Uni Osnabrück – Servicestelle Lehrevaluation – Seminarstraße 20 – 49069 Osnabrück

Ms Imke von Maur
private/ confidential
Lehreinheit Kognitionswissenschaften
im Hause

Evaluation report on course "Research Seminar on Human Affectivity" in SS 2018

Osnabrück, 16.07.2018

Dear Ms von Maur,

this report contains the results of the evaluation of the course entitled "Research Seminar on Human Affectivity", which you held at the University of Osnabrueck in SS 2018. 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.

 Imke von Maur
Prof. Dr. Achim Stephan

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 Overall indicators

The section "Overall indicators", the first section of the feedback report, gives an overview of the evaluation results in certain subject areas that have been addressed. These are compared with the average results that are gained in seminars evaluated at the University of Osnabrueck.

Before giving a detailed explanation of the portrayal of the results, the composition of the questionnaire that was employed for the evaluation shall first be presented.

1.1 Composition of the questionnaire

The evaluation was carried out by means of a standardised questionnaire (Questionnaire for the Evaluation of Seminars, FESEM). The front page of this questionnaire contains 18 "questions" that relate to specific aspects of the course. The "questions" are always formulated as statements, e.g.: "The seminar 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, 17 out of the 18 questions can be classified to the following four subject areas. (Question number 18 does not belong to any particular subject area.)

Subject Area	The questions relate to the extent to which …
Planning and Presentation	… the seminar is clearly structured, gives a good overview, the lecturer gives enough explanatory or secondary information, the organisation of the seminar 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	… there is a good working climate in the seminar, 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 seminar is made interesting, there is a good combination of knowledge transfer and discussion, interest in the subject area is promoted, and the usability and usefulness of the subject matter – also with regard to other subjects/areas – is highlighted.
Quality of the Seminar Papers	… contributors present the information in a comprehensible manner, emphasise the really relevant information, and are well prepared for questions.

In addition to these questions, the following four global questions are asked:

Global Question	Wording of the Question
School grade for one's own seminar paper	„If you gave a presentation which "school grade" would you give yourself for the presentation?" on a school grade scale of 1 to 5?
School Grade for Lecturer	„Which "school grade" would you give the lecturer as the course instructor?" on a school grade scale of 1 to 5?

School Grade for Course	„Which overall "school grade" would you give the course?" on a school grade scale of 1 to 5?
Subjective Learning Success	„How much have you learnt in this course?" on a scale of 1=„very little" to 5=„a great amount"

Besides the subject areas and global questions a series of specific questions are asked in the questionnaire related to the level of difficulty of the 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 information on the instrument used please refer to our homepage at FAQ.

1.2 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 four aforementioned subject areas as well as the four global questions. Each respective aspect is visible in the column with the heading **"Dimension"**. The column with the heading **"Value"** provides the responses averaged for all of the students (who have answered the respective questions). 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 "Quality of the Seminar Papers" 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 the three school grades.

Dimension	Value	Percentile rank
Planning and Presentation	4.34	71
Interaction with Students	4.63	53

