2022W2 UBC Individual Instructor Report for LFS 400 001 - Audio Storytelling (Duncan McHugh)

Project Title: **2022W2 UBC Instructor SEI Surveys**

Course Audience: **16**
Responses Received: **12**
Response Ratio: **75%**

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%

University Module Questions

University Module Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	16	12	0	0	1	2	9	0	4.8	0.3
The instructor conducted this course in such a way that I was motivated to learn.	16	12	0	1	0	1	10	0	4.9	0.3
The instructor presented the course material in a way that I could understand.	16	12	0	0	0	2	10	0	4.9	0.1
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	16	12	0	0	1	1	10	0	4.9	0.2
The instructor showed genuine interest in supporting my learning throughout this course.	16	12	0	0	0	1	11	0	5.0	0.1
Overall, I learned a great deal from this instructor.	16	12	0	1	0	1	10	0	4.9	0.3

Question	%Favourable
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	92%
The instructor conducted this course in such a way that I was motivated to learn.	92%
The instructor presented the course material in a way that I could understand.	100%
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	92%
The instructor showed genuine interest in supporting my learning throughout this course.	100%
Overall, I learned a great deal from this instructor.	92%

Faculty Questions

Course Questions

Question	N	n	SD	D	N	A	SA	IM	DI
I would recommend this course to other students.	16	12	0	1	0	0	11	5.0	0.2

Question	%Favourable
I would recommend this course to other students.	92%

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.	16	12	0	0	1	1	10	4.9	0.2
I was able to receive assistance from the instructor when needed.	16	12	0	0	0	1	11	5.0	0.1
Feedback given by the instructor helped me learn.	16	12	0	0	0	2	10	4.9	0.1

Question	%Favourable
The course activities (e.g., lectures, labs, PBL, tutorials, field trips, on-line components, assignments) helped me achieve the learning objectives.	92%
I was able to receive assistance from the instructor when needed.	100%
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Feedback given by the instructor helped me learn.	100%

Open ended feedback

Please comment on what your instructor did well to support your learning.

Comments
Such a great depth and breadth of content, with peer advising and lots of feedback from the professor. Lots of opportunities to learn, experiment, and take risks.
Clear instructions, a lot of assistance outside "office hours", always responsive and flexible, accommodating for everyone.
I felt very supported by Duncan throughout the course, as he was very quick to respond to my emails and very willing to help, especially with technical issues/advice.
good feedback and support
Duncan is so generous with his time and knowledge. He is very easily reachable, he regularly follows up to ensure that the answers to any questions you asked were clear and he provides a huge amount of support well beyond the classroom. He probes us to think and respond to prompts, but doesn't push too hard when people are not forthcoming with responses. For me, this created a classroom culture where it was okay not to be perfect all the time, which, given that most of us were learning something very new and relatively unfamiliar, was exactly what was needed to get the best out of us. He's also really friendly and treated myself and all the other students like adults, which enhanced the classroom dynamic and made me feel at ease.
The projects and assignments really helped me learn by hand on experience– this was very useful and made me more confident in my abilities.
Duncan is an amazing instructors who is passionate about the material he teaches. He makes the classes fun in couple of ways such as giving us attendance cards to draw on everyday class, listening to different podcasts and going on soundscape walks.
Duncan was always willing to go above and beyond to help students! I really appreciated his passion for media and it definitely came across in his teaching. I always felt very comfortable bringing up any problems I might be having with him and he was always helpful and kind in his approach.
always willing to offer help, provide many resources for students
The instructors were very accommodating. Instructors allowed for extensions when personal issues arose, maintained hybrid classroom, provided recordings, brought in amazing guest lectures, took midcourse feedback and adjusted lecture content based on class desire. Provided instruction on using audio equipment in an accessible way.
Flexibility, responsiveness, and clarity are the three words that could best explain how the teaching team supported my learning.
Felt loads of offers for support in assignments, quality feedback, and was pre–emptive in helping students loan out equipment

Do you have any suggestions for what the instructor could have done differently to further support your learning?

Comments
The timing of the draft podcast and the final podcast was a little off / close together, partially due to the holidays
No 👍
The lectures were not clear and I don't know what I am supposed to take away from this class. I felt like I only got a very shallow understanding of how to make or write or report a story.
Expectations of us were generally excellent – it could occasionally have been made more explicit the extent to which we should be concerned with a couple of the more technical aspects of audacity and audio engineering.
The beginning of the class should focus on specific techniques and technical tools before it expands on to topics of journalism and story.
Spending more time on teaching Audacity. I feel like I know the basics and enough to make the podcasts that we did in class but it would nice to know little tricks and more about the tools within the Audacity program. I personally really enjoyed learning this new skill and would want to take it further.
maybe more field trips? more outdoor audio shooting activities
No suggestions.
I'm not sure if it was an issue with my own canvas/email settings, but sometimes things got a little lost in the canvas course stream.

Please identify what you consider to be the strengths of this course.

