SFU

Individual Report - Fall 2015 (1157) for IAT 235 (D100) - Information Design (Andrew Hawryshkewich)

Student Evaluation of Teaching and Courses (SETC)

Report Comments

This report contains the results of responses from students in the above course to the Institution-wide, Faculty and Instructor-selected questions.

Table of Contents

Creation Date   Thu, Jan 14, 2016

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INSTRUCTOR REPORT

Response Rate

Student Evaluation of Teaching and Courses (SETC)	
Raters	**Students**
Responded	51
Invited	95
Response Ratio	53.7%

Section 1: Instructor Information

Did the instructor design the course?

Options	Count
Yes	0
No	0
In Part (e.g. designed components or selected course materials)	1

Section 2: Student Demographics

Details regarding the demographic results:

- Only the items with corresponding results are displayed
- "Empty" is displayed where student information was not specified

Gender

Gender	Count	Percentage
F	31	60.8%
M	20	39.2%

Age

Age	Count	Percentage
18~20	17	33.3%
21~25	19	37.3%
26~65	1	2.0%

International/Domestic

International/Domestic	Count	Percentage
Domestic	44	86.3%
International	7	13.7%

Program of Study

Program of Study	Count	Percentage
APSC	2	3.9%
ARTS	5	9.8%
BUS	3	5.9%
CAT	37	72.5%
SCI	4	7.8%

Year Level

Year Level	Count	Percentage
1	14	27.5%
2	21	41.2%
3	9	17.6%
4	6	11.8%
5	1	2.0%

GPA Range

A- to A+ (3.67 to 4.33)   D or C- (1.00 to 1.99)
B- to B+ (2.67 to 3.66)   F, N, or FD (0.00 to 0.99)
C or C+ (2.00 to 2.66)

GPA Range	Count	Percentage
A- to A+	3	5.9%
B- to B+	22	43.1%
C or C+	20	39.2%
D or C-	5	9.8%
N/A	1	2.0%

Section 3: Institution-Wide Questions

Part 1. Summary

Scale used: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

Experience with this course instructor

Question	Instructor	
	Mean	Standard Deviation
The course instructor explained course concepts clearly.	4.30	0.79
The course instructor identified difficult areas when explaining course concepts.	4.06	1.06
The course instructor created a respectful learning environment.	4.45	0.74
The course instructor was approachable when students asked for guidance.	4.60	0.61
The course instructor explained grading criteria clearly.	3.98	1.13
Overall	**4.28**	0.91

### Experience in this course

Question	Instructor	
	Mean	Standard Deviation
The assessments in this course (tests, assignments, essays, etc.) allowed me to demonstrate my understanding of the course content.	4.16	0.78
Course materials (textbook, readings, handouts, assignments, etc.) improved my understanding of the course content.	3.88	1.08
Course activities (lectures, discussions, group work, labs, etc.) were engaging.	4.20	0.99
The different course parts/activities (lectures, labs, tutorials, online forums, discussions, etc.) were connected.	4.37	0.85
Overall	**4.15**	0.94

Part 2. Detailed Results

*Note: "NRP" in the following tables indicates that there is no score value for a response of **Not Applicable***
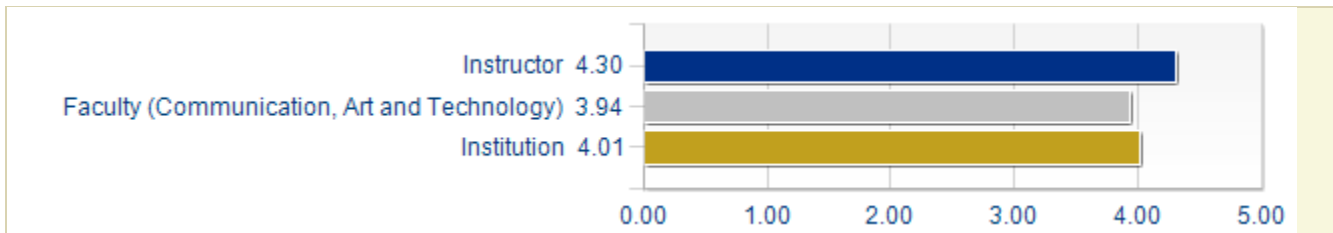
The course instructor explained course concepts clearly.
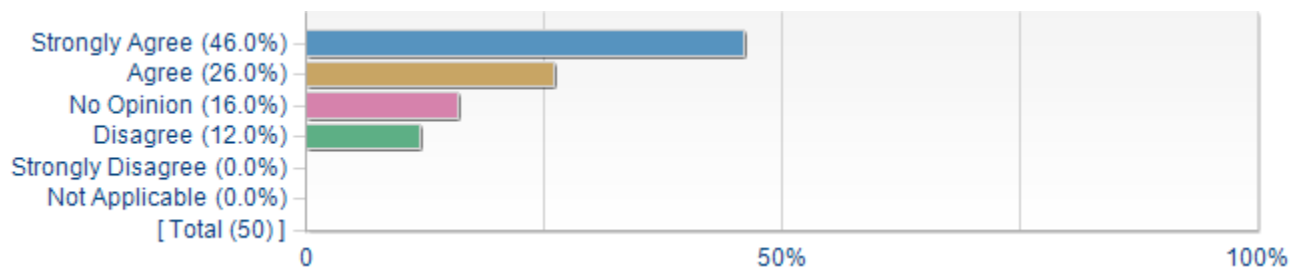
Distribution of Responses
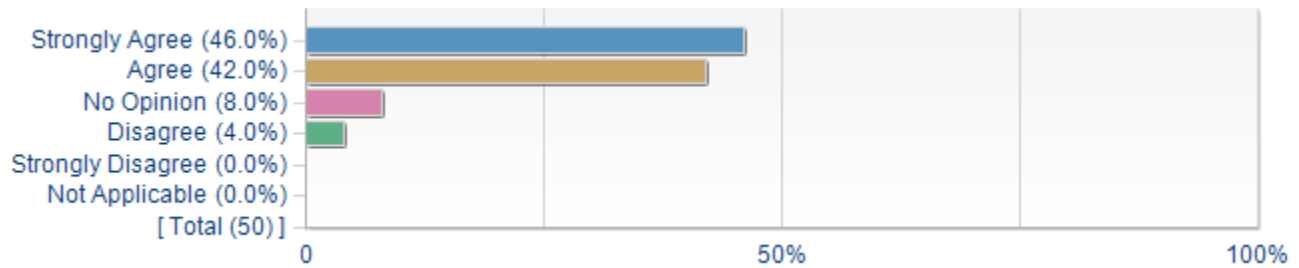
Options	Score	Count	Percentage
Strongly Agree	5	23	46.0%
Agree	4	21	42.0%
No Opinion	3	4	8.0%
Disagree	2	2	4.0%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

Instructor 4.30
Faculty (Communication, Art and Technology) 3.94
Institution 4.01

The course instructor identified difficult areas when explaining course concepts.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	23	46.0%
Agree	4	13	26.0%
No Opinion	3	8	16.0%
Disagree	2	6	12.0%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

|	
Instructor	4.06
Faculty (Communication, Art and Technology)	3.83
Institution	3.96
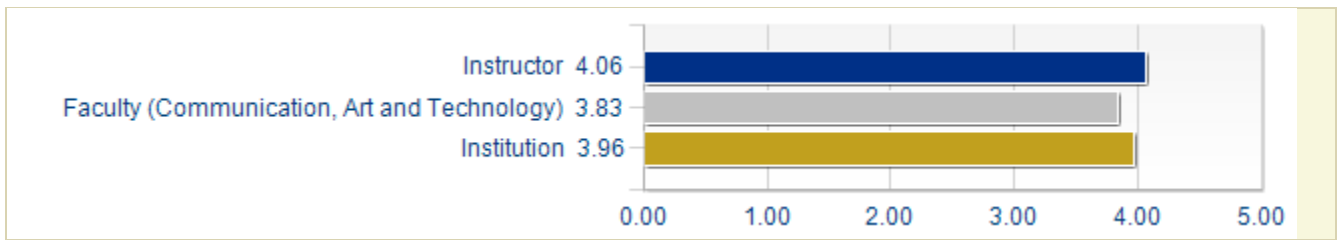
The course instructor created a respectful learning environment.

