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.

APSC Summer 2024 UG

Course Name: ELECT.FUNDAMENTALS ECE110H1-F-LEC0101
Division: APSC
Session: F
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Hamid Shokrollah-Timorabadi
Section: LEC0101
Delivery Mode: INPER

Raters	Students
Responded	17
Invited	60

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.	3.9	4.0
The course provided me with a deeper understanding of the subject matter.	4.1	4.0
The instructor (Hamid Shokrollah-Timorabadi) created an atmosphere that was conducive to my learning.	4.1	4.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.4	3.5
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.6	4.0
Institutional Composite Mean	3.8	-

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….	3.8	4.0

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

Comments
I love the way Hamid teaches the course. He is decent at teaching. His methods helped us all to understand concepts from different perspectives and we also learned the real world similarities to concepts. I would love to take a course from him in the future years.
Hamid is a very good professor and his amazing analogies and examples helped me to visualize electrical fundamentals in my head and truly understand the underlying theory such that I can apply it to solve problems better.
The instructor was engaging, funny, and went out of his way to make sure everyone understood the course material. The quality of instruction was overall excellent and unmatched.
Overall, the lectures were very helpful and the instructor Hamid is very good at explaining concepts. Specifically, I appreciate his use of metaphors when explaining concepts, it's very helpful. One thing I disliked was how he would not post lecture notes and would just suggest you ask your classmates for their notes when you missed a lecture. The problem with this is that not everyone is comfortable asking others and not everyone has friends in their class, so this was very inconvenient. I also feel like the focus of this course was a little weird. I felt most of my time was spent trying to memorize derivations of formulas or the formulas themselves, instead of the actual course content. It felt like understanding where equations come from was prioritized more than actually learning how to apply the knowledge. I'd rather we had gotten a cheat/formula sheet and harder questions where our knowledge of how to apply concepts would actually be tested. Instead we received a memorization game where half the questions on the midterm were basically derivation questions.
The instructor covered all material in a coincide manner and had a good pace of doing so. He explained most concept clearly and answered questions during lecture.
I enjoy Hamid's teaching style, and I appreciate that he explains concepts in a way that's easy to understand. You get back what you put in when it comes to his teaching. He does not post lecture notes and does not permit aid sheets during exams which makes attending classes extremely important. So long as you attend all lectures in a timely manner, you will be decently well off in the course. However, I also find this way of teaching inconvenient at times as being late to class and missing lectures happen to the best of us. There are pros and cons to not posting lecture notes, but overall, Hamid was an excellent professor, and I appreciate that he wants to instill discipline within students by virtue of the way he teaches.
Hamid was a good and funny instructor
The quality of instruction in this course was excellent. The lectures were well–organized and presented in a clear, engaging manner. The professor was highly skilled at teaching difficult topics, making them understandable and engaging for all students. I appreciated the structured approach, which greatly enhanced the learning experience.
It was great
He taught a lot of interesting contents but it is hard to review at home if we miss some points during lectures. I wished the lecture notes or contents related to lectures would be posted after the classes, as it would help significantly help in studying for midterms and finals. I also enjoyed the labs as I learned a lot doing more hands on practicals.
The instructor is top of the line and never fails to be engaging, he also understands the class's needs and makes sure to automatically step in where needed to clarify material. He is also organized, relatable, and gives excellent examples to explain concepts by linking them to real world scenarios.

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

Comments
Piazza, tutorials, and breaks during/after class provided ample opportunities to get questions answered and any other such support that may have been needed.
Tutorials and labs were very helpful in supporting my learning and TA's put a lot of effort into helping us understand. The TA's in tutorials focused less about marks and more about seeing if we understand what we're doing by asking us to explain how we got the results we got. Piazza was also a helpful tool our class used. Again, I think if the lecture notes were posted it would have been very beneficial for everyone, especially for such a fast–paced course.
There were no scheduled office hours throughout term so support was quite limited, which was not ideal.
All TAs were very helpful and patient when I had any questions in tutorial and in lab. However, I wish the teaching team was more active on Piazza as the students provided many of the answers to questions.
I wish notes were posted
The assistance provided in this course was excellent. Furthermore, the course materials and additional resources shared were comprehensive and incredibly useful for understanding and applying the course content. I did not find it necessary to seek external resources, as the lectures and materials provided were sufficient for mastering the topics covered.
Piazza was very helpful, but it would definitely be a lot more helpful in lecture notes can be posted too. Also for midterm and final, a summary guide or practice questions would help too.
Some TAs are good, others are very moody and poor

Part B. Divisional Items

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

Question	Summary	
	Mean	Median
9. The course helped me improve my ability to formulate, analyze and solve problems.	3.9	4.0
10. The instructor (Hamid Shokrollah-Timorabadi) related course concepts to practical applications and/or current research	3.8	4.0

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

Question	Summary	
	Mean	Median
11. Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)	3.2	3.0

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

Question	Summary	
	Mean	Median
12. The instructor (Hamid Shokrollah-Timorabadi) explained how the course concepts related to other courses.	3.5	3.0
13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.	2.9	3.0
14. The instructor (Hamid Shokrollah-Timorabadi) explained what students are expected to learn in the course.	4.1	5.0

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

Question	Summary	
	Mean	Median
15. The course instructor (Hamid Shokrollah-Timorabadi) delivered the course material in a clear and organized manner.	4.0	4.0

ECE Departmental Questions

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

Question	Summary	
	Mean	Median
ECE001 Overall, the quality of my learning experience in the tutorial/lab was:	3.5	3.0

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.

