

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 Winter 2020 Undergrad

Course Name: Intro Machine Learning CSC311H1-S-LEC0101 Division: ARTSC Session: S Session Codes: F = First/Fall, S = Second/Winter	Instructor: Amir-massoud Farahmand Section: LEC0101 Report Generation Date: April 20, 2020
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Raters	Students
Responded	31
Invited	99

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 (Amir-massoud Farahmand) created an atmosphere that was conducive to my learning.	4.3	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.4	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.4	5.0
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	4.5

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

Comments	
Instruction was very clear, and instructor is open to answering questions and clearing up confusion. Slides are helpful with understanding the material and assignments are a good way to check understanding in a more practical sense.	
Amir is a great prof. Very caring	
It was very helpful intro course and increased my understanding	<i>I got an iPad and have used it to annotate slides</i>
The instructors are very qualified and passionate about their work. however sometimes the lecture is difficult to follow since not everything is linearly taught (eg. teaching content from one slides means that you need to go back a few slides to retrieve a formula/variable, so it doesn't feel like a forward-moving narrative). Possibly including more annotations on the slide, especially what each variable means. It would be nice to have a small legend on the corner for some slides that define all of the variables on the slide so students can reference them easily. Students can get overwhelmed by the amount of information from each slide, trying to expend a lot of cognitive load for what each variable means, so having a quick reference would really help. The assignments and midterms are very good and reasonable for demonstrating our learning, I like how the assignments slowly build on multiple small steps that lead to a proof or larger goal, and the midterm was very good for testing our intuitive understanding of the concepts.	
Amir is a patient, nice guy. He teaches very well and very encouraging in office hours. Without him, I would've dropped the course midway	
The instruction in this course was quite good. I found that the professor was often able to anticipate the difficult parts of the concepts covered in class. When there were questions, he was very knowledgeable and able to insightfully address the questions.	
I thought Professor Farahmand was a good lecturer. He explained concepts clearly and always provided additional explanation when the class was confused. However, I think he made one mistake consistently in lectures. He would often ask whether the class understood a concept and the class would be silent. I think everyone was silent largely out of awkwardness rather than a lack of understanding, but Professor Farahmand interpreted this as everyone being confused so he explained more basic concepts. One time, this happened for several iterations to the point that he was explaining the equation of a circle to a class of third-year computer science students. In general, this made the class slower-paced than I would have liked. Ultimately, this is a fairly minor problem, but I think in the future it would be better if he asked if anyone didn't understand the concept, so silence could be interpreted as everyone understanding.	<i>I have tried to improve in how I figure whether students are following the lecture.</i>
Pretty Good Job!	
Very good instruction from the professor, but the TAs were hard to understand (both content-wise and organization-wise)	
The instruction is pretty clear while the tutorial quality is a bit worse as a TA has missed a tutorial(as he went to the one at the week don't have tutroial) and some TA go so fast sometimes it's hard to catch up with.	
I thought the instruction was very good, though I did feel that the lectures were very focused on theory which resulted in assignments, which were mostly focused on application, mostly a matter of reading through documentation to figure out what to do. While I understand the lectures being focused on the theory of it, I would have appreciated a bit more guidance wrt the applications.	
The course should give more details on the programming stuff.	
Slides are very disorganized Transition doesn't make sense most of the time	<i>I have improved the slides for CSC2515 (Fall 2021), but I believe this student may not have proper background, as the slides were already in good shape.</i>
Great	
The instructor was always very helpful and wanted to make sure students understood all the material before moving on. However, this resulting in the class getting further behind in content throughout the semester as well. The professor was very good at explaining complex topics in a way that was easy to understand.	<i>I am aware of this. For the newest version (CSC2515- Fall 2022), I requested two sessions per week, so we have enough time to cover material with a good pace.</i>
Informative slides. Assignments were helpful.	
Instruction is good. Instructor understands the material very well. Slides are useful and detailed.	
The teaching of the professor was excellent, when it came to the topics which were taught. However, it seemed like the class was stalling from lengthy reviews at the beginning of class, which made me tune out a little.	<i>I believe reviews at the beginning of a class is a good way to consolidate the memory. I have tried to make them faster.</i>
Overall, I was impressed with the quality of instruction. The slides were useful and effective study resources and always provided sufficient guidance to solve the assignment questions.	
Lectures however, were sometimes delivered at a very slow pace. This resulted from detailed discussions however, as the Professor always attempted to offer detailed explanations for questions. Sometimes these discussions were tangential and should have been taken outside of class, but often times the discussion was insightful as well.	
Great lecture and assignment!	

