2018W2 UBC Individual Instructor Report for LFS 400 001 - Audio Storytelling (Duncan McHugh)

Project Title: **2018W2 UBC Student Evaluation of Teaching**

Course Audience: **12**   Assessee Audience: **12**
Responses Received: **8**   Responses Received: **8**
Response Ratio: **66.67%**   Response Ratio: **66.67%**

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 10% margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

Creation Date: **Monday, June 3, 2019**

University Module Questions

University Module Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
The instructor made it clear what students were expected to learn.	12	8	0	0	0	7	1	0	4.07	0.11	4.13	0.35
The instructor communicated the subject matter effectively.	12	7	0	0	1	4	2	0	4.13	0.33	4.14	0.69
The instructor helped inspire interest in learning the subject matter.	12	8	0	0	1	3	4	0	4.50	0.36	4.38	0.74
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	12	8	0	1	0	2	5	0	4.70	0.45	4.38	1.06
The instructor showed concern for student learning.	12	8	0	0	0	4	4	0	4.50	0.25	4.50	0.53
Overall, the instructor was an effective teacher.	12	8	0	0	1	4	3	0	4.25	0.34	4.25	0.71

Question	%Favourable
The instructor made it clear what students were expected to learn.	100.00%
The instructor communicated the subject matter effectively.	85.71%
The instructor helped inspire interest in learning the subject matter.	87.50%
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	87.50%
The instructor showed concern for student learning.	100.00%
Overall, the instructor was an effective teacher.	87.50%

Faculty Questions

Course Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
I would recommend this course to other students.	12	8	0	0	1	3	4	0	4.50	0.36	4.38	0.74

University of British Columbia Course Evaluation

Question	%Favourable
I would recommend this course to other students.	87.50%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
The course activities (e.g., lectures, labs, PBL, tutorials, field trips, on-line components, assignments) helped me achieve the learning objectives.	12	8	0	0	0	6	2	0	4.17	0.19	4.25	0.46
I was able to receive assistance from the instructor when needed.	12	8	0	0	1	3	4	0	4.50	0.36	4.38	0.74
Feedback given by the instructor helped me learn.	12	8	0	0	2	3	3	0	4.17	0.42	4.13	0.83

Question	%Favourable
The course activities (e.g., lectures, labs, PBL, tutorials, field trips, on-line components, assignments) helped me achieve the learning objectives.	100.00%
I was able to receive assistance from the instructor when needed.	87.50%
Feedback given by the instructor helped me learn.	75.00%

Open ended feedback

What I liked most about this course and/or instructor was …

Comments
I really liked how this course allowed students to explore their creativity.
I thought the course was well designed, I liked how the syallabus was straight forward, and you knew the dates of assignments as soon as your started the course. The instructors were encouraging and very understanding of being new to audio storytelling and editing.
Fun course that allows us to explore interesting topics related to LFS Instructors were clearly very passionate about the course material and that made the classes themselves very enjoyable to attend
I liked how interactive each class was and how approachable both Will and Duncan were throughout the term.
I liked the creativity this course allotted. I liked the discussions and feedback provided.
This course was a great way to incorporate my previous learning at LFS and focus on my emerging topic of interest in a nontraditional way. The liberty given with topics and approaches was very welcomed

I suggest that the course could be improved by …

Comments
It could be improved by doing the circle feedback earlier in the course.
Since the class has a small size, I think it would be great if Will and Duncan can arrange for one–on–one, in–person feedback of our assignments. I think this will really help in accelerating the students' learning process and contribute strongly to the quality of the projects we make.
Get rid of Audacity. Bring in a new program and impose a subscription to it as a form of textbook. Audacity has so many ridiculous glitches that take way too much time to navigate. I felt I spent more time navigating the glitches of Audacity than I did on putting my podcast together, which was unfortunate. I would 100% be willing to pay for a program so as not to have to deal with the frustrations that Audacity imposed, which are felt well beyond UBC.
Organization of course material could be better, as well as more clear and timely instructions for assignments

University of British Columbia Course Evaluation

Please comment on aspects of my teaching which you have found particularly effective as well as on those aspects which might be improved. You may wish to comment on areas such as classroom delivery, class discussions, interaction with students, availability outside class and overall interest in students.

Comments
Both profs seem passionate about this course and demonstrated a willingness to help and support students.
The teaching was engaging, the tone of voice was excited, and Will and Duncan were never afraid to voice counter thoughts and show all aspects of something.
Class discussions and project presentation were effective and beneficial to the students, it allows the students to give feedback on projects as well as practice their communication and speech skills. Time management could be improved, as we had to stay late frequently. The interactions with the students were all positive, I felt very welcome in sharing my views and opinions in front of everyone
The many examples used to explain a concept was really great! It made things very clear and gave me a good understanding of the range of acceptable materials/styles in audio podcasts. One thing that can perhaps be improved is setting deadlines for projects in such a way that each stage of a project has a deadline – This is a good way to ensure that no one will have to pull an all–nighter the day before the deadline because they underestimated how long editing the audio recordings would take.
I enjoyed the lectures and the digital media examples provided in class to get a point across. I also enjoyed allowing students to participate in sharing various podcasts. I really enjoyed this class. I really enjoyed how the instructors helped inspire our learning and creativity. I think it would be beneficial up front to make it clear on what you are expecting from students in the bonus assignment – maybe have clear guidelines so everyone knows ahead of time what exactly they should be looking for in a clip and what they should be talking about. I feel that maybe it wasn't super clear early on. I also think it would be beneficial to have more podcast–specific guest lectures come in

Explanatory Note

Percent Favourable Rating

This is the percentage of respondents who rated the instructor a 4 or 5 (Agree or Strongly Agree).

Interpolated Median

The data collected for Student Evaluations of Teaching (SEoT) are ordinal in nature, with a natural order (from 1 to 5). While the mean may be used as a measure of central tendency for such data, it is not an appropriate or accurate representation of SEoT data (cf. Stark & Freishtat, 2014). The usual measure of central tendency for ordinal data is the median. As a result, we have been reporting the mean and the median for the last several years. After considerable thought and data modeling, we now believe that the interpolated median is the best representation of the data, since it takes the frequency distribution into account.

Consider the following example from 2015W, the two classes have identical mean (3.8). However, the instructor in class 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in class 1. The Interpolated median values of (3.7 and 4.2), much better reflects the distribution of the scores above and below their respective median. Furthermore, the interpolated median is better correlated with percent favourable rating; such that an interpolated median of 3.5 on a Likert scale of 1 to 5, corresponds to 50% favourable rating.

Frequency Distribution

Response for UMI	Class 1	Class 2
5 = Strongly agree	5	5
4 = Agree	3	5
3 = Neither agree nor disagree	6	0
2 = Disagree	1	2
1 = Strongly disagree	0	1
Mean	3.8	3.8
Median	4.0	4.0

University of British Columbia Course Evaluation

Interpolated Median	3.7	4.2
Percent favourable rating	53%	77%

Dispersion Index

The dispersion Index is a measure of variability suitable for ordinal data (Rampichini, Grilli & Petrucci 2004). This dispersion index has values between zero and 1. A zero dispersion index indicates that all students in the section gave the same rating to the instructor. An index value of 1.0 is obtained when the class splits evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEoT data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.