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**

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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	26
Invited	46
Response Ratio	56.5%

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	26	4.50	0.51
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	26	3.65	0.89
How easy was the course? Scale used: 1=Very Hard, 2=Hard, 3=Medium, 4=Easy, 5=Very Easy	26	2.46	0.71

Response Distribution
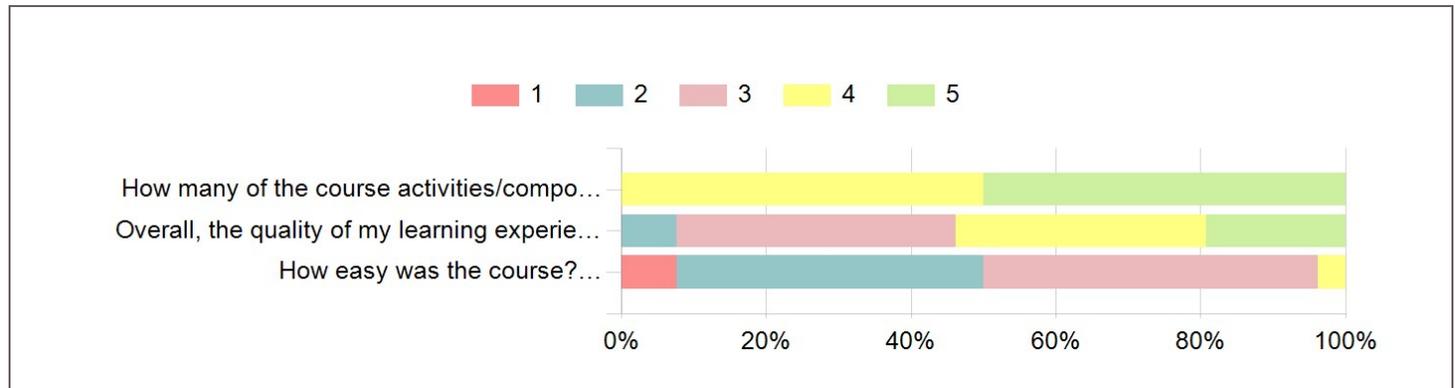
Section 2 – Teaching Narrative and Questions

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
My experience in this course has encouraged me to think critically about the subject, develop new ideas, and think more broadly.	26	4.04	0.77
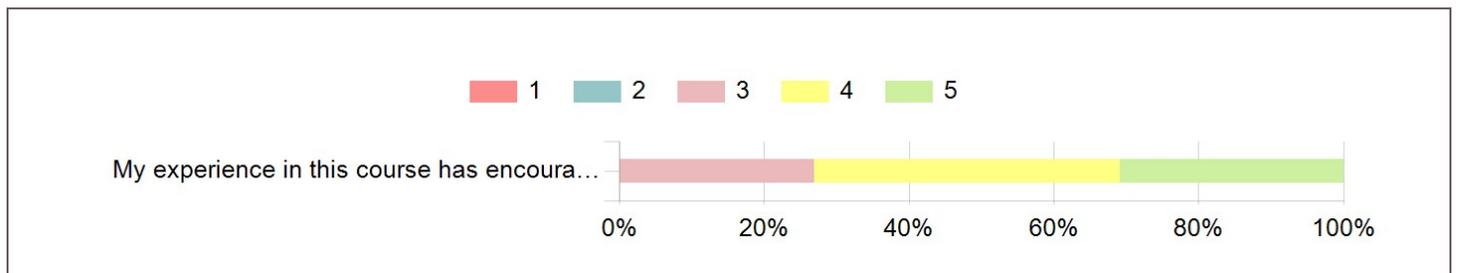
Question	Response Count	Mean	Standard Deviation
I thought that my instructor, Anil Hira, drew attention to current issues or real-life situations related to the subject.	26	4.54	0.58
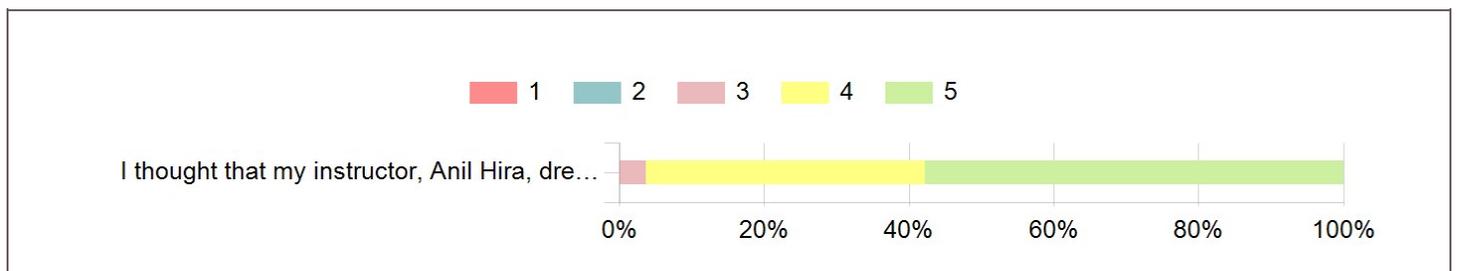
Question	Response Count	Mean	Standard Deviation
My experience in this course has increased my interest in this subject.	26	3.46	1.07

