

Software Quality-mindedness

The goal of the questionnaire is to gather students' opinion about their awareness of aspects related to quality software).

Demographics

1. Academic age

- a. Taking the current semester into account, how many semesters have you been enrolled at the university?

[NUMBER]

- b. How many times have you rerun this course? (0 = this is my first attempt)

[NUMBER]

- c. If it's your first attempt, do you have previous experience in programming?

- Yes
 No

Regardless of your answer in 3c, complete the questionnaire (just answer "strongly disagree" or "not at all" when necessary):

Assessment of Basic Self-efficacy at SQ

4. Evaluate the following statements:

(1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree)

Concept	1	2	3	4	5
a. I can create to create correct programs for a given task.	<input type="checkbox"/>				
b. I can find errors and correct them easily.	<input type="checkbox"/>				
c. I can test my code effectively to check for errors.	<input type="checkbox"/>				
d. I can create code that can be easily readable by others.	<input type="checkbox"/>				
e. I am capable of reusing previous code for new projects.	<input type="checkbox"/>				

Perception of Utility of SQ

5. Evaluate the following statements:

(1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree)

Concept	1	2	3	4	5
a. I understand what software quality means.	<input type="checkbox"/>				
b. Using testing enhances the quality of programs.	<input type="checkbox"/>				
c. Testing is as important as coding.	<input type="checkbox"/>				
d. Readability is as important as the correctness of the program.	<input type="checkbox"/>				

Actual specific SQ habits

6. When you are programming, how much attention do you pay to...

(1 = not at all; 2 = not much; 3 = some; 4 = much; 5 = a great deal)

Concept	1	2	3	4	5
a. Reuse code to avoid duplication.	<input type="checkbox"/>				
b. Write comments in your code.	<input type="checkbox"/>				
c. Naming and style conventions of the programming language.	<input type="checkbox"/>				
d. Use meaningful names for variables, fields, classes and methods.	<input type="checkbox"/>				
e. The use of constants instead of magic numbers or literals.	<input type="checkbox"/>				
f. The number of code lines of methods.	<input type="checkbox"/>				
g. How to create code that will make testing easier.	<input type="checkbox"/>				
h. Test each method by taking different cases into account.	<input type="checkbox"/>				

7. When you are programming, you usually intend to use the following approaches at your disposal...

(1 = not at all; 2 = not much; 3 = some; 4 = much; 5 = a great deal)

Concept	1	2	3	4	5
a. Graphical notations, e.g. UML diagrams, flowcharts, etc.	<input type="checkbox"/>				
b. Debugging tools.	<input type="checkbox"/>				
c. Unit test frameworks.	<input type="checkbox"/>				