**ANNUAL REVIEW OF MODULE**

**TO BE COMPLETED BY LECTURER**

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| Lecturer Feedback Q6B |

**The primary objective of completing module monitoring forms is to provide a formal process of reflection on the delivery of the module with the goal of enhancing future delivery. The feedback will enable the Programme Committee to review the programme and improve the programme delivery.**

**No personal comments in relation to students or staff members should be made.**

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| **Part 1 Programme Details** |  |

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| 1.1 | Programme Code(s)/Year | **TU256/1** |
| 1.2 | Module | **MATH 9102 Probability and Statistical Inference** |
| 1.3 | Date | **15.01.2021** |
| 1.4 | School (primarily responsible) | **Computer Science** |

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| **Part 2 Student Details** | **Provide commentary on** |

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| 2.1 | Student Participation |
| Student participation was very good. The students were engaged in questions and interested in learning how to apply statistics in their daily work and in real world data analytics problems. Especially, labs were very active and student collaboration was of good quality. Online teaching made interaction and hands-on examples very hard. It is very challenging to help students with code without being with them in a room. | |

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| 2.2 | Student Performance |
| Overall the students did very well, which is also reflected on their overall grades. Some students already had a working knowledge in statistics and some were even working in related fields and/or are using stats in their work. I would like to emphasise especially the quality of submitted assignments, which was on a high level, however students struggled with deadlines due to work commitments and the pandemic, therefore I was not overly strict in regard to late submissions. | |

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| **Part 3 Summary of Student Feeback Received** | **Provide Commentary On** |

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| 3.1 | Effectiveness of Communication |
| It was suggested to slow the pace and include more interaction. Otherwise, very positive feedback on communication. | |

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| 3.2 | Organisation and Management |
| The feedback compliments the good balance between theory and practice, also changing assessment to CA only has been an improvement for hands-on experience. | |

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| 3.3 | Assessment and Feedback |
| Students described assessments as clearly stated and feedback as prompt and very helpful. | |

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| 3.4 | Academic Support |
| Very prompt and replying to queries via email and slack. Slack channel worked very well once again. | |

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| 3.5 | Learning Resources |
| * Recommended texts for the course were an excellent resource and helped clarify anything missed in lectures. | |

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| 3.6 | General evaluations and suggestions |
| Broad knowledge and good mix of practice and theory, but very dense and complex topics. | |

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| **Part 4 Module Delivery** | **Provide Commentary on** |

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| 4.1 | Evaluation of Past Changes (if Applicable) |
| This was my second delivery of the module. Changing assessment to CA only and having no exam has improved takeaway of knowledge for students. Including more lab time has also given them a chance to work in a group on hands-on exercises. | |

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| 4.2 | New changes proposed for module |
| Improving the flow of assignments and reducing the workload. | |

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| 4.3 | Aspects of Good Practice which may be useful for other modules |
| Usage of slack as communication and sharing platform outside of lectures got a lot of positive feedback and improved student engagement during the course. I would recommend it for any module. | |

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| 4.3 | Other Comments (If Applicable) |
| Very capable students who were fun to work with and brought in lots of own inputs and experience from their daily work. On the next delivery I will have a better understanding of how to optimise the schedule and mix of labs and lectures. | |