

# CSE Student Representative Report 2016s1

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# 1 About

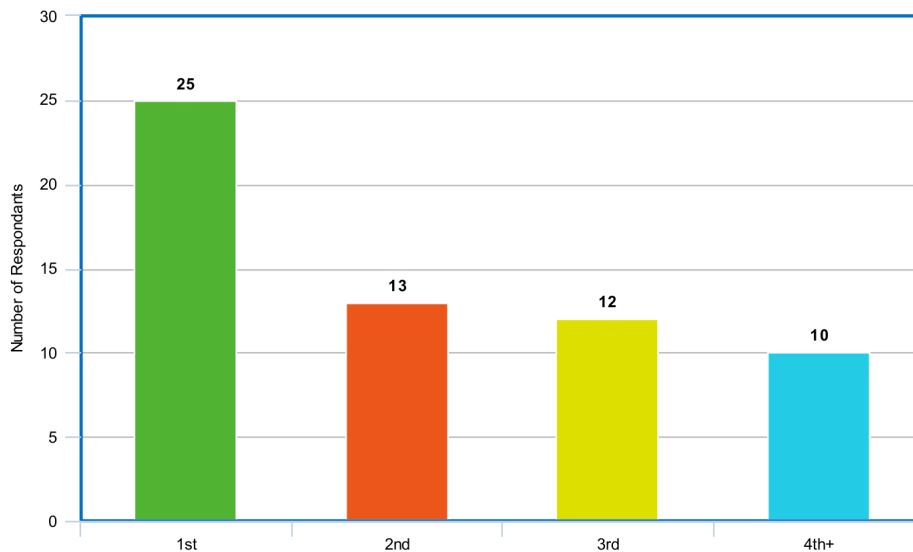
The CSE Student Representative report is all about gathering feedback on CSE and courses midway through the semester, and reporting them to the Head of School so that any issues arisen can be fixed sooner rather than later. Positive feedback also helps as it gives lecturers an indication of how they are going.

This semester we gave out two surveys: the CSE survey, a general survey about CSE; and the course survey, regarding all CSE taught courses.

Altogether, we had 63 participants in the CSE survey and 194 responses for the course survey.

## 2 General Survey

### 2.1 Program Year



The majority of respondents were in their first year, with a steep drop in survey completion in the following years. Unfortunately we were unable to get postgraduate responses for the general survey.

## 2.2 CATEI

77% of respondents reported that they either typically completed the survey or had not had the occasion to complete one yet. Of the respondents that did not complete the survey, most noted lack of perceived change from completing the survey in the past or simply lack of time. One student noted that it would be useful to be able to give feedback post-exams. Worth noting that the response rate for CATEI is likely much lower given the biased sample of people taking the time to complete the stureps survey.

## 2.3 Coursework Utilities

### Harware and Software

Question	Yes	No
Do you mostly use CSE machines for work?	11%	89%
Do you bring your laptop to university everyday?	81%	19%
Was the amount of disk quota sufficient?	79%	21%
Do you use an IDE for assignments?	31%	69%
Do you prefer to submit online instead of via give?	47%	53%

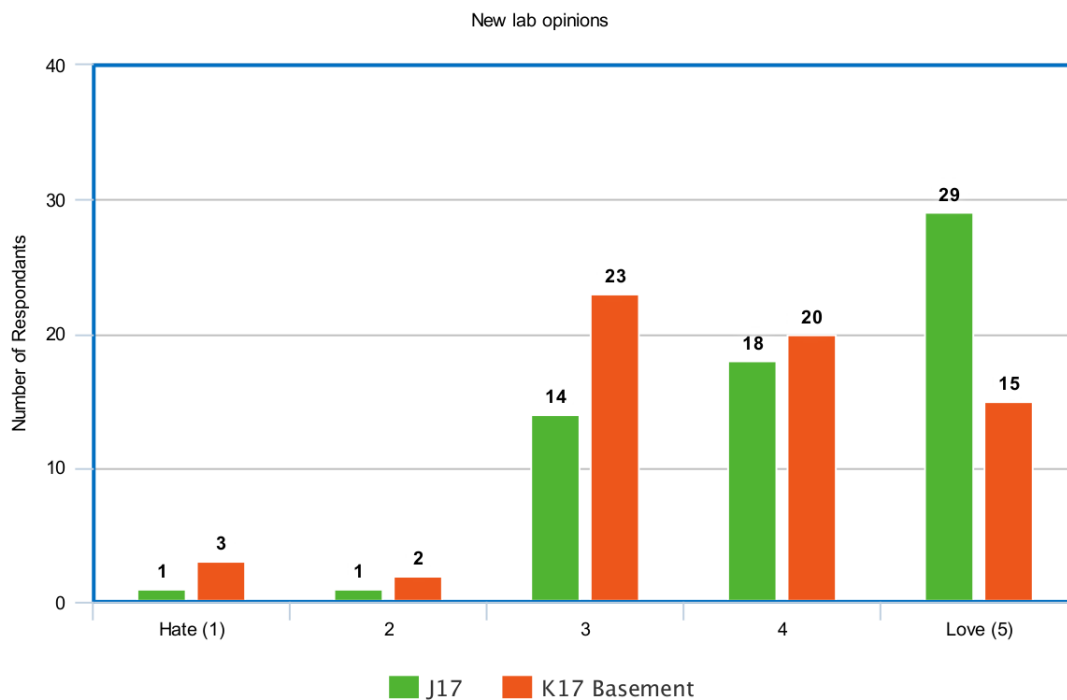
Some students found the amount of disk quota provided to be insufficient, especially students in higher year courses who were required to install large programs and students who made regular use of chrome or eclipse.

Despite the high rate of laptop use, many students commented on how hard it is to find a free lab computer during certain hours.

Many students noted that keyboard and mice in labs tended to be dirty and wished for stricter policing of food and drink rules within the labs.

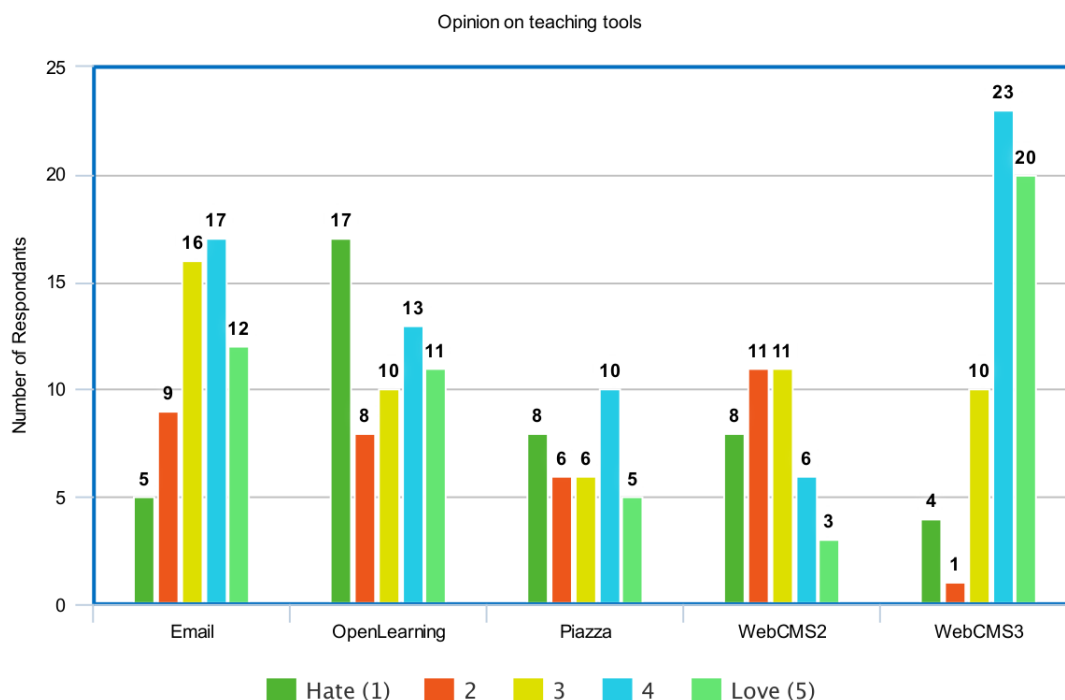
A few respondents noted that they would like the software on lab machines to be updated.

