



2021 YH2 Report for Chris McDonald CITS2002 Systems Programming

Project Title: **2021 YH2 Units**

Units Audience: **316**

Responses Received: **52**

Response Ratio: **16.46%**

Report Comments

Teaching Period: SEM-2

Creation Date: **Wednesday, March 30, 2022**

Unit Based Questions

| Question | Mean |
|---|------|
| The unit was intellectually stimulating | 4.10 |
| The learning materials in this unit were helpful | 3.90 |
| The assessment tasks in this unit helped me learn | 3.87 |
| Overall, I was satisfied with this unit | 3.56 |

| Question | Positive | Neutral | Negative |
|---|----------|---------|----------|
| The unit was intellectually stimulating | 76.92% | 17.31% | 5.77% |
| The learning materials in this unit were helpful | 71.15% | 17.31% | 11.54% |
| The assessment tasks in this unit helped me learn | 65.38% | 21.15% | 13.46% |
| Overall, I was satisfied with this unit | 57.69% | 25.00% | 17.31% |

Teaching Questions

| Question | Mean |
|--|------|
| This teacher stimulated my interest in the subject matter | 4.17 |
| This teacher explained important concepts/ ideas in ways that I could understand | 4.02 |
| This teacher was approachable and helpful | 3.93 |
| Overall I was satisfied with the quality of this person's teaching | 4.10 |

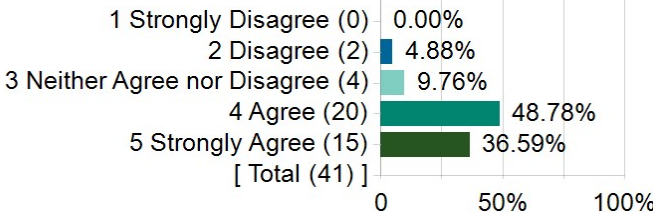
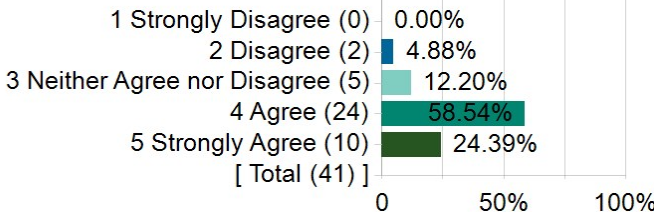
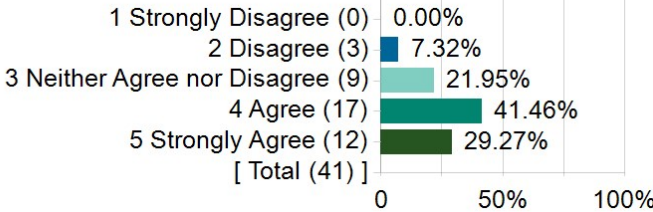
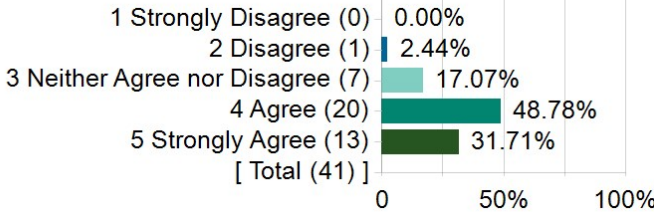
| Question | Positive | Neutral | Negative |
|--|----------|---------|----------|
| This teacher stimulated my interest in the subject matter | 85.37% | 9.76% | 4.88% |
| This teacher explained important concepts/ ideas in ways that I could understand | 82.93% | 12.20% | 4.88% |
| This teacher was approachable and helpful | 70.73% | 21.95% | 7.32% |
| Overall I was satisfied with the quality of this person's teaching | 80.49% | 17.07% | 2.44% |

Unit Questions

Unit Based Questions

| 1. The unit was intellectually stimulating | | | | | 2. The learning materials in this unit were helpful | | | | |
|--|-------|-------|------------|-------|---|-------|-------|------------|-------|
| | | | | | | | | | |
| Options | Score | Count | Percentage | | Options | Score | Count | Percentage | |
| Strongly Disagree | 1 | 0 | 0.00% | | Strongly Disagree | 1 | 1 | 1.92% | |
| Disagree | 2 | 3 | 5.77% | | Disagree | 2 | 5 | 9.62% | |
| Neither Agree nor Disagree | 3 | 9 | 17.31% | | Neither Agree nor Disagree | 3 | 9 | 17.31% | |
| Agree | 4 | 20 | 38.46% | | Agree | 4 | 20 | 38.46% | |
| Strongly Agree | 5 | 20 | 38.46% | | Strongly Agree | 5 | 17 | 32.69% | |
| Statistics | | | | Value | Statistics | | | | Value |
| Mean | | | | 4.10 | Mean | | | | 3.90 |
| 3. The assessment tasks in this unit helped me learn | | | | | 4. Overall, I was satisfied with this unit | | | | |
| | | | | | | | | | |
| Options | Score | Count | Percentage | | Options | Score | Count | Percentage | |
| Strongly Disagree | 1 | 2 | 3.85% | | Strongly Disagree | 1 | 2 | 3.85% | |
| Disagree | 2 | 5 | 9.62% | | Disagree | 2 | 7 | 13.46% | |
| Neither Agree nor Disagree | 3 | 11 | 21.15% | | Neither Agree nor Disagree | 3 | 13 | 25.00% | |
| Agree | 4 | 14 | 26.92% | | Agree | 4 | 20 | 38.46% | |
| Strongly Agree | 5 | 20 | 38.46% | | Strongly Agree | 5 | 10 | 19.23% | |
| Statistics | | | | Value | Statistics | | | | Value |
| Mean | | | | 3.87 | Mean | | | | 3.56 |

Teaching Questions

| 1. This teacher stimulated my interest in the subject matter | 2. This teacher explained important concepts/ ideas in ways that I could understand | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------|------------|------------|-------------------|---|---|-------|----------|---|---|-------|----------------------------|---|---|--------|-------|---|----|--------|----------------|---|----|--------|------------|--|--|-------|------|--|--|------|---|---------|-------|-------|------------|-------------------|---|---|-------|----------|---|---|-------|----------------------------|---|---|--------|-------|---|----|--------|----------------|---|----|--------|------------|--|--|-------|------|--|--|------|
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| Disagree | 2 | 2 | 4.88% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Statistics | | | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Agree | 4 | 24 | 58.54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree | 5 | 10 | 24.39% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics | | | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3. This teacher was approachable and helpful | 4. Overall I was satisfied with the quality of this person's teaching | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Agree | 4 | 17 | 41.46% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree | 5 | 12 | 29.27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Statistics | | | Value | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | | | 3.93 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Strongly Disagree | 1 | 0 | 0.00% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Strongly Agree | 5 | 13 | 31.71% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Open-ended Comments

Unit

What were the best aspects of this unit?

Comments

| Comments |
|---|
| I learnt more in these projects than i have in projects in other units. |
| The projects were the perfect way to get a practical understanding of the concept in the lectures |
| the part where the unit content only covers 1/3 of what u need to know so you need to spend even more time learning and not prioritising other units |
| The Project Tasks were challenging, yet, one of my main sources of learning |
| Have rich material to help learning |
| Interesting projects. |
| I work full time, and completing this unit remotely has been great. Some units force you to go in to Uni, and I'm very glad this isn't one of them. |
| Very happy with this unit. Projects are right, difficulty is right *for me*. I had prior programming experience. |
| Workshops with Chris. |
| Projects – very interesting and intellectually stimulating. Also, having a sample solution to test with was very useful. |
| The projects |
| Teaching staff, fantastic teaching staff made every single lecture engaging and informative, I definitely came out the other end knowing a LOT MORE about computing than before. |
| Both coding projects were interesting and fun to complete. |
| The workshops |
| Amitava was a great lecturer and was always willing to explain the concepts again if something was unclear. The labs were also interesting, and there was a range of complexity in the tasks which was great. |
| It gave me a better understanding of operating systems, and it also taught us C programming language along the way. |
| Learning C language |
| The Friday workshops were the best. Chris really knows whats going on. The two lectures he did this semester were the only two I understood. |
| Projects and Lab work |
| I enjoyed the fact that the projects were designed so that we would have to do our own learning of the topic. Rather than simply relying on content from the lectures. |
| I liked how the unit materials were on a really fast php site rather than LMS, really more accessible in my opinion. The unit was very flexible – it did not force us a partner for the programming projects and the labs and workshops were non compulsory which is great. The projects related well with the content in the lectures and workshops which is good. |
| The projects were a lot of fun, especially because I was working with a partner who was highly receptive to back-and-forth. By the end, I was really glad having done those projects because being able to complete it gave me a sense of accomplishment. |
| The projects are interesting |
| This is a very interesting unit and I learned a lot. |
| .. |
| Getting to learn a new programming language |
| Improving coding skills. |
| Don't use the script to mark the project. |
| The interest in the topic from the unit coordinators. |
| The projects, they were interesting and engaging. |
| Pretty useful |
| Allowed me to learn some fundamental areas of computer science. Challenging projects allowed me to understand concepts much better. |
| 1-) Very challenging and fun 2-) Extremely intellectually stimulating 3-) Dr Chris was a fantastic teacher |
| The projects were interesting, and the lectures were well laid out |
| Very stimulating and enjoyable projects which were closely linked to the lecture material. The help forum was also incredibly useful as the response times from Chris were very fast. |

What improvements would you suggest?

| Comments |
|---|
| The way marks would be allocated and the weightings for certain components was not made clear at all. Most people I talked to didn't really know what was important to include and what was not worth worrying about. |
| Structure of final exam |
| None |
| make watching the lectures actually useful, demonstrate things a bit better, provide learning material that is best suited for this unit so we dont have to spend hours trying to find what it good and what isnt on the web |
| The lectures are too information intensive in the sense that information was sometimes just regurgitated. The moments in the lectures which were most helpful were when the lecturer would explain concepts by drawing on a piece of paper. I suggest to adopt a lecture style in which each lecture slide is restricted to only a few words and a whole slide dedicated to each code snippet or diagram (i.e. 1 slide for each diagram/code snippet). The less information on the slide and the more explaining/elaborating by the lecturer, the better. |
| More instructions on difficult project |
| I felt that the lectures didn't add value beyond reading the lecture slides, so after a few weeks I stopped watching the lectures. |
| I think the lack of a test is related to Covid or something, but it would be nice to have a test, as the only indication I have of my performance going into the exam is the first project. |
| Would be handy to know the meaning of the Chillii difficulty system. Is a three Chillii workshop question worth solving, or is it there as an extra for people who want to extend/have spare time (spare time?? lucky!). |
| Nitpick: With the Hashtable workshop. The example stored only a key, so you were looking up a key.. to find the key. Once i realised that the linked list struct could have more fields (seems obvious now..) and actually be a key/value store, the correlation between the Hashtable and a HashMap/Dictionary in other languages made sense. |
| I'm not exactly sure how I'd improve it but I found I'd get more out of the workshops than the lectures sometimes and was more engaged in the workshops. |
| Maybe make projects more closely related to the course itself, especially first project. Also, maybe make labs more related as well, and assessed. |
| More clarifications on project 2 some of the requirements were vague and I had a hard time understanding exactly what was required |
| Some of the assignments were busted in terms of trying to understand what was required of the program. Particularly the first assignment, some of the functions were broadly defined but confusing, I had to rewrite that like 4–5 times because clarifications kept making my functions invalid. |
| We are not provided solutions to the practice exams of past years. While I may be able to create some code for a question on my laptop that seems to run correctly I can't be sure if I would lose marks due to missing something. If showing the written code answers is a no go then how about a couple sentences detailing what would/wouldn't need to be included to get full marks or some hints for example "only 2 for loops are required" or "variable x should be a long not an int". |
| The structure of jumping between C and the systems content was a little challenging. As a beginner programmer, understanding the content was OK, but I wouldn't know how to relate the information learnt to real-life. My suggestion is to explain the concepts, and then showcase example code on the lecture slides that we can compile and test out. A lot of the code on the slides was partially done (starts the code off and then '...'), so I wasn't really able to solidify my knowledge by testing them out. |
| It is hard to follow at the beginning of the unit, because linux operating system is unfamiliar with most of the students. It could be better if one lectures(or workshop) can be delicate for basic linux knowledge, even though Chris has provided a quite detailed linux intro. |
| That less prior computing knowledge is assumed to make the unit more fair to inexperienced programmers. |
| I had to take it as a first year for my degree which was incredibly difficult. It assumes too much background knowledge that isn't even in the prerequisite units. Lectures jump from one thing too the next which makes it hard to follow. |
| I feel as Amitava was using the pre made lectures mostly that Chris made, things felt a bit unnatural at times with Amitava reading the lectures, I enjoyed Chris' lectures more |
| More explanation on concepts and features of C programming |
| I think that the exam this year was too focused on theory. From my experience, theory is much more broad than coding problems. Usually in the past exams there was about 50/50 theory to coding questions. But this year had more like 20/80 of coding to theory. As a result there were theory questions on obscure topics that were only mentioned once (sometimes only the name with no details |

Comments

about what they were). This made the exam feel slightly unfair for me, since I don't think there would have been any way for me to "reasonably" study all the theory content from all the relevant textbooks/sources.

Apart from the exam I very much enjoyed the projects. I also liked the flexibility we had in reference to choosing if we wanted to work alone or in a pair.

While I'm not clamouring to return to the format with mid-semester tests, I highly dislike the fact that theory was taught over the course of the unit and only assessed in the very final exam. It feels like I'm forced to memorise facts that had nothing to do with the projects just to regurgitate them at the end.

The project was too hard

It would be nice to provide lab questions on the week's topic even during the projects.

The questions and project descriptions could have been presented more clearly. I sometimes had to guess what they actually mean.

..

To change the assessment structure and make labs worth a small amount each and the assignments worth less. Perhaps also include a mid-semester test to better prepare students for the exam.

For beginners this unit was so hard and there wasn't much support and explanation as it all went for more advanced people

Decrease the difficulty of project, some of the assessment tasks is almost impossible to do.

The way for marking

Add recommended readings to lectures slides, many of my classmates were confused over what to read. Almost none of them read any of the textbooks at all.

Professor should explain more and more.

There are many parts in this unit that I think need to improve. The most crucial part that needs improvement will be the first three classes. I've met a lot of problems with just using Ubuntu and docker. The first is when starting and downloading Ubuntu and docker, I suggest that at least use the first lecture to teach us both IOS and Windows users because the lecturer uses IOS and as a Windows user I have no idea how to save open my work all that. I think that if I attend a unit, I would want to learn all the basics from the class and only for the harder or deeper questions that I'll need to when online and research myself. This is my opinion maybe other people don't struggle like me but I have a part-time job and don't have that much of time to just learn all basics myself and the what's the purpose of attending this unit.

some content in the lectures assumed prior knowledge or the content was very low level so it was very hard for me, as a first year, to understand what exactly was happening. This made me have to go back home and re read the lectures from top, by myself, and understand the content with the help of the internet.

It would be helpful if the lectures started from high level and then moved to low level material.

1-) With all my respect to Dr Amitava (I am not trying to be disrespectful here), but Dr Chris should be doing both lectures and workshops, because I strongly believe that Dr Chris is seriously far better at explaining the material of this unit.

Go slower at the beginning, as there is a huge learning curve and struggle. Make project sample outputs correct before posting, as there were several bugs in project 1 :)

Not much.

Teacher

What were the best aspects of this person's teaching?

| Comments |
|--|
| Unlike the lecturer, he actually explained concepts instead of reading the lecture slides. |
| His enthusiasm and desire to help. |
| Energetic |
| He made a very intimidating unit seem approachable and fun. |
| Very enthusiastic and engaging teaching style. Good use of wit and humour to keep audience entertained while informing them. Also, very helpful on help2002 help forum. |
| The workshops |
| The patience that this man has for stupid questions is incredible and highly appreciated. |
| Chris is very knowledgeable and super passionate about this unit. |
| Way too many :) 1. Replying queries on help2002 2. Explaining concepts and problems in as many ways as Chris can 3. Providing well-documented solutions 4. Designing lecture material-related projects to help student understand concepts 5. Well-written lecture material |
| Legend :) |
| He went into depth with content and examples |
| He explains the materials well and provides examples and encourages us to think critically. |
| .. |
| He spoke in such a way that I was able to maintain attention throughout workshops and lectures decently. |
| Very knowledgeable and fun |
| Humor and interesting. |
| He would expand upon concepts in the lecture slides with examples and anecdotes. |
| 1-) Very experienced, sharp and seriously smart. 2-) A helpful teacher 3-) Sets very high expectations when it comes to his students, which I believe it is a good trait, because we are already suffering from the vicious downward spiral where lecturers are just caving in and making things easier and easier just to get good feedback at the end of the semester. |
| Is quite approachable in person and at workshops |
| Chris's teaching style helped me keep engaged during workshops and lectures, and keeps the lecture material interesting. |

What would you have liked this teacher to have done differently?

| Comments |
|--|
| Made it clear what was important to know instead of just saying that things were easy and not to worry. |
| Nothing |
| Slow down a bit |
| To be in some more lectures. |
| Was sometimes slow at getting through content, such as lectures or workshops. |
| eh, pretty bang on |
| Not entirely his fault, but during the workshops some of the students that were more familiar with the concepts would be able to answer the questions asked and it seemed like it was assumed that everyone understood it too. Maybe just explaining the answers a little more would be helpful and assuming that a majority of the students (other than the handful that answer the questions in the workshops) are still unsure about the weekly content learnt. |
| Really nothing. Chris is the best! |
| More help with projects and lab concepts |
| He sometimes spends too much time at the beginning of a lecture explaining something and had to rush towards the end. |
| .. |
| — |
| I would of liked him to run the unit |
| More help for the project. |
| The only thing that I would like to see differently is to have more labs and just in general more practice before giving us a project to work on...because it felt sometimes like changing the gears pretty quickly where we went from 0 to 100 when it came to labs/workshops and the project. But apart from that, all great. |
| Be nicer on the help forum; some answers came off passive-aggressive |
| Not much. |