



COURSE EVALUATION

Winter Semester 2024/25

Prof. Dr. Werner Beispieldozent

Course "Methods of evaluation research"

Results of the Online-Survey from 2025-01-12 to 2025-01-22 (N=42)
Basic Questionnaire

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January 13, 2025

About this Report

Section 1 "Sample Description"

This section contains **demographic information** about the participants of the evaluation. The data is displayed in tables as **absolute frequencies** ("N") and as **adaptive frequencies in percentages** (%).

Section 2 "Results"

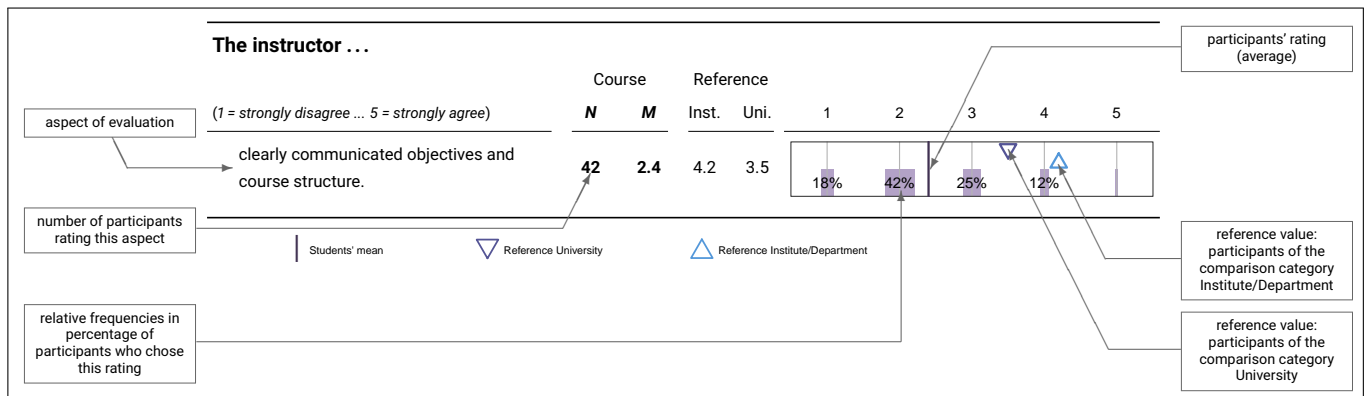
This section summarizes the information provided by the participants for each individual evaluation aspect of the questionnaire in use.

The tables of this section provide an overview of the **total number of participants** ("N") as well as the number of persons who gave no answer to the respective question ("n/a", not applicable).

The tables show the **mean** ("M", average rating on the rating scale) as well as the **minimum** and **maximum** ("min", "max", smallest and largest value among all answers given).

The *graphs* in the tables show the mean of the item, the means of the reference values as well as the distribution of the answers (presented as percentage distribution). The mean of all answers of the respective item is depicted using the symbol | while the means of the reference values are indicated using ▽ and △. Each of the five answer categories (if not specified otherwise) will be represented as relative frequency by the width of the respective lilac square. The relative frequencies in the graphs always refer to the data generated from this course. Each category contains the percentage (%) of the response frequency. For reasons of readability the graphs will not indicate values < 5 %.

Example



The tables and graphs indicate the following statistical parameters (insofar as they match the respective question):

N	number of participants who rated the relevant question/proposition; absolute frequency
M	mean on the 5-point rating scale (average rating)
HS	▽ reference value 'University', i.e. mean of all courses of the same university
Inst.	△ reference value 'Institute/Department', i.e. mean of all courses of the same institute/department
Md	median as a further parameter for central tendency. The median separates the higher half of the sample from the lower half.
%	percentage
n/a	not applicable; cells where participants or instructors chose not to disclose a rating
-	cells where no data was elicited

This section also provides participants' qualitative **comments**. The answers to these essay questions are printed in original phrasing. Remarks similar in meaning are combined and displayed as absolute frequencies by their number of mentions.

