

Uni Osnabrück – Servicestelle Lehrevaluation – Seminarstraße 20 – 49069 Osnabrück

Ms Imke von Maur
private/ confidential
Lehrereinheit Kognitionswissenschaften
im Hause

Evaluation report on course "Political Theory of Cognitive Science" in WS 2019/20

Osnabrück, 24.02.2020

Dear Ms von Maur,

this report contains the results of the evaluation of the course entitled "Political Theory of Cognitive Science", which you held at the University of Osnabrueck in WS 2019/20. 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

Kind regards,

Your Teaching Evaluation Service Point
University of Osnabrueck
Institute of Psychology

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Information on the teaching evaluation report

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 20 "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, the questions can be classified to the following five subject areas.

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.
Difficulty and Extent	... level of difficulty, scope and pace are appropriate.

Besides the subject areas a series of specific questions are asked in the questionnaire related to the global evaluation of the course (school grade for one's own seminar paper, lecturer and 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 background information on the instrument used please refer to our homepage at [FAQ](#).

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 five aforementioned subject areas. For each subject area the means (av.) and standard deviations (dev.) are reported. It should be noted that 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

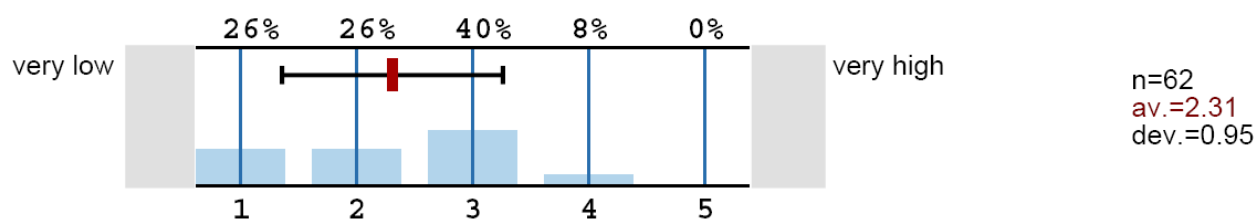
Relevance" and "Quality of the Seminar Papers" and the question regarding subjective learning success. An average is given for all students and all respective questions.

- between 1.0 (=best possible score) and 5.0 (=worst possible score) for the three school grades.

The second section entitled "**Survey Results**" 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 question¹. 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.



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.

In the last section of the results report entitled "**Comments Report**" 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.

¹ 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.



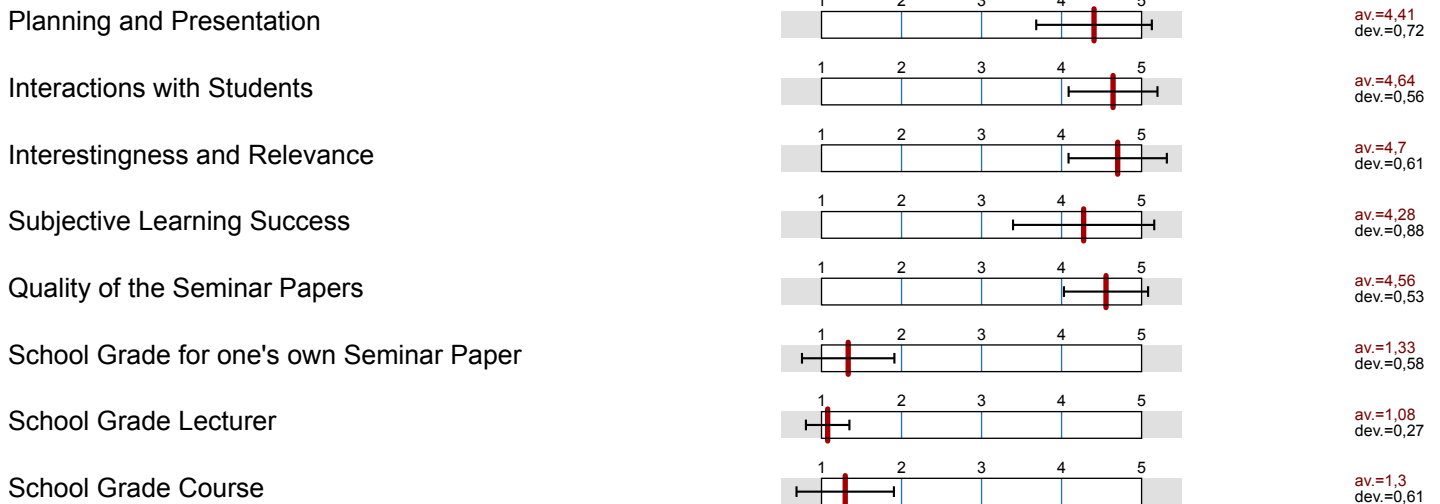
Course Evaluation at the Osnabrück University in WS 2019/20

Political Theory of Cognitive Science (8.3399 [ws19]) 29 Forms

Lecturers

Imke von Maur

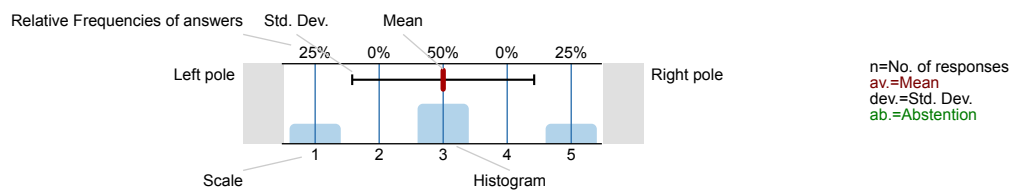
Overall indicators



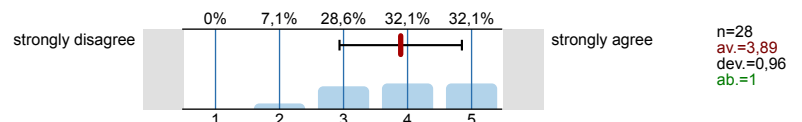
Survey Results

Legend

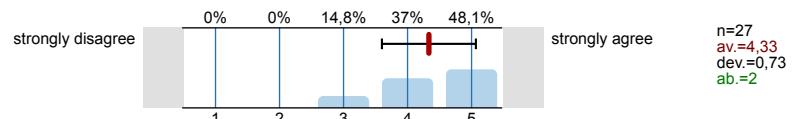
Question text



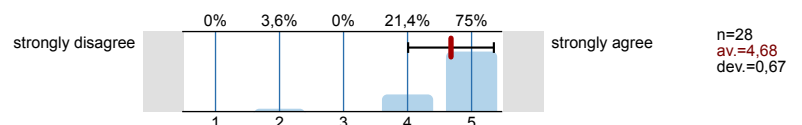
1. The course is clearly structured.



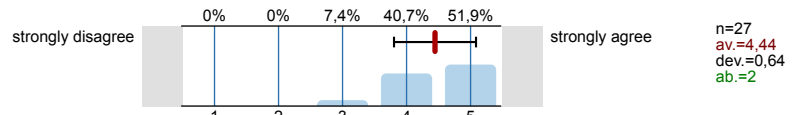
6. The course provides a good overview of the subject area.



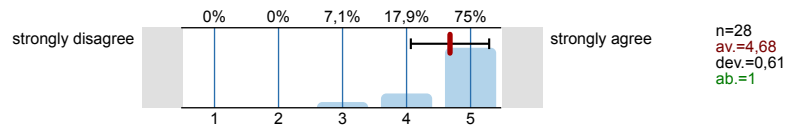
8. The lecturer gives explanatory or secondary information on the subjects covered.



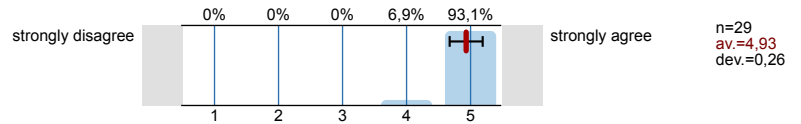
13. The lecturer makes use of helpful aids (e.g. literature list, script, transparencies) to support the learning process.



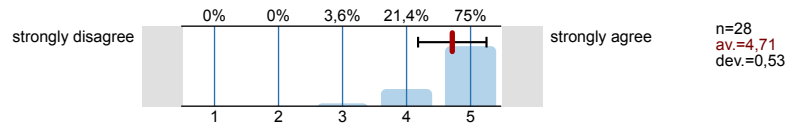
14. The way in which the course is held furthers understanding of the subject.



