2024S UBC Individual Instructor Report for PHIL 101 001 - Introduction to Philosophy (Celia Edell)

Project Title: **2024S UBC Instructor SEI Surveys**

Course Audience: **75**
Responses Received: **15**
Response Ratio: **20%**

Report Comments

Recommended Minimum Response Rates

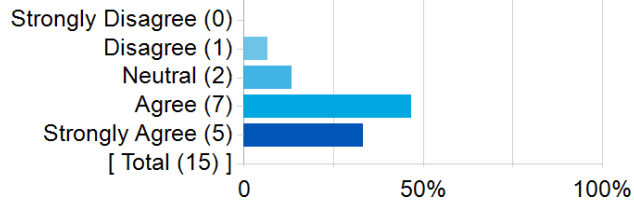| Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 10% margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

Legend

N: Invited
n: Responded

Frequency Distribution
SD: Strongly Disagree
D: Disagree
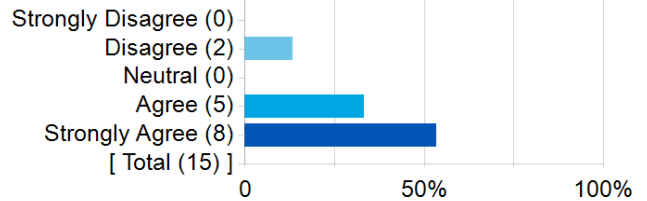N: Neutral
A: Agree

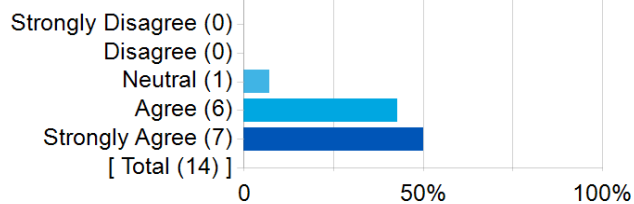Creation Date: **Tuesday, August 13, 2024**

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University Module Questions

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.
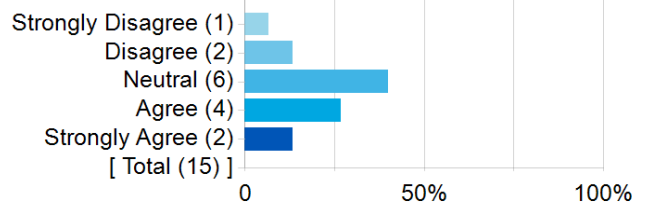
Strongly Disagree (0)
Disagree (1)
Neutral (2)
Agree (7)
Strongly Agree (5)
[Total (15)]

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

Strongly Disagree (0)
Disagree (2)
Neutral (0)
Agree (5)
Strongly Agree (8)
[Total (15)]

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

Strongly Disagree (0)
Disagree (0)
Neutral (1)
Agree (6)
Strongly Agree (7)
[Total (14)]

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 (1)
Disagree (2)
Neutral (6)
Agree (4)
Strongly Agree (2)
[Total (15)]

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

Strongly Disagree (0)
Disagree (1)
Neutral (1)
Agree (6)
Strongly Agree (7)
[Total (15)]

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

Strongly Disagree (0)
Disagree (1)
Neutral (1)
Agree (5)
Strongly Agree (8)
[Total (15)]

University Module Questions

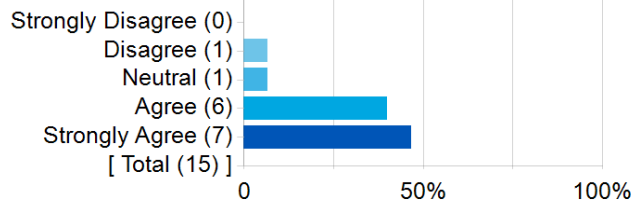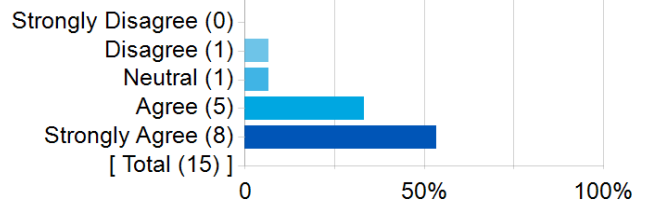| Question	IM	PF	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.1	80%	0.4
The instructor conducted this course in such a way that I was motivated to learn.	4.6	87%	0.5
The instructor presented the course material in a way that I could understand.	4.5	93%	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.	3.3	40%	0.6
The instructor showed genuine interest in supporting my learning throughout this course.	4.4	87%	0.4
Overall, I learned a great deal from this instructor.	4.6	87%	0.4

Faculty Questions

Considering everything, how would you rate this course?

N	n	Very Poor	Poor	Neutral	Good	Very Good	IM	DI
75	15	0	1	2	3	9	4.7	0.5

	%Favourable
	80%

Were the textbooks and/or readings used in this course appropriate for this course?

