

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:

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

<p>Mean: The mathematical average.</p>	<p>Median: The middle value when all responses are ordered. Less sensitive to extreme and/or divergent scores.</p>	<p>Mode: The most frequently occurring score.</p>	<p>Standard Deviation: A measure to indicate the "spread" of the scores.</p>
<p>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.</p> <p>The 2018 Validation Study established the reliability and validity of using the ICM as a metric to understand students' collective experiences.</p>		<p>% 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).</p>	

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

Course Name: ELE.&MAGNET.FIELDS 2 ECE221H1-S-LEC0102
Delivery Mode: INPER

Division: APSC
Department: ECE

Raters	Students
Responded	37
Invited	111
Response Ratio	33%

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.

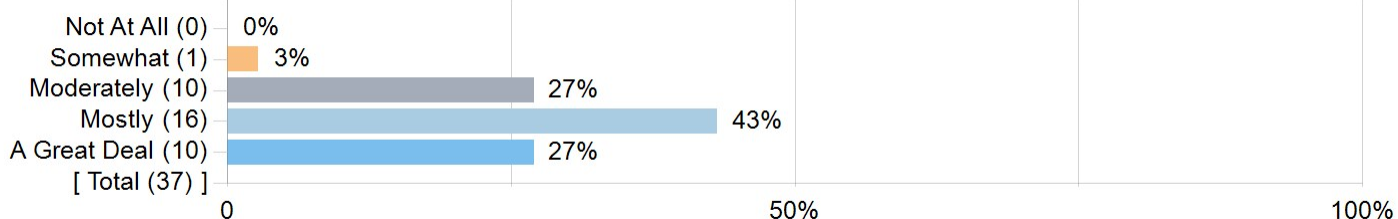
The bar graphs provide the number and percentage of respondents selecting each answer option for each item. The distribution of answer options in the bar graphs gives the most complete information about the typical student response and the variability in the distribution of responses. When interpreting 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.

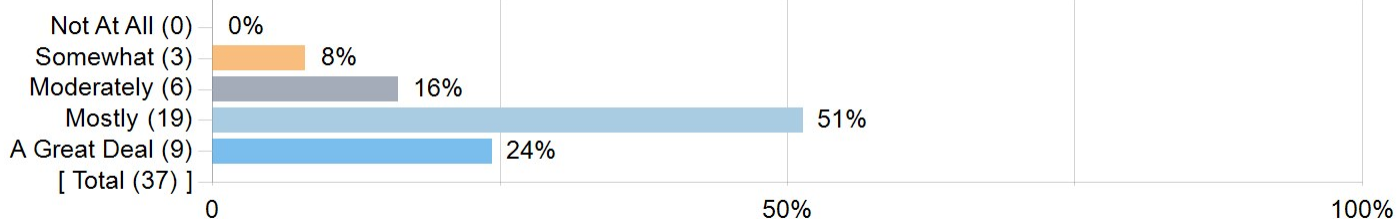
Institutional Items

Ins01. I found the course intellectually stimulating.



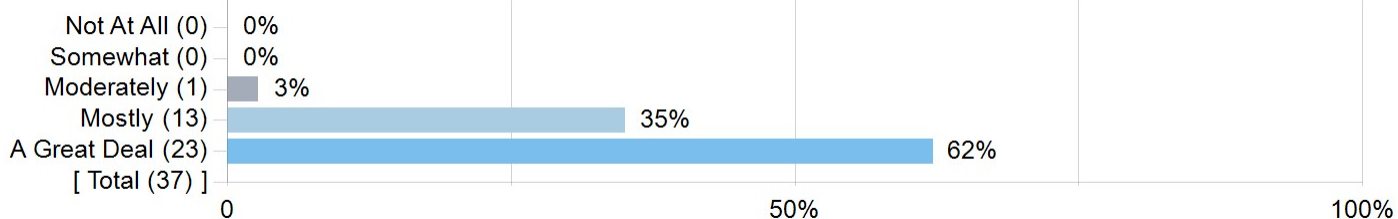
Statistics	Value
Mean	3.9
Median	4.0
Mode	4
Standard Deviation	0.8
% of Endorsement	70%

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

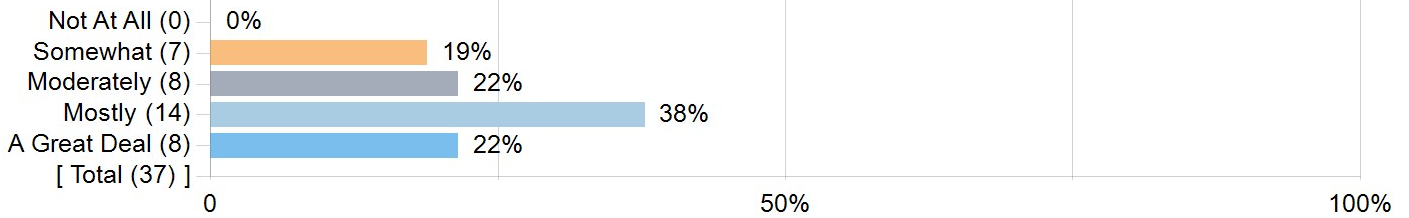


Statistics	Value
Mean	3.9
Median	4.0
Mode	4
Standard Deviation	0.9
% of Endorsement	76%

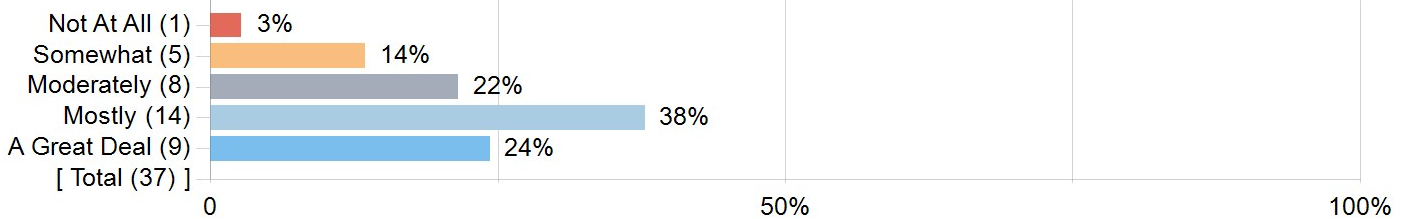
Ins03. The instructor (**Hamid Shokrollah-Timorabadi**) created an atmosphere that was conducive to my learning.



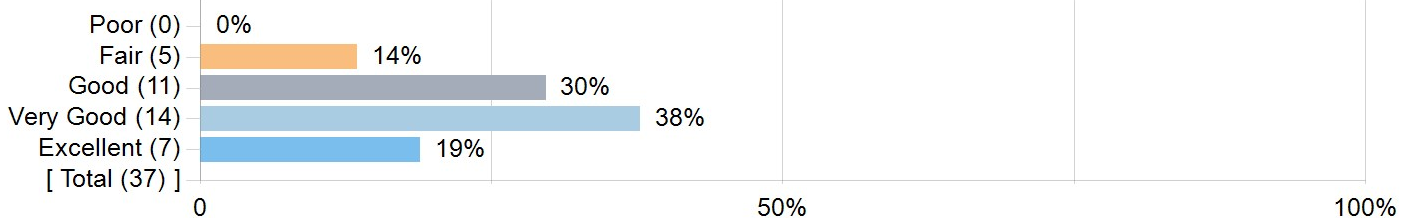
Statistics	Value
Mean	4.6
Median	5.0
Mode	5
Standard Deviation	0.6
% of Endorsement	97%

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	59%

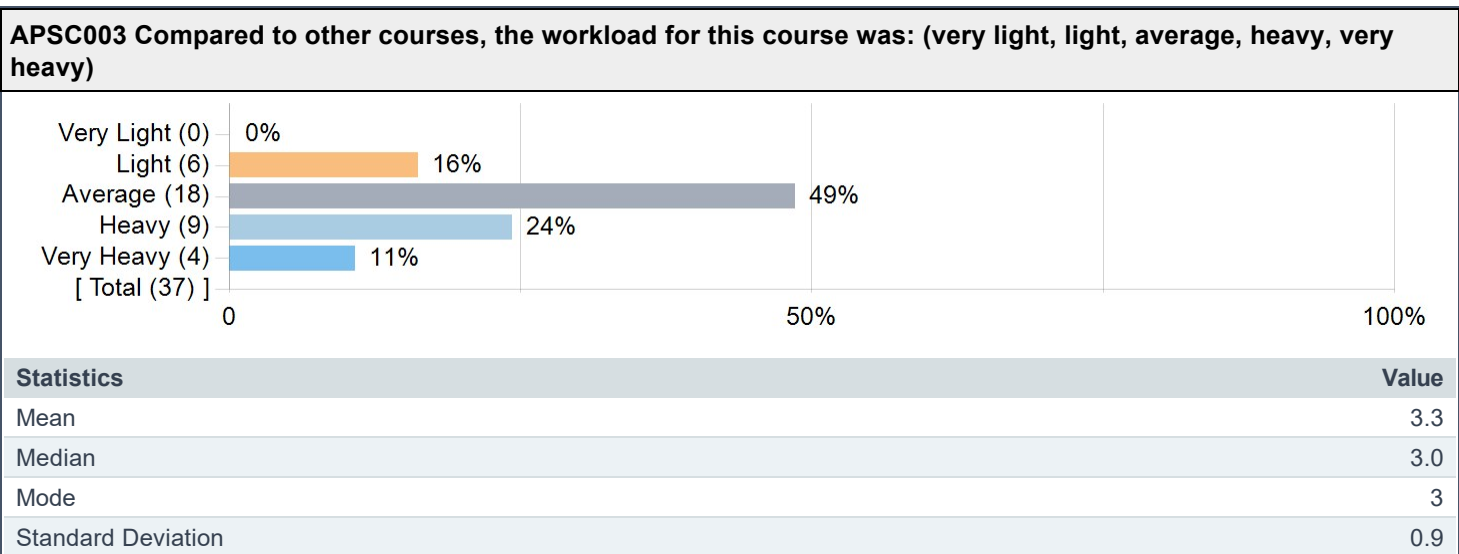
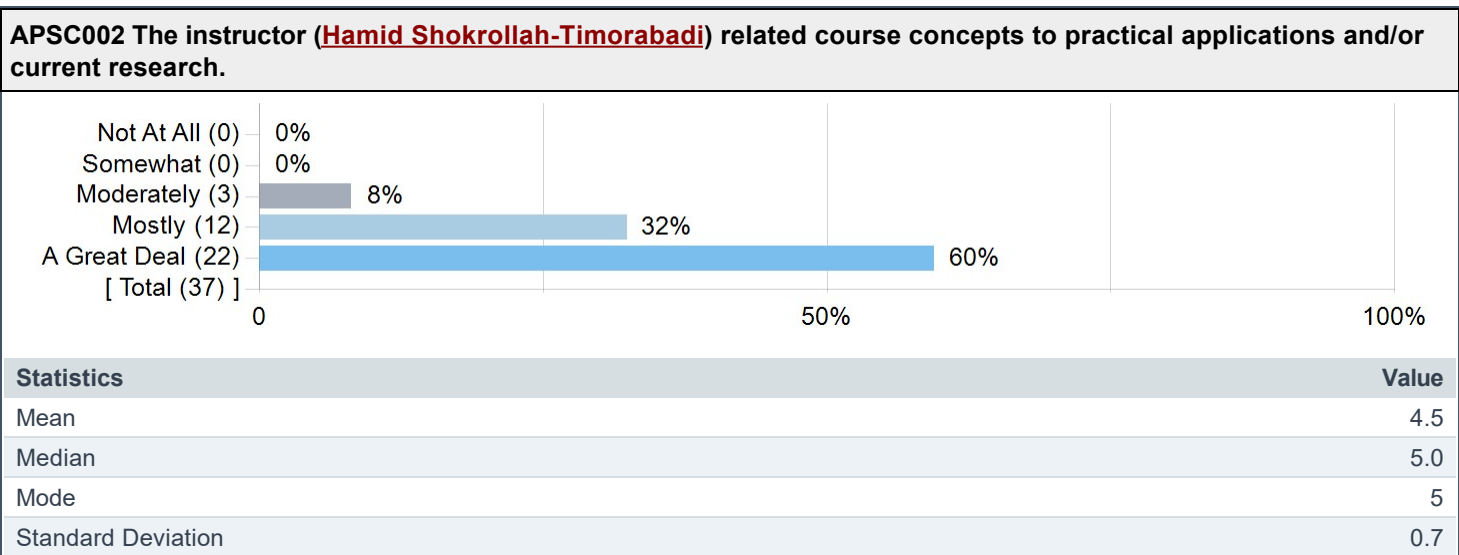
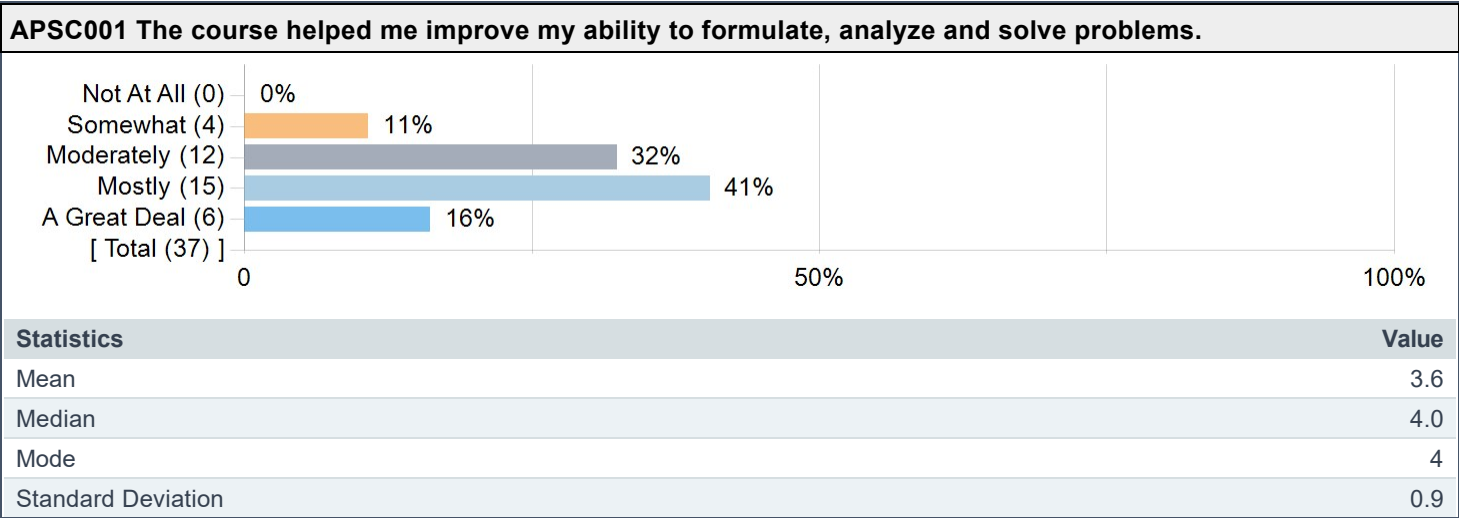
Ins05. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	1.1
% of Endorsement	62%

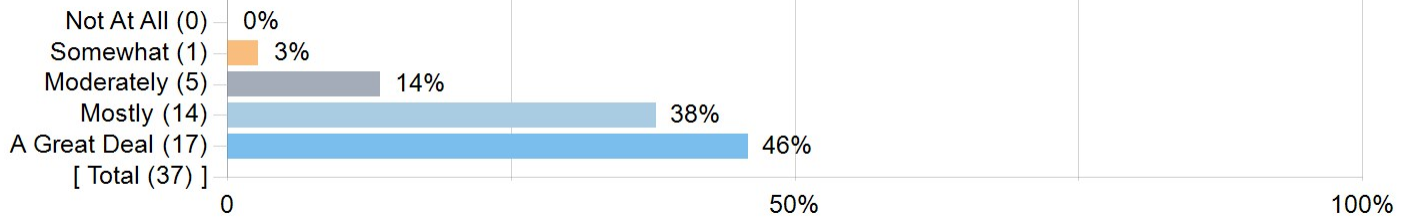
Ins06. Overall, the quality of my learning experience in this course was:

Statistics	Value
Mean	3.6
Median	4.0
Mode	4
Standard Deviation	1.0
% of Endorsement	57%

Divisional Items

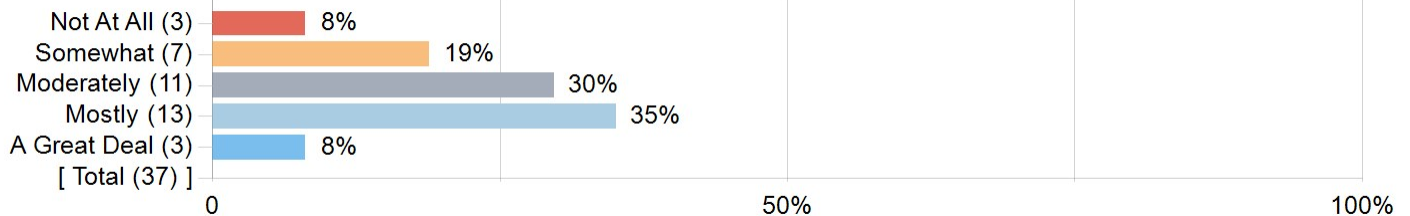


APSC004 The instructor ([Hamid Shokrollah-Timorabadi](#)) explained how the course concepts related to other courses.



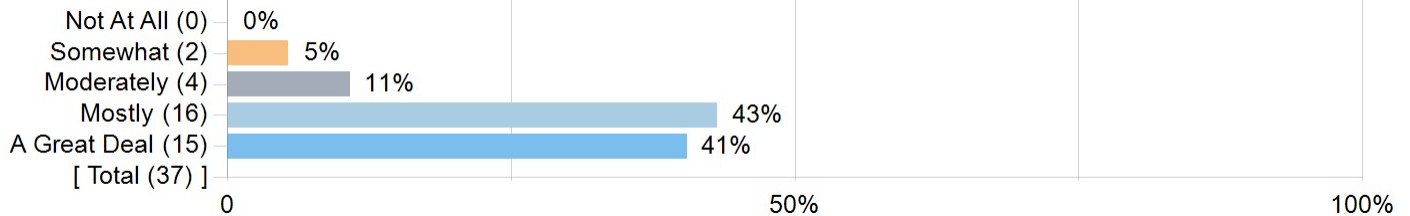
Statistics	Value
Mean	4.3
Median	4.0
Mode	5
Standard Deviation	0.8

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



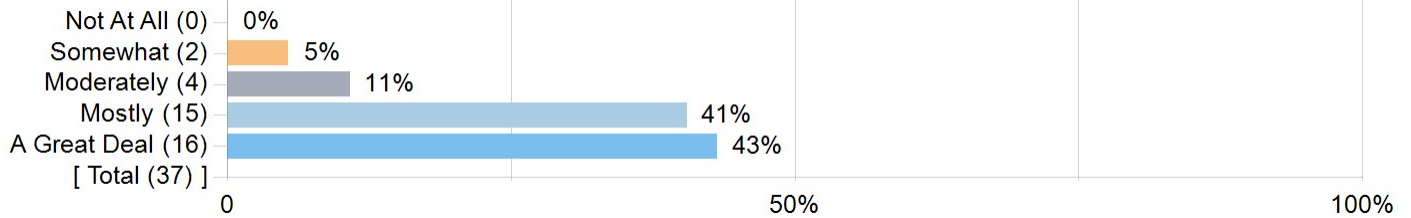
Statistics	Value
Mean	3.2
Median	3.0
Mode	4
Standard Deviation	1.1

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	0.8

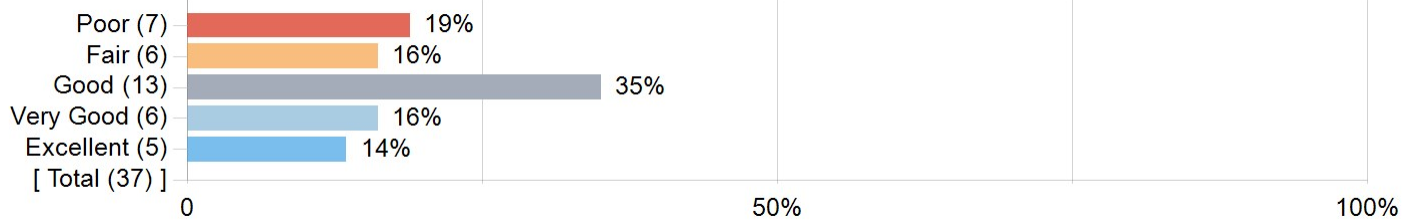
APSC007 The course instructor (Hamid Shokrollah-Timorabadi) delivered the course material in a clear and organized manner.



Statistics	Value
Mean	4.2
Median	4.0
Mode	5
Standard Deviation	0.9

Departmental Items

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



Statistics	Value
Mean	2.9
Median	3.0
Mode	3
Standard Deviation	1.3

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.	3.9	4.1	3.7	4.0	4.0	4.0
Ins02. The course provided me with a deeper understanding of the subject matter.	3.9	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.	4.6	4.1	3.8	5.0	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.	3.7	3.9	3.6	4.0	4.0	4.0
Ins06. Overall, the quality of my learning experience in this course was:	3.6	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.	3.6	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.	4.5	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)	3.3	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.	4.3	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.	3.2	3.5	3.2	3.0	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.	4.2	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:	2.9	3.5	3.0	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
Lectures is great and helped me learn with many examples. I like how we can do textbook questions and actually get to learn concepts and see what our mistakes are and fix them, unlike some other courses (212).
Not bad.
Prof Hamid is a talented and passionate teacher. He gave in class demos and did his best to convey information. I do think his handwriting is hard to follow and to keep up with.
good
It was great! Hamid was a great professors and he drew a lot of analogies to make the concepts easier to understand.
Overall the quality of the instruction in this course was fair and balanced.
Prof. Timorabadi is very knowledgeable. His teaching style is very engaging, and I like how he often does textbook examples but makes them more digestible with greater detail. Sometimes, though, I find that his style of providing information is too different from Stickel's, while Stickel controls most of the test content. So, I found the midterm to be surprising in terms of the depth of content it asked.
I found that the different professors each taught what felt like very different material, focusing on very different aspects of the course even though the curriculum stayed the same. I found this fairly confusing as for ECE297, my CI did not have time to meet with my group apart from during an ECE221 lecture, so I had to skip a lecture in my section and I wish it were less confusing to switch between sections. I thought the lecture content was informative and that the textbook and lab handouts explained content well. I wish Hamid's handwriting was better
i thought that the course was great overall. lots of examples during the lectures helped with understanding the content. the only thing I would have wanted was graded assignments to ensure that i understand the concepts. the labs for me they didn't make me feel that i knew the content of the course.
Good, funny instructor
Hamid is very funny. He makes learning engaging.
The overall quality of the instruction in the course was good. However, the example questions we did in class weren't always available in the lecture notes, and were sometimes different from the examples we did in class. This made it harder for me to check my notes for correctness.
<ul style="list-style-type: none">– Prof Hamid could improve his handwriting and slow down the pace of the lectures. Currently, the unorganized handwriting is occasionally unrecognizable, which created confusion especially in a course with a lot of mathematical expressions. Also, since he is moving quickly, students often don't have enough time to make notes.– Prof Hamid should upload all lecture notes. Although most lecture notes are uploaded, occasionally some are not.– Prof Hamid can consider sharing his OneNote file with students so that we can see the live updates on our devices. This could solve the problem of students not being able to make notes since students can freely scroll to previous parts on their devices. Also, manual upload of lecture notes is no longer needed as the student can view the OneNote file at any time.– I think the tutorial is not very helpful. The TA went through questions quickly, skipped a lot of steps, and occasionally made mistakes. The poor handwriting makes the tutorial even worse. I think this is a common issue for a lot of courses that the TAs are not effectively delivering the content, and thus the attendance of tutorials are low.– Currently, there is little connection made between the course and upper year courses as well as current research and industry. While Prof Hamid did mention how EM can be applied in real-life scenarios such as making a radio, he could provide more information about upper courses, especially when most students are not familiar with courses in focus area 2 and historically those courses have a low enrollment.– The labs rely on old online applets. It would be much beneficial if students are introduced to more modern, or perhaps industry-standard simulation tools.

Comments

– This course still rely heavily on computations by hand. I think computer algebraic system can be introduced to help with some computation processes, so that students can pay more attention to the concepts.

The TA's evaluation seemed to vary between the sections.

Prof. Hamid did not post lecture notes from half of the semester, which was very negatively affecting to review the course.

The fifth and final lab quiz contained a couple of questions that were, in my opinion, significantly more difficult than the rest I've seen.

With that one comment aside, I found the overall quality of the instruction in this course to be quite good, with passionate professors teaching this course.

Lecture and tut are very helpful in my mind. But practical/labs are pretty much meaningless, a EM course should have hands on labs inside of online modules. Hopefully we can get on–hands experiment in upper years but there should be experiment for a 2nd year EM course.

Lectures were well structured. Examples and demonstrations in class were engaging and well informative in connecting theory to real world applications.

Course material is interesting, but sometimes I wished that the framing of the course was more organized to help me organize the knowledge in my head. I t was hard to keep up with what we were learning and why we were learning it at that specific time in the semester.

In my opinion, the overall quality of the course was good. The lectures conducted by Prof. Hamid were very engaging and focused. I also liked how Prof. Hamid went over numerous examples in class after introducing a concept to get a better understanding of it. Additionally, going over examples before the midterm and the exam as preparation was very useful. However, one thing I found unfair was that my practical section was scheduled to go first every 2 weeks for our biweekly labs, which included completing a quiz before the lab. However, on most occasions, the content covered in the quiz was not yet taught in lectures, which felt unfair, especially the last or 5th lab and quiz.

perfect

Hamid did a great job teaching the content through various real life and hypothetical examples which provided me with a better understanding. He is also very funny! :D

It was great! I had a fun time in this course.

The instruction in this course was clear, well–structured, and very effective, although I felt the pace was a bit fast at times.

Hamid taught this course well. He delivered lectures in an organized fashion and seemed to enjoy teaching the subject matter. He also gave good explanations and demonstrations: unlike his class in 216 where he did not explain the material well and seemed to be copying just from his notes.

The instructors differ way too much in what they cover and they openly declare this and expect us to attend multiple sections to get a wholesome understanding which is absolutely unacceptable with our packed engineering timetables.

The overall quality of the instruction was very nice and the professors made the class extremely interactive.

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

Comments
Piazza, offie hours
good
Piazza, office hours, and after lectures Hamid took his time to answer student's questions
Tutorials were quite bad. I couldn't understand my actual TA, then I went to another TA during the same time slot who admitted they had no idea what they were talking about because they were substituting for another TA, and asked for help from US on answering some questions. From then, I did the questions on my own as I was very disappointed by the quality of teaching in the tutorials, especially for such an involved course. Piazza responses are provided to questions, but I find the TA doesn't go into a lot of depth when answering. Overall, I found this to be quite a self-learning course.
Piazza was helpful and the course textbook was useful with explaining concepts when they were difficult in class.
TAs. Some were willing to answer questions and reinforce lecture material even while assessing you during labs, which was appreciated.
N/A
Tutorial were not good, around the 5th–6th week, there was barely any students going to the session because the TAs couldn't explain the exercises well and make it easy to understand for the student. For the session 104, it was hard to understand the TA and to follow his steps. I went to most of the tutorial, but honestly I haven't really learn that much from it
The assistance available was good.
asking prof after the class
I'm very glad that the teaching team responds to questions often on Piazza.
Tutorial was helpful even though nobody attend them, sometimes I just get 1 on 1 support with TA.
N/A
My lab TA was great, I forget his name but I was in section in section PRA 105 in GB251.
maybe the tut can be more general, like to do more examples with general method or thinking, not just the book questions
I personally didn't find the tutorials to be very helpful as the TA would just rewrite the solutions and wouldn't explain very well. The labs weren't bad, but it would've been a better experience for me if either we had some hands-on labs or if we used more recent software for the labs. Piazza was a very helpful source as the TA Adrian Pok-Man Chow as well as some of the professors would respond very frequently to questions.
The TA for the lab were available to ask questions,. The answers to the homework was posted on quercus, meaning I can do the tutorial questions and check my answers at my own pace.
Mainly used the textbook practice problems.
I think the assistance throughout the course was good. The TAs were responsive on discussion boards and during the labs.
The tutorials for quizzes/labs were helpful. The tutorials for the problem sets were not helpful: my ta did not explain the questions or go through how to solve them but just projected the answers on the screen.
N/A