

## 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> Applied Game Theory ECO316H1-S-LEC0101 (INPER) <b>Division:</b> ARTSC <b>Session:</b> S <b>Session Codes:</b> F = First/Fall, S = Second/Winter	<b>Instructor:</b> Alex Ballyk <b>Section:</b> LEC0101 <b>Delivery Mode:</b> INPER  <b>Report Generation Date:</b> September 2, 2022
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Raters	Students
Responded	24
Invited	78

### 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 (Alex Ballyk) created an atmosphere that was conducive to my learning.	4.4	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.3	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	4.3	-

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	5.0

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

Comments
Given the complexity of the course material, it would be optimal if full slides were posted prior to class. Difficult to follow along the lecture.
I enjoyed Prof. Ballyk's teaching, she explains all the economic knowledges in a really organized and detailed manner. During the lecture, she provides many examples for different form of games in game theory to help me build up the basic concepts, while the homework and tutorial questions further up enhance my understanding of the course material.
I found that I could follow through all other materials except for the last lecture. I think we rushed through a bit in the last class, and I am still struggling on some concepts like: sequential rationality, weak consistency. I feel that earlier lectures are comparably much easier and if we have 1.5 of the original time on Lec 11, we could understand the materials much better.
To conclude, I enjoyed the lectures and it's happy to chat with instructor and our TA during the office hours, thank you all for answering my confusion inside and outside the class patiently!
good
very nice ppt to help me keep focusing and keep pace. answer questions right away. very helpful and approachable.
Excellent. Prof Ballyk is an amazing instructor – clearly answers all questions and always available
Good
Alex is a very engaging instructor that knows how to make students understand the concept in the easiest way. She projects her voice clearly so even if I sit in the back rows of the lecture room, I can still hear her clearly. She is also very approachable and just an overall really nice person. The speed of instruction is just right for me personally, which gives me time to digest a lot of the material.
Lecturer Balyk was really engaged with her lectures and did her best to ensure that students in her lectures learned about the subject matter at hand. However, with the mostly technical subject matter, it's hard to feel engaged with the lecture as technical lectures end up mostly feeling like the lecturer is only speaking at the students, rather than to them.
Exceptionally clear and thorough.
Professor Ballyk is super helpful in all dimensions during the course and explained the topics in excellent details! The regular office hour is a great help as well, and she can always find different ways to re-explain the answers if we do not understand clearly the first time. The assignments are fair and represented the materials well, to be honest this is one of the best econ courses I've taken in my 3 years of studying. I truly hope Professor Ballyk could teach more courses in econ.
Professor Ballyk has been responsible and caring from the beginning to the end of the course. She managed well to deliver the course material in a lucid and holistic manner. However, I must admit that this economic course is really tough for me. Going into my fourth year, I constantly question about the foundation and purpose of learning higher level eco courses. Especially for this course, I just couldn't understand why we need to learn about these models (although I have to admit that I didn't do well in almost all the eco 200+ courses). Especially after the pandemic, it seems like the models we are learning are mathematically logic in certain circumstances, but what if we don't value money, profit as a preference? What if we just simply don't care about making decisions anymore? Why do we need to care about these things? Thinking about questions like these give me a really hard time understanding the intuition behind the course. Therefore, I hope that all econ course should incorporate some level of background/history/ or more explanation on the origin or conception of the things we are studying. The world is changing so fast that I start to refute about the validity of what we are learning.
Tests are too hard and not clear
Great instructor. Clear voice and excellent use of slides. Invited questions and answered them clearly. Enjoyable to talk to.
The professor was very patient and careful in imparting knowledge.
very good
Our instructor is very enthusiastic about teaching!
Best instructor in eco.

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

Comments
We have 2 hours of office hour every Wednesday from Prof. Ballyk and 2 hours of office hour from TA Frederik Dufour on Monday. I often struggle on the basic concepts and got stuck on certain homework question, and they always answer my questions patiently.
good
answer questions after class clear all the confusion right away
N/A
professor's ability to answer any questions in class was impressive.
The instructor and TA are both available to help during breaks, and also reachable by email easily.
The tutorials provided were rather robotic and boring.
The TA is pretty helpful going over the tutorial questions and during office hours. I only went to the office hour once so I probably can't say much, but my one-time visit did solve all my questions at the time, and the TA did a good job hosting the meeting (it was online).
She would stay after class if anyone else had any questions, one to one style.
Questions after class
Problem sets are useful.
Our TA is very helpful all the time.

