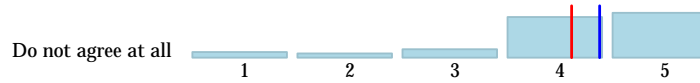


Student Evaluation: 2017/2018-1

Course: PUBLG100A
Lecturer: Broniecki
Number of Respondents: 81

The Module

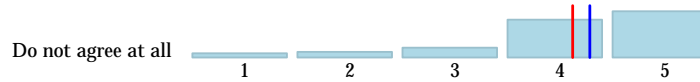
Q2 – The module is clearly structured and well organised.



Module mean = 4.11
Module median = 4
Postgrads mean = 4.38
Postgrads median = 4.75

Completely agree

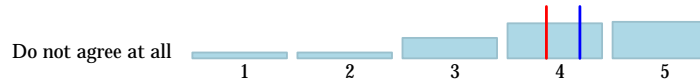
Q3 – The aims and objectives are clear.



Module mean = 4.12
Module median = 4
Postgrads mean = 4.28
Postgrads median = 4

Completely agree

Q4 – The aims and objectives have been met.



Module mean = 3.87
Module median = 4
Postgrads mean = 4.19
Postgrads median = 4

Completely agree

Q5 – The module is intellectually stimulating.



Module mean = 3.99
Module median = 4
Postgrads mean = 4.36
Postgrads median = 5

Completely agree

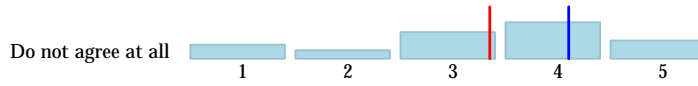
Q6 – The seminars and the lectures are well integrated.



Module mean = 3.54
Module median = 4
Postgrads mean = 4.18
Postgrads median = 4

Completely agree

Q7 – The seminars inspire student engagement and learning.



Module mean = 3.35
 Module median = 4
 Postgrads mean = 4.1
 Postgrads median = 4

Completely agree

Q8 – The requirements of the assessment(s) are clearly communicated.

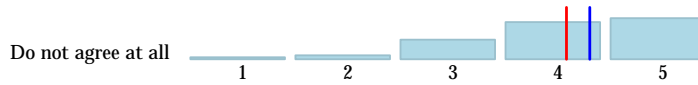


Module mean = 3.85
 Module median = 4
 Postgrads mean = 4.25
 Postgrads median = 5

Completely agree

The Module Tutor

Q9 – The tutor inspires students' interest in the topic.



Module mean = 4.08
 Module median = 4
 Postgrads mean = 4.3
 Postgrads median = 4.75

Completely agree

Q10 – The tutor conveys and explains the material well.



Module mean = 4.15
 Module median = 4
 Postgrads mean = 4.35
 Postgrads median = 5

Completely agree

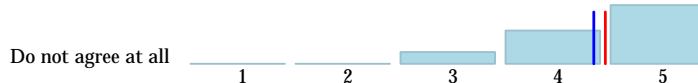
Q11 – The tutor encourages and stimulates critical and independent thinking.



Module mean = 3.89
 Module median = 4
 Postgrads mean = 4.28
 Postgrads median = 5

Completely agree

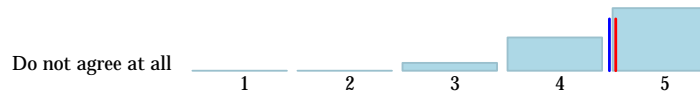
Q12 – The tutor makes me feel comfortable to participate in class.



Module mean = 4.45
 Module median = 5
 Postgrads mean = 4.34
 Postgrads median = 5

Completely agree

Q13 – The tutor is engaged and responsive.



Module mean = 4.53
 Module median = 5
 Postgrads mean = 4.47
 Postgrads median = 5

Completely agree

Q14 – The tutor treats students with respect.



Module mean = 4.83
 Module median = 5
 Postgrads mean = 4.65
 Postgrads median = 5

Completely agree

The Seminar Teacher

Q16 – The tutor inspires students' interest in the topic.

Shirley Dorchin

n = 9



Module mean = 3.67
 Module median = 4
 Postgrads mean = 3.7
 Postgrads median = 4

Completely agree

Q16 – The tutor inspires students' interest in the topic.

Philipp Broniecki

n = 12



Module mean = 4
 Module median = 4
 Postgrads mean = 3.7
 Postgrads median = 4

Completely agree

Q16 – The tutor inspires students' interest in the topic.

Baris Ariv

n = 17



Module mean = 3.47
 Module median = 4
 Postgrads mean = 3.7
 Postgrads median = 4

Completely agree

Q16 – The tutor inspires students' interest in the topic.

Sofia Collignon Delmar

n = 10



Module mean = 4.4
 Module median = 4
 Postgrads mean = 3.7
 Postgrads median = 4

Completely agree

Q16 – The tutor inspires students' interest in the topic.
Anastasia Ushakova
n = 10



Module mean = 4.3
Module median = 5
Postgrads mean = 3.7
Postgrads median = 4

Completely agree

Q16 – The tutor inspires students' interest in the topic.
Jack Blumenau
n = 4



Module mean = 3.25
Module median = 3.5
Postgrads mean = 3.7
Postgrads median = 4

Completely agree

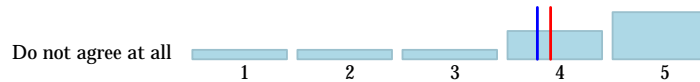
Q17 – The tutor conveys and explains the material well.
Shirley Dorchin
n = 9



Module mean = 3.89
Module median = 4
Postgrads mean = 3.78
Postgrads median = 4

Completely agree

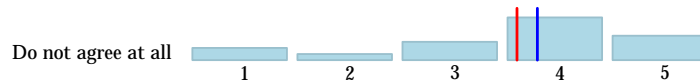
Q17 – The tutor conveys and explains the material well.
Philipp Broniecki
n = 12



Module mean = 3.91
Module median = 4
Postgrads mean = 3.78
Postgrads median = 4

Completely agree

Q17 – The tutor conveys and explains the material well.
Baris Ariv
n = 17



Module mean = 3.59
Module median = 4
Postgrads mean = 3.78
Postgrads median = 4

Completely agree

Q17 – The tutor conveys and explains the material well.
Sofia Collignon Delmar
n = 10



Module mean = 4.5
Module median = 4.5
Postgrads mean = 3.78
Postgrads median = 4

Completely agree

Q17 – The tutor conveys and explains the material well.
Anastasia Ushakova
n = 10



Module mean = 4.4
Module median = 5
Postgrads mean = 3.78
Postgrads median = 4

Completely agree

Q17 – The tutor conveys and explains the material well.

Jack Blumenau

n = 4



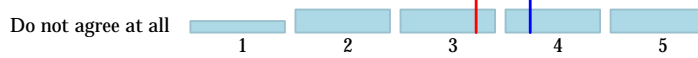
Module mean = 3.75
 Module median = 4
 Postgrads mean = 3.78
 Postgrads median = 4

Completely agree

Q18 – The tutor encourages and stimulates critical and independent thinking.

Shirley Dorchin

n = 9



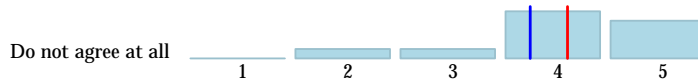
Module mean = 3.22
 Module median = 3
 Postgrads mean = 3.73
 Postgrads median = 4

Completely agree

Q18 – The tutor encourages and stimulates critical and independent thinking.

Philipp Broniecki

n = 12



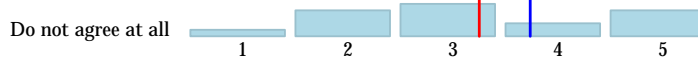
Module mean = 4.09
 Module median = 4
 Postgrads mean = 3.73
 Postgrads median = 4

Completely agree

Q18 – The tutor encourages and stimulates critical and independent thinking.

Baris Ariv

n = 17



Module mean = 3.25
 Module median = 3
 Postgrads mean = 3.73
 Postgrads median = 4

Completely agree

Q18 – The tutor encourages and stimulates critical and independent thinking.

Sofia Collignon Delmar

n = 10



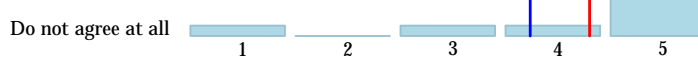
Module mean = 4.33
 Module median = 4
 Postgrads mean = 3.73
 Postgrads median = 4

Completely agree

Q18 – The tutor encourages and stimulates critical and independent thinking.

Anastasia Ushakova

n = 10



Module mean = 4.3
 Module median = 5
 Postgrads mean = 3.73
 Postgrads median = 4

Completely agree

Q18 – The tutor encourages and stimulates critical and independent thinking.

Jack Blumenau

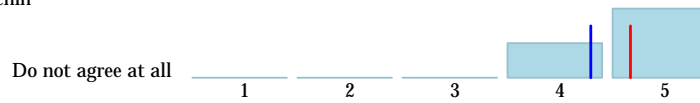
n = 4



Module mean = 3.25
 Module median = 3.5
 Postgrads mean = 3.73
 Postgrads median = 4

Completely agree

Q19 – The tutor makes me feel comfortable to participate in class.
 Shirley Dorchin
 n = 9



Module mean = 4.67
 Module median = 5
 Postgrads mean = 4.29
 Postgrads median = 5

Completely agree

Q19 – The tutor makes me feel comfortable to participate in class.
 Philipp Broniecki
 n = 12



Module mean = 4.73
 Module median = 5
 Postgrads mean = 4.29
 Postgrads median = 5

Completely agree

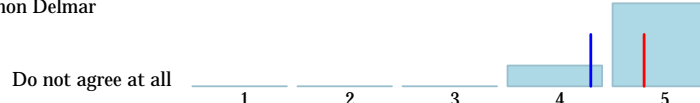
Q19 – The tutor makes me feel comfortable to participate in class.
 Baris Ariv
 n = 17



Module mean = 4.47
 Module median = 5
 Postgrads mean = 4.29
 Postgrads median = 5

Completely agree

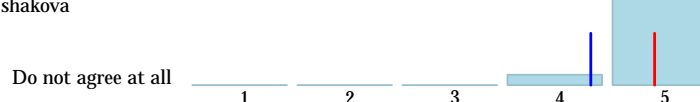
Q19 – The tutor makes me feel comfortable to participate in class.
 Sofia Collignon Delmar
 n = 10



Module mean = 4.8
 Module median = 5
 Postgrads mean = 4.29
 Postgrads median = 5

Completely agree

Q19 – The tutor makes me feel comfortable to participate in class.
 Anastasia Ushakova
 n = 10



Module mean = 4.9
 Module median = 5
 Postgrads mean = 4.29
 Postgrads median = 5

Completely agree

Q19 – The tutor makes me feel comfortable to participate in class.
 Jack Blumenau
 n = 4



Module mean = 3.75
 Module median = 4
 Postgrads mean = 4.29
 Postgrads median = 5

Completely agree

Q20 – The tutor is engaged and responsive.
 Shirley Dorchin
 n = 9



Module mean = 4.56
 Module median = 5
 Postgrads mean = 4.2
 Postgrads median = 4.5

Completely agree

Q20 – The tutor is engaged and responsive.
 Philipp Broniecki
 n = 12



Module mean = 4.45
 Module median = 5
 Postgrads mean = 4.2
 Postgrads median = 4.5

Completely agree

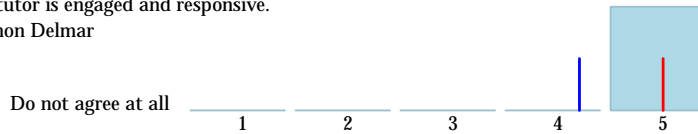
Q20 – The tutor is engaged and responsive.
 Baris Ariv
 n = 17



Module mean = 4.24
 Module median = 5
 Postgrads mean = 4.2
 Postgrads median = 4.5

Completely agree

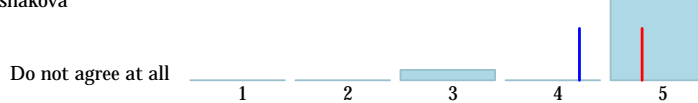
Q20 – The tutor is engaged and responsive.
 Sofia Collignon Delmar
 n = 10



Module mean = 5
 Module median = 5
 Postgrads mean = 4.2
 Postgrads median = 4.5

Completely agree

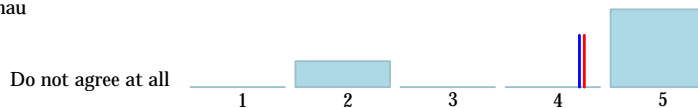
Q20 – The tutor is engaged and responsive.
 Anastasia Ushakova
 n = 10



Module mean = 4.8
 Module median = 5
 Postgrads mean = 4.2
 Postgrads median = 4.5

Completely agree

Q20 – The tutor is engaged and responsive.
 Jack Blumenau
 n = 4



Module mean = 4.25
 Module median = 5
 Postgrads mean = 4.2
 Postgrads median = 4.5

Completely agree

Q21 – The tutor treats students with respect.
 Shirley Dorchin
 n = 9



Module mean = 4.89
 Module median = 5
 Postgrads mean = 4.64
 Postgrads median = 5

Completely agree

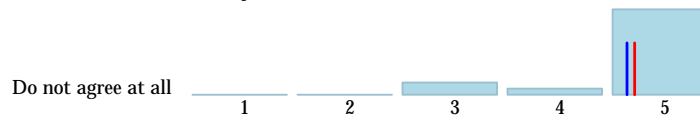
Q21 – The tutor treats students with respect.
 Philipp Broniecki
 n = 12



Module mean = 4.91
 Module median = 5
 Postgrads mean = 4.64
 Postgrads median = 5

Completely agree

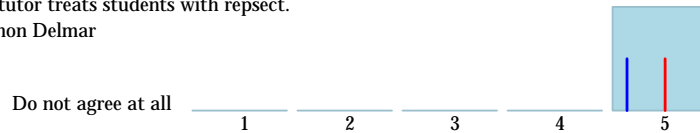
Q21 – The tutor treats students with respect.
 Baris Ariv
 n = 17



Module mean = 4.71
 Module median = 5
 Postgrads mean = 4.64
 Postgrads median = 5

Completely agree

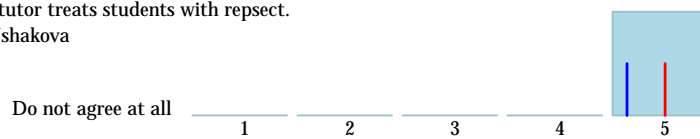
Q21 – The tutor treats students with respect.
 Sofia Collignon Delmar
 n = 10



Module mean = 5
 Module median = 5
 Postgrads mean = 4.64
 Postgrads median = 5

Completely agree

Q21 – The tutor treats students with respect.
 Anastasia Ushakova
 n = 10



Module mean = 5
 Module median = 5
 Postgrads mean = 4.64
 Postgrads median = 5

Completely agree

Q21 – The tutor treats students with respect.
 Jack Blumenau
 n = 4



Module mean = 4
 Module median = 4.5
 Postgrads mean = 4.64
 Postgrads median = 5

Completely agree

The Teaching Material

Q22 – The teaching material (slides, handouts, homework, etc.) support my learning.



Module mean = 4.21
 Module median = 5
 Postgrads mean = 4.21
 Postgrads median = 4.5

Completely agree

Q23 – The assigned readings are...



Module mean = 2.18
 Module median = 2
 Postgrads mean = 2.79
 Postgrads median = 3

Too easy

Q24 – The assigned readings help me meet the module objectives.



Module mean = 2.88
 Module median = 3
 Postgrads mean = 3.94
 Postgrads median = 4

Completely agree

Q25 – The e-learning elements of the module (beyond the standard online reading list and Moodle page) provide added value.



Module mean = 4.1
 Module median = 4
 Postgrads mean = 3.93
 Postgrads median = 4

Completely agree

Your Learning Experience

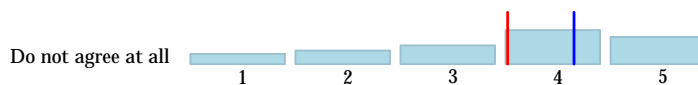
Q26 – I have learned a lot from this module.



Module mean = 3.97
 Module median = 4
 Postgrads mean = 4.23
 Postgrads median = 4.25

Completely agree

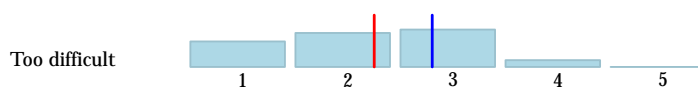
Q27 – Due to the module my interest in this topic has grown.



Module mean = 3.52
 Module median = 4
 Postgrads mean = 4.15
 Postgrads median = 5

Completely agree

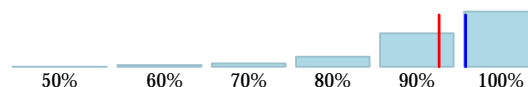
Q28 – The level of the course was...



Module mean = 2.25
 Module median = 2
 Postgrads mean = 2.8
 Postgrads median = 3

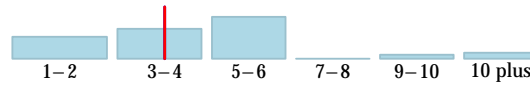
Too easy

Q29 – What percentage of the module have you attended?



Module mean = 0.93
 Postgrads mean = 0.96

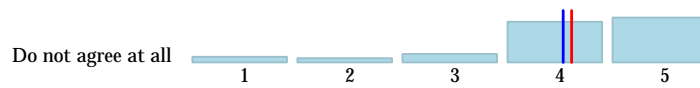
Q30 – How many hours per week have you worked for this module (outside the classroom)?



Module median = 3-4
Median = 3-4

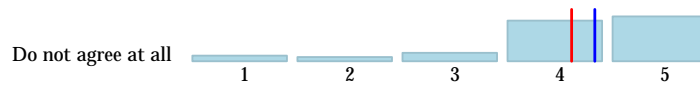
Overall Assessment

Q31 – What is your overall level of satisfaction with the module?



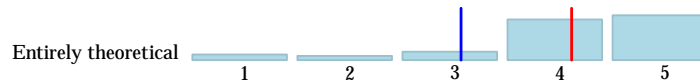
Module mean = 4.11
Module median = 4
Postgrads mean = 4.03
Postgrads median = 4

Q32 – What is your overall level of satisfaction with the module tutor?



Module mean = 4.11
Module median = 4
Postgrads mean = 4.33
Postgrads median = 4

Q33 – Please place this module on a continuum from 1 to 5 where 1 is entirely theoretical and 5 is entirely applied.



Module mean = 4.11
Module median = 4
Postgrads mean = 3.06
Postgrads median = 4

Q35: Please let us know about one aspect you think could be improved in this module.

```
##
## Seminar too short and in reality a copy and paste exercise
##
## really difficult - I'm not sure if extra resources would help, or extra teaching
##
## split the two hour lecture into two one hour lectures on different days, too much to
## take in and hard to concentrate for two hours straight (esp. on Monday morning)
##
## Nothing.
##
## The seminars need to be two hours. There's too much to cover in each github seminar
## section, so the seminar leader has to race through it all (and usually doesn't even
```

```

## manage to get through it). So there's little time to actually ask questions etc.
##
## This module is very hard for students who haven't studied maths since GCSE, perhaps
## additional classes could be added for these students
##
## teaching in the seminar - concepts not explained clearly and tutor did not engage
## class well.
##
## The seminars are quite spoon-fed - great short term for strugglers but means in
## assessment you can feel v out of your depth - we don't do much interpretation of
## results in class.
##
## Better teaching on how to use R
##
## Access to lecture videos from both Jack and Philipp
##
## It was extremely difficult to understand how what we were learning could help with
## further studies. Course WAY to focused statistics side of it - the
## equations/concepts need to be explained in basic terms.
##
## simply explain how some formula come from
##
## Please upload lecture slides to moodle earlier.
##
## I had to watch lots of videos from Youtube to understand the lesson. Teaching
## method was not clear, understandable nor interesting.
##
## I think an extra half hour for the seminar: seminars were quite rushed and fast, and
## we never consolidated the theory with the actual coding.
##
## the introduction for student who have no quant or maths background. The module
## should be slower pace as it gives no room for understanding for no background
## students
##
## Clearer mid term instructions on word limits as below
##
## There are too many seminar leaders/lecturers who all vary in teaching style so I
## think student experience can vary significantly, which may have an adverse affect on
## grades. It would be helpful if there was just one lecture group at least
##
## There was not enough time to go through everything in the lectures and in the
## seminars. Could have done with a 2 hour seminar. One for the math and one for the R
## coding.
##
## Nothing.
##
## .
##
## Though this module is called introduction to quant, it didn't feel that way. We
## didn't cover any basics at all and it was too fast based for the beginners.
##
## None, the level of assigned work I suppose is the standard expected of us, so I
## cannot therefore tell you to make it easier.
##
## Its less applicable than I thought. Especially in the seminars, we did 'copy' and
## 'paste' all the time. This is very disappointing.
##
## The seminar script should be half the amount and then assigned to us BEFORE we have
## the seminar with the tutors. This way, we can study a bit on our own and then ask
## questions in seminar.
##
## Make it more clear to apply
##
## Github excercises were not very clear and pretty much unsolveable. The examples
## that were being used throughout the course could be better. The examples were often
## too complicated, or not-obvious that made it hard to understand the outputs.
##
## Seminars could be more engaging and should stimulate more independent thinking

```

```
##
## staggering the lecture and the tutorial, ie. so that there is some time to
## understand the material before the seminar.
##
## Examples in textbook didnt manage lecture material.
##
## The fact that the lectures are two hours filled with theory that makes zero sense in
## the first place and seminars are only one rushed hour which could actually prove
## much more helpful if they lasted longer.
##
## More extended materials for students willing to learn more.
##
## See 36.
##
## More hours: Ideally this module should be stretched over two terms and the seminars
## should be longer too as under the current format means student simply want to pass
## without caring much about actually learning the material.
##
## nob
```

Q34: Please let us know about one aspect you really enjoyed about this module.

```
##
## Good choice of text book, recording of lectures.
##
## Really interesting and good, helpful teaching
##
## learning to work with R
##
## Dr. Broniecki has been very helpful in the lectures. His lecture slides (600+ in
## total) are full of amazing material.
##
## Learning how to do maths stuff.
##
## Learning new topics
##
## Applying the concepts to real life data
##
## Realising stats could be very interesting. Office hours are helpful.
##
## The links to real world examples in data sets and being able to analyse them
##
## Descriptive statistics
##
## useful in the coming dissertation research
##
## Actual examples were taken from European politics, so I could easily image how to
## apply quantitative methods.
##
## I enjoyed using R, I enjoyed the extra online resources (they were quite fun), I
## enjoyed seeing the applicability of R on social sciences and how data works
##
## Many things
##
## the interaction between the student and tutor
##
## Practical perspective on quantitative methods rather than pure statistics. I enjoyed
## working with R and though the seminar assignments were very helpful.
##
## Github is a great tool. I found it really helpful for understanding generally and
## for the midterm (and presumably the final assignment too)
##
## In the beginning the maths was quite intimidating, but by the end I felt that I had
```

```

## accomplished something that I could be proud of.
##
## Dr. Broniecki is an amazing lecturer who does a great job in explaining econometrics
## to us. I have only went to one drop in session with him and he helped me a lot.
##
## tutors' kindness
##
## I enjoyed Jack's lectures and his personality. One of my favourite lecturers this
## semester! Very knowledgeable, sounds like a practitioner rather than theoretic,
## which is great! Also, he knows how to teach and engage students in lectures.
##
## Sorry I cannot.
##
## The weekly proposed exercises to apply what has been learnt in class.
##
## Theories are very well delivered in lectures.
##
## I learned something new that I can make use of in my work
##
## Learning about a new software in R
##
## Slides and lectures were very well structured.
##
## Quizzes
##
## Detailed seminar web side
##
## Learning how to use R.
##
## The whole experience using R was new and exciting
##
## The convenient access to online materials.
##
## I really liked learning with R.
##
## I am in my current program for this module and Qualitative Research Methods too. I
## enjoy the actual material. I find it interesting and I know how important it is
## career wise.
##
## nob

```

Q36: Please feel free to add any other comments about this module.

```

##
## In the seminar, we just followed the instruction on the website of this module, and
## this was sometimes unproductive.
##
## difficult for students with a non-maths/stats background to follow - I think once
## you're experienced it's hard to teach it in a way that's accessible for students who
## struggle. what may help is a 'translation' of equations on slides - could have
## annotations or written out below as they are spoken in class (hard to write these
## down as we go)
##
## As someone who has not done math since Highschool I found this course almost
## impossible. It is not set at all for a beginners learning, though we were told it
## was. The material we learnt was way above what someone could honestly expect someone
## without any maths experience could grasp even in a year.
##
## I love it! Phillip is awesome, Shirley is also awesome. This course, I choose as a
## very risky optional and the tutors and teachers really made it well worth it!
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## In general I had such a good experience with quant. The support was outstanding from
## everyone, Ive never had anything like it from any of my studies before. Hugely

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thankful. The only thing that is a great shame and disappointment is the midterm
results: that the late submissions and word limits were not actually enforced and
people were not penalized. I spent ages cutting down my assignment to below 1000
words and probably cut down my points with it. So I think this is actually really,
really unfair.

the online platform for asking questions is very useful.

My lecturer was Philipp and not Jack, therefore I have not filled out the part about
the lecturer. I enjoyed his lectures very much and thought his explanations and
examples were really clear.

The module was very daunting at the start and a little too theoretical. This was
improved over the course of the term. In particular, it was great how the lecturers
seemed to take student feedback on board and adapt the module accordingly.

This is a challenging module for those people that haven't studied maths in a long
time. I feel there could be some benefit to a beginner, intermediate and advanced
course in future years.

Thank you very much

The department should stop telling their prospective students that they don't need
any prior knowledge in quantitative methods because it's simply not true and very
misleading.

I am sorry to Philip B. Philip, you made me hate my Monday mornings. I know you know
your stuff but you seemed not to enjoy it and neither did I. Your teaching was
monotonous and painful to take in. Anastasia, you are very nice but nice won't make
me pass my exam. You never encouraged us to try writing the codes ourselves. You
just copied and pasted and we did likewise. Half the time you don't even know the
content of the seminar and you confused me a lot with your examples that you never
fully explain. As people I think you're both great but as my teacher I count myself
as unfortunate. I never got to experience the other seminar leaders but this is my
feeling towards the course.

I was glad to see the positive response from both professors and seminar tutors when
I had doubts.

I love this module but it just made me too struggled. We should have emphasised more
on applying than theories. I understand the fact that we are doing something big
under a time limit. But I did see a more structured mid term paper. In this sense,
the mid term was very hard. I lost marks and I was asked to explain more in details
when we can only write 1000 words. There are so many paradox of this module that I
really don't understand.

Seminars were copy and past tasks. No actual learning experience. Not even time,
lectureres tries their best, but deeply unsatisfactory experience.

Professors tried engaging us as much as they could but the workload expectations
were unrealistic, bearing in mind the rest of the course and the fact that were
expected to do independent reading on a module that we have zero clue about.

The required reading: some parts of the reading were difficult to understand, but we
never went over to consult with the reading materials. We were encouraged to purchase
the reading materials, but we never made use of them in class or in the seminar.
This made the reading look very discontinued from the lecture. The one module two
lecturer structure: it is working as planned, while the material is the same, the
style of delivering a lecture is different. I was actually really hopeful for this
module, but I was a bit disappointed. However, I really enjoyed the midterm and I
thought we could have really worked better with having to do those type of exercises
as opposed to what we were doing in seminars. Additionally, lecture vs seminar
length: I understand why the lectures were 2h long, but in my option the seminar
should have been longer than 1h in order to allow us to go through the exercises and
actually understand the rationale of the methods we are choosing as opposed to just
doing the exercises.

The seminars are too short. One hour turns it into a data entry seminar. They should

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## be two hours. This module is much more important than most and hence I believe there
## needs to be more time attached to the classes. Finally the assignments were a tad
## difficult.
##
## nob
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