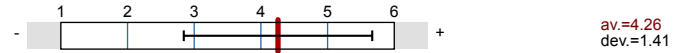
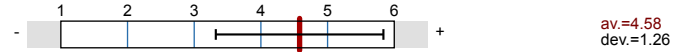


Overall indicators

Suitability of the type of exam



Constructive alignment



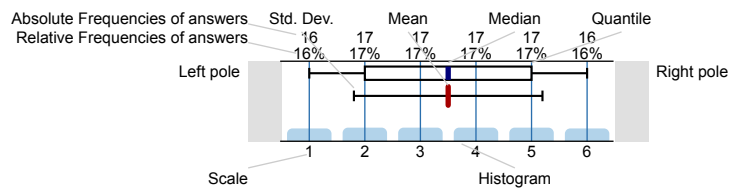
Learning success



Survey Results

Legend

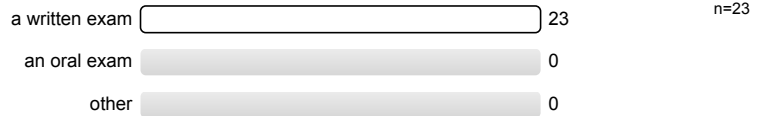
Question text



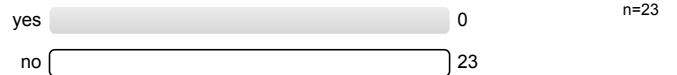
n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

1. General information

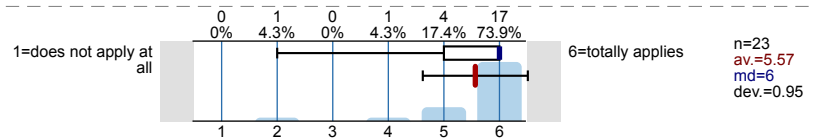
1.1) The performance assessment was...



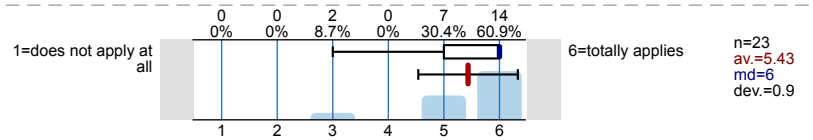
1.2) I already know my grade for this performance assessment.



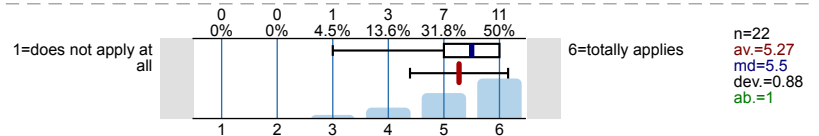
1.3) Organizational information about the performance assessment was available well in advance.



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.)

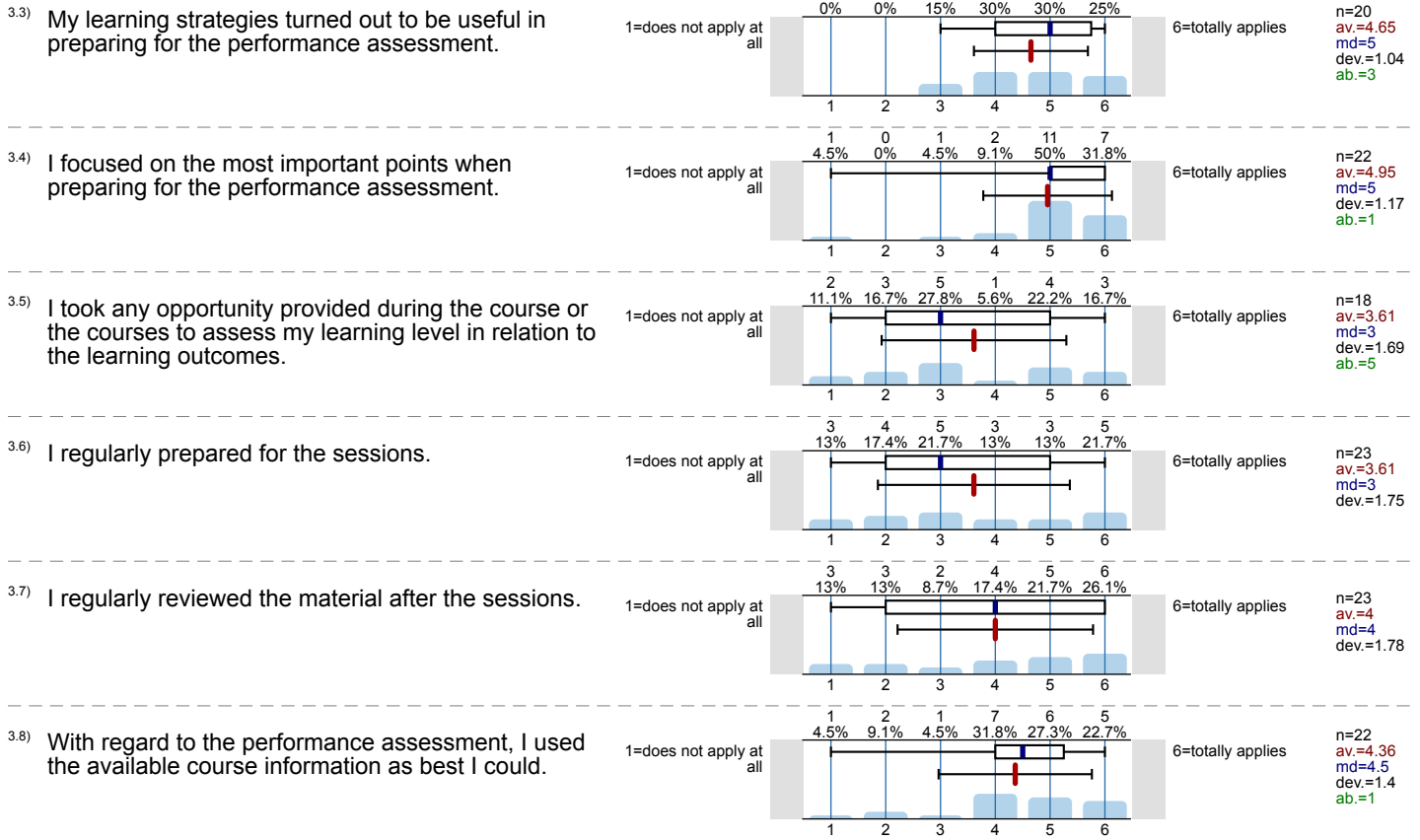


2. Coherence of learning outcomes - activities - content of exam

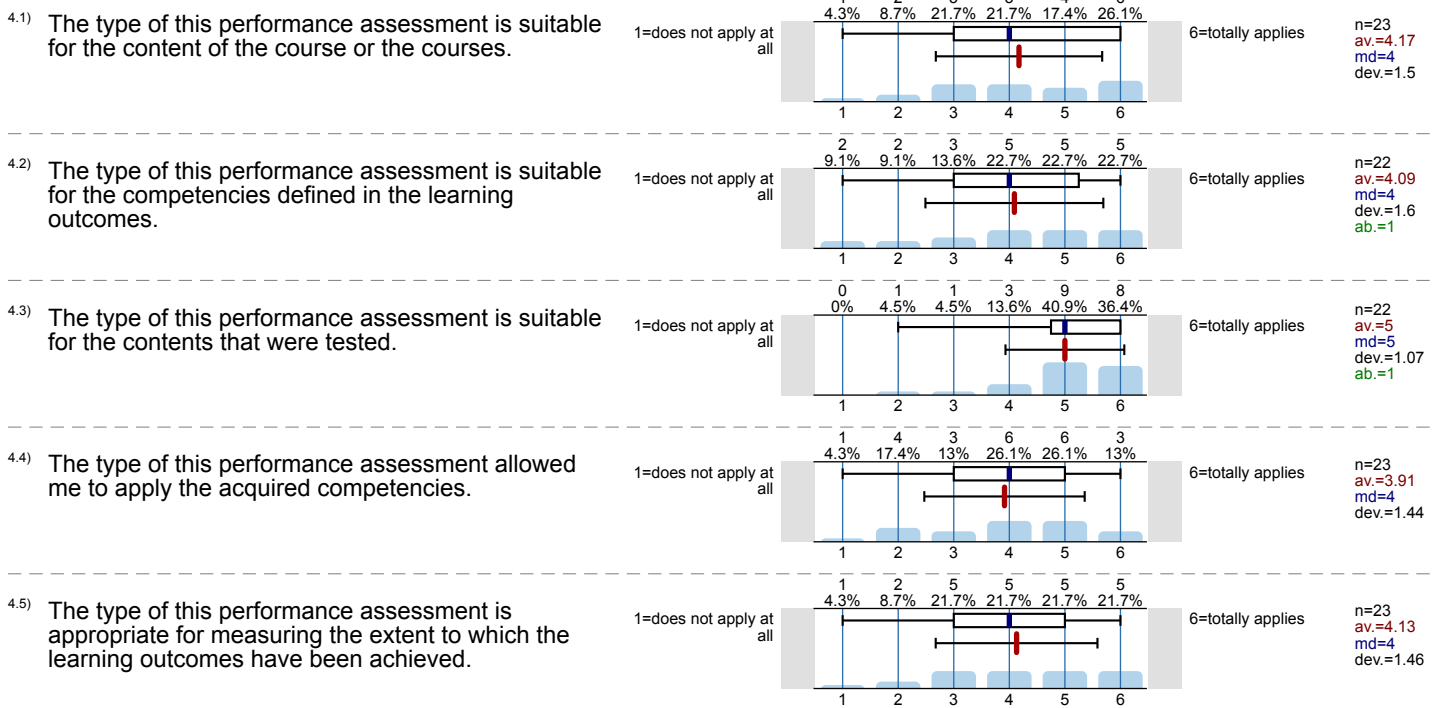
2.1)	I was aware of the learning outcomes to be achieved in preparation for this performance assessment.	1=does not apply at all		6=totally applies	n=23 av.=4.65 md=5 dev.=1.07
2.2)	Achieving the learning outcomes helped me prepare for the performance assessment.	1=does not apply at all		6=totally applies	n=23 av.=4.74 md=5 dev.=1.18
2.3)	The learning outcomes of the course or the courses were reflected in the examination tasks.	1=does not apply at all		6=totally applies	n=23 av.=4.43 md=5 dev.=1.34
2.4)	The content covered in the course or the courses prepared me appropriately for the performance assessment.	1=does not apply at all		6=totally applies	n=23 av.=4.65 md=5 dev.=1.37
2.5)	The structure of the learning content in the course or the courses was conducive to the understanding of the topic.	1=does not apply at all		6=totally applies	n=23 av.=4.74 md=5 dev.=1.18
2.6)	The course materials to assist learning (scripts, handouts, slides, exercises, course books, literature etc.) were useful in preparing for the performance assessment.	1=does not apply at all		6=totally applies	n=23 av.=5.26 md=6 dev.=0.92
2.7)	The learning activities offered in the course or the courses (application examples, exercises, Q&A sessions etc.) were helpful in preparing for the exam.	1=does not apply at all		6=totally applies	n=23 av.=4.39 md=4 dev.=1.41
2.8)	Feedback on my learning level that I received in the course or the courses encouraged me to study.	1=does not apply at all		6=totally applies	n=15 av.=4.13 md=4 dev.=1.36 ab.=8
2.9)	The teaching methods used in the course or the courses effectively supported me in achieving the learning outcomes.	1=does not apply at all		6=totally applies	n=21 av.=4.1 md=4 dev.=1.48 ab.=2
2.10)	A common thread, linking the learning outcomes, learning activities and performance assessment, was noticeable.	1=does not apply at all		6=totally applies	n=20 av.=4.5 md=4.5 dev.=1.28 ab.=3

3. Preparation for the exam

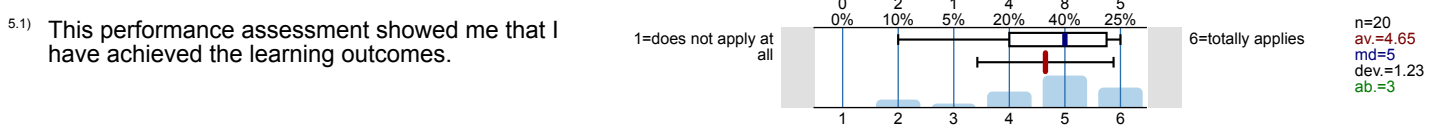
3.1)	I started preparing for the performance assessment early on in the semester.	1=does not apply at all		6=totally applies	n=23 av.=3.09 md=3 dev.=1.56
3.2)	When preparing for the performance assessment, I used the defined learning outcomes as a guide.	1=does not apply at all		6=totally applies	n=23 av.=4.43 md=5 dev.=1.47

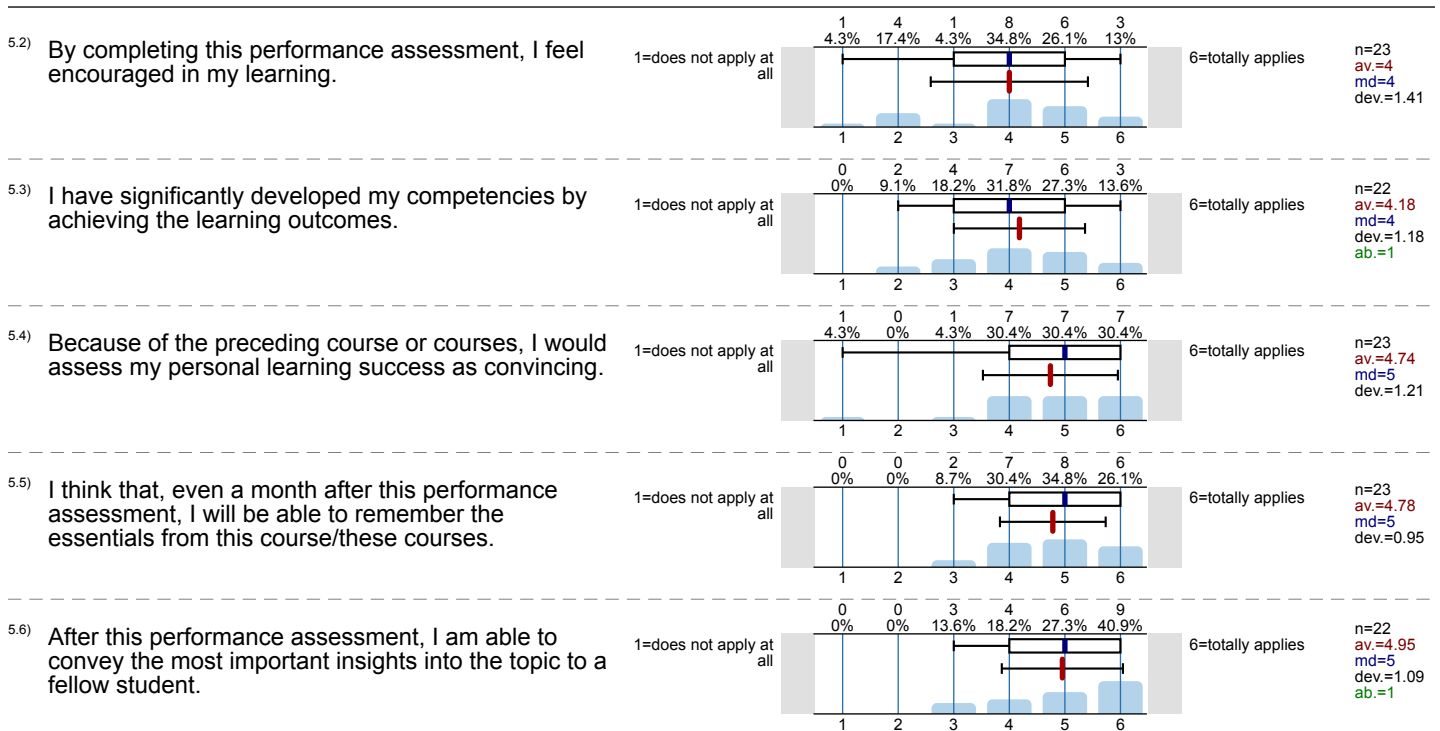


4. Suitability of the type of exam



5. Learning success

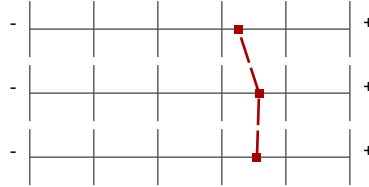




Profile Line for Indicators

Subunit: Phil.-nat. Fakultät
Name of the instructor: Prof. Dr. Oscar Nierstrasz
Name of the course: Einführung in Software Engineering (LK2420)
(Name of the survey)

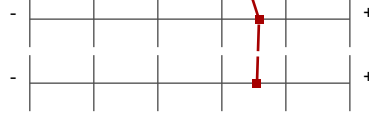
Suitability of the type of exam



av.=4.26

dev.=1.41

Constructive alignment



av.=4.58

dev.=1.26

Learning success



av.=4.55

dev.=1.18

Profile

Subunit: Phil.-nat. Fakultät
 Name of the instructor: Prof. Dr. Oscar Nierstrasz
 Name of the course: Einführung in Software Engineering (LK2420)
 (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=does not apply at all		6=totally applies	n=23	av.=5.57	md=6.00	dev.=0.95
1.4) I could register for the performance assessment without any complications.	1=does not apply at all		6=totally applies	n=23	av.=5.43	md=6.00	dev.=0.90
1.5) I was content with the external conditions of the performance assessment (room etc.)	1=does not apply at all		6=totally applies	n=22	av.=5.27	md=5.50	dev.=0.88

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=does not apply at all		6=totally applies	n=23	av.=4.65	md=5.00	dev.=1.07
2.2) Achieving the learning outcomes helped me prepare for the performance assessment.	1=does not apply at all		6=totally applies	n=23	av.=4.74	md=5.00	dev.=1.18
2.3) The learning outcomes of the course or the courses were reflected in the examination tasks.	1=does not apply at all		6=totally applies	n=23	av.=4.43	md=5.00	dev.=1.34
2.4) The content covered in the course or the courses prepared me appropriately for the performance assessment.	1=does not apply at all		6=totally applies	n=23	av.=4.65	md=5.00	dev.=1.37
2.5) The structure of the learning content in the course or the courses was conducive to the understanding of the topic.	1=does not apply at all		6=totally applies	n=23	av.=4.74	md=5.00	dev.=1.18
2.6) The course materials to assist learning (scripts, handouts, slides, exercises, course books, literature etc.) were useful in preparing for the	1=does not apply at all		6=totally applies	n=23	av.=5.26	md=6.00	dev.=0.92
2.7) The learning activities offered in the course or the courses (application examples, exercises, Q&A sessions etc.) were helpful in preparing	1=does not apply at all		6=totally applies	n=23	av.=4.39	md=4.00	dev.=1.41
2.8) Feedback on my learning level that I received in the course or the courses encouraged me to study.	1=does not apply at all		6=totally applies	n=15	av.=4.13	md=4.00	dev.=1.36
2.9) The teaching methods used in the course or the courses effectively supported me in achieving the learning outcomes.	1=does not apply at all		6=totally applies	n=21	av.=4.10	md=4.00	dev.=1.48
2.10) A common thread, linking the learning outcomes, learning activities and performance assessment, was noticeable.	1=does not apply at all		6=totally applies	n=20	av.=4.50	md=4.50	dev.=1.28

3. Preparation for the exam



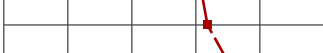

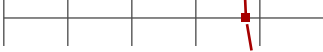

3.1) I started preparing for the performance assessment early on in the semester.	1=does not apply at all		6=totally applies	n=23	av.=3.09	md=3.00	dev.=1.56
3.2) When preparing for the performance assessment, I used the defined learning outcomes as a guide.	1=does not apply at all		6=totally applies	n=23	av.=4.43	md=5.00	dev.=1.47
3.3) My learning strategies turned out to be useful in preparing for the performance assessment.	1=does not apply at all		6=totally applies	n=20	av.=4.65	md=5.00	dev.=1.04
3.4) I focused on the most important points when preparing for the performance assessment.	1=does not apply at all		6=totally applies	n=22	av.=4.95	md=5.00	dev.=1.17
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=does not apply at all		6=totally applies	n=18	av.=3.61	md=3.00	dev.=1.69
3.6) I regularly prepared for the sessions.	1=does not apply at all		6=totally applies	n=23	av.=3.61	md=3.00	dev.=1.75
3.7) I regularly reviewed the material after the sessions.	1=does not apply at all		6=totally applies	n=23	av.=4.00	md=4.00	dev.=1.78

3.8) With regard to the performance assessment, I used the available course information as best I could.	1=does not apply at all		6=totally applies	n=22	av.=4.36	md=4.50	dev.=1.40
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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=does not apply at all		6=totally applies	n=23	av.=4.17	md=4.00	dev.=1.50
4.2) The type of this performance assessment is suitable for the competencies defined in the learning outcomes.	1=does not apply at all		6=totally applies	n=22	av.=4.09	md=4.00	dev.=1.60
4.3) The type of this performance assessment is suitable for the contents that were tested.	1=does not apply at all		6=totally applies	n=22	av.=5.00	md=5.00	dev.=1.07
4.4) The type of this performance assessment allowed me to apply the acquired competencies.	1=does not apply at all		6=totally applies	n=23	av.=3.91	md=4.00	dev.=1.44
4.5) The type of this performance assessment is appropriate for measuring the extent to which the learning outcomes have been achieved.	1=does not apply at all		6=totally applies	n=23	av.=4.13	md=4.00	dev.=1.46

5. Learning success

5.1) This performance assessment showed me that I have achieved the learning outcomes.	1=does not apply at all		6=totally applies	n=20	av.=4.65	md=5.00	dev.=1.23
5.2) By completing this performance assessment, I feel encouraged in my learning.	1=does not apply at all		6=totally applies	n=23	av.=4.00	md=4.00	dev.=1.41
5.3) I have significantly developed my competencies by achieving the learning outcomes.	1=does not apply at all		6=totally applies	n=22	av.=4.18	md=4.00	dev.=1.18
5.4) Because of the preceding course or courses, I would assess my personal learning success as convincing.	1=does not apply at all		6=totally applies	n=23	av.=4.74	md=5.00	dev.=1.21
5.5) I think that, even a month after this performance assessment, I will be able to remember the essentials from this course/	1=does not apply at all		6=totally applies	n=23	av.=4.78	md=5.00	dev.=0.95
5.6) After this performance assessment, I am able to convey the most important insights into the topic to a fellow student.	1=does not apply at all		6=totally applies	n=22	av.=4.95	md=5.00	dev.=1.09

Comments Report

6. Your comments

6.1) General remarks about the performance assessment:

- Das Projekt nahm im Verhältnis zu den theoretischen Inhalten einen zu grossen zeitlichen Raum ein, wobei viel Zeit dafür aufgewendet werden musste, sich mit neuen Technologien auseinanderzusetzen. Da das Lernen von Angular/Express kein eigentliches Lernergebnis dieser Veranstaltung ist, sollte es aufwandmässig weniger gewichtet werden. Zudem setzt sich die Note aus Prüfungs- und Projektnote zusammen. Die Projektnote erachte ich als problematisch, da sie nicht den persönlichen Beitrag bewertet, sondern den des gesamten Teams und nicht aufgeschlüsselt wird, wer was beigetragen hat.
- EACH TIME I HAD TO FILL SOME GOOGLE MODEL I HAD TO SIGN IN WITH MY GOOGLE ACCOUNT, I REALLY DID NOT LIKE THAT PART!
OTHER THEN THAT THE COURSE WAS VERY NICE AND FUN, THANK YOU AND THE TEAM!
- I think there were a bit too many questions, and some of them require us to really think about and be creative. Maybe a few questions or adding more time would be a really great result. Otherwise, the questions were really clear and very well structured.
- Ich finde es grundsätzlich gut, dass zusätzlich zum Projekt eine Lernkontrolle durchgeführt wurde. Allerdings sollte die Gewichtung der beiden Leistungskontrollen etwa dem Verhältnis der jeweils aufgewendeten Zeit entsprechen. Natürlich war es jedem freigestellt, noch einmal das 1.5 fache des Zeitaufwandes des Projektes in die Vorbereitung der Lernkontrolle zu investieren. Das ist für mich jedoch unrealistisch zumal der Lernstoff wohl kaum für so eine lange Vorbereitungszeit ausreichen würde. Das Projekt hat mir sehr gut gefallen und ich teile die Ansicht gewisser Mitstudenten, dass Angular hätte erklärt werden sollen, nicht. Dazu gibt es schon genug Dokumentationen und Tutorials.
- Leistungskontrolle ok der andere teil der die note ausmacht nicht
- The exam was really fair and checked if we got the whole lecture and could grasp all the concepts and techniques we learned throughout the semester. The exam was as I expected it. There were no trick questions or really small details asked but there were questions about almost all different lectures, which was nice.
If only more lectures had such good exams where you really can check if you understood the whole lecture.
- There were way too many questions for the time spent on the actual exam.
- Well organized and conducted!
- die Leistungskontrolle zu diesem Kurs war deshalb merkwürdig, weil auch der Kurs merkwürdig war. Es war als hätten wir 2 Kurse in einem, einerseits die Übungen, die den grössten Teil (sicher 80%) des Aufwandes ausmachte und auch extrem schwierig war, daneben die Vorlesungen, die nur am Rande etwas mit den in den Übungen erlernten Kompetenzen zu tun hatte. Zweitere wurden dann auch in der Prüfung getestet, was m.E. wenig Sinn macht.

	-						+	Ø	dev.
Suitability of the type of exam	0%	20%	40%	60%	80%	100%	Scale width: 6	4.26	1.41
Constructive alignment	0%	20%	40%	60%	80%	100%	Scale width: 6	4.58	1.26
Learning success	0%	20%	40%	60%	80%	100%	Scale width: 6	4.55	1.18

dev.=Std. Dev.