

University of Konstanz · 78457 Konstanz, GERMANY

Jun.-Prof. Dr. Christina Isabel Zuber

(personal)

## **Quality Assurance**

Christine Pickert

Course Evaluation

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[www.uni-konstanz.de/qualitaetsmanagement](http://www.uni-konstanz.de/qualitaetsmanagement)

## Report Course Evaluation

Please find attached the feedback the students gave on your course. To facilitate the interpretation of the results, we have compiled some information for you:

Your report contains an indicator, so you can easily compare your course to others from your department and also use it as a basis for the discussion with your students. You will also find an overview of the averages of the indicator over the past four semesters in all departments (see p. 2).

The indicator *LLI (Lehr-Lern-Index)* is calculated from the arithmetic mean of the questions 2-7 in the area "Teaching & Learning" in the questionnaire. As another indicator you can also find the question of the overall satisfaction (asked in every course).

The Educational Development Team of the Academic Staff Development supports all lecturers in further developing their teaching competence. You can choose your topics from a broad spectrum of service offers in different formats, such as individual advising, (teaching) coaching, short presentations and workshops. In a personal meeting formats and topics can be compiled that meet your individual requirements. You can find more information on page 3 of this letter.

According to the evaluation regulations you shall discuss the results of the evaluation with your students. This is why the course evaluation takes place in the middle of the semester. Of course you can use the different presentation formats of the report.

By statute, the deans of studies and the members of the Committee on Teaching can inspect the evaluation results in a password-protected area of the QM homepage. This does not apply to additionally/voluntarily evaluated courses.

I hope you will gain valuable information and will gladly answer any of your questions.

Yours faithfully

Christine Pickert

Course Evaluation

Dear lecturers,

in order to give you feedback about the students' view on your course at a glance, Quality Management developed the questions in the area "Teaching and Learning" in cooperation with the Centre for Teaching and Learning in Higher Education. They contain important factors that promote sustainable learning.

Here you can find short explanations of the questions as well as a selection of the offers of the Centre of Teaching and Learning:

The Center for Teaching and Learning as part of the Academic Staff Development supports all lecturers in their pursuit of teaching excellence. Our Workshop-Programme covers a great variety of topics; the individual coaching format allows you to work very specifically on your objectives.

#### Workshop-Programme:

- Teaching your first course in English
- Planning your courses effectively
- Moderation in teaching contexts
- New Media in teaching

#### Individual Topics:

- Your course evaluations as a basis for individual development
- Refining your teaching formats
- How to manage difficult situations in teaching

The popular series of lunch-break presentations "*Hochschuldidaktik über Mittag*" continually offers you new inspiration for your teaching practice.

Our services can be tailored to meet the specific requirements of your course, faculty or individual career plans.

Don't hesitate to contact us!

#### Hochschuldidaktik - information and contact:

[hochschuldidaktik@uni-konstanz.de](mailto:hochschuldidaktik@uni-konstanz.de)  
[uni.kn/asd/hochschuldidaktik](http://uni.kn/asd/hochschuldidaktik)

#### ITEMS:

##### **The learning objectives of this course are clearly communicated.**

With the help of learning objectives the students understand what they shall do with the content. The clear communication of learning objectives creates transparency. The students know why they shall learn something and what they might need it for in other situations in life.

##### **I understand the way the course is structured (content-wise).**

A logical order is crucial to make the content comprehensible while studying. This is true of the entire semester as well as single classes. A recurring theme supports the chance of learning success and thus the motivation.

##### **Examples from real life or research help me to better understand the subject matter.**

The practical relevance of the subject matter is demonstrated as this is important to enhance the learning motivation. Specific examples as well as novel, unexpected and special information capture the attention of the students and thus improve their learning success.

##### **On request the teacher gives me valuable feedback and information.**

Feedback in the courses and/or office hours helps the students to assess their learning progress and success. An important task of the teachers is to enable and guide their students to study autonomously.

