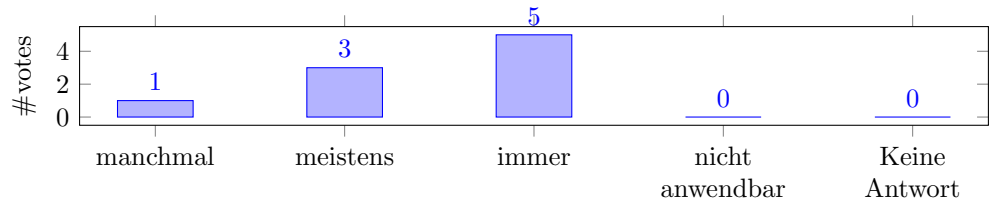


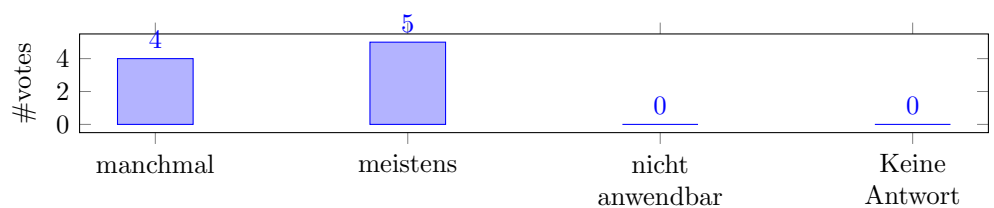
Ergebnis der Online-VLU. Die Umfrage fand in den letzten beiden Vorlesungswochen statt.

1 Bewertung der Vorlesung

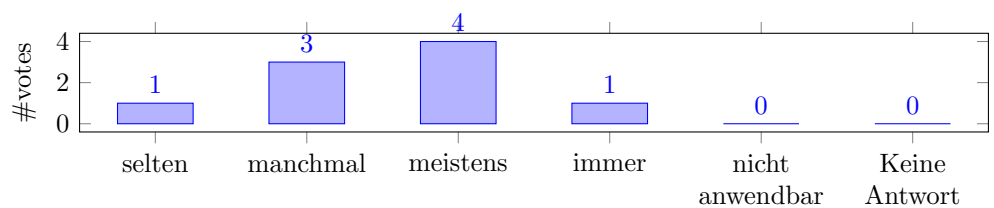
Wie oft hast du die Vorlesung besucht?



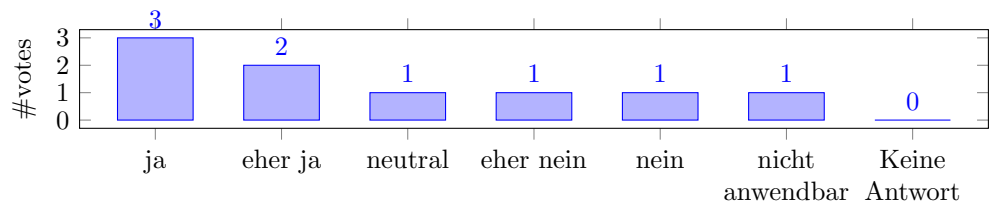
Wurden Themen durch Beispiele veranschaulicht?



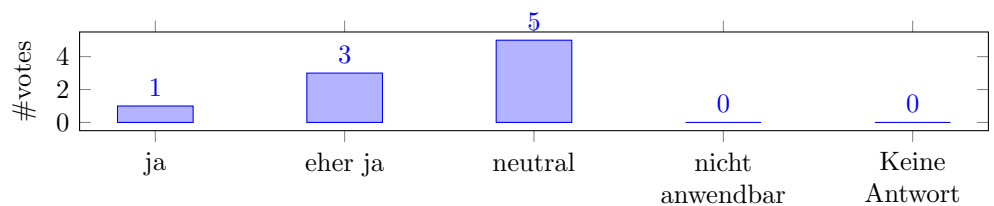
Wurden die Themen ausführlich genug erklärt?



War die Struktur der Vorlesung klar zu erkennen?

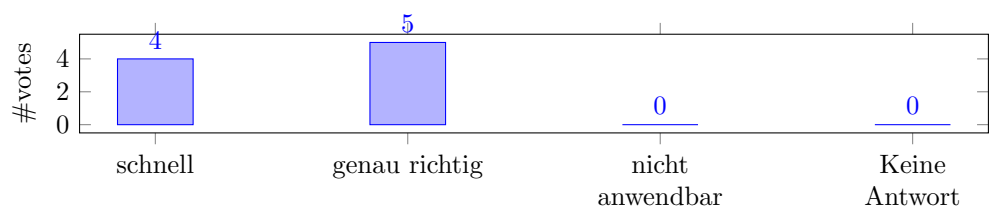


Waren die Folien/das Skript hilfreich?

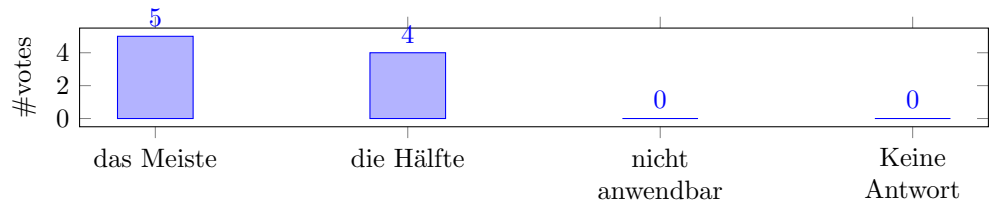


2 Bewertung der Dozierenden

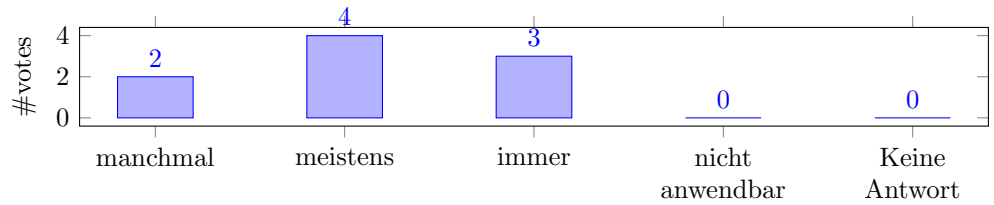
Die Geschwindigkeit der Vorlesung war...



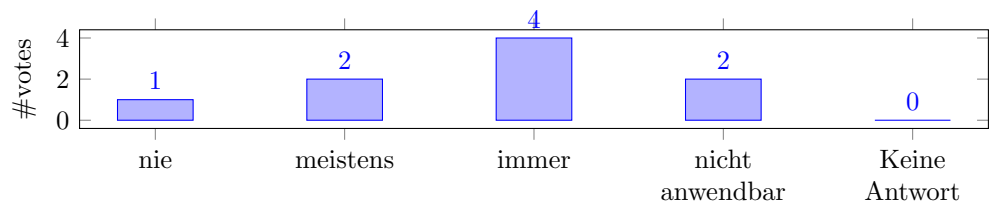
Wie viel verstehst du während der Vorlesung?



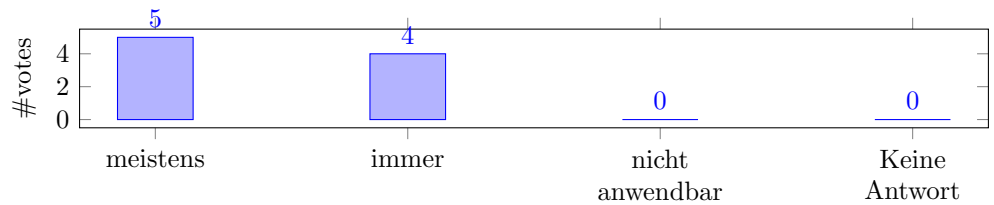
Ist der Dozent/die Dozentin gut auf Fragen eingegangen?



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

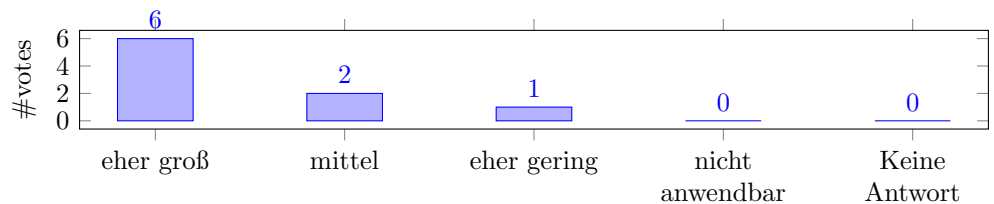


War die Dozentin / der Dozent akustisch gut zu verstehen?

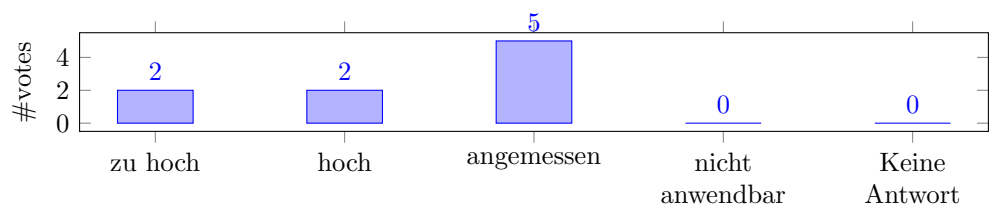


3 Bewertung des Moduls

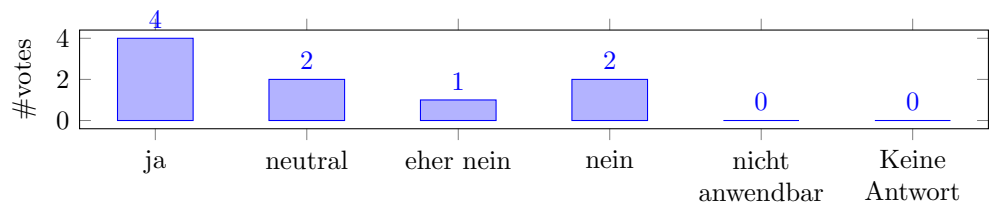
Der Praxisbezug war...



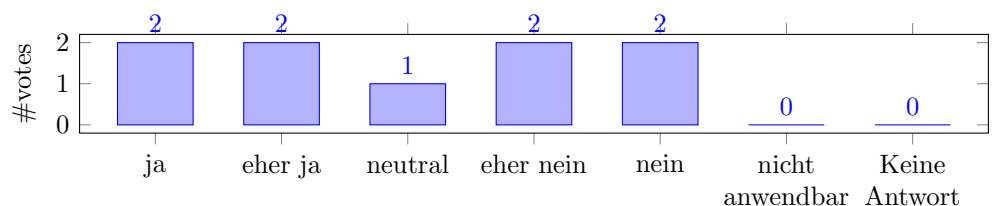
Ist der Arbeitsaufwand für dieses Modul im Hinblick auf die LP-Zahl angemessen?



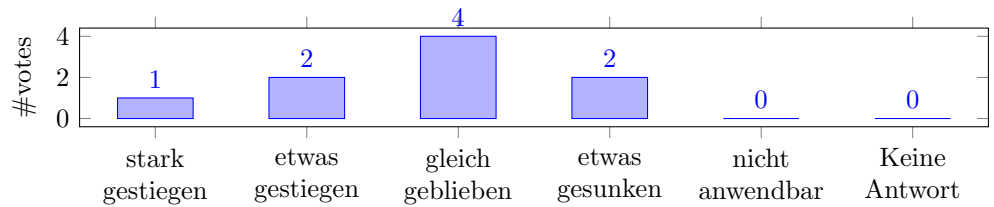
Findest du die verlangten Studienleistungen für dieses Modul angemessen?



Würdest du dieses Modul weiterempfehlen?

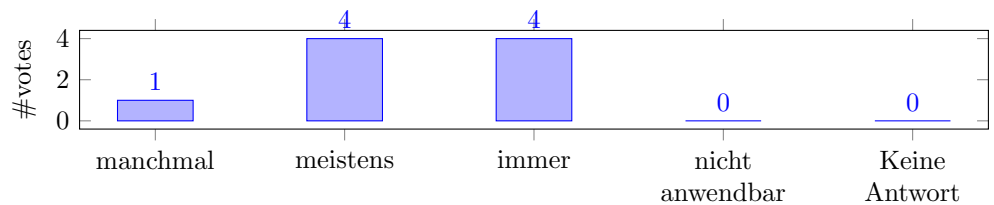


Dein Interesse für dieses Thema ist...

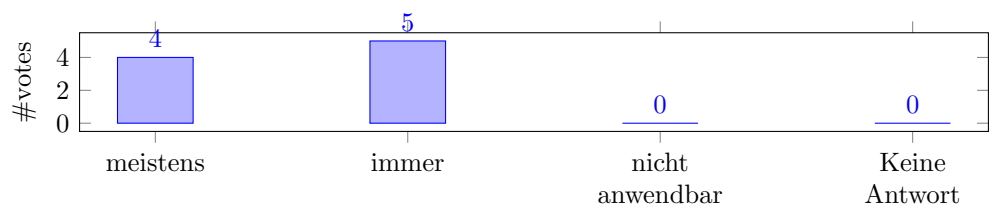


4 Bewertung der Übungsaufgaben

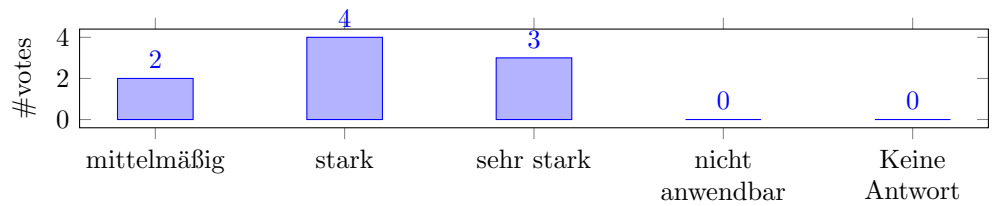
Wie oft hast du die Übungen besucht?



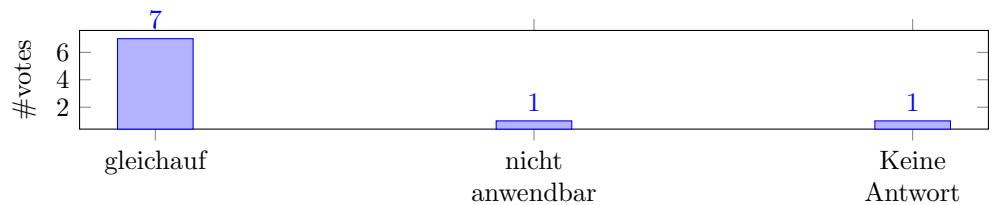
Wurden die Übungsaufgaben rechtzeitig zur Verfügung gestellt?



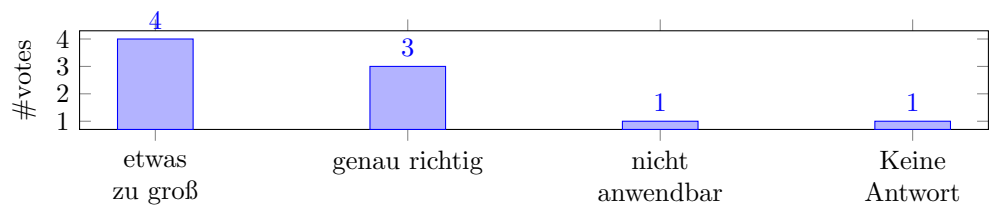
Die Schwierigkeit der Übungsblätter schwankte...



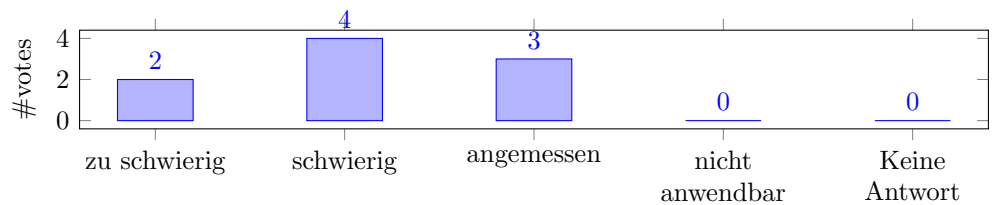
Die Vorlesung war...



Die Übungsgruppe war...

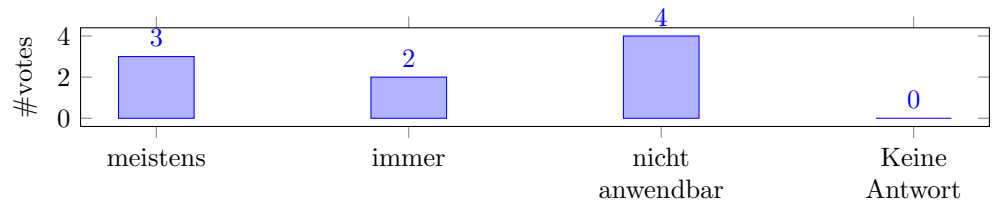


Die Übungsaufgaben waren meistens...

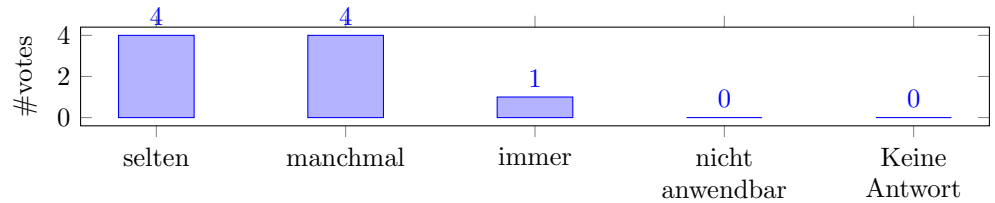


5 Bewertung des Tutoriums

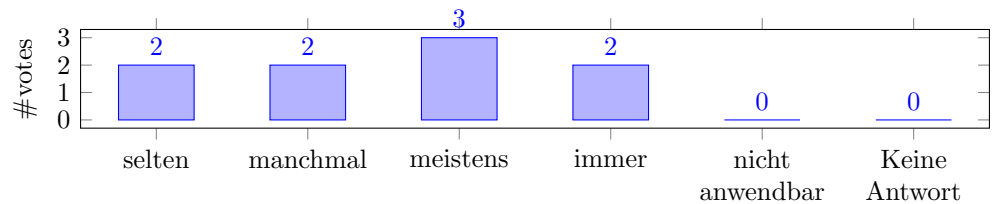
War der Tutor/die Tutorin außerhalb der Übung für Fragen etc. erreichbar?



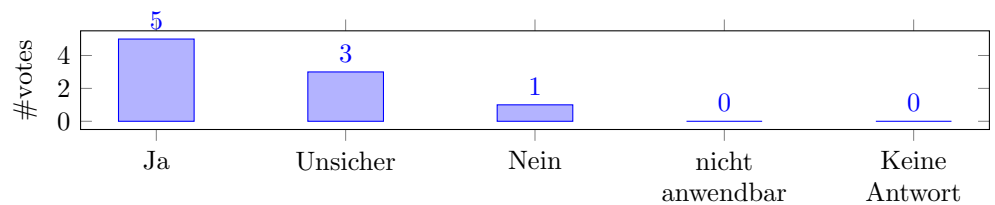
Waren die Korrekturen des Tutors/der Tutorin nachvollziehbar?



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

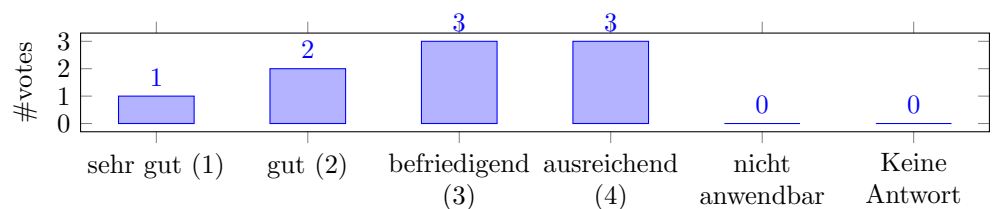


Lohnt sich der Besuch des Tutoriums?

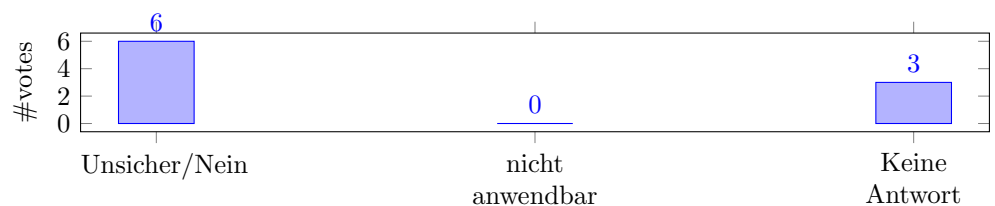


6 Abschließende Bewertung des Moduls

Note:



Hältst du die Vorlesung der Dozent:in für lehrpreiswürdig? Falls ja: wieso?



6.1 Kommentar

Not applicable, as there were multiple lecturers.

7 Freitextkommentare

7.1 Was hat dir an dieser Lehrveranstaltung gefallen?

The modular concept of the lecture allowed for insight into a plethora of IT Security fields and concepts.

