Concurrent Programming
Spring 2011

• Administration
  – Course area and learning goals
  – Learning methods
• Introduction to Concurrency
• Slides in English, lectures in Finnish
  – Non-Finnish speakers can read the slides even if they do not understand the lectures
Connections

Applications

Operating systems

Programming languages

Concurrent Programming (Rio)
- synchronization
- communication
- co-operation

Performance

Computer Architecture

Distributed systems
Course Connections

- Computer Organization I
  *Tietokoneen toiminta*

  ↓

- Concurrent Programming
  *Rinnakkaisohjelmointi*

  ↓

- Operating Systems
  *Käyttöjärjestelmät*

- Distributed Systems
  *Hajautetut järjestelmät*

- Software Design (Java)
  *Ohjelmointitekniikka (Java)*

- Network Programming
  *Verkkosovellusten toteuttaminen*

- Linux System Admin
  *Linux-ylläpito*

- Intro to Specification and Verif.
  *Spesifiointin ja verif. perusteet*
Motivation

- To know and understand …
  - Why concurrency is important
  - What are the concurrency problems in your systems
  - How concurrency problems are usually solved
  - What are the usual tools for solving concurrency problems
  - How concurrency problems may be solved at different system levels
    - HW, OS, progr. language library, application
Learning Goals

- Concurrency and problems caused by concurrency
  - Basics, fundamental ideas, background
- Fundamental concepts and models in concurrency
  - Main emphasis is here!
  - E.g., “can explain special features of semaphores and monitors and use them properly in applications”, or “can explain how deadlocks can be prevented”.
- Concurrent programming in multicore and distributed systems
  - Get taste of it, more in later courses
- Concurrent programming in practice
  - Discussed in lectures
  - Practice with BACI (1 core) and in project (multicore)
What Good is Concurrent Programming for?

- All computer systems are inherently concurrent – one must understand concurrency to understand computer system operation
- Concurrency allows huge speedups for properly designed systems
- Concurrency causes complex problems that are not easy to solve without good understanding of concurrency

Should I use threads in my Java application or not?
Would it be better to use locks, semaphores, monitors or transactional memory to solve synchr. and communication problems in my application?
Why doesn’t it do what I thought it would do?
How can I show my boss that it really works?
What is Not Covered?

- How to write efficient code for multicore systems?
- What types of applications are suitable for multicore systems?
- What programming paradigms exist to write efficient code for multicore systems?
- How to write multicore code so that it would run in many multicore systems?
- How to best utilize multicore GPU in your application?
  - CUDA - Compute Unified Device Architecture
  - How to partition your solution to multicore CPU & GPU?
- Programming distributed applications
Learning Methods

- Lecture notes
  - Not perfect for self study – use with text book
- Summary lectures & discussions
- BACI – Ben-Ari Concurrency Interpreter
- Practice problems (kertaustehtävät)
- Homeworks (kotitehtävät)
- Project (laskuharjoituksset)
- Group meetings (practice sessions)
- Learning diary (elective)
- Course exam

Mordechai Ben-Ari
http://stwww.weizmann.ac.il/g-cs/benari/

William Stallings
http://www.acm.org/crossroads/xrds10-4/stallings.html

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Lectures

• **Summary lectures**
  – Assumed: students have read the text book in advance
    • Basic knowledge of today’s topic

• **Discussion items**
  – Goal: deeper understanding of today’s topic
  – Students discuss given topics in small groups (2-3 students sitting next to each other)
    • Given topics
    • Students suggestions/question
• Write concurrent programs in C--
• Compile them to BACI PCode
• Execute them concurrently in BACI
• GUI, debugging environment
Java

• How to use Java for Concurrent Programming?
  – Threads
  – Messages
  – Semaphores
  – Monitors

• Lectures
• Project
Study Circles

- Group work, team work
  - It is better to study in a team than alone
  - Peer student support
  - Study circles formed in the first group meeting

- Student centered learning
  - The student has responsibility on learning
  - Instructor facilitated learning
  - Instructors give good environment for learning

- Team work
  - Solving homework problems independently and then discussing them in study circles and in group meetings
  - Project
  - Any other co-operative work for this course
Creation of Study Circles

- Possibly the largest problem in study circle courses
  - ”Ville promised, but did not do and he was not accessible. And then Maija did most of it. This is not right! Boohoo! 😞”

- Study circles are formed in the 1st group meeting
  - Goals should be similar
    - Easy in real life: ”you will finish it or …”
  - Think about your goals before the 1st group meeting
    - Do I want to learn a lot, or just pass the course?
    - Will I help others, or just concentrate on my own work?
  - Discuss and agree on common goals before agreeing on forming a study circle
    - Finally, sign the ”Study Circle Contract”

