# UNIVERSITÄT OSNABRÜCK

Uni Osnabrück – Servicestelle Lehrevaluation – Seminarstraße 20 – 49069 Osnabrück

Ms  Imke von Maur
private/ confidential
Lehreinheit Kognitionswissenschaften
im Hause

Evaluation report on course "Postphenomenology" in WS 2019/20

Osnabrück, 24.02.2020

Dear Ms von Maur,

this report contains the results of the evaluation of the course entitled "Postphenomenology", 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

| Contact Partner | Telephone | E-Mail |
|---|---|---|
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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 question[1]. 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.
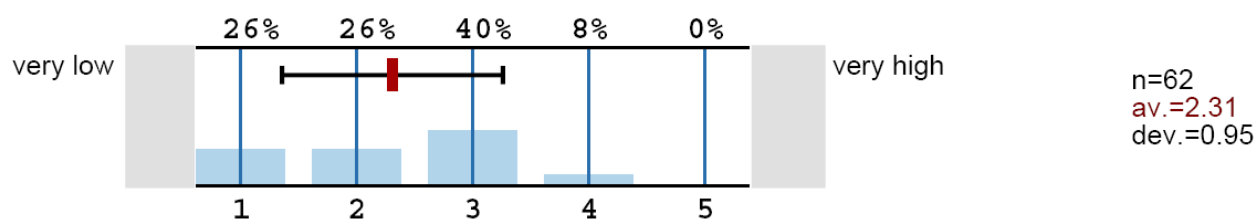


The height of the blue bars in the graphic illustration on the left shows the relative frequency of responses for each possible answer (here 1 = "very low" to 5 = "very high"). Each percentage is also given in figures above the respective bar. The thick, red vertical line in the centre represents the 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.

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[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.

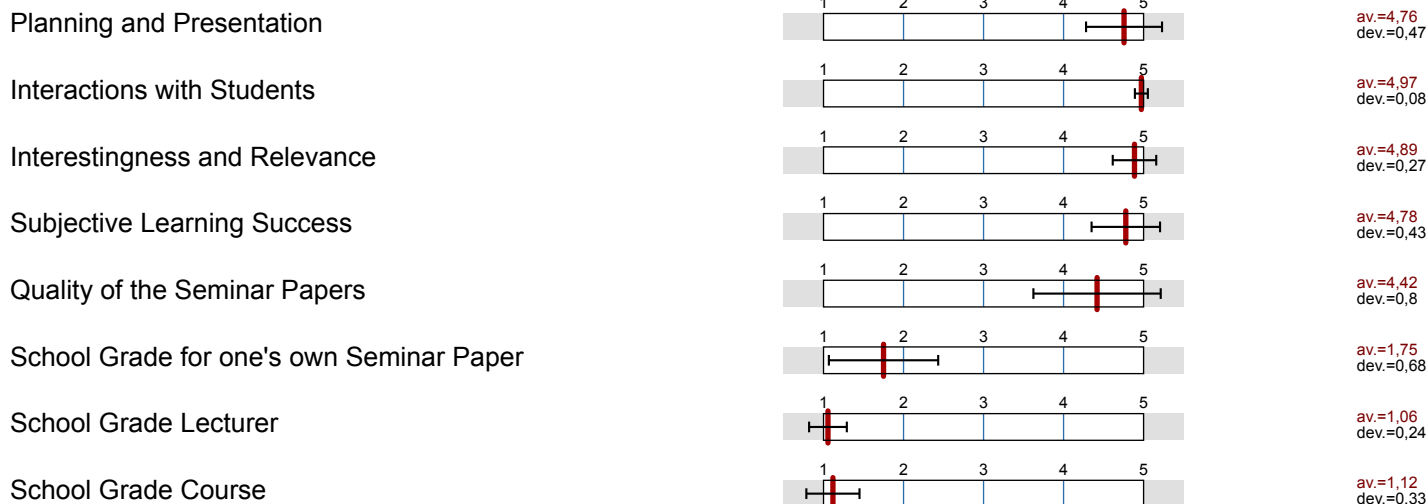# Course Evaluation at the Osnabrück University
## in WS 2019/20

