



UNIVERSITÄT
DES
SAARLANDES

QUALIS
Qualität der Lehre im Studium



Feedback from the course evaluation - WS 2022/23
Collaborative Development of Conversational Agents

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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

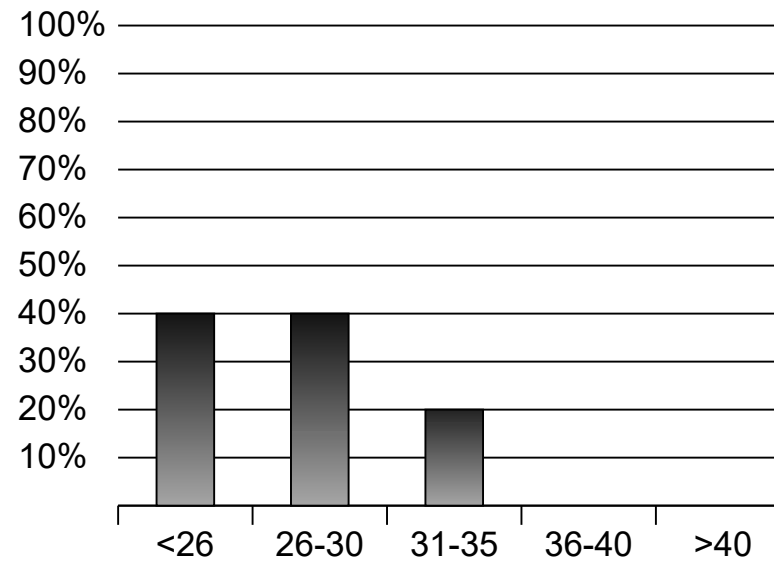
- The basic form consists of 28 items, one free-response item as well as basic demographic variables.
- For purposes of analysis, individual items of the basic form are aggregated into five scales (Lecturer, Structure, Topic, Requirements, Overall Assessment) and reported in terms of these scales.
-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

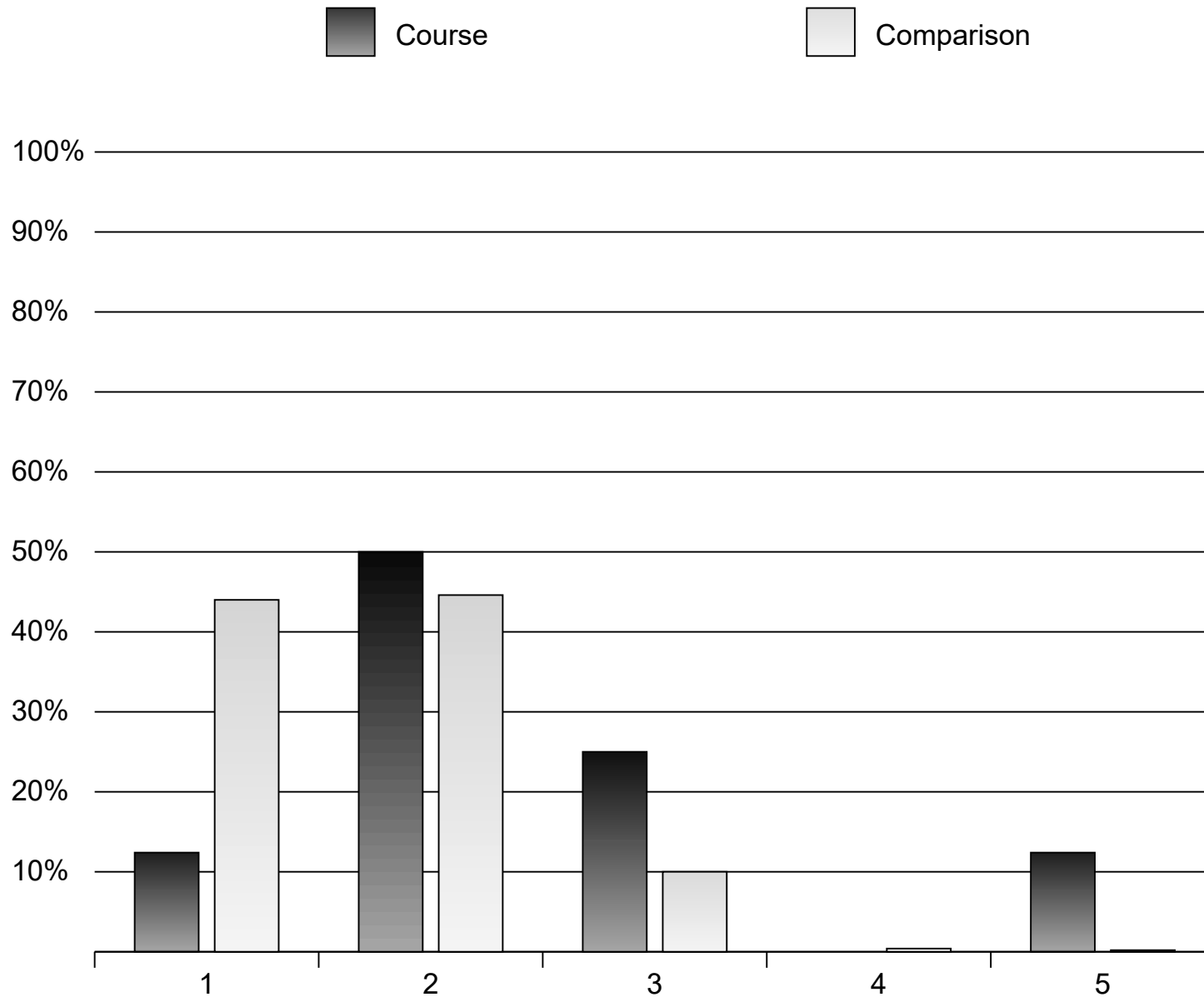
The Qualis-Team would like to thank all students and lecturers for their numerous and extensive participation!

General data

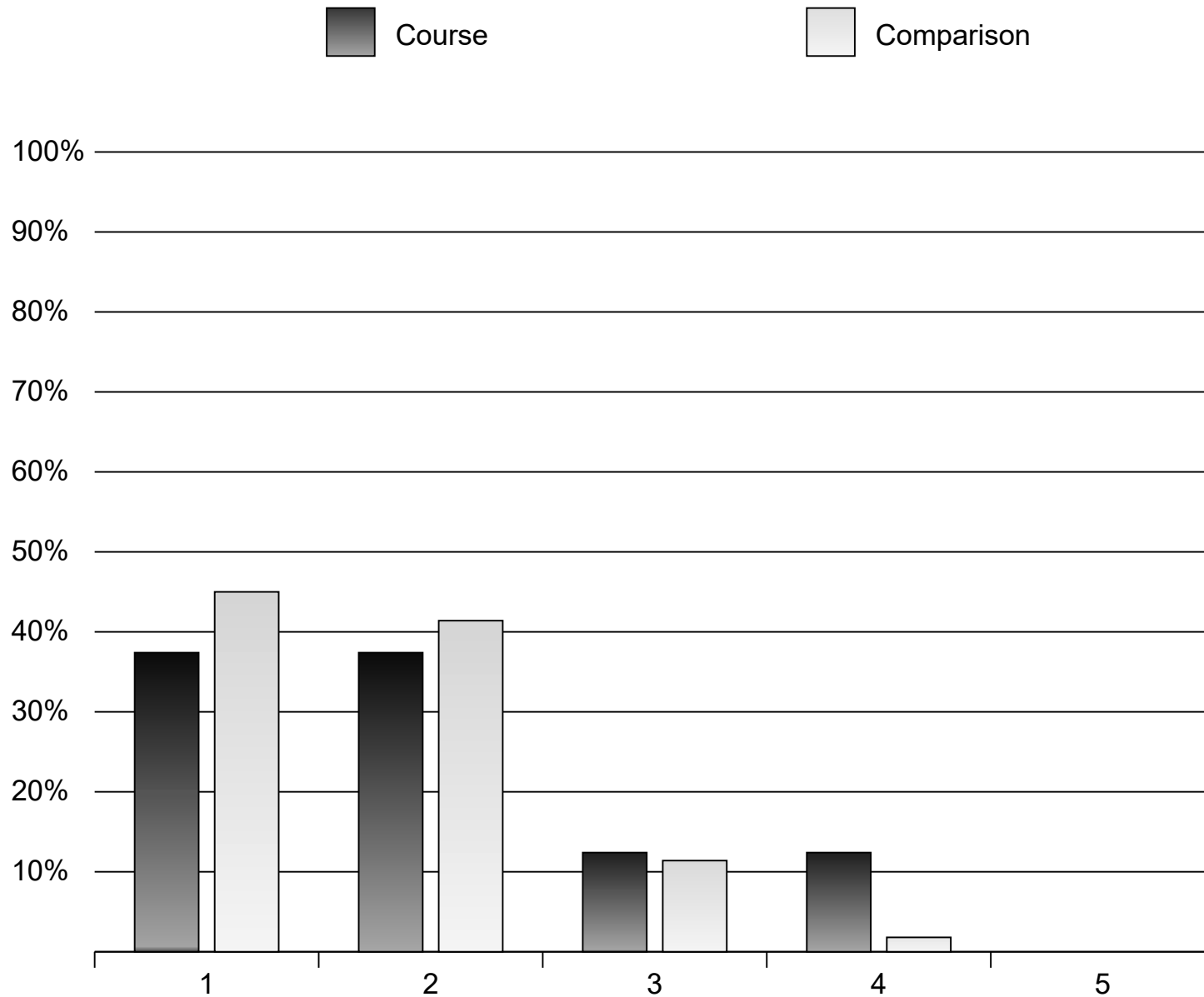
N=8

Age

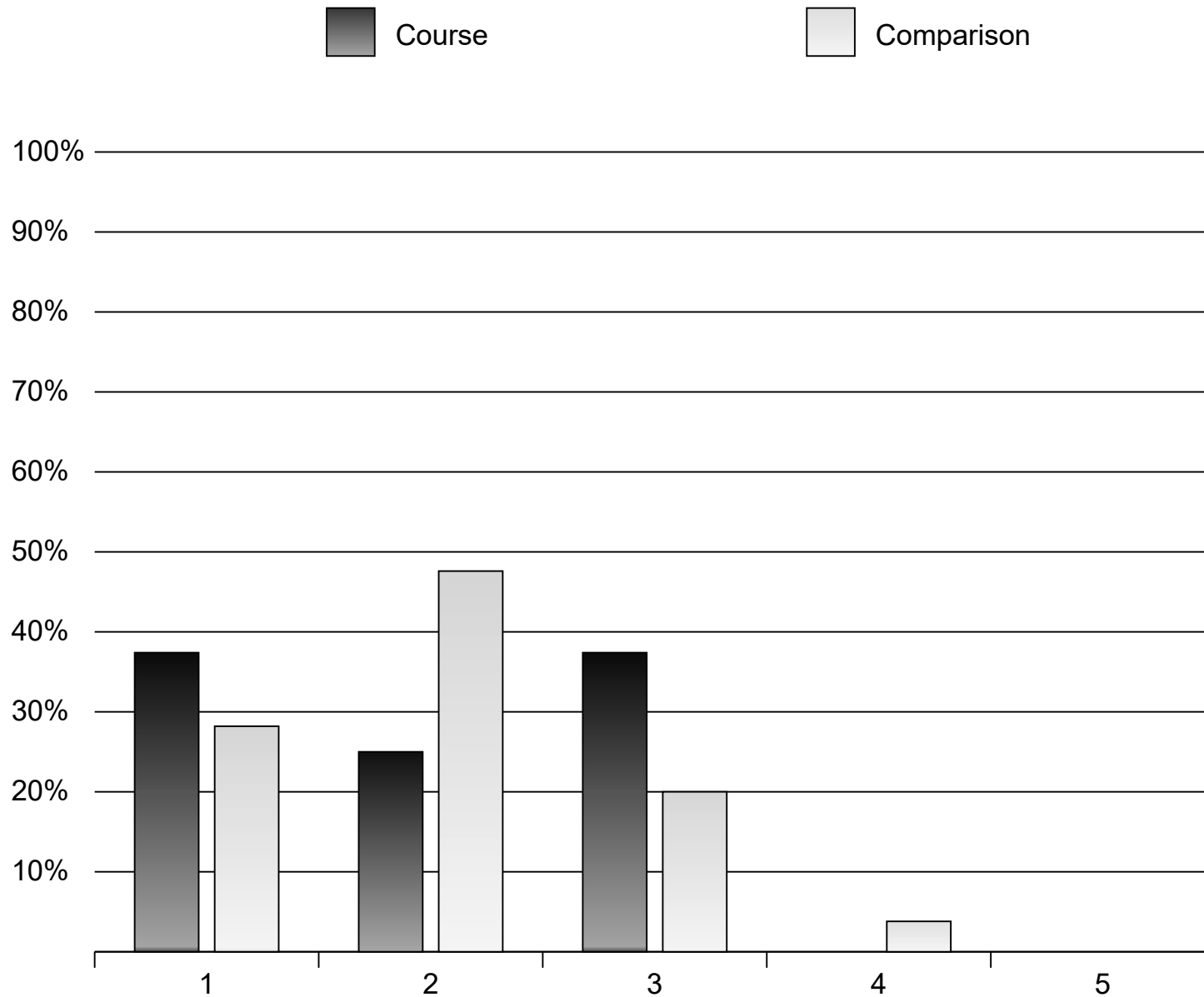




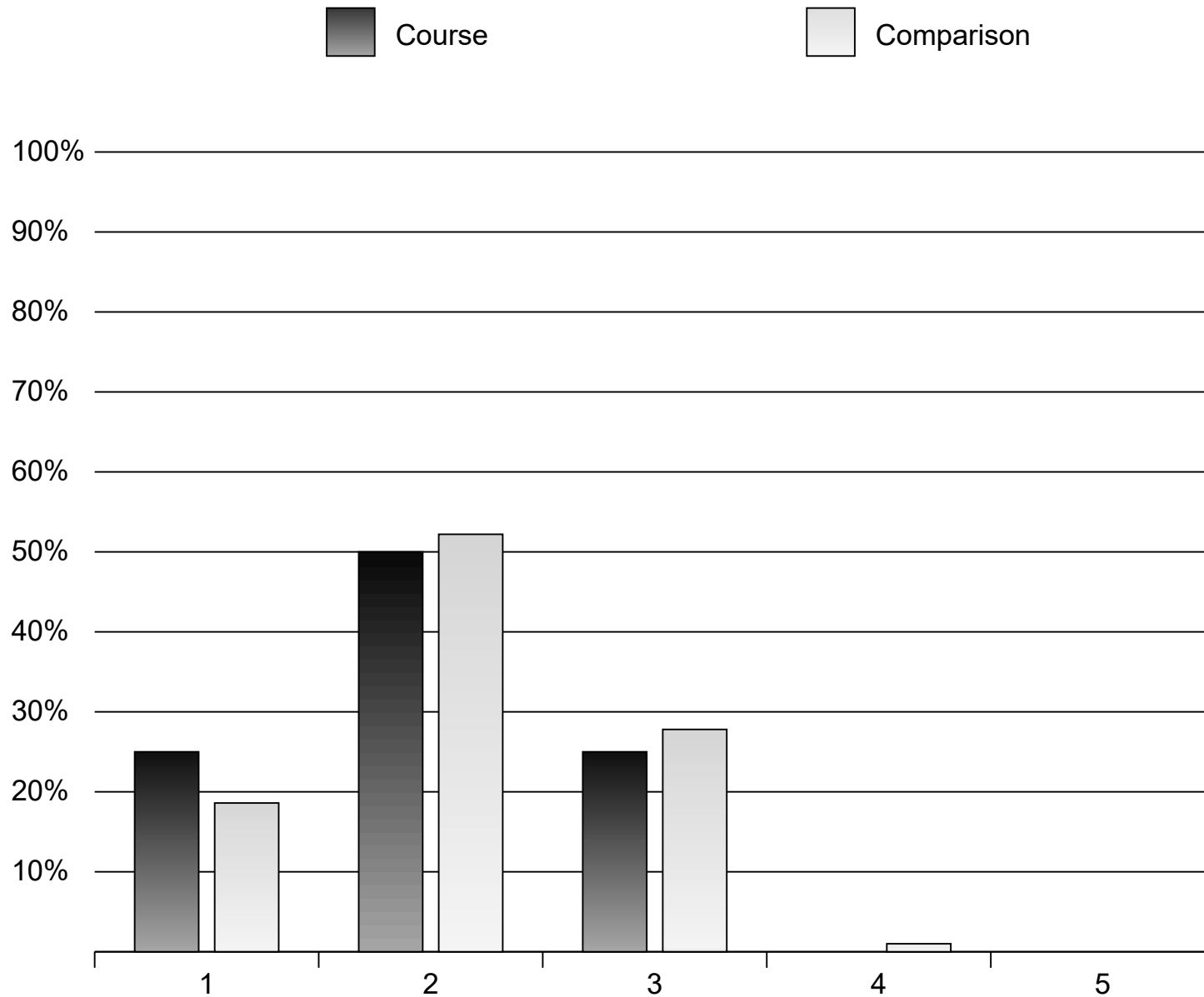
Structure



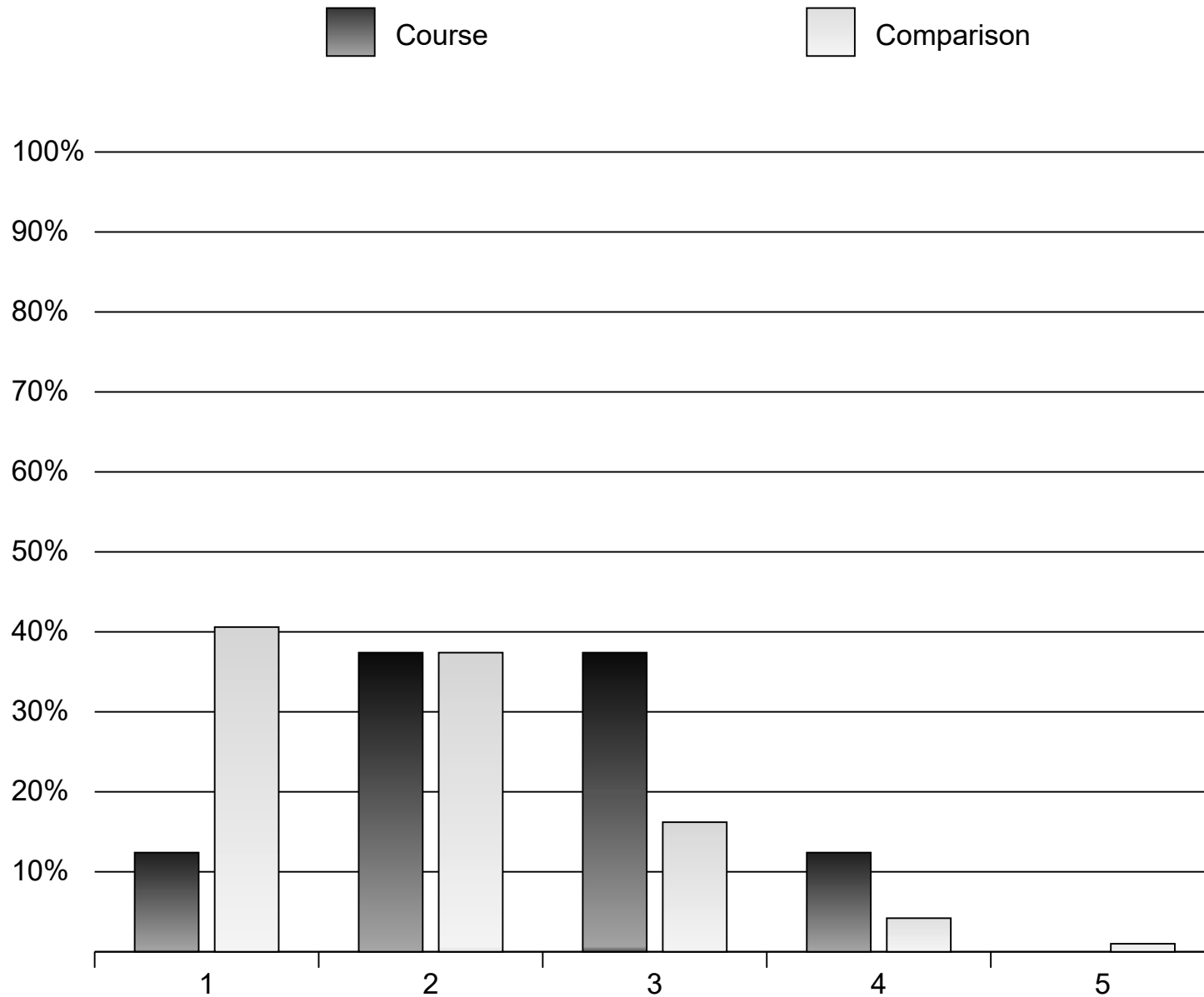
Topic

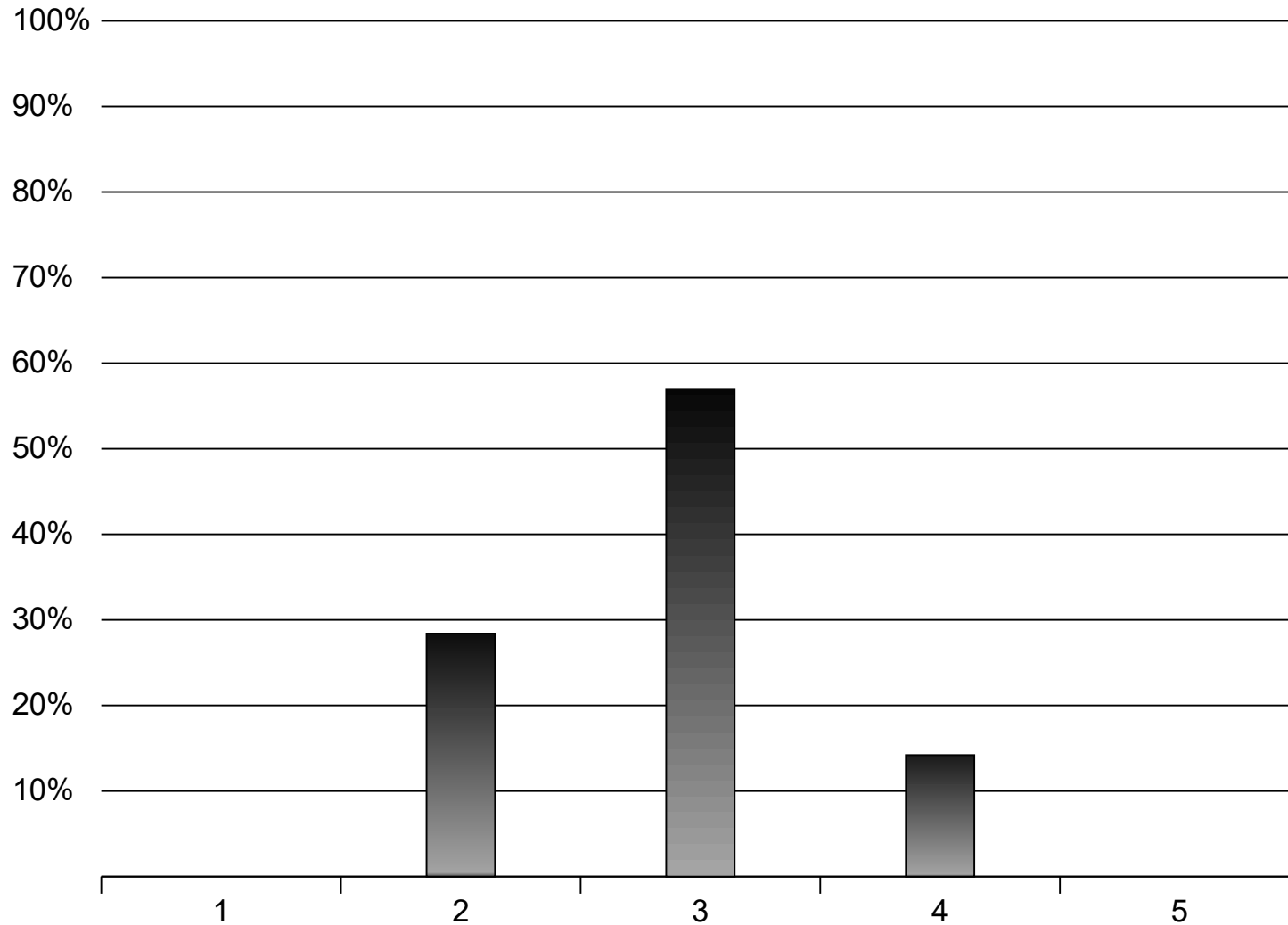


Requirements

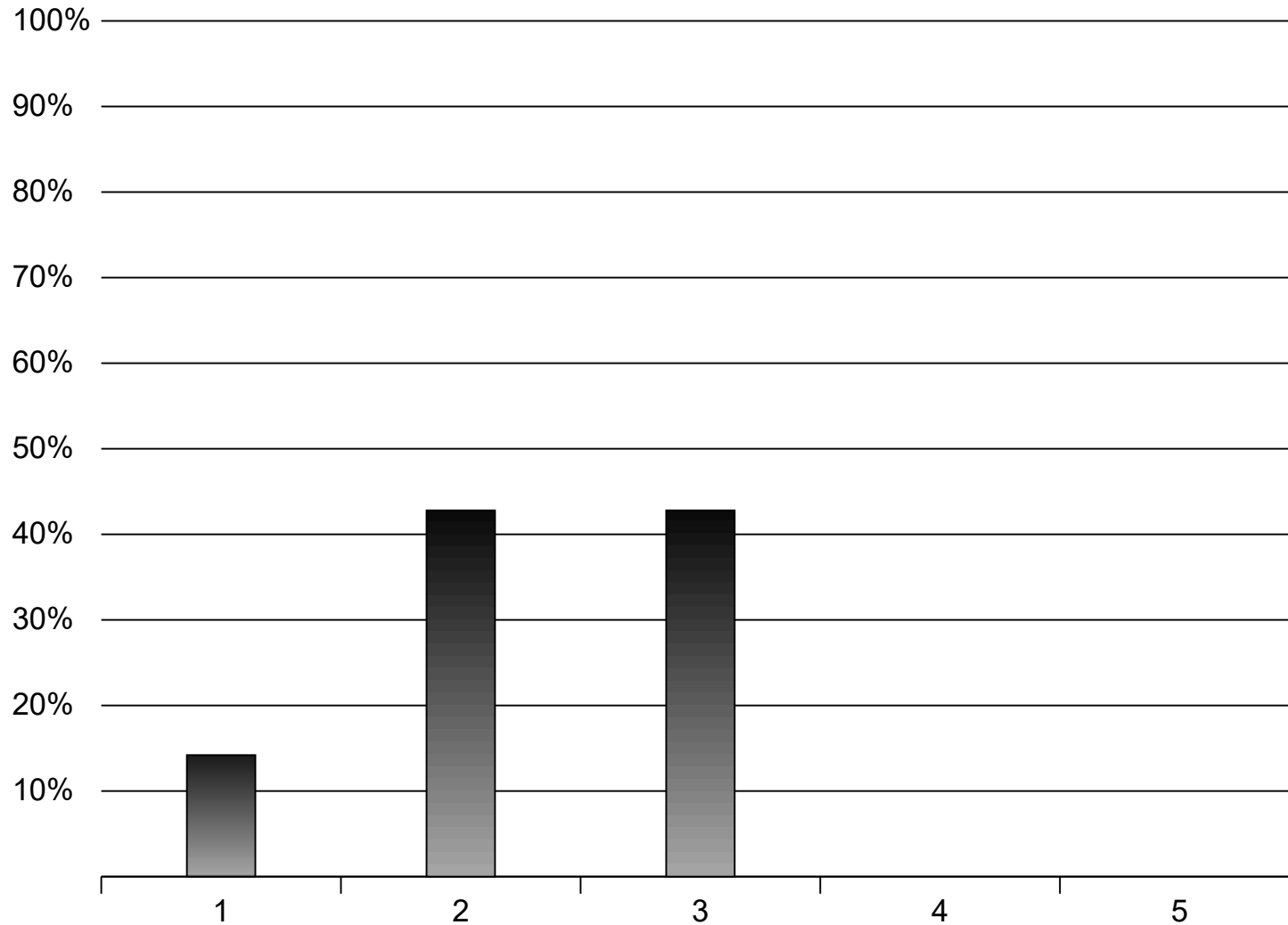


Overall Assessment





Capstone Project



Comparison of means

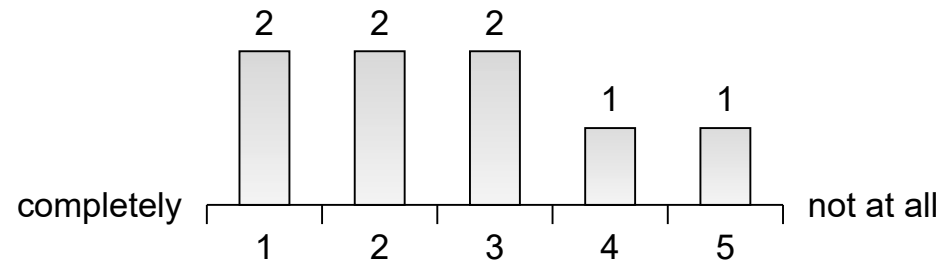
Scale	Course		Comparison		
	M	SD	M	SD	N
Lecturer	2.49	1.08	1.67	0.63	354
Structure	2.08	0.93	1.65	0.67	314
Topic	1.94	0.73	1.93	0.7	314
Requirements	2.06	0.83	2.11	0.66	354
Overall Assessment	2.31	0.81	1.81	0.86	354
Moodle online material	2.71	0.46			
Capstone Project	2.32	0.64			

Comparison group: Bwl, Vorlesungen, WS 2022/23 (17 courses)

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

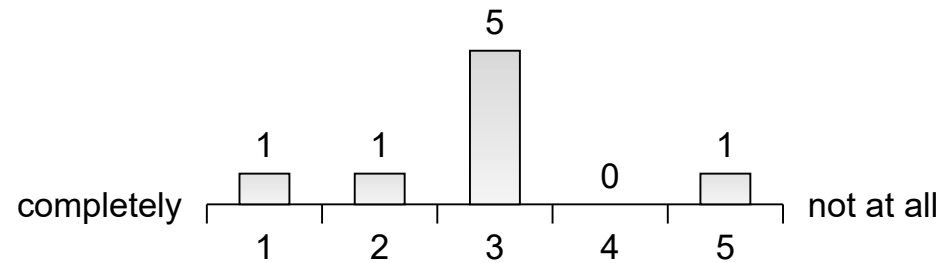
Lecturer

The lecturer was dedicated and motivated.



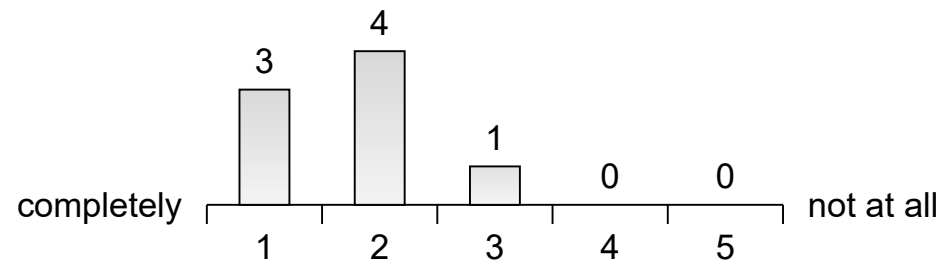
N= 8
M= 2.63
SD= 1.41
k.A.= 0

The lecturer repeated the content appropriately.



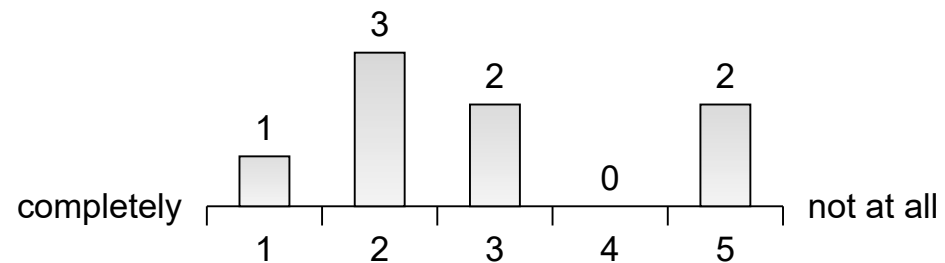
N= 8
M= 2.88
SD= 1.13
k.A.= 0

I was able to follow the pace of the lecturer.



N= 8
M= 1.75
SD= 0.71
k.A.= 0

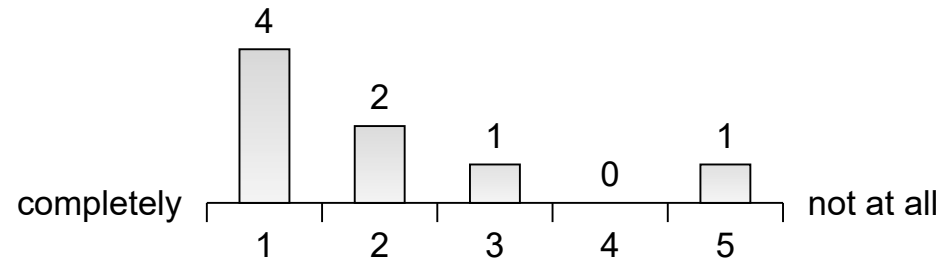
The lecturer provided a good learning and working atmosphere.



N= 8
M= 2.88
SD= 1.46
k.A.= 0

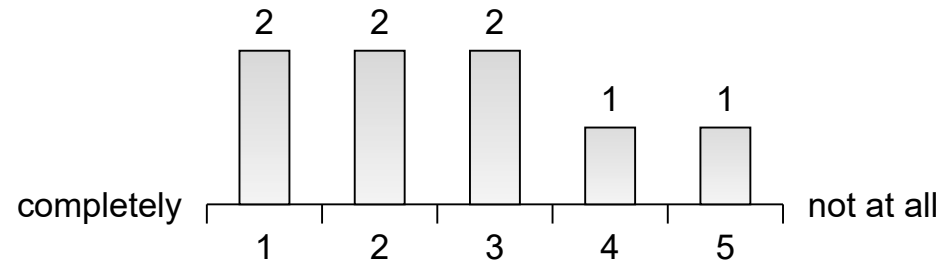
Lecturer

The lecturer provided the opportunity to discuss the content.



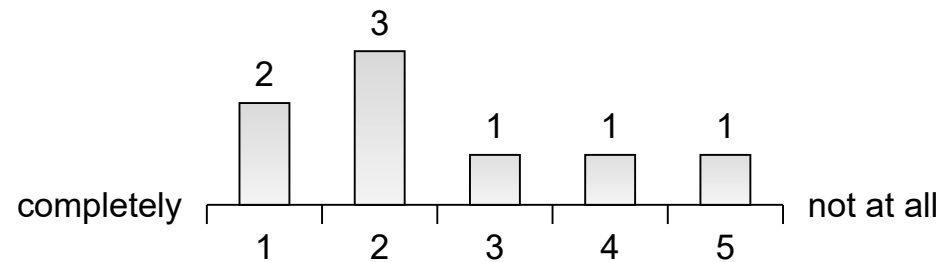
N= 8
M= 2
SD= 1.41
k.A.= 0

The lecturer was always well prepared.



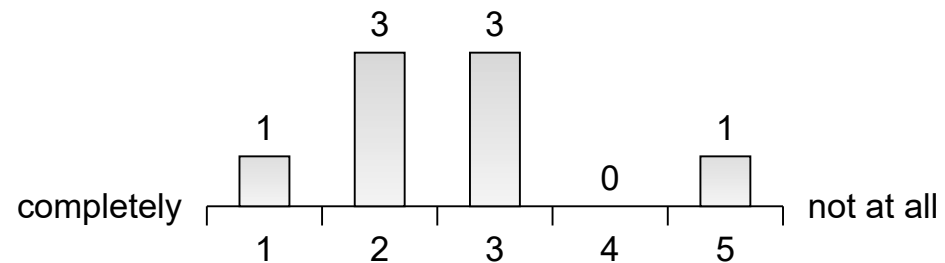
N= 8
M= 2.63
SD= 1.41
k.A.= 0

The lecturer was very competent.



N= 8
M= 2.5
SD= 1.41
k.A.= 0

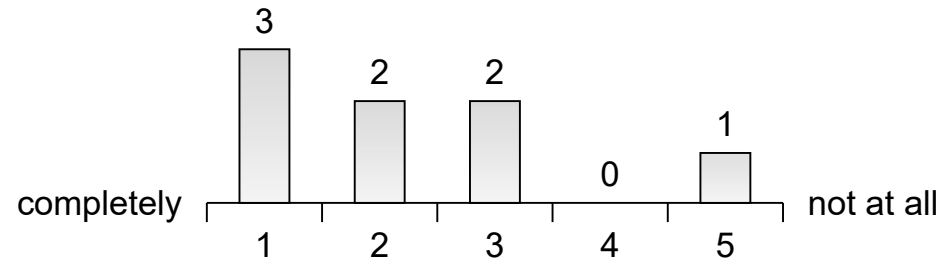
The lecturer was able to make complicated subjects understandable.



N= 8
M= 2.63
SD= 1.19
k.A.= 0

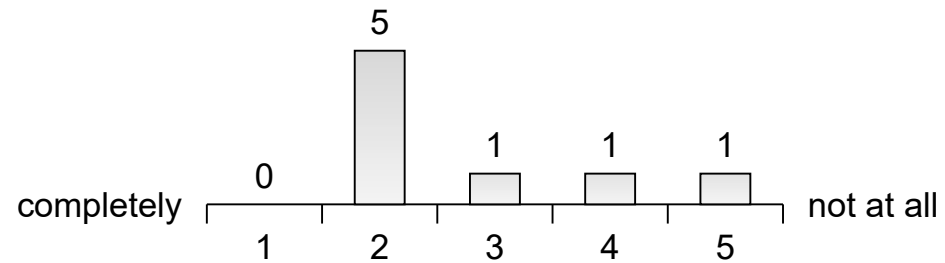
Lecturer

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



N= 8
M= 2.25
SD= 1.39
k.A.= 0

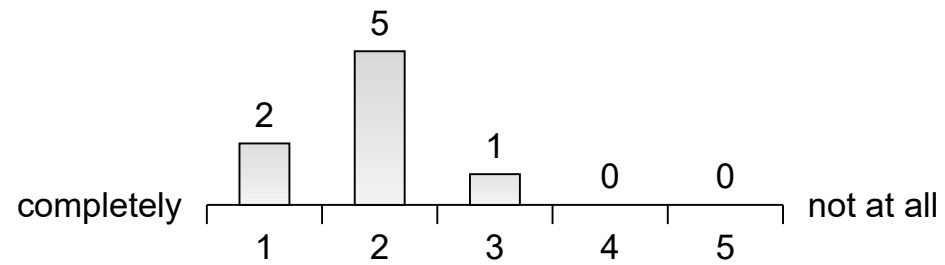
The lecturer motivated the participants.



N= 8
M= 2.75
SD= 1.16
k.A.= 0

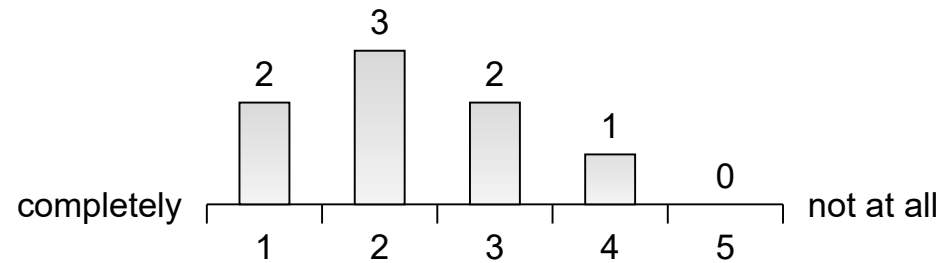
Structure

The learning objectives for the course were clear to me.



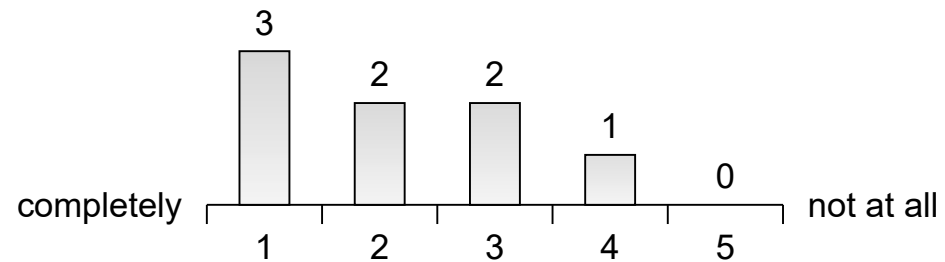
N= 8
M= 1.88
SD= 0.64
k.A.= 0

The educational objectives for the course were well defined from the beginning.



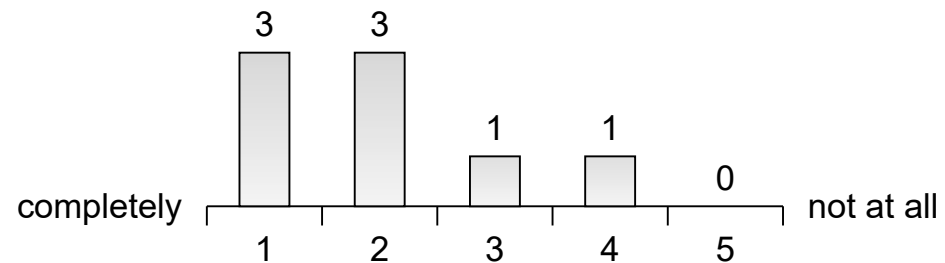
N= 8
M= 2.25
SD= 1.04
k.A.= 0

The course was well structured and comprehensible.



N= 8
M= 2.13
SD= 1.13
k.A.= 0

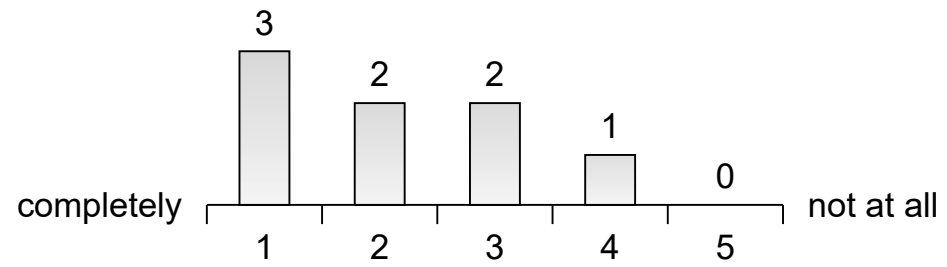
The structure of the content was logical/easy to follow.



N= 8
M= 2
SD= 1.07
k.A.= 0

Structure

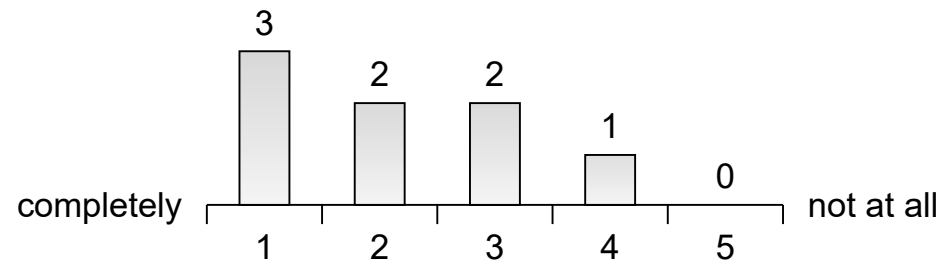
The flexibility associated with the online format (location, time, learning pace) allowed me to engage more intensively with the lecture content than in a traditional face-to-face course.



N= 8
M= 2.13
SD= 1.13
k.A.= 0

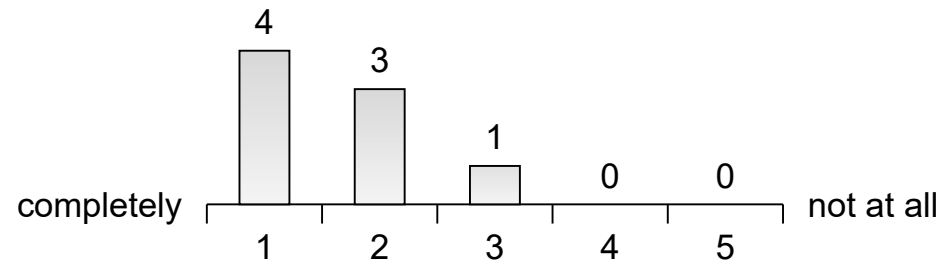
Topic

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



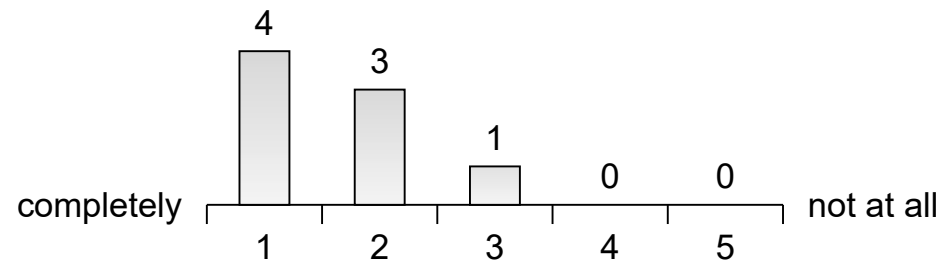
N= 8
M= 2.13
SD= 1.13
k.A.= 0

The topic of the course is relevant.



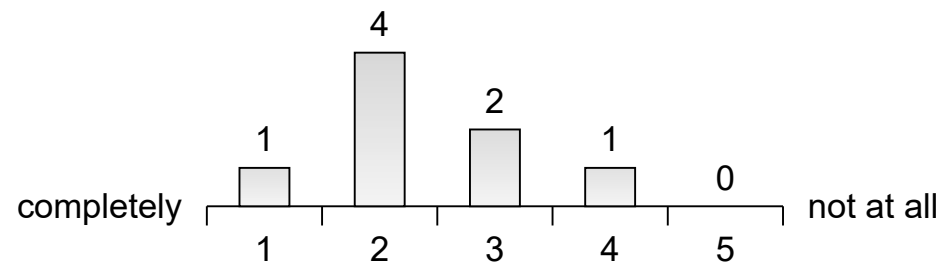
N= 8
M= 1.63
SD= 0.74
k.A.= 0

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



N= 8
M= 1.63
SD= 0.74
k.A.= 0

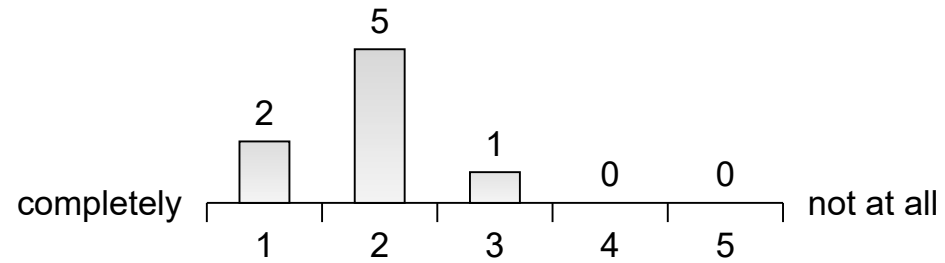
The topic of the course is relevant for my future professional goals.



N= 8
M= 2.38
SD= 0.92
k.A.= 0

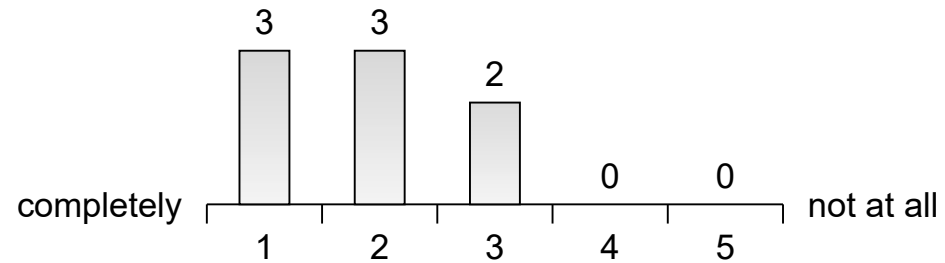
Requirements

The difficulty of the content was adequate.



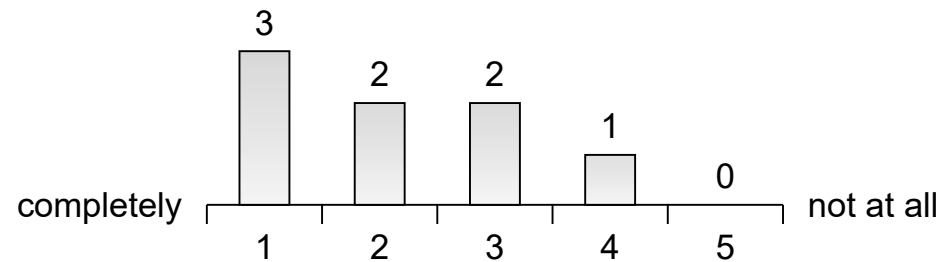
N= 8
M= 1.88
SD= 0.64
k.A.= 0

The amount of the content was adequate.



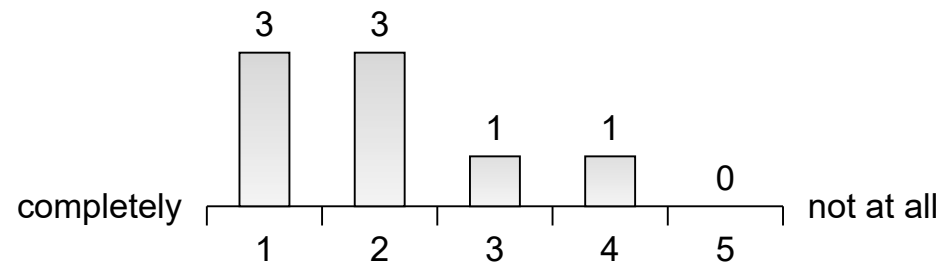
N= 8
M= 1.88
SD= 0.83
k.A.= 0

The pace of the course was adequate.



N= 8
M= 2.13
SD= 1.13
k.A.= 0

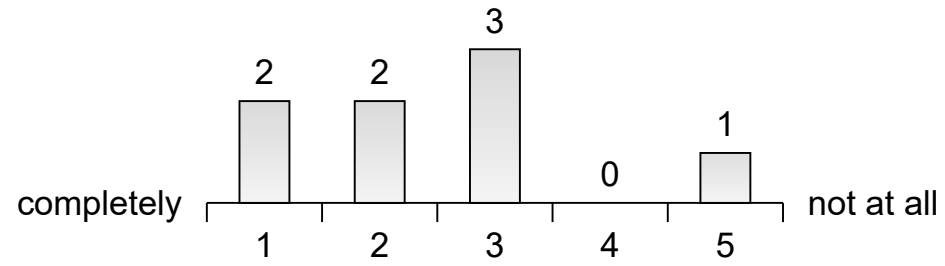
The requirements of the course were adequate.



N= 8
M= 2
SD= 1.07
k.A.= 0

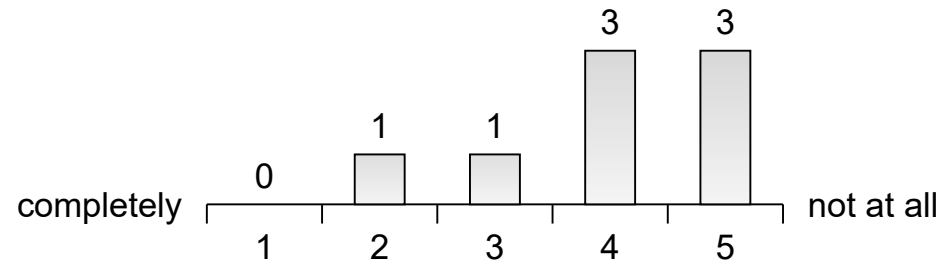
Requirements

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



N= 8
M= 2.5
SD= 1.31
k.A.= 0

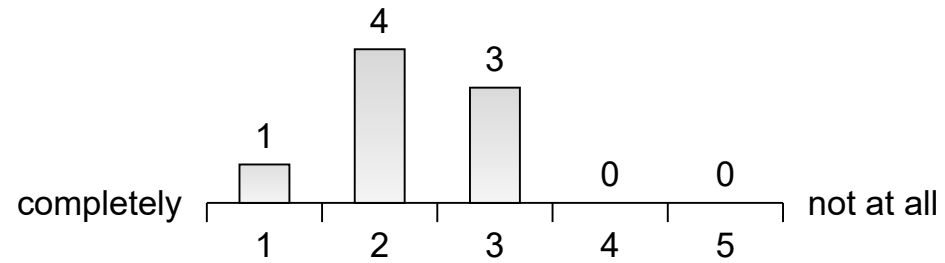
The course was too difficult for me.



N= 8
M= 4
SD= 1.07
k.A.= 0

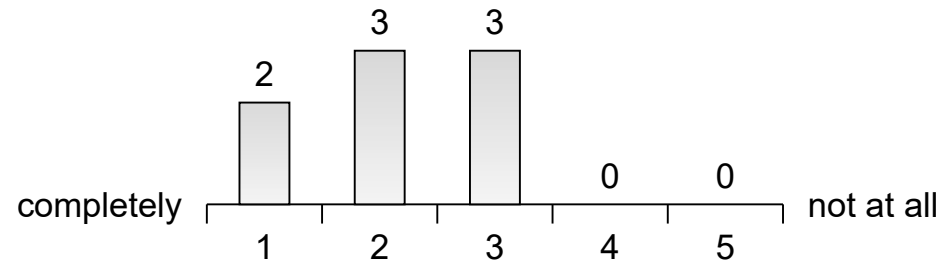
Overall Assessment

Overall, this was a good course.



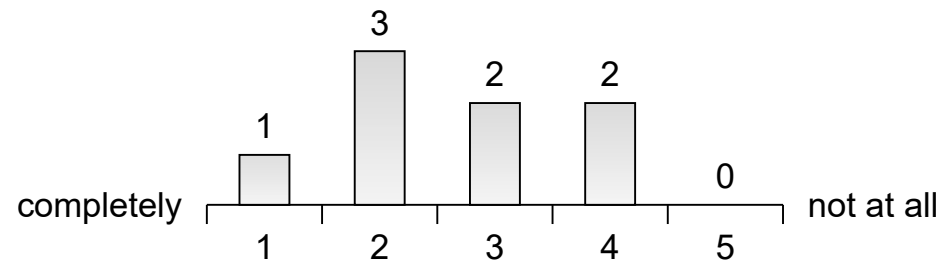
N= 8
M= 2.25
SD= 0.71
k.A.= 0

I learned a lot in this course.



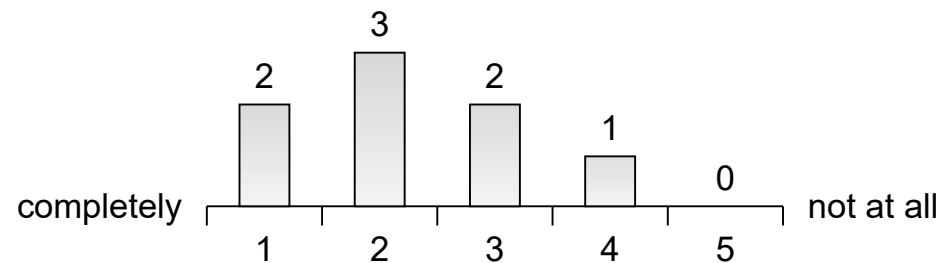
N= 8
M= 2.13
SD= 0.83
k.A.= 0

The course fulfilled my expectations.



N= 8
M= 2.63
SD= 1.06
k.A.= 0

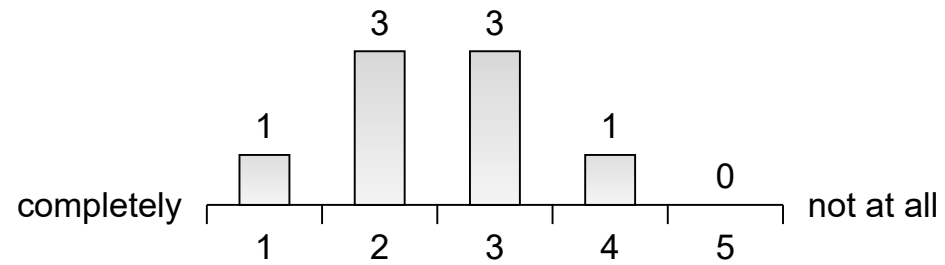
I would recommend the course.



N= 8
M= 2.25
SD= 1.04
k.A.= 0

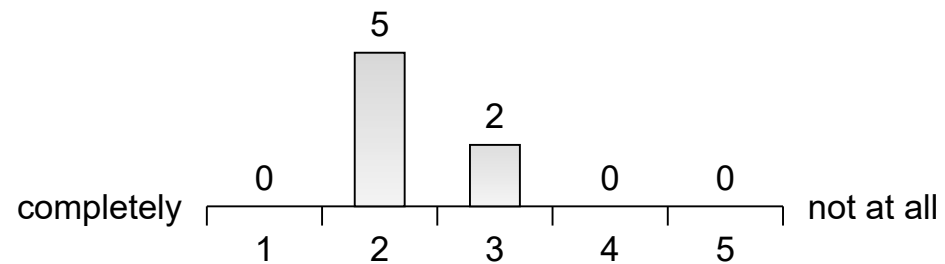
Moodle online material

The online materials in Moodle are clearly laid out.



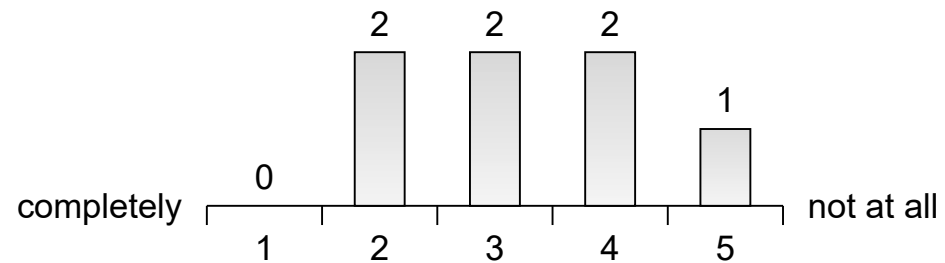
N= 8
M= 2.5
SD= 0.93
k.A.= 0

With the help of the online materials in Moodle, I was able to internalize the learning material more easily.



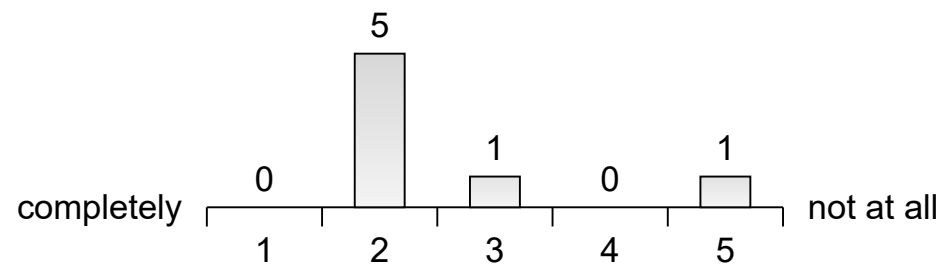
N= 8
M= 2.29
SD= 0.49
k.A.= 1

The resources on Moodle strengthened my interest in the subject of the course.



N= 8
M= 3.29
SD= 1.11
k.A.= 1

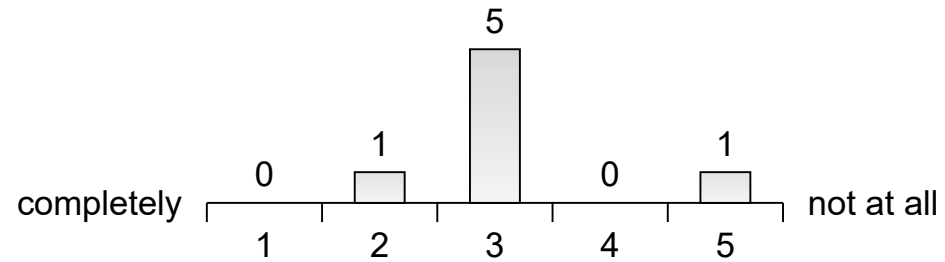
The quality of the materials provided on Moodle was good.



N= 8
M= 2.57
SD= 1.13
k.A.= 1

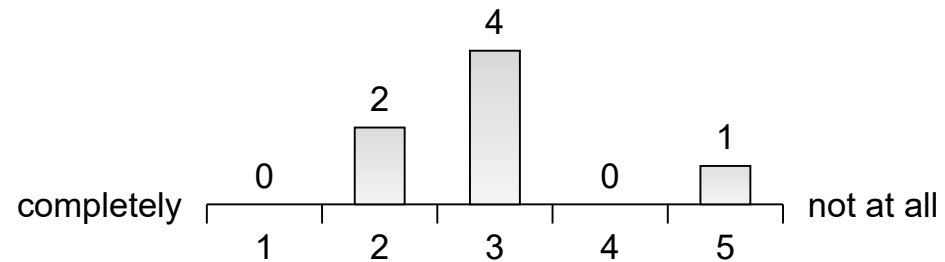
Moodle online material

The discussion of the reflection questions contributed to the understanding of the content.



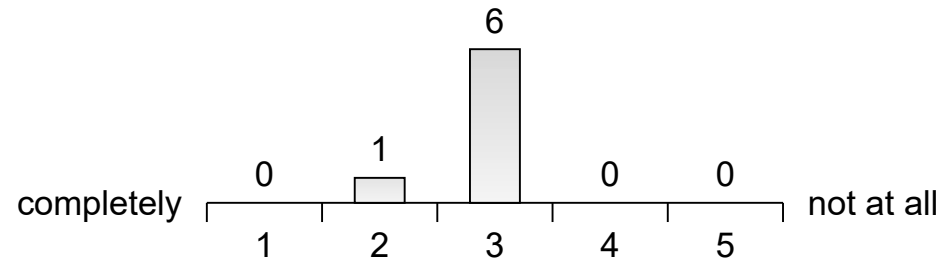
N= 8
M= 3.14
SD= 0.9
k.A.= 1

The reflection questions on Moodle supported me in my learning process.



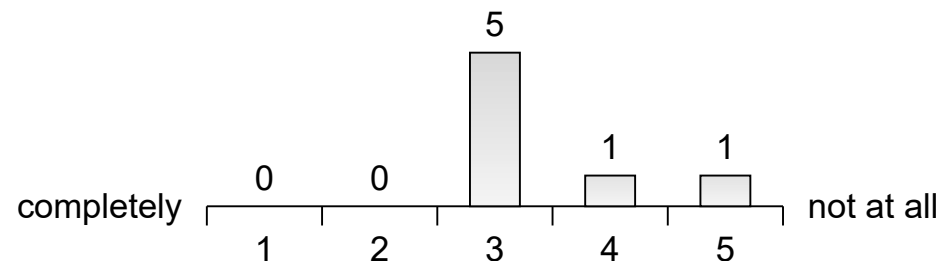
N= 8
M= 3
SD= 1
k.A.= 1

The reflection questions were easy for me to understand.



N= 8
M= 2.86
SD= 0.38
k.A.= 1

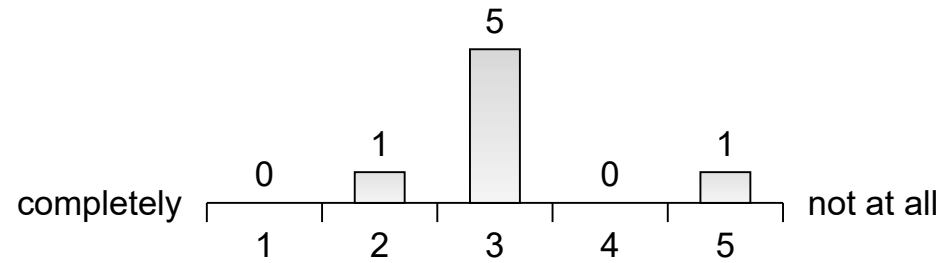
The scope of the reflection questions overwhelmed me



N= 8
M= 3.43
SD= 0.79
k.A.= 1

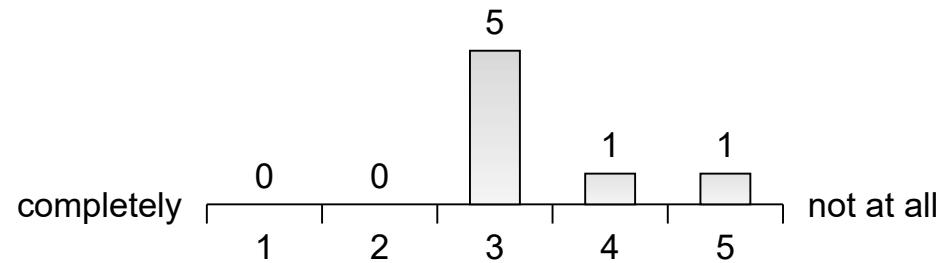
Moodle online material

I worked on the reflection questions in writing.



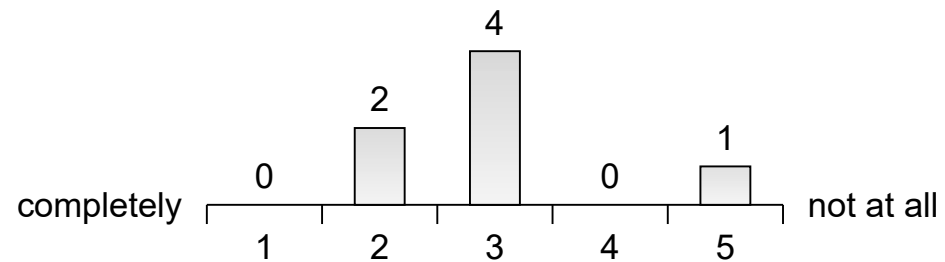
N= 8
M= 3.14
SD= 0.9
k.A.= 1

It was difficult to answer the reflective questions.



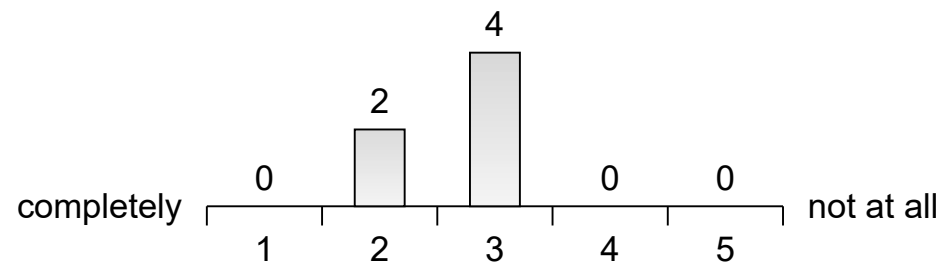
N= 8
M= 3.43
SD= 0.79
k.A.= 1

The materials to be worked on in online activities were suitable for Moodle.



N= 8
M= 3
SD= 1
k.A.= 1

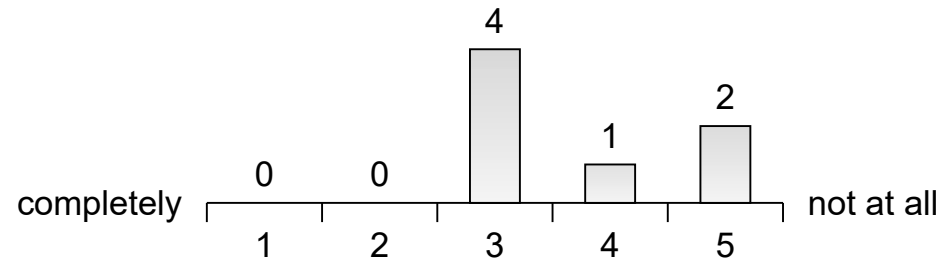
I felt well supervised during the online activities.



N= 8
M= 2.67
SD= 0.52
k.A.= 2

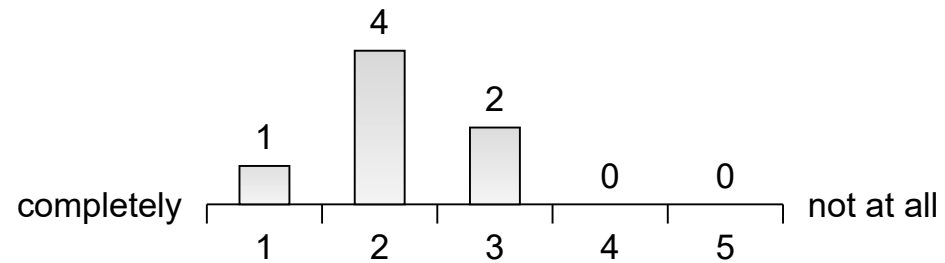
Moodle online material

I would have learned more if the topics and assignments worked on online had been covered during face-to-face appointments.



N= 8
M= 3.71
SD= 0.95
k.A.= 1

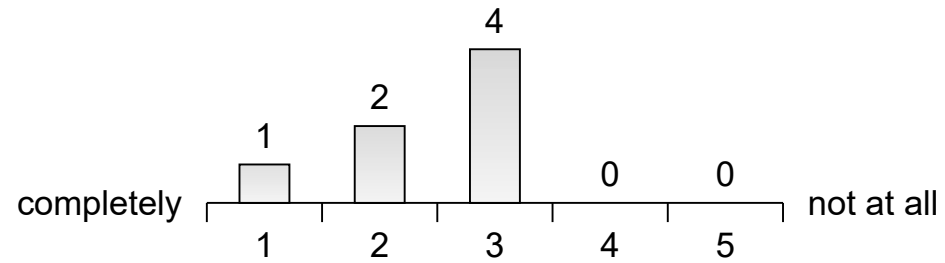
The further reading (bibliography) contributed to the understanding of the content.



N= 8
M= 2.14
SD= 0.69
k.A.= 1

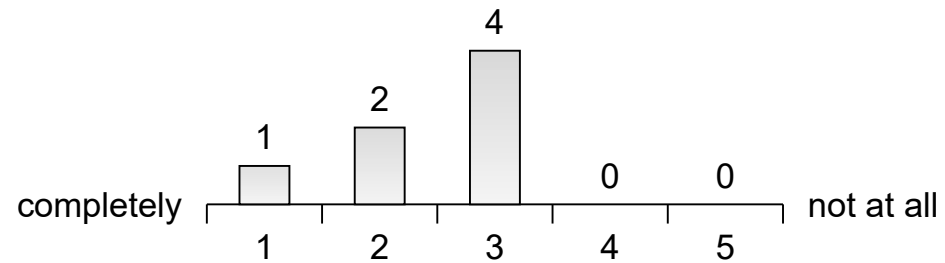
Capstone Project

Within the Capstone Project, I was encouraged to critically examine the topics covered.



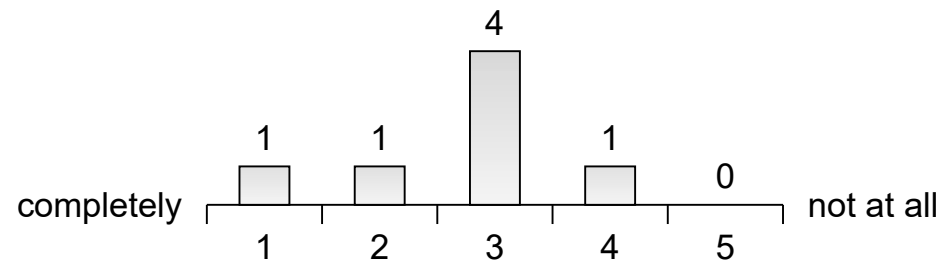
N= 8
M= 2.43
SD= 0.79
k.A.= 1

The capstone project was interesting to me.



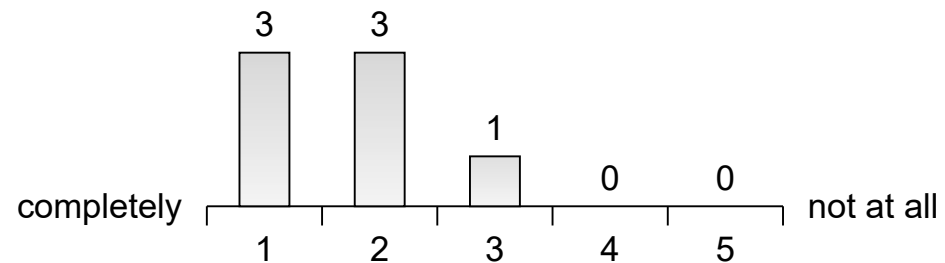
N= 8
M= 2.43
SD= 0.79
k.A.= 1

The capstone project was helpful to me.



N= 8
M= 2.71
SD= 0.95
k.A.= 1

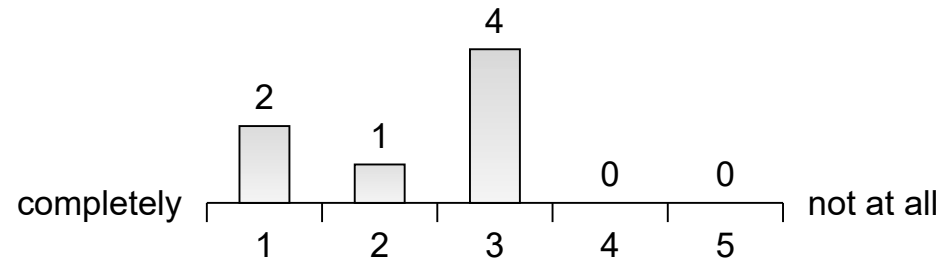
The project deepened my understanding of the content.



N= 8
M= 1.71
SD= 0.76
k.A.= 1

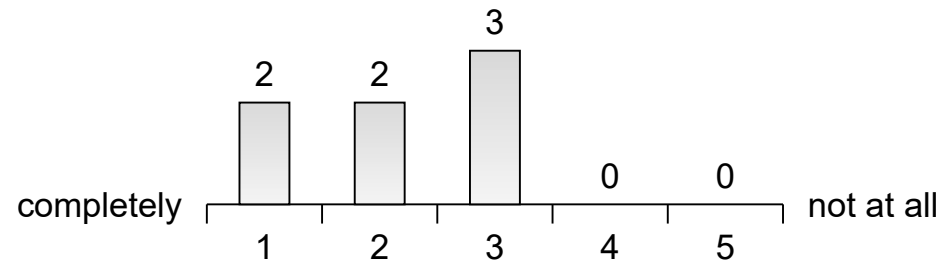
Capstone Project

The material was illustrated within the capstone project using examples.



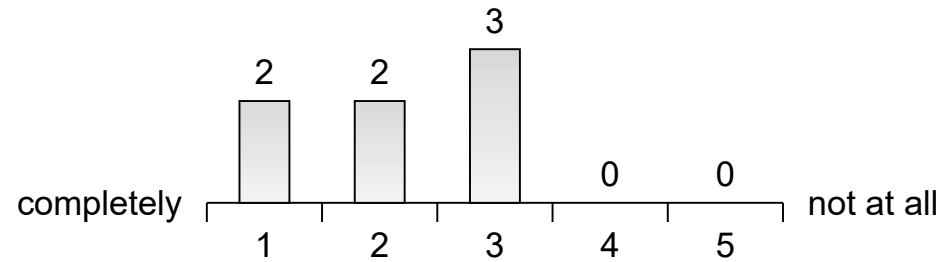
N= 8
M= 2.29
SD= 0.95
k.A.= 1

The importance of the topics covered was conveyed within the capstone project.



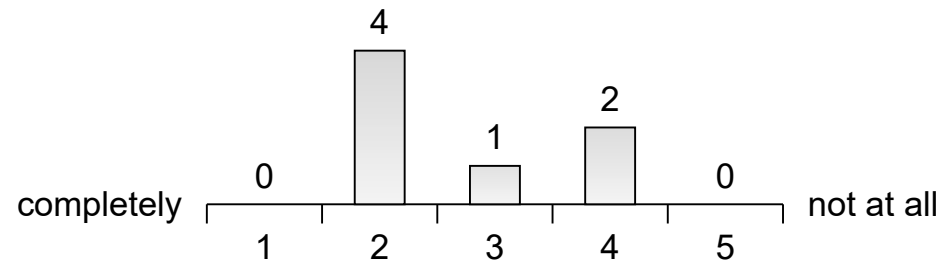
N= 8
M= 2.14
SD= 0.9
k.A.= 1

The capstone project made it clear to me that teamwork promotes critical thinking about the topics.



N= 8
M= 2.14
SD= 0.9
k.A.= 1

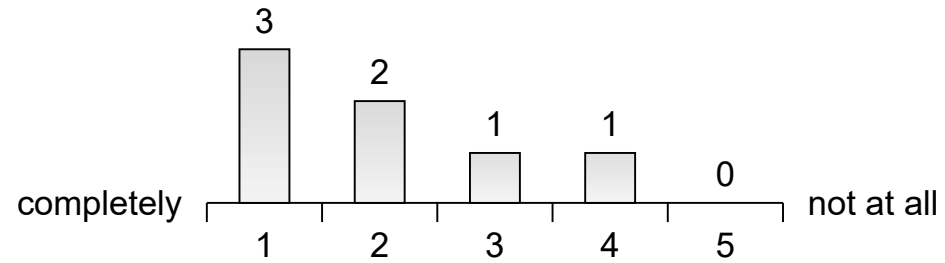
Concerning the organizational aspects of the course (i.e. place, time, performance requirements) I was informed well.



N= 8
M= 2.71
SD= 0.95
k.A.= 1

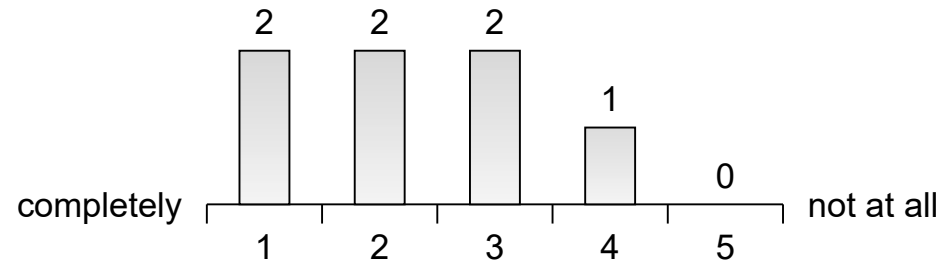
Capstone Project

I was satisfied with the accessibility of necessary learning material.



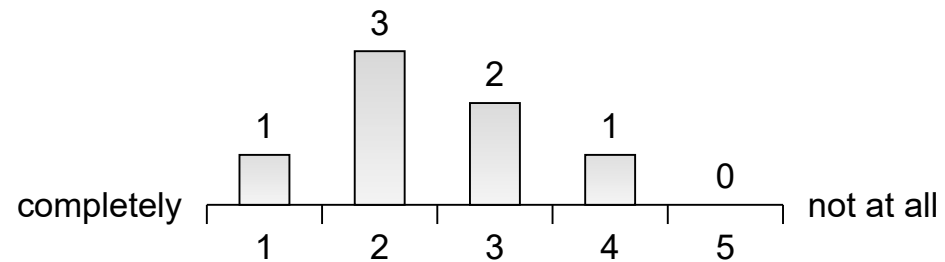
N= 8
M= 2
SD= 1.15
k.A.= 1

Organizational issues were dealt with in time and in detail.



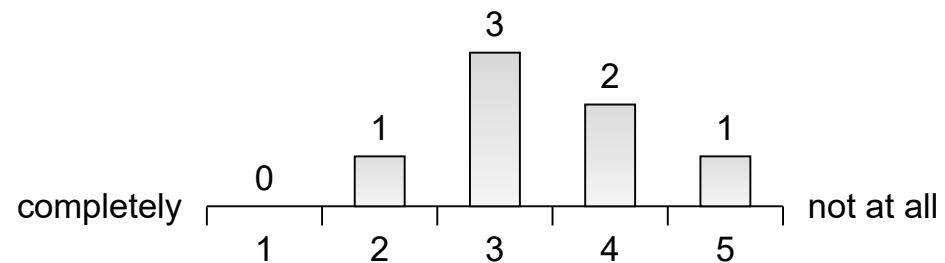
N= 8
M= 2.29
SD= 1.11
k.A.= 1

The course was running smoothly during the semester.



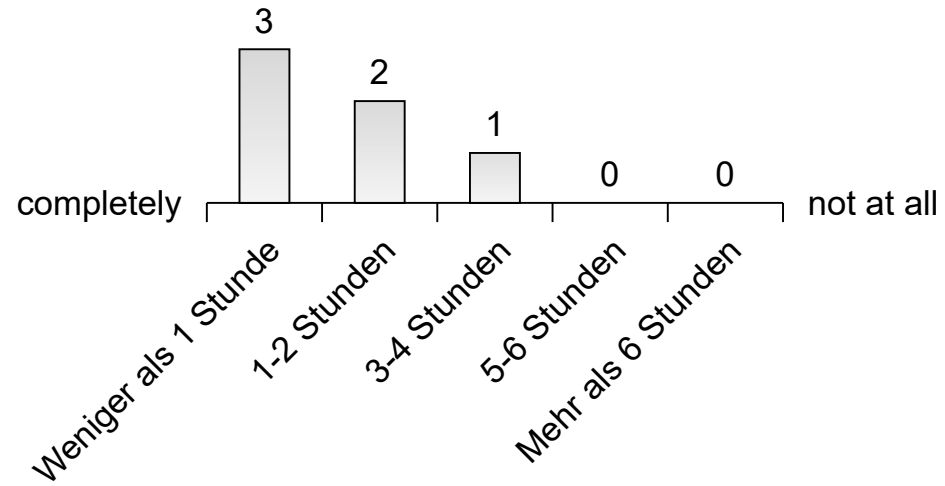
N= 8
M= 2.43
SD= 0.98
k.A.= 1

The scope of the capstone project overwhelmed me.



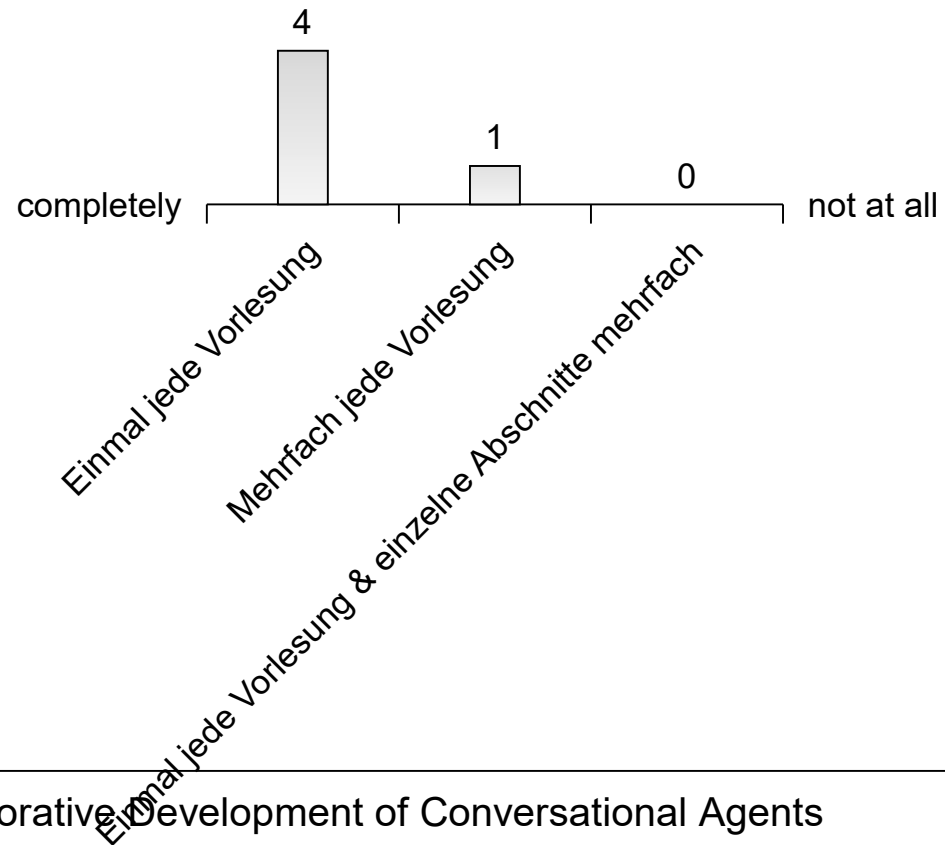
N= 8
M= 3.43
SD= 0.98
k.A.= 1

Approximately how long did you spend with the online materials each week?



N= 8
M= 1.67
SD= 0.82
k.A.= 2

How often did you view the online lectures?



N= 8
M= 1.2
SD= 0.45
k.A.= 3

Further remarks: Suggestions for improvements

"make the first gathering within the small groups clear. We couldn't reach one of our members at first and lost some time through that"

Further remarks regarding the course (praise/criticism)

"In the beginning there was confusion towards the credit points. In the future it would be fine to mention it at the beginning so that everyone has the information and knows how much he/she can work on the project. Also: while spending nearly no time with the provided material, I have spend a great amount on my own topic."

"Multiple universities working together and mixing students in teams to work together? GREAT IDEA!!! Multiple professors and doctors that have to organise and somehow coordinate the course? Ooof! If the 'lecturer' did not even prepare their task-topics in the week of the first meeting- no one should be surprised, that some student groups are less than engaged and show only the absolute minimum of effort for their presentations... And the fact that every university gives different amounts of credits for this module is no problem at all- IF it is properly communicated at the beginning of the module! Then everyone can adjust their expectations! But that the responsible people did not even know of this, until some students mentioned it to them? That is just sad, because it perfectly shows, how deep the 'interaction' and 'coordination' of the lecturers worked out . . ."