Temporal Information Systems – Prof. Dr. Rainer Manthey

Lecture Survey – Fachschaft Informatik

4. September 2015

1 Lecture Evaluation

1.1 Please rate the lecture's concept.
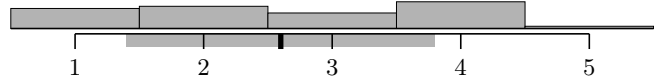
1.1.1 How often did you attend the lecture?

Always – Never	23 %	26 %	18 %	31 %	3 %

Antworten: 39
Durchschnitt: 2.6
Standardabweichung: 1.2

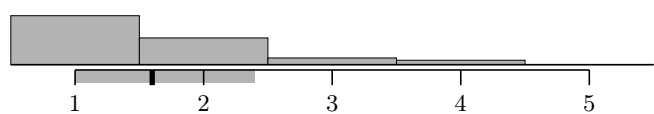### 1.1.2 Did the lecture appear to be clearly structured to you?

Yes – No	56 %	31 %	8 %	5 %	0 %

Antworten: 39
Durchschnitt: 1.6
Standardabweichung: 0.8

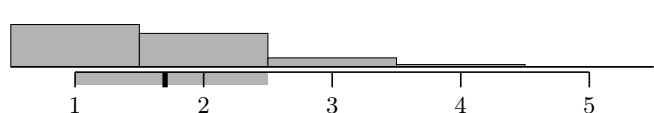### 1.1.3 Have topics been illustrated by sensible examples?

Always – Never	49 %	38 %	10 %	3 %	0 %

Antworten: 39
Durchschnitt: 1.7
Standardabweichung: 0.8

1.1.4 Were the slides/lecture notes helpful?

Very helpful – Not helpful	59 %	31 %	10 %	0 %	0 %

Antworten: 39
Durchschnitt: 1.5
Standardabweichung: 0.7
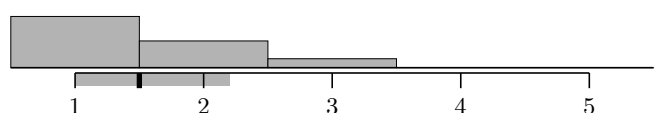
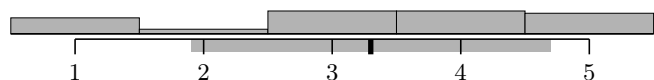### 1.1.5 Have there been topics that should have been explained more extensively?

Many – None	18 %	5 %	26 %	26 %	24 %

Antworten: 38
Durchschnitt: 3.3
Standardabweichung: 1.4

2 Lecturer Evaluation

2.1 Please rate Prof. Dr. Rainer Manthey .

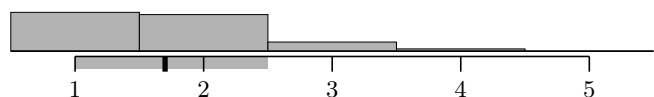### 2.1.1 How much of the content do you understand during the lecture?

Everything – Nothing	45 %	42 %	10 %	3 %	0 %

Antworten: 38
Durchschnitt: 1.7
Standardabweichung: 0.8

2.1.2 The speed of proceeding was...

Too fast – Too slow   0 %   10 %   55 %   26 %   8 %

Antworten: 38
Durchschnitt: 3.3
Standardabweichung: 0.8

1	2	3	4	5

2.1.3 Did the lecturer answer your questions profoundly?

Always – Never   68 %   29 %   3 %   0 %   0 %

Antworten: 38
Durchschnitt: 1.3
Standardabweichung: 0.5

1	2	3	4	5

2.1.4 Was the lecturer available for questions outside of the lecture?

Always – Never   63 %   34 %   3 %   0 %   0 %

Antworten: 35
Durchschnitt: 1.4
Standardabweichung: 0.5

1	2	3	4	5

2.1.5 Could you understand the lecturer acoustically?

Very well – Not at all   65 %   30 %   5 %   0 %   0 %

Antworten: 37
Durchschnitt: 1.4
Standardabweichung: 0.6

1	2	3	4	5

2.2 Please rate Sahar Vahdati.

2.2.1 How much of the content do you understand during the lecture?

Everything – Nothing   22 %   36 %   33 %   8 %   0 %

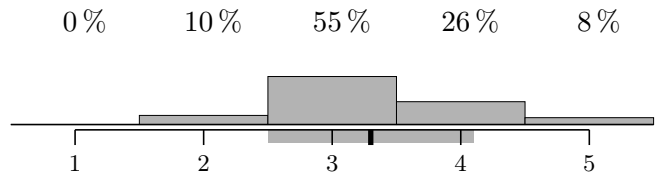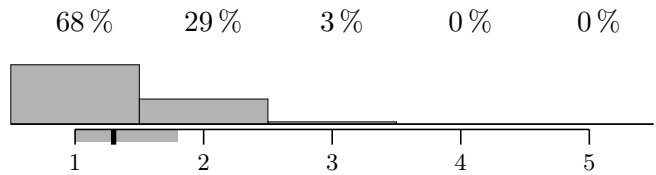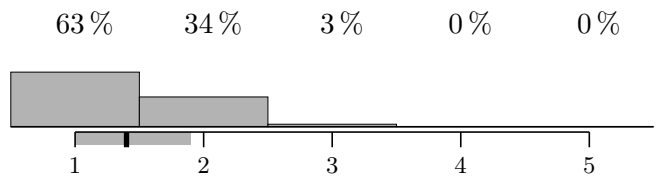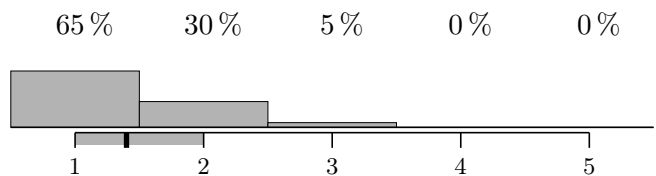Antworten: 36
Durchschnitt: 2.3
Standardabweichung: 0.9

1	2	3	4	5
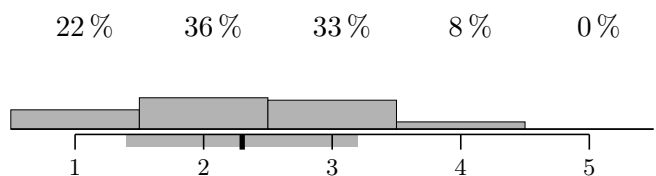
2.2.2 The speed of proceeding was...

Too fast – Too slow   0 %   9 %   65 %   21 %   6 %

Antworten: 34
Durchschnitt: 3.2
Standardabweichung: 0.7

1	2	3	4	5
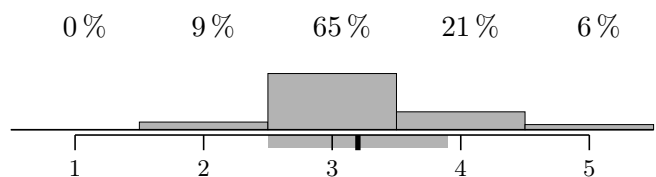
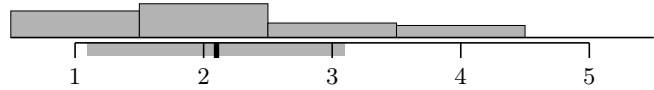### 2.2.3 Did the lecturer answer your questions profoundly?

| Always – Never | 31 % | 39 % | 17 % | 14 % | 0 % |

Antworten: 36
Durchschnitt: 2.1
Standardabweichung: 1.0

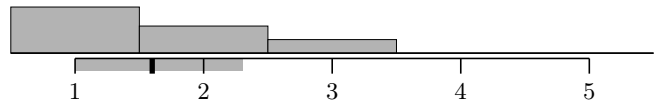### 2.2.4 Was the lecturer available for questions outside of the lecture?

| Always – Never | 53 % | 31 % | 16 % | 0 % | 0 % |

Antworten: 32
Durchschnitt: 1.6
Standardabweichung: 0.7

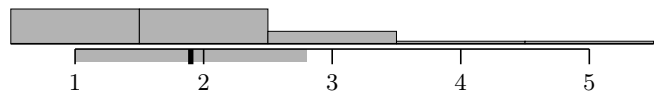### 2.2.5 Could you understand the lecturer acoustically?

| Very well – Not at all | 40 % | 40 % | 14 % | 3 % | 3 % |

Antworten: 35
Durchschnitt: 1.9
Standardabweichung: 0.9

3 Exercise Evaluation

3.1 Please rate the quality of the exercises that accompanied the lecture.
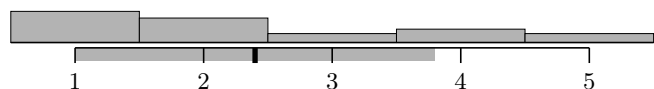
3.1.1 How often did you attend the exercise class?

| Always – Never | 36 % | 28 % | 10 % | 15 % | 10 % |

Antworten: 39
Durchschnitt: 2.4
Standardabweichung: 1.4

3.1.2 Did the contents of the exercises match the current contents of the lecture?
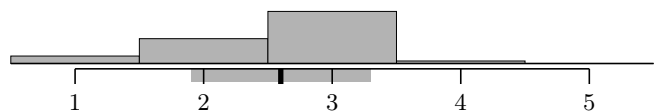
| Lecture far ahead – Lecture far behind | 9 % | 29 % | 60 % | 3 % | 0 % |

Antworten: 35
Durchschnitt: 2.6
Standardabweichung: 0.7

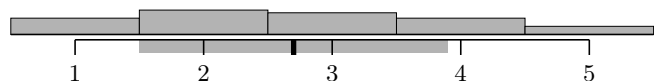### 3.1.3 Have the exercise sheets been available on time?

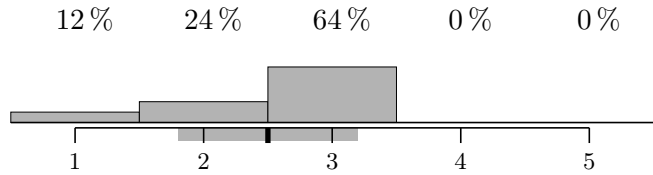| Always – Never | 19 % | 28 % | 25 % | 19 % | 9 % |

Antworten: 32
Durchschnitt: 2.7
Standardabweichung: 1.2

3.1.4 Judge the size of your exercise group!

Too big – Too small   12 %   24 %   64 %   0 %   0 %

Antworten: 25
Durchschnitt: 2.5
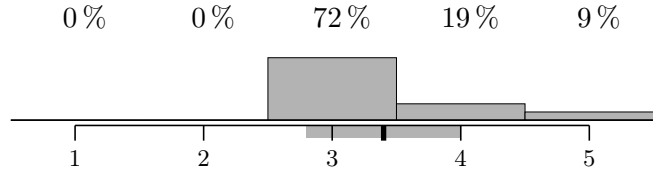Standardabweichung: 0.7

3.1.5 Usually I thought the exercises were...

Too difficult – Very easy   0 %   0 %   72 %   19 %   9 %
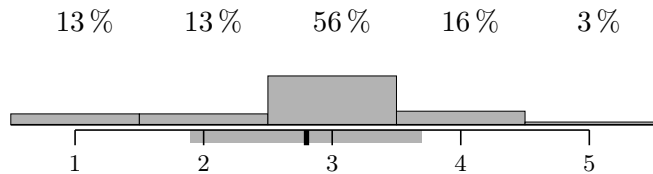
Antworten: 32
Durchschnitt: 3.4
Standardabweichung: 0.6

3.1.6 The difficulty of the exercises varied...

Greatly – Not at all   13 %   13 %   56 %   16 %   3 %

Antworten: 32
Durchschnitt: 2.8
Standardabweichung: 0.9

4 Module Evaluation

4.1 Please rate the module as a whole.
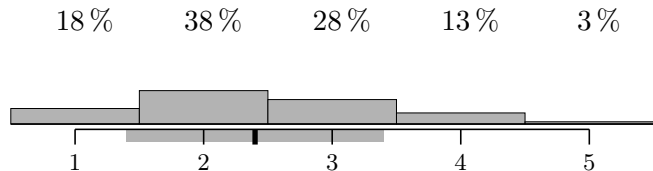
4.1.1 Did the course teach you helpful knowledge and abilities that will be useful in later work life?

Much – Nothing   18 %   38 %   28 %   13 %   3 %

Antworten: 39
Durchschnitt: 2.4
Standardabweichung: 1.0

4.1.2 In relation to the number of credit points awarded, is the amount of work to be done justified?

Too high – Too low   5 %   8 %   74 %   13 %   0 %

Antworten: 39
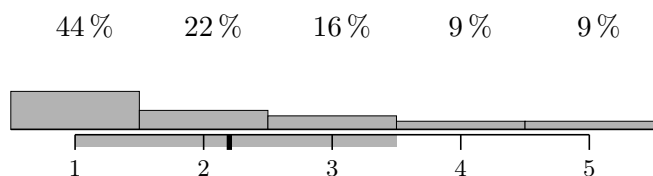Durchschnitt: 2.9
Standardabweichung: 0.6
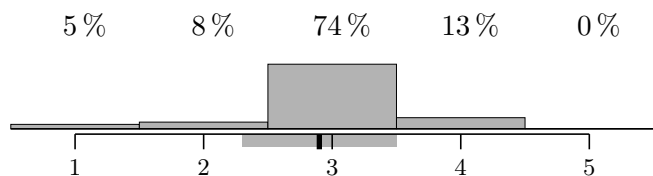
4.1.3 Do the obligatory course achievements support successful completion of the module?

Yes – No   44 %   22 %   16 %   9 %   9 %

Antworten: 32
Durchschnitt: 2.2
Standardabweichung: 1.3

4.1.4 Do you think the obligatory course achievements are adequate?
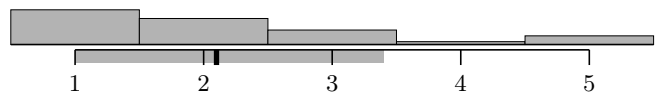
Yes – No   40 %   30 %   17 %   3 %   10 %

Antworten: 30
Durchschnitt: 2.1
Standardabweichung: 1.3

4.1.5 Did your interest in this module's field of study change?
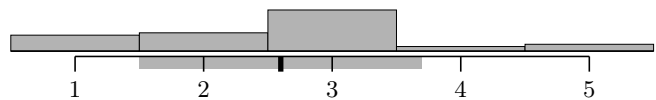
Strongly inc. – Strongly dec.   18 %   21 %   47 %   5 %   8 %

Antworten: 38
Durchschnitt: 2.6
Standardabweichung: 1.1

4.1.6 Would you recommend taking this module to your best friend?
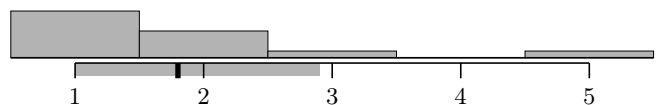
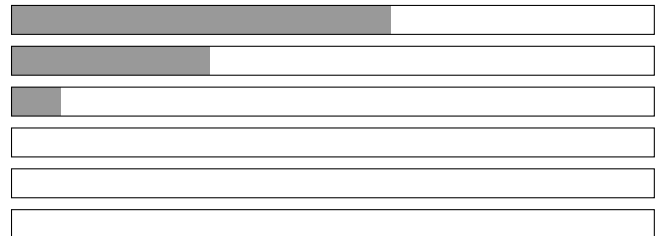Yes – No   54 %   31 %   8 %   0 %   8 %

Antworten: 39
Durchschnitt: 1.8
Standardabweichung: 1.1

4.2 How much time did you spend on this module every week, including lecture, exercises, exercise tasks. . . ?

[0,3) hours	59 %	
[3,6) hours	31 %	
[6,8) hours	8 %	
[8,10) hours	0 %	
[10,12) hours	0 %	
[12,∞) hours	0 %	

5 Exercise Class Evaluation

5.1 Please rate the exercise class you visited.

5.1.1 Has the tutor been available for questions outside of the tutorial?
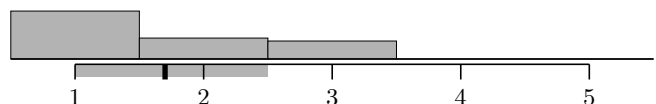
Always – Never   55 %   24 %   21 %   0 %   0 %

Antworten: 29
Durchschnitt: 1.7
Standardabweichung: 0.8

5.1.2 Could you understand your tutor's corrections and gradings?
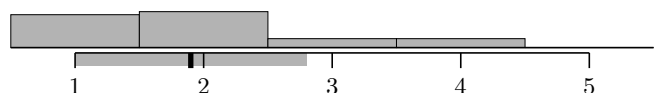
Always – Never   38 %   41 %   10 %   10 %   0 %

Antworten: 29
Durchschnitt: 1.9
Standardabweichung: 0.9

5.1.3 Did the tutor manage to handle all the relevant content in the exercise class?
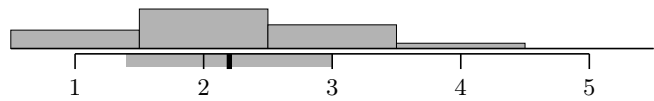
Always – Never

| 21 % | 46 % | 27 % | 6 % | 0 % |

Antworten: 33
Durchschnitt: 2.2
Standardabweichung: 0.8

5.1.4 Would you recommend visiting this exercise class?

Yes – No

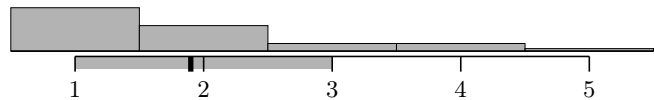| 50 % | 29 % | 9 % | 9 % | 3 % |

Antworten: 34
Durchschnitt: 1.9
Standardabweichung: 1.1

6 Comprehensive Rating

6.1 Please give an overall rating of the course on a scale from excellent (1) to very poor (6).

excellent (1)	33 %
good (2)	44 %
satisfactory (3)	21 %
adequate (4)	0 %
poor (5)	3 %
very poor (6)	0 %
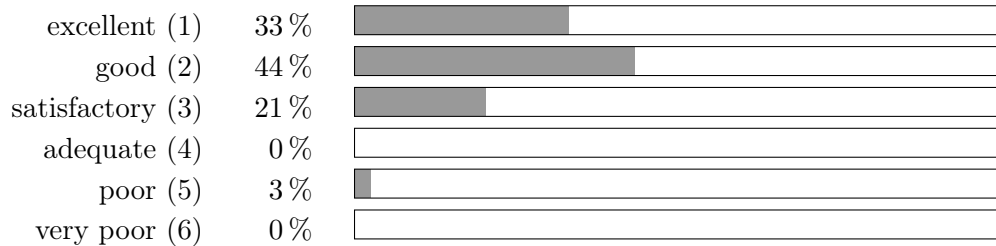
7 Free Text Comments

7.1 Which aspects of the course did you like?

Content was very interesting.

High ratio of credit points earned to learning effort, if you already know SQL and have an idea how time works.

- Awesome Lecturer & Lecture
- Good Slides
-

I like the way prof teaches. He elaborates all the concepts very clearly.

I liked that there were variety of examples and good illustrations. Prof. explains the questions and the concepts well.

Prof. Manthey's humor
When prof did the exercises

- Easy course
- SQL revision
- Very nice exercises

-> Well organised, structured lectures

Clear explanations.

- The professor was thorough & has a very nice way of teaching

7.2 What could be improved?

There were open issues sometimes which can be confusing in the exercise lectures.
This can be improved for future lectures.

lecture room + tables, chairs, air conditioning.

As a content, I liked it and nothing to comment on.

Sahar's teaching style...

More philosophical topics, or questions and thinking in that direction.

- speed
- latest content in SQL
- research papers reading

-> expected exercises as homework for practice

- less text on the slides
- less history

- the lecture room looks like a storeroom, please remove unnecessary furniture.

I would include obligatory homework something like you need to get more than 50 % to be admitted to the exam

- It could be better organized
- some parts are too slow to follow.

The lecturer could try to end in time more often

7.3 You can leave remarks and further feedback here.

Exercise tutor was confused most of the times.
She was explaining contradictive. She was not confident with what she was explaining and it was hard to convince her that she was wrong sometimes.

Should be nice if the class topics can be combined with philosophical thinking.

- Too much explanation of one topic causes boredom.
- Teacher must ask questions regularly
- Must make class interactive by asking there opinion on topics before starting
- Teacher is too nice.

Subject is no longer useful!

Lecturers' Questionnaire

This part contains data provided by the lecturers.

1 Lecture metadata

Number of students in the lecture at the beginning of the semester	≈ 50
Number of students in the lecture at the end of the semester	≈ 30
Number of students participating in the exercise classes at the beginning of the semester	≈ 50
Number of students participating in the exercise classes at the end of the semester	≈ 50
Number of students that have registered for the exam	116*

* 78 from MSc + 4 from BSc + 34 from Media Inf.

2 Exercise classes

Number of exercise classes	1
Average number of students per exercise class at the end of the semester	≈ 50

The students have been assigned to an exercise class in the following way:

Not applicable: There is only one exercise class.

3 Helpful stuff

There has been **no** test exam.

Sample solutions for exercise tasks have **not** been distributed.

4 Free text comments

4.1 In your opinion, what aspects of the module worked well this semester?

Omitting (too) complex SQL assertions for key constraints in temporal SQL;

moving SQL2011 new syntax features from last chapter to chapter 3-5 (these changes were due to observations from TIS 2014 - they seemed to work well)

4.2 What would you change if you were to offer this module again and why?

TIS will probably not be offered in SS 2016 (due to my last sabbatical semester, to be confirmed). TIS will then just be following twice (before my retirement, 2017 and 2018, resp.). I will decide during the (for me) lecture free SS 2016, if any further changes should be made (and, if yes, which changes). It is still likely that things will change, even at "5 before 12"!

4.3 In case there have been obligatory course achievements: Please judge on their effectivity regarding the learning success of the students.

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4.4 Further remarks

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