

**Universal Student Ratings of Instruction (709540) Survey
1530 (2015)**

**University of Alberta
Universal Student Ratings of Instruction**

Course:	66413 - EDPS 560 LEC X01	Department:	EDUPOLSTUD
Responsible Faculty:	Renate Kahlke; Heather Kanuka	Responses / Expected:	12 / 15 (80%)
Focus:	Overall Results		

Question:	Which aspects of the course did you like the best?
Response Rate:	75.00% (9 of 12)
1	The small group discussions and learning events were the best part of the course.
2	I liked our peer teaching activity, and generally, the structure of the assignments. I also appreciate the panel on the second last class. It was interesting to see co-instruction between Renate and Heather. Both made it a welcoming learning environment (with snacks). The Faculty Club get-together on the last class was fun.
3	While this course emphasized learning theories and instructions, it is at the same time a very practical course. It taught us how to develop learning objectives, lesson plans, instruction strategy, teaching philosophy and the online E-portfolio step by step, which is very very relevant to those who are involved or interested in teaching.
4	I like the learning event presentation. Effective assignments that are practical, yet really meaningful exercises in exploring one's own philosophical orientations to teaching and learning. The first assignment on teaching a learning theory was excellent! Very effective. More on this in the next section.
5	The class size was also nice -- small enough for group work and large group discussions, yet large enough to learn from others. The balance between 'lecture', discussions, and exercises was good. It was an extremely manageable workload as well. It was beneficial to have two instructors as you were exposed to two different philosophies (at times) and methods of teaching.
6	I've never consciously reflected on my teaching before. It was great to reflect on the different teaching methodologies and apply those in our assignments/seminars. The practical aspect of the course, i.e. molding our philosophies to suit job applications is useful for when we apply for jobs in future.
7	the instruction and the presentation
8	the knowledge of the instructors and the classroom dynamic.
9	I liked that the content of the course was very relevant to practice. The professors were very good at using a variety of methods to explore the content. They also did a very good job of integrating students' experiences and thoughts into discussions. I also appreciated that the professors were open to creativity and modification of assignments based on individual interests and goals.

Question:	Which aspects of the course did you like least?
Response Rate:	75.00% (9 of 12)
1	It was not always 100% clear from the course outline what was expected of us for our assignments--some instructions were not written down. However, we always received further information from both instructors in class.
2	Some of the instructions for in-class group activities weren't clear; as a result, there was often too much time for small group discussion. I would have also liked direction to be provided to choose different in-class partners -- I take ownership that I could have initiated this, but didn't. Sometimes it's difficult to choose a new discussion partner when everyone else also pairs up with the person sitting beside them. The philosophy assignment was useful, but I think it would have been better to structure it to leave week in between V1 and V2 to allow for feedback to improve on V2. Renate did provide an accomodation to this, which was appreciated.
3	None.
4	The assignment made me very confused. Even though it would have meant more work (!) I would have personally benefitted from assigned readings that led to read and reflects or summaries done for the first 1/2 hour of every class. For example, each person is assigned a reading (or chooses a reading) weekly on some aspect of the philosophies of teaching and learning (and learning theories), and presents it to the class in a brief 5 minute presentation. Two assignments on teaching philosophies was a good exercise, but the second one could be eliminated in lieu of assigned readings. This would also ensure that the class attends every week. I found it perplexing that many would not show up on a weekly basis. I would have liked to benefit from hearing from everyone's experiences in the class, not just a select few who were vocal (including myself I realize). Perhaps this is above the scope of a 500 level class, however. The first activity on the first day - interviewing people on the street- was more like an undergraduate exercise I did not enjoy doing. Just seemed out of place and jarring on the first day when it would be good to spend some time getting to know classmates and the instructor(s). The first assignment on teaching a learning theory I had mentioned was excellent. It seemed that some may not have grasped the idea of the assignment however, and the class didn't benefit as fully as they should have from the teaching event that occurred. There is a difference between a presentation and teaching. Some did presentations. Is there some way this could be more clearly demonstrated or more fully discussed to emphasize the difference?
6	The course could do with a little more organisation and clearer guidelines about the assignments, especially the portfolio work.
7	nothing
8	n.a.
9	Expectations and guidelines for course assignments were not always clear. Content and discussion was, for the most part, related to teaching in the Academy. It would have been nice to see this broadened a bit to discuss teaching outside of Academy.