
Report Comments

This report contains the results of responses from students in the above course to the Institution-Wide, Faculty, Department (where applicable) and Instructor-selected questions.

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NOTE:

The responses to the Instructor Selected Questions are only reported to you as the instructor of the course. Your supervisor does NOT have access. If you would like to share this information with your supervisor or review committees, you may present it to them.

Creation Date: **Mon, May 07, 2018**

INSTRUCTOR REPORT

Response Rate

Raters	Students
Responded	10
Invited	39
Response Ratio	25.6%



Section 1: Instructor Information

Note that this section only displays if you have submitted contextual information, otherwise this section may be empty.

Section 2: Summary of Results - Part 1. Institution-Wide Questions

Please note the following is the scale used for all questions in this report unless indicated otherwise:

Scale used: 1=Strongly Disagree, 2=Disagree, 3=No Opinion, 4=Agree, 5=Strongly Agree

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

Mean	SD	Resp
4.60	0.70	10

I attended class...

Scale used: 1=Never, 2=Rarely, 3>About half of the time, 4=Most of the time, 5=All of the time

Mean	SD	Resp
4.70	0.48	10

How easy was this course?

Scale used: 1=Very Hard 2=Hard, 3=Medium, 4=Easy, 5=Very Easy

Mean	SD	Resp
2.90	1.20	10

Experience with the instructor

	Mean	SD	Resp
The course instructor explained course concepts clearly.	4.60	0.52	10
The course instructor explained grading criteria clearly.	4.70	0.48	10
The course instructor created a respectful learning environment.	4.80	0.42	10
The course instructor was approachable when students asked for guidance.	4.90	0.32	10

Experience with the course

	Mean	SD	Resp
The different course parts/activities (lectures, labs, tutorials, online forums, discussions, etc.) were connected.	4.70	0.48	10
Course materials (textbook, readings, handouts, assignments, etc.) improved my understanding of the course content.	4.40	0.52	10
The assessments in this course (tests, assignments, essays, etc.) allowed me to demonstrate my understanding of the course content.	4.80	0.42	10
Course activities (lectures, discussions, group work, labs, etc.) were engaging.	4.44	0.53	9

Section 2: Summary of Results - Part 2. Faculty of Communication, Arts and Technology Questions

Please note the following is the scale used for all questions in this report unless indicated otherwise:

Scale used: 1=Strongly Disagree, 2=Disagree, 3=No Opinion, 4=Agree, 5=Strongly Agree

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

Mean	SD	Resp
4.90	0.32	10

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.

Mean	SD	Resp
4.30	1.25	10

Overall, the quality of instruction provided by the instructor in the course was:

Scale used: 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good

Mean	SD	Resp
4.60	0.70	10

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

Mean	SD	Resp
4.70	0.48	10

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

Mean	SD	Resp
4.40	0.70	10

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

Mean	SD	Resp
4.30	0.67	10

The course assignment, projects, tests and/or papers helped me to develop skills I can use in other courses.

Mean	SD	Resp
4.70	0.48	10

Compared to other courses, the workload for this course was:

Scale used: 1=Very Heavy, 2=Heavy, 3=Average, 4=Light, 5=Very Light

Mean	SD	Resp
2.60	0.97	10

Section 3: Detailed Results - Part 1. Institution-Wide Questions

Notes:

- "NRP" in the following tables indicates that there is no score value for a response of **Not Applicable**
- In the comparison table, the information is displayed in the following order: **Mean, Count, Standard Deviation**

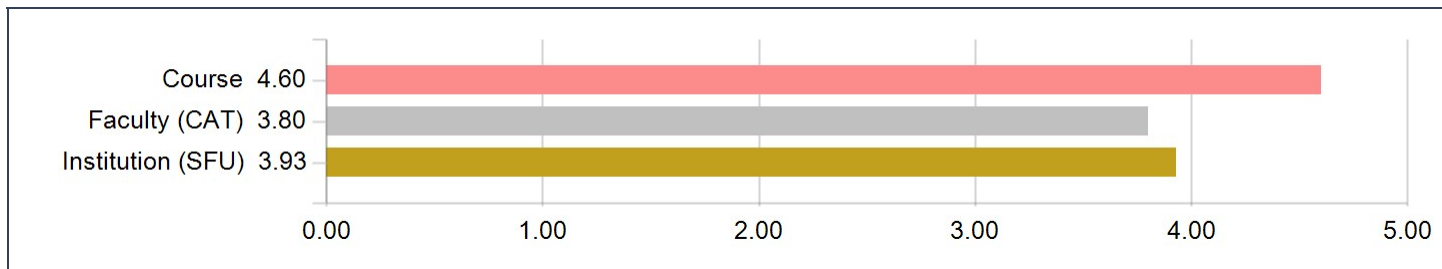
Overall, the quality of my learning experience in this course was ...

Distribution of Responses

Options	Score	Count	Percentage
Very Good	5	7	70.0%
Good	4	2	20.0%
Fair	3	1	10.0%
Poor	2	0	0.0%
Very Poor	1	0	0.0%
Statistics	Value		
Response Count	10		
Mean	4.60		
Standard Deviation	0.70		

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Overall, the quality of my learning experience in this course was ...	3.80	799	1.11	3.93	17103	1.05



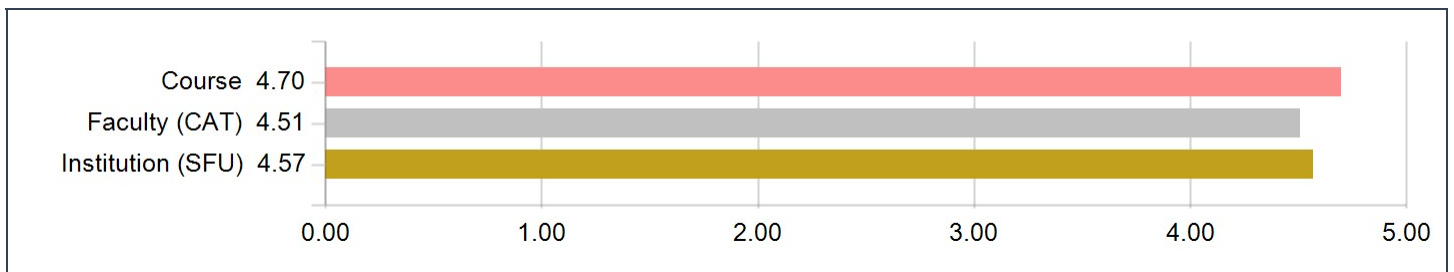
I attended class...

Distribution of Responses

Options	Score	Count	Percentage
All of the time	5	7	70.0%
Most of the time	4	3	30.0%
About half of the time	3	0	0.0%
Rarely	2	0	0.0%
Never	1	0	0.0%
Statistics			Value
Response Count			10
Mean			4.70
Standard Deviation			0.48

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
I attended class...	4.51	790	0.75	4.57	16973	0.68



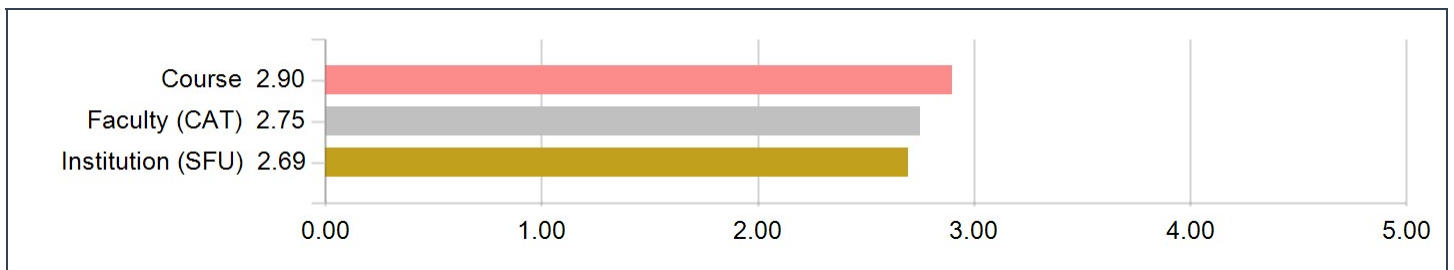
How easy was this course?

Distribution of Responses

Options	Score	Count	Percentage
Very Easy	5	2	20.0%
Easy	4	0	0.0%
Medium	3	3	30.0%
Hard	2	5	50.0%
Very Hard	1	0	0.0%
Statistics			Value
Response Count			10
Mean			2.90
Standard Deviation			1.20

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
How easy was this course?	2.75	791	0.86	2.69	16981	0.84



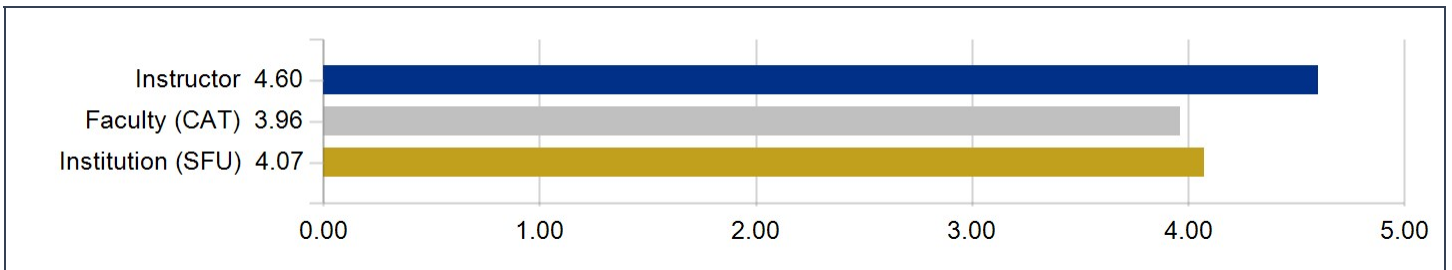
The course instructor explained course concepts clearly.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	6	60.0%
Agree	4	4	40.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Statistics			Value
Response Count			10
Mean			4.60
Standard Deviation			0.52

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course instructor explained course concepts clearly.	3.96	798	1.12	4.07	17460	1.07



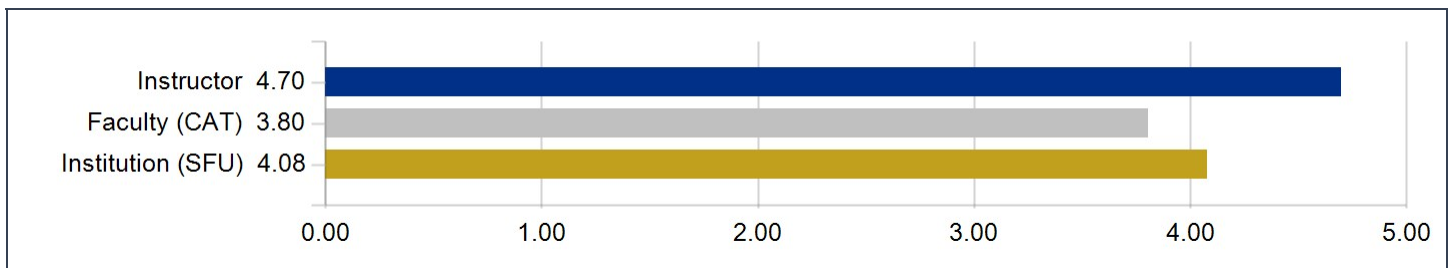
The course instructor explained grading criteria clearly.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	7	70.0%
Agree	4	3	30.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Statistics			Value
Response Count			10
Mean			4.70
Standard Deviation			0.48

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course instructor explained grading criteria clearly.	3.80	788	1.20	4.08	17282	1.06



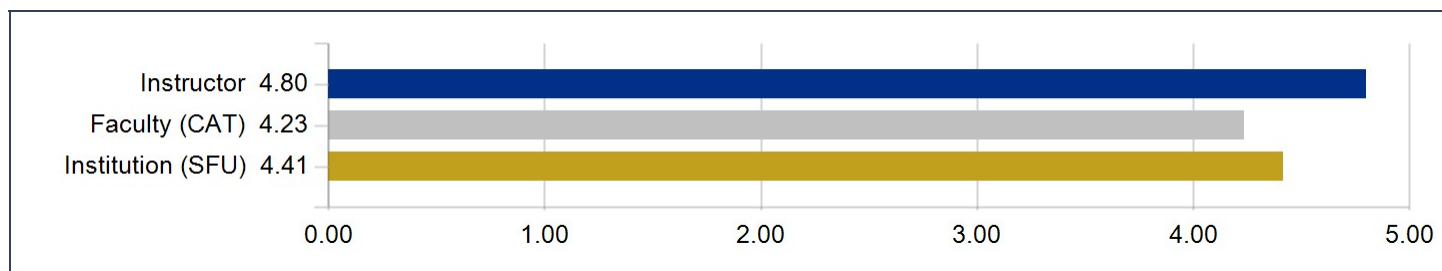
The course instructor created a respectful learning environment.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	8	80.0%
Agree	4	2	20.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Statistics			Value
Response Count			10
Mean			4.80
Standard Deviation			0.42

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course instructor created a respectful learning environment.	4.23	786	0.94	4.41	17281	0.83



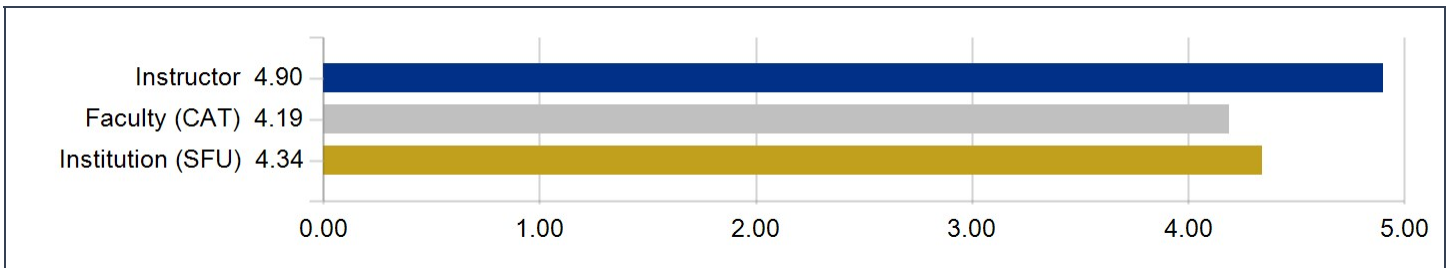
The course instructor was approachable when students asked for guidance.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	9	90.0%
Agree	4	1	10.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Statistics			Value
Response Count			10
Mean			4.90
Standard Deviation			0.32

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course instructor was approachable when students asked for guidance.	4.19	768	0.94	4.34	17140	0.91



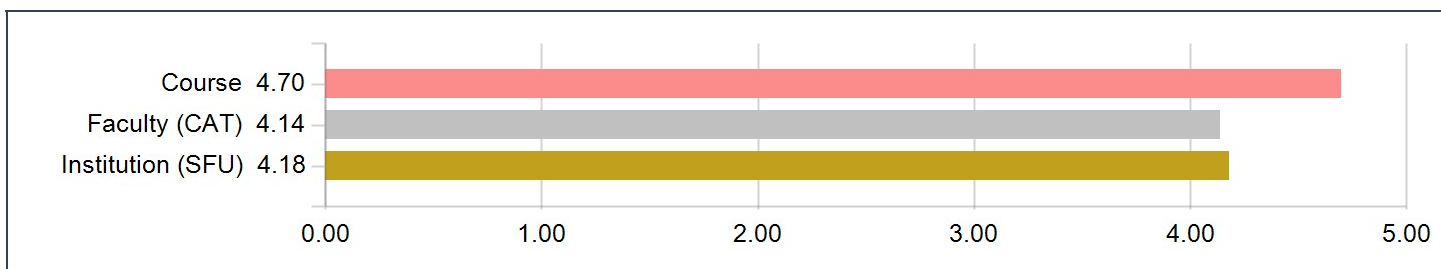
The different course parts/activities (lectures, labs, tutorials, online forums, discussions, etc.) were connected.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	7	70.0%
Agree	4	3	30.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Statistics			Value
Response Count			10
Mean			4.70
Standard Deviation			0.48

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The different course parts/activities (lectures, labs, tutorials, online forums, discussions, etc.) were connected.	4.14	793	1.02	4.18	16629	0.95



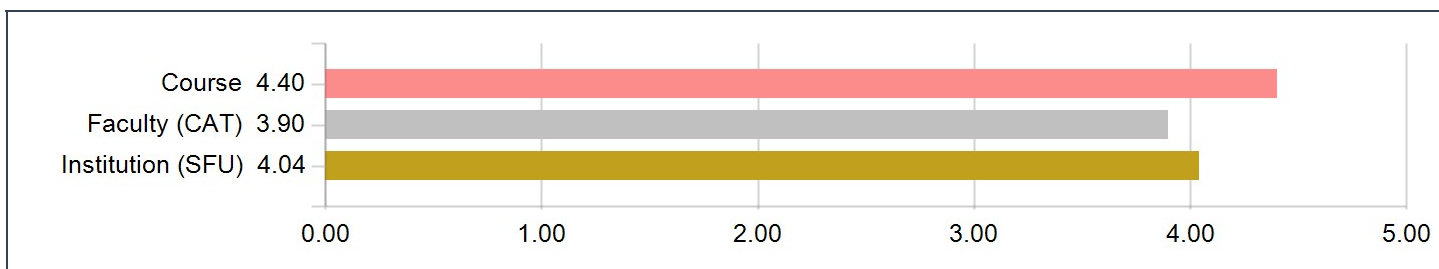
Course materials (textbook, readings, handouts, assignments, etc.) improved my understanding of the course content.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	4	40.0%
Agree	4	6	60.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Statistics	Value		
Response Count	10		
Mean	4.40		
Standard Deviation	0.52		

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Course materials (textbook, readings, handouts, assignments, etc.) improved my understanding of the course content.	3.90	784	1.11	4.04	16719	1.03



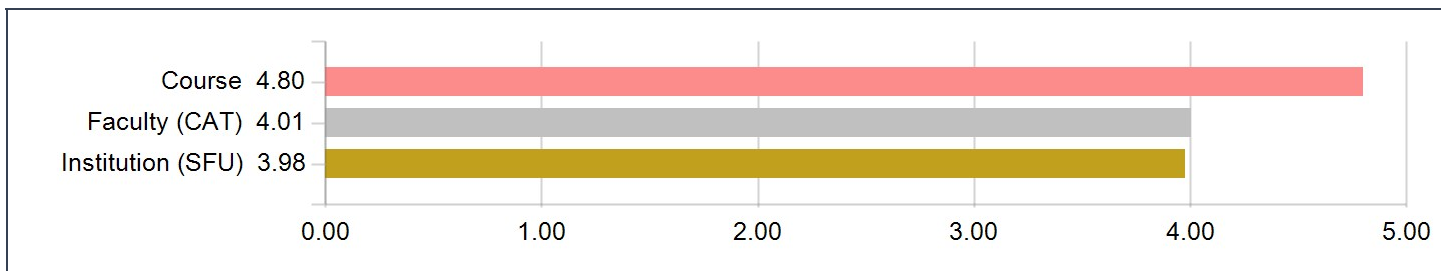
The assessments in this course (tests, assignments, essays, etc.) allowed me to demonstrate my understanding of the course content.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	8	80.0%
Agree	4	2	20.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Statistics	Value		
Response Count	10		
Mean	4.80		
Standard Deviation	0.42		

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The assessments in this course (tests, assignments, essays, etc.) allowed me to demonstrate my understanding of the course content.	4.01	782	1.07	3.98	16842	1.08



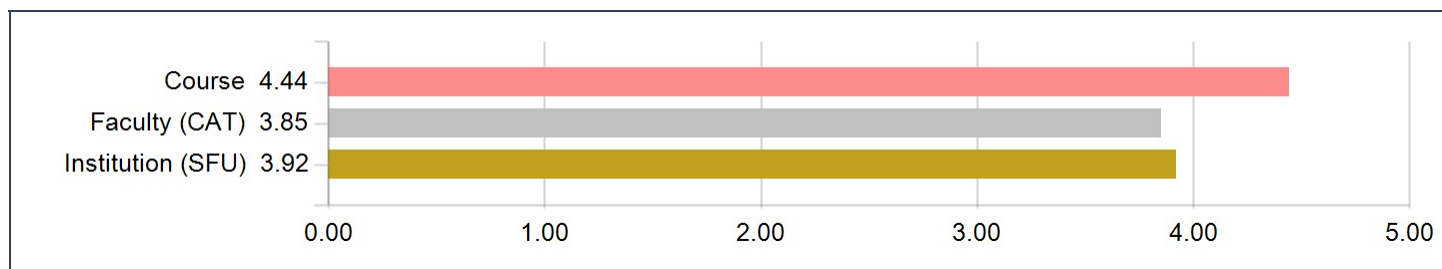
Course activities (lectures, discussions, group work, labs, etc.) were engaging.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	4	44.4%
Agree	4	5	55.6%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%
Statistics			Value
Response Count			9
Mean			4.44
Standard Deviation			0.53

Comparison of Mean Scores

Question	Faculty (CAT)			Institution (SFU)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Course activities (lectures, discussions, group work, labs, etc.) were engaging.	3.85	784	1.24	3.92	16760	1.14



Section 3: Detailed Results - Part 2. Communication, Arts and Technology Questions

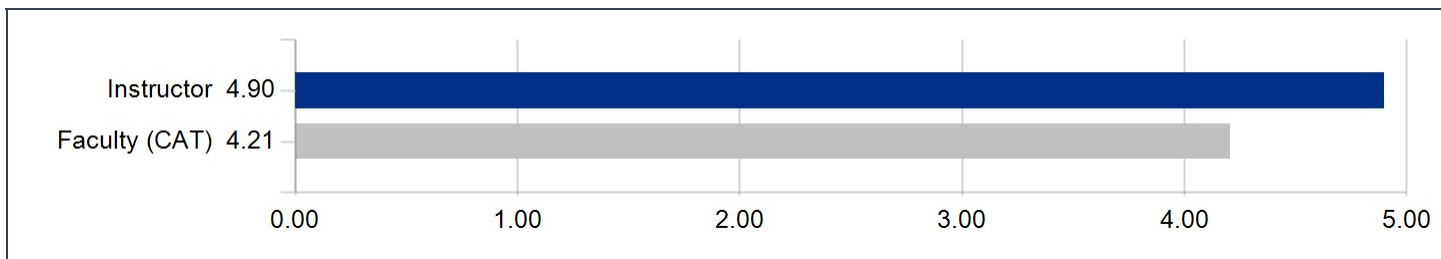
The instructor related course concepts to professional practices in the field.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	9	90.0%
Agree	4	1	10.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%

Comparison of Mean Scores

Question	Instructor			Faculty (CAT)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The instructor related course concepts to professional practices in the field.	4.90	10	0.32	4.21	796	0.97



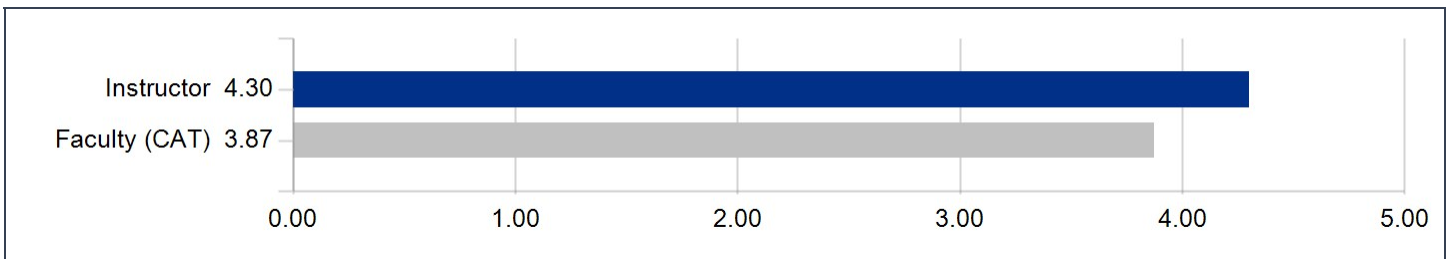
The feedback I received in this course on assignments, projects, tests, and/or papers provided guidance on how to improve my performance in the course.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	6	60.0%
Agree	4	3	30.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	1	10.0%

Comparison of Mean Scores

Question	Instructor			Faculty (CAT)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
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.	4.30	10	1.25	3.87	797	1.13



Overall, the quality of instruction provided by the instructor in the course was:

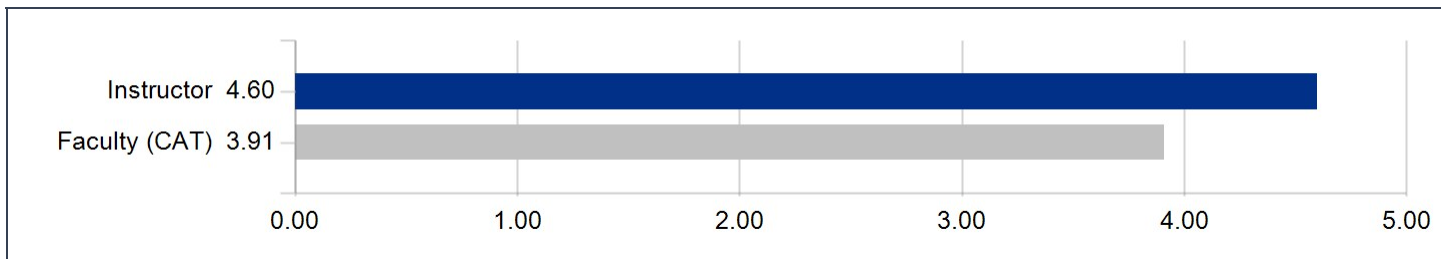
Scale used: 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good

Distribution of Responses

Options	Score	Count	Percentage
Very Good	5	7	70.0%
Good	4	2	20.0%
Fair	3	1	10.0%
Poor	2	0	0.0%
Very Poor	1	0	0.0%

Comparison of Mean Scores

Question	Instructor			Faculty (CAT)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Overall, the quality of instruction provided by the instructor in the course was: Scale used: 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good	4.60	10	0.70	3.91	796	1.12



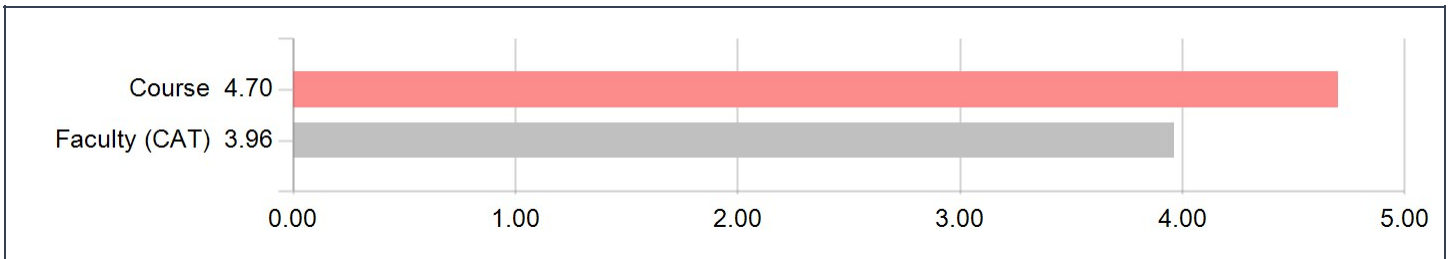
The course expanded my understanding on important issues in the subject matter.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	7	70.0%
Agree	4	3	30.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%

Comparison of Mean Scores

Question	Course			Faculty (CAT)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course expanded my understanding on important issues in the subject matter.	4.70	10	0.48	3.96	795	1.05



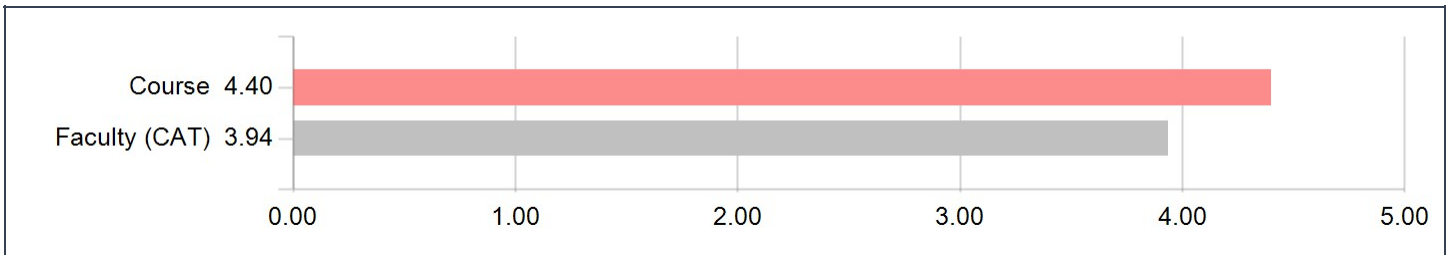
The course provided opportunity for me to enhance my problem-solving skills.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	5	50.0%
Agree	4	4	40.0%
No Opinion	3	1	10.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%

Comparison of Mean Scores

Question	Course			Faculty (CAT)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course provided opportunity for me to enhance my problem-solving skills.	4.40	10	0.70	3.94	792	1.08



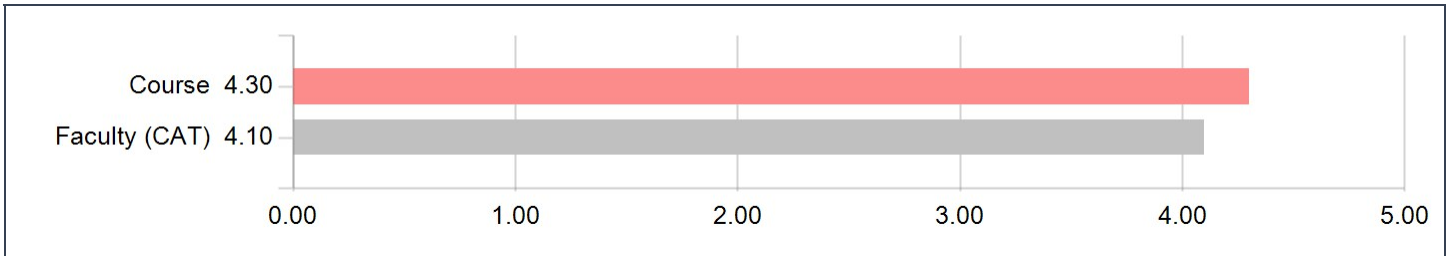
The course assignments, projects, tests, and/or papers highlighted important concepts of the course.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	4	40.0%
Agree	4	5	50.0%
No Opinion	3	1	10.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%

Comparison of Mean Scores

Question	Course			Faculty (CAT)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course assignments, projects, tests, and/or papers highlighted important concepts of the course.	4.30	10	0.67	4.10	791	0.96



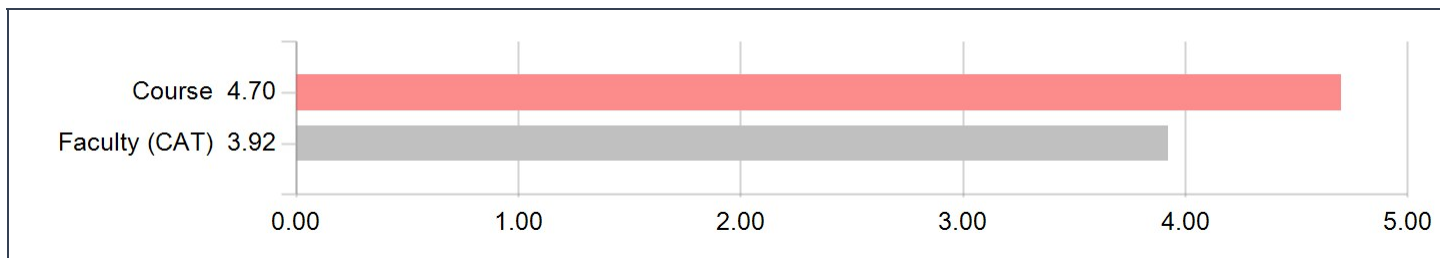
The course assignment, projects, tests and/or papers helped me to develop skills I can use in other courses.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	7	70.0%
Agree	4	3	30.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%

Comparison of Mean Scores

Question	Course			Faculty (CAT)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
The course assignment, projects, tests and/or papers helped me to develop skills I can use in other courses.	4.70	10	0.48	3.92	792	1.11



Compared to other courses, the workload for this course was:

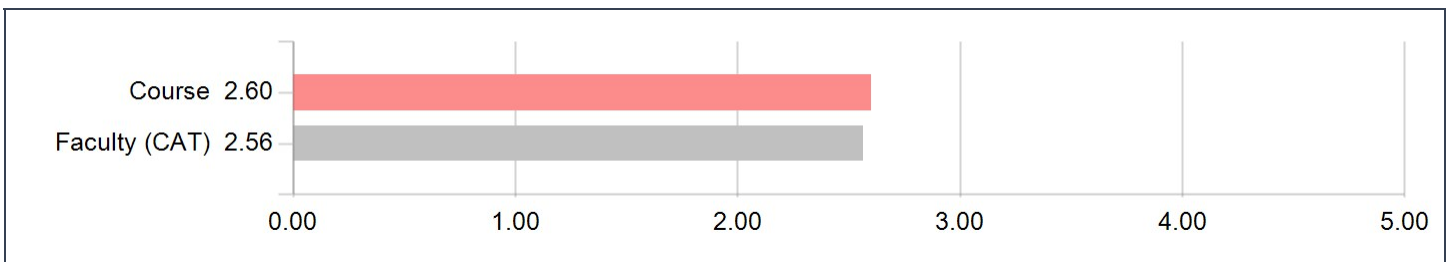
Scale used: 1=Very Heavy, 2=Heavy, 3=Average, 4=Light, 5=Very Light

Distribution of Responses

Options	Score	Count	Percentage
Very Light	5	1	10.0%
Light	4	0	0.0%
Average	3	3	30.0%
Heavy	2	6	60.0%
Very Heavy	1	0	0.0%

Comparison of Mean Scores

Question	Course			Faculty (CAT)		
	Mean	Response Count	Standard Deviation	Mean	Response Count	Standard Deviation
Compared to other courses, the workload for this course was: Scale used: 1=Very Heavy, 2=Heavy, 3=Average, 4=Light, 5=Very Light	2.60	10	0.97	2.56	792	0.94



Section 4: Instructor-Selected Questions

Please note the following:

- The responses to these questions are only reported to you as the instructor of the course. Your supervisor does NOT have access. If you would like to share this information with your supervisor or review committees, you may present it to them.

- Only the questions that you selected are displayed, otherwise this section may be empty.

The course instructor had reasonable learning expectations for students in the course.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	5	50.0%
Agree	4	4	40.0%
No Opinion	3	0	0.0%
Disagree	2	1	10.0%
Strongly Disagree	1	0	0.0%

Mean	SD	Resp
4.30	0.95	10

Course methods and assignments helped me develop skills I can use in other courses:

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	8	80.0%
Agree	4	2	20.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%

Mean	SD	Resp
4.80	0.42	10

The course drew attention to current issues or real-life situations related to the field of study.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	7	70.0%
Agree	4	3	30.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%

Mean	SD	Resp
4.70	0.48	10

The knowledge and skills instilled by this course are applicable to other courses.

Distribution of Responses

Options	Score	Count	Percentage
Strongly Agree	5	9	90.0%
Agree	4	1	10.0%
No Opinion	3	0	0.0%
Disagree	2	0	0.0%
Strongly Disagree	1	0	0.0%

Mean	SD	Resp
4.90	0.32	10

Section 5: Comments

Note that this section only displays if comments have been submitted, otherwise this section may be empty.

Do you have any further comments?

Comments

it would be great if we can have more time to be spent on the project itself. Weekly deliverable is too much and hard to be handled within one week.

– I have had Andrew for 3 classes already: IAT 102, IAT 235, and this semester's IAT 339. As always, Andrew is good when he lectures – speaks clearly, emphasizes and explains what he means to say, is organized, is friendly, promotes interaction and engagement among peers. Basically, he is an example of a good instructor which I wish a lot of my other instructors were also able to be inspired by.

– The lab portions of the lectures were useful, and I do understand that there is not enough time to get through all of HTML and CSS. I wish I also learned how to make a whole <div> a link.

– He has so many good resources – including his HTML, CSS, and Git help pages.

– Speaking of Git, because I'm familiar with Git on the Linux terminal, I have little to no problems with using GitKraken. However, I do understand how frustrating it is to use and it actually hinders my team and me during project 2 from moving forward with our projects.

– I thought this class was so structured that it felt "template"-y, especially during the last few weeks of class when it was all focused on the portfolio. I think it was also because Elgin was following the lab structure strictly.

