



2023W2 UBC Individual Instructor Report for EOSC 114 202 - The Catastrophic Earth: Natural Disasters (Brett Gilley)

Project Title: 2023W2 UBC Instructor SEI Surveys

Course Audience: 187
Responses Received: 62
Response Ratio: 33%

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

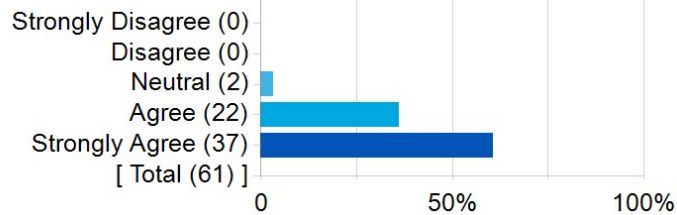
Creation Date: **Thursday, June 6, 2024**

blue®

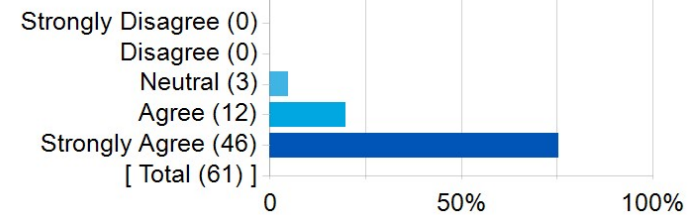
University Module Questions

University Module Questions

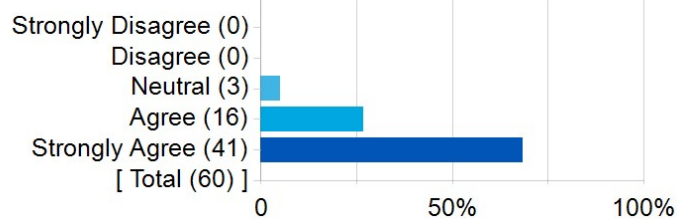
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.



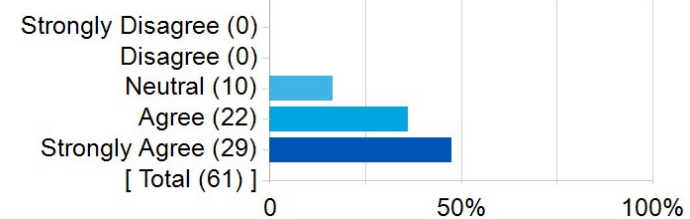
2. The instructor conducted this course in such a way that I was motivated to learn.



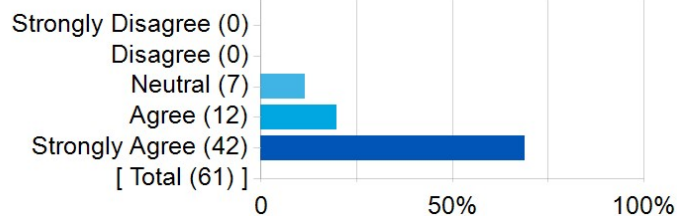
3. The instructor presented the course material in a way that I could understand.



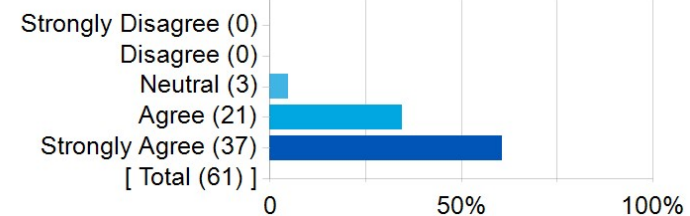
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.



