

Uni Osnabrück – Servicestelle Lehrevaluation – Seminarstraße 20 – 49069 Osnabrück

Ms Dr. Judith Rickers
private/ confidential
Lehreinheit Psychologie

im Hause

Evaluation report on course "Arbeits- und Kommunikationstechniken Ib (Gruppe 8)" in SS 2017

Osnabrück, 17.08.2017

Dear Ms Dr. Rickers,

this report contains the results of the evaluation of the course entitled "Arbeits- und Kommunikationstechniken Ib (Gruppe 8)", which you held at the University of Osnabrueck in SS 2017. 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.

Dr. Judith Rickers
Jan Fromm
Yana Golod

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 courses evaluated with FEKOM 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 Competence Acquisition, FEKOM). The front page of this questionnaire contains 21 "questions" that relate to specific aspects of the students' competence acquisition. They are aimed at capturing the competencies that were acquired by visiting the course. The "questions" are formulated as statements, e.g.: "I am able to reproduce important terms and concepts pertaining to the subject area". 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 four competence areas.

Competence Area	The questions relate to the extent to which the student...
Professional Competence	... acquired applicable knowledge, is able to reproduce important terms and concepts pertaining to the subject area, to give a review of the topic, to present complex issues clearly and to assess the quality of the literature on the subject better.
Self Competence	... has learned to acquire knowledge proactively, to work productively under time pressure, to use his/her working time as intended, to motivate himself/herself better to work and to keep track of his/her goals better.
Method Competence	... has learned to research and arrange information more effectively, to plan and structure work flows, to devise presentations better, to apply knowledge he/she has acquired and to open up new subject areas independently.
Social Competence	... has learned to ask when he/she has not understood something, to get involved in discussions, to listen to others and relate to what has been said, to utilise his/her strengths constructively in the group, to get the group to work effectively towards its goals and to deal constructively with differences of opinion.

Besides this self-assessment of acquired competencies on the first page of the questionnaire, the questions on the second page are aimed at evaluating the course as a whole. Firstly, questions about the satisfaction with different aspects of the course (planning and presentation, interaction with students, interestingness and relevance, difficulty and extent, course conditions, etc.) are asked. Secondly, the lecturer, the course as a whole, the student's own collaboration and the collaboration of fellow students are evaluated using school grades.

Five global questions of course evaluation:

Global Question	Wording of the Question
School Grade for Lecturer	„Please assess the following areas with school grades from 1 to 5: Lecturer as course instructor“
School Grade for Course	„Please assess the following areas with school grades from 1 to 5: The course as a whole“
School Grade for Own Collaboration	„Please assess the following areas with school grades from 1 to 5: Your own collaboration“
School Grade for Fellow Students	„Please assess the following areas with school grades from 1 to 5: The collaboration of your fellow students“
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 a series of specific questions are asked in the questionnaire related to 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.

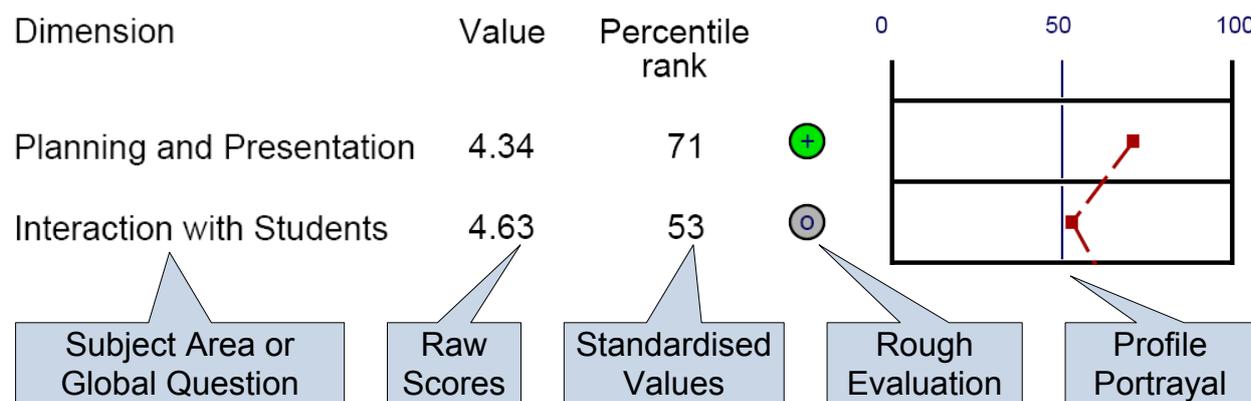
For more information on the instrument used please refer to our homepage at [FAQ](#).

