

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.

FAS Summer 2018 Undergrad Y/S

Course Name: Applied Game Theory ECO316H1-S-LEC0101	Instructor: Christopher Dobronyi
Division: ARTSC	Section: LEC0101
Session: S	Report Generation Date: <i>September 19, 2018</i>

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

Raters	Students
Responded	23
Invited	49

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.	4.3	5.0
The course provided me with a deeper understanding of the subject matter.	4.2	4.0
The instructor (Christopher Dobronyi) created an atmosphere that was conducive to my learning.	4.5	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.1	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.2	4.0
Institutional Composite Mean	4.3	-

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:	3.9	4.0

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

Comments
He is clearly very passionate about what he is teaching. Engages frequently with class. Sometimes talks too much about easy stuff and goes over hard stuff too quickly, but overall very good.
excellent instruction. professor explained the material very clearly and at a good pace.
The course was difficult but the teacher was extremely helpful.
good
It's pretty good and thought-provoking
The course is very organised. Slides, tutorials and problem sets are updated on time. I would say he is amongst the few professors who follow exactly what he says he will.
Very good. Christopher is very patient and approachable and is always willing to help (same applied to the TA Kevin). I don't like game theory but I enjoyed how this course was structured and taught – very concise, organized and responsible.
An adequate opportunities for interaction. Instructor is humble and very opened to questions. Problem sets are challenging but very interesting.
Excellent
The instructor provides clear and useful knowledge.
Very good presentation with well constructed and explained examples to further solidify concepts
The course is interesting but the test is hard
The instruction was clear and concise and provided me with a greater understanding of the subject matter.
Very detailed and in good quality
Great teaching! Clear explanation for every concept! Considerate difficulty!

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

Comments
Office hours
good
The professor replies to emails within 24 hours and so does Kevin our TA.
e-mails, office hours, tutorials, professor and TA were always available to answer questions during the breaks, before and after lectures and tutorials.
Office hours and teaching assistance is available every week. Question period after class.
TA and instructor provide good amount of effort on answering question.
Great with responding to emails in a timely manner
Prof and Ta are both really helpful
I did not require it but it was available.
Tutorial, but before the midterm I emailed TA once for the question I did not understand, there was no response. I feel the assistance is not very timely when i need some help.
Tutorials are very 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 (Christopher Dobronyi) 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...	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.	3.4	4.0

Part C: Departmental Items

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

Question	Summary	
	Mean	Median
UNIT(OQI) Overall, the quality of instruction provided by (Christopher Dobronyi) in this course was:	4.2	4.0

Please comment on the value of time spent in class toward your overall learning experience in the course.

Comments
Well spent
Coming to class would definately be very helpful. He mostly uses slides to explain everything but gives good examples in class.
If the student wishes to do the minimum, the effort he spends is enough for him to pass, but the difficult part of the course is really tough and requires a load of effort to advance even a little bit.
Fair
The class time was very valuable.
class was well structured and time used effectively. all course material was taught during lectures.
Good
Average time spending.
His explanations are mostly coherent and logical. He also covers a lot of the harder concepts in class. Very helpful overall.
Going to class cut down on necessary study time.

Please comment on the value of the required readings toward your overall learning experience in the course.

Comments
Readings weren't clear enough
I don't read them since I find the lectures clear enough
I would suggest reading the slides before class and textbook after class would help a great deal.
Reading is helpful but not necessary. It is a good supplement when the slides are too concise.
Fair
The reading workload is relatively low but you need to really understand the information and method.
The readings were not mandatory.
textbook very in line with coursework
No comment
Average course load.
No required readings.

Please comment on the extent to which course assignments and tests required you to think and apply course concepts rather than memorize them.

Comments
The tests and problem set truly reflected understanding versus memorization.
The entire course is applying concepts.
Memorization will not yield any fruit in this field, just make this clear. Everything is pretty much understanding.
It needs higher extent to think and apply course concept rather than memorizing
You should understand them well to do well on test
The practice problems were tremendously helpful.
tests certainly made students apply material rather than memorize. in class simple example is shown to us but practice problems/tests would ask more complex questions that really tested intuitive understanding of material.
MOstly. But the course is challenging, sometimes I feel hard to understand.
Tests require thinking and application only!
Moderate, some of the questions required thinking, others were just memorization.