Comments
Hands on, great lectures, great guest lectures, lots of opportunities to experiment with content learned in class, adequate amount of effective assignments.
Practical application, relevant tools for the "outside world", great, honest and productive engagement with peers and great interaction with instructors.
– small group class is great – lots of time in class for feedback from instructors and classmates – flexible class time, lots of good discussions – I like that I got to know the instructors and my classmates pretty well
I felt like the amount of time given in class to talking through projects and ideas really set me up for success. All of the assignments also feel genuinely designed to support learning, rather than being hoops to jump through as is often the case in academic assignments. And the earlier assignments of the class and the processes I had to go through to complete them gave me great practice for the final assignment, which is weighted more heavily. That the class is so discussion based and requires a considerable amount of engagement and sharing project outputs from early on also really helped to build my confidence and get over an anxiety I have of sharing my thoughts/work and looking silly. I think I'll feel the impacts of this well beyond audio storytelling projects! Also, the emphasis on peer to peer feedback created an incredibly safe and encouraging atmosphere. Hearing my peers' perspectives on my work, as well as hearing their different creative approaches, really pushed along my own thinking.
The assignments were fun and allowed for creativity!
– giving students creative freedom within the LFS topic – Allowing public speaking opportunities while creating a comfortable/ supportive environment
Letting students tap into their creative side, making an effort to make sure that students fully understand the subject matter, offering help, creating a safe and supportive environment, allowing students to learn in different ways
give students plenty of space to explore and learn, the group discussion provides many inspirations and amazing comments, great learning experience
I usually do not write a lot for these course evaluations – but I felt that I had to write a lot. LFS 400 was the MOST organized 400–level course I have taken at UBC. I am recommending this course to everyone I know! I think a course like this should be a degree requirement as a way to disseminate scientific/technical knowledge in a fun/engaging way for a lay audience. 1) Availability of audio equipment. I have taken other courses at UBC requiring the use of AV equipment and this course was one of the few that guaranteed the availability of equipment (recorders, headphones, extension cords) rather than having students rely on their own equipment. 2) Flexible Lectures. Instructors made changes to the course content to suit the needs of the class (e.g. providing an additional lecture on interviewing, and reaching out) 3) Availability of resources. Instructors provided a wide array of open–source resources that allowed for further exploration outside of the course 4) Community building. The instructors emphasized the role of relationship building with interview participants and with those in the class. The class listening sessions, potluck/listening party all made the class feel like a community. Additionally, it was great to hear guest lectures. 5) Range of topics. Members of the class came from different disciplines, departments, and faculties – as a result, their was a wide range of topics students presented on in their projects. 6) Relevancy. This course allowed me to develop hard skills while exploring an academic interest. The LFS 400 podcast website also allowed me to feel like my final project will become part of a discourse rather (rather than completing a paper no one will see other than the instructor). 7) Accessibility and accommodation: flexible extensions, recorded lectures, hybrid lectures, and allowing for drawing on the attendance cards allowed me to feel supported throughout the term.
Clarity, approachability, accessibility
Excellent opportunity to learn technical skills in science communications methods, get to talk to a number of people

involved in audio content and see the range of how that can be applied. I loved the small class size, we were able to get much better feedback this way, and feel really supported by the whole class.

Please provide suggestions on how this course might be improved.

– maybe more time spent learning about podcasting techniques? the second half of the semester had a lot of discussions/guest lectures, and less content–heavy lectures. This was nice, but it might be more helpful to have more lectures on how to use sound and music in our final podcast, as well as editing techniques, etc.

This course is really great already and it is by far the best course I have taken at UBC. I would have loved to have spent a little bit more time talking about different creative approaches and tools that can be used to build a narrative arc. But I appreciate there's a lot to cover and I appreciated the breadth of material we covered!

Have a lab section where in class we can learn how and practice using audio editing tools

More Audacity Learning!

I liked it better when we shared in smaller groups, so more of that would be nice!

hoping to get a better microphone for the Zoom recording next year lol

Clearer expectations on pre–class material/readings/listening

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

Hands on and effective exercises, learned a lot about journalism and audio storytelling tactics and practices.

View other comments section

– all the opportunities for feedback
– availability of instructors to help!

The focus on learning by doing and the safe and encouraging atmosphere that was created in order to do so!

It was so fun to make audio content and present it for my peers!

I feel like I was able to learn so much in this course! It was a different approach to academic projects and I really appreciated getting the experience of creating podcast stories and learning how to communicate orally. Duncan and Juily were so awesome and helpful, I always felt very supported by them. Overall awesome class!

very supportive and understanding, really create a great learning environment for students

LFS 400 was the most organized and engaging 400–level course I have taken at UBC. I genuinely think more students should have the opportunity to take a course like this and I feel lucky to be able to take it in person.

The structuring of the assignments. They helped me ease into the topic, while diving head–first into the interview process (which I really benefitted from).

How close and comfortable our class got to be over the term, and how much the instructors cared about our success!

I suggest that the course could be improved by …

– more labs on using audacity, troubleshooting, etc. maybe
– what i wrote on the previous page

Again, teach us more specifically how to make audio stories!

wishing to learn more techniques about audacity

n/a

Module on how to develop confidence in interviews/when asking for things.

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
I've already addressed the standout aspects of this in the previous sections.
The best parts of the class are when it is most focused. I have to point out that I feel like there was some days where we would be more chill/less focused on achieving learning objectives and some days where were getting more clear things done. I liked the focused classes where there was structure!
This was one of my favorite classes to go to. I loved being creative in a whole different area where I was pushed out of my comfort zone but support along the way. By doing the streeters, voicers and final podcast it made be realize how a simple change in your question can direct a person answer, and formulating questions in interviews is a different task.
I like that there are several class activities that let us gain the skills we need step by step and also I love all the guest lectures which really connect us with the journalism world.
Professors were very engaged and personable throughout the entire course, which contributed to the positive energy of the room!
The field trip to CiTR was great, and I thought it was really important to have that audio–editing quiz in the firt couple weeks to make sure we were acquainted with audacity

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 Experience of Instruction (SEI) 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 SEI 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 course sections have identical mean (3.8). However, the instructor in section 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in section 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 University Module Item	Section 1	Section 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 respondents in the section rated their

experience of instruction the same. An index value of 1.0 is obtained when the respondents are split evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.