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 three aforementioned subject areas as well as the three 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 competence areas "Professional Competence", "Self Competence", "Method Competence" and "Social Competence" 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 four school grades.



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 exercise classes that have already been evaluated using this questionnaire¹.

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 FEKOM (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 "How much have you learnt in this course?" with the possible responses 1="very little", 2="little", 3="a moderate amount", 4="a lot", and 5="a great amount".

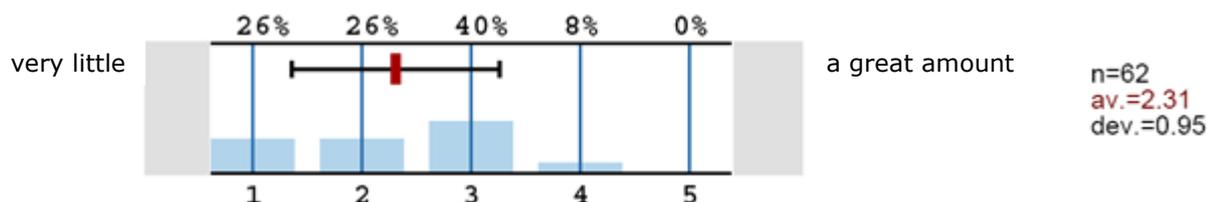
From the statistics on the right it can be seen that n=62 students responded to this question³. The number of abstentions ab. is only reported if a respective category was explicitly

¹ At the moment, this comprises data from 323 exercise classes that were evaluated by 5.229 students in previous semesters at the University of Osnabrueck.

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.

intended for the question and was ticked at least once. In this questionnaire this is only the case with questions 1 to 27; 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.

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 2017

Arbeits- und Kommunikationstechniken Ib (Gruppe 8) (8.1.1400 [h])

10 Forms

Lecturers

Dr. Judith Rickers
Jan Fromm
Yana Golod

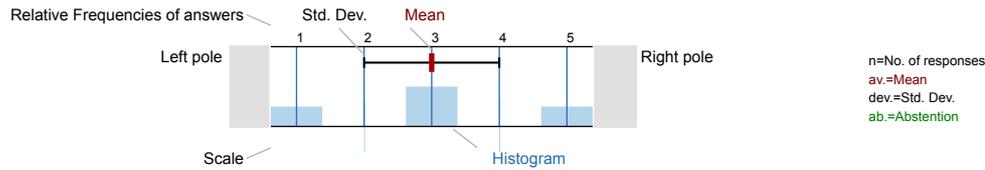
Overall indicators

Dimension	Value	Percentile rank		0	50	100
Professional Competence	4.32	90	+			
Self Competence	4.04	80	+			
Method Competence	4.11	82	+			
Social Competence	4.00	82	+			
School Grade Lecturer	1.50	56	o			
School Grade Course	1.50	83	+			
School Grade Own Participation	1.90	71	+			
School Grade Collaboration of Fellow Students	1.50	84	+			
Subjective Learning Success	3.60	58	o			

Survey Results

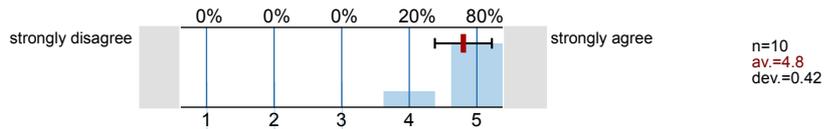
Legend

Question text

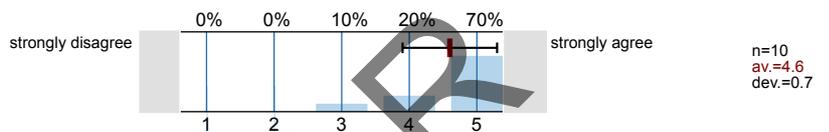


Professional Competence

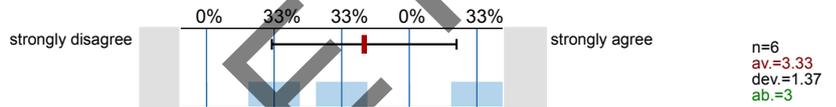
1. I am able to reproduce important terms and concepts pertaining to the subject area.



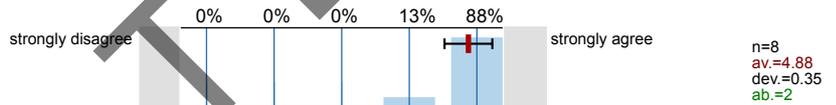
5. I am able to give a review of the topic dealt with in the course.



