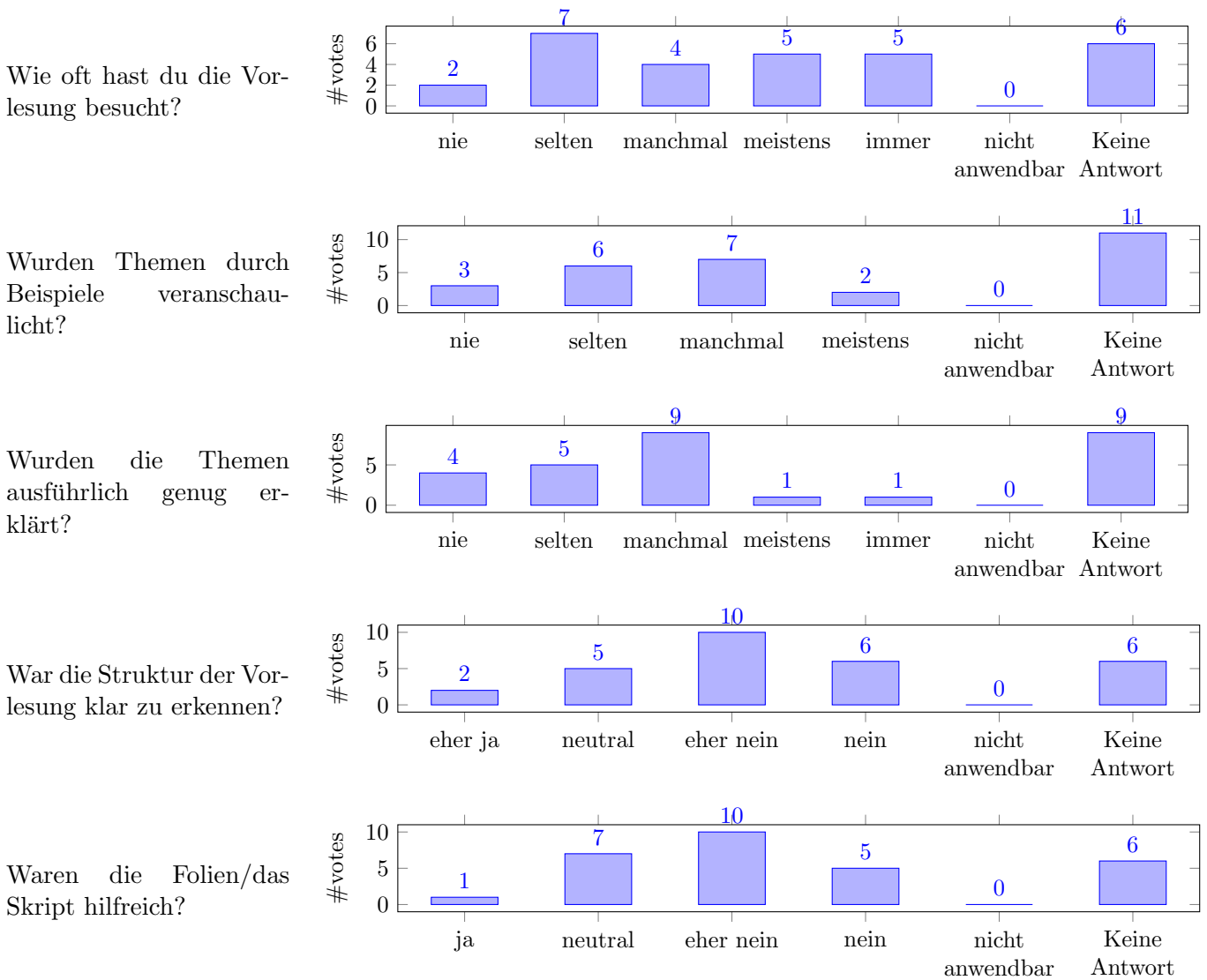
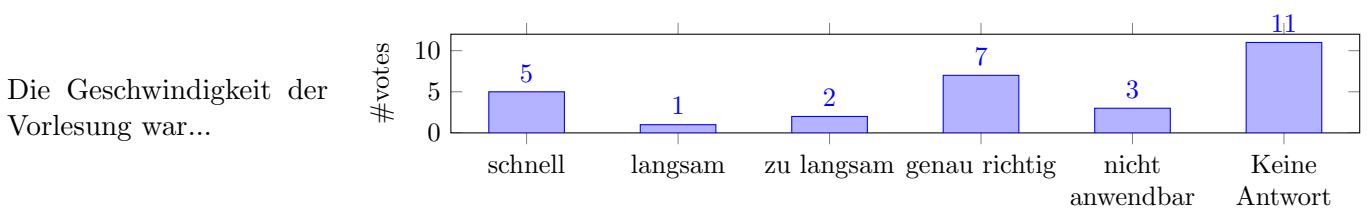


