



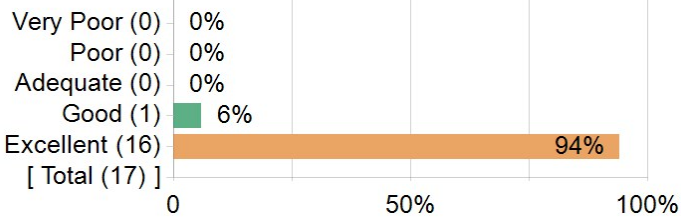
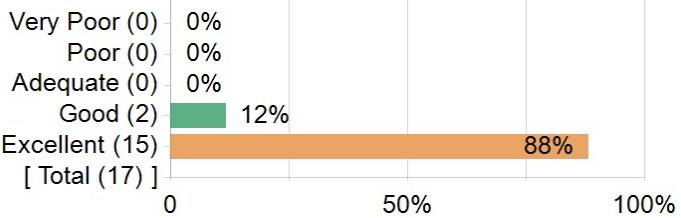
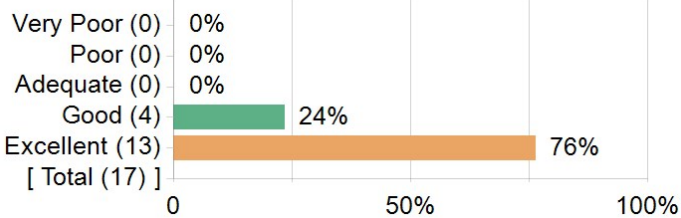
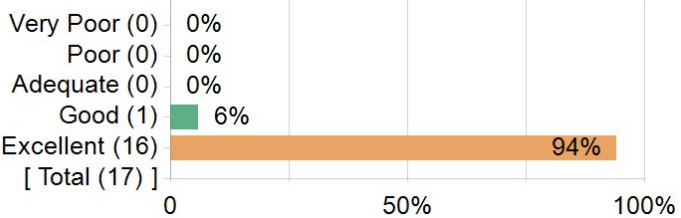
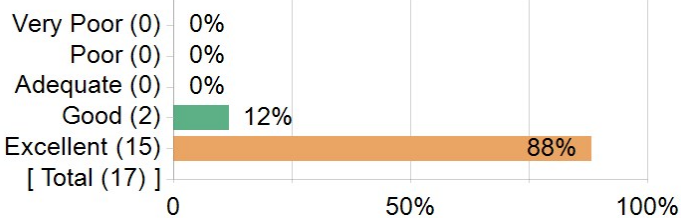
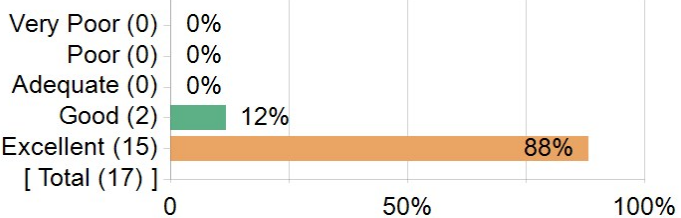
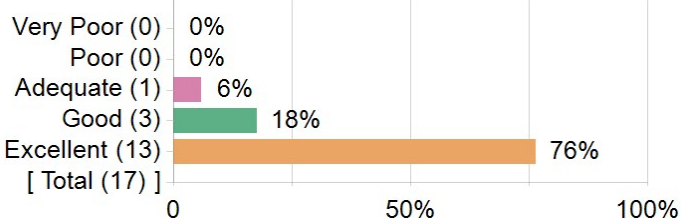
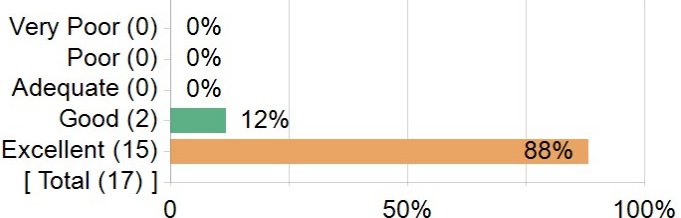
Project Title: **UVic Course Experience Survey - Summer 2020**

