Sehr geehrter Herr
Prof. Dr. Oscar Nierstrasz (PERSÖNLICH)
Institut für Informatik und angewandte Mathematik
Neubrückstr. 10
3012 Bern

Auswertungsbericht Lehrveranstaltungsevaluation an die Lehrenden

Sehr geehrter Herr Prof. Dr. Nierstrasz,

Please find attached the automatically generated report of the evaluation of course 10 S7097 Programming Languages. Type of questionnaire VORLe. Please observe: The results shown under the heading “Globalwerte” (overall results) give the mean value for the following dimensions:
- Planning and Presentation
- Manners with Students
- Interest and Relevance
- Complexity and Scope
- Overall Assessment of Course
- Overall Assessment of Lecturer
- Overall Assessment of Teaching Methods

The second part of the report gives you the results for each question. The value "1" represents the lowest grade (unless a question is inverted); the values "4" or higher represent the highest attainable grades. In the dimension 'Complexity and Scope' grade "3" means "exactly right" and therefore corresponds to the best attainable result.

We hope that this report is useful to you. Please briefly discuss the results of this evaluation with the students who attended the course mentioned above before the end of the semester.

The collaborators of the group "Hochschuldidaktik" (contact: hd@zuw.unibe.ch) are happy to discuss the evaluation results with you. Please bring a copy of the reports with you, since they are not accessible to the members of the Hochschuldidaktik.

You may find information about the evaluation process and the corresponding regulations pertaining to your faculty on:
http://www.rektorat.unibe.ch/unibe/lektorat/unistab/content/e362/e1957/e980/LeitfadenLVEvalDezember2008.pdf

In case you need further information, please do not hesitate to contact us.
Globalwerte

Planning and Presentation
- Erfasste Fragebögen = 15

Manners with Students
- Erfasste Fragebögen = 15

Interest and Relevance
- Erfasste Fragebögen = 15

Complexity and Scope
- Erfasste Fragebögen = 15

Overall Assessment of Course
- Erfasste Fragebögen = 15

Overall Assessment of Lecturer
- Erfasste Fragebögen = 15

Overall Assessment of Teaching Methods
- Erfasste Fragebögen = 15

Legende

<table>
<thead>
<tr>
<th>Fragetext</th>
<th>Linker Pol</th>
<th>Mittelwert</th>
<th>Median</th>
<th>Quantil</th>
<th>Rechter Pol</th>
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<tbody>
<tr>
<td>Planning and Presentation</td>
<td></td>
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</tbody>
</table>
- EF 1 The course follows a coherent structure.

1_A) true not true
- Erfasste Fragebögen = 15
- Erfasste Fragebögen = 15

1_B) not true true
- Erfasste Fragebögen = 15
- Erfasste Fragebögen = 15

1_C) true not true
- Erfasste Fragebögen = 15
- Erfasste Fragebögen = 15

1_D) true not true
- Erfasste Fragebögen = 15
- Erfasste Fragebögen = 15

1_E) true not true
- Erfasste Fragebögen = 15
- Erfasste Fragebögen = 15
6 There is overall enough material provided to assist the learning process (slides, course material, hand-outs, etc.).

7 The course materials (slides, course manuals, hand-outs, etc.) are overall of sufficient quality.

Manners with Students

8 The lecturer takes students seriously.

9 The lecturer is friendly and respectful towards students.

10 The lecturer addresses questions and suggestions from students adequately.

11 The lecturer doesn't seem to care about his/her students' progress.

Interest and Relevance

12 The lecturer succeeds in making the course interesting.

13 The course is probably very useful for my future professional life.

14 The applicability and relevance of the subject matter is not sufficiently clarified by the lecturer.

15 The lecturer fosters my interest in the subject.

Complexity and Scope

16 The degree of complexity of the course is:

17 The scope of the course is:
18 The pace of the course is:

- far too low/narrow: 73.3%
- far too high/wide: 0%

n=15
mw=3.3
md=3
s=0.5

19 The amount of knowledge presupposed by the course is:

- far too low/narrow: 42.9%
- far too high/wide: 0%

n=14
mw=3.4
md=3
s=0.5

Overall Assessment of Course

20 How would you grade the course as a whole?

1 (poor) 0% 0% 0% 33.3% 53.3% 13.3% 6 (excellent) n=15

mw=4.8
md=5
s=0.7

Overall Assessment of Lecturer

21 How would you grade the lecturer with regard to subject expertise?

1 (poor) 0% 0% 0% 0% 100% 6 (excellent) n=15

mw=6
md=6
s=0

Overall Assessment of Teaching Methods

22 How would you grade the lecturer with regard to teaching methods?

1 (poor) 0% 0% 0% 0% 21.4% 35.7% 42.9% 6 (excellent) n=14

mw=5.2
md=5
s=0.8

23 The course has taught me

very little 0%

little 0%

this or that 13.3%

a lot 66.7%

an awful lot 20%

Socio-demographic Data and Background Variables

24 How many hours per week did you invest in preparation and revision for the course (on average)?

- 0h: 6.7%
- less than 2h: 0%
- 2 to 4h: 53.3%
- 4 to 6h: 20%
- more than 6h: 20%

n=15

25 Was the topic of interest to you?

not at all 0%

slightly 20%

fairly 46.7%

quite a lot 33.3%

n=15

26 How many lectures did you miss?

- none: 26.7% (n=15)
- 1 - 2: 53.3% (n=15)
- 3 - 4: 20% (n=15)
- more than 4: 0% (n=15)

27 If you missed more than 2 lectures, please give one reason:

- lack of interest: 0% (n=3)
- course overlap: 0% (n=3)
- illness etc.: 33.3% (n=3)
- course manual/required reading suffices for exam preparation: 0% (n=3)
- other reasons: 66.7% (n=3)

28 Allocation of the course in your study programme:

- mono subject/Major/Hauptfach: 100% (n=15)
- Minor/Nebenfach: 0% (n=15)
- complementary or specialization course: 0% (n=15)

29 Your current number of semesters?

- 1: 0% (n=15)
- 2: 13.3% (n=15)
- 3: 0% (n=15)
- 4: 0% (n=15)
- 5: 6.7% (n=15)
- 6: 0% (n=15)
- 7: 0% (n=15)
- 8: 20% (n=15)
- 9: 13.3% (n=15)
- 10: 26.7% (n=15)
- higher than 10: 20% (n=15)

30 Sex

- female: 13.3% (n=15)
- male: 86.7% (n=15)

Open Questions

9.A) What did you like about the course?

- Haskell
Get an overview about the different paradigms and approaches of programming languages.

The general overview over the different paradigms. The possibility to tap into different programming languages with the exercises.

Great intro to many topics.

The subject was concept of prog. languages, not just as many prog. languages as possible.

Could be useful.

Open your mind - certain problems are best solved using a certain programming paradigm, which in turn is best supported by a certain language. Knowing some (concept of) programming languages might help finding an appropriate programming paradigm.

Many aspects are covered.

- Completely new views on programming.
- Lecturer's didactic skills.
What did you not like about the course?

The exercises were often kind of trickey/tricky tricksy problems which sometimes did not contribute much to the basic comprehension of the essential points, or went way beyond the essential things.

It suppose[se] that I have some deep knowledge is some areas, which is not true.

The corrections of the exercises was always a bit late.

The schemes, the slides are really useful, but there’s not enough information on them.

Complexity.

Sometimes not very practical. Mixed programming languages, overview of newer languages like .NET.

But there are still quite a lot of diff [different] languages we need to learn.

The examples sometimes a little too exoteric. They did not always serve to make the concepts clearer.
4. Co-few lectures about scheme. - really bad concerning didactics.

3. Almost no explanations on exercise series.
   - Difficult to ask questions if you have no idea where to start. And: Series were put online quite late!

Exercises feedback was rather short and not always helpful. Exercises appeared sometimes later than Friday, but deadline was always Thursday.

the scheme lesson :) 

No "Musterursuren" provided for the exercises.

9.c) Suggestions for improvements?

A - No more guest lectures that are expected to be worse than.

B - Some remarks for the upcoming exercise series would be great.

The same content in PL1 + PL2 for better understanding :) 

Add more explanations to the slides about lambda calculus. Make exercise tasks less ambiguous.
make sure to make the exercises available early (referring to the first few weeks)
maybe give some more (concrete) examples of which (properties of < >) programming
language is suited for what kind of problems

Break it into two courses to teach better the fundamentals.

more comprehensive reading material, with the slides only one sometimes
doesn't get the point.
# Profillinie

**Teilbereich:** Phil.-nat. Fakultät  
**Name der/des Lehrenden:** Prof. Dr. Oscar Nierstrasz  
**Titel der Lehrveranstaltung:** 10 S7097 Programming Languages  
(Name der Umfrage)

| 1, A | 1 The course follows a coherent structure. | not true | true | n=15 | mw=3.6 |
| 1, B | 2 The wider context of the subject matter is not sufficiently elucidated. | true | not true | n=14 | mw=3.3 |
| 1, C | 3 The lecturer expresses him-/herself clearly and comprehensibly. | not true | true | n=15 | mw=3.5 |
| 1, D | 4 The course provides an adequate overview of the subject matter treated. | not true | true | n=13 | mw=3.4 |
| 1, E | 5 The design of the course contributes to an understanding of the subject matter. | not true | true | n=15 | mw=3.5 |
| 1, F | 6 There is overall enough material provided to assist the learning process (slides, course material, hand-outs, etc.). | not true | true | n=15 | mw=3.3 |
| 1, G | 7 The course materials (slides, course manuals, hand-outs, etc.) are overall of sufficient quality. | not true | true | n=15 | mw=3 |
| 2, A | 8 The lecturer takes students seriously. | not true | true | n=15 | mw=4 |
| 2, B | 9 The lecturer is friendly and respectful towards students. | not true | true | n=15 | mw=3.9 |
| 2, C | 10 The lecturer addresses questions and suggestions from students adequately. | not true | true | n=15 | mw=3.5 |
| 2, D | 11 The lecturer doesn’t seem to care about his/her students’ progress. | true | not true | n=15 | mw=3.5 |
| 3, A | 12 The lecturer succeeds in making the course interesting. | not true | true | n=15 | mw=3.7 |
| 3, B | 13 The course is probably very useful for my future professional life. | not true | true | n=15 | mw=3.6 |
| 3, C | 14 The applicability and relevance of the subject matter is not sufficiently clarified by the lecturer. | true | not true | n=14 | mw=2.9 |
| 3, D | 15 The lecturer fosters my interest in the subject. | not true | true | n=15 | mw=3.2 |
| 4, A | 16 The degree of complexity of the course is: | far too low/narrow | far too high/wide | n=15 | mw=3.5 |
| 4, B | 17 The scope of the course is: | far too low/narrow | far too high/wide | n=15 | mw=3.1 |
| 4, C | 18 The pace of the course is: | far too low/narrow | far too high/wide | n=15 | mw=3.3 |
| 4, D | 19 The amount of knowledge presupposed by the course is: | far too low/narrow | far too high/wide | n=14 | mw=3.4 |
| 5, A | 20 How would you grade the course as a whole? | 1 (poor) | 6 (excellent) | n=15 | mw=4.8 |
| 6, A | 21 How would you grade the lecturer with regard to subject expertise? | 1 (poor) | 6 (excellent) | n=15 | mw=5 |
| 7, A | 22 How would you grade the lecturer with regard to teaching methods? | 1 (poor) | 6 (excellent) | n=14 | mw=5.2 |
Präsentationsvorlage
10 S7097 Programming Languages
Prof. Dr. Oscar Nierstrasz
Erfasste Fragebögen = 15

Planning and Presentation

- 1 2 3 4 +
MW = 3.4

Manners with Students

- 1 2 3 4 +
MW = 3.8

Interest and Relevance

- 1 2 3 4 +
MW = 3.1

The mark "3" means "exactly right".

Complexity and Scope

- 1 2 3 4 5 +
MW = 3.3

Overall Assessment of Course

- 1 2 3 4 5 6 +
MW = 4.8

Overall Assessment of Lecturer

- 1 2 3 4 5 6 +
MW = 6

Overall Assessment of Teaching Methods

- 1 2 3 4 5 6 +
MW = 5.2