

Uni Osnabrück – Servicestelle Lehrevaluation – Seminarstraße 20 – 49069 Osnabrück

Ms Dr. Judith Rickers
private/ confidential
Lehreinheit Psychologie

im Hause

Evaluation report on course "Arbeits- und Kommunikationstechniken Ia (Gruppe 1)" in WS 2016/17

Osnabrück, 17.08.2017

Dear Ms Dr. Rickers,

this report contains the results of the evaluation of the course entitled "Arbeits- und Kommunikationstechniken Ia (Gruppe 1)", which you held at the University of Osnabrueck in WS 2016/17. The purpose of the report is to give you detailed and individual feedback regarding the quality of your course from the students' point of view. On the following pages, prior to the report, you will find explanations regarding how the statistics given in the various different sections were yielded and how they are to be understood. The results report itself is divided into three sections: (1) overall indicators, (2) survey results and, finally, if available, (3) comments. Regarding the comments, we want to point out that you have to preserve the students' anonymity under all circumstances. This holds true even if the students' identities could be determined via their handwritten comments.

Please retain your results report as we are going to delete any personalized evaluation data after three years.

Please do not hesitate to contact us if you have any questions or suggestions regarding the report.

The course was held by the lecturers mentioned below. If it was held by more than one lecturer, for technical reasons this covering letter can address a single lecturer only; in addition, the order of the entries is fixed. Therefore, these facts do not allow any conclusions regarding the contribution of the particular lecturer.

Dr. Judith Rickers
Enoh Meuthen
Rosa Palm

Kind regards,

Your Teaching Evaluation Service Point
University of Osnabrueck
Institute of Psychology
<http://www.lehreval.uos.de>

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Information on the teaching evaluation report

1 Composition of the questionnaire

The evaluation was carried out by means of a standardised questionnaire (Questionnaire for the Evaluation of Practicals, FEPR). The front page of this questionnaire contains 20 "questions" that relate to specific aspects of the course. The "questions" are always formulated as statements, e.g.: "The practical is clearly structured". The students indicate the extent of their approval or rejection of these statements on a 5-point scale. The scale ranges from "strongly disagree", "somewhat disagree", "partly agree, partly disagree" to "somewhat agree" and "strongly agree". There is also the possibility to select the answer "not applicable".

With regard to content, the questions can be classified to the following five subject areas.

Subject Area	The questions relate to the extent to which ...
Planning and Presentation	... the practical is clearly structured, the lecturer fits in theory and practise well together, there is enough time to conduct the experiments, the organisation of the practical contributes towards the understanding of the subject matter, and helpful aids of a good quality are available to support the learning process.
Interaction with Students	... the lecturer behaves towards the students in a friendly and respectful manner, shows an interest in their learning success, and goes into their questions and suggestions in sufficient detail.
Interestingness and Relevance	... the practical is made interesting, independent academic work and interest in the subject area are promoted, and the usability and usefulness of the subject matter – also with regard to other subjects/areas – are highlighted.
Supervision	... assistants behave in a friendly and respectful manner towards the students, show interest in their learning success, give positive feedback, are viewed as competent, and preliminary discussions and debriefing sessions with them are helpful.
Difficulty and Extent	... level of difficulty, scope and pace are appropriate.

Besides the subject areas a series of specific questions are asked in the questionnaire related to the global evaluation of the course (school grade for lecturer and course), the conditions, the amount of work, as well as characteristics regarding the students (e.g. sex, previous interest in the course, reasons for attending the course). The questionnaire closes with an open question where students can express further remarks and suggestions in free form.

For more background information on the instrument used please refer to our homepage at [FAQ](#).

2 Portrayal of the results

The name of the lecturer, the title of the course and the number of students who took part in the evaluation (No. of responses) are given at the head of the page.

The section of the results report entitled "**Overall indicators**" comprises the results related to the five aforementioned subject areas. For each subject area the means (av.) and standard deviations (dev.) are reported. It should be noted that the values range ...

