



Faculty of Information Technology, Clayton Campus Student/Staff Meeting

Meeting 1, Semester 2 2016

Date and Location: Thursday 18 August, 2016 at 1pm in room 115, 25 Exhibition Walk (building 63).

PRESENT

Chair: Sue Bedingfield

Assistant to Chair: Daniela Rodrigues

Staff

Alan Dorin	Julian Garcia
Graham Farr	Stephen Huxford
Tom Chandler	Joshua Akerstein
Mary Lim	John Betts
Aamir Cheema	Guido Tack
Carlo Kopp	Nandita Bhattacharjee
Marc Cheong	Caitlin Slattery
Yuan-Fang Li	Jess - MUSA

Students

Emily Dao (BCS Adv Hon 1st year)
Matthew Gueit (BSE 2nd year)
Kevin Vo (BICA(H) 2nd year)
Chenyang Wang (BBIS 3rd year)

Apologies (for the meeting)

Staff

David Taniar	Carsten Rudolph
Yen Cheung	Matt Butler
Ingrid Zukerman	
David Squire	
Jojo Wong	
David Albrecht	
Arun Konagurthu	

Students

Michelle Chu (BCS 2nd year)
Harshini Ganesh (BInfoTech 1st year)
David San (BInfoTech 1st year)
Andrew Tang (BBIS 3rd year)

1. WELCOME

Sue commenced by welcoming everyone to the meeting and thanking them for attending.

2. BUSINESS ARISING FROM PREVIOUS MINUTES

No business arising from the previous minutes.

3. UNIT FEEDBACK

FIRST YEAR UNITS

FIT1008 Introduction to computer science Julian Garcia (CE), David Albrecht

Overall students are finding this unit difficult. However, students have mentioned that both lecturers in both (FIT1008 and FIT2085) streams explain the concepts very well. A suggestion students have requested, is whether the tutorial solutions could be released more promptly.

FIT1013 Digital futures: IT for business Yen Cheung (CE)

Students are finding some of the content difficult and feel they need more assistance from tutors with their questions.

FIT1041 Research Project 1 Guido Tack (CE)

First year students have mentioned that the pre-requisites listed under each of the projects are not indicative of what students were required to know prior to the commencement of the project. For example, a student said that their project did not list a pre-requisite, but expected them to learn a language in a week. Therefore, they were unable to start the project without this prior knowledge and felt that they would not have selected the project if they had known about this prior. Majority of students have agreed that it would be extremely useful if students were given the opportunity to talk to supervisors and discuss whether they were suitable for a particular project. Overall, students felt that one information session for the decision making process was not sufficient.

Students have also suggested that the project selection process should be organised differently, such as having a list up of all the available projects in orientation week, in order to give students more time to decide what project they wish to do and have it finalised by the end of week 1 of the semester. Students would also appreciate more initial guidance with writing a project description and to be briefed on what was expected. It was also suggested whether a criteria sheet or marking rubric could be provided for future assessments or whether examples could be provided.

FIT1043 Introduction to data science Wray Buntine (CE), Mark Carman

Students are enjoying this unit and enjoy hearing about the lecturer's own experiences. However students are wanting more emphasis on what is examinable and the key knowledge students are meant to take away from each lecture/laboratory. Students are feeling that the lectures appear to have no learning objectives and are nervous about the overall structure of this unit.

FIT1045 Introduction to algorithms and programming Kerri Morgan (CE), Aamir Cheema

Students are finding that they are enjoying the lectures and think that they are presented well. Some students feel that the programming tasks are difficult at the beginning, however with time students feel they eventually understand it.

FIT1046 Creative computing foundations Thomas Chandler (CE), Derrick Martin

Students are enjoying this unit and are finding that the lecturer and tutors are helpful and explain the unit content clearly and simply.

FIT1047 Introduction to computer systems, networks and security Carsten Rudolph (CE), Guido Tack

Students are finding this unit difficult and wonder whether this unit should have an introductory programming unit as a pre-requisites or co-requisites to this unit. Students like the lecturer's style and are finding the MARS questions useful. Students also find the tutors to be helpful and are overall content with the way they teach in the unit.

However, students have made the suggestion to see whether the lecturer could check occasionally to see whether the audience are understanding the content before moving on. Students are finding that the lecturer goes very fast at times

and it therefore makes it difficult for students to follow or understand the concepts, especially for students who do not have background knowledge in computer systems.

FIT1048 Foundations of C++ Matthew Butler (CE), Tim Dwyer

Students are finding that the E1 lecture theatre is too cramped for the number of students enrolled in the unit. Most Students have said that they leave the lecture after the first hour and were wondering whether if it was possible to break the lectures into two parts of one hour.

Students have also made comments that assignments are too difficult and the level of expectation with regards to programming abilities is high for a first year introductory unit. Students have suggested the lab work and exercises should have similar problems based on the assignments, as it is felt that assignments take up too much of the percentage for the unit. Suggestions have been made to perhaps introduce marks every week for minor problem solving questions within class itself, which would allow students to see how they are progressing and gain experience in coding along the way.

As a foundation unit, students feel that the content should be introductory without the use of a lot of jargon. Although some students learn from coded code and use it to understand and solve other problems, not everyone can do it from scratch and more guidance is needed along the way. Suggestions have been made to include videos (problem solving by coding) on pre-reading for students starting from scratch in programming.

A student has asked whether FIT1051 or FIT1040 needs to be a pre-requisite of this unit. Students doing both FIT1051 and FIT1048 have said that FIT1048 should look into incorporating some of the FIT1051 structure/engagement activities. Overall, students appear to be struggling with understanding the content of the unit and find that the assignments are more difficult than the tasks completed in the labs and that they don't co-relate to each other.

FIT1049/FIT2003 IT professional practice Chris Messom (CE), Ann Nicholson, Josh Akerstein

Students did not like the first two weeks of content and felt as though less focus should be placed on resume writing; as they can seek other avenues for this such as through Career Connect. However, students have reported that the research skills are proving to be useful, especially for those who do not take electives outside of FIT. Students feel as though this unit "has gone too far" with clicker questions, in that there are an excess amount of questions that take up too much of lecture time and that the questions are done too quickly. Consequently, the eFolio activities that are supposed to be completed in lectures always become homework. Furthermore, it is important to emphasise that mature-aged students and students who are undertaking CS/IT as a second degree questioned that this is a compulsory unit for them. They think it is only reasonable that students with industry experience should have the option to seek exemption for this unit.

Josh Akerstein responded to these above points, highlighting that the clicker questions are designed to encourage active learning in class. Josh will also take the points regarding time constraints into account. Lastly, in regards to this unit being compulsory for students, Josh has commented that this unit is required as part of the Professional Code of Conduct and it is due to this requirement as to why it is made compulsory. If students feel they can be exempted from this unit, they should explore the options of applying for RPL or credit if applicable.

Overall, students are finding that the lecturers do their best to engage students and make the unit enjoyable. Also students feel that the content and all unit tasks are explained clearly and correctly.

FIT1051 Programming foundations Stephen Huxford (CE), Marc Cheong

Students are enjoying this unit and find that the lecturer and tutors do their best to make the unit enjoyable and assist students to understand the unit concepts. Students like the idea of having the pre reading before the lecture. However, some students were wondering whether the pre-reading quizzes could be extended to Monday 10am instead of the current 3am, as they feel as though they should be given up until the lecture to complete it. The majority of students love the flipped classroom approach and are finding that it helps. Marc asking for instant feedback after each discussion point is also useful and his great sense of humour in the lectures encourage student to get involved and ask more questions. A

small number of students, including students who enrolled late, said that asking questions in a lecture hall is too confronting, and was wondering whether there is any scope for Marc to consider a live platform where questions can be submitted anonymously during the lecture.

MAT1841 Continuous mathematics for computer science Daniel McInnes (CE)

Students like the diagrams that are accompanied with explanations. However, students are struggling to engage with this unit, with the majority commenting that the lecturer has a tendency to read the PDFs and are wondering if there is scope for more active learning and audience participation? Some students have expressed concern about unit content, as they said the lecturer seems to be hasty to move through the content, even in week 1, and this makes students feel pressured. The MULO recordings for this unit have not been of excellent quality, possibly due to the fact that overhead projectors cannot be seen with recordings. A few suggestions include: Slides with diagrams would be better than using PDFs that are text-heavy? For example, vectors are very visual-based and students were struggling to grasp the topic using just words. Additionally, there are a handful of students wanting support classes to start in week 1, as they have said that having support classes starting in week 2 have resulted in misalignment between content covered and work expected, leading students to feel behind.

SECOND YEAR UNITS

FIT2002 IT project management Mary Lim (CE)

Students are overall content with this unit. However, some students feel that some of the content overlaps with that in other units. Students find the content and videos helpful, although one student disagreed. Mary Lim commented on this feedback, highlighting that the videos are created to assist students by condensing much of the unit content throughout each video.

FIT2004 Algorithms and data structures Arun Konagurthu (CE), Aamir Cheema

Students are content with this unit. Some students have requested that instead of the assignments being due Mondays, they would like the assignments to be due at the end of their labs or at the end of the week. This would allow students to have more time during their labs to fix up things on their assignments or to get assistance with any queries before submitting. Aamir commented on this point highlighting that it is designed to give students more time.

FIT2014 Theory of computation Graham Farr (CE)

Students were finding this unit difficult in the first couple of weeks of the semester, however gradually students are getting use to the content and are coping now, but have suggested that more explanations are needed.

FIT2043 Technical documentation for software engineers David Squire (CE), Robyn McNamara

Students think that Robyn is a good lecturer and that she makes the unit content interesting. Students also feel that the tutorials are run well and that there is a lot of useful discussion. The only suggestions students are having, is whether the slides could be uploaded earlier and whether they could be uploaded in a pdf format.

FIT2070 Operating systems Bala Srinivasan (CE), Jojo Wong

Overall students are happy with the way in which the lectures are taught and are content with the tutorials and lab material. Students would prefer the lecture slides to be cleaner. Carlo Kopp commented on this highlighting that the slides are taken out from generic material.

FIT2073 Game design studio 1 Derrick Martin (CE), Matt Butler

Students were finding in the first two weeks with the studio discussions were at first perceived as being too long and with too much content. However, students are now finding the studios to be good and are enjoying the big class discussions. The only suggestion made is to have the breaks spaced out throughout the studio in order keep students engaged for such a long period of time.

FIT2078 Introduction to security Nandita Bhattacharjee (CE), Ron Steinfeld

No feedback

FIT2079 Data visualisation Tim Dwyer (CE), Kim Marriott

No feedback

FIT2090 Business information systems and processes Yen Cheung (CE), Mary Lim

No feedback

MAT2003 Continuous mathematics for computer science Daniel McInnes (CE)

Students are content with this unit and like the lectures. Students also feel that the support classes are good and great way to get help if required.

THIRD YEAR UNITS

FIT3003 Business intelligence and data warehousing David Taniar (CE)

No feedback

FIT3013 Formal specification for software engineering Yuan-Fang Li (CE), Chris Ling

Students were originally worried about this unit, but now feel that it is taught clearly and they are able to work on examples before demonstrations. The only suggestion students have made was whether in future the lecturers could be broken into two, one hour lecturers rather than one, two hour lecturer. However, Yuan-Fang comment that having the one, two hours lecturer is better for this unit and its structure.

FIT3036 Computer science project Marc Cheong (CE), Jojo Wong, Ingrid Zukerman, Pierre LeBodic

No feedback

FIT3080 Intelligent systems Ingrid Zukerman (CE), Reza Haffari

The student reps have overall expressed positive feedback for this unit as students are enjoying the unit challenges.

FIT3083 e-Business software technologies Stephen Huxford (CE), Michael Wybrow

Students are enjoying this unit. Some students are finding that the pre-reading questions are challenging. Some students have found the unit content overwhelming and are finding it difficult to understand the terminology presented within the lecture slides. Suggestions have been made for extra guidance throughout this unit, especially since students feel they receive a considerable large workload for this unit.

FIT3088 Computer graphics Alan Dorin (CE), Amar Hassan

No feedback

FIT3134 IT-based entrepreneurship Chris Gonsalvez (CE), Chris Behrenbruch

No feedback

FIT3136 IT governance and strategy for business Caddie Gao (CE), Mahbubar Rahim

No feedback

FIT3138 Real time enterprise systems Mary Lim (CE)

No feedback

FIT3139 Computational science Arun Konagurthu (CE)

No feedback

FIT3142 Distributed computing Carlo Kopp (CE), Asad Khan

No feedback

FIT3152 Data analytics John Betts (CE)

No feedback

FOURTH/FIFTH YEAR UNITS

FIT4002 Software engineering industry experience studio project David Squire (CE), Yuan-Fang Li, Robyn McNamara, Robert Merkel, Carlo Kopp

No feedback

FIT4010 Advanced topics in algorithms and discrete structures Kerri Morgan (CE)

No feedback

FIT4012 Advanced topics in computational science Bernd Meyer (CE)

No feedback

4. OTHER/GENERAL BUSINESS

- 14 Rainforest Walk, labs G14 and G16 have some lights that are not working.
Action: Follow this up in order to get the lights fixed.