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30 Mei 2013

Navrae: Me Melanie Petersen, X3544
Verwysing: JACOBS_CHEM176_7827

DOSENT: Prof EP Jacobs
DEPARTEMENT: Chemie en Polimeerwetenskap
MODULE: Chemie 176: Groep 2

Op 28 Mei 2013 het SOL die elektroniese terugvoer van 52 studente oor bogenoemde module en dosent ontvang. Die terugvoer is afgeneem in die tydperk 7 Mei 2013 tot 16 Mei 2013.

Die terugvoer is ingedeel in sewe kategorieë:

1. Algemeen
2. Biografiese inligting van studente
3. Terugvoer oor die module
4. Geheelindruk van die module
5. Terugvoer oor die dosent
6. Geheelindruk van die dosent
7. Woordelike terugvoer van studente

Die analise van die data is in dieselfde volgorde gedoen. Vir afdelings drie en vyf word terugvoer as 'n gemiddelde punt op 'n kontinuum van een tot vyf gegee. Hierdie resultate word ook grafies voorgestel. Die geheelindruk van die module en dosent word as persentasies uitgedruk. Die ongeredigeerde woordelike terugvoer vanaf studente word aangeheg.

Let asseblief daarop dat die geheelindrukke van die module en dosent, soos aangedui in afdelings 4 en 6, onafhanklik van afdelings 3 en 5 bepaal is.

Vriendelike groete

Melanie Petersen
Senior Adviseur: Studenteterugvoer
SOL

Afskrif:

Dekaan:

Departementele Voorsitter:

Natuurwetenskappe

Chemie en Polimeerwetenskap

| | |
|----------------------------|------------------------------------|
| Module / <i>Module</i> : | Chemie 176: Groep 2 |
| Departement: | Chemie en Polimeerwetenskap |
| Dosent / <i>Lecturer</i> : | Prof EP Jacobs |
| Datum / <i>Date</i> : | 07-05-2013 |

Sentrum SOL
Onderrig en Leer

| | | | |
|--|----|--|----|
| Aantal respondente: Module <i>Number of respondent: Module</i> | 52 | Aantal respondente: Dosent <i>Number of respondent: Lecturer</i> | 52 |
|--|----|--|----|

Biografiese data / *Biographical Data*

| | Manlik | Vroulik |
|-------------------------|---------------|----------------|
| Geslag <i>Gender</i> | 33 | 19 |
| | 63.5% | 36.5% |

| | Afrikaans | Engels/English | isiXhosa | Tweetalig/ bilingual | Ander/Other |
|------------------------------------|------------------|-----------------------|-----------------|---------------------------------|--------------------|
| Moedertaal <i>Mother tongue</i> | 5 | 31 | 4 | 2 | 10 |
| | 9.6% | 59.6% | 7.7% | 4.0% | 19.2% |

Tweetalig/ bilingual: verskillende kombinasies van Afr /Eng/IsiXhosa en ander

| | 50-59% | 60 - 69% | 70 - 79% | 80-89% | 90%+ |
|---|---------------|-----------------|-----------------|---------------|-------------|
| Matriek-gemiddeld <i>Matriculation average</i> | 3 | 13 | 34 | 2 | 0 |
| | 5.8% | 25.0% | 65.4% | 3.8% | 0.0% |

| | Selde <i>Rarely</i> | Minder gereeld <i>Less regularly</i> | Altyd <i>Always</i> |
|--|-------------------------------|--|-------------------------------|
| Dui aan hoe gereeld jy klas bywoon <i>Indicate how often you attend class</i> | 0 | 2 | 50 |
| | 0.0% | 3.8% | 96.2% |

| | 1-2 ure / hours | 3 - 4 ure / hours | 5 - 6 ure / hours | 7 - 8 ure / hours | 9+ ure / hours |
|---|----------------------------|------------------------------|------------------------------|------------------------------|---------------------------|
| Gemiddelde aantal ure per week buite klas spandeer aan module <i>Average number of hours per week spent outside the class on this module</i> | 4 | 23 | 16 | 4 | 5 |
| | 7.7% | 44.2% | 30.8% | 7.7% | 9.6% |

| | Ja/ Yes | Gedeeltelik/ Partially | Nee/ No | Neutraal/ Neutral |
|--|--------------------|-----------------------------------|--------------------|------------------------------|
| Tevrede met die taal van onderrig? <i>Satisfied with the language of tuition?</i> | 49 | 2 | 0 | 0 |
| | 96.1% | 3.9% | 0.0% | 0.0% |

| | Ja/ Yes | Soms / Sometimes | Nee/ No | Weet nie / Don't know |
|---|--------------------|-----------------------------|--------------------|----------------------------------|
| Is die taal van onderrig in lyn met taalspesifikasies vir die module? <i>Is the language of tuition in the class in line with the language specification for the module?</i> | 48 | 3 | 0 | 1 |
| | 92.3% | 5.8% | 0.0% | 1.9% |

Module / Module

| | Gemiddeld Average ⁽¹⁾ | Stadig Slow | Medium | Vinnig Fast | N.v.t. N/A |
|--|---|--------------------|---------------|--------------------|-------------------|
| Tempo van die module: <i>Pace in this module:</i> | 3.04 | 5 | 39 | 7 | 0 |
| | | 9.8% | 76.5% | 13.7% | |

| | Gemiddeld Average ⁽²⁾ | Maklik Easy | Medium | Moeilik Difficult | N.v.t. N/A |
|---|---|--------------------|---------------|--------------------------|-------------------|
| Moeilikheidsgraad van module, relatief tot ander modules hierdie jaar gevolg: <i>Module difficulty, relative to other modules followed this year, was:</i> | 3.2 | 4 | 35 | 12 | 0 |
| | | 7.8% | 68.6% | 23.5% | |

| | Gemiddeld Average ⁽³⁾ | Laag Low | Medium | Hoog High | N.v.t. N/A |
|--|---|-----------------|---------------|------------------|-------------------|
| Werkklading van module, relatief tot ander modules hierdie jaar gevolg: <i>Module workload, relative to other modules followed this year, was:</i> | 3.3 | 2 | 36 | 14 | 0 |
| | | 3.8% | 69.2% | 26.9% | |
| My vlak van belangstelling in hierdie module, voordat ek daarmee begin het, was: <i>My level of interest in this module, before the start of this module was:</i> | 3.2 | 13 | 17 | 21 | 0 |
| | | 25.5% | 33.3% | 41.2% | |
| My vlak van belangstelling in hierdie module teen die einde van die jaar was: <i>My level of interest in this module, towards the end of the year was:</i> | 4.0 | 3 | 7 | 42 | 0 |
| | | 5.8% | 13.5% | 80.8% | |

(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**.

Module / Module : **Chemie 176: Groep 2**
Prof EP Jacobs

07-05-2013

| | Ja Yes | Nee No | NVT NA |
|---|-----------|-----------|-----------|
| 1. Die module uitkomst is aan my gekommunikeer <i>The module outcomes were communicated to me.</i> | 48 96% | 2 4% | 0 0% |

| | Gemiddeld Average (4) | Getal / Number | | |
|---|-----------------------------|---------------------|----------------------|--------------------|
| | | Verskil Disagree | Neutraal/ Neutral | Stem saam Agree |
| 2. Die module het gestelde uitkomst bereik. <i>The module achieved its stated aims.</i> | 3.9 | 1 | 12 | 39 |
| 3. Die relevansie van hierdie module tot die program was vir my duidelik. <i>I was able to see the relevance of this module to my programme.</i> | 4.0 | 2 | 13 | 36 |
| 4. Die assessering (bv toetse, werksopdragte) in hierdie module het my gehelp om te leer. <i>Assessment (e.g. Test, assignments) in this module assisted me to learn.</i> | 4.4 | 0 | 4 | 48 |
| 5. Ek het voldoende terugvoer oor my werk in hierdie module ontvang. <i>I have received adequate feedback on my work in this module.</i> | 4.1 | 0 | 10 | 42 |
| 6. Duidelike riglyne vir alle assesseringstake is in hierdie module gestel. <i>There were clear guidelines for all assessment tasks in this module.</i> | 4.0 | 3 | 7 | 42 |
| 7. Die bronne vir leer wat vir hierdie module voorsien is (bv die handboek), het my gehelp om effektief te leer. <i>The learning resources provided for this module (e.g. the textbook) helped me to learn effectively.</i> | 4.2 | 2 | 5 | 45 |
| 8. Die keuse van temas en voorbeelde was effektief t.o.v. module-uitkomst. <i>The choice of topics and examples were effective w.r.t. module outcomes.</i> | 4.1 | 0 | 10 | 42 |
| 9. Die fisiese onderrig- en leerruimtes (bv klaskamer groottes, beligting) wat vir hierdie module gebruik is, was voldoende. <i>The teaching and learning spaces (e.g. classroom size, lightning) uses for this module were adequate.</i> | 4.2 | 2 | 4 | 46 |
| 10. Die module was goed gestruktureerd. <i>The module was well structured.</i> | 4.4 | 1 | 3 | 48 |
| 11. Hierdie module het my vaardighede in kritiese denke, analise en oplossing van probleme, kommunikasie ens. help ontwikkel. <i>This module has helped me develop my skills in critical thinking, analysis and problem solving, communication, etc.</i> | 4.2 | 2 | 5 | 45 |

(4) **Terugvoer oor module op 'n skaal van 1 tot 5** (1= Verskil sterk en 5 = Stem volkome saam):

In die tabel hierbo is Verskil sterk en Verskil saam gegroepeer as **Verskil** en Stem saam en Stem volkome saam as **Stem saam**.

Feedback on module on a scale of 1 to 5 (1= Disagree strongly and 5 = Agree strongly):

In the table above Disagree strongly and Disagree are grouped as **Disagree**, and Agree and Agree Strongly as **Agree**.

Geheelindruk van module / General impression of module ⁽²⁾

| | | | |
|---|-----------------------|--------------|--------------------------|
| Gemiddelde persentasie / Average percentage | 80% | | |
| Verspreiding van module punt Distribution of module mark | Bo gem. Above avg. | Gem. Avg. | Onder gem. Below avg. |
| Bo gemiddeld >=75%, Gemiddeld 50-74%, Onder gemiddeld <50% Above average >=75%, Average 50 - 74%, Below average <50% | 43 | 9 | 0 |

Dosent / Lecturer: **Prof EP Jacobs** 07-05-2013
Chemie 176: Groep 2

| | Gemiddeld Average (5) | Getal / Number | | |
|---|-----------------------------|---------------------|----------------------|--------------------|
| | | Verskil Disagree | Neutraal/ Neutral | Stem saam Agree |
| 1. Die dosent was entoesiasties <i>The lecturer was enthusiastic.</i> | 4.5 | 0 | 3 | 49 |
| 2. Die dosent se verduidelikings was duidelik. <i>The lecturer's explaining was clear.</i> | 4.2 | 1 | 7 | 44 |
| 3. Die lesings was goed gestruktureerd. <i>Lectures were well structured.</i> | 4.5 | 0 | 4 | 47 |
| 4. Die dosent was goed voorberei. <i>The lecturer was well prepared.</i> | 4.7 | 0 | 2 | 50 |
| 5. Terugvoer op take en toetse het stiptelik plaasgevind. <i>Feedback on task and test was given promptly.</i> | 4.2 | 1 | 5 | 46 |
| 6. Studente is aangemoedig om deel te neem aan module (bv vrae vra, voorstelle maak). <i>Students were encouraged to participate in module (e.g. to ask questions, make suggestions)</i> | 4.4 | 0 | 3 | 49 |
| 7. Studente het betekenisvolle terugvoer ontvang. <i>Students received meaningful feedback.</i> | 4.3 | 0 | 5 | 47 |
| 8. Die dosent was toeganklik vir studente. <i>The lecturer was accesible to students.</i> | 4.4 | 0 | 5 | 47 |
| 9. Die dosent het my belangstelling in die onderwerp laat verdiep. <i>The lecturer has increased my interest in the subject.</i> | 4.3 | 0 | 8 | 43 |
| 10. Die dosent was intellektueel stimulerend. <i>The lecturer was intellectually stimulating.</i> | 4.3 | 1 | 7 | 44 |
| 11. Studente in hierdie module is regverdig en met respek behandel. <i>In this module, students were treated fairly and with respect.</i> | 4.3 | 0 | 6 | 46 |

(5) **Terugvoer oor dosent op 'n skaal van 1 tot 5** (1= Verskil sterk en 5 = Stem volkome saam):

In die tabel hierbo is Verskil sterk en Verskil saam gegroepeer as **Verskil** en Stem saam en Stem volkome saam as **Stem saam**.

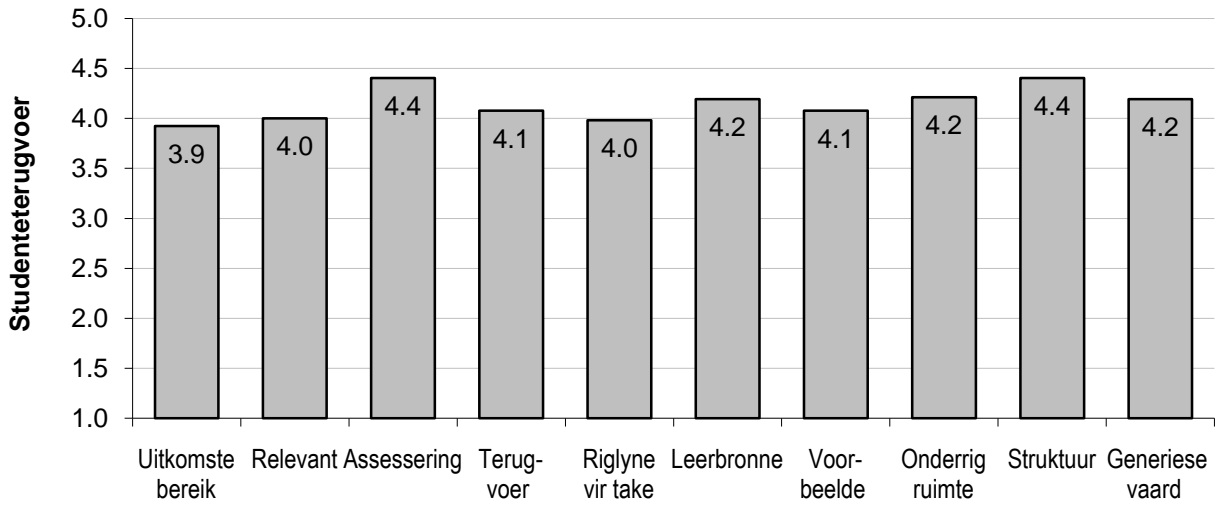
Feedback on lecturer on a scale 1 of to 5 (1= Disagree strongly and 5 = Agree strongly):

In the table above Disagree strongly and Disagree are grouped as **Disagree**, and Agree and Agree Strongly as **Agree**.

Geheelindruk van dosent / General impression of lecturer

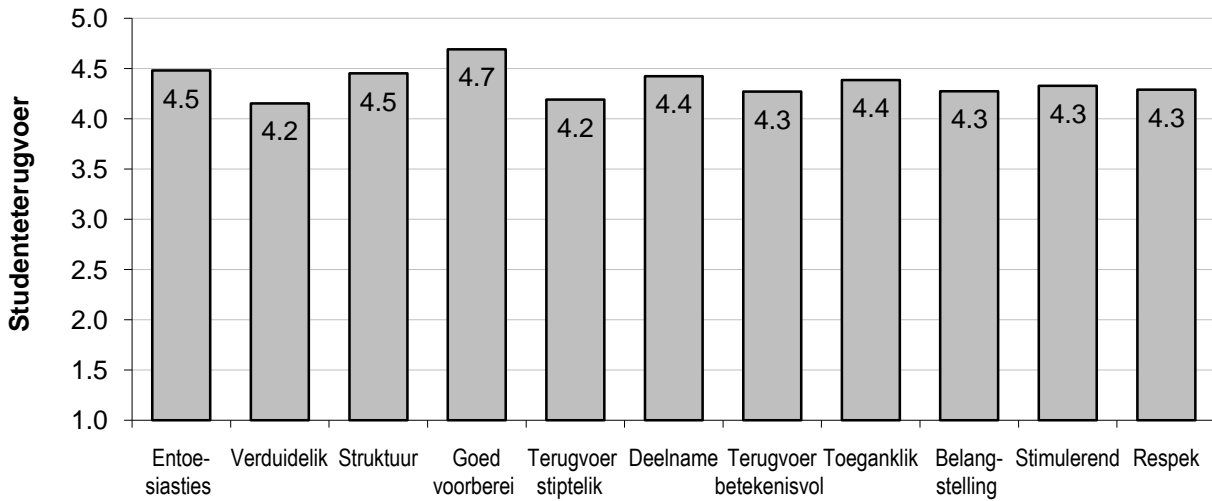
| | | | |
|---|-----------------------|--------------|--------------------------|
| Gemiddelde persentasie / Average percentage | 86% | | |
| Verspreiding van dosente punt Distribution of lecturer mark | Bo gem. Above avg. | Gem. Avg. | Onder gem. Below avg. |
| Bo gemiddeld >=75%, Gemiddeld 50-74%, Onder gemiddeld <50% Above average >=75%, Average 50 - 74%, Below average <50% | 45 | 7 | 0 |

Gemiddeldes vir Chemie 176: Groep 2



Aantal respondente / number of respondents = 52

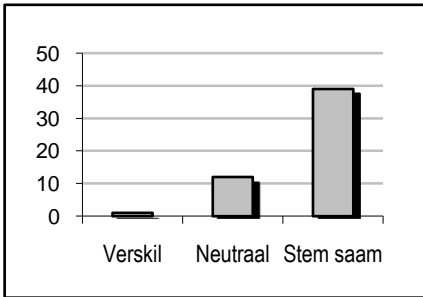
Gemiddeldes vir Prof EP Jacobs



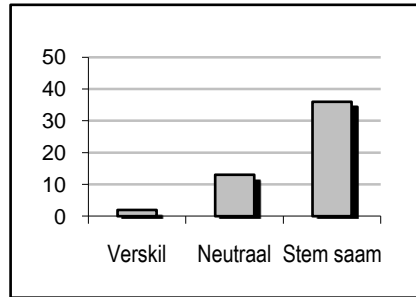
Aantal respondente = 52

Chemie 176: Groep 2

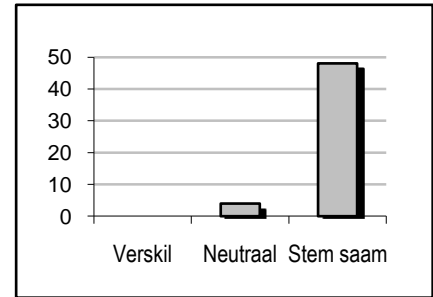
1. Die module het gestelde uitkomst bereik.



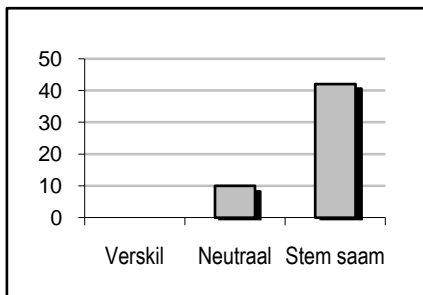
2. Die relevansie van hierdie module tot die program was vir my duidelik.



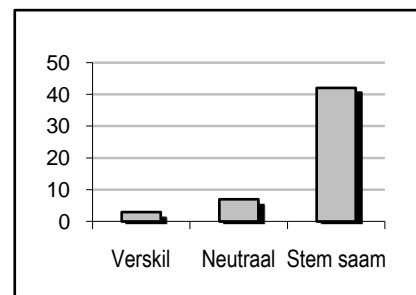
3. Die assessering (bv toetse, werksopdragte) in hierdie module het my gehelp om te leer.



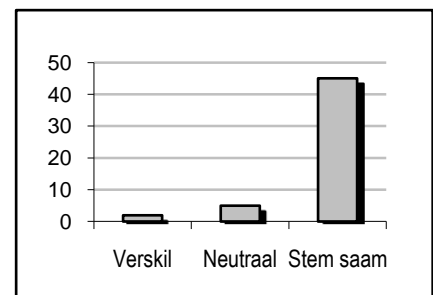
4. Ek het voldoende terugvoer oor my werk in hierdie module ontvang.



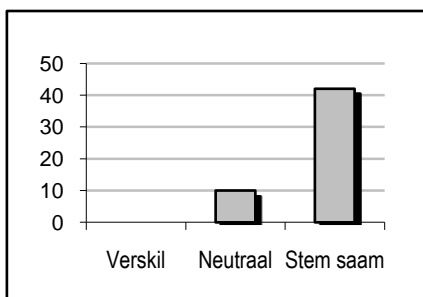
5. Duidelike riglyne vir alle assesseringstake is in hierdie module gestel.



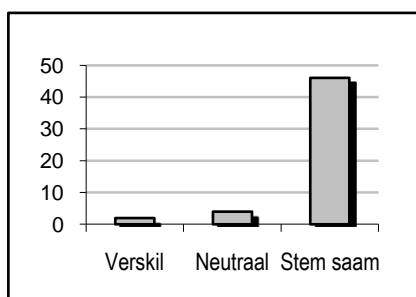
6. Die bronne vir leer wat vir hierdie module voorsien is (bv die handboek), het my gehelp om effektief te leer.



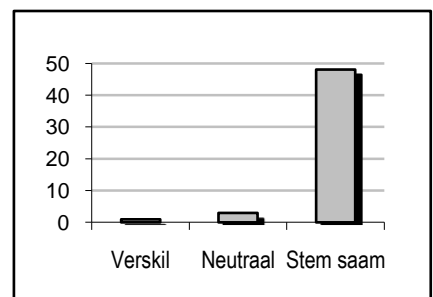
7. Die keuse van temas en voorbeelde was effektief t.o.v. module-uitkomst.



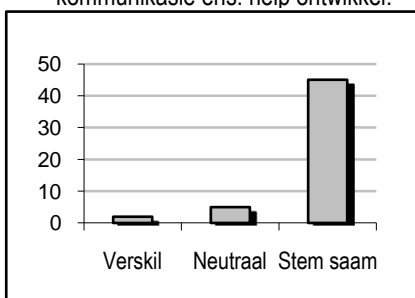
8. Die fisiese onderrig- en leerruimtes (bv klaskamer groottes, beligting) wat vir hierdie module gebruik is, was voldoende.



9. Die module was goed gestruktureerd.



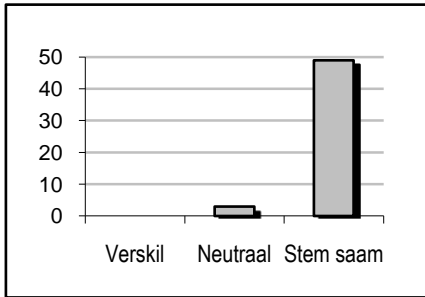
10. Hierdie module het my vaardighede in kritiese denke, analise en oplossing van probleme, kommunikasie ens. help ontwikkel.



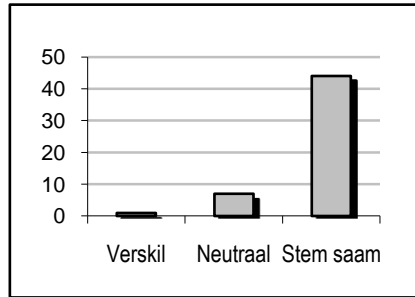
Aantal respondente / Number of respondents: 52

Prof EP Jacobs

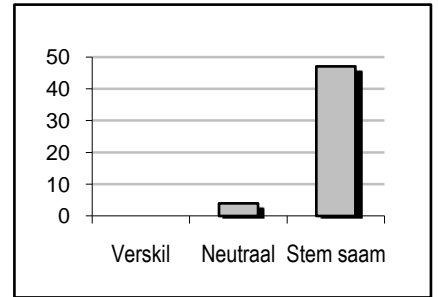
1. Die dosent was entoesiasies



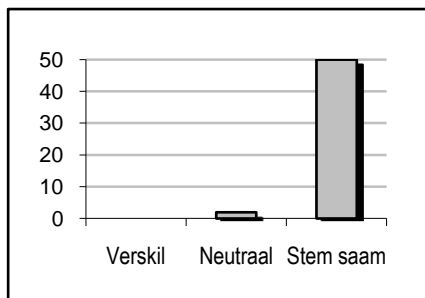
2. Die dosent se verduidelikings was duidelik.



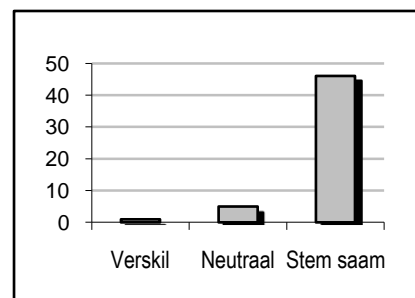
3. Die lesings was goed gestruktureerd.



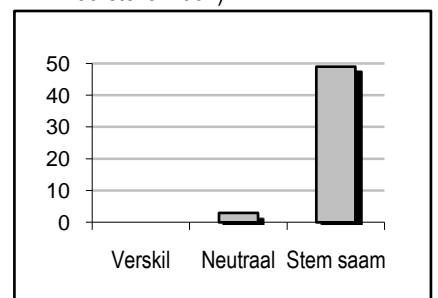
4. Die dosent was goed voorberei.



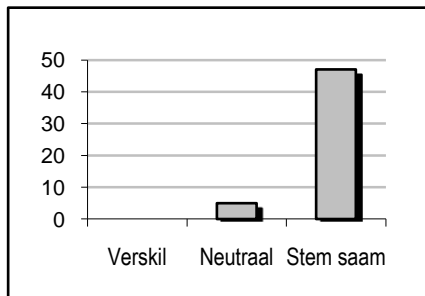
5. Terugvoer op take en toetse het stiptelik plaasgevind.



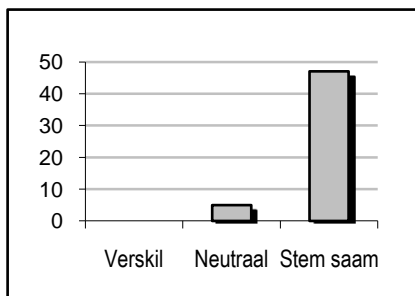
6. Studente is aangemoedig om deel te neem aan module (bv vrae vra, voorstelle maak).



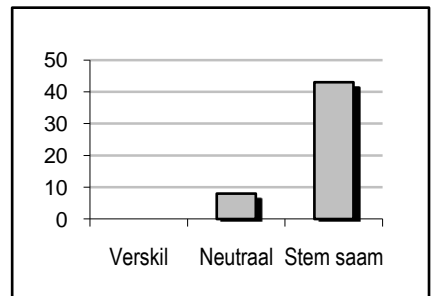
7. Studente het betekenisvolle terugvoer ontvang.



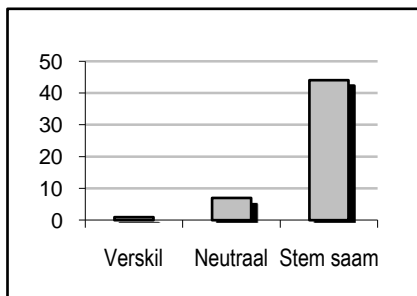
8. Die dosent was toeganklik vir studente.



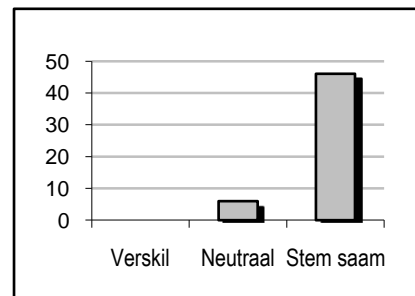
9. Die dosent het my belangstelling in die onderwerp laat verdiep.



10. Die dosent was intellektueel stimulerend.



11. Studente in hierdie module is regverdig en met respek behandel.



Aantal respondente / Number of respondents: 52

Wat was die beste aspekte van die module Chemie 176: Groep 2?

What were the best aspects of the module Chemie 176: Groep 2?