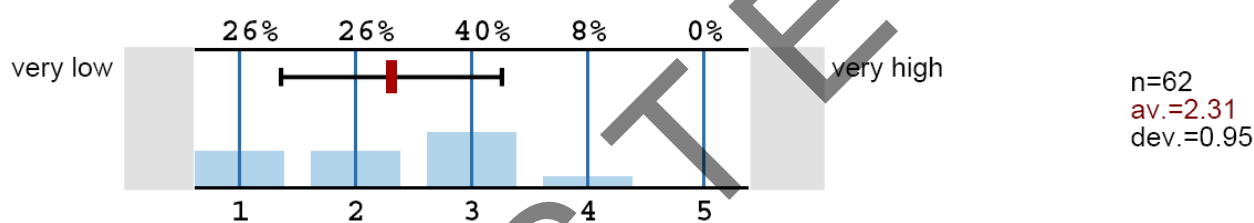
- between 5.0 (=best possible score) and 1.0 (=worst possible score) for the four subject areas "Planning and Presentation", "Interaction with Students", "Interestingness and Relevance" and "Supervision" and the question regarding subjective learning success. An average is given for all students and all respective questions.

- between 1.0 (=best possible score) and 5.0 (=worst possible score) for both school grades.

The second section entitled **"Survey Results"** gives a detailed depiction of the responses given to the individual questions. The number of students who have responded to the question (n), the mean (av.), the standard deviation (dev.) and the number of abstentions (ab.) are reported for each question. Questions that belong to a subject area are compiled under the respective heading. The number given in front of the respective question shows the position of the question in the evaluation sheet.

As an example, let us explain the depiction of the (fictitious) results for the question "What was your level of interest in the course subject before the course began?" with the possible responses 1="very low", 2="low", 3="average", 4="high", and 5="very high".

From the statistics on the right it can be seen that n=62 students responded to this question¹. The number of abstentions ab. is only reported if a respective category was explicitly intended for the question and was ticked at least once. In this questionnaire this is only the case with questions 1 to 20; with these questions students can tick the category "not applicable". The mean of these students' responses is av.=2.31. The standard deviation, which in this case is dev.=0.95, is a measurement of the dispersion of the responses about the mean. The higher dev. is, the greater the students' responses differ. If dev. is at its minimum of 0, they have all given the same answer.



The height of the blue bars in the graphic illustration on the left shows the relative frequency of responses for each possible answer (here 1 = "very low" to 5 = "very high"). Each percentage is also given in figures above the respective bar. The thick, red vertical line in the centre represents the mean of the responses to the question. The horizontal line illustrates the standard deviation of the responses.

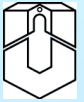
For technical reasons, it is not possible to automatically calculate a mean value for the questions regarding the amount of work, the semester for which students are enrolled and the number of missed sessions.

In the last section of the results report entitled **"Comments Report"** all of the students' remarks in response to the closing question regarding remarks and suggestions on the course (open question) are portrayed as display windows. If no responses were given to this question, the respective page is missing in the feedback report.

¹ The number of students who have not answered the question is yielded from the difference between this number and the total number of students who have completed a questionnaire, which is given at the head of the report page.

Course Evaluation at the Osnabrück University

in WS 2016/17



Arbeits- und Kommunikationstechniken Ia (Gruppe 1) (8.1101 [a])

13 Forms

Lecturers

Dr. Judith Rickers
Enoh Meuthen
Rosa Palm

Overall indicators

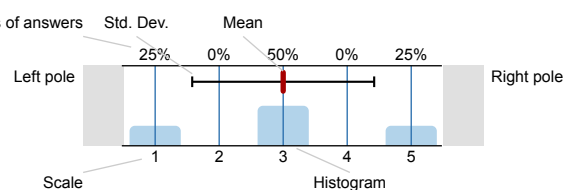
Planning and Presentation		av.=4,6 dev.=0,53
Interaction with Students		av.=4,95 dev.=0,18
Interestingness and Relevance		av.=4,18 dev.=0,69
Supervision		av.=4,76 dev.=0,41
School Grade for Lecturer		av.=1,62 dev.=1,12
School Grade for Course		av.=2,46 dev.=0,78
Subjective Learning Success		av.=3,08 dev.=0,86

Survey Results

Legend

Question text

MUSSTEE

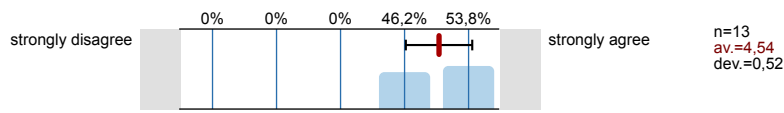


n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

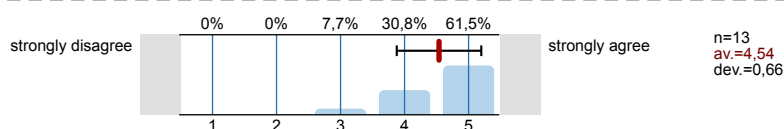
Planning and Presentation

1. The practical is clearly structured and scheduled.		n=13 av.=4,92 dev.=0,28
4. The lecturer has fitted in theory and practise well together.		n=13 av.=4,77 dev.=0,44

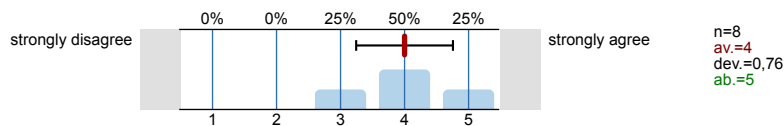
11. The lecturer makes use of helpful aids (e.g. instructions, literature list, script) to support the learning process.



13. The way in which the practical is held furthers understanding of the subject.

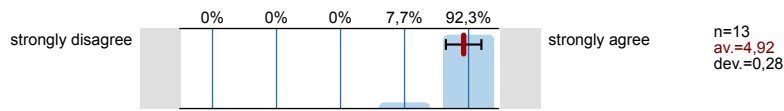


14. There is enough time to conduct the experiments.

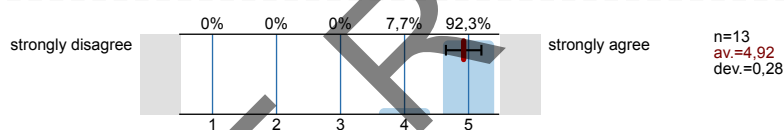


Interaction with Students

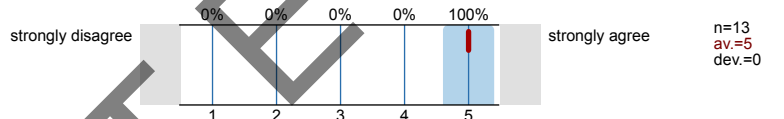
2. The lecturer seems to care about the students' learning success.



5. The lecturer behaves in a friendly and respectful manner towards the students.

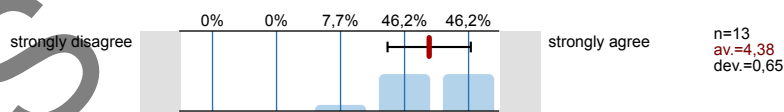


7. The lecturer goes into the students' questions and suggestions in sufficient detail.

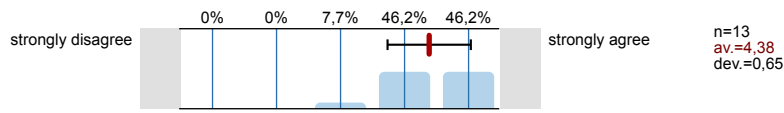


Interestingness and Relevance

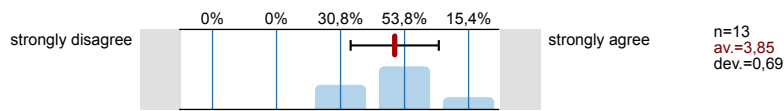
3. The lecturer makes the practical interesting.