N	n	SD	D	N	A	SA	IM	DI
75	15	0	0	1	5	9	4.7	0.3

	%Favourable
	93%

Instructor Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	75	15	0	0	2	4	9	0	4.7	0.4
High standards of achievement were set.	75	15	0	0	1	9	5	0	4.2	0.3
The instructor treated students with respect.	75	15	0	0	0	2	13	0	4.9	0.1
The instructor was responsive when needed.	75	15	0	0	2	3	10	0	4.8	0.3
The instructor's feedback and comments contributed positively to my learning.	75	15	0	1	2	6	6	0	4.3	0.5

Question	%Favourable
In classes where the size of the class and content of the course were appropriate, student participation in class was encouraged by the instructor.	87%
High standards of achievement were set.	93%
The instructor treated students with respect.	100%
The instructor was responsive when needed.	87%
The instructor's feedback and comments contributed positively to my learning.	80%

Considering everything, how would you rate this instructor?

N	n	Very Poor	Poor	Neutral	Good	Very Good	IM	DI
75	15	0	1	1	1	12	4.9	0.3

	%Favourable
	87%

Open ended feedback

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

Comments
I actually would have preferred to submit questions after the breakdown of the material. because every time I felt like my question evolved and changed after it.
I think Celia was great, given it was an online course, and we only had six weeks in total. Group work can be unpredictable. While most people were engaged, one group was particularly challenging to involve.
Give a clear grading rubric at the beginning. I struggled to understand what exactly the discussion papers were supposed to look like since all the feedback I received seemed very contradictory to previous feedback as well as what was mentioned in class.
Maybe explain what exactly is expected for the exams and papers; there was a difference in what she told us was the criteria, and what was the actual criteria given to the TAs Also maybe be more responsive to questions during lecture. I know they take up time to answer, but that is not an excuse to avoid answering questions
Possiblity having more activities since they were very fun and helped to really grasp the topic
– Longer small group discussion time and individual essays and grading from each week' discussion instead of the group essay and grading as a group – More encouragement for introvert students to participate in discussion other than a few with bigger voices – Professor's comments, even short ones on students' essays – Alternatives for the breakout group assignments – The final essay assignment than the essay with the final exam – More clear instruction how to take online exam to the first–time students – Required response posts for other students' discussion posts
Not really! Dr. Edell was an amazing professor and explained each concept so well that I could easily grasp the more difficult ones. The way that she teaches and is there for her students is amazing and made this summer course very enjoyable. I look forward to taking more courses taught by Dr. Edell in the future.
The marking in this course on term assignments is way too hard. As an upper level student who is used to 85%+ on my papers and assignments, recieving a low 70% on all group assignments is just horrible. The TA's are marking the assignments as if this class is an upper level biology course and it is not. Also their feedback is not good at all. For example one of our assignments the TA docked "a few points" because our paper went over word count. Well those "few points" add up especially when they are already marking so harshly.
I appreciate that we have time to discuss Q&A, but personally maybe a longer part should be placed on the lecture itself. As I would've loved to delve into more of the philosophers.

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

– passionate and considerate professor
– the ability to compare and contrast papers and interpretations of philosophers
– by offering more modern articles coupled with denser philosophy tenants it makes the denser stuff easier to parse.

Celia selected engaging topics for us to explore, connecting older philosophical theories to present–day concepts.
I liked the assignment questions as they help me collect my thoughts about the topic

This course did a very good job of introducing many philosophers throughout the centuries and explaining their importance. It also did a good job of effectively introducing these concepts in a short amount of time.

I really enjoyed the online structure of this course. The assignments and assessments were relevant to the course content and manageable. I hope that UBC can offer more courses that are structured in this online nature, as it is more convenient for a lot of students.

Professor was always readily available by email

As a summer course the professor broke down the 3 hour class in a way that maintained my attention.

for a 3 hour lecture, Dr. Edell made the time go by quickly through lots of discussion incorporated in the lecture. Instead of feeling tired throughout the long zoom lecture, she left me feeling energized to learn.

The choice of topics was fun

The course exposes you to many philosophical concepts and helps you develop an mindset that is open to having different perspectives.

The instructor showed enthusiasm for teaching the course and made the class interactive while being online.

– Cover various philosophical theories and applications
– Group discussions

The assessment structure was great.

The professor has notes which are laid out well and organized making it easy to learn.

Celia is amazing in introducing us into the summary of the philosopher lessons, and the discussion papers have been helpful to think about the material and carry the memory after lecture.

Please provide suggestions on how this course might be improved.

I wasn't the biggest fan of the midterms format. The write in single answer questions kind of confused me due to the fact that it was extremely dependant on spelling and capitalization.
Also it felt like the prompts for the written responses were either to narrow or too broad for the word limit.

I hope this would be an in–person lecture next time

Having clearer expectations of what is required of the discussion papers.