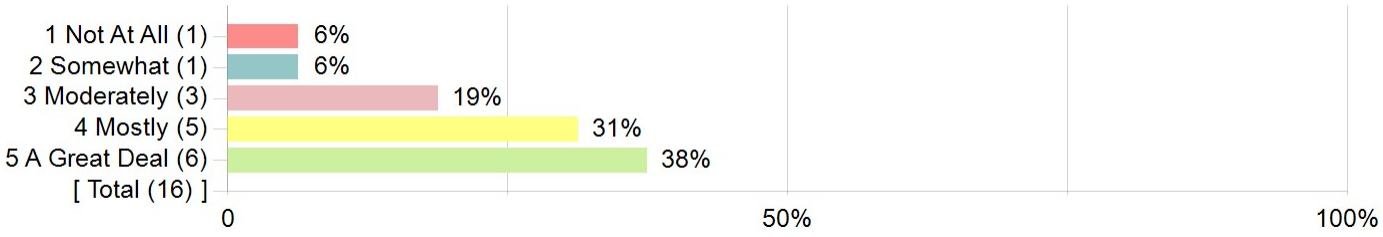
Mode: The most frequently occurring score.

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

Part A: Core Institutional Items

1. I found the course intellectually stimulating.

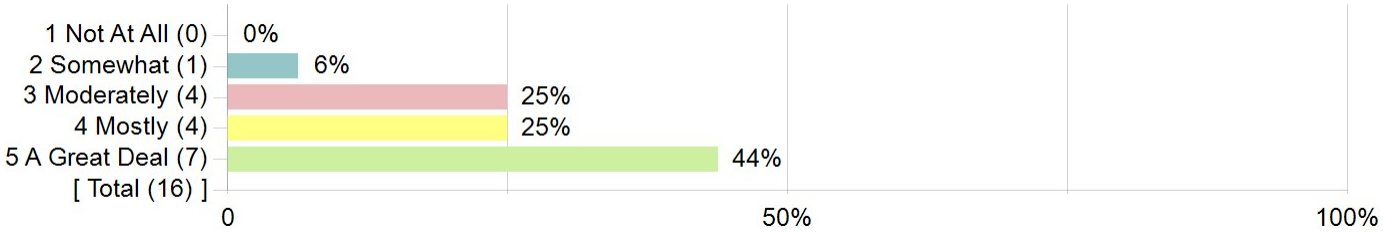
I found the course intellectually stimulating.



Statistics	Value
Mean	3.9
Median	4.0
Mode	5
Standard Deviation	1.2

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

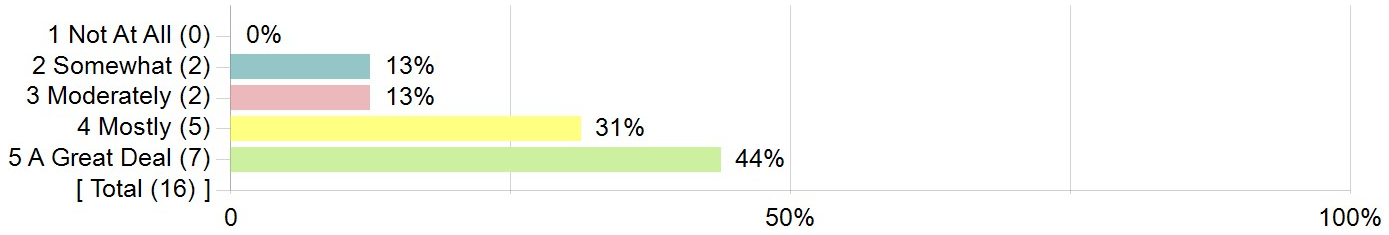
The course provided me with a deeper understanding of the subject matter.



Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	1.0

3. The instructor (Hamid Shokrollah-Timorabadi) created a course atmosphere that was conducive to my learning.

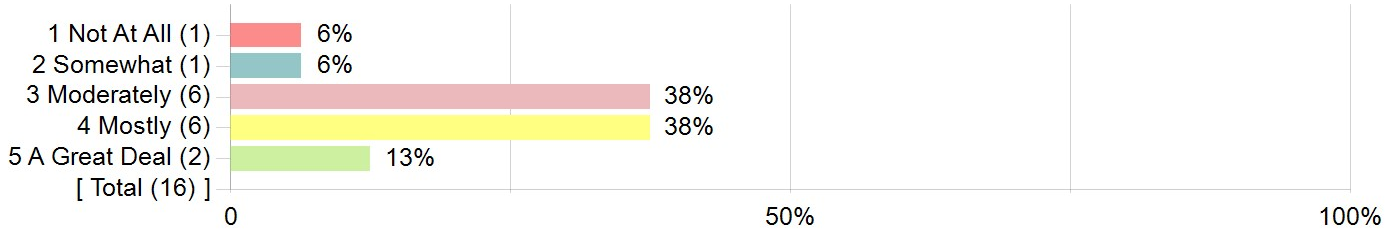
The instructor (Hamid Shokrollah-Timorabadi) created an atmosphere that was conducive to my learning.



Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	1.1

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

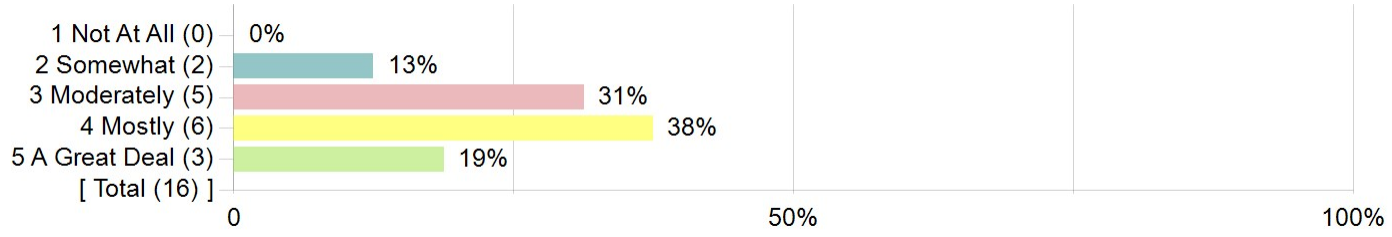
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	3.4
Median	3.5
Mode	3, 4
Standard Deviation	1.0

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

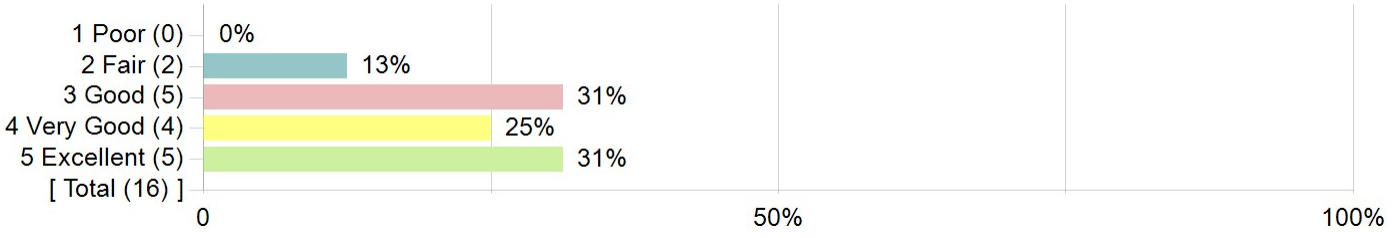
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	3.6
Median	4.0
Mode	4
Standard Deviation	1.0

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

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

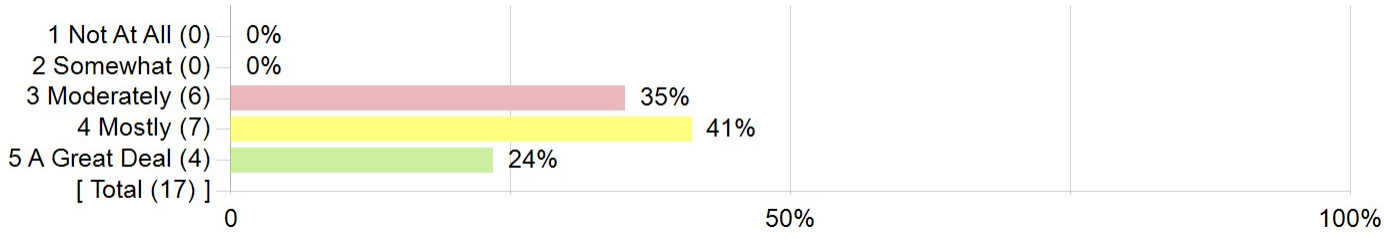


Statistics	Value
Mean	3.8
Median	4.0
Mode	3, 5
Standard Deviation	1.1

Part B. Divisional Items

9. The course helped me improve my ability to formulate, analyze and solve problems.

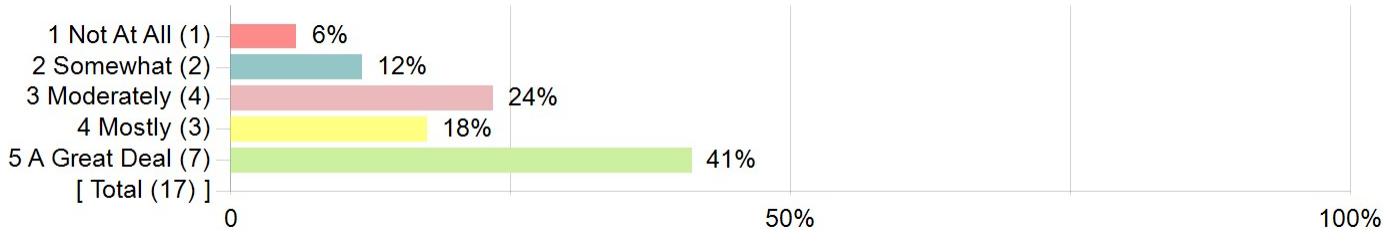
APSC001 The course helped me improve my ability to formulate, analyze and solve problems.



