

Description of Your Report

Your Course Evaluation Report contains up to four sets of items, represented in up to four sections in your report, described below.

Sets of Items

Institutional Items

These eight items are consistent across the University of Toronto. They are comprised of:

- Five rating-scale items which represent institution-wide teaching and learning priorities.
 - ◊ **The institutional composite mean, a mathematical average of these first five items.**
- One rating-scale item on the overall quality of a student's learning experience.
- Two qualitative comment items.

Divisional Items

These items are consistent across your division. They represent division-wide priorities for teaching and learning.

Departmental/Program/Course-Type Items

These items (when applicable) represent further levels of granularity and specificity for teaching and learning priorities within your division (e.g., department, program, course type).

Instructor-Selected Items

These items are optional items which may be selected from the item bank by instructors during the question personalization period.

- **Note that the results from these items are only reported to instructors, as they are primarily intended to function as personal formative feedback.**

Report Sections

The following provide different statistical summaries and representations for your institutional, divisional, and departmental/programmatic items (where appropriate).

Section 1: Course Evaluation Overview

Provides all course evaluation data except instructor-selected items.

Section 2: Response Distributions and Additional Statistics

Provides detailed response distributions.

- The number and relative percentage of respondents providing a given answer is provided, along with a graphical representation.
- This section also reports further statistics for each set of items relative to Section 1.

Section 3: Comparative Data

Provides comparative means for your course as compared to the relevant means across *all other evaluated courses at a particular level of comparison (e.g. division, program)* for each set of items.

Section 4: Instructor-Selected Items

Provides data for optional items that instructors can select from the item bank during the question personalization period. This section is formatted identically to Section 2.

Statistical Terms Used in this Report

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

Standard deviation: A measure of the "spread" of the data.

FAS Summer 2023 S Undergrad

Course Name: Intro to Theory Comp CSC236H1-Y-LEC5101
Division: ARTSC
Session: Y
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Harry Sha
Section: LEC5101
Delivery Mode: INPER

Raters	Students
Responded	47
Invited	105

Section 1: Course Evaluation Overview

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
I found the course intellectually stimulating.	4.5	5.0
The course provided me with a deeper understanding of the subject matter.	4.6	5.0
The instructor (Harry Sha) created an atmosphere that was conducive to my learning.	4.7	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.2	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.1	4.0
Institutional Composite Mean	4.4	-

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Median
Overall, the quality of my learning experience in this course was:	4.3	4.0

7. Please comment on the overall quality of the instruction in this course.

Comments
Very good, detailed materials and lecture
Harry was wonderful. He's clearly very smart and knows a lot about the material he is teaching. He's also very kind and patient with his students, almost to the point that it's bad. It was quite a contrast from the instructor I had for csc207, my other cs course for the summer.
Unironically a top instructor.
I have previously taken an equivalent course at another campus, but I had a more pleasant and motivating learning experience with Harry. The level of assignments and midterms are adequately adjusted to show my understanding of the course materials and challenge me sometimes. Harry really takes his time to answer any questions, introduces techniques to tackle problems, and creates an enjoyable atmosphere during lectures. Although I find the nature of the subject material to be difficult, it was his teaching that made me like solving problems in this class.
Harry has a deep grasp of the lecture material and explains it quite well. Unfortunately the course material does get quite repetitive but Harry's charm allows for this reengagement to still be a little intellectually satisfying.
Good
I liked how the prof taught the course! answered everybody's questions thoroughly and went back to re-explain difficult content
I love Harry.
The instruction was very good. The TAs and professor were very conducive to learning and open to various questions regarding the content in the course. Although sometimes there were some small errors made during the calculation, but it never got in the way of the presentation of the idea. Overall very impressive.
Quality was amazing, Harry is a phenomenal instructor who describes topics clearly and is very approachable. He makes learning fun!
I like the format of the homework.
Instruction was really good, lots of support was given
A little too fast-paced (because of the short school term) so we weren't allocated a lot of time to fully understand some concepts (sometimes we haven't yet mastered something and we're already onto something else).
Very clear instructions and explanations on the course material.
The instruction in this course was excellent. I was not struggling to follow along or on how to learn the content. In stead, I was focused on acutally learning the content. This course's material is hard and the instruction did not make it even harder.
Professor Sha is an extremely enthusiastic teacher, and his knowledge and excitement about course content was obvious during every lecture. I'm a physics major but I looked forward to this class' lectures more than my physics class' lectures!
Excellent instruction throughout
Excellent course and great delivery. Loved the fact that the homework was not graded for correctness but for effort and this allowed to study so much better for exam.
Extremely well planned and executed lectures and tutorials.
Professor was an absolute pleasure to listen to and I would highly recommend any class he teaches. He really knows his material and has a deep passion for the subject.
Very straightforward slides / website. The professor (Harry Sha) was also very organized and attentive
The overall quality of instruction in this course was very good. The lectures were very informative and helpful.
The quality of instructions was very impressive. Harry made the class very accessible and fun. Really enjoyed learning in his class.
It was quite interesting and stimulating, especially the homeworks and problems we faced in the course.
Harry was an excellent instructor. Truly a super nice person, and actually wants all of his students to succeed. Harry taught the material really well, and communicated difficult concepts really well.
not bad not bad
Instruction was great however marking and deliverables and feedback was minimal, so there is no way to know where you stand
Covered material thoroughly, always open to questions, great enthusiasm
great instructional ability demonstrated by the instructor, made me interested a bit more in the subject with his style of teaching
LGTM
One of the best instructors I've had at UoFT so far. Mr. Sha comes in to his lectures with a lot of enthusiasm. Additionally, when creating / providing examples for his slides or homework problems, he comes up with things that "relate" in a way to people who

Comments

grew up in my generation. I also love the doodles he created for his lecture examples. The format of the course is conducive to learning: ie. when you show your effort in your homework solutions, you are not punished for the mistakes you made, synonymous to my belief that problem sets / homework are tools to learn from your mistakes, whereas midterms/finals are to show what you have learnt.

The instruction was easy to understand and very digestible, the subject being explained was always quite clear to me by the end of the lecture

I hope there was a more in-depth and detailed explanation of the concepts and more complete notes with better handwriting. Also, with the teaching materials are one textbook/notes rather than split between textbooks so the concepts covered are well-structured and consistent.

Professor Sha explained lecture material really well and the homework assigned accurately reflected what we'd been taught in class and would be able to complete.

8. Please comment on any assistance that was available to support your learning in this course.

Comments
Annotated lectures
I don't think Harry picked his TAs so it was probably just lucky but the TAs were fantastic this term. Matthew, Lily and Logan were all super smart and knew how to articulate themselves properly. Harry himself was great too.
Ed Discussion was very helpful for any questions. We also get one-on-one time with TAs for any questions. Prof. Sha also holds office hours.
I used edstem to ask questions about the hw
I like Logan.
The TAs and professors were open to answer any questions regarding the support and content of the course in-person or online through Ed discussions.
There was lots of assistance available from course TAs as well as office hours. I felt well supported during the entire time.
Office hours and TA checkins were helpful
Office hours are good and helpful. There is kind of a lack of practice problem sets (apart from the lecture/tutorial problems) and answer keys. Course materials are not on Quercus which can be a little difficult to manage (preferably at the same place as the other courses)
Held frequent office hours and was very approachable in general.
The office hours were very good and collaborative. I would go every week even if I did not have any questions because I always found them useful.
Professor Sha was very helpful in providing insight on problem set questions during office hours. The TAs for this course were determined to make students better problem solvers and more rigorous proof writers, although sometimes things could have been explained a bit more clearly during tutorials (but they were overall still extremely helpful).
Office hours (weekly and directly from the instructor) and tutorials were extremely helpful.
Ed was useful for the questions
TAs were all very knowledgeable and extremely helpful
Tutorials were helpful albeit not being directly related to lecture content
The office hours were very helpful in getting more time with the professor. Prof Sha was extremely helpful during office hours and provided instruction in a calm and very helpful manner.
The TAs were amazing for this course especially Logan as he provided a lot of assistance during the course.
The TAs and instructor were very helpful on ED and office hours
I thought the tutorial sessions were helpful.
More Practice problems marked, and more instruction of fundamentals
office hours/ Check ins
TAs, office hours, great great lectures
Office hours, tutorials, lecture slides, extra textbook material, in-depth midterm and homework solutions, and sometimes the TA checkins also provide some insight to different ways of seeing the problems, and Ed class page/forum.
We had office hours every week before class as well as a discussion board called Ed that we could post our questions to and ask for additional office hours if the one available doesn't work
good

Part B. Divisional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Median
FAS001 The instructor (Harry Sha) generated enthusiasm for learning in the course.	4.6	5.0

Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

Question	Summary	
	Mean	Median
FAS002 Compared to other courses, the workload for this course was...	3.4	3.0

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

Question	Summary	
	Mean	Median
FAS003 I would recommend this course to other students.	4.1	4.0

Section 2: Response Distributions and Additional Statistics

This section provides detailed response distributions.

Mean: The mathematical average. This measure is the most sensitive, and can be greatly affected by extreme and/or divergent scores.

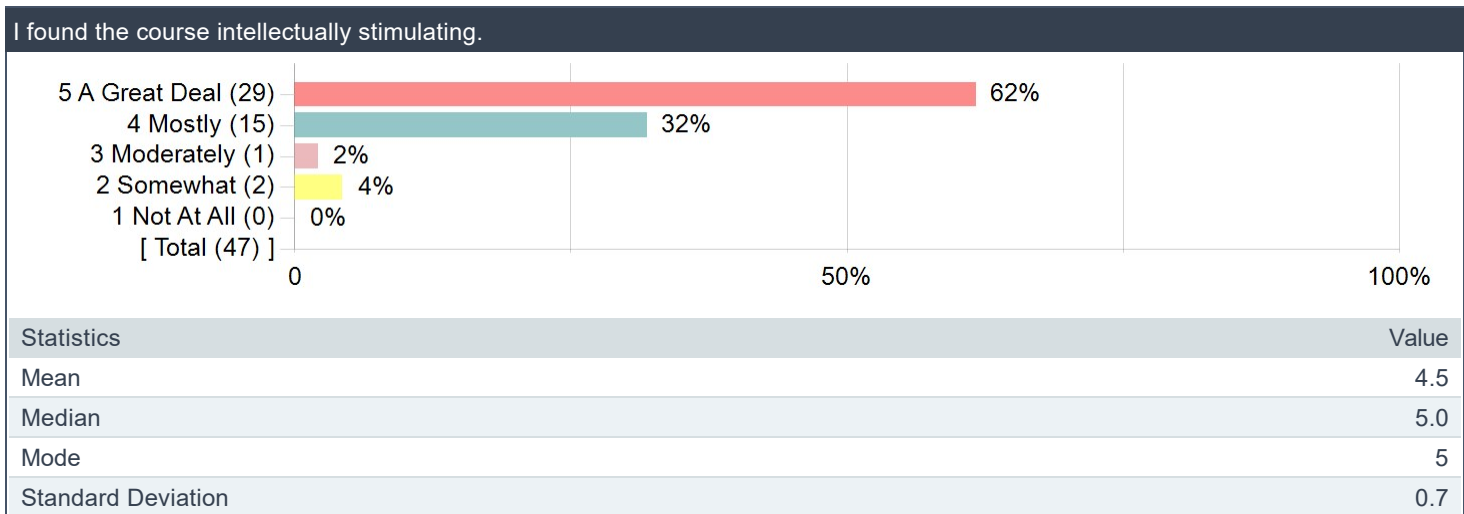
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

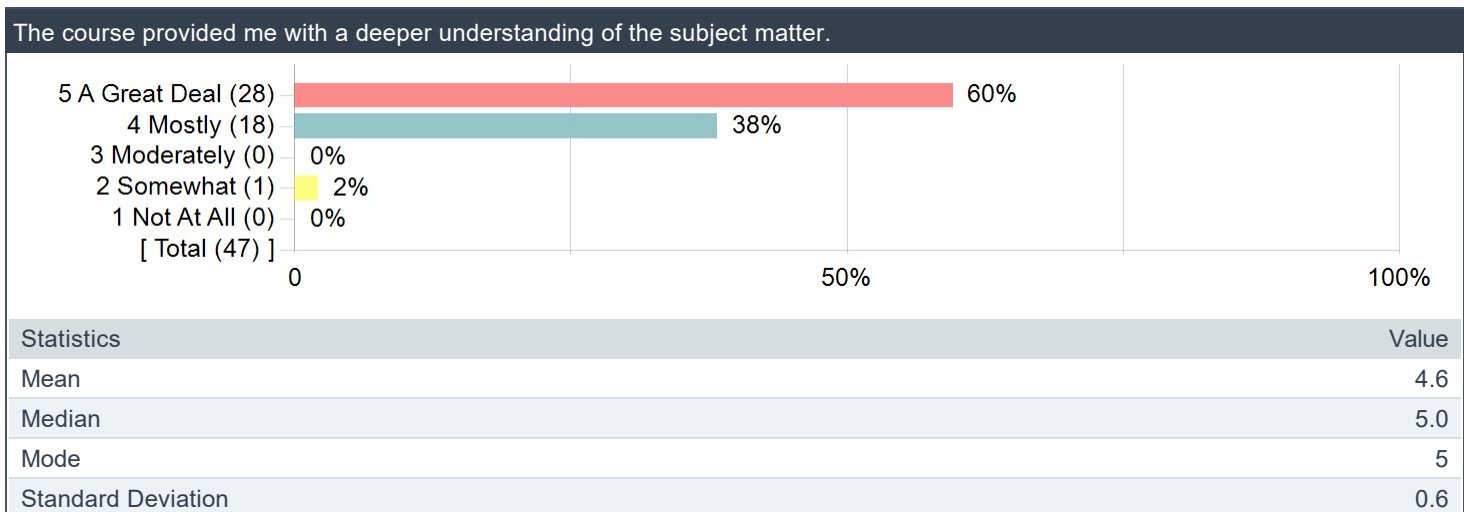
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

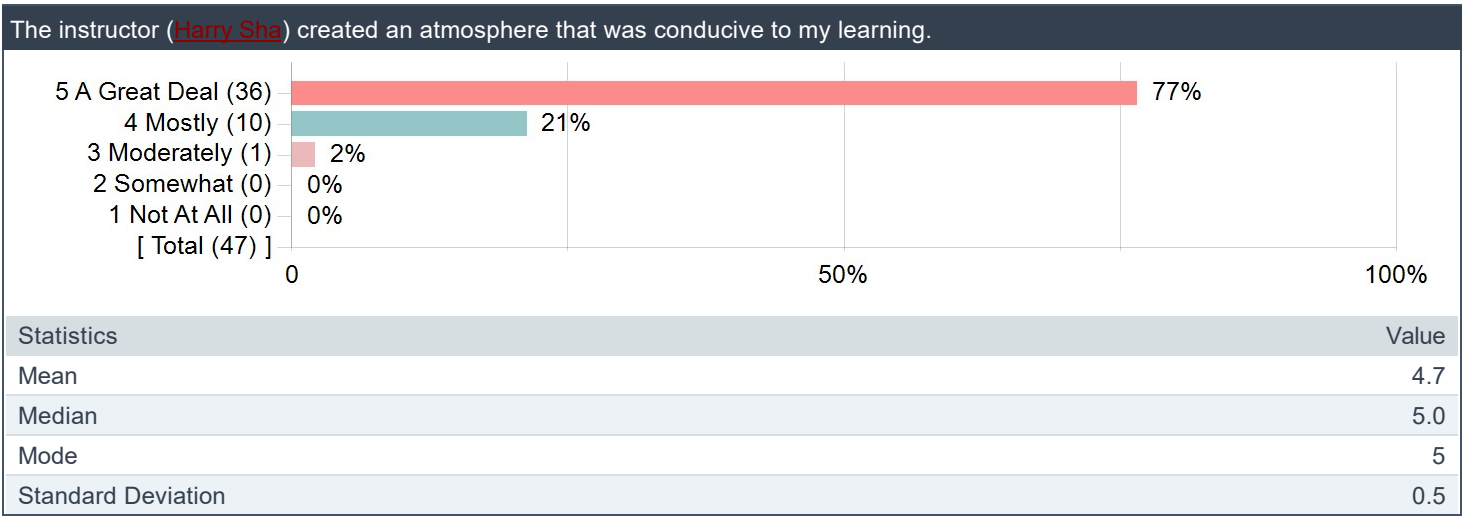
1. I found the course intellectually stimulating.



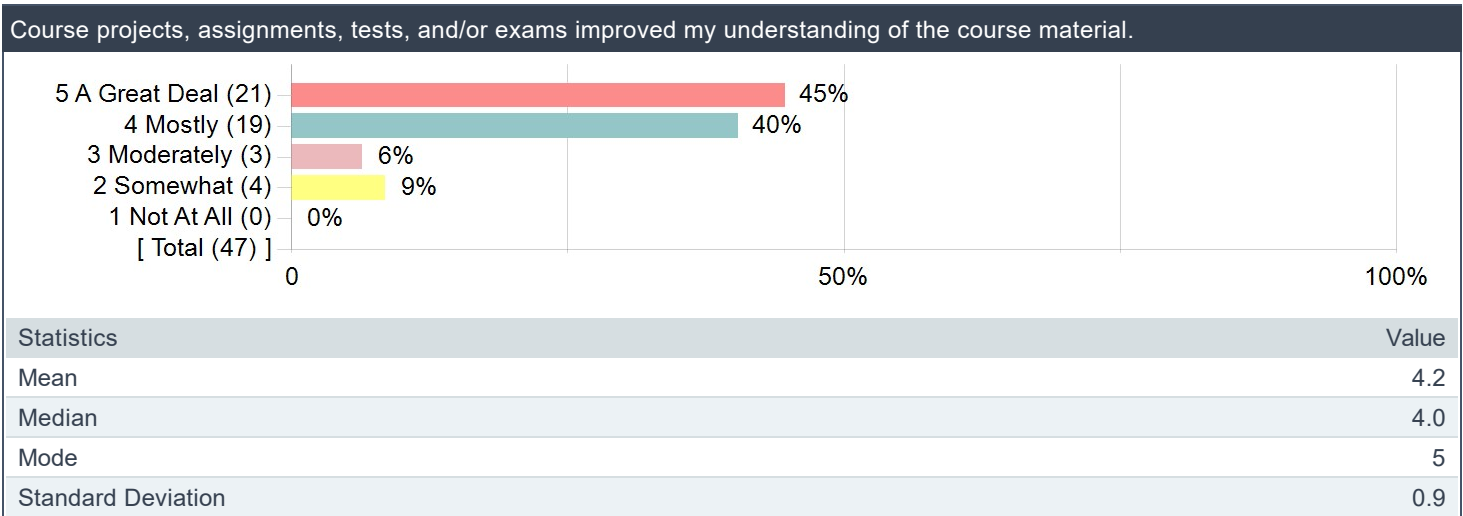
2. The course provided me with a deeper understanding of the subject matter.



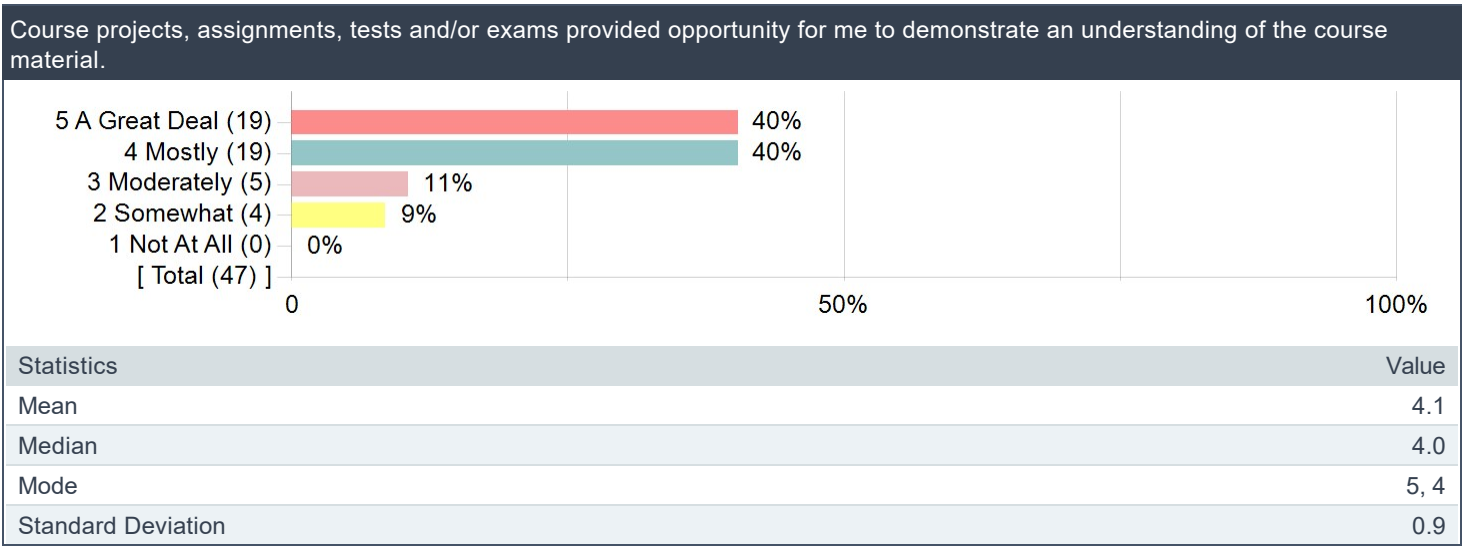
3. The instructor (**Harry Sha**) created a course atmosphere that was conducive to my learning.



