



FAU • Dekanat der TF
Martensstraße 5a
91058 Erlangen

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Herr
Prof. Dr. Dirk Riehle
(PERSÖNLICH)

WS20/21: Auswertung zu "20w-OSS-NYT-VUE"

Sehr geehrter Herr Prof. Dr. Riehle,

im Rahmen der Lehrveranstaltungsevaluation im WS20/21 erhalten Sie hiermit die Auswertung zu Ihrer Umfrage vom Typ "Vorlesung mit Übung":

- Nailing your Thesis (VUE) -

Es wurden hierfür 16 Fragebögen vom Typ "t_w20_a" von den Studierenden ausgefüllt.

Die 4 Indikatoren zeigen den mit der Anzahl der Antworten gewichteten Mittelwert der Skalafragen in den genannten Fragenkapiteln.

Der Mittelwert der 4 Indikatoren bildet den Globalindikator bzw. den Lehrqualitätsindex (LQI).

Für die Einzelfragen und Indikatoren kennzeichnet der Wert 1 hierbei eine maximale Güte, der Wert 5 eine minimale Güte.

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.

Die Profillinien zeigen den Vergleich zu den Mittelwerten aller Rückläufer der Technischen Fakultät.

Der LQI und die Indikatoren werden bei genügend (ab 5) Rückläufern zur Qualitätssicherung durch die Studienkommissionen und die Erstellung der Bestenlisten verwendet.

Mit freundlichen Grüßen

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Jürgen Frickel (Evaluationskoordinator, tf-evaluation@fau.de)

Prof. Dr. Dirk Riehle

WS20/21 • Nailing your Thesis (VUE)
ID = 20w-OSS-NYT-VUE

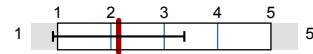
Rückläufer = 16 • Formular t_w20_a • LV-Typ "Vorlesung mit Übung"



Globalwerte

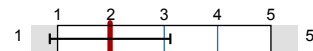
Globalindikator

Indikator • Organisation, Inhalte und Kompetenzen der LV (Kap. 3)



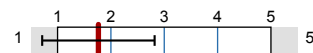
mw=2,15
s=1,23

Indikator • Struktur der LV (Kap. 4)



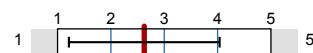
mw=2,21
s=1,33

Indikator • Durchführung der LV (Kap. 5)



mw=1,98
s=1,13

Indikator • Zufriedenheit und Kompetenzerwerb (Kap. 6)

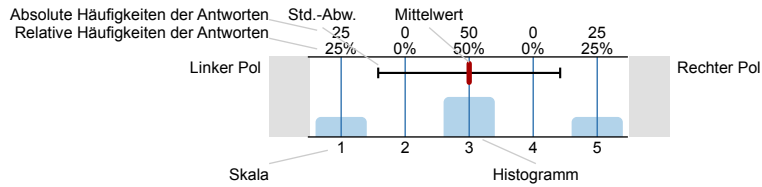


mw=1,77
s=1,05

mw=2,63
s=1,41

Legende

Fragetext



n=Anzahl
mw=Mittelwert
s=Std.-Abw.
E.=Enthaltung

2. Studierender und Lehrveranstaltung

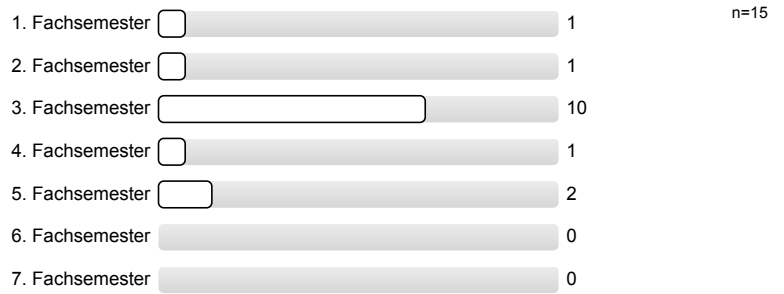
2.1) Ich studiere folgenden Studiengang und Abschluss:

- CE • Computational Engineering (B.Sc.) 1 n=16
- CE • Computational Engineering (M.Sc.) 1
- IIS • International Information Systems (M.Sc.) 8
- INF • Informatik (M.Sc.) 3
- MB • Maschinenbau (M.Sc.) 1
- WINF • Wirtschaftsinformatik (M.Sc.) 1
- Sonstiges 1

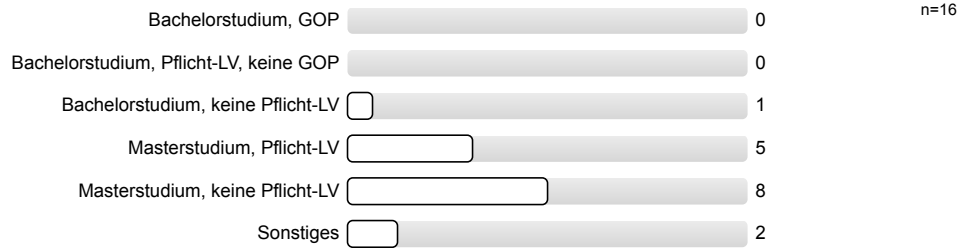
2.2) Ich bin im folgenden Fachsemester (im Bachelor):

- 1. Fachsemester 0 n=1
- 2. Fachsemester 0
- 3. Fachsemester 0
- 4. Fachsemester 0
- 5. Fachsemester 0
- 6. Fachsemester 1
- 7. Fachsemester 0
- 8. Fachsemester 0
- 9. Fachsemester 0
- 9. Fachsemester 0

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



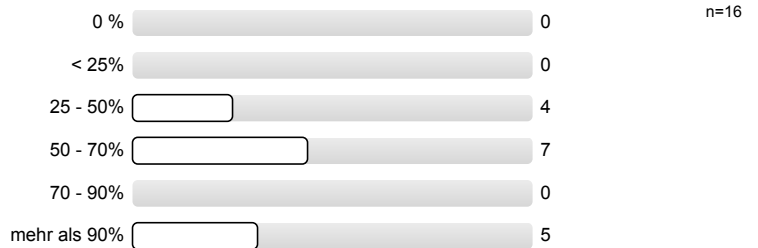
2.4) Diese Lehrveranstaltung (LV) gehört für mich zum



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

■ Computer Science M.Sc.

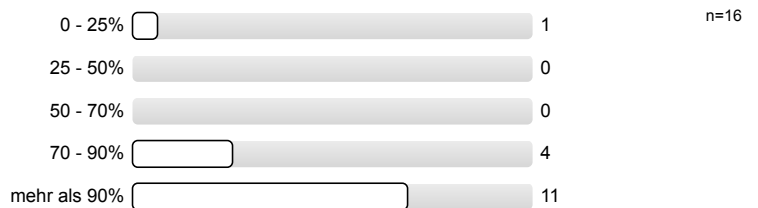
2.6) Prozent dieser LV wurden synchron angeboten (z.B. live per Zoom/MS Teams oder in Präsenz, etc.).



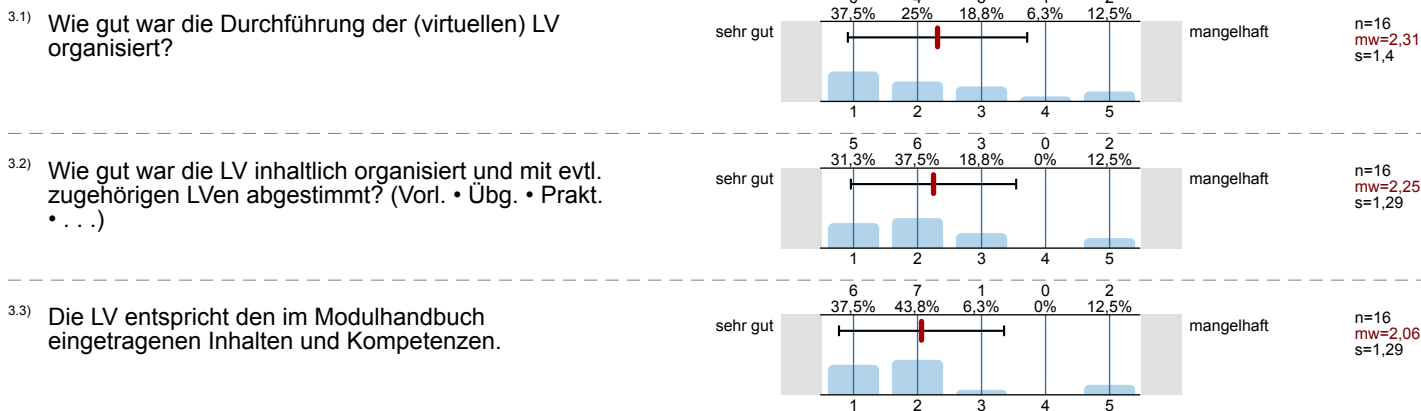
2.7) Prozent dieser LV wurden (evtl. zusätzlich) asynchron angeboten (Video-Aufzeichnung, Lernmaterial, etc.).



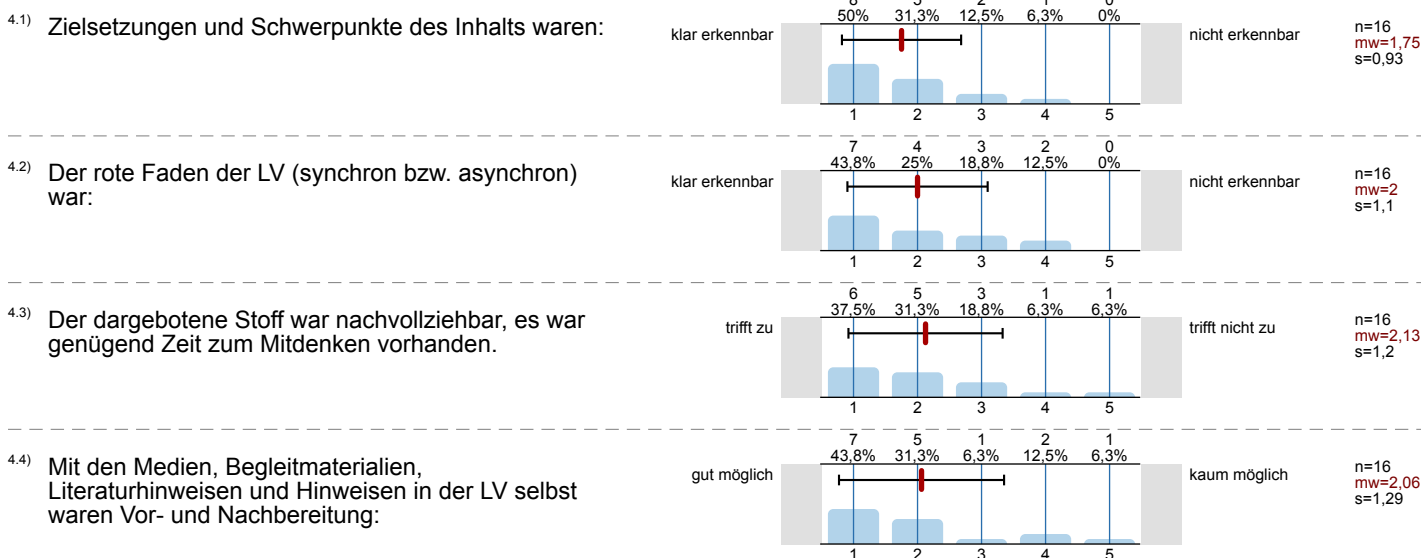
2.8) Ich habe bei etwa Prozent dieser LV zeitnah (mit max. 1 Woche Verzug) mitgearbeitet.



