About the Instructor Report: The purpose of the Instructor Report is to provide a detailed look at your students' learning experience as measured by the Course Experience (CE) survey. This feedback can be used to inform teaching practice and course design. It displays student responses to all questions (common core, discipline) including the ones that you may have added to the survey via means, standard deviations, frequency distributions, and comments. The Instructor Report is viewable only to you as the instructor of the course so that you can use personalized questions and feedback to inform your unique inquiry.

The Centre for Educational Excellence (CEE) provides consultations on course, curriculum design, and teaching practice and are available to help you interpret and apply student feedback from the CE Survey.

Reporting concerning comments: Any individual (e.g., instructor, Chair, or administrator) can submit a student comment for review if they believe it violated principles of respect, safety or constructive feedback. The comment should be submitted by emailing cesurvey@sfu.ca with the course name, semester and concerning comment. More details about the process can be found here.

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Section 1 – Response Rate

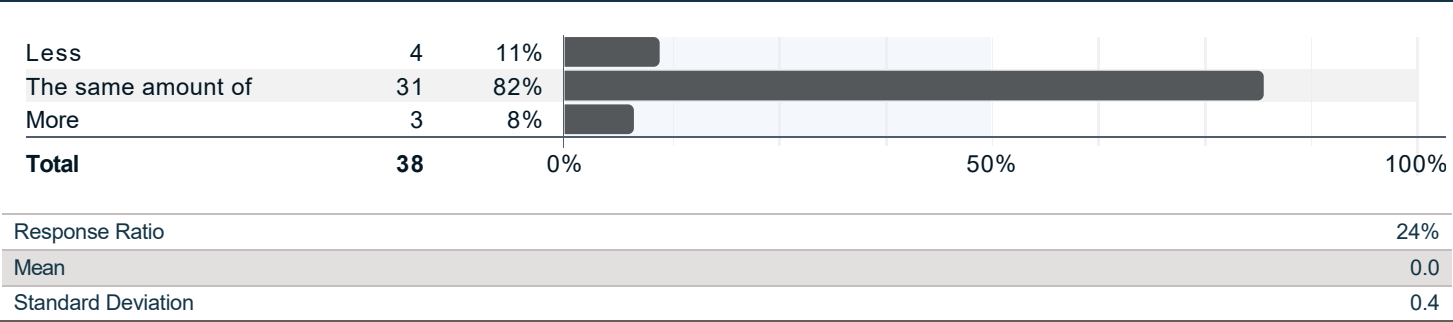| Raters	Students
Responded	38
Invited	160
Response Ratio	24%

Section 2 – Common Core Questions

These questions appear on all course experience surveys at SFU and are selected by the Provost.

2.1 Course Workload

This question is about course workload.
SFU expects a student to spend 2-3 hours each week (both in class time and out of class work) per course credit.* For example, if Physiology 101 is a 3-credit course, it would take 6-9 hours (on average) of a student's time each week. Courses that are shorter than 13-weeks or a typical semester are expected to require the same number of hours in fewer weeks.

I spent _____ time on ENSC 324 than expected based on its number of credits.

Less	4	11%
The same amount of	31	82%
More	3	8%
Total	**38**	

Response Ratio	24%
Mean	0.0
Standard Deviation	0.4

The mean score summarizes the overall reported workload for this course and can range from -1 to 1. It is scored as: Less time than the expected= -1, The same amount of time as expected= 0, More time than expected= 1, given the SFU definition of a credit. The closer the mean score is to 0, the more it means that students reported the workload to be the same as expected.

2.1a You responded as having spent _less time_ on ENSC 324 than expected. Please explain.

Comments
Club work was much more than I anticipated.
One of my other classes required a lot of time that took away from thus course

2.1b **You responded as having spent <u>the same amount of time</u> on ENSC 324 as expected. Please explain.**

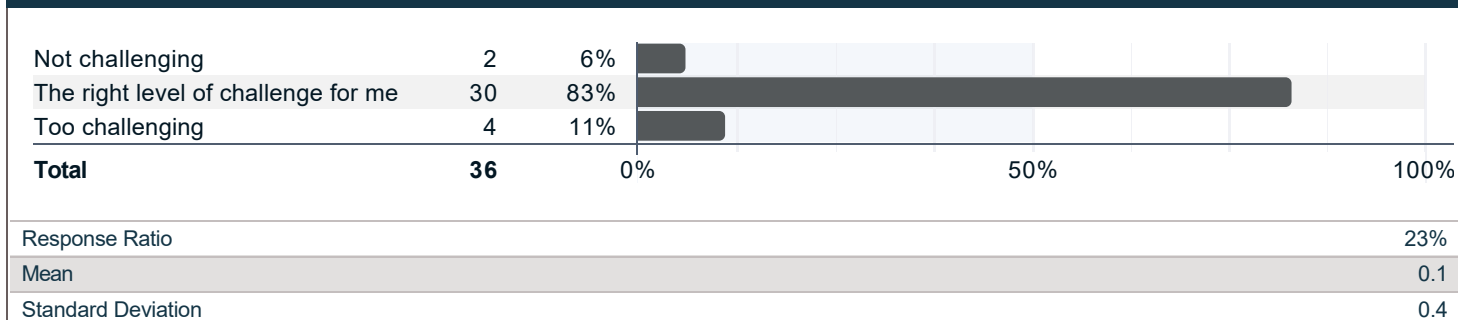| Comments |
| --- |
| The Homeworks and Tutorials took the same time as expected |
| I had to balance work load from other courses with this one, which forced me to cram all my studying the day before the midterms. Assignments also took a look of time, and were quite challenging to do as the course slides only derive formulas and consider concepts. There are no example questions on the slides which made me resort to online tools and ai to help me learn. |
| Workload was as expected, made easier by Shawn |
| I think 3 credits is appropriate for the amount of work in this class. |
| the material was taught so well that i never had to sit down and teach myself anything and could instead dedicate that time to studying for assignments and exams to be well prepared |
| The amount of hours I had to put up every week to review the lecture material, do the tutorial, etc. are within the range that was defined (6–9 hours). Of course, I would have more hours studying for MT for example since Shawn makes some decently difficult exams. |
| Fair amount of assignment and tutorial workload |
| Assignments took around a few hours every week which is to be expected |
| Time spent on tutorials, reading over material, and assignments per week. |
| The course had weekly tutorials that required me to keep up with the material. Including studying for exams and doing assignments, which would typically take up 8–10 hours beforehand. |
| Courseload was fair. |
| The course was fair in terms of difficulty, the was plenty of material to study and work on |
| it would fluctuate throughout the semester, but i would say on average it was the same. Having 5 classes, it got really difficult to balance all of them, and even if I wanted to, I couldn't spend more time on the subject. |
| The class is fairly straightforward for the most part. The material is isn't trivial nor overly difficult, and the assignments were very reasonable with little bloat. |
| the homework workload is manageble |
| I think the overload and amount spent were decent. Not more, not less. Exams are a bit hard but the assignment I think is a good practice. |
| the abundance of tutorial questions and worked through examples made it very easy to find examples of any question i had. this significantly reduced the amount of time it took for me to get answers to my questions (barring the final question of assignment 1). |
| Course was pretty easy for me |
| I thought the workload was appropriate for the credits, all syllabus was covered |
| We had a in lecture tutorial section during a portioin a tuedays class where we wnet over question realated to material cover in recent lecture that helped reinforced course concept. |
| I felt it was fairly balanced for time expectations. |

