

# Results Report

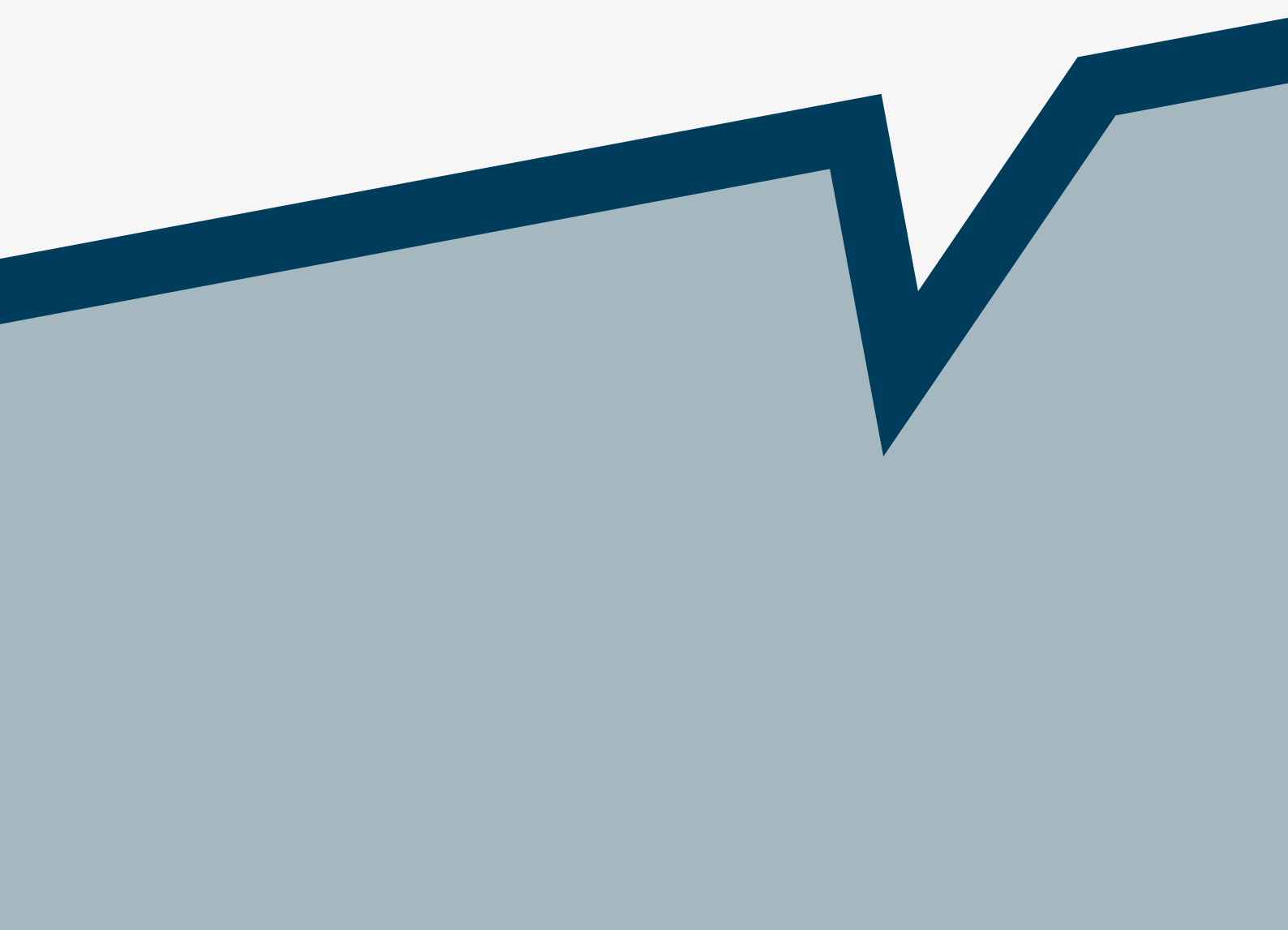
## Lecturer's Report

Course Evaluation – winter semester 2025

**Course: "Menschliches Satzverstehen II, Gruppe 1"**

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**Questionnaire: "SET.UP - Lehrveranstaltungsevaluation"**



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# 1 Introduction and Structure of the Report

Dear lecturers,

This report provides you with the evaluation results of your course, which you conducted using the **SET.UP questionnaire**. The aim of the report is to provide you with a basis for self-reflection on your teaching. The evaluation process using the default settings of SET.UP essentially consists of the following three steps.

## Step 1: Motivating students to participate and conducting the student survey

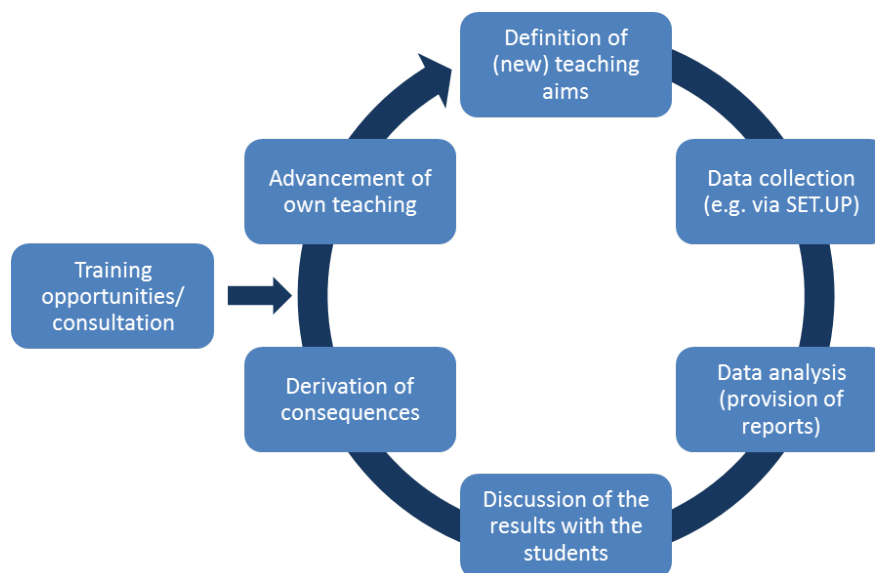
Motivate your students to participate actively by allowing them time during the course to complete the survey using internet-enabled devices and by showing them how you have been able to improve your **teaching** in the past based on their feedback. The students' responses are presented by topic **starting in Chapter 2**.

## Step 2: Discussing the results with students

Next, discuss the evaluation results with the students to highlight the importance of feedback. This gives you the opportunity to identify the strengths and weaknesses of your course as perceived by the students and compare them with your own perceptions. Results of the 2018 teacher survey show that just under a quarter of teachers say they do not report the results back to students at all. Discussing the results and deriving measures are just as much a part of the evaluation cycle as the survey itself (see Figure 1).

## Step 3: Further development of your teaching

If you are looking for new ideas or advice, the **last chapter** contains information about internal and external university programs and institutions related to teaching.



**Figure 1** – evaluation cycle by Deming 1982 (own and extended visualization)

## 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. 5 students have participated in the survey. That means that the results of the survey are based on **5 student opinions**.

## 3   Knowledge Transfer

*Question text: To what extent do the following statements apply to 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
The learning objectives of the course are clear to me.	100 %	–	–	–	–		3	40 %	- *	- *
I was able to follow the content structure of the course well.	100 %	–	–	–	–		3	40 %	- *	- *
I have understood the terms and concepts explained in the course.	<div><div></div>33 %</div>	<div><div></div>67 %</div>	–	–	–		3	40 %	- *	- *
The examples in the course helped me to better understand the learning content/material.	100 %	–	–	–	–		3	40 %	- *	- *
Difficulties in understanding were addressed constructively in the course.	100 %	–	–	–	–		3	40 %	- *	- *

\* No value is displayed because of too few respondents.

## 4   Student support

*Question text: To what extent do the following statements apply to 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
I found the teacher to be easily accessible for my questions and concerns.	100 %	–	–	–	–	–		3	40 %	- *	- *

\* No value is displayed because of too few respondents.

## 5   Subject-Specific Competences

*Question text: To what extent do the following statements apply to you?*

	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.	–	100 %	–	–	–	3	40 %	- *	- *
I am able to give an overview of the course content.	100 %	–	–	–	–	3	40 %	- *	- *
I now feel able to tackle a typical problem within this course's field.	33 %	67 %	–	–	–	3	40 %	- *	- *
I am able to depict complex course matters.	–	67 %	33 %	–	–	3	40 %	- *	- *
I am able to identify discrepancies and similarities of varied course content (e.g. discrepancies between different models or procedures etc.).	33 %	67 %	–	–	–	3	40 %	- *	- *
Because of this course, I am able to better evaluate the quality of professional articles on relevant topics.	33 %	–	33 %	33 %	–	3	40 %	- *	- *
Because of this course, I better understand the practical significance of topics discussed.	33 %	33 %	33 %	–	–	3	40 %	- *	- *
Because of this course, my ability to apply theoretical knowledge to practical problems/tasks has improved.	33 %	33 %	33 %	–	–	3	40 %	- *	- *

\* No value is displayed because of too few respondents.

## 6 Increase in Subject-Related Interest

Question text: To what extent do the following statements apply to you?

	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.	67 %	–	33 %	–	–	3	40 %	- *	- *
The course has reinforced my wish to continue my studies.	–	67 %	33 %	–	–	3	40 %	- *	- *
I enjoy solving the assignments given to me in this course.	–	33 %	67 %	–	–	3	40 %	- *	- *
In this course, I have learned things that excite me.	–	67 %	33 %	–	–	3	40 %	- *	- *
I engage with topics of the course beyond the course itself - just for fun.	–	–	33 %	67 %	–	3	40 %	- *	- *

\* No value is displayed because of too few respondents.

## 7 Further Questions by your Lecturer

	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.	67 %	33 %	–	–	–	3	40 %	- *	- *
Den Arbeitsaufwand fand ich angemessen (erwartet sind ca. 6 Stunden pro Woche).	33 %	67 %	–	–	–	3	40 %	- *	- *
Das Seminar und die Seminar-Inhalte waren gut gestaltet.	67 %	–	33 %	–	–	3	40 %	- *	- *

\* No value is displayed because of too few respondents.

### 7.1 Was gefiel Ihnen an dieser Veranstaltung?

- Der Dozent ist sehr kompetent und gleichzeitig sympathisch. Verschiedene Vortragende sorgten für Abwechslung und Spannung. Die Inhalte wissenschaftlicher Texte wurden stets verständlich vermittelt. Man ist trotz später Uhrzeit gerne zum Seminar gekommen.
- chronologisches und strukturiertes Vorgehen

### 7.2 Haben Sie Vorschläge, wie diese Veranstaltung verbessert werden könnte?

## 8 Workload

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

Answers				
Valid: 3 (60.0 %), Missing: 2 (40.0 %)				
	Absolute	Percentage	C. percentage	
3	2	66.7 %	66.7 %	
4	1	33.3 %	100.0 %	
<b>Total</b>	<b>3</b>	<b>100.0 %</b>	<b>100.0 %</b>	

## 9 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 prior knowledge of the topics covered before the start of the course was...	–	–	67 %	33 %	–	3	40 %	- *	- *
My knowledge increase is ...	67 %	33 %	–	–	–	3	40 %	- *	- *

\* No value is displayed because of too few respondents.

	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 %	–	–	–	3	40 %	- *	- *

\* No value is displayed because of too few respondents.

## **10 Open Comments**

**10.1 What should definitely be maintained and continued in the course?**

**10.2 What should be changed or not continued to be done in the future regarding this course?**

**10.3 What did you miss in this course, and what should be started?**

11 Information on Degree (current degree programme) and semester

Question text: Degree (current degree programme)

Answers		
Missing: 2 (40.0 %)	Absolute	Percentage
Bachelor (one subject)	3	100.0 %
Total	3	100.0 %

Table 1 – Frequencies: Degree (current degree programme)

Question text: Study semester

Answers			
Missing: 2 (40.0 %)	Absolute	Percentage	C. percentage
3.	3	100.0 %	100.0 %
Total	3	100.0 %	100.0 %

Table 2 – Frequencies: Study semester



## 12 Information about Trainings and further Services related to Teaching

### 12.1 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](http://www.faszination-lehre.de)

### 12.2 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](http://www.uni-potsdam.de/de/pogs)

### 12.3 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/>