**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="#">Alex Ballyk</a> ) generated enthusiasm for learning in the course.	4.7	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...	3.3	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.	4.2	5.0

## 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 ( <a href="#">Alex Ballyk</a> ) in this course was:	4.3	5.0

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

Comments
Being in class really helped me stay focused and engaged on the material, so it's time well spent.
I felt like my dedication was worthwhile because all my time was spent on understanding the material, as opposed to digging around trying to find learning resources, chasing after professors who never seem to be available to answer questions
The lectures are compacted with interesting information and the instructor breaks them done efficiently, hence even though there's a lot of information, I seldom felt overwhelmed. The lectures are done in appropriate length and I'm a bit amazed at how well the instructor controls the time allocation with each section.
I find it is super helpful to go to lectures and tutorials. I'm not sure about others but I find I learn better by attending and listening lectures. I enjoyed the in-class examples and they guided me learning a lot. Also, though I know ahead of time about the tutorial questions, but it is nice to sit and watch how the TA solve the question, especially because my solutions often lack clarity and formality.
After the class, I often spend about an hour or two to finish the required homework questions, and I would also spend some time to look into the tutorial questions and get an idea of it. Also, I often visit office hours and ask question to TA and instructor as I find I learn more information by discussing and listening than reading by myself. So each week, I often spend about 6–8 hours on this course beside lecture and tutorial times.
worthy
Listening to the instructor walk through problems in class was crucial to understanding the material; she added further explanation beyond what was already on the powerpoint.
I feel that the topic of game theory is interesting in and of itself to make students want to take the course. Though very technical in terms of mathematics, learning about the main concepts of game theory made it feel like the workload would be worth it in the end.
Strong influence
It took lots of time to study.
good
Very efficient. I learned a lot in lectures.
the most important

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

Comments
We didn't really have any required readings.
N/A
There are no required readings in this course, which is a huge plus side.
Mostly we focus on the lecture notes, I find reviewing them is quite helpful.
worthy
The textbook goes rather in depth into the concepts presented, and is laid out well.
Textbooks are useful.
good
–

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

Comments
I think the problem sets helped a lot in encouraging me to apply the concepts instead of memorizing things.
I did not have to memorize anything. Everything tested was based on understanding
The midterm is fair and tested our knowledge in application mostly in my opinion. We get questions that are a little bit different than those in problem sets, but as long as you understand the concepts, you could get an average grade in the assessment.
I find the course assignments and tests stimulate my learning a lot. In class, we're often taught the more basic concepts, but homework questions can get more complicated and hard, which I enjoy.
worthy
Problem set and test questions always added a twist to the examples shown in class, meaning every question required at least some original thinking.
This course is mainly focused on having students apply the concepts that were learned in the lectures. Though this is a very mathematics-heavy course, it didn't feel like we had to memorize the ways we solved for solutions in class, rather learn about the ideas that go into those calculations and apply it to other problems.
A great deal
The tests are harder than what we learned in class.
good
Much of what we are learning is related to reality, so I find great use of it.
very problem set question helps think and apply class material

## 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.

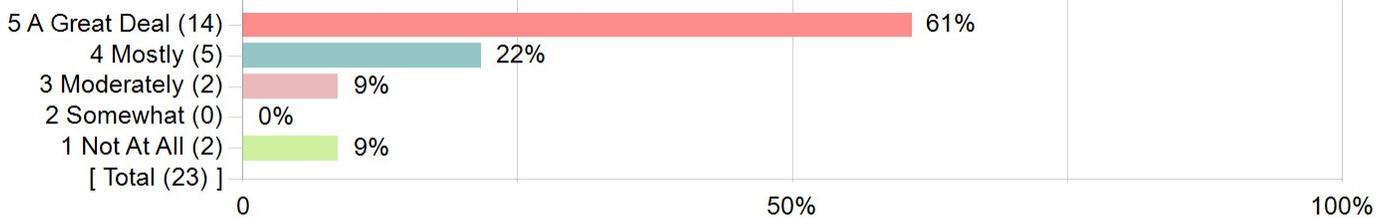
**Mode:** The most frequently occurring score.

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

### Part A: Core Institutional Items

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

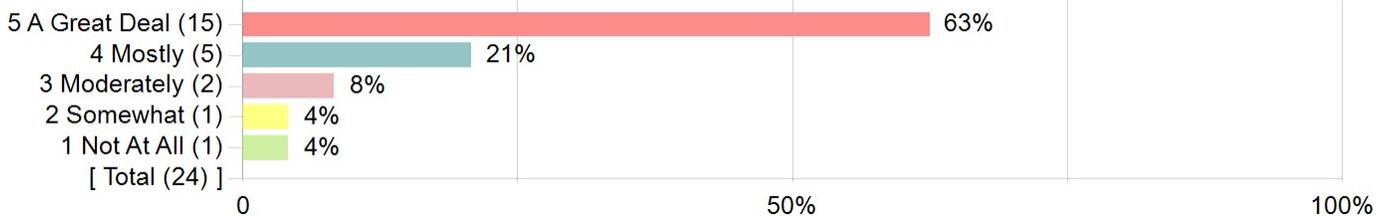
I found the course intellectually stimulating.



Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	1.2

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

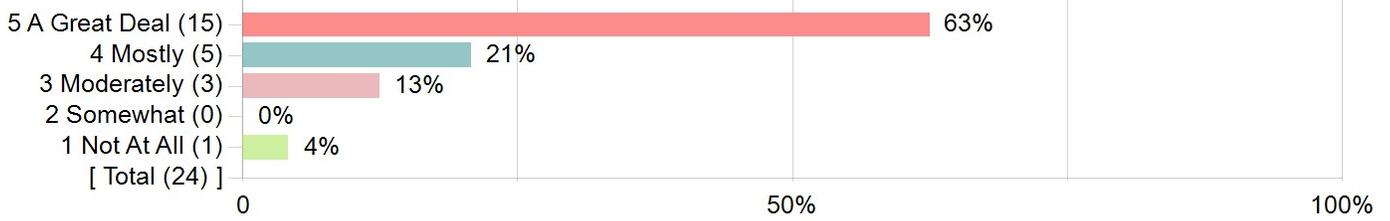
The course provided me with a deeper understanding of the subject matter.



Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	1.1

**3. The instructor ([Alex Ballyk](#)) created a course atmosphere that was conducive to my learning.**

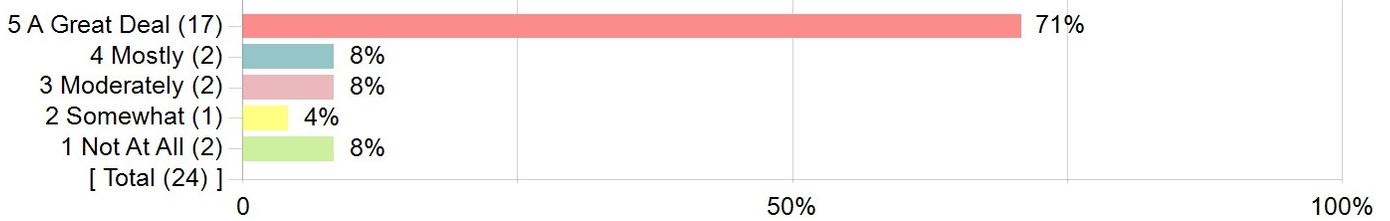
The instructor ([Alex Ballyk](#)) created an atmosphere that was conducive to my learning.



Statistics	Value
Mean	4.4
Median	5.0
Mode	5
Standard Deviation	1.0

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

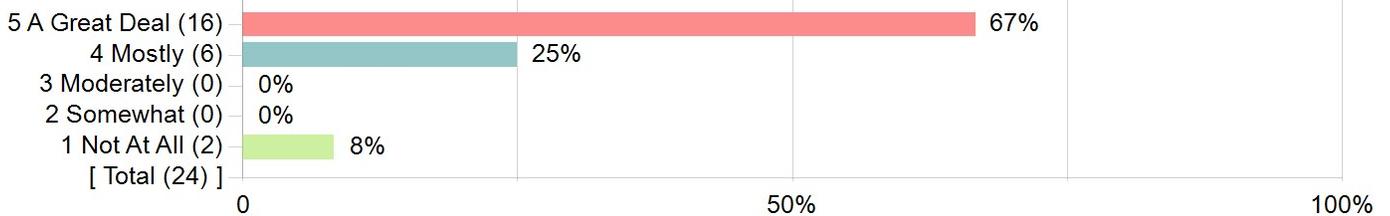
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	1.3

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

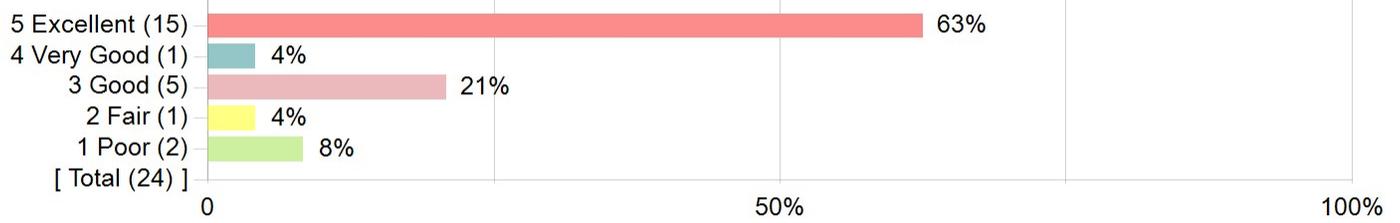
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	4.4
Median	5.0
Mode	5
Standard Deviation	1.1

