

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.

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

Instructor: Harry Sha
 Section: LEC5101
 Delivery Mode: INPER

Report Generation Date: September 2, 2022

Raters	Students
Responded	54
Invited	123

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.	4.6	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.	4.9	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.7	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.6	5.0
Institutional Composite Mean	4.7	-

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:	4.6	5.0

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

Comments
The overall quality of the instruction of the course was very positive and strong. It was very well organized, each lecture signified a different section of the course and all material supported each other which really help create a learning atmosphere for me.
It was excellent. Lectures are well paced and teaching is very clear.
Great! I really enjoyed the course a lot! I find that the material on its own is not easy but Harry made it a lot more interesting and engaging in the lectures/homework questions so I actually felt more inclined to learn more about it.
clear insturction, good atmosphere, gives opportunity to discuss, always leave room for student to express confusion, overall incredible.
Harry Sha is one of my favorite course creators in my time at uoft. everything in the course was immaculate. from the amazing asignments, to the crystal clear slides. He took a extremelly difficult topic and made it accessible and understandable to everyone
The instructor was very knowledgeable and explained content in a very effective manner.
The instruction of the course was well-paced. It covered not just the content that was expected but beyond by bringing current exploring topics that correlate with course content. The course was easy to follow and allowed me to learn very easily.
It was mostly good. Maybe a little bit more preparedness as there were times it felt like improv
Highest.
Very clear and Harry was very approachable and open to questions.
Excellent
The Professor was very clear during the lecture and explained concepts in a way that made sense, making sure to answer any questions that anybody in the class had.
Harry is an awesome instructor. I think the course material is heavy, but Harry did do his best to convey the info in digestible way. There were a few gaps that I think was on purpose to promote learning. Overall I highly recommend Harry as an instructor. However I wouldn't recommend this course unless Harry is teaching it.
The instructor did an excellent job of teaching this course. He made the course enjoyable while keeping it intellectually challenging and did administration tasks well.
Harry was very engaging in lectures and created a great teaching atmosphere. He also responded quickly to my questions.
Excellent quality of instruction.
Pretty good
It went really well, not too fast as I expected! The quality was great!
Gooooood
The pace of the course is adequate, with enough and strong example.
I wish Harry could be more confident. Incredible lecture, but he sometimes cuts himself off or goes back and forth when discussing contents. I can see that he is trying to make us better understand the content, it would be much better if he does not go back and forth.
Professor Harry Sha made this course extremely enjoyable. He was very knowledgeable and I learned a lot through his teachings. I felt confused during lectures on certain topics but the professor gave us many opportunities to furnish our skills through assignments and tutorials.
Overall was a intense course. I learned alot
Overall the course is clear. I really like the fact that professor helped us to find an assignment partner. This really motivated me to learn more and be more and submit assignment in time.
good
Professor Sha did an excellent job at making CSC236 a really engaging, interesting, and overall enjoyable experience. All of the course materials used and developed by Professor Sha for this course showed a high level of detail, care, and thought, including lecture slides and homework assignments. Lecture content was extremely engaging, and covered a wide variety of CS concepts in good detail.
Good things – Homeworks are relatively fun and allowing us to discuss questions with anyone (provided that we cite each other) creates a more supportive environment for doing homework – Your passion during lectures and office hours was awesome – Website has course content in one place and overall organization of course was excellent Areas for improvement – Perhaps having more oppourtunies for active learning during lectures would be nice. This might be having time to try in-class

Comments
exercises on our own and discuss them with a partner. – Maybe TAs can take up solutions to tutorial problems by writing them on a board, instead of narrating the solution slides
The instructor designed very thought-invoking homework and tutorials to help understand and apply course concepts
One of the best quality instruction I've ever received in any course at UofT. The prof generates a great deal of enthusiasm towards the course content. Furthermore, every now and then, he pauses to ask the class if they have any questions which I think is a great thing.
Excellent. The best course I have taken in the university so far!
Engaging lectures, material explained and dissected in a coherent manner. Homework was extremely creative and interesting; allowed a deeper, more conceptual understanding of course material.
Materials are very well delivered in an interesting way.
Mostly clear. The instructor explained concept well.
The lectures were well organized and Harry made an active effort to ensure that the class understood the contents of the lecture.
the overall quality was great
The instructor and TAs are great! They take their time in explaining and answers students' questions. The pace of the course is great. Approachable teaching team.
Harry has been a great professor throughout this semester. It was a great experience for me to take his class and learn cool stuffs. I really appreciate his help. And I think it will be great for future CSC236 students to have him to be the professor.
Harry pulled on a lot of application-type presentations to explain new concepts to us, and this helped it stick with me more rather than a pure theoretical take on the concepts. I found the problem sets to further enforce the content that we learned in class in a fair manner as well as being fun to do (like a puzzle). He allowed a lot of opportunity for us to ask questions and brought up some of his own if no one was asking any (I found this helpful since his self-questions were ones I had on my mind).
good
was great, made the material interesting and taught in an understanding way

