Feedback from the course evaluation - WS 2021/22

Collaborative Development of Conversational Agents
(Vorlesung)

Jun.-Prof. Dr. Stefan Morana

Contact:
qualis@mx.uni-saarland.de

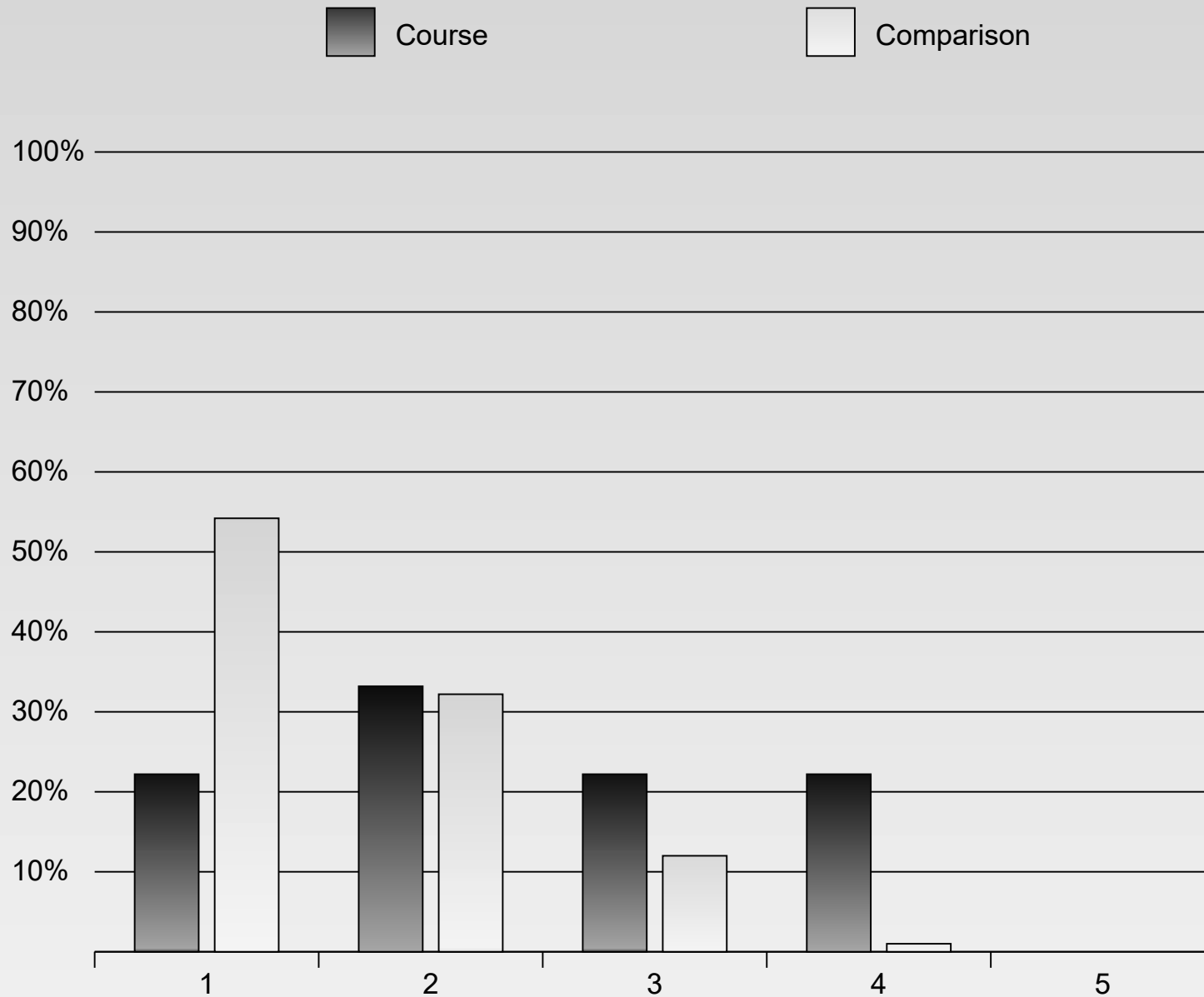# General information

Information on Qualis

- Qualis is an internal university evaluation program within the framework of the Quality Management System Teaching and Learning under the professional responsibility of the Chair of Differential Psychology and Psychological Diagnostics.
- Courses offered by all faculties and courses offered by study-related institutions are evaluated.

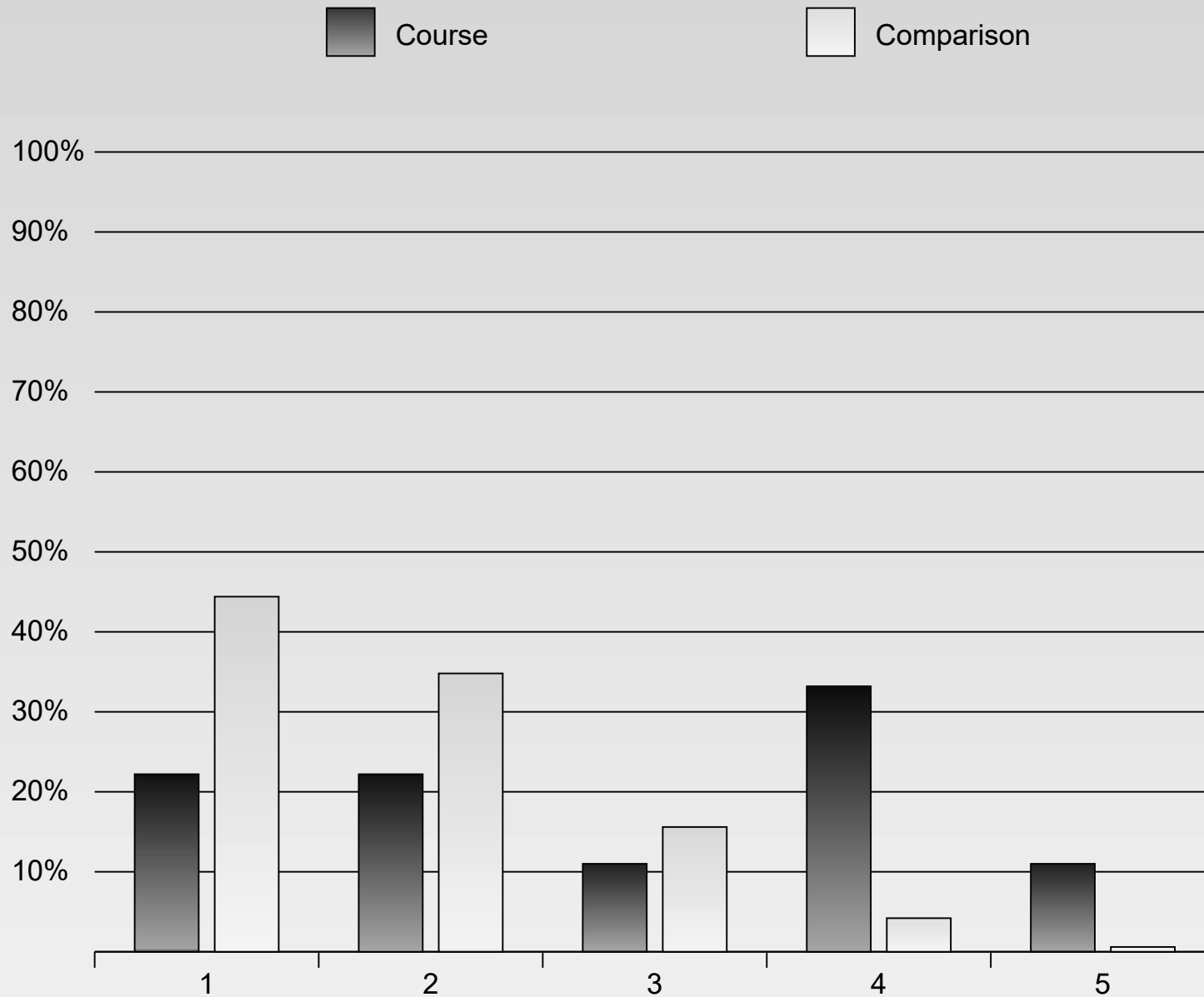## Details on the Qualis survey

- 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, digital teaching) based on each course's specific assessments.

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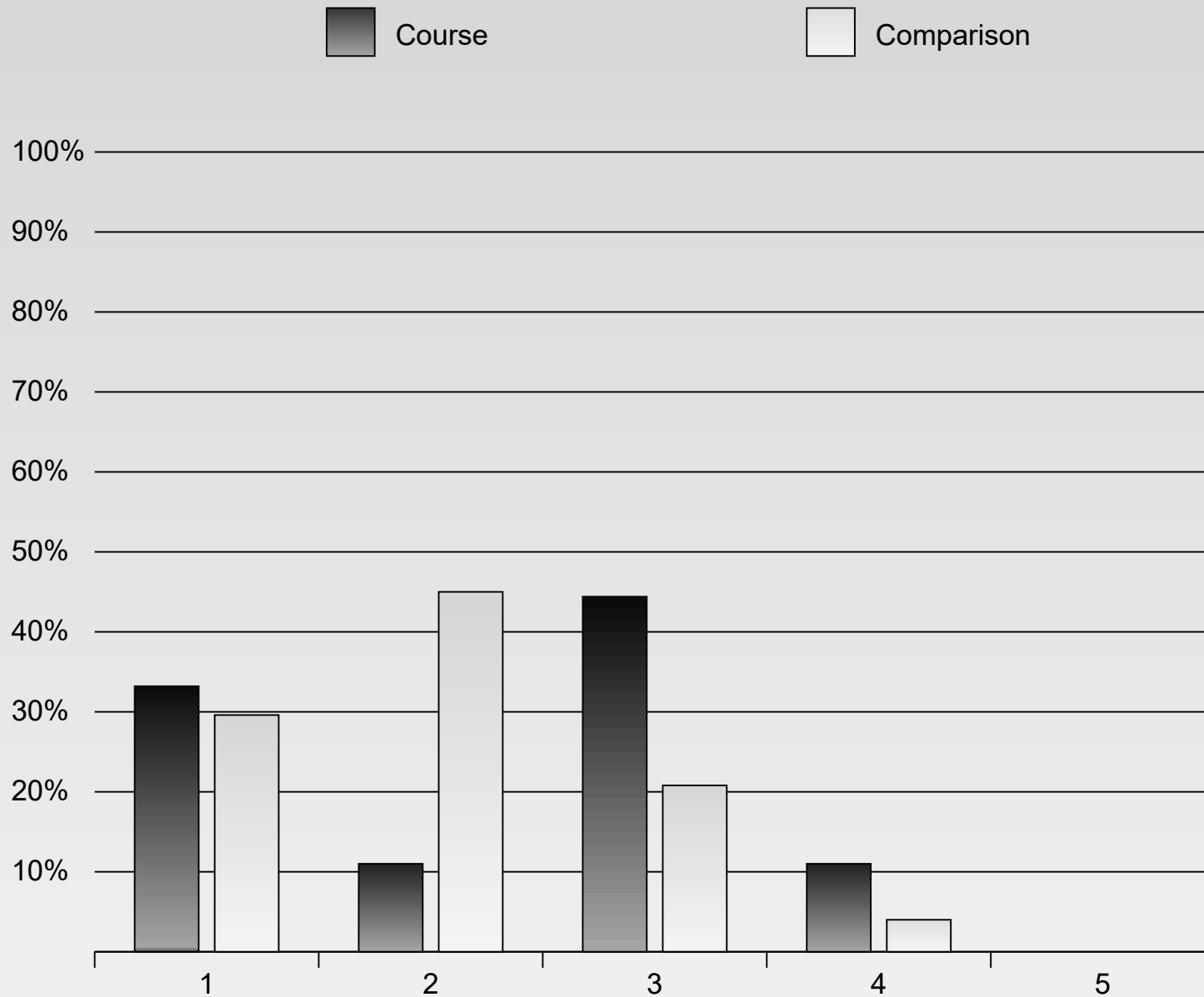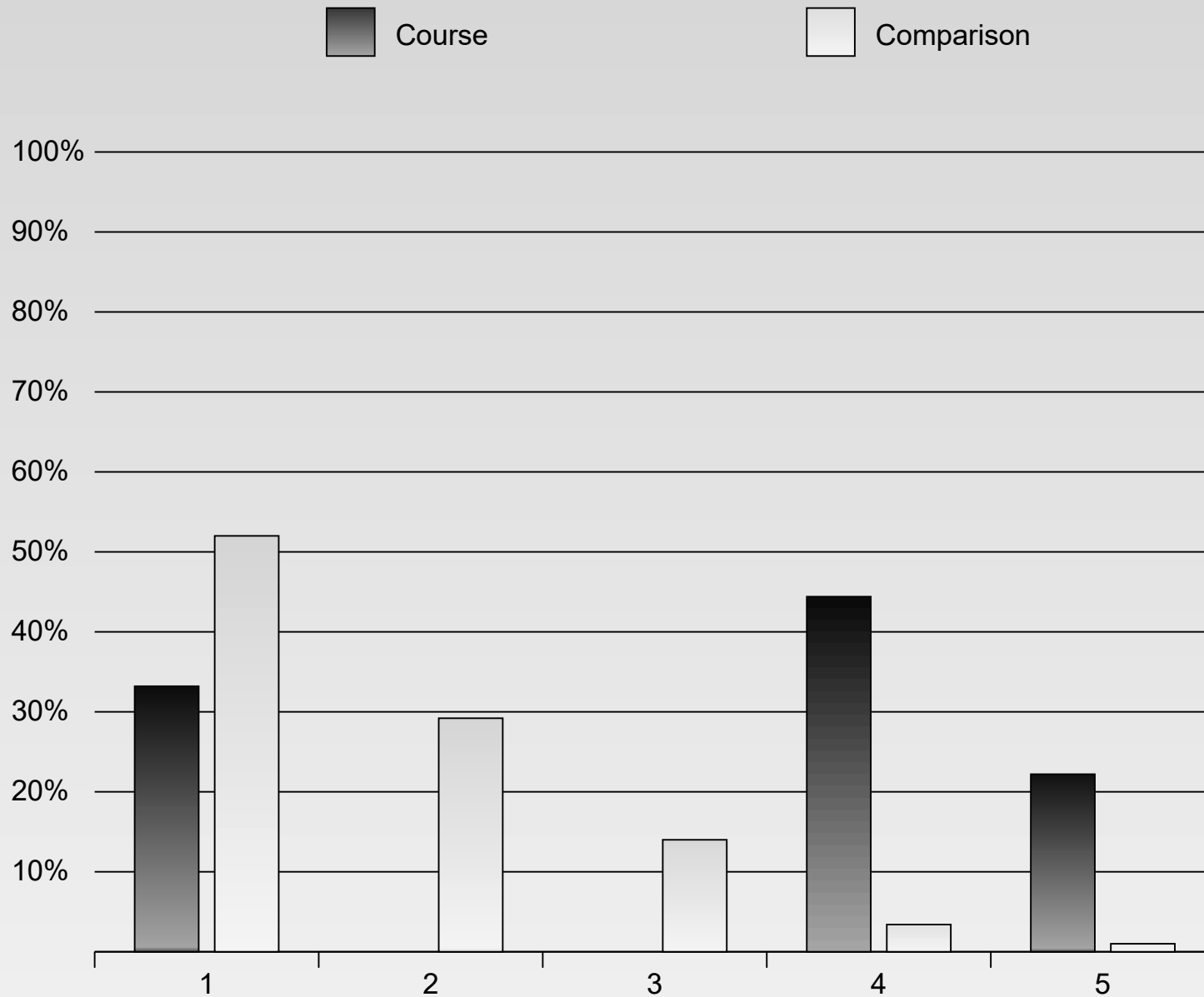
Lecturer

Qualis - WS 2021/22 - Collaborative Development of Conversational Agents (Vorlesung)

Structure

Qualis - WS 2021/22 - Collaborative Development of Conversational Agents (Vorlesung)

Topic

Overall Assessment

Qualis - WS 2021/22 - Collaborative Development of Conversational Agents (Vorlesung)

Comparison of means

| Scale	Course		Comparison		
	M	SD	M	SD	N
Lecturer	2.38	1.13	1.61	0.63	263
Structure	2.77	1.37	1.77	0.83	263
Topic	2.33	0.96	1.91	0.71	263
Requirements	hoch ▲ niedrig 2.15	0.61			
Overall Assessment	3.03	1.57	1.67	0.83	263

Comparison group: Bwl, Vorlesungen, WS 2021/22 (20 courses)

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

Lecturer
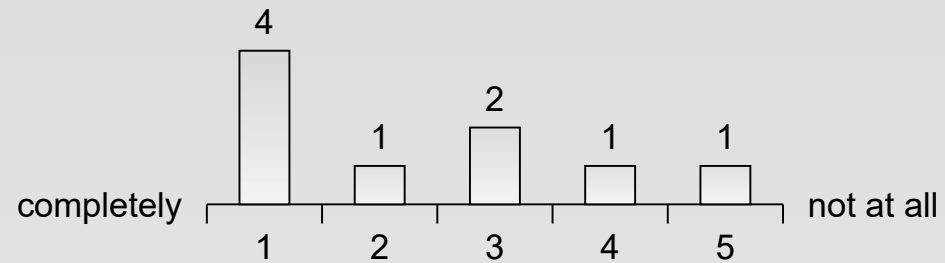
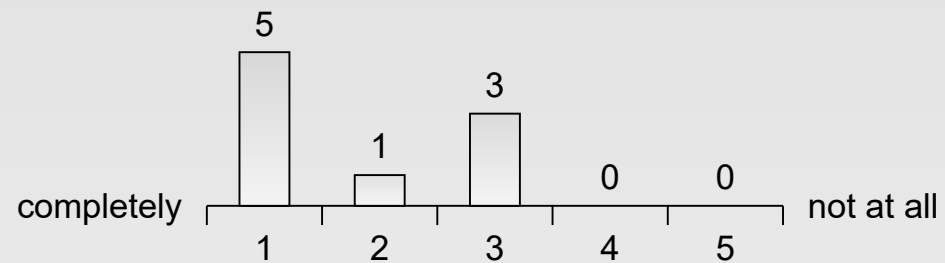The lecturer was dedicated and motivated.

completely — not at all

| 5 | 1 | 1 | 2 | 0 |
| 1 | 2 | 3 | 4 | 5 |
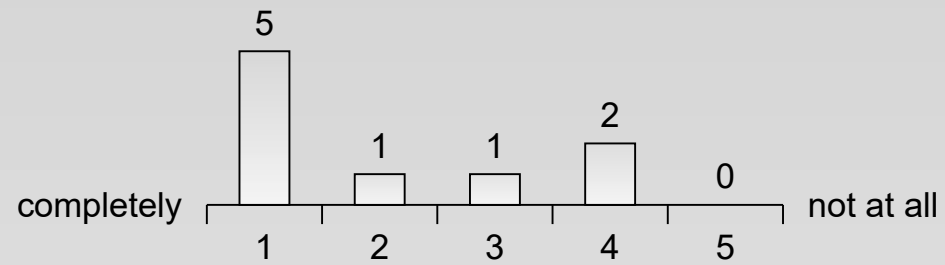
N= 9
M= 2
SD= 1.32
k.A.= 0

The lecturer repeated the content appropriately.

completely — not at all

| 4 | 1 | 2 | 1 | 1 |
| 1 | 2 | 3 | 4 | 5 |

N= 9
M= 2.33
SD= 1.5
k.A.= 0

I was able to follow the pace of the lecturer.

completely — not at all

| 5 | 1 | 3 | 0 | 0 |
| 1 | 2 | 3 | 4 | 5 |

N= 9
M= 1.78
SD= 0.97
k.A.= 0

The lecturer provided a good learning and working atmosphere.

completely — not at all

| 2 | 2 | 2 | 2 | 1 |
| 1 | 2 | 3 | 4 | 5 |
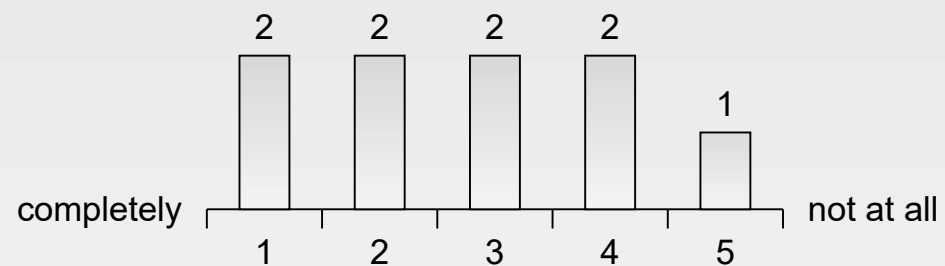
N= 9
M= 2.78
SD= 1.39
k.A.= 0

Lecturer

The lecturer provided the opportunity to discuss the content.

completely ... not at all

4, 1, 3, 1, 0
1 2 3 4 5
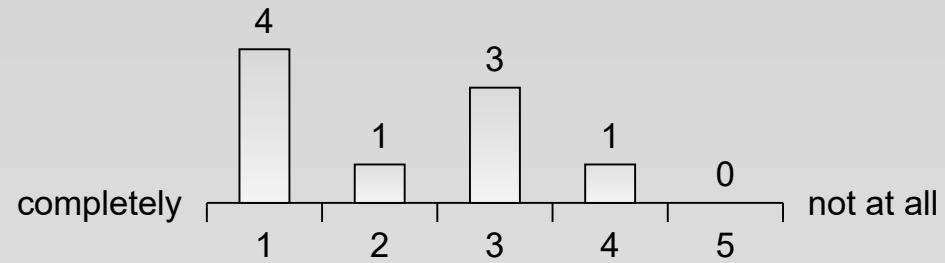
N= 9
M= 2.11
SD= 1.17
k.A.= 0

The lecturer was always well prepared.

completely ... not at all

5, 1, 2, 0, 1
1 2 3 4 5
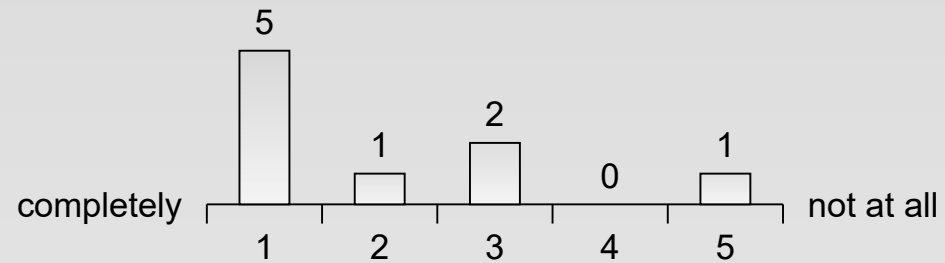
N= 9
M= 2
SD= 1.41
k.A.= 0

The lecturer was very competent.

completely ... not at all

4, 2, 1, 1, 1
1 2 3 4 5
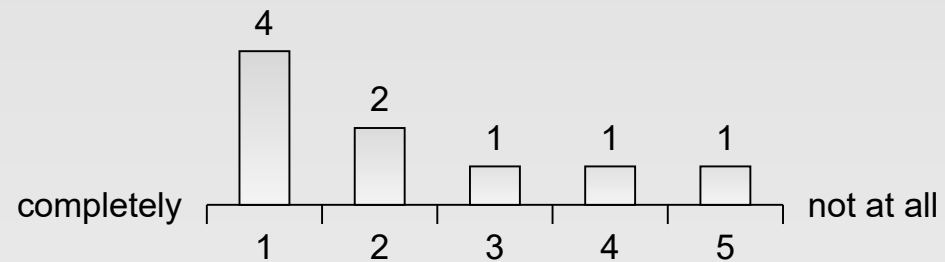
N= 9
M= 2.22
SD= 1.48
k.A.= 0

The lecturer was able to make complicated subjects understandable.

completely ... not at all

1, 2, 4, 1, 1
1 2 3 4 5
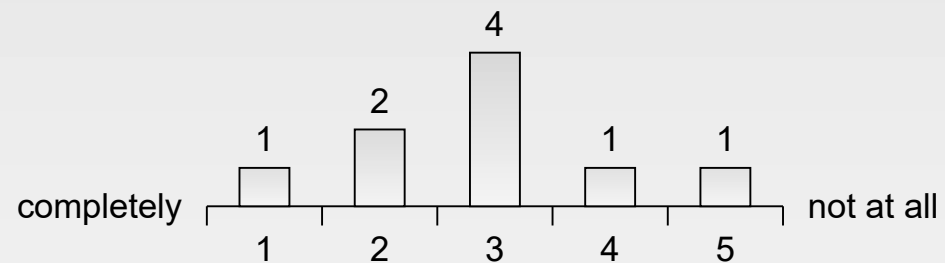
N= 9
M= 2.89
SD= 1.17
k.A.= 0

Lecturer

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

completely ⌐ 1 2 3 4 5 ⌐ not at all
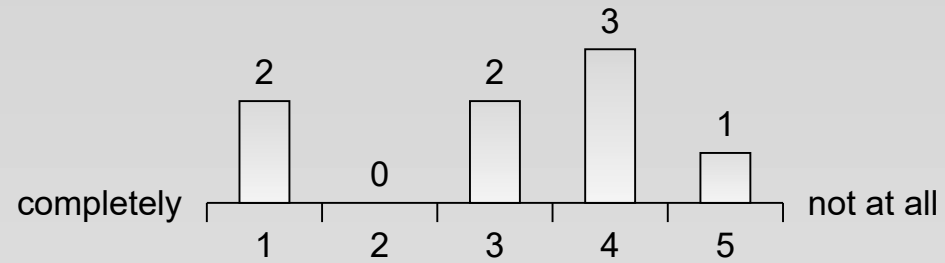
Bar chart values: 1→2, 2→2, 3→1, 4→4, 5→0
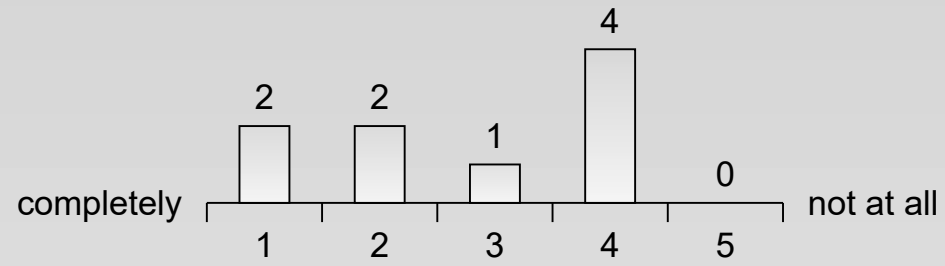
N= 9
M= 2.78
SD= 1.3
k.A.= 0

The lecturer motivated the participants.

completely ⌐ 1 2 3 4 5 ⌐ not at all

Bar chart values: 1→3, 2→1, 3→1, 4→2, 5→2
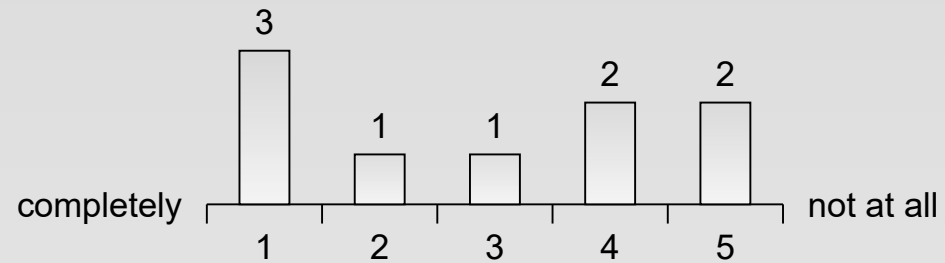
N= 9
M= 2.89
SD= 1.69
k.A.= 0

Structure

The learning objective was clear to me.

completely — 1 2 3 4 5 — not at all

2 0 2 3 1

N= 9
M= 3.13
SD= 1.46
k.A.= 1

The educational objectives were well defined from the beginning.

completely — 1 2 3 4 5 — not at all

2 2 0 2 3
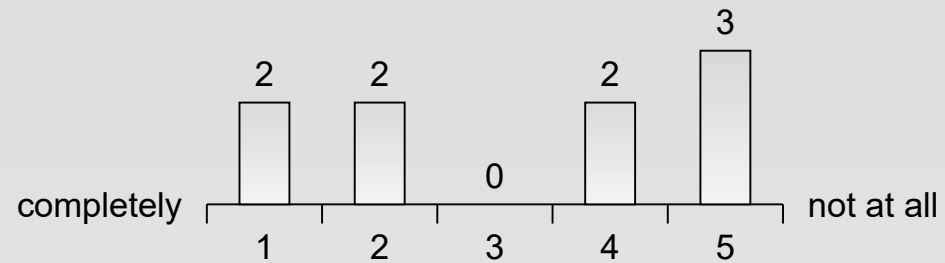
N= 9
M= 3.22
SD= 1.72
k.A.= 0

The course was well structured and comprehensible.

completely — 1 2 3 4 5 — not at all

2 2 2 3 0
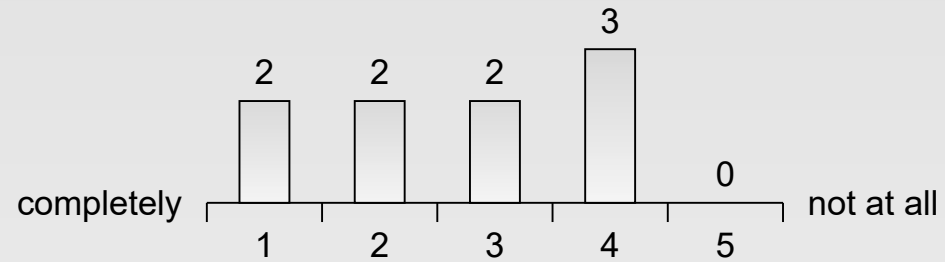
N= 9
M= 2.67
SD= 1.22
k.A.= 0

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

completely — 1 2 3 4 5 — not at all

4 1 2 2 0
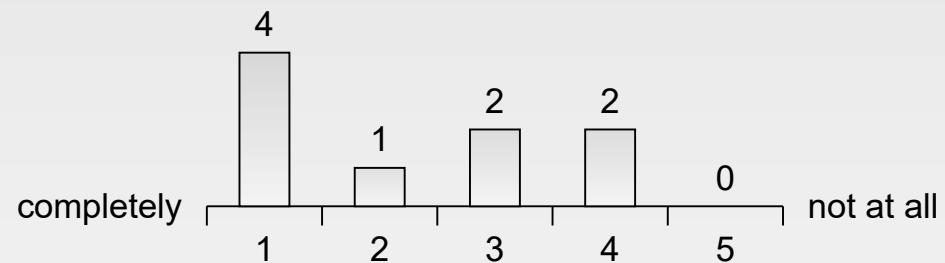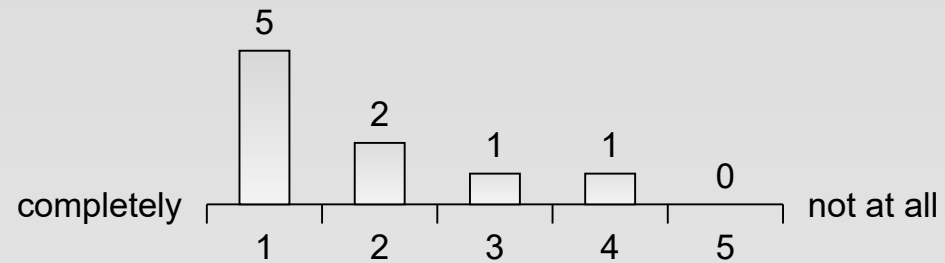
N= 9
M= 2.22
SD= 1.3
k.A.= 0

Topic

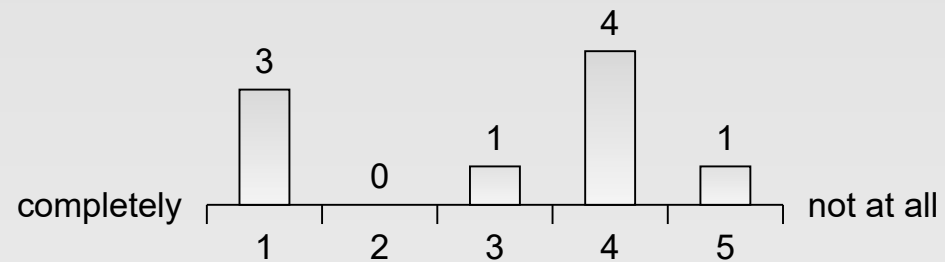I'm interested in the topic of the course
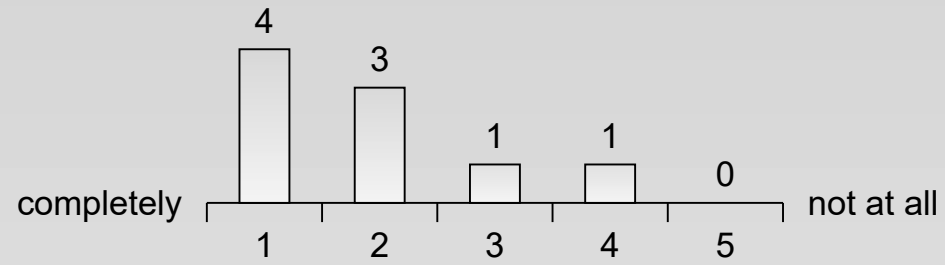
N= 9
M= 1.89
SD= 1.05
k.A.= 0

The topic of the course is relevant.

N= 9
M= 1.78
SD= 1.09
k.A.= 0

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

N= 9
M= 3
SD= 1.58
k.A.= 0

The course's topic is relevant for my future career.
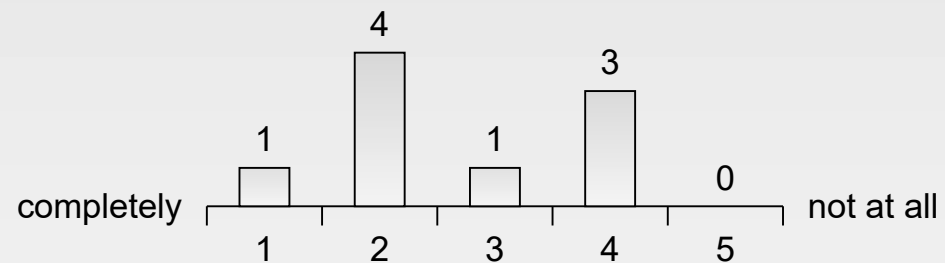
N= 9
M= 2.67
SD= 1.12
k.A.= 0

Requirements

The difficulty of the content was…

too demanding — too little demanding

0   4   3   2   0

N= 9
M= 2.78
SD= 0.83
k.A.= 0
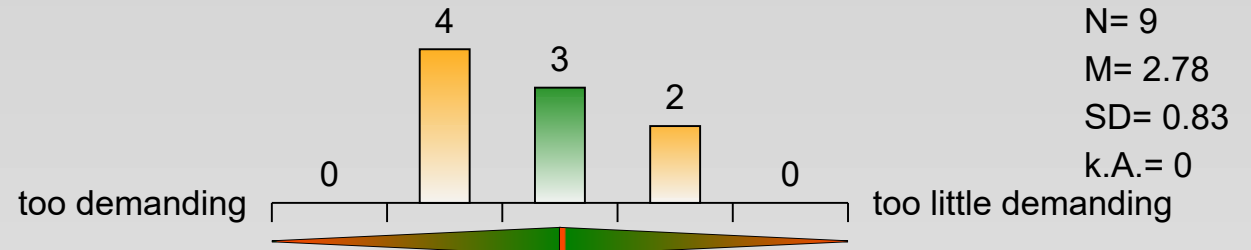
The amount of the content was…

too demanding — too little demanding

4   2   2   1   0

N= 9
M= 2
SD= 1.12
k.A.= 0
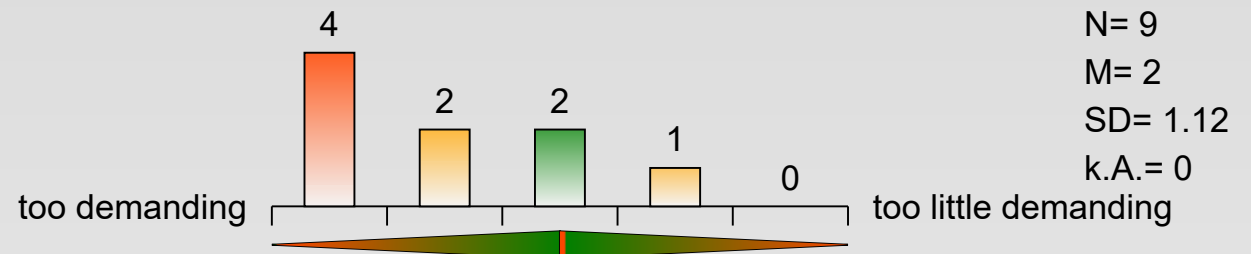
The pace of the course was…

too demanding — too little demanding

1   3   5   0   0

N= 9
M= 2.44
SD= 0.73
k.A.= 0
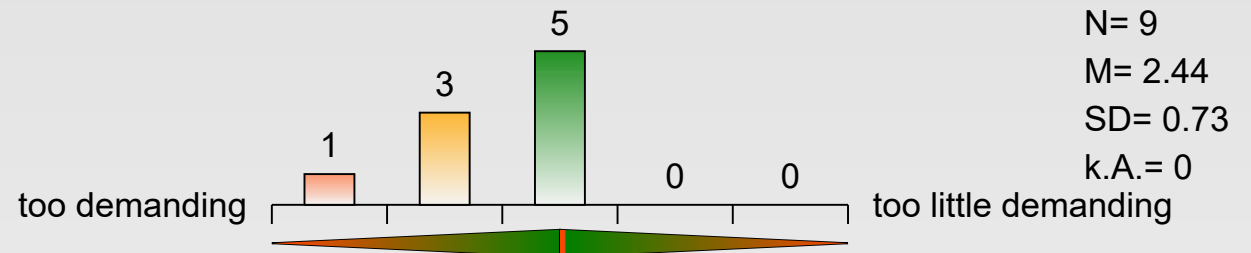
The requirements of the course were…

too demanding — too little demanding

2   5   2   0   0

N= 9
M= 2
SD= 0.71
k.A.= 0
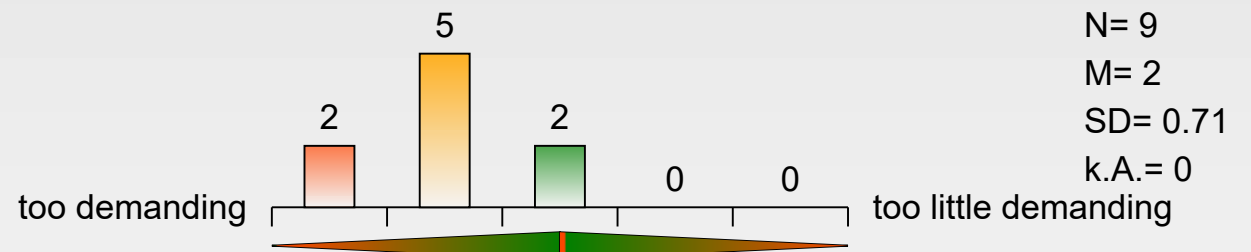
Requirements

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

5

2

2

0

0

too demanding

too little demanding

N= 9
M= 1.67
SD= 0.87
k.A.= 0
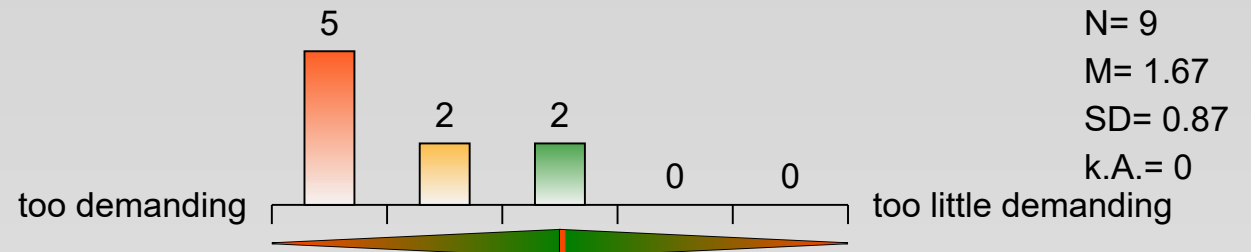
Overall, I felt the course to be…

5

2

2

0

0

too demanding

too little demanding

N= 9
M= 2
SD= 0.71
k.A.= 0
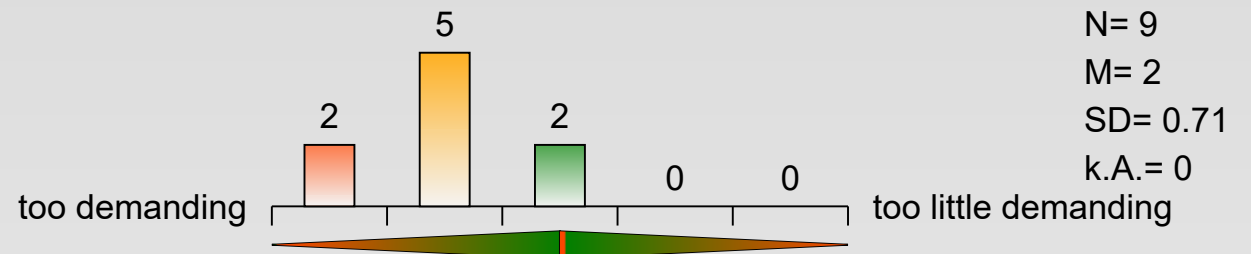
Overall Assessment

Overall, this was a good course.

completely | 1 2 3 4 5 | not at all

Values: 1 → 3, 2 → 0, 3 → 1, 4 → 4, 5 → 1
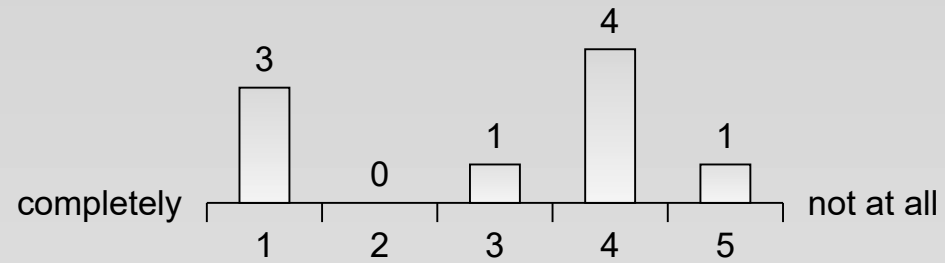
N= 9
M= 3
SD= 1.58
k.A.= 0

I learned a lot in this course.

completely | 1 2 3 4 5 | not at all

Values: 1 → 4, 2 → 0, 3 → 1, 4 → 3, 5 → 1
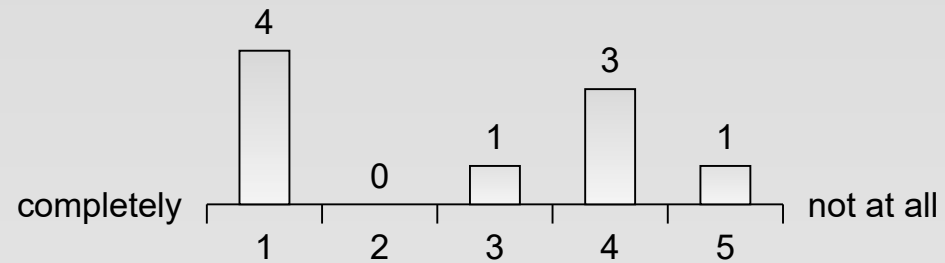
N= 9
M= 2.67
SD= 1.66
k.A.= 0

The course fulfilled my expectations.

completely | 1 2 3 4 5 | not at all

Values: 1 → 3, 2 → 0, 3 → 1, 4 → 2, 5 → 3
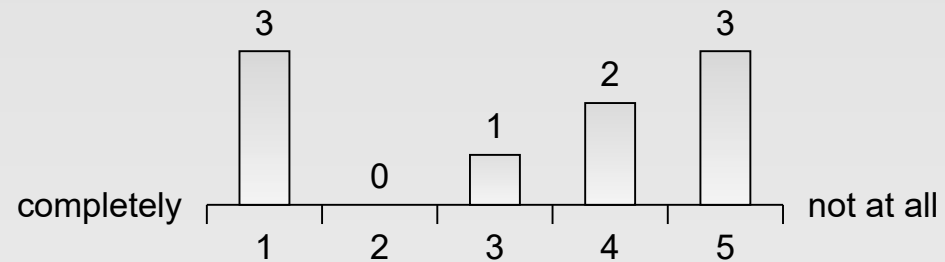
N= 9
M= 3.22
SD= 1.79
k.A.= 0

I would recommend the course.

completely | 1 2 3 4 5 | not at all

Values: 1 → 3, 2 → 0, 3 → 1, 4 → 2, 5 → 3
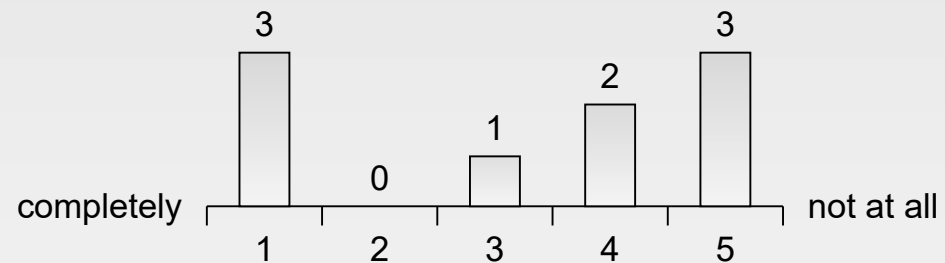
N= 9
M= 3.22
SD= 1.79
k.A.= 0

Further remarks: I especially appreciated

"quick support from the lecturer/topic supervisor discussions with other groups in the presentation meetings"

"Chance to build Chatbots, and gain experience with the Frameworks"

"The variety and relevance of topics. It was nice to see that the research has a point somehow."

"The effort of the professors and the course organisation."

"This eval is kind of difficult to do because the course was mostly self work supported by the instructors. I really liked that format; there should be more courses like this."

Further remarks: I did not like

"Working in a group difficult time management during the semester"

"There was absolutely no Content or Lectures about HOW to actually build a Chatbot... No Reading materials, tutorials or anything in that regard... There was just Content about Experiments and the Papers we were supposed to work on. The Teams where kind of random in regards to the skillset of the members... (Im my Case, 4 People - 2 of which zero Coding Experience, Mediocre Study Design experience, 1 Person Basic HTML and .js knowledge, 1 Person experienced in coding and Development. => 1 Person had to coed 99% of the Experiment and Chatbot, and plan the study etc on top... Pretty demanding... Should have been better distributed. Or The focus of the course cant just be on develop a chatbot and conduct a study.... and should rather introduce to the topic of chatbot development so the unskilled people can learn it..."

"The complete uselessness of our supervisor. He had no helpful guidelines or advise with the problems we had and slowed our process down dramatically with letting us run into the wrong direction first. The timeline of the course was utopian. Putting the paper at the end of February from the start would have been no harm to anyone. This course cost me much more nerves than necessary. The amount of work alone.. fine. But the nerves.. Forget it. And please don't say I have to get used to that later on in life anyway. If anything this course motivated me to either run my own business or get some sort of executive position, where I can make sure their are as few unnecessary bumps in the road as possible."

Further remarks: I did not like

"I was lucky to stumble about this course. There should really be an overview of courses like this so you can easily identify them out of the ocean of lectures. The only critic to this course was the somewhat short time scale. However since Prof. Morana extended the deadline to end of february, this is solved."

"The course wasn't structured that well and the learning objectives were partly unclear. I expected something else from the course when I apllied."

"Too many meetings, topic of the chatbot too complicated to do this within one semester: more time needed. The pushing at the beginning was demotivating. Word template for the paper."

Further remarks: Suggestions for improvements

"the projects are basically a good idea but it's not easy to do this in - the short period of time - during the semester when other lectures are also demanding more time for development would be great, so there is a chance to develop a very good performing chatbot with different features"

"Be clear on the studies and goals that shall be achieved by the group during the course... Otherwise students have to learn how to build a chatbot AND have to discuss how to best design a study nd which questions are actually of interest... I thought the focus of the course is gaining experience in building chatbots and not building and conducting studies for PhD students or Profs..."

"Either more scaffolding or more time. You might have a clear idea of what needs doing, but the students don't. And not necessarily due to being unorganized or not ready to put the time in. For example it would be helpful to have a framework, a platform, so that discussions can focus on theoretic discourse and conduct of the study. And for the love of god, decide on some sort of agreement between the leading teachers. Different opinions are valuable for scientific discourse. But this course is not about scientific discourse. It is about fast-tracking a study and having three different opinions from all sides gets students just caught between the stools with nowhere to go. I get that the students are expected to discuss and evaluate these opinions in their paper, but to be frank: grades are not unimportant. And with this timeline and having to navigate all these discussions it's [...]

Further remarks: Suggestions for improvements

[...] close to impossible to do it properly and stay sane. Also, make sure, that the students you assign to the groups by their skills can actually do what they are meant to do."

"more transparancy about the course, its content, requirements etc."

"Latex template for the paper. Let the students some space to organize themselfs at the beginning and don't push them with demotivating comments at the beginning."