

Quality Assurance

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Course Evaluation

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Prof. Dr. Marcel Fischer

(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 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 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.

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 2016 / 2017 until Summersemester 2018)

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⁾	1,95	0,89	4.237	110	1,4	0,56	60	8				
Chemistry ⁽¹⁾	1,9	0,92	2.893	92	2,03	0,96	329	12				
Computer Science/Information Engineering ⁽¹⁾	1,82	0,91	2.057	91	1,45	0,68	194	25	2,02	1	776	50
Economics ⁽¹⁾	2,02	0,94	5.057	150	1,59	0,76	1.227	108	2,14	0,97	4.897	205
History/Educational Science/Sociology/ Sport Science ^{(1),(2)}	1,9875	0,9575	2.950	66	1,6275	0,7825	3.687	311	1,775	0,865	504	30
Law ^{(1),(2)}	1,81	0,89	7.230	195	1,42	0,66	291	23	1,82	0,72	3.581	202
Linguistics	1,83	0,83	332	7	1,82	1	1.904	122	2,05	0,92	148	8
Literature ^{(1),(2)}	1,95	0,98	698	25	1,58	0,77	3.318	210	1,72	0,82	169	13
Mathematics ⁽³⁾	1,94	0,90	1.933	80,00								
Philosophy ⁽⁴⁾	1,82	0,92	347	12	1,72	0,84	942	76				
Physics ⁽⁵⁾	1,98	0,96	1.370	60	1,48	0,62	74	8	2,1	0,96	116	5
Politics and Public Administration ⁽²⁾	2,2	1,06	3.421	35	1,61	0,78	3.636	278	1,78	0,86	3.244	182
Psychology	1,96	0,94	2.510	38	1,59	0,82	4.779	249	1,89	1	451	26
Ø over all departments⁽⁶⁾	1,94		35.035	961	1,61		20.441	1.430	1,92		13.886	721

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. We also do not publish results if there is only one person teaching the courses.

(1) Seminar/other

(2) Tutorial/AG/Colloquium

(3) without student tutorials

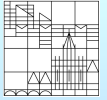
(4) Lecture/Kernkurs

(5) Seminar/Laboratory

(6) arithmetic mean over all departments

International Finance

WS 2018 / 2019
 Prof. Dr. Marcel Fischer
 no. of responses = 12



Overall indicators

Lehr-Lern-Index LLI



av.=1.61
 dev.=0,72

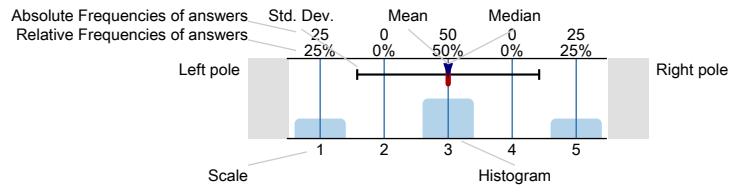
Satisfaction (question 16)



