



Results Report

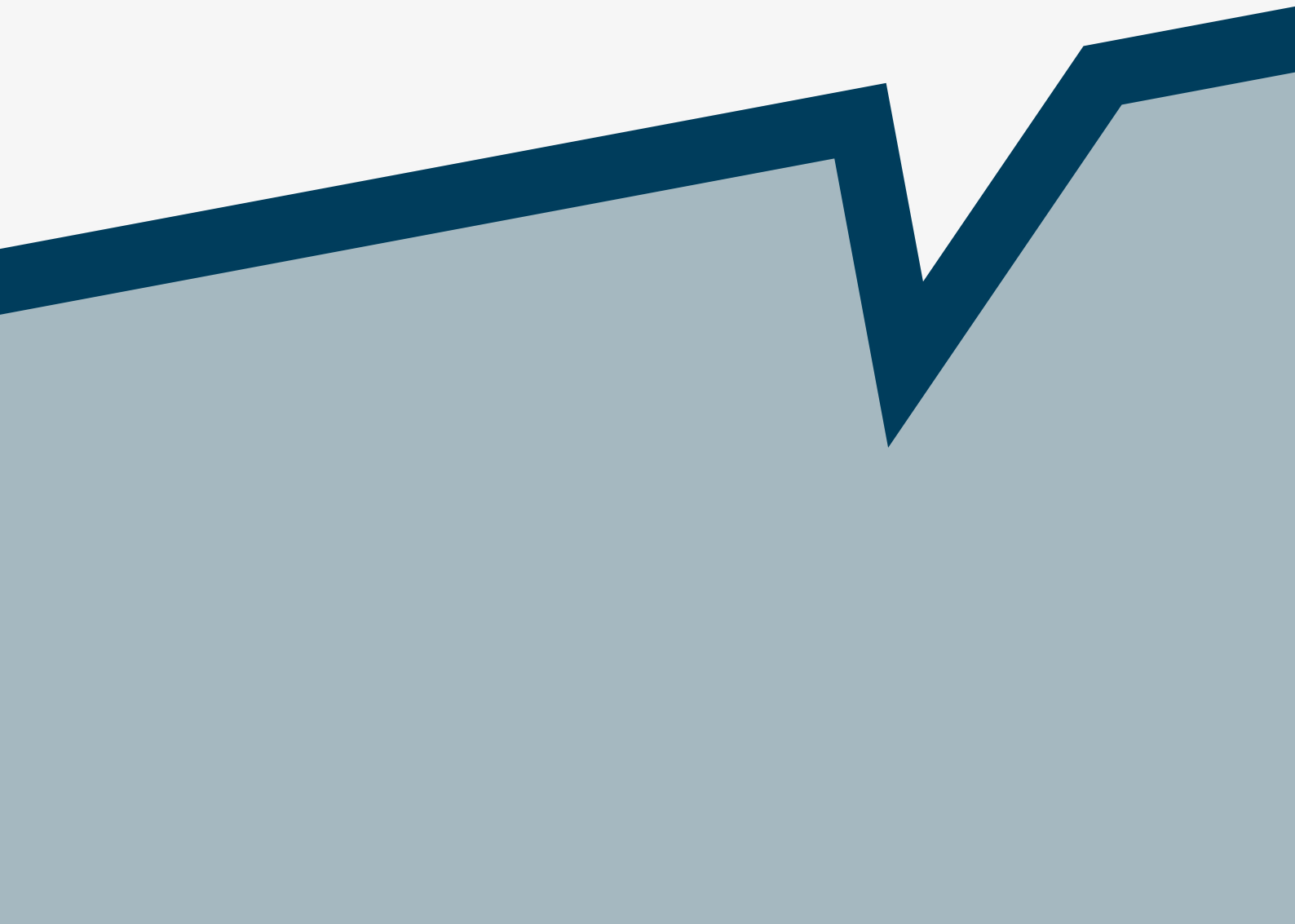
Lecturer's Report

Course Evaluation – SuSe 2020

Course: "Statistical data analysis 2, Gruppe 1"

Prof. Dr. Shravan Vasishth

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



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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 opportunity 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 review 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).

