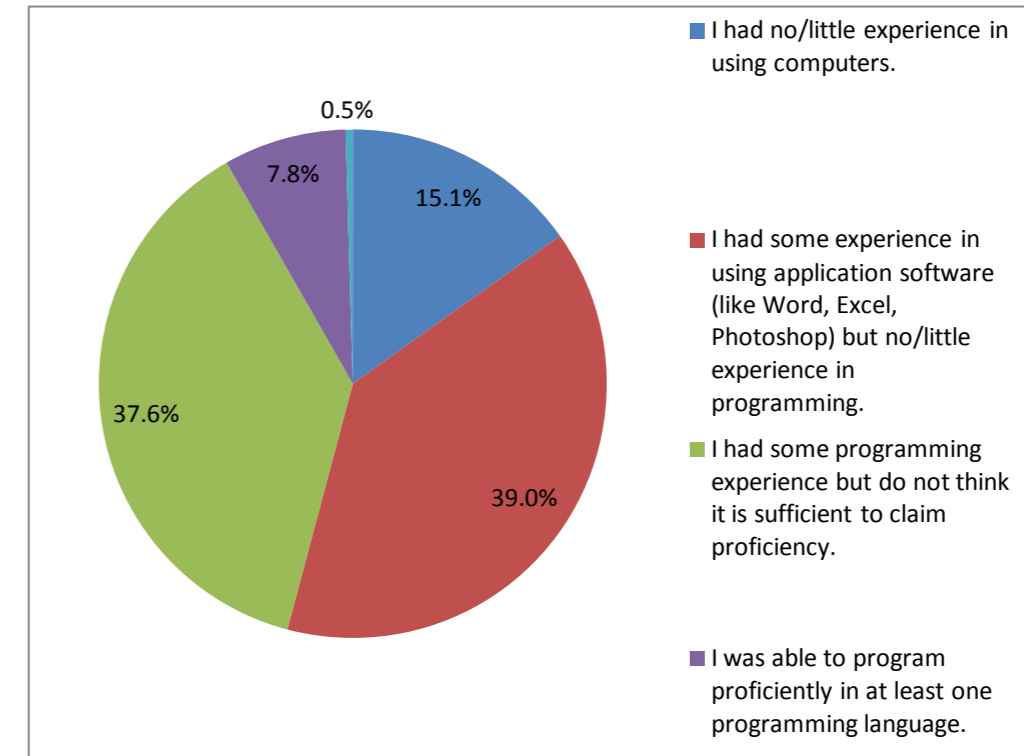


CS1101
AY2009/10 Semester 1

Section 1	
Question	
Multiple Choice	
1) What was your level of computing/programming experience before you took up CS1101? (Note: script languages such as HTML,Â and applications such as SQL are not programming languages.)	
Options	Frequency
I had no/little experience in using computers.	33
I had some experience in using application software (like Word, Excel, Photoshop) but no/little experience in programming.	85
I had some programming experience but do not think it is sufficient to claim proficiency.	82
I was able to program proficiently in at least one programming language.	17
Skip	1
Total	218
Multiple Response	
2) If you had experience in programming before taking CS1101, what programming language(s) have you used? (You may select more than one from the list below.)	
Options	Frequency
Java	40
Visual Basic	22
Pascal/Delphi	20
C	63
C++	39
C#	6
MATLAB	10
Others	13
Skip	0
Total	213
Responses	
JSP, PHP, Actionscript	
PHP ActionScript	
Visual Basic .NET PHP	
Flash Actionscript	
JSP	
Very basic	
nesC	
Game programming using Ruby Scripting System.	
PHP (very rudimentary)	
Web Programming Language	

