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15 November 2022

Enquiry: Student Feedback Office, X3081
Reference: SFB-34777_22IW_THE01

LECTURER: Dr R Theart
DEPARTMENT: Electrical and Electronic Engineering
MODULE: Systems and Signals 344

On 15 November 2022 CTL received electronic feedback from 10 students regarding the above-mentioned module and lecturer. The feedback was collected between 10 October 2022 and 21 October 2022.

The feedback is divided into three categories:

1. General
2. Feedback on the module and lecturer
3. Comments from students

The analysis of the data is done in the same order. For category 2, feedback is given as an average mark on a continuum from one to five. These results are illustrated graphically. The unedited comments from students are also attached.

Regards

Veronica Kleinsmith
Student Feedback
CTL

Copies:

Dean: Engineering
Departmental Chairperson: Electrical and Electronic Engineering

Module / Module: **Systems and Signals 344**
 Departement: **Electrical and Electronic Engineering**
 Dosent / Lecturer: **Dr R Theart**
 Datum / Date: **10-10-2022**

Aantal respondente:
 Number of respondents: 10

Module / Module: **Systems and Signals 344** 10-10-2022
 Dosent / Lecturer: **Dr R Theart**

In hierdie module (of gedeelte van die module), wat "F2F" of aanlyn of deur 'n kombinasie van die twee aangebied is,...	Gemiddeld Average	Verskil sterk/ Disagree strongly	Neutraal/ Neutral	Stem saam Agree	NVT/ NA
1.1. is die leeruitkomste duidelik aan my oorgedra ... the learning outcomes were communicated clearly to me	5,0	0 0%	0 0%	7 100%	0 0%
1.2. ... het die leergeleenthede (lesings, tutoriale, ens.) my in staat gestel om die leeruitkomste te bereik ...the learning opportunities (lectures, tutorials, etc.) enabled me to achieve the learning outcomes	5,0	0 0%	0 0%	7 100%	0 0%
1.3. duidelik ...the relevance of the module to my qualification was clear to me	4,9	0 0%	0 0%	7 100%	0 0%
1.4. ... het die leergeleenthede my gehelp om my kennis van die vak uit te ...the learning opportunities helped me to build my knowledge of the subject	4,9	0 0%	0 0%	7 100%	0 0%
1.5. ...het die leergeleenthede my aangespoor om verantwoordelikheid vir my eie leer te neem ...the learning opportunities encouraged me to take responsibility for my own learning	4,9	0 0%	0 0%	7 100%	0 0%
1.6. ... het die leergeleenthede my in staat gestel om my ontledings en probleemoplossingsvaardighede te ontwikkel ...the learning opportunities enabled me to develop my analytical and problem-solving skills	4,9	0 0%	0 0%	7 100%	0 0%
1.7. is die leergeleenthede gekenmerk deur respek vir almal ...the learning opportunities were characterised by respect for everyone	5,0	0 0%	0 0%	7 100%	0 0%
1.8. ... kon ek betekenisvol aan die leeraktiwiteite deelneem ... I could participate meaningfully in the learning activities	4,9	0 0%	0 0%	7 100%	0 0%
1.9. ... was dit wat van my verwag is in die assesserings vóór die assesserings aan my duidelik gemaak ...what was expected of me in the assessments was made clear to me before the assessments	4,6	0 0%	1 14%	6 86%	0 0%
1.10. ... het die dosent se assesseringsterugvoer my gehelp om my leerbehoefes te identifiseer en aan te spreek ...the lecturer's feedback on assessments helped me identify and address my learning needs	4,1	0 0%	3 43%	4 57%	0 0%
1.11. ... het die dosent in alle opsigte omvattend en betyds gereageer ...the lecturer responded in a comprehensive and timely way in all respects	5,0	0 0%	0 0%	6 86%	1 14%
1.12. ... het die dosent 'n hele reeks instrumente en metodologieë gebruik om diverse leergeleenthede te skep ...the lecturer applied a range of tools and methodologies to create diverse learning opportunities	4,9	0 0%	0 0%	7 100%	0 0%
1.13. ... het die manier wat tegnologie gebruik is, my leer verryk ...the way technology was used enriched my learning	4,6	0 0%	1 14%	6 86%	0 0%

(1) Gemiddelde tempo gebaseer op 'n skaal van 1 tot 5 (1 = Baie stadig en 5 = Baie vinnig):

Baie stadig en Stadig is saam gegroepeer as Stadig en Vinnig en Baie vinnig as Vinnig.

Average pace based on scale 1 to 5 (1 = Very slow and 5 = Very fast)

Very slow and Slow are grouped as Slow and Fast and Very Fast as Fast.

(2) Gemiddelde moeilikheidsgraad gebaseer op 'n skaal van 1 tot 5 (1 = Baie maklik en 5 = Baie moeilik):

Baie maklik en Maklik is saam gegroepeer as Maklik, en Moeilik en Baie moeilik as Moeilik.

Average difficulty based on scale 1 to 5 (1 = Very easy and 5 = Agree strongly):

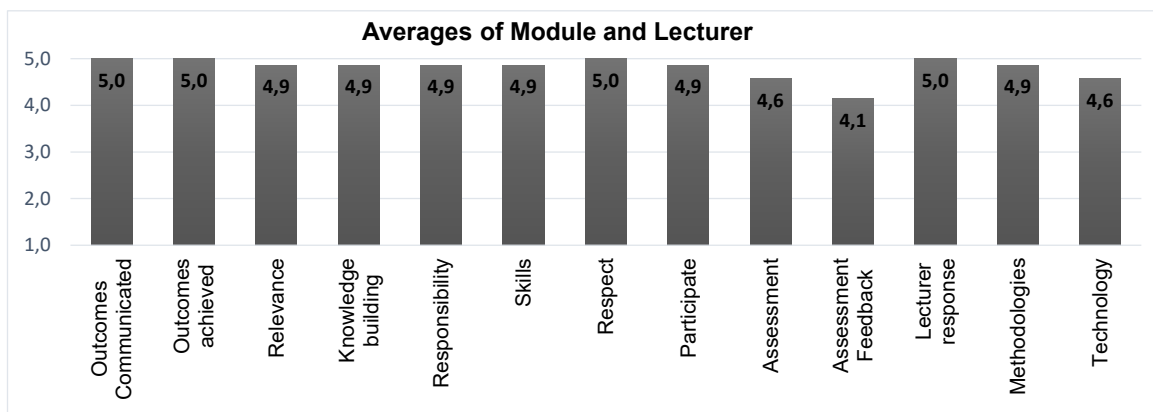
Very easy and Easy are grouped as Easy, and High and Very High as High.

(3) Gemiddelde gebaseer op 'n skaal van 1 tot 5 (1 = Baie laag en 5 = Baie hoog):

Baie laag en Laag is saam gegroepeer as Laag en Hoog en Baie hoog as Hoog.

Average based on scale 1 to 5 (1 = Very Low and 5 = Very High):

Very Low and Low are grouped as Low and High and Very High as High.



	Afrikaans	Engels/ English	Min of meer ewe veel Afrikaans en Engels / Afrikaans and English in more or less equal amounts	Afrikaans en Engels in afsonderlike klasgroepe / Afrikaans and English in separate class groups	Afrikaans, met taling in Engels/ Afrikaans, with interpretat ion into English	Engels, met talking in Afrikaans / English with interpreta tion into Afrikaans	Nie een van voorgenoe mde nie / Not one of the aforement ioned
Hierdie module is aangebied via die volgende modus(se):	0	7	0	0	0	0	0
<i>This module was presented via the following mode(s):</i>	0,0%	100,0%	0,0%	0,0%	0,0%	0,0%	0,0%

	1-2 ure / hours	3 - 4 ure / hours	5 - 6 ure / hours	7 - 8 ure / hours	9+ ure / hours
Hoeveel uur 'n week bestee jy gemiddeld aan die module of modulegedeelte (binne en buite die klaskamer)?	4	2	1	0	0
<i>How many hours per week on average did you spend on the module or module section (in and out of class)?</i>	57,1%	28,6%	14,3%	0,0%	0,0%

- (1) Gemiddelde tempo gebaseer op 'n skaal van 1 tot 5 (1 = Baie stadig en 5 = Baie vinnig):
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- (2) Gemiddelde moeilikheidsgraad gebaseer op 'n skaal van 1 tot 5 (1 = Baie maklik en 5 = Baie moeilik):
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Average difficulty based on scale 1 to 5 (1 = Very easy and 5 = Agree strongly):
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- (3) Gemiddelde gebaseer op 'n skaal van 1 tot 5 (1 = Baie laag en 5 = Baie hoog):
Baie laag en Laag is saam gegroep as Laag en Hoog en Baie hoog as Hoog.
Average based on scale 1 to 5 (1 = Very Low and 5 = Very High):
Very Low and Low are grouped as Low and High and Very High as High.

Wat was die beste aspekte van hierdie module of modulegedeelte?***What were the best aspects of this module or module section?***

- Dr Rensu is the best prof in Stellenbosch University
- its easy to understand
- The order and structured progression of the content.
Prof. Theart worked through the tutorials with us, this helps to have n deeper understanding of how to approach the work.
- Clarity.
You can see how it is useful in the real world, and it is an introductory course for subjects like machine
- learning
This module opened my mind to different ways of thinking. It was completely different to anything we have touched on before and it felt refreshing to change things up. TH real world examples used in class
- helped cement the concepts.

Watter aspekte van hierdie module of modulegedeelte moet verbeter word?***What aspects of this module or module section need to be improved?***

- Can't think of a thing
- all is well
The necessity of the 2 lectures we wont be examined isn't made clear and it means the work that comes after it is rushed and it is complex work.
- Even though working through the tutorials with the prof. were great, the sessions ended up being very long and then you would be exhausted by the time you needed to write the test.
- Nothing really.
- None
There was a jump towards abstract concepts in the second term and these concepts often were sped over and fewer examples were used to cover them. I think more examples and slower explanations would help greatly.

Wat was die beste aspekte van die leergeleenthede?***What were the best aspects of the learning opportunities?***

- Understanding everything threw good tut problems
- being back face to face
When lecturers subscribe to the mindset that working through every question is the highest priority in a tutorial session. If every lecturer took the time to explain every tutorial question, and all the nuances, during tutorial sessions the standard of graduated engineers at SU would be much higher (and possibly the pass rate).The lectures are fast paced but very detailed which helped me personally to stay engaged
- an focused.
- Engaging lectures.
- Clear and easily to understand.
- The tuts were done with us by the lecturer and that helped a LOT
The lecturer gave us time to do tut question and then worked through them with the class which allowed all the content to be covered. At the end of the tut test the class marked the papers which I found helpful
- at times to see whether or not I really understood the content.

Watter aspekte van die leergeleenthede moet verbeter word?***What aspects of the learning opportunities need to be improved?***

- None
- all is well
The curriculum is a little hard to follow in the 4th term and needs tweaking, but Dr Theart is one of the
- best leacturers I have had to date.
- Tutorial sessions
- More examples.
Sometimes the lecturer gives very little time per question, but I get that sometimes there are quite a lot
- of questions in the tut.
The lecturer spent significant amounts of time working in pyhton. I feel this took time away from examples or slower explanations. The lecturer also felt as if he was constantly running out of time and
- was sometimes frantic.