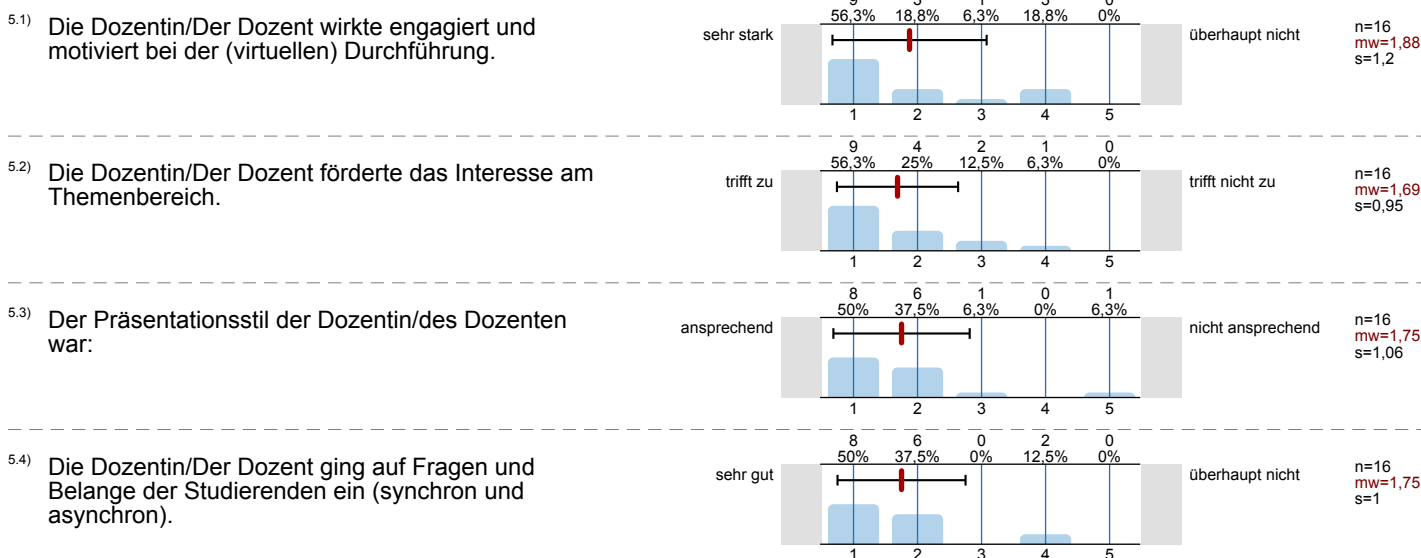
3. Organisation, Inhalte und Kompetenzen der Lehrveranstaltung



4. Struktur der Lehrveranstaltung

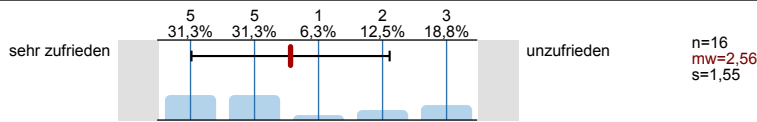


5. Durchführung der Lehrveranstaltung

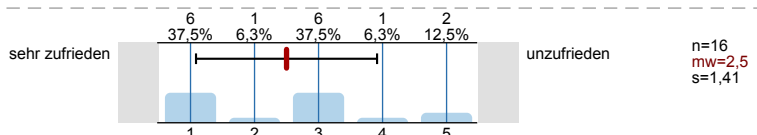


6. Zufriedenheit und Kompetenzerwerb

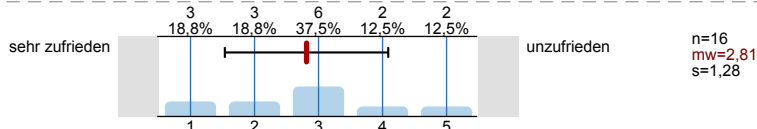
6.1) Wie zufrieden sind Sie insgesamt mit der LV?



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

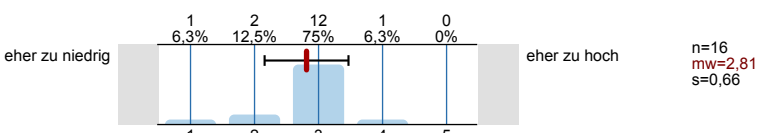


6.3) Wie zufrieden sind Sie mit dem Verhältnis zwischen Lernerfolg/Kompetenzerwerb und eigenem Zeitaufwand?

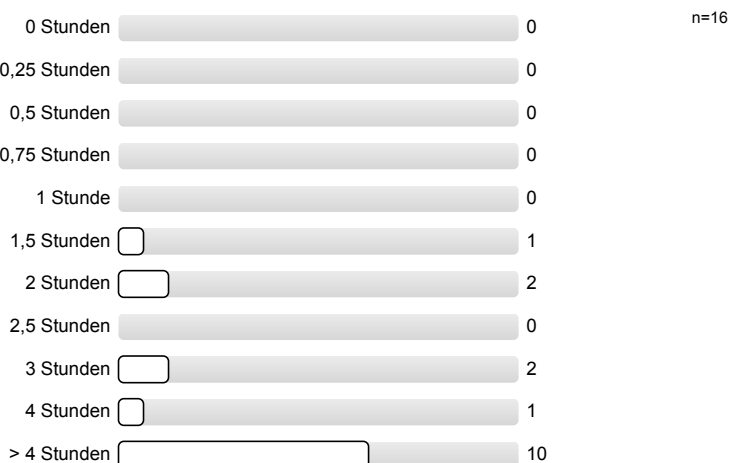


7. Zusätzliche Informationen für die Dozentin/den Dozenten

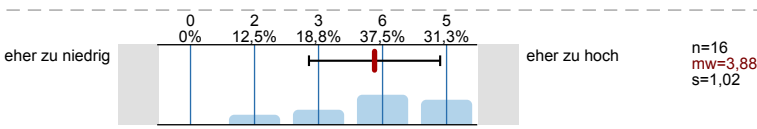
7.1) Der Schwierigkeitsgrad des Stoffes ist:



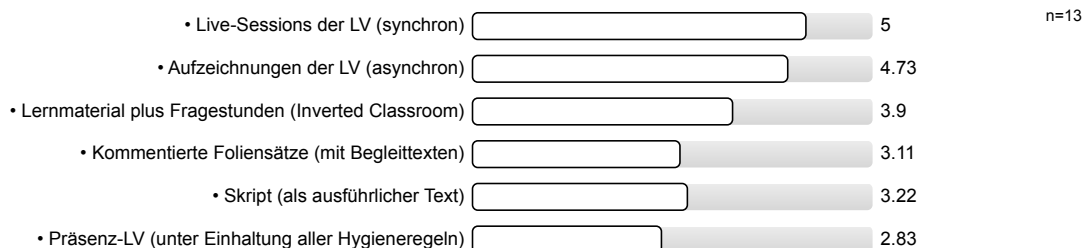
7.2) Mein Durchschnittsaufwand für Vor- und Nachbereitung dieser LV betrug pro Woche:



7.3) Meinen zeitlichen Durchschnittsaufwand für diese LV fand ich:



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



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

- Die Sessions liefen strukturiert und geregelt ab, sodass man immer wusste was einen erwartet. Es wurde viel auf individuelle Fragen eingegangen und sich Zeit genommen dieses ausführlich zu beantworten.
- Gastvorträge kurze Videos zu den Vorlesungsthemen
- Guest lectures
- I like almost every aspect of the lecture. Great lectures by a great professor and teaching assistants.

- Kompetenzerwerb! Bringt mir sehr viel für meine Thesis
- The short lecture videos were perfect for the online learning.
The course reader was really helpful and the papers were well chosen, but it was a shame that there was no incentive to read them
The guest lecturer
- Well-designed
Handling of quiz answers
Lecture Slides
- the guest speakers

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

- - There is little learning success if you don't get any feedback on your homework, it has probably no learning effect at all if you do the same task several times without receiving feedback for the previous submission (e.g. coding or review), because you make the same mistakes every time.
 - The StudOn questions were sometimes outdated (about an old lecture that was not uploaded because of a guest lecture), misleading or vaguely worded
- Es sind viele Teilnehmer, die individuelle Kompetenzsteigerung leidet dadurch ein wenig.
- I suggest to update the material and improve the organization of the course in general, most of the time students were complaining about the lack of clear instructions for the homeworks, it was a pain to find out what steps we were supposed to follow and what was expected from us in every homework. Also, as communication was failing, a lot of questions were asked in the forum and also via mail but those questions were not always answered, and when answered, again the response was so weak and unclear, it was really annoying.
Another weak point was QDacity, what a pain to try to find out how to use it and then the uncertainty about whether we were doing right or wrong, next semester it would be better if you explain on a live session how this app works and also if you could improve this app would be wonderful. Finally, I think that most of the homeworks were unnecessarily long and required too much time from our part, as students have to also dedicate time to other courses, it would be good if you reconsider the weekly workload for NYT course.
- Not getting individual feedback on the homework submissions. It's really hard to learn what we've done well or badly on our submissions from the general exercise session only
- Online format doesn't work for discussions and the whole guidance for scientific writing feels to be very broad
- QAcity. Ux ist wirklich schlecht
Häufigeres Feedback zu den Tasks
- Qdacity war nahezu unbenutzbar
Die CODing Exercises waren im allgemeinen sehr wenig hilfreich da die Interviews und das Codebook kaum verständlich war
- The Grading: This was the first course at FAU where there was zero transparency about the grading and one's performance in the course. There should at least be a guide as to how well one has to perform for a certain grade in the various tasks and also how the grade distribution will be determined.
The exercises: The exercises were mostly a waste of time since when you have already read the report it was just boring to go over it again and thus punished one for actually doing the homework, especially since the questions were just to give a short summary. A 3 hour Zoom session also does not work in any way since after max an hour the attention span is over and makes it just too exhausting. I would recommend you would at least incorporate the papers into the quiz so there is any incentive to read them and then condense the discussion to a list of bullet points or do what Julia did in the one exercise let the students present that was unexpected and should have been communicated beforehand but was a good idea to loosen it up and improve the attention.
The coding assignment: the coding exercise had many problems and should be changed urgently since it does not really provide any meaningful learning possibilities.
First the interview transcripts contained a very high amount of grammatical and language errors making it hard to understand the actual content of the conversation. This can be clearly traced back to the issue that both interviewers were German but for some not really clear reason held the interview in English and were thus constantly misunderstanding themselves. I would advise you to change to interviews as soon as possible and maybe just translate an already available German interview into proper English.
Second the codebook was riddled with overlapping meanings and not really clear about the usage of the codes themselves and what purpose they serve since the examples were also poorly chosen, thus the coding exercise degenerated into a form of buzzword bingo without needing to understand the actual subject to achieve passable scores.
Third Qdacity was atrociously to use it was constantly misbehaving and going down and only usable with utmost patience.
Fourth since one doesn't get any feedback other than the score one doesn't learn or improve in any way while doing it. I would advise to just let everyone try to work out his own code system for maybe 3 well made English interviews and thus providing a good learning experience for writing a thesis in the field.
The written assignments: Most of the task are actually pretty useful but since there is no real discussion of the do's and don'ts one doesn't really learn anything. Also there is no chance to improve by doing them because there is no feedback in any form given. Since there is no time for individual feedback at least there should be a discussion of an exemplary or well written homework where it is highlighted what was good and what was bad generally.
- The time slot was horrible, it's impossible to stay focussed this long and not just think about lunch half the time!
There was literally NO FEEDBACK AT ALL! How am I supposed to improve if not given any directions? Also no transparency on the grading as no feedback is available for the homework. The questions in the FSI forum were ignored very often or answered too late to be of any help. The 'exercise' part could have been omitted as there was not much participation and I did not gain any insights from it. It was especially hard to follow Julia, as her questions and explanations were often weirdly phrased and were more confusing than helpful to me. Also I would have wanted to properly discuss the homework or receive a solution to see where I might have made mistakes. I did not enjoy the quiz on StudOn, there were several technical problems and some questions were misleading or hadn't been answered by the provided slides.
- Too many papers to read though they are helpful

the quizzes were not made in the manner that was expected from what we were told during the first lecture. most of the quizzes were confusing because some questions and options were not clear enough to understand which led to choosing of wrong answers.

^{7.7)} Offene Fragestellung (siehe Nachricht der Dozentin/des Dozenten):

- Can one contact you and your team anytime the need arises to ask questions related to writing research paper (thesis)?

What type of research paper would you suggest to students for a masters thesis based on your experience with students?

- I suggest to update the material and improve the organization of the course in general, most of the time students were complaining about the lack of clear instructions for the homeworks, it was a pain to find out what steps we were supposed to follow and what was expected from us in every homework. Also, as communication was failing, a lot of questions were asked in the forum and also via mail but those questions were not always answered, and when answered, again the response was so weak and unclear, it was really annoying.

Another weak point was QDAcity, what a pain to try to find out how to use it and then the uncertainty about whether we were doing right or wrong, next semester it would be better if you explain on a live session how this app works and also if you could improve this app would be wonderful. Finally, I think that most of the homeworks were unnecessarily long and required too much time from our part, as students have to also dedicate time to other courses, it would be good if you reconsider the weekly workload for NYT course.

- Please provide feedback, even if it's just a possible solution for the homework!

Also: update the quiz if it no longer matches your slides!

Split the timeslot and give people at least a 10 minute break and work on a better concept for the 'exercise' part.

- Shorter lessons 3h is way too long for zoom!!!

The exercise the feedback should be given and rather a short discussion of the homework given than a 2h paper summary

The grading should be made as transparent as possible!!!

Profillinie

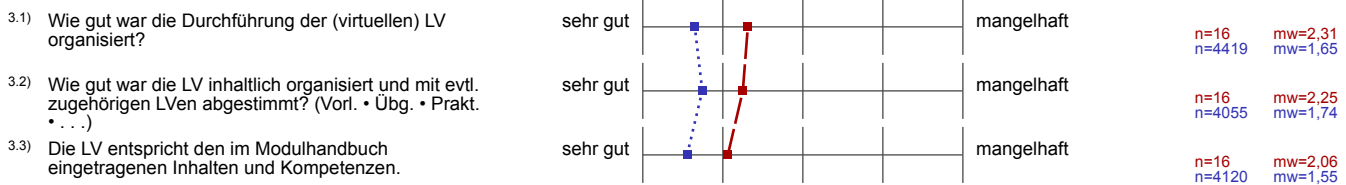
Teilbereich: TF • Virtual-Class-Umfragen • WS 20/21

Name der/des Lehrenden: Prof. Dr. Dirk Riehle
 Titel der Lehrveranstaltung: Nailing your Thesis (VUE)
 (Name der Umfrage)

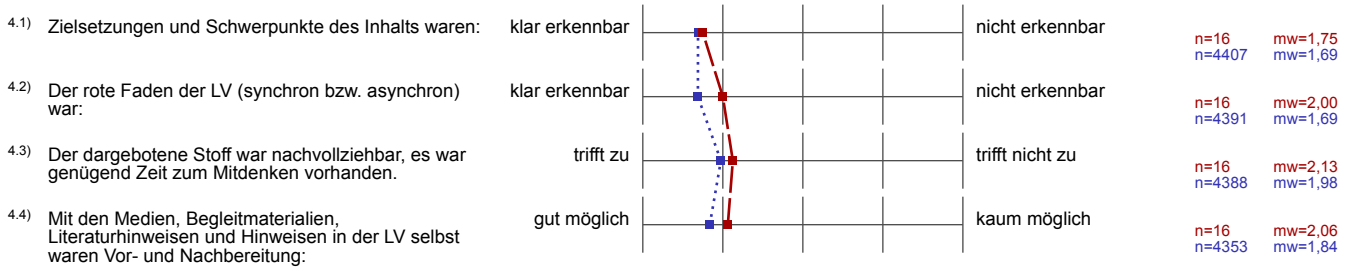
Vergleichslinie: WS-20/21_Mittelwerte-für-Vorlesungen

Verwendete Werte in der Profillinie: Mittelwert

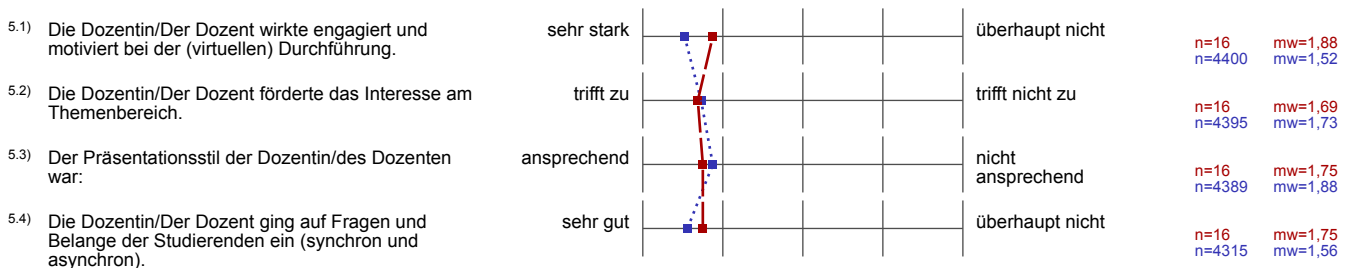
3. Organisation, Inhalte und Kompetenzen der Lehrveranstaltung



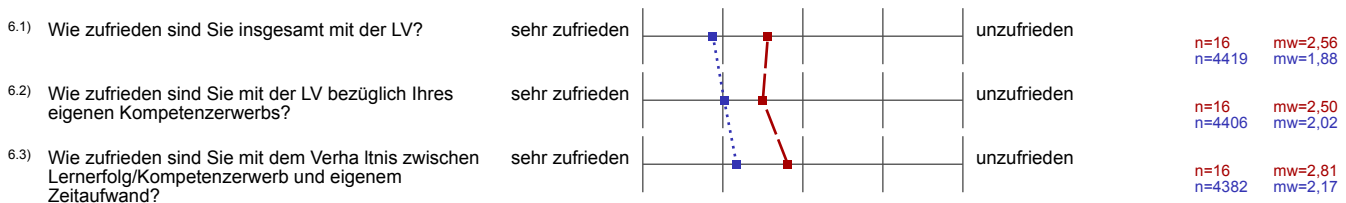
4. Struktur der Lehrveranstaltung



5. Durchführung der Lehrveranstaltung



6. Zufriedenheit und Kompetenzerwerb



Profillinie für Indikatoren

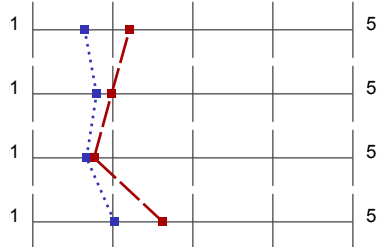
Teilbereich: TF • Virtual-Class-Umfragen • WS 20/21

Name der/des Lehrenden: Prof. Dr. Dirk Riehle

Titel der Lehrveranstaltung: Nailing your Thesis (VUE)
(Name der Umfrage)

Vergleichslinie: WS-20/21_Mittelwerte-für-Vorlesungen

Indikator • Organisation, Inhalte und Kompetenzen der LV (Kap. 3)



mw=2,21 s=1,33
mw=1,65 s=0,86

Indikator • Struktur der LV (Kap. 4)

mw=1,98 s=1,13
mw=1,80 s=0,95

Indikator • Durchführung der LV (Kap. 5)

mw=1,77 s=1,05
mw=1,67 s=0,95

Indikator • Zufriedenheit und Kompetenzerwerb (Kap. 6)

mw=2,63 s=1,41
mw=2,02 s=1,05