technische universität
dortmund

Dezernat
Hochschulentwicklung
und Organisation

Abteilung Strategie und
Qualitätsmanagement

Technische Universität Dortmund | D-44221 Dortmund

Urs Heidemann
Wilhelm-Dilthey-Str. 2
44227 Dortmund
Tel. 0231/755-2254
Fax 0231/755-6463
lehrevaluation@tu-dortmund.de
www.tu-dortmund.de

Herr
Prof. Dr. Jens Teubner
Fakultät 04 Informatik

persönlich / vertraulich

**Auswertungsbericht zur studentischen Lehrveranstaltungsbeurteilung**

Sehr geehrter Herr Prof. Dr. Teubner,
als Anlage erhalten Sie die Ergebnisse der automatisierten Auswertung zu Ihrer Veranstaltung "Architektur und Implementierung von Datenbanksystemen" im Rahmen der studentischen Lehrveranstaltungsbeurteilung.

Der Ergebnisbericht gliedert sich in drei Abschnitte:

a) Auswertung der geschlossenen Fragen
In diesem Abschnitt werden die Ergebnisse der geschlossenen Skalafragen grafisch durch ein Histogramm und ergänzt durch numerische Angaben aufbereitet. Zu den statistischen Kennzahlen zählen die relativen Antworthäufigkeiten sowie zusätzlich das arithmetische Mittel, der Median, die Standardabweichung und die Anzahl der Nennungen.

b) Profillinie
Zur schnellen und übersichtlichen Orientierung zeichnet die Profillinie eine gestrichelte Linie der Mittelwerte zu den Skalafragen. Zusätzlich werden der Mittelwert und die Anzahl der Nennungen numerisch angegeben.

c) Auswertung der offenen Fragen
Die Auswertung der offenen Fragen wird in Form von Bildausschnitten dargestellt. Wurde eine Online-Befragung durchgeführt bzw. die Handschriften manuell erfasst, erscheinen die Antworten entsprechend in Maschinenschrift.

Wurden für den verwendeten Fragebogen (FK04TU10) Globalindikatoren definiert, werden diese am Anfang des Berichtes dargestellt. Die Indikatoren bilden den Mittelwert zu einer thematischen Fragengruppe und ermöglichen einen schnellen Überblick über die Ergebnisse der Befragung.

Für Rückfragen zur Lehrevaluation wenden Sie sich bitte an die Ansprechpartnerin bzw. den Ansprechpartner in Ihrer Fakultät.

Bei technischen Fragen stehe ich Ihnen gerne zur Verfügung.

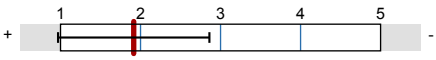
Mit freundlichen Grüßen
i.A.
Urs Heidemann (EvaSys Administrator)

# Prof. Dr. Jens Teubner

Architektur und Implementierung von Datenbanksystemen (41211_SoSe19)
Erfasste Fragebögen = 13

## Globalwerte

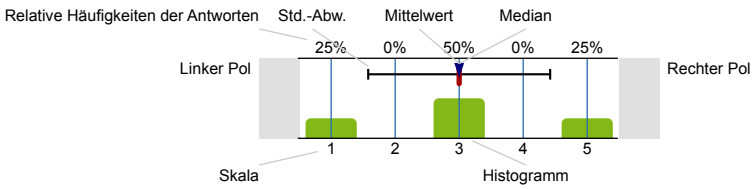
## Globalindikator

| | | |
|---|---|---|
| Evaluation of the content of the course | | mw=1,65 s=0,71 |
| Evaluation of lectures | | mw=1,63 s=0,77 |
| Evaluation on course and lecture materials | | mw=1,59 s=0,65 |
| Evaluation of the tutorials | | mw=1,53 s=0,66 |
| Overall score for the course |  | mw=1,91 s=0,95 |
| | | mw=1,58 s=0,51 |

