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.

The following section provides detailed response distributions and statistics for the instructor-selected items (if selected).

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.

Section 1: Course Evaluation Overview

This section provides a basic summary of each set of items.

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.

Course Name: COMPUTATIONAL MATHEMATICS MAT1750H-F-LEC0101	Instructor: Dror Bar-Natan
Division: SGS	Section: LEC0101
Session: F	Report Generation Date: *December 12, 2017*

Session codes: F = First/Fall, S = Second/Winter

Raters	Students
Responded	4
Invited	7

Part A. Core Institutional Items

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

Question	Summary Mean	Summary Median
I found the course intellectually stimulating.	4.3	4.5
The course provided me with a deeper understanding of the subject matter.	4.3	4.0
The instructor (Dror Bar-Natan) created an atmosphere that was conducive to my learning.	4.3	4.5
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.0	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.5	5.0
Institutional Composite Mean	4.3	-

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

Question	Summary Mean	Summary Median
Overall, the quality of my learning experience in this course was:	3.8	3.5

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

Comments
It is difficult to follow the codes (specially for newcomers to Mathematica) if the prof. heavily focuses on saving as many characters as possible on the codes. Of course, they look nicer and more compact, but harder to read. More intuitive and more complete variable names, some comments, smart line breaks,... would certainly help follow the code.   We spent way too much time on the last knot–theory–homology example, even though the class seemed largely uninterested and the exposition of the material was a bit confusing from the very beginning. The Mathematica tactics obtained from that example were too few, nonetheless took more than 2 weeks of the class.   Please stop saying "sorry for wasting your time" every single class! After hearing that every class maybe we start believing it.   On the other hand, the approach on how to use Mathematica was good. The idea of how Mathematica is very suitable for (some kinds) of math by means of the usage of very similar language was interesting. I think that simpler examples that cover wider areas of math would be more interesting than focusing on deeper examples of the same type of math (because the Mathematica implementation is similar).
It is exellent!
I really enjoyed this course and learning Mathematica. A few things I did not like was firstly there was too much time spent on one topic (i.e Fibonacci or Khovanov Cohomolgy). Instead it would have been much better if less time was spent on each topic and the remaining details were assigned as projects. I also didn't like that the projects and marking scheme wasn't well defined. Overall though I enjoyed the course and definitely learned a lot :)

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

Comments
Prof. Dror seems to only like the solutions of the problem as he thought them. The problems are usually stated very freely. Perhaps some more targeted/guided exercises (specially at the beginning) could help.   Poor (close to none) feedback on the material we turned in. That is not motivating to keep on working, specially when we are learning a new programming language.   All the material on the course website greatly helps.   I'm unsure if it's a good idea to publish all the student's work, because that means that each project can only be turned in by ONE student? At least so it seemed.... that the problem was only available for the one that did it first.
Course materials are always available and he is ever ready to offer assistance.

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 (Dror Bar-Natan) generated enthusiasm for learning in the course.	4.5	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…	2.8	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.	4.3	4.5

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.

1 Not At All	0	0%
2 Somewhat	0	0%
3 Moderately	1	25%
4 Mostly	1	25%
5 A Great Deal	2	50%
Total	4	
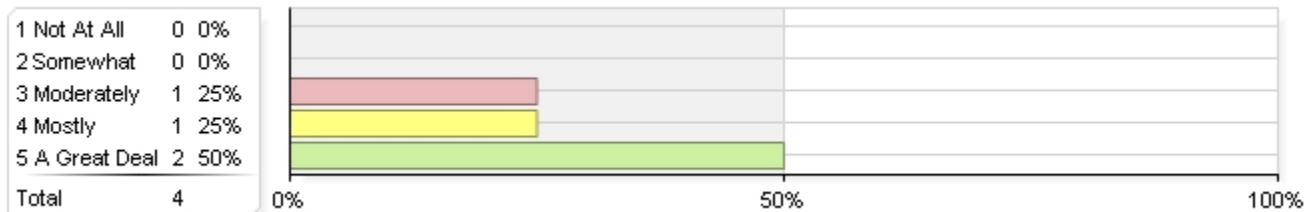
Statistics	Value
Mean	4.3
Median	4.5
Mode	5
Standard Deviation	1.0