2.1c **You responded as having spent <u>more time</u> on ENSC 324 than expected. Please explain.**

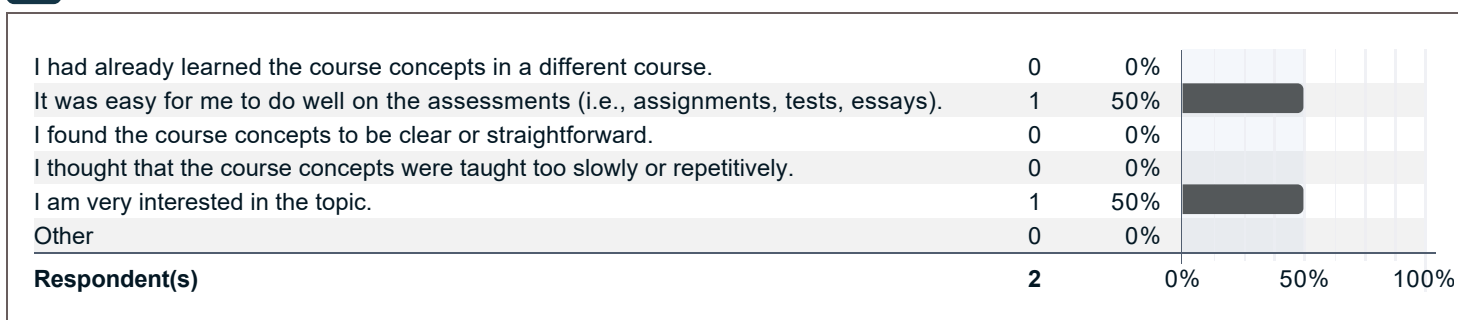| Comments |
| --- |
| I spent more time on ENSC 324 than expected because the course content was quite dense. Early in the term, some lecture notes were missing important equations and formulas, so I had to spend extra time figuring things out on my own. As the course progressed, the notes improved, but the overall workload still felt heavy, almost like learning material from multiple courses at once. This made it challenging to keep up, especially around Midterm 2, and required more time to study and catch up. |
| This course is really detailed as we focus on many things in nanoscale. It is concept heavy and math heavy. So I spent a lot time trying to understand conceptually what is going on and also a lot of derivation of equations. |

2.2 Course Challenge

How challenging you find a course is related to how much effort you have to put in to be successful. This can depend on many factors, such as how fast or slow topics are covered or how much you know about the topic already.

I found ENSC 324 to be...

Not challenging	2	6%	
The right level of challenge for me	30	83%	
Too challenging	4	11%	
Total	**36**		

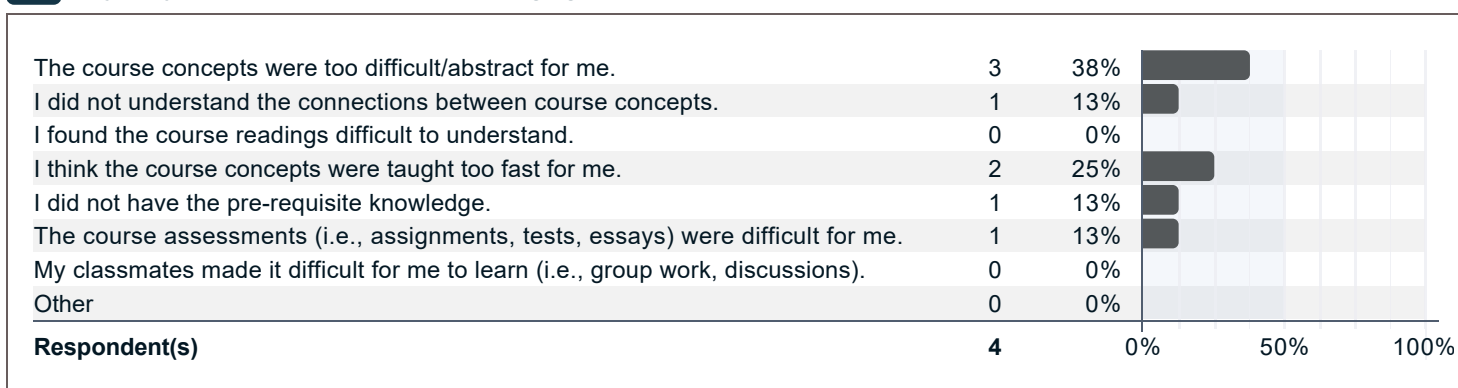|	
Response Ratio	23%
Mean	0.1
Standard Deviation	0.4

The mean score summarizes the overall perceived level of challenge for this course and can range from -1 to 1. It is scored as: Not challenging = -1, The right level of challenge for me = 0, Too challenging = 1. The closer the mean score is to 0, the more it means that students reported that the course was the right level of challenge for them.

2.2a Why did you rate ENSC 324 as not challenging?

I had already learned the course concepts in a different course.	0	0%
It was easy for me to do well on the assessments (i.e., assignments, tests, essays).	1	50%
I found the course concepts to be clear or straightforward.	0	0%
I thought that the course concepts were taught too slowly or repetitively.	0	0%
I am very interested in the topic.	1	50%
Other	0	0%
Respondent(s)	**2**	

Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.

2.2b Why did you rate ENSC 324 as too challenging?