Subject Area or Global Question — Raw Scores — Standardised Values — Rough Evaluation — Profile Portrayal
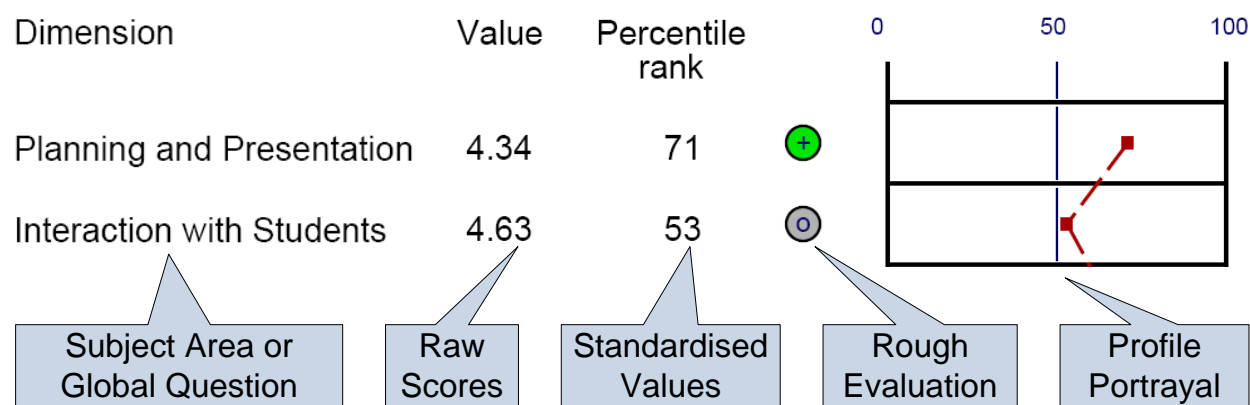
The purpose of the information to the right of the values is to help you classify these results. Can a value of 4.34 in the subject area "Planning and Presentation", for instance, be evaluated as good? It goes without saying that various different evaluation standards are possible here. The result could be deemed successful, for instance, if a lower value of, e.g. 4.05, was achieved in the last evaluation of the same course. A comparison could also be made with parallel courses, if applicable. The evaluation assistance given in this report originates from a comparison with a large number of seminars that have already been evaluated using this questionnaire[1].

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[1] At the moment, this comprises data from 3.059 seminars that were evaluated by 53.883 students in previous semesters at the University of Osnabrück.

The column with the heading **"Percentile rank"** indicates how many lecturers of the norm sample (in percent) achieved the same result or worse. The higher the Percentile Rank, the better the students assess the course. The Norm values were calculated from the means of courses evaluated with FESEM (not from the means of questionnaires).

On the far right, the **Profile portrayal** gives a graphic illustration of the Norm values. Looking at the example given, the Percentile Rank of 71 indicates that of all the lectures that were evaluated with the same questionnaire at the University of Osnabrueck, 71 were rated as being equally good or worse (and vice versa 29% as being even better).

Between the details of the Percentile Rank and the profile line is a column containing coloured symbols that facilitate a **rough evaluation** of the Percentile Ranks.[2]

The symbols have the following meanings:

The green symbol „++" indicates a result that is very much above average (Percentile Rank 96 to 100).

The green symbol „+" indicates a result that is above average (Percentile Rank 66 to 95).

The grey symbol „0" indicates an average result (Percentile Rank 36 to 65).

The yellow symbol „-" indicates a slightly below average result (Percentile Rank 6 to 35)

The red symbol „--" indicates a result that is very much below average (Percentile Rank 0 to 5).

## 2   Survey Results – Evaluation section of the closed questions

The second section 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 question[3]. 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 18; 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.

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[2] Further information on the calculation of raw and Norm values and on the underlying Norm values can be found on our homepage at Downloads.

[3] 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.

26%	26%	40%	8%	0%		
very low					very high	n=62 av.=2.31 dev.=0.95
1	2	3	4	5		
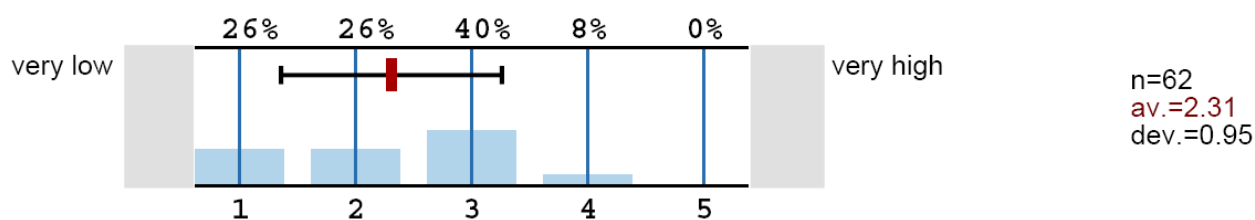
The height of the blue bars in the graphic illustration on the left shows the relative frequency of responses for each possible answer (here 1 = "very low" to 5 = "very high"). Each percentage is also given in figures above the respective bar. The thick, red vertical line in the centre represents the 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.

3   Comments Report – Evaluation section of the open questions

This is where 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.