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

1 Not At All	0	0%
2 Somewhat	0	0%
3 Moderately	0	0%
4 Mostly	2	67%
5 A Great Deal	1	33%
Total	3	

Statistics	Value
Mean	4.3
Median	4.0
Mode	4
Standard Deviation	0.6

## 3. The instructor (Dror Bar-Natan) created a course atmosphere that was conducive to my learning.

1 Not At All	0	0%
2 Somewhat	0	0%
3 Moderately	1	25%
4 Mostly	1	25%
5 A Great Deal	2	50%
Total	4	
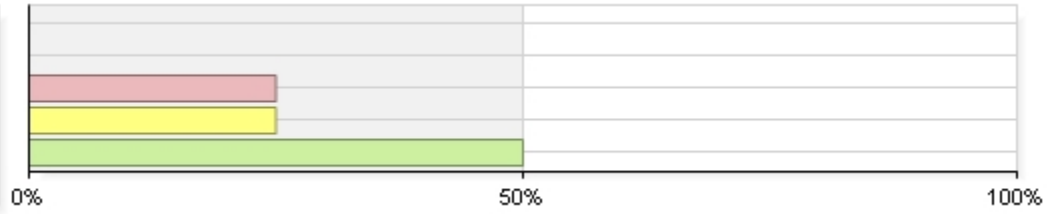
Statistics	Value
Mean	4.3
Median	4.5
Mode	5
Standard Deviation	1.0

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

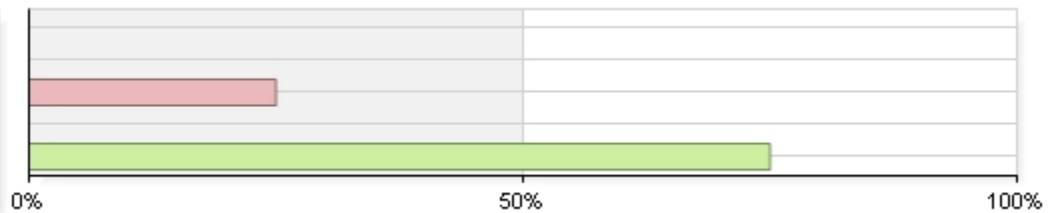|		
1 Not At All	0	0%
2 Somewhat	0	0%
3 Moderately	2	50%
4 Mostly	0	0%
5 A Great Deal	2	50%
Total	4	
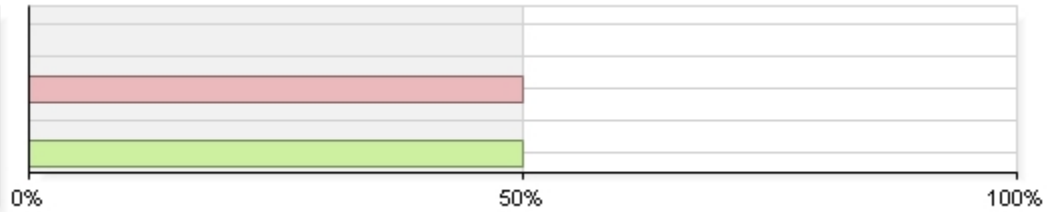
Statistics	Value
Mean	4.0
Median	4.0
Mode	3, 5
Standard Deviation	1.2

5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.
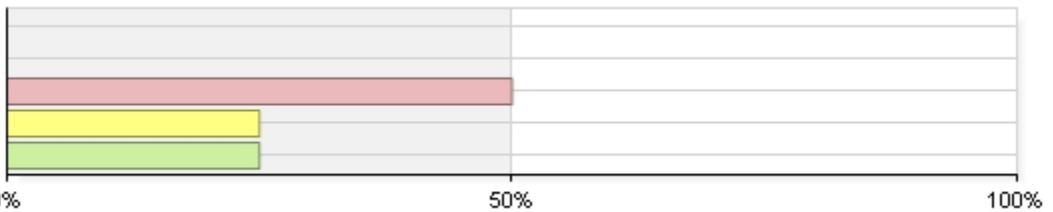
1 Not At All	0	0%
2 Somewhat	0	0%
3 Moderately	1	25%
4 Mostly	0	0%
5 A Great Deal	3	75%
Total	4	

Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	1.0

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

1 Poor	0	0%
2 Fair	0	0%
3 Good	2	50%
4 Very Good	1	25%
5 Excellent	1	25%
Total	4	

Statistics	Value
Mean	3.8
Median	3.5
Mode	3
Standard Deviation	1.0

Part B. Divisional Items

## The instructor (Dror Bar-Natan) generated enthusiasm for learning in the course.

1 Not At All	0	0%	
2 Somewhat	0	0%	
3 Moderately	1	25%	
4 Mostly	0	0%	
5 A Great Deal	3	75%	
Total	4		
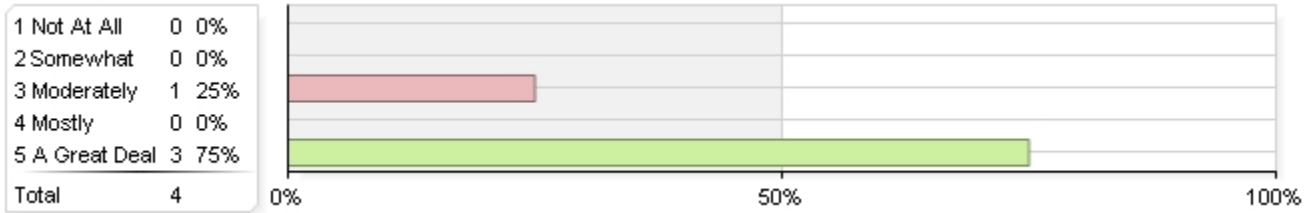
Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	1.0

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

1 Very Light	0	0%	
2 Light	1	25%	
3 Average	3	75%	
4 Heavy	0	0%	
5 Very Heavy	0	0%	
Total	4		

Statistics	Value
Mean	2.8
Median	3.0
Mode	3
Standard Deviation	0.5

I would recommend this course to other students.

1 Not At All	0	0%	
2 Somewhat	0	0%	
3 Moderately	1	25%	
4 Mostly	1	25%	
5 Strongly	2	50%	
Total	4		
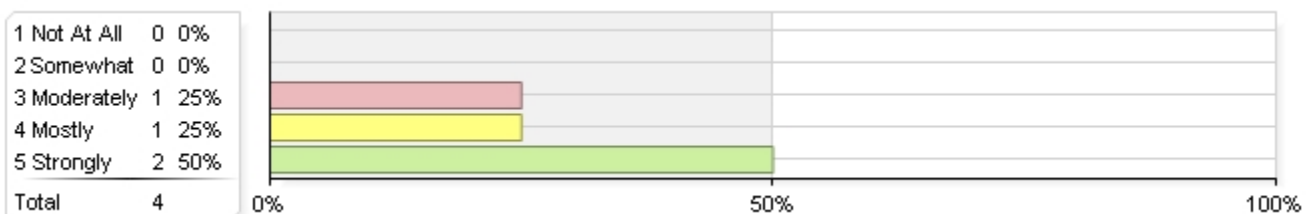
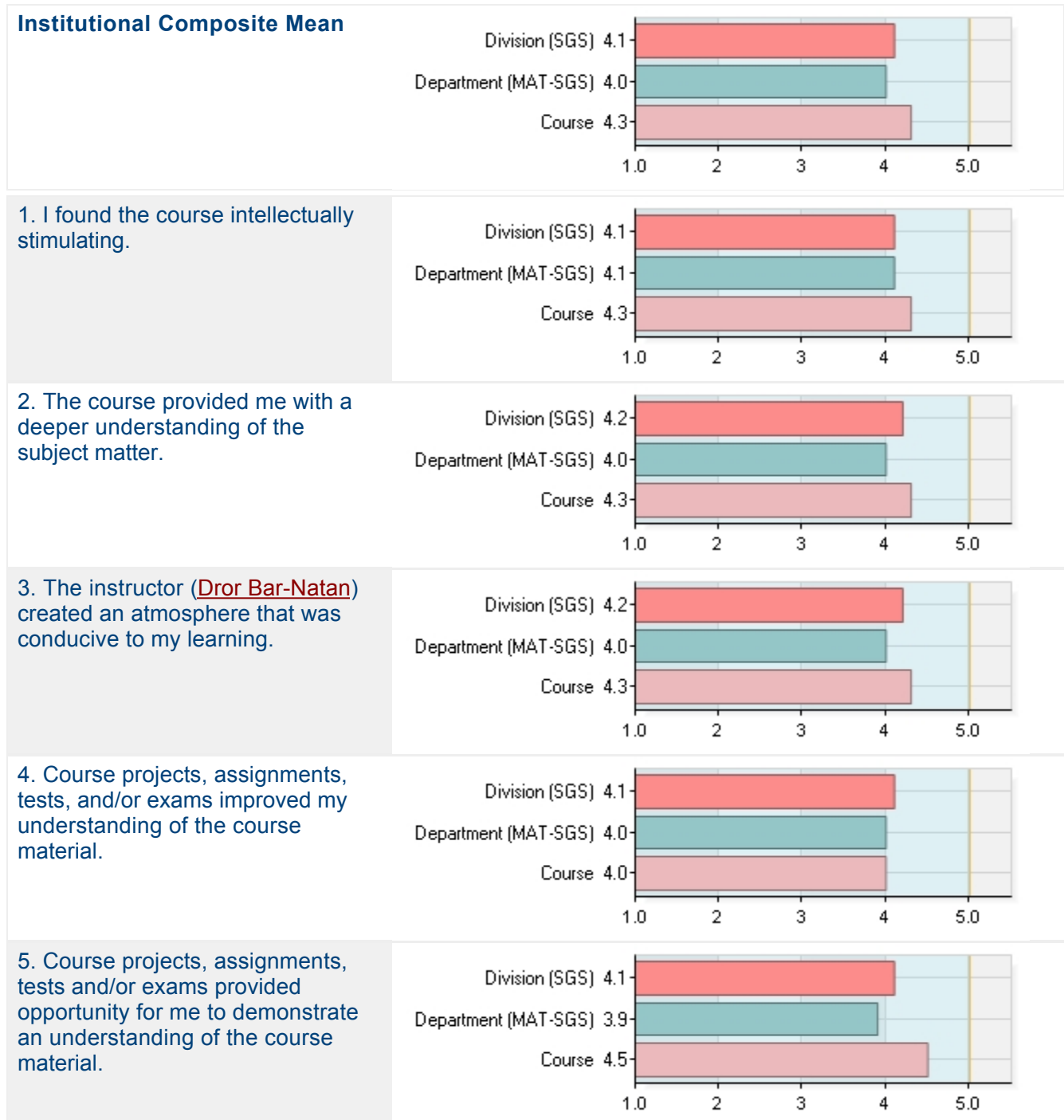| Statistics	Value
Mean	4.3
Median	4.5
Mode	5
Standard Deviation	1.0

Section 3. Comparative Data

Section 3: Comparative Data

*This section 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.
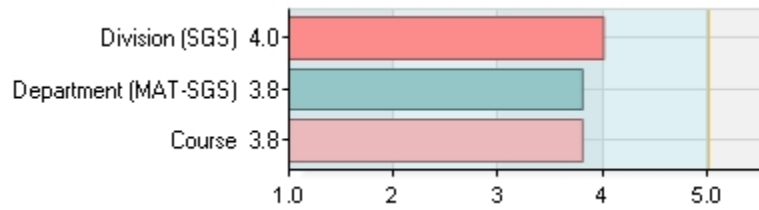
Part A. Core Institutional Items

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

Institutional Composite Mean	Division (SGS) 4.1 Department (MAT-SGS) 4.0 Course 4.3
1. I found the course intellectually stimulating.	Division (SGS) 4.1 Department (MAT-SGS) 4.1 Course 4.3
2. The course provided me with a deeper understanding of the subject matter.	Division (SGS) 4.2 Department (MAT-SGS) 4.0 Course 4.3
3. The instructor (Dror Bar-Natan) created an atmosphere that was conducive to my learning.	Division (SGS) 4.2 Department (MAT-SGS) 4.0 Course 4.3
4. Course projects, assignments, tests, and/or exams improved my understanding of the course material.	Division (SGS) 4.1 Department (MAT-SGS) 4.0 Course 4.0
5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	Division (SGS) 4.1 Department (MAT-SGS) 3.9 Course 4.5

Section 3. Comparative Data (continued)

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

Division (SGS) 4.0
Department (MAT-SGS) 3.8
Course 3.8

Part B. Divisional Items

9. The instructor generated enthusiasm for learning in the course.

Division (SGS) 4.2
Department (MAT-SGS) 4.0
Course 4.5

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

Division (SGS) 3.4
Department (MAT-SGS) 3.2
Course 2.8

11. I would recommend this course to other students.

Division (SGS) 3.9
Department (MAT-SGS) 3.8
Course 4.3