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

Comments
The tutorials and ED.
It was excellent. The instructor is very responsive on online forum and holds office hours.
Harry was very open and considerate to all of our questions and made sure we understood the material. Also, the lectures didn't feel rushed which I deeply appreciate.
We have weekly in person OH, tutorial, and Harry is open to answer question after the lecture/on ed.
the slides were amazing and the assignments were structured in such a way as to make understanding easier
Having access to Ed was very useful for seeking assistance.
I had a board where questions can be asked. I have the prof and TA that I can go to for help.
I feel as if online office hours would've helped a ton as I couldn't always afford to go to OH
Office hours, discussion board.
Excellent
The Professor was quick to respond to posts on Ed with great detail and provided opportunities to ask questions after lectures.
TA's and office hours
The TAs were helpful in filling in my knowledge gaps and answering my questions
His office hours were very helpful and allowed me to understand the course material deeper
Extra resources, lecture recordings, and lecture slides
The assistance was great !
Gooooood
The tutorial is really helpful to consolidate my knowledge from the lecture.
During breaks in between lectures and during office hours, the professor was very approachable and I was able to ask questions. I consulted Ed Discussion (an online platform used to ask questions) for questions regarding assignments and lecture material, and the TAs were approachable as well.
Accessibility center helped me a lot.
such as discussion time
Harry ran in-person office hours twice during the week, to answer any questions regarding lecture materials or to answer homework questions. Otherwise, the course used the excellent online platform ED for posting announcements online and for answering questions. Harry was always quick to respond to questions online.
Office hours, dedicated time for asking questions during lectures, online forum
Harry Sha is super available and helpful during his office hours.
Ed was a platform that was used for students and instructors to share comments and concerned about lecture material and homework problems. Moreover, it allowed for discussions on elements beyond course syllabus.
Lots of assistance through instructor's OH, TA's OH. In addition, I particularly appreciate that the instructor encourages people to ask questions during the lecture time whenever we don't understand, which was extremely helpful when learning new and difficult concepts.
The professor and TAs offered office hours for us to ask questions. Additionally, tutorials were ran after lectures, where students had the opportunity to ask TAs questions.
we had OH every week and ed was extremely helpful
Office hours were great. The TA also offered more explanations when asked.
I think the teaching team is very responsible so there no more comment.
There were regularly scheduled office hours in the course (most of which I'd used for help with problem sets) and this was good because I knew when I could "save up" my questions for and bring them forth. Additionally, the Ed Discussion board was a great addition (especially with the bonus 2%) because everyone (both Harry and peers) was active on there, both answering and asking questions. Finally, tutorials were a good way to further cement some knowledge because rather than give the answers, the TAs gave more of a blueprint, not a surefire path (good for learning).
if could offer a list of textbook and give us some recommending content weekly would be helpful to us to interpret the content
Ed was very useful

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.	4.9	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...	3.5	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.	4.5	5.0

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.

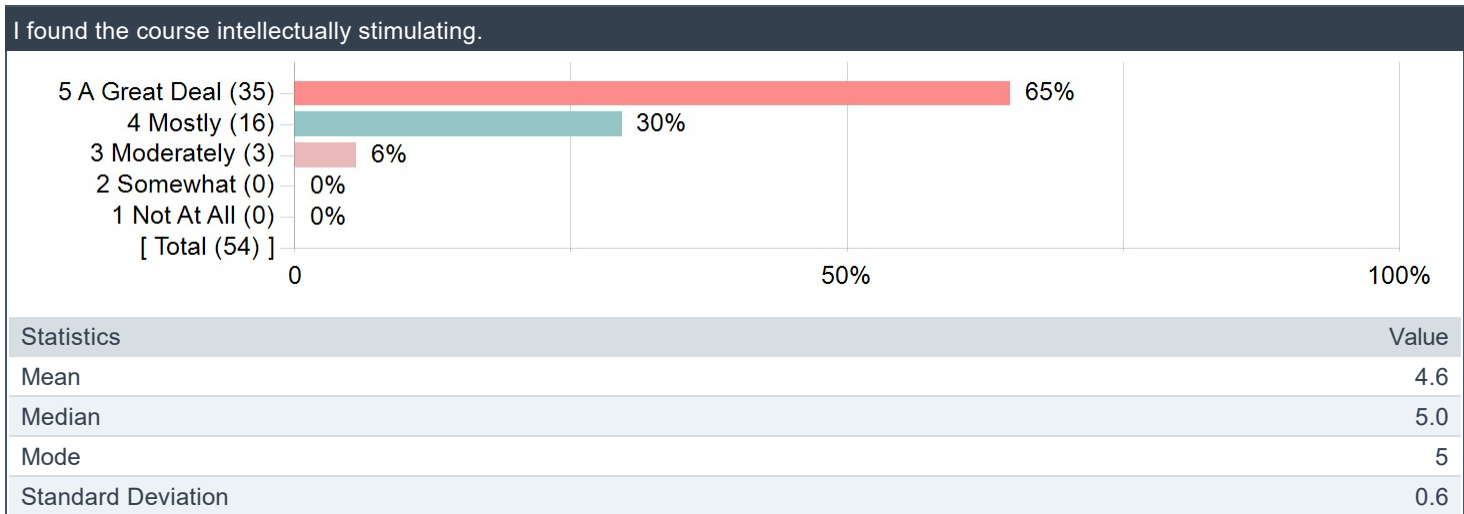
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