Course Evaluation at the Osnabrück University
in SS 2018

Research Seminar on Human Affectivity (8.3354)
21 Forms
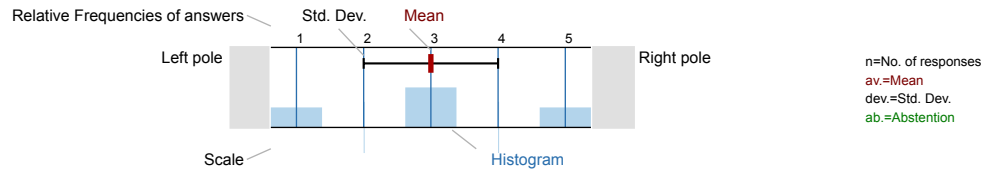
Lecturers
Imke von Maur
Prof. Dr. Achim Stephan

Overall indicators

Dimension	Value	Percentile rank		
Planning and Presentation	4.55	87	+	
Interaction with Students	4.86	94	+	
Interestingness and Relevance	4.75	97	++	
Quality of the Seminar Papers	4.48	84	+	
School Grade for one's own Seminar Paper	2.05	30	−	
School Grade for Lecturer	1.29	88	+	
School Grade for Course	1.29	95	+	
Subjective Learning Success	4.57	99	++	

Survey Results

Legend

Question text

Relative Frequencies of answers   Std. Dev.   Mean

Left pole   Right pole

Scale   Histogram

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

Planning and Presentation

1. The seminar is clearly structured.

strongly disagree | 5% 14% 0% 19% 62% | strongly agree

n=21
av.=4.19
dev.=1.29
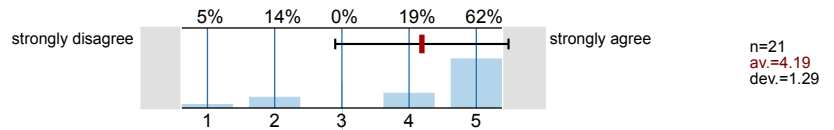
6. The seminar provides a good overview of the subject area.

strongly disagree | 0% 5% 10% 19% 67% | strongly agree

n=21
av.=4.48
dev.=0.87
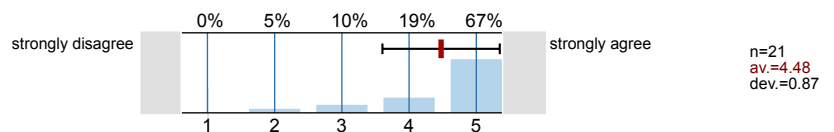
8. The lecturer gives explanatory or secondary information on the subjects covered.

strongly disagree | 0% 0% 0% 29% 71% | strongly agree

n=21
av.=4.71
dev.=0.46
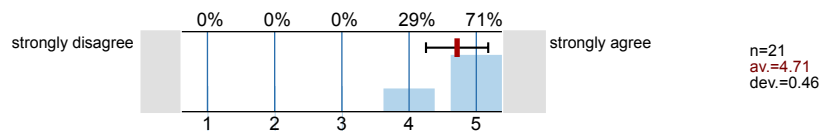
13. The lecturer makes use of helpful aids (e.g. literature list, script, transparencies) to support the learning process.
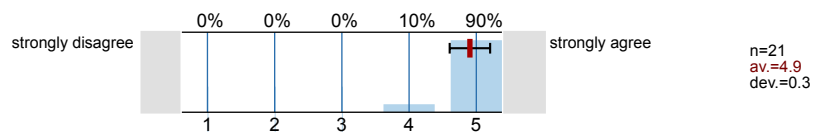
strongly disagree | 0% 0% 0% 29% 71% | strongly agree

n=21
av.=4.71
dev.=0.46
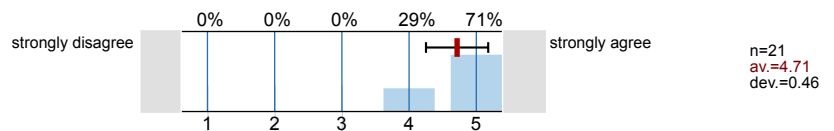
14. The way in which the seminar is held furthers understanding of the subject.