## Auswertungsteil der geschlossenen Fragen

## Legende

Fragetext




n=Anzahl
mw=Mittelwert
md=Median
s=Std.-Abw.
E.=Enthaltung

## 2. Statistical Informationen

2.1) Traget degree

n=13

| | |
|---|---|
| Bachelor | 15.4% |
| Master | 84.6% |
| Lehramt | 0% |
| Other | 0% |

2.2) Programme

n=13

| | |
|---|---|
| Informatik | 92.3% |
| Angew. Informatik | 0% |
| Automation and Robotics | 0% |
| ERASMUS student | 0% |
| Other | 7.7% |

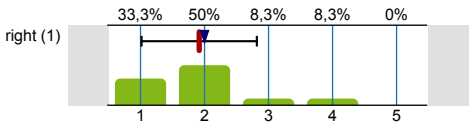
2.3) Current term in your current programme of study
(e.g., tick 3-4 if you are in the 3. semester of the Master programme)

n=13

| | |
|---|---|
| 1-2 | 61.5% |
| 3-4 | 23.1% |
| 5-6 | 7.7% |
| 7-8 | 7.7% |
| 9-10 | 0% |
| 11-12 | 0% |
| 13-14 | 0% |
| 15-16 | 0% |
| >16 | 0% |

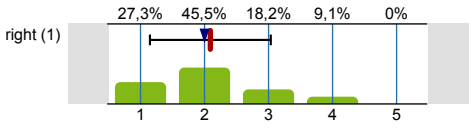
## 3. Evaluation of the content of the course:

3.1) The course provides formal, algorithmic or mathematical competences.



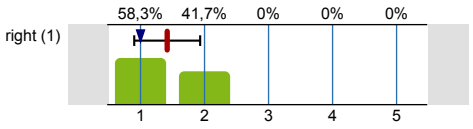

n=12
mw=1,92
md=2
s=0,9

3.2) The course provides analysis, design, implementation and project management competences for large computer science projects.



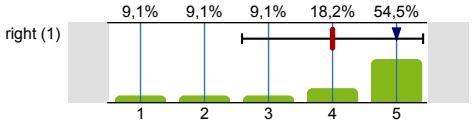

n=11
mw=2,09
md=2
s=0,94
E.=1

3.3) The course provides technological competences (understanding of key interdependeces like relations between hardware and software, of operating systems, networks, data bases, intelligent systems and security.



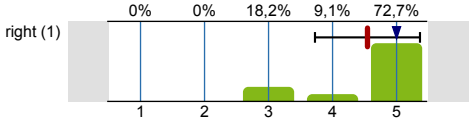

n=12
mw=1,42
md=1
s=0,51

3.4) The course provides multidisciplinary competences (ability to work on problems in different application areas, using knowledge in economics, law or foreign languages).



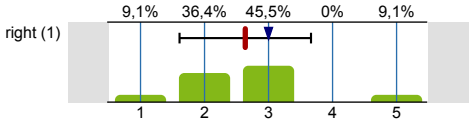

n=11
mw=4
md=5
s=1,41
E.=1

3.5) The course provides social competences.



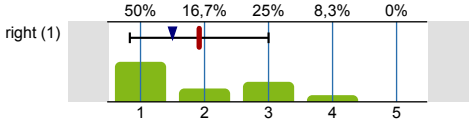

n=11
mw=4,55
md=5
s=0,82
E.=1

3.6) The course contributes to starting my professional career.



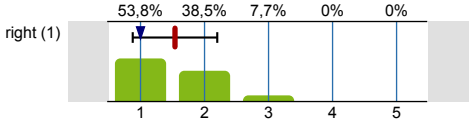

n=11
mw=2,64
md=3
s=1,03
E.=1

3.7) I am familiar with all the assumed prerequisites.



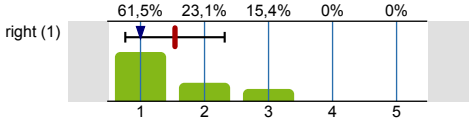

n=12
mw=1,92
md=1,5
s=1,08

3.8) The content's structure can be easily recognized.



