











## Section 1: Multiple Choice Questions

### 1. Please rate the following:






**1.a.** These e-modules introduced me to skills that I found interesting and probably useful for my graduate research

Strongly agree:		3.8%	1
Agree:		57.7%	15
Not sure/Neutral:		23.1%	6
Do not agree:		7.7%	2
Strongly disagree:		7.7%	2






**1.b.** These numeracy modules have left me with the impression that MORE of my research-skills training could be done effectively through such e-learning modules as these

Strongly agree:		11.5%	3
Agree:		30.8%	8
Not sure/Neutral:		46.2%	12
Do not agree:		3.8%	1
Strongly disagree:		7.7%	2





**1.c.** These modules were pitched appropriately to my current numeracy skills

Strongly agree:		3.8%	1
Agree:		38.5%	10
Not sure/Neutral:		34.6%	9
Do not agree:		19.2%	5
Strongly disagree:		3.8%	1

**1.d.** These modules were pitched too low for my current numeracy skills









Strongly agree:		3.8%	1
Agree:		7.7%	2
Not sure/Neutral:		19.2%	5
Do not agree:		65.4%	17
Strongly disagree:		3.8%	1

**1.e.** These modules covered material that would have been better presented in a conventional seminar or lecture

Strongly agree:		0.0%	0
Agree:		30.8%	8
Not sure/Neutral:		34.6%	9
Do not agree:		26.9%	7
Strongly disagree:		7.7%	2

**1.f.** When I first heard about having to complete these e-modules, I was sceptical (rather than enthusiastic) about their usefulness for my studies

Strongly agree:		8.0%	2
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Agree:		52.0%	13
Not sure/Neutral:		20.0%	5
Do not agree:		16.0%	4
Strongly disagree:		4.0%	1
<b>1.g. Now that I have completed these modules, I am more positive about the usefulness of e-learning for skills training</b>			
Strongly agree:		7.7%	2
Agree:		46.2%	12
Not sure/Neutral:		26.9%	7
Do not agree:		19.2%	5
Strongly disagree:		0.0%	0

## Section 2: Free Text Questions

2. Please provide several sentences that express your general response to these modules, in terms of their value for your graduate studies in History

At the present stage of my MSc(T) I do not feel that I need this level of mathematics. Perhaps later when I am writing my dissertation I will have more use for them.

At this time I am not using numeracy in my research, however, I do believe it is an important skill set to have and the modules are a useful tool; especially since you have the ability to access them at a later time when you may need these kinds of skill sets for your research.

Certainly useful for providing an introduction to statistics, and their place in historical research. They were quite lengthy sessions, and so were more suited to being conducted over the internet: the electronic format allowed me to explore the questions and topics at my own pace, which meant I could digest the information presented more easily. It would be useful if the link to the module remain permanently available on the PG Skills website, in case students need to refresh their memories later on (especially as far as formulae are concerned).

Having no background in numeracy, the modules provided a very good introduction. I appreciated the fact that I could use them at my own pace and not feel intimidated by other people who may have greater knowledge. Having said that, I also think that classes in numeracy would be helpful. I felt the modules were too short to retain what was learned. More practice in this area would be helpful.

I found the practical exercises very useful and they were much better as e-learning modules than if I had been in class.

I think these modules are a great idea. I would love to see one on paleography. While a taught lecture is often ideal I think in the case of a lot of skills courses having them online means you can refresh yourself on a research technique without having to go through a whole class or just check out something that interests you.

I was already aware of most of the early concepts, but some of the more advanced ones could also be useful and I was not knowledgeable of them. These could prove useful.

Numeracy skills are important, but the module concentrates only on Excel and does not convey how these calculations actually work.

Probably not going to be used by everyone during their history degree studies but are useful to have.

the information will be helpful however i have not done any work with numbers since i was 18 ( i am now 24) a sheet reviewing the formulas/excel shortcuts would have been helpful

They were informative and showed me how to do certain things I would not know how to do.

Topic very valuable, but the lack of scope for raising questions as the modules proceeded, and listening to the questions of others, reduced the usefulness of the actual material

While I don't intend to use statistical tables in my own research they are obviously going to benefit those who will but may not have a background in IT skills or numeracy

**3. Please suggest ways in which this particular module could be improved so that it would be even more useful for your graduate studies in History**

I could not get the numbers to copy into excel right so that was frustrating. Make sure that is explained.

I did not have that version of Excel, so it was only partially helpful. Some of the "correct answers" to the questions were almost identical to the answers I gave, but I was marked incorrect. It would be nice to have the option to "Save" and "Return Later" as I could not complete the module all at once.

I had a hard time completing some of the more complicated graphing exercises because my computer had a different version of excel than the one shown in the videos. Perhaps a lab space could be booked for further classes so everyone was using the same software.

I was unable to understand some of the questions as I think they may have been truncated. I was running firefox on macOSx.

It would be helpful to include more than example of each of the elements dealt with - give opportunity for slower assimilation of content.

Let people know they will need a specific version of Excel. I am using Windows 2003 and had to download Data Analysis.

Mac's version of Excel 2008 does not include the data analysis package. This made the last half of the test rather impossible.

More exercises would be helpful to really obtain a firm grasp of the concepts presented, especially the last two modules where formulas were being introduced.

No comment

perhaps also doing it on a mac. excel functions and is set up differently than on a pc - i could not complete the exercises until i had downloaded the tools necessary

Some of the early stuff is perhaps too basic for the majority of students and might risk turning them off, or them not completing the module. Also it was very long.

The version of Excel used in the demo films should be supplied with the training module

There needs to be more information regarding the software used. Only the most modern Word/Excel packages conform well to the tuition; using a more antiquated version, as I did, results in hours of punching out dates and finding alternative ways to process data (there is no 'data analysis' bar in Excel 2000, for example, which is a BIG hindrance). It should also be stated that in the very last question (7.2.2, Question 2), the correct answer (b) has its date selection mixed up - they do not correspond to the rates of growth presented.

There were some errors with the screenshots, so better quality control would be good.

**4. Please discuss whether you envision e-learning modules, such as these, to play a useful part in your skills training--and whether you think they should comprise core (compulsory) training, or optional training**

Could be valuable for optional training which can be taken as needed/desires

I believe these e-modules are very useful, however they're true value will only be appreciated when the information is needed by the student. Therefore, I believe they would be an excellent optional training for use when the student needs it during their research.

<p>I believe they are useful but perhaps not for core learning.</p>
<p>I could envisage such modules, AS PART OF A BROADER COURSE (i.e. not a course in itself based solely or majorly on E-modules) being useful. I think what might be even more useful would be to have a 'suite' of E-modules on a variety of skills (not just numerical) which people could access as and when needed during their research...?</p>
<p>I see them as something to augment the simple core rather than the focus of it.</p>
<p>i think it would be best if there was an option to have someone walk you through it AND have these online exercises available. i need to ask questions to learn how to do stuff like this.</p>
<p>I think that these would be hugely useful. If they were available online to graduate students it could really help improve the level of research. I think they should be optional training, or maybe require that you complete a certain number of them but let the students choose which ones as some wouldn't necessarily relate to people's research.</p>
<p>I think that they should be used as part of compulsory training. These are important skills to have and, although I personally am not a fan of numbers, I see the benefit to research. I worry that I will not be able to remember what I learned. As such, more extensive classes would be helpful.</p>
<p>Optional training, you should be able to pick and choose what skills you want to explore further.</p>
<p>Probably not, but they should; they're very good. They should, however, be optional.</p>
<p>This one was very useful, so I can imagine using it again for compulsory or optional training.</p>
<p>Useful as extra training, but not compulsory</p>
<p>Very useful as optional training, but since they utilise methods uncongenial and unmanageable for some students it would be a pity to make them compulsory</p>