

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 ETHNOGRAPHY INF2330H-S-LEC0101 (INPER) Division: SGS Session: S Session Codes: F = First/Fall, S = Second/Winter	Instructor: Jenna Hartel Section: LEC0101 Delivery Mode: INPER
--	---

Raters	Students
Responded	21
Invited	32

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.	4.9	5.0
The course provided me with a deeper understanding of the subject matter.	5.0	5.0
The instructor (Jenna Hartel) 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.	5.0	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
Jenna is the best teacher in this program. And I use teacher intentionally. She's great at teaching and she's a good prof.
The instruction on this course is of a very high caliber. Professor Hartel is professional and thorough in teaching the different facets necessary for doing ethnographic research. This is one of the most well-organized, well-planned courses I have ever taken. We were provided with many resources, in many different and accessible formats.
We often learned from each other and we learned together and out loud in the class. It was very hands-on, which I believe was vital to our understanding of ethnographic research, and allowed us to learn collaboratively with other students as well as Professor Hartel in the curation of our projects.
I really liked learning about information ethnography, inductive research, and how to implement that in other areas of my life, even to the point of everyday conversation!
The instructor is passionate and creates a fun learning environment. I like the small discussions among peers and how all our work was documented on quercus discussions for sharing.
Such a fun class, really welcoming environment to learn in
Professor Jenna Hartel has designed the course very beautifully, I have never been in a better constructed course. Every lecture was important and helped build up knowledge among the assignments. This course was truly enjoyable.
Professor Hartel is very enthusiastic about this course and ethnography in general which reflects in the way she teaches the class. The teaching quality is very high as Professor Hartel is very responsive to questions in class and her videos help to highlight key points in the course.
This was my favourite course this term. Professor Hartel creates a welcoming environment and encourages exploration of ethnographic research methods. Being able to work on an original research project was a great opportunity and assignments were structured to scaffold the project really well.
One of the most impeccably structured courses I have been in in my 7 years of post-secondary education.
Professor Hartel was very engaging and enthusiastic, bringing an excitement and anticipation to every class. She was very prepared and never dismissed students' questions or concerns.
The instruction was very interesting and meaningful. The slides and discussions during class were engaging, as well as the discussion posts.
Jenna is an exceptional and dedicated teacher who is passionate about teaching creatively and making her students feel welcomed and appreciated. Her teaching style is unparalleled, as she employs innovative and engaging techniques to help students learn and understand complex concepts. She is known for her warm and supportive approach towards her students, making them feel comfortable and motivated to learn. Jenna's devotion to teaching goes beyond the classroom, as she constantly seeks out new ways to inspire and empower her students. Overall, Jenna's commitment to education and her students is truly remarkable.
The instructor does a fantastic job thinking of how to support students through several different engagement methods and learning methods. The outline of readings in the session notes for each week situates what we're learning within relevant texts; they used a mix of mediums (video, guest speakers, readings) to deliver course material; she engages students with discussions both in and out of class, and presents ideas creatively and with enthusiasm. She also is respectful and kind in her engagement with students, supporting them in developing their ideas without shutting them down entirely.
Jenna is one of the best professor's I have ever had in any of years as an academic. She is so kind and so understanding of people's time. The way that she sets up the course is to ensure that we are working every week on the final assignment so not only do we get feedback throughout the semester, but we have a timeline to follow that will allow us to have less stress at the end. Her lectures are thorough and engaging, and most of all, they are interactive and fun!
One of my favourite classes I have ever taken. Very well instructed as every lecture, lesson, reading, and activity worked to teach me about course material. This level of cohesion is so important for education and I wish other courses were this thorough.
I loved this course. I was previously really an amateur when it came to ethnographic research and now I feel like I can call my self an ethnographer. The instructor is really good at what she teaches. , She knew the intricacies of my project and knew what I was asking about before I could ask it – which was interesting to me as there were 30 odd people in the class I think, and she knew everyone's topics and status of work without referring to our submissions or Quercus.
I have never had a professor quite like Jenna. She's engaging, excited about information and ethnography and her enthusiasm for LIS is infectious. Her instruction was almost always clear (save for a few times with the ECUs and some minor quips) but I could never not see the forest through the trees. Jenna truly cares about her teaching and is flexible, dedicated and engaged with her students. This is the second class I've taken with her and I definitely hope that it is not the last.
Prof. Hartel has created a course that combines relevant theories and concepts in information studies with tangible tactics on conducting and writing about research. She takes a variety of teaching approaches to sharing the materials with the class and ensuring it is absorbed. The flywheel approach to submitting assignments that culminated in making up a portion of the final made

Comments
it easy to keep up with the class work. I also really appreciated the baked goods every week :)
Professor Hartel is one of my favourite professors and I really enjoyed this course! I especially appreciated the lectures that were dedicated to teaching us how to structure our ethnographic writing and final reports. I learned a lot.
This is one of the best courses I've ever taken at UofT, from undergraduate to my master's. Jenna is such a delight, I love listening to her lectures and the sometimes unorthodox teaching methods she implements. The learning environment is fun and engaging, and it was a class that I looked forward to every Monday. I genuinely learned a lot from the course as it was my first time even hearing about information ethnography, and towards the end of it I felt that I had a really great understanding of it.

