

2023W1 UBC Individual Instructor Report for EOSC 330 101 - Principles of Geomorphology (Brett Gilley)

Project Title: **2023W1 UBC Instructor SEI Surveys**

Course Audience: **46**

Responses Received: **18**

Response Ratio: **39%**

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%

Creation Date: **Thursday, January 11, 2024**



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.	46	18	0	0	0	6	12	0	4.8	0.2
The instructor conducted this course in such a way that I was motivated to learn.	46	18	0	1	0	5	12	0	4.8	0.3
The instructor presented the course material in a way that I could understand.	46	17	0	0	0	5	12	0	4.8	0.2
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.	46	18	0	1	0	6	11	0	4.7	0.3
The instructor showed genuine interest in supporting my learning throughout this course.	46	18	0	0	1	6	11	0	4.7	0.3
Overall, I learned a great deal from this instructor.	46	18	0	0	1	7	10	0	4.6	0.3

Question	%Favourable
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	100%
The instructor conducted this course in such a way that I was motivated to learn.	94%
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.	94%
The instructor showed genuine interest in supporting my learning throughout this course.	94%
Overall, I learned a great deal from this instructor.	94%

Faculty Questions

Course Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
My academic background provided sufficient preparation for this course.	46	18	0	0	0	3	15	0	4.9	0.1
In this class, I applied facts, theories, or methods to new problems or situations.	46	18	0	0	0	6	12	0	4.8	0.2

Question	%Favourable
My academic background provided sufficient preparation for this course.	100%
In this class, I applied facts, theories, or methods to new problems or situations.	100%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The instructor treated students with respect.	46	18	0	0	1	4	13	0	4.8	0.3
The ways the instructor implemented the course activities (e.g., in-class activities, labs, tutorials, field trips, online components, assignments) helped me achieve the learning objectives.	46	18	0	0	1	6	11	0	4.7	0.3
The instructor was intentional about cultivating a welcoming and inclusive environment that supports all students and encourages all students to participate.	46	18	0	0	1	4	13	0	4.8	0.3

Question	%Favourable
The instructor treated students with respect.	94%
The ways the instructor implemented the course activities (e.g., in-class activities, labs, tutorials, field trips, online components, assignments) helped me achieve the learning objectives.	94%
The instructor was intentional about cultivating a welcoming and inclusive environment that supports all students and encourages all students to participate.	94%

Open ended feedback

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

Comments
Lectures were engaging and easy to follow along. Brett has lots of enthusiasm
Super personable and approachable. Involves both individuals and class in discussion and activities that build on topics being learned to ensure understanding is being built.
Brett was very engaging and showed a passion for the material that made it easier/more exciting to study/learn about. Brett was also very kind and accommodating to students. I am registered with the Centre for Accessibility, and he went out of his way to emphasize his commitment to accommodating my learning. He makes it clear that he cares for the students and his teaching. Overall, Brett is an excellent prof who makes learning exciting. One of the best profs I have had.
Brett has enthusiasm and energy which he brings to each class and is helpful.
Brett is firmly in the minority of passionate instructors pushing the boundaries of how and why we learn. He cultivates a rich and diverse learning environment and tempers it with a bit of humour a long the way.
Prof Brett is great! His content is engaging and his interest in the subject matter is always clear. He is very funny and great at explaining complex concepts. He was always super helpful with answering questions after class and set up meetings outside of class to discuss concepts
Brett provided me with additional material in a topic that I needed some extra help on, which was very useful. His teaching style was engaging and worked well with the layout of the classes being more of an interactive forum rather than a lecture.
The way he was super enthusiastic and gave clear examples on each topic made it easy to learn from him. Super accommodating to students with disabilities and willing to put in the extra effort to aid with accessibility needs to make sure we will succeed in the course the same as our peers.
Professor Brett has been the best professor I have had this year. He is the most approachable, friendly, knowledgeable and fun professor I have had. He makes classes super engaging and keeps the class from ever feeling boring. He explains concepts simply and efficiently and makes sure students are engaging in discussions. He would go to each table and listen in to see if they were on the right track. He would also take any question that the student might have during these discussions. He would also give additional points to the groups to think about in case they were missing an important point. All in all, he is an amazing professor and I have learnt a lot from him.

