

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: Macroeconomic Theory ECO208Y1-Y-LEC0101 (SYNC)
 Division: ARTSC
 Session: Y
 Session Codes: F = First/Fall, S = Second/Winter

Instructor: Dylan Gowans
 Section: LEC0101
 Delivery Mode: SYNC

Report Generation Date: August 23, 2021

Raters	Students
Responded	5
Invited	42

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.	3.6	4.0
The course provided me with a deeper understanding of the subject matter.	3.6	4.0
The instructor (Dylan Gowans) created an atmosphere that was conducive to my learning.	3.6	4.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.4	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.6	4.0
Institutional Composite Mean	3.6	-

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:	3.0	4.0

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

Comments
The lectures themselves were okay at giving a basic understanding of the course material, however, that is it. The lectures only covered the basics and did not give much instruction or any ideas on how to tackle more complex questions such as the ones found on the midterms and assignments. As there was no assigned homework either or review sessions, memorizing the material and properly understanding the material became an issue, especially when it came to the more math based portions of the course. A very vague explanation of the math behind certain theories was given in the lectures but no real examples were ever worked through and so for the most part the formulas, application, and reasoning behind the math was all guesswork. The one positive would be how the professors added in real world examples with the tweets and had a nice pacing when going through the material, however, I just wish that the information was discussed in more detail and examples for the math portion were given and shown.
They dont really do any problems or give us much to study from, the course seems to be almost entirely self study based
Dylan's lectures were very well-paced and engaging.
Good
The course overall was amazing although there was a big discrepancy between the two instructors teaching quality. Professor Dylan Gowans did a phenomenal job explaining/conveying the material clearly while also providing very representative homework practice questions. Unfortunately professor George Georgopoulos (in my opinion) didn't do as great of a job teaching the material and his homework practice questions weren't representative of what we students should expect on a test... this then decreased my motivation and I found myself less interested to do well in the rest of the course.

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

Comments
The textbook was good at providing some supplemental information when certain topics were unclear, however I wish that the myeconlab activities that came along with the textbook were utilized more to allow for examples. The tutorials were very helpful, and I was very thankful that they were recorded so that I was able to watch them back if I was unclear or while studying. I do wish that a mini review would be given at the beginning of the tutorials though as a refresher. The TA's and professors were also very kind and helpful during office hours, which was a positive.
poor, little help at all
Tutorials were helpful.
Frank Leenders is the best TA I've had in university. Very helpful, patient and explains/teaches the material very well.

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 (Dylan Gowans) generated enthusiasm for learning in the course.	3.8	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.	3.2	3.0

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 (Dylan Gowans) in this course was:	3.4	4.0

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

Comments
The lectures in both halves of the course were very helpful.
Good
The length of the lectures is the exact amount of time I spent towards my learning experience. 2–3 hours per week, (not including exam season).
I think that the lectures were pretty clear and enjoyable, making the experience a little better, however I wish that material was discussed more in depth rather than purely reading off of the slides. I wish that examples, especially for calculations, were discussed and that certain theories were explained more in easier to understand terms rather than purely stated. I also wish that the professor added more of their own opinions, anecdotes, or knowledge to the lectures when discussing certain topics rather than purely sticking to the script and what was already on the slide.

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

Comments
There weren't any required readings.
Good
I spent a lot of time re-reading the lectures slides and my notes, I'd say about 3–4 hours per week.
There was almost no required readings for this course, though I wish there had been. As this course had no homework or extra readings to it, a lot of the material was still vague, hard to understand, and hard to remember. Thus, overall, the required readings or in this case the lack thereof did not bring any value to the overall learning experience.

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

Comments
Assignments could have allowed for deeper understanding of the course material if the questions required more analysis of the models we developed, but they started this process.
I think that the tests did a good job of asking questions that pushed students to think critically about how to apply course material.
Had to apply course concepts for assignments and tests
These assignments definitely required us students to apply the course concepts. There was little to no memorization methods when answering questions.
I think that the questions for the assignments and tests were fairly well-thought-out and did require for more application based answering rather than purely memorization. As the way of answering these questions had not been taught more in lectures or tutorials I did, however, find these questions to be quite difficult especially when it came to calculation based questions. Purely based on the assignments and tests, I think that they were fairly well done, however I do still wish that we were prepared more for them which would have made the experience even better.

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.

