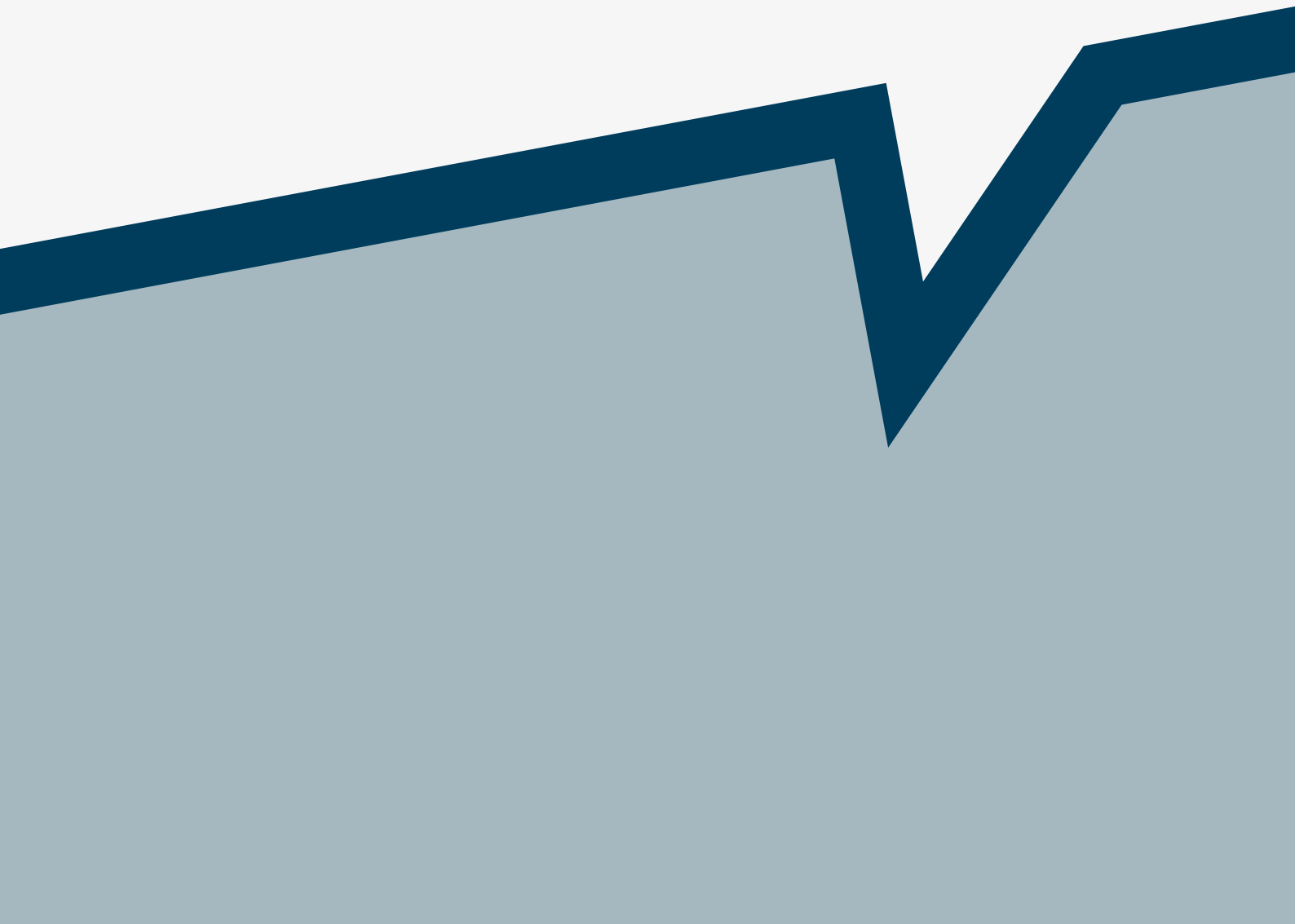# Results Report

Lecturer's Report

Course Evaluation – WiSe 2024

Course: "Menschliches Satzverstehen II, Gruppe 1"

Michael Vrazitulis

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): **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**
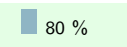- Other teaching aim Question: Because of this course, I can. . . : **not included**

2.2 Applied Teaching Methods

Overview of 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): {**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. 6 students have participated in the survey. That means that the results of the survey are based on **6 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?	–	–	80 %	20 %	–	5	17 %	3.2	0.4
How much prior practical experience on the topics of this course (e.g. job or internship; research projects) did you gather beforehand?	–	–	20 %	–	80 %	5	17 %	4.6	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?	–	60 %	40 %	–	–	5	17 %	2.4	0.5

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 %	25 %	–	25 %	4	33 %	- *	- *
topics already discussed on this course	–	75 %	25 %	–	–	4	33 %	- *	- *
topics discussed in other courses	–	100 %	–	–	–	4	33 %	- *	- *
your practical experience (e.g. in a job or internship, research projects) in the field	–	33 %	–	–	67 %	3	50 %	- *	- *

* No value is displayed because of too few respondents.

