2022W1 UBC Individual Instructor Report for FRE 460 001 - Economics of Food Consumption (Raahil Madhok)

Project Title: **2022W1 UBC Instructor SEI Surveys**

Course Audience: **18**
Responses Received: **12**
Response Ratio: **67%**

Report Comments

Recommended Minimum Response Rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 10% margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

Creation Date: **Tuesday, January 3, 2023**

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University Module Questions

University Module Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	18	11	0	0	1	2	8	0	4.8	0.3
The instructor conducted this course in such a way that I was motivated to learn.	18	12	0	1	0	3	8	0	4.8	0.4
The instructor presented the course material in a way that I could understand.	18	12	0	0	1	2	9	0	4.8	0.3
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	18	12	1	0	3	0	8	0	4.8	0.6
The instructor showed genuine interest in supporting my learning throughout this course.	18	12	0	0	1	3	8	0	4.8	0.3
Overall, I learned a great deal from this instructor.	18	12	0	0	1	5	6	0	4.5	0.3

Question	%Favourable
Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	91%
The instructor conducted this course in such a way that I was motivated to learn.	92%
The instructor presented the course material in a way that I could understand.	92%
Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.	67%
The instructor showed genuine interest in supporting my learning throughout this course.	92%
Overall, I learned a great deal from this instructor.	92%

Faculty Questions

Course Questions

Question	N	n	SD	D	N	A	SA	IM	DI
I would recommend this course to other students.	18	12	0	1	0	5	6	4.5	0.4

Question	%Favourable
I would recommend this course to other students.	92%

Instructor Questions

Question	N	n	SD	D	N	A	SA	IM	DI
The course activities (e.g., lectures, labs, PBL, tutorials, field trips, on-line components, assignments) helped me achieve the learning objectives.	18	12	0	0	1	4	7	4.6	0.3
I was able to receive assistance from the instructor when needed.	18	12	0	0	0	3	9	4.8	0.2
Feedback given by the instructor helped me learn.	18	12	0	0	3	2	7	4.6	0.4

Question	%Favourable
The course activities (e.g., lectures, labs, PBL, tutorials, field trips, on-line components, assignments) helped me achieve the learning objectives.	92%
I was able to receive assistance from the instructor when needed.	100%
Feedback given by the instructor helped me learn.	75%

Open ended feedback

Please comment on what your instructor did well to support your learning.

Comments
The instructor did a great job on showing students how to critically judge papers, which I consider to be a very important skill! He also covered a lot of interesting material regarding food economics.
The combination of lectures, assignments and debate provided me with information, practice and time to do research on one specific topic.
Good preparation for lectures, willing to answer and respond to questions during class. Available after class.
Was great at answering questions and misunderstandings
Explained course material thoroughly, took time in class to go over assignment/debate instructions so that there would be no confusion
An absolute gem of a prof. Finally taught me how the elasticity of demand worked, I have taken plenty of econ courses and this is the first time it made sense. Was always open to questions. Great prof, will make a great tenured prof someday.
The kindness professor I have ever met, explained all the points super clearly.
Using easy to understand language to explain course material, especially given how it's a level 400 course and I would've thought the lecturer would lean more towards the use of scientific jargons.

Do you have any suggestions for what the instructor could have done differently to further support your learning?

Comments
50% of the grading is based on assignments and some students copy from each other. That could be perceived to be unfair because students who do not get the course material can get the same grades as students who put time and effort into the assignments. In addition, the learning effects of the copying students is lower, which is their own fault really and they will have to live with the consequences. So my learning was not affected in a bad way, but maybe short multiple choice quizzes at the beginning of class could reveal better who actually understood the course material.
More in class interaction. I'd have enjoyed more questions and in class discussions.
Not really
Assignments were often confusing to understand and interpret, so they could be improved
Not any so far.
Nah, instructor was stellar

Please identify what you consider to be the strengths of this course.

Comments
This course covered many interesting aspects of food economics like soda taxes and labels. Students also learn to detect limits of caveats and papers. There is no final exam, the grade is based on assignments, a debate (where the slide deck and the delivery is graded) and participation.
A lot of scientific research presented. I became more familiar with scientific studies which will help me in different disciplinary studies.
No final exam
Uses the foundations of economics to reinforce concepts related to food, making the course interesting
Having debates as the final project allowed us to apply course material in an interesting and engaging way.
The prof and neat content
I like the lecture format very much, every point is very clear, and the debate is very interesting.
Preparing for the debate in terms of debate content was something that I found new and important, specifically the guidelines as to what makes a strong debate argument and common mistakes that fails to justify an argument (e.g., erroneous causation).

Please provide suggestions on how this course might be improved.

Comments
It is very easy for students to copy the assignments from one another. Since the assignments make up 50% of the grade, it is easy to get a good grade without proper understanding of the material. This is not ideal, although the lack of learning is the copying students' own fault.
Expectations and instructions on the assignments could be more clear
idk
Nothing

What I liked most about this course and/or instructor was …

Comments
the in depth analysis of each discussed topic that considered up to date research.
No pressure of exam made classes more enjoyable
Nice person
The course implemented applications of economics learned in other courses to facilitate understanding of different areas in food sector
Interesting topics and research papers were covered in this class.
Prof is a legend, the best Phd student I have ever been taught be. Needs tenure asap.
The lecture was very clear and the format was very interesting, it was the only course I did not miss one class
Instructor is understanding of students' challenges and personal circumstances, highly appreciate that!

I suggest that the course could be improved by …

Comments
doing short multiple choice quizzes about the key points of the course material in class (rather than assignment, which can easily be copied).
Clarifying instructions on assignments
idk
Nothing

Please comment on aspects of my teaching which you have found particularly effective as well as on those aspects which might be improved. You may wish to comment on areas such as classroom delivery, class discussions, interaction with students, availability outside class and overall interest in students.

Comments
Classroom delivery, discussions and interactions with students were great. The instructor was able to respond to the needs of every student. He and the TAs also were available outside class during set office hours.
The debate was a good experience to conduct research which we will need to do all the time throughout our studies.
Discussion atmosphere in the class is great. Good relationships too.
Instructor gave great consideration to student's understanding and learning, was superb in answering questions, and provided assistance and feedback whenever asked
idk
The course was material dense, which is okay but it makes lectures a little rushed in an attempt to cover as much material.

Explanatory Note

Percent Favourable Rating

This is the percentage of respondents who rated the instructor a 4 or 5 (Agree or Strongly Agree).

Interpolated Median

The data collected for Student Experience of Instruction (SEI) are ordinal in nature, with a natural order (from 1 to 5). While the mean may be used as a measure of central tendency for such data, it is not an appropriate or accurate representation of SEI data (cf. Stark & Freishtat, 2014). The usual measure of central tendency for ordinal data is the median. As a result, we have been reporting the mean and the median for the last several years. After considerable thought and data modeling, we now believe that the interpolated median is the best representation of the data, since it takes the frequency distribution into account.

Consider the following example from 2015W, the two course sections have identical mean (3.8). However, the instructor in section 2 received 77% favourable (4-5) ratings, compared to 53% for the instructor in section 1. The Interpolated median values of (3.7 and 4.2), much better reflects the distribution of the scores above and below their respective median. Furthermore, the interpolated median is better correlated with percent favourable rating; such that an interpolated median of 3.5 on a Likert scale of 1 to 5, corresponds to 50% favourable rating.

Frequency Distribution

Response for University Module Item	Section 1	Section 2
5 = Strongly agree	5	5
4 = Agree	3	5
3 = Neither agree nor disagree	6	0
2 = Disagree	1	2
1 = Strongly disagree	0	1
Mean	3.8	3.8
Median	4.0	4.0

Interpolated Median	3.7	4.2
Percent favourable rating	53%	77%

Dispersion Index

The dispersion index is a measure of variability suitable for ordinal data (Rampichini, Grilli & Petrucci 2004). This dispersion index has values between zero and 1. A zero dispersion index indicates that all respondents in the section rated their experience of instruction the same. An index value of 1.0 is obtained when the respondents are split evenly between the two extreme values (Strongly Disagree & Strongly Agree), a very rare occurrence. In SEI data at UBC, the index rarely exceeds 0.85, and mostly for evaluations not meeting the minimum recommended response rate.