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

Comments
Jenna is always available. She stays back after class. Is good as listening and answers diligently and on theme. Actually knows how to understand our inquires.
There were many supports available to assist with our learning in the course. Professor Hartel made herself available through office hours, as well as over email. She is also incredibly approachable, allowing for students to easily ask for help and support when needed.
Professor Hartel has always been easy to reach via email and willing to meet within and outside office hours. Additionally, her feedback was very valuable to my research practices whenever I felt stuck.
The instructor was very available at all times.
Dr Hartel had office hours and was available by email
The instructor was always available for support when needed, and her input is very valuable and useful.
The professor was always easy to contact when I required accommodations.
Professor Hartel provides extensions and creates a very peaceful, cordial environment in her classroom. Much appreciated!
Dr. Hartel made time for office hours for me several times this semester when I needed clarity or assistance on assignments and was very thorough in helping me get back on the right track. The assistance was prompt (within a few days of my initial email requesting to book time with her) and impactful.
I had the privilege of having someone in my life who was not only a mentor but also a great supporter of my creativity. She was always there whenever I needed guidance or advice, and her insights were invaluable to me. At the same time, she gave me space to explore my ideas and express myself freely. Her encouragement and patience motivated me to push my boundaries and achieve my goals. I feel truly grateful to have had her in my life, and I will always cherish the memories of our time together. She was an awesome person, and I owe much of my success to her support and mentorship.
The instructor was readily available via email or zoom and worked with students to better understand any points of confusion. They provided guidance in a way that was authoritative but not belittling, very collaborative.
As mentioned, Jenna sets up the course so we get continuous feedback as the semester goes on. She is very responsive to emails and encourages us to visit office hours as much as possible. She pushes us in the right direction when needed, but allows us to be creative as well.
Jenna works tirelessly to ensure she is available to help her students. She is always available to discuss the course and gives students critical assistance that not only helps them with their work but makes their work better.
The instructor was really good at clearing confusion and was very helpful during the office hours and even solved questions between breaks.
The scaffolding of this class is stellar. It made the final assignment something like a plug and play, so when it came time to write the paper my stress levels dropped off immediately (because I had all the pieces). The handout sheets were genius, the festival of contemporary approaches was engaging, and the discussion boards were awesome, acting as a record of what everyone had done and what pieces were missing/how they differed for everyone else.
While Professor Hartel had regular office hours available to support us, unfortunately I couldn't make any of the hours because of my class and work schedules. I was too busy and it was too difficult for me to try to schedule times outside her regular office hours so I never really ended up doing that, even though it probably would have helped. There were no TAs assigned to the course so I didn't have the option of contacting a TA instead.
Jenna was always available to help, either through office hours or email. She's extremely responsive, and gives very thoughtful responses to your questions. She's for sure someone that knows what she's talking about and it always looking out for the best interests of her students, and I respect her a lot!

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.	5.0	5.0
10. The course instructor (Jenna Hartel) encouraged me to explore alternative approaches when problem-solving.	4.9	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.	4.9	5.0
13. The course instructor (Jenna Hartel) 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.

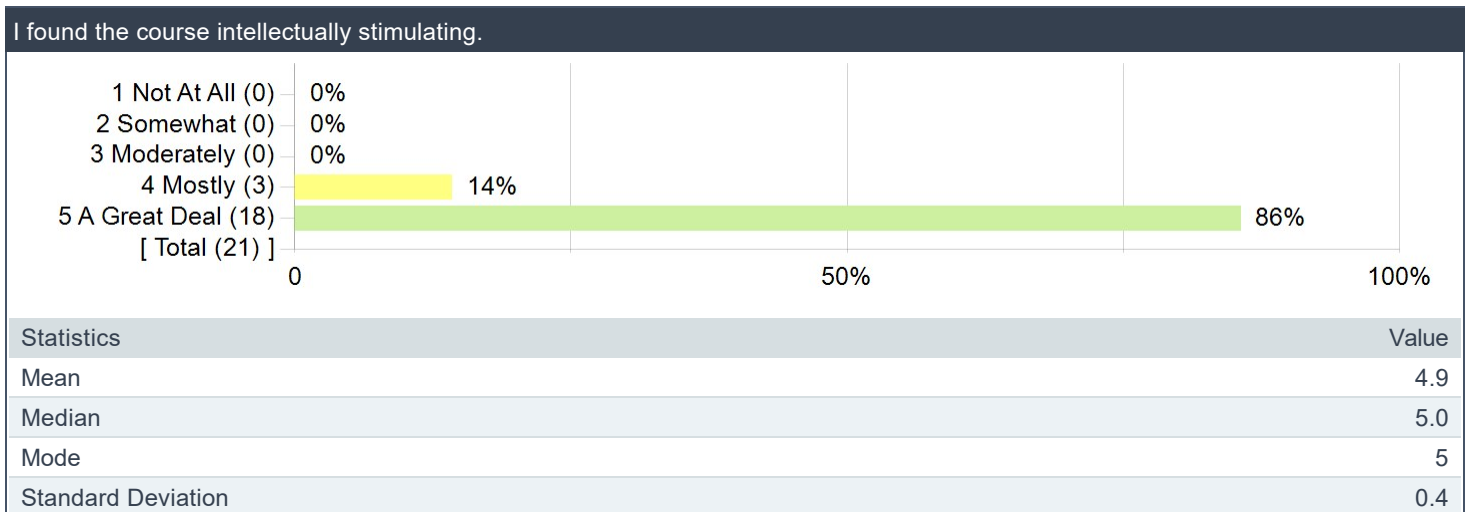
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

