

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 Winter 2024 UG

Course Name: ELE.&MAGNET.FIELDS 2 ECE221H1-S-LEC0103
Division: APSC
Session: S
Session Codes: F = First/Fall, S = Second/Winter

Instructor: Hamid Shokrollah-Timorabadi
Section: LEC0103
Delivery Mode: INPER

Raters	Students
Responded	36
Invited	117

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.	4.0	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.	4.3	5.0
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	3.6	4.0
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	3.7	4.0
Institutional Composite Mean	3.9	-

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....	3.4	3.5

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

Comments
Prof Timorabadi scrolls through the notes too quickly, making it hard to take notes. Consider writing smaller or use the black board. the lab assignments were somewhat tedious, but they did what they were supposed to.
I thought Stickel did a great job of explaining concepts well in this course. I am in Timorabadi's section, but I quickly switched to Stickels lectures as they provided me with a better understanding of the course content. In particular, I liked how Stickel explained things at a more basic level and did simple examples, not throwing too much at me at once. This allowed me to absorb complex content easily, and build up to more complicated problems!
Instruction was good I just had no idea the entire time
Instruction was good I don't think lectures were super helpful but tutorials were okay.
very informative.
The instruction in this course was quite good. Hamid was good at keeping the class engaged and explaining course concepts, which was nice especially as this is not a particularly easy course.
Very similar to ECE110 should emphasize on more on a new topic
The instructor gives us a very good sense of the course material and it relates to the midterm and assignment very well. But the quiz I think is off topic with the course material and some of them aren't even clear for the given info.
Lectures are well-structured such that the background of the context is explored followed by the theory and finally example practices. This made it much clearer for students to understand the content. Tutorials felt rushed as every session had many questions to cover.
Professor Hamid taught the content at a good pace, however his handwriting leaves a lot to be desired. Often it can be difficult to follow his notes and calculation when I am unsure of what symbol he has written.
The textbook was instrumental to the course, and I would have much preferred the assignments to be based on the textbook question material rather than the "practical" laboratories in which we use an outdated simulation software to answer questions. The opportunity to ask questions and be evaluated on our understanding of the lab content was far more valuable than the lab itself — a tutorial/quiz combination would have been a better alternative to these labs.
The practical modules were poor as some details were unclear. There should also be more content on the last section on the course. It was good that full solutions (not just answers) were posted
The course was delivered in a very interesting way and professor helped me stay focussed on the lecture.
Good quality, you write kind of fast though
I appreciated the amount of examples we did in class, as well as the fact that the prof took notes synchronously. Allowed me to follow along better!
Prof. Hamid was a good lecturer, handwritten notes were useful, and nice that they were posted to Quercus. I do wish that the notes had more uniform handwriting as it is sometimes hard to interpret if looking at after the fact.
Professor Timorabadi was a very engaging and fun lecturer, however I found that I did not quite glean the necessary process of approaching problems in this course from his lecture. His lectures and also his handwriting were a bit messy, so it was not always a logical progression from one step to the next. He was very engaging and always made the atmosphere lighthearted, which I know helped many remain engaged during lecture.
The instruction was pretty well done however I strongly urge Hamid to get better handwriting ASAP, no hate to him because I thought his teaching and explanations were wonderful, however it was extremely painful to miss a lecture and be entirely lost due to his poor notes.
Prof. Timorabadi was very friendly and approachable. I liked how he sometimes performed live demos of concepts using interesting contraptions from the physics labs. However, I felt like his teaching could go a little more in depth and that he could go through more comprehensive examples instead of just the ones in the textbook.
Lectures were well organized and notes were clear and useful
Very good examples
Explanations and examples given in class were clear. Assigned homework problems were relevant and helpful.
Professor Timorabadi made lectures very engaging with his demonstrations, his thorough explanation of concepts, and his humour. He fostered an environment where it was easy to talk to him after lectures about anything concerning in the course. His writing was sometimes difficult to follow along, but his many examples in lectures helped tie theorems and fundamental principles to problems that are relevant for course examinations. Tutorials and practicals were also very well organized and concepts there were tied into the course lectures quite well. Wish there were hands-on labs though, like making a transformer or motor.
Hamid was nice. Labs were good, but the quizzes were hard, and had lots at stake. Midterm was fine. Instruction was decent, but too hard to practice on my own.

Comments

Professor Hamid's teaching was a bit disorganized and hard to follow, causing me to switch lecture sections after the Midterm. Prof Sarris' teaching style was excellent! Professor Sarris conducted his lectures in an extremely well-planned and organized manner. He often brought with him some interesting lab equipment like magnets, galvanometers, rods, coil wires, etc. to demonstrate the examples we did calculations on. he often related concepts to the real world, making a lot of the theoretical material so interesting and engaging. Attending Prof. Sarris's lectures made me really excited about this course and its applications in industry and just the world in general. I would like to thank Prof Sarris for his organised and engaging lectures, I learned a lot that the textbook alone couldn't have taught me!

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

Comments

The labs are simple, nice and straight forward. I like them.

NA

none

Tutorial hours are very efficient. Labs helps you review the course concepts. Lectures delivers the big picture of the topics very well and example questions are also included to help you reinforce your understanding.

The tut and lab are very good but I think the lab isn't very helpful for people to understand the knowledge beyond the course, I think it can relate to other applications more.

Every tutorial should have a recap on the lecture content covered during that week to allow students to be certain that they have understood lectures.

Tutorials and Piazza posts were useful to clear up misunderstandings, as well as office hours.

TA office hours

TA (Polina) was very knowledgeable and made sure to answer all of my questions and doubts.

Prof. Hamid was very friendly and helpful with questions after lectures. I cannot comment on tutorials because I did not attend. Labs were very easy, but the quizzes were only sorta representative, would make more sense if they were multiple attempts since they are take-home quizzes anyway.

The TAs for our labs were really good and understanding of the material and they generally asked questions that really made us reflect upon course material.

- Tutorials (most useful)

- Labs

- Lectures and office hours (once a week)

lectures from past years

Did not attend tutorials so no comment

Piazza was useful

TA no prof office hours were great

TAs during Labs and tutorials would explain information clearly and discuss topics in a way that would deepen my understanding.

Professor Timorabadi's notes were easily accessible, and the tutorial TA went through all concepts in the assigned problems very thoroughly, along with answering any questions.

While there were tutorials for answers to tutorial problems, I was unable to do any of the suggested problems before tutorial, which caused me to lose hope and not attempt anything in the second half of the course. I would have greatly benefited from having full detailed solutions to the practice problems so that I could go through them and properly learn the course material as the semester progressed, rather than being 2 months behind at a time.

Additionally, Hamid should have more jokes. He has decent jokes, but more would hone in the topics he discussed.

The labs were extremely disorganized and felt like a complete waste of time. We had to do worksheets and write a 10 minute quiz. The TA's walked in late and didn't really care much about the course or the lab. The labs were understaffed, we'd often had to wait a lot before we got graded for the worksheets we already had completed at home. The quiz was only 10 mins long, barely enough time to think about any of the questions asked.

However, I enjoyed the tutorials and appreciate the amount of office hours provided before the midterm.

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.	3.8	4.0
10. The instructor (Hamid Shokrollah-Timorabadi) related course concepts to practical applications and/or current research	3.9	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)	3.1	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.	3.8	4.0
13. The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.	3.5	4.0
14. The instructor (Hamid Shokrollah-Timorabadi) explained what students are expected to learn in the course.	4.1	4.0

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.	4.1	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:	3.4	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.

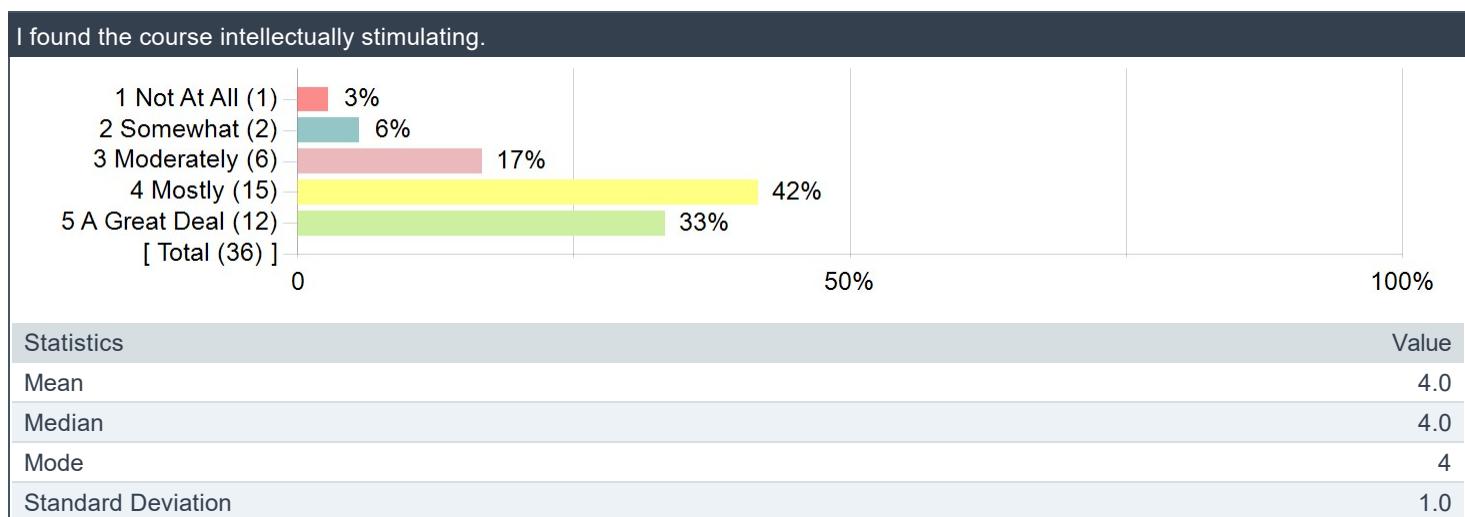
Median: The middle value when all responses are ordered. This measure is less affected by extreme and/or divergent scores.

Mode: The most frequently occurring score.

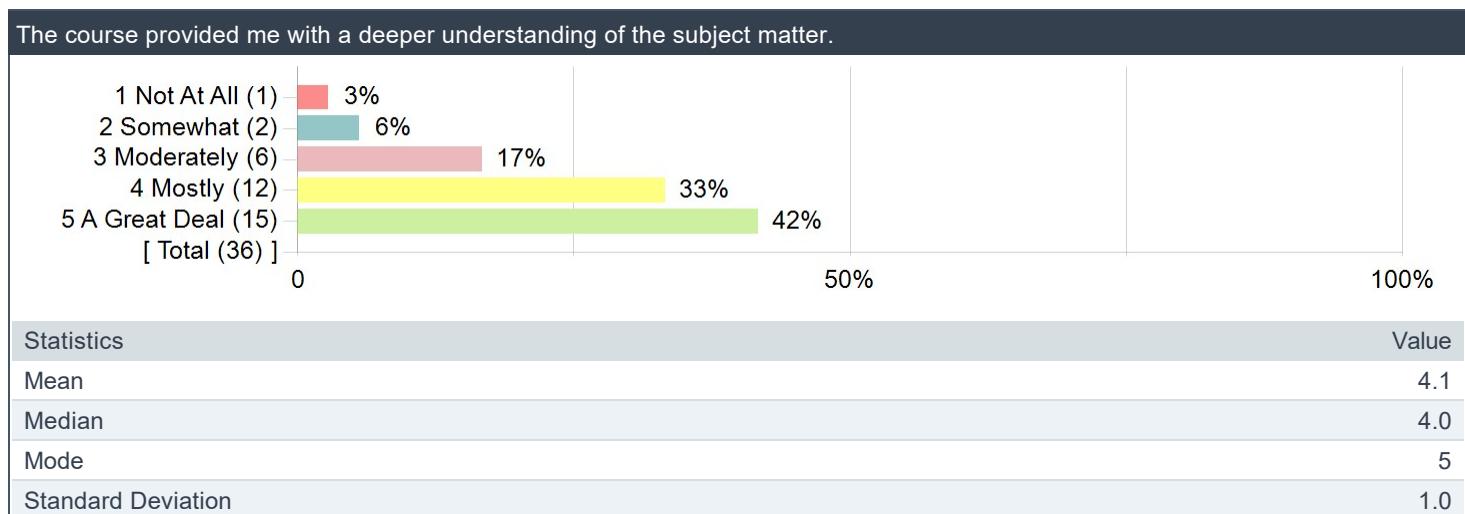
Standard deviation: A measure of the "spread" of the data.

Part A: Core Institutional Items

1. I found the course intellectually stimulating.

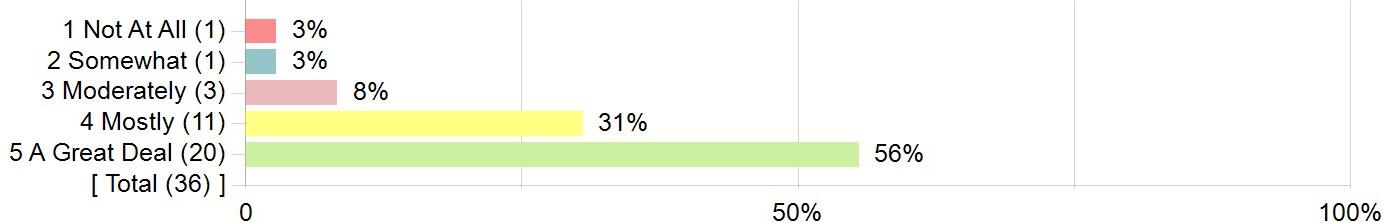


2. The course provided me with a deeper understanding of the subject matter.



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

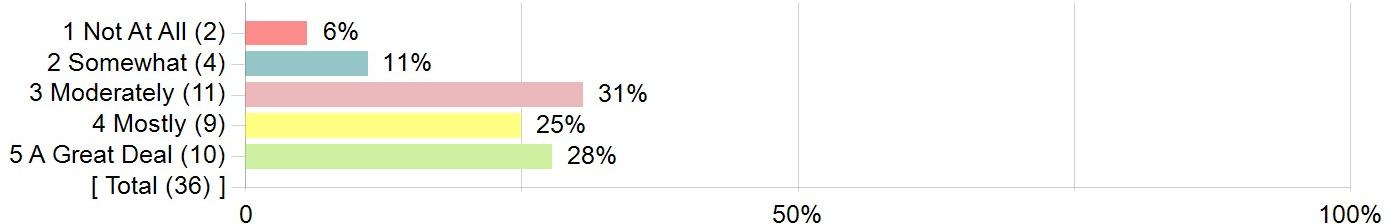
The instructor ([Hamid Shokrollah-Timorabadi](#)) created an atmosphere that was conducive to my learning.



Statistics	Value
Mean	4.3
Median	5.0
Mode	5
Standard Deviation	1.0

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

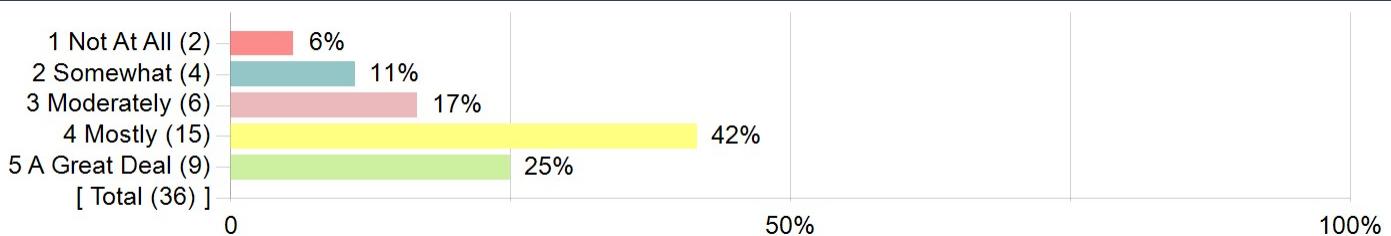
Course projects, assignments, tests, and/or exams improved my understanding of the course material.



Statistics	Value
Mean	3.6
Median	4.0
Mode	3
Standard Deviation	1.2

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

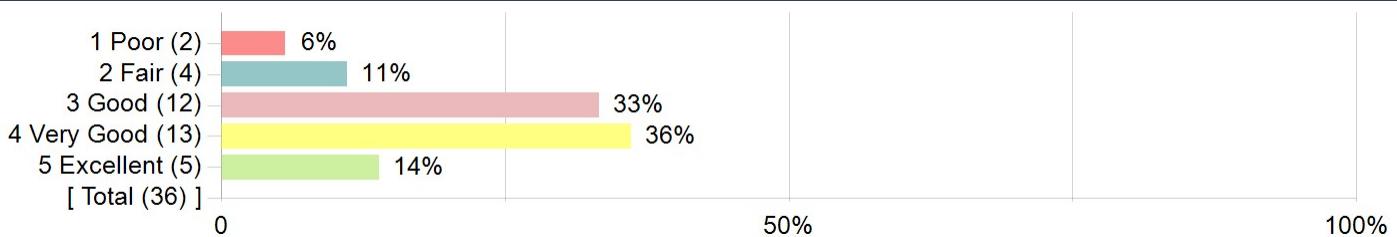
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



Statistics	Value
Mean	3.7
Median	4.0
Mode	4
Standard Deviation	1.1

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

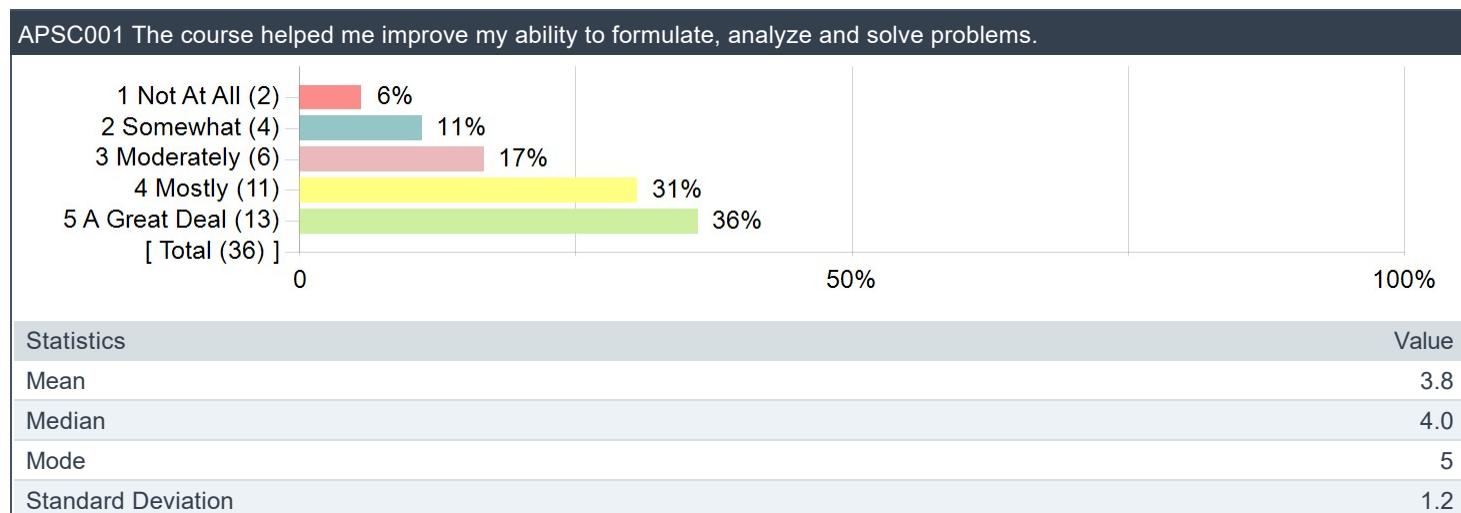
Overall, the quality of my learning experience in this course was:



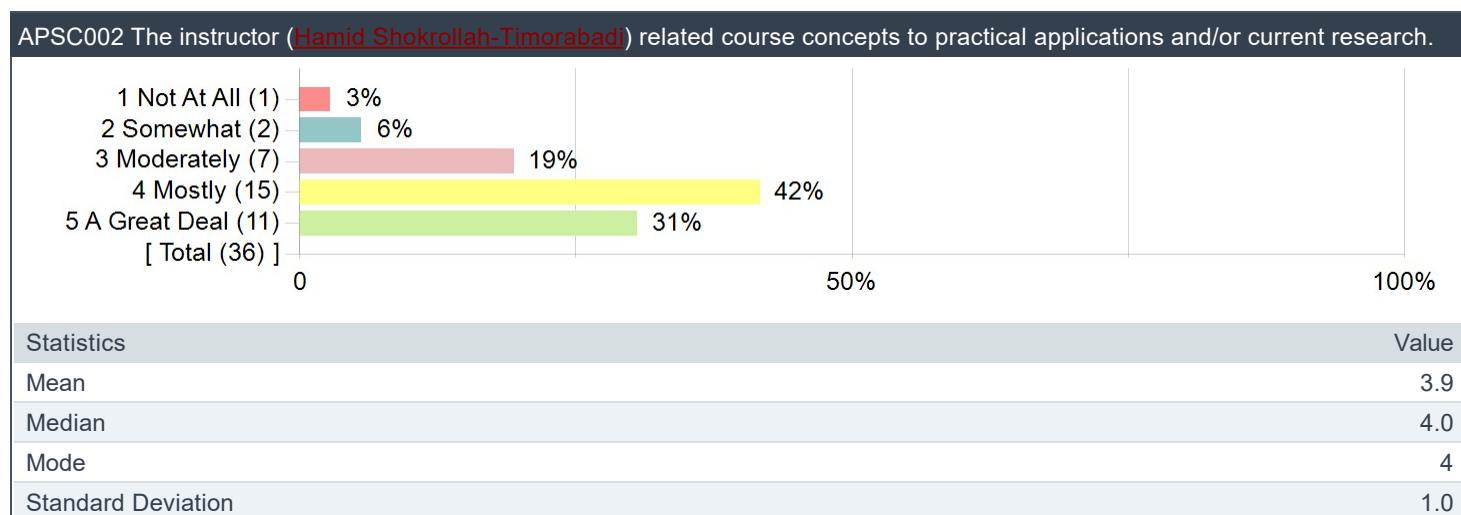
Statistics	Value
Mean	3.4
Median	3.5
Mode	4
Standard Deviation	1.1

Part B. Divisional Items

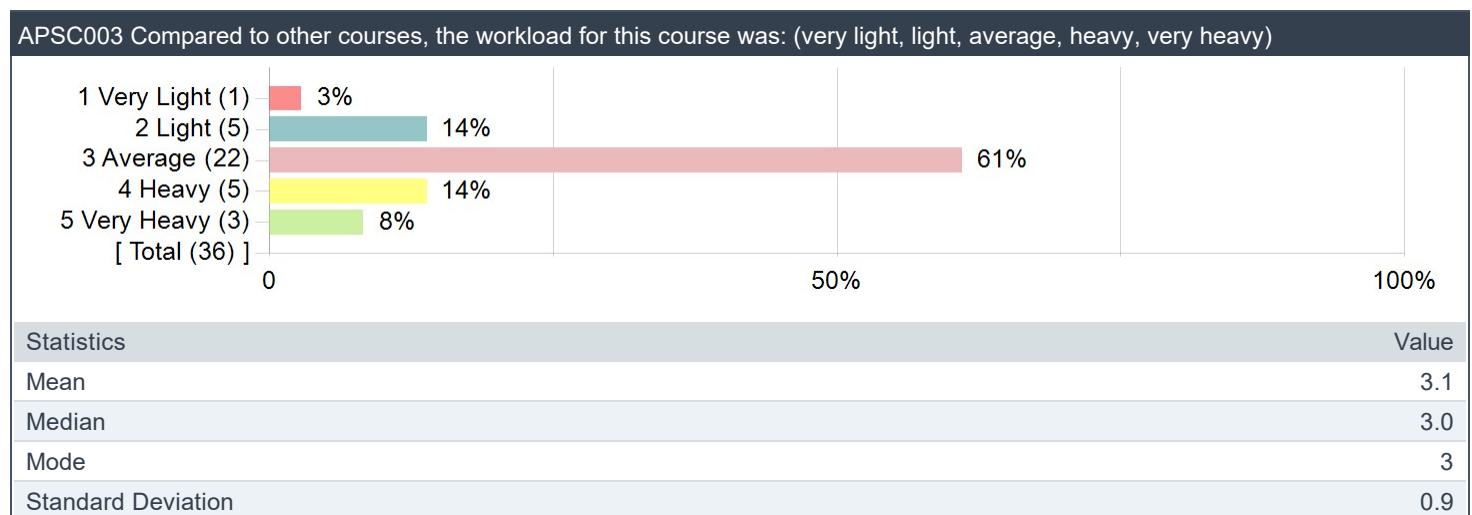
9. The course helped me improve my ability to formulate, analyze and solve problems.



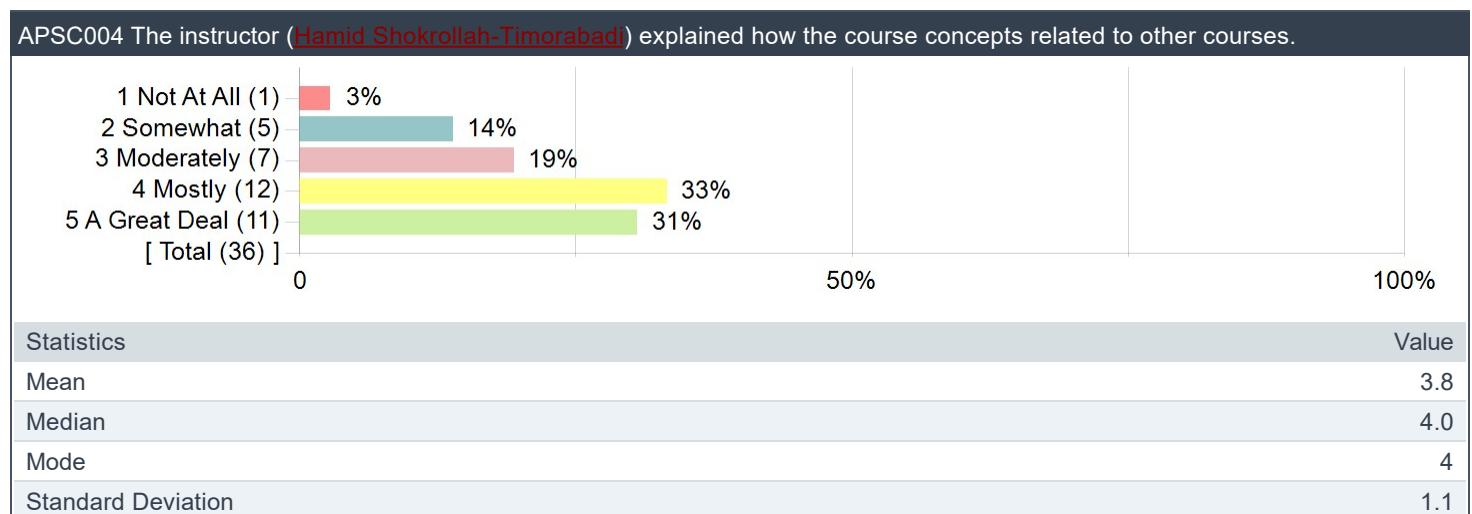
10. The instructor ([Hamid Shokrollah-Timorabadi](#)) related course concepts to practical applications and/or current research.



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

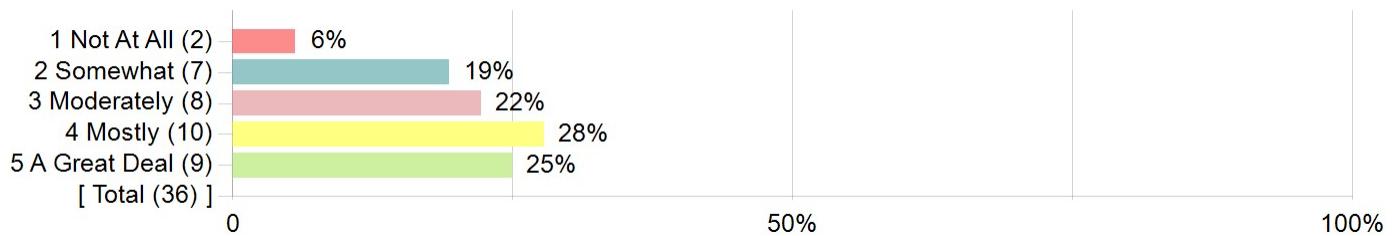


12. The instructor ([Hamid Shokrollah-Timorabadi](#)) explained how the course concepts related to other courses.



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

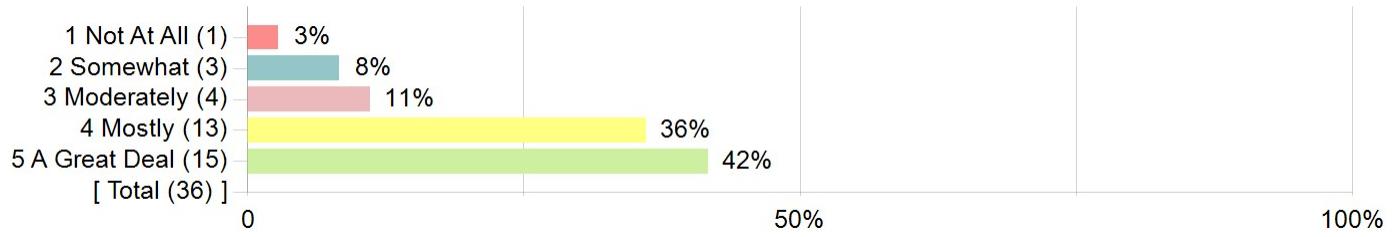
APSC005 The feedback I received on tests, assignments, labs, and/or projects provided guidance on how to improve my understanding of course materials.



Statistics	Value
Mean	3.5
Median	4.0
Mode	4
Standard Deviation	1.2

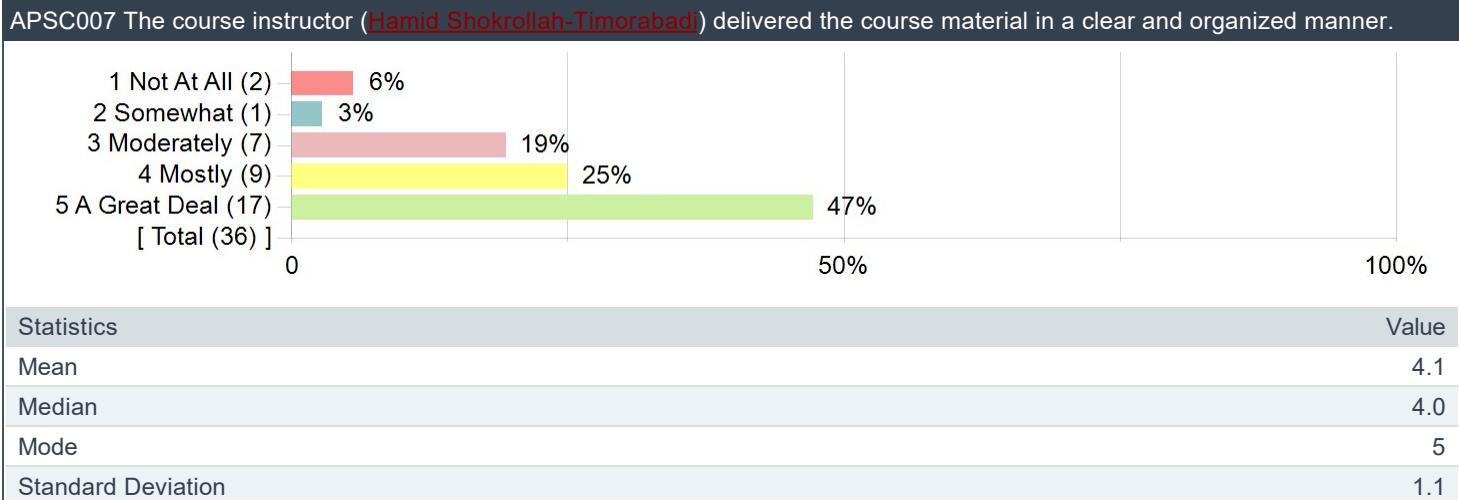
14. The instructor ([Hamid Shokrollah-Timorabadi](#)) explained what students are expected to learn in the course.

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



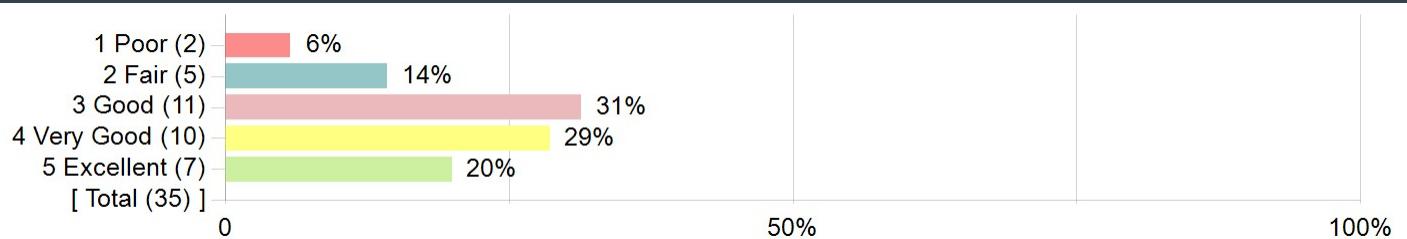
Statistics	Value
Mean	4.1
Median	4.0
Mode	5
Standard Deviation	1.1

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



Part C. Departmental Items

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



Statistics	Value
Mean	3.4
Median	3.0
Mode	3
Standard Deviation	1.1

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.

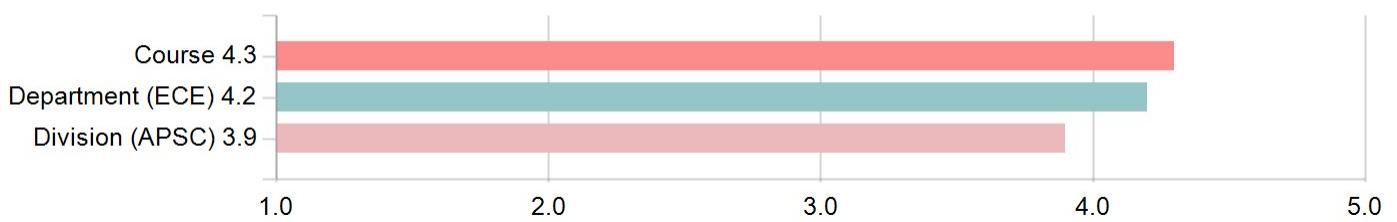
For example, if a department offered only two courses, one with 1000 students who all answered 3.5 and the other with 10 students who all answered 4.5 (so that the means would be 3.5 and 4.5 respectively), then the departmental mean provided on the course evaluations would be 3.51 since the calculation would be $[(3.5 \times 1000) + (4.5 \times 10)] / 1010 = 3.51$ and not $(3.5 + 4.5) / 2 = 4$.

Part A. Core Institutional Items

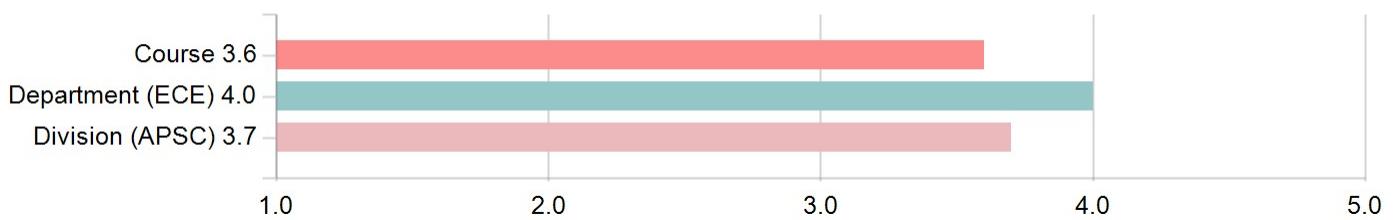
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal



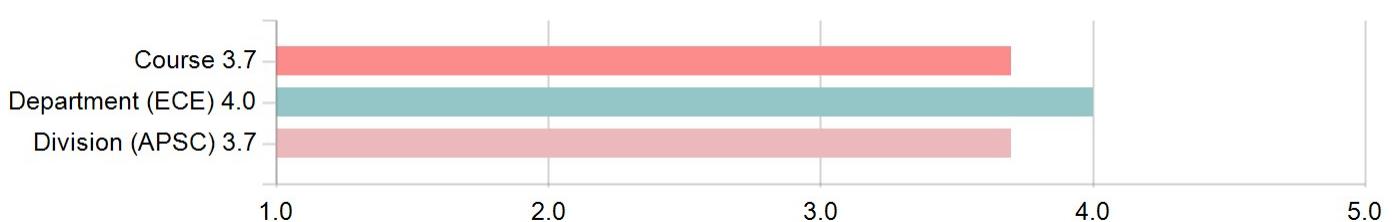
3. The instructor (**Hamid Shokrollah-Timorabadi**) created an atmosphere that was conducive to my learning.



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

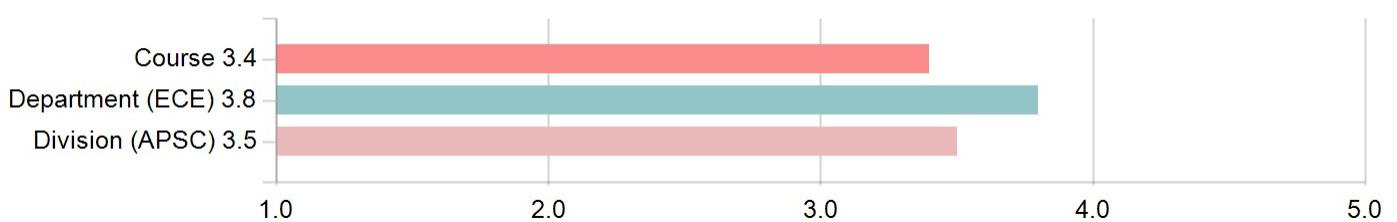


5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.



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

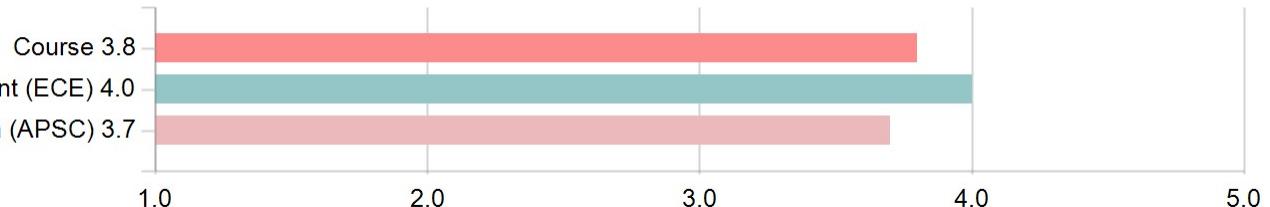
6. Overall, the quality of my learning experience in this course was:



Part B. Divisional Items

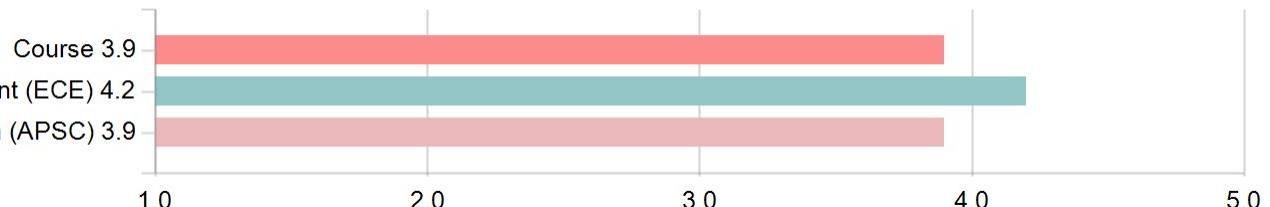
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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.



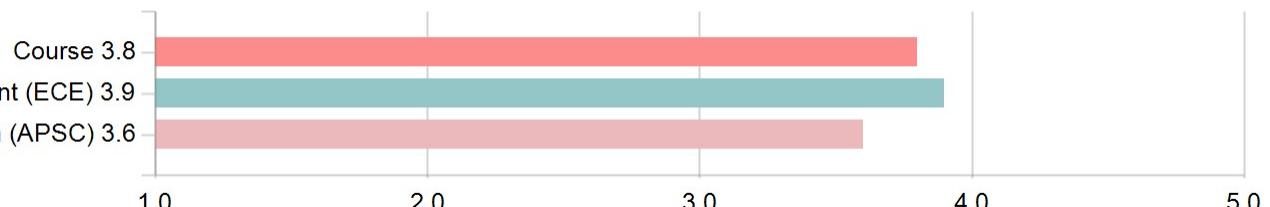
Scale: 1 - Very Light 2 - Light 3 - Average 4 - Heavy 5 - Very Heavy

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



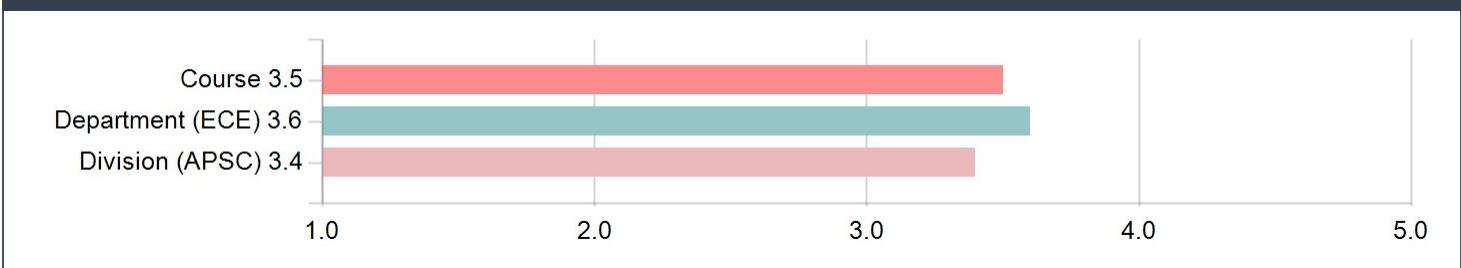
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



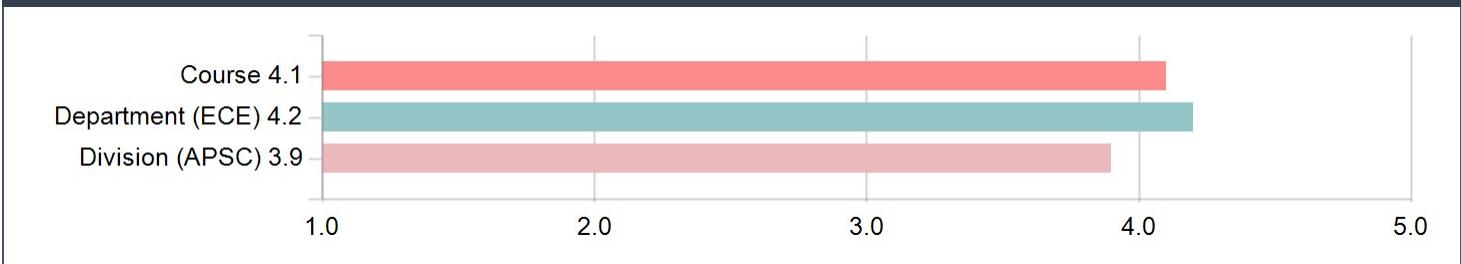
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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



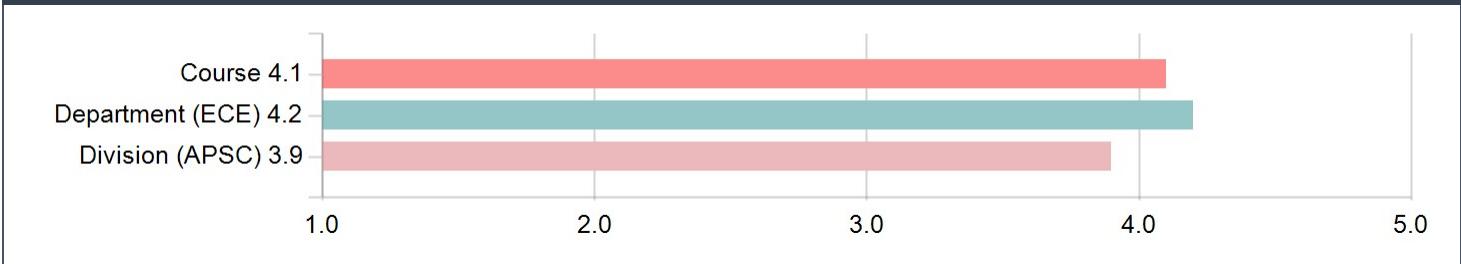
Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

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:

