

Staff-Student Committee Meeting

Attendance

Staff		Students	
Amir Hussain		Chairman: Kevin Graham	✓
Bruce Graham		Secretary: Saba Japanwalla	✓
Carron Shankland	✓	1 st Year CSC931: Kodi Kuri	x
David Cairns	✓	1 st Year CSC931: Craig Law	✓
Julie Cowie		1 st Year CSC941: Terry Black	x
Ken Turner		2 nd Year CSC933: Ryan Began	✓
Kevin Swingler		2 nd Year CSC933: Samir Eljamel	✓
Leslie Smith		3 rd Year CSC9N5: Gillian Lawlor	Apologies
Mario Kolberg		3 rd Year CSC9P5: Ken Reid	✓
Robert Clark		3 rd Year CSC9Q5: Susan White	✓
Savi Maharaj		4 th Year CSC9V7: Yomi Ogunleye	x
Simon Jones		4 th Year CSC9YA: Alan Donaldson	✓
Marwan Fayed		4 th Year CSC9YD: Tobias Haag	✓
Graham Cochrane		4 th Year CSC9YE: Tobias Haag	✓
		4 th Year CSC9YS: Heyley McCafferty	✓
		Msc Information Technology : Mark Wilkie	✓
		Msc Advanced Computing : Ashutosh Morwal	✓
		Msc Computing for Financial Markets: Sami M'chala	✓
		PDM9L6: Nicola Murray	x
		PDM9L7: Michael Quinn	x

Staff-Student Committee Meeting

Minutes

<p>General Comments</p>	<ul style="list-style-type: none"> ▪ Students were not made aware of their Squirrel Mail CS email accounts and thus did not ever check it despite important course relevant mail being sent there. Hard to follow and track emails through Squirrel Mail client <ul style="list-style-type: none"> ·Emails from Squirrel Mail can be pulled up from any laptop or even gmail using your own personal email client avoiding the need to use Squirrel Mail. ▪ Succeed's discussion board and whiteboard crashing upon use. <ul style="list-style-type: none"> ·Complaint needs to be redirected to Information System Services since Succeed is not controlled by the CS Department however if issue is not resolved, to let Department know. ▪ Feedback on CS Website requested by Chairman for the use and any improvements. No issues raised, feedback about navigability was good. ▪ Apparent unawareness of SSSSC website and it's link from the main CS website and it's publication of the meeting minutes. <ul style="list-style-type: none"> ·As course reps, we could publicise this personally to our fellow classmates. ▪ Any chance of a half module being created in learning UNIX? <ul style="list-style-type: none"> ·No. It would not be possible because that would make it too much of an applied course and would therefore not be viable.
<p>CSC931</p>	<ul style="list-style-type: none"> ▪ Use of WikiGroups to organise year groups to attend study meetings is encountering difficulty. <ul style="list-style-type: none"> ·Note taken.
<p>CSC941</p>	<ul style="list-style-type: none"> ▪ No representative.
	<ul style="list-style-type: none"> ▪ Transition from last semester to current semester in terms of going from GUI implementation to sudden use of algorithms often without GUIs at all. <ul style="list-style-type: none"> ·Transition created between the two was a deliberate action by the department but will go under review. ▪ Prize offered for student competition was only available to second year students and not publicized to first year students who were not even aware of the competition being open to them.

