# Survey: EEE Student Feedback - Spring 2010/11
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# Programme Summary – Free Text Answers – 3rd Year

## Suggestions for any significant changes you would recommend

**Responses:**

- This questionnaire, q5-7 is too broad and should be asked about every subject individually to give a better understanding. I found some lecturers too hard to understand and found myself concentrating on what they were saying and not what they were teaching. I still feel some lab time would be beneficial in certain subjects too.
- Feedback and results for coursework back quicker. Potentially have tutorials in 3rd year still. Some universities have videos of lectures online, these are useful for going over subjects again and again.
- See answer in Question 3. The course is very, very dull. This does NOT mean one need to add more stuff - it might just mean more time spent on dull stuff. It means the content of the current courses should be significantly improoved. Much more clarity is neaded, more derivations, more rigour.
- Courses are oversimplified (but it also depends what students one is targeting by these courses).
- More quality control of the taught stuff could be introduced (eg. is teaching of the professor "good")
- Not yet
- Avoid 2 hours straight on lecture for certain subject
- Seperate the courses and final year projects into two semesters which can help students to concentrate respectively
- Some of the lecture notes are too brief such as 'machine design', it is difficult for the students who never to made a real machine to imagine the structure of different type of machines.
- Looking back to the past two years of the course, I think the practical content in the course was far too little. The sessions we had were poorly organised and the guidance and support given in those labs were inadequate so we didn't have a clue on what we were doing in most of the lab sessions. Labs like Microcontroller programming were good but should have taught the students about micro controllers first and idea about the different registers rather than just letting them do just the C programming section. Semiconductor labs were interesting but personally would have preferred some lab related to FPGAs. "Transmission" lab was useless.

- I had two projects to hand in this semester. This would normally be fine if the second one wasn't a group project with 9 people - a great hassle to organize in exam season.

- Undergrads seem slightly undervalued to many of the academic staff. This was apparent in the third year project and lectures throughout the course.

- Greater choices of modules, especially for semiconductors as Sheffield is supposed to be one of the best unis for semiconductors.... Some of the 4th year physics modules offer more exciting semiconductor projects than the EEE department does

- Extend the duration of the Final Year Project, keeping the same associated workload and introduce at least one laboratory per related module.

- More realistic workload. Projects are too varying in required input time, some far less than others. Potentially more guidance on how to go about starting projects, rather than being told to "work hard from the off". Second markers/marker meetings need to be looked at, seems as though second markers generally did not know their role or what was expected from projects.

- 1. 9 modules in 3rd year, try to arrange 5 in first semester and 4 in the second. the second semester is now a little bit stressed;
  2. enrich digital modules

- don't know really

- The entire course neets to be overhauled, its all very amateurish and badly concieved.

- Nothing

- I'm very disappointed with the lack of Electrical modules (first semester of third year and the module choices for fourth year). If I had been aware of this short choice I would not have come to Sheffield to study. The first semester of the third year greatly let me down and feel this has cost me dearly in results. The courses seem to be designed to teach students how to pass exams (all modules are 100% examinations) and not fully learn the contents that could potentially help in the future studies/employment, some coursework modules would be a far better way of judging students abilities and aid learning.

- any classes at 1pm to 2pm on Friday should be avoided due to some cases in where the Muslim students need to perform their Friday prayer and hence they had to skip the class.

- A part of the assessments for each module should be based in continuous learning during the semester. Examinations should not count for 100% of the marks. Preferably, a small amount for example 20-30% should be assessments based on learning during everyday lectures. They could be in the form of mid-term tests, assignments, on-line quizzes, on-line assignments, etc. This helps in two ways:
  (a) it reduces the pressure on students during exam-period to do well
  (b) it motivates students to study all throughout the academic session rather than cramming in the end.

- Third year, second semester's modules could be interleaved with some laboratory practical, especially for the module EEE309 - Introduction to Digital Signal Processing.

- Avoid repetition of module contents and information.

- The course is very broad in the first and second years and by the third students are still having lectures as a group. It would be nice if students were able to begin specialising earlier in the course as it gets very tedious studying subjects that are of no interest.

**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:**

- Mr.K.Mitchell and Dr T.Wang ( final year supervisor )

- Prof Ziqiang Zhu

- Ken Mitchell

- Ken Mitchell

- Prof Zhu-ZiQiang

- Mr Ken Mitchell

- Prof Mark Hopkinson

- prof.john david

- Prof. John David - He has been very supportive and has shown a keen interest in improving the course by getting feed back about my performance from my employer during the placement visit.

- Prof. Richard Langley

- Dr. Wei Liu

- Dr N Luke Seed

- Peter Houston

- Dr. Richard Tozer

- James Green

- John David

- Dr. C H Tan

- Dr Lee Ford
- Ken Mitchell
- Prof. R. Hogg.
- Dr Greg Cook
- Dr. Peter Rockett
- Ken Mitchell
- Professor Geraint Jewell.
- John Wilkinson
- Mr J. K. Mitchell. He always gives plenty of examples in lectures to aid in the understanding of the course contents. As a supervisor I can not fault him in any way, he's always willing to help with any problems and spend plenty of time helping and teaching.
- Prof. Mark Hopkinson
- Ken Mitchell - 'open door policy', quality of teaching and high quality of assistance offered outside of lectures hours for both project and lecture students. An asset to the EEE teaching staff.
- Dr. Martin Foster
- Professor John David
- Dr. Chee Hing Tan
- Luke Seed

**Please comment on what was good about the programme.**

**Responses:**

- Some of the modules chosen where very interested
- Very good lectures this semester and nice lecture schedule espcially for electrical eng.
- Overall the courses had the right amount of content where the more important aspects could be explored in more detail and were lectured well
- Some interesting courses such as power systems engineering.
- Final year project was quite nice. Professors are in general quite forthcoming.
- The program covers the knowledge we need in undergraduate study and I approciate the help from my tutor and supervisor.

- High employability
- The programme taught the basic knowledge to build up for next year programme. This is a very good ''warm-up'' before really bumping into the compact study in second year.
- A placement visit was done from the university and the careers service updates.
- 3rd year project was excellently engaging and challenging.
- First time in three years I was able to choose my own modules.
- 3rd year project was excellent. Good choice projects for all the branches of electronics, and good allocation process for projects.
- The Final Year Project was well organised.
- Good supervisor support for project, both meeting in person and via email.
- Final year project allow me to have a better understanding on semiconductors and since it is individual, I learnt a lot from it, including the presentation skills, communication skills as well as problem solving
- versatile and numerical
- overall lectureres and the teaching method of the university as a whole
- the lectures teacher gave were quite clear
- Some indervidual lectures are very good....too few of this standard tho.
- The projects were well run.
- Teaching resources
- The 3rd year project. I thought it was well structured and gave a great insight into what a project in industry might entail (reports/meetings/presentations etc).
- Focusing on the desired degree subject in the second semester.
- The modules for this semester were more in my interests and degree category than the first semester.  The standard of lectures were very good and particularly liked that there is common ground between the four modules.
- Students have to be survival in order to get a good result in both 3rd year project and exams.
- Being able to do specialised modules in the second semester of the term.

- Firstly, the final year project was a very enriching experience in terms of learning new principles and applying the knowledge gained as a part of it and that learned before in order to complete it. The teaching in both semesters were of very high level which was supported by competent teaching staff.

- The learning process was systematic

- Broad range of modules.

- The chance to choose modules which were of interest as opposed to being forced to doing all modules.

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

**Responses:**

- Computer architecture on semester 1 and internet working should on semester 2 should  not be included in the modules for electrical engineers .Because as i believe there are irrelevant with the concept of the corse

- Some of the modules may include course work which will better help student understand what they are studying.

- Would be nice to see some examples of where certain aspects are implemented, especially in the machine design module which I found to be to broad with too many little things to remember

- Our dissertation (3rd year project report) hand in is so late and considering some of us have 5exams it allowed very little time to revise. Also if there was any way to get our report grades and feedback earlier it'd be a weight off our minds.

- Support from academics varies massively person to person. Some have the attitude that if they know something already we should. Maybe more training for lecturers on how best to support students?

- There feels to be a big lack of rigour!

- Way too much "hand waving" arguments. Even with "hand waving" the argument has to be well based.

- There are professors that leave impression that beyond surface level they do not really understand what they are teaching! (maybe it is because they are teaching subject they do not actually do; not sure)

- Also, most courses are just boring - unengaging. Mostly some simple concepts with some simple number plugging.

- As courses and projects Richard Tozer's ones gave been always very good.

- The final year project presentation is just at the end of the project while the report is completed 1 month later. This probably results in

the uncompletement of our presentation and may be moved to the time we finished our report for better preparaion.

- Allocate carry marks for each module by giving assignment, tutorial and not depends 100 percent exam oriented style.

- The programme could be more compact, and put in more stuff inside. for example, the mathematics courses are too easy for a lot of students. also more mid term tests are needed to make sure students are studying always.

- May be some kind of scheme/negotiation allowing students on their placement year from University of Sheffield to use libraries of Other universities in their area, which would help to keep up with the academic studies. I find it hard to get access to books related to Electronic Engineering while I am here.

- Some lecturers seem a) not to care and
  b) to have a poor grasp of English.

- Perhaps some sort of incentive for them to teach well could be implemented.

- Mode choice on modules

- All the modules were comprised of just lectures, no tutorials, no intermediate assessments, no laboratory work. This is an engineering degree, and the practical aspects of the course were neglected.

- Reduce expectations on how many hours of work it is possible to do per week. Combining the project, tutorial questions, project report (both oral and written) and revision leads to not being able to reach potential in exams

- include more details about the proffesors own research activities and a greater link between the theory and the practical side needs to be incorporated

- more examples should be set in the lectures

- Spoken english of some non British lecturers HAS to improve.

- Some modules require a complete overhaul.

- More professionalism and discipline towards teaching from the staff.

- Better support for disabilities...

- Nothing

- More use of specialist software over the whole course. We have never used any technical drawing software CAD etc, which is seen as essential by many employer. There has also been very limited use of MATLAB and other pieces of software which are seen as standard software in industry.

- Modules need to include coursework. All the modules excluding the 'coursework' module were all 100% exam graded. This doesn't give a true reflection of ability.

- The first semester should be more specific to the chosen degrees and allow a clear link between the two semesters. Lab work would have allowed the development of learning and understanding to increase, as too would regular tutorial classes.

- Already at the top level..just need to maintain..I guess..

- Modules such as computer architecture for electrical engineering is highly impractical, especially as this is given after degree specialisation.

- More power engineering modules, reducing the main electrical emphasis on machines and drives. Many students go on to look at power engineering placements/graduate schemes beyond university.

- More design oriented experiences in earlier years.

- Theory work, even in the third year, second semester. No hands on practical application on the theory learnt. Need a bit more practical work.

- EEE346 - Internetworking, is chaotic.

- Improve the number of optional modules.

- Provide more clearer information about the optional modules

- More guidance toward the project presentation and the final write up.