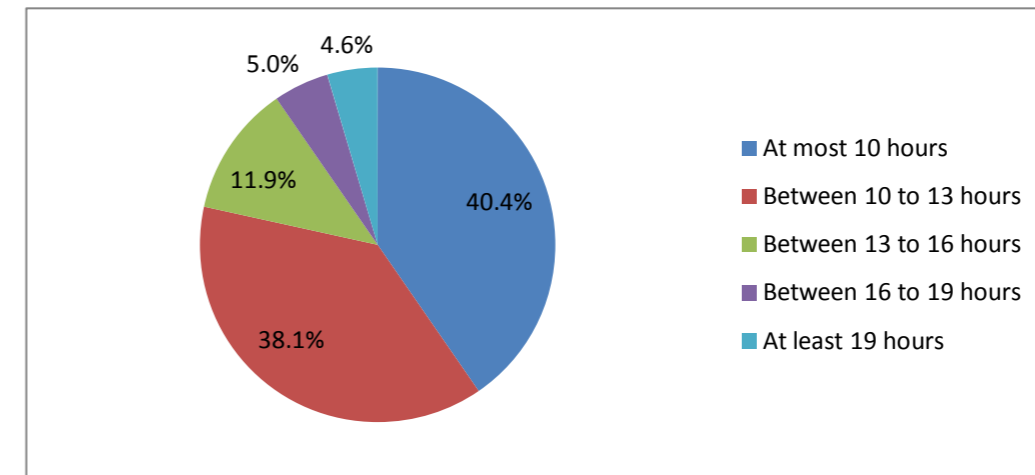
Percentage
15.1%
39.0%
37.6%
7.8%
0.5%

Percentage
18.8%
10.3%
9.4%
29.6%
18.3%
2.8%
4.7%
6.1%

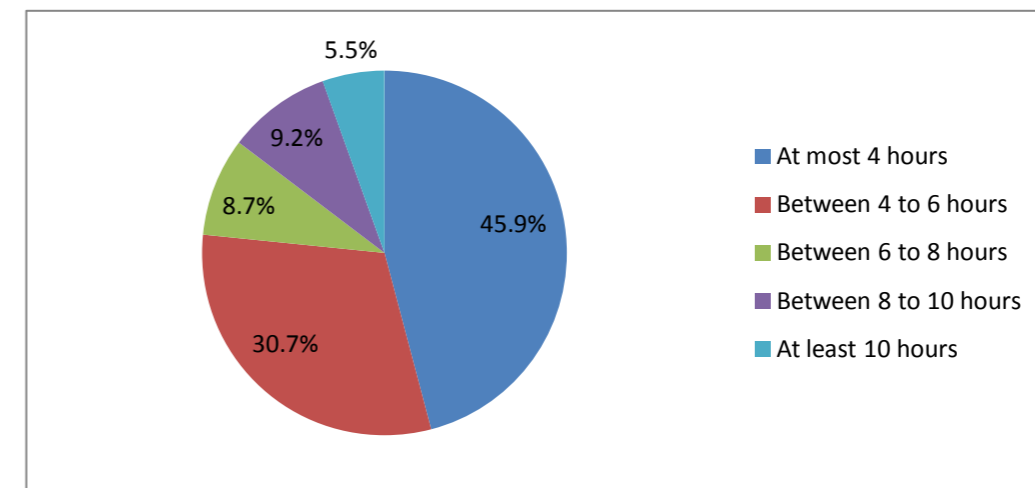


JSP	
Action Script 2.0	
Free Pascal	
Multiple Choice	
3) As a 5-MC module, the workload for CS1101 is expected to be heavy. On average, we expect students to spend about 12.5 hours per week (<u>inclusive</u> of the 3-hour lecture and 2-hour discussion) on the module. Granted that some weeks you spent less time and other weeks you spent more, on average how much time per week did you spend on CS1101?	
Options	Frequency
At most 10 hours	88
Between 10 to 13 hours	83
Between 13 to 16 hours	26
Between 16 to 19 hours	11
At least 19 hours	10
Skip	0
Total	218
Multiple Choice	
4) Further to Q3, in particular, on average how much time per week did you spend on doing one take-home lab assignment? (Lab assignment includes all the exercises in that assignment.)	
Options	Frequency
At most 4 hours	100
Between 4 to 6 hours	67
Between 6 to 8 hours	19
Between 8 to 10 hours	20
At least 10 hours	12
Skip	0
Total	218
Multiple Choice	
5) Further to Q3, in particular, on average how much time per week did you spend on self-study? (This includes time to read the course material (textbook, lecture notes, forum, etc.) and revision. It does not include time spent on attending lectures and discussion sessions and time spent on doing your lab assignments.)	
Options	Frequency
At most 2 hours	76
Between 2 to 3 hours	63
Between 3 to 4 hours	40
Between 4 to 5 hours	17
At least 5 hours	20
Skip	2
Total	218