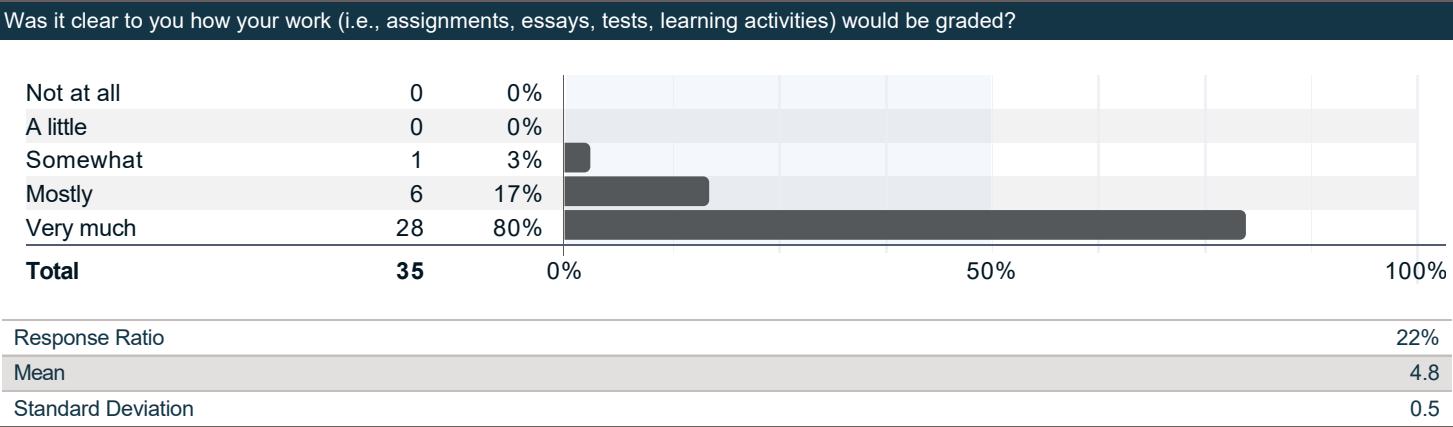|		
The course concepts were too difficult/abstract for me.	3	38%
I did not understand the connections between course concepts.	1	13%
I found the course readings difficult to understand.	0	0%
I think the course concepts were taught too fast for me.	2	25%
I did not have the pre-requisite knowledge.	1	13%
The course assessments (i.e., assignments, tests, essays) were difficult for me.	1	13%
My classmates made it difficult for me to learn (i.e., group work, discussions).	0	0%
Other	0	0%
Respondent(s)	**4**	

Note: Students were provided with a list of reasons to select with the option of adding an open-comment reason. Students could select multiple reasons.
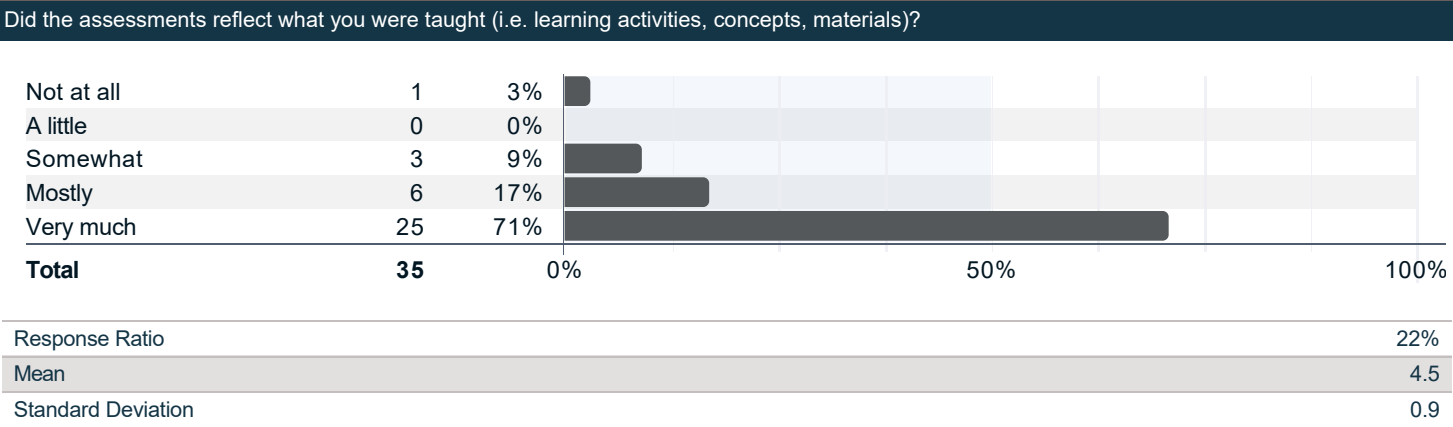
2.3 Assessments

For Q2.3a and Q2.3b, the mean score can range from 1 to 5. It is scored as: Not at all = 1, A little = 2, Somewhat = 3, Mostly = 4, Very much = 5

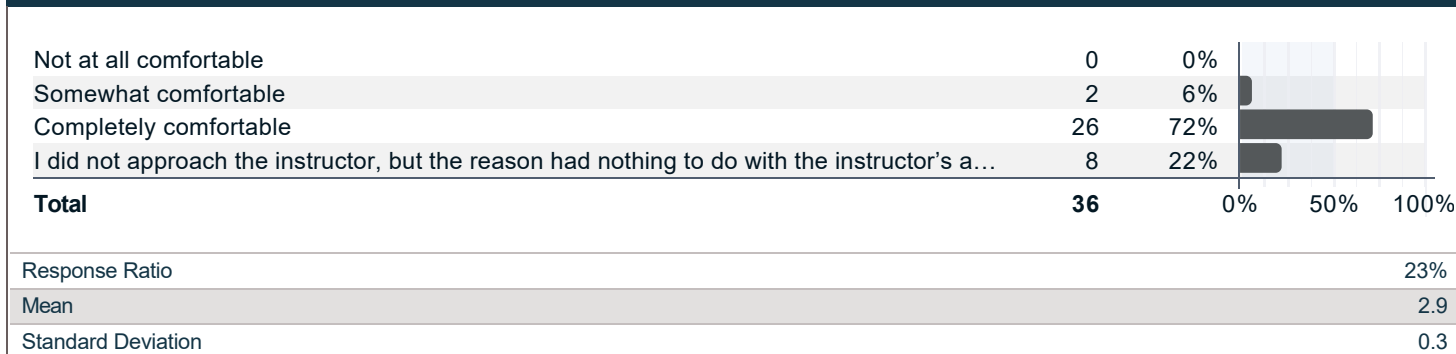#### 2.3a

Was it clear to you how your work (i.e., assignments, essays, tests, learning activities) would be graded?

Not at all	0	0%
A little	0	0%
Somewhat	1	3%
Mostly	6	17%
Very much	28	80%
Total	**35**	

Response Ratio	22%
Mean	4.8
Standard Deviation	0.5

2.3b

Did the assessments reflect what you were taught (i.e. learning activities, concepts, materials)?

Not at all	1	3%
A little	0	0%
Somewhat	3	9%
Mostly	6	17%
Very much	25	71%
Total	**35**	

Response Ratio	22%
Mean	4.5
Standard Deviation	0.9

2.4 Comfort Approaching Instructor

How comfortable did you feel approaching Shawn Sederberg (in person or online)?		
Not at all comfortable	0	0%
Somewhat comfortable	2	6%
Completely comfortable	26	72%
I did not approach the instructor, but the reason had nothing to do with the instructor's a…	8	22%
Total	**36**	

Response Ratio	23%
Mean	2.9
Standard Deviation	0.3

The mean score summarizes the overall reported level of comfort approaching the instructor and can range from 1 to 3. In contrast with questions Q2.1 and Q2.2, 1 represents one end of the scale (Not at all comfortable), while 3 represents the other end of the scale (Completely comfortable). The middle of the scale is 2 (Somewhat comfortable). Responses for "Did not approach…" were excluded from the mean score.

2.4b You responded as having felt somewhat comfortable approaching Shawn Sederberg. Please explain your response.

Comments
He is a really nice and straight foward guy.
His slides lectures and practice problem is useful

2.4c You responded as having felt completely comfortable approaching Shawn Sederberg. Please explain your response.

Comments
My Goat
The professor was very approachable and welcomed questions.
Very understanding and supportive professor. Content definitely wasn't easy but he tried his best to present/share it to the best of his ability. Still required lots of follow–up self teaching but Shawn would be available to help if needed.
Approachable
Shawn is very friendly and seems to genuinely care about supporting learning. Also, he reminds me of NileRed.
Professor Sederberg is very friendly and approachable!
Very kind and understanding. Shawn is an amazing professor
I didn't really approach him directly, but when there were discussions about difficulties or scheduling, it never felt uncomfortable to share my input. He always reached out to the class, so it was never an issue
Shawn is very friendly and has no issues answering any student questions. The time used to do tutorial questions after lecture are extremely helpful and allow people to easily approach one on one.
He is so considerate and nice. Will always listen and evaluate students requests fairly
He is a very chill professor and honestly one of the better ones when it comes to organization and vibe. Going to his office hours was not a chore and asking him questions during tutorial sessions and during lectures was productive.
I felt completely comfortable approaching Shawn Sederberg because he was very approachable, flexible, and understanding. He recognized that many students couldn't always attend early morning classes and made lecture recordings available, which showed he cared about students' situations. Whenever I had questions, he was open to helping and created an environment where it was easy to reach out.
Hes a easy going prof who is easy to talk to
Shawn is an amazing and kind professor. Any question asked is not considered a dumb question.
He's a very kind person. I went to one of his office hours and he was a complete vibe.
He's an amazing wonderful teacher. I would always take his courses and very easy to approach.

2.4d **You responded that you didn't approach Shawn Sederberg, but the reason had nothing to do with their approachability. Please explain your response.**
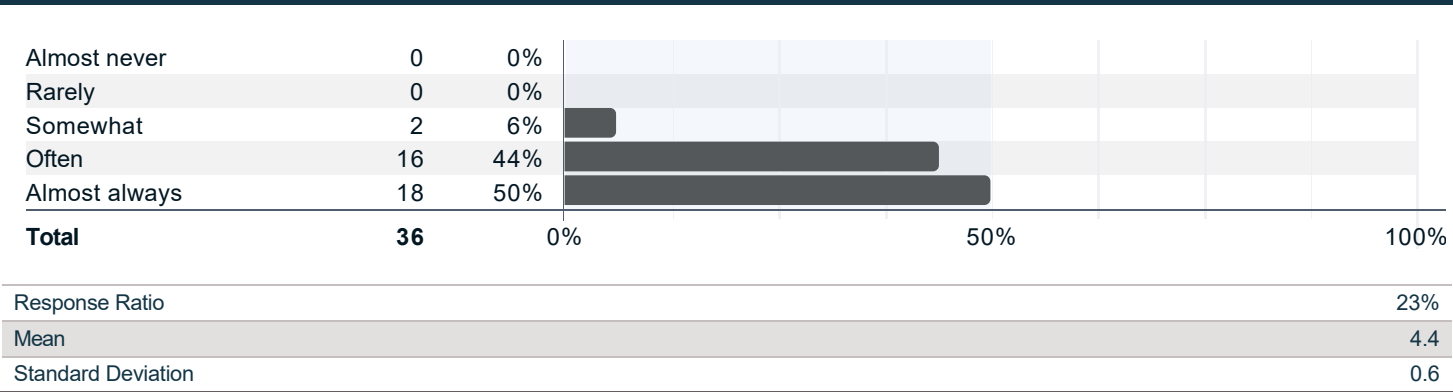
Comments
I was on zoom majority of the time
I did not need to ask him anything as others asked the same questions i had. However, I would feel very comfortable to talk to him. He is very open and caring and willing to help his students learn.
I ended up mostly studying the materials on my own.
All my questions were answered without having to approach him
never needed to approach him though he seems very approachable
I think Shawn is very approachable and accommodating from what I've seen in class, I've just never had a reason to approach him myself
I didn't attend office hours or ask any questions
I did not feel like i needed to approach Shawn for anything related to the course.

2.5 Instructor

For Q2.5a - 2.5c, the mean score can range from 1 to 5. It is scored as: Almost never = 1, Rarely = 2, Sometimes/Somewhat = 3, Often = 4, Almost always = 5.
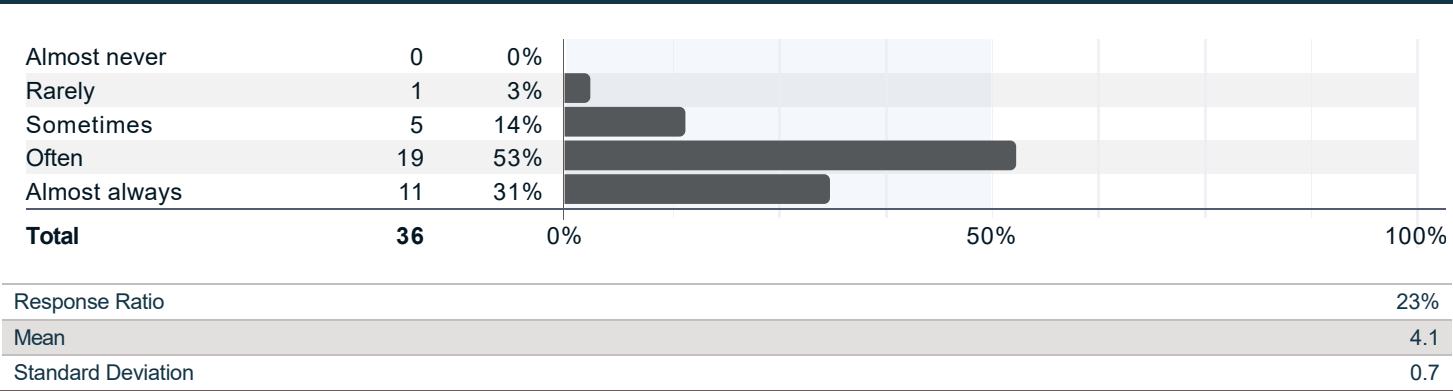
2.5a

I think Shawn Sederberg _____ tried to support student learning (i.e., used a variety of learning activities, invested in my success, invited and responded to student feedback).
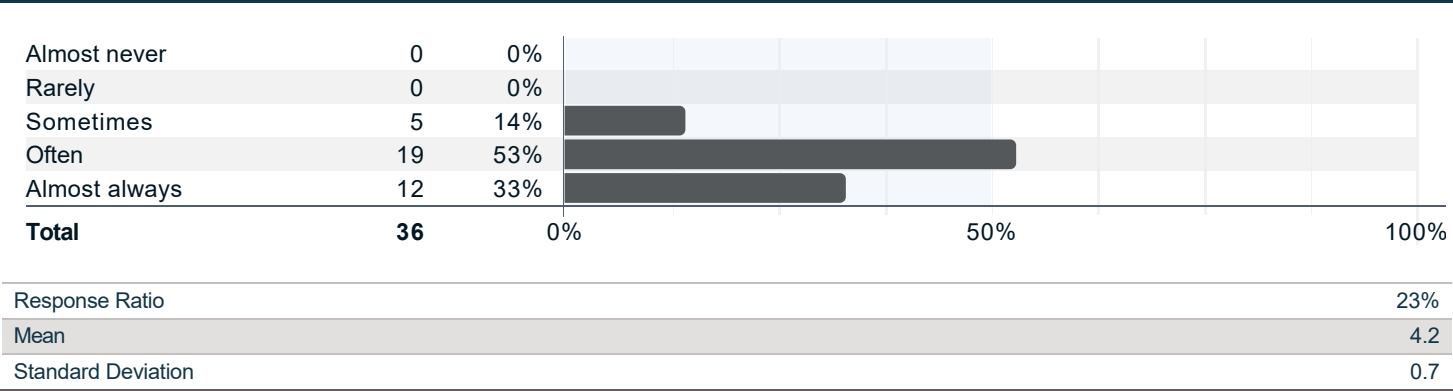
Almost never	0	0%
Rarely	0	0%
Somewhat	2	6%
Often	16	44%
Almost always	18	50%
Total	**36**	

Response Ratio	23%
Mean	4.4
Standard Deviation	0.6

2.5b

I _____ felt engaged by Shawn Sederberg's teaching approach (i.e., activities, lectures, discussions).

Almost never	0	0%
Rarely	1	3%
Sometimes	5	14%
Often	19	53%
Almost always	11	31%
Total	**36**	

Response Ratio	23%
Mean	4.1
Standard Deviation	0.7

2.5c

How often did you understand Shawn Sederberg's explanations of course concepts?

Almost never	0	0%
Rarely	0	0%
Sometimes	5	14%
Often	19	53%
Almost always	12	33%
Total	**36**	