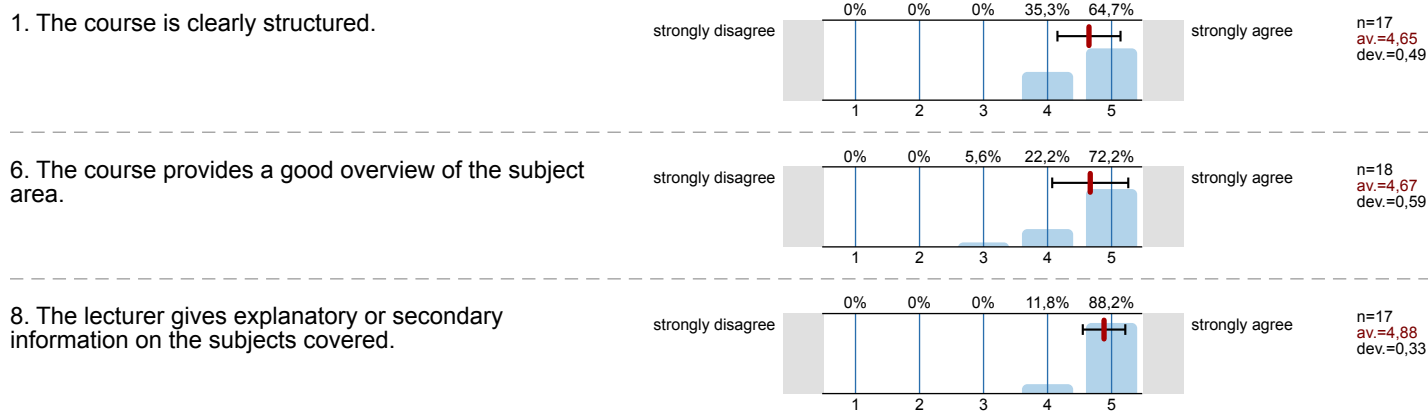# Postphenomenology (8.3418)
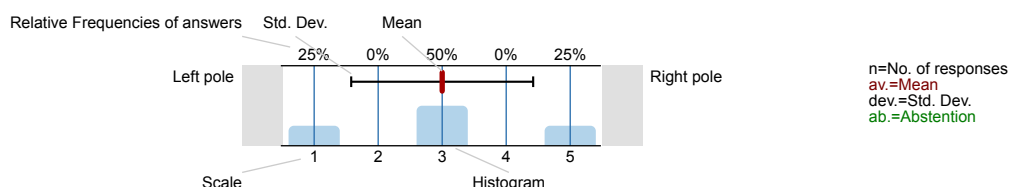## 18 Forms

## Lecturers

### Imke von Maur

## Overall indicators

| Indicator | | Statistics |
|---|---|---|
| Planning and Presentation | | av.=4,76 dev.=0,47 |
| Interactions with Students | | av.=4,97 dev.=0,08 |
| Interestingness and Relevance | | av.=4,89 dev.=0,27 |
| Subjective Learning Success | | av.=4,78 dev.=0,43 |
| Quality of the Seminar Papers | | av.=4,42 dev.=0,8 |
| School Grade for one's own Seminar Paper | | av.=1,75 dev.=0,68 |
| School Grade Lecturer | | av.=1,06 dev.=0,24 |
| School Grade Course | | av.=1,12 dev.=0,33 |

## Survey Results

## Legend

Question text

Relative Frequencies of answers — Std. Dev. — Mean

Left pole | 25% | 0% | 50% | 0% | 25% | Right pole

Scale — Histogram

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

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**1. The course is clearly structured.**