## New Labs



The responses for the newly added labs in the Ainsworth building were overwhelmingly positive. On the other hand, students had a more lukewarm (but still overall positive) opinion of the basement labs. This is likely due to the average availability of both labs, the fact that the J17 labs were more recently opened might have also led to a more positive response rate.

## Teaching Tools



Opinions of the newly introduced WebCMS3 were overwhelmingly positive. Email was also seen as an effective tool to communicate with students. Piazza and Openlearning caused divisive opinions amongst students while WebCMS2 was seen negatively by most.

## 2.4 CSE Curriculum

### Core Courses

75% of students were happy with the current core courses. Students were especially pleased about COMP2041 being a core course.

Out of the students who weren't happy with the current structure of the core courses, many of them questioned the need for a management and ethics course, while others didn't like the way COMP2911 was taught.

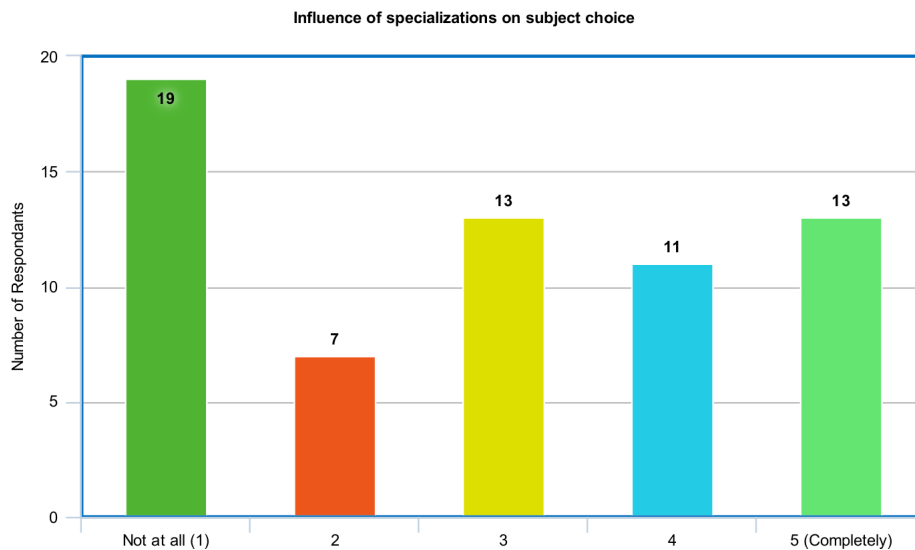
Many respondents felt that operating systems and algorithms should be core courses. A smaller (but still significant) amount of students said they felt security engineering should also be a core course.

## New Curriculum

Students noted that they would like C to remain the first language to be taught and not Python. A few students felt worried about COMP2121 being cut, and that none of the proposed core courses will cover the content previously taught in COMP2041 in its entirety.

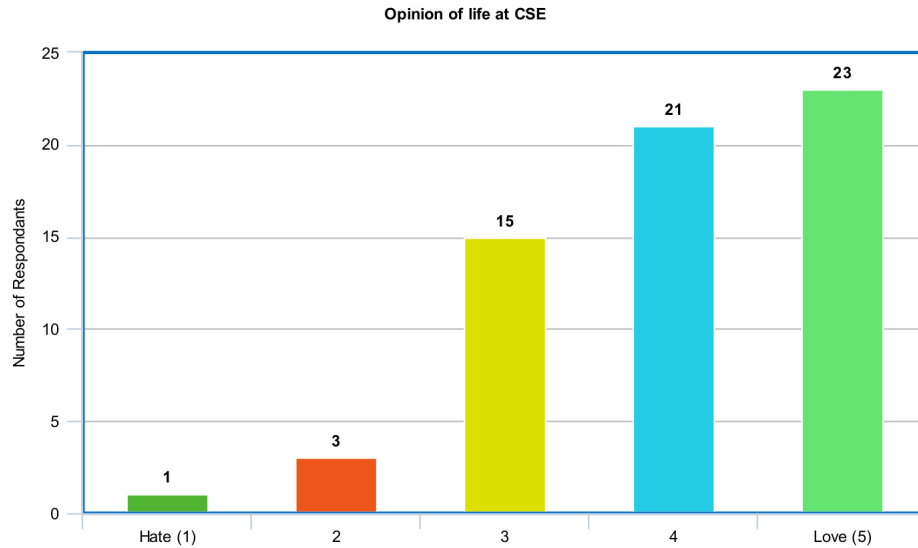
## Specialisations

While 75% of students were aware of the existence of specializations for computing degrees, only 47% of students were happy with the available specializations. Negative responses mainly mentioned the large number of specializations that can no longer be completed due to courses being cut, and the lack of choice for specializations fitting their interest. Many students requested that security be added as a specialization.



Despite the negative view of the current state of specializations, a surprisingly large number of students said they do let specializations guide their subject choice to some extent. This lends further weight to the need to have courses available for all specializations.

## 2.5 Life at CSE



Students were extremely satisfied with life at CSE. Many mentioned that CSE had a generally friendly and inclusive atmosphere. Many comments were made about how tutors were really helpful and easy to approach. Many students also mentioned the events held by student societies as one of the main reasons for their enjoyment of life at CSE.

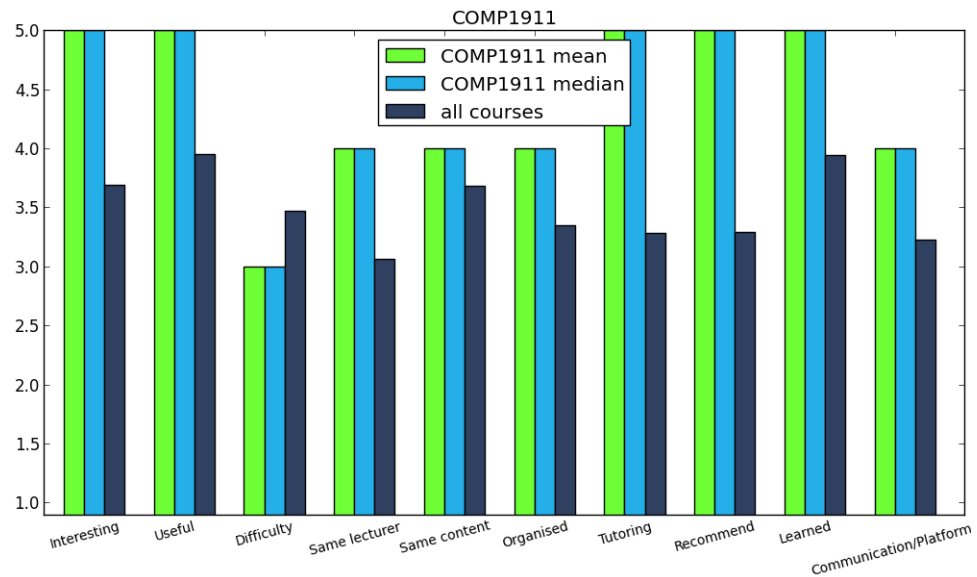
Some students mentioned that events catered to women in computing would be appreciated.

A few students felt that it was hard to join into CSE events as an outsider as most attendees seemed to know each other and hence were hard to approach.



