MODULE REPORT

Module	CS1010X - PROGRAMMING METHODOLOGY
Academic Year/Sem	2018/2019 - Sem 3
Department	COMPUTER SCIENCE
Faculty	SCHOOL OF COMPUTING

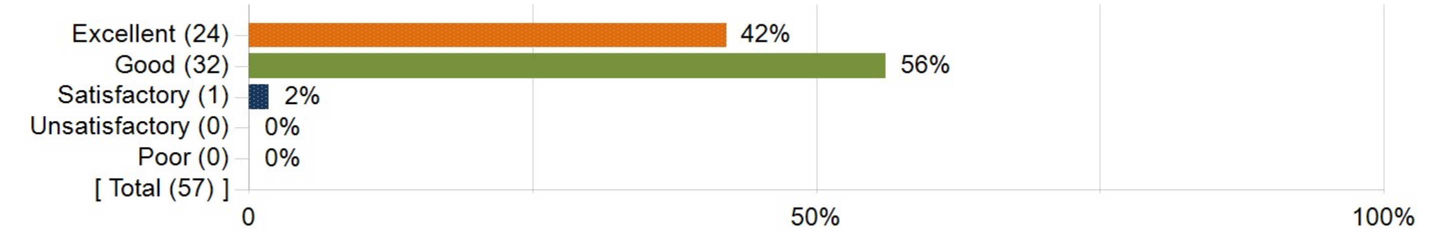
Note: Class Size = Invited; Response Size = Responded; Response Rate = Response Ratio

Raters	Student
Responded	57
Invited	65
Response Ratio	88%

1. Overall opinion of the module

Distribution of Responses

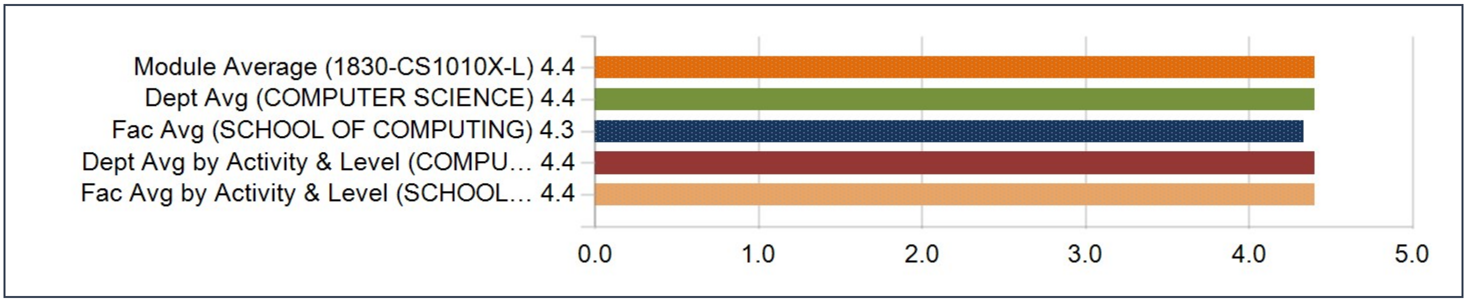
1. What is your overall opinion of the module?