Courses Audience: **32**
Responses Received: **17**
Response Ratio: **53%**

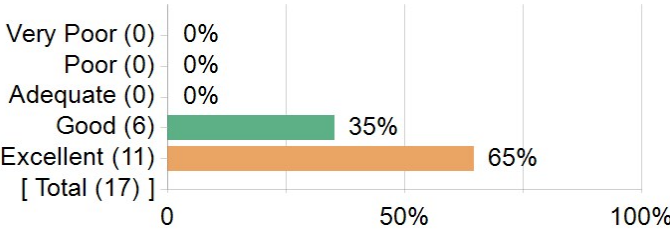
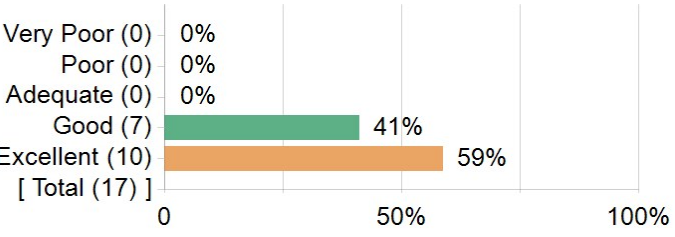
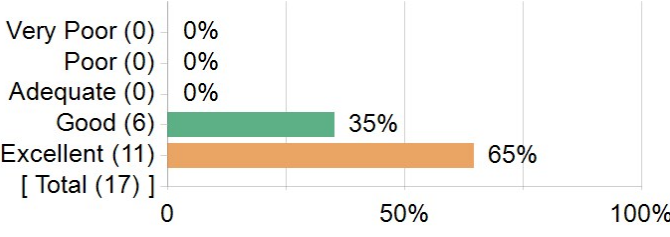
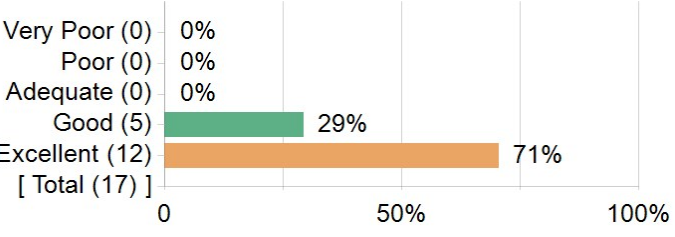
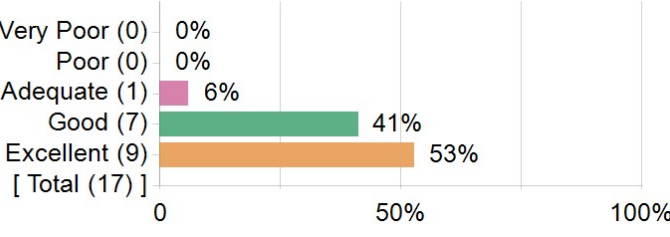
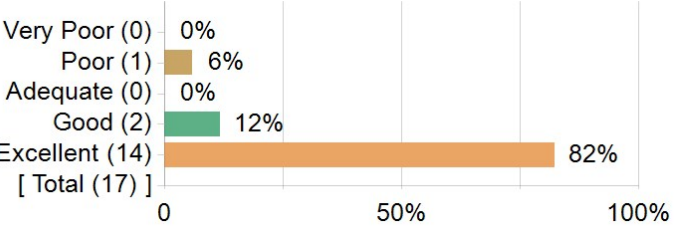
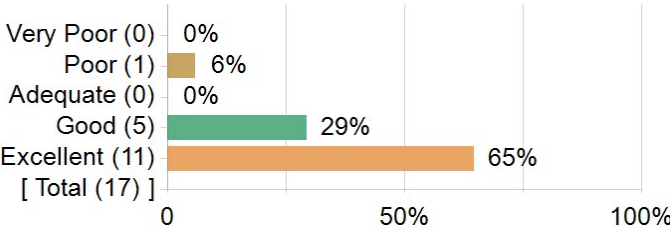
Subject Details

CRN	31316
VNUMBER	V00785623

I Instructor's Teaching - Students' Ratings on the Following Statements:

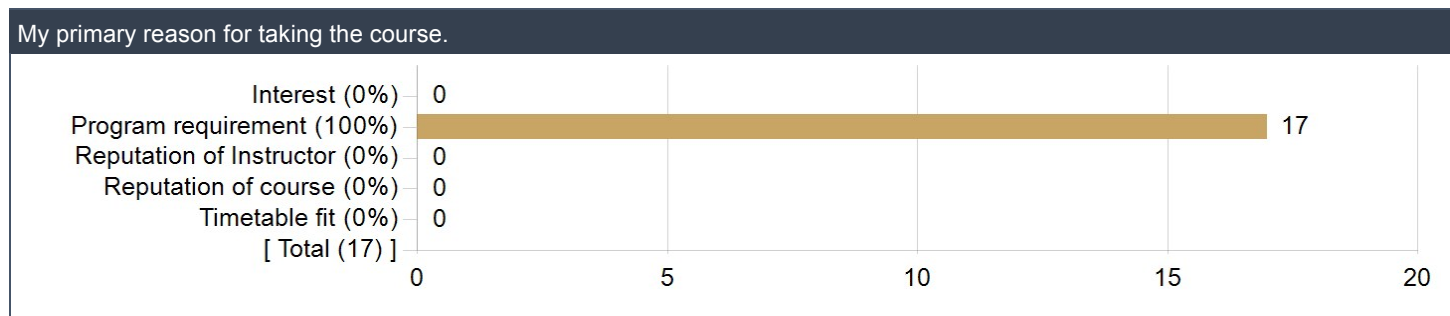
<p>1. The instructor was prepared for course sessions</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Adequate (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Good (1)</td> <td>1</td> <td>6%</td> </tr> <tr> <td>Excellent (16)</td> <td>16</td> <td>94%</td> </tr> <tr> <td>Total</td> <td>17</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>17</td> </tr> </tbody> </table>	Rating	Count	Percentage	Very Poor (0)	0	0%	Poor (0)	0	0%	Adequate (0)	0	0%	Good (1)	1	6%	Excellent (16)	16	94%	Total	17		Statistics	Value	Response Count	17	<p>2. The instructor's explanations of concepts were clear</p>  <table border="1"> <thead> <tr> <th>Rating</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Poor (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Adequate (0)</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Good (2)</td> <td>2</td> <td>12%</td> </tr> <tr> <td>Excellent (15)</td> <td>15</td> <td>88%</td> </tr> <tr> <td>Total</td> <td>17</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Statistics</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Response Count</td> <td>17</td> </tr> </tbody> </table>	Rating	Count	Percentage	Very Poor (0)	0	0%	Poor (0)	0	0%	Adequate (0)	0	0%	Good (2)	2	12%	Excellent (15)	15	88%	Total	17		Statistics	Value	Response Count	17
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II Course Design - Students' Ratings on the Following Statements:

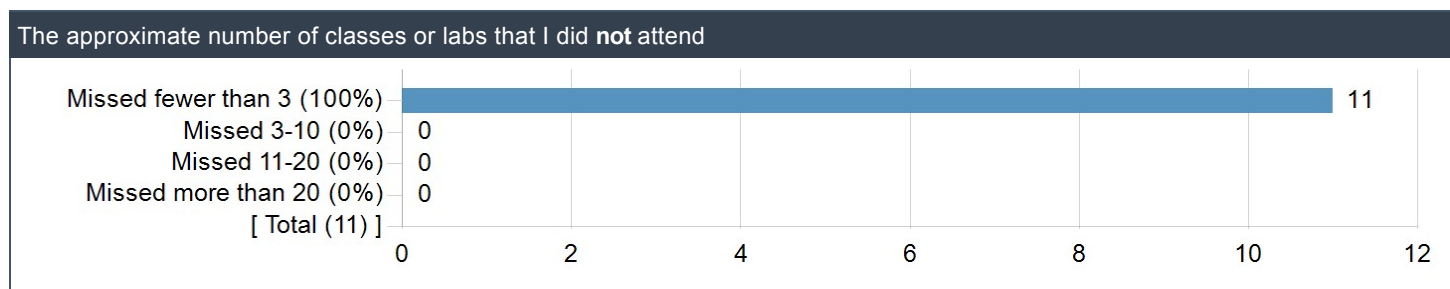
<p>1. The course structure, goals and requirements were clear</p>	<p>2. The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear</p>																																										
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<p>3. The assigned work helped your understanding of the course content</p>	<p>4. The course provided opportunities for you to become engaged with the course material, for example through class discussions, group work, student presentations, on-line chat, or experiential learning</p>																																										
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<p>5. The methods of assessment used to evaluate your learning in the course were fair</p>	<p>6. The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)</p>																																										
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III Statements About The Students:

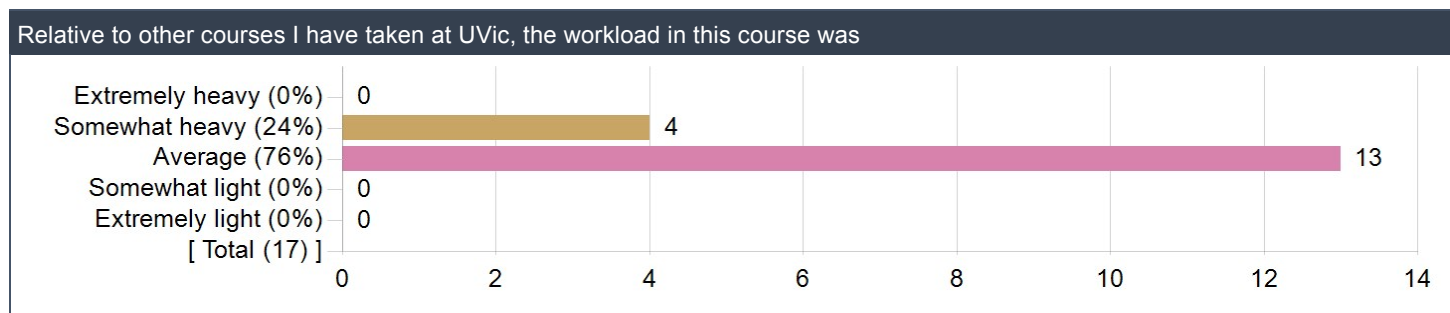
My primary reason for taking the course.



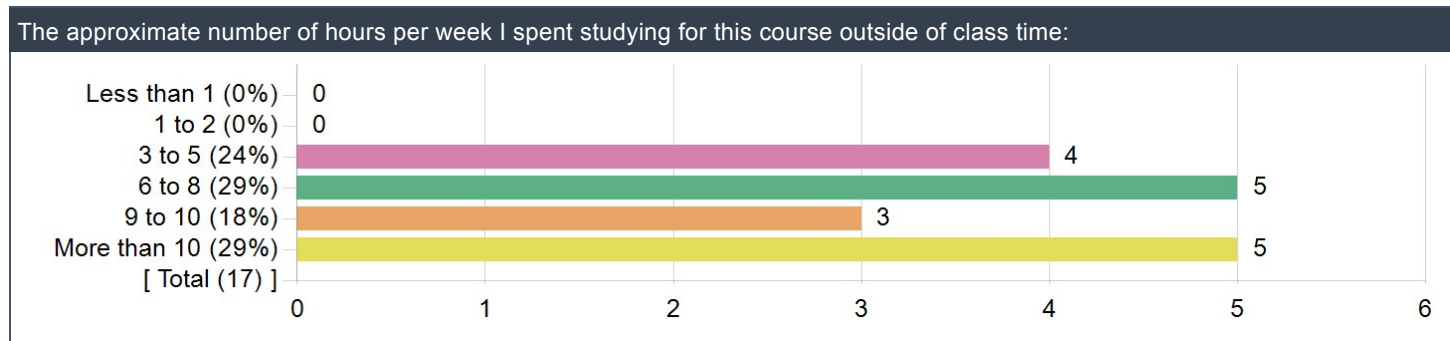
The approximate number of classes or labs that I did not attend



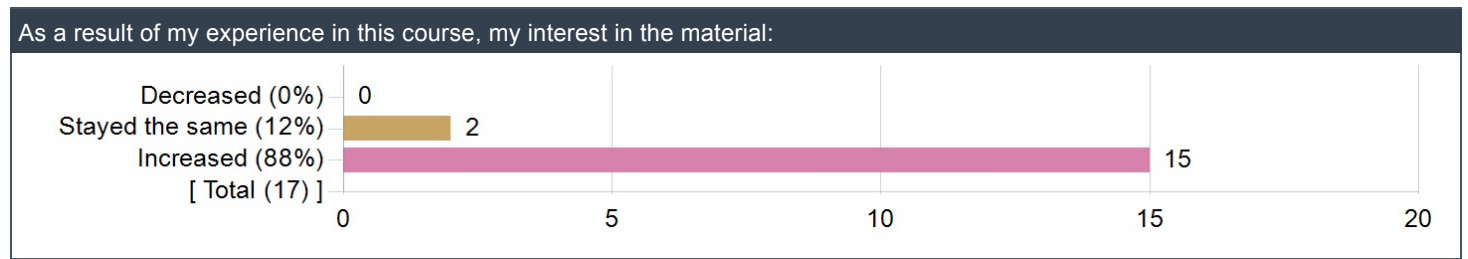
Relative to other courses I have taken at UVic, the workload in this course was



The approximate number of hours per week I spent studying for this course outside of class time:



As a result of my experience in this course, my interest in the material:



IIV Student Comments:

What strengths did your instructor (Lyndze Harvey) demonstrate that helped you learn in this course?

Comments
Highly organized
Lyndze was very knowledgeable, gave usable feedback, was flexible in her demands to students (i.e. decreasing readings when students communicated they were getting stressed), and offered a variety of ways to learn (I especially appreciate the Bring-a-Book assignment, as it gave each student valuable teaching resources to leave the class with).
Lyndze is an incredibly inspiring teacher that I learned a lot from, not only in teacher social studies, but in how to be a teacher. Lyndze listens to our needs, encourages us to explore difficult topics in discussions, helps us look at ourselves and our teaching methods and encourages us to work towards praxis. I can not say enough to thank Lyndze for her insight. I also appreciate how the assignments were created and how some of them happened in class, as there is just not a lot of time outside class with these three courses we are taking in the last 3 weeks to be able to do any more than what we did. The one last thing I will say is that I was really surprised at how successful this class was online, although I would still prefer it to be in person.
Passionate and very knowledgeable. Empathetic
Lyndze was always trying new things to make our Zoom experience together better. I liked how she took time to get feedback from the class since we were online and especially appreciate how she actually used the feedback to adjust the course load. Although the time limit of the in-class assignments was stressful, they were well organized and great activities that help prepare us for the future. I found all of the topics we covered in class very interesting/eye-opening and enjoyed the dance breaks! Lyndze was very organized and her communication was both efficient and effective. Overall, I loved taking this class with her and looked forward to our class discussions every day.
Critical pedagogy and the ability to ask open questions that sparked reflection. A sequence of topics that built upon each other and helped to deepen knowledge and understanding while challenging the ways in which we have grown up with views/values that may not align with a free/equitable world. Flexibility to adapt lessons and class times so that we could limit our amount of screen time each day. Ability to listen deeply and respond to needs as they arose.
Lyndze is one of a handful of instructors who truly models her teaching values and beliefs. I found she was clear and honest with her comments in class and clearly explained her belief in NVC. Because she treats her students as peers, the power dynamic that can exist with some professors was absent and this helped me to be open to learning new concepts and take chances in the class.
Lyndze was always prepared for classes and the activities we did in the breakout groups helped me understand the content better! Lyndze was very patient and respected all students.
Lyndze was very adaptable to the online platform and responsive to needs that the class had. She encouraged thoughtful discussions, was extremely prompt with grading and included body breaks and mindful moments that helped with the online learning platform.
Lyndze's ability and efforts to adapt this course to an online format should be commended. She obviously spent time honing computer tech skills to make the activities and lectures flow smoothly. Providing grades first and feedback later is a brilliant way to help cultivate an intrinsic learning style in students as well as focus on the process rather than the end product. Lyndze is personally accessible and created a safe learning environment online where students felt supported to speak out. Lyndze seems to genuinely care for her students. I also loved marked exercises that occurred during class time, that were collaborative and had a time limit. This was challenging and fun and helped to provide graded exercises without increasing the homework time commitment for this course which is already high (in terms of reading prep).
Amazing supportive teaching, great feedback, theory and practical learning opportunities.
Super prepared for each lesson with diversified lessons that allow for student participation. I liked how she included mindfulness practices at the beginning of each class as this helped me get into a good head space for ensuing lesson and day of classes. Instructions for activities and assignments were clearly communicated and thoughtful feedback was given in a very timely manner. This online learning has been a new experience for a lot of us and Lyndze has handled it very well, with openness, honesty, and sincerity.
Clear explanations of concepts, cleared up confusing or vague definitions. She is passionate and cares about the content which engages the learner.
Lyndze was passionate about the topics we covered which really helped me understand and get interested in the topics.
Clear and thoughtful course design and content inclusion. Excellent incorporation of diverse activity types, especially having to deliver classes via zoom. Thoughtful and helpful feedback. Relevant and considerate assignments

Please provide specific suggestions as to how the instructor (Lyndze Harvey) could have helped you learn more effectively.

