

University of Konstanz · 78457 Konstanz, GERMANY

JunProf. Dr. Christina Isabel Zuber

(personal)

Quality Assurance

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Course Evaluation

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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

Average Index LLI (Summersemester 2014 until Wintersemester 2015/16)

Department	Lecture				Pro-/Seminar				Tutorial			
	μ (LLI)	s	n	Number of surveys	μ (LLI)	s	n	Number of surveys	μ (LLI)	s	n	Number of surveys
Biology	2,01	0,93	4.174	97	2,12	0,92	116	5	1,84	0,86	438	11
Chemistry	2,06	0,92	2.860	77	1,95	0,93	265	12	2,2	1,01	321	11
Computer Science/Information Engineering	1,97	0,93	2.152	89	1,64	0,87	385	30	2,14	1	1.220	69
Economics	2,14	1,01	6.853	168	1,67	0,77	1.014	92	2,18	0,96	5.865	229
History/Educational Science/Sociology/Sport Science	2,14	1,03	2.753	60	1,69	0,82	4.885	363	1,78	0,89	1.955	114
Law ^{(5), (6)}	2,01	0,96	7.035	177	1,49	0,69	172	13	1,89	0,9	5.455	314
Linguistics	1,92	0,9	198	3	1,97	0,96	2.195	125				
Literature	2,22	1,04	1.139	25	1,71	0,83	3.604	197	1,77	0,83	275	22
Mathematics	2,1	0,99	1.680	73								
Philosophy ⁽¹⁾	2,01	0,96	281	8	1,78	0,88	955	69				
Physics ⁽²⁾	2,08	0,96	2.140	66	1,71	0,87	246	19				
Politics and Administration ^{(3), (6)}	2,32	1,07	3.367	33	1,68	0,8	4.096	300	1,74	0,85	409	39
Psychology ⁽⁴⁾	2,06	1	2.399	33	1,61	0,82	3.722	197				
\emptyset over all departments ⁽⁷⁾	2,08		37.031	909	1,75		21.655	1.422	1,94		15.938	809

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) Lecture = Kernkurs

(2) Seminar/Laboratory

(3) "Übungen" without tutorials

(4) "Übung"/Laboratory: The questionnaire for Experimental Exercises was completely revised. Therefore it is not possible to summarize the results of the last four semesters.

(5) Seminar/other

(6) Tutorial/AG/Colloquium

(7) arithmetic mean over all departments

Dear lecturers

The Educational Development Team and Quality Management compiled the questions in the area "Teaching and Learning". They contain important factors that promote sustainable learning.

Here you can find short explanations of the questions as well as offers of the Educational Development Team:

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.

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.

Our workshop programme regularly offers the topics voice training, presentation, time management, exam preparation and assessment, use of new media and activating methods.

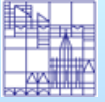
The popular series of short presentations "*Hochschuldidaktik über Mittag*" continually offers you new impulses for teaching.

Practical advice sessions additionally offer a moderated exchange platform with colleagues to discuss concrete issues from your own teaching. Together you will develop solutions and specific steps you can implement in your teaching.

We are here for any question you might have on teaching. Just contact us!

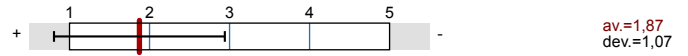
Information and Contact:

- hochschuldidaktik.uni-konstanz.de
hochschuldidaktik@uni-konstanz.de

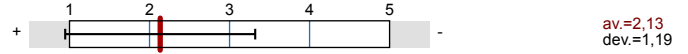


Overall indicators

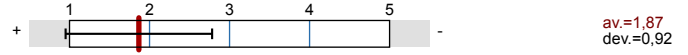
Lehr-Lern-Index LLI



Satisfaction (question 20)

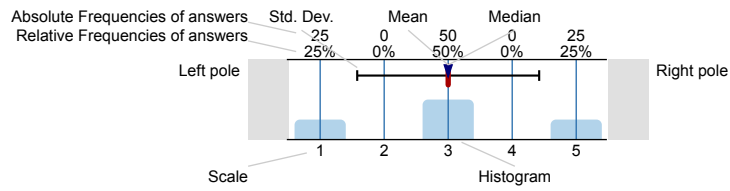


Evaluation overall (question 22)



Legend

Question text

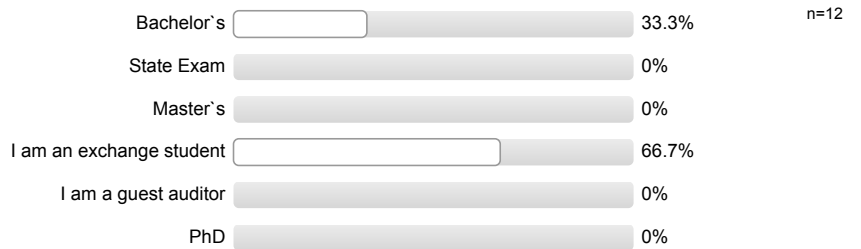


n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

Which semester are you in?



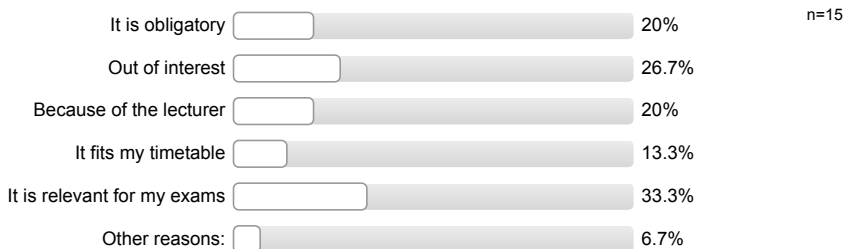
What degree are you taking?



What is your main subject?



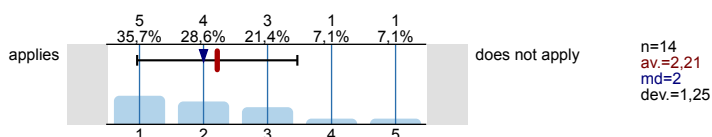
Why are you attending this course (you can give more than one reason)?



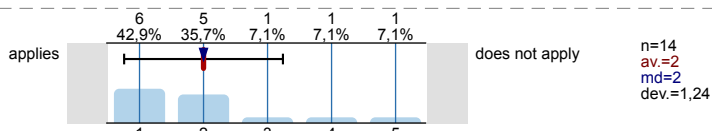
*It is in english
because it's in english.*

Teaching & Learning

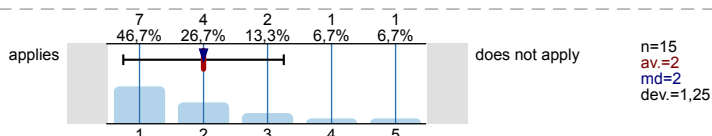
1) The learning objectives of this course are clear.



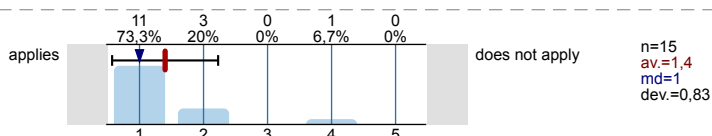
2) Complex issues are explained in a way which is easy to understand.



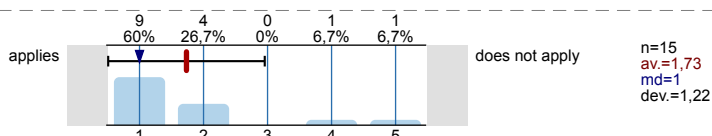
3) The structure of the course is clear.



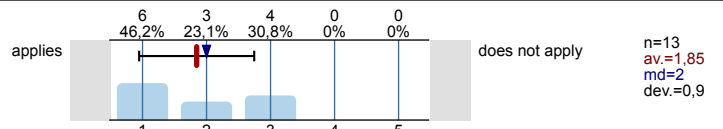
4) I feel I can ask questions and make comments at any time.



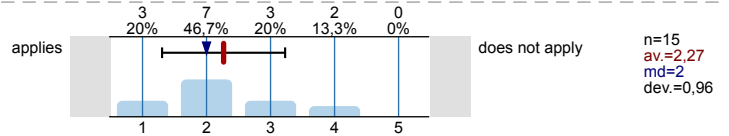
5) The use of practical examples and examples from research help me to understand the material better.



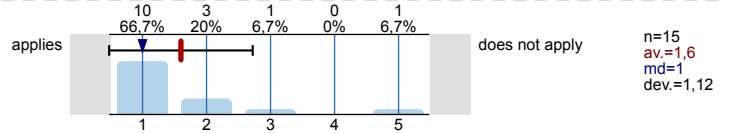
6) I get useful feedback and advice from the lecturer when I ask.



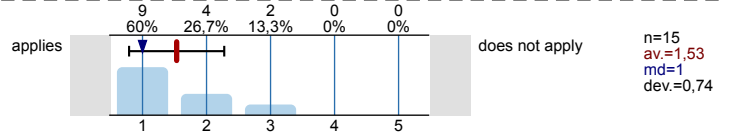
7) I can summarize the important terms and concepts that are taught in this course.



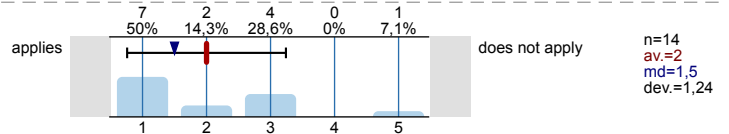
8) The opportunity to discuss the topics helps me to understand them better.



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

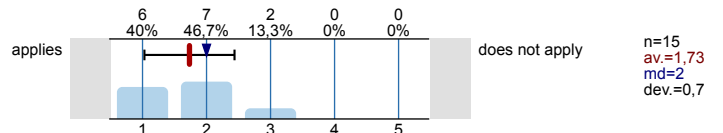


10) The assessment criteria are clear.

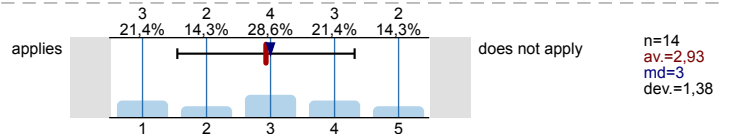


Other Factors

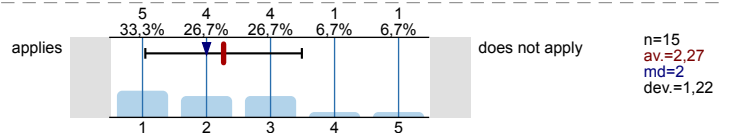
11) The room for this course is the right size and suitably equipped.



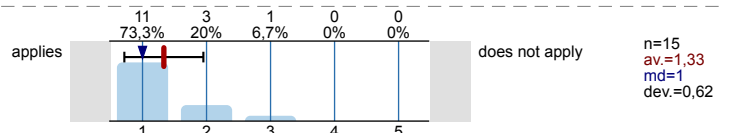
12) I was already very interested in the topic BEFORE I started the course.



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

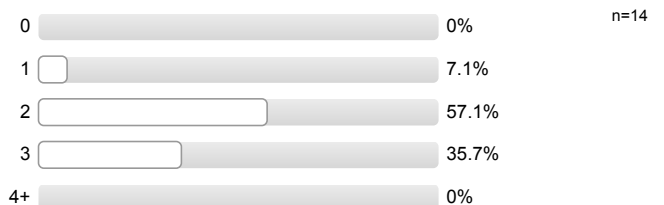


14) The number of students in the course is acceptable.

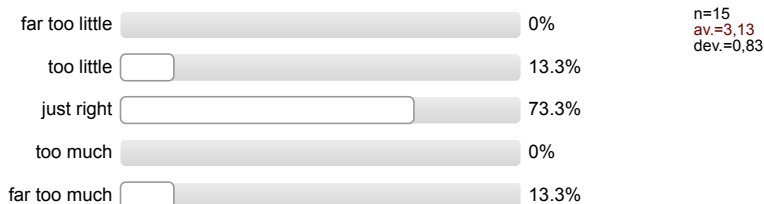


Workload

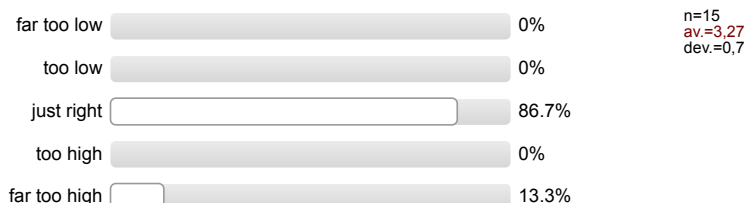
15) How many hours per week do you normally spend working for this course (not including presentations and term papers)?



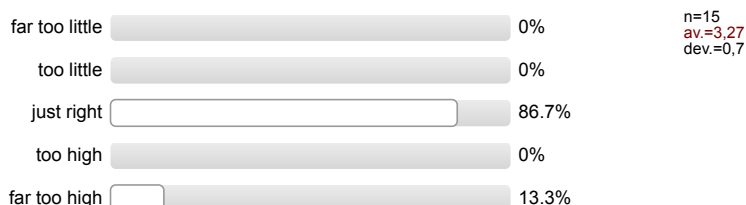
16) For each ECTS point you are expected to do 25-30 hours of work. (For a 3 ECTS course this amounts to about 4 hours a week outside class.) How does the amount of work you do compare with the amount of work expected for the ECTS points awarded for this course?



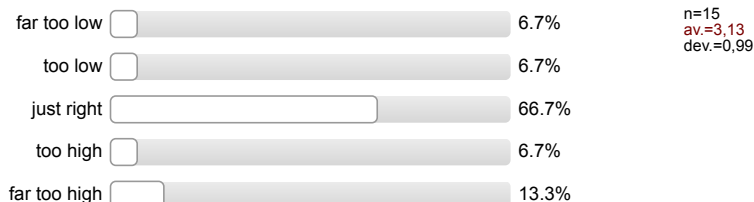
17) The demands of this course are:



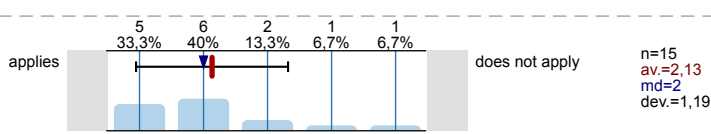
18) The amount of time required for this course is:



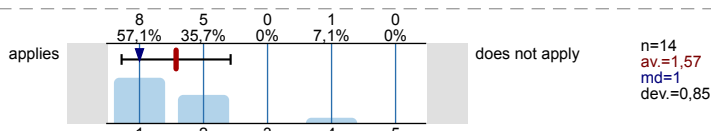
19) The level of subject knowledge that you are expected to have when you start this course is:



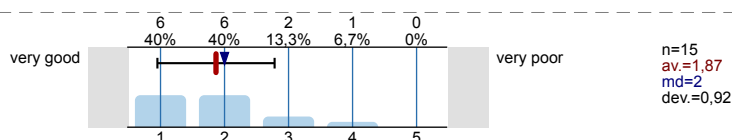
20) In general I am very satisfied with the course.



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

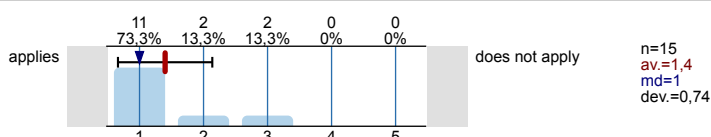


22) Please evaluate the course overall.

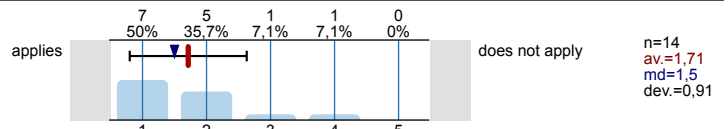


Instructor Evaluation

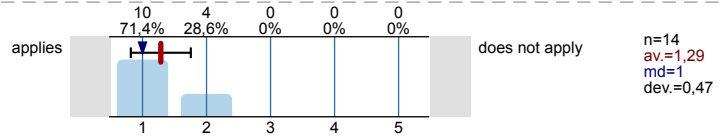
23) The lecturer seems well prepared.



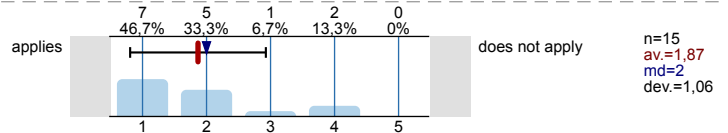
24) The lecturer can present the subject matter in a comprehensible manner.



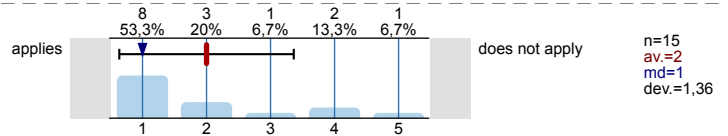
25) The lecturer is open-minded and cooperative.



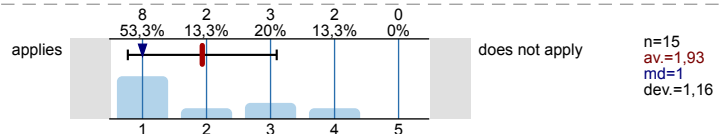
26) I receive effective guidance from the instructor/instructors.



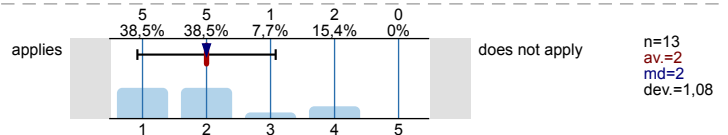
27) The oral presentations are structured and comprehensible.



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 grater depth.



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

it is good that presentations and discussions are here to help us understand the reading material.

atmosphere,

RELAXED ATMOSPHERE

THE LIVELY AND FREE - SPIRITED DISCUSSION

the interaction, the discussion, the freedom in choosing topics for the "Hausarbeit"

I liked that the readings each week were taken from the same text rather than of different texts

I like the fact that we can suggest empirical papers to work with them and at the same time that fills the content of the sessions with the theoretical chapters prepared by the lecturers altogether

Practice examples for each theory

The lecturer is cool.

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

in the beginning the topic for me was not really clear,

TOO MUCH THEORY

SOME OF THE SUBJECT MATTER IS VERY "DRY"
AT TIMES

sometimes - looking back - it's hard to see the structure and *the "So what" in what we covered in this course.

The University's facilities eg. the Projector for presentations

The book by which we are working is a little confusing and is written in a difficult style.

Too much time spend on presentations
I often don't learn a lot during those --- quality is very inconsistent

It needs a bit more practical examples, but not from presentations but from the teachers.

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

The introduction in how to find a proper research article should be in the beginning and not somewhere in the middle.

- more structure during seminar session

structure

Longer time for presentations

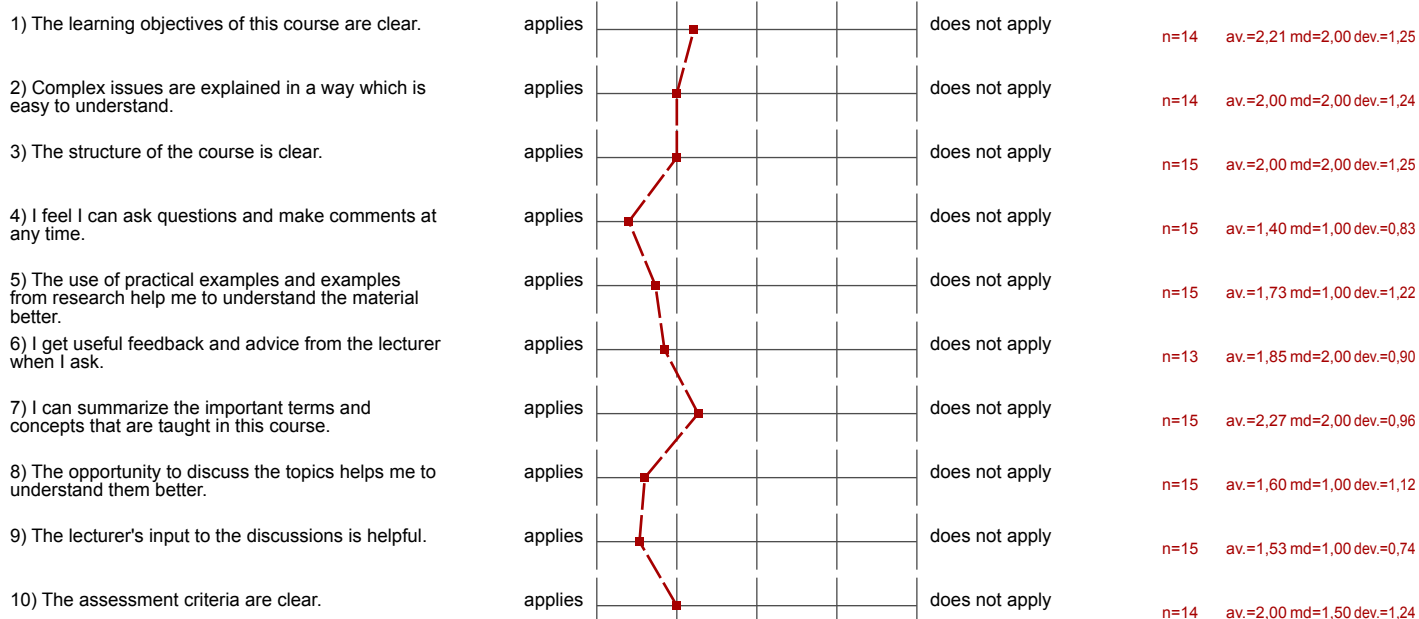
More time for general discussions about topics / the given examples with input ~~from~~ from the lectures would be great.

Profile

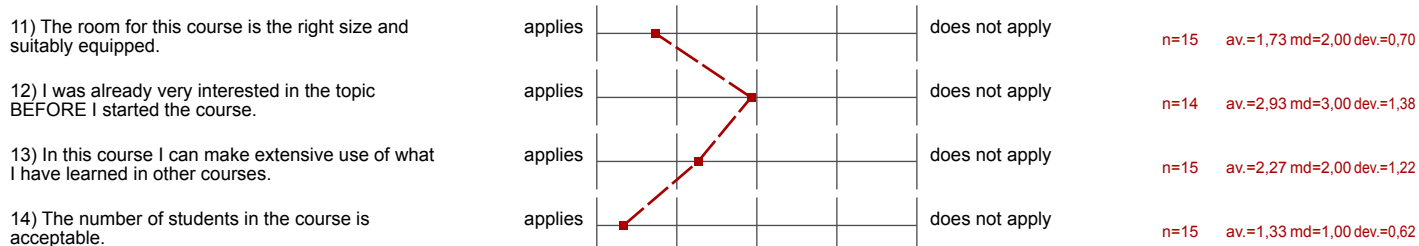
Subunit: **Fachbereich Politik- und Verwaltungswissenschaft**
 Name of the instructor: **JunProf. Dr. Christina Isabel Zuber**
 Name of the course: **A Primer in Public Administration Theory**
 (Name of the survey)

Values used in the profile line: Mean

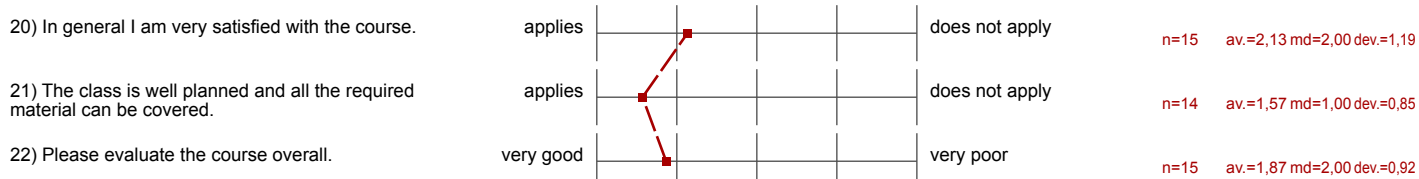
Teaching & Learning



Other Factors



Workload



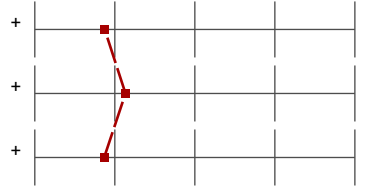
Instructor Evaluation

23) The lecturer seems well prepared.	applies		does not apply	n=15	av.=1,40	md=1,00	dev.=0,74
24) The lecturer can present the subject matter in a comprehensible manner.	applies		does not apply	n=14	av.=1,71	md=1,50	dev.=0,91
25) The lecturer is open-minded and cooperative.	applies		does not apply	n=14	av.=1,29	md=1,00	dev.=0,47
26) I receive effective guidance from the instructor/ instructors.	applies		does not apply	n=15	av.=1,87	md=2,00	dev.=1,06
27) The oral presentations are structured and comprehensible.	applies		does not apply	n=15	av.=2,00	md=1,00	dev.=1,36
28) Feedback provided by the instructor for students making an oral presentation is helpful.	applies		does not apply	n=15	av.=1,93	md=1,00	dev.=1,16
29) The discussions are well-structured and help to explore given topics in grater depth.	applies		does not apply	n=13	av.=2,00	md=2,00	dev.=1,08

Profile

Subunit: Fachbereich Politik- und Verwaltungswissenschaft
Name of the instructor: JunProf. Dr. Christina Isabel Zuber
Name of the course: A Primer in Public Administration Theory
(Name of the survey)

Lehr-Lern-Index LLI



av.=1,87 dev.=1,07

Satisfaction (question 20)

av.=2,13 dev.=1,19

Evaluation overall (question 22)

av.=1,87 dev.=0,92