Survey: EEE Student Feedback Spring 2011/2012
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PROGRAMME SUMMARY - FREE TEXT ANSWERS – THIRD YEAR
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Spring 2011 / 2012
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Survey: EEE Feedback Spring 2012 - 31 / 80 responded (39%)

Text	Response Type	Response Mandatory?	Responses
"Would you recommend Sheffield to friends as a place to study EEE?"	Rating	No	Score: 121 / 155 (78%)
"Please give a suggestion on how the programme could be improved."	Free Text	No	15
"How would you rate the personal & communication skills you have acquired through the course?"	Rating	No	Score: 99 / 155 (64%)
"Suggestions for any significant changes you would recommend"	Free Text	No	9
"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	15
"How easy have you found it to see academic staff when you needed to?"	Rating	No	Score: 106 / 155 (68%)
"How would you assess the amount of practical / skills content of the course?"	Rating	No	Score: 86 / 155 (55%)
"How would you rate the support from academic staff?"	Rating	No	Score: 112 / 155 (72%)
"How would you rate the overall workload?"	Rating	No	Score: 108 / 155 (70%)
"How would you describe the organisation and management of the course?"	Rating	No	Score: 100 / 155 (65%)
"Please rate your overall satisfaction with the programme during the semester."	Rating	Yes	Score: 89 / 124 (72%)
"How would you describe the course?"	Rating	No	Score: 93 / 155 (60%)
"How would you rate your overall experience at Sheffield?"	Rating	No	Score: 111 / 155 (72%)
"Please comment on what was good about the	Free Text	No	11

programme."			
"Assuming you meet the necessary standards, do you intend to pursue Chartered Engineer, C.Eng. status?"	Rating	No	Score: 67 / 93 (72%)

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

Responses:

* Tutorial classes such as in semester 1... a longer break between end of classes and beginnings of exams. students doing BEng have 5 technical exams in the 2nd semester and have to finish final year project, write up thesis AND perform presentation; all very hectic and to be perfectly honest a bit unfair. Should allow BEng students to take the MEC exam in first semester like other students as 5 exams is extremely hard especially given the limited period to study between end of classes and exams. lower grades will result not from a lack of ability but a disadvantage due to extra workload which seems unfair.

* More involved practical study

* more contact time, wiht the focus on tutorial sheets

* Weekly tutorial classes or maybe example classes to run through example questions

* More time between end of lectures and beginning of exam period.

* Less memorising formulas for Machine Design (EEE 305). It's too much about how many formulae you can remember, rather than how well you understand it. In a practical situation formulas can be looked up in a book, it's the understanding that matters!

* the method of assessments should be revised and improved!!! 100% base a single exam is not sensible.

* Lack of 'interesting' lectures.

No tutorials for student-lecturer interaction.

5 final exams all in the first half of the exam period (8 days) and all worth 100% of the respective modules doesn't give a good reflection of what the student is capable of. Simply a short term memory test.

Serious lack of a friendly learning environment on the course. Most people simply turn up to lectures and go home.

A very high percentage of foreign students means that inter-student interaction is very limited due to language barriers which is frustrating for both students.

* more tutorial

* It is better if we can choose some of our module from the 3rd year, not only on 4th year (for MEng students)

* More clarity on what to study for VLSI systems.

Examine things that have been included and test on concepts that are taught rather than the opposite.

* Organise tutorials for the modules to help with learning.

* none

* ditch EEE309 DSP

* Reduce the number of second semester modules and increase the first semester modules. Second semester includes the major part of the project (finalising and report writing) which takes up most of the time.

There is not a lot of time for exam preparation as most courses are completed a week before exams.
Reduce the Easter break length by a week so that students can have an extra week of exam preparation.

Analog System - The examination asked things that were not taught at all. Found it unfair. No tutorial questions.

introduction to DSP - Can't understand the lecturer.

* improve practical skills and independent study ability

Suggestions for any significant changes you would recommend

Responses:

* At least 1 practical application lab for each module covered

* no

* Exams far too close together! It has happened on more than one exam period and it really makes a difference to how hard we can study. Revising in the afternoon after an exam is pretty tough, and we've had 4 in 7 days this year. When there's a 3 week exam period this seems pretty stupid..

* no

* Practical work that relates to course content to give the student a feel and appreciation for what they are learning about. Even if the sessions were not hands on and some circuits/devices were simply demonstrated by a lab technician would be much more helpful than trying to learn all of the course content without ever knowing how it is physically realised.

Using homeworks or tutorials throughout the year to put less pressure on the final exam by giving a small percentage of marks for completing them. (10-15%)
For example a system similar to the Physics department.

Coursework that runs alongside modules to help understanding and provide an application for the theory in the modules. Possibly to contribute towards the total module mark.

Module choices available from other areas of engineering to keep the course interesting.

* Too many subjects packed on semester 2 when we need to focus a lot of time for our project and also 5 subjects for exam. stressful

* In Yr 1 & 2 explain what the lab is going to be about so students understand what they are doing, also try to timetable the labs so t5he students have covered the topics in the lecture I know this is not always possible. Do not have joint tutorials in years 2 on wards. As different staff are used so no advantatage there I understand your thought process of it will encourage more people to come but it wont people will come if they want to, its often the same people that thurn up. It's then frustrating for the ones that do turn up if they have questions for both subjects as it nion impossible to get both answered in one tutorial thus delaying by another week and the delays go on and on as more questions are formed.

* Introduce mid semester assessed tests for ALL modules. This would encourage students to keep up with work

* Was away from university this year, but overall I would strongly recommend more application based learning. For example, when we are tought a piece of theory in a module I would love to see how it actually gets applied in real world applications. So for each bit thats tought, it'd be great if the lecturers mentioned and (possibly demonstrated) applications/devices in which that theory/material gets used in. Apart from that, in general, it'd be great to have a generally more design/application/practical outlook towards the whole course.

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:

* Neil Powell

* Peter judd

* Prof. Tozer. Greg cooke

* Prof Zhu

* Mr Andy Race

* Dr. Kais Atallah

* David Stone

* Dr Luke Seed

* Thomas Walther

* Prof. John david

* Prof. Madathil

* Dr David Childs

* Alan tennant

* Dr Alan Tennant

* Dr. Ian Sandall

Please comment on what was good about the programme.

Responses:

* project work was good, and a nice change, good to be specialising in my chosen field

* Good explanations, good lecturing

* Good level of content and interesting topics.

* lectures are responsible

* Some relevant up to date knowledge on current technological advances from lecturers.

* good presentation

* I can finally entered the field that i like and focused on that field. It is a good thing that we start our major on second semester rather than first semester because 1st sem would be too early to decide the major that i like.

* The VLSI lectures were a little confused because there was a confusion on studying the lecture hand outs or the different set of detailed online notes.

* EEE334

* All resources were available at hand whenever needed.