strongly disagree — 0% 0% 0% 35,3% 64,7% — strongly agree

n=17
av.=4,65
dev.=0,49

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

strongly disagree — 0% 0% 5,6% 22,2% 72,2% — strongly agree

n=18
av.=4,67
dev.=0,59

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

strongly disagree — 0% 0% 0% 11,8% 88,2% — strongly agree

n=17
av.=4,88
dev.=0,33

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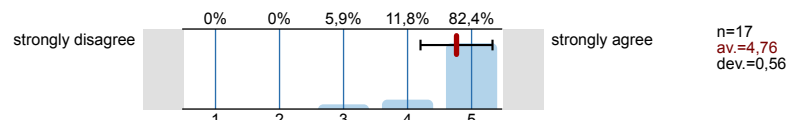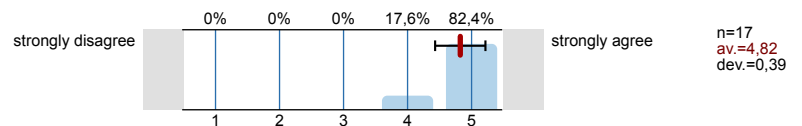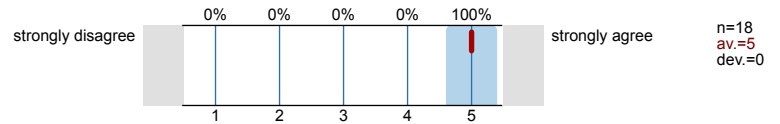
13. The lecturer makes use of helpful aids (e.g. literature list, script, transparencies) to support the learning process.

strongly disagree | strongly agree
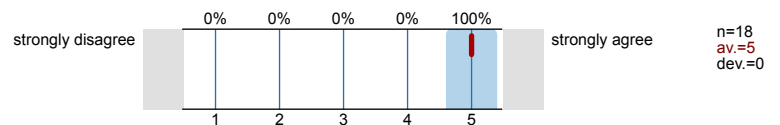
| | 0% | 0% | 5,9% | 11,8% | 82,4% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=17
av.=4,76
dev.=0,56

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

strongly disagree | strongly agree

| | 0% | 0% | 0% | 17,6% | 82,4% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=17
av.=4,82
dev.=0,39

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

strongly disagree | strongly agree

| | 0% | 0% | 0% | 0% | 100% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=18
av.=5
dev.=0

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

strongly disagree | strongly agree

| | 0% | 0% | 0% | 0% | 100% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=18
av.=5
dev.=0

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

strongly disagree | strongly agree

| | 0% | 0% | 0% | 0% | 100% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=18
av.=5
dev.=0
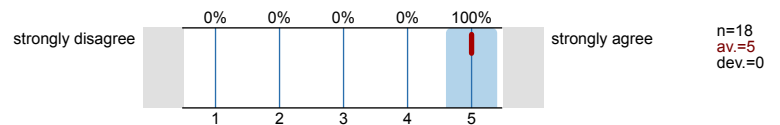
11. There is a good working climate in the course.

strongly disagree | strongly agree

| | 0% | 0% | 0% | 11,1% | 88,9% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=18
av.=4,89
dev.=0,32
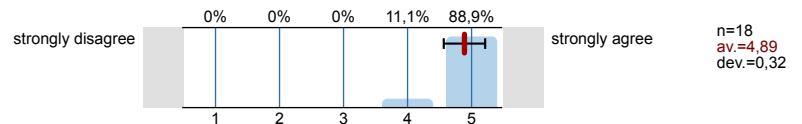
3. The lecturer makes the course interesting.

strongly disagree | strongly agree

| | 0% | 0% | 0% | 5,9% | 94,1% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=17
av.=4,94
dev.=0,24
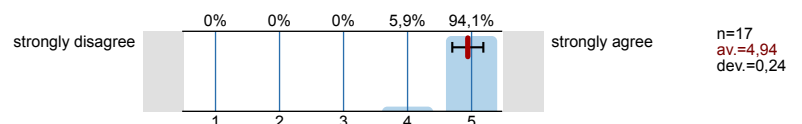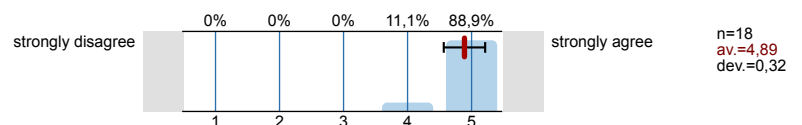
5. The lecturer conveys the fact that the students can also make use of the knowledge gained in the course in other subjects/areas.
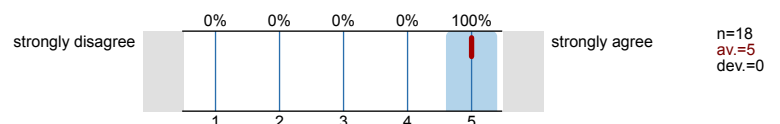
strongly disagree | strongly agree

| | 0% | 0% | 0% | 27,8% | 72,2% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=18
av.=4,72
dev.=0,46
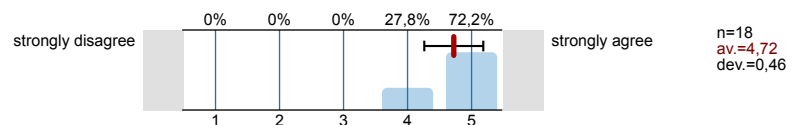
9. The lecturer clarifies the usability and usefulness of the subject covered.

