SSLC REPORT

SUBJECT CODE: 620-370

STREAM (IF APPLICABLE): 1

LECTURER: Ray Watson

SSLC REPRESENTATIVE(S): Martono, Soegiharto Widjaja, Kelvin Chieng

CORE QUESTIONS:

QUESTION 1. THE PACE OF THE SUBJECT IS:
 # RESPONDENTS: 71 MEAN: 2.41

RESPONSE	*1*	*2*	*3*	*4*	*5*
INTERPRETATION	*Too fast*	*Fast*	*Appropriate*	*Slow*	*Too slow*
# RESPONSES	*11*	*23*	*34*	*3*	-

ANALYSIS: Based on the survey, about 47% of the respondents think that the pace of the subject is fast. Therefore, it is better if the lecturer can slow down.

QUESTION 2. THE LECTURES ARE:
 # RESPONDENTS: 71 MEAN: 2.66

RESPONSE	*1*	*2*	*3*	*4*	*5*
INTERPRETATION	*Very confusing*	*Confusing*	*Adequate*	*Clear*	*Very clear*
# RESPONSES	*4*	*28*	*28*	*10*	*1*

ANALYSIS: The lectures are adequate according to 55% of the respondents. While the rest think that the lectures are quite confusing. Thus, the lectures should be clearer.

QUESTION 3. THE LEVEL OF DIFFICULTY OF THE SUBJECT IS:

 # RESPONDENTS: 71 MEAN: 2.55

RESPONSE	*1*	*2*	*3*	*4*	*5*
INTERPRETATION	*Too difficult*	*Difficult*	*Appropriate*	*Easy*	*Too easy*
# RESPONSES	*2*	*29*	*39*	*1*	

ANALYSIS: The level of difficulty of this subject is considered somewhere between appropriate to difficult level.

QUESTION 4. THE PRACTICE CLASSES (WHERE PROVIDED) ARE:

 # RESPONDENTS: 66 *MEAN:* 3.53

RESPONSE	*1*	*2*	*3*	*4*	*5*
INTERPRETATION	*Useless*		*Adequate*		*Very Useful*
# RESPONSES	*1*	*4*	*34*	*13*	*14*

ANALYSIS: The majority of the response of around 50 percent mentioned that the practice classes are not very useful and are neutral about it. However, there were more responses towards the useful range rather than towards the useless side. Therefore, the tutorials could be slightly improved.

QUESTION 5. HOW MANY LECTURES HAVE YOU MISSED IN THIS SUBJECT?

 # RESPONDENTS: 69 *MEAN:* 1.61 (of what?)

RESPONSE	*1*	*2*	*3*	*4*	*5*
INTERPRETATION	*None*	*1-2*	*3-4*	*5-6*	*More than 6*
# RESPONSES	*38*	*23*	*6*	*1*	*1*

ANALYSIS: Most of the students have only missed 1-2 lectures, therefore nothing has to be changed in the lecture.

$\bar{x} \approx 1$ (number of missed lectures)
{of those attending!}

QUESTION 6. HOW MANY HOURS DO YOU SPEND ON THIS SUBJECT PER WEEK OUTSIDE OF CLASSES?

 # RESPONDENTS:_____71_____MEAN:_____2.63_____

RESPONSE	*1*	*2*	*3*	*4*	*5*
INTERPRETATION	*None*	*1-2 hours p/w*	*3-4 hours p/w*	*4-5 hours p/w*	*More than 5*
# RESPONSES	*1*	*31*	*34*	*3*	*2*

ANALYSIS: The majority of the students are working between 1-4 hours per week. This is slightly insufficient as compared to the 2hours to each contact hour's guideline in university. However, with the entire busy schedule with the other subjects, 3-4 hours is sufficient for 1 week.

SUMMARY OF WRITTEN COMMENTS ON QUESTIONNAIRES:

Students are very concern on the pace of the lecturer delivering the lectures as majority is not able to follow it. They want more explanations from the lecturer instead of assuming that they have some basics understanding in statistics. They want examples (shown during lectures and in the notes) that are more constructive and helpful in leading for a better understanding of the topics. It would also be ideal if examples shown in the notes/during lectures or quiz questions are similar to assignment questions.

ANY ADDITIONAL COMMENTS/CONSTRUCTIVE FEEDBACK ON SUBJECT:

1. More constructive examples should be shown in lecture notes. Recommend a good textbook to student perhaps?
2. Few examples should be shown per theory/concept instead of one.
3. Tutorials hours should be increased to 2 hours to encourage the interactions between students and tutor AND discussions among students in order to improve the learning quality.

Lecturer's Comments

The subject appears to be fast, confusing and difficult. To some extent that is all right. I would actually prefer to be a little into the red-zone: slightly fast, slightly confusing and difficult = challenging? But the levels are a bit on the high side.

I understand the problem and will do my best to reduce these perceived levels, within the constraints imposed. There is a syllabus to be got through in a finite time however, and Engineering leaves you (and me) with little spare time.

I do know that a large number of Engineering students have survived the experience in the past.

The analysis of Question 4 appears to be faulty: only 5/66 (8%) of respondents expressed a negative view of the tutorials. The remaining 92% seemed to think the tutorials were at least adequate. I think this is actually an excellent endorsement of the tutorials.

A statistical comment on Question 5: the given mean is meaningless, being the average of the coded response labels. An estimate of the mean number of missed lectures (of those responding) is about 1.

I can only agree that we need more time: for me to explain more and better; and to do more examples; and for you to have more time to learn. But we don't have that luxury. We must do the best we can with what we have.

If you have time to read other texts, there is a list of satisfactory texts on page 0.2 of the subject notes.

Ray Watson