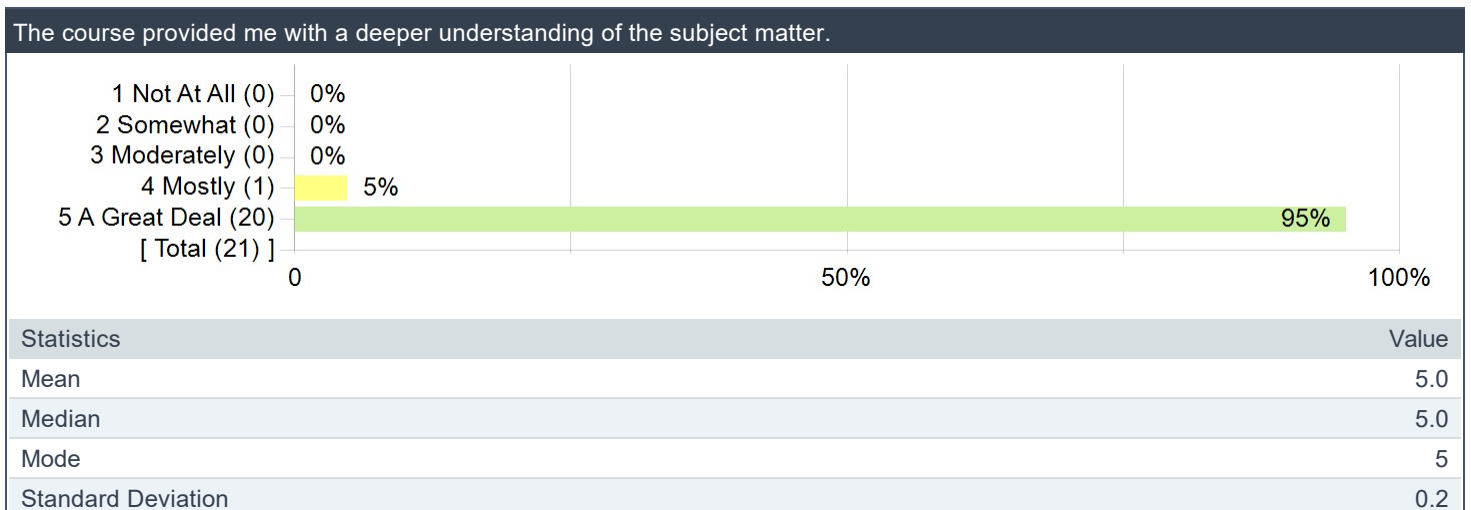
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

1. I found the course intellectually stimulating.

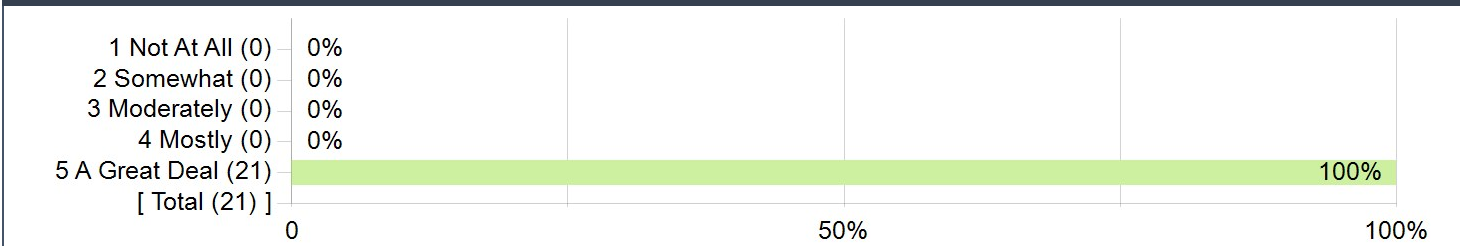


2. The course provided me with a deeper understanding of the subject matter.



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

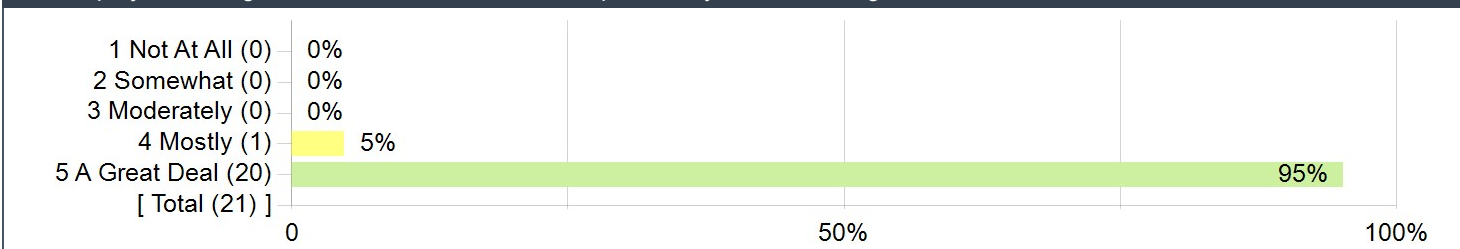
The instructor (Jenna Hartel) created an atmosphere that was conducive to my learning.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

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

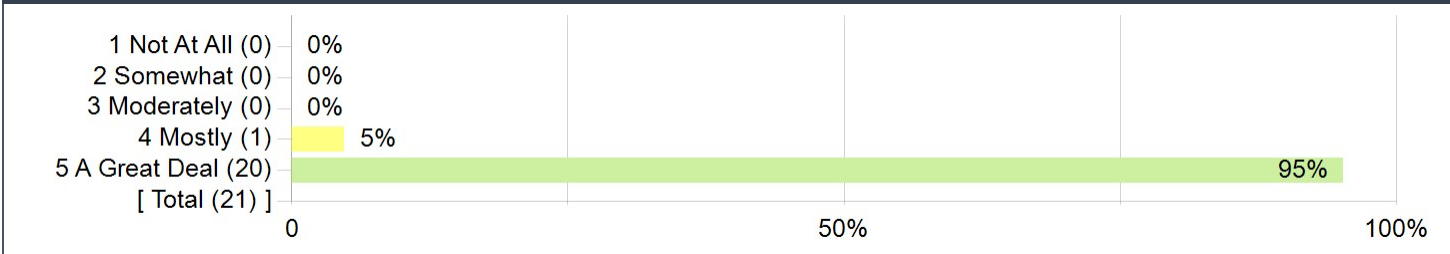
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.2

