2023W2 UBC Individual Instructor Report for EOSC 114 201 - The Catastrophic Earth: Natural Disasters (Brett Gilley)

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

Course Audience: **150**
Responses Received: **46**
Response Ratio: **31%**

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 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
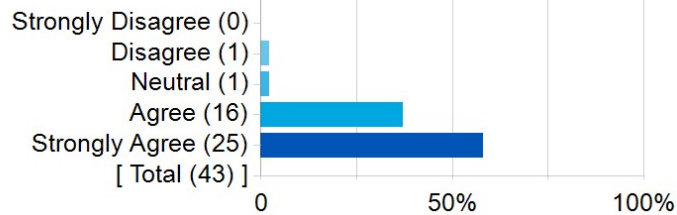N: Neutral
A: Agree
SA: Strongly Agree

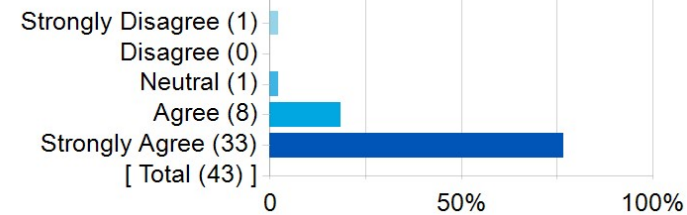Creation Date: **Thursday, June 6, 2024**

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University Module Questions
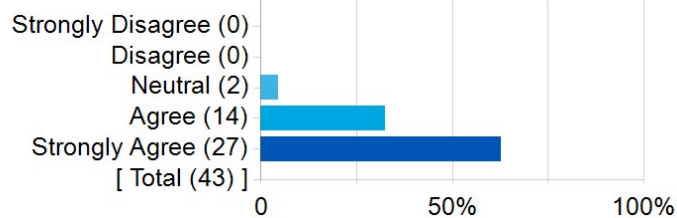
University Module Questions

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.
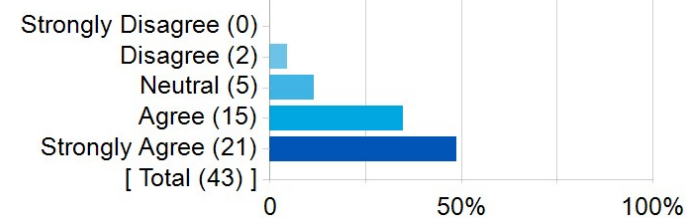
Strongly Disagree (0)
Disagree (1)
Neutral (1)
Agree (16)
Strongly Agree (25)
[Total (43)]

0   50%   100%

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

Strongly Disagree (1)
Disagree (0)
Neutral (1)
Agree (8)
Strongly Agree (33)
[Total (43)]

0   50%   100%

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

Strongly Disagree (0)
Disagree (0)
Neutral (2)
Agree (14)
Strongly Agree (27)
[Total (43)]

0   50%   100%

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.

Strongly Disagree (0)
Disagree (2)
Neutral (5)
Agree (15)
Strongly Agree (21)
[Total (43)]

0   50%   100%

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

Strongly Disagree (0)
Disagree (1)
Neutral (1)
Agree (13)
Strongly Agree (28)
[Total (43)]

0   50%   100%

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

Strongly Disagree (0)
Disagree (1)
Neutral (1)
Agree (14)
Strongly Agree (27)
[Total (43)]

0   50%   100%

University Module Questions

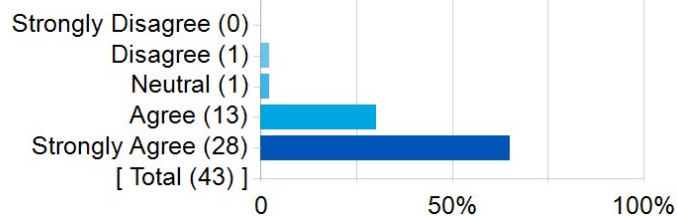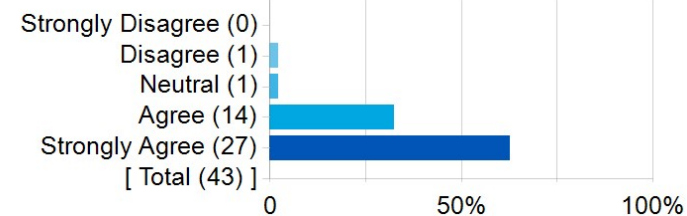| Question	IM	PF	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.6	95%	0.3
The instructor conducted this course in such a way that I was motivated to learn.	4.8	95%	0.3
The instructor presented the course material in a way that I could understand.	4.7	95%	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.	4.5	84%	0.4
The instructor showed genuine interest in supporting my learning throughout this course.	4.7	95%	0.3
Overall, I learned a great deal from this instructor.	4.7	95%	0.3

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.	150	44	0	9	5	15	15	0	4.0	0.6
In this class, I applied facts, theories, or methods to new problems or situations.	150	44	0	0	3	26	15	0	4.2	0.3