Statistics	Value
Mean	3.9
Median	4.0
Mode	4
Standard Deviation	0.8

10. The instructor (Hamid Shokrollah-Timorabadi) related course concepts to practical applications and/or current research.

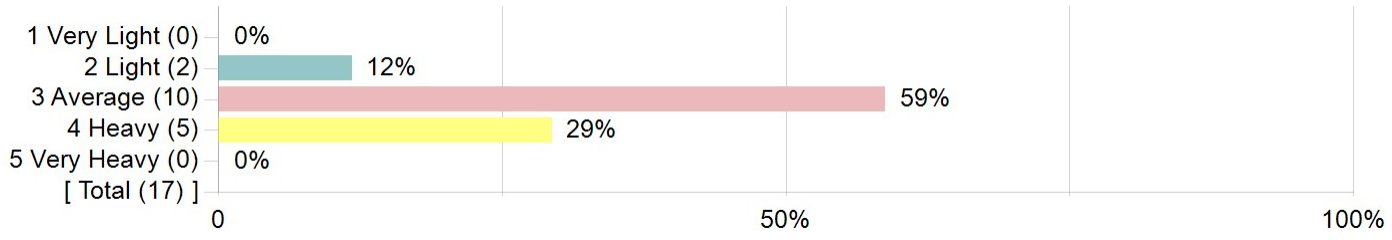
APSC002 The instructor (Hamid Shokrollah-Timorabadi) related course concepts to practical applications and/or current research.



Statistics	Value
Mean	3.8
Median	4.0
Mode	5
Standard Deviation	1.3

11. Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)

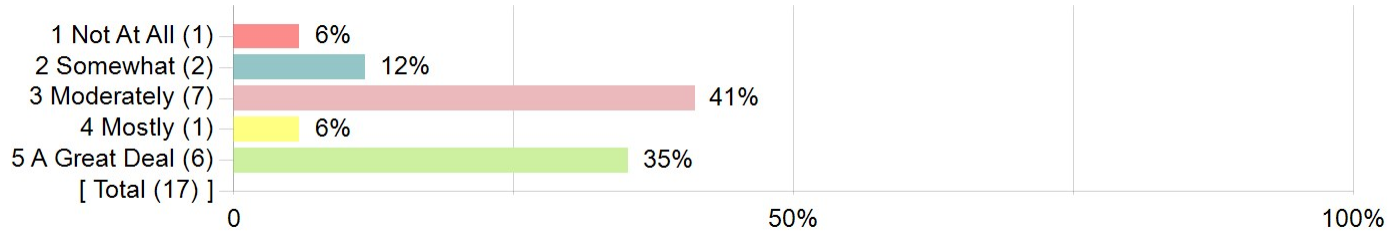
APSC003 Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)



Statistics	Value
Mean	3.2
Median	3.0
Mode	3
Standard Deviation	0.6

12. The instructor (Hamid Shokrollah-Timorabadi) explained how the course concepts related to other courses.

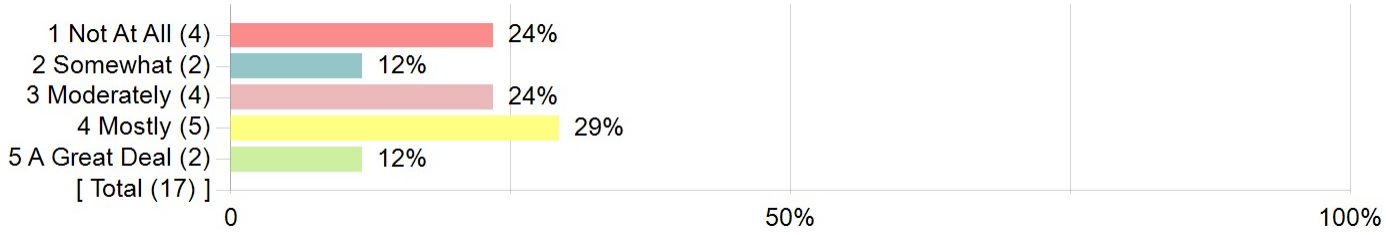
APSC004 The instructor (Hamid Shokrollah-Timorabadi) explained how the course concepts related to other courses.



Statistics	Value
Mean	3.5
Median	3.0
Mode	3
Standard Deviation	1.3

13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.

