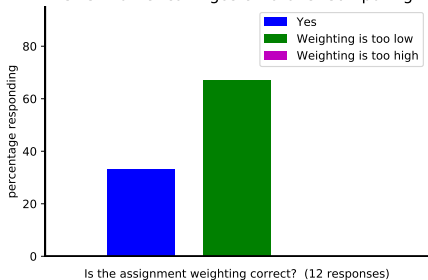


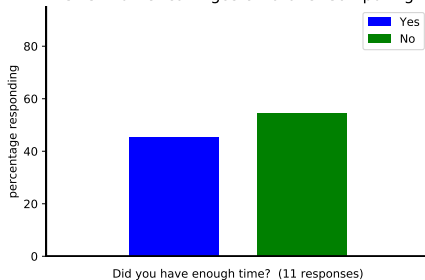
Results of a survey of third year students on their views of summative coursework.

You can find full results including comments on duo under 3rd Year Computing (18/19); go to Grade Centre, Full Grade Centre, Survey on Coursework, Attempts Statistics

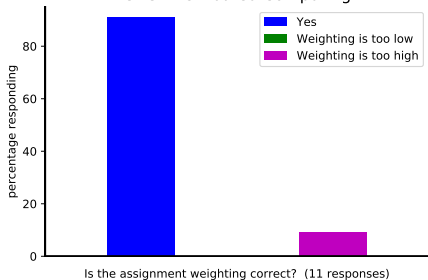
CM3: Numerical Algos & Parallel Computing



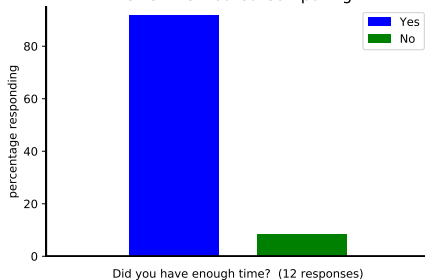
CM3: Numerical Algos & Parallel Computing



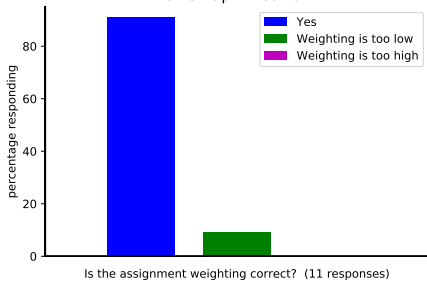
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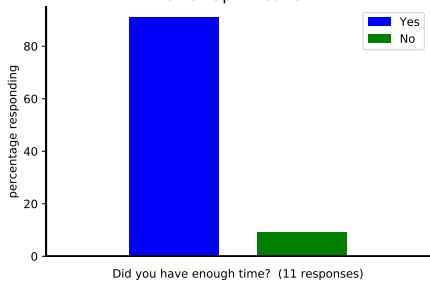
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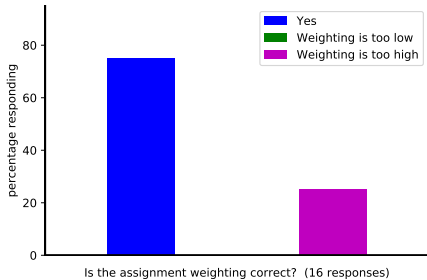
CM3: Optimisation



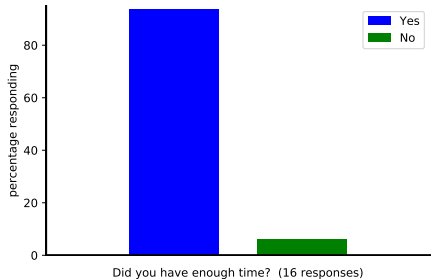
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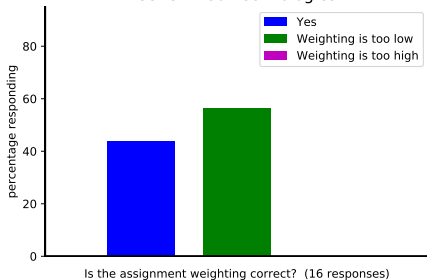
SSA3: Advanced Databases



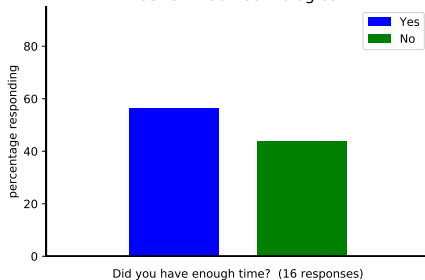
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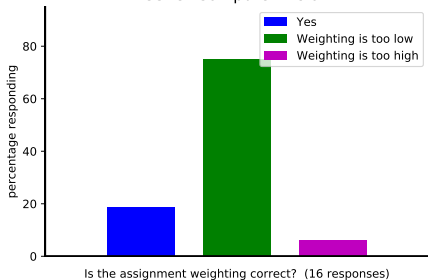
SSA3: Web Technologies



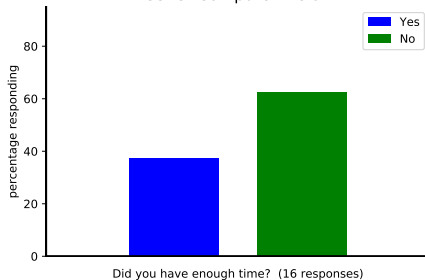
SSA3: Web Technologies



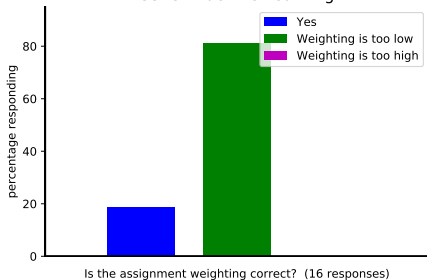
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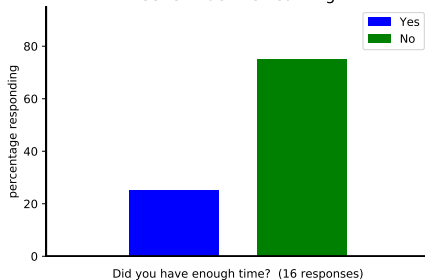
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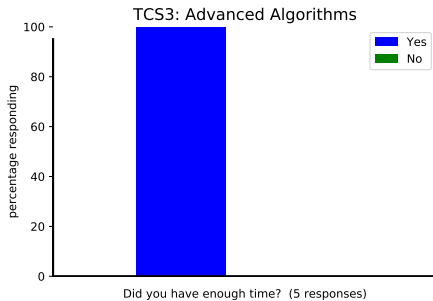
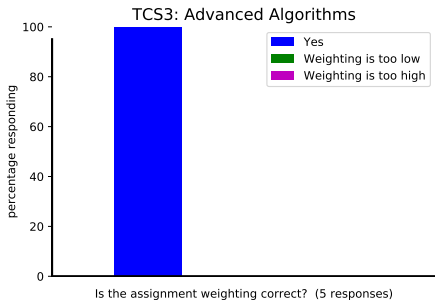


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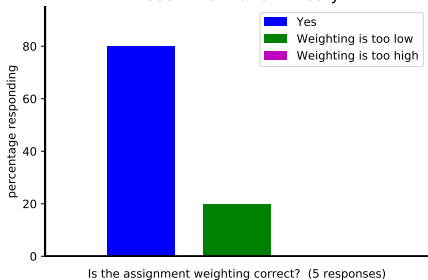


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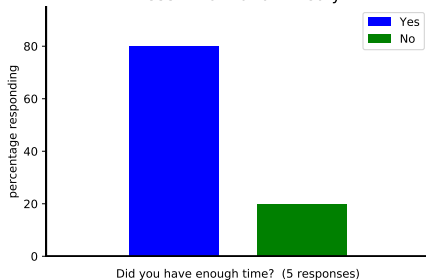




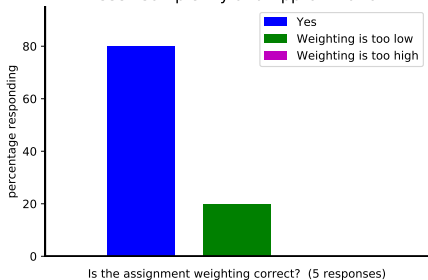
TCS3: Information Theory



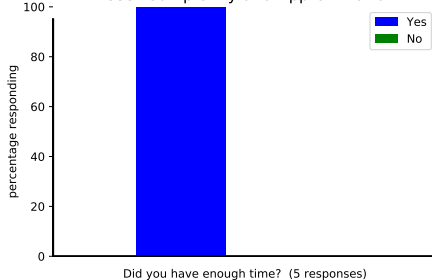
TCS3: Information Theory



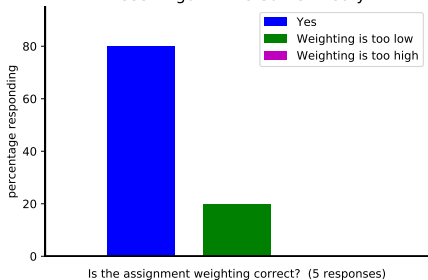
TCS3: Complexity and Approximation



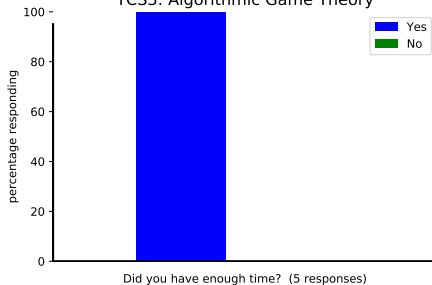
TCS3: Complexity and Approximation



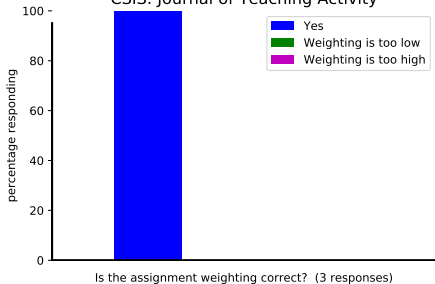
TCS3: Algorithmic Game Theory



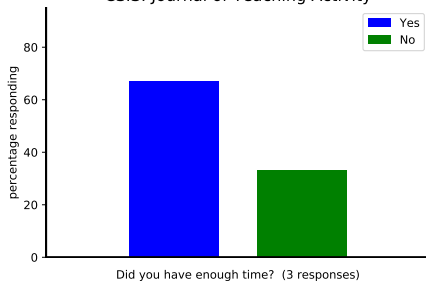
TCS3: Algorithmic Game Theory



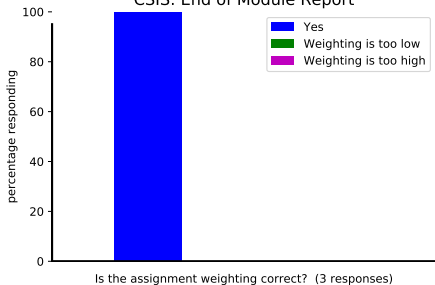
CSIS: Journal of Teaching Activity



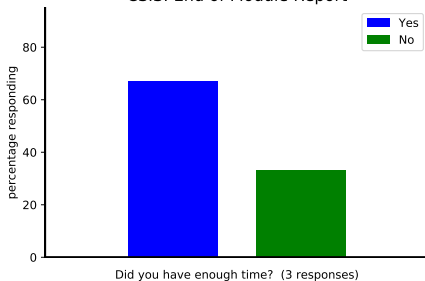
CSIS: Journal of Teaching Activity

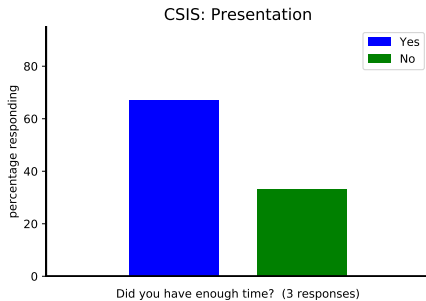
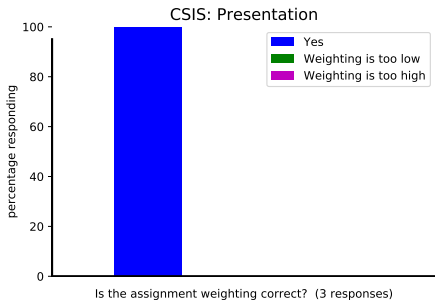


CSIS: End of Module Report

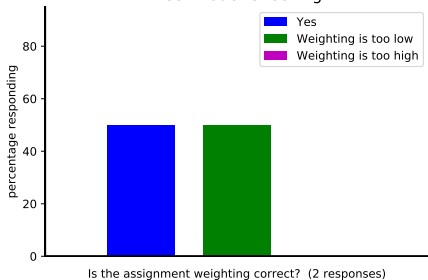


CSIS: End of Module Report

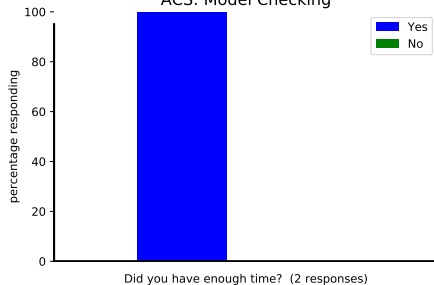


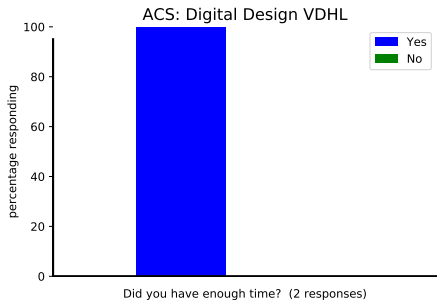
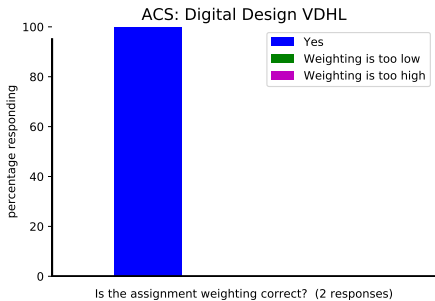


ACS: Model Checking

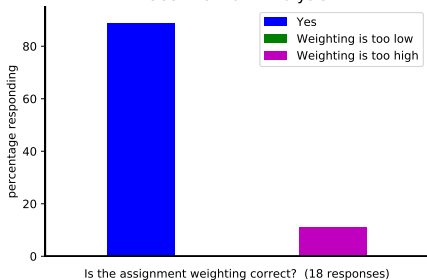


ACS: Model Checking

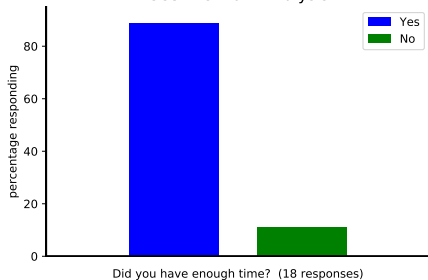


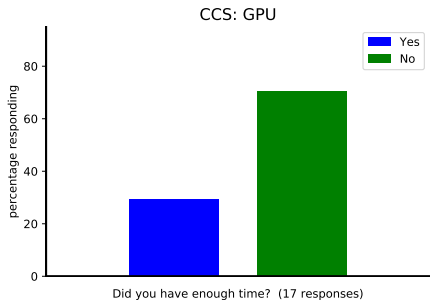
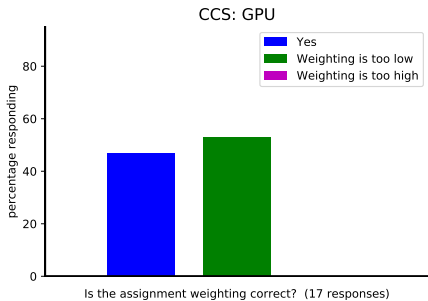


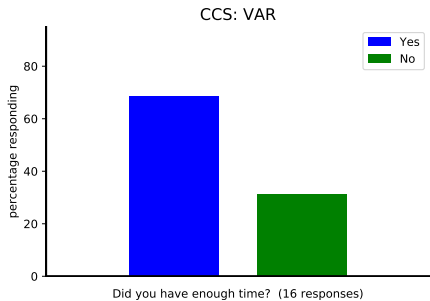
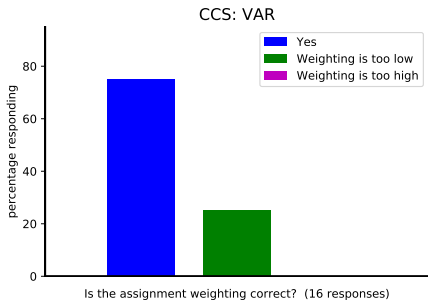
CCS: Network Analysis



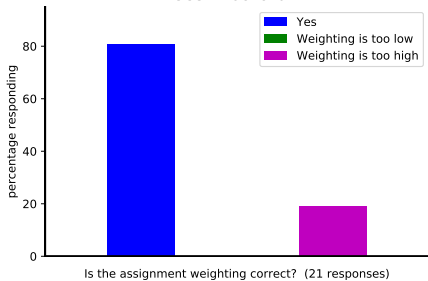
CCS: Network Analysis



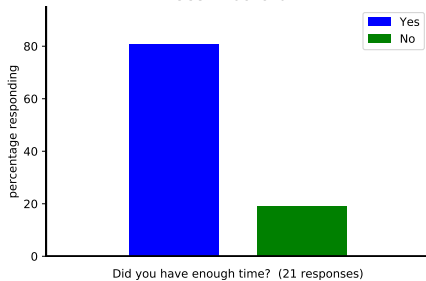




CCS: Blockchain



CCS: Blockchain



Comments

- Stop awarding marks for arbitrary details such as finding good libraries. They don't assess understanding in any way at all and are just time sinks. Once again courseworks are distributed with mistakes showing a lack of moderating, or at least no rigour in the process.
- Deadlines need to be adjusted to not conflict largely with the third year project.
- Everything is in Python...
- We are given far too much coursework for the proportion of marks it is worth. If you come into the computer science department late before a deadline it is always heaving with students because we are trying to finish the work being set. It ends up feeling like university life is just a conveyor belt of deadlines with no time for anything else. In order to complete coursework to a good standard a lot of students feel the need to miss lectures as well which in turn makes coursework all the harder. Either weight the coursework higher or make it less demanding. Personally, I enjoy the challenges many of the coursework set and I think it is a great platform to gain a solid understanding of the content being covered however the marks should reflect the challenge. I think a better model for the future would be to have many smaller summatives that assess understanding as we learn the content. In this way, students will also be better incentivised to go to lectures whilst the content is being covered as the summatives will be relevant to lectures being taught at the time.

- The real time killer for me was the individual project which took time out of every week and put me behind on the other courseworks. Also at the end of second term I had 7 courseworks due in 6 weeks so even at approximately 20 hours each and then 15 hours of work a week on lectures/prep and problem classes really only leaves 5 hours for the project assuming a standard 40 hour work week (and thats quite a high order considering all of the work is very cognitively intense), so it was pretty untenable.
- Some sub-modules didn't need an assignment or were just not necessary (CMIII-distributed computing, SSA-Advanced databases) and were mostly a hindrance when doing other assignments that were more relevant and gave better insights to the modules themselves and to more recent concepts
- Certain outliers caused immense workload. i.e. both ML and Computer Vision were slow to process, which made working on them in-between lectures very hard as my laptop couldn't be turned off. I was only have to 'build' my work in the evenings when not mobile.
- Machine Learning is incredibly important, especially in relation to the Project, yet we only started it as a 1/4 of a module in the second term. The class also didn't cover enough to build a true understanding of ML.
- ML should be taught every year getting progressively more in-depth and should be taught in a tutorial-like setup (like Oxbridge) where you have an opportunity to discuss concepts and actively learn. Lectures are available online for free from Stanford and Harvard.

- The trouble with many courseworks is we do not know what to expect from the marking. For example: Toby Breckon's Computer Vision coursework was very open-ended and seemed like a huge coursework that would take a lot of effort to get in the 80+ range. However, it was marked rather kindly as he wasn't expecting people to put as much effort in as they did. Whereas other courseworks such as Web Technologies were also very open ended but no matter how much time was sunk into them there was always a reason for marks to be taken off and it was almost impossible to get over 85. Or Steven Bradley's courseworks where the same applies.
- When we have had three years of such inconsistent marking when we are given a coursework it seems impossible to judge how much work is actually being expected of us. Two similarly open ended courseworks if you put the same amount of effort in could give you 70% for one lecturer and 99% for another. Added to this many courseworks ask far too much, we are given open ended freedom which is nice, but this leads to many people over stretching themselves to do as well as possible as it seems many lecturers use such open-ended courseworks as a reason to not mark in the higher or even mid ends of the scale. The quantity of courseworks also causes a lot of unnecessary stress, I think more courseworks should be combined so there are just two courseworks per module, as realistically any coursework of substance is going to be too much work for the 8% it offers. Courseworks that overlap with exams also seem unnecessary, it would be much more beneficial to learning if the parts of the module that were accessed via coursework were then not again tested in the exam.

- Moving forward I would like to see:
 - all computer science modules being 50% coursework 50%
 - exam material examined in coursework to be taken out of exams (and this made explicitly clear)
 - coursework combined to span sub-modules wherever possible
 - courseworks of the style of Max's Optimisation coursework. Meaning, it is crystal clear exactly what boxes need to be ticked to get the first 70% of marks. So anyone handing their work in can guarantee that they have 70% as they have unambiguously achieved every single criteria. And then the final 30% being a more open-ended part to the coursework. If courseworks started outlining all that was needed for 70% I think it would reduce stress levels for students and allow them to manage their time more effectively. There's no need to make courseworks "easier" just make it perfectly clear that this is what is needed for 70%, then after that you are just stretching yourself. Because currently you could put weeks worth of work into something and not even know if it is going to get you 60%.
- P.S. I also feel where automated tests are used these should be provided to the students. For example Tobias' Numerical/Parallel coursework was automatically tested in parts against criteria we didn't know we had to achieve. Where the coursework said "improve parallelism" many people did just that for 100+ particles but then the test was for just 8 particles, so it felt like we were doing the coursework blind.

- The timing does not reflect my issues with assignments. Yes, some take much longer than others, most likely because of their difficulty. My issue with assignment is that hard ones are worth the same as easy ones, yet the easier ones have these erratic marking schemes that don't reflect the ability of the student, but the access to a psychic. Example: Machine Learning. Took a while to do but it was fun to do and it was clearly a creative piece of work where the marking was fair. If you want to scale marks, these are fine. Example: Databases. Was done very quickly and the brief was complete. However, marks were removed for things that were not specified in the brief. I am fine with getting lower marks, but I want a solid reason for it. It seems like they're being reduced to meet targets rather than understanding, which is wrong.
- Did not know C well enough to complete the GPU, Many-Core and Cluster Computing coursework. Spend too much time learning C and reading matrix multiplication academic papers; seemingly irrelevant to what was supposed to be assessed.
- GPU was incredibly hard and time consuming as I had to teach myself C in order to be able to code it.
- Databases required significantly less work than the other submodules that were worth the same amount. Computer vision required much more work (and time) than the other submodules worth the same amount.
- The CV coursework was weighted much too low for work required, however the video production aspect for this coursework was reasonable due to the nature of the assignment.

- The video production Dr Bradley requested for ACS III took a lot of time out of other aspects of the work. A report could have been written alongside the work, but a video usually needs to be done at the end of the coursework. The 2 minute limit felt very unfair when criticism was given for leaving some bits out/not including a voice over on top of this. The coursework itself did not feel enough related to the content of the lectures before it and so students were left to familiarise themselves with the model checking coursework themselves. Help was given in a couple of practicals but it felt too tangential overall to the actual course content.
- In general coursework deadlines were too close together, meant sacrificing work on one for another in a lot of cases
- This survey is a good idea, but it might be worthwhile to ask students to track time spent on all assignments. My memory of time needed to complete assignments, especially in the first term is cloudy.