

## School of Chemistry

### Course Review: Unit Self-Evaluation 2016/17

<b>Unit title: CHEM10101</b>		
<b>Unit code: Introductory Chemistry</b>		
Unit co-ordinator: Nathan Owston		
No of students taking unit: 186		
Other teaching staff: Alan Brisdon, Mike Anderson, Jenny Slaughter		
Response rate: 34.4% (64/186)		
<b>General University Questions</b>	<b>Mean score</b>	<b>Previous Year</b>
Overall, I would rate this unit as being excellent	4.06	4.08
The feedback that I received on my work was helpful	3.88	4.11
This unit was well organised	3.98	4.23
The eLearning resources provided in this unit enhanced my learning experience	4.19	4.22
I found the tutorials linked to this course helpful	4.52	4.51
I found the supporting workshops for this course helpful	3.84	3.86
<b><i>Please summarise the main themes from students' comments:</i></b>		
<p>A diverse set of comments were offered by the cohort. Of particular note is the appreciation that the many students have regarding the interdisciplinary nature of the course in terms of the material presented, the interlaced manner of delivery (lectures/workshops/tutorials) and the way in which the module links to other areas of the first year program (labs). In addition, students generally felt that the module provided an appropriate level of challenge, both in terms content delivered and progression/transition from previous studies (including links to A-level).</p> <p>Academic staff delivering the lectures were praised for making the content interesting, engaging and accessible, criticism of individual staff was minimal. Online quizzes and other supporting materials provided were generally well received as an aid to understanding. Although not CHEM10101 specific, tutorials were typically highly valued by the cohort and viewed as supporting the lecture content. Some students felt that there could be better synchronisation of lecture/tutorial content (comment below). Workshops were somewhat more polarizing, being positively viewed by some students as integral to the course, whereas some students felt they were less effective and should not be compulsory. The timing/level/staffing of the workshops was a cause of concern for some.</p> <p>The organisation/timing of aspects of the course, particularly comments regarding the split of content after week 6, into "physical" and "organic" is worthy of note – students have raised this an issue for improvement and this will be addressed below.</p>		
<b><i>Please provide feedback to students comments:</i></b>		
<p>The module team thank the cohort for their feedback. Regarding the organisation of the course and the two streams "States of Matter" and "Structure and Reactivity" which run synchronously in weeks- 7-12, it should be noted for students that, following CHEM10101, semester 2 will deliver 3 (or more) distinct chemistry courses a week and that this theme will continue into years 2 and 3. It is</p>		

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hoped that, upon reflection, students view the split in weeks 7-12 as a stepwise introduction to this broadening of topics; the module team note that would be interesting to ask them now (in semester 2) to reflect on this point. However, we also note that it is encouraging that some students do not see divisions between units (or, indeed, within units).

The comments regarding the content/level/staffing of workshops will be discussed by the module team and raised at the school teaching committee. Regarding synchronisation of workshop/tutorial material with lecture content, the module team will thoroughly evaluate these aspects of the course and their timing prior to the next academic year. It should be noted however that these sessions are not solely for recasting of taught material but also to develop the capacity of students to tackle unseen material and solve authentic problems, including (but not limited to) those posed in examinations, and we invite the cohort to reflect on this as they tackle subsequent courses.