Probabilistic Graphical Models – Jun.-Prof. Angela Yao

Lecture Survey – Fachschaft Informatik

May 8, 2018

Turned in Questionnaires: 12

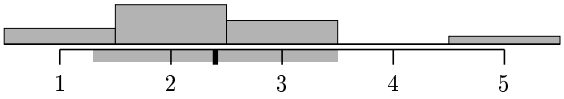
1 Lecture Evaluation

1.1 Please rate the lecture's concept.

1.1.1 How often did you attend the lecture?

Always – Never

18 %	46 %	27 %	0 %	9 %

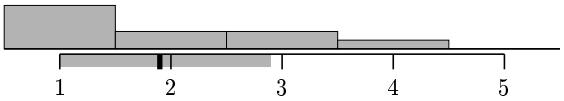


Answers: 11
Mean: 2.4
Standard-Deviation: 1.1

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

Yes – No

50 %	20 %	20 %	10 %	0 %

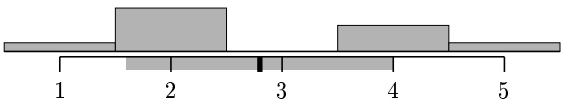


Answers: 10
Mean: 1.9
Standard-Deviation: 1.0

1.1.3 Have topics been illustrated by sensible examples?

Always – Never

10 %	50 %	0 %	30 %	10 %

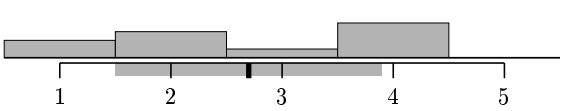


Answers: 10
Mean: 2.8
Standard-Deviation: 1.2

1.1.4 Were the slides/lecture notes helpful?

Very helpful – Not helpful

20 %	30 %	10 %	40 %	0 %

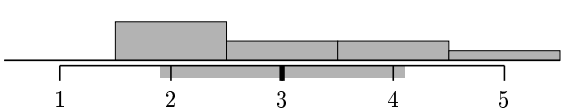


Answers: 10
Mean: 2.7
Standard-Deviation: 1.2

1.1.5 Have the topics been explained extensively enough?

Always – Never

0 %	44 %	22 %	22 %	11 %



Answers: 9
Mean: 3.0
Standard-Deviation: 1.1

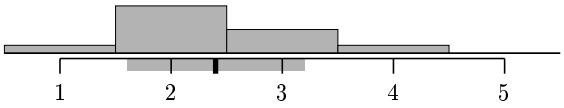
2 Lecturer Evaluation

2.1 Please rate Jun.-Prof. Angela Yao.

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

Everything – Nothing

9 %	54 %	27 %	9 %	0 %

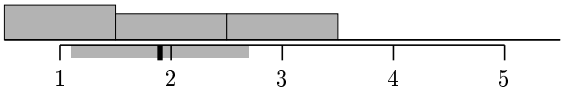


Answers: 11
Mean: 2.4
Standard-Deviation: 0.8

2.1.2 Did the lecturer answer your questions profoundly?

Always – Never

40 %	30 %	30 %	0 %	0 %

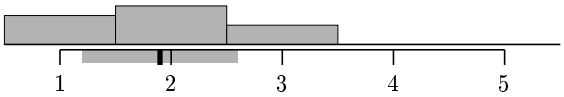


Answers: 10
Mean: 1.9
Standard-Deviation: 0.8

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

Always – Never

33 %	44 %	22 %	0 %	0 %

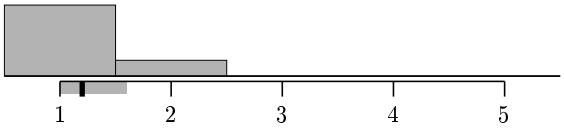


Answers: 9
Mean: 1.9
Standard-Deviation: 0.7

2.1.4 Could you understand the lecturer acoustically?

Very well – Not at all

82 %	18 %	0 %	0 %	0 %

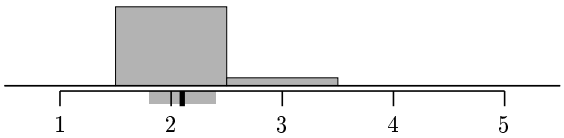


Answers: 11
Mean: 1.2
Standard-Deviation: 0.4

2.1.5 The speed of proceeding was...

Too fast – Too slow

0 %	91 %	9 %	0 %	0 %



Answers: 11
Mean: 2.1
Standard-Deviation: 0.3

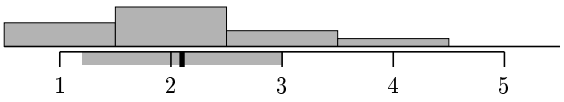
3 Module Evaluation

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	27 %	46 %	18 %	9 %	0 %

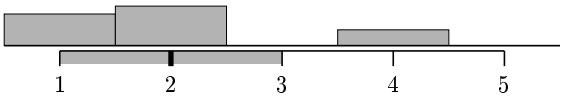
Answers: 11
Mean: 2.1
Standard-Deviation: 0.9



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

Yes – No	36 %	46 %	0 %	18 %	0 %

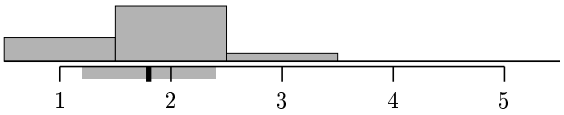
Answers: 11
Mean: 2.0
Standard-Deviation: 1.0



3.1.3 Do you think the obligatory course achievements are adequate?

Yes – No	27 %	64 %	9 %	0 %	0 %

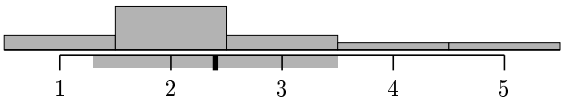
Answers: 11
Mean: 1.8
Standard-Deviation: 0.6



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

Strongly inc. – Strongly dec.	17 %	50 %	17 %	8 %	8 %

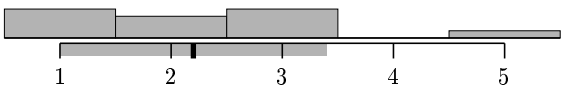
Answers: 12
Mean: 2.4
Standard-Deviation: 1.1



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

Yes – No	33 %	25 %	33 %	0 %	8 %

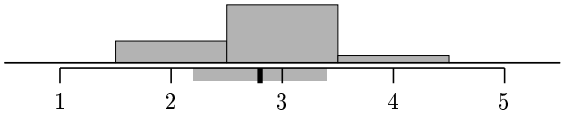
Answers: 12
Mean: 2.2
Standard-Deviation: 1.2



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

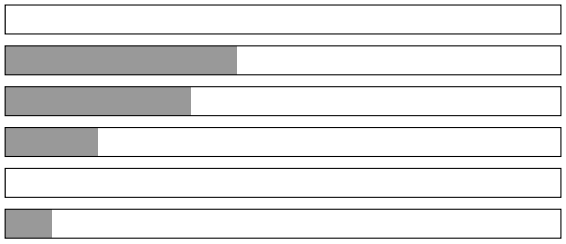
Too high – Too low	0 %	25 %	67 %	8 %	0 %

Answers: 12
Mean: 2.8
Standard-Deviation: 0.6



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

[0,3) hours	0 %
[3,6) hours	42 %
[6,8) hours	33 %
[8,10) hours	17 %
[10,12) hours	0 %
[12,∞) hours	8 %



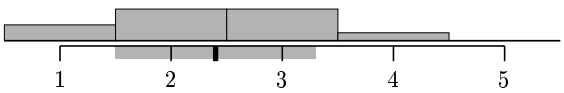
4 Exercise Evaluation

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	18 %	36 %	36 %	9 %	0 %

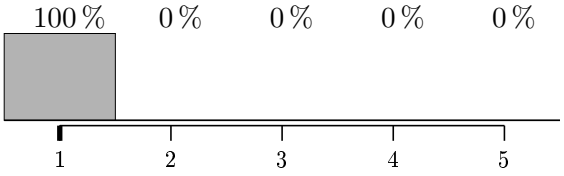
Answers: 11
Mean: 2.4
Standard-Deviation: 0.9



4.1.2 Have the exercise sheets been available on time?

Always – Never

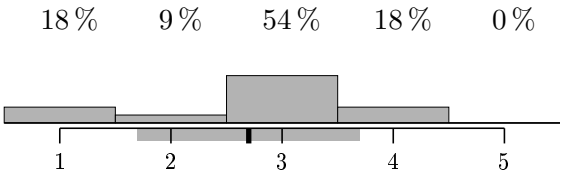
Answers: 11
Mean: 1.0
Standard-Deviation: 0.0



4.1.3 The difficulty of the exercise sheets varied...

Not at all – Greatly

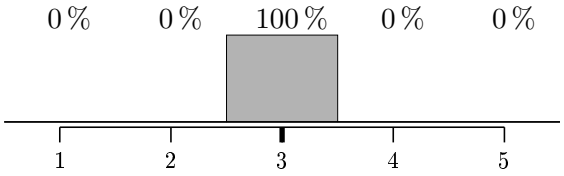
Answers: 11
Mean: 2.7
Standard-Deviation: 1.0



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

Lecture far ahead – Lecture far behind

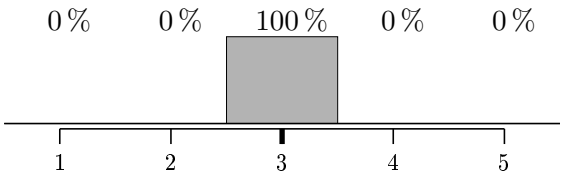
Answers: 11
Mean: 3.0
Standard-Deviation: 0.0



4.1.5 Judge the size of your exercise group!

Too big – Too small

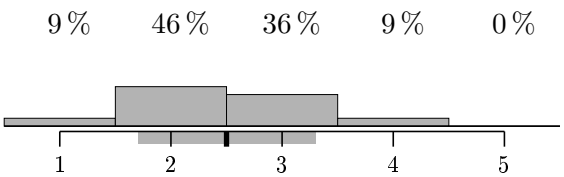
Answers: 11
Mean: 3.0
Standard-Deviation: 0.0



4.1.6 Usually I thought the exercises were...

Too difficult – Very easy

Answers: 11
Mean: 2.5
Standard-Deviation: 0.8



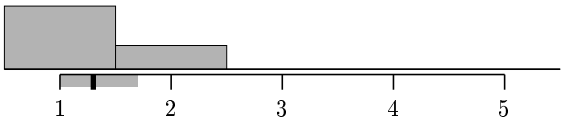
5 Exercise Class Evaluation

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

73 % 27 % 0 % 0 % 0 %

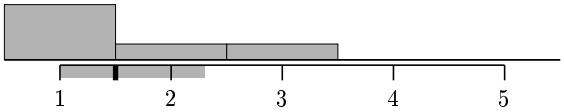


Answers: 11
Mean: 1.3
Standard-Deviation: 0.4

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

Always – Never

64 % 18 % 18 % 0 % 0 %

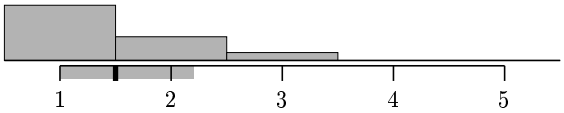


Answers: 11
Mean: 1.5
Standard-Deviation: 0.8

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

Always – Never

64 % 27 % 9 % 0 % 0 %

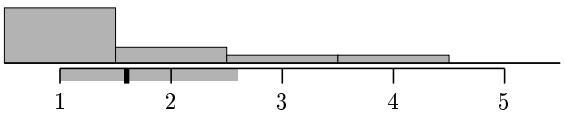


Answers: 11
Mean: 1.5
Standard-Deviation: 0.7

5.1.4 Would you recommend visiting this exercise class?

Yes – No

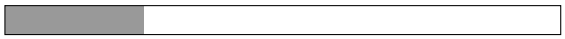
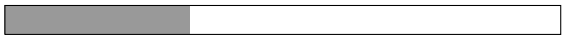
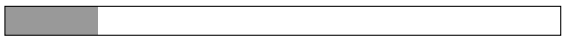
64 % 18 % 9 % 9 % 0 %



Answers: 11
Mean: 1.6
Standard-Deviation: 1.0

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)	25 %	
good (2)	33 %	
satisfactory (3)	17 %	
adequate (4)	17 %	
poor (5)	8 %	
very poor (6)	0 %	

7 Free Text Comments

7.1 Which aspects of the course did you like?

The models and concepts of probability can be modeled and relate to graphs.

1.Structured
2.Exercises ar intuitive

The exercises and programming assignments were well thought of.

-the lecture was clearly structured
-slides were useful

- well structured slides and lectures

The eagerness of tutors to get the concepts right

The area itself is interesting

7.2 What could be improved?

Maybe giving a little bit intuition about how the theory can help across different applications.

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1. Needs more intuitive lectures.
2. Maybe break up into 2 courses.

> More examples
> Intutive explaination before formiilism

> Slides which explains larger picture

There are some tiny mistaces on slides in terms of grammar. it can be improved

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The prof should actually explain the material, not just quickly rush through the lides. Presentation would also be more structured (the slides).

-I don't think it's a good idea to let the TA's hold the lecture
-Please discuss the solutions in the exercise class more thoroughly, not only distribute model solutions

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- more practical examples like in the very first lecture

- The density of centent in lectures, introducing less formalisms, more examles and practiacal lessons.

- More examples needed
- The content of the slides one exactly the some as Barber's text, which renders the need for attendy the classes unneccessary.

7.3 You can leave remarks and further feedback here.

- it was hard to prepare for the exam since there were no old exams or references available.

-The PUM course condenses decades of work of a very importent field but I feel that it isn't executed properly. It was difficult to understand all of the concepts and precise formalisms & a deaeth of enauples. The define first explain later appreach isn't ideal either.