

The Hong Kong University of Science and Technology

Student Feedback Questionnaire

Instructor - Section Report

SPRING 2015-16

Survey period: 25 April 2016 - 16 May 2016

Dr. PAN, Ping

HUMA-1000-L1 Cultures and Values

212 student(s) have evaluated the course.

160 student(s) have not evaluated the course.

Percentage of enrolled students responding: 57.0% (212/372)

Adjusted percentage ^ of enrolled students responding: 54.8% (204/372)

Lecture Courses

Q1. The course has been well designed to help me learn.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	27	12.7%	
B		75.0	76	35.8%	
C		50.0	61	28.8%	
D		25.0	26	12.3%	
E	Strongly Disagree	0.0	17	8.0%	
NA	Not Applicable		5	2.4%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	58.5	27.8	58.8	26.4
Section	58.5	27.8	58.8	26.4
Course	61.8	26.7	-	-
Module (CCArea_H)	67.9	26.7	N/A	
Course Group (CC-Overall)	73.5	24.1		
Course Group (HUMA_UG)	67.3	26.9		
Department (HUMA)	70.0	27.0		
School (SHSS)	75.4	25.1		
University	75.8	24.4		

Q2. Lectures and course materials have been well prepared and useful in my learning.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	35	16.5%	
B		75.0	80	37.7%	
C		50.0	60	28.3%	
D		25.0	20	9.4%	
E	Strongly Disagree	0.0	12	5.7%	
NA	Not Applicable		5	2.4%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	62.8	26.6	63.3	25.1
Section	62.8	26.6	63.3	25.1
Course	64.9	25.6	-	-
Module (CCArea_H)	69.8	26.0	N/A	
Course Group (CC-Overall)	74.2	24.0		
Course Group (HUMA_UG)	69.4	26.2		
Department (HUMA)	69.7	26.1		
School (SHSS)	75.8	24.7		
University	76.3	24.3		

Q3. The value of this course was clear to me.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	27	12.7%	
B		75.0	70	33.0%	
C		50.0	67	31.6%	
D		25.0	27	12.7%	
E	Strongly Disagree	0.0	16	7.5%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	57.9	27.5	58.2	26.1
Section	57.9	27.5	58.2	26.1
Course	60.7	27.0	-	-
Module (CCArea_H)	67.3	27.8		
Course Group (CC-Overall)	72.8	25.1		
Course Group (HUMA_UG)	66.9	27.8		

NA	Not Applicable		5	2.4%	█
	Total		212	100.0%	

Department (HUMA)	69.8	27.9	N/A	
School (SHSS)	75.3	26.0		
University	75.9	24.7		

Q4. The instructor stimulated my interest in this subject and encouraged me to think.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	27	12.7%	█
B		75.0	65	30.7%	██
C		50.0	70	33.0%	███
D		25.0	24	11.3%	█
E	Strongly Disagree	0.0	20	9.4%	█
NA	Not Applicable		6	2.8%	█
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	56.7	28.3	56.9	27.0
Section	56.7	28.3	56.9	27.0
Course	60.4	28.1	-	-
Module (CCArea_H)	68.1	28.4	N/A	
Course Group (CC-Overall)	72.9	26.1		
Course Group (HUMA_UG)	67.7	28.4		
Department (HUMA)	68.0	28.4		
School (SHSS)	74.8	26.8		
University	75.1	26.2		

Q5. Tests and assignments have been well designed, fair and relevant to my learning.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	21	9.9%	█
B		75.0	73	34.4%	██
C		50.0	69	32.5%	███
D		25.0	21	9.9%	█
E	Strongly Disagree	0.0	23	10.8%	█
NA	Not Applicable		5	2.4%	█
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	55.8	28.0	56.0	26.7
Section	55.8	28.0	56.0	26.7
Course	59.3	27.4	-	-
Module (CCArea_H)	65.9	27.8	N/A	
Course Group (CC-Overall)	70.8	25.5		
Course Group (HUMA_UG)	65.5	28.1		
Department (HUMA)	65.7	28.0		
School (SHSS)	72.1	26.8		
University	74.0	25.3		

Q6. Feedback on tests and assignments has been helpful and provided in good time.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	32	15.1%	█
B		75.0	61	28.8%	██
C		50.0	77	36.3%	███
D		25.0	14	6.6%	█
E	Strongly Disagree	0.0	17	8.0%	█
NA	Not Applicable		11	5.2%	█
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	59.6	27.5	60.0	26.0
Section	59.6	27.5	60.0	26.0
Course	61.2	26.8	-	-
Module (CCArea_H)	67.0	27.3	N/A	
Course Group (CC-Overall)	70.4	25.8		
Course Group (HUMA_UG)	66.9	27.4		
Department (HUMA)	67.2	27.4		
School (SHSS)	72.5	26.4		
University	73.0	26.1		

Q7. The instructor has been responsive to students' problems and available to answer questions.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	37	17.5%	█
B		75.0	80	37.7%	██
C		50.0	61	28.8%	███
D		25.0	9	4.2%	█
E	Strongly Disagree	0.0	13	6.1%	█
NA	Not Applicable		12	5.7%	█
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	64.9	26.2	65.3	24.9
Section	64.9	26.2	65.3	24.9
Course	68.7	24.8	-	-
Module (CCArea_H)	74.5	24.9	N/A	
Course Group (CC-Overall)	78.1	22.8		
Course Group (HUMA_UG)	74.1	25.2		
Department (HUMA)	74.4	25.1		
School (SHSS)	80.2	23.2		
University	80.3	23.0		

Q8. The instructor created a good atmosphere for learning.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	29	13.7%	
B		75.0	62	29.2%	
C		50.0	77	36.3%	
D		25.0	24	11.3%	
E	Strongly Disagree	0.0	14	6.6%	
NA	Not Applicable		6	2.8%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	58.3	26.8	58.6	25.4
Section	58.3	26.8	58.6	25.4
Course	62.3	27.1	-	-
Module (CCArea_H)	69.5	27.2	N/A	
Course Group (CC-Overall)	74.3	25.2		
Course Group (HUMA_UG)	69.0	27.4		
Department (HUMA)	69.3	27.4		
School (SHSS)	76.4	25.6		
University	76.7	25.3		

Q9. Compared to other courses, this course is academically:

		Weight	Count	Percentage	
A	Very Difficult	100.0	10	4.7%	
B		75.0	48	22.6%	
C		50.0	107	50.5%	
D		25.0	32	15.1%	
E	Very Easy	0.0	6	2.8%	
NA	Not Applicable		9	4.2%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	53.0	20.9	53.1	18.7
Section	53.0	20.9	53.1	18.7
Course	55.2	22.4	-	-
Module (CCArea_H)	56.6	21.5	N/A	
Course Group (CC-Overall)	55.3	22.3		
Course Group (HUMA_UG)	56.6	21.4		
Department (HUMA)	56.5	21.4		
School (SHSS)	56.7	21.1		
University	59.3	22.8		

Q10. Compared to other courses, the workload for this course is:

		Weight	Count	Percentage	
A	Very Heavy	100.0	18	8.5%	
B		75.0	56	26.4%	
C		50.0	92	43.4%	
D		25.0	35	16.5%	
E	Very Light	0.0	5	2.4%	
NA	Not Applicable		6	2.8%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	55.7	22.9	55.9	21.1
Section	55.7	22.9	55.9	21.1
Course	57.9	24.2	-	-
Module (CCArea_H)	55.7	23.9	N/A	
Course Group (CC-Overall)	52.4	24.0		
Course Group (HUMA_UG)	56.1	24.2		
Department (HUMA)	55.9	24.2		
School (SHSS)	55.4	23.4		
University	55.0	23.6		

Q11. The Canvas peer discussion forum helped me to know more about the related key values of both myself and my fellow students.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	14	6.6%	
B		75.0	34	16.0%	
C		50.0	90	42.5%	
D		25.0	46	21.7%	
E	Strongly Disagree	0.0	22	10.4%	
NA	Not Applicable		6	2.8%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	46.6	25.9	46.5	24.4
Section	46.6	25.9	46.5	24.4
Course	48.8	27.9	-	-
Module (CCArea_H)	48.8	27.9	N/A	
Course Group (CC-Overall)	48.8	27.9		
Course Group (HUMA_UG)	48.8	27.9		
Department (HUMA)	48.8	27.9		
School (SHSS)	48.8	27.9		
University	48.8	27.9		

Q12. The experience of this course helped me think more deeply about my own values and hence know myself better.

		Weight	Count	Percentage	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD

A	Strongly Agree	100.0	9	4.2%	
B		75.0	60	28.3%	
C		50.0	85	40.1%	
D		25.0	33	15.6%	
E	Strongly Disagree	0.0	20	9.4%	
NA	Not Applicable		5	2.4%	
	Total		212	100.0%	

Survey	50.6	25.2	50.6	23.6
Section	50.6	25.2	50.6	23.6
Course	54.7	26.2	-	-
Module (CCArea_H)	54.7	26.2	N/A	
Course Group (CC-Overall)	54.7	26.2		
Course Group (HUMA_UG)	54.7	26.2		
Department (HUMA)	54.7	26.2		
School (SHSS)	54.7	26.2		
University	54.7	26.2		

Q13. Through interaction with the peers in the course I learned more about different values.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	11	5.2%	
B		75.0	61	28.8%	
C		50.0	81	38.2%	
D		25.0	31	14.6%	
E	Strongly Disagree	0.0	20	9.4%	
NA	Not Applicable		8	3.8%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	51.5	25.7	51.5	24.2
Section	51.5	25.7	51.5	24.2
Course	53.4	26.6	-	-
Module (CCArea_H)	53.4	26.6	N/A	
Course Group (CC-Overall)	53.4	26.6		
Course Group (HUMA_UG)	53.4	26.6		
Department (HUMA)	53.4	26.6		
School (SHSS)	53.4	26.6		
University	53.4	26.6		

Q14. The experience of this course largely improved my understanding of the three key values of language, communication and society.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	14	6.6%	
B		75.0	69	32.5%	
C		50.0	83	39.2%	
D		25.0	26	12.3%	
E	Strongly Disagree	0.0	15	7.1%	
NA	Not Applicable		5	2.4%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	55.0	24.8	55.2	23.2
Section	55.0	24.8	55.2	23.2
Course	55.0	24.8	-	-
Module (CCArea_H)	55.0	24.8	N/A	
Course Group (CC-Overall)	55.0	24.8		
Course Group (HUMA_UG)	55.0	24.8		
Department (HUMA)	55.0	24.8		
School (SHSS)	55.0	24.8		
University	55.0	24.8		

Q15. Estimate the percentage of lectures that you attended in this course.

		Weight	Count	Percentage	
A	90 - 100%	95.0	145	68.4%	
B	80 - 90%	85.0	31	14.6%	
C	50 - 80%	65.0	18	8.5%	
D	30 - 50%	40.0	5	2.4%	
E	Less than 30%	15.0	13	6.1%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	84.8	21.3	86.0	19.3
Section	84.8	21.3	86.0	19.3
Course	84.7	19.5	-	-
Module (CCArea_H)	84.7	19.5	N/A	
Course Group (CC-Overall)	84.7	19.5		
Course Group (HUMA_UG)	84.7	19.5		
Department (HUMA)	84.7	19.5		
School (SHSS)	84.7	19.5		
University	84.7	19.5		

Q16. Please rate the instructor overall:

		Weight	Count	Percentage	
A	Very Good	100.0	30	14.2%	
B		75.0	95	44.8%	
C		50.0	61	28.8%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	65.3	23.3	66.0	21.3
Section	65.3	23.3	66.0	21.3
Course	66.7	24.0	-	-
Module (CCArea_H)	73.3	24.6		

D		25.0	14	6.6%	■
E	Very Bad	0.0	7	3.3%	■
NA	Not Applicable		5	2.4%	■
	Total		212	100.0%	

Course Group (CC-Overall)	78.5	22.6	N/A
Course Group (HUMA_UG)	72.9	24.9	
Department (HUMA)	75.4	24.8	
School (SHSS)	80.6	23.1	
University	79.8	23.3	

Q17. Please rate the course overall:

		Weight	Count	Percentage	
A	Very Good	100.0	21	9.9%	■
B		75.0	69	32.5%	■
C		50.0	71	33.5%	■
D		25.0	26	12.3%	■
E	Very Bad	0.0	20	9.4%	■
NA	Not Applicable		5	2.4%	■
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	55.4	27.5	55.7	26.2
Section	55.4	27.5	55.7	26.2
Course	58.3	27.2	-	-
Module (CCArea_H)	65.9	27.9	N/A	
Course Group (CC-Overall)	71.3	24.7		
Course Group (HUMA_UG)	65.4	28.1		
Department (HUMA)	68.4	28.2		
School (SHSS)	74.3	26.1		
University	74.0	24.6		

Q18. What is good about the course?

1. -
2. - Have quizzes, so less boring.
3. /
4. Content
5. Contents covered were interesting and insightful
6. Deeply investigation into culture and language
7. Detailed explanation
8. Enthusiastic teaching
9. I had the chance to learn different people's perspectives and also learn things other than my major.
10. I like the fact that this course focuses on having workshops and only one lecture in a week. This allows us for more flexibility when learning and also allows us to focus more on self-learning material, especially ones in the tutorials.
11. I like the instructor as I think she paid a lot of effort in preparing the notes and ppt. Also I can feel her enthusiasm towards teaching. I enjoyed the lecture so much :)
12. Interesting
13. Interesting topics
14. It is fairly interesting.
15. It really helps our writing and idea presentation skills
16. It talks about the topics that I never really had a chance to think about
17. It's very interesting and relevant. The instructor explores many linguistic related issues in an everyday context, and provides many examples to illustrate them appropriately to students. The Canvas discussion topics are very interesting, and personally enriching for me. I get to learn a lot more about my fellow peers, as well as share my opinions.
18. It's very interesting to learn something I wouldn't normally because I'm a science student.
19. Its relatively informative and actually covers a segment of linguistics which is directly applicable to real life.
20. Lecture materials are interesting
21. Literally nothing. And please, I am very serious.
22. Medium workload
23. N.A
24. N/A
25. Nice
26. No
27. Nothing
28. Nothing, just a waste of time
29. Overview of humanities topics
30. Professor is awesome. We loved her.
31. Provide a chance to improve the skills of writing an essay
32. Rich course materials give students a foundation on the study of humanities. Examples are interesting and arouses students' interests. The instructor is also kind enough to give students a short break during a 2-hour lesson.
33. Some of the lecture material presented was quite interesting. The readings were also quite helpful in understanding the material.
34. Teaches a subject area that is irrelevant to my major but adds a whole different perspective of looking at the world.
35. Thank you Dr. Pan, thank you for your hard work. I really learn a lot new concepts from your lectures.
36. The content
37. The course engages students to various concepts and theories that coexists within the field of social science and humanities.
38. The course included many different topics. It is mind-opening as a common core course.

39. The course touches upon very interesting topics about language, culture, identity and values, all of which I was interested in from the beginning. The course presents these various topics using contemporary examples students can both understand and relate to. Perhaps the best part of the course is that it presents all viewpoints and information in a very open-minded way, embracing and celebrating diversity in cultural backgrounds and identities. Professor Pan is evidently very well-versed in her field.
40. The instructor give much guidelines on the essay writing, keep initiating thoughts and provide information which is useful for writing the essay.
41. The pronunciation and effort of the lecturer is appreciated.
42. The reading materials provided for the lecture were very good. They made me think very deeply about the topics covered in the readings, which were topics that I had never read about before. I was not aware of how detailed and interesting the world of linguistics was before this course.
43. The required readings are relevant and informative
44. The workshop
45. There is a lot of course materials that provide a lot of useful information for students to know more about cultures and values.
46. This course is good as it introduces philosophical ideas to students, giving them opportunity to think think think.
47. This is an interesting course which help me to understanding values of language, communication and society.
48. Time
49. Topic is clear and the material cover many different dimension
50. Topic is fun,useful. Instructor is nice. Lectures are in a relative relax way
51. Value close to daily life. Opens up new thinking and area of knowledge.
52. appreciate academic level
53. comprehensive curriculum with topics ranging from linguistics, language and society and language acquisition etc: provide students with new perspectives to learn and understand languages
54. interesting.
55. it triggers my thinkings towards the language issues
56. n/a
57. no final
58. nothing
59. somehow fun to listen but sadly my prs just vanished =(
60. the lecture materials are very interesting and the powerpoints are very attractive.
61. the quiz so trouble
62. the tutorial sessions were quite useful

Q19. What could be done to improve the course?

1. -
2. - Nothing interesting in the lecture even if you have read the reading assignments. - The teacher seems like reading from the ppt which does not help me understand better or more clearly.
3. / (2)
4. A little suggestion regarding the arrangement of the tutorials: I overslept one time and missed my tutorial. I then immediately emailed Ms Winnie Pun, asking politely if I could join another session instead. She said no, and said oversleeping isn't a valid reason for a make up session, and that the course had a strict policy about punctuality. That made sense to me because it was my fault. But then when I asked around, many other students who missed tutorials were about to attend make up sessions. These students didn't email anyone at all, but they went straight to another session and took attendance. I was slightly upset, since apparently this course's policy wasn't so strict afterall...
5. Cancel the writing workshops because there's nothing important that needs to have a face to face teaching.
6. Canvas discussion is really annoying and not helpful to learn at all.
7. Definitely split up the lecture into smaller ones to keep everyone engaged.
8. First of all, I have to stress that I am 100% serious on what I wrote and is nothing personal. See, I'm a good student and got quite some A's in Fall semester, so I think I have some ground to say this. This course is absolutely ridiculous. Over the entire course, I cannot sit through one single lecture without wondering why this school is putting up with this level of teaching materials. The whole course should honestly just rename to "fun facts 100". Because it is. The content of this course are somewhat very loosely connected in a way that would "possibly" intrigue you and get you thinking "wow I learn something new everyday". Examples are present in every single set of lecture notes, so I don't even bother putting any here. But, after sitting through 10+ lectures, you still learn nothing useful. This course should just stay in where it belongs: School of Humanities. There is absolutely no reason for any intelligent students to waste their time on this. Let's talk about the lecturer. Her extremely poor pronunciation was probably one of the reasons why I decided not to pay attention anymore. See, I get it. This course is compulsory, so I'd better listen even though I don't like it. But, please, every two sentence there will be a word you simply cannot understand because of her accent. Like the word "biological", which is a fairly simple word, can be pronounced as "bay-a-la-gical" by the lecturer. I have to stress that it is nothing personal. I am just trying to say that the lecturer really really need to understand the importance of clear pronunciation when she is dealing with a class of 400 students, who are already struggling to focus on the class. About the content of the course, it'd be whatever. But I specifically dislike the part where the lecturer was preaching these Marxism ideas. apparently, consumerism is bad. mass production is bad. Pop culture is bad. I mean, your intentions are showing. You could be more subtle next time you try to do it again. Without mass production, all of the students in the lecture hall would probably be farming or fishing instead of listening to how Mcdonalds are adapting to local cultures. And there would not even be so many resources for hiring so many

lecturers as well, just saying. I feel like I have to stress again that I am serious about what I wrote. This school should really review the content or the qualifications of the lecturer of this course, and also whether HUMA1000 should really be compulsory for every UG student.







9. For instructor: Please don't use "kind of", "like", or something like this in lecture. Please start the lecture on time. Please do not repeat what is on the PowerPoint, that make me don't want to attend lecture. Sometimes I can't see the point of using PRS/iPRS. Its waste of time and the result are not so meaningful.
10. I can see that the instructor has tried hard to prepare good lectures, but I think some materials for this course are somewhat inappropriate. Personally I feel very uncomfortable about the discussion topic with the three emails. The discussion really encourage stereotypical thinking. Although the instructor tells the class not to stereotype, she did nothing to prevent such thinking. A student in my class wrote that the third email was written by a mainland student because mainland students' English proficiency are just lower than Hong Kong students'. I was shocked to read this and I was even more disappointed to find that the instructor said nothing about such hurtful and stereotypical statement. She also included in the lecture notes "males on average have larger total brain volumes than women". But the statement is misleading because men are generally taller and have larger body, so it shouldn't make much sense to compare the brain volume of men and women. At least some footnotes or explanation should be provided I think.
11. I don't really love the blended learning in this way..workload become high now,sometimes , I will forget to do some of them, make me feel stressful
12. I suggest the course use less professional words to explain the knowledge.
13. I think it would be nicer if the class could be divided into smaller sections.
14. I think that maybe more frequent lectures that are smaller in size could be used so that people can interact more with the lecturer.
15. If the course wasn't offered in one big lecture hall for 2 hours. The class would be more efficient if it wasn't once a week in a 400 people location.
16. If this suppose to be a common core humanity course, please teach things that are more general and increase our understanding of humanity instead of forcing us to revise a lot of theories and people's names. They are just book knowledge and I don't think they can help me at all.
17. It was very boring - especially the lectures
18. Large class settings inevitably cause some inactive students to sit in the back, either doing irrelevant stuff or chatting, causing nuisances and damaging the learning atmosphere. If possible, smaller classes may bring about a better learning outcome.
19. Lectures can be made more interesting. I attended a few in the beginning but even though the content is actually quite interesting, the delivery was not as good and thus I quickly lost interest.
20. Less online discussion
21. Less questions for quizzes
22. Limit the words in online discussion
23. Make it more interactive. I do not even know the purpose of this course. Maybe remove it from the compulsory section
24. Maybe encourage students to attend lectures
25. Maybe lessen the number of discussion topic....
26. Maybe the course is too large so if it could be downsized, discussions will be much more interesting
27. Maybe the lecture can set at a earlier time in timetable;)
28. Moar language and less social issues
29. More interesting
30. More videos can be diaplayed in lectures
31. N.A
32. No need
33. Non
34. Nothing
35. Online discussion should be cancelled.
36. Perhaps there could be more facilitated group discussions throughout the lectures, in order to vary the degree of student participation over the two lecture hours.
37. Personally, I think the lecture size is too large and it is difficult to focus in a classroom with 400 other people. Furthermore, the quiz questions are too specific at times. Finally, I think the instructor could be more dynamic when teaching the course.
38. Quizzes designed to test one's understanding of taught concepts and not one's memorization skills. The questions were far too specific, like "who said the following quote" or "damage to which part of the brain leads to Wernicke's aphasia?" How is knowing the specific location of the brain to which damage leads to Wernicke's aphasia, going to develop my knowledge and appreciation for language, culture and values? This is a humanities course, not a biology course!
39. Quizzes is better designed based on understanding of materials, not memorizing of which. Questions types like $E=mc^2$ which requires students to memorize the name from readings or powerpoints is not the way to show students' understanding of course materials
40. Remind students to do the online assignment in class...because the assignment are not routine and we may not check canvas so often...then we miss them....warm reminder would be very helpful.
41. Some of the irrelevant part can be erased, for example, the part telling which part of brain are controlling our language ability. This part seem more related to biology instead of humanities.
42. Students tend to write a lot on the Canvas discussions (most of them, including me, are somehow pushed to comment in long paragraphs, similar to writing short essays for discussions - for me it's like being pushed because when everyone is writing short essays, I would fear losing marks on the discussions because of talking casually) and I think this somehow deviates from the

intention of discussion: to share ideas in a relatively informal manner. It is hard for students to look at very long paragraphs, trying to find out the main ideas of each comment and reply to each of them. I think the course instructors and assistants should pay a bit more attention to such phenomenon, because discussions are not supposed to be short essay evaluations.

43. The MC questions on the quizzes are not exactly related to the topic. Indeed we can find the answer on the lecture notes; however, questions are too specific that it does not help students to understand the course content
44. The class size for lecture should be condensed and this course should be more in-depth towards a specific area. I believe the course is too general and does not produce any insight or new perspective for certain students.
45. The course could be improved by more thoroughly explaining the theories. If some relevant examples were used, it would more helpful. It's hard understand the connection of this class to the fundamental question of "what it means to be human." It is possible I had different expectations of what a humanities class should cover.
46. The course is too big, can never focus. The instructor isn't really good at grabbing the attention of the students.
47. The feedback of our essay draft is too causal. The marker should read the essay and give the feedback seriously. I did not how to improve my essay because he did not give useful feedback.
48. The lecture about acquisition of language was quite boring. The instructor 's English can be improved.
49. The lecture slide should be uploaded on canvas at least on the lecture day morning. Not after lecture or 5mins before
50. The lecturing professor could have tried to get across to the students better. I feel that the lectures lacked a healthy learning environment, and the instructor could not capture our attention. This is probably attributed to the lecture content (i.e. presentation materials) which were not easy to follow. Although I feel that the instructor tried her best to include content into her lectures, but ended up creating a soup of information that was overwhelming to follow. The quizzes did not test us on conceptual understandings either, instead they were aimed at ensuring that we memorize details instead of open our minds to the concepts.
51. The period of the lecture might be a bit long and students may find it hard to concentrate. The duration of the lecture can be shortened.
52. The skill os writing an essay, enhance understanding of the structure of essay
53. The value of lectures is unclear to me. Smaller groups of students debating together, lead by an instructor would be more powerful, imo
54. This course give no insight at all. Lecturer always laugh with no reason and no one understand why she is laughing. Course materials and lecture are not presented in a logically and coherence way. Topics always jump back and through. Student have no idea what he or she expect to learn in class. Pre class reading does not help much.
55. Tighter logical flow between slides and teaching materials can assist students' learning process.
56. Too boring
57. Too much work with pressure around the clock
58. You need to improve slides. They were really bad. And quiz should be about the concepts rather than remembering who said what.
59. cancel the online discussion
60. i hate the grade
61. maybe shorten the lecture time
62. more focus on the term essay
63. n/a
64. peer discussion should not be counted towards the grading. It is a University Course. The grading of the essay should not be that ridiculously strict. Writing should be free and creative. The lecture is very boring. But the notes are exceptionally interesting and inspiring. Lecturer should improve her accent and make a shorter lesson.
65. provide insights, instead of summarizing facts
66. questions in the quiz are simply for nerds not for accessing students' ability. eg. asking the history of CUHK (the year of launching a policy, etc). no one care such things(but nerds)!
67. reduce online discussion tasks
68. reduce the course materials
69. the lectures were somewhat boring compared to other subjects
70. the quiz content is not too relevent to the learning memorizing what the people saying is not important should not just test student memorization skills quiz should be used to test the understanding of course
71. the quiz should focus on concepts but not 'who said what' or 'who illustrate which idea'

Common Core Course Questions

Q20. My ability to analyze important historical, cultural or social issues from a humanities angle has been enhanced.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	14	6.6%	
B		75.0	65	30.7%	
C		50.0	85	40.1%	
D		25.0	28	13.2%	
E	Strongly Disagree	0.0	16	7.5%	
NA	Not Applicable		4	1.9%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	54.0	25.0	54.1	23.5
Section	54.0	25.0	54.1	23.5
Course	56.4	24.6	-	-
Module (CCArea_H)	62.2	25.2	N/A	
Course Group (CC-Overall)	62.2	25.2		
Course Group (HUMA_UG)	61.8	25.0		
Department (HUMA)	61.8	25.0		
School (SHSS)	62.2	25.2		

Q21. I have a better understanding of human efforts to achieve important things and am more able to appreciate their creativity involved.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	10	4.7%	
B		75.0	67	31.6%	
C		50.0	90	42.5%	
D		25.0	23	10.8%	
E	Strongly Disagree	0.0	17	8.0%	
NA	Not Applicable		5	2.4%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	53.6	24.2	53.8	22.6
Section	53.6	24.2	53.8	22.6
Course	56.4	23.9	-	-
Module (CCArea_H)	64.0	24.4	N/A	
Course Group (CC-Overall)	64.0	24.4		
Course Group (HUMA_UG)	64.0	24.4		
Department (HUMA)	64.0	24.4		
School (SHSS)	64.0	24.4		
University	64.0	24.4		

Q22. The course has aroused my interest in learning more about issues of importance from the angle of the humanities.

		Weight	Count	Percentage	
A	Strongly Agree	100.0	17	8.0%	
B		75.0	63	29.7%	
C		50.0	72	34.0%	
D		25.0	32	15.1%	
E	Strongly Disagree	0.0	23	10.8%	
NA	Not Applicable		5	2.4%	
	Total		212	100.0%	

Statistics	Regular		Adjusted ^	
	Mean	SD	Mean	SD
Survey	52.3	27.7	52.4	26.4
Section	52.3	27.7	52.4	26.4
Course	54.5	27.3	-	-
Module (CCArea_H)	62.8	27.1	N/A	
Course Group (CC-Overall)	62.8	27.1		
Course Group (HUMA_UG)	62.5	27.0		
Department (HUMA)	62.5	27.0		
School (SHSS)	62.8	27.1		
University	62.8	27.1		

^ Explanatory notes on adjusted percentage, mean and SD (collectively referred to as "adjusted statistics" below):

- Adjusted statistics are calculated to provide a reference with extreme responses being excluded.
- If a survey recorded 3 or more responses, the top 1.5% AND bottom 1.5% responses will be discarded. The number of discarded response(s) of each end is rounded UP to the nearest integer. The resultant data set will then be used to calculate adjusted statistics in this report.
- Adjusted statistics will be provided up to course level if and only if they meet the following conditions:

Level of adjusted statistics	Conditions
Survey level	The survey receives 3 or more responses.
Section level	(1) All surveys receive 3 or more responses; AND
	(2) This section is taught by One teaching staff only (instructor / TA).
Course level	(1) All surveys receive 3 or more responses; AND
	(2) This course is taught by One teaching staff only (instructor / TA).

If no adjusted statistics is provided, it will be marked as "-" in this report.