Ergebnis der Online-VLU. Die Umfrage fand in den letzten beiden Vorlesungswochen statt.

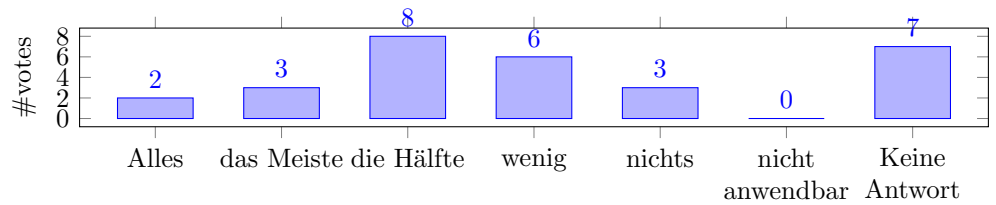
## 1 Bewertung der Vorlesung



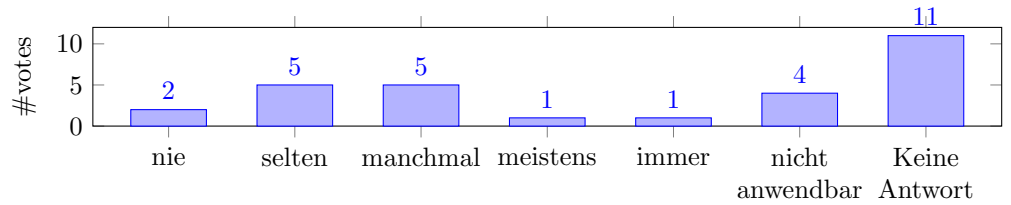
## 2 Bewertung der Dozierenden



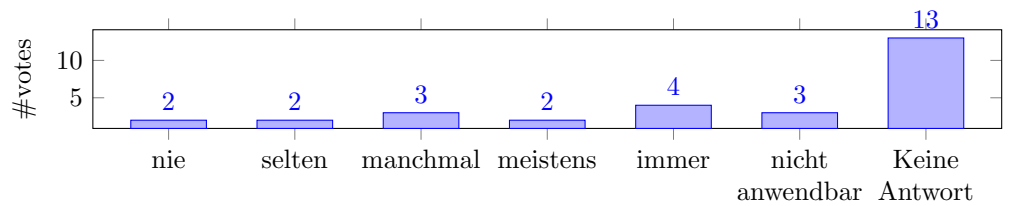
Wie viel verstehst du während der Vorlesung?



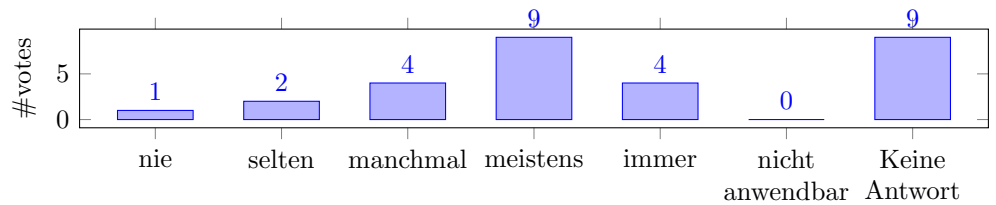
Ist der Dozent/die Dozentin gut auf Fragen eingegangen?



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

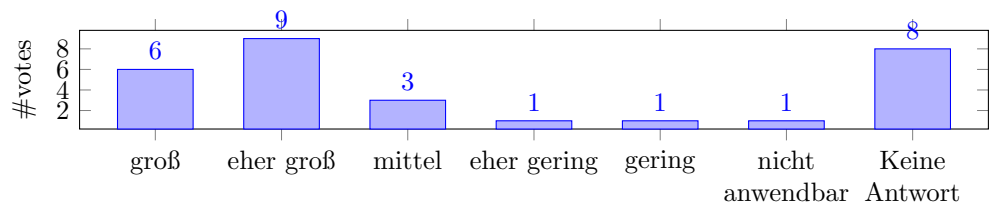


War die Dozentin / der Dozent akustisch gut zu verstehen?

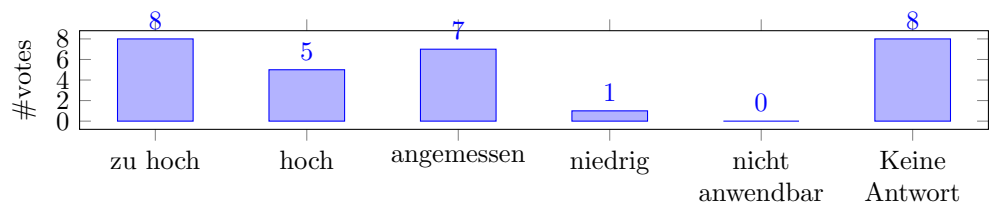


### 3 Bewertung des Moduls

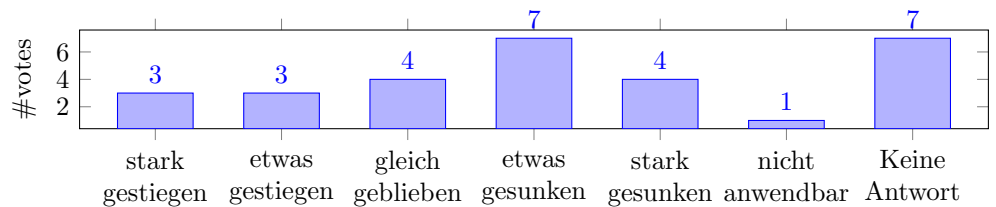
Der Praxisbezug war...



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

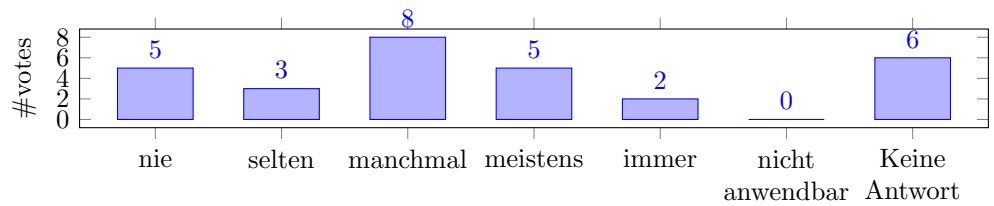


Dein Interesse für dieses Thema ist...