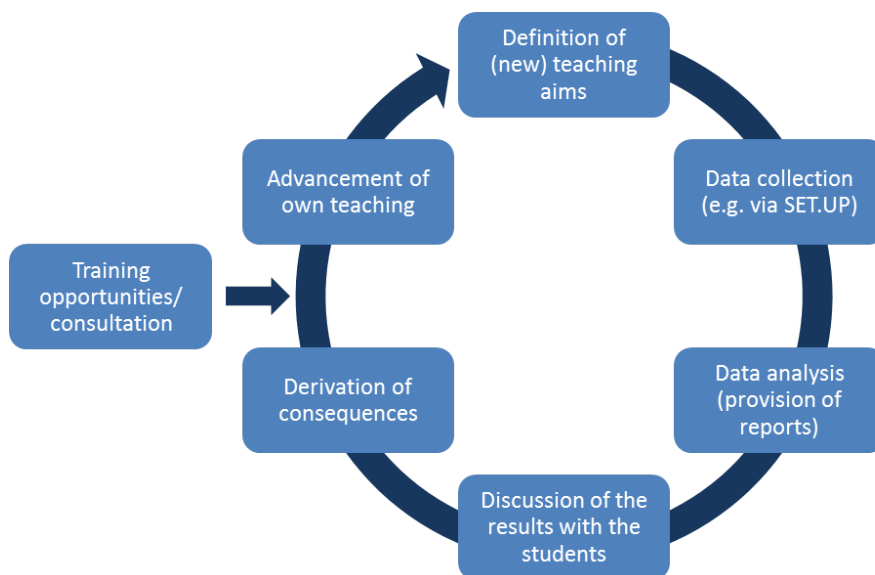


Figure 1 – evaluation cycle

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 choose any competencies, those will not be shown. 24 students have participated in the survey. That means that the results of the survey are based on **24 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?	–	– 17 %	■ 50 %	■ 33 %	–	24	0 %	3.2	0.7
How much prior practical experience on the topics of this course (e.g. job or internship; research projects) did you gather beforehand?	– 4 %	– 9 %	■ 26 %	■ 22 %	■ 39 %	23	4 %	3.8	1.2

	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?	■ 25 %	■ 29 %	– 8 %	■ 25 %	– 12 %	24	0 %	2.7	1.4

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	■ 38 %	■ 25 %	■ 25 %	– 12 %	–	16	33 %	2.1	1.1
topics already discussed on this course	■ 40 %	■ 33 %	■ 20 %	–	– 7 %	15	38 %	2.0	1.1
your practical experience (e.g. in a job or internship, research projects) in the field	■ 44 %	■ 22 %	■ 33 %	–	–	9	62 %	1.9	0.9

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.	■ 67 %	■ 25 %	– 4 %	– 4 %	–	24	0 %	1.5	0.8
I have the technical equipment to follow the course online.	■ 75 %	■ 17 %	– 8 %	–	–	24	0 %	1.3	0.6
My internet connection is stable enough to follow the course online.	■ 50 %	■ 38 %	– 8 %	–	– 4 %	24	0 %	1.7	0.9
Overall, I manage well with the online teaching of the course.	■ 50 %	■ 29 %	– 8 %	– 12 %	–	24	0 %	1.8	1.0

2.3 Self-estimated Competencies

2.3.1 Expertise

	fully applies					does not apply at all (5)	Amnt.	Missing	Avg.	s
	(1)	2 (2)	3 (3)	4 (4)						
I am able to recall important terms/facts from this course.	26 %	43 %	17 %	13 %	—	23	4 %	2.2	1.0	
I am able to give an overview of the course content.	30 %	43 %	22 %	4 %	—	23	4 %	2.0	0.8	
I now feel able to tackle a typical problem within this course's field.	27 %	27 %	18 %	18 %	9 %	22	8 %	2.5	1.3	
I am able to depict complex course matters.	26 %	9 %	35 %	26 %	4 %	23	4 %	2.7	1.2	
I am able to identify discrepancies and similarities of varied course content (e.g. discrepancies between different models or procedures etc.).	30 %	30 %	17 %	17 %	4 %	23	4 %	2.3	1.2	

2.3.2 Methodical Expertise

Because of this course, ...

	fully applies					does not apply at all (5)	Amnt.	Missing	Avg.	s
	(1)	2 (2)	3 (3)	4 (4)						
I am able to better organise my work.	26 %	22 %	35 %	9 %	9 %	23	4 %	2.5	1.2	
I improved my techniques.	43 %	26 %	9 %	17 %	4 %	23	4 %	2.1	1.3	

2.3.3 Specialised Knowledge

	fully applies					does not apply at all (5)	Amnt.	Missing	Avg.	s
	(1)	2 (2)	3 (3)	4 (4)						
The course has reinforced my wish to continue my studies.	39 %	30 %	9 %	17 %	4 %	23	4 %	2.2	1.2	
I enjoy solving the assignments given to me in this course.	30 %	22 %	26 %	17 %	4 %	23	4 %	2.4	1.2	
In this course, I have learned things that excite me.	30 %	26 %	26 %	13 %	4 %	23	4 %	2.3	1.2	
I engage with topics of the course beyond the course itself - just for fun.	17 %	17 %	22 %	35 %	9 %	23	4 %	3.0	1.3	