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

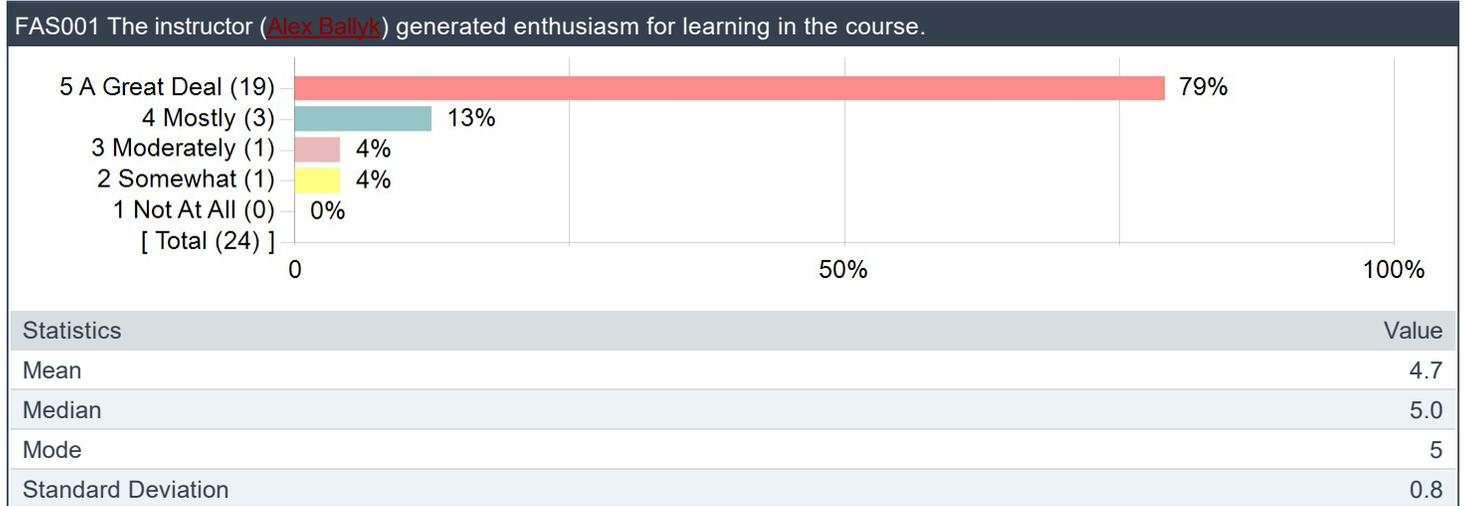
Overall, the quality of my learning experience in this course was:



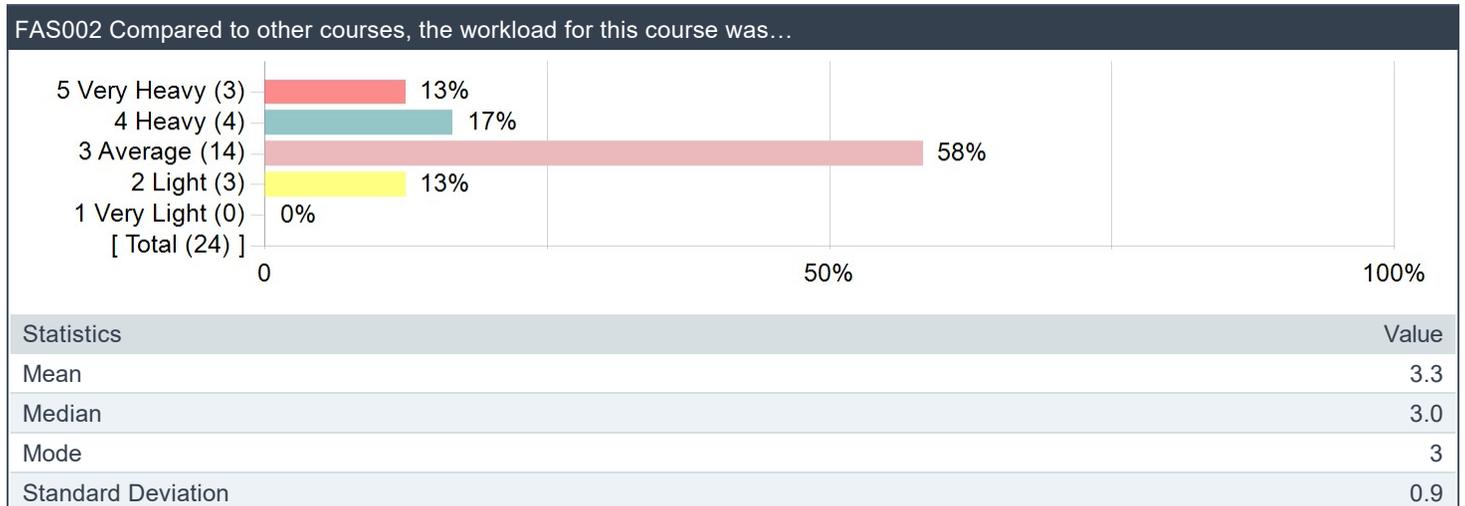
Statistics	Value
Mean	4.1
Median	5.0
Mode	5
Standard Deviation	1.3

