

MA50176 Case studies in mathematical modelling and industrial mathematics							
Question	1	2	3	4	5	Mean	Median
My understanding of the subject is increasing as a result of taking this unit	0	0	0	1	3	4.75	5
I find the teaching methods used in this unit are effective in helping me learn	0	0	0	0	4	5.00	5
Sufficient advice and support in relation to this unit are available to me	0	0	0	1	3	4.75	5
Overall, I am satisfied with the quality of this unit	0	0	0	0	4	5.00	5
It was made clear to me from the start of the unit, what I was meant to learn from it	0	0	0	0	4	5.00	5
It was clear to me what criteria would be used to assess my work before assessment took place	0	0	0	0	4	5.00	5
The type of feedback I would be receiving was clearly explained at the start of the unit	0	0	0	1	3	4.75	5
I received feedback in a timely manner	0	0	0	1	3	4.75	5
Please rate the quality of teaching on this unit (with 1 being Poor and 5 being Excellent)	0	0	0	0	4	5.00	5
The main ideas were communicated clearly.	0	0	0	0	4	5.00	5
It was easy to make/obtain good notes.	0	0	0	0	4	5.00	5
The lectures were well-presented.	0	0	0	0	4	5.00	5
The subject matter was interesting.	0	0	0	0	4	5.00	5
Was the pace of the lectures right for you? 1 = too slow, 2 = slow, 3 = about right, 4 = fast, 5 = too fast	0	0	3	0	1	3.50	3
Was the level of the material right for you? 1 = too easy, 2 = easy, 3 = about right, 4 = difficult, 5 = too difficult	0	0	3	0	1	3.50	3
<b>Number of completed unit evaluation forms so far:</b>							<b>4 / 6</b>
<b>Current response rate:</b>							<b>67%</b>

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

What does the lecturer, in your opinion, do particularly well?
- Explain prerequisite ideas clearly. Takes good time to make sure everybody is on board.
- He wants to make sure that everybody in class is with me and everybody pays attention and understands him.
- Good quality notes. The case studies were really interesting.
Is there anything more the lecturer could do, to support student learning on this unit?
Any other comments
- We love Evans!
- As a mathematician I never had the chance to make by myself a whole case study on something. I had no idea about the process or the structure. Basically I had no idea how to start my dissertation but after this unit I feel very prepared. Moreover the way of assessment is the perfect for this course as you do exactly what you are being taught. Finally the fact that you have to write two pieces of coursework helps you learn how to organize your time and the work you have to do.
What would you like us to change to improve this unit?

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<b>Reminder 1 date</b>	19 April 2013
<b>Reminder 2 date</b>	30 April 2013
<b>Close date</b>	6 May 2013

MA40065 Viscous fluid mechanics							
Question	1	2	3	4	5	Mean	Median
My understanding of the subject is increasing as a result of taking this unit	0	0	2	5	4	4.18	4
I find the teaching methods used in this unit are effective in helping me learn	0	0	3	4	4	4.09	4
Sufficient advice and support in relation to this unit are available to me	0	0	3	3	5	4.18	4
Overall, I am satisfied with the quality of this unit	0	0	2	2	7	4.45	5
It was made clear to me from the start of the unit, what I was meant to learn from it	0	0	1	6	4	4.27	4
It was clear to me what criteria would be used to assess my work before assessment took place	0	0	2	3	6	4.36	5
The type of feedback I would be receiving was clearly explained at the start of the unit	0	0	6	2	3	3.73	3
I received feedback in a timely manner	0	1	2	5	3	3.91	4
Please rate the quality of teaching on this unit (with 1 being Poor and 5 being Excellent)	0	0	3	3	5	4.18	4
The main ideas were communicated clearly.	0	0	2	5	5	4.25	4
It was easy to make/obtain good notes.	0	0	0	5	7	4.58	5
The lectures were well-presented.	0	0	3	5	4	4.08	4
The subject matter was interesting.	0	0	4	4	4	4.00	4
Was the pace of the lectures right for you? 1 = too slow, 2 = slow, 3 = about right, 4 = fast, 5 = too fast	0	1	6	5	0	3.33	3
Was the level of the material right for you? 1 = too easy, 2 = easy, 3 = about right, 4 = difficult, 5 = too difficult	0	0	4	8	0	3.67	4
<b>Number of completed unit evaluation forms so far:</b>							<b>12 / 53</b>
<b>Current response rate:</b>							<b>23%</b>

