

Form A: Course Evaluation - Student Comments

Faculty	: Science	Session	: 2012 Teaching Period - T1
School	: School of Mathematics	Enrolled	: 331
Course	: MATH1041-Stats for Life & Soc Sciences	Repondents	: 154
Survey Description	: Evaluate the Course MATH1041	Survey Type	: ONLINE (11 May 2012 - 07 Jun 2012)
Survey Alternative	: Evaluate the Course MATH1041	Administration Date	: 26 Jun 2012

The best features of this course were

- Entertaining
- The lectures notes in a booklet
- tutorials, i thought this helped a lot in understanding how to do worked questions
- Highlighted important/main components of statistics that will be useful. Progression of learning.
- Really good course notes produced for lectures, tutorials and computer labs. The instructions for the lab exercises were very clear which helped a lot when working individually, and the structure of lecture notes were easy to follow while highlighting the key concepts. The lectures itself were also reasonable well carried out, especially while working through example calculations.
- The combination of tutorials and labs helped you implement what you had learned and create it using graphs ect that you learn how to do yourself.
- The tutorials, this was where i could ask questions and learnt most of the skills required to complete the course. The labs also taught me usefull computer based skills but where not as helpfull as tutorials
- Helpful tutorials with worked solutions that consolidated concepts learnt during lectures
Availability of consultation times for any further questions needed to be asked
- The materials are easy
- The lecture notes are helpful.
- extensive access to questions
- It is a more mathematical - oriented course but is critical for our study in future study. The additional tutorials are very important for a smaller class so that we can ask questions and learn practical skills effectively.
- Student involvement with data samples. Lecturer was always ready to help if questions arose.
- The lecturer made a relatively boring subject enjoyable to attend to which was great!
- Zdrakvo is a very good lecturer, his jokes are lame - but encourage attention. Lecture notes were detailed but left room for more information. A lot of questions and practice questions were all the same question which allowed us to understand applications and methods of statistical measurements.

- I really like the lab and tutorial part of the course as both of them provide me with the opportunity to have further understanding on the topics by practising.
- allowing us to interpret data in a more sensible and orderly way
- The relationship between doing statistics and applying it to the real world
- The Tutorials were very informative and helpful. I felt that I learnt the most in the Tutorials.
- Lab and Tutorial classes are good for students to understand the subject effectively.
- The tutorials
- the style and content of lectures
- the teaching manner of the lecturer
- Tutorials
- Using data from the cohort itself was really interesting to see. New Theories taught in lectures were good and reinforced very well in the tutorials.
- The very helpful tutorial and the laboratory sessions. Also it was great to have small number of assignments compared to others. Plus, the descriptive statistics was interesting to learn.
- The textbook and the layout of the course pack which was parallel to the textbook. The minimized the confusion of jumping from topic to topic as the content was in order.
- the tutorials were useful for understanding what was required of us to learn and be able to do for the exams
- The lectures.
- there were many examples for certain topics that helped me understand the concept during the lecture
- It is very useful studying for our future career.
- Tutorial time.
- -> the course material was well presented
- --> the lectures and tutors I had were very helpful and knowledgeable
- --> the consultation hours were very helpful and worthwhile
- Practice papers with answers at the back. The course packs in general were good.
- The tutorial times.
- The course packs that are provided with practice questions and well explained answers
- let students have the good understanding on stat for life science
- Collaboration of labs with tutorial and lecture content
- Tutorials and consultation options
- Worked examples
- The stats question examples worked through in the lectures
- Very informative lab and tutorial demonstrators.
- The tutorials? because they allowed me to ask questions I did not understand
- The tutorials helped with understanding the course work alot. Without the clear and concise guidance the material would have been impenetrable.
- lost of support with labs and tuts
- picnic
- creating a space for students to understand how statics can relate to life.
- - Good spacing of assessments
- lecture notes came in a booklet so we did not have to print out lecture notes every week

- A lot of informative is given, from blackboard and notes.
- Detailed course pack
- Labs - they were easy to understand; I found too much was trying to be done in each tutorial and the lectures were alright but two hours was a bit long to keep my attention on statistics
- - Interesting content.
 - Relevant lab work.
 - Relevant examples in lectures about the content.
- the tutorials as the lecture material was covered at a pace that was easy to understand
- Tutorial feedback
- The usefulness of the content for later research and making us aware of the way in which statistics are often manipulated in the media
- Examples and solutions
- I really enjoyed the moments when the lecturer shared videos with us to help relax our mind but also stimulate it at the same time. The videos were informative and fun! I also like how he plays classical music in the beginning of lectures. They are really soothing.
- the tutorials and consultation times. it helped me understand things better and clearer as to what was being taught in lectures
- The relevant videos on statistics, and all the simulations on statistics.
- How it related to science and medicine
- Tutorials and labs.
- The way the lecturer solved problems in the lectures as we learnt the material - this made the concepts easier to understand and apply.
- Good lecture problems and practice questions. A great amount of humour involved with the lectures. Labs were simple to engage with, and the tutor helpful. Tutorials were also engaging, and the questions well suited to the lecture material.
- The labs, they were the most useful and most interesting.
- Labs and tutes
- The tutorials really helped me understand what was going on
- Learning the coding on R.
- Interesting lecture with several examples provided and music and jokes..
- i learned some stats
- The techniques learnt during the lab really help me to complete by assignments of this course and even other courses!
- The lab/tutorial booklet.
- Not very challenging
- my tutorial leader
- interesting analogies.
- assignments and tests allocated in good times
- Tutorials are really useful
- The lectures
- Applicable to real life situation

- the tutorials
- Tutorials helpful
- The past exam papers
- Maths labs
- tutorials very helpful
- -Provided useful information for students taking sciences
- -it was an interesting course however it felt like information was all over the place at times
- The lab classes. I enjoyed learning about the excel and R programs. While i found this course really boring, I guess the tute classes were also useful in understanding the content of the course. I liked the surey at the start of the course, it made the lectures relevant to me.
- Learning about graphing
- Tutorials really helped to consolidate learning
- The tutorial sessions
- the tutorials
- The lab time provide the chance for us to practice the excel skills, then assess us based on the the assignment. Sometimes, when I was doing the lab, I can understand more the process of solving a question.
- nothing
- I enjoyed the last section on Inference the most because it was the one I understood the best.
- Lectures were well prepared
- tutorial is very useful
- math labs lectures and tutorials
- The very helpful course packs! Good tutorials.
- Following that table (indicating which test to use for which type of variable)helped with structuring the course. Having practice exams is good. And expectations in exams and assignments were quite clear.
- How relevant it was to my other courses
- Tutorials helped a lot.
- Content
- Tutor is helpful
- n/a
- algebra course was very easy to follow
- THE LECTURER IS HANDSOME!
- not sure
- The tutorials, lectures and labs all linked together so there was consolidation of knowledge which helped emphasise certain concepts.
- Learning statistical inference
- Good introduction to statistic in a wide view
- The booklets that we were provided with, the course packs were really helpful
- After all the hard work finally understanding the practicality of the equations
- Examples related to real life situations. Made for an easier understanding of new concepts.

- Learning new things
- The tutorials and computer labs
- Good covering of the basics of statistics.
- relevance to most things.
- There were no best features of this course.
- This course gave me an interest in statistics. I discovered how statistics could be useful in everyday life.
- The use of it.
- Notes are printed out and clear to follow during the lecture.
- The links the lecturer made between course content and real life implications.
- tutorial classes
- none stand out honestly
- The five minute breaks in the lectures
- Fairly comprehensive
- Semi-useful maths that can be used later on.
- labs
- The fact that statistics can predict numbers for upcoming events or data
- The consultation times and adaptations of availability of lecturers for questions out of normal consultation times

This course could be improved by

- Explaining concepts better
- making it more interesting, not having all lectures in 2hr blocks
- More homework exercises
- Consistency in use of symbols/methods used between lecturers and tutors. I often became confused with the various notations utilised by my lecturer and tutor.
- I think more tutorial hours where needed as i felt this was the key place where i could ask questions and learnt the actual skills required to complete the course. I think it would be much better if there was 2 hours of labs and 3 hours of lectures
- Use a variety of examples in lecture notes rather than the same one over and over again (ie corn yields)
- Shorten the lecture time
- More clear examples n exercises in lectures.
- Clearer lecture slides
- The addition of more components of using Life & Soc Sciences examples to link mathematics to our future core study.
- Some terminology used in tutorials were a bit different to that used in lectures. This made content a little bit difficult to get a grasp of and understand fully.
- not overcomplicating simple equations and by explaining the reasons for when to use those equations in a more straight forward manner

- maths and statistics is not a fun subject - i would recommend having lecture earlier in the day as opposed to late when attention is sparse.
earlier lectures may also improve attendance and student engagement in lectures.
- Sometimes, due to the fast pace of our lecturer, I found it rather difficult to follow the slides during lectures. As a result, many gaps in the course pack were left not filled. It could be improved by providing full solutions to the sample questions in the course pack so as to aid students in understanding the topics.
- illustrating more samples of questions that are of different styles
- I felt that 2 hours for the lectures was far too long. The content was not engaging enough to keep attention for 2 hours. less lecture time and another hour of tutorials would have made it much better. The Content of the lectures was hard to understand when being explained in the lecture but when I got to my tut and the Tutor explained the exact same thing I understood perfectly and in less time.
- More interaction between students and study. For example: weekly quizzes that have no weighing towards the course, but keep students on their toes.
- enhancing the delivering style of lectures
- The statistical inference was quite hard to understand, especially about different types of hypothesis testing and the differences between them. Also having lectures that run for two hours were very tiring. Possibly it would be better if the lectures are split a bit?
- Better explanations of the content in lectures. Most students had absolutely no experience with statistics and within the first few weeks, were bombarded with statistical jargon.
- the lecturer was so boring and the content presented in the lectures was so theory based it was hard to relate it back to the tutorials and the past exam papers.
- More detailed explanations in the solutions, course structures and computing sections.
- No having the lectures so late in the day.
- during the tutorials, i felt that there was not enough time to go through all the questions together, and spend extensive time on one question.
thus, i had to make effort to go to consultation times. moreover, this course could be improved by a deeper explanation on the lecture notes
- For tutorial class, we are always running out of time. If we have plenty of time for practice, it will be great.
- Substituting lectures for tutorials.
- I found the tutorial questions to be easier than the actual exams. So i think if the tutorial questions should also be set to the same level as the examination.
- The lecturer could write larger on blackboard and explain things a bit more simpler. Help for students who really struggle with concepts
- More involvement
- Making the lectures more engaging and the lecturers should explain the concepts more thoroughly
- lecture notes should have more details
- recorded lectures
- Separating the lectures - it is hard to stay attentive throughout 2 hours of a subject like Statistics
- A clearer link between the concepts and why we use particular formulas.
- Using a projector screen to display these worked questions instead of writing them on the board which is hard to see for some people sitting at the back

- ---
- Informing the students on the relevance of the work as I felt very unsure of why/how I would use this in the future
Have lectures that were more than just reading slides about questions from the text book
- A different lecturer. The current lecturer is not only patronising and rude, but also has exceptionally poor communication skills and little comprehension of the concepts of teaching and learning. More appropriate example exercises during lectures which can actually be solved using the skills we were being taught (rather than software we do not have access to) would be great too.
- lecturer writing BIGGRR words on the board
- lecturer sucks
- Nothing, really. The content is boring, but it kind of has to be done. Nothing will change that.
- teaching in a more interesting way, and not using the blackboard in the lecture hall. Its too dark for students sitting backside to see what the lecturers wrote on board.
- - More class interaction to check that they understand what is being taught
- - Assignment 2 involved using methods that were not taught in the labs or lectures until it was almost due
- improving the way the lecturer delivers the content
- The lecturer is not writing on the blackboard anymore since people sit at the back cant see anything!!!!
Should have a forum on BB
- online quizzes
- moving through the lecture material a little faster
- Removing the pointless lab sessions and finding a different way to perpetuate the material.
- doing more examples that we can calculated by the tables given
- Using better coloured markers on the whiteboard - they were really hard to see regardless of where you were sitting.....
- - Updating the required textbook and corresponding pages in the homework (the textbook available from UNSW Bookshop is version 7, not 6)
- - Making the lectures shorter.
- - Moving slower through content towards the end of the semester.
- The lecturers should be covered at a slower pace, not feel so rushed as its hard to grasp, and their should be more use of different forms of conveying the information.
- alternatives for online assignments
- Perhaps speeding up the first 6 weeks, so compressing the time frame as this is easy content. the spreading out the last 6 or 7 weeks of content over 8 or 9 as it is generally much more difficult content
- The lecturer should write his work out on a chalkboard instead of a whiteboard... or at least, if on whiteboard, the writing size should be bigger because people who sit further back literally have to squint in order to see.
- Further in-depth explanations of concepts. More examples done during lectures to ensure proper undersatnding
- n/a
- Making it easier and more accessible to those just doing science
- - actually being shown in the lectures how to use statistical tables rather than the lecturer computing it with software

- More engaging lectures.
- On-line mini-lectures for concepts which are a bit more complex
- I feel that two hour lectures for statistics, back to back at 4-6pm, are too long and alte to fully engage with entirely. Perhaps if the lectures were spread over hour long sessions, it would be easier to engage with the material and more people would be less distracted, or even feel compelled to come to lectures.
- Providing more of a theory basis instead of mostly questions and examples... If that makes sense.
- lectures being shortened or more spread out instead of two two hour blocks
- Clearer explanations and making the lectures more interesting
- Reducing the time spent in the lecture hall.
- The computer assessments are difficult. it is not so much the questions but figuring out what the marker wants from us.
- I like it!
- learning stats was boring
- Lectures organize in the morning instead of the afternoon will be much more better! The weighting of the final is a bit too heavy! And the lecturer can teach a bit faster at the beginning of the course and slower at the later part of the course when course materials get harder and more difficult to understand.
- no lab work
- The lecture notes - it would make this course so much better if there were some examples of the working out of solutions to problems on the slides themselves. I know that we go through the working out of problems on the board in lectures, but sometimes you just want to focus and learn what you are being taught whilst not rushing to write things down (which may be copied incorrectly). I would have really loved one example worked out on a slide and then another question that we could "attempt" ourselves during class/on the board. (This is what one lecturer did during our chemistry lectures and it worked amazingly). Also the format of those lecture notes is not great when trying to study/do assignments. If is possible to make them vertical rather than horizontal that would save a lot of fiddling when trying to find the right content.
- Making it optional
- reducing the amount of time in lectures, concepts were dragged out and made boring
- engaging students in lectures. and shortening lectures to 2 hours a week instead of 4. content can be taught in a more simplified way!
- less of lab time would be good
- Answers for the lecture notes should be given
- more support during labs
- Get deeper
- Less Lectures
- Better lecturer
- Having tutors who are more approachable and having better lecture notes to study from.
- Splitting up the lecture blocks. 2 hours of pure statistics makes it hard to keep concentrated
- more assessments worth more - so final exam not so weighted. Also, some questions fully answered in back of textbook or something so we can see the full working...

- -Having better lecturers who engage the students and can describe the equation much more concisely
- better explanations for how and when to use certain rules
- More interesting lectures
- More interesting content during lectures and shorter lectures (not having a 2 hour lecture in a block)
- Making the content more clear/understandable to basic math background students.
- more interesting content
- showing where equations and such are derived rather than just stating the equation
- Taking a slower and more clearer approach to the material that has to be learnt.
- Having the answers to questions on the lecture notes, because if you miss one lecture you will lag behind in the course. Also, the lectures should be one hour each with two hours going through a lot of content and as i mentioned earlier, if you miss a lecture u miss a lot of content
- more interesting examples
- 1 hour and a half lectures rather than 2 hours.
- the difficulty level of the course went up quite steeply towards the end
- More interactive lectures and clearer understanding of what concepts are being communicated in lectures. The labs did not seem that revelant.
- making the content a lot more interactive and interesting for students. For example, practical participation in lectures.
- Content
- Improve the lectures, not so clear
- n/a
- calculus answers added to blackboard
- EASIER EXAM
- perhaps if the lab demonstrator could directly provide instructions for us on each set of lab class, those that choose to work independly can shush and just do what they want...
- Not 2 two hour lectures but 4 one hour ones
- Basic step by step instructions. I still needed heaps of extra resources to understand
- More consultation times/ longer tutorials. Some concepts further along the course were more difficult to grasp.
- Making it more interesting
- Shortened lectures, and a better lecturer. The 2 hours was impossible to stay attentive the whole time
- Having more relevance to any course from the Faculty of Built Environment.
- The lecture was not that helpful. The method of teaching in the lecture is different from tutorials. Terms should be made the same all throughout.
- Sometimes i found going through th questions during the lecture confusing
- A more interesting method of lecturing.
- more tutorial classes

- Highlighting how the statistical methods we learnt can be applied to everyday medical situations. I came to realise this at the end of the course as I was doing some questions. If we were told this at the beginning, it might have made it more interesting and engaging.
- Way too many contact hours, lecturer was not engaging at all.
- not having 2hour lectures at the end of consecutive days
- Engaging lecturer, 1 hr lecturers instead of 2
- Engaging lectures
- was good