

School of Computing Science Summary and Response Document (SARD)

Course name: Programming and Systems Development

Academic Session: 2020/2021

EvaSys questionnaire response rate: 189 out of 436 (43.3%)

| Summary of student comments | Response from Academic Staff | Action completion date (actual or expected, if required) | Action owner |
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| Positive feedback | | | |
| The lecturers, especially (...) made a bigger effort than what is expected for a lecturer. Cover two programming languages and the basic use of Linux is never an easy task but is clear that the lecturers spent a lot of time planning the best way to teach the subjects. | Thank you for appreciating our effort. | | |
| <ul style="list-style-type: none">-The past paper helped prepare for the final test.-The Labs helped develop the skills that the course aims for.-The questions in the quizzes were always related to the course material. | We are glad that you liked the preparatory quizzes and the labs. | | |
| The lab exercises, team exercises and team project enhance our communication with team members and our practical skills. Especially the team project greatly improved understanding of cooperation and needs. | Teamwork is an important part of the course and we are glad that it was appreciated. | | |
| The course taught us how to self-study, how to help each | Thank you – this is the purpose of the course and we are glad that it worked. | | |

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| other in group, and how to organized a big project by ourself. The self study material is easy to follow, and quiz setting can help us check our progress better | | | |
| Slides for Python were very useful. The course helped gain insights into Java. The including of Linux as part of the material. Extra Java help sessions in the morning were useful. | Thank you – we are glad the material and the extra sessions helped. | | |
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| Issues raised in EvaSys questionnaires | | | |
| The course is a little intense and give us Insufficient time for us to review too much lecture materials, lab exercise and team exercise. It ran too fast. The lecture period should be expanded beyond 6 weeks. | This course is intended as an intensive refresher course of what you are already expected to know before beginning your degree here. | | |
| No real lectures, no real teaching just by ourselves. I did not need to attend a masters course for this purpose. Change way of teaching. I believe traditional class approach would work better for this course. | Given the goals of the course, it would not be possible to cover the material using a traditional lecturing style. We have six topics to cover in 12 hours and we would not be able to give enough time to explain the slides (5 seconds per slide!). With this structure, students are able to read the slides in advance and apply the material in tAPPs. | | |
| tApp deadline reminders are not obvious and difficult to see. We have to check Aropa manually everytime rather than Moodle since | We will ensure that tAPPs deadlines are included on Moodle. | September 2021 | MBA/MJC |

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| there's no reminder when new task delivered on Aropa. | | | |
| What could be done about this is to assess the student level at the beginning of the course, and provide different exercises and materials for students at different levels, and create the teams based on this assessment. The course must NOT mix people who has different programming experience in the same group | <p>We do assess student level at the beginning of the course. However, this year, to avoid major disruption of teams, many students that enrolled late could only be assigned to groups that had a smaller number of students, based on their timetable and not on their levels.</p> <p>Next year we will ensure that this does not happen again.</p> | September 2021 | MBA/MJC |
| Reduce the size of group for group work | We will try to ensure that the group size is smaller next academic year | September 2021 | MBA/MJC |
| The course is too easy for students with CS backgrounds. While the course only lasts 6 weeks, the overall experience was not challenging. | The goal of this class is to ensure that all students have a similar skill level afterwards before taking other modules in Computing Science, and very few students had significant experience in all of the topics of this course. | | |
| Issues raised at staff-student liaison meetings | | | |

Context statement from the Course Leader (optional):

As many other courses, ProgSD was taught online for the first time with a class size more than twice the number we typically have. We are happy to see that most respondents agreed that 1) Teaching staff explained the course material well, 2) The course was intellectually stimulating and 3) I am satisfied with the overall quality of the course. Most respondents also held positives views of online and distance learning.