av.=1,5
 dev.=0,52

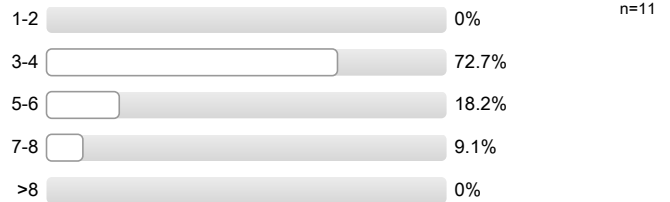
Legend

Question text

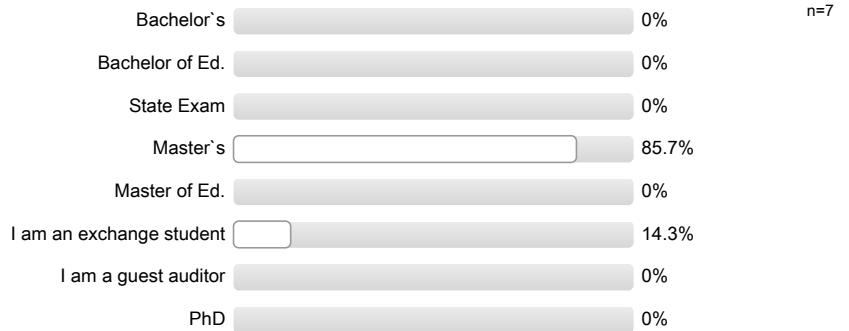


n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

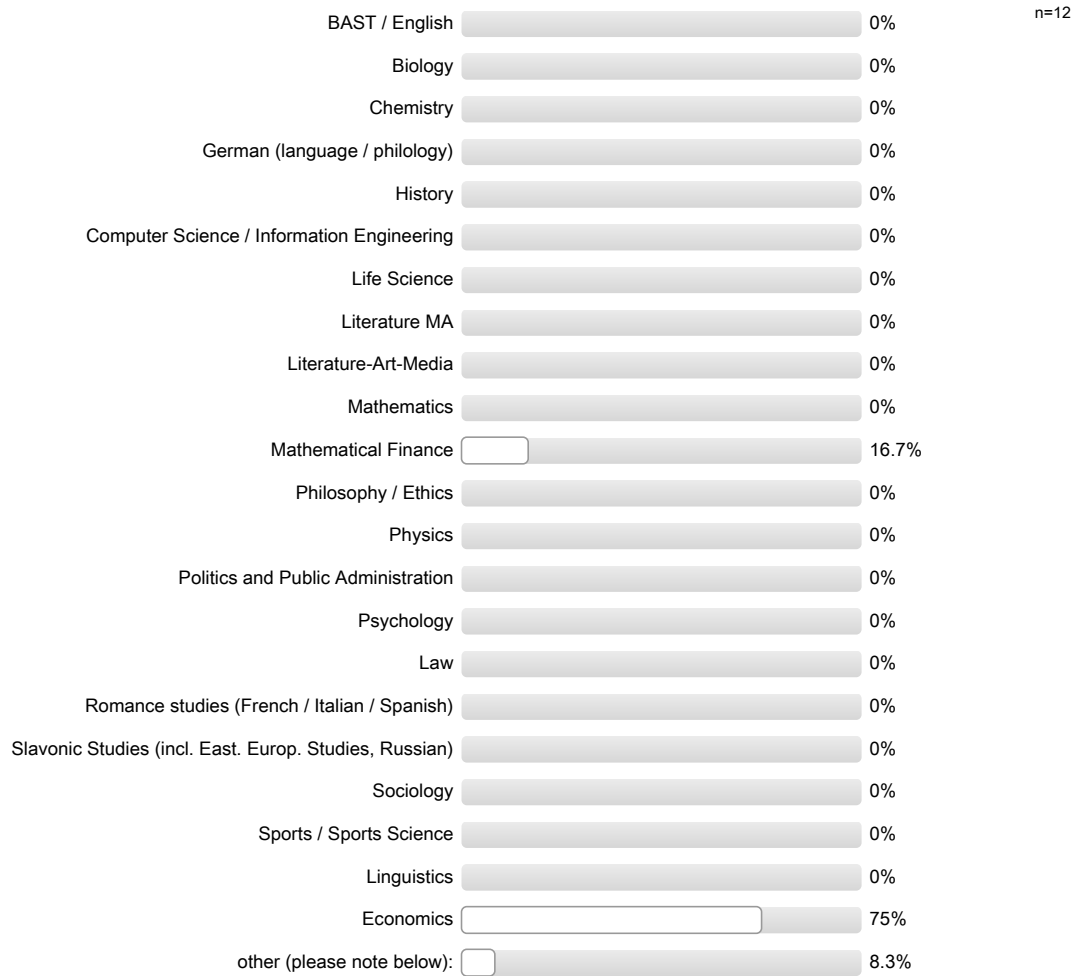
Which semester are you in?



What degree are you taking?



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

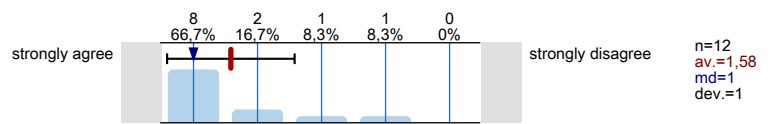


Why are you attending this course (you can give more than one reason)?

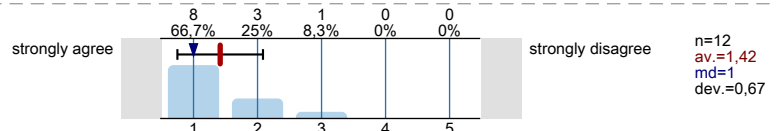


Teaching & Learning

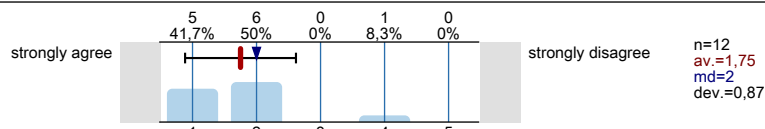
1) The learning objectives of this course are clear.



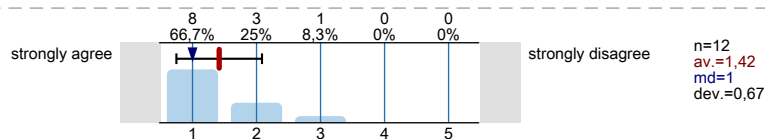
2) Complex issues are explained in a way which is easy to understand.



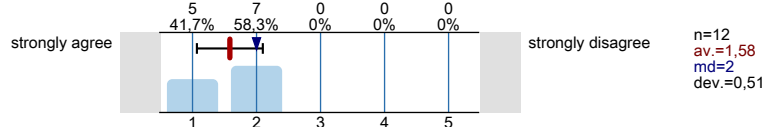
3) The structure of the course is clear.



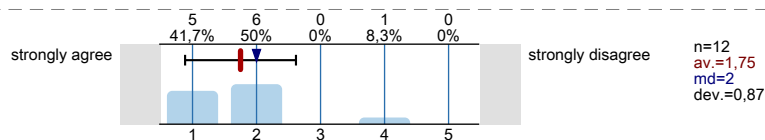
4) I feel I can ask questions and make comments at any time.



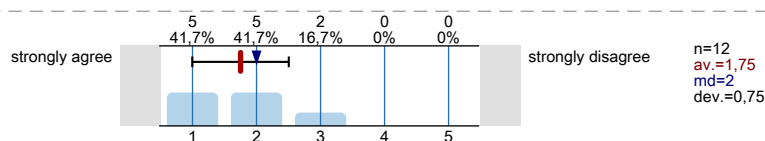
5) The use of practical examples and examples from research help me to understand the material better.



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

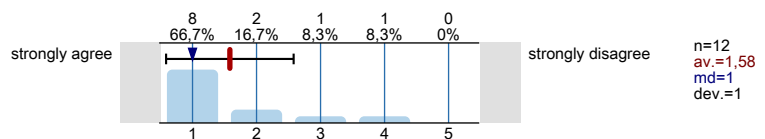


7) I can summarize the important terms and concepts that are taught in this course.

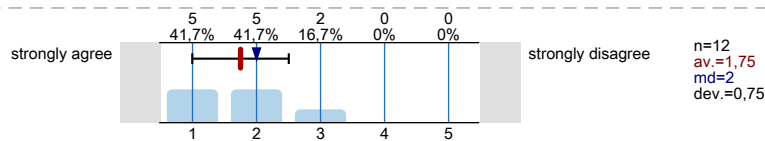


Other Factors

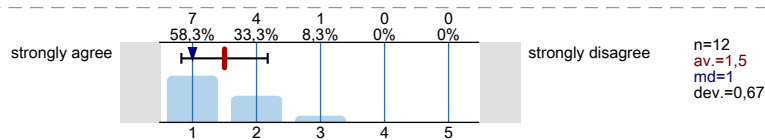
8) The room for this course is the right size and suitably equipped.



