

University of Konstanz · 78457 Konstanz, GERMANY

Jun.-Prof. 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

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
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)

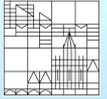
Department	Lecture				Pro-/Seminar				Tutorial			
	μ (LLI)	s	n	Number of surveys	μ (LLI)	s	n	Number of surveys	μ (LLI)	s	n	Number of surveys
Biology ⁽¹⁾	1,96	0,89	4.236	111	1,3	0,56	88	9	1,78	0,87	1.024	49
Chemistry ⁽¹⁾	1,96	0,92	3.084	83	1,88	0,91	540	22	2,21	0,98	141	3
Computer Science/Information Engineering ⁽¹⁾	1,88	0,92	2.018	91	1,42	0,69	258	28	2,03	0,99	874	53
Economics ⁽¹⁾	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 ^{(1),(2)}	2,07	1,01	2.975	70	1,6	0,79	4.445	336	1,73	0,86	1.525	83
Law ^{(1),(2)}	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 ^{(1),(2)}	1,98	0,95	747	23	1,58	0,76	3.453	201	1,67	0,81	256	21
Mathematics ⁽³⁾	2,01	0,97	1.500	74	1,65	0,71	23	3	-	-	-	-
Philosophy ⁽⁴⁾	1,87	0,97	282	9	1,72	0,83	1.057	80	-	-	-	-
Physics ⁽⁵⁾	2,04	0,97	1.786	66	1,68	0,71	68	7	2,04	0,92	85	3
Politics and Public Administration ⁽²⁾	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
Ø over all departments⁽⁶⁾	1,98		36.508	944	1,62		21.705	1.453	1,92		19.007	986

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.

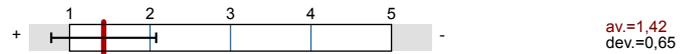
We do not publish a result if there are only two courses or less.

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

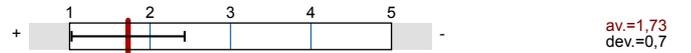


Overall indicators

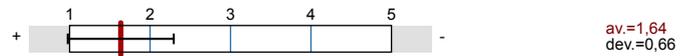
Lehr-Lern-Index LLI



Satisfaction (question 20)

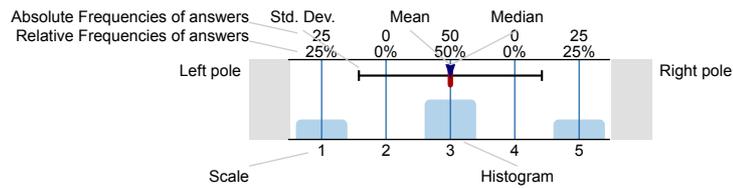


Evaluation overall (question 22)



Legend

Question text

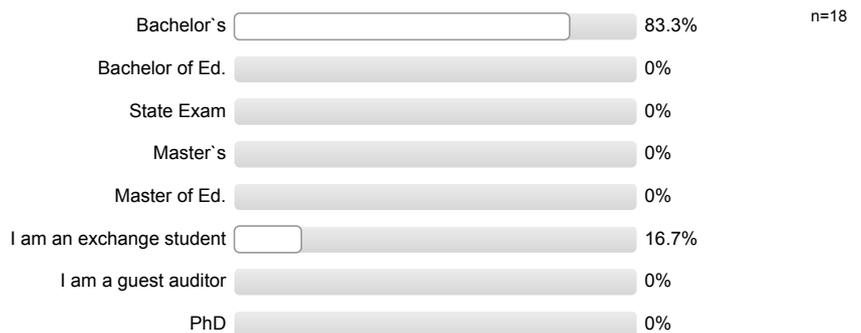


n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

Which semester are you in?

