

Survey: *EEE Student Feedback - Autumn 2011/12*

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PROGRAMME SUMMARY - FREE TEXT ANSWERS - 1<sup>st</sup> Year

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Text	Response Type	Response Mandatory?	Responses
"Please tell us what you think about the use of clickers in your lectures."	Free Text	No	44
"Please give a suggestion on how the programme could be improved."	Free Text	No	40
"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
"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	54
"Please comment on what, if anything, would improve your sense of belonging to an academic learning community"	Free Text	No	22
"How useful have you found sessions with your personal tutor?"	Rating	Yes	Score: 199 / 272 (73%)
"What do you think would improve sessions with your personal tutor?"	Free Text	No	33
"Please rate your overall satisfaction with the programme during the semester."	Rating	Yes	Score: 219 / 272 (81%)
"Do you think clicker usage in this module has helped you to learn?"	Rating	Yes	Score: 102 / 272 (38%)
"Please comment on what was good about the programme."	Free Text	No	52

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

**Responses:**

- I can't see the purpose of giving us a clicker anyway.
- Not Used
- Did not use it.
- N/A. If not used by the end of the year it will be safe to say they have been a waste of money.
- Haven't seen the clickers being used, but believe that the clickers have good potential to increase student involvement in class, albeit anonymously.
- We didn't use it
- Exciting and awakes you if you are sleeping during the lecture
- I believe that they are useful for taking statistical results
- Good idea of learning
- Don't find it useful as they are only needed to record answers, which in my opinion is not needed for lectures- maybe useful in seminars

- For certain cases it might be helpful for lecturers to assess students' understanding of his/her lectures. However if it is just to answer simple questions then I would say it is rather redundant.
- I never used them and I do not know how they even work.
- We didnt use it once !
- never used it!!!!!!!!!!!!!!
- non of the lectures used them
- Very rarely used and when they are most people haven't brought them due to the fact we never use them
- For ask questions.
- Brilliant!
- I think they would be a good estimate of how well I was understanding certain topics if there were mini quizzes or questions during lectures.
- We have not used them in the lectures so far
- Pointless waste of money time and don't like the responsibility of not losing it.
- Quite a lot already to go through lectures, lecturers already plan to go through lecture in 50 mins.
- What is the point of clickers really?
- not really helpful, but it should takes sometime to let everybody get familiar with it....
- It would be useful in some instances when voting for an answer or voting for a particular date for a test for example.
- Other than that, the clicker has found little use in any lecture.
- A good idea on paper but the reality is that its pointless.
- soso
- they can give a general picture of the mental level of the whole class... which is useful in some cases.
- Haven't used it yet.
- Would be good to get more interaction between lecturers and students
- n/a
- It's a good way to make lectures more interactive and less tedious.
- N/A

- probably only useful in certain modules but in general i don't believe it would help my learning in anyway.
- Has not been incorporated in any of my lectures as yet.
- We have never used them, during GEC week they helped keep things interesting, would like to see them incorporated into EEE lectures.
- It's good to ask questions by the clicker, but none of the lecturers use the system. so we didn't use it.
- Engages the class, allows students to speak out without worry of being incorrect etc.
- Was never issued with one.
- All I know is that they were given to us but have not been used so I can't tell whether they are of help or not
- I have not used it yet, it maybe helped.
- Haven't used it at all
- We haven't used it in our lectures, but I think it will help a lot for lecturers to know students more since most students would like to keep silent rather than raise their hands.
- It make the answer secret and I can choose the truth answer.
- Not used at ALL
- Could be useful, just haven't used them very much yet.

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

**Responses:**

- The Timetable of the lectures and the laboratories. Could have just laboratory and not lectures the same day, as you may avoid going to lecture so you will go 'fresh' to the lab session.
- The second lecturer for EEE118 is confusing alot of students, people dont know what we are supposed to be learning. This is mostly because his lecture materials are very similar to that of other subjects and no tutorial sheets have been issued.
- Maths is too easy ,some of them I feel a little waste time. I wish I can get lecture by e mail before class, so I can pre- reading them.
- A Full reading week, not a partial one a few times. Will make it easier for the organisation of study.
- Increase the participation of students in class through the use of the clickers provided.
- Teacher can have more passion during the class.

- Please talk about some seminar question during the class time.
- somehow make lectures a bit more interesting
- Possibly better introduction to certain procedures like writing a technical report, experimental procedures, apparatus usage since these requires experience rather than just theories.
- It would be better if all the course lectures were scheduled in the same department building to reduce time wasted to transit between lectures.
- I don't have any suggestion for improvement. everything seems to work perfect!
- different tutors for each subject of the course. i found that some of my tutors in tutorial had little knowledge in some subject areas which made asking questions taking a very long time as they had to ask other people. if we have tutors specific to a subject like digital engineering, then it would be much better.
- put the online resources onto Moodle or make people more aware of where the resources are. also instead for doing tutorials in lab sessions we should do the tutorials in the small groups with our tutors
- maybe more detailed lecture notes at times, maybe a few more examples
- More language support
- No idea.
- Give out notes in full packs.
- Divide the tutorial in several groups, and have different classrooms, if possible....
- Suggestions with what modules are more important/ significant.
- Making sure that all tutorial sheet solutions include method, not just answers so that if something is not understood, it can be followed through another's working.
- learn more from notes
- the scientific part of our syllabus should be explained in more detail.
- The lab sessions and the lectures are sometimes a bit out of sequence. For example, doing a lab about resonant circuits when lectures haven't even covered inductors yet makes the lab a lot more difficult.
- Lab sessions cover material not introduced theoretically in lectures, limiting utility

- I found the first few weeks to be quite a slow start because lots of the work I had covered in A-Level Physics, so less time spent going over previous work could keep it more interesting.
- -Numbered lecture notes for all modules
- Less use of Alfred Denny and the Arts Tower when lectures and tutorials before/after are in Mappin or Portobelo.
- i cannot see what could be improved but some people have been suggesting that the lectures are filmed and placed on mole. but i feel this may just stop some people coming to lectures but it could come in useful when revising and trying to understand some of the material better.
- Important examinations every month or 6 weeks instead of at the end of the year.
- More interactive lectures.
- It would be better for our study if our department can provide us tutorial classes on their weakest part.
- hand written equation derivations to supplement printed notes
- Some teachers should be changed, more use of mole
- Smaller tutorials for maths (group 1 has too many people, so almost impossible to get individual help), more lab sessions (actually applying the theory helps my understanding more than just using it to answer questions on paper). Detailed sessions on writing technical reports (possibly after workstation sessions at start of term, go through what an ideal technical report would be.)
- give a very good introduction on the basics because some of the things introduced are new, more specifically labs and programming in C
- Do more prictice
- More detailed discussions
- If we could be told how the things that they are learning could be used in the real life applications at the very beginning, we would be inspired that we know we are learning something that is useful, therefore there will be a stronger will for us to learn.
- could have more exercises
- however modules such as EEE118 and EEE117 seemed a bit vague as their was little or no applicaiton to realte the learning material to. If There were more references to real life applications in realtion to what we recieve in lectures, rather than tonnes of equations which at one point , one lecture said we didn't need(why put the equations in the notes if we don't need them?)
- that would help to reinforce what we learn and have a mental reference.

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:**

- N Powell
- Peter Judd
- Prof P Houston.
- Sam Marsh
- Mr Peter Judd
- All of them are fantastic lecturers, but Peter Judd. stood out, always helpful, always willing to help.
- Peter Judd
- C programme.
- mr. richard tozer
- Professor Tozer 10
- Peter Judd 10
- Methew -demonstrator
- Mr Peter Judd
- Mr Peter Judd
- Jude Peter
- Peter Judd
- Dr Tozer
- Dr. Richard Tozer
- Richard Tozer
- Mr tozer because he teaches the subject i am most interested in
- Dr. Richard Tozer
- peter judd
- peter judd
- Petter Judd
- Mr Peter Jud
- Dr Richard Tozer

- Some demonstrator called Hugh.
- prof. mark hopkinson(personal tutor)
- Peter judd
- Peter Judd
- Dr. Richard Tozer
- Peter Judd
- 1\_ Professor R Tozer
- 2\_ Sir Neil Powell
- Peter Judd, has been especially helpful in his teaching of Programming in 'C'
- Peter Houston
- Professor Peter Houston.
- -Richard Tozer
- Peter Judd
- Mr Judd
- Dr Tozer
- Dr. Tozer
- Mr. Peter Judd
- Richard Tozer
- Peter Judd and Neil Powell have both been particularly effective lecturers.
- Richard Toze
- Dan Rodgers -- My tutorial helper.
- Richard Tozer
- Dr Richard Tozer
- Dr.Richard Tozer
- C++
- Peter Judd
- sorry, no idea.
- Prof. Mark Hopkinson~

- Hue Price
- Judd
- Dave Stone (passive networks lab session)
- Peter Judd

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

**Responses:**

- Nothing else
- Increase the activities done in groups to establish a sense of community. Loved the FYGER event, it helped international students to mix with the locals.
- Getting to know and learn from senior year students of the similar courses. It would be very helpful to get advises and experiences from them.
- increase the amount of time we have with our lecturers. eg. more time with lecturer in tutorials.
- seeing more of second year students for advise and help with learning some parts of the course.
- Personally not much more but maybe more could be done for international students but not sure what. Some are difficult to speak to as they seem shy this maybe due to language barriers.
- Duno
- competition.... like FYGER...
- more social events for my EEE society/faculty of engineering.
- Unsure
- staff, departments, and the university... should be more frank and personal with students; instead of being professional and money-oriented.
- Nothing
- More social events within the course during the first few weeks so that we can get to know people better
- interdisciplinary projects and competitions
- I did not get a place in halls this year because there was not enough room which made it harder to get settled in and get to know people especially because I hardly see the people I live with.



- More sessions with students who have done what we are doing. Also more contact with people in industry who use the skills we are learning - show the practical sense to what we are learning.
- Interesting project with other students on our course.
- i have not seen much activity from the EEE society, is it DEAD??....
- Make lecture more interesting
- More interaction with students
- something like flyer that bring people together
- some times I am afraid to communicate with other students or stuffs, maybe some group activity can make me to talk and to know each other.

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

**Responses:**

- No Suggestions
- Sorry, I have no idea.
- Going over more of the questions every module, possibly an extra tutorial to do so or one every week.
- He was ill for a lot of the sessions so its hard to comment.
- Would like the personal tutors to be more involved with the student outside of class, especially with international students who might not be used to the study environment in the UK.
- if is possible our personal tutor try to help us with our weaknesses with some subjects, by suggesting us some ways to improve our skills.
- Not sure.
- Better interaction between tutor and tutees and among tutees. Possibly slightly clearer and detailed materials for tutorials.
- make the tutorial session have a wide range of thing to do instead of having one particular topic to look at.
- I think more groupwork would be a nice idea for personal tutorials
- my personal tutor is very good and there was nothing bad that he did but the material we covered was not useful. we should go over more work that was set in the problem classes
- nothing

- If we focused more on the job applications and career than silly stuff.
- Don't have personal tutors at all.
- It is good enough...
- Better communication.
- Better timing.
- Possibly 1 to 1 sessions on occasions or at least the opportunity, for any issues that might arise but not wishing to mention in a group or perhaps as just a check to see if the student is keeping up with the tutorial sheets etc.
- do more
- they should be made better in quality... example: doing something more useful and interesting... like doing research, or going into detail in syllabus.
- Nothing, they seem to do what they are supposed to.
- So far they have been very good, however we only had time to go over EEE117 and 119 so work on 118 would also be helpful.
- If he actually turned up.
- A major improvement would be the tutor turning up; 1 group tutorial and my individual tutorial were both forgotten about.
- used for helping with different topics. maybe giving questions each time to be completed and any difficulties can be solved and helped by the personal tutor.
- The focus of the personal tutorials should be on the pupil, their progress and the course as a whole, rather than just the work set for the particular class.
- More tailored feedback and help, rather than general help. spend too much time waiting for all members of the group to turn up who don't contribute to the session at all.
- Tutorials should cover individual progress and help solve an individual students problems but at the moment it just covers issues of students generally
- Teach us more good skills of solving problems.
- anything
- ask him more about what i am interested
- my tutor is good and I think the session could be extended.
- They are not very useful, but the principle is good, having someone to rely on

- Longer/more sessions. Other members of group also frequently do not attempt the questions before going to the tutorials, which wastes time which we could be using to discuss problems.

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

**Responses:**

- Equally time divided.
- Staff are helpful, detailed lecture notes and always a good heads up on lecture room changes, laboratory sessions and assignment/assessments deadlines.
- Also staff and faculty are quick to respond and precise with information if you ask for course advice and other information.
- teacher are very responsible.moudle are good.
- Lectures
- Notes
- Help
- Very straight forward, quality lectures and I always had the feeling that the stuff really takes care of its students. Very friendly environment!
- The workload. Not to much, not to little.
- Classes run on time.
- I'd like to say, every programme was fine in semester 1.
- lectures were very interesting and profitable, especially Professor Tozer is the best, helpful tutorials
- Good teachers, good tutors. professional teaching~
- professors are very approachable,and the teaching methods that they follow are very understandable
- I got to learn a lot from the lectures and the Labs where i got to apply things i learnt from the lectures.
- tutorials are helpful
- The teaching is good
- The lecturers are very resourceful and helpful. The notes provided are very straightforward and clear. The allocated times for lectures and problem classes are suitable.
- The organisation was very good and teaching was also satisfactory.
- I liked the fact that everything started from the beginning and all lecturers are very willing to help with any question

- good tutorial, a lot of lab work and enough time to catch up and understand some work and a generally good learning environment.
- C programming module
- staff
- clear ppt slides and notes
- The fact that we learn a lot in laboratories and that teachers actually know how to explain.
- The practical tasks.
- I've enjoyed the practical aspect to the course, such as lab sessions. FYGER has also been very interesting.
- Generally ok pacing of work, helpt available etc.
- laboratory work
- start from very basic level, easy to follow
- Wide range of topics all relating to the degree.
- The tutorials are very helpful.
- The different modules somewhat all follow a logical path.
- The C programming lecture being followed by the C programming lab was a good move.
- Printed notes to mark during lectures (instead of writing up all class notes) saved time and allowed me to concentrate on the class more instead of hasty scrawling notes.
- There was a lot of support
- The E117 was good
- we can freely ask questions to our very friendly teachers.
- A broad range of areas covered which should provide a good foundation to build upon next semester and in subsequent years. Some good lectures and interesting lab sessions, and FYGER has been both fun and educational.
- Most of the lectures were quite different with a few crossovers, but for the most part each lecture I felt I was learning something new.
- -EE160 C programming module
- -All Labs
- -FYGER
- Most lectures starting at 10am.
- Lectures presented well and interesting lab sessions.

- To start, it has been very enjoyable as i have met a lot of new people and friends. it has helped that we are forced to work with people we normally wouldn't. the tutorials i have found very useful especially having a post graduate there to help with course material and understanding. the first few lab sessions were very useful also as it allowed us to get used to handling the electronic equipment and understand what is going to be expected for us to know in future laboratory's.
- Large amount of information presented to us. Pretty busy schedule.
- Interesting subject, with a good balance between theoretical and relevant practical work.
- Time with the older students in the tutorial sessions, they help explain more in-depth problems in ways I can relate to, thus increasing my understanding, rather than just learning the answers.
- The tutuorial class solve some problems left in the lecture, I think it's pretty helpful.
- The digital part goes too fast that I cannot catch the lecturer.
- Really enjoyed the first year fyger!!! That makes me feel like a real engineer, it was awesome!!!
- Moreover, I have problem writing a good report, I hope we could focus on the quality of the lab report instead of quantity.
- Overall, it was satisfied.
- Well planed out and good action on feedback from previous year
- hands on approach and willingness of lecturers to assist wher you have problems
- Good Knowledge and readable slides
- thorough and detailed notes
- good communication between the students and the lecturers
- fun and interactive lectures
- The connections between different modules can be seen, so students could grasp this subject as a whole.
- know a general knowledge and realize what I am going to improve and need to do next.
- Lots of practical experience, interesting modules, very helpful tutorial classes
- \* I really liked that what we learnt in lectures was reinforced during lab sessions such as C programming
- I also appreciated the FYGER, it was amazing to get to build something form scratch even of i had no prioir experience with

robotics. I also felt FYGER helped improve relationships between course mates

- Some teachers, material in labs, feedback, good maths support
- Especially enjoy lab sessions and module EEE118.