strongly disagree | strongly agree

| | 0% | 0% | 0% | 11,8% | 88,2% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=17
av.=4,88
dev.=0,33
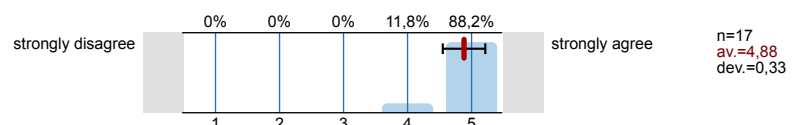
10. The course is a good combination of conveyance of knowledge and discussion.

strongly disagree | strongly agree

| | 0% | 0% | 0% | 11,1% | 88,9% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=18
av.=4,89
dev.=0,32

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

strongly disagree | strongly agree

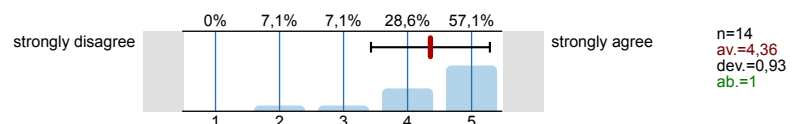| | 0% | 0% | 0% | 0% | 100% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=18
av.=5
dev.=0

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

15. The contributors are usually well prepared for questions and discussions.
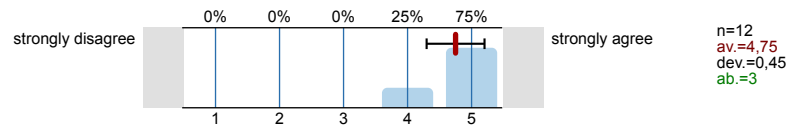
strongly disagree | strongly agree

| | 0% | 0% | 6,7% | 26,7% | 66,7% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=15
av.=4,6
dev.=0,63
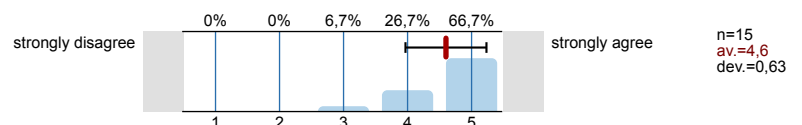
16. The really relevant information is usually emphasised in most presentations.

strongly disagree | strongly agree

| | 0% | 7,1% | 7,1% | 28,6% | 57,1% |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |

n=14
av.=4,36
dev.=0,93
ab.=1

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

strongly disagree | 0% 0% 21,4% 28,6% 50% | strongly agree

n=14
av.=4,29
dev.=0,83
ab.=1
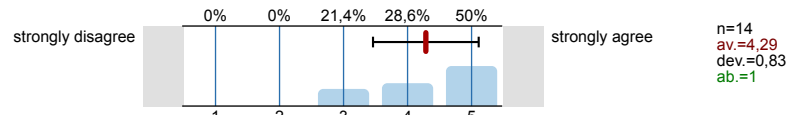
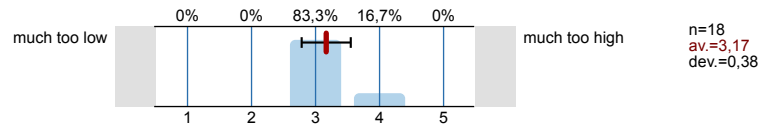**18. I am very pleased with the advice given to me on my presentation by my seminar instructor (e.g. preliminary discussion, debriefing, feedback).**
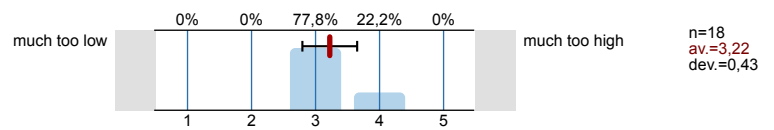
strongly disagree | 0% 0% 0% 25% 75% | strongly agree

