

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)

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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

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 (Summersemester 2015 until Wintersemester 2016/2017)

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>	1,98	0,89	4.256	113	1,92	0,93	129	7	1,8	0,87	1.015	47
Chemistry <sup>(1)</sup>	2,03	0,94	3.027	80	1,88	0,91	539	21	2,11	0,97	167	5
Computer Science/Information Engineering <sup>(1)</sup>	1,91	0,92	1.976	88	1,61	0,9	361	33	2,08	1	870	57
Economics <sup>(1)</sup>	2,12	0,98	6.416	166	1,59	0,75	1.181	101	2,16	0,96	6.403	272
History/Educational Science/Sociology/Sport Science <sup>(1),(2)</sup>	2,06	0,99	2.978	73	1,62	0,8	4.937	368	1,74	0,88	2.079	111
Law <sup>(1),(2)</sup>	1,94	0,94	7.466	191	1,42	0,63	234	19	1,88	0,89	5.428	302
Linguistics	1,75	0,78	178	3	1,9	0,93	2.157	128				
Literature <sup>(1),(2)</sup>	2,05	0,98	1.000	27	1,59	0,76	3.662	204	1,69	0,83	284	24
Mathematics <sup>(3)</sup>	2,03	0,98	1.505	70								
Philosophy <sup>(4)</sup>	1,91	0,95	280	9	1,72	0,84	1.003	81				
Physics <sup>(5)</sup>	2,08	0,97	1.951	72	1,8	0,87	220	16	2,04	0,92	85	3
Politics and Public Administration <sup>(2)</sup>	2,24	1,06	3.438	34	1,63	0,78	4.050	305	1,83	0,87	3.765	217
Psychology	2,01	0,98	3.036	38	1,63	0,84	3.906	208	1,78	0,92	623	39
<b>Ø over all departments<sup>(6)</sup></b>	<b>2,01</b>		<b>37.507</b>	<b>964</b>	<b>1,69</b>		<b>22.379</b>	<b>1.491</b>	<b>1,91</b>		<b>20.719</b>	<b>1.077</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

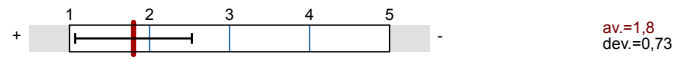
(5) Seminar/Laboratory

(6) arithmetic mean over all departments

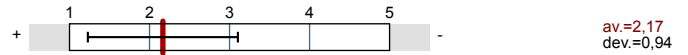


Overall indicators

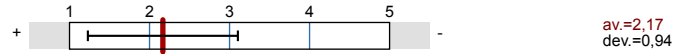
Lehr-Lern-Index LLI



Satisfaction (question 20)

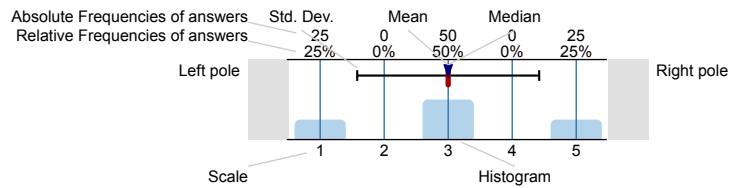


Evaluation overall (question 22)



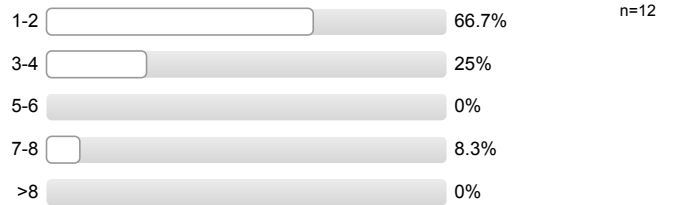
Legend

Question text

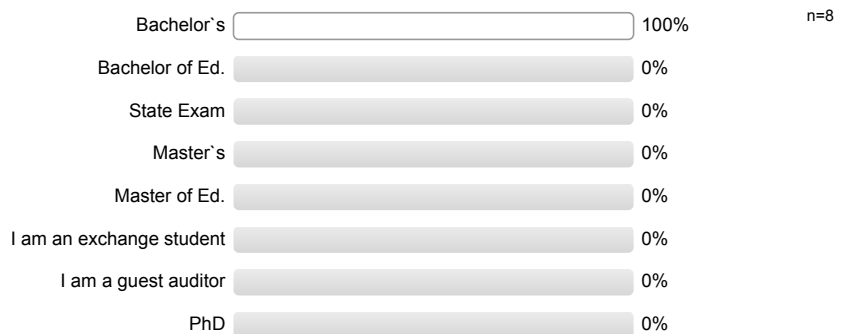


n=No. of responses  
av.=Mean  
md=Median  
dev.=Std. Dev.  
ab.=Abstention

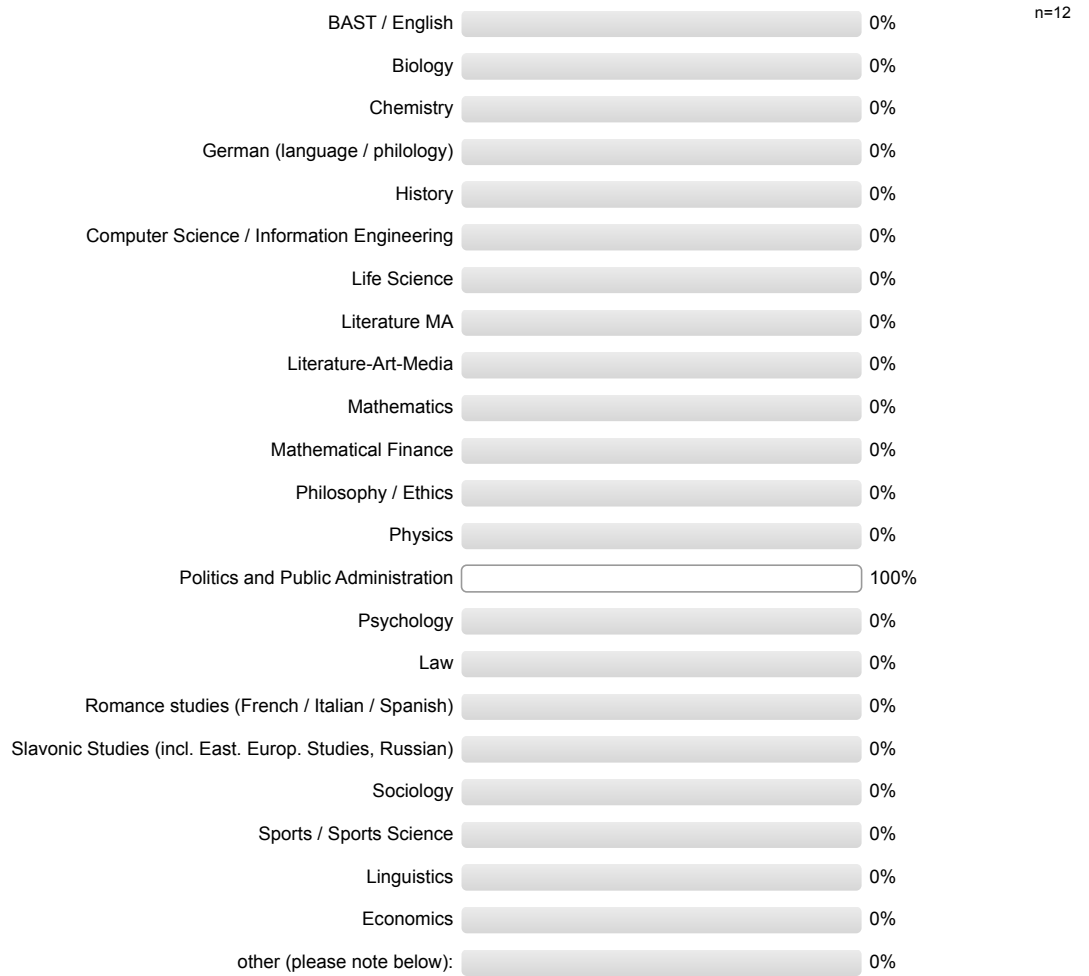
Which semester are you in?



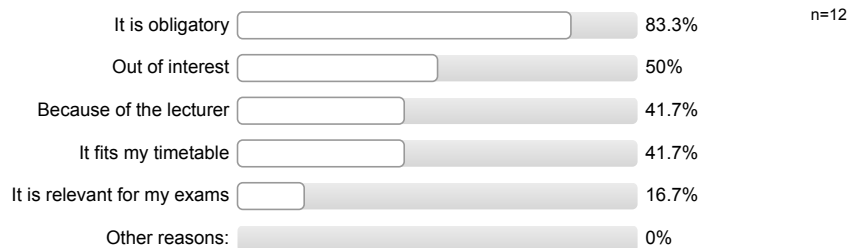
What degree are you taking?



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

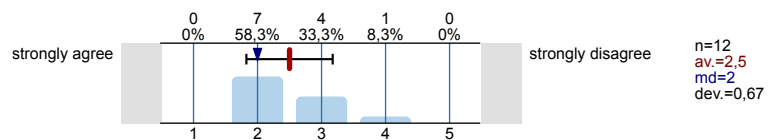


Why are you attending this course (you can give more than one reason)?

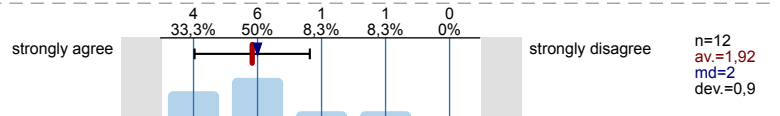


Teaching & Learning

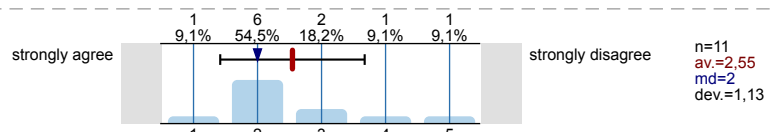
1) The learning objectives of this course are clear.



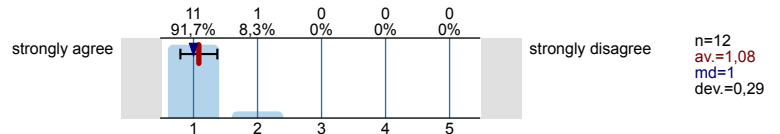
2) Complex issues are explained in a way which is easy to understand.



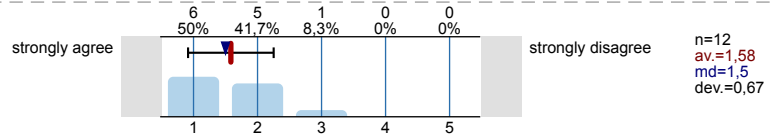
3) The structure of the course is clear.



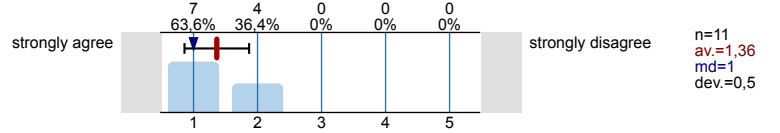
4) I feel I can ask questions and make comments at any time.



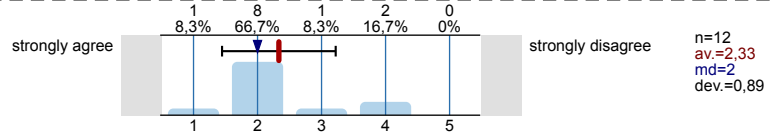
5) The use of practical examples and examples from research help me to understand the material better.



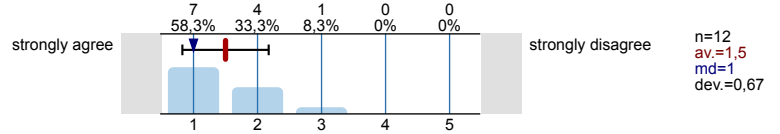
6) I get useful feedback and advice from the lecturer when I ask.



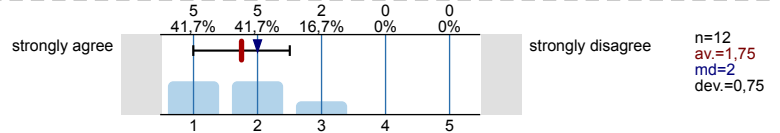
7) I can summarize the important terms and concepts that are taught in this course.



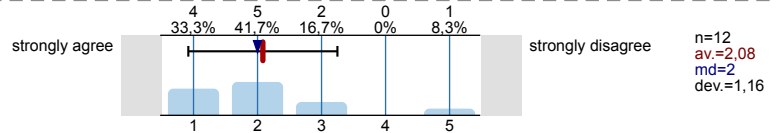
8) The opportunity to discuss the topics helps me to understand them better.



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

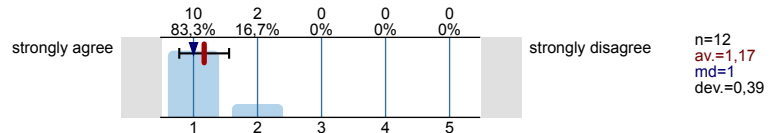


10) The assessment criteria are clear.

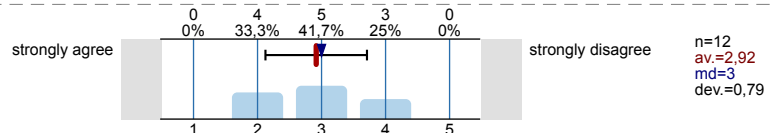


### Other Factors

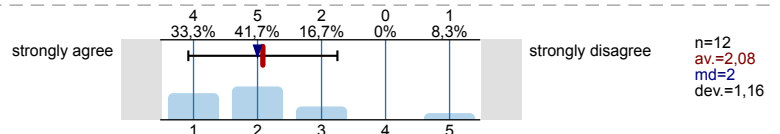
11) The room for this course is the right size and suitably equipped.



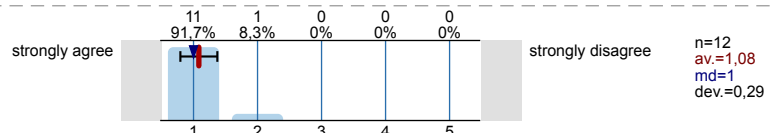
12) I was already very interested in the topic BEFORE I started the course.



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

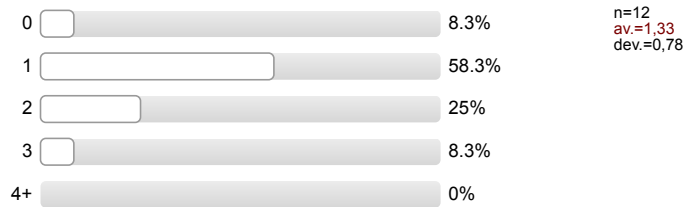


14) The number of students in the course is acceptable.

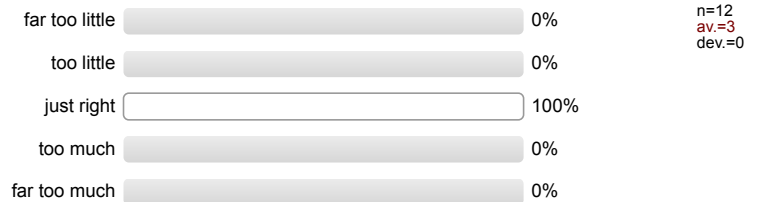


### Workload

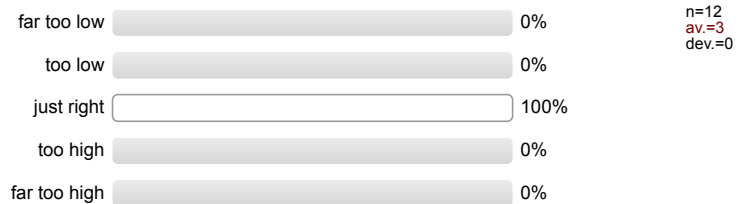
15) How many hours per week do you normally spend working for this course (not including presentations and term papers)?



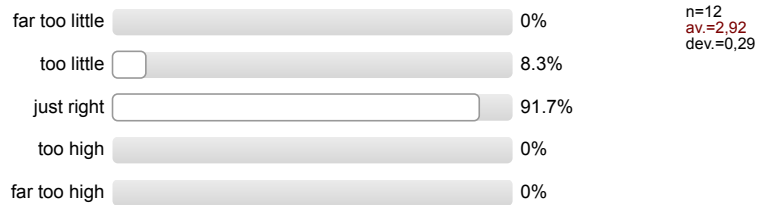
16) For each ECTS point you are expected to do 25-30 hours of work. (For a 3 ECTS course this amounts to about 4 hours a week outside class.) How does the amount of work you do compare with the amount of work expected for the ECTS points awarded for this course?



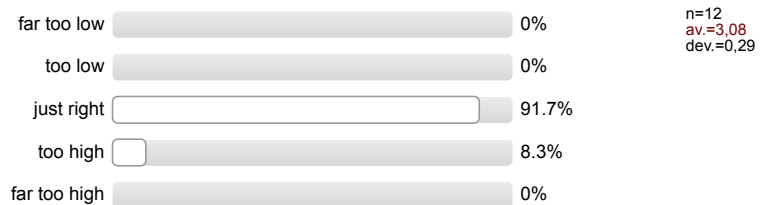
17) The demands of this course are:



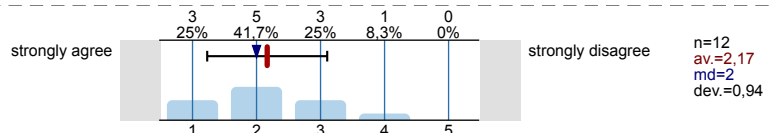
18) The amount of time required for this course is:



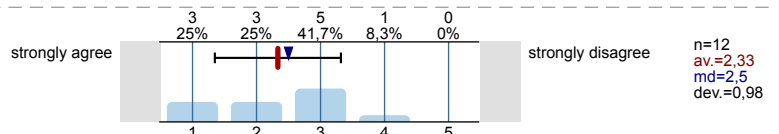
19) The level of subject knowledge that you are expected to have when you start this course is:



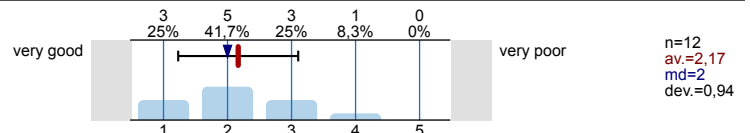
20) In general I am very satisfied with the course.



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

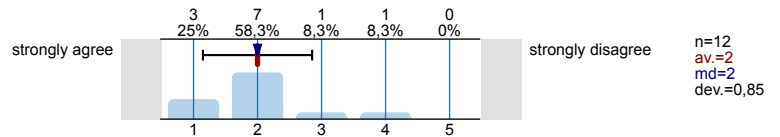


22) Please evaluate the course overall.

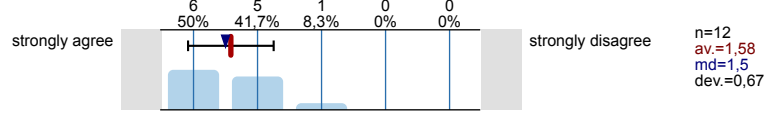


### Instructor Evaluation

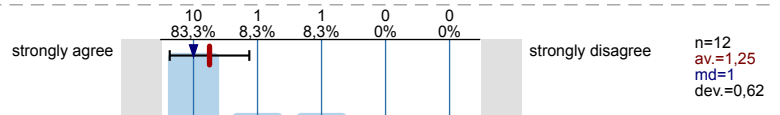
23) The lecturer seems well prepared.



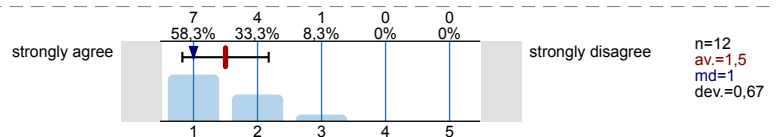
24) The lecturer can present the subject matter in a comprehensible manner.



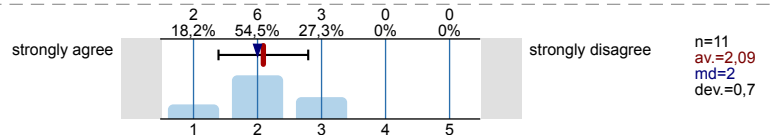
25) The lecturer is open-minded and cooperative.



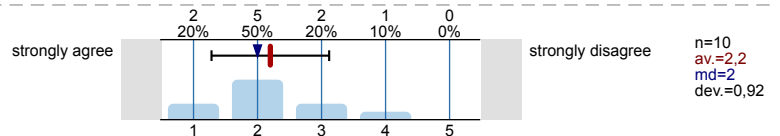
26) I receive effective guidance from the instructor/instructors.



