About the Instructor's Report

This report is for the instructor of the course only. It uniquely displays results from the questions that you selected or created and the university question set for remote learning.

Your Department Chair or Program Director can see everything in this report except for responses to the questions you selected (found in Section 2). The report they receive also contains a statement noting that evaluation results were collected during a rapid shift to remote instruction and should be interpreted in this context and with fairness.

The intention of this report is to provide an overall summary of student's experiences of teaching, learning, and course delivery to inform understanding of and reflection on teaching practice. It is not a direct measure of teaching effectiveness for promotion or tenure. This report cannot be used to reasonably rank or highlight differences between individual instructors as it lacks contextual information (e.g. class size, student demographics, etc.).

The following message has been added to the report your supervisor(s) will review:

"Please note that course evaluation responses were gathered during a rapid shift to remote instruction. Both instructors and students were likely to have experienced unprecedented challenges during this transition. Course evaluation responses should be interpreted in this context and with fairness."

For more information about SETC reports, please visit our website.

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Notes:

Statistics: This report only shows descriptive statistics (mean, standard deviation, frequency of scale options, and response count for each question) aggregated at a course level to protect student confidentiality.

Scales: The following scale is used for all questions in this report unless otherwise indicated:
  1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

NRP: A value of "NRP" indicates that there was no response provided for a question.

Low Response: if less than 5 students responded to the *overall* course evaluation, your report will show limited information. This is to protect student confidentiality. On a question-by-question basis, you can still see full information even when less than 5 student responded to a particular question.

Creation Date: **Thursday, August 27, 2020**

Section 1 – Who Responded?

This section gives some information about respondents. It is intended to help you understand the limits and generalizability of the statistics presented. Click here for more information about how response rate, perceived course difficulty, course engagement, and students' overall experience impact evaluation responses.

Raters	Students
Responded	11
Invited	13
Response Ratio	84.6%

Question	Response Count	Mean	Standard Deviation
How many of the course activities/components (i.e. watched lectures, contributed to discussions, assignments) did you complete? Scale used: 1=None, 2=Not very many of them, 3=About half of them, 4=Most of them, 5=All of them	11	4.64	0.50
Overall, the quality of my learning experience in this course was.... Scale used: 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good	11	4.82	0.40
How easy was the course? Scale used: 1=Very Hard, 2=Hard, 3=Medium, 4=Easy, 5=Very Easy	11	2.18	0.75

Response Distribution
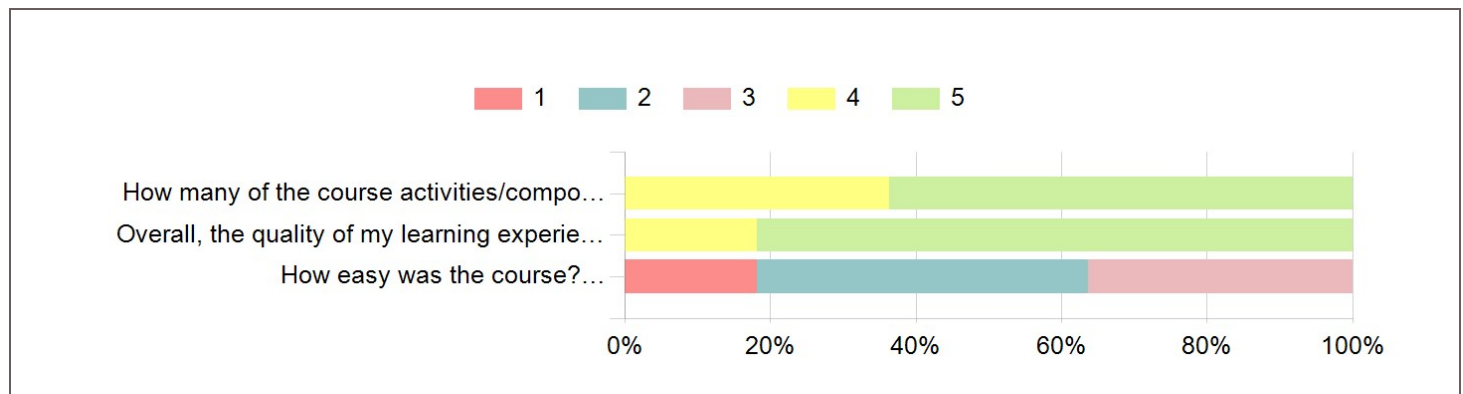
Section 2 – Teaching Narrative and Questions

This section displays your teaching narrative and the responses to the questions you selected/created. Your teaching narrative is shown to your Chair/Director, but your questions and the responses to them, are not. If you did not submit a narrative or questions, this section will be blank.