Distribution of Responses

Strongly Agree (57.1%)
Agree (32.7%)
No Opinion (8.2%)
Disagree (2.0%)
Strongly Disagree (0.0%)
Not Applicable (0.0%)
[Total (49)]
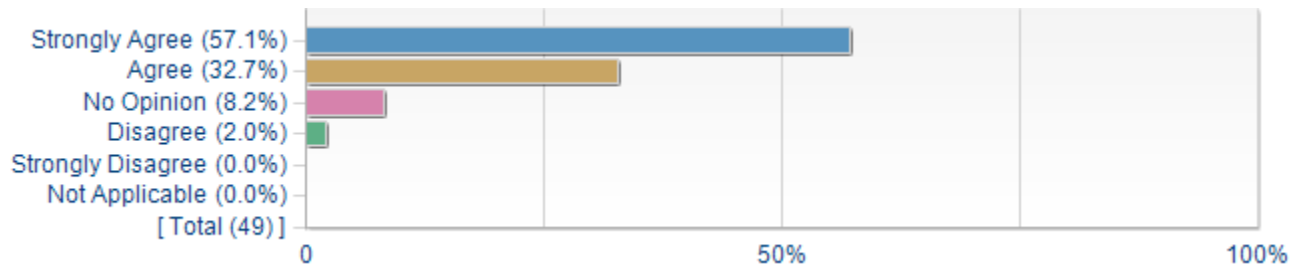
Options	Score	Count	Percentage
Strongly Agree	5	28	57.1%
Agree	4	16	32.7%
No Opinion	3	4	8.2%
Disagree	2	1	2.0%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

|	
Instructor	4.45
Faculty (Communication, Art and Technology)	4.21
Institution	4.35
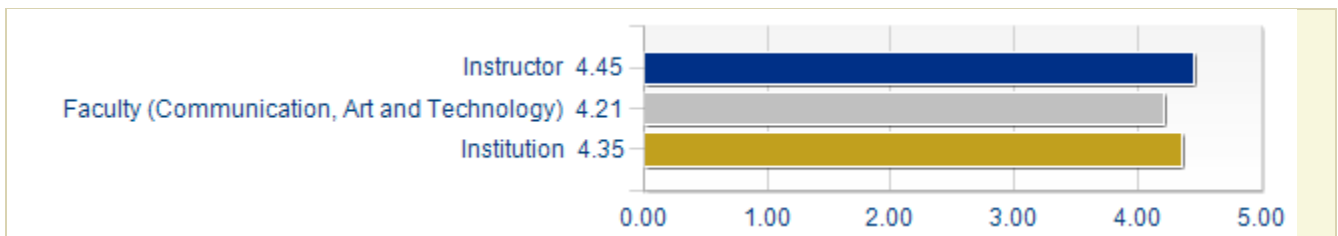
The course instructor was approachable when students asked for guidance.

Distribution of Responses
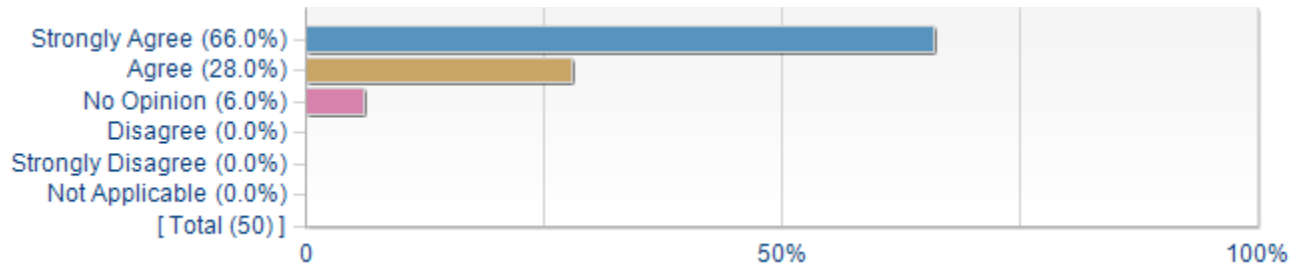
Options	Score	Count	Percentage
Strongly Agree	5	33	66.0%
Agree	4	14	28.0%
No Opinion	3	3	6.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

Instructor 4.60
Faculty (Communication, Art and Technology) 4.21
Institution 4.27
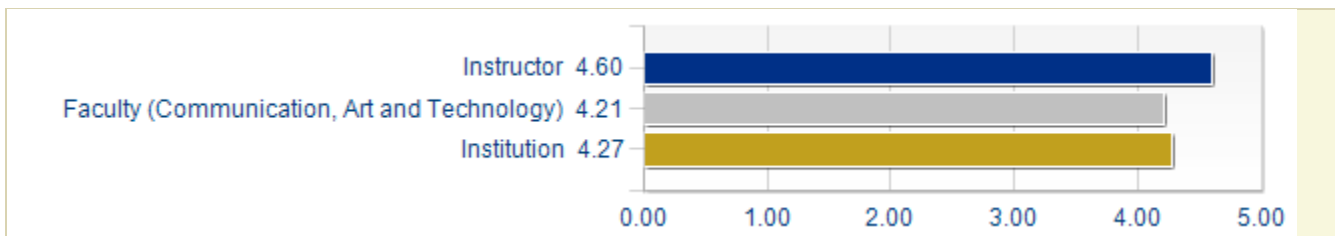
The course instructor explained grading criteria clearly.

Distribution of Responses
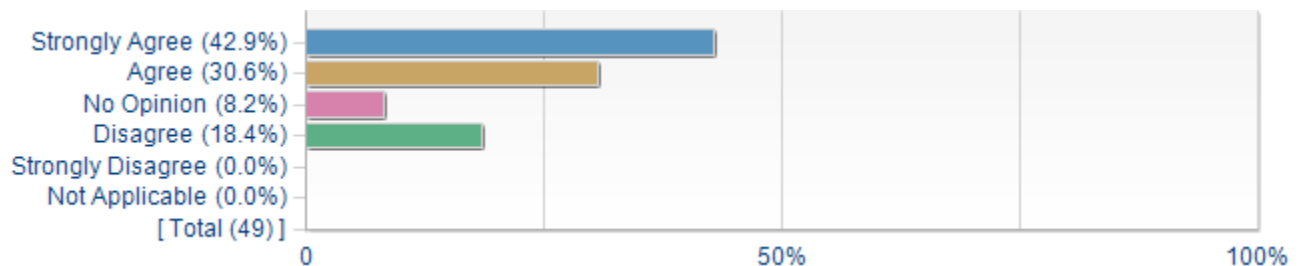
Options	Score	Count	Percentage
Strongly Agree	5	21	42.9%
Agree	4	15	30.6%
No Opinion	3	4	8.2%
Disagree	2	9	18.4%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	0	0.0%
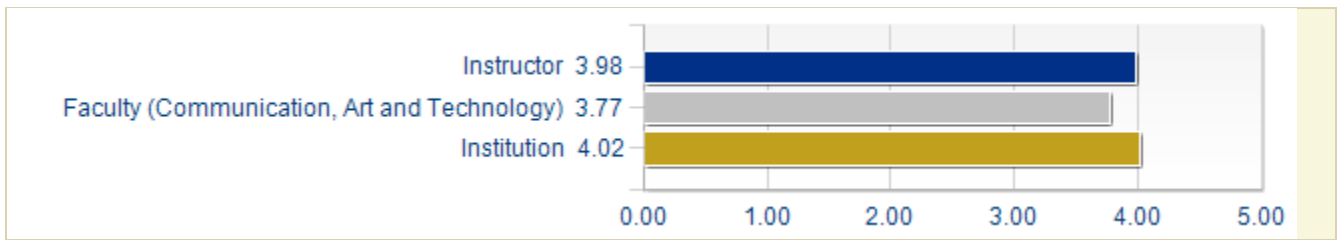
Comparison of Mean Scores

Instructor 3.98
Faculty (Communication, Art and Technology) 3.77
Institution 4.02