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.	4.7	97%	0.3
The instructor conducted this course in such a way that I was motivated to learn.	4.8	95%	0.2
The instructor presented the course material in a way that I could understand.	4.8	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.	4.4	84%	0.4
The instructor showed genuine interest in supporting my learning throughout this course.	4.8	89%	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.	187	57	0	4	9	24	19	1	4.1	0.5
In this class, I applied facts, theories, or methods to new problems or situations.	187	57	0	1	5	34	16	1	4.1	0.3

Question	%Favourable
My academic background provided sufficient preparation for this course.	77%
In this class, I applied facts, theories, or methods to new problems or situations.	89%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The instructor treated students with respect.	187	57	0	0	1	19	37	0	4.7	0.2
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.	187	57	0	0	1	20	36	0	4.7	0.2
The instructor was intentional about cultivating a welcoming and inclusive environment that supports all students and encourages all students to participate.	187	57	0	0	3	14	40	0	4.8	0.3

Question	%Favourable
The instructor treated students with respect.	98%
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.	95%

Open ended feedback

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

Comments
he was a very engaging lecturer, he incorporated humor into every class and i enjoyed the classes when he was the prof and looked foward to the class
was funny and engaging, somehow made landslides exciting. had me telling my friends facts about landslides
Engaging lectures, clear concepts, great delivery.
Enthusiastic and engaged with students often
Mr Gilley did a great job and was very enthusiastic !
Really pushed everyone to discuss the content, made excellent use of video clips, and somehow managed to interest me in landslides.
Very human level interactions with the class, humorous and great at explaining things.
Funny and clear. Went over lots of practice problems which was helpful
Engaging instructor who explained difficult concepts using thoughtful analogies that were easy to understand.
Brett was an absolute beauty. Very energetic and positive and it made the learning experience much more fun. Loved the landslide. Videos too.
Very engaging and seems passionate about his teaching, also utilizes group activities effectively to help reinforce learning.
Super fun! I enjoyed every class.
Incorporated lots of active ways to learn and always had a contaigous positive attidtude
He was very engaging and made class super fun I learned a great deal from him this semester
Entertainingly taught us everything we needed to know.
EVERYTHING!!! BRETT THE GOAT!!!!
Review sessions and lots of different forms of learning on the slides, such as pictures and videos making it very interesting. Very passionate and made lectures very interesting and fun.
fun prof, engaging lectures
Brett's attitude was awesome I think he's one of my favourite professors so far. He was very engaging and fun to listen to with a good balance of interesting videos and actually learning.
His lecture is always engaging and interesting.
Dr. Gilley made the landslides lectures very entertaining and easy to follow. His enthusiasm for the subject helped me better understand the material.
Very enthusiastic
Videos Enthusiastic Very engaging lectures Learning through humour Made concepts easier by breaking them down
AMAZING instructor! Super engaging and entertaining which motivated me to learn.
This professor had great energy during the lectures as in he was quite animated, looked like he really enjoyed what he was talking about and got the class to interact during questions. I also liked the videos he showed as an aid in learning the materials.
Professor Gilley was an extremely strong presence. He was humourous, vibrant and seemed the most engaged with not only the content, but with teaching the content to the

Comments
student. I think Professor Gilley showed a genuine interest in making everyone as excited about landslides as he was, and did that fairly well.
I think that showing videos of the natural disasters and earth system functioning really helped me to understand the mechanisms behind natural disasters. I also really appreciated the review sessions during which students could ask any questions they had about the latest two units.
Was very engaging and allowed for a lot of discussion in class. The photos on the slides and examples were helpful. Overall a great instructor.