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.

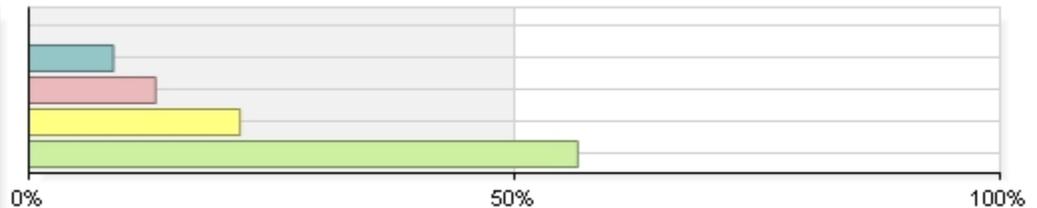
Mode: The most frequently occurring score.

Standard deviation: A measure of the “spread” of the data.

Part A: Core Institutional Items

1. I found the course intellectually stimulating.

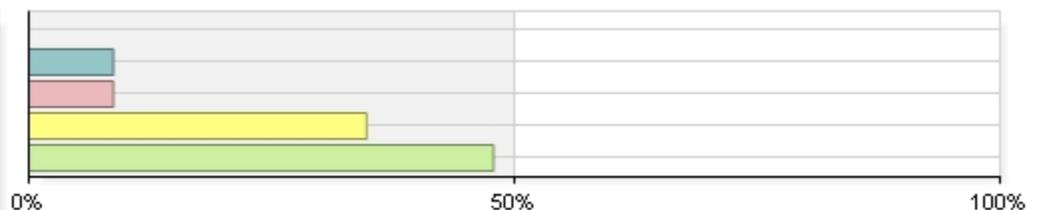
1 Not At All	0	0%
2 Somewhat	2	9%
3 Moderately	3	13%
4 Mostly	5	22%
5 A Great Deal	13	57%
Total	23	



Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	1.0

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

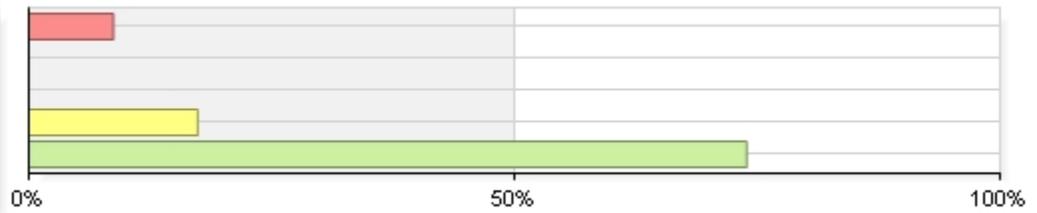
1 Not At All	0	0%
2 Somewhat	2	9%
3 Moderately	2	9%
4 Mostly	8	35%
5 A Great Deal	11	48%
Total	23	



Statistics	Value
Mean	4.2
Median	4.0
Mode	5
Standard Deviation	1.0

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

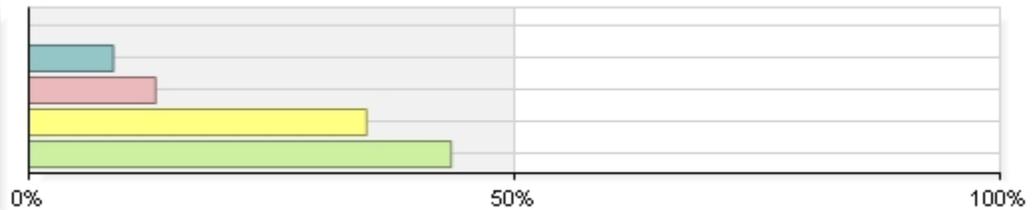
1 Not At All	2	9%
2 Somewhat	0	0%
3 Moderately	0	0%
4 Mostly	4	17%
5 A Great Deal	17	74%
Total	23	



Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	1.2

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

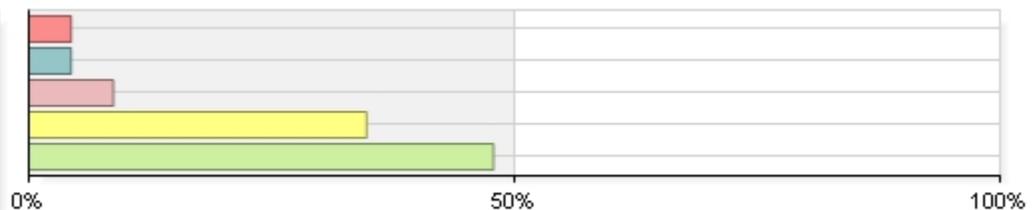
1 Not At All	0	0%
2 Somewhat	2	9%
3 Moderately	3	13%
4 Mostly	8	35%
5 A Great Deal	10	43%
Total	23	



Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	1.0

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

1 Not At All	1	4%
2 Somewhat	1	4%
3 Moderately	2	9%
4 Mostly	8	35%
5 A Great Deal	11	48%
Total	23	



Statistics	Value
Mean	4.2
Median	4.0
Mode	5
Standard Deviation	1.1

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

1 Poor	1	4%
2 Fair	3	13%
3 Good	3	13%
4 Very Good	6	26%
5 Excellent	10	43%
Total	23	

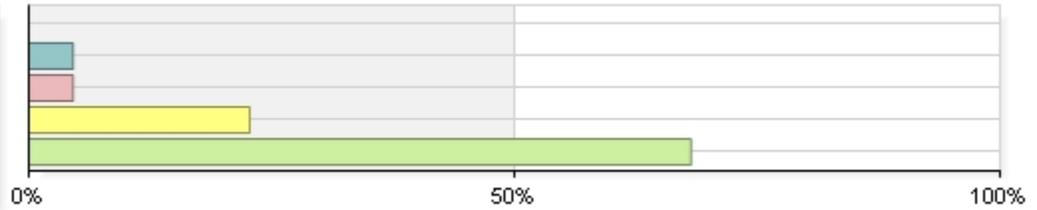


Statistics	Value
Mean	3.9
Median	4.0
Mode	5
Standard Deviation	1.2

Part B. Divisional Items

The instructor ([Christopher Dobronyi](#)) generated enthusiasm for learning in the course.

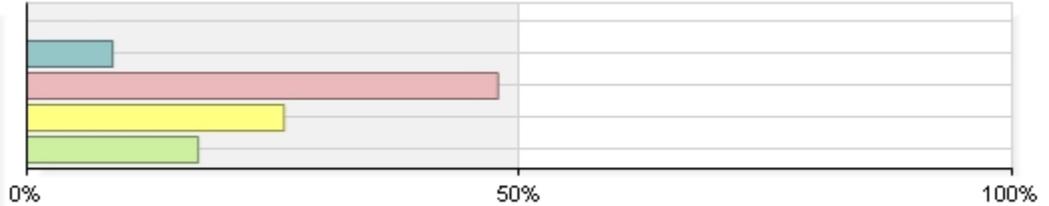
1 Not At All	0	0%
2 Somewhat	1	5%
3 Moderately	1	5%
4 Mostly	5	23%
5 A Great Deal	15	68%
Total	22	



Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.8

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

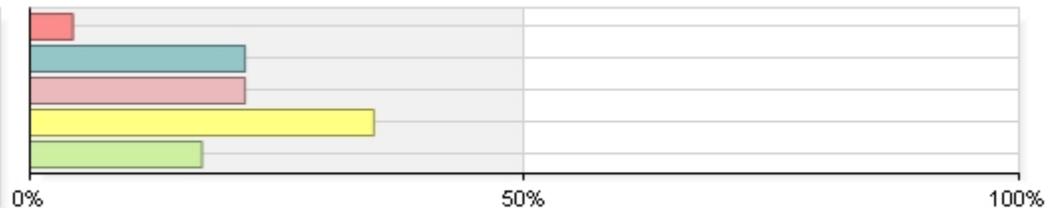
1 Very Light	0	0%
2 Light	2	9%
3 Average	11	48%
4 Heavy	6	26%
5 Very Heavy	4	17%
Total	23	



Statistics	Value
Mean	3.5
Median	3.0
Mode	3
Standard Deviation	0.9

I would recommend this course to other students.

