LIKE AN ICED DAGGER,
SENG PIERCED HEARTS ONCE FULL OF JOY,
AND LEFT ONLY FROST.

I LIKE THE SUMMER
UNI SHALL BE OVER THEN
GIRLS SHOW FAR MORE SKIN

I DROVE THE WARTHOG
THROUGH THE PILLAR OF AUTUMN
AT HEROIC SKILL

ROUND THE CLOCK ACCESS
TO ALL THE CSE LABS
WOULD BE VERY GOOD

WHEN PRINTERS ARE JAMMED
MY WAY OF FIXING THEM IS:
WAIT TIL TOMORROW

I DON'T KNOW HAIKU
BUT THIS MUCH I AM SURE OF:
CSE IS FUN.

- Anonymous (from stureps winter survey)

Student Representative Report
Friday, 6th October 2006

Contributions by:

Adam Brimo (1st Year)
Alex Mednis (1st Year)
Christopher Choon Chea Chua, (2nd Year)
Iva Peneva (3rd Year)
Rupert Shuttleworth (3rd Year)

Order of Merit, as of the start of Session 2, 2006.

01.	9.216 :: COMP1711 (7 votes)	32.	6.119 :: COMP3141 (3 votes)
02.	8.556 :: COMP9331 (3 votes)	33.	6.119 :: COMP2111 (3 votes)
03.	8.415 :: COMP3231 (11 votes)	34.	5.987 :: SENG1020 (1 votes)
04.	8.412 :: COMP3421 (5 votes)	35.	5.987 :: JAPN3000 (1 votes)
05.	8.325 :: COMP9311 (2 votes)	36.	5.969 :: ENGG1000 (8 votes)
06.	8.306 :: COMP1021 (3 votes)	37.	5.862 :: PHYS2040 (1 votes)
07.	8.293 :: COMP1911 (16 votes)	38.	5.681 :: COMP2920 (3 votes)
08.	8.246 :: COMP4431 (5 votes)	39.	5.658 :: COMP9032 (2 votes)
09.	8.246 :: COMP3121 (6 votes)	40.	5.612 :: MATH1141(calc) (1)
10.	8.112 :: COMP1011 (1 votes)	41.	5.545 :: COMP9417 (4 votes)
11.	7.908 :: COMP4511 (2 votes)	42.	5.487 :: PHYS1131 (1 votes)
12.	7.895 :: COMP9315 (4 votes)	43.	5.414 :: ENGG1811 (8 votes)
13.	7.746 :: COMP9321 (5 votes)	44.	5.325 :: SENG3010 (2 votes)
14.	7.737 :: COMP9243 (1 votes)	45.	5.325 :: SENG1010 (2 votes)
15.	7.612 :: MATH1141(alg) (1)	46.	5.237 :: COMP9334 (1 votes)
16.	7.556 :: COMP1721 (3 votes)	47.	5.237 :: COMP9031 (1 votes)
17.	7.525 :: COMP2041 (8 votes)	48.	5.159 :: COMP2011 (13 votes)
18.	7.408 :: COMP9333 (2 votes)	49.	5.119 :: COMP2091 (3 votes)
19.	7.325 :: COMP9444 (2 votes)	50.	5.112 :: MATH1141 (1 votes)
20.	7.237 :: COMP3891 (1 votes)	51.	5.075 :: COMP9318 (2 votes)
21.	7.112 :: SENG4921 (1 votes)	52.	4.862 :: INFS5984 (1 votes)
22.	7.112 :: COMP3221 (1 votes)	53.	4.605 :: COMP3311 (13 votes)
23.	7.112 :: COMP1021/1721 (1)	54.	4.575 :: INFS1603 (2 votes)
24.	6.612 :: ELEC3006 (1 votes)	55.	4.412 :: COMP2021 (5 votes)
25.	6.561 :: COMP3331 (15 votes)	56.	4.325 :: INFS2603 (2 votes)
26.	6.556 :: COMP9332 (3 votes)	57.	3.612 :: INFS1602 (1 votes)
27.	6.487 :: SENG2020 (1 votes)	58.	3.119 :: COMP3711 (3 votes)
28.	6.487 :: COMP2011/2711 (1)	59.	3.017 :: COMP2711 (12 votes)
29.	6.362 :: SENG1031 (1 votes)	60.	2.951 :: COMP2121 (20 votes)
30.	6.195 :: COMP3411 (13 votes)	61.	2.806 :: COMP4001 (12 votes)
31.	6.119 :: SENG2010 (3 votes)	**62.**	2.732 :: COMP3111 (14 votes)

Assessment Goof-Ups

Some reminders before we get started…

N01.   The Assessment Plan Must Not Be Changed after Week 1

The Course Outline, including the assessment plan, is a kind of contract with the students. Students might have switched to another course if the assessment had been different.

N02.   Classes Must Not Be Held, nor Assignments etc. Due after Week 14

Week 15 is revision week for students. It does **not** make a difference if there is no exam in *your* course, as the students will normally be doing other courses, too.

N03.   Examinations/Quizzes/Take-Home Exams Worth 20% or More of the Final Mark Must Not Be Held in Week 14

Week 14, too, is partly for revision for the final exams. Typically students will be finishing assignments in week 14. It does **not** make a difference if there is no exam in *your* course, as the students will normally be doing other courses, too.

N04. Students Must Receive Feedback on their Progress By Week 8

Students may withdraw without financial penalty up to the end of week 2, and withdraw without academic penalty up to the end 8. They need feedback by week 8 on their progress so that they can make this call.

N05. Students Must Receive <u>Complete</u> Information about Assessment in Week 1

- the weight of each task in contributing to the overall mark;

- the formulas or rules used to determine the overall mark;

- minimum standards that are applied to specific assessment tasks, and the consequences if such standards are not met (including failure to submit particular tasks);

- rules regarding penalties applied to late submissions; and

- precise details of what is expected in terms of presentation of work for assessment. Emphasis should be placed on appropriate referencing conventions and requirements, on the degree of cooperation permitted between students, and on what constitutes plagiarism and the consequences of committing it.

For more information:

http://www.cse.unsw.edu.au/~billw/assessment-gotchas.html

Session 1 Courses

COMP1021 Computing 1B

ISSUES:

Students in this course sent in the following issues to us:

1. *2 hours for a 31-question test was not enough. 15 are multiple choice the other 16 are all fairly involved code reading short/long answers.*

2. *Why is there a -1/2 mark given to wrong answers in multiple choice segments? I thought that lecturers were out to try and help you pass subjects not punish you needlessly.*

3. *Why is there a 50% needed pass for both the written and prac exams? I sort of understand the prac exam requirement but for reason mentioned above, the written exam was a bit of a joke given the time limits and tasks asked.*

RESOLUTION

Andrew Taylor replied:
> *While time pressure is often a factor in exam performance, based on past sessions I doubt it will have major impact on results in this exam. If it does and the distribution of this session's written exam marks is inappropriate, the written exam marks will be scaled up. The 0.5 mark penalty (versus 2 marks for the correct answer) for incorrect multiple-choice answers is to deter guessing. This is a common strategy to produce more accurate assessment from multiple choice questions.*

The student was pleased with the outcome of both their result in the course, and with the speedy responses by Andrew Taylor.

SURVEY RANKING: 6/62

COMP1911 Computing 1

ISSUES:

Students concerned about unresolved spots in their project costing them marks and unfair treatment of seemingly minor compilation errors.

RESOLUTION

Spots eventually resolved and tutors permitted to override marks by examining quality of code in cases where students have scored very low marks.

SURVEY RANKING: 7/62

SURVEY EXTRACTS:

Teaching :: 8
Feedback :: 1
Relevancy :: 1
Enjoyment :: 1
Short summary of the course :: I have never had a worse experience in my life. I would have rather have had a pencil shoved through my eye then have to do that subject again. COMP1911 is the reason I'm changing degrees. The course is way too hard and too demanding for students fresh out of high school, who have never programmed before. But, on the bright side, Richard Buckland is the best lecturer ever!

Teaching :: 10
Feedback :: 10
Relevancy :: 10
Enjoyment :: 10
Short summary of the course :: first computing course, i'd do more thanks to richard

COMP2011/COMP2711 Data Organisation

ISSUES

Assessments weightings changed after Week 1 - assignments became worth 35% compared to 30%.

RESOLUTION

Students ended up receiving the higher mark of both the original and updated marking schemes.

RULES BROKEN: N01

SURVEY RANKING: 48/62, 59/62

SURVEY EXTRACTS:

Course code :: COMP2011
Teaching :: 5
Feedback :: 3
Relevancy :: 5
Enjoyment :: 2
Short summary of the course :: should encourage lab session, hard to understand without practical

Course code :: COMP2711
Teaching :: 3
Feedback :: 2
Relevancy :: 4
Enjoyment :: 1
Short summary of the course :: poorly taught, no labs, course was a java course more than 'data org',there was only 4 hrs of extra lectures seperating 2711 from 2011, utterly dissapointed.

COMP2121 Microprocessors and Interfacing

ISSUES:

Labs

The labs had too much work required for the time given - students requested better lab demonstrators, more hours for lab demonstrations and for lab questions to be cut down. Overall, the lab demonstrators weren't very helpful ("just read the manual", "read the lecture slides"), which isn't exactly much help, especially as the labs already required lots of extra material to be read that wasn't covered in lectures. Extra labs needed to be held for catchup and marking. Lab questions themselves were often vague and lacking examples. When example code was provided, it was in PDF form and tedious to work with. One student claimed he spent 30 hours on a single lab. Lab solutions weren't provided.

Lectures

Some students found it very hard to understand the lecturer due to his strong accent. Students commented that the lecturer focused mainly on reading through the lecture slides, which were described as "incomplete", "boring", "useless", "incomprehensible" and "trivial". Reactions were somewhat mixed - some students would have loved the lecturer to spend more time dealing with more interesting, "inspiring" material, while others were simply having a hard time keeping up as the lecturer "jumped all over the place". More time spent on examples and explaining code would have been appreciated, especially anything that would have helped with the labs. One student commented that the lecturer himself seemed like a "quiet, friendly guy who is dedicated, approachable and knowledgeable" and felt sorry for him being put in this situation.

Assignments

The course had an initial 4,000 word research assignment worth 10% - students felt this did not teach them anything useful or help them to develop any skills to get through the rest of the course.

Assumed knowledge

Students with no experience with digital circuits and electronics felt overwhelmed by the assumed knowledge. On the other hand, the few students with experience in this area were extremely frustrated at the slow pace.

Structure

The structure of the course seemed odd to students. The half of the course seemed slow just a "rehash of Computing 1B", while the second half was all new material condensed together. Students would have appreciated if new concepts were introduced more gradually with more time spent explaining them.

Assessment

Their last assignment was originally due in Week 14 but extended another week into stuvac. Students who completed it by the original date felt penalized, other students felt they needed to spend more time on it than they otherwise would have which may have hindered their study for other exams.

RESOLUTION:

The lecturers were very helpful and interested in student feedback. Here is a copy of their official reply to aired student concerns:

Dear COMP2121 Students,

Thanks you for your invaluable feedback.
We have been working hard to create a good learning environment for you and have made significant changes in response to your suggestions.

The major changes include the following:
- More examples in the lecture notes. For example, the code for LCD is included in the lecture notes, in contrast to previous sessions in which students had to work out their own code.
- Reduced workload for Experiments 5&6. Compared to previous sessions, the workload for Experiments 5&6 is reduced by around 15%.

What follows are our thoughts and plans about this course.

1. **Course structure**. One of the major challenges that was posed this semester was that there were two separate cohorts of students for whom we had to be cater. This problem will be removed in future sessions, and as such we will be able to better cater with appropriate knowledge at the correct times.

2. **Labs**. Another major concern is the workload for labs. Although we have reduced the workload for Experiments 5&6, many students still found it difficult to finish in time. We will aim to structure the labs so that there is a sufficient learning in the course, yet there will be enough time to complete the labs. As to faulty boards, we have a test program to test the major components of the board. David Johnson has tested all the boards using the test program. However, due to the limited manpower, we were unable to test all the components of the board. We will seek additional manpower to make sure all boards which are distributed to students work.

3. **Assignment 1**. The objectives of Assignment 1 are three-fold:
   a) broaden your knowledge by exploring another microprocessor, using the knowledge obtained so far (i.e. ARM is deliberately not covered in the lectures);
   b) develop your self-learning and researching skills; and,
   c) improve your scientific writing skills.
   All these skills are very important in your future career. We believe that all these skills should be obtained during your studies.
   Please note that even though a number of students complained about this aspect of the course, several others said that this is where they learnt the most about microprocessors.

4. **Tutorials**. There are no formal tutorials in this session. However, we have released tutorial questions and answers. We plan to organise formal tutorials in future sessions to help students understand the course material better.

COMP2121 is also running in Session 2 and we have received no complaints. As an interesting "aside", nobody in Software Engineering was awarded a HD last session for COMP2121.

RULES BROKEN: N02

SURVEY RANKING: 60/62

SURVEY EXTRACTS:

Teaching :: 5
Feedback :: 3
Relevancy :: 6
Enjoyment :: 3
Short summary of the course :: Every assignment was extended so for the people that busted their balls staying up late finishing the assignment in time for the original due date, where slapped in the face with a week extension.

Teaching :: 4
Feedback :: 4
Relevancy :: 7
Enjoyment :: 6
Short summary of the course :: good overall except LABS - tutors are awful

Teaching :: 1
Feedback :: 1
Relevancy :: 1
Enjoyment :: 1
Short summary of the course :: Omg this is the hardest course I've ever done. A 3000 word report for only 10% of your overall mark? Ridiculous. The labs were impossible to complete aswell. Scrap this course!

COMP2920/COMP4920 Professional Issues

ISSUES:

Complaints about a particular tutor who: didn't answer questions properly, didn't speak clearly, didn't give useful feedback and marked harsher than the other tutors. Students were also asked to mark their peers work but were given no marking guidelines or answers with which to do so.

RESOLUTION:

Lecturer spoke to the tutor and complaints ceased.

SURVEY RANKING: 38/62

SURVEY EXTRACTS:

Teaching :: 4
Feedback :: 2
Relevancy :: 4
Enjoyment :: 2
Short summary of the course :: Boring and requires textbook

Teaching :: 5
Feedback :: 10
Relevancy :: 1
Enjoyment :: 10
Short summary of the course :: the exam took 10 mins - speaks for itself. also, why teach this? if people want to be ethical, they will be.

COMP3111/COMP9008 Software Engineering

ISSUES:

Lectures:

A student complained that when a question was asked in lectures, the response from the lecturer was "this kind of question should be asked to mentor not me". Students were also upset at being told at the start of the course that they would receive lower marks than they were used to.

Tutorials / Mentoring:

Students had to form groups of 4 and then try and schedule a weekly meeting with their mentor. This was needlessly tedious and students would have preferred to enroll in tutes using my.unsw. Students complained that even their mentors did not seem to believe in the course. ("I know the spec is vague, I know these don't mean anything in real life...").

Assignments / Deliverables:

Students complained that their specs were at best vague and at worst nonsensical and contradictory. The work itself did not seem to have any grounding in reality - one student said that after resorting to Google to find out what a term meant, the only references he found were to other universities, which were all using nearly identical examples.

Marking / Feedback:

Students complained that marking seemed random and that they were being unfairly penalised for their markers not understanding their (from their point of view, correct) work. The actual marking criteria was mistakenly made available for a time, and dictated that each mentor was supposed to give out 1DN, 2CR, 1PS. Students felt helpless and complained that the aspects of their assignments which they spent the longest time on often received the lowest marks, with no explanation.

RESOLUTION:

COMP3111 regularly ranks at or very near the bottom of course surveys. CSE has promised to review COMP3111 to address these problems and others. However, after Session 1 the COMP3111 course coordinator left for UNSWAsia and CSE appears to be awaiting their return before taking any meaningful action. Minor changes have been made in Session 2 (such as a new lecturer). More on Session 2 later.

COMP3111 was made core for Computer Science in order to comply with ACS accrediation, specifically that students be taught "group projects, covering aspects of interpersonal communications... project reports, covering aspects of written communications". Attempts to remove COMP3111 as a core subject for Computer Science have been unsuccessful so far. The course is no longer core for Computer Engineering.

RULES BROKEN: N04 (?)

SURVEY RANKING: 62/62

SURVEY EXTRACTS:

Teaching :: 1
Feedback :: 1
Relevancy :: 1
Enjoyment :: 1
Short summary of the course :: Ruined uni, I would discourage people from doing computer science because of this cours

Teaching :: 10
Feedback :: 10
Relevancy :: 10
Enjoyment :: 10
Short summary of the course :: most useful course i've done in my uni degree

Teaching :: 1
Feedback :: 1
Relevancy ::
Enjoyment :: 1
Short summary of the course :: This course ruined Computer Science. No justification of the way deliverables were marked, unclear specs, lecturers who did not care what the students learnt, nor about their views and opinions.

COMP3141 Software System Design and Implementation

ISSUES:

Forum

The subject had no course forum. Students requested one in order to "share ideas" and "support each other on assignments" but never received one.

Assignment

One of their assignment specs was delayed and when it came out, students complained that they did not have enough time to complete it. The course policy was "there will be no extensions. If you do not begin assignments as soon as they are released, your chances of finishing them on time are slim."

Prerequisites

The lecturer himself once asked why nobody in Computer Science was doing the course. Unfortunately, the prerequisites of COMP2111 or COMP3111 prevented many students from taking it.

RESOLUTION:

Students never received a forum. The assignment was eventually extended a week. The prerequisites have now been removed.

SURVEY RANKING: 32/62

SURVEY EXTRACTS:

Teaching :: 8
Feedback :: 6
Relevancy :: 10
Enjoyment :: 6
Short summary of the course :: Very hard and assesments
didn't asses learning but I learnt more in this ocurse then I
did in any ohter uni course I have ever done.

COMP3311 Database Systems

Lectures

Students complained that the lecture notes "made no sense" and that they couldn't understand what the lecturer was saying.

Assignment

Their first assignment was due in Week 8 and still hadn't been marked a month after the due date. Marks were not available until Week 13, way past the Week 8 deadline for feedback. The marking itself contained no feedback, and the autotests were not labeled adequately enough to explain what they were testing - only "item 1, item 2, ...".

Project

Students complained that they did not have enough time to do their first project, and had to "sacrifice" other subjects to get it to a satisfactory level. The spec itself was described as "completely confusing and contradictory", even after many updates were made.

Forums / Email

Many students took advantage of the forum to post questions. The lecturer checked at least twice a week (during the consultation hours) but many felt this was not enough. During the exam period students found it very hard to contact staff.

Prerequisites

COMP3311 has COMP2011 as a prerequisite and thus cannot be taken until the end of 2nd year. According to Xuemin Lin, this prerequisite is unnecessary. Its removal would allow students to take the course at the beginning of 2nd year. As an aside, the postgraduate equivalent - COMP9311 - is regularly taken by co-op students in first year.

RESOLUTION:

The project deadline was extended, but some students felt the extension was "no way enough". The prerequisites are yet to be changed. Regarding monitoring the forum and emails before the exam, the lecturer wrote a lengthy email to the stureps - here is an extract from it:

I acknowledge that there was some delay in my response to web forum and emails before the exam period. The main reason is that I am involved in 2 course teaching and COMP9318's exam is on 20 Jun (i.e., before 3311's exam).

I did 2 public consultations for COMP3311 and COMP9318 before the exam (almost 2 hrs each), plus a number of private appointments. I am also involved in marking of 3 assignments from the 2 courses. This simply left me no additional time to respond to message board (where one need to sift thru the topics) and I hope the students can help each other (as they did in the rest of the session). I did respond to the emails, probably prioritised by the urgency.

Despite all these, I admit that I should have put more time to 3311 before the exam, if I had more time. Please let me know if there is anything I can do to help them. Thanks.

RULES BROKEN: N04

SURVEY RANKING: 53/62

SURVEY EXTRACTS:

Teaching :: 8
Feedback :: 4
Relevancy :: 8
Enjoyment :: 5
Short summary of the course :: Terrible help before exam period, leaving critical questions unanswered like 'Are formulas provided or do we need to memorise the 500 possible available?', turns out, we did need to memorise but also turns out not the formulas I did remember.....great help

Teaching :: 1
Feedback :: 1
Relevancy :: 8
Enjoyment :: 2
Short summary of the course :: No marks till week 13, even then there's zero comments

Teaching :: 7
Feedback :: 6
Relevancy :: 10
Enjoyment :: 7
Short summary of the course :: the course had some problems, material is dull to read up on, but in practice doing the db stuff is kinda fun

Course code :: COMP3311
Year/Session :: **05/S1 (note, different lecturer)**
Teaching :: 9
Feedback :: 8
Relevancy :: 8
Enjoyment :: 9
Short summary of the course :: Jas Lecturer. Good material, kept interesting and good use of forum

COMP3331/COMP9331 Computer Networks and Applications

ISSUES:

Mid-session exam

The average mark for the COMP3331 mid-session was 16/35 (i.e., a FL) and many students were obviously distressed about this. Students commented that the exam was "constructed from some of the most obscure material from the course", and that they found it hard to pass even after doing "all the tutorial questions and attending every lecture". Some students also managed to procure past papers, giving them a significant advantage since the questions did not change significantly from session-to-session. The lecturer's amusing way of consoling them was to append the lecture slides for the next week by giving an example of someone who had scored 16/35 in the mid-session but who still managed to achieve a final mark of 59/100 after trying hard for the rest of session.

Assignments

Students commented that the specifications weren't written "clearly or concisely". In cases where code failed to compile (or otherwise), tutors did not check the code itself to award sympathy marks.

Assessment

The course uses a harmonic mean that favours exam performance and assumes that most students will get full or close to full marks for their assignments. Problems occur if students fail to achieve good marks in their assignments, as the exams themselves are very hard.

RESOLUTION:

The lecturer promised to change the questions for the next session, and also made attempts to console students who had performed poorly in the mid-session. Reaction to the final exam seems to have been more positive – how much of this has to do with students expecting the worst yet surviving, I'm not sure.

SURVEY RANKING: 25/62

SURVEY EXTRACTS:

Teaching :: 5
Feedback :: 5
Relevancy :: 5
Enjoyment :: 6
Short summary of the course :: A somewhat interesting look at networks. Some focus on the irrelevant and missing any topics not in textbook - APNIC/IANA allocations. Labs absolutely pointless exercises.

Teaching :: 8
Feedback :: 8
Relevancy :: 8
Enjoyment :: 8
Short summary of the course :: overall pretty good, but mid session exam was a shoocker, but made up in the final :)

COMP3411 Artificial Intelligence

ISSUES:

Forum

Initially the subject had no forum so students requested one repeatedly.

Assignments

Many students expressed frustration with the first assignment; the main complaint by far seemed to be "I don't even know where to start". There were various concerns about the test data and how marking would be carried out. In the end some students lost 25% of their mark purely because they had the wrong formatting in their output, while other students ended up giving in and dropping the course, even after the lecturer gave an extension. The second assignment was easier but still plagued by an ambiguous spec with very minimal test data for students to go on.

Tutorials

Initially the solutions were only available from within the .unsw.edu.au domain, which was frustrating.

Marking

Even after having completed the exam, one student had not received 3/4 of his assignment marks.

RESOLUTION:

A forum was created early on which turned out to be a lifesaver with the assignments, with students sharing their own test data with each other. As the session progressed, the domain name requirement was removed from the tutorial solutions, and the lecturer became more active in aiding students. One of the tutors, Robin Harper, was a fantastic help in tutorials and on the forum. Every assignment received an extension, except the very last one – as that was due at the end of Week 14 and an extension would have violated UNSW rules. In the end, some students actually commented that the course had become too easy.

RULES BROKEN: N04 (Saturday of Week 8)

SURVEY RANKING: 30/62

SURVEY EXTRACTS:

Teaching :: 4
Feedback :: 10
Relevancy :: 10
Enjoyment :: 5
Short summary of the course :: How to hate Artificial Intelligence by doing boring assignments. You need a textbook, slides are useless.

COMP4001 Object-Oriented Software Development

ISSUES:

Assignments

The first assignment was supposed to be released in Week 4 but was delayed until Week 6. However the spec was incomplete and it was not until Week 7 that a useful spec was released. The lecturer mentioned that the deadline would be extended, but no date was given. Eventually a date of April 24th was settled on, however on April 23rd, there was still no way for students to submit their assignment nor any mention of another extended due date. On April 24th the due date was extended again until April 26th, and give was finally set up to accept submissions. Students did not receive marks for this assignment until the holidays, after they had sat their exam. Assignment 2, which was originally due in Week 7, was pushed back to Week 10, with a due date in Week 13. A day before the assignment was due, there was still no test code or submission instructions - eventually the assignment was extended again. Assignments 3&4 were combined due to "lack of time left" and then the combined assignment was made optional - with students given the opportunity to answer an additional section in their final exam instead.

Exams

Students were confused by the final exam, in that one section was (thought to be) optional, due to the continual re-arrangement of the course assessments. The course was supposed to have a Practical Exam in Week 14, but in Week 12 it was "cancelled".

Forums

Initially, no forums were provided to students, and students resorted to creating a single thread in the general CSE forums to discuss COMP4001. This thread quickly turned into a novella.

Malaise

The lecturer often corrected the slides during lectures but did not uploaded the corrected slides to the course website. Students complained about the lack of consults, tutorials and labs. Consults were scheduled to take place "online" however students complained that the lecturer did not actually reply to e-mails.

RESOLUTION:

A forum was not setup until the 15th of May (Week 8?). Unfortunately, the forum began to replace the assignment specifications - changes to the spec were only known to students who read through every post in the forum, as the lecturer did not update the actual spec on the course website. One student wrote to the guild and was told that if 80% of the course was dissatisfied then some action had to be taken by the university - however it is still largely unclear whether any action has been taken. The course itself is undergoing a bit of a restructure, with the OO programming aspect being moved to a new course - COMP3021 - and COMP4001 sticking to OO design issues instead. The course badly needed a course admin last session, but it appears as though the student numbers were not quite high enough for CSE to justify this.

RULES BROKEN: N01, N04

SURVEY RANKING: 61/62

SURVEY EXTRACTS:

Teaching :: 1
Feedback :: 1
Relevancy :: 1
Enjoyment :: 1
Short summary of the course :: For God sake, the teaching performance of this lecture is questionable, not to mention his pathetic organization skills in the course. I suggest he be suspended from teaching unless he is able to lift his performance to a minimally satisfactory level. If he ever teach courses that requires programming, please for God sake, show students examples of the programs WORKING in class. I sure as hell know how to read code but understanding it would make my life easier. Thanks heaps to you for taking the time to read this 'short' summary.

Teaching :: 4
Feedback :: 1
Relevancy :: 6
Enjoyment :: 4
Short summary of the course :: Fairly boring teaching. Still don't know how to turn diagrams into code. Yet to recieve any marks back.

Teaching :: 2
Feedback :: 1
Relevancy :: 10
Enjoyment :: 2
Short summary of the course :: Lecturer completely unorganised and dishonest. Never, ever released things on time (e.g assignments, test code, even submissions via give weren't available the day before due date!) This lecturer seriously needs to be reviewed.

Teaching :: 1
Feedback :: 1
Relevancy :: 3
Enjoyment :: 1
Short summary of the course :: OO programming. assignments always released extremely late, test code released day assignment due, due dates constantly changing, no lecturer feedback, exam nothing to do with course work

COMP9332 Network Routing and Switching

ISSUES:

Assignment

The assignment was worth 30% and a student commented that the spec itself was pretty "vague and daunting". Network programming experience was not a prerequisite for the course, but the assignment seemed to demand it.

Questions

A student commented that only one PhD student was in charge of answering all the questions in the course, and that his answers were often unsatisfactory. For example: "Q: Does "Fragment size" refer to MSS?", "A: Your query is not clear.".

RESOLUTION:

Their assignment deadline was extended and complaints ceased.

SURVEY RANKING: 26/62

COMP9417 Machine Learning & Data Mining

ISSUES:

The 2nd (major) assignment was supposed to be started in Week 6 however it was not released until Week 11. Students were told they were allowed to work in groups since they had so little time, however undergraduates found it hard to mix with "anti-social PhD students". The assignment itself had several "pre-packaged" topics that were "capped at 70%", as well more advanced topics that awarded more marks. Unfortunately, the time available to complete the advanced topics was fairly minimal at this point.

RESOLUTION:

The lecturer was contacted to see whether he needed any additional support. No further complaints.

RULES BROKEN: N01

SURVEY RANKING: 41/62

SENG2010 Software Engineering Workshop 2A

ISSUES:

Students were frustrated that from Workshop 2A and above, courses were only worth 3UOC yet took up a significant amount of time, eating into other (6UOC) courses. Some students commented that they would rather have the subject worth 6UOC (even if this extended their degrees), others suggested it would be better to make the subjects more "worthwhile" while keeping them at 3UOC .

SENG workshops are very time consuming, having to learn a lot of new material yourself and complete complex assignments within the short time span of 1 session. The amount of work expected to be done do not accurately reflect the unit of credits they are worth, while performing badly would seriously undermine your results as SENG workshops is the "core" course in your degree and employers will almost definitely look at your results for this course.

SURVEY RANKING: 31/62

SURVEY EXTRACTS:

Teaching :: 5
Feedback :: 5
Relevancy :: 8
Enjoyment :: 5
Short summary of the course :: Noone works in the team and tend to end up with one person doing all the job. More UOC please

ENGG1811 Computing for Engineers

ISSUES:

One of the tutors hadn't marked the first assignment, even though other classes had already received marks 1-2 weeks earlier.

RESOLUTION:

Assignment eventually marked.

RULES BROKEN: N04 (?)

SURVEY RANKING: 43/62

SURVEY EXTRACTS:

Teaching :: 7
Feedback :: 2
Relevancy :: 2
Enjoyment :: 3
Short summary of the course :: It was designed for those with no background knowledge of programming but was much too hard for these people. I am very unimpressed with deducting marks for incorrect answers, it is extreemly unfair to those who are trying hard but struggling a little.

INFS2603 Systems Analysis and Design

ISSUES:

The lecturers have failed to cover the core component of the course, i.e. Systems Analysis and Design. Rather than focusing purely on the semantics and notation, good design should be taught. When system designs are presented or specified, students should be able to learn why certain design approaches are bad/poor and why other designs are better. The administrators of the course may have lacked relevant technical experience, an area where SENG students really need to learn.

The assignments can be done without much thinking, i.e. even if your design doesn't work (and it most often isn't implementable due to poor design).
In some tutorials, students end up learning more about Sweden than systems design. Further OO design and analysis techniques were not covered in detail. Definitely recommend more integration between SAD, SENG2A/2B and COMP1921 in the future because the basics of OO design are rooted in this course and it is a skill worth learning properly.

SURVEY RANKING: 56/62

SURVEY EXTRACTS:

Teaching :: 1
Feedback :: 1
Relevancy :: 1
Enjoyment :: 1
Short summary of the course :: Aybuke is a stupid. One of the tutors she got, is only a tutor because they have a working relationship. He had no clue about the course and was learning it along with the students. Also a ver boring course.

Session 2 Courses

COMP3111/COMP9008 Software Engineering

ISSUES:

Lectures

The main lecturer often seems "uninterested" in the material, although he has tried to make the course interesting by, for example, using space ships in examples instead of customer databases. Students have commented that lectures would be better if they had much more emphasis on teamwork and real-world examples and less on endless definitions.

Deliverables

Specifications and templates for the first deliverables were released very late, giving students hardly any time to actually complete them. The second deliverable in particular suffered both from not having a spec and not having feedback from the first deliverable available - which was a problem given that the second deliverable *relied* on the first deliverable. The marking itself seems to be more of a ranking than an objective mark - for example, one of the lecturers commented that after marking one submission, he had to go back and decrease the marks of another groups submission. For later deliverables, consistency between markers has been a big problem.

Content

Most of the content appears to be "common sense" and does not seem reflective of a 3rd year university course. Any student who did Information Technology or Software Design in high school would probably find it hard to stay awake in lectures. This is not helped by the fact that the course seems filled with endless definitions and keywords - one group lost a mark in their 2nd deliverable for "not using the word

'milestones'" (after complaining, they were told that this comment was a "joke"). The lecturers themselves will often introduce new words with caveats such as "you will never hear this word again" and "nobody does this". Students also seem expected to spend considerable time searching the web for ideas and explanations.

Core?

One of the lecturers was not aware that the course was a core requirement of Computer Science and said this in one one of the early lectures:

"If you don't want to understand the material then I don't know why you are here in the first place."

This was, obviously, not very comforting to the many students forced to take the course.

Midsession quiz

The midsession exam was 12 multiple choice questions each with multiple correct answers, each of which students had to select in order to get full marks. This type of exam makes absolutely no sense for such a subjective subject, and students commented that they found a lot of the questions ambiguous. The published answers are contradictory, both with themselves and with the material taught in lectures. Students were told these exam results were the "best yet", despite the fact that few students achieved more than a Credit.

Group accounts

Even though the subject is based around a major project programmed in a group, students are not supplied with group accounts. Group accounts were requested on numerous occasions - and subsequently promised - but it is now Week 10 and they are yet to materialise. This seems especially bizarre given that a

whole 2 hour lecture block was devoted to code management and synchronisation using SVN etc.

RESOLUTION:

The 2nd deliverable received a small extension. In regards to the content, one academic has commented that "*you are not going to find me defending this material or the way it is taught.*" In regards to the midsession, students are expected to individually argue about their answers at consults next week.

RULES BROKEN: N01, N04 (?), N05

HISTORICAL SURVEY RANKING: 62/62

COMP3211/COMP9211 Computer Architecture

ISSUES:

Students were alarmed after hearing that one of the tutors had prepared a mock quiz for their tutorial right before the midsession exam, and instructed their students not to tell anyone else about it. It was felt that this would create an unfair advantage for that particular tutorial.

RESOLUTION:

A mock exam was not held - instead, students in that tute took part in a "general discussion" of past material. The lecturer kindly made exam statistics available afterwards to all students, which indicated that students in that tutorial did not receive any advantage over others.

COMP3231 Operating Systems

ISSUES:

The course ran in Session 1 and scored very highly in our survey. Many students were looking forward to it, however it was cancelled in Session 2.

RESOLUTION:

Please run it in Session 2 as well next year!

HISTORICAL SURVEY RANKING: 3/62

HISTORICAL SURVEY EXTRACTS:

Course code :: COMP3231
Year/Session :: **2006/1**
Teaching :: 8
Feedback :: 7
Relevancy :: 10
Enjoyment :: 9
Short summary of the course :: Totally rad, well done Kevin and tutors, though groupwork should be abolished, would be fine to do on one's own, partners tend to either drag on you, or pull you forward, neither of them helps in learning. Assignments were just downright awesome, rock on!

COMP3421/COMP9415 Computer Graphics

ISSUES:

Students were concerned that marks for their first assignment were not yet available, even though the Week 8 deadline for feedback had passed

RESOLUTION:

Pending

RULES BROKEN: N04

HISTORICAL SURVEY RANKING: 4/62

COMP3711 Software Project Management

ISSUES:

CSE students generally have a dislike for INFS courses. The general consensus is that INFS courses have failed to "add value" to our computing and engineering degrees. While the content may be good and relevant, they have not been taught well. The survey comment below was for the last session of COMP3711, which was administered by CSE. The current session of COMP3711 is administered by SISTM and students have felt that it is becoming another INFS course in its execution.

In terms of the "new and improved" version of the course: the lecturer expected all students to purchase the ($100) textbook, setting an assignment that merely contained page references. Students reported that one of the tutors "yells at students who haven't done the reading", which is typically from the textbook. However, students could not obtain copies of the book from either the library or the bookshop. In one instance the required reading was an article on the internet, however the URL did not work. The lecturer refused to copy the article to WebCT, claiming copyright infringement (yes, the course used WebCT as it was not taught by CSE staff). The course outline itself emphasised the need for the textbook due to the Microsoft Project license it came with, however Microsoft Project 2003 is available for free on the CSE mirror.

RESOLUTION:

After initially dismissing all complaints and claiming that the stureps "exceeded their authority" by bringing them to his attention, the lecturer agreed to rewrite the first assignment in such a way as to remove the reliance on the textbook.

HISTORICAL SURVEY RANKING: 58/62

HISTORICAL SURVEY EXTRACTS:

Course code :: COMP3711
Year/Session :: **05s2**
Teaching :: 1
Feedback :: 1
Relevancy :: 1
Enjoyment :: 1
Short summary of the course :: The lecturer was pathetic in his attempts to teach this newly brought in course. New courses or existing courses were recently introduced/retrofitted so that all engineering programs made sure to cover 'what is deemed project management'. This course did not deliver in acheiving anyone learning anything remotely useful and/or necessary for project management. I hear this course is being outsourced to the INFS department (yet still retains the COMP code prefix). I do not see how replacing this course to a school such as INFS will make this course any better. INFS in itself is a joke, so in effect they replacing [inaudible] with CRAP to be blunt. Also when errors are found in the examplar answer sheet, morality should previal and a remark undertaken, not a fudgy harmonic->arithmetic mean done at the last minute after getting various people to go examine there papers. It shows there is no accountability with lecturers in courses. Essentially you are at the whim of whatever they want, which is disgusting.

COMP4211 Advanced Computer Architectures and Algorithms

ISSUES:

A final year Computer Engineering student had a problem with this course - he had enrolled in it (COMP4211) as well as Thesis B. He did this at the start of the year when he did the rest of his timetable, and didn't think much of it.

"I was told by a friend of mine that the course had been cancelled. I went back to look at my e-mails (both CSE and unimail) and found I received no such notification e-mail [...] the class website yields no information either. This left me in a difficult position as semester had already started, and I had to rush to choose a subject before they filled up (if they had already done so). I would like to know if there is any avenue to launch a formal complaint about this"

RESOLUTION:

The student was contacted with available options, as well as an offer to lodge the complaint through us, anonymously, or alternatively for us to organise a meeting with the school and student to sort this issue out. As the lecturer resigned from his duties at the very last minute so it was difficult to complete the admin side of the course. In the future lecturers should have to finish all their duties before stepping down as the ensure there is a minimal disruption to student's learning.

COMP9517 Computer Vision

ISSUES:

The course was cancelled at the last minute due to the lecturer leaving for UNSWAsia. Many students were looking forward to it.

RECOMMENDATIONS:

Please bring it back!

SENG1031 Software Engineering Workshop 1

ISSUES:

A few students raised the point that no copies of the textbook were available in the library. The project specification was delivered very quickly and in a vague manner, student expressed concern about the specification and its lack of explanation. All groups are currently behind schedule as the spec was not readily made available and a lecture was cancelled.

RESOLUTION:

The lecturer put forward the proper forms to acquire a copy for open reserve in the library as soon as it becomes available from the bookshop.

HISTORICAL SURVEY RANKING: 29/62

CSE

Helpdesk opening hours

Students often complained about the odd HelpDesk opening hours during Session 1 and these have been changed for Session 2 (though, are still very restrictive).

Lab capacity/scheduling

Lab capacities were a huge issue during Session 1 but have become less of an issue during Session 2. Part of this is to do with a better lab timetable allocation and part of it is to do with there being fewer students taking CSE courses. As far as I know, suggestions to permanently remove certain labs from the lab allocation system (such as the Electrical Engineering labs) have not been taken seriously, despite receiving support from the Computer User Needs Committee.

Lab alarms

Lab alarms are not only annoying but a seriously OH&S issue given that they are so loud. Since they are so frequent, some students opt to "wait it out" and sit in labs with the alarms booming, potentially damaging their ears. Silent alarms would eliminate this problem, however, changes were recently made to the circuity so hopefully the accidental air raids will now cease altogether:

Just to add to what Loc has written, we are changing the style of connector that is used in the "trip-wire" cable.

We are assured by the supplier that it will be significantly more robust than the original one, which is a 1/8 inch audio connector. This has an internal metal leaf that is sprung to maintain a circuit, which can become weakened over time.

This will hopefully prevent the alarm that sounds if you bump a PC, adjust the height of your monitor or brush the cable with your feet or a bag.

Water facilities

The chilled water in the open kitchen on Level 1 of K17 has been a technicolour surprise. Thank you.

Physics Undercroft ("Dungeon") labs

There is still an intense sadness over the effective loss of these labs.

Here are some extracts from our survey:

> *The conversion of the dungeon labs to windows is usless to most CSE students.*
>
> *Access to the dungeon labs, often times a free computer can not be found, by restricting the dungeon labs to only first years in engg courses, restricting the people who need the labs the most, that is later years who do more comp intensive courses.*

.NET Courses Offered by Australian Institutions

While very business-oriented, the following link by Microsoft has information on the various universities offering .NET courses.

.NET developers are in great demand and is definitely a valuable skill for CSE graduates.

http://www.microsoft.com/australia/msdn/students/netcourses.aspx

However the saving grace here is that the biggest IT faculties/schools in Australia have yet to offer any .NET courses, so maybe CSE can take the lead?

At the recent Teaching Committee meeting, Helen Paik confirmed that COMP9322 will soon allow students to use .NET as an alternative to J2EE. However, whether students will actually be taught how to use .NET is unclear.

IP quota

IP recently received a small boost however it is still cripplingly low, especially given that some other universities (such as UTS) have no quotas at all. Students would appreciate some sort of online facility to renew IP quota for times when the HelpDesk is closed (such as weekends), as well as allowing https traffic through when students are over their quota – this would allow them to check their gmail inbox, for example. This possibility was first brought up some months ago at a Computer Used Needs Committee meeting, with no objections raised.

Disk quota

Disk quotas recently received a not-so-insignificant increase and students appear to appreciate this tremendously. Thank you.

Print quota

The artificial increase in price of print quota to make up for lost funds elsewhere still does not sit well with us.

Lab opening hours

Students would appreciate increased lab opening times, especially on weekends. There is a huge demand for 24 hour lab access and we think it be worth running a trial, perhaps with the Pipe and Bugle labs.

Lab patrols

Loc Huynh has been a much more active presence in labs this session, and can be regularly seen on patrol.

Student space

Despite extensive requests for more general-purpose student spaces similar to the laptop lounge, nothing is yet to materialise.

Here are some comments from our survey:

Most study areas where groups can meet would be an idea especially when group assignments are becoming more important.

Prior to the refurbishment I used the laptop lab, however, I don't use it now as it is uncomfortable and we are unable to eat or drink. It sickens me to think about how much money was wasted on it :(

Honours calculation

At the first Teaching Committee meeting this year, Tim Lambert brought up potential changes to the way honours was calculated in Computer Science – in that it could be based purely on 4th year WAM. We asked students what they would prefer in our survey, and the vast majority answered "based on all years, final year weighted more".
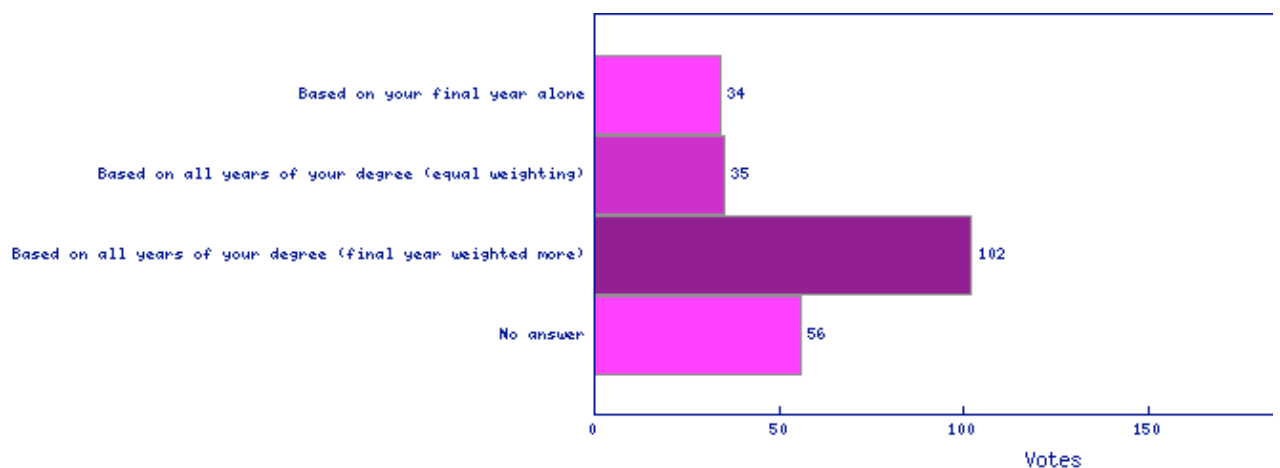

Some student comments to do with honours:

Honours should also be calculated based on all courses in the program, not just comp courses - If I do better at non-comp courses, eg elec, which are still part of computer engineering, then why isn't that considered in the CSE wam?

And they still haven't written up anything about the state of Computer Science Honours grading. That's not necessarily too detrimental - maybe they won't finalise changing it until after I graduate ...

Prevalence of night classes

According to our survey, the majority of students would prefer to have classes during the afternoon, or otherwise the morning. This does not fit well with the current CSE structure of running a significant number of COMP3+ courses during the night.
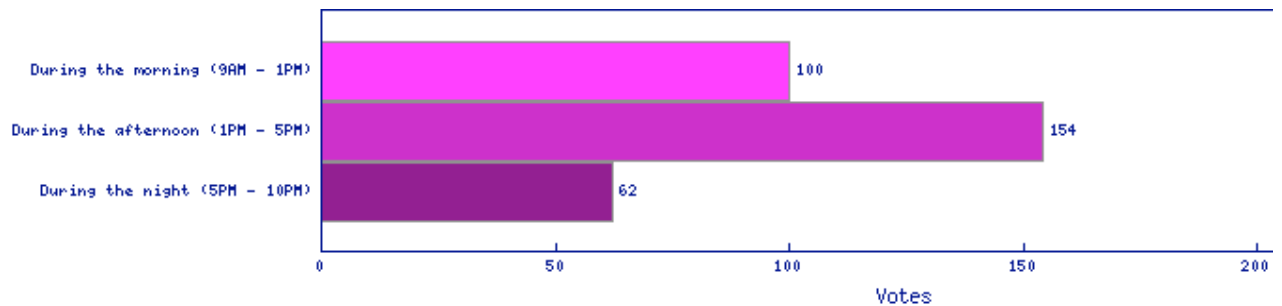
However, there are some students who still prefer night school:

> *As a double degree student I find the classes after 5pm suit my timetable best. It is often difficult for me to find a non clashing timetable that contains the courses I wish to do. However I like to get home with enough time to make dinner, rather than having to pay for it on/near campus, i.e. leave campus by 4pm. Then there's the fact that I work part time to support myself. My current employer is flexible with my working hours but I am more effective when I can have one working day free a week. This gives me a preference for classes later in the day as it allows me to timetable a lot of contact hours in the one day rather than spreading them across the whole week. I prefer courses that aren't spread out over many days of the week for the same reason.*

Tutor selection

Tutors seem to be a concern University-wide, but more specifically to CSE, there are some students who believe the selection process is weighted too heavily on WAM and Marks (which are of course important for course content knowledge), with insufficient weighting on whether the tutors can actually teach (or have appropriate personalities).

It may be helpful if CSE could implement a brief class or session for tutors to attend, in which they can get hands on practical experience in presentation, class management and being able to control students. Feedback from students should be encouraged more- lecturers are teaching and we review them at the end of session, why not tutors as well?

Summer session lives / COMP4141

COMP4141 will be offered over summer this year. The course proposal can be found here:

http://www.cse.unsw.edu.au/tc/meetings/2006/09/COMP4141.pdf

COMP4141 Theory of Computation
Staff Contact: Dr Kai Engelhardt
UC 6 S1 L3 T1
Prerequisites: Undergraduates: COMP2011 or COMP2711
Postgraduates: COMP9024

Computability: formal languages and problems, Turing Machines (TMs), computability, (semi-)decidability, universal TMs, Church-Turing thesis, halting problem, reduction and undecidability proofs, examples; Complexity: run time, space, complexity classes, nondeterminism and NP, polynomial reductions and NP completeness, optimisation problems and approximation, randomisation; Languages and Automata: regular expressions and languages, finite automata, determinisation, context-free grammars and languages (CFLs), Chomsky normal form, word problems, pumping lemma, push-down automata, decidability problems for CFLs; Semantics and Correctness: while programs, assertions and program correctness, Hoare logic, loops and loop invariants, relative completeness of Hoare logic (and its role in a proof of Gödel's incompleteness result)

Industrial training

Industrial training was mandatory in engineering degrees in order to achieve IEAust accreditation. However, IEAust now allows accreditation even in cases where industrial training has not taken place – and some universities have begun updating their plans to reflect this new optional nature, such as the University of Melbourne. At UNSW, industrial training remains compulsory for now. Students suggest that if it is to stay, more help finding industrial training would be appreciated.

Spam

Students are frustrated at having to setup spam filters manually. Some kind of opt-in "let CSE take away my spam and oops, also some of my real mail" form would be appreciated.

Stureps promotion and access

Thanks to John Shepherd, a link to the stureps website now appears on all WebCMS course pages. Similarly, thanks to Richard Buckland for adding a link on his course pages.

Thanks also to Simon Bowden (now sadly gone) for granting stureps the ability to read any course forum in the CSE Forums.

Group work

Here is an "amusing" extract from our survey:

Group work needs to be stopped now before it hurts anyone else. Yes, working in a group is important, yes working in a group is how its done in the work place. I understand and yet no course has created an approriate model of the workplace. In the workplace if one member does not decide to show up to work and not do what is asked of them, does the whole team get fired. Until someone discovers a good model, group work should be eliminated. Also the peer assessment is the wrong model, as it give everyone a say even the annoying do nothing lay abouts. Please, if you can, stop all group work, it has made me decide not to take Object Orientated Programming simply because of this fact.

Some musings on group work:

Group Work points/ Ideas/ Methods:

Maximum mark perhaps be left at 20% (depending on the course type). See point E.

Identified issues in group work:

Freeloading

Main problem with group work is students not pulling their own weight which forces some students to do most of the work.

Suggested methods:

A - Tutors should address the issue when the project is handed out, perhaps tell students "We often see students leaving all the work to a few members, so we will be making sure you get the mark you deserve individually".

B - They can also tell students that they will question each student mid way on what they've done so far. Hopefully these would encourage participation from the outset and encourage students to be More organized.

C - To make sure that all team members are familiar with the work there could be a small 'test' as a small part of the assessment component. The mark given to the team could be something like an average of the team's scores [to make students push each other to contribute].

D - Peer reviews must be done confidentially or anonymously. Peers may be unlikely to mark honestly if they are writing the peer review when next to their group members.

E - The actual marks for the group work might not be worth much, however there can be questions in later assessments (eg finals) that assess the group work project which are weighed more substantially.

F -get students to make individual presentations instead of assigning a head speaker?

A communication problem with making a group presentation at the end is

that sometimes students can be very nervous and not speak effectively (thus not demonstrating how much they learned) and this may drag down the others in the group, especially if it is the team leader speaking. Perhaps if students individually spoke on what their role was they would get a mark that is more justified for themselves (though even here problems can arise if other students told that student exactly what to say for their section).

G - A method to make sure all students are familiar with the work is to have the markers question randomly all of the students in the group. However this may not work for larger projects that have segregated and specific tasks for each student.

Thesis

The Learning and Teaching plan says:

> *"Students are able to propose their own thesis topics, or choose from the list supplied by the School"*

http://www.cse.unsw.edu.au/tc/meetings/2006/09/ltplan.pdf

However, the actual thesis page says (bold kept):

> **"CSE students are expected to select topics from the CSE Thesis Topic database"**

http://www.cse.unsw.edu.au/thesis/topics/topic.html

Which is it? Can this be reworded?

Teaching styles

Students were asked in our survey:

> *"Who are your favourite lecturers/tutors? Why?"*

Responses varied, here are some of the more specific answers:

- *richard buckland. He gives very interesting lectures, and keeps the students wanting more by giving nice/hard puzzles to solve.*

- *andrew taylor, sets the best assignments and labs in any course i have done so far, by a long, long way. nearly everyone else sets boring 'you have to learn this cause i can't think of anything better than last years qs' type stuff.*

- *john plaice, for being flexible.*

- *aleks ignjatovic, because he gets you thinking hard.*

- *ken robinson - very helpful and had a mailing list set up so answers to questions propagated to everyone.*

- *Will Uter - great teaching style, small class meant we could actually push forward on hard topics and not have to go at the pace of the slowest person.*

- *Kevin Elphinstone - Explained operating systems very well, made the hard concepts understandable without dumbing it down at all.*

- *Richard Buckland*
  he is passionate about teaching
  he is approachable
  he lectures are interesting
  he works hard at making you interested in the material
  he reminds me of the teachers who inspired me in primary and secondary school

- *Kevin Elphinstone*
  he is committed to teaching well
  he is approachable
  he lectures are interesting
  proactively seeks feedback
  he is fair in all matters
  is willing to put the time into a difficult course ot make it understandable

- *Tutors, sorry can't find their full names, Harvey (COMP3331 2006/1), Marchee (COMP3421 2005/1), James (COMP2041 2004/1), in general I liked them because they were:*
  easy to understand
  approachable
  did not mock you when you asked a easy question
  related the material to the real world

- *Richard Buckland. The best lecturer I've seen in this uni to date. Makes everything very interesting and assignments are hard and challenging.*

- *Robin H, BEST feedback on assignments. Explains exactly WHY you didn't get the full marks and HOW you*

could have gotten them. Many tutors skip both of those, and you have no idea where you went wrong.

- *Ken Robinson - answer e-mails and question quickly and in detail. Always willing to help.*

- *Richard Buckland (from COMP1711). Because of everything... a brief list:*
  cares about the students.
  puts real effort into making course relevant and enjoyable.
  provides a lot of positive help, including incredible forum presence (very important imo).
  writes and organises very good assignments.

UniWide

There is a demand for integration of CSE wireless with UniWide (whereby, CSE students would use UniWide and be given some amount of free quota). The current VPN setup seems like an unnecessary hassle.

Wireless connectivity

Students were asked in our survey:

> *"Where at uni would you like to use wireless access the most? What is the connectivity like there?"*

Responses varied:

- No connectivity: Electrical Engineering labs (Drum, Tuba, Harp, Oboe)

- Poor connectivity: Laptop lab, Banjo lab, Mechanical Engineering café

Wishlist

Students were asked in our survey:

> *"If you could change only one thing about CSE, what would it be?*

Here are some of the responses:

- *24 hour lab access. If no help desk at night time, it's ok provided all printers are filled with papers. Or ability to check which printer out of paper.*

- *A guy who can give a definite and responsive answer about academic adv*

- *Better areas for use of laptops - extend the laptop lab, allow eating / drinking (and put some blinds up, the far seats are virtually useless due to sun glare on laptop screens, only the ones near the stairs are usuable during many hours of the day).*

- *CHECK ALL LECTURERS FOR COMPENTENCY IN THEIR FEILD BEFORE THEY ARE ALLOWED TO TEACH A COURSE. THIS SHOULD INCLUDE A PROPER SET OF LECTURE NOTES AND TUTES (WITH SOLUTIONS) AND LAB MATERIAL (IF APPLICABLE)*

- *Change Comp Sci Honours back to the good old days when all 4 years counted. (surely all my studies thus far must count for something; and I shouldn't need to think about which 'good' courses to leave for 4th year).*

- *Current lack of marking accountability and transparency.*

- *Get rid of the harmonic mean most lecturers delight in using - for God's sakes, find a formula that doesn't make final mark = exam mark*

- *Give unlimited lab facilities and help available.*
- *Lab times are very restrictive even in exam time.*

- *I would make the course more challenging. The teachers seem to petrified of challenging their students and run the course according to what students wants. Heres a news flash for them 19 year old don't know much about the world outside of education instution. Rather then asking us what we want to know tell us what we need to know so*

were are not unemployed and homeless at the end of our degree.

- *I'd like it if CSE was more 'hardcore', harder assignments for instance. But that's just me, I doubt that I represent the bulk of the student base. I hear MIT pushes students until they crack and need to be committed to an institution, that would be awesome.*

- *Increase the space for students. Laptop lab just doesn't cut it.*

- *Instead of having core subjects for programs have a selection of say 2 or 3 subjects (core-ish) that should be put in a certain slot.*

- *More computing in first year*

- *More courses for advanced programmers in 1st year*

- *More transparent marking, in addition to recieving my mark, I'd like to know exactly WHY I got my mark, and HOW I could have gotten full marks.*

- *This applies to exams too, solutions + marking guidelines should be made available to students along with results.*

- *My only real problem is the temperature of some of the labs is far too hot and makes it uncomfortable to work for long periods in.(inparticular the clavier lab)*

- *You have too many quotas. UTS has no IP quotas and free wireless, if you can find somewhere with coverage.*

- *a larger laptop lab for people to work on assignments and group assignments. Out group had to use the space in a lab as the laptop lab basment was full.*

- *The groups that are meeting in the labs because there is not space in the basement can become anoying to students that work by them selves in the labs.*

- *abolish all morning everything. nothing should ever be in the morning.*

- *better support, helpdesk always closed*

- *lab open hours to 24, even fbe gets this*

- *how hard can it be to have working printers*

- *permentately empty windows labs! wtf*

- *do something those lab alarms. It has to be an OHS issue. Make them quieter or silent or force security to look into it quicker because the fact is there are plenty of students who try to ignore the alarms and get their ears hurt (I'm wondering if it can cause permanent damage, in which case it would have legal implications too).*

- *more weight on assignments because we spend a lot on them*

- *I need a course that sits me down and goes through systematically the use of libraries, cvs, linking, bulding programs from source codem not just a five second overview*

- *Lack of appropriate feedback from courses. I find myself finishing alot of courses with no knowledge of how I did and what my areas are lacking.*