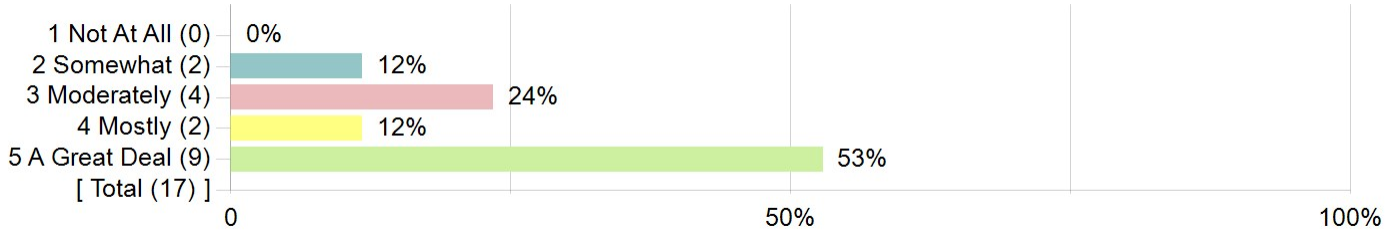
APSC005 The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.



Statistics	Value
Mean	2.9
Median	3.0
Mode	4
Standard Deviation	1.4

14. The instructor (Hamid Shokrollah-Timorabadi) explained what students are expected to learn in the course.

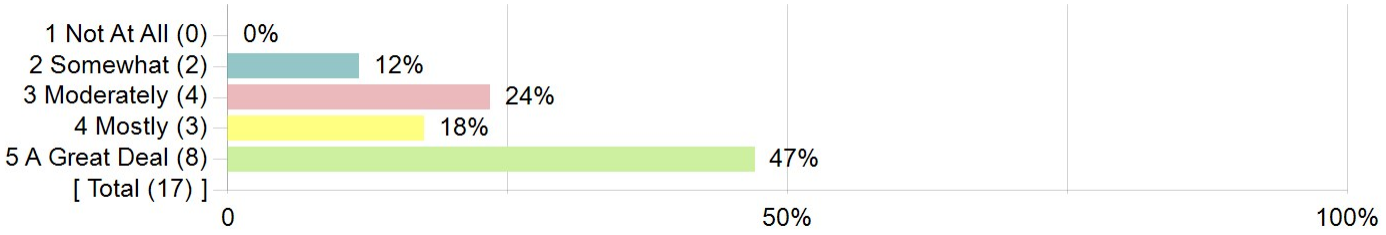
APSC006 The instructor (Hamid Shokrollah-Timorabadi) explained what students are expected to learn in the course.



Statistics	Value
Mean	4.1
Median	5.0
Mode	5
Standard Deviation	1.1

15. The course instructor (Hamid Shokrollah-Timorabadi) delivered the course material in a clear and organized manner.

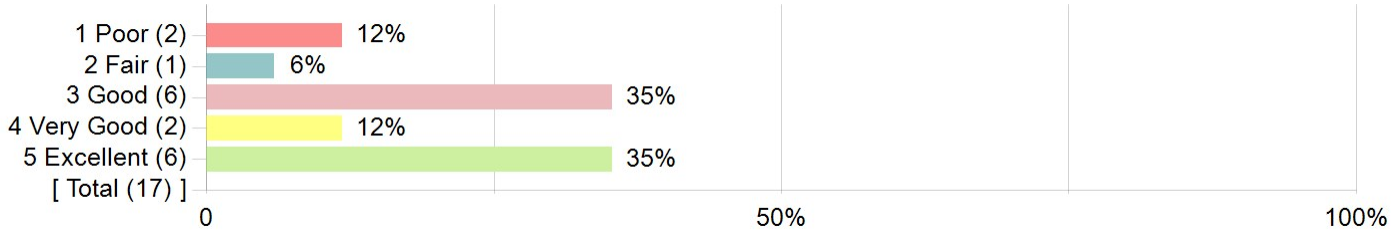
APSC007 The course instructor (Hamid Shokrollah-Timorabadi) delivered the course material in a clear and organized manner.



Statistics	Value
Mean	4.0
Median	4.0
Mode	5
Standard Deviation	1.1

Part C. Departmental Items

ECE001 Overall, the quality of my learning experience in the tutorial/lab was:



Statistics	Value
Mean	3.5
Median	3.0
Mode	3, 5
Standard Deviation	1.4

Section 3. Comparative Data

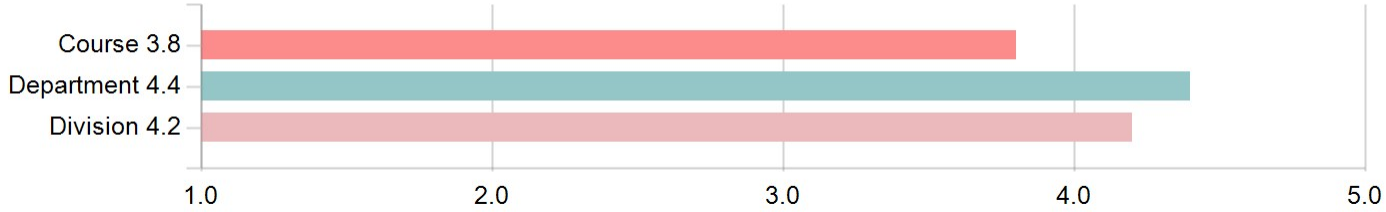
This section provides overall means for given comparators (e.g., division, department) alongside the mean values for a given course. Note that the comparators are calculated by pooling together all individual student survey responses (e.g., student responses for all of the courses in a department are 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.*

