



**Differentielle Psychologie
Psychologische Diagnostik**
Universität des Saarlandes

QUALIS
Qualität der Lehre im Studium



Feedback from the course evaluation - WS 2017/18

Automated Reasoning (Vorlesung)

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General information

Information on the project Qualis

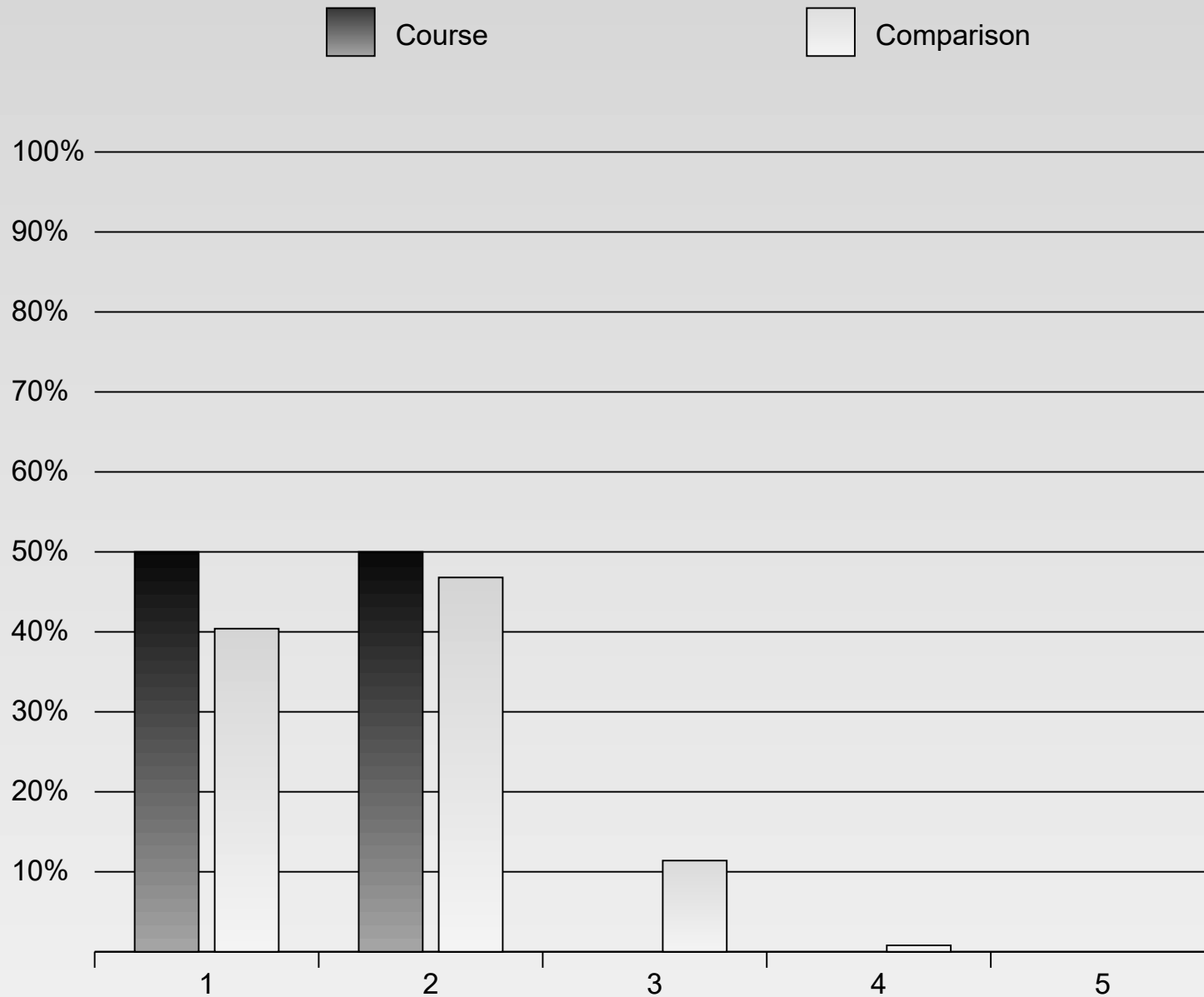
- Funded by Saarland University, Qualis is an evaluation project lead by the chair of Differential Psychology and Psychodiagnostics
- Courses in the following degree programmes/facilities are being evaluated: Business Studies, Education, Biology, Chemistry, Computational Linguistics, Teaching Methodology, German Studies, Gradus, Computer Science, Materials Science & Engineering Technology, Medicine, Pharmacology, Psychology, Law and Economics, Romance Studies, Language Centre, Theology, Centre for Key Competences

Details on the Qualis survey

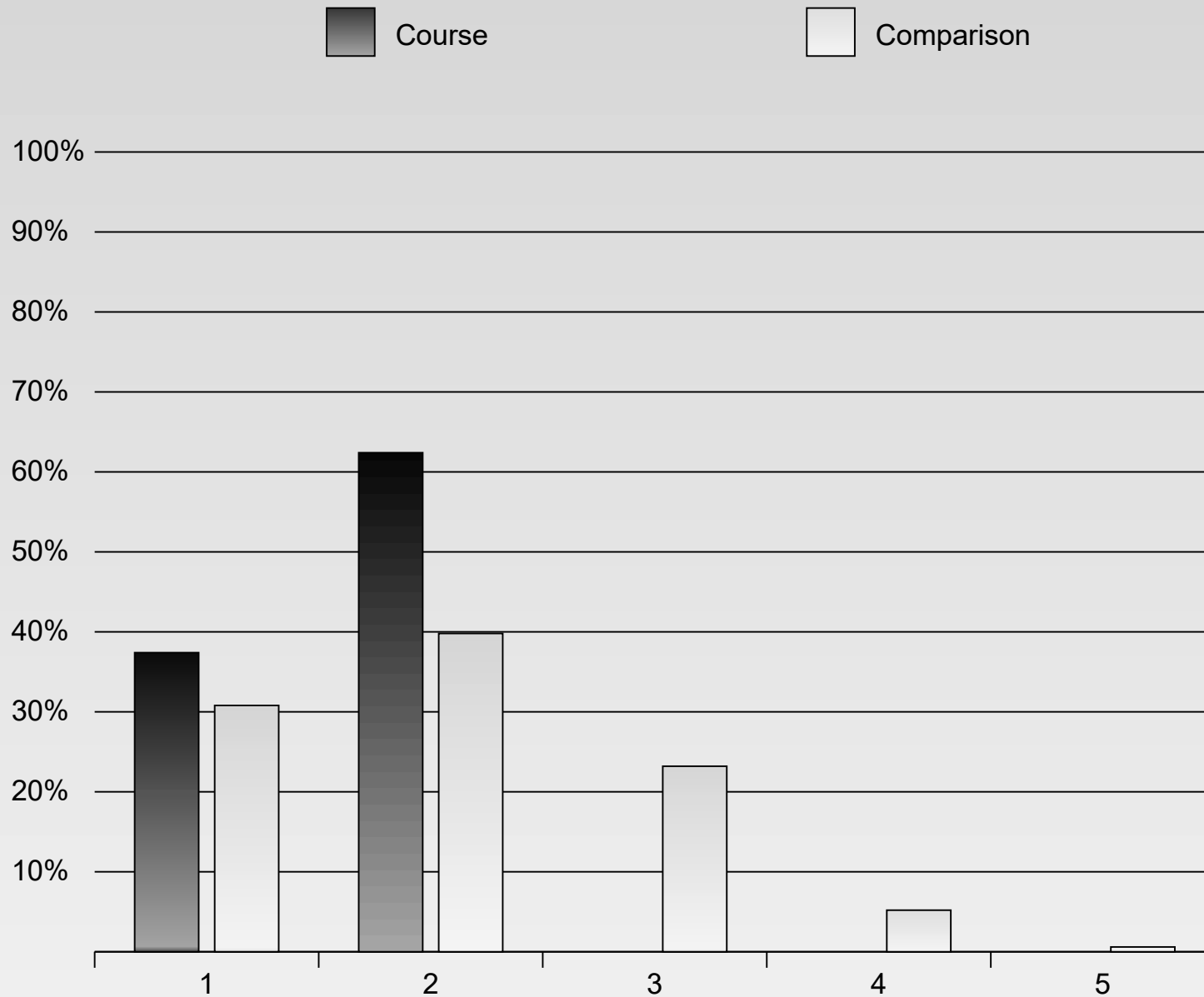
- The basic form consists of 28 items, one free-response item as well as basic demographic variables
- For purposes of analysis, individual items of the basic form are aggregated into five scales (Lecturer, Structure, Topic, Requirements, Overall Assessment) and reported in terms of these scales.
- The basic form is amended by additional scale items (e.g. presentations, work assignments) based on each course's specific assessments.

The Qualis-Team would like to thank all students and lecturers for their numerous and extensive participation!

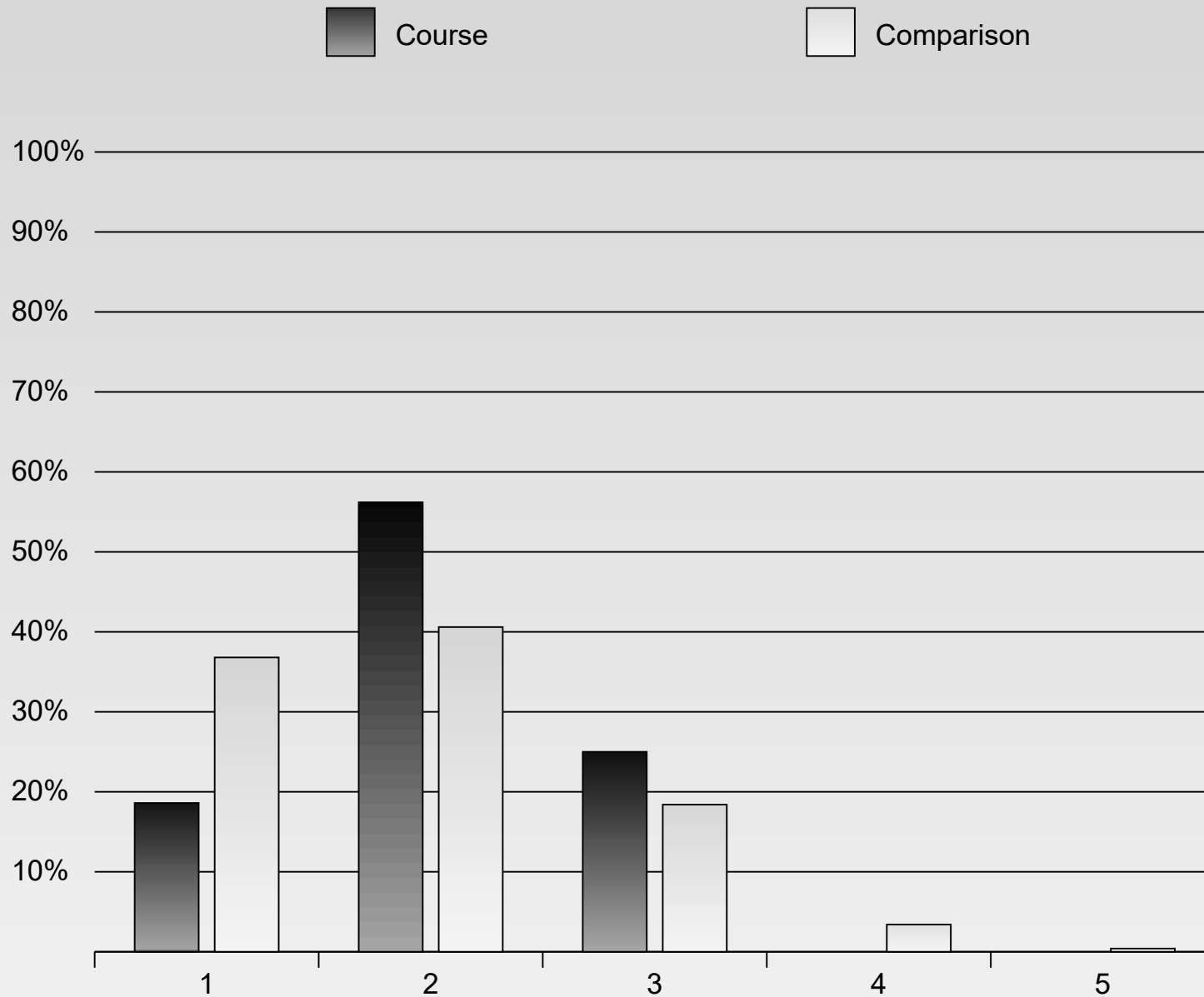
Lecturer



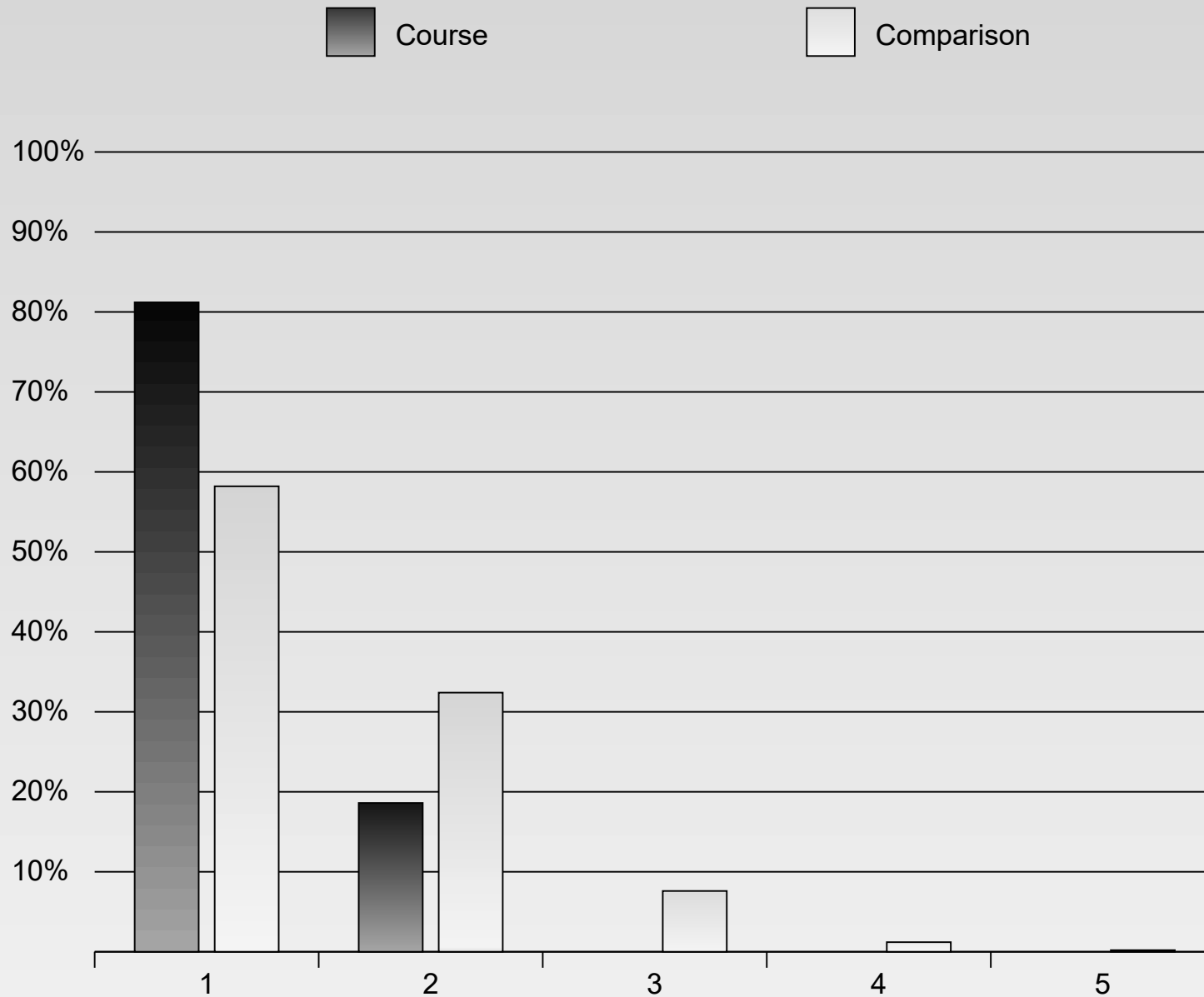
Structure



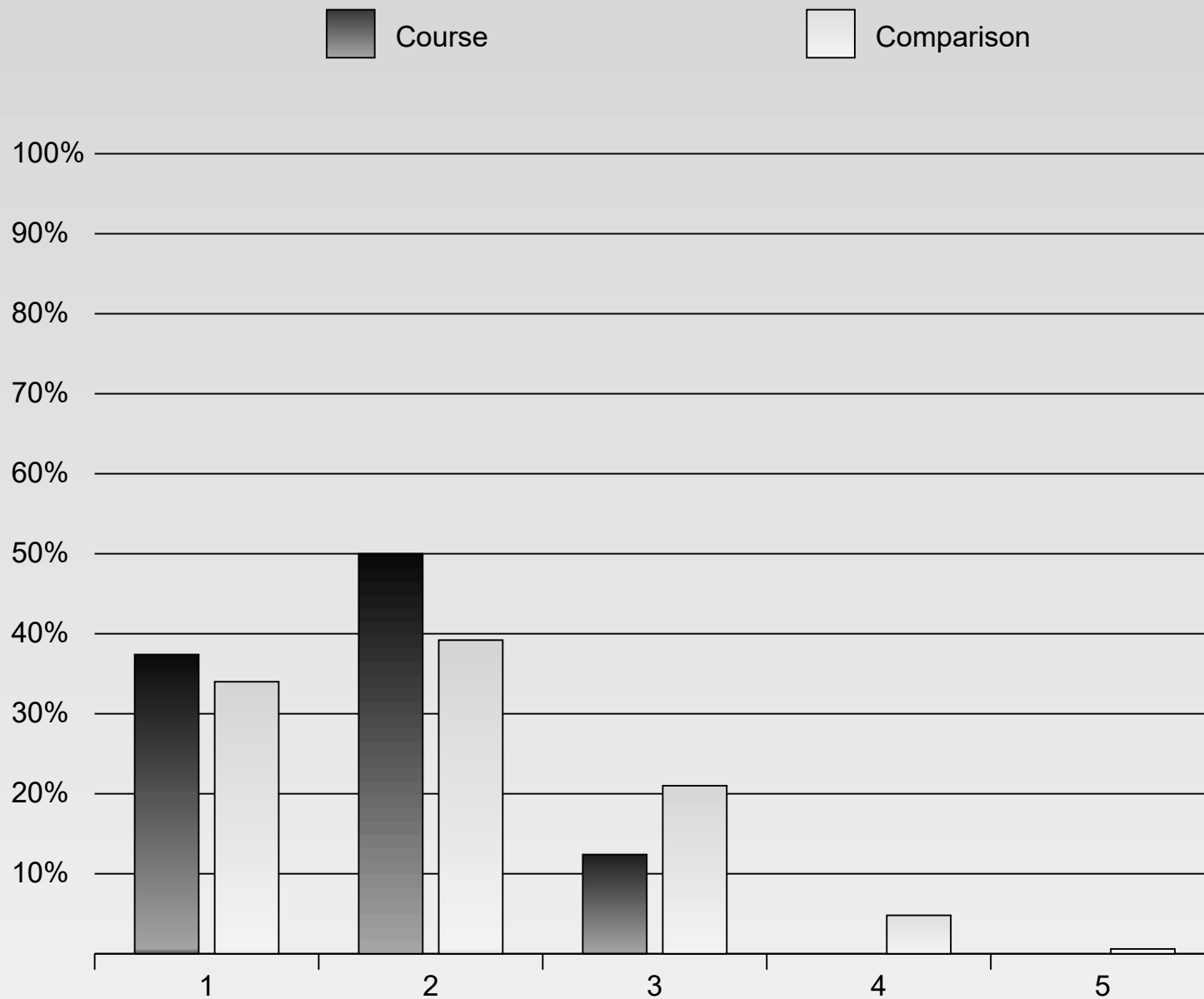
Topic



Organization



Overall Assessment



Comparison of means

| Scale | Course | | Comparison | | |
|--------------------|--------|------|------------|------|------|
| | M | SD | M | SD | N |
| Lecturer | 1.47 | 0.37 | 1.7 | 0.6 | 1183 |
| Structure | 1.53 | 0.45 | 1.95 | 0.8 | 1183 |
| Topic | 2.1 | 0.7 | 1.93 | 0.81 | 1183 |
| Requirements | 3.04 | 0.52 | | | |
| Organization | 1.16 | 0.27 | 1.56 | 0.65 | 1183 |
| Overall Assessment | 1.88 | 0.61 | 2.03 | 0.83 | 1183 |

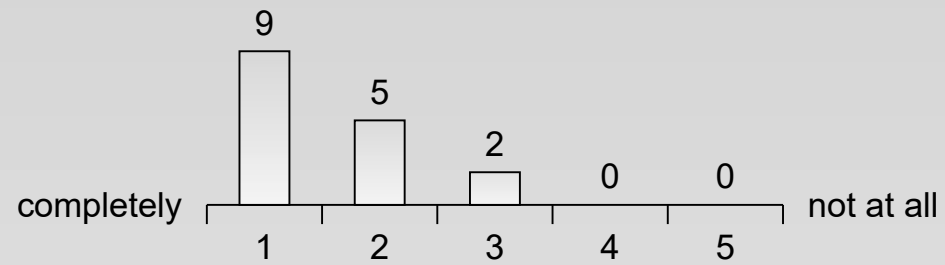
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Comparison group: Informatik, Vorlesungen, WS 2017/18 (36 courses)

M: Mean, SD: Standard deviation, N: Number of returned questionnaires

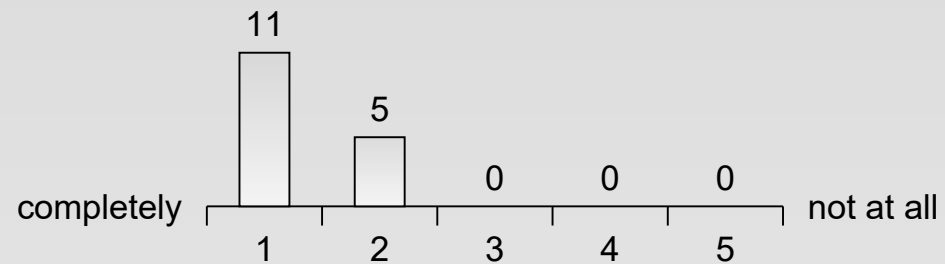
Lecturer

The lecturer was enthusiastic and motivated.



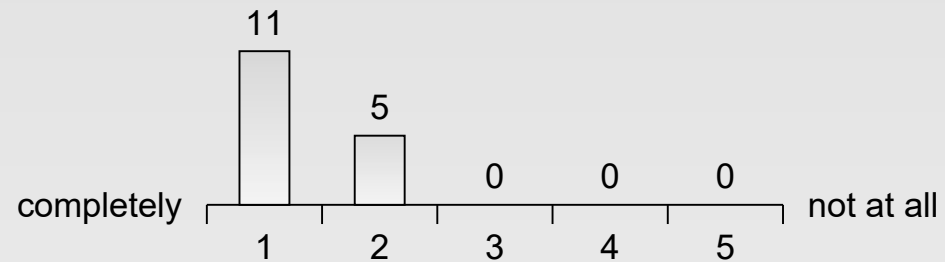
N= 16
M= 1.56
SD= 0.73
k.A.= 0

I was able to follow the pace of the lecturer.



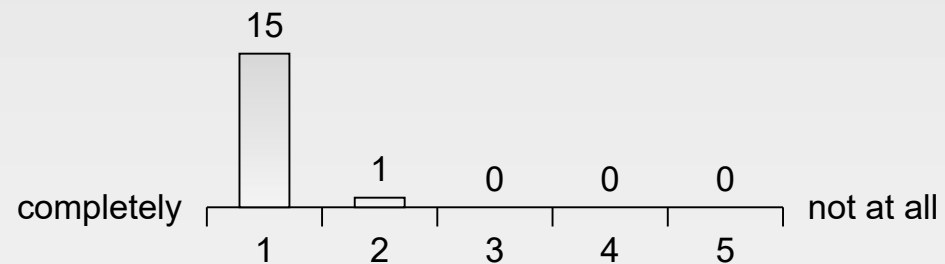
N= 16
M= 1.31
SD= 0.48
k.A.= 0

The lecturer provided a good learning and working atmosphere.



N= 16
M= 1.31
SD= 0.48
k.A.= 0

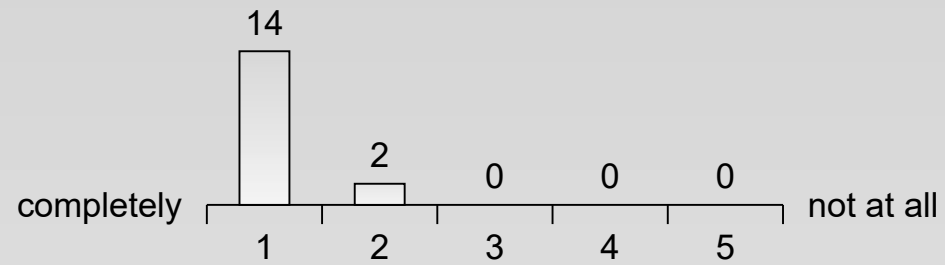
The lecturer has always been well prepared.



N= 16
M= 1.06
SD= 0.25
k.A.= 0

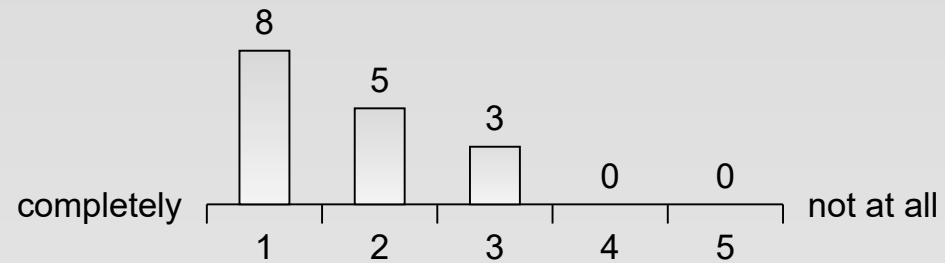
Lecturer

The lecturer was very competent.



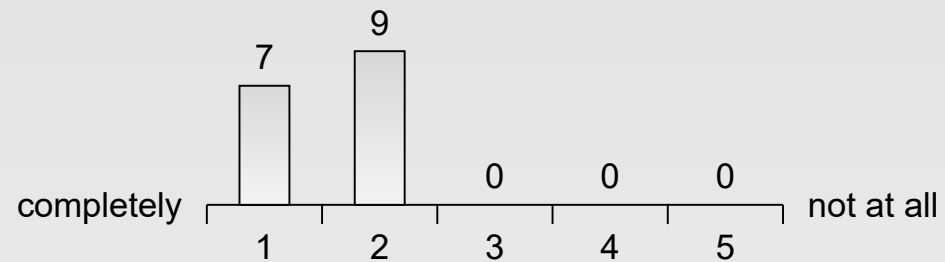
N= 16
M= 1.13
SD= 0.34
k.A.= 0

The lecturer was able to put complicated ideas across.



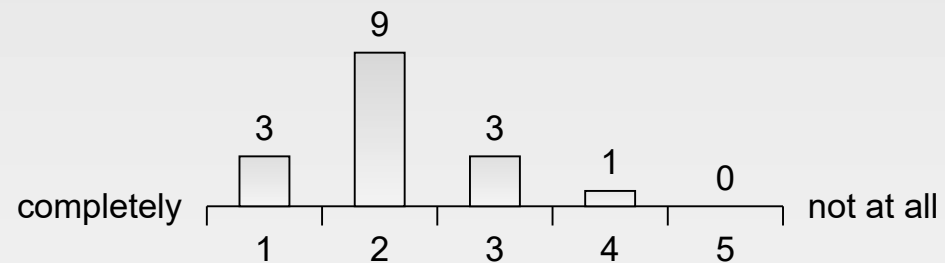
N= 16
M= 1.69
SD= 0.79
k.A.= 0

It was important to the lecturer that the participants benefitted from the course.



N= 16
M= 1.56
SD= 0.51
k.A.= 0

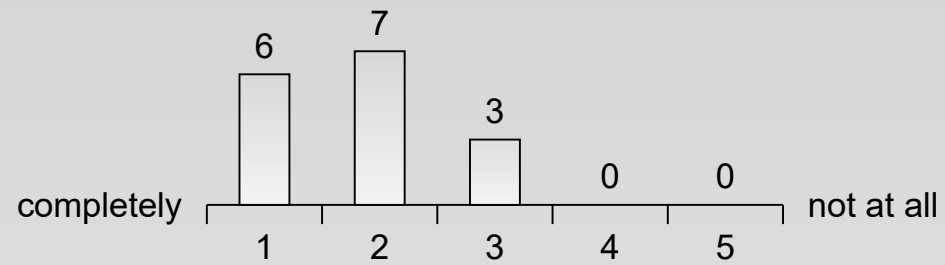
The lecturer motivated the participants.



N= 16
M= 2.13
SD= 0.81
k.A.= 0

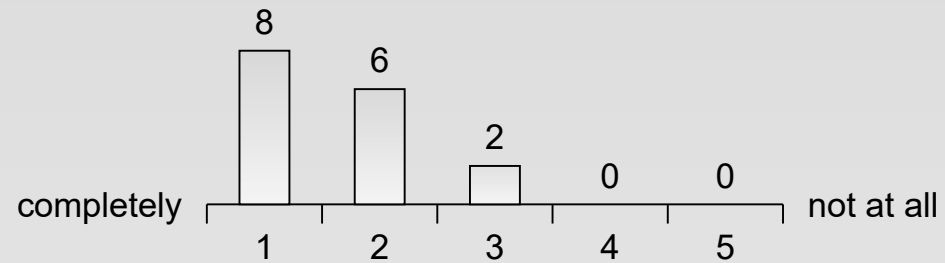
Structure

The learning objective was clear to me.



N= 16
M= 1.81
SD= 0.75
k.A.= 0

The educational objectives were well defined from the beginning.



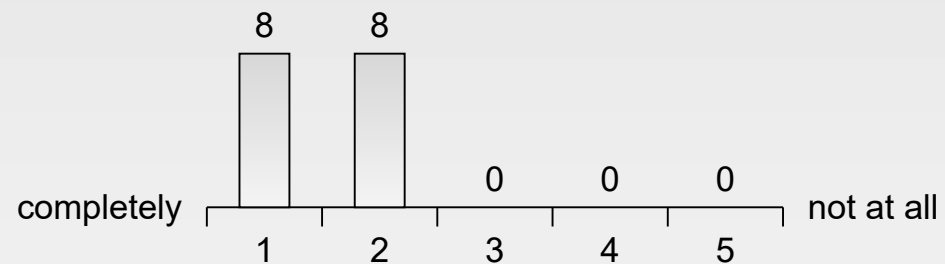
N= 16
M= 1.63
SD= 0.72
k.A.= 0

The course was well structured and comprehensible.



N= 16
M= 1.19
SD= 0.4
k.A.= 0

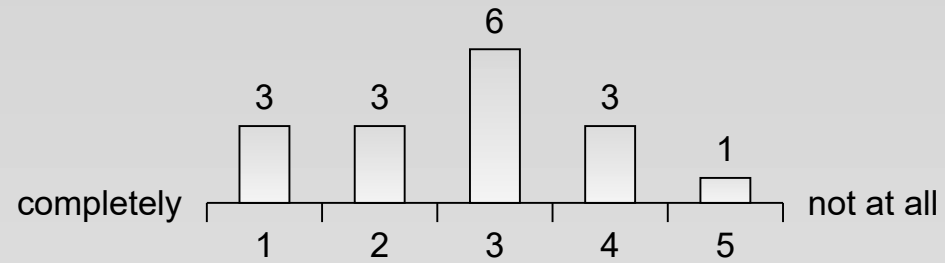
The structure of the content was logical/easy to follow.



N= 16
M= 1.5
SD= 0.52
k.A.= 0

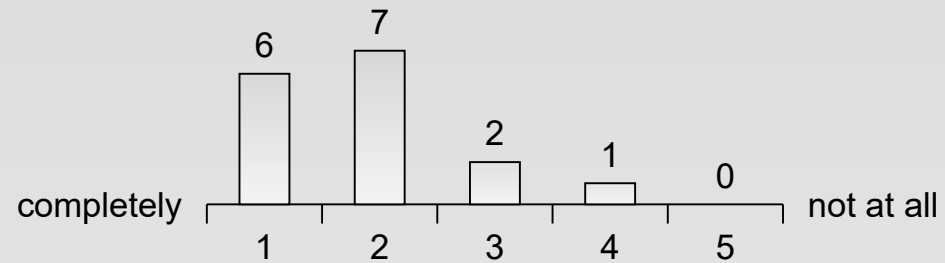
Topic

I was already interested in the subject of the course before I signed up for it.



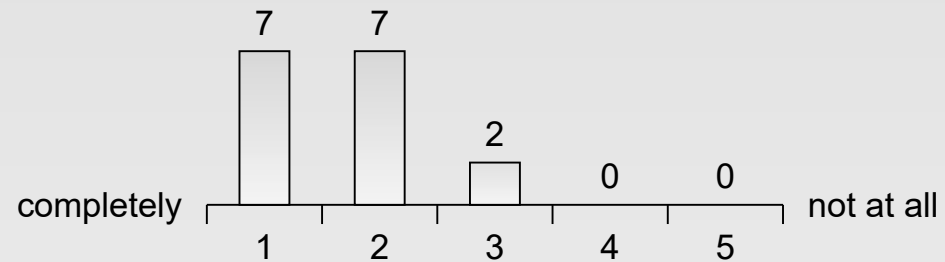
N= 16
M= 2.75
SD= 1.18
k.A.= 0

I believe that I have learned important facts in this course.



N= 16
M= 1.88
SD= 0.89
k.A.= 0

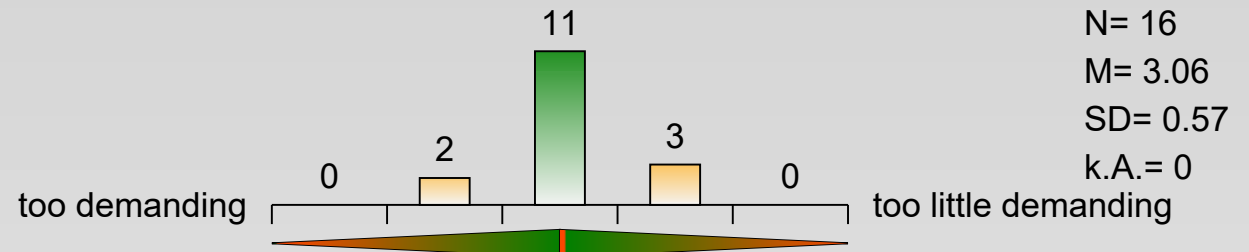
The topic of the course is relevant.



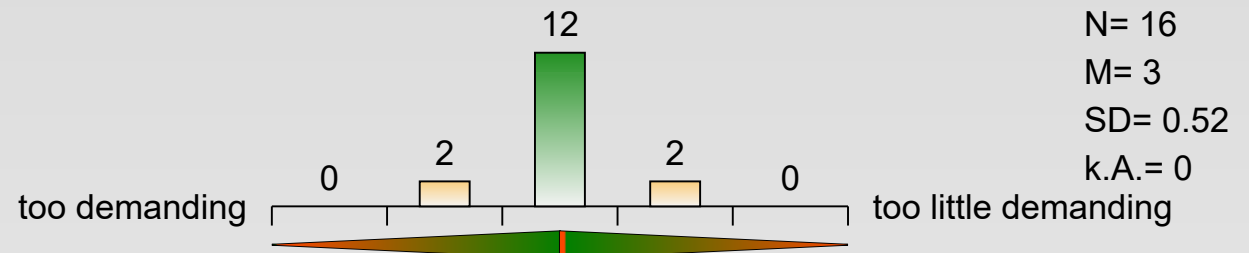
N= 16
M= 1.69
SD= 0.7
k.A.= 0

Requirements

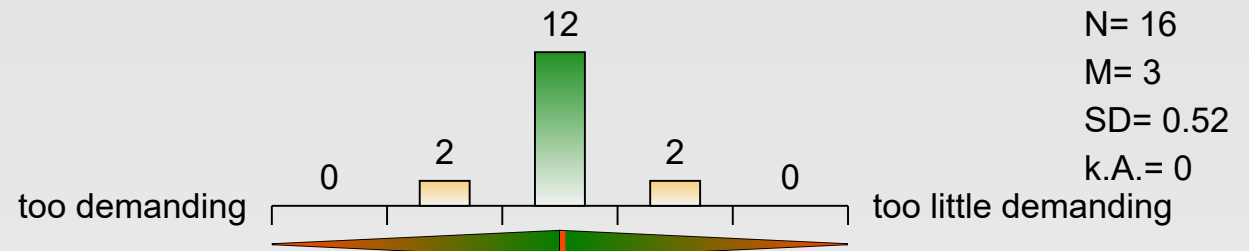
The difficulty of the content was...



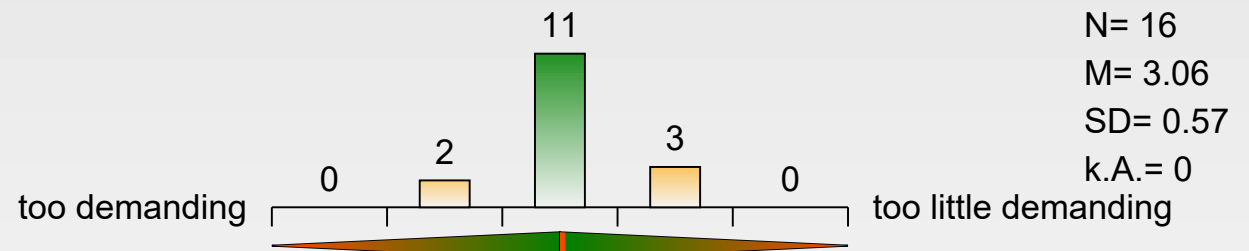
The amount of the content was...



The requirements of the course were...

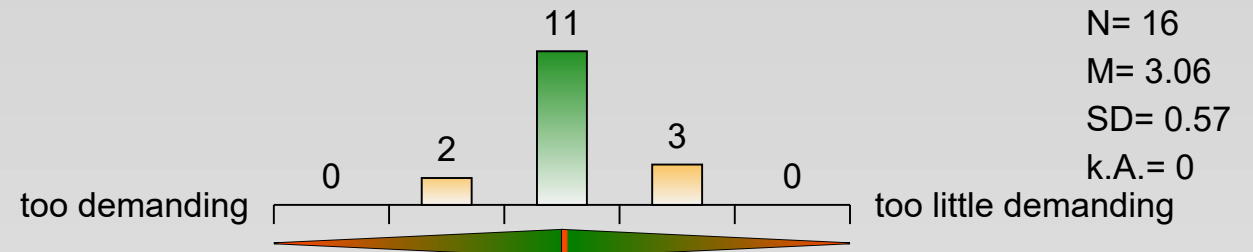


The amount of time required for the course (including preparation and follow-up) was...



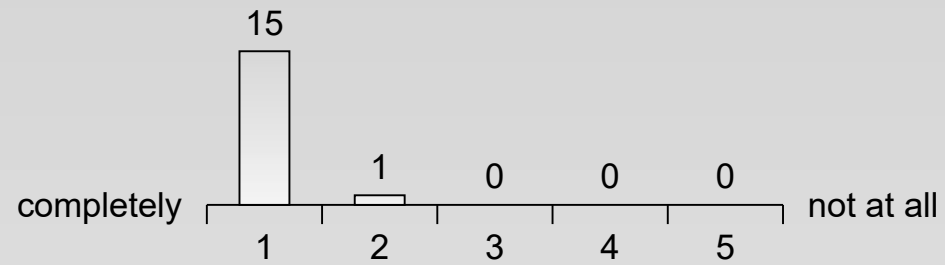
Requirements

Overall, I felt the course to be...



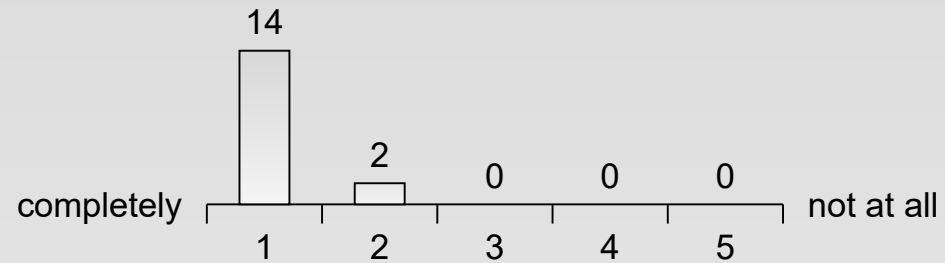
Organization

Concerning the organizational aspects of the course (i.e. place, time, performance requirements) I was informed well.



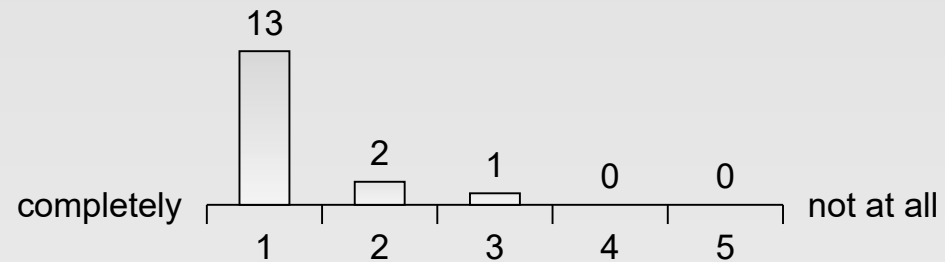
N= 16
M= 1.06
SD= 0.25
k.A.= 0

I was satisfied with the accessibility of necessary learning material.



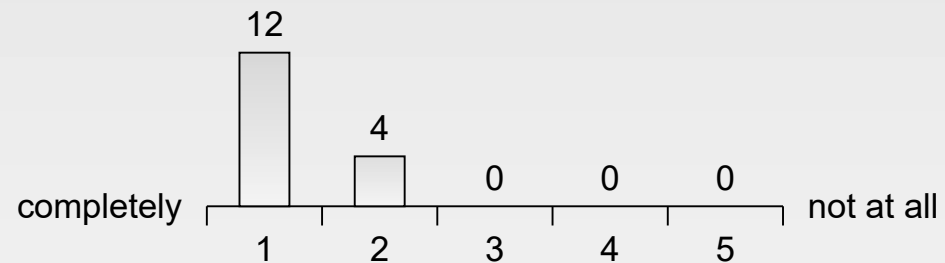
N= 16
M= 1.13
SD= 0.34
k.A.= 0

Organizational issues were dealt with in time and in detail.



N= 16
M= 1.25
SD= 0.58
k.A.= 0

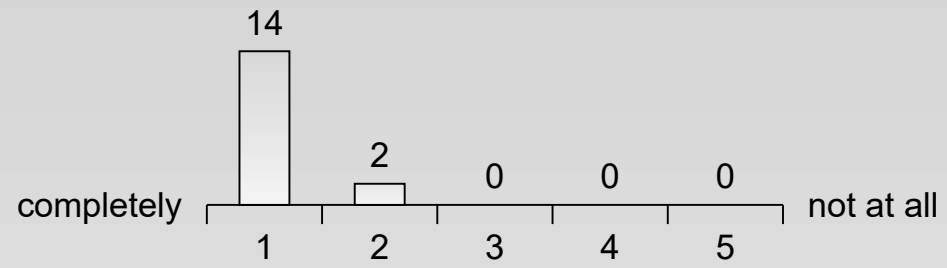
The course was running smoothly during the semester.



N= 16
M= 1.25
SD= 0.45
k.A.= 0

Organization

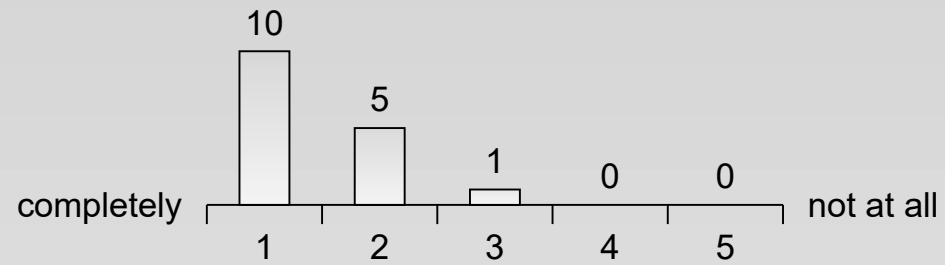
Altogether, the course was well organized.



N= 16
M= 1.13
SD= 0.34
k.A.= 0

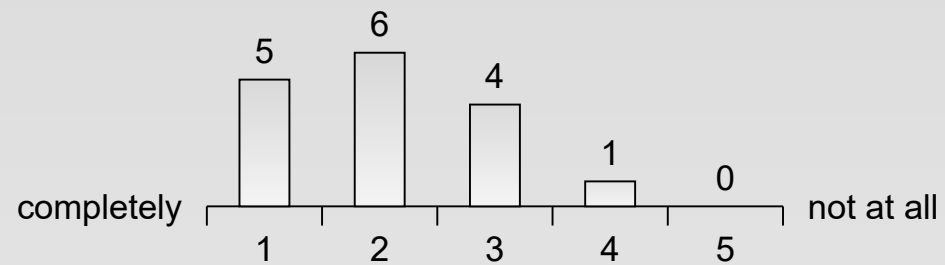
Overall Assessment

Overall, this was a good course.



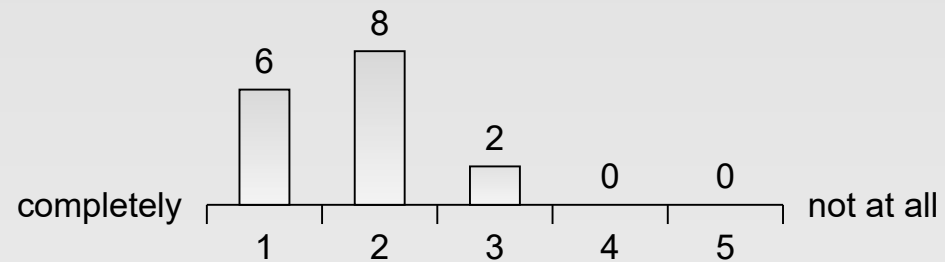
N= 16
M= 1.44
SD= 0.63
k.A.= 0

I learned a lot in this course.



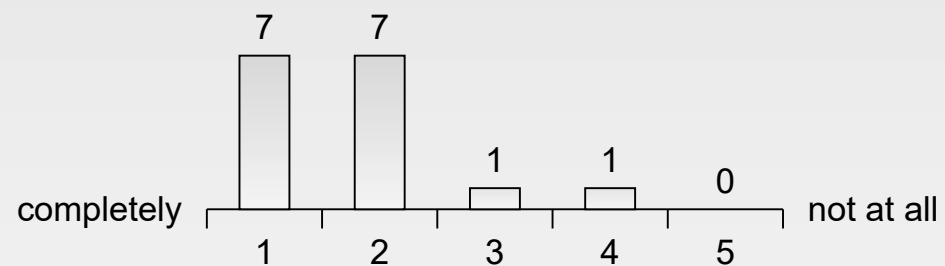
N= 16
M= 2.06
SD= 0.93
k.A.= 0

The course fulfilled my expectations.



N= 16
M= 1.75
SD= 0.68
k.A.= 0

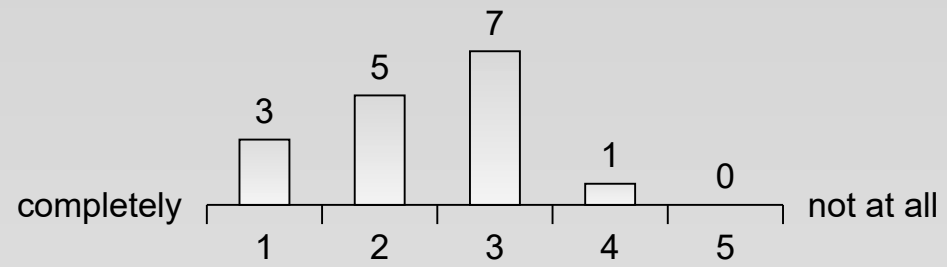
I would recommend the course.



N= 16
M= 1.75
SD= 0.86
k.A.= 0

Overall Assessment

In terms of its quality, this course was as good as the best course I have ever attended.



N= 16
M= 2.38
SD= 0.89
k.A.= 0

Further remarks: I especially appreciated

"The [?] provided, that is the script, slides, old exams"

"A very good script with examples, exam preparation session"

"Clear lecture notes, understandable exercise sheets, examples during the lecture"

"Examples, proofs on blackboard, motivation of the teacher"

"The rigorous mathematical prose"

"Well explained, the notes, concept of the midterm"

Further remarks: I did not like

"Chapters in the script often lack some motivational/introduction. There are topics where one must ask 'why do we need/do this?'"

"Proofs not in the notes"

Further remarks: Suggestions for improvements

"More examples in the lecture are always welcome. I liked that most of the calculi usually came with a more or less rich example, but some propositions, lemmas or theorems ask for example applications, too."

"The course was running at a slow pace. We could have gone faster at some points. Especially, I don't need to see proofs in every small detail to understand them, yet we spent huge amounts of time on them."

"If there is any way, maybe split up definitions from proofs over them, so there is time to get an intuition for the definitions"

"- One sentence in the lecture notes to motivate new topics or complicated ideas (already done for many topics) - explain RAT properly and 1 UP (?) for generating back jump clauses better in the lecture notes"

"Add all the proofs to the lecture rules. It is unnecessary to force people to write them down and check if they are in the notes afterwards. Upload the solutions to the exercise sheets."