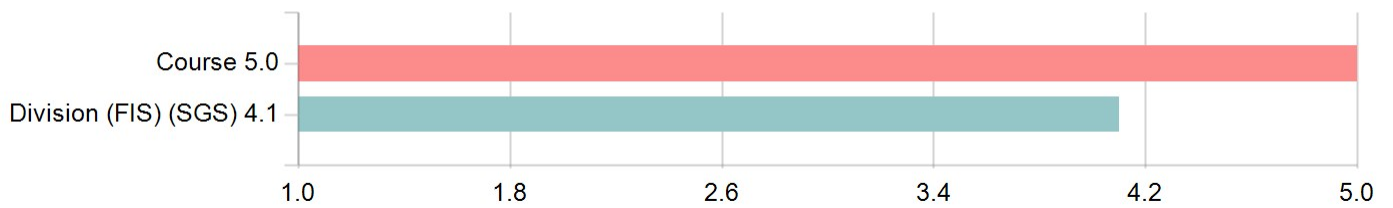
**Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal**

**(continued)**

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

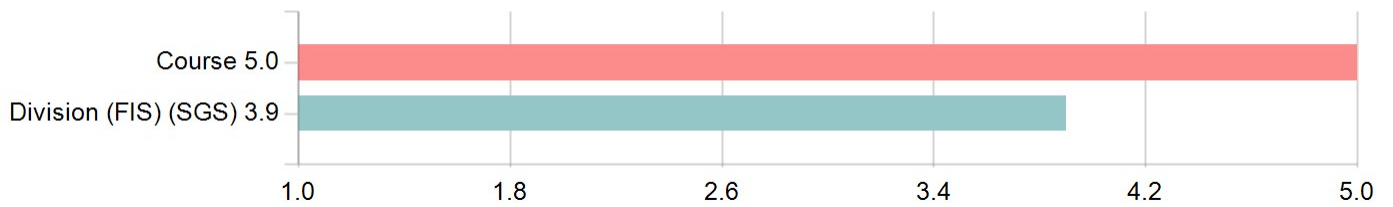


**5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.**



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

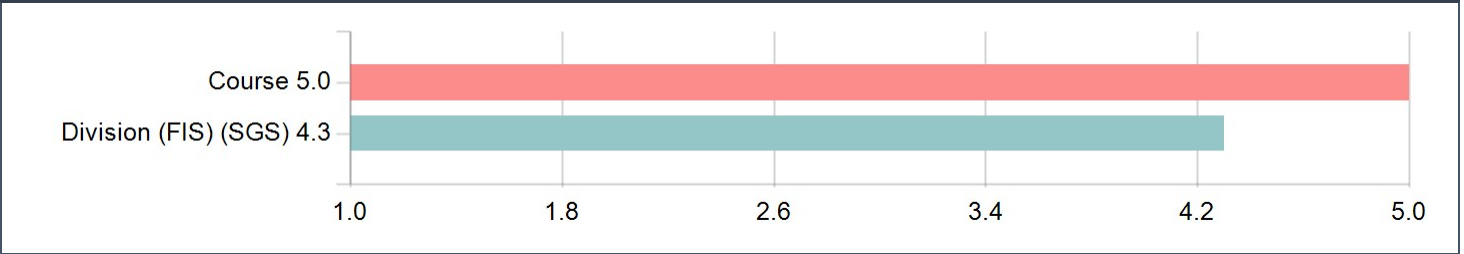
**6. Overall, the quality of my learning experience in this course was:**