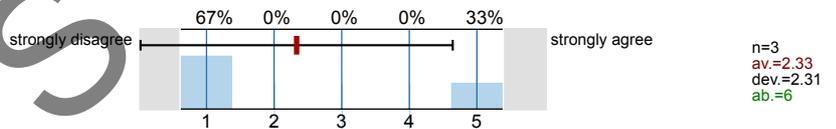
9. I am able to present complex issues of the subject area clearly.



14. I have acquired knowledge that is applicable to research and practical work.

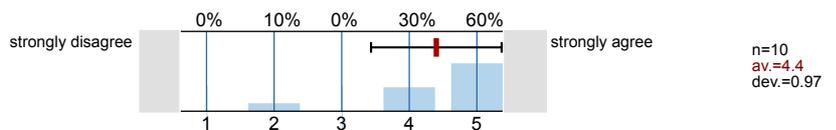


18. I am able to assess the quality of literature on the subject better.

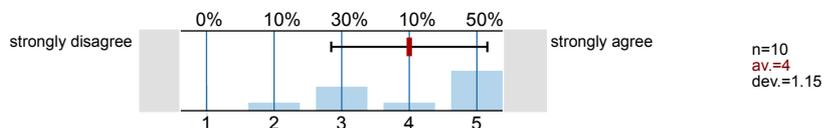


Self Competence

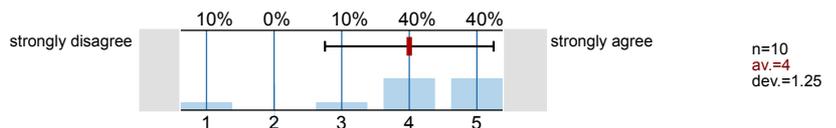
2. I have improved my ability to acquire knowledge proactively.



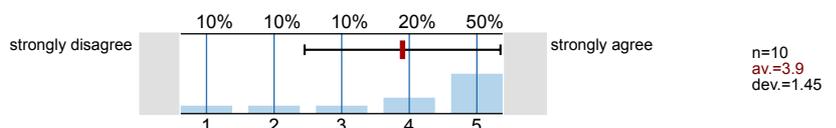
6. I am more successful at working productively under time pressure.



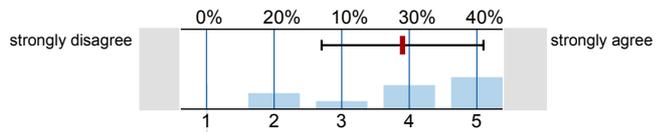
10. I am able to motivate myself better to work, even if I do not actually feel like it.



15. I am able to keep track of my goals better, even at difficult moments.

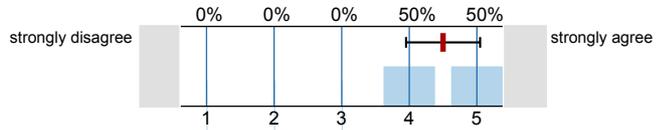


19. I am more successful at using my working time as intended.

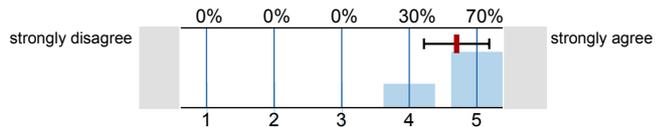


Method Competence

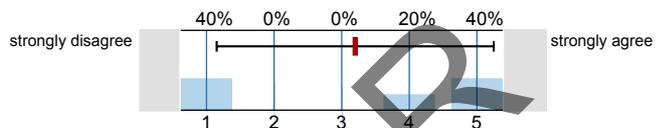
3. I have learnt to research and arrange information more effectively.



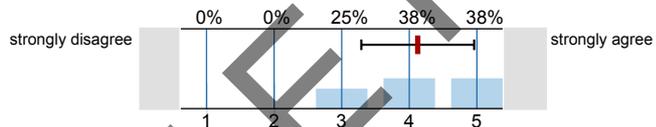
7. I have more knowledge on how to plan and structure work flows.



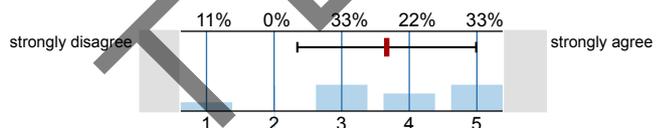
11. I am able to devise presentations better.



16. I am more able to apply knowledge I have acquired to solving new problems.

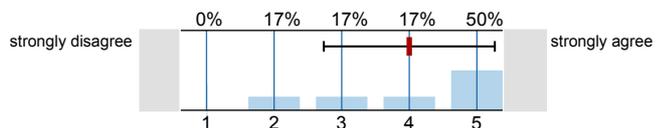


20. I have improved my ability to open up new subject areas independently.

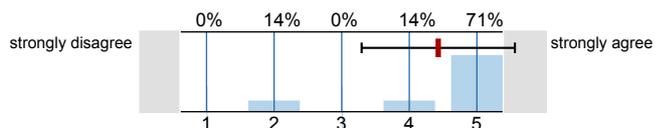


Social Competence

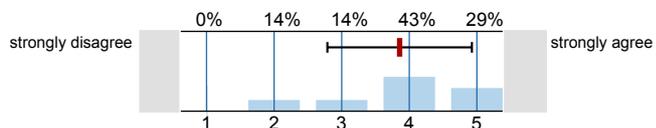
4. I am now more inclined to ask when I have not understood something.



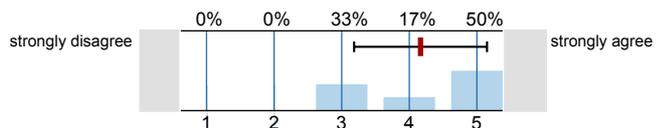
8. I am more successful at getting involved in discussions to a suitable extent.



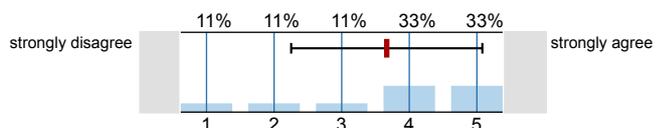
12. I am better at listening to others and relating to what has been said.



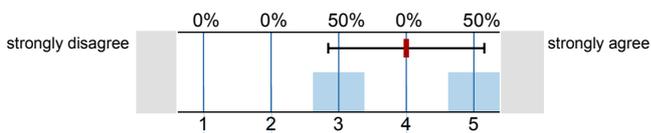
13. I am more able to utilise my strengths constructively in the group.



17. I am able to play a more significant role in getting the group to work effectively towards its goals.



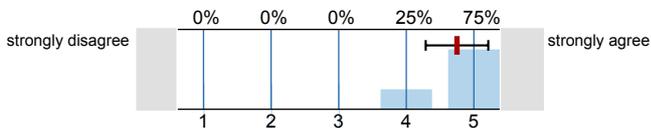
21. I am more able to deal with differences of opinion so that the group work is not affected by it.



n=4
av.=4
dev.=1.15
ab.=6

Satisfaction with ...

22. Planning and presentation (structure, comprehensibility, use of media)



n=8
av.=4.75
dev.=0.46
ab.=2

Satisfaction with ...

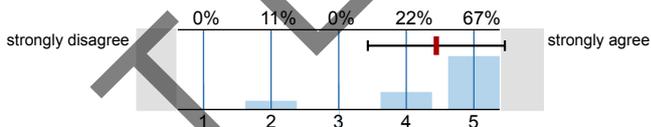
23. How the lecturer interacts with the students (friendliness, respect, response to questions and suggestions)



n=9
av.=4.89
dev.=0.33
ab.=1

Satisfaction with ...

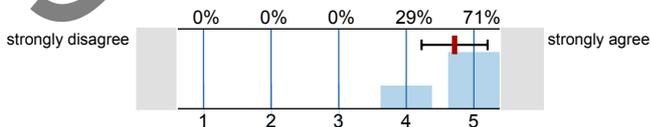
24. Interestingness and relevance (applicability of the subject matter, stimulation of interest)



n=9
av.=4.44
dev.=1.01
ab.=1

Satisfaction with ...

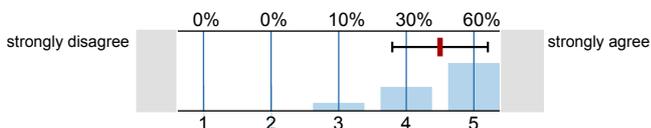
25. Supervision by tutors



n=7
av.=4.71
dev.=0.49
ab.=1

Satisfaction with ...

26. Level of difficulty and amount of information



n=10
av.=4.5
dev.=0.71

Satisfaction with ...

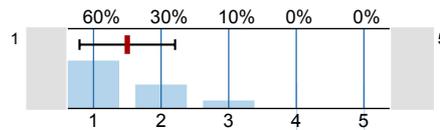
27. General conditions (the timing, the room, the equipment, temperature, noise and lighting conditions, etc.)



n=10
av.=4.8
dev.=0.42

School Grade Lecturer

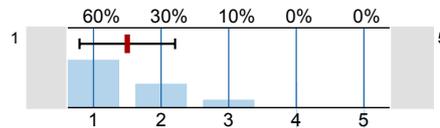
28. Lecturer as course instructor



n=10
av.=1.5
dev.=0.71

School Grade Course

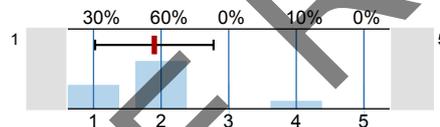
29. The course as a whole



n=10
av.=1.5
dev.=0.71

School Grade for one's own Collaboration

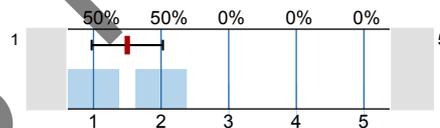
30. Your own collaboration



n=10
av.=1.9
dev.=0.88

School Grade for Collaboration of Fellow Students

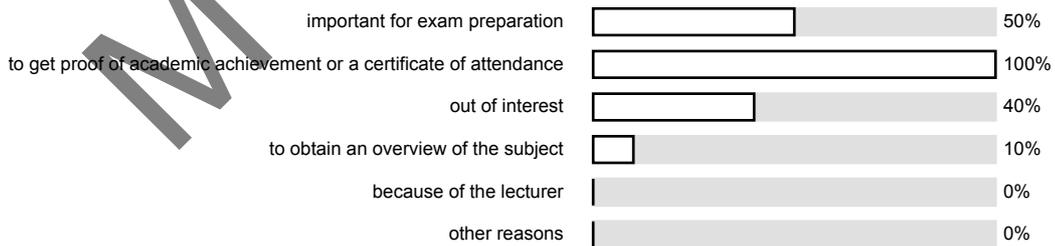
31. The collaboration of your fellow students



n=10
av.=1.5
dev.=0.53

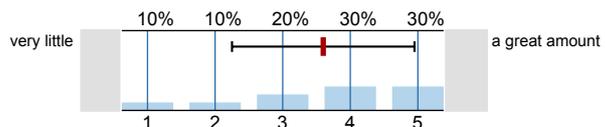
32. What were your reasons for attending the course? (several answers possible)

n=10



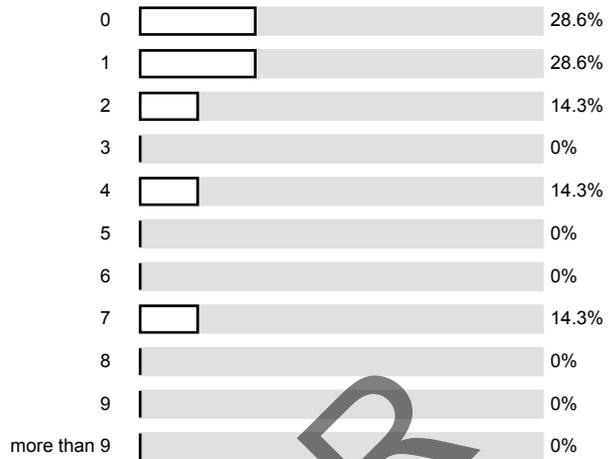
Subjective Learning Success

33. How much have you learnt in this course?

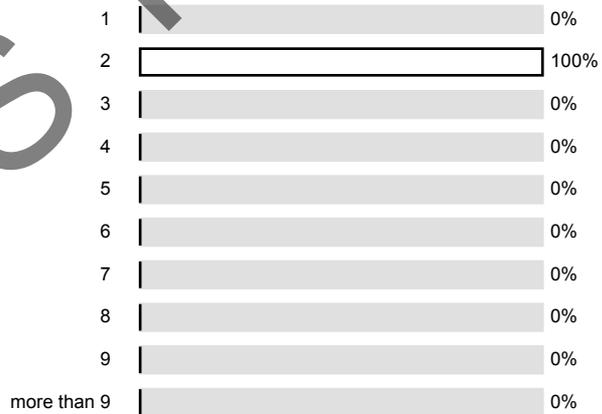


n=10
av.=3.6
dev.=1.35

34. How much time do you spend on average per week (outside class) working on the substance matter? (please state in hours, rounding off) n=7



35. Which semester are you currently enrolled for (in your major)? n=10



36. Sex: n=10

