Present:

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<th>Student Representatives</th>
<th>Units</th>
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<tr>
<td>Emmanuel Chamala</td>
<td>ISYS224, COMP226, COMP229, COMP255</td>
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<td>Joseph Mahoney</td>
<td>ISYS224, COMP226, COMP229, COMP255</td>
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<td>Samuel Marks</td>
<td>ISYS224, COMP255</td>
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<td>Douglas Shearman</td>
<td>ISYS224, COMP229, COMP255</td>
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<td>Christopher Walker</td>
<td>COMP229, COMP255</td>
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<th>Staff Representatives</th>
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<tr>
<td>Mark Dras</td>
<td>Chair</td>
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<td>Frank Moisiadis</td>
<td>ISYS224</td>
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<td>Len Hamey</td>
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<td>Michael Johnson</td>
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<td>Dominic Verity</td>
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<td>Deborah Richards</td>
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<td>Richard Miller</td>
<td>Science IT</td>
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<td>Darius Taslim</td>
<td>Science IT</td>
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<tr>
<td>Margot McNeill</td>
<td>iLearn/LTC</td>
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<td>Christophe Doche</td>
<td>Director of Teaching</td>
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<td>Melina Chan</td>
<td>Executive Officer</td>
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<td>Sylvian Chow</td>
<td>Minutes</td>
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**Apologies:** Colin Coker, Mehmet Orgun, Ian Joyner

**Meeting started at 1:05 pm**

MD introduced himself as the 200-level Liaison Convenor and welcomed everyone. Since there was no time constraint, the meeting would therefore run in the order of the units.
UNIT MATTERS

ISYS224: Unit Convenor – Mehmet Orgun, Frank Moisiadis

Lectures:
- Students said Lectures were good so far.
- Students asked if we could include object-oriented databases in the course: Frank explained that the unit was based on using Oracle relational databases and procedural language like PL/SQL and it was valuable to learn. Whether the content needs to be changed will be a curriculum question and will need to be perhaps considered for future offerings.

Practicals:
- Students said practical class time was not enough. It was suggested to have 1 hr tut rostered in the schedule once every 3 weeks. CD also suggested having tutorial run in the last hour of Lecture but it was commented that it would not be easy in a big Lecture Theatre Room. Ideally, students would prefer to have: “2 hrs pract” or “1 hr tut + 1 hr pract” every week. It will be considered for future offerings.
- Documentation needs to be updated (for there are different versions of the Power Designer).
- MD also said that a different version of the Power Designer will be for future consideration (e.g. to have it in ISYS326).

Assignments:
- Students said it was fine. Assignment 2 is not too long (worth only 20%).
- Labs seem fine too.

i-Learn:
- Students requested that Prac tutors/Lecturers to keep an eye on the Forum as misleading and incorrect information was found. MD stated that students should really just see information there as some hints only and be careful not to take it all in.

COMP226: Unit Convenor – Len Hamey, Michael Johnson

Lectures:
- Students said Lectures were good so far.
- One student said he struggled, as he did not understand and had no idea on the current topics and found it hard to locate all the information.

Tutorials and Practicals:
- A student said there was a problem of getting X connection from home. MJ said that it could be due to one of the ScienceIT technical information page being outdated. Darius will check.

Assignments:
- Feedback on Assignment Journals was very good. Students appreciated having this practice in place and that they were given
some feedback for their assignments before handing them in before the deadline.

COMP229: Unit Convenor – Dominic Verity

Lectures:
- Students said Lectures were good so far.
- Students asked if the i-Lecture recording could be put up on the web immediately after the lecture since last time it took 1 or 2 days. DV said he would normally put a link to the lecture up on the following morning, as he is usually busy with his consultation hour immediately after his Lecture (which concludes at 6pm). DV explained that it had been put up a little later in week 5 as he had been required to chair a Senate Learning and Teaching Committee Meeting on the Wednesday of that week. It was noted that this process was not just a matter of adding a couple of links to the iLearn site. DV also had to clean up, comment and upload the various code samples developed during the lecture to accompany those recordings.
- It was observed that in some weeks topics that had been intended for that week had to be postponed to a following week. DV observed that he felt it was better to cover topics thoroughly and at a pace suited to the class, rather than rushing to get through a pre-planned agenda. He also pointed out that after 5 weeks the class was only about an hour behind the lecture schedule planned for the semester and that that hour would partially be made up using pre-recorded videos. Students commented that part of the reason for these overruns was that the class had been asking many questions which took time to answer properly. It was suggested that answers to these might be given at the end of the lecture, although DV doubted the practicality of such an approach. Some said that this the pace was fine so long as all materials were covered before the final examination, and DV said that they certainly would be.

Tutorials and Practicals:
- Students enjoy having the freedom to attend different practical classes and being able to work on their own pace. So far so good!
- Students also like the practicals as they closely related to their assignments.
- Students would like to have a video which would show them how to write automated tests. DV said that this was in preparation and would be released later in week 6, well in time for it to be a help in the completion of assignment 1. He also said that this topic would be covered further in week 8.

Assignments:
- Students said the assignment was fine.
Other issues:

- One student mentioned that he felt that some of DVs replies on the forum were too long and too detailed. He said that he often read the first couple of sentences and then gave up. Other students said that they would like these answers to continue as they had been very helpful. DV said he would take this into account but that he felt that detailed answers, explaining how a student might go about working out solutions to similar problems for themselves, were ultimately much more educational / useful.

- DV was asked about the use of certain "short-hand" notations used in his sample code, such as &= and <cond>?<then>:<else>. It was felt that these could be quite tricky to understand and had been hard to find information about on the internet. DV was asked if these short-hands could be expanded or commented in some way. DV said that he tended to use these sparingly, and that their use was often commented in his code. However he also pointed out that these operators were a common and integral part of Java, C++ and many other modern languages and that it was important for students to come to understand and use them. He also pointed out that they were documented fully in the third chapter of the online "Thinking in Java" book they had been given as a reference.

COMP255: Unit Convenor – Debbie Richards

Unit Matters:

- A student asked why this was a COMP unit, not ISYS unit. DR said it was more on software engineering, not just writing the code. It was noted that this issue had already been discussed in our last meeting.

- Students found the UML confusing. It was because student did some in ISYS114 and ISYS254 already and found that there was no more depth adding to it. DR pointed out that the focus in this unit was on understanding the use of UML to model software and find inconsistencies between the models, which is usually not covered in other units when UML is taught. DR also pointed out that UML was not a major focus in this unit and was only focused on in one week in line with the extent of treatment of the topic in the textbook. One student said the assignment was focused on UML. DR said there were many other aspects considered in the assignment and this would be further clarified in the lecture following the meeting.

- It was noted that there is no pre-requisite for this unit (other than 18cps and COMP115). CD said that further consideration would be given to the prerequisites for the unit with COMP125 suggested as possible additional prerequisite.

Tutorials and Practicals:

- Students would like to have more practical exercises like having a small project, which they could relate the designs to the coding. Students did suggest having a co-requisite of COMP229 and
COMP255. DV said that project unit in the 3rd year was aiming to do just that.

Assessment:
- The midterm test was designed to encourage students to engage with the material for the first 6 weeks. For the UML part, 70% failed in finding errors in models or drawing them and this was part of the teaching strategy as students often do not realise that while they can draw something which looks similar they do not have a real understanding of what the models represent, mean and the relationships between them. Feedback was being given in the lecture that afternoon and in online resources.
- One student said the questions from the textbook in the multiple choice questions of the midterm test seemed to be wrong. The example given concerned modular program design and the student said that all the versions were correct. DR said the questions were not taken from the textbook and confirmed that there was only one correct answer to each question.
- Some said that they did not have enough time with the diagrams.

Labs:
- Printers – servers are down. Students cannot print at the moment.
- E6A123, 121 and 119 – softwares are not updated (e.g. different versions of “Firefox” and “Flash” in different labs), sometimes black outs and some programs not loading up, with pop ups asking unnecessary questions.
- Darius will inform Matt Cabanag and follow this up.

Any other Issues:
- Students said there were not enough Computing related units.

MD thanked all for their feedback and reminded that our next meeting would be on 17 Oct 2011.

Meeting finished at 2:10pm.

Next meeting 17 October, 2011.