

## Course and teaching feedback - Semester 2, 2025

# Course report SLAT7855 7560-60760



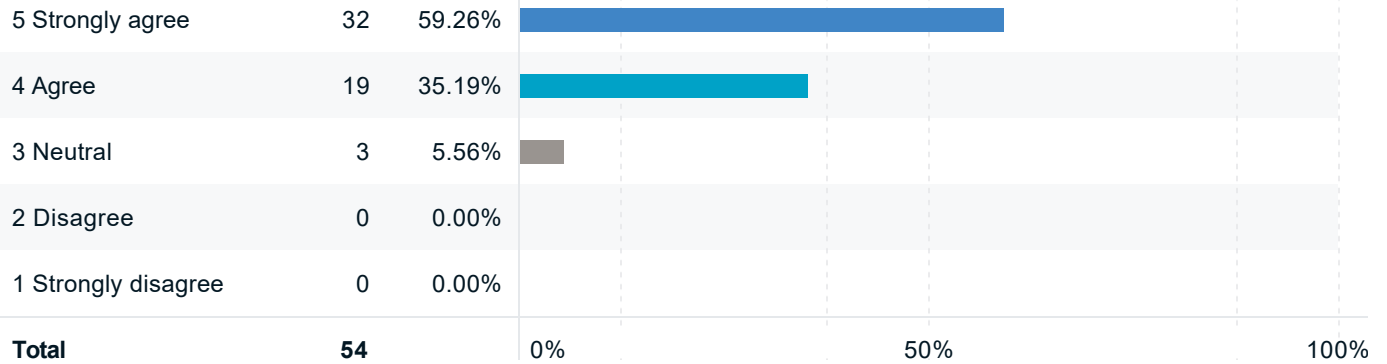
Created **Monday, December 8, 2025**



**Participants:** 83  
**Responses Received:** 54  
**Response Rate:** 65.06%

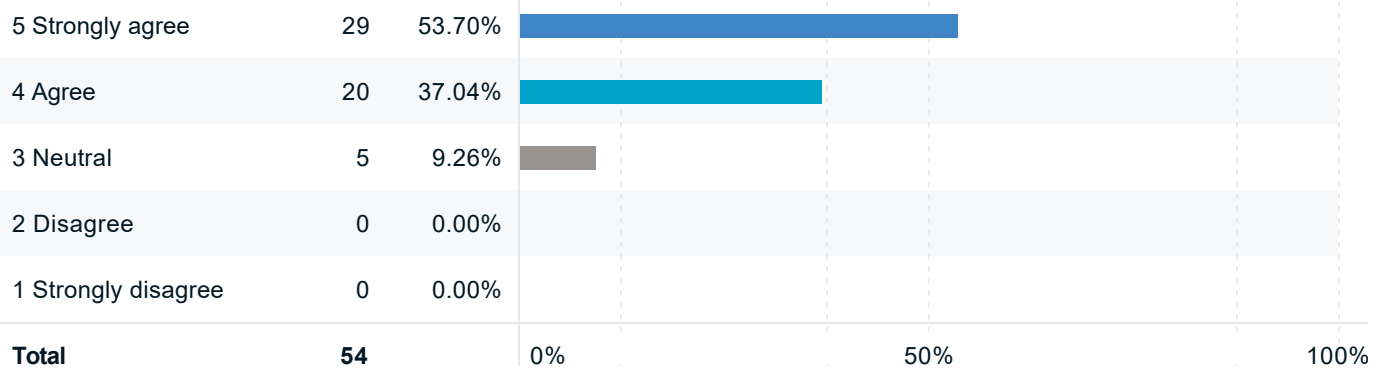
## Course feedback

### 1. I had a clear understanding of the aims and goals of the course.



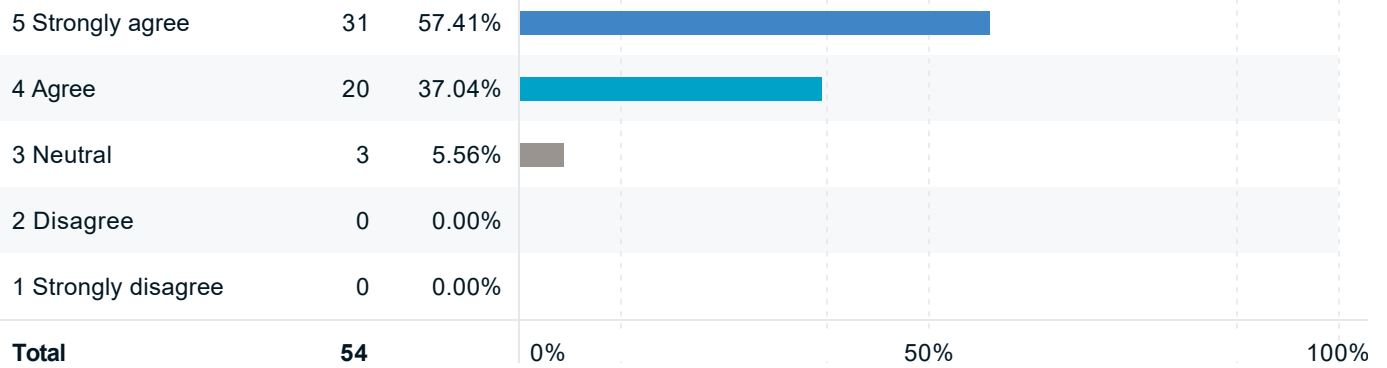
Statistics	Value
Mean	4.54
Standard Deviation	0.61

### 2. The course was intellectually stimulating.



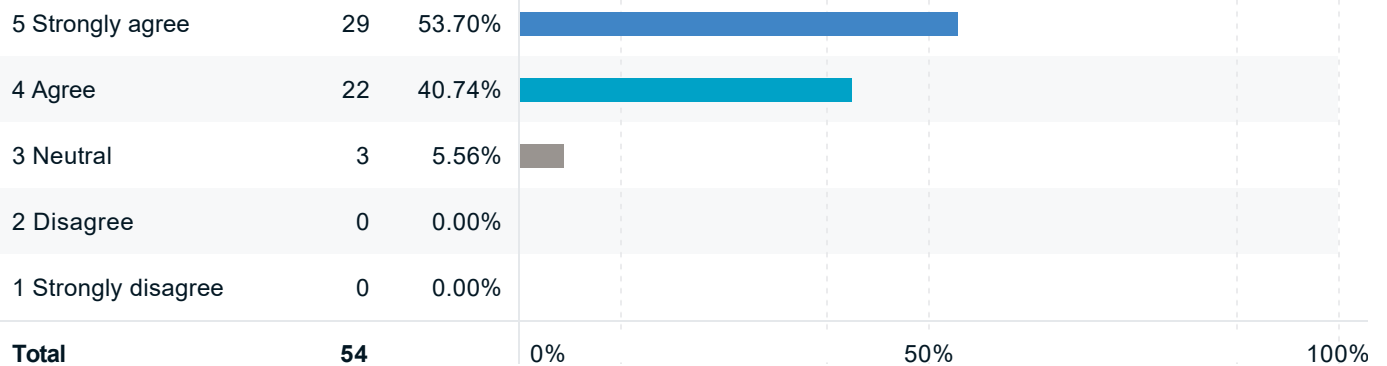
Statistics	Value
Mean	4.44
Standard Deviation	0.66

### 3. The course was well structured.



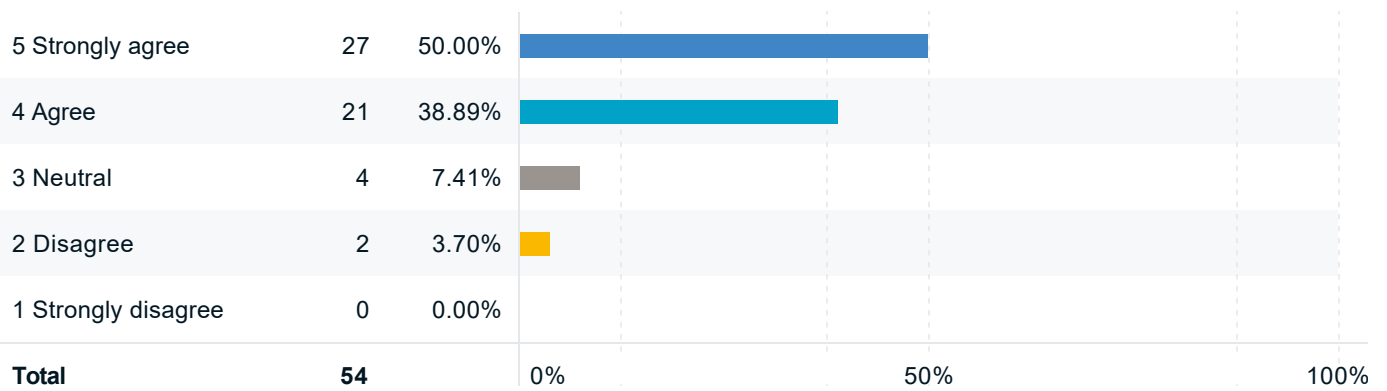
Statistics	Value
Mean	4.52
Standard Deviation	0.61

### 4. Course experiences, tools or materials were useful for my learning.



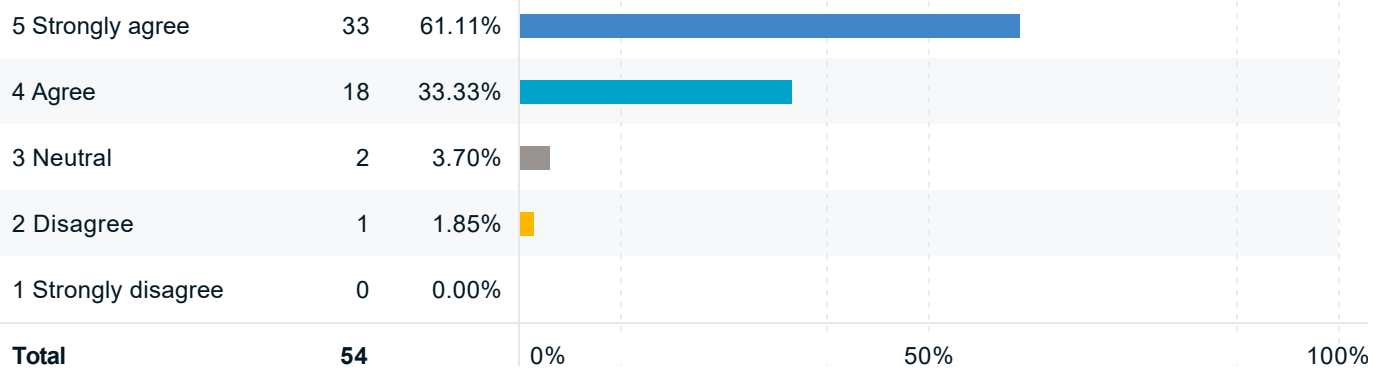
Statistics	Value
Mean	4.48
Standard Deviation	0.61

### 5. Assessment requirements were made clear to me.



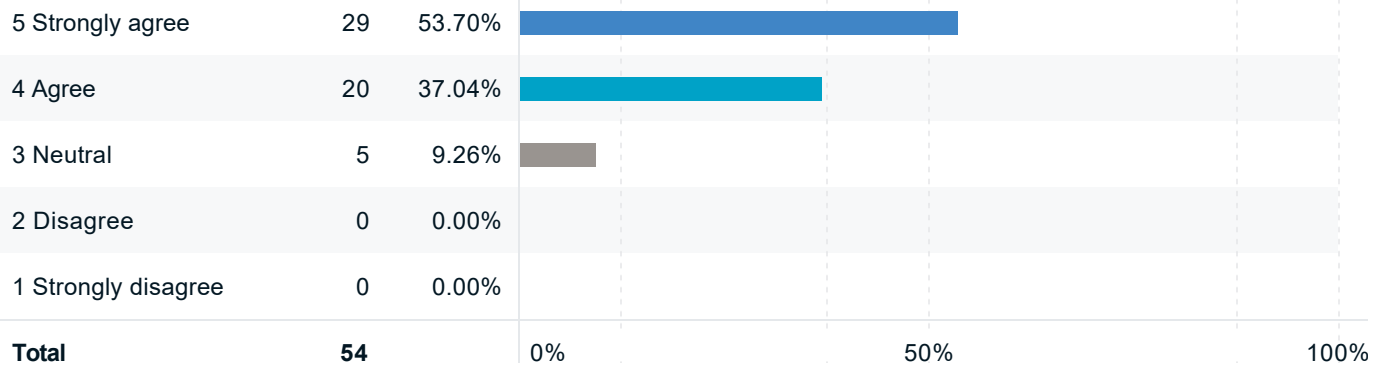
Statistics	Value
Mean	4.35
Standard Deviation	0.78

### 6. I received helpful personal or group feedback on how I was going in the course (in person or online).



Statistics	Value
Mean	4.54
Standard Deviation	0.66

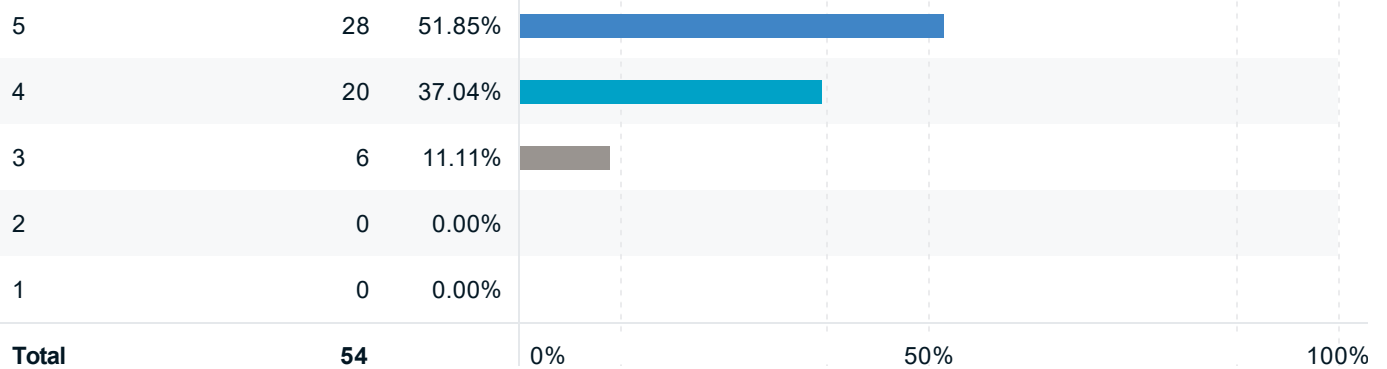
### 7. I learned a lot in this course.



Statistics	Value
Mean	4.44
Standard Deviation	0.66

### 8. Overall, how would you rate this course?(required)

5 = Outstanding; 3 = Satisfactory; 1 = Very Poor



Statistics	Value
Mean	4.41
Standard Deviation	0.69

## Comments

### 9. What were the best aspects of this course?

Comments
I learned the R language
I gained a lot of knowledge and skills through this course, especially the research methods I will use for my final thesis.
Heavy focus on coding in R and statistics was helpful for narrowing my own focus
This course provided a solid foundation for understanding quantitative research. The explanations were clear, and the examples made complex statistical concepts much easier to grasp. I especially appreciated the step-by-step guidance on using SPSS and interpreting results
During the class, you can work synchronously with the tutor to solve any problems that may arise with the R data during its operation.
The course materials were up-to-date and relevant, and the assignments were challenging but fair. The interactive elements and group work helped me apply what I was learning in real-time.
The teacher is very patient and encouraging.
The course itself is a very useful resource for students to access STEM skills
tutorials
There are many difficult quantity knowledge in this course, but Martin gave us a detailed explanation about them.
The best aspects of this course were its clear structure and practical focus. The lecturer explained complex statistical concepts in an accessible way and provided detailed demonstrations using real linguistic data, which helped bridge theory and application. The step-by-step guidance on using R for data analysis was especially useful, as it allowed me to gain hands-on experience with quantitative research tools. The tutorials and assignments also encouraged independent thinking and helped me understand how to apply statistical methods to real research questions in applied linguistics.
The readings and tasks matched the aims of the course.
I have gained some programming knowledge, particularly in R language within R Studio, as well as some statistical knowledge. This has helped us handle data more logically and effectively during the research process.
stucture
This course provided a very solid foundation in quantitative research design and statistical analysis. The lectures and weekly practice tasks helped me gradually build confidence in using tools like R and interpreting statistical results, which I found highly practical for future academic work.
clear structure
The teaching content was made clear to me.
my tutor will help me engage in the course, such as encouraging us to answer the question and also providing personal help.
atutor is ready to help us in every week class, and he is ready to help us in each step.

**Comments**

The learning content and the design of assignments.

Honestly, the best thing about this course was how beginner-friendly and well-designed it was. I started with completely zero experience in R and coding, but the lectures and course scripts were super clear and easy to follow. Everything was broken down step by step, and every piece of code came with a detailed explanation. It really helped me understand why we use certain functions instead of just copying code. I also loved that we got hands-on practice with RStudio — it gave me a chance to build confidence and actually feel comfortable working in a real coding environment.

And of course, our tutor was amazing. Whenever we got stuck or confused, they were always patient and willing to explain things again, even multiple times if needed. They never made us feel bad for asking questions and really guided us through problems in a supportive way.

Overall, I'm really grateful for both the course and the teaching team. I walked in scared of coding, and now I'm actually confident using R — that's a huge win for me.

it's clear and well-organized

Being patient for giving student support.

A Step-by-step explanation with easier codes than those provided in the lecture note helped me to understand how to do it by myself.

The assessment structure is reasonably well-designed, and the course materials provided are detailed and highly helpful. The professor's explanations are also very clear.

This course has given me a deeper understanding of statistics, R language, and quantitative research methods.

I can understand the basis of analysis.

## 10. What improvements would you suggest?

Comments
I do not have any suggestions
assessment requirements were (in my opinion) unclear for the dataset description presentation
The course was excellent overall. Maybe offering more short practice quizzes or datasets for self-study could further help students consolidate what they learned.
It's hard for me.haha
Design data analysis tasks that are more closely related to our daily lives.
Honestly, I can't think of any significant improvements. The course was well-paced, and the assessments were fair.
<ol style="list-style-type: none"> <li>1. Do not change the name of the course in the middle of the semester; I feel like I was being deceived.</li> <li>2. Most of us aren't very good with numbers or mathematics, so this course is quite challenging for us. There's supposed to be a prerequisite course before this one.</li> <li>3. The final assignment requires us to include the analysis of the interaction between two independent variables, but this requirement is not specified in the assessment of the EPC, so I wasted a lot of time collecting the data that was not suitable for the assessment (I started with the final assignment more than one month ago, and not until week 11 did the teacher mention that the final assignment should include two independent variables.)</li> <li>4. Since there are specific requirements regarding the final assignment (e.g., the interaction between two independent variables), and linear regression is used for numerical outcomes while logistic regression is used for categorical (usually binary) outcomes, could please the teacher offers the datasets that meet the requirements, for the objective of this course is to analyze data instead of collecting data. We are just beginners, meaning it's really hard for us to think of the right topic and the collect the right data that meets the requirements of this assessment. At least the teacher can offer students two options: use the dataset provided by the teacher or collect their own data.</li> </ol>
Book a better classroom for tutorials so the learning space is more user friendly for group interactions. In the computer lab it is quite hard to help your peers due to table setting
all are good, thanks a lot:)
It is better for students to have more practice in the class
It would be helpful to include more examples or practice exercises for each type of analysis, especially before major assignments. Additionally, providing brief video tutorials or summary sheets for R commands could support students who are less confident with programming. More opportunities for in-class discussion of results interpretation would also enhance understanding.
To be honest, this course might be more suitable as an inspirational and elective course, rather than a mandatory one to be taken in the final semester. For students in TESOL, it might be less appealing, especially in comparison to those who are more focused on discourse analysis or no field of study, as some students may be more inclined toward the theoretical and practical aspects of teaching in their future development. Additionally, since we are just starting to learn programming with limited practice, combined with the need to translate specialized terminology into English, our programming skills may not be strong. After completing the course, some of us may still find it challenging to independently execute certain codes, which could be a bit frustrating.
no
Some of the statistical concepts and R procedures were quite dense to grasp within limited class time. It would be helpful to include a few more step-by-step demonstration videos or simplified walk-throughs, especially for students without a strong quantitative background.

Comments
nothing
The teaching speech could be more understandable.
every thing is good.
It can teacher more about how we choose a best test to analyse the data
I wish there could be an advanced quantitative data analysis course following SLAT7855.
If I could suggest one improvement, it would be to offer an advanced follow-up course in the future. Now that I've built confidence with the basics, I would really love the chance to keep going, explore more advanced R skills, and get more hands-on practice. I think many of us would be excited to continue learning and challenge ourselves further.
I have no background for this field before, so it's still abstract for me
Being patient for yourself as well.
Too difficult
In addition to the weekly online tasks, the weighting of other assessments should be adjusted or split up, referencing SLAT7852 Assessment Task 2 Digital Career Portfolio.
For students enrolled in a 1.5-year program who start in July, this course is essentially compulsory, rather than being listed as an elective in the curriculum. This means that we are passively enrolled in this course without any choice. Consequently, most students who enroll in this course find it quite painful. Even though the teacher has done their utmost to assist us, the knowledge we truly acquire and comprehend is quite limited. Regarding the course itself, I don't have any better suggestions for improvement. However, I still hope that school officials can hear the students' voices regarding course selection.