Reference Values

In addition, **reference values** for the own institute/department (Inst.) and the university (Uni.) are specified. These values can provide a useful orientation for one's own course compared to other courses, albeit **no explicit ranking** will be provided. Reference values are aggregated means based on all course means of the previous academic year from the same survey type. Reference values might be missing if there is not enough data to constitute a meaningful reference.

The results of *this particular course evaluation* are based on the data of $N=42$ participants and $N=1$ instructor(s). The computation of the **reference values** is based on **91 courses for the level of institute/department (Inst.)** and on **712 courses for the level of university (Uni.)**.

Highlighted Results

To emphasize single results, a test of significance will be performed on each item. The result of such a test indicates, whether there is a statistically significant difference between the mean of the course and means of the reference values (institute/department and university). The test of significance will always be performed with $\alpha = .01$. Items where the mean of the course differs from the reference values in a statistically significant way are shown in **bold**. The **Universitätsprojekt Lehrevaluation** suggests paying particular attention to those results.

Free Items

Some questionnaires allow for the optional use of **items which can be specified by the instructor**. In case such a questionnaire has been used and the participants rated the items which have been phrased by the instructor, you will find the results of the analysis of the free items at the end of this report.

Co-Teaching

In case a course has been **co-taught with several instructors**, the reference values taken from the instructors' questionnaires will be aggregated to a **mean value**. Furthermore, this report will present separate tables of the section 'input of the instructor' for each of the instructors of the course.

Presentation of Results

Research shows that course ratings are most useful for improving teaching effectiveness when coupled with appropriate consultation. You may want to discuss the meaning of the ratings with a trusted colleague, your supervisor or someone from the service center 'LehreLernen' (www.lehrelernen.de). During the consultation:

- Focus on specific, descriptive items and look for patterns. Specific teaching behaviors (e. g. clarity of objectives) are easier to change than personal characteristics (e. g. enthusiasm).
- Consider ratings in relation to written comments to see if the latter provide suggestions for improvement.
- Have a look at the highlighted aspects.
- If there is considerable variation in response to an item (e. g. some report assignments as appropriately challenging and others as too challenging), it may represent important differences in the nature of the participants, e. g. senior versus first year or an uneven distribution of background preparation for the course.

Further Information

Further information about the concept of course evaluation and the appropriate use of participant ratings are available at the homepage of the **Universitätsprojekt Lehrevaluation** at www.ule.uni-jena.de. If you want to improve your teaching effectiveness use the support provided in the courses offered by the service center **LehreLernen** (www.lehrelernen.de).

1 Subject Sample Description

1.1 Age

	Course					Reference	
	<i>N</i>	<i>M</i>	<i>Md</i>	<i>Min</i>	<i>Max</i>	Inst.	Uni.
How many years old are you?	41	23.6	23.0	21.0	30.0	22.4	22.8

1.2 Gender

Please select your gender.	<i>N</i>	%
Female	21	50
Male	21	50
Diverse	0	0
No answer	0	0
<i>Total</i>	42	100