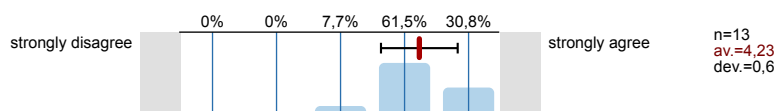
6. The lecturer conveys the fact that the students can also make use of the knowledge gained in the practical in other subjects/areas.



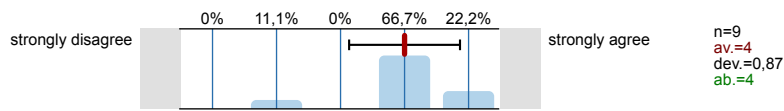
8. The lecturer encourages my interest in the subject area.



9. The lecturer clarifies the usability and usefulness of the subject covered.

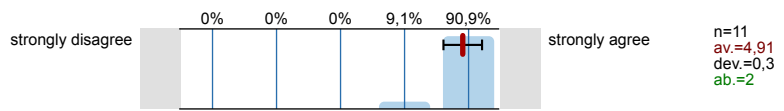


10. Independent scientific work is encouraged in the practical.



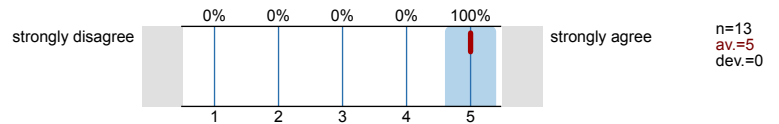
Equipment and Materials

12. The available equipment (e.g. instruments) and materials (e.g. chemicals, preparations) are available in the required quantity and quality.



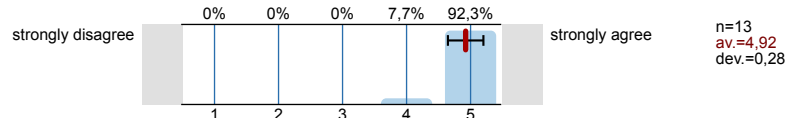
Supervision Ratio

15. There are sufficient assistants available.

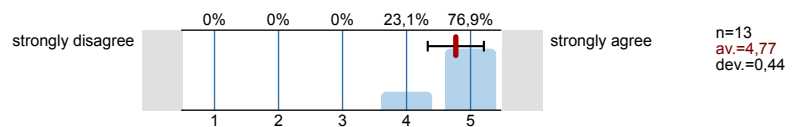


Supervision

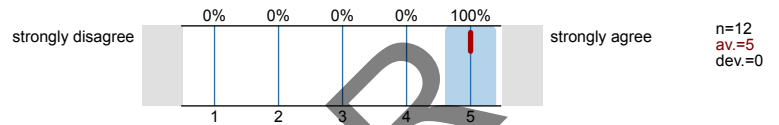
16. The assistants seem to care about the students' learning success.



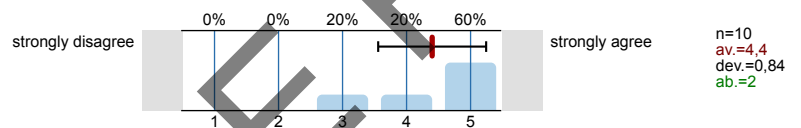
17. The assistants are competent.



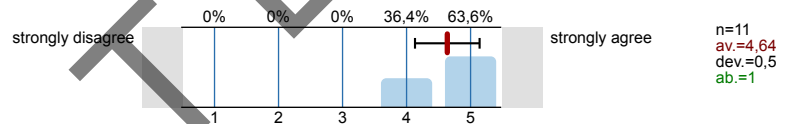
18. The assistants behave in a friendly and respectful manner towards the students.



19. The preliminary discussions and debriefing sessions for the experiments with the assistants are very helpful.

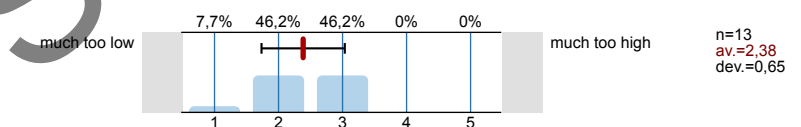


20. I am very pleased with the feedback given to me by the assistants (e.g. with regard to reports or on how the experiment was conducted).

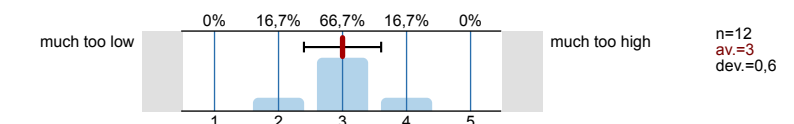


Difficulty and Extent

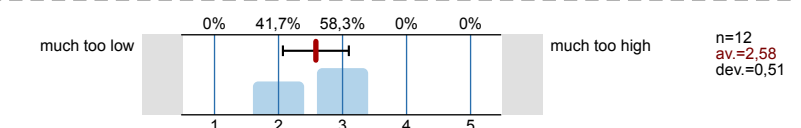
21. The level of difficulty of the practical is:



22. The scope of the practical is:

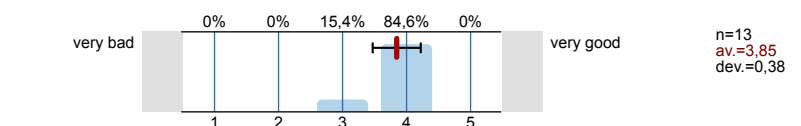


23. The pace of the practical is:



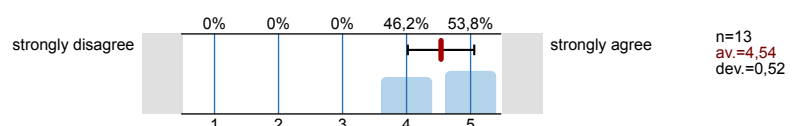
Schedule

24. The schedule of the practical (block vs. during the semester, dates, duration) is:



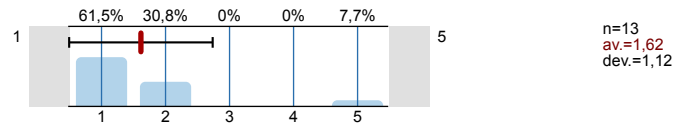
General Conditions

25. I am satisfied with the general conditions pertaining to this course (the room, the equipment, temperature, noise and lighting conditions, etc.).



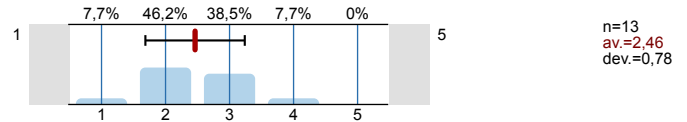
School Grade for Lecturer

26. Which "school grade" (1-5) would you give the lecturer as the course instructor?



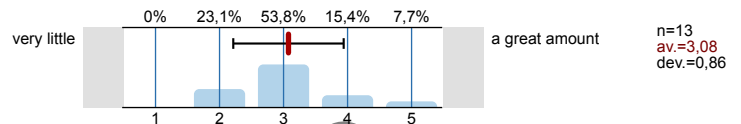
School Grade for Course

27. Which overall "school grade" (1-5) would you give the course?



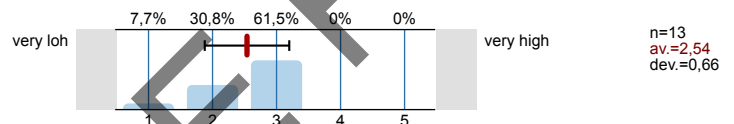
Subjective Learning Success

28. How much have you learnt in this course?



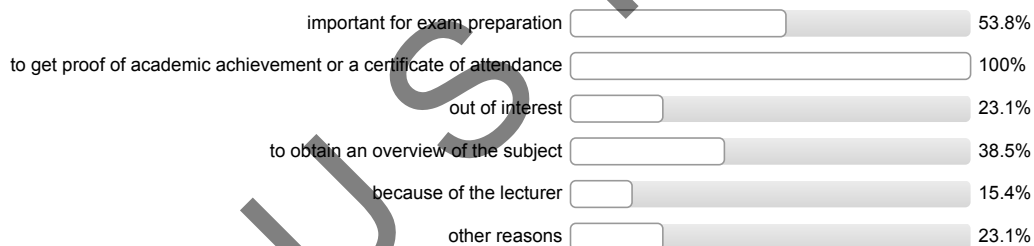
Interest before Course

29. What was your level of interest in the course subject before the course began?



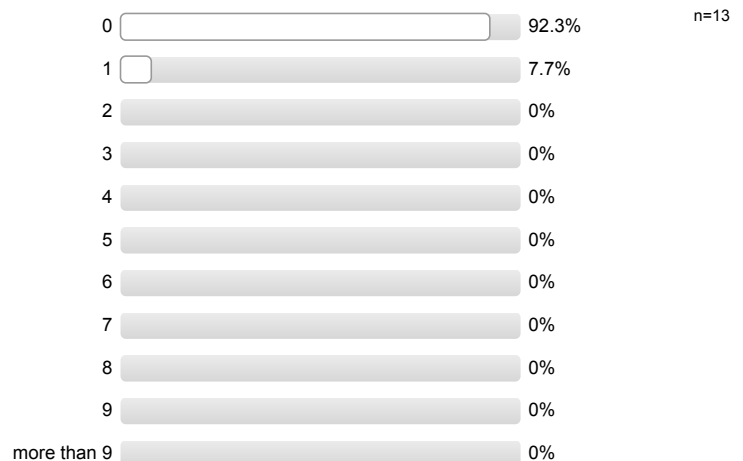
Reasons for Attendance

30. What were your reasons for attending the course? (several answers possible)



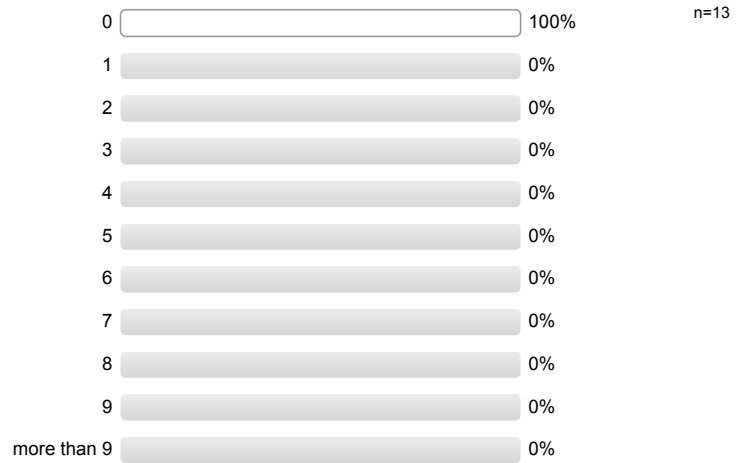
Expenditure of Time

31. How much time do you spend on average per week (outside class) working on the substance matter? (please state in hours, rounding off)



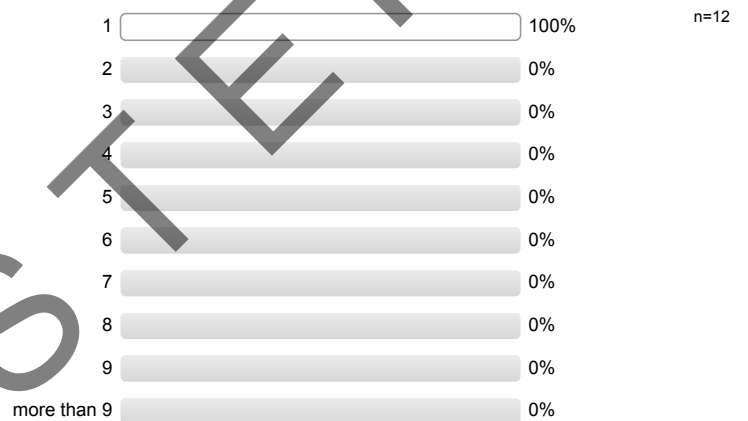
Absences

32. How many sessions of the course did you miss?



Subject-related Semester

33. Which semester are you currently enrolled for (in your major)?



Sex

34. Sex:

