DEPARTMENT OF ELECTRICAL AND COMPUTER SYSTEMS ENGINEERING

Student/Staff consultative committee:

The 3/2020 Student Staff Consultative Committee Meeting was held at 12pm on Tuesday August 25, 2020, via zoom.

ATTENDANCE

Staff: Dr James Saunderson (Chair, Department Acting Director of Teaching),
Professor Tom Drummond (Head of Department)
Dr Wynita Griggs (Learning and Teaching Committee)
Ros Rimington (Academic Programs Manager)
Geoff Binns (Resource Manager)

Student representatives:

<table>
<thead>
<tr>
<th>Given Name</th>
<th>Family Name</th>
<th>Level</th>
<th>Course</th>
<th>email</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uvin Kojitha</td>
<td>Liyanapathirane</td>
<td>4</td>
<td>BE(ECSE)/BCom</td>
<td><a href="mailto:ukliy1@student.monash.edu">ukliy1@student.monash.edu</a></td>
<td>present</td>
</tr>
<tr>
<td>Becky</td>
<td>La</td>
<td>4</td>
<td>BE(ECSE)/BBimedSc</td>
<td><a href="mailto:bla1@student.monash.edu">bla1@student.monash.edu</a></td>
<td>apologies</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>Chai</td>
<td>4</td>
<td>BE(ESCE)/BSc</td>
<td><a href="mailto:echa0018@student.monash.edu">echa0018@student.monash.edu</a></td>
<td>apologies</td>
</tr>
<tr>
<td>Linus</td>
<td>Mayes</td>
<td>2</td>
<td>BE(ECSE)</td>
<td><a href="mailto:lmay0006@student.monash.edu">lmay0006@student.monash.edu</a></td>
<td>present</td>
</tr>
<tr>
<td>Luke</td>
<td>Pereira</td>
<td>3</td>
<td>BE(ECSE)</td>
<td><a href="mailto:lper0011@student.monash.edu">lper0011@student.monash.edu</a></td>
<td>present</td>
</tr>
<tr>
<td>Ze Fei</td>
<td>Teo</td>
<td>3</td>
<td>BE(Mechatronics)/BCom</td>
<td><a href="mailto:zteo0003@student.monash.edu">zteo0003@student.monash.edu</a></td>
<td>present</td>
</tr>
<tr>
<td>Bashar Ali Saleh</td>
<td>Tasslak</td>
<td>4</td>
<td>BE(ECSE)</td>
<td><a href="mailto:btas2@student.monash.edu">btas2@student.monash.edu</a></td>
<td>apologies</td>
</tr>
<tr>
<td>Scott William</td>
<td>Bennett</td>
<td>2</td>
<td>BE(ECSE)/BSc</td>
<td><a href="mailto:sben0007@student.monash.edu">sben0007@student.monash.edu</a></td>
<td>apologies</td>
</tr>
<tr>
<td>Rory</td>
<td>Sutherland</td>
<td>6</td>
<td>BE(ECSE)</td>
<td><a href="mailto:rdsut1@student.monash.edu">rdsut1@student.monash.edu</a></td>
<td>apologies</td>
</tr>
<tr>
<td>Rishabh</td>
<td>Sharma</td>
<td>3</td>
<td>BE(ECSE)</td>
<td><a href="mailto:rsha0006@student.monash.edu">rsha0006@student.monash.edu</a></td>
<td>apologies</td>
</tr>
<tr>
<td>Ishmohit</td>
<td>Sabharwal</td>
<td>3</td>
<td>BE(ECSE)/BFinance</td>
<td><a href="mailto:isab0001@student.monash.edu">isab0001@student.monash.edu</a></td>
<td>apologies</td>
</tr>
<tr>
<td>Sai Preeti</td>
<td>Gandra</td>
<td>3</td>
<td>BE(ECSE)/BBimedSc</td>
<td><a href="mailto:sgan0015@student.monash.edu">sgan0015@student.monash.edu</a></td>
<td>apologies</td>
</tr>
<tr>
<td>Xiaxi (Jerry)</td>
<td>Li</td>
<td>4</td>
<td>BE(ECSE)/BCom</td>
<td><a href="mailto:xli621@student.monash.edu">xli621@student.monash.edu</a></td>
<td>apologies</td>
</tr>
<tr>
<td>Nguyen</td>
<td>An</td>
<td>3</td>
<td>BE(Mechatronics)</td>
<td><a href="mailto:nngu0028@student.monash.edu">nngu0028@student.monash.edu</a></td>
<td>present</td>
</tr>
<tr>
<td>Qi (Quentin)</td>
<td>Ngai</td>
<td></td>
<td>SMEE president</td>
<td><a href="mailto:smee@monashclubs.org">smee@monashclubs.org</a></td>
<td>present</td>
</tr>
<tr>
<td>Suraya</td>
<td>Kannan</td>
<td></td>
<td>SMEE representative</td>
<td><a href="mailto:smee@monashclubs.org">smee@monashclubs.org</a></td>
<td>apologies</td>
</tr>
</tbody>
</table>
MINUTES

The chair started the meeting by thanking the committee members for their continued involvement, and a brief summary of the role of the committee and the importance of the feedback that committee members provide.

The notes below for each unit come from student comments collected by the representatives and the representatives themselves.

General comments

- Removal of unit guides at the start of semester 2 threw off students. The most important part from the student perspective is the unit schedule and summary of what assessments are due when. Some lecturers are providing an equivalent table on their Moodle pages, but this should be done across the board in week 0. (Follow up with UCs)
- Another general issue is having a clear home for the zoom links. Many units have this in an online-specific resources section or everything4online section on Moodle. Some have them more scattered. It would be good if these were consistent across units. (Follow up with ed-design to continue to aim for a consistent faculty approach.)
- Generally Moodle pages were much better laid out this semester, with lists of key tasks to be completed each week being very helpful.

Level 2:

- **ECE2111:**
  - Students reported it being jarring shifting between breakout rooms and the main room during the practicals. Students recommended introducing the problems without breakout rooms, and discussing the problems at a high level. HoD suggests nominating a spokesperson for each room who must report back. Another suggestion was to allocate different questions to different groups to achieve more coverage, and then discuss answers during the second part of the practical session.
  - Students would prefer if solutions to problem sets were released with the problems themselves. Chair suggested that a mixture of some problems with readily available solutions and some without might be a good compromise.
  - Students reported that the videos are really good, and appreciated the way they are labeled so that the topic they are related to is clear.

- **ECE2072:**
  - Many software-related questions (how to do operations on the MoVE platform, where to save work, etc), mostly resolved.
  - Students reported that using Quartus on MoVE is difficult to navigate. Suggestion: video of how to set up the environment properly. Students noted that there was a dedicated software help session Monday 3-4, but there was not much uptake at the session even though many students seem to be struggling.
○ Videos about how to install Quartus on personal machines were helpful. Similar videos for setting up Quartus on MoVE would be most welcome.
○ Students reported that the most difficult part is the labs. They are quite challenging and some students found it hard to understand the instructions, both because they are hard to translate online and because it was perceived that they are written from the perspective of someone who knows what to do.
○ Student suggestion: make labs due at the end of the day rather than the end of the session to give students more time to ask questions and think about what is going on, rather than spending the last 30 minutes preparing documentation.

● **ECE2191**

○ Students would prefer if solutions to problem sets were released with the problems themselves. Chair suggested that a mixture of some problems with readily available solutions and some without might be a good compromise.
○ Notes are really good. Students reported that they don’t necessarily need to watch lectures!

**Level 3:**

● **ECE3091:**

○ A unit schedule posted which is good.
○ Lecture recordings are coming out slowly.
○ The setup with remote zoom access + online hardware, etc, is very complex. (HoD: we are going to ship robots. Have 80 currently (1 per team) but will ship one per student. However, students will not have access to an oscilloscope.)
○ Students suggested that more helpdesk support (such as in TRC3500 which had zoom sessions with demonstrators every day)
○ It would be good to hear how the competition will be run, in particular whether it will be fully remote or on-campus. (HoD: we hope it will be on-campus, but we can’t be sure at this stage.)

● **ECE3121:**

○ Some lecture videos are really short (17 mins for the whole week) and very condensed! Students were recommended to watch the Malaysian campus lectures also (students are doing this and found it useful).
○ Students reported that the lecturer moved past things quite quickly expecting people to know things when perhaps they don’t understand them yet. More time filling in the syntax/low-level symbols as well as the high-level meaning would be welcome.
○ Students welcomed the videos on the practical questions that had been made.
○ The lab videos are very helpful.
○ Students also suggested making the lecture videos from Clayton from last year available as yet another resource.

● **TRC3000:**

○ Project management: students reported that the lectures are going too fast, trying to get to the end of the slides.
Practicals focus on only some parts of the lecture material, but do not seem to cover all of the lecture material

Level 4:
- **ECE4132**:
  - Discord labs are working well. Visibility of where the demonstrators are is helpful.
  - Quizzes with lecture videos were well received
  - Students suggested that the possibility of in-lab marking be publicised more widely.
  - Practical sessions: breakout rooms working pretty well. Except students would prefer larger rooms of 5-6.

- **ECE4053**:
  - Lab starts in week 4. Might be more issues with the use of software from week 4.
  - Unit going well. Moodle site is consistent and good.

- **ECE4078**:
  - The unit is going well. Students found the coding exercises during the lectures to be really beneficial and working well.
  - Students found that flux questions are good, but suggested leaving the flux questions open until the end of the sessions so that students have more time for things to sink in.
  - Suggestion from students that the Monday lab session submissions to be due on Wednesday instead of end of the lab on Monday

- **ECE4179**:
  - Lectures look clearer than in the past.
  - Head demonstrator doing a fantastic job, releasing videos of solutions, etc.

- **ECE4095**:
  - Not enough information given regarding how students might have to modify their projects. Suggestion to make an announcement on Moodle to encourage students who are concerned to have a conversation with their supervisor about this.

The chair thanked representatives for the feedback.

**Next scheduled meeting: Week 10 Semester 2 2020**