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

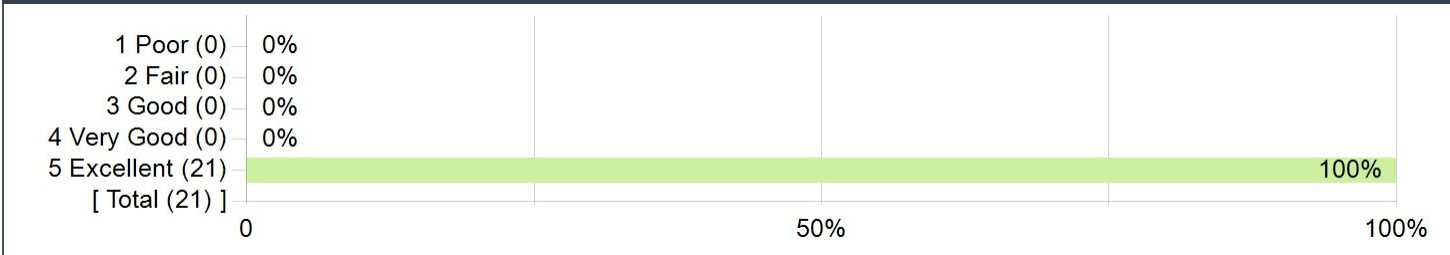
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.2

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

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

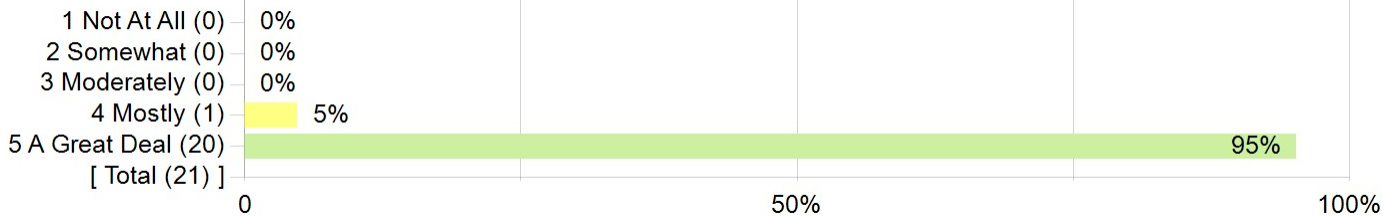


Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

Part B. Divisional Items

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

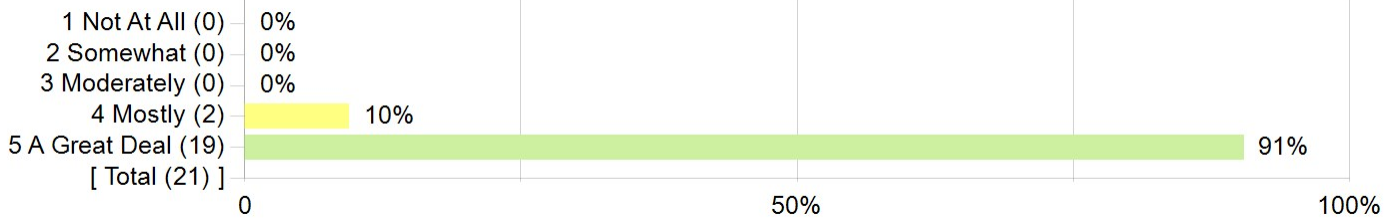
FI001 The course instructor ([Jenna Hartel](#)) encouraged students to think about the subject matter from multiple perspectives.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.2

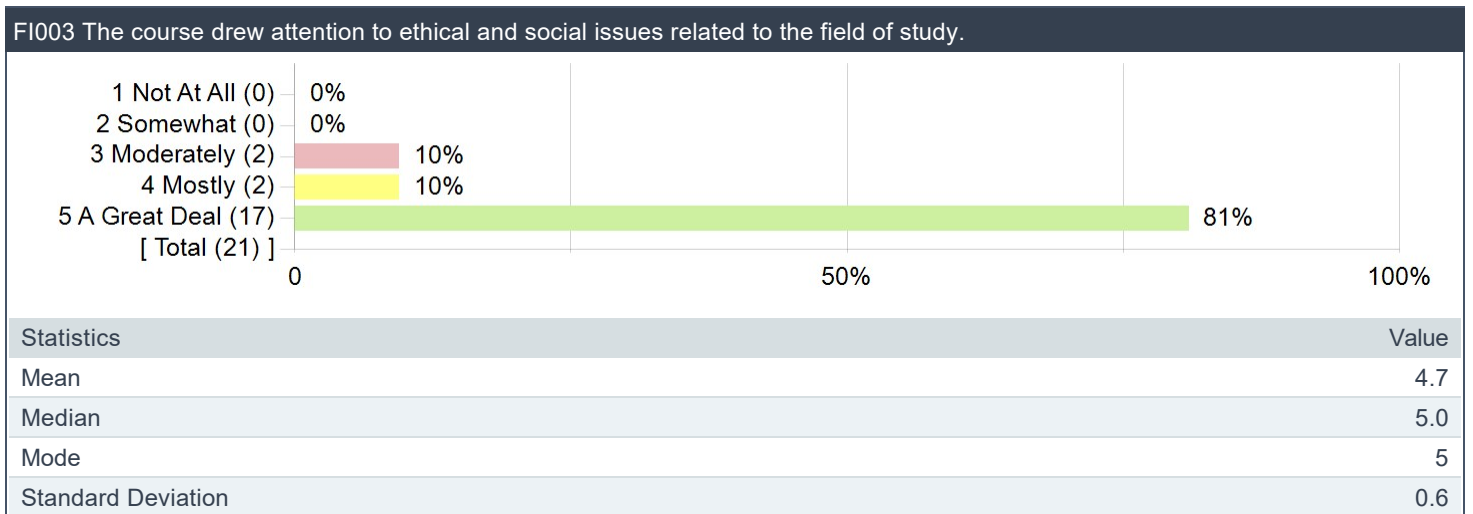
10. The course instructor ([Jenna Hartel](#)) encouraged me to explore alternative approaches when problem-solving.