n=12
av.=4,75
dev.=0,45
ab.=3

**19. The level of difficulty of the course is:**

much too low | 0% 5,6% 88,9% 5,6% 0% | much too high

n=18
av.=3
dev.=0,34
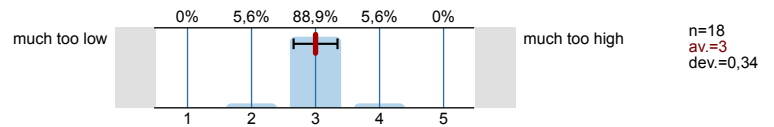
**20. The scope of the course is:**

much too low | 0% 0% 83,3% 16,7% 0% | much too high

n=18
av.=3,17
dev.=0,38

**21. The pace of the course is:**

much too low | 0% 0% 77,8% 22,2% 0% | much too high

n=18
av.=3,22
dev.=0,43

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

very good | 37,5% 50% 12,5% 0% 0% | poor

n=16
av.=1,75
dev.=0,68
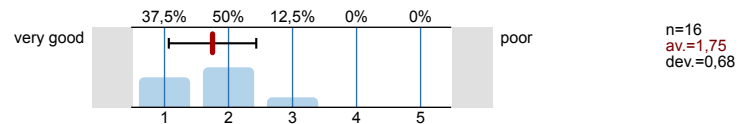
**23. Which school grade would you give the lecturer as the course instructor?**

very good | 94,4% 5,6% 0% 0% 0% | poor

n=18
av.=1,06
dev.=0,24
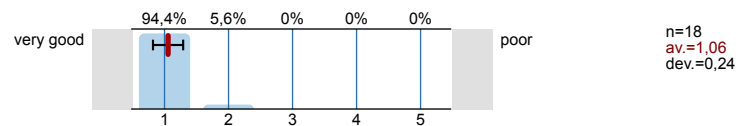
**24. Which overall school grade would you give the course?**

very good | 88,2% 11,8% 0% 0% 0% | poor

n=17
av.=1,12
dev.=0,33
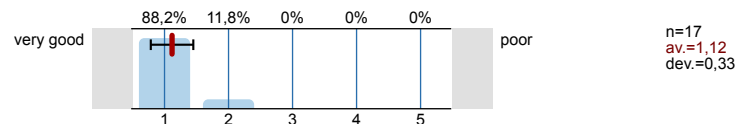
**25. How much have you learnt in this course?**

very little | 0% 0% 0% 22,2% 77,8% | a great amount

n=18
av.=4,78
dev.=0,43
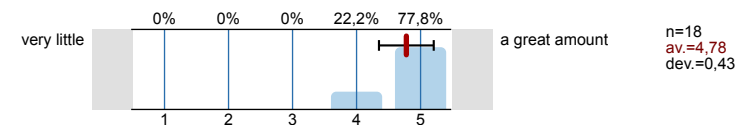
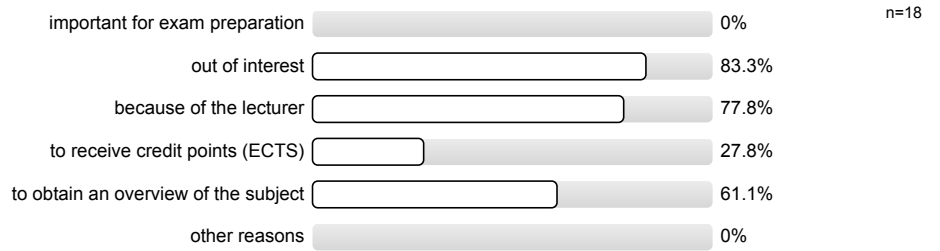**26. I am satisfied with the general conditions pertaining to this course (the room, the equipment, the timing, temperature, noise and lighting conditions, etc.).**
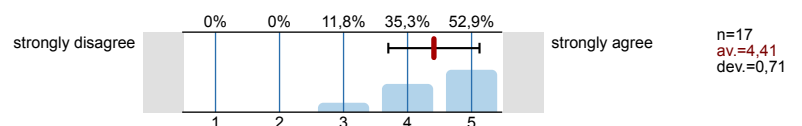
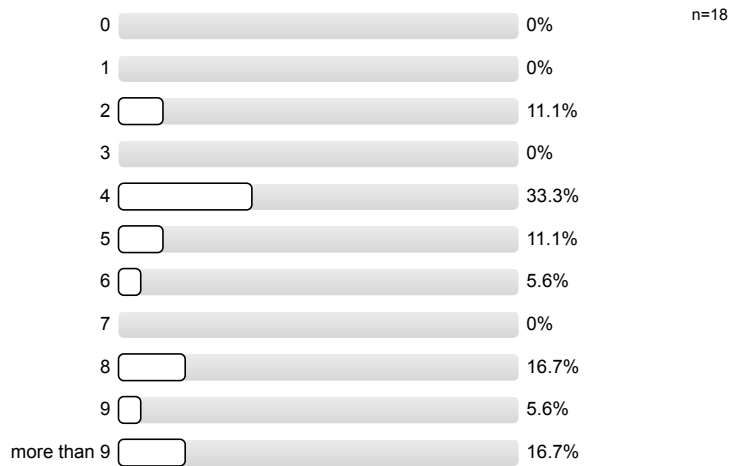strongly disagree | 0% 0% 11,8% 35,3% 52,9% | strongly agree

n=17
av.=4,41
dev.=0,71

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

very low | 0% 16,7% 16,7% 33,3% 33,3% | very high

n=18
av.=3,83
dev.=1,1
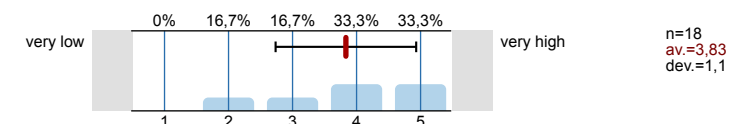
28. What were your reasons for attending the course? (several answers possible)

n=18

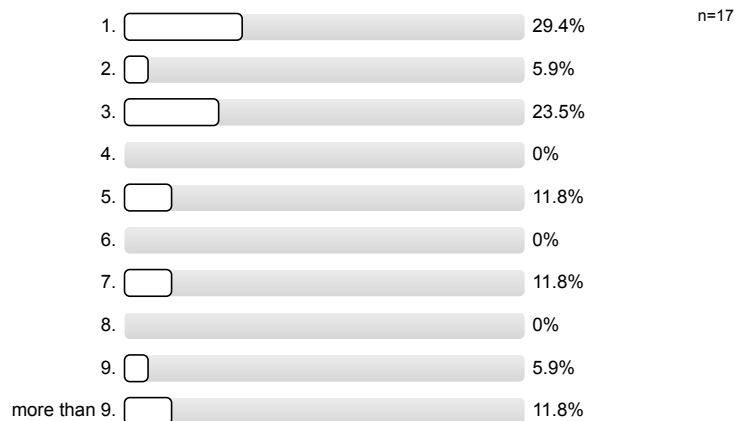| | |
|---|---|
| important for exam preparation | 0% |
| out of interest | 83.3% |
| because of the lecturer | 77.8% |
| to receive credit points (ECTS) | 27.8% |
| to obtain an overview of the subject | 61.1% |
| other reasons | 0% |

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=18

| | |
|---|---|
| 0 | 0% |
| 1 | 0% |
| 2 | 11.1% |
| 3 | 0% |
| 4 | 33.3% |
| 5 | 11.1% |
| 6 | 5.6% |
| 7 | 0% |
| 8 | 16.7% |
| 9 | 5.6% |
| more than 9 | 16.7% |

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

n=18

| | |
|---|---|
| 0 | 50% |
| 1 | 38.9% |
| 2 | 5.6% |
| 3 | 5.6% |
| 4 | 0% |
| 5 | 0% |
| 6 | 0% |
| 7 | 0% |
| 8 | 0% |
| 9 | 0% |
| more than 9 | 0% |
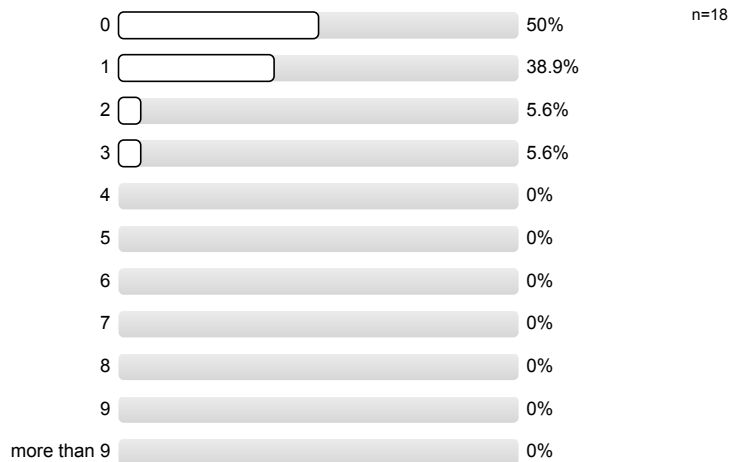
31. Which semester are you currently enrolled for (in your major)?