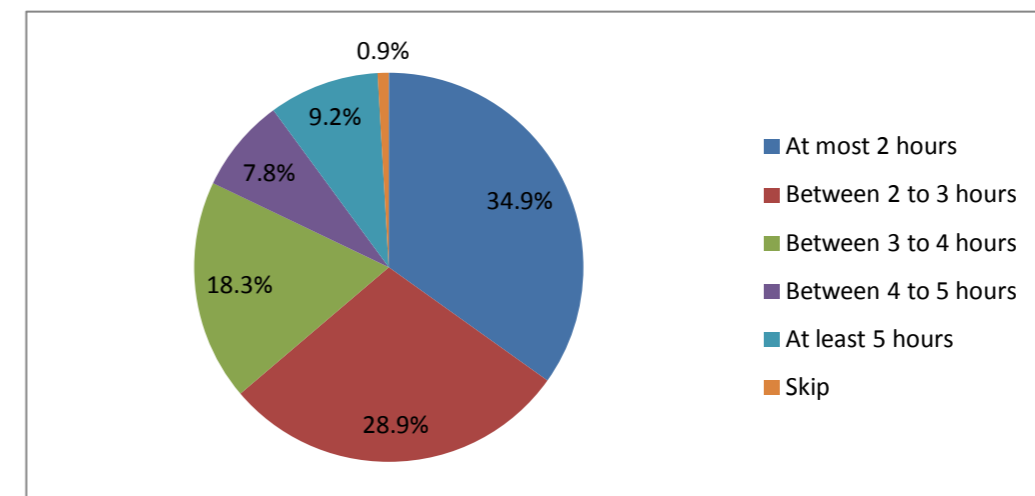
Percentage
40.4%
38.1%
11.9%
5.0%
4.6%



Percentage
45.9%
30.7%
8.7%
9.2%
5.5%

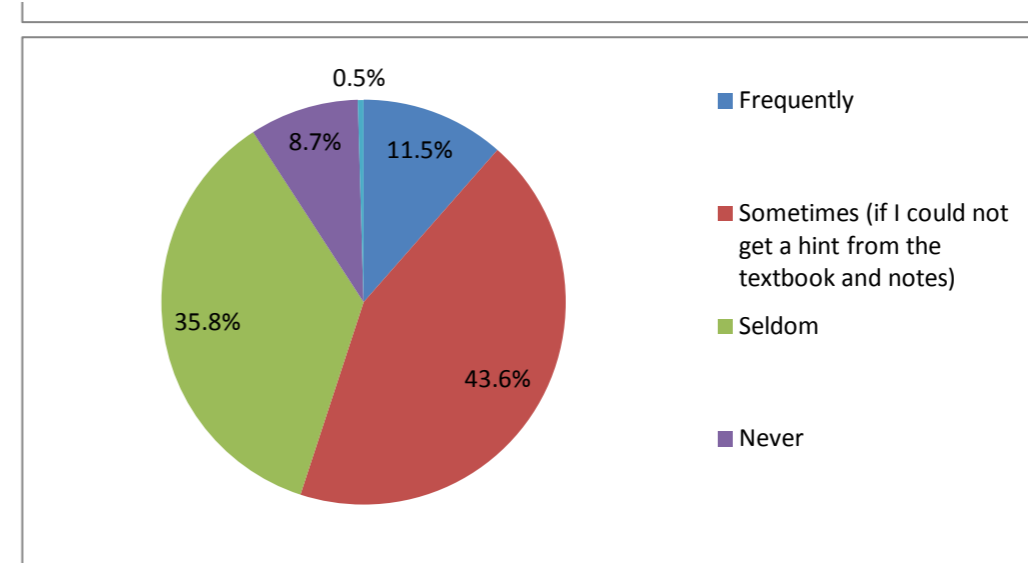


Percentage
34.9%
28.9%
18.3%
7.8%
9.2%
0.9%

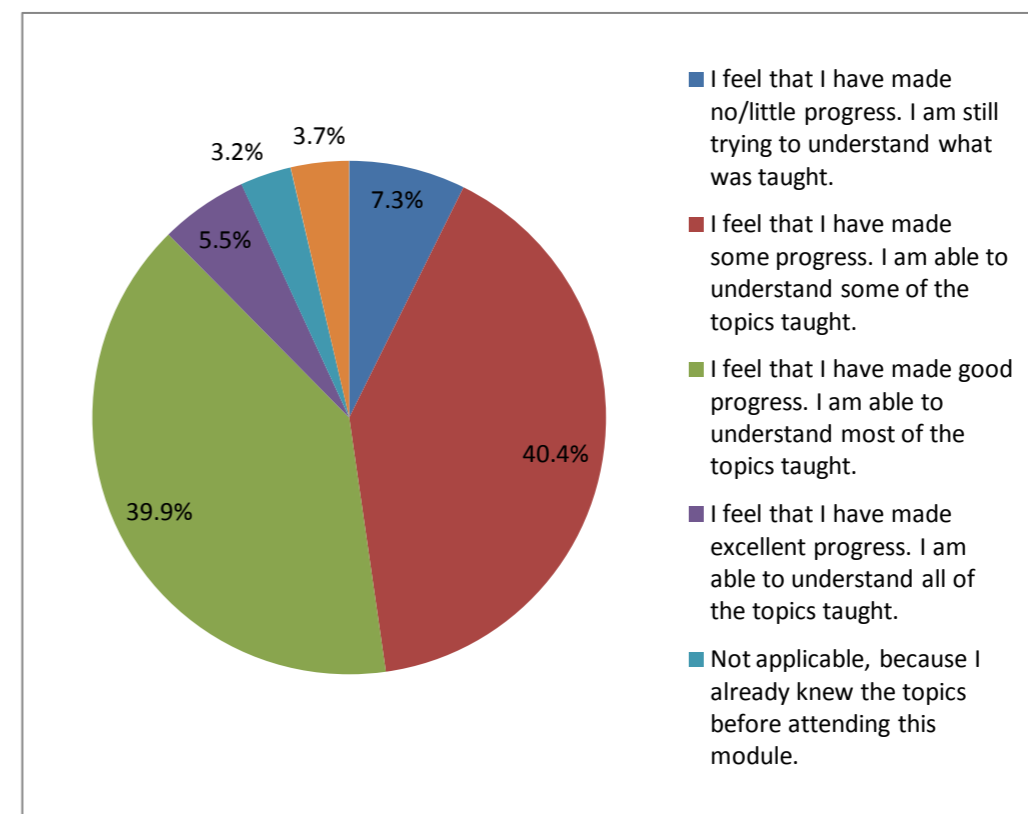


Multiple Choice	
6) How often do you refer to the Java API Specification web page (http://java.sun.com/j2se/6/docs/api/) since it was introduced to you?	
Options	Frequency
Frequently	25
Sometimes (if I could not get a hint from the textbook and notes)	95
Seldom	78
Never	19
Skip	1
	218
Multiple Choice	
7) Now that you have gone through half of the module, how would you rate your own progress?	
Options	Frequency
I feel that I have made no/little progress. I am still trying to understand what was taught.	16
I feel that I have made some progress. I am able to understand some of the topics taught.	88
I feel that I have made good progress. I am able to understand most of the topics taught.	87
I feel that I have made excellent progress. I am able to understand all of the topics taught.	12
Not applicable, because I already knew the topics before attending this module.	7
Others	8
Skip	0
Total	218
Responses	
Teach too fast!	
I have got some knowledge about what was taught, but not fully understood it. Whatever is newly taught can take me a long time to get through it.	
As CS1101 is very heavy (especially for beginners like science students who have to take this module as part of their major), it would probably be better if it was under a level 2000 module.	
I wish I could find harder examples than that of the book, which are easier than those of the take home labs.	
But mostly I used another book, because most of the topic covered here is a bit too fundamental.	
I made quite a bit of progress in learning JAVA ... but i wasn't very satisfied with the planning of the curriculum ... it kept alternating between high and lower level topics. Like why hassle us with library and function when people dont know how to	
I think the time provided to exerices the java for us is very limited for learning it in one semester.	

Percentage
11.5%
43.6%
35.8%
8.7%
0.5%



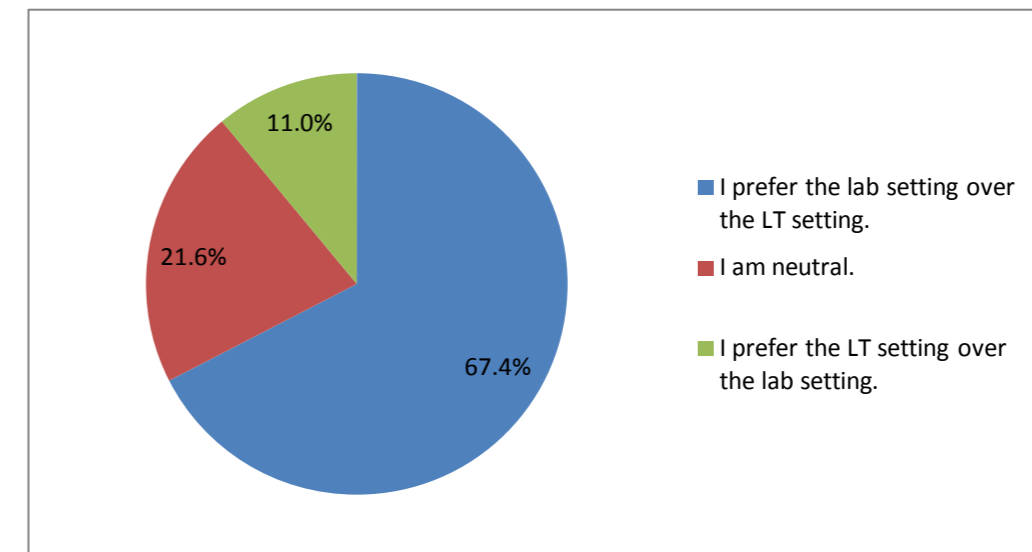
Percentage
7.3%
40.4%
39.9%
5.5%
3.2%
3.7%
0.0%



Multiple Choice	
8) The CS1101 class is split into 9 smaller sectional groups. Lectures are conducted in a lab setting. Compare this arrangement with the "traditional" large-class lecture in a Lecture Theatre (LT) setting for other modules. How do you find it?	
Options	Frequency
I prefer the lab setting over the LT setting.	147
I am neutral.	47
I prefer the LT setting over the lab setting.	24
Skip	0
Total	218
Essay	
9) You may add comments to supplement your answer for Q8 above.	
Options	Frequency
Skip	178 (81.6%)
Attempt	40 (18.3%)
Essay Answer	
I think lab setting should be continued.	
I think lab setting is better because everyone can use his or her own computer to practice in class.	
We can use the computer when having class, so we can test the programs by ourselves.	
It is good for us to practise while learning, but different prof have different way to teach us makes changing class for some reason difficult.	
Make me more near to the lecturer, and I can be more aware of the concepts.	
nil	
more attention from the prof is focused on each students	
I think 2-hour lecture or lab both are ok.3 hours is a little bit long though.	
It is easy to interact with professor and we can see clear what shows on the screen and also listen to class without much disturbance. However, when somebody's coming late, it is inconvenient because either we will screening again or he will not have image on his screen.	
I like learning in a small group. There are more interactions between lecturers and students in the lab setting lecture.	
Having Doctor Java by our side helps us to double check some coding problems on our own which we could not get if in LT.	
it is good that we can use Drjava as soon as the lecturer told us something. however, if it is a large-class lecture, i think the lecturer will have more time to cover what should be taught.	
-	

Percentage

67.4%
21.6%
11.0%



It's smaller, more personable, and the hands-on element is brilliant.
I am able to follow more effectively.
Both are OK for me.
Learning together with friends make learning A LOT more fun.
When there is questions, in the lab setting condition, people will not be shy to ask as compared to the LT as too many people will be looking at you when you ask questions.
It is more interactive and questions could be easily asked
I feel better to speak up in small classes
Tutors can take care of every student.
I think both are ok
the lab in iCube have tables which are too tall, even when the junglebyte is running, it's still not very convenient.
can the lecturer and tutor be more clearer?
More hands-on practice.
I like the lab setting as we get our hands dirty during the lecture. However, I don't like the lecturer to lock the screen for most of the time caz I have already gone through the lecture notes beforehand,it's quite boring to listen to the things that I have already know quite good for 3 hrs. I need more time to do the practise programme and have more freedom during the lecture.
this is good, we can practice by using the lab pc. if it's lt, we will not be able to understand some of the lecture or even get lost.
Can't imagine how a LT setting would be for this module.
I like this set up very much. Much more attention to the students. However, 3hours lecture is abit too long.
I would think its not possible to have LT setting for this module as the interaction is needed for us to learn. I would even think its better to break into more labs but of course I know its not possible due to limited lecturers.
it's to ba made a lot more program oriented and even less of theory please.
lab setting allows the lecturer to interact more actively with students in his/her class rather than in LT
lecturer:student ratio is smaller: (i) more interactive (making java interesting) (ii) hands-on (understand the jeez of programming better) (iii) condusive (better absorption of content)
can practice
i am in favour of the lab setting as i have mr tan tuck choy who is a damn good tchr. the same can't be said of the rest though cos i heard some other lecturers aren't as good at explaining concepts (i know ppl who would rather crash my sectional grp than attend their own). so in all objectiveness perhaps the LT setting would be more beneficial to the cohort on the whole, especially to those with lousier teachers.
In small groups, we are able to make more progress. We can solve our problems and confusions as soon as possible. In addition, we can get more attention from our teachers, which also promotes our progress. Any way, I love lab setting much much better!
Since I'm a visual leaner, I found the lab setting really cool, it allows us to see more cleary and process information taught faster.I think it also makes us more difficult to fall asleep, and that's very important for a 3-hr lecture.
I prefer the lab setting, but the environment is a little bit distracting.

This is better for discussing over problems as programming actually consist of many problem solvings. Also, it is better to directly put things into practice to maximise memory, and that can only be done in lab, provided that not everyone is bringing laptops to lecture.

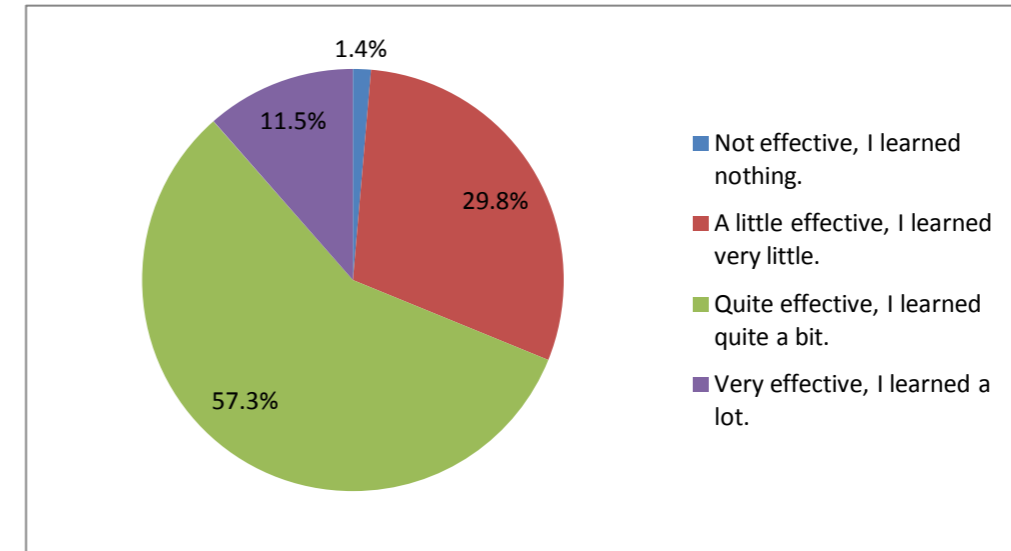
The quality of computers at labs must be improved, because it always took me least 10 minutes to log on, and the screens sometimes cannot display what the lecturer showed.

Multiple Choice

10) How effective do you find the discussion sessions? (How much did you learn in the sessions?)	
Options	Frequency
Not effective, I learned nothing.	3
A little effective, I learned very little.	65
Quite effective, I learned quite a bit.	125
Very effective, I learned a lot.	25
Skip	0
Total	218

Percentage

1.4%
29.8%
57.3%
11.5%



Essay

11) You may add comments to supplement your answer for Q10 above.	
Options	Frequency
Skip	175 (80.2%)
Attempt	43 (19.7%)

Essay Answer

It was more "personal", the discussion leader attended each one of us personally, and took his/her time to explain things properly..

To be honest, most of the learning happens in the feedback for the programs we've written, and this usually happens virtually (with our DLs).

The discussion session is an interactive platform where students can clarify their doubts with their discussion leaders. However, it seems that there are differences in the way discussion leaders mark the 5% attendance points. My discussion leaders say that if we do not contribute anything, we won't get any points even though we attend all discussion sessions, which I find unfair, given that I have actually done all the questions and simply do not have the chance to share the answers to the class.

I think that the choosing of tutors is very important. Our tutors are very adept at programming, but it doesn't mean that they can teach well. My friends from other groups agree with me that sometimes we have difficulty understanding out tutors, in terms of speech as well as getting lost during the explanation. They should also be more prepared before coming to lessons. Hope in the future you will take into consideration not only their ability to program, but ability to teach as well.

For rookies it's quite effective i think.discussion leaders will answer questions patiently which make some people learn quite a lot.

In discussion group, we can solve problems with friends together, and some difficulties that we even have not realised may also be discussed. Discussion group helps me to understand the concepts better.

DL is helpful

Tutor covers all the basic, or more straight forward questions and didn't cover in depth the tougher ones...
I do not think my discussion leader is able to help us well.
I have tried to speak in class in order to learn better.
I think the discussion session is quite effective as my discussion leader will piont out some key points that the lecturer may not have covered. What's more, he emphasizes on the logic of the language more than the writing part.
sometimes when waiting for other classmates to present answers, a lot of time is wasted. If the tutor presented the answers straight, it would be a lot more efficient.
My discussion leader is very patient and friendly, and i find it easier to approach him when in doubts.
I found that in the tutorial, we just solve the discussion questions. But, in fact, I have done it before the class.
correct some of my bad habit of programming, and teach me something little but important.
I find the discussion session is not really helpful since i don't really understand the explanation from the discussion leader (language hindrance) i think i need to adapt more with his way of speaking:)
i can ask DL some questions and do more practice
The discussion leader needs to push everything faster ...
The discussion session in a very good interactive session where students may clarify their doubts with their respective discussion leaders. However, there may be differences between the methods of teaching between the different discussion leaders, such that there may be discrepancies.
Just my tutor goes through the questions a bit slowly. So it is always not enough time to finish all the questions. Sometimes we can only go through a few easy questions and leave the other more difficult questions undiscussed.
The discussion session is too short or the discussion questions are too many, almost everytime my tutor did not finish it.
I love my DG Leader!
some TAs are not that proficient at teaching although they are proficient at programming by themselves.
May include more training labs in discussion sessions.
The topic discussed are quite interesting, and the tutor is giving good guides. But, the discussion can be involved more on actual practice, so that we can actually try some codes by thinking the solution on spot.
Some review parts are quite helpful.
I like that sometimes we learn other methods of doing certain things for different occasions.
It is useful to add some materials that are left behind or forgotten to be taught at lectures. Also it brings me to have more friends.
The tutor should request the students to do the programming at home before hand.
Mr. Aaron is the best!
more hour in discussion
I wish there would be more time for explanation (possible split up to a two one hour session?)

Discussion but not many answers given. Maybe model codes could be given to the questions. Tutors are students also - hard to get many consultation slots.
It's not because the discussion is not effective, but because I knew most of the topic in these discussion already.
This is because I can't find enough time to do the discussion sheet questions, as I have to concentrate on other modules during the weekdays. I would prefer if the discussion sessions were to be held on Monday.
Perhaps more time should be allocated to programming.
NA
My discussion leader, Max is very helpful.he reiterates some of the important points for the week's lecture.and he goes through labs or programs thoroughly showing us the most efficient program, explaining why it is better.
2 hour is a little bit long for discussion. Maybe because what we learn now is not that hard. We will see later.
I do not really understand what the DL is talking about as the explanation is unclear and insufficient.
my discussion leader know his stuffs well
Somehow I think the lecture is still a bit longer, although we already have two breaks, it's still easy to fall asleep.
The DL is very helpful.

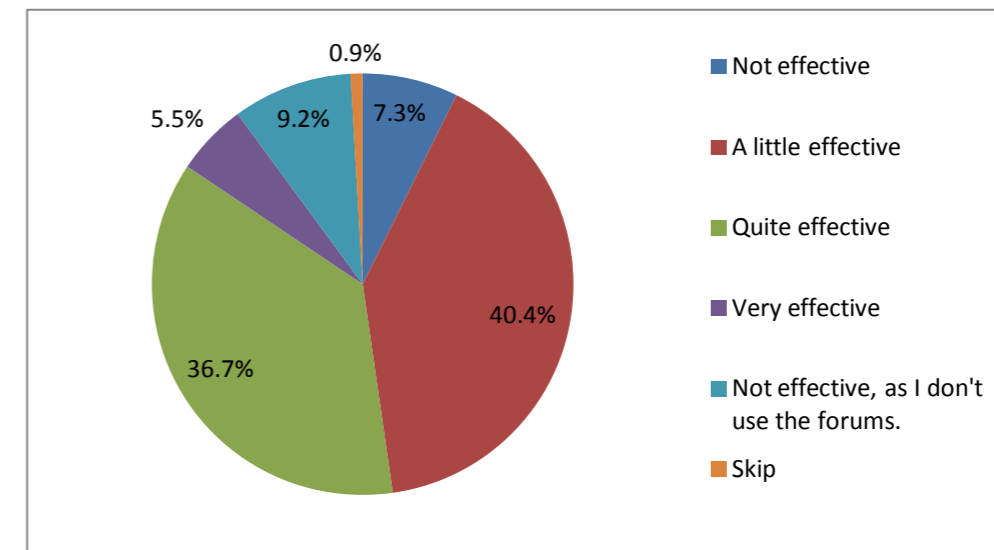
Multiple Choice

12) How effective do you find the IVLE discussion forums?

Options	Frequency
Not effective	16
A little effective	88
Quite effective	80
Very effective	12
Not effective, as I don't use the forums.	20
Skip	2
Total	218

Percentage

7.3%
40.4%
36.7%
5.5%
9.2%
0.9%



Essay

13) You may add comments to supplement your answer for Q12 above.

Options	Frequency
Skip	195 (89.4%)
Attempt	23 (10.5%)

Essay Answer

nil
too many. I cannot read them all.
Because your name will be shown in the FORUM. Sometimes feel too stupid to ask questions there. :(
I do not use forum actually. However, I still think it is useful. I think that if I have problems that cannot be settled with my group leader and friends, I will turn to the forum.

I do not visit the discussion forum so often
Whenever i get stuck at labs, i'll go to the forums and get hints on how to continue. it is pretty useful that way.
I think I could have answer some questions in the discussion forums.But English is not my mother tongue.So i rarely check out the forums.
I am not quite familiar with it.
It is good to share answers and questions with others.
Just once I want to ask a question about strange CourseMarker feedback from my peers.
I will try to engage more on discussion onn the forum, but I think it's good for people to discuss and clarify doubts there.
i found that the question that i not clear is very simple (for others). so i feel embarrass to ask question there.
It isn't very user friendly, UI-wise, but the people in it (particularly the teaching staff) are very helpful.
I don't know about other programming forums, but as for CS1101 forum, the questions posted are not relevant to the programming language sometimes, so I don't use it a lot
never use it
Very very useful, I learned a lot from the forum
Maybe it is my wrong, I don' like using the forum to discuss questions.
It always brings me helpful information, and also sometimes clear out my doubts. I also did make friends on the forum ^^
Mr Aaron Tan replies almost all posts promptly.students also share a lot of helpful tips.
get a lot information from there
Sometimes it is quite hard to understand the solutions by words. It is better to hear it by conversations.
its not easy to ask questions or explain them online. Rather have more tutorial consultation slots.
Perhaps I need to go there more.

Multiple Choice

14) Do you think that CourseMarker provides timely and useful feedback that helps you to improve your programs?

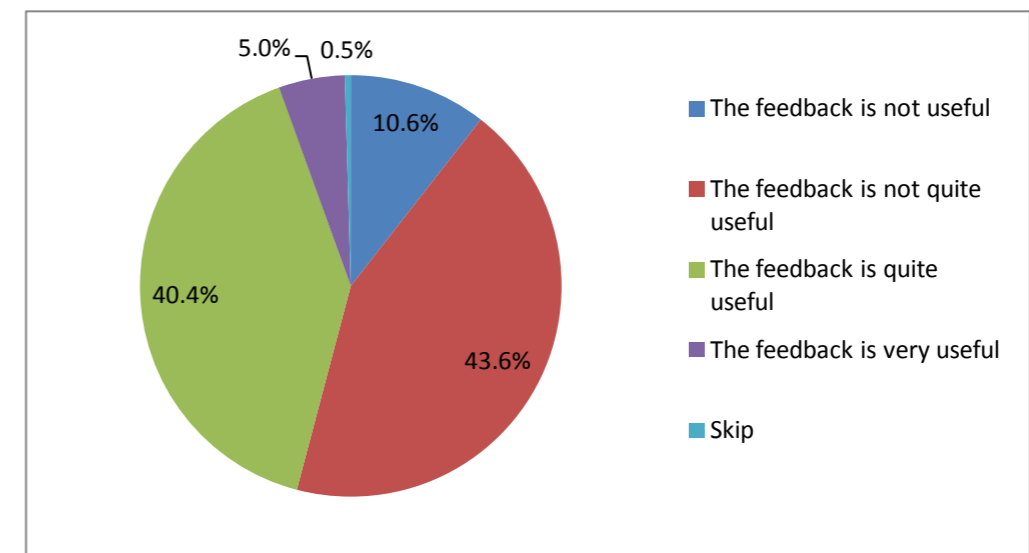
Options	Frequency
The feedback is not useful	23
The feedback is not quite useful	95
The feedback is quite useful	88
The feedback is very useful	11
Skip	1
Total	218

