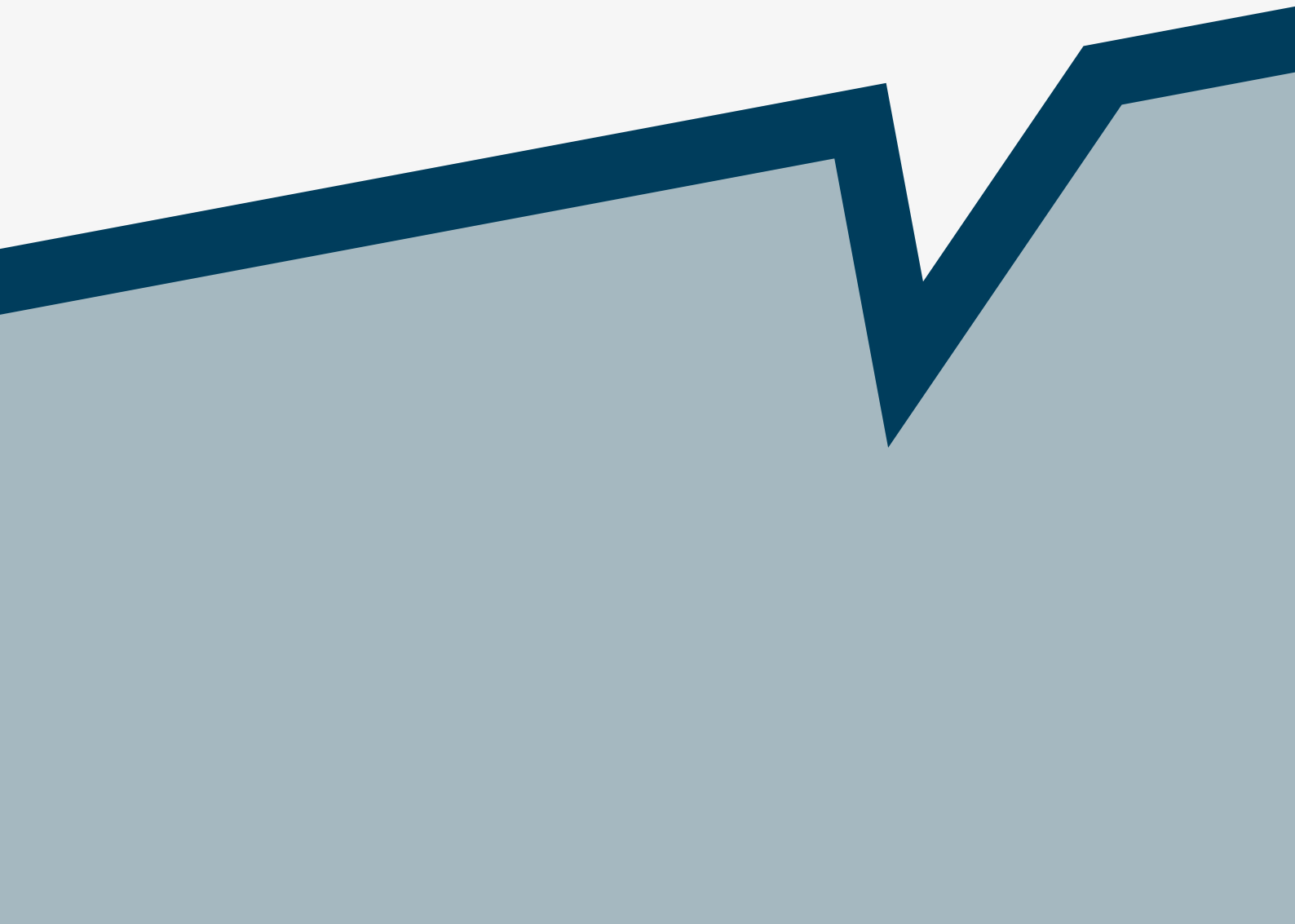# Results Report

Lecturer's Report

Course Evaluation – SuSe 2020

Course: "Bayesian statistical inference 2, Gruppe 1"

Prof. Dr. Shravan Vasishth

Questionnaire: "SET.UP - Lehrzielorientierter Online-Fragebogen"