## Did you design the course?

No response.

Teaching Narrative

No response.

Instructor Questions

This section will be blank if you did not submit any questions or you only submitted comment questions. You can find the responses to your comment questions in Section 4.
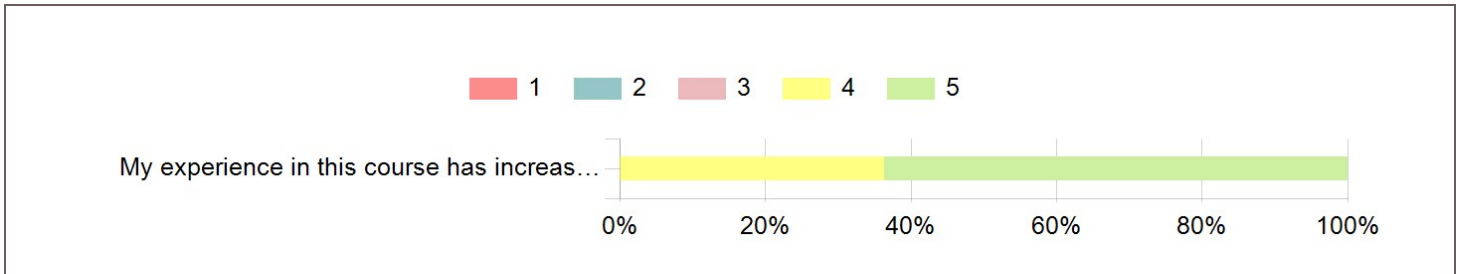
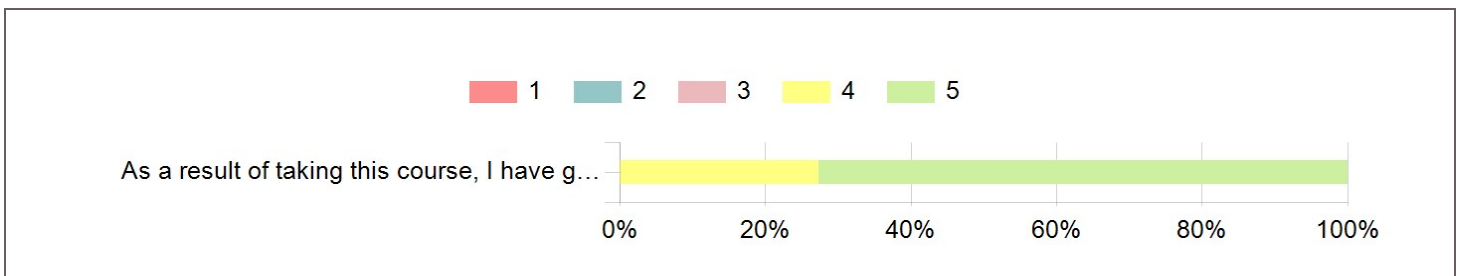| Question	Response Count	Mean	Standard Deviation
Course topics, readings, and activities were assigned and arranged in a manner that seemed to build on one another throughout the course.	11	4.73	0.47
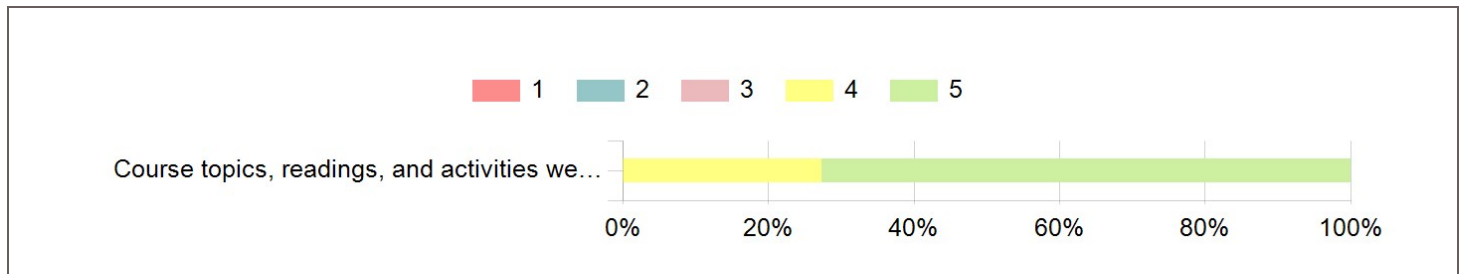
Question	Response Count	Mean	Standard Deviation
The instructor's, Anil Hira's, explanations helped me understand course concepts.	11	4.82	0.40
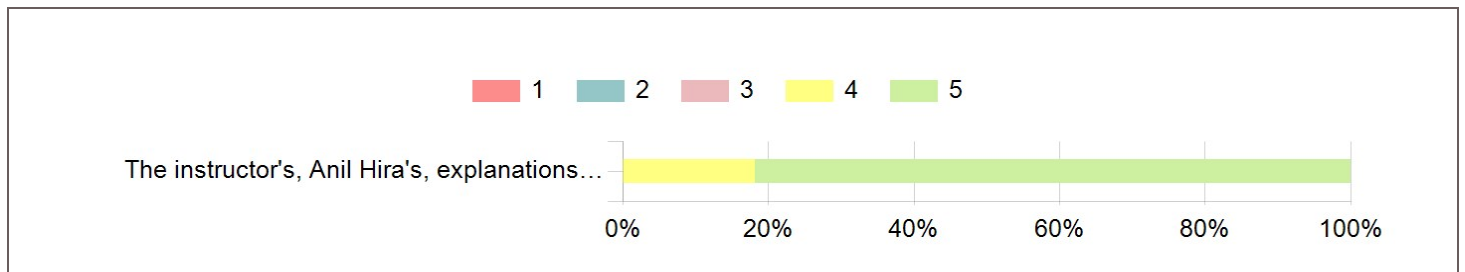
Question	Response Count	Mean	Standard Deviation
My experience in this course has increased my interest in this subject.	11	4.64	0.50

