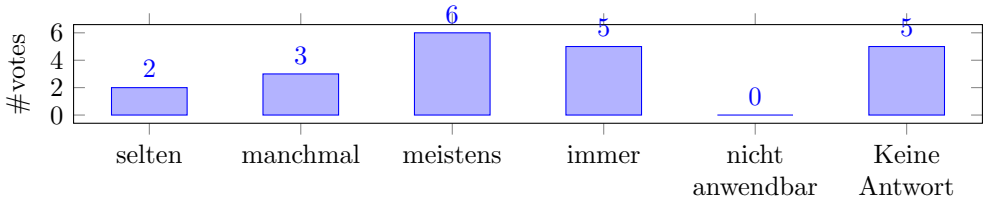
Modul: Introduction to High Performance Computing	**Semester:** WS 24/25

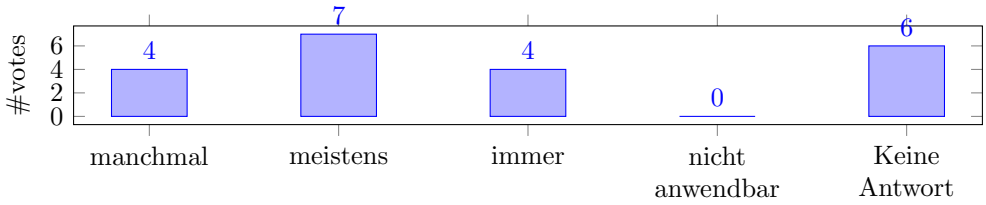
Ergebnis der Online-VLU. Die Umfrage fand in den letzten beiden Vorlesungswochen statt.

1 Bewertung der Vorlesung

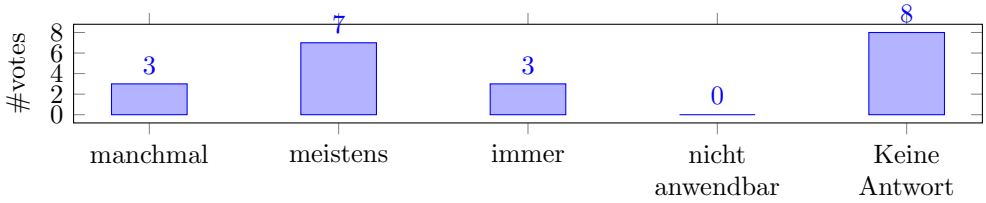
Wie oft hast du die Vorlesung besucht?



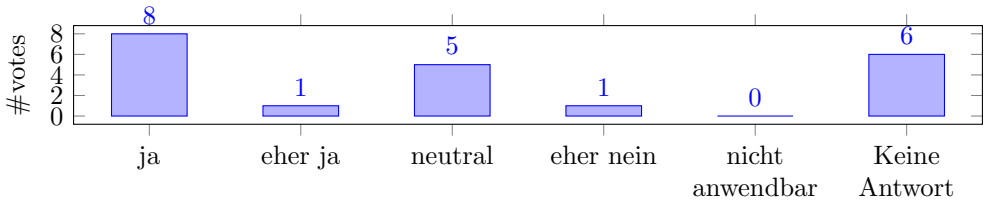
Wurden Themen durch Beispiele veranschaulicht?



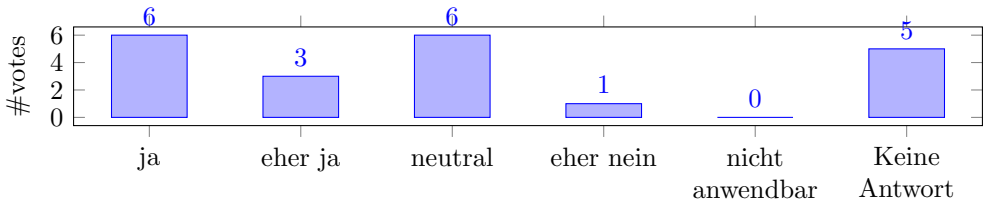
Wurden die Themen ausführlich genug erklärt?



War die Struktur der Vorlesung klar zu erkennen?

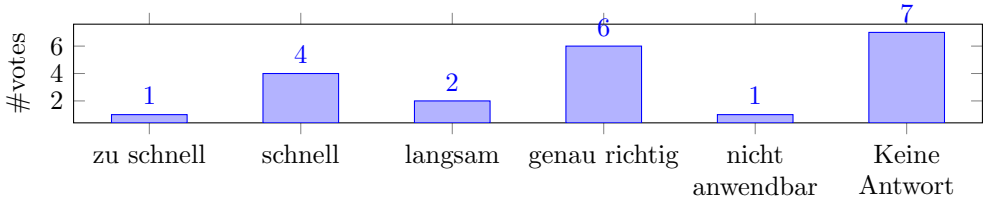


Waren die Folien/das Skript hilfreich?

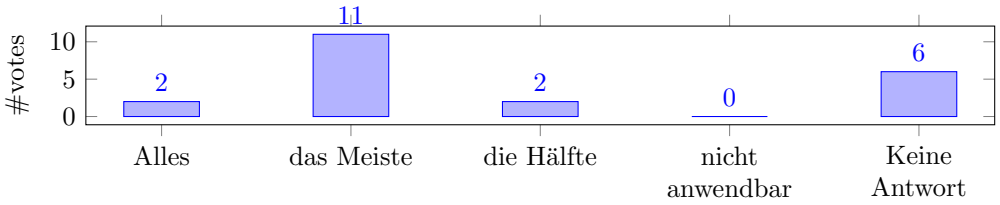


2 Bewertung der Dozierenden

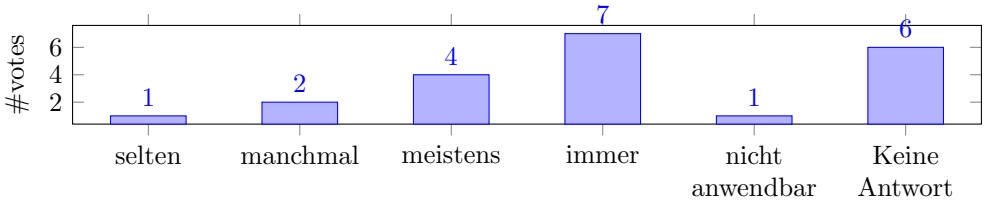
Die Geschwindigkeit der Vorlesung war...



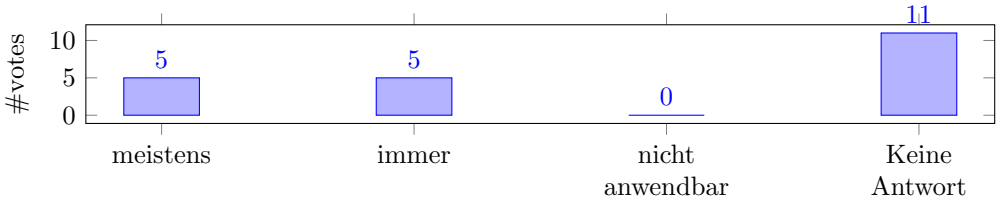
Wie viel verstehst du während der Vorlesung?



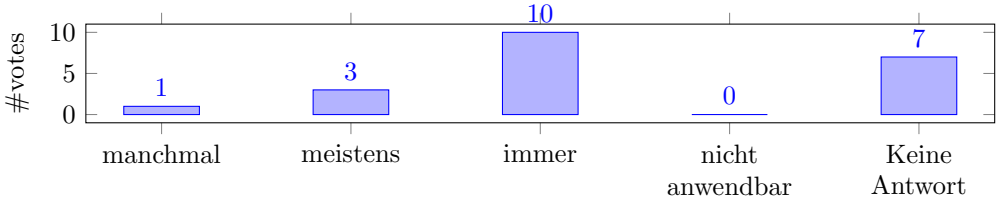
Ist der Dozent/die Dozentin gut auf Fragen eingegangen?



War der Dozent/die Dozentin außerhalb der Vorlesung für Fragen etc. erreichbar?

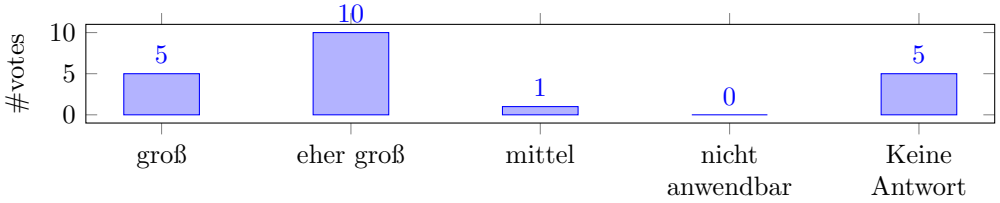


War die Dozentin / der Dozent akustisch gut zu verstehen?

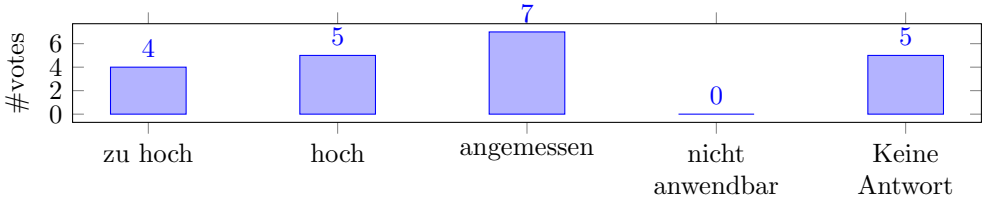


3 Bewertung des Moduls

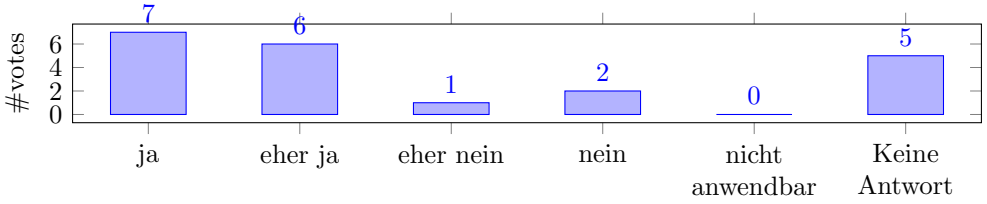
Der Praxisbezug war...



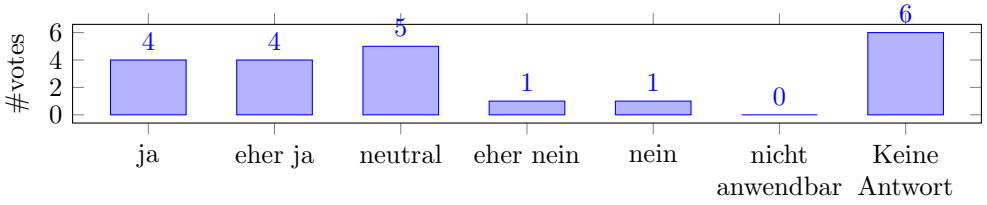
Ist der Arbeitsaufwand für dieses Modul im Hinblick auf die LP-Zahl angemessen?



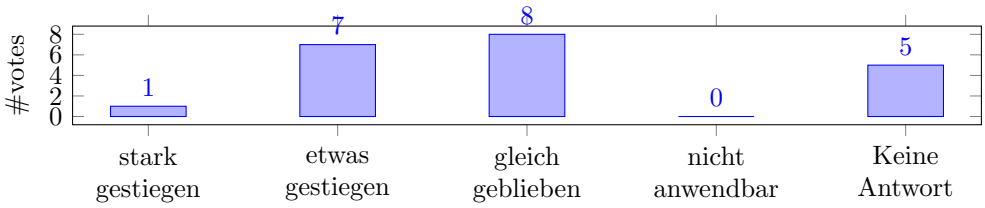
Findest du die verlangten Studienleistungen für dieses Modul angemessen?



Würdest du dieses Modul weiterempfehlen?

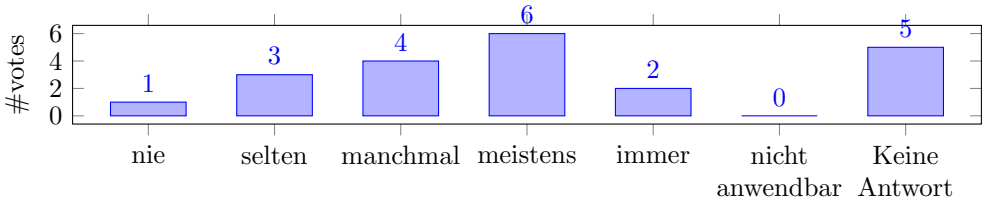


Dein Interesse für dieses Thema ist...

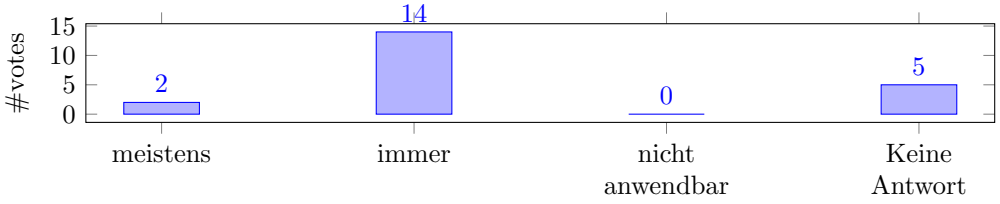


4 Bewertung der Übungsaufgaben

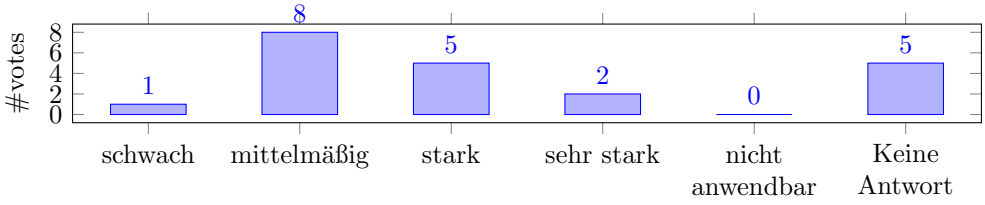
Wie oft hast du die Übungen besucht?



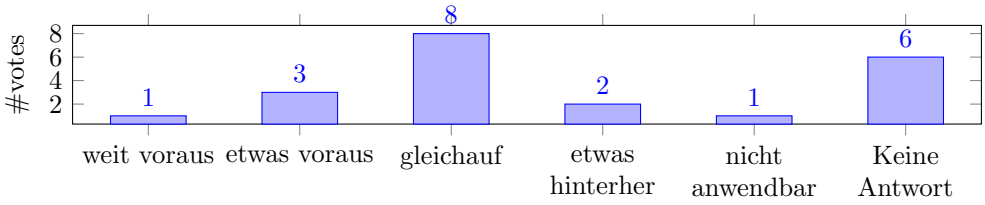
Wurden die Übungsaufgaben rechtzeitig zur Verfügung gestellt?



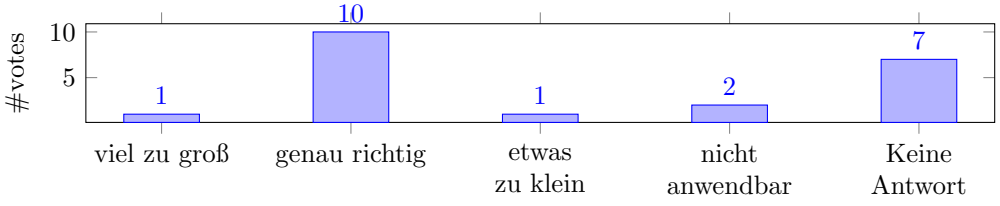
Die Schwierigkeit der Übungsblätter schwankte...



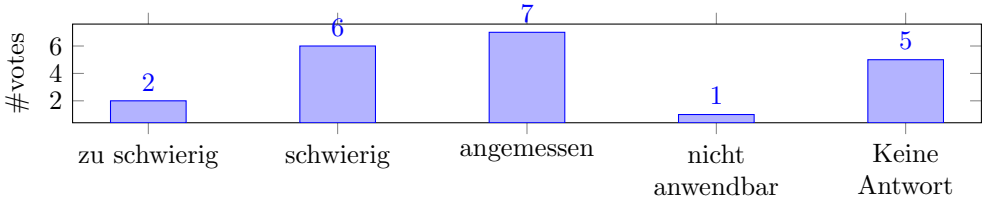
Die Vorlesung war...



Die Übungsgruppe war...

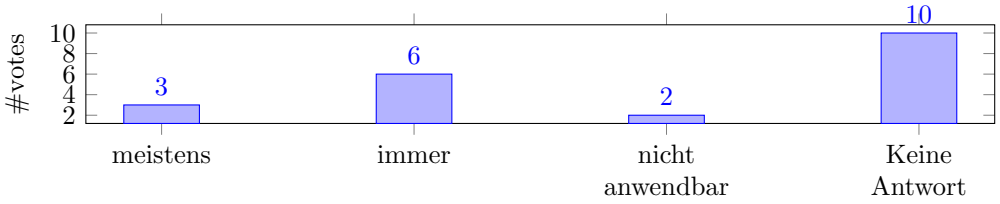


Die Übungsaufgaben waren meistens...

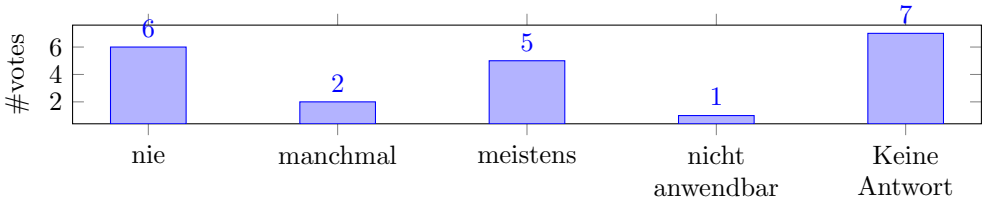


5 Bewertung des Tutoriums

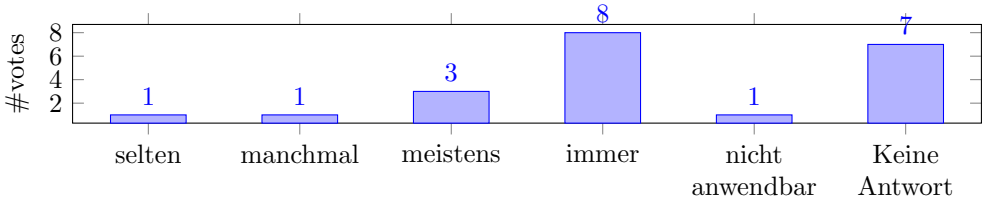
War der Tutor/die Tutorin außerhalb der Übung für Fragen etc. erreichbar?



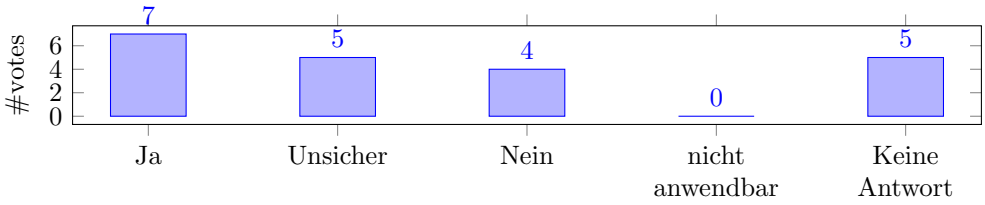
Waren die Korrekturen des Tutors/der Tutorin nachvollziehbar?



Wurde der Tutor/die Tutorin mit dem Stoff der Übung fertig?

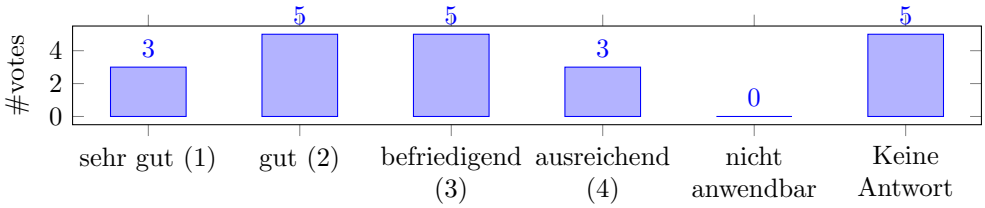


Lohnt sich der Besuch des Tutoriums?

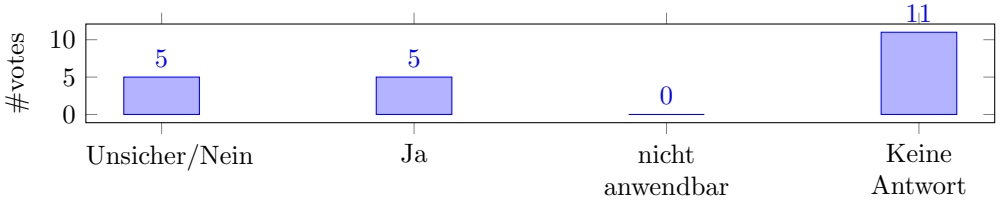


6 Abschließende Bewertung des Moduls

Note:



Hältst du die Vorlesung der Dozent:in für lehrpreiswürdig? Falls ja: wieso?



6.1 Kommentar

There was a fair bit of incoherency and just too much data and information on the slides. And unfortunately presenting often seemed more like just reading the slides. Also it was a bit irritating that there were 3 (or 4) presenters with slightly different approaches of explaining content.
Eine Korrektur der Übungsblätter wäre nett. Auch ein Weg die Bepunktung einzusehen ohne explizit danach zu fragen.
Very Professional and understandable.

The workload was way over the top and instead of learning how to actually make High Performance code we were forced to archive most of the points on the exercise sheet, we were forced to plot like every small thing. Instead of plotting the code for plotting and logging could be given and we would need to adjust the code. That would bring a way higher benefit then spending more then half of the time plotting. We ofc can describe plots and think about the benefits. Since I did not attend the lecture to often, which would not have helped with plotting, the grade is still a four. Just the exercise strucute and grading in an excel sheet for everyone able to view my points would give a 5.0 as a grade. But that just because the tutors did a really good job explaining the rest was a full tragedy.
Sehr praxisnahe Vorlesung bei der man wirklich etwas praxisbezogenes lernen kann. Dozenten und Tutoren sind einfach nur geil!

7 Freitextkommentare

7.1 Was hat dir an dieser Lehrveranstaltung gefallen?

That we got access to the cluster at Jülich for the exercises.
Very high practical components, very close to SOTA
The topics were presented enthusiasticly
Practicality and relevance
Learning the concepts during lectures and being able to practically implement them in assignments
The tutors seemed competent
Geile Themen, Dozenten und Tutoren konnten sehr gut erklären, guter Praxisbezug
Being able to gain experience using the super computer was interesting, the exercises gave a good introduction too the tools and programming languages used in HPC.

7.2 Was könnte noch besser gemacht werden?

Homeworks were repetitive and so long, they could be tersely
Korrektur einsehen zu können und Online in Ecampus o.ä. die Punkte sehen zu können
The tasks on the exercise sheets were EXTREMELY repetetive. Often, multiple (sub-)tasks on the sheet consisted of doing basically the same with a tweaked parameter. This does not improve my understanding of the lecture but is just busywork. Also, we got no corrections for the sheets at all – and no direct feedback on how we scored for the tasks. This is really frustrating. Either improve on the exercise sheets or make them voluntary.
If there would be clear formulas for the mathematical components it would make it a bit easier to related them to the lecture content.
The breaks during the lecture felt irrelevant. It always started late and too long. The exercises were not hard, but a lot, while not learning much from them. There was no info about the exercise corrections.
The slides can mostly be replaced by a wiki entry. The lecturer also mostly read those details from the slides, and I don't feel like I need to know them at that time. Also the question comprehension from the lecturer was bad a lot of the time, when students asked something, they just repeat the slide in a different way instead of trying to answer the question.
Length of lectures is often too long although informative but maybe there could be a way to discuss certain parts of the lecture more broadly

Like everything regarding the exercises besides the tutors. Do not put points in an excel sheet, dont force the students to plot every small assignment. The tasks did not really build up on each other. Using the Juelich HPC cluster was often painfull - where the lecture can itself not improve but it was not clear how to work with the HPC. The code was nearly completely given. Adding one line to plot 5 times again is not rewarding at all. Speaking about it, we do not get an insight into the points we get. I can not see what I did correct and what not.

The lecture slides sometimes provided way to many examples, while leaving out some important calculations

Tutorien sollten gleich groß sein. Wir waren am zwischenzeitlich bei zwei Tutoren mit fünf Personen im zweiten Tutorium. Wir fanden unser privat Tutorium einfach geil!!! Danke an [Tutor] und die anderen Tutoren!!! P.S Wehe der Tutorenname wird gekürzt!!!

The exercise sheets were very repetitive, sometimes plotting basically the same graphs over and over. The tutorials were bad, letting the students present the exercises is a mistake. Often times the presented solutions were wrong and the lecturer did not have a solution ready to go. Combined with the language barrier between the lecturer and the students and the students amongst each other, this made the tutorials a very confusing experience. Questions in the tutorials were also rarely answered adequately. This could probably be prevented if the lecturer prepares a solution to the exercises and preferrably also just presents it himself (like many other lectures do).

7.3 Hier hast du Platz für weitere Anmerkungen und Feedback zum Modul.

I would change the exercises as discussed. Remove 50% if you can not correct stuff in time and provide the points to the students.
Make the exercises more to theory and coding instead of plotting. No one needs to plot in the exam. Providing a function which plots would be feasible. There can be made no argument to plot so much. When doing a scientific paper I also do not spend 60% of the time plotting. But when I have results I plot them. So either cut down the exercises or the plotting.