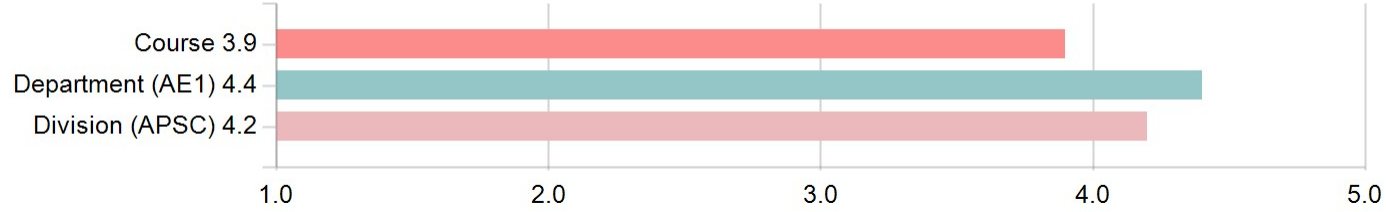
Part A. Core Institutional Items

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

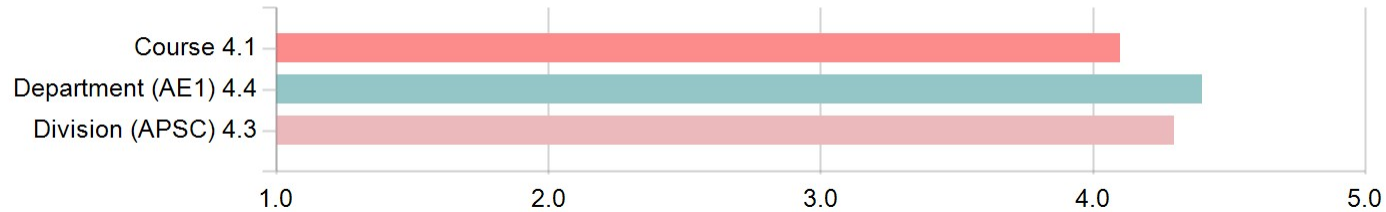
Institutional Composite Mean



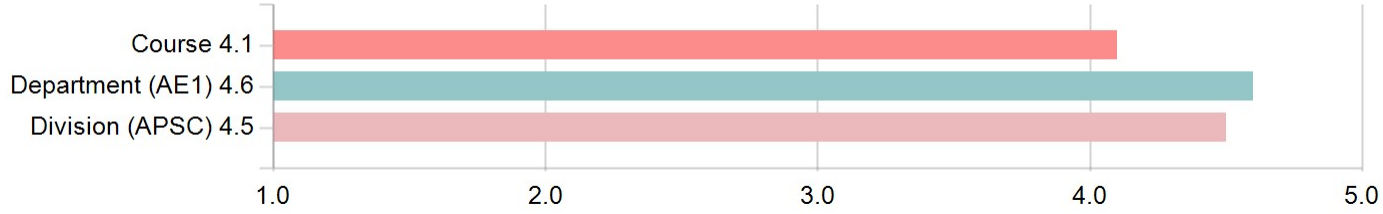
1. I found the course intellectually stimulating.



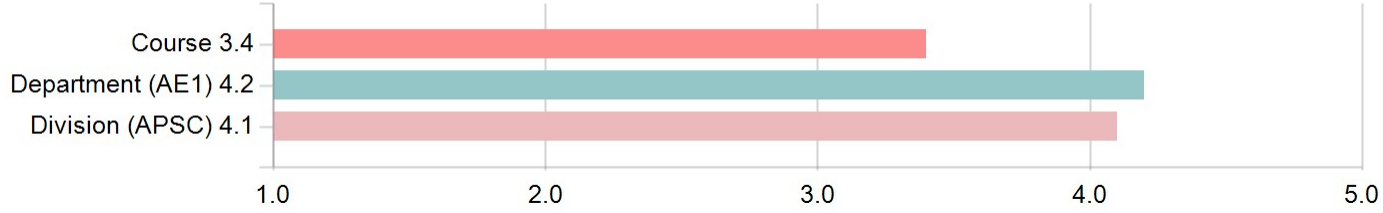
2. The course provided me with a deeper understanding of the subject matter.



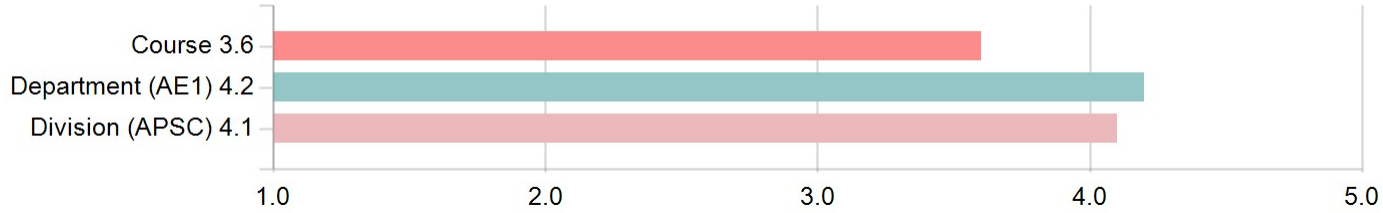
3. The instructor (**Hamid Shokrollah-Timorabadi**) created an atmosphere that was conducive to my learning.