- Keep up with your agreement
  - Inform the study circle immediately, if you will not continue
  - Get quickly rid of peer students who do not work as agreed on

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Practice Problems

- Practice problems
  - Self evaluation
    - Do them only after you think you know the material
    - Do I understand it now?
    - They check only some part of the material, no guarantees!
  - Use does not directly affect your grade
    - No bookkeeping on material use
    - No credit toward course grade

Homework Problems

- Normal homework problems
- Learning happens when you solve the problems and discuss them
  - Study topic area first before trying out the problems
  - Work on the problems independently before discussing them
  - Reading a complete solution or giving one to peer student is wasting a good problem!
- Homework problems are discussed at
  - Study circle own meetings before group meetings
  - Group meetings with peer students at the table
- Affects your grade
  - You get homework points (hwp, lhp) for completed problems
  - Only for those present in group meeting

Group Meetings

- Mark down the problems you have completed
- Assistant will organize you in tables
  - Each table should have a student solution for each problem
  - One or more tables may be in English in English speaking practice session

- Discuss all problems in your own table
  - You should have at least tried to solve all problems beforehand
  - You should understand all solutions at end
  - Other students in your table should understand all solutions at end
  - Correct solutions are available, consult assistant if needed
  - Usually no presentations in front of class

- Discuss additional topics given in solutions paper
  - Open ended discussions, no ”correct” answers given

- Common discussion of selected problems/solutions
- Advice students in other tables, if needed
Project

- Team work with Study Circle, or alone
- Deeper understanding on practical concurrent programming
  - Other course components needed as background knowledge
- Affects your grade (20/60 points)
Studying for This Course

- Study weekly topics
  - Read the text book the same topics, with different approach
    - Use lecture slides if you find them useful
  - Attend summary lectures and actively participate discussions
- Check your learning with self evaluation
  - Do practice problems and homework
- Participate in study circle
  - Discuss homework
  - Weekly group meeting
  - Continue projects
  - Study circle meet face-to-face or in the web
- Finish project in time
- Study for exam
- Course exam

read, hear, discuss, think, do, evaluate, discuss, do, discuss, read, evaluate, think, do, reflect

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Evaluation

• Self evaluation
  – Do practice problems after each topic
    • Does not affect your grade
  – Do homeworks each week
    • Do I understand or not?
    • What is there still to learn and how do I do it??
    • Affects your grade

• Course exam
  – Gives a fixed deadline for learning
  – Covers all topics
    • Topics learned in independent study as well as in study circles using various learning methods
  – Evaluates learning
    • Most of the grade based on this
    • Must reach certain level (50%) to pass the course
Grading

- Good work is awarded
- Diligence and knowledge is awarded
- Course component maximum grade points

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeworks (min 1 p)</td>
<td>10 p</td>
</tr>
<tr>
<td>Project (min 1 p)</td>
<td>20 p</td>
</tr>
<tr>
<td>Course exam (min 15 p)</td>
<td>30 p</td>
</tr>
<tr>
<td><strong>Total (min 30)</strong></td>
<td><strong>60 p</strong></td>
</tr>
</tbody>
</table>
Course contents

- Lecture 0: Admin
- Lecture 1: Concurrency
- Lecture 2: Concurrency at Progr. Lang. Level
- Lecture 3: Critical Section Problem
- Lecture 4: Verifying Concurrent Programs
- Lecture 5: Deadlocks
- Lecture 6: OS Support for Conc: Semaphores
- Lecture 7: More on semaphores
- Lecture 8: Progr. Lang. Support for Conc: Monitors
- Lecture 9: Concurrency Control in Distr. Environment
- Lecture 10: Crit. Sections in Distributed Environment
- Lecture 11: Practical Examples on Concurrency Control
- Lecture 12: Current Research, Course Summary
- Project: Java programming
Motto

• “It is not good exercise, if you do not sweat”
• This is not a marathon!
• Study-week approach (3 study week course)
  – Total some 120 h / 3 sw course (= 3 work weeks)
• Top-down approach

$\frac{5 \text{ yrs}}{300 \text{ cu}} = \frac{1 \text{ yr}}{60 \text{ cu}} = \frac{1600 \text{ h}}{60 \text{ cu}}$

  = $\frac{26.67 \text{ h}}{1 \text{ cu}} = \frac{160 \text{ h}}{6 \text{ cu}}$

  – Total some 160 h / 6 cu (107 h / 4 cu) course
Summary

- Course administration
- Course components and learning methods
- BACI simulator
- Lecture format
- Project