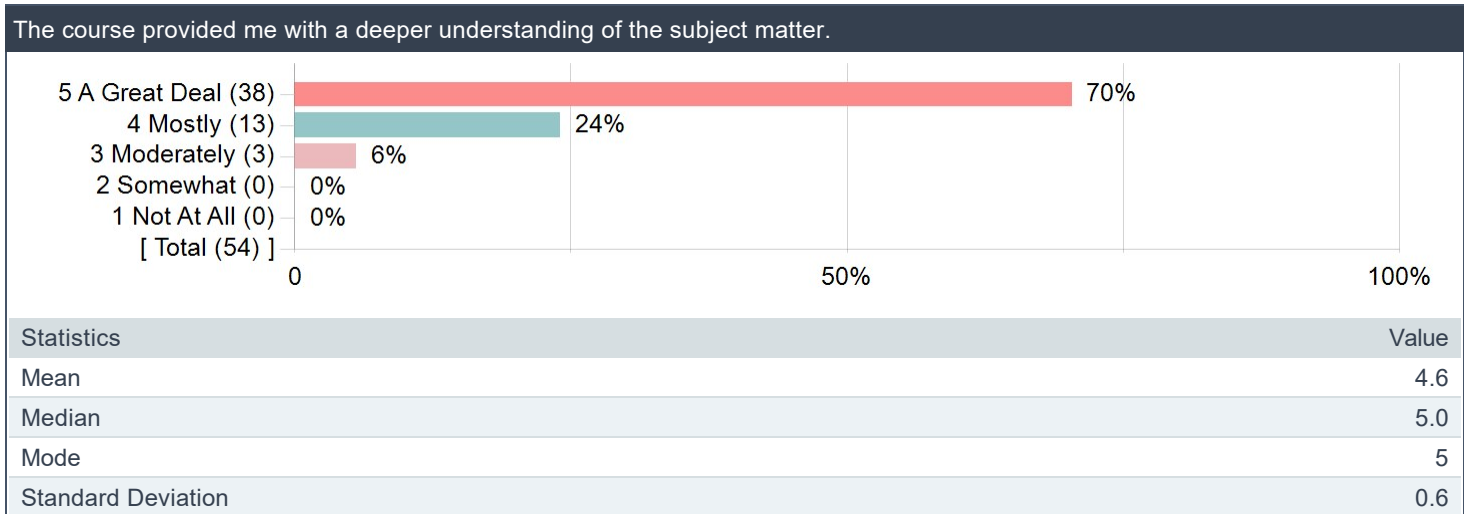
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

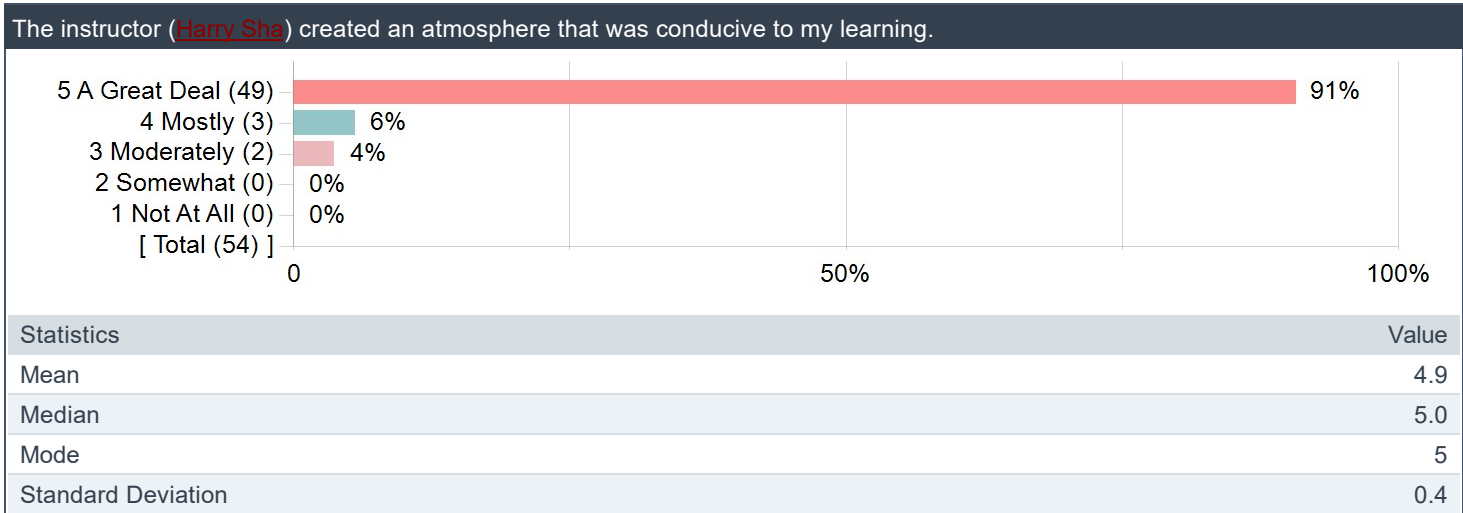
1. I found the course intellectually stimulating.



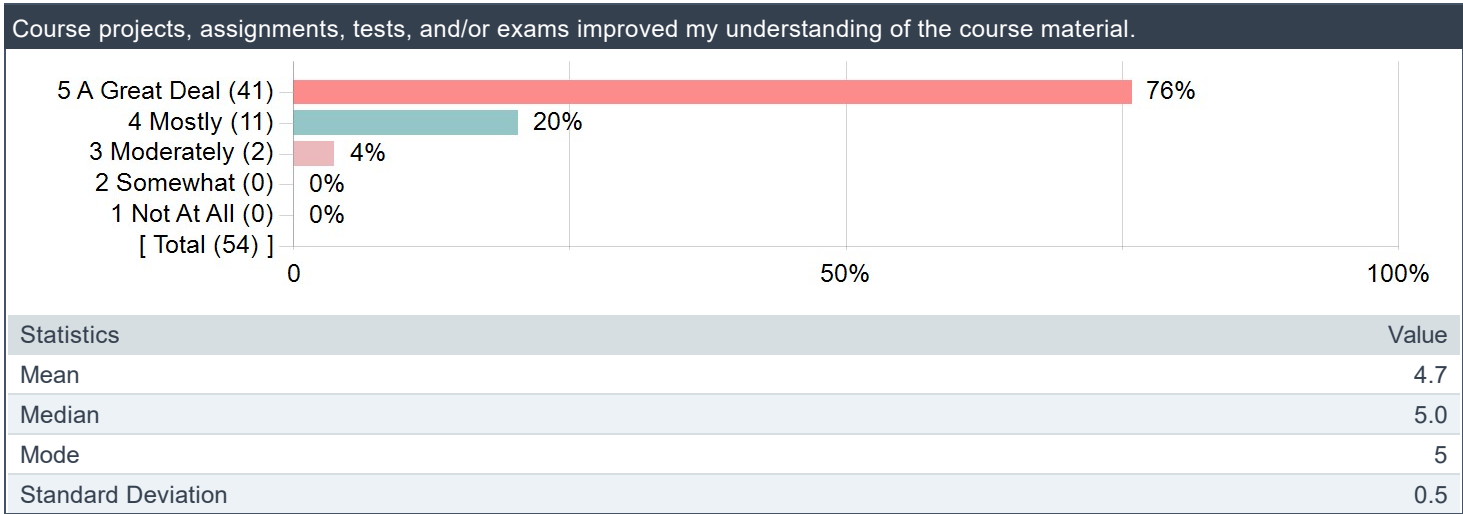
2. The course provided me with a deeper understanding of the subject matter.



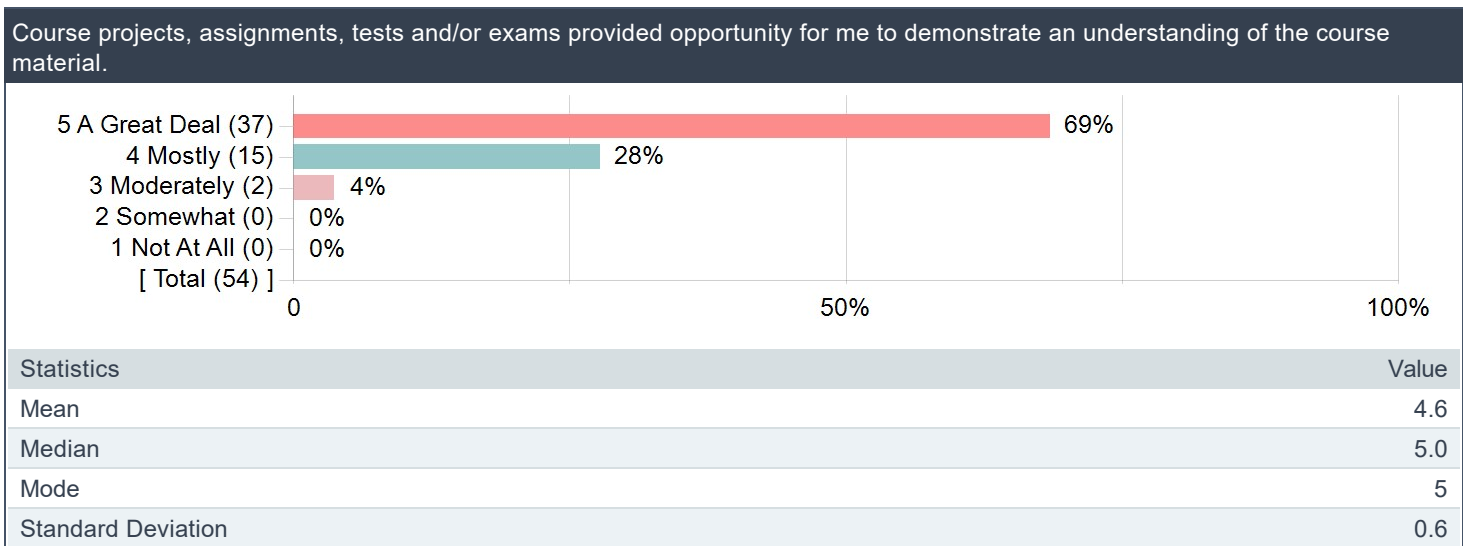
3. The instructor (Harry Sha) created a course atmosphere that was conducive to my learning.



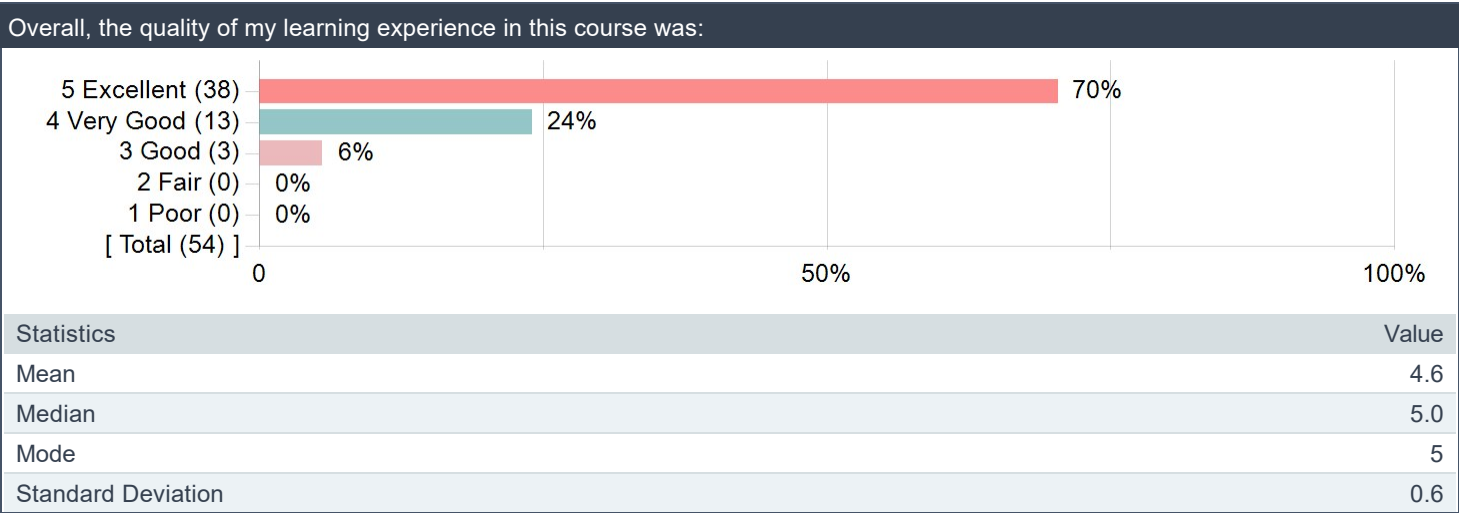
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



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

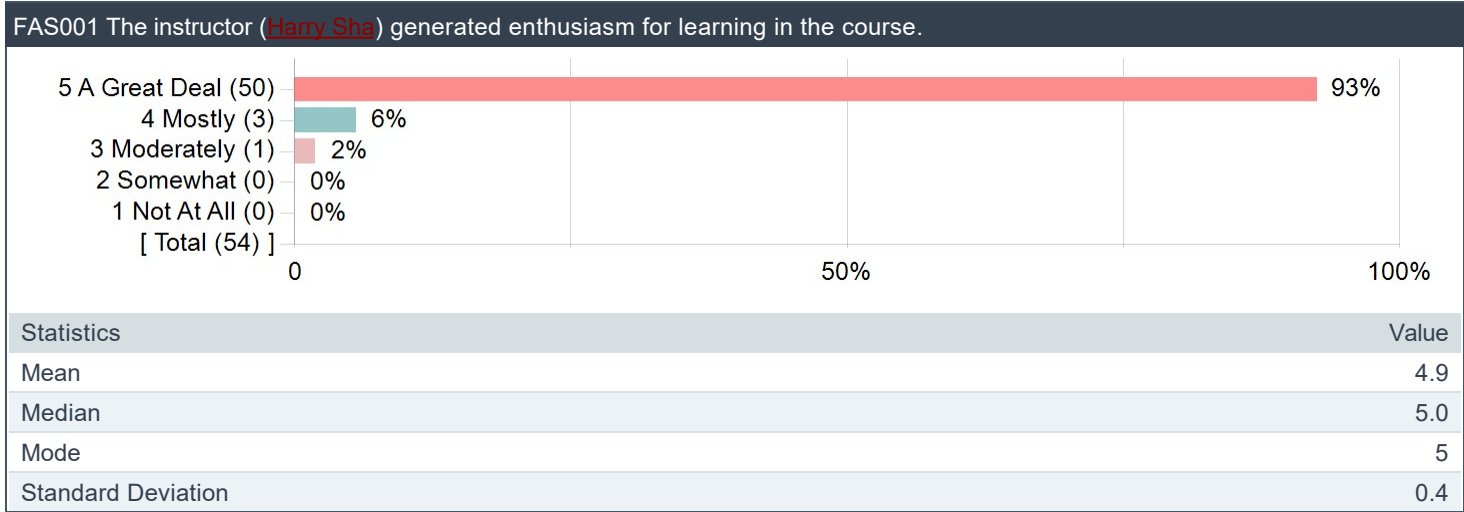


6. Overall, the quality of my learning experience in this course was....

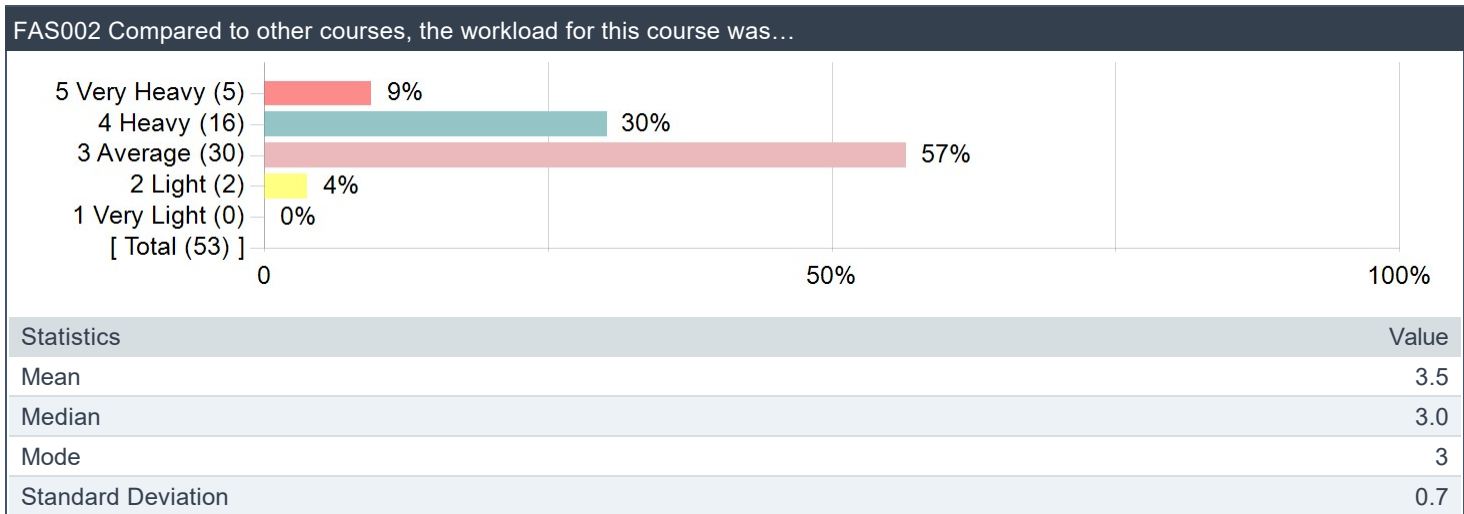


Part B. Divisional Items

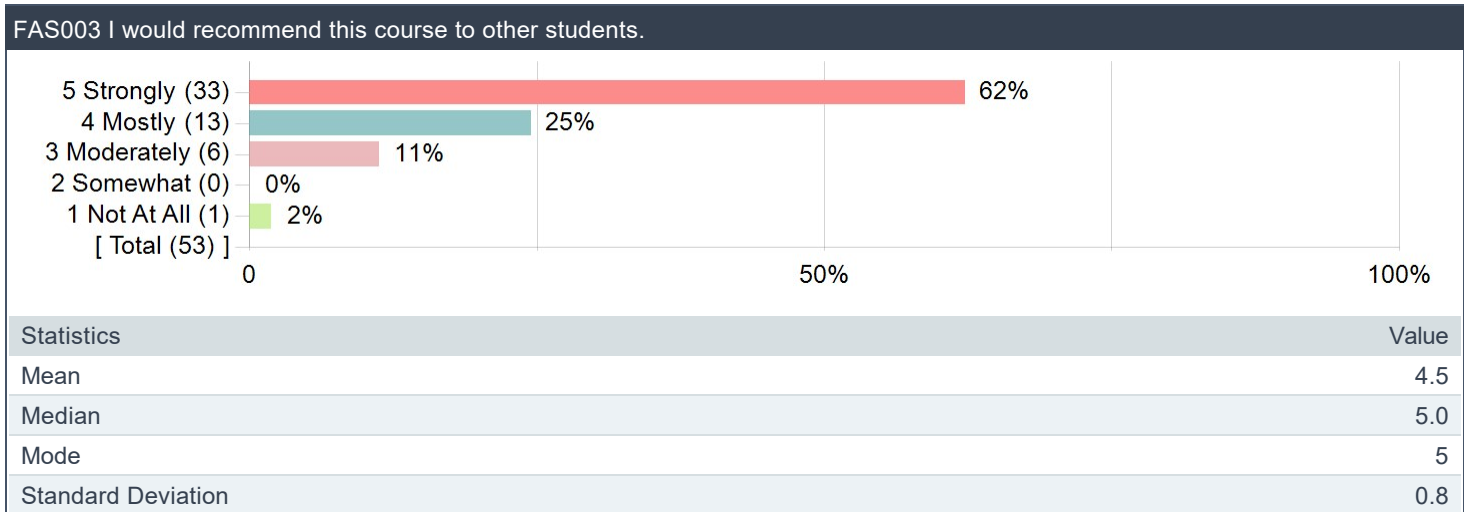
The instructor (**Harry Sha**) generated enthusiasm for learning in the course.



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



I would recommend this course to other students.



