I thank everyone who filled in the online questionnaires. Your input will be used to further improve the course.

**Course organisation.** As many students pointed out in their feedback, Coding Theory employs diverse mathematical techniques learned by students in years 1 and 2 with a view towards practical applications. Although still a rigorous “pure mathematics” course, it appeals to students across all degree programmes. As a result, the class size is quite large. I am pleased to see many positive comments on lecture delivery in a large theatre (some students specifically enjoyed being in a large class!). It was more difficult to make the examples classes (tutorials) individually engaging in a large room, but I am glad to see that my short quizzes at the beginning of a tutorial were appreciated. I will work on improving tutorials further.

**Delivery method, technology, podcasts.** This year I switched to lecturing by writing on the screen of a tablet, which was wirelessly projected onto big screens. I could face the students when lecturing and move around the room freely for to better interact with students. The screen was captured and recorded, and the resulting podcasts were made available to the students via Blackboard. I am happy to see positive feedback on this new method. However, this being the first time I lectured on a tablet, there were some issues rightly pointed out by students.

1) There was only one screen available - the second one showed the same thing as the first. This reduced the available “blackboard” space. The reason for that was the wiring in the lecture theatre. It was fixed only after the course finished. In my second semester course (MATH32012) I was able to fully utilise two screens, so that the total writing area was comparable to all blackboards combined. This has so far attracted quite a positive response.

2) Sometimes minutes were spent in the beginning of a lecture on switching the equipment on/connecting/etc. But, as the students have commented, towards the end of the semester this improved because I mastered the method better.

3) One comment about the tablet teaching suggested that my handwriting was hardly legible at times. Honestly, I think that this does not vary much between blackboards and tablet; and this was certainly a minority opinion. On a plus side, there were no poorly cleaned blackboards, and no time was spent cleaning them.

4) Many students were happy that high quality podcasts were available, enabling them to catch up on the bits they missed in the lecture. However, one student opined that it was unreasonable to make such good podcasts available because there was no point attending the lectures! I appreciate the humour, hence on a lighter side: if you are musing about attending/missing lectures, I recommend reading the poem *Did I miss anything?* by Tom Wayman.

Overall, I found the tablet experiment successful and decided to continue teaching on a tablet in future, if the lecture room has adequate provision for this (e.g., two screens which can display different inputs). I am taking the comments on board to improve/polish the technique.
Pace. Many students were happy with the pace, but some commented that it was a bit slow – if I could speed up, I could cover some more advanced and interesting material. I can see some room for speeding up by streamlining some sections, and plan to include a bit of new material next year. A few questioned whether the perceived slow pace was due to the new technology. I would say yes and no – overall, the amount of material covered was the same as in the previous year when the new technology was not used. But it can increase somewhat with the more confident use of the new technology.

Typed lecture notes. I used typed notes from the previous year because I did not plan to change the syllabus, and I made them available to the students in the beginning of the semester. Many students appreciated this. A few commented that I deviated from the typed notes slightly but did not provide updated/corrected typed notes. However, I think that the provision was adequate, given that PDF notes from all sessions and video podcasts from virtually all sessions were available. Of course, typed notes may help but the best way to learn the material in the course is for the students to take their own notes. Anyway, I am revising the lecture notes now due to inclusion of a few new items such as the MacWilliams identity.

Example sheets, coursework and the Online Test. Students were positive about the take-home written coursework which was worth 10% of the final mark. Another 10% of the final mark were for the Online Test on Blackboard which the students had to take, in their own time, in the last two weeks of the semester. Students could retake the test many times, and the final mark for the test was based on the best attempt; each attempt typically brought up different questions, drawn randomly from a large pool. The test was met quite enthusiastically by the students who commented that it was a good revision exercise before the exam. Based on the feedback, I think that it would be beneficial to keep the format of the coursework, and I might add even more questions to the test question pool.

General. MATH32031 examination papers from the past several years, most of them with solutions, were provided to students. This was commented upon favourably in the student feedback. I am fully aware that the University policy is to provide three years' worth of past papers, and that I did more than that because I think that looking at past papers is beneficial. (On the other hand, I attempt to make sure that those who simply learn past papers do not get far in the exam; I always include new and original questions to test proper understanding of the material as well as problem-solving skills.) I hope that the students understand that lecturers of other courses and/or a new lecturer of this course if they were to take over, may not wish to provide that many past papers.

Some students praised the “real-life” examples in my lectures on a subject which is largely motivated by real-life applications. A few wanted even more examples. Should there be right provision in the lecture room, who knows – I might even include some demonstrations – I only need to ensure that they comply with the electrical and fire safety rules!

The final exam. My feedback on each question in the 2015 exam paper is given, alongside the full model solutions, in a document elsewhere on this website. Some very challenging questions appeared in the first section of the exam; it seemed fair to scale up marks at the lower end as some students made valiant attempts at the very hard questions which basically stopped them in their tracks. However, the exam provided the right level of challenge for the top scorers, so it was decided that the first class marks would be unaffected by this slight scaling.