

**Clayton School of Information Technology
Student/Staff Meeting No. 1, Semester 2, 2009**

Minutes of the first Staff/Student meeting for Semester 2, 2009, held for the Clayton School of Information Technology on Wednesday, 22nd May at 1.00 pm in room 115/63, Clayton campus.

ATTENDANCE AND APOLOGIES:

Present:

Staff: John Betts (Chair), Gemma Dwyer, David Squire, Paul van Haaster, Margot Schumacher, Graham Farr, Sid Ray, Alan Dorin, Rod Martin, Rod Martin, Asad Khan, Nandita Bhattacharjee, Maria Garcia de la Banda, Ann Nicholson, Carlo Kopp, Karen Fenwick, Bernd Meyer

Students: Thomas Moore & Stanislav Likane – 1st year BSE, Tien Minh Phan – 2nd year BSE, Michael Leroy – 3rd year BCS, Lawrance Khoo – Bcom/BBIS, Joseph Vu – 3rd year BBIS (IBL stream) & Adarsh Bantwal Prabhu BBIS Hons.

Apologies

Oshadi Alahakoon, Damminda Alahakoon, Peter Tischer, Susan Foster, David Taniar, Sita Ramaskrishnan, Malik Khan, Chung-Hsing Yeh, Caitlin Slattery.

WELCOME:

John opened the meeting at 1.05 pm and welcomed everyone to the 1st meeting for semester 2.

FIRST YEAR UNITS.

FIT1002 – Computer programming

Students comments from semester one apply to this semester, Neither reps are doing the unit this semester and have heard nothing different to semester1.

FIT1005/FIT2008 – Networks and data communications.

Students very disappointed with new lecturer. Lecture content delivery needs improvement.

Would like him to slow down they feel he rushes through the content in lectures. As the lecture is two hours long students would like a break mid way through.

Students requested lecturer to use laser rather than pointing hands into the air to be more specific.

Students had difficulty relating lectures to tute work.

Assessments were not always explained with enough detail, students felt thrown into it.

Wire-shark assessment not explained well in tutes. Assessment task viewed as ambiguous.

Tutorials needed to be standardised, tutors all working very differently. Some tutes described as well planned, other not so great.

ACTION: Asad Khan and John Betts to address Malik regarding these issues.

FIT1006 – Business Information analysis.

Students not happy with current assessment tasks. At present 1 X assignments and 1 X mid semester test. Students feel would be more appropriate with 2 x smaller assignment to utilise all the content delivered to them.

FIT1008/FIT1015 – Computer science.

All students seem to enjoy the unit although many find it really difficult.

Pracs a little difficult.

Complaints that not all work from tute sheets was covered in tutorials.

ACTION: Maria explained that all work from the tute sheets were not merely designed to be completed in the tutes but for students to work on in their own time.

FIT1010 – Introduction to Software engineering.

Students prefer Moodle to Blackboard as online learning tool.

Good tute work although not all students participate.

Be good to have more summaries/reviews at the end of lectures to increase understanding of topics.

Students would appreciate the lectures slides to be available online.

ACTION: Ann Nicholson explained that she splits the tute groups in segments of who has completed, partially and not attempted to channel help correctly to all the students.

FIT1016/FIT2044 – Advanced Project level 1

Well run unit.

Students really enjoyed the content.

Would recommend it to other students.

MAT1830 – Mathematics for computer science.

Students have problem with poor lecture notes, don't explain the content very well.

There is no prescribed text.

Coursework sheets are outrageously difficulty, many of which the content has not yet even been taught, making it impossible to find the answers.

Proofs from lectures on being put online with rest of lecture notes.

Lecturer is difficult to comprehend.

Assignments really tough.

Good unit which students enjoy.

ACTION: John Betts has communicated student's basic concerns to the lecturer so that they can be addressed. The lecturer advised there is a prescribed text.

SECOND YEAR UNITS.

FIT2008 - Networks and data communications.

See notes from FIT1005.

FIT2011 – Decision support systems fundamentals.

Student commented on so set text for this unit.

Lectures are good and easy to follow, all content explained well. Unit content is interesting, particularly for the bus-eco students

Tutorials not structured and attendance very poor. No work to do in tutorials

Lecture notes do not contain enough information.

Lecturer terminated entire lecture in week 5 due to two students talking. He had warned them several times and they carried on so he stopped the entire lecture leaving all the other students to suffer, many were unhappy with this action by the lecturer.

FIT2014 – Theory of Computation.

Students like content and lecturer.

Tutor takes too long to mark assignments.

Students would like tute/ assignment questions to be more specific, some questions unclear.

Students would like the online discussion board monitored.

FIT2017 – Computer models for business decision making.

Lecturer is very good, students enjoying content.

Tutorials very comprehensive.

Some tutes get very full as students show up unallocated.

FIT2022 – Computer systems 2.

Students said that the content “sucks”!

Both lecture and tutorials do not help with practical work. Tutor ignores students when ask for help.

Students would like academic to watch online discussion board to assist with common questions.

FIT2024 – Software engineering practice.

Students love the lectures, fantastic content.

Students concerned about major project.

Many students had problems understanding the code for the assignment.

THIRD YEAR UNITS.

FIT3003 – Business intelligence and data warehousing.

Students noted improvements in the lecturer’s lecturing style.

He is always 20 minutes late to the lectures. Assignment has changed (data set been adjusted) and the assignment due date was not altered.

ACTION: John Betts to follow up on the changes to assessment tasks with the lecturer. The lecturer has advised that lectures do start late (possibly not 20 minutes) as he takes a tutorial some distance across the university which concludes as the lecture is due to commence.

FIT3012 – Enterprise systems.

Students like the lectures, find the lecturer very engaging. Although there is always a lot of info delivered in short amount of time. Elements of the lecture are repetitive.

Lecturer seems biased to SAP, she needs to be more objective.

FIT3036 – Computer science project.

Project interesting and challenging.

Students concerned with amount of time even to complete the project.

Lecturer always concerned with finishing on time.

ACTION: John Betts to follow up with lecturer about time allocated for assessment task.

FIT3080 – Artificial Intelligence.

Students disappointed with material not as interesting as sounds in the unit guide.

The unit contains lots of theory, some of which hard to understand.

Many are disappointed with project in LISP.

Many students not familiar with LISP, feel it's a messy language.

Lots of stress.

FIT3084 – Multimedia programming and the world wide web.

Good to have tutorial questions to do in class.

Lecturer explained that there questions on Moodle already for the students to work on before the tutes.

FIT3103 – Business case development.

Rahim continues to tell the students that he is actually learning the content himself.

As part of assessment task students were asked to dress in business attire for final presentation, but many students did not have this style of clothing and felt this caused disadvantage for them.

ACTION: John Betts to address the question of business dress with unit leader.

FOURTH & FIFTH YEAR UNITS.

FIT4007 – Advanced topics in information systems.

Mid semester assessment worth 35% starts at week 7, students would prefer smaller and more frequent assessments.

ACTION: John Betts to discuss with unit leader about possibility of changing assessment tasks.

FIT5157 – Services Science.

Students reported all good feedback about this unit.

FIT4005 – Research methods

Students feel that the unit content should mirror the kind of things required for the honours project. Rather than spend time on assignments the time could be used to more feedback on their thesis. Students also suggested that much of the unit content should be covered prior to undertaking Honours degree.