Statistics	Value
Response Count	57
Mean	4.4
Standard Deviation	0.5

Rating Scores

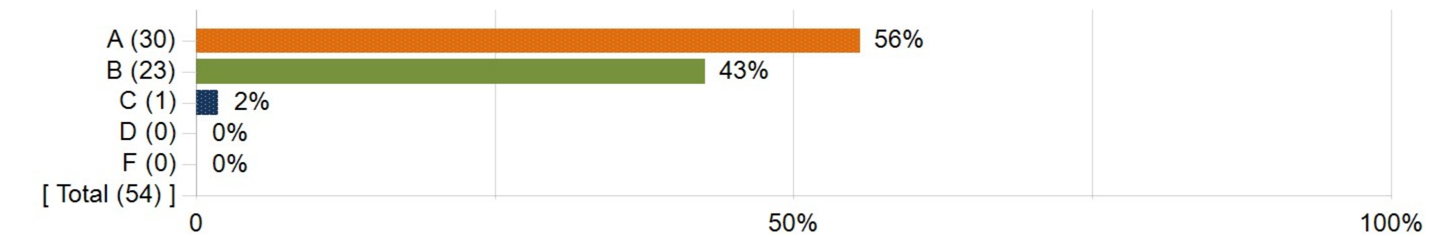
Question	Module Average (1830-CS1010X-L)		Dept Avg (COMPUTER SCIENCE)		Fac Avg (SCHOOL OF COMPUTING)		Dept Avg by Activity & Level (COMPUTER SCIENCE-LECTURE (Level 1000))		Fac Avg by Activity & Level (SCHOOL OF COMPUTING-LECTURE (Level 1000))	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
What is your overall opinion of the module?	4.4	0.5	4.4	0.5	4.3	0.7	4.4	0.5	4.4	0.5



2. Expected Grade

Distribution of Responses

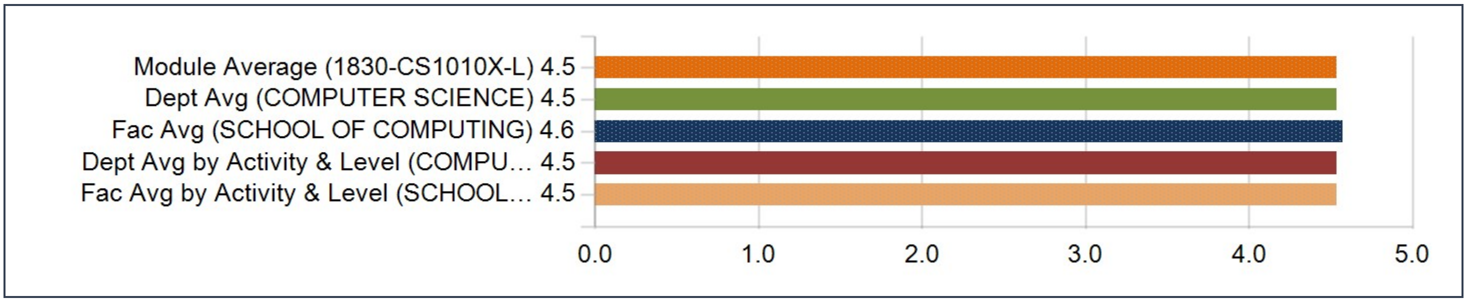
1. The grade that I am most likely to get in the module is:



Statistics	Value
Response Count	54
Mean	4.5
Standard Deviation	0.5

Rating Scores

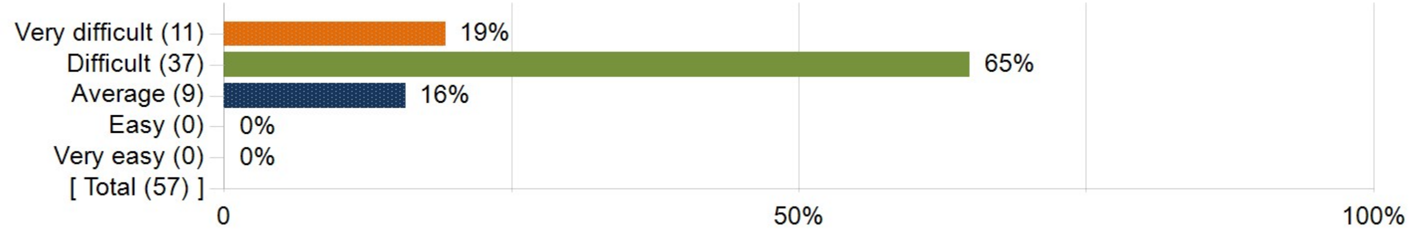
Question	Module Average (1830-CS1010X-L)		Dept Avg (COMPUTER SCIENCE)		Fac Avg (SCHOOL OF COMPUTING)		Dept Avg by Activity & Level (COMPUTER SCIENCE-LECTURE (Level 1000))		Fac Avg by Activity & Level (SCHOOL OF COMPUTING-LECTURE (Level 1000))	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The grade that I am most likely to get in the module is:	4.5	0.5	4.5	0.5	4.6	0.5	4.5	0.5	4.5	0.5