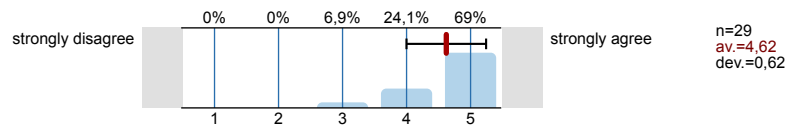
2. The lecturer seems to care about the students' learning success.



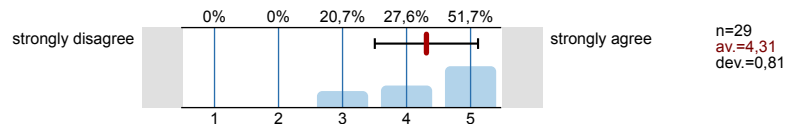
4. The lecturer behaves in a friendly and respectful manner towards the students.



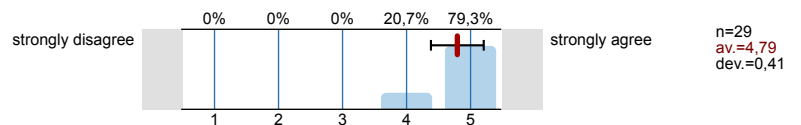
7. The lecturer goes into the students' questions and suggestions in sufficient detail.



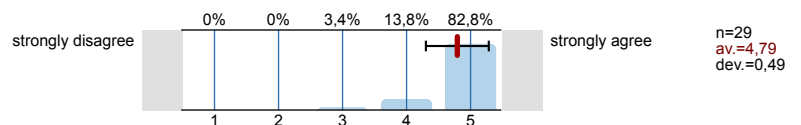
11. There is a good working climate in the course.



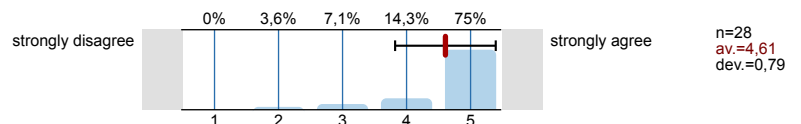
3. The lecturer makes the course interesting.



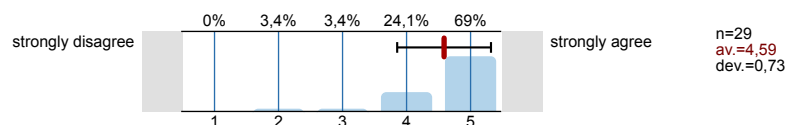
5. The lecturer conveys the fact that the students can also make use of the knowledge gained in the course in other subjects/areas.



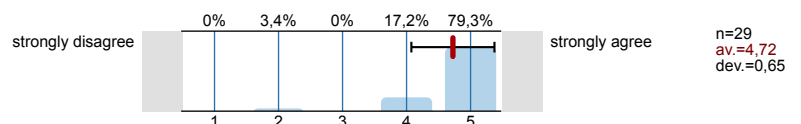
9. The lecturer clarifies the usability and usefulness of the subject covered.



10. The course is a good combination of conveyance of knowledge and discussion.

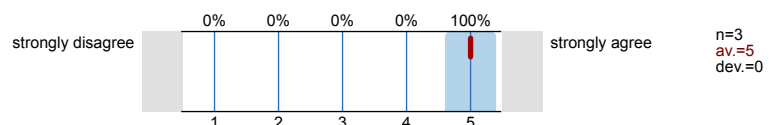


12. The lecturer encourages my interest in the subject area.

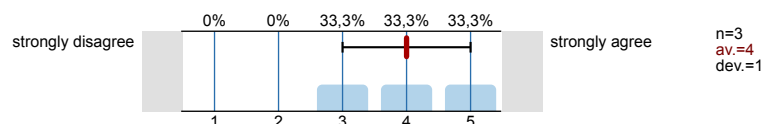


Please answer the following questions only if presentations have been held:

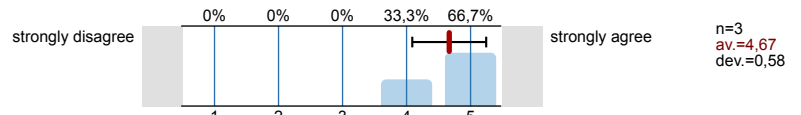
15. The contributors are usually well prepared for questions and discussions.



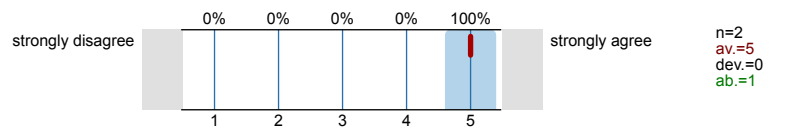
16. The really relevant information is usually emphasised in most presentations.



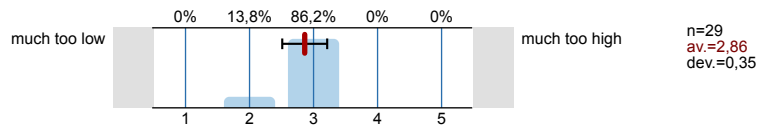
17. The contributors usually present the information in a comprehensible manner.



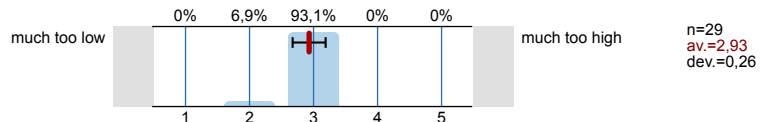
18. I am very pleased with the advice given to me on my presentation by my seminar instructor (e.g. preliminary discussion, debriefing, feedback).



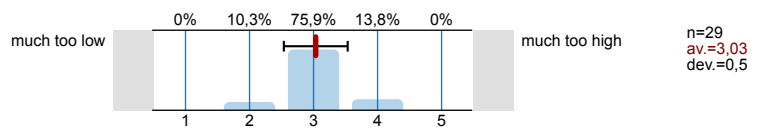
19. The level of difficulty of the course is:



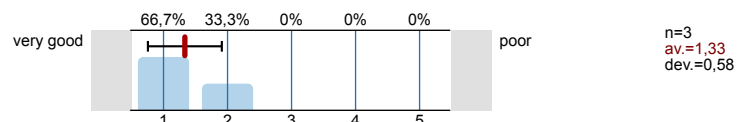
20. The scope of the course is:



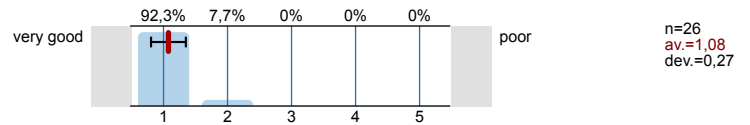
21. The pace of the course is:



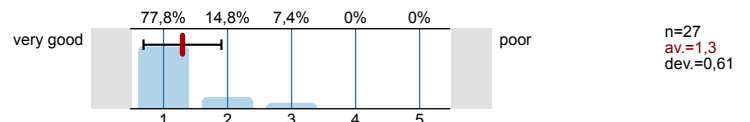
22. If you gave a presentation which school grade would you give yourself for the presentation?



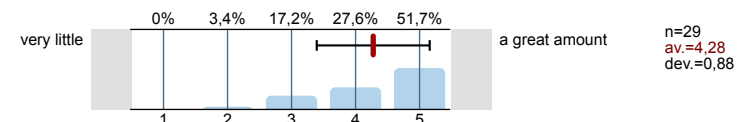
23. Which school grade would you give the lecturer as the course instructor?



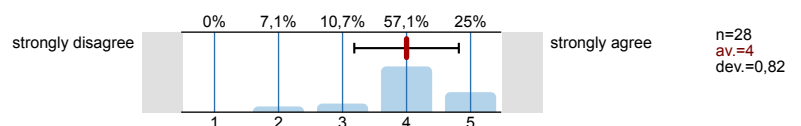
24. Which overall school grade would you give the course?



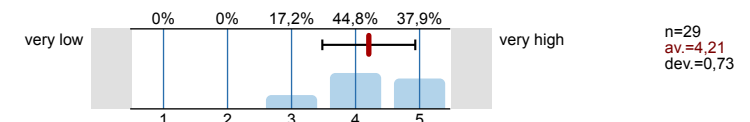
25. How much have you learnt in this course?



