

Project Title: **University of Florida GatorEvals – Fall 2022 Main Project**Courses Audience: **5**
Responses Received: **4**
Response Ratio: **80.0%**Instructors Audience: **5**
Responses Received: **4**
Response Ratio: **80.0%**

Report Comments

INTRODUCTION

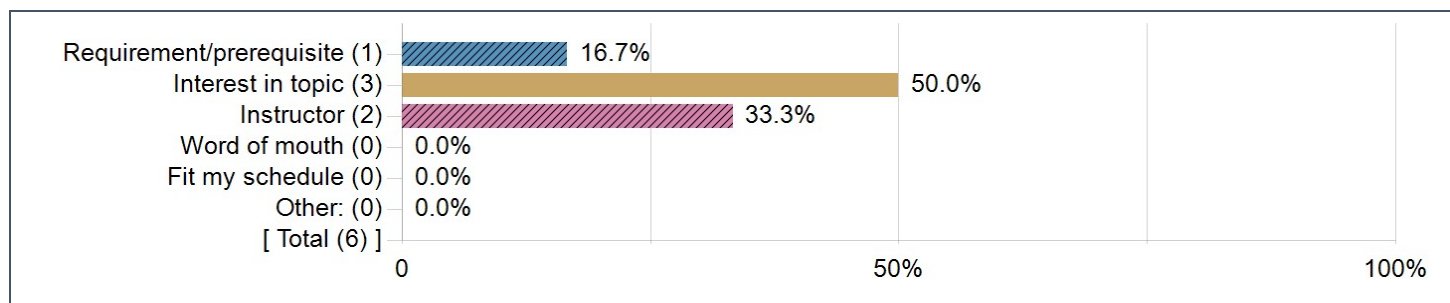
Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!

Chris Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs

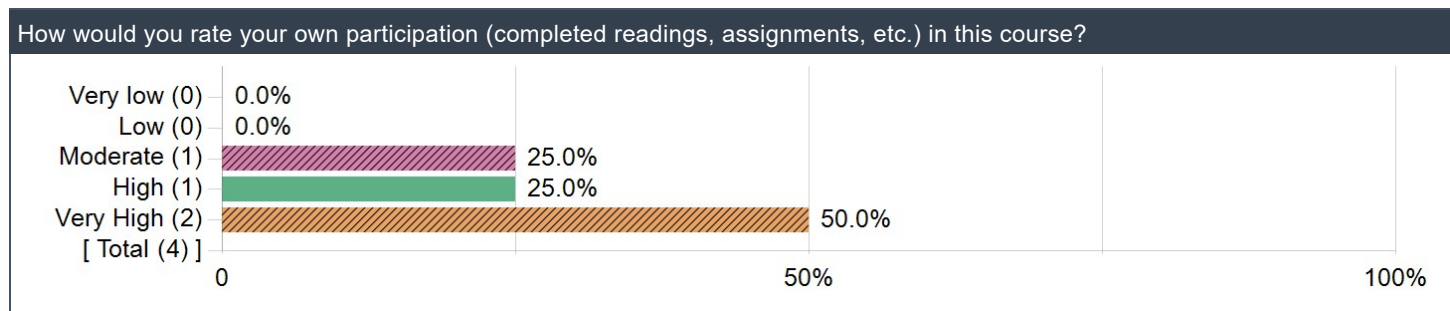


Student Self-Evaluation Questions

Why did you take this course?



How would you rate your own participation (completed readings, assignments, etc.) in this course?



