Auswertung zur Veranstaltung Topologie II (M14)

Liebe Dozentin, lieber Dozent,
anbei erhalten Sie die Ergebnisse der Evaluation Ihrer Lehrveranstaltung.
Zu dieser Veranstaltung wurden 6 Bewertungen abgegeben.
Bitte beachten Sie, dass die Vergleichsgruppe, aus welcher die Vergleichswerte ermittelt werden, in Ihrem Fall aus allen Veranstaltungen des Typs VL+UE-EN besteht.
Erläuterungen zu den Diagrammen befinden sich am Ende dieses Dokuments.
Mit freundlichen Grüßen,
Das Evaluationsteam

Indikatoren

Indikatoren	1,00 — 3,50 — 6,00	MW	s
Vorlesung - Struktur und begleitende Materialien	5,58 s=0,49 / 5,22	5,58	0,49
Vorlesung - Ausgestaltung / Didaktik	5,37 s=0,53 / 5,35	5,37	0,53
Vorlesung - Interaktion	6,00 s=0,00 / 5,54	6,00	0,00

besser →

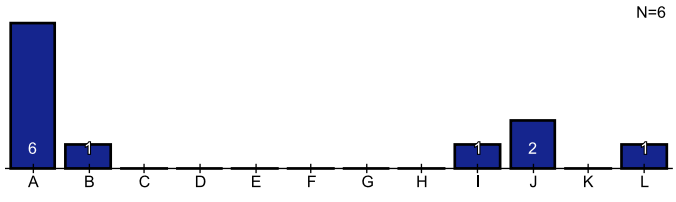
Alle Antworten auf Fragen, die zu ein und demselben Frageblock (z. B.: Ausgestaltung / Didaktik oder Interaktion) gehören, werden zu einem Indikator aggregiert. Anhand dieses Werts können Sie schnell ablesen, ob der jeweilige Aspekt gut oder schlecht bewertet wurde.

Einzelfragen

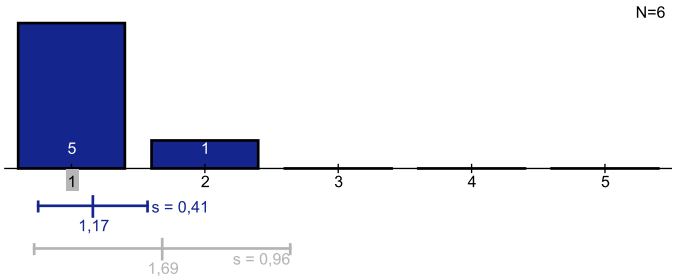
Lecture and Tutorial

Lecture

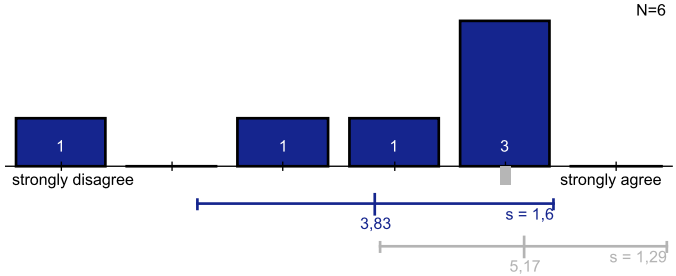
Software - lecture



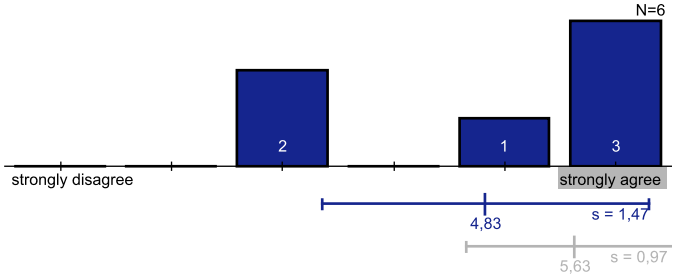
In which format was the digital implementation of the lecture realised? (more than one answer possible)
A Live-Webcast (6)
B Replayable Video (1)
C Slide presentation with audio commentary (0)
D Learning Management System (e.g. Moodle) (0)
E Wiki (0)
F Podcast (0)
G Short explanatory videos (0)
H Self learning control (0)
I Chat (1)
J Videoconference (2)
K Discussion forum (0)
L Other: (1)



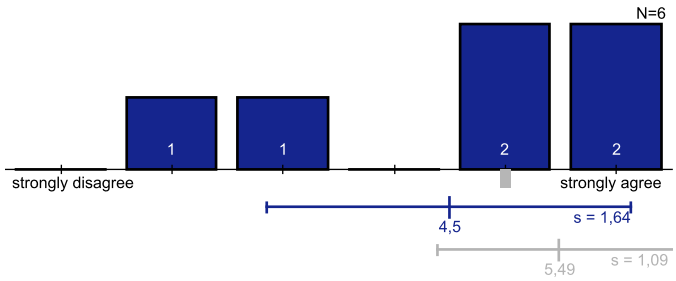
In what time frame did participation in digital teaching take place?
1 all at the same time (live-events on fixed dates) (5)
2 (1)
3 (0)
4 (0)
5 fully time-shifted (digital offers for time-independent use) (0)



The use of digital formats proved to be trouble-free (e.g. access, audio / video, interruptions).

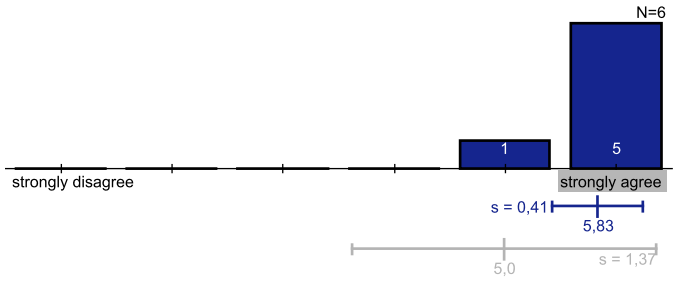


The software used for digital teaching was sufficiently easy to use (intuitive design, help functions).

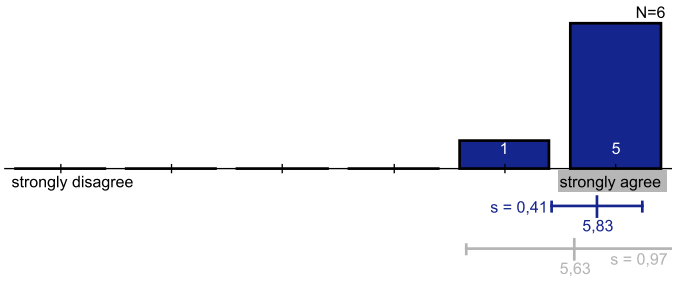


The digital teaching formats used were generally appropriate for the lecture.

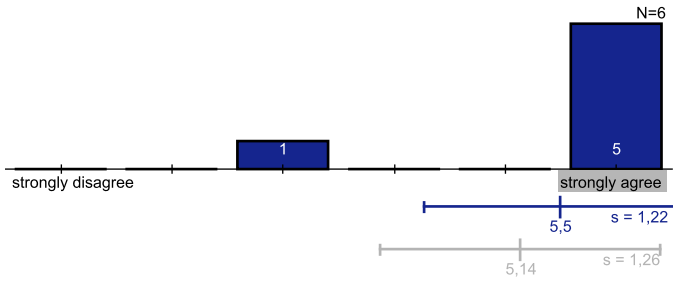
Structure and accompanying material - lecture



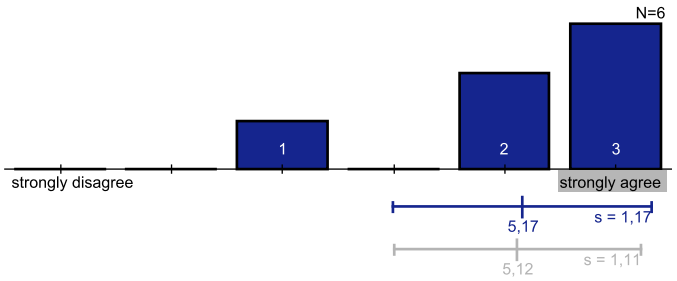
The concept and structure of the lecture were clear.



The lecture provided me with a lot of new information about the subject.

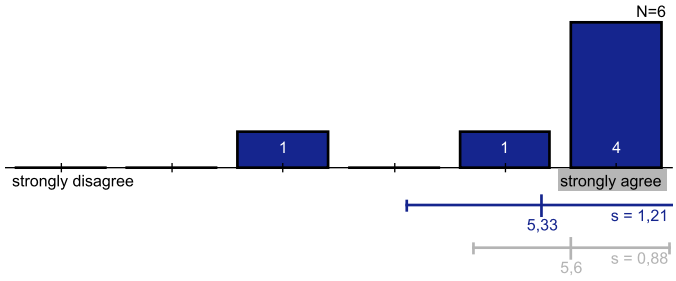


The educational objectives were clearly defined at the beginning of the lecture.

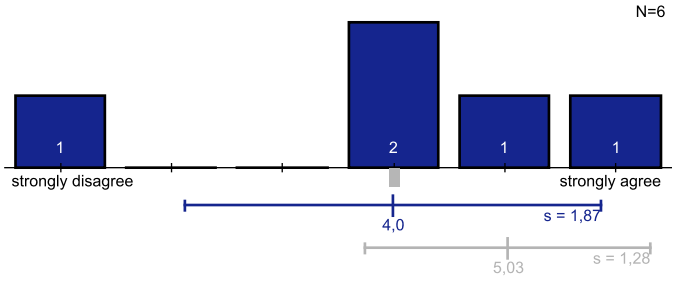


The teaching materials accompanying the sessions made it easier to understand the content / subject matter.

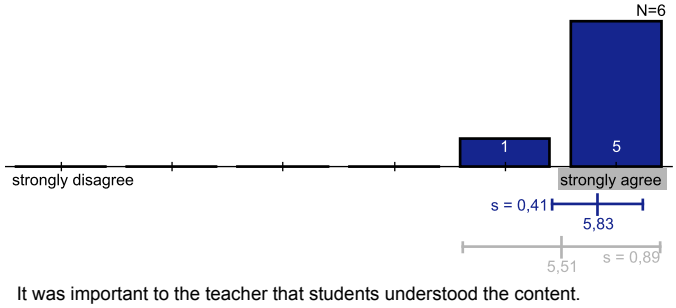
Organization / Teaching methods - lecture



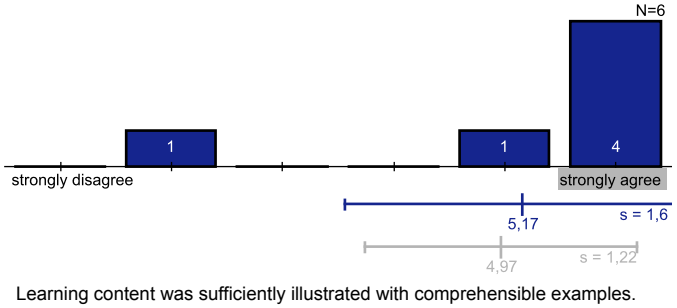
The teacher used suitable methods in online teaching.



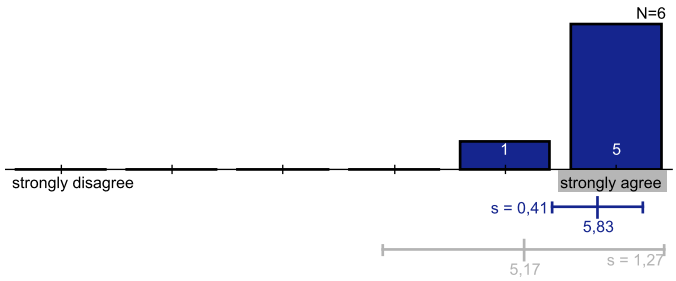
The teacher supported self-directed learning (e.g. replayable video lessons, references to further e-learning tools, interactive animations).



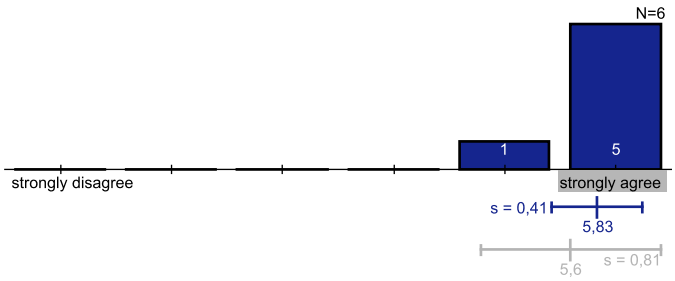
It was important to the teacher that students understood the content.



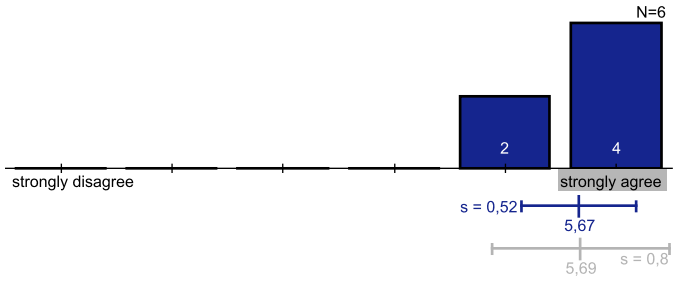
Learning content was sufficiently illustrated with comprehensible examples.



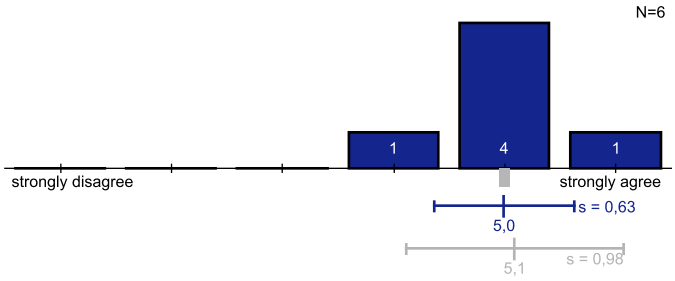
The teacher mostly followed a clearly comprehensible central theme.



The teacher drew connections with subjects previously discussed in the session.

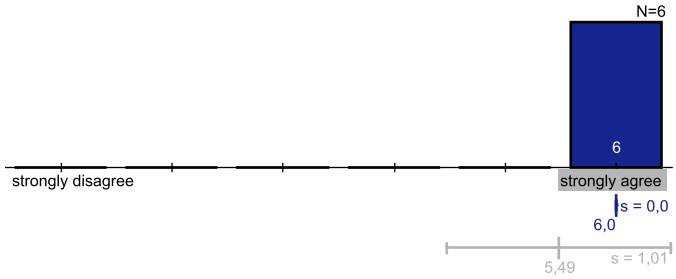


The teacher spoke clearly.

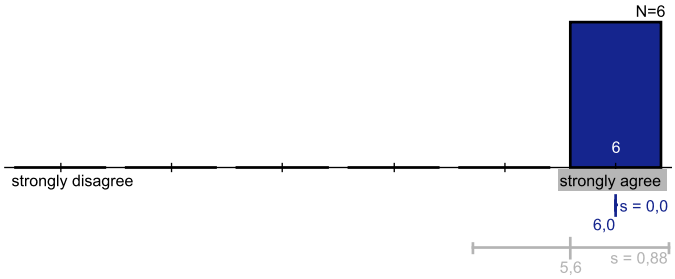


The exercises made it easier to understand the lecture.

Interaction - lecture

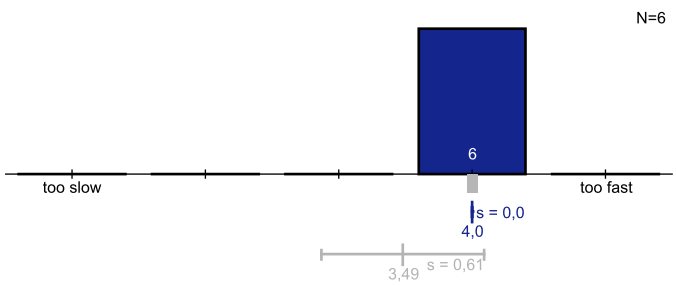


The teacher created an atmosphere in which students felt free to ask questions and make comments on what was being discussed.

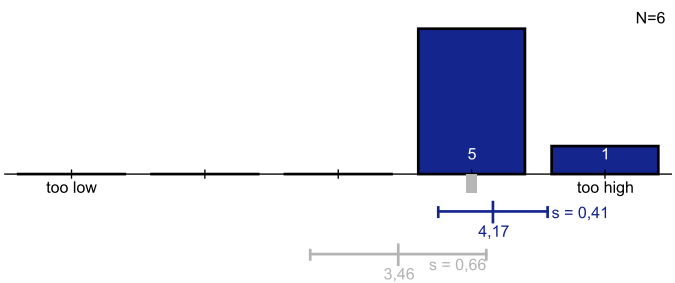


The teacher answered students' questions comprehensible.

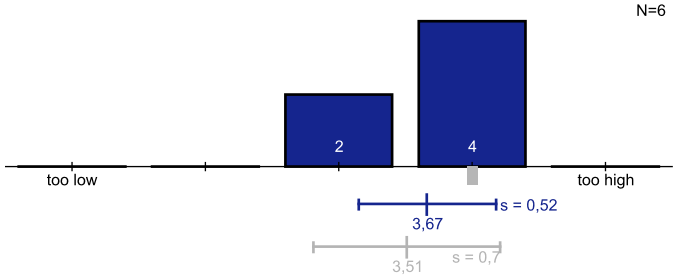
General - lecture



I found the pace of the sessions to be

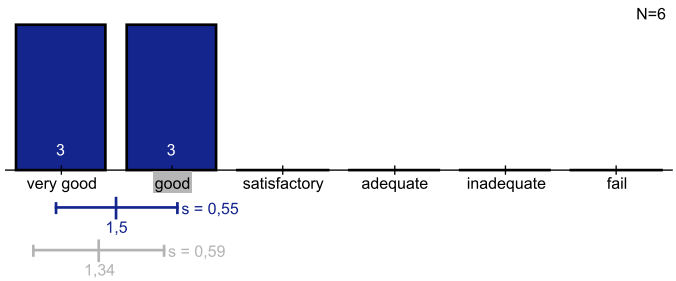


I found the level of difficulty of the lecture to be



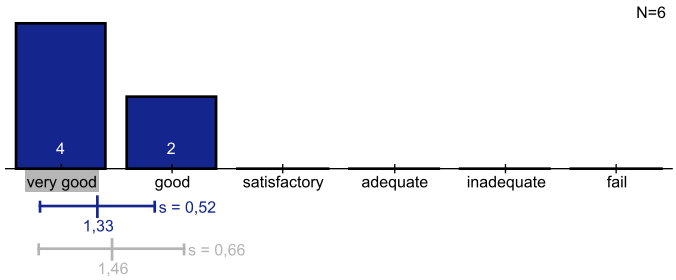
I found the amount of work involved in the lecture to be

Total impression - lecturer - lecture



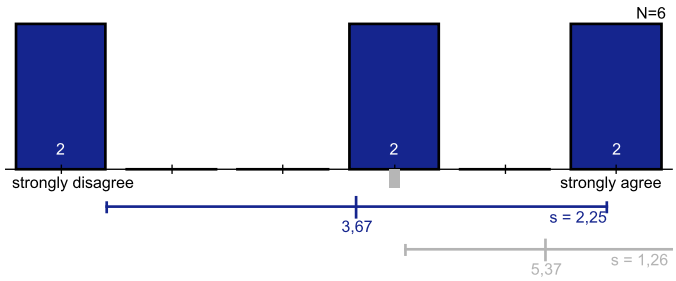
Altogether I would award the lecturer a grade of (1 very good, 2 good, 3 satisfactory, 4 sufficient, 5 inadequate, 6 unsatisfactory)

Total impression - lecture

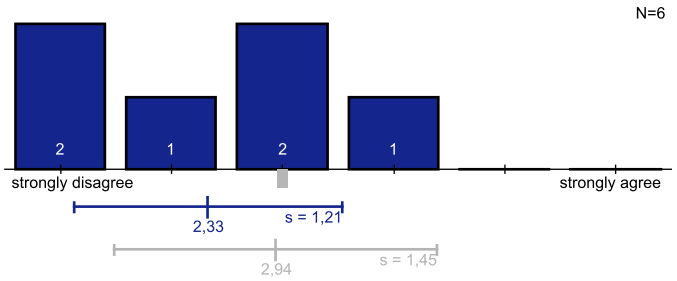


Altogether I would award the lecture a grade of (1 very good, 2 good, 3 satisfactory, 4 sufficient, 5 inadequate, 6 unsatisfactory)

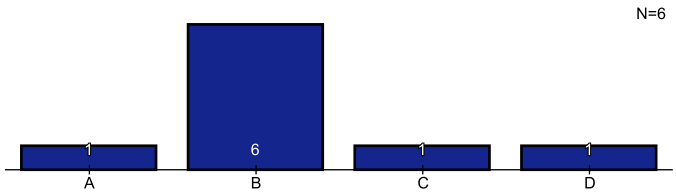
Descriptive Questions - lecture



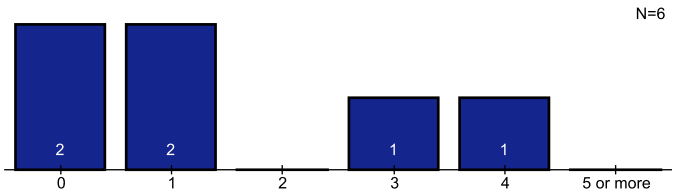
I regularly used the digital formats provided by the teacher.



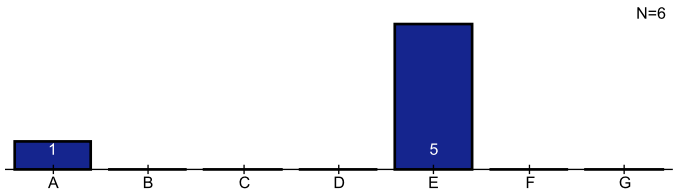
I already had extensive knowledge on its topics before I took the course.



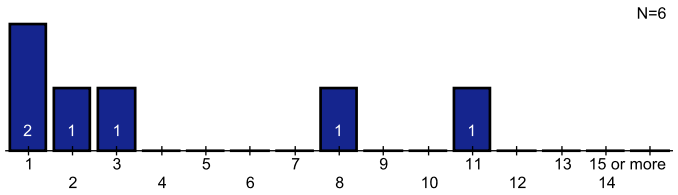
I attended the lecture / seminar / tutorial
A because I had to. (1)
B because the subject interested me. (6)
C because of the teacher. (1)
D because of its scheduled time. (1)



Number of sessions missed



Course of study (only one answer possible; if attending the session in the context of studying a minor or secondary subject, please tick that answer)
A Single-subject bachelor's degree (1)
B Combined bachelor's degree (with teacher training option) (0)
C Combined bachelor's degree (not qualifying for the teaching profession) (0)
D Diploma (0)
E Master's degree (5)
F Minor subject (0)
G Academic semester (0)



Subject-related semester (summer semester 2020 not included)

Tutorial

Freie Antworten bei Auswahlfragen

Lecture and Tutorial

Software - lecture

Sonstiges-Antworten zur Frage "In which format was the digital implementation of the lecture realised? (more than one answer possible)"

- Website

Freitextkommentare

Lecture and Tutorial

Open Questions - lecture

I particularly liked about the course:

- Good balance between rigorous proofs and skipping less important proofs or details.
- In my particular case, the course was really advanced to my previous knowledge, but it was so interesting that I have not been demotivated by the lack of level.
- Marc spoke very clearly and fluently, and was well-versed with the technology to present the lecture in a way that is arguably even more helpful than a chalkboard lecture, since Marc could edit in parts, switch colours, etc. quickly. Also, he provides context to the results we speak about, mentions what things are more useful and less useful, and generally motivates why we consider a topic. Also, he often explains why certain parts are left out, to focus on the bigger picture and tractable problems. The drawings are also nice.

The course could be specifically improved through:

- A tidier handwriting.
- In my opinion, the majority of students are shy and kind of scared to participate actively in the lectures/problem sessions and asking questions. So I would suggest to go slower explaining especific topics.
- It is not that the course is unorganized, but we consider a variety of topics at a fast pace and often, certain details are left out. This makes it hard to replicate oneself the arguments from the lecture, since we know specific examples of where a calculation works, but it's hard to get any intuition for all the cases. Working through these things ourselves is not feasible for time reasons, so over time there's an increasing knowledge gap where one basically has to guess that something works, without being able to justify it and be sure. A searchable TeX file, for example, would be a lot easier to work with.

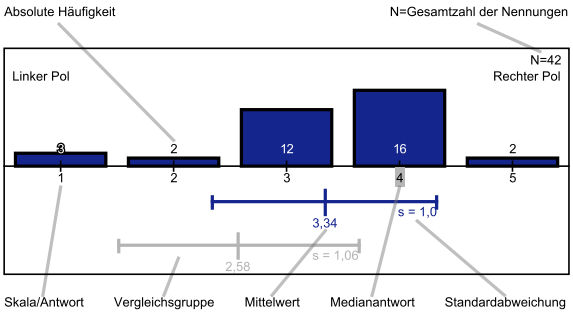
  Also, as good as Marcs explanation are, it is not possible to write them down meaningfully during the lecture (for time reasons). So either a full set of lecture recordings, or TeX'd lecture notes with addtional material would be very helpful.

  At last, the exercises are sometimes just too ambitious to be solved - especially in detail, and if one doesn't go through the details, one is never sure if the proof actually works out. One has to keep in mind that we mostly work alone on the exercises since we're all at home. The explanations in the exercise sessions are then also sketchier since it wouldn't be possible to cover most of the solutions else. If the far-reaching exercises would be exchanged with exercises that focus on routine matters, this would be helpful. The start of the course was better in that regard than the exercises in later chapters.

What is required / desired in order to use digital teaching formats in the coming semesters (different methods of teaching such as video recording in which the teacher can be seen presenting, more interactive elements, more feedback on ones own learning level, more learning support)?

- Desired: TeX lecture notes, lecture recordings
- Having more accessible the recorded lecture classes. More examples on computing homologies/cohomologies.
- If recordings of the lectures were availible online.

If you were not able to use the digital formats at all or only to a limited extent, please state why (e.g. insufficient bandwith of the private internet connection, childcare, no learning environment available).

- Sometimes, insufficient bandwith of the private internet connection

Grafiklegende