

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 (A)
 Division: ARTSC
 Session: Y
 Session Codes: F = First/Fall, S = Second/Winter

Instructor: Dylan Gowans
 Section: LEC0101

Report Generation Date: July 8, 2020

Raters	Students
Responded	20
Invited	89

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.	4.4	5.0
The course provided me with a deeper understanding of the subject matter.	4.4	5.0
The instructor (Dylan Gowans) 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.	4.1	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:	4.1	4.0

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

Comments
Closed economy one period model was developed very well and explained clearly. Did a very good job both creating theories and then critiquing the assumptions of the theory and how well it fits with the data.
Instruction is really good, lectures are delivered well online, and online discussion is helpful for asking questions, however the quiz assessments are really hard and sometimes I feel like I cannot adequately display my knowledge and effort
The overall quality of the instruction is great.
Excellent instructor who explains everything very clearly. Fast response to questions
Great
I really like this course. Structures and slides are very clear.
Overall, Professor Gowans made the concept very clear and made macro-economics very interesting. He was also very patient when explaining foreign concepts during his office hours. However, I do find the quizzes to be a little difficult consider the amount of weightings it has towards the final mark. The extra practise questions expands on the class concept, which makes understanding a lot more challenging.
I would hope for the quizzes to be less difficult and the after class practise questions to be more related to the class slides.
In addition, I think the TA Frank Leenders did a fantastic job helping me understanding the concepts. His response on Quercus to my questions are usually extremely detailed and clear.
Overall quality is good, the lectures were very understandable and quizzes were fair
Good, though the recorded lecture lack of interactions.
Course lectures was clear in terms of vocals but skipped way too many steps when explaining (didn't completely explain where certain variables came from) , and problem set questions seemed unrelated to what was taught in the lecture and not at all a fair representation (some of the problem sets themselves weren't clear in the solutions and as much as you focused and understood from lectures, you would still find it traumatizing completing questions (I am talking about problem sets from lecture 4 onwards)
Education is about learning what other people have concluded in the past and think of any limitations of the existing theory (if any) that may be improved. Professor Dylan Gowans is the first prof at U of T that I met who questions the existing economic models and guides students to think in a critical way. This is what I seek for in education. In my opinion, education is not about learning the theories and stick to them as if they were "bibles". Receiving education should be a process of learning how to think in an independent manner, which many professors fail to instruct students. Overall, thanks to Dylan Gowans who provided an excellent learning experience!
When the classes started, everything was fine, we would get the questions in practice and tutorial similar to what was taught in class material but lecture 4 onwards, we were taught something in the lecture and practice and tutorial questions were way too advanced. It's been one year at Uoft and I haven't found any course this tough.

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

Comments
Discussion board is great when I need to ask a question.
There is a discussion platform on Quercus for every lecture. We could ask questions regarding to the corresponding topic and the TA would give us answers.
TA office hours and Quercus discussion boards were very useful
Really helpful
Tutorial, email, office hour
We had instructor office hours as well as TA office hours every week. In addition, we were provided with after lecture practise questions so we could practise.
In addition, we had a Q&A section for each lecture where questions we posted will be answered by the TA.
Discussion board and office hours.
chat system.
Very good quality answers on the course forum when students have questions.
Professor and TA were very supportive, they were available to answer any queries we had

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.	4.6	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	4.0

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.	4.1	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 (Dylan Gowans) in this course was:	4.1	4.0

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

Comments
—
High-quality
Definitely valuable, great slides and well spoken, and interesting.
The time spent in class is very valuable.
Time spent in class is very valuable. Prof Gowans explained the concepts very well.
Lectures were a valuable part of the course and stand perfectly well on their own without needing the textbook.
Lectures were good, their asynchronous nature is definitely a bonus
5 hours per week
Good
1 hour per week.

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

Comments
—
Good
Somewhat valuable, though not always the most helpful, since the textbook is more of a secondary resource in this course.
There are very little required readings in class. The class is heavily based on intuition, which I believe is even more challenging now when the lectures are conducted online.
No readings
The textbook was useful for me to revise the material and the practice questions were sometimes more challenging than in class problems.
None
average
A lot
1 hour per week.

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

Comments
—
Very helpful
Definitely required me to think and apply, maybe too much...sometimes I just would have no idea despite working hard.
Almost every assignment requires me to apply the course concepts.
The assignments was good material to apply the concepts. The quizzes helps us with understanding the concepts. However, I do find the quizzes to be a bit challenging, with their weight and the time constraints. I think it would be more effective and motivating for the course to provide a midterm (or have a heavier weight on the final) and put less weight on the quizzes.
The course assignment was great, very practical application of theory learned in class.
The assignment played an important role in testing theories with data, but did not require a great deal of complex thought. Although it was still a helpful assignment, extra work to make it a thought provoking assignment would make it exceptional. The quizzes and weekly practice problems were great in testing understanding and this was a perfectly reasonable way of doing it.
They definitely required some thought, but a lot of it was just manipulating mathematical models
Moderate
A lot
Suggested problems are interesting and help me understand the topic more deeply.

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.

