## PORTAL Fakultät WIM

Data Mining - Heiko Paulheim - Vorlesung (EVA112) Erfasste Fragebögen = 31



### Auswertungsteil der geschlossenen Fragen

Mittelwert

Median

Quantil

Relative Häufigkeiten der Antworten Std.-Abw.

Legende

Fragetext	Linker Pol 25% 0% Linker Pol 1 2 Skala	Rechter Pol	n=Anzahl mw=Mittelwert md=Median s=StdAbw. E.=Enthaltung
1. Personal Details			
1.1) My program			
	Culture & Business	0%	n=31
	Business Informatics	96.8%	
Mathematics	in Business and Economics	0%	
	Business Admin.	3.2%	
	Business Education	0%	
	Economics	0%	
	Psychology	0%	
1.2) My anticipated degree		 	
1.2) My anticipated degree	Da ah alau C	0.70/	n=31
	Bachelor (	9.7%	
	Master (	90.3%	
	Other	0%	
1.3) My semester		 	
	1 (	64.5%	n=31
	2 (	9.7%	
	3 (	16.1%	
	4 (	3.2%	
	5	0%	
	6 (	3.2%	
	7 (	3.2%	
	8	0%	
	>=9	0%	
1.4) My Gender			
	female	26.9%	
	male	73.1%	

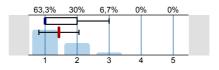
1.5)	I am an international exchange student						
		Yes				18.5%	n=27
		No [				81.5%	
2.	Details on your course attendance						
	Dotalle dir your doubt attornaurios						
2.1)	I am taking this course						
		for the first time				100%	n=31
	again, after already taking this course in a	previous semester				0%	
2.2)	How regularly did you attend this lecture course –	0	51,6% 19,4%	9,7% 3,2%	16,1%	>=6	n=31
	how often were you absent from class?	0				7-0	mw=2,1 md=1 s=1,5
			1 2	3 4	5		0 1,0
2.3)	If you missed more than three classes, what were th	e reasons fo <b>r</b> yo	ur absence? (M	ultiple ansv	vers are	possible)	0.4
	There were scheduling conflicst	with other courses				0%	n=31
		Lack of time				6.5%	
		Other reasons				12.9%	
2.4)	How regularly did you attend the tutorial for this	0	45,2% 12,9% 9,7%	0% 6,5% 3,	2% 22,6%	>=6	n=31 mw=3,1
	lecture course how often were you absent from the tutorial? Please leave blank if no		1	1			md=2 s=2,5
	accompanying lecture was offered.		1 2 3	4 5	5 7		
2.5)	If you missed more than three classes, what was	e the main reaso	n for your abou	ncos2 (Mul	tiplo aper	wore are poss	hlo)
		_	ii ioi youi absei	rices: (ividi	lipie alist		n=31
	There were scheduling conflicts	J				3.2%	
		d any course credit				0%	
	The lecture was sufficient for me to under					9.7%	
		Lack of time				9.7%	
			92,9% 7,1%	0% 0%	 0%		
2.6)	1. How often was there a substitute teacher?	0		070		>=6	n=28 mw=1,1
			1				md=1 s=0,3
			1 2	3 4	5		
3.	Evaluation of the course						
			04.00/ 00.70/	00/ 00/	00/		
3.1)	The instructor explained the <b>educational goals</b> of the course	totally true	61,3% 38,7%	0% 0%	0%	not true at all	n=31 mw=1,4
	the course						md=1 s=0,5
			1 2	3 4	5		
3.2)	A common theme could be perceived in the		64,5% 32,3%	3,2% 0%	0%	_	n=31
	course.			7			mw=1,4 md=1
							s=0,6
			1 2	3 4	5 		
3.3)	The course was well organized		50% 43,3%	6,7% 0%	0%		n=30 mw=1,6
							md=1,5 s=0,6
			1 2	3 4	5		



The recommended literature helped my learning process	28% 40% 32% 0% 0%	n=25 mw=2 md=2 s=0,8
3.18) The instructor's diction/manner of speaking was clear	54,8% 41,9% 3,2% 0% 0%	n=31 mw=1,5 md=1 s=0,6
3.19) The instructor always seemed to be <b>well prepared</b>	51,6% 45,2% 3,2% 0% 0%	n=31 mw=1,5 md=1 s=0,6
3.20) I had the impression that the instructor <b>truly enjoyed teaching</b>	48,4% 41,9% 9,7% 0% 0%	n=31 mw=1,6 md=2 s=0,7
3.21) The <b>instructor</b> was <b>willing</b> to tailor lessons to students' academic interests	31% 55,2% 10,3% 3,4% 0%	n=29 mw=1,9 md=2 s=0,7
3.22) The lecture <b>fostered my interest</b> in the course content	45,2% 38,7% 16,1% 0% 0%	n=31 mw=1,7 md=2 s=0,7
3.23) The <b>connection to other courses</b> was demonstrated	36,7% 46,7% 10% 6,7% 0% 1 2 3 4 5	n=30 mw=1,9 md=2 s=0,9
3.24) The course topic was well integrated with other courses	27,6% 51,7% 20,7% 0% 0%	n=29 mw=1,9 md=2 s=0,7
3.25) The <b>relevance</b> of the course <b>to educational goals</b> was made clear	32,3% 58,1% 6,5% 3,2% 0% 1 2 3 4 5	n=31 mw=1,8 md=2 s=0,7
3.26) I feel that the course content was <b>important for my future career</b>	38,7% 45,2% 16,1% 0% 0% 1 2 3 4 5	n=31 mw=1,8 md=2 s=0,7
4. Evaluation of your own participation		
4.1) I asked questions during class		
	Yes	n=31
	No 67.7%	
4.2) <b>If not, why not?</b> (Multiple answers are possible)		
My own limited know	vledge 16.1%	n=31
Lack of self-confid	dence	
I already understood ever		
My questions had already been asked by other classr		
I attempted to find the answers myself after	class 41.9%	

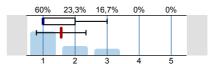
4.3)	What was the average <b>weekly amount of time you s</b> class time, time in the discussion group/tutorial, or time	pent preparing fo ne devoted to com	or and reviewing after the lectur apleting worksheets)?	e course (not in	cluding
		No time at all		17.9%	n=28
		2 hours		53.6%	
		4 hours		25%	
		6 hours		0%	
		8 hours		3.6%	
		10 hours		0%	
4.4)	What was the average <b>weekly amount of time you sp</b> discussion group/tutorial)?	_	worksheets (not including class	time and time in	 the
		No time at all		44%	mw=1,7 s=0,7
		2 hours		44%	
		4 hours		12%	
		6 hours		0%	
		8 hours		0%	
		10 hours		0%	
5.	Overall evaluation of the course				
5.1)	The lecture course increased my subject matter knowledge	totally true	66,7% 26,7% 6,7% 0% 0%	not true at all	n=30 mw=1,4 md=1 s=0,6
5.2)	I enjoyed attending the lecture course		1 2 3 4 5		n=30 mw=1,7 md=2 s=0,7
5.3)	I understood the course content		43,3% 53,3% 3,3% 0% 0% 0% 1 2 3 4 5		n=30 mw=1,6 md=2 s=0,6
5.4)	I would rate the lecture course <b>on a scale</b> of 1 (very good) to 6 (very poor):	6	0% 0% 0% 6,7% 53,3% 40%	1	n=30 mw=5,3 md=5 s=0,6
6.	Evaluation of the classroom conditions and prere	equisities			
6.1)	My <b>previous knowledge</b> was sufficient for mastering the course content	totally true	44,8% 41,4% 0% 6,9% 6,9%	not true at all	n=29 mw=1,9 md=2 s=1,2
6.2)	The <b>technical equipment</b> (overhead, board, projector, microphone) was ready for use when necessary		62,1% 27,6% 6,9% 3,4% 0%		n=29 mw=1,5 md=1 s=0,8
6.3)	The <b>size of the room</b> was appropriate for the course		66,7% 26,7% 6,7% 0% 0%		n=30 mw=1,4 md=1 s=0,6

The **level of background noise** in the classroom was tolerable



n=30 mw=1,4 md=1 s=0,6

The **room fixtures** (chairs, tables, ventilation, light, etc.) were good



n=30 mw=1,6 md=1 s=0,8

# **Profillinie**

Teilbereich: Fakultät WIM

Name der/des Lehrenden: PORTAL Fakultät WIM

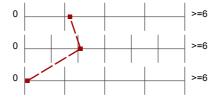
Titel der Lehrveranstaltung: Data Mining - Heiko Paulheim - Vorlesung

(Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

#### 2. Details on your course attendance

- 2.2) How regularly did you attend this lecture course – how often were you absent from class?
- 2.4) How regularly did you attend the tutorial for this lecture course - – how often were you absent from the tutorial? Please leave blank if
- 2.6) 1. How often was there a substitute teacher?



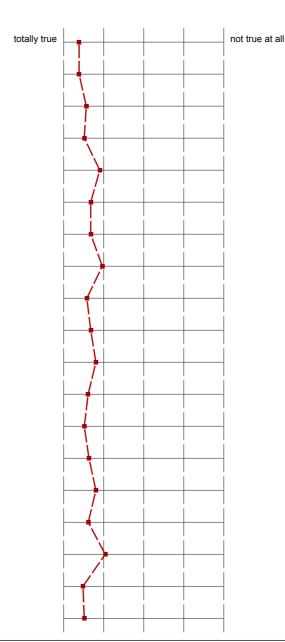
n=31 mw=2,1 md=1,0 s=1,5

n=31 mw=3,1 md=2,0 s=2,5

n=28 mw=1.1 md=1.0 s=0.3

#### 3. Evaluation of the course

- 3.1) The instructor explained the **educational goals** of the course
- 3.2) A **common theme** could be perceived in the course.
- 3.3) The course was well organized
- 3.4) The **structure of the lecture** helped me understand the subject matter
- 3.5) The **pace** of the course was appropriate
- 3.6) The lectures were clear and comprehendible
- 3.7) The course content was illustrated through the use of **examples**
- 3.8) **Summaries and repetition** helped me to remember the subject matter
- 3.9) There were opportunities to ask questions
- 3.10) The instructor made an effort to **answer questions precisely**
- 3.11) The instructor tried to make sure students understood the explanations
- 3.12) Information on the board/screen was legible
- 3.13) Information on the **board/screen increased my understanding** of the subject matter
- 3.14) The use of **classroom technology** (not including overhead/board) was helpful
- 3.15) Additional documents and downloads (i.e. copies, scripts, recordings) were helpful learning tools
- 3.16) The recommended literature was available
- 3.17) The **recommended literature helped** my learning process
- 3.18) The instructor's **diction/manner of speaking** was **clear**
- 3.19) The instructor always seemed to be **well prepared**



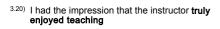
mw=1,4 md=1,0 s=0,5 mw=1.4 md=1.0 s=0.6 mw=1.6 md=1.5 s=0.6 n=30 mw=1,5 md=2,0 s=0,5 mw=1.9 md=2.0 s=0.9 n=31 mw=1,7 md=2,0 s=0,7 n=31 mw=1.7 md=2.0 s=0.7 mw=2,0 md=2,0 s=0,7 n=31 mw=1.6 md=1.0 s=0.8 n=31 mw=1,7 md=2,0 s=0,7 mw=1.8 md=2.0 s=0.7 mw=1,6 md=2,0 s=0,7 n=31 mw=1,5 md=1,0 s=0,6 n = 30mw=1.6 md=2.0 s=0.7 mw=1,8 md=2,0 s=1,0 n=26 mw=1,6 md=2,0 s=0,6

mw=2,0 md=2,0 s=0,8

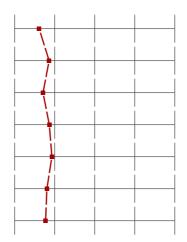
mw=1,5 md=1,0 s=0,6

mw=1,5 md=1,0 s=0,6

n=31



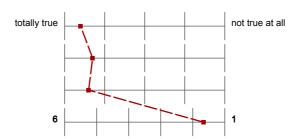
- 3.21) The **instructor** was **willing** to tailor lessons to students' academic interests
- 3.22) The lecture **fostered my interest** in the course content
- 3.23) The **connection to other courses** was demonstrated
- 3.24) The course topic was well integrated with other courses
- 3.25) The **relevance** of the course **to educational goals** was made clear
- 3.26) I feel that the course content was **important for my future career**



n=31	mw=1,6 md=2,0 s=0,7
n=29	mw=1,9 md=2,0 s=0,7
n=31	mw=1,7 md=2,0 s=0,7
n=30	mw=1,9 md=2,0 s=0,9
n=29	mw=1,9 md=2,0 s=0,7
n=31	mw=1,8 md=2,0 s=0,7
n=31	mw=1,8 md=2,0 s=0,7

### 5. Overall evaluation of the course

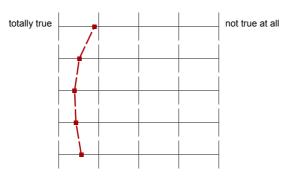
- 5.1) The lecture course increased my subject matter knowledge
- $^{5.2)}\,\,$  I enjoyed attending the lecture course
- 5.3) I understood the course content
- 5.4) I would rate the lecture course on a scale of 1 (very good) to 6 (very poor):



n=30 mw=1,4 md=1,0 s=0,6 n=30 mw=1,7 md=2,0 s=0,7 n=30 mw=1,6 md=2,0 s=0,6 n=30 mw=5,3 md=5,0 s=0,6

#### 6. Evaluation of the classroom conditions and prerequisities

- 6.1) My **previous knowledge** was sufficient for mastering the course content
- 6.2) The technical equipment (overhead, board, projector, microphone) was ready for use when necessary
- 6.3) The **size of the room** was appropriate for the course
- 6.4) The **level of background noise** in the classroom was tolerable
- 6.5) The **room fixtures** (chairs, tables, ventilation, light, etc.) were good



n=29 mw=1,9 md=2,0 s=1,2 n=29 mw=1,5 md=1,0 s=0,8 n=30 mw=1,4 md=1,0 s=0,6 n=30 mw=1,4 md=1,0 s=0,6

mw=1,6 md=1,0 s=0,8

## Auswertungsteil der offenen Fragen

7. Your suggestions				
1) In <b>question 5.4</b> , you	rated the discussion group/tu	torial. What was the the <b>m</b>	ain reason for your score?	
		•		•
			<u> </u>	
		<u>'</u>		<u></u>
The cours	e is very good. I	But the group's	g is not so suitable	e especially
for forer	mets and freshm	n. way for		. 7
,				
				•
	<del></del>		·	
Good rorse, bu	t often the speed wo	as too slow lon -	<b>773</b> ft .	
		To the second for		
				·
			· · · · · · · · · · · · · · · · · · ·	· .
				•
_				
The the cour	se should h	rotonly cap	ture Rapidmi	ner
but also	help under	stand the	dure Rapidoni Course content	t.
	understandasic,			

10.01.2017

PORTAI	Fakultät WIM	Data Mining .	. Heiko	Paulheim -	Vorlesuna
FUNIAL	i akuitat vviivi	, Dala Milling .	LICINO	raumemm -	vonesung

The lecture and tutorful portions of the course were conduined amough information is the touch me to topic. Tutorful could have been bettere explications in practice.

good lecture, project work was fun and enabled to undestand the contest beller

7.2) What did you like most during the course?

Team Project.

Practical exercises - use leavned knowledge, what also helped understanding and remembering the themes.

10.01.2017

The spectrum of covered algorithmans.

The Interials were fun and challenging bout it was interesting that the person toaching the turberial didn't go through examples step to step before days the exercise.

The professor was well-prepared and ready to reach.
The project is very helpful to underestand the concepts in practise.

fraject was fun and helped for undostanding the content of the leduce better

offer to do teachard sessions with instructors to clieuse project progress

7.3) What did you definitely not like during the corse?

The Time scheduled for presentations!!! during exams!!!

10.01.2017

The	way	of	grou	pino
	v		-	

the inconsistency of the states (generalization error/error), different words for the same thing)

bots of ABS miscommunication between students and prefessors. The picksor seemed like he didn't care about the student learning process.

I'm not sume how important is to work with napionary. I mean, it can't use in business tasks, in my opinion. may it was better to justify why it is better to use it instead of programing or ather apps

Sometimes algorithms are presented just by their booic idea. -> Not clearly stated how to implement them

7.4) What are your suggestions for improvement?

	<u></u>			<u> </u>
			_	. •
			_	
				·
Slow down in the lect	w O			
Don't use soo much time	for simple als	mith and	0 - 4 - 4	Dd#
Don't use soo much time a ligger room for the les who wants can attend.	ture and mor	e sercice elt	naybe you re so that	everybody
who wants can attend.				•
·			-	
· ·		date du	Drug &	
· ·		date du project p	Inger resculat	icns
		date che project p	inger reservat	icns
· · · · · · · · · · · · · · · · · · ·		date du project p	resculat	îcns
o no shortcomi collect are presente	ptime l			icns
	ptime l			îcns
o no shortconni collect all present	ptime l			îcns
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Professors and assistants need to start enjoying what they do and  And happiness in their feaching a bilities. They seem to distang temselves from the  Student as much as Possible.  The project is very important, so the goar of doing is just unaurranding the influence of doto mining application it is very helpful as it is now. But if the goal is to mark with  Methods, instructor should explain a parameters.
Methods instructor should lapherise on parameters
- Mughe provide the given for a wid-know (free steaders to very in the highway -> they have the hundredge for the froject hor)

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