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

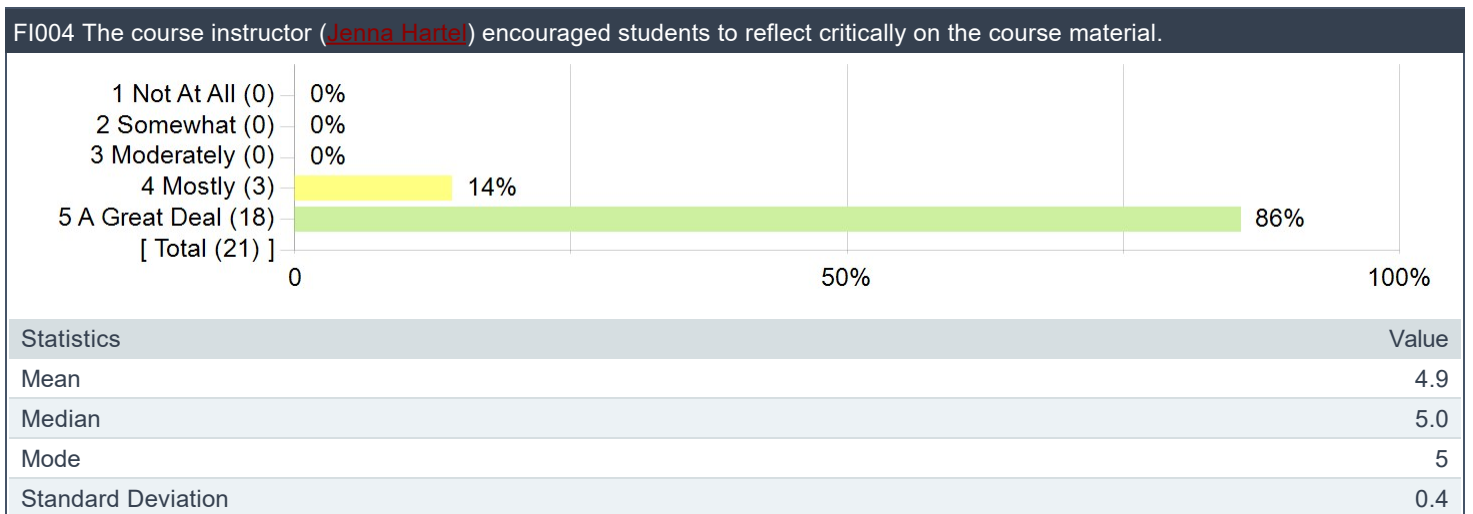


Statistics	Value
Mean	4.9
Median	5.0
Mode	5
Standard Deviation	0.3

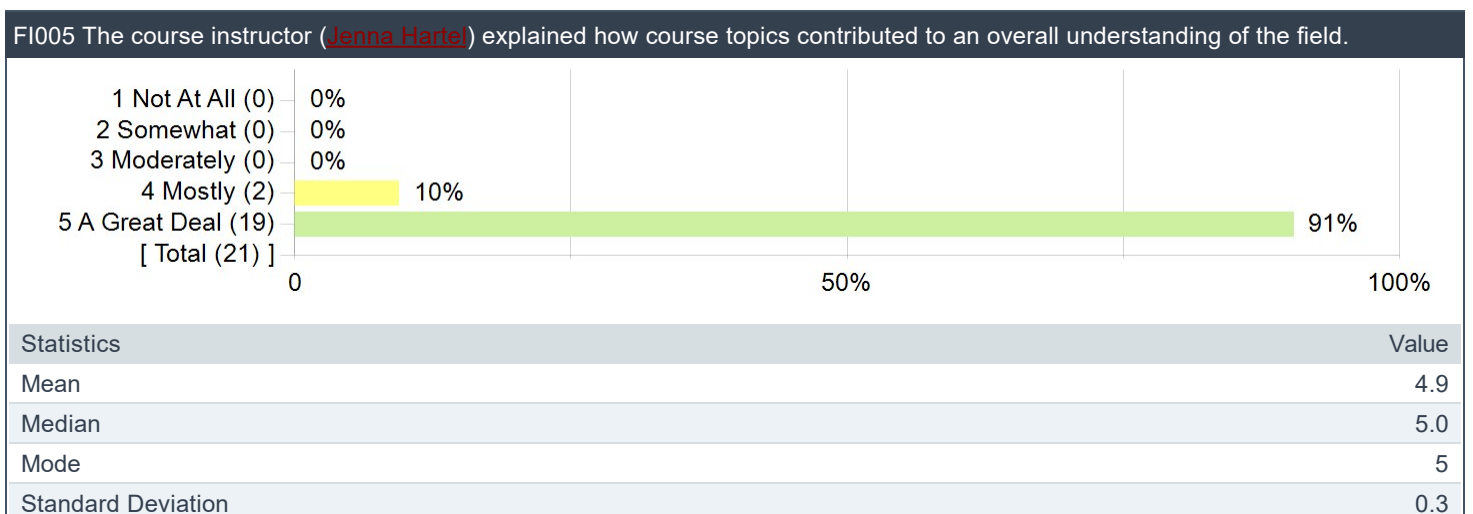
11. The course drew attention to ethical and social issues related to the field of study.



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

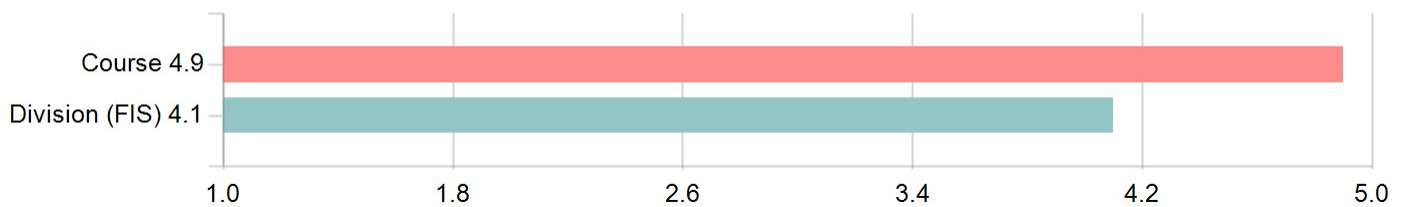
This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are 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 $(3.5 + 4.5) / 2 = 4$.

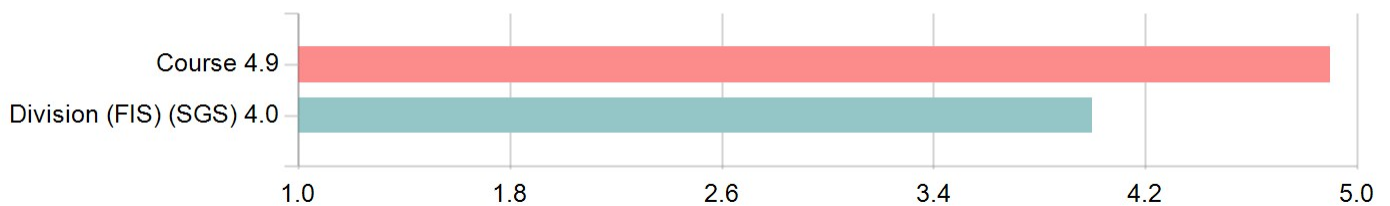
Part A. Core Institutional Items

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

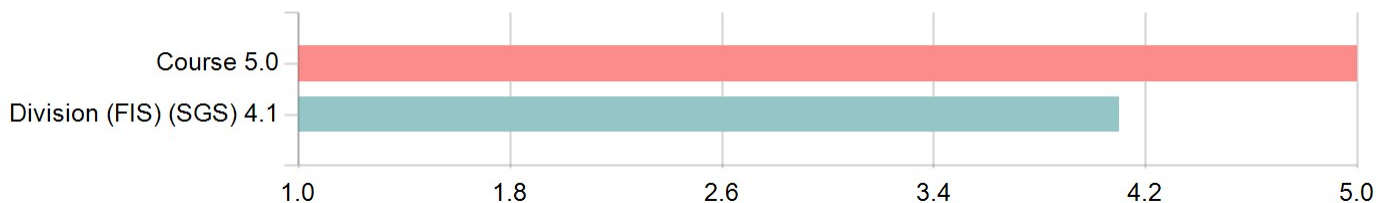
Institutional Composite Mean



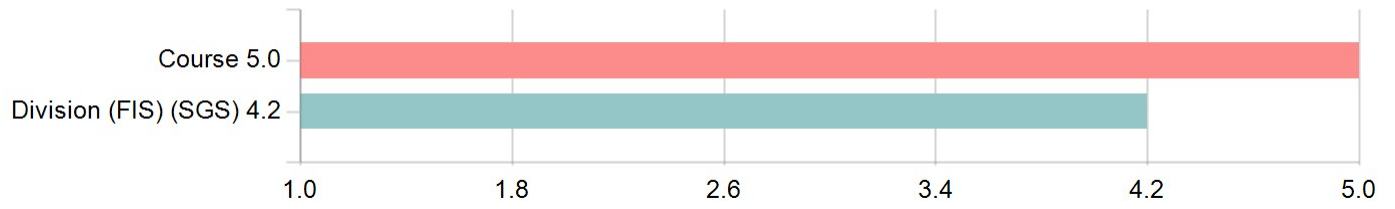
1. I found the course intellectually stimulating.



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



3. The instructor ([Jenna Hartel](#)) created an atmosphere that was conducive to my learning.

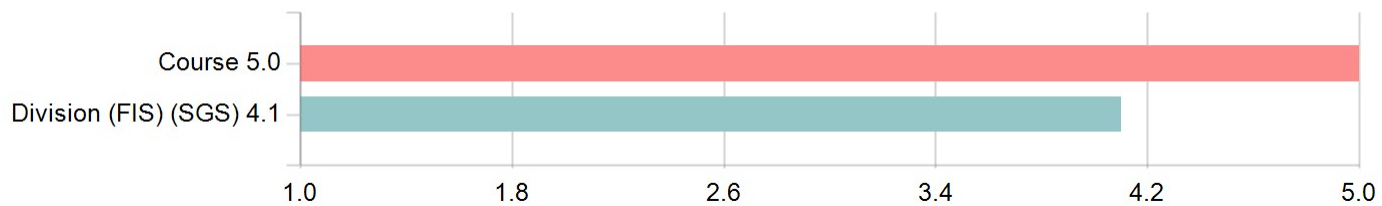


Part A. Core Institutional Items

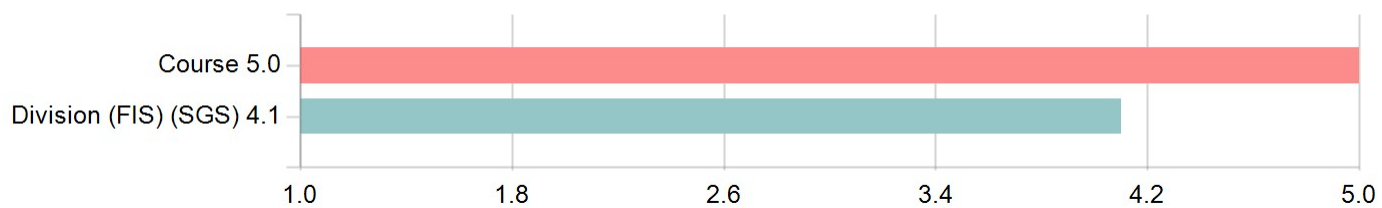
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

