

THE UNIVERSITY
OF BRITISH COLUMBIA

2020W1 UBC Individual Instructor Report for ETEC 512 64C - Applications of Learning Theories to the Analysis of Instructional Settings (Sunah Cho)

Project Title: **2020W1 UBC Instructor Evaluations**Course Audience: Responses Received: Response Ratio: **24 18 75.00%**

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 & $\pm 10\%$ 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: **Thursday, January 7, 2021** [Download PDF](#)

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.	24	18	0	0	0	6	12	0	4.75	0.22
The instructor communicated the subject matter effectively.	24	18	0	0	1	5	12	0	4.75	0.27
The instructor helped inspire interest in learning the subject matter.	24	18	0	0	1	3	14	0	4.86	0.23
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	24	18	0	0	0	3	12	3	4.88	0.16
The instructor showed concern for student learning.	24	18	0	0	0	6	12	0	4.75	0.22
Overall, the instructor was an effective teacher.	24	18	0	0	1	3	14	0	4.86	0.23

Question	%Favourable
The instructor made it clear what students were expected to learn.	100.00%
The instructor communicated the subject matter effectively.	94.44%
The instructor helped inspire interest in learning the subject matter.	94.44%
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	100.00%
The instructor showed concern for student learning.	100.00%
Overall, the instructor was an effective teacher.	94.44%

Faculty Questions

Course Questions

Question	N	n	SD	D	N	A	SA	IM	DI
The course was well organized.	24	15	1	0	0	8	6	4.31	0.43

Question	%Favourable
The course was well organized.	93.33%

Instructor Questions

Question	N	n	SD	D	N	A	SA	IM	DI
The learning experiences were useful.	24	18	0	1	0	6	11	4.68	0.34
The instructor provided useful feedback.	24	18	0	0	0	6	12	4.75	0.22
The instructor was available for help.	24	17	0	0	0	4	13	4.85	0.18
The instructor created an environment that supported learning.	24	18	0	0	0	5	13	4.81	0.20
Course materials supported achievement of the course objectives.	24	18	0	0	0	4	14	4.86	0.17
Student responsibilities were made clear.	24	18	0	0	0	3	15	4.90	0.14
Students were treated with respect.	24	17	0	0	0	1	16	4.97	0.06

Question	%Favourable
The learning experiences were useful.	94.44%
The instructor provided useful feedback.	100.00%
The instructor was available for help.	100.00%
The instructor created an environment that supported learning.	100.00%
Course materials supported achievement of the course objectives.	100.00%
Student responsibilities were made clear.	100.00%
Students were treated with respect.	100.00%

What device did you use to complete this survey?

What device did you use to complete this survey?		
Options	Count	Percentage
Mobile	2	11.76%
Tablet	2	11.76%
Laptop	13	76.47%

Open ended feedback

Please provide any comments about your experience in this course and/or with the instructor.

Comments
I had a wonderful experience in Sunah's class. The course was well organized. More importantly, reading for the course was provided!
Very well organized, good pacing, good integration of best practices in education to support our learning while still putting learners in control of their own outcomes.
I loved this course! Sunah was great, and I really appreciated the effort to make the course fit with the principals we were learning about how to effectively teach online. I felt the workload was perfect even for someone like me who is incredibly busy. I enjoyed the weekly discussion forums, felt the readings were well chosen and loved that the big projects were given such a broad range of choice on how to show our learning so students could be creative. Best online course I've taken so far, I wish they had all been this enjoyable!
Though this course was a lot of work, I enjoyed it much more than the other course I am taking for the MET that only had us read a textbook, make discussion forum posts and go weeks with no interaction at all. I believe the instructional design for this course is well thought out so the learners feel some engagement and motivation to work so hard on these assessments. I also appreciated that the professor took the time to show her own engagement by commenting personally on discussion forums and answering questions promptly. We all know from the literature that online students are very motivated by teacher presence. I see and feel this myself as an online student!
She always connected and joined in on conversations and discussions with students. Awesome professor!
This is my third course in the MET program and I found it the most interesting one. The content was great and the teacher helped us to make connections with practice and to reflect on every subject. I manage to do all the readings despite they were large in quantity. However, when trying to read the material for the week it arrived that I was prepared to participate in the discussion forum by the middle or the end of the week, which had a negative impact on my participation assesment. I suggest to plan the first forums differently, so we will have the time to participate earlier. I suggest keeping discussions forums, they help us to learn from others. I enjoyed the activities and assignments. Great course.
This course was so well designed. Tasks aligned with learning theories being studied, immediate application of learning. I appreciated Dr. Cho's quick reply to questions and especially her encouragement to the class and personally through assignment feedback. I also appreciated the creative depth of choosing topics of our assignments as it really allowed us to focus and improve what we need from our work. The assignments were more varied than other classes and were well dispersed and time line manageable.
This as very much the class I needed!
I much preferred this course to ETEC 500. The readings were from varied sources each week, all chosen to be topical and thought provoking. I felt like I was learning about what is current, rather than simply digesting a textbook. Sunah did a wonderful job of frequently checking in on our weekly discussions, providing apt responses influenced by her wealth of knowledge in the field.
The virtual conference in learning allowed us to hone in an focus on a specific learning theory, and then view our other classmates' hard work. I really appreciate having these presentations as a reference to go back to, and I feel in this course I actually felt a social connection with my other online colleagues. Sunah did a good job of implementing the philosophies and various learning theories into her lesson design for us to experience.
Canvas was a frustrating platform however, especially in the weekly discussions, where I'd be notified that someone had replied to me, but then have to go through 4 steps to find the reply. This often required a text search function with my browser as things would get so

buried in sub-threads every week. I would love to see UBC put more effort into optimizing this online platform for students as it still needs a lot of work.

I think the design of the course highlighted the different theories, which really made the learning meaningful and applicable.

This was a fantastic course and Sunah was a great instructor. The only thing that I would change would be the debate between Vygotsky and Piaget. It felt like it needed more clarity and front loading to be more effective.

The instructor feedback when given was very useful, Sunah was available for questions and obviously cares about her students. However, overall I felt the course was too discussion heavy – I think it would have benefited from smaller weekly groups for discussions rather than full class discussion boards. For example, each week we could have the same or different smaller groups, where discussions took place, and then each group summarized their discussion for the class.

I think the content could use an update – for example, more videos (either from the instructor or elsewhere) that pull together some of the readings.

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.