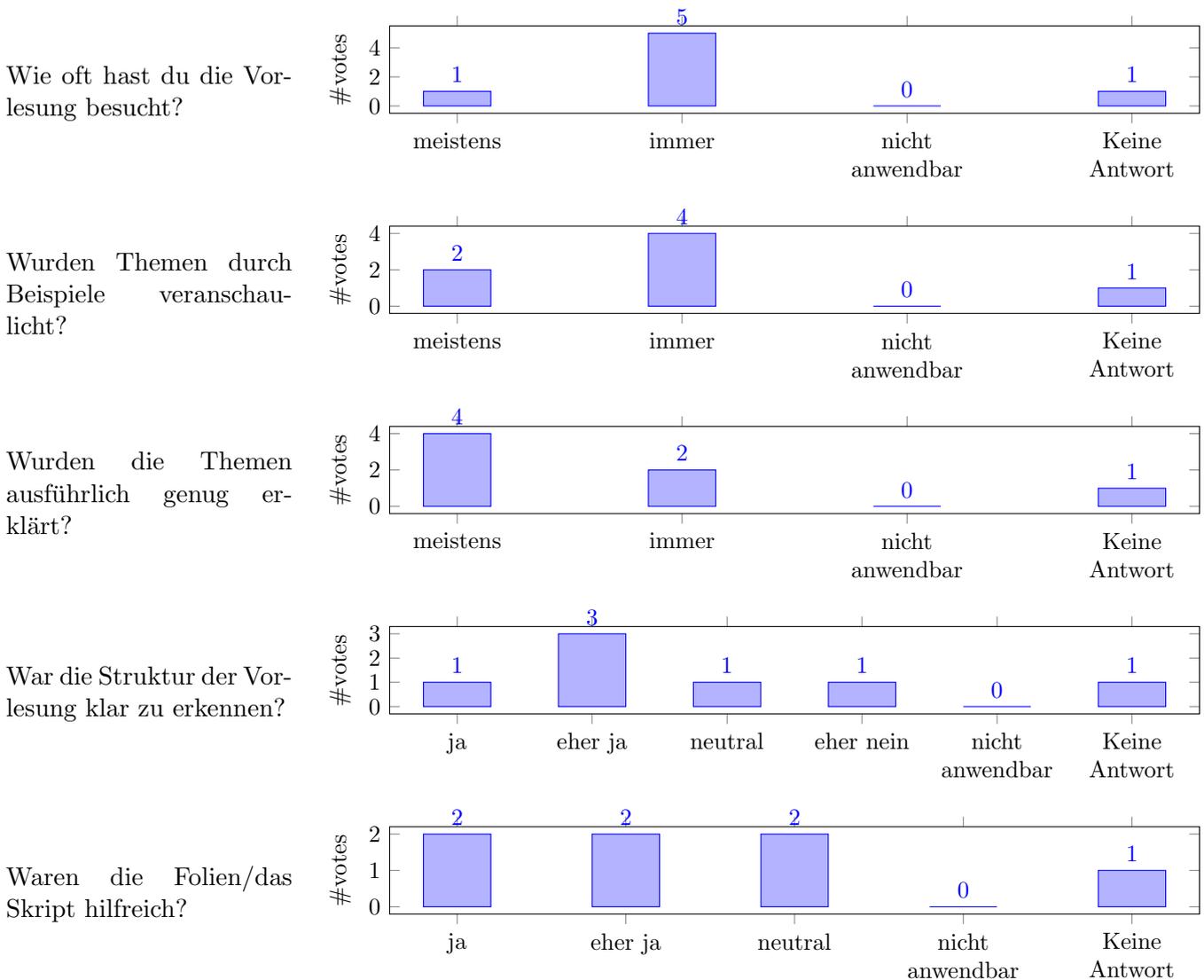
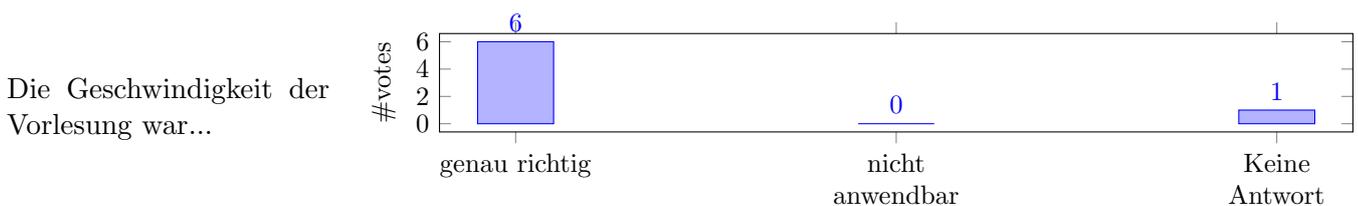


Ergebnis der Online-VLU. Die Umfrage fand in den letzten beiden Vorlesungswochen statt.

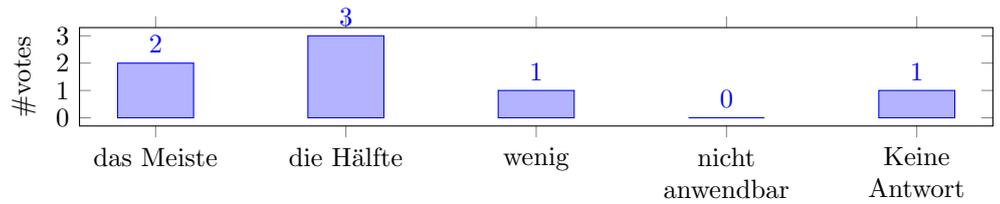
1 Bewertung der Vorlesung



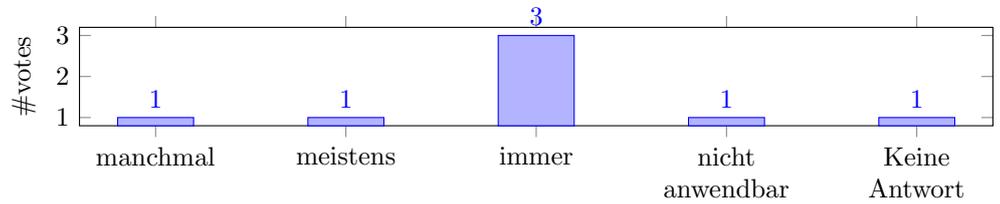
2 Bewertung der Dozierenden



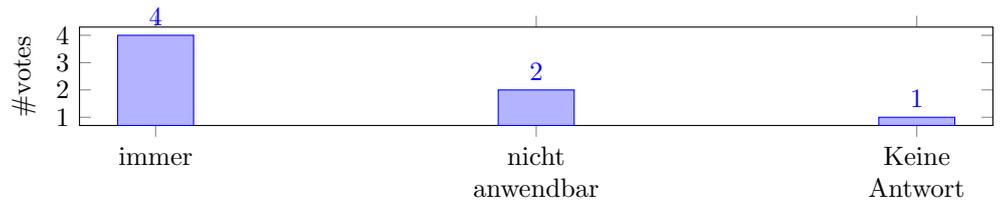
Wie viel verstehst du während der Vorlesung?



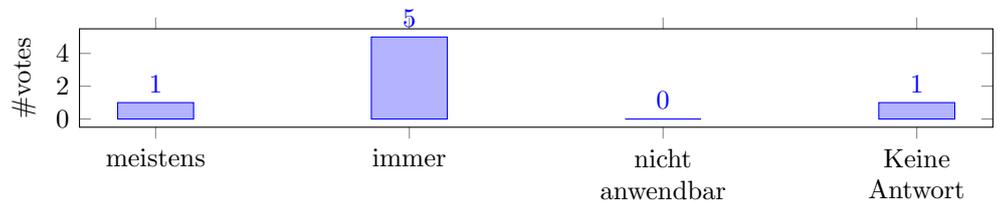
Ist der Dozent/die Dozentin gut auf Fragen eingegangen?



War der Dozent/die Dozentin außerhalb der Vorlesung für Fragen etc. erreichbar?

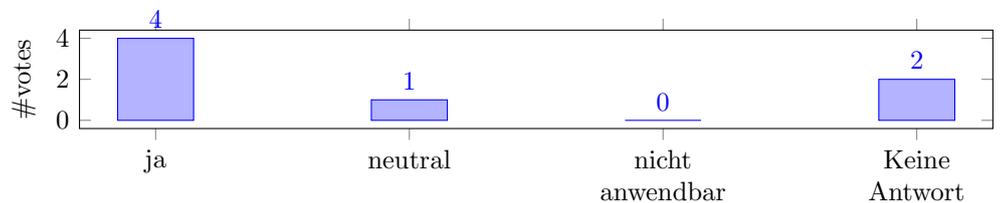


War die Dozentin / der Dozent akustisch gut zu verstehen?

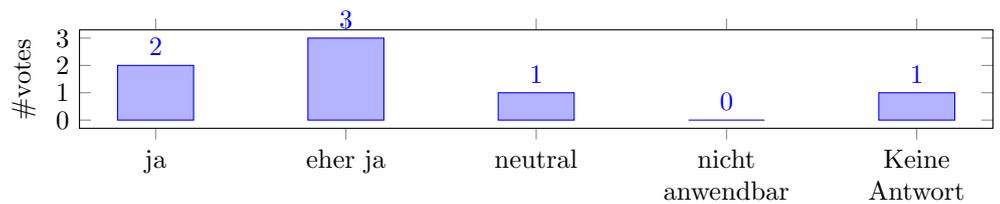


3 Bewertung des Moduls

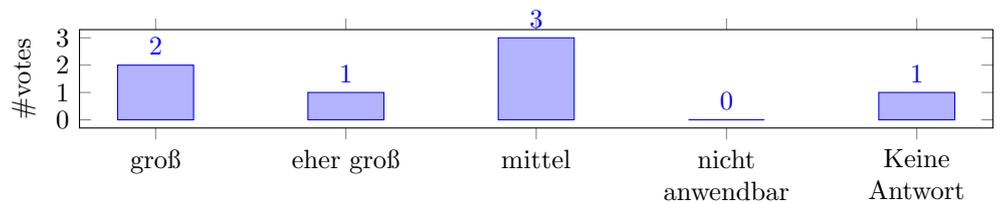
Findest du die verlangten Studienleistungen für dieses Modul angemessen?



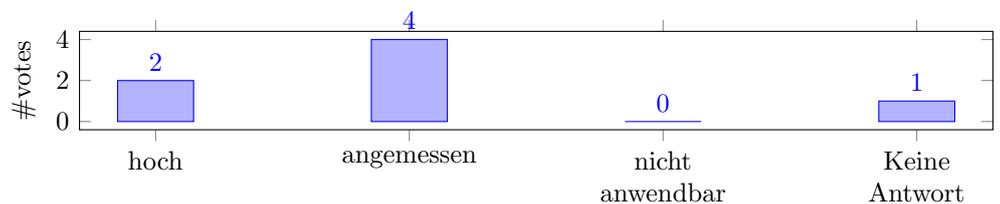
Würdest du das Modul weiterempfehlen?



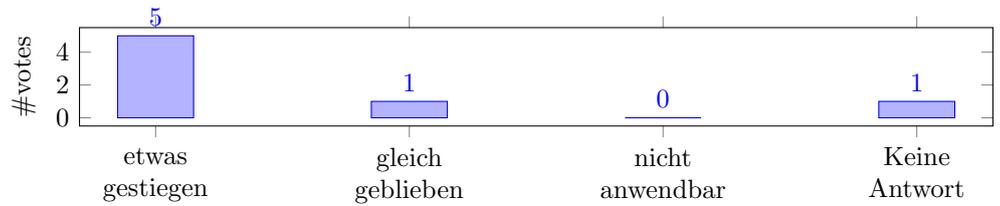
Der Praxisbezug war...



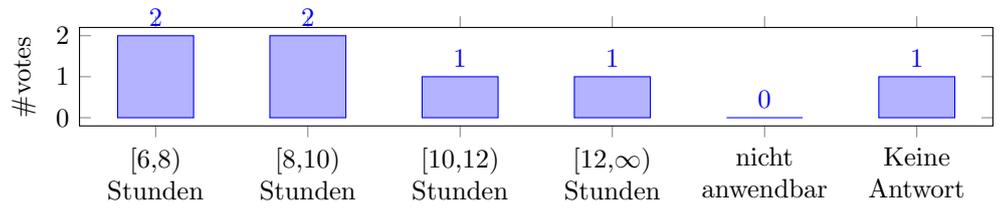
Ist der Arbeitsaufwand für dieses Modul im Hinblick auf die LP-Zahl angemessen?



Dein Interesse für dieses Thema ist...

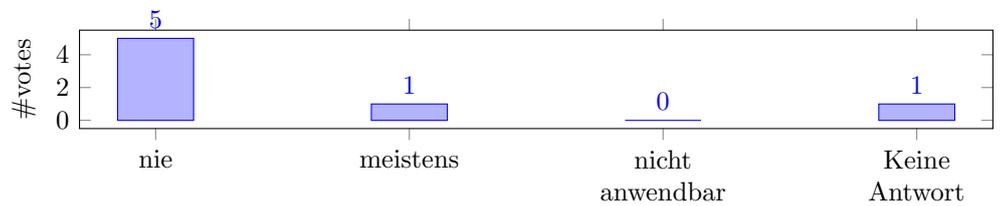


Wie viele Stunden hast du insgesamt, inkl. Vorlesung, Übung, Übungsaufgaben..., pro Woche für dieses Modul aufgewendet?

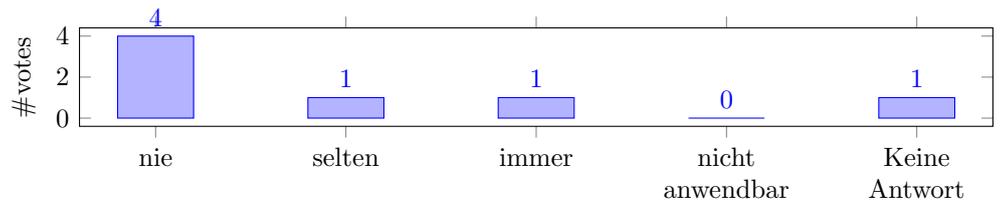


4 Bewertung der Übungsaufgaben

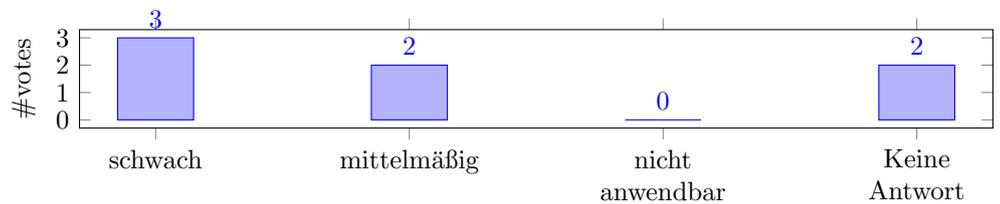
Wie oft hast du die Übungen besucht?



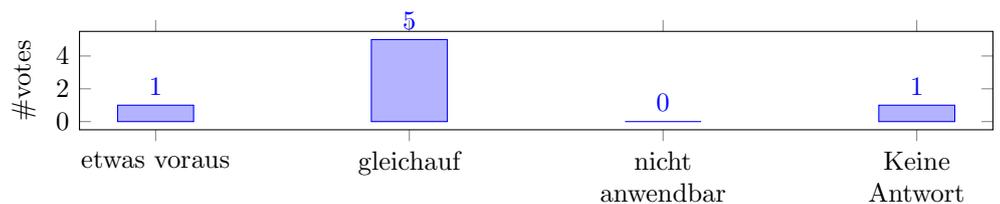
Wurden die Übungsaufgaben rechtzeitig zur Verfügung gestellt?



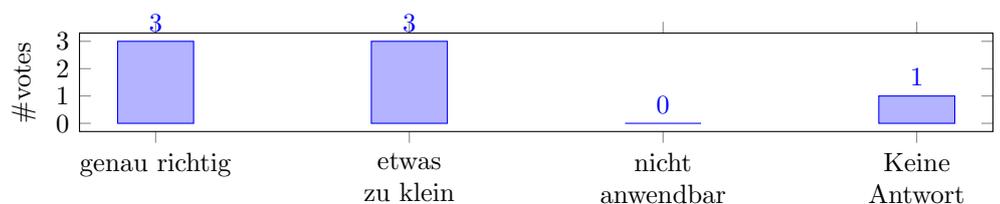
Die Schwierigkeit der Übungsblätter schwankte...



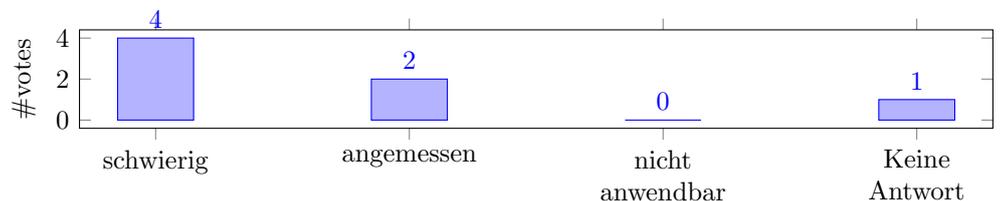
Die Vorlesung war...



Die Übungsgruppe war...

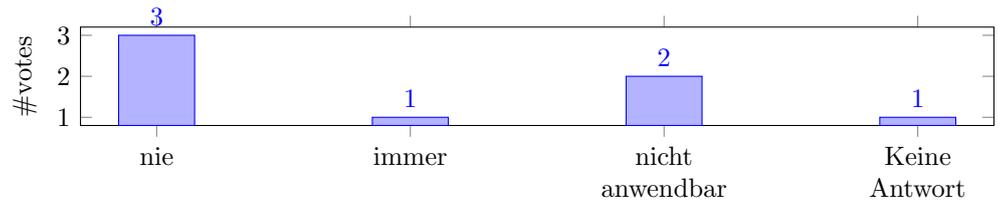


Die Übungsaufgaben waren meistens...

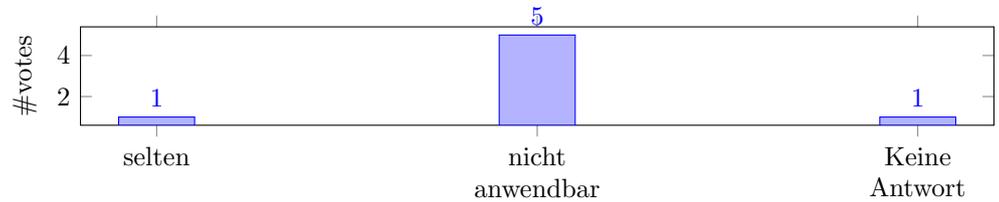


5 Bewertung des Tutoriums

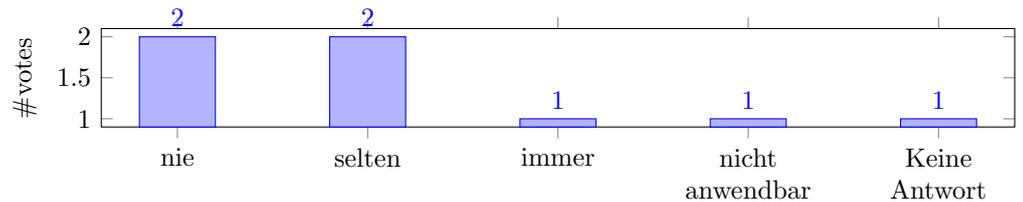
War der Tutor/die Tutorin außerhalb der Übung für Fragen etc. erreichbar?



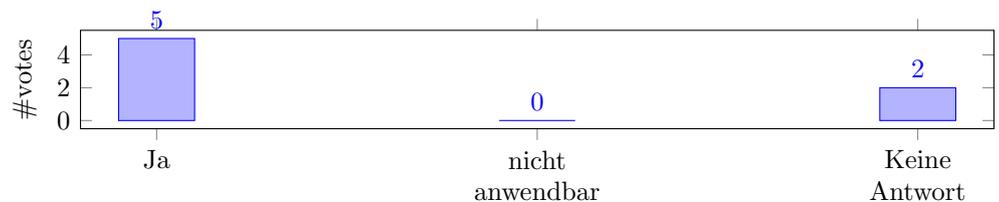
Waren die Korrekturen des Tutors/der Tutorin nachvollziehbar?



Wurde der Tutor/die Tutorin mit dem Stoff der Übung fertig?

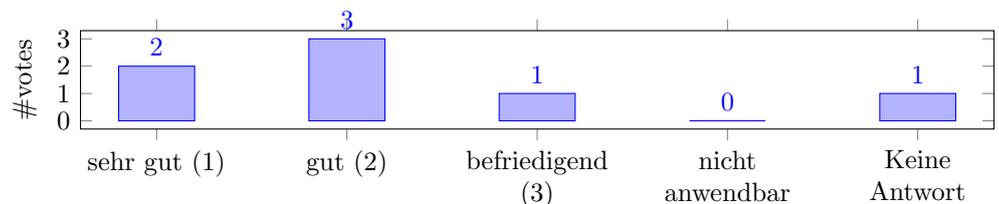


Lohnt sich der Besuch des Tutoriums?



6 Abschließende Bewertung des Moduls

Note:



7 Freitextkommentare

7.1 Was hat dir an dieser Lehrveranstaltung gefallen?

- I learned a lot about how to approach a specific problem (trying to find a good strategy, lower bounds, online vs offline).
- The lecture was well-structured and comprehensible.
- The lecturer provided a list of possible questions for the exam.
- It's not an easy module but it's doable.

1. The subject is mathematical, yet somehow very relevance in real-life situation and it is very fun to think about these real-life online motion planning situation mathematically.
2. The applets that show how the implementation of the algorithm works in real-time.

- Interesting topic, various areas of application, algorithms and their analyses
- Great that the lecturer led the tutorials himself
- Challenging exercises, not always clear in the description though

7.2 Was könnte noch besser gemacht werden?

- I'd prefer bigger tutorial groups.
- written exam ; oral exam but that's just a personal preference

1. I often found it hard to follow the lecturer, Prof. Dr. Elmar Langetepe's explanation. The explanations were sometimes inconsistent, abrupt, or not detailed enough for me to understand it intuitively. This is often a problem when he tries to explain the proof of theorems but he goes through it very fast and does not spend enough time emphasizing on steps or details of how it came to be, so I have to spend a lot of time re-reading and re-tracing by hand.

2. The teaching materials often lack in details, both the slide and the manuscript. When I try to understand the proof or some algorithm, they usually don't cover the topic with clear and concise explanation or step-by-step guide. Even some of the pseudo code are ambiguous when I try to follow through.

- leave more room for questions during the lecture: silence (a break) of 1-2 mins might work or e.g. speak to individuals directly. After a while the lecturer seemed to have given up asking whether there are questions. Not rarely we ended up listening to a 90 min monologue with very theoretical content which certainly most of the audience did not grasp entirely.
- If a question from the audience is not clear, ask for clarification as often as possible OR simply ask the audience for help. If a question is not easy to understand (because of an accent, mask, language etc.) replying with something which has not been asked will discourage the students to ask again.
- During the lectures smaller mistakes happened during the presentation which led to confusion in the audience (be it e.g. accidentally switching two variable names). Most things became clear again afterwards (by context) but still the students were confused and apparently not "brave enough to simply stop and ask for clarification.
- Ask people to sit in the front (in tutorials) or even change the seating in the room for the meeting. It is challenging to create an atmosphere in which people are not afraid to ask or do accept that they do not know everything. This should be the goal, though. State this fact in the tutorials more often, let students discuss solutions together without having to go to the whiteboard immediately. After 2-3 sessions they will do so themselves when feeling safe in the (small) group.