## Part B. Divisional Items

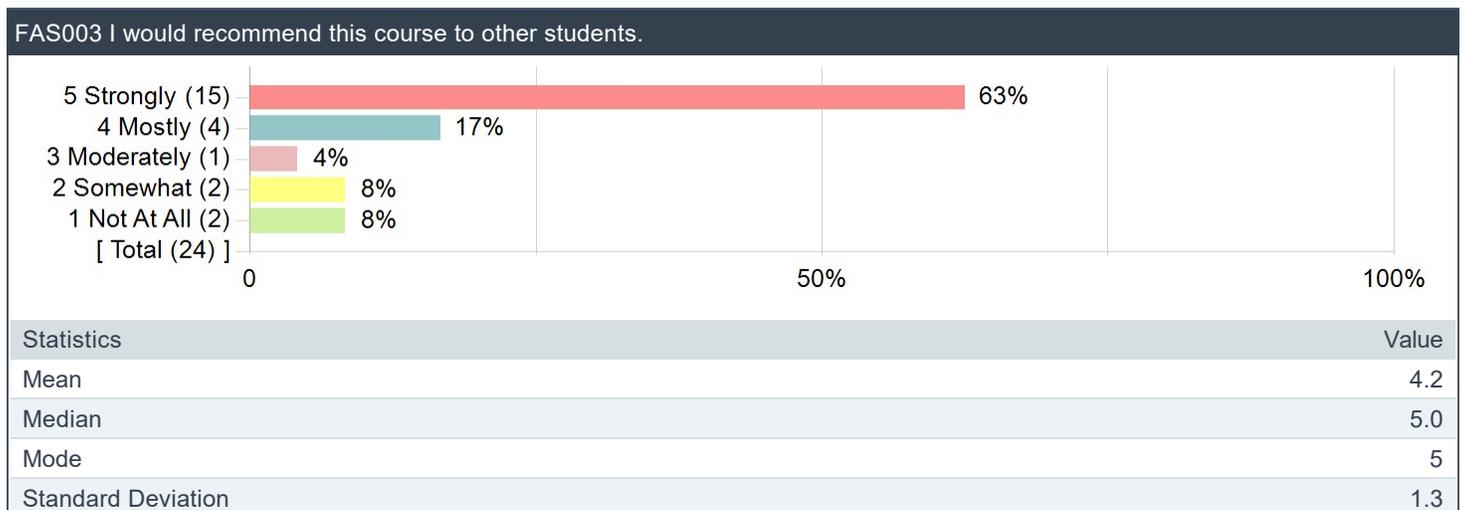
The instructor (**Alex Ballyk**) generated enthusiasm for learning in the course.



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



I would recommend this course to other students.

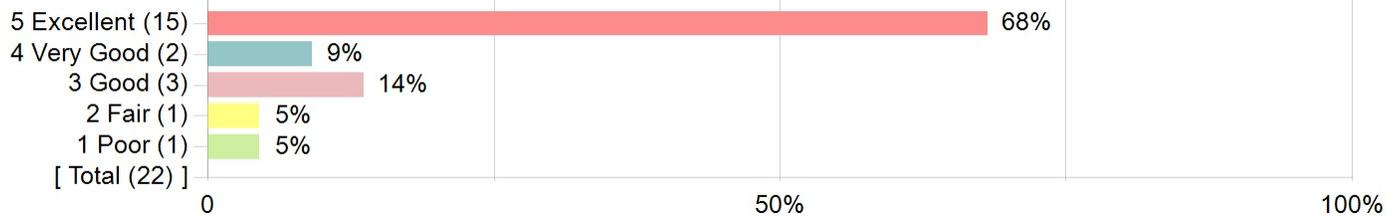




## Part C. Departmental Items

Overall, the quality of instruction provided by (**Alex Ballyk**) in this course was:

UNIT(OQI) Overall, the quality of instruction provided by (**Alex Ballyk**) in this course was:



Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	1.2

## 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.

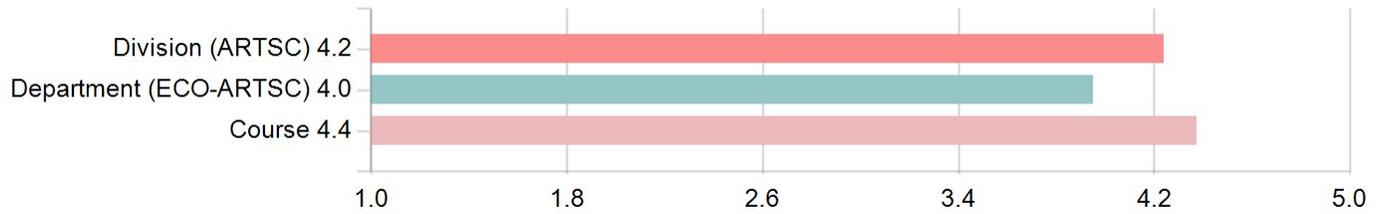
*For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation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

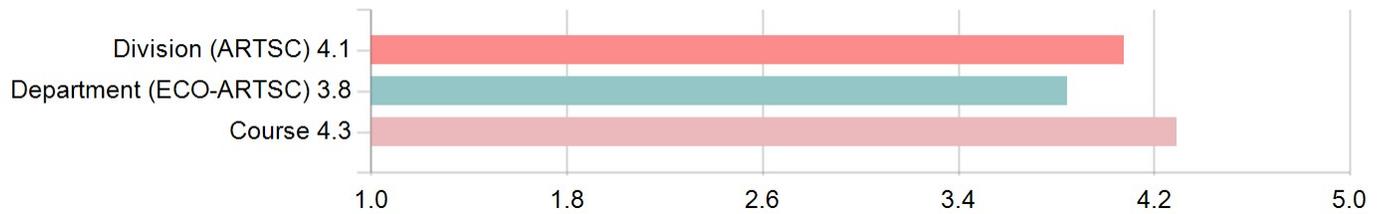
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



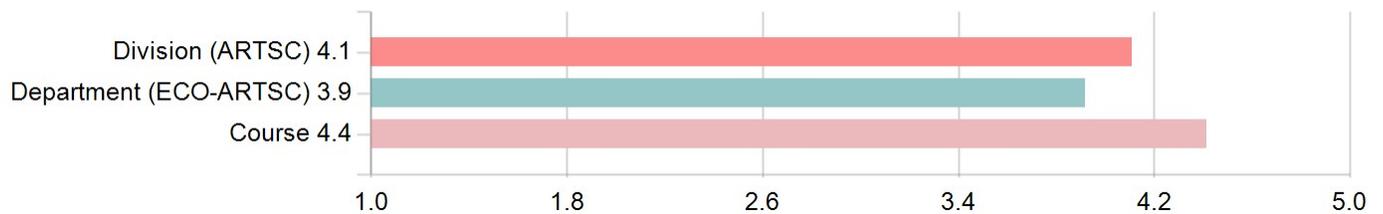
3. The instructor ([Alex Ballyk](#)) created an atmosphere that was conducive to my learning.