Essay

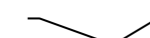
15) You may add comments to supplement your answer for Q14 above.

Options	Frequency
Skip	187 (85.7%)
Attempt	31 (14.2%)

Percentage
10.6%
43.6%
40.4%
5.0%
0.5%



Essay Answer	
all it does is ensure that our output tallies with what is expected of us, but it doesn't help us improve upon our programming design, indentation, format etc.	
It only lets me know if my output is correct or not which i can self-test.	
Just using it to see if the results are accurate.	
perhaps more data samples can be added	
CourseMarker is easy to use.	
limited feedback	
As we do not know what data had been tested after our submission, it helps nothing.I suggest that those data may be unveiled after our few trials,so that we could spot our problem easier and could have it solved by ourself.	
little feedback	
I would said I think the effect of checking through coursemarker and Dr.Java is the same for me	
Quite useful to let us know "computerized standard" of programming design :)	
More comments about the program should be given.	
In fact, I only submit the program that can execute correctly. However, the feedback from Coursemarker does evaluate my program in detail. I find the evaluation from my group leader is much more useful, and I appreciate it a lot!	
I usually test my program thoroughly before submitting.	
I rarely read the feedback in course marker. Once I finished my program and read "Awesomely Excellent", I'm done with it.	
It would be great if we can see the test data :P	
Quick feedback, convenient, though abit hard to set up from home.	
why not send us the crect answer to us together.	
I can know I am wrong or not by using CourseMarker feedback.	
course marker is a waste of time and it should be abandoned.	
It is way too general in the feedback.. ineffective on allowing one to fully understand what is desired of us.	
I do not know what to look out for in coursemarker except for whether the dynamic tests are correct. Proper use of coursemarker should be elaborated on.	
the course marker point me some problems about indentation, which i have never noticed before	
Helps to put in test data that we miss and sometimes if we unconsciously changed the correct codes, coursemarker helps to identify it when we submit the codes.	
The feedback is quite simple. The discussion leader's comment is much more useful	
Sometimes, we spend a lot of time figuring out what is wrong with the format in order to pass the CourseMarker test. We could use that amount of time to think about better algorithm to complete the task.	
Only the data tests are useful. The rest are rather ... strange. (Oh, and AWESOMELY EXCELLENT is a rather strange adjective to use)	
The feedback can help me to see whether my output is correctly formatted or not. I think that's very important. Other than that, it's not so useful.	



Sometimes the coursemarker indicates that the program is correct even if the logic is wrong. Reversely, it sometimes says the program is wrong just because we added something that makes the program even more complete (e.g restricting the input to avoid unwanted input). But generally, it still helps some to see whether the program is working or not.

It is okay. and I know that it is hard to find a better one.

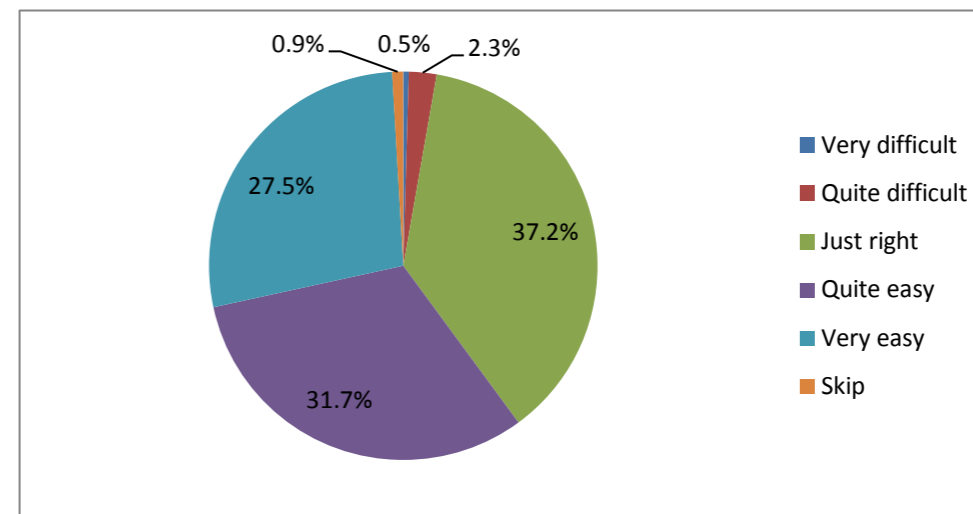
We could understand where we have gone wrong better if we know what test data are being used and reverse engineer from there.

Other than the comments from DL, other automatic feedback is quite useless.

Multiple Choice

16) How do you feel about the level of difficulty of take-home lab #1?

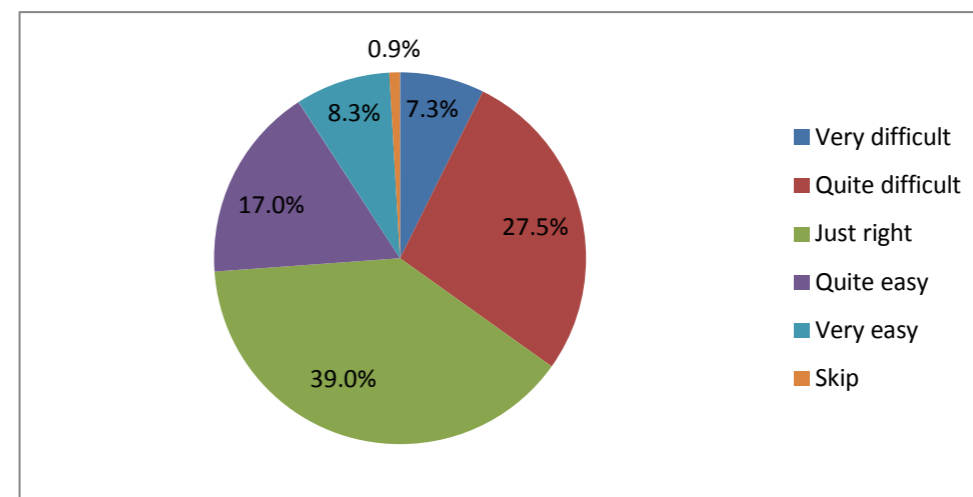
Options	Frequency	Percentage
Very difficult	1	0.5%
Quite difficult	5	2.3%
Just right	81	37.2%
Quite easy	69	31.7%
Very easy	60	27.5%
Skip	2	0.9%
Total	218	



Multiple Choice

17) How do you feel about the level of difficulty of take-home lab #2?

