Survey: EEE Feedback - Autumn 2012/13

PROGRAMME SUMMARY - FREE TEXT ANSWERS – Second Year
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Type	Text	Response Type	Response Mandatory?	Responses
Core	"How useful have you found sessions with your personal tutor?"	Rating	Yes	Score: 124 / 160 (78%)
Core	"What do you think would improve sessions with your personal tutor?"	Free Text	No	19
Core	"Please rate your overall satisfaction with the programme during the semester."	Rating	Yes	Score: 121 / 160 (76%)
Core	"Please tell us what you think about the use of clickers in your lectures."	Free Text	No	30
Core	"Please comment on what was good about the programme."	Free Text	No	25
Core	"Your department aims to make you feel part of an academic community of students and staff interested in Engineering. Which of the following, if any, make you feel part of a learning community? (Select all that apply) "	Multiple Choice	Yes	0
Core	"Please give a suggestion on how the programme could be improved."	Free Text	No	25
Core	"Please comment on what, if anything, would improve your sense of belonging to an academic learning community"	Free Text	No	11
Core	"Please nominate a member of staff who you feel has been particularly helpful for your learning this semester for a learning and teaching award. This could be a lecturer, a lab technician or any member of staff."	Free Text	No	28

What do you think would improve sessions with your personal tutor?

Responses:

* more times are provided

* More sessions. Cover subjects we are working on.

* It is a bit complicated to think of how to improve them, but I reckon having a one to one session instead of group sessions, more often would help students mention their problems more easily. Other than that, my personal tutor was very helpful in being a guide in case I didn't know where to go for certain things.

* Nothing

* Although it was a useful way to check our SHIP progress, the personal tutorial was more of a burden that needed to be completed. To improve it, maybe we can have some activity along with it like we did in the first year.

* It would be better if the tutor is an active person and tend to ask questions to the students because some of the students might be quite shy.

* More feedback on SHIPS

* Tutor cancelled a lot of sessions, which was a good thing cos I find them very monotonous; it feels like they are there only to give us the illusion that there is an added dimension to the course by having the sessions and that there is extra support available.

Future sessions could be used to make us write an action plan for all the stuff we want to do for the future. Tutor can give us advice on what the best course of action is etc.

* we met twice a week. And we talked about the studying and the life in the UK. and it felt good.

* If the personal tutor would be more organized and actually attend the personal sessions then it would be more fulfilling.

* More interesting tutorial topics that require more work during the tutorials.

* More often. But I believe, they have a lot of commitments as well , so is difficult to do that.

* I cannot think of any improvements at the moment

* Exercises that are completed then feedback and going through it in the session

* Less objective tasks, and make it more of an opportunity to discuss problems relating to the course.

* The personal tutor could provide some proper feedback and comments based on tutee's work or report instead of just simply handing out the results.

* it would be more helpful if personal tutors can communicate with us through e-mail.

* They are so good. Dan Gladwin is very helpful and supportive.

* There was not much to discuss

Please tell us what you think about the use of clickers in your lectures.

Responses:

* pretty good

* only one lecturer used clicker

* not interesting

* Good.

* I was very excited by the use of clickers and always looked forward to the lectures where they were being used. Unfortunately, it was only in EEE224 that it has been used so far, I would recommend other lecturers to make use of this facility more often.

* Good, you can see where you need to be improved where there is a multiple choice answer during lectures.

* I think the use of clickers is a good idea.

* Only one lecturer made us use them. in his lecture, it was a useful way to express yourself anonymously and also a good way for him to take attendance.

* THey are effective when used to understand the course however only one lecturer used it last semester

* very helpful and systematic

* It is easy, convenient and a good method to take attendance and also to answer question when asked.

* Useful when gauging the overall understanding of the class

* Only used by Dr Lee Ford. Students answered questions about the relevant topic to test our understanding, lecturer can gauge how well the class is doing overall and whether it's worth going through the topic again.

Personally I never used it, I find it to be just a gimmick. Not worth the extra effort to implement, and the worry about losing it.

* yes, we used clickers to improved the communication between teachers and students

* Should teach us in the start of semester. I use the clicker in the wrong way for the full semester.

* Only one lecturer I have encountered that actually uses clickers, and that is Lee Ford

* Its useful in that it enables the students to pay attention to the lecture

* Good idea, but used only in one of the modules.

* Only used in communications, made you go to the lectures because of attendance and to see what the answers were, overall made me engage with the material more

* Useful. Could be used in some other modules.
Is a good way of monitoring attendance.

* We only used the clickers in one part of the course (Dr Lee Ford's lectures) and they helped me keep my attention on the lecture content as sometimes a lecture involving nothing but the lecturer talking can cause the mind to 'drift'.

Therefore I believe that the lectures benefited the use of clickers.

* Useful when used but only when in keeping with lecture style. Currently used effectively and appropriately

* Very good, keeps the lecture entertaining and encourages you to listen

* When they are used, which is very rarely, it allows an instantaneous insight into whether or not I have understood the basics just discussed.

* It was only used in Communication Electronics lecture. It's actually a good way to teach with some small practices during the lecture but it's also really easy to forget bring it to the lecture.

* That's a good tool. It's a pity that only one lecturer use the clicker.

* it can intuitively show the lecturer whether the students understand the question or not.

* it was a great way to show the teacher how much we students had understand about the lecture, and the answers from everyone form the bar chart to indicate how many student made the correct answer and how many did it wrong, this can help teacher to rearrange the contents of lecture if necessary.

* unnecessary luxury

* its good that we finally got to use them, but only in one module

Please comment on what was good about the programme.

Responses:

* necessary lab to put knowladge to pratise.

* Good organization about the module MAS241 (Electrical Maths). Also, signal and communication (module 224) were very well explained.

* The semester was very organized from the beginning, everything was laid out right from the start. We were given our timetables on the first day and the SHIPS program had a detailed table listing out important dates and deadlines which was very helpful. Lab classes were highlighted and so it was easy to have a schedule in order to plan for other activities.

The tutorial classes were extremely handy when you didn't understand how to approach any particular question as the assistants would always try their best to make sure you've grasped the topic completely.

* The quality of the lectures are good.

* The organisation of labs was satisfactory and the majority of courses were clear and adequate to understand.

* The lectures were good. The work load was a little managable

* The good thing about the programme is that it let me experience about different learning environment and it allows me to improve my communication using English language.

* Variety of labs

* clear explanations by the respective lecturers

* Good timetable and a steady amount of labs and reports to do.

* it helps me a lot to learn the professional engineering skills.

* The courses is abundant and the opinion of the doctors are clear.

* The program is split up into smaller modules very well thus resulting in a very broad range of subject topics in the field. The lecturers are very knowledgeable in their respective fields thus adding to the overall quality of the program.

* Most of the lecturers give a good explanation on the topic they are lecturing on.

* Maths was much improved from last year.

* experience working as a group

* -Programme content is relevant to real world applications of Electronic Engineering
-I feel I can follow lectures easily as they are presented in a way that favours my way of learning
-All lecture notes are stored online in-case the physical copies are misplaced.

* Modules on work not previously covered was interesting and an enjoyable challenge

* Labs, and practical learning.

* The SHIPS project was well-organised and it provides me some evidence of industrial experience.

* good lectures

* it related to our course well

* When doing the laboratory, it is great that there are some demonstrators to help us and give us opinions and hints, this effectively helped us to get a progress.

* SHIPS was really useful.
EEE225 Tozer and David good explanation and organised
Mathematics was perfect

* The amount of work given was challenging which was a wake up from first year

Please give a suggestion on how the programme could be improved.

Responses:

* Please give us some lecture before going to the lab ,when some knowladge are not delivered yet. I do not think do somthing which we never heard is a good way to learn that, if it is not necessary.

* I didn't find useful students using the clickers to answer some questions.

* More Tutorials

* I think it would be really useful if the lectures were recorded and put up on MOLE, or elsewhere, as some other departments at the University do. This would aid the students a lot over the exam revision period as they can

go back and refer to any particular topic whenever they want to, which isn't possible at the moment because of no such existing feature.

Also, having a few more assistants at tutorials would be a great addition, because sometimes a few students have queries that take time to attend to, and hence the period of wait for the assistants to come and help you may end up being very long. Since most tutorials are one hour long, sometimes your queries might end up being unanswered, which is slightly disappointing but then you can always clear them up in the next tutorial.

If the University could come up with anything along the lines of remedial classes during the period before an exam, it would help with clarifying topics that students don't feel very confident with and thus improve their chances of getting a better score. I sometimes felt there weren't enough sample question papers to refer to which meant that it was difficult to expect anything at the exam beforehand. If this could be improved it would be very beneficial to the students.

* Autumn examinations

* Some courses provided us with more than enough practice question which was good, but other course provided only one paper to practice for the entire semester.

* the coursework wasn't organised in a way to help students understand the theory. we went to labs not knowing what to do because we hadn't learnt it so we were doing experiments we did not understand so there were some labs like machines and matlab where they was little I personally learnt. hence an improvement will be to ensure we do the theory in lectured first before going to the labs.

* Arrange all of lectures in the same day to be in the same building so that more time could be spent on the lecture and Q&A session at the end of the lecture.

* Less weighting on exams

* When explaining, don't assume the students already know what is said. Treat the students like a blank sheet of paper.

* SHIPS distracted from the main part of the course and I didn't like the whole group work stuff. Need to sort it out.

* no

* Sometimes too much things to do and the course need to be arranged more suitable for us.

* A better and faster way to see the marks we are getting as I have no idea what marks I am getting at the moment.

* have practical sessions for EEE226 in the same week as the lecture for the module so that students can practice what they have learnt while it is still fresh in their minds, unlike the way its currently done.

* Labs- once again doing material in labs that we haven't covered in lectures, as the lab sheets weren't available before you have no time to prepare and end up not reading any of the theoretical material due to the short time to complete relatively long labs, which in our group no one really understood what we were doing or why in some labs.

* reorganise lab sessions. The lab sessions still lack of some academic knowledge. Re think about the objectives of the labs.

* As I learn/revise well when looking at step-by-step solutions to practice/mock questions, I suggest the addition of more practice exam questions along with worked-through solutions would benefit the programme - especially coming up to the exam period.

* More encouragement or incentive to go to problem classes as I often found myself being one of only 10 or less people there

* Interesting content within lectures.

* Some of the lecturer couldn't provide proper handouts at the lecture and students had to spend most of the time copy down the notes rather than try to understand the topic.

* it would be better if more practice can be added

* Just take myself as an example, I am a second year direct entry student, what i have studied in my home country at first year was different from here in some degree, so it was quite difficult to catch up with others especially in the laboratory. I am considered that if the faculty can give a lecture about what would be used in the laboratory(especially that had been taught lase year), that would be really helpful.

* Some modules are really messy. I think we need a list of the topics at the beginning of the module, because I seriously don't understand sometimes the flow of topics and their relation to each other.
There is supposed to be one in the 2nd year handbook, but it is unrevised and doesn't describe the actual content of the module.
So if the lecturers would please give us a list of the topics, that would be great.

* Training demonstrators in labs on the importance of etiquette! some were polite and patient though. I understand that it is frustrating that we sometimes do not understand the material quick enough, but that is why we are getting and education, to understand, and some of the demonstrators lashed out at us, or were absolutely rude for no reason. Its good that they are leaders in their field but what good is all their knowledge if they can not interact with others in a positive way. I do not want to be their best buddy but i do not appreciate being made to feel subhuman.

Please comment on what, if anything, would improve your sense of belonging to an academic learning community

Responses:

* more technical visit

* More tutorials.

* It would be lovely if the department could organize some get-together events and competitions for students in the same year, like a departmental social, etc. Although the society tries to do this, I have found that other departmental societies have been more active in terms of events, etc., which makes me feel that our department could do more.

* organise sports events bringing together all engineering students

* It didn't help that I hardly attended any tutorial sessions. During some of the sessions I went to though, I would ask questions about how the stuff we learned is applied and also future developments in the particular field. Perhaps lecturers can encourage us more to do further reading n stuff by providing more info in lecture notes and also bringing in the actual machines that work on all the theory that we learn, and then describing them for more interactivity.

* Emphasize group exercises more.

* A coffee break on Fridays could help enhance student-staff relations

* If more laboratory exercises were done groups of students rather than individually

* Possibly more social events however the social secretary works hard to try this but many students are not willing to take part

* do more teamwork

* If we could get access to the research in our departments, maybe they are up to something interesting and we have no idea.

Please nominate a member of staff who you feel has been particularly helpful for your learning this semester for a learning and teaching award. This could be a lecturer, a lab technician or any member of staff.

Responses:

* Prof. David

* Ford lee,Fionntan Roukema

* fiontann

* Dr. Fionntan for MAS 241 and Dr. Lee Ford (224)

* Fionntan Roukinma

* Prof. John P. David.

* Peter L. Judd
* Mr Peter Judd

* Peter Judd

* Dr. Tozer

* Prof Richard Tozer

* Kris Groom

* Dr Lee Ford

* My math teacher Fionntan Roukema, he really helped me to focus the advanced mathematics

* Lee Ford

* Dr. Fiontann Roukema

* Richard Tozer

* Fionntan Roukema - Really good lecturer, very passionate.

* Pr. Richard Tozer

* Dr Lee Ford :- I have found that his method of teaching and the resources he uses to present his lectures (eg. interactive PowerPoint) makes learning his part of the course not only enjoyable, but much easier to follow and understand.

* Dr Lee Ford

* Professor Richard Tozer

* None have stood out.

* Peter Judd

* Richard Tozer

* Timothy O'Farrell

* i think my personal tutor professor Geraint Jewell was very helpful and gave us advice in our ships project and when i have problems in the courses.

* Fiontann Roukema