

Economic History Department

Staff Student Liaison Committee

22nd February 13:00-14:30.

32L.B.07

Minutes

Present: Aimee Howell, Margaret Oki, Jihun Jung, Jacky You, (EH101); Samita Sridhar Kamath , Kevin Steyer , Vinela Jaso (EH237); Sneha Kumar, Danni Phillips, (EH207); Aemal Asif (EH326), Puneet Minocha (EH325); Josh Carson (EH327); Monal Vora (EH304)

Apologies: Owen Lowry, Theo Read

Also Absent: John Fanimio. Karam Raja, Busayo Twins, Shefali Mahender

1. Minutes from previous meeting.

No issues raised.

2. Matters arising

No matters arising.

3. Feedback from first year courses

EH101

Students report generally enjoying the course.

Students would like some clarification about how essays will relate to exam questions. Are exam related questions being covered?

2nd and 3rd year students were invited to comment, and noted that their experience was that teachers tended to focus on exams covered in good time. If students need some clarification about this they could ask the GTA concerned.

Students would like more notice of essay deadlines. Feedback for essays seems good, very comprehensive.

Syllabus focuses too much on America. However, other geographical areas tend to come later in the course.

Structure of the course ultimately helped them understand the other regions

Too much overlap in content of lectures and classes, so some students end up not attending class – this affects other students.

Reading list doesn't have enough primary sources. Maybe a session introducing primary sources could be introduced? Possibly non-first year students were making point re sources– eg from other departments, GC students. As EH101 is a level 1 course primary sources aren't necessarily vital.

EH102 (via email)

Timetabling issue - one of the classes is before the lecture, would be more productive if it were after the lecture.

4. Feedback from second year courses

EH204

Lectures follow readings closely—readings more easily available than last term

Not sure what depth is required in exam – some kind of mock exam would be good

Helena to put links to past exam papers on moodle – for EH204 and all other ug courses

EH207

One teacher's classes very focused on what's relevant to the exam. Other teacher's discussion and board work is good but doesn't hone in on exams. Pete will take forward students' questions about revision and exams, for this and other courses.

Lecture audio is poor quality. Same problem arose last term and was temporarily fixed. Helena will follow this up.

As lectures very descriptive students would appreciate more analysis of questions to be covered in exams

EH211

Same as last term, ie readings good and lectures useful, but classes still lack overview and guidance. Lots of small group discussions, but students feel more real dialogue and guidance from teacher would be more beneficial.

No guidance on exams, this term's essays is about primary source analysis, which doesn't feature in the exam.

As it's the only essay this term students feel focus on primary source is not timely

Links to past papers – see above

EH211 student presentations need uploading onto moodle

EH237

If students haven't already done maths/econometrics it's very difficult to grapple with Lent Term syllabus.

Aemal updated committee on student led EH237 support for non-metrics students

Lent Term Project - students feel there is not sufficient guidance and feel confused about the project.

Excel spreadsheet exercises are boring

Pete will follow up question about non-returned essays on student who reported it.

EH240 (via email)

More class time dedicated to answering exam-style essay questions, less time reviewing lecture material.

5. Third year feedback

EH304

All good except it would be appreciated if teacher stopped students from going off on long tangents.

Please put presentations on moodle.

EH325

Everyone enjoys the class - Janet gives a lot of guidance, eg re summative essay

EH326

This term's teacher, Leslie Hannah – great teacher, very good source of insights

Book readings tend not to specify chapters – doing this this would help focus reading

EH327

If anything since last term scope has got even bigger so students are less clear about focus for exams.

EH390

First draft – what are the deadlines?

Splitting groups mean students can attend seminars tactically eg seminar on abstract very useful but the group following week decided they didn't want to do it, so avoided the class

6. NSS survey

Discussed importance of survey –at school and department level. Students suggested most effective way to promote this was by class teachers and complete it in class