



Results Report Course Evaluation

Winter Semester 2016/17



Course Evaluation

Winter Semester 2016/17

Results report for

Dr. Alexander I. Stingl

Course "Enter the non-humans: Animals, bacteria, machines, and stones and what they can do."

Questionnaire: basic module (English)

Results of the paper-based survey on 2017-01-20 ($n=11$ of 30)

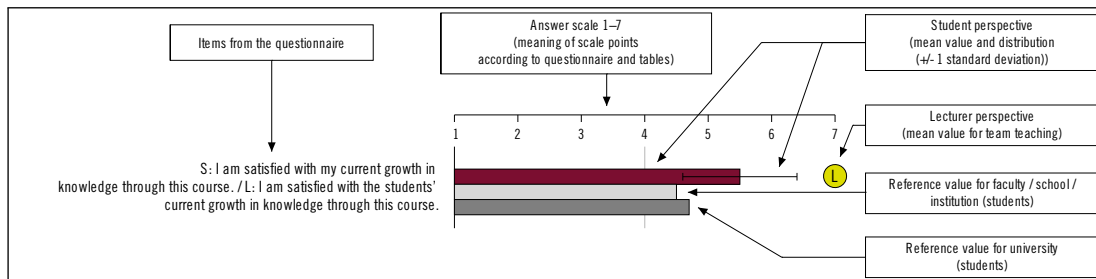
Leuphana Lehrevaluation (LEva)

Lüneburg, 31st January 2017

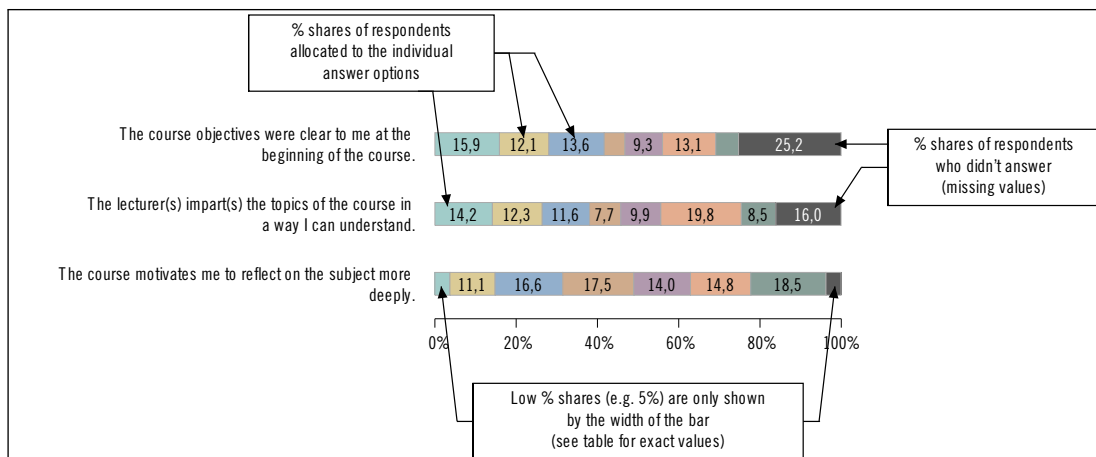
1 ABOUT THIS REPORT

The results of this course are based on the entries of $n=11$ questionnaires together with 1 lecturer. Overall, at the time of evaluation 30 students were enrolled in myStudy for this course, which means the turnout was 36.7%. The reference values are calculated based on 16 courses at the level of faculty / school / institution (in this case: Leuphana College) and on 86 courses at the level of university. Both values are taken from the current and previous semester (level under review: typically students). The reference value is not noted for the corresponding item until it includes at least 5 course evaluations.

READING AID FOR THE FIGURE WITH SELECTED PARAMETERS



READING AID FOR THE FIGURE WITH THE DISTRIBUTION OF STUDENTS' ANSWERS



ABBREVIATIONS IN TABLES AND FIGURES

n	The total number of participants who have entered answers in the questionnaire or for the respective item
M	Mean value - the average rating including all answers
SD	Standard deviation - a measure for the distribution of the answers in relation to the mean value
Min	The smallest value among all answers
Max	The largest value among all answers
M.V.	Missing value
L	Lecturer(s) (in the case of team teaching evaluations the mean value of individual answers is shown)
S	Students
RV F/S/I	Reference value for the faculty / school / institution (at the student level, except for exclusive lecturer items)
RV Uni	Reference value for the university (at the student level, except for exclusive lecturer items)

INTERPRETATION INFORMATION

- In principle, the course evaluations are not intended for measuring the quality of lecturers, but rather for providing an opportunity to give and receive (subjective) feedback. On the one hand, all participants are able to engage in (self-)reflection and practice their communication skills. On the other hand, you have the opportunity to get to know your students better, and your students yourself, using the feedback. This enables you to find out if anything gets left at the wayside during the normal course of teaching, since you see students' faces but not what is going on in their heads. Evaluation means taking a look behind the scenes, switching perspectives by means of dialogue and creating opportunities for discussion that make ongoing improvements possible. Even if the class is characterised by a trusting atmosphere, many students often hesitate before giving their opinion. Anonymous feedback makes it much easier to have this discussion.
- The **participation** of students in the evaluation (see the beginning of the section): if this is rather low (<50%), then the results will not represent everyone's views. Engage in conversation and ask why some students chose not to take part; invite them to give some verbal feedback. Alternatively, you may be pleased about a particularly high level of participation (>90%) and the representative results this brings.
But it is worth remembering that even low participation reflects the views of those students who are motivated, interested and want to be heard.
- Divergent **student and lecturer opinions** (mean value): how were your perceptions and expectations different from those of students (self versus external perception)? Discuss this with students in order to gain a better understanding of the differences. Also draw the students' attention to items where you shared similar impressions.
- Deviating **reference values** (faculty / school / institution or university): where do the mean values for your course lie above the reference values, where do they fall short and where are they similar? Lower values may not automatically mean a poor rating, they may also reflect a different focus in your course.
- Prominent **standard deviations**: which items have a particularly low standard deviation (<0.4), i.e. where did the students share similar views? Which items have a higher standard deviation (>1.0), i.e. where did the students have more varied opinions? Talk about these group differences with the students and look for clues to your teaching conduct in relation to significant differences within the group.

- Prominent **min./max. values**: were extreme answers (1 and 7) also given? Where does the mean value lie in relation to them? In the case of a low standard deviation, this may be explained by outliers, i.e. isolated cases. In the case of a higher standard deviation and extreme min./max. entries (1+7), the opinions in the group are highly varied. Engage in conversation with the students and try to identify the causes for this. Bear in mind that for monopolar agreement scales, 7 (complete agree) corresponds with the best possible result (if you had no other expectations), and for bipolar optimal scales, 4 (medium) represents the best possible result.
- Number of **missing values**: which items have a strikingly high number of missing values (>10%)? In this case, the results do not reflect the overall opinion of the group. Ask the students what they think the reason for this missing value might be. Consider the fact that participation is voluntary and some students might not have an opinion for some items or might not want to disclose their opinions.

LEUPHANA LEHRWERKSTATT

The staff at the Leuphana Lehrwerkstatt offer a variety of ways to inspire and support you in your teaching. Talking to other colleagues as part of the workshop programme can also help you reflect on your own teaching and students' learning behaviour as well as find new ideas and approaches together.

The workshop programme includes:

- Examinations
- Innovate your teaching
- Learning by research
- Teaching in English
- Uncertainty in teaching - endurance and proactivity

More information: www.leuphana.de/lehrwerkstatt

Contact partner: Anke Brehl (anke.brehl@leuphana.de; tel. +49.4131.677-2978)

CONTACT

Leuphana Lehrevaluation (LEva)

Leuphana Universität Lüneburg

Scharnhorststraße 1

21335 Lüneburg

Information on your evaluation (Student Assistant Team): leva@leuphana.de (tel. +49.4131.677-2243)

Information on the procedure (Dipl.-Psych. Hanna Haubert, Evaluations Coordinator): hanna.haubert@leuphana.de
(tel. +49.4131.677-2471)

www.leuphana.de/lve

This report was prepared in cooperation with the Universitätsprojekt Lehrevaluation (ULe) of the Friedrich Schiller University of Jena (www.ule.uni-jena.de).

2 SELF-REFLECTION SHEET

Note: Here you can include your impressions of the results using the form feature and thus add individual comments to the results report (save via Adobe Acrobat, not Reader). This is not a matter of right or wrong, but rather how you subjectively reflect upon the students' feedback. You are free to decide whether this note is for you only, or whether you would like to disclose it to your students or use it as part of your application documentation.

What was your first reaction to the evaluation results? What were your first thoughts?

What do you find particularly striking in this results report?

Which conclusions do you draw from these results?

3 ANSWERS TO THE OPEN QUESTIONS

Note: In the following you will find the students' and lecturers' answers to the two open questions in the basic module as they were originally written (with spelling corrections as the case may be). Where more than around 50 questionnaires are completed or in the case of lots of comments, these answers are sorted into categories. The number of mentions are indicated in the event of recurring answers. For team teaching evaluations, the lecturers' answers are shown together in an overview. Any comments that are unobjective, offensive or no longer anonymous are removed from the answers.

Consider the fact that each comment made by the students is equally important, since each comment was submitted by an individual who has taken part in your course. Sometimes, the most helpful ideas and comments are those raised by individuals rather than the group as a whole. Ask your students if there are any points that are unclear (What is meant by a comment? How can the course be changed?).

3.1 STUDENTS

What do you particularly like about this course?

- discussions (3)
 - interaction between lecturer and students (2)
 - actual concerns and problems
 - changing perspectives regarding known concepts in a new light
 - connecting topics and disciplines in a meaningful way
 - controversial views
 - discussions about critical points
 - encouragement of discussion and debate
 - new perspectives
 - non-human topic
 - support from lecturer
 - the mix between art, justice and critical thinking
 - topic
-

What would you prefer to be different?

- far less workload (5)
 - less texts
 - more conclusions
 - more freedom in choosing literature
 - more real life examples, so that the topics are not that abstract
 - participation should be more voluntarily
 - slight decrease of workload
 - too much input
 - very difficult texts
-

3.2 LECTURER(S)

What do you particularly like about this course?

— students are willing to engage in difficult issues creatively

What would you prefer to be different?

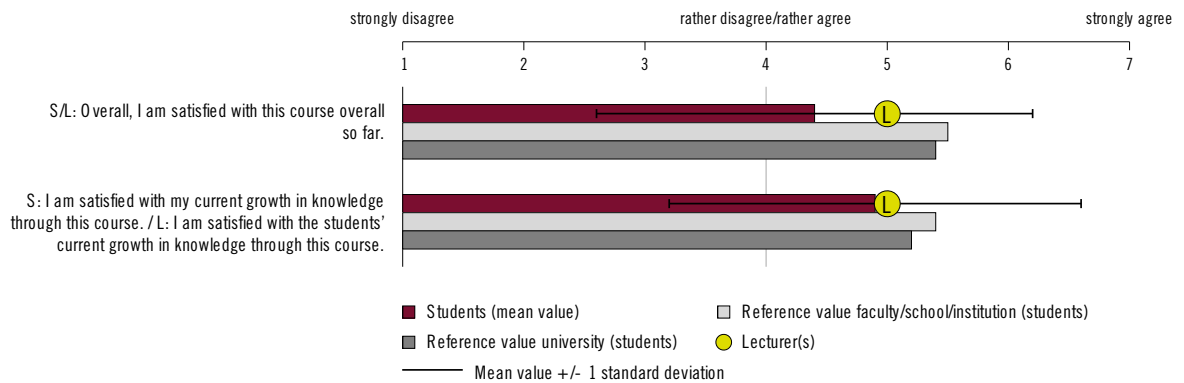
- *no entries available* -

4 RESULTS OF THE BASIC MODULE

4.1 OVERALL LEARNING AND TEACHING SUCCESS

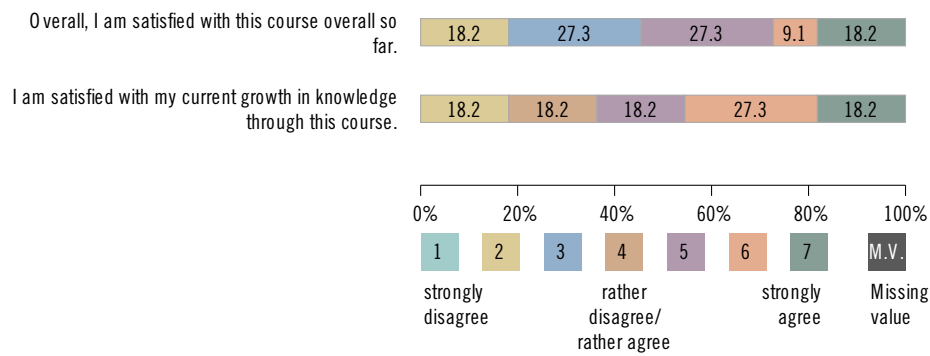
Selected parameters

Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Lecturer(s) (L)	Students (S)					RV F/S/I (S)	RV Uni (S)
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>M</i>
S/L: Overall, I am satisfied with this course overall so far.	5	11	4.4	1.8	2	7	5.5	5.4
S: I am satisfied with my current growth in knowledge through this course. /L: I am satisfied with the students' current growth in knowledge through this course.	5	11	4.9	1.7	2	7	5.4	5.2



Distribution of students' answers

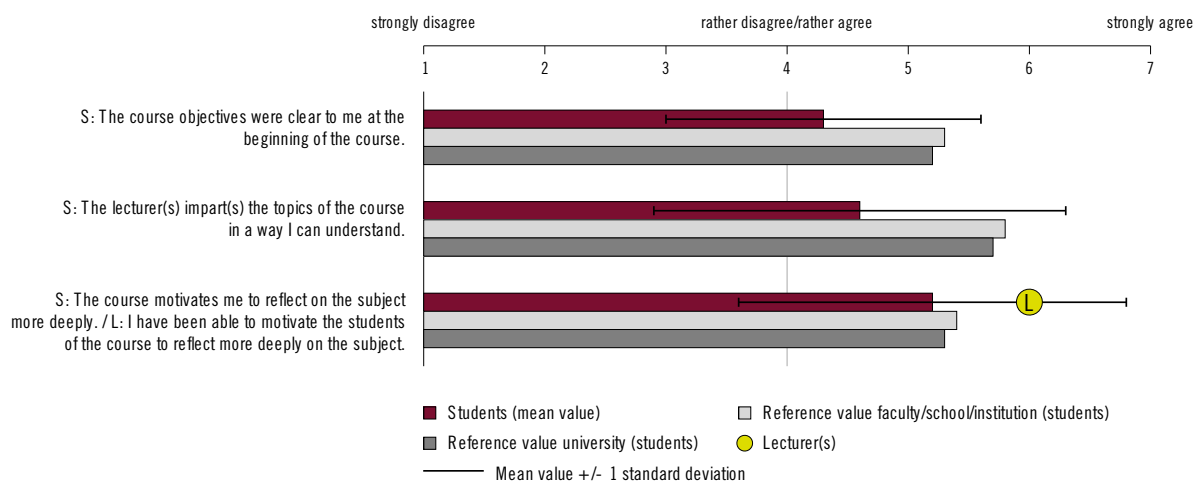
Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.	
	1	2	3	4	5	6	7		
Overall, I am satisfied with this course overall so far.	<i>n</i>	0	2	3	0	3	1	2	0
	%	0	18.2	27.3	0	27.3	9.1	18.2	0
I am satisfied with my current growth in knowledge through this course.	<i>n</i>	0	2	0	2	2	3	2	0
	%	0	18.2	0	18.2	18.2	27.3	18.2	0