3. Difficulty Level of the module

Distribution of Responses

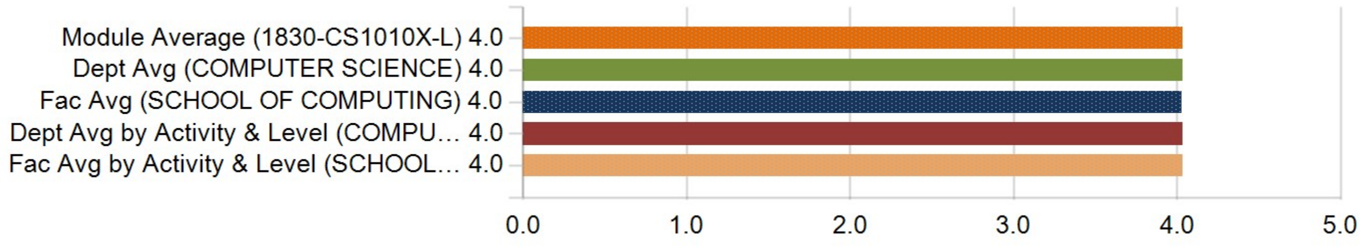
1. I rate this module as:



Statistics	Value
Response Count	57
Mean	4.0
Standard Deviation	0.6

Rating Scores

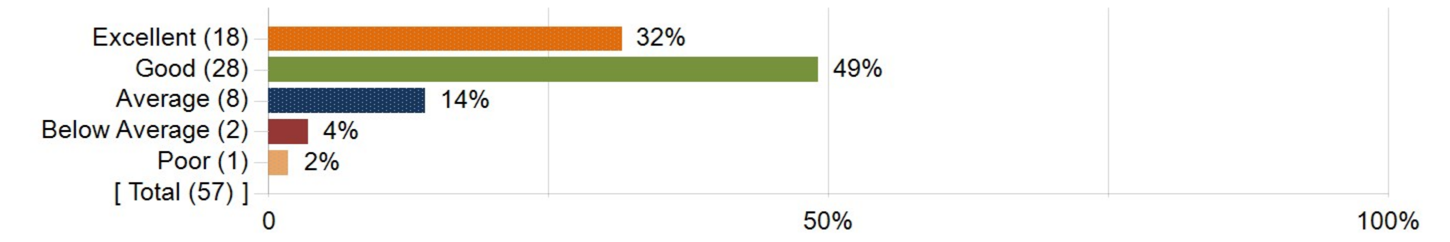
Question	Module Average (1830-CS1010X-L)		Dept Avg (COMPUTER SCIENCE)		Fac Avg (SCHOOL OF COMPUTING)		Dept Avg by Activity & Level (COMPUTER SCIENCE-LECTURE (Level 1000))		Fac Avg by Activity & Level (SCHOOL OF COMPUTING-LECTURE (Level 1000))	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
I rate this module as:	4.0	0.6	4.0	0.6	4.0	0.6	4.0	0.6	4.0	0.6



MODULE LEARNING OUTCOMES

1. Online lecture videos.

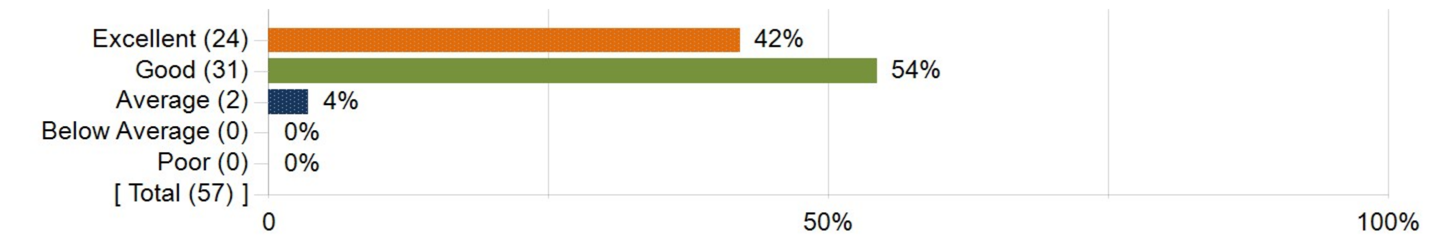
1. Online lecture videos.