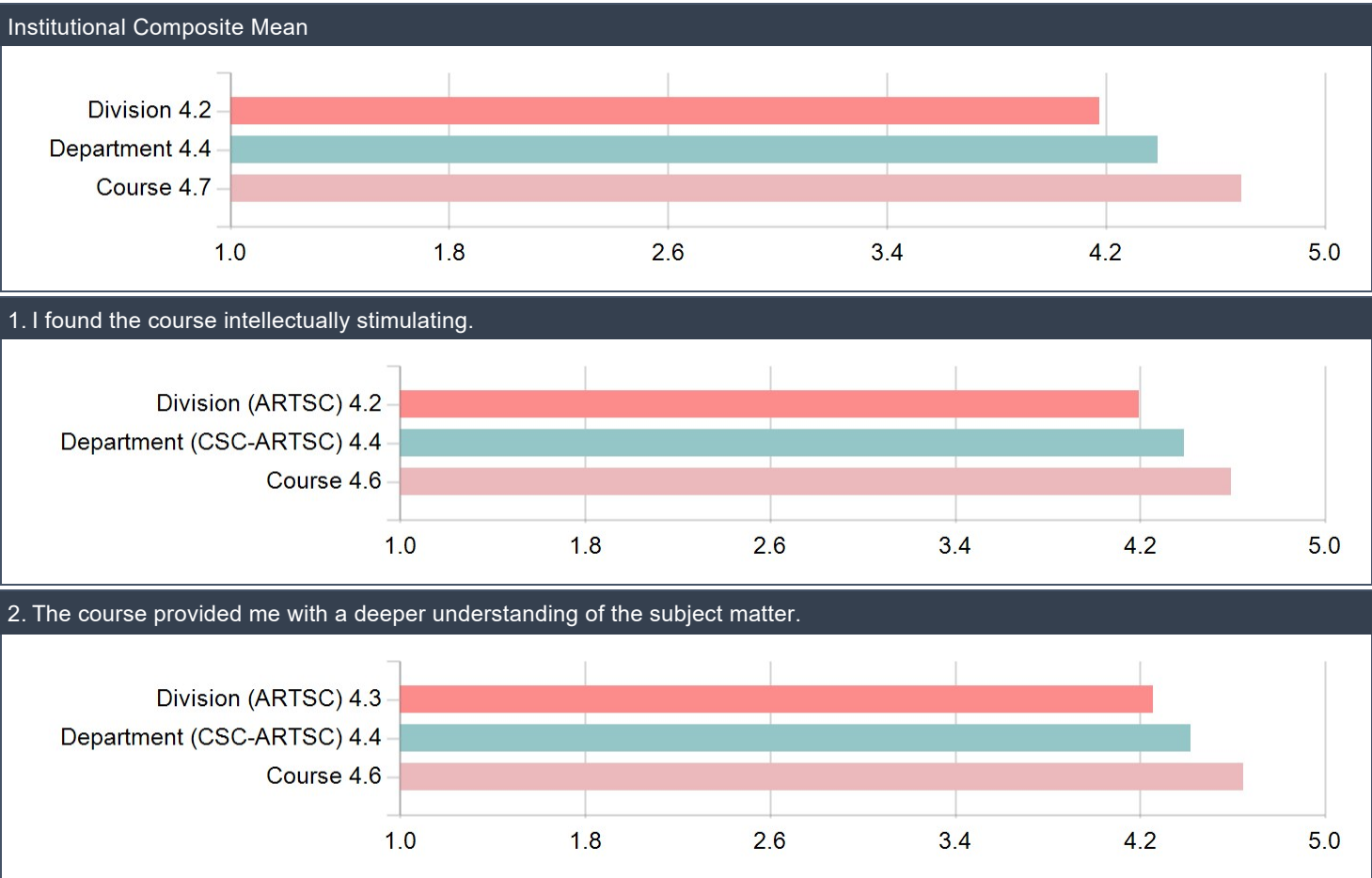
Section 3. Comparative Data

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.

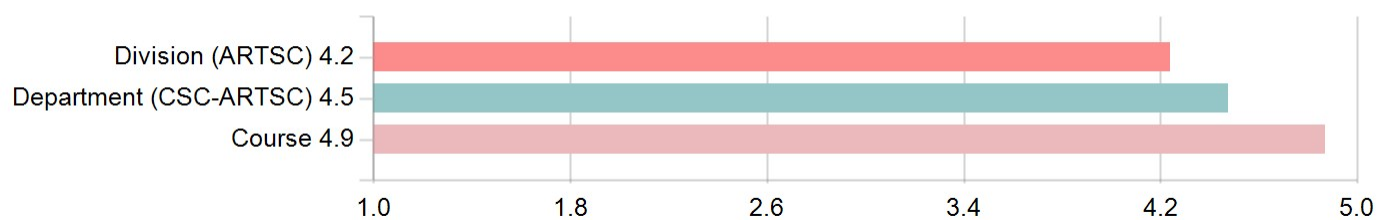
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation 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

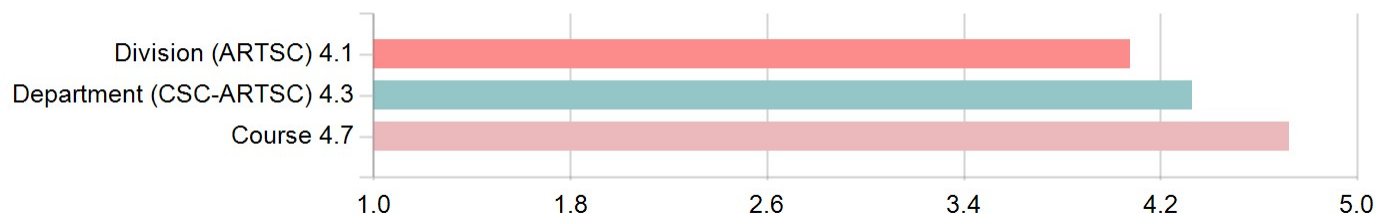
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