n=17

| | |
|---|---|
| 1. | 29.4% |
| 2. | 5.9% |
| 3. | 23.5% |
| 4. | 0% |
| 5. | 11.8% |
| 6. | 0% |
| 7. | 11.8% |
| 8. | 0% |
| 9. | 5.9% |
| more than 9. | 11.8% |

32. Sex:

| | | |
|---|---|---|
| male | | 44.4% |
| female | | 44.4% |
| diverse | | 11.1% |

n=18

# Comments Report

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

I really liked the way instructor approached the various topic.
This Seminar was really very insightful for me. I liked the literature alot.
It was quite rich. Even it helped me to decide what majors I would be
interested to.

*Jude is the perfect lecturer."
Thanks alot for what
I have learnt.*

Helped me understand important matters of
how to discuss especially political topics.
Literally the only course I know of where there
exists an inofficial lecturer fanclub.

+ ausgezeichnete Diskussionen
+ extrem gutes "Gesprächsklima"
+ viel zusätzlicher Lesestoff

sehr gute Atmosphäre zum Lernen und Nachdenken,
tiefgründige Anregung zum Einnehmen neuer Perspektiven
spannende, bereichernde Literatur
Anregung ~~darüber~~ zur gemeinsamen tiefgründigen Ausein-
andersetzung mit dem Thema durch die Dozentin
war sehr bereichernd.

I PARTICULARLY LIKED THE LECTURER. SHE IS VERY GOOD
AT TEACHING AND HAS STRUCTURED THE COURSE VERY
WELL.

Danke. Ich habe so viel
gelernt. Imke steckt mit
ihrer Begeisterung für
Bildung ~~für~~ alle an!

Der diskursive Aufbau war sehr bereichernd u. angenehm.
Die Art & Weise wie der Diskurs gehalten wurde hat
~~dafürgesorgt~~ sich sehr "sicher" angefühlt, was auch die
~~der~~ Fall auch! selbstverständlich ist.

✓ The room and the tables were very nicely structured
(good for discussions).
✓ Good climate among the people.
✗ Some presentations were confusing.

- very good selection of literature
- good moderation of discussions in class
- seminar had good pacing to allow for both coverage of different topics and detailed understanding of literature

Fokus auf Diskussion, Austausch miteinander

- Vielleicht ist eine andere Strukturierung des Referate sinnvoll.
- Vielleicht kann man länger über ein Buch diskutieren, bzw. bei einem Thema bleiben. Ein bisschen weniger über Themen „skippen".
  → aber die Literatur was sehr gut !

Die Arbeits- und Diskussionsatmosphäre war sehr angenehm und unglaublich produktiv. Das Seminar hat nachhaltig meine Perspektive auf die Welt verändert. Besonders die Auswahl an Literatur, der sehr sichere Diskussionsraum und die Offenheit neue, unkonventionelle Dinge zu probieren war sehr bereichend.

Very rich literature. The professor was also really envolved with the subject.

I really enjoyed the topic and how we start from the basics and moved further.

Das Seminarkonzept bzgl. Experten-Kurz-Vorträgen und Kommentaren bei StudIP hat mir sehr gut gefallen. Ich fand gut, dass wir die Kommentare für alle sichtbar hochgeladen haben, und so von den Kommentaren der anderen profitieren konnten. Ich hätte mir auch gut vorstellen können, uns in Form von Kleingruppen bzgl. der Fragestellungen zusammen zu setzen und gemeinsam den Kommentar hochzuladen. Mir persönlich hätte der gezielte/geplante Austausch über die Texte vor dem Seminartreffen geholfen, mir eine Meinung zu bilden/diese zu konkretisieren.