myExperience Report

Term 1, 2022

Faculty: Faculty of Engineering

School: School of Computer Sci & Eng

Course: COMP3231/COMP3891/COMP9201/COMP9283 Operating Systems

Evaluation period: Apr 11 2022 12:00AM - Apr 28 2022 12:00AM

Course Report (Aggregate)

Comparison of results for "Overall I was satisfied with the quality of the course"

This course: COMP3231/COMP3891/COMP9201/COMP9283 Operating Systems

Overall I was satisfied with the quality of the course	
Statistics	Value
Response Count	178
Mean	5.03
% Agree broad	93.8%

SCHOOL: School of Computer Sci & Eng

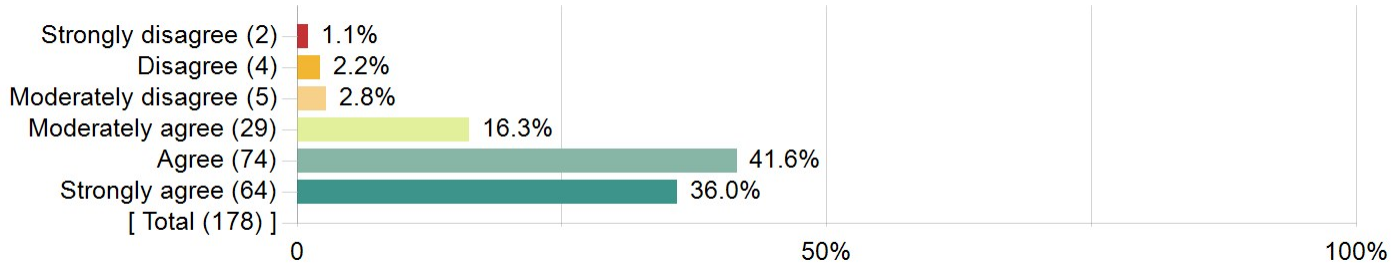
Overall I was satisfied with the quality of the course	
Statistics	Value
Mean	4.98
% Agree broad	90.6%

FACULTY: Faculty of Engineering

Overall I was satisfied with the quality of the course	
Statistics	Value
Mean	4.95
% Agree broad	89.9%

Overall I was satisfied with the quality of the course

Overall I was satisfied with the quality of the course



Statistics	Value
Mean	5.03
% Agree broad	93.8%

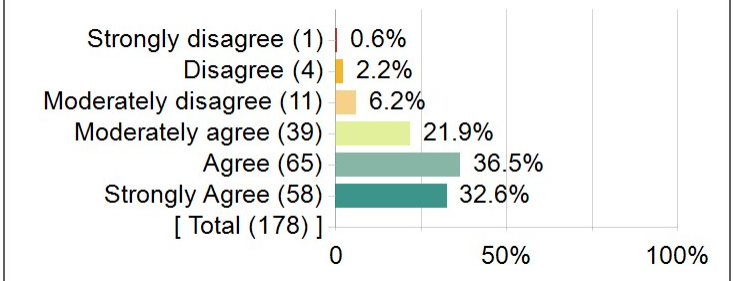
The table below shows the percentage of 'Agree' and 'Strongly agree' responses to the question 'Overall I was satisfied with the quality of the course'

Overall I was satisfied with the quality of the course

Statistics	Value
% Agree	77.5%

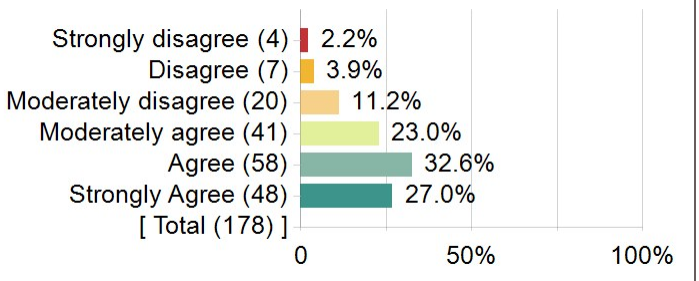
Course Questions

1. I felt part of a learning community



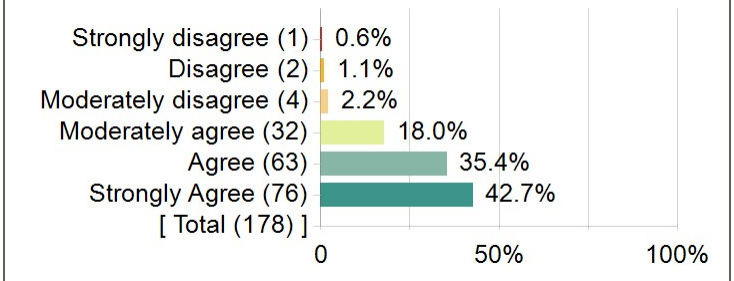
Statistics	Value
Mean	4.89
% Agree broad	91.0%

2. The feedback helped me learn



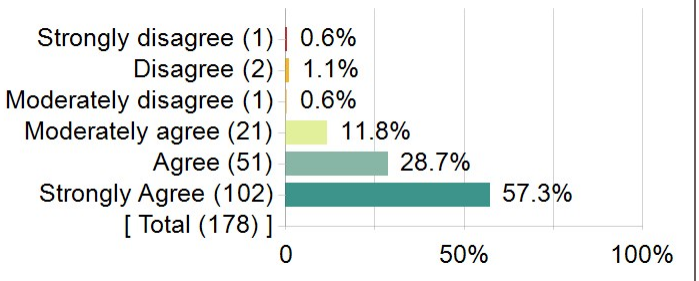
Statistics	Value
Mean	4.61
% Agree broad	82.6%

3. The course resources helped me learn



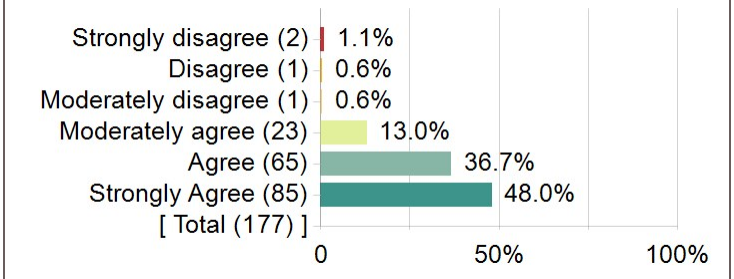
Statistics	Value
Mean	5.15
% Agree broad	96.1%

4. The assessment tasks were relevant to the course content



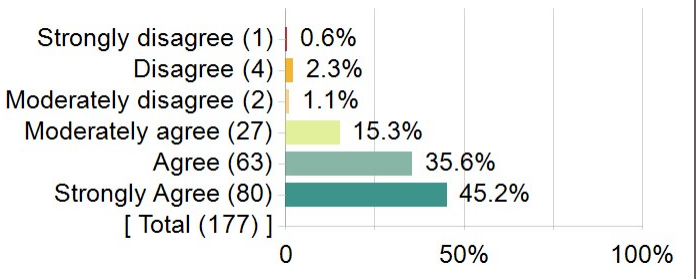
Statistics	Value
Mean	5.39
% Agree broad	97.8%

5. The course encouraged me to be self-directed in my learning



Statistics	Value
Mean	5.28
% Agree broad	97.7%

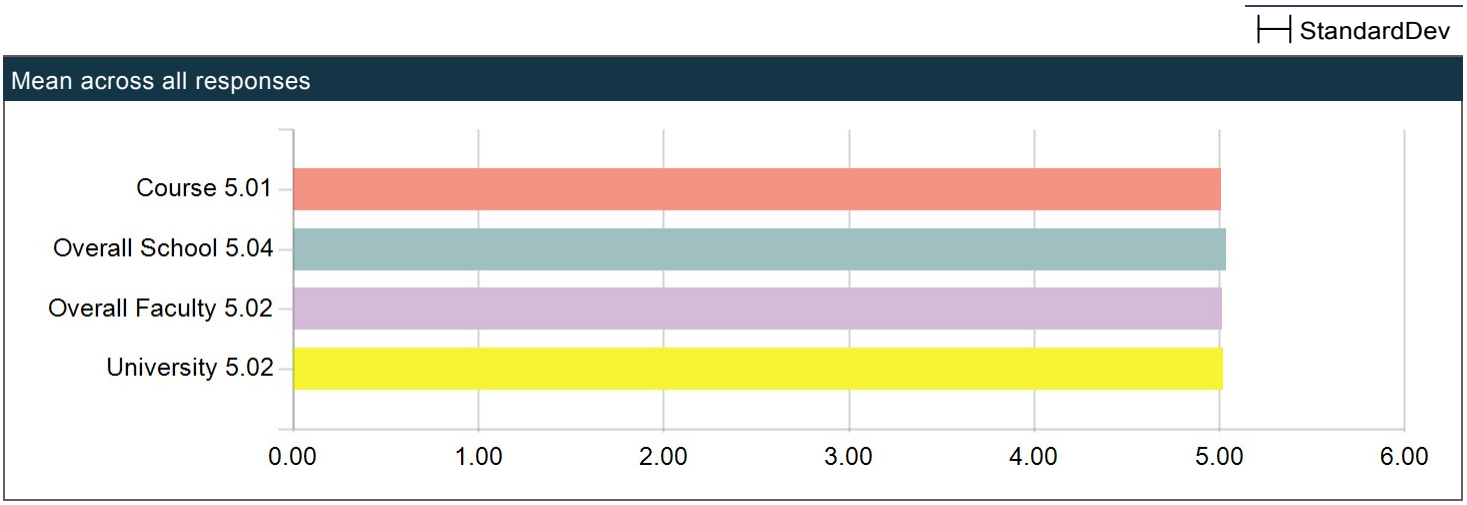
6. Assignments gave me opportunities to demonstrate my knowledge

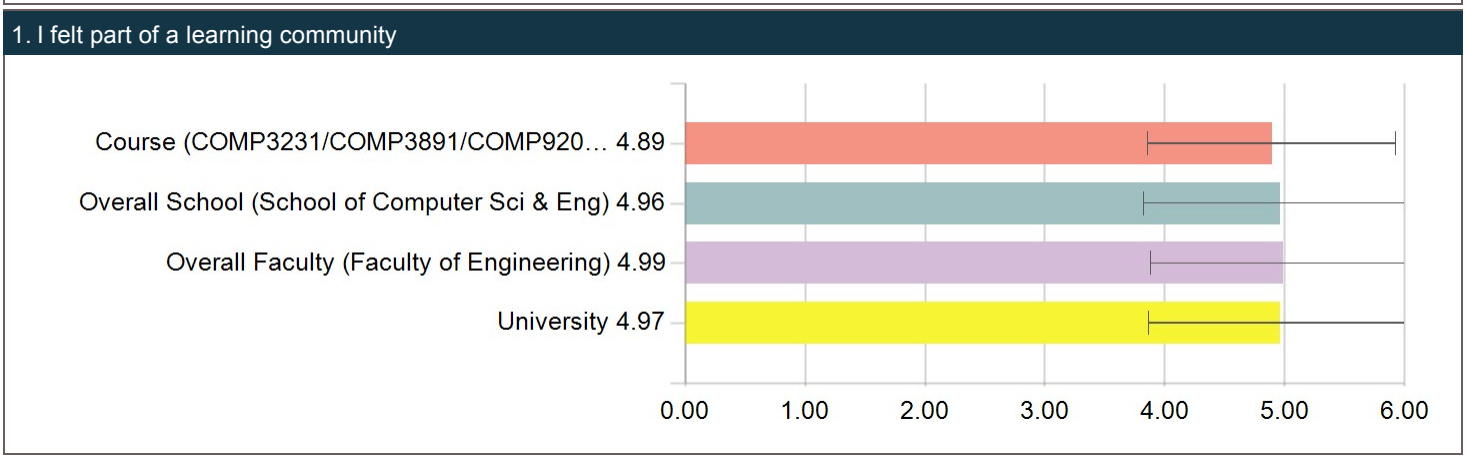


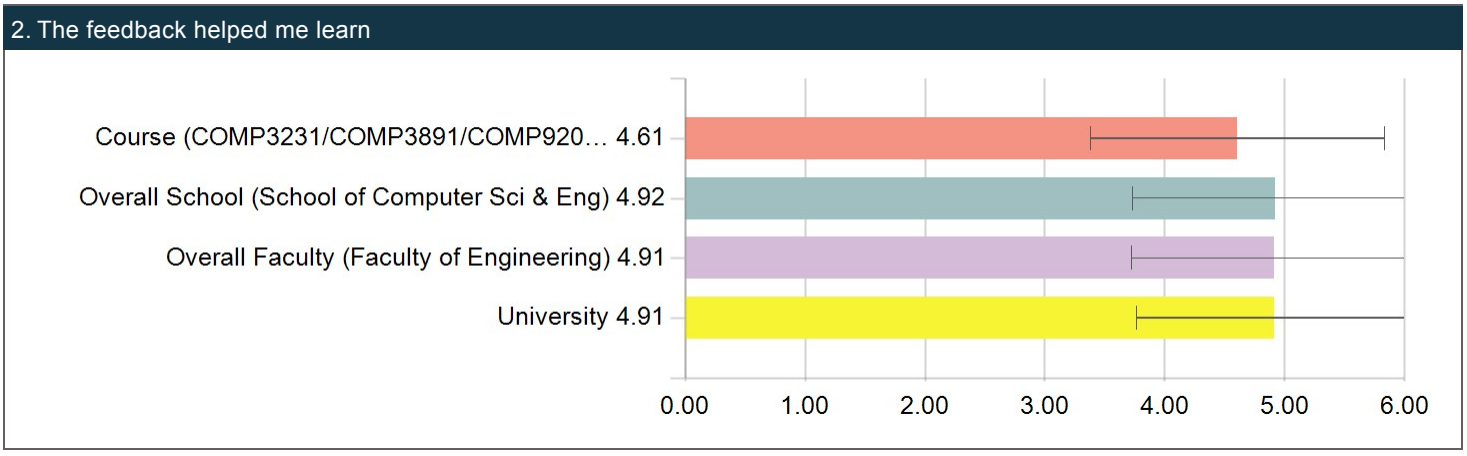
Statistics	Value
Mean	5.19
% Agree broad	96.0%

Comparison Statistics

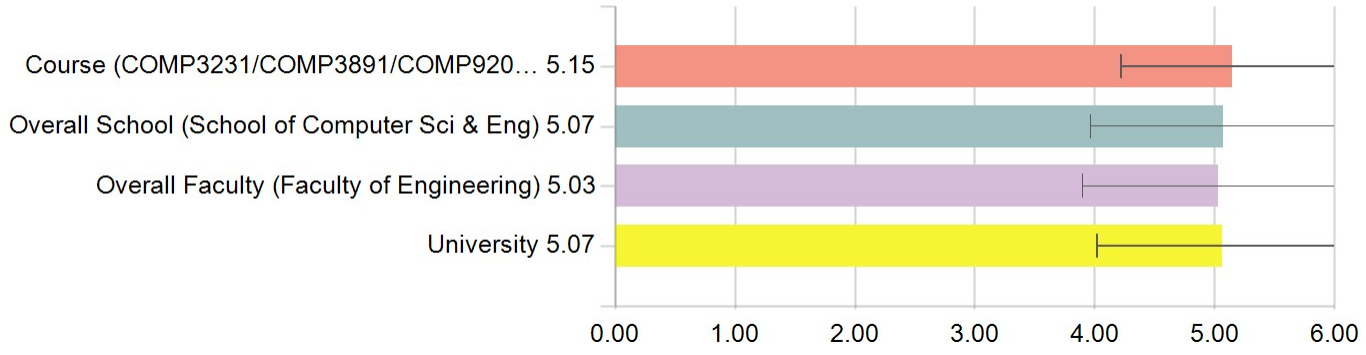
Mean (average student responses between 1 and 6) and StandardDev (Standard deviation of student responses) are used for comparison statistics between Course, School, Faculty and University.



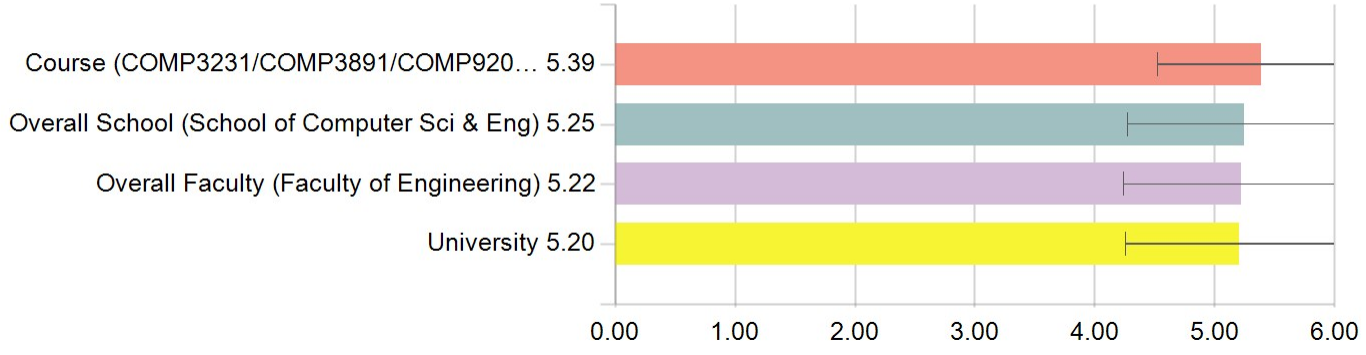




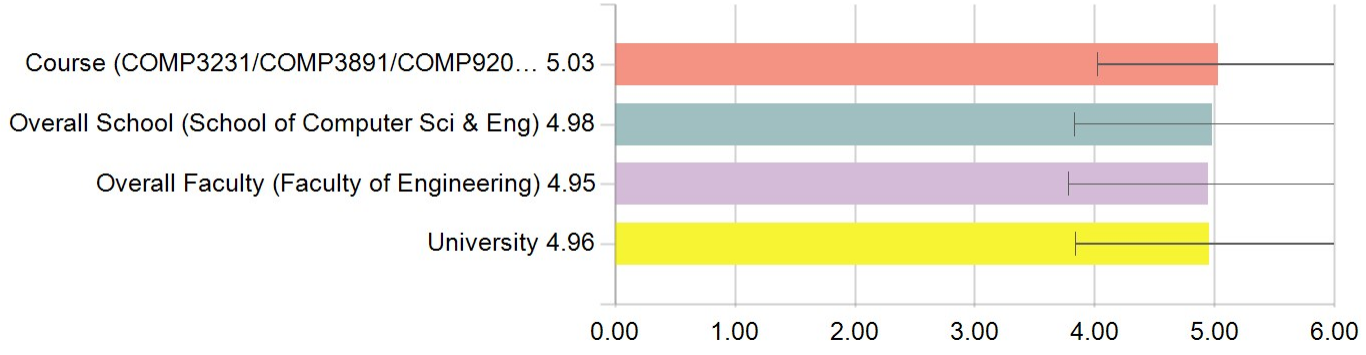
3. The course resources helped me learn



4. The assessment tasks were relevant to the course content

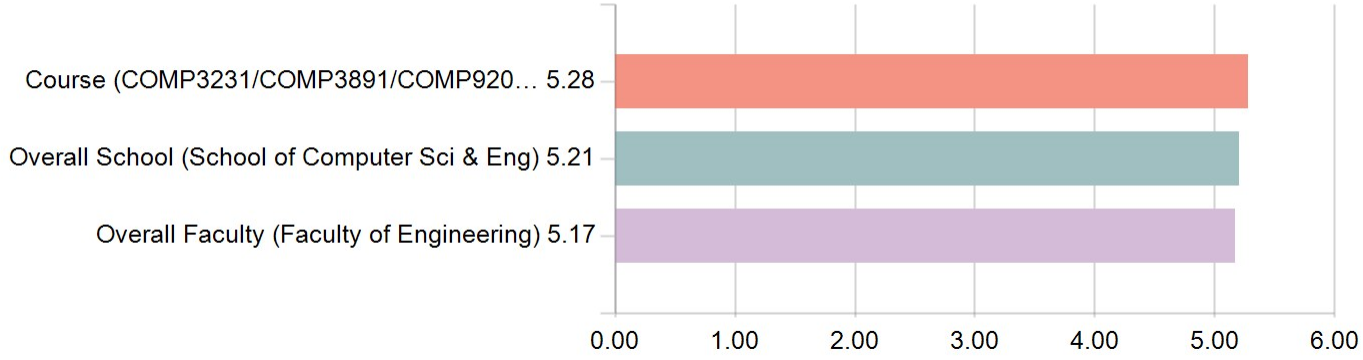


5. Overall I was satisfied with the quality of the course

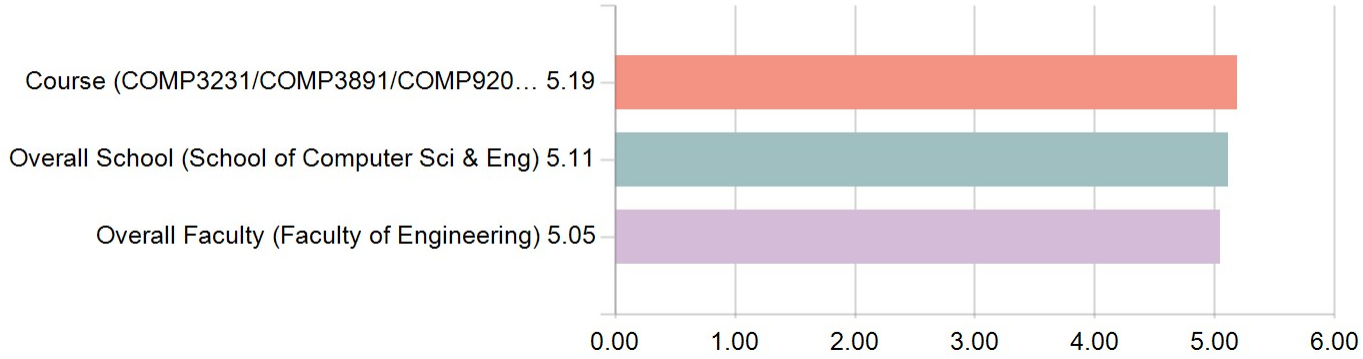


Faculty of Engineering specific questions

1. The course encouraged me to be self-directed in my learning



2. Assignments gave me opportunities to demonstrate my knowledge



Raw Comment Data

What were the best things about this course?

Comments
Great lectures and interesting assignments
Lectures were generally concise and too the point. Assignments required more thinking than coding which is good when trimesters shove them down your throat every two weeks.
The assignments were very helpful
Assessments were very relevant to class content Responsive staff on Ed. I don't think I've ever seen so much detail, care and attention paid to the forum as staff in this course have. They've gone above and beyond, especially during the Easter holidays there were staff promptly responding on the forums. Videos for each assessment. As someone who prefers a live explanation a lot more than reading text, these helped a lot. Assignment specs were often hard to understand so the videos and accompanying slides really helped. Recorded tutorials. Grace period for asst3. Relieves a ton of pressure.
The content is very good, explaining the inner working of an OS, particularly the threads, memory, and file systems.
All good.
Application of lecture knowledge to assignments was directly correlated.
The assignments were quite enjoyable and were very relevant to the course content. I also enjoyed navigating such a large code base, since I think this is a very important skill in industry.
Kevin is a very good lecturer, and I felt like I learnt a lot during the course.
The lecturer and staff! Very helpful and engaging.
Course content is strongly tied to the assignments and hence re–enforced understanding
Its challenging, but not overly challenging. This course has helped me grow in appreciation of how complex OS's are through a deep exploration of how they work. The lecturer and my tutor were amazing and were always happy to provide clarifications.
Lots of fun working on an OS and getting to apply the things we learn in a semi–real environment!
Kevin's a great lecturer!! The course is very well run, all assessments work well together and are relevant to the lecture content. I really liked the late penalty system and felt that it motivated me to get started on the assignments early. I think the current level of learning community is good, since we have the course forum & tutorials to interact with other students if we want to. I don't think the course can do anything to improve sense of community (except for artificially forcing students to interact e.g. forum participation marks like some other courses I've taken, which I really disliked since it cluttered up the forum).
– Was interesting
The content was very interesting
The forum is amaizng! Really helpful on doing assignment!!!
Very insightful and interesting course. Learnt a lot during the lectures and they opened my eyes to the vast complexity of modern operating systems. The concept of the assignments was good (eg. virtual memory and system calls), but they were very difficult to actually code and complete.
I'm really glad I chose to do this course based off the content, but the way the course is run is great too.The assignments are perfectly suited, and honestly not that difficult if you don't attempt the advanced sections. The tutorials are great, and it would be a lot harder to study for the exam without them.
Kevin is a really engaging lecturer, content was very useful and applicable to understanding programming concepts at a lower level, and the assignment were hard but fair and great for cementing the course concepts.
Assignments were really interesting. Lectures were very engaging.
Lecturer and qualified tutor
Learning about OS features and how they are implemented was very interesting, and the assignments were interesting as well.

Comments
– The course content was really interesting – The assignments worked really well to tie the course content we were learning together (I felt I got the most out of bashing my head into this course component) – The assignment overview lectures were amazingly helpful – The extended content was really interesting too – Having every tutorial and lecture (and some consultations) recorded – The forums answers were incredibly dedicated and well appreciated Amazing course!
Great lecturer and assignments. Assignments didnt require a lot of code, but each line of code needed required a good understanding of the topic. Documentation on the assignment was great as we ll.
Kevin is an amazing lecturer
My tutor was amazing, forums were incredibly well staffed, lectures were great to attend live
Kevin as a lecturer is awesome, explains things super well and has so many different ways of explaining concepts to help students understand topics. I found this course super useful in helping to understand concurrency, it would seem no other courses (which I have taken) have taught it in depth.
Very interesting content, encompasses a lot of different topics, was a very rewarding experience to go through this stuff in depth.
Course content is applicable outside the scope of the course, and helps to build deeper understanding of lower level programming languages and techniques
Lectures and assignment were great
The course is well structured and the assignment quality is very high
– doing assignments in groups – lecturer was cool – ed stem was very helpful, especially for assignments
Lectures and resources on the course website, also the support from the staff
Most students take COMP3231 as an elective because they want to learn about operating systems, which is definitely useful knowledge to have whether or not a students want to do kernel programming. The knowledge thus helps students to become better programmers and to better understand the systems that those programs run on, and is of course essential for those that will build and maintain operating systems. The bonus marks for early submission are a good incentive to not postpone assignments, however it also means students need to prioritise COMP3231 assignments above any other assignments they may have.
The fundamental topics and assignments were interesting and useful.
– Interesting content – Assignments made you think well and apply knowledge – Active replies on course forum
Lecturer and other staff we willing to answer questions about the assignment without trying to be overly coy about the inner workings of OS/161
The assignments were very relevant and helped me to get a better understanding of the course content. I also appreciated the live lectures
I especially appreciated the helpful video walkthroughs created for all the assignments since it made the assignments really clear to understand.
Provide material from former years.
The assignments were fun, challenging and engaging.
Assignments were fun and Kevin is a very good lecturer! This course was challenging but very interesting. It is always nice when a course makes you think about things in ways you haven't before – now I think of threads whenever I'm waiting for a burger.
Maybe an assignment related code walk through after all have submitted?
The lecture slides were pretty well explained, and Kevin's illustrations during live lectures helped complement that.
Lecturer was very good at explaining topics.
– Few items to keep track of – Lecture notes comprehensive and detailed
Lectures were engaging, the forum system was useful
The course content was so core and essential it is a must do. The structure is pretty good and the assignments were great. It was a

Comments
lot of work and pretty difficult but it was SOO relevant to the content. Once I did the assignment I felt like I understood how the concepts worked so much better. The assignments really compliment the lectures.
The teaching was fantastic and the course content was super interesting, even though this isn't really my strong suit as far as topics in cs go and I struggled a little bit with the course content, I had a blast.
Assignments were hard but fair. Lecturer was great.
The lecture slides are pretty clear.
The lectures were well done, the assignment overview videos were helpful.
The content covered was very useful and I found to be important for my degree.
Was a great overview of OS and really piqued my interest in it and reinforced my knowledge of code and programming in general.
Kevin's Lectures + course content
The lectured was offered live and the delivery was well structured. The content was very interesting and make easier to understand by Dr. Kevin.
The lectures are reasonably easy to follow. The tutor's activeness on the course forum was a huge blessing, and really helped solidify the course.
> Great bonus marks structure > Great content – covered a lot of areas, but each had adequate depth > Assignments gave great opportunities to apply content
Interesting content and good lecturer.
hands–on experience with system programming and writing OS code
The Assignment Overview videos were an invaluable resource for dealing with the assignments. I'm sure that without them the average assignment marks for this course would be much lower.

What could be improved? Thanks for the complimentary feedback on the good parts of the course. It was good to see that our efforts on the forum was acknowledged several times.

