

Emnerapport / Course report ved / at Infomedia #130

Emnekode / Course code	INFO135
Emnetittel / Course title	Advanced Programming
Semester	Spring 2024
Emneansvarlig / Course coordinator	Mehdi Elahi
Sist evaluert (semester / år) / Last evaluation (semester / year)	2021

Hva er emnets undervisnings- og vurderingsform? / What are the teaching methods and forms of assessment used in the course?

The course consisted of 14 weekly lectures and 14 weekly group seminars (labs). The lectures and group seminars were conducted in a physical format. Group seminars were taught by five seminar leaders (TAs). The lectures were primarily designed to introduce and discuss the concepts, principles, theories, and techniques outlined in the course syllabus. The group seminars were designed as practical sessions where students solved exercises related to the concepts and principles learned in lectures. These exercises included hands-on implementations in Python and related to the required skills for problem-solving.

The course plan was similar to last year's plan. However, as a regular routine, the course materials were reviewed again and improved where needed, based on feedback received from previous year's students. For example, the practical aspects of the lecture notes were further emphasized, and some parts of the implementations were improved.

There were seven compulsory assignments provided bi-weekly. The form of course assessment was a written final exam with a grading scale of A-F. To enroll in the exam, each student was required to pass at least five out of the seven compulsory assignments.

Oppfølging fra tidligere evalueringer / Follow up from previous evaluations

The previous evaluation was provided during the time of digital teaching due to the COVID pandemic. Hence, the teaching had differences compared to this year's edition of the course.

As a follow-up to that evaluation, the course material has been carefully checked again and revised further, primarily in the practical aspects. For example, the quizzes, exercises, and examples of implementations provided in the course were improved to better address the feedback from students in previous years. Some new content (e.g., online resources and video material) was also added to the lecture notes where there was interest or necessity. Some adjustments have also been made, such as shortening the introduction part so that there would be more time for more difficult parts towards the end of the course.

Evalueringemetode(er) / Form of evaluation	Written examination
---	---------------------

Sammendrag av studentene sin evaluering / Summarize the results from the student evaluation

In total, 22 students responded to the course evaluation survey. Based on the responses, it seems that most of the students are either very satisfied or satisfied with the course. A few tend to be relatively less satisfied and provided comments for improvements.

In terms of the course syllabus, the majority of respondents found the syllabus up-to-date and agreed that the lectures were interesting and relevant to the objectives and content detailed in the course description. The respondents further agreed that the difficulty of the syllabus was just right. Correspondingly, the requirements for the course have not been perceived as too difficult or time-consuming for the students. They mostly noted that they learned a lot from this

course and would recommend it to other students.

The written comments are mostly positive, but a few suggestions for improvement were provided. For example, one student noted that the course was great and would recommend it to others. The student also mentioned that, although sometimes it was difficult to understand, the lectures were thorough and explained the concepts well. Another student suggested extending the practical part of the course with more exercises and assignments. Although this has already been taken into account in this year's edition of the course, it is still a good idea to consider for future editions.

On average, the respondents found the group seminars (labs) relatively interesting and in good relation to the course description. However, a few students suggested that attendance at the seminars should not be compulsory.

In summary, while there is room for further improvement, the evaluation of the students still reflects an overall positive opinion towards different parts of the course, e.g., lecture notes, seminars, and assignments.

Emneansvarligs evaluering / The course coordinator's evaluation

The course has been taught in a physical format without any major issues. Although the course can be considered relatively demanding and covers a diverse range of topics, my general observation was that students could follow the course well.

In preparation for the lectures and the corresponding group seminars, the primary focus was on practical exercises, given both during the class (in the form of "quizzes") and in the group seminars (in the form of "exercises"). This was one of the suggestions from students in previous years. In addition to that, I still attempted to maintain a good balance between the underlying theory and the practical aspects of the course. In preparing the course material for this year, various resources were utilized, including the main and recommended course books.

It is worth noting that, at the beginning of the course, the attendance of students was higher, with about 70-80% of the students present in the lectures. However, towards the end of the semester, attendance gradually decreased to around 30-40%. This is somewhat expected (and known) and usually observed in different courses. There might be different reasons for this observation. First, attending the lectures was not compulsory, and since all the course material (e.g., lecture notes, quizzes, exercises, solutions, and extra material such as videos) was provided to the students after every lecture, the students might prefer to check them as a form of self-study. Another possible reason for some students could be the time of the lectures overlapping with other activities, such as teaching roles in other courses or potential part-time jobs.

Evt. kommentar til karakterfordeling / Comments on the grade distribution

This information is unfortunately not yet available, but can be provided later.

Mål for neste evalueringsperiode - forbedringstiltak? / Goals for the next evaluation period - what can be improved?

Overall, the course seems to be well-run in terms of the teaching plan and syllabus, according to my own experience and the student evaluation. Hence, I am not sure if any major revisions would be necessary. A possible improvement could be considering the inclusion of interactive tools and materials during the group seminars, making seminars more attractive to the students. Another change could be shortening the introductory part of the course further (e.g., data structures in Python) and instead extending the lectures to more difficult parts (e.g., algorithm complexity analysis). This can also lead to potential improvements in terms of better distributing the difficult topics throughout the course.