Comparative Evaluation Results

University Core Instructor Evaluation Questions

	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
The instructor was enthusiastic about the course.	80.0%	5.00	5.00	4.76	4.88	4.77	4.89
The instructor explained material clearly and in a way that enhanced my understanding.	80.0%	4.75	4.83	4.59	4.81	4.51	4.78
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	80.0%	4.75	4.83	4.77	4.90	4.65	4.84
The instructor fostered a positive learning environment that engaged students.	80.0%	5.00	5.00	4.64	4.85	4.61	4.84
The instructor provided prompt and meaningful feedback on my work and performance in the course.	80.0%	5.00	5.00	4.61	4.83	4.49	4.77
The instructor was instrumental to my learning in the course.	80.0%	4.75	4.83	4.61	4.84	4.53	4.80
Overall	80.0%	4.88	-	4.66	-	4.59	-

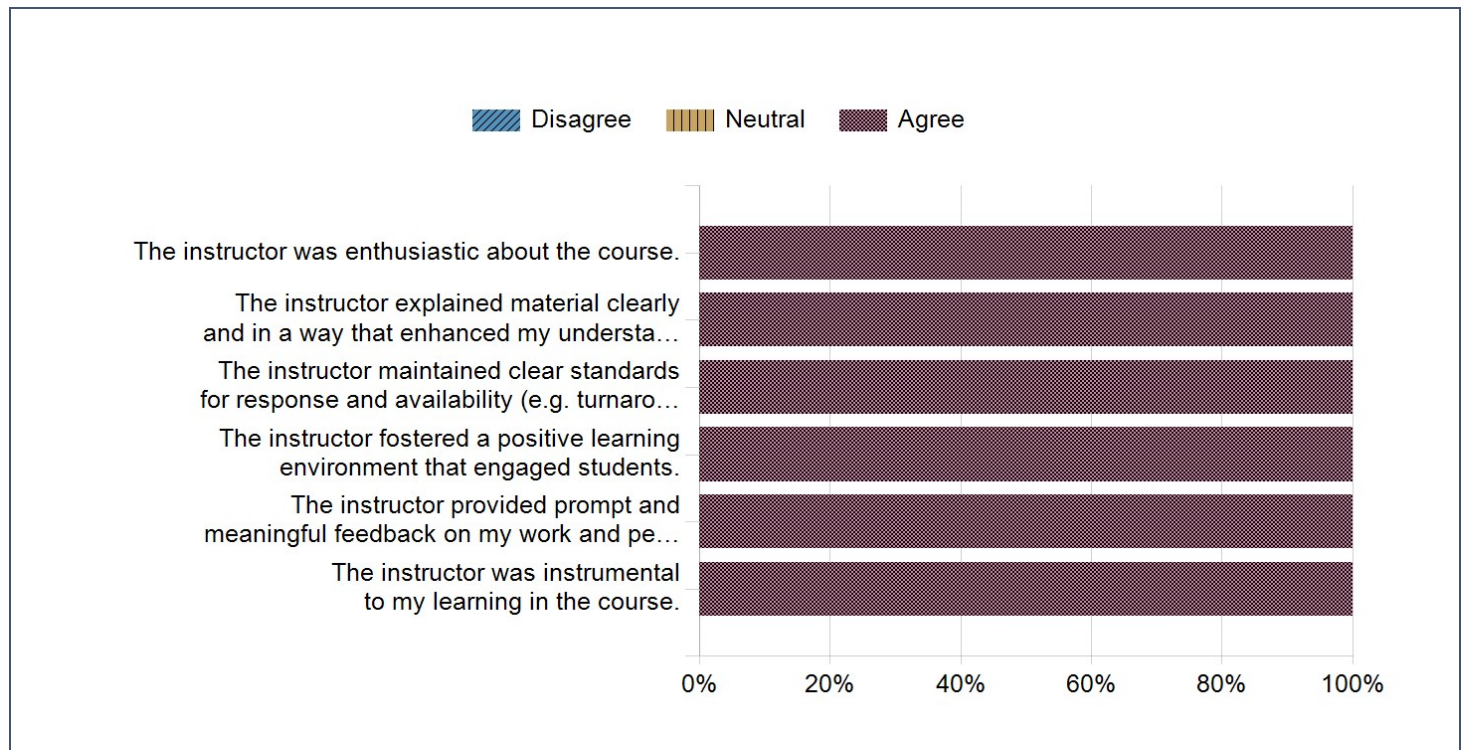
University Core Course Evaluation Questions

