## **Annual Course Monitoring Report Template**

## Academic year 2024-25 Semester: Fall 2024

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| School: Engineering and Digital Science | | Module/Course Leader[[1]](#footnote-1): Talgat Manglayev | |
| Course Title and Code:  CSCI 111 Web Programming and Problem Solving | | **Number of students enrolled: 31** | |
| Whilst it is expected that the report be concise, it should detail the top three areas for improvement in each of the key points in the template. A risk-based approach and ‘exception reporting’ are encouraged to focus efforts on those programs and courses requiring improvement. | | | |
| Key points for review | **Comments/Reflections** | | **Identified/Implemented Actions** |
| 1. Analysis of the module/course assessment statistics[[2]](#footnote-2) | BSc students in SSH select either CSCI 111 (this) or CSCI 115. There are students from Economics, Political Science and International Relations, World Languages, Literature and Culture, Sociology and Anthropology departments. The majority is 4th year students, there were two 3rd year students and one 2nd year student.  There were some students who had programming fundamentals background from high school. Relatively they did somewhat better than those who didn’t have any experience. | | The course is divided into three parts: HTML and CSS, Introduction to Programming using JavaScript and Machine Learning. It should be noted that Machine Learning part had two introductory lectures on the introduction to AI topic and one lecture for Machine Learning Regression. Students found it difficult to understand the implementation of regression using JavaScript. |
| 2. Response to issues raised in the previous year’s report | In previous semester, the course was scheduled at 9:00 A.M. and students struggled with the difficulty of the concentration. | | This time the course had 6 homework tasks instead of 7, so one homework was dropped. Examples from SSH major were included for explaining HTML and JavaScript. |
| 3. Students’ achievement of the course learning outcomes (CLOs)[[3]](#footnote-3) | Students seemed to do better with developing websites (CLO 1 and 2), which might be explained by the syllabus. The topics were covered in all assessments. As for (CLO 3) it was not covered in Quizes as it requires tools to build graphs and charts.  They also did well on the AI part about Machine Learning Regression (CLO 4), which is a change from previous semester. This might be partially due to similarity with other relevant courses they take and not having lots of practical tasks. | |  |
| 4. Effectiveness of any course innovations introduced, teaching, learning and assessment methods employed[[4]](#footnote-4) | Course is largely focused on “learning by doing” by having students always engaged in programming assignments, and implementing the concepts discussed in the lectures. | | The course project, which weigh 30%, was divided into three parts. Students had to present their work and improve their work until the next meeting without losing points. This allowed to clarify the requirements. |
| 5. Issues raised by students | No issues were raised this year. | | Students seemed not so critical. |
| 6. Issues raised by external examiners/peer reviewers | No issues were raised this year. | |  |
| 7. Identified unique examples of best practice | Course is largely focused on “learning by doing” by having students always engaged in programming assignments, and implementing the concepts discussed in the lectures. | | The course makes use of continuous assessment and feedback, which are well-matched to CLOs, allowing us to monitor how well students are meeting CLOs throughout the semester. |
| 8. Implementation of the NU Quality Enhancement Theme within the course | “Sustaining Innovation in Learning and Teaching” – We use a focus on “learning by doing”. | |  |
| 9. Actions planned for the next academic year[[5]](#footnote-5) | I intend to show more functions of Visual Studio Code text editor. During the presentation students are still not confident with the tool. Also, I want to add a script which returns to home page of the website if the page following the URL is not found. Another thing I foresee is to publish websites as they develop.  Finally, add the week to work with the text. It should include some theoretical part, samples and exercises. This semester such exercises were added, but the topic was left as a self-study. | | |
| 10. Program Director’s Comments | I have reviewed the report, and the corresponding support materials kept with the department. The observations and comments are consistent with the department-level appraisal of the course. | | |

1. When two or more instructors teach a course, one annual course monitoring report shall be completed after a thorough discussion with the instructors involved [↑](#footnote-ref-1)
2. analysis of grade distributions (mean, standard deviation), number of failures, coursework versus examination grades [↑](#footnote-ref-2)
3. the extent to which students have achieved the CLOs [↑](#footnote-ref-3)
4. in terms of their effectiveness in achieving the CLOs [↑](#footnote-ref-4)
5. major or minor course modifications [↑](#footnote-ref-5)