1 Not At All	1	4%
2 Somewhat	5	22%
3 Moderately	5	22%
4 Mostly	8	35%
5 Strongly	4	17%
Total	23	

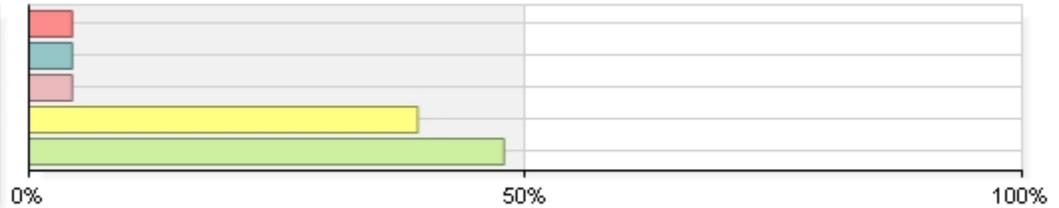


Statistics	Value
Mean	3.4
Median	4.0
Mode	4
Standard Deviation	1.2

Part C. Departmental Items

Overall, the quality of instruction provided by (**Christopher Dobronyi**) in this course was:

1 Poor	1	4%
2 Fair	1	4%
3 Good	1	4%
4 Very Good	9	39%
5 Excellent	11	48%
Total	23	



Statistics	Value
Mean	4.2
Median	4.0
Mode	5
Standard Deviation	1.0

Section 3. Comparative Data

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 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 calculator 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 $[(3.5 \times 1000) + (4.5 \times 10)] \div 1010 = 3.51$ **and not** $(3.5 + 4.5) \div 2 = 4$.*

Part A. Core Institutional Items

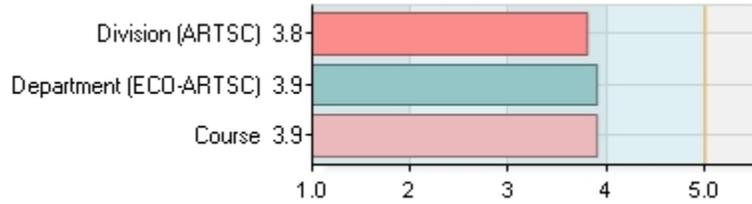
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



Section 3. Comparative Data (continued)

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

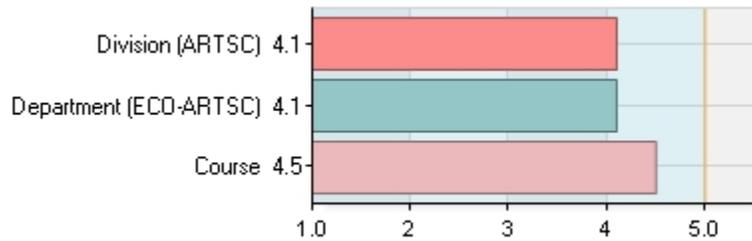
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

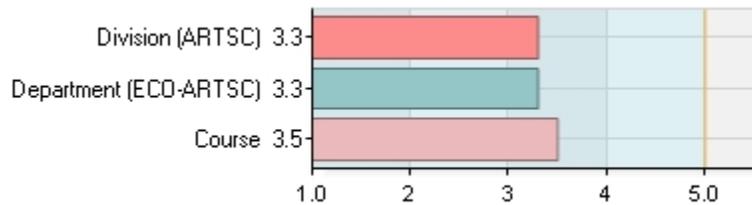
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



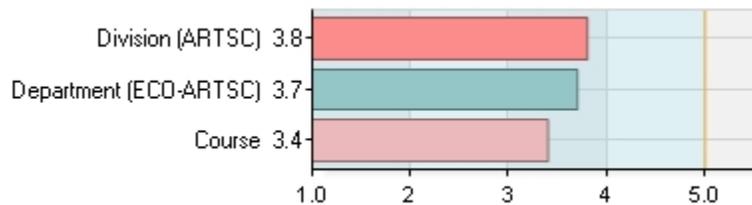
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

