

Results Report

Lecturer's Report

Course Evaluation – WiSe 2023

Course: "Wissenschaftliches Schreiben und Arbeiten, Gruppe 1"

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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 **standard SET.UP questionnaire**. The goal is to provide you a basis on which you will be able to self-reflect your teaching. The evaluation process using the standard SET.UP questionnaire includes the following three steps:

Step 1: Motivation for participation and conduct of the survey

Motivate the students in your course to participate in the survey by giving them enough time to complete the survey during the course, showing the students that they can use their internet-enabled devices and also indicating how the feedback given by students in the past has helped you to improve your teaching. Afterwards it is possible to discuss the results of the survey with the students to show them the significance of their feedback. You can find the students' responses **from chapter 2 onwards**.

Step 2: Final discussion with the students

Discuss the results of the evaluation with students in your course. This will give you the opportunity to discuss the perceived strengths and weaknesses of the course with the students and to compare these 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 3: 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).

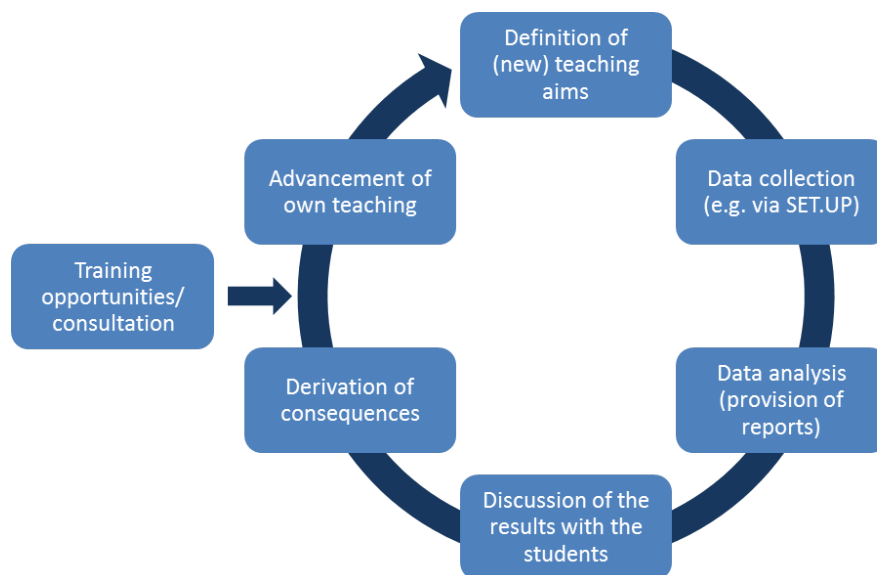


Figure 1 – evaluation cycle

2 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**.

2.1 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?	–	–	■ 43 %	■ 29 %	■ 29 %	7	42 %	3.9	0.8
How much prior practical experience on the topics of this course (e.g. job or internship; research projects) did you gather beforehand?	–	–	■ 29 %	–	■ 71 %	7	42 %	4.4	0.9

	to a very great extent		to a moderate extent			Amnt.	Missing	Avg.	s
	(1)	to a large extent (2)	to a moderate extent (3)	to a small extent (4)	not at all (5)				
To what extent has your prior knowledge been helpful to follow the content of the course?	■ 43 %	■ 29 %	–	■ 29 %	–	7	42 %	2.1	1.2

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

	always		occasionally			Amnt.	Missing	Avg.	s
	(1)	often (2)	(3)	rarely (4)	never (5)				
with your specialised prior knowledge	■ 33 %	■ 67 %	–	–	–	3	75 %	- *	- *
topics already discussed on this course	100 %	–	–	–	–	3	75 %	- *	- *
your practical experience (e.g. in a job or internship, research projects) in the field	–	■ 50 %	■ 50 %	–	–	2	83 %	- *	- *

* No value is displayed because of too few respondents.

2.2 Self-estimated Competencies

2.2.1 Expertise

	fully applies		rather applies		partly applies		rather not applies		does not apply at all		Amnt.	Missing	Avg.	s
	(1)	(2)	(3)	(4)	(5)									
I am able to recall important terms/facts from this course.	■ 40 %	■ 20 %	■ 40 %	–	–	5	58 %	2.0	0.9					
I am able to give an overview of the course content.	■ 80 %	–	■ 20 %	–	–	5	58 %	1.4	0.8					
I now feel able to tackle a typical problem within this course's field.	■ 60 %	■ 40 %	–	–	–	5	58 %	1.4	0.5					
I am able to depict complex course matters.	■ 40 %	■ 40 %	■ 20 %	–	–	5	58 %	1.8	0.7					
I am able to identify discrepancies and similarities of varied course content (e.g. discrepancies between different models or procedures etc.).	■ 40 %	■ 20 %	■ 40 %	–	–	5	58 %	2.0	0.9					

2.2.2 Methodical Expertise

Because of this course, ...	fully applies	rather	partly	rather not	does not	Amnt.	Missing	Avg.	s
	(1)	applies (2)	applies (3)	applies (4)	apply at all (5)				
I am able to better organise my work.	80 %	–	–	20 %	–	5	58 %	1.6	1.2
I improved my techniques.	80 %	20 %	–	–	–	5	58 %	1.2	0.4

2.2.3 Specialised Knowledge

	fully applies	rather	partly	rather not	does not	Amnt.	Missing	Avg.	s
	(1)	applies (2)	applies (3)	applies (4)	apply at all (5)				
The course has reinforced my wish to continue my studies.	60 %	20 %	20 %	–	–	5	58 %	1.6	0.8
I enjoy solving the assignments given to me in this course.	80 %	20 %	–	–	–	5	58 %	1.2	0.4
In this course, I have learned things that excite me.	80 %	20 %	–	–	–	5	58 %	1.2	0.4
I engage with topics of the course beyond the course itself - just for fun.	–	40 %	20 %	40 %	–	5	58 %	3.0	0.9

2.3 Statements about Teaching Quality and Support

2.3.1 Knowledge Transfer by the Lecturer

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)				
provided clear learning objectives.	83 %	17 %	–	–	–	6	50 %	1.2	0.4
structured the entire course well.	100 %	–	–	–	–	6	50 %	1.0	0.0
clearly presented the course content.	83 %	–	17 %	–	–	6	50 %	1.3	0.7
explained new terms and concepts in a precise manner.	83 %	17 %	–	–	–	6	50 %	1.2	0.4
was able to clearly explain complex matters.	83 %	–	–	17 %	–	6	50 %	1.5	1.1
gave illustrative examples that supported the comprehension of the course content.	83 %	17 %	–	–	–	6	50 %	1.2	0.4
gave helpful advice to tackle difficulties with comprehension.	100 %	–	–	–	–	6	50 %	1.0	0.0
repeatedly established links to topics already discussed.	83 %	–	–	17 %	–	6	50 %	1.5	1.1
asked questions that gave students the opportunity to review their own understanding of the course content.	33 %	50 %	17 %	–	–	6	50 %	1.8	0.7

2.3.2 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.	83 %	–	–	–	–	17 %	6	58 %	1.0	0.0
took sufficient time for the individual concerns of the students.	83 %	–	–	–	–	17 %	6	58 %	1.0	0.0

2.4 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.	60 %	40 %	–	–	–	5	58 %	1.4	0.5
The learning goal of the course is reflected in the teaching methods and the type of examination.	60 %	40 %	–	–	–	5	58 %	1.4	0.5

	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.	60 %	20 %	20 %	–	–	5	58 %	1.6	0.8
The lecturer explained the linking between the learning goal of the course and the learning goal of the module.	40 %	40 %	20 %	–	–	5	58 %	1.8	0.7

2.5 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.	100 %	–	–	–	–	6	50 %	1.0	0.0
sufficient opportunities for the exchange with other students were offered.	100 %	–	–	–	–	6	50 %	1.0	0.0
I actively participated (questions, comments, discussions).	17 %	–	17 %	33 %	33 %	6	50 %	3.7	1.4
I had enough time to discuss difficulties I had with any topics.	50 %	33 %	17 %	–	–	6	50 %	1.7	0.7

2.6 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: 8 (67 %)

Mean for course: "" - ""

	Absolute	Percentage
always presence (1)	0	0 %
mainly presence (2)	2	50 %
partly presence, partly online (3)	1	25 %
mainly online (4)	1	25 %
always online (5)	0	0 %
Total	4	100 %

* No value is displayed because of too few respondents.

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.	67 %	–	33 %	–	–	3	75 %	- *	- *
When I participate online, I feel considered enough.	67 %	33 %	–	–	–	3	75 %	- *	- *
The technical equipment on site makes it possible that the online participants can be seen and understood well.	50 %	–	50 %	–	–	2	83 %	- *	- *
The technical equipment on site makes it possible that the presence participants can be seen and understood well online.	–	50 %	50 %	–	–	2	83 %	- *	- *
When I participate online, I have no disadvantages compared to presence participants.	50 %	50 %	–	–	–	2	83 %	- *	- *

* No value is displayed because of too few respondents.

Question text: What was your main reason for participating in this hybrid course?

- Pflichtfach

2.7 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	100 %	–	–	–	–	–	5	58 %	1.0	0.0
the assignments/exercises provided	80 %	20 %	–	–	–	–	5	58 %	1.2	0.4
the scripts/texts provided	60 %	20 %	–	–	–	20 %	5	67 %	- *	- *
the recommended literature	20 %	20 %	20 %	–	–	40 %	5	75 %	- *	- *

* No value is displayed because of too few respondents.

3 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 ...	60 %	40 %	–	–	–	5	58 %	1.4	0.5

	very good	rather good	partly good, partly poor	rather poor	very poor	Amnt.	Missing	Avg.	s
	(1)	(2)	(3)	(4)	(5)				
Altogether, I think this course is ...	100 %	–	–	–	–	5	58 %	1.0	0.0

4 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 "1.40 (very high)"	2 courses "1.44 (very high)"	17 courses "1.77 (rather high)"	357 courses "1.86 (rather high)"

* Course: Wissenschaftliches Schreiben und Arbeiten, Gruppe 1, Lecturer: Michael Vrazitulis, Department: Department Linguistik, Course type: Seminar

	Course*	Lecturer*	Department*	Course type*
Altogether, I think this course is ...	Mean "1.00 (very good)"	2 courses "1.11 (very good)"	17 courses "1.66 (rather good)"	357 courses "1.58 (rather good)"

* Course: Wissenschaftliches Schreiben und Arbeiten, Gruppe 1, Lecturer: Michael Vrazitulis, Department: Department Linguistik, Course type: Seminar

5 Open Comments

5.1 Aspects beneficial to Learning

Question text: *What aided your learning the most on this course?*

- Abwechselnd Übungsstunden und neuer Stoff, Übungsblätter
- durchs Anwenden in den Abgaben

5.2 Problems and Suggestions for Improvement

Question text: *What made your learning difficult and what suggestions for improvement do you have to decrease these hindering aspects?*

- In den Übungssitzungen war es meistens zu laut und unruhig, um arbeiten zu können.

6 Workload

	fully agree	rather agree	partly agree	rather not agree (4)	do not agree at all (5)	Amnt.	Missing	Avg.	s
	(1)	(2)	(3)	(4)	(5)				
The workload for this course was manageable for me.	60 %	20 %	20 %	–	–	5	58 %	1.6	0.8

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

Answers

Missing: 8 (67 %)

Median for course: 3

	Absolute	Percentage
1	1	25 %
3	2	50 %
4	1	25 %
Total	4	100 %

7 Information about Degree and Study Semester

Answers

Missing: 7 (58 %)

Mean for course: 1

	Absolute	Percentage
1.	5	100 %
Total	5	100 %

Answers

Missing: 7 (58 %)

Mode for course: "Bachelor (one subject)"

	Absolute	Percentage
Bachelor (one subject)	5	100 %
Total	5	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

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>

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/>

