Informatics Student Course Feedback 2020/21
http://www.inf.ed.ac.uk/teaching/surveys/2020-21

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/2iypZBv

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<table>
<thead>
<tr>
<th>Rubric given to all students taking the end-of-course feedback survey</th>
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<td>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.</td>
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<td>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:</td>
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<td>• Equality, Diversity and Unconscious Bias (<a href="http://edin.ac/2iypZBv">http://edin.ac/2iypZBv</a>)</td>
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<td>You also have a responsibility to provide feedback in a manner which does not breach the University’s Dignity and Respect Policy:</td>
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<tr>
<td>• University of Edinburgh Dignity and Respect Policy (<a href="http://edin.ac/1Cq0VZY">http://edin.ac/1Cq0VZY</a>)</td>
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<td>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.</td>
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1. MInf Project (Part 1)  

What did you find most valuable about the course?

- Chance to work on a project year long
- My supervisor (Matthias Hennig).
- The project presentation session using gather.town was really interactive and fun. It's an opportunity for us to showcase our projects and get feedbacks. I hope this will be continued in future years.
1.6) What improvements, if any, would you make to the course?

- If we could have some small checkpoints during the semester with other students doing similar project, that might be great.
- More support for the online format (faster computing support, allowances for severe delays due to issues accessing data etc.). Some kind of help session at the beginning of the year for connecting remotely to various resources would have saved several weeks.
- There needs to be more feedback. One sentence feedback is almost worthless. Also when we submit the draft we should know what grade we are on schedule to get so that we can work on the document accordingly.
2. What advice would you give to a student taking this course in future?

- Do work consistently
- Start early, and choose a good supervisor.
- Write up a draft for the background chapter in the middle of semester 1. Getting to grips with background reading early helps a lot in the final write up. Keep a single document with notes from all readings with links to the paper, notes on what you might use the paper for in your report, and a brief summary of what you've read in the report. This helps trace back references later on as well as justifying points made in the report.
3. MInf Project (Part 1) -

3.1) Please add any other comments you have about the presentation of course materials online and their accessibility.

- Really poor support for students with additional learning needs. Supervisors are expected to provide all support in breaking down the task, but given the online format this weekly checkin can be insufficient. Working alone on a project like this has severely impacted my mental health (and the school has been unsympathetic to my requests for reasonable adjustments). It felt very much like we were guinea pigs for the online format, but that we were not given much room for the consequent struggles of a new format.
6. MInf Project (Part 1)

6.1) Reflecting on your experience of hybrid teaching and learning on this course, what has worked well for you?

- Weekly meeting with supervisors
- Weekly meetings with my supervisor. Dedicating most mornings and evenings to the project. Ignoring the concept of a "weekend".
- Yeah it was ok
6.2) 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?

- The student support team seems poorly equipped to support students with additional learning needs. Possibly providing more training to this team? The disability service has generally been more helpful, but their contact with the school is limited.

- More regular meetings
8. Thank you -

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

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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 have no understanding of why the school has chosen not to respond to special circumstances requests until well after the deadline has passed. Although I am in need of extra time I am unable to use it for fear of my request ultimately being denied. Special circumstances is clearly designed for unexpected events at the deadline (eg: car crash or some similar) but this leaves no support for students who have faced severe mental health issues throughout the year. I would love to submit a completed project, but there simply isn't time.