Survey: EEE Feedback – Autumn 2014-15

PROGRAMME SUMMARY – FREE TEXT ANSWERS – FIRST YEARS
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Please comment on what was good/what could be improved:

- Good: Maths (MAS156) lectures and problem classes, EEE118 problem classes (under Peter Houston only) and lectures (for both lecturers), EEE117 lectures and EEE163 lectures and lab sessions. To be improved: EEE118 James Green problem classes- some questions on the sheets have no answers! Hence cannot be checked against your own answers. EEE117 problem classes terrible place to use demonstrators (a Mappin building lecture theatre), not enough demonstrators, not as organized as EEE118 or EEE119 problem classes and problem sheets are not as regularly provided (I was unaware that I could access these myself via mole until I discovered a few days ago!). Those problem classes (EEE118 and EEE119) are tutor groups sat with their own demonstrator in the 1st year labs. Much more is completed and learned. Neither good nor bad: EEE119 problem classes and lectures and EEE160.
- Quality of courses is good but the timetable..
- Our eee118 professor lacked the proper teaching skills as he did not grab the students attention whatsoever and while he speaks his voice would fade away through the sentences. His class was really dull and I honestly did not understand most of the things he taught. Professor Peter Houston has a lot to offer but he lacks some skills in catching our attention. Regarding the eee119 digital systems, after Professor Neil Powel broke his ankle you should have replaced the professor with a substitute not give us a course of the second semester, as now it is really confusing to study the course because I have no idea whether to study digital systems or systems engineering and which exams or assignments should I prepare myself for and whether the professor is expecting us to remember where he stopped in digital systems and hope to continue from there. Overall, it was a really bad choice and a confusing one.
- Good - the course structure and the contents. Bad - lectures use PowerPoint! All they do is read it off the slide, what ever happened to talk and chalk?!
- Good lecturers.
- Good amount of assignment but not so clear for all the assignments and exam, better to have a list of assignments, homework, test and exam before the semester start which also tells about each assignments percentage of that course.
- Timetable could be more reasonable and easier to remember.
- Putting lessons together in the morning is good.
- The lecture content was interesting but I'd covered most of it before, some more feedback would be nice.
- GOOD: -The practical labs were extremely interesting. -Very good facilities. -Lecturers were all GREAT except

one...IMPROVE - Would've been nice to have done lectures on the stuff being done in the practical / computer sessions (including PN and DIG) ********** Alan Tennant needs to improve his attendance to lectures. ******His attendance to problem classes was approx. 10%********* I don't mind him cancelling lectures due to illness that is completely fine. But sometimes he cancelled lectures with no reasoning and in one instance he turned up 2-3 hours late for professional skills 2 and we never did professional skills 3. ***** When he does attend, the lectures are of a very very HIGH quality (that is NOT sarcastic).

- Ability to access the teaching resources for all modules off campus.
- The lecture hall is good.
- The lectures taught were moderately suitable with the period of each class which is one hour. Notes provided were satisfying for almost all the modules but not enough for a few of them as they did not quite helpful for us to answer questions in the problem sheet. If possible, the lecturer could spent a few minutes during the lecture to discuss and show us the proper steps to answer a exam formatted question with the students.
- Introduction to the subject should be emphasised by the teaching staff. Some students came with little background in the subject that is studied at university. Hence, it would probably be helpful if the teaching staff give recommendations on ways that can improve students' preparation to meet the subject's expectations. These recommendations should enable students to get the most of the teaching methods that are deployed by the department itself such as lectures, problem classes, and laboratory work.
- Maths, c programming were both very taught. Very good lecturers and form of assessments. Also problem classes were really helpful. EEE117 lecturer isn't very good. Very hard to apply principles taught to question in problem sheets/home works. The problem classes for 117 are too large as a result not as effective as others.
- Enjoyed the content and most lectures, the EEE119 AND EEE118 problem classes were very helpful with the demonstrator. The other problem classes (MAS156 and EEE117) were less so, I felt I could have better spent my time on my own. I was expecting to be more independent and found that the homework interrupted my own plans for learning, I often wanted to focus on certain areas I struggled with but had to spend time on others due to homework deadlines. The EEE117 lectures were done on an old projector(hand written) although lecture notes were available online the lectures were very hard to follow as it was not always clear. The notes online did not match the lectures. The maths lecture notes did not contain many examples, they had the questions which were then shown in the lectures. I would prefer to have had some full examples in the notes. I extremely enjoyed FYGER, it really brought our tutor group together and was lots of fun. The C programming part of EEE160 was really well set out and easy to understand, both the lectures and computer lab time. EEE163 although it was

interesting, I don't know if I learned much. I was not told how well I did in the laboratory or how to do better. Only during one of the sessions was I told the correct answer.

- Some course material covered very quickly (EEE117) with no basics taught. No numerical examples given. Lecturer does not attend tutorials. Problems too difficult to quickly. EEE118 lecturer Peter Houston boring just reads the slides. Dull course.
- The lecture website can be improved, I really want log in lecture website without using campus network.
- I really liked my first semester studying BEng in Electronics in Sheffield University. Lectures were not boring and lecturers were always helpful. Personal tutorial program was great. Lab works were always interesting and fun. I have also found the FYGER competition to be very enjoyable. The only disappointment for me was inability to get individual laboratory access off hours. As an electronics hobbyist, I hoped to find a place, where I could do my own projects and practice, but didn't manage to find any. Overall, I am totally satisfied with this semester course.
- More equipment for students and a better timetable.
- Lecturers are very supportive, lecturers are mostly engaging, however more support is needed when it comes to writing reports as there is confusion as to what the marker is looking for, also getting results back take a long time.
- My overall opinion of the course is very good, I just feel some modules go through the content very fast.
- The timetable is very frustrating, there some gap time where you have nowhere to go. The location of the lecture halls are sometimes quite far away.
- Maybe the accent of some lecturers are quite hard to understand especially Dr. James Green and Prof. Alan Tennant. I could say that tutorial sheets are really helping me out if I don't understand the lectures thanked to my tutor's in the problem class. For 119 class which Prof Richard Hogg I don't really understand what he's talking about and I hope that next semester for 119 class he tried to make something special for us to understand the subjects and hence making us interested to learn about it. For 117 problem class I'm quite stress for the tutor in charge as he's quite unfriendly and making me hesitate to ask some questions.
- Hi there, as an international student ,I found EEE118 is very difficult to catch up and the lecturer’s accent is a bit hard to understand . however I found EEE160 C programming class really interesting and understandable.
- Programming and robotic project were fun. EEE118 course content is not as interesting as the other modules.
- The way in which the lectures were taught, with some opportunity for questions but focus on content, I felt was good. Improvements could be made in communication towards students, at the moment updates on test timings, lecture scheduling etc. are few and far between.
- The hand-out was good.
- C programming should be improved.

- The way the university welcomed all the students was amazing. I felt heartily welcomed and felt comfortable. The interaction between differently nationalities could be improved.
- Lectures could have more involvement.
- The course materials were sufficient. Everything was good but one thing to comment about, is the First year Egg Race. I have noticed that in most groups, there were one or two students dominating the project, resulting some SOLO EFFORTS being produced. This has bored not only me but also some of my friends from other groups. Many have been unable to really take part in the project because those who dominates everything didn't seem to be keen on listening or accepting the opinions others provided. Most of us showed up unwillingly for the attendance mark, faking the nonchalance out of ourselves, because even if we were there we couldn't do anything to help (The person would just reject every opinion and take control of all materials used to build the RC car). We could only sit there and wait till the end of the session. I would suggest that there should be a report form to be filled to make complaints about the non-cooperative behaviour of team members. The complaints will be judged by the tutor in charge and, maybe, he should be the one talking to the "dominators". I think that if they're being dominant to the project, that stereotypically means that they wouldn't listen to anyone other than their superiors (which obviously is distinctive in age and profession).
- Lab instructions were sometimes not as clear as could be and lead to a lot of confusion as to what needed to be done, especially the 117 lab. However I found the lecturers to be very engaging and this makes learning much easier.
- Some of the problem classes are helpful. The writing lab reports were horrible as majority of us had no idea what we were doing. I'd suggest we should write an example lab report that should be marked we should be given feedback on before we are asked to write the proper lab report for submission All of my labs happened way before the theory so I was really confused and overwhelmed.
- I have enjoyed the overall content of the course so far. It is challenging, interesting and fun. Another aspect which I believe is good is the different approaches lecturers use whilst teaching, it allows for a better understanding of the subject. However, some of the approaches do not seem to work for me personally. For example, in MAS156 being told to use the discussion board instead of emailing the lecturer directly.
- I thought the course on the wholes as very welcoming and helpful. However, in terms of the timetable, it was hard to understand what was happening where. Also that there were no timetables for the next term and no information on when exams will be.
- Good: a lot of practicals, improvement: more social events.
- All lectures must provide lecture notes. No more copying lecturer's handwriting on the board. It is difficult to read and listen at the same time.

- The teaching could be better. They need to lay the foundation of each topic well. The lecturers do not notice when they have lost the students for lack of understanding. When given the answers for tutorial sheets diagrams to show how they were gotten would be good. Some people have had little experience in labs before they came here and are just managing to keep up.
- The lectures gradually built on their subject which meant that it was easy to follow. I never felt as if I was thrown in at the deep end. It would be better to have more worked exam style question examples done with the lectures so when we come to revise we have something to go against.
- All lecturers need to consistently give out lecture notes.

Thinking about sessions with your Personal Tutor, please comment on what was good/what could be improved:

- Good: Treating us (students) as adults, discussing the answers to questions for that tutorial (provided on a sheet handed out at the start of the year), making the sessions blunt and to the point and providing good overview of what The University of Sheffield expects from students. What could be improved: nothing as far as I'm concerned.
- Everything is good.
- Overall, my sessions with my personal tutor were not bad but at the end of the semester I missed a few sessions with him and I tried to explain to him why but he was not understanding at all. I also sent him an email asking him if it is possible to pass by his office to catch up with what I missed, but there was no reply from him.
- All very good, Mr Peter Judd is absolutely brilliant! Very reassuring and very happy to help!
- Hope it's more about talking how's going in the course not doing exercise or questions which we can do ourselves.
- Teachers are kind and active during lessons.
- It's good to have a chance to chitchat with senior member in the department.
- It is good that we can share our problems.
- Good: The problem sessions were great at ironing out small problems from lectures.
- My personal tutor is really helpful.
- The good thing is I felt like I am being cared as the sessions were very cosy and I had someone to talk my difficulties to. It would be even better if my personal tutor could spent a little bit time to review the lessons or help us to improve our understanding in some difficult new topic as I did not take electronics subject in my foundation year.
- My Personal Tutor is very understanding of what her tutees are going through as students at university. I am personally convinced that the objectives of the personal tutorial system can be achieved with success.
- The sheets for different modules helped when we went through them.

- I enjoyed all the sessoins with my tutor, they felt very casual and it was easy to speak out and ask questions. the circuit analysis and digital electronic sessions were particularly helpful for my understanding.
- Good.
- Everything is fine.
- Personal tutorial program was excellent. The only improvement could be assigning the meetings more frequently (e.g. once a week instead once per two weeks).
- Personal tutor is very supportive, willing to give academic advice and personal if needed. He does respond to emails quickly. He knows what he is talking about when going through the tutorial sheets. No faults.
- My tutor has helped me in every way possible, very satisfied.
- The explanations are very clear. The meeting room could be bigger.
- Tutor actually turning up.
- It's really helpful because you need someone to tell or response what have been occur throughout your semester. I like this session and I hope that it's continued until the final year.
- Everything is great.
- The amount of support available for any issues is good.
- Our personal tutor helped immensely with settling in and getting used to the environment through discussion and encouraging such. However, the lack of sessions in total meant little time was spent doing so.
- The attitude is very good.
- Sessions with the personal tutor was good overall. It’s one of the best ways to seek help and advice.
- They are good for a quick catch up to make sure everything is on track.
- My personal tutor did a great job in handling any of our questions. He also made great effort understanding his tutor group and the issues we were facing. He gave good advices to the problems we had.
- It is a good way to see how to solve problems in a different way. Sometimes different people grasp things more or less easily and I think it can be misinterpreted that a student has not tried, rather than they struggle with understanding the topic.
- Personal tutors was fine, he was always very helpful.
- I believe the Personal Tutor sessions were very good at getting people out of their comfort zones and developing personal qualities. For example, standing in front of the group explaining how something works. This is good as it builds the participates confidence within the subject, with the group and within themselves overall. However, an aspect which could be improved is getting everyone involved more. Some students were shy and didn't speak much. Even with reassurance from the group. If there was a way to incorporate this aspect into the Personal tutor sessions I believe the whole group would benefit.

- Very good and welcoming.
- It was helpful and insightful I was pleased with the sessions and no improvements come to mind at the moment.
- The tutor is open minded and has given positive advices.
- Generally sessions with my personal tutor were good.
- It allowed you to ask questions on any subject which you were struggling on and they would either help you there and then or tell you where to go to find the extra help needed.
- Nothing all good.

What if anything, would improve your sense of belonging to an academic community?

- Trying to connect more with students. Do not say something at the beginning of the semester and do another when we are expecting help.
- A chance to meet them! Maybe some events e.g. building a robot but all engineering courses... Similar to global engineering week.
- More tutorials time to ask academic question.
- News update on what researches the department is doing.
- More sessions of contact time in smaller groups.
- Feeling closer to the research that happens in the university.
- By joining any academic societies.
- More social events within the department, the EEE society had only a few social events two of which were very expensive. More group projects or competitions like FYGER
- Pointless belonging to a community if the quality of the course is sub-par. Get the course right first then worry about being ultra-PC and all-inclusive.
- I wish I could have an opportunity to discuss different engineering related questions with lecturers, who are often too busy to have a chat.
- Make something myself.
- More collaboration with other departments.
- More different kind of group work to know more different engineering students.
- Self-acceptance that we belong to the electrical and electronic community.
- Online community, official Facebook group or things like that. Mole seems a bit not that useful to me as an online community.
- More socials organised by the EEE society.
- Scheduled events tied in to the course itself, to help further study while encouraging interaction.
- Grouping people of similar interest could increase the belongingness.
- Nothing.
- 1) If we could get permissions to use the lab. 2) Any volunteering opportunities or jobs to be offered by the department.

- I would really like to get involved more with work experience and it would be great to have opportunities to help in the department, whether under PhD/masters students or elsewhere, even if it is just testing equipment or soldering circuits etc.
- More academic related events in a fun and relaxed environment that doesn't necessarily count towards my over-all grade.
- Making the social aspect of the course more proactive, such as trips or events.
- Not much I think its fine.
- The Electrical and Electronic society need to do more socials. This is because during the fresher’s week they did not organise one event, not even a trip to the local pub then a club after. This then meant that I don’t feel like I have mixed as much as I should have with the students on the course because you can only chat to a limited amount of people in lectures. The society really need to get themselves organised, I think it is pretty poor what they have done this year so far.
- EEE society socials.