

Course: GEOG 450 201 - Urban Research	Department: GEOG
Responsible Faculty: Elvin Wyly	Responses / Expected: 14 / 28 (50%)

University Module	Wyly, Elvin K									
	Responses					Individual				
	SD	D	N	A	SA	N	Mean	Med.	Mode	Std Dev
Q1 The instructor made it clear what students were expected to learn.	0	1	1	7	5	14	4.1	4	4	.83
Q2 The instructor communicated the subject matter effectively.	0	1	2	7	4	14	4.0	4	4	.85
Q3 The instructor helped inspire interest in learning the subject matter.	0	1	1	3	8	13	4.4	5	5	.92

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

University Module	Wyly, Elvin K									
	Responses					Individual				
	SD	D	N	A	SA	N	Mean	Med.	Mode	Std Dev
Q4 Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	0	0	0	6	6	12	4.5	4.5	4,5	.50

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

University Module	Wyly, Elvin K									
	Responses					Individual				
	SD	D	N	A	SA	N	Mean	Med.	Mode	Std Dev
Q5 The instructor showed concern for student learning.	0	1	1	5	7	14	4.3	4.5	5	.88
Q6 Overall, the instructor was an effective teacher.	0	1	2	4	7	14	4.2	4.5	5	.94

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

Arts Instructor Questions	Wyly, Elvin K									
	Responses					Individual				
	SD	D	N	A	SA	N	Mean	Med.	Mode	Std Dev
Q7 In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	0	1	3	4	6	14	4.1	4	5	.96
Q8 High standards of achievement were set.	1	0	1	6	6	14	4.1	4	4,5	1.06
Q9 The instructor was generally well prepared for class.	0	0	0	2	12	14	4.9	5	5	.35
Q10 The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	0	0	0	1	13	14	4.9	5	5	.26
Q11 The instructor treated students with respect.	0	0	1	1	12	14	4.8	5	5	.56

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

Arts Course Question	GEOG 450 - 201									
	Responses					Course				
	VP	P	N	G	VG	N	Mean	Med.	Mode	Std Dev
Q12 Considering everything how would you rate this course?	1	0	3	4	6	14	4.0	4	5	1.13

Responses: [VP] Very poor=1 [P] Poor=2 [N] Neutral=3 [G] Good=4 [VG] Very good=5

Geography Departmental Questions	Wyly, Elvin K									
	Responses					Individual				
	SD	D	N	A	SA	N	Mean	Med.	Mode	Std Dev
Q13 The instructor attempted to provide satisfactory answers to all questions in class.	1	0	0	3	10	14	4.5	5	5	1.05
Q14 The instructor established effective communication with students in the classroom.	0	1	1	3	8	13	4.4	5	5	.92
Q15 The instructor was helpful when students requested course related assistance outside of class.	0	0	1	1	12	14	4.8	5	5	.56
Q16 Assignments and tests were returned within a reasonable time.	0	0	0	1	12	13	4.9	5	5	.27

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

Geography Departmental Question	GEOG 450 - 201									
	Responses					Course				
	SD	D	N	A	SA	N	Mean	Med.	Mode	Std Dev
Q17 For courses that had discussion groups or labs, the discussion groups or labs made an important contribution to the course.	1	0	1	4	7	13	4.2	5	5	1.12

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

Q18 - Please comment on course content, or any aspects, positive or negative, of your instructor's teaching, attitudes to students, class atmosphere, or any other matters affecting the quality of instruction that you consider worthy of note.

Response Rate: 85.71% (12 of 14)

1	circle seating prior to lesson wherein we chatted about relevant learning topics by giving our interpretations proved very helpful. Learned a great deal of coding and statistical basics. Especially liked learning Gephi & AntConc software. Professor gave me relevant readings to explore for final paper. Also telling me I could term myself as a cluster analysts of Gephi & AntConc "Black Panther" YouTube chatter enabled me to apply for UBC WL positions stating as such within my resume. Really enjoyed this class. Will keep my learning ongoing because I'll be applying for graduate programs and working with urbanist fields.
2	a very sick atmosphere in this class.
3	The 'lab' part of the class blended in with the 'lecture', –would have appreciated greater differentiation between the two hours, as it seemed like we talked about SAS/research methods more than theory. The last minute change in deadline for the third assignment was unexpected. The readings at the beginning of the course were interesting- will go back and read in more depth in the future.
4	Super passionate professor, effective communication,
5	I think Elvin is a great professor and a great person. Overall, I enjoyed this class because of him. He linked the data-based concepts we were learning to important real world issues that helped make it easier to understand. I enjoyed how the readings were structured, with the heaviest reading loads toward the beginning of the class, as well as the way in which readings were used to tie into the data analysis portion of the course. Using the readings to convey the importance of telling a story with data really stuck with me, and was a valuable demonstration of how important it can be to craft a convincing narrative while conducting quantitative analysis when trying to form an argument. I really appreciate how these elements connected throughout the course. Toward the end of the class, I thought the intensity of the data lectures increased significantly, to the point where I couldn't follow the last few lectures. Elvin would move through the content quickly and we didn't have examples to work through which made it even more difficult to absorb the information. I think that some of the more advanced data analysis would better fit a graduate course on this subject. In talking to other classmates, I found that nobody planned to use the more advanced concepts in their projects, and also had trouble following them to a degree.
6	I really enjoyed this class. The content was very valuable and extended outside of academic settings into my daily life. Elvin is really effective at creating a class where creativity can thrive. I only wish there was more hands on time to apply the different modes of statistical analysis. I personally had a hard time following and struggled to keep up at numerous occasions. Overall, I found the techniques very interesting and Elvin has this magical ability to combine quantitative analysis with a deep level of emotionality.
7	I really did not like the amount of time spent on lecturing programs or things that did not matter. It would have be far more beneficial to all students to have a lot more time working on our projects or getting extra help with SAS. Often times we would all fall behind the instructions because he was going way to fast and would go on tangents about things that honestly did not matter.
8	Elvin is a wonderful and enthusiastic instructor, and while sometimes his slides/lectures may sometimes be hard to follow, his willingness to work with students to ensure success within a complex methods course made it possible for me to foresee a future in which I will continue to practice the skills that I learned this semester, and already have begun to do so. What I didn't grasp during class time was easily clarified during office hours. Rather than being whacked over the head with a program manual, I felt like I was truly learning the complexities and nuances of data analysis, as well as its consequences. My one qualm lies not necessarily in a fault of Elvin's, but in the unpredictable nature of the students that are a part of the class. Some of the comments made during the seminar portion of the class made it clear that some students had less experience discussing race in a sensitive way, and in an academic environment which included racialized students (see Lawrence Berg 2012 "Geographies of Identity I", 514). While I'm not too sure what the exact solution is to this, in past seminars that I have had success in, we have set expectations (community agreements) early on, regarding verbal and nonverbal participation, what that means, and how to address complex topics with sensitivity.
9	Elvin engaged in great depth the controversies tied up in NYPD and how it is related to the overall society. It was great to learn the connections of stop and frisk to various sectors and people, thank you! However, the class dedicated too much time on coding that is already written for us, which did not give enough opportunities for us to write ourselves - difficult to learn this way.
10	Elvin Wylly's personal enthusiasm for topics surrounding urban inequality, policing, and gentrification helped keep my own interest in this course. Had it not been for his encouragement and support, I would have dropped this class within the first couple of weeks. I was incredibly excited to take this class, as an urbanist, feminist, Marxist, etc, but the stress of having to submit a one page response to the readings that week, at 9am on a Tuesday, along with learning a kind of coding language (SAS) that was difficult and strenuous to learn, along with having to buy multiple books for a course that met once a week, where we spent less than an hour on each book sometimes, felt like it was asking too much of us. The lectures that Elvin gave focused primarily on incomprehensible and highly technical quantitative theories and practices, that made it hard for anybody in the class to stay engaged. I wish he had spent more time talking about things that we had mentioned in our class discussion.
11	Discussion was interesting and allowed me to learn lots about the subject matter more than a normal lecture based class. SAS was a little confusing could be a little more basic with its use.
12	1. Overall a course with very interesting subject matter and engaging. 2. The chosen case study was rich in dimensions but it might have felt more engaging/pertinent if the focus was on a Canadian case study. Though perhaps there isn't a dataset as rich or interesting in Canada as the NYPD UF-250 dataset. 3. Introduction to SAS and additional resources provided were great. The small lab assignments were very helpful. They could be more extensive/demanding. 4. Given the size of the course, discussion could have been better facilitated, e.g. by incorporating discussion questions, asking groups to break off and tackle them, then reporting back to plenary. There was a missed opportunity in terms of learning from others. People sounded so smart when talking about their projects and it would have been great to hear their ideas throughout. More facilitation/making the space for these people to get their thoughts out could have worked, I think. 5. Unannounced change in the syllabus was frustrating. I think this surprised everyone. Removal of draft submission requirement was not an ideal compromise. This was a missed opportunity for feedback/learning but given the circumstances it was the best option at the time and I respect that. Best course of action would have been to announce the change in deadline immediately and allow for students to reconfigure their lives. This would have been feasible with a 4 weeks notice IMO. Deadline changes are not normal so an announcement is necessary. Student senators are working to pass Senate policy on syllabi that will prohibit syllabus amendments like deadline changes under most circumstances #democracy 6. Again, overall great course with a great cause of equipping city-zens with the data analysis tools that are being used in these strange times.