Response to End-of-Course Student Questionnaires

Some students would have preferred less wordy online course notes. Some students would have liked the lectures to have followed the online notes more closely. My intention is that the online notes should be a readable text, with the content of the lectures giving more examples and explanation. Ideally, the student would then construct their own set of notes by combining the two. I can’t tell from a small number of comments in the questionnaires whether most students were able to do this. In retrospect, I should have asked the class about this during one of the lectures.

My voice sometimes drops in volume at the end of sentences. Yes, I am aware of this tendency. Usually it’s in sentences that don’t really matter but thank you for reminding me!

Changing my mind in lectures. Yes, sometimes I decide on the spur of the moment to change course a little, to give what I think is a better example or explanation. So this can make for some disjointedness, which could be annoying (but I hope that the benefits outweigh that).

Mixed background of students in lectures. A good number of students from Physics and some from Computer Science attend this course, so I spend a little time on occasion explaining things that will be familiar to Mathematics students.

The main purpose of the two courseworks is to encourage students to revise/stay engaged with the course and to get practice in answering certain types of question. The marks gained from them might also make the final exam a little less pressured. The first coursework was meant to be hard because if the average from the courseworks were too high then likely I would have to scale down the final marks (and I far prefer to scale up from something which was hard than to scale down from something which was too easy).