This report contains feedback from students about a course taught in the School of Informatics during the 2020/21 academic year, in response to the following questions:

- What advice would you give to a student taking this course in future?
- 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, tutorials or labs on this course.
- Please add any other comments you have about the presentation of course materials online and their accessibility.
- Reflecting on your experience of hybrid teaching and learning on this course, what has worked well for you?
- Is there anything else you’d like to tell us about your experience of hybrid teaching and learning on this course that would help us improve our approach?

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/2iypZBy

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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/2iypZBy)

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.
What did you find most valuable about the course?

- Courseworks were very interesting and each was very different which made them fun to complete.
- Data structures and algorithms.
- Discussions during Q and As and also on Piazza. Seeing worked examples, despite their (perhaps necessary?) lengths.
- Enjoyed the courseworks
- Examples and walkthroughs of algorithms during tutorials.
- Having the knowledge of Algorithms and DS’s
- I found that any questions you had on the subject were treated with respect and you were never made to feel like there are any dumb questions, which I appreciate. The content of this course is also very valuable as it builds a strong basis for any programmer.
- I found the tutorials and lectures to be most valuable
- I really enjoyed the piazza engagement blogs, and live q&a sessions.
- I really enjoyed working on the courseworks and getting such personalized detailed feedback.
- Insightful lectures and attentive lecturers
- Interesting topics of courseworks, songs during lectures because they made them more interesting and were really catchy
- It has provided us with a rigorous model to analyse algorithms in a way that does not require a computer. For many students, this course will have extended the toolbox of techniques that may now be applied in other courses and fields. I very much enjoyed the contents as well as the efforts Mary and John have made to increase engagement despite the suboptimal nature of the current academic year.
- Learning about asymptotics
- Lectures - they were of high quality and lecturers put much effort in order to make them as engaging as possible.
- Lectures and quizzes for testing learning.
- Lectures, assignments
- Nice content about algorithms and data structures
- Overall, I am quite satisfied about this course.
- TSP coursework was very interesting and stimulated my interest in the subject:)
  - The lecture clips are fun to watch
- The coursework was a main driving factor to my learning.
- The help given on Piazza was great. I found that my questions were answered incredibly quickly and thoroughly which was super helpful when you're in the middle of an assignment.
- The introduction of all those algorithms
- The lecturers are very good in explaining all my queries and questions. The lecture recordings are so useful and interesting.
- The lecturers were extremely passionate about the material that they were delivering. This really helped convey the material in an informative way; it made you want to engage in the course.
- The lectures and their format. The short videos were much better than an hour recorded lecture.
- The lectures were useful and so were the lab exercises. Also the textbook was a useful resource when working on the courseworks. Having a practice quiz 0 before the 5 that would contribute to our course grade was also valuable.
- The overall engagement I think was good. No other piazza forum has had this many posts.
- The passion of Dr John Longley’s teaching
- Things that are taught are clear and insightful in a way, and algorithms and data structures is a must-take course anyway.
This course can teach informatics students essential knowledges.

Though I had already had some knowledge on some of the concepts and data structures in the course, I was able to learn much more about them during the course.

Two brilliant and cute professors.

Very interesting and useful material that is well taught.

We have learnt various techniques to evaluate and improve our program efficiency. And this course has very good quality of teaching and feedback.

Well organized and coordinated delivery of online learning despite challenges of COVID-19. Very good courseworks that advanced my learning. Well-balanced theoretical and practical component: I could both learn new things through reading and programming. Lively environment in Piazza and tutorials. Creative videos such as Dr. Longley singing.

While learning was tough this year, the lecturers for this course managed to make the lectures fun and interesting to watch and was one of the only courses where I enjoyed the lectures and the coursework was always well explained and a good challenge level with different challenge levels for each question so it wasn't as intimidating to start.

Learning the different algorithmic techniques

Professors made the lectures very interesting, the tutorials were well organised and informative.
What improvements, if any, would you make to the course?

- A more hands on example for finding asymptotic bounds of the runtime of an algorithm, going step by step. Not knowing this made coursework 2 much harder. Would be preferable to not be pressured into write an engagement blog.
- As the majority of the courses, it did consistently struggle with getting the materials out on time.
- Better responses to students' issues
  
  More music by John in the lectures? ???
  or just generally more enthusiasm and interesting content — making interaction a requirement, THEN making writing positively about that forced interaction a requirement was a weird attempt to simulate interaction that the course might've had if it was made with students in mind. Throw the engagement blog away.
- Change a way to assess engagement. Because in this way what I see is too much not useful discussion occur in Piazza.
- Far too many symbols in the pseudocode of the lecture slides.
  I thought the whole point of pseudocode was to make it easier to read, but using greek symbols seems so much harder than using proper words.
  In one of the recent lectures (algorithm for brute force algorithm for solving SAT I think), the pseudocode is particularly unreadable. If it was normal Java, or Haskell, or anything else I'd have a much easier time understanding it.

  It may be convention to use greek letters, but I think for initial teaching at least, using something like 'currentMatches : Array' (or something of that sort) would be massively easier than calling it 'phi'.

- Getting things handed out/back on time - many of the lectures were late getting put up which wasn't ideal especially when there was sometimes only one a week. Feedback was also late at times.
  Lectures I found at times very long and confusing and I don't think the slides were laid out as well as they could have been. Going back over the slides for quizzes is super helpful but sometimes the slides did not contain things covered in the lecture which would have been super helpful to have been included.
  The tutorials were also very long and confusing. It would have been good if they had had clear subsections telling you what week of lectures the particular questions related back to and also having more basic questions on the subjects so we could consolidate our basic knowledge before moving onto the more advanced parts of the topics.
  The last thing I would say is maybe provide slightly better information for how to set up/ begin the coursework. I found I waste quite a lot of the time I set aside for coursework just setting them up which was a shame.
- I can't think of any.
- I felt that the engagement blog wasn't a worthwhile piece of coursework, perhaps we could have been assigned a peer code review or some other form of assessment as an alternative or just had our engagement assessed in some other fashion.
- I, personally, really enjoyed the mathematically rigorous parts of the course. Therefore, I would like these parts extended in the future. In particular, I believe the current focus is too much on helping students understand why something works instead of showing them how to prove that. This might seem like a good thing and understanding in general is, but it may be a hindrance if it's not applicable to other algorithms and programs that are harder to understand in detail.
  I am also unsure about the choice of Python as the main implementation language. I understand that Python is becoming the language of choice in many courses and areas and thus this choice is motivated by external factors. Further, it's also clear to me that choosing C may introduce an unnecessary hurdle between the students and the learning outcomes. Haskell, while being present in multiple other courses, is also not a good choice because the more classical memory model introduced is harder to demonstrate there. However, Python suffers from a similar problem. Due to the lack of explicit references, many of the concepts and data structures may not make as much sense if you don't already understand the underlying concepts, e.g. in C.

  Further, since I don't expect the language to change, I would like Python to be employed in a better way. It seems to me like the course organiser and TAs are not too familiar with Python. This has lead to multiple issues like a tutorial that used lists instead of classes/objects to emulate references and non-PEP-compliant code. The former has been raised so I will not go into detail here. I have not seen the latter being mentioned. Python has a very widely adopted style guide (PEP8) which should either be enforced throughout all submissions or at least implied by having the template code follow it. Snippets provided by the courses were frequently using camelCase where it had no place as well as arbitrarily mixing cases between functions and methods. This seems like nit-picking (and it is) but I believe fixing these things requires very little effort and can have a very beneficial effect on the overall code quality. There are many linters out there that can be very well integrated into popular IDEs like VSCode.

  Lastly, I am unsure about the choice of making IADS a full-year course. In general, the course felt very slow to me and so I can't help but think that it might be a better idea to deliver the course in a single semester. You can see that this would be possible since the tutorials are already spread out (which creates an awkward rhythm that is very much not in line with the rest of the school/uni) and the lectures are also relatively sparse (about 2 per week). The same can be seen in coursework and quizzes.

- If doing online lectures again, please can more time be dedicated to ensuring that lectures are uploaded on time.
- If each lecture started with a short summary of the main learning points, it would make it easier to focus on the important bits. It's difficult to keep full focus during a lecture and this is a simple improvement. Quizzes were a mixed bag.

  Also, make it easier for people to code some of the algorithms. I'd much more appreciate tutorials with a coding component.
- Lectures were too long
- Less challenging coursework
- Maybe add a lecture script as it is typical in Maths courses for example, they really help me a lot!
• More lab sheets to help students better understand implementation considerations for algorithms discussed throughout the course.
• More python labs and tutorials.
• More time during workshops, and more visualizations of the algorithms/data structures.
• More ways in which to demonstrate engagement
• N/A
• No, already good enough.
• None, I thoroughly enjoyed this course I was just sad it couldn't have been taught in person.
• Not entirely sure about the blog posts and whether they really help or not. For me, they don't.
• Online tutorials were not helpful.
• Perhaps make tutorials mandatory. Also apply hybrid teaching instead of 100% online.
• Please do not set 'Engagement blogs" as compulsory ones
• Sometimes lectures were released a few days late which can be a bit inconvenient if you have made a plan for the week.
• Sometimes too wordy, then I lose my attention
• The level of difficulty of the course from semester 1 to semester 2 increases a lot. The quizzes were too difficult and required a lot of preparation for just 2 percent of the mark. I liked the idea of self reflecting on our own learning for the engagement part of this course, however I didn't like as much the fact that Piazza engagement was needed. Instead, having done and submitted the tutorial exercises, I believe would be a good way to test for engagement (like in INF2D).
• There some good examples on Youtube
• To possibly reconsider the content of the coursework. The difficulty level was challenging, but I would say fair. However, it took a lot of time to do coursework which was only worth 10%, especially with a lot of other courses introducing more coursework this year due to the pandemic. For example, I had 5 courses this semester including this one, so when all 5 give coursework at the same time and IADS is only worth 10% it does not seem worth all the time it takes to do.
• Tutorials were a significant jump from lectures.
• Upload lectures on time.
• We could have more coding practices along the way.
• no more engagement blogs.
2. What advice would you give to a student taking this course in future?

Coursework is very important, even if it doesn't seem like it's worth a lot, I would say really try and complete all coursework to your best ability because it all adds up. If you have a good overall grade in your coursework, it means you won't have to worry as much about sitting the exam, since for this course you only need to pass overall and not necessarily each individual component. However, if your cw grade is poor, you'll have to make up more marks on the exam, which can be more stressful due to the higher-pressure time-limited environment of an exam.

Don't slack on the quizzes, through individually they are not worth much, together they have to same worth as a full 2 week coursework.

Focus on coursework throughout the year as they are worth a lot. It's easy to achieve high mark because they're not criteria based unlike many other inf2 courses.

If you have an issue you'll have to chase it up, and Mary can be dismissive so go to John preferably.

John's videos are wholesome and very enjoyable:

Watching the videos on 2x speed is a very effective way to get through them. Makes up for said lack of enthusiasm in some parts.

It will take a lot of work so be organised

Keep up with the lectures as it can build up.

No suggestion.

Prepare time to fully understand the lectures

Put efforts

Quizzes are surprisingly hard for what they are so watch out

Start coursework early. Get a solid understanding of asymptotic notation.

Study hard!

Take the time to really understand each algorithm fully, it is well worth it

Take your time while going through lectures

The best way to build familiarity with a data structure is to use it. There are websites with "code challenges" online which help with that.

There are plenty sources online about all of this content, take advantage of it.

This course is challenging, but you can develop your skills and abilities a lot.

This course to Computer Science and Software Engineering would be similar to what Linear Algebra is in Math, you'll find it everywhere and almost all areas of CS will have this lurking in the backdrop. Very good to be at least familiar if not flexible with the concepts and ideas presented here, though you may not need the rigor the course goes through in some aspects.

This is a challenging course but once you put enough effort and time, all the pieces come together and it becomes way easier and even interesting!

This is a good course to learn algorithm and you will be attracted by the way the lecturers teach.

To keep in mind the weights of the coursework and to not spend too much time on perfecting all of the details especially at times when there is multiple other coursework to work on.

Try implementing the algorithms discussed in the lectures and/or find applications of the algorithm to implement. Such practical exercises can help gain a deeper understanding of how the algorithm works and how they utilise certain data structures.

Attend tutorials even if you didn't manage to do the tutorial sheet. Any form of engagement with the course can greatly further ones understanding of the material.

Try the best in handing in the coursework on time to also help our instructors grade them. I was surprised that for coursework 2 there were more students with extensions than those who handed them in earlier.

Practice programming and code the data structures that were explained in the lectures (because only pseudo-code was given in the recordings and slides)

Try and implement the algorithms that work on the data structures (e.g. mergesort, CYK, edit-distance, etc.).

"If you want to build a solid foundation on programming and computability, iADS is definitely recommended"

Try to keep on top of the lectures and make a note of all the topics covered in each lecture so you know where to find the information about each topic for quizzes and coursework etc.

Try understanding the rigorous aspects. Not because you will need it but because it will give you a better understanding and mathematical skills that may be applied elsewhere.
Use examples when understanding algorithms.

Watch the lectures and the do the external reading especially earlier on in the course as some of the information at the start can be complicated to get your head around but once you do the rest of the course becomes alot easier.

Work consistently on the course materials. The material gets substantially more difficult in semester 2.

Work hard

cornerstone for CS

keep up to date with tutorial work.

make sure to keep up with the readings and use piazza and the tutorials to the fullest. theyre great resources

never take it if you have the choice

you'll get through it
3. Informatics 2 - Introduction to Algorithms and Data Structures

3.2) Please add any other comments you have about workshops, tutorials or labs on this course

- Atmosphere of tutorial is not so active
- Attended in-person tutorials in sem1, didn't attend much in sem2.
- Found the tutorials more confusing than helpful most of the time. Tutors helped sometimes but left confused a lot of the time.
- Have to praise my tutor for being an excellent tutor. Best tutor out of the ones I had this year, who was always prepared, approachable, and explained the challenging material thoroughly and in an easily digestible way.
- I did not particularly enjoy them. They just weren't fun...
- I found the lab sheets very useful for gaining a practical understanding of algorithms/data structures and the tutorials prove to be useful to attend even if I didn't have time to prepare for them.
- I have generally found the tutorial material too hard. I appreciate the hints, more of those would be good.
- I haven't attended a single tutorial session, but worksheets were very helpful in understanding lecture material.
- I'd like to see hand-ins as well as weekly tutorials.

There seemed to be very little advanced content in the tutorials. We were expected to complete the sheets beforehand but if we didn't have any problems doing that then we went through them anyway. There should be a set of alternative questions to answer during the tutorial in such a case. The solution for this problem is to make everyone submit their solutions and then selecting the topics that lead to the most problems. The hand-ins don't need to be graded based on quality. An approach like INF2D's would make perfect sense here, i.e. give points based on serious attempts and not based on correct answers.

If the deadline for the tutorial sheet is far enough away from the actual tutorial it helps the tutors to inspect the submitted solutions as well as forcing the students to remember certain aspects for longer.

- No
- No Comments.

- No good
  Students should learn extra instead of taking workshops
- Please do not send me mails about other tutorials, thanks
- Sometimes, the workshops can feel a bit slow
- Tutorials could have been simpler and covered the topics better. I found it difficult to even attempt them most weeks as I found the questions so confusing and didn't feel we had any examples at all to reference back to.
- Tutorials helped me polish my understanding on the theoretical component of the course
  Labs helped me polish my understanding on the practical component. I liked a lot when in the last few labs we were asked to implement some algorithms like edit-distance that were only discussed theoretically in the recordings.
- Tutorials were really helpful and tutors knew what they were talking about.
- Tutorials' attendance was really low - a few times I was the only person (not counting tutor ofc) in my group and this situation was discouraging. Maybe that shows that online tutorials cannot replace in-person ones. Tutors, however, are really well-selected and engaging with the material.
- Would like more time
- without the tutorials I would not be able to understand half the content
4.1) Please add any other comments you have about the presentation of course materials online and their accessibility.

- As said previously I feel I have a good knowledge about a subject I thought would be far more intimidating than it was, I believe this mostly to be due to the fun and interesting way the lecturers presented.
- At the start of the year, it was very easy to access materials, but starting with term 2 it required more time to scroll through previous lectures. This was also annoying because everything opens in the same tab.
- Good, but would enjoy higher resolution materials
- I enjoyed the music!
- It is good and well-explained
- John’s songs were amazing. Sometimes the introduction songs were over a minute long which was a bit lengthy although was nice.
- Materials were well-prepared and easily accessible.
- Most things were very well accessible! But it often took some time for Q&A session recordings to be uploaded.
- No
- Overall the lectures were a bit slow but that's not a problem when they're being held online as x1.5 or x2 are always an option.
  I would also like to see course notes. I think everyone who has taking a maths course at Edinburgh uni (or even FDS) agrees that having notes is very much an asset. Some students will not use them, but many have them as the primary resource.
- Pretty nice
- Sometimes the learn pages got a bit muddled, especially with tutorial sheets/ solutions and quiz solutions.
- The course materials should be easy for understanding. Let students know how this algos works, then tell them reasons. (If lecturers directly give math equations, many students may not fully understanding.)
- The materials were well organised and easy to find.
- The materials were well presented and easily accessible for the most part, the speed of the lectures (information density) could be improved. It was really hard to pay attention when watching at normal speed, as the actual relevant information frequency was rather low. 1.5x and 2x speed helped a lot when grinding through the lectures.
- The videos were all a good length and covered a nice amount of material. Watching them was easy and by far the most enjoyable I've had in my degree. No competition, so not a strong complement.
- They adjusted well to the pandemic.
- They are fine
- Very nice and clear.
- they were easily accessible and very easy to understand
- well put-together
Reflecting on your experience of hybrid teaching and learning on this course, what has worked well for you?

- All materials worked well for me.
- Enjoyed both lectures presentation.
- Everything was well organized and the lectures were very entertaining.
- Everything worked very well.
- Having a good coding environment setup locally.
- Having shorter videos on discrete topics suited this course very well. I did it last year too and the lectures had a worse pace and usually cut off a bit awkwardly despite being slower.
- High level of flexibility.
- I only have an online experience to the course but from my perspective, most of the course was fine.
- In-person tutorials.
- Inperson much better.
- It is good.
- It was good that we got to pick tutorial slots as many people are in different time zones. Not only that but many people have taken on additional caring roles due to being at home so is it good to offer them the flexibility. More courses should offer this.
- It wasn’t hybrid, it was 100% online. Online lectures were OK, but, as already mentioned, online tutorials had drawbacks. Also, it was hard to motivate yourself to study when 100% of the course was online and there was not much human interaction. The only benefit, I would say, that online forum Piazza was really active this year and lecturers were really willing to help and responsive.
- Lectures being in short videos.
- Live qa really helped to make it more interactive.
- Nope
- Nothing special.
- Preparing for and attending the tutorials and making notes from the lectures and revisiting the notes several times.
- The ability to rewatch lectures as I need and the flexibility in when I can work.
- The hybrid teaching has worked well for me on this course. Piazza was definitely my favourite resource because of the previously mentioned reasons.
- The lecture recordings and online tutorials worked well.
- The online tutorials weren't really my thing. I think they were worse than most because of the very linear, one-directional style. It sometimes felt like I was watching another lecture instead of being part of a tutorial.
- The organisation was easy for this course, I never had to spend any time looking for what i was looking for. As well as the captions being written by the lecturers (or at least it appears that way) made it easy to take notes and keep up.
- Time management for this course.
  I also enjoyed learning the content of this course.
- Tutorial was relatively good compared to other courses, but that's due to the diligence of my tutor I believe; it would have been better if it was in person.
- Having the lecture slides recorded online, (not like in the previous year were the entire lecture would be recorded), was very good for me. being able to rewind the video and hear clearly what the lecturer was saying was very helpful. i could also do the learning in my own time which was good.
- not being time-bounded.
- Pre-recorded lectures were good. Haven't been in person to anything this year.
7.2) Is there anything else you'd like to tell us about your experience of hybrid teaching and learning on this course that would help us improve our approach?

- I'll recommend sharing your experiences (successes and failures) with other courses. Other courses, not necessarily only within the School of Informatics, seem to have some issues with student engagement. For example, other courses don't use Piazza, and I've noticed that students don't actively use the alternate discussion boards provided, such as the one embedded with Learn or gather town (probably due to poor user interface and utility such as can't ask questions anonymously). It'd be nice if the IADS team could share your experience with others.

- Keep the videos!!!!

- Lectures were extremely long in some cases. Tutors without cameras on was disappointing during tutorial.

- Maybe to link to relevant visualization tools (e.g. some sites which "visualize" algorithms somehow)? (although, I'm not sure about any possible legality issues, so many that's asking for a bit much)

- More courses should offer the above.

- No

- No.

- Nope

- Nothing

- QAs were great!

- The only thing I would say is that during tutorials people were never asked to turn their cameras on which I think would have been beneficial as I think it would have made people more likely to participate and would have created a friendlier atmosphere because as there were no group projects for this course we didn't really have the opportunity to meet anyone.

- This applies not only to this course but overall: Do not just promise hybrid teching, but actually apply it. If you cannot provide hybrid teaching, then notify us as soon as possible.

- Tutorials don't work in an online format.

- not really, its a shame we had to be online

- the engagement blog was not helpful, would have preferred that they take attendance for tutorials as engagement.

- 1
11. Thank you -

Thank you very much for taking the time to complete this questionnaire. Your response and comments will be fully considered.

Please provide any additional comments you may have about the course, the teaching on the course or the resources that support it in the box below.

- I loved your teaching this year you made the lectures interesting and made the course one of my favourites of the year
- I really enjoyed John's songs in lecture videos and him playing the piano at the end of the Friday Q&A sessions.
- John Longley's songs made the course 20% more interesting.
- No

Organisation for this course, in general, wasn't great as often lecture releases and releases of some assessments were delayed. Since this course was new this year and they informed us that previous past papers won't be that useful to us, I felt it was unfair that we have only been provided 1 sample paper as opposed to at least 2 which I think would help us better prepare for the exam format. I like the fact that the weighting given to CW and the exam for this course is 50/50, (also the fact that the exam is open book as well). I also enjoyed the songs at the end of some of the lectures.

I wish the quiz time limit was slightly longer as I felt 1 hour wasn't enough.

Also, since we were expected to spend so much time on CWs 1 to 3, I felt we should have been allocated more time, as I had to apply for an extension on all 3 of the courseworks to ensure I had enough time to complete them.

I felt that in general the wording of questions in all of the courseworks and quizzes was quite difficult to understand and made attempting questions more difficult. Also, in general the quizzes were all incredibly difficult and although worth only 2% each, it was hard to score at least half in most of them, despite them being multiple choice. As a result I feel it would have been beneficial if the quizzes were worth more, or had been of a slightly more manageable difficulty.

I felt that CWs 1-3 were incredibly time-consuming for CWs that were only worth 10% of our grade each, I feel they should either be worth more, or have their workload reduced (or both). I did quite enjoy working on CWs 1 and 3 though, researching into the TSP problem for CW3 really helped develop my understanding of the related concepts in the course. I also like how 1 out of our 3 courseworks didn't involve coding.

I wish that the course Piazza was sorted in terms of week 1, 2 etc. having all of the queries for lectures and tutorials for example in 1 big folder of 100s of questions has been hard to navigate as all of the different topics are in one place as opposed to organised in neat sections.

Also, some of the guidance this past year for our courseworks has not been straightforward and has been changed over the course of the year. For example, for the engagement blog, it was stated on Piazza that posing questions concerning coursework would not count towards the blog but then later this sentiment was changed in the second semester, by which time, we could not go back and make any semester 1 engagement blog questions related to the coursework.

- Thank you
- Thanks for the teaching:) have a good summer