The assessments in this course (tests, assignments, essays, etc.) allowed me to demonstrate my understanding of the course content.
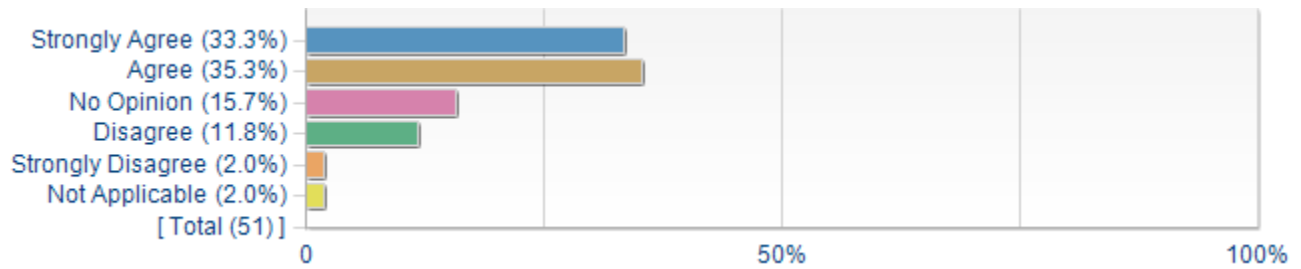
Distribution of Responses

Strongly Agree (35.3%)
Agree (49.0%)
No Opinion (11.8%)
Disagree (3.9%)
Strongly Disagree (0.0%)
Not Applicable (0.0%)
[Total (51)]
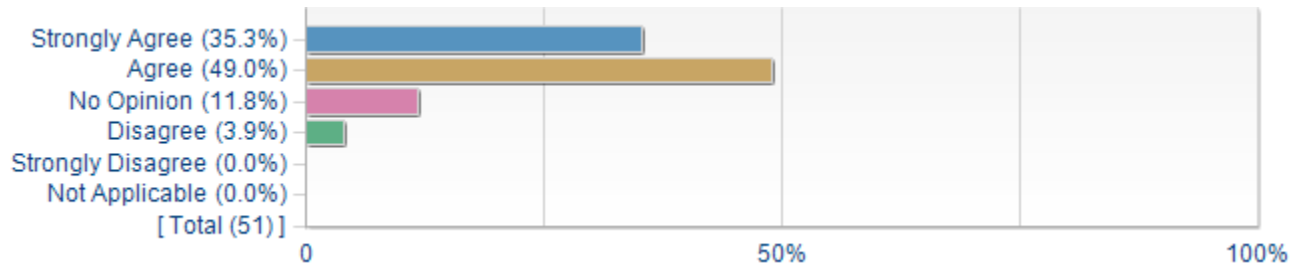
Options	Score	Count	Percentage
Strongly Agree	5	18	35.3%
Agree	4	25	49.0%
No Opinion	3	6	11.8%
Disagree	2	2	3.9%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

Instructor 4.16
Faculty (Communication, Art and Technology) 3.92
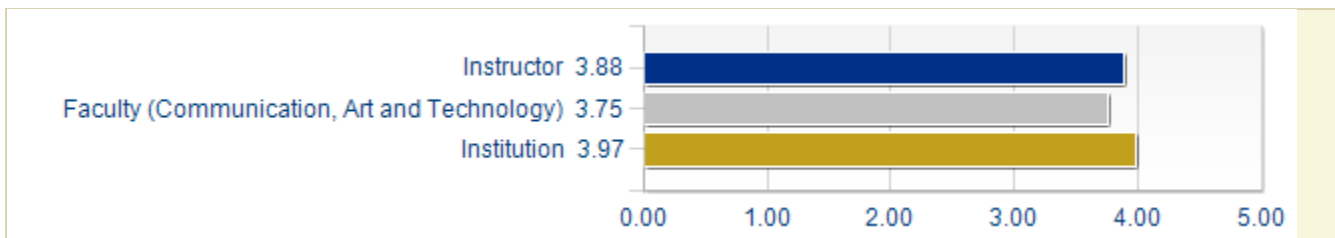Institution 3.90
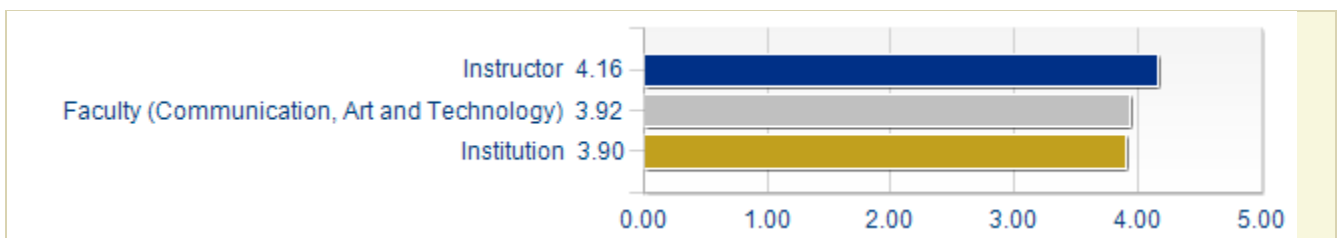
Course materials (textbook,reading, handouts, assignments, etc.) improved my understanding of the course content.
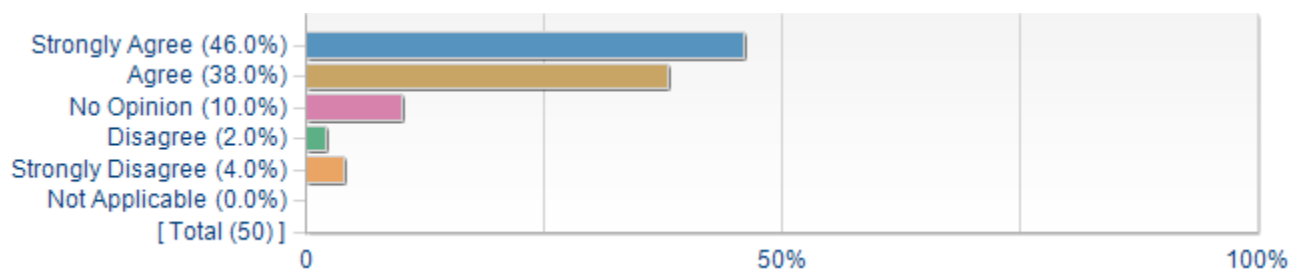
Distribution of Responses

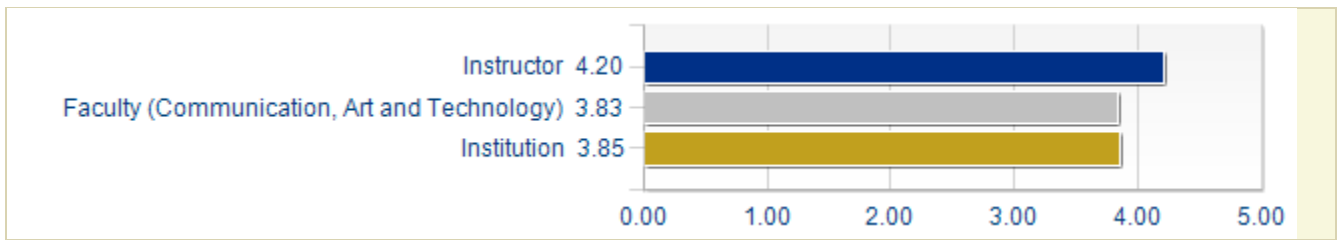| Options	Score	Count	Percentage
Strongly Agree	5	17	33.3%
Agree	4	18	35.3%
No Opinion	3	8	15.7%
Disagree	2	6	11.8%
Strongly Disagree	1	1	2.0%
Not Applicable	NRP	1	2.0%

Comparison of Mean Scores

Course activities (lectures, discussions, group work, labs, etc.) were engaging.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	23	46.0%
Agree	4	19	38.0%
No Opinion	3	5	10.0%
Disagree	2	1	2.0%
Strongly Disagree	1	2	4.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

Instructor 4.20
Faculty (Communication, Art and Technology) 3.83
Institution 3.85

The different course parts/activities (lectures, labs, tutorials, online forums, discussions, etc.) were connected.

Distribution of Responses

Strongly Agree (54.9%)
Agree (33.3%)
No Opinion (5.9%)
Disagree (5.9%)
Strongly Disagree (0.0%)
Not Applicable (0.0%)
[Total (51)]
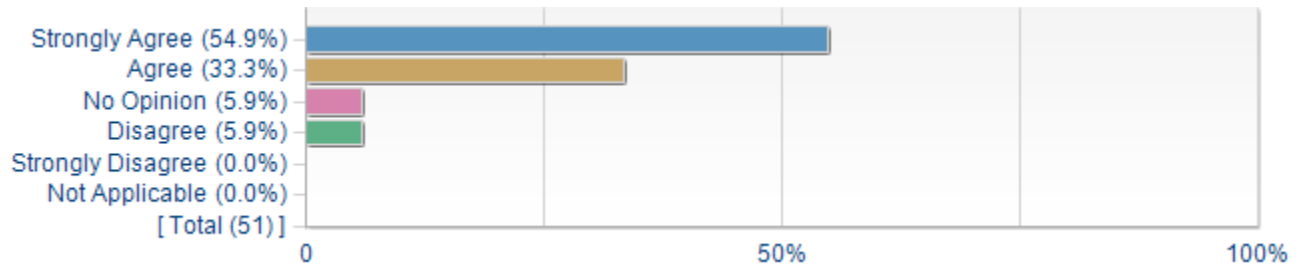
Options	Score	Count	Percentage
Strongly Agree	5	28	54.9%
Agree	4	17	33.3%
No Opinion	3	3	5.9%
Disagree	2	3	5.9%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

Instructor 4.37
Faculty (Communication, Art and Technology) 4.05
Institution 4.06
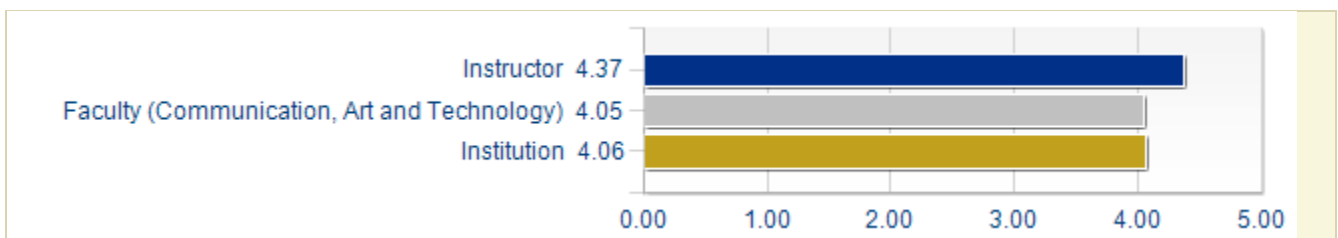
Section 5: Department Questions

Note that department-level questions will be displayed only if they were specified by your department, otherwise this section may be empty.
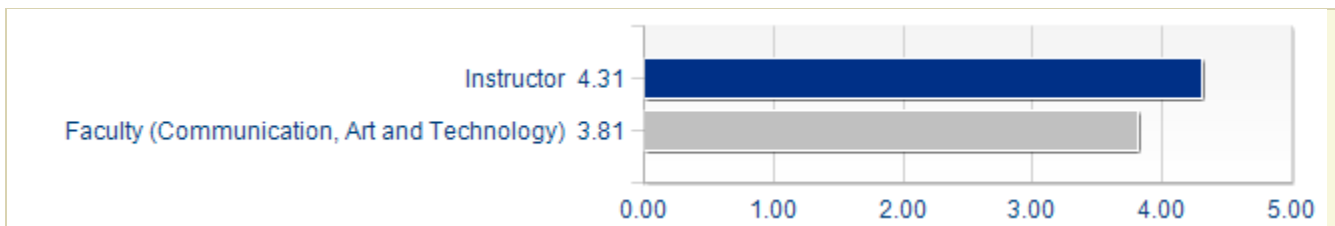
The course assignment, projects, tests and/or papers helped me to develop skills I can use in other courses.
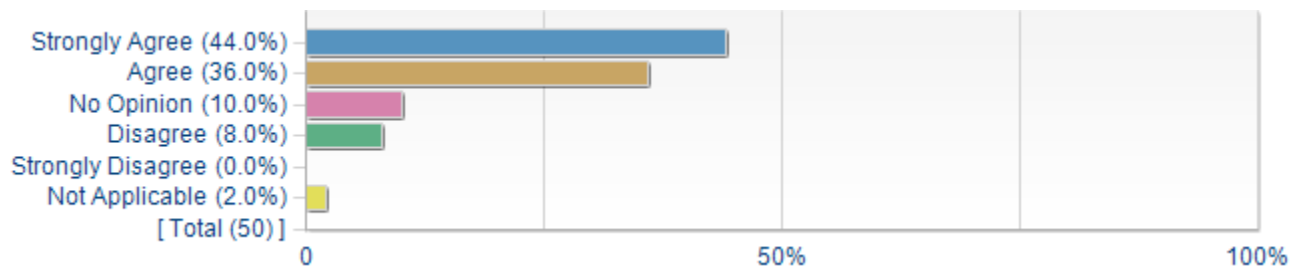
Distribution of Responses
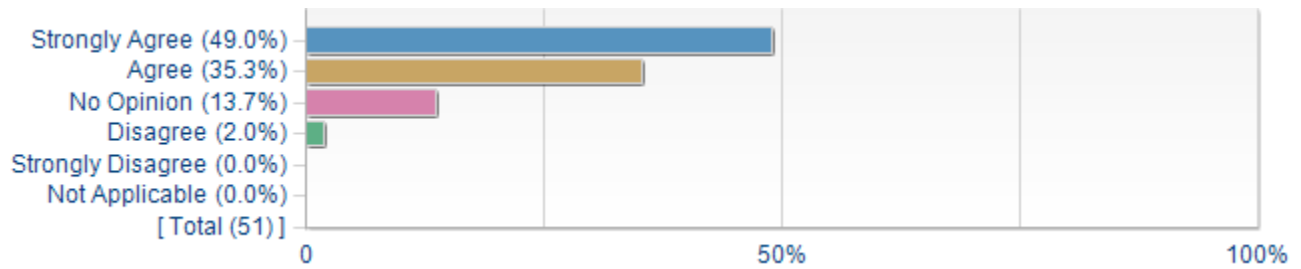
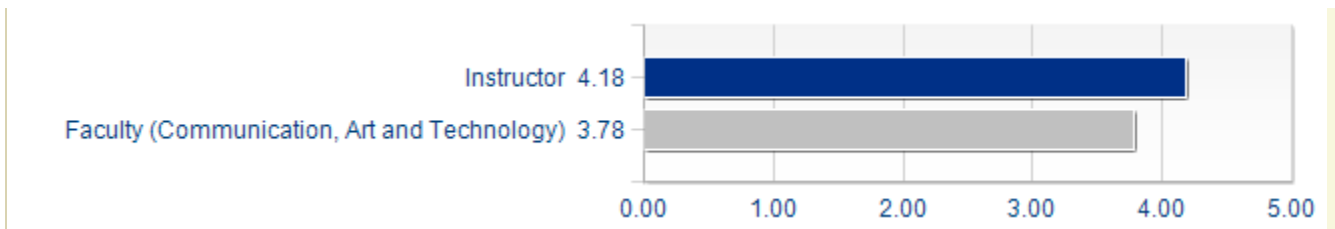| Options	Score	Count	Percentage
Strongly Agree	5	25	49.0%
Agree	4	18	35.3%
No Opinion	3	7	13.7%
Disagree	2	1	2.0%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

The course provided opportunity for me to enhance my problem-solving skills.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	22	44.0%
Agree	4	18	36.0%
No Opinion	3	5	10.0%
Disagree	2	4	8.0%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	1	2.0%

Comparison of Mean Scores

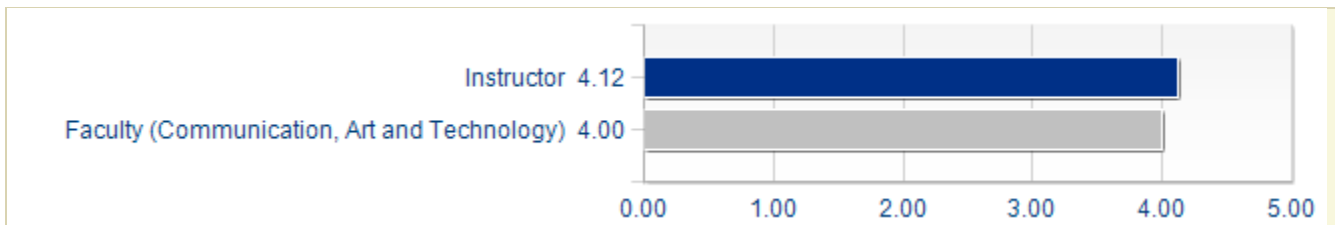**The course assignments, projects, tests, and/or papers highlighted important concepts of the course.**

Distribution of Responses
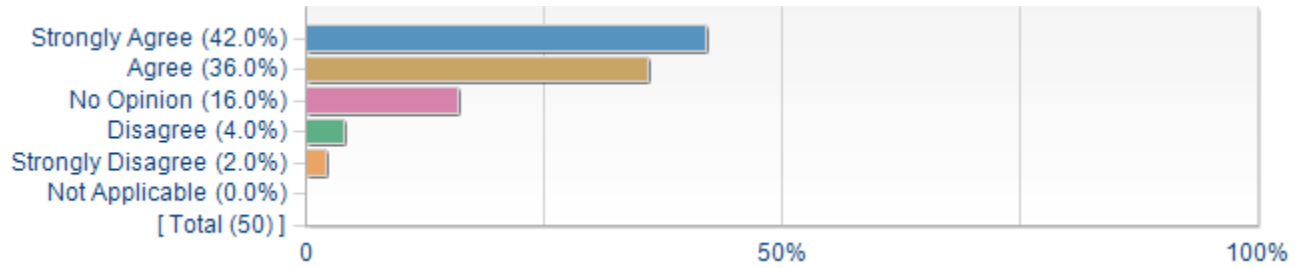
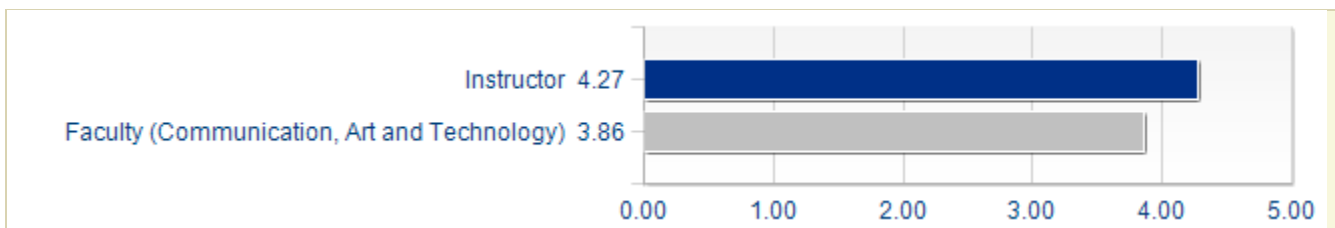| Options	Score	Count	Percentage
Strongly Agree	5	21	42.0%
Agree	4	18	36.0%
No Opinion	3	8	16.0%
Disagree	2	2	4.0%
Strongly Disagree	1	1	2.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

The course expanded my understanding on important issues in the subject matter.

Distribution of Responses
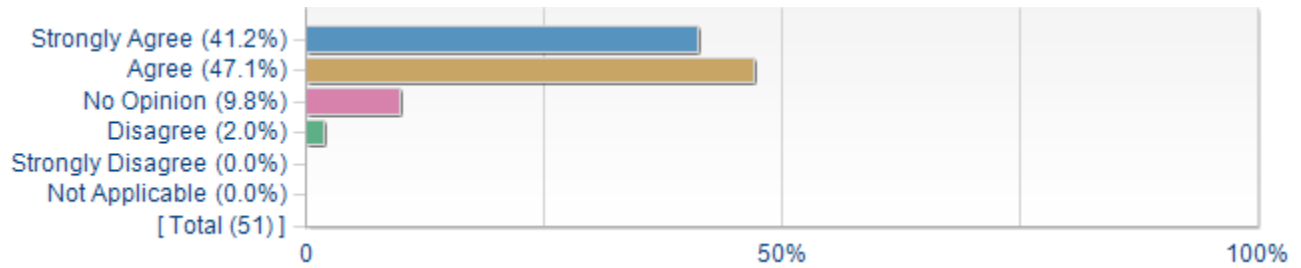
Options	Score	Count	Percentage
Strongly Agree	5	21	41.2%
Agree	4	24	47.1%
No Opinion	3	5	9.8%
Disagree	2	1	2.0%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

Instructor 4.27
Faculty (Communication, Art and Technology) 3.86

The instructor related course concepts to professional practices in the field.

Distribution of Responses
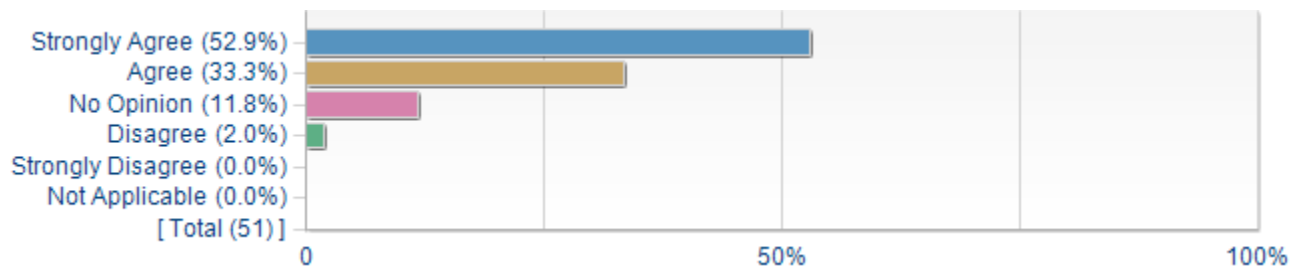
Options	Score	Count	Percentage
Strongly Agree	5	27	52.9%
Agree	4	17	33.3%
No Opinion	3	6	11.8%
Disagree	2	1	2.0%
Strongly Disagree	1	0	0.0%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

Instructor	4.37	
Faculty (Communication, Art and Technology)	4.08	

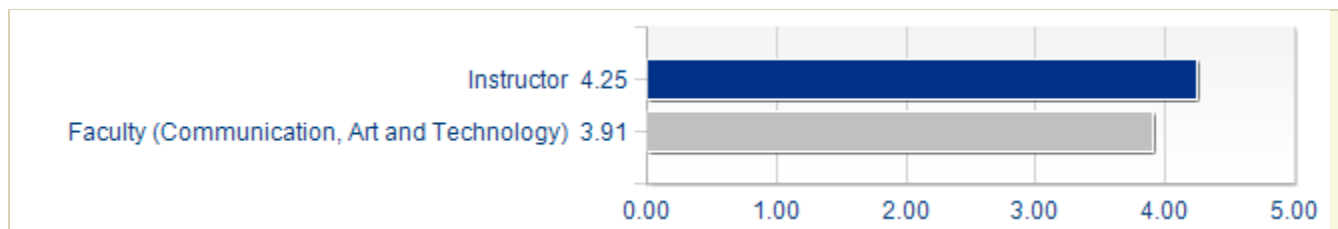0.00   1.00   2.00   3.00   4.00   5.00
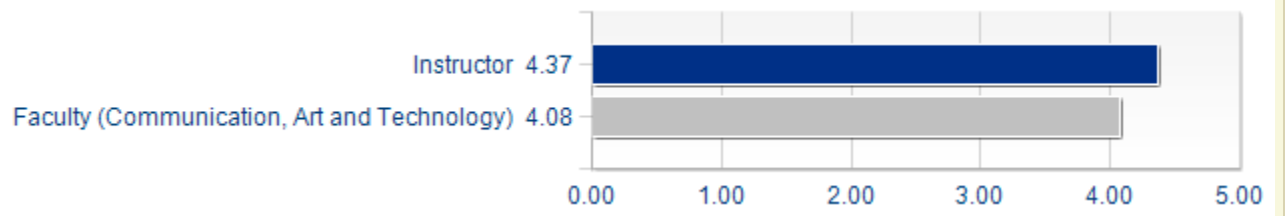
Overall, the quality of instruction provided by the instructor in the course was:

Distribution of Responses
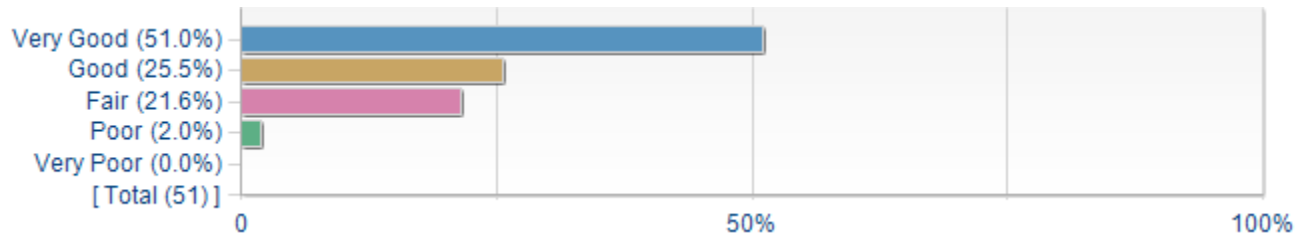
Options	Score	Count	Percentage
Very Good	5	26	51.0%
Good	4	13	25.5%
Fair	3	11	21.6%
Poor	2	1	2.0%
Very Poor	1	0	0.0%

Comparison of Mean Scores

Instructor 4.25
Faculty (Communication, Art and Technology) 3.91

The feedback I received in this course on assignments, projects, tests, and/or papers provided guidance on how to improve my performance in the course.

