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The 1983 Annual Report Of The Electrical Engineering Society

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ELSOC ANNUAL GENERAL MEETING

AGENDA

1. Arrangement of Matters for Point Six
2. Apologies
3. Reports
   i. President's Report (attached to this document)
   ii. Treasurer's Report (attached to this document)
4. Proposed Constitutional Amendments
5. Appointment of the ELSOC Executive (see Job Descriptions and Nomination Forms attached to this document)
   i. President
   ii. Vice-President
   iii. Secretary
   iv. Treasurer
   v. Education Officer
6. Other Business

CRO

The Annual Report of ELSOC

(The Electrical Engineering Society)

Editor	Brett Swanson
Co-Editor	John Olip
Typing	Bob Edwards, Brett and John
Formatting	Tim Menzies and nroff
Artwork	Brett (thanks Anne) and John
Publisher	ELSOC, with the financial assistance of the Students' Union (UNSW), aided and abetted by Dave Fowler, Education Officer
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EDITORIAL - ELECTRICAL ENGINEERING AND THE MEANING OF LIFE

Here it is, ELSOC's First Annual Report. Hopefully, reading it will awaken somebody's interest, or even enthusiasm, for ELSOC. As our President keeps telling me, it is a wonderfully worthwhile organisation. Sure, getting involved means extra work, but the rewards are there. For the more mercenary, experience in organising people and events will light up the eyes of potential employers.

Student politics is a futile stagnant backwater to many of us, but I like to think that the last SU elections dispelled some apathy. Pieter Bloem, John Olip and myself (all co-incidently on the ELSOC exec), ran for Tharunka editors as the Professionals. The original idea was a bit of a joke, and not surprisingly the first response of some people was incredulous laughter. However, as the elections drew closer, it all got suddenly serious. We could do it. Numbers scribbled on scraps of tute sheets materialised into the shadowy figures of anonymous voters. They asked us how to vote - never having done it before. If we could just mobilise the silent majority who didn't usually bother to vote - a sizeable bloc of whom were engineers.....

We didn't make it. But we gave the Arts students and the political hacks of the SU a scare. We were listened to and taken seriously. Engineers were not all brainless yobbos after all. The experience changed my long-term outlook on life. It's important that we broaden our thinking to beyond next week's lab report. We are all heading towards careers in Engineering, diving head-first into the high-tech waters. No-one wants to drown.

Technology has a tremendous impact on peoples lives. It's not enough to understand how the latest computer-designed, micro-controlled yacht sails to victory in a future Australia's Cup, we must at least wonder what will happen to the poor unemployed inefficient human crew. There are no easy solutions - but we must be aware of the problems.

Brett Swanson
(The Publicity Officer you have when you're not having a Publicity Officer)

PRESIDENT'S REPORT

This year ELSOC has tried to establish itself as part of the decision-making process of the School and the Faculty. The biggest obstacle to this was not Staff resistance but student attitude. My experience has been that students feel that staff won't listen to them while at the same time staff will bend over backwards to get student feedback. At present I receive agendas of the School's academic executive committee and attend when something related to the Undergraduate program is being discussed. Furthermore, myself and Luke Welfare (3rd year Rep.) have become official members of the Faculty of Engineering. We attend the Tri-annual Faculty meetings and the monthly Faculty executive committee meetings. When the executive assistant to the Head of School, Dr Blanks, reconvened the school committee, he made a special point of inviting ELSOC.

ELSOC has been active in gaining student feedback. You've all seen our handouts on alphanumeric calculators, 6.010, overseas students, and - most importantly - the ELSOC Student Subject Evaluation.I regard the evaluations as ELSOC's major accomplishment for 1983. In session one, 1300 students, enrolled in 23 subjects, were surveyed. Staff have expressed great interest in the results and I am confident that many positive subject changes will result.

Alphanumeric calculators continue to be a hot issue. The recent improvements in hand-held calculator technology have produced calculators that can store significant amounts of text in their memories. This has caused concern amongst some academics. It is now possible for students to carry an invisible cheat sheet into exams however, to my knowledge, there has been no reported case of this actually happening. Perhaps this is not surprising. The amount of data that can be displayed on a pocket calculator's screen is strictly limited. The Professorial Board has appointed a committee to investigate the issue and ELSOC is currently organising a submission to that committee arguing against restricting the use of these calculators in exams. Our view is that exams should not be memorisation competitions, but should examine students conceptual understanding.

I'd like to apologise to the first years who bought one of the 160 HP-15C's from ELSOC and then discovered that they couldn't use them in their maths exams. We were not aware that the Maths Department had decided to ban them from first year exams because they can invert matrices (which is one aspect of first year linear algebra theory). However I do feel that ELSOC 's 15C bulk buy and sale was still a valuable service to our members. These calculators are a great aid to undergraduate and professional work.

It was interesting to see that all the candidates in the last Student Union/ Tharunka elections had anti-racist policies. I think that 1983 was the year that people became aware of an unacceptable and inexcuseable level of racist feeling on this campus. The problem is particularly acute in this school where we have (e.g.) 50% of first year enrolments being overseas students. ELSOC news #2 (Sept. 1983) carried a anti-racist article signed by the entire ELSOC executive committee and the Dean of the Faculty of Engineering. I won't repeat the contents of that article but I would like to quote a letter that appeared in Tharunka as a result of that ELSOC news story. Signed "Overseas Student" it gives us an insight into the pressures that face our Asian colleagues. I include it here because I feel sure that if we could only learn to listen to the problems of overseas students then racial bigotry would quickly be replaced by sympathy and understanding.

"We (asian students) are subject to three main sources of pressure:

1. Family responsibilities - most of us are supported by our families at a considerable sacrifice. We have to ensure that we get a degree so that we can help out the family bank account.

2. Pressure from the Education Department - any overseas student is only given one year extension to finish their course. If you can't manage you'll be sent back.

3. The Show Cause rules - if we fail any subject twice we'll be expelled. We can't afford the risks. The money and time that has been spent on us would be all wasted.

"So I hope that now you understand why overseas students are so hard working. We would like to be as playful as our counterparts but the pressure just doesn't allow us to do so."

ELSOC hasn't ignored the more traditional role of a student society. ELSOC has organised a most successful first year welcome and a harbour cruise. We combined with Mechanical Engineering for the legendary "Spanners and Sparks" BBO; and the biggest and best is yet to come. On Friday week 12 ELSOC will be holding a dinner/bushdance down at the Squarehouse. Please come and make the night a success.

I do not think that I'll be running for President next year (although I'll wait and see who nominates for President at the A.G.M. before deciding for sure) but I do have a few ideas I'd like to pass on to the 1984 ELSOC Executive:

1. An ELSOC yearbook. Both Civil Engineering and Surveying produce yearbooks. Two students in Civil Engineering do not do a General Studies subject as such. Instead they are editors of Civil Engineering's yearbook. For their work they will get credit points in General Studies. It would be interesting to see if a similar arrangement could be organised for Electrical Engineering.

2. A continuation and improvement of the ELSOC Student Subject Evaluations.

3. The establishment of an Electrical Engineering textbook shop. It may be possible to provide members of ELSOC with textbooks at a lower price than is currently being offered by the CO-OP Bookshop. But this is'nt my idea; George Lucas - 2nd year Electrical Engineering - wants to organise it. Anyone interested can contact him.

Hope to see you all at the A.G.M.

Tim Menzies
ELSOC President 1983

TREASURER'S REPORT

1983 has been ELSOC's most active year since its inception. Financially ELSOC has had a turnover of over $14,000. Total moneys illicited from CASOC alone were in the vicinity of $850.

This year ELSOC has been actively engaged in providing social functions to cater for all members. This attempted to make students aware that there is more to uni life than 24 hours course work a week. My personal philosophy was to budget these ventures at zero profit. Since students are forced to pay $22 to the SU, every year they are entitled to see some of this money subsidising their events. Hence maximum use of CASOC funding enabled members to enjoy these functions at minimal cost.

Our first function was the first year welcome, where over 97 freshers enjoyed a beer(s) outside LG1. Response from paying oldies was not so great, though surpassing previous years, resulting (after CASOC grant) in a small loss. Thanks to Peter Garret, our kegs organizer/transporter.

The second project undertaken by ELSOC was the immensely successful HP-15C deal, organised and run by Lachlan Wetherall. Due to the overwhelming response, ELSOC made a profit although intending for the 'zero profit policy'.

The SPANNER & SPARKS BBQ was organised with MECHSOC. This event, despite starting an hour late, was well patronised by Electrical Engineers. The timing was unfortunate as two other ventures were being organised simultaneously. Spending $160 on salads (from the Delli) is not financially feasible for a low-cost BBQ. Despite the problems and resulting loss, relationships with MECHSOC have strengthened and more combined events are in the pipeline.

Next was the Harbour Cruise, which provided a lot of headaches both before and after it occurred. Despite bad weather the cruise was a success and all on board had a good time.

As one can imagine organisation of social events takes up a large percentage of your time. Delegation is fine unless you're at the end of the line... It would be fair to say that persons who were active on the executive have paid an academic penalty for their effort.

Lastly, I would like to thank Luke Welfare (Mr Harbour Cruise), John Olip, Peter Garret, and Greg Moore (MECHSOC) for their help and enthusiasm in organising social functions.

The year is not yet over and ELSOC is planning a beer & prawn night as well as the big one: 'The end of year dinner'. I hope the experience gained this year will help make the job for the 1984 exec easier. Just remember, if you have the time, Pluto's the limit.

Pieter Bloem
ELSOC Treasurer 1983

JOB DESCRIPTIONS

Of the ten positions on the ELSOC executive, the posts of President, Vice-President, Treasurer, Secretary and Education Officer are filled by election at the Annual General Meeting. Proposed Constitutional Amendments would mean that Year Representatives would be elected by students in each year. ELSOC's Casoc representative and Publicity Officer are appointed by the executive. The roles of the executive members are listed below. Please note that this list states the minimum duties of each executive officer. For ELSOC to be a dynamic and developing group it's executive needs to be willing to participate in activities outside of those that this list assigns to them.

And now a friendly warning. These jobs take time. A standard way for a student to fail his or her subjects is to get so involved in politics that their work suffers. It is highly recommended that only students with some degree of academic reserve take up positions on the ELSOC executive. If you are battling to pass your subjects then the last thing you need is extra, non- curriculum, work.

i. President : responsible for the actions of the executive; should delegate the workload evenly amongst the executive.

ii. Vice President : social director; responsible to the executive for the activities of the Social Committee.

iii. Treasurer : responsible for keeping an accurate, up-to-date record of the state of ELSOC's finances. Presents these records to the Internal Auditor for audit at the end of each year.

iv. Secretary : responsible for correspondence to and from ELSOC; for preparing agendas; and keeping minutes of executive meetings. These minutes should be available to ELSOC members within 7 days of each executive meeting.

v. Education Officer : informs students on the issues concerning them; and, as from 1983, the Education officer organises the ELSOC Student Subject Evaluations.

vi. Casoc Representative : responsible for liason with Casoc, which is ELSOC's major source of funds; must attend the Casoc meetings every second Monday night. The rep prepares affiliation forms for the year ahead. He must canvas members of the Casoc standing committee to support financial grants to ELSOC.

vii. Publicity Officer : responsible for ELSOC's public image and ensuring members are aware of ELSOC's activities. Is responsible for all advertising, and is advised to use the following media: Tharunka, Campuswide, University Union newsheet, and the computer news service.

NOMINATION FORMS FOR POSITIONS ON ELSOC EXECUTIVE

Please Note:

Nomination forms should be completed and placed in the ELSOC letter box in the school office prior to the AGM. However verbal nominations at the time of the AGM are also acceptable.

I, _____, wish to nominate _____ for the

position of _____.

Signature: Date:

I, _____, accept the above nomination.

Signature: Date:

I, _____, wish to nominate _____ for the

position of _____.

Signature: Date:

I, _____, accept the above nomination.

Signature: Date:

COURSE EVALUATION - ELECTRICAL ENGINEERING

INTRODUCTION

This is a pilot study. It does not cover all Electrical Engineering subjects. It is hoped that future course evaluations will extend to cover all subjects conducted at UNSW for undergraduate Electrical Engineers.

These results constitute the public access copy of the evaluation of Session One 1983 subjects. This public access copy is available to all Electrical Engineering undergraduates and consists of the bulk of the results with sensitive comments deleted. Any person wishing to view the full results contained in the limited access copy should apply in writing to ELSOC c/o School of Electrical Engineering and Computer Science.

Aims Of Evaluation

1. To provide feedback of information to lecturers which can assist them to improve their subject.

2. To provide lecturers with a report on their teaching effectiveness for use in tenure and promotion applications.

3. To provide students with guidance in the selection of subjects and courses.

Method Of Evaluation

Students in each subject were asked to complete a subject evaluation form. This consisted of 36 machine readable questions and one open ended question requiring a written comment. The machine readable questions were processed by the computer of the Educational Testing Centre (UNSW). A summary of the processed results, plus any common view points expressed in the written comments, are presented here in a section for each subject. The Educational Testing Centre's data can be found to the right of the headings "Lecturers", "Tutorials", "Laboratories", "Subject In General","Textbooks","Assessment Methods"; and the written comments are summarised beneath the heading "Common Written Comments".

Ideally the survey should have surveyed all the lecturers from all the subjects. However, because the survey wasn't organised till late in the session, it was decided to evaluate only the lecturer lecturing in week 13/14 of the session. (Except the lecture classes of 6.323 and 6.0311 who elected to produce a composite evaluation of all their lecturers. All other entries about lectures refer to the lecturer lecturing at the end of the session.)

ACKNOWLEDGEMENTS

I gratefully acknowledge the support of the Faculty of Engineering for it's role in the organisation of this pilot study. I take this opportunity to express a hope that from this evaluation, and those to follow, staff and students will realise that student feedback can be a useful and important guide to subject improvement.

I would also like to acknowledge the assistance and co-operation of the Student's Union of UNSW and the lecturers and undergraduates of the school of Electrical Engineering and Computer Science,UNSW

In particular I would like to give a more personal thank you to

- Dr. David Boud, senior lecturer, Tertiary Educational Research Centre, UNSW
- Mr. David Fowler, education officer Student Union of UNSW
- Mr Kevin Hill, analyst/programmer School of Electrical Engineering and Computing Science UNSW
- Ms Robyn Horwood, administrative officer, school of Electrical Engineering and Computer Science, UNSW
- Dr. Ian Morrison, Chairman Academic Executive Committee, School of Electrical Engineering and Computer Science, UNSW
- Professor Neville Rees, head of the school of Electrical Engineering and Computer Science, UNSW
- Associate Professor Colin Stapleton, former chairman of the faculty of Engineering, UNSW - alas, now retired.
- the students who attended the evaluation summarisation working bee .

Sandy Allit	Simon McCauley
Greg Bower	Lee Pippard
Roger Holt	Shari Soutberg
Alena Kamensky	Jean Syme
Peter Kepreotes	Peter Wallace
David King	Paul Whitwell

- Lachlan Wetherall, ELSOC Education Officer, for all his hard work formatting the final results.

- and the 1983 ELSOC executive, who gave me freedom and the support needed to organise this subject evaluation

Tony Norman	Brett Swanson
Ruth Hughes	Neville Inglis
Pieter Bloem	Luke Welfare (thanks mate)
John Olip	Chris Ramage

Tim Menzies
President, 1983
ELSOC

6.010 Electrical Engineering 1

Date of Survey: week 13, session 1, 1983.
Response Rate: 8/15
Lecturer: Dr P.S. Chung

Student Evaluation
LECTURES: Above average
TUTORIALS: Average but students felt that they couldn't ask tutors the questions they wanted to. However, students did say that tutorials and tutor's explanations increased their comprehension of the subject.
LABORATORIES: Above Average.
SUBJECT IN GENERAL: Above Average, but most students thought that the scope of this subject was too broad for effective study.
TEXTBOOKS: Above Average.
ASSESSMENT METHOD: Above Average.
COMMON WRITTEN COMMENTS: None

* * * * *

6.021A Circuit Theory I

Date of Survey: week 13, session 1, 1983.
Response Rate: 133/173
Lecturer: Dr E.H. Fooks

Student Evaluation
LECTURES: above average
TUTORIALS: above average
LABORATORIES: average
SUBJECT IN GENERAL: above average
TEXTBOOKS: below average
ASSESSMENT METHOD: above average
COMMON WRITTEN COMMENTS:
Lecturer and lectures were excellent. Tutors and tutorials acceptable(15).
Assessment was thought to be very good although many students expressed dissatisfaction with the scaling

of marks in test two (10)
Two very conflicting comments on the textbook
i) Many said it was too expensive and never used due to the excellent lecture notes(10).
ii) Expensive, however found it useful with many examples(13).
Marks should be applied to the laboratory work, which should also be concurrent with lectures(8).
6.021A should be before 6.010 or 6.010 should be abolished due to irrelevance(4).

LECTURERS COMMENT:
This table shows the relationship between the scaled marks of Test two and the final grade.

Mark	Fail	PC/PS	CR	DN/HD
0-4	20	3	2	0
4.5-8	11	33	10	1
8.5-15	5	33	28	30

I suspect that some students did not like being told that their performance was not satisfactory.

* * * * *

6.021B Power

Date of Survey: week 13, session 1, 1983.
Response Rate: 31/50
Lecturer: H. Harrison

Student Evaluation
LECTURES: Above average.
TUTORIALS: Above Average.
LABORATORIES: Above Average but value of laboratories doubted
SUBJECT IN GENERAL: Average.
TEXTBOOKS: Below Average.
ASSESSMENT METHOD: Above Average.
COMMON WRITTEN COMMENTS: -Generally the lecture notes were well received although more effective use of the overhead projector would be appreciated;
the giving of more lecture notes and examples during lectures. (4)

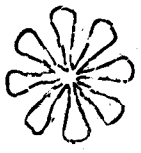
* * * * *

6.021C Electronics I

Date of Survey: week 13, session 1, 1983.
Response Rate: 59/77
Lecturer: Dr H.S. Blanks

Student Evaluation
LECTURES: below average
TUTORIALS: below average
LABORATORIES: below average to average
SUBJECT IN GENERAL: average
TEXTBOOKS: average to above average
ASSESSMENT METHOD: Average
COMMON WRITTEN COMMENTS:
Lecturer did not write enough notes on the board(6)
Lecturer did not speak loud enough or clearly enough(5)
Labs were badly organised(5).

* * * * *



6.021D Computing

Date of Survey: week 13, session 1, 1983.
Response Rate: 66/150
Lecturer: D. Clements

Student Evaluation

LECTURES: Below average to average.
TUTORIALS: below average.
LABORATORIES: N/A
SUBJECT IN GENERAL: below average
TEXTBOOKS: below average
ASSESSMENT METHOD: below average to average.
COMMON WRITTEN COMMENTS: Assignments should be worth more (9)
More examinations (continual assessment) (7)
Solutions to exercises should be provided (7)
Not satisfied with computer system, too many breakdowns (4)
{{ Comment deleted - see Limited Access Copy }}
LECTURERS COMMENT:

Because this was basically a new subject and it was the first time that I have taught this material, some of the organisational aspects were less than satisfactory, especially given the nature of the subject and the large number of students. This meant that I was always struggling to get handouts etc. produced on time.

Specific Comments

1. Assignments: The assignments were already worth 20%, so that rules out the first comment. Maybe the assignments could have been a bit easier but if they are going to be worth 20%, then it should not be possible for everyone to obtain a high mark.
2. More examinations: Why? The question I would ask is - do students want more examinations so that they can gather marks or so that they can get feedback on how much they know? If it is the latter, then you don't need examinations to do this. Quite frankly, I believe that students are already grossly over-examined.
3. Solutions to Exercises: Selected solutions were provided. All solutions will be provided in future, against my better judgement.

* * * * *

6.021E Digital Logic and Systems

Date of Survey: week 13, session 1, 1983.
Response Rate: 34/41
Lecturer: Dr W.J. Dewar

Student Evaluation

LECTURES: average, except lectures weren't well organised and too much material was covered in each lecture.
TUTORIALS: below average
LABORATORIES: above average to average
SUBJECT IN GENERAL: average
TEXTBOOKS: average
ASSESSMENT METHOD: average
COMMON WRITTEN COMMENTS:
Tutorial solutions needed to check method and answers. (5)

* * * * *

6.0311 Circuit Theory II

Date of Survey: week 13, session 1, 1983.
Response Rate: 117/143
Lecturers: Assoc. Prof. I. Korn, Assoc. Prof. T.B. Vu

Student Evaluation

LECTURES: Both lecturers rated below average.
TUTORIALS: below average
LABORATORIES: N/A
SUBJECT IN GENERAL: below average
TEXTBOOKS: Average to above average.
ASSESSMENT METHOD: Complaints noted about assessment method
COMMON WRITTEN COMMENTS:

Too much emphasis placed on exam, not enough on assignments. (6)
Exams too difficult (5).
The textbook was poor (6).
For both the lecturers:
- difficult to understand their English (25)
- difficult to hear lectures (17)
- board presentation poor (9)
- covered material too fast (5)

{{ Comment deleted - see Limited Access Copy }}

LECTURERS COMMENT:

I. Korn

1. Textbook: The text book is used in many universities in the world. The author of the textbook received numerous international awards for the excellence of the textbook. Our lecturers follow precisely the textbook. Therefore any complaint on the quality of the textbook or order of presentation of material is baseless.
2. Difficulty, Mathematics: Circuit theory is a mathematical subject. The level of the subject is high, but not higher than in other recognised universities in the world. A student who is unable to understand the subject should not be an electrical engineer, because the material of this book is the minimum which we expect from such an engineer. The student has all the prerequisites in mathematics from previous courses and should be able to understand the textbook unless he passed the prerequisite courses without deserving it.
3. Assessment, Exams: Two midsession tests were given a weight of 0.2 each and the final exam had a weight of 0.6. In fact the final exam had a larger weight because it contained 6 questions of 20 points each, hence a total mark of 120 and we have not normalised the mark to 100. We do not give assignments because we have no supervision of their individual solutions. The exam questions were similar to the tutorial questions, only simpler. In marking the exams 90 - 95% of the mark was given for the method and only 5 - 10% for the correct numerical answer. No marks were given for trying, marks were given only for knowledge.

4. Lectures: We can not go slower because we have to cover the syllabus of the subject. We can not make the mathematics simpler because this is the required mathematics. We do not hand out notes because we do not want to duplicate the textbook. The student should come to the lectures after reading the material in the textbook. The student in year three should be able to read and understand the textbook even without assistance from the lectures. We should use a microphone. I can not change my accent.
5. Tutorials: We had two inexperienced tutors. The student should come to the tutorials after attempting to solve the tutorial problems. The tutorials are for discussing and clarifying topics not understood in the lectures or in the textbook. This can only be done if the students ask questions.
6. General Comment: Many students here do not study hard enough. They do not read the textbook (not to mention the reference books) and do not do the homework tutorial questions. They do not even read the exam papers of the previous years. They come unprepared to lectures and tutorials. They do not ask questions during the tutorials, neither do they come for individual consulting. I had an open door policy during the whole session and only one student came to ask me a question.

T.B. Vu

Overhead projector will be extensively used in session two to present lecture material. We are also lucky to have able tutors in session 2. Good tutors are essential for effective teaching especially for subjects like 6.0311 which involve theoretical work of a mathematical nature. Good tutors will be able to relate tutorial examples to lecture material.

General Comments

1. My observation is that many students have a very weak mathematical background. As a result they get turned off as soon as they are confronted with a not-so-easy mathematical proof.
2. Although teaching by examples is probably the most effective way of illustrating the mechanics of solving a problem, there is a definite danger that excessive use of this method will produce students who remember the mechanics by heart but do not understand the theory behind them. As a result they will fail to solve problems which are slightly different from the prototypes.
3. Much has been said about high technology and the importance of developing our intellectual resources, but has anyone seriously thought about giving our more able students a chance to extend themselves?

* * * * *

6.0312 Utilisation of Electrical Energy

Date of Survey: week 13, session 1, 1983.
Response Rate: 101/144
Lecturer: Dr C. Grantham

Student Evaluation
LECTURES: Above average.
TUTORIALS: Average
LABORATORIES: Above average to average
SUBJECT IN GENERAL: above average, but some students doubted if this subject is relevant to their future career.
TEXTBOOKS: below average
ASSESSMENT METHOD: above average.
COMMON WRITTEN COMMENTS:
The textbook is not worthwhile (6).
The lecture notes provided were very useful (7).
Dr. Grantham is a good lecturer (5).
More worked examples should be included in lectures (8).
Worked answers should be provided to tutorial problems (6)
(The Lecturer writes that solutions are in open reserve)

* * * * *

6.0313 Electronics II

Date of Survey: week 13, session 1, 1983.
Response Rate: 116/130
Lecturer: Dr J.A. Richards

Student Evaluation
LECTURES: above average
TUTORIALS: average
LABORATORIES: average but the value of labs highly rated, complaints noted about the organisation of labs.
SUBJECT IN GENERAL: above average
TEXTBOOKS: average
ASSESSMENT METHOD: above average
COMMON WRITTEN COMMENTS:
Dr. Richards is an excellent lecturer(24)
Lab work not covered in lectures(7).
{{ Comment deleted - see Limited Access Copy }}

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6.0314 Systems and Control

Date of Survey: week 13, session 1, 1983.
Response Rate: 24/60
Lecturer: Dr R.F. Brown

Student Evaluation
LECTURES: above average but there was too much material covered in each lecture.
TUTORIALS: below average to average
LABORATORIES: below average
SUBJECT IN GENERAL: mixed response
TEXTBOOKS: average
ASSESSMENT METHOD: above average
COMMON WRITTEN COMMENTS:
Standard of the lectures excellent(5)
Unsatisfactory organisation of laboratories(13)
LECTURERS COMMENT:
Improvements for Session Two:
1. Explanation of labs in week 1.
2. Revised wording of lab sheet.
3. Not more than two students per lab set-up.

* * * * *

6.0316 Electronics III

Date of Survey: week 13, session 1, 1983.
Response Rate: 41/60
Lecturer: Dr P.S. Chung

Student Evaluation
LECTURES: average but the lecturer went too fast in lectures.
TUTORIALS: below average
LABORATORIES: average but workload associated with labs is excessive.
SUBJECT IN GENERAL: average
TEXTBOOKS: average
ASSESSMENT METHOD: average
COMMON WRITTEN COMMENTS: none

* * * * *

6.0318 Microprocessors

Date of Survey: week 13, session 1, 1983.
Response Rate: 66/129
Lecturer: F. Lewin

Student Evaluation

LECTURES: below average
TUTORIALS: Students felt that they weren't getting enough feedback to know if they could solve problems.
LABORATORIES: below average
SUBJECT IN GENERAL: average but the subject appeared to require better prerequisites.
TEXTBOOKS: above average
ASSESSMENT METHOD: below average
COMMON WRITTEN COMMENTS:

Recommended text useful and essential(9)
Read textbook instead of going to lectures, before going to lectures and before taking the subject (4).
Give syllabus in first week of term(8).
Need tutorials or lab-tut's (8)
{{ Comment deleted - see Limited Access Copy }}

* * * * *

6.042 Digital and Analogue Systems

Date of Survey: week 13, session 1, 1983.
Response Rate: 58/80
Lecturer: Dr C.J.E. Phillips

Student Evaluation
LECTURES: above average
TUTORIALS: Average
LABORATORIES: N/A
SUBJECT IN GENERAL: Average to above average
TEXTBOOKS: Average
ASSESSMENT METHOD: Above average
COMMON WRITTEN COMMENTS:
Lecturer was well liked by students as a lecturer and tutor. (7)

* * * * *

6.202 Power Engineering Systems 1

Date of Survey: week 13, session 1, 1983.
Response Rate: 44/45
Lecturer: Dr H.R. Outhred

Student Evaluation
LECTURES: average to above average
TUTORIALS: above average
LABORATORIES: average to above average
SUBJECT IN GENERAL: above average
TEXTBOOKS: above average
ASSESSMENT METHOD: average
COMMON WRITTEN COMMENTS:
Mid-session test wanted. (10)
More examples in lecture notes needed. (4)
LECTURERS COMMENT: There will be a mid-session test for 1984.

* * * * *

6.222 High Voltage Technology

Date of Survey: week 13, session 1, 1983.
Response Rate: 29/36
Lecturer: Dr R.E. James

Student Evaluation
LECTURES: below average
TUTORIALS: above average
LABORATORIES: average to above average
SUBJECT IN GENERAL: average but some students thought that work was unnecessarily repeated from other subjects and half doubted if this subject was relevant to their future careers
TEXTBOOKS: above average
ASSESSMENT METHOD: above average
COMMON WRITTEN COMMENTS:
Lectures disorganised - hard to follow. (5)
LECTURERS COMMENTS:

The subject matter had to be doubled at short notice as Dr Blackburn was transferred to other work. This led to problems in getting material copied in time. In addition there was the problem of trying to integrate work for postgraduate as well as under- graduate students.

I suspect that a number of students had not read the syllabus closely. It is intended as a practical subject based on academic principles and is the type of engineering they will meet in real life. I suggest that if students go into the power supply industry they will find this course very relevant.

Also, not as an excuse, but as a part explanation, I was ill throughout the session but was determined to finish the course and not let down the students.

I am very disappointed with the comments made regarding this subject but will take note and make changes to improve the course and lecturing. In particular -

1. I have taken note of the various comments and was planning to change a number of aspects. e.g. arrange visits to industry at the beginning of the course and add more theory assuming the majority have not completed same.
2. I shall have much more time to prepare next year, in particular with respect to presenting two hour lectures.
3. I shall emphasise the common thread even more - I did point out such a factor this year.
4. The handbook entry for 1984 has been modified.

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6.303 High Frequency Circuits and Electronics (Devices Half)

Date of Survey: week 13, session 1, 1983.
Response Rate: 36/55
Lecturer: Dr R.A. Zakeravicius

Student Evaluation

LECTURES: below average
TUTORIALS: below average, students generally considered tutorial work worthwhile but complained about their organisation
LABORATORIES: average
SUBJECT IN GENERAL: below average to average
TEXTBOOKS: average
ASSESSMENT METHOD: below average
COMMON WRITTEN COMMENTS:

Multiple choice questions should be abandoned in favour of long exam questions. (6)
The quality of lecture notes (printed/written) were poor(7)
Criticism of general state of subject (7)

LECTURERS COMMENTS:

Dr. Zakeravicius has discussed these results with ELSOC. He would like the following comments of his to be on record:

1. It should be clearly understood that this evaluation only refers to the Devices half of 6.303.
2. This subject had two and a half times it's expected enrolment this session. Accordingly some organisational problems did arise.
3. Dr. Zakeravicius has some doubts as to the validity of the summarisation techniques used by ELSOC in compiling the subject summaries. His view is that the poor showing of 6.303 in this evaluation was not so much a result of the subject itself but is a result of how the data from his subject was analysed.

(Note: ELSOC welcomes this type of comment. Through constructive criticism, not only subjects, but also subject evaluations may be improved. ELSOC is examining Dr. Zakeravicius' case and has yet to decide if our summarisation technique requires changing.)

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6.322 Electronics 4

Date of Survey: week 14, session 1, 1983.
Response Rate: 28/50
Lecturers: Prof. G.A. Rigby, Horwitz, Dr P.C. Maxwell

Student Evaluation

LECTURES: Above average to average, but complaints noted about some aspects of lecturer's organisation.
TUTORIALS: Doing set tutorial questions helped. Some reservations about amount of feedback.
LABORATORIES: Average, but it was hard to finish the experiments in the allotted time.
SUBJECT IN GENERAL: Above average.
TEXTBOOKS: N/A
ASSESSMENT METHOD: Above average, but assessment method not clearly specified at beginning of session.
COMMON WRITTEN COMMENTS: none.

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6.323 Communication IIa (Analogue)

Date of Survey: week 13, session 1, 1983.
Response Rate: 36/52
Lecturer: T.L. Hooper

Student Evaluation

LECTURES: average to above average but the rate at which the lecturer covered material was considered excessive.
TUTORIALS: average to above average but the value of the tutorial questions doubted.
LABORATORIES: average to above average but there appeared to be too many allotted experiments.
SUBJECT IN GENERAL: average
TEXTBOOKS: Average
COMMON WRITTEN COMMENTS:
Students found the course interesting but very demanding (5)

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6.323 Communication IIB (Digital)
Date of survey: week 13 session 1983
Response rate: 37/52
Lecturer: Dr R. Radzyner

Student Evaluation

LECTURES: below average
TUTORIALS: below average, but high attendance.
LABORATORIES: below average to average.
SUBJECT IN GENERAL: below average , though many people thought that it was a subject needed for their future career.
TEXTBOOKS: average.
ASSESSMENT METHOD: average
COMMON WRITTEN COMMENTS:
Explanation of subject material was not very clear by the lecturer (8).
LECTURERS COMMENT:

The survey has been most useful in underscoring that my expectations of students have been excessive in comparison with other subjects. The problem appears to be insufficient tutorial material at the revision level. It seems that I had relied excessively on students having retained a good grasp of third year material. This will be taken into account next year.

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6.402 Biology and Physiology for Engineers

Date of Survey: week 13, session 1, 1983.
Response Rate: 31/34
Lecturer: Dr B.G. Celler

Student Evaluation

LECTURES: average but lecturer spoke too fast or indistinctly and covered too much material in each lecture. 100 % of students felt that they could approach lecturers with their problems.
TUTORIALS: Average
LABORATORIES: Average
SUBJECT IN GENERAL: Average
TEXTBOOKS: Average
ASSESSMENT METHOD: Average
WRITTEN COMMENTS:
Printed lecture notes should be issued prior to actual lecture (4).
An extensive course for the time allocated. (4)

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6.412 Systems and Control 2

Date of Survey: week 13, session 1, 1983.
Response Rate: 44/51
Lecturer: Prof. N.W. Rees

Student Evaluation

LECTURES: average to below average. Students complained about the lack of examples; also they felt that there was too much material covered in the lectures.
TUTORIALS: Average
LABORATORIES: Below Average
SUBJECT IN GENERAL: Below Average
TEXTBOOKS: Average to Above Average
ASSESSMENT METHOD: Below Average
COMMON WRITTEN COMMENTS: none.
LECTURERS COMMENT:

The usual lecturer was on leave, the subject was consequently shared by three lecturers - Prof. Rees, Prof. Stapleton, Prof. Tait. The short notice of this change and the multiple lecturers created some problems.

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6.432 Computer Control and Instrumentation

Date of Survey: week 13, session 1, 1983.
Response Rate: 68/90
Lecturer: Dr D.H. Mee

Student Evaluation

LECTURES: Generally above average, but there was too much material covered in each lecture.
TUTORIALS: Students felt that they didn't get enough feedback on their problems.
LABORATORIES: Below average, but felt that labs were of value.
SUBJECT IN GENERAL: Average.
TEXTBOOKS: Average.
ASSESSMENT METHOD: Average.
COMMON WRITTEN COMMENTS:
Higher % should be given to main project and less on exam (8).
3 or 4 texts, which only covered small part of course, should be changed to 1 book which covers the whole course. (7)
Increase the number of lab demonstrators. (11)
Complaints concerning the lack of laboratory facilities (in particular, the development stations) making project work hard. (11)
Lab work ahead of lecture material. (6)

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6.512 Semiconductor Devices

Date of Survey: week 13, session 1, 1983.
Response Rate : 18/22
Lecturer: Dr M.A. Green

Student Evaluation

LECTURES: average
TUTORIALS: above average
LABORATORIES: average
SUBJECT IN GENERAL: average
TEXTBOOKS: average
ASSESSMENT METHOD:average
COMMON WRITTEN COMMENTS: none.

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6.622 Computer Applications and Software

Date of Survey: week 14, session 1,1983
Response Rate: 32/42
Lecturer: Dr R.A. Sammut

Student Evaluation

LECTURES: above average but lecturer didn't allow enough time for students to copy notes.
TUTORIALS: Average to above average.
LABORATORIES: N/A
SUBJECT IN GENERAL: average to above average, but students doubted if this subject was relevant to their future career.
TEXTBOOKS: average
ASSESSMENT METHOD : not clearly specified at beginning of session but satisfaction with method used was expressed.
COMMON WRITTEN COMMENTS:
Dr. Sammut is a good lecturer. (7)

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QUOTABLE QUOTES

Staff: University staff are only there to remove barriers to learning. Student: Then what do you do about a bad Lecturer? Staff: Nothing needs to be done. He/She is a positive incentive to learning.

Staff: Look you guys, lecturing is a one sided affair. Student: Yeah, you understand and we don't.

Staff: Why are you talking so much tonight, is it because.... Students: YES!!

Pete: Who was Eber's Moll?

(What comes next are all quoted from the written comments resulting from the ELSOC Student Subject Evaluations.)

Lecturer has a good accent.

Textbook? What's the name of the textbook?

What's the name of the lecturer?

Did not attend tutorials. Did not purchase textbooks or look at the reference list.

He goes too fast in lectures and thinks we know everything beforehand. He repeatedly asks dumb questions .....

Do these surveys actually achieve anything? or are they just a waste of money.

What happens to the results of these surveys!!!

I think Luke Welfare SUX. Also an improvement is to exclude this subject from the course.

Lecturer should write headings before each topic, you could know what he is on about. Ban Luke Welfare from lectures.

COMPUTING SUCKS!

Move tutor (?)

Our tutor tells us what he knows, but never what we don't know.

I spend too much time on computing assignments and not enough on computing.

Kill the VAX.

Buy a new computer. Perhaps we should buy a multi-tasking Apple or TRS-80.

Tutor ... . Never ceased to amaze me how little he did know. Students actually had to explain to him how things worked.

I think I might fail this Subject.

Does this survey really mean anything. Why do you waste my time and tax money doing it? Does it give results? Did I pass?

Both lecturers were as useful as hip pockets on underpants.

It is a disgrace for the Faculty to supply tutors as bad as the one I had.

The name of the subject is too long.

This is a top subject by the best Lecturer in Elec. Eng.

Dr. .... is God!

Don't get in Mr. ...(Cerebal Pause) 's tut or lab. group.

Mr ... should be paid to attend to all in the labs - NOT just the females.

I wish the lecturer learnt how to clean the blackboard before he writes any new material on it.

We need a bar on upper campus.

Why does the lab attendant and tutor insist that partial discharge can actually be measured but the lectures said that we can only make a comparison because its actually an internal phenomenon?

I suggest to any student intending to do this subject to take up swimming instead. After all, to know how to swim is more important than noise-figures, noise-temp., scattering parameters etc....

Lecture notes are useless(non-existent). ... lectures are useless. ... laboratories are useless. ... tutorials are useless. ... exams are ridiculous. He is definitely the worst lecturer I've had in all my life(he is even worse than ...). GOD HELP ME I'M ONLY 19.

Taking this subject is like committing suicide.

WARNING TO ALL STUDENTS- do not take this subject.

Handbook description of ... is attractive, but the reality is that you'll pass/fail this subject with no real knowledge. MORAL of the story : do another subject.

Above average. Ask me again after the June exams. I might have a different opinion.

LECTURER'S COMMENT I hope the subject provides a worthwhile experience for students.

ELSOC NEWS #3 - October 1983

POLICY DECISIONS

At the ELSOC Executive Committee meeting of Friday week 6 the following two items were adopted as official ELSOC policy.

ONE - Alphanumeric Calculators : ELSOC is opposed to the banning of alphanumeric calculators. Our view is that we should be examined on learnt concepts. An exam relying on rote memorisation of formuli or facts is of no value to our education as these facts can soon be forgotten. (NOTE : The Professorial Board has established a sub-committee to look into the whole issue of the use of calculators in exams. John Cook (E.E. 2nd year, resident of New College) is currently convening a committee to prepare a submission to this committee that will reflect the above ELSOC policy. If you are interested in helping write that submission, contact John. It should be noted that it is always better to participate in any decision making process than to protest against a decision after it has been made.)

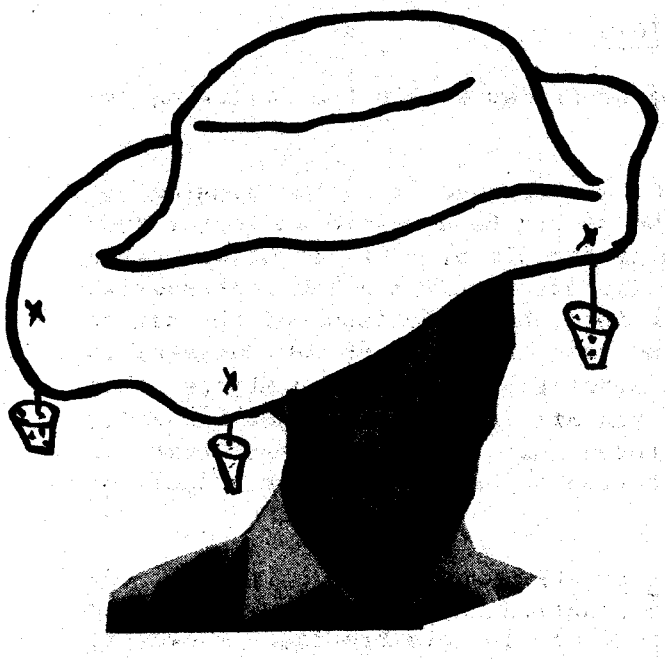
TWO - 6.010 - Electrical Engineering 1 : ELSOC would like to praise the laboratory program of 6.010. It's extensive practical component has been found most useful to students who lack previus experience in electronics. However, we do feel that the lecture content needs revision. Students have found the scope of these lectures to broad for effective study. Lecture time in 6.010 could be far better spent preparing students for later year study. If the lecture content of 6.010 was revised then lecturers of higher year Electrical Engineering subjects should be made aware that they may need to slightly alter the lecture content of their subject to allow for students who have had no previous contact with the material taught in that subject.

T-SHIRT COMPETITION

Due to a sad lack of entries ELSOC has closed the T-shirt competition without declaring a winner. So there won't be an Electrical Engineering t-shirt for this year; maybe next year we'll try it all again. Thank you to the FOUR people who made entries. Nice to know that their is someone out there after all.

THE DEATH OF YOBBUS REPULSIVIUS ?

Students in the Engineering Faculty were remarkably active around campus this year. Three Electrical Engineers ran for Tharunka editors as "The Professionals" and gave Newspeak and company quite a scare. Students in Civil and Electrical Engineering and Surveying were busy organising student evaluations of their subjects. ELSOC was so active that we've become something of an authority on how to organise these surveys and analyse the results. Also, so many students nominated for Faculty membership in Electrical Engineering that we're going to have to hold an election down here to decide who will actually get into faculty. These are all good signs. It suggests that the cliche engineer (remember the "Yobbus Repulsivius"...alcoholic, insensitive, obese, sexist, stupid?) may be a vanishing species. I really hope so.



ELSOC's

END OF YEAR DINNER

Friday, OCT 21st., Week 12

bushband

$12/HEAD , $22/DOUBLE mixed please.

3 course meal, cheap drinks. Bottom Floor Squarehouse.

Tickets available from your Friendly year Rep. or Rm 225 Jo