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

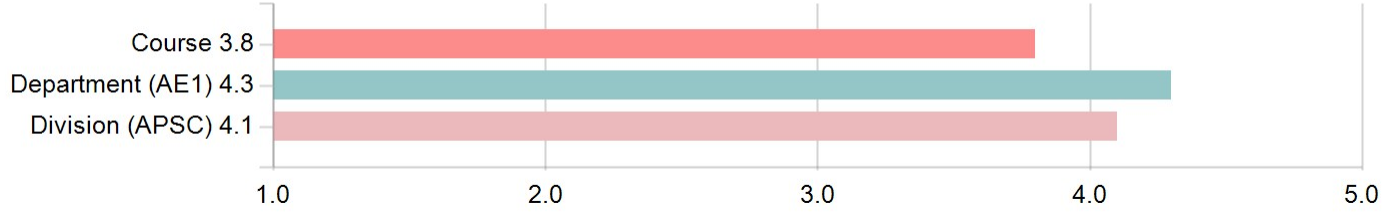


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

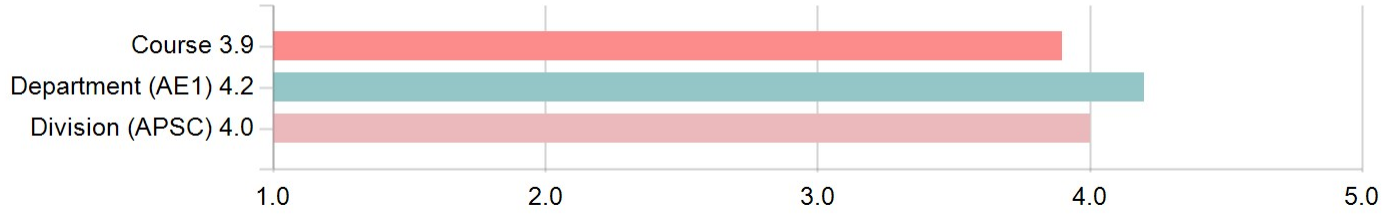
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

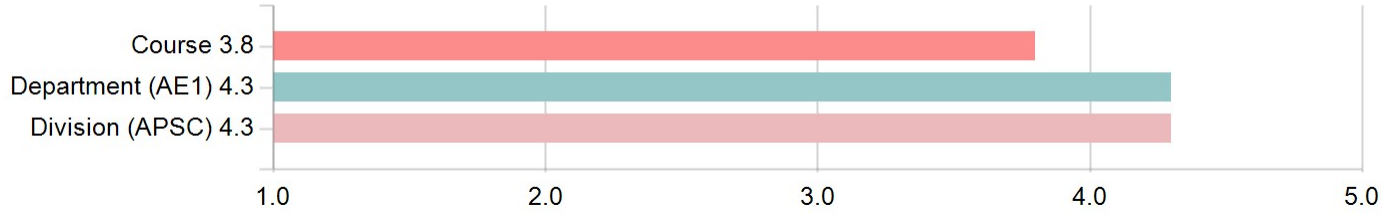
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

9. The course helped me improve my ability to formulate, analyze and solve problems.



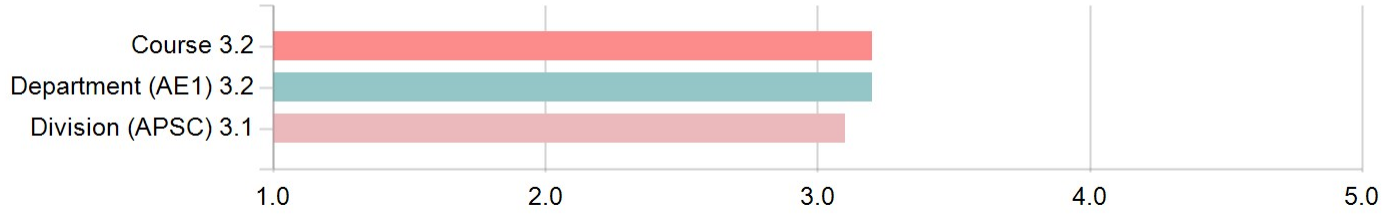
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

10. The instructor (**Hamid Shokrollah-Timorabadi**) related course concepts to practical applications and/or current research.