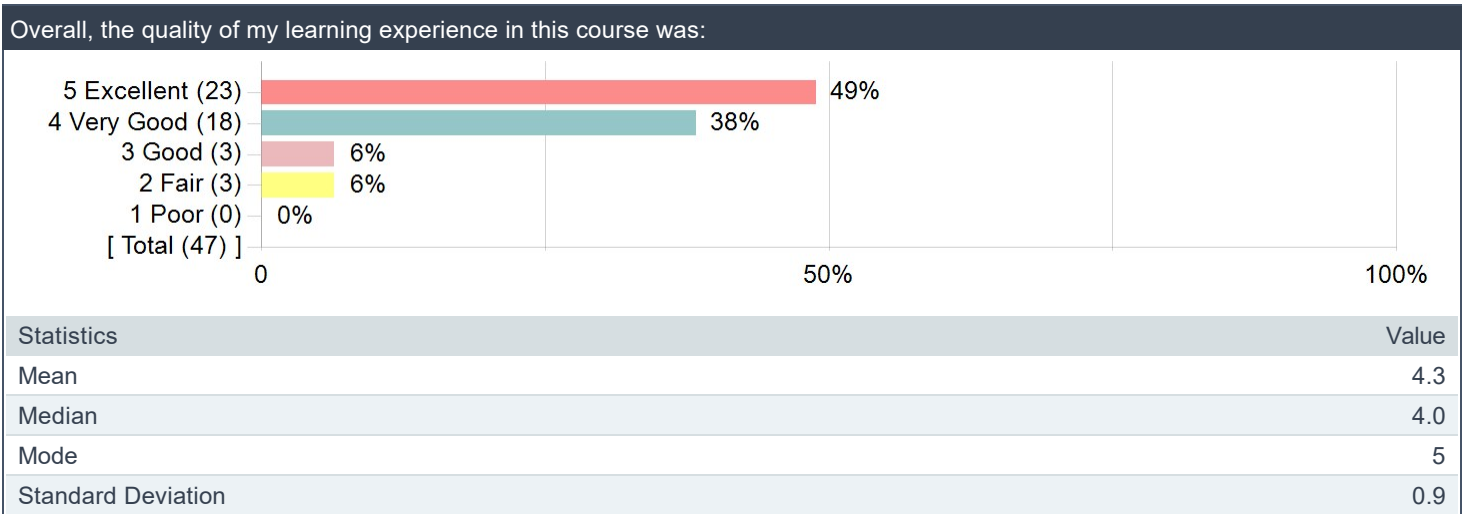
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



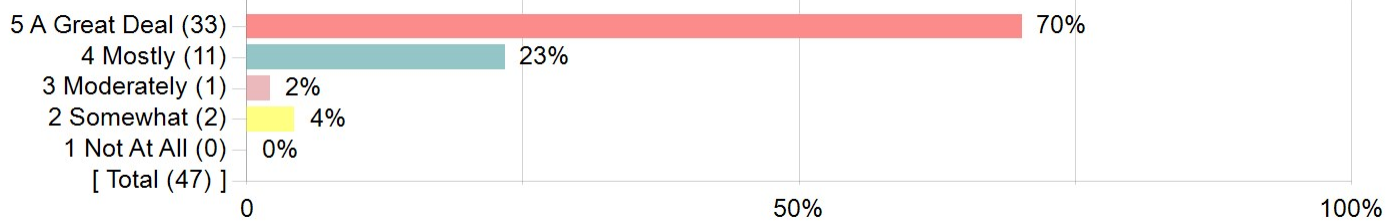
6. Overall, the quality of my learning experience in this course was....



Part B. Divisional Items

The instructor (**Harry Sha**) generated enthusiasm for learning in the course.

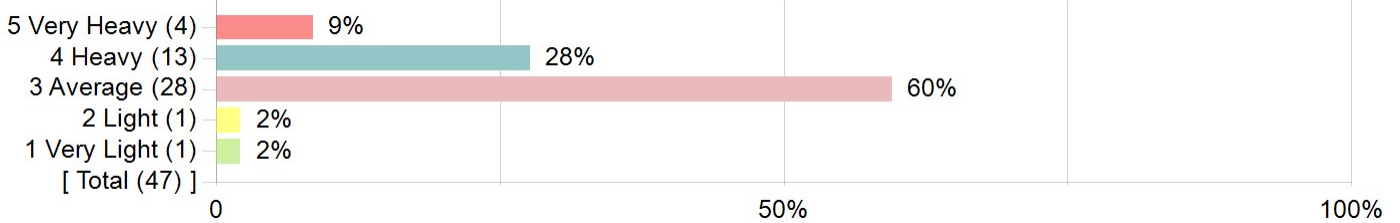
FAS001 The instructor (**Harry Sha**) generated enthusiasm for learning in the course.



Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.7

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

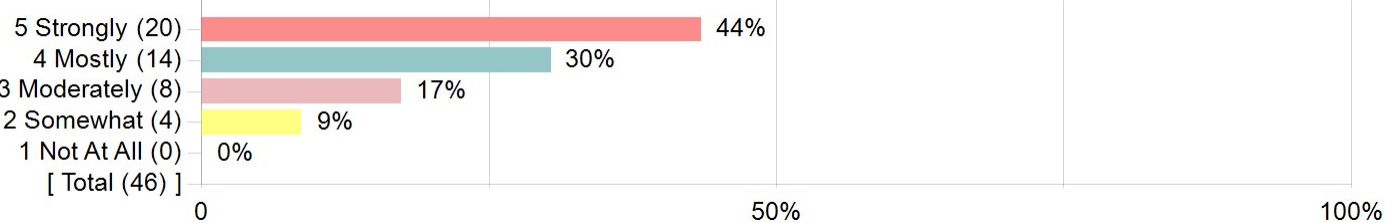
FAS002 Compared to other courses, the workload for this course was...



Statistics	Value
Mean	3.4
Median	3.0
Mode	3
Standard Deviation	0.8

I would recommend this course to other students.

FAS003 I would recommend this course to other students.



Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	1.0

Section 3. Comparative Data

This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are pooled together and the departmental mean responses calculated from that). The provided comparators are thus a measure of the 'average' student experience for a unit or division; they are not a measure of the 'average' course in a unit or division. This calculation has the effect of giving large courses more 'weight' in the calculation of the comparator means. The effect of this on the calculated comparator varies depending on the relative proportion of large or small courses within a unit or division. As such, the departmental and divisional comparative mean values provided on course evaluations should not be regarded as an absolute and definitive benchmark.

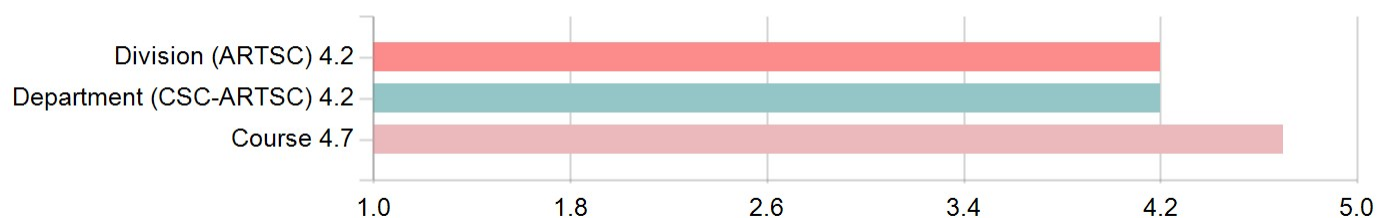
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$ and not $(3.5 + 4.5) / 2 = 4$.

Part A. Core Institutional Items

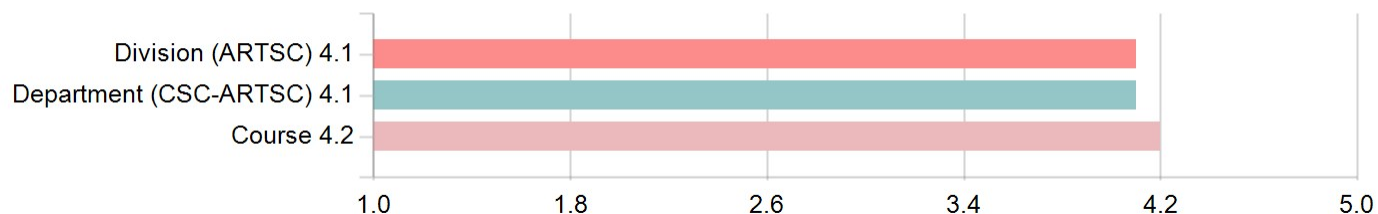
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



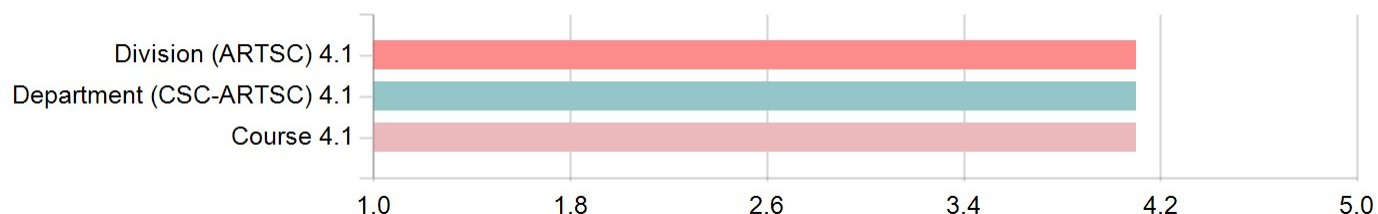
3. The instructor (**Harry Sha**) created an atmosphere that was conducive to my learning.



4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

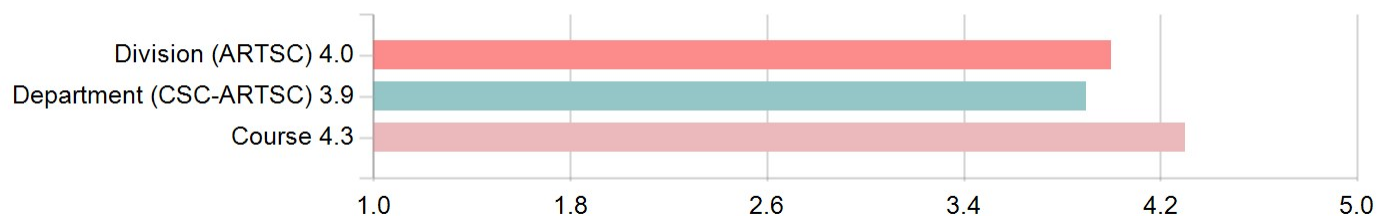


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



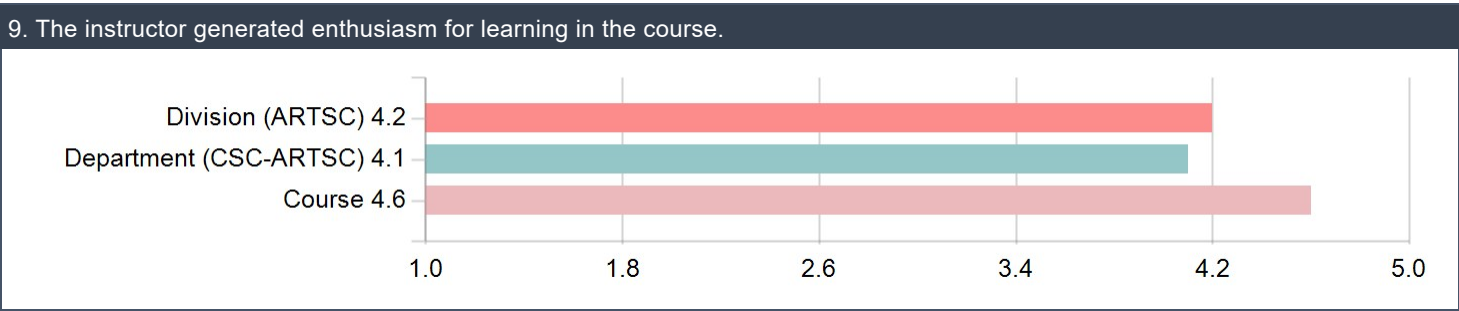
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

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

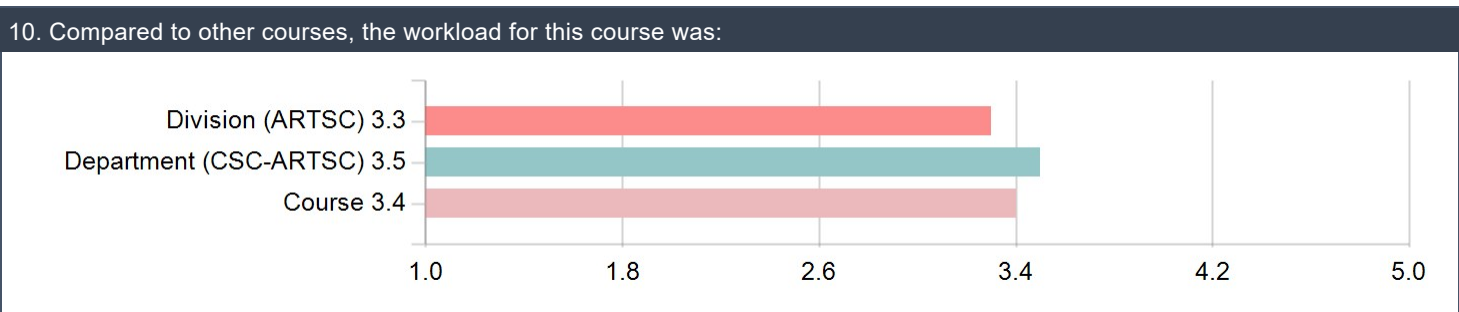


Part B. Divisional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy



Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

