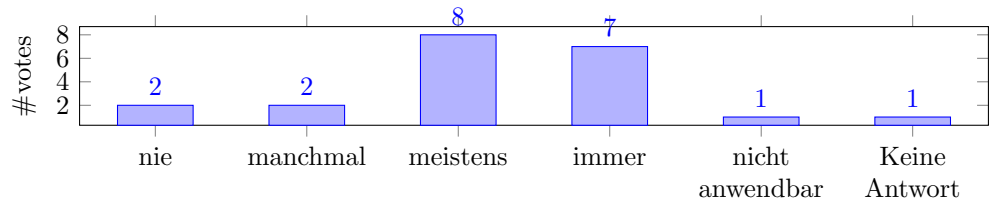


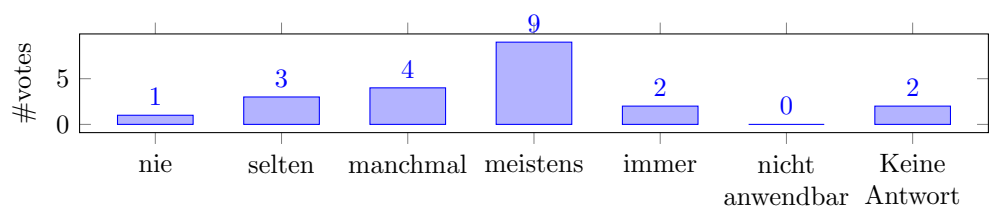
Ergebnis der Online-VLU. Die Umfrage fand in den letzten beiden Vorlesungswochen statt.

1 Bewertung der Vorlesung

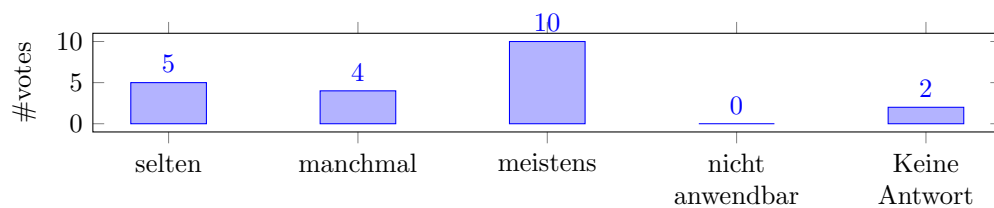
Wie oft hast du die Vorlesung besucht?



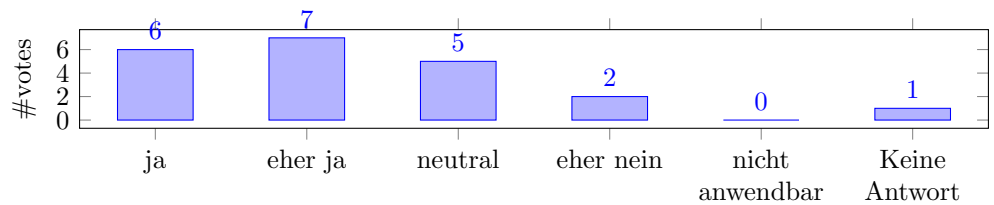
Wurden Themen durch Beispiele veranschaulicht?



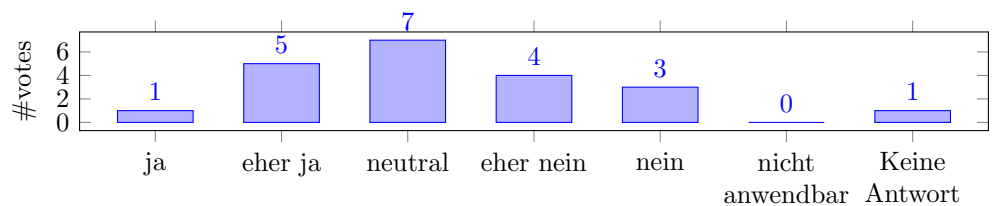
Wurden die Themen ausführlich genug erklärt?



War die Struktur der Vorlesung klar zu erkennen?

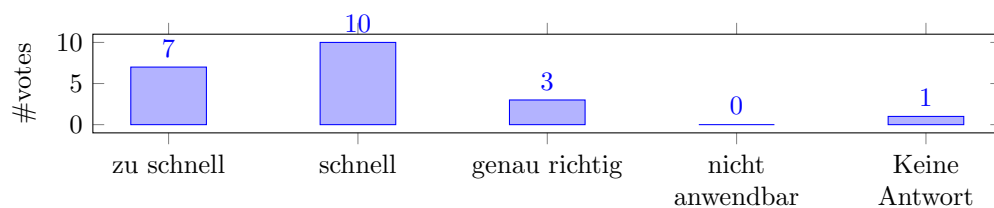


Waren die Folien/das Skript hilfreich?

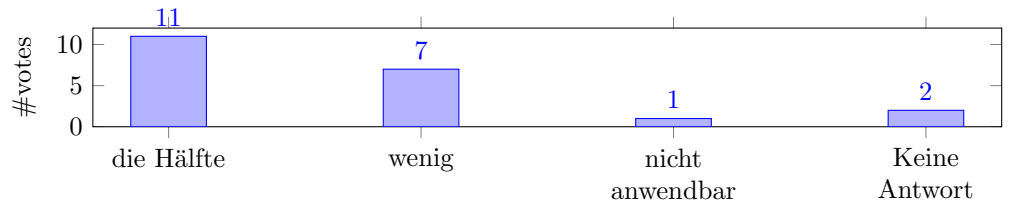


2 Bewertung der Dozierenden

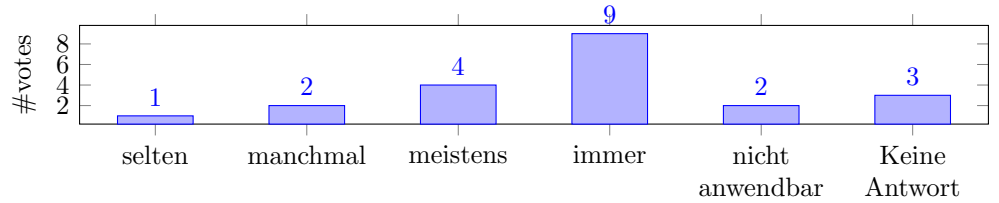
Die Geschwindigkeit der Vorlesung war...



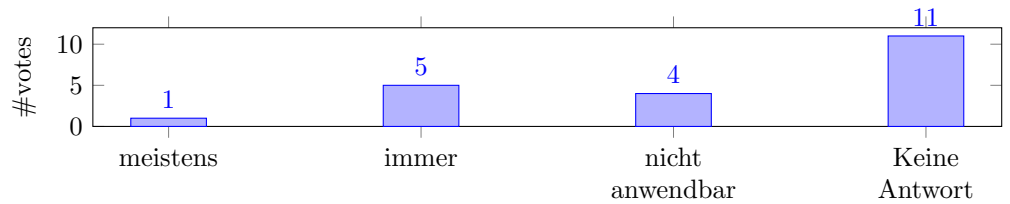
Wie viel verstehst du während der Vorlesung?



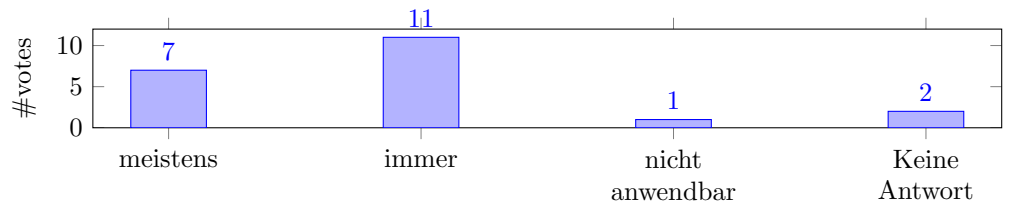
Ist der Dozent/die Dozentin gut auf Fragen eingegangen?



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

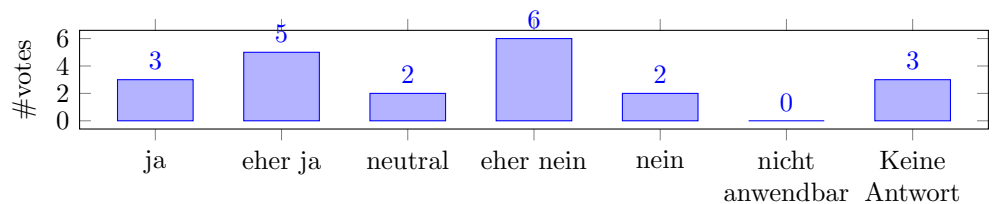


War die Dozentin / der Dozent akustisch gut zu verstehen?

