

**THE UNIVERSITY OF NEW SOUTH WALES****NOTICE OF MEETING**

A meeting of the **COMPUTER SCIENCE AND ENGINEERING TEACHING COMMITTEE** (CSE Teaching Committee Meeting 14/2) will be held at 1:00pm on **Friday, 16 May 2014**, in Room 103 (HoS Meeting Room), Computer Science Building.

Enquiries concerning this agenda should be directed to John Shepherd, extension +61293856494, [jas@cse.unsw.edu.au](mailto:jas@cse.unsw.edu.au).

**John Shepherd,  
Committee Chair**

**Quorum: Not set**

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**A G E N D A****1. Apologies and welcome****2. Minutes of Previous Meeting****Attachments for this Agenda Item**

1. CSE Teaching Committee Meeting 14/1 [ [View Minutes](#) ]

**3. Business arising from previous minutes****4. Faculty Thesis Assessment Proposal**

The Faculty has a working group looking at assessment of 4th-year theses. They have recently produced draft proposals on this. Salil will discuss these.

**Attachments for this Agenda Item**

1. Course Aims and Learning Outcomes.pdf (77.1 K) [ [Download File](#) ]
2. Marking Criteria.pdf (109.4 K) [ [Download File](#) ]
3. Proposed Assessment Plan.pdf (41.5 K) [ [Download File](#) ]

**5. Bioinformatics Proposals**

There are currently three proposals related to Bioinformatics "in the system". Two are simple name changes. The third is a new plan to create a Bioinformatics major under the BSc.

**Attachments for this Agenda Item**

1. BINFA1-stream-revision.pdf (51.7 K) [ [Download File](#) ]

2. BINFB1-stream-proposal.pdf (54.9 K) [ Download File ]
3. 3647-program-revision.pdf (80.7 K) [ Download File ]

## 6. **Data Science and Engineering stream for MIT**

A new stream is being proposed to cater for the demand for Data Analytics/Big Data skills. It includes courses from both CSE and the School of Maths and Stats.

The plan is to eventually extend this to a full degree program and possibly a stream in the undergraduate programs.

### **Attachments for this Agenda Item**

1. Big-Data-stream-proposal.pdf (46.8 K) [ Download File ]
2. DSE-stream-details.pdf (83.1 K) [ Download File ]

## 7. **Reports from Working Groups**

Four working groups on aspects of curriculum/teaching were established last year:

- Service Teaching ... report on progress in implementing recommendations
- Teaching Practice ... report on progress in implementing recommendations
- Core Curriculum ... report on deliberations
- Program Outcomes ... report on deliberations

### **Attachments for this Agenda Item**

1. Service-Teaching-WG-Final-Report.pdf (147.5 K) [ Download File ]
2. Teaching-Practice-WG-Final-Report.pdf (140.0 K) [ Download File ]

## 8. **Teaching Practices Workshop in June**

As part of the follow-up on recommendations from the Teaching Practices WG, we plan to run a Teaching Practices Workshop over a half day during the June exam period. The aim is for people to present clever ideas for things they've done in their teaching that lead to better outcomes, make things easier, provide material in a novel way, use different forms of interaction with the class, etc. etc.

Presentations will be 15-30 mins with discussion afterwards.

The goal is that people leave with some useful ideas to try in their S2 courses.

## 9. **Upcoming Proposal to Change PG Coursework Foundation Courses**

Eric is planning to revise COMP9020, COMP9021 and COMP9024 so that they form a more coherent sequence, appropriate for incoming students with no computing background and being able to prepare them, in two semesters, to study more advanced computing courses.

### **Attachments for this Agenda Item**

1. PG-core-revision.pdf (72.3 K) [ Download File ]

## 10. **SENG2021 Change of Pre-reqs**

The pre-reqs for SENG2021 were recently changed from

SENG2011

to

SENG2011 or COMP2911

Since SENG2011 and COMP2911 are quite different (one is specification, the other OO design), it would be useful to know the rationale behind the change, and whether this might apply to other SENG workshop courses.

## **11. Reduction in Course Offerings and Effect on Students**

Following the redundancies in 2012, there were cutbacks to course offerings. Have these affected students ability to complete their degrees on time? We analyse progression paths for various kinds of students to identify any who might be disadvantaged.

## **12. Curriculum Mapping**

It is useful, for accreditation at the very least, to be able to show that a student completing any of our degrees will end up with a set of skills compatible with UNSW's graduate capabilities and (for BE degrees) Engineers Australia's Stage 1 Competencies.

Courtesy of Alan Blair, we made a start on determining what courses provided what skills in the recent pre-req checking exercise.

The Faculty is now keen on documenting this "skills flow" for entire degree programs, to assist with future accreditations and also to meet imminent UNSW requirements. They have recently embarked on a project to collect learning outcomes, assessment details and their relationships to graduate attributes for all courses in the Faculty. They have started with the Software Engineering program, and I would like to piggy-back onto this exercise to collect a detailed set of assumed knowledge (inputs) and learning outcomes (outputs) for all of our courses.

The goal is to embed this information into the AIMS database so that it can be used for a variety of tasks, including visualisations of "program flows", pre-req sanity checks, and accreditation.

## **13. Any other Business**