strongly disagree | 0% 0% 5% 24% 71% | strongly agree

n=21
av.=4.67
dev.=0.58
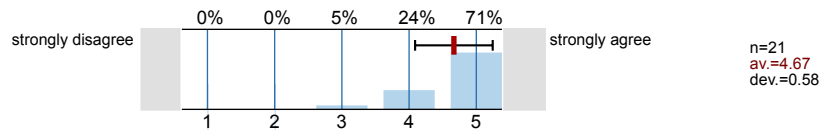
Interaction with Students

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

strongly disagree | 0% 0% 0% 10% 90% | strongly agree

n=21
av.=4.9
dev.=0.3

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

strongly disagree | 0% 0% 0% 5% 95% | strongly agree

n=21
av.=4.95
dev.=0.22
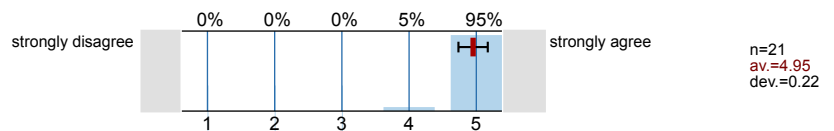
7. The lecturer goes into the students' questions and suggestions in sufficient detail.

strongly disagree | 0% 0% 5% 5% 90% | strongly agree

n=21
av.=4.86
dev.=0.48

11. There is a good working climate in the seminar.

strongly disagree | 0% 0% 10% 10% 81% | strongly agree

n=21
av.=4.71
dev.=0.64
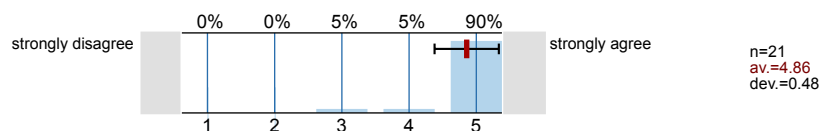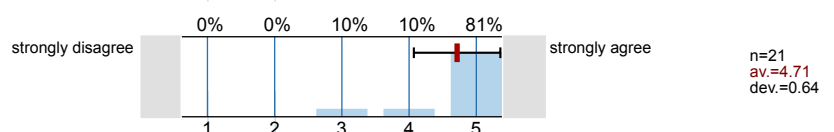
Interestingness and Relevance

3. The lecturer makes the seminar interesting.

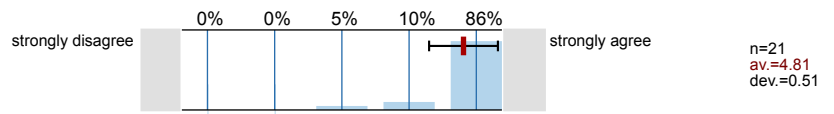strongly disagree | 0% 0% 0% 14% 86% | strongly agree
1 2 3 4 5

n=21
av.=4.86
dev.=0.36
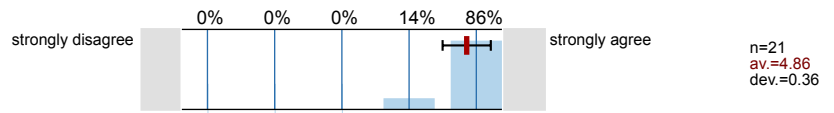
5. The lecturer conveys the fact that the students can also make use of the knowledge gained in the seminar in other subjects/areas.

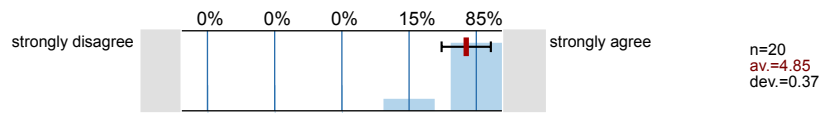strongly disagree | 0% 0% 10% 19% 71% | strongly agree
1 2 3 4 5

n=21
av.=4.62
dev.=0.67
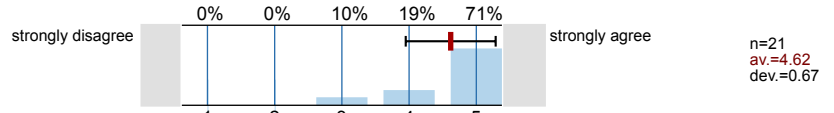
9. The lecturer clarifies the usability and usefulness of the subject covered.