Comments
More lectures on curriculum content – Canadian history, world history, current issues. And how to teach them – activities, lesson plans
Less screen time
Although it got easier, I found the bring-a-book to be rather stressful depending on the group and the topic. I was wondering if we could have thoughts to think about the day before so that there is not such a mad panic to figure it all out in the 30 minutes we have. At the same time, I suppose if we had the questions the day before it might put pressure on us to do work the day before, which we just don't have time to do, given the short time that we have to finish the course in. Even though I found in class assignments stressful, I still appreciated them as I am learnt that six heads are definitely better than one and I am excited that we have this set of resources to pull from later as we enter our teaching careers! My only other suggestion would be to make sure that students had access to the readings before the course starts, as some of the readings are quite dense. I know this did happen, but just to make sure that students always had this opportunity to review readings before the class starts would be useful.
I think several of the articles were quite dense and it would have been good to spend the first half hour of class coming to a shared understanding of some of the articles before moving into analyzing them with deeper questions. Sometimes, the fact that the class-time was cut from 80 down to 60 minutes meant we didn't actually get to deepen our understanding as well as we could have.
I would have liked a chance to have an online forum for students available to students outside of class to discuss readings and topics covered in class. Because this was a course that was switched to online due to Covid, there was a lack of social time to chat and share ideas pre and post class.
Giving us articles that weren't full of jargon as this made it very difficult to read.
I didn't always feel that I was getting what I needed to out of the bring a book assignments. Internet and logistical issues often meant the group had about 10 minutes to come up with something. Maybe if there had been less bring a book days and more time had been given we would have been able to make stronger connections to the books and content. (Love that I have a great list of books on different topics now though!)
I don't have a single suggestion. This is easily the best online course I have ever taken.
Perhaps minimize the readings from the start and focus more on the quality of the engagement rather than the quantity of the engagement. There were so many great readings in this class, so this is a difficult one to balance. I recognize that it isn't an easy task given the format and length of the course itself.
N/A

Please provide specific suggestions as to how this course could be improved.

Comments
Less focus on current day issues and more focus on BC CURRICULUM. History and politics.
Make it a full-length course! I've been told this suggestion has been made by previous cohorts, and think it's ridiculous that – given how important social issues are in society – it is still a summer course. This should change! Courses like philosophy should be taught in the summer.
I would suggest is to make this course a spring or fall course so that we could have more time to absorb and digest the material and to have the class in person, but nothing we could do about that now with COVID-19.
This course should be offered for the PDP program in the fall or winter term. The content is very important and rushing through it in a condensed course did not give it credit
This course should be offered earlier in the program as a full semester class. There is not enough time to reflect on material and let it sink in with just 3 weeks, but is such an imperative course.
This course needs more time and space. That's the number 1. It needs to be one of the full-length courses and it would be so much better if it were one of the first courses we took so that we could begin this transformative learning earlier and take it with us through the other courses. As that is not in Lyndze's hands, however, I could suggest (and Lyndze already knows this) that the reading materials be more varied as podcasts, movies, etc so that it is not all reading.
Move this course to a fall or winter semester time slot. A three-week course for social studies is not long enough and does not allow for sufficient time to reflect, absorb and learn the materials.
Less readings or shorter articles as some of us are very slow readers. More time given on the bring a books! Ideally 45–60 minutes.
The content of this course is both intense and extremely important for educators. This course should NOT be an intensive summer course, it needs to be earlier in the program when it can be spaced out over a full semester so that it can be given an appropriate amount of time.
This course should not be an intensive summer course. The content is so important and in a summer course there is almost no time to reflect. I would imagine that students with lives outside of school (read all students) would probably have struggled like I did to get sleep at night and everything read and completed in prep for each class.
Please don't have this course in the summer. Please have it in the Fall or Spring semester. It would be so much more beneficial for us students to take a deeper dive into a course like this one that deals with the very nature of our system of education than say the art class or tech ed class. I feel like I am leaving this course too early whereas Art and Tech Ed could easily have been shorter.
This course would have been a great fit as a 3 month long course rather than condensed in the 3.5 weeks of the summer semester. It was challenging to go in depth and reflect on the material when you were introduced to new and built on the content 5 days or more a week.
This course should be a 4 month whole semester course, not condensed in the elementary PDPP
It could only been improved if it was a full term course so we could have spent more time with the material and with Lyndze as our Prof.