2020W2 UBC Individual Instructor Report for LFS 400 001 - Audio Storytelling (Duncan McHugh)

Project Title: **2020W2 UBC Instructor Evaluations**

Course Audience: **18**
Responses Received: **11**
Response Ratio: **61.11%**

Report Comments

This course took place during a period of significant disruption to normal university operations, due to the COVID-19 pandemic.

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, May 3, 2021**

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University Module Questions

University Module Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The instructor made it clear what students were expected to learn.	18	11	0	0	0	3	8	0	4.81	0.20
The instructor communicated the subject matter effectively.	18	11	0	0	0	2	9	0	4.89	0.15
The instructor helped inspire interest in learning the subject matter.	18	11	0	0	0	1	10	0	4.95	0.08
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	18	11	0	0	1	2	6	2	4.75	0.32
The instructor showed concern for student learning.	18	11	0	0	0	2	9	0	4.89	0.15
Overall, the instructor was an effective teacher.	18	11	0	0	0	1	10	0	4.95	0.08

Question	%Favourable
The instructor made it clear what students were expected to learn.	100.00%
The instructor communicated the subject matter effectively.	100.00%
The instructor helped inspire interest in learning the subject matter.	100.00%
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	88.89%
The instructor showed concern for student learning.	100.00%
Overall, the instructor was an effective teacher.	100.00%

Faculty Questions

Course Questions

Question	N	n	SD	D	N	A	SA	IM	DI
I would recommend this course to other students.	18	11	0	0	0	1	10	4.95	0.08

Question	%Favourable
I would recommend this course to other students.	100.00%

Instructor Questions

Question	N	n	SD	D	N	A	SA	IM	DI
The course activities (e.g., lectures, labs, PBL, tutorials, field trips, on-line components, assignments) helped me achieve the learning objectives.	18	10	0	0	0	4	6	4.67	0.24
I was able to receive assistance from the instructor when needed.	18	11	0	0	0	2	9	4.89	0.15
Feedback given by the instructor helped me learn.	18	11	0	0	0	2	9	4.89	0.15

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.	100.00%
Feedback given by the instructor helped me learn.	100.00%

Open ended feedback

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

Comments
It was very interesting course, learnt a new skill, started getting into listening to more podcast. The instructors really care about your progress and learning, always asking to help to know if students need help with course content or even the software Audacity.
I really enjoyed this class. I appreciate the time dedicated to listening to our work and giving feedback in class, and the listening resources provided. Office hours were helpful in parsing out individual questions. Student examples were provided for each assignment which was helpful in setting expectations for assignments.
The course content was very interesting and I learned so much about the fields of audio storytelling! This is a fantastic course with generous and supportive instructors. I would recommend it to many other students.
I was hesitant about taking this course but ended up loving it!! Very surprised at how much I enjoyed it. I love the small class size, I love the clear expertise from Duncan and Juli – in audio tech and science. I liked how the projects and quizzes build upon each other – so I had confidence to do the final project with all of the skills taught earlier on. I enjoyed the sharing and providing feedback aspect of this course, it really felt like a positive community – I felt safe to share and comment and learned a lot. The instructors really created a positive and constructive space which I really appreciated.
I liked the collaborative process of getting feedback from our classmates and professors through pitches and draft presentations. What I liked most about the instructors was that they really showed they cared about student's progress and overall wellbeing. They made class fun and engaging.
Both professors showed concerns for student learning objects and they are willing to help at any time.
The creative freedom was fun and made the course more engaging. The instructors were very supportive. Listening parties were enjoyable and constructive.
They are so caring and obviously interested in this subject matter.
It was a really interesting course in general. I loved learning about how to make podcasts and how to use audacity it was really cool.
Both Duncan and Juli were so helpful and sincere throughout the course. They genuinely cared about student wellbeing and the salience of the course content. I really appreciated the format of delivering external materials for outside of class then discussion of material during class. The remote nature of course was awkward, but Duncan and Juli handled it better and with more creativity than any other course instructors over the past year (although I appreciate them all). The content of this class, especially around story structure and asking good questions has helped me with all of my other courses and my professional and personal development immensely. Honestly probably the best course I've taken in my 18 years of formal education...

University of British Columbia Course Evaluation

I suggest that the course could be improved by …

Comments
Recorded lectures and more videos/skill–building session to build technical skills for Audacity like the first quiz and second quiz was very helpful, maybe more audacity assignments like that to improve Aaudacity skills.
Most of what was hard about this course was related to it being online, which hopefully won't be the case in the future. Finding more ways to create student connection early on would have been helpful. Also, I would have liked more of a focus on the tools of audacity and audio editing skills. Allowing more time for reading and listening to the week's materials before class. Adding specifics prompts for listening material (focus on sound design, content, storytelling, the hook, editing) to facilitate discussion in the group or breakout rooms.
If I had to suggest something it would be to find more ways for online community to be made, but at the same time being on the laptop more is not ideal these days
Posting modules earlier on, so we can prepare for class sooner and have more flexibility in our schedule. Several times I was doing the prep work late the night before, which I generally don't like to do.
I would have liked more support and materials in structuring a story. I would have also liked to start reaching out to experts a little earlier.
The course could apply more time in teaching students how to use the Audacity application.
Give more structure to the speakers so it's not just Q/A. Maybe having them present for 15 minutes on their work and how it applies to us and then moving onto questions. Having us read their work/article was helpful as it gave us something to base off of before their presentation
N/A It was amazing!
Making the marking at the beginning a little bit easier since it is a completely new program that we are learning.
Being in–person...

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
The external speakers were really interesting and inspiring about different aspects of journalism.
See above
Communication was really open and the layout of the course content was super clear.
Both instructors were sooo approachable, polite, and professional – I wish this class was in person! Several times I have joked with my fiancée, that it feels like Duncan could be our best friend! haha, your approachability, gentle encouragements, and clear effort to make this course fun and successful is very appreciated. Duncan, your passion and expertise really came through and it made me interested in audio storytelling and wanting to do a good job in my projects. I found myself taking a lot of pride in my work and wanting to deliver a great project for my interviewees. Both instructors, but Duncan especially, were incredibly supportive and responsive – often replying to an email or discussion comment quickly and in the late evening hours – I was impressed! And it showed your dedication to this course and our learning. I find myself thinking about doing audio storytelling beyond this course, like through citr – a feeling which I was NOT expecting! haha Thank you Juli and Duncan <3
I appreciate the intention behind the KWL's but I do not think they were able to deliver their purpose. I would have liked more opportunities to go into small breakout rooms in order to discuss questions.
Thank you Duncan and Juli for your help, comments and feedbacks on every of my work!It is such a regret that this term is online and I think it'll be much more interesting if we could make the course in person.
I think having longer podcast analysis where we listen to podcasts chosen by instructors or students and dissect them to find techniques we like and could incorporate would be useful near the midway mark of the course
I loved all the smaller assignments and opportunities to learn.
Both teachers were really available 24/7. They responded to emails quickly and was always there to help when needed during class time or office hours
I think Duncan and Juli both did a great job getting conversations started and filling the quiet spaces, making the rest of us feel a lot more comfortable speaking. Both showed deep knowledge and passion for the subject and I am warmed by the thought that these two humans are out in the world doing good things (and raising some pretty rad kids I reckon!). So much appreciation for y'all.

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

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.