**Average Index LLI (Wintersemester 2015/2016 until Summersemester 2017)**

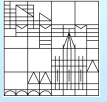
Department	Lecture				Pro-/Seminar				Tutorial			
	$\mu$ (LLI)	s	n	Number of surveys	$\mu$ (LLI)	s	n	Number of surveys	$\mu$ (LLI)	s	n	Number of surveys
Biology <sup>(1)</sup>	1,96	0,89	4.236	111	1,3	0,56	88	9	1,78	0,87	1.024	49
Chemistry <sup>(1)</sup>	1,96	0,92	3.084	83	1,88	0,91	540	22	2,21	0,98	141	3
Computer Science/Information Engineering <sup>(1)</sup>	1,88	0,92	2.018	91	1,42	0,69	258	28	2,03	0,99	874	53
Economics <sup>(1)</sup>	2,08	0,96	6.088	159	1,61	0,77	1.206	102	2,16	0,96	5.898	252
History/Educational Science/Sociology/Sport Science <sup>(1),(2)</sup>	2,07	1,01	2.975	70	1,6	0,79	4.445	336	1,73	0,86	1.525	83
Law <sup>(1),(2)</sup>	1,93	0,94	7.183	184	1,47	0,68	297	24	1,89	0,89	5.187	290
Linguistics	1,81	0,79	250	4	1,85	1	2.039	125	2,10	0,92	81	4
Literature <sup>(1),(2)</sup>	1,98	0,95	747	23	1,58	0,76	3.453	201	1,67	0,81	256	21
Mathematics <sup>(3)</sup>	2,01	0,97	1.500	74	1,65	0,71	23	3	-	-	-	-
Philosophy <sup>(4)</sup>	1,87	0,97	282	9	1,72	0,83	1.057	80	-	-	-	-
Physics <sup>(5)</sup>	2,04	0,97	1.786	66	1,68	0,71	68	7	2,04	0,92	85	3
Politics and Public Administration <sup>(2)</sup>	2,23	1,06	3.382	33	1,64	0,79	3.919	292	1,77	0,83	3.633	208
Psychology	1,98	0,96	2.977	37	1,62	0,84	4.312	224	1,78	0,88	303	20
<b>Ø over all departments<sup>(6)</sup></b>	<b>1,98</b>		<b>36.508</b>	<b>944</b>	<b>1,62</b>		<b>21.705</b>	<b>1.453</b>	<b>1,92</b>		<b>19.007</b>	<b>986</b>

**The items, that are mentioned in the index LLI are the following:**

- Complex issues are explained in a way which is easy to understand.
- The structure of the course is clear.
- I feel I can ask questions and make comments at any time.
- The use of practical examples and examples from research help me to understand the material better.
- I get useful feedback and advice from the lecturer when I ask.
- I can summarize the important terms and concepts that are taught in this course.

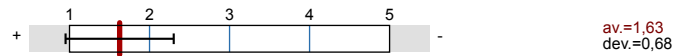
We do not publish a result if there are only two courses or less.

- (1) Seminar/other
- (2) Tutorial/AG/Colloquium
- (3) without student tutorials
- (4) Lecture/Kernkurs
- (5) Seminar/Laboratory
- (6) arithmetic mean over all departments

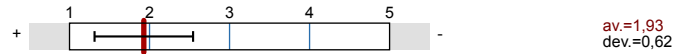


Overall indicators

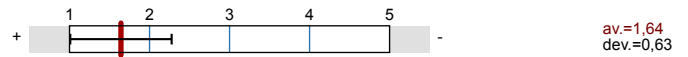
Lehr-Lern-Index LLI



Satisfaction (question 20)

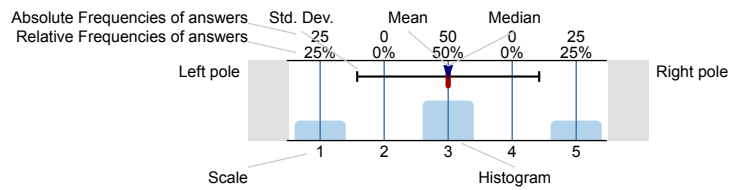


Evaluation overall (question 22)



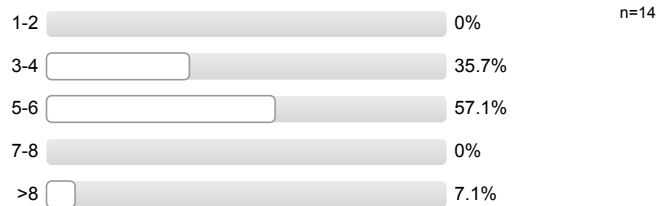
Legend

Question text

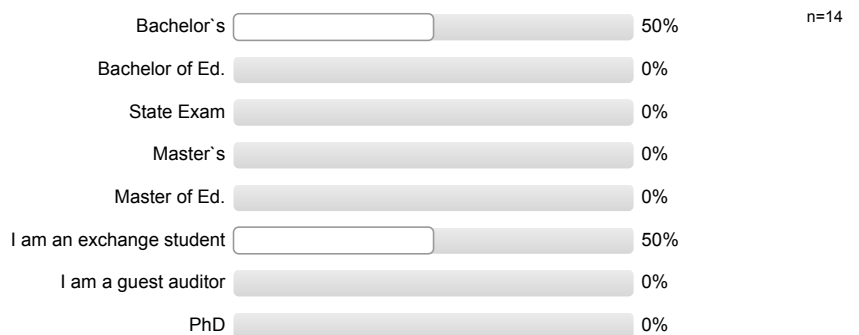


n=No. of responses  
 av.=Mean  
 md=Median  
 dev.=Std. Dev.  
 ab.=Abstention

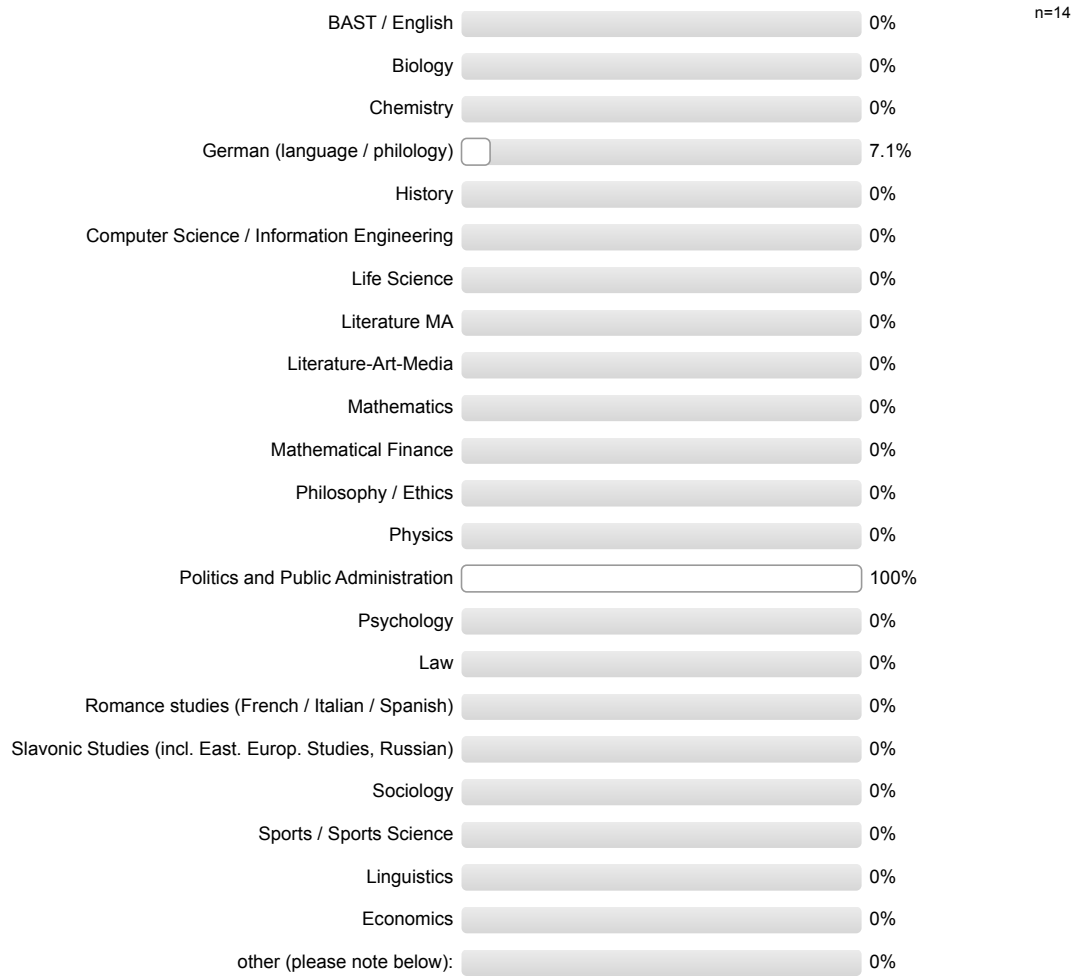
Which semester are you in?



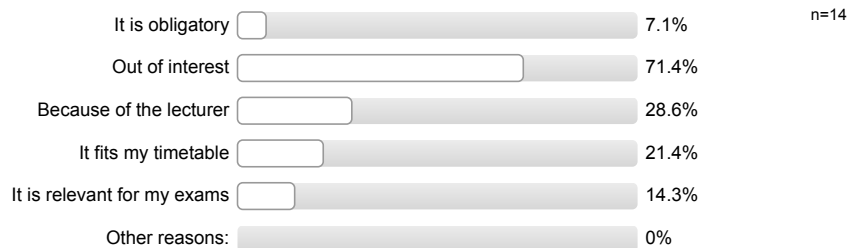
What degree are you taking?



What is your main subject? (Teaching degree: both main subjects)

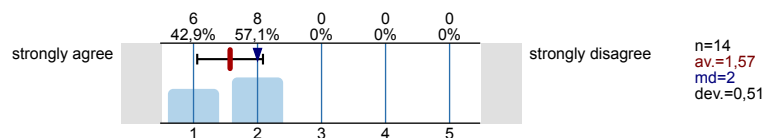


Why are you attending this course (you can give more than one reason)?

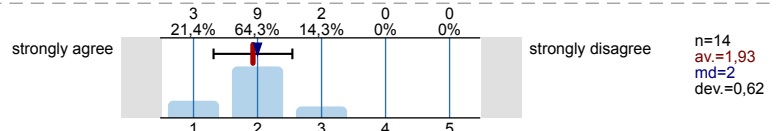


Teaching & Learning

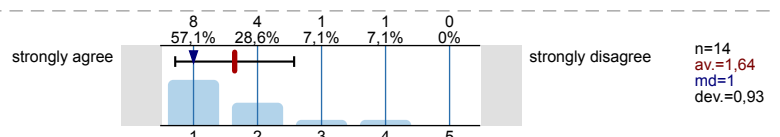
1) The learning objectives of this course are clear.



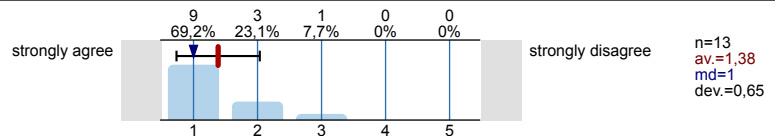
2) Complex issues are explained in a way which is easy to understand.



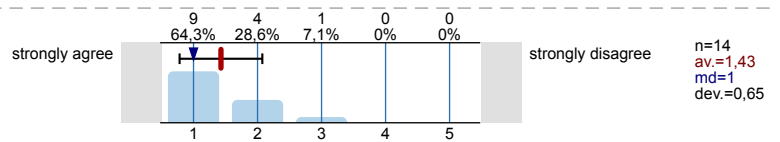
3) The structure of the course is clear.



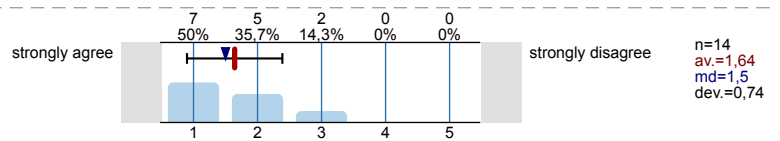
4) I feel I can ask questions and make comments at any time.



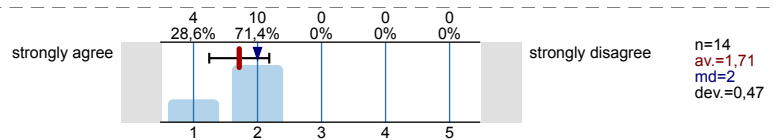
5) The use of practical examples and examples from research help me to understand the material better.



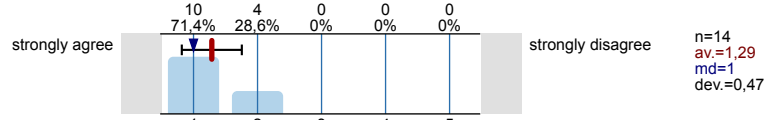
6) I get useful feedback and advice from the lecturer when I ask.



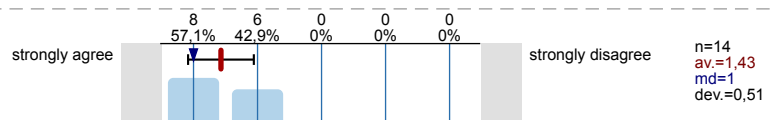
7) I can summarize the important terms and concepts that are taught in this course.



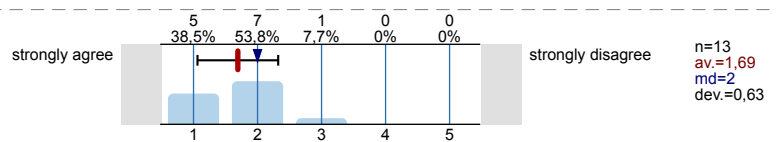
8) The opportunity to discuss the topics helps me to understand them better.



9) The lecturer's input to the discussions is helpful.

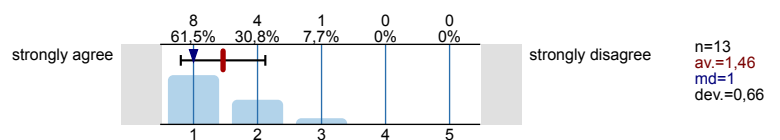


10) The assessment criteria are clear.

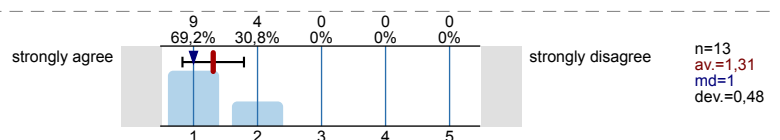


### Other Factors

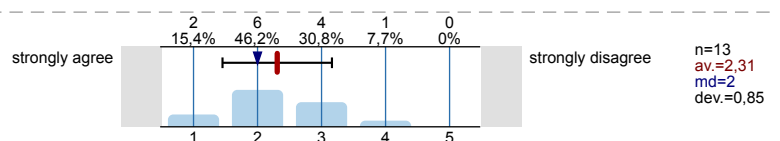
11) The room for this course is the right size and suitably equipped.



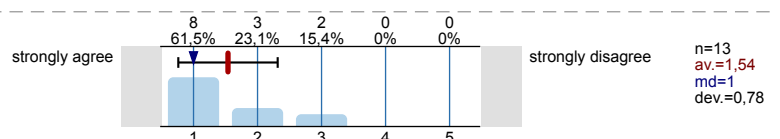
12) I was already very interested in the topic BEFORE I started the course.



13) In this course I can make extensive use of what I have learned in other courses.

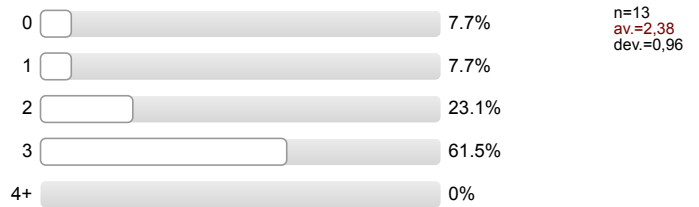


14) The number of students in the course is acceptable.

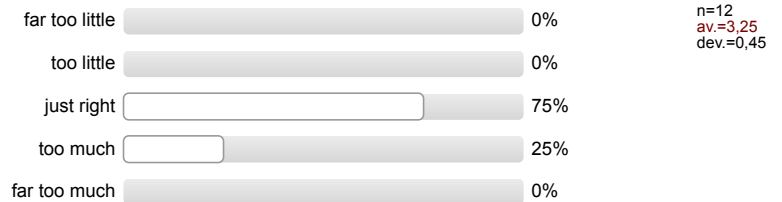


### Workload

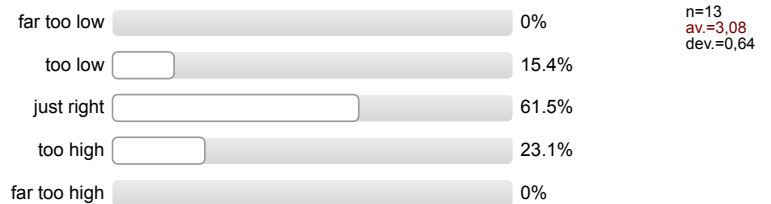
15) How many hours per week do you normally spend working for this course (not including presentations and term papers)?



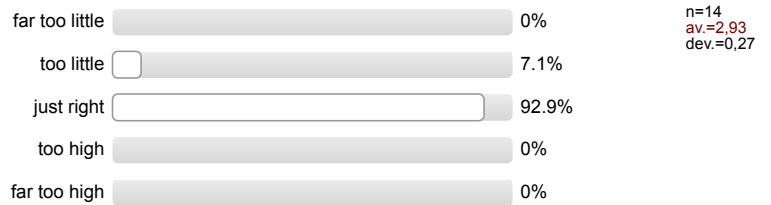
16) For each ECTS point you are expected to do 25-30 hours of work. (For a 3 ECTS course this amounts to about 4 hours a week outside class.) How does the amount of work you do compare with the amount of work expected for the ECTS points awarded for this course?



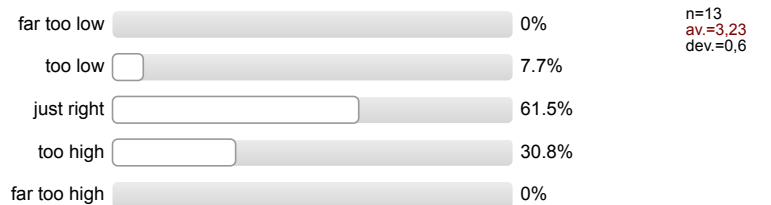
17) The demands of this course are:



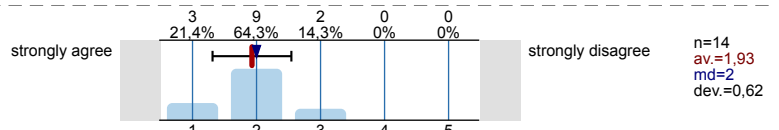
18) The amount of time required for this course is:



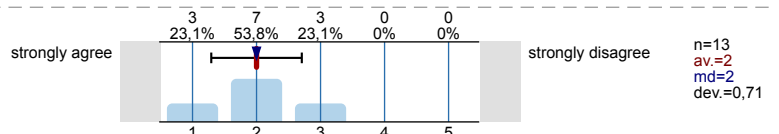
19) The level of subject knowledge that you are expected to have when you start this course is:



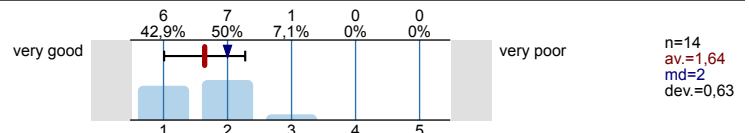
20) In general I am very satisfied with the course.



21) The class is well planned and all the required material can be covered.

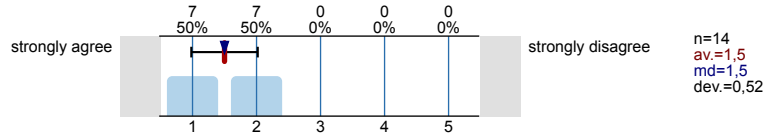


22) Please evaluate the course overall.

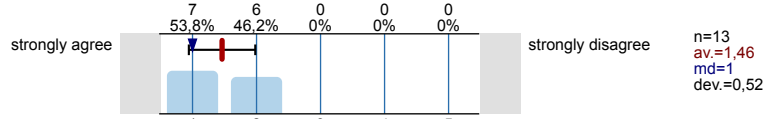


### Instructor Evaluation

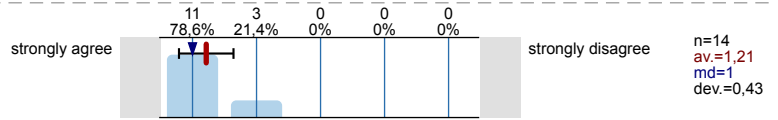
23) The lecturer seems well prepared.



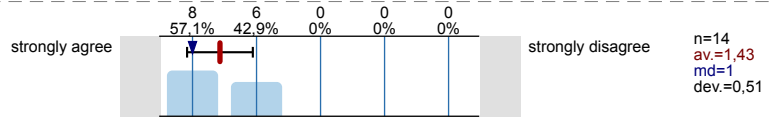
24) The lecturer can present the subject matter in a comprehensible manner.



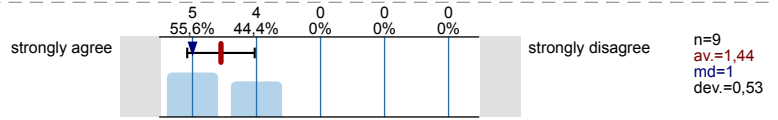
25) The lecturer is open-minded and cooperative.



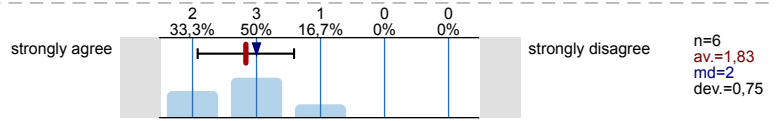
26) I receive effective guidance from the instructor/instructors.



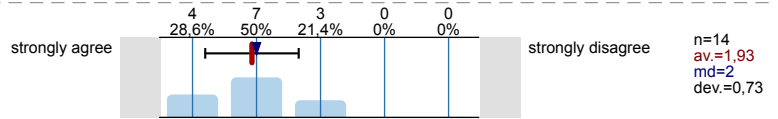
27) The oral presentations are structured and comprehensible.



28) Feedback provided by the instructor for students making an oral presentation is helpful.



29) The discussions are well-structured and help to explore given topics in greater depth.



21) What I find good about the course is ...

-Open discussion ; - a lot of new input ; - not only learning sth. about the topic but about research designs etc aswell

open discussions with relaxed approach

the course benefits from the extensive knowledge from Ms. Zuber very inspiring and insightful to be taught by someone who is very involved in current research on the field of this course



You can freely discuss ~~every~~ everything that is on your mind, even if it is sometimes only loosely connected to the topic. There is no wrong answer in the course!

THE DISCUSSIONS AND THE ~~USE~~ WAY WE DISCUSS METHOD AND DATA. IT IS VERY HELPFUL

- your enthusiasm for the topic is motivating
- you are very open-minded and interested in our ideas and
- talking about your own research <sup>training</sup> ~~work~~ <sup>and</sup> ~~work~~ <sup>opinions</sup>

## DISCUSSION OF SOME OF THE MOST IMPORTANT TOPICS OF TODAY AND THEIR RELEVANCE.

Cover a lot of topics regarding to the immigrants,

that you are open to all kinds of questions & critiques. You also don't think linear and ~~to~~ consider other factors influencing an outcome too.

The subject is very interesting

The content of the seminars the professor was also very participative and open to questions. I think it was more detailed when needed, which made the course more interesting.

Interesting topic well structured course

22) What I do not find so good about the course is ...

If you don't know anything / not a lot about research designs etc. papers and discussions are hard to understand

lack of in depth discussions of topics → down to the  
core

Sometimes the discussions were too long since some students  
always had to bring in their opinion about everything.

Maybe cutting this off would be good for the "attention <sup>rest</sup> ~~of~~" of the

Sometimes the discussion is a bit far off the topic and  
the real line of the discussion's intention is hard to follow.  
I think for some discussions students should be stopped if it  
is not leading anywhere or they are not prepared enough to

THE DEMANDS ARE VERY HIGH, SOMETIMES A BIT TOO HIGH CONSIDERING  
THAT WE ALSO TAKE OTHER MODULES DEMANDING A LOT OF WORK

- sometimes, the discussions get a little bit off-topic

ONLY A FEW STUDENTS REGULARLY DISCUSS THEIR  
IDEAS AND OPINIONS.

I wish the course was more structured and we never ran out  
of time to discuss interesting articles.

I didn't like the fact that sometimes we couldn't talk about a  
literature in one session & had to shift it to the next week.

~~But~~ I also sometimes had the feeling that some paper-discussions were  
~~too short~~ not

I do not like the extensive discussions during class where ~~we~~ can often  
be repeated over and over again. the same things

Lack of control of discussions. Sometimes one student would take  
the ~~class~~ class on a tangent and bully fellow students to  
~~attempt~~ attempt to change their ~~opinion~~ opinion or make him feel bothered about

23) I would like to make the following suggestions for improving the course:

Sth. like a sheet with Scientific methods that are used during class / in our research paper.

Once ~~and~~ <sup>a while</sup> a hot topic! ⇒ facilitating discussions and get people involved.

Maybe you could establish a 5-minute period <sup>at</sup> the end of the lesson to summarize the "take home message" of the day.

MORE CLARITY AROUND THE REVIEW AND UPDATED SYLLABUS WHERE THE REVIEW IS MENTIONED. ~~SO THAT THE~~ NOW IT SAYS DOUBLE LINE SPACE AND IS NOT SPECIFIC ENOUGH

- keeping people's contributions in discussions a bit shorter

MORE FOCUS ON REAL-LIFE EXAMPLES AND THEIR SPECIFIC ISSUES.

More practical work (workshops) → since it's important course, it can be one topic and then do some practical work.

More case studies & less theoretical papers.

I would like more presentations of the papers by students

I think it would be interesting to shift the course to simply states since multi-level states generally means federal ones.

Control discussion more. Intervene when a student talks about himself too much.

# Profile

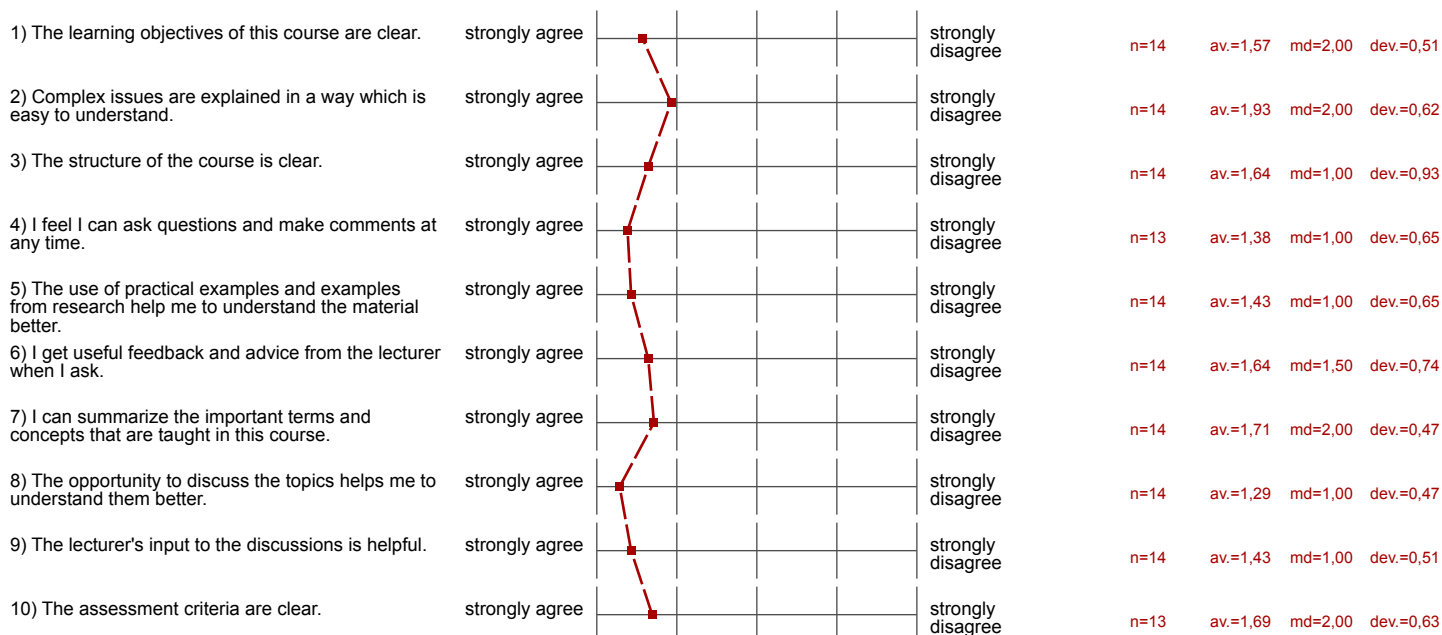
Subunit: Fachbereich Politik- und Verwaltungswissenschaft

Name of the instructor: Jun.-Prof. Dr. Christina Isabel Zuber

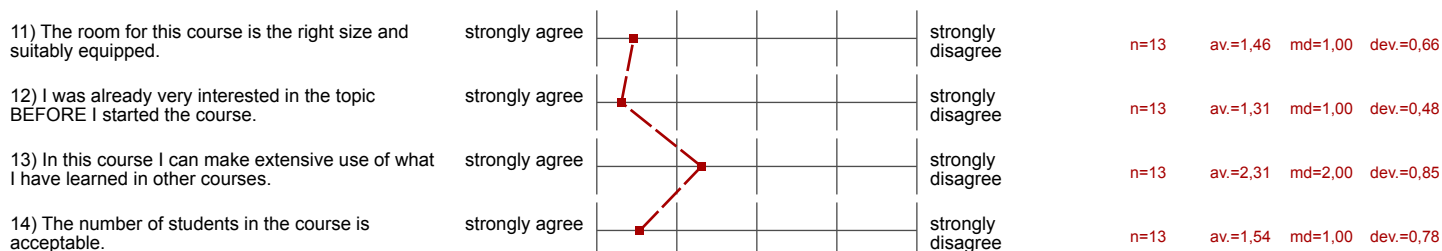
Name of the course: Immigrant Integration in Multi-Level States  
(Name of the survey)

Values used in the profile line: Mean

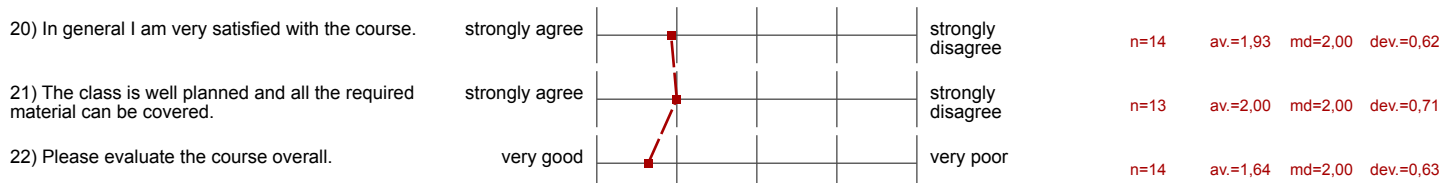
## Teaching & Learning










## Other Factors



## Workload



## Instructor Evaluation

23) The lecturer seems well prepared.	strongly agree		strongly disagree	n=14	av.=1,50	md=1,50	dev.=0,52
24) The lecturer can present the subject matter in a comprehensible manner.	strongly agree		strongly disagree	n=13	av.=1,46	md=1,00	dev.=0,52
25) The lecturer is open-minded and cooperative.	strongly agree		strongly disagree	n=14	av.=1,21	md=1,00	dev.=0,43
26) I receive effective guidance from the instructor/ instructors.	strongly agree		strongly disagree	n=14	av.=1,43	md=1,00	dev.=0,51
27) The oral presentations are structured and comprehensible.	strongly agree		strongly disagree	n=9	av.=1,44	md=1,00	dev.=0,53
28) Feedback provided by the instructor for students making an oral presentation is helpful.	strongly agree		strongly disagree	n=6	av.=1,83	md=2,00	dev.=0,75
29) The discussions are well-structured and help to explore given topics in grater depth.	strongly agree		strongly disagree	n=14	av.=1,93	md=2,00	dev.=0,73