

# 2023W2 UBC Individual Instructor Report for EOSC 110 201 - The Solid Earth: A Dynamic Planet (Brett Gilley)

Project Title: **2023W2 UBC Instructor SEI Surveys**

Course Audience: **143**

Responses Received: **48**

Response Ratio: **34%**

## 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%

## Legend

N: Invited

n: Responded

## Frequency Distribution

SD: Strongly Disagree

UBC Student Experience of Instruction

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

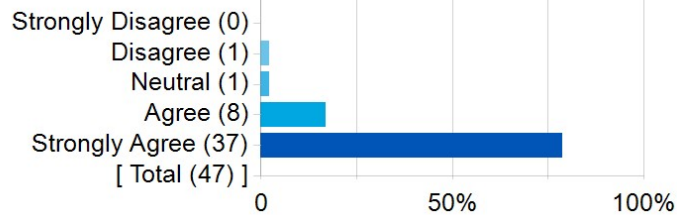
Creation Date: **Thursday, June 6, 2024**

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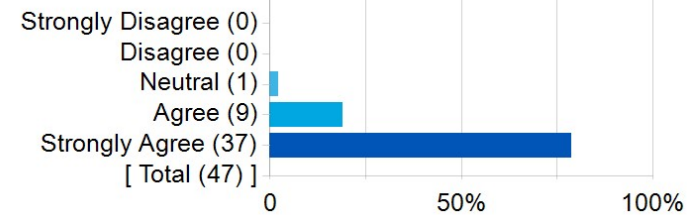
## University Module Questions

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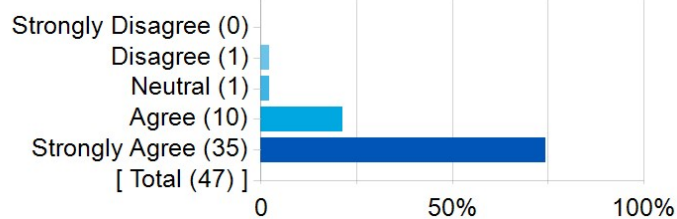
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.



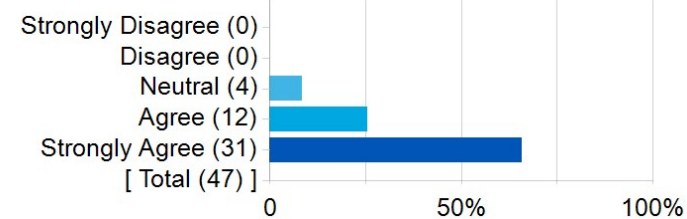
2. The instructor conducted this course in such a way that I was motivated to learn.



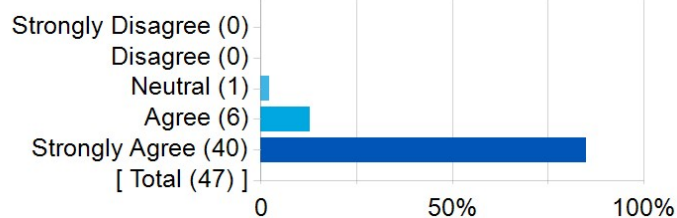
3. The instructor presented the course material in a way that I could understand.



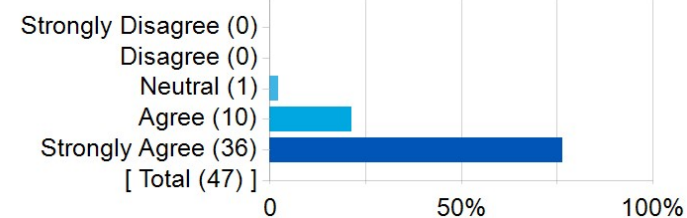
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.



