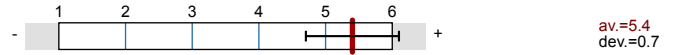


Overall indicators

Gesamtergebnis (Maximalwert 6)



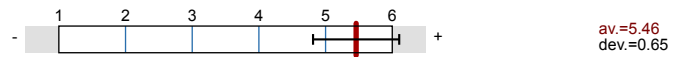
Das Gesamtergebnis (mw) ergibt sich aus den Ergebnissen der Fragen 1.1 - 1.3 und 2.1 - 2.7 und ist für die Einstufung massgebend:

The overall score (av.) is formulated from the scores in questions 1.1 - 1.3 and 2.1 - 2.7 and determines the classification:

Hervorragend <i>Excellent</i>	Gesamtergebnis (mw): ≥ 5.7 Overall score (av): ≥ 5.7
Gut <i>Good</i>	Gesamtergebnis (mw): $\geq 4.5 < 5.7$ Overall score (av): $\geq 4.5 < 5.7$
Ausreichend <i>Sufficient</i>	Gesamtergebnis (mw): $\geq 4.0 < 4.5$ Overall score (av): $\geq 4.0 < 4.5$
Unzureichend <i>Insufficient</i>	Gesamtergebnis (mw): < 4.0 Overall score (av): < 4.0

Stand/Latest update: 3/2021

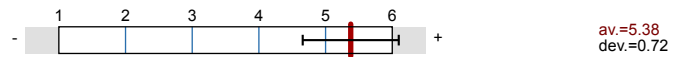
Lernfortschritt (Maximalwert 6)



Der Indikator "Lernfortschritt" ergibt sich aus den Fragen 1.1 - 1.3.

The indicator "Learning progress" is formulated from the scores in questions 1.1 - 1.3.

Zufriedenheit (Maximalwert 6)



Der Indikator "Zufriedenheit" ergibt sich aus den Fragen 2.1 - 2.7.

The indicator "Satisfaction" is formulated from the scores in questions 2.1 - 2.7.

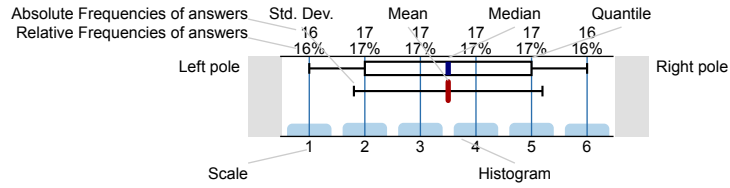
Ab Frühjahr 2021 neue Fragebogenversion
Reworked questionnaire as of spring semester 2021

<http://www.lehre.unibe.ch/lve>

Survey Results

Legend

Question text

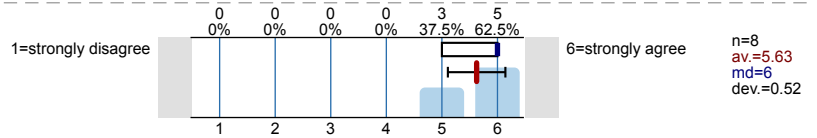


n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

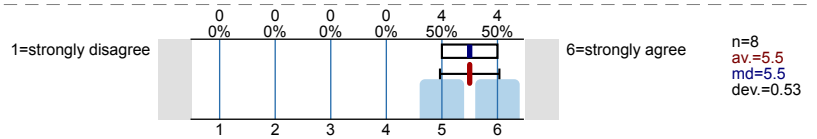
1. Learning progress

I was able to acquire additional skills...

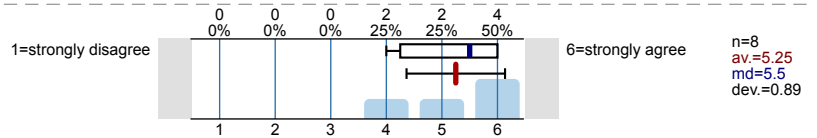
1.1) ... in dealing with factual knowledge.



1.2) ... in understanding interrelations.



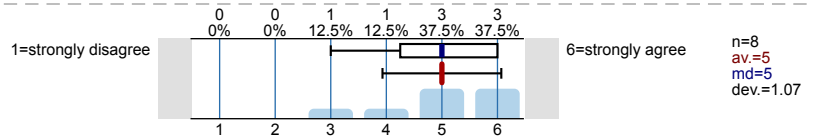
1.3) ... in critically reflecting on facts, methods and theories.



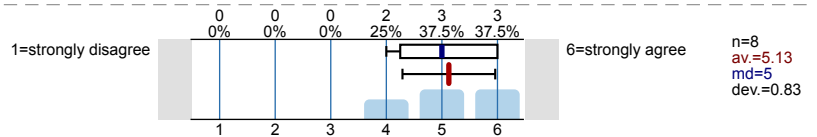
2. General assessment

Zufriedenheit mit...
 Satisfaction...

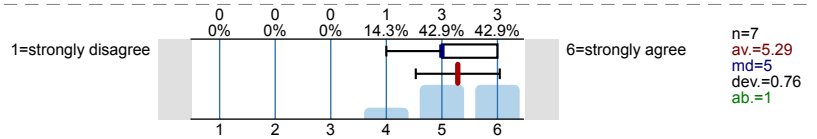
2.1) ... with the course as a whole.



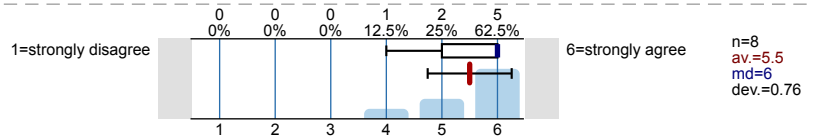
2.2) ... with the structure of the content in the course.



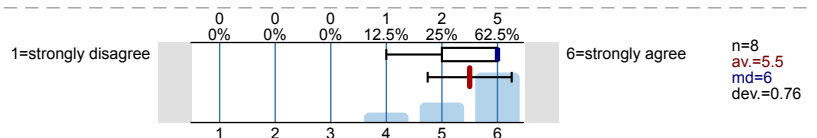
2.3) ... with the course material to assist learning.



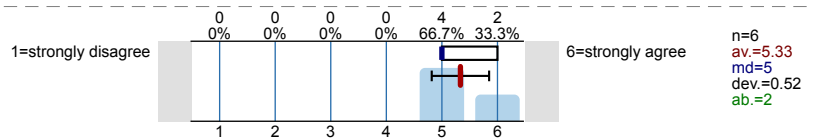
2.4) ... with the way the lecturer has explained the learning outcomes.



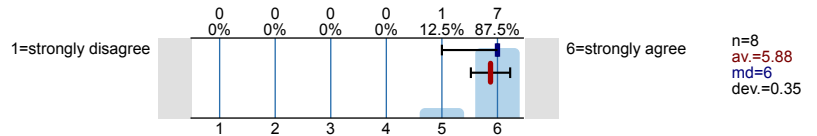
2.5) ... with the way the lecturer has conveyed the course contents.



2.6) ... with the lecturer's suggestions with reference to my learning level.

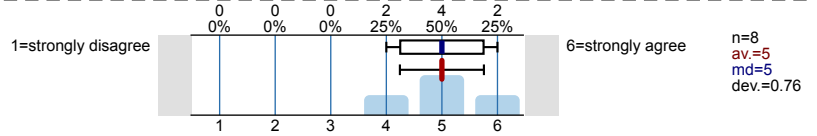


2.7) ... with the way the lecturer has interacted with the students.

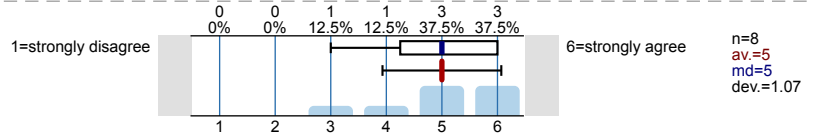


Die nachfolgenden Fragen zählen nicht zum Gesamtergebnis:
The items below do not count toward the overall score:

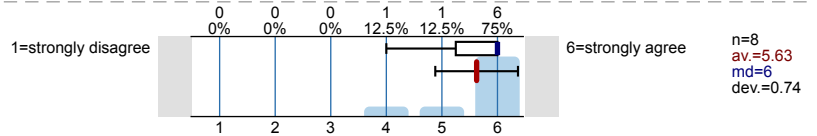
2.8) ... with my own contribution during the course.



2.9) ... with my continuous preparation for the course sessions.

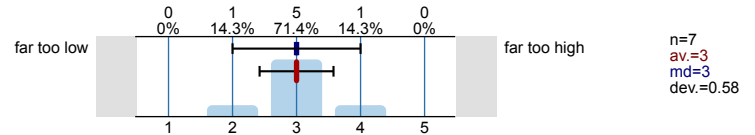


2.10) ... with the general conditions of the course (room, information, organization etc.)

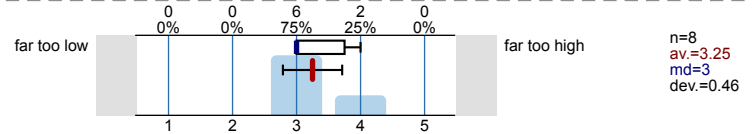


3. Level of difficulty

3.1) The level of difficulty of the course was...

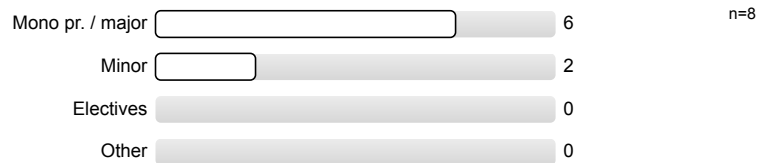


3.2) The amount of time required for me to be able to follow course contents was overall...

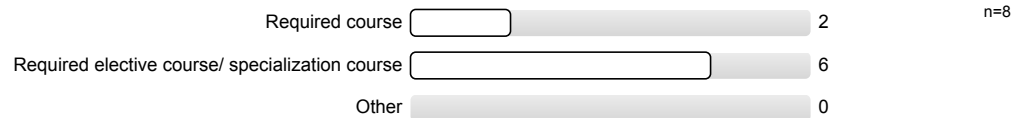


4. Background variables

4.1) What does this course count towards within your studies?

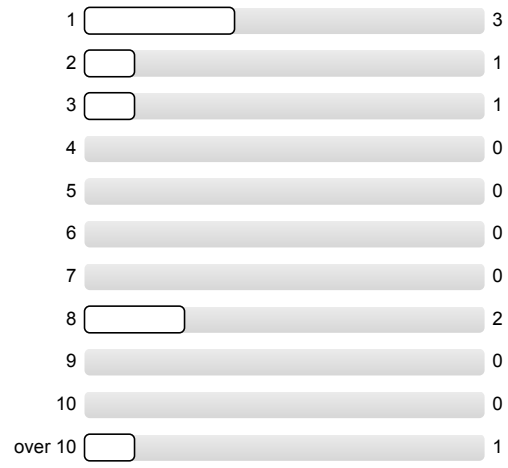


4.2) What role does this course play in your study program?



4.3) Which semester of the study program are you in?

n=8



Profile Line for Indicators

Subunit:

Phil.-nat. Fakultät

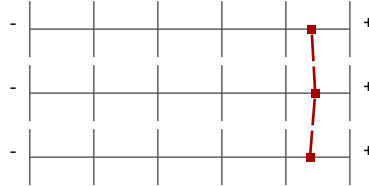
Name of the instructor:

Prof. Dr. Oscar Nierstrasz

Name of the course:
(Name of the survey)

Concurrency: State Models and Design Patterns (413707)

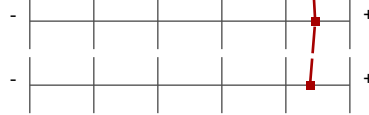
Gesamtergebnis (Maximalwert 6)



av.=5.40

dev.=0.70

Lernfortschritt (Maximalwert 6)



av.=5.46

dev.=0.65

Zufriedenheit (Maximalwert 6)



av.=5.38

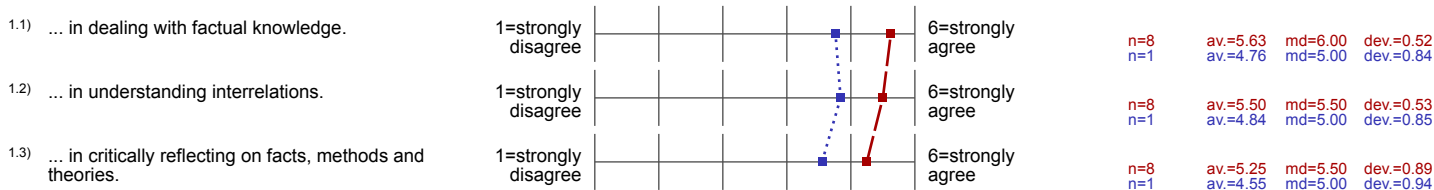
dev.=0.72

Profile

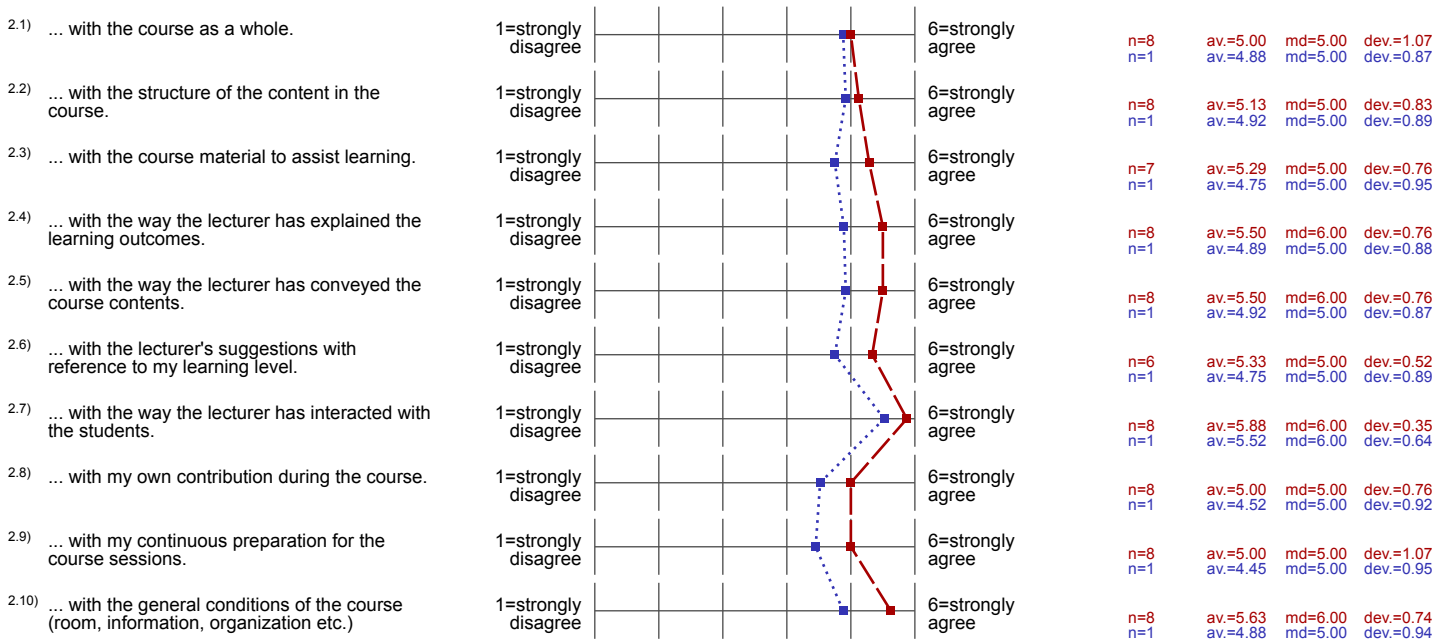
Subunit: Phil.-nat. Fakultät
 Name of the instructor: Prof. Dr. Oscar Nierstrasz
 Name of the course: (Name of the survey) Concurrency: State Models and Design Patterns (413707)
 Comparative line: HS20 Phil.-nat. Fakultät (N=201)

Values used in the profile line: Mean

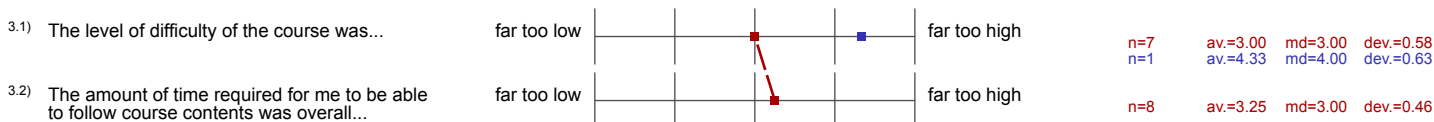
1. Learning progress



2. General assessment



3. Level of difficulty



Comments Report

1. Learning progress

^{1.4)} Additional comments on my learning progress (see 1.1 - 1.3)

- Lab sessions waren das beste an der Vorlesung.

2. General assessment

^{2.11)} Additional comments on content, structure, conveyance, learning aids etc.:

- - Very good podcast video (high quality content, structure and good length)
- Die Qualität der Podcasts ist genial. Es wäre schön, wenn alle Dozenten so professionell arbeiten würden.
- The extreme focus on LTSA/FSP was off-putting. I understand wanting a formal system to model problems, but would much appreciate it if the used system was a standard in industry or research - or at the very least a system used by multiple parties. FSP seems to be used exclusively by its creator and the SCG research group, and its documentation felt rather subpar, making working with it unpleasant.

5. Open questions

^{5.1)} What did you particularly like about this course?

- - Great assistants and professor
- Interesting content
- Der Professor und die Assistenten sind kompetent bezüglich Fachkenntnisse und deren Vermittlung!
- Lab sessions and interactive lessons which helped a lot to learn. Also the slides at the end of each presentation with the things you should know and questions you should answer are a very good learning helper.
- Qualität der Podcasts, gute Organisation, Lab Sessions, Umgang der Dozenten mit den Studenten
- Quizzes with Menti and Sweet Questions
- Trying to formalize problems one encounters in concurrent settings is interesting.
The lab sessions were interesting.




^{5.2)} What did you not like about this course and what are your suggestions for improvement?

- - The exercise corrections are late, very late, they are not even done for series 5 and we now have Dec 2nd.
- Very sad that Prof. Nierstrasz leaves the University of Bern, he was one of the few very, very good professors at University!
- Ich hatte viel zu wenig Zeit für die lab sessions! Unter diesen Umständen bin ich versucht einfach zu googlen oder mit einem best guess etwas auszuprobieren, anstatt mir die Zeit zu nehmen, wirklich den Code durchzugehen und zu verstehen.
- Schwierige Themen, die z.T. zu wenig greifbar sind oder schwierig auf echte Probleme in der Praxis bezogen werden können.
Inhalt eher trocken.
Petri-Nets vor FSP behandeln, da einfacher zugänglich.
- Some of the practical assignments felt very much forced - e.g. using synchronization mechanisms to limit the speed at which snowflakes are falling.

Concurrency: State Models and Design Patterns (413707)

Responses = 8 questionnaires

Prof. Dr. Oscar Nierstrasz

	-						+	Ø	dev.
Gesamtergebnis (Maximalwert 6)	0%	20%	40%	60%	80%	100%		5.4	0.7
							Scale width: 6		
Lernfortschritt (Maximalwert 6)	0%	20%	40%	60%	80%	100%		5.46	0.65
							Scale width: 6		
Zufriedenheit (Maximalwert 6)	0%	20%	40%	60%	80%	100%		5.38	0.72
							Scale width: 6		

dev.=Std. Dev.