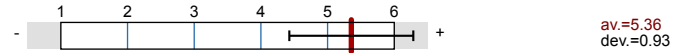
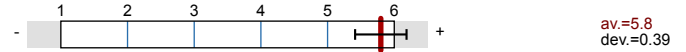


Overall indicators

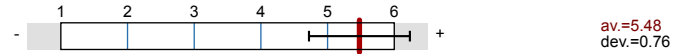
Suitability of the exam form



Didactic coherence



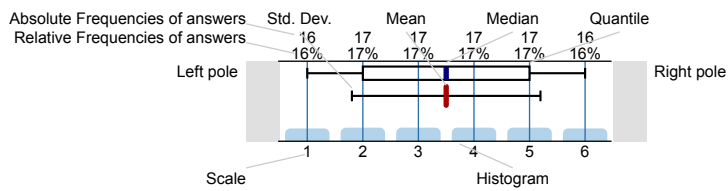
Learning success



Survey Results

Legend

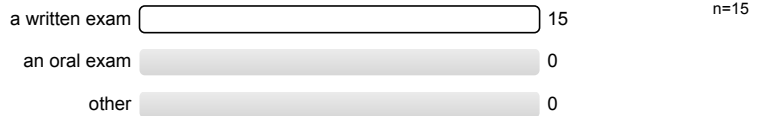
Question text



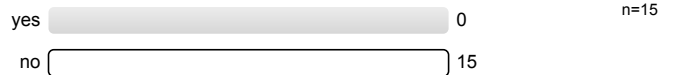
n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. General information

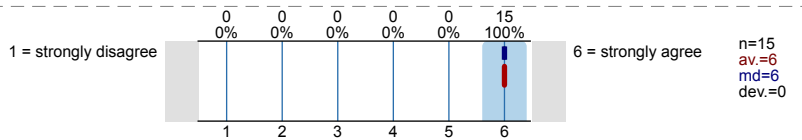
1.1) The performance assessment was...



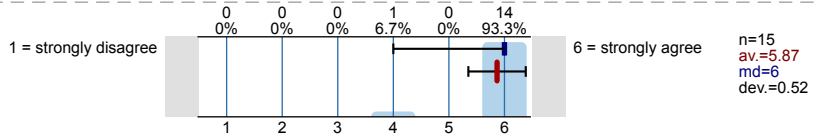
1.2) I already know my grade for this performance assessment.



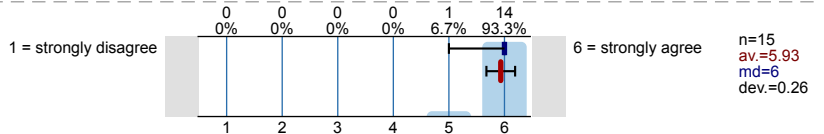
1.3) Organizational information about the performance assessment was available well in advance.



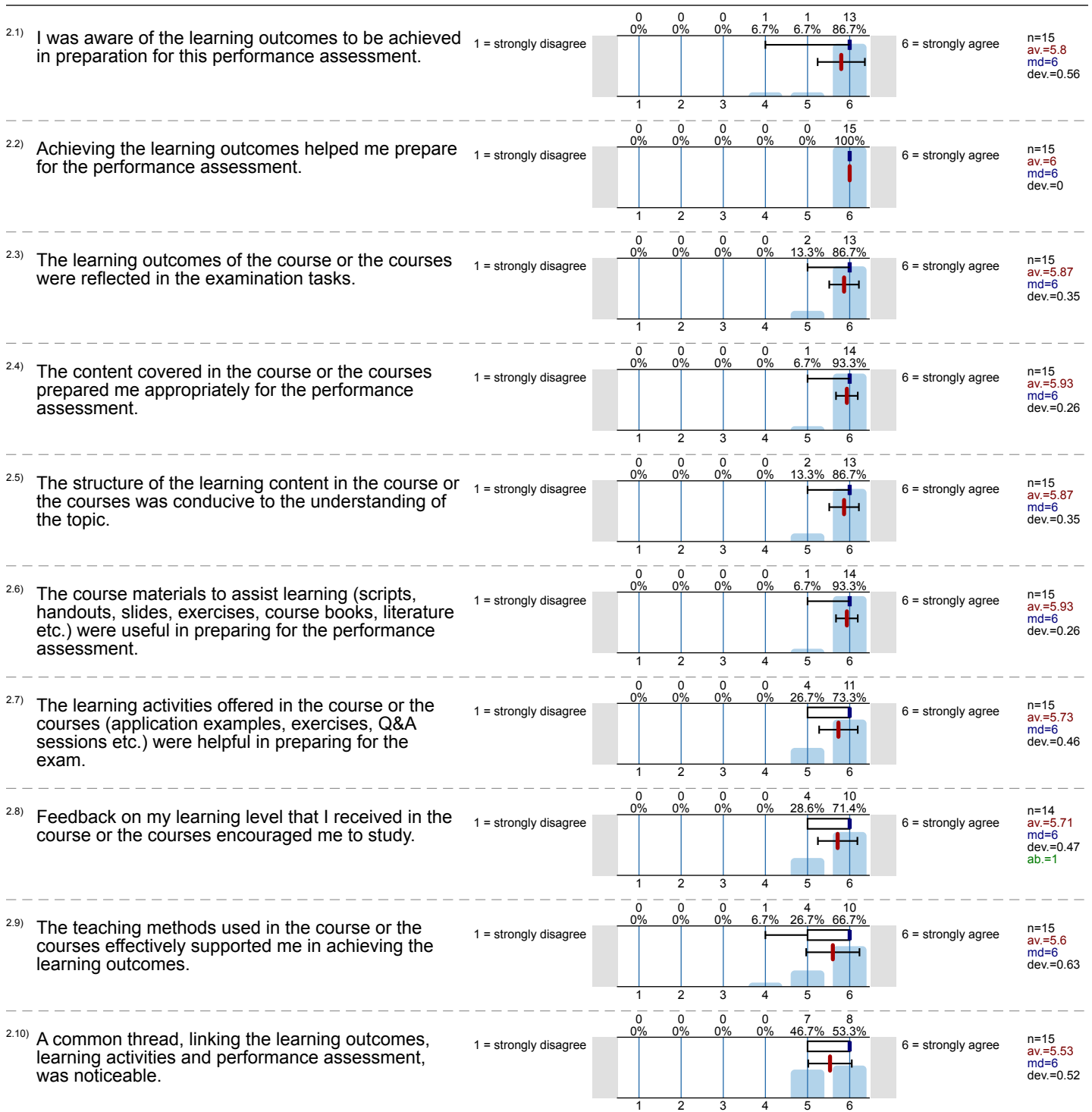
1.4) I could register for the performance assessment without any complications.



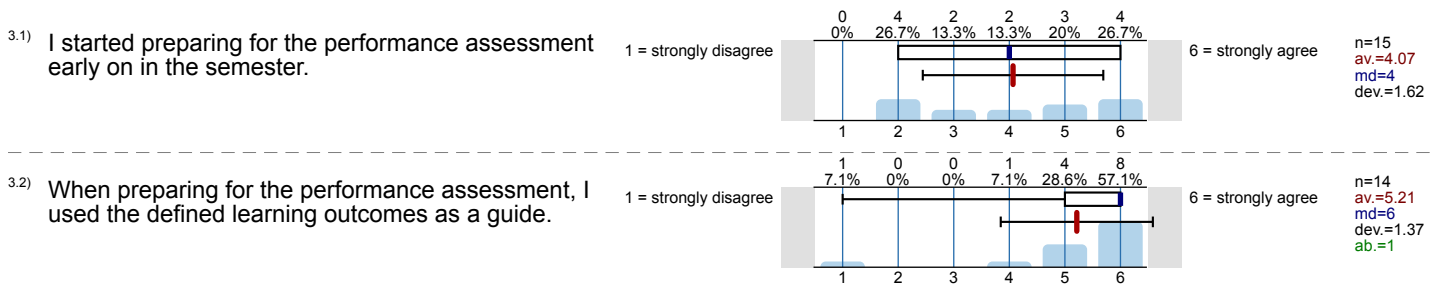
1.5) I was content with the external conditions of the performance assessment (room etc.)

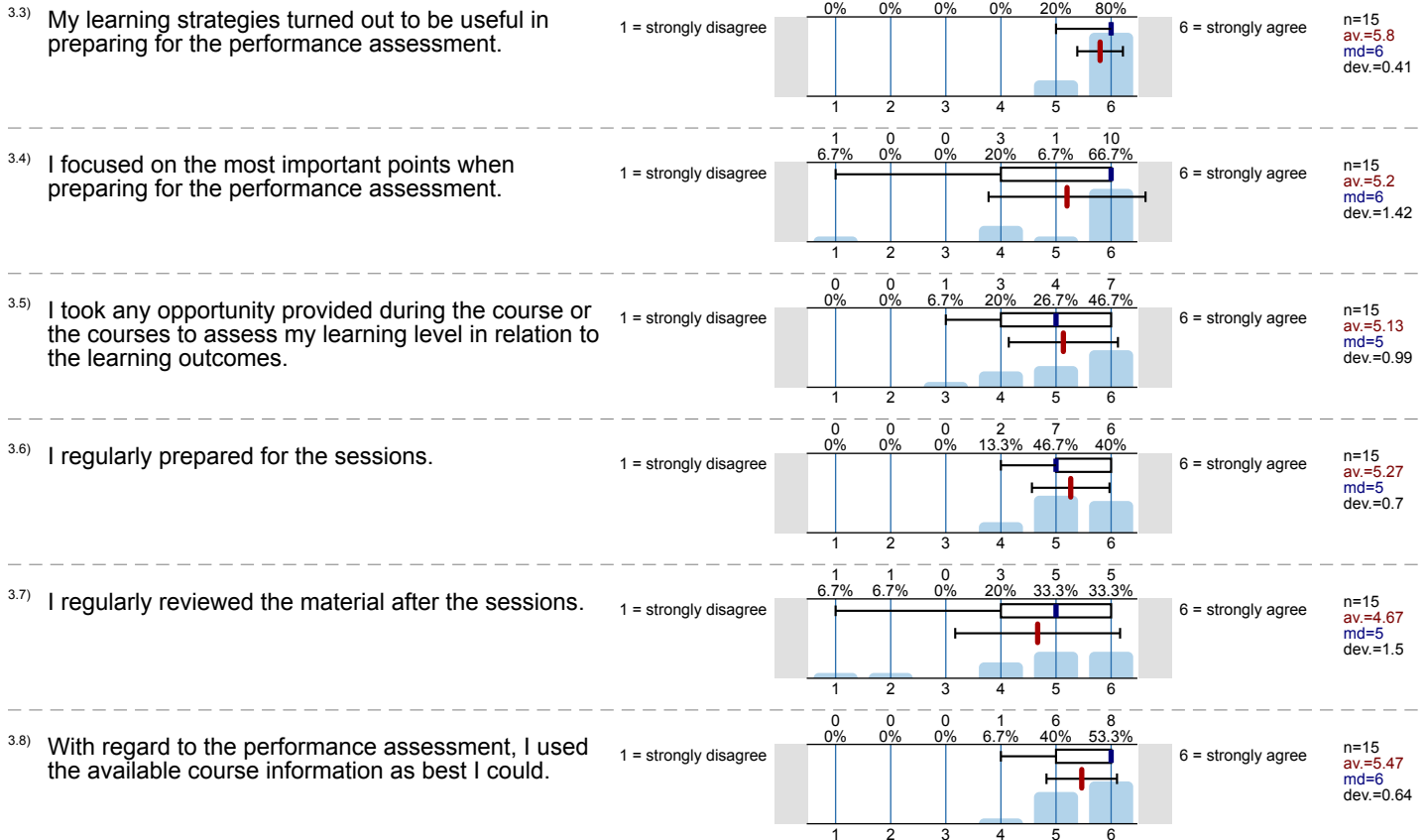


2. Coherence of learning outcomes - activities - content of exam



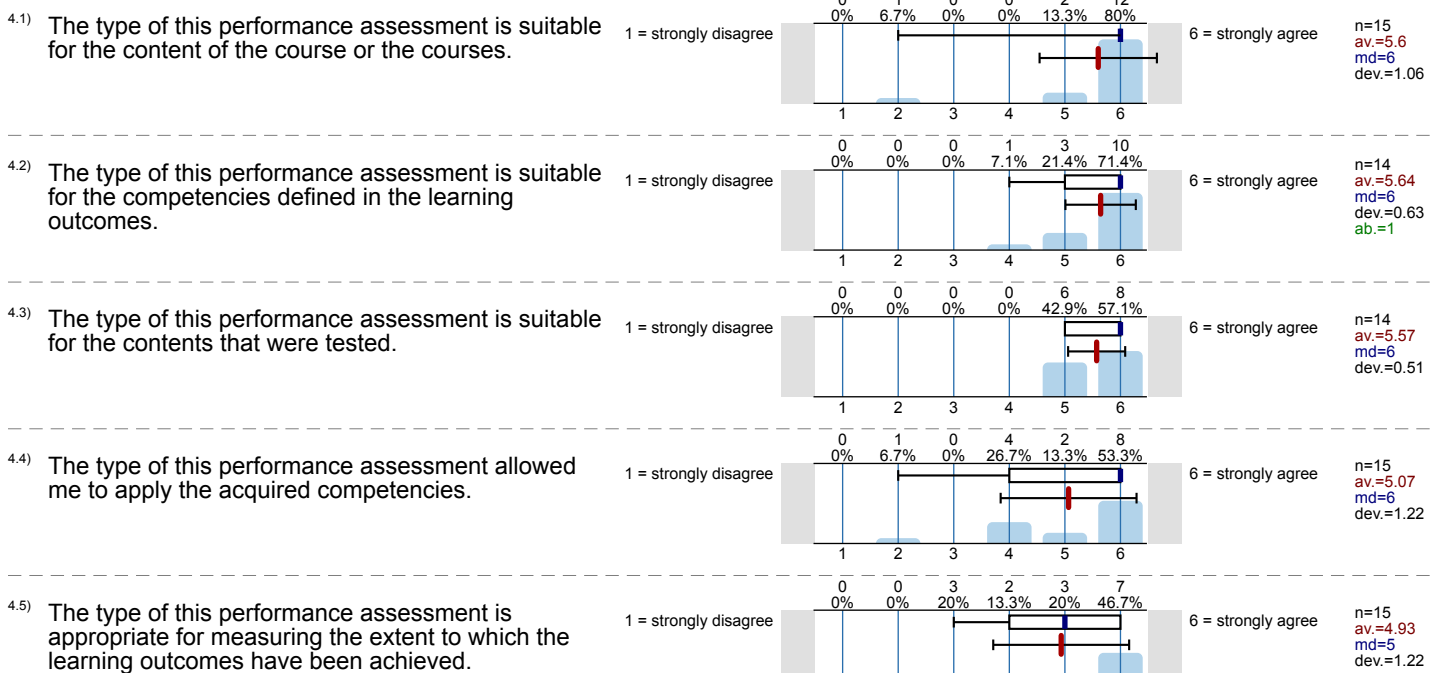
3. Preparation for the exam



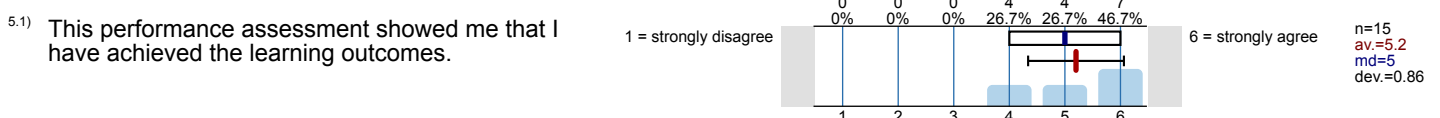


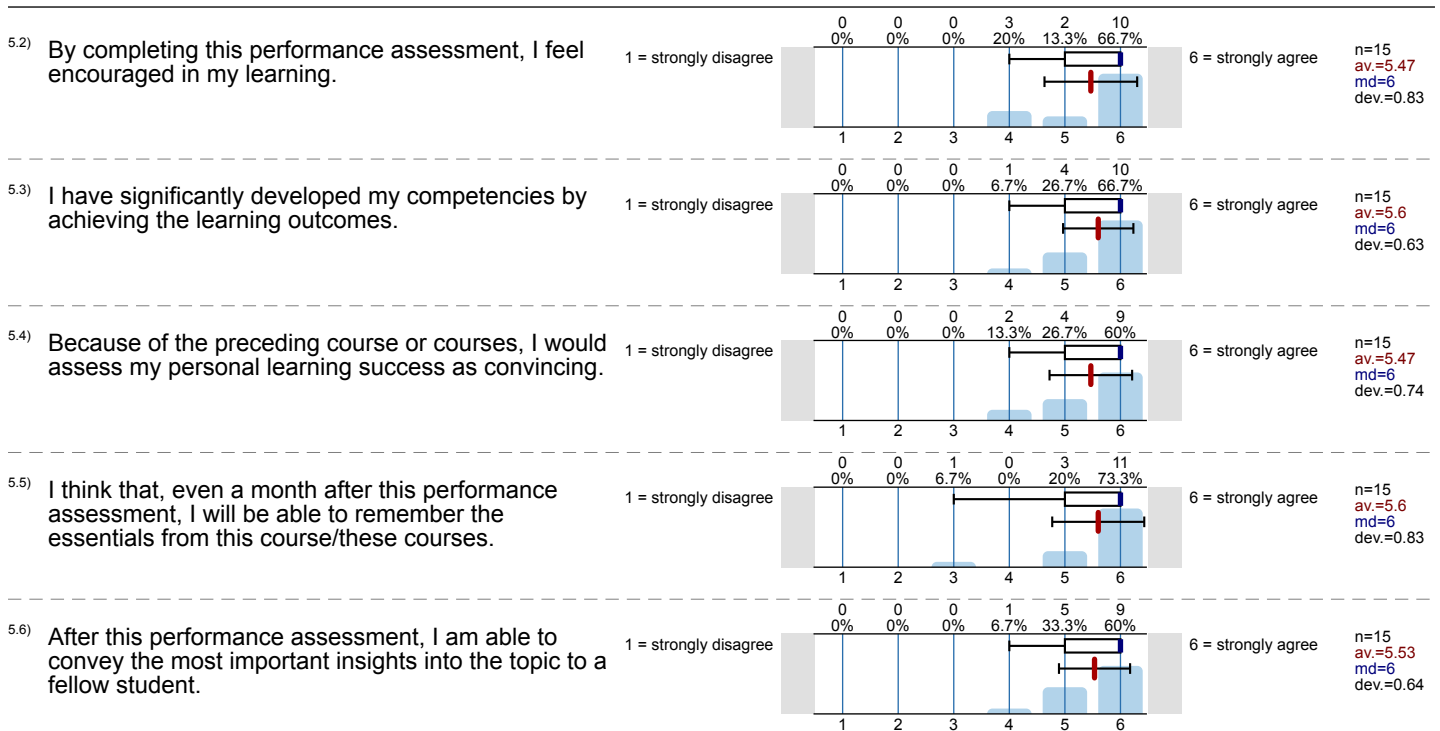
4. Suitability of the type of exam

The following questions refer exclusively to the type of performance assessment.



5. Learning success





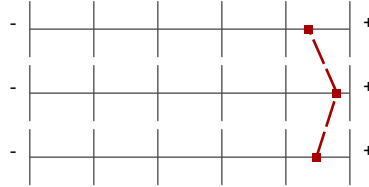
6. Your comments

Thank you for your cooperation

Profile Line for Indicators

Subunit: Phil.-nat. Fakultät
Name of the instructor: Prof. Dr. Oscar Nierstrasz
Name of the course: Concurrency: State Models and Design Patterns (LK413707)
(Name of the survey)

Suitability of the exam form



av.=5.36

dev.=0.93

Didactic coherence

av.=5.80

dev.=0.39

Learning success

av.=5.48

dev.=0.76

Profile

Subunit: Phil.-nat. Fakultät
 Name of the instructor: Prof. Dr. Oscar Nierstrasz
 Name of the course: Concurrency: State Models and Design Patterns (LK413707)
 (Name of the survey)

Values used in the profile line: Mean

1. General information

1.3) Organizational information about the performance assessment was available well in advance.	1 = strongly disagree							6 = strongly agree	n=15	av.=6.00	md=6.00	dev.=0.00
1.4) I could register for the performance assessment without any complications.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.87	md=6.00	dev.=0.52
1.5) I was content with the external conditions of the performance assessment (room etc.)	1 = strongly disagree							6 = strongly agree	n=15	av.=5.93	md=6.00	dev.=0.26

2. Coherence of learning outcomes - activities - content of exam






2.1) I was aware of the learning outcomes to be achieved in preparation for this performance assessment.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.80	md=6.00	dev.=0.56
2.2) Achieving the learning outcomes helped me prepare for the performance assessment.	1 = strongly disagree							6 = strongly agree	n=15	av.=6.00	md=6.00	dev.=0.00
2.3) The learning outcomes of the course or the courses were reflected in the examination tasks.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.87	md=6.00	dev.=0.35
2.4) The content covered in the course or the courses prepared me appropriately for the performance assessment.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.93	md=6.00	dev.=0.26
2.5) The structure of the learning content in the course or the courses was conducive to the understanding of the topic.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.87	md=6.00	dev.=0.35
2.6) The course materials to assist learning (scripts, handouts, slides, exercises, course books, literature etc.) were useful in preparing for the	1 = strongly disagree							6 = strongly agree	n=15	av.=5.93	md=6.00	dev.=0.26
2.7) The learning activities offered in the course or the courses (application examples, exercises, Q&A sessions etc.) were helpful in preparing	1 = strongly disagree							6 = strongly agree	n=15	av.=5.73	md=6.00	dev.=0.46
2.8) Feedback on my learning level that I received in the course or the courses encouraged me to study.	1 = strongly disagree							6 = strongly agree	n=14	av.=5.71	md=6.00	dev.=0.47
2.9) The teaching methods used in the course or the courses effectively supported me in achieving the learning outcomes.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.60	md=6.00	dev.=0.63
2.10) A common thread, linking the learning outcomes, learning activities and performance assessment, was noticeable.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.53	md=6.00	dev.=0.52

3. Preparation for the exam







3.1) I started preparing for the performance assessment early on in the semester.	1 = strongly disagree							6 = strongly agree	n=15	av.=4.07	md=4.00	dev.=1.62
3.2) When preparing for the performance assessment, I used the defined learning outcomes as a guide.	1 = strongly disagree							6 = strongly agree	n=14	av.=5.21	md=6.00	dev.=1.37
3.3) My learning strategies turned out to be useful in preparing for the performance assessment.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.80	md=6.00	dev.=0.41
3.4) I focused on the most important points when preparing for the performance assessment.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.20	md=6.00	dev.=1.42
3.5) I took any opportunity provided during the course or the courses to assess my learning level in relation to the learning outcomes.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.13	md=5.00	dev.=0.99
3.6) I regularly prepared for the sessions.	1 = strongly disagree							6 = strongly agree	n=15	av.=5.27	md=5.00	dev.=0.70
3.7) I regularly reviewed the material after the sessions.	1 = strongly disagree							6 = strongly agree	n=15	av.=4.67	md=5.00	dev.=1.50

3.8) With regard to the performance assessment, I used the available course information as best I could.	1 = strongly disagree		6 = strongly agree	n=15	av.=5.47	md=6.00	dev.=0.64
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4. Suitability of the type of exam

4.1) The type of this performance assessment is suitable for the content of the course or the courses.	1 = strongly disagree		6 = strongly agree	n=15	av.=5.60	md=6.00	dev.=1.06
4.2) The type of this performance assessment is suitable for the competencies defined in the learning outcomes.	1 = strongly disagree		6 = strongly agree	n=14	av.=5.64	md=6.00	dev.=0.63
4.3) The type of this performance assessment is suitable for the contents that were tested.	1 = strongly disagree		6 = strongly agree	n=14	av.=5.57	md=6.00	dev.=0.51
4.4) The type of this performance assessment allowed me to apply the acquired competencies.	1 = strongly disagree		6 = strongly agree	n=15	av.=5.07	md=6.00	dev.=1.22
4.5) The type of this performance assessment is appropriate for measuring the extent to which the learning outcomes have been achieved.	1 = strongly disagree		6 = strongly agree	n=15	av.=4.93	md=5.00	dev.=1.22

5. Learning success

5.1) This performance assessment showed me that I have achieved the learning outcomes.	1 = strongly disagree		6 = strongly agree	n=15	av.=5.20	md=5.00	dev.=0.86
5.2) By completing this performance assessment, I feel encouraged in my learning.	1 = strongly disagree		6 = strongly agree	n=15	av.=5.47	md=6.00	dev.=0.83
5.3) I have significantly developed my competencies by achieving the learning outcomes.	1 = strongly disagree		6 = strongly agree	n=15	av.=5.60	md=6.00	dev.=0.63
5.4) Because of the preceding course or courses, I would assess my personal learning success as convincing.	1 = strongly disagree		6 = strongly agree	n=15	av.=5.47	md=6.00	dev.=0.74
5.5) I think that, even a month after this performance assessment, I will be able to remember the essentials from this course/	1 = strongly disagree		6 = strongly agree	n=15	av.=5.60	md=6.00	dev.=0.83
5.6) After this performance assessment, I am able to convey the most important insights into the topic to a fellow student.	1 = strongly disagree		6 = strongly agree	n=15	av.=5.53	md=6.00	dev.=0.64

Comments Report

6. Your comments

^{6.1)} General remarks about the performance assessment:

- 60 min sind einfach zu kurz, um die Inhalte eines ganzen Semesters zu Prüfen. So wurden in der Prüfung z.B. nur die einfachsten Dinge über FSP und LTS abgefragt. Man könnte natürlich argumentieren, dass darum die Übungen einen Einfluss auf die Endnote haben. Aber trotzdem.
- Es wäre angemessen, die Übungen mit einem grösseren Gewicht in die Endnote einfließen zu lassen. Meiner Meinung nach sind die Übungen aussagekräftiger, was den effektiven Lernerfolg angeht.
- Fair exam that is trully trying to assess your knowledge rather than trying to trick you.
- I love the last exercise (evaluating example code). That is, after all, what a lot of us students will have to do in our work later: Review and write sensible code in terms of concurrency. However, code examples need to be well-understandable (known libraries, classes) and constructed very well or else people will criticize it for the wrong reasons. For instance, the example:
`s = new Semaphore(42, true);`
was a bit tricky in my opinion. There certainly are instances where one can make use of a Semaphore counting to up to 42 – but what does that "true" in the Constructor mean? Is that an error? Is the bad variable name (what is "s" supposed to mean?) an error?

Other than that, the most problems I had preparing for the exam (and some others I've spoken to agreed) was remembering specific names (of design patterns, types of fairness, etc.). I have the impression you consciously avoided asking for names in most cases, the three-layer architecture question being the exception. I think this is a good idea as not knowing the name of something is not equivalent to not being able to describe, use and explain it.
Thanks for the well-structured exam!
- The exam seemed extremely easy. It was definitely easier than any other exam I've attended on MSc level, and would also be part of the easiest 5 exams including the BSc ones.
- Very professional, correct and well-organized assessment
- Wer früher fertig ist soll gehen dürfen.

Concurrency: State Models and Design Patterns (LK413707)

Responses = 15 questionnaires

Prof. Dr. Oscar Nierstrasz

	-						+	Ø	dev.
Suitability of the exam form	0%	20%	40%	60%	80%	100%	Scale width: 6	5.36	0.93
Didactic coherence	0%	20%	40%	60%	80%	100%	Scale width: 6	5.8	0.39
Learning success	0%	20%	40%	60%	80%	100%	Scale width: 6	5.48	0.76

dev.=Std. Dev.