School of Mathematics and Statistics

Student Module Evaluation, Semester 2 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.	32.5	56.2	0.0	7.5	3.8	0.0
2. Clear aims and objectives were provided for this module.	41.2	46.2	0.0	10.0	2.5	0.0
3. Criteria used in marking has been clear.	31.2	50.0	0.0	13.8	5.0	0.0
4. Feedback on assessment has been prompt, in line with given turnaround times.	46.2	41.2	0.0	10.0	2.5	0.0
5. I have received sufficient feedback on my progress for this module.	22.5	35.0	0.0	33.8	8.8	0.0
6. I have received detailed comments on my work.	13.8	23.8	0.0	35.0	27.5	0.0
7. Please rate your satisfaction with the quality of resources provided (hand-outs, scripts, lab resources, computing resources etc).	37.5	56.2	0.0	6.2	0.0	0.0
8. Please comment on what was good about the module. (See separate sheet.)						
9. Please give a suggestion on how the module could be improved. (See separate sheet.)						
10. Please rate the module lecturer in terms of their effectiveness in teaching you.	45.7	32.1	0.0	2.5	1.2	18.5
11. Please comment on your module lecturer rating if you wish. (See separate sheet.)						

81 responses / 241 registered

Q8. Please comment on what was good about the module.

- Availability of learning material
- Being able to do the video lectures when ever it suited me. Online quizzes.
- Course Content
- EVERYTHING. I love this style of teaching. Problem classes are a fun, relaxed atmosphere. Perfect level of difficulty.
- Excellent Module leader Sam Marsh, well organised module. Video setup was ideal.
- Frequently online quiz
- good problem classes, video system effective learning method
- Good that you can go back over lectures online.
- Good use of video lectures followed up by class time. Good class sizes help by allowing you to interact with teacher.
- Good, helpful informative classes, not too crowded. Less videos
- I found having online video lectures very useful as you can watch them multiple times, anytime you want which makes learning from them easier in comparrison to a normal lecture.
- I like that we could refer back to the lecture videos online on what we missed.
- I like the online quiz and test concept since it gives a sense of freedom in learning since the student can pick the time (within the allowed duration) that he feels best to learn the the topic.
- I think the videos are a god method of teaching the course however having the classes to ask any questions we had were alo very helpful.
- interesting lectureś, but high work load
- Lectures were carried out online with a test afterwards which is efficient.
- lots of work available online, including worked solutions. videos were a great way to revise
- lots of work available online, including worked solutions. videos were a great way to revise
- Loved the online video lecture system. It gave me the chance to work through the material at my own pace, pausing the lecture to take down clear and detailed notes. The problem classes reinforced what I had learnt at home and allowed me to ask any questions that arose when I was watching the videos.
- Maths Classes
- Online learning system is good.
- Online lectures made it seem more 1–
- Online lectures were for the most part very good.
- Online lectures which can be done at home
- online resources
- online resources and help
- Really like the videos
- Small group seminars make me feel more involved.
- Teaching.

- The combination of video lectures and problem classes is very effective. It allows students to learn when they are most motivated and it enables students to pause and replay the lectures. This is an invaluble resource as in conventional lectures details can be missed and there is often not enough time to understand the topic before another one is started.
- The general set up of videos and classes as well as access to videoś for revision.
- The math online videos.
- The maths videos were a good way of covering lots of material.
- The maths videos were a good way of learning the basics of each section. I preferred this way than to having a lecture on it.
- The online handouts for this module were really good and helped with my understanding.
- The online videos were helpful and are a good way to revise if anything is forgotten. It was also interesting to have topics covered by different lecturers. The notes provided are helpful although they arent́ exactly the best of notes. The example sessions are informative and further support whatever was learned through the videos.
- The online videos were very helpful as a reference for revision
- The tutor in my problem class who is Dr. Alex Best is good.
- The use of continual assessment throughout the year to verify the learning from the video lectures.
- The use of maths videos are a good idea as they allow you to review content you didnt́ understand
- The video lecture system
- The video lecture system is really impressive and useful and students can watch the clips over and over again. Also, the online discussion board is a useful place to ask questions and the reply is within a reasonable time
- The video lecture system was very good and made it easy to learn and understand the topic
- The video lectures
- The video Lectures
- The video lectures were excellent. Good problem class teachers.
  Very good support in terms of
- The video lectures, and classes
- Video Lectures
- Video lectures
- Video lectures were helpful during revision
- Video lectures.

Q9. Please give a suggestion on how the module could be improved.

- Allow the ability to scroll back through a video, if it is not fully understood and needs to be repeated.
- An indication of how you are doing, because I had no idea throughout the entire year
- Can each of us have one tutorial sheet instead of sharing between two ?
- Carry on. Slightly less packed exam.
- Class question sheet questions to be more based on exam style questions
- Clearer idea of the work load initially, before itś after christmas and youŕe running out of time
- Could be provided with the sheets in the classes

- Could be slower paced (I found it quite hard to keep up with what was going on for new topics).
- Even more examples/questions available on the course webpage/MOLE.
- Examinations should be doe at the end of both autumn and spring semesters
- I didńt receive any of the sheets from the maths classes and so didńt always understand the questions that I had answered.
- I feel like a lot of things are rushed in class. Many students do not know just how just certain useful but not neccessary deritives or equations and it would be good to slow down and make sure everyone understands how an answer was found.
- I think the module in some ways failed to prepare students for the difficulty of the exam. After revising and doing exercise sheets I thought I had a good understanding of the concepts of the course, but yet I failed to do almost all exam questions.

  Perhaps the module would benefit from a progression of difficulty. Furthermore, I felt the problem class sheets were perhaps not as relevant as they could be and that it would be better to focus on more standard questions before moving on to the more technical and theoretical questions presented in the problem classes.
- In problem classes do tutorial sheets as will give a better basis for the exam and what question will be like.
- In the classes we should do more questions getting feedback and help with any specific problems. Most of the time the lecture everyone has already watched is regurgitated.
- less lecturing in group classes, and more practical help going through problems.
- lower the video questionś contribution to the module grade(15(percent) currently). Have exam on each semester and split up the contribution to the module grade rather than only one final exam for 85(percent) of the grade.
- many topics covered, maybe give an outline of the teaching schedule at the start of the year/semester
- Maybe have traditional lectures rather than online ones because I feel more engaged to them.
- mid term assessment, large amount of material covered in this exam was quite overwhelming
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- More engaging problem sessions and more help with going through exam technique.
- More indication of the difficulty levels of exam questions compared to the problem class problems earlier in the year. Perhaps one question per problem class which identified as being a t́ypical exam question.́
- More intense contact time. The problem classes wereńt very useful for the majority of students
- More past year papers for practice
- more tutorials lecturer with students
- More worked solutions
- None.
- Online revision/key ideas/summary lectures
- Perhaps more maths problem classes
- Physical Formaitive assesments at the end of each topic
- Providing more depth into subjects taught
- Relevance and engagement in the problem classes
- Scrap online lectures and introduce normal ones
- The example sheets given during example classes could have worked solutions. At least it would be nice if they did. More exercises! (with solutions) Iḿ not entirely sure whether the full class lectures have a purpose. Better notes, since the current notes are basic. Although students could probably just find a nice textbook...

- The level of tutorial sheet questions were either very easy or very hard which made it hard to progress. It also seemed like we covered a lot of content very quickly which made it difficult for me personally. The course did have to cater for a large range in maths skills coming from school though.
- The videos should provide more detail to make the problem sheets a little intuitive to solve. At the moment, the videos serve more to explain the principles rather than the techniques. This is valuable in terms of improving understanding, but inclusion of more problem examples in the videos would improve studentsḿathematical techniques. There is a large gap between the level of the introductions to problem classes, and the problems themselves.
- There can be tutorial classes threes or four times a week.
- There could be mini exams through out the year that could keep you in tune with what was learned.
- To make the videos more clear as at times they were very confusing
- Very little. If anything I would prefer the class sessions to be longer but nothing other than that.
- video system more reliable and less multi choice questions at the end, more numerical questions instead

Q11. Please comment on your module lecturer rating if you wish.

- Brilliant.
- Clear explanation on the lecture.
- Didnt́ have him as a problem class teacher. Lectures were well delivered, clear and informative.
- Every time when the online system is currently down, he will send us an email to explain why this happens. And he would try to hurry up its return.
- Fantastic teacher.
- He doesnt́ teach us, heś given 6 lectures this year all of which were admin.
- He is very helpful during the example class sessions and answers questions enthusiastically. Also starts the session with a quick and comprehensive recap of information presented in videos. I think he maintains the online video system fairly well since he emails the students whenever it is down to inform everyone of the problem and sometimes extends the quiz deadlines if the downtime is unusually long.
- Heś given very few lectures.. So itś not really relevant.
- His lectures are very clear and precise. He has also given excellent advice on exam technique and does not assume that we are more clever than we are! His worked solutions to problem sheets are of excellent standard.
- I received very fast replies to my emails.
- Samuel Marsh has been good at the lectures however he was not the teacher of my maths class
- Seems to spend most of the time campaigning and striking, as important as that is it has affected my learning.
- The lectures were all very clear and concise and he has been very helpful and engaging during the problem classes.
- The whole class lectures were organised and useful in terms of information we needed to know for the exam.
- We dont́ see that much of Sam, so the quality of teaching is more dependent on the problem class teacher.
- We had maybe two lectures from him over the whole year? I hardly have any experience from which to pass judgement