Response Ratio	23%
Mean	4.2
Standard Deviation	0.7

2.6 Which aspects of ENSC 324 helped you learn and why?

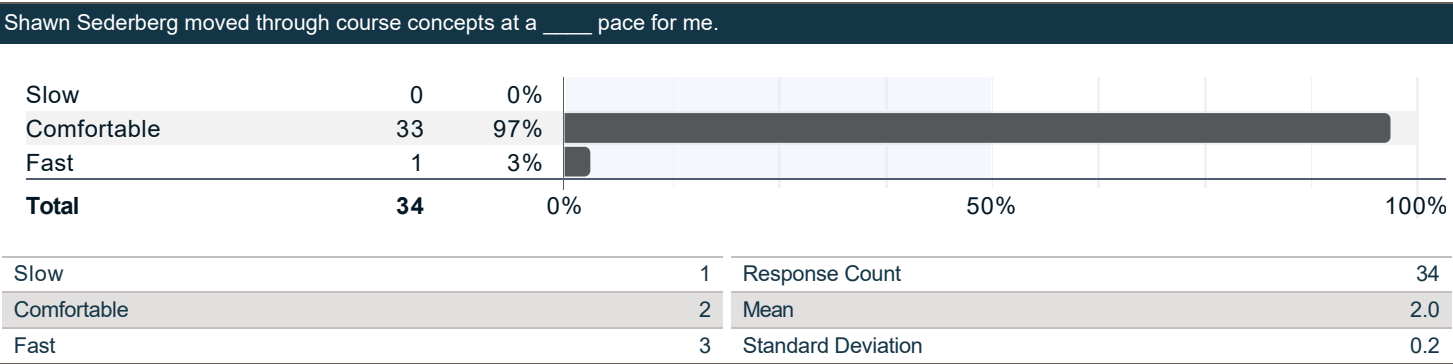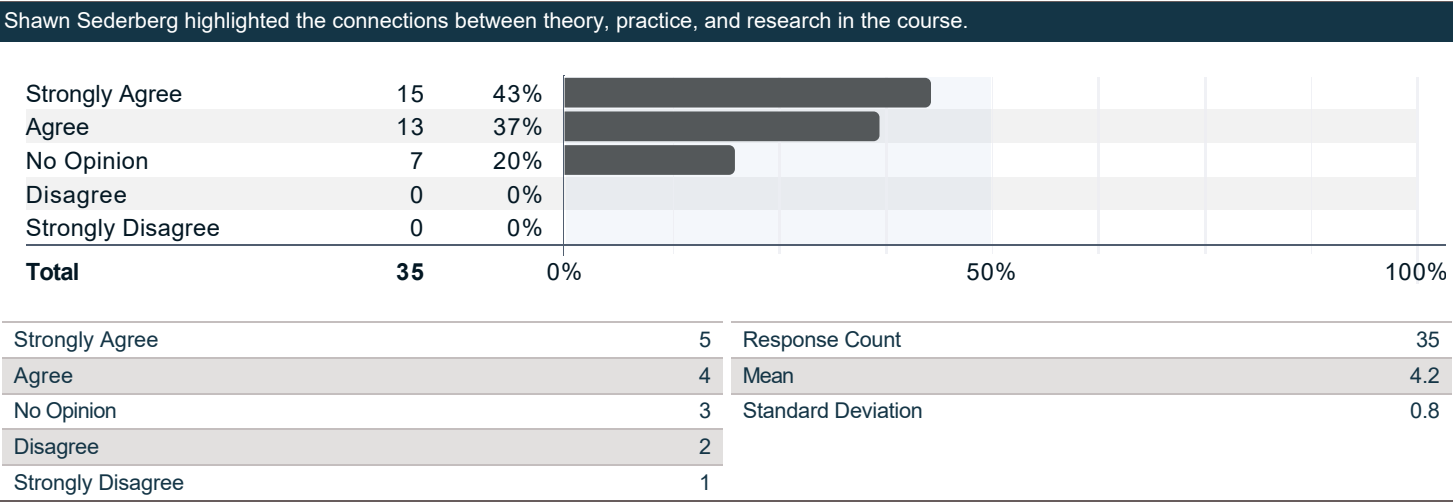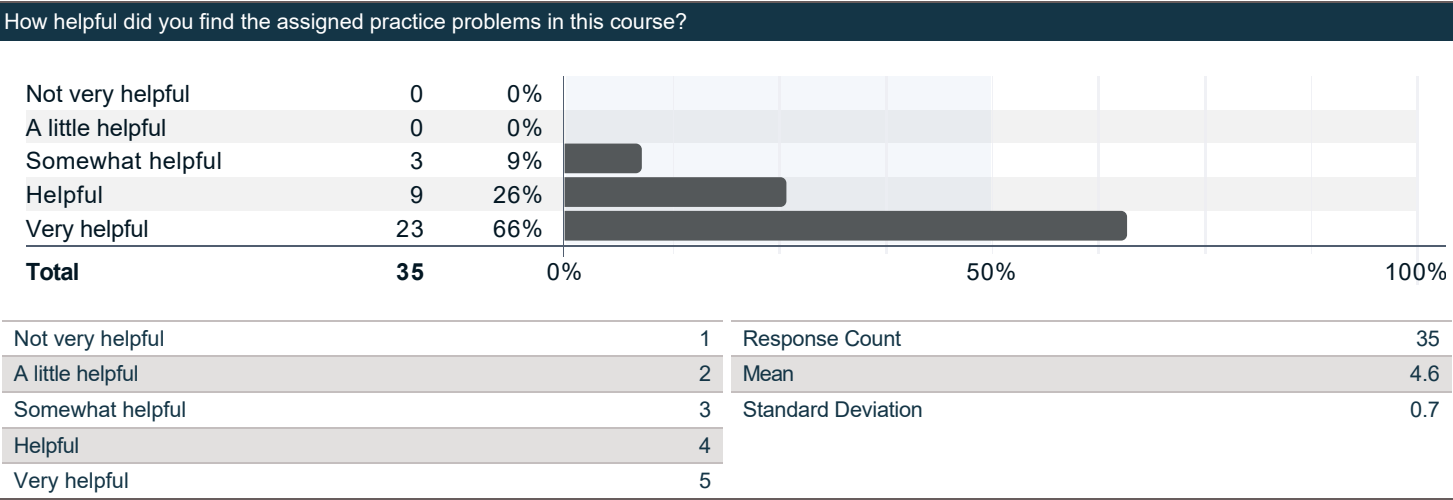| Comments |
| --- |
| The modules and the tutorials with given solutions were given to help us learn and that problems and past exams helped us with the exams as they had similar problems on them |
| Doing practice exams from Shawn's previous times teaching the course. The tutorial questions and homework do not contain any of the multiple choice that were on his exam. |
| Na |
| The weekly tutorials and time in class he set aside to actually work through problems was very helpful. |
| The tutorial and previous exam questions helped me learn how to answer the questions. |
| in class tutorials and attending lectures, lecture slides were clear and detailed so reading them for exam prep was helpful aswell |
| I think the lecture slides are dense yet concise so even if I didn't understand a concept in class right away, I could still go back in the lecture notes later to clarify something. I rarely had to use the textbook in this course, which is good. I also loved the weekly tutorials since it helped me connect the theory to practical use instead of getting bombarded with formulas weekly without knowing how to use them |
| Tutorials treated as open office hours |
| Tutorial worksheets definitely helped! Taking the time to apply the knowledge helped solidify any misunderstandings. |
| Very informative slides |
| His practice problems: he went over every step without skipping any "easy or obvious steps" which I think everyone appreacaited as many profs dont do in class examples clearly enough for them to be helpful. |
| Weekly tutorials helped push me to try and keep up with material. Providing the answer key for them was also helpful, as I was able to spend time backtracking and figuring out where I went wrong with my answer. |
| The weekly tutorial questions were helpful! Prof Sederberg's allowance of a cheat sheet for exams was also such a nice gesture — it eliminates so much exam anxiety for students. |
| Almost every aspect of the course was excellent and was helpful to my learning |
| I really appreciated how well–organized the course was. The tutorials and past exams were very nice to have when studying. |
| The lecture notes were very in depth, and were written in a way that made it very easy for me to digest the material. They were very clean, and were broken up into neat sections to allow for easy revision.

The tutorials held at the end of every class were also incredibly helpful. Having dedicated time for asking questions and for working through examples was incredibly useful for understanding the material.

The homework was extremely fair, and tackled useful concepts from class. There wasn't any bloat or unnecessary busy work, so the workload was also very manageable.

Having a clear set of expectations for the exams via the study guides was wonderful. Knowing exactly what type of questions, what material, and what difficulty the exam would be was very, very helpful. The practice exams were also incredibly helpful for exam preparation.

Having the class on Zoom was a nice plus as well. It takes me almost an hour and a half to commute to SFU during rush hour, so knowing I wouldn't have to wake up at 06:00 for an 08:30 lecture helped my mental health and made me attend lectures instead of skipping them compared to if this class didn't have Zoom. |
| – the professor's teaching
 – the notes (very good)
 – the tutorial
 – the assignments
 – the sample exams/solutions provided |
| the assignments, tutorials and practice midterms. I personally hate reading slides, so the fact that there was a lot of practice was really convenient for me |
| My god, the amount of practice problems is divine. |
| The lectures were good. Especilly the fact that they were recorded because it was an early 8:30 class. The notes were very good. The tutorial questions were amazing and a great way to learn the material. The assignments were fair and helpful. The Midterms weren't too difficult unlike other courses. |
| The lecture recordings were also very helpful, especially when I needed to review difficult topics or catch up after missing early morning classes. As the term progressed, the lecture notes improved and became more complete, which made studying more effective. |
| The weekly tutorial worksheets, clear lecture slides, zoom lectures and recordings, various practice exams provided. Amazingly structured course. |
| Shawn's organization skills and the way he paced the course was great. 324 is a difficult class as it involves a lot physics as well as electronics. So it was really helpful that Shawn made Quantum Mechanics digestible. |
| Practice and example promblems in class as well the the tutorial worksheet having all the solution for students to reference. |
| The weekly tutorial questions. |
| Tutorials in class and assignments helped me learn. However the best thing I think is still being able to bring in cheat sheets to exams. It incentivizes going through the material thoroughly and reduces anxiety for people like me whose memories fail them in exams. |

2.7 How would you improve ENSC 324 for future students?

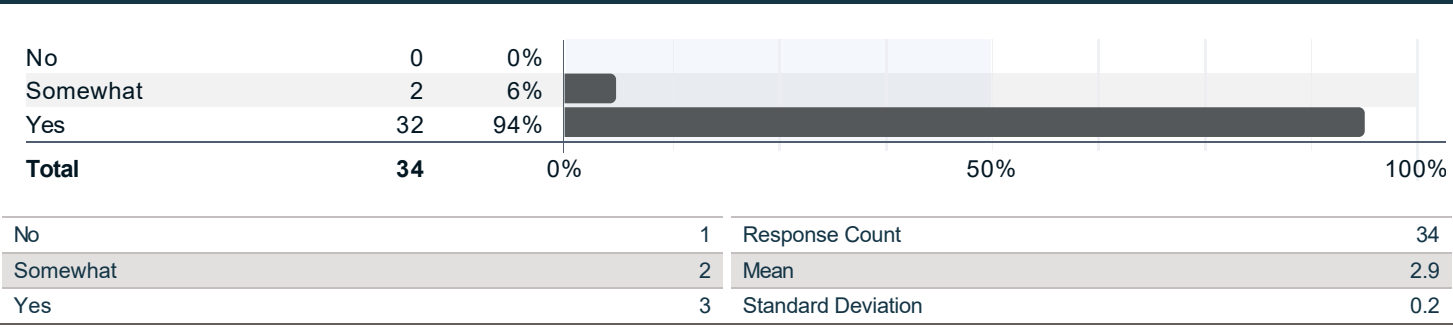| Comments |
|---|
| Add multiple choice questions to the tutorial and homework
Give examples of practice questions rather than just doing tutorial questions.
Don't make the class at 8:30 am |
| I wouldn't change much |
| I think the professor did a great job teaching this course. While this issue isn't specific to this class, I think that, given the ease of using AI on take–home assignments, schoolwork should shift toward more in–class assignments. I think relying more on in–person problem–solving would encourage students to genuinely master the concepts rather than leaning on AI tools. |
| I feel that since this course requires much interpretations and critical thinking, the course should be offered later in the day so that people actually show up and learn from professors. |
| 8:30 class sucks but I don't think that's Shawn's choice |
| nothing |
| I'd say the only improvement I could make is the discussion section in the Canvas. There were people asking questions there yet it seemed pretty dead. It could just be testament though to how active Shawn and the TA"s have been in answering emails but I never did this myself so I wouldn't know. |
| Nothing in particular |
| Pray that this class isn't at 830 in the morning... |
| Maybe more unit conversions on formula sheet. |
| Shawn Sederberg did a great job teaching this course he was fair, helping, and great at explaining challenging concepts. He also provides zoom for 8:30 lectures . So I have nothing to say about improvements he was perfect. |
| N/A |
| Exams were often time during very busy weeks or there was very little time between other exams to study for. Adjusting the examination schedule would definitely help |
| I think it was overall, a very well–constructed class |
| Please just keep doing exactly what is being done right now. |
| In the last third of the course, after the second midterm, we had to rush the material as we were behind. Did not understand much about MOSFETs.

But overall very good prof! |
| Nothing, i really like the course format and everything with it. And i really like how Shawn's canvas is organised. You can never get lost in it |
| better explanations about the topics that will show up on the multiple choice portions of tests (this is a stretch, this class was very good and besides not being an 8am class, this ish was gas) |
| I think it was perfect. |
| I would also recommend slightly reducing or reorganizing the workload, since the material felt very dense and at times overwhelming. |
| Nothing much, as long as Shawn keeps teaching it it was a great course. Shawn is a very fair professor, it shows on the exams. He provides so much material and support. |
| Maybe labs where we can actually physically see the content we are discussing? I'm unsure if that is possible haha.. |
| Double sided exam cheat sheets and as a part of the exam formula sheet have the listed names of each symbol. i found it very hard to remember them all. |

Section 3 – Discipline Questions

These questions were selected by your department/school and reflect inquiry about student learning experiences that are discipline-specific.

How helpful did you find the assigned practice problems in this course?

Not very helpful	0	0%
A little helpful	0	0%
Somewhat helpful	3	9%
Helpful	9	26%
Very helpful	23	66%
Total	**35**	

Not very helpful	1	Response Count	35
A little helpful	2	Mean	4.6
Somewhat helpful	3	Standard Deviation	0.7
Helpful	4		
Very helpful	5		

Shawn Sederberg highlighted the connections between theory, practice, and research in the course.

Strongly Agree	15	43%
Agree	13	37%
No Opinion	7	20%
Disagree	0	0%
Strongly Disagree	0	0%
Total	**35**	

Strongly Agree	5	Response Count	35
Agree	4	Mean	4.2
No Opinion	3	Standard Deviation	0.8
Disagree	2		
Strongly Disagree	1		

Shawn Sederberg moved through course concepts at a _____ pace for me.

Slow	0	0%
Comfortable	33	97%
Fast	1	3%
Total	**34**	

Slow	1	Response Count	34
Comfortable	2	Mean	2.0
Fast	3	Standard Deviation	0.2

Do you think Shawn Sederberg was organized and prepared?