(continued)

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

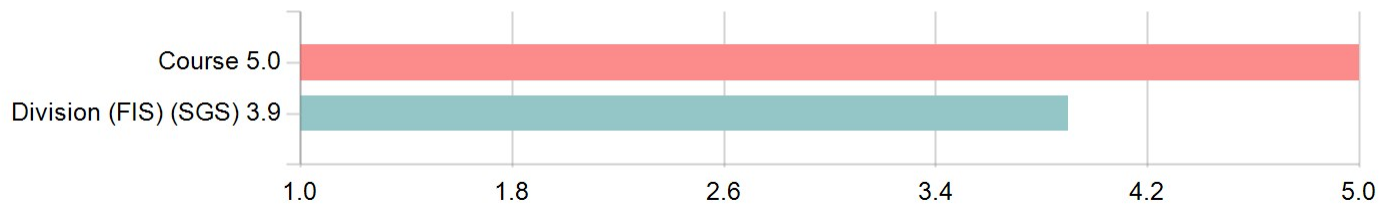


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

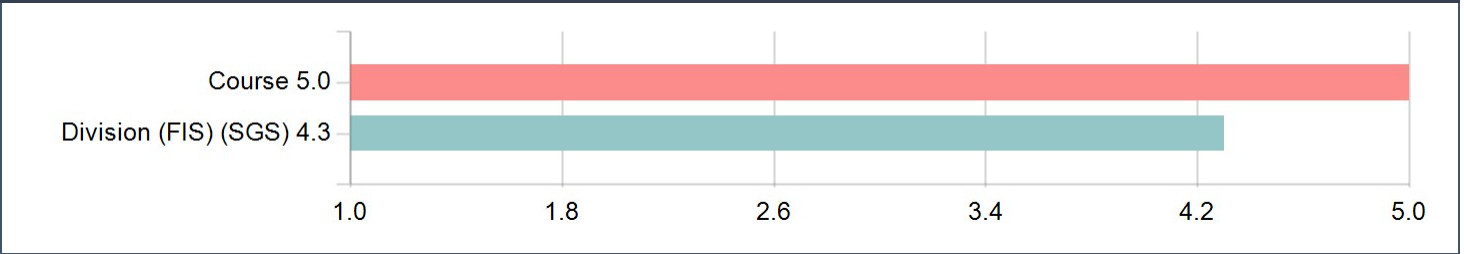
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

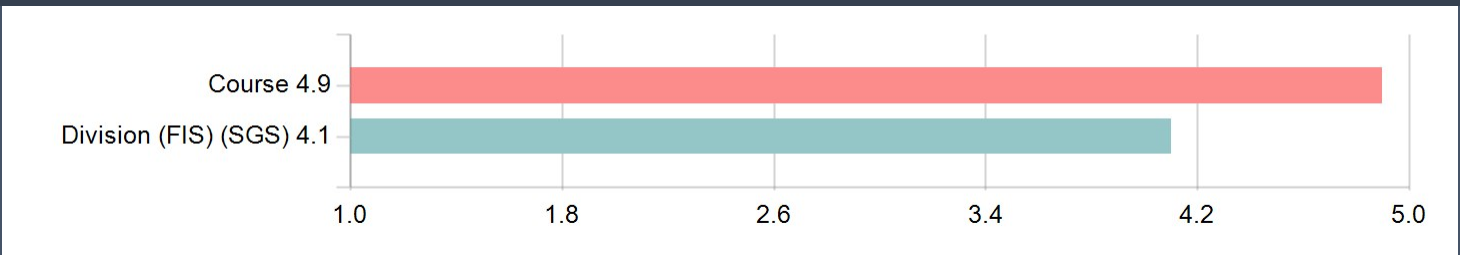
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



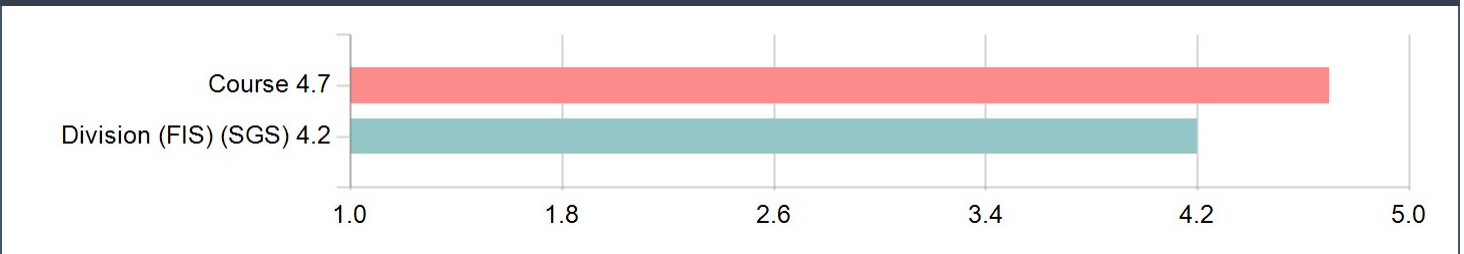
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



