UNIVERSITY OF TORONTO

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

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: SIGNALS AND SYSTEMS ECE216H1-S-LEC0102	**Division: APSC**
Delivery Mode: INPER	**Department: ECE**

Raters	Students
Responded	39
Invited	107
Response Ratio	36%

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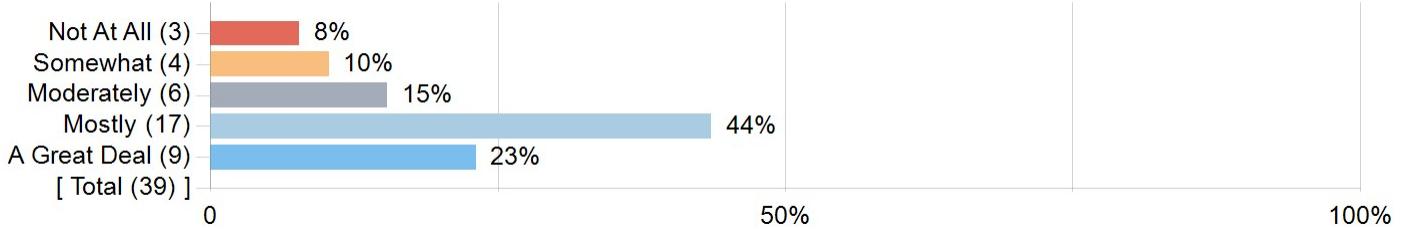
The bar graphs provide the number and percentage of respondents selecting each answer option for each item. The distribution of answer options in the bar graphs gives the most complete information about the typical student response and the variability in the distribution of responses. When interpreting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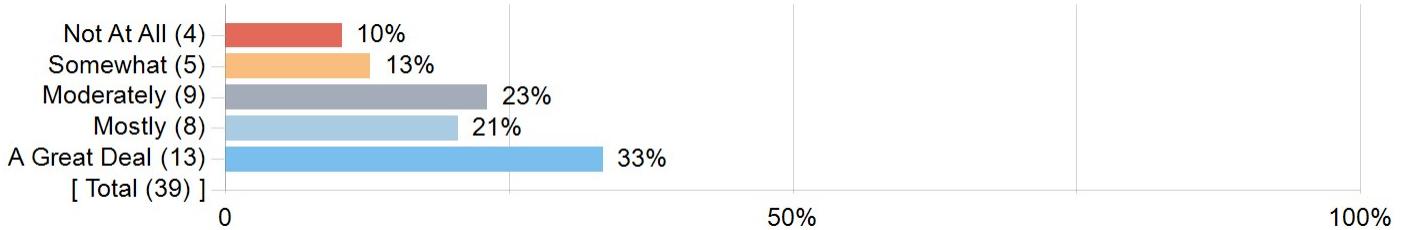
Institutional Items

Ins01. I found the course intellectually stimulating.

Not At All (3)	8%	
Somewhat (4)	10%	
Moderately (6)	15%	
Mostly (17)	44%	
A Great Deal (9)	23%	
[Total (39)]		
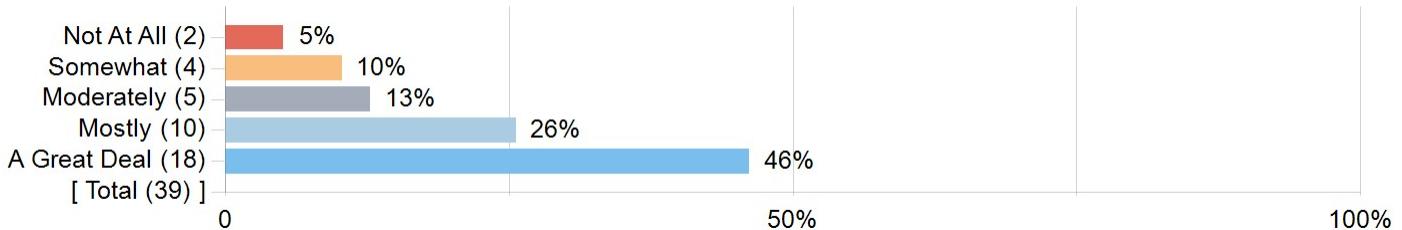
Statistics	Value
Mean	3.6
Median	4.0
Mode	4
Standard Deviation	1.2
% of Endorsement	67%

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

Not At All (4)	10%	
Somewhat (5)	13%	
Moderately (9)	23%	
Mostly (8)	21%	
A Great Deal (13)	33%	
[Total (39)]		
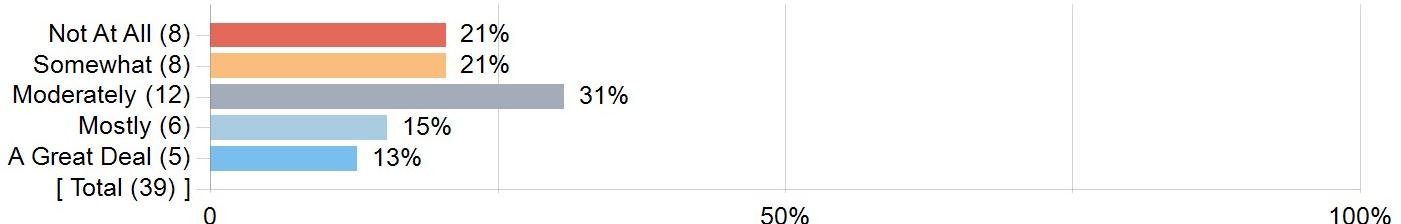
Statistics	Value
Mean	3.5
Median	4.0
Mode	5
Standard Deviation	1.4
% of Endorsement	54%
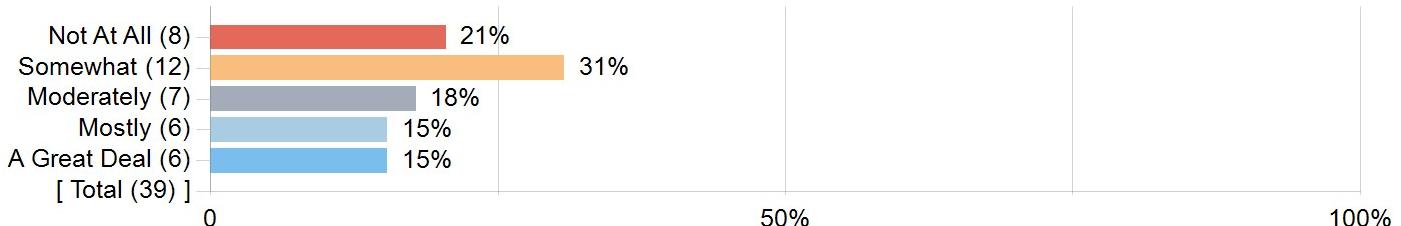
Ins03. The instructor (Hamid Shokrollah-Timorabadi) created an atmosphere that was conducive to my learning.

Not At All (2)	5%	
Somewhat (4)	10%	
Moderately (5)	13%	
Mostly (10)	26%	
A Great Deal (18)	46%	
[Total (39)]		
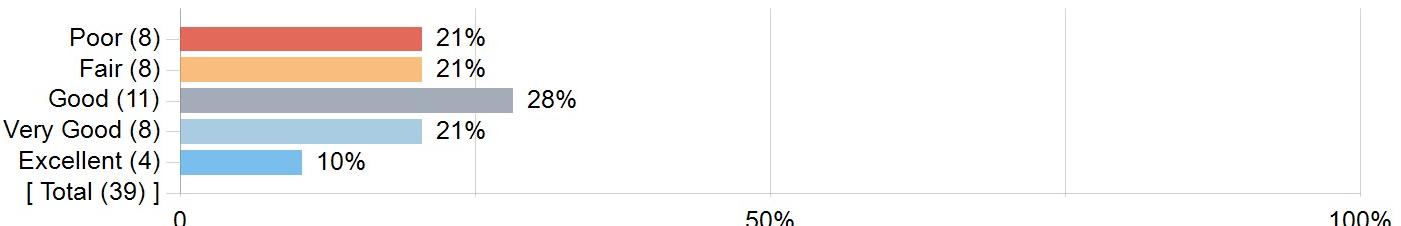
Statistics	Value
Mean	4.0
Median	4.0
Mode	5
Standard Deviation	1.2
% of Endorsement	72%

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

Not At All (8) — 21%
Somewhat (8) — 21%
Moderately (12) — 31%
Mostly (6) — 15%
A Great Deal (5) — 13%
[Total (39)]

| Statistics	Value
Mean	2.8
Median	3.0
Mode	3
Standard Deviation	1.3
% of Endorsement	28%

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

Not At All (8) — 21%
Somewhat (12) — 31%
Moderately (7) — 18%
Mostly (6) — 15%
A Great Deal (6) — 15%
[Total (39)]
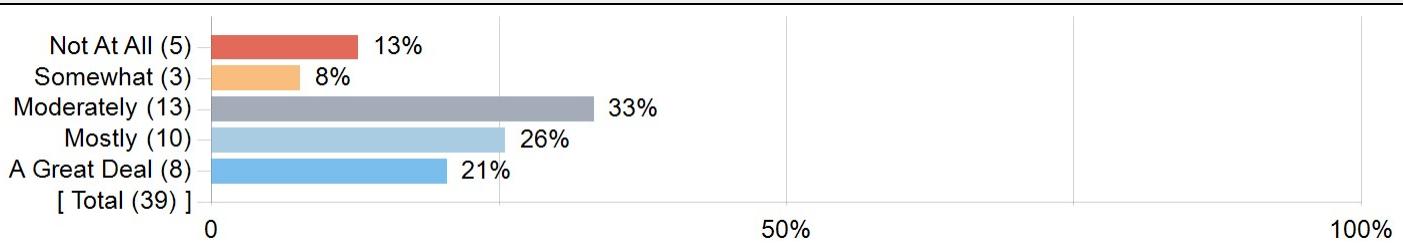
Statistics	Value
Mean	2.7
Median	2.0
Mode	2
Standard Deviation	1.4
% of Endorsement	31%

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

Poor (8) — 21%
Fair (8) — 21%
Good (11) — 28%
Very Good (8) — 21%
Excellent (4) — 10%
[Total (39)]

Statistics	Value
Mean	2.8
Median	3.0
Mode	3
Standard Deviation	1.3
% of Endorsement	31%
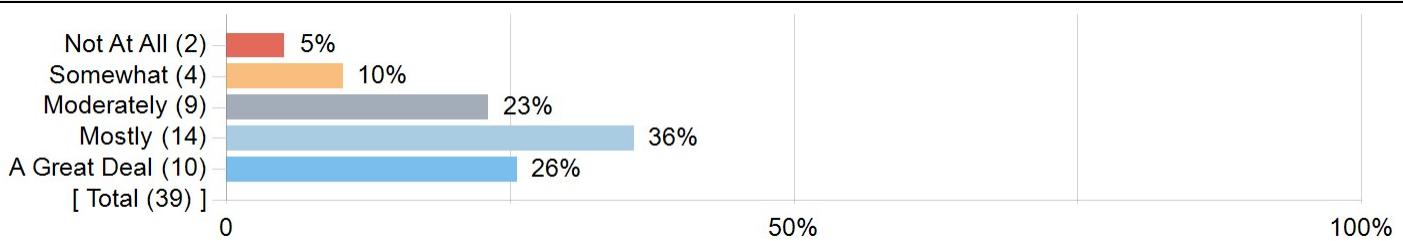
Divisional Items

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

		Not At All (5)	13%
		Somewhat (3)	8%
		Moderately (13)	33%
		Mostly (10)	26%
		A Great Deal (8)	21%
		[Total (39)]	
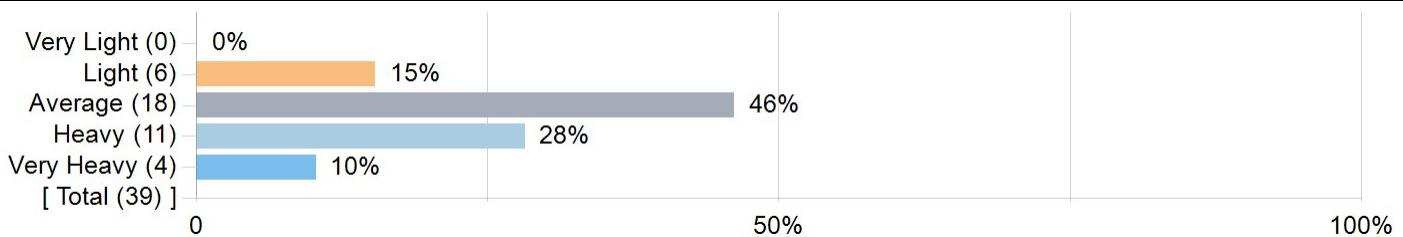
Statistics	Value
Mean	3.3
Median	3.0
Mode	3
Standard Deviation	1.3

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

		Not At All (2)	5%
		Somewhat (4)	10%
		Moderately (9)	23%
		Mostly (14)	36%
		A Great Deal (10)	26%
		[Total (39)]	
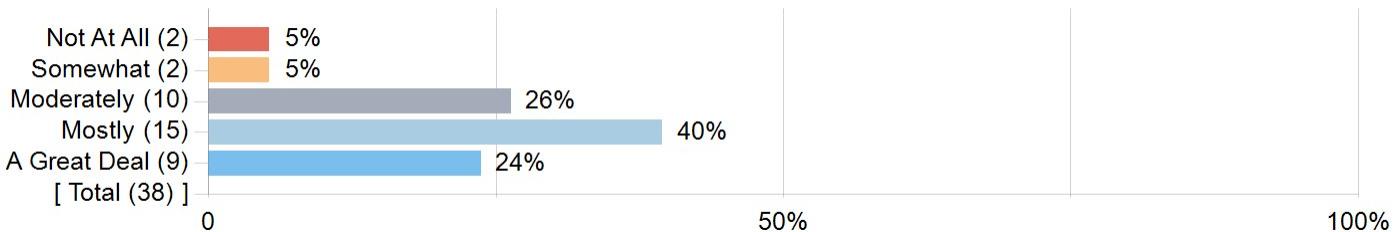
Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	1.1

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

		Very Light (0)	0%
		Light (6)	15%
		Average (18)	46%
		Heavy (11)	28%
		Very Heavy (4)	10%
		[Total (39)]	
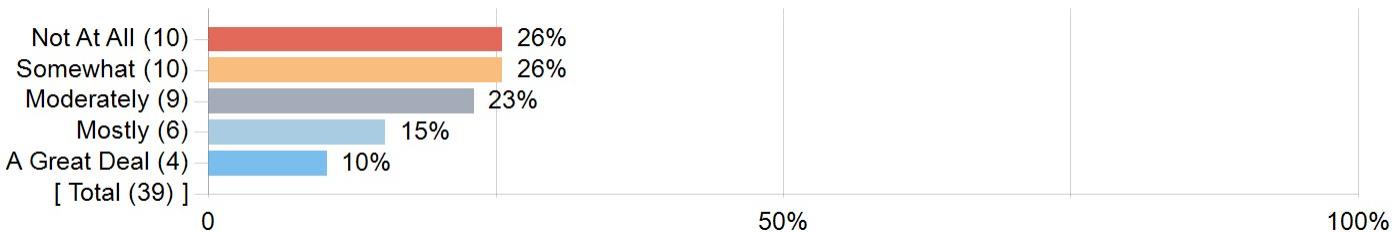
| Statistics	Value
Mean	3.3
Median	3.0
Mode	3
Standard Deviation	0.9

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

|	Count	Percent
Not At All	(2)	5%
Somewhat	(2)	5%
Moderately	(10)	26%
Mostly	(15)	40%
A Great Deal	(9)	24%
[Total (38)]		
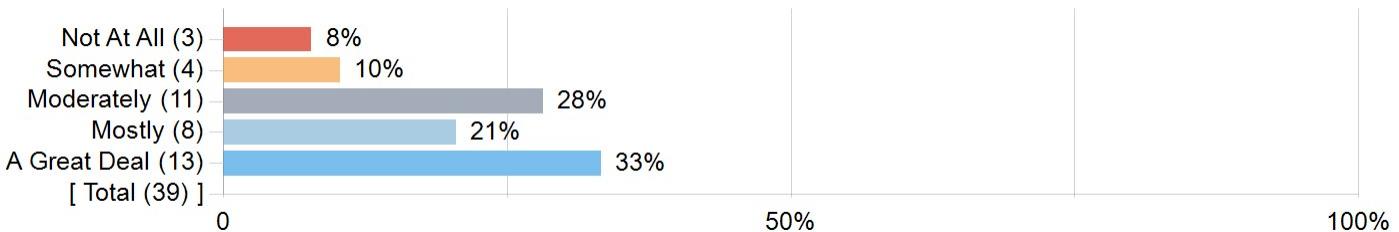
Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	1.1

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

	Count	Percent
Not At All	(10)	26%
Somewhat	(10)	26%
Moderately	(9)	23%
Mostly	(6)	15%
A Great Deal	(4)	10%
[Total (39)]		
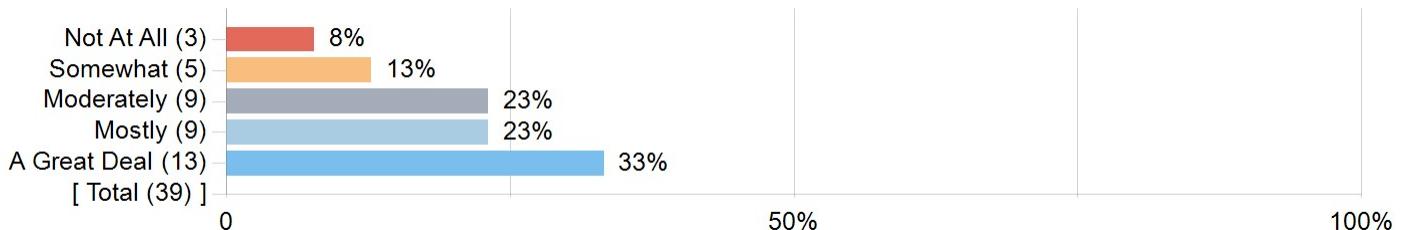
Statistics	Value
Mean	2.6
Median	2.0
Mode	1, 2
Standard Deviation	1.3

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

	Count	Percent
Not At All	(3)	8%
Somewhat	(4)	10%
Moderately	(11)	28%
Mostly	(8)	21%
A Great Deal	(13)	33%
[Total (39)]		

Statistics	Value
Mean	3.6
Median	4.0
Mode	5
Standard Deviation	1.3

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

Not At All (3) — 8%
Somewhat (5) — 13%
Moderately (9) — 23%
Mostly (9) — 23%
A Great Deal (13) — 33%
[Total (39)]
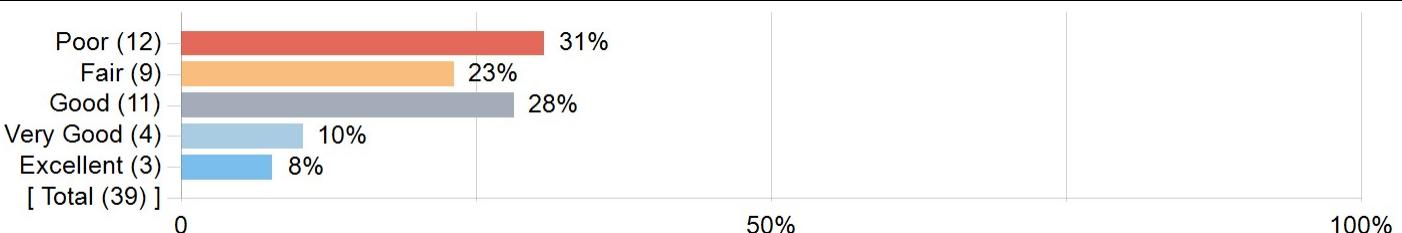
Statistics	Value
Mean	3.6
Median	4.0
Mode	5
Standard Deviation	1.3

Departmental Items

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

Poor (12) — 31%
Fair (9) — 23%
Good (11) — 28%
Very Good (4) — 10%
Excellent (3) — 8%
[Total (39)]

Statistics	Value
Mean	2.4
Median	2.0
Mode	1
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**
3.3	**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.	3.6	4.1	3.7	4.0	4.0	4.0
Ins02. The course provided me with a deeper understanding of the subject matter.	3.5	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.	4.0	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.	2.8	3.9	3.6	3.0	4.0	4.0
Ins05. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	2.7	3.9	3.6	2.0	4.0	4.0
Ins06. Overall, the quality of my learning experience in this course was:	2.8	3.7	3.4	3.0	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.	3.3	3.9	3.6	3.0	4.0	4.0
APSC002 The instructor (Hamid Shokrollah-Timorabadi) related course concepts to practical applications and/or current research.	3.7	4.2	3.8	4.0	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.	3.7	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.	2.6	3.5	3.2	2.0	4.0	3.0
APSC006 The instructor (Hamid Shokrollah-Timorabadi) explained what students are expected to learn in the course.	3.6	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.	3.6	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:	2.4	3.5	2.0	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
There were a couple hiccups, especially with Midterm 2, but the course was still fair.
This course was very unorganized which made it very difficult to understand the main cource concepts and succeed. There were weekly problem sets that were mostly unchanged from several years ago that were filled with errors in both the questions and solutions. As well, those questions did not relate to what was tested on exams. There were also 3 labs that were an exact copy–paste from over 10 years ago, that had us using MATLAB with no prior introduction or tutorial to the software. There was also a severe lack of communication between the teaching team and students. They would make a very vague announcement about the scope of an exam, then refuse to elaborate when asked about it, then they would put questions that were out of the scope, on the exam. Some professors would also give hints to their section which would give some students an unfair advantage when it came time for the test. There was also a very big incident with our midterm 2, aside from the fact that it was rescheduled because that was not the teaching teams fault. During the exam, some rooms were just not given an aid sheet as promised while some rooms were. When the professors realized this, they told us that we would not need the aid sheet because "we should have these formulas memorized" even though they are on the promised aid sheet. They then decided to give everyone in those rooms without an aid sheet, an extra 30 minutes for the exam, while the people that were provided an aid sheet, got the usual time, which many of them found to be unfair. They also had TAs writing formulas on the chalk board which were hard for many people to see. They had some TAs going around showing some students formulas from their phone but you would have to remember what the formula is or the name of it before they showed it to you or wrote it on the chalk board. I also heard from others that some TAs would refuse to give a specific formula because "it should be memorized", and some TAs even gave incorrect formulas to some people. This whole experience was a mess because so many students were working in different environments under different conditions which wasn't fair and wasn't a real test of our ability to perform well. After this whole mess, the only solution the teaching team came up with was to make the midterm worth less, which many students were very unhappy with because it didn't address the main issue of the midterm, which was not that it was too hard, it was that it was unfair to all students as they all wrote under different conditions. I believe serious changes need to be made with respect to this course and the way it is organized. I had an overall very poor experience in this course, not because I didn't like it, but because it was very unorganized.
Cancelled midterm and missing aid sheet
Everything in this course is good except for the homework solution. They make no sense and most of them I had to ask for help to explain how to do the questions which wasted tremdous amount of time.
– The administration of the course is extremely disorganized. For term test 2, the teaching team only realized the room is booked by another course 10 minutes before it starts. Rescheduled with only a 2–day notice. When student brought up concerns about the short notice, the course coordinator explicitly said "we are not responsible for your own schedule, you need to figure out on your own". This is very arrogant and disrespectful to students, and the teaching team showed no remorse at all. During the rescheduled term test, no aid sheet was provided and the invigilators had to write the formulas on the blackboard. From what I heard students received conflicting instructions in different rooms. In some rooms students were told to perform Fourier Transforms by the transform integral while in other rooms students were told that they can use the transform pairs written on the blackboard.
– Other than term test 2, the communication of instructions in this course is generally unclear and delayed. Labs arrangements which includes when a student need to attend were released on the first day of lab. Lab documents and submission pages were released close to the deadline.
– The instructors rarely answered questions or respond to concerns expressed on Piazza.
– 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.

Comments
– 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 signal concepts 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 control systems and communications and historically those courses have a low enrollment. – 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 labs rely on MATLAB and the content is somewhat disconnected with lecture material. Most student are not familiar with MATLAB, while lab TAs are not helpful, which makes it time–consuming to deal with the software.
good
The complete lecture notes explained the concepts clearly with diagrams, especially difficult topics like LTI systems and Fourier transforms. The use of visual examples and step–by–step derivations on the slides helped me follow the material more effectively.
Professor Hamid seemed to teach directly from his notes. He taught too quickly and did not explain the material well since it seemed he was just reading everything from a script. The material he taught was also very disconnected from the material that was tested. There seemed to be a lack of coordination within the teaching team, as most students were unprepared during the midterms due to this.
ECE216 generally benefits from good overall instruction, characterized by clear lecture delivery by the professor who often uses illustrative examples, helpful tutorials led by TAs who work through practice problems effectively, and accessible office hours where instructors and TAs are available to answer student questions. The course materials, including the lecture notes and problem sets, are generally well–structured and align with the learning objectives. This contributes to a positive learning environment for the majority of the course content. However, Midterm 2 stands out as a point of concern regarding its management. There was a delay on Midterm 2, causing anxiety among students. Furthermore, some questions appeared to be out of the scope of the material covered in lectures and assignments up to that point. The marking of Midterm 2 itself also felt inconsistent and less rigorous compared to other assessments in ECE courses.
I'm genuinely impressed by the high quality of this course! The instructor did an excellent job explaining the proofs behind many challenging concepts, making them much easier to grasp. Additionally, the decision not to post lecture notes or recordings encouraged students to attend lectures and tutorials, which helped foster a strong and supportive learning environment. However, the full course notes provided cover everything that appears on the midterms and exams. For example, a friend of mine relied solely on those notes without attending any lectures and still scored 95 on both midterms. While impressive, I believe this undermines the purpose of attending class and can negatively affect the overall learning environment. In the future, I strongly recommend that instructors not post any lecture notes, materials, or recordings. This would encourage students to attend lectures and fully immerse themselves in a rich learning environment—an experience that benefits them in ways that aren't immediately obvious but are incredibly valuable in the long run.
Midterm 2 was handled poorly
The lectures were good but they were too fast paced. Also I think the way that the second term test was administered was very unfair and I do not agree with the way the course administration handled it. I do not think it was fair that the people in ATS got 30 mins less time.
Overall, quality of instruction for course was pretty good. My prof Hamid was pretty patient and understanding of the students that he was teaching.
Aside from mistakes in exam proctoring, quality of instruction was fair. Lectures were engaging and informative, and the pacing of the course was fair and allowed me to learn at a fair rate.
The midterms were very poorly organized although the lecture led by professor hamid were good and the complete notes were helpful with understanding the tutorial questions. However the midterms seemed out of scope and the remediation strategies were poorly handled with no real solution addressing the fact that there was disadvantages in how having no formula sheets were handled.
I appreciated the flexibility of being able to complete labs online.
Good except the term2 test is kind of chaos (material being tested and forget to print the formula sheet)
I enjoyed the quality of instruction in the course. Hamid created an atmosphere where he tried to explain what he was teaching and did not assume that we had any prior knowledge to what we were learning. I enjoyed that he DID NOT use the slides. The slides assume people know what they are trying to convey. It was enjoyable that he basically broke up the slide content and taught us in a more in depth way. The organization of this course was horrendous though. I did not enjoy the heavy testing of this course. The assignments were interesting as we could see what we were learning about and making it less metaphorical and hypothetical.

Comments
I found that Prof. Timorabadi was very engaging. I really liked his way of teaching compared to the class notes, which were very confusing and didn't have many in depth examples to deepen my understanding.
Hamid was a great prof! He drew a lot of analogies that were funny and understandable.
The overall quality of instruction in lecture was good. However, the posted class notes didn't always match what was covered in lecture, making it harder for me to check my notes after class. Also, I felt that the labs in this course were poorly implemented and didn't relate well to the material taught in class.
Quality of instruction was fairly good.
Hamid is the best! He knows how to balance effective teaching with humour. I appreciated that as it made learning enjoyable.
Lectures provided good summary of and high level understanding of course concepts. The abundance of detailed examples was helpful.
I had a great time! Learned a lot.
Hamid was good overall at keeping the students engaged with his joking, and friendly personality. I could tell that he cared about the wellness of the students. If anything he does need to slow down, as I am trying to write what he is writing down, and often fall behind in lecure because i am unable to get everything down on the page.   Aside from in–class instruction, I want to highlight how unorganized this class was at times, especially during Midterm 2. I understand that the situation was unusual and that you had limited control, but if anything, I hope this serves as a lesson to double–check that what is promised will be provided. As of now, we have yet to receive our marks for the second midterm, but I would still like to raise some concerns. I performed poorly on the first midterm, so I started studying for the second one over a week and a half in advance. By the time the exam came around, I felt comfortable with the material. However, after everything that happened—no aid sheet, out–of–scope questions worth 20% of the exam, among other issues—I am unhappy with how the teaching team has handled this situation. The proposed solution of weighting the higher midterm at 30% and the lower one at 15% seems to primarily benefit those who performed well on the first midterm. While I do believe I performed better on the second midterm compared to my first—since my first midterm score was extremely low—I am still unsure of how well I actually did. I strongly believe that this issue should be addressed on an individual basis, with case–by–case adjustments, as none of this was the students' fault. Additionally, I feel that some of the responsibility is being unfairly shifted onto students. Comments like "you should know this" or "this isn't on the formula sheet" were made, even when the content was on the formula sheet. While I acknowledge that the professors are not entirely at fault—the original scheduling mistake was made by the administration, and things snowballed from there—I would like to see more accountability from the teaching team. Instead of downplaying the issue or making misleading claims about the formula sheet, it would be better to acknowledge the mistake outright. The promised aid sheet was four full pages long, and its absence significantly impacted the exam. The issue of out–of–scope questions was especially concerning, as they accounted for 20% of the exam. From my understanding, this is also being framed as a student error, despite the fact that the content appeared in lecture slides beyond the material that was stated to be in scope. Again, this is not the students' fault, and I would have liked to see more responsibility taken by the teaching team. Lastly, when the midterm was initially rescheduled, an announcement should have been made immediately stating that it was postponed and that further updates would follow. Instead, we heard nothing until a new date was set. It would have been helpful to receive an official confirmation when the rescheduling first occurred.
I think the material of the course is a little bit messy. When i do the review, it is hard for me to find what can i do.
I don't understand how the same course could be taught so differently by every instructor. Overall, the standardization was extremely poor and towards the end the only instructor that was posting lecture material, Hamid Timorabadi, stopped doing so, leaving us with almost no material to study from all of a sudden, especially as there is no course textbook and Hamid himself said the "course slides" are poor and not very insightful.
A very poorly organized course entirely start to finish. Instructors had minimal content available online, meaning students who missed a singular class had little to no ways to catch up. Midterms were a nightmare of itself, and the instructors took absolutely no accountability and responsibility. Questions were out of scope, aid sheets that were promised were not provided, some classrooms got extra time and some didn't, and TA's in some rooms refused to help at all while other TA's would bring out their phones to show students formulas on their phone.

Comments
Instead of giving the students room to talk and express their opinions, the professors ignored all advice provided by the students through verbal communication and posts on discussion boards, and came up with solutions that no student was satisfied with and barely touched on the issue at hand. The exam itself was unfair and students were not on an even playing field, as some students had more time, some students had formulas sheets, and overall a mess of an exam. Very poorly handled by the instructors.
The overall quality of instruction was nice except the second midterm which was conducted in a poor manner. I understand that problems happen but that doesn't mean we should give the test in that setting.
The instruction in this course was quite poor. And perhaps not necessarily the in–lecture learning experience, but just overall how this course and its organization was handled. Throughout the course — but especially to the end — it felt like time and time again the instructors were working against the students. Firstly, the postponement of the second midterm was disruptive to everybody's schedules — and I understand that it was made clear that this was not the instruction team's fault, but what happened next was. The midterm then had to be quickly rewritten — for reasons I don't understand — and was allegedly made significantly harder than the initial one, without the hints that Professor Hamid said he added in the original (which would have been awesome) and questionable scope. Then, after the midterm commenced, it was discovered that there was no formula sheet provided for us in the exam booklet or as extra printouts — did nobody proofread the exam to make sure that the most important pages for students were there? That is just an unacceptable mistake. They then tried to fix this giant mistake by changing the weightings to be more one–sided and flexible, but the grading for the second midterm then turned out to be long and abysmal. Throughout all this, Professor Hamid, who is the only one posting his lecture online, says on Piazza that he will now have to stop posting lectures online because a new setting on his computer prevents him from uploading PDF documents to Quercus. So we have had a botched midterm, and now students who missed some lectures and relied on the online lecture postings literally have no way of seeing what was taught in class. What setting is preventing him from uploading PDFs from his computer? Why isn't it possible for him to use a different device to do so? Why can no other instructor from the course provide us with lecture notes online? Can we help in any way?These are all questions that I would love to have answered, but this brings me to my final point that communication in this course between the student body and the instructors was also quite poor.
The overall quality of instructions was very nice and the professor made the lectures extremely interactive.

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

Comments
There was a course Piazza which was not at all helpful because it was very rarely read by professors and never read by TAs. There was one instance where a student asked a question regarding a recent announcement and was politely asking for clarification about something regarding that annoucement, to which Professor Hai–Ling Margaret Cheng replied, "Please read the Quercus announcement" instead of actually answering the question. Me and many others found this to be a rather rude response from the course coordinator because it was clear that the student didn't understand after reading the announcement, so telling that person to just read the announcement again seems very rude and sarcastic.
good
The teaching assistants were helpful during tutorials and provided detailed feedback on lab assignments. The discussion board was active, and questions were answered promptly.
The tutorials were helpful and the problem sets were well organized. However, the material tested in the second midterm was significantly different from any of the practice sets or material taught in class. Also the practicals provided no assistance for the assignments. I asked the TAs basic questions and they couldn't help: they didn't even know what we needed to submit for the labs.
They are good
I'm also very impressed by the level of support I received throughout this course, especially considering how challenging the content is. For example, during Midterm 2, where there is no aid sheet, I was still able to recall and derive all the necessary formulas from scratch, thanks to the well–structured lectures that emphasized understanding the proofs behind each formula.

I also noticed that some students felt certain questions were out of scope. However, I completely disagree with that. Even if some problems extended beyond what was explicitly covered, I was able to draw on my solid understanding of the core material to develop effective solutions. I actually enjoyed this aspect—it pushed me to apply what I'd learned in new and creative ways during the exam.

Going forward, I hope the midterms and exams continue to focus on proof–based or questions that students have never seen before to challenge students to think critically and apply their knowledge. After all, this reflects the true nature of engineering: solving problems we've never encountered before. I believe this approach not only deepens understanding but also makes the learning experience much more engaging and rewarding. |
| The tutorials were good but the TAs were never able to finish all of the questions and I often left confused since they didn't complete the hard questions. |
| Assistance that was available was pretty moderate. Not the best I experienced due to lack of reaction on piazza and tutorial |

Comments
answers.
The accomodations during midterm 2 was helpful.
Not much really. Piazza was a nightmare to navigate when we were asking questions and when we were asking questions on piazza we were given vague and unhelpful advice on what would be on the midterms. We were then also told to "attend classes" which while yes is on us however this is not the only class we have.
Piazza was always available but I never used it personally. Tutorials were not very helpful as they just went over the posted problem set notes without providing new information. Practicals had basically no attendance because they provided no value for the labs. Honestly, the labs in general felt quite irrelevant compared to the content being taught.
Hamid took up questions at the end of the class.
The assistance that was available was good.
N/A, some TAs during labs from what I recall
N/A
The TA was excellent, and the problem sets were very helpful.
Office hours were really the only resource. We do have a Piazza, but we have been asked multiple times to refrain from asking questions on there by the course coordinator, even though that's what piazza is for, because we were "not going to tutorials and lectures". Some people have questions when there not close to any of these times. Prof's were also rarely on piazza, and it was mainly TA's and students answering questions. I also found that the TA's (in person) were not particularly helpful. It would also be nice to have an official textbook rather than slides that can be hard to understand and are missing detail.
I think the tut is very useful, i can understand most part of the tut material during the time.
The tutorials were far too packed and we could never cover most of the stuff, and not to mention that the solutions to tutorial questions were extremely vague and impossible to understand unless you already knew how to do everything, and this is something the TAs themselves admitted.
Tutorials and that is about it. Professors do not post anything. TA's were helpful mostly however, especially during lab sessions. We had no issues with the labs generally, and I would say some of the questions on the Piazza were answered. Professors did not check Piazza frequently and did not help much with our learning. Overall, I would say while the TA's were great at helping during tutorials and labs, the professors were very unhelpful with content posted on Quercus and anything else.
It was good
At the beginning of the semester, the assistance was decent, but as we got closer to the end it got worse and worse. The tutorials stayed consistent and were quite helpful in preparing the students for the assessments. They had relevant questions and the times that I went, the TA was very nice and tried to answer every question as well as possible. Online documentation to support student learning was terrible though. It was nice when Professor Hamid was posting lectures online cause you could review his lectures and see what was taught even if you missed a couple of lectures. There is also a slide show posted online, but most of it contains information that isn't very relevant and it doesn't explain concepts well. Now we have no lecture notes and have to solely rely on this slideshow. I just hope that in the future the instruction team is more open to providing the students with more material online and that they add more redundancy so that even if one professor cannot post their lectures, another one can.
N/A