No	0	0%	
Somewhat	2	6%	
Yes	32	94%	
Total	**34**	0%	50%	100%

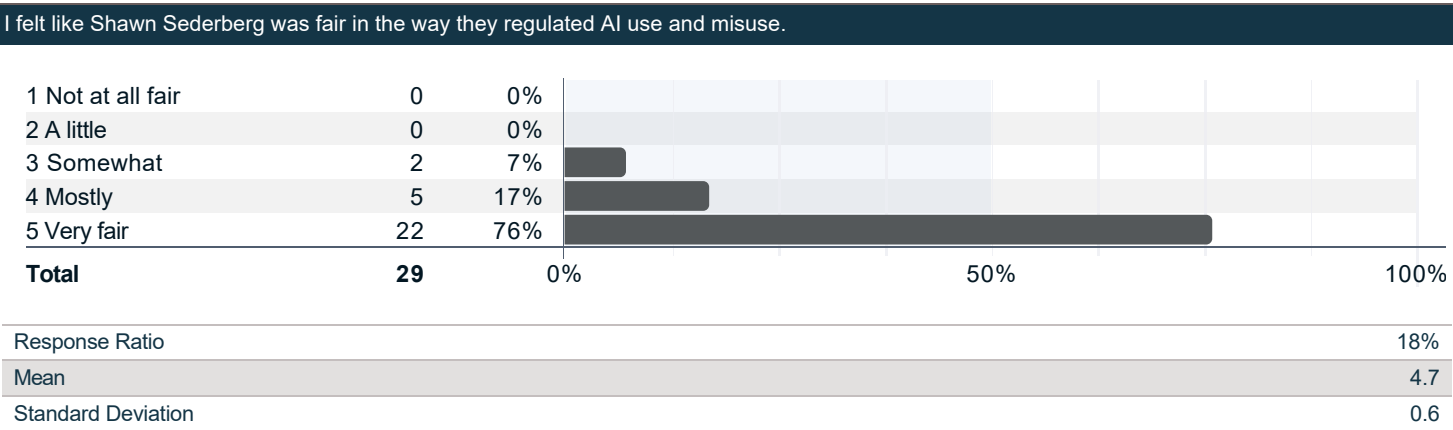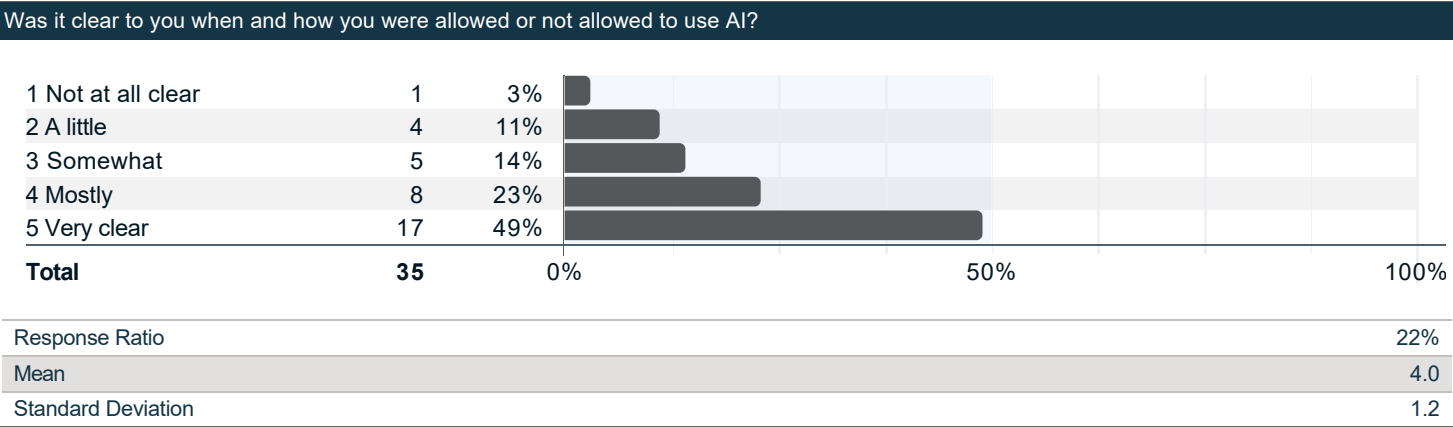|			
No	1	Response Count	34
Somewhat	2	Mean	2.9
Yes	3	Standard Deviation	0.2

Section 4 – Instructor Selected Questions

This section displays the responses to the questions you selected/created. If you did not submit any questions, this section will be blank.

The mean score for instructor selected questions can range from 1 to 5. There are three scoring scales:
Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1
Very Good = 5, Good = 4, Fair = 3, Poor = 2, Very Poor = 1
Very Easy = 5, Easy = 4, Average = 3, Difficult = 2, Very Difficult = 1

Section 5 - Course Context Questions

These questions reflect university/faculty strategic initiatives, the academic plan or course delivery models. This term, the questions focus on student views of clarity, fairness and the impact of AI on their learning.

Was it clear to you when and how you were allowed or not allowed to use AI?

1 Not at all clear	1	3%
2 A little	4	11%
3 Somewhat	5	14%
4 Mostly	8	23%
5 Very clear	17	49%
Total	**35**	

Response Ratio	22%
Mean	4.0
Standard Deviation	1.2

I felt like Shawn Sederberg was fair in the way they regulated AI use and misuse.

1 Not at all fair	0	0%
2 A little	0	0%
3 Somewhat	2	7%
4 Mostly	5	17%
5 Very fair	22	76%
Total	**29**	

Response Ratio	18%
Mean	4.7
Standard Deviation	0.6

Do you have any further comments about how AI impacted your experience?

Comments
I feel like the way the lecture slides and the course was structured forced students to use AI to study and learn on their own time. A lot of the lecture material focused only on the concepts whereas the homework assignments were actual calculations and only sometimes had relevance to concepts from the lecture slides. The lecture slides also only derived equations which were given on the formula sheets, but relying on AI to help us use the formula sheet was a lot easier.
No
AI was a helpful tool in studying and preparing for exams.
I guess AI could help you with the assignments in this class, however it's clear that a strong understanding of the concepts is needed to do well on the exams which have a heavier weight. I only ever used it to clarify a concept, I was really struggling with
Helpful to reiterate what was taught in lectures, as well as identify mistakes in my work.
AI was a positive experience. Anything I did not understand from his slides (not a lot since his slides were comprehensive and easy to read) I asked GPT to explain to me.
No further comments
not really. AI didn't help much.
N/A