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

Comments
Less homework assignments. They were too small and frequent for me to actually learn anything. The paper for the assignments were too long and were not referred to in any other area of the course.
More technical information on the mechanisms of cause.
Brett could be a bit more professional, I understand he wants to be friendly and create a warmer atmosphere but sometimes it comes off as unprofessional and a bit too informal for a University course.
I think his jokes are great but sometimes a bit too much particularly while I am trying to understand a hard concept they were sometimes distracting.
The second half of the glacial deposition lecture, where students worked in groups to fill out two features per group in a presentation which was shared with everyone, felt a bit difficult to learn from. Considering how many features there are to learn, I can see why it was done differently to just talking to powerpoint slides. However, when going through the student-prepared presentation after class, I found I needed to do my own research to understand quite a few of the features. Perhaps an "official" set of descriptions (similar to the one for glacial erosional landforms) could be posted on Canvas after the class to provide some extra definition.
Nothing! Brett is amazing and he should keep teaching the way he is!

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

Comments
Lectures are easy to follow and the slides are great for studying
Engaging, applicable, development of GIS skills.
The lecture slides are clear, concise, and easy to study. The lecture activities and clicker questions promote learning. The labs are a great introduction to report writing and QGIS.
The course is super interesting and presented in an engaging manner. The day-to-day class format is also very well done, keeping students active throughout class.
The slides are amazing ! So well organised and the clickers and activities were always helpful in preparing for the midterms and final. However the lab was challenging and while it was useful the lab section I was in had way too many people and there wasn't really anything anyone could do about it. This made it unfair to the students and the TA as there were 20+ people in my lab section and 5-10 people in other sections so it was harder to get support from the TA during lab
Lectures were well split between lecturing, class discussions, short worksheets and Google Earth exercises. The labs were very relevant to professional practice in terms of the kind of work as well as the format of the reporting. The independent project was an enjoyable way to combine what we had learnt during the course with places of personal interest.
Super clear in what is expected of us, the canvas was very well formatted that made it easy to find information on it.
Teaches you a lot about the formation and types of geomorphology, ways of mapping and interpreting landforms and writing professional reports.
Its structure, clickers, reviews at the beginning of each classes, discussions. It can be felt that lots of thoughts on enhancing learning have been made for this course. I loved guest lectures which brought different point of views on certain material. I really appreciated too that questions were given about those for studying as it was hard sometimes to know what could be asked about them.

Please provide suggestions on how this course might be improved.

Comments
The grading of the the labs seem too focused on writing a proper report rather than having an understanding of geomorphologic processes. It would have been nice to have the TA spend a bit of time at the beginning of each lab helping us practice identifying landforms that we would then see in the lab.
More GIS!
I would suggest dropping one of the mid-term and distributing the weight between the labs and the other mid-term. Its nice that there is less material on each mid-term, however its a lot of added stress to prepare for two mid-terms on top of a full course load.
Please change the lab section timings or do something so that all the labs have a roughly equal number of students – the labs make up 35% of course grade and I know I would have done better if I was in a different lab section with a TA who had to only focus on 5 students and not 20 other students. GIS is hard!
The midterm quizzes feel very short. You either do good, or you do bad with no in between. They are out of so few points it leaves no room for error.
I feel like the last lab was a bit too stressful due to it being due the same week as lab finals, independent project and other projects too. It got very stressful and I couldn't give my best for that lab.
The in-class discussions helped me learn a lot and I think they should live on.
Guest lectures were a bit awkward for most of the professors. As a result, the content didn't feel as engaging. Discrepancies in the lecture slides for different guest lectures have been an issue for me too. Some of the lecture slides have very little content on them for revision. Some were obviously better than the others (eg, oral histories guest lecture was really cool), but differences in content and lecture slides are difficult, specially when you have gotten used to a certain format.
The material in this course is very basic. Maybe it can be moved to 2nd year? It was hard to stay engaged in class as it came off as a bit boring even with the high amount of discussions and activities (which somehow helped sometimes). Maybe complex field/industry implications could be added to the course. More guest lectures would definitely be good.

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

UBC Student Experience of Instruction

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.