1.3 Semester

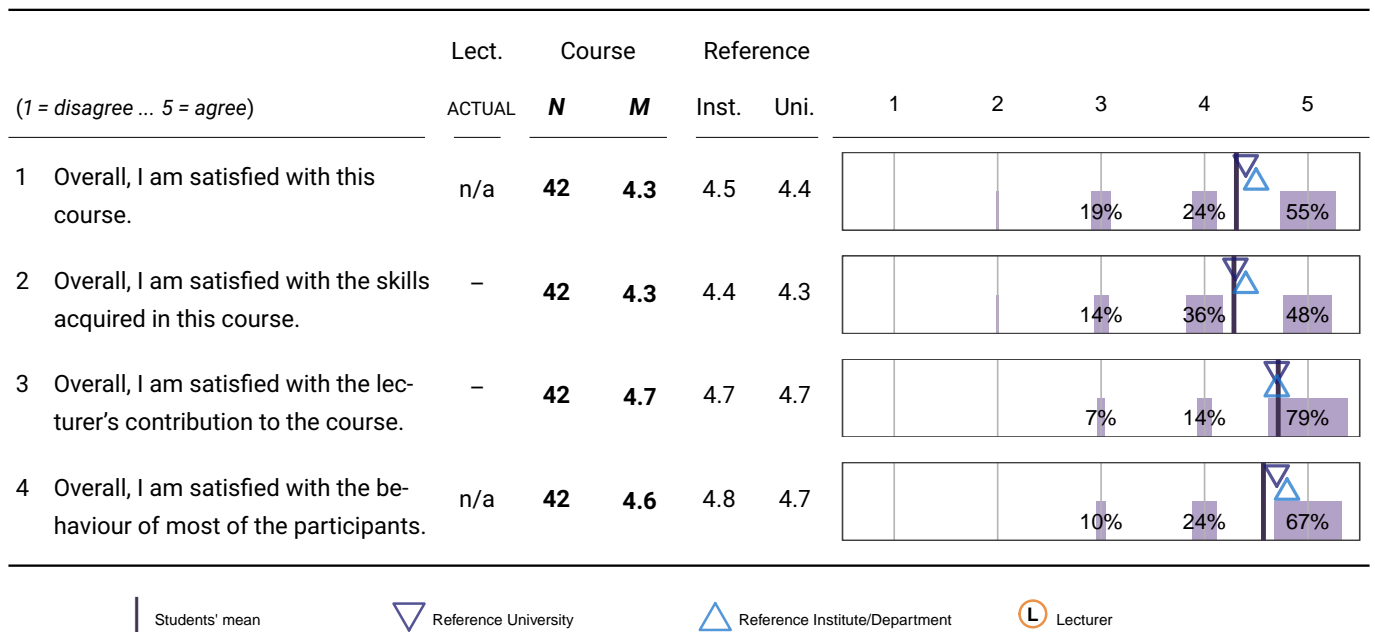
In which semester are you currently studying your subject?	<i>N</i>	%
1 - 2	42	100
3 - 4	0	0
5 - 6	0	0
7 - 8	0	0
9 - 10	0	0
11 - 12	0	0
> 12	0	0
No answer	0	0
<i>Total</i>	42	100

1.4 Type of degree

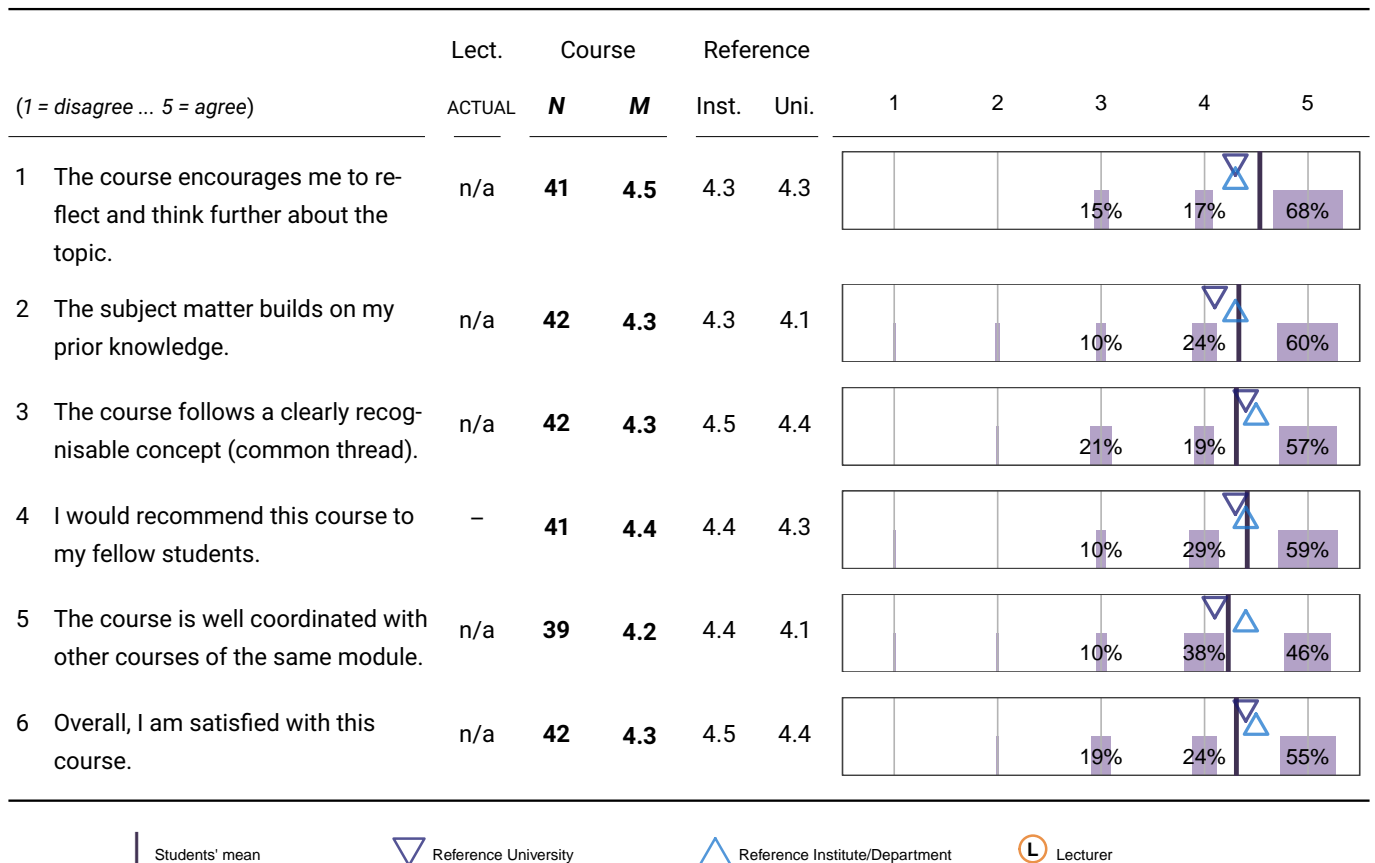
Please choose what type of degree you are pursuing.	<i>N</i>	%
B.A. major subject	0	0
B.A. minor subject	0	0
B.Sc.	4	10
Teacher Training	0	0
M.A.	0	0
M.Sc.	36	86
State Examination (not Teacher Training)	0	0
Other	0	0
No answer	2	5
<i>Total</i>	42	100