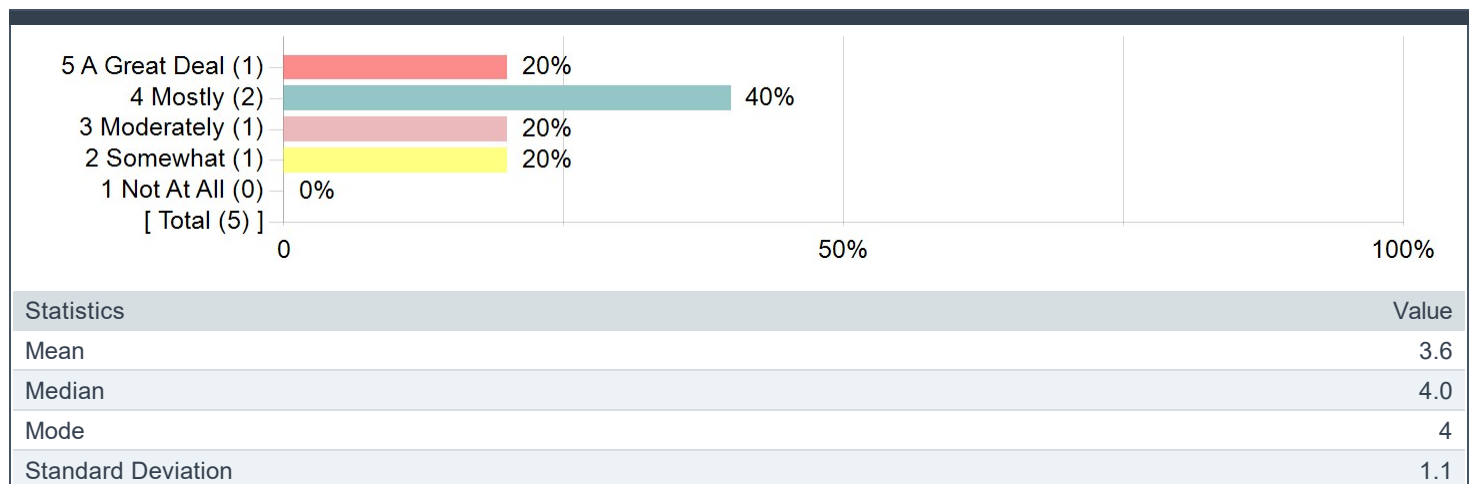
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

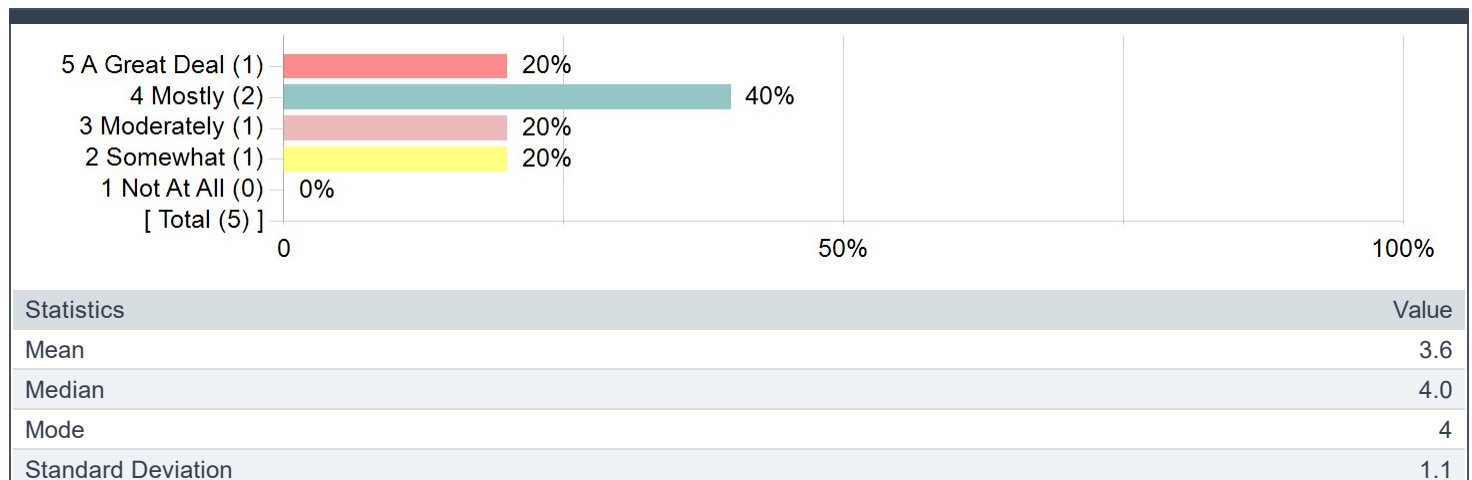
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

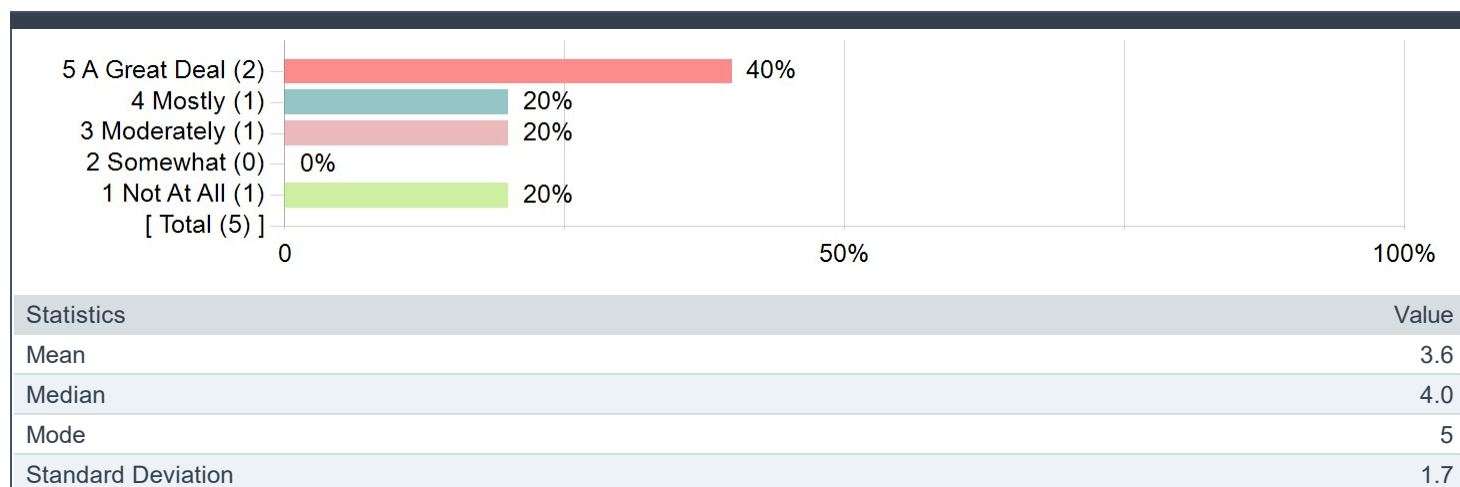
1. I found the course intellectually stimulating.



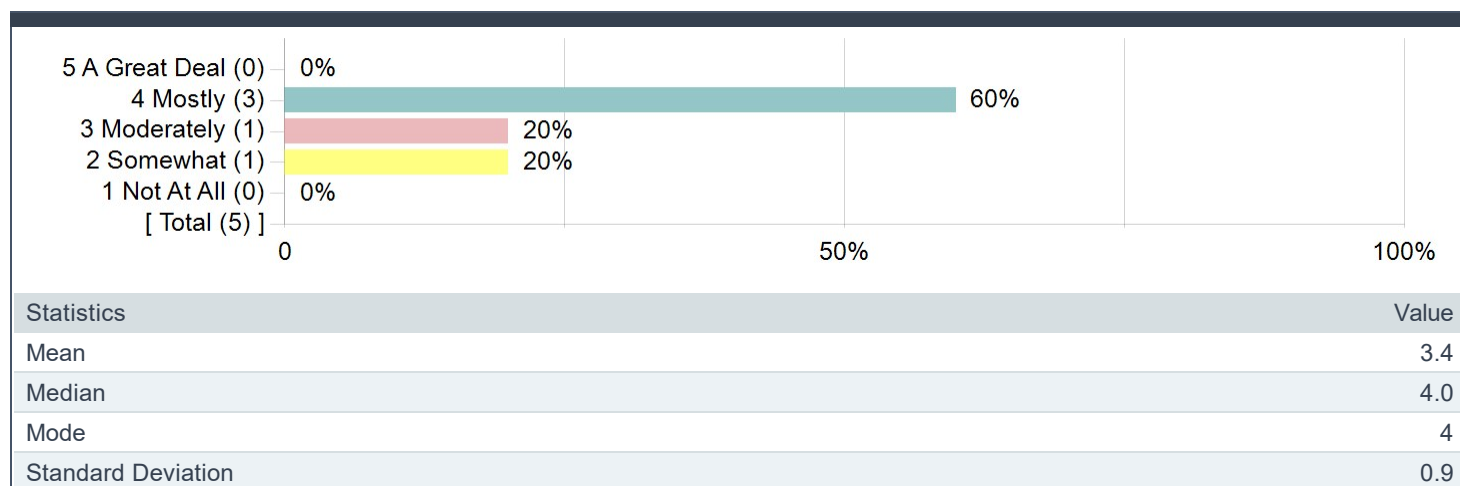
2. The course provided me with a deeper understanding of the subject matter.



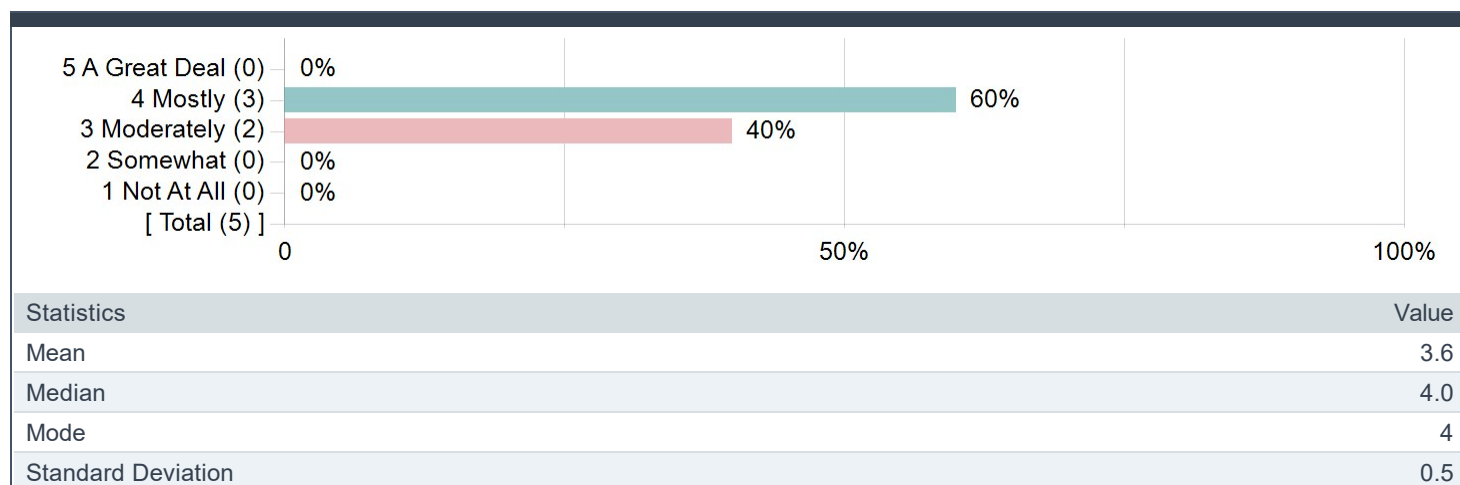
3. The instructor (**Dylan Gowans**) created a course atmosphere that was conducive to my learning.



