School of Mathematics and Statistics

Student Module Evaluation, Semester 1 2013/14

MAS152 (Essential Mathematical Skills and Techniques)

This page displays the data collected by the online questionnaires distributed by the Faculty of Engineering.

For each question, A denotes the most positive response (very happy, very satisfied, very good etc) and E denotes the least positive response (very unhappy, very unsatisfied, very bad). There will be no responses in the C or NA columns, as these options weren't available to students.

Question	A	B	C	D	E	NA
1. Please rate your overall satisfaction with the module.	48.3	46.6	0.0	5.1	0.0	0.0
2. Please rate the module lecturer in terms of their effectiveness in teaching you.	56.4	26.5	0.0	0.0	0.0	17.1
3. Do you think clicker usage in this module has helped you to learn? (No responses have been received for this question.)						
4. Please comment on what was good about the module. (See separate sheet.)						
5. Please give a suggestion on how the module could be improved. (See separate sheet.)						
6. Please comment on your module lecturer rating if you wish. (See separate sheet.)						

118 responses / 241 registered

Q4. Please comment on what was good about the module.

- The problem classes were very informative with challenging as well as basic questions. The lecturer(well, my lecturer) was very helpful whenever anyone got stuck and had lots of easy to follow explanations. The worked solutions provided for the math exercises were a great help. On a side note, the video lectures were nice too and had good content.
- Problem classes are very helpful
- use of online lecture
- The most essential part is the independence we have to learn at our own rate. Although sometimes some of the lectures may prove to be a bit hard to be understood.
- The structure of video lectures followed by class sessions. it allows a school style contact ratio but is very effective.
- The short video lectures are really good cos we could take any time we feel comfortable to watch them, which allows us to absorb the best we can.
- The class sessions are good for going over problems.
- The online videos are a great way of learning at home and the same subject is explained in more detail in seminars along with exercises to help us apply what we have learnt.
- The video lectures online are great as they can be paused or rewinded to make sure one understands all concepts. The maths teachers are very helpful and seem to have a lot of knowledge.
- I feel this module is very well done, especially with the usage of online lectures and problem classes, which deeply help my understanding of the taught material.
- Video lectures were appreciated
- Whilst I would prefer to also have lectures in person, I feel that the video lectures are a very good idea. If I have forgotten a particular detail about a topic, or just want to go through the explanation of a topic again, the video lectures are extremely useful.
- Maths videos & tests were in my opinion the way forward. By recording the lectures, the lecturers make minimal mistakes. They also make the time spent at the university more effective for students as they receive individual help on problems & are able to question things freely.
- online video lectures is a good format
- The video lectures combined with the class sessions help to improve understanding of the topics
- The online video lectures and tests are very good and help a lot with the understanding of the module
- Video lectures system
- The online videos are very easy to follow, and problems can be addressed in in the problem classes.
- Like video lectures
- Videos are very good, and seminars are very engaging
- video lectures, my teacher
- A lot of practical and less class. That's good
- online lectures
- That you can watch all the lectures over again
- Being able to work at my pace before the deadlines
- The teaching style (video lectures then problem class).
- Exercise classes were useful to ensure an understanding of the maths in the video lectures.

- The way the module is structures
- Can do lectures whenever you want to do them
- Easy start
- Video lectures, means I can learn in my own time and go over something again if I don't understand it.
- The way the module is done, think the videos are a good idea.
- I like that everything is quite organised whereby everything that we need to do as students are informed about beforehand so we can become more prepared. Modules are also taught by lecturers that are specialised in the subject.
- I like the online lectures, I feel it makes the module feel much easier to handle, also that they can be re accessed for revision is great. Also the fact that they are accompanied by downloadable notes, has made this module feel quite easy.
- The video lectures are a great idea, they allow us to study when we want to. I feel that this greatly improves the productivity of the study. It also allows us to pause and play again the lectures which is a great help, especially when taking notes.
- Well explained lecture notes. Good teaching
- Every part of the module works.
- The amount of labs and CAD/MATLAB work that we have studied.
- I like the structure of this module. The use of online videos replaces having to be taught in lectures and instead instead we can use the time in the classroom with a teacher, doing exercises. The fact that there are assessed questions every week forces you to engage with the module.
- The class sessions allow you to ask questions on what you learnt in the videos to gain a better understanding
- Very well set up with problem classes and online lectures.
- video lectures.
- The online maths videos, when they worked.
- The lecturer can help us to solve the problems on tutorial sheets
- Continuous online quizzes and online lectures.
- The video course is very convenient.
- the online teaching was quite clear and understandable and students require solving a series of expended questions in the maths lecture, which was pretty useful.
- Most videos where informative and easy to understand
- That you can go through things at your own pace and go over the videos again and again if you do not understand.
- The online lectures
- Lecture videos that are assessable anytime at home.
- The problem classes to me were very useful, as they helped me to understand many of things that i had a hard time understanding in the videos. Secondly the worksheets provided had good questions and the answer sheets halped a lot when getting stuck.
- Found the videos useful as could playback video which helps revision.
- The videos can be done at the student's own pace
- Online lectures
- Online video lectures were simple and easy.
- The structure of the module itself.