<p>CSC933</p>	<ul style="list-style-type: none"> ·Department was unable to to publicise competition in advance as a result of budget constraints which made them unable to know whether they would be able to offer prizes to first years as well. ▪ First Year additional 5% grade incentive for attending all tutorials or completing all checkpoints confuses students with technicalities. While it makes a good difference, pressure exists to attend all tutorials so that one doesn't lose out on the extra credit. <ul style="list-style-type: none"> ·Newly implemented concept. Makes it easier for students to do better, but it's a give and take scenario and a student is meant to ideally attend every tutorial anyway without incurring bonuses. ▪ Rigidity in solutions accepted in practicals by Dr Fayed who doesn't give enough leniency, i.e. pressure to use methods provided for the practical work, although Dr Fayed has already acknowledged this issue. <ul style="list-style-type: none"> ·Hooks needed, methods themselves necessary in solution as that makes it easier for unit testing. In the real world, in industry, one wouldn't be writing code from scratch specifically in any case, so the manner in which the practicals are taught simulate most work environments. ▪ Shell Server- everyone has an account yet no one seems to be using it. <ul style="list-style-type: none"> ·If students choose not to learn it despite it being provided to them then that is just a shame. ▪ Keyboards unclean in all computer labs experienced. <ul style="list-style-type: none"> ·Cleaning wipes for monitors are made available to students but not yet anything for keyboards. Point noted for improvement. ▪ Tutorials only ever led by a single student who monopolizes tutorial time and discussion. Should be a class contribution. <ul style="list-style-type: none"> ·If students wish to contribute they may do so by raising their hand.
<p>CSC9N5</p>	<ul style="list-style-type: none"> ▪ Dr Cairn's tangents were informative and enlightening and made the class environment more interactive and enjoyable. Also, it helps build mental associations between coursework and memories of conversations in class.
<p>CSC9P5</p>	<ul style="list-style-type: none"> ▪ Tutorials 3 and 4 for course that practice what has been recently taught, material that is needed to know to complete the assignment is too close to assignment due date causing little time to complete the assignment. <ul style="list-style-type: none"> ·Assignment itself is a practical learning experience of course material covered anyway. Staff are aware of the time between when course material is learnt and the ability to do the assignment and thus assignment is usually marked with leniency.
	<ul style="list-style-type: none"> ▪ Students are keen on more practical work being provided in which to

<p>CSC9Q5</p>	<p>practice theory from lectures. Students prefer learning through practice.</p> <ul style="list-style-type: none"> ▪ Computer Lab in 2Y corridor made available for Q5 Practicals are not convenient because work is made to be saved on the desktop and becomes inaccessible in 4x5 where all 3rd year students work between class hours. <p>·Points noted</p>
<p>CSC9V7</p>	<ul style="list-style-type: none"> ▪ Disconnection between what is being taught in lectures and what is worked on in practicals. <p>·Deliberate difference between materials.</p>
<p>CSC9Z7 (Honours Project)</p>	<ul style="list-style-type: none"> ▪ No representative elected for course so no feedback available. Chairman will speak to module co-ordinator about electing one.
<p>CSC9YA</p>	<ul style="list-style-type: none"> ▪ Everything going fine. Nothing to report.
<p>CSC9YD</p>	<ul style="list-style-type: none"> ▪ Everything going well. Nothing to report.
<p>CSC9YE</p>	<ul style="list-style-type: none"> ▪ No practical aspect to course.
<p>CSC9YS</p>	<ul style="list-style-type: none"> ▪ Enjoying module. Tangents that occur in lectures very interesting.
<p>MSc Information Technology</p>	<ul style="list-style-type: none"> ▪ More practical hours scheduling needed since timetabled to have 3 hours worth of lectures a week and only 2 hours of practical work. <p>·Point noted.</p> <ul style="list-style-type: none"> ▪ Changes made on timetables such as cancellations or rescheduling of classes not always seen in time therefore it may be viable to implement the use of a Google calendar for every module. <p>·Point noted and under review and staff will get back to you on this matter.</p>
<p>MSc Advanced Computing</p>	<ul style="list-style-type: none"> ▪ 3 to 4 lectures in a row can become heavy and tedious especially with only 2 hours worth of practical application. <p>·Timetabling constraints don't allow for control or improvements in timetable scheduling.</p>
<p>MSc Computing for Financial Markets</p>	<ul style="list-style-type: none"> ▪ Everything fine. Nothing to report.

Wednesday 12th October 2011

PDM9L6	▪ No representative.
PDM9L7	▪ No representative.