

### About the Instructor's Report

This report is for the instructor of the course only. It uniquely displays results from the [university question set](#) that factors in remote learning as well as the questions that you selected or created for your course.

For the Intersession 2022 term, your Department Chair or Program Director will **not** receive a report from SETC program. This decision was made to support instructors amid the remote teaching and learning challenges they may currently be facing. You are welcome to share your report as you see fit.

The intention of this report is to provide an overall summary of student's experiences of teaching, learning, and course delivery to inform understanding 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.).

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 survey, 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.

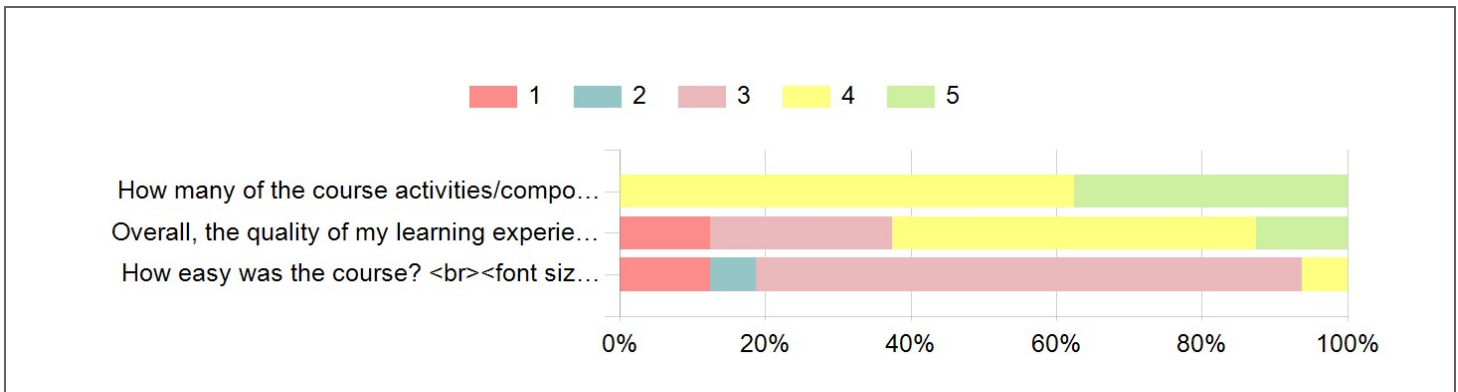
## Section 1 – Who Responded?

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	16
Invited	47
Response Ratio	34.0%

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	16	4.38	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	16	3.50	1.15
How easy was the course? Scale used: 1=Very Hard, 2=Hard, 3=Medium, 4=Easy, 5=Very Easy	16	2.75	0.77

## Response Distribution



## Section 2 – Instructor Questions

This section displays the responses to the questions you selected/created. If you did not submit any questions, this section will be blank.

## Section 3 – University Questions for Remote Learning

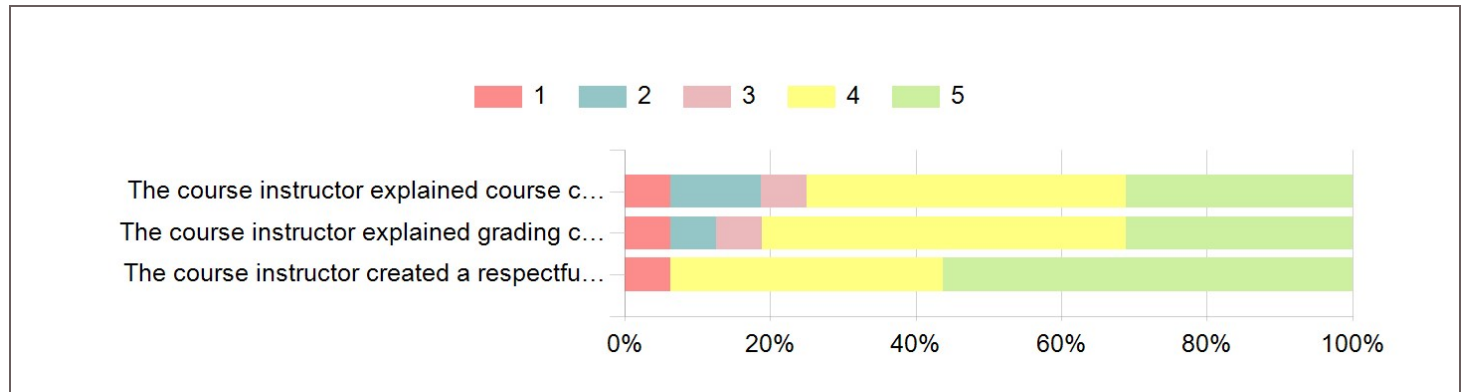
These questions appear on every SETC form and have been updated to refer to remote instruction and learning. Responses to the university comment question can be found in Section 4.

### 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:

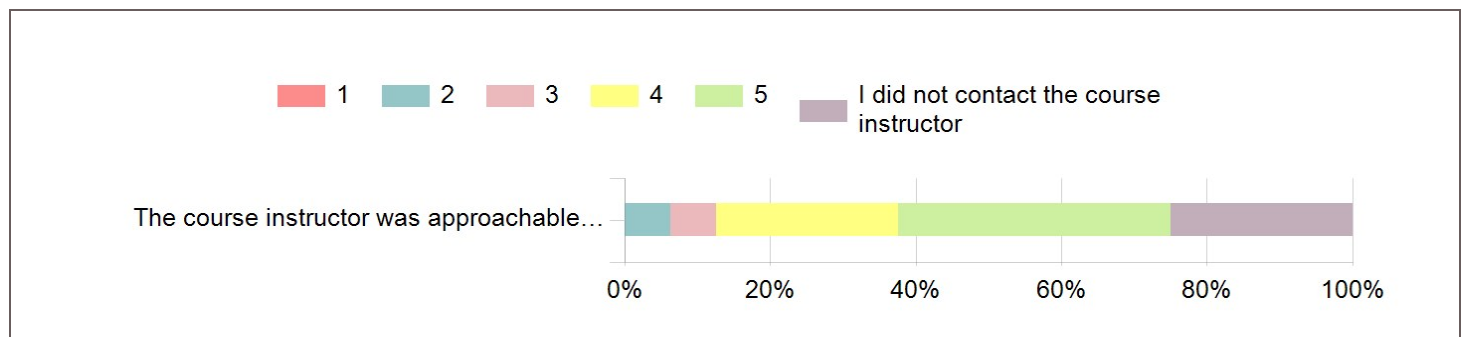
Question	Response Count	Mean	Standard Deviation
The course instructor explained course concepts clearly.	16	3.81	1.22
The course instructor explained grading criteria clearly.	16	3.94	1.12
The course instructor created a respectful learning environment.	16	4.38	1.02

#### 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	12	4.25	0.97

#### Response Distribution

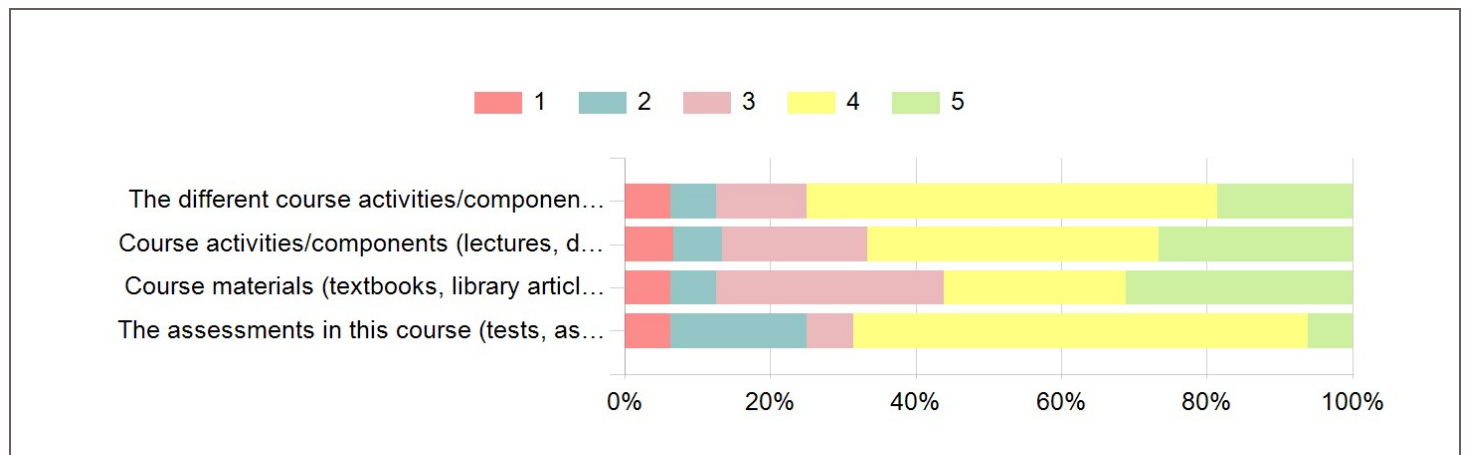


## Part 2 – Students’ Experience with the Course

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.	16	3.75	1.06
Course activities/components (lectures, discussions, assignments, etc.) helped me learn.	15	3.73	1.16
Course materials (textbooks, library articles, and website links) improved my understanding of the course content.	16	3.69	1.20
The assessments in this course (tests, assignments, essays, etc.) allowed me to demonstrate my understanding of the course content.	16	3.44	1.09

### Response Distribution



## Section 4 – Comments

This section displays responses to all comment questions.

### Instructor Selected Comment Questions

*None selected.*

### Do you have any further comments?

Comments
No thanks
NA
While the subjects were provokingly interesting, since there were many different avenues to delve into, sometimes it was difficult to properly connect the dots. Most of the subjects were surface level but i think that delving deeper into fewer subjects could drive the point further.
The class material is something else but discussions in the class are totally different.
Allowed for multiple opinions to be shared, but at times felt like he was searching for his opinion to be voiced by students
Professor Hira's course was thought provoking, well researched and engaging intellectually. His application of course concepts to pragmatic real world situations/events also allowed the course to be universal and more interesting as a result. The course's focus on developing students writing skills was also valuable, especially for first year students who may not be acquainted to academic writing expectations. Only thing I would suggest would be to work the weekly readings into the lecture material and discussion, as relegating them to only be discussed in tutorial did make learning the more complex topics a little difficult. Great course otherwise.
Expectations were far too high for a 100–level breadth course. Though there are only 2 papers, the scope of each is much larger than it should be for a course of this level. Readings for the course often connected to the course content but were from different disciplines than political science, making it difficult to fully comprehend the materials at times.
Very Good professor that kept class interesting