



FAU • Dekanat der TF
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Herr
Prof. Dr. Dirk Riehle
(PERSÖNLICH)

SS'20: Auswertung zu The AMOS Project (VL)

Sehr geehrter Herr Prof. Dr. Riehle,

Sie erhalten hier die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation im SS'20 zu Ihrer Umfrage vom Typ "Vorlesung":

- The AMOS Project (VL) -

Es wurde hierbei der Fragebogen - t_s20_c1 - verwendet, es wurden 15 Fragebögen von Studierenden ausgefüllt.

Der Wert 1 kennzeichnet hierbei eine maximale Güte, der Wert 5 eine minimale Güte für die einzelnen Fragen bzw. Mittelwerte.

Der Gesamt-Indikator und die 3 Teil-Indikatoren zeigen den mit der Anzahl der Antworten gewichteten Mittelwert der in den Klammern genannten Einzelfragen, diese werden bei genügend (ab 5) Rückläufern zur Qualitätssicherung durch die Studienkommissionen verwendet.

Bei den Einzelfragen werden je nach Fragen-Typ die Anzahl und Verteilung der Antworten, Mittelwert und Standardabweichung aufgelistet.

Die Text-Antworten für jede offene Frage sind zusammengefasst aufgelistet.

Eine Profillinie zeigt den Vergleich zu den Mittelwerten aller Rückläufer für diesen Fragebogen-Typ.

Mit freundlichen Grüßen

Rolf Wanka (Studiendekan, rolf.wanka@fau.de)
Jürgen Frickel (Evaluationskoordinator, tf-evaluation@fau.de)

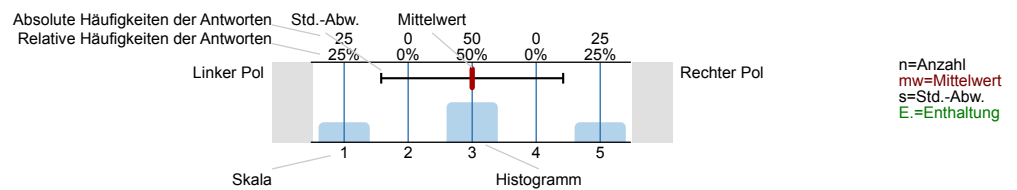


Globalwerte

Gesamt-Indikator (3.1 - 4.6)		mw=1,74 s=1,07
Organisation + Struktur (3.1 - 3.3, 3.5, 4.4, 4.5)		mw=1,72 s=1,1
Durchführung (3.4, 4.1 - 4.3, 4.6)		mw=1,84 s=1,03
Studentischer Kompetenzerwerb (3.6)		mw=1,33 s=1,05

Legende

Fragetext



2. Allgemeines zur Person und zur Lehrveranstaltung

2.1) ▶▶ Ich studiere folgenden Studiengang:

CE • Computational Engineering	<input type="checkbox"/>	1	n=15
IIS • International Information Systems	<input type="checkbox"/>	8	
INF • Informatik	<input type="checkbox"/>	5	
Sonstiges	<input type="checkbox"/>	1	

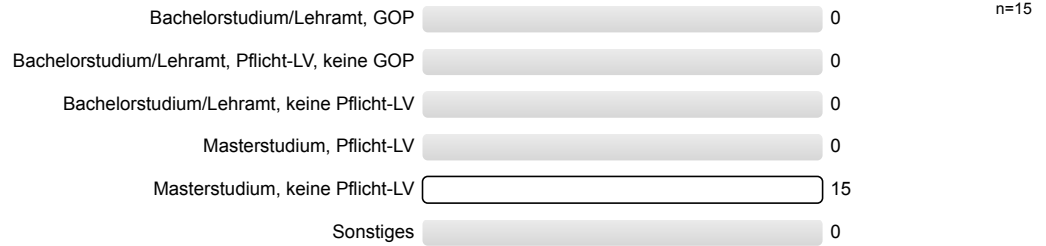
2.2) ▶▶ Ich mache folgenden Abschluss:

B.Sc. • Bachelor of Science	<input type="checkbox"/>	0	n=15
M.Sc. • Master of Science	<input type="checkbox"/>	15	
M.Sc.(hons) • Master of Science with Honours	<input type="checkbox"/>	0	
M.Ed. • Master of Education	<input type="checkbox"/>	0	
LA • Lehramt mit Staatsexamen	<input type="checkbox"/>	0	
Dr.-Ing. • Promotion	<input type="checkbox"/>	0	
Zwei-Fach-Bachelor of Arts	<input type="checkbox"/>	0	
Sonstiges	<input type="checkbox"/>	0	

2.4) Ich bin im folgenden Fachsemester (im Master):

1. Fachsemester	<input type="checkbox"/>	1	n=13
2. Fachsemester	<input type="checkbox"/>	4	
3. Fachsemester	<input type="checkbox"/>	2	
4. Fachsemester	<input type="checkbox"/>	4	
5. Fachsemester	<input type="checkbox"/>	1	
6. Fachsemester	<input type="checkbox"/>	1	
7. Fachsemester	<input type="checkbox"/>	0	

2.5) ▶▶ Diese Lehrveranstaltung gehört für mich zum



2.6) Als Studiengang bzw. Abschluss ist *Sonstiges* ausgewählt, ich studiere folgende Kombination:

■ IIS

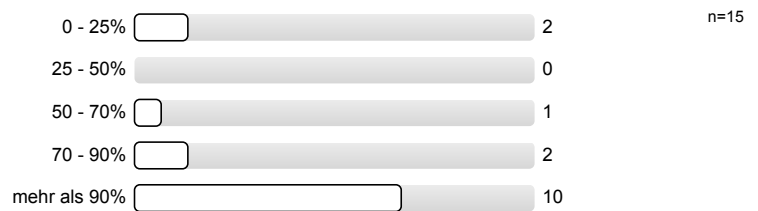
2.7) Prozent dieser LV wurden synchron angeboten (z.B. live per Zoom, in Präsenz, etc.).



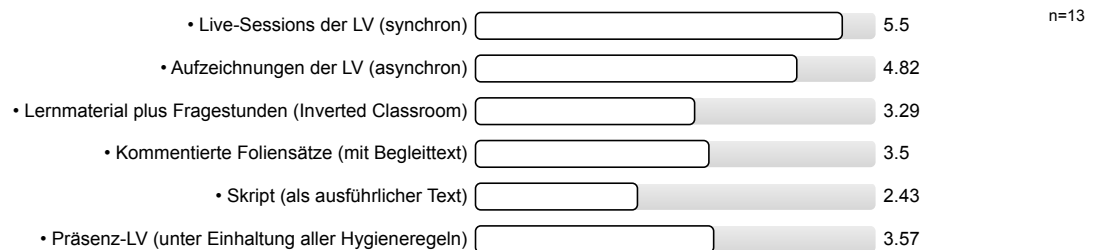
2.8) Prozent dieser LV wurden (evtl. zusätzlich) asynchron angeboten (Video-Aufzeichnung, Lernmaterial, etc.).



2.9) Ich habe bei etwa Prozent dieser LV zeitnah (mit max. 1 Woche Verzug) mitgearbeitet.



2.10) Welche Darbietungs-Form hätten Sie sich für diese LV gewünscht? (bitte mit Drag-and Drop sortieren)



2.11) An der (virtuellen) Durchführung der Lehrveranstaltung gefielen mir folgende Aspekte besonders:

■ - Vorlesungen online verfügbar, Folien auch

- Was Planung und Strukturierung angeht: absolut spitze!

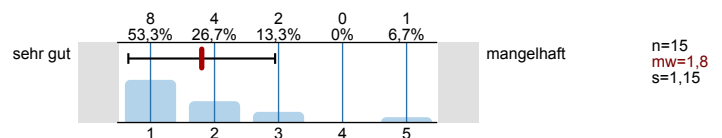
- Alles sehr gut. Keine größeren Komplikationen.
- Dass man sie flexibel anschauen konnte, wann man wollte.
- Die LV war gut organisiert. Die Inhalte und Präsenzslots wurden auf das Wesentliche beschränkt und den Studierenden wurde die Möglichkeit zum eigenständigen Arbeiten ermöglicht. Die LV fand in Kooperation mit Industriepartnern statt und es gab eine exzellente Betreuungssituation. Die Inhalte sind praxisrelevant und die Prüfungsform ist studierendenfreundlich und zugleich pädagogisch sinnvoll. Die LV wurde hervorragend an das Online-Format angepasst.
- Flexibilität
- Hat alles gepasst. Die guest lectures waren cool. Vor allem, die guest lecture in der es um security and safety Aspekte ging.
- I think it's one of the best approaches. To have asynchronous videos, but to encourage watching them on a weekly basis with the quizzes.
- Thorough support of coach through emails or live meetings whenever required.
- Very detailed course with all the parts that help students in their professional careers. Very forward thinking course.
- Zoom was pretty convenient to use and most part of the course was possible via virtual platform. I can't imagine AMOS being non-virtual from here on.

2.12) An der (virtuellen) Durchführung der Lehrveranstaltung gefiel mir Folgendes weniger, und ich schlage zur Verbesserung vor:

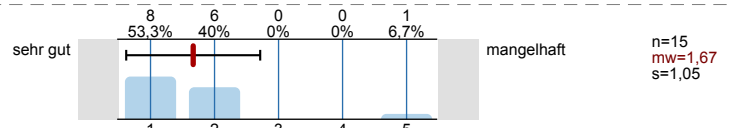
- -
- Die Anforderungskriterien und Deadlines für einzureichende Materialien (insbes. zum Demo Day) waren nicht eindeutig und wurden zunächst unklar kommuniziert. Dies ist den Veranstaltern jedoch zügig aufgefallen und am Ende wurde eine gute und unkomplizierte Lösung gefunden.
- Die Folien zu der Lehrveranstaltung waren nicht sehr aussagekräftig.
- In de wöchentliche Zoom-Sessions sollten lieber die gesamten Ergebnisse/Lösungen der StudOn Quizzes behandelt werden und nicht nur die, die die Studierenden tendenziell am schlechtesten abgeschnitten haben.
- Initially it was awkward to get over virtual fear but after 2 weeks it felt normal and even better than in presence meets
- Kontakt zu Kommilitonen, Interaktion
- Quizzes might be very ambiguous sometimes. It's not a big deal, but I see room to improve there.
- Sometimes I felt the online quizzes had controversial answers meaning the person in-charge had some questions that had answers that sometimes conflicted with the slides in the courses, this was sometimes rectified by provided students with the benefit of the doubt but it could have been less controversial and more solid questions could have been framed.
- Wow, where to start. First of all the speaking style of Prof. Riehle is such that even at 2x the speed it is still slow. Second the organization. I recognize that there is a pandemic on, who can't, but the organization of this whole thing was atrocious. First posters, then, 2 days before the posters were to be submitted, oh wait, no, slides instead. how many slides? 2? 3? in what format? Oh and then wait, a video too. Have fun. Oh and then you have the absolute gall to say that you were involved in this process whatsoever. Yeah, great, you reused the videos from the previous sessions and had somebody else do the lectures. Yes, I'm sure you worked very hard, let me say this: it shows. So I hope you enjoyed the money from the industry partners. Oh and as for this being even a reasonable facsimile of a working environment? That is an absolute joke. I'm not sure you've ever actually worked outside of academia, but this is not how things are done. I find it laughable that you think that people took something valuable away from this entire experience. I also find it laughable that the 'POs' only get 5 ECTS for this farce of a course. I truly pity those who think this has been a valuable experience. As to what I would suggest? Have another professor do this entire thing.

3. Fragen zu Lehrveranstaltung und Dozentin/Dozent

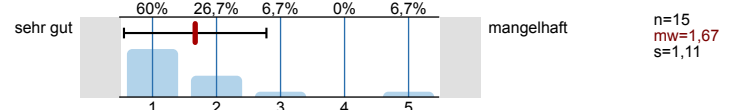
3.1) Wie gut war die Durchführung der (virtuellen) LV organisiert?



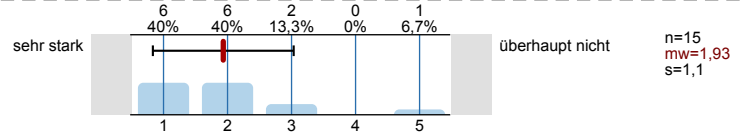
3.2) Wie gut war die (virtuelle) LV bezüglich ihres Inhalts strukturiert?



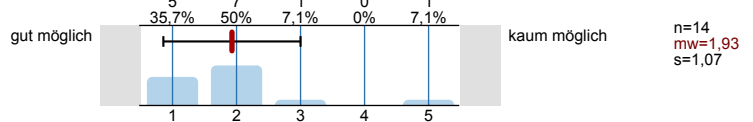
3.3) Wie gut war die LV inhaltlich und organisatorisch mit evtl. zugehörigen LVen abgestimmt? (Vorlesung <--> Übung <--> Praktika, etc)



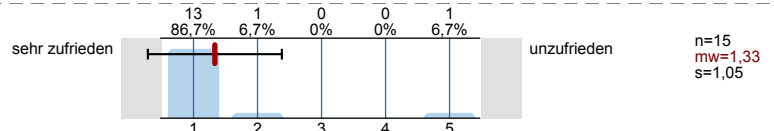
3.4) Die Dozentin/Der Dozent wirkte engagiert und motiviert bei der (virtuellen) Durchführung.



3.5) Anhand des Begleitmaterials, der Literaturhinweise und der Hinweise in der LV selbst waren Vor- und Nachbereitung:



3.6) Wie zufrieden sind Sie mit der LV bezüglich Ihres eigenen Kompetenzerwerbs?



3.7) Zur Lehrveranstaltung möchte ich im Übrigen anmerken:

- - Trotz des hohen Aufwands hat es enorm viel Spaß gemacht
- Vielleicht waren die Slots für die Abschlusspräsentationen etwas kurz
- Course is pretty much perfect to its own reputation. Demos could be planned better.
- Die LV war sehr zeitintensiv, aber ich habe sehr viel gelernt. Es war eine tolle Mischung aus realitätsnaher Softwareentwicklung für die Industrie und Coaching, wie SCRUM funktioniert.
- It's a great class. Highly recommended. Regarding the project itself, I consider there was a problem with the focus of it. My industry partner wanted more of a research project and see what we were able to do which lead us to a slow beginning and an overall not good product. If the software requirements would have been more clear, we would have worked way better. I thought AMOS to be a software creation project but my industry partner wanted more of a research project and see what we can achieve with their data and to use a library to see what can we achieve. Is not bad, but I would have loved to write more code.

It would be nice to have a mid term presentation to catch up with how other teams are going.

It would be nice to have a more active involvement of the supervisors. My team would have created a better project with better leaders and proper guidance.

- Positive:
 - + I can not imagine how to teach agile methodologies in a better way. Great job. Enjoyed the theory parts as well as the implication of creating a software for an industry partner! Great idea!
 - + I enjoyed the guest lectures very much
 - + Thanks for the t-shirt

Negatives:

- Information is distributed over too many sources. You have the slides. Slides are on Github. Slides get updated, you might get a notification via mail. The mail might be providing further requirements (which is crap if the mail ends up in your spam folder). You have a forum, where questions get asked that you don't even know about if you don't specifically look in there. But there you might find some additional information for the requirements. You have a spreadsheet with links, another spreadsheet with a schedule. In your process artifacts (roles) you again have a schedule. Informations about the T-Shirt were distributed via process artifacts, via mail, suddenly there was a link for another questionnaire. The main point: Too many informations flying around leading to the fact that at some point they are not aligned to 100%, again leading to communication problems within the team. With 7 people in a team everyone might have another source of information and painful discussions arise.

- Changing requirements: What I really did not enjoy was when we handed in the posters and shortly afterwards it was announced that we instead have to provide slides. Of course Corona made everything difficult this semester, I understand, but actually these changing requirements in the end of the course lead to a huge problem. Because there were other additional requirements like the video. We had discussions on the fact that the team didn't want to change anything. It was a pain. I ended up doing it on my own, but at that moment I completely lost it. I felt like a babysitter with some people. It felt like POs have not only to do the requirements, backlog, communication with industry partner and so on, but also do all the administrative tasks like fulfilling requirements (creating videos, posters, creating mock-ups and so on). So I said: screw that. I hand in the video and the slides and I will wait for further incentives of the team members. Nothing came until the day of the demo day.

- Teamwork: I am not sure how you grade students in this course. But I know that not all deserve the same grade. While some students work hard, others surely enjoy not getting involved at all. Of course its easiest to get a good 10 ECTS grade if others are ambitious. For POs it was really a challenge to find tasks that could be done independently from the whole development (so some students don't break the system). We came up with the idea to integrate a lot of research tasks that the SDs distributed accordingly to the people where they saw that they couldn't provide what was actually asked. But if these same people then come up in the end of the course (because they realize they are scrum master or review and release manager) and ask the POs what they have to do... sorry. Not all people deserve the same grades and it actually made me really angry. It would completely be unfair if these guys get a good grade accounting 10 ECTS (not having done anything productive but breaking the system all the time) and POs working hard getting 5 ECTS. Invested time was not aligned with 5 ECTS and 10 ECTS. We, as POs, heard over and over again, that it is unfair that we only get 5 ECTS while doing so much work.

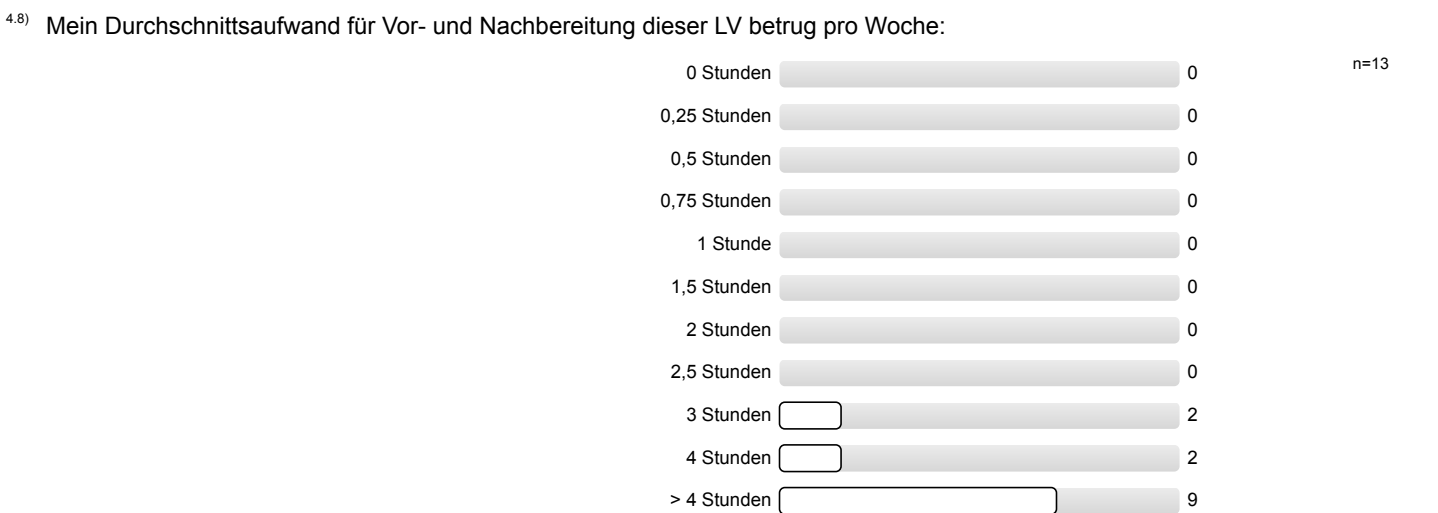
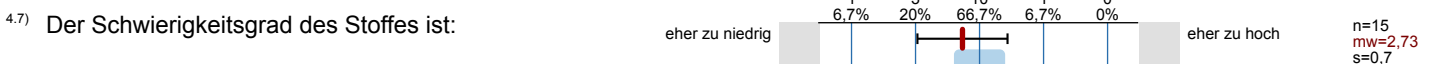
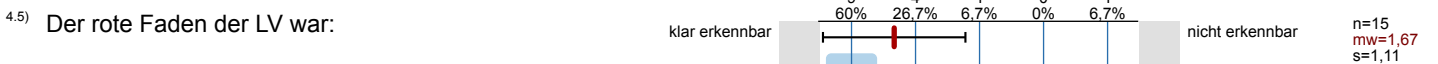
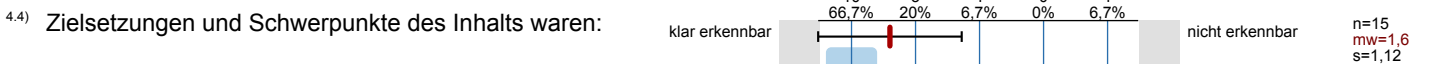
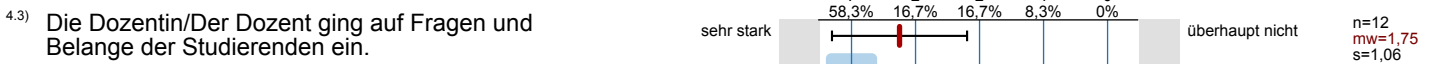
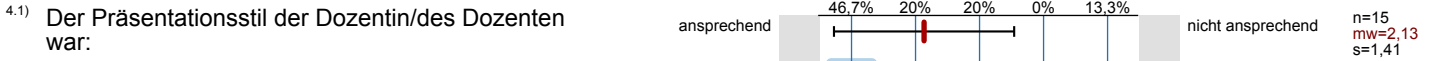
- Communication with industry partner: We didn't know what has been communicated between the chair and our industry partner. All we knew was that the chair would inform the industry partner about the demo day. We felt a little bit awkward, when on the Monday

before the Demo Day the industry partner asked us what time the Demo Day takes place, what the agenda is and if we were to provide the links.

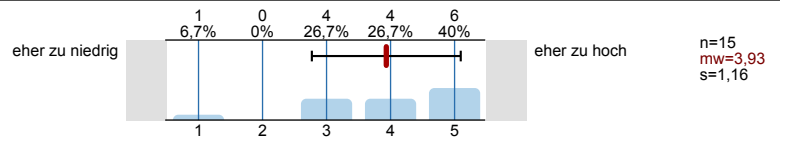
Please consider this feedback as constructive feedback for improving communication, organization and distribution of grades between team mates for the next term. In total I found this course really valuable and I will recommend it to further students. Everyone in the team did a good job.

- guys. amos was one of my favorite modules at fau but the quizzes were complete cancer.

4. Weitere Fragen zu Lehrveranstaltung und Dozentin/Dozent



4.9) Meinen zeitlichen Durchschnittsaufwand für diese LV fand ich:

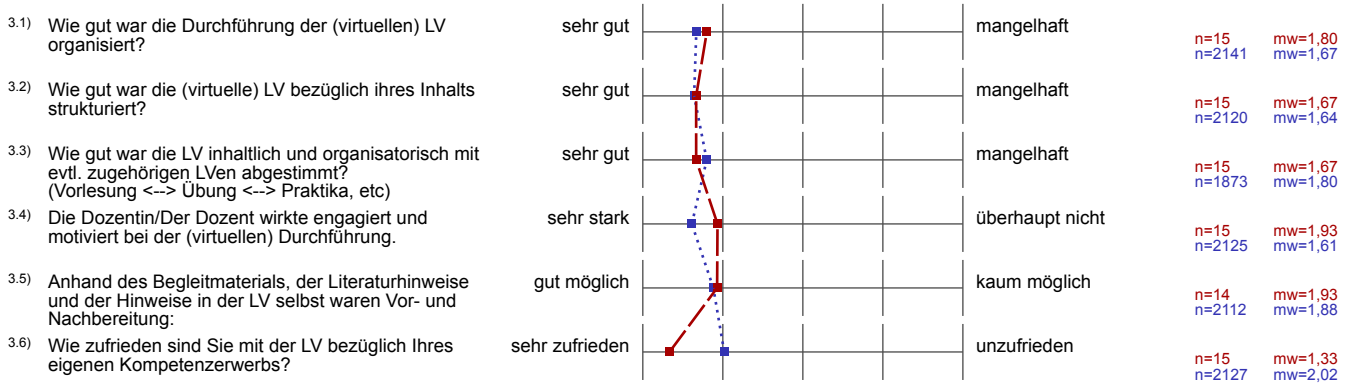


Profillinie

Teilbereich: TF • Virtual-Class-Umfragen
 Name der/des Lehrenden: Prof. Dr. Dirk Riehle
 Titel der Lehrveranstaltung: The AMOS Project (VL)
 (Name der Umfrage)
 Vergleichslinie: SS'20_Mittelwerte-für-Vorlesungen

Verwendete Werte in der Profillinie: Mittelwert

3. Fragen zu Lehrveranstaltung und Dozentin/Dozent



4. Weitere Fragen zu Lehrveranstaltung und Dozentin/Dozent

