Results Report

Lecturer's Report

Course Evaluation – SuSe 2025

Course: "Statistical data analysis 2, Gruppe 1"

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

Contents

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. Additionaly, 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 rewiev 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 by Deming 1982 (own and extended visualization)

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

Overview of teaching goals:

- 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

Overview of 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): {**lm6:item:text**}
- Simulation exercises/Role-play (students as agents and decision makers in a simulation): {**lm7:item:text**}
- Case study (practical example cases that require processing a large amount of information): **not included**
- Group Work (independent work on a topic in groups): {**lm9:item:text**}
- Excursion (Field trip with a scientific or practical goal): {**lm11:item:text**}

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

	a lot (1)	rather much (2)	some (3)	less (4)	none (5)	*Amnt.*	**Missing**	*Avg.*	*s*
How much prior knowledge did you have concerning the topics of the course?	–	11 %	67 %	22 %	–	9	25 %	3.1	0.6
How much prior practical experience on the topics of this course (e.g. job or internship; research projects) did you gather beforehand?	–	–	22 %	22 %	56 %	9	25 %	4.3	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?	–	44 %	33 %	22 %	–	9	25 %	2.8	0.8

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 %	38 %	12 %	–	8	33 %	2.6	0.7
topics already discussed on this course	50 %	38 %	12 %	–	–	8	33 %	1.6	0.7
topics discussed in other courses	12 %	25 %	25 %	38 %	–	8	33 %	2.9	1.1
your practical experience (e.g. in a job or internship, research projects) in the field	12 %	25 %	25 %	12 %	25 %	8	33 %	3.1	1.4

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.	33 %	67 %	–	–	–	9	25 %	1.7	0.5
I am able to give an overview of the course content.	44 %	56 %	–	–	–	9	25 %	1.6	0.5
I now feel able to tackle a typical problem within this course's field.	33 %	44 %	22 %	–	–	9	25 %	1.9	0.7
I am able to depict complex course matters.	11 %	44 %	44 %	–	–	9	25 %	2.3	0.7
I am able to identify discrepancies and similarities of varied course content (e.g. discrepancies between different models or procedures etc.).	33 %	56 %	–	11 %	–	9	25 %	1.9	0.9
Because of this course, I am able to better evaluate the quality of professional articles on relevant topics.	33 %	56 %	11 %	–	–	9	25 %	1.8	0.6

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.	78 %	11 %	11 %	–	–	9	25 %	1.3	0.7
The course has reinforced my wish to continue my studies.	67 %	33 %	–	–	–	9	25 %	1.3	0.5
I enjoy solving the assignments given to me in this course.	56 %	22 %	22 %	–	–	9	25 %	1.7	0.8
In this course, I have learned things that excite me.	25 %	50 %	25 %	–	–	8	33 %	2.0	0.7
I engage with topics of the course beyond the course itself - just for fun.	–	33 %	33 %	33 %	–	9	25 %	3.0	0.8

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.	89 %	11 %	–	–	–	9	25 %	1.1	0.3
Because of this course, my ability to apply theoretical knowledge to practical problems/tasks has improved.	78 %	22 %	–	–	–	9	25 %	1.2	0.4

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.	75 %	25 %	–	–	–	8	33 %	1.2	0.4
structured the entire course well.	75 %	25 %	–	–	–	8	33 %	1.2	0.4
clearly presented the course content.	88 %	12 %	–	–	–	8	33 %	1.1	0.3
explained new terms and concepts in a precise manner.	75 %	25 %	–	–	–	8	33 %	1.2	0.4
was able to clearly explain complex matters.	88 %	12 %	–	–	–	8	33 %	1.1	0.3
gave illustrative examples that supported the comprehension of the course content.	75 %	25 %	–	–	–	8	33 %	1.2	0.4
gave helpful advice to tackle difficulties with comprehension.	88 %	12 %	–	–	–	8	33 %	1.1	0.3
repeatedly established links to topics already discussed.	88 %	12 %	–	–	–	8	33 %	1.1	0.3
asked questions that gave students the opportunity to review their own understanding of the course content.	100 %	–	–	–	–	8	33 %	1.0	0.0

The lecturer ...	fully applies (1)	rather applies (2)	party applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
gave students the opportunity to engage more deeply with topics interesting to them.	62 %	38 %	–	–	–	8	33 %	1.4	0.5
used varied methods to deliver the course.	88 %	12 %	–	–	–	8	33 %	1.1	0.3

3.3.2 Support outside of the Course

The lecturer ...	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
was easily reachable for questions and concerns.	75 %	12 %	–	–	–	12 %	8	42 %	1.1	0.3
took sufficient time for the individual concerns of the students.	100 %	–	–	–	–	–	8	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.	78 %	22 %	–	–	–	9	25 %	1.2	0.4
The learning goal of the course is reflected in the teaching methods and the type of examination.	78 %	11 %	11 %	–	–	9	25 %	1.3	0.7

	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.	62 %	25 %	–	12 %	–	8	33 %	1.6	1.0
The lecturer explained the linking between the learning goal of the course and the learning goal of the module.	62 %	25 %	–	–	12 %	8	33 %	1.8	1.3

3.5 Statements about the Learning Atmosphere

In the context of the lecture, ...	always (1)	often (2)	occasionally (3)	rarely (4)	never (5)	Amnt.	Missing	Avg.	s
course participants interacted respectfully with each other.	62 %	25 %	12 %	–	–	8	33 %	1.5	0.7
sufficient opportunities for the exchange with other students were offered.	43 %	14 %	14 %	29 %	–	7	42 %	2.3	1.3
I actively participated (questions, comments, discussions).	50 %	–	25 %	25 %	–	8	33 %	2.2	1.3
I had enough time to discuss difficulties I had with any topics.	50 %	25 %	25 %	–	–	8	33 %	1.8	0.8

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

Missing: 3 (25 %)

Mean for course: "2 (mainly presence)"

	Absolute	Percentage
always presence (1)	6	67 %
mainly presence (2)	2	22 %
partly presence, partly online (3)	0	0 %
mainly online (4)	1	11 %
always online (5)	0	0 %
Total	**9**	**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.

You indicated that this is a hybrid course. Which format of participation did you make use of more often?	I actively participated (questions, comments, discussions).					
	always	**often**	**occasionally**	**rarely**	**never**	**Total**
always presence	100 % (4)	0 % (0)	50 % (1)	50 % (1)	0 % (0)	75 % (6)
mainly presence	0 % (0)	0 % (0)	50 % (1)	0 % (0)	0 % (0)	12 % (1)
partly presence, partly online	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)
mainly online	0 % (0)	0 % (0)	0 % (0)	50 % (1)	0 % (0)	12 % (1)
always online	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)
Total	**50 % (4)**	**0 % (0)**	**25 % (2)**	**25 % (2)**	**0 % (0)**	**8**

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.

You indicated that this is a hybrid course. Which format of participation did you make use of more often?	I had enough time to discuss difficulties I had with any topics.					
	always	**often**	**occasionally**	**rarely**	**never**	**Total**
always presence	75 % (3)	50 % (1)	100 % (2)	0 % (0)	0 % (0)	75 % (6)
mainly presence	25 % (1)	0 % (0)	0 % (0)	0 % (0)	0 % (0)	12 % (1)
partly presence, partly online	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)
mainly online	0 % (0)	50 % (1)	0 % (0)	0 % (0)	0 % (0)	12 % (1)
always online	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)	0 % (0)
Total	**50 % (4)**	**25 % (2)**	**25 % (2)**	**0 % (0)**	**0 % (0)**	**8**

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.	33 %	33 %	11 %	22 %	–	9	25 %	2.2	1.1
When I participate online, I feel considered enough.	33 %	33 %	33 %	–	–	3	75 %	- *	- *
The technical equipment on site makes it possible that the online participants can be seen and understood well.	33 %	33 %	22 %	11 %	–	9	25 %	2.1	1.0
The technical equipment on site makes it possible that the presence participants can be seen and understood well online.	33 %	–	33 %	–	33 %	3	75 %	- *	- *
When I participate online, I have no disadvantages compared to presence participants.	33 %	–	–	67 %	–	3	75 %	- *	- *

* No value is displayed because of too few respondents.

Question text: Why did you choose this hybrid course?

Answers

Valid: 9, Missing: 3

Absolute

|	
The hybrid format was not the reason for enrolling in the course (e.g., required module, interest, good fit in the schedule, lecturer's decision).	7
Reduce commute times	1
More flexible response to short-term events (e.g. strikes, illness, other course cancellations)	0
Flexibility and time management (organized daily scheduling)	1
Individual learning needs	1
Location independence (e.g. university/home/abroad)	1
Interest in inter-university courses	0
Balance between studies and work	2
Balance between studies and family	0
Barriers in university life that hinder my (regular) on-site participation (e.g., structural obstacles, lack of equipment, physical and mental effort, risk of infection). Please specify:	1
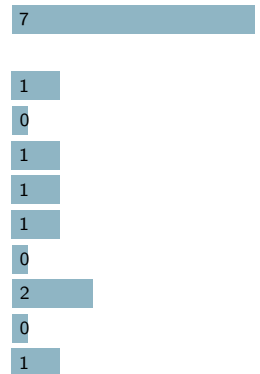
Barriers in university life that hinder my (regular) on-site participation (e.g., structural obstacles, lack of equipment, physical and mental effort, risk of infection). Please specify:

- To find a home in Potsdam is impossible and as an international student is almost impossible to keep your studies without working.

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	88 %	12 %	–	–	–	–	8	33 %	1.1	0.3
the assignments/exercises provided	100 %	–	–	–	–	–	8	33 %	1.0	0.0
the scripts/texts provided	100 %	–	–	–	–	–	8	33 %	1.0	0.0
the recommended literature	50 %	25 %	–	12 %	–	12 %	8	42 %	1.7	1.0

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)	100 %	–	–	–	–	–	8	33 %	1.0	0.0
organisation of the course (e.g. preparation)	88 %	12 %	–	–	–	–	8	33 %	1.1	0.3
offer of additional materials and media (e.g. further literature, videos)	75 %	12 %	12 %	–	–	–	8	33 %	1.4	0.7
support for students' communication (e.g. chats, forums)	50 %	25 %	–	12 %	–	12 %	8	42 %	1.7	1.0

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
I learned a lot from this course.	78 %	22 %	–	–	–	9	25 %	1.2	0.4
I found the workload appropriate (expected workload is about 10 hours per week).	44 %	–	56 %	–	–	9	25 %	2.1	1.0
The lectures and lecture materials were well-designed.	89 %	11 %	–	–	–	9	25 %	1.1	0.3

What did you like about this course?

This open question has been added by you.

- I like the incredible effort put into the class-preparation videos and the design of the weekly assignments. Everything was explained thoughtfully and made relevant enough to motivate our progress.
- I really liked the format—it's much better organized and more engaging than other courses I've taken. The videos are clear and the inverted classroom approach made it easy to follow and stay involved.
- I think Michael did a great job explaining complex topics. Topics that I hadn't previously understood made sense to me after watching the video lectures. In general I liked the concept of the video lectures, because I could take my time and pause and rewind whenever I liked.
- I thought the recorded video lectures were very well done and there was clearly a lot of effort involved. All concepts were clearly illustrated with examples and explained well. If students did not understand, concepts were explained in several different ways to aid understanding. The homeworks were also very helpful.
- In the face-to-face meetings, we had the opportunity to ask questions about the materials that were provided. The visual presentations of the theory and methods via diagrams, tables were helpful in easily understanding the difficult areas in the materials.
- The lecture had a command on what he is teaching. Very deep knowledge ! He is well organized, and very methodic and very clear in his explanations, in his material . The content of the course is rich. there is a logical evolution from easy to difficult.
- clearly structured material, assignments good for practice,ä

Do you have suggestions for improving this course?

This open question has been added by you.

- Apart from the issue with not being able to move on from simple questions, which I already mentioned, it might be more helpful to spend more time in the practice meeting doing exercises related to that week's lecture or talking about it, rather than spending so much time discussing the homeworks which have already been submitted.
- As mentioned earlier, the only thing I would suggest is sometimes when many questions are asked about a non-new topic (especially when most of the class doesn't have an issue with it) is to move on a bit quicker to leave time to delve into the new topic. Maybe pre-prepared small in-class exercises could help with that!
- Honestly, the format works great as it is. Just please keep the current teaching style and compassion—it makes a huge difference. The workload for who is not familiar is greater than 10 hours per week (I definitely spent >3h watching, taking notes and pausing your videos, 2/3 hours per HW - sometimes longer, and then more hours re-

viewing the topics and reading about it). I calculate around 12 hours per week only for your course.

- I think it's a nice breath of fresh air

for students who are just entering the world of statistics. I would have loved for this course to be my Statistical Data Analysis I instead of Vasishth's

demoralizing guilt trip.

- We need more teaching time ... More time to discuss in details the lectures.

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 . . .	44 %	56 %	–	–	–	9	25 %	1.6	0.5

	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 . . .	100 %	–	–	–	–	9	25 %	1.0	0.0

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 "1.56 (rather high)"	0 courses "1.89 (rather high)"	0 courses "1.89 (rather high)"	0 courses "1.89 (rather high)"

* Course: Statistical data analysis 2, Gruppe 1, Lecturer: Michael Vrazitulis, Department: Department Linguistik, Course type: Vorlesung/Seminar

	Course*	Lecturer*	Department*	Course type*
Altogether, I think this course is . . .	Mean "1.00 (very good)"	0 courses "1.62 (rather good)"	0 courses "1.62 (rather good)"	0 courses "1.62 (rather good)"

* Course: Statistical data analysis 2, Gruppe 1, Lecturer: Michael Vrazitulis, Department: Department Linguistik, Course type: Vorlesung/Seminar

6 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.	11 %	44 %	22 %	22 %	–	9	25 %	2.6	1.0

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

Answers

Missing: 3 (25 %)

Median for course: 8

	Absolute	Percentage
6	1	11 %
7	3	33 %
8	2	22 %
>9	3	33 %
Total	**9**	**100 %**

7   Information about Degree and Study Semester

Answers

Missing: 3 (25 %)

Mean for course: 3	Absolute	Percentage
2.	7	78 %
3.	1	11 %
6.	1	11 %
Total	**9**	**100 %**

Answers

Missing: 3 (25 %)

Mode for course: "Master"	Absolute	Percentage
Master	9	100 %
Total	**9**	**100 %**

8 Information about Trainings and further Services related to Teaching

8.1 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*

8.2 For new Teachers

With the *Teaching Professionals Programme*, the **Potsdam Graduate School** offers a targeted further qualification in academic teaching. You can also find out more about support, further education and networking at: *www.uni-potsdam.de/de/pogs*

8.3 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/