## 3 Course Survey

### 3.1 COMP1911



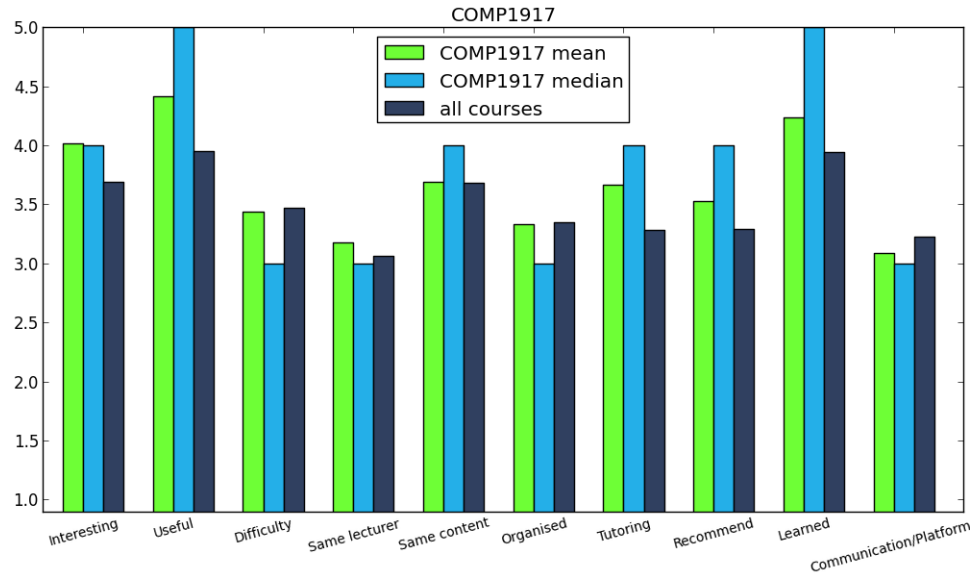
#### Overview

Overall students found the course to be both interesting and useful. Tutors received positive ratings and the students were satisfied with the content they had learnt.

#### Recommendations

The marking process in the lab was noted to be a bit slow at times. Having more tutors per students would alleviate this issue.

## 3.2 COMP1917



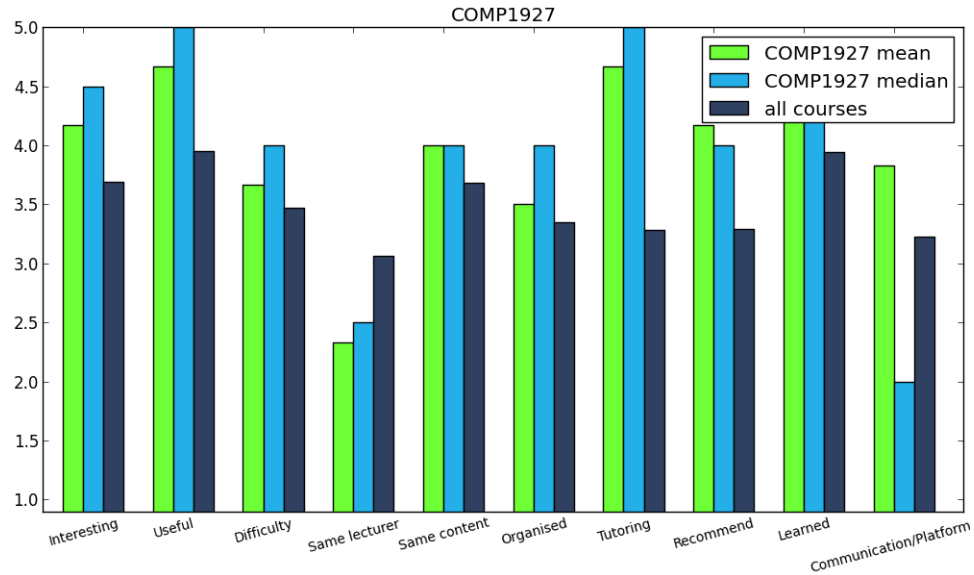
### Overview

Overall, the students in this course found the course material to be interesting and useful. Many students said that they learned a lot from this course, and the majority of students would recommend this course. There were some concerns regarding the communication and platforms suitability. Many students found the workload to be too high.

### Recommendations

Updating and refining the OpenLearning platform as it was often found to be cumbersome and buggy. More frequent feedback and faster marking of assignments is also recommended. Students have asked for the course structure to focus less on blogging on OpenLearning.

### 3.3 COMP1927



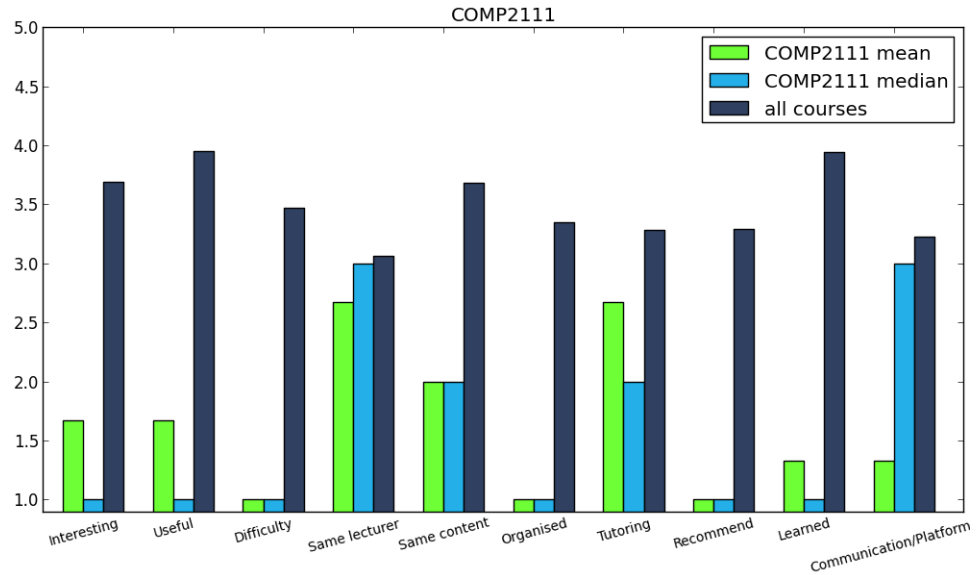
#### Overview

Students have responded positively to the course, there is general agreement that the course is interesting and useful where the tutors are doing well to meet the needs of the students. However, some students were concerned with the interactivity and engagement of the lectures.

#### Recommendations

Students have asked for lecture material to be more integrated into the tutorials. Students have suggested that carefully crafted programming exercises should be used to test and develop understanding of fundamental concepts learnt during the lectures. Using real world examples of where these concepts apply have been suggested by some students who believe that this will help consolidate their learning.

### 3.4 COMP2111



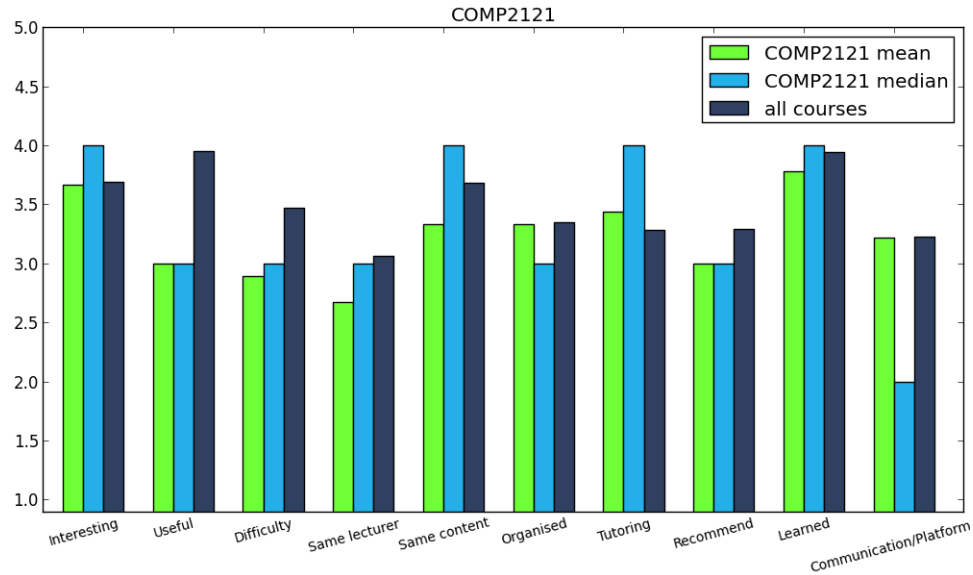
#### Overview

Students found the course to be too difficult and disliked the way the lecturer rapidly skimmed over concepts. Students found the course to be disorganized and had little interest in the course content.

#### Recommendations

Given that this is only a second year course that is compulsory for all software engineering students to take, we recommend that the lecturer slows down the pace at which content is delivered. Focusing more on fundamental concepts and not assuming too much knowledge from students would go a long way.

### 3.5 COMP2121



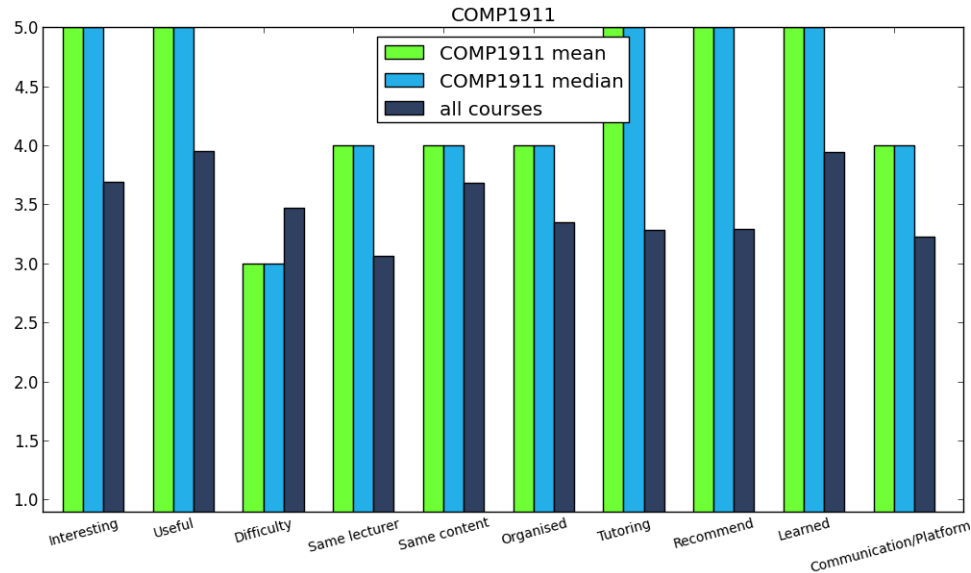
#### Overview

Positive response towards course material and staff. Students found the material challenging and fun. Some students mentioned that labs took too much time however.

#### Recommendations

A more practical architecture used in industry, or that leads onto other courses such as operating systems [mips], digital signal processing [risc-v], and/or security engineering [x86] was requested. Also requests for tutorials as well as labs. If labs started earlier in the semester, students would have more time to practice implementation and to learn the theory discussed in lectures. Students did not enjoy writing the report, and suggested to set an assignment to implement a lab in another architecture such as ARM instead.

## 3.6 COMP2911



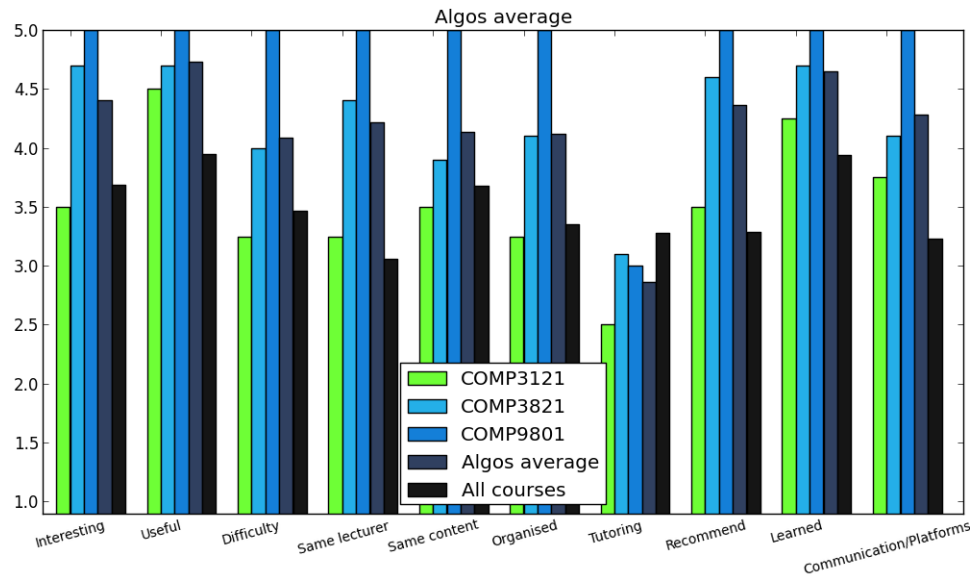
### Overview

Mainly negative response rate towards the flipped classroom scenario. The lecturer from the second stream received a lot of praise due to content delivery and was sorely missed after his lecture was shut down. There were many complaints about the lack of lecture recordings and lecture slides as well as the dubious quality of some readings. Students did however find the the topics on object oriented programming to be useful and left very positive comments about their tutors.

### Recommendations

Record lectures and provide lecture slides online so as to allow students to better study for the course. Provide more feedback on the actual design of the lab work rather than simply marking program correctness. Ensure that the readings meet a reasonable criterion for quality (some assigned readings were completely unfinished). Many comments were made about focusing more on design skills rather than rote learning design patterns and java details.

### 3.7 COMP3121/COMP3821/COMP9801/COMP9101



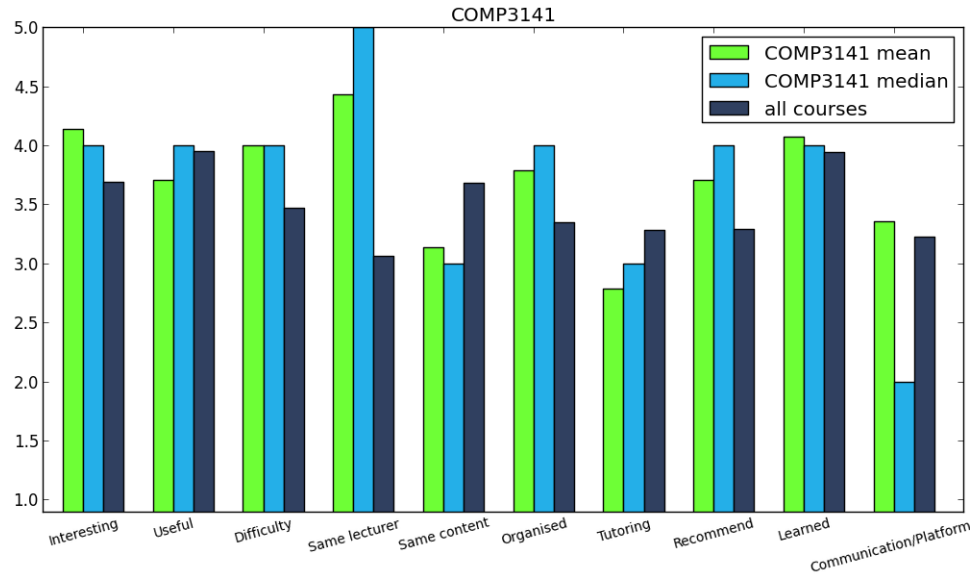
#### Overview

Lecturer is engaging and content of course is relevant to future The content is tough but rewarding

#### Recommendations

Some students find it hard the content difficult to understand with all the mathematical concepts and would like things to be explained from a simpler approach Having tutorials to go over concepts and for students to ask questions has been suggested Students request better communication from the lecturer, especially in regards to assignments and due dates

### 3.8 COMP3141



#### Overview

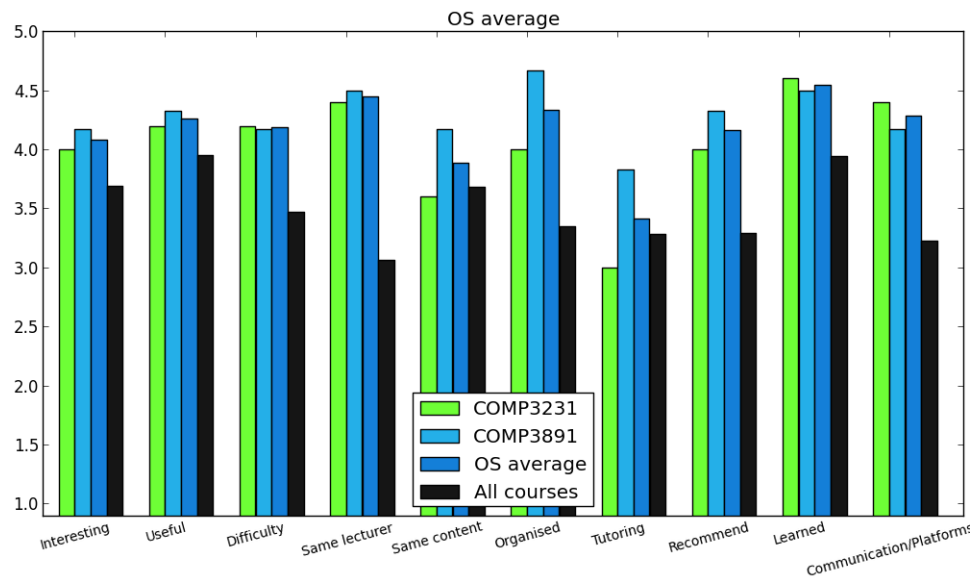
Students have found the course to be useful and interesting with many students praising the lecturer for being consistently engaging.

