

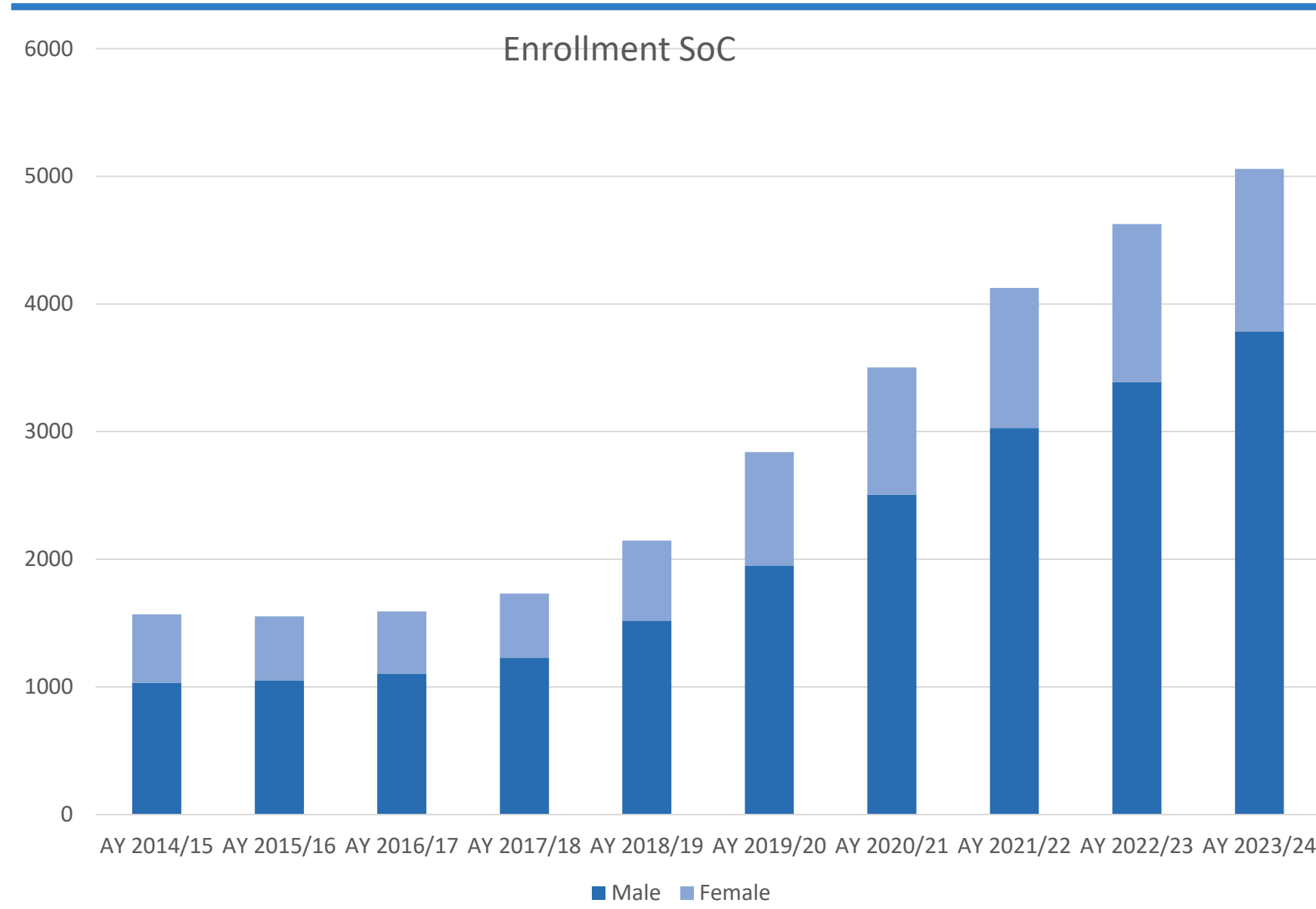


SoC3

SoC Crowd Control



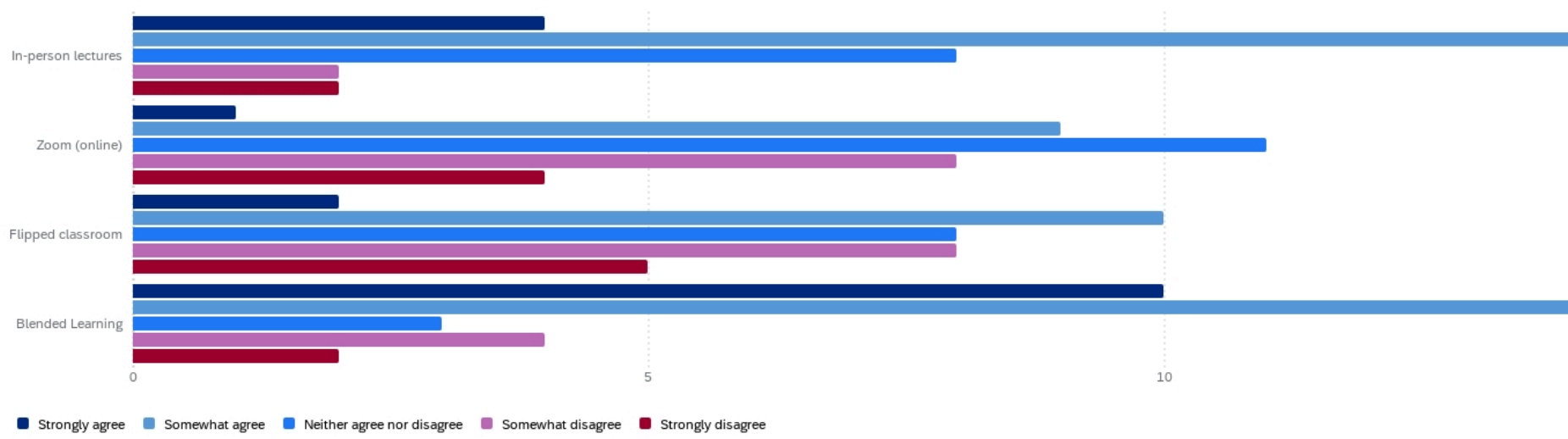
Christian von der Weth, Jithin Vachery, Prabhu Natarajan, Akshay Narayan, Nitya Lakshmanan, Ashish Dandekar, Boyd Anderson, Adi Prabawa



	Mean	Median	Min	Max
CS1000	252	146	21	793
CS2000	387	336	75	812
CS3000	97	69	10	299
CS4000	93	60	9	332

The School of Computing (SoC) has seen a significant increase in student enrolment. The learning Community was focusing on the associated problems and potential solutions/best practices

How much do you agree with the following teaching modes to be effective for learning? 33



Smaller courses are more interactive and professor will ask more questions to the students. Students are also free to interrupt and ask questions to the lecturer. Larger classes, lecture just teach material and less interactivity.



Attendance:

- General downwards trend in class attendance
- Correlation between class attendance and academic performance
- Independent from the teaching mode

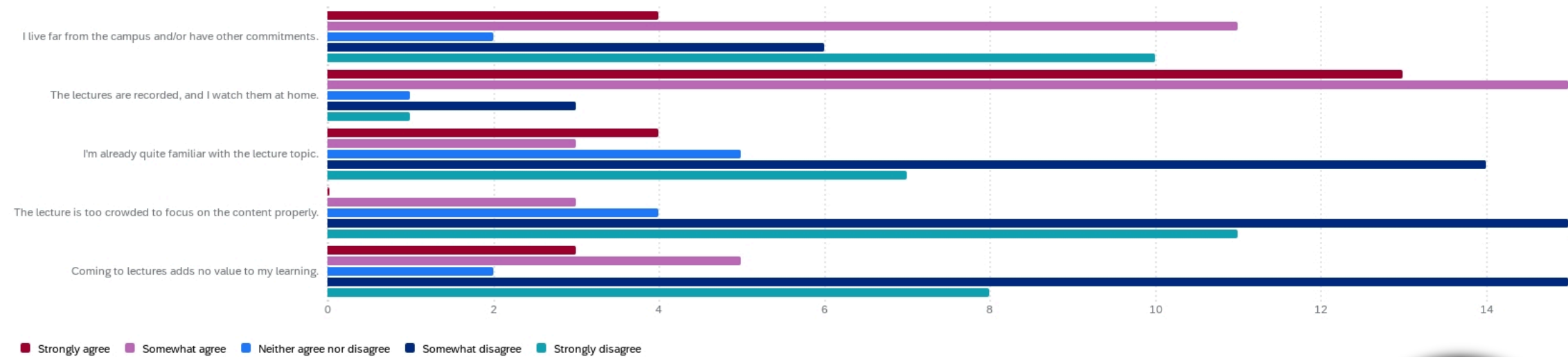
Engagement:

- At institution level
- At classroom level
- In class activities / quizzes / peer learning

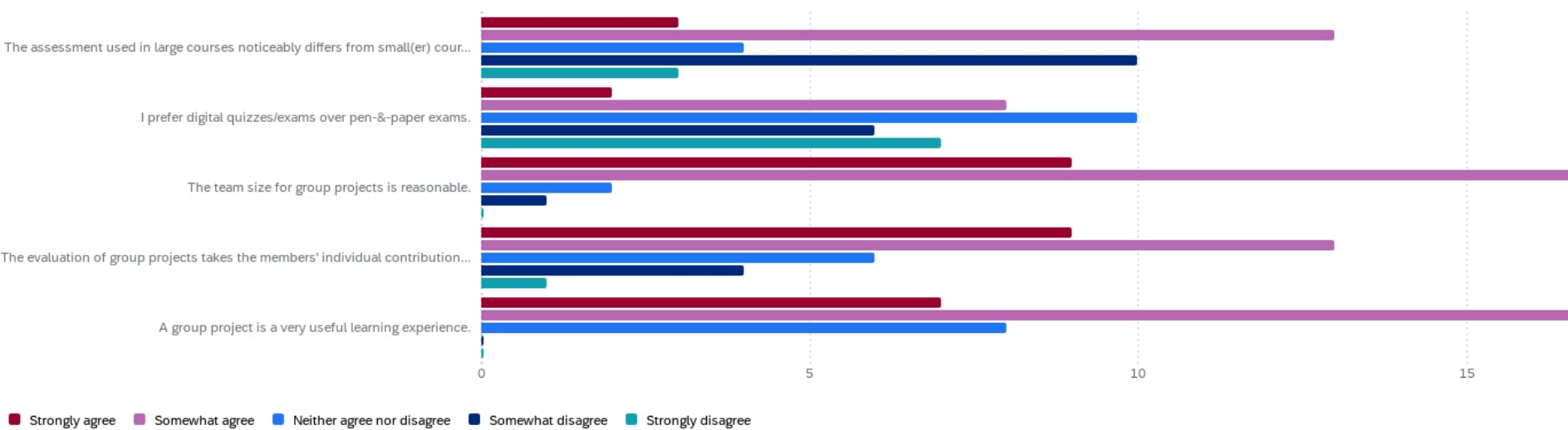


some lectures are very content heavy and lecturer will speed through the content, so I can slow down the recording and watch t my own pace.

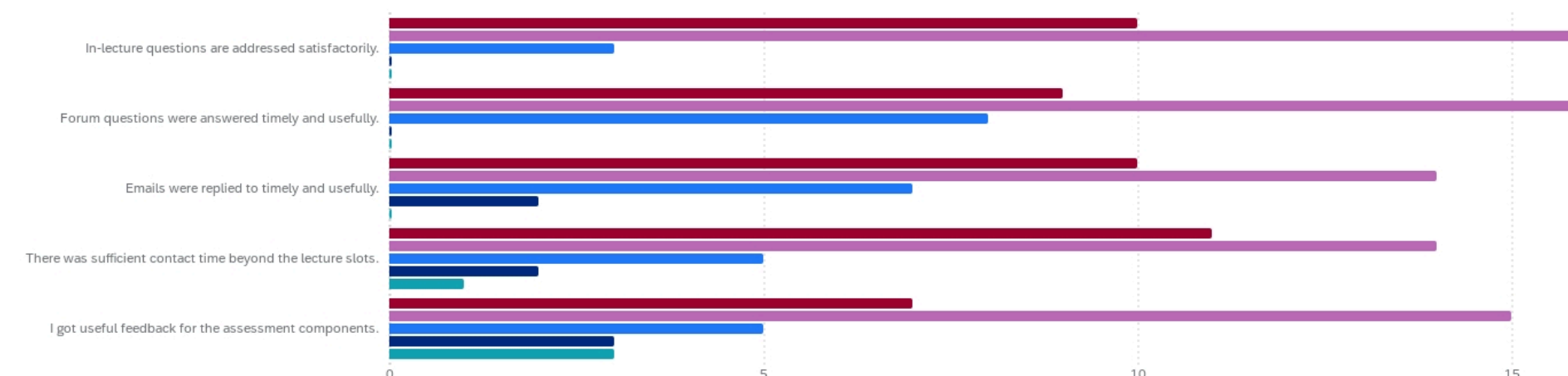
How much do you agree with the following reasons to be a main reason for you NOT to attend a lecture? 33



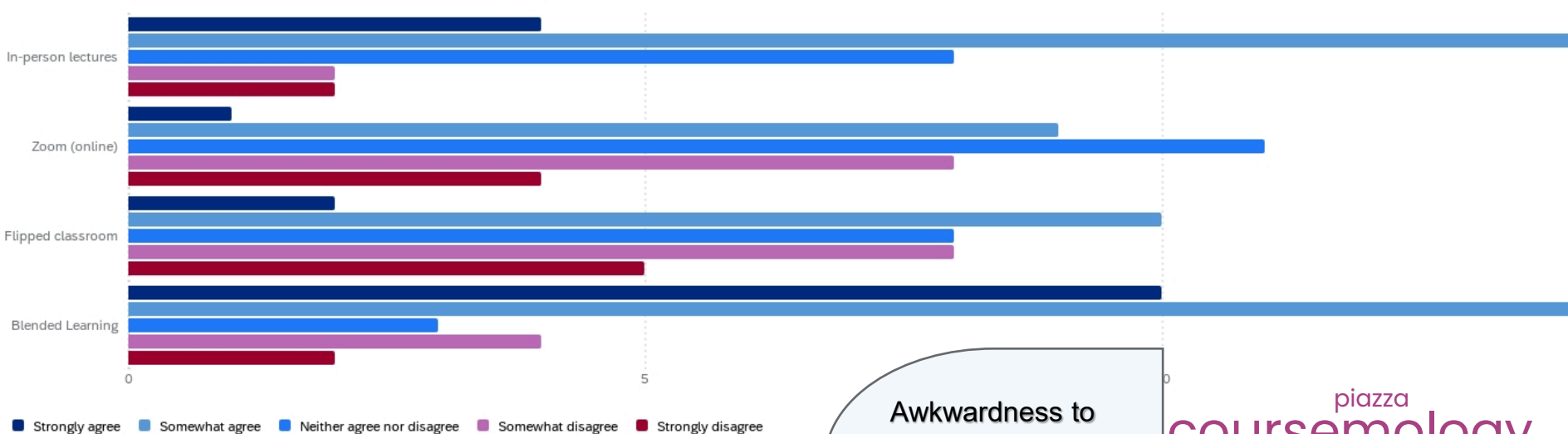
How much do you agree with the following statements about the implementation of assessment components (assignments, quizzes/exams, project, etc)? 33



How much do you agree with the following statements about the communication between students and the teaching team? 33



How much do you agree with the following teaching modes to be effective for learning? 33



Awkwardness to interrupt large lectures to ask question.

piazza
coursemology
website
visualgo
pollev

Communication:

- Good communication channels and best practice w.r.t. time management.
- Providing personalized feedback.
- Fostering student communities

Assessment:

- Going beyond MCQ/MRQ/FITB to better assess critical, creative, and reflective thinking
- Scaling group projects in terms of support and fair assessment.
- How to design and evaluate assessments with the rise of Large Language Models

