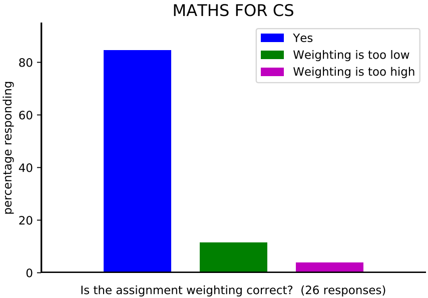
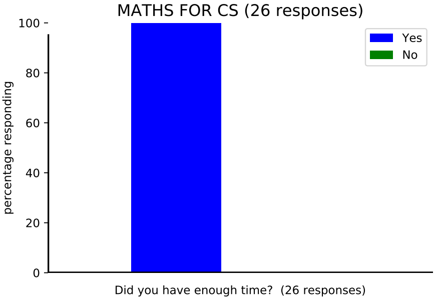
Results of a survey of first year students on their views of summative coursework.

You can find full results including comments on duo under 1st Year Computing (18/19); go to Grade Centre, Full Grade Centre, Survey on Coursework, Attempts Statistics


MATHS FOR CS
Yes
Weighting is too low
Weighting is too high
percentage responding
0
20
40
60
80
Is the assignment weighting correct? (26 responses)


MATHS FOR CS (26 responses)
Yes
No
percentage responding
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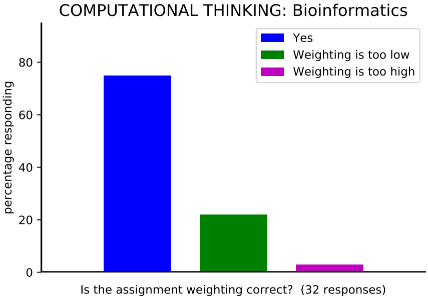
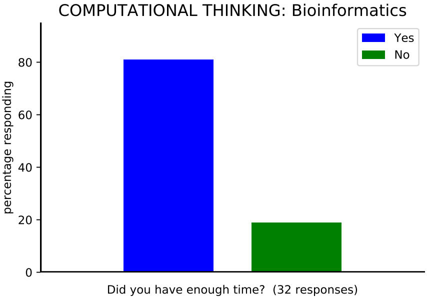
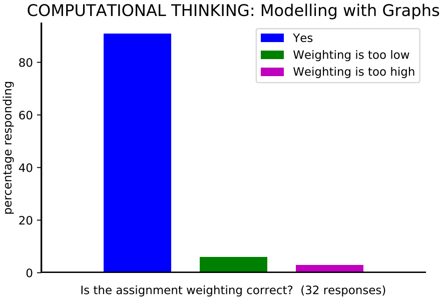
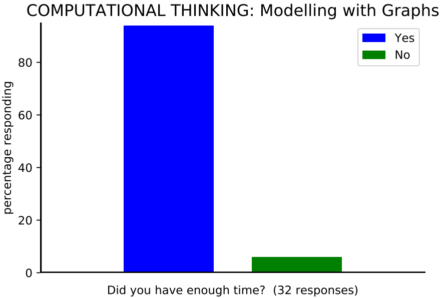
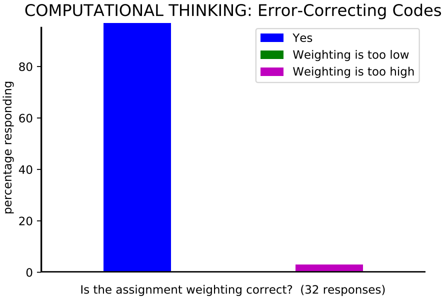
20
40
60
80
100
Did you have enough time? (26 responses)

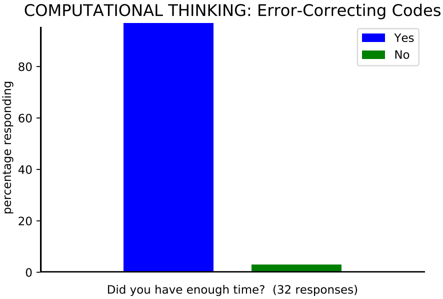

COMPUTATIONAL THINKING: Bioinformatics
percentage responding
0
20
40
60
80
Yes
Weighting is too low
Weighting is too high
Is the assignment weighting correct? (32 responses)

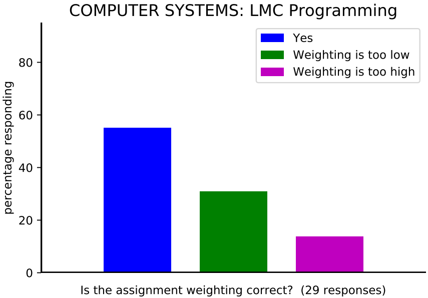

COMPUTATIONAL THINKING: Bioinformatics
percentage responding
0
20
40
60
80
Yes
No
Did you have enough time? (32 responses)

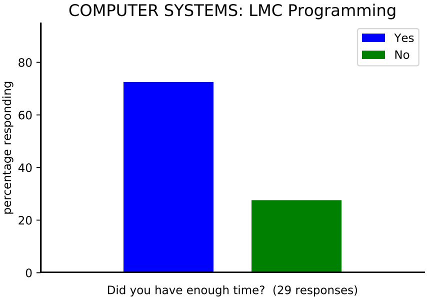

COMPUTATIONAL THINKING: Modelling with Graphs
Yes
Weighting is too low
Weighting is too high
percentage responding
0
20
40
60
80
Is the assignment weighting correct? (32 responses)

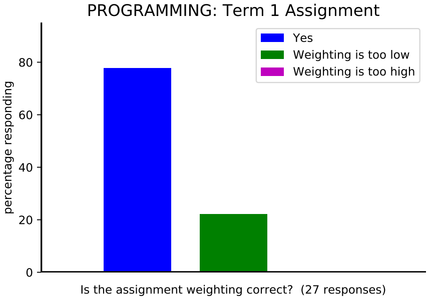

COMPUTATIONAL THINKING: Modelling with Graphs
Yes
No
percentage responding
0
20
40
60
80
Did you have enough time? (32 responses)

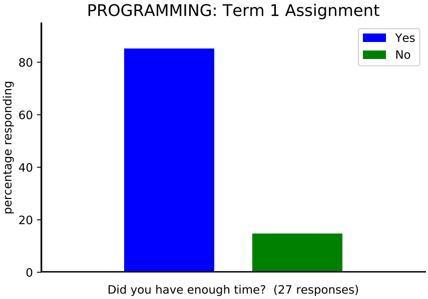

COMPUTATIONAL THINKING: Error-Correcting Codes
Yes
Weighting is too low
Weighting is too high
percentage responding
0
20
40
60
80
Is the assignment weighting correct? (32 responses)

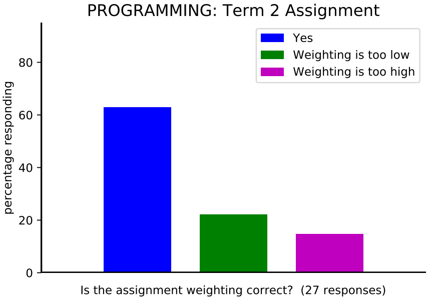

COMPUTATIONAL THINKING: Error-Correcting Codes
Yes
No
percentage responding
0
20
40
60
80
Did you have enough time? (32 responses)

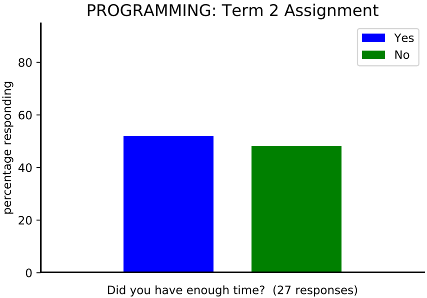

COMPUTER SYSTEMS: LMC Programming
Yes
Weighting is too low
Weighting is too high
80
60
40
20
0
percentage responding
Is the assignment weighting correct? (29 responses)

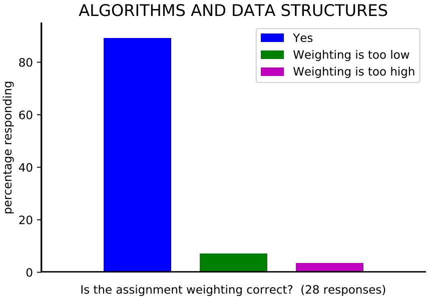

COMPUTER SYSTEMS: LMC Programming
Yes
No
80
60
40
20
0
percentage responding
Did you have enough time? (29 responses)

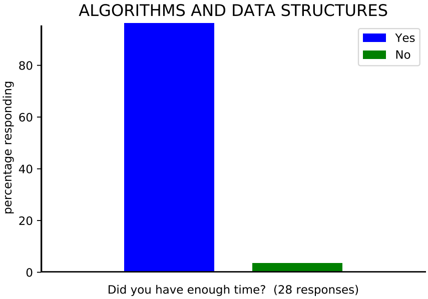

PROGRAMMING: Term 1 Assignment
percentage responding
0
20
40
60
80
Yes
Weighting is too low
Weighting is too high
Is the assignment weighting correct? (27 responses)


PROGRAMMING: Term 1 Assignment
percentage responding
0
20
40
60
80
Yes
No
Did you have enough time? (27 responses)


PROGRAMMING: Term 2 Assignment
Yes
Weighting is too low
Weighting is too high
percentage responding
0
20
40
60
80
Is the assignment weighting correct? (27 responses)


PROGRAMMING: Term 2 Assignment
Yes
No
percentage responding
0
20
40
60
80
Did you have enough time? (27 responses)


ALGORITHMS AND DATA STRUCTURES
percentage responding
0
20
40
60
80
Yes
Weighting is too low
Weighting is too high
Is the assignment weighting correct? (28 responses)


ALGORITHMS AND DATA STRUCTURES
percentage responding
0
20
40
60
80
Yes
No
Did you have enough time? (28 responses)

Comments

- Please get Rob Powell to organise the structure for more modules. Computational Thinking Term 1, BioInformatics and Algorithms and Data structures (the part that he taught) had a great structure and he is well organised. It is very easy to follow along as he always states a clear plan at the start of the module and also at the start of every lecture. If he thinks some information is boring or unnecessary he will say so. He tries his best to make the work easier for the students, which is just not something I saw with all the other lecturers and their content that much.
- For Q15 LMC coursework I thought it was too large a weighting for such a small part of the course, rather than the technical challenge) itself. 1-2 lectures out of a total of 40 this year were about LMC and it seems a bit much for $1/3$ of the module to be based on at most $1/20$ of the content. Although the coursework itself was enjoyable.
- I feel like, as an overall weighting, there's about the right amount of coursework.
- Coursework for all modules but Programming has consistently been the most enjoyable part of the course. Solving a given problem set, and perfecting the solution, is incredibly satisfying. I love the high coursework weighting in this department, and how much pressure it takes off exams if you do well in the assignments.

- Coursework for Programming was simply not as enjoyable, but that's probably a personal issue as I really dislike web development/scripting. It didn't help that the lectures were not the best at actually teaching programming (as Bradley said himself at the start of the year, you can't teach programming in lectures, which is why it only has 1 per week instead of 2), and that my demonstrators were not very helpful.
- Only that bioinformatics was really interesting but took too much more time comparatively than the other CT coursework.
- The programming coursework had several issues, including the amount of coursework-related content we were taught in lectures, the examples provided, the detail of the specification, and the marking methods.
- Second Programming Assignment took a ridiculous amount of time to do properly. Over Easter, and in the first week back in term. Also the peer review system for marking it sucks so badly. Especially for the term 2 excersise. No one is going to properly check and test 4 other people's servers for 5% of a module the week before exams start. Which means no ones will be marked properly.
- It would be good if the programming assignments were reviewed by the lecturer, rather than the marks being solely dependent on other students' peer reviews.
- The peer assessment for the 2nd piece of programming coursework is far too close to exams for the students to be able to accurately judge the grade their peers should receive.
- Programming which I and many others have addressed in the MEQ and other sorts of feedback. Other than programming I feel it was all appropriate and nice, fun, interesting coursework.

- Programming was the worst explained out of all of the assignments. The 1st one was easier than the 2nd, but the 2nd was very difficult and required a lot more teaching. I thought this because I had little programming experience coming into university and the Programming coursework required a lot more knowledge, especially of Javascript which is difficult at best to work with as a beginner.
- The programming assignment was vague and based on what was taught in the lectures, the assignment was much more harder and the languages that were to be taught in the lectures weren't properly taught it was all done by the students by themselves.
- The peer review system for programming coursework might need revising. I think a good number of students are under the impression that the peer review process is simply a way of reducing staff hours marking work. While I doubt this is the case (peer reviews are used in industry, it's a good skill to have), I think some more staff input - even just a comment on the quality of work - would be grately appreciated by students.
- Programming did drastically reduce the amount of revision I could do over easter. We were given a long time to do, it although It was quite difficult to actually get stuck in until easter, as it was only really easter time where I could see the big picture of what was required and how I would do it.
- I think that the peer review system for programming is a fantastic idea, but that it is being used a bit too early in the course (especially on the first assignment), as there is a wide variance in knowledge and understanding across the year and this seems to have been reflected in the quality of feedback
- Had good post submission feedback from CSYS and ADS. - knew how and why marks were deducted - discussed why our program was outperformed

- would still prefer our programming grades to not be reliant 100% on peer reviews- maybe an allocated percentage. maybe even have a short session on how to peer review, a control that we can base our reviews on as - reviews were not always constructive - or specific