**Part B. Divisional Items**

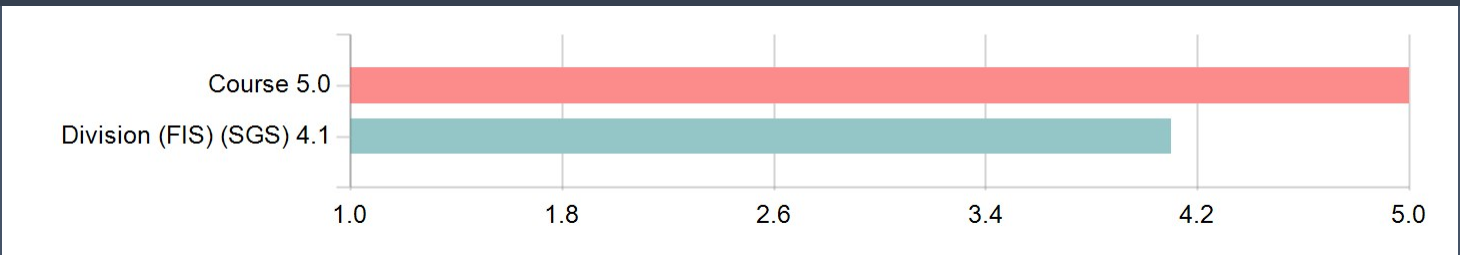
**Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal**

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



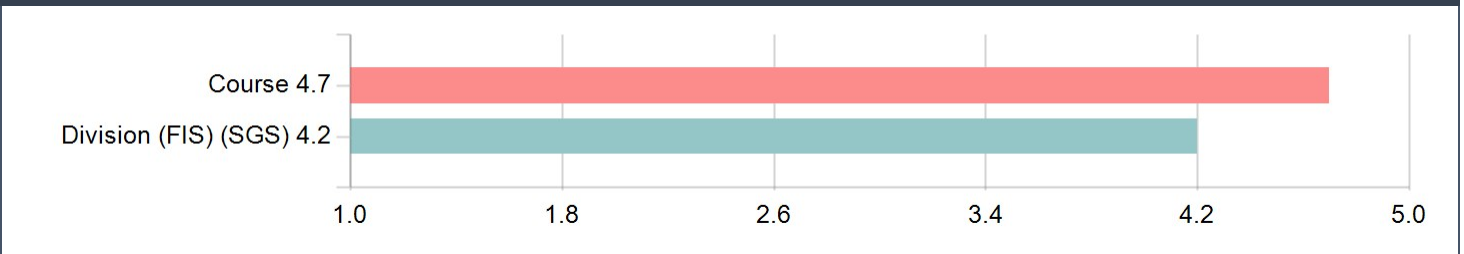
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10. The course instructor ([Jenna Hartel](#)) encouraged me to explore alternative approaches when problem-solving.



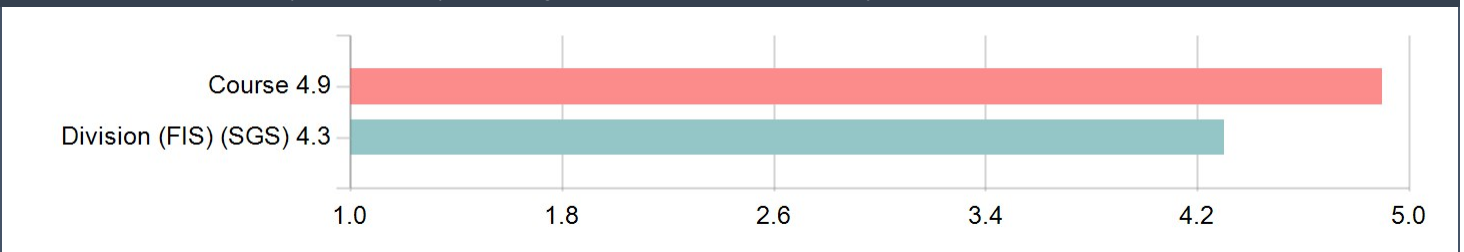
**Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal**

