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.

FI Winter 2024 UG

Course Name: Worlds Become Data INF312H1-S-LEC0101 (INPER)
Division: FIS
Session: S
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Rohan Alexander
Section: LEC0101
Delivery Mode: INPER

Raters	Students
Responded	15
Invited	31

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.	4.3	5.0
The course provided me with a deeper understanding of the subject matter.	4.3	5.0
The instructor (Rohan Alexander) created an atmosphere that was conducive to my learning.	3.3	3.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.3	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	4.1	-

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

Question	Summary	
	Mean	Median
6. Overall, the quality of my learning experience in this course was….	3.3	3.0

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

Comments
the course is too difficult to understand without any foundation or introduction to the R tool. It feels for me self–studying through the textbook without solid and constant teaching from the instructors. It makes me difficult to understand and learn the course contents in general.
This course was very interesting and I learned a great deal from it and feel very proficient in the R language. However, I found that the instructors teaching style didn't fit me very well. He moved through the in–class exercises/examples very quickly giving us no time to catch up and would often seem very frustrated with he class because we would fall behind. While I understand that he wanted the course to follow the "inverted classroom" style I think it would have been helpful if he spent the first few minutes of class reviewing/explaining what we were supposed to have learned that week. He would hastily move through he textbook website and jump into examples without carefully explaining what we were doing. I went to class every week and still found the in–class portion very unhelpful because of this. To improve, I think he could slow down during examples and explain what he was doing more carefully. This would help to make us less confused/frustrated as well as him. However, I really liked the way he structured the assignments/deliverables as they really pushed me and made me develop lots of new skills.
Prof. Alexander had a very different teaching approach, which takes me a while to get used too. Though he is always ready to provide support when needed.
The course just needs better structure at the beginning. The first few weeks were very frustrating as it felt like there was no support to learn the material before being evaluated. The textbook was quite confusing without a walk–through and prior data science knowledge. The assignments should not be due before the first class and also should not be due before class time in general. The course instruction was fine by the second paper, but by that point it had already been a lot of suffering for weeks trying to learn the material on my own. In the last two papers, I really appreciated Rohan looking at each paper and giving feedback. I wish I had similar support for the first two papers. The tutorials and quizzes were overwhelming to handle on my own without any introduction to the course and I felt like I was behind before I even started. Please just walk through the material in class and before assignments are due! Please do not offer this in second year, there are already too many introductory courses in this program that don't properly support the ability for students to secure practicums. This course should be offered in the FIRST semester of FIRST YEAR so that students can use the material from the class in their portfolios. As long as their is enough support and introduction during the first few weeks, there shouldn't be a problem. The material itself isn't that difficult as long as there is proper instruction.
I can't lie, Professor Rohan gagged me and basically everyone in the class. At the start of the term, I could not believe the weekly quiz and tutorial was due before us ever actually meeting him. We all thought it was a mistake but he was not joking laugh out loud. I agree that I did learn R but I feel that it could have been achieved without not providing much help for the first paper. I think the first paper being mandatory and solo was a good idea to force students to learn R; however, I think it would have been sufficient alone. It seemed a bit unnecessary to not give us a tutorial on how to download, save, edit, and make graphs until after the first paper was due.
It is very obvious that Rohan is passionate about what he is teaching, and that he actually cares about the well–being and success of his students. He does undeniably spend a significant amount of his energy touching base with students and working with them one–on–one. When his instructions and teaching are effective, they are unparalleled. However, I do sometimes wish the class atmosphere was better. Rohan does appear to get quite flustered when we don't know what's going on during class, and I feel that sort of reaction discouraged some students (myself included). I feel like making mistakes is critical to learning, but I did not feel there was a safe space to make mistakes in this specific environment. I think had I felt like it was okay to not understand things, I would have been more engaged.
Put it in first semester in first year because the work is really helpful for job applications and portfolio!
Prof Rohan is very helpful and knowledgeable, with a very straightforward rubric, he is just hard to approach.
Rohan used his textbook to help structure the course which is very well written and easy to comprehend. Expectations were clearly communicated on the first day of class and the course was set up in a way where you students could choose an assignment structure that worked for them. Papers were graded fairly and Rohan pointed out any flaws with suggestions for improving in the future. We were expected to come to class with the week's textbook chapter completed which contributed to engaging and active lectures. A lot of care/time was allotted during class to making sure students were on the right track with their papers throughout the term.
Prof Alexander was great overall: – Initially the course felt VERY overwhelming because there was an expectation to be at a high level of R. Though it was inevitable that this would happen, there needs to be more time between the start of class and when the first paper is due. – Prof Alexander was always available to help.
Very nice Professor!
Prof Alexander has elected to use a somewhat inverted style of teaching – learn at home and practice in class. While this makes

Comments
sense for upper year classes, it doesn't really make sense for a subject area that is completely new to students who often have no background in the field. The style itself isn't as problematic as the steep learning curve is. Actually teaching students about how to use IDEs or Python or related prerequisite knowledge should come before delving straight into assignments (especially with assignment 1 being so front loaded, introducing a high level of difficulty in the first few weeks of class). When Prof Alexander did teach, it was clear that he was very knowledgeable about the subject material. But much of what was being taught depended on students asking questions, but because the prof wanted to teach that material.
To be fair, I like how Rohan taught in the last few weeks.

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

Comments
Professor Rohan Alexander tries to give us lots of feedback for assignments/papers and resources to help us learn and through tutorials, and quizzes, support us to understanding the course contents.
Professor Rohan was quite available to help in class and through piazza. Lowkey, he would kind ghost emails sometimes tho.
Rohan offers a lot of one–on–one support, he also has a student he supervises that he connected us with to go to for help with our papers. He is also very accommodating to the registrar's office and it is apparent he has empathy for students and concern for their progress. I think an additional presence (like a TA or something) would be valuable to add to the mix for this class if possible. If nothing else, it provides a buffer for which students to direct their inquiries who may not feel as intimidating.
Rohan's individual office hours where he went through our papers and gave a LOT of corrections on paper 3. He should do that for all papers!
Rohan's office hours were very helpful.
Rohan's textbook contained everything needed to succeed in the course and it was able to be searched to quickly locate any relevant material. Anytime I corresponded with Rohan he responded promptly and helped in any way he could. During class and office hours if students had problems he would work with them until the problem was solved, showing resources online that can be useful for trouble shooting.
Always help students!!!!!!
Prof Alexander does provide a lot of feedback and assistance to students on assignments, such as having one–on–one sitdowns with students to make sure they're on the right track on their assignments. As well, he is quite quick to respond to emails, and genuinely does want students to succeed
It would help a lot if Rohan could teach like what he did in the last few weeks this semester.

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.

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Part A: Core Institutional Items

1. I found the course intellectually stimulating.

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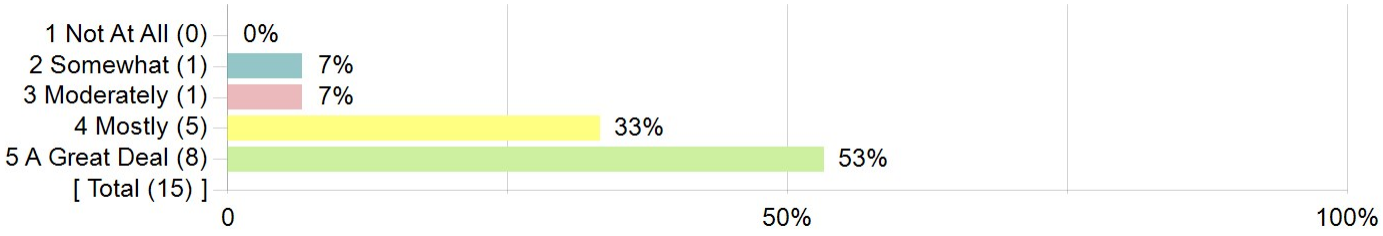

Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	0.9

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

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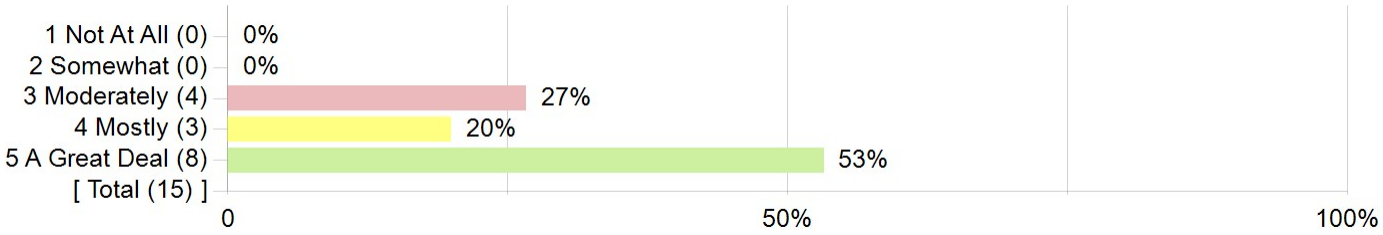

Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	0.9

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

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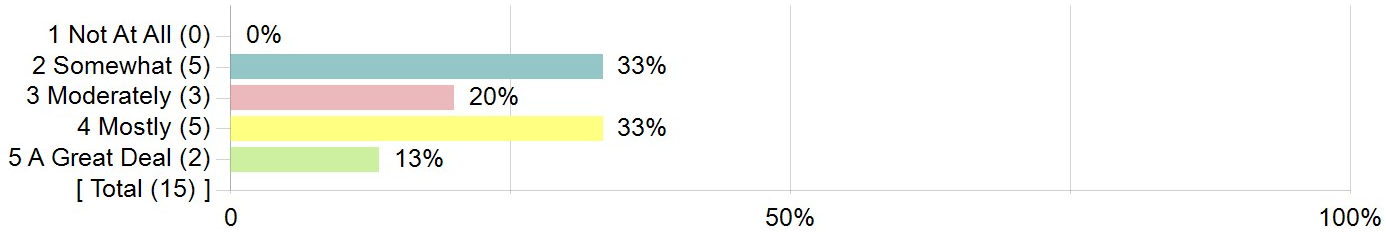
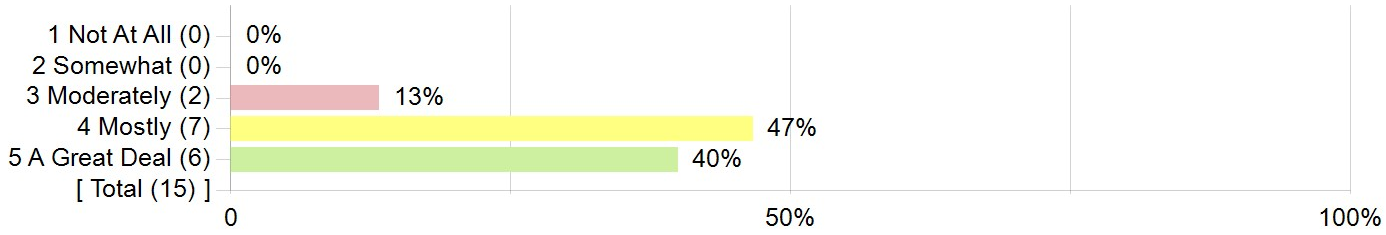


Statistics	Value
Mean	3.3
Median	3.0
Mode	2, 4
Standard Deviation	1.1

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

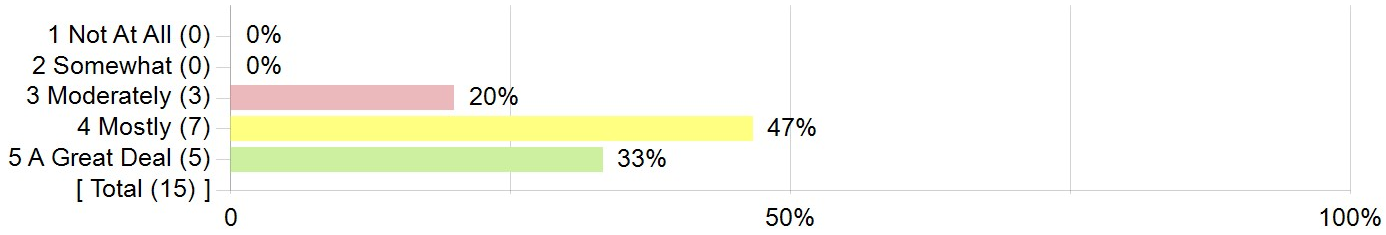
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	4.3
Median	4.0
Mode	4
Standard Deviation	0.7

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

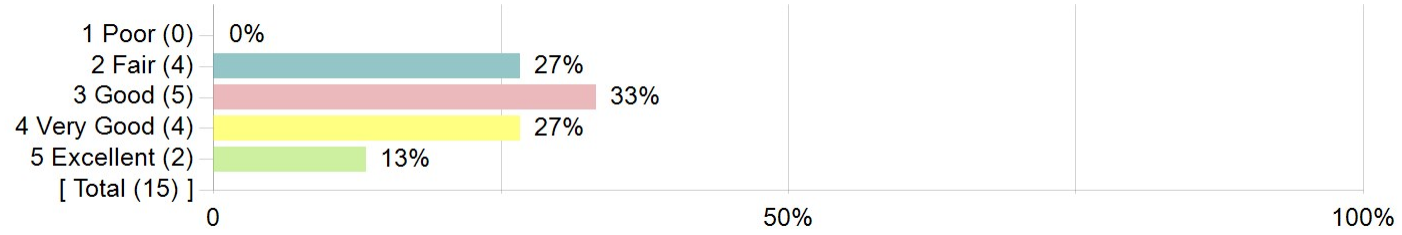
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	4.1
Median	4.0
Mode	4
Standard Deviation	0.7

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

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



Statistics	Value
Mean	3.3
Median	3.0
Mode	3
Standard Deviation	1.0

Section 3. Comparative Data

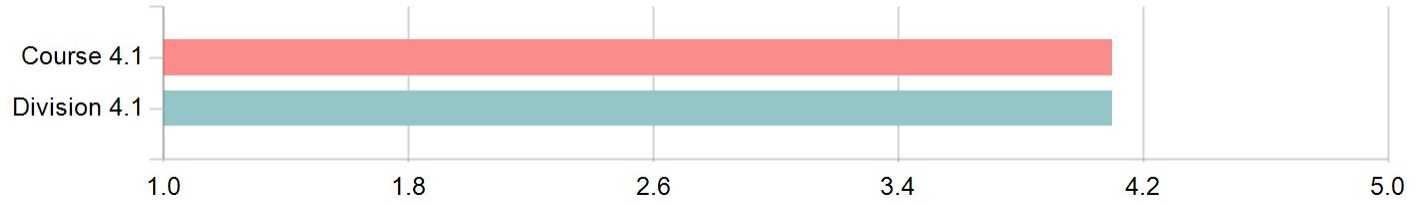
This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are 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 [(3.5x1000)+(4.5x10)]/1010]=3.51 ***and not*** *(3.5+4.5)/2=4.*

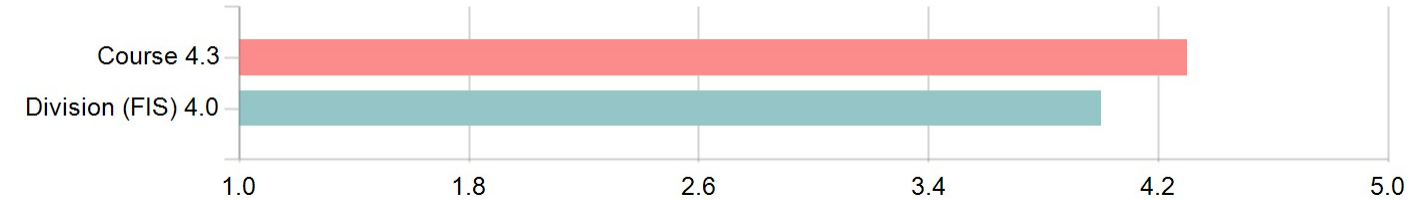
Part A. Core Institutional Items

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

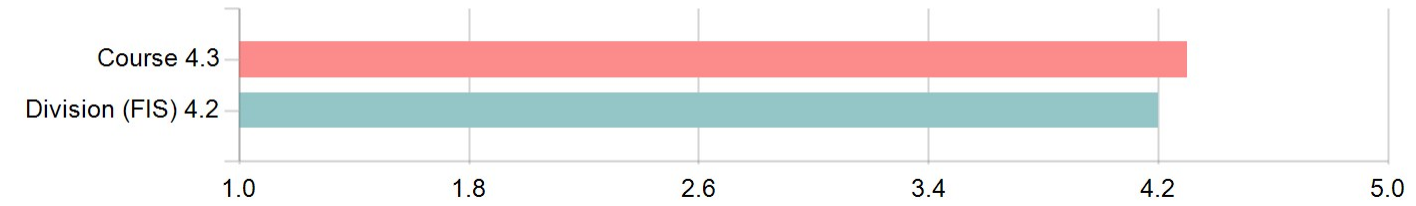
Institutional Composite Mean



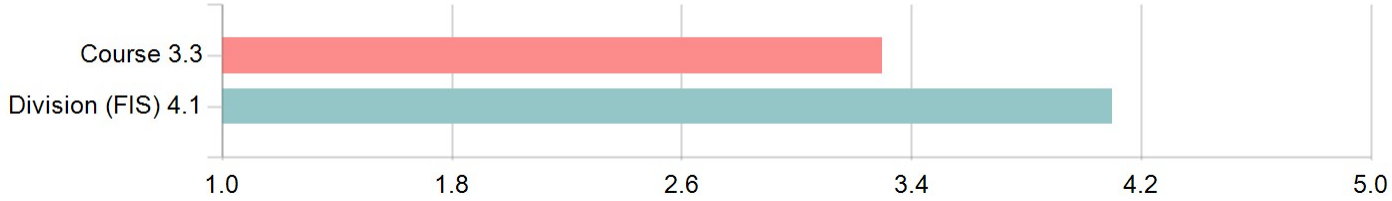
1. I found the course intellectually stimulating.



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



3. The instructor (**Rohan Alexander**) created an atmosphere that was conducive to my learning.

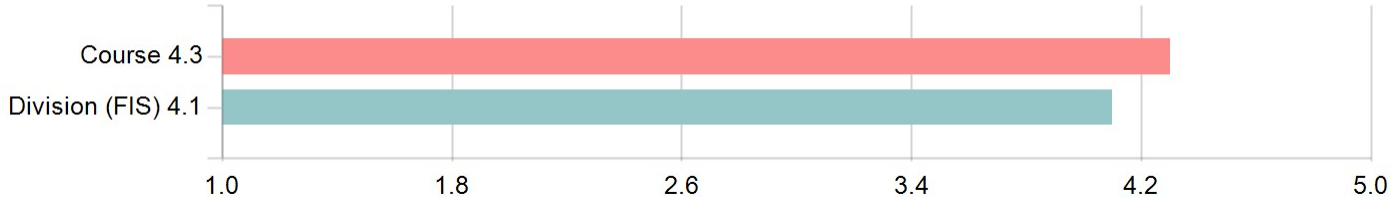


Part A. Core Institutional Items

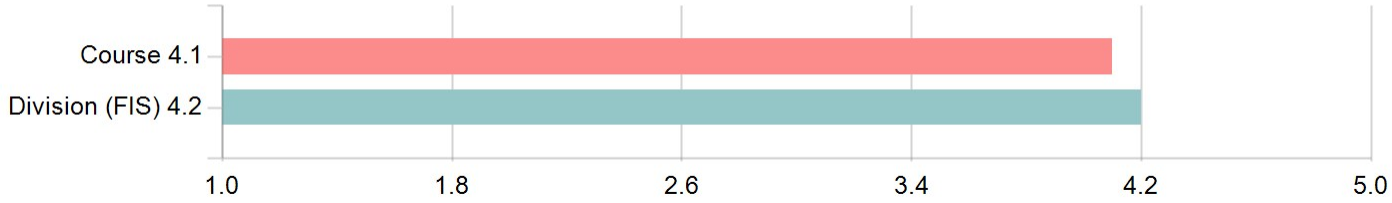
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

(continued)

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: