

2020 CSE StuRep Survey Report

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Overview

StuReps

Undergraduate First Year	Kelly Li	Cressida Liu
Undergraduate Second Year	Michael Gribben	Shrey Somaiya
Undergraduate Third Year	Thomas Kunc	Ash Liu
Undergraduate Fourth Year (and above)	Peter Nguyen	Xue Qing (Tammy) Zhong
Postgraduate	Shubhankar Mathur	Akshita Bhat

Background

The Faculty of Engineering asked for student feedback on how 20T1 assessments should be run. A few different options were brainstormed by the School of CSE and the StuReps. These options are described in the questions (below).

The motivations behind a potential move to SY/FL include (but are not limited to):

- Decreased stress for students
- Ease of assessment
- Maintenance of Academic Integrity

The survey was conducted over a period of 48 hours - concluding on Sunday 11:59 PM 22/03/2020.

Key

The survey consisted of 7 questions, which may be referred to by the following labels:

unsupervised	Running an unsupervised exam via VLab, which you would complete at home
replace	Replacing the exam with an extra assignment/project.
replace24	Replacing the exam with a 24 hour 'take home' exam submitted with give.
remove	Removing the exam entirely, scaling up the value of other assessable tasks.
pf25	This course should move to a pass/fail grading, where a pass would not affect my WAM, and a failure would result in my grade in this course being 25.
choice	Every student in this course should individually have the option to choose between their work being graded as normal, or as pass/fail.
marks	The move to online teaching will be better for my marks

Undergraduate Overview

Overall, 56% of undergraduate students were not in favour of a potential move to a SY/FL system. Some of the major concerns surrounding this were:

- Loss of motivation. Without marks, there is no **tangible** incentive for students to work harder than what is needed for 50%
- Perception. To competitive jobs, universities, and other positions - marks are looked at very closely in the initial screening phase. Recruiters and screeners may see a “SY”, and a google search revealed that it means “Satisfactory Completion”. This will have a bad perception if other applicants have a “HD” for the same course.
- Disruption: Majority of students have never done a SY/FL course, hence existing study routines, methods and means are all disrupted - as one only has to aim for 50% to pass.

Students concerns varied, but mostly consisted of the following comments:

- Removal of supervised final exam will result in loss of academic integrity
- Stable internet condition seems to be a major requirement for most timed online exams
- Acceptable exam/working/study conditions are extremely hard to get in a household environment
- Students are displeased with the idea of moving to Pass/Fail across the board
 - Especially COMP3131, SENG3011, COMP3211, SENG2021, COMP4337, COMP9318, COMP3231, COMP9321 - all of which had agreement <40%.

Additionally, the following data was of particular interest:

- Although deemed impossible by the Faculty, 77% of students were in favour of individual opt-in/opt-out for pass/fail marking
- Most popular assessment options seem to be 24 hour take home exam (71.5%) followed by replacing final exam with extra project (70.5%)

Postgraduate Overview

Overview

62% of the postgraduate students are against the pass/fail system. Deep concerns have been raised against the pass/fail system as

- The students who are wishing to articulate their degree to master's programs don't get an opportunity to improve their WAM. (Each term accounts for 33% of their degree duration)
- Students wish to improve their WAM as they are eligible to enroll in certain courses with WAM requirements and also those who are applying for companies which have certain WAM requirements.

The least popular opinion is to have online exams citing concern regarding fairness given the lack of supervision and network issues.

The students are unhappy with the online teaching and citing lack of interaction discussions with the classmates. They suggest having more online consultation sessions and better response time on forums.

The most popular opinion scaling up of other assessable tasks (85%) followed by replacing exams with assignments or projects (80%).

Recommendations

- Not to go ahead with pass/fail system as students
 - Online teaching is already impacting learning but with the pass/fail system, students will also lack the motivation to learn once they have achieved a 50% pass mark which will render the education system as invaluable.
 - Students should be given a fair opportunity to work on their WAM to be able to articulate to master's degree or when they are applying for companies.
- Replace the exam with extra assignment or project as it is the most popular opinion and it can be supervised using the existing assignment project submission policies. This will also ensure student engagement in the course.

Courses

COMP1511 Programming Fundamentals

Author

Ash Liu

Overview

All alternatives provided for the final exam were voted for equally (~65%), except for pass/fail (50.4%). Replacing the exam with an extra assignment or project was the most popular (68.7%), and there was a request to delay the final exam until a later time to maintain academic integrity and mark calculations.

There is general satisfaction with the current transition to online teaching, with the smooth transition by COMP1511 staff praised, and positives of learning from home (like decreased commute time) recognised. However, labs were mentioned the most in having decreased in quality with the transition.

The concern over decreased in-person time with tutors in labs was raised by many students, especially those who self-identify as beginner programmers. Some also mentioned the decreased clarity in how to get help. There were many requests to mitigate this effect by having more online consultations and help sessions, more lenient marking, and recorded videos explaining strategies to solve tutorial and lab problems after the due date.

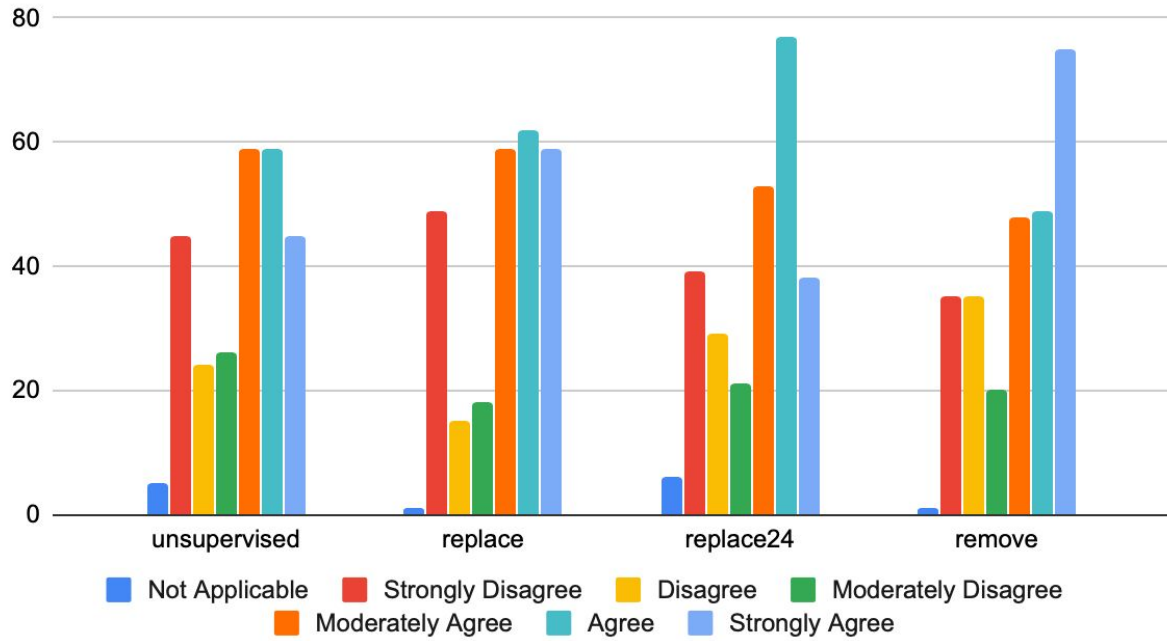
Many also raised queries regarding how a change to pass/fail would affect WAM calculations. Some were questions surrounding how they would obtain a WAM given that it is a course for mostly first years, and there were also queries on the effect a lack of WAM would have on scholarship academic requirements. Some students thought it would be difficult to raise WAM in later years, some believed that it was harder to show they had performed well under a pass/fail model.

There were many students concerned with the quality of their internet connection to access online teaching, VLAB for coursework, and the online exam if it was to run online. There were concerns of academic integrity on a take home exam, and privacy issues raised on potential tracking software used to maintain academic integrity.

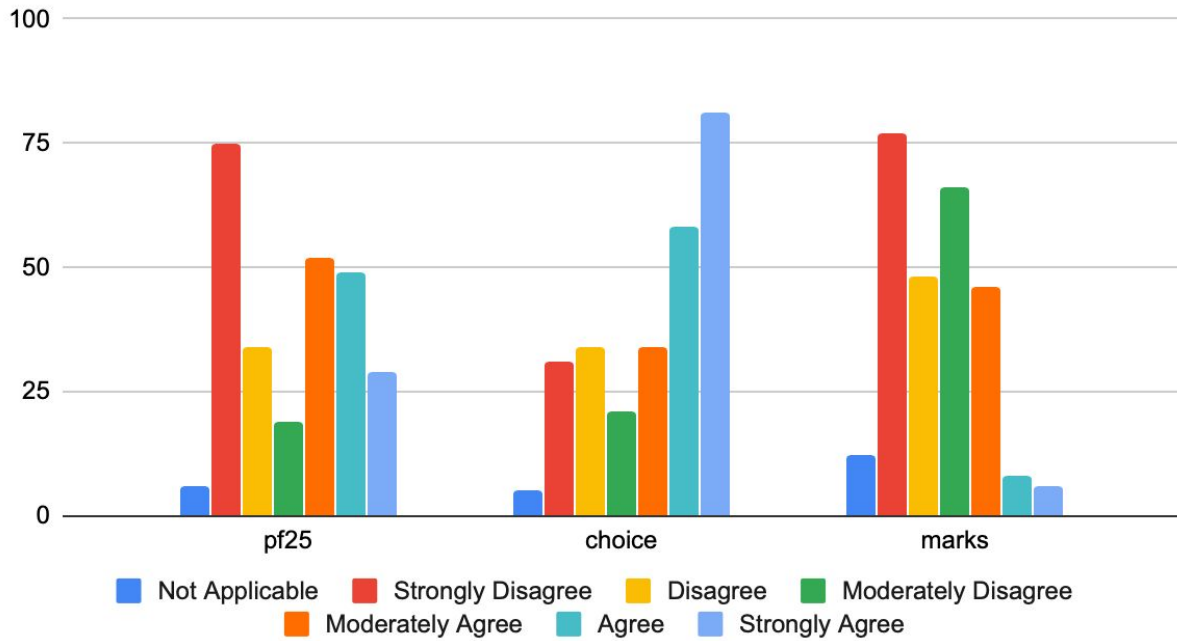
Recommendations

- Maintain the amount of time with tutors in labs.
 - Supplement learning hours with sufficient online consultations, which should be well advertised to the students.
 - Maintain online forum support.
- If moving to pass/fail model
 - Clarify questions surrounding WAM calculations, especially as first years are less familiar with how it's done.
 - Explore incentives/encouragement to keep the students engaged and meet learning outcomes.
- If moving to online/take-home exam
 - Survey students on their home environment setup (technology/internet/ambience) beforehand.
 - Ensure that everyone has an equal opportunity to successfully complete the exam.
 - Ensure there are methods in place to mitigate cheating, while respecting the privacy of the students.

Survey Data Regarding the Final Assessment from COMP1511 20T1



Survey Data Regarding the Grading Scheme for COMP1511 20T1



COMP1531 Software Engineering Fundamentals

Author

Kelly Li and Cressida Liu

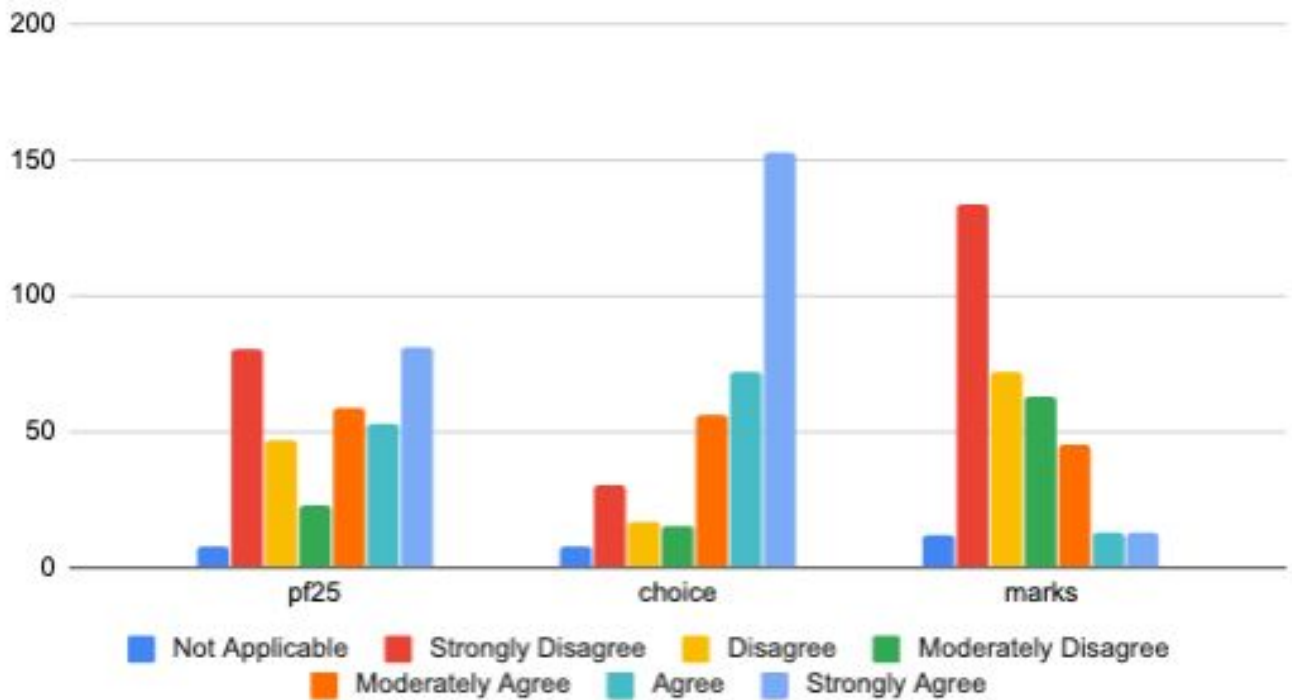
Overview

Students have expressed that the quality of lectures has severely decreased and is inferior to normal face-to-face lectures. The course is group work based, and the shift to online learning has made it more difficult to coordinate teamwork and efficacy has been limited by online communication. Students with unstable/unreliable internet connections have experienced technical difficulties; thus disadvantaging them in learning, studying and submission of work. Students who have an unstable internet connection do not have access to a smoothly-running tutorial as speech may get cut off; limiting learning capacity. Combined tutorials are not as helpful as the larger class size makes it more intimidating to ask questions, and the tutorials become less personal. Questions have also become harder to ask as students can no longer talk to tutors promptly or show their code for the tutors to fix errors promptly. Some students have stated that the labs have been cut short and this has restricted collaboration with peers.

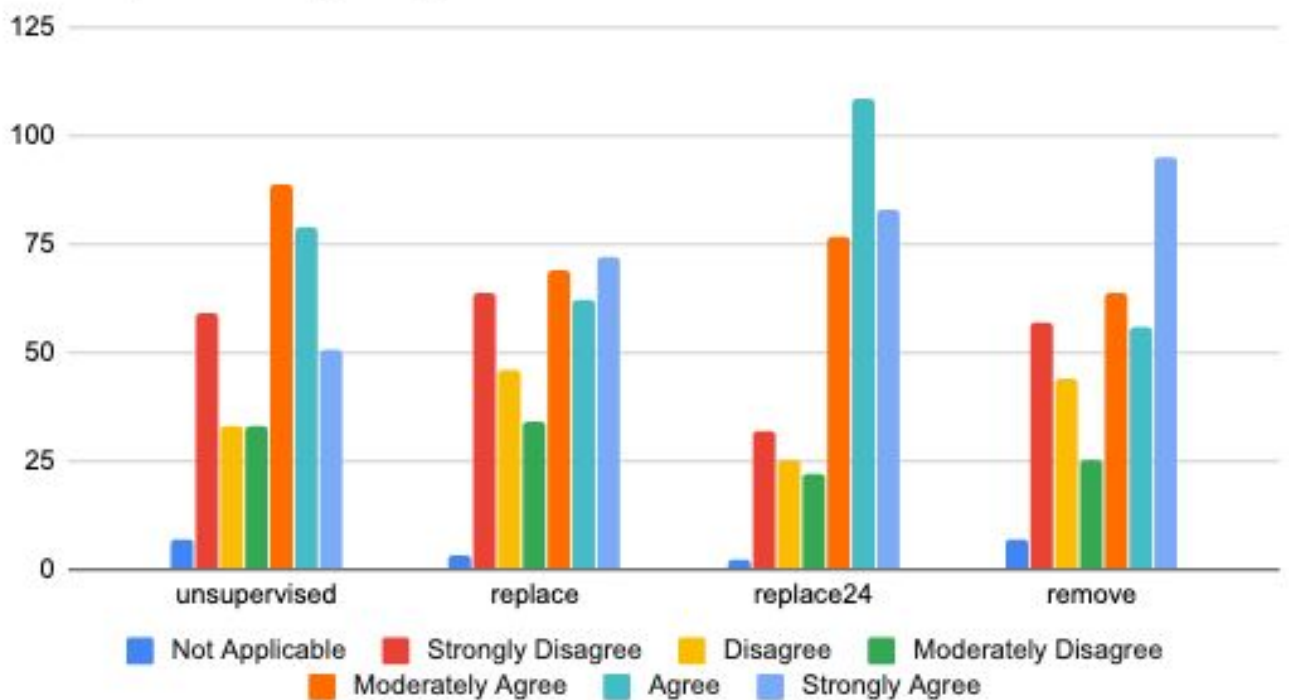
Recommendations

- Clarity for marking schemes are essential.
- Census date should be postponed.
- Tighter timeline assignment is beneficial.
- Detailed tutorial solutions or pre-recorded videos might help to cover the content properly.
 - Upload recorded lectures from last year.
 - Lecturers should spend time making videos about difficult concepts/codes.
- Current help sessions are helpful but inefficient.
 - Allocate time for specifically lab help as the lab is currently filled with the project check-in.
 - More help sessions since emails are not always responded in time.
 - Queue to get served due to the assignment someone waited 2 hours.
- Deadlines should be extended due to the transitions and current situation.

Survey Data Regarding the Grading Scheme for COMP1531 20T1



Survey Data Regarding the Final Assessment from COMP1531 20T1



COMP2111 System Modelling and Design

Author

Cressida Liu

Overview

[the singular student who gave a text-based response] has expressed that the written materials are not sufficient for the online learning shift. [The student] has also expressed dissatisfaction with the helpfulness of the piazza instructor's responses to questions. There were only 4 responses to this survey - so a graph was not included.

Recommendations

- More outreach/support from tutors/mentors.

COMP2121 Microprocessors and Interfacing

Author

Michael Gribben

Overview

The greatest source of anxiety over the transition to digital transition was laboratory work. Many students raised concerns over paired lab work and the difficulties of working together online. In particular, students remarked that they or their lab partner had moved interstate or overseas back home due to the COVID-19 shutdown. Another major factor that impaired the ability of lab work was the dependence of physical hardware.

Students were most in favour of replacing the final exam with an additional assignment or 24 hour take home exam. This was informed by many comments over the reliability of VLab and concerns students had regarding their local internet connectivity.

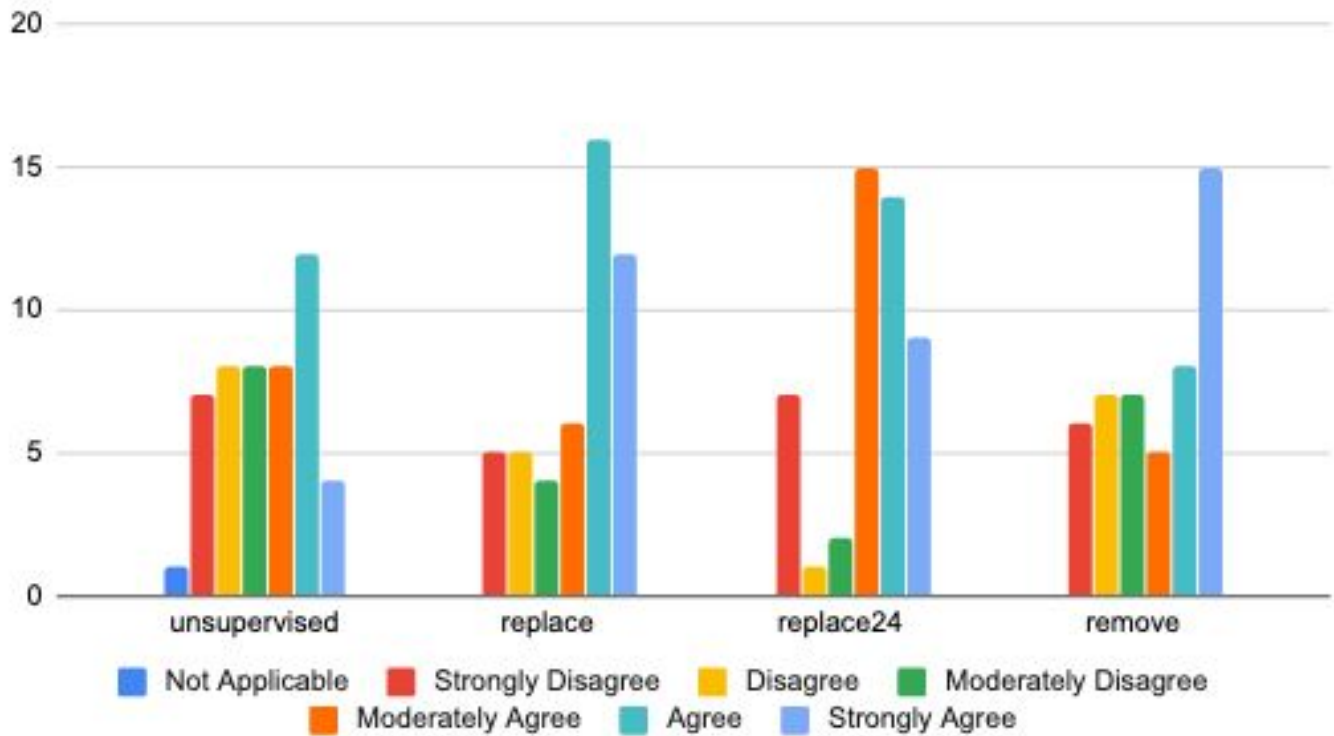
Although there was strong support for moving to a pass/fail grading system, several students stated they would feel less motivated.

However, I will note many students believed that course staff were doing their best under the circumstances.

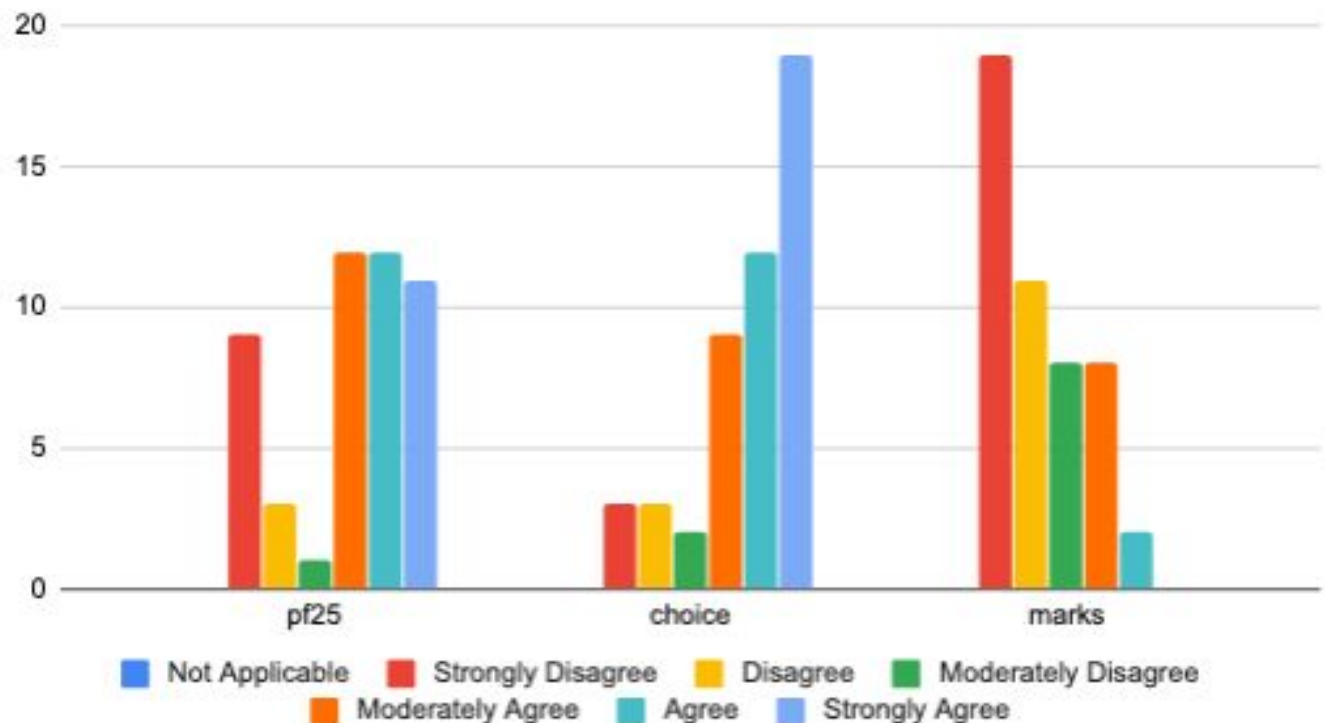
Recommendations

- Move to a pass/fail grading system.
- Replace the final exam with an additional assignment or 24 hour take hour exam.
- Provide more support for laboratory and paired.

Survey Data Regarding the Final Assessment from COMP2121 20T1



Survey Data Regarding the Grading Scheme for COMP2121 20T1



COMP2521 Data Structures and Algorithms

Author

Tammy Zhong

Overview

More than half the students who have participated in the survey have agreed to an extra assignment/project, 24-hour take home exam, having an unsupervised Vlab exam or removing the exam entirely and scaling up other assessment components. Less than half the students have agreed to change to pass/fail grading (with many wanting a choice between pass/fail and being graded as normal). Both perspectives of having pass/fail or normal grading could be seen, with some students acknowledging the less stress, others saying it has made them less motivated.

Students have expressed that the learning experience online has not been the same with:

- The lack of interactivity
- Students becoming less focused/motivated
- Students feeling the lack of support from being online
- Difficulties in getting help

The useful help session and labs now being online has made it difficult for them to get the same kind of help. Many have expressed the importance of the concepts learnt in this course and the difficulty of it to them which makes online teaching difficult for them.

There are many students who are asking for more support and leniency such as having more help sessions, extending deadlines because they are having trouble with the course especially being at home by themselves unable to communicate effectively and asking for help. Many students are worried and have expressed the desire for assessments to be graded more leniently with extended due dates.

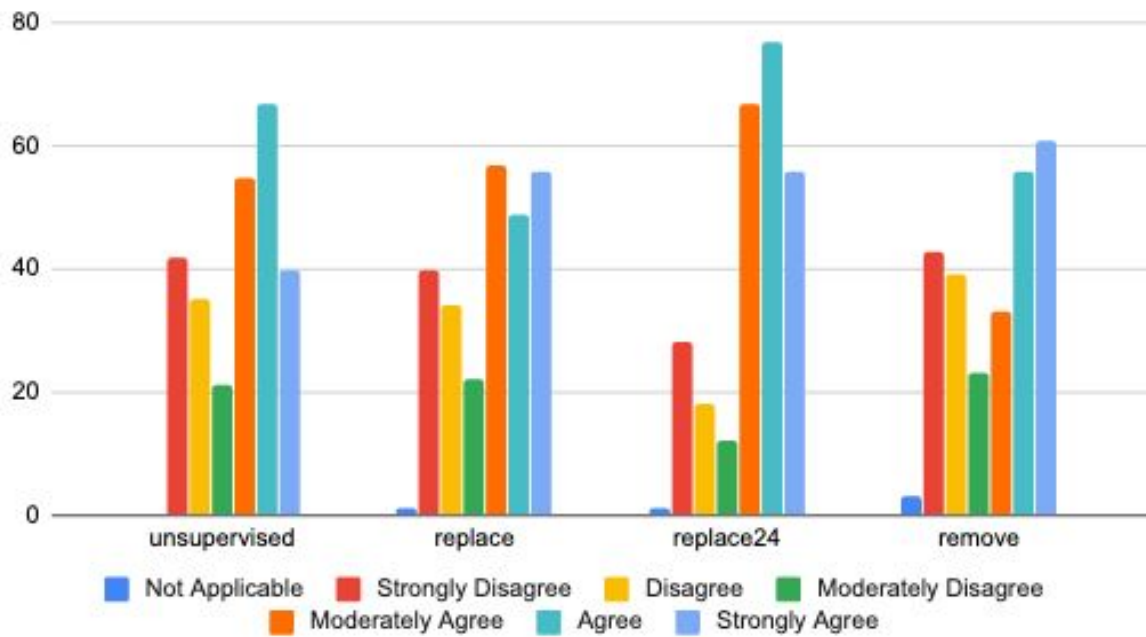
There are also some concerns in regards to having an online final exam since students all have different resources such as limited v.s. reliable internet connections.

Some students have appreciated the hard work and the smooth transition to online teaching during this difficult time.

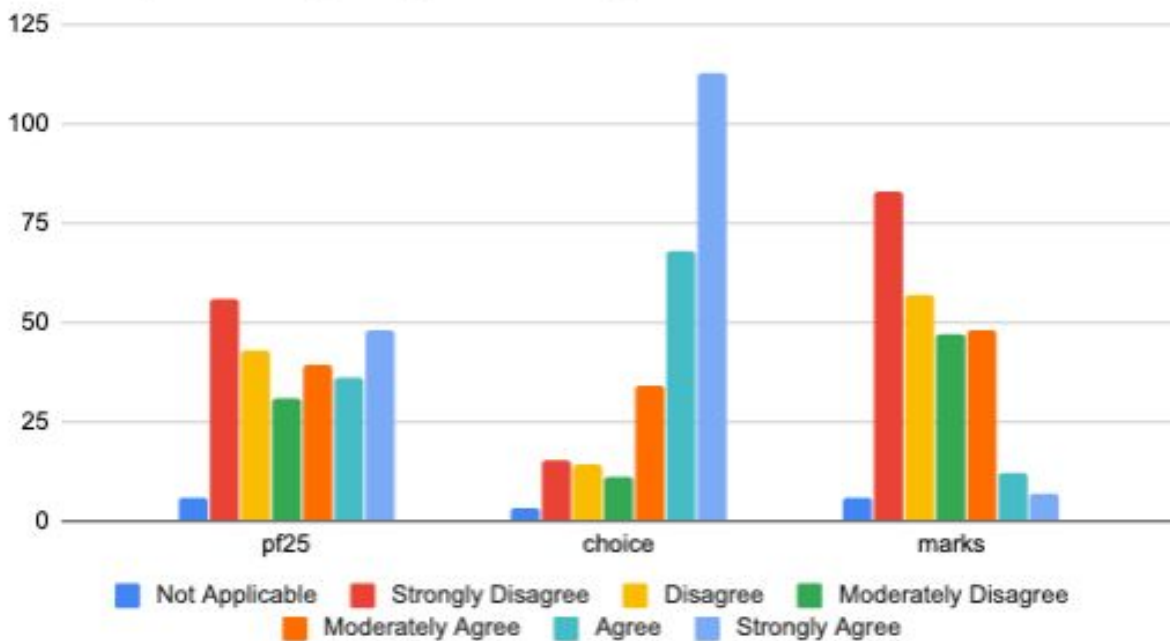
Recommendations

- Providing more online support such as more help sessions and consultation opportunities
- Adjust marking criterias of assessment to allow more lenient assessments
- Live online content delivery to allow students to ask questions live

Survey Data Regarding the Final Assessment from COMP2521 20T1



Survey Data Regarding the Grading Scheme for COMP2521 20T1



COMP3131/9102 Programming Languages and Compilers

Author

Michael Gribben

Overview

Students were more against moving to a pass/fail system compared to other courses, although it was still very mixed.

In place of the final exam, the most popular alternatives were for an additional assignment or a 24 hour take home exam. Several students raised concerns over running an online exam due to VLab delay issues and their local internet conditions.

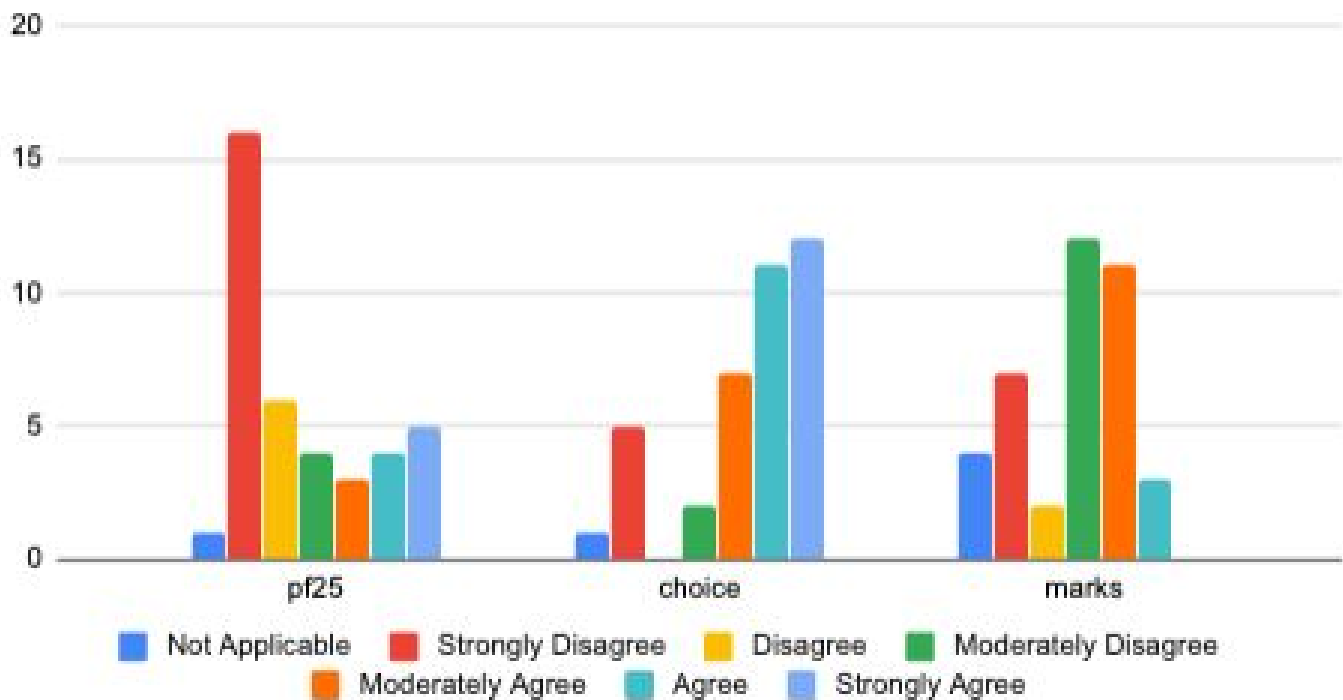
There was a degree of concern that the content of practical assignments and lecture theory were significantly different. Thus, students wanted to ensure theory was still examined, which may be difficult through assignments. Many students also wanted the ability to raise their academic standing under a pass/fail system and felt their additional efforts would be wasted.

I will also note that students felt the transition to online learning was relatively smooth although believed that live lectures and more online consultation sessions would be beneficial. There was a general concern over the quality of online tutorials compared to physical tutorials.

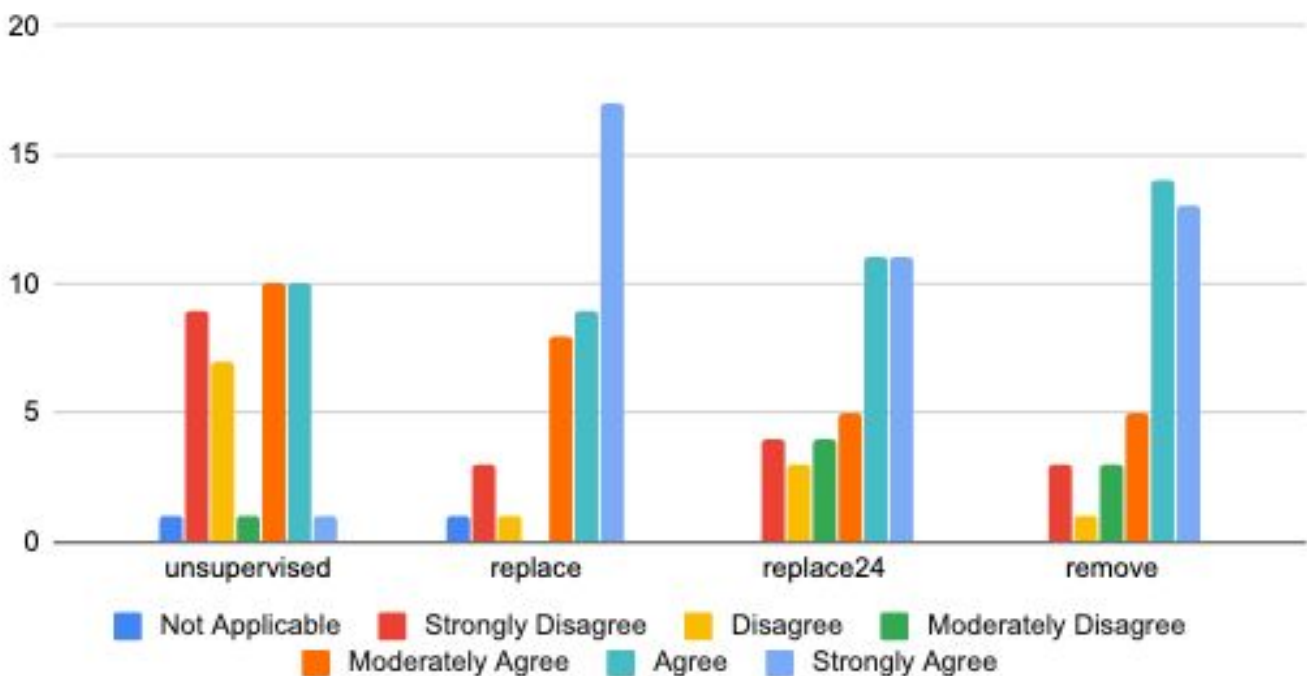
Recommendations

- Run a 24 hour take home exam in place of the final exam.
- Explore ways to increase student support, such as increasing online consultations.
- Live stream lectures in addition to uploading recordings.

Survey Data Regarding the Grading Scheme for COMP3131/9102 20T1



Survey Data Regarding the Final Assessment from COMP3131/9102 20T1



COMP3153/9153 Algorithmic Verification

Author

Cressida Liu

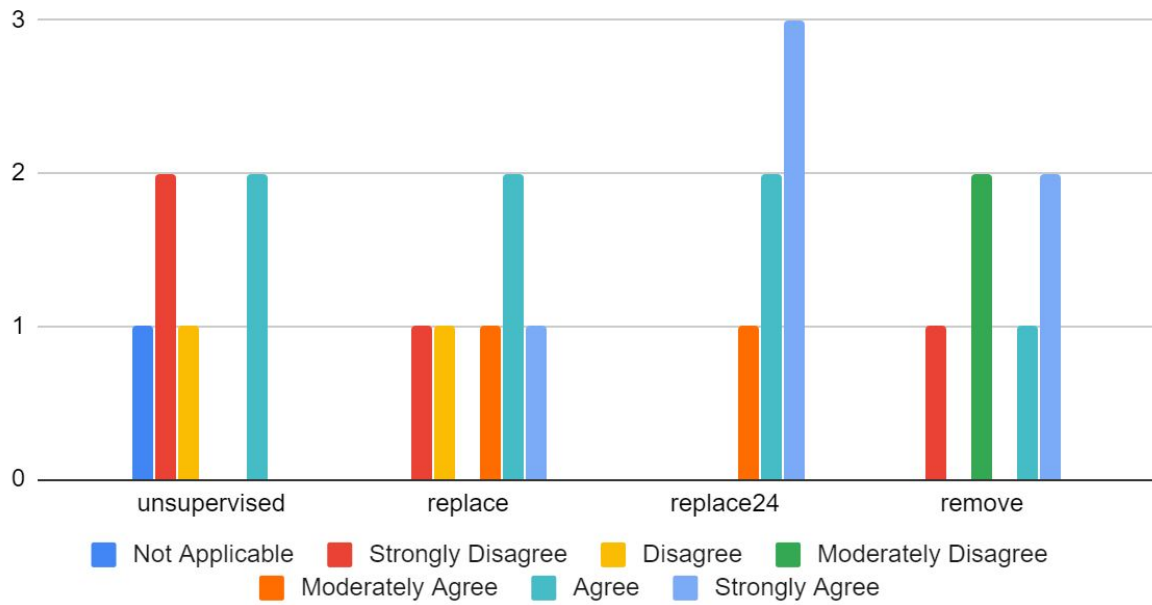
Overview

Students are expecting more consultation and discussion opportunities with tutors/instructors. It has been expressed that online teaching has the capabilities to improve learning, but this is dependent on how well instructors provide useful online resources.

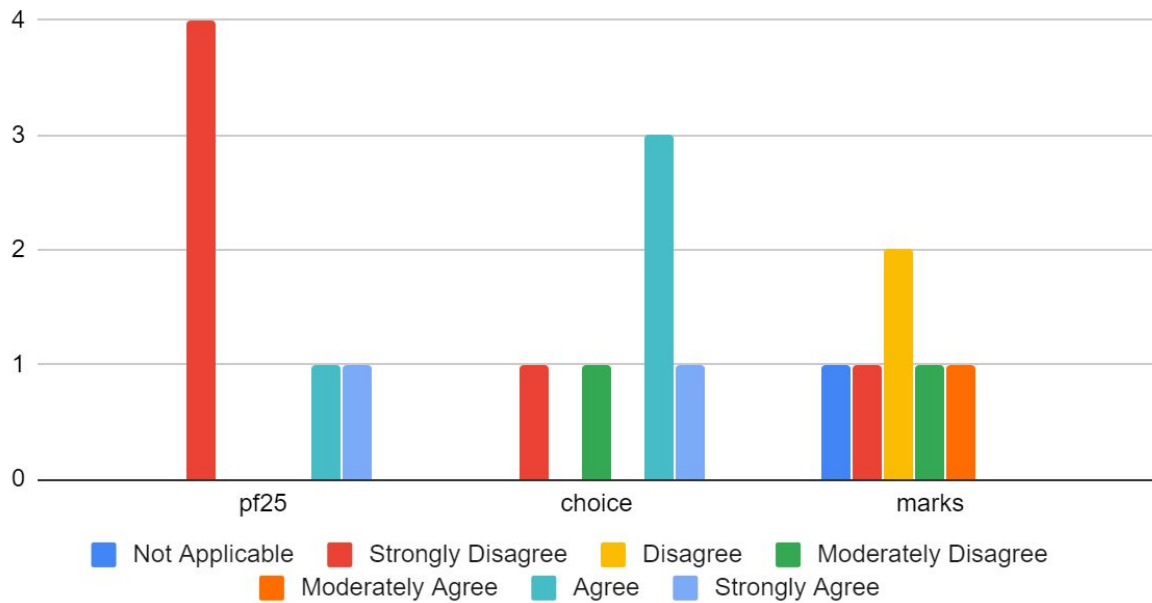
Recommendations

- More/longer tutoring and support for students.
- Review of usefulness of the teaching materials

Survey Data Regarding the Final Assessment from COMP3153/9153 20T1



Survey Data Regarding the Grading Scheme for COMP3153/9153 20T1



COMP3211/9211 Computer Architecture

Author

Michael Gribben

Overview

The numeric feedback suggested students were roughly split between moving to a pass/fail grading system with a slight preference to keeping the normal marks system.

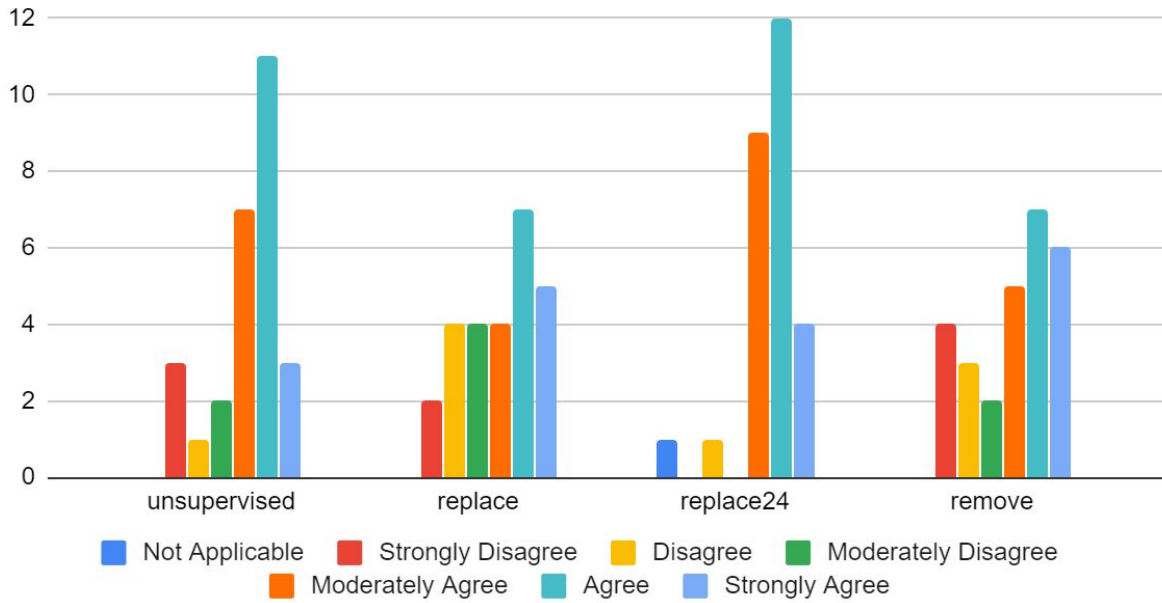
Students were very in favour of taking an online exam, either a 24 hour take home exam or an unsupervised exam via VLab. Replacing the final exam with additional assignment/project work proved less popular. Several students noted they preferred an online exam as the written theory and practical programming work differed significantly and wanted to ensure that theory was still assessed.

A major point of concern was group work during the COVID-19 shutdown. Students remarked that it is difficult to work and communicate as a group exclusively online and suggested alternatives such as individual assessments and online quizzes.

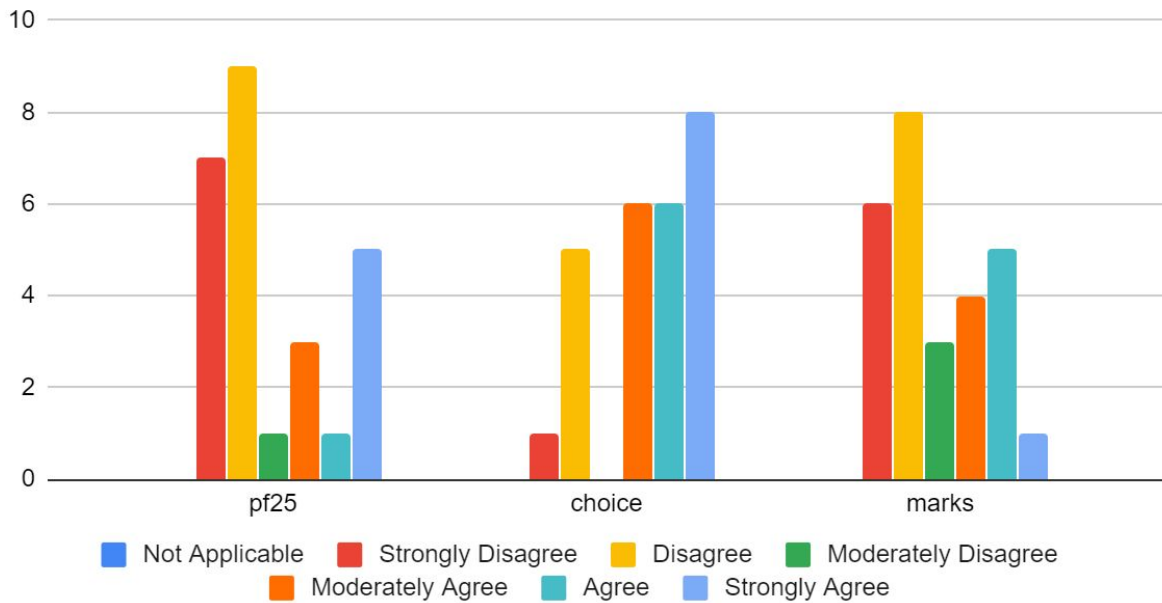
Recommendations

- Run the final exam either as an unsupervised 3 hour exam via VLab or as a 24 hour take home exam.
- Investigate the possibility of individual over group assignments.

Survey Data Regarding the Final Assessment from COMP3211/9211 20T1



Survey Data Regarding the Grading Scheme for COMP3211/9311 20T1



COMP3231/3891/9201/9283 Operating Systems

Author

Ash Liu

Overview

There was general appreciation for Kevin and the teaching team with the smooth transition to online teaching. Out of all the alternatives provided, removing the exam and replacing with other assessment tasks was most popular (82.5%). And moving to a pass/fail model was least popular (39.3%).

The decreased in-person time was raised as a concern, and worries about the quality of the online tutorial and consultations to replace face-to-face interactions were raised. There were also queries raised over group assignments due to physical distancing, with requests for lenient marking and individual completion for the later assignments.

There were many students concerned with the quality of their internet connection to access VLAB for assignments, and the online exam if it was to run online. There were concerns of academic integrity on a take home exam, and some students worried about the quality of their home set up (eg. loud environment).

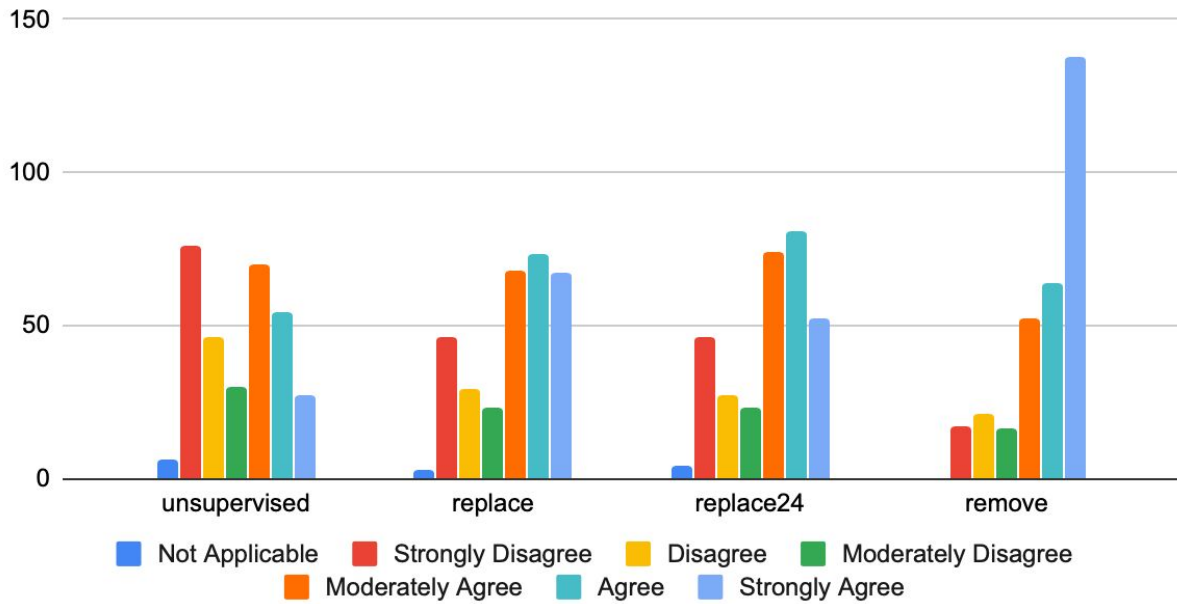
Many also raised queries regarding how a change to pass/fail would affect WAM calculations. Some students thought it would be unfair for their WAM to focus on their work in the early years in their degree, some believed that it was harder to show they had performed well, and some raised the issue of that they now had less incentive to perform well. There were also questions about how they would be able to meet the prerequisite for COMP9242 requiring a minimum of 75 in this course.

There were requests to extend the census date, or guidance on how to drop the course without penalty now, if affected by COVID-19.

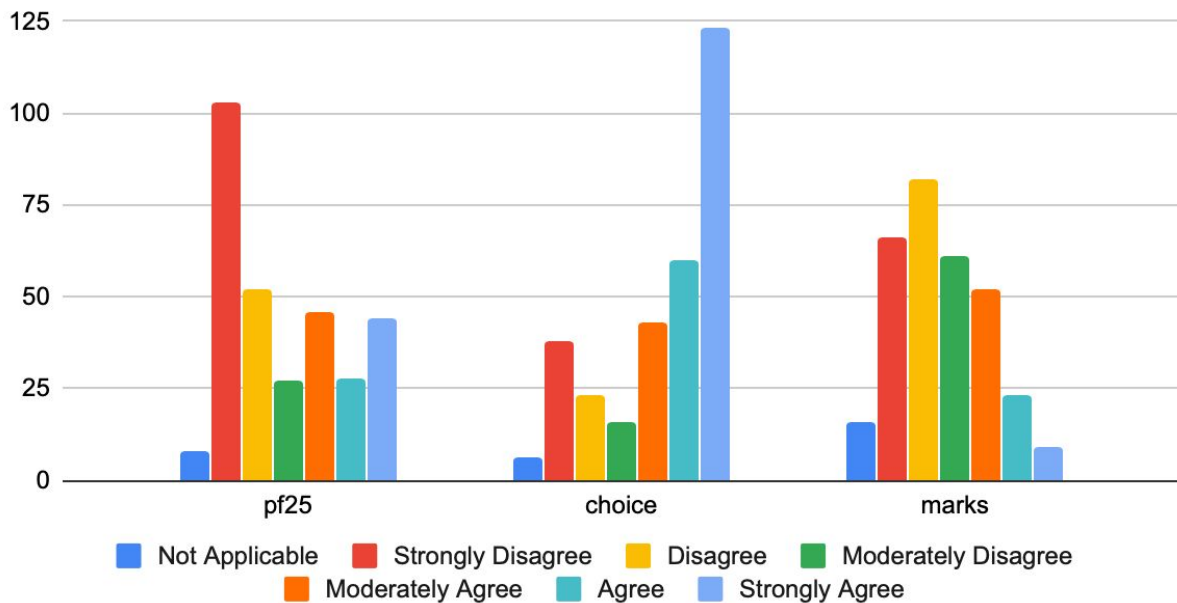
Recommendations

- Maintain the amount of time with tutors in labs.
 - Supplement learning hours with sufficient online consultations, which should be well advertised to the students. Investigate into technology that would allow remote debugging to be possible (eg. screen sharing).
 - Maintain online forum support.
- Investigate option to complete later assignments individually.
- Work with the school to have an alternate prerequisite for COMP9242.
- Extend census date, or discuss with faculty/university about dropping without financial penalty.
- If moving to pass/fail model
 - Clarify questions surrounding WAM calculations.
 - Explore incentives/encouragement to keep the students engaged and meet learning outcomes.
- If moving to online/take-home exam
 - Survey students on their home environment setup (technology/internet/ambience) beforehand.
 - Ensure that everyone has an equal opportunity to successfully complete the exam.
 - Ensure there are methods in place to mitigate cheating.

Survey Data Regarding the Final Assessment from COMP3231/3891/9201/9283 20T1



Survey Data Regarding the Grading Scheme for COMP3231/3891/9201/9283 20T1



COMP3311 Database Systems

Author

Shrey Somaiya

Overview

This course seemed to be much more in favour of an online VLab exam than on average, but had higher acceptance rates for a 24 hour take home exam and replacing the exam with a separate assignment.

The course was majority against moving to a mandatory pass/fail system, but in comparison was very agreeing with the thought of optionally moving to a pass/fail system on a case by case basis.

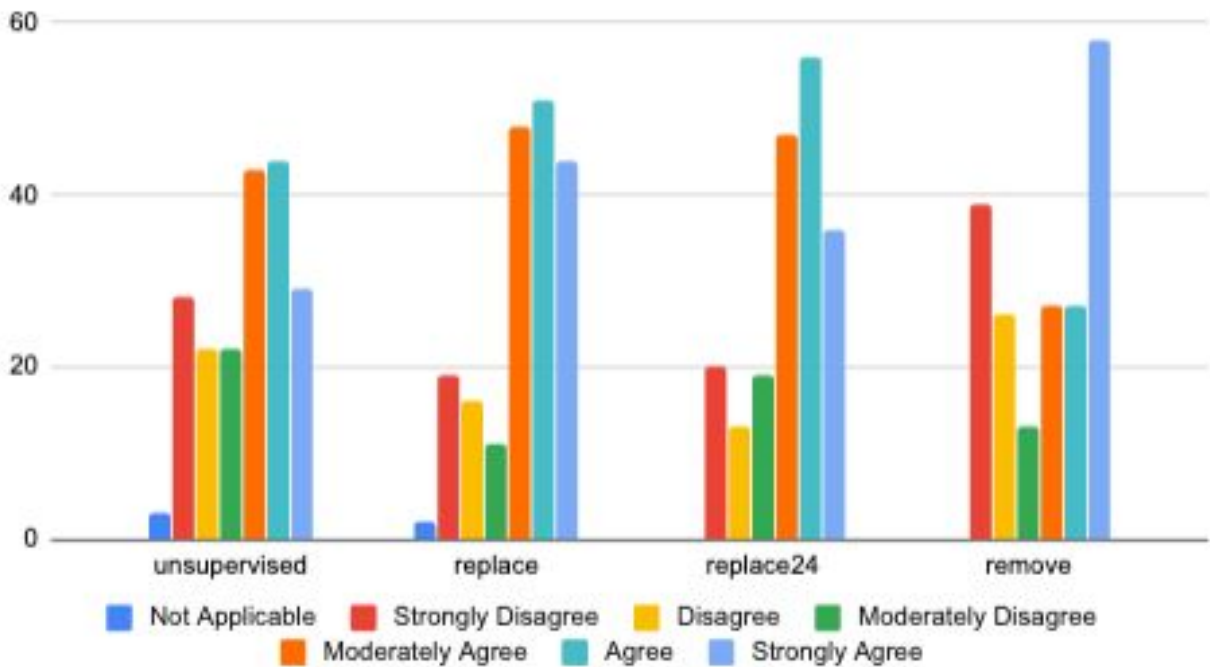
Comments indicate concern regarding the lack of individual help, since it is difficult to post code on forums or show code in tutorials. Furthermore, there is concern regarding lack of face to face help sessions and tutorials impacting the difficulty of assessments.

Many comments indicate the need for a better forum system such as Piazza, as searching for practical code issues on WebCMS3 is extremely difficult.

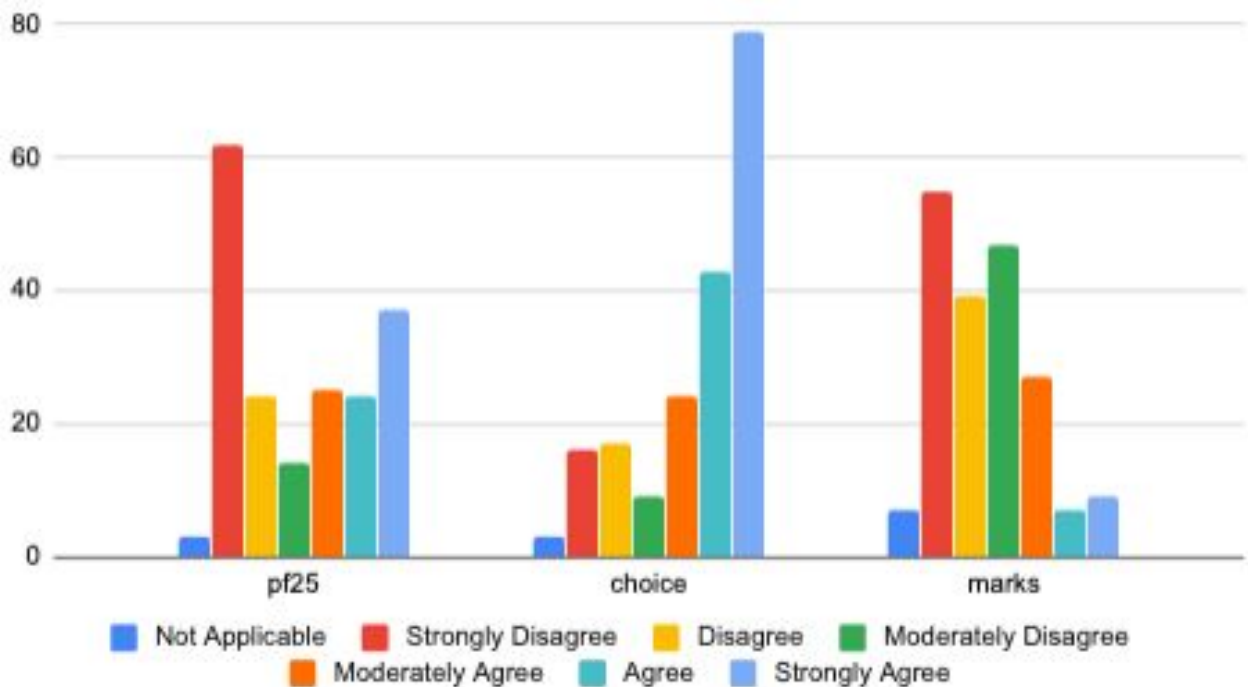
Recommendations

- Setup of online help sessions
- Setup of Piazza forum over WebCMS3
- Additional practical components in lectures to make up for lack of help sessions/code help

Survey Data Regarding the Final Assessment from COMP3311 20T1



Survey Data Regarding the Grading Scheme for COMP3311 20T1



COMP3331/9331 Computer Networks and Applications

Author

Tammy Zhong

Overview

In short, majority of surveyed students agree with replacing exam with an extra assignment/project, having a 24-hour take home exam, and especially many have agreed to removing the exam entirely and scaling up other assessable components. In terms of final grading, students mostly prefer having the choice between pass/fail or being given a mark.

Overall, students have found that the transition to a digital platform for their learning with the:

- Lack of interactions
- Lack of practical Help
- Difficulties in clear communication
- Difficulties in receiving timely responses
- Limited internet connections

reducing their productivity, efficiency and motivation, leaving students working on difficult problems alone. Most students disagreed that moving to online teaching was better for their marks with some expressing that they are expecting worse performance this term as a result.

Furthermore, concerns specifically regarding the final exam mostly revolve around the possibility of cheating and many were suggesting alternatives to having an online exam.

Numerous students have brought up that course fees should be decreased with the transition as the cost of running online classes is lower.

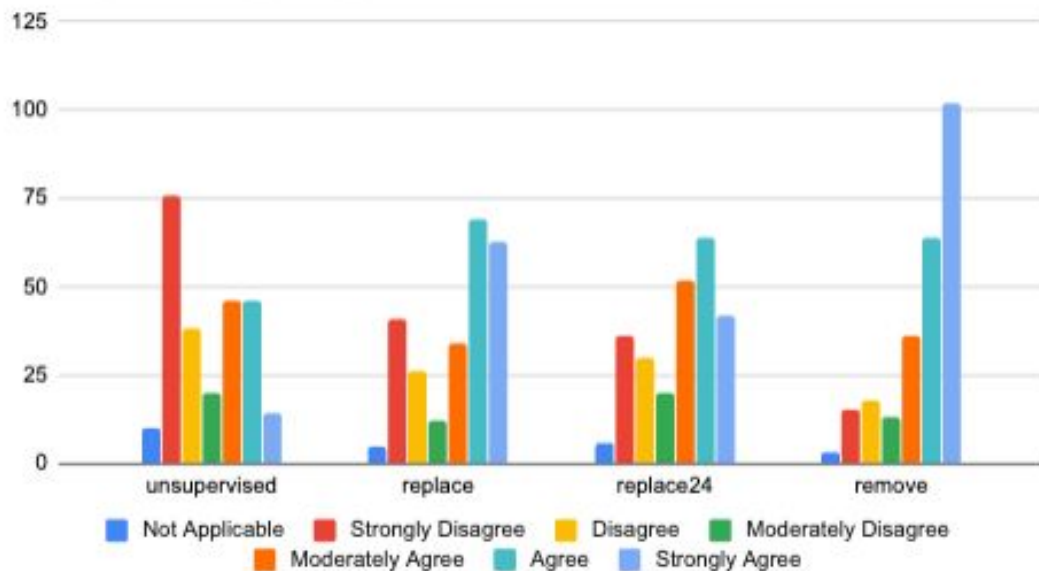
There are some strong voices/opinions against having online exams (due to the inability to control the fairness of the system) as well as transitioning into a SY/FL system (due to students who were looking to improve their marks especially for those who are looking to transfer Programs and meet a certain criteria).

Some students have appreciated the smooth transition given the difficult situations.

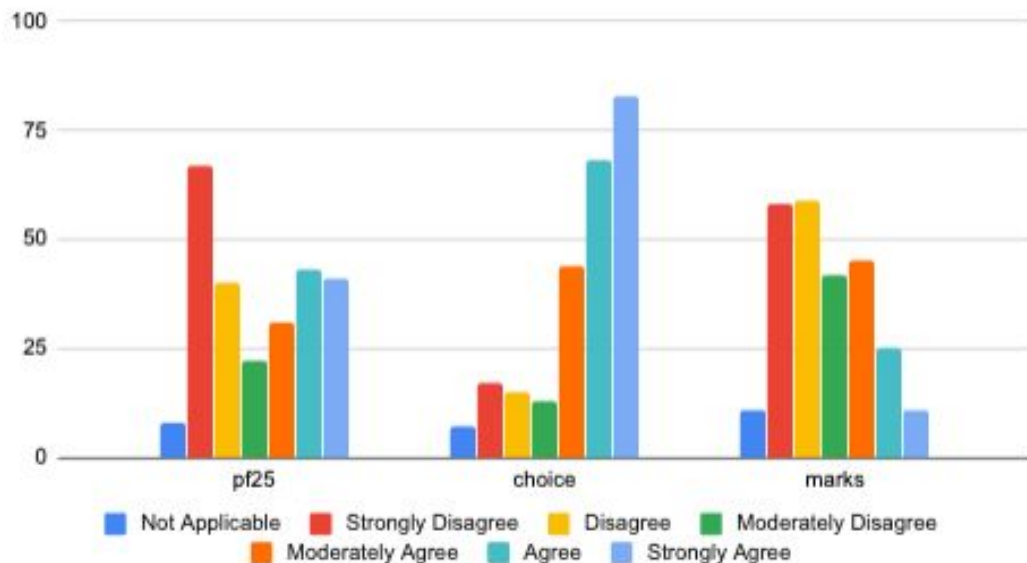
Recommendations

- Reduce Course Fees for the Term
- Alternatives to Final Exam/ Online Final Exam suggested:
 - An extra assignment
 - Scaling Up Marks of Assessable Tasks
- Any exam-type assessments should allow sufficient time for students to complete (e.g. days) As some students live in noisy environments, having limited internet connections etc.
- Suggestions to Grading
 - Adding notes to the transcript about the special situation (online)

Survey Data Regarding the Final Assessment from COMP3331 20T1



Survey Data Regarding the Grading Scheme for COMP3331 20T1



COMP3411/9814 Artificial Intelligence

Author

Shrey Somaiya

Overview

Overall, the majority of the course (as synchronous with the rest of the school) felt that online learning would decrease their marks, and similarly, many were in favour of alternate forms of assessment for the final exam, with the most popular option being removing the final exam completely, followed by replacing the final exam with another assessment task.

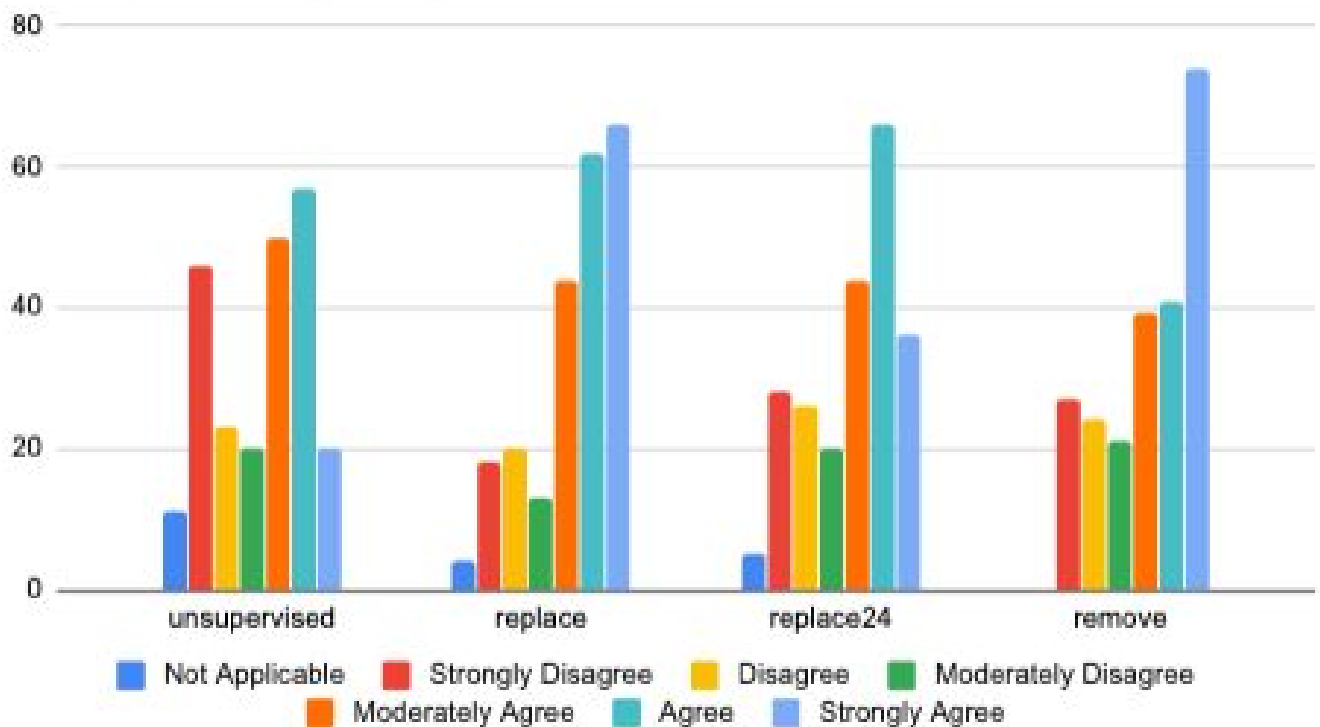
Comments indicated the need for a better collaborative forum such as Piazza - as lack of in person contact seems to be a big issue for the course.

Comments also expressed a desire for the lecturer to be more engaging in online lectures, i.e. recording their face. Additionally, comments have also expressed that online labs are much harder to follow than in person labs - perhaps the course could be more lenient on deadlines and expectations as a result.

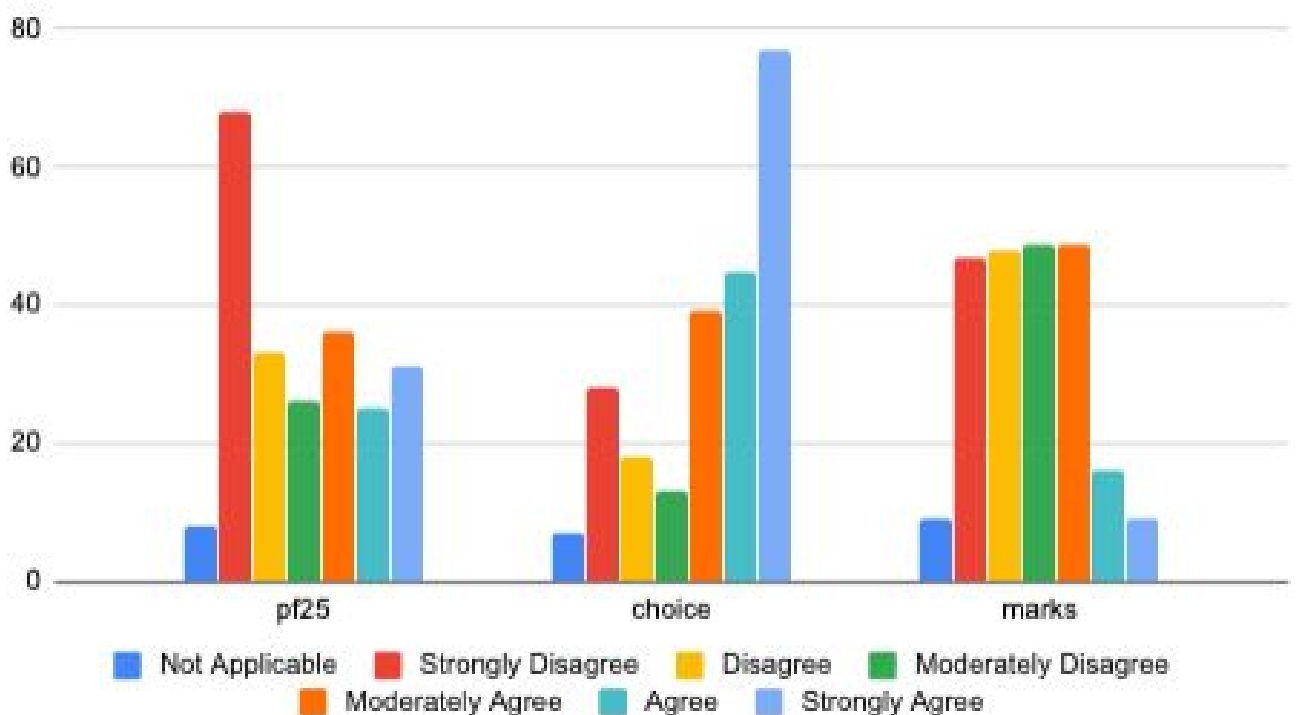
Recommendations

- Setup of Piazza Forums
- Increased lecturer engagement
- Increased resources as a result of lack of in person labs

Survey Data Regarding the Final Assessment from COMP3411 20T1



Survey Data Regarding the Grading Scheme for COMP3411 20T1



COMP3821/9801 Extended Algorithms and Programming Techniques

Author

Kelly Li

Overview

Most students find that the transition to online teaching is less engaging and has impacted their ability to readily ask questions and receive feedback in person.

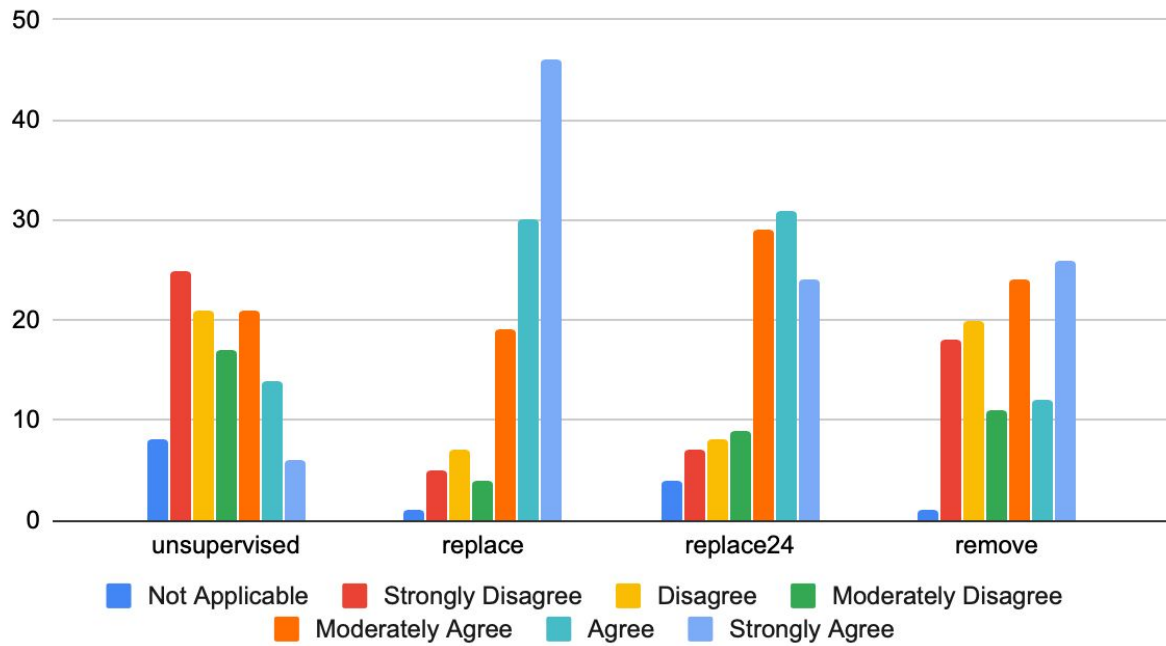
Common concerns about internet connections and exam conditions have been brought up by students regarding running an unsupervised exam via VLab. Some students have issues with poor internet connections whilst others are worried about enforcing exam conditions and that the failure to do so will result in unfairness due to cheating and discussing with other people for help during the exam.

Some students believe that given the current situation, it is more lenient to use a pass/fail grading system that will help alleviate stress. Whilst a few students pointed out that since online delivery has severely changed the nature of the course, causing different levels of inconvenience to students, the option of choosing how their work is graded will be beneficial.

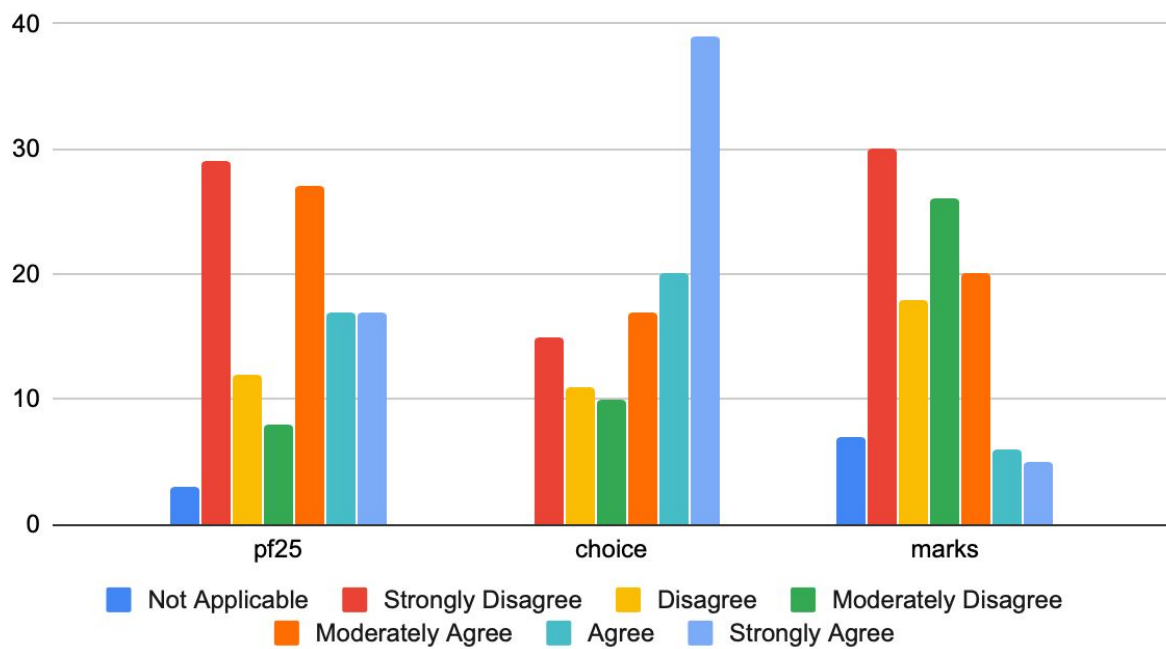
Recommendations

- Lectures to be conducted on a platform, such as Blackboard Collaborate, that allows interaction during the lecture so that students can continue to ask questions as they now have no in-person consultations.
- Transitioning to standard assessments next semester
- Combining the midterm with the second HW assignment

Survey Data Regarding the Final Assessment from COMP3821/9801 20T1



Survey Data Regarding the Grading Scheme for COMP3821/9801 20T1



COMP4141 Theory of Computation

Author

Peter Nguyen

Overview

Almost half of the students (42%) managed to fill out the survey.

Students strongly favour having a 24 hour take home examinations with some students favouring a lower difficulty than what final exams should offer followed only by replacing the exam with an extra assignment/project. Less popular options include having an unsupervised exam via VLab and removing the exam altogether not favouring time constraints.

In regards to how students view moving towards pass/fail grading, about half of the student cohort who filled out the survey believe that the course should move towards pass/fail grading with many amounts of students voice strong comments about how having only pass/fail will help the cohort greatly and gain more morale given the stressful situation and not having to worry about their WAM in the process too. Whilst the huge majority of students strongly highly favour the option having a choice of being graded as normal or having it pass/fail.

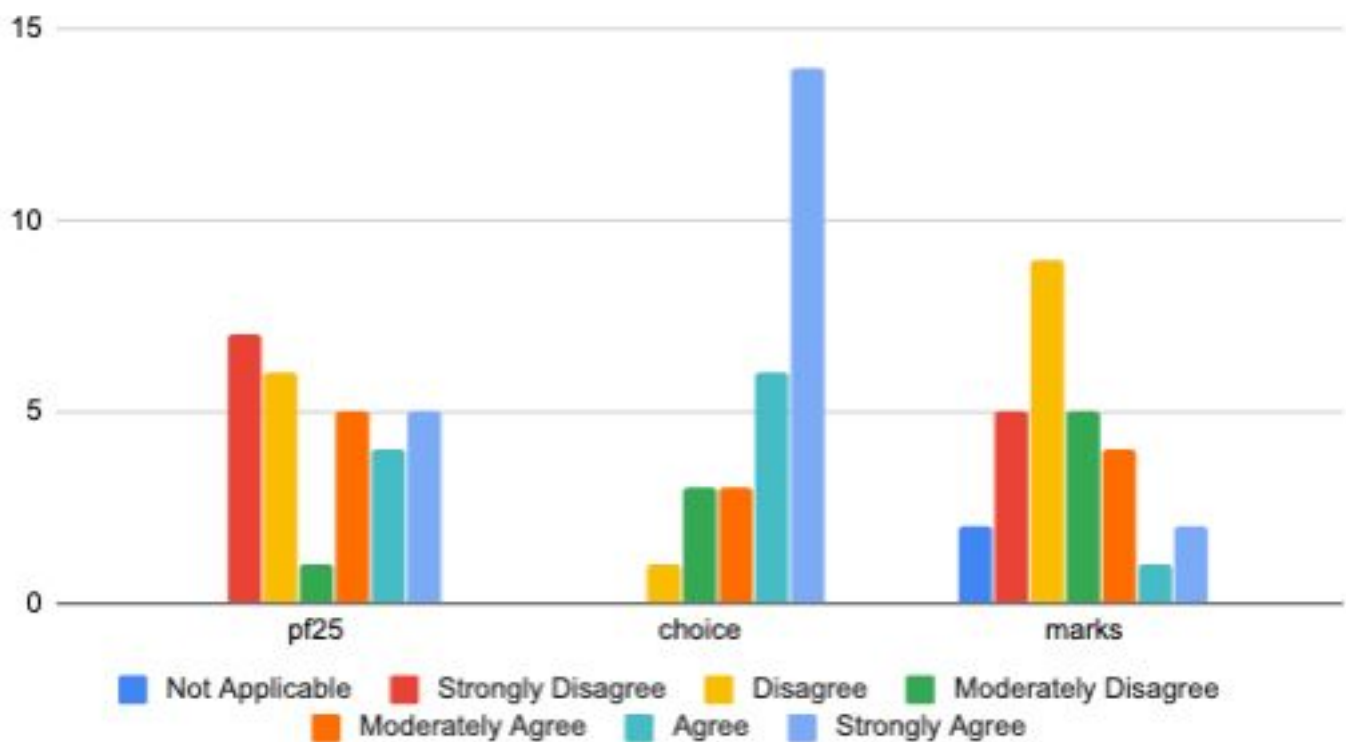
Only a quarter of students believe that having online teaching would be better for their marks showing a strong disagreement towards having online classes for this course with the majority of the students of the course expressing the difficulties they have faced having their courses taken online.

Other students also suggest using another platform for lectures that allow students to interact and ask questions to the lectures (such as Blackboard Collaborate) and allow Lectures to be downloaded and the scale up the Mid-Term weighting as well

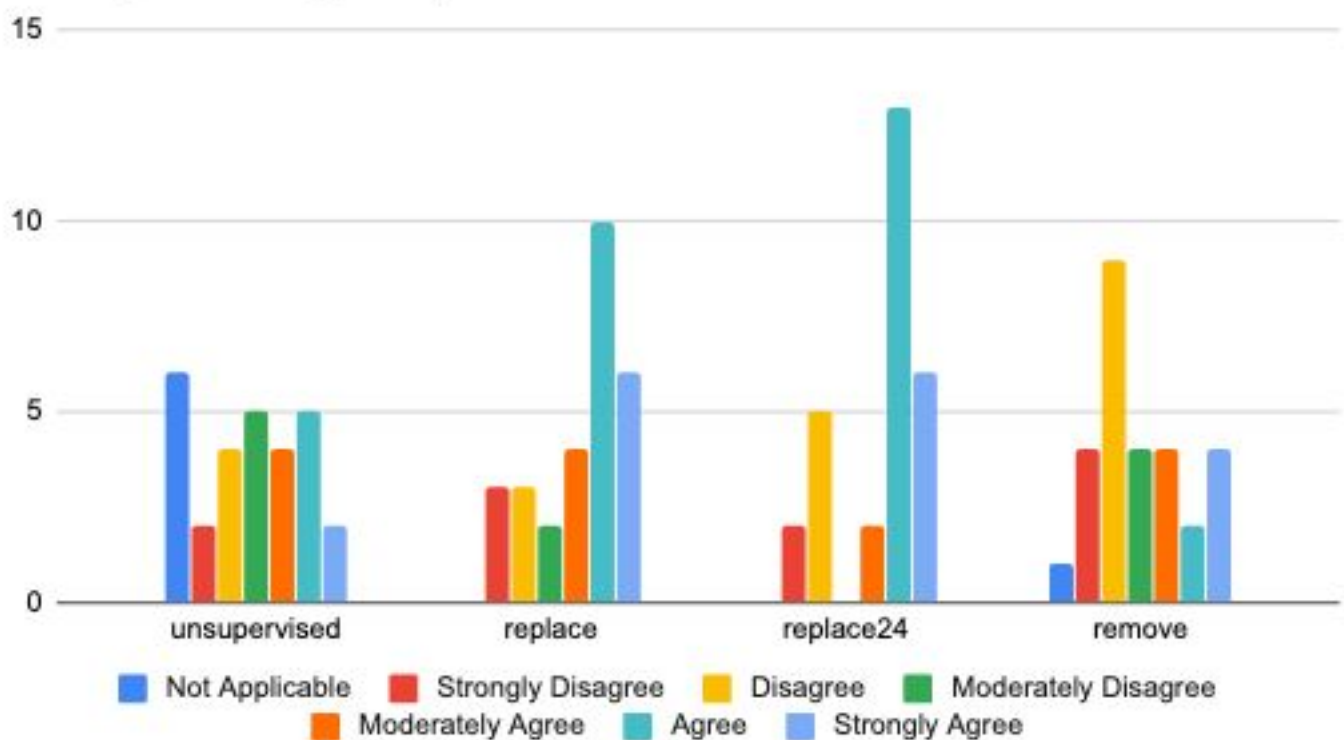
Recommendations

- Have 24 hour take home examination or an extra assignment of lesser difficulty
- Have Pass/Fail be an option to student or implementing Pass/Fail
- Conduct Lectures on another platform that allows students to interact with the lectures
- Scale up the midterms

Survey Data Regarding the Grading Scheme for COMP4141 20T1



Survey Data Regarding the Final Assessment from COMP4141 20T1



COMP4337/COMP9337 Securing Wireless Networks

Author

Peter Nguyen

Overview

Over half of the students (57%) managed to fill out the survey.

Students strongly favour removing the exam entirely and scaling up the value of other assessable tasks. Other mildly popular options of similar ratings from most to least popular include replacing the exams with a 24 hour take home examinations, where the already specified open book nature of the exams some students believe will not make a difference. Then replacing the exam with an extra assignment/project, but some students have strong objections to this due to already being overwhelmed with assignments within the 10-week term, whilst other students do not want to remove the existing project which they enjoy. The least popular option yet mildly popular is running an unsupervised exam via VLab where one student expressed concerns about not having the right equipment to be able to sit the exam.

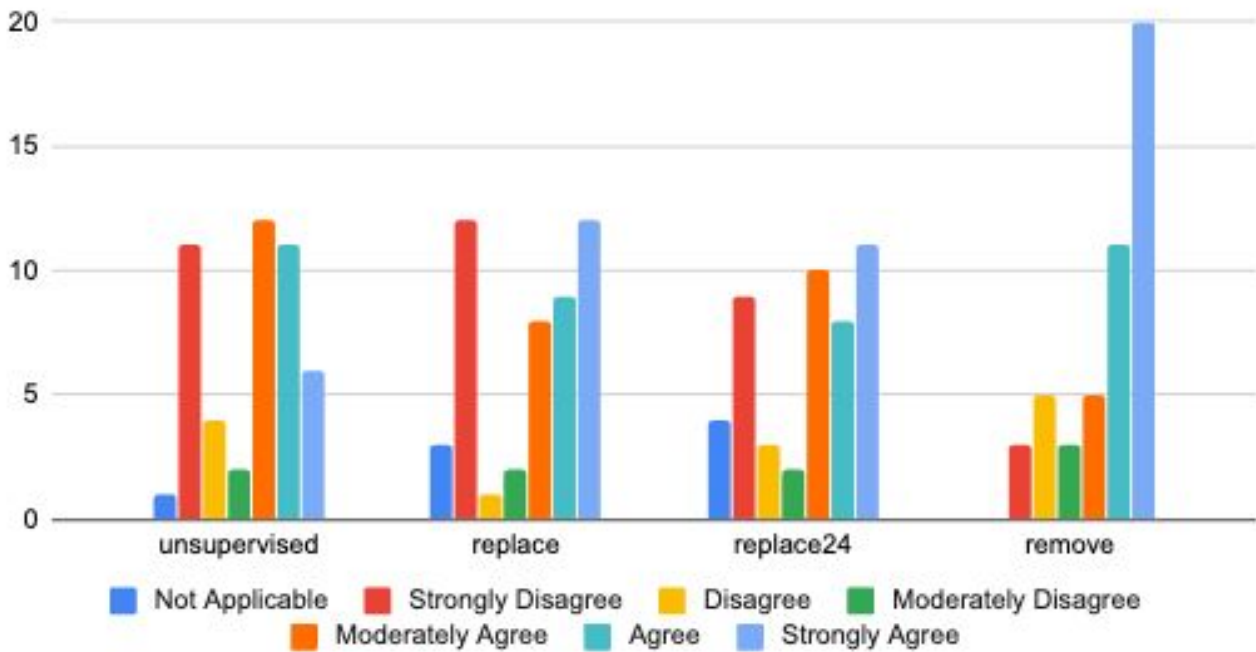
In regards to how students view moving towards pass/fail grading, less than half of the student cohort who filled out the survey believe that the course should move towards pass/fail grading with a slight majority of students favour the option of having a choice of being graded as normal or having it pass/fail.

Only a third of students believe that having online teaching would be better for their marks showing a disagreement towards having online class. Some students do not know what to do with their kits and others are struggling with having labs done online and have issues with online forums and emails.

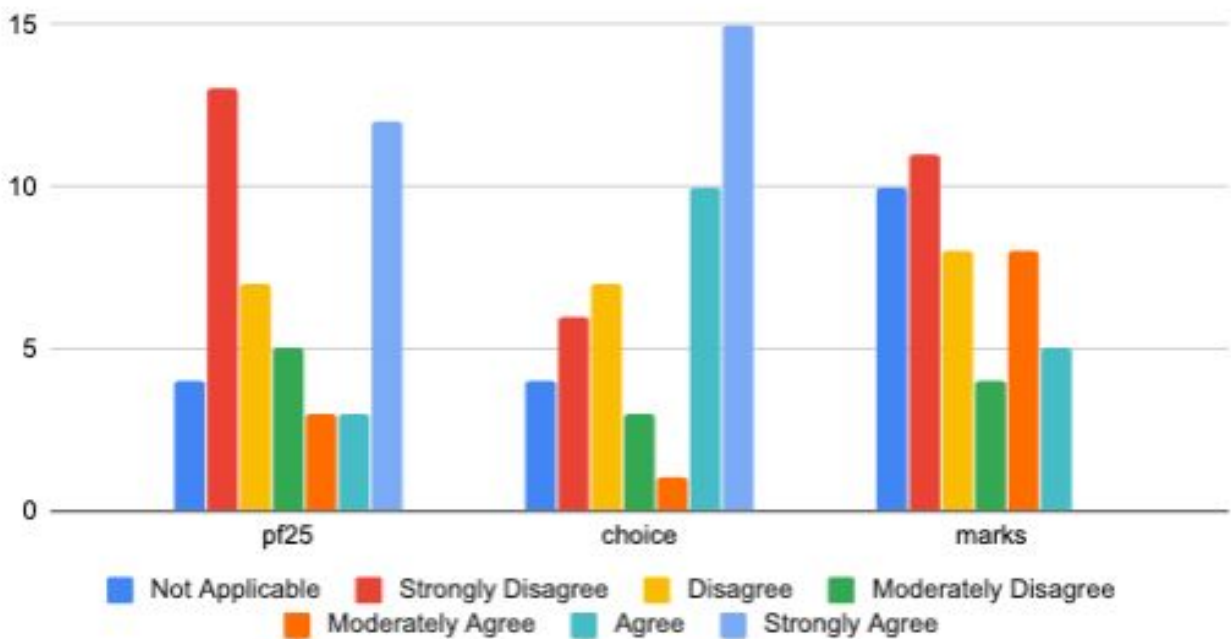
Recommendations

- Remove exams and scale up other assessments but other options are still mildly popular
 - (Though reconsider adding an extra assignment due to written objections)
- Have Pass/Fail be an option to students but keep the grading system
- Keep tutorials and have more online consultations

Survey Data Regarding the Final Assessment from COMP4337/9337 20T1



Survey Data Regarding the Grading Scheme for COMP4337/9337 20T1



COMP6324 Internet of Things Services Engineering

Author

Peter Nguyen

Overview

Only a quarter of the students (26%) managed to fill out the survey.

Only a third of the students who filled the survey agree that they should have unsupervised exams via VLab whilst the same amount slightly agree to have an extra assignment/project. But since there are no final examinations in the course the majority of students potentially mark this as non-applicable.

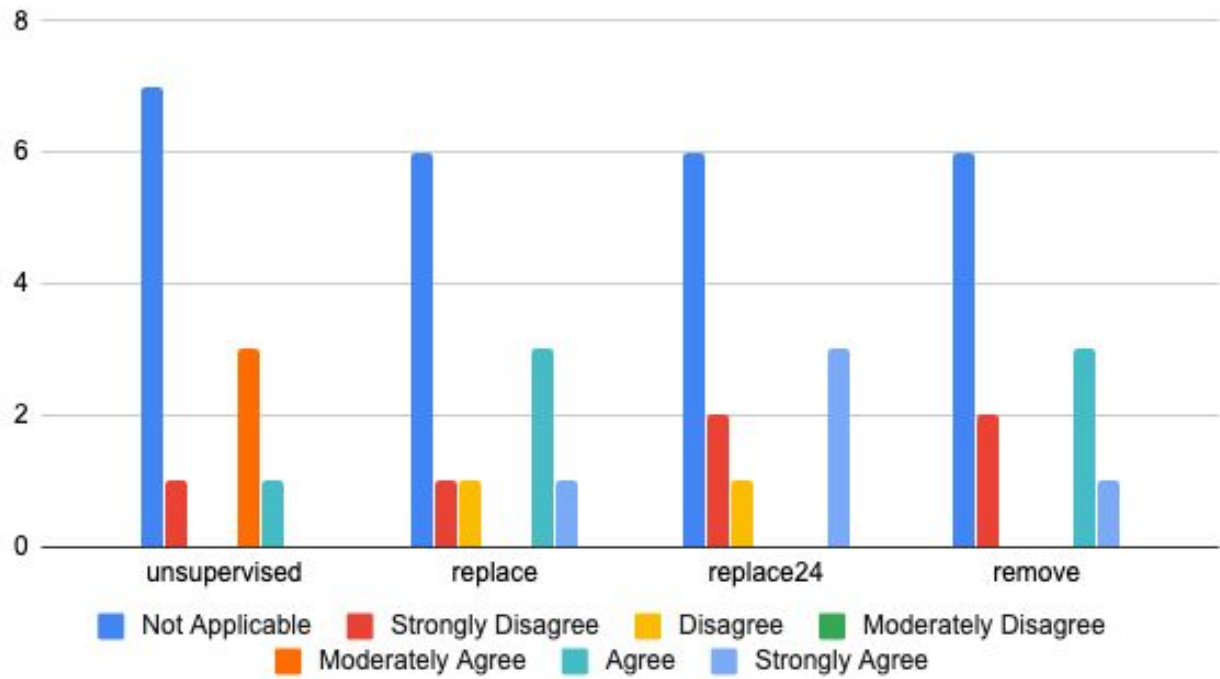
In regards to how students view moving towards pass/fail grading, only a quarter of the student cohort who filled out the survey believe that the course should move towards pass/fail grading with almost every student favouring the option of having a choice of being graded as normal or having it pass/fail.

Almost half of students believe that having online teaching would be better for their marks but since there are no further lectures for the course there is no need for online teaching according to the students. But there a student expressing the potential challenge of having regular meetups with academic and industry mentors as well as difficulty working with hardware components that require face to face meetup. But another student mentioned the course can't be taught online as face to face meeting is required to develop a prototype.

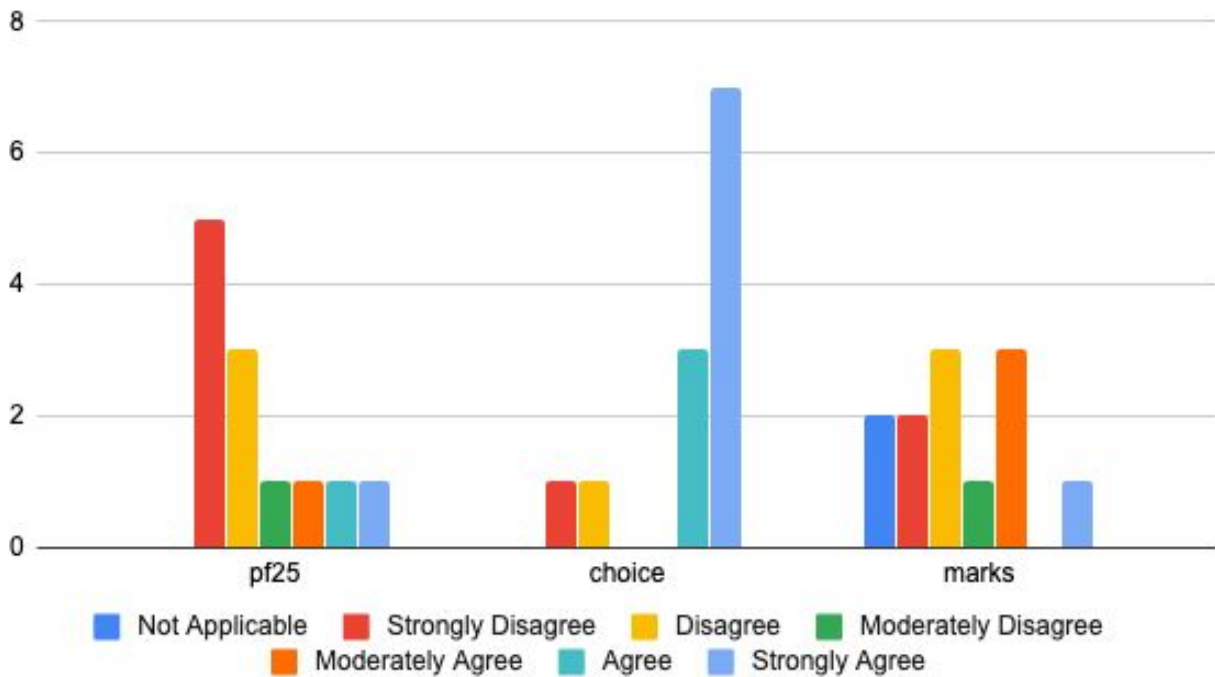
Recommendations

- Keep online meetings with supervisors and mentors
- Accommodations for students requiring to work with hardware components
- Keep grading but allow students to have an option of pass/fail

Survey Data Regarding the Final Assessment from COMP6324 20T1



Survey Data Regarding the Grading Scheme for COMP6324 20T1



COMP6441/6841 Security Engineering and Cyber Security

Author

Kelly Li

Overview

Many students have commended the smooth and quick transition to online teaching and the proactive response from Richard Buckland and the tutors. Using ZOOM for lectures and tutorials has been a great solution and has worked quite well for most students for the first week.

Whilst the online teaching, through ZOOM, has been handled well so far, 26.92% believe that online teaching will not help improve their marks. Most students find online teaching is not as interactive and engaging, making it harder to discuss problems with their peers and tutors and difficult to contact for help when not-in-person.

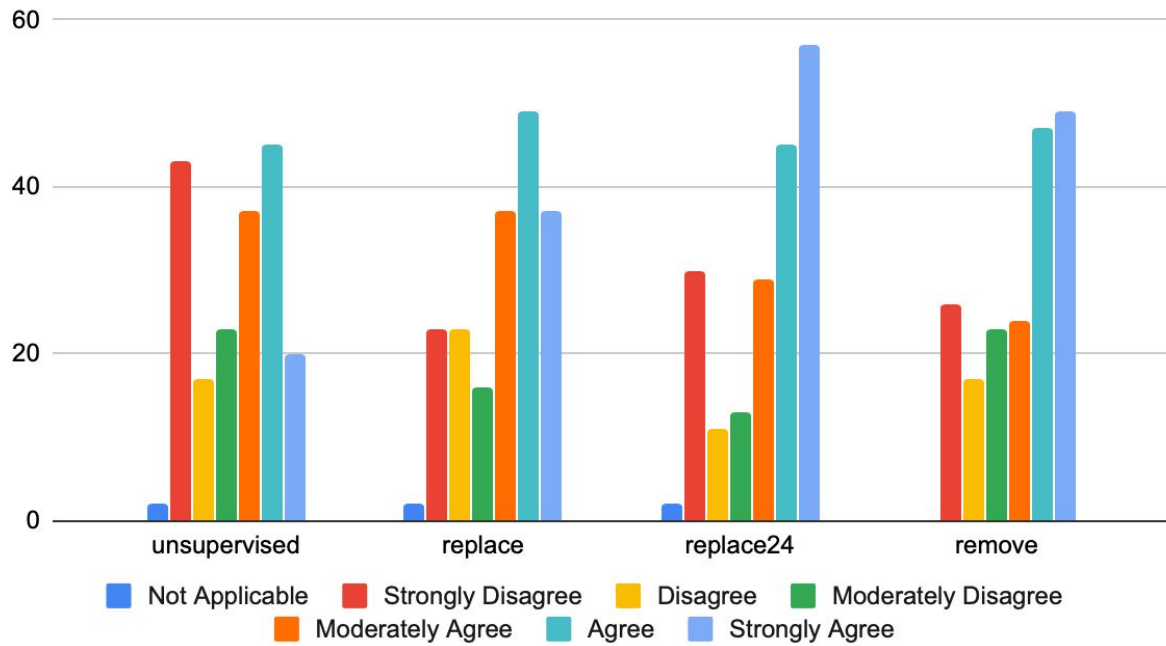
The agreements and disagreements to moving to a pass/fail grading are equal percentage wise. Those that agree with this grading system believe it will alleviate the stress of students especially during these times, however, believe that the default fail mark of 25 is harsh.

The option of running an unsupervised exam via VLab at home raised a lot of similar concerns. Some students are concerned about exam conditions such as cheating and strongly believe that using invigilation software such as webcams is intrusive and an invasion of privacy. The major concern is that students are worried about the instability and speed of their internet connection to last the duration of the exam.

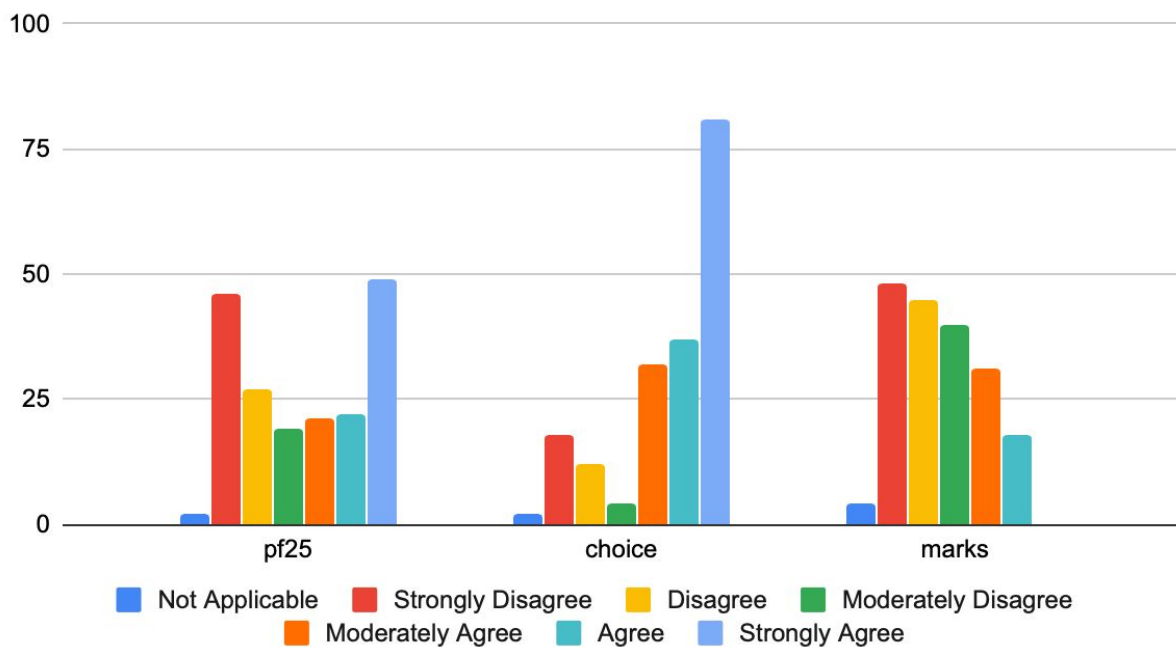
Recommendations

- Increase the difficulty of the exam but to be conducted open book.
- Majority of students prefer a 24hr exam or extra project which will prevent uncontrollable issues from arising.

Survey Data Regarding the Final Assessment from COMP6441/6841 20T1



Survey Data Regarding the Grading Scheme for COMP6441/6841 20T1



COMP9020 Foundations of Computer Science

Author

Shubhankar Mathur

Overview

Students have raised concerns against the pass/fail system as they aim to boost their WAM. The least popular opinion is to have online exams citing concern regarding fairness given the lack of supervision.

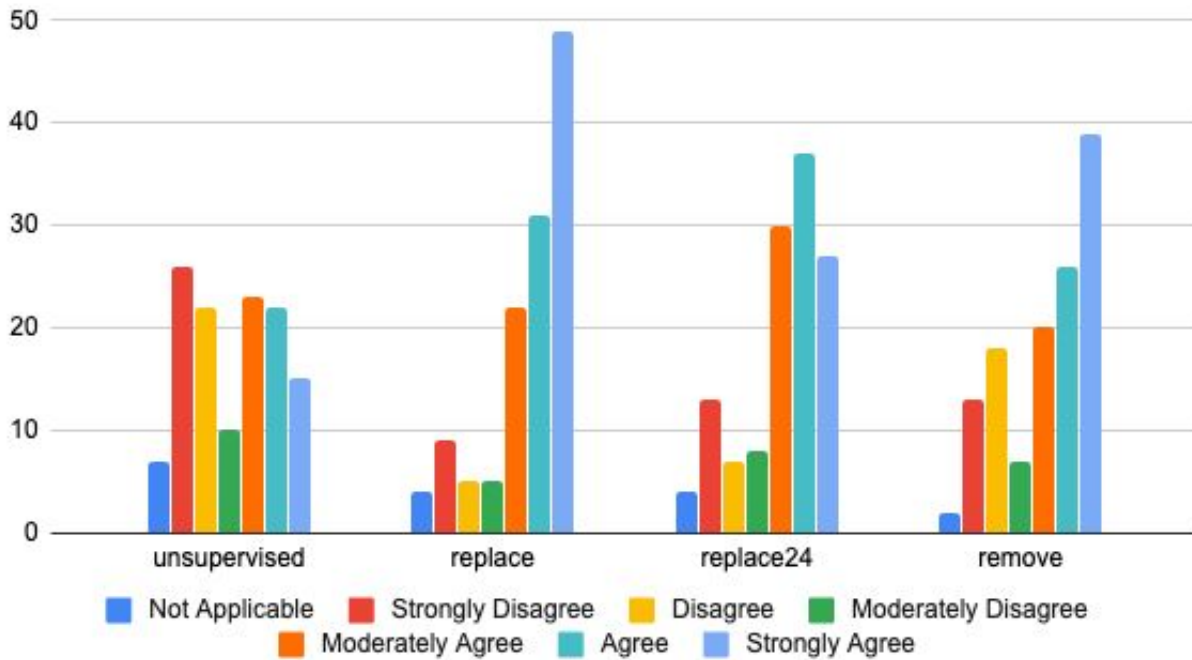
The students are unhappy with the online teaching and citing lack of interaction due to recorded lectures and inability to ask their questions while a topic is being taught.

The most popular opinion is to have an extra assignment/ project. Alternately majority of the students also agree to a 24-hour 'take home' exam or scaling up of other assessable tasks.

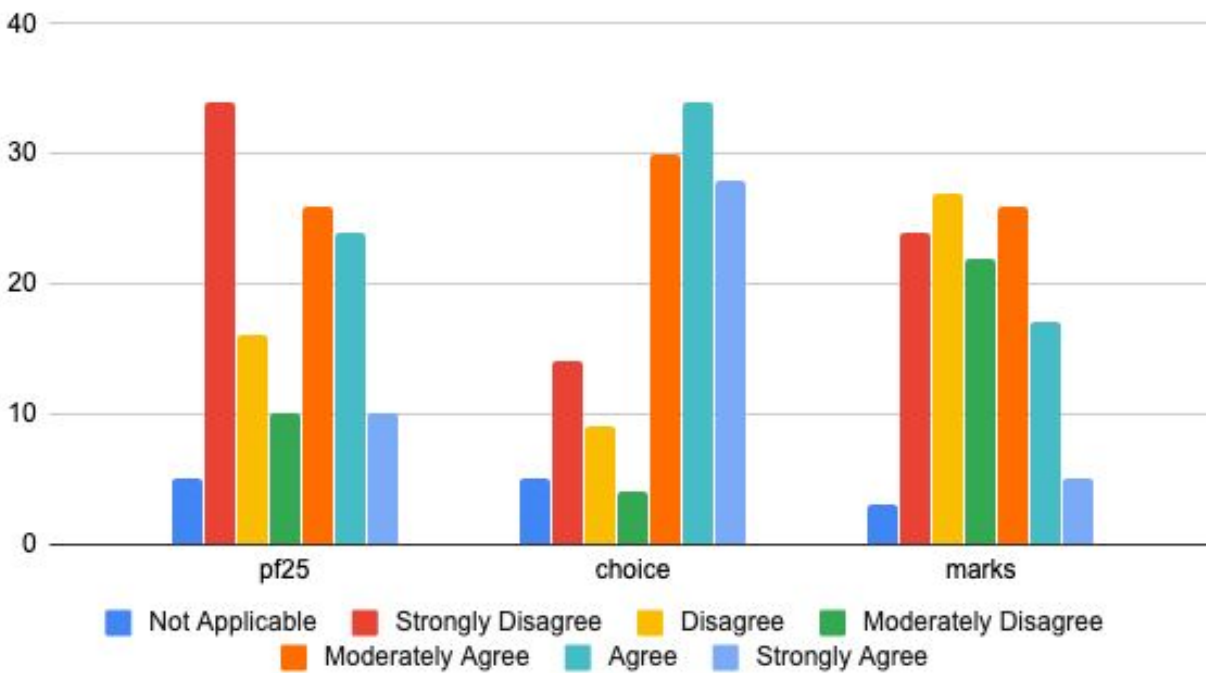
Recommendations

- Not to go ahead with the pass/fail system as students aim to boost their WAM. It will also impact the students who are wishing to articulate their degree to Masters as they have one less term to work on their WAM.
- Replace the exam with an extra assignment or project as it is the most popular opinion and it can be supervised using the existing assignment project submission policies.

Survey Data Regarding the Final Assessment from COMP9020 20T1



Survey Data Regarding the Grading Scheme for COMP9020 20T1



COMP9021 Principles of Programming

Author

Shubhankar Mathur

Overview

Students have raised concerns against the pass/fail system as the students who are wishing to articulate their degree to master's programs don't get an opportunity to improve their WAM. The least popular opinion is to have online exams citing concern regarding fairness given the lack of supervision and network issues.

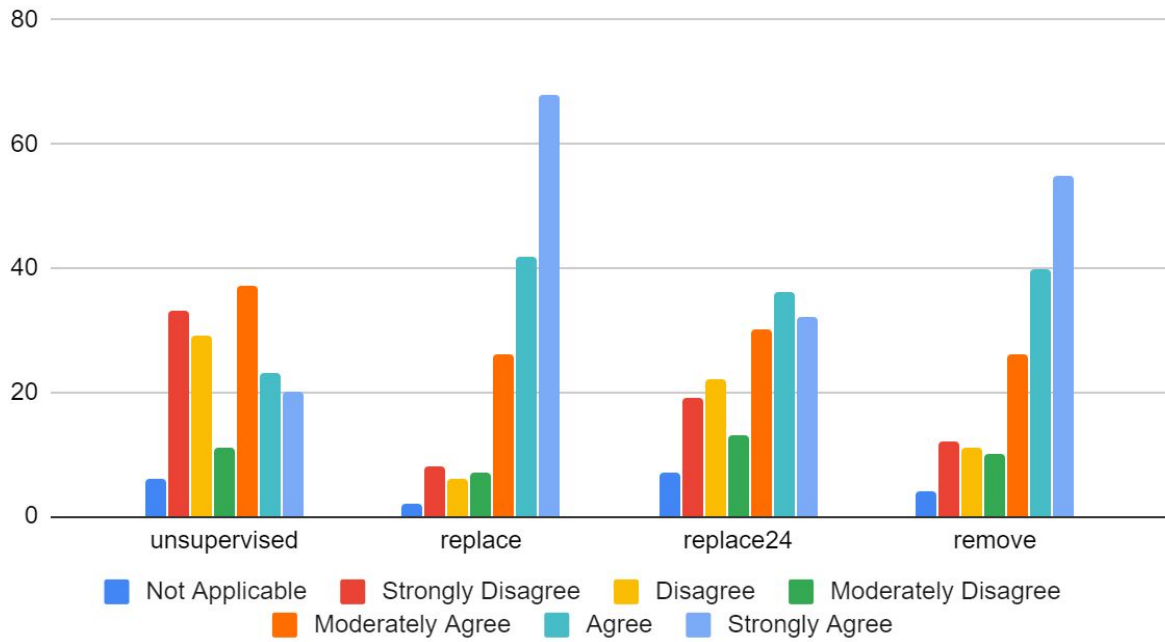
The students are unhappy with the online teaching and citing lack of interaction discussions with the peers. They suggest having more online consultation sessions and better response time on forums.

The most popular opinion (88%) is to have an extra assignment or project. Alternately majority if of scaling up of other assessable tasks (80%).

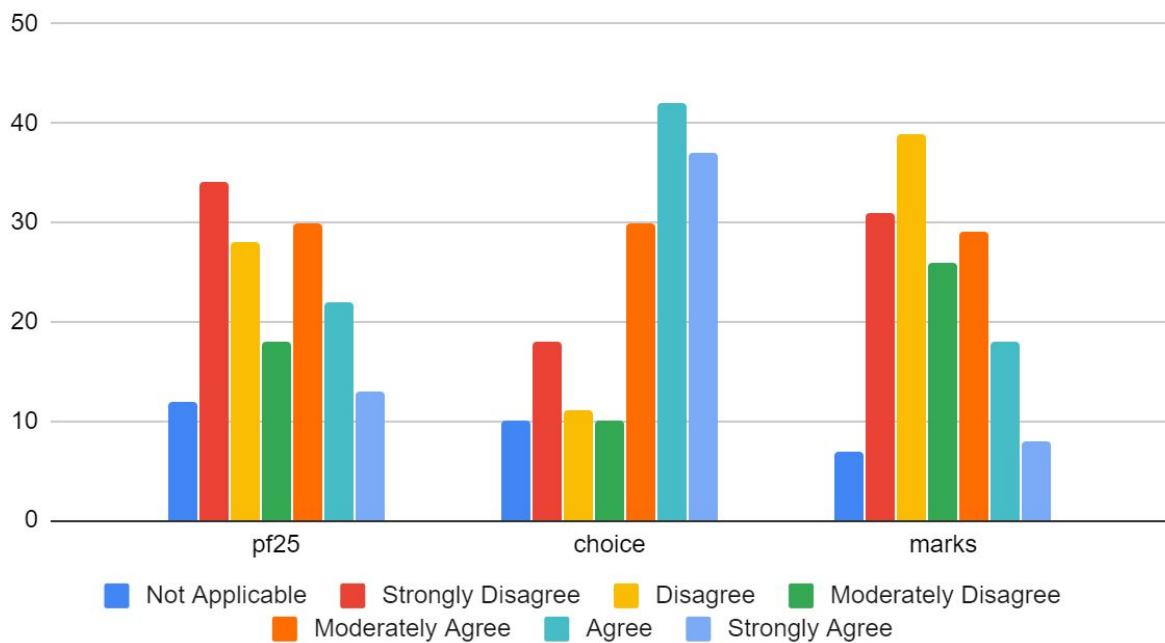
Recommendations

- Not to go ahead with the pass/fail system as students it will impact the students who are wishing to articulate their degree to Masters as they have one less term to work on their WAM.
- Replace the exam with extra assignment or project as it is the most popular opinion, the other alternative is to scale up the value of other assessable tasks and it can be supervised using the existing assignment project submission policies.

Survey Data Regarding the Final Assessment from COMP9021 20T1



Survey Data Regarding the Grading Scheme for COMP9021 20T1



COMP9024 Data Structures and Algorithms

Author

Akshita Bhat

Overview

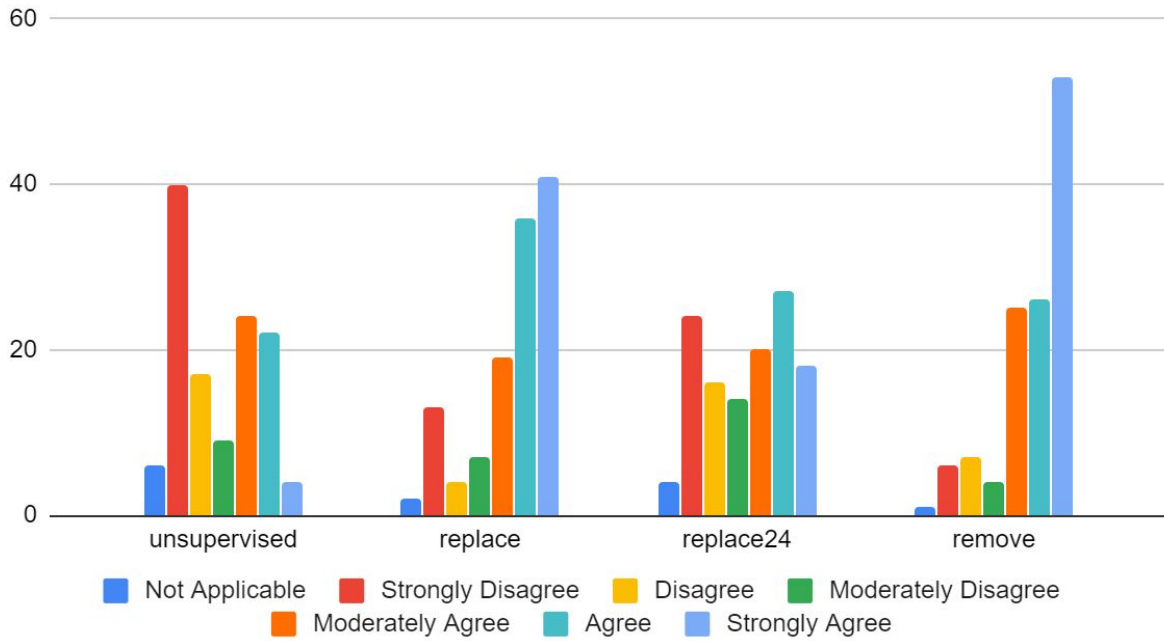
Maximum number of students have agreed on removing the exam and scaling up the value of other assessable tasks and replacing the exam with an extra assignment/ project. Moving to online teaching is not a popular opinion, with some students stating that the concept of online lectures and consultations is new and getting feedback takes a long time.

The feedback also states that students are concerned about the logistics of taking an online exam. They have stated that using Vlab for attempting final exams may hinder their final marks. Most students have agreed that projects/ assignments with reduced difficulty will be a better option.

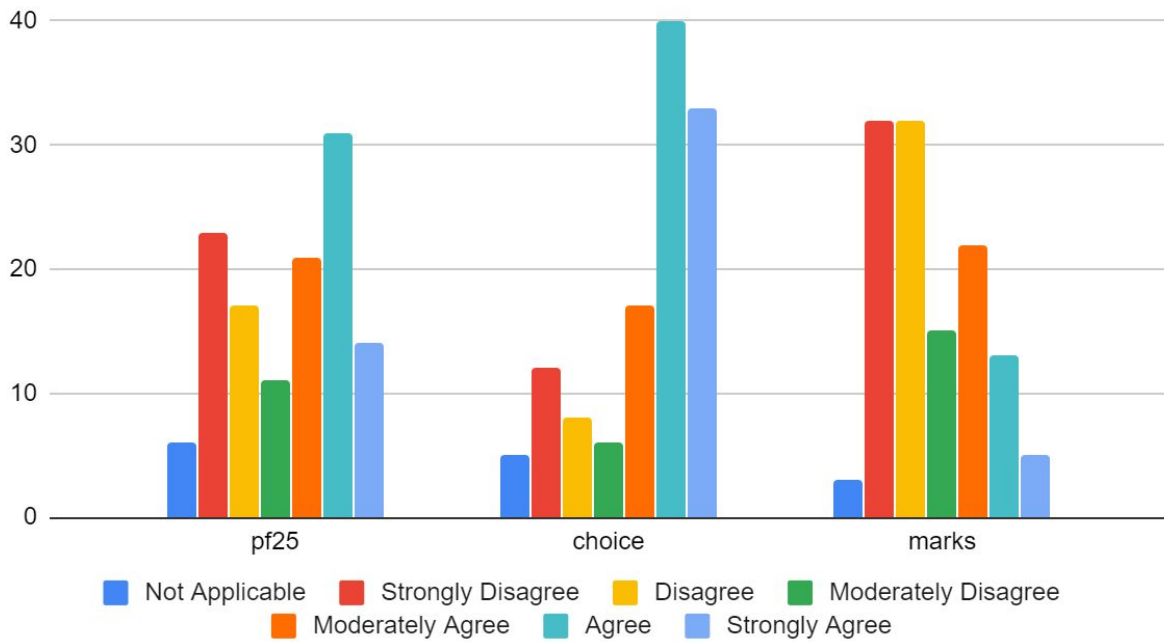
Recommendations

- Give a project (with reduced difficulty) as a final exam instead of a time-bound online exam.
- Allow live-streaming of lectures - for more in-person interaction.

Survey Data Regarding the Final Assessment from COMP9024 20T1



Survey Data Regarding the Grading Scheme for COMP9024 20T1



COMP9311 Database Systems

Author

Shubhankar Mathur

Overview

Students have mixed opinion for the pass/fail system with 51% students accepting the new system while concerns have been raised by the students who are wishing to articulate their degree to master's program as they don't get an opportunity to improve their WAM.

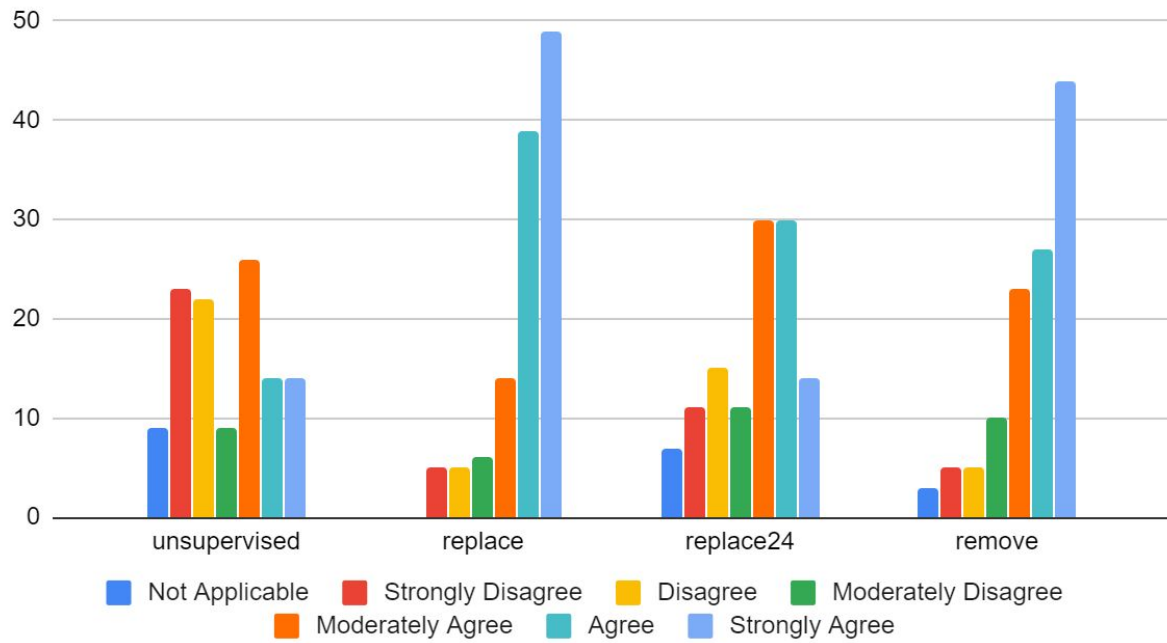
Students have concerns regarding the online teaching as it lacks interaction and raised concerns regarding the sound quality of the lecture recording.

The most popular opinion (87%) is to have an extra assignment or project. Alternately majority if of scaling up of other assessable tasks (82%).

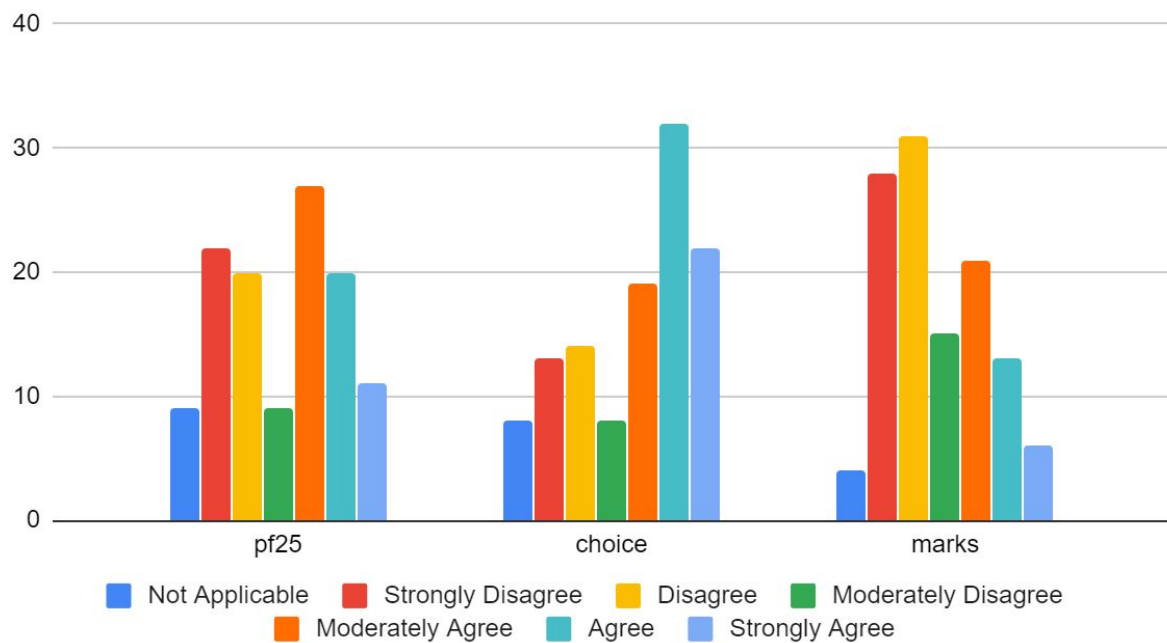
Recommendations

- Replace the exam with extra assignment or project as it is the most popular opinion, the other alternative is to scale up the value of other assessable tasks and it can be supervised using the existing assignment project submission policies.

Survey Data Regarding the Final Assessment from COMP9311 20T1



Survey Data Regarding the Grading Scheme for COMP9311 20T1



COMP9315 Database Systems Implementation

Author

Akshita Bhat

Overview

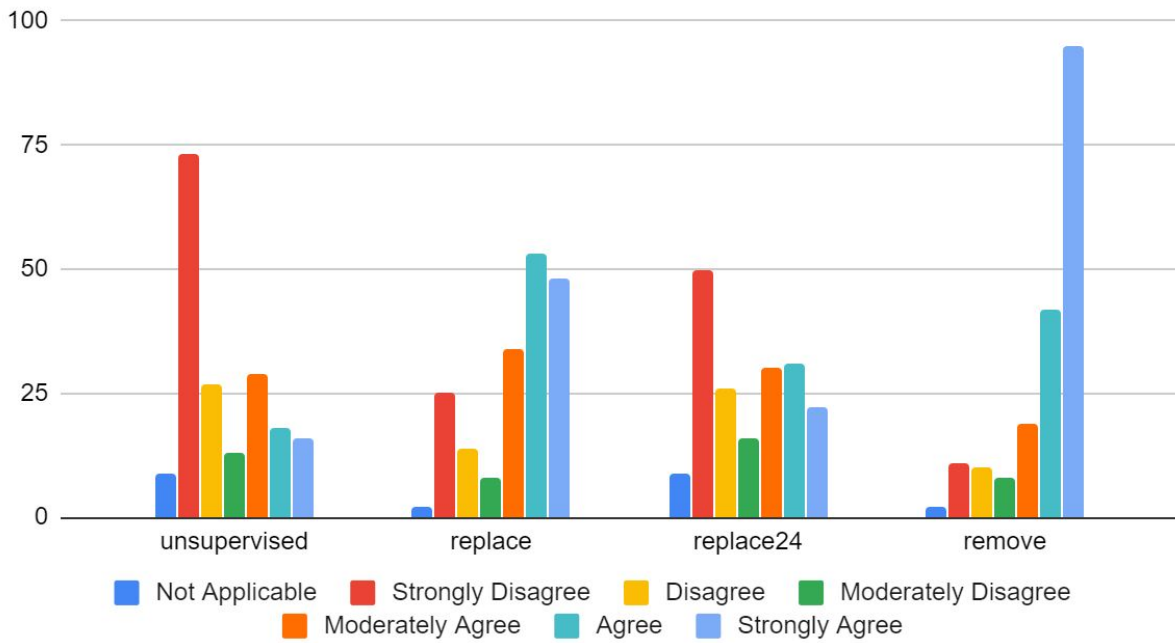
Popular opinion is to remove the final exam entirely and scale up the value of other assessable tasks. Students also chose taking projects as final exams. Taking an unsupervised exam and replacing the exam with a 24-hour take-home exam are among the unpopular opinions.

According to the feedback, students are concerned about Vlab's connectivity and instability (especially in China) and have stated that competing projects are a better option. Students also require quicker feedback on their submissions. It would be beneficial if the professor could give a brief overview of their teaching pedagogy and the structure of the course. One student has suggested that quality of online lectures should improve and suggested that lectures should also be live-streamed to allow real-time doubts.

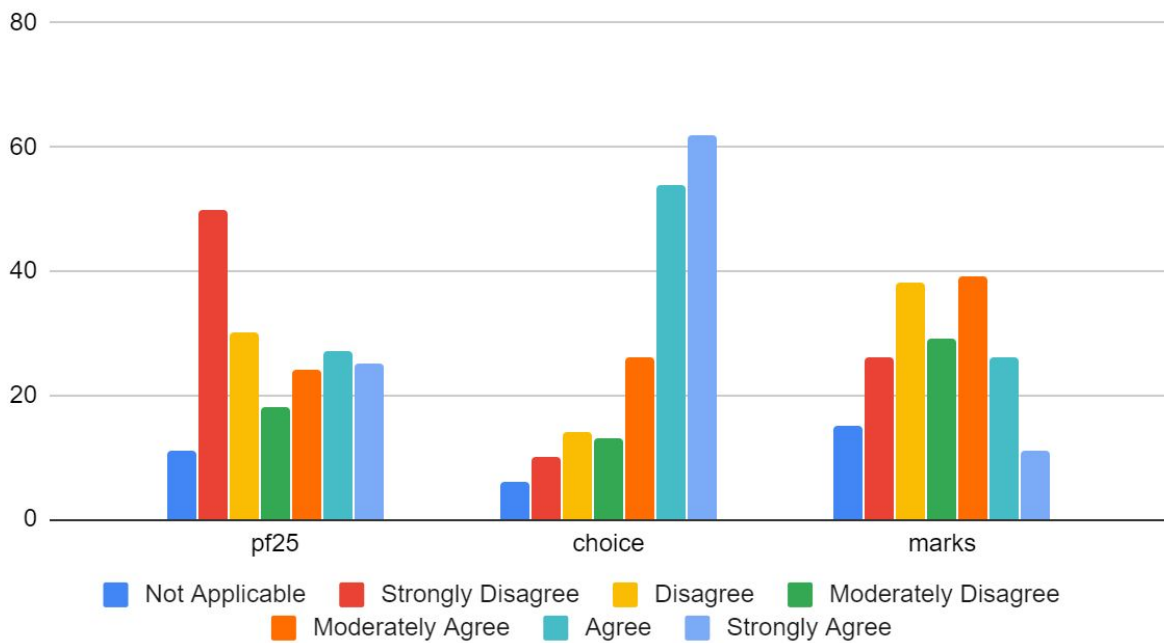
Recommendations

- Introduce projects as final exams.
- Live-stream lectures
- Quicker feedback on assignments

Survey Data Regarding the Final Assessment from COMP9315 20T1



Survey Data Regarding the Grading Scheme for COMP9315 20T1



COMP9318 Data Warehousing and Data Mining

Author

Shubhankar Mathur

Overview

Students have raised concerns against the pass/fail system as the students are trying to improve their WAM. The least popular opinion is to have online exams citing concern regarding fairness given the lack of supervision and network issues. Students from China have raised concerns about inability to connect to VPN and vLabs due to network issues and internet bans.

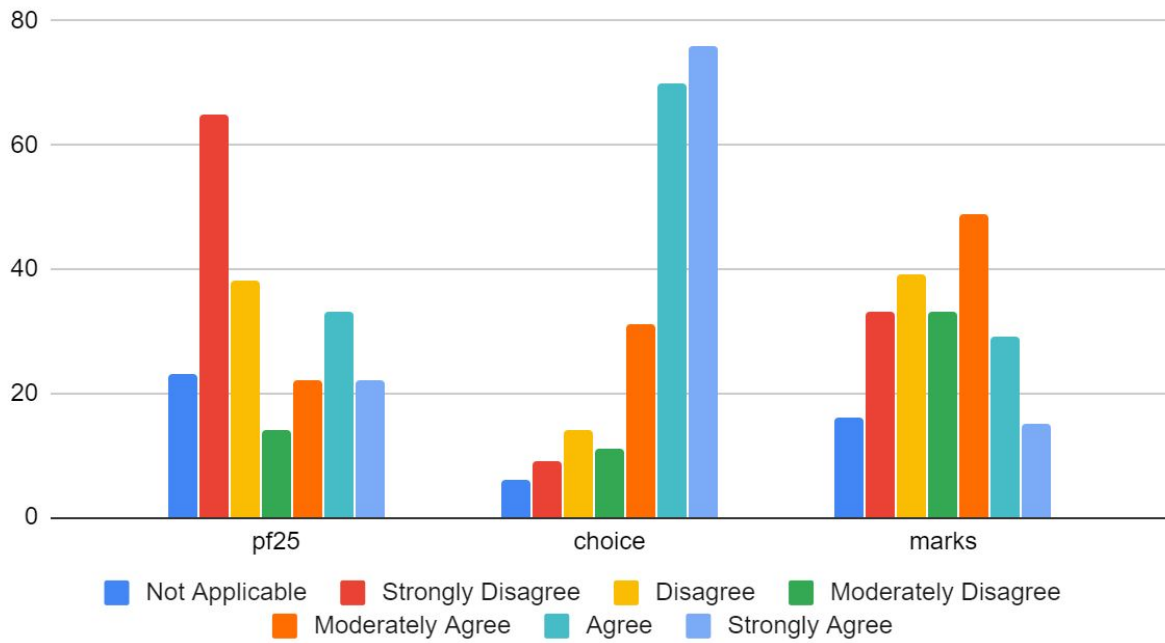
The students are unhappy with the online teaching and citing lack of interaction discussions with the peers. They suggest having more online consultation sessions and better response time on forums.

The most popular opinion is to up other assessable tasks (91%). Students displayed concerns with 24-hour take home exams as it will be difficult for students who have more than one such exam in the same time period.

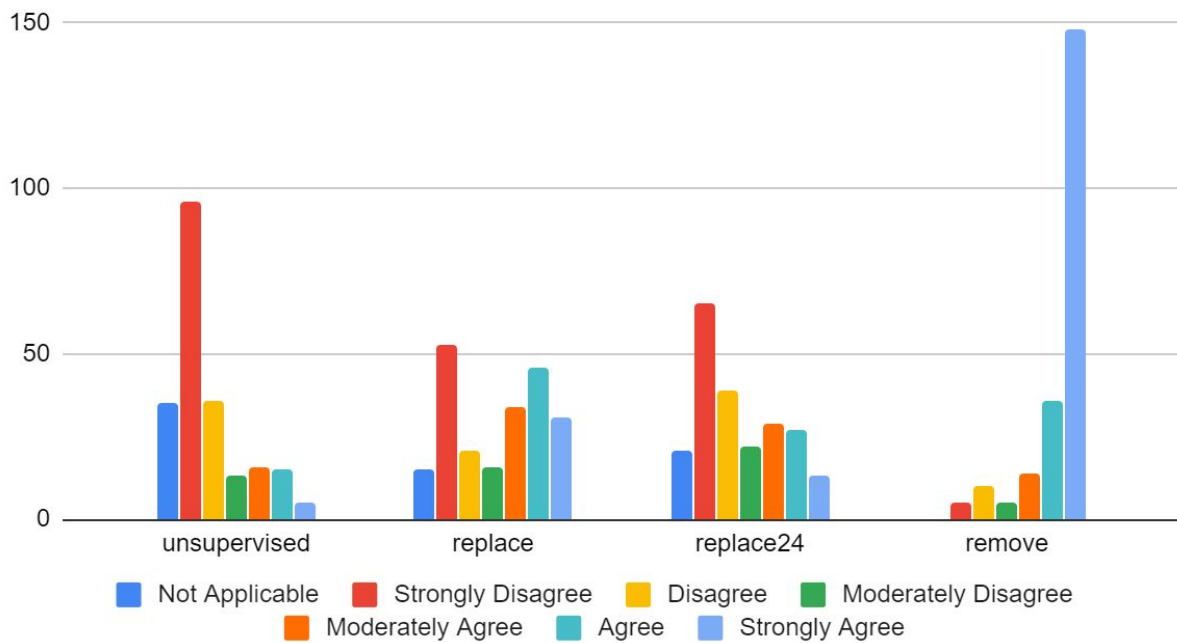
Recommendations

- Not to go ahead with the pass/fail system as students are trying to boost their WAM.
- Replace the exam by scaling up other assessable tasks.
- Don't go ahead with online exams due to network issues which might impact the exam.

Survey Data Regarding the Grading Scheme for COMP9318 20T1



Survey Data Regarding the Final Assessment from COMP9318 20T1



COMP9321 Data Services Engineering

Author

Akshita Bhat

Overview

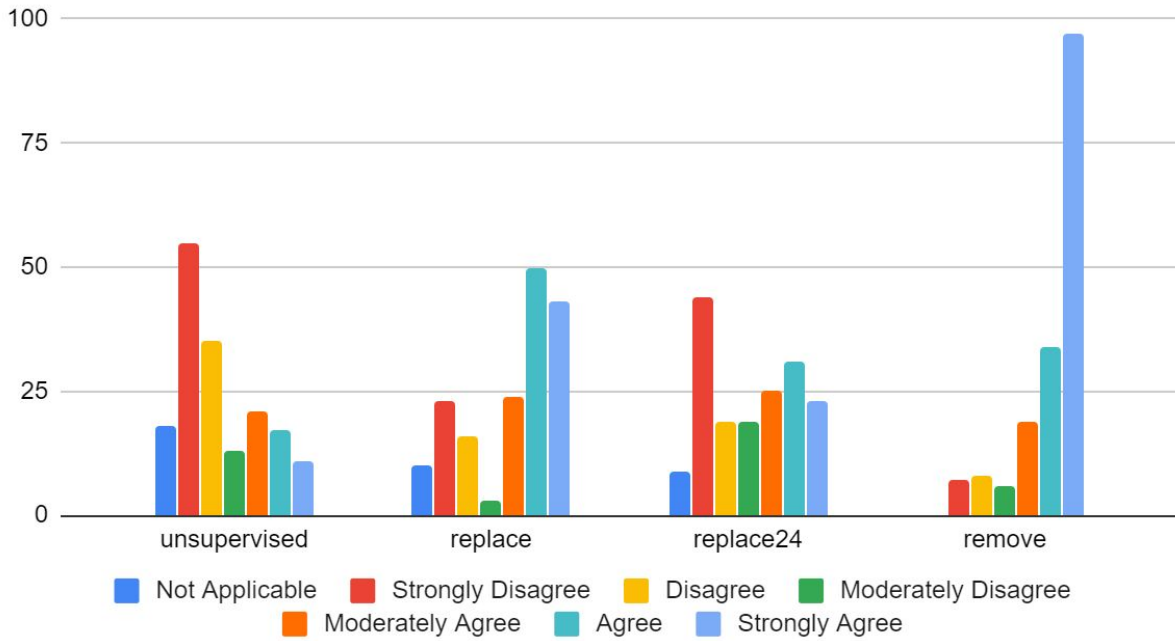
Most popular opinion is to remove the exam entirely and replace the exam with a project/ assignment, while the least popular opinion is running an unsupervised exam via Vlab. Students disagree that the course should move to a Pass/Fail grading since. They wish to improve their overall WAM, as this directly affects their future prospects (job opportunities as well as transitioning to masters program). They feel that they should be given individual choice on choosing the mode of grading.

According to the feedback, students have also suggested that the university can conduct exams in batches by giving out different exam sets. Some suggest that assignments be given extensions as it takes them more time than normal to understand the concepts. There is also positive feedback on how the transition to online lectures has been done seamlessly.

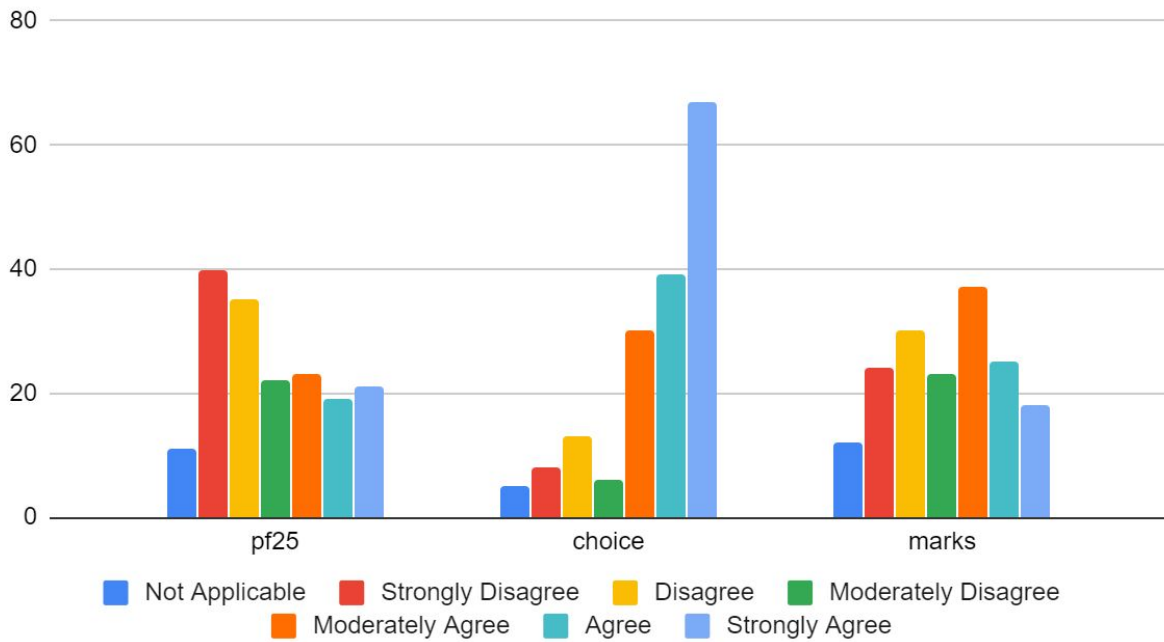
Recommendations

- Don't move to a Pass-fail grading system as students wish to boost WAM.
- Replace online exam with a final project due to instability in Vlab.
- Fewer assignments/quizzes or more time for solving

Survey Data Regarding the Final Assessment from COMP9321 20T1



Survey Data Regarding the Grading Scheme for COMP9321 20T1



COMP9417 Machine Learning and Data Mining

Author

Akshita Bhat

Overview

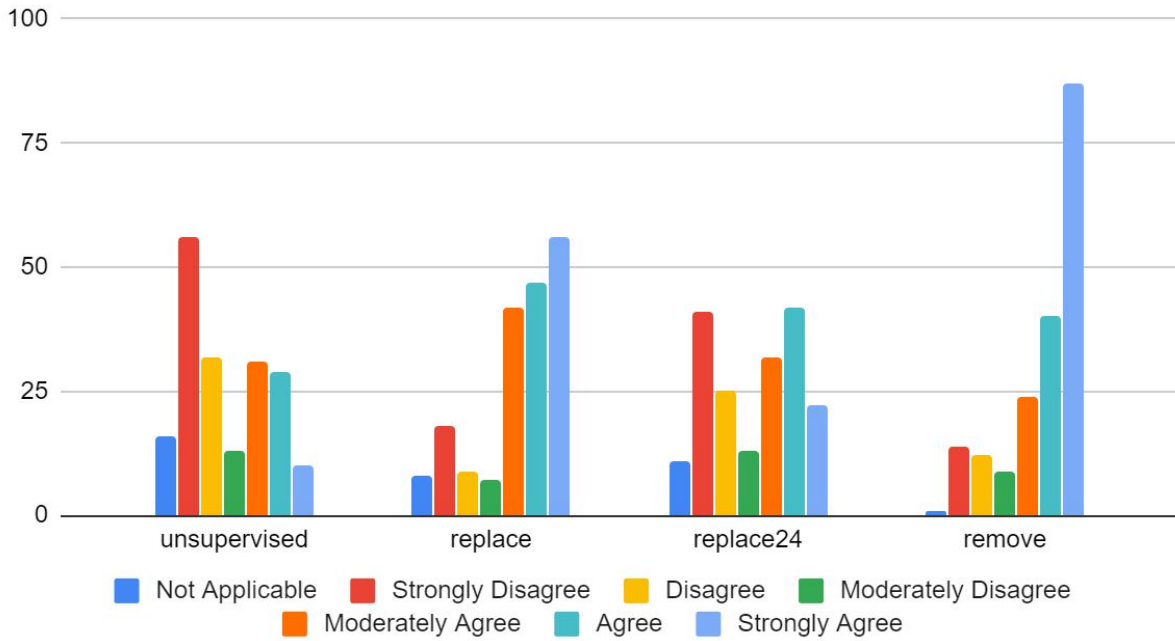
Most popular opinion – remove final exams entirely and scale up the value of other assessable tasks and replace the exams with extra assignments/ projects. Least popular opinions show that students are not in favor of running unsupervised exams and disagree that moving to online teaching would be better for their marks.

According to the feedback, students are facing pressure due to lack of face-to-face consultation, they have suggested to reduce the difficulty of assessments. Need more discussion in tutorials since tutors miss the questions in the chat-box. It has also been suggested that tutorials should be recorded. Students are suggesting to move from group projects to individual projects.

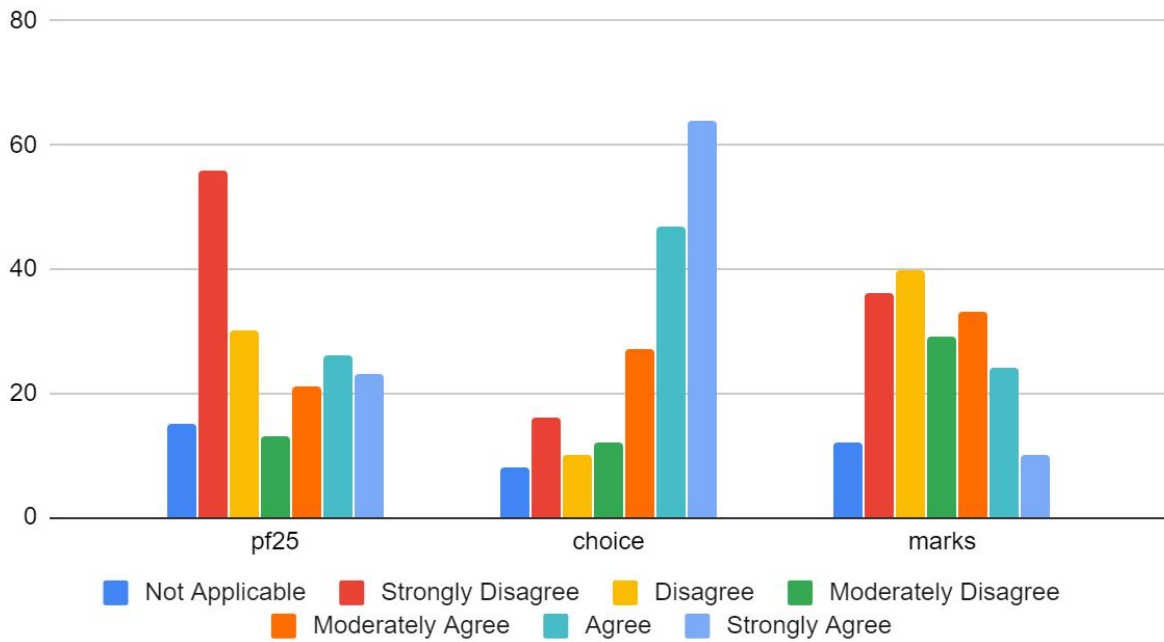
Recommendations

- Record tutorials and allow more discussions in tutorials
- Difficulty of assessments to be reduced due to stress on students
- Individual projects instead of group projects
- Don't introduce Pass-fail grading as students wish to keep their WAM
- Lecturers to explain using more computational examples
- Project/ assignments instead of final exam

Survey Data Regarding the Final Assessment from COMP9417 20T1



Survey Data Regarding the Grading Scheme for COMP9417 20T1



COMP9447 Security Engineering Workshop

Author

Akshita Bhat

Overview

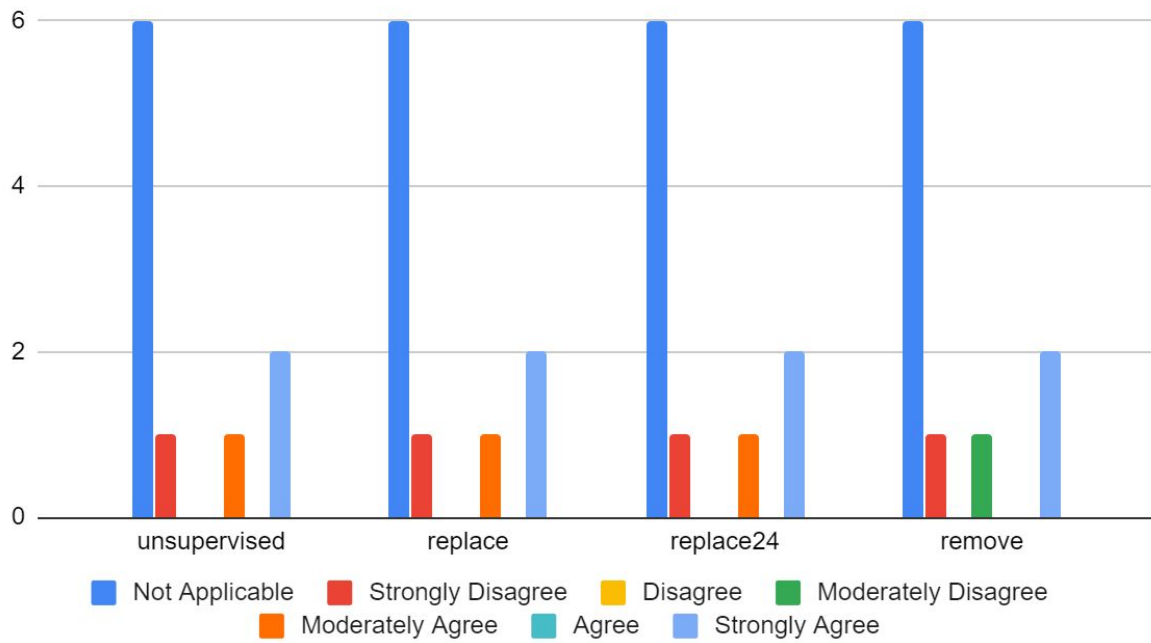
Most popular opinion states that final exams should be removed entirely and other assessments should be scaled up. Since the course already has a project as a final exam component which requires students to work remotely, students have suggested that it remain as is. Least popular opinions include running unsupervised tests which can be taken at home and converting the grading system to a pass-fail system.

Other feedback suggests that the course should not be shifted to a pass-fail grading system.

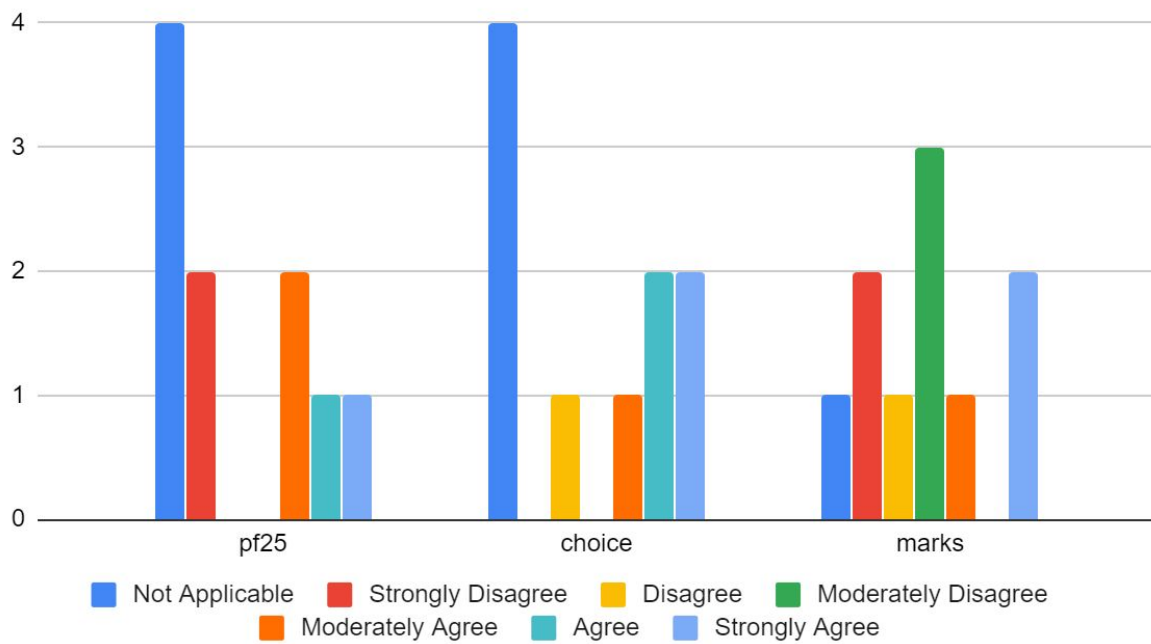
Recommendations

- Don't introduce pass-fail grading as students are trying to boost their WAMs
- Project based final exams instead of unsupervised tests

Survey Data Regarding the Final Assessment from COMP9447 20T1



Survey Data Regarding the Grading Scheme for COMP9447 20T1



COMP9517 Computer Vision

Author

Michael Gribben

Overview

The feedback from numeric feedback was similar to most other courses with normal grading and pass/fail grading receiving roughly even support. However, there was strong support to replace the exam with an extra assignment/project or remove the final exam entirely.

The reasons students gave for not supporting an unsupervised final exam via VLab were concerns over internet connectivity and academic misconduct. Particularly given the high proportion of postgraduate students, many remarked their full/part time work and family commitments would make it hard to properly take a 24 hour take home exam. An additional assignment/project seemed to be the most popular alternative to a final exam.

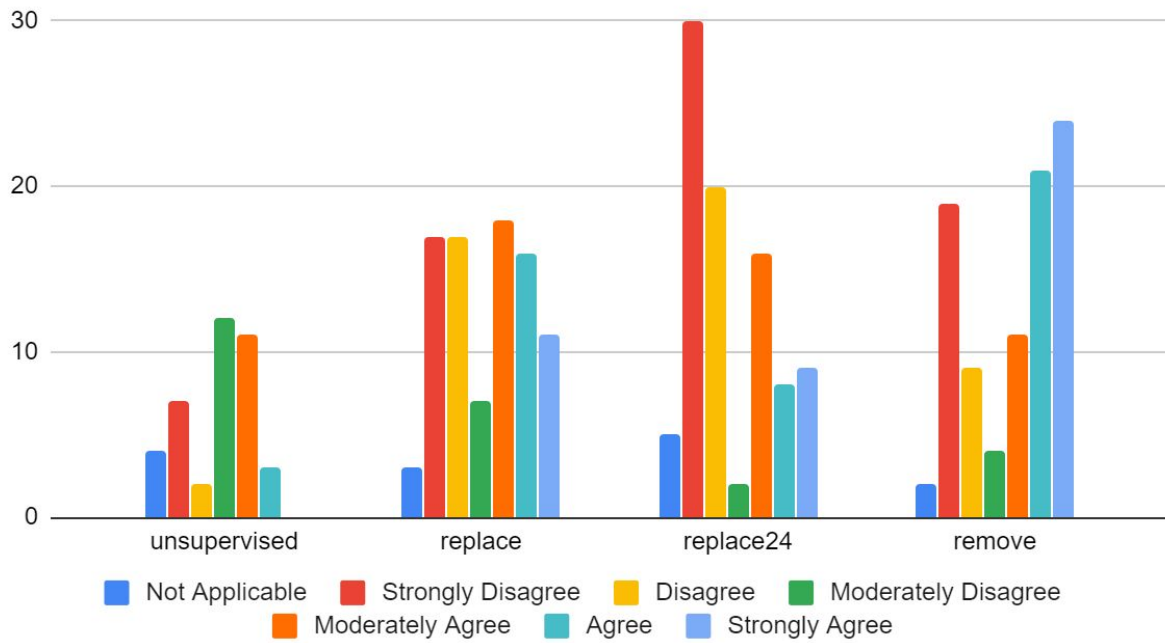
However, there were significant student concerns raised regarding the group project. Many believed digital learning degraded their ability to work in groups, especially as some had travelled interstate or overseas to get back home due to COVID-19.

On a positive note, many students commended course staff for the smooth transition to online learning and appreciated the School seeking feedback quickly.

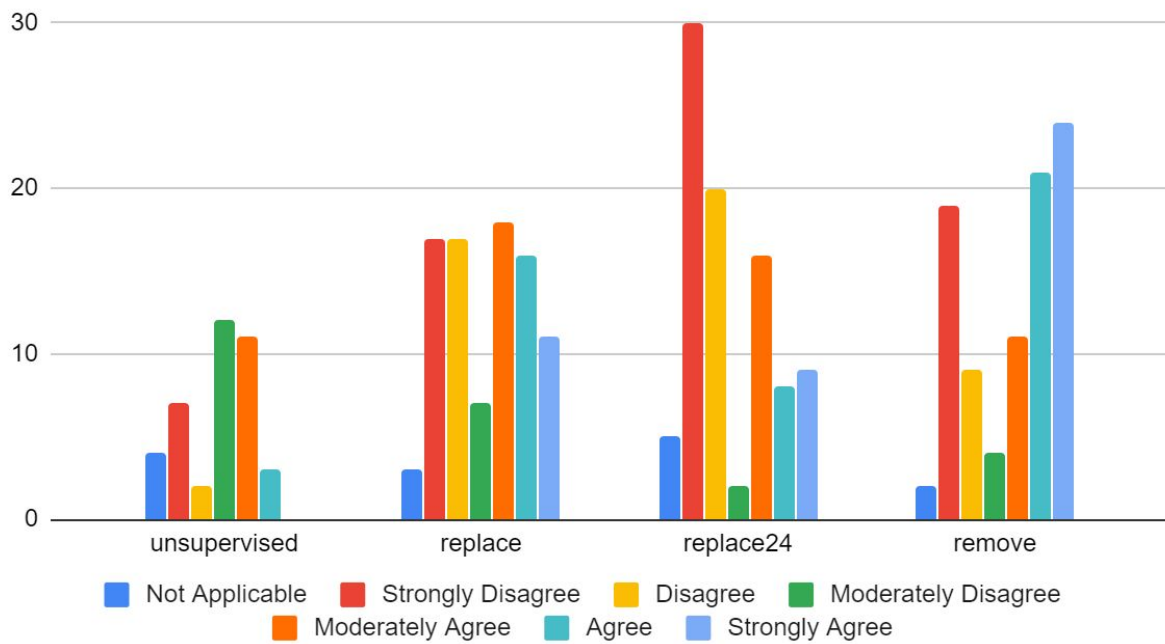
Recommendations

- Explore ways to improve group work or alternative forms of project work.
- Investigate options to allow students interstate/overseas to complete this course.

Survey Data Regarding the Final Assessment from COMP9517 20T1



Survey Data Regarding the Final Assessment from COMP9517 20T1



ENGG1811 Computing for Engineers

Author

Shrey Somaiya

Overview

Students were in agreement with other courses regarding the transition to online learning, the move to Pass/Fail, and the possibility of optional Pass/Fail.

A majority of students were in favour of removing the final exam entirely - however the course was extremely above average when asked if they would prefer an unsupervised exam Via VLab. Similarly, 77% of students voted for removing the final exam entirely and simply scaling up other assessment tasks.

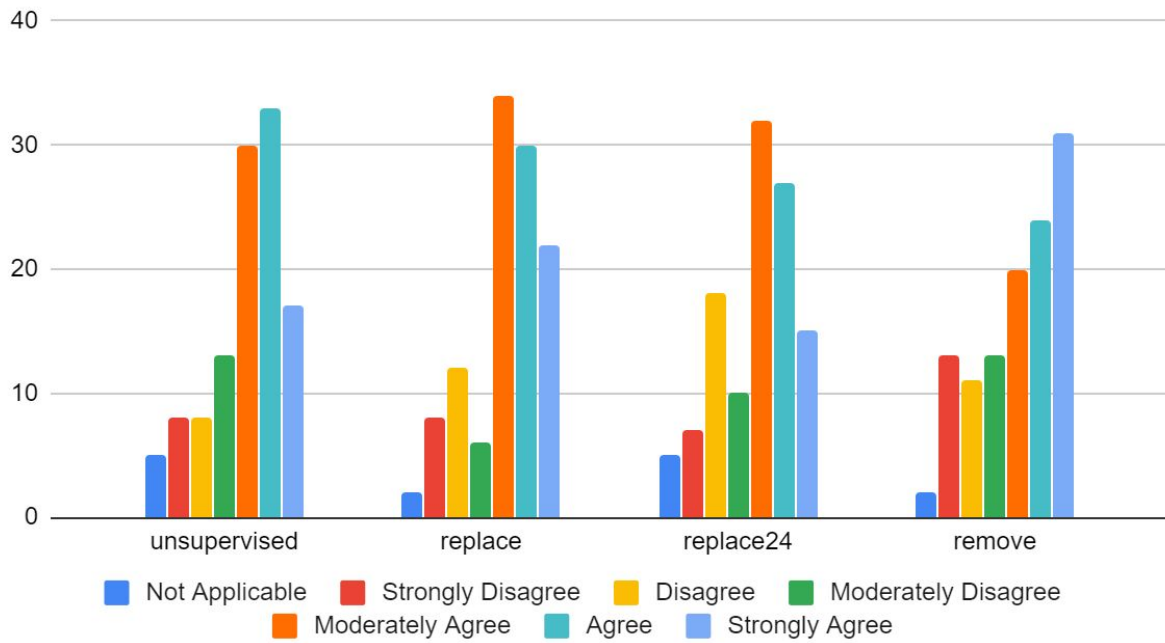
Comments indicate that the switch to online teaching has been commendable, but more support with assignments would be appreciated. Other comments indicate that labs are sometimes chaotic and unorganised - concerns arising about waiting to get marked, trying to speak in a group scenario.

Comments have also indicated a request for clearer communication between course admin and students regarding the timetabling of the remainder of the term, including due dates, lab tests, tutorials and help sessions. Additionally, there seem to be "too many emails" - which is causing confusion amongst students - clearer communication as a whole would be greatly appreciated.

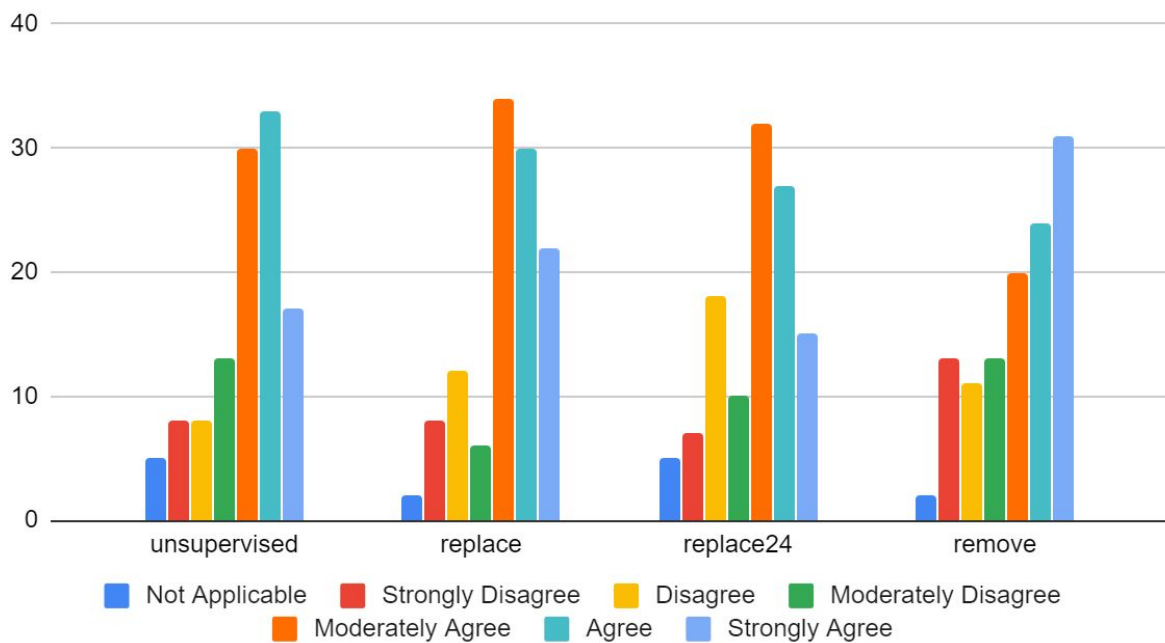
Recommendations

- Clearer communication regarding timetabling of the course
- Better communication and student expectations regarding labs
- Display two screens instead of one for the online lecture videos
- Internal rewarding of high achievers

Survey Data Regarding the Final Assessment from ENGG1811 20T1



Survey Data Regarding the Final Assessment from ENGG1811 20T1



SENG2021 Requirements and Design Workshop

Author

Cressida Liu

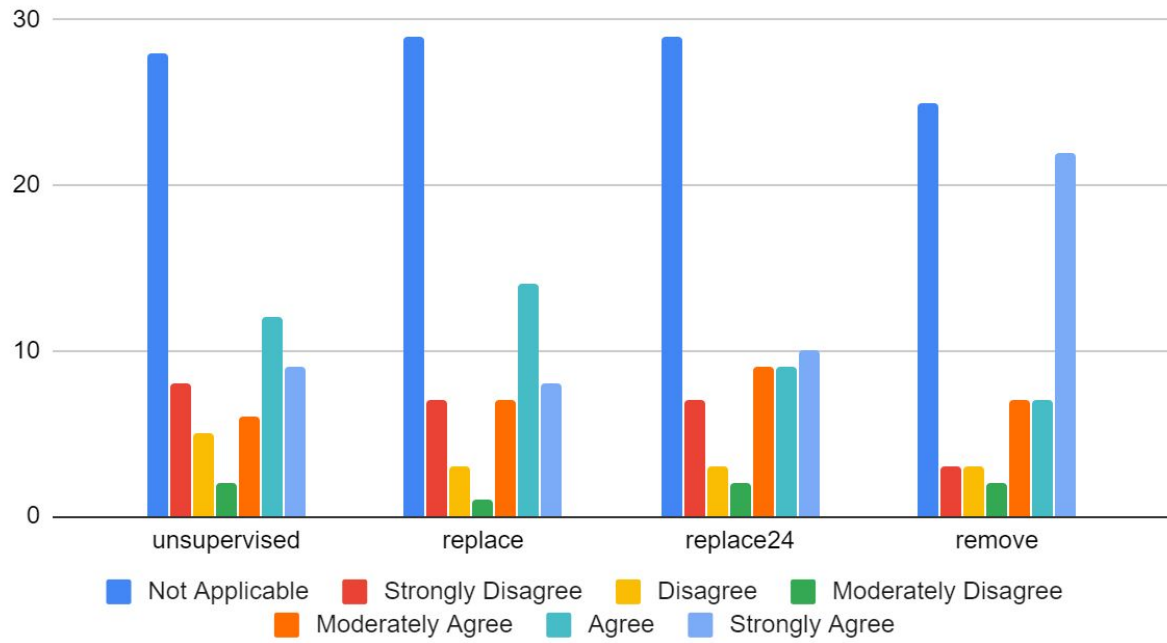
Overview

A majority of students have indicated that due to the project-based nature of this course, learning has not been majorly affected. Students have also expressed mixed opinions about the team meetings/online final presentation through teams moving online, however the majority have conveyed their commendation for the convenience and flexibility of online group meetings. Students who expressed concerns about the final presentation are focussed on how presenting through Microsoft Teams will negatively affect their team performance due to internet disruptions or equipment failure. Some students believe that the course should be marked more leniently in regards to the current situation. Due to the nature of the course, moving it online has not majorly affected learning but some students have requested more time in mentoring sessions to provide support during the course.

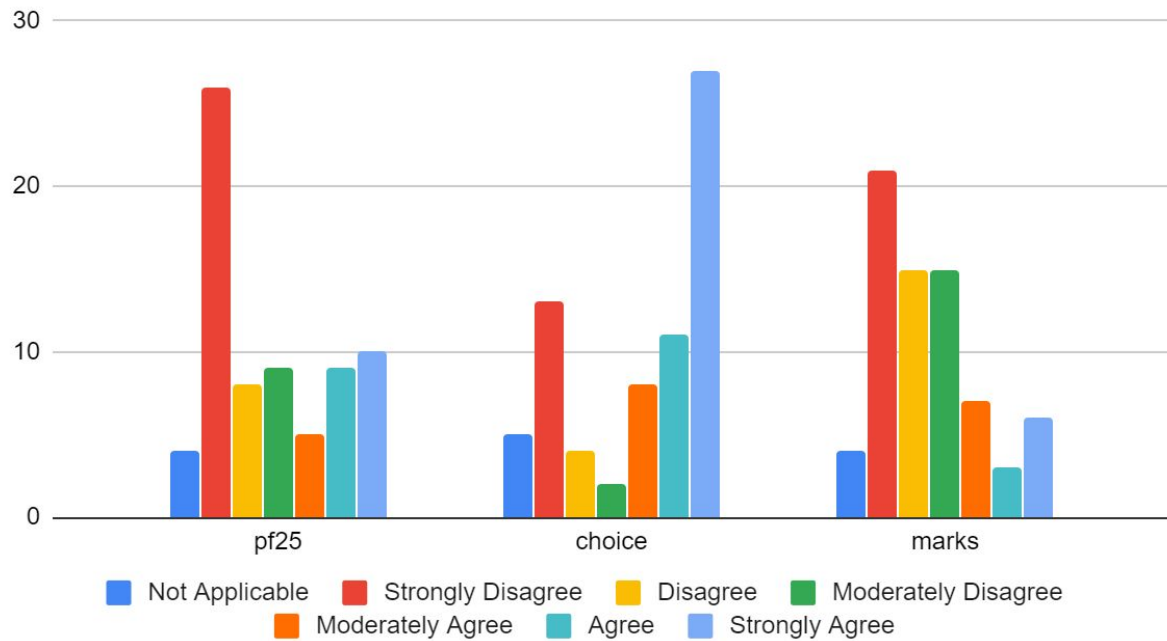
Recommendations

- Have teams record their presentation to avoid technological failures during a live presentation
- Extend mentoring sessions to provide students with more robust support

Survey Data Regarding the Final Assessment from SENG2021 20T1



Survey Data Regarding the Grading Scheme for SENG2021 20T1



SENG3011 Software Engineering Workshop 3

Author

Peter Nguyen

Overview

Over a third of the students (39%) managed to fill out the survey.

The majority of students agree to remove the exam directly, scaling up the value of other assessable tasks however, the course does not have an exam so this is not applicable.

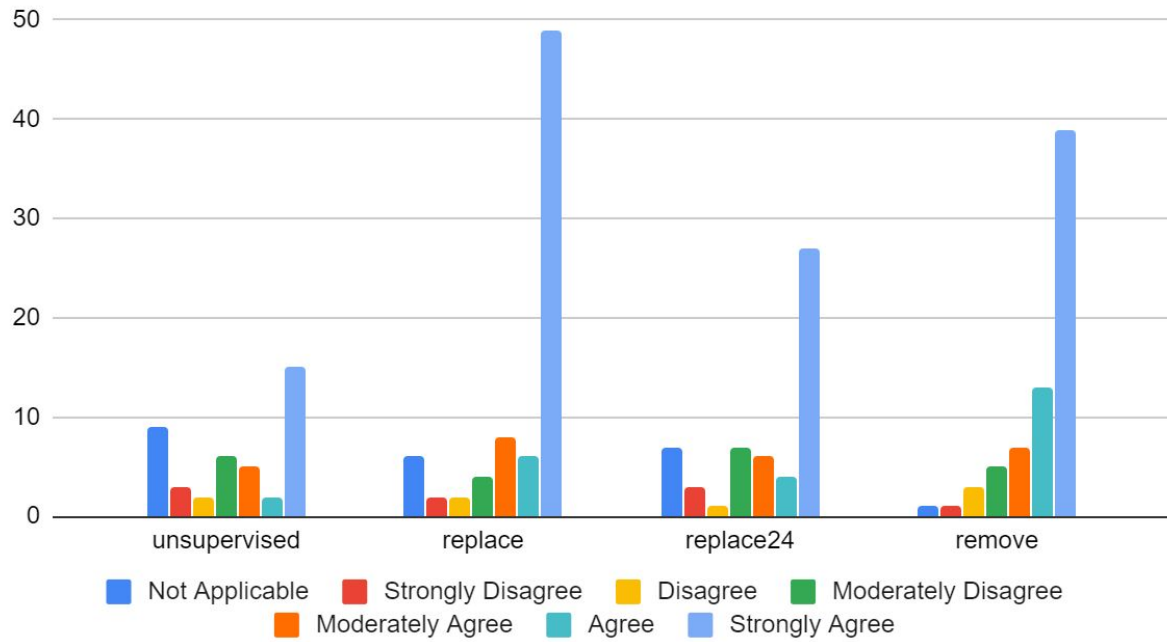
In regards to how students view moving towards pass/fail grading, only a third of the student cohort who filled out the survey believe that the course should move towards pass/fail grading with over two thirds of students favouring the option of having a choice of being graded as normal or having it pass/fail

Only a third of students believe that having online teaching would be better for their marks but since there are no lectures this is not applicable and does not affect the course at all. Students have concerns about working on their project which some students believe are hard to work online which might affect communications. Other students have concerns with their group presentation as they are unsure how they would do their demonstrations for the course.

Recommendations

- Make accommodations to help students do their demos for their presentation
- Keep grading but allow students to have an option of pass/fail

Survey Data Regarding the Final Assessment from SENG3011 20T1



Survey Data Regarding the Grading Scheme for SENG3011 20T1