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

What does the lecturer, in your opinion, do particularly well?
<ul style="list-style-type: none"> <li>- There is nothing he says that is not precise. I like this immensely, and the course notes are fantastic.</li> <li>- Notation explained clearly, useful and interesting examples, heroic writing out of solutions long hand in problems classes.</li> <li>- Clear notes</li> <li>- Gives lots of examples</li> <li>- Very efficient at delivering notes whilst explaining them in sufficient detail.</li> <li>- Very good pace in the lectures, explaining key parts as they occur. The problem classes are also very easy to follow and calculations are explained clearly.</li> <li>- notes online</li> </ul>
Is there anything more the lecturer could do, to support student learning on this unit?
<ul style="list-style-type: none"> <li>--</li> <li>- Lecturer stands in front of the board a lot, and writes big chunks of writing before explaining. This means that as you're copying down, he is explaining the beginning of the writing, and not the bit that you are currently writing. Would prefer him to explain as he writes.</li> <li>- No</li> <li>- Nothing comes to mind</li> </ul>
Any other comments
<ul style="list-style-type: none"> <li>--</li> <li>- I didn't enjoy this unit at the start of the semester, and struggled to understand the chapters on tensors, however I've come to really enjoy this unit especially the examples covered in the last few lectures. Thank you</li> </ul>
What would you like us to change to improve this unit?
<ul style="list-style-type: none"> <li>--</li> </ul>

<b>Publish date</b>	19 November 2012
<b>Reminder 1 date</b>	29 November 2012
<b>Reminder 2 date</b>	14 December 2012
<b>Close date</b>	6 January 2013



MA20220 Ordinary differential equations and control							
Question	1	2	3	4	5	Mean	Median
My understanding of the subject is increasing as a result of taking this unit	1	1	3	26	21	4.25	4
I find the teaching methods used in this unit are effective in helping me learn	2	2	5	22	21	4.12	4
Sufficient advice and support in relation to this unit are available to me	0	3	4	21	24	4.27	4
Overall, I am satisfied with the quality of this unit	3	0	4	23	22	4.17	4
It was made clear to me from the start of the unit, what I was meant to learn from it	0	3	8	24	17	4.06	4
It was clear to me what criteria would be used to assess my work before assessment took place	0	1	15	19	17	4.00	4
The type of feedback I would be receiving was clearly explained at the start of the unit	0	2	14	17	19	4.02	4
I received feedback in a timely manner	0	0	11	17	24	4.25	4
Please rate the quality of teaching on this unit (with 1 being Poor and 5 being Excellent)	0	0	0	0	0	0.00	0
Was the pace of the lectures right for you? 1 = too slow, 2 = slow, 3 = about right, 4 = fast, 5 = too fast	0	3	43	5	1	3.08	3
Was the level of the material right for you? 1 = too easy, 2 = easy, 3 = about right, 4 = difficult, 5 = too difficult	0	1	41	8	2	3.21	3
Prof Gene Ryan - The main ideas were communicated clearly.	0	2	4	26	20	4.23	4
Prof Gene Ryan - It was easy to make/obtain good notes.	1	1	2	19	29	4.42	5
Prof Gene Ryan - The lectures were well-presented.	1	1	4	28	18	4.17	4
Prof Gene Ryan - The subject matter was interesting.	1	4	14	15	18	3.87	4
Prof Gene Ryan - Please rate the quality of teaching on this unit (with 1 being Poor and 5 being Excellent)	1	0	11	20	20	4.12	4
Dr Jonathan Evans - The main ideas were communicated clearly.	0	1	5	20	26	4.37	4.5
Dr Jonathan Evans - It was easy to make/obtain good notes.	1	2	0	17	32	4.48	5
Dr Jonathan Evans - The lectures were well-presented.	1	2	6	19	24	4.21	4
Dr Jonathan Evans - The subject matter was interesting.	3	1	11	20	17	3.90	4
Dr Jonathan Evans - Please rate the quality of teaching on this unit (with 1 being Poor and 5 being Excellent)	1	2	8	19	22	4.13	4
<b>Number of completed unit evaluation forms so far:</b>							<b>52 / 285</b>
<b>Current response rate:</b>							<b>18%</b>

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

What do the lecturers, in your opinion, do particularly well? (Indicate which lecturer you are referring to)
<ul style="list-style-type: none"> <li>- Both lecturers gave good notes and problem sheets with solutions.</li> <li>- Both got the pace of note taking correct, I was able to write everything down</li> <li>- N/A</li> <li>- Dr JD Evans: Reads from the projector very clearly.</li> <li>- Both lecturers give clear note adn examples which are easy to follow so help with the problem sheets as I have then have a good understanding.</li> <li>- Explains details. (Evans) Explains things with words. (Ryan)</li> <li>- They both explain things very well and go through each step and do examples so you really understand things.</li> <li>- Good use of examples (both) Clear explanations (both)</li> <li>- Both go at a good pace and explain ideas without using complicated language</li> <li>- Both lecturers provide very clear lecture notes that are easy to learn and revise from</li> <li>- Jonathan used overhead projector slides which I normally dislike, but he went through them at the right speed and it meant that there were no mistakes at all. Gene followed his online lecture notes rigorously so there were no mistakes.</li> <li>- Give great access to notes. Explain things well by using numerous examples. Hints on problem sheets appreciated.</li> <li>- Given full notes, lectures are well structured.</li> <li>- Prof Evens explanations were easy to follow, he gave you plenty of time to write and it suited my style of learning. Prof Ryan explanations were also very easy to follow and the diagrams helped my understanding.</li> <li>- Familiar with material</li> <li>- Dr Evans had very clear notes they were available on moodle and they were very useful.</li> <li>- Both: Engaging and enthusiastic.</li> <li>- Both lecturers explain the material well.</li> <li>- They both have a great set of notes which are detailed, easy to follow and full of examples online, and they use these for the lectures</li> </ul>

- Both give good explanations to go along with the notes being written
- Both explain concepts very clearly
- full lecture notes available before lectures, so I have time to think about content in the lecture rather than just blindly copying with no time to try and understand (Evans)
- J.Evans lectures were interesting, I understood his lecture very easily (comparing with other units). It was convenient to find lectures notes before the lecture. G.Ryan has very good PDF lectures notes, I really like that before important theorems or conclusions he asks question like: A question arises: can the system be rendered BIBO stable through the use of output feedback? It makes me feel comfortable about what am I studying and where we are going with those proofs and theorems.
- Prof Ryan - Explains things very clearly at a good pace. Prof Evans - Gives lots of examples to clarify concepts.
- Both: New ideas and concepts were introduced with examples, which was very useful. Evans: Having the lecture slides on Moodle was incredibly useful if I ever missed a lecture. Ryan: Was clearly very passionate about the subject.
- J.Evans gives hint for the problem sheets, I find this very helpful.
- Give really clear notes (J.D.Evans) Give really clear notes (I.P.Ryan) Explains each concept slow and giving examples (I.P.Ryan)

**What more could the lecturers do to support student learning on this unit?  
(Indicate which lecturer you are referring to)**

- Professor Ryan could do more examples with numbers to aid understanding
- Make lectures more interesting, and more applicable. I struggled to see the bigger picture of the material.
- In both I struggled with assumed knowledge, as natural scientists we have not completed any of the previous units that the maths student have. The language used, notation, level of difficulty, and type of question were all unfamiliar. Tutorials were helpful but it would be good to have separate ones for nat sci/maths as we are in need of different things and have very different backgrounds in maths.
- N/A
- Dr JD Evans: I'm not sure if its something that could actually be changed but when the lecturer is just effectively reading off from a projector, and the notes are already online I don't fully understand the point in making the trip to campus. I could not find any benefit in having the slides read word for word to me, rather than reading them myself in my own time. If I had a question about the course I would ask my tutor rather than do it in a lecture anyway. I am not saying there is anything wrong with the content of the lectures, I think the module is better structured and is more accessible than most. I just found it a little sad that I could have spent the semester living at home, read the slides online, did the problem sheets from moodle, got the train to Bath for the exam, and not missed out on anything whatsoever by not attending the lectures.
- Feel that the course is well explained as it is backed up by tutors.
- Nothing.
- Nothing more (both)
- Evans: Not just stand and point at the OHP with a laser pointer, actually explain and do things
- peter - feels like he is just reading off the OHP slides. take a more active approach that is more engaging
- Evans: Use other materials other than projector slides.
- They don't really add anything to the notes in the lectures. it feels like they just copy it word for word, or project it onto a screen and read through it.
- Mr Evans should be less lazy. He just puts up notes onto the projector and reads them. No use of the lecturer, might as well not go to the lectures. Seriously not useful and dont get time to think.
- I think everything is fine so far.
- Prof Evans - Due to using pre-written slides in lectures, sometimes the pace is a bit too fast and it is hard to write everything down and understand it. I would prefer lecture notes to be written live rather than presenting pre-written notes.
- Evans: During earlier lectures, every so often Jonathan Evans would let out a great big sigh, as if he were bored to be there and would rather be anywhere else. He seemed to stop as the term progressed, but it was something that stuck with me.

**Any other comments**

- Good tutorials - very helpful.
- James Clark, the student who took our Maths Workshops was amazing however. Well-paced, patient and knowledgeable.
- N/A
- The lectures are clear and easy to follow and backed up by tutorials makes this unit good.
- Having a tutorial at 4 o'clock on a Friday with my last lecture at 11 doesn't exactly encourage attendance. Apart from that I really enjoyed these lectures. Especially control. He explained what he was doing and why very well.
- This is a good module, interesting, challenging but not too hard and useful.
- Interesting material.
- Change lecturing style. ASAP
- I like this unit, isn't too difficult, well presented, easy to follow proofs.
- I enjoyed this module and am glad that I chose it.
- The teacher of tutorials (group 2) is really good (Karin Mora). She explains everything really clearly and she solves perfectly any question we had.

**What would you like us to change to improve this unit?**

- The lecturers were unaware of the fact they had Natural Scientists in the lecture who were not familiar with notation etc - this needs to be acknowledged as we have all struggled greatly with this unit.
- Make lectures more interesting, and less mathematical jargon - the natural scientists have not been exposed to mathematical jargon before.
- N/A
- More enthusiasm from lecturers.

- Nothing

- Provide larger lecture time for Control material.

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<b>Reminder 2 date</b>	13 December 2012
<b>Close date</b>	2 January 2013

MA40065 Viscous fluid mechanics							
Question	1	2	3	4	5	Mean	Median
My understanding of the subject is increasing as a result of taking this unit	0	0	3	11	9	4.26	4
I find the teaching methods used in this unit are effective in helping me learn	0	0	5	12	6	4.04	4
Sufficient advice and support in relation to this unit are available to me	0	1	5	5	12	4.22	5
Overall, I am satisfied with the quality of this unit	0	0	2	7	14	4.52	5
	0	0	0	0	0	0.00	0
	0	0	0	0	0	0.00	0
The main ideas were communicated clearly.	0	1	0	12	10	4.35	4
It was easy to make good notes.	0	0	3	6	14	4.48	5
The lectures were well-presented.	0	0	4	9	10	4.26	4
The subject matter was interesting.	0	0	3	11	9	4.26	4
Was the pace of the lectures right for you? 1 = too slow, 2 = slow, 3 = about right, 4 = fast, 5 = too fast	0	1	16	5	1	3.26	3
Was the level of the material right for you? 1 = too easy, 2 = easy, 3 = about right, 4 = difficult, 5 = too difficult	0	0	17	5	1	3.30	3
<b>Number of completed unit evaluation forms so far:</b>							<b>23 / 49</b>
<b>Current response rate:</b>							<b>47%</b>

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

What does the lecturer, in your opinion, do particularly well?
<ul style="list-style-type: none"> <li>- He's very consistent - the lectures are always easy to understand, the problems classes are useful and complete the whole sheet in 1 hour.</li> <li>- If there is a line in the working which isn't obvious, he makes special effort to write out the working or to explain verbally what is happening. The occasional humour was very well placed, and kept the 6.15 lecture interesting!</li> <li>- Ensures that all of the concepts are understood</li> <li>- It is obvious that he has an excellent understanding of the material he is teaching, which lets him answer all questions from students quickly and coherently. He explains everything written in the lecture notes as he is writing it, which makes a nice change from lecturers who just blindly copy and read their course material without any engagement. One of the best taught courses I have taken in 3.5 years.</li> <li>- well good note structure - and presented.</li> <li>- Explaining the formulas and where the derivations come from.</li> <li>- fantastically clear notes, explained and elaborated in detail</li> <li>- The lecturer is good at timing the lectures so they work at a good pace and follow the work sheets given. Important aspects are easy to find and the notes are clear.</li> <li>- Thoroughly explain calculations in lectures and solutions in problems classes</li> <li>- Explaining solutions to problem sheets clearly in problem classes (verbally)</li> <li>- The lecturer made clear notes on the board and used the problems classes to go over problem sheets clearly.</li> <li>- He is very good at making each step clear. He also gives a lot of examples and explains them thoroughly.</li> <li>- Explains the main ideas well</li> <li>- problems classes</li> <li>- Teach the fundamentals thoroughly so we are well prepared for the rest of the course.</li> <li>- He's good at relating the course material to everyday situations so that we can understand the physical interpretation of the maths that we are encountering.</li> <li>- The course has helpful and easy to study and understand lecture notes.</li> </ul>
Is there anything more the lecturer could do, to support student learning on this unit?
<ul style="list-style-type: none"> <li>- Give out problem sheet answers after each sheet (although, rarely for a maths course, the problems classes do allow you to get a full set of model answers to the sheet).</li> <li>- Not really - it's great already.</li> <li>- No.</li> <li>- Give more examples of the theory in action, could put interactive / fluids in motion videos on webpage / moodle.</li> <li>- writing can become a little small on the board- when the pens ink begins to run down this can make writing a little hard to decipher.</li> <li>- Write bigger, more interaction and explaining</li> <li>- Lecturer is reluctant to take questions. More examples during lectures may make problem sheets more approachable</li> <li>- Perhaps give a general outline of what results will be proved in the fluids section so it's easier to see where calculations are going.</li> </ul>

- writing down explanations briefly
- Since this unit has a real life application it would perhaps be useful if the lecturer used props and more pictures to explain how the maths relates to real-life.
- no
- better timeslots for lectures
- Perhaps just slow down slightly and make sure that everyone is happy before we move on.

**Any other comments**

- This is an odd course - I really didn't enjoy the first 5 chapters, but am loving chapter 6. It's a shame that it takes so long to get to the interesting stuff and you have to waste so long practising using indices and playing around with matrices. I would like a few more 'real life' examples in the earlier parts of the course, and a decent definition of what a cartersian tensor actually is (I can't find one anywhere).
- Thanks for telling us about the shampoo!
- Brilliant unit, I enjoyed it a lot - but difficult!
- The timeslots for this unit were very frustrating having a 9:15am and a 6:15pm lecture in the same subject followed by a 9:15am the next day is a bit too condensed.
- Sometimes it can be hard to remember the meaning of symbols defined several lectures ago. It would be helpful if a list of symbols used was included in the recap (very useful) at the beginning of the lecture or maybe a table at the start of the course.
- Dr Evans should teach more units, he is the best lecturer I've had at my whole time at university.

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<b>Reminder 2 date</b>	29 December 2011
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MA20220 Ordinary differential equations and control							
Question	1	2	3	4	5	Mean	Median
My understanding of the subject is increasing as a result of taking this unit	2	0	10	29	17	4.02	4
I find the teaching methods used in this unit are effective in helping me learn	3	5	16	24	10	3.57	4
Sufficient advice and support in relation to this unit are available to me	0	1	19	25	13	3.86	4
Overall, I am satisfied with the quality of this unit	1	3	9	28	17	3.98	4
	0	0	0	0	0	0.00	0
	0	0	0	0	0	0.00	0
The main ideas were communicated clearly.	1	1	9	25	22	4.14	4
It was easy to make good notes.	1	2	6	16	33	4.34	5
The lectures were well-presented.	3	4	14	28	9	3.62	4
The subject matter was interesting.	3	3	11	23	18	3.86	4
Was the pace of the lectures right for you? 1 = too slow, 2 = slow, 3 = about right, 4 = fast, 5 = too fast	1	7	39	8	3	3.09	3
Was the level of the material right for you? 1 = too easy, 2 = easy, 3 = about right, 4 = difficult, 5 = too difficult	0	2	51	4	1	3.07	3
<b>Number of completed unit evaluation forms so far:</b>							<b>58 / 275</b>
<b>Current response rate:</b>							<b>21%</b>

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

What does the lecturer, in your opinion, do particularly well?
<ul style="list-style-type: none"> <li>- Makes notes easy to understand &amp; copy down</li> <li>- The notes were very clear</li> <li>- Make clear notes</li> <li>- explanations</li> <li>- Putting the notes online</li> <li>- Present lectures</li> <li>- Could of been more enthusiastic</li> <li>- Detailed explanations in examples</li> <li>- Dr. Evans - the amount of support outside of lectures, with things like revision sheets, and problem sheet hints, was superb. Prof. Ryan - made a subject which seemed quite bewildering at first both interesting and quite intuitive</li> <li>- He is particularly good at getting information across to the students. As personally I felt the notes on the projector made it easier to learn, as I could print them off and listen in lectures, rather than just trying to catch up with what would be written on a board.</li> <li>- Clear Notes put on web page in advance Good Explanations and generally good worked examples</li> <li>- Gave access to notes before hand, so I could print them beforehand. This allowed to listen and try to understand the content rather than frantically trying to copy the notes.</li> <li>- Good notes, good pace</li> <li>- J.D.Evans Have a very well structured teaching page, with all the notes and problem sheets available at the start of the course. The hints for the problem sheets were also useful, however they would have been most useful for the control theory problem sheets (9-11). E.P.Ryan Lecture very clearly, and follow the notes extremely closely.</li> <li>- They both explained everything fully and clearly.</li> <li>- The notes given are very clear and thorough</li> <li>- Online lectures notes are available to students before each lecture</li> <li>- Reads the slides in the lecture giving additional annotations to them</li> <li>- gave detailed examples of the kind of questions we would be expected to answer</li> <li>- The contents were very clear, lectures were well prepared.</li> <li>- help out with problem sheets and questions, incorporates these within the lectures.</li> <li>- Professor Ryan in particular has a way of interacting with the students and getting them on board with his subject matter.</li> <li>- He has plenty of examples which makes it easy to understand the material.</li> <li>- Good presentation, great problem sheets with hints, and paced at an easy to follow rate</li> <li>- The lecturer was on the whole well organised.</li> <li>- notes</li> </ul>

<ul style="list-style-type: none"> <li>- notes</li> <li>- Nice pace, lots of examples which was helpful, notes were online so it was easy to read ahead.</li> </ul>
<p><b>Is there anything more the lecturer could do, to support student learning on this unit?</b></p> <ul style="list-style-type: none"> <li>- Second half of lecturers (Dr Evans) - clearer writing on the board</li> <li>- The style of the lectures was a bit boring</li> <li>- not just staring at the overhead projector</li> <li>- Take some interest in the material, rather than just reading the notes to us. There was nothing to be gained from going to the lectures as opposed to printing off the notes and reading them aloud to yourself.</li> <li>- Not write all on slides before hand</li> <li>- -</li> <li>- No</li> <li>- There is nothing I can think of at the moment.</li> <li>- Make answers to problem sheets available online sooner perhaps a few more worked examples in lectures</li> <li>- Perhaps go a bit slower through the content</li> <li>- J.D.Evans &amp; E.P.Ryan I cannot think how the teaching could be improved, at present.</li> <li>- Nothing.</li> <li>- Lectures are quite dull, hard to keep concentration</li> <li>- Possibly more examples, especially for the Laplace Transforms section</li> <li>- pace the notes better, as in some lectures i felt like i was just writing constantly and didnt have time to process the information</li> <li>- No.</li> <li>- He used OHP's, which was novel at first, but got really boring really quickly. Also, all the notes were online at the start, so little incentive to go in or make own notes; would have preferred to have been given the notes at the end of each chapter</li> <li>- teaching is more important than coping the notes, more explanations</li> <li>- Prof Ryan's handwriting was quite difficult to read at times, not so much a problem if you printed the notes out to follow during lectures but I imagine if you were trying to take notes it would be difficult.</li> </ul>
<p><b>Any other comments</b></p> <ul style="list-style-type: none"> <li>- More help available</li> <li>- The tutors for this module were great as well!</li> <li>- Due to the format of the feedback form, I have taken an average of the scores with the various questions. A comment about the speed at which J.D Evans lectures. I found that due to his lecturing style, it was hard to tell what speed J.D.Evans was covering new material. However, I found that at the start of the course, J.D.Evans was too slow, and that at the end of the course, J.D.Evans was reasonably fast (about a 4), when calculating matrix exponentials, for example.</li> <li>- There was no options on the first page for rating the individual lecturers, not sure if this was a technical mistake but Prof E P Ryan is good at explaining the material as you go along, referring back to where the equations or deductions came from and Dr J D Evans is good with providing resources to suit everyone's needs i.e typed notes, written notes, solutions are always up quickly, all the problems sheets are available etc</li> </ul>

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