School of Computing Science Summary and Response Document (SARD)

Course name: Programming and System Development (H) (COMPSCI4084)

Academic Session: 2024 - 2025

EvaSys questionnaire response rate: 44 of 312 (14.1%)

Summary of student comments	Response from Academic Staff	Action completion date (actual or expected, if required)	Action owner
Positive feedback			
The good thing about the course was the tests and the TAPPs. It enabled us to think about the questions, discuss and answer them as a team. Although, the results of it depends on how well you work in a team. Great experience with the newly format of teaching for me! The assessment pattern is quite modern, the final lab exam is what one would expect in coding assessments.	Thank you for the comments. Thank you for your appreciation of the course structure and its instructional approach. The tAPP aims to foster interaction, communication and collaboration, making the class more engaging.		
Explanation was comprehensive and professors were very approachable. Nice and patient instructions if you ask tutors.	Thank you for your appreciation of teaching staff.		
Help me learn to improve my programming skills I have learned python and how to manipulate data and make visualizations of it.And I refreshed some java and linux knowledgement let us review the pyhon, java, unix The content of this course are highly useful. The Lab Sessions were really usefull	Thank you for the comments. Indeed, ProgSD is a course designed to refresh students' knowledge or offer at least the most basic knowledge of what a student should already know. Thank you for your appreciation.		
Issues raised in EvaSys questionnaires			
The portion of JAVA was not covered properly in	Thank you for the comments.		

the class due to lack of time, while the questions that came in the exam were much lengthy to cover in the stipulated time, which caused the exam being left incomplete. Even the lab exercise time was so limited for java but it is being considered as if they are the same with python in the final exam.	Previous years' exam feedback also referred to the duration of the Lab exam and students also said they did not have enough time to complete it. In response to this feedback, this year the exam took place in December rather than in week 6, as in previous years, giving students more time to prepare. Typically, if a student has completed all the practical tasks, including attempt to replicate the codes in the PowerPoint slides, the exam would be easier as they are based on these tasks. In some cases, the students are also given some crucial exam tips which could help them reinforce their revision on the practical sections of material covering those tips. The exam is an open book exam, so students can easily refer to **their solutions** to solve their programming questions in less than that time. They would copy their code and make a few modification to it rather than spending time trying to find code online. However, if students do not take the time to complete the practical tasks, they will face more challenges in completing the exam questions on time. For example, they would be typing most of the code for the first time and therefore spending more time debugging.		
This course was pretty fast-paced, and much of the self-study was required for this course. longer time less content Wish the teacher could explain a little more instead of self-study.	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. Also, other students appreciate this approach to teaching the ProgSD course. For example, one student said, " ***The good thing about the course was the tests and the TAPPs. It enabled us to think about the questions, discuss and answer them as a team. Although, the results of it depends on how well you work in a team."*** Another student added " ***The assessment pattern is quite modern, the final lab exam is what one would expect in coding assessments***."		
Although this course only allows us to review programming, the teaching materials are almost basic content. If we want to learn advanced content, we can't find where to learn.	Thank you for the feedback. ProgSD is a course designed to refresh students' knowledge or offer at least the most basic knowledge of what a student should already know. For example, a student provided this feedback comment, ***" let us review the pyhon, java, unix;"*** However, while very basic, other students find it challenging, "***Could be greatly***		

	stressful for those dont have any experience of Python programming!Maybe add a notice for those people to prepare well with it before the class beginning(even before the semester.)" The goal is to ensure that all students have a similar skill level afterwards before taking other modules in Computing Science.		
still hope that some explanations can be included in the course, which will save some time compared to self-study. Professors should explain the course material instead of just giving out the powerpoint presentations. Also I think after seeing most of the people is not familiar with java, we could have get some theoritical lectures on it. Should add more details in ppts and clarify the tough points.	Thank you for the comments. All material provided contain detailed information. For example, in Python, each concept is explained and screenshots of basic implementation of the concepts is provided. Java contains extra material as well in the form of videos produced by one of the lecturers. The students have the opportunity to meet the teachers during the tAPPs and practical sessions to ask any further clarifications of the concepts, if they wish. They also have their team mates for any additional help in understanding the topics. For example, many students said team application exercises were good about this course. Students learn from each other. As one student summarised this, " ***The good thing about the course was the tests and the TAPPs. It enabled us to think about the questions, discuss and answer them as a team."***		
The team size of the group assignments should be adjusted, as it is practically challenging to split the tasks fairly among 8 members. A team size of 4 is recommended.	Thank you for the comment. We will take this on board.	Ensure team size is reduced, depending on enrolment numbers.	
Web-Development projects in 2024 is patently ridiculous. Instead, allow students to develop novel applications in the buzzing research thrust areas. The course should be flexible and allow students to explore their moral fibre.	Thank you for the comments. Web development integrates with many of the skills taught in the Bootcamp. For example, Python is frequenly used with web backend. Database: Web apps require database connectivity for data storage and retrieval. Building dashboards or embedding visualisations into web interfaces is a common requirement. With a cohort of over 300 students and a tight 6-week timeframe, having the same project for all teams ensures fairness and consistency as we ensure a level playing field where everyone is assessed based on similar challenges and opportunities. This approach makes grading fairer and more transparent, which is especially important in such a large cohort. We also offer more targeted support during the lab and supervision sessions		

	Although the project topic is the same, each team has the opportunity to approach the problem differently, offering room for creativity, unique implementations, and diverse perspectives. The deliverables often show how innovative each group can be within the given scope. Finally, students are allowed to explore their individual moral fibre during their summer project.		
The not tracking of anything in the labs if it's not a teams work is not a good approach. That makes students to not to take the lab exercises seriously.	Thank you for the comments. We have always taken attendance during the practical labs. These lab exercises are individual tasks, and students are expected to start working on them from home, using the lab time to seek help with any challenging exercises. The only time students are expected to work in teams is during the tAPPs and team project supervision. However, most teams choose to sit together during the practical lab sessions to support each other. And we take attendance to track who is in the lab. However, we do not track whether they have completed their practical labs. Student have often been informed that completion of labs exercise is very important as it can affect the performance during the lab exam.		
Please don't use eclipse for Java anymore.IntelliJ IDEA from Jetbrains is the better choice for Java Programming.	Thank you for the comments. The university lab computers allow students to use Eclipse and VS Code for Java, so these are the tools that we support and that the students must use for the final lab exam. It is not possible to install a third Java IDE on the central computers.		
Issues raised at staff-student liaison meetings			

Context statement from the Course Leader (optional):

We are very pleased that this year, more students than ever **agreed** and **strongly agreed** that they found the course stimulating (77.3%-- increase of 12.4% compared to the previous year), the teaching staff explained the course material well (68.2% -- increase of 3.3% compared to the previous year), and they were pleased with the overall quality of the course (75% -- increase of 11.8%). The percentages that disagreed and strongly disagreed were very low.