

Results of course evaluation

for the course coordinator and teacher

Object-Oriented Design

Pace of study: Saknas, TIT2

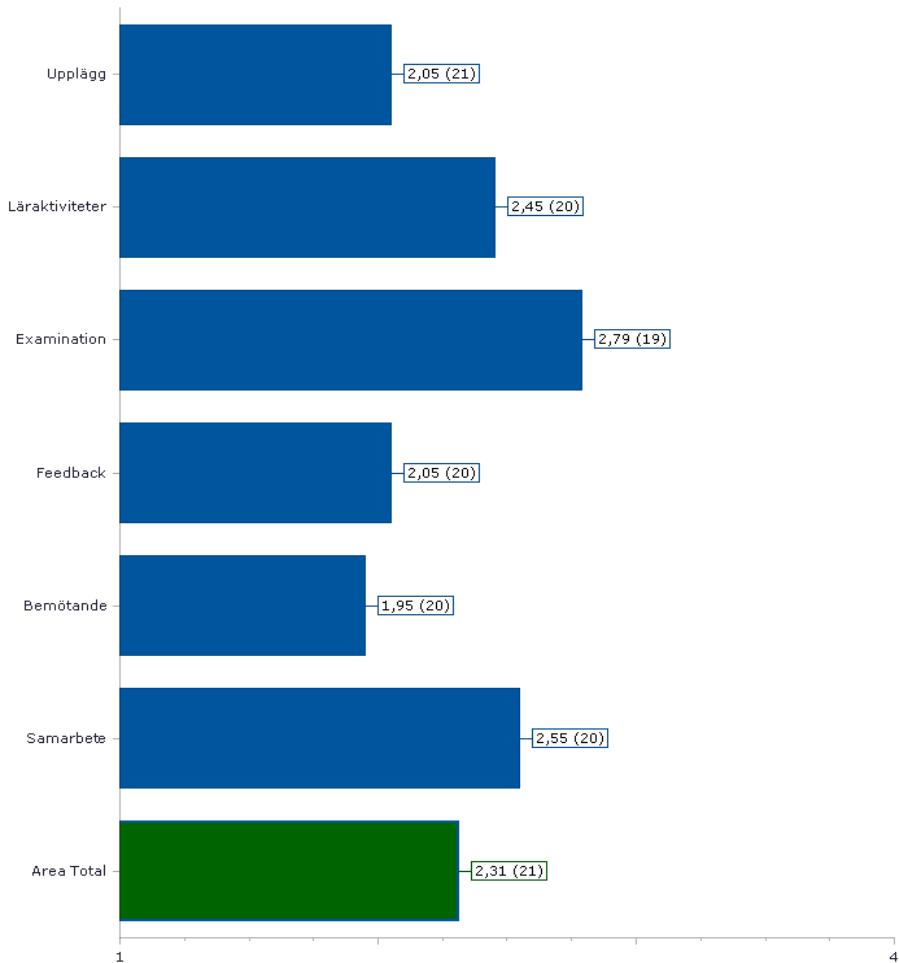
Programme: PAACI, IEACI

Number of students: 35, 16

Number of respondents reported per chart

Report selection pa1435-VT2016-V13-V22-En

Report overview

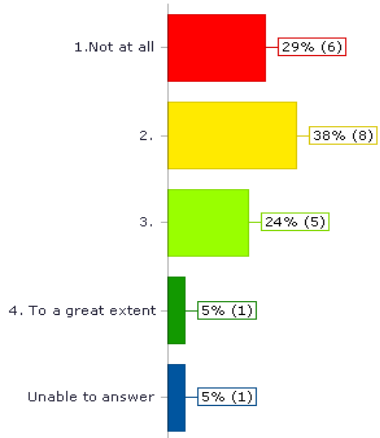


Standardfrågor 2.0
Active filter: pa1435-VT2016-V13-V22-En
Antal svarande: 21

Translation

hDDtOO	^GtDZDZtSgDZzdeG
>cdÄUtsIsGtGd	>GÄdYsYÖÄDtIsIsGGe
DdzÄwSŸÄtsZŸ	DdzÄwSŸÄtsZŸ
&GgEdÄDÜ	&GgEdÄDÜ
DGwbtÄŸE	ddGÄtwGŸt
^ÄwÄddGtG	DŠÄuZÖZGÄŸEÄDZDGDÄtsZŸ

The setup of the course has been a support for my learning



Upplägg
Active filter: pa1435-VT2016-V13-V22-En
Antal svarande: 21

Open-ended question - The setup of the course has been a support for my learning

It has Been a really bad setup of the Courteney with no communication between the teachers

Quite frankly I don't know what you mean by "setup", if there even was any for this course. The lectures were fine and in a good order. The video material was also fine (but that's for another question I suppose). But the course overall has been a mess. The assignments were poorly executed and with very unclear goals and requirements. (I suspect a future question will ask me to go more into the assignments...).

It was very hard to understand what we were supposed to learn, I had read the course plan before the start but was still very confused.

No, just. No.

Open-ended question - The setup of the course has been a support for my learning

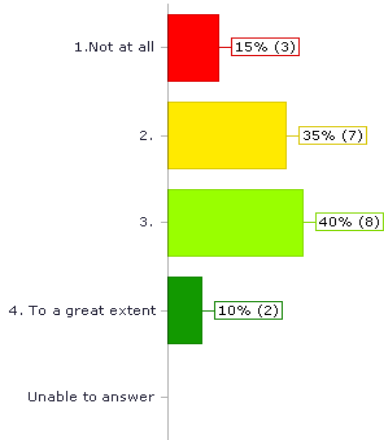
It was good for learning all the methods and different approaches to developing a program. But it was not as good for learning the exam.

Feel like the project took up too much time, and it was so much focus on making the exercises and too little time on reading in the book, because the deadlines were so short.

The seminars didn't give any help in understanding how the assignments should be analysed and understood. The titles on the slide during the seminars were not the same as the titles in the template which does cause a lot of confusion. Furthermore the seminars did not explain anything that would be useful during the assignments and the exams. A better method would be to give us a similar customer request and then together analyze it during the seminars so that we could get better understanding of how to analyze it.

The assignments were so badly constructed that it had a negative impact on my learning, I would have learned a lot more if we hadn't had the assignments.

The learning activities on the course have given me the possibility to attain the objectives of the course.



Läraktiviteter
Active filter: pa1435-VT2016-V13-V22-En
Antal svarande: 20

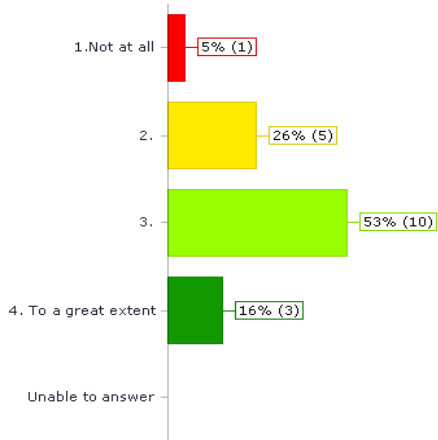
Open-ended question - The learning activities on the course have given me the possibility to attain the objectives of the course.

I feel that the assignments given in this course has been corrected in a somewhat confusing way. Certain diagrams that my group made were not really the diagrams the assignment asked for, or at least not done in a formally correct way, but this was not commented on by the teacher doing the correcting, we even got a high score for the assignment. In retrospective, this felt quite irritating since when I started studying for the exam realized that I didn't know the correct way of doing the diagrams, something that most likely wouldn't made me lose a point or more in the exam.

Once again, the lectures were fine. But the assignments were terrible. They have been confusing, over ambitious, and have felt just pointless. While arguably we have learned something about how to document our software before making it, our instructions have been so unclear and constantly shifting that we worried more about whether we would possibly have time to do what was asked of us than actually planning ahead and making a GOOD DESIGN. At some point we were told to not have too many use cases, so we scrapped some functionality of the system for that to be possible which was not commented upon when we handed in. THEN we were told that we MUST have all functionality present and that if we add use cases to a later assignment we MUST go back to the previous and add them in!

See previous comment

The examinations on the course have given me the possibility to show that I have attained the objectives of the course.



Examination
Active filter: pa1435-VT2016-V13-V22-En
Antal svarande: 19

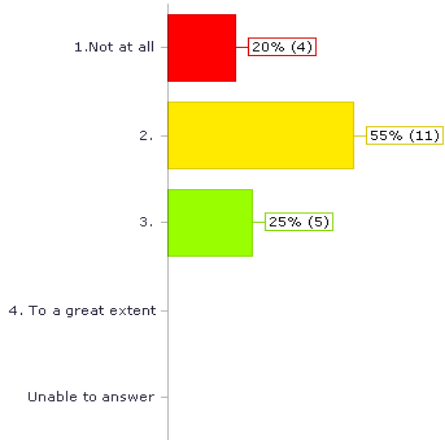
Open-ended question - The examinations on the course have given me the possibility to show that I have attained the objectives of the course.

First, the exam was alright, but I'd want there to be more opportunity for us to get practical experience in creating the diagrams. You'd think this was the aim of the assignments, but there was a weird mix between being strictly correct and extremely lenient on our diagrams. Sometimes we even got incorrect instructions. One example is the confusion behind a System Sequence Diagram and a normal Sequence Diagram. We were asked to create a SSD for assignment 1, but when we made them we were told they were incorrect and that a SSD should be more detailed (aka, a normal sequence diagram). As it turns out, this was incorrect. It WAS supposed to be as we had originally made it. This just caused confusion and made us doubt in what our diagrams should actually include.

This was not so good. When we had assignment 2 the teacher that was grading the assignments changed after the first feedback session. This resulted in that we got a lower grade than other students. We had fulfilled the requirements for an A but we got a B. While students who did not have all the things necessary for an A got an A.

The assignments was a great tool for showing what we have learned as well as learning. Unfortunately the assignment with the game house was TERRIBLY designed. The whole concept of the course is to learn design an analysis in an object oriented fashion. Therefore the assignment should be given as a request for an application which would be suited for something like c++ or similar. The game house assignment pointed straight to a website from the start which is not object oriented at all!! The result was that the website we ended up with did not match the object oriented principles at all. Further more the teacher who we presented it for was not accustomed to website programming at all and did not even realize the problem. The result was the teacher didn't realize the project was not OO!!!

During the course I have received feedback that has been valuable for my learning.



Feedback
Active filter: pa1435-VT2016-V13-V22-En
Antal svarande: 20

Open-ended question - During the course I have received feedback that has been valuable for my learning.

As earlier mentioned, I feel that the feedback on the assignments were lacking.

Not really no. I can understand that it's really difficult to go through every single group's document and even attempt to understand the underlying system that the students have tried to put together and identify problems with them, but this would have been so much more helpful if we at some point would have gotten a tip like "maybe you should use the observer pattern here?" or "Maybe there's a bit too much coupling here?". Perhaps this was not the aim of the assignments. Maybe they were more focused on the documentation. But if that was the case, then I don't see why it had a place in this course, especially since we had to implement it in the end. It would have been the perfect opportunity to integrate what we were learning in the lectures.

Considering one of the teachers vanished mid course, not really.

The feedback was actually good and sensible.

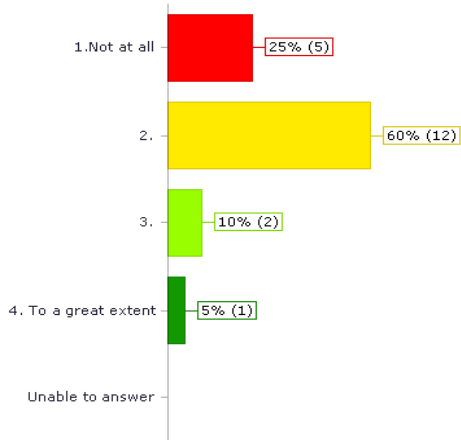
Open-ended question - During the course I have received feedback that has been valuable for my learning.

Since our assignment handler left and the other never contacted us.

Kinda. The first feedback meeting was canceled by the teacher which was greatly required. The second was very useful but too short to ask the necessary questions (15 min).

very minimal feedback

The treatment from teachers and supervisors has motivated me in my learning.



Bemötande
Active filter: pa1435-VT2016-V13-V22-En
Antal svarande: 20

Open-ended question - The treatment from teachers and supervisors has motivated me in my learning.

from Mikael yes, but not else

It's very demotivating when the teachers in charge of an assignment does not know the course syllabus, which also lead to some confusion. It was made obvious by the teacher that handled the assignments that they didn't know the course syllabus, since they said things about the grading which did not make sense with the syllabus.

For example in assign 2 you could make state diagrams to improve your score, but Lab 2 in the course syl. only has a G-U grade? When we pointed this out to one of the teachers, it was announced that assign. 2 corresponded to lab 3, and assign. 3 corresponded to lab 2. But that also didn't quite make sense since the teacher had earlier said to reach a higher grade on assign. 3, you'd need to implement a webpage, so clearly the teacher simply had no idea.

The only teacher that has been helpful in this endeavor has been Mikael (and Ramtin since he took over the responsibility of the assignments). We informed Mikael and he recognized that our assignments were asking way too much of us to be implemented within the given timeframe and helped us out.

Mikael was nice and supportive though!

Open-ended question - The treatment from teachers and supervisors has motivated me in my learning.

Mikael is a really good teacher who motivated me to learn.
But the teachers who assessed the assignments was not as good as Mikael, but they were okay.

Ok lectures but rest horrible

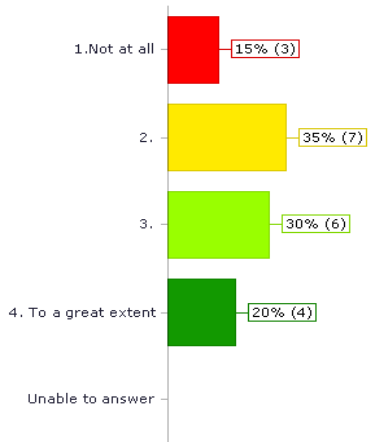
They did not supply any useful information (seminars) and therefore I've received no motivation at all!

We should not have gotten away with the poor job we did on the assignments. None of us took it really seriously and yet we got a high grade TWICE. If anything, the feedback made me despair. "Are the teachers really taking this seriously?"

Open-ended question - The treatment from teachers and supervisors has motivated me in my learning.

Mikael svahnbergs lectures was the only thing that made this a 2 and not a 1. He was a very good teacher who got dragged down by the others in this course. If he wouldn't had been in this course then this one would had been the worst course I had so far.

The course has promoted dialogue and cooperation in the learning.



Samarbete
Active filter: pa1435-VT2016-V13-V22-En
Antal svarande: 20

Open-ended question - The course has promoted dialogue and cooperation in the learning.

since the assignments were group projects.

We had a group project, if that's what you mean. I knew the people I worked with so we had no problems cooperating. Not sure if the course has "promoted" dialogue or anything.

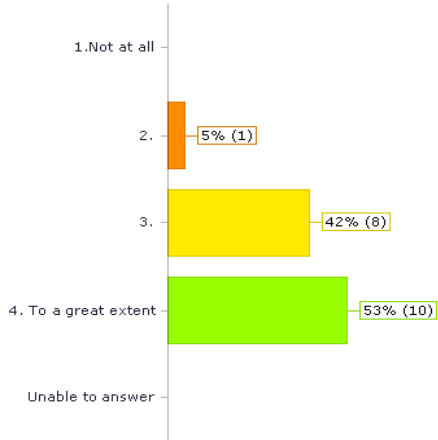
To some extent. When we had our feedback session for assignment 1, Samantha Samireh said that we should have a specific function in our program. I started to argue that we already had it but not in hear exact for. But she didn't listen to me and just said, you must have it.

Some on the feedback session, not enough though!

Open-ended question - The course has promoted dialogue and cooperation in the learning.

More something in the lines of "you don't even need to bother with communicating, we let you pass anyway"

I have been active in my learning and done what has been possible for me in order to attain the objectives of the course.



Aktiv i mitt lärande
Active filter: pa1435-VT2016-V13-V22-En
Antal svarande: 19

Open-ended question - I have been active in my learning and done what has been possible for me in order to attain the objectives of the course.

I attended every lecture, and I watched every video. I tried to look at the course literature whenever I was unsure about how a diagram should look but it was quite frankly near impossible to get anything helpful out of it (I assume a future question will ask about the literature so I won't go too much into it here). Most of the time I got more out of googling it and finding information on uml websites.

The assignments have been useful and the feedback sessions help my learning the most. unfortunately too few!

What was difficult? - why?

Differentiate between the theoretical part and the practical part of design and in what kind of context, such as how does the design differ from a executable program too an library design.

Figuring out what was required for the assignments.

The Assignments were difficult because they caused a lot of confusion. The teachers responsible for the assignments didn't know what they were supposed to involve according to the syllabus. The assignments themselves were frustrating in that they often alluded to the lectures as to how something in it should be made like, or how it should be formatted, when the lectures didn't really do that since the lecturer had change and the lecturer we had wasn't in charge of the assignments.

The assignments were difficult because it was unclear to what extent we should do anything. At some point we were told "Don't do more than x use cases", then we were told that we need to implement every functionality in the original description. We were then told that to achieve this we should merge use cases. The problem with that is that nobody taught us how to go about that. We just honestly didn't know what use cases to merge. So we had to make more. And even if we had merged we were told that we would have to go back to previous assignments to correct it, which turned out we DIDN'T have to do in the end. We were also told the end result would need to be webbased. Then it was a requirement for getting A. But then it turned out that we couldn't even get A-F on the implementation...

What was difficult? - why?

The assignments because of very bad instructions and coordination between teachers and also students.

To know what specifically was wanted from us students, some assignments were more focused on other areas rather than what was in the course or even in the program for anyone in the class.

The subject isn't difficult, the course is however.

Assignment 3 was difficult until Mikael said that we could do a MVP instead of a whole program. Because assignment 3 required that we should make an web application with a GUI and everything. We have never done anything like that in our earlier courses so that posed a huge challenge to just learn how to make a simple web application. So I hope you change that to next year.

What was difficult? - why?

So much unclear about the assignments, and not adapted for the different students that attended the course

Very much - no help or assistance from teachers

I think the design patterns often had fairly easy concepts, but was hard to think about and later implement when we were modeling.

Terminology. Glossaries are almost always what you learn last in a course; rightfully so, as I find it to have the least importance. The ability to think and reason should be prioritized over the ability to express such thoughts.

What was difficult? - why?

The assignments.

Because they were poorly designed, we were constantly stressed and my other courses suffered because of them.

As an example, In assignment 3 you wanted us to implement a program with a GUI (which we never had done before.) and a HTML version for a higher grade than C. It was a pain to try learn how to make a window with working buttons and all the features that we had planned from the previous assignments. We never had a course in html and the html part also needed some form of database. That would require us to learn mysql and php.

The course syllabus didn't require any prior html, php or mysql knowledge.

Oh and you wanted us to do all of this in just ONE week (5 working days), are you stupid? How couldn't you see that this would be a disaster?

I'm very disappointed...

The assignments, since we got the bare minimum in terms of instructions

The assignments were a little unclear. My group and I thought sometimes that certain diagrams were exactly alike while sometimes we did not know at all how a specific diagram should be drawn. The teacher didn't show us enough examples, I mean sometimes we googled how to draw a specific diagram and on google there is many different examples of how to draw a diagram and the problem was that we didn't know which example we should follow. And the exam was the other thing that was difficult. During a lesson, the teacher went through an old sample of an exam and I thought that the exam was good and hard enough for it being just a 2hp exam. But the exam that we got was way too hard and specially the theory part.

What was missing, and should be included ?– why

As a programmer, seeing code example can help a lot to comprehend the theoretical part about design. That is to say, see design in practice and analyze the design.

It feels as if the course would be more useful if it focused more on design patterns. A more practical use.

I would have liked more practical experience with developing a system and solving problems with design patterns. I understand this might have been one goal of the assignments, but it was never really mentioned.

Someone who took the assignments seriously and didn't just leave.

What was missing, and should be included ?– why

Competence.

I don't think you missed anything. You just hade to much that was not relevant to our program.

Better assignment directions and clearer instructions

Good correct seminars? Too much to demand maybe?

What was missing, and should be included ?– why

I think you should emphasize the importance of the actual design patterns more. Because it was hard to get them implemented and knowing why some would be needed in some cases of the assignments.
I'd would have like to see some code of a small system that used many different design patterns.
Code is in my opinion the best way for programmers to learn anything.

An example that clearly required you to use the methodology described in the course? The assignments could all be solved using logic and experience rather than with what was being taught.

Clearer outlines of what is what exactly. There was som disconnect between how Michael explained things during lectures and how we did them in the assignments.

More examples of the different diagrams

What was no so much necessary? - why?

The group project occupied too much time. Because it didn't give any time to read and learn more and give time to improve the group project. It would be better if the group project was smaller. Such that we can actually learn about design.

Assignments were too work-intensive, forcing us to focus on quantity over quality.

I'm not sure. I would just argue that the assignments need to be reworked. Some could argue the implementation is unnecessary and that we really only need the analysis and design aspects. The upside of not having a future implementation looming is that students wouldn't need to worry about their own capabilities and just focus on design. The downside is that I doubt many students would take it seriously and design realistically. All in all, I'm not sure what could be taken out completely. Only that most needs to be reworked.

Samire, for obvious reasons

What was no so much necessary? - why?

Circle-jerking over diagrams that nobody uses.

Having the requirement of creating a web application for assignment 3. If you still are going to include it next year. Assignment 3 can't be 2 HP. Because learning how to make a web application and making a web application takes more than 60 hours. If you look at the requirements we hade.

Assignment 3 was to big but really small presentation, without directions for the presentation, remake or remove

All that was there was neccesary to the point of the course, in some way. I appreciate that it did not turn into a glossary test, so I guess that's an answer. The ability to reason should not be limited by one's ability to express oneself.

What was no so much necessary? - why?

The assignments, they were so bad.

No comment.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

That the course was in English. Which many other courses seems to neglect, in courses associate with computer science. Especially about a course that has a prerequisite of good communication.

I really enjoyed the lectures held by Mikael

Lectures were fine, video material was fine. At some points I thought that maybe the video material should have been on the lectures but they proved to be really helpful when studying for the exam. The only problems I have with the video material is that some videos were intimidating because of their length and lack of pacing. Breaking some subjects up into shorter parts might help. There were also some things that were incorrect, such as the direction of the "include" arrow. Looking it up online I found out the video was incorrect. Lastly, I really liked the walk-throughs on the lectures where Mikael would start with a system description and make all the diagrams based on that. More of that wouldn't hurt, especially early on I think it could help A LOT with the assignments!

Mikael. He was very good and tried to help us as much as he could with the assignments, even though he wasn't responsible for them. Give him as much responsibility as possible.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

Mikael is an alright dude so he should stick around.

Mikael was really good.

Assignments were good, just clearer and to have more support with questions about it

didn't find any? maybe the assignments although they needs to be modified to require a object oriented solution, (NOT WEBSITE!!)

Open-ended question - Is there a need for changes in order to increase the quality of the course?

Design patterns should be extended.

Examples! Showcase the methodology in work and how what the current lecture is about plays into the grand scheme of things. Understanding is the basis of creativity.

Mikael Svahnberg.

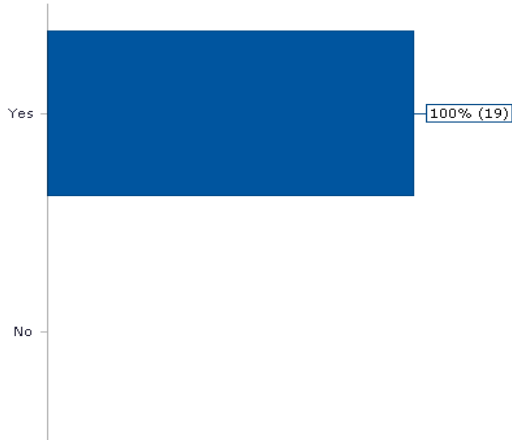
No comment.

Comments to the additional questions

I am sorry to say that this was by far the worst course I have attended, and ever think I will attend honestly. You people need to sort this out until next time this course is held!

The next time this course is run, show the students why the methodology of the course is to be preferred over the iterative, continuously improving way of programming you naturally adapt as you learn programming.

Is there a need for changes in order to increase the quality of the course?



Behövs förändringar göras?
Active filter: pa1435-VT2016-V13-V22-En
Antal svarande: 19

Open-ended question - Is there a need for changes in order to increase the quality of the course?

The only need of changes is the group project.

Better coordination between lectures and assignments

This is the most frustrating course I've had as of yet on BTH. The problems and confusion regarding the assignments not following the courseplan, confusing advice as to how to write them, felt at the time very frustrating and demotivating.

Absolutely. The assignments were unclear and kept changing during the course. A lot of the time we didn't know what we could and couldn't do. The instructions were also inconsistent with the course syllabus. We were told we could get A on the final assignment but on itslearning it only allowed G/F. Checking the course syllabus it said "laboration 3 A-F". Apparently laboration 2 = assignment 3 and laboration 3 = assignment 2. I hope you can see why that would be confusing.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

Already said some things in previous answers but you simple need to communicate more and make things more clear.

It was chaos, it seemed like no one had any contact with the other in the teaching group and every teacher had an own view as of what the course was about. This needs to be better planned and structured for next year and I hope that this years students didn't suffer too much from it.

Have ONE teacher completely in charge, not three teachers that do not communicate.

As I have stated previously. Assignment 3 should be changed to not include a web interface. You can shift the focus to more back end functions. Like storing the data and making a good system like that. All the interaction can be done in cmd or the like. I feel that, that is a more aimed at what we should learn in this program.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

Project should not be that big and focus on doing a few use cases and not doing up to 15+ use cases because it is just a lot of writing and under that short period of time which makes us write a lot but not focus so much on learning doing good use cases.

Assignments were not reasonable with the support we got

I think the previous comment sums it up, most things need change, and NEW teachers for the seminars and assignments@

The labs and the lectures should be more connected.
The teachers should be on the same page.

Open-ended question - Is there a need for changes in order to increase the quality of the course?

Please show WHY the method should be used, not just how. All students that have lasted through 2 years of programming education have adapted some way of managing program design that they believe to work the best. Show that this method is better somehow.

Fix the assignments.

On the exam, you give us -1 points if we have the wrong answer on a true or false question to punish people that guess. That is fair. But the problem here is that you force us to guess even if we don't want to guess. It should be enough of a punishment if we just could leave the answer empty and get 0 point for it. That would punish people that guess and not punish people that hard that doesn't know the answer and doesn't guess. Let's say that a student knows 50-60% of the true or false questions and correctly answers all those questions. What would happen if he's forced to guess on the remaining questions and that he chooses the wrong answer on every remaining question? Does the points he get reflect that he knows 50-60% of the questions? No.

The overall structure of the course was poor. The programming assignment was certainly not meant for games students since it required knowledge we did not have. The other two assignments required a lot of research on our own to understand what was wanted and expected. The exam felt rushed and unfinished.

The lessons didn't help me at all. It was always so unclear on what theory could come on the exam and I never knew what was important to write down and what wasn't important.

Other comments

I would have prefer if we would had gotten this course earlier. Some time after we had covered C++ or something. As I see it as very important knowledge for writing good software. Because good software can not be written with bad design.

The only redeeming quality in this course was the the teacher holding the lectures, Mikael, he felt very enthusiastic for the subject

All in all, I'm pretty disappointed in the course. I really hoped to learn more about how to actually put design patterns to use and not just understand what some of them are and do. This is the type of thing that only practical experience can teach, and which the assignments did a poor job of teaching. We really did try asking the person responsible for the assignments questions, which helped sometimes, but didn't really clear anything up because answers would often contradict each other. (Ramtin was better at giving good answers than Samireh). I have had moments during this course where I've gotten so angry that I've believed this whole thing to be a joke. I honestly believed the assignments would end with a "Just kidding! This was just to show you that customers can be unpredictable!"

Interesting course that absolutely should be included for students to come but it needs to have more structure, as stated, and preferably better information to as what is the goal and the purpose of the course.



Other comments

Give the wandering troll doll the boot. If the course is to ever become at least decent I think Mikael can do it.

Overall this is a really good course and gives us good experience in developing a program.