Contents

1 Introduction and Structure of the Report

Dear lecturers,

this report informs you about the results of the evaluation conducted in your course, using the **standard SET.UP questionnaire**. The goal is to provide you a basis on which you will be able to self-reflect your teaching. The evaluation process using the standard SET.UP questionnaire includes the following three steps:

Step 1: Motivation for participation and conduct of the survey
Motivate the students in your course to participate in the survey by giving them enough time to complete the survey during the course, showing the students that they can use their internet-enabled devices and also indicating how the feedback given by students in the past has helped you to improve your teaching. Afterwards it is possible to discuss the results of the survey with the students to show them the significance of their feedback. You can find the students' responses **from chapter 2 onwards**.

Step 2: Final discussion with the students
Discuss the results of the evaluation with students in your course. This will give you the oppurtunity to discuss the perceived strengths and weaknesses of the course with the students and to compare these with your own perception. Results of the lecturer survey of 2018 show that nearly a quarter of all lecturers do not discuss their evaluation results with their students. However, the rewiev process and the thus resulting derivation of teaching improvements are essential components of the evaluation cycle (see figure 1).

Step 3: Further development of your teaching
If you are looking for new ideas or advice related to the subject of teaching, you can check the report's **last chapter** which provides you with further information on programs and institutions (university-internal and -external).
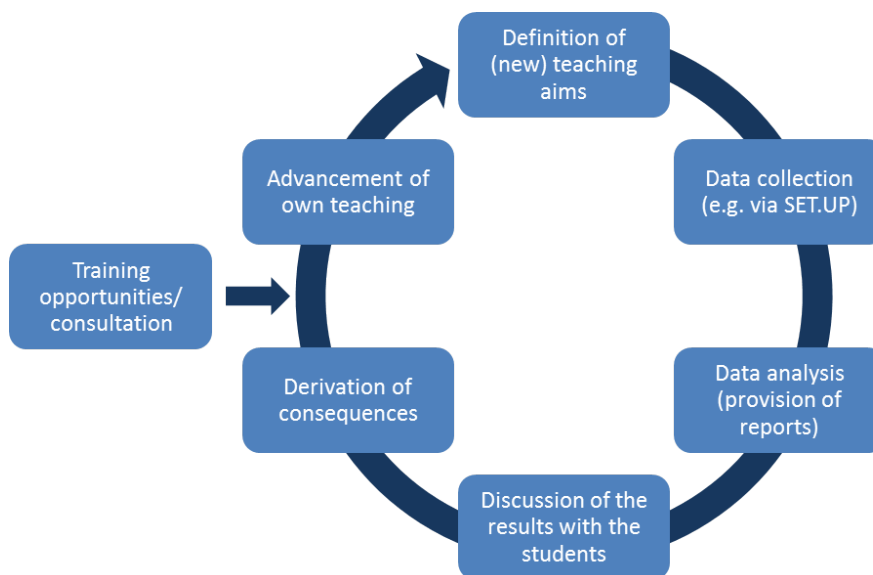
Figure 1 – evaluation cycle

2 Answers given by the Students

Below, you can find the answers provided by the students concerning their acquisition of competence and the teaching-learning situation in the course. If you did not coose any competencies, those will not be shown. 15 students have participated in the survey. That means that the results of the survey are based on **15 student opinions.**

2.1 Prior Knowledge

	a lot (1)	2 (2)	3 (3)	4 (4)	none (5)	*Amnt.*	**Missing**	*Avg.*	*s*
How much prior knowledge did you have concerning the topics of the course?	–	27 %	53 %	13 %	7 %	15	0 %	3.0	0.8
How much prior practical experience on the topics of this course (e.g. job or internship; research projects) did you gather beforehand?	–	13 %	27 %	27 %	33 %	15	0 %	3.8	1.0

	to a very great extent (1)	2 (2)	3 (3)	4 (4)	not at all (5)	*Amnt.*	**Missing**	*Avg.*	*s*
To what extent has your prior knowledge been helpful to follow the content of the course?	27 %	40 %	27 %	7 %	–	15	0 %	2.1	0.9

Question text: How often could you relate the course content to the following?

	always (1)	2 (2)	3 (3)	4 (4)	never (5)	*Amnt.*	**Missing**	*Avg.*	*s*
with your specialised prior knowledge	20 %	60 %	20 %	–	–	10	33 %	2.0	0.6
topics already discussed on this course	30 %	40 %	20 %	10 %	–	10	33 %	2.1	0.9
your practical experience (e.g. in a job or internship, research projects) in the field	50 %	25 %	25 %	–	–	4	73 %	- *	- *

* No value is displayed because of too few respondents.