#### Recommendations

There were requests by students for tutorials to help reinforce material covered in the lectures or at least, extra exercises every week that will help complement the required readings. There have also been requests for consultations to be provided to make up for the lack of tutorials. Some students have also reported that they found navigating the course website to be difficult and would prefer WebCMS3 to be used for the course framework. In regards to assignment work, students would have preferred to receive earlier notice on assignments.



### 3.9 COMP3231/COMP3891



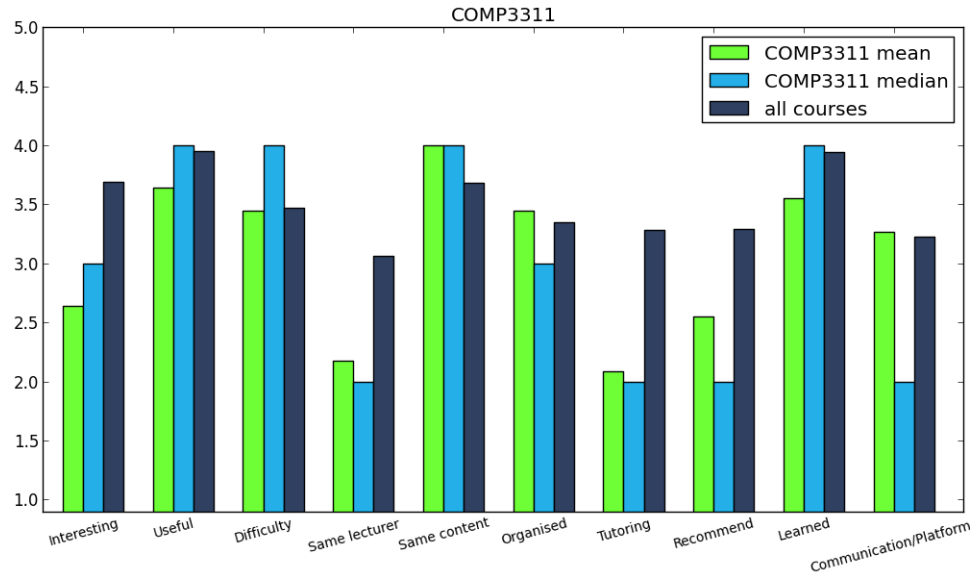
#### Overview

Overall students have found the content to be both engaging and interesting with the lecturer for this particular course receiving praise from students for their teaching style. The content itself is supported by real-world concepts that help put things into perspective.

#### Recommendations

Some students have highlighted that for those who have tutorials earlier in the week, often find the content in the tutorials has yet to be covered in the lectures which leads to students struggling to demonstrate their understanding of concepts during their tutorials. The required tutorial participation has been noted to be unnecessarily strenuous and uncondusive to a comfortable learning environment.

### 3.10 COMP3311



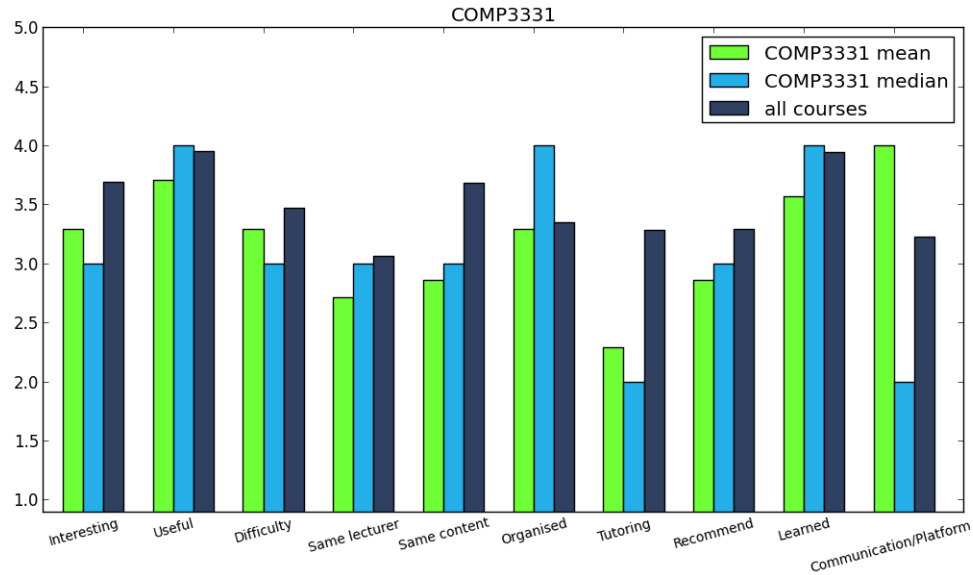
#### Overview

Comments about the quality of the lectures and the tutorials were very negative. Students commented about the lecturers lack of interest in making the course engaging and tendency to skip lecture slides. Students also noted that the tutors were not helpful during labs and instead chose to complete their own coursework.

#### Recommendations

Break up the lecture to be in 1 hour blocks to make it easier on both the lecturer and the students. Ensure that the course content is up to date and the lab instructions are made clearer. Ensure the lecturer works on his ability to engage a lecture hall full of students.

### 3.11 COMP3331



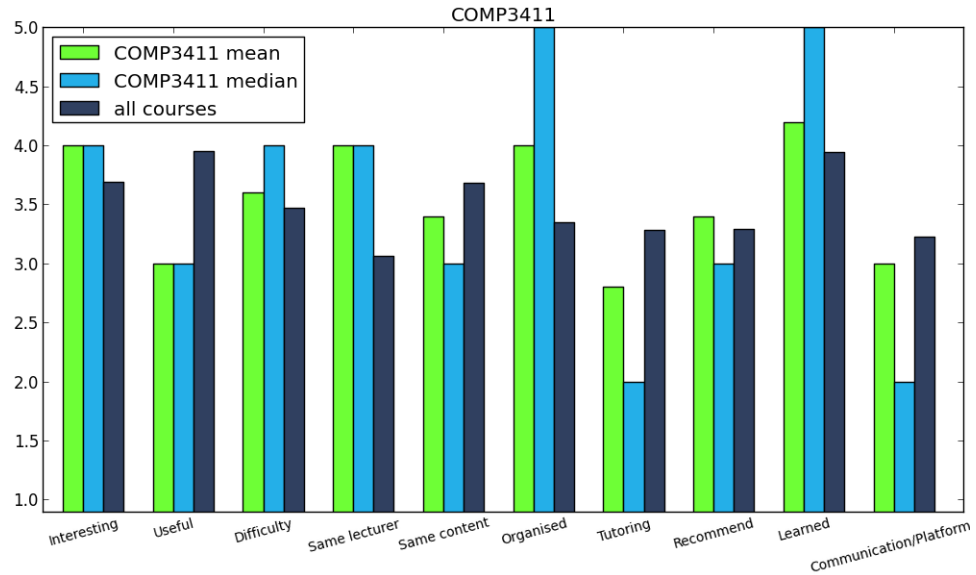
#### Overview

Students found the content to be interesting and were happy with the quality of the lectures. Comments about tutors and labs were however negative with students being particularly frustrated with the tutors lack of involvement.

