Demographics
Twelve students responded to the survey, ten males and two females. Five of the respondents were 17-20 years, five were 21-24 years and two were older than 24 years. Seven of the respondents were from the Faculty of Engineering, four from the Faculty of Science and one was doing a double Engineering/Science degree.

Analysis
All respondents use the Internet, eleven mostly from home and one mostly at university. All respondents use email. None of the respondents had any difficulties accessing the online Vectors revision package. Only one respondent was prepared to participate in further discussion regarding the vectors online material.

Before starting MATH2001 most respondents thought they would use computers in general and the Internet but did not expect to use email, word processing or electronic discussion groups. Most respondents had discussed aspects of Vectors and shared lecture notes with other students, half the respondents had met with other students to study Vectors in MATH2001, however, only a few respondents had helped other MATH2001 students catch up with Vectors or organized a group of students to study MATH2001 together.

The Respondents’ preferred ways to study varied, although no respondents preferred to ‘rarely study alone, mostly collaborate with others’. Most students preferred to study from just the textbook and lecture notes.

In supporting their learning in Vector Calculus and Complex Variables:
- most respondents found attendance at lectures extremely useful;
- half the respondents found attendance at tutorials useful;
- most respondents found vectors revision useful;
- most respondents either did not use the online quizzes or found them not useful;
- most respondents found the textbook either useful or extremely useful; and
- most respondents did not use the library.

Open-ended questions

Q2 Students enrolled in MATH2001 Vector Calculus Variables were given the web address of some notes on Vectors. What do you think was the purpose of this material? Why do you think the unit coordinator arranged for this to be available? How did you use this material to support your learning?

Q3 Each component (section) of the Vectors package includes some learning material, associated examples and an integrated glossary. Overall, in what way was this material useful to you? Which aspect of the package did you find most useful? How did this aspect of the Vectors material help you in understanding and learning about vectors.

Respondent 1
Q2 A more expanded version of the Little Black Box. Reviewed briefly and found to be useful. I recommended it to Doctor Adrian Heethcote (in Philosophy) who teaches “Philosophy of Modern Physics” who I believe will be using it in his course. It is certainly more user friendly and better presented than Stewart’s Calculus.
Q3 It was a convenient, one-stop shop for revision – in terms of assumed knowledge for MATH 2001

Respondent 2
Q2 The purpose is for revision. Briefly reading through the material refreshed my mind and helped me to understand the basics of this course.
Q3 The glossary was the most useful.

Respondent 4
Q2 I had a good knowledge of vectors already.

Respondent 5
Q2 Was not given address.

Respondent 10
Q2 If you had not done vectors or if you couldn’t remember stuff. To help us out. Review it before quiz.

Respondent 11
Q2 Revision purpose.

Respondent 12
Q2 So that we can revise vectors. The course assumed a basic knowledge of vectors. Thus putting it up on the web saves wasting time in lectures.