	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
Course content (e.g., readings, activities, assignments) was relevant & useful.	80.0%	4.25	4.50	4.48	4.62	4.43	4.64
The course fostered regular interaction between student and instructor.	80.0%	4.75	4.83	4.56	4.73	4.45	4.68
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	80.0%	4.75	4.83	4.52	4.68	4.43	4.65
Overall, this course was a valuable educational experience.	80.0%	4.75	4.83	4.54	4.72	4.47	4.70
Overall	80.0%	4.63	-	4.52	-	4.45	-

Aggregate Evaluation Results

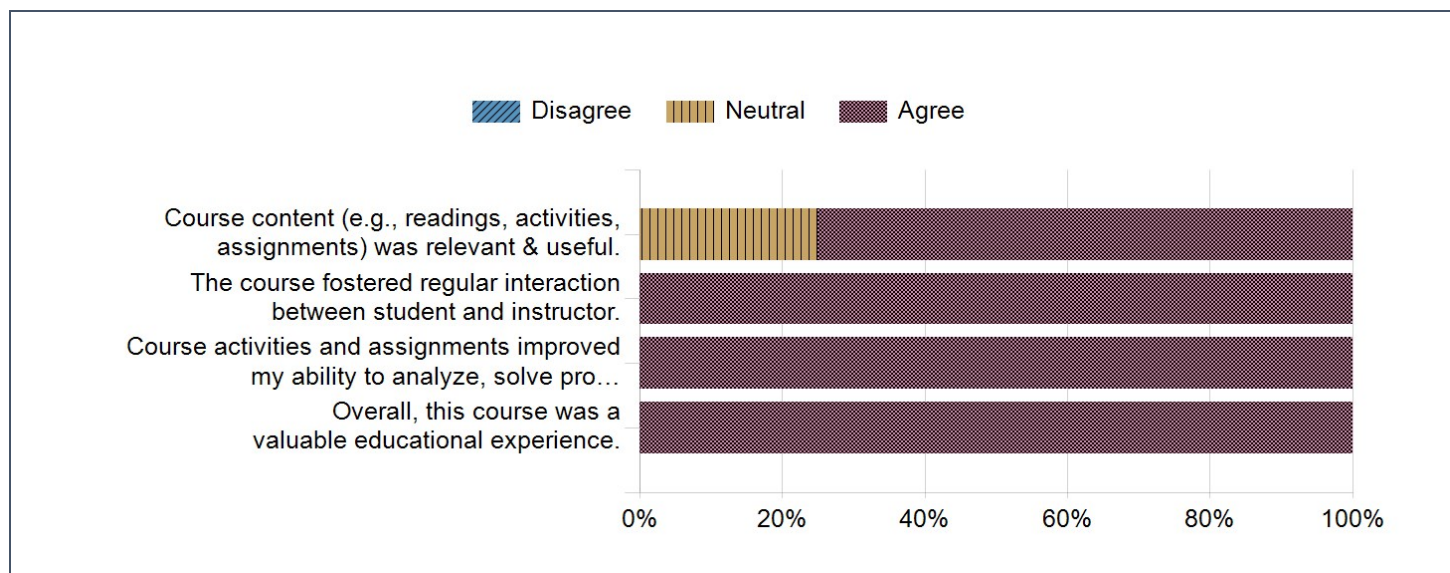
University Core Instructor Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



University Core Course Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



Percentages Evaluation Results

University Core Instructor Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
The instructor was enthusiastic about the course.	0.0%	0.0%	0.0%	0.0%	100.0%	4	5.00	5.00	0.00
The instructor explained material clearly and in a way that enhanced my understanding.	0.0%	0.0%	0.0%	25.0%	75.0%	4	4.75	5.00	0.50
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	0.0%	0.0%	0.0%	25.0%	75.0%	4	4.75	5.00	0.50
The instructor fostered a positive learning environment that engaged students.	0.0%	0.0%	0.0%	0.0%	100.0%	4	5.00	5.00	0.00
The instructor provided prompt and meaningful feedback on my work and performance in the course.	0.0%	0.0%	0.0%	0.0%	100.0%	4	5.00	5.00	0.00
The instructor was instrumental to my learning in the course.	0.0%	0.0%	0.0%	25.0%	75.0%	4	4.75	5.00	0.50