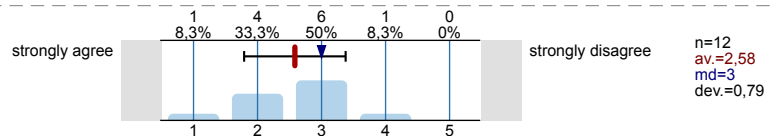
27) The oral presentations are structured and comprehensible.



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 grater depth.



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

*self-made diagramms and table pictures.*

### THE DISCUSSIONS

*Very openminded and fruitful discussions und an overall very nice atmosphere*



the open discussions with the lecturer, that are incredibly interesting.

- much time / opportunity for discussions, questions etc
- great participation of ~~members~~ participants of this class
- very friendly, comprehensive and easy to understand teacher

discussions

lecturer (one of the reasons I chose this course :))

open discussions are engaging and can be stimulating

easy to participate  
nice atmosphere

GOOD ATMOSPHERE, NICE DISCUSSION CLIMATE, EASY TO JOIN DISCUSSIONS

time spontaneous in an open minded way, a lot of discussions  
not too much text based, perfect lecturer student relationship!

- Good informative broad discussions
- good presenting style
- motivative attitude → positive climate in class

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

NO INFORMATION ON ~~HAUSARBEIT~~ HAUSARBEIT A  
NO PREPARATION ON SCIENTIFIC RESEARCH

Sometimes discussions fade away from the topic of the course, ~~there~~ there  
still interesting discussions but they do not help to understand the topic

that the room is like a sauna, only with better lighting.

- sometimes, the discussions get out of hand, but I actually enjoy the free style of this lecture
- sometimes the information given & the literature are very repetitive but with the additional presentations it becomes more interesting / informative

time management

open discussions can also be slightly derailing the course if left unchecked

no clear red line what to learn  
would like to learn more skills about how to write the homework in the end and not discuss theories I have already had in the first semester.

NO CLEAR PREPARATION FOR HOMEWORK, → WHAT ARE WE GOING TO DO  
→ OTHER SEMINAR STARTED MUCH EARLIER, PREPARING BY TOPIC, CONTENT, PAPER FOR HOMEWORK

a bit unstructured, less time management

- result of the discussions are often a bit diffuse
- I'm not quite sure, what the research design should look like

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

PLEASE EXPLAIN GOALS OF THE HAUSARBEIT (I HAVE NEVER WRITTEN AND QUITE LOST) APPROACH ON IT

Keep it as it is.

- nothing, I really enjoy this lecture! Thanks Prof. Zuber!

Using the chalk board makes me follow the logic of your thoughts, ~~but~~ which is instructive. Sometimes Powerpoint might be more structured; I am not sure which is better.

