

End of second semester Student Feedback_Faculty of Engineering_2025
**Copy of Student Feedback report - End of Semester 2
(2025)_Faculty of Science _2025 for Systems and
Signals 344 (RENSU PETRUS Theart)**



Created Friday, November 14, 2025

Report Comments

Please consider the results in this report carefully. Their purpose is to provide guidance on professional learning/growth for individual academics and curriculum development needs for individual modules

Response Table for Students

Raters	Students FO
Responded	76
Invited	131
Response Ratio	58.02%

Please note that the best way to improve response rates is to provide students an opportunity in class to complete the survey.

Questions about Lectures

These questions focus on students' perception of their classroom experience and in-class engagement with lecturers and other students. Student engagement and active participation is important to student learning and performance. There are numerous online examples and suggestions that help lecturers design active learning experiences for students. This video from Cornell University indicates students' experiences of active learning (<https://youtu.be/2rN7UT0r3q4>). Cornell University also has a description of various classroom activities lecturers can include in their teaching to enhance student participation. You can copy and paste this link in browser to view some of these (<https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/active-learning/getting-started-active-learning>). Questions 1-4 are answered on a rating scale with 1 the lowest score and 4 the highest. Please also speak to your CTL advisor about designing and including active learning activities in your lectures.

	Mean	SD	Min	Max
1. The lecture environment encouraged students to participate through questions/comments/discussions	3.51	0.58	2.00	4.00
2. Lectures were characterized by respect for all students.	3.67	0.50	2.00	4.00
3. Lecturer responses to student questions/comments were meaningful.	3.67	0.47	3.00	4.00
4. My knowledge of the subject improved as a result of the lectures.	3.46	0.62	1.00	4.00

Questions about Assessment

These questions are all related to students' experience of assessment. The purpose, from the perspective of the lecturer, should be to determine whether assessment (in its design, purpose and execution) contributes to student learning. While there are numerous online guides to assessment feedback, the principles formulated by Nicol and Macfarlane-Dick (2006) remain the basis for much practice. These suggest that feedback should 1) be provided in terms of pre-determined criteria, 2) be timely so students can act on feedback to make changes to their next assessment products, 3) provide corrective advice, not only strengths and weaknesses, 4) be fewer but useful rather than long lists that are overwhelming, 5) prioritise areas of improvement and 6) encourage peer and student-teacher dialogue around learning. Questions 5-7 are answered on a rating scale with 1 the lowest score and 4 the highest. If you are unsure about how to design assessments that contribute to students' learning, please talk to your CTL advisor.

	Mean	SD	Min	Max
5. Assessment in this module contributed to my learning.	3.50	0.53	2.00	4.00
6. My knowledge/skills improved as a result of the feedback I received on assessments in this module.	3.29	0.67	2.00	4.00
7. What was expected of me in the assessments was made clear to me before the assessments.	3.41	0.62	2.00	4.00

General organization : 8. The module framework clearly outlined what was expected of me.

Mean	SD	Min	Max
3.53	0.50	3.00	4.00

9. Please consider sharing any requests/suggestions you have regarding these issues, especially if you indicated 'disagree' or 'strongly disagree' to any of the questions.

Comments
Great lecturer, very insightful!
Our other lecturer give sweets for starting this feedback
Very well presented module – thanks for all the effort!
Feels like I am watching a video x2, so maybe consider speaking a bit slower (But I know the content heavy). Other than that good explaining of difficult topics.
No notes! I liked that the tests had real–world examples to make the work feel relevant
The lecture is fast in some lectures and its hard to catch up
The lecturers slides are long and dense with information , which makes it very hard to follow along and understand what is actually important to learn. In the lectures I get lost when we end up moving through dense slides very quickly.
Cool class, interesting topics, nice job
The tut sessions are the best Please don't change them
Make the module shorter. Too much content. Brain hurts. Very sore.
Prof. Theart is great at explaining all the relevant concepts and conveying the underlying implications of these concepts within the greater context of the module. His ability to simplify a complex topic without compromising on depth of understanding is excellent. The only critique that I feel is justified is that it often feels questions are posed in class without the option of no response from students. This makes for some awkward moments which can be discouraging to anyone who would like to engage. It also breaks the flow of the lecture at times. Perhaps making the questions seem a little less consequential, while not insisting too heavily on a response, would help in this. Overall though, the great effort made by Prof. Theart and his commitment to teaching are apparent throughout the module.
Amazing thanks
good
Can't lie the lecture is good the module is just hard to think about at times