1 2 3 4 5

My experience in this course has increas…

0%   20%   40%   60%   80%   100%
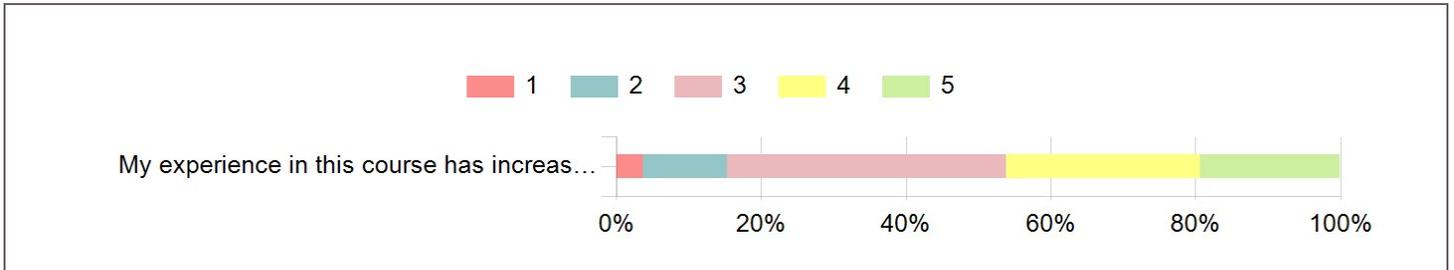
Question	Response Count	Mean	Standard Deviation
As a result of taking this course, I have greater awareness of the connections between theory, practise, and research in this subject area.	26	3.92	0.74

1 2 3 4 5

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

0%   20%   40%   60%   80%   100%
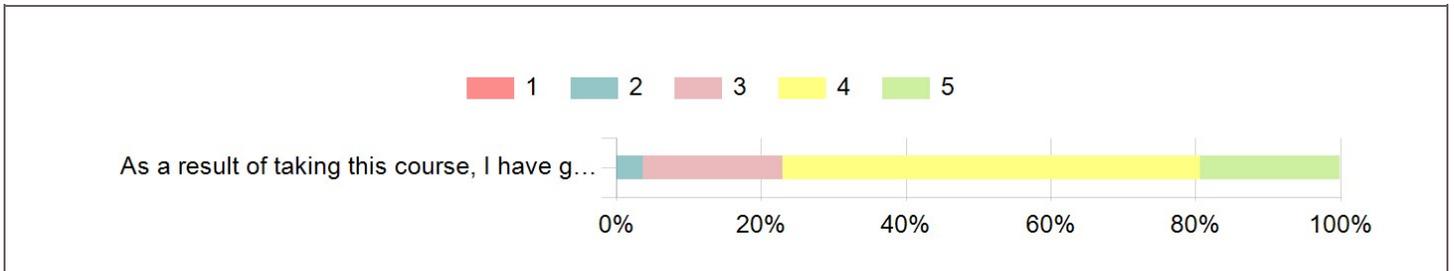
Question	Response Count	Mean	Standard Deviation
This course was well-organized from the perspective of on-line delivery, including finding the course materials.	26	3.88	0.86

1 2 3 4 5

This course was well-organized from the…

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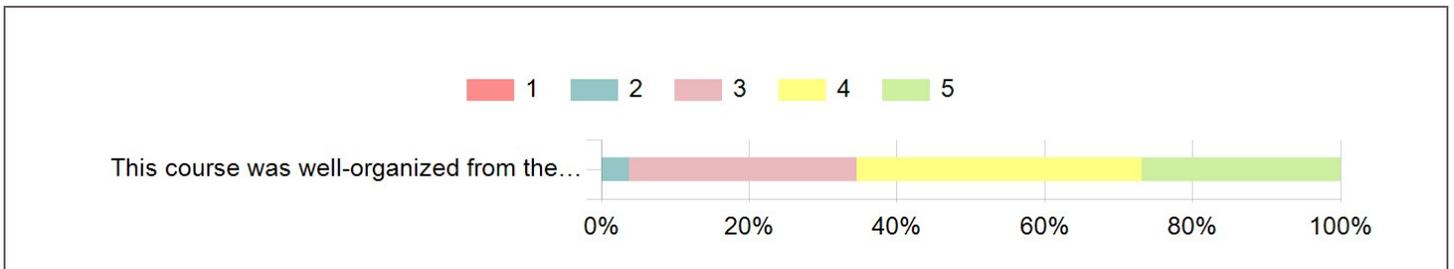
# Section 3 – University Questions for Remote Learning

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.	26	4.27	0.78
The course instructor explained grading criteria clearly.	26	3.96	0.92
The course instructor created a respectful learning environment.	26	4.42	0.58

Response Distribution
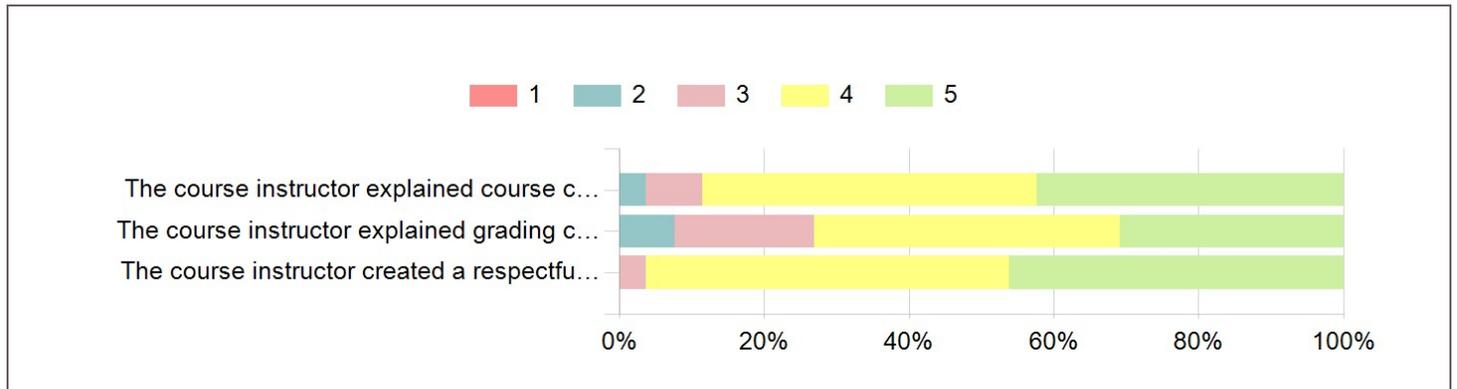
| Question	Response Count	Mean	Standard Deviation
The course instructor was approachable when I needed help. Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree; I did not contact the course instructor	21	4.29	0.72

Response Distribution
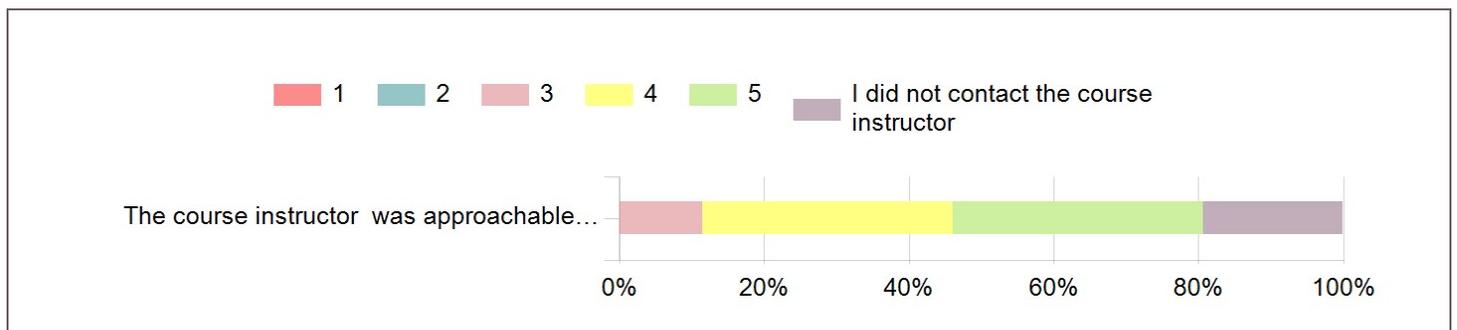
Part 2 – Students' Experience with the Course

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.	25	4.28	0.79
Course activities/components (lectures, discussions, assignments, etc.) helped me learn.	25	3.88	0.73
Course materials (textbooks, library articles, and website links) improved my understanding of the course content.	25	4.00	0.65
The assessments in this course (tests, assignments, essays, etc.) allowed me to demonstrate my understanding of the course content.	24	3.67	0.76

Response Distribution
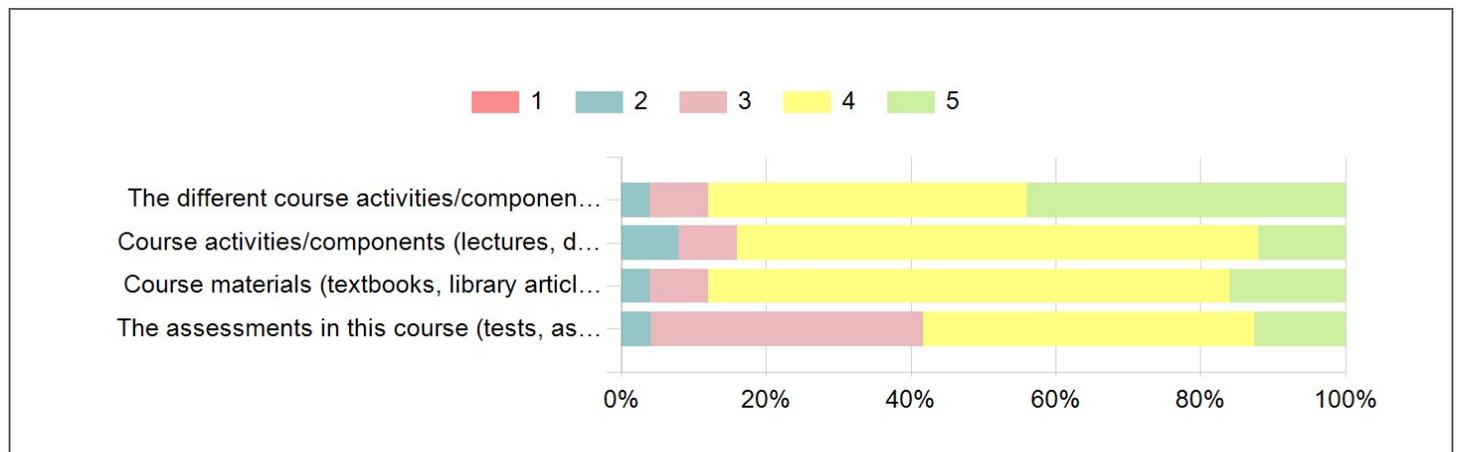
Section 4 – Comments

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
weekly reading was sometimes too heavy. But I appreciate your willingness to teach. Thank you.
Attempt a higher degree of integration between course material and lectures.
He is very thorough with his explanations and encourages discussion.
It is not always easy to remember, but the class recordings were not started consistently for every lecture.
Because this is a first year course speak to us as if we are not fourth year students. I really like the material and want to learn but it is hard to understand when this is all completely new to me
Update the readings, some of them are up to 20 years old.
Really wish that the quizzes were according to a 100 level course. They were tricky and mostly all the answers were subjective hence it was hard to score grades in the quizzes. The time given for the midterm as well was way too less considering the class was 2 hours.
The lesson quizzes were very difficult to understand and complete. I did not feel that they accurately reflected my learning.
The weekly quizzes are useful tools for evaluating our understanding of key course concepts. Having more questions each week would alleviate some of the pressure with the quizzes, though I suspect the limited number of questions was due to the limited amount of time everyone had to prepare for the new format. I would echo this suggestion for the mid–term exam too– more multiple–choice questions would lessen the pressure of getting one question wrong. I did appreciate the short answers and essay as a more robust way to demonstrate our understanding of course concepts and how they link together.
i would not recommend taking this course as an intensive six week course if the subject matter is new to you.
The quizzes didn't help increase my learning, it played the opposite effect. Although they were open book, the quizzes were quite difficult and confusing to the point where I felt it demotivated, because I understood the lecture discussions but the quizzes didn't support my learning
It would be better if the course content matched the quizzed and midterm. I felt that what I studied never came up in the exams due to the fact that the answers were very hard and confusing.
This course and it's content is loaded therefore in my experience it doesn't work well with an intersession schedule, would work better with full 12weeks
I found the lectures were too focused on discussions, rather than traditional lecturing. Although student participation is important, I think the prof is best suited to conveying course material. Since students spent a lot of time sharing opinions I think some content was lost.
I felt that the quizes were sometimes kind of vague in terms of their questions and answers.

