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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**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.
What did you find most valuable about the course?

- Applied Machine Learning is indeed one of the most useful courses to take in our time. This class was perfect for teaching enough theory to understand the concepts, but also make us practise a lot through labs and coursework.
- Getting the opportunity to get some hands-on work with machine learning.
- How practical and applied it is. It gives a good intuitive mathematical understanding of the ideas behind ML and also gets you to put them into practice.
- I found the labs were very helpful to introduce us to the code behind the theory
- I found the more practical aspects to be really useful to know, learning about issues such as under/overfitting and talking about various different methods to solve problems like clustering and classification. It balances learning about the theory behind machine learning models and handling them in practice quite well, not dipping too deeply into the maths.
- I have appreciated that videolectures were available before hand
- It was incredibly well organised. I received prompt responses from the lecturers/tutors. The tutorials were super helpful in my opinion, and I can understand that it is difficult to make it as engaging if it were in person.
- It was interesting and valuable to actually apply learnt techniques in courseworks.
- Learning about new machine learning algorithms
- Lecturer is not informative at all. Question in coursework is not clear. For example, most of the questions ask you to "Discuss your finding briefly". However, what does it mean by briefly?
- Practical applications
- The assignments are helpful for me to put those I've just learned into practice, which is great.
- The coursework and problem solving skill required for this course
- The coursework really helped enhance concepts covered in class.
- The coursework was very challenging and really ensured that we knew the content. We got a good introduction to useful python packages too
- The coursework, while not very much help was received from the organizers, the problems were challenging and quite interesting.
- The flipped classroom learning
- The flipped classroom videos and quizzes were good. The tutorials were good. I enjoyed working on the coursework.
- The lab exercises, live sessions and recorded lectures. The live sessions are useful as they give us direct opportunity to ask questions and they go over exam-like examples.
- The live lectures which answer students questions
- The opportunity to practice coding of a range of machine learning models.
- The theory behind machine learning.
- The workshops were very useful, as were the courseworks.
- This was a great introduction to ML
- Useful content
- Very practical course.
- We were given examples of were all of the machine learning techniques are used. The maths was explained well. The labs built up the knowledge for the courseworks very very well.
- Weekly quizzes were good at checking if I was understanding lecture material
- workshops
Better coursework feedback - right now it's too generic and inconsistent across questions

Better organization is needed. Coursework requirements are vague. Lecturers, tutors and the rest of academic support for this course have done a poor job helping students understand

Both coursework were very difficult to understand. It was often a bit of a guessing game as to what exactly the markers would be looking for. Another issue was a lack of carry-on marks, where if a mistake (usually in the coding) in the beginning was made, then it resulted in virtually no marks for the entire section! Even if what was done after the mistake would be been correct.

The instructors were also largely unhelpful on piazza in explaining what the question is actually asking for.

Change the awful attitude towards coursework. It's one thing to not want to give away answers, but to completely avoid clarifying questions is ridiculous. Every other course I have had, was much better at handling coursework related questions.

Firstly the "no extensions" rule is a disgrace and broderline condescending and insulting. Especially during the pandemic when a lot of us have had to deal with friends and family being affected by the virus or even ourselves. Shame on the organisers for that. Secondly, the feedback was vague and the messages we received about what to expect from the feedback were just insulting. "We will not give you details about what you did wrong" and "You might believe you deserve a higher mark than what you received, but we will not reevaluate your work because you don't really need the marks" is just damn right defying the purpose of going to a university. And (as a teacher myself, and as a software developer myself) HOW DARE YOU.

Thirdly the entire process of learning artificial intelligence on a purely theoretical level for undergrads is yet another slap in the face. Please acknowledge what we know and give us some "applied" coding to do, rather than talking just "about" algorithms.

Overall, this is a course which should not reflect the university, and should only be considered a "mediocre pay for a degree" course.

For the live classroom going over the key concepts and more worked examples would be better. Also make it so students can ask questions on piazza about the coursework

I know there's research backing it up, but especially in an online environment I found the flipped classroom frustrating. I'm certain other students have better ways of putting it, but just as a case, I found it very difficult to focus and motivate going through a long list of videos, compared to classes where there was a scheduled time for learning and active feedback. Additionally, the approach to asking questions on coursework has been discussed by others as well, but it additionally frustrated me. I didn't have much trouble with the coursework, but it's counter to how other courses have run their discussion forums, it drives these same conversations outside of piazza, and in general, seems to present the puzzling view that the assessment of knowledge is more important the knowledge itself.

I really didn't like the q&a sessions, they weren't engaging and went way too fast. I wish tutorials were recorded for revision. I wish there was more preparation of examples for the exam. I wish the coursework solutions were given so we could learn from mistakes. Some of the instructors were a little rude to students on piazza.

I think tutorials could be more comprehensive of the course content. I feel coursework instructions need to be clearer because there were a number of cases where I did not agree with instructors refusal to clarify questions.

I would make the class size smaller, or get more lectures/markers/tutors etc. so that they can actually deal with all of us. The excuse of not having office hours because there are too many of us in the class is ridiculous.

I would suggest the course organisers and lecturers speak to other members of the informatics faculty about how they handle 'individual assignments'. It is NOT; "you are never allowed to discuss it publically on piazza". Why is this course the only course that treats the assignments like this? Additionally, please take advice from the Informatics Large Practical lectures on how to run an effective and constructive piazza page.

I would be genuinely curious to know whether any instructor had actually completed coursework 2 to the given specification before releasing it.

There were reports of instructors being unhelpful, rude and even sarcastic on piazza- I really do not think this is fair. Coursework 2 was awful to do. This is mostly due to the lack of support on piazza, and the strange rules applied to it. Why were our answers that required graphs limited to such tiny boxes? I'm not sure how we were supposed to produce the dendrogram for Q3.3 so that it both fit in the box AND was still readable. I also would have preferred that the second coursework, like the first, be set up in jupyter notebooks.

"However, the instructors still could have been more willing to answer clarifications, been less rude and condescending, and perhaps designed a coursework that's more resistant to discussion." - another student, but please take this advice.

"This is the fairest way, as it ensures that no one has information that other students don't have." - an instructor. Please explain how answering a question publically on piazza would unfairly given one student information. Public answers are public.

In my opinion, I would prefer some more help through the coursework. Piazza is extremely helpful, but since we are a lot on our own through this and sometimes there are unclear instructions, the responses to private questions in Piazza should be a little more helpful and contain more context, instead of just one small sentence which partially answers the question.

In addition, I believe we should also spend a week on deep learning and reinforcement learning, since they are the dominant approaches used right now.

Leave the live lecture recordings for the whole semester as it would be good if students could go back and refer to them for exam prep.

Listen to the feedback of students, seriously.

Make it easier to get clarification about the coursework. Many people including myself were not satisfied with the responses they got on Piazza, if they got any, even for private questions.

More actual examples based on mathematical calculations needed.

More help from the course organizers, the possibility of asking questions about what is required from us during the coursework. Some questions were quite ambiguous and the fact that we could not even ask about it was very disappointing. Also I feel like the solutions were treated really harsh.
More interactive lectures. I learning videos I found to be very poor. This was a massive shame as the rest of the course was great. Sadly the small videos on specific topics made the overall picture of some larger topics very unclear.

My only issue with the course is the incredible restrictions placed on students doing the two coursework activities. We weren't allowed to ask questions even if they were just to understand what the question was really saying, and student posts were constantly being deleted and private. I understand that it's to prevent collusion and that these assignments are tests, but the point of any course is to learn. Given the sheer amount of students who found the questions ambiguous, the ability to at least understand what we're being asked to do seems fair. The university already checks for plagiarism, and no other course in my time here has been so strict with the sharing of information. Surely they realise that by restricting piazza, students will simply discuss the coursework on other private places? Other courses I've taken in even just this semester such as ILP or IVR have some excellent coursework help on their forums, with students and instructors answering all kinds of coursework questions, so long as it doesn't give away the answers.

I just hope that with the amount of students complaining about this particular issue over both piazza, this feedback form and even the previous year's one, the instructors will allow discussion of the coursework. Asking for clarification on a coursework question is not 'equivalent to asking for help in an exam'!

Proper feedback on coursework and the ability to ask for support

Provide sample solutions to the coursework!!

Remove the 'no coursework discussion on Piazza' clause. I have talked about this with other students - one past student said this is a known and continuing problem in this course, and one current student told me they have abandoned the Piazza for this course entirely because of it. Also, allowing general questions about the coursework on Piazza would help take strain off the instructors, because simple questions and clarifications can be answered by students. This ban on any sort of discussion around coursework on Piazza and the resulting culture of paranoia around cheating will only; make students feel more paranoid themselves that they are not doing well (which can often result in "more" discussion of solutions among students in secret because they cannot do so on Piazza); make students feel isolated, even more so considering the current circumstances; and make the course feel like it isn't a positive and engaging learning environment (in addition to the already 'flipped-classroom' style of this course). Plenty, if not most, of all other courses have nothing of this sort in place and somehow the range of coursework grades in them is still distributed as expected with no inflation of marks due to rampant collusion. The comfortable, relaxed attitude (which does still takes a stance against collusion and plagiarism) that most other courses have with regards to questions about coursework really highlights how unfriendly this course feels. As some other students have already mentioned, it feels like we are being denied the chance to actively engage, discuss and learn from our confusions and mistakes. Even if the average grade for CW1 was as high as it was and for CW2 it's high too, it does not solve the issues of stress and isolation mentioned above that result from this rule. I'm really disappointed to see this happening, and I really hope the instructors reconsider their stance.

Should have taken more attention about the students' feedbacks after the coursework grade is out

Small tests should be scheduled to keep the students in touch with the theory/mathematics parts

The lack of any help or advice in and for the coursework felt very cold and unhelpful. It leads to more stress than learning overall. I understand that we cannot ask for answers, but the lack of notifications for any updates to the coursework, as well as the inability to use piazza properly to even ask for help among fellow students, felt rather harsh. I would ask that they reconsider these rather harsh guidelines in the future.

The quizzes were asking about technicalities, not about deeper understanding. Also, they were very often incredibly ambiguous. For example,

Q: Which of the following are reasons to want to reduce dimensionality?

Incorrect answer: Classifying in low dimensions is easier than in high dimensions

It is much easier to visualise stuff in lower dimensions! Often it also makes sense to drop certain attributes, just to have less noise (which makes classifying easier).

I could give 10 more examples like that.

There should be more labs.

There was a really strict policy around the coursework and communication between students. It was decided that questions on the coursework would be deleted from Piazza as well. It felt like we could not get any guidance on the coursework or ask for clarifications. I understand that the idea is to ensure every student works individually and to limit any possibility of plagiarism but this created an overall unsettling atmosphere around the coursework and it this shifted the focus away from actually learning while doing the coursework.

We were not allowed to talk about the coursework to anyone else. I feel like this is quite unhealthy, as a lot of what we learn comes from the discussion we have with our peers.

develop the feedback to the coursework to something more than just "Wrong answer", I can understand it's wrong the point is that I would like to know how to answer next time (and no, the material is not enough to answers this otherwise one would have answered correctly in the first place.
2.1) What advice would you give to a student taking this course in future?

- Andrew Ng machine learning course on coursera is same content explained better if you need to teach yourself the content.
- Be ready to face a lot of mathematics. You have to be well-versed in linear algebra, and knowing the basics of Python definitely helps.
- Do not leave gaps.
- Do the labs! They're very good practical information.
- Do the tutorials and watch the flipped classroom videos, plan a lot of time for the coursework and be prepared for a little disappointment in the grade as it is marked in a strange way.
- Don't bother asking for help on the coursework on Piazza, instructors are very unhelpful.
- Expect to watch each of the lectures several times throughout the course.
- Getting comfortable with Python if you aren't already will give you a big boost with the labs and coursework. Taking even a short amount of time to brush up on linear algebra and calculus will also help a lot.
- If this course is not compulsory for you, think really hard about whether you want to do it because the feedback for previous years has generally been bad, and I'm sure this year I'm sure it will be equally bad if not worse. Unless they drastically change the course, it's not at all rewarding and intensely frustrating.
- If you have little to no knowledge of Python, be prepared to have to do a lot of catching up and make sure to do all the labs slowly and carefully.
- If you actually want to learn ML, learn from a book. The lectures are okay, but books will give you much deeper knowledge.
- It is not so hard, but you need be patient while you are doing tasks, and you need do some self-learning as well.
- Just don't.
- Make use of the labs (I didn’t) they give good understanding to the packages use for coursework.
- Prepare to be confused by the question in coursework.
- Round numbers in your report, make sure your graphs and plots have a title, axis labels, and a legend.
- Start coursework early, although that's true for almost any course.
- Start coursework early, do the tutorials.
- Start the coursework as early as possible.
- Start the coursework earlier.
- Start the courseworks early and be prepared for lackluster feedback.
- Starting your coursework earlier.
- The Internet is your friend, honestly.
- The videos on Learn are useful.
- Watch/attend all lectures and cover the material covered in class thoroughly.
- Make sure to watch the pre recorded lectures before the class meetings.
3. Introductory Applied Machine Learning -

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

- Good
- Great tutors! Good explanations during the tutorials
- I did not attend.
- I went to a few different tutorials, not just my allocated slot so I got to experience around 3 different tutors - only one of them really had us present our answers and guided us through the tutorial, whereas the others just had slides showing the solutions and went through them which didn't feel very interactive or as helpful. I also did not find the labs very useful - it was difficult to feel engagement with the demonstrators and I did not find myself referring to any labs except the introductory one when doing coursework.
- Labs are helpful.
- More tutorial examples would be nice.
- On CW2 there were unnecessarily large datasets. For example, a training set of 60,000 samples (of 784 dimensions). Due to this, some parts of the code took way too long to run. It's pretty annoying having to wait 20 minutes to run a simple function. I think there's no need for datasets with so many samples - we don't learn more and we waste our time waiting for the code to run.
- Sometimes I can not manage the workload of all the tutorials and labs
- The exercises in the computer labs were really useful! I found the tutorials to be a bit weird. We were asked to share our own handwritten solutions. However, the tutorial exercises included a lot of calculations and mathematical notation and I found it hard to read through and understand another student's solution even if they solved it the same way I did. Once I attended another tutorial session and I had not prepared for the tutorial previously. The tutor used a whiteboard interactively and we went through the solutions together but instead of focusing on the answers which depended on a lot of calculations, the tutor focused on the process of getting to the answer. I found this extremely useful!
- The lab content themselves was good although delivery at labs could have been more structured.
- The labs were excellent, the tutorials slightly more difficult to follow in the wake of the pandemic.
- The timetable of workshops/tutorials/labs are not well-organized. Also, the piazza is not helpful when we were doing the coursework.
- The tutorials were good. The labs were helpful for getting started with the coursework but the latter ones weren't necessary.
- There should be more tutorials for this course. The current tutorials can not cover all the contents that this course taught.
- This is probably exclusive for this year due to the pandemic, but regardless please make the lab/tutorial groups bigger, because most people don't turn up and it was very awkward and unenjoyable to have only 2-3 people in each online session.
4. Introductory Applied Machine Learning

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

- All good
- Everything is categorised into each week of content which is helpful
- Everything was easily accessible on Learn and Github.
- Everything was fine.
- Everything was pretty well organised and easy to find online.
- Good
- I felt that the online classroom wasn't particularly engaging and found it very easy to lose focus
- I think it would be helpful if some of the tutorial sessions were recorded for revision.
- I'm not a fan of the flipped-classroom style. I'm quite disappointed at how little interactive teaching there is in this course.
- It is good.
- Some written notes for the topics would be useful such as those in the 2nd year course Learning as the provided slides don't encapsulate much of the detail required.
- The idea of pre-recorded lectures and class meetings has been really successful in my opinion.
- The materials were accessible but everything was from past years. It seems like there was no interest from the organization. The tests after each chapter were alright as an initiative.
- The online course materials were quite helpful, and I liked their presentation and they way they were split into several small 3-10 minute chunks. The only improvement would be to re-record them, as the mic quality on some recordings is a little poor.
- The presentation is good
- The quizzes are done in the unpleasant Learn environment. For example, the answers are not aligned if you look at them or the answers are uploaded in badly formatted pdfs
  There should definitely be a way to use an external site, such as is done with grading (Gradescope now, used to be Learn).
- While the lecturers were good, why were they just edited-together videos from 2016/2017 lectures? It feels like we might as well have been given a youtube channel to watch.
- Lectures were easy to access. Also it was good that content was released early
7. Reflecting on your experience of hybrid teaching and learning on this course, what has worked well for you?

- All of my learning activities are done online.
- Didn't have any in-person interaction for this course.
- During the online live lectures that chat was useful for discussion between students and allowed for questions to be answered for the benefit for everyone much quicker and at a higher volume than a single lecturer would be able to.
- Having a decent internet connection. Students using VPNs or with worse internet connections have a very hard time engaging in live sessions like Q&As, tutorials and labs.
- I found that the approach for this course worked quite well, and by having the lecture videos online to watch with quizzes to then test yourself on prior to the lecture, the lecturer had more time to cover questions and practical demonstrations.
- I think course delivers hybrid teaching fairly well, with a good mix of synchronous and asynchronous teaching.
- I was told that I would do hybrid learning but it was fully-online. It wasn't bat but it would have been nice to go on campus sometime.
- It is a poor connection between me and the course organizer. The study income didn't reach my expectation.
- It was nice especially since I live a bit further from Edinburgh so I did not have to go by bus 1 hour anymore. Also, I find it better for me to work from home, even though sometimes it is quite harder to find the motivation to work.
- Less time commitment
- No hybrid element to any of my courses this year.
  All the content was available around a week before the actual lectures
- The course videos prove to be very good.
- The flipped classroom model with pre-recorded lectures
- This is a well organised and well-structured course but it is not hybrid teaching!
  It was entirely online!!!
- To view lectures at my own time and pace.
- Watching lectures and doing the courseworks. I would have preferred to just be given some reading to do instead of lectures though, preferably from a book (which tend to be better edited).
- Well I think it is online learning not hybrid, but well delivered.
- Yes
- Yes but prefer in person teaching
- entirely online, no hybrid learning
- labs and lectures were better served online than I feel they would have been in person (judging from past courses)
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?

- Discussion between students in live chat and on piazza was more important this year and was stifled during the courseworks and the later lectures. I understand that discussion of coursework is not allowed but having public piazza questions about clarifications to coursework could be vital. There were also some changes to the coursework file that I assume would be announced in an in-person lecture that were not due to the hybrid learning and so were not easy to find out about.

- Doing a flipped classroom for this course really did not work. I have had experiences in other courses where it has worked really well, but this was not one of them.

- Have at least something in person

- I quite enjoy it, hopefully it will be available for future years as well.

- I wish I can have more tutorial time or lab time.

- I would have preferred tutorials to be in person.

- It's not really hybrid for this course now is it?

- No

- Should take into account student mental health when running the course.

- Stop calling it hybrid since it involves zero in-person activities.
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.

- **Coursework 1** was nice, and I liked that we got to do it in jupyter notebook (just like all our labs). I cannot even comment on any of the lecturers because I could not tell in any of the self-study lectures (prerecorded from previous years) who was actually lecturing. This course generally was incredibly unengaging, frustrating and overall a bad experience. I did not want to take this course precisely because the feedback from previous years had been so bad, why has it not gotten better?

- I recommend the course. I like the content, tutorials and I had a good time doing the coursework. The coursework will be different for everybody but I found it mostly straightforward if you’ve done some of the labs and broadly know python, all questions were ones that you could study up on what you needed to do given how popular machine learning is.

- I think it's ridiculous that students can't ask questions about the coursework on piazza, it does nothing to prevent collusion and instead makes students more isolated, especially when other inf courses piazza is such a useful resource for clarification and to help with issues.

- In the coursework Q&As sent by Dr Hiroshi and Dr Oisin, there is a following question:

  Q3) Question X was ambiguous, and it's not fair that I was penalised for not providing the specific answer that was requested.

  A3) For each question, there was at least one student who received full marks (note, this was not necessarily the same student). Please also see the answer to previous question and the earlier comments about normal marking variation.

  I think this is absurd. Let's say that there was a question like this: "I have a 100-sided die, I got some number. Tell me what it is". If every student selected their answer randomly, we would still expect to be at least one student who received full marks. Yet, this question lacks important information (just as an ambiguous question in the coursework would).

  Jupyter does not work properly on DICE. Since some point, it hasn't saved any file. That's why once I lost several hours of work. In CW2 I nearly spent more time dealing with this kind of problems than doing actual work.

  More help during coursework period. More guidance to better understand the questions.

- My tutorial leader did a commendable job of running tutorials online. I would like him to receive some recognition.

- Regarding the SOA question - I have not had any communication with the COs about this so I don't know how to answer. The one thing I do want to mention with regard to this is the somewhat contradictory wording of the course's stance on extensions: "We do NOT accept Late Submissions for this coursework, except with an extension approved by the [ESC] team. No extensions will be granted, except where specifically permitted by a student’s Schedule of Learning Adjustments." In live sessions too it was reiterated that "no extensions will be granted" - however, the only methods to get an extension are through the ESC or and SOA, which do seem to be allowed, so it’s just rather confusing and seems to be trying to push people into not asking for extensions even if they do need them, which is quite inconsiderate.

  As an addendum to my previous point about the 'no coursework discussion on Piazza', I know that this is a very large course and teaching such a large number of students is very difficult and takes a lot of time and hard work. I understand that UoE is a very research-heavy uni and as such does not fund or support its teaching staff anywhere near as well as it could. I absolutely support the teaching staff who speak up about these issues, because ultimately they are all interlinked - low student satisfaction, lack of TAs (and thus lower engagement and quality of teaching), overworked markers and other teaching support, reliance on UG students to fill teaching support positions, unfair workload on many staff, the list goes on and on. I do not see this as a students vs staff issue, I see it as a bigger issue with the uni at large which must see solidarity and understanding between students and staff for any progress to be made on the treatment of staff and students alike. If COs and TAs are willing to make their voices heard with regard to these issues then many students would support them in this

- Seriously, listen to what students say. There are numerous students raising their concerns in piazza and i agree with most of them. However, the lecturers don’t agree at all. But, if there are a lot of students raising a concern, then there must be something wrong with it, no matter that they are correct or wrong.

- Thanks guys, really have enjoyed this course.

- The coursework marking guidelines are very vague. We are not sure what is valued and what is expected to appear in the coursework. This will be very unfair since some might get even lower marks though they get the right answers than some who do not.

- This course was extremely particular in not allowing students to help one another on the coursework. I don't think I've taken a course before where use of peer help on piazza was banned to this degree and it was not clear to me how this helped my learning. Additionally, at times, it seems things were wanted in a very specific way but the instructions were not specific enough e.g. "appropriate number of decimal places" and "Summarise the main features of the data" which was frustrating.