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.	–	25 %	75 %	–	–	4	33 %	- *	- *
I am able to depict complex course matters.	–	–	100 %	–	–	4	33 %	- *	- *
I am able to identify discrepancies and similarities of varied course content (e.g. discrepancies between different models or procedures etc.).	–	25 %	75 %	–	–	4	33 %	- *	- *
Because of this course, I am able to better evaluate the quality of professional articles on relevant topics.	–	75 %	25 %	–	–	4	33 %	- *	- *

* No value is displayed because of too few respondents.

3.2.2 Presentation Competence

Because of this course, ...	fully applies (1)	rather applies (2)	party applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I am able to vary my presentation techniques.	–	25 %	50 %	–	25 %	4	33 %	- *	- *
I am able to deliver better presentations.	–	25 %	50 %	–	25 %	4	33 %	- *	- *

* No value is displayed because of too few respondents.

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.	–	25 %	25 %	25 %	25 %	4	33 %	- *	- *
The course has reinforced my wish to continue my studies.	–	25 %	25 %	50 %	–	4	33 %	- *	- *
I enjoy solving the assignments given to me in this course.	–	25 %	25 %	25 %	25 %	4	33 %	- *	- *
In this course, I have learned things that excite me.	–	25 %	25 %	50 %	–	4	33 %	- *	- *
I engage with topics of the course beyond the course itself - just for fun.	–	25 %	25 %	25 %	25 %	4	33 %	- *	- *

* No value is displayed because of too few respondents.

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.	–	50 %	25 %	25 %	–	4	33 %	- *	- *
structured the entire course well.	50 %	25 %	25 %	–	–	4	33 %	- *	- *
clearly presented the course content.	25 %	–	75 %	–	–	4	33 %	- *	- *
explained new terms and concepts in a precise manner.	75 %	–	25 %	–	–	4	33 %	- *	- *
was able to clearly explain complex matters.	50 %	50 %	–	–	–	4	33 %	- *	- *
gave illustrative examples that supported the comprehension of the course content.	50 %	–	50 %	–	–	4	33 %	- *	- *
gave helpful advice to tackle difficulties with comprehension.	50 %	50 %	–	–	–	4	33 %	- *	- *
repeatedly established links to topics already discussed.	–	75 %	25 %	–	–	4	33 %	- *	- *
asked questions that gave students the opportunity to review their own understanding of the course content.	75 %	–	25 %	–	–	4	33 %	- *	- *

* No value is displayed because of too few respondents.

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.	–	75 %	25 %	–	–	4	33 %	- *	- *
used varied methods to deliver the course.	–	25 %	25 %	25 %	25 %	4	33 %	- *	- *
supported students during their preparation of their presentations.	25 %	50 %	–	25 %	–	4	33 %	- *	- *

* No value is displayed because of too few respondents.

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.	50 %	–	–	–	–	50 %	4	67 %	- *	- *
took sufficient time for the individual concerns of the students.	50 %	–	–	–	–	50 %	4	67 %	- *	- *

* No value is displayed because of too few respondents.

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.	25 %	25 %	25 %	25 %	–	4	33 %	- *	- *
The learning goal of the course is reflected in the teaching methods and the type of examination.	25 %	50 %	–	25 %	–	4	33 %	- *	- *

* No value is displayed because of too few respondents.

	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.	25 %	25 %	–	50 %	–	4	33 %	- *	- *
The lecturer explained the linking between the learning goal of the course and the learning goal of the module.	25 %	25 %	–	50 %	–	4	33 %	- *	- *

* No value is displayed because of too few respondents.

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.	100 %	–	–	–	–	4	33 %	- *	- *
sufficient opportunities for the exchange with other students were offered.	100 %	–	–	–	–	4	33 %	- *	- *
I could benefit from the knowledge of other students.	25 %	50 %	25 %	–	–	4	33 %	- *	- *
I actively participated (questions, comments, discussions).	–	33 %	–	33 %	33 %	3	50 %	- *	- *
I had enough time to discuss difficulties I had with any topics.	33 %	–	67 %	–	–	3	50 %	- *	- *

* No value is displayed because of too few respondents.

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.	50 %	25 %	–	–	25 %	4	33 %	- *	- *
used peer assessment to allow students to assess each other's work.	25 %	25 %	25 %	–	25 %	4	33 %	- *	- *
gave constructive feedback on students' contributions/answers.	75 %	25 %	–	–	–	4	33 %	- *	- *
identified problems during student presentations.	50 %	25 %	25 %	–	–	4	33 %	- *	- *

* No value is displayed because of too few respondents.

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	25 %	50 %	–	–	–	25 %	4	50 %	- *	- *
the scripts/texts provided	25 %	25 %	25 %	–	–	25 %	4	50 %	- *	- *
the recommended literature	25 %	50 %	25 %	–	–	–	4	33 %	- *	- *

* 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)	25 %	–	25 %	–	–	50 %	4	67 %	- *	- *
organisation of the course (e.g. preparation)	50 %	25 %	–	–	–	25 %	4	50 %	- *	- *
offer of additional materials and media (e.g. further literature, videos)	25 %	–	–	–	–	75 %	4	83 %	- *	- *
support for students' communication (e.g. chats, forums)	25 %	25 %	–	–	–	50 %	4	67 %	- *	- *
academic support for students (e.g. online tutorials)	25 %	–	–	–	–	75 %	4	83 %	- *	- *

* 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.	20 %	40 %	20 %	20 %	–	5	17 %	2.4	1.0
Den Arbeitsaufwand fand ich angemessen (erwartet sind ca. 6 Stunden pro Woche).	40 %	40 %	20 %	–	–	5	17 %	1.8	0.7
Das Seminar und die Seminar-Inhalte waren gut gestaltet.	40 %	20 %	20 %	20 %	–	5	17 %	2.2	1.2

Was gefiel Ihnen an dieser Veranstaltung?

This open question has been added by you.

- Die variabilität von Artikeln. Und das Feedback vom Dozent nach unseren Vorträgen
- Herr Vrazitulis ist sehr verständnisvoll und nimmt sich gern Zeit, Studierenden bei der Problemlösung zu helfen. Man merkt, dass er es niemandem schwer machen möchte.
- I am not really sure what the purpose of this course was other than to make us read a lot of papers and to give us practice in summarising a paper into a slide presentation. There were so many papers, each of which contained high levels of detail, that it I am unable really to remember anything much, nor am I able to say clearly what the key themes or messages are that I should take away. The paper that I was asked to summarise was an extremely badly structured stream of consciousness with no clear conclusions or messages.

Haben Sie Vorschläge, wie diese Veranstaltung verbessert werden könnte?

This open question has been added by you.

- Das allgemeine Format ist unschön. Viele der Studis verstehen oft ihre eigenen Paper nicht, müssen diese aber präsentieren und durch unzureichende Erklärungen/ Struktur hält sich der Lerneffekt gering. Der Kurs ist allgemein sehr theoretisch und ehrlich gesagt langweilig. Solang man kein besonderes Interesse für dieses Themengebiet hat, ist es schwer zu folgen. Ich fände es schöner, wenn nicht jede Woche nur Paper präsentiert würden sondern es auch ab und an tatsächlichen Unterricht gäbe wo zB zwei oder drei Experimentiermethoden diskutiert würden. Gern auch im Zusammenhang mit Papern, um schlussendlich zu analysieren wie sin-

nvoll die jeweiligen Experimente waren und wie viel sie zu einem signifikanten Ergebnis beitrugen. Als Bachelor Studi lernt man gerade erst paper zu analysieren und es ist nahezu unmöglich sofort zu wissen, wann ein Experiment sinnvoll ist und wann nicht (besonders im Hinblick auf die nachfolgende Statistik etc). Daher wäre

es schön, wenn dieser Analyseprozess ein bisschen mehr von der Lehrkraft angeleitet wäre, sodass man hin und wieder einen Leitfaden hat um dann anschließend eben auch die PL zu schreiben, die ja ein critical review ist.

- I think more clarity over the course objectives and a roadmap (eg to show how thinking has developed over time,

or how the theories group) would help to contextualise the papers.

- Inzwischen vielleicht noch ein oder zwei Reviews/zusammenfassungen von den vorherigen Themen um den Zweck/Zusammenhänge von den Artikeln besser zu verstehen. Und auch noch ein Review von Statistische Analysen

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 ...	—	■ 40 %	■ 40 %	■ 20 %	—	5	17 %	2.8	0.7

	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 ...	—	■ 60 %	■ 20 %	■ 20 %	—	5	17 %	2.6	0.8

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 "2.80 (partly high, partly low)"	0 courses "1.92 (rather high)"	2 courses "1.85 (rather high)"	1 course "2.50 (partly high, partly low)"

* Course: Menschliches Satzverstehen II, Gruppe 1, Lecturer: Michael Vrazitulis, Department: Department Linguistik, Course type: Seminar/Übung

	Course*	Lecturer*	Department*	Course type*
Altogether, I think this course is ...	Mean "2.60 (partly good, partly poor)"	0 courses "1.71 (rather good)"	2 courses "1.96 (rather good)"	1 course "2.08 (rather good)"

* Course: Menschliches Satzverstehen II, Gruppe 1, Lecturer: Michael Vrazitulis, Department: Department Linguistik, Course type: Seminar/Übung

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.	■ 60 %	■ 40 %	—	—	—	5	17 %	1.4	0.5

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

Answers

Missing: 2 (33 %)

Median for course: 2	Absolute	Percentage
1	1	25 %
2	1	25 %
3	1	25 %
6	1	25 %
Total	**4**	**100 %**

7 Information about Degree and Study Semester

Answers

Missing: 2 (33 %)

Mean for course: "- *"	Absolute	Percentage
3.	2	50 %
5.	1	25 %
9.	1	25 %
Total	**4**	**100 %**

* No value is displayed because of too few respondents.

Answers

Missing: 1 (17 %)

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

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/