

RWTH Aachen University - Dez. 6.0/Abt. 6.2

Sehr geehrter Herr
Univ.-Prof. Dr. ir. Dr. h. c. (AAU) Joost-Pieter Katoen (PERSÖNLICH)

Auswertungsbericht der Studentischen Lehrveranstaltungsbeurteilung

Sehr geehrter Herr Univ.-Prof. Dr. ir. Dr. h. c. (AAU) Katoen,

hiermit erhalten Sie die Ergebnisse der Lehrveranstaltungsbeurteilung aus dem WS19/20 zu Ihrer Umfrage "19W-12.38073 Concurrency Theory" (Veranstaltungstyp: Lecture).

Bitte besprechen Sie die Ergebnisse mit Ihren Studierenden.

Für Rückfragen stehen wir Ihnen gerne zur Verfügung.

Weitere Informationen zur Studentischen Lehrveranstaltungsbeurteilung erhalten Sie auf unserer Internetseite (Link: <http://www.rwth-aachen.de/lvb>).

Mit freundlichen Grüßen
Ihre Abteilung 6.2 – Lehre

RWTH Aachen University
Abteilung 6.2 - Lehre
Templergraben 55
52062 Aachen
Tel: 0241/80-94039
Fax: 0241/80-92103
E-Mail: lehre@rwth-aachen.de
<http://www.rwth-aachen.de/lvb>

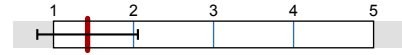
19W-12.38073 Concurrency Theory



Lehrveranstaltungsnummer: 19W-12.38073
 Lehrveranstaltungstyp: Lecture
 Erfasste Fragebögen: 20

Globalwerte

Globalindikator



mw=1,4
s=0,6

Lecture Concept



mw=1,5
s=0,7

Instruction and Behavior

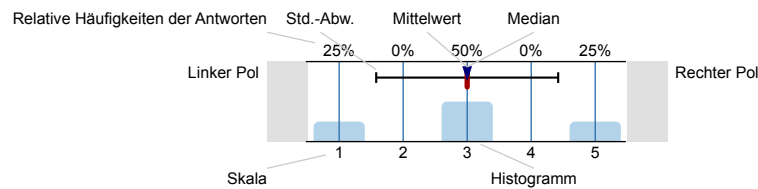


mw=1,4
s=0,6

Auswertungsteil der geschlossenen Fragen

Legende

Fragestext



n=Anzahl
 mw=Mittelwert
 md=Median
 s=Std.-Abw.
 E.=Enthaltung

General Information

1.1 Gender



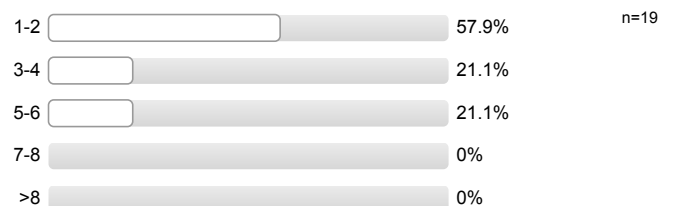
1.2 Nationality



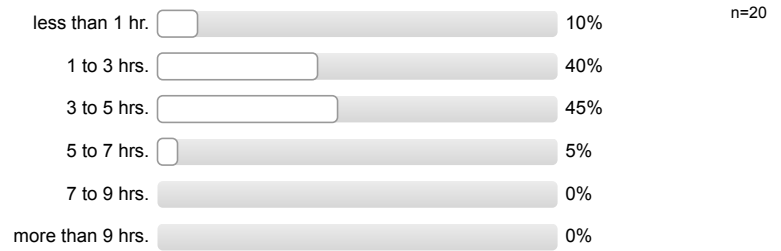
1.3 Course Degree



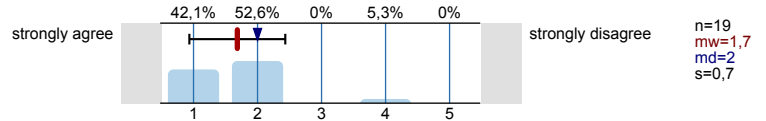
1.4 Core Semester



1.5 How much time do you currently spend on this course including preparation and follow up work?

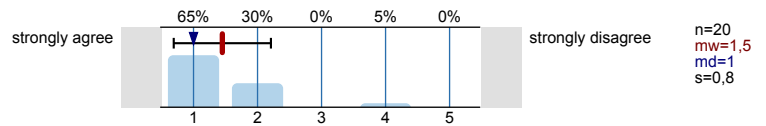


1.6 I find the course interesting.

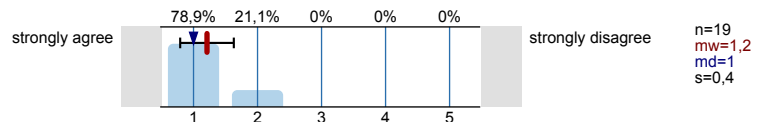


Lecture Concept

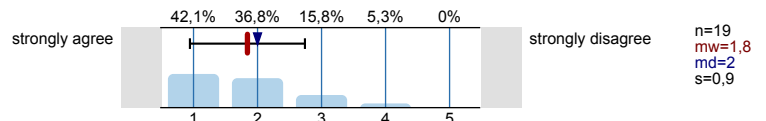
2.1 The learning goals of the lecture are defined.



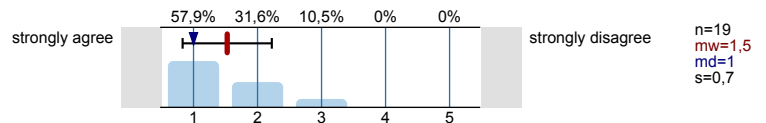
2.2 The lecture is well structured.



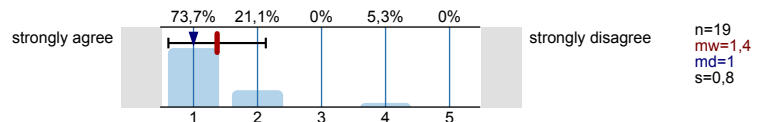
2.3 The materials provided are helpful.



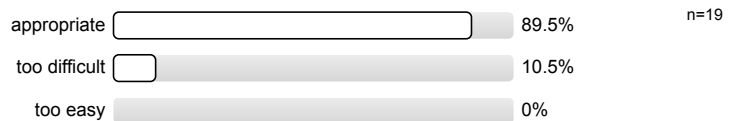
2.4 The examples chosen are helpful.



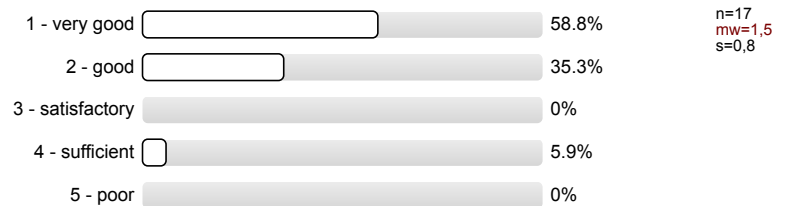
2.5 Lecture material is summarized at appropriate intervals.



2.6 The degree of difficulty is ...



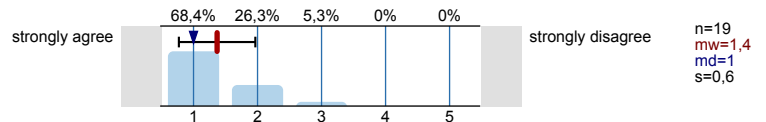
2.7 I would evaluate the lecture concept as ...



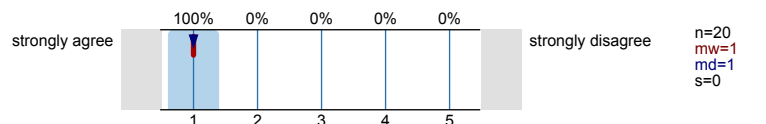
Instruction and Behavior

The lecturer ...

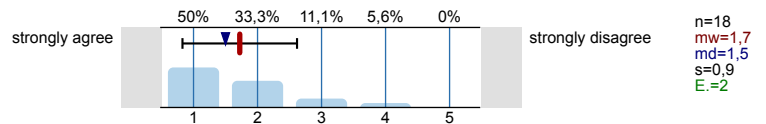
3.1 ... explains the subject matter clearly.



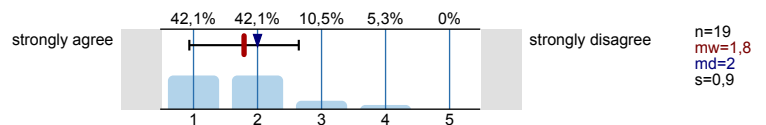
3.2 ... is willing to answer questions.



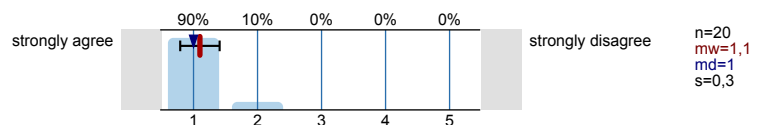
3.3 ... considers students' different levels of knowledge.



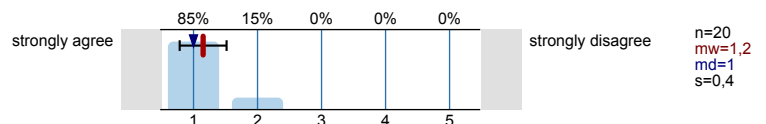
3.4 ... engages my interest in the topic.



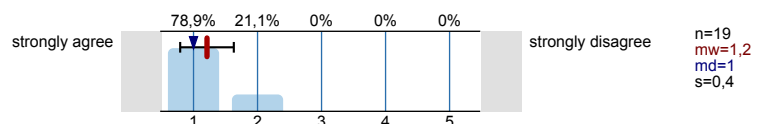
3.6 ... speaks proper, comprehensible English.



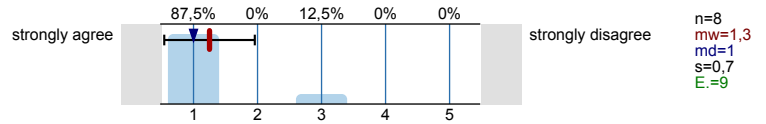
3.5 ... speaks audibly and clearly.



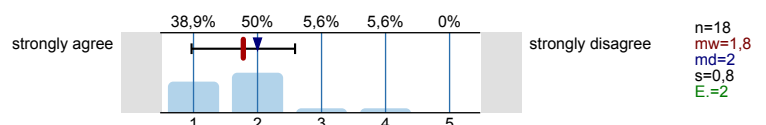
3.7 ... is well prepared.



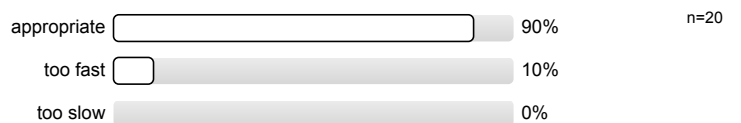
3.8 ... is available outside of the lecture.



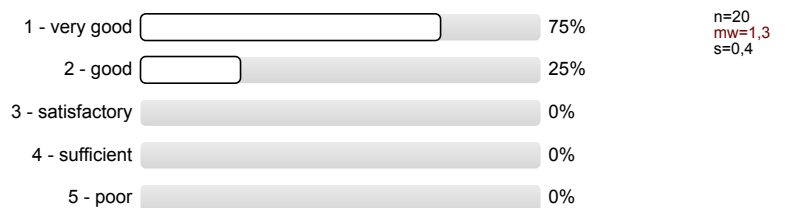
3.9 ... uses media that contribute to students' understanding.



3.10 The pace is ...

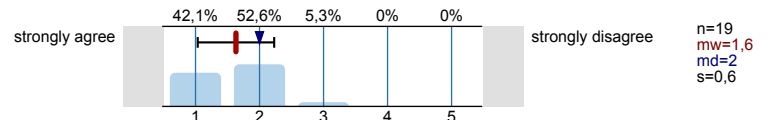


3.11 I would evaluate the lecturer as ...

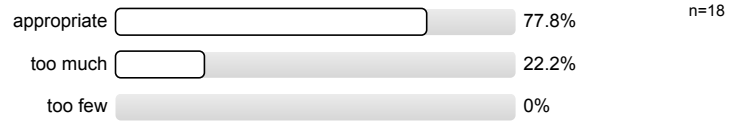


General Conditions

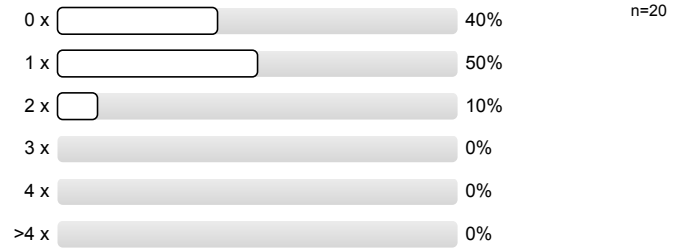
4.1 The lecture begins and ends on time.



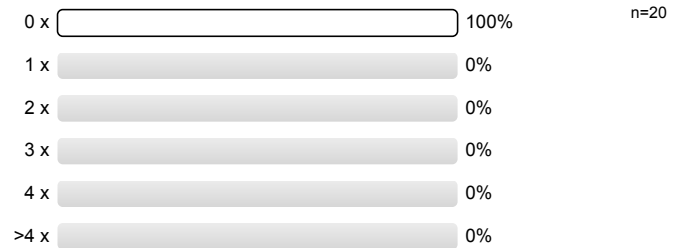
4.2 The number of seats is ...



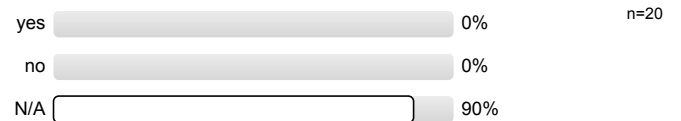
4.3 How often was the lecture cancelled on regularly scheduled dates? (Lecture-free days are not included!)



4.4 How many times did you have a substitute teacher?



4.5 In the event of a substitute teacher, was the substitute suitable?



Profillinie

Teilbereich: Fachgruppe Informatik
 Name der/des Lehrenden: Univ.-Prof. Dr. ir. Dr. h. c. (AAU) Joost-Pieter Katoen
 Titel der Lehrveranstaltung: 19W-12.38073 Concurrency Theory
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

General Information

1.6 I find the course interesting. strongly agree |-----| strongly disagree n=19 mw=1,7 md=2,0 s=0,7

Lecture Concept

2.1 The learning goals of the lecture are defined. strongly agree |-----| strongly disagree n=20 mw=1,5 md=1,0 s=0,8

2.2 The lecture is well structured. strongly agree |-----| strongly disagree n=19 mw=1,2 md=1,0 s=0,4

2.3 The materials provided are helpful. strongly agree |-----| strongly disagree n=19 mw=1,8 md=2,0 s=0,9

2.4 The examples chosen are helpful. strongly agree |-----| strongly disagree n=19 mw=1,5 md=1,0 s=0,7

2.5 Lecture material is summarized at appropriate intervals. strongly agree |-----| strongly disagree n=19 mw=1,4 md=1,0 s=0,8

Instruction and Behavior

3.1 ... explains the subject matter clearly. strongly agree |-----| strongly disagree n=19 mw=1,4 md=1,0 s=0,6

3.2 ... is willing to answer questions. strongly agree |-----| strongly disagree n=20 mw=1,0 md=1,0 s=0,0

3.3 ... considers students' different levels of knowledge. strongly agree |-----| strongly disagree n=18 mw=1,7 md=1,5 s=0,9

3.4 ... engages my interest in the topic. strongly agree |-----| strongly disagree n=19 mw=1,8 md=2,0 s=0,9

3.6 ... speaks proper, comprehensible English. strongly agree |-----| strongly disagree n=20 mw=1,1 md=1,0 s=0,3

3.5 ... speaks audibly and clearly. strongly agree |-----| strongly disagree n=20 mw=1,2 md=1,0 s=0,4

3.7 ... is well prepared. strongly agree |-----| strongly disagree n=19 mw=1,2 md=1,0 s=0,4

3.8 ... is available outside of the lecture. strongly agree |-----| strongly disagree n=8 mw=1,3 md=1,0 s=0,7

3.9 ... uses media that contribute to students' understanding. strongly agree |-----| strongly disagree n=18 mw=1,8 md=2,0 s=0,8

General Conditions

4.1 The lecture begins and ends on time. strongly agree |-----| strongly disagree n=19 mw=1,6 md=2,0 s=0,6

Auswertungsteil der offenen Fragen

Further comments, suggestions and requests:

5.1 What did you particularly like about the lecture?

Handwritten signature

Examples and proofs are on the blackboard, so the lecturer has to go through them slower than when they are on slides, ^{this} gives students more time to understand/ponder over.

+ many examples
+ aspects of presentation (discussion)
adapted to students questions, i.e.,
if someone has an addition or question,
the lecture content covers the additional
remarks instantly as useful further
remarks/information provided by the
lectures.

+ incremental explanation
of calculi

- I find both proofs are very good
at presenting the material

Semantics of Petri nets by means of
Petri nets ...

Petri Nets in general

The lecturer speaks very freely and is able to answer many questions. Clear explanations!

- the constant references and examples based on the real world to (re-)help balance the theoretical ~~and~~ nature of the course
- 2 good lectures
- good slides



To the reader, I hope
you've a nice day.

Edit: Thanks for the reddit
gold, kind stranger!

Slides available before lecture

Now I am finally able
to parallelize my
Cascading Style Sheets

Explanations are good

- Good and many examples
- lecturer is giving good intuitive meanings for all definitions
- Good slides

5.2 What did you **dislike** about the lecture?

Time during the lecture on HAL was a little slow for my taste.

- fast switching between blackboard and tablet presentation
 - no digital copy of blackboard notes (yet?)
- ↓
hard to copy

- proofs / examples on the board would be nice to have on slides, too

examples and proofs
in the slides would
be great for repetition

less lectures, but then
end in time

petri nets seem not to
have any relationship to
the other topics

- Fix-point theory was covered
a bit too fast

The lecturer explains many topics very fast.

Some confusing mistakes in the examples.

Proofs are hard to follow.

- a lot of references to other lectures, e.g. Module 2, which are not necessary in this course
- ~~work~~

Proofs and Examples ~~can~~ ^{are only}
on the blackboard

Examples & proofs only on
board often.

Graphs in second half
(Petri-Nets) are images
instead of tikz-pictures.

Some proofs were not included
in the slides or updated
elsewhere.

• Prof. Katoen goes
extremely fast
through the examples,
making it too hard
to take notes and
understand the
topic at hand