

## Informatics Student Course Feedback 2017/18

<http://www.inf.ed.ac.uk/teaching/surveys/2017-18>

This report contains feedback from students about a course taught in the School of Informatics during the 2017/18 academic year, in response to the following questions:

- What would you say to students interested in taking this course?
- What did you find most valuable about the course?
- What improvements, if any, would you make to the course?
- Please add any other comments you have about workshops and tutors

Each course organiser receives this report as well as statistics on multiple-choice responses. All these reports, together with student feedback about individual members of teaching staff, are collected and sent to the Director of Learning and Teaching.

Please note that these are personal responses from individual students: some courses only have a few responses and a small sample can be unrepresentative.

Stereotyping and bias, especially unconscious bias, is a serious concern in any survey gathering personal responses. All students received the rubric below before completing the surveys, and you can read a brief introduction to issues of unconscious bias on the university web pages at <http://edin.ac/2iypZBv>

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### **Rubric given to all students taking the end-of-course feedback survey**

We value your opinions on the courses you take here at the University, as they allow us to shape future delivery and development. We welcome constructive comments about your courses, whether positive or negative, and ask you to give details about any issues in order to help the course organiser to understand and address them.

We encourage you to be aware of the potential for bias in the completion of these questionnaires, so we have developed resources which may be helpful to you:

- Equality, Diversity and Unconscious Bias (<http://edin.ac/2iypZBv>)

You also have a responsibility to provide feedback in a manner which does not breach the University's Dignity and Respect Policy:

- University of Edinburgh Dignity and Respect Policy (<http://edin.ac/1Cq0VZY>)

The results of the questionnaires will never be analysed in a way that seeks to identify individual students from their responses. However, should you wish to remain anonymous, please do not identify yourself in your answers to the survey questionnaire implicitly or explicitly.

## Comments Report

What advice would you give to a student taking this course in future?

- Don't. If you're unlucky enough to have signed up for this course, drop it as soon as you can. You'll do better and learn more if you jump into any other course half way through the semester.
- If the course remains in the current format, there is better material online. I recommend taking another 10-credit course or even having two 20-credit courses (if you're a strong student).
- **START THE COURSEWORK EARLY!!!!**
- Take this course only if you have decent maths and physics
- Take your time to go through the equations on the slides and make sure you understand them. It is too late to start paying attention to them once you start working on the coursework.
- Focus on the Labs for this course, which are helpful for both lectures and assignment.

## Comments Report

What did you find most valuable about the course?

- It provided a good insight into the worlds of vision and robotics. I think I now have a much better idea of how problems are approached and solved in these fields.
- The coursework was really hard but very rewarding and it helped me to learn a lot.
- The key concepts going deep into vision and robot control
- The robotics part. The slides were really well-made and the lecturer explained the content quite well.
- The vision section of this course was interesting and engagingly taught.
- Learning OpenCV python hooks
- The method to teach vision part is attracting.

## Comments Report

What improvements, if any, would you make to the course?

- Could have inverted lectures for both components and just discuss questions in class, or not have them at all and have a proper class teaching model.
- Also the coursework was way too work intensive for 30% of a 10 credit course and the time given was very less.
- Far more structure is needed for the running of this course and far more needs to be communicated to the students. The coursework was especially bad: it wasn't at all clear from the coursework how it was going to be graded (by code or by viva presentation), no coursework deadline was officially given until only 3 days before the deadline, how much the coursework was worth of the total grade of the course was not clear (the webpage for the course implied 40%, the DRPS page the website was linked to said 25%, the actual DRPS page for this year, which wasn't linked to any of the course materials we used this year, confirmed it was actually 30%) and overall the coursework was simply more difficult than anything else that I've ever been asked to do at university. It was more difficult than the coursework for a 20 credit course I'm doing which is graded completely on coursework. This is possibly because we weren't actually taught what we needed to know in order to complete the coursework.
- The Vision part should be made more engaging. I do not think that I derived much value from the Vision slides and videos. I actually feel that the course should be renamed "Introduction to Robotics". The challenging part of the coursework should have been, well, the challenge question. However, my partner and I didn't have enough time for it since we lost a lot of it trying to fix bugs which turned up to be mistakes made by the one who created the coursework. Also, the deadline should be made known more time in advance. The labs were rather poorly made and I don't feel that I derived a lot of value from them. The course does need some tutorials.
- The flipped classroom for the vision section was okay but not great. I found attending the lectures in person to be much more useful.
- The lecture content and the assignment could be more connected with each other. The vision part of the assignment/labs could have been slightly more challenging - all vision processing required was basically limited to a few functions. Use of real-life footage would be a really nice touch.
- The open challenge part of the coursework required changes to the provided simulation code which we had to figure out how to make. For example we chose stereo vision but spent an entire day trying to modify the simulation to get the cameras to the positions that we wanted them in. If these modifications were prepared for us with proper documentation, we could just set a flag and then focus on how to actually use the two camera images to figure out the configuration of the robot arm.

## Comments Report

Please add any other comments you have about workshops and tutors

- It would be useful to have them during the coursework as well.
- Labs were useful, however before updating the lab guidelines with more thorough explanations they were slightly confusing.
- The demonstrators were not keen to help. Had to understand and figure out a lot of things myself. The TA was wonderful and helpful.
- The labs were even more poorly laid out than the coursework, to the point where it was near impossible to figure out even what was wanted without asking a lab demonstrator. Even with that, they were incredibly challenging to the point of near impossibility.
- The labs were quite a waste of time.