

Response to initial module feedback for ST222, 2015

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I am very pleased to hear that a lot of the basic issues are going well for a large majority of students. This includes: audibility, handwriting, responding to questions, assumption on prior knowledge, time management, pace, provision of example.

Any time, students are encouraged to let me know of any specific issues, though, so I could look into improvements. My handwriting, for example, is something where I personally can see room for improvement. I have started to put scanned notes online for the parts done on the board, just in case. Most of the material is typed up in lecture notes in latex.

It turns out that some students would prefer revising from slides rather than from lecture notes. I have recently put the slides corresponding to the lecture notes online, too. They do not contain more information than the lecture notes (potentially a few more typos).

I am very happy to hear that the weekly summaries/reviews are appreciated. It's a new tool I introduced this term to help students gain an overview.

Some students did not feel the module is well organised. Most of the structure is at the resource website <http://www2.warwick.ac.uk/fac/sci/statistics/modules/st2/st222/resources> including a syllabus and exercise sheets. Summaries and material from the lectures are posted week by week. If anything else remains unclear please communicate this informally to me.

Under additional comments some students expressed they were not sure about the aims and objectives. They are posted at <http://www2.warwick.ac.uk/fac/sci/statistics/modules/st2/st222> However, that list is quite abstract. I hope that the objectives become more clear further into the module when more examples have been worked through. That said, this module is different from typical maths and stats modules in several ways.

1. There is an emphasis on modelling which includes starting out with simple models and later extending or changing them to improve their accuracy. This process can be confusing.

2. It is interdisciplinary including economics and psychology.

3. There is normative theory describing homo economicus and descriptive theory describing homo sapiens. Both is needed, but the interaction between two approaches complementing each other can be felt as confusing initially.

Some students actually said, they understand the material locally, but find it difficult to compose a bigger picture. This is a very good description for what happens if you try to use mathematics and statistics to mirror the reality. The complexity, inconsistency and unpredictability of the human behaviour in decision making we are

trying to model here is fascinating, but at times, confusing. I have since the feedback given two overview charts at the board which hopefully helps students stitching the various bits of the module together.

Finally, a student was unhappy about the frequent room changes. I could not agree more and actually find it quite inconvenient to figure out the set up over and over again. The Department of Statistics has no control over this. However, our UG office has started to point out to the university that the amount of room changes just before and during term was not acceptable.

I hope you will enjoy the last weeks of the module and keep letting me know of questions and concerns.

Julia