4.2 TRANSPARENCY OF COURSE OBJECTIVES & MEDIATION AND STIMULATION

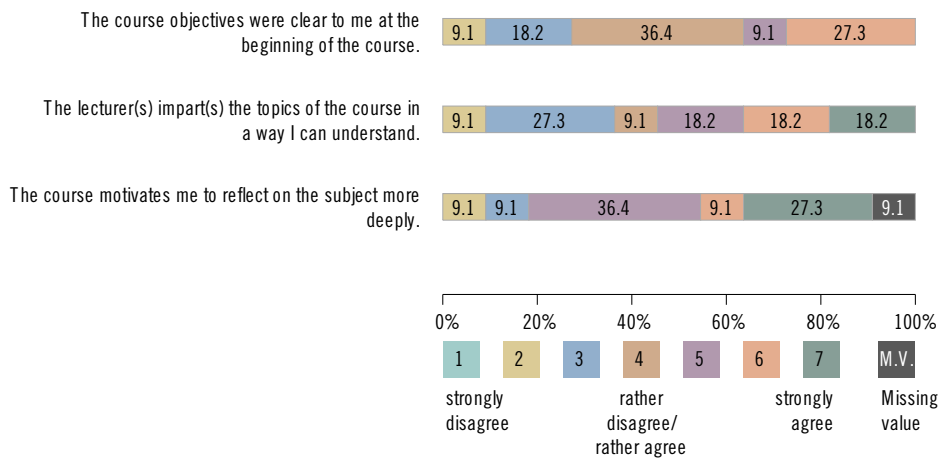
Selected parameters

Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Lecturer(s) (L)	Students (S)					RV F/S/I (S)	RV Uni (S)
		n	M	SD	Min	Max	M	M
S: The course objectives were clear to me at the beginning of the course.	-	11	4.3	1.3	2	6	5.3	5.2
S: The lecturer(s) impart(s) the topics of the course in a way I can understand.	-	11	4.6	1.7	2	7	5.8	5.7
S: The course motivates me to reflect on the subject more deeply. / L: I have been able to motivate the students of the course to reflect more deeply on the subject.	6	10	5.2	1.6	2	7	5.4	5.3



Distribution of students' answers

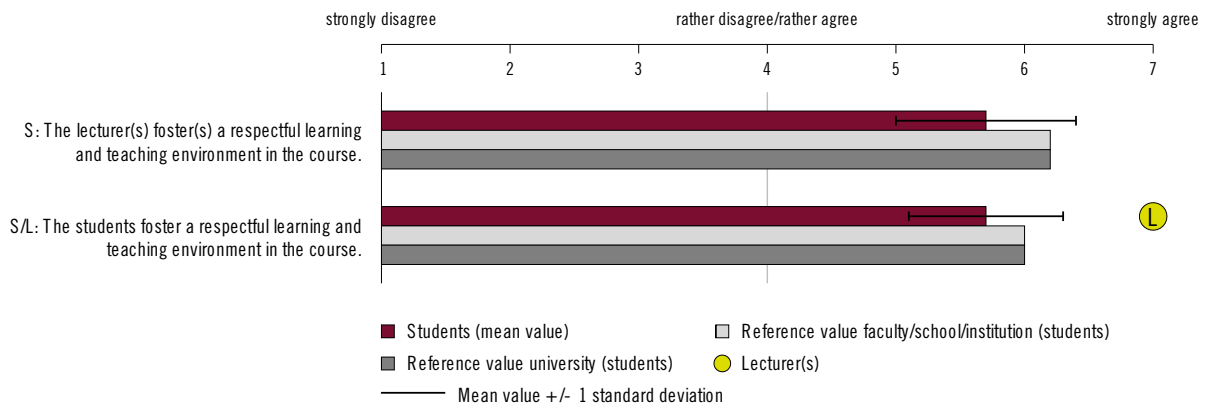
Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.	
	1	2	3	4	5	6	7		
The course objectives were clear to me at the beginning of the course.	<i>n</i>	0	1	2	4	1	3	0	0
	%	0	9.1	18.2	36.4	9.1	27.3	0	0
The lecturer(s) impart(s) the topics of the course in a way I can understand.	<i>n</i>	0	1	3	1	2	2	2	0
	%	0	9.1	27.3	9.1	18.2	18.2	18.2	0
The course motivates me to reflect on the subject more deeply.	<i>n</i>	0	1	1	0	4	1	3	1
	%	0	9.1	9.1	0	36.4	9.1	27.3	9.1



