Universität
Konstanz

Quality Management

Course Evaluation

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Jun.-Prof. Dr. Steffen Eckhard

(personal)

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. 3). The indicator *LLI (Lehr-Lern-Index)* is calculated from the arithmeticÁ 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 Didactics 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 discussed that meet your individual requirements. You can find more information on page 2 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.

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

Yours faithfully

Quality Management

- Course Evaluation -

Dear lecturers,

in order to give you feedback on the students' perspective on your course, Quality Management developed the questions in the area "Teaching and Learning" in cooperation with the Centre for Teaching and Learning (Arbeitsstelle Hochschuldidaktik). They contain important factors that promote sustainable learning.

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

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

Workshop-Programme:

- Planning your courses effectively
- Moderation in teaching contexts
- Designing assessments and tests
- New Media in teaching

Individual Topics:

- Refining your teaching formats
- How to manage difficult situations in teaching
- Instructional design of learning environments

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

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

Please feel free to contact us!

Hochschuldidaktik – information and contact:

hochschuldidaktik@uni-konstanz.de
https://www.uni-konstanz.de/en/asd/services/university-didactics/

ITEMS:

The learning objectives of this course are unambiguously communicated.

Unambiguous communication of learning objectives creates transparency. Students know what they are going to have learned by the end of the course. Teaching, learning and assessing are aligned (constructive alignment). Thereby the students' learning process can be directed and learning motivation can be enhanced.

I understand the structure of the contents for this course.

A logical order and an easy to grasp structure are crucial to enable students to relate various learned contents with one another. A comprehensible common theme for the whole semester as well as for single classes has a positive effect on sustainable learning achievement.

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

The relevance of the subject matter's content, which is essential for learning motivation, is demonstrated by examples of practical application. Concrete examples, but also new and unexpected information, heighten the students' attention and thus improve their learning achievements.

On request I receive valuable feedback and information from the teacher.

Informative and constructive feedback in class and/or during office hours helps students to assess their learning progress. This combined with tips for independent learning is an important aid for the individual development of students.

Average Index LLI (Summersemester 2018 and Wintersemester 2018/2019)

Department	Lecture				Pro- / Seminar / other				Tutorial			
	Ø LLI	s	n	number of surveys	Ø LLI	s	n	number of surveys	Ø LLI	s	n	number of surveys
Biology	1,89	0,89	1.767	46				2	1,59	0,73	146	3
Chemistry	1,85	0,9	1.297	47				1	1,87	0,88	108	4
Computer Science/Information Engineering	1,82	0,93	981	47	1,51	0,78	73	7	2,09	1,07	334	25
Economics	2,01	0,95	2.228	73	1,59	0,76	618	55	1,72	0,94	34	3
History/Educational Science/Sociology/ Sport Science	1,88	0,90	1.585	33	1,62	0,77	1.935	150				2
Law	1,74	0,86	3.884	108	1,48	0,8	73	7	1,86	0,87	1.107	70
Linguistics				2	1,86	1	970	62				1
Literature with Art and Media Studies	1,87	0,93	344	12	1,56	0,77	1.750	121	1,91	0,99	144	11
Mathematics[1]	1,96	0,95	863	36								
Philosophy[2]	1,81	0,91	141	5	1,68	0,85	541	43				
Physics	1,97	0,94	772	26	1,23	0,47	21	3				2
Politics and Public Administration	2,13	1,02	1.405	17	1,63	0,8	1.697	137	1,75	0,83	1.305	80
Psychology[3]	1,82	0,85	1.011	18	1,55	0,78	2.602	138	2,03	0,98	94	8
Ø over all departments[4]	**1,90**		**16.278**	470	**1,57**		**10.280**	726	**1,85**		**3.272**	209

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 eamples from research help me to understand the material better.
I get useful feedback and advice from the lecturer when I asl.
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. We also do not publish results if there is only one person teaching the courses.
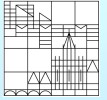
(1) without student tutorials
(2) Lecture/Kernkurs
(3) Seminar/Laboratory
(4) arithmetic mean over all departments

Democratic Peace - or War? The Politics of Crisis Management and Conflict Resolution in Ukraine - Applied Research Seminar with Field Trip
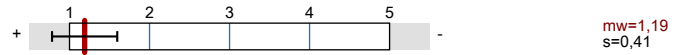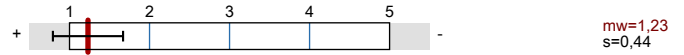
(SoSe 2019)

Jun.-Prof. Dr. Steffen Eckhard
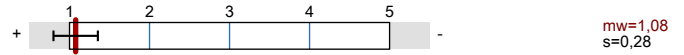erfasste Fragebögen = 13

Globalwerte

Lehr-Lern-Index LLI	+ [1 2 3 4 5] -	mw=1,19 s=0,41
Satisfaction (question 20)	+ [1 2 3 4 5] -	mw=1,23 s=0,44
Evaluation overall (question 22)	+ [1 2 3 4 5] -	mw=1,08 s=0,28

Legende

Fragetext

Absolute Häufigkeiten der Antworten — Std.-Abw. — Mittelwert — Median
Relative Häufigkeiten der Antworten
25 — 0 — 50 — 0 — 25
25% — 0% — 50% — 0% — 25%

Linker Pol / Rechter Pol

Skala — 1 2 3 4 5 — Histogramm
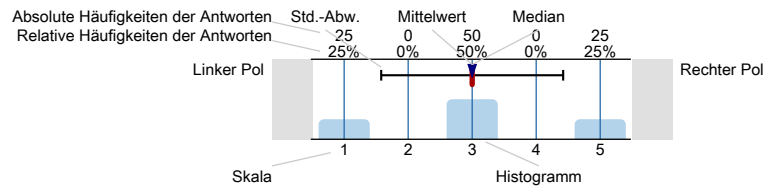
n=Anzahl
mw=Mittelwert
md=Median
s=Std.-Abw.
E.=Enthaltung

Which semester are you in?

1-2		92.3%
3-4		7.7%
5-6		0%
7-8		0%
>8		0%

n=13
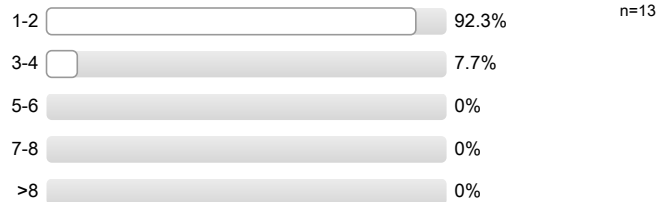
What degree are you taking?

Bachelor`s		0%
Bachelor of Ed.		0%
State Exam		0%
Master`s		100%
Master of Ed.		0%
I am an exchange student		0%
I am a guest auditor		0%
PhD		0%

n=12
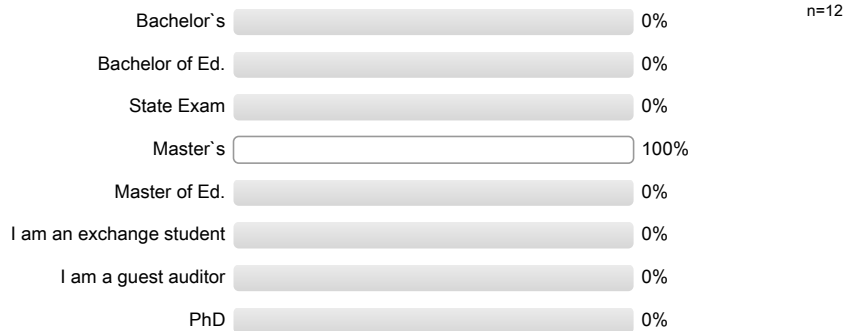
What is your main subject? (Teaching degree: both main subjects)

Subject		%
BAST / English		0%
Biology		0%
Chemistry		0%
German (language / philology)		0%
History		0%
Computer Science / Information Engineering		0%
Life Science		0%
Literature MA		0%
Literature-Art-Media		0%
Mathematics		0%
Mathematical Finance		0%
Philosophy / Ethics		0%
Physics		0%
Politics and Public Administration		100%
Psychology		0%
Law		0%
Romance studies (French / Italian / Spanish)		0%
Slavonic Studies (incl. East. Europ. Studies, Russian)		0%
Sociology		0%
Sports / Sports Science		0%
Linguistics		0%
Economics		0%
other (please note below):		0%

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

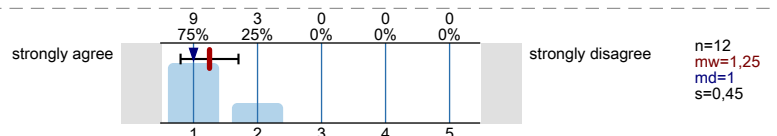| Reason		%
It is obligatory		0%
Out of interest		100%
Because of the lecturer		7.7%
It fits my timetable		0%
It is relevant for my exams		7.7%
Other reasons:		0%
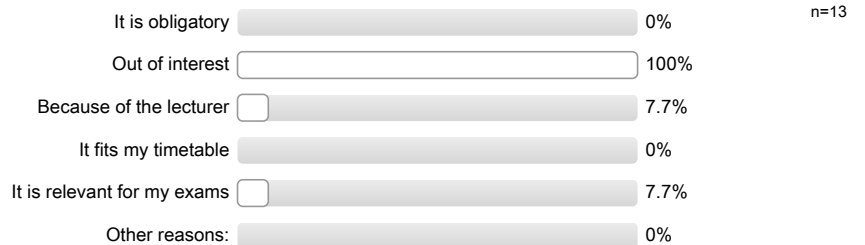
first opportunity to attend a field research-based seminar

Teaching & Learning

1) The learning objectives of this course are clear.
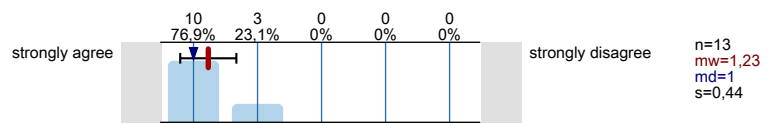
	10	3	0	0	0
	76,9%	23,1%	0%	0%	0%

strongly agree — strongly disagree

n=13
mw=1,23
md=1
s=0,44

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

	9	3	0	0	0
	75%	25%	0%	0%	0%

strongly agree — strongly disagree

n=12
mw=1,25
md=1
s=0,45

3) The structure of the course is clear.		11 84,6%	2 15,4%	0 0%	0 0%	0 0%		n=13 mw=1,15 md=1 s=0,38
	strongly agree						strongly disagree	
		1	2	3	4	5		

4) I feel I can ask questions and make comments at any time.		11 91,7%	1 8,3%	0 0%	0 0%	0 0%		n=12 mw=1,08 md=1 s=0,29
	strongly agree						strongly disagree	
		1	2	3	4	5		

5) The use of practical examples and examples from research help me to understand the material better.		11 91,7%	1 8,3%	0 0%	0 0%	0 0%		n=12 mw=1,08 md=1 s=0,29
	strongly agree						strongly disagree	
		1	2	3	4	5		

6) I get useful feedback and advice from the lecturer when I ask.		9 69,2%	3 23,1%	1 7,7%	0 0%	0 0%		n=13 mw=1,38 md=1 s=0,65
	strongly agree						strongly disagree	
		1	2	3	4	5		

7) I can summarize the important terms and concepts that are taught in this course.		10 83,3%	2 16,7%	0 0%	0 0%	0 0%		n=12 mw=1,17 md=1 s=0,39
	strongly agree						strongly disagree	
		1	2	3	4	5		

8) The opportunity to discuss the topics helps me to understand them better.		12 92,3%	1 7,7%	0 0%	0 0%	0 0%		n=13 mw=1,08 md=1 s=0,28
	strongly agree						strongly disagree	
		1	2	3	4	5		

9) The lecturer's input to the discussions is helpful.		12 92,3%	1 7,7%	0 0%	0 0%	0 0%		n=13 mw=1,08 md=1 s=0,28
	strongly agree						strongly disagree	
		1	2	3	4	5		

10) The assessment criteria are clear.		5 38,5%	6 46,2%	1 7,7%	1 7,7%	0 0%		n=13 mw=1,85 md=2 s=0,9
	strongly agree						strongly disagree	
		1	2	3	4	5		
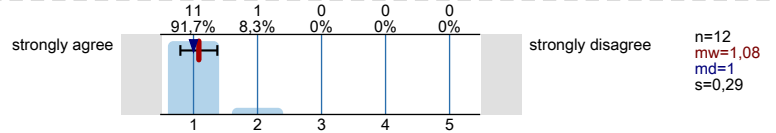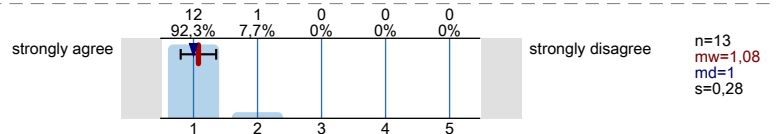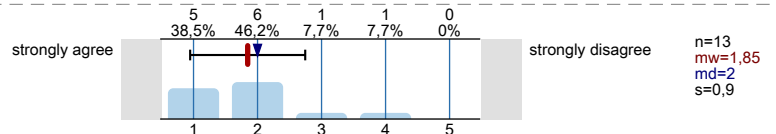
Other Factors

11) The room for this course is the right size and suitably equipped.		8 72,7%	3 27,3%	0 0%	0 0%	0 0%		n=11 mw=1,27 md=1 s=0,47
	strongly agree						strongly disagree	
		1	2	3	4	5		
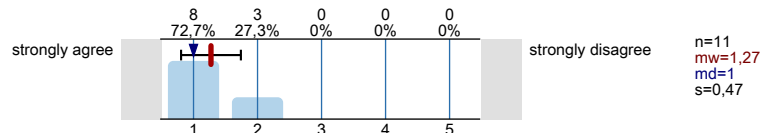
12) I was already very interested in the topic BEFORE I started the course.		8 61,5%	3 23,1%	2 15,4%	0 0%	0 0%		n=13 mw=1,54 md=1 s=0,78
	strongly agree						strongly disagree	
		1	2	3	4	5		

13) In this course I can make extensive use of what I have learned in other courses.		6 50%	4 33,3%	2 16,7%	0 0%	0 0%		n=12 mw=1,67 md=1,5 s=0,78
	strongly agree						strongly disagree	
		1	2	3	4	5		
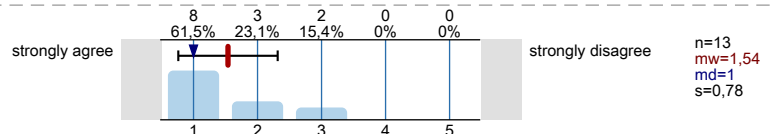
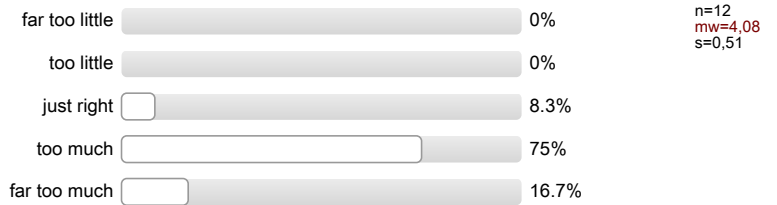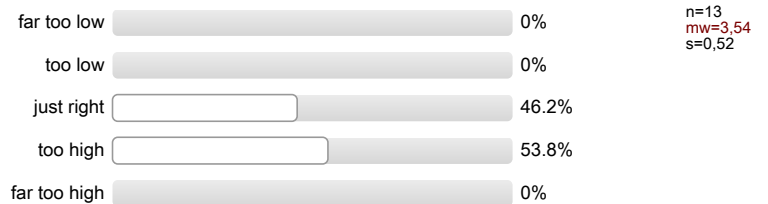| 14) The number of students in the course is acceptable.		12 92,3%	1 7,7%	0 0%	0 0%	0 0%		n=13 mw=1,08 md=1 s=0,28
	strongly agree						strongly disagree	
		1	2	3	4	5		
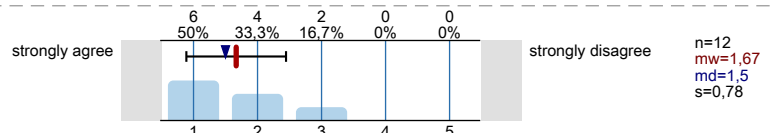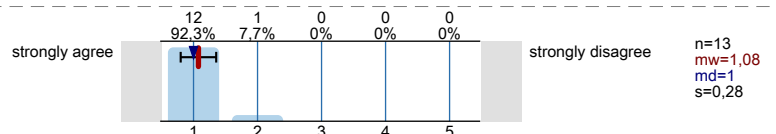
Workload

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

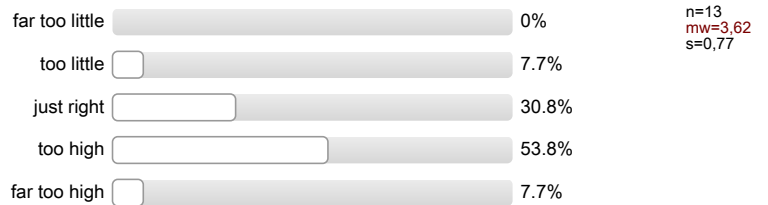|		
0		0%
1		0%
2		16.7%
3		16.7%
4+		66.7%

n=12
mw=3,5
s=0,8
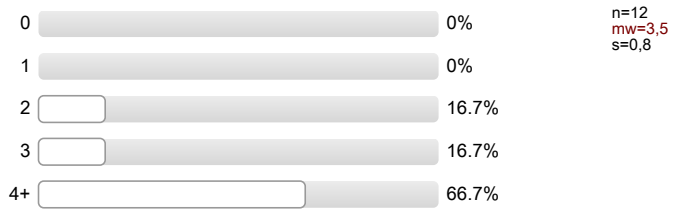
16) For each ECTS point you are expected to do 25-30 hours of work. (For a 3 ECTS course this amounts to about 4 hours a week outside class.) How does the amount of work you do compare with the amount of work expected for the ECTS points awarded for this course?
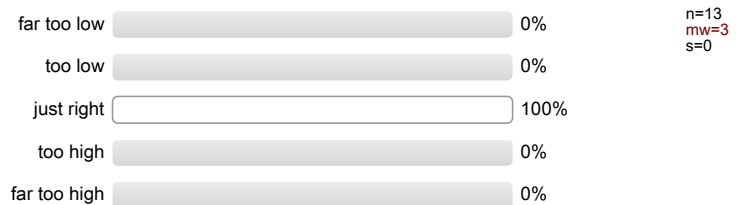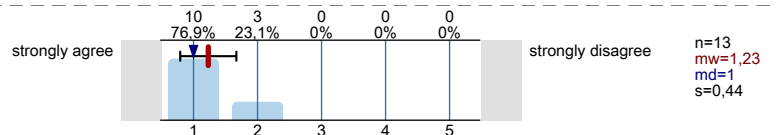
far too little		0%
too little		0%
just right		8.3%
too much		75%
far too much		16.7%

n=12
mw=4,08
s=0,51

17) The demands of this course are:

far too low		0%
too low		0%
just right		46.2%
too high		53.8%
far too high		0%

n=13
mw=3,54
s=0,52

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

far too little		0%
too little		7.7%
just right		30.8%
too high		53.8%
far too high		7.7%

n=13
mw=3,62
s=0,77

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

far too low		0%
too low		0%
just right		100%
too high		0%
far too high		0%

n=13
mw=3
s=0

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

10	3	0	0	0
76,9%	23,1%	0%	0%	0%

strongly agree — strongly disagree

1 2 3 4 5

n=13
mw=1,23
md=1
s=0,44

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

7	3	3	0	0
53,8%	23,1%	23,1%	0%	0%

strongly agree — strongly disagree

1 2 3 4 5

n=13
mw=1,69
md=1
s=0,85

22) Please evaluate the course overall.

	12 92,3%	1 7,7%	0 0%	0 0%	0 0%	
very good						very poor
	1	2	3	4	5	

n=13
mw=1,08
md=1
s=0,28
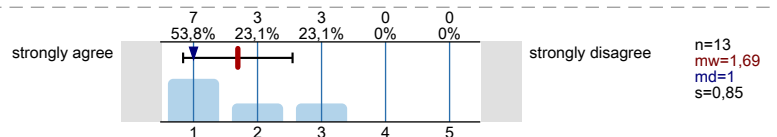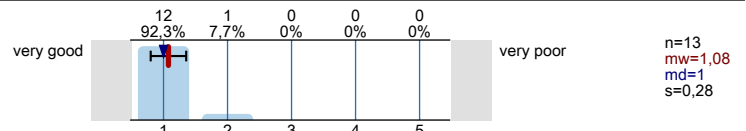
Instructor Evaluation

23) The lecturer seems well prepared.
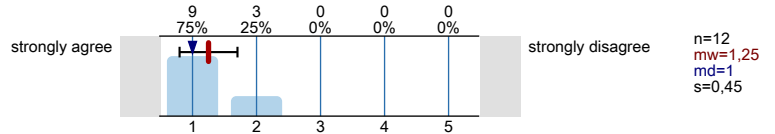
	9 75%	3 25%	0 0%	0 0%	0 0%	
strongly agree						strongly disagree
	1	2	3	4	5	

n=12
mw=1,25
md=1
s=0,45

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

	8 66,7%	4 33,3%	0 0%	0 0%	0 0%	
strongly agree						strongly disagree
	1	2	3	4	5	

n=12
mw=1,33
md=1
s=0,49

25) The lecturer is open-minded and cooperative.

	7 63,6%	4 36,4%	0 0%	0 0%	0 0%	
strongly agree						strongly disagree
	1	2	3	4	5	

n=11
mw=1,36
md=1
s=0,5

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

	6 54,5%	5 45,5%	0 0%	0 0%	0 0%	
strongly agree						strongly disagree
	1	2	3	4	5	

n=11
mw=1,45
md=1
s=0,52

27) The oral presentations are structured and comprehensible.

	10 83,3%	2 16,7%	0 0%	0 0%	0 0%	
strongly agree						strongly disagree
	1	2	3	4	5	

n=12
mw=1,17
md=1
s=0,39

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

	3 25%	5 41,7%	2 16,7%	2 16,7%	0 0%	
strongly agree						strongly disagree
	1	2	3	4	5	

n=12
mw=2,25
md=2
s=1,06

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

	10 83,3%	2 16,7%	0 0%	0 0%	0 0%	
strongly agree						strongly disagree
	1	2	3	4	5	

n=12
mw=1,17
md=1
s=0,39
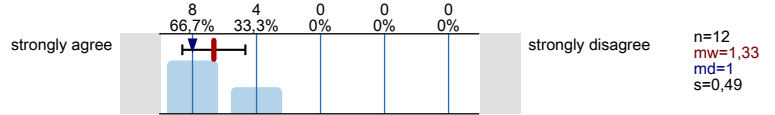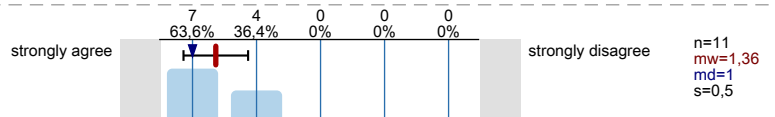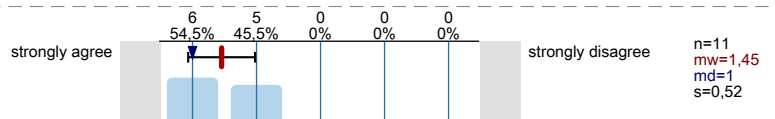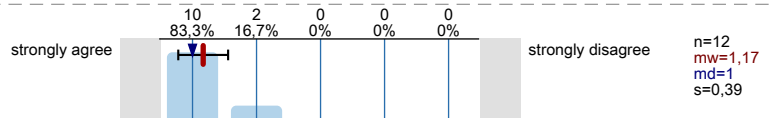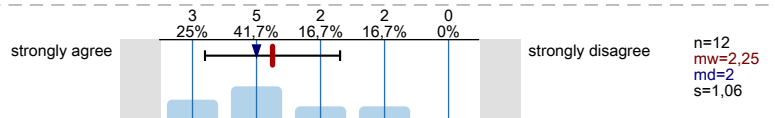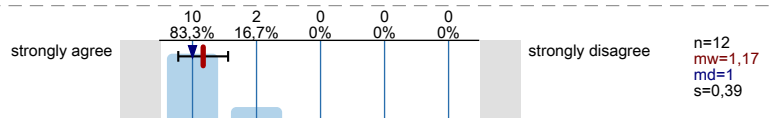
21) What I find good about the course is …

Thank you for making this course possible. It was very inspirational having the opportunity to analyse one case at such an expense.

best seminar I've ever had
extremely practical and hands-on experience
conducting interviews
going into the field and combining theory with practice

INTRODUCTORY PRESENTATIONS / WORKSHOP
FIELD TRIP

It's great to have a course with more practical knowledge. The field trip was extremely good. It's a great course.

honestly one of the most instructive courses i've taken, I've learned a lot, been challenged, and will not forget the experience (or my new interest in Russian foreign policy and Ukraine in general!). Very well organized field trip!

I liked all the effort put in the seminar. Good & interesting structure!

that it was very well organized; cooperation with partner university; openness for non-standard grading/evaluation systems (Op-ed instead of regular term pape)

Great course overall! Good combination of in class and ~~field~~ in the field learning Gained a lot of knowledge on the topic and beyond

HIGH LEVELS OF ENGAGEMENT, A HIGHLY SUCCESSFULL FIELD TRIP.

the field trip is an awesome opportunity

It has been the best seminar I have ever attended (during my BA and first year of MA). It has fulfilled my expectations of getting a deep insight of the Ukrainian conflict.

very interesting class.
- feedback is very good
- the assignments for the course are very well thought
• applied seminar

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

The assignments are far too many. I feel it would have been better to leave out the individual essay, or at least scale the essay down dramatically. Now we are working very extensively on the op-ed and have to write an essay that is almost as work intensive as a whole term paper.

fairly little time to prepare for the block weekend

SPLIT UP WORKSHOP OVER MORE DAYS

The assignments and the time required to complete the assignments are ~~are a~~ bit to much
is

I would have liked more feedback on our oral presentations

· compared to other seminars the work amount is too high. Maybe handing in the group assignment would be enough & makes the essay unnecessary

I WOULD HAVE APPRECIATED FEEDBACK ON THE PRESENTATIONS. OTHERWISE, WHILST THERE WAS A HIGH WORKLOAD, THE COURSE PROVIDED MANY MORE LEARNING OPPORTUNITIES THAN OTHERS.

the instructions would be helpful for interviews and policy paper.

The workload is to high for 7 ECTS. Reading the material for the workshop, preparing a 20-min presentation and a interview with its handout, writing a policy paper and an essay + attending field trip and final meeting require more than 25 x 7 hours.

· the interview presentation technique ~~could~~ have ~~has been~~ introduced in the beginning
·

_____

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

· give word count for op-ed in advance, not knowing the format when writing does not contribute to the learning experience. experience are too high orquel weigh the op-ed more [that it is a topical in this seminar in a semester with other it is hard to fit scale down the essay, the hours we have worked for this seminar (in spite of) courses

time management during field trip
instructions on conducting interviews beforehand
(for those who want)

GIVE MORE TIME FOR THE READINGS

I would make the guidelines for the op-ed clear from the beginning. Even though it was a good learning exercise it was very time consuming

Arriving in Kyiv Sunday evening so we can do interviews on Monday as well. I think this would have given us more time between meetings

• You could provide more guidance (Interview techniques before the interview; structure of op.eds before the deadline)

I completely agree with the importance of being well-prepared, but there should be more time for the big amount of required readings; maybe only op-eds could be sufficient without extra essay

- More time for reflection during field trip
- More guidance on what is expected from the presentations
- Reconsider how different assessment components are weighted

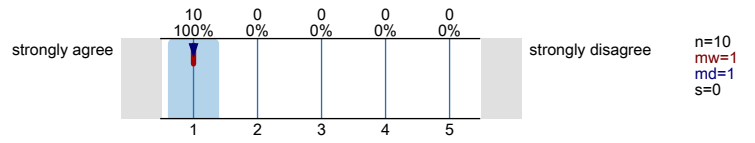HAND OUT SYLLABUS FURTHER IN ADVANCE. MORE PREP FOR THE PRACTICAL ASPECTS OF INTERVIEWING.

Give more time to read required materials.

Be clear since the beginning about the course requirements
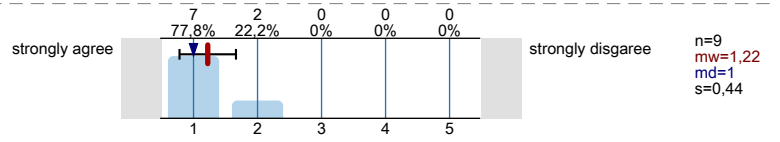Give guidelines about how to conduct an interview

- meeting with political analysts in Ukraine (like umland) would be nice

Additional Questions

It is clearly evident that the content is practically relevant

	10 100%	0 0%	0 0%	0 0%	0 0%	
strongly agree						strongly disagree
	1	2	3	4	5	

n=10
mw=1
md=1
s=0

The research orientation of the topics is clearly evident

	7 77,8%	2 22,2%	0 0%	0 0%	0 0%	
strongly agree						strongly disagaree
	1	2	3	4	5	

n=9
mw=1,22
md=1
s=0,44

- meeting with political analysts in Ukraine (like umland) would be nice

Profillinie

Teaching & Learning

Question			Stats
1) The learning objectives of this course are clear.	strongly agree	strongly disagree	n=13 mw=1,23 md=1,00 s=0,44
2) Complex issues are explained in a way which is easy to understand.	strongly agree	strongly disagree	n=12 mw=1,25 md=1,00 s=0,45
3) The structure of the course is clear.	strongly agree	strongly disagree	n=13 mw=1,15 md=1,00 s=0,38
4) I feel I can ask questions and make comments at any time.	strongly agree	strongly disagree	n=12 mw=1,08 md=1,00 s=0,29
5) The use of practical examples and examples from research help me to understand the material better.	strongly agree	strongly disagree	n=12 mw=1,08 md=1,00 s=0,29
6) I get useful feedback and advice from the lecturer when I ask.	strongly agree	strongly disagree	n=13 mw=1,38 md=1,00 s=0,65
7) I can summarize the important terms and concepts that are taught in this course.	strongly agree	strongly disagree	n=12 mw=1,17 md=1,00 s=0,39
8) The opportunity to discuss the topics helps me to understand them better.	strongly agree	strongly disagree	n=13 mw=1,08 md=1,00 s=0,28
9) The lecturer's input to the discussions is helpful.	strongly agree	strongly disagree	n=13 mw=1,08 md=1,00 s=0,28
10) The assessment criteria are clear.	strongly agree	strongly disagree	n=13 mw=1,85 md=2,00 s=0,90

Other Factors

Question			Stats
11) The room for this course is the right size and suitably equipped.	strongly agree	strongly disagree	n=11 mw=1,27 md=1,00 s=0,47
12) I was already very interested in the topic BEFORE I started the course.	strongly agree	strongly disagree	n=13 mw=1,54 md=1,00 s=0,78
13) In this course I can make extensive use of what I have learned in other courses.	strongly agree	strongly disagree	n=12 mw=1,67 md=1,50 s=0,78
14) The number of students in the course is acceptable.	strongly agree	strongly disagree	n=13 mw=1,08 md=1,00 s=0,28

Workload

Question			Stats
20) In general I am very satisfied with the course.	strongly agree	strongly disagree	n=13 mw=1,23 md=1,00 s=0,44
21) The class is well planned and all the required material can be covered.	strongly agree	strongly disagree	n=13 mw=1,69 md=1,00 s=0,85
22) Please evaluate the course overall.	very good	very poor	n=13 mw=1,08 md=1,00 s=0,28

23) The lecturer seems well prepared.	strongly agree — strongly disagree	n=12	mw=1,25 md=1,00 s=0,45
24) The lecturer can present the subject matter in a comprehensible manner.	strongly agree — strongly disagree	n=12	mw=1,33 md=1,00 s=0,49
25) The lecturer is open-minded and cooperative.	strongly agree — strongly disagree	n=11	mw=1,36 md=1,00 s=0,50
26) I receive effective guidance from the instructor/ instructors.	strongly agree — strongly disagree	n=11	mw=1,45 md=1,00 s=0,52
27) The oral presentations are structured and comprehensible.	strongly agree — strongly disagree	n=12	mw=1,17 md=1,00 s=0,39
28) Feedback provided by the instructor for students making an oral presentation is helpful.	strongly agree — strongly disagree	n=12	mw=2,25 md=2,00 s=1,06
29) The discussions are well-structured and help to explore given topics in grater depth.	strongly agree — strongly disagree	n=12	mw=1,17 md=1,00 s=0,39

Additional Questions

It is clearly evident that the content is practically relevant	strongly agree — strongly disagree	n=10	mw=1,00 md=1,00 s=0,00
The research orientation of the topics is clearly evident	strongly agree — strongly disgaree	n=9	mw=1,22 md=1,00 s=0,44