

INF5180 – Spring 2010 – Survey

<u>Knowledge / experience</u>	n/a	Little	Moderate	Much
Programming (individual/teams)		Indiv.: 1 Team: 4	Indiv.: 6 Team: 2	Indiv.: 1 Team: 2
SW/Systems development	1	4	4	
Quality assurance	5	3	1	
Process improvement	5	3	1	
Psychology	7	2		
Statistics	3	5	1	
Organizational theory	2	3	4	
Worked in IT industry	4	2	2	1

Total number: 9

PhD: 0

Master: 9

A) Imagine that you've completed this course and are satisfied with it. Take a few moments to put yourself in this situation and feeling. Then answer the following questions:

- a. In what/How was the course successful?
- b. What was your contribution, what were other students' contributions and what was the lecturer's contribution?

(This technique – "future perfect thinking" – is used, among others, by athletes and is a possible technique both within system development and process improvement.)

It was a good course because:

- I learned a lot about common problems in software development and how to avoid them.
- I learned ways and techniques to improve my future work as a software developer.
- I learned ways to further improve my skills in product and process enhancement through guidance and relevant literature.

My contribution was working with the course literature and project, to gain knowledge about improving software development projects.

The lecturer's contribution was presenting the course curriculum in a structures and easy-to-understand manner.

Learned new methodologies, have toolbox to solve problems that may exist in process development and improve the existing processes. In a nutshell, the course has taught me how to improve quality efficiency etc. both in the development of software, but also concerning the team, plans and similar parts in the organisation.

I think this was a good course due to the discussions in class relating to the topic of the day. Also the writing part helped me in writing a paper of quality.

The course was very successful as well because the teacher was very engaging into asking questions relating to a real world problem (an existing problem in a given context).

I learned about parts of the development process I had little experience with, especially about process improvement and something about the assurance of quality and perhaps organizational structure of a project. Most importantly, I learned how the different parts of a project interconnect and how parts can be improved individually.

My contribution was to learn more about the process of development and how both the product and the process can be improved.

I have learned a lot about how these things work in big companies and ways to improve them. My contribution: completed the project in a satisfactory way.

I learned a lot, useful later.

I worked hard, the other students don't matter, the lecturer gave good and useful feedback on the project.

It was a good course because:

- It allowed me to improve at least one process in my current company (probably QA/evaluation or better integration of the analysis/requirements spec. phase in the overall development process), by giving me the tools (methods, case studies, examples, arguments) needed.
- Mine and the other students' contributions were mainly case studies and examples from "real life" – we learn a lot from hearing how things have been done before, in real-world settings.

I have gained insight into software process improvement techniques that can be suitable in real life. By good feedback from the course teacher, and by own studying and findings in the suggested course literature, my project report describes a realistic and solid proposal for an improvement.

My contribution was to be prepared to each lecture and active in discussions. That was also good from the other students.

Teacher (→ see above).

Because the course presented concrete improvements instead of vague process vocabulary. The advantages of the different approaches were stated explicitly.

My contribution was to intensively work with the materia.

The lecturer provided an interesting culture of discussion as well as good lecture material.

B) How do you prefer to give feedback on course structure, content, and quality of teaching?

a. Online-feedback form? / once or twice? / other?

Online feedback forms are OK, perhaps combined with a written feedback.

Discussion in class at the end of semester, though online form available as well (also at the semester's end).

To give a feedback twice would be good, at the beginning and in the middle. But also, maybe, at the end for the next students next year.

Okay with 2 online forms.

Online feedback form.

Online feedback form, once, at the end of the semester.

Online form, or orally (just talk about it – usually the best method).

Online feedback twice.

Once / online feedback / at the end