Distribution of Responses
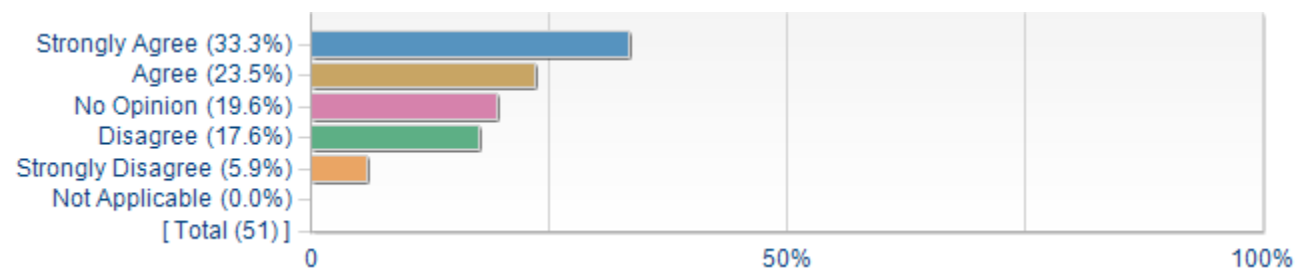
Options	Score	Count	Percentage
Strongly Agree	5	17	33.3%
Agree	4	12	23.5%
No Opinion	3	10	19.6%
Disagree	2	9	17.6%
Strongly Disagree	1	3	5.9%
Not Applicable	NRP	0	0.0%

Comparison of Mean Scores

	0.00	1.00	2.00	3.00	4.00	5.00
Instructor 3.61						
Faculty (Communication, Art and Technology) 3.56						
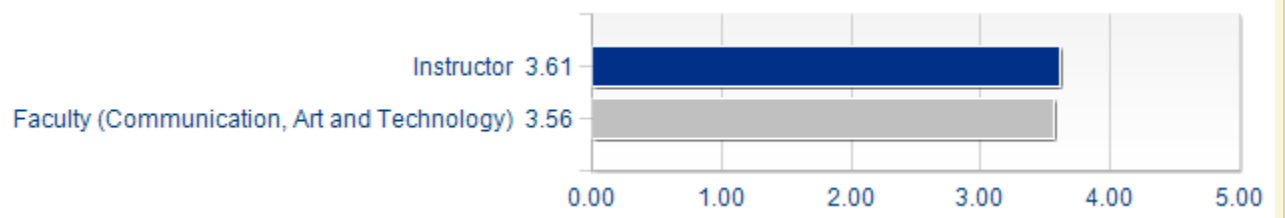
Compared to other courses, the workload for this course was:

Distribution of Responses
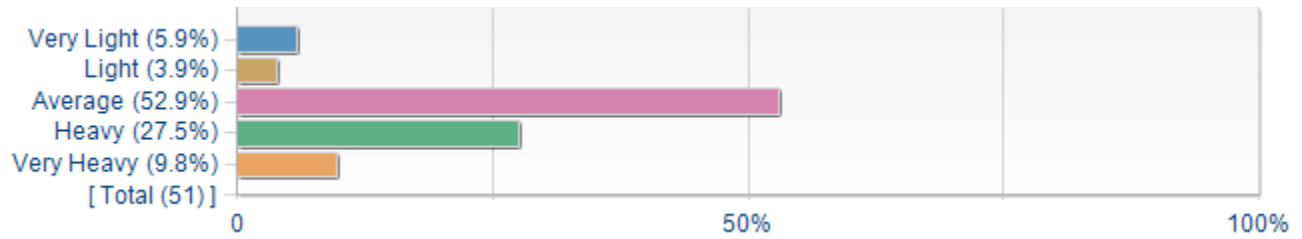
Options	Score	Count	Percentage
Very Light	1	3	5.9%
Light	2	2	3.9%
Average	3	27	52.9%
Heavy	4	14	27.5%
Very Heavy	5	5	9.8%

Comparison of Mean Scores

Section 6: Instructor-Selected Questions

The course instructor expressed an interest in student understanding when explaining course concepts.

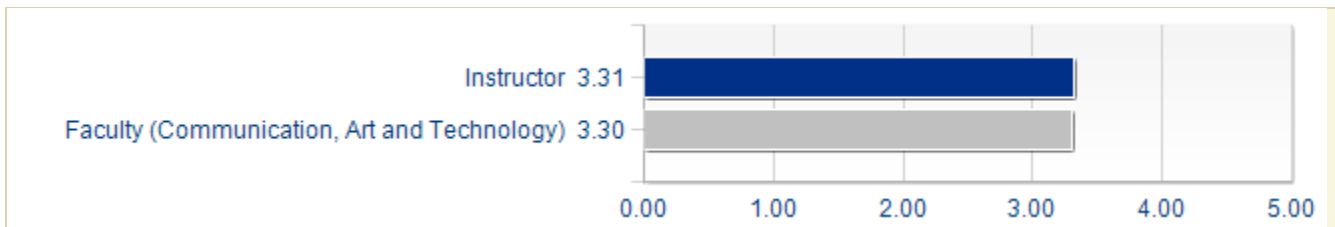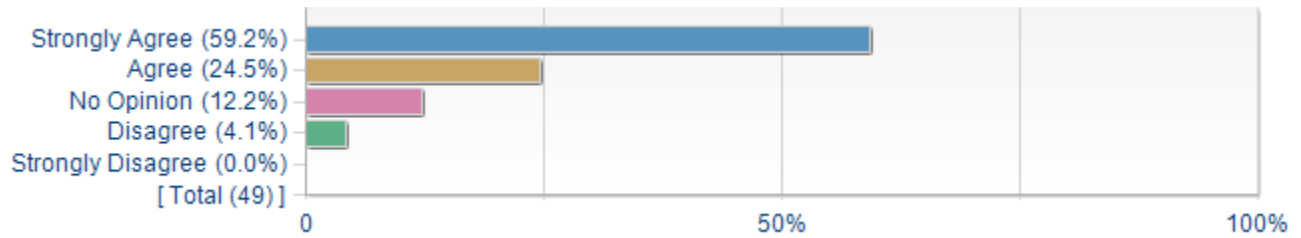| Options	Score	Count	Percentage
Strongly Agree	5	29	59.2%
Agree	4	12	24.5%
No Opinion	3	6	12.2%
Disagree	2	2	4.1%
Strongly Disagree	1	0	0.0%

The course instructor explained how course topics contributed to overall learning of the subject matter.
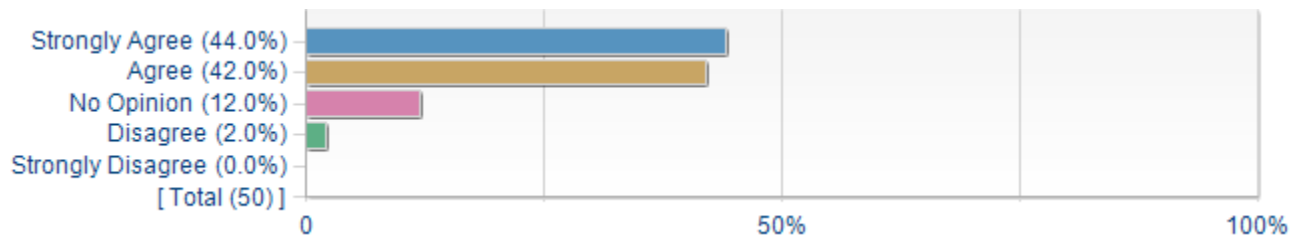
Options	Score	Count	Percentage
Strongly Agree	5	22	44.0%
Agree	4	21	42.0%
No Opinion	3	6	12.0%
Disagree	2	1	2.0%
Strongly Disagree	1	0	0.0%