4.3 RESPECT VERSUS DISCRIMINATION

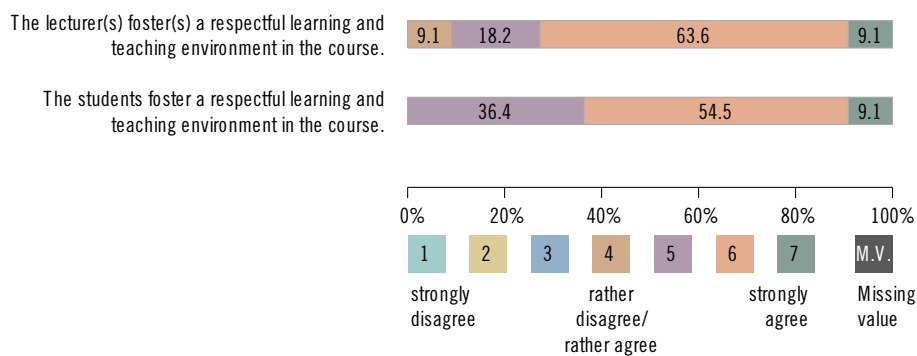
Selected parameters

Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Lecturer(s) (L)	Students (S)					RV F/S/I (S)	RV Uni (S)
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>M</i>
S: The lecturer(s) foster(s) a respectful learning and teaching environment in the course.	-	11	5.7	0.7	4	7	6.2	6.2
S/L: The students foster a respectful learning and teaching environment in the course.	7	11	5.7	0.6	5	7	6.0	6.0



Distribution of students' answers

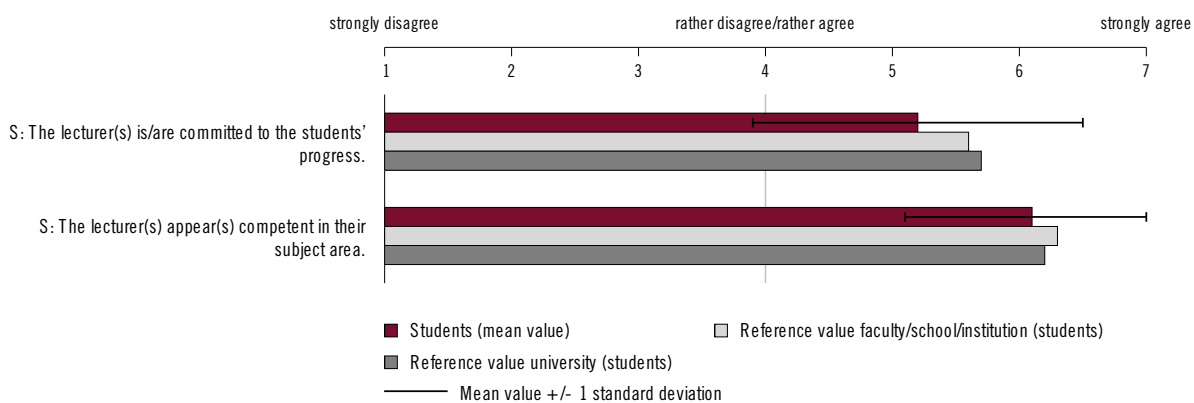
Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.	
	1	2	3	4	5	6	7		
The lecturer(s) foster(s) a respectful learning and teaching environment in the course.	<i>n</i>	0	0	0	1	2	7	1	0
	%	0	0	0	9.1	18.2	63.6	9.1	0
The students foster a respectful learning and teaching environment in the course.	<i>n</i>	0	0	0	0	4	6	1	0
	%	0	0	0	0	36.4	54.5	9.1	0



4.4 LECTURER CONTRIBUTION

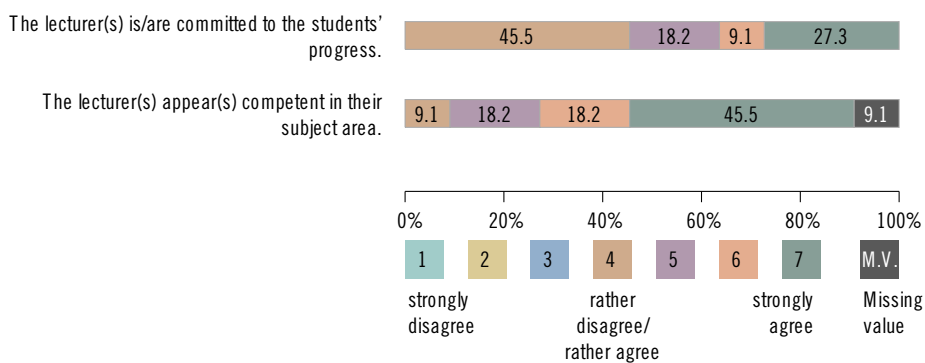
Selected parameters

Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Lecturer(s) (L)	Students (S)					RV F/S/I (S)	RV Uni (S)
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>M</i>
S: The lecturer(s) is/are committed to the students' progress.	-	11	5.2	1.3	4	7	5.6	5.7
S: The lecturer(s) appear(s) competent in their subject area.	-	10	6.1	1.0	4	7	6.3	6.2



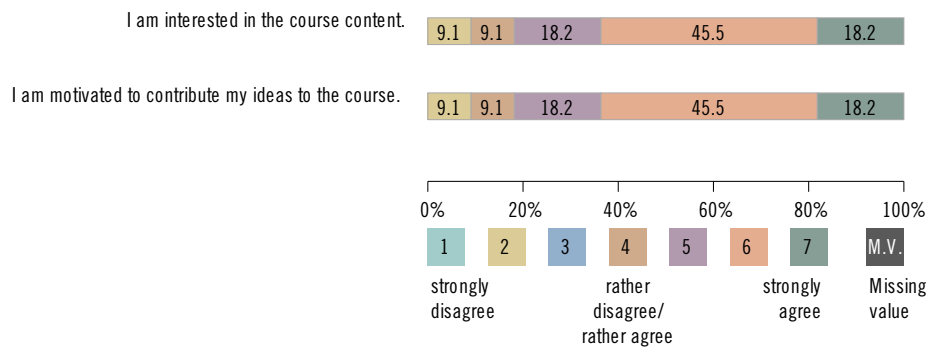
Distribution of students' answers

Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.	
	1	2	3	4	5	6	7		
The lecturer(s) is/are committed to the students' progress.	<i>n</i>	0	0	0	5	2	1	3	0
	%	0	0	0	45.5	18.2	9.1	27.3	0
The lecturer(s) appear(s) competent in their subject area.	<i>n</i>	0	0	0	1	2	2	5	1
	%	0	0	0	9.1	18.2	18.2	45.5	9.1



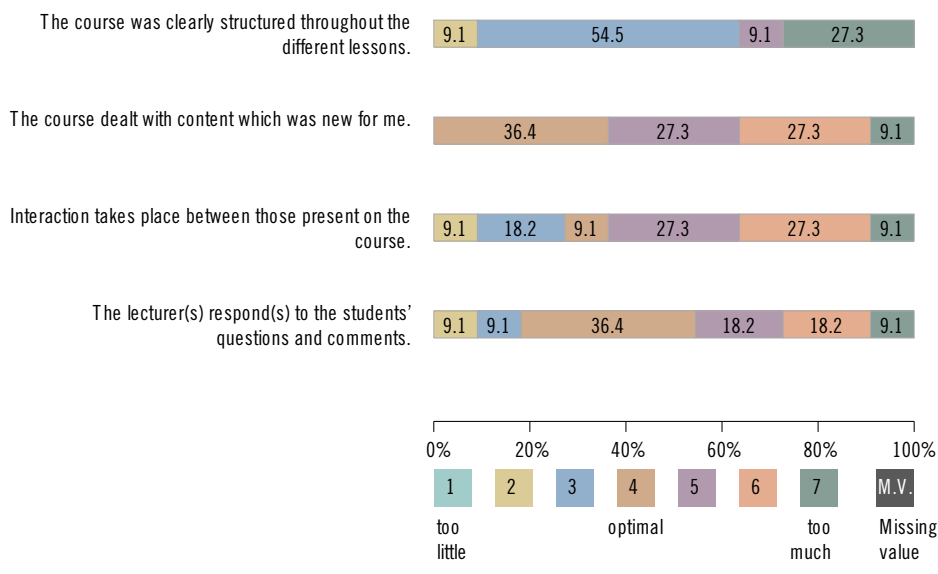
Distribution of students' answers

Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.	
	1	2	3	4	5	6	7		
I am interested in the course content.	<i>n</i>	0	1	0	1	2	5	2	0
	%	0	9.1	0	9.1	18.2	45.5	18.2	0
I am motivated to contribute my ideas to the course.	<i>n</i>	0	1	0	1	2	5	2	0
	%	0	9.1	0	9.1	18.2	45.5	18.2	0



Distribution of students' answers

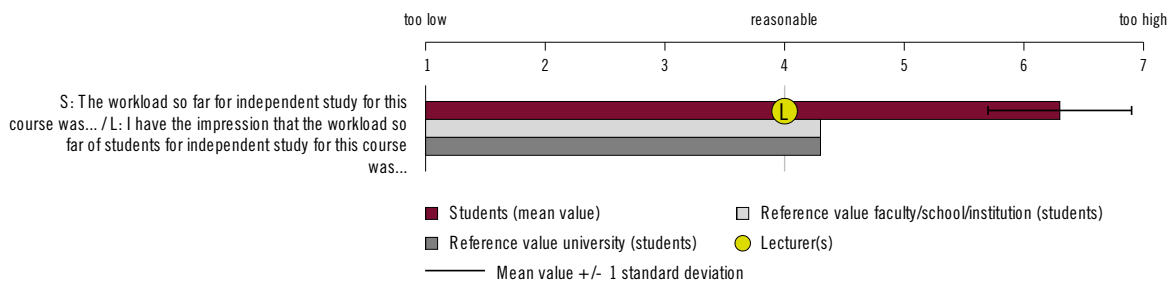
Item (1 = too little ... 4 = optimal ... 7 = too much)	Students							M.V.	
	1	2	3	4	5	6	7		
The course was clearly structured throughout the different lessons.	<i>n</i>	0	1	6	0	1	0	3	0
	%	0	9.1	54.5	0	9.1	0	27.3	0
The course dealt with content which was new for me.	<i>n</i>	0	0	0	4	3	3	1	0
	%	0	0	0	36.4	27.3	27.3	9.1	0
Interaction takes place between those present on the course.	<i>n</i>	0	1	2	1	3	3	1	0
	%	0	9.1	18.2	9.1	27.3	27.3	9.1	0
The lecturer(s) respond(s) to the students' questions and comments.	<i>n</i>	0	1	1	4	2	2	1	0
	%	0	9.1	9.1	36.4	18.2	18.2	9.1	0



