

# Intelligent Learning and Analysis Systems: Machine Learnig – Prof. Dr. Stefan Wrobel; Dr. Tamas Horvath

Lecture Survey – Fachschaft Informatik

23. März 2017

# 1 Lecture Evaluation

## 1.1 Please rate the lecture's concept.

### 1.1.1 How often did you attend the lecture?

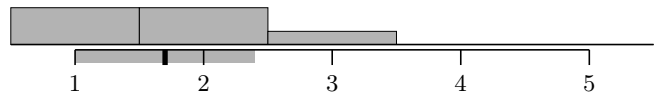
Always – Never

42% 42% 15% 0% 0%

Antworten: 33

Durchschnitt: 1.7

Standardabweichung: 0.7



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

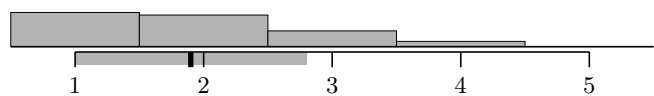
Yes – No

39% 36% 18% 6% 0%

Antworten: 33

Durchschnitt: 1.9

Standardabweichung: 0.9



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

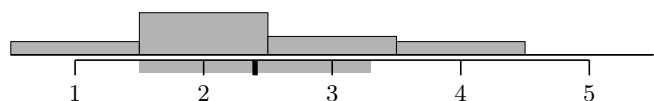
Always – Never

15% 49% 21% 15% 0%

Antworten: 33

Durchschnitt: 2.4

Standardabweichung: 0.9



### 1.1.4 Were the slides/lecture notes helpful?

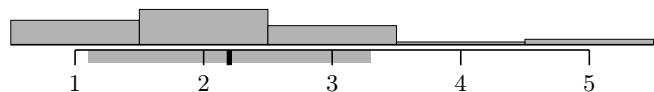
Very helpful – Not helpful

28% 41% 22% 3% 6%

Antworten: 32

Durchschnitt: 2.2

Standardabweichung: 1.1



### 1.1.5 Have the topics been explained extensively enough?

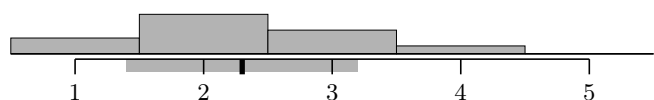
Always – Never

18% 46% 27% 9% 0%

Antworten: 33

Durchschnitt: 2.3

Standardabweichung: 0.9



# 2 Lecturer Evaluation

## 2.1 Please rate Prof. Dr. Stefan Wrobel.

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

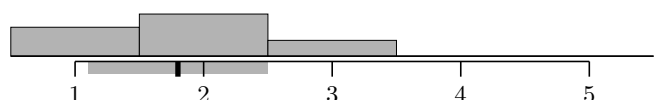
Everything – Nothing

33% 49% 18% 0% 0%

Antworten: 33

Durchschnitt: 1.8

Standardabweichung: 0.7



### 2.1.2 Did the lecturer answer your questions profoundly?

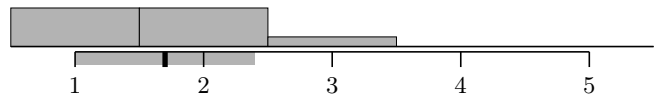
Always – Never

44% 44% 11% 0% 0%

Antworten: 27

Durchschnitt: 1.7

Standardabweichung: 0.7



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

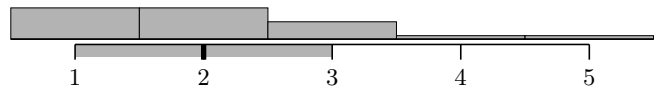
Always – Never

36% 36% 20% 4% 4%

Antworten: 25

Durchschnitt: 2.0

Standardabweichung: 1.0



### 2.1.4 Could you understand the lecturer acoustically?

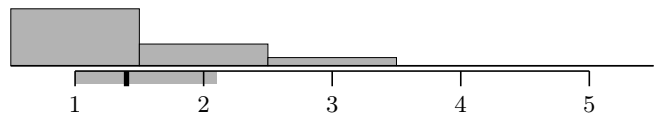
Very well – Not at all

66% 25% 9% 0% 0%

Antworten: 32

Durchschnitt: 1.4

Standardabweichung: 0.7



### 2.1.5 The speed of proceeding was...

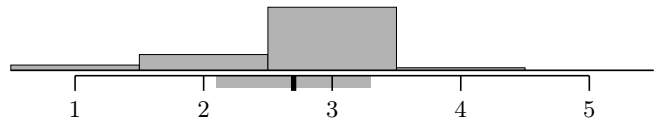
Too fast – Too slow

6% 18% 73% 3% 0%

Antworten: 33

Durchschnitt: 2.7

Standardabweichung: 0.6



## 2.2 Please rate Dr. Tamas Horvath.

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

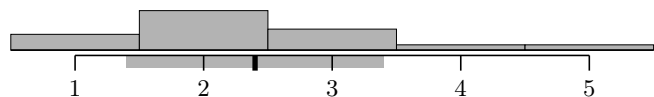
Everything – Nothing

18% 46% 24% 6% 6%

Antworten: 33

Durchschnitt: 2.4

Standardabweichung: 1.0



### 2.2.2 Did the lecturer answer your questions profoundly?

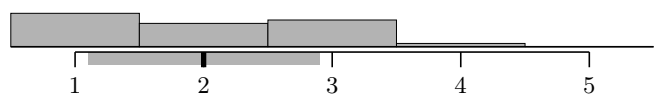
Always – Never

38% 27% 31% 4% 0%

Antworten: 26

Durchschnitt: 2.0

Standardabweichung: 0.9



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

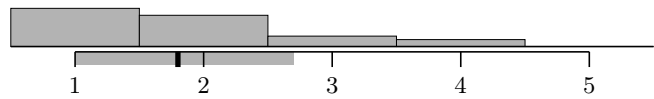
Always – Never

44% 36% 12% 8% 0%

Antworten: 25

Durchschnitt: 1.8

Standardabweichung: 0.9



### 2.2.4 Could you understand the lecturer acoustically?

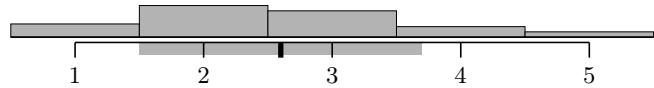
Very well – Not at all

15% 36% 30% 12% 6%

Antworten: 33

Durchschnitt: 2.6

Standardabweichung: 1.1



### 2.2.5 The speed of proceeding was...

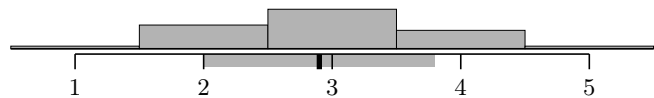
Too fast – Too slow

3% 27% 46% 21% 3%

Antworten: 33

Durchschnitt: 2.9

Standardabweichung: 0.9



## 3 Module Evaluation

### 3.1 Please rate the module as a whole.

#### 3.1.1 Did the course teach you helpful knowledge and abilities that will be useful in later work life?

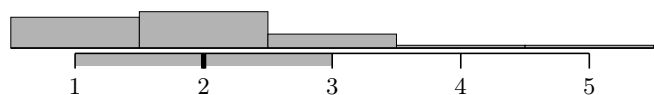
Much – Nothing

35% 42% 16% 3% 3%

Antworten: 31

Durchschnitt: 2.0

Standardabweichung: 1.0



#### 3.1.2 Do the obligatory course achievements support successful completion of the module?

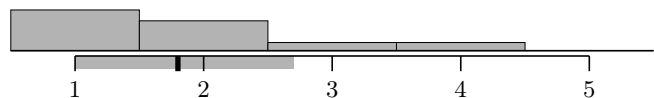
Yes – No

47% 34% 9% 9% 0%

Antworten: 32

Durchschnitt: 1.8

Standardabweichung: 0.9



#### 3.1.3 Do you think the obligatory course achievements are adequate?

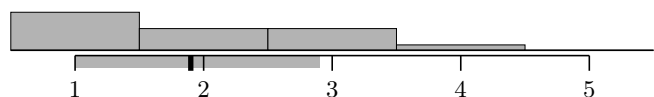
Yes – No

44% 25% 25% 6% 0%

Antworten: 32

Durchschnitt: 1.9

Standardabweichung: 1.0



### 3.1.4 Did your interest in this module's field of study change?

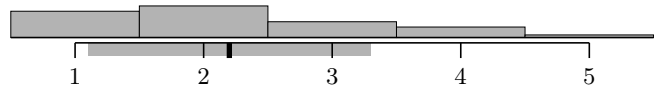
Strongly inc. – Strongly dec.

30% 36% 18% 12% 3%

Antworten: 33

Durchschnitt: 2.2

Standardabweichung: 1.1



### 3.1.5 Would you recommend taking this module to your best friend?

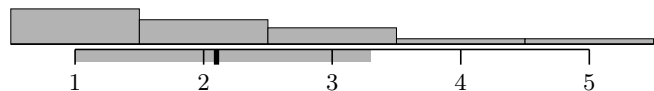
Yes – No

41% 28% 19% 6% 6%

Antworten: 32

Durchschnitt: 2.1

Standardabweichung: 1.2



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

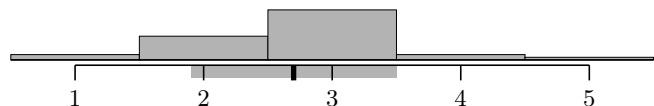
Too high – Too low

6% 27% 58% 6% 3%

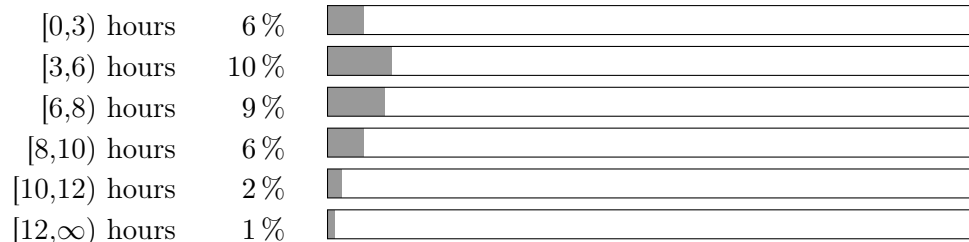
Antworten: 33

Durchschnitt: 2.7

Standardabweichung: 0.8



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



## 4 Exercise Evaluation

### 4.1 Please rate the quality of the exercises that accompanied the lecture.

#### 4.1.1 How often did you attend the exercise class?

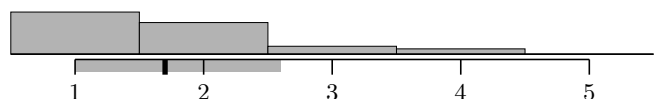
Always – Never

49% 36% 9% 6% 0%

Antworten: 33

Durchschnitt: 1.7

Standardabweichung: 0.9



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

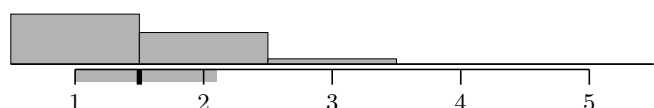
Always – Never

58% 36% 6% 0% 0%

Antworten: 33

Durchschnitt: 1.5

Standardabweichung: 0.6



#### 4.1.3 The difficulty of the exercise sheets varied...

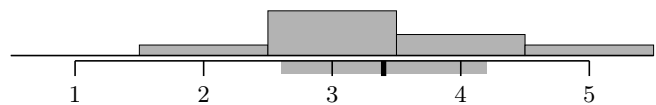
Not at all – Greatly

0% 12% 51% 24% 12%

Antworten: 33

Durchschnitt: 3.4

Standardabweichung: 0.8



#### 4.1.4 Did the contents of the exercises match the current contents of the lecture?

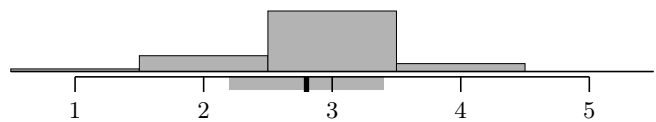
Lecture far ahead – Lecture far behind

3% 18% 70% 9% 0%

Antworten: 33

Durchschnitt: 2.8

Standardabweichung: 0.6



#### 4.1.5 Judge the size of your exercise group!

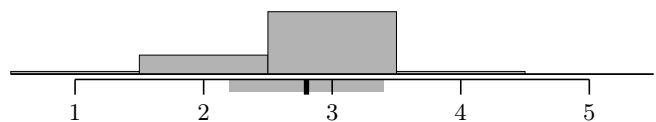
Too big – Too small

3% 22% 72% 3% 0%

Antworten: 32

Durchschnitt: 2.8

Standardabweichung: 0.6



#### 4.1.6 Usually I thought the exercises were...

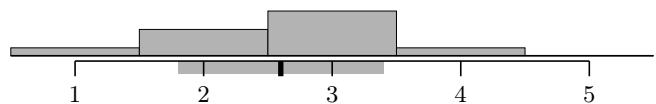
Too difficult – Very easy

9% 30% 51% 9% 0%

Antworten: 33

Durchschnitt: 2.6

Standardabweichung: 0.8



### 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?

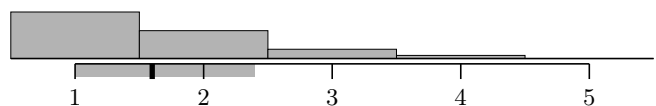
Always – Never

54% 32% 11% 4% 0%

Antworten: 28

Durchschnitt: 1.6

Standardabweichung: 0.8



##### 5.1.2 Could you understand your tutor's corrections and gradings?

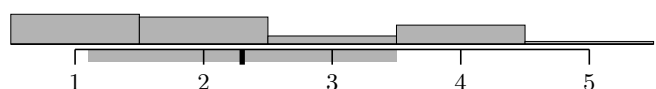
Always – Never

34% 31% 9% 22% 3%

Antworten: 32

Durchschnitt: 2.3

Standardabweichung: 1.2



### 5.1.3 Did the tutor manage to handle all the relevant content in the exercise class?

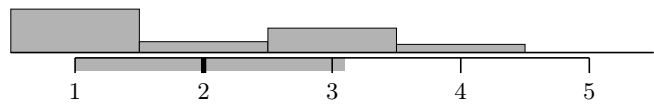
Always – Never

50% 13% 28% 9% 0%

Antworten: 32

Durchschnitt: 2.0

Standardabweichung: 1.1



### 5.1.4 Would you recommend visiting this exercise class?

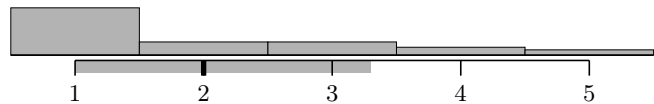
Yes – No

54% 15% 15% 9% 6%

Antworten: 33

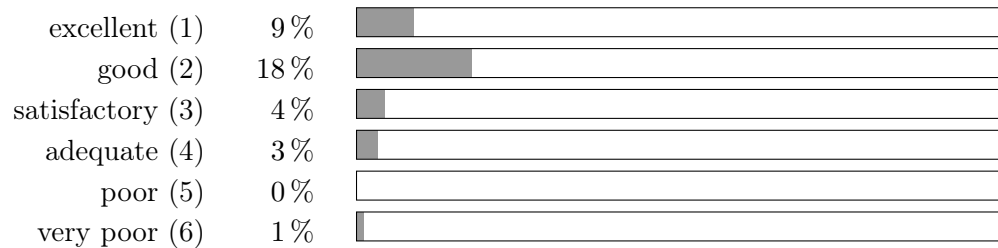
Durchschnitt: 2.0

Standardabweichung: 1.3



## 6 Comprehensive Rating

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



## 7 Free Text Comments

### 7.1 Which aspects of the course did you like?

Lectures Exercises

exercises

mid term

very motivated professors

Structure & depth.

program and content

- Prof. Wrobel is a good lecturer

- Topics are very easy

I liked the covered material and the insightful exercise problems

programming assignments

The theoretical emphasis

Prof Horvath is a perfect Teacher.

## 7.2 What could be improved?

Number of group members,  
Number of credit points

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more programming exercises.

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Books as supplementary read would be great

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lectne u inplementation

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- An algebra course for my tutor - a tutor of a master lecture should know algebraic bases like modulo eigenvalues
  - An english course for lecturer Tamas - it is hard to understand him
  - It is not adequate, that the midterm exercise-checkup is obligatoric to be admitted to the exam
  - More examples instead of pseudo-formations in the lecture
- 

More programming exercises, more images in the slides, more materials to study outside, as textbooks prepared by professors

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Slides, relativ to Prof. Wrobel are really bad!

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- > Make course relevant to modern advancement
  - > Motivate techniques well
  - > Move practical examples
- 

- Dr. Horvath have to use less "Ähms"!
  - Please let Prof. Wrobel be not taken this lecture again
- 

## 7.3 You can leave remarks and further feedback here.

more mathematic so Basic understanding of mathematics can be giben for understanding lectures.

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Could be good idea try to connect in better way theoretical and practical consepts.

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Slides should be improved.

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- > Personally, I find the course focus too much focused on theoretical aspects.
  - > You are required to 'vote' solutions in order to pass the exam. No innovation!
  - > Little focus on implementational problems / what-technique-where-and-why details.
- 

Prof. Wrobel just sketches everything without any kind of theoretical aspects :(



# 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	70-80
Number of students in the lecture at the end of the semester	40-50
Number of students participating in the exercise classes at the beginning of the semester	90
Number of students participating in the exercise classes at the end of the semester	70
Number of students that have registered for the exam	70

## 2 Exercise classes

Number of exercise classes	3
Average number of students per exercise class at the end of the semester	15-20

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

Assignment by the lecturer

## 3 Helpful stuff

There has been a text exam.

Sample solutions for exercise tasks have been distributed.

## 4 Free text comments

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

-

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

-

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

-

**4.4 Further remarks**

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