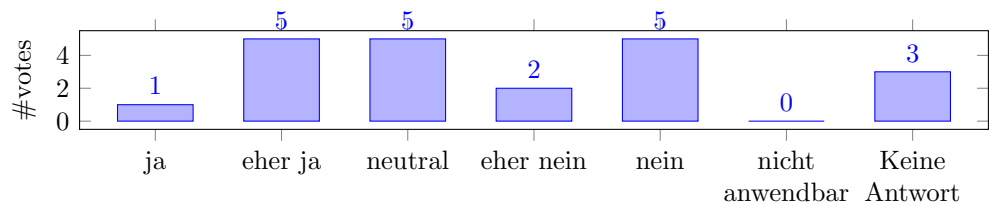


3 Bewertung des Moduls

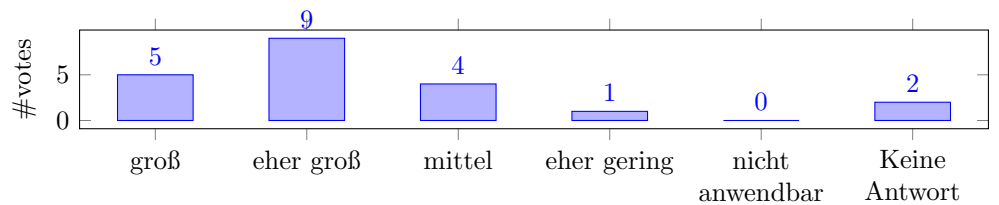
Findest du die verlangten Studienleistungen für dieses Modul angemessen?



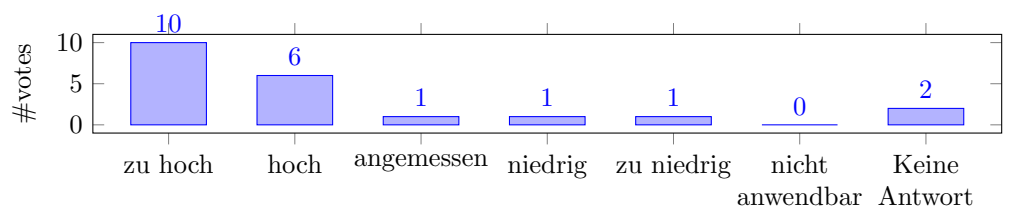
Würdest du das Modul weiterempfehlen?



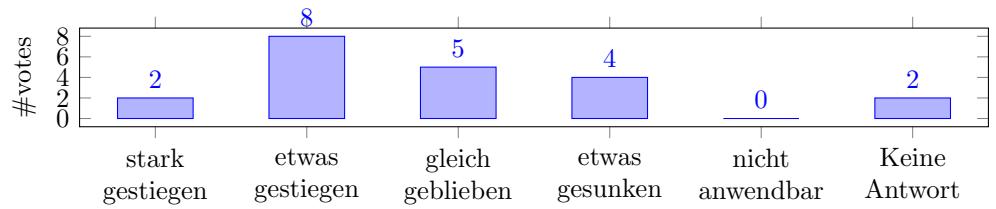
Der Praxisbezug war...



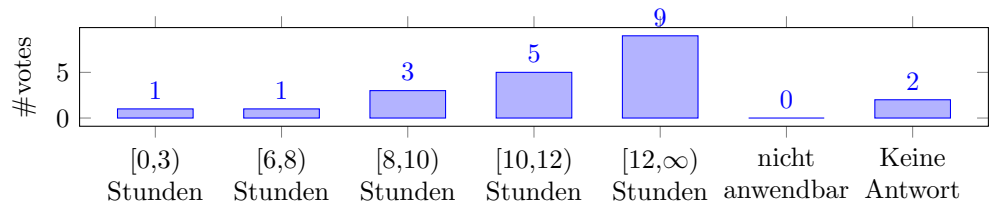
Ist der Arbeitsaufwand für dieses Modul im Hinblick auf die LP-Zahl angemessen?



Dein Interesse für dieses Thema ist...

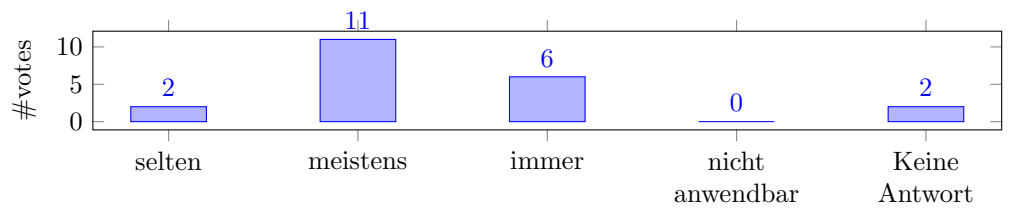


Wie viele Stunden hast du insgesamt, inkl. Vorlesung, Übung, Übungsaufgaben..., pro Woche für dieses Modul aufgewendet?

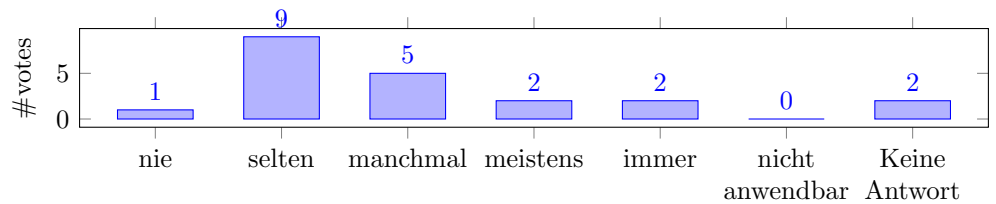


4 Bewertung der Übungsaufgaben

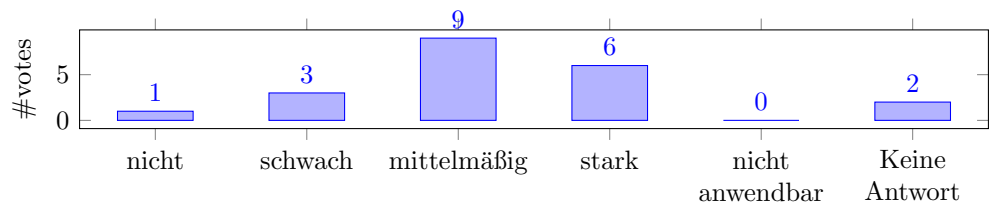
Wie oft hast du die Übungen besucht?



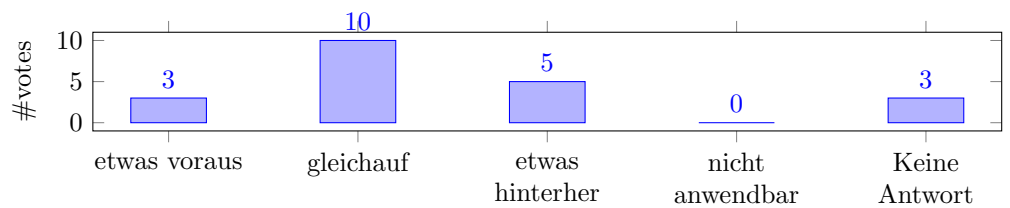
Wurden die Übungsaufgaben rechtzeitig zur Verfügung gestellt?



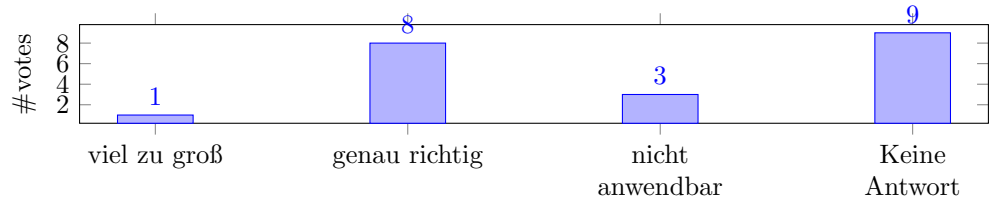
Die Schwierigkeit der Übungsblätter schwankte...



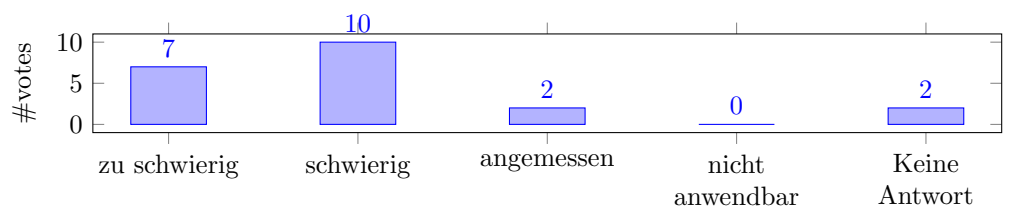
Die Vorlesung war...



Die Übungsgruppe war...

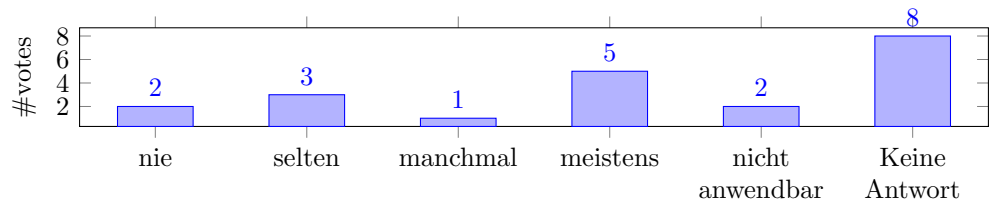


Die Übungsaufgaben waren meistens...

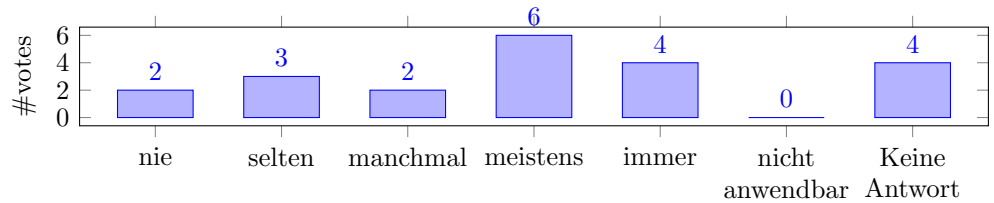


5 Bewertung des Tutoriums

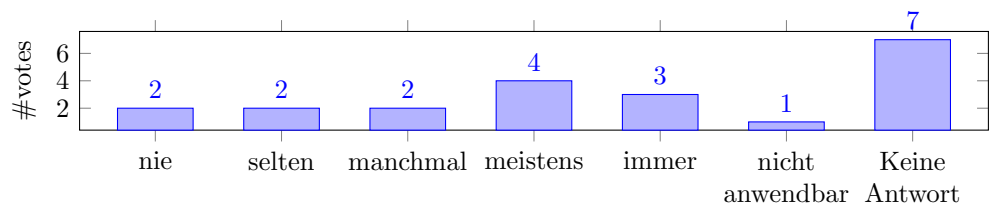
War der Tutor/die Tutorin außerhalb der Übung für Fragen etc. erreichbar?



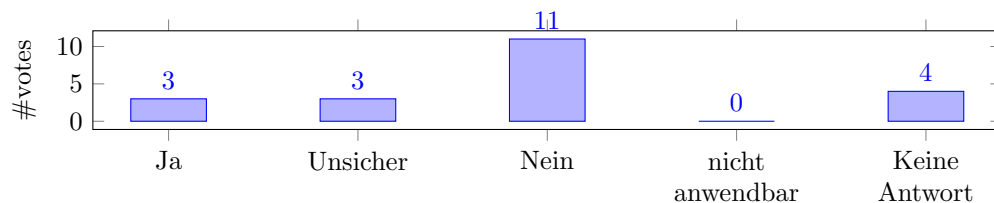
Waren die Korrekturen des Tutors/der Tutorin nachvollziehbar?



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

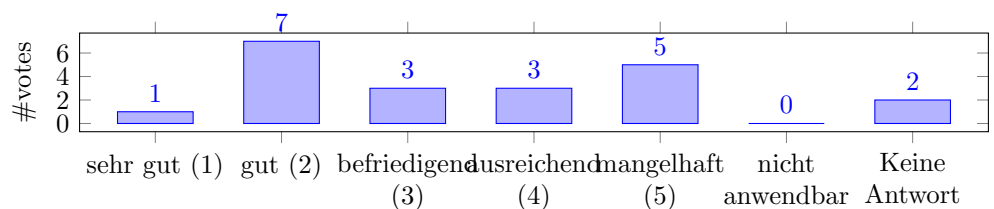


Lohnt sich der Besuch des Tutoriums?



6 Abschließende Bewertung des Moduls

Note:



6.1 Hältst du die Vorlesung der Dozent:in für Lehrpreiswürdig und falls ja, warum?

I think he is certainly worthy of the teaching award. In my opinion he fosters student participation very well and makes sure that ideas/answers that students have, even if they are wrong, are heard. I always felt that I could participate meaningfully during lectures. The explanations were well thought-out and questions were almost always answered well. Additionally I believe that giving the lectures in person but also recording them and making the recordings available to students is a very good choice. Sure, this mode might affect attendance, however the lectures still flowed nicely and students who cannot make it to some of the lectures can just rewatch them without falling behind. Even students who would otherwise have a scheduling conflict with another lecture can participate well in this course. In my personal opinion this simply respects the self-determination of the students' time while giving the opportunity to attend in person and study as students always have. Furthermore it really helps with rehearsing and studying. All in all, although sometimes a bit fast, I believe the lectures were excellent.

Yes. Nice explanations and encouraging to participate in the lecture and to try things yourself

As I'm not aware of the teaching award I can't answer that question precisely. I would say Prof. Gall is a very good lecturer for involving the students in the lecture by asking questions and explaining why answers are right/wrong. Were there better slides, I think I would judge Prof. Gall to be worthy of the teaching award.

no

7 Freitextkommentare

7.1 Was hat dir an dieser Lehrveranstaltung gefallen?

I was able to understand the "magic" behind many concepts that used to be black boxes for me.

I liked - the lectures (lecturer) - the contents - the exercises (generally speaking) - the mixed model with lecture meetings that were recorded and could be rewatched!!!

Gall has a sharp mind and seems motivated.

variety of content and practical application of the content with animations and pictures

I liked the broad insight of different topics. I was greatly motivated and impressed by the knowledge of the lecturer..

the topic is really relevant, some programming tasks were nice (but too much workload)

As stated before, I really liked the interactive part of the lecture. The questions Prof. Gall asked helped me to better understand and remember the content discussed. It also always felt like there were room for own questions and errors when answering his questions. There were a lot of helpful examples in the slides as well as visualizations. Overall Prof. Gall seemed like a motivated lecturer with the intention to really make the content of the lecture accessible to us.

I liked the realization that this course is rough. # masochism

the topics

7.2 Was könnte noch besser gemacht werden?

Exersice Sheets were too big. Math requirements were not realistic.

Wechselnde Notation innerhalb eines Kapitels, wieso nicht von Anfang an die spätere Notation.

Wechselnde Tutoren führen zu wechselnder Bewertung, sodass immer unklar ist ob eine unfertige/nicht korrekt funktionierende Lösung noch Teilpunkte bringt oder nicht. Wechselnde Tutoren führen zu wechselnden Anforderungen bei der Aufgabenstellung, wechselnde templates oder auch manchmal gar kein template.

Manche Tutoren konnten nicht mal die Fragen logisch verstehen.

The time effort of the exercise was far too high im relation to it's relevance

I think the exercises could have been worded a bit better from time to time. Sometimes it was not immediatly clear what one had to do. Also I found that the workload was a bit too much. At the same time I think that the difficulty level was very appropriate.

Too much information to process in all of the lectures. Without the videos I'd not be able to understand the slides or even follow the lecture because I have to pause all the time to think about what the professor just argued (I wonder how students managed the lecture when there were no recordings?). There are just very many ideas presented in very short time. Although the details/motivations/intuitions are theoretically enough to understand the ideas and if you think about it a lot, the explanations are good, the Professor assumes one understands every explanation after the first time he gives it, but its common sense that complex ideas may need repeated explanations. Sometimes it's not made clear in the lecture when there are topics switches and so you are very confused about what the professor is talking about. Everything would be very much easier and more structured if there were lecture notes that you could read parallel to the lecture. Of course we could all try to grab all the relevant pieces of information from the books and papers that were referenced but this is just super time consuming, hard and chaotic. Also very helpful would be to create perfect lecture videos (which if of course is time consuming but worth it in the end) that are actually cut appropriately and made with care and could even be uploaded on youtube. There is a channel "First principles of CV" on youtube that has really good quality videos of which some topics overlap with our lecture and I wished that there were such videos for all topics of our lecture.

It's understandable that there is much to teach but the module feels like >15 credits workload, when compared to most other modules, and of course even more work if you first have to get your "basic" math understanding right again. Sometimes the mathematical notation was very confusing and informal. Also it feels like the professor assumes everybody studied mathematics. Without a proper foundational mathematical background you'll not be able to follow much of the lecture. The people who actually can follow the lecture in real time must already have prepared very well or have studied math and be abnormally intelligent, but the lecture is definitely not made for the average CS student, which is unfortunate because the topics are definitely important and interesting. The fact that there are rarely any questions in the lecture is just a reflection of that there are so many topics that we don't even have time to discuss details a lot and also when you can't follow the content because of the speed, then of course how could you even ask questions about it? It's not even worth to ask questions because there are so many pending things to try and understand anyway. It's like infinite amount of time I can invest in trying to understand all the topics in the lecture deeply.

The audio quality of the videos could be improved a lot by e.g. using a clip on microphone (there was e.g. a lot of variation in the audio volume which makes it a lot harder to concentrate on what is being said sometimes). Also the professor has the habit of using certain words as fillers which sometimes don't make a lot of sense to use ("actually", "in the end", ..). This might be a rhetorical thing to work on, although the professor in most ways is very good at speaking and teaching in my opinion.

Regarding the exercises, mostly the tutor didn't give a lot of useful feedback. If the end result did not match what the tutor expected, most of the points were just not given and also it was never explained how many points were not given for what mistakes exactly (it should be decided beforehand on which things to give how many points and not arbitrarily deny points). Sometimes like 3 out of 5 points were not given just because of 1 mistake. I never had such pressure doing the exercise tasks in any other lecture, because of the way it was graded (and also it's just a lot of hard tasks because there are a lot of hard topics).

Overall good lecture and I learned a lot through it, but there is much that can be improved to make the life of the students a lot less stressful and the lecture more enjoyable. I like to learn about more mathematical topics thoroughly and so this lecture fit me personally more than most students, but I hope mr Gall has the capacities for CV2 and Video Analysis lecture next semester to build on some of this feedback.

Reference material or alternative resources to understand the topic better

On the slides it was often difficult to identify which variable was standing for what, that made the exercises quite challenging.

The amount of things to learn for the exam is a bit overwhelming..

less programming assignments, more theoretical tasks in the exercises, clearly structured proofs on the slides, little less topics but more in detail, transparent scoring of the points in the exercise sheets.

The slides in general seemed pretty cramped and were often hard to digest when taking a first look at them. It always took a lot of time to get through the slides and understand the content of them, even when attempting the lecture prior to doing so. Sometimes it was hard to remember what the overall topic was when discussing subproblems or solutions to them. The proofs and equations were difficult to understand because it was often unclear what some variables mean. I feel like the lecture could be massively improved if the slides would be updated with a different structure. At least numbering to understand the structure a bit better or headings and subheadings to see the overall topic. Also the slides often didn't really help for solving the exercise problems. It seemed like the content in the slides and the practical implementation seemed to differ quite a bit.

The tasks on the assignment sheets and the python code were structured very differently, sometimes very good and easy to understand and sometimes not - could be more uniformly.

Lecture: Too many topics, almost never enough time dedicated to a specific topic; lecture feels kinda rushed and sometimes really unstructured.

Exercise: Literally the worst of any experiences I had so far. Most importantly: they hardly train for the exam - which should be the focus of them in my opinion. The sheets are mostly programming exercises in which you have to re-implement algorithms. That's it. You never use these algorithms in an interesting way, you always just re-implement stuff. And on what base you might ask? Well, you can either read some good articles on medium[.]com and try to cope it that way or you try to use the poorly designed script in which many formulas are either incorrect or just missing important parts. Although I would obviously recommend the first, the articles barely use the notation of the script, which may take some extra time. However, the formulas in the script are relevant for the exam... sooo.... that's unfortunate. Furthermore, there is barely any feedback given concerning your weekly submissions (most times, it was just a "5/15" with no comment on why or where you have missed points). Thus grading in points was quite rough, especially if your tutor is not able to explain the graded submission to you. Moreover, I do not recommend to visit the exercises as all that's being done is the tutor reading out the model solutions without much explanation (seriously, code being read out aloud?) and the model solution code is uploaded anyways (which is nice obv.). In the unlikely case, that the exercise sheets had a theoretical task on them, the solutions to them were sometimes quasi-impossible. One example would be a proof of one of the very first weeks in which the tutor showed us a part of the proof without really explaining what is done. The tutor just explained like one step of it and when a student in the class asked him why another step would be mathematically correct, the tutor just looked it up on stack overflow and showed another long proof without explaining it...

too much to write here