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



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

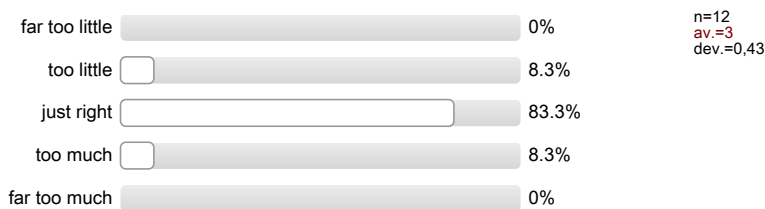


Workload

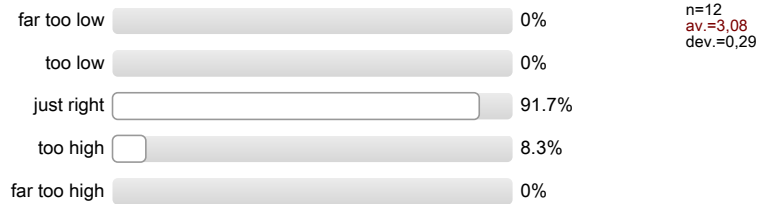
11) How many hours per week do you normally spend working for this course (not including presentations and term papers)?



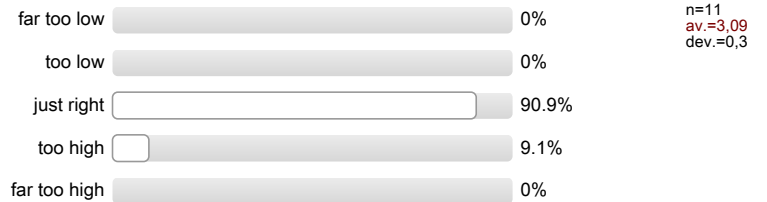
12) For each ECTS point you are expected to do 25-30 hours of work. (For a 3 ECTS course this amounts to about 4 hours a week outside class.) How does the amount of work you do compare with the amount of work expected for the ECTS points awarded for this course?



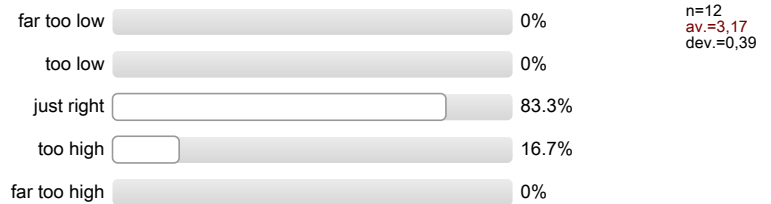
13) The demands of this course are:



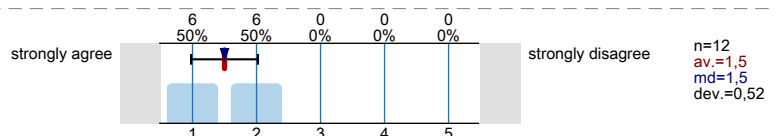
14) The amount of time required for this course is:



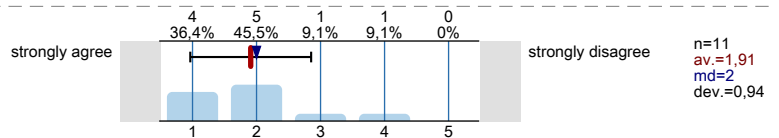
15) The level of subject knowledge you are expected to have when you start this course is:



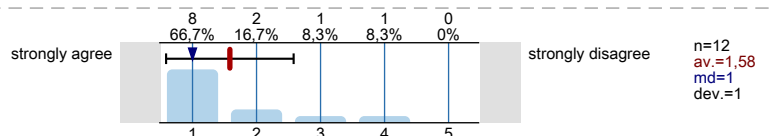
16) In general I am very satisfied with the course.



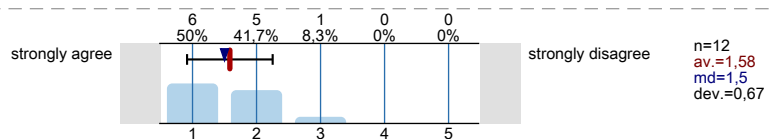
17) The material used in the lecture has helped me to understand the subject better.



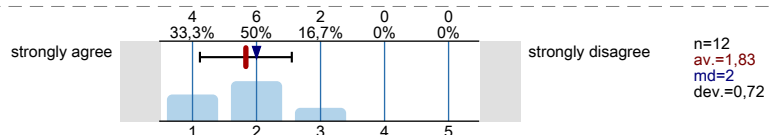
18) I have enough opportunities to ask questions.



19) The speed of the course is right for me.



20) The course has made me more interested in this topic.



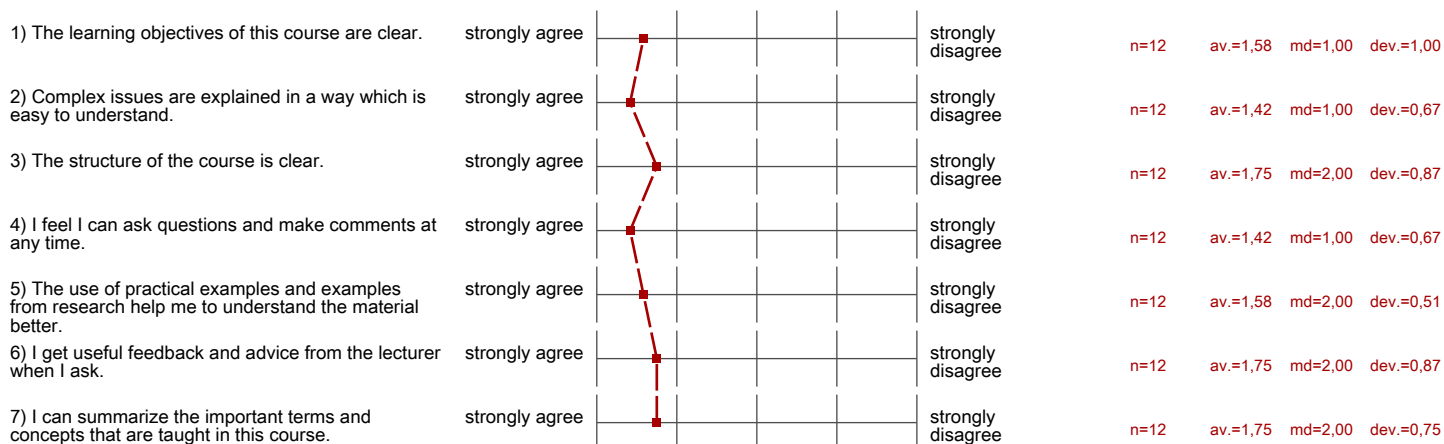
What I find good about the course is ...

Profile

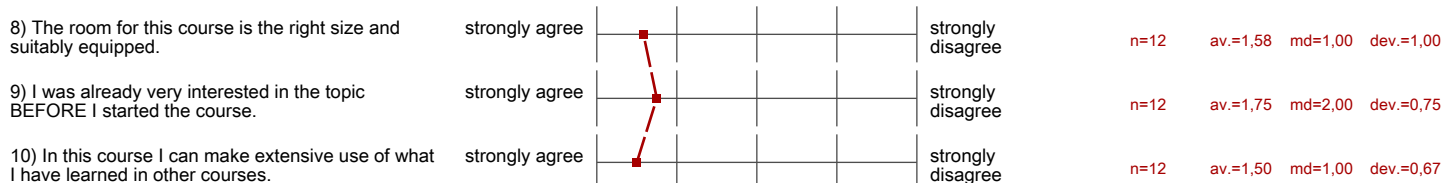
Subunit: **Fachbereich Wirtschaftswissenschaften**
 Name of the instructor: **Prof. Dr. Marcel Fischer**
 Name of the course: **International Finance (OEK_WS_18_19_22)**
 (Name of the survey)

Values used in the profile line: Mean

Teaching & Learning



Other Factors



Workload