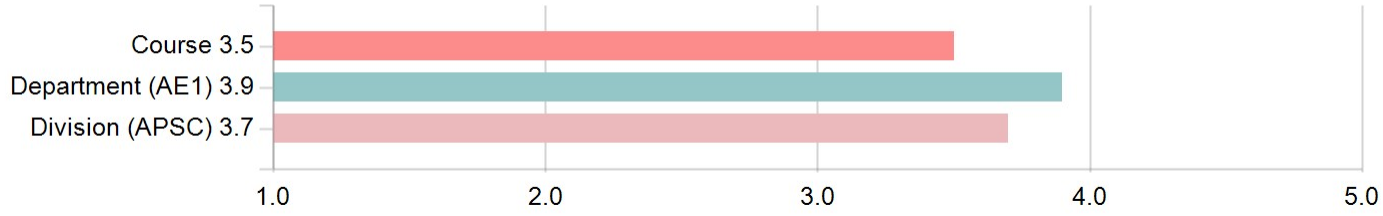
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

11. Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)



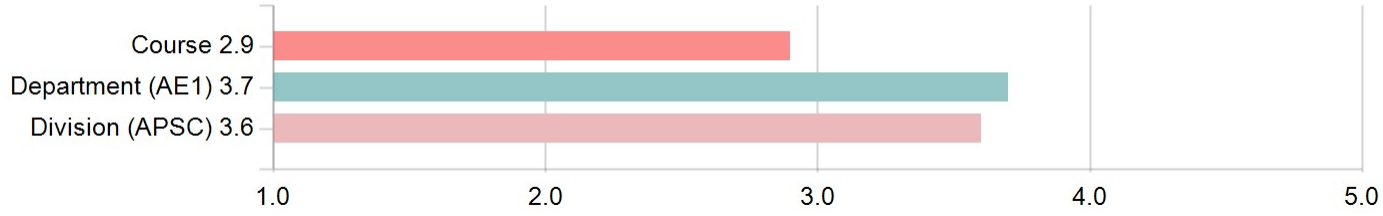
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

12. The instructor (**Hamid Shokrollah-Timorabadi**) explained how the course concepts related to other courses.



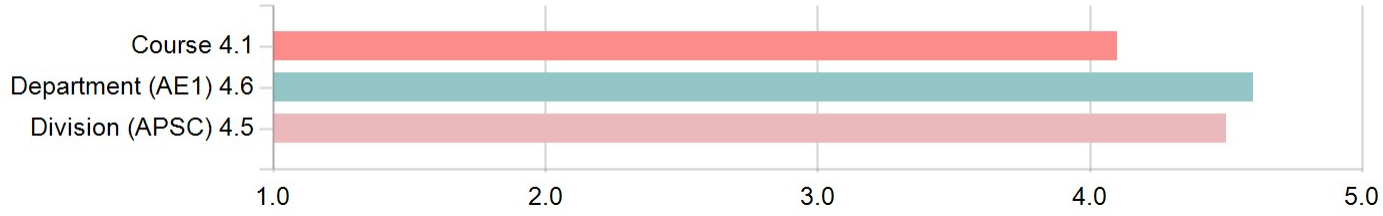
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.



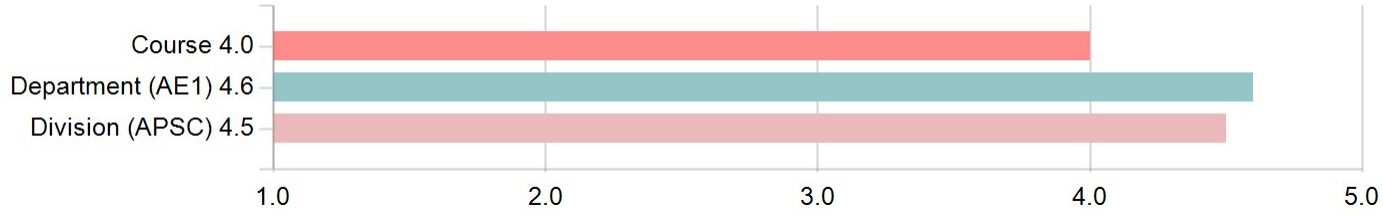
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

14. The instructor (**Hamid Shokrollah-Timorabadi**) explained what students are expected to learn in the course.

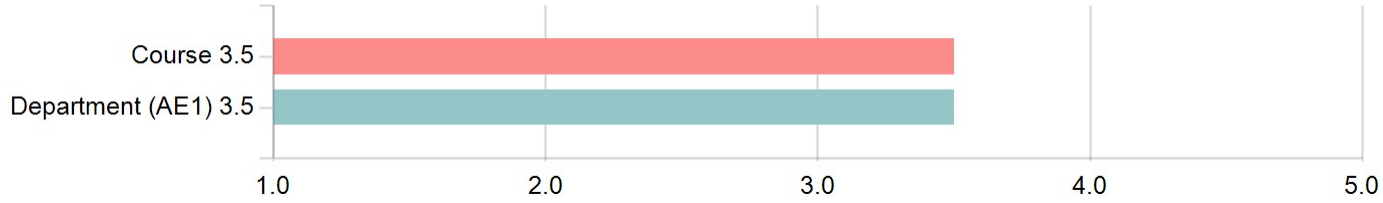


Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

15. The course instructor (**Hamid Shokrollah-Timorabadi**) delivered the course material in a clear and organized manner.



Part C. Departmental Items

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

ECE001 Overall, the quality of my learning experience in the tutorial/lab was: