



Results Report

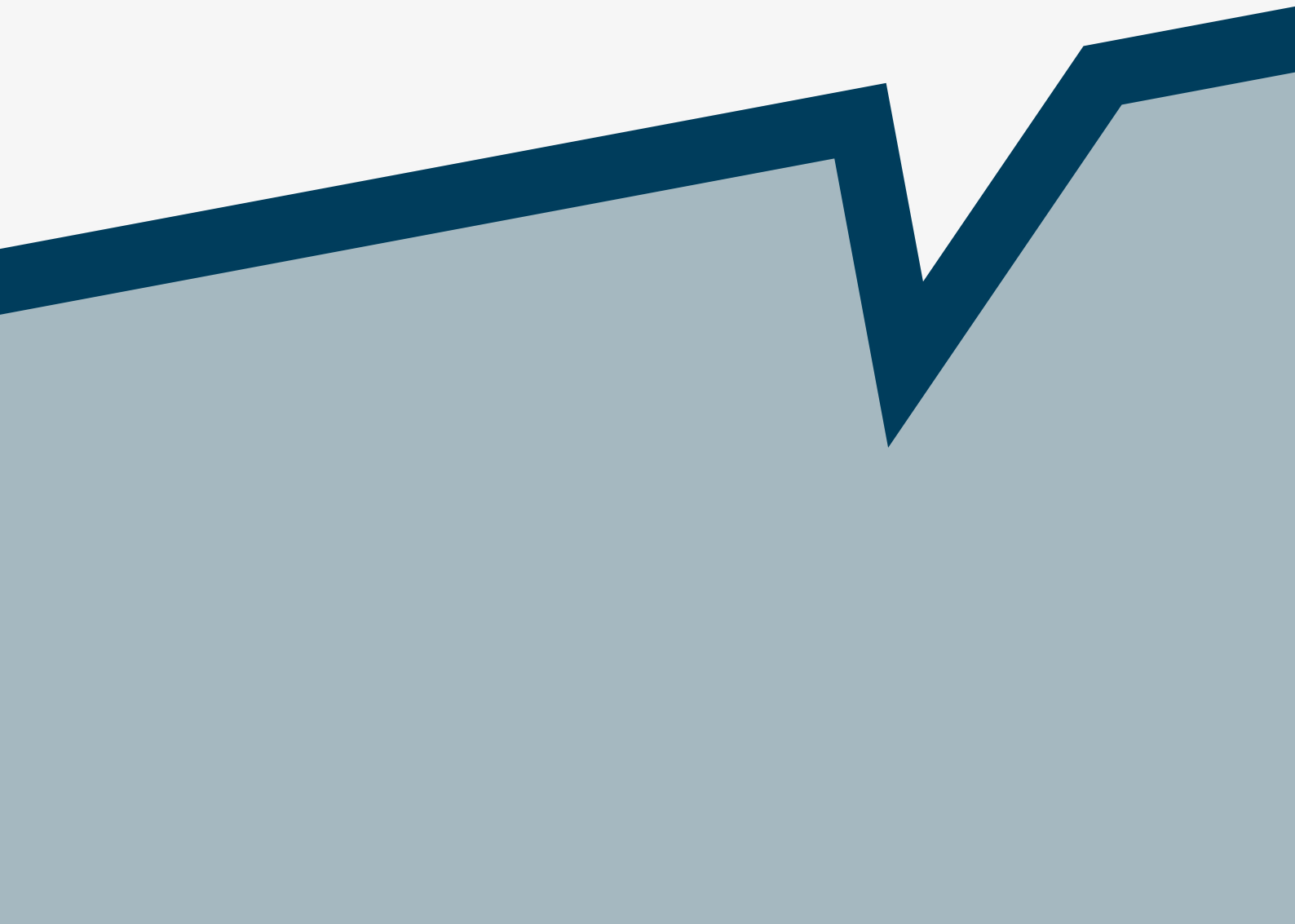
Lecturer's Report

Course Evaluation – SuSe 2024

Course: "Einführung in die Statistik, 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).

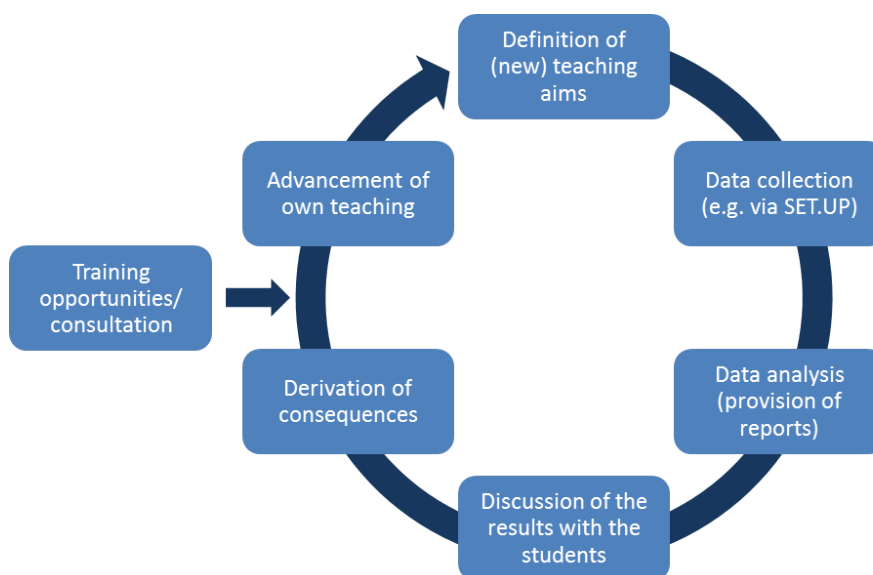


Figure 1 – evaluation cycle

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):** 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):** not 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:** 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):** not 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):** not included
- **Exercises (e.g. solve exercise handouts):** 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. 18 students have participated in the survey. That means that the results of the survey are based on **18 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?	6 %	6 %	19 %	44 %	25 %	16	11 %	3.8	1.1
How much prior practical experience on the topics of this course (e.g. job or internship; research projects) did you gather beforehand?	–	–	19 %	12 %	69 %	16	11 %	4.5	0.8

	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?	19 %	31 %	25 %	12 %	12 %				

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	7 %	29 %	36 %	21 %	7 %				
topics already discussed on this course	40 %	33 %	13 %	13 %	–	15	17 %	2.0	1.0
topics discussed in other courses	7 %	40 %	33 %	13 %	7 %	15	17 %	2.7	1.0
your practical experience (e.g. in a job or internship, research projects) in the field	–	8 %	15 %	46 %	31 %	13	28 %	4.0	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 am able to recall important terms/facts from this course.	38 %	23 %	23 %	8 %	8 %				
I am able to give an overview of the course content.	46 %	31 %	15 %	8 %	–	13	28 %	1.8	0.9
I now feel able to tackle a typical problem within this course's field.	33 %	33 %	8 %	–	25 %	12	33 %	2.5	1.6
I am able to depict complex course matters.	31 %	15 %	31 %	–	23 %	13	28 %	2.7	1.5
I am able to identify discrepancies and similarities of varied course content (e.g. discrepancies between different models or procedures etc.).	31 %	31 %	15 %	–	23 %	13	28 %	2.5	1.5
Because of this course, I am able to better evaluate the quality of professional articles on relevant topics.	46 %	23 %	8 %	8 %	15 %	13	28 %	2.2	1.5

3.2.2 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.	46 %	15 %	15 %	8 %	15 %	13	28 %	2.3	1.5
The course has reinforced my wish to continue my studies.	46 %	15 %	15 %	15 %	8 %	13	28 %	2.2	1.4
I enjoy solving the assignments given to me in this course.	46 %	23 %	8 %	8 %	15 %	13	28 %	2.2	1.5
In this course, I have learned things that excite me.	38 %	15 %	15 %	15 %	15 %	13	28 %	2.5	1.5
I engage with topics of the course beyond the course itself - just for fun.	31 %	–	23 %	23 %	23 %	13	28 %	3.1	1.5

3.2.3 Link between Theory and Practice

	fully applies	rather applies	partly applies	rather not applies	does not apply at all	Amnt.	Missing	Avg.	s
Because of this course, I better understand the practical significance of topics discussed.	62 %	8 %	15 %	8 %	8 %	13	28 %	1.9	1.3
Because of this course, my ability to apply theoretical knowledge to practical problems/tasks has improved.	62 %	8 %	15 %	8 %	8 %	13	28 %	1.9	1.3

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.	47 %	40 %	–	13 %	–	15	17 %	1.8	1.0
structured the entire course well.	73 %	20 %	7 %	–	–	15	17 %	1.3	0.6
clearly presented the course content.	80 %	7 %	13 %	–	–	15	17 %	1.3	0.7
explained new terms and concepts in a precise manner.	73 %	20 %	–	7 %	–	15	17 %	1.4	0.8
was able to clearly explain complex matters.	73 %	7 %	13 %	7 %	–	15	17 %	1.5	1.0
gave illustrative examples that supported the comprehension of the course content.	80 %	20 %	–	–	–	15	17 %	1.2	0.4
gave helpful advice to tackle difficulties with comprehension.	79 %	14 %	–	7 %	–	14	22 %	1.4	0.8
repeatedly established links to topics already discussed.	80 %	13 %	7 %	–	–	15	17 %	1.3	0.6
asked questions that gave students the opportunity to review their own understanding of the course content.	60 %	40 %	–	–	–	15	17 %	1.4	0.5

The lecturer ...	fully applies	rather	partly	rather not	does not	Amnt.	Missing	Avg.	s
	(1)	applies (2)	applies (3)	applies (4)	apply at all (5)				
gave students the opportunity to engage more deeply with topics interesting to them.	57 %	29 %	7 %	7 %	–	14	22 %	1.6	0.9
used varied methods to deliver the course.	47 %	13 %	27 %	7 %	7 %	15	17 %	2.1	1.3

3.3.2 Support outside of the Course

The lecturer ...	fully applies	rather	partly	rather not	does not	Amnt.	Missing	Avg.	s	
	(1)	applies (2)	applies (3)	applies (4)	apply at all (5)					not used
was easily reachable for questions and concerns.	60 %	–	7 %	–	–	33 %	15	44 %	1.2	0.6
took sufficient time for the individual concerns of the students.	53 %	7 %	7 %	–	–	33 %	15	44 %	1.3	0.6

3.4 Statements about the Module

	fully applies	rather	partly	rather not	does not	Amnt.	Missing	Avg.	s
	(1)	applies (2)	applies (3)	applies (4)	apply at all (5)				
The learning goal of the course was made clear by the lecturer.	62 %	23 %	8 %	8 %	–	13	28 %	1.6	0.9
The learning goal of the course is reflected in the teaching methods and the type of examination.	54 %	23 %	15 %	8 %	–	13	28 %	1.8	1.0
The learning goal of the module was made clear by the lecturer.	62 %	15 %	15 %	–	8 %	13	28 %	1.8	1.2
The lecturer explained the linking between the learning goal of the course and the learning goal of the module.	62 %	15 %	8 %	8 %	8 %	13	28 %	1.8	1.3






3.5 Statements about the Learning Atmosphere

In the context of the lecture, ...	always	often	occasionally	rarely	never	Amnt.	Missing	Avg.	s
	(1)	(2)	(3)	(4)	(5)				
course participants interacted respectfully with each other.	100 %	–	–	–	–	15	17 %	1.0	0.0
sufficient opportunities for the exchange with other students were offered.	87 %	13 %	–	–	–	15	17 %	1.1	0.3
I could benefit from the knowledge of other students.	–	–	–	–	–	0	100 %	- *	- *
I actively participated (questions, comments, discussions).	20 %	7 %	20 %	13 %	40 %	15	17 %	3.5	1.5
I had enough time to discuss difficulties I had with any topics.	53 %	20 %	20 %	7 %	–	15	17 %	1.8	1.0

* No value is displayed because of too few respondents.

3.6 Information on hybrid courses

Question text: You indicated that this is a hybrid course. Which format of participation did you make use of more often?

Answers		Absolute	Percentage
Missing: 11 (61 %)			
Mean for course: "3 (partly presence, partly online)"			
always presence (1)		1	14 %
mainly presence (2)		2	29 %
partly presence, partly online (3)		1	14 %
mainly online (4)		2	29 %
always online (5)		1	14 %
Total		7	100 %

The two cross-tabulations below show the joint distribution of the questions about the participation format in hybrid courses: *You indicated that this is a hybrid course. Which format of participation did you make use of more often?* and the behavior of the students in the course: *How often did the following apply?* Here, the respective participation format for hybrid courses is first crossed with 'active participation in the course' and then with 'time to discuss difficulties with any topics'.

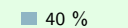
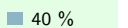

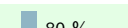


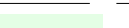
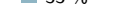
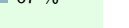


Interpretation aid: In each cell of the cross-tabulation table, the number of cases is indicated to which a certain combination of expressions of the two questions applies. If an expression of the variable is not present in the data at all, this is marked with NaN (not a number).

Note: The percentages are the column percentages. Row and column totals are also given.

Interpretation aid: In each cell of the cross-tabulation table, the number of cases is indicated to which a certain combination of expressions of the two questions applies. If an expression of the variable is not present in the data at all, this is marked with NaN (not a number).

Note: The percentages are the column percentages. Row and column totals are also given.

Question text: Please indicate to what extent you agree with the following statements about the hybrid teaching of the course.

	fully agree (1)	rather agree (2)	partly agree (3)	rather not agree (4)	do not agree at all (5)				
						Amnt.	Missing	Avg.	s
Communication and exchange between participants in presence and online work well.				–	–	5	72 %	1.8	0.7
When I participate online, I feel considered enough.		–	–		–	5	72 %	1.6	1.2
The technical equipment on site makes it possible that the online participants can be seen and understood well.		–		–	–	3	83 %	- *	- *
The technical equipment on site makes it possible that the presence participants can be seen and understood well online.		–		–	–	4	78 %	- *	- *
When I participate online, I have no disadvantages compared to presence participants.			–	–	–	5	72 %	1.2	0.4

* No value is displayed because of too few respondents.

Question text: Why did you choose this hybrid course?

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	85 %	–	15 %	–	–	–	13	28 %	1.3	0.7
the assignments/exercises provided	69 %	15 %	8 %	8 %	–	–	13	28 %	1.5	0.9
the scripts/texts provided	85 %	–	15 %	–	–	–	13	28 %	1.3	0.7
the recommended literature	50 %	10 %	10 %	10 %	10 %	10 %	10	50 %	2.1	1.4

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)	85 %	15 %	–	–	–	–	13	28 %	1.2	0.4
organisation of the course (e.g. preparation)	77 %	15 %	–	–	–	8 %	13	33 %	1.2	0.4
offer of additional materials and media (e.g. further literature, videos)	69 %	–	8 %	–	–	23 %	13	44 %	1.2	0.6
support for students' communication (e.g. chats, forums)	54 %	8 %	8 %	–	–	31 %	13	50 %	1.3	0.7
academic support for students (e.g. online tutorials)	54 %	–	8 %	–	–	38 %	13	56 %	1.2	0.7

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.	69 %	8 %	15 %	8 %	–	13	28 %	1.6	1.0
Den Arbeitsaufwand fand ich angemessen (erwartet sind ca. 6 Stunden pro Woche).	62 %	8 %	31 %	–	–	13	28 %	1.7	0.9
Die Vorlesung und die Vorlesungs-Materialien waren gut gestaltet.	85 %	–	15 %	–	–	13	28 %	1.3	0.7

Was gefiel Ihnen an dieser Veranstaltung?

This open question has been added by you.

- hybrides Format - gute Erreichbarkeit des Dozenten
- Die Aufzeichnungen der Sitzungen waren sehr hilfreich, da ich persönlich immer mit diesen gearbeitet habe, statt zur Vorlesung in präsenz zu gehen. Grund dafür war, dass es mir in der Vorlesung zu schnell ging mit neuen Dingen und Themen und ich somit das Video zu Hause einfach anhalten konnte, um es zu versuchen zu verstehen, was genau verlangt oder erklärt wird.
- Die Möglichkeit ohne Verluste online teilzunehmen. (Zoom + Aufzeichnung + Skript + Forum)
- Eigentlich alles. Ich mag Statistik generell sehr und der Dozent hat immer nochmal gute Beispiele gegeben und es wirklich sehr verständlich erklärt
- Erklärungen Dass Sie sich Zeit für Fragen genommen haben
- Michael kann sehr sehr gut erklären und hat sich immer Mühe gegeben, komplexe Inhalte möglichst anschaulich und einfach zu erklären. Vielen Dank dafür. Es war super gut, dass die einzelnen VL aufgezeichnet wurden.

- Mir gefiel, dass es zusätzlich zum Script noch die Videoaufzeichnung gab und dass die Tafel während der VL genutzt wurde.
- Sehr anschaulich erklärt, sodass man leicht folgen konnte Herr Vrazitulis als Dozent auch sehr sympathische Person, bei der man gerne zuhört

Haben Sie Vorschläge, wie diese Veranstaltung verbessert werden könnte?

This open question has been added by you.

- - für Patholinguistik Studierende würde eine Prüfungsnebenleistung ausreichen (Klausur oder Hausaufgaben) - Patholinguistik Studierende haben weniger bis kein Vorwissen zu dem Thema und Umgang mit R -> andere Gestaltung der Vorlesung für diese Zielgruppe oder einzelne Vorlesung (daran kann der Dozent wahrscheinlich nichts ändern :))
- Auf jeden Fall finde ich die Regelung der Prüfungsnebenleistung für die Pathos nicht angemessen, da für uns in diesem Kurs 2 Prüfungsnebenleistungen erwartet werden. Zum einen sind das die Hausaufgaben und dann noch die Klausur, die ja eigentlich unsere Prüfungsnebenleistung sein soll. Vielleicht bekommt man das für die folgenden Jahrgänge geregelt, dass entweder nur die Hausaufgaben erledigt werden müssen, von mir aus auch alle 10, oder die Klausur grschrieben werden muss. Außerdem hatte ich sehr oft das Gefühl, dass sehr viel Wissen vorausgesetzt wurde, um der Veranstaltung zu folgen, demnach auch das Gefühl, dass die Sachverhalte viel zu schnell erklärt wurden. Ich konnte der Veranstaltung nur schwer folgen.
- Aufgaben, die mehr der Konzepte in einer praktischen Anwendung vereinigen. Datenauswertung von Rohdaten csv zu Hypothesentests in einem Guss. Eine Förderung der Aneignung von anspruchsvolleren/ weiterführenden Konzepten wäre schön gewesen.
- Manche HA waren sehr umfangreich. Spezifisch für Patholinguistik würde ich es besser finden, alle HA verpflichtend zu lösen. So machen wir wieder 2 Prüfungsnebenleistung mit der kommenden Klausur und das ist sehr aufwendig.
- Mit "'echten"' Negativ-Beispielen zeigen, welche Ergebnisse wie (nicht) interpretiert werden können/sollten. (In einer VL gab es eine Meldung, die anmerkte, wie vage und anzweifelbar ja am Ende des Tages die Ergebnisse wären, woraufhin die replication crisis angesprochen wurde, was ich super spannend finde. Wenn es da irgendwie mehr kritischen Bezug zur Anwendung geben würde, das wäre cool. Ich seh aber auch, dass das vielleicht über die eigentlichen VL-Ziele hinausgeht (ist ja auch nur Einführung..) und von anderen Veranstaltungen abgedeckt wird/ werden soll.
- Nicht direkt. Ich hatte bei anderen Fächern sehr viel zu tun und deswegen nicht so viel Zeit in den Kurs investiert. Deshalb bin ich manchmal nicht gut mitgekommen. (Als Erklärung für die manchmal geringen Punktwerte in dieser Evaluation)

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 ...	38 %	31 %	23 %	8 %	—	13	28 %	2.0	1.0

	very good (1)	rather good (2)	partly good, partly poor (3)	rather poor (4)	very poor (5)	Amnt.	Missing	Avg.	s
Altogether, I think this course is ...	77 %	8 %	—	15 %	—	13	28 %	1.5	1.1

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 "2.00 (rather high)"	2 courses "2.20 (rather high)"	18 courses "2.00 (rather high)"	82 courses "2.00 (rather high)"

* Course: Einführung in die Statistik, Gruppe 1, Lecturer: Michael Vrazitulis, Department: Department Linguistik, Course type: Vorlesung

	Course*	Lecturer*	Department*	Course type*
Altogether, I think this course is ...	Mean "1.54 (rather good)"	2 courses "1.75 (rather good)"	18 courses "1.92 (rather good)"	82 courses "1.88 (rather good)"

* Course: Einführung in die Statistik, Gruppe 1, Lecturer: Michael Vrazitulis, Department: Department Linguistik, Course type: Vorlesung

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 (1)	rather agree (2)	partly agree (3)	rather not agree (4)	do not agree at all (5)	Amnt.	Missing	Avg.	s
The workload for this course was manageable for me.	54 %	15 %	23 %	8 %	—	13	28 %	1.8	1.0

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

Answers

Missing: 5 (28 %)

Median for course: 5

	Absolute	Percentage
2	2	15 %
3	1	8 %
4	2	15 %
5	5	38 %
7	2	15 %
>9	1	8 %
Total	13	100 %

8 Information about Degree and Study Semester

Answers

Missing: 5 (28 %)

Mean for course: 3

	Absolute	Percentage
1.	1	8 %
2.	8	62 %
4.	4	31 %
Total	13	100 %

Answers

Missing: 5 (28 %)

Mode for course: "Bachelor (one subject)"

	Absolute	Percentage
Bachelor (one subject)	13	100 %
Total	13	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/>