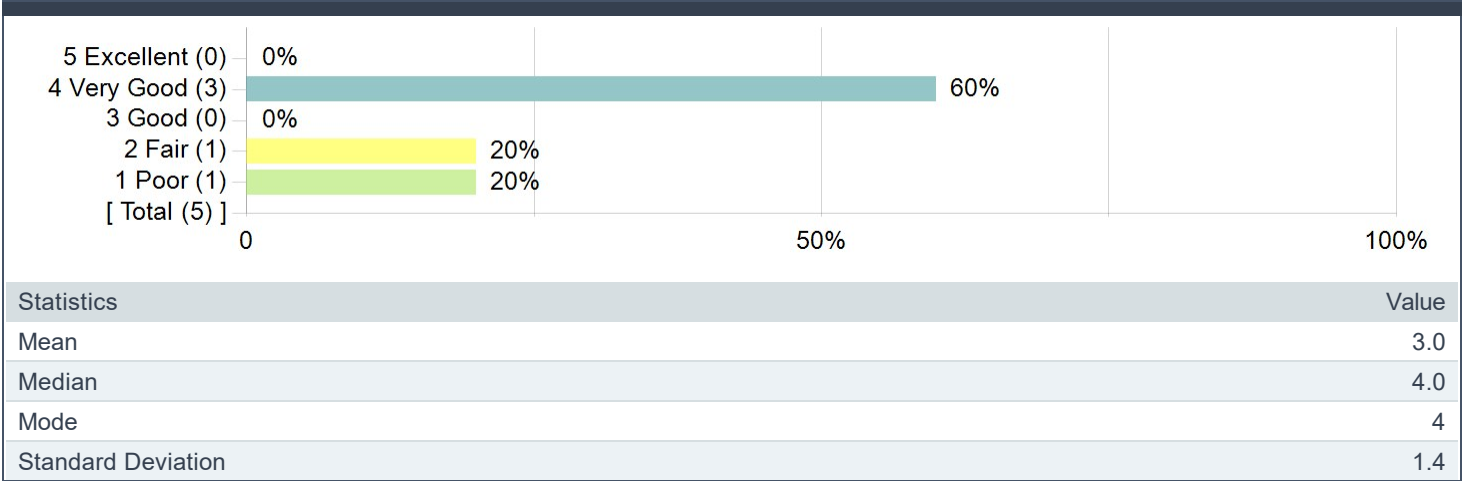
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



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

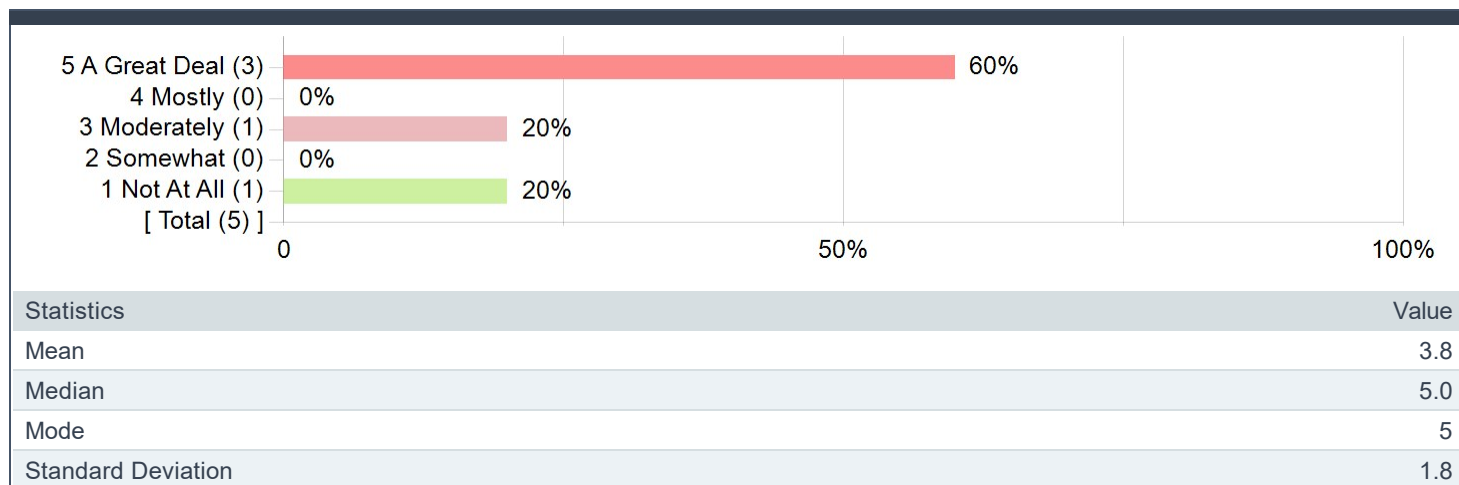


6. Overall, the quality of my learning experience in this course was....

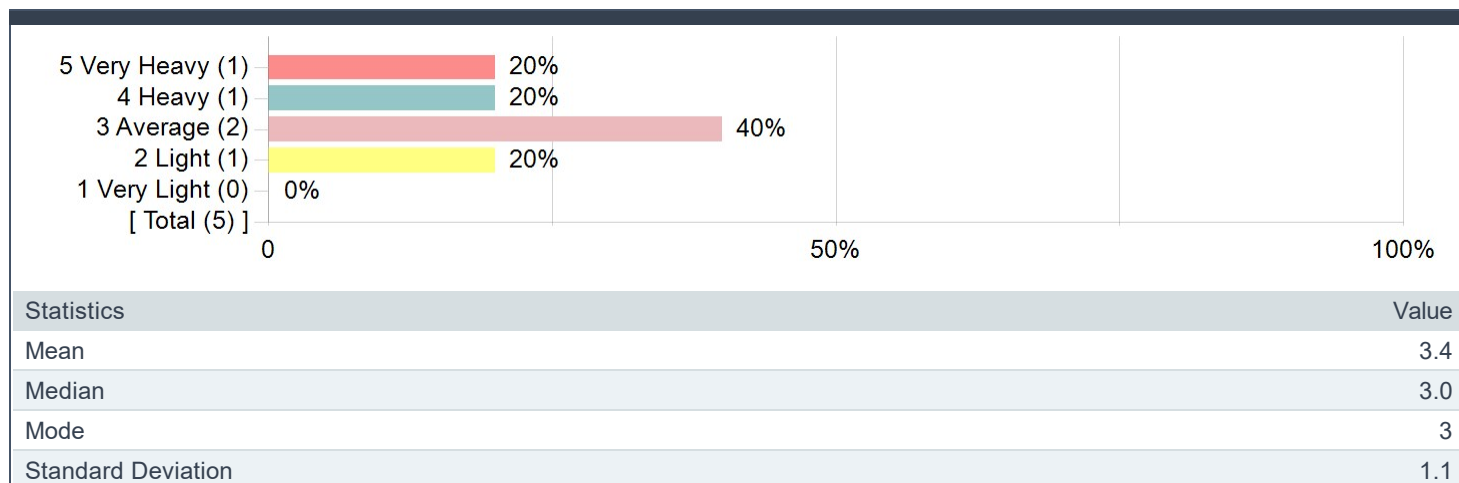


Part B. Divisional Items

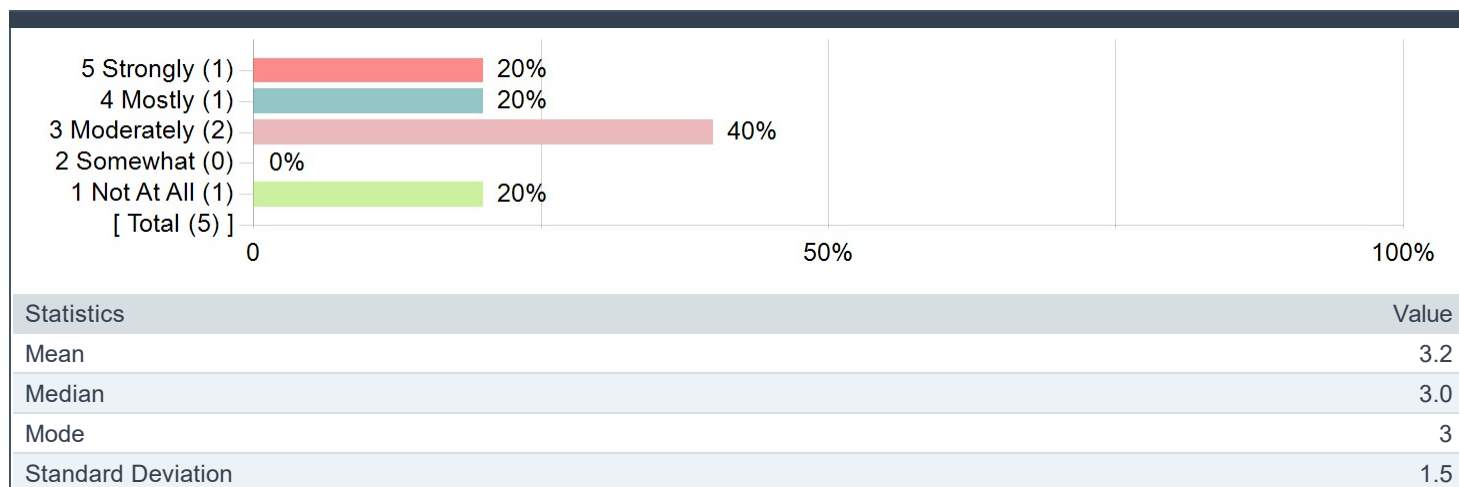
The instructor (**Dylan Gowans**) generated enthusiasm for learning in the course.