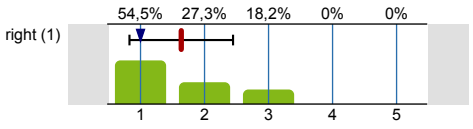

n=13
mw=1,54
md=1
s=0,66

3.9) The selection of the content matches my expectations.



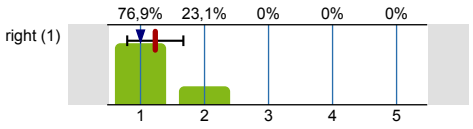

n=13
mw=1,54
md=1
s=0,78

3.10) The content matches course descriptions.



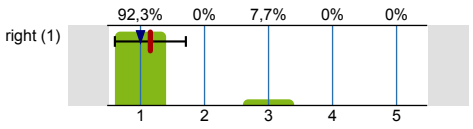

n=11
mw=1,64
md=1
s=0,81
E.=1

3.11) The course is well organized (announced early enough, up-to-date web page, sufficient consulting).



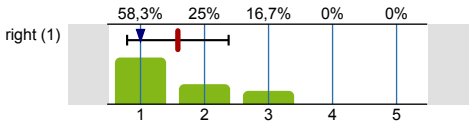

n=13
mw=1,23
md=1
s=0,44

3.12) The room is suitable for the course.



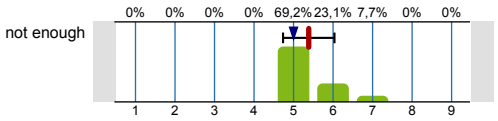

n=13
mw=1,15
md=1
s=0,55

3.13) The time frame is appropriate for the course (duration, date and time, overlap with other courses).




n=12
mw=1,58
md=1
s=0,79

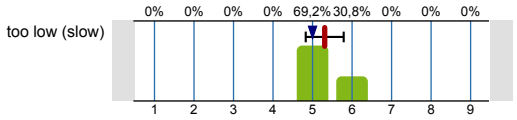
3.14) The course contains not enough/the right amount /to much content.




n=13
mw=5,38
md=5
s=0,65

## 4. Evaluation of lectures

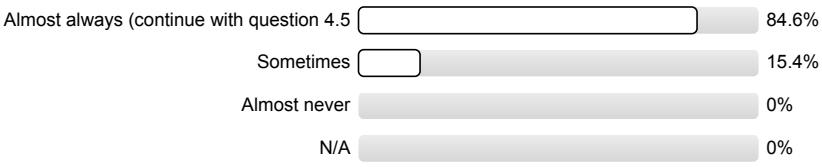
4.1) The speed of the lectures is...




n=13
mw=5,31
md=5
s=0,48

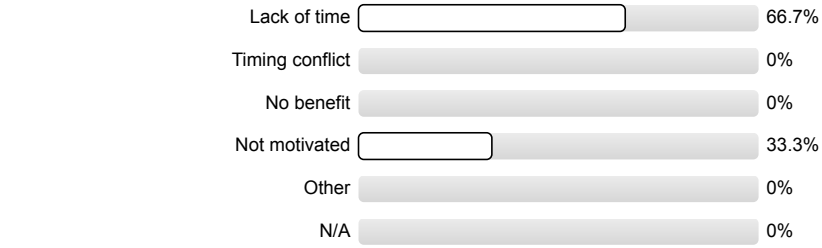
4.2) I attend lectures:

n=13



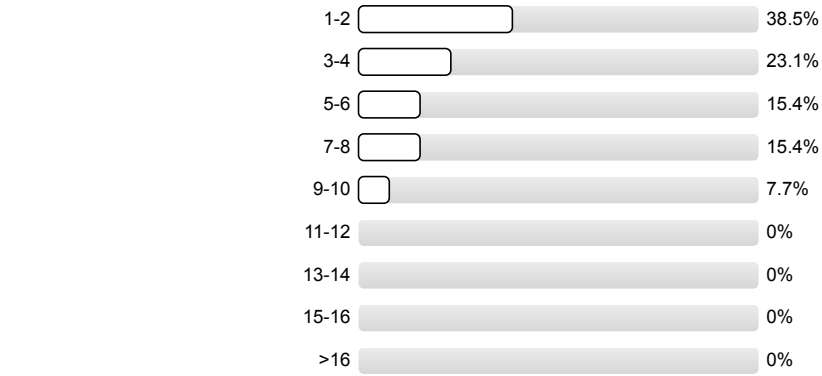

4.3) Reason for skipping lectures:

n=3

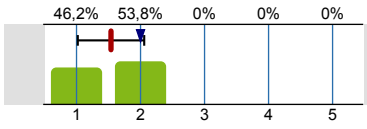



4.5) How many hours per week do you spend on home work, including preparing for the lectures, and on the assignments?

n=13

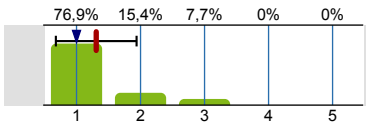


4.6) The lecturer uses examples and visualizations to make the lecture easier to understand and to add variety.



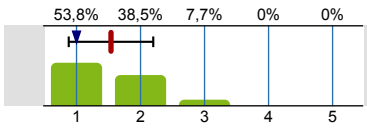

n=13
mw=1,54
md=2
s=0,52

4.7) The lecturer is well prepared.



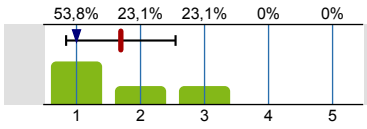

n=13
mw=1,31
md=1
s=0,63

4.8) The lecturer is highly motivated and enthusiastic about the material.



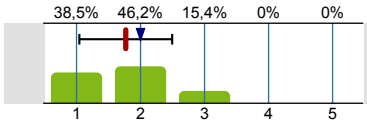

n=13
mw=1,54
md=1
s=0,66

4.9) The lecturer explains facts in a simple, understandable and clear manner (and not in a complicated and confusing manner).



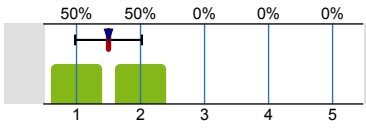

n=13
mw=1,69
md=1
s=0,85

4.10) The lecturer focuses largely on the essentials, instead of caring about non-essentials or digressing frequently.



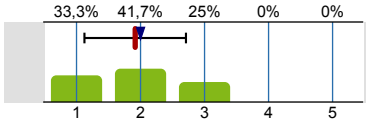

n=13
mw=1,77
md=2
s=0,73

4.11) There exists a dialogue between lecturer and audience, at least at times. For example: The lecturer
- queries, whether the audience understood the material
-raises questions about the content (at an adequate level)
- is sufficiently available for questions.



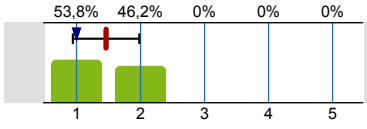

n=12
mw=1,5
md=1,5
s=0,52

4.12) The lecturer uses introductions, repetitions, and summaries to help understanding the lectures.




n=12
mw=1,92
md=2
s=0,79

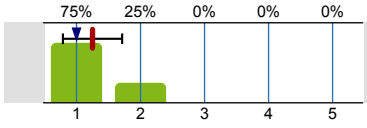
4.13) Acoustics and English (including pronounciation) are good.




n=13
mw=1,46
md=1
s=0,52

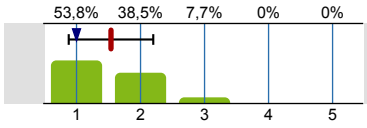
## 5. Evaluation on course and lecture materials

5.1) The handwriting of the lecturer (on the black board or the overhead projector) helps understand the lecture and its content (well readable, well-structured, enough time for copying).



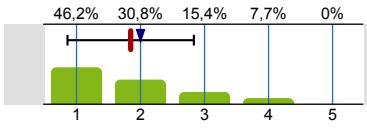

n=8
mw=1,25
md=1
s=0,46
E.=4

5.2) Beamer or printed overhead slides help understand the lecture and its content (available before the lecture, few errors, well-structured, sufficiently large font etc.).