The course expanded my understanding of professional practices in the field.
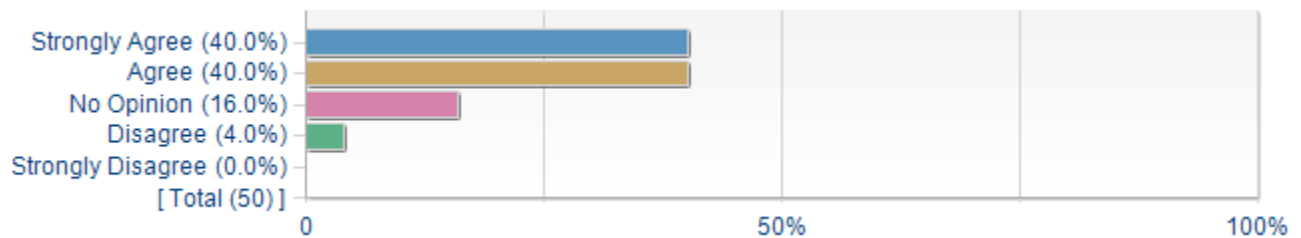
Options	Score	Count	Percentage
Strongly Agree	5	20	40.0%
Agree	4	20	40.0%
No Opinion	3	8	16.0%

| Disagree | 2 | 2 | 4.0% |
| Strongly Disagree | 1 | 0 | 0.0% |

Compared to other courses, the workload for this course was…
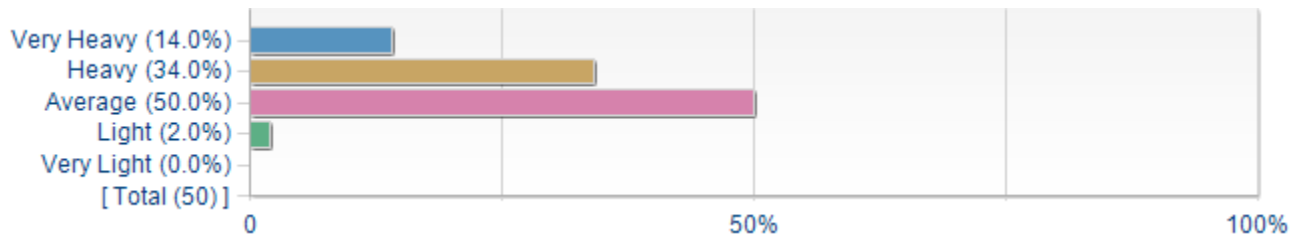
Options	Score	Count	Percentage
Very Heavy	1	7	14.0%
Heavy	2	17	34.0%
Average	3	25	50.0%
Light	4	1	2.0%
Very Light	5	0	0.0%

In terms of an expected grade in the course, I expect to get:
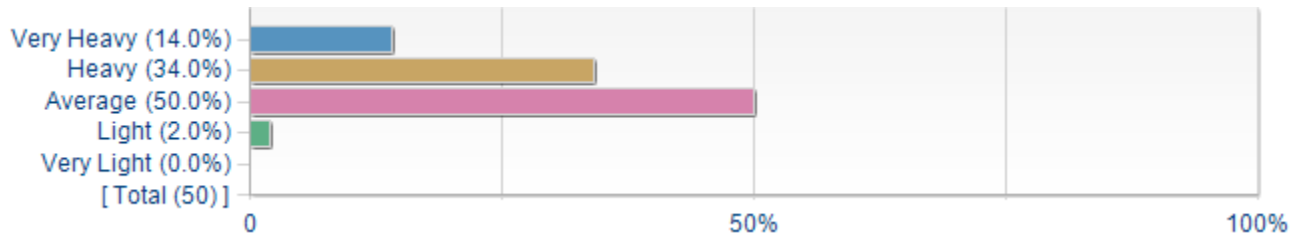
Options	Score	Count	Percentage
Very Heavy	1	7	14.0%
Heavy	2	17	34.0%
Average	3	25	50.0%
Light	4	1	2.0%
Very Light	5	0	0.0%

Section 7: Supplemental Questions

Overall, the quality of my learning experience in this course was...

Distribution of Responses
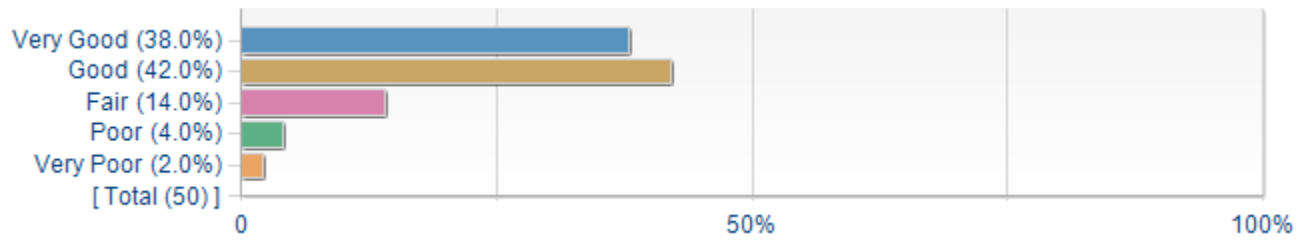
Options	Score	Count	Percentage
Very Good	5	19	38.0%
Good	4	21	42.0%
Fair	3	7	14.0%
Poor	2	2	4.0%
Very Poor	1	1	2.0%

How likely are you to recommend this course to other students?

Distribution of Responses
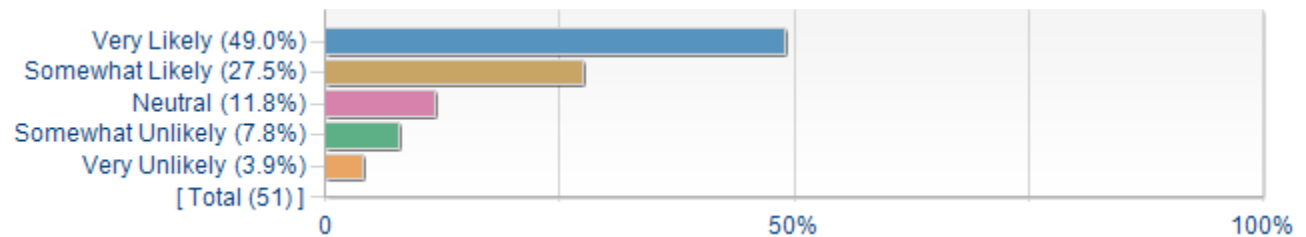
Options	Score	Count	Percentage
Very Likely	5	25	49.0%
Somewhat Likely	4	14	27.5%
Neutral	3	6	11.8%
Somewhat Unlikely	2	4	7.8%
Very Unlikely	1	2	3.9%

I attended class...

All the time (81.6%)
Most of the time (16.3%)
About half of the time (0.0%)
Rarely (2.0%)
Never (0.0%)
[Total (49)]

Options	Score	Count	Percentage
All the time	5	40	81.6%
Most of the time	4	8	16.3%
About half of the time	3	0	0.0%
Rarely	2	1	2.0%
Never	1	0	0.0%

Is there anything you would like to say about the instructor that the questions above did not allow you to express?

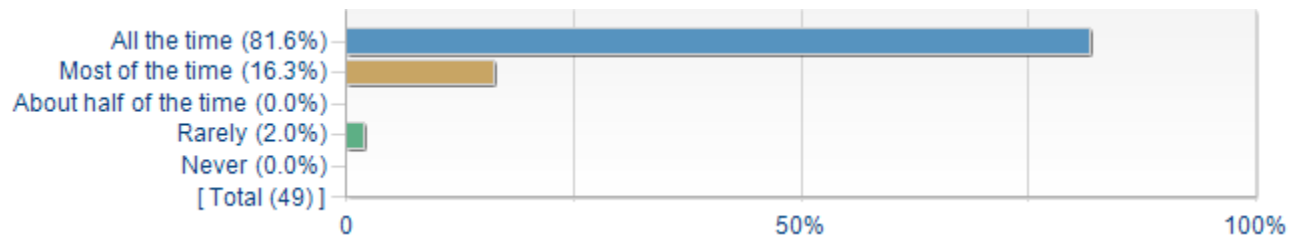| Comment |
|---|
| i would appreciate if he didnt cater to kids who already know how to do html and css. For me as a COMPLETE beginner in html and css the course moved so fast that it was hard to pick up things. even though he went over it in class and breifly in lab there was not enough time to fully understand the information given |
| His grading is too difficult. Should also review his grading criteria for some things because sometimes they're uneven in the sense that some things shouldn't be worth so much. |
| Andrew Hawryshkewich is a phenomenal Instructor. He is the best Instructor I've had so far in my student career. He has the novel idea of creating his Lecture Slides as short, brief morsels of information. Students are incredibly engaged because he talks more to students than he does relying on what is in his Slides. |
| While some may find him to be a hard marker, I find Andrew to be very fair. When approached for critiques or an explanation for a grade, he'll give abundant, honest feedback and constructive criticisms. |
| I believe the instructor could focus a bit more on the design component as much as he does on the information architecture. |
| Andrew's great. He tries really hard to be a good teacher and have his assignments marked fairly. If this was on paper, I'd draw a kangaroo with glasses, but it's not, so I can't. |
| Overall really enjoyable to come to lectures. Andrew is good at getting content across with good, active examples which making the content seem approachable to even total novices to HTML, CSS and web design in general. |
| n/a |
| Andrew wasn't very clear with his instructions. I think there is room for improvement when explaining projects or quizzes instructions. I was always confused with what he meant. |
| Andrew is great, I've taken IAT 102 with him previously. There were some moments early in the term where the communication lines were breaking down between him, City Studio/City of Vancouver, the TAs, and the students, where assignment details were put out that were unclear, and were mixed up between instructor to students, instructor to TA, and TA to students. |
| Maybe be more specific on what he wants for the projects and deliverables . Some of the descriptions are really unclear so it is really to fully understand the expectations. |
| Lectures are funny and interesting |
| no |
| Not enough explanation about the assignments and projects. Most of the time there was confusion about the assignments' requirements. considering that they were not clear about what they expect, they marked the assignments unfairly. |
| I liked how projects are related to real life, but I think the projects were supposed to made in very short time. Hope we |

had more time to work on the last project.

Very good teacher, friendly and approachable. If I had one to point out one weakness, it's that he explained how things work before explaining what and why they really are. I had an understanding of certain concepts in terms of technical rules, but no real background on what it or I was supposed to be doing. But all in all a very competent teacher.

Without his humour involved, this class could have been much more dull. He is also a wizard with HTML/CSS

Wish there could be more of an in-depth class about html.

Andrew was surprisingly level headed and very kind throughout the semester - despite much of the class being disengaged with the course material. His jokes and style of teaching made what would have been very dry content more interesting and engaging to learn. His critiques were very in depth and useful; however, I would have appreciated more comments and critique on final project deliverables to understand why I got the grades I did (the marks were so specific, but the reasoning behind the marks for individual work was never explained to me). Also he was funny AF :D

Andrew makes lectures engaging and actually interesting and fun to attend. When faced with some issues, he was very accommodating. I would love to have him as a prof again.

the instructor is not a easy marker. Heavy workload. Stay @Surrey campus at least 2 times during the semster

Very engaging and enthusiastic, but sometimes gets carried away

Andrew is a very passionate instructor. He is able to relate well to the material as well as the students. He keeps the environment professional and inviting at the same time. Not once was I intimidated to ask questions or see him to extra feedback on my course work. Although marking scheme could be explained a bit more clearly and maybe even a change of marking scheme to make it more easy to understand would help. Giving students a mark of 1.41 instead of 1.5 for example confused me because i dont know how 0.09 points were deducted. It is a bit abstract in that sense.

Awesome prof
Nice bowties
Keeps class engaged
Cool glasses

He doesn't clearly says what he wants in his assignments. students figure out what he really wants after the assignment is submitted, which is too late! His grading is so unfair. but in terms of teaching, he is a great professor.

I think Andrew is great instructor, he's approachable and funny, I quite like this course.

He encourages students to ask questions and answer them patiently.

Andrew does have interest in the material and knows what he is talking about. However the course itself is poorly designed, the assignments given do not work well to enhance the course itself. The topics covered don't mesh well and integrate to the next, I feel like I had to learn things on my own time and that I didn't learn anything through the lectures. Therefore it seemed as if assignments were tacked on just for the sake of assignments. The final assignment in this course being fairly challenging, no help was provided in labs or in lecture in order to help complete the final assignment. The course itself needs to introduce core ideas and communicate that to the students in lectures! Students aren't just going magically have the knowledge of html, css, and Java. All of which are barely even covered in class. If our final assignment requires the knowledge of substantial html, Css coding, then ensure to teach that skill in class.

Is there anything you would like to say about the course that the questions above did not allow you to express?

Comment
If he is going to be grading so hard he should make us understand that and give us examples. Also get rid of the presentation on the final project since it is pretty pointless.
This class is amazing.
The first project felt unnecessary. I suppose I can understand having students create a poster, just to see what their design capabilities are, or to transition into web design from print design...however it felt like a dispensable project in the scope of this course.
none.
I do worry about the aspect where assignments are marked in groups. Especially when your TA is new to the course and is generally soft spoken, if I were to just rely on their feedback alone and meeting their expectations, are those the same expectations as compared to when the group marks them? I guess what I'm trying to say is more opportunities to get feedback by all the people who will be marking your work would be good.
This has been a really useful class, I feel. Even if I were to not go into web design or interactive systems, I feel that

knowing the coding and concepts taught in this class could be useful for other work and for communicating ideas to others.

I believe sometimes the grading is not fairly equally to work done but I believe that is more due to the TA's marking and not Andrew.

Two things:

- the content this term was driven by the course's collaboration with City Studio. While working with City Studio is always interesting, I feel that it really changed the direction of the course to have our assignments be built for their specific purposes. I'm not sure how the course goes in other terms, for example what their assignments look like, but for me, I found the course work quite difficult a lot of the time.

- My other point is that I came into the course from the FPA/SCA section of the school, having taken one other IAT course previously. While I think it's great that IAT 235 accepts non-IAT majors/minors, I felt like a lot of the time the course instructors and TAs talked about where this course leads for IAT majors/minors, and about what lead to this course as well. This made me feel like I would be graded at the same standard that a second year IAT major would be, and this was something that stressed me out quite a bit halfway through the term. All I mean to make note of is that if this course is available to other majors/programs/etc, it should not be mandatory for IAT students, so that there isn't academic pressure put on those of us just taking the course and not staying in IAT.

In general, the course is really good; however, it would be better if we can have more time for the coding quiz. It was really stressful to develop html/css code in 1 hr.

no

The course was good but since they change it every year, instructor didn't have examples previous work and what they expect from the students.

I am still not sure about the grading system. I hope we could discussed about this more during the lecture.

I've heard it was made more difficult this year, which isn't great, but it outlines some very useful skills (HTML, CSS, and information management). Has a little bit of something for everyone.

Group projects are pretty much Russian Roulette.

While Andrew tried to make it fair so the groups were somewhat equal and did the same amount of work, I found that I had to do the most because of my partners lack of html and css skills. I can't complain because while they tried to help I found it was easier to take over what they were doing. In the end I learned a lot about how to design web pages that I hope I can use in the future.

The course should be focused fully on information design, or on HTML and CSS. Learning both created an odd disconnect between the first project and the rest of the course. It also made it more difficult to learn HTML and CSS as we had less time to learn it, and didn't have as much mental capacity to focus on it. Otherwise, the course was very useful. Should come with a recommendation to take this course in a semester SEPARATE from 233. The 2 courses teach very important concepts and have weekly deliverables. I would have liked to have spent more time learning HTML and good information design, but had to manage my time between the 2 courses.

Maybe just try to make some Canvas deliverables a bit more clear? There were a lot of times where I was unsure of what content we were supposed to be actually handing in.

TA only cares about Design. But Andrew cares both. >___<

Conveys a lot of useful information, but could do so more concisely

The course worked well with the concepts that were taught. The first half of the semester is steady. However once the second half was taught, there started to be a huge increase in what was expected in terms of deadlines and exploration of ideas. I felt sometimes the course structure was a bit unbalanced.

If this course was not mandatory, I wouldve not taken it. Its poison for student who suck at coding

Nahhhh

This course needs to teach students more about the HTML and CSS programming, instead of giving history of html. we are taking these courses to learn programming/coding or other softwares, not to just attend class and then use online resources to learn the codings. softwares or codings should be taught in class.

/

No

The labs for this class were absolutely unecessary. Sure they were created to provide feedback to the students for the assignments, I can think of better ways of doing so, instead of sitting in a computer lab for two hours as a TA walks around to each person and gives feedback while the others are just aimlessly spending time on Facebook as nothing is being taught in labs. Why not just email the ta the assignment, and get feedback that way, so students aren't wasting

time in a lab that doesn't teach anything. The course itself does need to be replanned