Question	%Favourable
My academic background provided sufficient preparation for this course.	68%
In this class, I applied facts, theories, or methods to new problems or situations.	93%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The instructor treated students with respect.	150	43	0	1	1	16	25	0	4.6	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.	150	44	0	0	1	19	24	0	4.6	0.3
The instructor was intentional about cultivating a welcoming and inclusive environment that supports all students and encourages all students to participate.	150	44	0	0	3	15	26	0	4.7	0.3

Question	%Favourable
The instructor treated students with respect.	95%
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.	98%
The instructor was intentional about cultivating a welcoming and inclusive environment that supports all students and encourages all students to participate.	93%

Open ended feedback

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

Comments
Landlsides was the best unit for me, it was easy to understand because of the simplicity of the slides and the way Brett teaches.
He teaches the course in a way that is very engaging, and it is clear that he cares about the students' learning, he makes sure all of the students pay attention, and teaches material in an insightful manner. Still can't believe I'm actually interested in landslides now.
I liked that you walked around the class while lecturing because it helps us pay more attention to what you're saying and helps us digest the content more.
The field trip, as it was real life application of what we covered in class.
– interacted with students – easy to understand – motivated to teach – enthusiastic – easy to understand slides
He was amazing with his interest in the students when he taught. He kept everyone engaged throughout the class and delivered the content in ways that everyone could understand.
Very enthusiastic teaching style and very easy to follow, made it fun to learn.
Very engaging speaker, encouraged class participation very well
Professor Gilley made lectures engaging and taught lectures in a way in which we were motivated to learn. Important concepts were introduced in a way that built up rather than everything at once.
Engaging and awesome.
The way he teaches was very facinating and I was highly motivated learning that contents. I liked a lot not only the materials but also the mood in the class
His enthusiasm, humour and relaxedness
Explained things so clearly and it was very easy to understand. Even when we didn't understand, he created a safe environment for us to ask questions.
The instructor incorporated humour into the lectures and asked plenty of questions among other activities. It was easy to follow along and to know what we were expected to learn.
The instructor was very honest about what he expected us to learn, and was very engaging.
Connecting the work we did in class to outside. Very entertaining and made me want to learn
Very interactive and enthusiasm, help students understand material way better.
He was very motivating
Open environment to ask questions, and taught in a very visual way
clear explanation
Brett was very fun and super engaging and made landslides my favourite natural disaster! I also went on the field trip and loved it. I am not in science but even I would love to take another class with him.
The instructors explain everything clearly.
Brett is one of the best instructors I had in my life. His classes were fun and engaging, and he is very enthusiastic and constantly motivates students.
Brett was amazing and motivated me to come to each one of his lectures. He talked about the material in a way that was simple enough to understand and his slides were not too overwhelming, letting me actually focus on what he was saying instead of just reading. He kept me very interested and entertained the entire class every single one of his lectures.

UBC Student Experience of Instruction

Comments
Brett was very enthusiastic and he used a lot of visuals to explain the different types of landslides. These were very helpful in understanding the topic.
The lectures were super fun with the jokes and everything. I also liked that there were videos to show each of the concepts.
Super positive and made it very enjoyable, it was easy to understand and feel the positivity that Brett had for the course
VERY engaging, class was always interesting. Great teacher!!
Very engaging, explained super well and clearly, and in simple easy to understand ways. Good iclickers too.
Very enthusiastic and passionate about teaching.
His lectures were always super interactive and funny, which made me feel that i retained a lot of the information just base on going to lectures
Professor Gilley explained all concepts thoroughly and if anyone was still confused about the topic, he was always completely understanding and considerate and explained it to them to make sure all students were on the same page. He offered numerous resources for the class to study with or learn from as well. He is super considerate of all students having other courses and lives outside of university. Aside from his teaching methods, Professor Gilley's enthusiasm for teaching what he loves influenced me to come to class more often. The class loved when he made jokes during the lecture; it is much easier to learn when you are having fun. It was so much fun to learn from him and about him during all the lectures. Overall, Professor Gilley is an amazing teacher and person. Thank you for being so amazing!

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

Comments
No
No
I wish the slides were a bit more organized. For example, some points were not bulleted, so it was hard to know which heading they connect to.
No, it was all done well.
Nothing he was great
Provide answers to practice problems and adjust some problems on the test because there were some ambiguous questions regarding the methods to take before a landslide.
Wished slides had more texts for review. Or an updated slide deck is given post lecture
We spent a lot of time waiting for people to ask questions. i think more people would be willing to answer questions in iclicker form.
Less clickers.
N/A
No, really good
Nope
To keep the clicker open longer than just 3–5 seconds
More practice to help identify landslides would be nice.
No
No suggestions.
n/a
It was a little intimidating when Brett called upon random people to answer questions, and sometimes that made for a stressful learning environment.
Not really, no.
N/A
n/a

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

Comments
The amount of engagement I really liked. Having I clickers kept me focused in class and getting to talk to other is something I've never experienced during a lecture in any other class.
All of the instructors taught their respective sections really well, in class activities were fun.
– clickers – content is relatively easy – different instructors introduced diversity to the class
Having a variety of topics covered.
– does a good job in explaining and going through what to do to protect yourself from particular natural disasters (mitigation/prevention/protection) –
Provided students with a good overview of many different disasters. Was able to provide information on how to project ourselves from these disasters.

Comments
The content is interesting
Overall, enjoyed the course but it had a lot of overlap with EOSC 110.
i liked that we learned many different subjects and they were separated by prof
The student participation.
discussion, iclicker question and discussion. they also showed us video during classes and it also helped me a lot as it is easier to understand if there is not only texts but also something visible
It was fun to learn about a variety of topics and the testing was very fair.
The variety of topics covered is definitely its major strength. I imagine that the course format would be engaging even for non–science students. I thought the workload was good too, but I wish the assignments actually included practice questions that connected to the examinable material.
It is an interesting course about things that are actually happening on earth which made it possible to show great examples.
I believe that the exams' difficulty level is adequate in regards to the content we learn in this course.
Connect more to the real world
Memorization.
Instructors that are specialized on their topic
clear explanations
Engaging professors and slides along with many in class activities
After learning this course, I had a better understanding of natural disasters.
Qualified instructors, organization, and different types of assessing students knowledge. This was a great course overall.
The visual examples and real world examples were helpful with supporting learning.
Each professor was very knowledgeable about their individual topic, which was definitely a strength of the course. This also allowed us to experience a variety of teaching styles.
Overall, the course is extremely fun and interesting! I liked most topics in the course and it was super enjoyable!
I appreciate that the course is split up and each unit is taught by different teachers, it made it super enjoyable
I like the rotating professors, it was interesting to hear about these natural disasters from many different experts.
It exposes you to a wide range of topics that are useful to know about for your personal life..
Interesting!! Fun because of the change in topics so you are never bored.
The course was strongest when the content/articles centered around the impacts of climate change and the impacts of disasters on human infrastructure.
it puts a lot of things into perspective

Please provide suggestions on how this course might be improved.

Comments
Less homework questions, and the midterms I found to often be more difficult than I expected.
Less vague questions in worksheet. For example, "was this article peer reviewed", and "What type of data is this"
– the homework assignments were not really related to the topics or relevant to the exams – the correct answers to the homework assignments were not revealed after the marks were sent out
Not sure how to improve

Comments
– don't have as much information/material – less professors
I have no suggestions.
Shorter assignments as they take a while to complete and doesn't really help us understand the content better rather it just gives us more general knowledge.
Some of the questions and answers in the homework were very unclear and up to a lot of interpretation.
group portions should be worth more because often times i am stuck between answers and my group helps clarify if i got the question right or wrong
With all the different instructors it is hard to stay motivated and the clicker questions were not ideal (ex. wifi problems).
I felt that there are too many reading assignment every week.
The volume of homework is a little hard to manage considering how much time it takes to do each assignment.
I wish there had been more than one field trip. It was inaccessible to many people who would've wanted to go.
The reading assignments were not always related to the course material and it took me a very long time to finish them even though it felt like I was not learning much regarding the course materials. It would have been nice to mention contents of the reading material within some of the lectures so it was more clear why I was making them.
As this course covers several different broad topics, I would have benefitted from being told (in a clearer manner) which equations we would need to know for midterms and the final. Further, I believe that the homework we were expected to finish was not made clear in the beginning of the course.
Make the readings shorter even if there has to more of them this way. This would keep me engaged in what im learning more and show that what we are learning in class connects to outdoors more. Provide more local examples
Giving textbooks instead of heavy emphasis in slides.
On the reading assignments, to show the right answers. To have questions that clearly state what it wants us to answer.
There should be better feedback on assignments as I still have no idea what I got right and wrong on midterms.
No
less frequent homework assignments once in a while and flow from prof to prof.
The class project test about the class map from the previous year was very confusing. It would have been useful to have some explanation about it during class time, so that we better understood the layout of the map.
change the tests – not really a show of learning if tests are just displays of memorization of very specific facts mentioned once in class
I'm not sure there's anything to improve with the course as it's already really good!
The homework assignments often felt disconnected from class and I felt they didn't really enhance my learning. I found myself just searching the articles for the answers to the obscure questions, instead of adding to my understanding of the material. I think it would be better if the questions were more open ended and were focused more on general ideas than random facts/sentences from the articles. I think something that would be even more beneficial than these homework assignments would be more work with the material from class to help solidify my understanding.
I felt like most of the worksheets didn't fully test our understanding by asking thorough questions, and instead had the type of questions whose answers could easily be found using ctrl+f. While that made them relatively easy, sometimes I feel like I didn't get a lot from them.
NON cumulative final exam.
The homework assignments for this course are really tedious, they rarely ever go into things that we cover the most in class, and they take up so much time to complete, which wouldn't be an issue if they were at least more relevant to midterms and final exam.
If there is a change in how the homework assignments and class projects get done there will be a huge improvement in this course.

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.