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

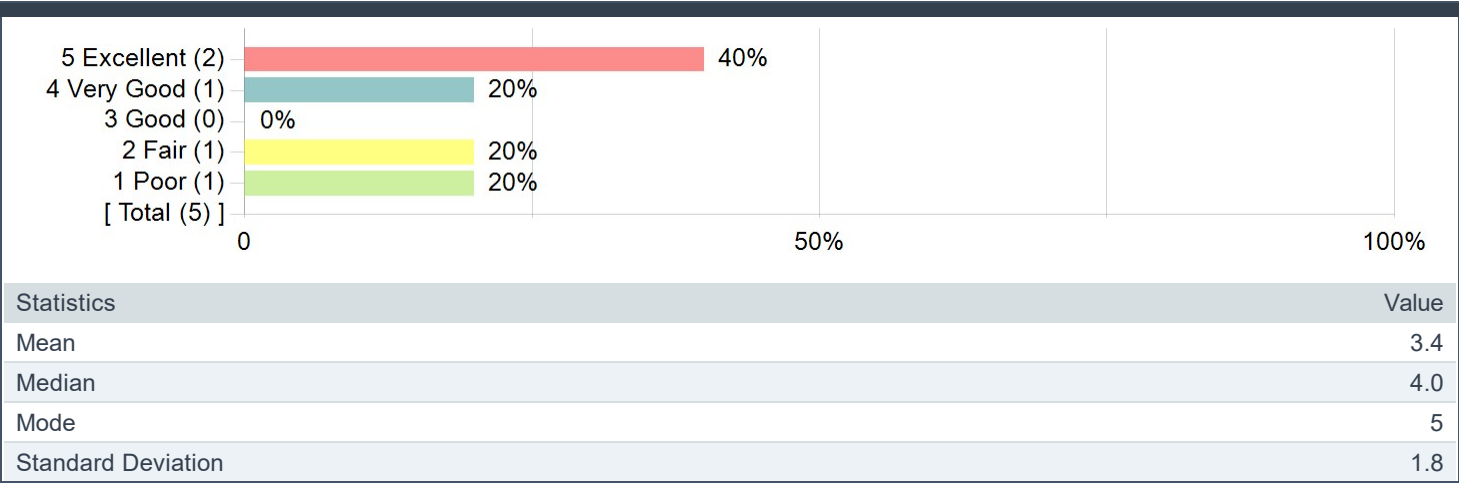


I would recommend this course to other students.



Part C. Departmental Items

Overall, the quality of instruction provided by (Dylan Gowans) in this course was:



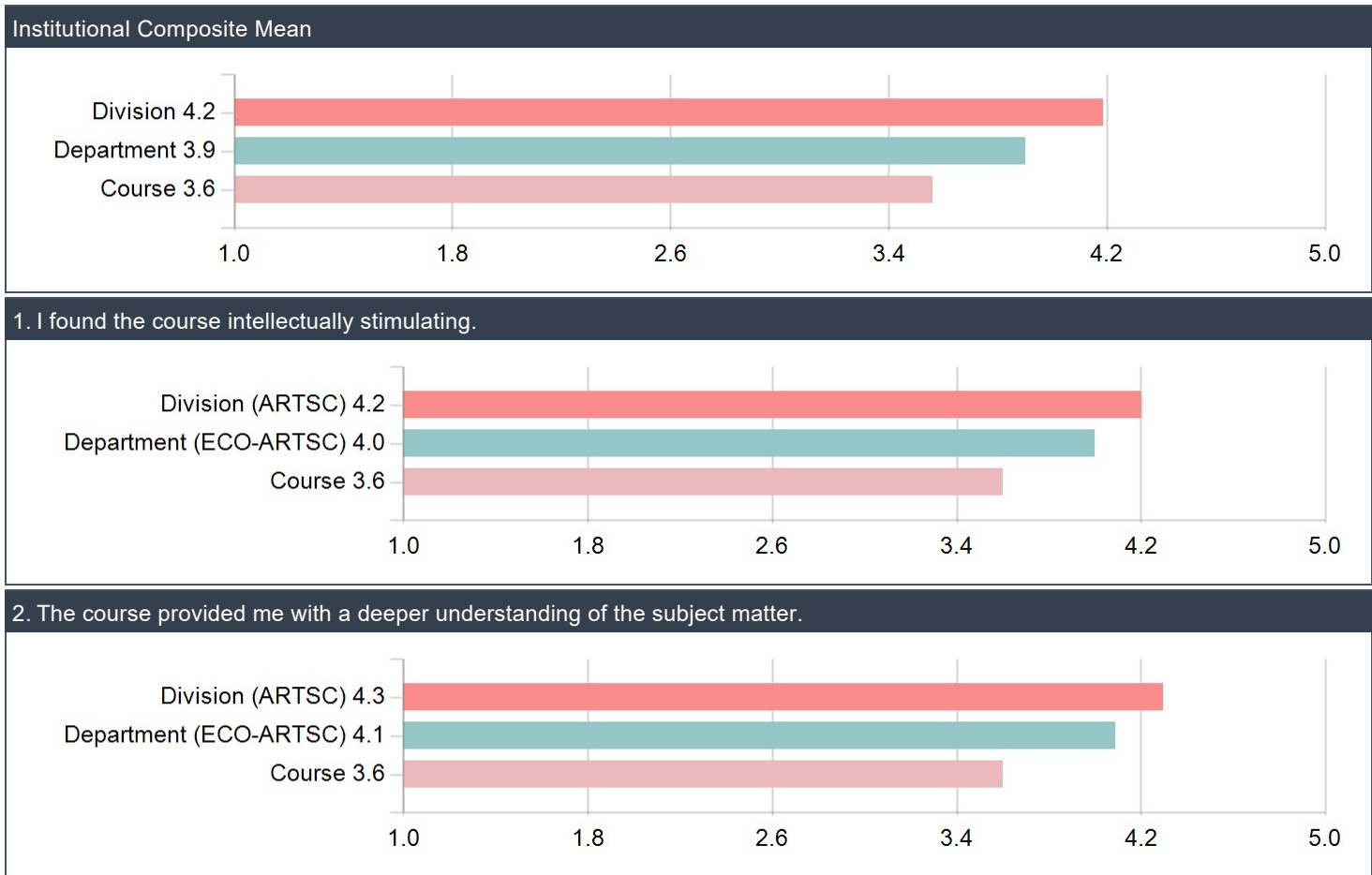
Section 3. Comparative Data

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.

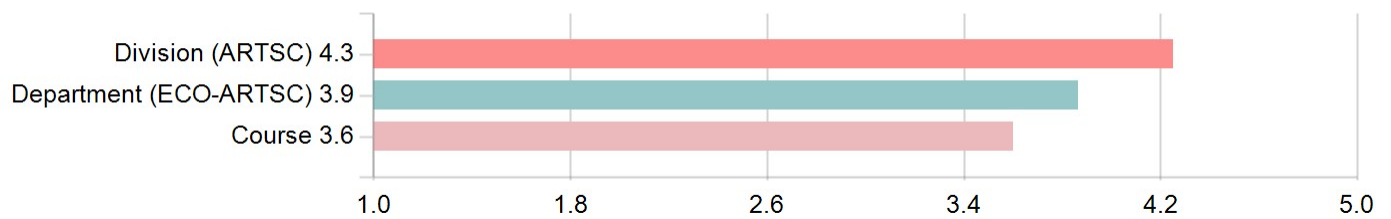
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

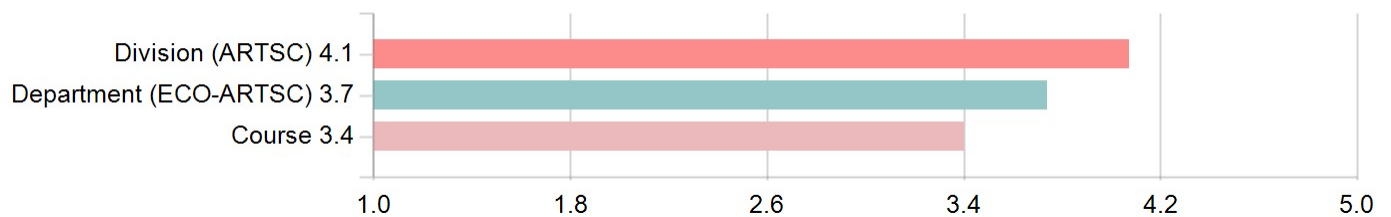
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



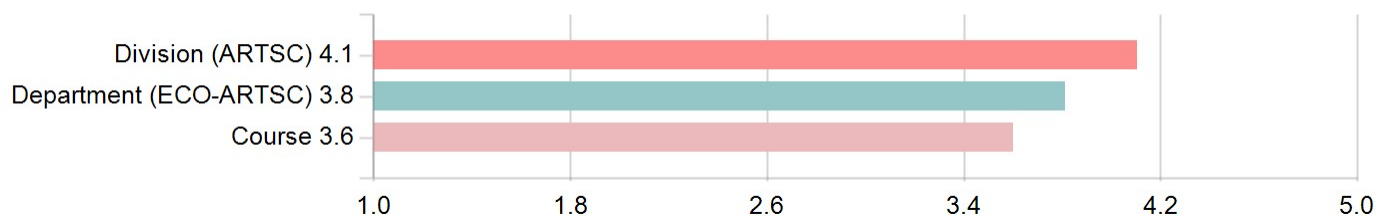
3. The instructor ([Dylan Gowans](#)) created an atmosphere that was conducive to my learning.