1 2 3 4 5

My experience in this course has increas…

0% 20% 40% 60% 80% 100%

Question	Response Count	Mean	Standard Deviation
As a result of taking this course, I have greater awareness of the connections between theory, practise, and research in this subject area.	11	4.73	0.47

1 2 3 4 5

As a result of taking this course, I have g…

0% 20% 40% 60% 80% 100%

Question	Response Count	Mean	Standard Deviation
This course was well-organized from the perspective of on-line delivery, including finding the course materials.	11	4.91	0.30

1 2 3 4 5

This course was well-organized from the…

0% 20% 40% 60% 80% 100%
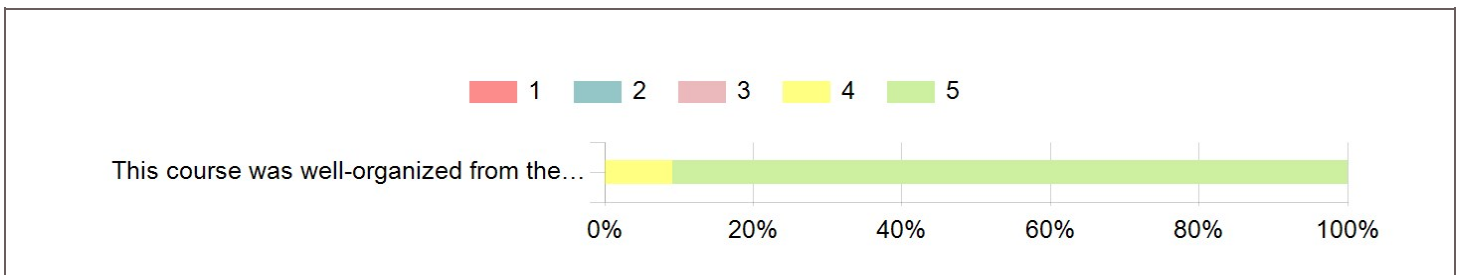
Section 3 – University Questions for Remote Learning

These questions appear on every SETC form and were updated for Summer 2020 to refer to remote instruction and learning. Responses to the university comment question can be found in Section 4.

