HOME | MAIN | ROOM | UG/MSC | HELP

SIS (Computing) - Taught students

Remember: your use of SIS must be in accordance with the University's data protection policy

Module review - 2005/2006

<table>
<tr><td colspan="3">Module title: Programming Fundamentals</td></tr>
<tr>
<td>Module leader: Mr AMJ Jenkins
Associated staff:</td>
<td colspan="2">Module code: COMP5250M
Session: 2005/2006
Semester: 1</td>
</tr>
<tr>
<td></td>
<td>Current Session</td>
<td>Previous Session</td>
</tr>
<tr>
<td>Number of students taking module:</td>
<td>5</td>
<td>0</td>
</tr>
<tr><td>Number gaining a grade of 70 or more:</td><td>0</td><td></td></tr>
<tr><td>Number gaining a grade between 60 and 69:</td><td>3</td><td></td></tr>
<tr><td>Number gaining a grade between 50 and 59:</td><td>0</td><td></td></tr>
<tr><td>Number gaining a grade between 40 and 49:</td><td>1</td><td></td></tr>
<tr><td>Number failing:</td><td>1</td><td></td></tr>
<tr><td>Number with a grade 'NS':</td><td>0</td><td></td></tr>
<tr><td>Number with a grade 'NA':</td><td>0</td><td></td></tr>
<tr><td>Number with a grade 'AB':</td><td>0</td><td></td></tr>
<tr><td colspan="3">The overall aim of the module review procedure is to secure for students a high quality of educational experience. For each module, we need to assess the design, delivery and evaluation of the material covered. The review set out below, should also promote development of the curriculum and consideration of appropriate teaching methods. It should lead to proposals to improve the module and to confirm actions taken to implement earlier proposals.</td></tr>
<tr><td colspan="3">Actions taken (to implement proposals made in previous review):

This was a new module, so there was no previous review.</td></tr>
<tr><td colspan="3">Actions proposed (following review below):

The module will not run again, so there are no proposed actions.</td></tr>
<tr><td colspan="3">Summary of Student Feedback :

This was conducted by an informal debrief after the module with three of the students; this discussion also covered SWE.</td></tr>
</table>

The feedback was generally positive. It was felt that more formal contact time would have been useful, or at least more strongly directed study time.

The choice of Python was praised; it was felt that starting with Java would have made the whole business of programming far more difficult to pick up. The students report no issues of confusion or negative transfer caused by the change in language.

The CS students would have preferred to have done more programming, but the IS contingent thought that the amount was about right. All felt that the amount of programming presented had prepared them well enough for the programming required in their other modules.

Feedback from Other Sources:

There is nothing from within the School.

The module was used as a case study in a multi-institution "Disciplinary Commons" project and was subject to review from other participants. This raised the expected concern about the use of two languages (often criticised by those who teach, but usually praised by those who learn) and several other minor issues. http://www.comp.leeds.ac.uk/tony/Commons/ has details.

Module Leader's Report/Comments:

The material for this module was based on the old SE10 and SE14 modules. It started by covering programming basics in Python, and then went on to look at object-orientation issues using Java.

The small class size meant that a tutorial approach was used rather than anything resembling a formal lecture. This worked generally well, although the venue (a level 7 meeting room) was cramped and far from ideal.

The two hour tutorial was followed by a practical session the same afternoon. This was run by a postgraduate. Concentrating the module activities on one day seemed to work well.

Attendance was good. Participation was variable. This was shown well enough in the exam results.

Overall, the module was successful.

Any changes for future years (should the module be run again) would be driven mainly by the size of the class. A bigger class would merit a return to lectures, for example.

Return to list

HOME | MAIN | ROOM | UG/MSC | HELP

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SIS Version 5.0
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