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

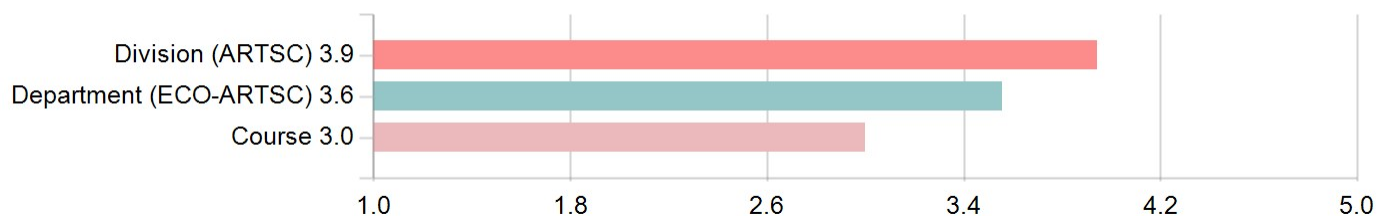


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



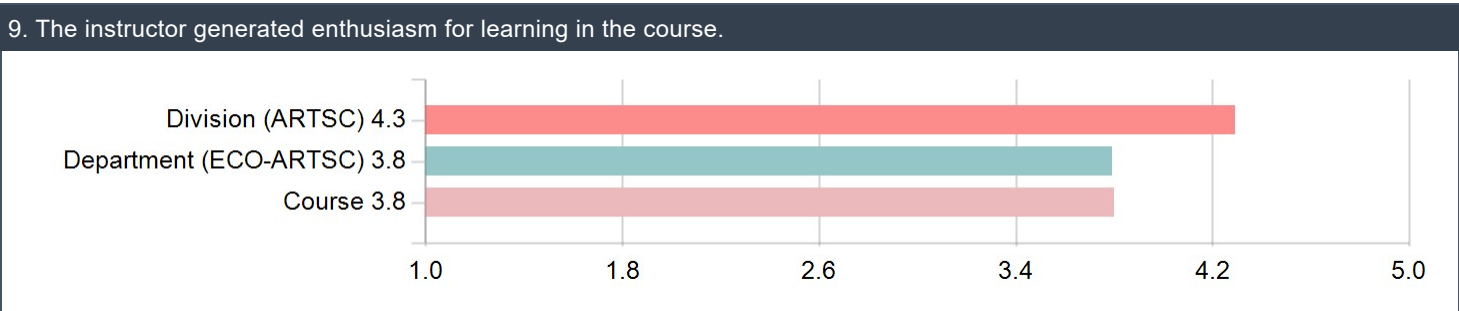
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

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

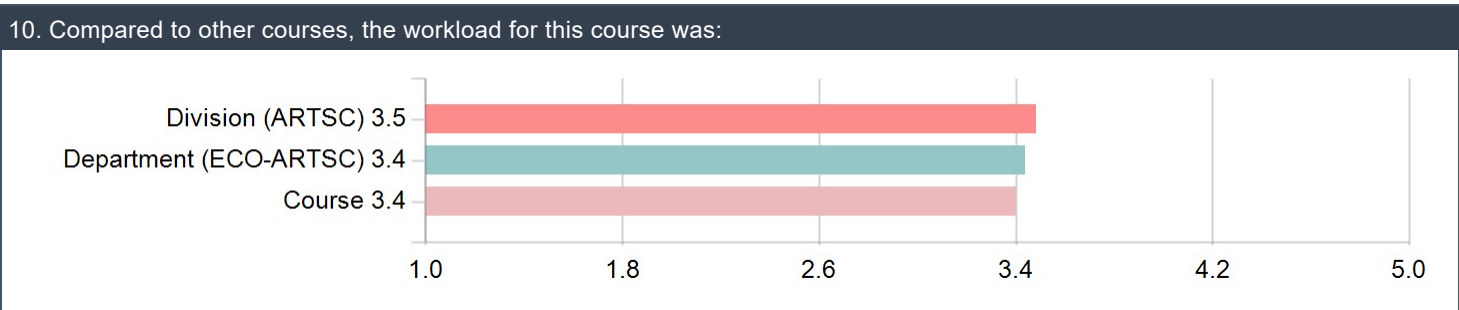


Part B. Divisional Items

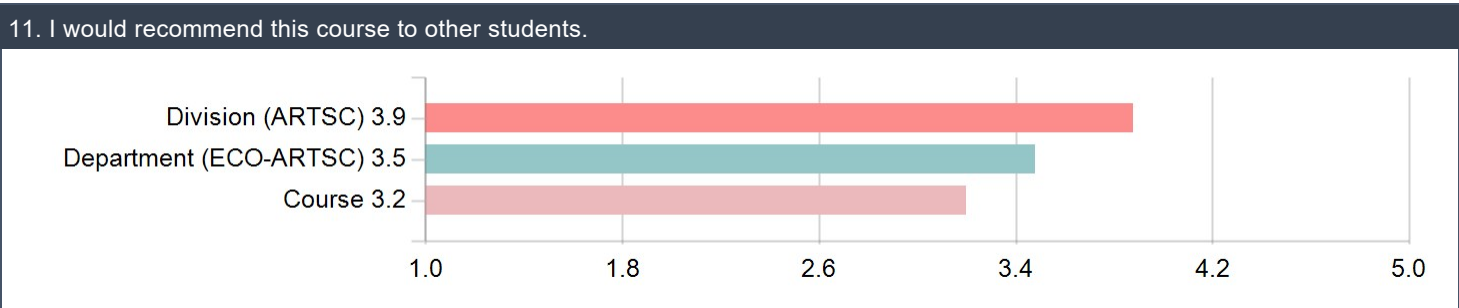
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



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





Part C: Departmental Items

Overall, the quality of instruction provided by (Dylan Gowans) in this course was:

