

## 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.

<b>Course Name:</b> Intro to Topology MAT327H1-F-LEC0101 <b>Division:</b> ARTSC <b>Session:</b> F <b>Session Codes:</b> F = First/Fall, S = Second/Winter	<b>Instructor:</b> Dror Bar-Natan <b>Section:</b> LEC0101 <b>Delivery Mode:</b> INPER
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Raters	Students
Responded	37
Invited	92

## 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.	4.9	5.0
The course provided me with a deeper understanding of the subject matter.	4.8	5.0
The instructor ( <b>Dror Bar-Natan</b> ) created an atmosphere that was conducive to my learning.	4.9	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.5	5.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.6	5.0
Institutional Composite Mean	4.8	-

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:	4.8	5.0

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

Comments
professor bar natan is an amazing professor! small gripe, though; his handwriting can be a little hard to read sometimes and some of the examples that he leaves on the board is too vague to understand. otherwise, he's awesome.
The instructor clearly spent a lot of time to plan his lecture to ensure a great experience for the students. He motivated very abstract ideas with concrete and intuitive examples while also not losing any of the rigor needed for the course. His explanations are clear and understandable and provides great insight about the topic beyond just the definition.
Professor Bar–Natan is an incredibly friendly and approachable lecturer who is able to distill difficult concepts into easily digestible portions and constantly tries to motivate the definitions and theorems he seeks to prove.
Great choice of textbook, solid assignments, workload is heavy but not necessarily excessive.
Volume is perfect and writing is easy–to–read. Concepts are explained clearly, often with further interesting discussions on its more advanced consequences or philosophies. Prof is fun, likeable and engaging. Homework questions are not too difficult and require application and understanding of concepts. Homework feedback is detailed and to the point, often including examples to help understand. Simply the best experience I've had at a uoft course.
One of the best, if not the best, math courses I have taken here at U of T. Prof Bar–Natan has been excellent in teaching a subject as central and fundamental as topology and it has left me wanting more. Indeed, I'm quite disappointed that Algebraic Topology (MAT1301) is not cross–listed as a joint undergraduate/graduate course.
This course was so much fun! Even though it was challenging the professor made me love the subject matter. Dror's lectures were very well paced and structured with enough examples to help understand whag you were learning. The lectures followed the textbook very closely so if you missed a concept in lecture you were sure to find it in the textbook.
Professor Bar–Natan was excellent. He spoke moderately and clearly and conveyed the material in a highly understandable fashion. I did not like his choice to move forward into Algebraic Topology rather than continuing on with point–set. I thought the class had generated some momentum and was ready to move forward to more material such as Tychonoff and Stone Cech but instead we started unpacking definitions and very basic theorems about a smidgen of Algebraic Topology. I am not sure that this was his choice, however, as the course description specifies a partial treatment of algebraic topology.
Great all–round!
Very funny professor, great course
Prof. Bar Natan's instruction is great, he always ensures everyone understands one argument to the next whenever he writes proofs, even though topology is a hard course.
Very good. Good instructor!
Dror is one of the best professors I have ever had. He truly cares about his students and teaches in a way that I find very intuitive. He draws pictures, explains things simply, and then makes them more abstract. I really enjoyed how he is not afraid to make mistakes or let students correct him.
I thought the lectures were entertaining and insightful. I didn't attend many tutorials later in the semester, but they didn't seem initially very interesting. I found it a bit sad that we didn't go over the rest of the general topology section of the textbook and skipped to algebraic topology.
The instruction provided in this course was of a great quality. The professor explained concepts in great detail and made sure things were understood by everyone before moving on; at one point they spent an hour going over key concepts in group theory so that people knew what the Fundamental Group was.
I was very thankful for the professor's skill in pacing. While he did go through concepts at a rate similar to that of other 300 –level MAT courses, he was slow enough that I could take proper notes, ask questions, and truly comprehend what was being shown to us. This was especially helpful during parts of the course which were difficult for me, such as product and metric topologies.
To provide some criticism, the sudden shift after the Reading Week away from Point–Set Topology towards Algebraic Topology, which went against the original plans for the course as stated in the syllabus, was strange and took some time to adjust to. While the professor spent a good deal of time helping adjust between the concepts, going over introductory material in great detail to ensure our understanding, I still feel that this should have been dealt with at the start of the course instead of right in the middle of it.
I also found that some of the tangents the professor went on in class were very unnecessary and provided no benefit to the students. His one hour discussion on the Axiom of Choice, and why he does not like it, after noting that it was needed in our discussion of infinite products, was not something I felt I needed to hear.
great
This course is great! I love that Prof Dror is teaching is algebraic topology and skipping the boring parts, ie point–set topology.
Wonderful lecture style, kept me engaged in class.
This has probably been the best instructor I've ever had at U of T. Lectures were fantastic. He put in a lot of time to engage with

Comments
students. The problem sets were very interesting. Top notch.
I think the pace of the course was very inconsistent. Dror spent a lot of time on some very trivial points while he skipped through some deep theorems in algebraic topology. I don't think we covered solid ground in point–set topology in the course and it would have probably been better to spend the entire course finishing up point–set topology. Most math spec students will end up taking a grad course in algebraic topology at some point in their future but unfortunately, this is the last course offered in point–set topology, and so it would have been more useful to cover more of the fundamentals of point–set topology. Overall, Dror himself is a very enthusiastic instructor who cares a lot about the students. I think he is a great mathematician and a great lecturer as well.
I really enjoyed the lecture style. The colloquial "asides" really helped me make it through the abstract information of the course. Plus, they were fun to listen to. Also, the professor's passion while teaching made it really easy to follow the lectures and listen along
The quality of instruction was great. The lectures were engaging and well–structured, covering course material methodically, while staying engaging with many humorous examples and interactive questions.
Although the content covered was incredibly challenging, the professor generated much enthusiasm for the material and was able to explain concepts intuitively.

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

Comments
Office hours were of great help to me when I was stuck on some difficult problems.
Extensions, office hours, Piazza page.
At the risk of sounding blunt, Kai is a bad TA. He frequently trivialized any questions I had and sometimes didn't answer emails. One of the harshest graders I've ever encountered in a math course—and he was needlessly harsh; the type of amateur mathematician who confuses inclemency and meanness with rigour. Brinda on the other hand was great.
We had two TAs which were great, very helpful and passionate about the subject
I did not make use of any assistance.
Not applicable.
The instructor's office hour is helpful. The tutorials could have been more organized and better utilized by covering more relevant content.
Yes. The instructor has clear agenda, detailed notes, even photos from the blackboard. How can you not love an instructor who is like this?
One of the big tools that was provided by the professor to aid in our learning was images of blackboard notes taken during lecture, in addition to his personal lecture notes that he used during lecture. These were excellent tools that allowed me to see what was discussed in lecture even if I was not there. For example, while I did not go to class during the week where the metric topology was studied, I was still able to get a grasp on what it was thanks to his notes and blackboard images.
not a lot
The prof was widely available outside of class and over Piazza. TAs were pretty good as well.
Dror is very approachable and always available to answer student's questions. The environment in the lectures also makes you feel comfortable to ask questions. The TAs also did a great job at being always available and supporting the students.
Office hours were very helpful; prof was as available as was needed in order to make sure I could keep up.
The professor is readily available in office hours for any questions.

**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 ( <a href="#">Dror Bar-Natan</a> ) generated enthusiasm for learning in the course.	4.8	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...	3.5	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.	4.7	5.0

## Part C: Departmental Items

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

Question	Summary	
	Mean	Median
The course instructor ( <a href="#">Dror Bar-Natan</a> ) explained concepts clearly.	4.7	5.0

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

Question	Summary	
	Mean	Median
The course instructor ( <a href="#">Dror Bar-Natan</a> ) was approachable.	4.6	5.0

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

Question	Summary	
	Mean	Median
The course instructor ( <a href="#">Dror Bar-Natan</a> ) answered questions clearly.	4.8	5.0

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 ( <a href="#">Dror Bar-Natan</a> ) in this course was:	4.9	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.

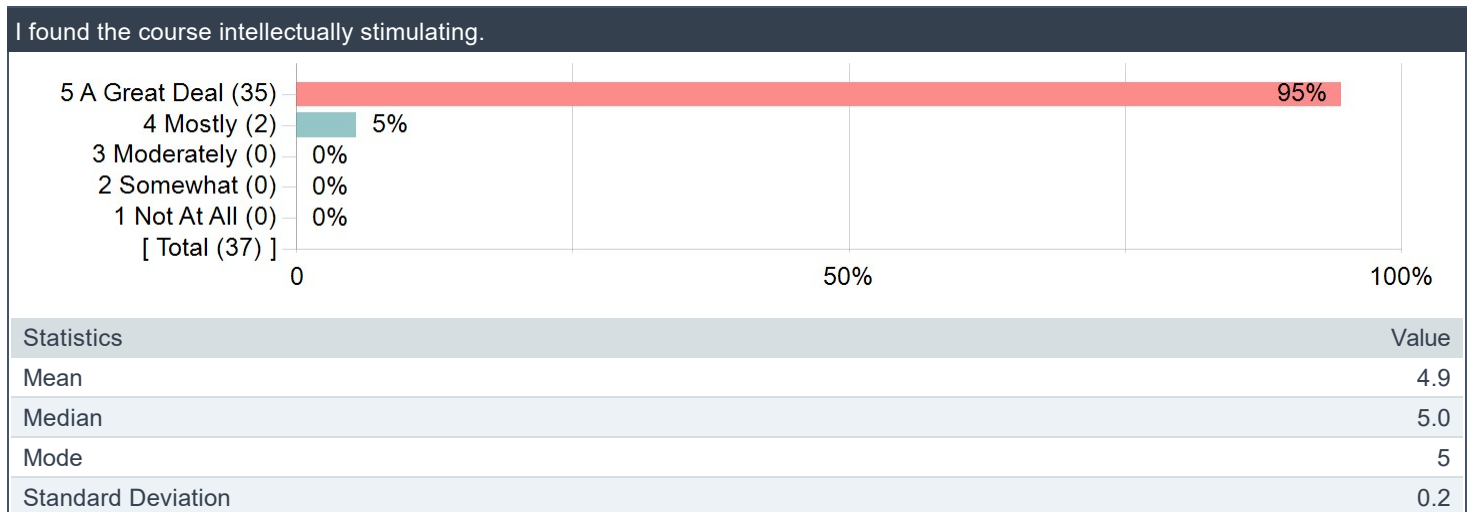
**Median:** The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

**Mode:** The most frequently occurring score.

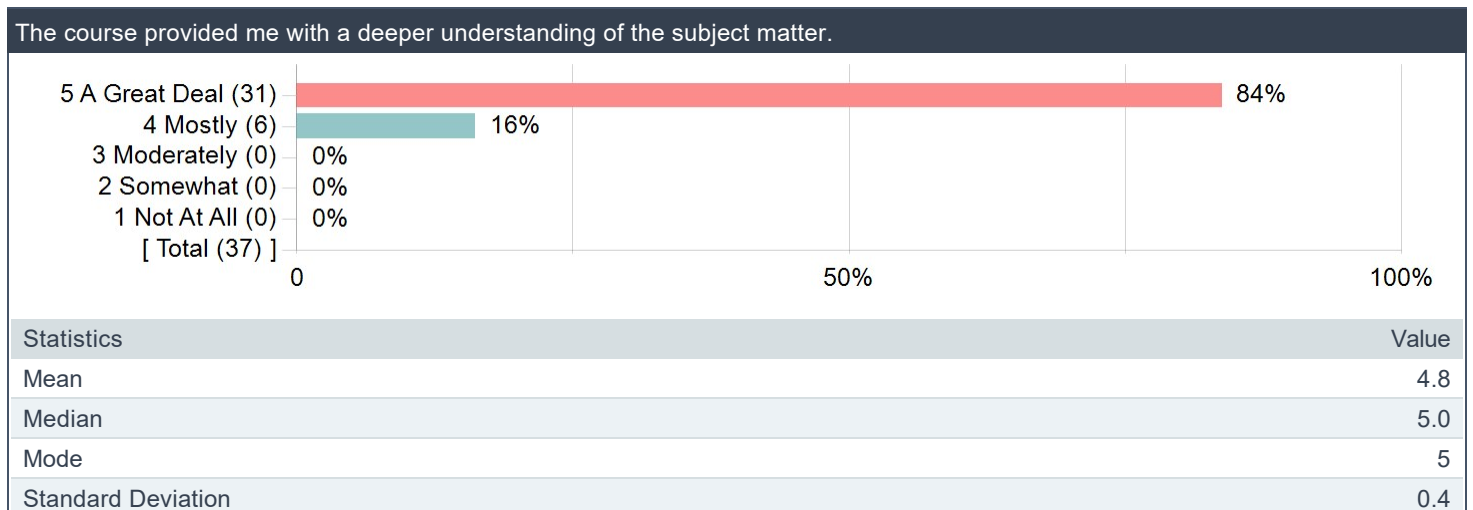
**Standard deviation:** A measure of the "spread" of the data.

### Part A: Core Institutional Items

#### 1. I found the course intellectually stimulating.



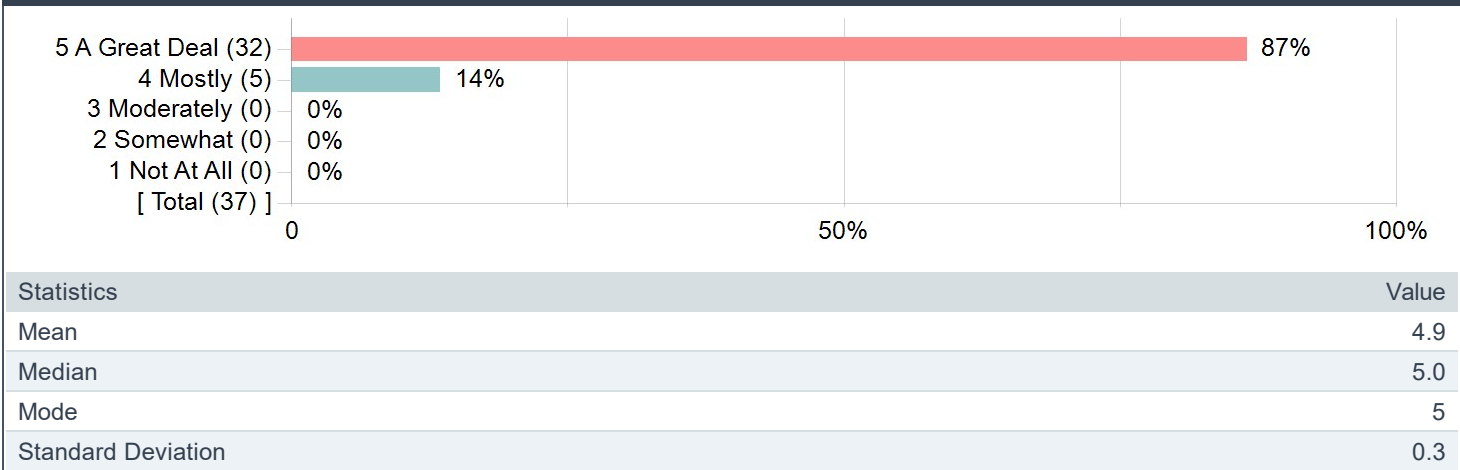
#### 2. The course provided me with a deeper understanding of the subject matter.





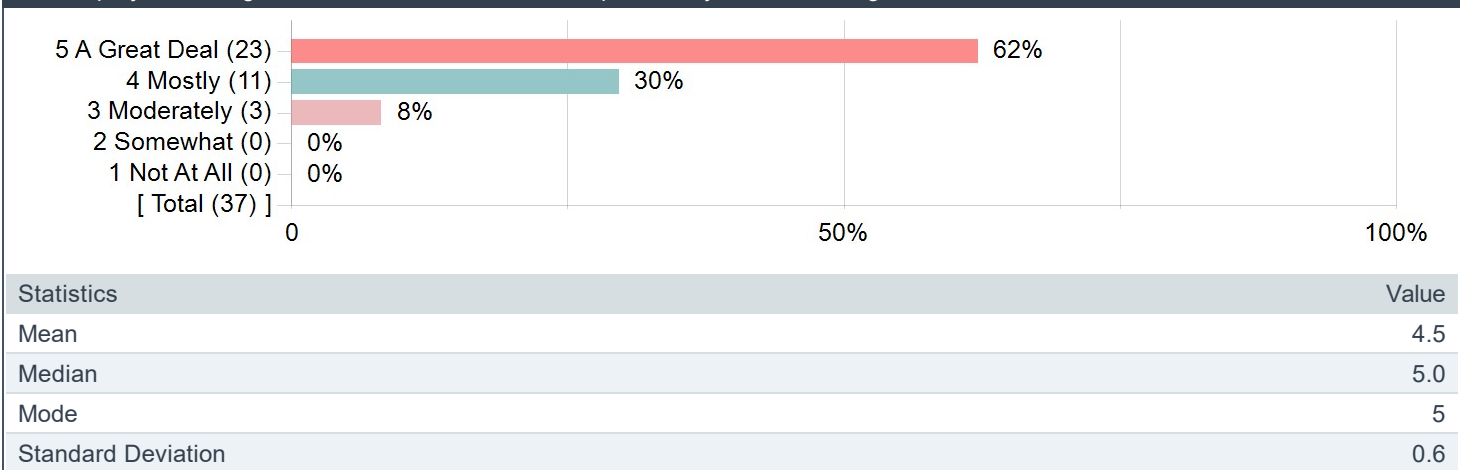
**3. The instructor (Dror Bar-Natan) created a course atmosphere that was conducive to my learning.**

The instructor (Dror Bar-Natan) created an atmosphere that was conducive to my learning.



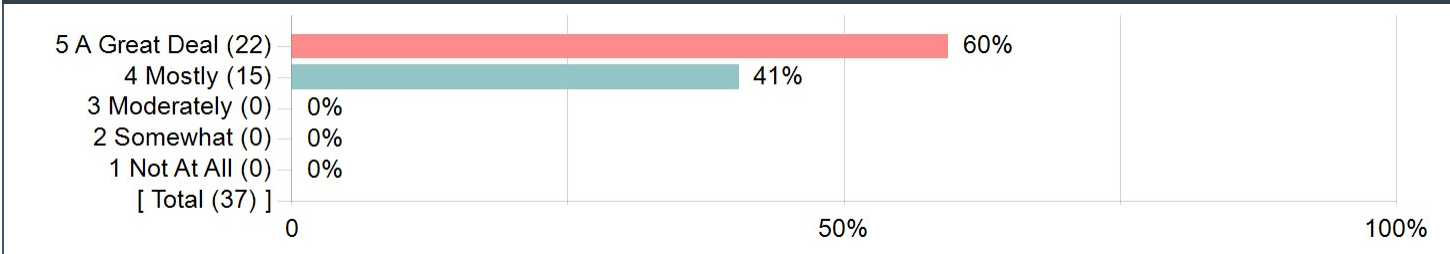
**4. Course projects, assignments, tests and/or exams improved my understanding of the course material.**

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



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

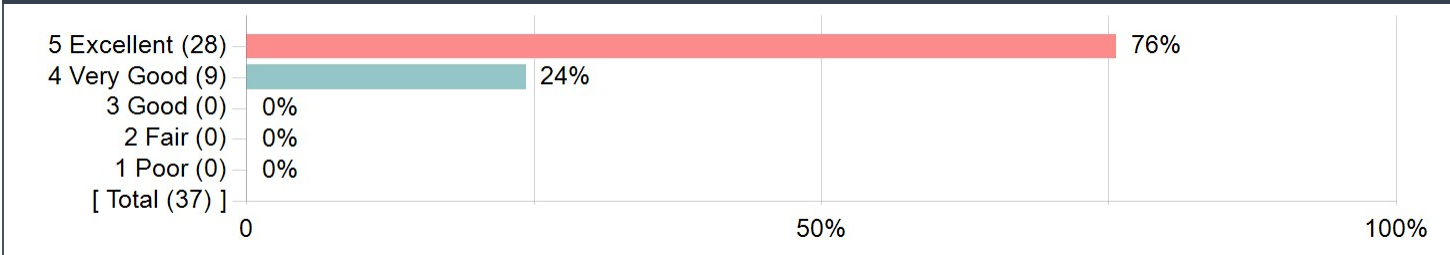
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.5

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

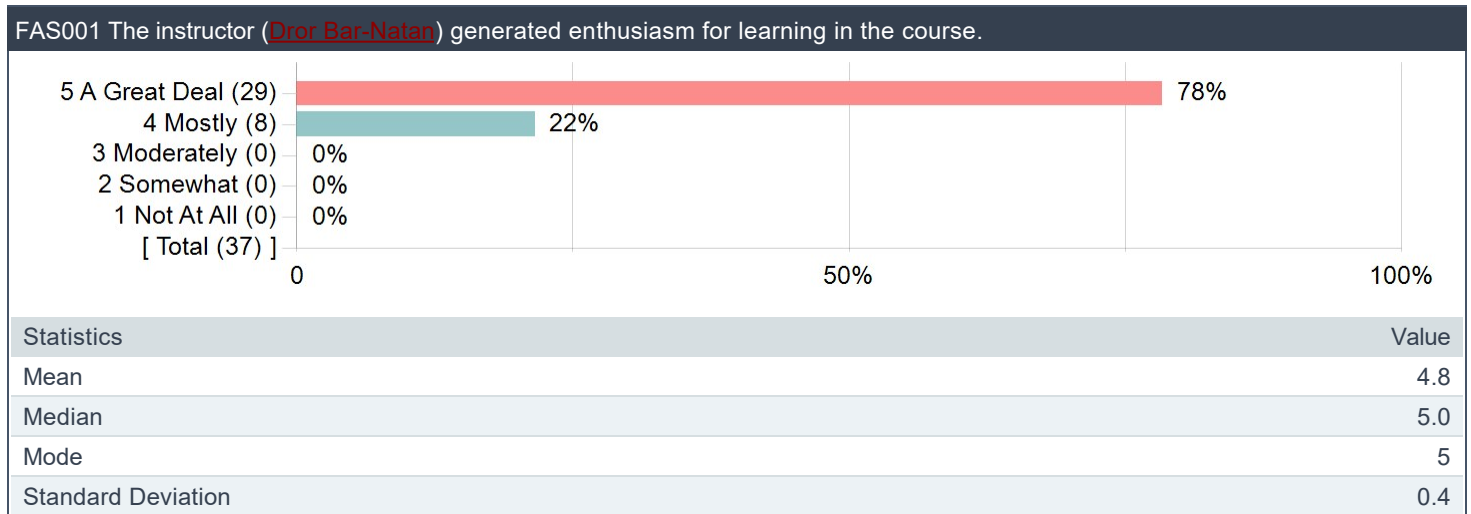
Overall, the quality of my learning experience in this course was:



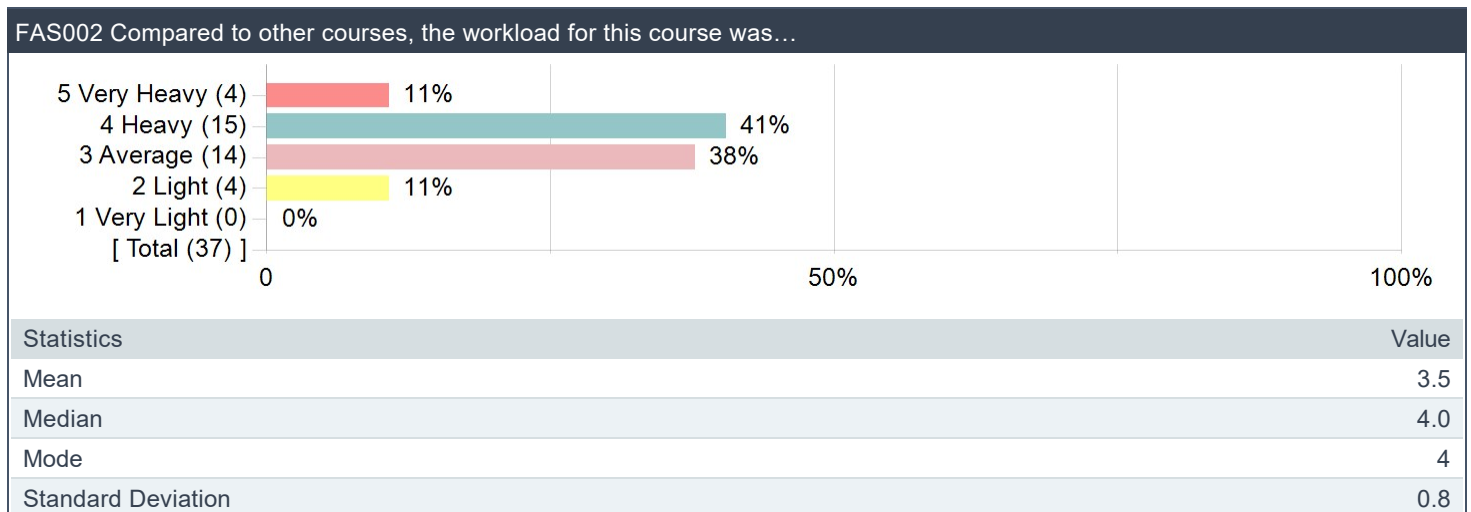
Statistics	Value
Mean	4.8
Median	5.0
Mode	5
Standard Deviation	0.4

## Part B. Divisional Items

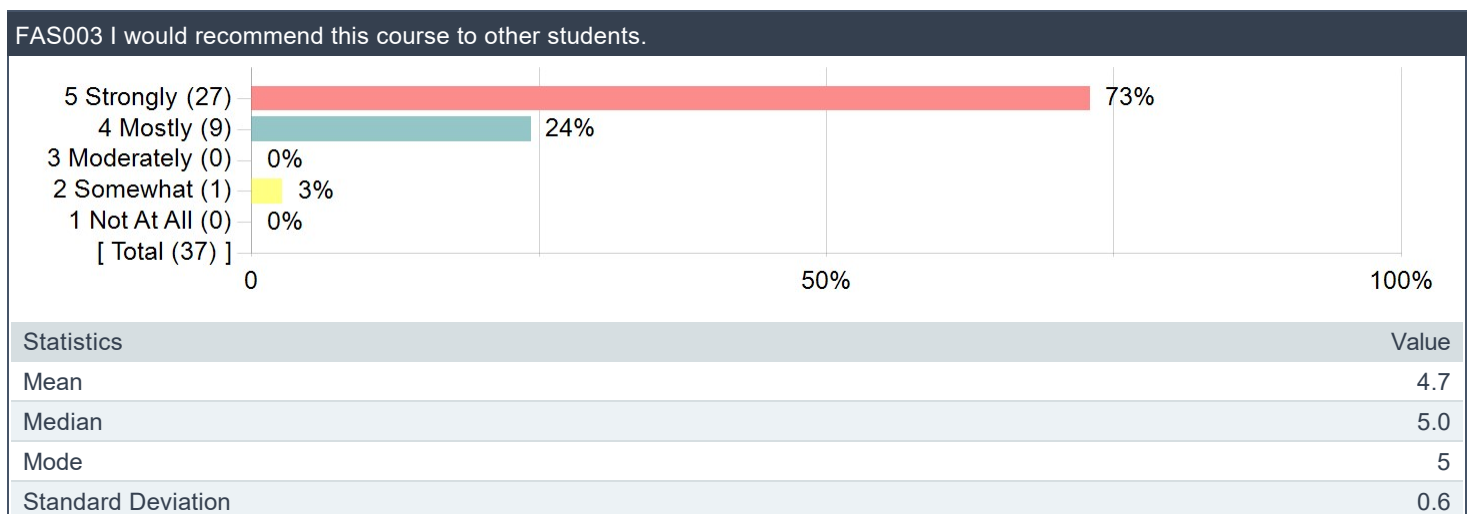
The instructor (**Dror Bar-Natan**) generated enthusiasm for learning in the course.



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



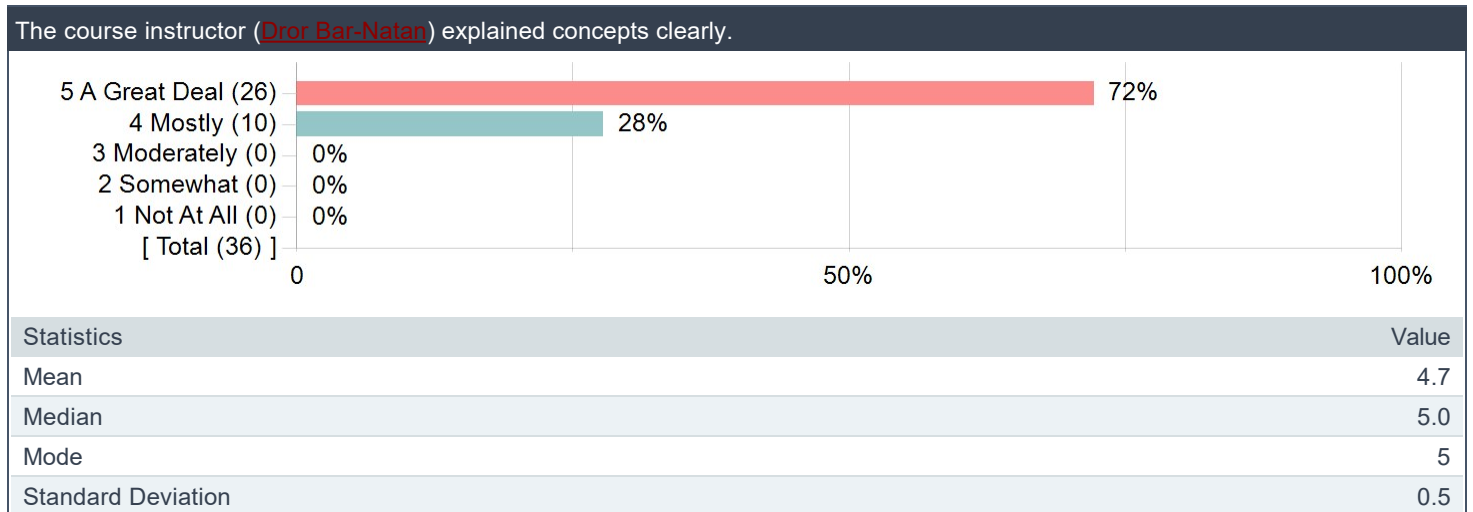
I would recommend this course to other students.



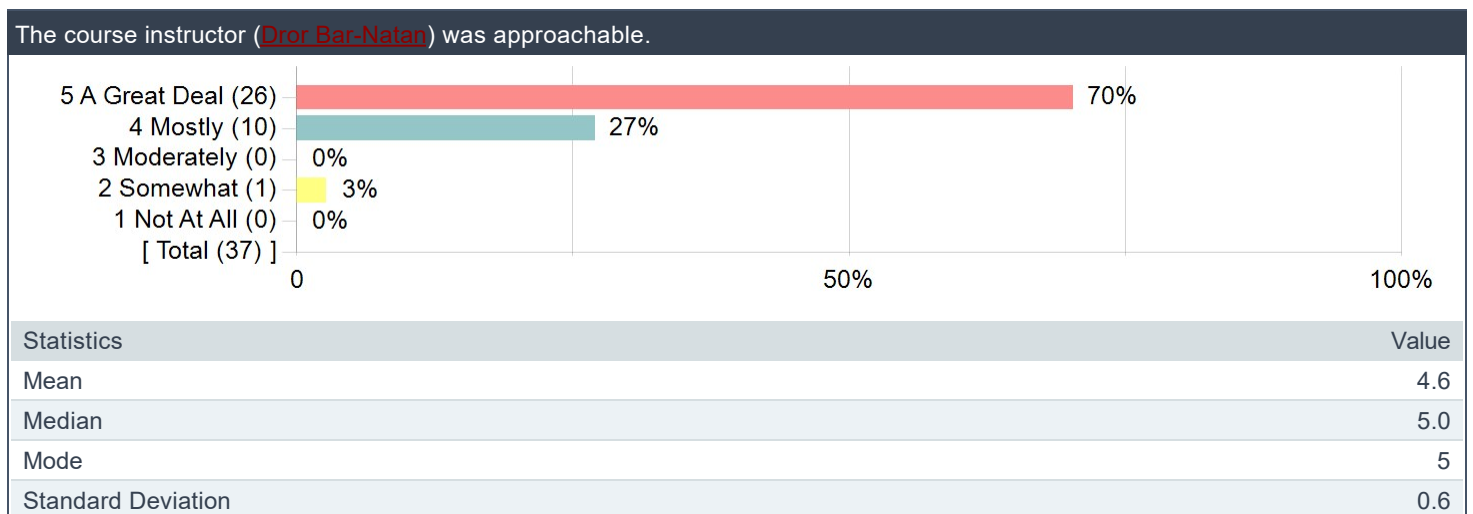


## Part C. Departmental Items

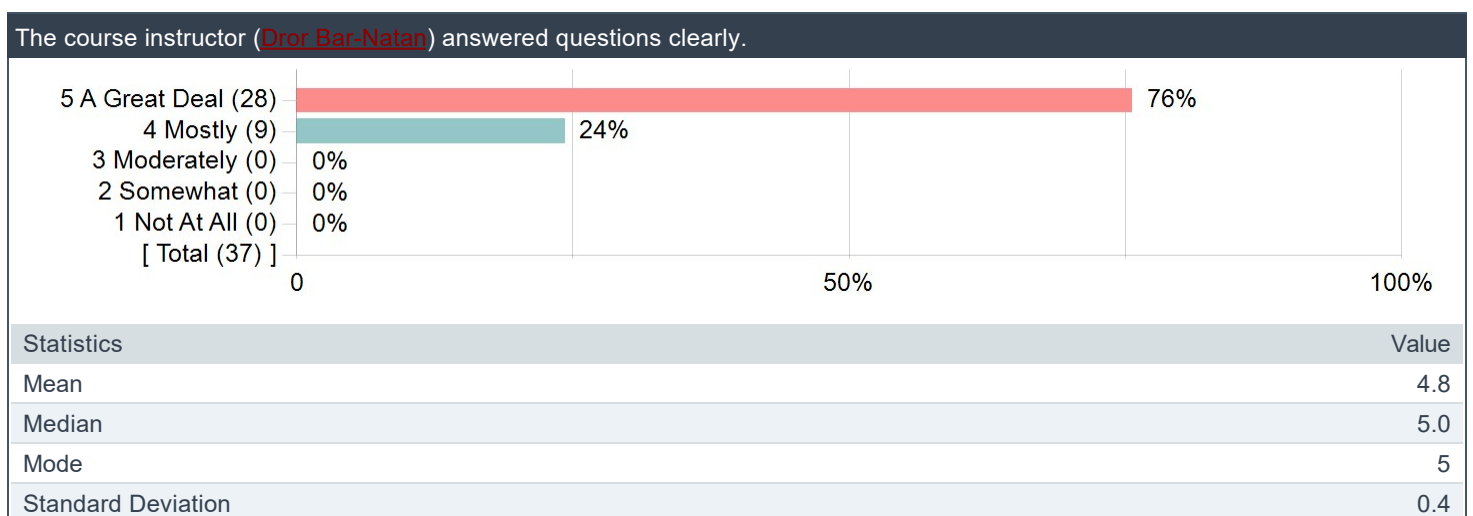
The course instructor (**Dror Bar-Natan**) explained concepts clearly.



The course instructor (**Dror Bar-Natan**) was approachable.

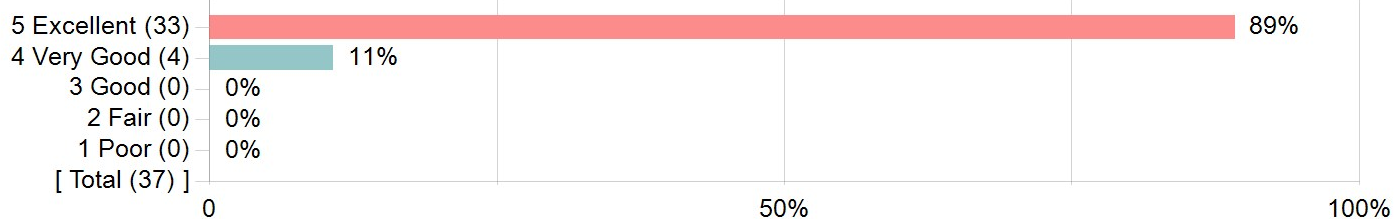


The course instructor (**Dror Bar-Natan**) answered questions clearly.



Overall, the quality of instruction provided by (**Dror Bar-Natan**) in this course was:

UNIT(OQI) Overall, the quality of instruction provided by (**Dror Bar-Natan**) in this course was:



Statistics	Value
Mean	4.9
Median	5.0
Mode	5
Standard Deviation	0.3

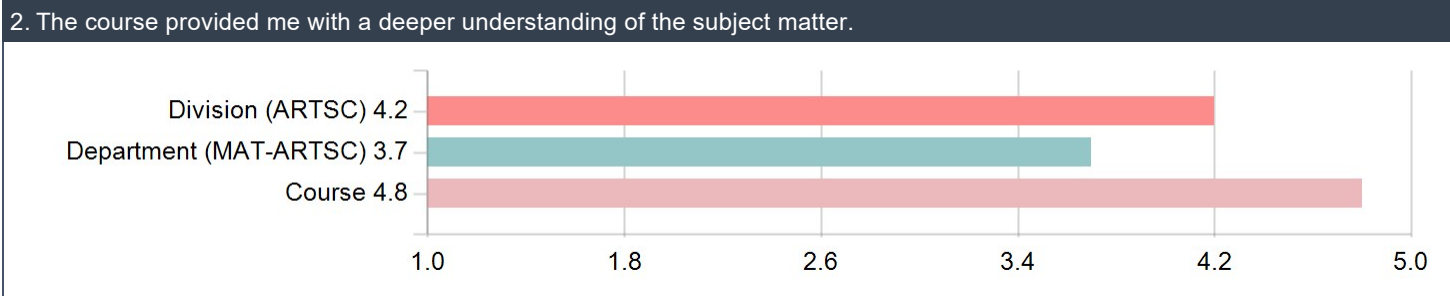
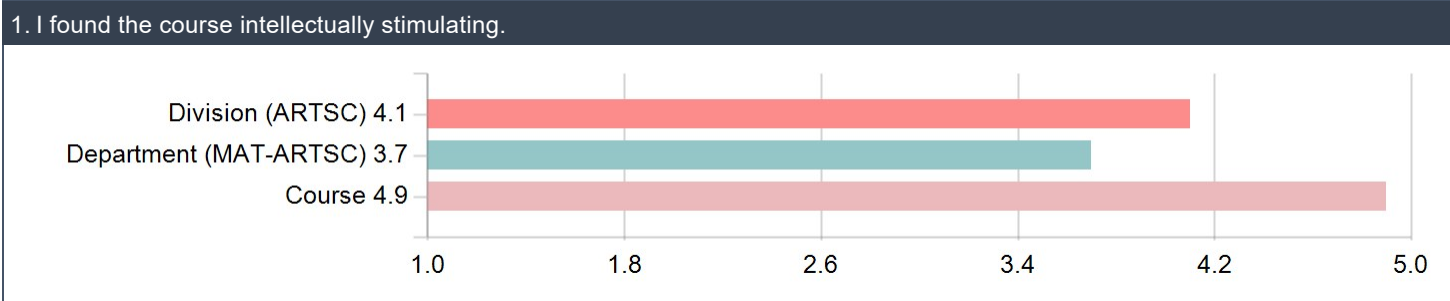
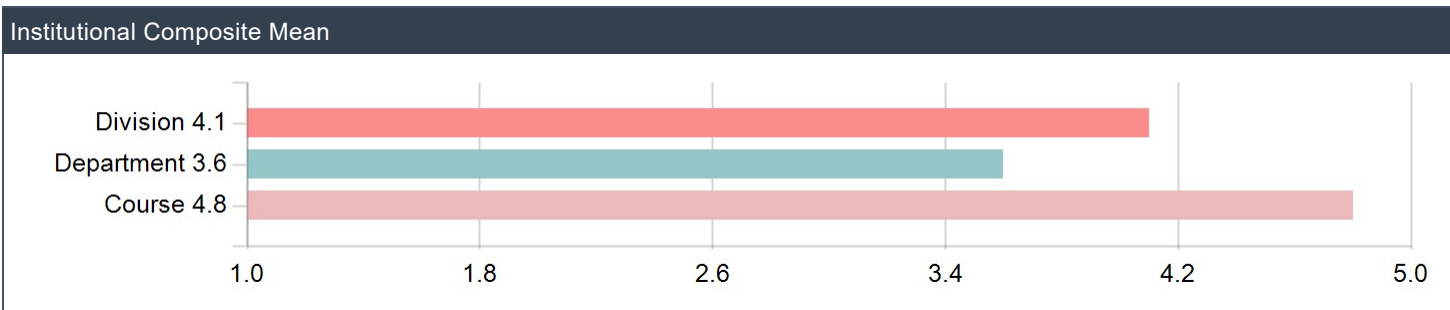
## Section 3. Comparative Data

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.

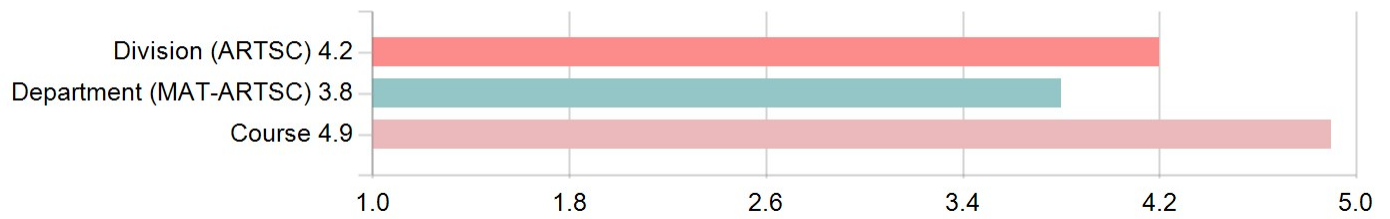
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

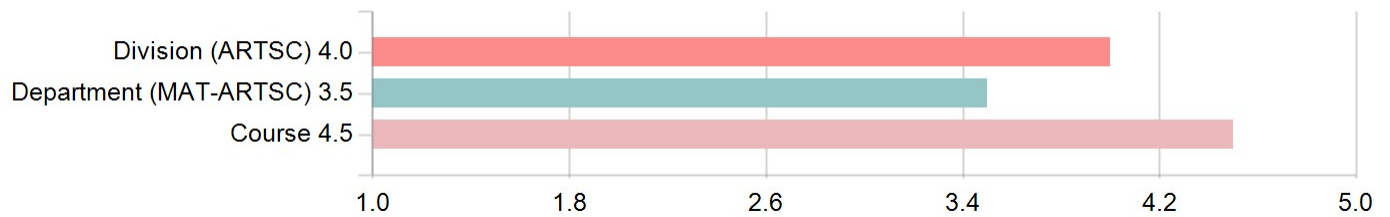
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



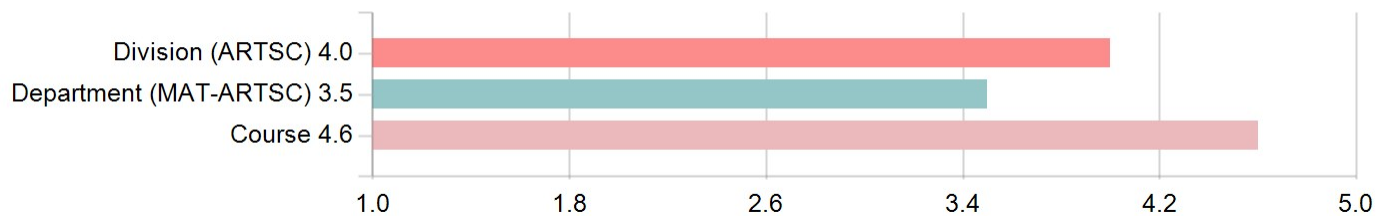
3. The instructor ([Dror Bar-Natan](#)) created an atmosphere that was conducive to my learning.



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

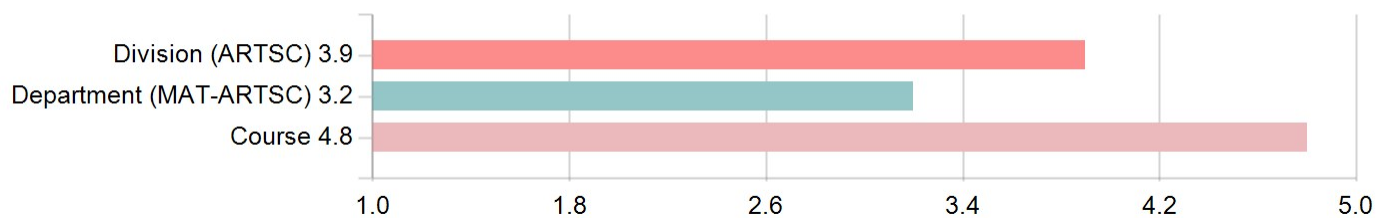


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

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

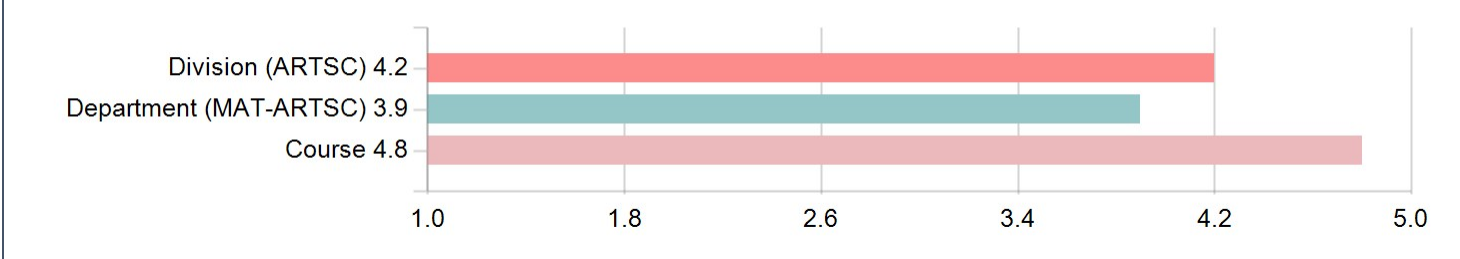




**Part B. Divisional Items**

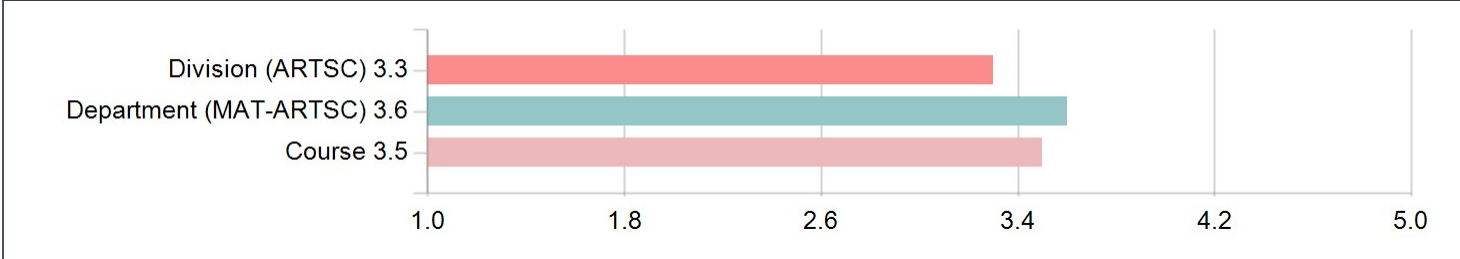
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



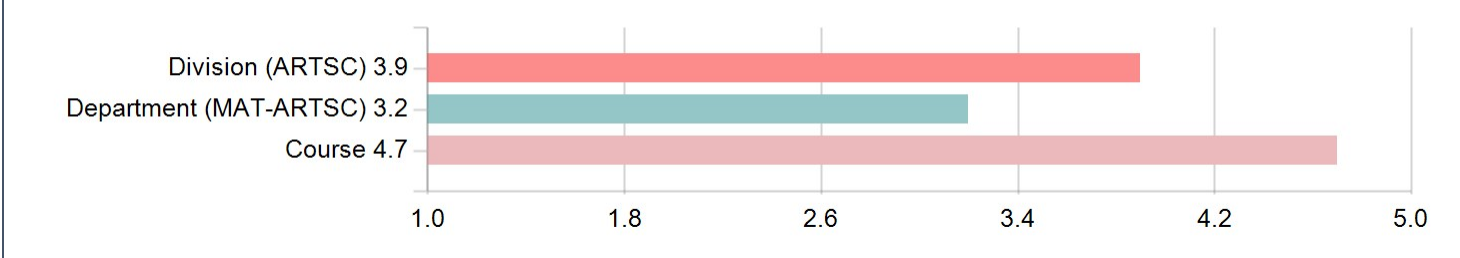
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

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



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

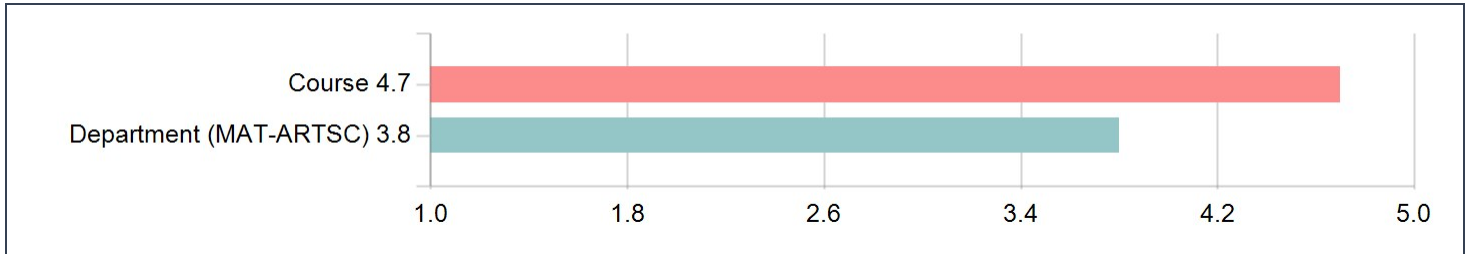
11. I would recommend this course to other students.



## Part C: Departmental Items

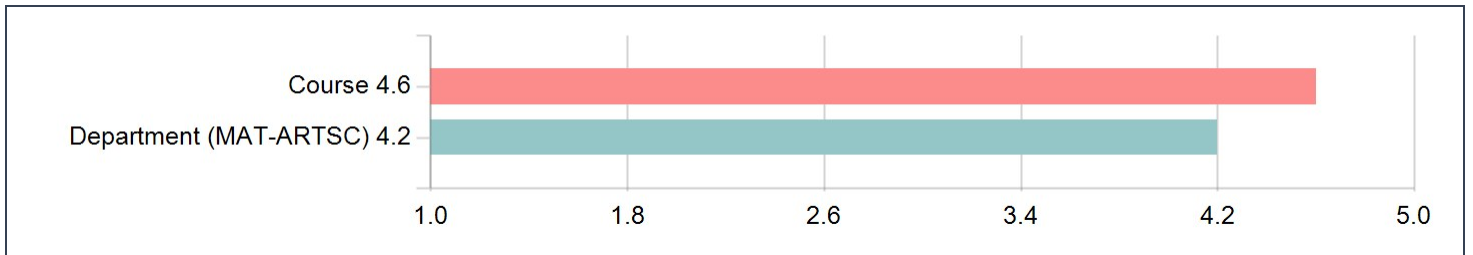
The course instructor ([Dror Bar-Natan](#)) explained concepts clearly.

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



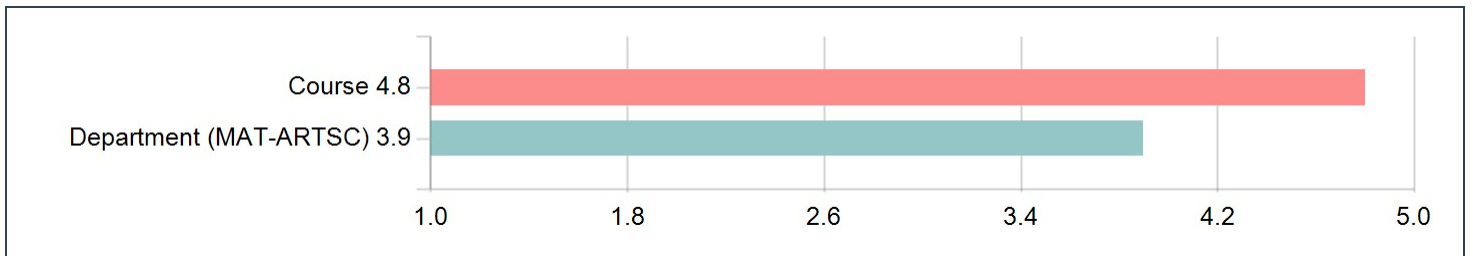
The course instructor ([Dror Bar-Natan](#)) was approachable.

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



The course instructor ([Dror Bar-Natan](#)) answered questions clearly.

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



Overall, the quality of instruction provided by ([Dror Bar-Natan](#)) in this course was:

