# You can enter a nickname here. In the future it will be possible for you to access submitted surveys and we will have the possibility to link your surveys.

- Broeni
- Sir_Ethan
- cake
- e997
- esskar
- hans
- urriy

Your main subject

Computer Science (Diploma): 64.7% (11 von 17)
Computer Science (Master): 35.3% (6 von 17)

Computer Science (Master)

Computer Science (Diploma)

0 1 2 3 4 5 6 7 8 9 10 11

Anz. Antworten
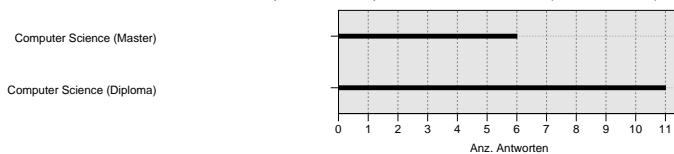
Your number of semesters (including semesters at other universities than the UdS)

Ø:	7.5	
5:	12.5%	(2 von 16)
6:	43.8%	(7 von 16)
7:	12.5%	(2 von 16)
8:	6.3%	(1 von 16)
10:	6.3%	(1 von 16)
12:	18.8%	(3 von 16)

Anz. Antworten
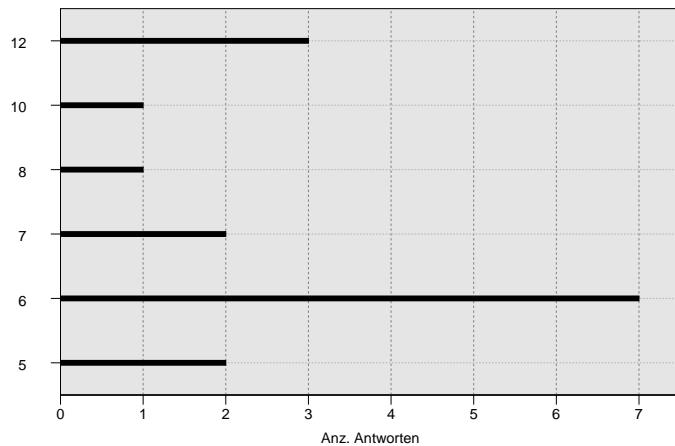
Considering both the limitations and possibilities of the subject matter and course, how would you rate the overall teaching effectiveness of this instructor?

allgemein.effektivitaet

Ø:	1.53	
1:	58.8%	(10 von 17)
2:	29.4%	(5 von 17)
3:	11.8%	(2 von 17)

Anz. Antworten
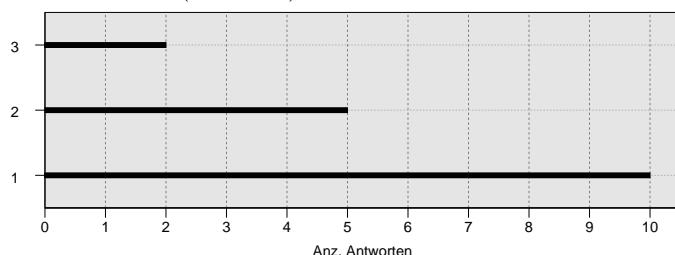
Focusing now on the course content, how worthwhile was this course?

allgemein.inhalt

Ø:	1.29	
1:	76.5%	(13 von 17)
2:	17.6%	(3 von 17)
3:	5.9%	(1 von 17)

Anz. Antworten
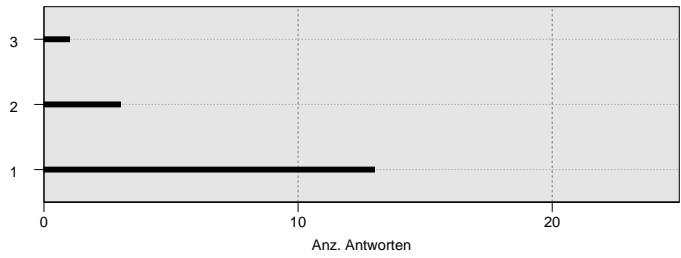
How many hours did you work each weak for this course on average? (including lectures, exercises and preparation)

Ø:	7.94

|		
2:	6.3%	(1 von 16)
3:	6.3%	(1 von 16)
6:	12.5%	(2 von 16)
7:	12.5%	(2 von 16)
8:	37.5%	(6 von 16)
10:	12.5%	(2 von 16)
12:	6.3%	(1 von 16)
16:	6.3%	(1 von 16)

Anz. Antworten
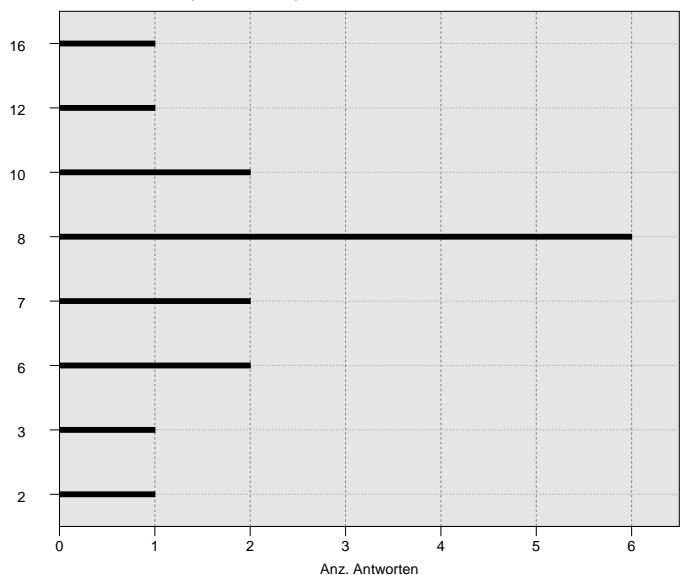
Did you use books and/or other literature to follow the lecture?

never: 11.8%   (2 von 17)
regularly: 23.5%   (4 von 17)
**seldom:**   17.6%   (3 von 17)
sometimes: 47.1%   (8 von 17)
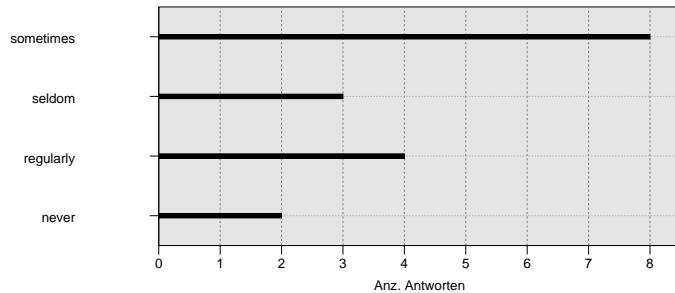
Which books and/or what literature did you use?

- Angewandte Krytographie (Bruce Schneier)

- Applied cryptography, Schneier Lecture notes of other universities on the similiar courses from internet.

- Bruce Schneier - Applied Cryptographics Some Internet stuff

- Google man-pages Bruce Schneier - Applied Cryptography

- Internet, man-pages

- Ross Anderson Security Engineering John Viega, Gary McGraw Building Secure Software John Viega, Matt Messier Secure Programming Cookbook for C and C++

- Web / google

- from the internet, online references, manuals, also man-pages of linux

- google

- mainly internet sources

- man pages (UNIX), google.com

- the internet

- websites, the book advised in the lecture

Where there any difficulties/problems?

-/-:   11.8%   (2 von 17)
no: 70.6%   (12 von 17)
other: 17.6%   (3 von 17)
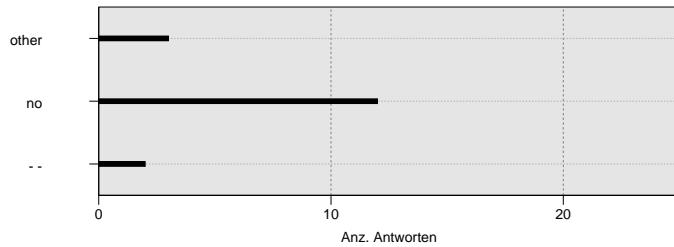
If you selected other, what kind of problems did you have?

- Basiswissen fuer bestimmte Bereiche fehlte noch (allg. Kryptographiebegriffe)

- exercises where sometimes difficult and diferent from the presented lecture

- labs should be open 24/7

In case of problems/difficulties Did you inform the instructor instantly?

-/-:   80.0%   (12 von 15)
No: 6.7%   (1 von 15)
Yes: 13.3%   (2 von 15)
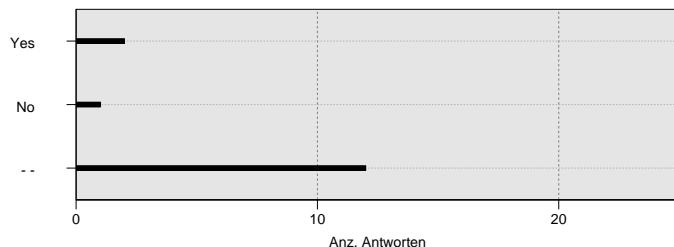
## Gives lectures that are well organized.

Ø: 1.41

1:	64.7%	(11 von 17)
2:	29.4%	(5 von 17)
3:	5.9%	(1 von 17)
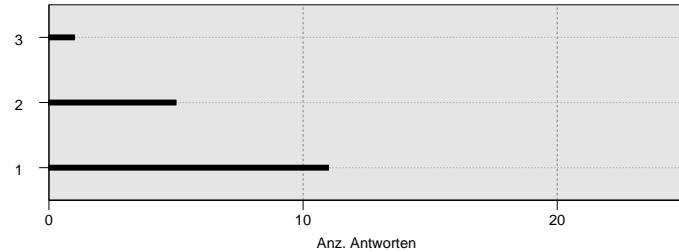
Is enthusiastic about the subject matter.

Ø: 1.24

1:	76.5%	(13 von 17)
2:	23.5%	(4 von 17)
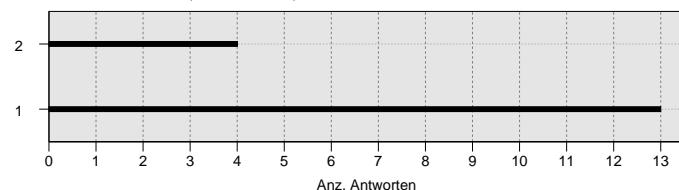
Clearly communicates what he/she considers important.

Ø: 1.12

1:	94.1%	(16 von 17)
3:	5.9%	(1 von 17)

6
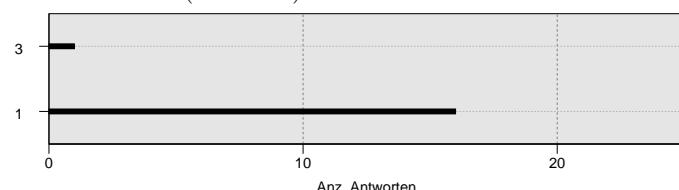
Has an interesting style of presentation.

Ø: 1.35

1:   76.5%   (13 von 17)
2:   17.6%   (3 von 17)
4:   5.9%   (1 von 17)
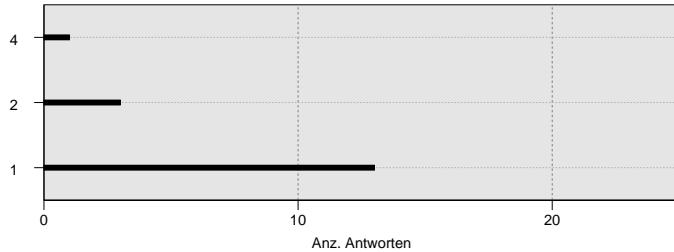
Uses visual aids and blackboards effectively.

Ø: 1.65

1:   47.1%   (8 von 17)
2:   41.2%   (7 von 17)
**3:**   11.8%   (2 von 17)
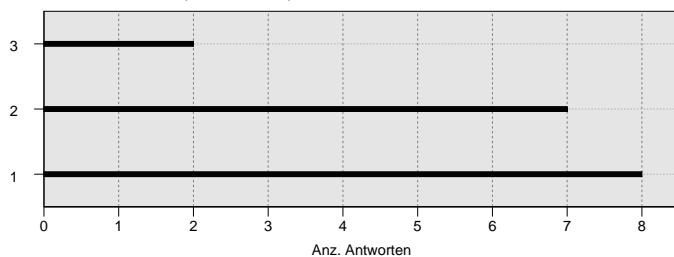
Any comments or suggestions about this?

- Good prepared slides except these about cryptographie (he stated that himself). But in these slides there are right now still mistakes allthought they have been fixed several times and open bugs were posted in the lecture's forum. This is no really good basis to prepare for the exam, but luckily none of the parts in question were used in the exam.

- Instructor is great, give many practically helpful and useful info. When we get tired during the lecture, jokes and some interesting stuff returns us back to the lecture. Very enthusiastic manner of giving the info. Lecturer has an aim to present material clear for everybody taking the course.

7

- It was a good idea to use handouts for sophisticated topics (e.g. longer source code)

- The tearcher was great!

- Was the best lecture I ever heard. And the best lecturer I ever listened to. I really had lots of fun in the lecture and learned a LOT!!!

Encourages questions from students. wechselwirkung.ermutigt

Ø:	1.76

1:	41.2%	(7 von 17)
2:	47.1%	(8 von 17)
3:	5.9%	(1 von 17)
4:	5.9%	(1 von 17)
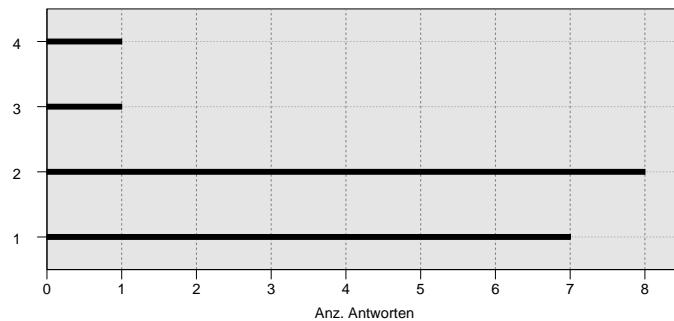
Anz. Antworten

Is careful and precise in answering questions. wechselwirkung.antworten

Ø:	1.71

1:	47.1%	(8 von 17)
2:	41.2%	(7 von 17)
3:	5.9%	(1 von 17)
4:	5.9%	(1 von 17)

Anz. Antworten
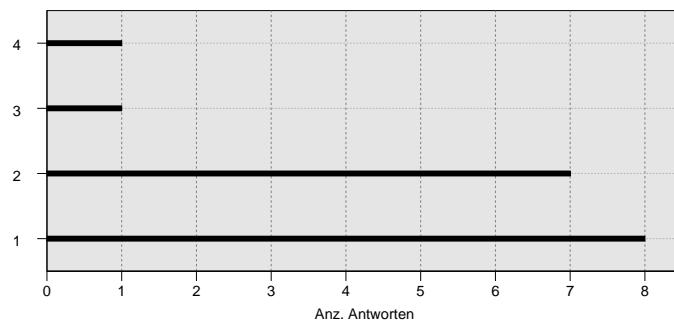
Is accessible to students outside of class

Ø: 1.47

1:   66.7%   (10 von 15)
2:   26.7%   (4 von 15)
4:   6.7%   (1 von 15)
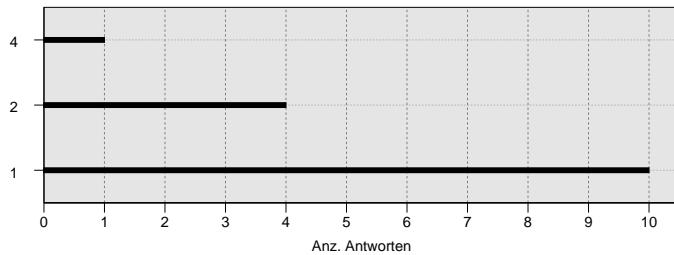
Is friendly and helpful to students during breaks, office hours, etc.

Ø: 1.38

1:   81.3%   (13 von 16)
2:   12.5%   (2 von 16)
5:   6.3%   (1 von 16)
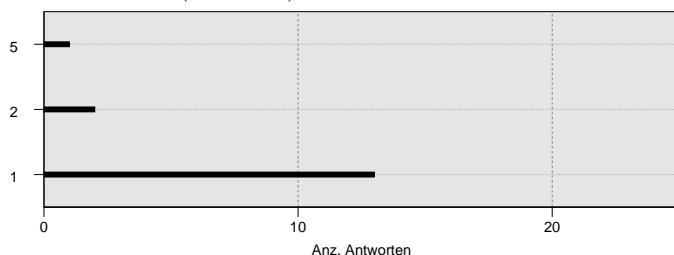
In case that you do not understand something while working at home or with other students, whom would you ask?

-/-:	11.8%	(2 von 17)
instructor:	70.6%	(12 von 17)
nobody:	5.9%	(1 von 17)
teaching assistant:	11.8%	(2 von 17)

Anz. Antworten
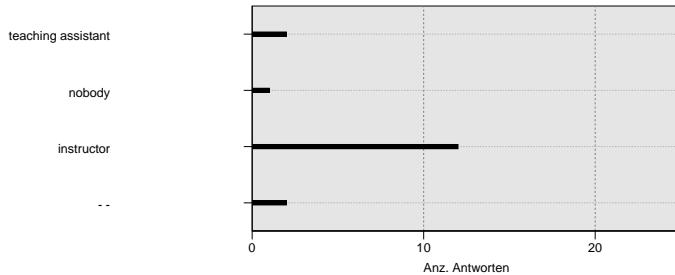
Special comments or suggestions about this?   wechselwirkung.kommentare

- A teaching assistant taking the course himself for the first time is no really good help, since he has no deeper insight into the topic than 'normal' students do although, in this case this was no problem for me, just a theroretical one -)

- I am of the opinion that it is a good thing that Stephan Neuhaus led the exercise groups. This is the best way to get a direct feedback and binding information about problems and their solution.

- I've always asked my friends.

- Questions where answered correctly, precisely, and INSTANTLY. (and with lots of patience for the students)

- Teaching assistant was not so great about all the questions (because he have taken this course simultaneously with us), so most of the questions were to the instructor.

Required course material is sufficiently covered in lecture   stoff.lehrstoff

Ø:	1.94	
1:	25.0%	(4 von 16)
2:	56.3%	(9 von 16)
3:	18.8%	(3 von 16)

Anz. Antworten
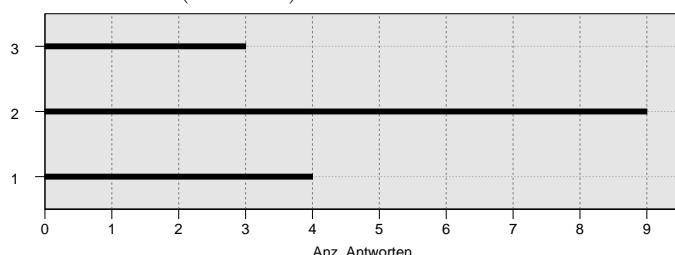
Textbooks/lecture notes are useful

Ø: 1.69

1: 43.8% (7 von 16)
2: 43.8% (7 von 16)
3: 12.5% (2 von 16)
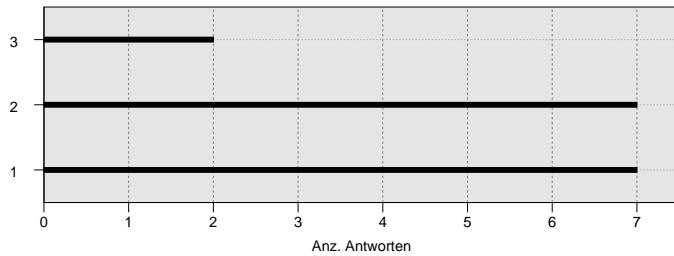
Difficulty of the course

**Ø:** 3.24

2: 5.9% (1 von 17)
3: 70.6% (12 von 17)
4: 17.6% (3 von 17)
5: 5.9% (1 von 17)
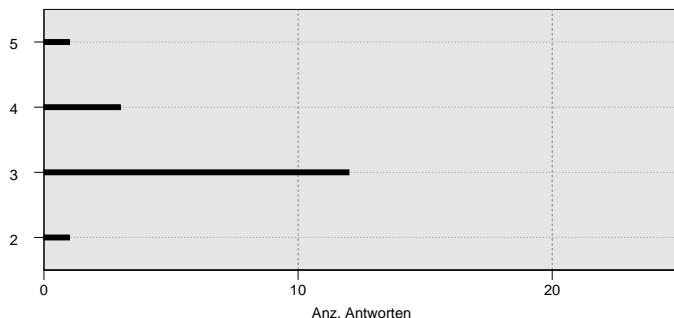
Workload relative to comparable courses.

Ø: 3.19

3: 81.3% (13 von 16)
4: 18.8% (3 von 16)

11

Anz. Antworten
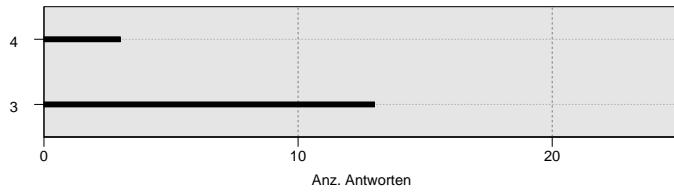
The level of previous knowledge required for the course is ...

Ø: 3.29

2:   5.9%   (1 von 17)
3:   58.8%   (10 von 17)
4:   35.3%   (6 von 17)

Anz. Antworten
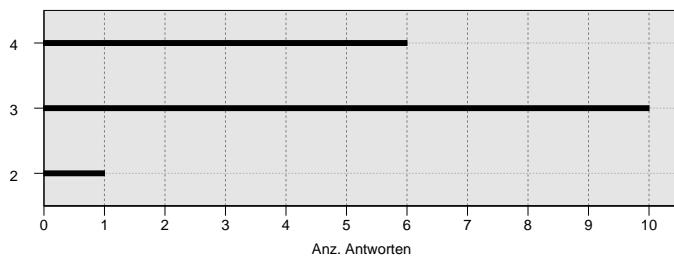
What topics should have been dealt with in greater detail?

- - Entwurf sicherer Software, speziell wie gute Software-Architekturen aussehen sollen (Web-Applikationen, J2EE) und was eher vermieden werden soll (Probleme bei PHP, CGI, Python, etc.)). - Sicherheits-Mechanismen und Policies - Sicherheit im Zusammenhang mit LDAP, AD, PK-Infrastruktur und ähnliches wäre interessant gewesen

- All...This course should be called INTRODUCTION to Secure Software Design, and should be followed by more lectures that deal with the single Topics in detail...Since the topic Software Security is so vast, that we could just scratch its surface

- Buffer overflows, XSS, viruses...

- DESIGN

- Gut ausbalanciert.

- Maybe include some cryptoanalitic issues. All the other was great and enough to build Secure Software.

- Practice, practice and one more time, practice.

- none, since then the idea of giving a wide overview would have gone lost

What topics should have been dealt with in less detail?

- - streckenweise zu starke Gewichtung auf sehr kleine, theoretische Details, speziell viele mathematische Angelegenheiten, wie z.B. Zufallszahlen hätte man knapper abhandeln können. - Es bringt meiner Meinung nach nicht wirklich viel, derart viele Details zu falscher Software wie durchgeführt so genau zu beleuchten, z.B. das Knacken eines Netscape-Generators oder eines LCPRNG. Wichtig ist hier, welche konzeptuellen Fehler vorliegen, damit diese nicht wiederholt werden. Sicher macht es Sinn, das ganze auch exemplarisch vorzuführen. Was man davon mitnehmen soll, ist jedoch das Wissen, welche Fehler gemacht und wie diese vermieden werden können - nicht, wie man exakt den Fehler ausnutzen kann. - Netscape-Bug Gut und schön, die Quintessenz daraus zu verstehen reicht, wie g

- Access control

- Everything was ok. Detailes were there where they must be. For example Chi-Square test in order to understand the requirements for monobit test was necessary. and so on.

- Gut ausbalanciert.

- Language and operating system specific hacking

- RNG's.

- The last part about security protocols was unnecessary and is covered in much more detail on Security lecture.

- no

Any further comments or suggestions about the course?

- Do it again! This course was very interesting and is as far as I know the only way to get deeper into practice of secure software design at the University in Saarbruecken.

- Es sollte eine Vorlesung am Anfang staatfinden in der das noetigsten Basiswissen kurz vorgestellt wird, sodass man einen Anhaltspunkt bekommt, was man sich nochmal anschauen sollte.

- Great course. Will participate in the next year (not for the schein but for useful and up-to-date info).

- Gut waren alle Dinge, die das "wirkliche" Vorlesungsthema betrafen, z.B. Buffer Overflows, Secure Coding, Input Validation. Hieraus zieht man definitiv am meisten Wissen für die Entwicklung sicherer Software. Davon hätte mehr kommen können. Details, die genau man z.B. statistisch Zufallszahlen analysieren kann, oder einen RNG oder cryptographische Anwendung implementiert, macht keinen Sinn. Derartige Sachen überlässt man besser den Spezialisten (wie auch in der Vorlesung dargestellt).

- I enjoyed it a lot!

- The subjects of this course cover such a wide domain that it is worth thinking about giving the lecture a different format, e.g. as 'Praktische Stammvorlesung'.

- This course should really be repeated next year!

Gives interesting and stimulating assignments.

| Ø: | 1.88 |

1:	31.3%	(5 von 16)
2:	50.0%	(8 von 16)
3:	18.8%	(3 von 16)

Anz. Antworten
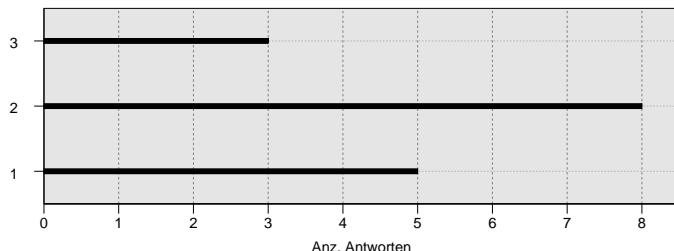
Assignments match course matter

| Ø: | 1.94 |

1:	37.5%	(6 von 16)
2:	37.5%	(6 von 16)
3:	18.8%	(3 von 16)
4:	6.3%	(1 von 16)
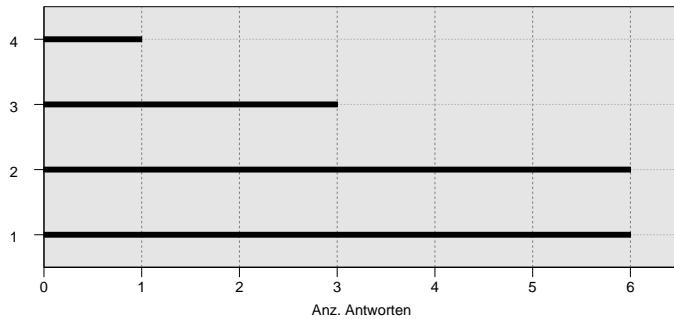
Form of oral tutorials (at the blackboard etc.) is helpful

Ø:	2.14	
1:	21.4%	(3 von 14)
2:	42.9%	(6 von 14)
3:	35.7%	(5 von 14)
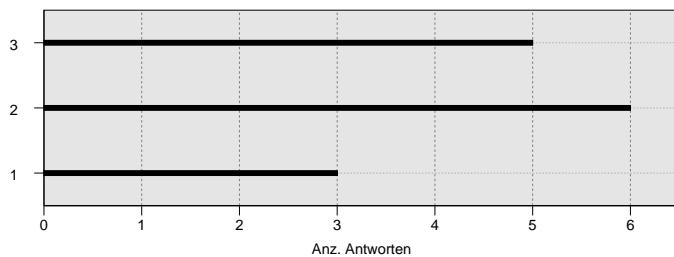
Exams permit students to show their understanding

Ø:	2.67	
1:	13.3%	(2 von 15)
2:	33.3%	(5 von 15)
3:	26.7%	(4 von 15)
4:	26.7%	(4 von 15)

Anz. Antworten
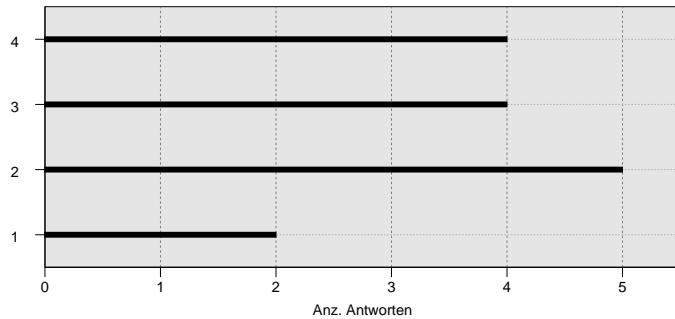
The grading system is clearly defined

Ø:	1.56

1: 68.8% (11 von 16)
2: 12.5% (2 von 16)
3: 12.5% (2 von 16)
4: 6.3% (1 von 16)

Anz. Antworten
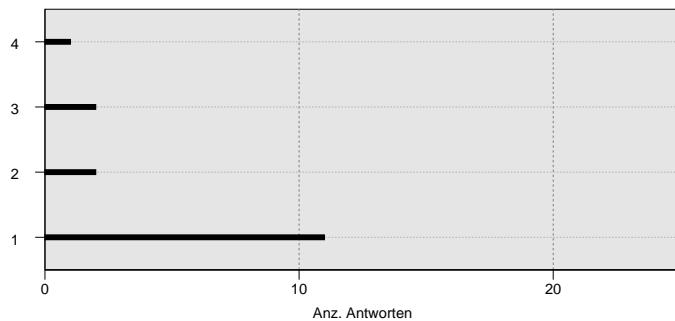
The grading system is equitable

Ø:	1.88

1: 43.8% (7 von 16)
2: 31.3% (5 von 16)
3: 18.8% (3 von 16)
4: 6.3% (1 von 16)

Anz. Antworten
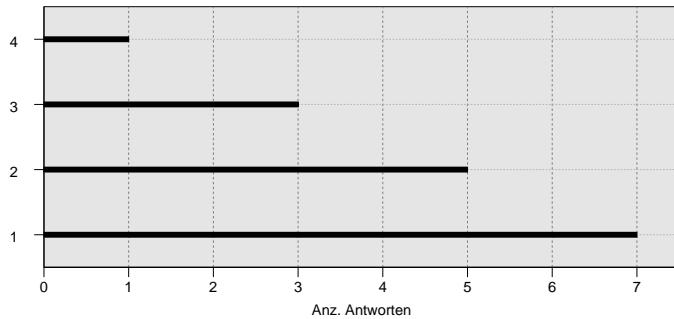
Special comments or suggestions about this?

- Concerning the exam I was really disappointed, since the whole course had a focus on the practical side (which really was plus point compared to the more theoretical lecture "Sicherheit"), but during the exam it was asked for really small details like Chi-Square tests, which never where covered in the assignments, made no big part of the lecture and - in my opionion - will never be computed manually during when professionally working (I guess there is a whole bunch of software solutions for that!). Furthermore, having 2 or more consequtive questions to another one (just the one with the Chi-Sqaure-Stuff, arghh) is really a bit unfair since one will very unlikely answer the follow-ups correctly without properly answering the first question. In my opinion, this is ok for assignments where one has enough time to get thinks running, but in an exam there is no time to play around.

- I would prefer a little less coding and some more questions about the understanding of the topic. Nevertheless it is important not to get rid of all practical exercises since they are a good way to enforce one's understanding.

- There have been to many questions in the exam that only needed reproducing skills. There should have been more questions about the understanding of the course.

- There were some problems with formulating the assignment goals one or two times. But its negligible.

- Zur Prüfung - Das Wissen, welches man meiner Meinung hätte aus der Vorlesung mitnehmen soll, wurde viel zu wenig geprüft (z.B. zu sicherer Implementierung, KEINE Frage zu Buffer Overflows und wie man damit umgehen kann - einem DER Sicherheitsprobleme überhaupt!, und andere konzeptionell wichtige ebenfalls wichitge Verfahren). Die Fragen, die überhaupt zu diesem Bereich kamen, waren zudem häufig einfach zu leicht. - Dafür waren Fragen hoffnungslos überbewertet, die eigentlich in der Klausur so nichts verloren haben (meine Meinung). Es macht keinen Sinn,

ohnehin als geknackt und als unsicher bekannte Verfahren (-LCPRNG) im Detail in der Klausur abzufragen. Mann weiß, dass LCPRNG leicht zu knacken sind, wie dies grundsätzlich zu erfolgen hat und dass man diese nicht einsetzen soll. Auch die Frage zum Chi-Square-Test fand ich ebenso wie die meisten anderen "Rechenaufgaben" schlecht gewählt. Vorgehensweise und Bedeutung z.B. bei statistischen Tests für Zufallszahlen war klar. Spezielle Tests hierzu in der Klausur abzufragen, halte ich nicht für sinnvoll, zumal diese weder in der Vorlesung noch in den Übungen ausführlich behandelt worden sind. Meiner Meinung nach, sollten Klausurfragen das Wissen abprüfen, welches dann auch für die Zukunft (hier Softwareentwicklung mit möglichst wenig Sicherheits-Mängeln) am ehesten benötigt wird. Dazu zählen die kritisierten Gebiete, zumindest meiner Meinung nach, nicht.

Helpful in understanding material. bremser.hilfreich

Ø: 1.86

1:   42.9%   (3 von 7)
2:   28.6%   (2 von 7)
3:   28.6%   (2 von 7)

Anz. Antworten
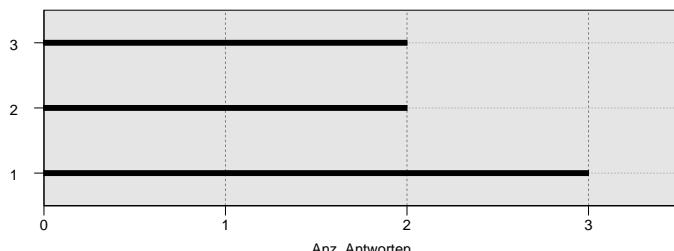
Is well prepared. bremser.vorbereitet

Ø: 2.0

1:   33.3%   (3 von 9)
2:   44.4%   (4 von 9)
3:   11.1%   (1 von 9)
4:   11.1%   (1 von 9)

Anz. Antworten
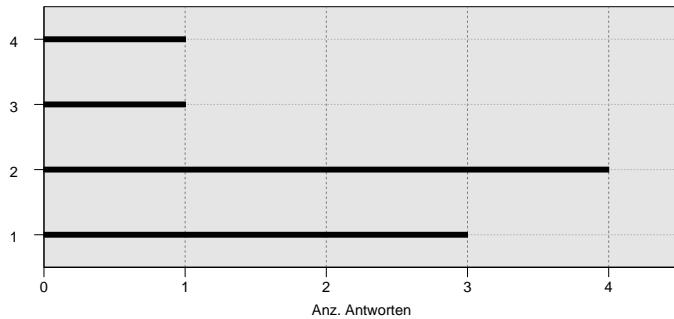
Communicates ideas effectively.

Ø:	1.78

1:	44.4%	(4 von 9)
2:	44.4%	(4 von 9)
4:	11.1%	(1 von 9)

Anz. Antworten
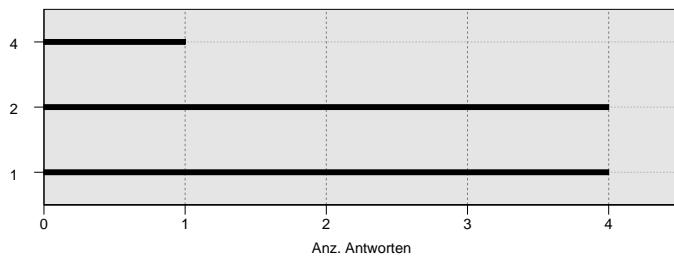
Appears to have a good knowledge of the subject matter.

Ø:	1.88

1:	62.5%	(5 von 8)
2:	12.5%	(1 von 8)
3:	12.5%	(1 von 8)
5:	12.5%	(1 von 8)

Anz. Antworten
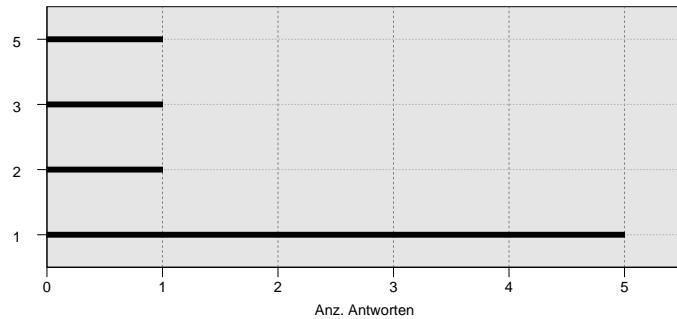
Answers questions accurately.

Ø:	1.88

1: 50.0% (4 von 8)
2: 37.5% (3 von 8)
5: 12.5% (1 von 8)

Anz. Antworten

Encourages questions and/or classroom discussion.

Ø:	2.13

1: 37.5% (3 von 8)
2: 37.5% (3 von 8)
3: 12.5% (1 von 8)
5: 12.5% (1 von 8)

Anz. Antworten
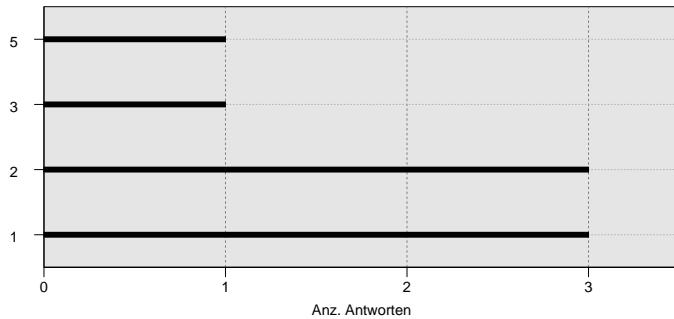
Notices if students have difficulties.

Ø:	2.86

1:	14.3%	(1 von 7)
2:	28.6%	(2 von 7)
3:	28.6%	(2 von 7)
4:	14.3%	(1 von 7)
5:	14.3%	(1 von 7)

Anz. Antworten
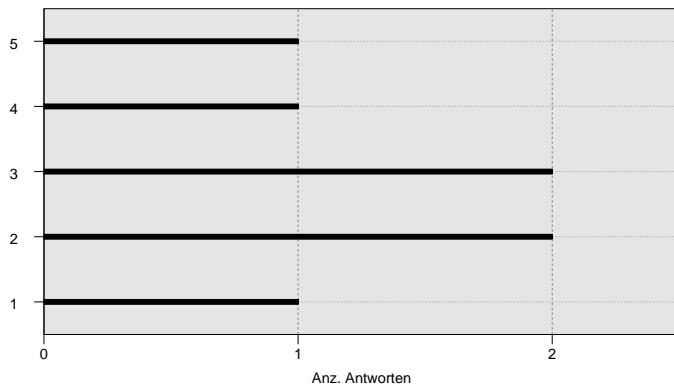
Rate overall teaching effectiveness of the teaching assistant

Ø:	2.38

2:	87.5%	(7 von 8)
5:	12.5%	(1 von 8)
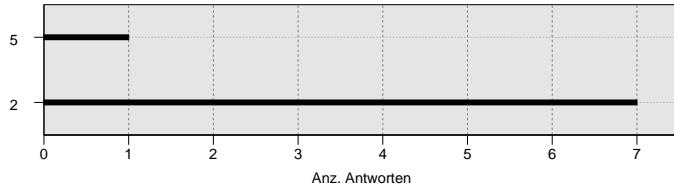
Special comments or suggestions about the teaching assistant

- *websites, the book advised in the lecture*
  I didn't really have contact to him since both lecture and tutorial-sessions were held by Mr. Neuhaus, and Mr. Neuhaus was always available for questions...

- *websites, the book advised in the lecture*
  It's a good thing to have the instructor as teaching assistent)

- *websites, the book advised in the lecture*
  Since I visited Mr Neuhaus' tutorial sessions I cannot evaluate the performance of the teaching assistant, but as already mentioned before, for this course some assistant with a deeper prior knowledge of the course would have been definitely helpful, since now all relevant questions (except for the organisational stuff) had to be answered directly by Mr Neuhaus.

- *websites, the book advised in the lecture*
  Who was the teaching assistant? Mansoor? He hardly spoke on that course.

- *websites, the book advised in the lecture*
  not so good

The following should be done again

- Counting the assignments for the final grade is a good idea, since there was really some effort needed to do them properly. Just making them in order to reach the 50%-mark would not be sufficient to really understand this course's topic.

- Except for the cryptography part I've found this course very very usefull and I think it should be repeated in next semesters.

- This course)

- This course!

- This course!

22

- This is a very important lecture in as far as the coding techniques should be taught to everyone. An abolishment of this course would be a fatal mistake.

- Trotz aller Kritik eine gute Vorlesung - es war schließlich die erste ihrer Art in SB. Auch rethorisch eine sehr gute Leistung des Dozenten.

- the practical examples and anecdotes of exploited code

## I would change the following sonstiges.anders

- Both the instructor and the teaching assistant should have a look in the forum - or if they don't, no forum should be offered since having a forum and only getting answers from other students is sometimes not what you want.

- The cryptography was out of place there I think.

- Wie bereits ausgeführt, zu viele mathematische Berechnungen und Details. Es ist sinnvoll, diese evtl exemplarisch vorzuführen, aber sie sind ganz sicher nicht die wichtigen Punkte einer derartigen Vorlesung. Für den Entwurf sicherer Software ist es meiner Meinung nach wichtig, die Sicherheitsprobleme zu kennen und richtig mit ihnen umgehen zu können. Wie genau dann ein bestimmtes Detail auszunutzen oder zu berechnen ist, muss man später, wenn erforderlich, ohnehin genau nachlesen. Die Wahrscheinlichkeit, dass man die kritisierten Details später einmal wirklich braucht ist zum einen sehr gering, zum anderen muss man sich dann ohnehin gezielt einlesen.

- next time the lecture is held, it should be extended to more times a week... Just one day of a week was a little to few for this course

What kind of survey do you prefer? umfrage.form

-/-:	6.3%	(1 von 16)
Electronic surveys (like this one):	87.5%	(14 von 16)
Surveys with questionnaires on paper:	6.3%	(1 von 16)

Surveys with questionnaires on paper

Electronic surveys (like this one)

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0   10   20

Anz. Antworten
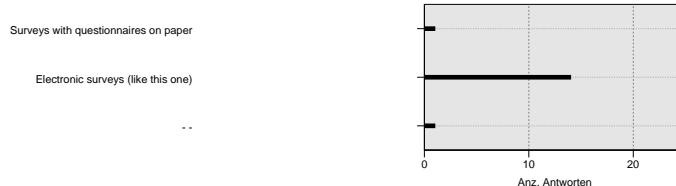
How could we improve this survey?

- Offer a German translation

- To write **** instead of the real key is not needed (since it is not 'secret' and could not be reused by any attacker) and just makes entering more difficult.