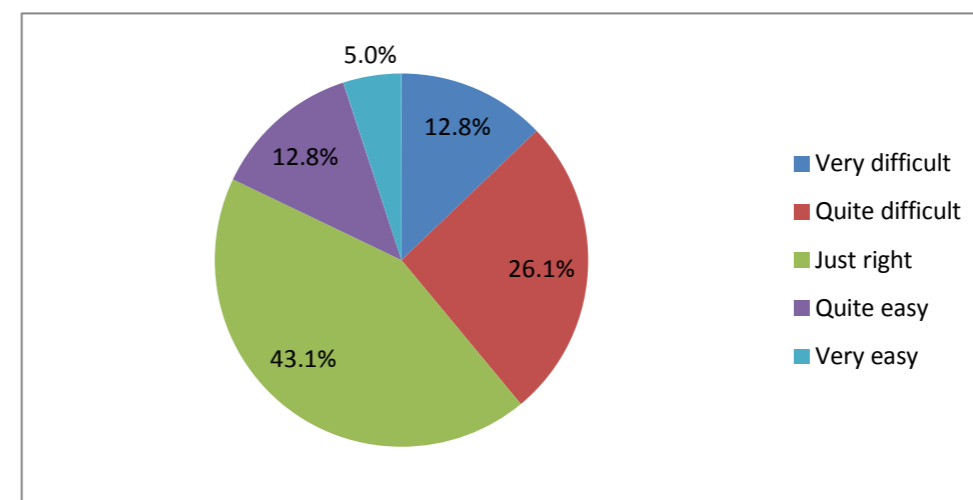
Options	Frequency	Percentage
Very difficult	16	7.3%
Quite difficult	60	27.5%
Just right	85	39.0%
Quite easy	37	17.0%
Very easy	18	8.3%
Skip	2	0.9%
Total	218	



Multiple Choice

18) How do you feel about the level of difficulty of take-home lab #3?

Options	Frequency	Percentage
Very difficult	28	12.8%
Quite difficult	57	26.1%
Just right	94	43.1%
Quite easy	28	12.8%
Very easy	11	5.0%
Skip	0	0.0%
Total	218	



Multiple Choice

19) Which lecture sectional group are you from?

Options	Frequency
Group 1 (Tuesday 9am-12nn. Lecturer: Mr Aaron Tan)	17 (7.7%)
Group 2 (Tuesday 12-3pm. Lecturer: A/P Wynne Hsu)	24 (11%)
Group 3 (Tuesday 3-6pm. Lecturer: Mr Aaron Tan)	28 (12.8%)

GroupÂ 4 (Tuesday 9am-12nn. Lecturer: Mr Henry Chia)	14 (6.4%)
GroupÂ 5 (Tuesday 12-3pm. Lecturer: A/P Lee Mong Li)	30 (13.7%)
GroupÂ 6 (Tuesday 3-6pm. Lecturer: A/P Tan Tiow Seng)	28 (12.8%)
GroupÂ 7 (Tuesday 9am-12nn. Lecturer: Prof Tan Chew Lim)	29 (13.3%)
GroupÂ 8 (Tuesday 12-3pm. Lecturer: A/P Gary Tan)	24 (11%)
GroupÂ 9 (Wednesday 9am-12nn. Lecturer: Mr Aaron Tan)	24 (11%)
Skip	0 (0%)
Multiple Choice	
20) Which discussion group are you from? (For those in groups 1 - 13)	
Options	Frequency
Group 1 (Friday 1-3pm. DL: Tang Ke, Tom)	9 (4.1%)
GroupÂ 2 (Friday 11am-1pm. DL: Doan Khanh Han)	8 (3.6%)
GroupÂ 3 (Friday 9-11am. DL: Nguyen Viet Cuong)	8 (3.6%)
GroupÂ 4 (Friday 3-5pm. DL: Eniwati)	8 (3.6%)
GroupÂ 5 (Friday 1-3pm. DL: Wei Tengfei)	9 (4.1%)
GroupÂ 6 (Friday 11am-1pm. DL: Vu Anh Thu)	11 (5%)
GroupÂ 7 (Friday 9-11am. DL: Le Viet Bach, Johnny)	9 (4.1%)
GroupÂ 8 (Friday 3-5pm. DL: Chong Shih Wai, Shaun)	10 (4.5%)
GroupÂ 9 (Friday 1-3pm. DL: Hendrik)	7 (3.2%)
GroupÂ 10 (Friday 11am-1pm. DL: Samuel Risandy)	10 (4.5%)
GroupÂ 11 (Friday 9-11am. DL: Nguyen Anh Cuong)	8 (3.6%)
GroupÂ 12 (Friday 3-5pm. DL: Mehmet Erdogan)	8 (3.6%)
GroupÂ 13 (Friday 1-3pm. DL: Cai Sufeng)	8 (3.6%)
Skip	105 (48.1%)
Multiple Choice	
21) Which discussion group are you from? (For those in groups 14 - 27)	
Options	Frequency
Group 14 (Friday 11am-1pm. DL: Mai Dang Quang Hung)	10 (4.5%)
Group 15 (Friday 9-11am. DL: Lee Chun Kit)	10 (4.5%)
Group 16 (Friday 3-5pm. DL: Sein Lin, Justin)	7 (3.2%)
Group 17 (Friday 1-3pm. DL: Le Trong Dao)	8 (3.6%)
Group 18 (Friday 11am-1pm. DL: Dao Duy Tuan Duong, Max)	8 (3.6%)
Group 19 (Friday 9-11am. DL: Poon Yan Horn, Jonathan)	5 (2.2%)
GroupÂ 20 (Friday 3-5pm. DL: Zhou Lifeng)	9 (4.1%)
GroupÂ 21 (Friday 1-3pm. DL: Wee Ho Kiat, Eugene)	9 (4.1%)
GroupÂ 22 (Friday 11am-1pm. DL: Zhou Lifeng)	8 (3.6%)
GroupÂ 23 (Friday 9-11am. DL: Lu Wei)	7 (3.2%)
GroupÂ 24 (Friday 9-11am. DL: Ly Duy Khang)	12 (5.5%)
GroupÂ 25 (Friday 11am-1pm. DL: Chau Nhi Hien, Charlie)	10 (4.5%)
GroupÂ 27 (Friday 3-5pm. DL: Bilgehan Sahin)	9 (4.1%)
Skip	106 (48.6%)