- The day to day problem solving and not sitting in a formal lecture
- Writing the test and having the feeling that I understand the work, also the way in which the work is conveyed to the students
- every week I am tested via tutorials. absolutely productive
- The fact that everything is not so straight forward and you have to think critically before giving an answer. The cooperative learning method also worked for me, as it allowed me to share my views with other students.
- working in groups
- The best aspects of this module to me, as a student was the fact that we worked in classes and tutorials, this helped me work on my communication skills, and helped my learning process improve ten-fold by providing a deeper understanding of the content of the work.
- Working in groups.
- Working as teams, especially on the last questions of our tutorials (question set 4). This gives us enough time to come up with our different views and end up making one conclusion. The work seems to be so limited when you work with others
- I have never been a fan of working constantly on one subject and in this it would be one module but Chemistry 176 keeps me motivated for the next lesson. Cooperative learning is probably the best method of learning ever implemented in a university. Prof Jacobs is brilliant and his passion for chemistry would make you want to consider changing your degree to chemistry or something relating to that. I have friends that were in EDP last year and they all told me how the core modules are actually the best and most interesting especially Chemistry 176.
- The group dynamic of the module.
- The whole module was interesting.
- I WENT THROUGH THE CONCEPTS WHEN I WAS ON HIGH SCHOOL IT WAS REVISION MOSTLY BUT I UNDERSTAND OLDER BOOKS BETTER
- Learning Dimensional Analysis
- Dimensional analysis which helps in obtaining accurate answers and saves time when you work in the exam.
- team work, working with the other group members helps to learn more effectively
- It allows me to work with other people so I get the reasoning of my peers which help me to get a better understanding.
- the dimensional analysis
- group learning
- This module well-structured. I say this because the learning environment was quite welcoming. Adding to that, this module has not only improved my thinking skills but it has made me grow as an individual in terms of being able to integrate and be able to work with other people.
- Learning in a group. This helps me learn better as I can help the other members and they help me. We teach each other, so understanding the work is much easier
- I think that cooperative learning definitely assisted me in achieving more than I would if I was working alone. The module is really structured in a professional manner that contributes immensely to the learning experience. Even though there are certain drawbacks like individual performance is reliant on the rest of the group ultimately bigger picture of achieving the desired outcomes is achieved. A learning style that should be adopted in more other subjects.
- The ability to think outside the box
- group discussions
- The way to go about the work, instead of focusing on specific answers we learnt to tackle problems.
- Group work and working out examples of questions in class. It forces us to test our knowledge. Fun and interesting way of learning (colour cards and white boards)
- Group work has motivated me the most. It is almost like I am a tutor myself and so are the rest of my group members.
- Chemistry is a very 'hands on' subject and this is why I feel that the lectures are the best part of this module because it promotes active participation and cooperative peer learning through work.
- understanding the concepts better

- The group work we did helped me with working in groups and also it took a lot of the weight of the work off from me cause each person in the group had their own part they had to contribute
- We have not completed the entire module, but the best aspect of the module so far is stiochiometry.
- the tests
- The way we were able to work within a group and learn together as well as teach one another. This helps us to understand because it is communicated on my level of understanding. we also get a lot /enough practical examples to work through which helps a lot.
- Dimensional Analysis. The best aspect of this module for me was that there was constant repetition of the work which was drilled into our heads weeks upon weeks and by the time we wrote tests, it was so natural for most of us to do the calculations without hesitation. what i really enjoyed was the interactive learning, almost like challenging each other in class, which subconsciously improved the amount of work we know. this really helped us understand the concepts of our work and also helped pace our thoughts. im not suprised that four of our students recieved A's for the tests. #swag
- That is was interesting to learn about substances and the practicle on precipitations.
- Working in a group and starting to see and learn from the ways others think.
- Interactive learning and groupwork
- learning about dimensional analysis
- Co-operative learning
- I am able to communicate efficently with others
- None.
- The fact that we work in groups and that the lecturer is awesome.
- learning soft skills- working in groups (challenging at the most of times)
- The way we are taught. We are forced to be active and productive in this module. It is better than simply sitting in class, listening to the lecture and making a few notes. This method of teaching has improved my marks and understanding of the module. For the first time, I enjoy chemistry and understand it much better.
- the best aspect is being able to communicate with others and having the ability to interact during class where you can learn on an active level and take in more. chemistry is a thinking module and this subject needs analysis and plenty of questioning as we have to understand what we are doing.
- I think the best aspect is the groupwork. You are more motivated to do the work because if you don't you don't only let yourself down but the group. The fact that we have quizzes every lesson helps us learn the work so as to not look unprepared and clueless during classtime.
- stoichiometry
- Gives you knowledge for the future.
- co-operative learning
- The lecturer technics of teaching are good.
- The peer-assisted learning technique used in class vastly assists in the learning process, coupled with the interactive teaching method used by Prof. Jacobs
- Great Lecturer who teaches very well in my opinion. Thoroughly enjoyed the Stoichiometry section.

Watter aspekte van die module Chemie 176: Groep 2 kan verbeter?

What aspects of the module Chemie 176: Groep 2 need improvement?

- Restructuring of the groups to sort out the issue of hitchhikers because I do not believe that any student should have a responsibility to babysit other students. If they try to change the situation and it does not change, then the member should be changed.
- nothing
- groups should be altered every semester
- So far ,i am happy with what is offered and i wouldn't want any changes
- i honestly think the module is perfect, only hitch hakers must be identified and helped in some way
- I can not recollect any aspects in this module that need improvement.
- If the lecturer sees that we moving at a faster pace,then he must create time for us to ask questions about previous chapters
- None.
- Maybe some places in the module can be explained in more detail.
- THE LANGUAGE STRUCTER..I COME FROM A DIVER BACKROUND WHERE ENGLISH WASNT A HOME LANGUAGE IT BE OK TO HAVE A TRANSLATION SOMETIMES
- I think that the practicals should have been introduced earlier to stimulate an increased interest in the theoretical side of the module.
- Lectures some times need to be explained clearly.The cards and groups are fine but certain and important aspects should not be over looked, they should be explained because most often our group members and the class choose an answer and it is correct but one member does not understand why this is so. This does not indicate that we all understand what just happened.
- n/a
- For me personally I like this module as is. I am always on track because nothing is too fast or to slow
- no aspect need improvement at the moment
- students need to work better together
- There's nothing much I can say with regards to this question. I feel like all the tools you need to pass this module are given to you. However, if forced to answer this question, I would suggest that extra classes should be provided. This will help sturggling students to be able to catch up or revise on the particular topic, which is done in the module.
- Nothing really. This module is the only module I am looking forward to in the week. We have a good lecturer and my group helps each other out, so I see no complaints
- The Tutorial facility is somewhat cramped up and at times inadequate ventilated.
- Seating: My group constantly sits at the back of the class which ristricts our ability to focus.
- It would be nice if the concepts were re-integerated/explained to see if we understand what we had read in the textbook instead of jumping straight into examples.
- The level and pace and more complex examples.
- Just a basic lesson on how to work in the lab. What equipment is meant for what and rules etc. Practical in lab often leaves students in confusion for about the first 10min.Better TUT location. Class is too small and stuffy.
- I think you can never have enough group development skill, therefore I feel it important to constantly improve communication skills.
- we need to work faster
- The current section we are doing, which is based on acids and bases. However, i firmly believe that i just need more practice in this area.
- practicals
- Nothing
- none.
- More examples.
- Lecturers should be more strict on roles that members play, members need to change roles more often. They could also make academic competitions weekly as it would motivate individuals to study harder and win to get satisfaction.
- More examples need to be made before an exercise is given