Statistics	Value
Response Count	57
Mean	4.1
Standard Deviation	0.9

2. Online tasks (ungraded).

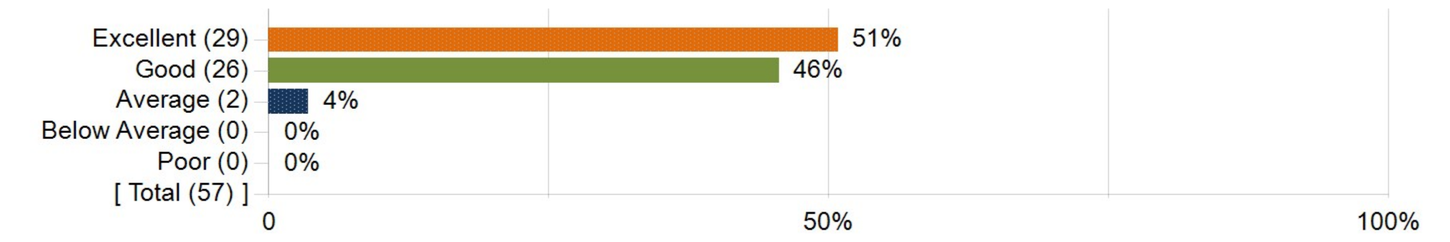
1. Online tasks (ungraded).



Statistics	Value
Response Count	57
Mean	4.4
Standard Deviation	0.6

3. Online tasks (graded).

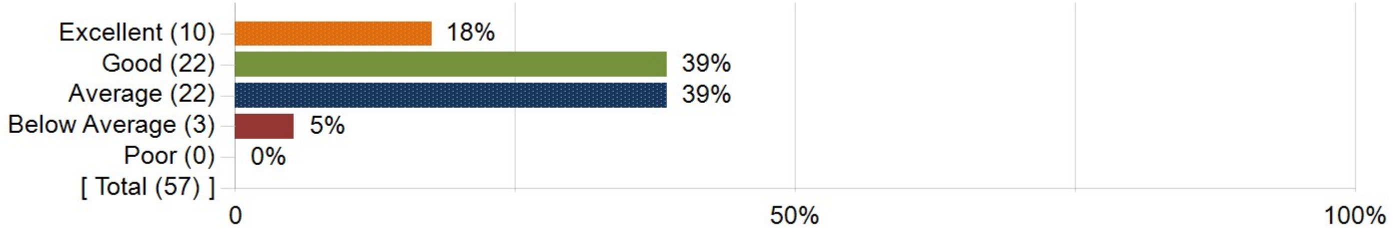
1. Online tasks (graded).



Statistics	Value
Response Count	57
Mean	4.5
Standard Deviation	0.6

4. Online discussions.

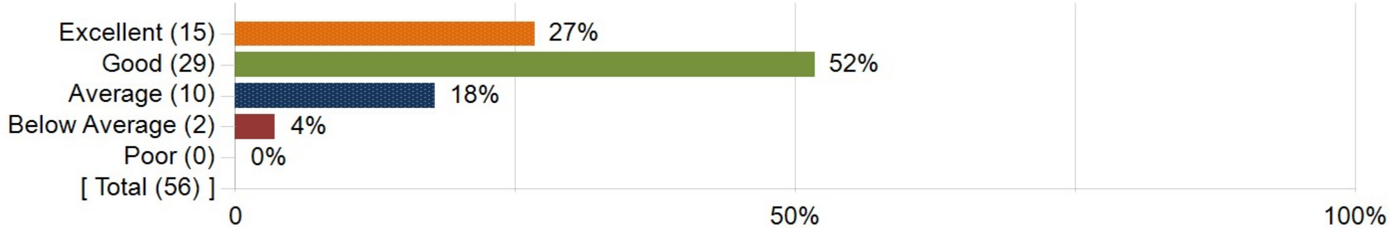
1. Online discussions.