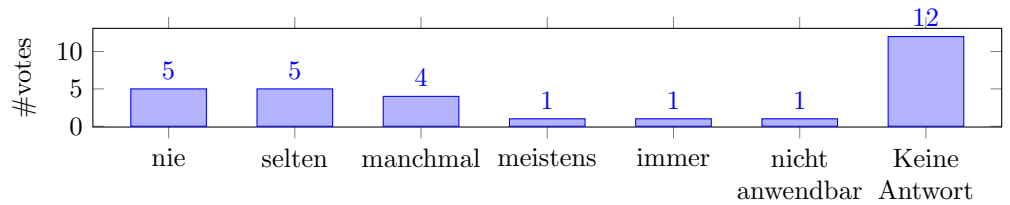


## 4 Bewertung der Übungsaufgaben

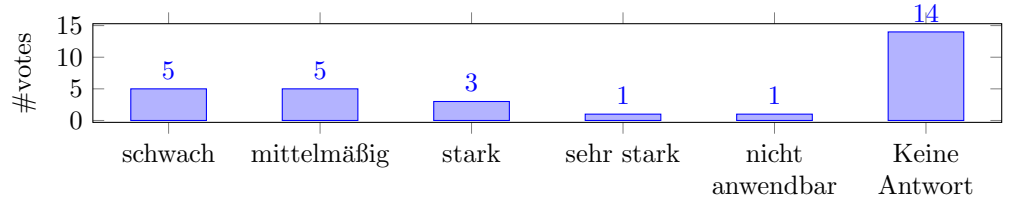
Wie oft hast du die Übungen besucht?



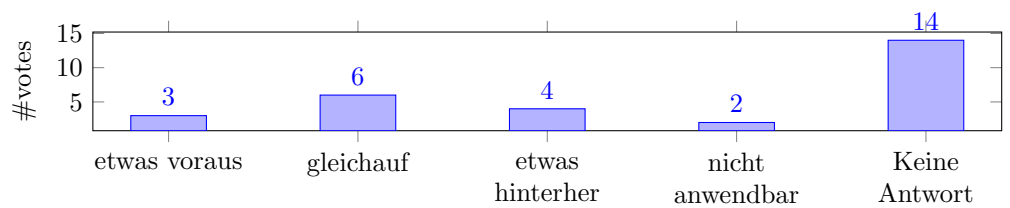
Wurden die Übungsaufgaben rechtzeitig zur Verfügung gestellt?



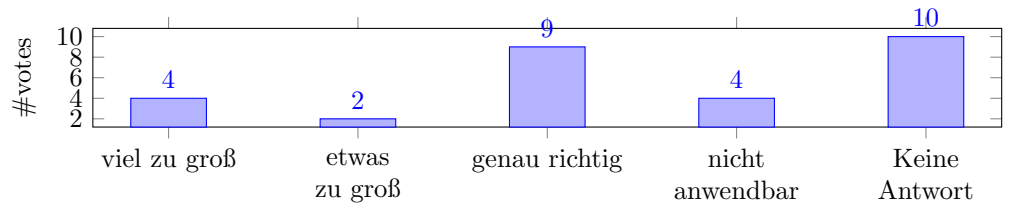
Die Schwierigkeit der Übungsblätter schwankte...



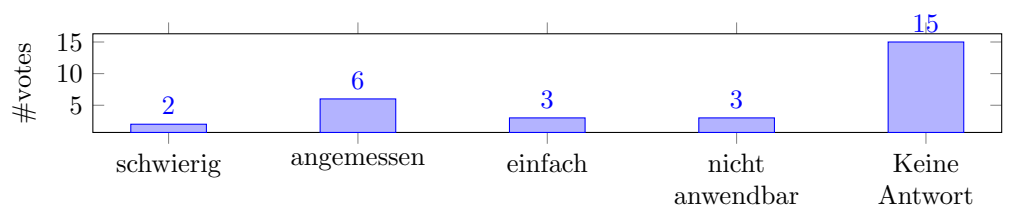
Die Vorlesung war...



Die Übungsgruppe war...

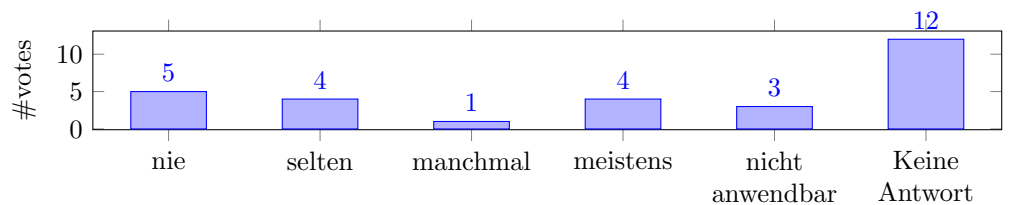


Die Übungsaufgaben waren meistens...

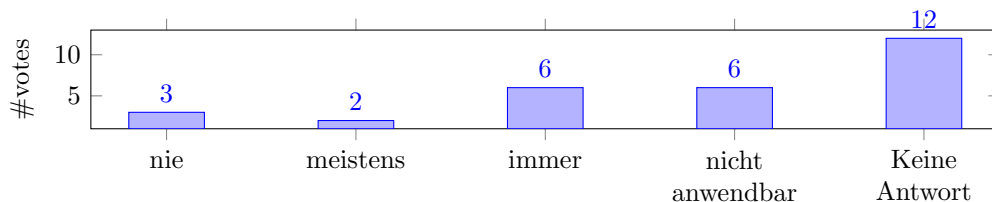


## 5 Bewertung des Tutoriums

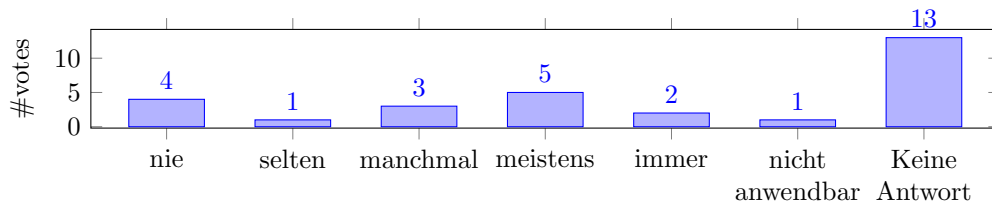
War der Tutor/die Tutorin außerhalb der Übung für Fragen etc. erreichbar?



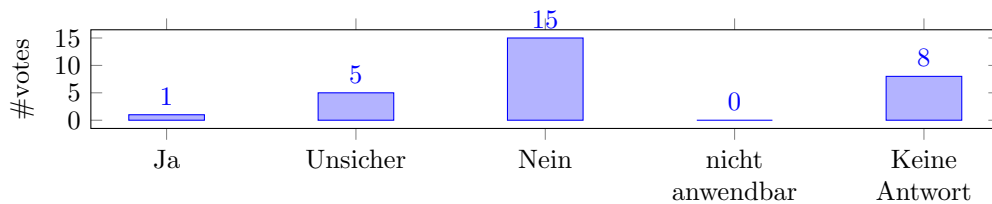
Waren die Korrekturen des Tutors/der Tutorin nachvollziehbar?



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

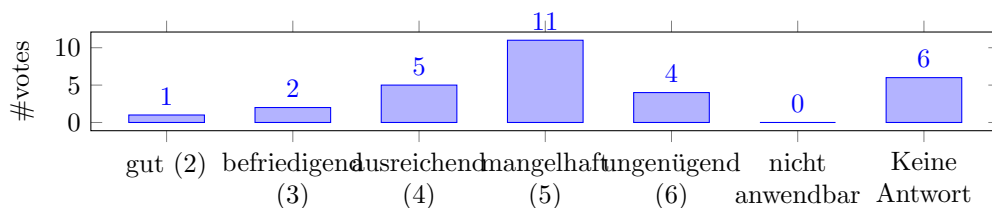


Lohnt sich der Besuch des Tutoriums?



## 6 Abschließende Bewertung des Moduls

Note:



### 6.1 Hälst du die Vorlesung der Dozent:in für lehrpreiswürdig und falls ja, warum?

Definetly, not.
Nein
No
Oh hell no
NEIN
No
Nein
The lecturer did no seems motivated except for the first lecture.
not really... if i were to rate the teaching of both lecturers, i'd give them 3/5 if i was generous, unfortunately... more info follow on the last free-style feedback...
check the last "free-style" feedback at the end
no

## 7 Freitextkommentare

### 7.1 Was hat dir an dieser Lehrveranstaltung gefallen?

+ practical approach via examples and the project + hot topic
The idea to have an own project was very good
great topic, bad teaching, terrible organisation
Not a single one
the basic educational thoughts behind the lecture; innovative
Working on an NLP Project.
content & applicability
- practical relevance - practical project - practical assignments - hybrid

### 7.2 Was könnte noch besser gemacht werden?

+ clearer language + better preparation, esp when it comes to the tutorial + tutorial lecturer was hard to understand + many foundational topics were barely touched and assumed to be known + some slides seemed “thrown together”, some with unreadable handwriting some from another university + certain slides, prep exam and lecture slides, old recordings from previous years were not uploaded even though we were told they would + organisation about project, its scope, and workload for 6 CP was chaotic
All the information for the project must be CLEARLY and in WRITTEN form online from the beginning. The lack of clear information on what needs to be done was the most negative point of this lecture.
One had the feeling, that the tutor was always working against the students. We didn't feel like he wanted to help us.
The lecturer acted like she saw the presentation for the first time (for most of the lectures). Maybe it would be good, to prepare a bit more for the lectures. That would maybe help to present the content a bit less confuse.
First teach the content, then offer a lab after the lecture module to practically work on the learned content. You can't write up what you want to do in the project if you have no idea, what is covered and how the things covered in the lecture work before learning them.
Zu wenig Infos über das Projekt, wie umfangreich es sein soll, was von uns erwartet wird.
The constellation how the final grade is calculated is not good. The workload is too much and too many problems are occurring during the group work.

1. The organization. I think the lecturer should really learn to use ecampus to a standard that other profs do, which is really not that hard.
2. The exercises: There is just so much wrong here, i cannot give a short answer for that
3. The lecture: The slides are not great, you have to learn everything by yourself.
4. Why is there a project group, a presentation and an essay plus an exam for a 6 Lp module?
5. 4. would probably not be such a big of a deal for me if the lecture and excerciese were any good.

The organization and structure

the motivation and commitment of the lecturer. I know that the bureaucracy and inflexible structures of the university can be quite frustrating. However, i don't think that the drop in motivation to hold the module was necessary or mature.

The professor and tutor never gave real answers regarding the project. They should be way more specific as to what their expectations for the project are.

This should be an introductory module, but we are expected to write a problem formulation and handle a project on our own despite having never done anything in that area. Without the Text Mining module that is being offered at the same time, we wouldn't have any idea what to do and how to do it.

Oh my, I absolutely don't have the luxury of time to express all the delightful experiences I've had here:

- Oh, the organizational stuff was just fantastic... I mean, who doesn't enjoy being utterly confused during the exercise session because of the brilliant organizational skills?
- The slides were an absolute work of art... I especially loved the exquisite touch of having previous iterations' messy handwriting on them. Clearly, the cutting-edge technique of writing math on a piece of paper and taking a screenshot was beyond my comprehension. And let's not forget the breathtaking low resolution of those screenshots. Pure genius!
- The exercise session was a true masterpiece... The lecturer's tangents about Python syntax were simply riveting. It was such a delight to waste time until I felt compelled to answer his questions because apparently, no one else in the room had any Python experience or the desire to participate. And oh, the lecturer himself being confused about the syntax, particularly the unexpected behavior of generators, was the icing on the cake. Truly unforgettable! Who needs relevant information when you can ask newbies multiple times about trivial details that you'll correct later with a quick Google search? It's all part of the grand plan, I suppose.
- During the lectures, I couldn't help but marvel at Dozent:in's exceptional talent for PowerPoint Karaoke... The constant ehmsänd stutters were like sweet music to my ears. The leisurely pace of the lectures was so soothing that I occasionally dozed off. And the best part? It seemed like no one was paying attention, making every attempt to check our understanding an awkward and unnecessarily drawn-out affair. Pure brilliance!
- Organizing material on ecampus was an absolute dream! Who doesn't enjoy navigating through countless duplicate files scattered across a labyrinth of folders? The more, the merrier! And let's not forget the lightning-fast speed of ecampus, which only added to the pleasure of the experience.
- Ah, the tutor's ingenious idea of allowing us to upload exercises on ecampus and then asking us to email him for feedback... It's the epitome of efficiency, don't you think? Clearly, he couldn't have anticipated that so many diligent students would submit their work, leading to the addition of delightful extra conditions for receiving feedback. Even though many of us explicitly asked for feedback, he brilliantly decided to provide it after the exams. Because, of course, feedback is most valuable when it serves no purpose anymore. What a visionary!
- The content was so wonderfully compacted with an overload of information, only to be glossed over later or completely disregarded. Who needs a comprehensive understanding, right? Just throw everything at us and hope something sticks. Brilliant pedagogy!
- Oh, I'm sure I would recall even more delightful aspects if I had the pleasure of indulging in further reflection, but alas, time is of the essence.

Irony aside and to sum it up, the module wasn't worth the time, unfortunately. More than half the people dropped out midway through the semester consequently. I sincerely hope the lecturers will make significant improvements to this module in future iterations, so that others can appreciate the content better, especially when combined with the "Text Mining" course.

Nevertheless, I extend my heartfelt gratitude to the lecturers for this truly unforgettable experience.

Kind regards,

- could be more introductory in some areas; very abstract later in the course
- differences on slides sometimes so minor that you had to search for them
- ecampus course annoying to navigate
- organization of project (presentation): is it mandatory to present?, who needs to present?; generally few information
- practical assignments are nice but some assignments that prepare for the exam would also be nice

- more traditional exercise sheets

Organization. The information about classes and what should be done was usually found not in one central place but in some exercise slides, mail and/or the forum. I would suggest writing down the general information on the intro page of the course, which would then be displayed over the folders in ecampus. That is visible as soon as people access the course and a nice place to check.

### 7.3 Hier hast du Platz für weitere Anmerkungen und Feedback zum Modul.

I really like the topic itself, but the first lecture already showed a lot of miscommunication and organisational flaws.

It must be clearly communicated

- + what the project is: The scope, length, estimated time we should put in
- + how assignments have to be done, the initial approach seemed too complicated
- + what is expected from us to know for this lecture. I think it is better to get a list where it says: You need to know SVM, RNN, MLP, etc. . . and then only give a refresher. It is hard to be fair to everyone.

The slides were really, really bad. I get that not everything has to be TeXed out to the max, but poorly handdrawn equations on published slides are just an absolute no go. I was so interested in the topic, and this lecture pretty much killed that. Barely explaining a topic and then just referencing some 700 page book at the end of the slides with "read that if you didn't understand something is questionable at best. The lecturer tried to cover everything and ended up with very few topics actually explained in detail.

The exercises were a mess at the beginning, and I am glad the examination office at least partially prevented the thick grading system (5% of grade for X, 5% of grade for Y, 10% for Z, 20% of grade for ...). Like, please no? Just give me an exam, some proper exercises needed to be allowed to write the exam and that's it. The FKIE modules made me do WAY more practical stuff and all they had was an obligatory exercise, and it was a lot more enjoyable to boot.

See "What could be improved". I would strongly advice against the module and would advise to go to Text Mining by Rafet instead.

Basic principle: a new professor comes to the uni Bonn with a lot of motivation and some modern/cool ideas to organize . Due to inflexible structures and stiff exam regulations, the educational ideas of the module got refused (by the examination office I think, but initialized by some conservative students who declined to try out any new didactic means. Thus the entire organization of the lecture (which was thoughtfully be prepared by the prof and her assistant) was annihilated and had to be done anew. This lead to an immense and remarkably noticable drop in motivation of the lecturer. From that point on, any in presence events were simply not attendable any more. I think out of 150ish people who started this course, only some handful of people are left now. It got memed online and is not very well regarded. I really hope that this course does its job better next time and that its attending students are willing to accept new ideas. Best of luck to the lecturer and their crew.

Lecturer and person holding the exercise seemed very unmotivated post week 1. Not getting assignments graded unless you specifically ask for it, although you are explicitly asked to do so is also kind of weird.

There was not given much information about the content of the project, which would consist of 40% of the grade. There were no guidelines online about the suggested workload of this project. Guidelines on the poster we had to do came rather late. There was no feedback given up to that point on the whole project so it was difficult to know if it was enough.

(From what was gathered in the exercise classes, it felt like the workload was expected to be quite high, but since we have not yet gotten feedback on the project I cannot say how true that is in the evaluation.)