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



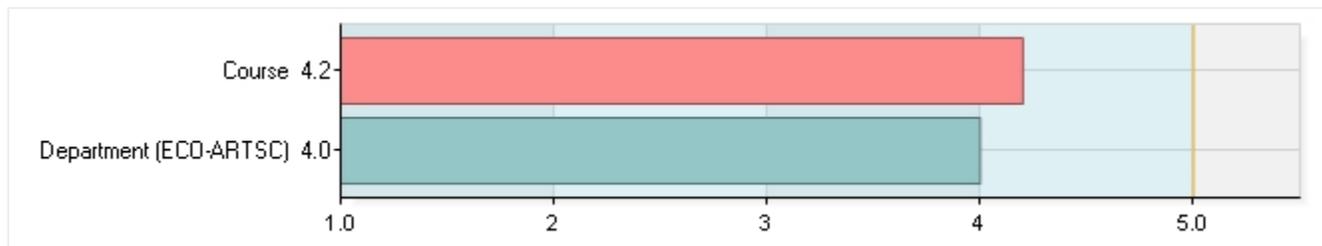
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly

11. I would recommend this course to other students.



Part C: Departmental Items

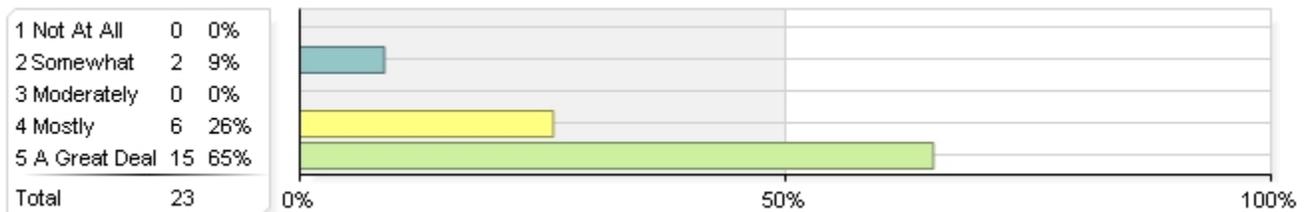
Overall, the quality of instruction provided by (**Christopher Dobronyi**) in this course was:



Section 4. Formative Data

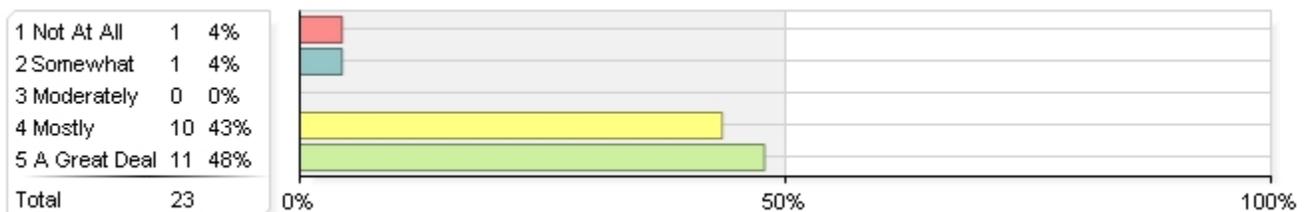
These items are optional items which you selected from the item bank during the question personalization period. Note that the results from these items are only reported to you as they are primarily intended to function as personal formative feedback.

A-2. During the course, the course instructor ([Christopher Dobronyi](#)) was approachable when students sought guidance.



Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	0.9

C-2. The course instructor ([Christopher Dobronyi](#)) explained concepts clearly.



Statistics	Value
Mean	4.3
Median	4.0
Mode	5
Standard Deviation	1.0

C-8. Overall, the quality of instruction provided by the instructor (Christopher Dobronyi) in this course was:

1 Poor	1	5%
2 Fair	1	5%
3 Good	0	0%
4 Very Good	10	45%
5 Excellent	10	45%
Total	22	



Statistics	Value
Mean	4.2
Median	4.0
Mode	4, 5
Standard Deviation	1.0