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

Comments
Instructors and TAs are very helpful online using piazza, and many additional resources such as python libraries and additional readings were given.
The profs were generous in helping us with accommodations after COVID 19. They were understanding of our circumstances and provided resources for learning.
Instructors were kind to me and my peers whenever we needed accommodations, like extensions or to write the midterm in a different section. It was very nice of them to continue extending assignments when quarantine began, when considering the sudden changes for all of the students.
The instructors and TAs were responsive on Piazza.
Both professors were quite available during office hours and provided ample help. The TA office hours before each assignment was do were also very helpful. The only problem I had with these supports is that a few students, and one in particular, monopolized office hour time by repeatedly asking questions that they really should have known from the lecture slides and the assignment description, so perhaps the professors and TAs should have been more willing to limit the number of questions one student can ask at a time before moving on to the next student's questions. <i>I have been more conscious of this.</i>
Pretty Good Job! * 2 Sometimes Tutorials are too rushing. Materials sometimes are not at the same stage as lecture progress
Generous office hours, and very understanding about deadlines during stressful times due to the pandemic
The only issue I have with lecture is that sometimes I have hard hearing the classmates question so it would be better if professor could repeat the question before answering it, as I do feels like those question help me better understanding.
Piazza <i>I have improved on this habit, especially because of CSC2515 (Fall 2021), which was hybrid and I had to repeat questions in the class for the benefit of online students</i>
Make it available to watch online
There were tutorials to provide additional information that we needed to understand, yet the quality of these varied widely. For example, the TA simply didn't show up for one of our tutorials, and that tutorial was important for completing our assignment.
Piazza was very useful.
There was enough assistance to provide a good experience.
Piazza proved an effective resource.

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 (Amir-massoud Farahmand) generated enthusiasm for learning in the course.	4.4	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...	3.6	3.5

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.

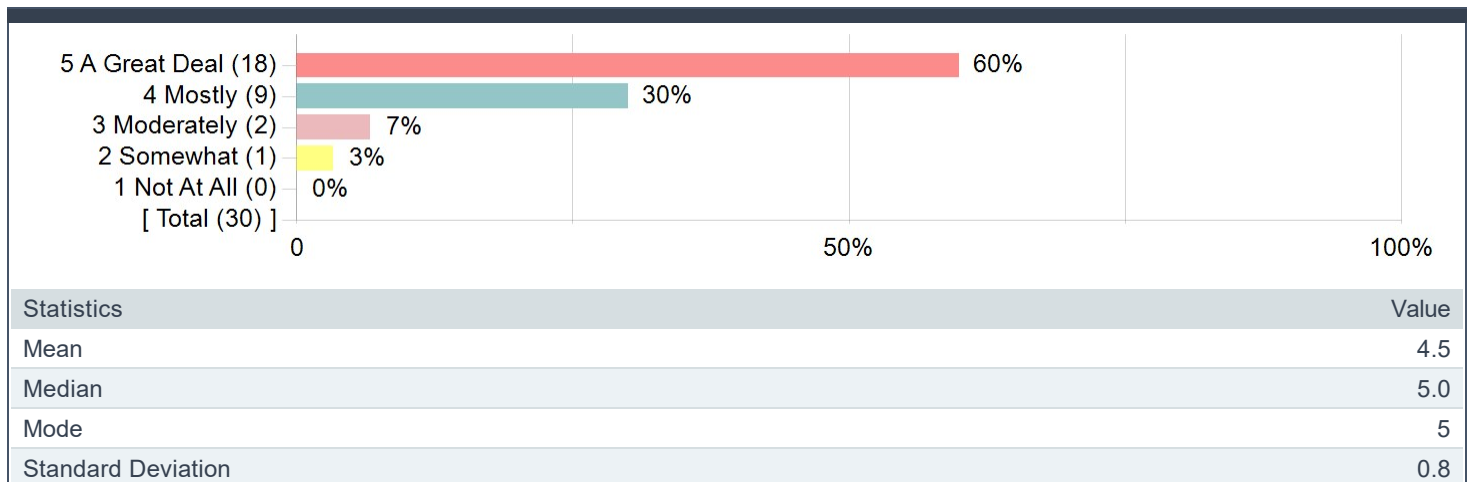
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

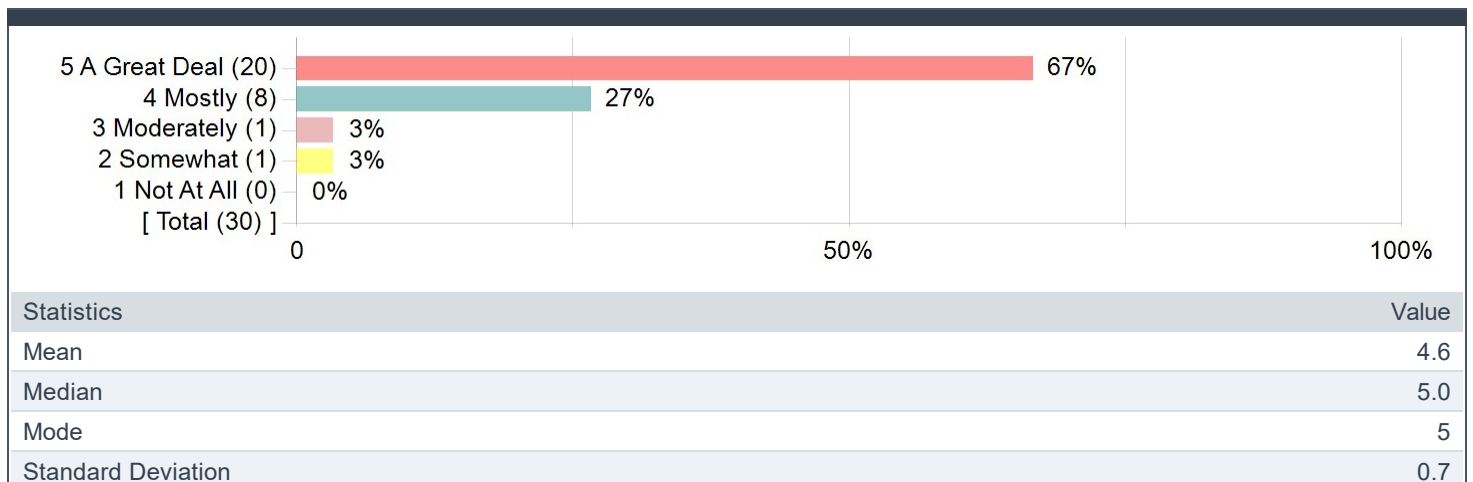
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