Do you have any further comments?

Comments
The difficulty of the quizzes was a concern throughout the whole course. Even while completing all the readings and writing notes, I found that the wording used on the quiz questions (MC and "choose all that apply") were sometimes misleading and it could be very well argued for either perspective. Please go over the common mistakes from the quiz questions and consider rewriting the question or rewording the answers there there is absolutely no ambiguity.
Dr.Hira was great as getting abck to us , giving advice on how to do better. he really helped us in telling Gus how to succeed in the course but condensed course was a lot of information and too much for a first year course.
The professor has the habit of creating false balance in his materials. Equivocating scientific consensus with the concerns of activist groups.
Despite there being some setbacks and disruptions from tutorials, the professor in my fair opinion tried his best to make up for it. Additionally he didn't have to do an extra midterm available for those students that did not do well on it, he did it anyways. I think overall it was a fair class, multiple choice questions were very difficult though. Both the wording of the questions and the wording of the answers were confusing at times. I was not a fan of "select all the apply" questions. It made it so easy for students to lose marks. Selecting more than what was right made us lose marks. Selecting less than what was right made us lose marks. Highest mark for the first quiz was 4.8/5 and I got 4.6/5 even though both of us got 1 question wrong. The person with the highest mark did not select all the correct answers for that question, and that question happened to have all 5 options as the correct answer so each mark the question was 0.2, meanwhile the question that I got wrong only had 3 correct answers, each correct answer was worth 0.33. So even though we both got 1 answer wrong as we did not select it, it is not fair that one mark is higher than the other just cause of how many correct questions there are.
Hira has been a fantastic mediator for the online discussion portion of this class.
None
This class was very interesting and having a blended approach encompassing both science and social sciences is helpful when proposing courses of action for policy makers. I thought that it may be too dense a class for an accelerated time frame though (intersession), especially to write a policy brief. Typically papers take a bit longer to prepare, and it seemed like a challenge for most students to prepare it in such a tight timeline. Unfortunately our TA quit after the first introductory tutorial (not Dr. Hira's fault, of course), which minimized the amount of support we received before the midterm exam. However, Dr. Hira did his best to pivot quickly, recruit a new TA, and accounted for that with the exam grading. I appreciated the opportunity to show my breadth of understanding of key course concepts and how they link together through the midterm exam short answer and essay components. Overall, this was a thought–provoking, timely and interesting course that showed just how complex political policy work really is– it increased my appreciation for how challenging policy writing is, and how we can do a better job at bridging the gap between scientists/experts and the politicians that enact policy.
This is a good course, with a knowledgable and organized instructor. Because of problems with a TA in the first half, not having tutorials was a drag.
I enjoyed class discussions and believe they helped my learning, building off of the assigned text book readings (which were clear and very useful) but the additional readings were confusing and contradicting to what the class discussions were about and the quizzes were unfairly formatted in terms of difficulty
the reading for this course was very heavy and the exams were very confusing.
Dr. Hira is a knowledgeable professor who cares about his students and is accessible for support even outside class. However, the online delivery of the course made it difficult to engage and stay on top of covering course materials. Also, the course being intersession made it more difficult to become familiar with the course contents, especially for students not familiar with science courses, as it's a very short time.
Although there were some hiccups in the course re. the TA quitting, I think Prof Hira reacted well, and also gets kudos for writing a textbook for the course when he found one was lacking.
My only complaint was regarding the mistakes in the grading of the midterm. I was originaly given a really bad score but I was confident that I deserved a better grade as I did well in one of the sections. And so I contacted the TA and prof Hira said that he made a mistake in grading my paper and my score was increased by a couple of letter grades. I am thankful that this was fixed promptly and that it was just a mistake, however I keep thinking of what if I did not notify my TA and just accepted the grade.