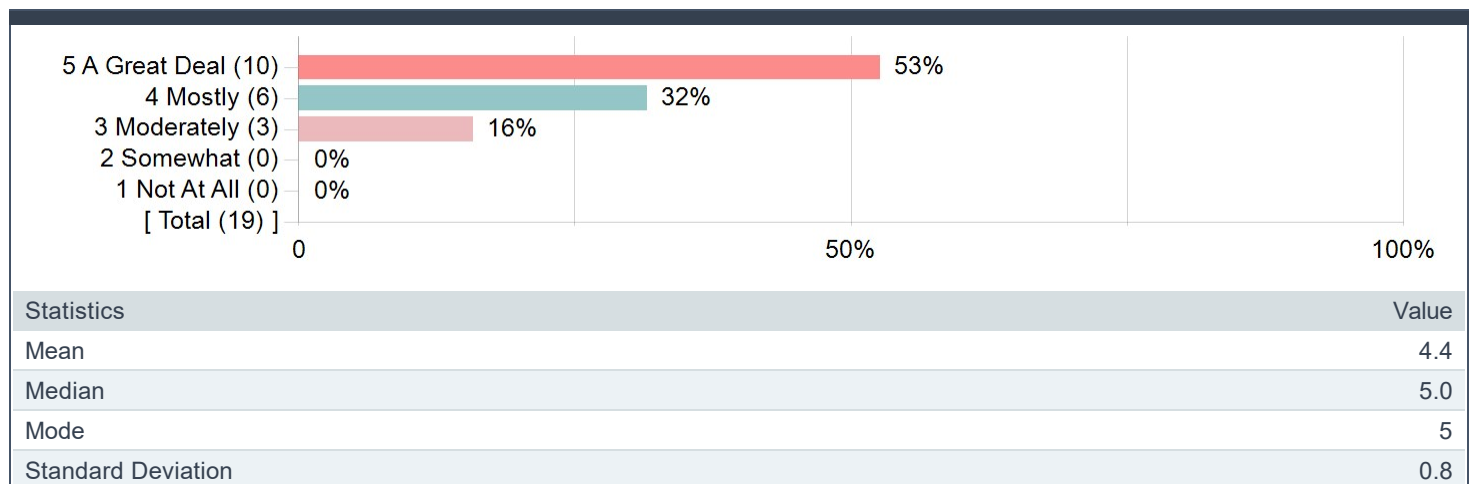
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

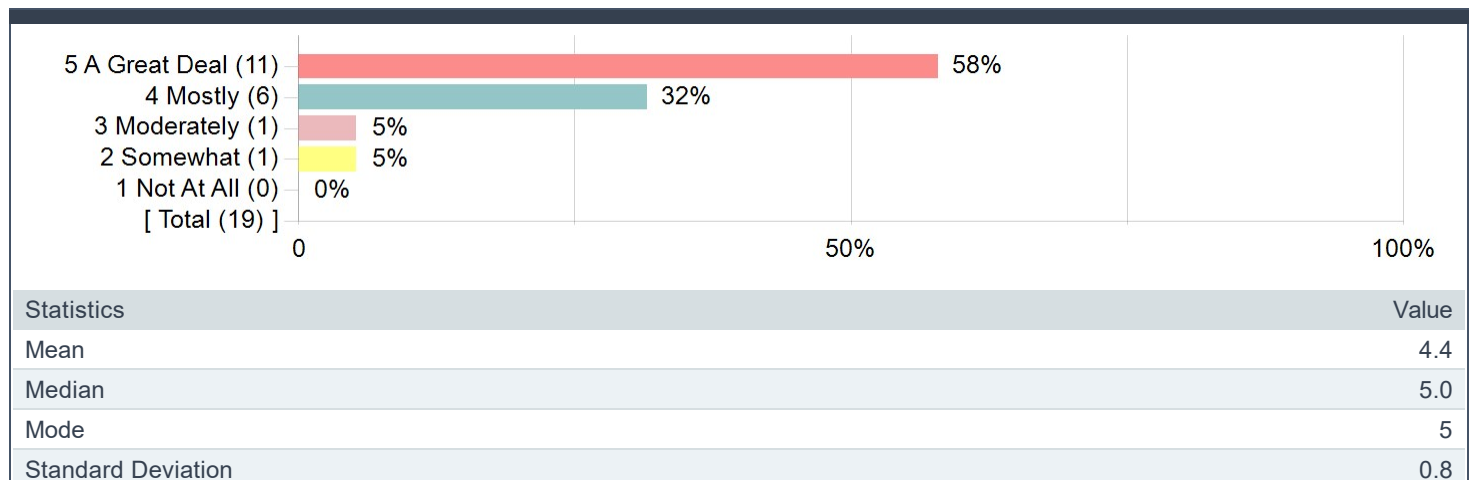
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

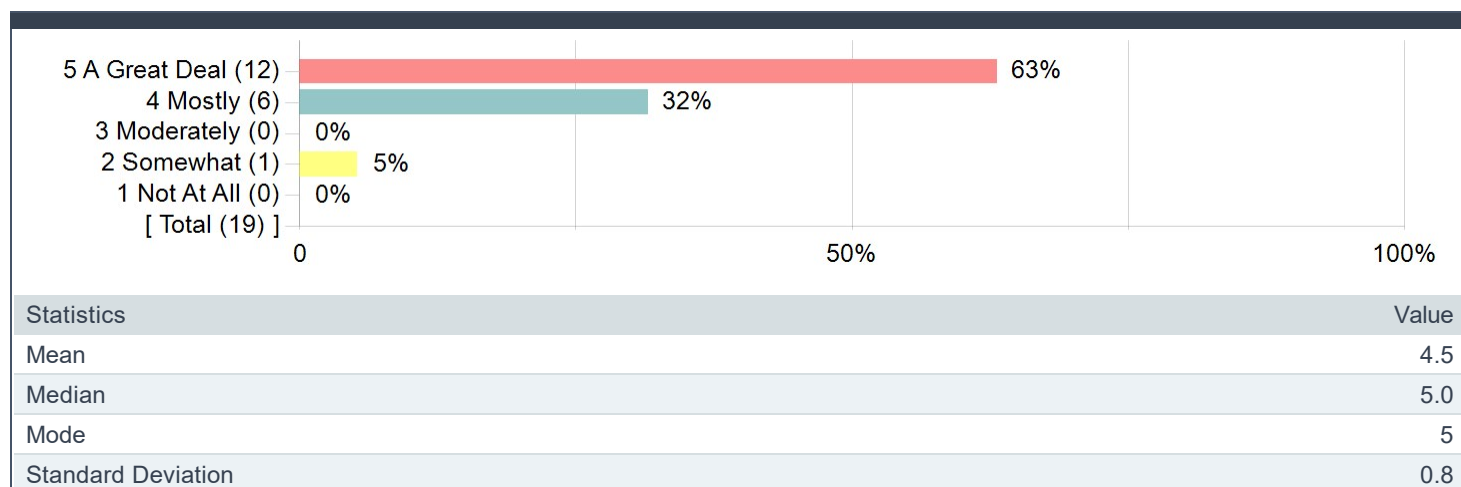
1. I found the course intellectually stimulating.



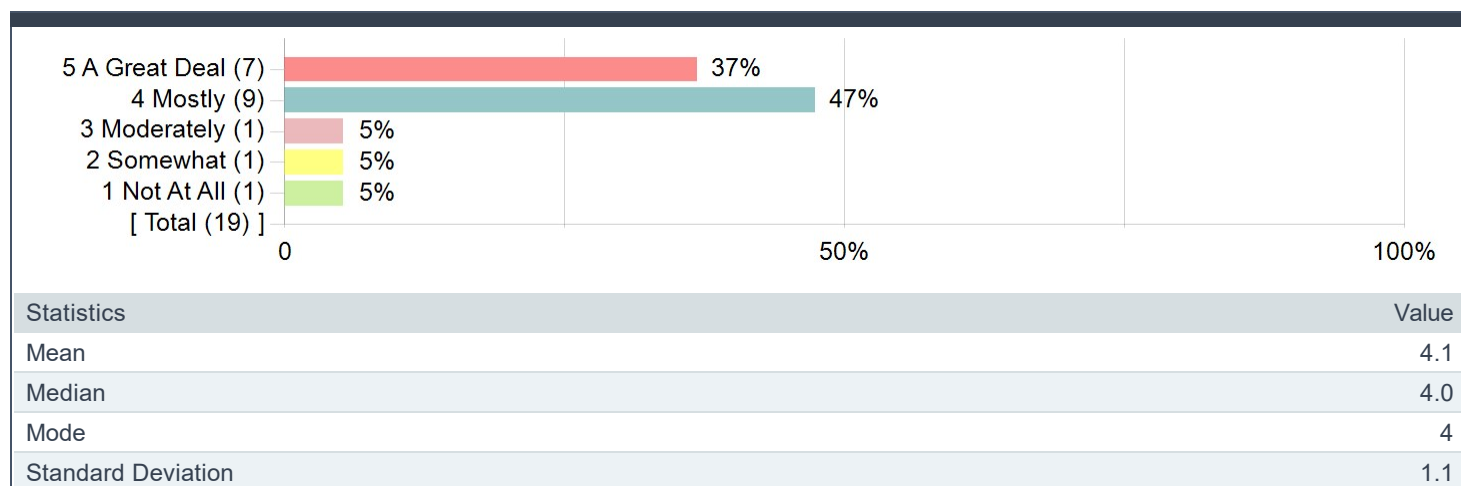
2. The course provided me with a deeper understanding of the subject matter.



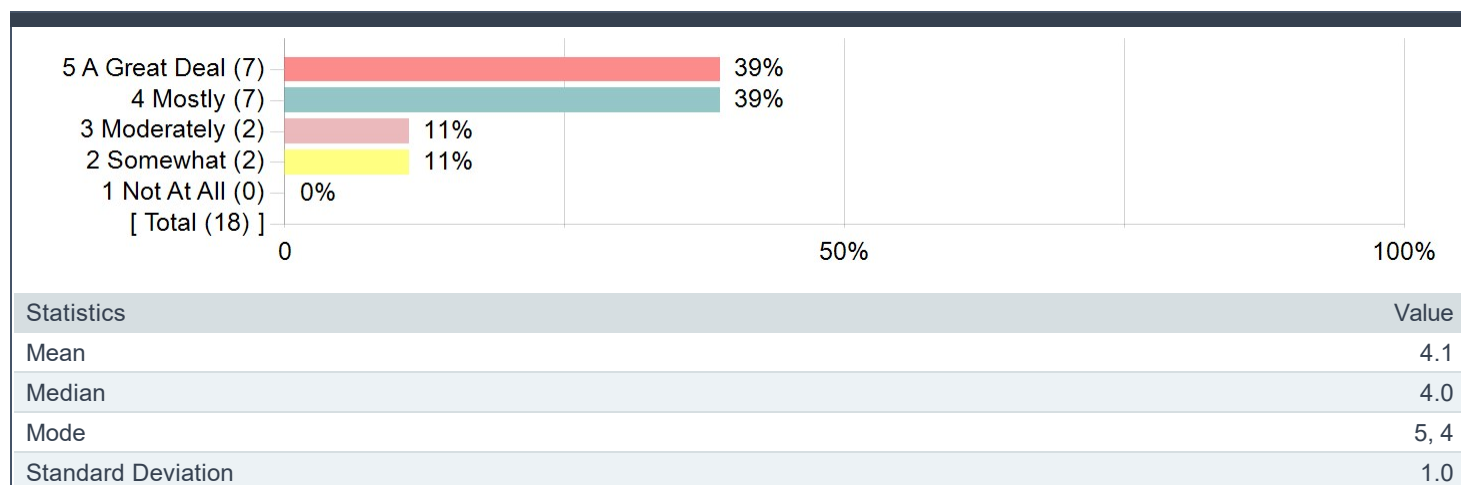
3. The instructor (**Dylan Gowans**) created a course atmosphere that was conducive to my learning.



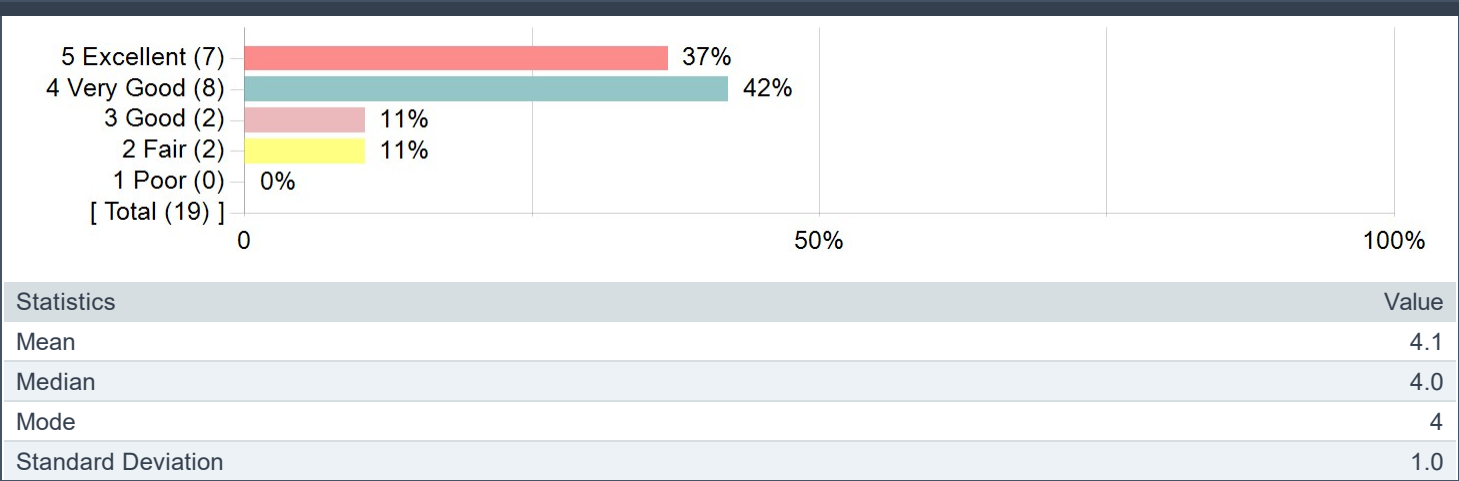
4. Course projects, assignments, tests and/or exams improved my understanding of the course material.



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

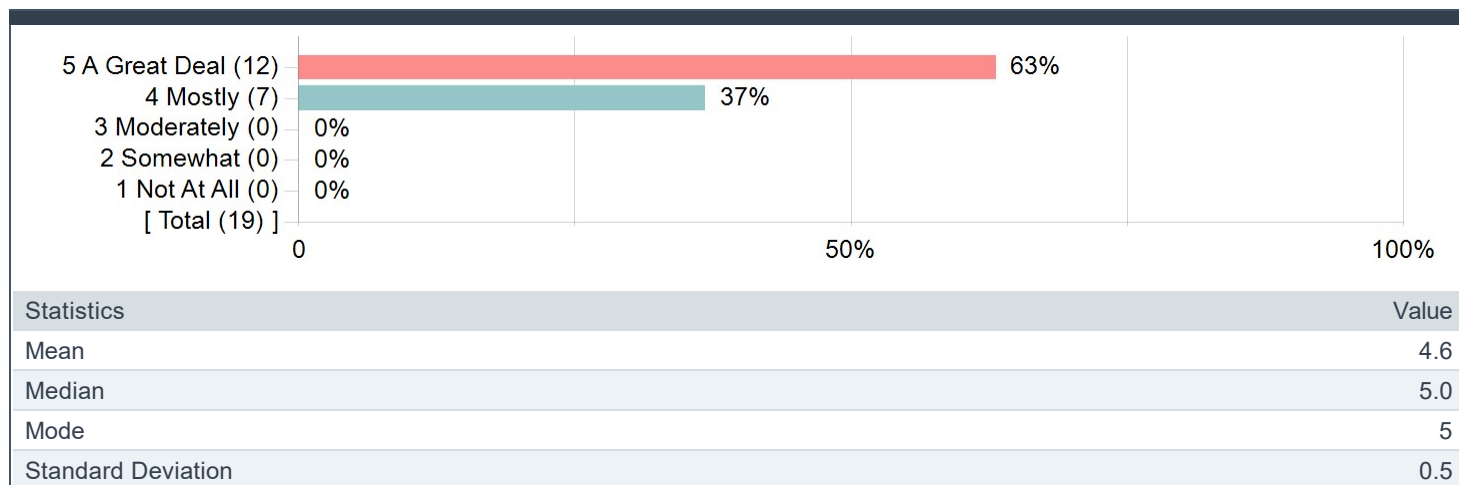


6. Overall, the quality of my learning experience in this course was....

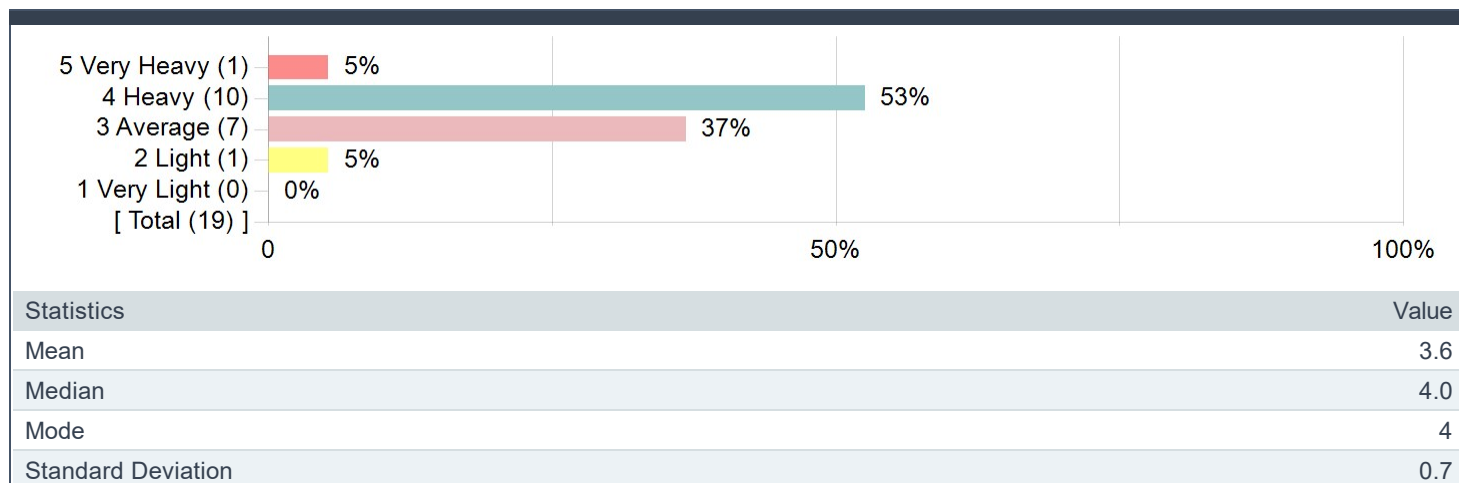


Part B. Divisional Items

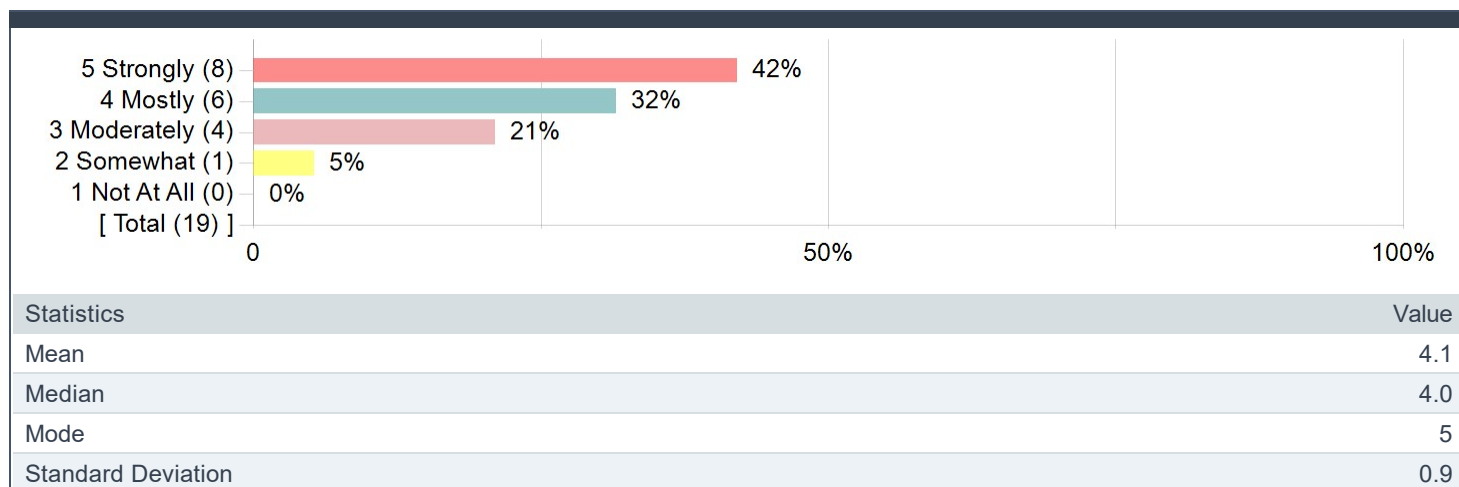
The instructor (**Dylan Gowans**) generated enthusiasm for learning in the course.



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

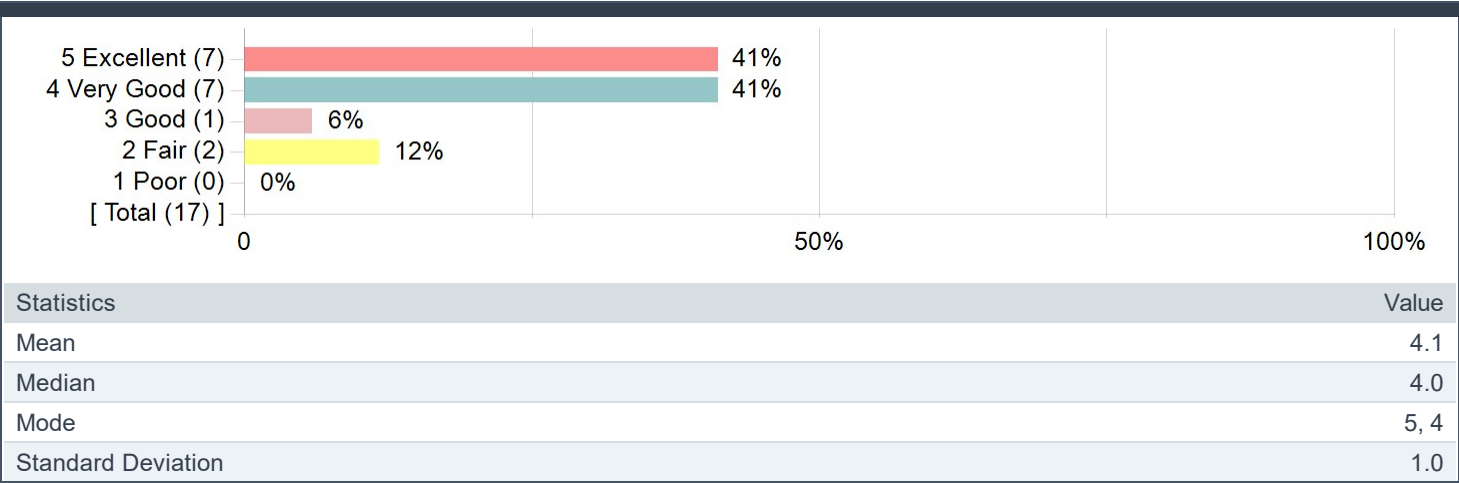


I would recommend this course to other students.



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.

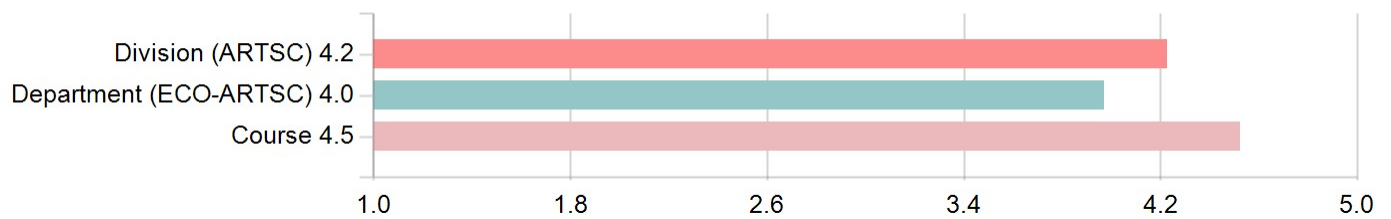
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

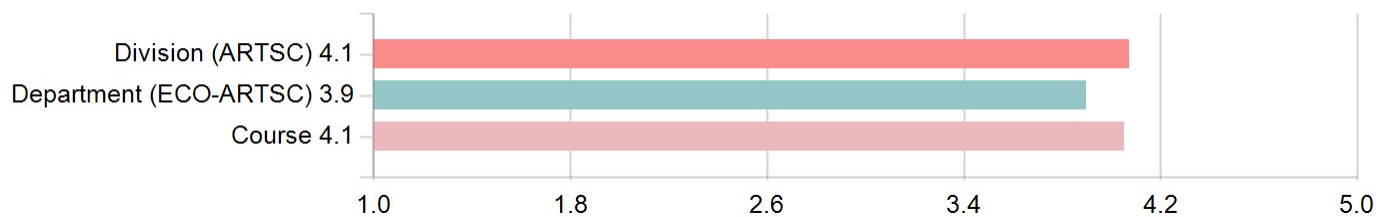
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



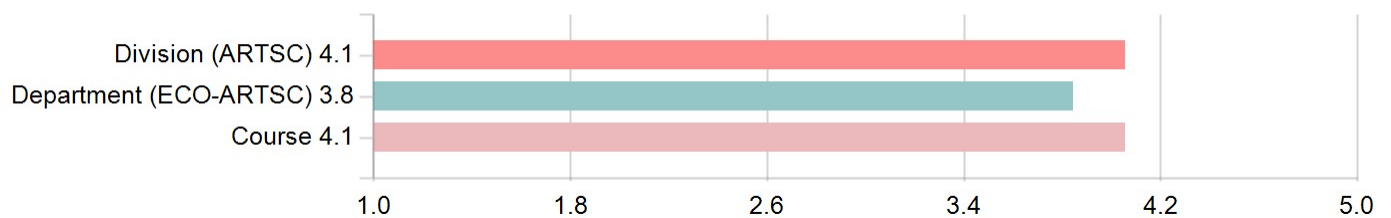
3. The instructor ([Dylan Gowans](#)) created an atmosphere that was conducive to my learning.



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

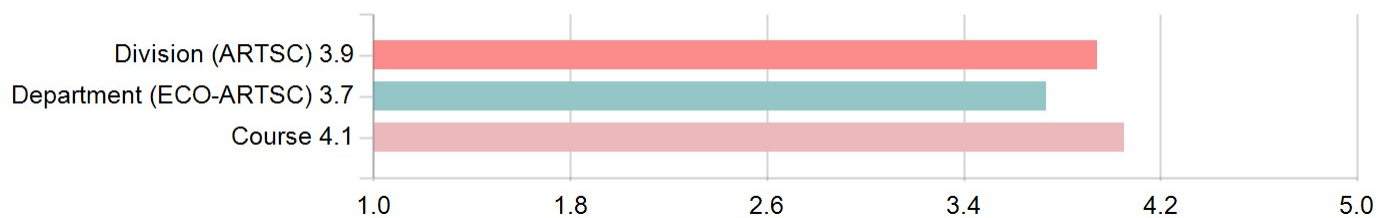


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



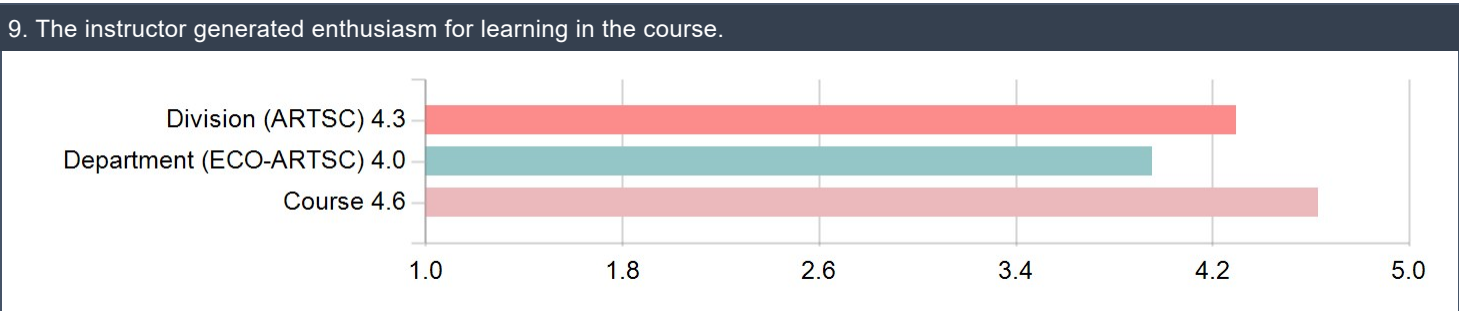
Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

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

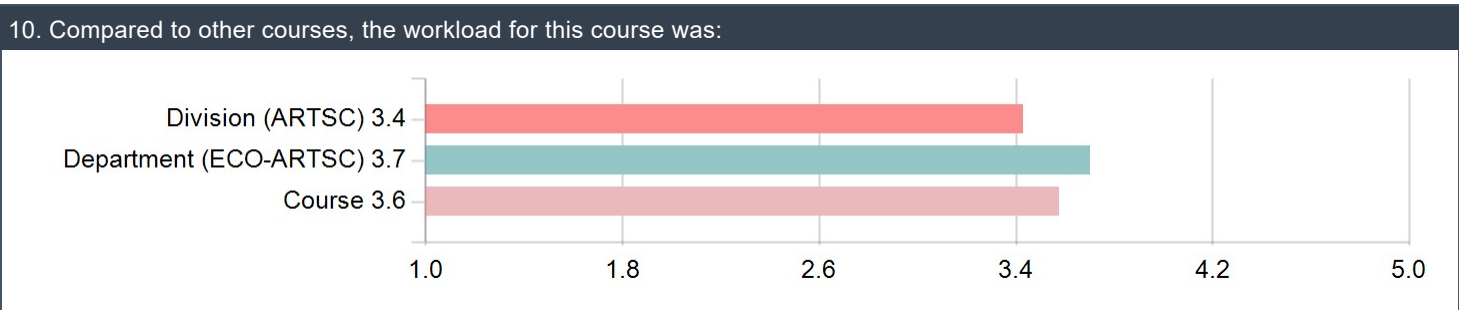


Part B. Divisional Items

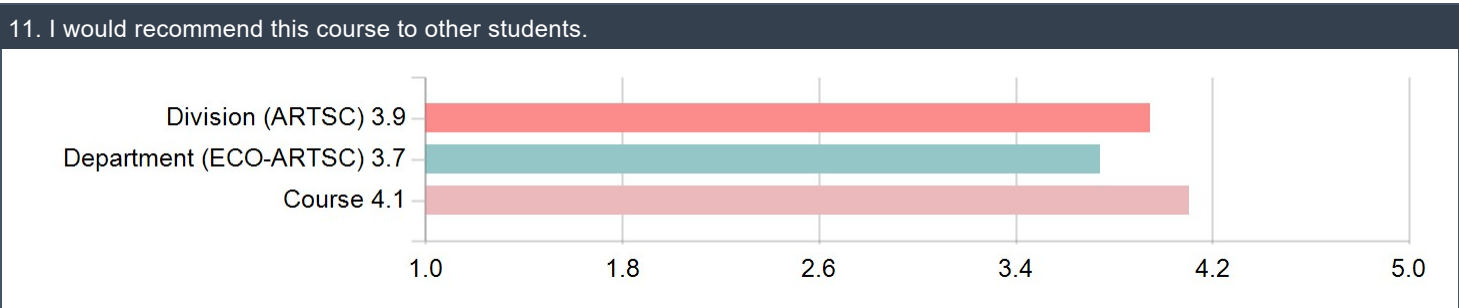
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Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

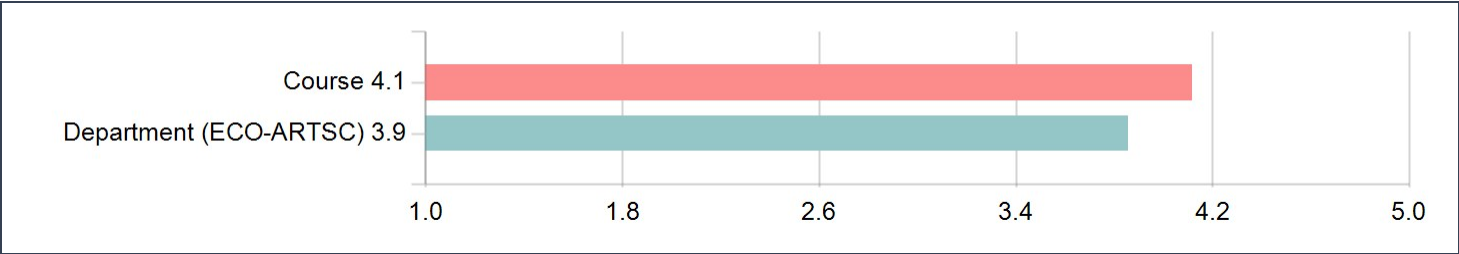


Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly



Part C: Departmental Items

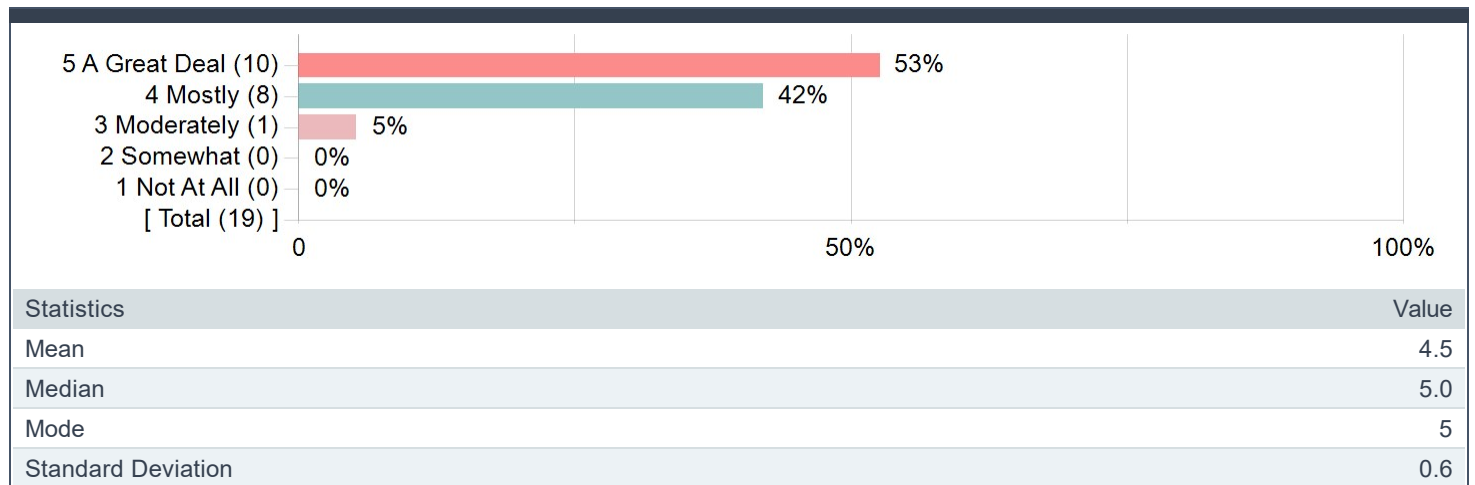
Overall, the quality of instruction provided by (Dylan Gowans) in this course was:



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.

O-8. The course instructor ([Dylan Gowans](#)) encouraged students to be actively aware of how they think about the course material.



O-9. Course projects and/or assignments provided opportunity for creativity and creative thinking.