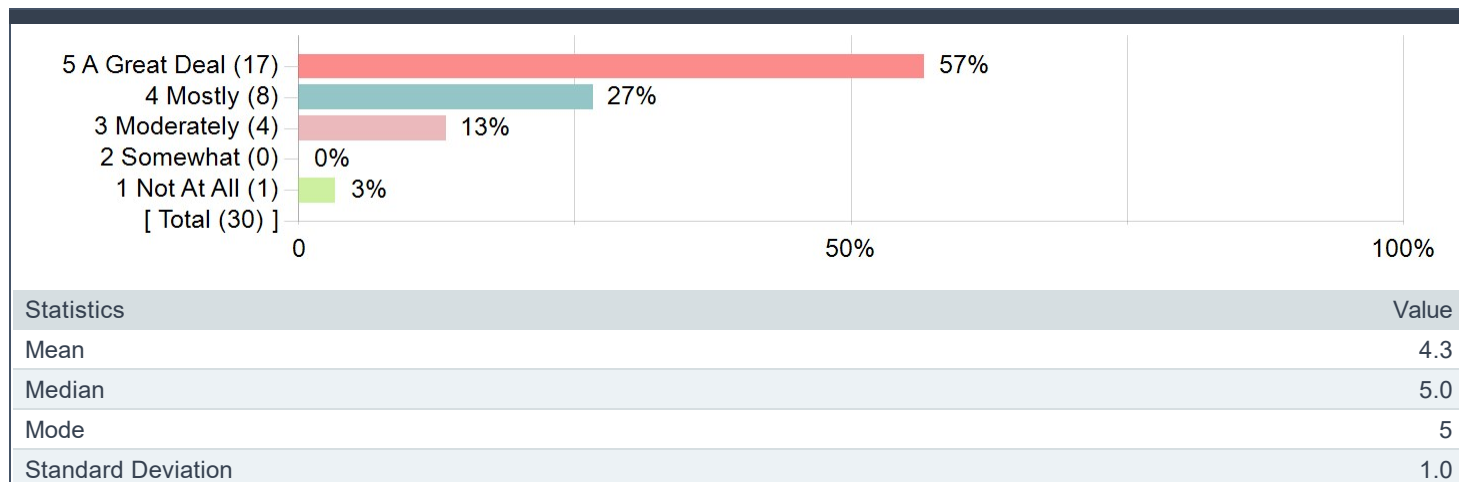
1. I found the course intellectually stimulating.



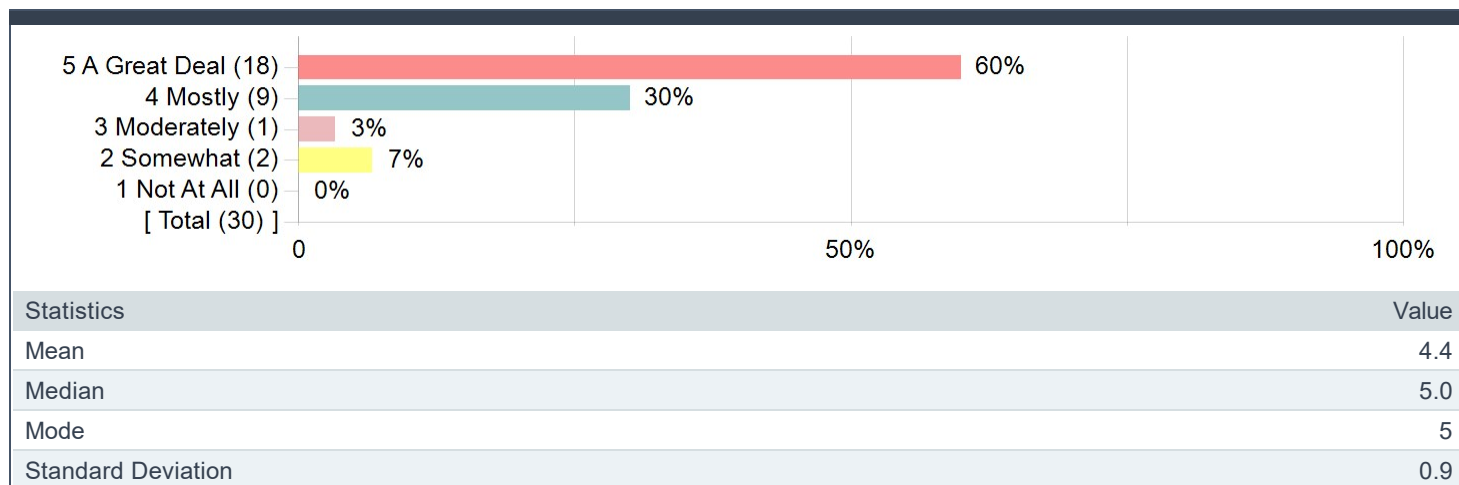
2. The course provided me with a deeper understanding of the subject matter.