2.2 Questions about Online Teaching

	fully agree (1)	2 (2)	3 (3)	4 (4)	do not agree at all (5)	*Amnt.*	**Missing**	*Avg.*	*s*
I have the technical knowledge to follow the course online.	85 %	15 %	–	–	–	13	13 %	1.2	0.4
I have the technical equipment to follow the course online.	100 %	–	–	–	–	13	13 %	1.0	0.0
My internet connection is stable enough to follow the course online.	92 %	–	8 %	–	–	13	13 %	1.2	0.5
Overall, I manage well with the online teaching of the course.	100 %	–	–	–	–	13	13 %	1.0	0.0

2.3 Self-estimated Competencies

2.3.1 Expertise

	fully applies (1)	2 (2)	3 (3)	4 (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I am able to recall important terms/facts from this course.	54 %	46 %	–	–	–	13	13 %	1.5	0.5
I am able to give an overview of the course content.	46 %	54 %	–	–	–	13	13 %	1.5	0.5
I now feel able to tackle a typical problem within this course's field.	38 %	46 %	15 %	–	–	13	13 %	1.8	0.7
I am able to depict complex course matters.	38 %	31 %	23 %	8 %	–	13	13 %	2.0	1.0
I am able to identify discrepancies and similarities of varied course content (e.g. discrepancies between different models or procedures etc.).	31 %	38 %	23 %	–	8 %	13	13 %	2.2	1.1

2.3.2 Methodical Expertise

Because of this course, . . .

	fully applies (1)	2 (2)	3 (3)	4 (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I am able to better organise my work.	15 %	38 %	38 %	–	8 %	13	13 %	2.5	1.0
I improved my techniques.	77 %	23 %	–	–	–	13	13 %	1.2	0.4

2.3.3 Specialised Knowledge

	fully applies (1)	2 (2)	3 (3)	4 (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
The course has reinforced my wish to continue my studies.	62 %	38 %	–	–	–	13	13 %	1.4	0.5
I enjoy solving the assignments given to me in this course.	54 %	38 %	8 %	–	–	13	13 %	1.5	0.6
In this course, I have learned things that excite me.	54 %	38 %	8 %	–	–	13	13 %	1.5	0.6
I engage with topics of the course beyond the course itself - just for fun.	23 %	31 %	23 %	23 %	–	13	13 %	2.5	1.1

2.4 Statements about Teaching Quality and Support

2.4.1 Knowledge Transfer by the Lecturer

The lecturer ...	fully applies (1)	2 (2)	3 (3)	4 (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
provided clear learning objectives.	85 %	15 %	–	–	–	13	13 %	1.2	0.4
structured the entire course well.	69 %	23 %	8 %	–	–	13	13 %	1.4	0.6
clearly presented the course content.	85 %	8 %	8 %	–	–	13	13 %	1.2	0.6
explained new terms and concepts in a precise manner.	85 %	8 %	8 %	–	–	13	13 %	1.2	0.6
was able to clearly explain complex matters.	62 %	31 %	8 %	–	–	13	13 %	1.5	0.6
gave illustrative examples that supported the comprehension of the course content.	92 %	8 %	–	–	–	13	13 %	1.1	0.3
gave helpful advice to tackle difficulties with comprehension.	69 %	31 %	–	–	–	13	13 %	1.3	0.5
repeatedly established links to topics already discussed.	69 %	23 %	8 %	–	–	13	13 %	1.4	0.6
asked questions that gave students the opportunity to review their own understanding of the course content.	85 %	15 %	–	–	–	13	13 %	1.2	0.4

2.4.2 Support outside of the Course

The lecturer ...	fully applies (1)	2 (2)	3 (3)	4 (4)	does not apply at all (5)	not used	Amnt.	Missing	Avg.	s
was easily reachable for questions and concerns.	77 %	15 %	–	–	–	8 %	13	20 %	1.2	0.4
took sufficient time for the individual concerns of the students.	69 %	15 %	–	–	–	15 %	13	27 %	1.2	0.4

2.5 Statements about the Module

	fully applies (1)	2 (2)	3 (3)	4 (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
The learning goal of the course was made clear by the lecturer.	100 %	–	–	–	–	13	13 %	1.0	0.0
The learning goal of the course is reflected in the teaching methods and the type of examination.	85 %	15 %	–	–	–	13	13 %	1.2	0.4

	fully applies (1)	2 (2)	3 (3)	4 (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
The learning goal of the module was made clear by the lecturer.	92 %	–	8 %	–	–	12	20 %	1.2	0.6
The lecturer explainted the linking between the learning goal of the course and the learning goal of the module.	75 %	8 %	8 %	–	8 %	12	20 %	1.6	1.2

2.6 Statements about the Learning Atmosphere

In the context of the lecture, ...	always (1)	2 (2)	3 (3)	4 (4)	never (5)	Amnt.	Missing	Avg.	s
course participants interacted respectfully with each other.	100 %	–	–	–	–	13	13 %	1.0	0.0
sufficient opportunities for the exchange with other students were offered.	85 %	15 %	–	–	–	13	13 %	1.2	0.4
I actively participated (questions, comments, discussions).	23 %	8 %	46 %	15 %	8 %	13	13 %	2.8	1.2
I had enough time to discuss difficulties I had with any topics.	54 %	31 %	15 %	–	–	13	13 %	1.6	0.7

2.7 Statements about the Learning Materials

Question text: How helpful were the following materials for your understanding of the course contents?

	very helpful (1)	2 (2)	3 (3)	4 (4)	not helpful at all (5)	no provision	Amnt.	Missing	Avg.	s
the media used for presenting the course content	92 %	8 %	–	–	–	–	13	13 %	1.1	0.3
the assignments/exercises provided	77 %	15 %	8 %	–	–	–	13	13 %	1.3	0.6
the scripts/texts provided	54 %	46 %	–	–	–	–	13	13 %	1.5	0.5
the recommended literature	46 %	54 %	–	–	–	–	13	13 %	1.5	0.5

3 Overall Assessment of the Course

	very high (1)	rather high (2)	partly high, partly low (3)	rather low (4)	very low (5)	Amnt.	Missing	Avg.	s
My knowledge increase is ...	15 %	69 %	15 %	–	–	13	13 %	2.0	0.6

	increased significantly (1)	rather increased (2)	remained constant (3)	rather decreased (4)	decreased significantly (5)	Amnt.	Missing	Avg.	s
My motivation to study this subject, has ...	33 %	50 %	17 %	–	–	12	20 %	1.8	0.7

	totally satisfied (1)	rather satisfied (2)	partly satisfied, partly dissatisfied (3)	rather dissatisfied (4)	totally dissatisfied (5)	Amnt.	Missing	Avg.	s
With the style of my lecturer's teaching (regardless of the content), I am ...	69 %	31 %	–	–	–	13	13 %	1.3	0.5

	very good (1)	rather good (2)	partly good, partly poor (3)	rather poor (4)	very poor (5)	Amnt.	Missing	Avg.	s
Altogether, I think this course is ...	85 %	15 %	–	–	–	13	13 %	1.2	0.4

4 Comparison of Means

Please note: The given means only show the results at the time of inquiry. All information is based on the participation of at least five participants per item. If there are no means listed, less than five students have answered the question.

	Course*	Lecturer*	Department*	Course type*
My knowledge increase is ...	*Mean* "2.00 (rather high)"	2 courses "2.14 (rather high)"	8 courses "2.00 (rather high)"	4 courses "2.00 (rather high)"

* Course: Bayesian statistical inference 2, Gruppe 1, Lecturer: Prof. Dr. Shravan Vasishth, Department: Department Linguistik, Course type: Vorlesung/Seminar

	Course*	Lecturer*	Department*	Course type*
My motivation to study this subject, has ...	*Mean* "1.83 (rather increased)"	2 courses "2.12 (rather increased)"	8 courses "2.09 (rather increased)"	4 courses "2.11 (rather increased)"

* Course: Bayesian statistical inference 2, Gruppe 1, Lecturer: Prof. Dr. Shravan Vasishth, Department: Department Linguistik, Course type: Vorlesung/Seminar

	Course*	Lecturer*	Department*	Course type*
With the style of my lecturer's teaching (regardless of the content), I am ...	*Mean* "1.31 (totally satisfied)"	2 courses "1.49 (totally satisfied)"	8 courses "1.57 (rather satisfied)"	4 courses "1.58 (rather satisfied)"

* Course: Bayesian statistical inference 2, Gruppe 1, Lecturer: Prof. Dr. Shravan Vasishth, Department: Department Linguistik, Course type: Vorlesung/Seminar

	Course*	Lecturer*	Department*	Course type*
Altogether, I think this course is ...	*Mean* "1.15 (very good)"	2 courses "1.51 (rather good)"	8 courses "1.52 (rather good)"	4 courses "1.52 (rather good)"

* Course: Bayesian statistical inference 2, Gruppe 1, Lecturer: Prof. Dr. Shravan Vasishth, Department: Department Linguistik, Course type: Vorlesung/Seminar

5 Open Comments

5.1 Aspects beneficial to Learning

Question text: What aided your learning the most on this course?

- - I am consistently blown away by the how much time, effort, and detail go into the lecturer's answers to students' questions (both during the Zoom meetings and on the Moodle forum). It makes you not afraid to ask questions, and you always get a really good answer (and if you still don't understand something, the lecturer will help you get there). I really appreciated that. And even though the lecturer was in hospital part of the time, that didn't hinder his teaching or responsivity to our questions! Really impressive. - The lecturer's enthusiasm for the subject was contagious. I was really excited about learning something new every week. - I also appreciated how, in the video lectures, the lecturer would switch into another app and write out the steps in some algebraic manipulation, so that we really believe that things are they way he says they are and don't just have to take it for granted that the math works out. - It's also great that the course is always being connected back to real research practice, e.g. we are learning about how to set up experiments and analyse real datasets. Because of this course, I will be a better researcher.

- Home assignments which perfectly follow the reading/lecture material

- Real experimental examples were very helpful in understanding the workflow of data analysis. Structured and clearly explained content on Bayesian hierarchical modeling made it easier to grasp concepts.

- The Zoom lectures were very useful to clarify doubts. The forum discussions with the rest of the students were also very helpful.

- The homework assignments were very useful to review the topics covered in this course.

- The lecturer was very involved and passionate about the subject; the homework assignments were structured very nicely: real tasks, real data, many examples. And the fact they were not graded helped me a lot: I was not afraid to make a mistake and therefore it was more like of research than an assignment. Also, the lectures were very clear and were in sync with problems we tackled in homeworks.

- The online format works very well in this course. The videos were very helpful. I prefer this format over the face-to-face format. I liked it to be able to pause the videos and rewatch certain parts / skip other parts.

- The professor is very considerate to-

wards the students, giving many literature recommendations, answering students' questions passionately, never underestimate every question even for the simplest ones. He also give some background for the upcoming topics to make sure the students are fully equipped and ready to face the new topics. He's the best professor I've ever had in my entire university life. :) THUMBS UP!

- home assignments; videos
- the actual HW-pdfs - I found the exercises in the book not as easy to understand and felt like the other homeworks you personally were much better in furthering my understanding and problem solving skills. In the first book exercises I just felt like copy pasting and adapting code instead of actually learning something.

5.2 Problems and Suggestions for Improvement

Question text: What made your learning difficult and what suggestions for improvement do you have to decrease these hindering aspects?

- - I genuinely have nothing to suggest. This course is among the best I've ever taken.
- Exercises were not very useful for the following reasons: (1) They are less in quantity and diversity. For example, many times, exercise was the same problem as the example presented in the lecture. (2) They are mostly aimed at applied understanding of Bayesian Statistics on real-world datasets. You can have some exercises about conceptual and mathematical understanding of the Bayesian concepts.
- I have no complaints :)
- It would be nice to see the book draft finished :)
- The online lectures were great and easy to follow. However, with the lecture + zoom meeting, I already spend quite a lot of time with the topics of the course that was later lacking to do the assignments. However, I have no idea how to improve that. One thing that could be very easily improved is to have a fixed time when the assignment is due (it was changing between 10 am and 2 pm).
- To be honest, everything was great. I liked the way the lecturer was open to the questions (despite all the situation and health issues he encountered during the time), I truly admire that. The only thing I could say here that this peer review thing was not helpful to me, because I checked my homework by myself anyway, but it's completely subjective.

6 Workload

Question text: The workload for this course was manageable for me.

Answers

Valid: 12 (80.0 %), Missing: 3 (20.0 %)
Median for course: "fully applies"
Median for Prof. Dr. Shravan Vasishth: 2 (Courses: 2)
Median for "Vorlesung/Seminar": 2 (Courses: 4)

	Absolute	Percentage	C. percentage
fully applies	7	58.3 %	58.3 %
2	5	41.7 %	100.0 %
3	0	0.0 %	100.0 %
4	0	0.0 %	100.0 %
does not apply at all	0	0.0 %	100.0 %
Total	**12**	**100.0 %**	**100.0 %**

Question text: How many hours per week on average do you spend on the taken course during this semester?

Answers

Valid: 13 (86.7 %), Missing: 2 (13.3 %)

Median for course: 6

Median for Prof. Dr. Shravan Vasishth: 9 (Courses: 2)

Median for "Vorlesung/Seminar": 7 (Courses: 4)

	Absolute	Percentage	C. percentage
none	0	0.0 %	0.0 %
1	0	0.0 %	0.0 %
2	0	0.0 %	0.0 %
3	0	0.0 %	0.0 %
4	2	15.4 %	15.4 %
5	3	23.1 %	38.5 %
6	3	23.1 %	61.5 %
7	0	0.0 %	61.5 %
8	0	0.0 %	61.5 %
9	2	15.4 %	76.9 %
>9	3	23.1 %	100.0 %
Total	**13**	**100.0 %**	**100.0 %**

7 Information about the Students

7.1 Study Semester

Answers

Valid: 10 (66.7 %), Missing: 5 (33.3 %)

Mean for course: "2.6 (3.)"

Standard deviation: 1.0

	Absolute	Percentage	C. percentage
1.	1	10.0 %	10.0 %
2.	5	50.0 %	60.0 %
3.	1	10.0 %	70.0 %
4.	3	30.0 %	100.0 %
5.	0	0.0 %	100.0 %
6.	0	0.0 %	100.0 %
7.	0	0.0 %	100.0 %
8.	0	0.0 %	100.0 %
9.	0	0.0 %	100.0 %
10.	0	0.0 %	100.0 %
11.	0	0.0 %	100.0 %
> 11.	0	0.0 %	100.0 %
Total	**10**	**100.0 %**	**100.0 %**

7.2 Intended Degree (current degree programme)

Answers

Valid: 12 (80.0 %), Missing: 3 (20.0 %)

Mode for course: "Master"	Absolute	Percentage
Master	8	66.7 %
Other degree	3	25.0 %
Bachelor (one subject)	1	8.3 %
Bachelor (teacher training)	0	0.0 %
Bachelor (two subjects)	0	0.0 %
First state examination in law (Staatsexamen)	0	0.0 %
Master (teacher training)	0	0.0 %
Total	**12**	**100.0 %**

8 Information about Trainings and further Services related to Teaching

8.1 Didactics at the University

Covering a lot of aspects on how to organize teaching and courses of studies, the Network **Studienqualität Brandenburg (sqb)** offers a wide range of programmes and information to lecturers.
You can find the current workshop programme online: *www.faszination-lehre.de*

8.2 For new Teachers

The Potsdam Graduate School offers targeted further qualification in academic teaching training to doctoral candidates (Junior Teaching Professionals) as well as post-docs and junior professors (Senior Teaching Professionals).
You can find more information online:
https://www.pogs.uni-potsdam.de/article/teachingprofessionals/Teaching-Professionals.html

8.3 E-Learning

The main goal of the **AG eLearning** is to improve the study quality of the University of Potsdam by sustainable integration of E-Learning into the teaching at University of Potsdam.
For further information check: *http://uni-potsdam.de/agelearning/eteaching/*