- none
- none
- System of giving notes to students
- Satisfied with current modules.
- None.
- nothing.
- The way the instructions for our practicals are set can sometimes be a bit confusing and slightly ambiguous. Students often have to ask around as they are unclear about what exactly they must do. Otherwise the aspects of the module are only working towards our own benefit.
- improvement i disagree.i think the optimum is being done to help students
- I don't think anything needs improving except maybe there needs to be harsh consequences that face hitch hikers.
- nothing that i can think of
- Nothing.
- group work
- Students must be given assignments for practise
- n/a
- None.

Aspekte van dosent se onderrigstyl wat behou moet word.

Aspects of the lecturer's teaching that should be maintained

- The structuring of the lectures is an ace. I must say that I believe the class has good results because of this way of teaching and learning. That is a go ahead.
- the way in which the work is taught and the presence in which the lecturer teaches the work and his attitude towards the students
- Ask question during lecture and explain answer
- He must remain available to us as he is now
- The posting of relevant video clips on webstudies that assists our learning as students
- the enthusiasm that is presented during every class should be maintained, as this keeps students engaged and interested in the subject. Also the way we learn concepts is extremely effective when we have to work out a problem on the board and choose the appropriate colour to co-incide with the correct answers colour.
- The use of cards for answering questions.
- tutorial question set and the last question allowing us to work as teams preparing slides and more examples compared to the test book motivating us going extra miles to make it a point that we understand what we are doing being patient with those who don't understand giving us the chance to ask questions
- The way Professor Jacobs is always prepared is just the best thing about lectures, the lecture slides move smoothly and orderly. Cooperative learning is also one of the best aspects of Chemistry 176.
- The enthusiasm he has when presenting the lecture.
- The questions that are given us to be worked out in our groups.
- ITS DIFFICULT FOR ME TO CONCERNTRATE ON WHAT HE SAYS WHEN THE OTHERS ARE BUSY DOING OTHER THINGS AND MAKING NOISE
- The slide shows are an intricate work of art and are visually appealing. The learning method (assisted learning) that Professor Jacobs encourages makes the class enjoyable and easier than the other modules. The best thing however, was the unrelenting pursuit of dimensional analysis.
- Participation and contribution, lecturer does not want guess work but an explanation why you as a group obtained a certain answer. Everyone in the group must contribute and be involved in problem solving, this makes the class interesting and educative.
- the enthusiasm and passion for chemistry
- The way our lectures are given is not that formal and that is what makes it interesting.
- no aspects
- all
- The lecturer should maintain his standard of teaching. His way of teaching has not only increased my knowledge on the module but it has also increased my level of interest for the module.
- All aspects of the lecturer's teaching should be maintained because his way of lecturing is effective and enjoyable, so students are more concentrated and focus. The students can get the best of the lecture
- The enthusiasm and passion should be maintained. by the lecturer. It is always refreshing to experience a lecturer that is so keen in his subject matter.
- all
- his enthusiasm
- The atmosphere created by the lecturer, and the way he creates a broader understanding in chemistry and not just specific content.
- Well prepared and organised. Very enthusiastic about module. Very passionate about the students and their progress.
- Interactive learning...
- use of language should be correct but not too formal as it could possibly create confusion or encourage boredom
- way of explaining
- The style of lectures should stay the same.
- The group system works well as well as powerpoint.
- the manner in which the lecturer teaches

- The slides that the lecturer puts together, with the more difficult exercises.The lecturers enthusiasm about he' subjectThe lecturers helpfulness with any and all problems
- everything.
- Excitement about the module
- All of them, all the lectures teaching aspects are effective
- Clarity, slides used to portray the lecture, elaboration
- the way he presents lectures
- Respect for learning
- Positive attitude and joyous mood
- Everything.
- Everything he does.
- well structured lectures and everything else
- Encouraging us to think about what we are learning and to ask questions such as how and why. Giving each person an opportunity to fully understand and put into practice what they have learnt. Keeping us active in what we are learning and sparking an interest in all aspects of the module. Lecturer is open to questions and always willing to help and explain when necessary.
- working in groups. this allows you to think from different aspects and another way to pick up skills on how to work in groups
- I think everything is going well the lecturer goes above and beyond to keep us motivated and he helps to not be satisfied with mediocrity.
- nothing that i can think of
- Nothing.
- explaining
- Silence of students and the group work
- The overall teaching style
- Great interaction With the Students. encourages group work, which I wasn't too enthusiastic about at first but he motivated me to stick with it and try it. Very open and accessible while holding a respect for the students for which they respect him.

Aspekte van dosent se onderrigstyl wat verbeter kan word.

Aspects of the lecturer's teaching that need improvement.

- None that I have noticed.
- nothing
- ...i see no need for improvement...
- Do not quickly move the slides ,sometimes one needs more time to let a question sink into their brain
- i would suggest that the lecture may open a session when ever we finish a topic specially for question
- I can not think of any improvements that need to be made
- none
- None.
- I believe that the teaching style is effective and don't need to change.
- A MIC WOULD WORK BUT THEN THE SOUND MUST BE CLEAR..OTHERWISE EVERYTHING IS ALL GOOD
- I think that the module should be taught at a slightly faster pace.
- There is nothing I can think off.
- n/a
- Nothing
- no aspects at the moment
-
- An aspect for me, which I think that lecturer's teaching would need improvement, would be to give the class spot tests. This will ensure that all students in the class understand the topic, which is being done in the lecture.
- None
- I think that at the beginning of the year, the lecturer should give a brief profile as to who he is what he has done and his pedigree. In that way the student will come to appreciate and see the lecturer in a more admirable way.
- I think that the slide shows should be available to students as we are not able to take down notes as quickly as the slides progress
- needs to explain concepts
- None.
- None
- none
- need to work faster
- I have no improvements to suggest.
- making chemistry more simple, at times words and concepts are used that I never heard before
- The level of understanding behind what he explains and expects us to is a bit high
- nothing
- Speak clearer
- None
- examples made and explanation to solutions that most of the students get wrong during interactive learning
- provide notes
- None except for maybe speaking a liittle louder during lectures
- The ability to give notes to the class
- None that I can think of.
- None.
- neutral
- None!
- none
- Nothing.
- nothing that i can think of
- Nothing.
- Giving attention to students who find it difficult to understand quickly.

- Connecting with students more
- n/a
- Relies too much on questions on the board while often not lecturing which(in my opinion) slows down the progress slightly.

Wat is die beste aspek ten opsigte van die taal van onderrig in die klas?

What is the best aspect with regard to the language of tuition in the class?

- English is used and the greatest thing about English is that it is understood by most people.
- it makes it clear to understand what is being said
- when I do not understand a term, and it is explained, I understand.
- When I ask a question in English, I get my answer in pure English, which is English that is not mixed with Afrikaans words
- I would suggest the use of language that will be understandable to all students in class....
- The language being used is my home language, so there are no language barriers and a full understanding of what is being explained is achieved.
- Everyone understands the language. Therefore there are no communication breakdowns.
- we all understand the language and the lecturer sticks to it. He does not change or mix languages in class
- I understand the definitions and work very well
- The lecture is able to speak English well.
- All of the work is effectively taught to us in terms of language.
- I CAN HEAR HIM SPEAK BUT SOMETIMES ITS HARD TO LISTEN BECAUSE IM MOSTLY FOCUSING ON WHAT HE IS SAYING NOT THE MESSAGE
- The English used is easily understandable.
- Lecturer tries in some ways to explain a concept or simplify it so that we understand it.
- every one is able to communicate equally
- We communicate in a language that everyone understands
- the lecturer speaks in English only
- i can understand
- The best aspect with regard to the language of tuition would be the fact the module is being taught in a language that everyone is able to understand. The use of language ensures a clear understanding amongst the class is achieved..
- The best aspect of the language of tuition in the class is that it is my home language, so I understand the work better
- Its in a language that i understand
- none
- n/a
- There is a casual tone with the right amount of professionalism. The class is more like a discussion which is a good learning environment.
- The whole class consists of English students, so lectures are always in English which suits everyone.
- The fact that most of us are English makes it better for all because we all understand each other.
- its formal but not too difficult for us to understand
- you can understand
- The best aspect is that we all can understand each other as well as communicate effectively.
- i understand the language
- Don't know
- the fact that we can communicate with a bit of slang here and there with jokes and stuff but also on a serious note speak proper English, makes the class very enjoyable
- I can understand easily making learning easier.
- It is my home language and understanding and interpretation of questions are easier
- the lectures are understandable
- I can understand everything that is being discussed
- The lecture is better communicated and understood
- I understand what is being said
- None.
- Its in English the my 1st language.

- I learn in English, hope it stays like this for the rest of my 5 years in Stellenbosch university.
- Lecturer's use of language is very good when explaining and communicating to students. The use of language makes the work clear and easily understood on our level of thinking.
- i get to follow the lecture with ease
- It is a language that everyone understands well and there has been no miscommunication in any way thus far.
- i'm able to understand the lecturer very clearly
- Everyone understands each other.
- it is a language of my choice
- More english ought to be used
- It is my home language, therefore I clearly understand.
- Comes across clearly without fumbling for words

Op welke manier sou jy taalgebruik in die klas anders wou sien?

In which ways would you prefer to see the use of language in the class differently?

- None
- no way the use of language is universal and everybody can understand
- no ways.
- in no way
- So far the use of language is accomodating and understandable
- The use of language is excellently used in class, I can see no further improvements that need to be made.
- the way that is uded now is the best. I would not want to see any changes
- No other ways. The way in which language is being used is fine.
- There is nothing that needs to change in terms of language.
- NONE ITS ALL GOOD
- None.
- Language usage is fine.
- none
- I don't really care about the language.
- more english
- no way
- In my opinion, the use of language in class is perfect as it is. I feel that no alterations are needed to be made.
- None.
- The language is fine as it is
- none
- n/a
- None.
- None
- I would not change a thing about the language policy
- no ways
- The means of communication in lectures is effective and therefore i have no suggestion.
- no way
- N.A
- none.
- No other ways.
- None
- none
- none
- none
- N/A
- None.
- None.
- no other ways, perhaps other subjects but not chemistry.
- No need for any changes. As an English and Afrikaans speaking student, I always understand what is being said and clear on what to do. Students that only understand English should not be experiencing any problems at all as everything is communicated in English and easily understood. Afrikaans students should not experience problems either as use of language is clear and easily understood even if their English isn't very good.
- no way differently
- None at all.
- with words that are more complicated
- Nothing.
- I prefer it in the same way it is currently being presented
- It is okay as of now
- n/a
- None