- Good structure.
- Being able to do the video lectures from home whenever it suited me.
- I find the video lectures useful and a good way to get key information across.
- The course is comprehensive
- Watching the videos before class sessions helps with my understanding
- the online lectures were good as they can be watched at home and the tests can be done in your own time. it is also useful to be able to replay the videos.
- Liked that the lectures are online so gives the full tutorial to ask questions
- Video lecture's were very useful idea, which encouraged a lot of self study.
- Online video lectures are useful
- they go though things throughly
- Online content.
- The online video lectures are very useful as they can be paused, giving you time to take notes. The explanations given by the lecturers in the video are usually of a very high standard. The level of content is high, yet I do not feel unable to cope. The lecturers in the videos relate the maths to the engineering course, which is very helpful.
- Video lectures
- Dr Deans part of the course
- The video lectures
- Video lectures work well. class lecturer (Sam Marsh) is competant
- wide range of topics covered
- Video lectures. Very good class sessions.
- Online video lectures and problem sheets
- the online videos backed up with a class session to ensure everything has been understood
- Vid lectures
- The examples the lecturers used were clear and easy to understand
- Good learning environment. Useful video lectures with plenty of time to complete them
- Video lectures were informative and additional material was available for most subjects.
- Video lectures are very useful for learning. Example classes are good for consolidating the material that is covered in the video lectures.
- I could do most of the work as I did it at A Level but there was still a few challenging questions and different (better) ways of doing things.
- The course is very good: the online videos are informative and provide the ability to revise topics easily. The examples classes are also very good due to the small class size and a lecturer going over problems with us on a blackboard.
- The videos were very informative and helpful
- Video lectures before class session
- Good lecturers and the video's offered a nice change from the usual lecture style. Also easy t learn from the videos.
- The online videos lectures then the problem classes, a real good change.

- Good lecturer and online videos are useful.
- Video lectures are convenient as they can be done in your free time.
- video lectures are useful
- The online maths lectures are a good way of learning the material
- The videos are a great way to learn instead of normal lectures. The lecturers are all good at explaining what to do.
- Some good video lecturers and the problem classes are usefull
- I liked the way the online lectures worked with the short test afterward.
- Small group lecture
- Dr. Marsh is great and the online videos are also very helpful
- It was a good teaching method and allowed you to work well in it...
- All of it.
- Video lectures
- The Math's Tutor is extremely helpful and has no problem going through any difficulties a student may have with any part of the module. It has a good working environment. I also like the video lectures as they reinforce what was learnt in the lessons.

Q5. Please give a suggestion on how the module could be improved.

- Interactive quizzes
- Solutions to the problem class questions. Sometimes, we don't finish them during the class session so getting worked solutions after the class would be much appreciated.
- it's way too hard
- I would suggest that students are given their own space and time to answer the questions at the end of each video and there should only be a single deadline, say by May or something. However, that is just a suggestion. I would understand if this is just a part of the process to train us as future engineers the ability to work under pressure.
- The video lectures are followed by questions. You must watch the full lectures first.

  Some students are clever and from different backgrounds, most will likely come across topics that they are proficient and excel at. Then it becomes a waste of time to watch the full video lecture.

  A quick 3 bullet point video summary at the start will allow the students to decide if it is necessary or have the option to proceed straight to the questions.
- I can say the arrangement of this module is the best among all. It leaves nothing to be desired.
- Maybe release some of the videos earlier. There were times when I was ready to do the next set but was unable to.
- small tests to see our progression and correction sheets for the exercises we do in class.
- I sometimes forget to do the online tests until the last minute, maybe an email reminder could go out? Or not as this might be annoying.
- Maybe longer problem classes, giving us time to finish the questions assigned during class.
- The groups for the tutorial are quite large, meaning that I sometimes can't discuss an issue or method quite as in depth as I would like to.
- more of an emphasis on tutorial sheets

- problem sheet questions should be more engineering relevant
- does not need improving
- In my class the problem sheets were not given out so giving them out would be very helpful
- -
- Reduce class or make no class on the friday, because there is some people have to go to jumaah prayer(mostly muslim guy).
- More questions
- If the multiple choice questions involving 'tick apply' could be specific about the number of options to pick, because sometimes 3, 4 or 5 answers were required on different questions
- At the end of a lot of the problem sheets given, there was often one question that few could do within the classes duration. I think that it may be beneficial to extend the sessions slightly so that students can still ask the teacher during the session, or devote the first 5 minutes or so to a recap of the previous class even when a different topic was taught.
- To be able to scroll backwards through a video if a certain bit was hard to understand and needed to be watched again.

  Ensure that the questions in the exercise classes relate to the previous maths videos.
- None
- I like it.
- Better practicals, never really knew what we were investigating in them and they were always boring
- By replacing compulsory classes with workshops, as some of the content taught is basic, so I'd have preferred not to have attended the class about basic differentiation for example, but would have no qualms attending the class on imaginary numbers and other more complex topics.
- More questions online, and easier questions in the class session because most of them are a lot harder than the ones online
- I think that for subjects that require more technical knowledge and skills (like Drawing-MEC 130 and MATLAB-MEC133), a class (if not more) should be provided for those who are not familiar with them.This class may also be optional since for those who have already strong basics in these areas, this class may be boring. This class should cover the basics of the things we need to know, like what is the most efficient way to use the drawing board, protractor/set-square and more. With this, hopefully more students are able to enjoy learning here as they know that they know that they are not left out that far behind in subjects that require skills they have never really acquired before. It creates a more 'level-playing field', if you may.c
- The subject covered in classes often doesn't quite match to what we're being taught at the time, which can be confusing and make notes unorganised. Just make sure the classes have a little more direction and preferably in the direction of things being covered in the lectures at the time.
- Additional classes should be held for those affected by the strike action.
- Not sure yet until exam time. But everything is perfect so far.
- More interesting lectures e.g. Not regurgitating the PowerPoint.
- There should have been a different order of topics in the first semester. Instead of going back over concepts that everyone should already be familiar with such as functions and integration, new concepts like matrices and complex numbers should have been introduced earlier.
- Longer class sessions
- More time/attention devoted to problem classes.
- nothing
- Numerical solutions of tutorial sheets should be given after a week or weeks later of each topic. So that students can check whether they are correct or not and hence asking in tutorial sections.

- The lecture should give more time to explain some tricky questions
- No suggestion
- I believe it's best if problem classes were to be carried out only once a week as to actually solve problems arising throughout the video lectures and not being taught what is in the videos again. Furthermore, it would free one hour from the week which could be put into better use and I believe attendance would be higher if we only had one hour per week to solve any questions.
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- smaller class sizes
- Having the answers to the class sessions questions available.
- More problem classes
- Class lectures that emphasize more on the tutorial sheets.
- In my personal opinion I would prefare having maths lectures instead of videos. And would also like to have more compulsory work sheets to be given out. as this would help me practice my maths even better.
- less notes based on presentation style.
- Have the worksheets given in problem classes on the same level as the videos.
- More background knowledge about the materials mention in the videos, ie the derivation of the formulae
- Less time spent in class on summarising online lectures.
- More examples in the online videos.
- More example classes, the classes proceed too quick
- More useful questions in the problem solving questions. Many of them are too hard and aren't explained in the video lectures.
- More guidance during the class sessions - I often get stuck after the first couple of questions even if I perform well on the video lecture questions because the class questions are significantly harder than the online questions. The lecturer in the class sessions doesn't tend to explain how to get answers to the harder questions, just the basic questions which are already covered in the videos.
- Normal lectures, instead of online
- I have found the lecturer at the class sessions were unable to answer the majority of my questions. I found it difficult in receiving help during the class sessions as the groups are large and the lecturer could not see all students. overall, i do not feel like I am receiving help on the topics which I do not understand.
- If some exam style questions were put up on the website when each section had been completed
- No deadlines on video lectures!
- the ability to pause, rewind, and skip videos if necessary - the restrictions on this are quite infantile - and wastes a lot of time having to watch videos on material we already know.

  The lecturers apparant desire to use students as pawns for their strike over lack of pay rises, and 'in your face' propaganda about the strike action which is interupting the learning that we are paying for.
- most people have already done differentiation and many other sections from last term, maybe setting the classes according to what they have done? At the start of the class the lecturer goes over what was in the video, but this isn't necessary as we have watched the videos, maybe a quick reminder of key equations and then more time of questions. also answers in the lessons would be helpful.
- More integration with other modules, and help classes.
- Perhaps it would be useful if we had more problem classes, or if they were longer.

- we could do more practice during practicals instead of having the lecturer repeating what was already learnt in the videos. More interaction is crucial
- The redoing of a large amount of the notes, as they have multiple typos , some of which are in equations and such
- Less of a jump in difficulty between the videos tests and the sheets given out in the tutorials, also worked solutions for the tutorials sheets in the class
- Some of the lecturers from the videos could be better
- topics are moved through very fast paced, maybe give scheme of work/outline of topics to be covered so students could read up on topics prior to vidoes/sessions
- 1 Lecture and 1 problem class instead of 2 problem classes
- drop in sessions timetables
- Give more complicated examples when needed
- Problem class exercise sheets start relatively simple, progress slightly and then suddenly become incredibly difficult. The step in difficulty needs to be more gradual towards the end of the sheet.
- Currently the hard sections are almost skipped over and the easy parts are explained in depth. For example with differentiation, the mathematical method used to carry out basic differentiation was heavily explained but yet other forms of differentiation like implicit differentiation were almost skipped over
- More example sheets on Mole
- Optional drop in sessions to get extra help
- Homework.
- More linkage between online lectures and the examples classes.
- The maths classes are hard to follow sometimes. The variety of abilities in each class is quite large and so it is hard to ensure that everyone understands it or doesn't get bored.
- Longer deadlines for videos and more examples in the videos
- The deadlines for the videos could possibly be extended a little longer
- sometimes, lecture test can help student review what we learned
- By setting small assessments to ensure the knowledge is there
- More past papers would be useful
- Smaller problem classes.
- If the answers to in-class practice questions could be put on mole.

Q6. Please comment on your module lecturer rating if you wish.

- His class was very enjoyable and fun. He was very willing to help students struggling with the questions and gave great explanations.
- He has spoken in two lectures and seem quite good.

  There are some aspects of the course (like online technical marking issues) that he could perhaps look into better. But overall, he seems a dedicated and decent guy.
- He's very good at giving speech. The way he speaks and gives lectures is very loud, clear and organised. He always makes me want to listen and keep my attention going to what he's saying during the lectures.
- Easy to understand and gives tips and examples of what to do and what not to do.

- A very friendly and communicative lecturer
- Although the lecturer coordinates the module, he does not teach me the course. He coordinates the module very well.
- delivers my class sessions very well and teaching on the video lectures
- Professor Marsh has only appeared in a few lectures and video lectures. Therefore, i cannot really rate his effectiveness in teaching throughout the semester. The few appearances he has made were good though.
- straight to the point and good at helping when needed
- He is always very clear in the explanations he gives during the class lectures and the video lectures he gave
- Gives very clear explanations.
- He only lectured in person 3 times this semester, and most of them were admin things. However when he does the maths lectures he is good.
- He is very good at helping people to understand difficuilt topics. However, the strike action did affect the teaching of the course on multiple occasions. (I appreciate that it was not down to Dr Marsh to decide this)
- Good teaching procedure. Effective tutorial sections
- He isn't my problem class lecturer. But when he does full module lectures he is good.
- Brilliant
- I learnt so many things in his video
- We did not actually have that many lectures as to be able to comment on the lecturer.
- Good at explaining things however he doesn't go through the harder questions on the worksheets - he just goes repeats the things already explained in the video lectures.
- Good at explaining things however he doesn't go through the harder questions on the worksheets - he just goes repeats the things already explained in the video lectures.
- I would still prefer real lectures, rather than on line.
- I find the maths lectures useful however the smaller class sessions less so as it is difficult to receieve individual help which is needed on more difficult topics
- clear, easy to listen to, not boring
- The videos he presented were the most clear, and he obviously knows the course structure and content very well.
- in the whole class lectures he was very informative and spoke clearly
- He didn't do much teaching because most is by the teacher in seminars. But he was enthusiastic and engaging so very good.
- The online videos that Samuel Marsh has done are very good.
- The group lectures were quite helpful as they let us know what we would be learning in the future.
- Does't take me for any classes but the lectures and videos he has done are very good
- As I previously wrote, the lecturer was extremely helpful and had no problem answering any and all of his students issues.