Essay	
22)	
You may add any comment or suggestion about the module, so that we can make your learning in CS1101 more effective. (Please note that you can send your feedback and suggestion to your lecturer or discussion leader ANY TIME, so that necessary actions can be taken early.) This survey is open until this Friday 12noon. You may come back later to continue or change your responses. Thank you for taking this survey!	
Options	Frequency
Skip	183 (83.9%)
Attempt	35 (16%)
Essay Answer	
Small group in discussion doesn't means everyone will be given equal attention. More participants are important rather than just the number of people sitting in the discussion. FRIENDS will encourage each other to participate more in the discussion.	
i am in discussion group 21	
This module is quite fun and Dr. Aaron Tan is a really good teacher. Something I want to suggest is that the ans for the Discussion Question should be given after some time, cos I feel that even after trying so many times, some of us still cannot get the more difficult questions, we should be given a chance to learn from the codes.	
Give Mr. Aaron more time to be a lecturer to let other people undergo the greatness of him. :)	
Since a three-hour lecture is quite long, I think it is better to have two 3-minute breaks instead of one 5-minute break.	
The lecture is going tooooooo fast! -- Slow down pleaseeee and the take home assignments look like exam paper to me. Maybe more hints? But i dont mind hints for exam paper too :D	
Perhaps can give some fun projects for people who have background in computing so that they have something to do in class as well.	
the noise of typing when doing sitting lab is quite distracting and makes me nervous.can we have a headset when taking practical exams?	
I made quite a bit of progress in learning JAVA ... but i wasn't very satisfied with the planning of the curriculum ... it kept alternating between high and lower level topics. Like why hassle us with library and function when people dont know how to use a for loop. And we must be made to do programs entirely 4m start no skeleton to be provided. spoils the logic and limits the way of thinking~!!! Thank you.	
Lecturer expects us to know everything that she went/will be going through. I don't understand much from the lectures as such because I am not able to follow at all. All work done up till now was of my own doing and with my friend's help as much as possible. Please at least slow down the pace. The way things are going, can't say how I'll be able to catch up.	
I love programming. It's incredibly fun. =) (Okay that isn't a suggestion, but it's an expression of love!)	
Pls provide the model ans for the take home labs so that we can know the shortest and easiest way for those questions.	
No more comments, and I am very satisfied now. Thank all the lecturers and group leaders! Thank you!	

<p>The pace of lectures and tutorials maybe too fast for amateurs in prgramming. As we are learning everything from sketch, more and clearer explanations on the concepts should be given as we will take a more time to understand. If we do not really understand, we would not want to put in effort into this module as we can't even do the exercises given and the lab exercises. Also simpler exercises should be given as additional practice so that we can learn and gain connfidence from there.</p>
<p>MAY be we should be provided more chance to practice the programming</p>
<p>I think the teaching is a little bit fast and there should be more time for lectures.</p>
<p>Sample programs for take home labs should be given to students after the submission date is over so that students can learn from others and hence improve on their own programs more effectively.</p>
<p>N/A.</p>
<p>as a student who has no programming background whatsoever, i find the pace of the lectures a bit too fast.(covering one or more chapters per session)i usually have to go through the notes a few more times at home again. labs are also pretty tough.the increase in difficulty is pretty great.i find it quite hard to catch up.</p>
<p>I still can't find the wat to improve programming.. Hope will give me some guide from that... thanks!</p>
<p>Perhaps the lecturers/discussion leaders can give more extra practice exercises. In addition, there should be standardisation in giving the 5% attendance mark so that every student is treated fairly. In addition, I would like to comment on the pdf files on Thomas Wu books. Thank you very much for uploading these pdf files as they really help me in doing my revision/self-study. Yet, some parts (like Chapter 4) are a bit confusing. Perhaps the notes can be improved further to make it clearer to everyone.</p>
<p>It would be better if the lectures are held twice a week, instead of one long session. The discussion sessions should be held on Monday to give students without programming background (e.g. me) enough time to complete the questions. Now I'm going to the discussion sessions without time to revise what was taught on Tuesday's lesson. So I cannot participate actively in the discussion sessions. Another suggestion is to grade students without programming background seprately from the students with programming background. This module, being 5MC, is quite taxing on the students who are new to java.</p>
<p>Have a few discussion leaders to be around during sectional teaching. This will facilitate the teaching as questions are resolved promptly.</p>
<p>nil.</p>
<p>I think so far the module is ok. For some people, it's easy, while for some other it's not. I really like the noticing sections, because there are many topics I haven't realized before. However, I think the sit-in labs or take-home labs should be a bit more difficult so that we can be challenged.</p>

I feel it's not fair to students if it's being repeated that we are "expected to spend 12.5 hrs for this module". Even as we spend more than 12.5 hrs per week on this module, it may not be enough a time to even complete extra programs set by tutors. Time could've been spent trying to understand basic material instead(especially beginners). If students were unable to complete the extra problems, it does not imply that we didn't spend enough time.(Analogy:If one's trial-lab scored low marks, does it mean he didn't spend enough time on it? He could've spent 6hrs doing it, but used wrong techniques.) Also,it would be helpful if tutors can understand that CS1101 is not the only module we take and we are very busy. There are only 24hrs a day: 10hrs in school; 4hrs travelling; 2hrs washup+meals; 6hrs sleep(min); only 2hrs left for work(& no play).

My tutor, eugene is very friendly and helpful. Thanks! Sit in lab set B is too difficult compared to set A! Take home lab 3, ex2... I was unable to understand fully the question. Too confusing. Please do include model codes for the labs... we are new.. i can try to program many programs but most of the time i will be stuck.. and if there is no model codes for me to refer.. it is very hard.. Thanks.

supply more optional exercise to us.

more hours to learn JAVA in lecture more workload also.

i hope more annancements can be made on IVLE, like reminding us that takehome-labs are released on the web, disscusion questions are released and so on.

sometimes the section teaching is too fast that i can hardly catch the teacher's mind

I want to learn more things from the lecture and the discussion. However, I do not know how I can do that.

It is a challenging module but I enjoy it. I think i have not put into enough time to review and preview for this module. In the later half of the semester, i will put in more effort and time into this module.

The discussion questions due on friday can only be done after tuesday's lecture because the discussion questions encompass what is taught during the lecture. This gives us only a window of 3 days to complete, which is not sufficient as we have to juggle work from other modules as well. Perhaps they could extend the time period between discussion sessions and the lectures. Extra classes could be held to help those who do not understand what is going on. The textbook is not easy to understand for those who have no background knowledge, it should come from the perspective of someone who does not have any background at all. The pace of module is fast, teaching at average 2 chapters per session. Perhaps you could split the sectionals into 2 sessions instead of a 3 hour one.

Thank you... I hope this helps.