University Core Course Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
Course content (e.g., readings, activities, assignments) was relevant & useful.	0.0%	0.0%	25.0%	25.0%	50.0%	4	4.25	4.50	0.96
The course fostered regular interaction between student and instructor.	0.0%	0.0%	0.0%	25.0%	75.0%	4	4.75	5.00	0.50
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	0.0%	0.0%	0.0%	25.0%	75.0%	4	4.75	5.00	0.50
Overall, this course was a valuable educational experience.	0.0%	0.0%	0.0%	25.0%	75.0%	4	4.75	5.00	0.50

For additional information and resources in each of these question areas, please visit the GatorEvals Website at <https://gatorevals.ua.ufl.edu/resources--policies/question-set/>

Free Response Section

Please identify the instructor's strengths that contributed to your learning in the course.

Comments
The instructor helps us a lot during office hours.
instructor provided constructive feedback
Instructor is knowledgeable on the qualitative method.
The diverse readings also introduced me to different approaches which is very helpful.
Dr. Sohn master all course materials. She used to complete our explanations when we are discussing a book. Her office hours are useful and valuable.
Prof. Sohn is incredibly knowledgeable and well-versed in all of the topics covered on the class. She can also provide us with valuable insights and experiences regarding scientific methodology and field work techniques. It is obvious that she is passionate about the subjects and she stands firm in what she believes to be right. She is also very kind to us students.

What additional constructive feedback can you offer the instructor that might help improve the course?

Comments
This course is well structured and very organized.
I really like how the course was structured, such that it allows students to lead discussions. Also, each student gets the chance to comment on the readings during class sessions which is very helpful.
Perhaps, provide a sample journal entry and Abstract at the start of the class- writing it has been one of my struggles.
Perhaps remove the third round table
I think if Dr. Sohn could presented one example of research paper from previous student, that could be really helpful.
For now, none.

What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

Comments
Sometimes the purposes of the E-reserves readings are not clear, or they have very few relations to the main texts.
The only thing I will suggest is to remove the third roundtable.
Overall the materials are well organized and very helpful.
I suggest that the professor gives more explanations about the abstract and the journal assignments in terms of the sections expected in the assignments.
The roundtables need more time to discuss our research paper. If we could do a presentation for each round table, that could be perfect.
I would like to suggest something about the reading materials. For each week, there are usually one major requirement (e.g. a book) and a few shorter requirements (e.g. chapters, articles, etc.). There are several weeks when we only got through the books but then had no time left for the shorter materials. Those chapters and articles were left unattended. This kind of situation could be a source of frustration for those students who read all materials for every week. I propose that for some of the weeks which have exceptionally thick books, why not just take out the minor requirements altogether? That way, students have less reading burden and they can focus on the most important subject: the book.
Also, two peer reviews feel like something of a burden. Of course, we understand the good intention behind having students write peer reviews for each other's paper/proposal. But the requirement of writing two peer reviews for both the 1st and 2nd drafts seem burdensome, especially when each student is writing a massively distinctive topic and there is very little overlap of understanding between students. It soon becomes hard for students to squeeze their heads to think of constructive feedback where they do not have any simply because they are not knowledgeable enough on the reviewed subject. Perhaps, writing one peer review for the 2nd draft will be sufficient.

Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.

Comments
I learned about the process of conducting a scientific qualitative study
Biggest takeaway is political ethnography– thus I learnt about how to conduct field, mapping out stakeholders for engagement, understanding the power dynamics etc.
How to incorporate archival data into my research. These are skills that will help me in my own research.
Book presentations were good. The materials (books recommended) are helped me a lot. I learned from the methods by Ashante Reese, Katherine Cramer, and Teresa mares to conduct my research.
Film analysis, paradox–format writing, case study, ethnographic field work.