strongly disagree | 0% 0% 15% 10% 75% | strongly agree
1 2 3 4 5

n=20
av.=4.6
dev.=0.75
ab.=1
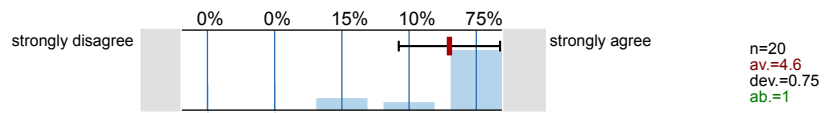
10. The seminar is a good combination of conveyance of knowledge and discussion.

strongly disagree | 0% 0% 5% 10% 86% | strongly agree
1 2 3 4 5

n=21
av.=4.81
dev.=0.51

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

strongly disagree | 0% 0% 0% 15% 85% | strongly agree
1 2 3 4 5

n=20
av.=4.85
dev.=0.37

Quality of the Seminar Papers

15. The contributors are usually well prepared for questions and discussions.

strongly disagree | 0% 0% 0% 43% 57% | strongly agree
1 2 3 4 5

n=21
av.=4.57
dev.=0.51
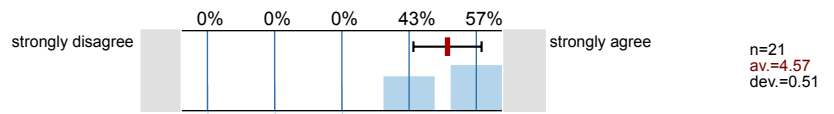
16. The really relevant information is usually emphasised in most presentations.

strongly disagree | 0% 0% 15% 35% 50% | strongly agree
1 2 3 4 5

n=20
av.=4.35
dev.=0.75
ab.=1
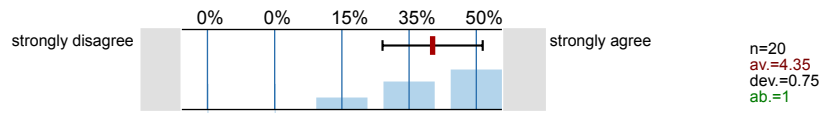
17. The contributors usually present the information in a comprehensible manner.

strongly disagree | 0% 0% 10% 29% 62% | strongly agree
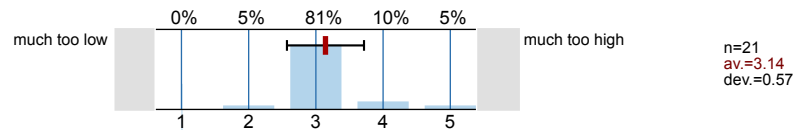1 2 3 4 5

n=21
av.=4.52
dev.=0.68
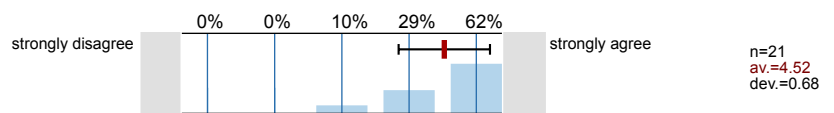
Supervision of one's own Seminar Paper