5. The instructor showed genuine interest in supporting my learning throughout this course.



6. Overall, I learned a great deal from this instructor.



University Module Questions

Question	IM	PF	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.9	96%	0.2
The instructor conducted this course in such a way that I was motivated to learn.	4.9	98%	0.2
The instructor presented the course material in a way that I could understand.	4.8	96%	0.3
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.	4.7	91%	0.3
The instructor showed genuine interest in supporting my learning throughout this course.	4.9	98%	0.1
Overall, I learned a great deal from this instructor.	4.8	98%	0.2

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.	143	48	0	5	9	18	15	1	4.0	0.5
In this class, I applied facts, theories, or methods to new problems or situations.	143	48	0	0	2	22	23	1	4.5	0.3

Question	%Favourable
My academic background provided sufficient preparation for this course.	70%
In this class, I applied facts, theories, or methods to new problems or situations.	96%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The instructor treated students with respect.	143	48	0	0	0	5	43	0	4.9	0.1
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.	143	48	0	0	3	7	38	0	4.9	0.2
The instructor was intentional about cultivating a welcoming and inclusive environment that supports all students and encourages all students to participate.	143	48	0	0	0	6	42	0	4.9	0.1

Question	%Favourable
The instructor treated students with respect.	100%
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.	100%

## Open ended feedback

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

Comments
Available office hours and well explained expectations!
Brett had lots of enthusiasm in his lectures, which made classes more interesting and enjoyable. He provided lots of information on what would be on the midterms. The in-class activities helped facilitate my learning by making me apply what I knew and understood about the content to real-world scenarios and geological examples.
Lots of enthusiasm. Loved it!
Brett makes all materials very engaging and fun to learn about.
Enthusiasm about content, explanation of material.
No focus on grades but instead on learning. This is going to sound rude, but he was slightly annoying and that actually helped me a lot to stay focused on the class and kept me interested in the lecture. Thinking about the cringe made me more focused which is cool. I promise I'm not intentionally trying to be rude, I honestly think a strength of this instructor was being annoying and keeping me on my toes.
Probably one of the most enthusiastic teachers I've ever had. I was going to drop out of science because I didn't believe that I was capable of it, but Brett's approach to teaching, encouraging us to try even if we got it wrong, and to be brave and take risks, was really empowering and I am truly grateful to have had the opportunity to learn with him.
he gave me study tips and always answered questions over emails in a very timely manner.
Super interested in the material, and very engaging learning environment. It is nice to be taught by someone who knows and loves the material as much as Brett.
Lectured in plain English. His enthusiasm for his subject matter was contagious. I liked having an instructor who had actually worked in the field. He responded quickly and thoroughly to my email questions about the course contents. His office sessions were welcoming and helpful and built community within the students who attended. He really cared about his students and their success.
Best course I have ever taken
He's a very kind person!! You can easily tell he cares a lot about his students and the subject he's teaching! Also he's funny
he was also approachable and was always there for any doubts and clarifications. Moreover, this professor translates his passion to his students. also you can see the amount of invaluable experience the professor has, he is very experienced and has many anecdotes to share from which we all really love! I also do love his approach to learning in general in life.
The humorous teaching style of my instructor enhanced my in learning.
Brett did a fantastic job of keeping everyone in the class engaged and keeping a light and enthusiastic attitude during class. He is always open to answering any questions and loves it when anyone comes to his office hours.
Providing clear, interesting material to learn. In addition expressing it in a interactive and fun way
He made funny jokes that kept me engaged and made sure to put the iclickers in the lecture slides so i could refer back to them
Very good at making heavy content easy to absorb and understand.
Great instructor, always passionate about what he was teaching which made it easy for myself and other most likely to pay attention without zoning out.
I couldn't praise Brett enough as a prof, it's very clear that he not only cares a lot about the materials being taught, but he cares a lot about how he's teaching it, and how it's being received. I thought that he was an amazing prof.
Energetic and made me happy to be in class
Well, this may sound cliché but he is one of the best instructors I have had at UBC. He motivates EVERYONE and always make sure that our grades do not define ourselves as individuals. He's got a big heart also. In addition, he is firm when he needs to be. This is what I want to say: this instructor is one of the greatest. He is definitely a special one.
My favourite professor I have had at university so far, and I am in Sauder...