Focus more on skills for the future

EARLIER START OF HOMEWORK PREPARATION (WHAT IS OUR RESEARCH TOPIC?) MORE SKILL TRAINING, HOW TO FIND THE RIGHT PAPER

Sometimes a view at the clock

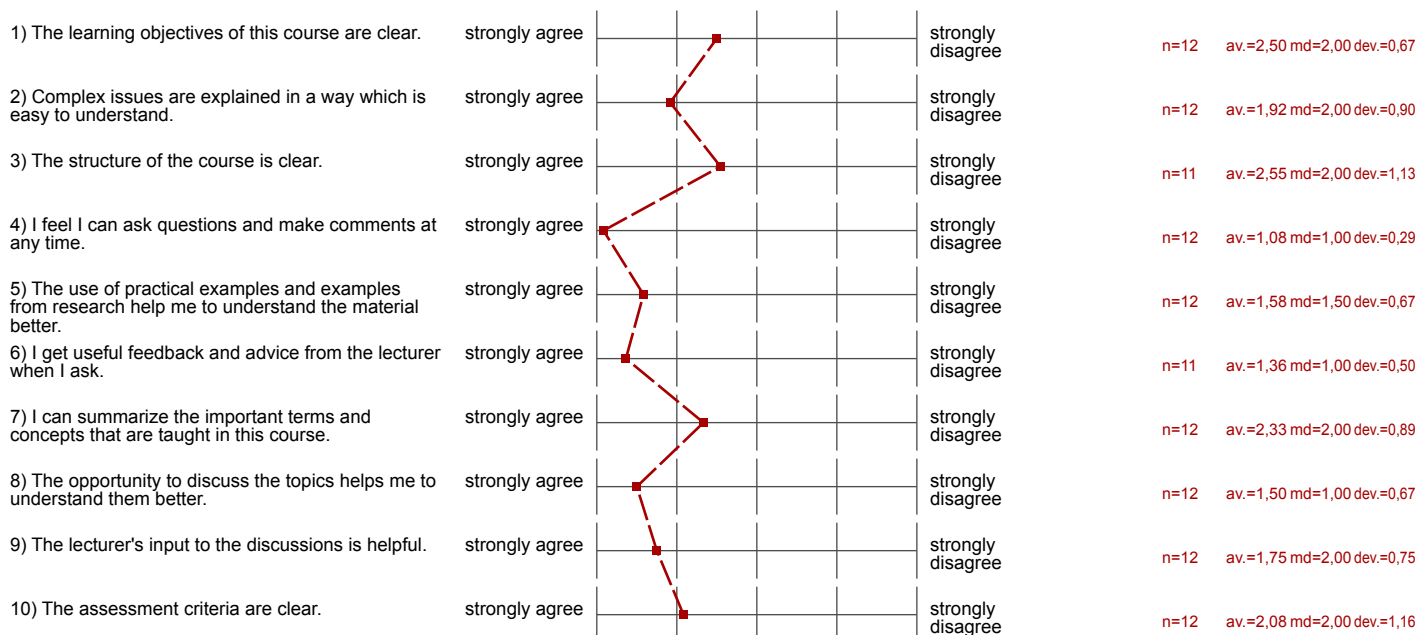
- gathering and summarizing the main results of the discussion

# Profile

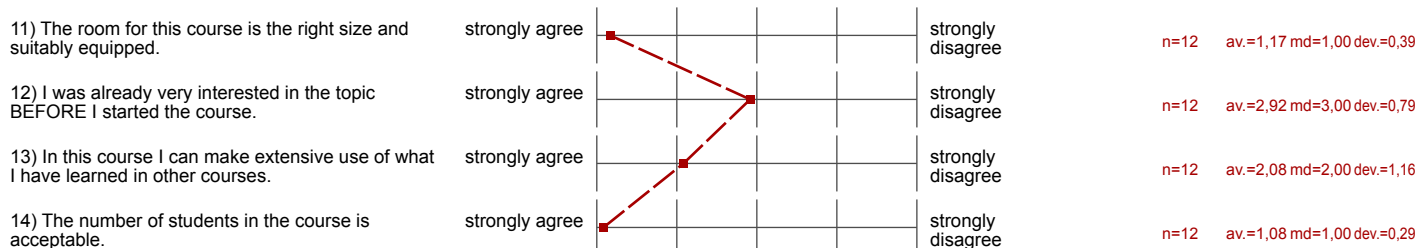
Subunit: **Fachbereich Politik- und Verwaltungswissenschaft**  
 Name of the instructor: **Jun.-Prof. Dr. Christina Isabel Zuber**  
 Name of the course: **Political Control of the Bureaucracy or Bureaucratic Politics? Theoretical Debates and Empirical Insights**  
 (Name of the survey)

Values used in the profile line: Mean

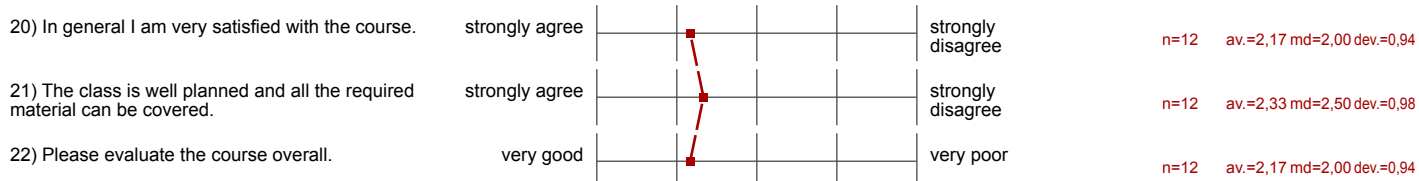
## Teaching & Learning



## Other Factors



## Workload



## Instructor Evaluation