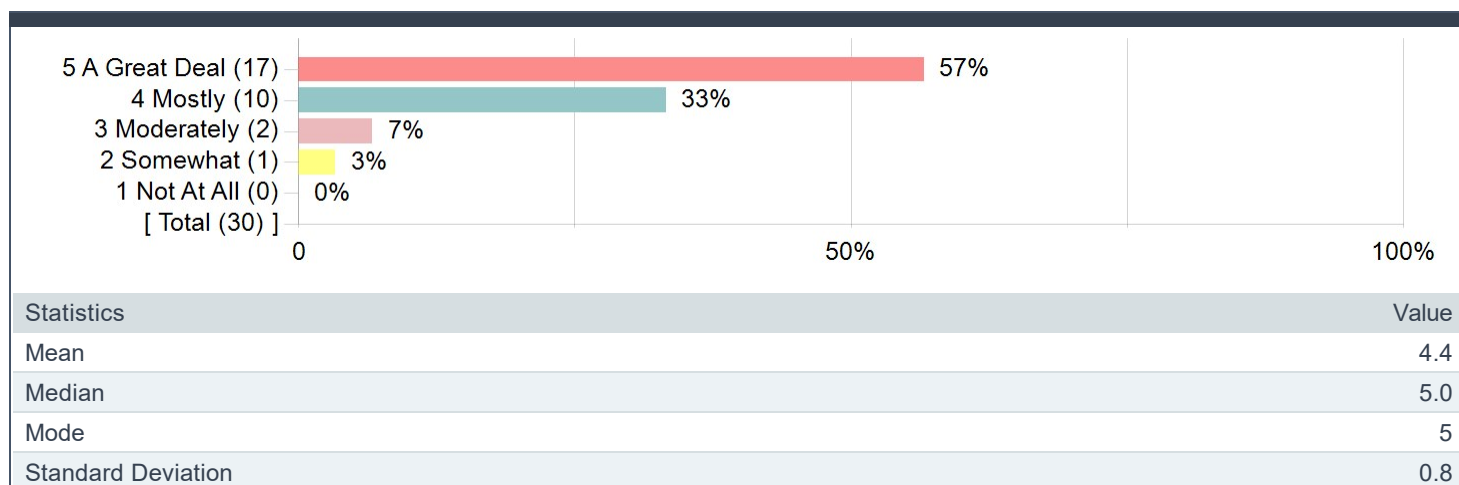
3. The instructor (Amir-massoud Farahmand) created a course atmosphere that was conducive to my learning.



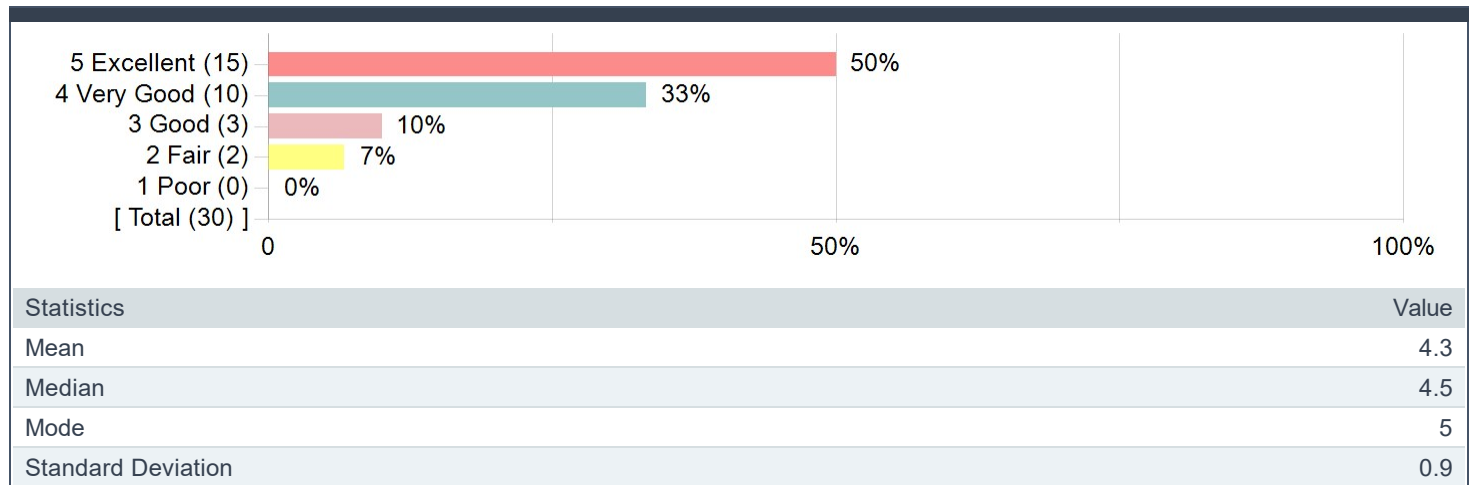
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



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

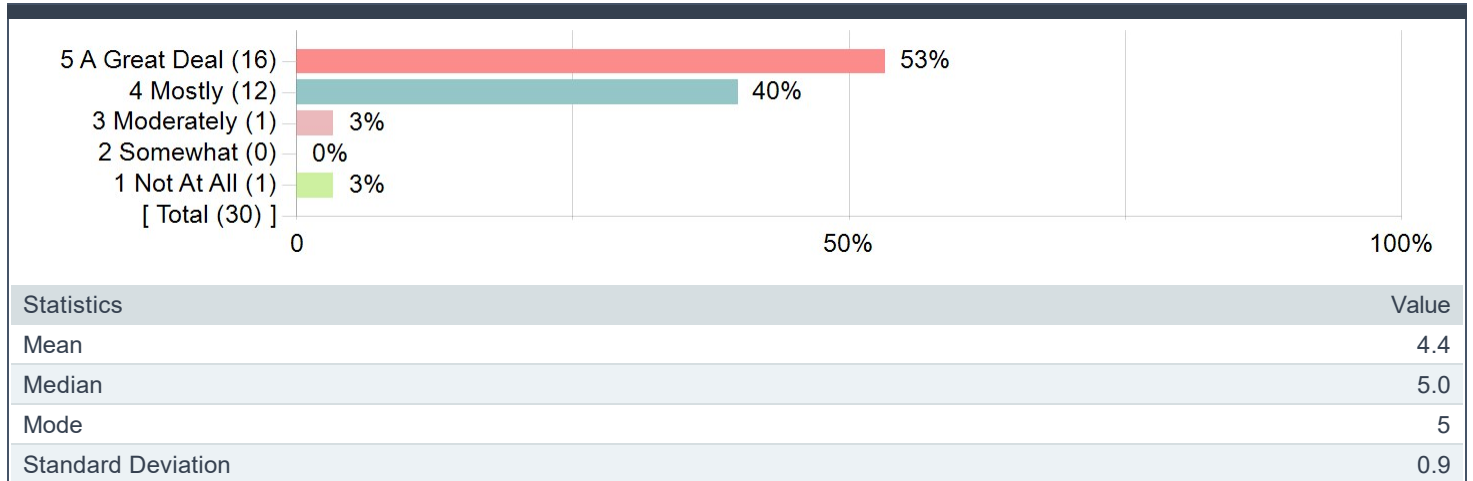


6. Overall, the quality of my learning experience in this course was....

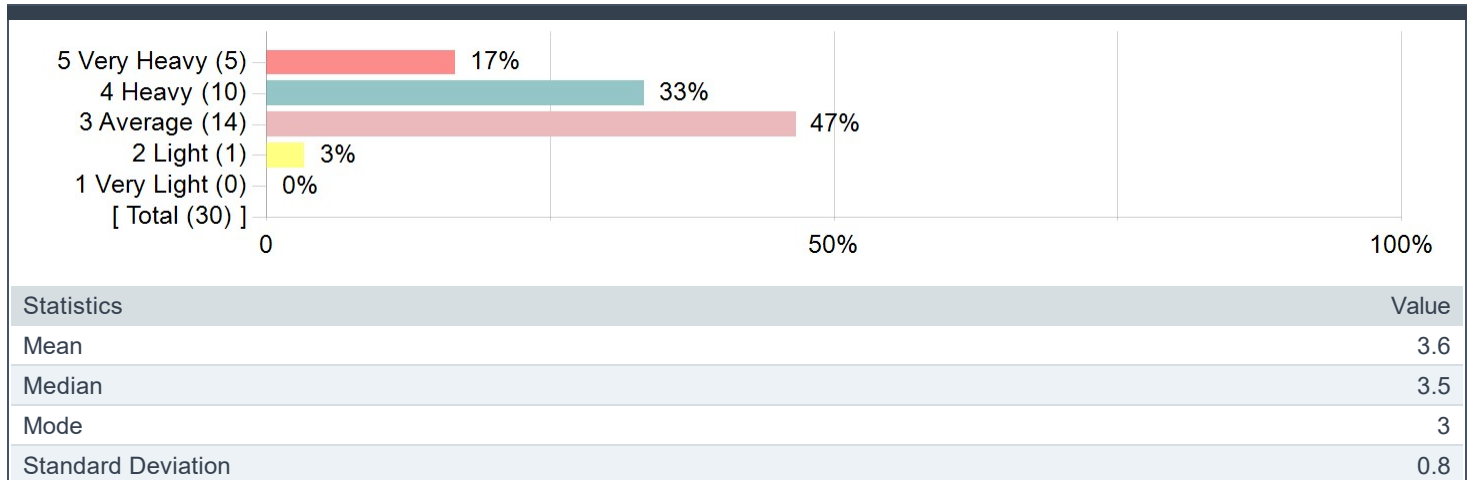


Part B. Divisional Items

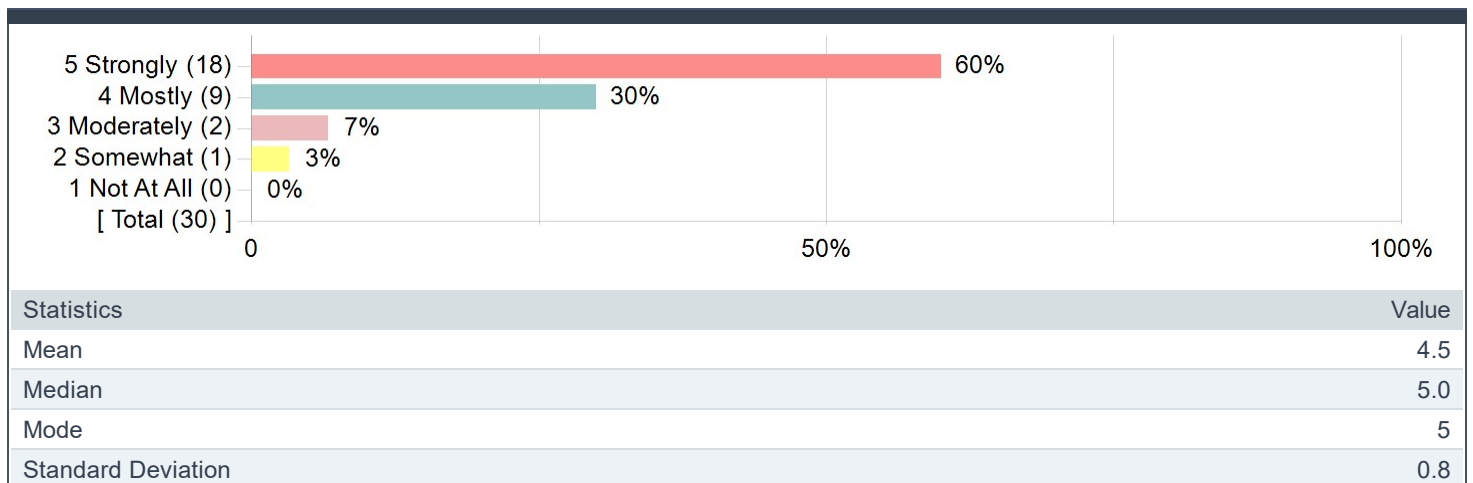
The instructor (**Amir-massoud Farahmand**) generated enthusiasm for learning in the course.



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.

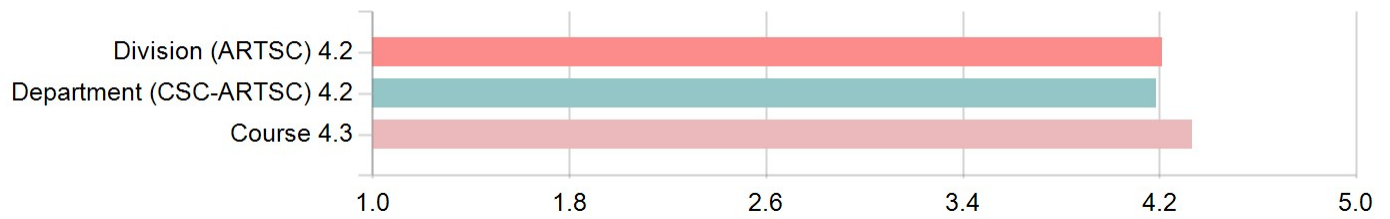
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

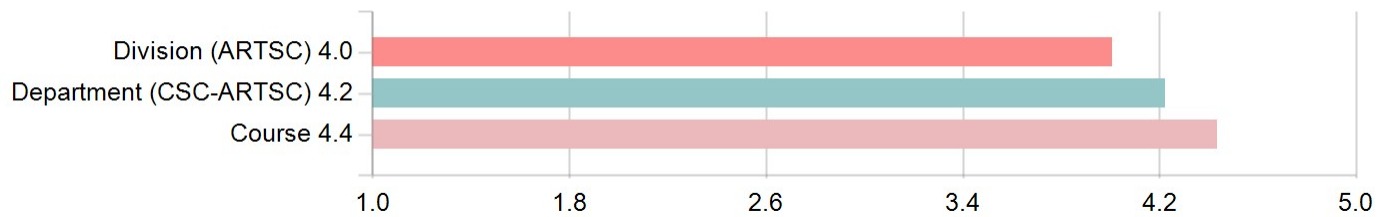
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



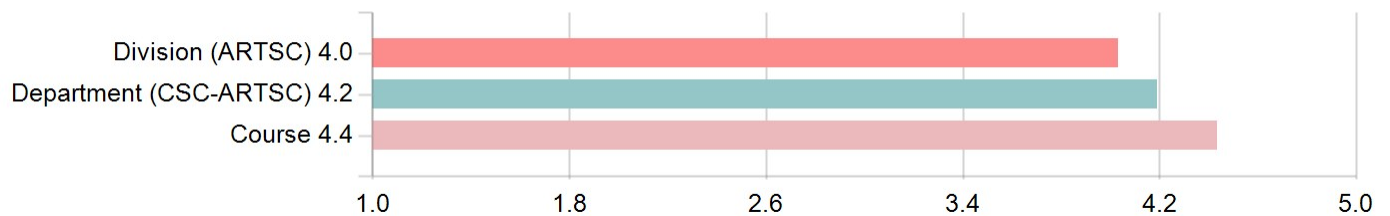
3. The instructor ([Amir-massoud Farahmand](#)) created an atmosphere that was conducive to my learning.