Be more clear on what it expected of the students, and communicate better with the TAs so that they have the same expectation as us. What prof says is expected of us is drastically different from how the TAs mark, meaning that success is luck based; gamble if what you wrote actually matches the criteria given to the TAs

Also, make the open ended questions more open ended grading wise. I understood the topic but because I missed one tiny point mentioned once in the paper, but was given 50%. If you ask for brief, expect a brief response, not a detailed essay and don't mark me down for brief when that is what you asked for. These sorts of problems occurred in the midterm, which dragged my grade down despite actually understanding the content. In short, the exams do not allow the students to show their learning

There can be more activities and detailed criteria for assignments

– Not ideal for the shorter summer terms
– More TA supports

I think the marking of the discussion papers felt a bit uncorroborated, and felt like weren't being marked on the same scale between the two TAs. At times we would receive feedback to reduce word count and then to increase it, so it felt like we were just losing marks no matter what we did, which was discouraging given that the discussion papers made up such a large part of our grade.

Firstly the course assignments shouldn't be solely group work. If that is the case then there should be a marking rubric presented to students before the first assignment so that there is a baseline to start each assignment. Many of us felt that we were trying to answer the discussion question and then getting docked marks for things we weren't even aware of? Such as applying more theory to our answers? Secondly, the marking is way too hard on these group assignments which carry half of the overall final mark for each of us students. Overall this class was well taught but the marking is just ridiculous.

More philosopher discussions? Delving more into the details.

Which parts of the course taught you the most?

Comments
The class and instructor discussions.
Plato Allegory of the cave
The sections with miggotti and Wyatt as well as Beauvoir taught me the most and were very insightful for present day issues.
The professor's lectures and slides were very detailed and engaging, which is where I felt I learned the most.
The lecture portion where we went over the weekly reading and concepts as well as the question and answer portion
Exams haha, they were evil and taught me that philosophy isn't a topic I want to learn more about
The older texts from Plato and the philosophical idealogies like Utilitarianism taught me the most since they connected deeply to daily life choices.
The lecture content taught me the most as Professor Edell was skilled in providing clear explanations of the course readings, which could sometimes be dense.
– Various philosophical theories and how the their practical applications are changing alongside the time – Philosophical contemplation on the technologies and future concerns possibly caused by them
The lecture format, in which Dr. Edell was willing to answer questions as we went along was very helpful and allowed me to feel my understanding was on the right track for the concepts covered. I also found the in–class discussions taught me a lot as well, as hearing the ideas of my peers was also very helpful.
The readings.
Personally, Rawls has been my favourite as I have known about him before, but, the classic, Plato, has the most significant mind shift in my part.

How, if at all, would you recommend improving this course?

Comments
I'd have liked to spend more time comparing and contrasting the different types of philosophical views we learned about. I think it would have been interesting to compare not just kant and mills, but maybe Rawls and camus etc.
in person
Having more explanation on what is expected on short answer responses and for discussion papers. I also found feedback from the TAs seemed somewhat contradictory at times.
TA feedback could have been returned to students quicker. I understand the summer courses are a lot quicker paced, but even the instructor admitted that she had to put a bit of pressure on the TA's to stay on top of returning feedback for assignments and exams.
Make the prof have CLEAR expectations for BOTH the students and TAs on what is expected for exams and papers. It felt like what us students were told was expected was vastly different from how the TAs were marking which make success difficult to come about Also; why give someone a 79.9 on an assignment? That feels very intentional to prove a point, and irrelevant to how I actually did, it will be rounded up anyways. This example shows how the TAs have too much freedom over marking to stick it to a student, and shows how the marking does not reflect how the students are doing in the class. I
Having more activities to boost engagement and understanding of topics.
– PHIL 101 as more introductory courses: only 60% on class is the first year students from the initial survey – More in–depth discussion topics and time allocations – Office Zoom hour and link for more TA supports: TA are busy to do grading, so some emails are never replied
I don't have any suggestions.
Less group work, or the choice to not work in groups. Less of the final mark being based on group work. Not marking the class and group work as if it's an upper level biology class.
Delving more into details.

Please share any feedback on your experience with the technologies used in this course.

Comments
na
The online delivery of the course made it easy for me to attend class since I am not currently on campus.
The technologies used in this course were appropriate for the teaching styles. I would definitely take another course that is structured like this if I had the opportunity to.
Zoom breakout room papers are a nightmare to write, 0/100
Sometimes the zoom audio was choppy
Not much to comment except clearer instruction and explanation how to take the 24, 48hour access online exams on Canvas
The choice of technologies was good and for the most part without flaws.
Was fine.
Perhaps, send all the discussion paper comments to all the students instead of the one who hands it in, as none of my classmates shared any comments to me and I assume it is the same to many others in class, but otherwise, it was a great course and I am very interested in studying more philosophy courses.

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.