2 Results

2.1 Overall Satisfaction



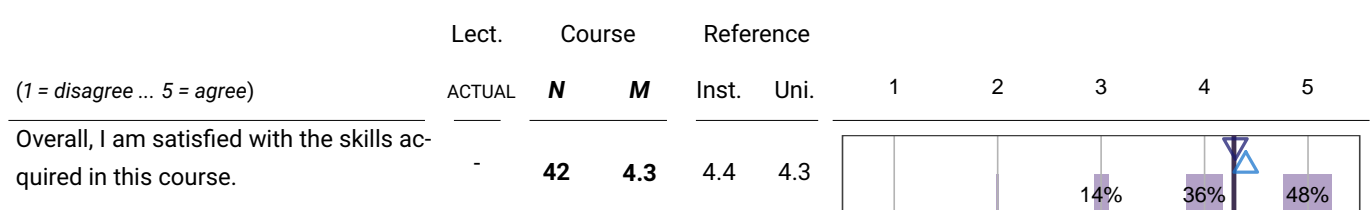
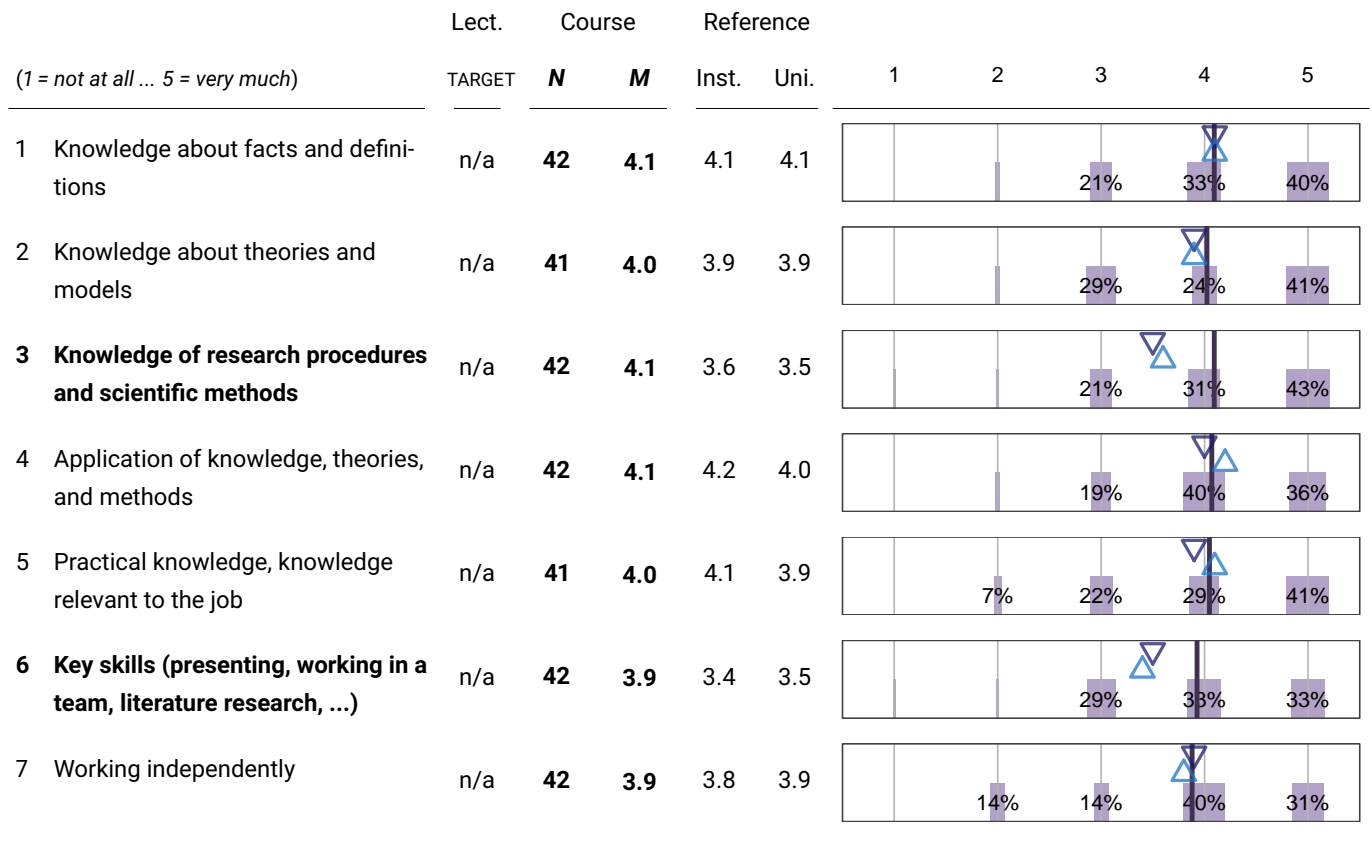
2.2 Overall Assessment




2.3 Competencies and Skills


Note: In this block of the questionnaire, the competences extended in the course are described from the students' perspective. The aim is to reflect and describe the profile of the course. High or low proficiencies do **not** stand for high or low quality, but for the achievement of the defined objectives of the teacher. These are shown in the following figures as target values worn. Accordingly, competences that do not have a target value were not defined.

By attending this course I have extended my skills in the following areas:



Students' mean

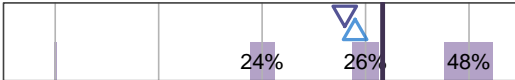
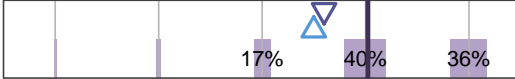
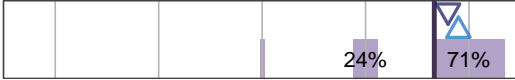
 Reference University

 Reference Institute/Department

 Lecturer


2.4 Behaviour of the Participants


As a participant of this course, ...

		Lect.	Course		Reference						
		ACTUAL	<i>N</i>	<i>M</i>	Inst.	Uni.	1	2	3	4	5
(1 = disagree ... 5 = agree)											
1	I prepared myself appropriately for the individual sessions.	n/a	42	4.2	3.9	3.8					
2	I actively participated in the course (questions, comments, discussions).	n/a	42	4.0	3.5	3.6					
3	I perceived the interaction among the participants as respectful.	n/a	42	4.7	4.9	4.8					

	Lect.	Course		Reference						
(1 = disagree ... 5 = agree)	ACTUAL	N	M	Inst.	Uni.	1	2	3	4	5
Overall, I am satisfied with the behaviour of most of the participants.	n/a	42	4.6	4.8	4.7			<div><div></div>10%</div>	<div><div></div>24%</div>	<div><div></div>67%</div>

Students' mean

 Reference University

 Reference Institute/Department

 Lecturer

2.5 Workload

	Lect.	Course					Reference	
	TARGET	<i>N</i>	<i>M</i>	<i>Md</i>	<i>Min</i>	<i>Max</i>	Inst.	Uni.
How many hours per week do you spend on self-study for this course?	n/a	41	10.5	8.0	1.0	40.0	1.8	2.8

2.6 Behaviour of the Lecturer

The instructor ...

(1 = disagree ... 5 = agree)	Lect.	Course		Reference						
	ACTUAL	N	M	Inst.	Uni.	1	2	3	4	5
1 has presented the goals and structure of the course in a comprehensible way.	n/a	42	4.6	4.6	4.6			12%	17%	71%
2 puts individual aspects into an overall thematic context.	n/a	41	4.3	4.6	4.5			22%	15%	61%
3 seems to be well prepared.	n/a	42	4.6	4.7	4.7			14%	10%	76%
4 shows a keen interest in the learning success of the students.	n/a	41	4.7	4.6	4.6				24%	71%
5 addresses content-related suggestions and questions from the participants.	n/a	42	4.8	4.8	4.7				14%	81%
6 is available for follow-up questions and further assistance when needed.	n/a	42	4.7	4.8	4.8				24%	71%
7 creates a stimulating working atmosphere.	n/a	42	4.6	4.5	4.4			10%	24%	67%
8 radiates enthusiasm for the science represented.	n/a	42	4.5	4.6	4.7			7%	31%	60%

(1 = disagree ... 5 = agree)	Lect.	Course		Reference						
	ACTUAL	N	M	Inst.	Uni.	1	2	3	4	5
Overall, I am satisfied with the lecturer's contribution to the course.	-	42	4.7	4.7	4.7			7%	14%	79%

Students' mean

 Reference University

 Reference Institute/Department

 Lecturer

2.7 Comments

This section provides participants' qualitative **comments**. The answers to these essay questions are printed in original phrasing. Remarks similar in meaning are combined and displayed as absolute frequencies by their number of mentions.

What did you particularly like about this course?

- Structure (2)
 - Brushing basic knowledge
 - Clarity of professors
 - Discussion
 - Good review
 - Helpful
 - I like that direct us into research
 - Life building
 - New knowledge
 - Nice presentations
 - Open interactions
 - Opportunity to brush up on the basics
 - Professor
 - Repeating previous knowledge
 - Repeating the basic techniques
 - The course covers a wide range of topics and concepts.
 - The information about the following semesters
-

Which suggestions or ideas for improvement do you have?

- / (3)
 - Better structure (also for presentations and on Moodle)
 - Clear website
 - Communication of the study structure
 - Confidence building seminar
 - Handouts
 - I would like to suggest that this good work should be continued.
 - Less breaks and end a bit earlier
 - Maybe it doesn't have to be that basic?
 - The lecturers sometimes can't express themselves well.
 - Use a grammar check program for writing questions
-



Certificate

for participation in Course Evaluation Winter Semester 2024/25

Prof. Dr. Werner Beispieldozent participated in the course evaluation for the course

“Methods of evaluation research”

provided by the Central Office for Teaching Evaluation (Universitätsprojekt Lehrevaluation). The data collection with online-questionnaires took place from 2025-01-12 to 2025-01-22 with 42 participants. The standardized questionnaire included quantitative ratings for given aspects of the course as well as additional qualitative statements provided by the participants. The instructor received feedback in terms of a written report.

The Central Office for Teaching Evaluation recommends to present key results to the course participants and discuss potential modifications.

Jena, January 13, 2025

Dr. Anja Vetterlein

– Head of the Central Office for Teaching Evaluation –