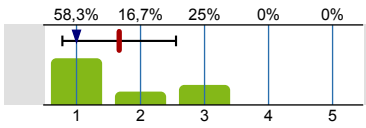

n=13
mw=1,54
md=1
s=0,66

5.3) Provided slides and manuscript are ideally suited for reading after the lectures (match the lectures, can be used to prepare fror the exam, errors are corrected, etc.).



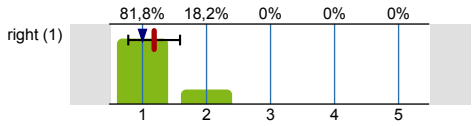

n=13
mw=1,85
md=2
s=0,99

5.4) Developed material is provided (material is provided and it contains all necessary explanations, contains few errors, has been published as a book...).




n=12
mw=1,67
md=1
s=0,89
E.=1

5.5) Slides and manuscript are easy to obtain in-time (e. g. through the internet).




n=11
mw=1,18
md=1
s=0,4
E.=1

5.6) Are you using the recommended references?

n=13

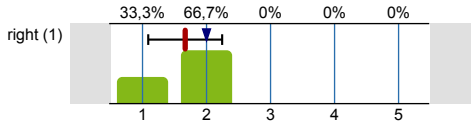
| | |
|---|---|
| Yes (continue with question 5.8) | 30.8% |
| No | 30.8% |
| No indication. | 38.5% |

5.7) If no, why not?

n=6

| | |
|---|---|
| No need | 83.3% |
| Not appropriate | 0% |
| No indication | 16.7% |
| Too expensive | 0% |
| Not available in University library | 0% |
| Other | 0% |
| I found better references | 0% |

5.8) The references are ideal for the reading after the lectures.




n=3
mw=1,67
md=2
s=0,58
E.=4

## 6. Evaluation of the tutorials:

6.1) I attend the tutorials:

n=13

| | |
|---|---|
| Almost always (continue with question 6.3) | 69.2% |
| Sometimes | 15.4% |
| Never | 7.7% |
| N/A | 7.7% |

6.2) Reason for skipping tutorial:

n=4

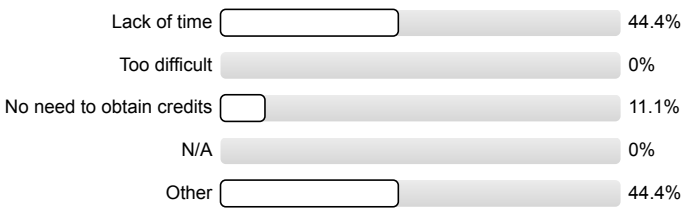
| | |
|---|---|
| Lack of time | 25% |
| Timing conflict | 25% |
| No benefit | 0% |
| Not motivated | 0% |
| Other | 25% |
| N/A | 25% |

6.3) I work on assignments:

n=12

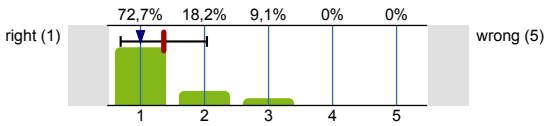
| | |
|---|---|
| Almost always (continue with question 6.5) | 16.7% |
| Sometimes | 58.3% |
| Never | 25% |
| N/A | 0% |

6.4) Reason for skipping assignments



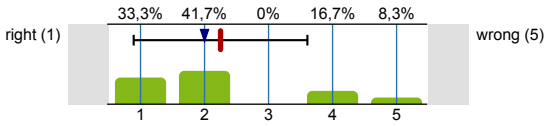

n=9

6.5) Tutorials are contributing towards understanding the content of the lectures/the course.



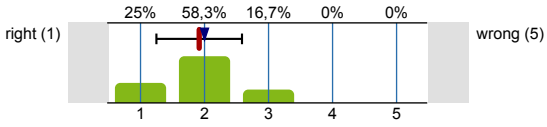

n=11
mw=1,36
md=1
s=0,67
E.=1

6.6) Content and timing of the assignments match the lectures.



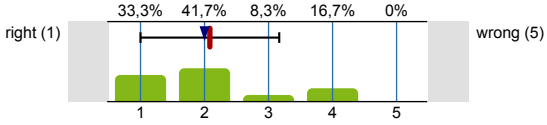

n=12
mw=2,25
md=2
s=1,36

6.7) The presentation of solutions for the assignments can be understood easily.



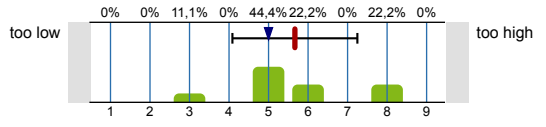

n=12
mw=1,92
md=2
s=0,67

6.8) Tutorials are run by competent and well-prepared faculty members.



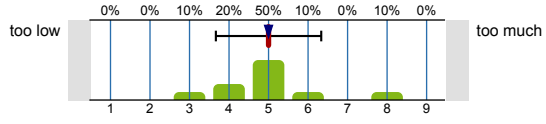

n=12
mw=2,08
md=2
s=1,08

6.9) The level for solving the assignments is...




n=9
mw=5,67
md=5
s=1,58
E.=1

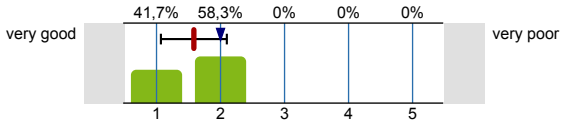
6.10) The effort for solving the assignments is...




n=10
mw=5
md=5
s=1,33
E.=1

## 7. Overall score for the course

7.1) What is your overall score for this course?



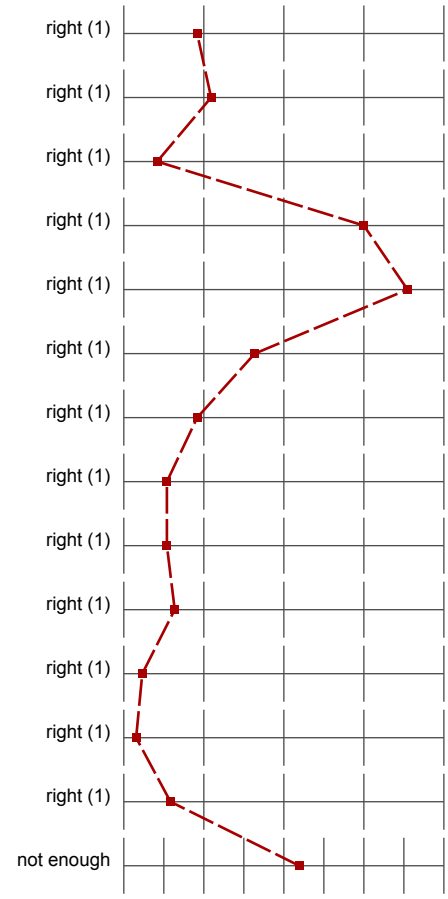

n=12
mw=1,58
md=2
s=0,51

# Profillinie

Teilbereich: Fakultät 04 Informatik
Name der/des Lehrenden: Prof. Dr. Jens Teubner
Titel der Lehrveranstaltung: (Name der Umfrage) Architektur und Implementierung von Datenbanksystemen (41211_SoSe19)

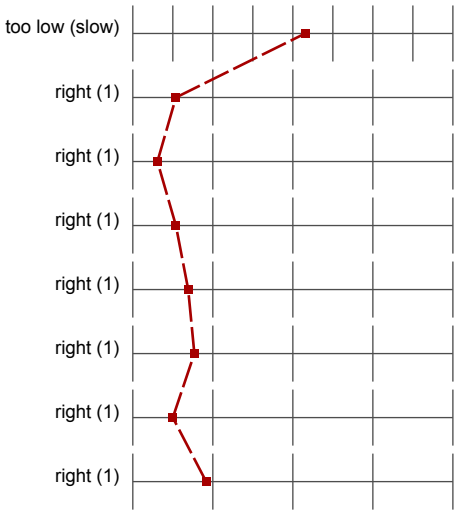
Verwendete Werte in der Profillinie: Mittelwert

## 3. Evaluation of the content of the course:



| | | | | | |
|---|---|---|---|---|---|
| 3.1) | The course provides formal, algorithmic or mathematical competences. | right (1) | wrong (5) | n=12 | mw=1,92 |
| 3.2) | The course provides analysis, design, implementation and project management competences for large computer science projects. | right (1) | wrong (5) | n=11 | mw=2,09 |
| 3.3) | The course provides technological competences (understanding of key interdependeces like relations between hardware and software, of operating | right (1) | wrong (5) | n=12 | mw=1,42 |
| 3.4) | The course provides multidisciplinary competences (ability to work on problems in different application areas, using knowledge in economics, law or foreign | right (1) | wrong (5) | n=11 | mw=4,00 |
| 3.5) | The course provides social competences. | right (1) | wrong (5) | n=11 | mw=4,55 |
| 3.6) | The course contributes to starting my professional career. | right (1) | wrong (5) | n=11 | mw=2,64 |
| 3.7) | I am familiar with all the assumed prerequisites. | right (1) | wrong (5) | n=12 | mw=1,92 |
| 3.8) | The content's structure can be easily recognized. | right (1) | wrong (5) | n=13 | mw=1,54 |
| 3.9) | The selection of the content matches my expectations. | right (1) | wrong (5) | n=13 | mw=1,54 |
| 3.10) | The content matches course descriptions. | right (1) | wrong (5) | n=11 | mw=1,64 |
| 3.11) | The course is well organized (announced early enough, up-to-date web page, sufficient consulting). | right (1) | wrong (5) | n=13 | mw=1,23 |
| 3.12) | The room is suitable for the course. | right (1) | wrong (5) | n=13 | mw=1,15 |
| 3.13) | The time frame is appropriate for the course (duration, date and time, overlap with other courses). | right (1) | wrong (5) | n=12 | mw=1,58 |
| 3.14) | The course contains not enough/the right amount /to much content. | not enough | too much | n=13 | mw=5,38 |

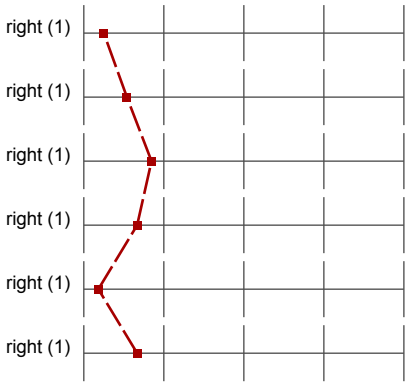
## 4. Evaluation of lectures



| | | | | | |
|---|---|---|---|---|---|
| 4.1) | The speed of the lectures is... | too low (slow) | too high (fast) | n=13 | mw=5,31 |
| 4.6) | The lecturer uses examples and visualizations to make the lecture easier to understand and to add variety. | right (1) | wrong (5) | n=13 | mw=1,54 |
| 4.7) | The lecturer is well prepared. | right (1) | wrong (5) | n=13 | mw=1,31 |
| 4.8) | The lecturer is highly motivated and enthusiastic about the material. | right (1) | wrong (5) | n=13 | mw=1,54 |
| 4.9) | The lecturer explains facts in a simple, understandable and clear manner (and not in a complicated and confusing manner). | right (1) | wrong (5) | n=13 | mw=1,69 |
| 4.10) | The lecturer focuses largely on the essentials, instead of caring about non-essentials or digressing frequently. | right (1) | wrong (5) | n=13 | mw=1,77 |
| 4.11) | There exists a dialogue between lecturer and audience, at least at times. For example: The lecturer | right (1) | wrong (5) | n=12 | mw=1,50 |
| 4.12) | The lecturer uses introductions, repetitions, and summaries to help understanding the lectures. | right (1) | wrong (5) | n=12 | mw=1,92 |

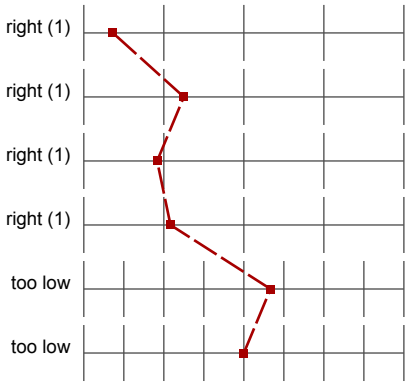
| | | | | | |
|---|---|---|---|---|---|
| 4.13) | Acoustics and English (including pronounciation) are good. | right (1) | wrong (5) | n=13 | mw=1,46 |

## 5. Evaluation on course and lecture materials



| | | | | | |
|---|---|---|---|---|---|
| 5.1) | The handwriting of the lecturer (on the black board or the overhead projector) helps understand the lecture and its content (well readable, well- | right (1) | wrong (5) | n=8 | mw=1,25 |
| 5.2) | Beamer or printed overhead slides help understand the lecture and its content (available before the lecture, few errors, well-structured, sufficiently large | right (1) | wrong (5) | n=13 | mw=1,54 |
| 5.3) | Provided slides and manuscript are ideally suited for reading after the lectures (match the lectures, can be used to prepare fror the exam, errors are corrected, | right (1) | wrong (5) | n=13 | mw=1,85 |
| 5.4) | Developed material is provided (material is provided and it contains all necessary explanations, contains few errors, has been published as a book...). | right (1) | wrong (5) | n=12 | mw=1,67 |
| 5.5) | Slides and manuscript are easy to obtain in-time (e. g. through the internet). | right (1) | wrong (5) | n=11 | mw=1,18 |
| 5.8) | The references are ideal for the reading after the lectures. | right (1) | wrong (5) | n=3 | mw=1,67 |

## 6. Evaluation of the tutorials:



| | | | | | |
|---|---|---|---|---|---|
| 6.5) | Tutorials are contributing towards understanding the content of the lectures/the course. | right (1) | wrong (5) | n=11 | mw=1,36 |
| 6.6) | Content and timing of the assignments match the lectures. | right (1) | wrong (5) | n=12 | mw=2,25 |
| 6.7) | The presentation of solutions for the assignments can be understood easily. | right (1) | wrong (5) | n=12 | mw=1,92 |
| 6.8) | Tutorials are run by competent and well-prepared faculty members. | right (1) | wrong (5) | n=12 | mw=2,08 |
| 6.9) | The level for solving the assignments is... | too low | too high | n=9 | mw=5,67 |
| 6.10) | The effort for solving the assignments is... | too low | too much | n=10 | mw=5,00 |

## 7. Overall score for the course

| | | | | | |
|---|---|---|---|---|---|
| 7.1) | What is your overall score for this course? | very good | very poor | n=12 | mw=1,58 |

# Auswertungsteil der offenen Fragen

## 4. Evaluation of lectures

4.14) Comments with respect to the lectures:
*(The handwritten comments are converted to typescript before being passed to the lecturer.)*

- Having a summary slide at the end of each lecture would be great. Also on the website, splitting the lecture slides by class would keep the material more organized.

## 5. Evaluation on course and lecture materials

5.9) Comments on the course material:
*(Please feel free to hint at additional references that might be recommended.*
*The handwritten comments are converted to typescript before being passed to the lecturer. )*

- Please provide solutions of programming exercises

## 6. Evaluation of the tutorials:

6.11) Comments on the tutorials:
*(The handwritten comments are converted to typescript before being passed to the lecturer.)*

- Assuming C++ knowledge is a bit of a stretch, considering it wasn't taught in B.Sc.
  Providing learning materials would be a good idea
- Refer to 5.9
- Tutorials are about two weeks behind lectures

## 7. Overall score for the course