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

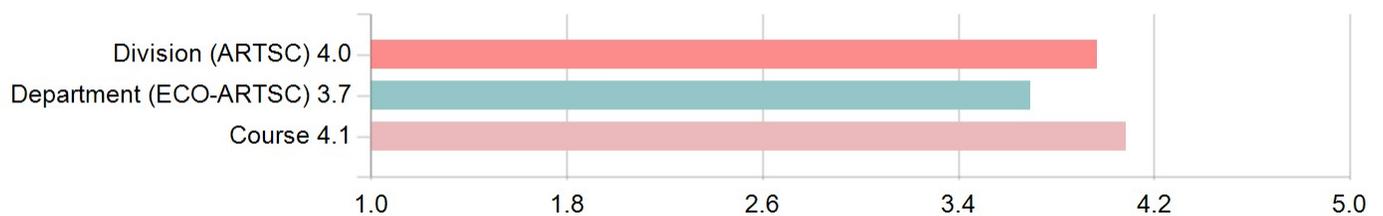


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

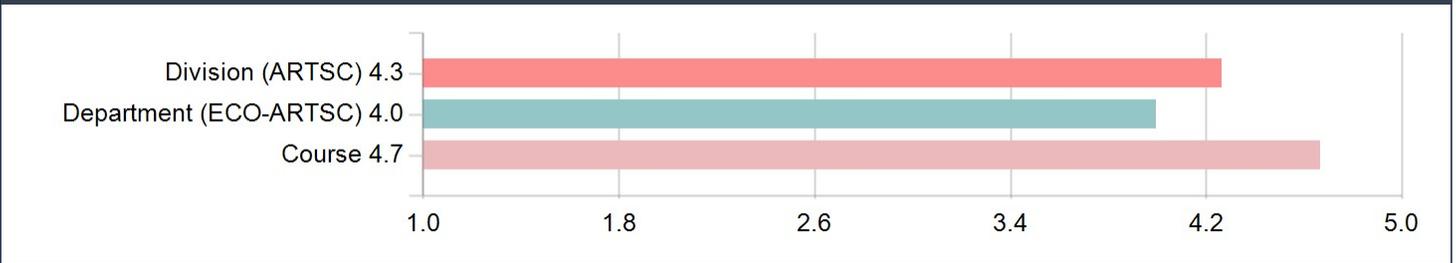
6. Overall, the quality of my learning experience in this course was:



**Part B. Divisional Items**

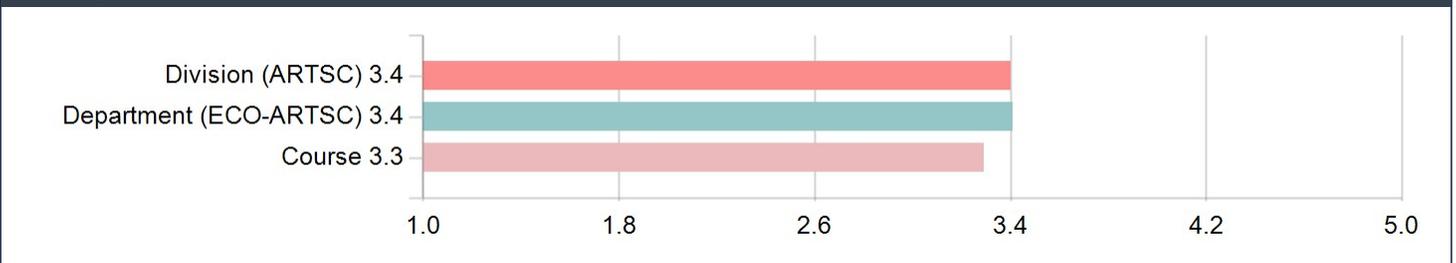
**Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal**

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



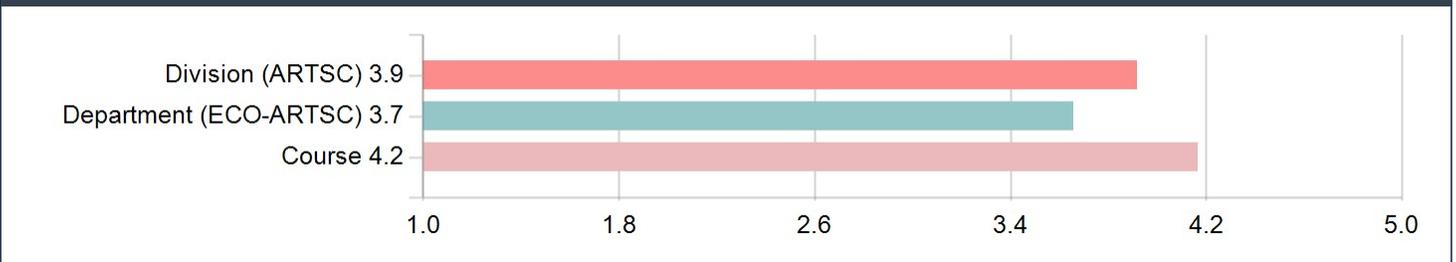
**Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy**

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



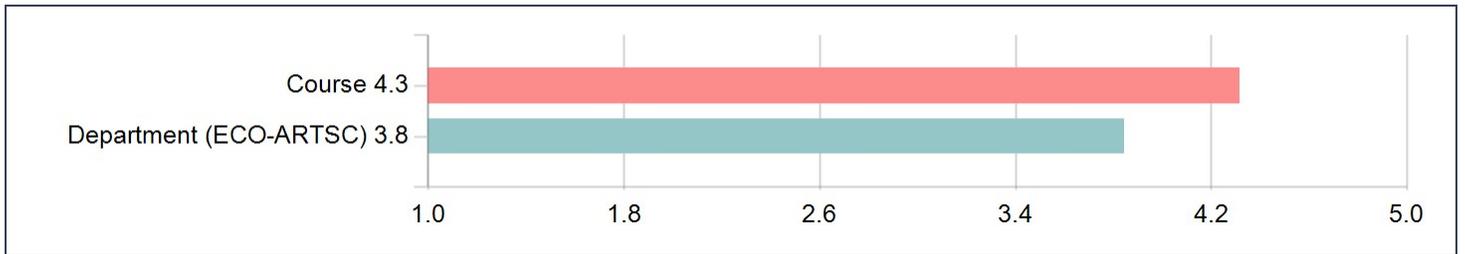
**Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - Strongly**

11. I would recommend this course to other students.



## Part C: Departmental Items

Overall, the quality of instruction provided by ([Alex Ballyk](#)) in this course was:

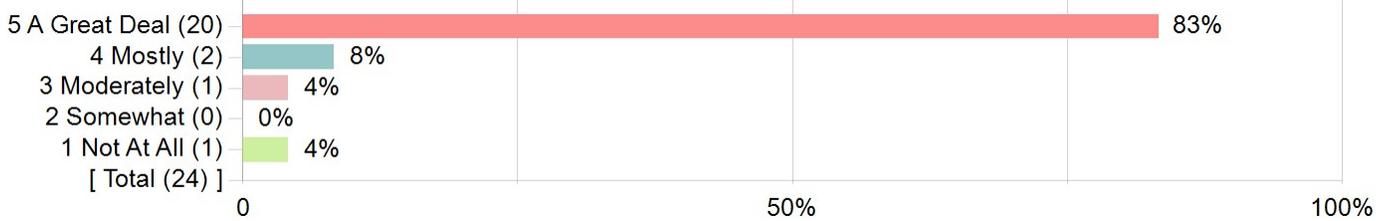


## Section 4: Formative Data

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.

### A-2. During the course, the course instructor ([Alex Ballyk](#)) was approachable when students sought guidance.

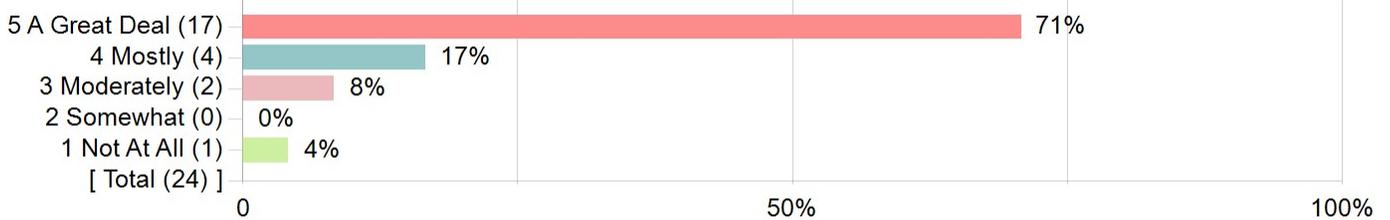
A-2. During the course, the course instructor ([Alex Ballyk](#)) was approachable when students sought guidance.



Statistics	Value
Mean	4.7
Median	5.0
Mode	5
Standard Deviation	0.9

### C-2. The course instructor ([Alex Ballyk](#)) explained concepts clearly.

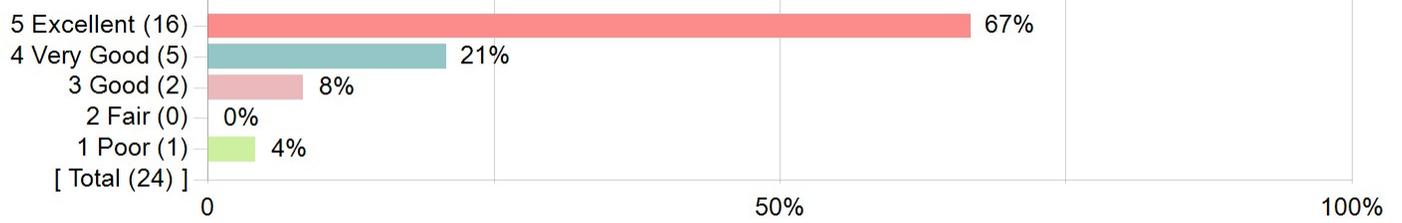
C-2. The course instructor ([Alex Ballyk](#)) explained concepts clearly.



Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	1.0

**C-8. Overall, the quality of instruction provided by the instructor ([Alex Ballyk](#)) in this course was:**

C-8. Overall, the quality of instruction provided by [Alex Ballyk](#) in this course was:



Statistics	Value
Mean	4.5
Median	5.0
Mode	5
Standard Deviation	1.0