Part 1 – Students' Experience with the Course Instructor

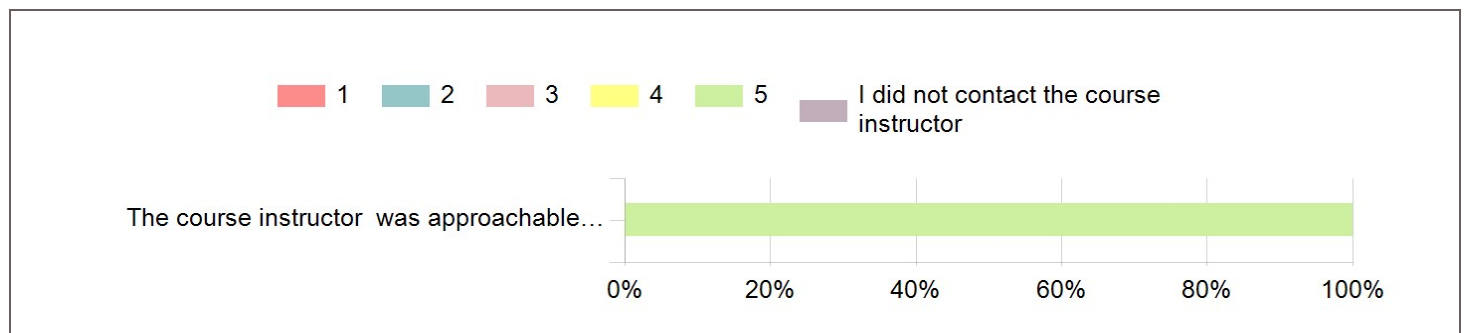**To what extent do you agree with the following statements about your experience with this course instructor:**

Question	Response Count	Mean	Standard Deviation
The course instructor explained course concepts clearly.	11	4.91	0.30
The course instructor explained grading criteria clearly.	11	4.45	0.93
The course instructor created a respectful learning environment.	11	4.91	0.30

Response Distribution
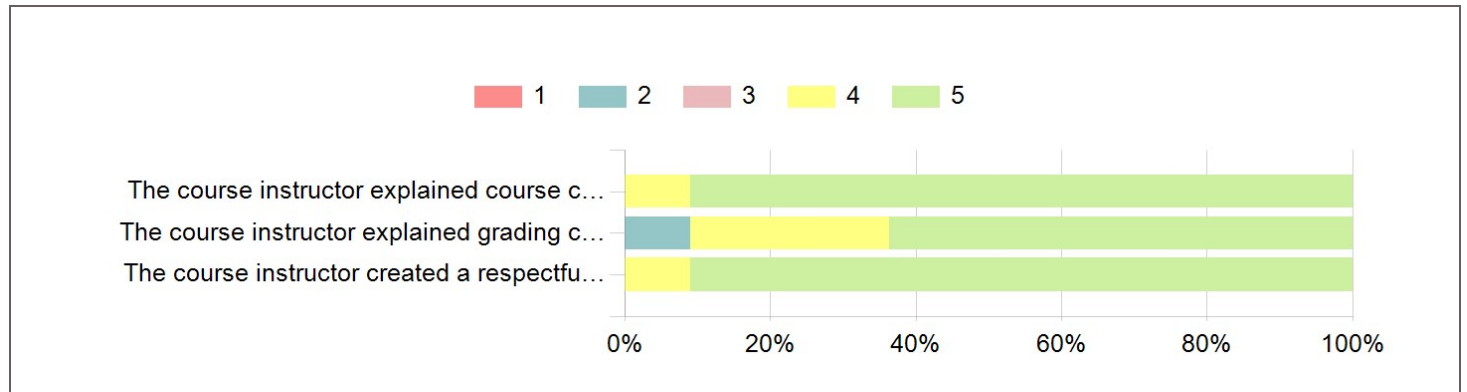
| Question	Response Count	Mean	Standard Deviation
The course instructor was approachable when I needed help. Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree; I did not contact the course instructor	11	5.00	0.00

Response Distribution

Part 2 – Students' Experience with the Course

To what extent do you agree with the following statements about your experience in this course:

Question	Response Count	Mean	Standard Deviation
The different course activities/components (lectures, discussions, assignments, etc.) were connected.	10	4.90	0.32
Course activities/components (lectures, discussions, assignments, etc.) helped me learn.	10	4.80	0.42
Course materials (textbooks, library articles, and website links) improved my understanding of the course content.	10	4.80	0.42
The assessments in this course (tests, assignments, essays, etc.) allowed me to demonstrate my understanding of the course content.	10	4.50	0.85

Response Distribution
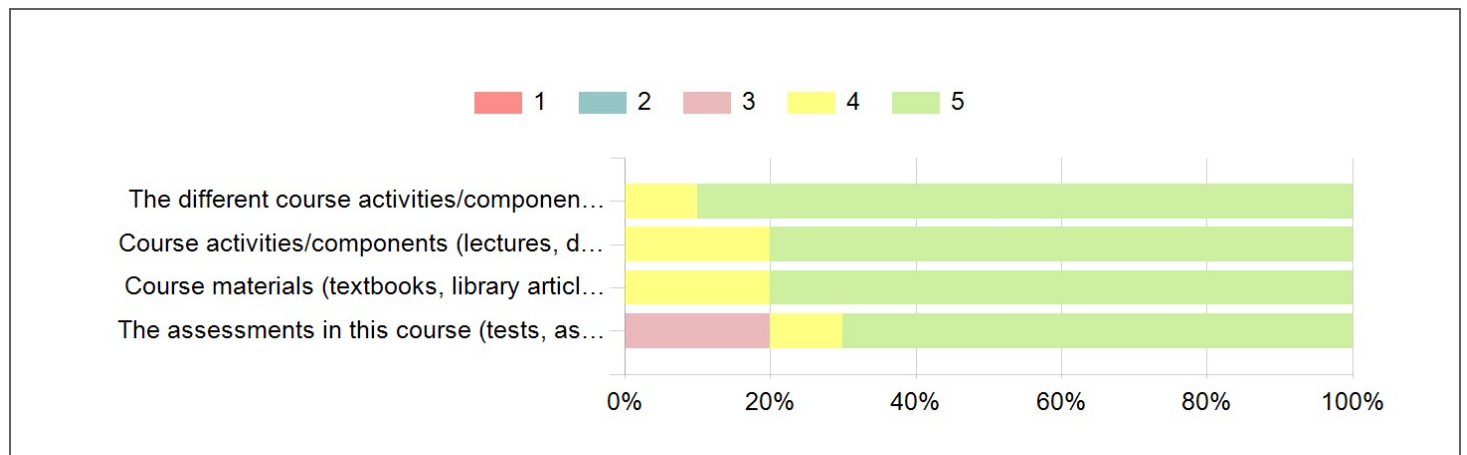
Section 4 – Comments

This section displays responses to all comment questions.

Instructor Selected Comment Questions

What could the instructor, Anil Hira, have done to improve your learning experience?

Comments
Keep it 100
Amazing Prof. Relly helpful in learning and explaining anything education related. always available and contacting has been very easy. Porf.Hira went above and beyond to improve my learning. I will take more courses with him. really e joyed this course. great prof.
N/A. Dr. Hira is a phenomenal teacher who challenges students in an effective, yet respectful, way.
Quizzes were stressful
I think especially for Zoom lectures, it would be helpful to have more breaks or shorter lectures. I think doing a full three hours can get tiring for everyone. But Dr Hira is a very nice and knowledgeable prof
He's a great professor. No further comments on how the learning experience could have been improved. I wish I got to take the class in person.

Do you have any further comments?

Comments
First time I've taken a course with Anil Hira and he is a great professor, one of the best I've had here at SFU. He really tries to get his students to understand the course material, not just to memorize terms. He also gives us assignments that can help in our non–academic careers in government. I'm writing all of the below because I can totally see how some students will complain about this class. Over the years I was warned by many students that he was a tough prof. I don't think it's true at all, he's very fair and tests you to see if you've done the readings. I can definitely see how this is a problem for students that are lazy, slackers, and generally not interested in, or not smart enough to study political science at an advanced level. It's important we have classes like this one in our department to weed out these types of students. University, especially in a class that is upper level undergrad mixed with graduate, should not be easy. It should make students uncomfortable and when they are put on the spot they should draw on their readings to answer questions. And if students can't do this then maybe they shouldn't have made it this far in university and it's time for them to move on to other endeavours. Or alternatively they could stop spending so much time on instagram, Facebook, Tik Tok, reading buzzfeed, watching reality TV, and instead follow current events, and international news, read well regarded publications like the economist, FT, Foreign Affairs etc, and do the class readings and do well in class. Thank you Anil Hira for your teaching style. By challenging your students it shows that you care for them and expect only the best from them.
One of the best courses ever.
I was worried to take the course because I had little GPE background but I'm glad I did :)
I have learned a lot in this Course, maybe by far the best Course I had in sfu. prof very good and helpful in explaining concepts, discussions, presentations. Feedbacks very helpful and detailed. overall its been amazing
This course was fantastic given Dr. Hira's depth of knowledge and teaching style. He expects students to come prepared to class and engages everyone which makes for a very collaborative learning environment.