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



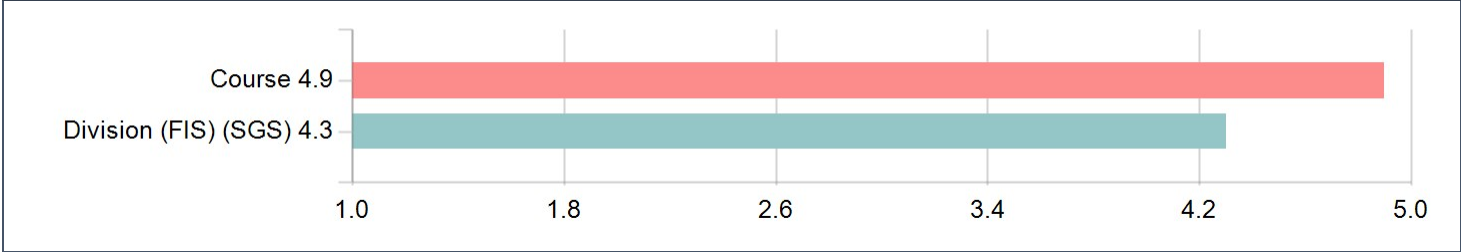
**Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal**

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

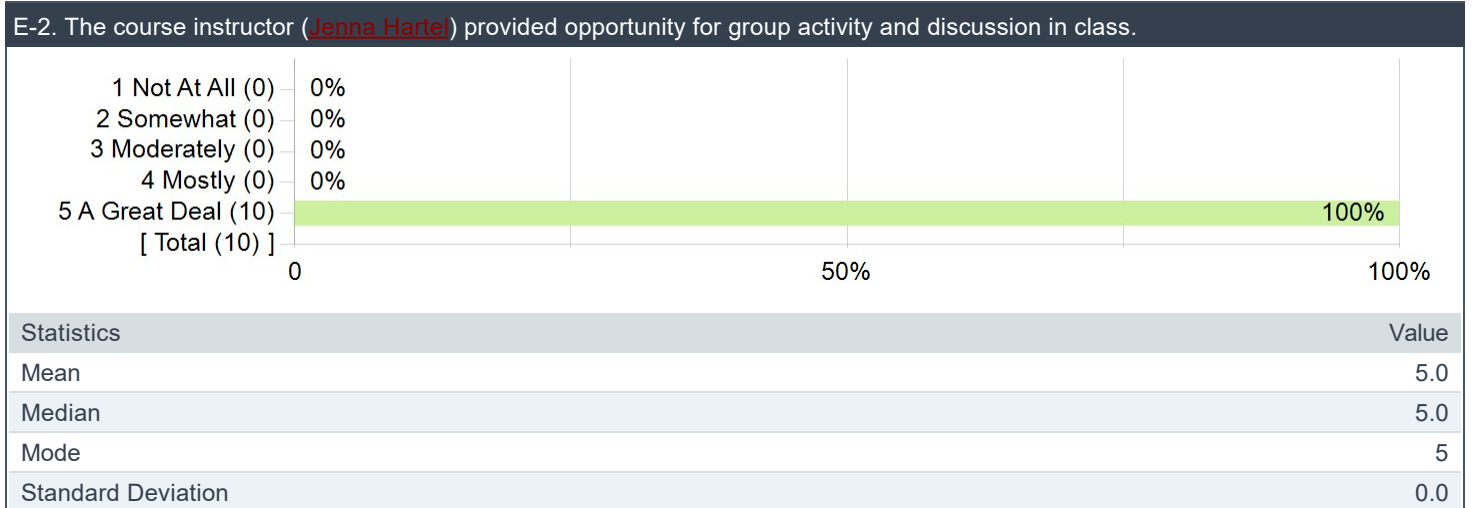
13. The course instructor ([Jenna Hartel](#)) explained how course topics contributed to an overall understanding of the field.