18. I am very pleased with the advice given to me on my presentation by my seminar instructor (e.g. preliminary discussion, debriefing, feedback).
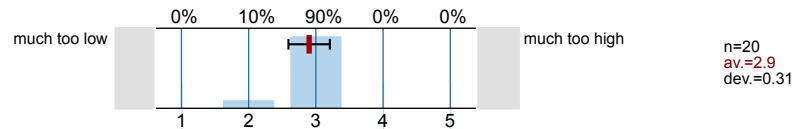
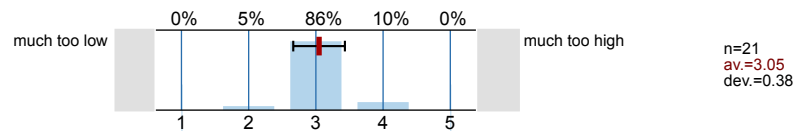strongly disagree | 0% 0% 10% 38% 52% | strongly agree
1 2 3 4 5

n=21
av.=4.43
dev.=0.68
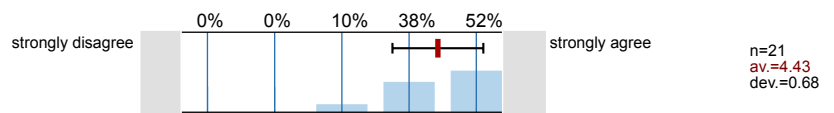
Difficulty and Extent

19. The level of difficulty of the seminar is:

much too low | 0% 5% 81% 10% 5% | much too high

n=21
av.=3.14
dev.=0.57

20. The scope of the seminar is:

much too low | 0% 10% 90% 0% 0% | much too high

n=20
av.=2.9
dev.=0.31

21. The pace of the seminar is:

much too low | 0% 5% 86% 10% 0% | much too high

n=21
av.=3.05
dev.=0.38

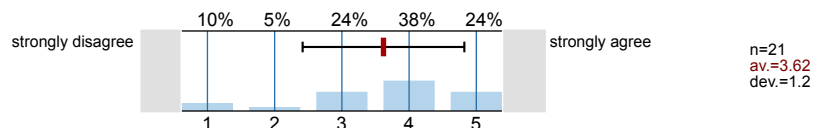## General Conditions

22. I am satisfied with the general conditions pertaining to this course (the room, the equipment, the timing, temperature, noise and lighting conditions, etc.).
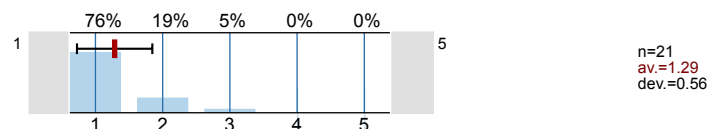
strongly disagree | 10% 5% 24% 38% 24% | strongly agree

n=21
av.=3.62
dev.=1.2

School Grade for one's own Seminar Paper

23. If you gave a presentation which "school grade" (1-5) would you give yourself for the presentation?

1 | 19% 57% 24% 0% 0% | 5

n=21
av.=2.05
dev.=0.67
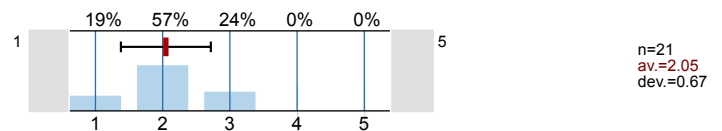
School Grade for Lecturer

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

1 | 76% 19% 5% 0% 0% | 5

n=21
av.=1.29
dev.=0.56

School Grade for Course

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

1 | 71% 29% 0% 0% 0% | 5

n=21
av.=1.29
dev.=0.46
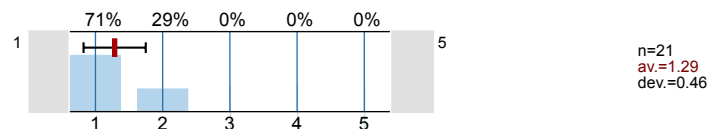
Subjective Learning Success

26. How much have you learnt in this course?

very little | 0% 0% 10% 24% 67% | a great amount

n=21
av.=4.57
dev.=0.68
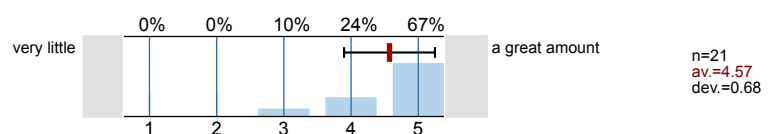
Interest before Course

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

very low | 0% 10% 19% 48% 24% | very high

1 2 3 4 5

n=21
av.=3.86
dev.=0.91
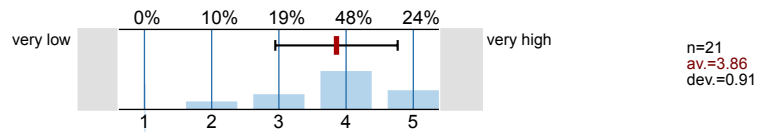
Reasons for Attendance

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

n=21

|	
important for exam preparation	0%
to get proof of academic achievement or a certificate of attendance	33.3%
out of interest	76.2%
to obtain an overview of the subject	57.1%
because of the lecturer	76.2%
other reasons	9.5%
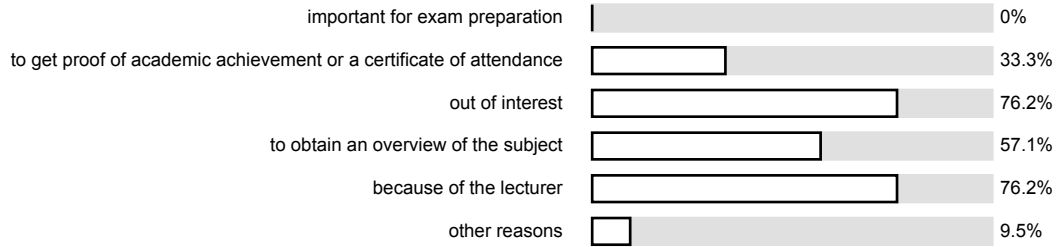
Expenditure of Time

29. How much time do you spend on average per week (outside class) working on the substance matter? (please state in hours, rounding off)
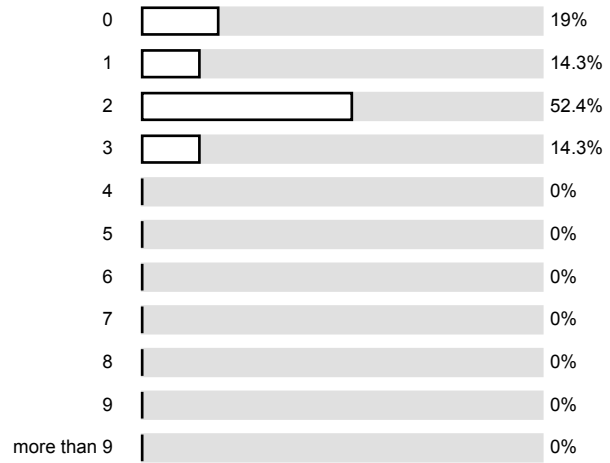
n=21

0	0%
1	0%
2	4.8%
3	19%
4	28.6%
5	9.5%
6	14.3%
7	9.5%
8	4.8%
9	0%
more than 9	9.5%
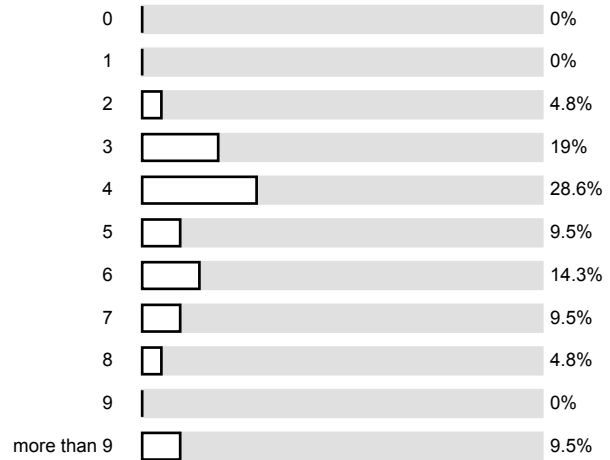
Absences

30. How many sessions of the course did you miss?   n=21

0	19%
1	14.3%
2	52.4%
3	14.3%
4	0%
5	0%
6	0%
7	0%
8	0%
9	0%
more than 9	0%

Subject-related Semester

31. Which semester are you currently enrolled for (in your major)?   n=20

1	0%
2	20%
3	15%
4	30%
5	5%
6	30%
7	0%
8	0%
9	0%
more than 9	0%

Sex
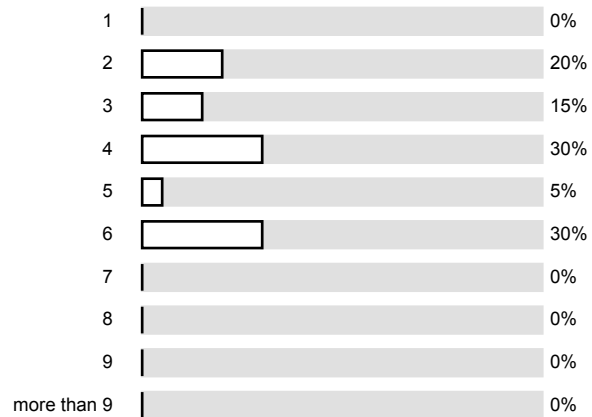
32. Sex: n=20

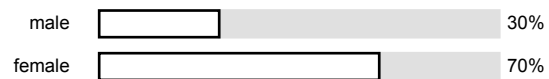|	
male	30%
female	70%

Comments Report

Comments

33. What did you particularly like or not like about this course? Use this space for further remarks and suggestions!

The Room had neither air conditioning, nor could you open the windows. After 2 hours min. the air is very bad, thereby also affecting my ability to focus. The break was good, didn't help much for this problem however.

I liked the interaction between lecturer and students. I liked the feedback given for Papers.
The Room is too Warm and Sometimes feel too small.

DIE KOMBINATION VON PAPERS, DIE ZU LESEN WAREN, EIGENER ARBEIT IM SINNE VON VORTRÄGEN, KOMMENTIEREN UND SELBER SCHREIBEN WAR SEHR GUT. ES WAR DAS ERSTE MAL, DASS ICH MICH JEDES MAL AUF DAS SEMINAR GEFREUT HATTE & VIELE ANDERE WAREN SEHR NEIDISCH, DASS DAS SEMINAR SO DIVERS AKTIV UND SPANNEND WAR.

I really appreciate the safe and secure environment for discussion.

Der Raum war zu heiss! / the room was too hot!

well-done seminar! I learned so much it will take a while to digest everything and ~~probably it~~ it will probably ~~overcome~~ influence my philosophical thinking for the rest of my life ☺ thanks a lot! Also very valuable feedback for how to write a paper!

I really enjoyed the seminar and I learned a lot. Sometimes I found the level of difficulty too low, simply because of little philosophical backgrounds most students have. But I think the course helped everyone a lot with that. ~~████~~

I really liked the atmosphere in the course. And I appreciated it very much that we had two lecturers who were most of the time both present with different opinions. It was great for me to see the different opinions not only of the students, but of the lecturers as well. I appreciate the moral considerations we became aware of - not only concerning emotions, but mainly normative standards. I loved the freedom to research and produce something on our own in a group. I am really happy to have joined - the best course at university I have had

I sometimes wished that the discussion of the commentaries was more active in a sense that more people could have been involved in a discussion and not only the writer of the commentary explain his/her thoughts. *of hard work but I enjoyed it and learned a lot and therefor I am thankful Overall I really loved this seminar. It was a lot

There was a lot of room for discussion and they were very fruitful. I liked the public discussions, working on the paper and receiving feedback at certain times.

I really liked the structure of the seminar and that it was so interactive. But sometimes it would be nice to be more transparent on the structure (as it changed a lot) by using the online platform for clearer communication.

Thank you for your work!

I thought the course was really informative, interesting. I loved the style (Research Semina Favourite seminar i have attended so far
*of the seminar. There were some aspect (e.g. collective emotions) I would have loved to spend some/more time on

Q20: I woved have liked more contact hours to extend
the seman *I more

Although the students had the opportunity to freely do research, select the topic (i.e. the emotion) and the
*tend to somehow distort or twist the points the students tried to make. There was often predisposition.
cases they want to work on, I had the impre-
ssion that in some cases the professors weren't
willing to accept interesting cases or topics and *

This course stimulate you to think and question yourself and your way of judge others.
The feedbacks are really usefull.