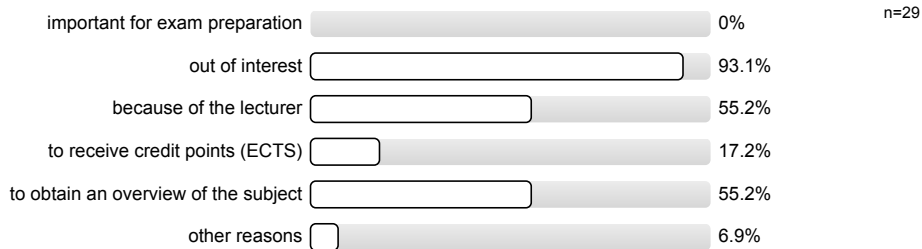
26. I am satisfied with the general conditions pertaining to this course (the room, the equipment, the timing, temperature, noise and lighting conditions, etc.).



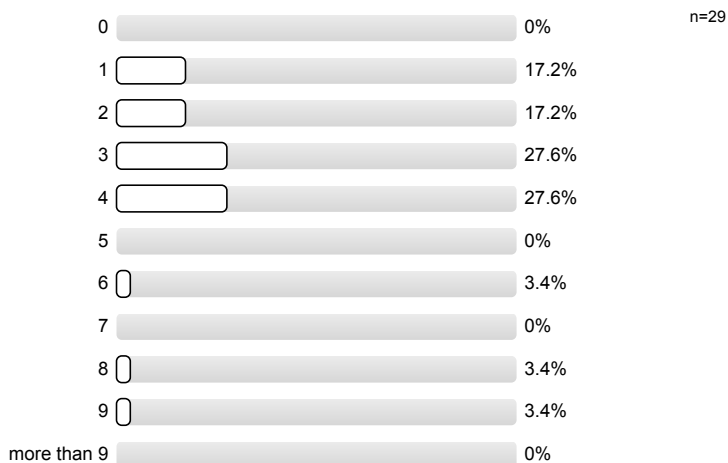
27. What was your level of interest in the course subject before the course began?



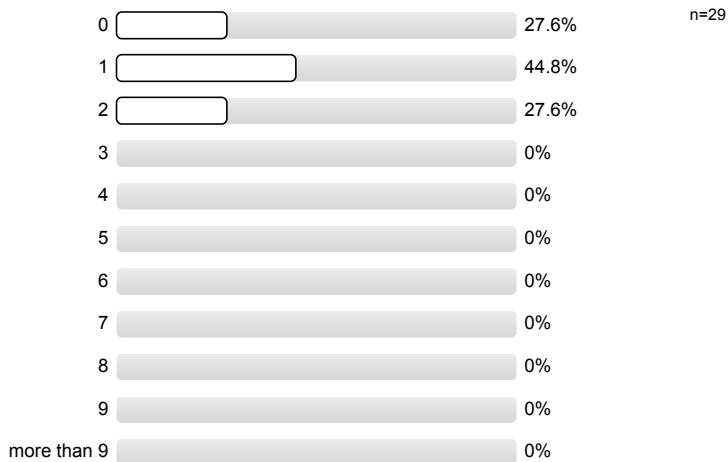
28. What were your reasons for attending the course? (several answers possible)



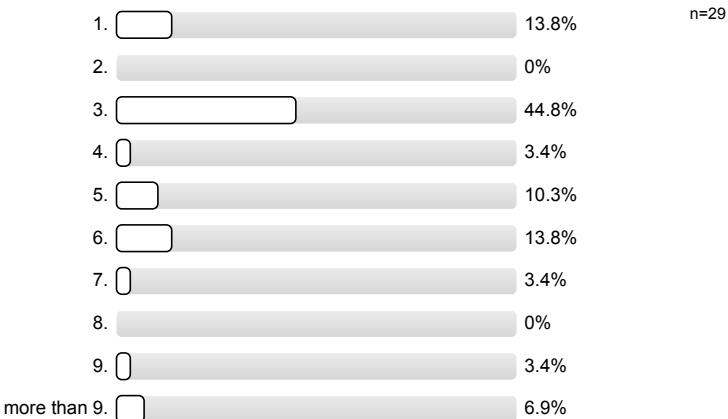
29. How much time do you spend on average per week (outside class) working on the substance matter? (please state in hours, rounding off)



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



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



32. Sex:



Comments Report

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

- Die Dozentin hat Anregungen gegeben für kritisches Beleuchten von Sachverhalten / Gegebenheiten / möglichen Problemen in der Welt, was mir sehr gefallen hat!

Die Offenheit der Diskussionen und wie weit in andere Wissensbereiche der Inhalt reicht.

Vermittlung von Erkenntnissen, die über das Thema und sogar das Studium hinaus wichtig sein können.

more seminars like that would be helpful

Möglichkeit der Studierenden das Seminar zu gestalten, in selbst gewählte Richtung zu lenken.

Der Aufbau des Seminars ^{und die Rahmen} ermöglicht es neue Arten des Erkennens und Hinterfragen zu erleben, verglichen mit traditionellen Vorlesungen oder Seminaren.

SEHR WERTVOLLE QUELLE FUER RELEVANZ UND KONTEXT.
WICHTIGES FORUM FUER KONKRETEN AUSTAUSCH ZWISCHEN
VERSCHIEDENEN BEWEESTERN. TOLLE DOZENTIN.

- Anregende Diskussionen
- offene Atmosphäre
- Kurs hatte eine sehr intelligente Struktur

vieler, derkannregende Diskussionen

"Political theory of Cognitive Science" war das bisher beste Uni-Seminar, dem ich je beigewohnt habe. Es hat meine Perspektive auf die Welt, auf mein Leben und auf mein Denken verändert und das ist keine Übertreibung. Seit diesem Seminar beschäftigen ich mich wieder wahrnehmung viel mit Philosophie und das behandeln Themen in meiner Freizeit, und kann mir auch gut vorstellen, meine akademische Karriere in diese Richtung zu lenken.

BESTE VERANSTALTUNG MEINES STUDIUMS.

Ich denke, dass ich persönlich nicht den Zugang zum Thema finden konnte. Bei anderen Interessenswörtern denke ich jedoch, dass das Seminar sehr interessant und hilfreich sein kann.

- ⊖ kein roter Faden
- ⊕ experimentelle Herangehensweise
- ⊕ Idee / Konzept
- ⊖ Durchführung: mehr Kontext geben, mehr abholen, Diskussionen auch mal beenden, wenn sie nirgendwo hinführen
- ⊖ Zeitmanagement

- keine von vorne klarer Struktur, aber da das Thema als "Journey" zu betrachten war diese so
- Erstes Seminar seit langem für dem ich richtig schmerz finde das es weiter ist!

- Am Anfang habe ich das Zweck von manchen Diskursinstanzen nicht wirklich verstanden, weil mir der Kontext fehlte.

pro: interessante Meinungen
con: „Doppelmoral“

Plan, more of
these seminars !!!
thanks

Das Seminar war unglaublich bereichernd. Die Strukturierung des Lernprozesses hat ein ungemeines Maß an Eigeninteresse und Engagement gefördert. Außerdem hat sich jeder Aspekt des Gelernten als bedeutungsvoll für mein Leben im allgemeinen angefühlt und natürlich mir als Lernen für ECTS Punkte. Ich würde mir wünschen, dass alle Veranstaltungen ähnlich wie diese strukturiert wären und die Dozierenden so engagiert und inspiriert ^{in Prozess herangeführt würden} an der Lehr*.

Ich würde mir mehr Veranstaltungen wie diese wünschen, wo die Diskussion im Zentrum steht und ~~das~~ es nicht um Wissenserwerb an erster Stelle steht, sondern das selbständige Denken und Hinterfragen.

Diskursiver Aufbau, interdisziplinärer Ansatz habe mir besonders gefallen.

DA DIE DISKUSSIONEN AUCH PERSÖNLICH WERDEN KONNTEN, HÄTTE MIR ETWAS MEHR KENNENLERNEN GGT. AUCH AUßERHALB DES SEMINARS, ABER IN EINEM ORGANISIERTEN RAHMEN GEHOLFEN