

Project Title: 2018W2 UBC Student Evaluation of Teaching

Course Audience: 40	Assessee Audience: 40
Responses Received: 15	Responses Received: 15
Response Ratio: 37.50%	Response Ratio: 37.50%

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**Report Comments****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%

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Creation Date: **Wednesday, May 29, 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.	40	15	0	1	1	3	10	0	4.75	0.40	4.47	0.92
The instructor communicated the subject matter effectively.	40	15	0	0	2	4	9	0	4.67	0.36	4.47	0.74
The instructor helped inspire interest in learning the subject matter.	40	15	0	0	1	2	12	0	4.88	0.22	4.73	0.59
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	40	15	0	0	0	5	9	1	4.72	0.23	4.64	0.50
The instructor showed concern for student learning.	40	15	0	0	3	3	9	0	4.67	0.40	4.40	0.83
Overall, the instructor was an effective teacher.	40	15	0	0	2	4	9	0	4.67	0.36	4.47	0.74

Question	%Favourable
The instructor made it clear what students were expected to learn.	86.67%
The instructor communicated the subject matter effectively.	86.67%
The instructor helped inspire interest in learning the subject matter.	93.33%
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	100.00%
The instructor showed concern for student learning.	80.00%
Overall, the instructor was an effective teacher.	86.67%

## Faculty Questions

### Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI	Mean	STDEV
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	40	15	0	1	0	4	10	0	4.75	0.35	4.53	0.83
High standards of achievement were set.	40	15	0	0	1	7	7	0	4.43	0.31	4.40	0.63
The instructor was generally well prepared for class.	40	15	0	0	1	1	13	0	4.92	0.18	4.80	0.56
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	40	15	0	0	0	4	11	0	4.82	0.20	4.73	0.46
The instructor treated students with respect.	40	15	0	0	0	3	12	0	4.88	0.16	4.80	0.41
The instructor attempted to provide satisfactory answers to all questions in class.	40	15	0	0	0	6	9	0	4.67	0.24	4.60	0.51
The instructor established effective communication with students in the classroom.	40	15	0	0	0	4	11	0	4.82	0.20	4.73	0.46
The instructor was helpful when students requested course related assistance outside of class.	40	15	0	0	0	4	11	0	4.82	0.20	4.73	0.46
Assignments and tests were returned within a reasonable time.	40	15	0	0	0	5	10	0	4.75	0.22	4.67	0.49

Question	%Favourable
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	93.33%
High standards of achievement were set.	93.33%
The instructor was generally well prepared for class.	93.33%
The instructor was readily available to students outside of class (e.g., through email, office hours, or by appointment).	100.00%
The instructor treated students with respect.	100.00%
The instructor attempted to provide satisfactory answers to all questions in class.	100.00%
The instructor established effective communication with students in the classroom.	100.00%
The instructor was helpful when students requested course related assistance outside of class.	100.00%
Assignments and tests were returned within a reasonable time.	100.00%

### Considering everything, how would you rate this course?

N	n	Very poor	Poor	Neutral	Good	Very Good	N/A	IM	DI	Mean	STDEV
40	15	0	1	0	3	11	0	4.82	0.32	4.60	0.83

### Considering everything, how would you rate this course?

Question	%Favourable
Considering everything, how would you rate this course?	93.33%



**Open ended feedback**

**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.**

Comments

Easily the most engaged and intelligent professor I've had in the 5 years I've been at this university. Definitely made it seem like he genuinely enjoyed teaching our seminar instead of it simply being a part of having research funding like a lot of other professors I've had.

Dr. Wyly is a very fair and inspiring instructor with clear and realistic expectations. I really have nothing bad to say about the course and I felt that the group of students in the class were very engaged with the material. Keep up the good work!

This is a very good seminar that connects lots of knowledge I have learned in the four years of major and the professor have actively encouraged the student's interest in applying urban theories into real urban issues. He was really professional and knowledgeable, and let the student to a deeper understanding of the world we live, I truly wish that in the future, the UBC could have an Urban Study Major.

Due to the large size of the class the seminar structure was a bit lost. I think that limiting the enrolment and not fully opening it up could have improved the atmosphere. The 3 hour sections often felt long I think improvements to structure of the time by assigning small groups and some activities would better help to make the class a more engaging space. It is often hard to make students read material but breaking a large number of students into smaller groups and having check ins on the the material can help to foster better understanding for all.

I really loved this course! You are so inspiring in how you analyse and interpret texts. Every text we read seemed very relevant, well chosen and interesting in the span of topics. You were also really enthusiastic in your role as an educator and it helped make the space a bit more welcoming (I find it intimidating to talk in large groups of people). All in all, it was a nugget in the midst of courses I have taken at UBC!

Feedback

I wish you could have provided more critical feedback on written assignments instead of "Excellent" "very good analysis". A lot of the feedback of this nature wasn't really very helpful beyond providing positive affirmation.

use of paper

Were I an old growth tree-- you would be public enemy #1. Your excesssive use of paper distracts from your course material. I assume theres reasons why you don't want to send links to articles, pdfs of the daily agenda instead of handing out paper copies to everyone, but unfortunately, the level of paper consumption comes off as regressive without any explanation provided.

Formatting of course materials

Your syllabus and website both seem confusing in their layouts, use of type and images. All the content in your syllabus is great, but it doesn't seem like a useful reference document due to its size (your website follows this issue), leaving me confused and sometimes hindered by the form that you gave your course material handouts. Written words are powerful tools of communication, however, the typographical style and format you choose to represent your words is also imbued with meaning.

in-class reading reports

Although this is a seminar course and the topics were compelling to study, listening to 10-20 people read their responses class to class, started to feel monotonous at a certain point. There might be other ways you could engage with students, where a group of students actually lead the discussion period and has to present questions around a text for everyone to engage in, student show and tell sort of based presentations, a poster/graphic assignment, in addition to the weekly reading reports.

The size of the class (at 40 persons) was too large for good in-depth discussions, enabling many to effectively get through the Seminar without quite contributing to class discussions. While I understand the need to be inclusive and enable as many as possible to take this popular course, the size does matter in terms of the quality students can harness due to its size.

Elvin Wyly is a phenomenal professor who engages his students in great discussions and thought provoking conversations about our urban world. He is very quick to respond to emails and is very willing to help any student succeed, as long as they make an effort.

Elvin does a great job fostering an inclusive learning environment, and even given the relatively large size of the seminar, it still felt very intimate. Elvin is a wonderful instructor and is very inspiring. His passion for the subject is contagious, and he obviously cares deeply about his students learning and engagement with the content. One small note-- I would have appreciated one or two more break out sessions into small groups to present term paper progress and get feedback and suggestions.

Listening to other students read their reading reflection for the majority of the three hour seminar was incredibly boring and not an effective learning tool. It also left little to no time for discussion, which is what I anticipated for a seminar especially of this length. There was too much reading and it was too abstract. I think slightly less lengthy readings and more current ones would encourage more interest and discussion and perhaps students wouldn't be so shy to speak up. For example, I found I was hesitant to add a comment because I thought I would sound stupid since the readings were so complicated and I couldn't possibly put together an educated contribution for the class to hear.

Confusing guidelines for citations. His website tells us to use whichever style we want, but to be consistent. Then when I picked one and followed it meticulously, he made his own comments and told me what to remove and add, essentially instructing me to use his own citation style, which did not follow MLA/APA.

Instructor always finished class late without reason.

Prof Wyly was super encouraging to members of the class, he always had lots to share and seemed like an endless knowledge bank. He was also very accessible outside of class and made sure that all the student's needs were met!

Really great class and prof! Elvin always has great things to say and always available to help students. Sometimes I felts that there was too much discussion time and maybe a couple more mini lectures could have been thrown in to enrich learning instead of awkward pauses waiting for the same 4 people to talk.

The two classes I have taken with Elvin have been among the most engaging I have taken at UBC. His enthusiasm for the subject matter is infectious, and easily the most salient/important aspect of this seminar! The readings are varied and interesting. I would have perhaps preferred to read more of the work of foundational urban theorists & less of authors like Dyson, who I don't feel like I got a whole lot from, but I think that comes down to personal preference. I would have switched Dyson or Castells out for Haraway's Cyborg Manifesto!

Elvin is such a great prof, very approachable, super kind, and passionate about the course and its material. Wish I took more classes with him!

Wyly is great! He is incredibly knowledgeable and passionate about the course material. He was so helpful regarding his feedback with my work. You can tell he truly cares about his students and wants to see them succeed. This was my third class with him and probably the best one yet.

Pretty alright

## 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.