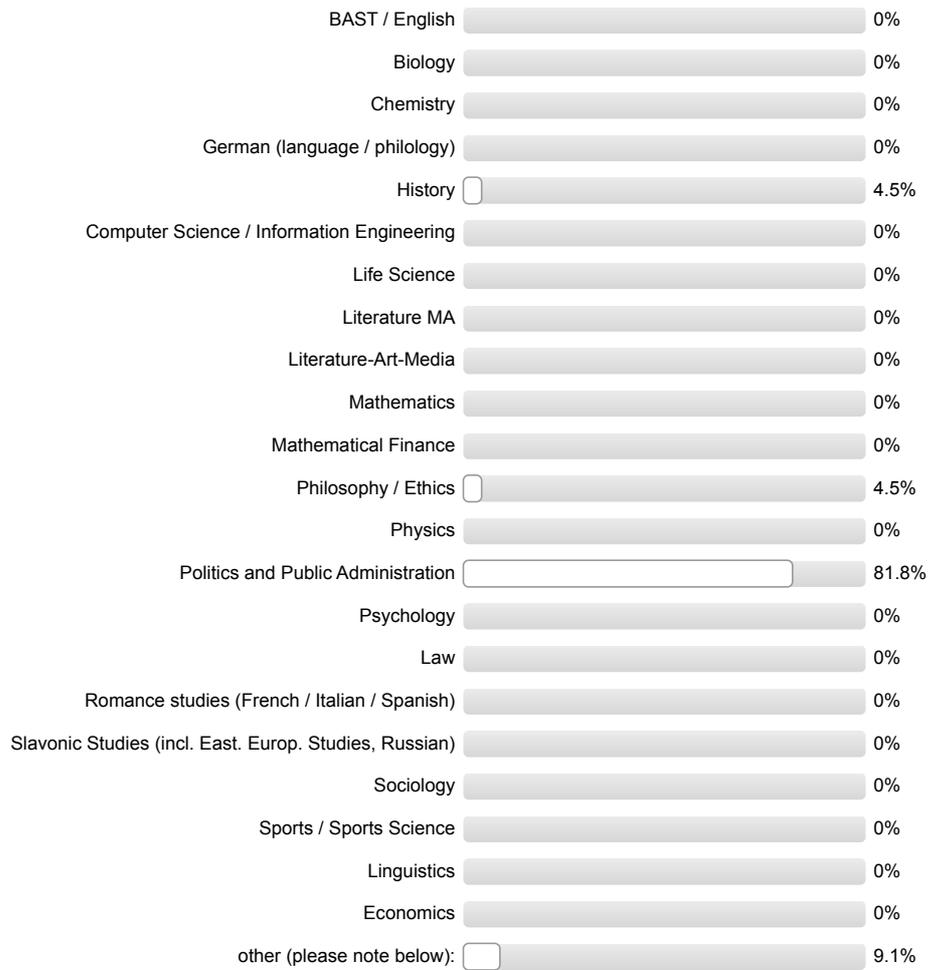


What degree are you taking?



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

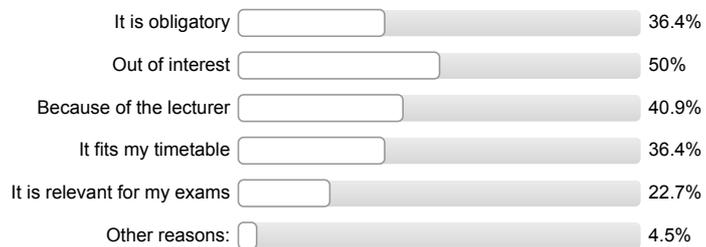
n=22



Political Science and International Relations
 Leadership + Org. Management, Business Administration

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

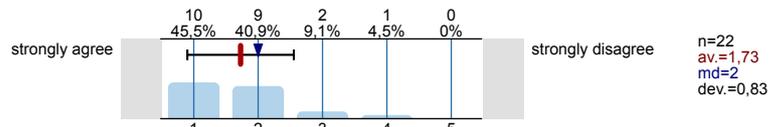
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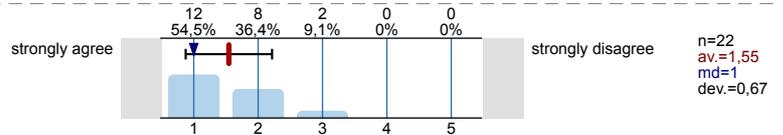
None others were full / Needed credits
 I need credits.

Teaching & Learning

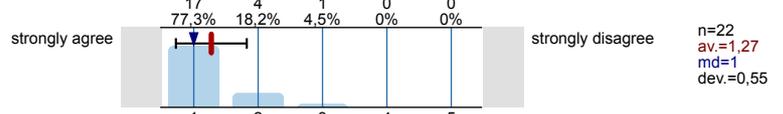
1) The learning objectives of this course are clear.



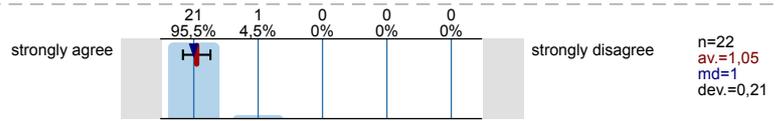
2) Complex issues are explained in a way which is easy to understand.



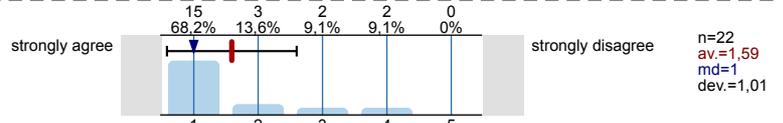
3) The structure of the course is clear.



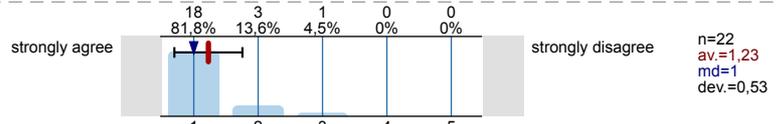
4) I feel I can ask questions and make comments at any time.



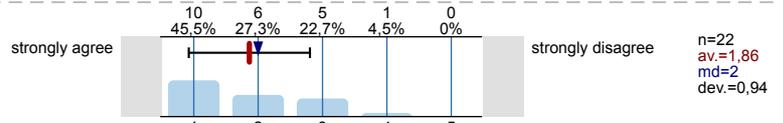
5) The use of practical examples and examples from research help me to understand the material better.



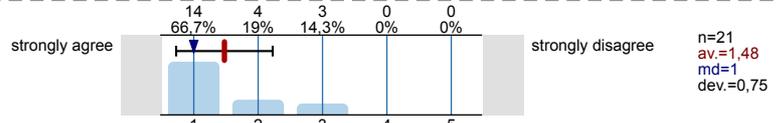
6) I get useful feedback and advice from the lecturer when I ask.



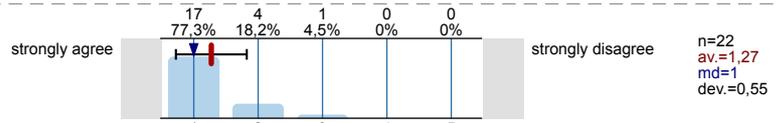
7) I can summarize the important terms and concepts that are taught in this course.



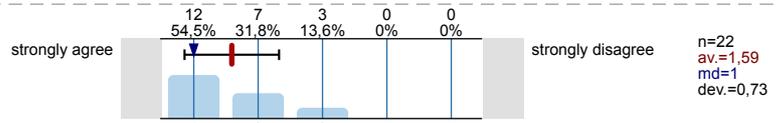
8) The opportunity to discuss the topics helps me to understand them better.



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

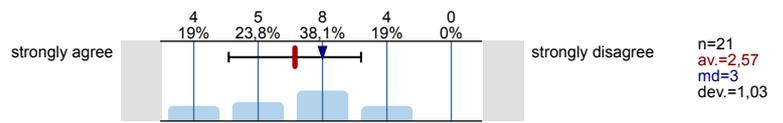


10) The assessment criteria are clear.

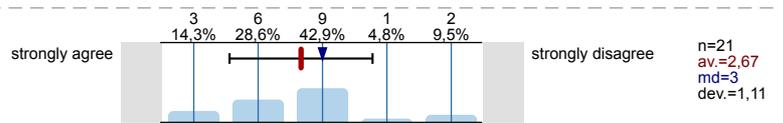


Other Factors

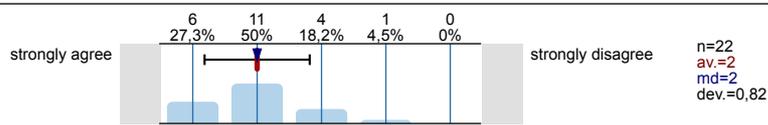
11) The room for this course is the right size and suitably equipped.



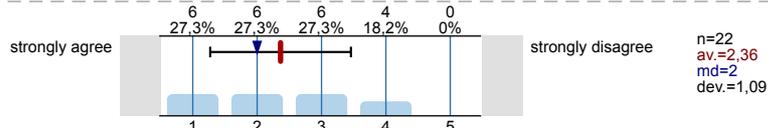
12) I was already very interested in the topic BEFORE I started the course.



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.

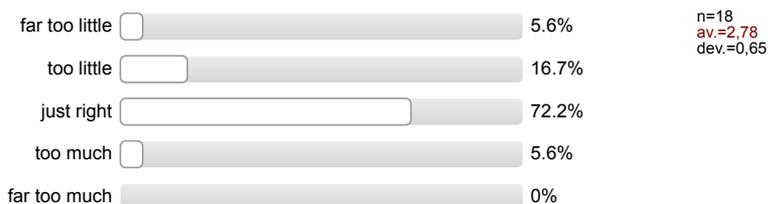


Workload

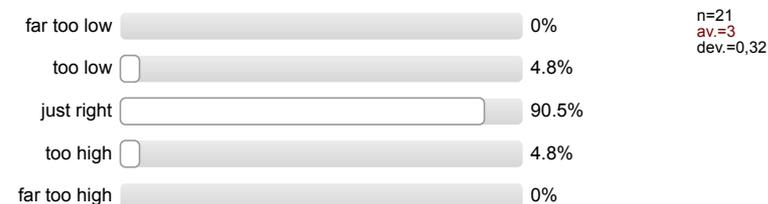
15) How many hours per week do you normally spend working for this course (not including presentations and term papers)?



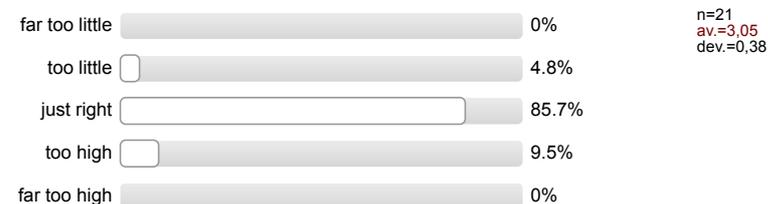
16) For each ECTS point you are expected to do 25-30 hours of work. (For a 3 ECTS course this amounts to about 4 hours a week outside class.) How does the amount of work you do compare with the amount of work expected for the ECTS points awarded for this course?



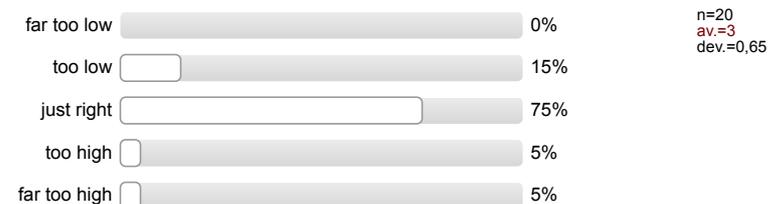
17) The demands of this course are:



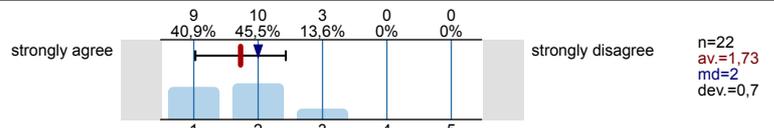
18) The amount of time required for this course is:



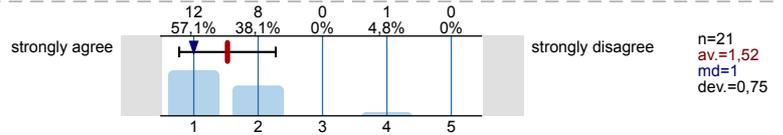
19) The level of subject knowledge that you are expected to have when you start this course is:



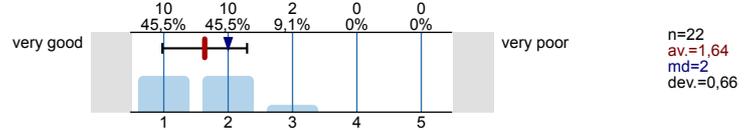
20) In general I am very satisfied with the course.



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

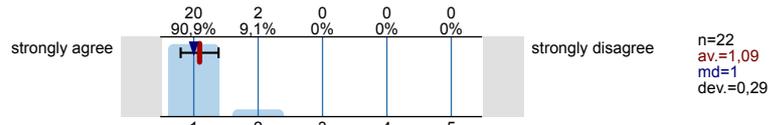


22) Please evaluate the course overall.

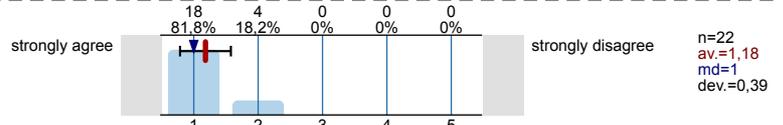


Instructor Evaluation

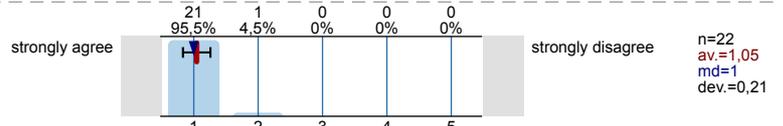
23) The lecturer seems well prepared.



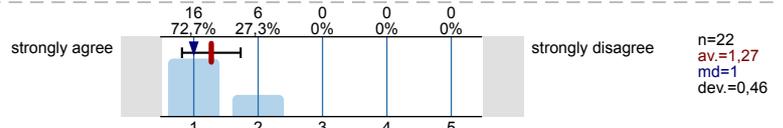
24) The lecturer can present the subject matter in a comprehensible manner.



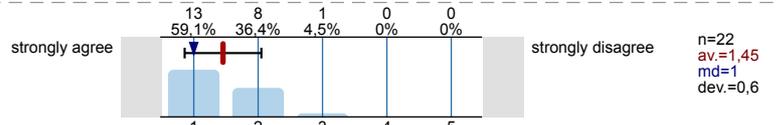
25) The lecturer is open-minded and cooperative.



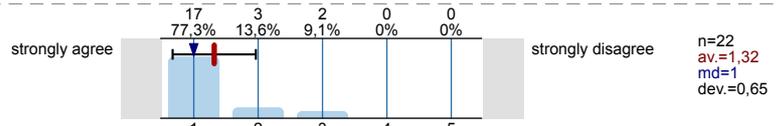
26) I receive effective guidance from the instructor/instructors.



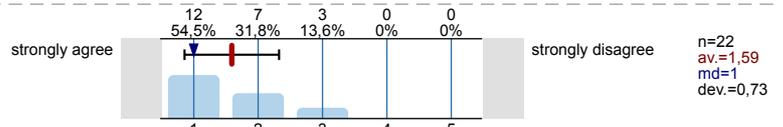
27) The oral presentations are structured and comprehensible.



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 ...

The lecturer is well prepared and helpful for students.

The lecturer does a great job explaining the content and ensuring her students comprehend it. As well, the material is quite interesting most of the time.

the interactive structure of it, it prepares you well for your first scientific work (the literature review), the open-minded lecturer which seems to really care about the course and its participants, the comprehensive and understandable way how we summarize different theories.

Lecturer was really well-informed about teaching.

INSIGHT INTO POLITICAL THEORIES

the way the topics are presented and discussed

LECTURES! ♥

Good topic
Good introduction

Very free and sympathetic presentations

We have open discussions about the course topics involving everyone in the class. The teacher gives really good / useful feedback after the student presentations.

- o interesting topics
- free talking about the topics of the text

Professor Zuber is highly qualified and a stellar lecturer. It is evident she knows a great deal about the subject matter. The seminar is basic and preliminary but she does a great job sparking interest.

- nice way of discussing and communicating
- great recap at the beginning of every session

There is enough room to discuss the texts. I like the balance between theory and research

- many discussions
- ~~many~~ - very friendly way of relating and also well prepared

Ms Zuber is very nice to everybody. We can easily cover and understand topics. She makes class funny. It helps to learn more. She can explain all main things though she has less time.

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

It can be good real examples to understand the theories.

It's not that I think the student presentations are not necessary, but it is somewhat of a drain on the class to sit through them.

the room, It would be better for discussion to have less participants.

Hand-writing. I ~~don't~~ ^{didn't} understand mostly what she wrote to blackboard. It was really difficult for me.

SOMETIMES REPETITION OF STUFF THAT WAS ALREADY ADDRESSED IN PREVIOUS LECTURES

Late paper due date

it does fit my strengths

I understand the theories and concepts discussed but I would be able to understand them better if they were described with case studies from the "real-world".

• more actual textes

I really enjoyed this course the way it is.

• working only with the blackboard sometimes makes theoretical concepts for me a little dry →

Sometimes the presentations are hard to follow

- sometimes the presentations are hard to follow

Nothing

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

Perhaps explore new way for presentations to be executed as to not have rest of class fall asleep during them. Aside that, this class is superb!

To do better her hand-writing.

finding a bigger room

please, write on board more clear :)

More reading and discussion

There are many ways to go about doing this: either the teacher can bring a case study to class and have the students discuss what they think or the students can be

- more critics of the text
- better conclusions of "what we've learned today"

try to get a room with height adjustable blackboards

One suggestion would be more attention on group discussion and presentation feedbacks. Student presentations were pretty hard to follow at times which is no fault of Zuber's but rather lack of effort on student's part

◦ Use of images, videos (media)

- a clear ~~and~~ structured power point about quoting literature is good etc.
- Some use modern text as lectures? I hear the love to read the classics, but sometimes something from this century would be nice

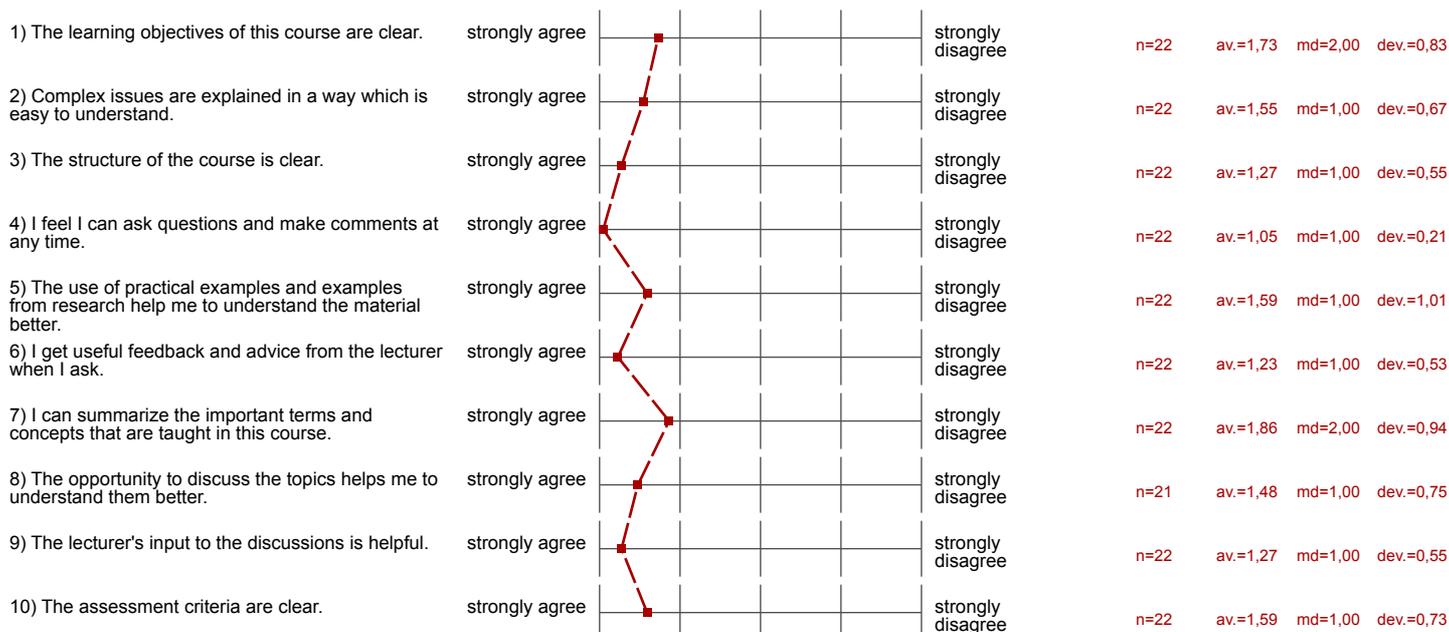
Everything is just right

Profile

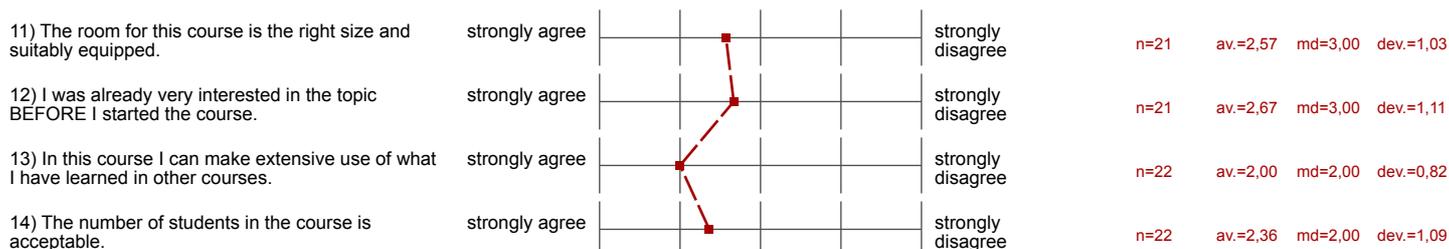
Subunit: **Fachbereich Politik- und Verwaltungswissenschaft**
 Name of the instructor: **Jun.-Prof. Dr. Christina Isabel Zuber**
 Name of the course: **Political Control of the Bureaucracy**
 (Name of the survey)

Values used in the profile line: Mean

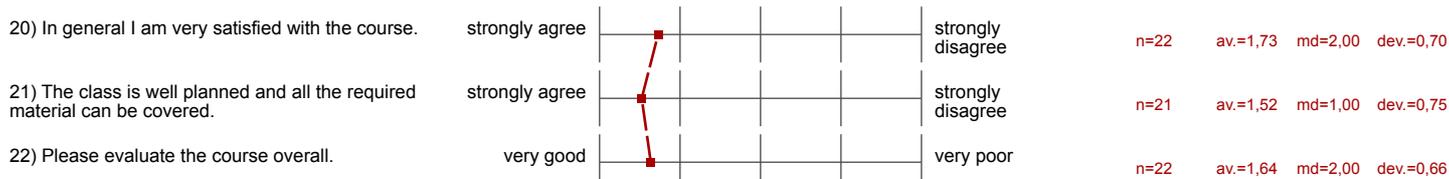
Teaching & Learning



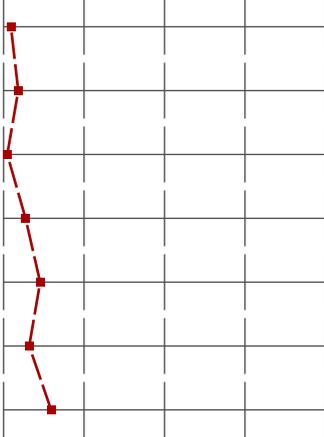
Other Factors



Workload



Instructor Evaluation

23) The lecturer seems well prepared.	strongly agree		strongly disagree	n=22	av.=1,09	md=1,00	dev.=0,29
24) The lecturer can present the subject matter in a comprehensible manner.	strongly agree		strongly disagree	n=22	av.=1,18	md=1,00	dev.=0,39
25) The lecturer is open-minded and cooperative.	strongly agree		strongly disagree	n=22	av.=1,05	md=1,00	dev.=0,21
26) I receive effective guidance from the instructor/ instructors.	strongly agree		strongly disagree	n=22	av.=1,27	md=1,00	dev.=0,46
27) The oral presentations are structured and comprehensible.	strongly agree		strongly disagree	n=22	av.=1,45	md=1,00	dev.=0,60
28) Feedback provided by the instructor for students making an oral presentation is helpful.	strongly agree		strongly disagree	n=22	av.=1,32	md=1,00	dev.=0,65
29) The discussions are well-structured and help to explore given topics in grater depth.	strongly agree		strongly disagree	n=22	av.=1,59	md=1,00	dev.=0,73