Response to final module feedback for ST222, 2015
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Responses to most questions are very positive. In particularly, students like the weekly lecture summaries and other aspects of the website - thank you for pointing this out, it is nice to know this is helpful and I am glad to have come up with this. Delivery of the lecture was valued mostly positive.

Some requested changes about the slides. This year, a mix of board and slides were used in Part I and Part II of the module, but I am considering extending the amount of board use - easier to do once we get a better room for the Friday noon lecture (pending new teaching building completion). For Part III - descriptive theory - this is not doable due to the nature of the topic and with a module still under development and somewhat interactive (e.g. survey) it's not always predictable beforehand how many and which slides will be needed, but I will rethink how to best make use of the slides (e.g. reduce the amount of words, post some of them online beforehand etc). It also needs to be communicated that the content of Part III is less linearly structured than in Part I and Part II with implications to dealing with the online material. I may move to a combination of less wordy slides in combination with the expectation that students read less more wordy material before or after the lectures. (Partly, I put a lot of words on the slides, so people who can not follow me well orally do have the information, too.)

Critical comments related mostly to the class test. Understandably, because it was a bit too hard, too long and very different from last year's. However, students did acknowledge that I am still calibrating this tool and scaled the results to get the mean over 60%. It's quite impressive that a large majority of students keeps being positive about the module content and delivery, despite being upset at the class test - psychologically this is actually not easy.

A number of students suggested support classes should come with this module and others requested more concrete worked problems with answers. The Statistics department currently does not have the resources to offer more modules with support classes, but I could in principle include more worked examples in the lecture. I suppose this may also help the students who were not sure or disagreed regarding my ability to explain things well. (While that was a minority, that was a bit too high for my own expectations.) As announced on the module website, answers to the five problem sheets will be posted by the beginning of term 2. In addition, a mock exam with solutions will be posted. All his happens shifted in time towards later, but was planned this way, because with work is not marked for credit, students do not tend to seriously attempt all questions in term time when marked assignments take natural priority.

Regarding feedback and timeliness, answers were mostly unsure, but the SSLC assured me that this does not apply The class test had only been written 2 weeks before and marking had just been completed (marks were posted just after 2 weeks).

I hope you will find exercises and solutions and the various other material on the module website useful and wish you a good revision process and best of luck with the exam.
Julia