Statistics	Value
Response Count	57
Mean	3.7
Standard Deviation	0.8

5. In-class activities (ungraded).

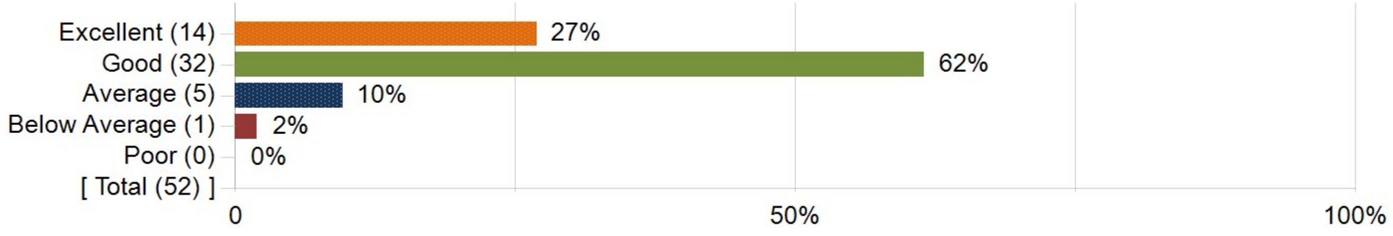
1. In-class activities (ungraded).



Statistics	Value
Response Count	56
Mean	4.0
Standard Deviation	0.8

6. In-class activities (graded).

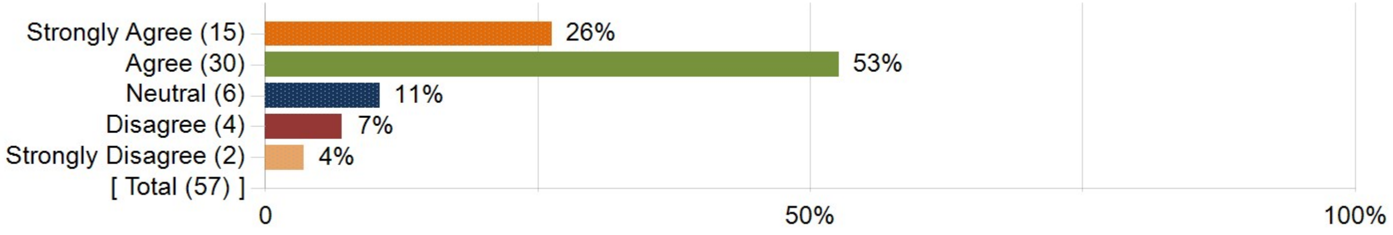
1. In-class activities (graded).



Statistics	Value
Response Count	52
Mean	4.1
Standard Deviation	0.7

7. The length of the module is just right.

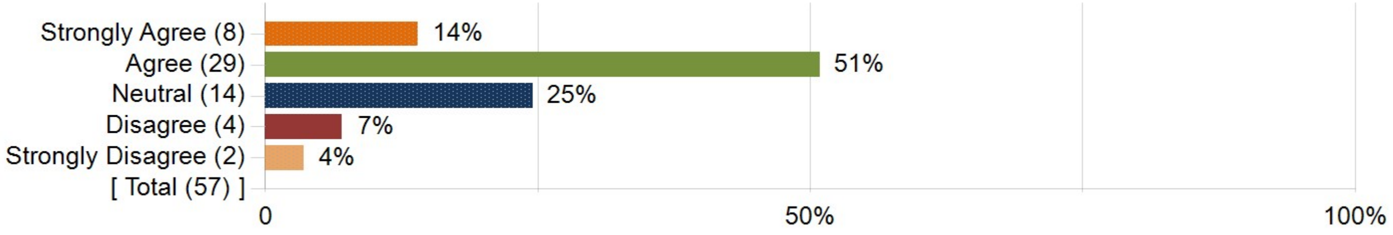
1. The length of the module is just right.



Statistics	Value
Response Count	57
Mean	3.9
Standard Deviation	1.0

8. The difficulty level of this module is just right.

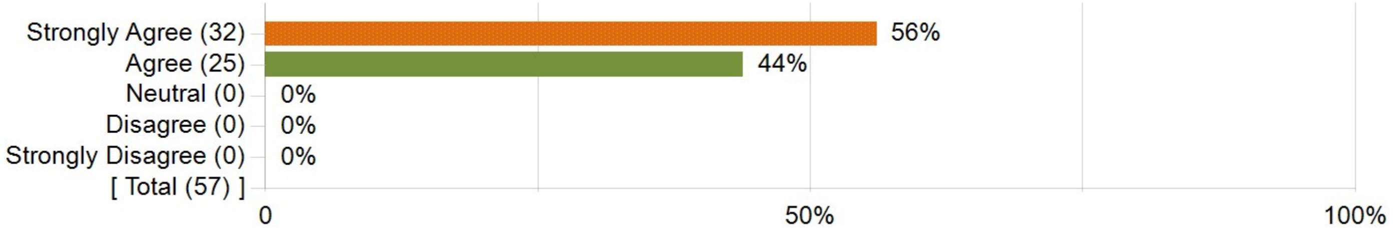
1. The difficulty level of this module is just right.



Statistics	Value
Response Count	57
Mean	3.6
Standard Deviation	0.9

9. I learned what I was hoping to learn in this course.

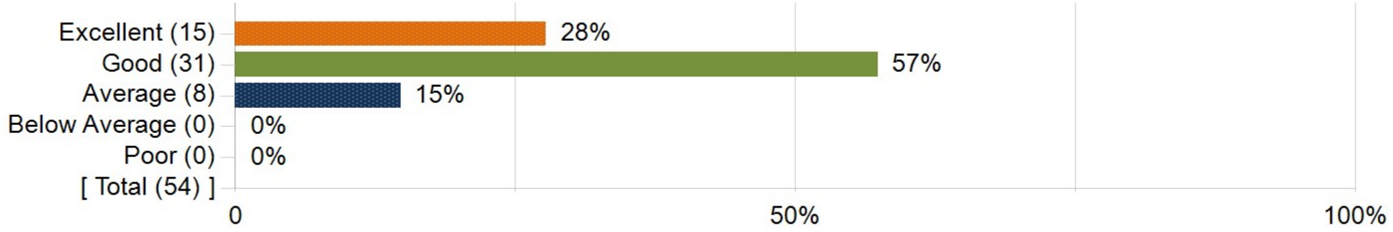
1. I learned what I was hoping to learn in this course.



Statistics	Value
Response Count	57
Mean	4.6
Standard Deviation	0.5

10. Experience with IVLE.

1. Experience with IVLE.



Statistics	Value
Response Count	54
Mean	4.1
Standard Deviation	0.6

WHAT I LIKE / DISLIKE ABOUT THE MODULE

What I liked about the module:

Comments
The coursemology component that gives instant gratification for passing a code
Solving programming puzzles
Generally well–structured and pitched at the right level for most learners. Apparently not graded on a strict bell curve; this promotes collaboration rather than competition. Tasks are typically well–contextualised and engaging.
It was challenging and I feel as though it pushed me forward in terms of my programming capabilities very quickly.
Great learning pace, difficult but useful problems
Really creates a core foundation for all those who are in the computing faculty, extremely necessary to do well
Basics of coding easily mastered
It is progressive
It is challenging which pushes me beyond my limits
Able to study everywhere and every time
Helped to improve my programming foundations immensely
Coursemology assignments
This modules provides me sufficient training for me to build a foundation in programming. I like the long time frame of the module which allows someone who do not have any prior knowledge to better understand programming concepts.
Very flexible course schedule. Challenging course that stretches our potential.
We have all the resources at our hands. The online aspect and the instant feedback from the online practices really help to hone our skills. We get to test ourselves and learn.
1) Ease of access 2) Professors and tutors clearing doubts of students ASAP 3) Game system style of learning
It is challenging and allows us to learn at our own pace. A good introductory course, and a shock for myself.
Work my brain a lot
Programming methodology, resources easily available
Continuously stretched my creative thinking by having questions of exponentially increasing difficulty. Also Coursemology made learning more fun.
Interesting Game–Like learning environment
Very fun module and very well made, the way it is set up and all. Made my first exposure to programming a highly positive one.
Challenging questions
The pacing is really comfortable even with other commitments
very challenging for a course that is suppose be a foundational module
Allowed to learn at my own pace
No textbook, online platform to allow for self–directed learning
6 month nature and reduced workload means it's q manageable esp for something like an introductory programming course which is expected to have slightly more work.
Helps to develop one's ability to think critically
The module teaches me stuff that is beyond what any programming books have taught me thus far. It is independent of any programming language, yet it teaches us the ways to think as a programmer.
challenged me greatly
The amount of time and flexibility I have to learn and process the concepts and fundamentals learnt in the module
Flexibility. Everything is mostly done online, with reasonable datelines, so we get to learn at our own pace.
Competitions and novel “mission” assignments.

What I did not like about the module:

Comments
The content on C programming appeared to have been rather hastily appended, with little time devoted to the fundamentals of C. An option to explore might be to teach Python and C in parallel, though one concern with this is that students might get confused between the two.
I'm not sure if this is applicable, but even though it was emphasised to "not use brute force methods" but instead try and think and plan ahead before implementing the code, I didn't actually know how to formulate these non–brute force methods in. The tutorials and recitations were good to an extent, but they usually merely showed us how smart programmers think rather than teaching us how to think like that too.
–
A lot of pressure to do well
Difficulty is too intense for the first module
Initally the module was very confusing, as it is quite a new topic, learning curve was very steep i had no idea what i needed to do during the elearning time, and thought to do the missions, until i realise there were tutorials and lectures.
The tests are too challenging, it will be great to just have the average difficulty like 1010S
Much harder to score than expected
Final and mid term paper exams
The exams are harder than some of the training provided.
Missions did not reinforce concepts significantly as the classes did not go through a more efficient way of solving them compared to the code we submit. I did not realise there were more efficient way of writing certain code until I looked through the solution in past year papers.
Sometimes the private test cases in the online practices may be a bit obscure, and can be hard to understand. As such, we can end up getting stuck.
1) Use of powerpoint slides in lectures – I prefer a video where lecturer writes on blank canvas from scratch(e.g. Khan Academy) 2) Lack of regular quizzes during offline lessons to gauge student's progress with course content
Caught a bit off guard in terms of the commitment level.
A little too heavy
Sorry I didn't have time to keep up after starting my internship :(
The lack of deep guidance
A bit long, but i understand the premise behind that. Really not much i did not like about the module.
Basics are touched on briefly.
alot of work
Stiff competition
Cant make many friends offline
I think considering its duration more can be taught? esp to be comparable with CS1101S as looking at the webpage for CS1101S there seems to be some stuff not taught even though this mod is longer (stream processing, stuff on how interpreters work, a bit of web–programming etc.) Maybe this could be like an optional (appears only for missions, recitations/tutorials but not exam) part of the content? On an unrelated note, from Python 3.4 onwards Python supports overloading of functions by dispatching on type with the use of the @singledispatch decorator from functools (functools.singledispatch). In the future, I think python 3.8 (now in testing) would have @singledispatchmethod which should work on OOP methods also
Nil
Question difficulty in papers can vary greatly
papers seems tougher than that of 1010s
The exams at times come up with question types that have never appeared before in previous examinations, which may touch on more advanced concepts than which we are prepared for, and the questions may not provide ample background for us to interpret and apply on the spot
The difficulty level of exams can be intimidating, especially for beginners. Also, the spread of this module over Sem 2 and special term 1 is a bit too long. To be consistently disciplined for 6 months before school starts is not easy. If this module could be squeezed into just 1 semester, it would be better.