2.4 Statements about Teaching Quality and Support

2.4.1 Knowledge Transfer by the Lecturer

The lecturer ...	fully applies					does not	Amnt.	Missing	Avg.	s
	(1)	2 (2)	3 (3)	4 (4)	(5)	apply at all				
provided clear learning objectives.	67 %	21 %	4 %	8 %	—	—	24	0 %	1.5	0.9
structured the entire course well.	58 %	21 %	12 %	8 %	—	—	24	0 %	1.7	1.0
clearly presented the course content.	58 %	21 %	17 %	4 %	—	—	24	0 %	1.7	0.9
explained new terms and concepts in a precise manner.	54 %	17 %	21 %	8 %	—	—	24	0 %	1.8	1.0
was able to clearly explain complex matters.	46 %	21 %	25 %	8 %	—	—	24	0 %	2.0	1.0
gave illustrative examples that supported the comprehension of the course content.	50 %	33 %	—	17 %	—	—	24	0 %	1.8	1.1
gave helpful advice to tackle difficulties with comprehension.	62 %	17 %	12 %	8 %	—	—	24	0 %	1.7	1.0
repeatedly established links to topics already discussed.	54 %	25 %	17 %	4 %	—	—	24	0 %	1.7	0.9
asked questions that gave students the opportunity to review their own understanding of the course content.	54 %	33 %	8 %	4 %	—	—	24	0 %	1.6	0.8

2.4.2 Support outside of the Course

The lecturer ...	fully applies					does not	Amnt.	Missing	Avg.	s
	(1)	2 (2)	3 (3)	4 (4)	(5)	not used				
was easily reachable for questions and concerns.	79 %	12 %	8 %	—	—	—	24	0 %	1.3	0.6
took sufficient time for the individual concerns of the students.	92 %	4 %	4 %	—	—	—	24	0 %	1.1	0.4

2.5 Statements about the Module

	fully applies					does not	Amnt.	Missing	Avg.	s
	(1)	2 (2)	3 (3)	4 (4)	(5)	apply at all				
The learning goal of the course was made clear by the lecturer.	74 %	17 %	4 %	4 %	—	—	23	4 %	1.4	0.8
The learning goal of the course is reflected in the teaching methods and the type of examination.	68 %	9 %	23 %	—	—	—	22	8 %	1.5	0.8

	fully applies					does not	Amnt.	Missing	Avg.	s
	(1)	2 (2)	3 (3)	4 (4)	(5)	apply at all				
The learning goal of the module was made clear by the lecturer.	61 %	17 %	17 %	4 %	—	—	23	4 %	1.7	0.9
The lecturer explained the linking between the learning goal of the course and the learning goal of the module.	64 %	23 %	9 %	5 %	—	—	22	8 %	1.5	0.8

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.	83 %	13 %	4 %	–	–	23	4 %	1.2	0.5
sufficient opportunities for the exchange with other students were offered.	61 %	26 %	13 %	–	–	23	4 %	1.5	0.7
I actively participated (questions, comments, discussions).	13 %	35 %	35 %	17 %	–	23	4 %	2.6	0.9
I had enough time to discuss difficulties I had with any topics.	39 %	22 %	30 %	9 %	–	23	4 %	2.1	1.0

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	57 %	39 %	–	4 %	–	–	23	4 %	1.5	0.7
the assignments/exercises provided	39 %	35 %	17 %	9 %	–	–	23	4 %	2.0	1.0
the scripts/texts provided	52 %	22 %	9 %	9 %	4 %	4 %	23	8 %	1.9	1.2
the recommended literature	35 %	26 %	22 %	13 %	–	4 %	23	8 %	2.1	1.1

3 Overall Assessment of the Course

My knowledge increase is ...	very high (1)	rather high (2)	partly high, partly low (3)	rather low (4)	very low (5)	Amnt.	Missing	Avg.	s
	32 %	32 %	23 %	9 %	5 %	22	8 %	2.2	1.1
My motivation to study this subject, has ...	increased significantly (1)	rather increased (2)	remained constant (3)	rather decreased (4)	decreased significantly (5)	Amnt.	Missing	Avg.	s
	23 %	50 %	9 %	14 %	5 %	22	8 %	2.3	1.1
With the style of my lecturer's teaching (regardless of the content), I am ...	totally satisfied (1)	rather satisfied (2)	partly satisfied, partly dissatisfied (3)	rather dissatisfied (4)	totally dissatisfied (5)	Amnt.	Missing	Avg.	s
	59 %	23 %	18 %	–	–	22	8 %	1.6	0.8
Altogether, I think this course is ...	very good (1)	rather good (2)	partly good, partly poor (3)	rather poor (4)	very poor (5)	Amnt.	Missing	Avg.	s
	59 %	18 %	14 %	9 %	–	22	8 %	1.7	1.0

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 "2.23 (rather high)"	2 courses "2.14 (rather high)"	8 courses "2.00 (rather high)"	4 courses "2.00 (rather high)"

* Course: Statistical data analysis 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 "2.27 (rather increased)"	2 courses "2.12 (rather increased)"	8 courses "2.09 (rather increased)"	4 courses "2.11 (rather increased)"

* Course: Statistical data analysis 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 "1.59 (rather satisfied)"	2 courses "1.49 (totally satisfied)"	8 courses "1.57 (rather satisfied)"	4 courses "1.58 (rather satisfied)"

* Course: Statistical data analysis 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 "1.73 (rather good)"	2 courses "1.51 (rather good)"	8 courses "1.52 (rather good)"	4 courses "1.52 (rather good)"

* Course: Statistical data analysis 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?

- Although the homeworks were a struggle at times, they really helped applying and understanding what was said in the (great) video lectures. The few Zoom meeting were also amazing.
- I enjoyed very much that it was possible to pause and rewind the pre-recorded lectures. Through that for me learning was much more efficient than it is in normal classroom teaching. Also the very quick and detailed answers in the discussion forum and zoom meetings were helpful.
- I really enjoyed how the home works were closely tied with the discussed problems. During the interactive sessions the teacher gave amazing examples that would often ameliorate my understanding to large extent.
- It was good to have access to videolectures 24/7 and homework were good to test the acquired knowledge. In general, I have appreciated the fact this course require some efforts on student's own to integrate knowledge or find the proper way to solve Homework questions. Homework solution files were useful, but they were limiting without the meetings on Monday: the files offer the code, but more explanations were often needed and the meeting allow to deliver questions and answers easily.
- Recorded video lectures, an open access to all materials, written answers in discussion forums of the professor were very useful for revising the content at our own pace. Thank you for that.
- Shravan was always available to answer students' questions, even those that didn't apply specifically to the course and that were general (perhaps that applied more to people's research projects). I appreciate Shravan's style of teaching where he never belittles anyone for asking a question and always explains it to the best of his ability, but at the same time he maintains a high standard in a course dealing with rather complex topics. I really like the flipped classroom style where the video lectures are watched outside of class, so we can dedicate the suitable amount of time to watching these and asking specific questions in class. Also this means that the lecture materials are available online, so we can go back and refer to them in future. I appreciate that he provides source code for all his lecture slides. It was also helpful how he almost always provides further reading in response to someone's question, as these will be helpful

in our future research to be able to refer back to and widen our understanding, and to cite in our research (this is important in cases where we have learnt something that is perhaps not the usual practice within psycholinguistics and we might be questioned by reviewers etc.). He also responded to students' concerns that the workload was unmanageable and included some optional questions in the homework - this allows people to engage more or less depending on their capacity at the time.

- The fact that the lecture was video taped is awesome! Zoom meetings

were really helpful and the Professor was super accessible and reachable. He always took time to explain the same details multiple times until people understood it. Also the fact,

- The homework assignments and the very well commented solutions provided
- To improve in Statistics particularly
- Video lectures
- Video lectures were great. The active use of the forum by the students and the lecturer was also very helpful, many interesting discussions happened there.

- Video lectures were very helpful as I have a hard time following lectures. The recorded lectures helped because I was able to rewind and go back to parts that I missed or did not understand the first time around.
- Video materials of lectures and Zoom meetings
- Youtube lectures, forum and Zoom discussions (especially the latter!), extra reading
- pre-recorded lectures (I could replay parts I didn't understand the first time round, this was incredibly helpful); exercises; discussion forum

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?

- Although I often understood everything from the videos, I am still not "creative" enough with the R, so questions where I needed to modify formulas were quite challenging for me.
- From the middle towards the end of the course the workload was perfect. However, at the beginning, the lectures were longer, and so was the homework. This also didn't help in terms of motivation. This issue was resolved, because a student told the lecturer, and the lecturer decided to decrease the workload, so in the end the course was not that stressful anymore. But I'd suggest to have this decreased workload from the beginning of the course.
- I think the only issues were out of Shravan's control - the fact that the course was online and that he had to miss video lectures due to personal circumstances meant that we had little face-to-face time (also very few people responded to his suggestions to schedule additional video calls) and sometimes it was difficult to have a clear discussion in the Moodle forum. Regardless I appreciate that he made himself available in this way when it was the only option.
- I think the video lectures were a bit confusing some times and the fact in slides there are often some mistakes it does not help. But on the other hand you were always and really fast answering to each question, emails, and Monday meetings were very helpful, so we could clarify everything. The type of final exam is interesting, but I do not feel to have had the chance to exercise the ability to write a statistical paper. I mean, during my Master I had to write many papers, but really often there were just a review of other papers or proposal for a new study. So I'm a bit afraid to write a paper 100% about statistics. At last, I feel it is a big jump from a fully guided structured homework and a(n) (almost) blank-page final project. I know sooner or later we should "jump", but I would have liked a homework of transition.
- I would have really appreciated a text that we could have followed/referred to because overall I learn better by reading concepts and understanding them on my own than by listening to lectures. I found relying solely on lectured really difficult and had to find reading material on my own to aid in my understanding of the concepts presented in the lectures.
- If possible it would be helpful in another online-semester semester to have more zoom meetings (to talk about issues regarding the HW assignments for example)
- Lack of live sessions (much better to listen to the discussion and ask follow-up questions than to read a forum exchange) - more live discussions would be great. It would also be nice to have some "practical sessions" where we could examine some datasets, discuss ways of organising the data properly in the frame and then tackling it.
- Online format The lack of personal interaction with other students
- Some advanced comments on materials, often made by phd students, were a little discouraging for students with no background in statistics. Optional questions for homeworks were very challenging, sometimes frustrating. Thank you for making them optional. Thank you for comments on homework solutions, this is a useful way to improve oneself. It would be great if the professor could review his solutions on homeworks explaining his way of proceeding more explicitly in the zoom meetings.
- Some tasks in the homeworks felt way too difficult, at least for me. Enough possibilities were offered to help me tackle them, but even those failed sometimes - I don't know how to improve this. Some video lectures (e.g. simulating data) went quite fast, a slower tempo in explaining every step would have been great.
- The content of the course is a lot, some lectures and homeworks required at least to weeks to fully understand them but we had just one week, the thing is, I really appreciate it that you want to teach us most of the required skills that you believe is necessary and indeed you are a good teacher BUT the timing and the time period was just not enough. Maybe provide less content but put more weeks on each subject. And shravan, you're a cool teacher, this matters a lot.
- The only issue was the amount of assignments at the beginning was too much, but the Professor definitely improved this and listened to the feedback we provided!
- This course demands a lot from the student. That's not necessarily bad but additional resources about the basics could be very useful to lift that pressure.
- Time management. I am currently doing my thesis and so for the first 5 weeks I had no issues but later on it was a bit difficult to keep up with the planned dates I also think if there were many examples to actually solve would have greatly helped with understanding the concepts better. Also, I felt at times it was little rushing, but I understand it also takes persistent time and effort to improve statistical skills.
- exercises could be in rmd files, this would shorten the time it took me switching back from PDF to rmd

6 Workload

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

Answers

Valid: 22 (91.7 %), Missing: 2 (8.3 %)

Median for course: 2.5

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

Median for "Vorlesung/Seminar": 2 (Courses: 4)

	Absolute	Percentage	C. percentage
fully applies	2	9.1 %	9.1 %
2	9	40.9 %	50.0 %
3	7	31.8 %	81.8 %
4	2	9.1 %	90.9 %
does not apply at all	2	9.1 %	100.0 %
Total	22	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: 22 (91.7 %), Missing: 2 (8.3 %)

Median for course: ">9"

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	0	0.0 %	0.0 %
5	1	4.5 %	4.5 %
6	1	4.5 %	9.1 %
7	4	18.2 %	27.3 %
8	3	13.6 %	40.9 %
9	1	4.5 %	45.5 %
>9	12	54.5 %	100.0 %
Total	22	100.0 %	100.0 %

7 Information about the Students

7.1 Study Semester

Answers

Valid: 16 (66.7 %), Missing: 8 (33.3 %)

Mean for course: "2.8 (3.)"

Standard deviation: 0.9

	Absolute	Percentage	C. percentage
1.	0	0.0 %	0.0 %
2.	8	50.0 %	50.0 %
3.	3	18.8 %	68.8 %
4.	5	31.2 %	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	16	100.0 %	100.0 %

7.2 Intended Degree (current degree programme)

Answers

Valid: 20 (83.3 %), Missing: 4 (16.7 %)

Mode for course: "Master"

	Absolute	Percentage
Master	17	85.0 %
Other degree	3	15.0 %
Bachelor (one subject)	0	0.0 %
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	20	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/>