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

Comments
nope
n/a
No!
His section was almost perfect except for that the landslides assignment was the most miserable assignment to do out of all of them so far.
No further suggestions.
Maybe make some of the group activities more meaningful, for example we had one time where we got into pairs only for one partner to hit a piece of paper away from the other.
n/a
Nope, good job!
Nope :)
No
I think the slides could be more detailed but honestly that is totally made up for by the way he teaches.
Nope
Included iClicker questions in pre lecture slides so it would be easier to revise with my notes instead of having to search for them
No particular suggestions, I think Professor Gilley's section was fantastic.
There are a few significant features about EOSC 114 that I think could use improvement, most prominently, the assignments both in and out of class. While the midterms were clearly explained and reasonable (if not enjoyable), several students, myself included, believe that the the worksheets assigned for every natural were unhelpful and a waste of time when we could have been furthering our knowledge of natural disasters. The out-of-class worksheets were based on articles. The length of assignment ranged from five to seven pages, and due to the frequency of worksheets, plus the time it would take to honestly complete them, many people simply used 'control-F' to find the answers. This chink in the system not only prevented students from absorbing the information from the worksheets, but also used time that could have been spent more usefully – building deeper skills and knowledge. The of all of the out of class assignments were formatted in multiple choice or fill in the blank – assignments that could be automatically graded by canvas, and when compared to other, similar class styles, this seemed lazy and did not promote new learning in students. Had we been assigned the task of writing an essay, for example, it would have forced us do our own research, therefore learning far more than the worksheets ever taught us. The in-class assignments (paper worksheets) were also unhelpful in learning the material, and an excessive use of paper. Additionally, although it is an interesting idea to have multiple experts come to the classroom to teach us about their specific study area, the inconsistency made learning more difficult than necessary, especially because each new professor examined us using different criteria. For example, in one unit, we might be tested solely on the slides, and in another; the slides, the worksheet articles, and the videos presented in class. I believe that this is a small flaw that could easily be improved in the future.
Formatting the slides in a way that helps us understand the basic components and speeds of landslides would be helpful.

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

Comments
wide range of topics covered

Comments
i like that each concept had a different professor because then if you don't learn well from one it's okay because another one will come in next week
organized well especially for all the topics covered and order of topics covered makes sense logically as one leads to another
I think the strengths include the high level of organization is content and between the different professors! I would also count the amount of interest, enthusiasm, and positivity each instructor shows as a strength.
I love the variety of topic to learn and all of the personalities that come with them.
Interesting material
The instructors did well on holding review sessions before the midterms (the recordings for each were also very helpful for me to revise some contents). The fact that all the midterms and final exams consist only multiple choice questions could be the strength of this course (though some may consider the limitation).
Cool real world applications
Interesting, practical course which teaches a lot about the world around you, lots of variety, interesting, and focuses on class participation.
Great course for non-science students to aquire credit and also learn important facts about natural disasters that could be beneficial to us depending on where we live!
The topics were interesting
Learning goals and what is expected from students to know is very clear and the teaching team is very positive and passionate about what they do.
The course teaches knowledge about a wide variety of natural disasters, and provides a good introduction to the field for students who are passionate about going into EOSC/ATSC programs in the future. The course is well-structured, with a canvas page containing all the information needed to succeed in the course.
Friendly and understanding instructors with clear learning goals and extra help available.
All of the different teachers they each brought a lot of passion to their different subjects which made the class mor interesting and engaging
I loved the test format.
We learn a lot in the course overall.
Lectures are so fun and interesting
Clear learning objectives so what was expected of me to learn.
i liked the rotating professors and three smaller midterms was nicer than having two bigger ones – it made it so that we were continuously keeping up with the information and is probably going to help with the final as well.
some of the professors and overall how interesting some of it is.
its straightforward content that easily comprehensible
I like that this course gives a brief introduction to the various different earth and ocean sciences. It peaked my interest in a few different areas of earth and ocean sciences.
The clear goals so you know what to revise for the exams
Engaging Connects to real world Nice to have different professors for each section – keeps things engaging
The midterms are very straight forward and it is easy to understand what to expect and what to study.
I liked how many iclicker questions there were and discussing them with peers before getting the right answer helped with my learning i think. In-class discussion were also helpful to the learning of the materials.
It had good content and paced well. Varied teaching styles meant I didn't get bored.
I think that the midterms were clearly explained, the review sessions were beneficial, and it was interesting learning about a variety of natural disasters.
The variety of instructors help tailor us to different teaching styles and study methods. The amount of content needed to be learned is overwhelming but tolerable so that studying

Comments

and trying to understand main concepts – whilst looking at the learning goals – are great experiences and tactics that can help prepare us for a variety of courses.

Please provide suggestions on how this course might be improved.

Comments

every unit was very fast paced and i know it's a lot to cover in 14 weeks but I think without the last week of fragile systems and adding a day to each unit would greatly aide te learning of students by being able to slow down a bit.

too many midterms, also the class map thing was kind of confusing

lecture recordings

I wish the assignment questions were easier to understand since I spent lots of time working on them but still got questions wrong.

Yet again as answers for the practice tests.

Some of the homework for the course was hard to understand as some of it contained things we did not learn in class, nor the articles/videos we had to watch.

I feel like there should be fewer professors teaching this course or a greater level of consistency with the way the professors taught the course. Each had a different way of organizing the slides and doing the iClicker questions and I think I would have benefitted if it was more consistent.

It would have been better if there was an "Assignment" section on Canvas where we could see the upcoming homework and things we haave to do. I find it difficult to find some assignments because everything was on the "Module" section.

Info a little bit more clear

Weekly change in instructors makes it difficult to adapt to all the different teaching styles, some instructors teach more in depth than others, course content moves very quickly on the basis of the assumption that students understand content that was never taught in the course.

The homework assignments were often confusing and excessive.

I believe providing answer keys to practice exams would help. I understand that just because a student knows the answer to the questions doesn't mean they understand the concept, but how will they know if they understand the concept if they cannot confirm their answer is correct. Lots of times I was confident I had the correct answer, but I could never confirm, and attending office hours and review sessions were not always easy. I believe this will benefit students.

Maybe not having so many professors teach the course, as I found it was rather tricky to adapt to different professor's teaching style every five or so days. Additionally, assignments could be made more engaging and in-depth and maybe to compensate, have fewer assignments and weigh them more, and less reliance on multiple-choice exams (maybe 2 midterms instead of 3). The group portion of exams is not really helpful, as my grade does not increase much if at all compared to the individual portion.

n/a

Nothing, I liked it.

I really dislike some of the assignments because I think a lot of the questions aren't applicable to the course (ie: what do you think the general idea of this is, what type of data is this).

No

less research based papers, they didn't add anything to the learning, maybe by replacing them with specific case studies like the hazard map

make homework less unnecessarily difficult – i found the ones near the beginning and end of the course to be more difficult than the ones in the middle i am not sure why

I think more continuity in how the course is taught would be goos.

have the worksheets be more clear and organized

Lecture recordings would be very helpful for this course. Posted lecture slides are helpful, but often do not contain the whole material that was discussed in class. Additionally, this course feels quite fast paced, so missing a single lecture can seriously put a student behind. I think that lecture recordings would be able to help students keep up with the course should they be unable to attend a lecture.

Comments
maybe perhaps more guidance on the reading homework as some questions were a little ambiguous
Please include less words on each slide. Considering that each class is only 50 minutes, it would be best for lectures to be not so rushed. There were lots of material to be memorized and it was really hard to keep up especially when there were lots of slides and info to learn in a 50 minute lecture.
Include iClicker questions in pre lecture slides so it would be easier to revise with my notes instead of having to search for them
I found the weekly worksheets did not really help with my learning in this course as they were very long and often the questions were unrelated to topics in the course. (specifically, there was always quite a few questions on the article itself, whether it was a primary, secondary, tertiary source, why it was published, what audience it is for etc)
Some professors were clearly more towards studying and less teaching. I think important part of this course is to not have such high fluctuation in quality of teaching, as it throws people off. I mean this as politely as possible, but more professors should learn to teach and engage the class like Professor Gilley instead of monotonously reciting content.
I think that the worksheets could be illuminated and replaced by a method of learning that progresses students' knowledge of the subjects at hand, the inconsistency in the professors and what they individually decided to examine us on could be improved, and some of the profs seemed to teach in a notably condescending way, as if students in the arts were not to be treated as capably as those in other faculties.
Too many instructors however, in this case 4, can be super overwhelming as we must adapt to different instructors and we don't know what to expect from the midterms or what they are focussing their content on v.s what they are testing. Having TA's that can answer our questions or explain the answers to our midterm questions would also be very helpful in maximizing our time when going to the only office hours available.

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.