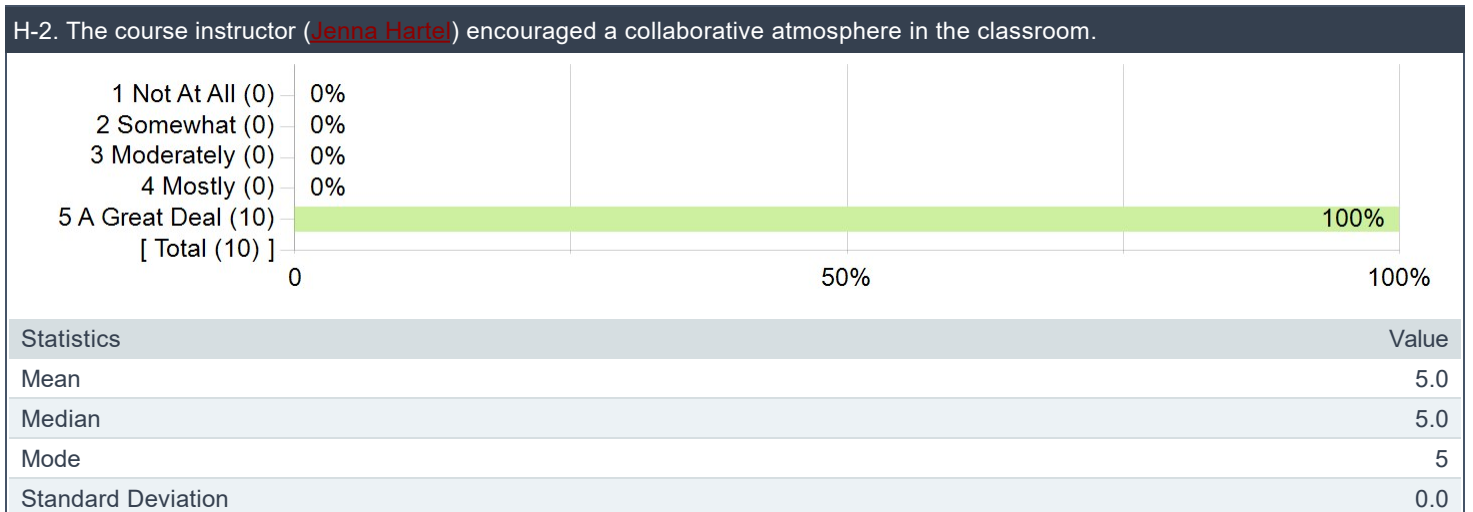
## Section 4: Formative Data

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.



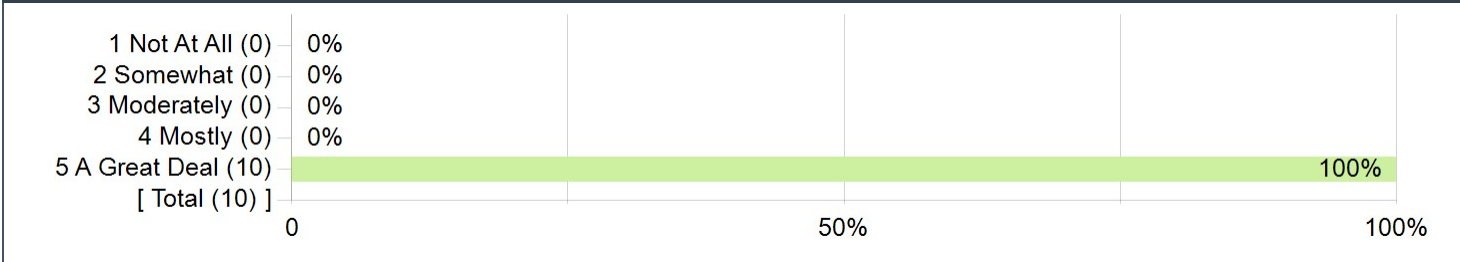
H-2. The course instructor ([Jenna Hartel](#)) encouraged a collaborative atmosphere in the classroom.





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

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



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0