Comments
He was genuinely interested in the subject which made it easier for us to follow along
My instructor had to cover a lot of material, but presented it in a way that was clear and easy to understand. He was always open to talking more about his experiences that related to course topics, which made it easy to apply course concepts to real life and understand their impact.
Very eager and enthusiastic in his lectures. Has made the learning environment very fun and creates a greatly positive environment for lectures.

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

Comments
Nothing :)
Similar to David, Brett sometimes rushed through lectures because of the large amount of content we had to cover. I felt as if more time spent on magnetism, geophysics and other challenging lectures would have been beneficial to me and many other students.
No, I don't. It was very well done.
As much as I love how fun and simple he presents the concepts, some topics are a bit difficult to cover with just the simple concepts.
Provide more opportunities for feedback and provide more study material.
Explicitly tell us how things are categorized and what we need to learn a bit more clearly so that on the exam we don't have another glacial ablation incident.
please make the classes less dense, its hard to follow slides when we're going through 120 slides per class, and not getting to finish all of them.
No.
I liked the text book because it was on-line and the content was local. But the text needs someone to give it a thorough edit. There were a lot of errors and inconsistencies in the answers to the quizzes that made it difficult to figure out. And the lack of an index at the back was frustrating.
he did a great deal thourghout!
I cannot think of anything Brett could do better to support my learning.
No
No it was pretty good
Break time.
None.
N/A
teaching related to exams (what they assess)
No suggestions.
Nope
Not really
N/A

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

Comments
In class activities are a strength of this course as it provides students an opportunity to apply what they have learnt.
<ul style="list-style-type: none"> <li>– Hilarious professors, who were very driven to teach</li> <li>– Interesting content</li> </ul>

Comments
<ul style="list-style-type: none"> <li>– Good real world application and examples</li> <li>– Engaging lectures</li> </ul>
Visuals alongside the descriptions on lecture slides were great. The activities throughout the lectures were helpful for applying the information, helping drill it into my brain.
A variety of fun and interesting topics covered, overall I learned a lot.
Pacing, overall content, engaging lectures.
Interactive with simple content and instructors who make you want to learn without pressure to get good grades.
they're very considerate.
Good introductory course to everything related to geology.
An excellent overview. The students seemed engaged with the content. It made me look differently at the world around me, and helped me understand natural events and read news reports with a more critical eye.
Super interesting with great professors.
All of the assignments were really fun but also allowed me to apply what I had learned! They taught me a great deal.
the assignments are very well thought out! they are very interactive, the PPTs are great to follow, overall the lectures are definitely the strengths to this course.
very good as an introduction to geology.
This course has many strengths. The diversity of the material and the enthusiasm of the professors are the biggest strengths of this course.
The instructor passion and the simple yet concise material explanation and material
The structure of the course was very coherent, and made it easy to make connections between the topics
The strengths are the mditerms because the instructor said that you are never going to be alone in an isolated part of a room in real life and the group part of the midterms reflect that
<ul style="list-style-type: none"> <li>– Reading heavy, but easy to keep up if you put in work</li> <li>– Rock samples are fun</li> </ul>
The format, how every lecture is about its own topic, yet all the topics are interconnected with each other in some way.
I thought this course was great, very interesting materials, and it was structured really well in terms of assessments and assignments
Both instructors were amazing. They really work well together. I hope they are teaching other courses together. The activities in class were challenging but fun. I learned a lot with them.
Both Brett and David were very passionate about what they were speaking about and it came across in the lectures.
The content is engaging and entertaining
The course offers a comprehensive introduction to geology. Although I had some interest before, I learned things that I had not previously thought were correlated to geology, increasing my interest. Both instructors were very engaging. Their enthusiasm and knowledge was clear. I enjoyed the countless real-world examples and rock samples. The course also provides the opportunity to research one area of interest in more detail throughout the semester (My Place assignments). I had wanted to learn more about one area since before, but kept forgetting, so I appreciated that opportunity to use concepts/knowledge from class lectures to understand the available research better.
We learn real, applicable information about the world in a relatively easily digestible manner.
The assessment is well structured and well organized throughout the course. The format was easy to understand and both professors were incredibly accommodating and eager to help students.
– The activities really helped me understand the content better
The instructors taught in a way that was engaging
Very informative and useful for other courses as well.

**Please provide suggestions on how this course might be improved.**

Comments
<ul style="list-style-type: none"> <li>– More time spent on challenging concepts</li> <li>– More specificity about what would be expected on midterms and finals</li> </ul>
I suggest providing practice tests to give an example of what the questions might look like on the exams
The exams are in fact hard, and some questions have tricky wording which I personally don't like but it makes sense to keep the difficulty up. But I wish some questions can be worded better.
More variety of activities.
A bit more depth on some topics and a bit less depth on others. I think the balance between topics was weird because of how each topic had to fill a class, so topics that didn't need to fill one were overdone while those that needed more were under done.
Please make the lectures available online!
The volume of course material learned in a short period of time can be difficult to learn and really solidify in memory. Also, the group portions of the exam are too long and the solo portions are too short. Some of the questions require more than 1 minute and it can make not as difficult material quite difficult in this testing environment. I also noticed that the group portion can be done in about half the amount of time that is given.
Id like there to be recorded lectures because it makes it easier to study for midterms/finals.
not too sure but I guess some practice questions always help before exams, and maybe discussing questions that went wrong by MOST people.
Perhaps it would be helpful to inform students in the course introduction that this class involves some chemistry concepts, as I found it challenging to learn these without a background in chemistry.
I think it would be helpful to have a full list of all learning objectives from the course linked on canvas but that is it.
No comment
In the beginning of the term, they would post the lecture slides in the morning on the day of, but as the term progressed, they stopped posting them until minutes before class, I would like them to continue post them in the morning as it gives time to read over the slides.
I don't have any feedback
Break time.
Changing the My Place assignment, make them easier by giving students more options to write about.
i think a greater diversity in assignments would have been helpful as well.
teaching related to exams (what they assess)
Well, this course has been the most challenging for me in terms of achieving "good grades" in the multiple choice exams. I think that adding another midterm would be helpful ( so it would be 3 midterms instead 2). It would be like a similar format in terms of assessing students knowledge like it is done in EOSC 114. Right now we have 2 midterms worth 20% each. So, perhaps a 3 midterm would help students be better prepared for a cumulative final exam worth 35%.
Another suggestion is regarding the time assignments and midterms take to be graded. For instance, EOSC 114 has way more students, 3 midterms, homeworker almost everywhere, class project, and the grades do not take too long to be graded.
I felt that I could have used about 10 more minutes when writing midterms and I did not need as much time when doing the group part of the exam.
No clue, its amazing
This course could have been improved by providing more ways to study/showing us how to
Feedback on assignments was very unspecific if at all, and it took a long time for grades to be released. More specific feedback would be great.
<ul style="list-style-type: none"> <li>– The My Place assignments were quite difficult and no feedback was provided upon grading.</li> </ul>



Comments
N/A

## Explanatory Note

The reported metrics are as follows:

### 1. Percent Favourable Rating

This is the percentage of respondents who responded with a 4 or 5 (Agree or Strongly Agree) on a scale of 1 to 5.

### 2. Interpolated Median

The data collected for Student Experience of Instruction (SEI) are ordinal in nature, with a natural order (from 1 to 5). The usual measure of central tendency for ordinal data is the median (50% percentile). The Interpolated Median (IM) is an adjusted median that considers the number of responses less than the median, greater than the median and equal to the median. As such, IM reflects the distribution of students’ responses.

Consider the following example:

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%

### 3. 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. 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 SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the recommended minimum response rate.