#### Recommendations

Redesign labs to go beyond simply copying and pasting commands into the terminal. Ensure that the tutors are properly motivated to help students during the labs. Ensure that the mid semester exam doesnt have ambiguously worded questions.

### 3.12 COMP3411



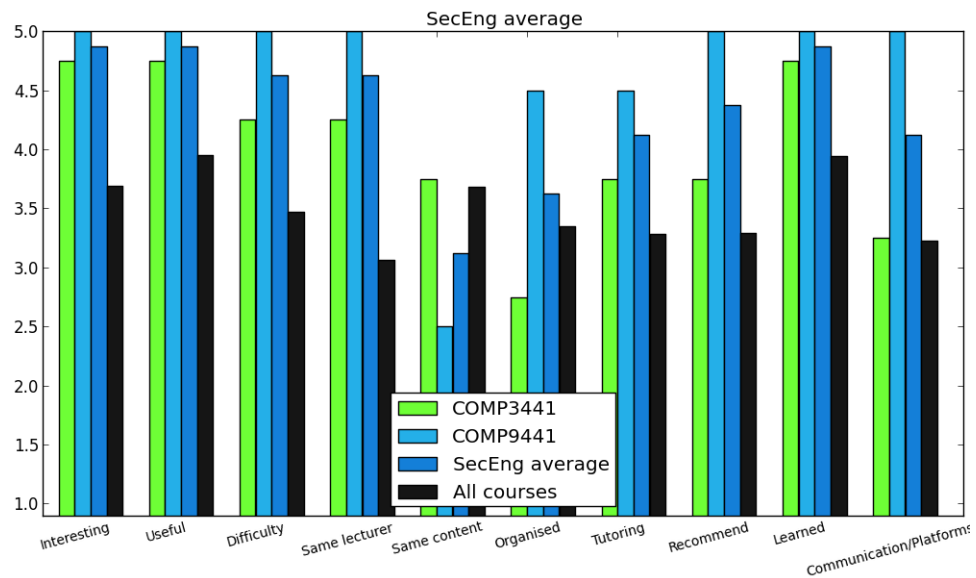
#### Overview

The comments on the quality of the lectures was overwhelmingly positive. Many students really appreciated how well the course was organised and that high quality lecture recordings were made available. On the other hand tutorials were seen as lacking, with many students noting that the tutor tended to treat the tutorials like a lecture.

#### Recommendations

If possible try to schedule future offerings of the course at a better time of the day. Having tutors engage in more discussion with the class would go far in raising the quality of the tutorials.

### 3.13 COMP3441/COMP9441



#### Overview

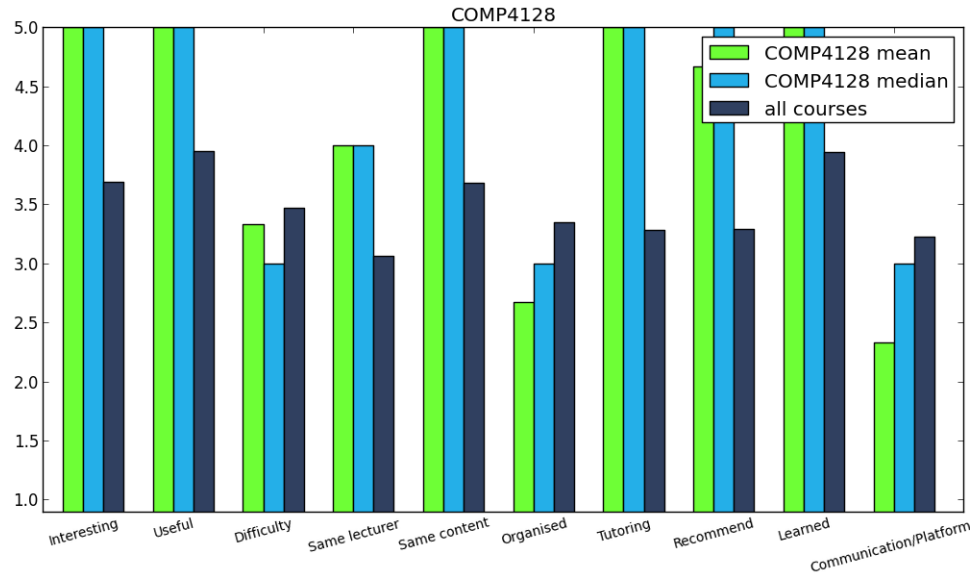
Overall, students have commented that this course is extremely interesting with a very engaging lecturer. Students have also expressed that they enjoyed the homework and think that the workload is fair.

#### Recommendations

Some students have requested that class materials that are hosted on Open-Learning should be more organised. A few comments from students have highlighted the need for a more organised course outline that will help students prepare with assessments. A number of students have also commented that they wish to have time to review important concepts that were covered in the lectures during tutorials.

The 4 hour evening lectures are a shortcoming to otherwise a well-received course, where some students wish that more time be allocated tutorials instead.

### 3.14 COMP4128



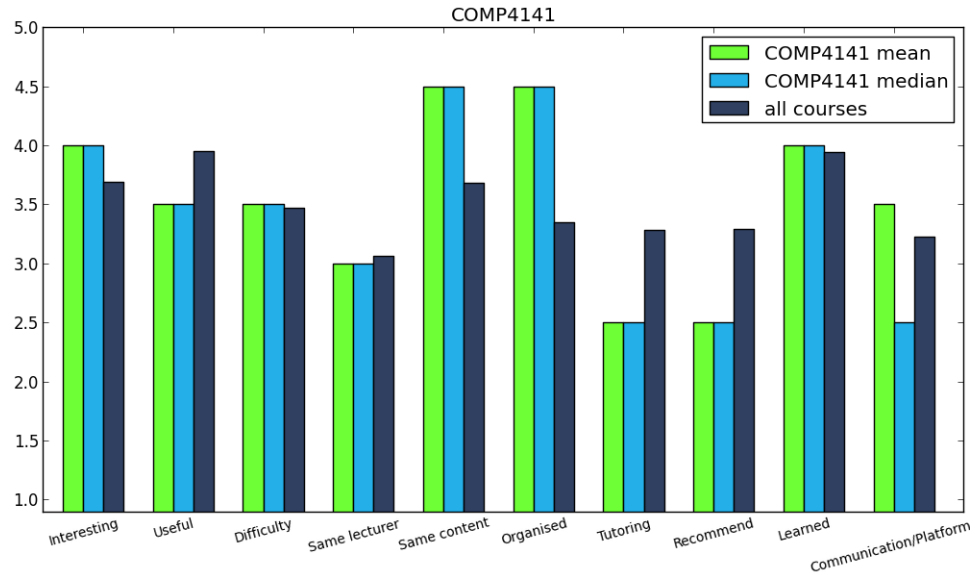
#### Overview

Comments about the content of the course were overall very positive. Students appreciated how hands on and challenging the course was. Students noted that the workload was very high but that this was expected given the course's reputation. The main complaints stemmed from the website being broken. Some students also noted that the lecturer tends to be slightly disorganized at times with regard to putting content up on time.

#### Recommendations

Fix the website before the start of the course's next offering. C++11 support would also be appreciated.

### 3.15 COMP4141



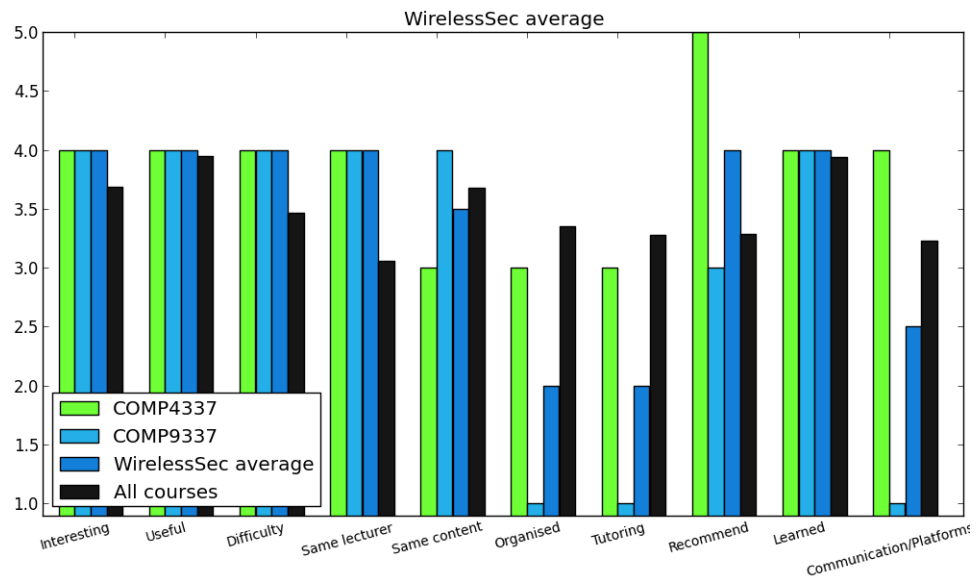
#### Overview

Students found the course content to be interesting and appreciated being able to practice writing proofs and reasoning carefully about problems. Unfortunately many comments were made about the lecturer not presenting the content in an engaging manner. Comments were also made about the tutors being unprepared.

#### Recommendations

Ensure the tutors have gone through the worked solution to the problems before presenting them to the class. Provide written solutions to the tutorial questions.

### 3.16 COMP4337/COMP9337



#### Overview

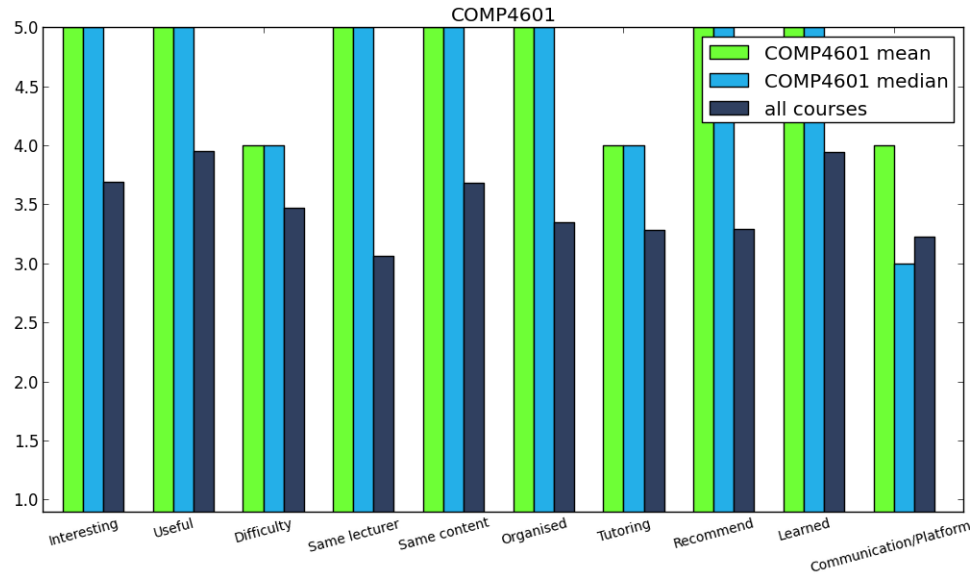
Positive comments were made about the content being interesting and the research projects being hands on and practical. Students noted that the lab questions were occasionally unclear.

#### Recommendations

Ensure the tutors are adequately prepared to clarify any unclear questions during the lab. Have more activities on OpenLearning to give the students more practice.



### 3.17 COMP4601



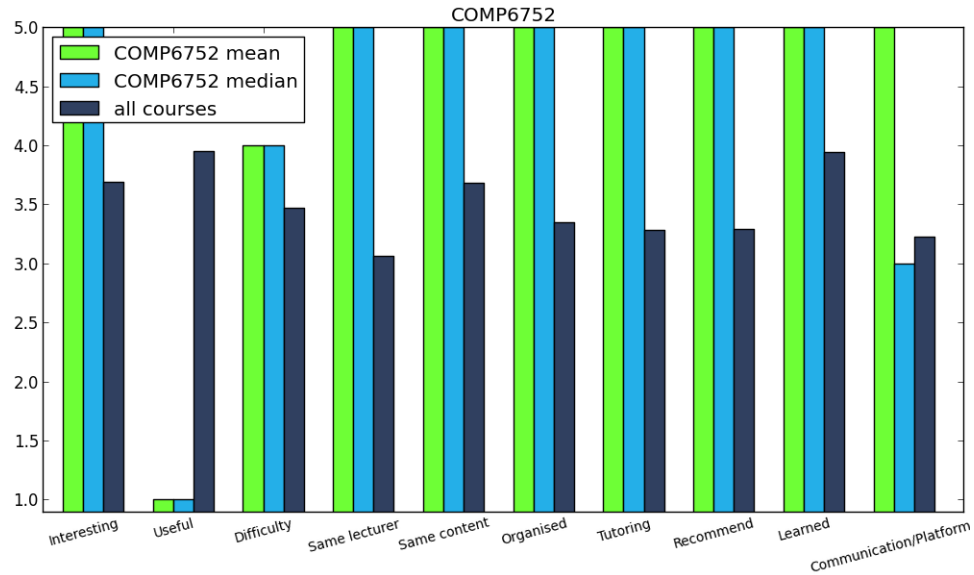
#### Overview

The student who provided an answer was highly satisfied with the lecturer and his method of having students present papers to the class. They did note that the workload tended to be a bit high.

#### Recommendations

Make sure to reduce the workload towards the end of the semester as many students taking the course are thesis students.

### 3.18 COMP6752



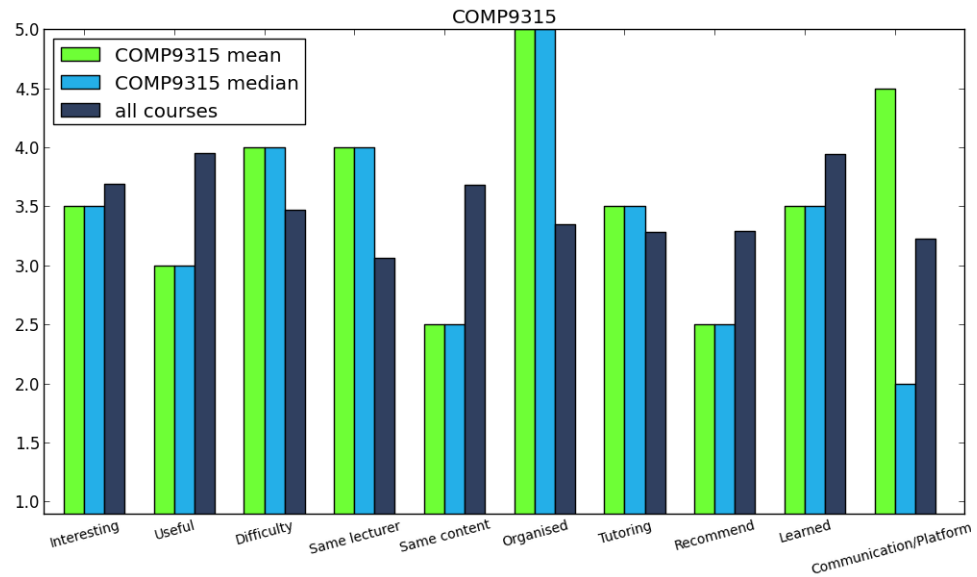
#### Overview

Positive response regarding lecture style and content. Lots of interesting maths lecturer encourages group problem solving. The response was relatively negative in regards to the usefulness of this course in comparison with the positive feedback regarding other factors.

#### Recommendations

Workload too high for the time constraint given.

### 3.19 COMP9315



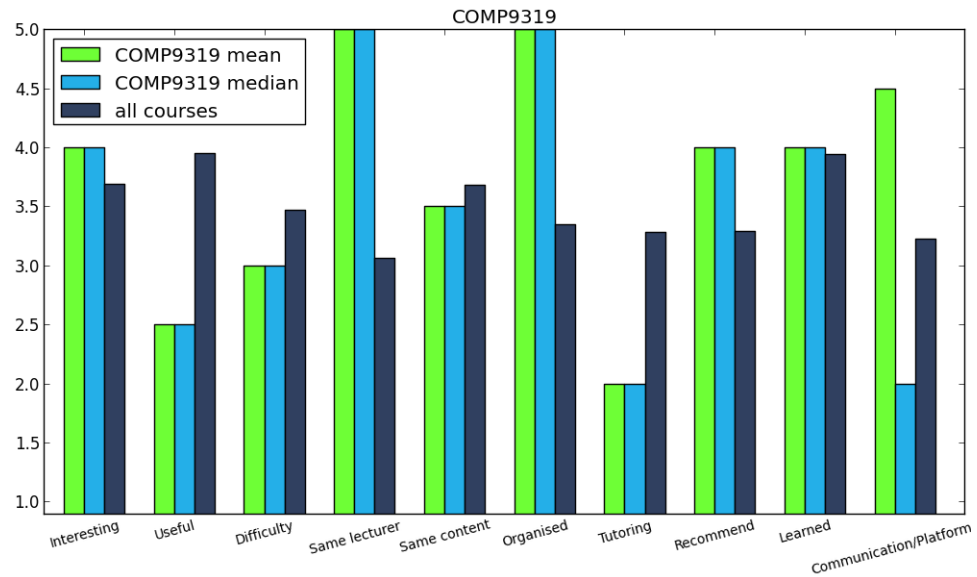
#### Overview

There were very positive response regarding the courses organisation and students found it to be of appropriate level of difficulty. They also found the course to be moderately interesting and useful.

#### Recommendations

No long answers were given, making it hard to give specific recommendations.

## 3.20 COMP9319



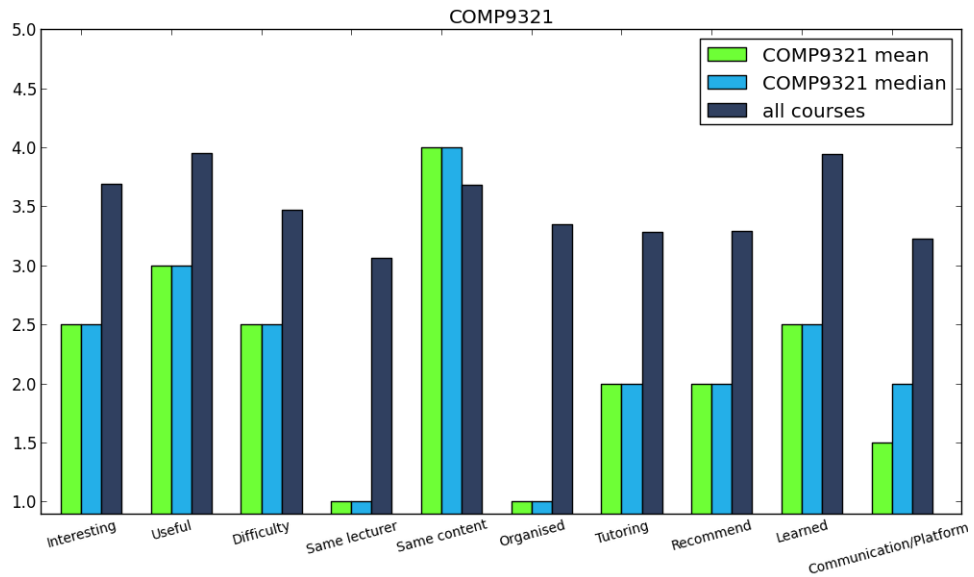
### Overview

Students noted that the lecturer made the concepts interesting and clear while also being organized and responsive.

### Recommendations

Introduce tutorials for the course.

### 3.21 COMP9321



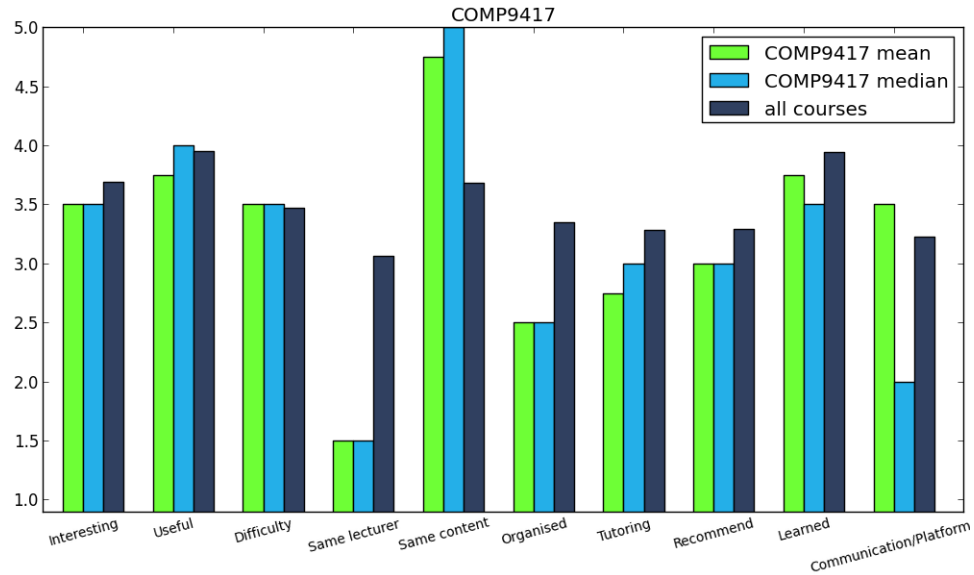
#### Overview

There were generally negative response regarding the courses organisation and lecture style. Students generally found the content to be interesting and useful.

#### Recommendations

No long answers were given, making it hard to give specific recommendation

## 3.22 COMP9417



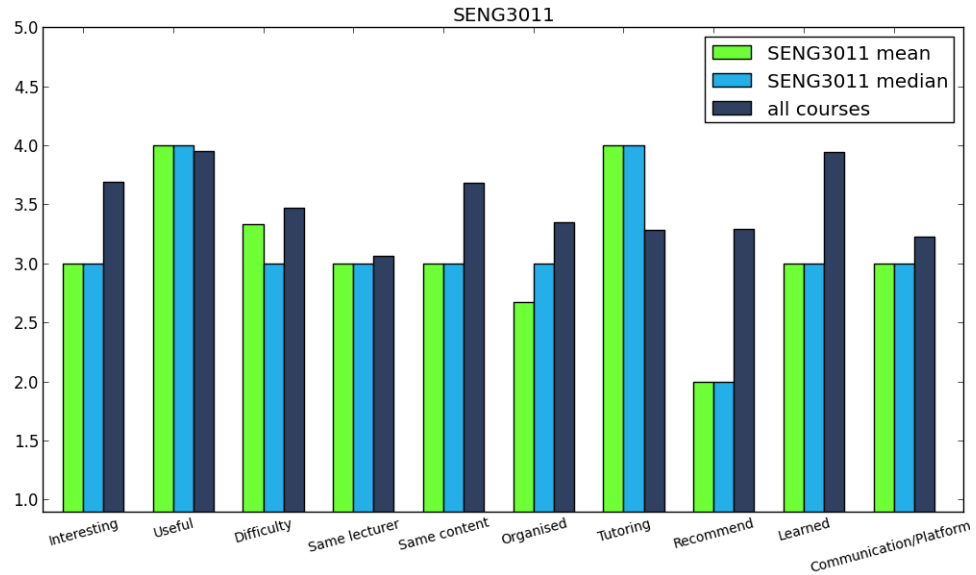
### Overview

Students found the content to be very interesting and applicable toward real life. On the other hand the lecturer was described as seeming unprepared, and the exposition of the content was seen as disjointed.

### Recommendations

Further focus on the core ideas underpinning the machine learning concepts, instead of mostly working through examples during lectures. Putting programming based assignments earlier in the course is also recommended.

### 3.23 SENG3011



#### Overview

This course was evaluated by students to be useful for their future career in programming. Tutors in SENG3011 have generally received positive feedback and are well endorsed.

#### Recommendations

The project specifications needs more clarification as some students comment that it was too vague. Some students have also asked that there be more direction and advice for assignments.