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

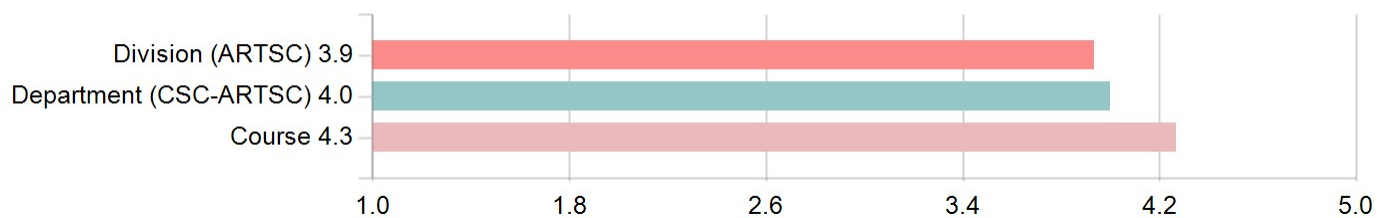


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

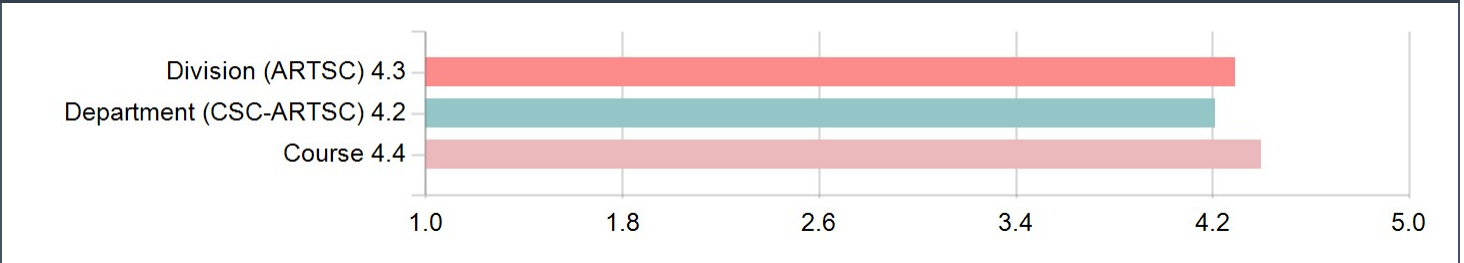
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

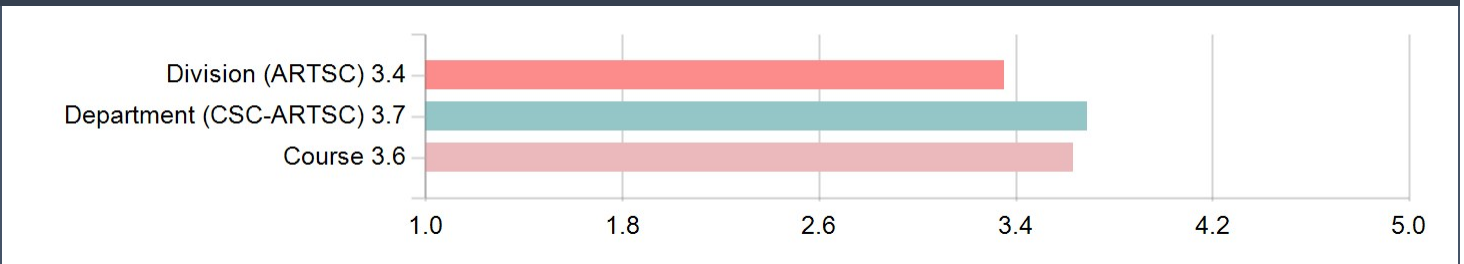
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



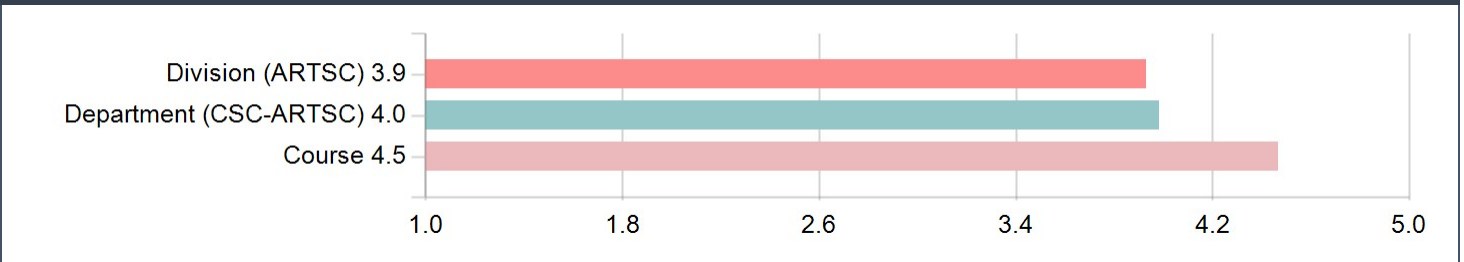
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

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



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

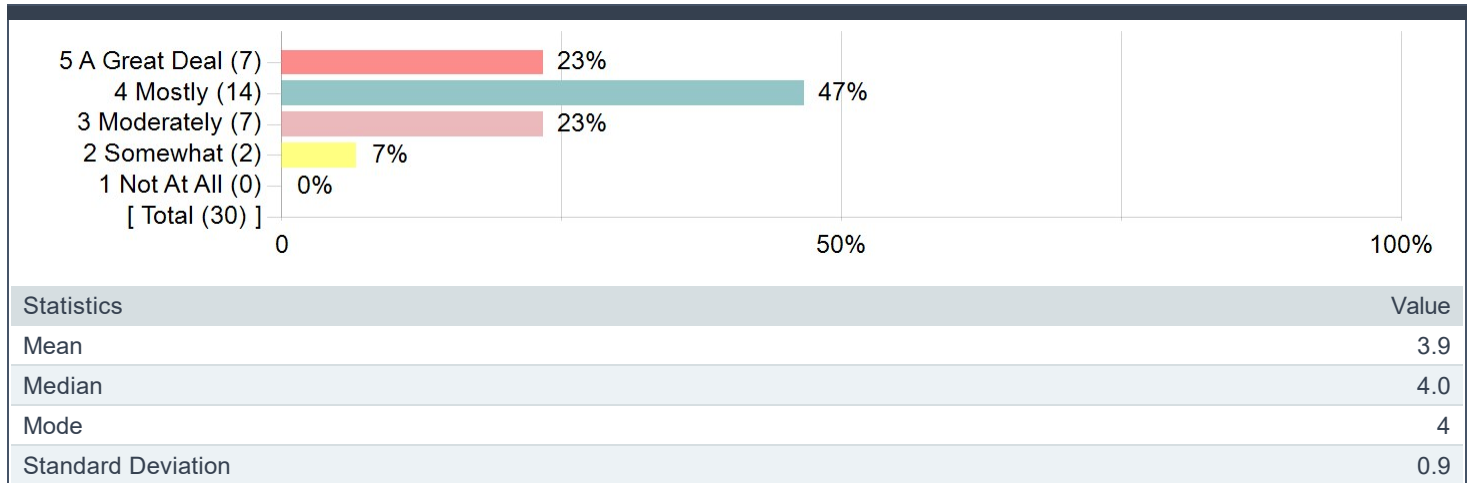
11. I would recommend this course to other students.



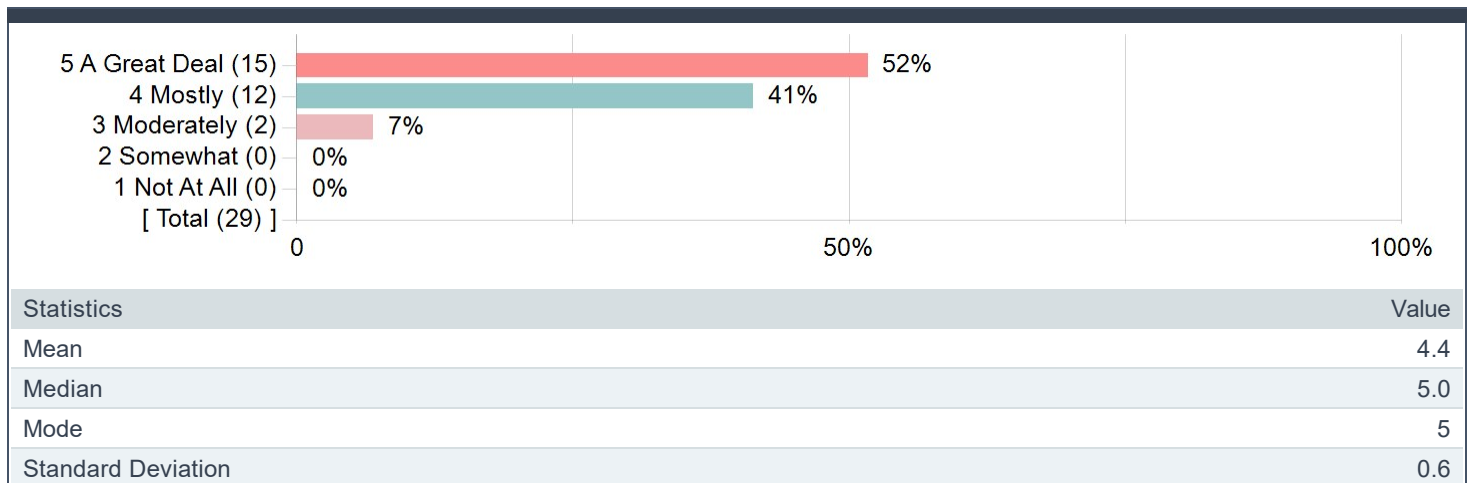
Section 4: Formative Data

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.

C-4. The course instructor ([Amir-massoud Farahmand](#)) moved through course concepts at a comfortable pace.



K-7. The online discussion board contributed to my learning of the course material.



X-2. The tutorial/lab sessions improved my understanding of the course material.