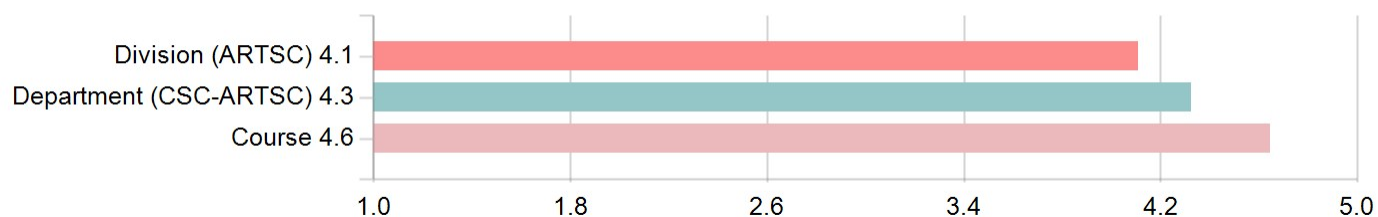
3. The instructor (**Harry Sha**) created an atmosphere that was conducive to my learning.



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

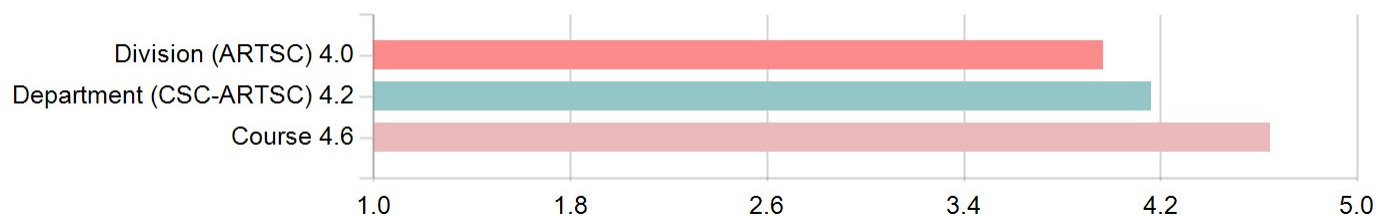


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



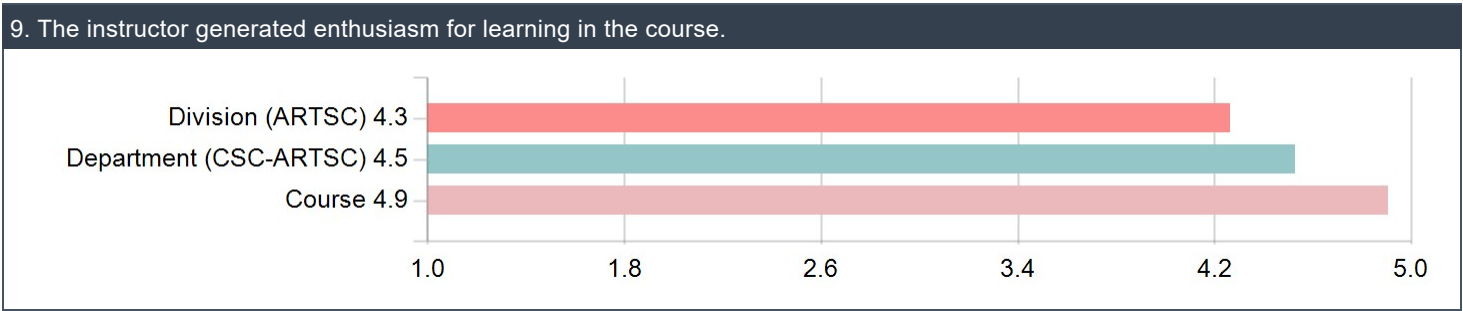
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

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

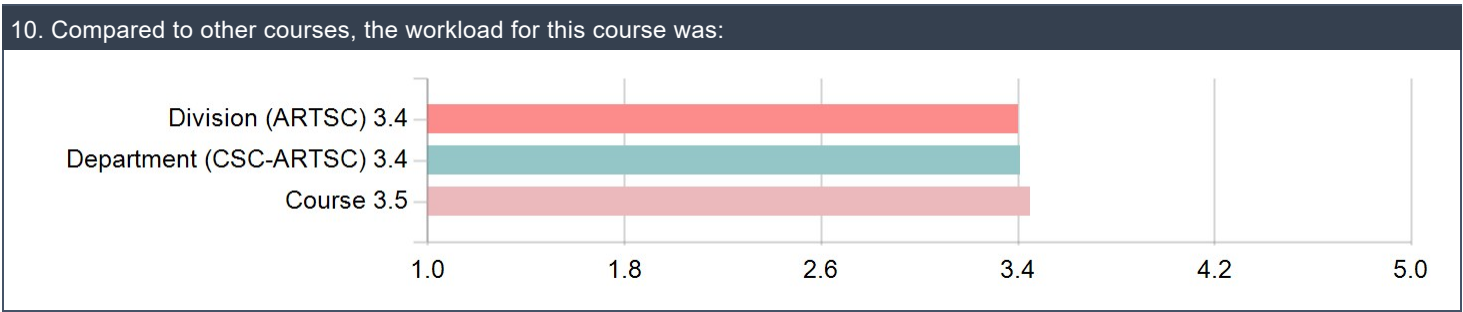


Part B. Divisional Items

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