Comments
The assignments felt like they took a huge amount of time. Also we still haven't received any feedback for assignment 1
Assignments would be better served with a bit more documentation – i understand that OS161 is intentionally undocumented to throw you in the deep end and force you to understand it well, but it's a bit excessively stressful to have no practical activities besides the assignments given that this is the case. If there were lab activities to get practical experience before the assignments this course would be a lot more fun and content would be much easier to absorb
This course is criminally understaffed leading to massive delays in questions being answered and marking. Not too sure if this is University budget cuts or something else but there is a massive need for additional staff, both for their sake and the students sake.
Release the last assignment earlier so we have more time to work on it. Make the lecture notes more complete so that we can review the content without rewatching all the lectures
Difficult UX – there were 3 separate sites (cs3231 website, comp3231 moodle, Wiki) without an extremely clear distinction of which content is stored on which site, so I often found myself spending time searching through the cs3231 website then the Wiki and vice versa for the content I needed (and having to login to the Wiki everytime I accessed it). E.g. assignment clarifications are on the wiki while assignment specs are on the class website so I'd have to flick between the two, making it hard to look for what I need. Felt a bit unfair that one could invest a lot of time and effort into the assessments throughout the term but the majority of course marks come from the final exam, and the fact that the final has negative marking for multiple choice, though I also appreciate the clarification Kevin provided regarding difficulty around preventing plagiarism/collusion on the final exam. These factors do make the course a lot more stressful overall. More feedback on what exactly was implemented incorrectly in assignments. I received feedback saying that I implemented the cafe part of asst1 incorrectly, but no feedback was left as to what exactly I did wrong.
Having a negative grade in the final exam is putting too much pressure on me
– Possibility to introduce lab exercises for students to practice concepts of OS? Tutorials give this opportunity to students except however I believe more students would be encouraged to work on these exercises more due to marks – plus exam weighting is heavy (60%)
I feel the old recording from the previous year's course is more focused, shorter, and has less dead time. From week 6 onwards, I transited to the older recordings. Maybe you can use those instead of repeating the same content every year, just a waste of lecture time IMO.
All good.

Comments
Some better management of the File Systems topic. It was a super content heavy topic which became stale after almost 2 weeks just on the same topic
Earlier release of assignment and marks
Release dates of assignments. 11 Days for the final assignment is kinda awful, especially with tight deadlines around other assignments.
Feedback about assignments should be provided at a reasonable time. Asst1 was only returned at the beginning of week 9, when it was due at the end of week 4. This meant I couldn't use the feedback from asst1 to improve for asst2, which feels like a missed learning opportunity. However, it turns out my marker didn't provide any comments about my code anyway (even though tests were failing), so I guess I couldn't have used any feedback to improve. So, I think more tutors are needed for this course, and valuable feedback should be provided.
Sometimes, Kevin doesn't explain some things as I feel like he assumes people knows it already, and that meant I had to google it. It doesn't happen too often, but I did notice that I had to look up some of the terminology he was using. It would also be nice if marks were released earlier, as there was no feedback for asst1 until after asst2
Assignments are inherently a bit obtuse in what comes to identifying what is necessary and what is not. The final assignment was tricky to pin down what is required to be done and what are concepts to be aware of while doing them. Some example and stepping through the code execution, even broadly, would have help identify the gaps needed to be fixed
Maybe less emphasis on the final exam? I really feel like a majority of the assignments are in vain if the final exam has a whopping 60% weighting. Especially considering that the assignments are really rewarding and fulfuilling to complete and it feels like a slap in the face that putting so much effort into them is meaningless for marks (that doesn't detract from how enjoyable they are to complete, just kinda sad they aren't worth more marks).
Some content is so detailed, may not necessary.
– Labs possibly: Right now there is a lot of content and hard to remember it all
For assignments: – add a little extra clarification for things in the assignments beyond the comment documentation. There were multiple small things which I spent a lot of time being confused about and felt like this was unnecessary time wasted. For example, it took a while for me to understand that vfs_open created and returned a vnode struct (and how vfs references works), even when reading the source code. In hindsight, this code wasn't too difficult to understand but it is more that when we are still trying to wrap our heads around everything, we are more likely to find a small thing which we get stuck and confused on. This can be helped by adding more comments for documentation which give a little bit more detail of what functions do. – In the assignment pages, directly mention and put direct links or to all relevant pages: questions, question answers, FAQ, os161 man etc. Across ass2 and 3, there were both times where I only found out about an additional resource later because I didn't know about it when it would have been very useful to know from the start. E.g ass2 I didn't realise that os161 man had all relevant err codes we had to deal with (I looked at the normal man pages which led to unnecessary questions and confusion). For both assignments, I found out about the location of the answers to the questions late as well since its location wasn't very clear. (when people have to ask on the ed forum where to find something, it probably means that you can put it somewhere more obvious!) For lectures: – please use youtube. – youtube is very good for students since it enables us to pause and rewind during live lectures. I use this feature a lot so this is what held me back from watching lectures live. It enables us to pause, rewind and understand things properly if I get confused mid stream. – it also enables students to show up to lectures late and still watch it. In blackboard collaborate, if we show up 30 mins late, we are 30 mins behind on content and cannot catchup for another ~2–3 hours while we wait for the new recording to go up.
The assignment connection with lecture ? For example in VFS assignment part, around half time spent on where to put the OPT in —— no idea where is kernel And in VM assignment, there's nothing in lecture said about region. Ane even assignments are really hard, it still has only 40% of total marks. maybe worth 50–60% :(((
Add more explanations to Assignment 2 and Assignment 3
Assignments were very difficult. Perhaps more explicit instructions would be beneficial. Although the assignment videos that Kevin uploaded were helpful in revising necessary content and a providing a nudge in the right direction, I still struggled to come up with an idea on how to start the assignments. An example of this would be giving us a clearer idea on the necessary structs, as I did not know what was required in each. Navigating the given code base was also very troublesome. I understood that a lot of the given functions were for us to use, but understanding them and then using them correctly was difficult.

Comments
Even though I felt I understood the content to a decent standard, applying this to the code was very difficult. Weekly quizzes would have more representive of my knowledge. Personally, I don't agree with the geometric mean weighting, as it punished lower marks in the assignments. Given that the assignments were weighted 40%, I should have more of a chance of redeeming myself in the exam, which would be hard for me especially, given that I understood the content but could not complete the assignments.
asst1 part 4 was a little too difficult. I spent 15~ hours on it and didn't get any of the important autotests, despite being on top of the course content. It was only worth 2 course marks so this is a very minor complaint.
Perhaps the course could have more tutoring staff. The assignment 1 marks didn't come back until a month after the deadline, perhaps more tutors marking the assignment would fix this. But, if it's more of a late submissions/special considerations, issue then I can understand the late marking of results.
Tutorials were a bit dry. I didn't like the early submit bonus, as usually I would get the assignment done early anyway and so it felt like I was reducing my mark if I wanted to resubmit with minor fixes or optimisations.
I believe the documentation and manual pages of os161 provided by the course could be more informative. I had difficulty understanding how os161 functions/commands/etc worked without googling elsewhere. The wiki website (wiki.cse.unsw.edu.au) I felt was confusing to navigate. I couldn't find the page I was looking for without access from an external link. For example, if I logged into the wiki and searched for the FAQ page for an assignment, I could not find it. The only way to find that page was to click on the link from the assignment spec page (somewhere in cgi.cse.unsw.edu.au) and then log into the wiki. This became tedious when I had to log in every time.
It would be nice to get more feedback (but it makes sense as there is a lot of students). Also more time for group assignments would be appreciated.
Sometimes it was unclear why we were learning a concept, or how it worked in the context, maybe that could be signposted in the lectures better? Having more assignment tests – sometimes wasn't clear the scope of cases we needed to handle (though this was often quickly resolved on the forum) Having assignments marked earlier so we could get more feedback
Time given for assignments – the last one was potentially a little rushed
The assignment tasks was not very clear and a lot of the clarification was found within either assignment videos, and wiki pages, If the spec could be more comprehensive the assignments would be a lot less frustrating.
An approximate breakdown of the marking for assignments would be nice, especially since there are so many opportunities for bonus marks (early submission, advanced component). It would make managing workload a lot easier as we would be able to determine a balance between submitting early and working on our assignment more that we are satisfied with
The marks for the assignments took a while to come back, would be nice if they were released a little earlier so we could take on the feedback before we start.
Course notes definitely need improvement. It was really hard at times to use the slides to extract information because it was not designed to be used as a standalone resource (it supplemented the videos and Kevin's lectures). When it came time to doing assignments, you would find yourself struggling to find some information because you would have to drift through several hours of lecture videos to fiind an explanation for something that is very vaguely written down on the slides.
Would be far better if in person learning was a larger part of the course. Potentially longer tutorials or focus groups
Wasn't a lot of feedback from tutors and assignments Tutorial content was a bit dry at times
Even though W6 is considered a flexible week. I believe an optional tutorial session going over ASST2 similar for ASST3 would have been better. For some reason, I found ASST3 much easier than ASST2 (not too sure if it was because of the tutorial session) but ASST3 has a tutorial session and ASST2 does not. Also, initially, I thought having live lectures would have been better but given the circumstances possibly switching it back to the prerecorded lectures might be the better option. However, this is a minor grievance.
– assignments need to be marked and returned faster – deadline for assignment 2 was very short and not a lot of time was given for the assignment
Marking could be faster, I missed the chance to review my answers while they were fresh.
I've always been interested in operating systems thus had high expectations for this course, and therefore have to say I'm somewhat disappointed. Three years in and classes are still online, when many people have a strong desire to get back to in–person learning. First there was the move to trimesters, then nine weeks and finally online learning when efforts should have been made to get classes mostly back to normal. The quality of online learning is not comparable to in–person learning and students

Comments
having to take classes online has a negative impact on motivation and mental well–being. Students asking questions while Kevin is lecturing are normally answered by a tutor, a situation that is both good and bad. On one hand it frees up Kevin's time to teach and not answering questions, while on the other hand attention is divided between paying attention to the lecture and questions being asked and answered. Had it been in–person lectures all of the attention would be on what Kevin is teaching, and this is the way it should be. Having tutors answer questions was introduced after the first few lectures given there was no feasible way for Kevin to feasibly answer the many questions students had and conduct the lecture, and thus the intention was good but the side effects we're not. There's also the issue that the final exam has a weighting of 60% which also has a requirement to achieve at least 40% along with negative marking. Do students need the extra pressure along with a harder than in–person exam along with unreliable internet and two hours to do the exam to add to the stress. Students that have worked hard only to be let down by circumstances out of their control. There's also the issue that assignments took way too long to mark, and each assignment could have been issued a week earlier than when it was. It's also my opinion that the balance between theory and programming isn't ideal, such that there should be a greater focus on programming. I'm not suggesting increasing the workload, however putting more theory into practice in the form of small programming tasks will likely help with understanding (given the complexity of the whole operating systems field), that leads up to the more complicated assignments. The content is important knowledge for computer scientists/programmers/engineers and students will benefit from the course to varying degrees and in different ways and therefore opinions on what can be improved will vary depending on what one's strengths and goals are.
The assignments were really confusing, and too be honest, I can't tell if it was me or just the lectures. I think implicitly, there is alot of complexity teaching OS since there are so many interlocking parts, and it's hard to explain one thing without explaining other things, which in turn need other things to be explained. But at the same time, going into assignments was really confusing and difficult. I'm not sure it was just me or not, but the entirety of OS161 was really confusing. I couldn't really tell where Sys161 ended and OS161 began, and even after completing all assignments (with a few of the bonus tasks), alot of the system is still a major black box to me. Even now, I'm still learning some basic ideas such as the fact that you can get interrupted in kernel mode, even though it's technically OS code. Sometimes the assignment genuinely felt a bit blind, where you kind of make changes until hopefully the OS doesn't panic anymore without really knowing why. And I'm aware that OS161 is already a hugely simplified version of the OS, but maybe even having some function signatures defined in the assignment files so we know exactly what we needed to implement would have made things a little bit easier. It was hard to design on top of code that you didn't really have a full understanding of.
The submission system is quite slow and likely resulted in my group obtaining a late penalty for ASST3, even though we ran the initial command a few minutes earlier. The assignments also provided little support.
More time for assignments
– Too many different locations for information (it only leads to students forgetting and additional questions that could very easily be avoided with a better layout) – Wiki is useless and shouldn't exist (information should be placed on one of the other platforms used) – More of the assignment information should be in the actual spec not in alternate places which are hardly referenced
Group work is always painful.
I thought the resources given for the assessments (i.e. the videos explaining the assignments etc.) were great, however particularly for asst2 and asst, when starting I was often very confused of what files code should have been written in. It is a very small thing, but a line or two in the spec giving guidance for the best few files to start writing functions in would be very helpful. (just because there are so many files to navigate!)
I think it would be more helpful to the students if some of the marking criteria for the assignments were made public when the assignments are released.
– Assignments can be very hard with little guidance or help. Could nudge us in the right direction of where to look. – Marking takes too long – Could have (optional?) weekly exercises to give us skills necessary for the assignments
Marking of assignments took a long time and makes it very hard to know how you are progressing with the course. Would have been good to receive the second assignment earlier.
The time for finishing assignments is not enough, I think there's too much assignments.
The content is taught, and even with having a clear concept on that, it is quite difficult to start on the assignments. The lecture doesn't really cover the "coding" part we are expected to be top–notch in, in the assignments. I know this will not be like the level 1 or 2 courses that have code examples introduced in lectures, but still to what extent are we expected to learn all that our own in such a short time? Also, i feel like modifying the tuts to involve labs in a way, or it being assessable might help, reduce pressure on the assignment having all class marks. And also some practice leading up to the assignments.

Comments
Moreover, the time frame between the assignments and to complete them was somewhat unreasonable, with 3 being the hardest with shorter compared to 1.
– Lecture notes sometimes not concrete, would like to see analogies/concepts in its code form e.g. snippets of kernel code, data structures etc rather than just diagrams
Assignments should have marking guidelines.
Getting feedback from assignments earlier would be nice. As it is, we only got feedback for 1 out of 3 main assignments before swotvac, 6 weeks after submission.
The assignment marking scheme seemed very arbitrary. We weren't given the % breakdowns in advance so it was random. Only after we got marked did we know the perecentage for style etc. Also a lot of the information about the assignment and how it was marked was not made available in the spec, but was rather hidden deep in the forum. I had to go dig through the forum to find critical information. I think a lot of people would have missed out on important information as a result which is pretty unfair. I think the forum should be for Q&A and not for spec and marking information to be delivered. Also, the assignments were marked so slowly. As of now, we only got ASST1 back. I have no idea how I've done for ASST2 and I'm worried. The lack of feedback is concerning and it also makes it impossible to plan how much work to put into the next assignment to get the marks I want. Why does it take so long to mark? The least you can do is give us the automark results so we know if it works or not. The marking scheme is already hidden and confusing as it is.
I think this subject has suffered a fair bit from the switch to trimesters, as so many have. Specifically, because of how assignments were kind of cumulative, one couldn't be released until everyone was done with the last one, which made things slightly more stressful/less conducive to learning than they could've been. For example with the last assignment, I had to hand in something that neither I nor my partner were fully happy with because we needed to get on with studying for exams. Further, I never really felt I had the time to attempt the extension sections of the assignments even though I would've liked to, just because of the time constraints. I'm not really sure what I'm suggesting here, and I suspect these problems may begin and end with trimesters, but still
I didn’t like the bonus marks for submitting esrly. It felt like it just helped people that didn’t have other commitments (like a job, other hobbies, taking care of family) and it made it feel like you had much less time to hit deadlines. I also felt it was silly when you realised you had made a mistake somehwere but you were better off not resubmitting since you would lose your bonus marks.
Lecture could include more real code.
More in person tuts!
Kevin's not the friendliest sometimes.
More detailed instruction of assignments.
The course structure and teaching style, I found the lectures to be difficult to follow as the slides where quite dry, and the lectures often lacking in examples of the material covered. I also felt that the tutorials had little students, which cause a lack of student involvement.
I felt like there was a large divide in the content and assignments. Yes they were very relevant to the course but I felt like there was coding divide and although I understood the content that was taught and how it was implemented to code it up felt like a different thing altogether. I felt like a lot of how to approach and implement assignments were delved in the course forum instead of the specification and assignment videos. At times it was hard to determine where to even start or what the assignments were asking for me to do despite understanding the content that was taught in the course.
Feedback from assignments could be done earlier. It was very difficult to tell how you had done in an assignment and results were given very late.
I hope the tutorial answers can be provided.
The tutorial could be longer to offer time for question regarding assignment. Mostly, my tutor could barely covered the tutorial questions in time let alone have time for assignment questions Q&A.
While it has already been mentioned before, I believe getting the assignment marks out quickly should be fixed by the next iteration of the course. Getting the marks out helps us understand our current academic standing with the course is. I also wish Assignment 3 was released a week earlier, so it didn't feel like a cram to get the Assignment done within a week just to get the bonus marks.
Not much, this is the best course I've done so far. Thanks Kevin!
Feedback for assignments were given back very late.
It takes a REALLY long time to receive the assignment feedback and mark. The time given to complete assignments was not enough maybe consider releasing them early in the future?
It took way too long to get marks back for the assignments. Getting the marks back quicker would be better.

Apologies for the long delays in marking. The trimesters mean everybody seems to be under pressure including the tutors/markers. 22T1 was the worst year in the history of the course with markers struggling to balance their study and marking load. I regularly think about strategies to improve response time, but it usually ends up being more automarking and less human-provided feedback. I know students prefer real feedback so I have been reluctant to reduce the human component in favour of more timely automarking.

Our goal is usually 7 days after the hard deadline (which is 5 days after the actual deadline). I think this is reasonable, but it is challenging to achieve with little wriggle room for any delays.

Regarding assignment clarity, there is a balance between being very prescriptive and exploration-based learning. There is no perfect balance for everybody. Additionally, specification misunderstandings are pretty novel each year (the spec is improved each year to avoid the common repeat issues), with the forum usually resolving any issues quickly.