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Survey: EEE Student Feedback Spring 2011/2012
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PROGRAMME SUMMARY - FREE TEXT ANSWERS - First Year
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Spring 2011 / 2012
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Survey: EEE Feedback Spring 2012 - 92 / 247 responded (37%)

Text	Response Type	Response Mandatory?	Responses
"Would you recommend Sheffield to friends as a place to study EEE?"	Rating	No	Score: 0 / 0 (0%)
"Please give a suggestion on how the programme could be improved."	Free Text	No	23
"How would you rate the personal & communication skills you have acquired through the course?"	Rating	No	Score: 0 / 0 (0%)
"Suggestions for any significant changes you would recommend"	Free Text	No	0
"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	24
"How easy have you found it to see academic staff when you needed to?"	Rating	No	Score: 0 / 0 (0%)
"How would you assess the amount of practical / skills content of the course?"	Rating	No	Score: 0 / 0 (0%)
"How would you rate the support from academic staff?"	Rating	No	Score: 0 / 0 (0%)
"How would you rate the overall workload?"	Rating	No	Score: 0 / 0 (0%)
"How would you describe the organisation and management of the course?"	Rating	No	Score: 0 / 0 (0%)
"Please rate your overall satisfaction with the programme during the semester."	Rating	Yes	Score: 124 / 160 (78%)
"How would you describe the course?"	Rating	No	Score: 0 / 0 (0%)
"How would you rate your overall experience at Sheffield?"	Rating	No	Score: 0 / 0 (0%)
"Please comment on what was good about the	Free Text	No	27

programme."			
"Assuming you meet the necessary standards, do you intend to pursue Chartered Engineer, C.Eng. status?"	Rating	No	Score: 0 / 0 (0%)

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

Responses:

* EEE124, as an optional course, three lectures per week were set at 9am Tuesday, Wednesday, Friday and the tutorial have no problem sheets, which hardly drove students to come into lectures. I advise that this module timetable could be flexible and the time mixing into 10am-12am rather than just three for 9am.

* Exams before after Christmas instead of having to go back over everything at the end of the year.

* notes given should be updated

* The lecture notes and tutorial sheets that are available on the EEE/Hercules site could just as easily be stored on MOLE allowing everything to be in a single place that doesn't require a VPN to access remotely

* should be semester system instead of annual system , so that the burden or stress of studies can be divided over the whole period of the year , and students don't just rush to study in the end of the year.

* Postgrads in tutorials not always sure what to be helping you with

* I feel that it was unfair especially on the coursework side that my group had to the BJT lab first with no experience and some did theirs months later when we began to learn about BJTs in lectures and i feel a lot can be done to make sure everyone is given the same opportunity to do the coursework. Also it will be better if we had demonstrators specific to a subject area. It is very annoying when sometimes they can't answer your questions because they haven't done what u r being taught properly.

* Give students certain lab reports to do after they have had a background knowledge about what is being asked especially for Bipolar Junction Transistors short lab report

* The lecturers should be clearer and more enthusiastic.

* more hand can be provided for the eee160 module

* 1st course, Exam in January, 2nd course, Exam in May. Not 1st course then 2nd , then 1st course again , then 2nd again and then exam on both courses because that will just confuse everyone. It is hard to learn 1 thing, then switch to another , then again to the first and so on.

* I felt BJT lab was a mess, boards didnt work, in one case it took the entire lab for both the demonstrators and the person running the lab to discover the fault with a board, this meant that a pair of students had to start from scratch the next day after having already wasted 3-4 hours.

* I believe a few more simple circuits to provide a basic understanding on circuit design could of helped, although I don`t think this is essential and can be solved with extra interest from students.

* Loads of things to say here.
 I don't like how in the labs yeah, it's expected of us to be like 'forward thinking' n that n using our intuition.

For instance, in one lab we were supposed to draw conclusions about various readings in current with respect to voltages changes. Most of the time just left trying to rush all the work before the 3 hour clock rather than understand what the heck is going on.
The focus of study in labs has always been too wayward for us, even oblivious at some times, and most of us at the time peeps ain't fully understanding fundamental concepts init, like V=IR. I still don't know how a capacitor works. I'm aware that you trying to prepare us for the future, like ignite those skills that people back in the day exhibited. Like they saw numbers and were like ''cos these numbers respond like this, it must mean that...'. Just tone down the labs a bit. Yh.

