Course board meeting: Minutes

Course name:	Advanced programming in Python	*Programme owning the course:*	TKITE
Course code:	DAT515		
Academic year:	21/22	*Department instructing the course:*	CSE
Study period:	LP2		

Meeting participants:	Staffan Björk - Acting programme director TKITE Elke Mangelsen – Director of studies TKITE Aarne Ranta - Examiner Axel Söderberg - snIT representative Abdullah Daboul - Student representative Yanli Wang - Student representative
Date:	2022-03-11

Summary

Response rate: 32%, (21 of 65 answering students). Overall impression of the course: 3.71 mean, 4.00 media. This is a good result for the course, taking into consideration that it was given for the first time and for a very heterogeneous group of students.

Prerequisites and learning outcomes

No problems with prerequisites for IT students. Prerequisites for this course are at least one course in programming, using e.g. Java. Some students only had prior knowledge in Matlab, which according to the examiner is not optimal. This should probably be clarified.

Learning, examination and course administration

Many students agreed that the learning outcomes clearly described what one was expected to learn in the course (median 3.9). One student commented that several learning outcomes were not tested. Examples were given on directed graphs. The examiner responds with that graphs were expected to be learned and used through library API:s and so on.

Teaching seems to have worked well. Recorded lectures are appreciated, especially during live coding sessions since the students could go back after the lecture for repetition or if they missed anything. Some students wanted slides as a complement to the live coding, but the

examiner thought this might be too stressful. There also was a compendium, but this might have been forgotten by some students. The student representatives thought live coding worked well.

The course featured both an exam on campus and an online alternative. It was up to the students to choose which one they wanted to attend. They featured different questions, but according to the examiner outcomes were pretty much equal.

One student thought Aarne and the TA:s were very flexible and appreciated the extra work done for them with the two alternatives for the examination.

The course administration was ok, with the main problem being that information about labs and examinations was posted quite late. Many students however had oversight with this since this was the first time the course was given.

Work climate

Workload was overall well balanced with a tendency to be somewhat too low (mean 2.76; median 3.0) According to one of the program representatives, this could indicate that the course material could be too easy, especially given that many older IT and Data science students who have more experience took the course. One student experienced the course labs to take a lot of time since many unexpected problems appeared along the way. The examiner explains that compared to the introductory course, this one is to be expected in a more advanced course and is a large part of the work as a programmer.

How the future development of the course should look like, and which group of students the course should be for, needs to be investigated. This might not be a course for the Data/IT-master students, and factors such as the current transition to Python from Java in the introductory course for first year IT-students (TDA548) could be considered. The course might be owned by the industrial economy programme (TKIEK) in the future, which will naturally address this issue.

The communication between the teacher and students worked well.

The examiner would have liked to have more lab sessions and more TA:s, but this was a question of resources. The examiner is hopeful that this will be better the next time the course is given.

To keep for next course round

The labs seem to have worked great and most students agree they should be kept the way they are.

If possible, recorded lectures could be a good resource to keep for next year.

Suggested changes

The exam grading should be independent of the labs, or that labs could give bonus points.

Look at the learning outcomes or the name of the course since some students felt a bit misled by the fact that the course is called “advanced”.

Other matters