– Lastly, I expected the course to be more creative or artistic in nature. I didn't expect it to be that "business"-y and company-wise, which is why I struggled with finding inspiration for the company and portfolio sites. Nevertheless, it was a useful course and I'm so grateful to have taken it. It is important to note that this has been one of my favorite and more positive courses that I've taken during my upper-division career here at SFU.

– On behalf of my friends in that class and I, thank you again so much, Andrew! I wish to keep more in touch with you and learn a lot more from you. I especially thank you so much for being empathetic to your students and "putting your feet on our shoes" – it's not a trait that a lot of professors that I've encountered have. I really appreciate it.

I learned a lot in this course that would be very useful to me in the future. I received helpful feedback for the in-lab exercises, but I didn't receive feedback about marks I got on the project. I think if we got feedback on why we got certain marks for each of the sections in the rubric, it would help me understand what I did wrong and what I would have to do to improve on the next project. Other than that, it was a great course!

Thank you so much for providing such clear and straight-forward details when teaching us html and css. I was very anxious before getting into the class, but now I very much so love coding and building web pages as well as styling them.

Thank you so much!

I like the way the course is taught, and I feel like I learned a lot. In 235 with a different prof, I felt as though I didn't really have enough confidence in my coding ability, and I didn't have the right foundation to build more responsive websites, but now I feel pretty good about my coding skills, and I appreciate that there is also a focus on accessible design and design issues. One of my favourite upper level courses so far. Though the marking is harsh, and sometimes the labs felt a little long and not engaging, the course overall was a good learning experience.

Improvements to make would be the work distribution. For example, the portfolio project had the style guide + the first few pages of your website built out whereas the rest of the semester was quite chill and for minor "improvements". This made

Comments

me feel very stressed for the first week of the portfolio and then not as motivated for the rest of the semester.

That could be my opinion, but it would be nice if there was a specific amount to get done every week.

For example:

Week 1 of the portfolio project – complete all content for the portfolio and put them on a webpage

Week 2 – stylize the home page and project pages

Week 3 – Refine pages + complete about/contact content

Week 4 – complete a style guide

Andrew Hawryshkewich is a fantastic instructor. I have taken a lot of practical learning and experience away from his class, and I always advise my friends to try and get in his class for web development courses. I think he has definitely earned a spot in the SIAT trinity of stellar instructors.

First, I want to say that I am SO GLAD that there is a webdesign course in SIAT. We need more of these because they're extremely helpful and relevant. This course is pretty well delivered but it can be improved.

Firstly, Andrew really needs to start providing written feedback. A letter grade/rubric alone isn't enough, and it does nothing to help students improve their webdesign skills. Students *shouldn't* have to set up an in-person meeting just to understand the instructor's rationale for their grade, and to see how they can improve. There's only 39 students in the class, and 3 projects (one of which was a group project), so there's really no reason for the instructor to not provide a 2–3 sentence rationale. This is such a basic form of feedback and we need it to learn.

The grading breakdown is very skewed for assignment 1. A LOT of work is asked of students for the first few weeks of the assignment (especially having to draw 3 versions of 5 workflows) but they're only worth 1%, and that work doesn't even show up in the final submission. If students are asked to put so much work in the process, the grading should reflect that.

There's a lot of room for improvement in the instructions (also especially in the case of assignment 1). For example, the "wireframing" methods was utterly confusing. It was only the week before the deliverable where we learned in lab that we could use hand-drawn sketches but the instructions doesn't mention this at all. You should also explain why static sketches on Illustrator is not okay, but static sketches done by hand is okay. For the portfolio project the "ethos" is also pretty confusing and can be elaborated more. Furthermore, what type of content should be covered in our project analysis for our portfolio? There was one lab discussion where we had to look for certain content in a lab partner's work.. but why isn't this listed in the actual rubric/project description itself?

Portfolios could definitely use a closer look by instructors. I know that the time constraints in labs only allow the TA to spend so much time with each student. So, instead of just a weekly lab check in, there should be a more formal submission process, where students submit their completed process analysis halfway through the project, and the instructors actually read and grade at least one of the projects. Think of it like a student submitting a draft in a writing course. We need to know if the language we're using is appropriate, if the content we're presenting is valuable, and if everything is well structured. Our peers can give us their impression, sure, but this is still not nearly as helpful as Andrew actually going through the content and using his expertise (which is far greater than most students) in this field to give us the feedback we need.

Some suggestions for the course website. For the lecture slides, please include a type field where students can type in the # of the slide they want to jump to. Better yet, have a drop down (with the slide titles) that allows them to jump from one page to another. Currently, I have to keep clicking the "next" arrow to skip forward slides. Their anchor links don't use page #s, so I can't even type in a number in the address bar to skip forward. On mobile, when I click on links (such as a project description), I'm not taken down to the content, so I thought it just didn't load. It was only a while later I realized I have to manually scroll down. So, bringing the user down immediately when the click on the link would be helpful for mobile.

Finally, why lock the lab exercises and lecture slides? There's a 40 minute gap between lecture and the first lab, and we could very well use that time to complete the lab exercises. They really don't even require additional instruction/support from the TA anyway, and we've already learned the concept in lecture, so might as well let us use our time wisely instead of having nothing to do for 40 minutes.

Anyways, just wanted to end on a positive note. This is a good course and is extremely practical and applicable. Wish SIAT had more courses like this.

