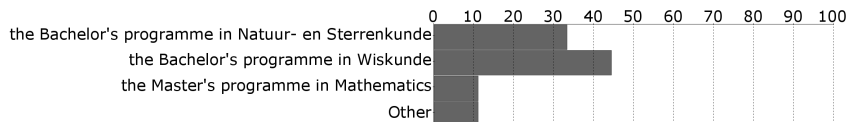
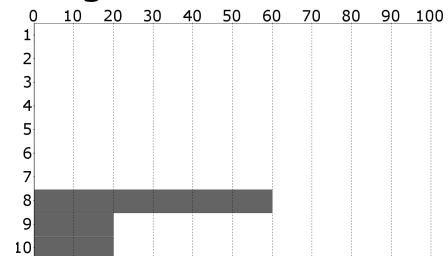


1. I am currently studying in



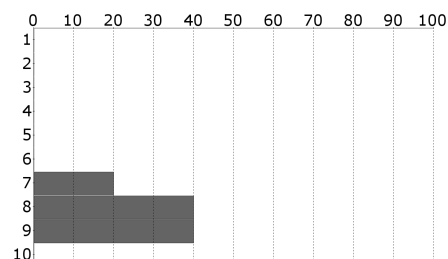
2. I would rate the performance of the lecturer(s)/teacher(s) as

dr. J.P. Joudioux
avg: 8.6 median: 8.0



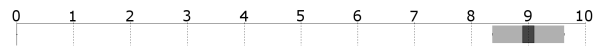
3. I would rate this course overall as

avg: 8.2
median: 8.0



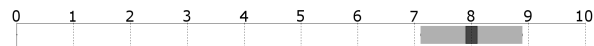
4. Integration of the educational activities of this course (Please rate the following aspects of the course)

avg:9.0 (median:9.0 n:5)



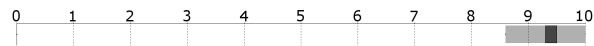
5. Quality of course materials (Please rate the following aspects of the course)

avg:8.0 (median:8.0 n:5)



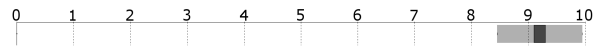
6. Quality of the language used during instruction (Please rate the following aspects of the course)

avg:9.4 (median:10.0 n:5)



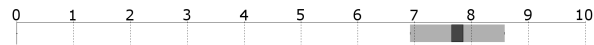
7. I would rate the lectures as

avg:9.2 (median:9.0 n:5)



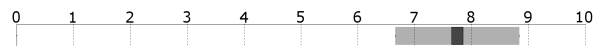
8. I would give the exercise classes a rating of

avg:7.8 (median:7.5 n:4)



9. I would rate the exam as

avg:7.8 (median:8.0 n:4)



10. Lecturer(s): optional comments

I took some time to get adjusted to the peculiar pedagogy, both in structure and in style. Even though I initially opposed the in-your-face teaching style applied in the working groups, I ended up being somewhat indifferent on the matter later on (which might actually be an added benefit of the course besides PDEs). I do question the effectivity of this hasty and quick-fashioned style applied in the working groups when students are not used to it, yet I am not the one to judge on that matter. Within the lectures, the explanations were fine, although at times chaotic. Yet, if the latter was the case, the explanation would be returned to in a following lecture and subsequently clarified, which was great. Again, the teaching style took some time getting used to, yet it was worth it in the long run. It might not have been initially inviting, but it was effective for the students that were up for it.

I think dr Joudioux approach to teaching this class was very good. The flexibility in the teaching material allowed him to teach many different topics regarding PDE. Not only do i now have a basic understanding of PDEs and how to solve them using various methods, but it has also given me an interest in the follow up course in the master. I do however think that a little more support on some hard exercises in the exercise class would have been nice. Also i still think i wasn't shouting.

Absolutely great and lively lectures! Very approachable for questions.

I really liked that the focus of the course was not to rigorously proof theorem after theorem, but rather take a physics approach to PDEs. Unfortunately there wasn't enough time to cover fundamental solutions more extensively and discuss Fourier analysis. I think that the final exam was quite long (I heard this from other students as well), but I think this was taken into the grading. Overall the course was very good!

11. Lectures: optional comments

The course was structured practically, treating PDEs on a case-to-case basis by initially motivating it and then using a variety of appropriate methods. Although not everybody liked the physics-based context in which many of the example were embedded, I thoroughly did enjoy that. Furthermore, it was at all times clear what was being done and why it was done, and the lectures were effective in communicating the necessary information. There were some fluctuations in difficulty, however, with some classes being extremely easy and others being substantially more difficult. Yet, overall, still somewhat consistent.

The lectures in general were excellent, the pace was completely to my liking. Because the pace of the lectures was high we have learned many different things, which i think was the main point of the course. Also the focus was not on giving 100% rigorous proofs, like some of the mathematics courses have, which i really liked as well.

Really great lectures, pace was nice and difficulty as well - nothing to add!

I remember that I thought the pace in the first couple of lectures was really high, but it become normal after a couple of weeks. I think the difficulty became harder in the last

lectures, but nothing unreasonable was asked of us. And when we encountered some abstract notions or a difficult part of a proof Jeremy always asked us if we understood what was being done. So that was really good!

12. Exercise classes: optional comments

See feedback on lecturer. Exercise classes were a duality for me, and for many (I think). Although I learned how to deal with stress and performing calculations with somebody frequently looking over your shoulder, an added benefit, it might have not been the most efficient way to actually learn PDEs, at least for me. The balance did come more and more with passing time, yet it took a large amount of 'getting used to'. In the end, I do see the benefit of more quickly running through arguments, instead of sitting on every detail for an hour, so that's good.

The coherence with the lectures was very good, the material explained during the lecture was generally immediately applied in the exercise class. The fact that the exercise class was directly after the lecture was also nice as the lecture is still fresh in your memory then. I think that the amount of assistance was not as good as it could have been at times, some extra hints on difficult exercises would have been nice. The assignments themselves were of good quality, which the rare exception of an exercise going beyond the scope of the course in terms of difficulty. Finally I was missing some feedback on the exercises, in the beginning of the course most of the exercises were corrected on the blackboard so we could collect the correct answers to the exercises, but almost none of the exercises at the end were corrected in that fashion.

The style took some getting used to, but in the end I found the exercise classes to be quite nice as well. The assignments themselves were quite good and great for preparing for the exam.

I really liked the problem classes. I think Jeremy's approach is direct, which could be a bit intimidating to some students (I think "intimidating" sounds to harsh but I hope you understand what I mean), but it really helped for me, and I think the ensuing discussions were always really funny and insightful.

13. Exam: optional comments

First one was probably too easy, last one was probably too long. Combined, however, it was ok. My remark might be a strange one, but the latter exam might not actually have been that long, nor that difficult. Due to external causes and time constraints, I did not have a lot of time left for learning for the last exam, yet I am quite sure that I still obtained more than half of the points. Based on that rationale, I think the length of the last exam might also be appropriate for the first exam. In every other way, the exams were pretty good.

The mid term exam and the final exam were in many ways opposites. The mid term exam was too easy, and I finished in roughly 2/3 of the allotted time of 3 hours. The final exam was quite hard, and I think that it was too long for a three hour time-frame (27 questions in 180 minutes -> ~ 6.7 minutes per exercise on average), especially given that the exercises weren't easy. Because these exams both have the same weight in the final grade, they somewhat cancel each other out so the imbalance was not that big of a problem. Even though I think it would be good to transfer a little of the 'hardness' of the final exam to the 'easyness' of the midterm.

The questions on the exam were no surprise, in the same style as the exercise classes. I found the exam to be a bit on the long side however.

I think the final exam was too long. We knew what we could expect on the exam, and that it would be harder than the midterm but I think it would have been better to leave one question out (which is basically what happened in the grading).

14. Course: optional comments

There was no book, but rather a compendium of them. Lecture notes might have been nice, but the argument can be made that all information can be obtained from the lectures. Prior knowledge required was very light, the pace was good, difficulty fluctuating at times, but still pretty ok. Practically oriented, which I think is the best way to start learning about a subject (generality comes later, if ever). As instructed, the obligatory complaint; no Fourier Analysis required as prior knowledge. Horrible.

I think I have said most of what could be said already, the course material offered (books) was very good given the variety of it. I do think it would have been better to one book we could refer to though. I liked the course a lot and enjoyed going to every lecture (even though the exercise class could be frustrating at times). In the second quarter of the year we even sacrificed some of our break to make the exercise class fit in.

The course was a lot of fun, my only suggestion is for the course material. There were a lot of different books used in the classes, and although it was really nice that there was a complete list of techniques and theorems that would be tested in the exam, it was sometimes difficult to look them up in another place than your own notes made during class.

The structure and organisation of the course was good. Also I really enjoyed the additional papers or other information that was put on BB and discussed in the problem class, that was related to the stuff we discussed in the previous lectures (please keep doing this, it makes the problem classes really fun!)

15. Final question: Are there other aspects that can be improved?

Something something Fourier analysis.

-



universität
wien

Qualitätssicherung

Lukas Mitterauer

An:
Dr. Joudioux
persönlich

Course Evaluation Report for Teaching Staff

Dear Mr. Dr. Joudioux,

Please find attached the results of the automated course evaluation analysis for the course Mathematische Methoden der Physik II - Übungen

conducted with the questionnaire type 026-3-V2:

The first section provides a detailed analysis of the students' response behaviour.
The second section of the analysis report lists the individual mean values for all questions.
The third part contains answers to open questions.

You may also access the results at <http://eval.univie.ac.at/>. The user name and password for the system have been submitted in a separate email.

Comparative figures for the winter semester and the summer semester will be published on the homepage of the Special Department for Quality Assurance <http://www.qs.univie.ac.at/> in April and September, respectively.

We hope the results provide a helpful and constructive feedback for the continuous development of your courses.

For any further enquiries, please contact the Special Department for Quality Assurance
(Tel.: 4277-18001 email: evaluation@univie.ac.at).

Sincerely,

Lukas Mitterauer



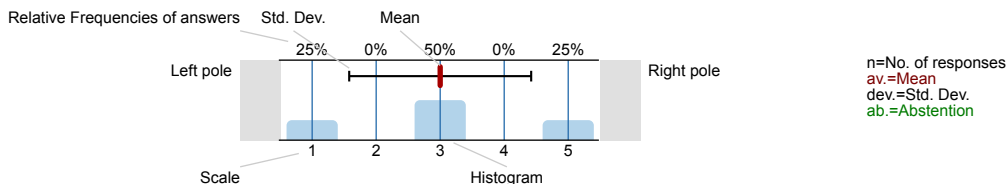
Jérémie Joudioux

Mathematische Methoden der Physik II - Übungen (16W-26-260017-01)
No. of responses = 22

Survey Results

Legend

Question text

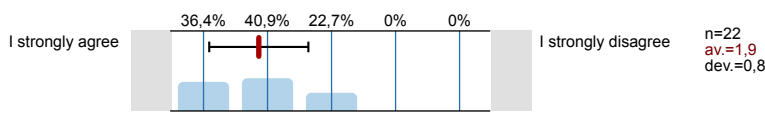


1. University wide section

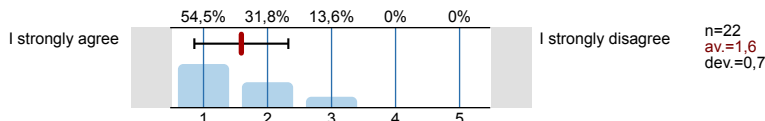
1.1) Gender:



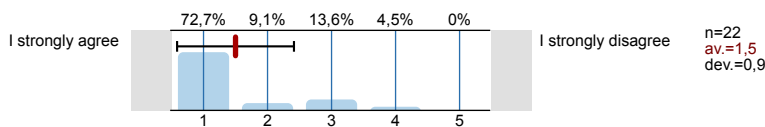
1.2) The contents of the course were very interesting.



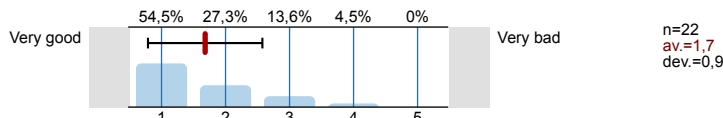
1.3) This particular course was very important in its contribution towards reaching the goals of the academic program.



1.4) The lecturer was motivating.



1.5) Overall, I would rate the course as

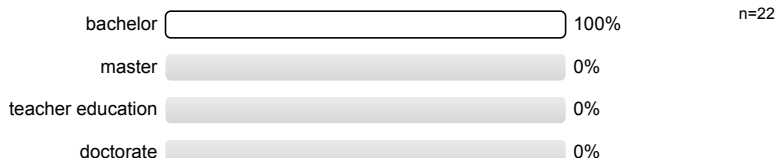


2. Questions from the directorate of studies

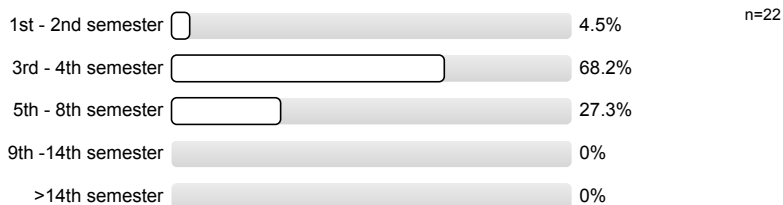
Dear students,

Thank you for taking the time to complete this questionnaire. The analysis of the completed questionnaires will be submitted to the lecturer and the directorate of studies. Your responses in the further comments section are of particular importance to us. If you wish to give different evaluations for different lecturers, please include details there.

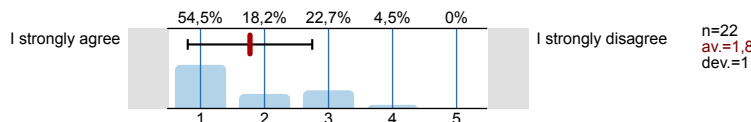
2.1) What is your degree programme?



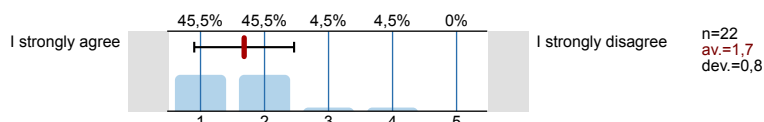
2.2) What semester are you in?



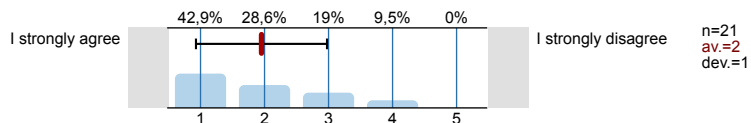
2.3) The course objectives were clearly defined.



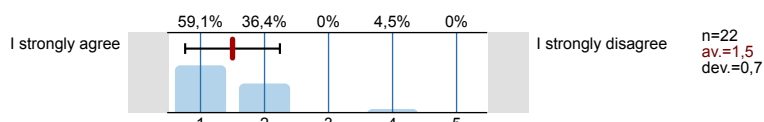
2.4) The students were supported in attaining the course objectives.



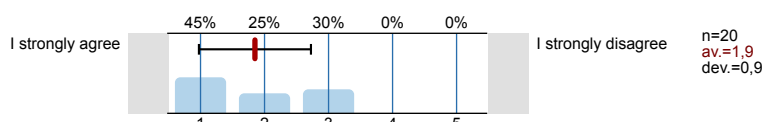
2.5) Care was taken to ensure that all students were actively involved in the course.



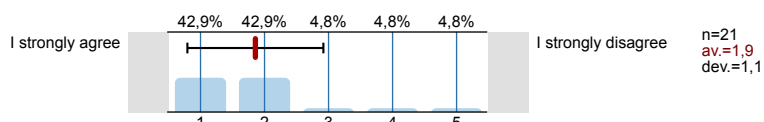
2.6) The lecturer gave detailed and helpful feedback on the students' contributions.



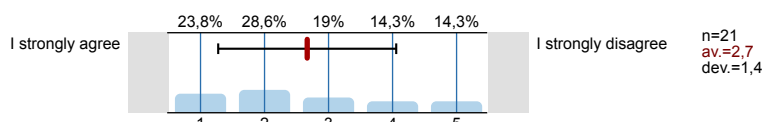
2.7) The choice of examples was clearly relevant to the lecture.



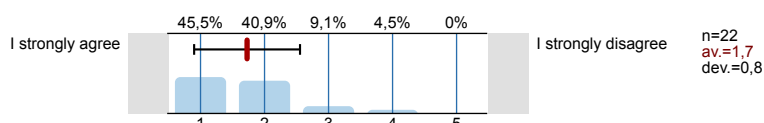
2.8) The schedule for exercises and lectures worked well together.



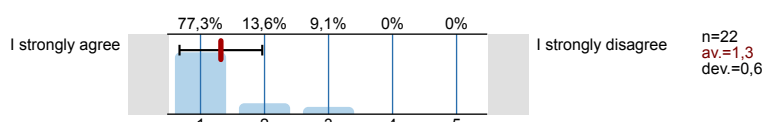
2.9) The time available for dealing with the course material was sufficient.



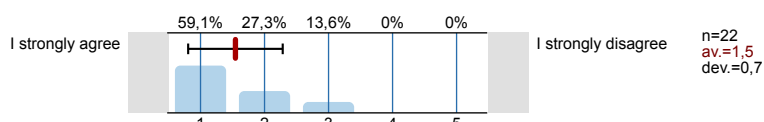
2.10) The examples were formulated clearly and intelligibly.



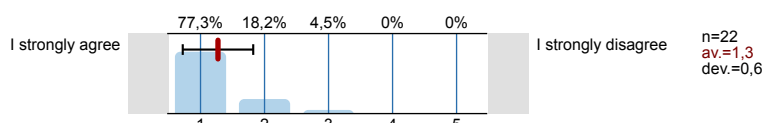
2.11) The lecturer explained problems and context clearly and intelligibly.



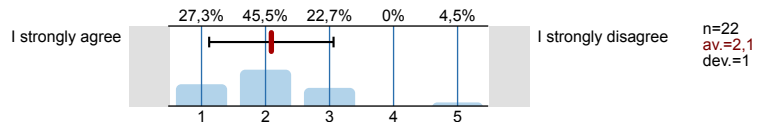
2.12) The course has given me an understanding of the basic concepts.



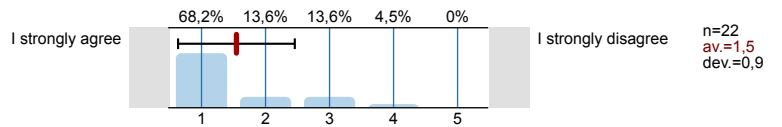
2.13) The course assessment criteria were explained in sufficient detail at the start.



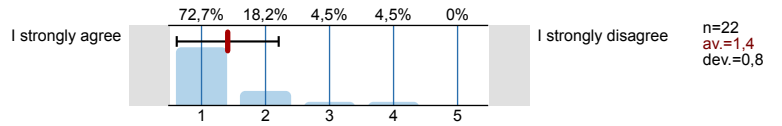
2.14) The grading system supported me in achieving my learning objectives for the course.



2.15) The lecturer was friendly and open in his/her dealings with the students.



2.16) The lecturer was contactable by students outside of course time.



Profile

Subunit: SPL026 - Physik
 Name of the instructor: Dr. Jérémie Joudioux
 Name of the course: Mathematische Methoden der Physik II - Übungen
 (Name of the survey)

Values used in the profile line: Mean

1. University wide section

1.2) The contents of the course were very interesting.	I strongly agree		I strongly disagree	n=22 av.=1,9 md=2,0 dev.=0,8
1.3) This particular course was very important in its contribution towards reaching the goals of the academic program.	I strongly agree		I strongly disagree	n=22 av.=1,6 md=1,0 dev.=0,7
1.4) The lecturer was motivating.	I strongly agree		I strongly disagree	n=22 av.=1,5 md=1,0 dev.=0,9
1.5) Overall, I would rate the course as	Very good		Very bad	n=22 av.=1,7 md=1,0 dev.=0,9

2. Questions from the directorate of studies

2.3) The course objectives were clearly defined.	I strongly agree		I strongly disagree	n=22 av.=1,8 md=1,0 dev.=1,0
2.4) The students were supported in attaining the course objectives.	I strongly agree		I strongly disagree	n=22 av.=1,7 md=2,0 dev.=0,8
2.5) Care was taken to ensure that all students were actively involved in the course.	I strongly agree		I strongly disagree	n=21 av.=2,0 md=2,0 dev.=1,0
2.6) The lecturer gave detailed and helpful feedback on the students' contributions.	I strongly agree		I strongly disagree	n=22 av.=1,5 md=1,0 dev.=0,7
2.7) The choice of examples was clearly relevant to the lecture.	I strongly agree		I strongly disagree	n=20 av.=1,9 md=2,0 dev.=0,9
2.8) The schedule for exercises and lectures worked well together.	I strongly agree		I strongly disagree	n=21 av.=1,9 md=2,0 dev.=1,1
2.9) The time available for dealing with the course material was sufficient.	I strongly agree		I strongly disagree	n=21 av.=2,7 md=2,0 dev.=1,4
2.10) The examples were formulated clearly and intelligibly.	I strongly agree		I strongly disagree	n=22 av.=1,7 md=2,0 dev.=0,8
2.11) The lecturer explained problems and context clearly and intelligibly.	I strongly agree		I strongly disagree	n=22 av.=1,3 md=1,0 dev.=0,6
2.12) The course has given me an understanding of the basic concepts.	I strongly agree		I strongly disagree	n=22 av.=1,5 md=1,0 dev.=0,7
2.13) The course assessment criteria were explained in sufficient detail at the start.	I strongly agree		I strongly disagree	n=22 av.=1,3 md=1,0 dev.=0,6
2.14) The grading system supported me in achieving my learning objectives for the course.	I strongly agree		I strongly disagree	n=22 av.=2,1 md=2,0 dev.=1,0
2.15) The lecturer was friendly and open in his/her dealings with the students.	I strongly agree		I strongly disagree	n=22 av.=1,5 md=1,0 dev.=0,9
2.16) The lecturer was contactable by students outside of course time.	I strongly agree		I strongly disagree	n=22 av.=1,4 md=1,0 dev.=0,8

Comments Report

3. Further comments

3.1) What is particularly good about the course? What is not so good about the course? Do you have any suggestions for improvement?

- 45 min are too short
- 45 sind zu knapp für eine Übungseinheit. es wird jedes Beispiel zu schnell behandelt. Der Stoff der Vorlesung ist zu umfangreich für eine 45 min Übung
- Jeremy ist besonders gut.
- Joudioux ist ein super Kerl und ein ausgezeichneter Übungsleiter!
Die Übung ist zu kurz.
- Klar definiert was verlangt und wie es verlangt ist. Kein Chaos an der Tafel wenn vorgerechnet wird, da immer klar erklärt wurde wie es verlangt wird.
Zusätzliche Erklärungen zu allen wichtigen Themen.
Jeremy is love, Jeremy is life
- LV: Aufgrund der mir unverständlichen Kürzung der LV-Zeit auf eine 60 Minuten bzw 95 Minuten leidet die Qualität der LV.
- Lehrender freundlich und motivierend
Keine negativen Einwände
- The personal impact of the teacher motivates to work hard
- gut, dass es ein Skript gibt. Allerdings könnte man in der Übung das ein oder andere Beispiel GEMEINSAM mit dem Übungsleiter RECHNEN, damit man sieht, wie das funktioniert und sich nicht selbst beibringen muss das Gelernte in die Tat umzusetzen

3.2) Do you have any additional comments about the speed of the course, the quantity of the course material, what was required of you and the qualifications you needed to do the course?

- Tempo ist sehr gut, Beispiele zusammen durchrechnen und nicht verlangen, dass man soviel wie möglich ankreuzt, obwohl man vielleicht gar nicht versteht, wie es praktisch funktioniert
- Tempo und Stoffmenge passen gut zusammen.
Was noch dazu passen könnte ist vielleicht ein Buchvorschlag für Übungen.
(Übung macht den Meister!) Ich finde es ist sehr hilfreich wenn man selber üben kann. Rund 30 Beispiele pro Semester sind gut, man sollte aber nebenbei weitere ähnliche Beispiele rechnen können. So kann man für die Übungstests besser vorbereitet sein.
- The length of a session is quite short
- ein zu umfangreiches Stoffgebiet. man rechnet zu jedem Gebiet nur 1 2 Beispiele und es wird dann verlangt über alles bescheid zu wissen

3.3) If there was a tutorial:

Did you attend the tutorial? If yes, how did this support you in achieving your learning objectives? If no, why not?

- Ich hab kein Tutorium besucht weil es insgesamt zu wenig Zeit gibt um bei alle Veranstaltungen ein Tutorium zu besuchen.
- Nein, keine Zeit
- Nicht besucht
- No
I don't find the topics that hard
- nein, da es für mich zu einer nicht passenden Zeit ist



universität
wien

Qualitätssicherung

Lukas Mitterauer

An:
Dr. Joudioux
persönlich

Course Evaluation Report for Teaching Staff

Dear Mr. Dr. Joudioux,

Please find attached the results of the automated course evaluation analysis for the course Mathematische Methoden der Physik II - Übungen

conducted with the questionnaire type 026-3-V2:

The first section provides a detailed analysis of the students' response behaviour.
The second section of the analysis report lists the individual mean values for all questions.
The third part contains answers to open questions.

You may also access the results at <http://eval.univie.ac.at/> . The user name and password for the system have been submitted in a separate email.

Comparative figures for the winter semester and the summer semester will be published on the homepage of the Special Department for Quality Assurance <http://www.qs.univie.ac.at/> in April and September, respectively.

We hope the results provide a helpful and constructive feedback for the continuous development of your courses.

For any further enquiries, please contact the Special Department for Quality Assurance
(Tel.: 4277-18001 email: evaluation@univie.ac.at).

Sincerely,

Lukas Mitterauer



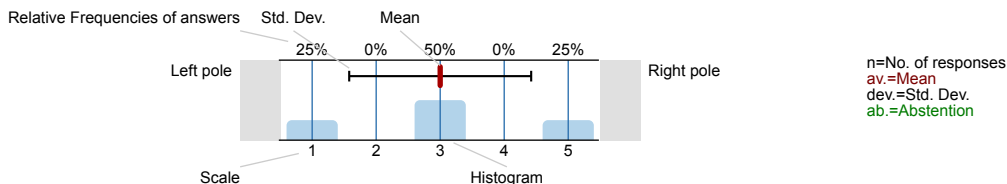
Jérémie Joudioux

Mathematische Methoden der Physik II - Übungen (16W-26-260017-01)
No. of responses = 22

Survey Results

Legend

Question text

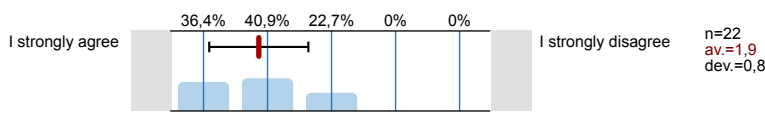


1. University wide section

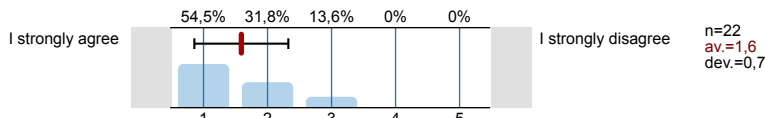
1.1) Gender:



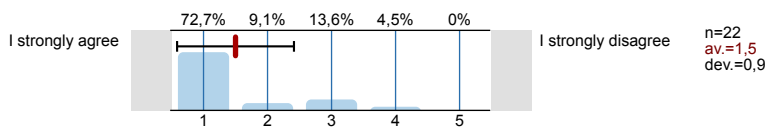
1.2) The contents of the course were very interesting.



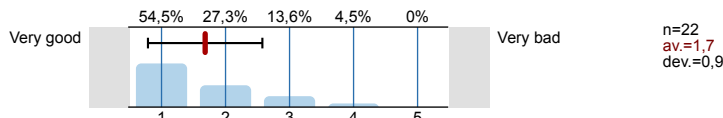
1.3) This particular course was very important in its contribution towards reaching the goals of the academic program.



1.4) The lecturer was motivating.



1.5) Overall, I would rate the course as

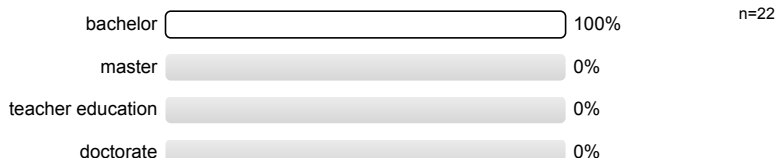


2. Questions from the directorate of studies

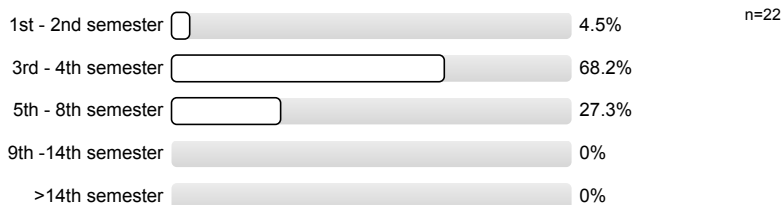
Dear students,

Thank you for taking the time to complete this questionnaire. The analysis of the completed questionnaires will be submitted to the lecturer and the directorate of studies. Your responses in the further comments section are of particular importance to us. If you wish to give different evaluations for different lecturers, please include details there.

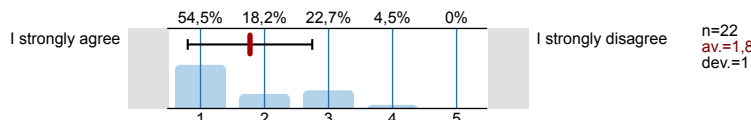
2.1) What is your degree programme?



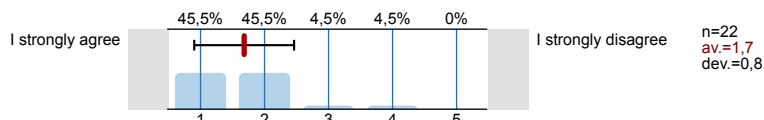
2.2) What semester are you in?



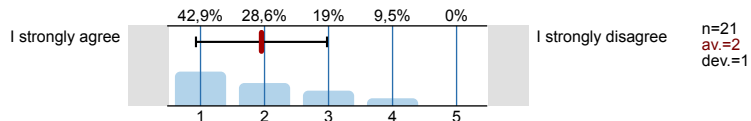
2.3) The course objectives were clearly defined.



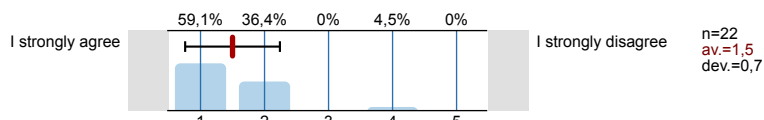
2.4) The students were supported in attaining the course objectives.



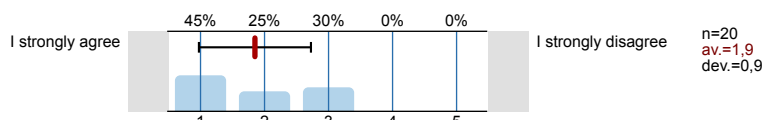
2.5) Care was taken to ensure that all students were actively involved in the course.



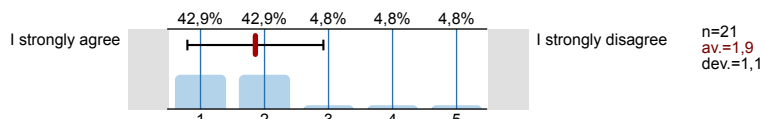
2.6) The lecturer gave detailed and helpful feedback on the students' contributions.



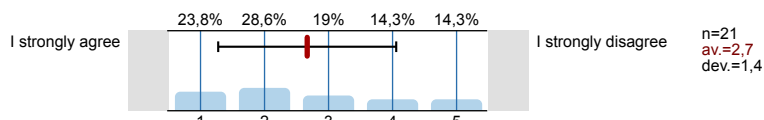
2.7) The choice of examples was clearly relevant to the lecture.



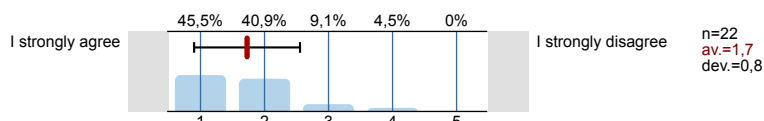
2.8) The schedule for exercises and lectures worked well together.



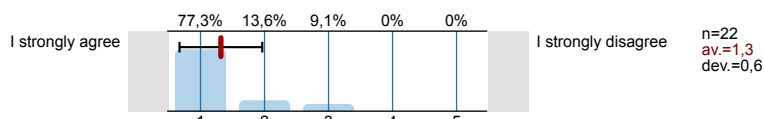
2.9) The time available for dealing with the course material was sufficient.



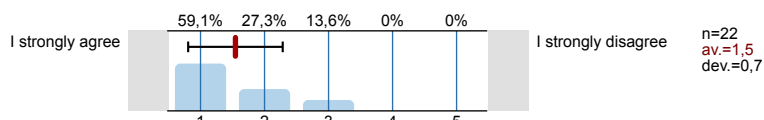
2.10) The examples were formulated clearly and intelligibly.



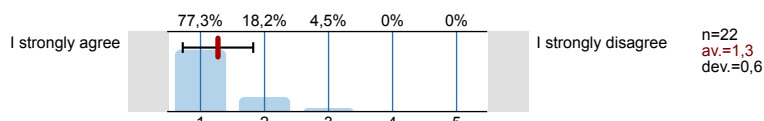
2.11) The lecturer explained problems and context clearly and intelligibly.



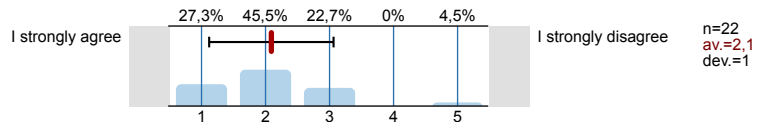
2.12) The course has given me an understanding of the basic concepts.



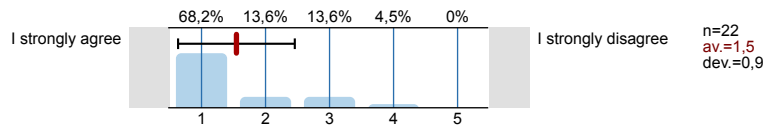
2.13) The course assessment criteria were explained in sufficient detail at the start.



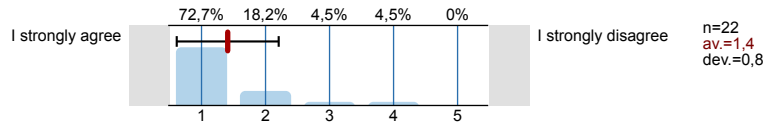
2.14) The grading system supported me in achieving my learning objectives for the course.



2.15) The lecturer was friendly and open in his/her dealings with the students.



2.16) The lecturer was contactable by students outside of course time.



Profile

Subunit: SPL026 - Physik
 Name of the instructor: Dr. Jérémie Joudioux
 Name of the course: Mathematische Methoden der Physik II - Übungen
 (Name of the survey)

Values used in the profile line: Mean

1. University wide section

1.2) The contents of the course were very interesting.	I strongly agree		I strongly disagree	n=22 av.=1,9 md=2,0 dev.=0,8
1.3) This particular course was very important in its contribution towards reaching the goals of the academic program.	I strongly agree		I strongly disagree	n=22 av.=1,6 md=1,0 dev.=0,7
1.4) The lecturer was motivating.	I strongly agree		I strongly disagree	n=22 av.=1,5 md=1,0 dev.=0,9
1.5) Overall, I would rate the course as	Very good		Very bad	n=22 av.=1,7 md=1,0 dev.=0,9

2. Questions from the directorate of studies

2.3) The course objectives were clearly defined.	I strongly agree		I strongly disagree	n=22 av.=1,8 md=1,0 dev.=1,0
2.4) The students were supported in attaining the course objectives.	I strongly agree		I strongly disagree	n=22 av.=1,7 md=2,0 dev.=0,8
2.5) Care was taken to ensure that all students were actively involved in the course.	I strongly agree		I strongly disagree	n=21 av.=2,0 md=2,0 dev.=1,0
2.6) The lecturer gave detailed and helpful feedback on the students' contributions.	I strongly agree		I strongly disagree	n=22 av.=1,5 md=1,0 dev.=0,7
2.7) The choice of examples was clearly relevant to the lecture.	I strongly agree		I strongly disagree	n=20 av.=1,9 md=2,0 dev.=0,9
2.8) The schedule for exercises and lectures worked well together.	I strongly agree		I strongly disagree	n=21 av.=1,9 md=2,0 dev.=1,1
2.9) The time available for dealing with the course material was sufficient.	I strongly agree		I strongly disagree	n=21 av.=2,7 md=2,0 dev.=1,4
2.10) The examples were formulated clearly and intelligibly.	I strongly agree		I strongly disagree	n=22 av.=1,7 md=2,0 dev.=0,8
2.11) The lecturer explained problems and context clearly and intelligibly.	I strongly agree		I strongly disagree	n=22 av.=1,3 md=1,0 dev.=0,6
2.12) The course has given me an understanding of the basic concepts.	I strongly agree		I strongly disagree	n=22 av.=1,5 md=1,0 dev.=0,7
2.13) The course assessment criteria were explained in sufficient detail at the start.	I strongly agree		I strongly disagree	n=22 av.=1,3 md=1,0 dev.=0,6
2.14) The grading system supported me in achieving my learning objectives for the course.	I strongly agree		I strongly disagree	n=22 av.=2,1 md=2,0 dev.=1,0
2.15) The lecturer was friendly and open in his/her dealings with the students.	I strongly agree		I strongly disagree	n=22 av.=1,5 md=1,0 dev.=0,9
2.16) The lecturer was contactable by students outside of course time.	I strongly agree		I strongly disagree	n=22 av.=1,4 md=1,0 dev.=0,8

Comments Report

3. Further comments

3.1) What is particularly good about the course? What is not so good about the course? Do you have any suggestions for improvement?

- 45 min are too short
- 45 sind zu knapp für eine Übungseinheit. es wird jedes Beispiel zu schnell behandelt. Der Stoff der Vorlesung ist zu umfangreich für eine 45 min Übung
- Jeremy ist besonders gut.
- Joudioux ist ein super Kerl und ein ausgezeichneter Übungsleiter!
Die Übung ist zu kurz.
- Klar definiert was verlangt und wie es verlangt ist. Kein Chaos an der Tafel wenn vorgerechnet wird, da immer klar erklärt wurde wie es verlangt wird.
Zusätzliche Erklärungen zu allen wichtigen Themen.
Jeremy is love, Jeremy is life
- LV: Aufgrund der mir unverständlichen Kürzung der LV-Zeit auf eine 60 Minuten bzw 95 Minuten leidet die Qualität der LV.
- Lehrender freundlich und motivierend
Keine negativen Einwände
- The personal impact of the teacher motivates to work hard
- gut, dass es ein Skript gibt. Allerdings könnte man in der Übung das ein oder andere Beispiel GEMEINSAM mit dem Übungsleiter RECHNEN, damit man sieht, wie das funktioniert und sich nicht selbst beibringen muss das Gelernte in die Tat umzusetzen

3.2) Do you have any additional comments about the speed of the course, the quantity of the course material, what was required of you and the qualifications you needed to do the course?

- Tempo ist sehr gut, Beispiele zusammen durchrechnen und nicht verlangen, dass man soviel wie möglich ankreuzt, obwohl man vielleicht gar nicht versteht, wie es praktisch funktioniert
- Tempo und Stoffmenge passen gut zusammen.
Was noch dazu passen könnte ist vielleicht ein Buchvorschlag für Übungen.
(Übung macht den Meister!) Ich finde es ist sehr hilfreich wenn man selber üben kann. Rund 30 Beispiele pro Semester sind gut, man sollte aber nebenbei weitere ähnliche Beispiele rechnen können. So kann man für die Übungstests besser vorbereitet sein.
- The length of a session is quite short
- ein zu umfangreiches Stoffgebiet. man rechnet zu jedem Gebiet nur 1 2 Beispiele und es wird dann verlangt über alles bescheid zu wissen

3.3) If there was a tutorial:

Did you attend the tutorial? If yes, how did this support you in achieving your learning objectives? If no, why not?

- Ich hab kein Tutorium besucht weil es insgesamt zu wenig Zeit gibt um bei alle Veranstaltungen ein Tutorium zu besuchen.
- Nein, keine Zeit
- Nicht besucht
- No
I don't find the topics that hard
- nein, da es für mich zu einer nicht passenden Zeit ist