



Results Report

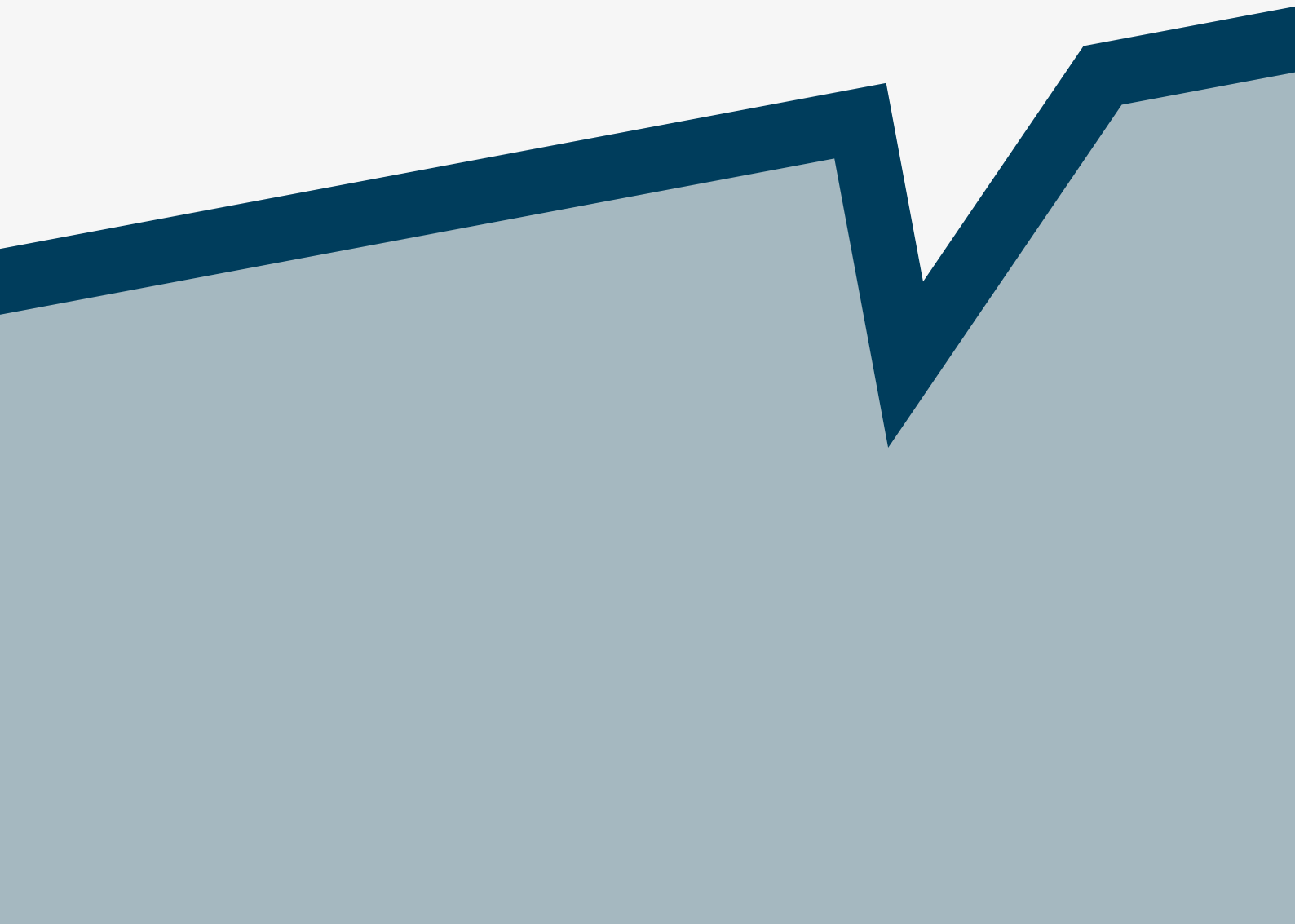
Lecturer's Report

Course Evaluation – SuSe 2024

Course: "Menschliches Satzverstehen I, Gruppe 1"

Michael Vrazitulis

Questionnaire: "SET.UP - Lehrzielorientierter Online-Fragebogen"



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1 Introduction and Structure of the Report

Dear lecturers,

this report informs you about the results of the evaluation conducted in your course using the **customized SET.UP questionnaire**. It provides an overview of your teaching aims and the opinions und assessment of the students in your course. Therefore, you were asked about your teaching aims for the course. Additionally, the students were asked about different aspects concerning the teaching-learning conditions and their individual learning outcomes. The aim of the report is to give you a platform to self-evaluate your teaching aims and outcome based on empirically founded data. The process comprises four steps. The structure of the report follows this four-step logic:

Step 1: Definition of your individual teaching aims

The survey is adjusted to your individual teaching aims and methods, which were defined beforehand. The teaching aims and methods, specified by yourself, are listed in **chapter 2**.

Step 2: Conduct of the survey

Depending on your teaching aims and methods defined before the survey, the questionnaire includes questioning modules related to the teaching-learning conditions and the learning outcome. You can find the students' responses **from chapter 3 onwards**.

Step 3: Discussion of the results with your students

The results of the evaluation can now be discussed with the students in your course. This will give you the opportunity to discuss the perceived strengths and weaknesses of the course with the students personally and to compare it with your own perception. Results of the lecturer survey of 2018 show that nearly a quarter of all lecturers do not discuss their evaluation results with their students. However, the review process and the thus resulting derivation of teaching improvements are essential components of the evaluation cycle (see figure 1).

Step 4: Further development of your teaching

If you are looking for new ideas or advice related to the subject of teaching, you can check the report's **last chapter** which provides you with further information on programmes and institutions (university-internal and -external).

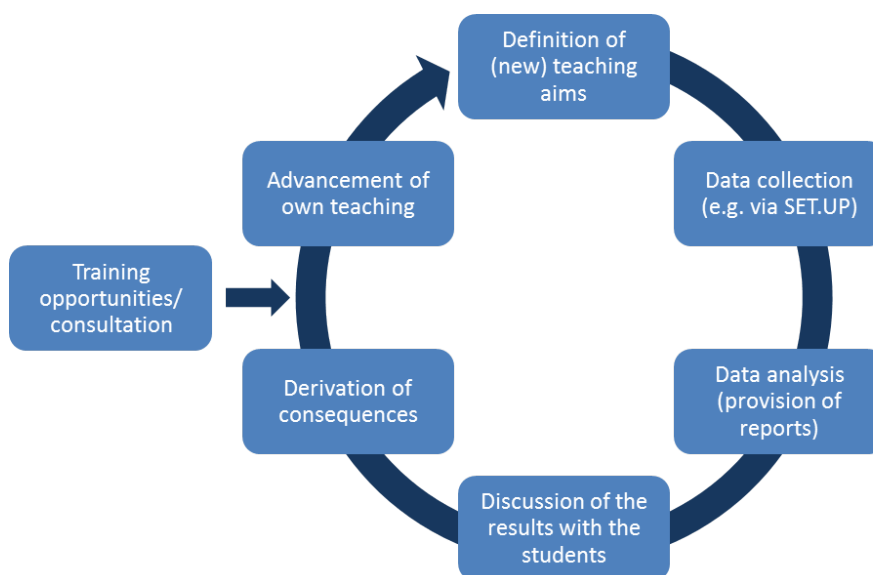


Figure 1 – evaluation cycle

2 Information provided by the Lecturers

Prior to the survey, you had the opportunity to define your teaching aims and name the teaching methods you were planning to apply in the course. The questionnaire is based on these learning aims and methods. Below, you can find an overview of the information indicated by you.

2.1 Defined Teaching Aims

- **Basic Knowledge (e.g. reproducing important concepts):** not included
- **Specialized Knowledge (e.g. working through contradictions in the learning content):** included
- **Working Methods (e.g. looking more effectively for subject-related information):** not included
- **Presentation Skills (e.g. giving better presentations):** included
- **Communication Skills (e.g. formulate more precise verbal statements):** not included
- **Cooperation Skills (e.g. contribute to the planning of the group work):** not included
- **Self-Responsible Working (e.g. setting better learning goals):** not included
- **Increased Interest in Subject (e.g. having learned things that I find exciting):** included
- **Combination of Practical and Theoretical Aspects:** not included
- **Research:** not included
- **Teacher Training:** not included
- **Other teaching aim Question: Because of this course, I can. . . :** not included

2.2 Applied Teaching Methods

- **Lectures (own presentation by the lecturer):** included
- **Student presentation (presentation by students):** included
- **Lecturer-run discussion (discussion is led by instructor):** not included
- **Student-run discussion (discussion is led by students, e.g. following a student presentation):** included
- **Exercises (e.g. solve exercise handouts):** not included
- **Simulation exercises/Role-play (students as agents and decision makers in a simulation):** not included
- **Case study (practical example cases that require processing a large amount of information):** not included
- **Group Work (independent work on a topic in groups):** not included
- **Excursion (Field trip with a scientific or practical goal):** not included

3 Answers given by the Students

Below, you can find the answers provided by the students concerning their acquisition of competence and the teaching-learning situation in the course. If you did not choose any competencies, those will not be shown. 12 students have participated in the survey. That means that the results of the survey are based on **12 student opinions**.

3.1 Prior Knowledge

	rather much					Amnt.	Missing	Avg.	s
	a lot (1)	(2)	some (3)	less (4)	none (5)				
How much prior knowledge did you have concerning the topics of the course?	–	– 11 %	– 22 %	– 33 %	– 33 %	9	25 %	3.9	1.0
How much prior practical experience on the topics of this course (e.g. job or internship; research projects) did you gather beforehand?	–	– 10 %	–	– 20 %	– 70 %	10	17 %	4.5	0.9

	to a very great extent (1)	to a large extent (2)	to a moderate extent (3)	to a small extent (4)	not at all (5)	Amnt.	Missing	Avg.	s
To what extent has your prior knowledge been helpful to follow the content of the course?	– 10 %	– 10 %	– 50 %	– 30 %	–				

Question text: How often could you relate the course content to the following?

	always (1)	often (2)	occasionally (3)	rarely (4)	never (5)	Amnt.	Missing	Avg.	s
with your specialised prior knowledge	–	– 50 %	– 20 %	– 20 %	– 10 %				
topics already discussed on this course	– 30 %	– 40 %	– 20 %	– 10 %	–	10	17 %	2.1	0.9
topics discussed in other courses	–	– 50 %	– 40 %	– 10 %	–	10	17 %	2.6	0.7
your practical experience (e.g. in a job or internship, research projects) in the field	–	–	– 30 %	– 20 %	– 50 %	10	17 %	4.2	0.9

3.2 Self-estimated Competencies

3.2.1 Expertise

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I now feel able to tackle a typical problem within this course's field.	– 29 %	– 29 %	–	– 43 %	–				
I am able to depict complex course matters.	–	– 57 %	– 14 %	– 14 %	– 14 %	7	42 %	2.9	1.1
I am able to identify discrepancies and similarities of varied course content (e.g. discrepancies between different models or procedures etc.).	– 29 %	– 29 %	– 29 %	– 14 %	–	7	42 %	2.3	1.0
Because of this course, I am able to better evaluate the quality of professional articles on relevant topics.	– 57 %	–	– 29 %	– 14 %	–	7	42 %	2.0	1.2

3.2.2 Presentation Competence

Because of this course, ...	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I am able to vary my presentation techniques.	14 %	14 %	29 %	29 %	14 %	7	42 %	3.1	1.2
I am able to deliver better presentations.	14 %	29 %	14 %	43 %	—	7	42 %	2.9	1.1

3.2.3 Specialised Knowledge

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I now find the topic more interesting than at the beginning of the course.	—	29 %	71 %	—	—	7	42 %	2.7	0.5
The course has reinforced my wish to continue my studies.	—	43 %	14 %	29 %	14 %	7	42 %	3.1	1.1
I enjoy solving the assignments given to me in this course.	—	29 %	29 %	43 %	—	7	42 %	3.1	0.8
In this course, I have learned things that excite me.	14 %	43 %	—	43 %	—	7	42 %	2.7	1.2
I engage with topics of the course beyond the course itself - just for fun.	—	—	43 %	29 %	29 %	7	42 %	3.9	0.8

3.3 Statements about Teaching Quality and Support

3.3.1 Knowledge Transfer by the Lecturer

The lecturer ...	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
provided clear learning objectives.	22 %	44 %	22 %	11 %	—	9	25 %	2.2	0.9
structured the entire course well.	62 %	—	38 %	—	—	8	33 %	1.8	1.0
clearly presented the course content.	62 %	12 %	12 %	12 %	—	8	33 %	1.8	1.1
explained new terms and concepts in a precise manner.	67 %	22 %	11 %	—	—	9	25 %	1.4	0.7
was able to clearly explain complex matters.	62 %	25 %	12 %	—	—	8	33 %	1.5	0.7
gave illustrative examples that supported the comprehension of the course content.	44 %	56 %	—	—	—	9	25 %	1.6	0.5
gave helpful advice to tackle difficulties with comprehension.	89 %	11 %	—	—	—	9	25 %	1.1	0.3
repeatedly established links to topics already discussed.	78 %	22 %	—	—	—	9	25 %	1.2	0.4
asked questions that gave students the opportunity to review their own understanding of the course content.	56 %	22 %	22 %	—	—	9	25 %	1.7	0.8

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
The lecturer ...									
gave students the opportunity to engage more deeply with topics interesting to them.	22 %	67 %	11 %	–	–	9	25 %	1.9	0.6
used varied methods to deliver the course.	11 %	–	33 %	33 %	22 %	9	25 %	3.6	1.2
supported students during their preparation of their presentations.	56 %	11 %	11 %	22 %	–	9	25 %	2.0	1.2

3.3.2 Support outside of the Course

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	not used	Amnt.	Missing	Avg.	s
The lecturer ...										
was easily reachable for questions and concerns.	89 %	–	–	–	–	11 %	9	33 %	1.0	0.0
took sufficient time for the individual concerns of the students.	89 %	–	–	–	–	11 %	9	33 %	1.0	0.0

3.4 Statements about the Module

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
The learning goal of the course was made clear by the lecturer.	43 %	14 %	43 %	–	–	7	42 %	2.0	0.9
The learning goal of the course is reflected in the teaching methods and the type of examination.	29 %	29 %	43 %	–	–	7	42 %	2.1	0.8

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
The learning goal of the module was made clear by the lecturer.	33 %	17 %	50 %	–	–	6	50 %	2.2	0.9
The lecturer explained the linking between the learning goal of the course and the learning goal of the module.	33 %	33 %	33 %	–	–	6	50 %	2.0	0.8

3.5 Statements about the Learning Atmosphere

	always (1)	often (2)	occasionally (3)	rarely (4)	never (5)	Amnt.	Missing	Avg.	s
In the context of the lecture, ...									
course participants interacted respectfully with each other.	100 %	–	–	–	–	8	33 %	1.0	0.0
sufficient opportunities for the exchange with other students were offered.	88 %	–	12 %	–	–	8	33 %	1.2	0.7
I could benefit from the knowledge of other students.	38 %	–	12 %	50 %	–	8	33 %	2.8	1.4
I actively participated (questions, comments, discussions).	12 %	25 %	25 %	38 %	–	8	33 %	2.9	1.1
I had enough time to discuss difficulties I had with any topics.	–	88 %	12 %	–	–	8	33 %	2.1	0.3

3.6 Verbal Contribution by Students

The lecturer ...	always (1)	often (2)	occasionally (3)	rarely (4)	never (5)	Amnt.	Missing	Avg.	s
assessed answers/contributions from students.	11 %	22 %	33 %	22 %	11 %	9	25 %	3.0	1.2
used peer assessment to allow students to assess each other's work.	43 %	14 %	29 %	14 %	—	7	42 %	2.1	1.1
gave constructive feedback on students' contributions/answers.	50 %	38 %	—	12 %	—	8	33 %	1.8	1.0
identified problems during student presentations.	44 %	11 %	22 %	22 %	—	9	25 %	2.2	1.2

3.7 Statements about the Learning Materials

Question text: How helpful were the following materials for your understanding of the course contents?

	very helpful (1)	rather helpful (2)	partly helpful (3)	less helpful (4)	not helpful at all (5)	no provision	Amnt.	Missing	Avg.	s
the media used for presenting the course content	—	43 %	57 %	—	—	—	7	42 %	2.6	0.5
the assignments/exercises provided	—	—	—	—	—	—	0	100 %	- *	- *
the scripts/texts provided	14 %	57 %	29 %	—	—	—	7	42 %	2.1	0.6
the recommended literature	—	57 %	14 %	—	—	29 %	7	58 %	2.2	0.4

* No value is displayed because of too few respondents.

3.8 Statements about Online Media

Question text: How helpful would you rate any online media used for the following aspects?

	very helpful (1)	rather helpful (2)	partly helpful (3)	less helpful (4)	not helpful at all (5)	not used	Amnt.	Missing	Avg.	s
supply of content (e.g. scripts, notes)	14 %	57 %	29 %	—	—	—	7	42 %	2.1	0.6
organisation of the course (e.g. preparation)	100 %	—	—	—	—	—	7	42 %	1.0	0.0
offer of additional materials and media (e.g. further literature, videos)	14 %	14 %	14 %	—	—	57 %	7	75 %	- *	- *
support for students' communication (e.g. chats, forums)	29 %	14 %	—	—	—	57 %	7	75 %	- *	- *
academic support for students (e.g. online tutorials)	43 %	—	—	—	—	57 %	7	75 %	- *	- *

* No value is displayed because of too few respondents.

3.9 Custom Questions

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
Ich habe in dieser Veranstaltung viel lernen können.	14 %	43 %	29 %	14 %	—	7	42 %	2.4	0.9
Den Arbeitsaufwand fand ich angemessen (erwartet sind ca. 6 Stunden pro Woche).	57 %	14 %	14 %	14 %	—	7	42 %	1.9	1.1
Das Seminar und die Seminar-Inhalte waren gut gestaltet.	14 %	43 %	14 %	29 %	—	7	42 %	2.6	1.0

Was gefiel Ihnen an dieser Veranstaltung?

This open question has been added by you.

- Dass man sich durch das Seminar mit vielen wissenschaftliche Arbeiten auseinandergesetzt hat und (inhaltliche) Gemeinsamkeiten und Unterschiede entdecken konnte
- Dozent ist immer auf fragen / Bedürfnisse der Studis eingegangen
- Gute Atmosphäre im Seminar. Der Dozent gibt viele interessante Hinzufügungen zum Thema. Die Idee, dass Fragen zum Paper vorher gestellt werden, war sehr gut und hat einen sich mehr mit dem Thema beschäftigen lassen.
- Ich fand den Dozenten echt sympathisch und kompetent.
- Ich habe mich trotz wenig Vorwissen sehr aufgehoben gefühlt und bei Themen, zu denen ich Vorwissen gebraucht hätte, konnte ich Fragen stellen, die mir auf einfachste Art erklärt wurden, damit ich auch größere Themenfelder in kurzer Zeit nachvollziehen konnte.
- Michael hat die Veranstaltung wirklich sehr gut gemacht. Ich konnte mich leider für das Thema nicht begeistern, aber das ist ja nicht seine Schuld:)

Haben Sie Vorschläge, wie diese Veranstaltung verbessert werden könnte?

This open question has been added by you.

- Detaillierteres Feedback zu den Präsentationen geben
- Die Diskussionsrunden müssen nicht so in die Länge gezogen werden.
- Die Menge an zu lesenden Seiten war von Woche zu Woche sehr unterschiedlich. Eine „gerechtere“ Aufteilung von der Menge/ dem Aufwand pro Woche
- Die meisten aus dem Kurs sind keine CL Studis und wir alle hatten noch keine erweiterten Statistik Kurse (Bayesian, frequentist etc.). Das heißt die Papers waren für uns teilweise völlig unverständlich bzw nur mit sehr hohem Aufwand nachvollziehbar. Das hat eher zu Frustration als zum Interesse wecken beigetragen. Ich hätte es angenehmer gefunden, wenn wir in diesem Kurs eine Einführung dazu bekommen hätten, wie genau die behandelten Modelle funktionieren und was bei den statistischen Aspekten zu beachten ist
- Vielleicht liegt es auch daran, dass ich etwas langsam bin, jedoch fand ich einige Texte etwas lang und anspruchsvoll im Hinblick auf die 3 LP die die Veranstaltung bringt.
- Vllt ein paar Einführungsveranstaltungen (2-3 Seminare), damit alle auf dem gleichen Stand sind was das Modul angeht. Ich habe mich an vielen Stellen Überfordert Gefühlt, weil ich nicht die nötigen Grundlagen hatte

4 Overall Assessment of the Course

	very high (1)	rather high (2)	partly high, partly low (3)	rather low (4)	very low (5)	Amnt.	Missing	Avg.	s
My knowledge increase is ...	—	57 %	29 %	14 %	—	7	42 %	2.6	0.7

	partly good,					Amnt.	Missing	Avg.	s
	very good (1)	rather good (2)	partly poor (3)	rather poor (4)	very poor (5)				
Altogether, I think this course is ...	29 %	43 %	14 %	14 %	—	7	42 %	2.1	1.0

5 Comparison of Means

Please note: The given means only show the results at the time of inquiry. All information is based on the participation of at least five participants per item. If there are no means listed, less than five students have answered the question.

	Course*	Lecturer*	Department*	Course type*
My knowledge increase is ...	Mean "2.57 (partly high, partly low)"	2 courses "2.20 (rather high)"	18 courses "2.00 (rather high)"	263 courses "1.88 (rather high)"

* Course: Menschliches Satzverstehen I, Gruppe 1, Lecturer: Michael Vrazitulis, Department: Department Linguistik, Course type: Seminar

	Course*	Lecturer*	Department*	Course type*
Altogether, I think this course is ...	Mean "2.14 (rather good)"	2 courses "1.75 (rather good)"	18 courses "1.92 (rather good)"	263 courses "1.57 (rather good)"

* Course: Menschliches Satzverstehen I, Gruppe 1, Lecturer: Michael Vrazitulis, Department: Department Linguistik, Course type: Seminar

6 Open Comments

6.1 Aspects beneficial to Learning

The students' answers to the open questions were taken on a separate questionnaire sheet which remained with the lecturer.

6.2 Problems and Suggestions for Improvement

The students' answers to the open questions were taken on a separate questionnaire sheet which remained with the lecturer.

7 Workload

	fully agree	rather agree	partly agree	rather not	do not	Amnt.	Missing	Avg.	s
	(1)	(2)	(3)	agree (4)	agree at all (5)				
The workload for this course was manageable for me.	43 %	29 %	14 %	14 %	—	7	42 %	2.0	1.1

Question text: How many hours per week on average do you spend on the taken course during this semester?

Answers

Missing: 5 (42 %)

Median for course: 3

	Absolute	Percentage
none	1	14 %
1	2	29 %
3	2	29 %
5	1	14 %
8	1	14 %
Total	7	100 %

8 Information about Degree and Study Semester

Answers

Missing: 5 (42 %)

Mean for course: 4

	Absolute	Percentage
2.	1	14 %
4.	4	57 %
5.	1	14 %
6.	1	14 %
Total	7	100 %

Answers

Missing: 5 (42 %)

Mode for course: "Bachelor (one subject)"

	Absolute	Percentage
Bachelor (one subject)	7	100 %
Total	7	100 %

9 Information about Trainings and further Services related to Teaching

9.1 Didactics at the University

Covering a lot of aspects on how to organize teaching and courses of studies, the Network **Studienqualität Brandenburg (sqb)** offers a wide range of programmes and information to lecturers.

You can find the current workshop programme online: www.faszination-lehre.de

9.2 For new Teachers

The **Potsdam Graduate School** offers targeted further qualification in academic teaching training to doctoral candidates (*Junior Teaching Professionals*) as well as post-docs and junior professors (*Senior Teaching Professionals*).

You can find more information online:

<https://www.uni-potsdam.de/en/pogs/career-development/teaching-professionals>

9.3 E-Learning

The work of the **Department Teaching & Media at the ZfQ** aims to improve the quality of studies through the sustainable integration of E-Learning into the teaching at University of Potsdam.

You can find out all about the various offers for designing teaching and using digital media (in teaching) at:

<https://uni-potsdam.de/zfq/lehre-und-medien/>