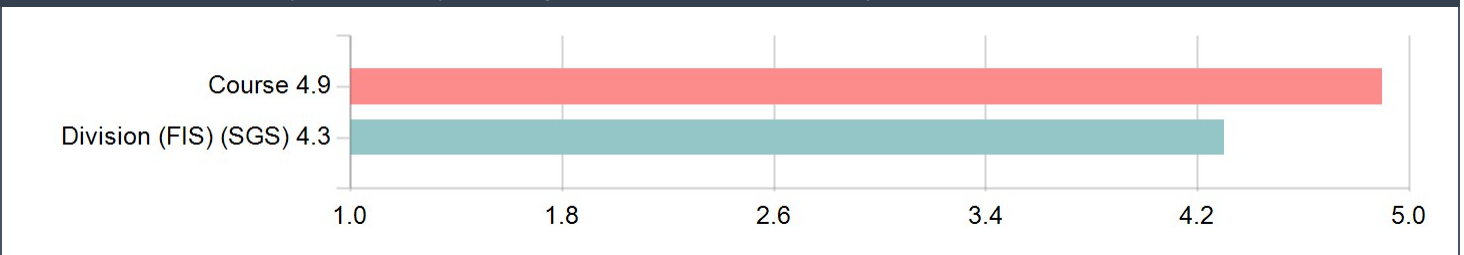
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



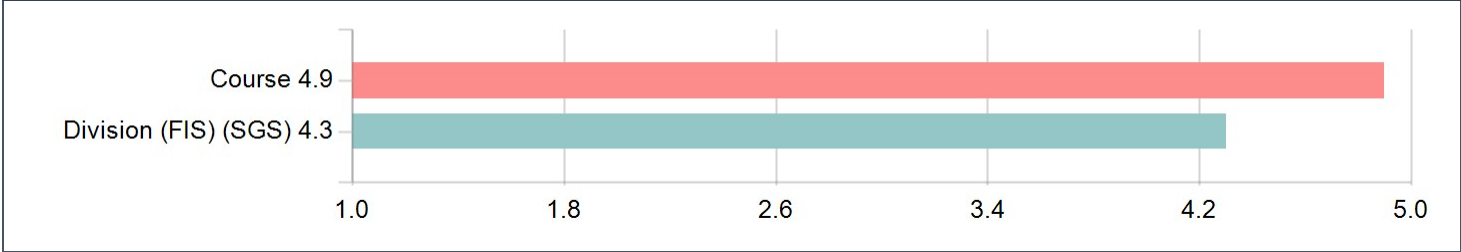
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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.

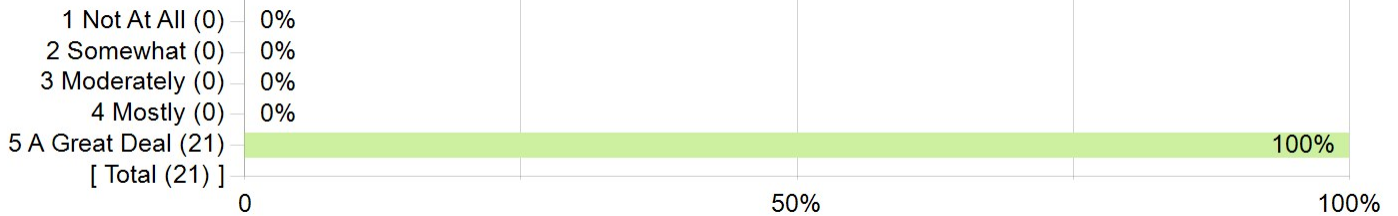


Section 4: Formative Data

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.

C-1. The course instructor ([Jenna Hartel](#)) was enthusiastic about the course material.

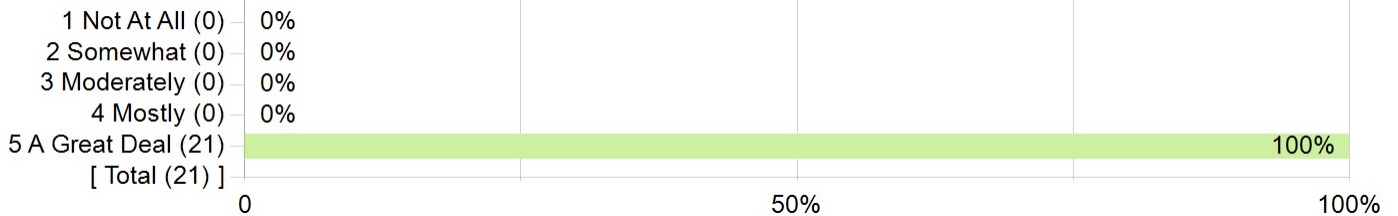
C-1. The course instructor ([Jenna Hartel](#)) was enthusiastic about the course material.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

G-6. The course provided opportunity for “hands-on” experience in terms of research, case studies, or real-world situations.

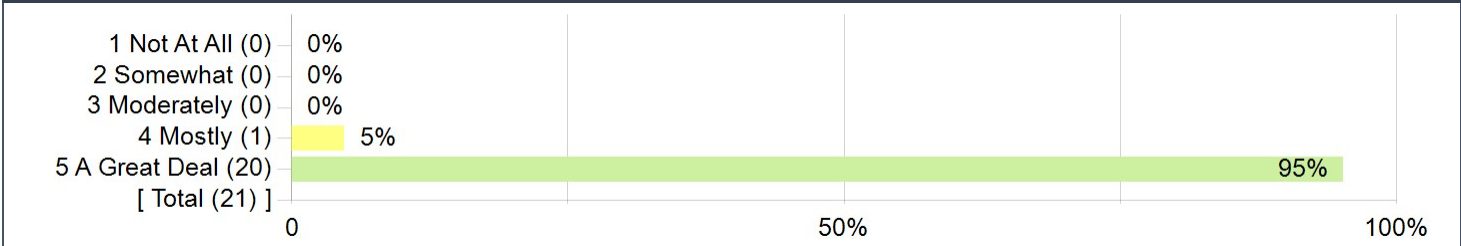
G-6. The course provided opportunity for “hands-on” experience in terms of research, case studies, or real-world situations.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.0

T-1. The course provided instruction on how to conduct research on the subject matter.

T-1. The course provided instruction on how to conduct research on the subject matter.



Statistics	Value
Mean	5.0
Median	5.0
Mode	5
Standard Deviation	0.2