

APSC Winter 2025 UG Course Evaluation Report

Please review the [Step-by-Step Guide to Reviewing Your Course Evaluations](#) for instructors to assist with interpreting your report(s).

Content of Course Evaluation Reports

The University of Toronto's Cascaded Course Evaluation Framework (CCEF) offers the opportunity for students to provide feedback on their own learning experiences. The CCEF comprises institutional items, divisional items, departmental items as well as instructor-selected items. More information about the CCEF is available on the [course evaluations website](#).

While interpreting course evaluation results, it is important to keep the following in mind:

Course evaluations provide student perspectives on their learning experiences in the course and experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness. Moreover, in the U of T context, other factors such as class size and class level were found to cause small variations in the numerical ratings.

This report contains four sections:

Section 1: Quantitative Data Results of institutional, divisional, and departmental rating-scale items.	Section 2: Instructor-Selected Items Results of rating-scale items you have selected during the Item Selection period this term .	Section 3: Comparative Data Comparative results of this course vs. all courses evaluated in the department and/or division this term .	Section 4: Qualitative Comments Unedited student responses to the institutional open-ended questions.
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Statistical Terms Used in this Report

Mean: The mathematical average.	Median: The middle value when all responses are ordered. Less sensitive to extreme and/or divergent scores.	Mode: The most frequently occurring score.	Standard Deviation: A measure to indicate the "spread" of the scores.
The Institutional Composite Mean (ICM): A mathematical average of the first five institutional rating scale items (Ins01-05), which represent institution-wide teaching and learning priorities. The 2018 Validation Study established the reliability and validity of using the ICM as a metric to understand students' collective experiences.		% of Endorsement: The percentage of respondents that selected the two most positive response options ("A Great Deal" and "Mostly" combined in Ins01 to Ins05; "Excellent" and "Very good" combined in Ins06).	

APSC Winter 2025 UG Course Evaluation Report for Hamid Shokrollah-Timorabadi

Course Name: ELE.&MAGNET.FIELDS 2 ECE221H1-S-LEC0101
Delivery Mode: INPER

Division: APSC
Department: ECE

Raters	Students
Responded	39
Invited	102
Response Ratio	38%

Section 1: Course Evaluation Results - Quantitative Data

This section provides a figure and statistical information about institutional, divisional, and departmental rating-scale items. Please see Section 4 for open-ended responses.

For the 6 institutional items (Ins01 to Ins06), the two sets of scales and the associated numerical values are:

Ins01-Ins05	Ins06
Not at all-1	Poor-1
Somewhat-2	Fair-2
Moderately-3	Good-3
Mostly-4	Very Good-4
A Great Deal-5	Excellent-5

Divisional and departmental items may use scales different than the two noted above.

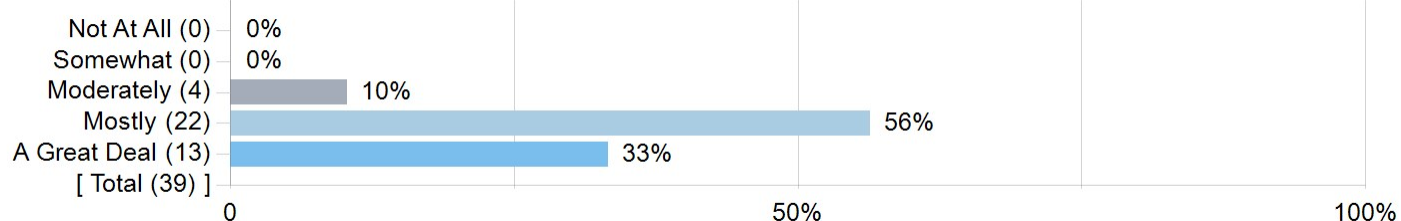
The bar graphs provide the number and percentage of respondents selecting each answer option for each item. The distribution of answer options in the bar graphs gives the most complete information about the typical student response and the variability in the distribution of responses. When interpreting course evaluation results, the bar graph provides more nuanced information than any summary statistic alone.

Mean, Median, Mode and Standard Deviation are calculated from the numerical values of each answer option.

“% of Endorsement” indicates the percentage of respondents that selected the two most positive response options (“A Great Deal” and “Mostly” combined in Ins01 to Ins05; “Excellent” and “Very good” combined in Ins06). Please note that divisional and departmental items might use scales that are not in ascending order and thus “% of Endorsement” is only provided for institutional rating-scale items.

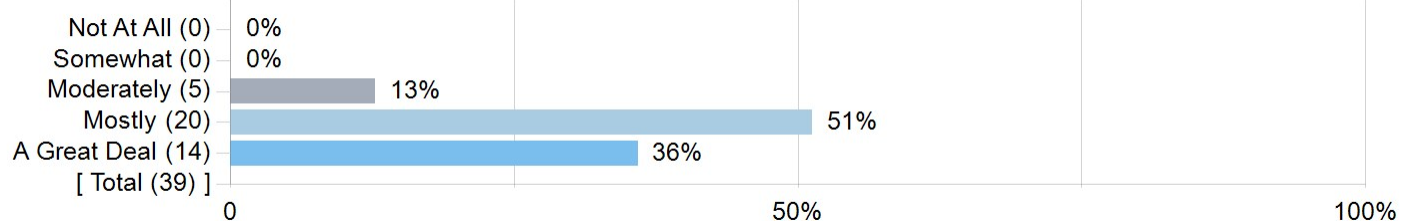
Institutional Items

Ins01. I found the course intellectually stimulating.



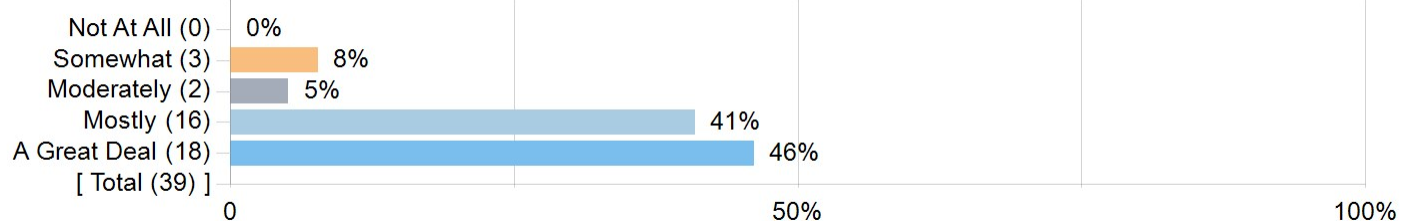
Statistics	Value
Mean	4.2
Median	4.0
Mode	4
Standard Deviation	0.6
% of Endorsement	90%

Ins02. The course provided me with a deeper understanding of the subject matter.

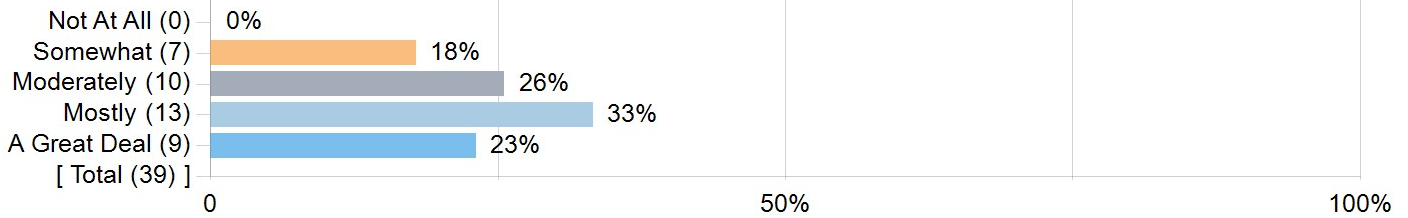


Statistics	Value
Mean	4.2
Median	4.0
Mode	4
Standard Deviation	0.7
% of Endorsement	87%

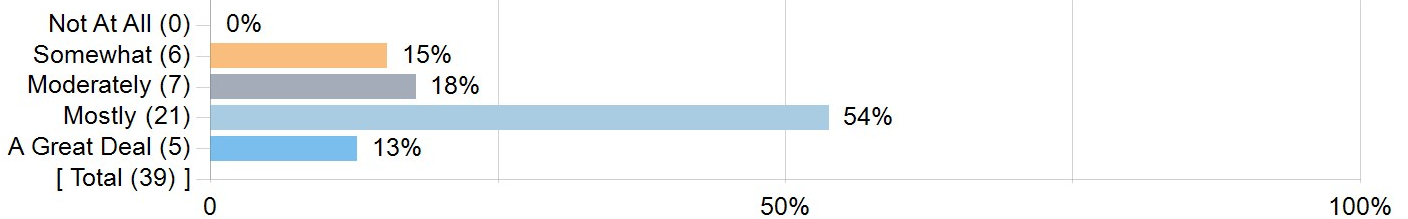
Ins03. The instructor (**Hamid Shokrollah-Timorabadi**) created an atmosphere that was conducive to my learning.



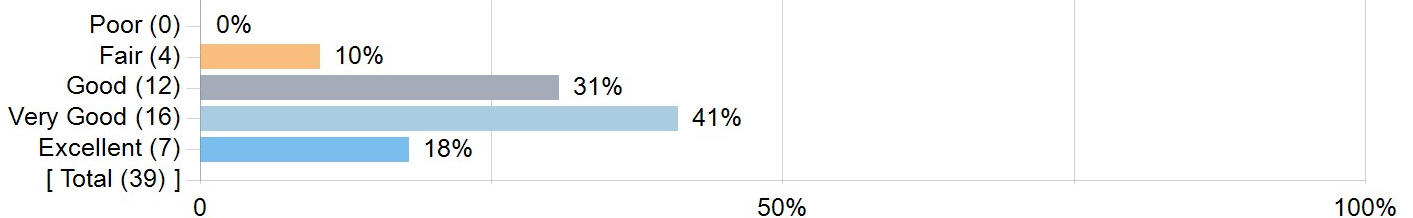
Statistics	Value
Mean	4.3
Median	4.0
Mode	5
Standard Deviation	0.9
% of Endorsement	87%

Ins04. Course projects, assignments, tests, and/or exams improved my understanding of the course material.

Statistics	Value
Mean	3.6
Median	4.0
Mode	4
Standard Deviation	1.0
% of Endorsement	56%

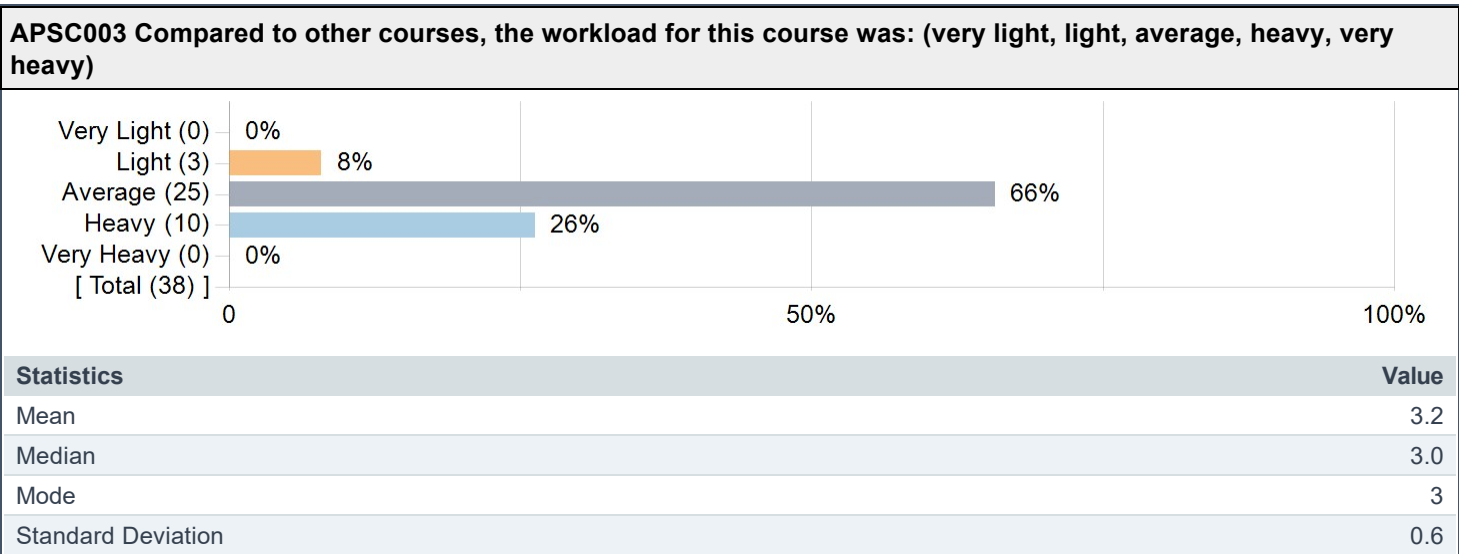
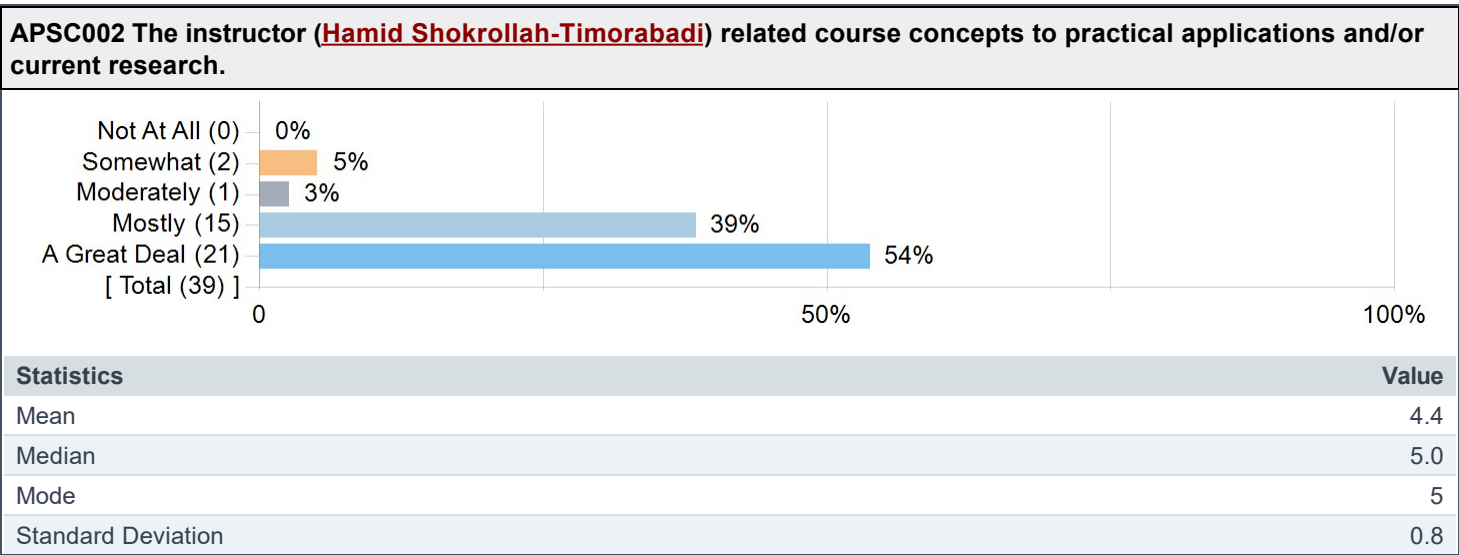
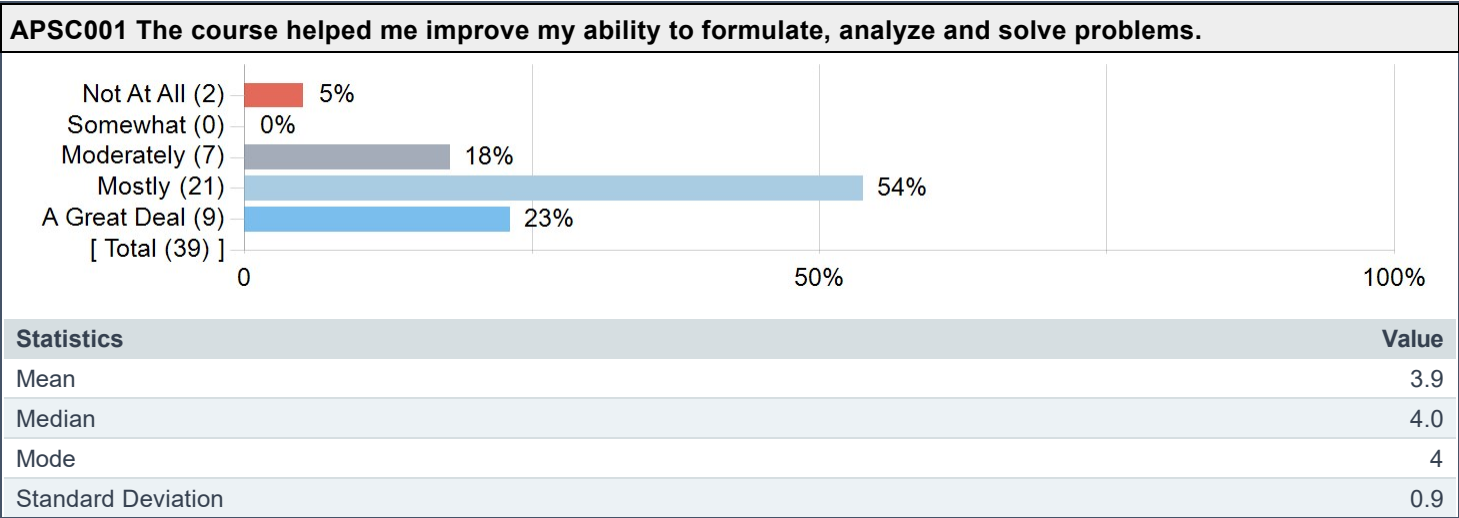
Ins05. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

Statistics	Value
Mean	3.6
Median	4.0
Mode	4
Standard Deviation	0.9
% of Endorsement	67%

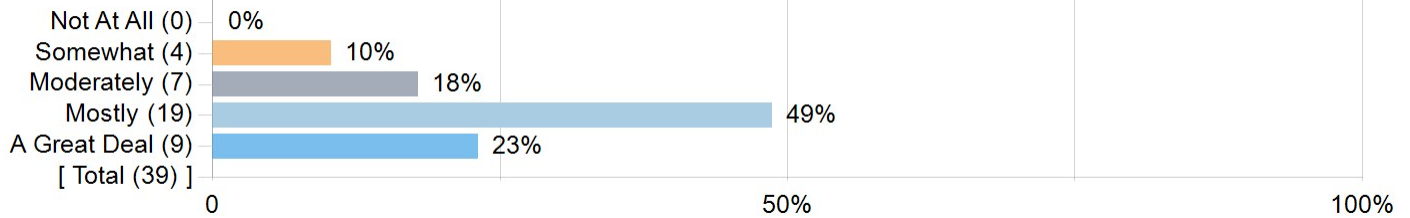
Ins06. Overall, the quality of my learning experience in this course was:

Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	0.9
% of Endorsement	59%

Divisional Items

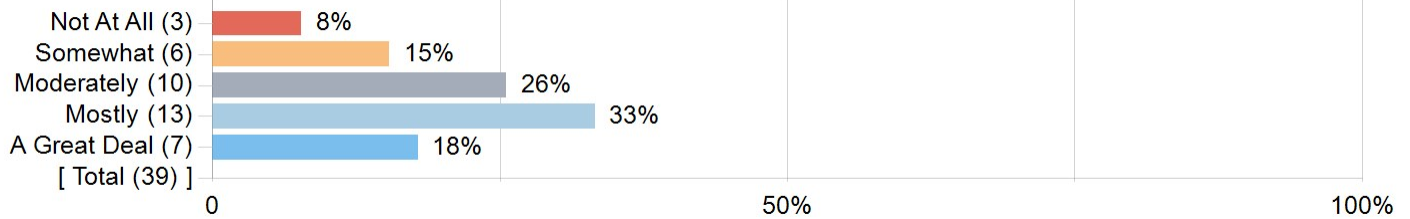


APSC004 The instructor ([Hamid Shokrollah-Timorabadi](#)) explained how the course concepts related to other courses.



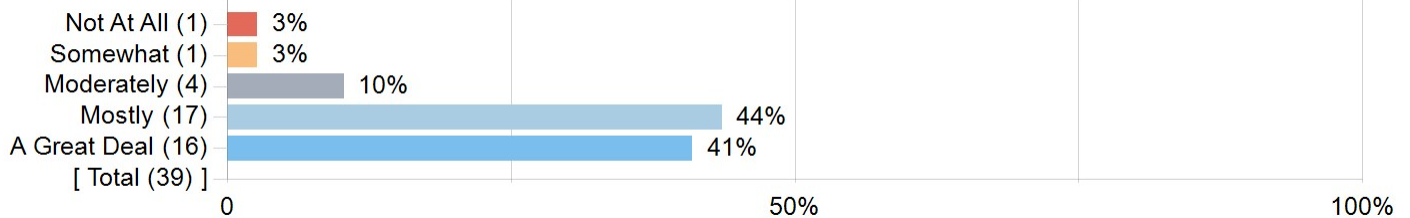
Statistics	Value
Mean	3.8
Median	4.0
Mode	4
Standard Deviation	0.9

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



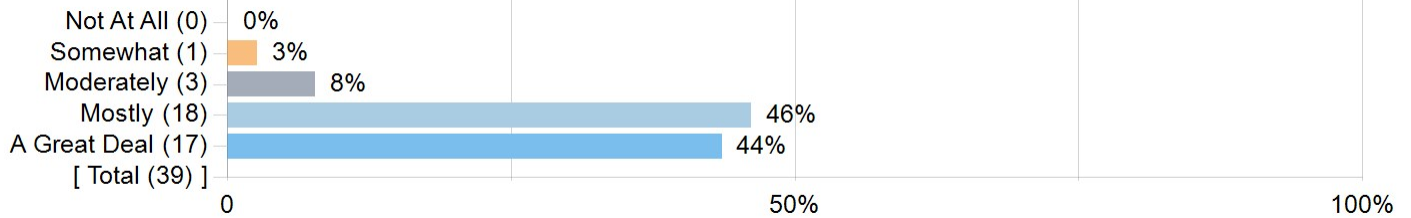
Statistics	Value
Mean	3.4
Median	4.0
Mode	4
Standard Deviation	1.2

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



Statistics	Value
Mean	4.2
Median	4.0
Mode	4
Standard Deviation	0.9

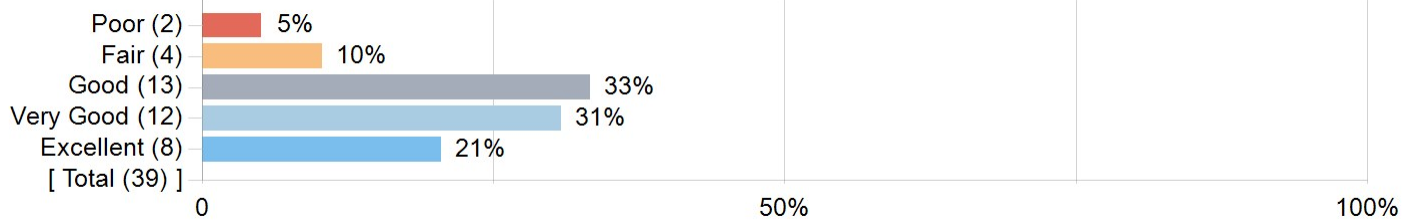
APSC007 The course instructor (Hamid Shokrollah-Timorabadi) delivered the course material in a clear and organized manner.



Statistics	Value
Mean	4.3
Median	4.0
Mode	4
Standard Deviation	0.7

Departmental Items

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



Statistics	Value
Mean	3.5
Median	4.0
Mode	3
Standard Deviation	1.1

Section 2: Instructor-selected Items

This section provides the results of the quantitative items you selected from the item bank during the question personalization period. These results are available only to you as they serve for personalized formative feedback.

Please note instructor-selected items are *not included* in the administrative report provided to your department.

Section 3: Comparative Data

This section provides comparative information (i.e., means and medians) between the results of this course and those of all courses evaluated in the department (if applicable) and/or in the division **in this term**.

Please note that means for the department/division are weighted by the number of respondents so courses with higher numbers of respondents carry more weight in the calculation of the departmental/divisional mean values.

The departmental and divisional median values are the middle values when responses from all courses are ordered.

Departmental/divisional mean and median values are provided for comparison but due to other course factors that may influence the responses for a course, they should not be regarded as definitive benchmarks.

Institutional Composite Mean (ICM): A mathematical average of the first five institutional rating scale items (Ins01-05).		
Course	Department	Division
4.0	4.0	3.7

Institutional Items	Course Mean	Dept Mean	Div Mean	Course Median	Dept Median	Div Median
Ins01. I found the course intellectually stimulating.	4.2	4.1	3.7	4.0	4.0	4.0
Ins02. The course provided me with a deeper understanding of the subject matter.	4.2	4.2	3.8	4.0	4.0	4.0
Ins03. The instructor (Hamid Shokrollah-Timorabadi) created an atmosphere that was conducive to my learning.	4.3	4.1	3.8	4.0	5.0	4.0
Ins04. Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.6	3.9	3.6	4.0	4.0	4.0
Ins05. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.6	3.9	3.6	4.0	4.0	4.0
Ins06. Overall, the quality of my learning experience in this course was:	3.7	3.7	3.4	4.0	4.0	3.0

Divisional Items	Course Mean	Dept Mean	Div Mean	Course Median	Dept Median	Div Median
APSC001 The course helped me improve my ability to formulate, analyze and solve problems.	3.9	3.9	3.6	4.0	4.0	4.0
APSC002 The instructor (Hamid Shokrollah-Timorabadi) related course concepts to practical applications and/or current research.	4.4	4.2	3.8	5.0	5.0	4.0
APSC003 Compared to other courses, the workload for this course was: (very light, light, average, heavy, very heavy)	3.2	3.5	3.4	3.0	3.0	3.0
APSC004 The instructor (Hamid Shokrollah-Timorabadi) explained how the course concepts related to other courses.	3.8	3.8	3.5	4.0	4.0	4.0
APSC005 The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.	3.4	3.5	3.2	4.0	4.0	3.0
APSC006 The instructor (Hamid Shokrollah-Timorabadi) explained what students are expected to learn in the course.	4.2	4.1	3.8	4.0	4.0	4.0
APSC007 The course instructor (Hamid Shokrollah-Timorabadi) delivered the course material in a clear and organized manner.	4.3	4.1	3.8	4.0	4.0	4.0

Departmental Items	Course Mean	Dept Mean	Course Median	Dept Median
ECE001 Overall, the quality of my learning experience in the tutorial/lab was:	3.5	3.5	4.0	4.0

Section 4: Qualitative Comments

Please note that unedited student responses are presented here in random order.

When reviewing student responses, look for common themes and focus on actionable feedback. For assistance interpreting your report(s), please see details on the [Step-by-Step Guide to Reviewing Your Course Evaluations for Instructors](#).

Ins07. Please comment on the overall quality of the instruction in this course.

Comments
Very good. Lab is interesting and reasonable, homework helps understanding.
Hamid is a very funny and interesting professor. His notes are detailed and great. However, it would be better if he could explain more concepts instead of simply copying down his pre-written notes in the lecture, since this method makes it sometimes hard to follow along.
The lectures are very engaging and the labs are high quality as well as stimulating.
The instruction was easy to follow and to understand with examples. The course was structured well such that it follows up.
The lectures were good and helps with my understanding
The lectures of professor Hamid are stimulating
Labs simulations were extremely helpful and provided a lot of intuition for the concepts in the course. it was very interesting whenever prof Hamid demonstrated real world examples of the things we were learning about, and they motivated me much more to learn and enjoy the process as well. Pacing was fairly good, i think it would be helpful if we used the actual words for the terms like saying "electric flux" rather than the variable letter when working through problems, as it could sometimes get hectic and whenever prof Hamid did say it it was really effective and easy to follow along. The tutorials were excellent and extremely useful for understanding the course, the TA Rajat Kumar Singh was a phenomenal teacher and was extremely effective to learn from.
Hamid is very entertaining. He explains complex and abstract concepts in an easy to understand manner. He uses a lot of analogies that help me understand abstract concepts.
Lectures were very informative, I like how Professor Timorabadi tried to give us the intuition behind the math in addition to the math itself. I found the tutorials useful too. However, the labs were super boring and used really outdated software. I would've rather had a long lab every two weeks or so that actually allowed us to experiment with the things we were learning. I know that this can be hard because the equipment may be scarce, but this would have been much more interesting and thus conducive to our learning.
The quality of the instruction of this course was done well. I appreciated the use of demonstrations in Hamid's class. His use of jokes and humor in class also helps engage the class more.
Hamid is amazing. Funny prof.
The lectures were enjoyable and easy to understand, and Professor Hamid explained the topics well.
Lectures were always engaging and entertaining, Prof. Hamid created an engaging and entertaining environment that was not like conventional lectures.
The course lacked a clear structure. One lecture would focus on derivations, while the next would involve solving multiple examples, but I think lectures could be improved by doing both in the same lesson. Additionally, there was little emphasis on how different concepts connected. As a result, I struggled to grasp the bigger picture, and the course often felt disjointed.
Very Good. Lots of examples, cracks jokes to lighten up the class. Very organized. 3 lectures a week, first 2 are about topic, last one is about examples.
Pretty good quality, lectures were clear, examples were good. Textbook questions felt too weird compared to the in class examples. Would like a better Textbook. Weekly quizzes would also help in understanding the material and keeping up to date with the lectures.
I wish there was more support from the professors. I wish we did more midterm / exam questions in class in order to prepare us for exam material. I find that the questions done in class are a lot simpler. I also wish profs spent more time explaining concepts in a more detailed manner.
The instructor is very responsible and the atmosphere in the lecture is wonderful.
Very good teaching but a lot of material
I like the teaching style of Prof. Hamid. I enjoy the examples and analogies he gives and he engages with students as well.
The amount of examples in class were very helpful. Prof. Hamid made the class very enjoyable and brought in many materials to connect what we learned to real world scenarios.
Like demonstrations, generally good to do. lot of examples for test prep.
The style of lecture delivery was conducive to my learning as time was spent on examples as opposed to just theory. The demos

Comments
helped solidify my conceptual understanding.
Lectures follow a consistent pattern of teaching content and reinforcing understanding with examples, which benefits students generally.
Hamid was a good prof. His lectures were fast paced at times but still engaging and most of the time were easy to understand. Although some lectures were quite confusing.
Lectures were good, Hamid the goat
Sometimes pointed out students in class, sometimes made it very difficult to ask questions by making comments that made students uncomfortable whenever they would try to ask questions
Professor Hamid is awesome. His teaching style is very engaging and he makes learning fun as he cracks jokes with the class.
Professor Timorabadi is generally engaging, and I see his efforts in trying to deliver the course content well. However, I do feel that there was always a disconnect for me when trying to fully understand the course content. The course is fast-paced, and keeping up with the concepts and continuously building up on them was difficult.
I really appreciate Hamid bringing in fun, small experiments to demonstrate eddy currents and other concepts in class. It was incredibly helpful to see the practical side of what we were learning on the whiteboard. The Quercus homepage was also well organized, and overall, the course was enjoyable.

Ins08. Please comment on any assistance that was available to support your learning in the course.

Comments
Tutorials are helpful.
The tutorial (0102) session is very helpful and the TA explains questions really well. However, sometimes the professor tried to use jokes to answer students' questions which is not very professional.
Due to the mathematical nature of the course, the help available in piazza and office hours was sufficient in supporting my learning.
I like how fast Piazza responds even if I'm not the one asking. The instructors being able to answer piazza questions quickly assured me that this resource was good for me.
The tutorial sessions were really helpful
The tutorials were very helpful, out TA YongZhong would review what we learned last week before solving tutorial problems which help me to solidify the knowledge.
My TUT TA is very good.
I didn't need any support so I will refrain from commenting here.
The tutorials were occasionally helpful, however it would be nice if their slides could be posted on the quercus.
Tutorials and office hours, as well as piazza.
I could ask questions to the TA during the tutorial session and there was also Piazza where I could ask questions or view other questions with their answers.
There were many resources to get support, such as Piazza, tutorials, labs, and office hours. Piazza was a great resource as there are often fast responses on the site.
tutorials were available where TAs went over problem sets with the students. They helped my understand the course at a deeper level
Piazza! So good! Keep it up!
My TA (Rajat Kumar Sinha) was beyond excellent. Absolutely amazing TA. Office hours were helpful as well. Piazza was OK too, though I didn't ask many questions.
Some of the TAs were very helpful and provided us with lots of support during tutorial time. I definitely learned more during tutorial than I did in class as they went in detail for every question. Those TAs include: Rajat and Amir
Notes from the lecture were provided, lots of practice problems.
The tutorial problems are helpful. Posted solutions could be presented better.
The TAs were very helpful in this course and tutorials were very helpful as well.
The tutorials were very helpful.
Office hours, tutorials, and piazza.
The posted lecture notes helped concentrate during the lectures, as I wasn't distracted by having to take notes, and were a great resource to practice problems off of.
The problems given in the tutorial question sets and the lectures do not match the difficulty of the questions on the midterm, even though the instructors insist they do. This led to the midtemr average for this course being significantly lower than the rest of our midterms in other courses. I believe that while we shouldn't expect the instructors to go over specifically the questions we will see on our midterm and final, they could do a better job of going over harder examples.
Piazza was good
N/A
The lab TAs all had very different styles of assisting and marking us. Most were not there with the attitude of helping us learn the concepts but rather testing and assessing us only. I was going between 2 rooms due to an issue with the last name grouping and so, some weeks I had TA's simply scan my work, whereas some weeks the TA would thoroughly question me on the lab sheet. Both styles did not help in my learning. Interogatting students regarding the lab sheet and asking us to explain every single equation is extremely nerve-racking and unfair. Especially when some times the concepts weren't even covered in the lectures yet, or if they were, they were not covered to the level of detail expected. For the tutorial TAs, they were just going through the solutions, for the most part, it didn't help with my learning as I was expected to come in with it all figured out.