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.
1. Informatics Project Proposal [INFR11147_20-21_SS1_SEM2_ONLINE_CACORE19] -

What did you find most valuable about the course?

- I have some knowledge about how to write a summer project.
- I think the IPP writing template is very useful, and I may use it in my future work.
- It forced me to think about the MSc early, which initiated interesting ideas and considerations that otherwise might have been omitted.
- It offers a lot of resources for individual study.
- It was nice that we got to speak with other students as part of the tutorials.
- It's good to have a proper course that goes over all the preparations for the dissertation, rather than letting students and teachers take care of it in the background.
- Learned how to do project management and skills of academic reading.
- Some suggestions given by lecturers and tutors are quite helpful.
- Tutorials
- the tutorial is the most valuable.
1.6) What improvements, if any, would you make to the course?

- Deliver actual lectures during live sessions instead of having awkward Q&A sessions that could be entirely replaced by piazza. Seriously, it felt like the course organisers were there only for troubleshooting and not to teach us anything (except the one lecture on ethics).

- I join the course on the third term week because of the delay in changing my elective course. Maybe it’s because of the COVID-19, it was hard for both students and teacher to made adjustment for their elective courses. It was also a bit difficult for me to collaborate with the course after being late for 2 weeks. Anyway, it was not a good experience.

- I’d keep the delayed deadline for the IPP (April 19 -> May 10) in the coming years as well, as many students have a lot more time to work on their proposals after lectures have ended and teachers have more time to meet with students as well. Also, the tutorials were rather boring and added little.

- More detailed examples for different majors

- None. All good.

- Some tutors are not giving the "Unacceptable" marks for the Exceptional rubric. Hence, the marking is not similarly distributed across markers. The course organizers need to standardize the way Exceptional marks are given out and make it clearer how the exceptional marks are awarded.

- The content of lectures can be improved

- The coursework 1 was not necessary in my opinion.

- The tutorial activities could be more interesting and interactive.
2. Informatics Project Proposal

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

- Just follow the guidance and materials provided in this course and take tutorial actively.
- Learn by yourself
- None. All good.
- Start the IPP early
3. Informatics Project Proposal

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

- Content of the tutorials feel like they were made for first year undergrads

- I don't think I could fully join the activities within the course tutorials. I'm a MA student and this course is aimed at MSc students. One of my tutors recommend it to us, so I pick it. There are lots of MA students in this course, however, we are not directed well by any instructor on what we should do in this course.

- I was not able to go to the tutorial because the time difference (2am in my time and I have day time job I need to do) I try to change my group with the first week of tutorial but I was not able to get response from the person who in charge of schedule then I kind forgot about it because it always happens when I already fall in a sleep.

- Many students are not active on tutorials, eg., some students are not willing to share their opinions

- None. All good.

- The tutorials were only as helpful as the tutor. The materials included some unnecessary exercises and left out some important aspects of the IPP.

- The tutors were really trying to be helpful, but the structure of the tutorials didn't help. We were supposed to do work related to our MSc project at a point when most of us didn't eve have enough information about the project to know what we are going to do, let alone write about it. If all the tutorial sessions could be moved forward by a few weeks, they would be much much more helpful.

- Tutorials are good
4. Informatics Project Proposal

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

- I think it’s clean and clear in terms of the slides. However, I really found it difficult using Piazza, I hope the discussion could be on Microsoft Teams or something else.

- It seemed like the tutors (or at least my tutor) didn’t have access or in any case were not familiar with the course materials outside of the tutorial sheets. I asked a question once about something that was mentioned in one of the prerecorded lecture and my tutor had no idea about it.

- None. All good.

- Students may want to know the quality of the IPP examples written by previous students. For those examples, we don’t know whether they are good or bad examples.

- There were no course materials from what I can tell.
7. Informatics Project Proposal -

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

- I'm not sure. Maybe the resources sharing on Learn.
- In this course, I think the teacher's teaching method is very effective. The teacher will upload the courseware in advance, and I can check it in class at any time.
- It has no negative influence on the quality of the study.
- Piazza is useful to ask questions
- There was no hybrid teaching, everything was online.
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?

- As I mentioned, everything related to the course took place online, which caused many problems and made it a lot more difficult to engage with the course. For example, in the Q&A sessions there were two course organisers present and one of them had a very sensitive microphone and the other one had a very bad microphone. That meant that we could hear one of them very loud and clear and the other one we could hardly hear, and therefore had to turn the volume all the way up, and then we were deafened every time the other lecturer spoke. On the other hand, the tutorials were very impersonal, as no one had their camera on (including the tutor because of bad internet connection). Can we just accept the fact that online classes are horrible and stop pretending that students receive the same quality of teaching as with in-person classes?

- Maybe using one platform for all activities about this course.

- None. All good.
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.

No responses