The other thing I don't like is how everything is taught. Best if i give an example.
In one module, we were taught what a hole was. Then an electron. Then how to calculate the current that they make when applying a voltage across a semicondutor. Then diffusion current. THEN we found out that all this random stuff is actually real and is use to make an LED.
This way of learning aint good. Better to teach top down. Break the course down. So like first 'Here is an led' then 'controlled by holes and eletron' then 'we will be learning bout drift and diffusion' then 'to calculate drift, we will consider these things n that' then 'to calculate diffusion we will consider diffusion length n that'. Teaching like this we are actually given a context in the very beginning for all the stuff we learning.

* Tutorial

* Better tutorial sessions that were compulsory with marked/ hand in work

* Match lab sessions to lectures a little better. For example, some labs take place before the theory behind them is taught.

* More assignments, more teaching about practical circuits and techniques in different branches of industry.

* Could be improved during lecture sessions as questions could be asked about the work just reviewed or sheets could be handed out to answer questions as you go along instead of just handouts

* can point out what are the most important and what are less important

* Proper scheduling of exams & lectures and provision of feedback

* Please give better and more feedback on reports handed in. Other wise I didn't kno why marks were not given for some things in reports.

* Faster feedback, better written assignment sheets

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:

* I have to nominate three staffs in EEE department. I think they all are very helpful for students learning.

lecturer:
Tozer Richard
Demonstrator in lab and computer room:
James (in lab)
A Chinese demonstrator who I didn't know the name. (in computer room for C-programming course)

* miss danuta

* Tozer.

* Peter Judd

* Professor Richard Tozer

* Dr. Tozer

* Dr. Tozer and Mr.Judd

* Kris Groom

* Richard Tozer

* Peter Judd

* Dr. Richard Tozer

* Richard Tozer

* mark hopkinson
 peter judd

* Peter Judd

* Mr. Peter Judd was very good and enthusiastic with his lecturing and did a great job of keeping in touch and offering his help.

* Hugh, don't know his last name, but yeah, Hugh. Hes a demonstrator.

* Richard Tozer

* Ken Mitchell

* Dr. Mark Hopkinson

* Dr Richard Tozer

* Dr Tozer

* J.Geraint

* Akeel Auckloo

John David
Richard Tozer
James Green
Peter Judd

* Lecturer 112

* Grant Jowell

Please comment on what was good about the programme.

Responses:

* I like individual project in EEE160, which involves not only practical soldering working, fault finding but also theoretical understanding.

* Lectures and labs.

* lecturers' explanations during lectures

* Support available and the tutoring system was excellent and all the lecturers/tutors are quick to respond to any issue with realistic and helpful advice.
The department also sent out emails well in advance of events and sent another email as the event drew closer allowing effective time management.

* The teaching quality

* The timetable was arranged well. Subjects taught were very relevant, easy to understand and useful. Lecturers were generally knowledgeable and easily approachable. The locations of lectures and tutorials were within a short distance.

* never leave a student idle, or free.

* Personal Tutor was very helpful

* Challenging and fun. there are lots of labs and practical hands on in terms of soldering

* 2nd C programming assessed exercise enabled me to put into practice all that I had learnt in the 1st semester as well as get to know more programming language.

* The laboratories, the handouts are very clear and detailed.

* practical experience

* many projects

* Some lectures had summary lectures in preparation for the exams.
Most lecturers attempted to finish early to give time for revision.

* This course has been very good at covering a wide range of topics and discipline areas without getting too specific nor vague.

* The program was very well structured although as a first year student I did not give it my full attention I was very pleased on how professional it all was.

* Provided with all lecture materials, exam papers n tutorials which is good. Timetable is alright I guess.
* Lectures , Coursework

* Revision lectures for most modules

* varied with new content that I havent covered before

* Well taught

* Interesting subjects in lectures.

* Dr Tozer

* gave the detail of the programme that can easly to understande

* Demonstrators help

* More LAbs -therefore more parctical work

* Labs,