Some of the lecturers appeared motivated and had good teaching capabilities:

- The lecture on Secure Software Engineering had a comfortable pace and many examples.
- The lecture of Practical Challenges in Human Factors in Security and Privacy was incredibly thought-provoking by encouraging student-discussions surrounding various moral dilemmas in IT Security.
- The lecture on Side Channel Attacks was well-explained.
- The lecture on Malware Analysis was well-illustrated and practical.
- The lecture on Fuzzing was motivated in depth and well-illustrated.
- The lecture on Topological Data Analysis took its time to explain topological foundations and intuition well.
- The lecture on Device Identification was thought-provoking and very practical.
- The lecture on Version Detection was interesting.
- The lecture on Supply Chain Attacks was highly enjoyable, interactive, well-illustrated, and thought-provoking.
- The lecture on Web Authentication Schemes had a thought-provoking second part on browser fingerprinting and risk-based authentication.

Inteo into different lectures

That the lecturere and the topic changed every week so that we got insight in many different topics

7.2 Was könnte noch besser gemacht werden?

There could be more diverse exercise questions. At the moment almost all exercise questions are practical questions with a big workload and sometimes not much connection to the topics of the lecture. I think it would be beneficial to have more theoretical questions more focused on the lecture topics and more representative of possible exam questions.

The

exercise quality was generally low, because the main focus of them were almost always practical exercise tasks.

But these served as only poor exercises for the lecture content and the outlined exam type, for the main difficulty consisted of trial-and-error implementation in various never-before-worked-with languages or packages (and frustrating experiences with the Flavius pipeline).

Only little lecture content was strengthened that way.

Therefore, the theoretical aspects of the exercises should have a higher weight, as they are better content repetition and exam preparation.

The exam admission criterium was 50% of the points on 70% of the sheets – but because the programming tasks were weighed so heavily, this practically discouraged solving sheets when the programming task was too confusing. The usual requirement of half the points in total could prevent this unintended consequence.

Various lectures had an unnecessarily high content density.

Instead of cramming as many full-text slides as possible into 90 minutes, they should rather focus on giving an introduction to the field and prioritize explaining concepts (quality) instead of rushing through unexplained content (quantity).

Some of the lectures appeared unmotivated and unengaging:

- The lecture on Cyber Security of Distributed and Resource-constrained Systems crammed three original lectures into a single lecture. And on top, the lecturer monotonously sped through them in 60 minutes, leaving many students overwhelmed and confused. In the future, that lecture should strongly reduce its pace, select fewer topics, and explain the content thoroughly.

- The lecture on Applied Binary Exploitation was too technical and monotonous. It should take more time to explain what is happening and illustrate it, even for students not fluent in Assembler.

- The lecture on Anonymization & Secure Multiparty Computation was by far the lecture with the worst quality. The lecturer almost stood with his back toward the students, monotonously reading off from the projected slides without giving much further information. The content was dull, including many unmotivated and unexplained technical definitions and was again too much, not even allowing proper time for the individual concepts. This continued in the tutorial, with the lecturer monotonously reading off their solution without explanations. As the slides and explanations were vague on many central definitions, understandable clarification questions were asked by students, but the lecturer was unable to answer them clearly or at least

non-contradictory, leaving it unclear how to work with the definitions at all in an exam, even when asked to clarify repeatedly. The lecture sheet contained a research task explicitly marked as optional, but the lecturer explicitly stated the research results to be exam-relevant.

This caused loud confusion among the students. The lecturer then proceeded to write the results of this (apparently relevant) task to the blackboard, copying from slides they did not want to share with us.

Applied knowledge of a markup language just briefly touched in the lecture was considered necessary for the exam, even though the lecturer

Different proficiencies in english. Lecturers were not loud enough.
Strong variations in difficulty of the lecture and tasks.

The lecture was held in a relatively small room, still it would have been better if the lecturers used a microphones because some of them (like about a third) spoke relatively quite - too quiet if one sat in the last row.

Please use a bigger room next year or consistently stream/record the lectures. It is just unfair that some students could not attend the first few lectures because there were not enough seats.

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

A big problem is that for most lectures there is at least some outside knowledge needed to understand the topic or the exercise question. This is something that does also happen in other modules, but normally students that do not have this knowledge are able to learn this by self studying. This is a bit more difficult in this module because you have to do almost every week, which makes the workload really big. My suggestion would be to look over the different lectures and maybe shorten them in some places and instead explaining central topics more thoroughly.

The quality of lecture and exercises differed strongly depending on each lecturer's motivation and didactic concept.

The lightning surveys are a good idea but the categories and their possible answers are weird