4.7 WORKLOAD

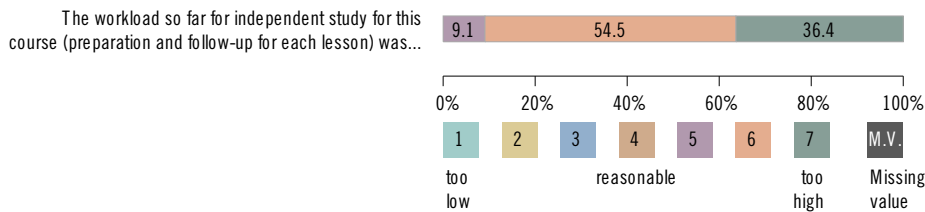
Selected parameters

Item (1 = too low ... 4 = reasonable ... 7 = too high)	Lecturer(s) (L)	Students (S)					RV F/S/I (S)	RV Uni (S)
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>M</i>
S: The workload so far for independent study for this course (preparation and follow-up for each lesson) was... / L: I have the impression that the workload so far of students for independent study for this course (preparation and follow-up for each lesson) was...	4	11	6.3	0.6	5	7	4.3	4.3



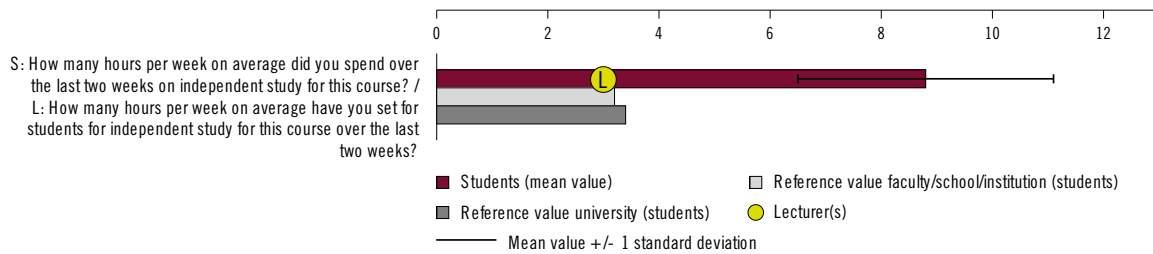
Distribution of students' answers

Item (1 = too low ... 4 = reasonable ... 7 = too high)	Students							M.V.	
	1	2	3	4	5	6	7		
The workload so far for independent study for this course (preparation and follow-up for each lesson) was...	<i>n</i>	0	0	0	0	1	6	4	0
	<i>%</i>	0	0	0	0	9.1	54.5	36.4	0



Workload in h/week

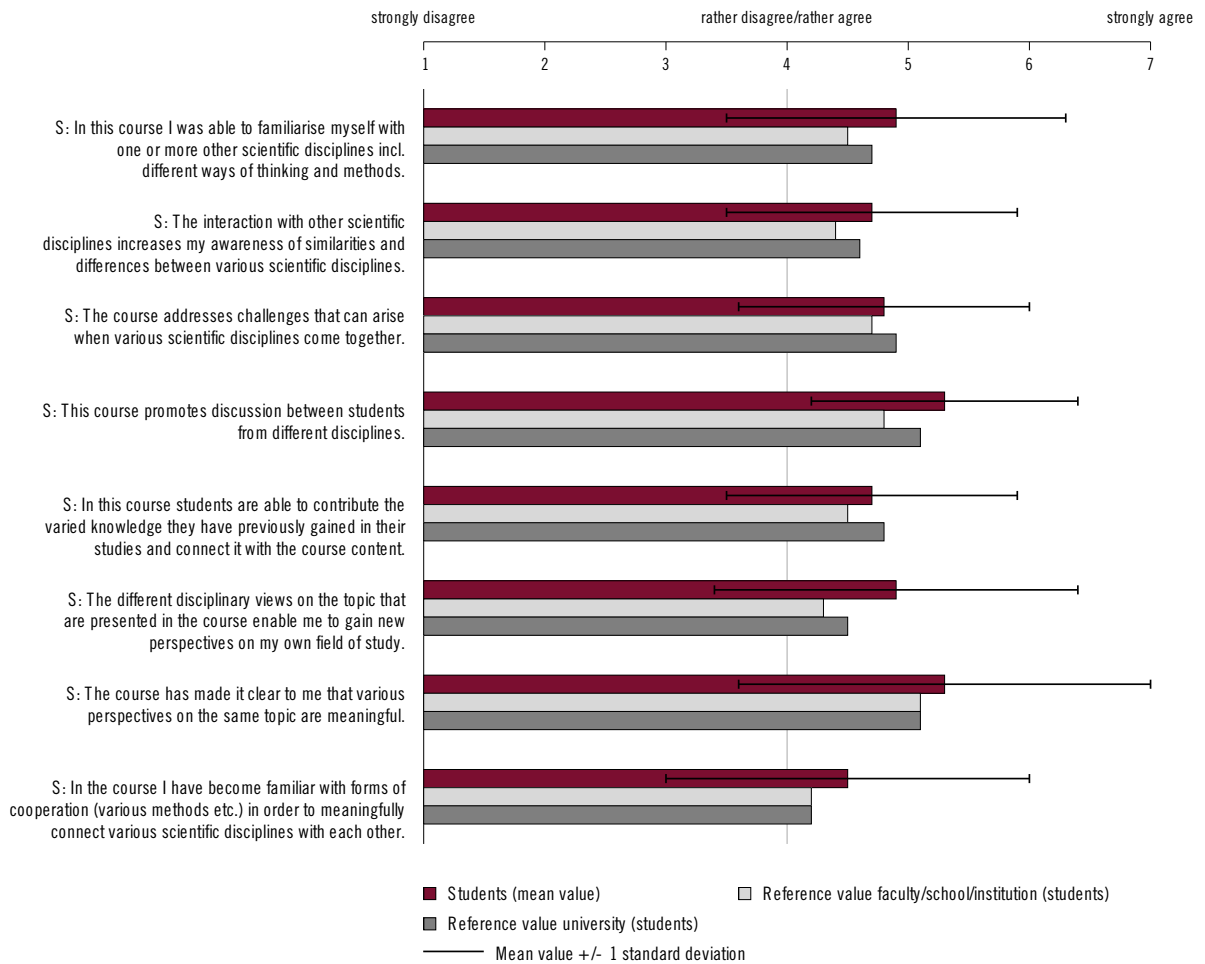
	Lecturer(s) (L)	Students (S)					RV F/S/I (S)	RV Uni (S)
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>M</i>
S: How many hours per week on average did you spend over the last two weeks on independent study for this course? / L: How many hours per week on average have you set for students for independent study for this course over the last two weeks?	3	10	8.8	2.3	5.0	14.0	3.2	3.4



5 RESULTS OF THE SUPPLEMENTARY MODULE INTERDISCIPLINARITY

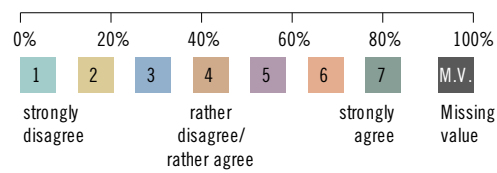
Selected parameters

Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	<i>n</i>	Students (S)				RV F/S/I (S)	RV Uni (S)
		<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>M</i>
S: In this course I was able to familiarise myself with one or more other scientific disciplines incl. different ways of thinking and methods.	11	4.9	1.4	3	7	4.5	4.7
S: The interaction with other scientific disciplines increases my awareness of similarities and differences between various scientific disciplines.	10	4.7	1.2	3	7	4.4	4.6
S: The course addresses challenges that can arise when various scientific disciplines come together.	10	4.8	1.2	3	7	4.7	4.9
S: This course promotes discussion between students from different disciplines.	10	5.3	1.1	3	7	4.8	5.1
S: In this course students are able to contribute the varied knowledge they have previously gained in their studies and connect it with the course content.	11	4.7	1.2	3	7	4.5	4.8
S: The different disciplinary views on the topic that are presented in the course enable me to gain new perspectives on my own field of study.	10	4.9	1.5	2	7	4.3	4.5
S: The course has made it clear to me that various perspectives on the same topic are meaningful.	11	5.3	1.7	2	7	5.1	5.1
S: In the course I have become familiar with forms of cooperation (various methods etc.) in order to meaningfully connect various scientific disciplines with each other.	10	4.5	1.5	3	7	4.2	4.2



Distribution of students' answers

Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.
	1	2	3	4	5	6	7	
In this course I was able to familiarise myself with one or more other scientific disciplines incl. different ways of thinking and methods.	<i>n</i> 0 % 0	0 0	2 18.2	3 27.3	2 18.2	2 18.2	2 18.2	0 0
The interaction with other scientific disciplines increases my awareness of similarities and differences between various scientific disciplines.	<i>n</i> 0 % 0	0 0	2 18.2	2 18.2	4 36.4	1 9.1	1 9.1	1 9.1
The course addresses challenges that can arise when various scientific disciplines come together.	<i>n</i> 0 % 0	0 0	2 18.2	2 18.2	3 27.3	2 18.2	1 9.1	1 9.1
This course promotes discussion between students from different disciplines.	<i>n</i> 0 % 0	0 0	1 9.1	1 9.1	3 27.3	4 36.4	1 9.1	1 9.1
In this course students are able to contribute the varied knowledge they have previously gained in their studies and connect it with the course content.	<i>n</i> 0 % 0	0 0	2 18.2	3 27.3	3 27.3	2 18.2	1 9.1	0 0
The different disciplinary views on the topic that are presented in the course enable me to gain new perspectives on my own field of study.	<i>n</i> 0 % 0	1 9.1	1 9.1	1 9.1	4 36.4	1 9.1	2 18.2	1 9.1
The course has made it clear to me that various perspectives on the same topic are meaningful.	<i>n</i> 0 % 0	1 9.1	1 9.1	1 9.1	3 27.3	1 9.1	4 36.4	0 0
In the course I have become familiar with forms of cooperation (various methods etc.) in order to meaningfully connect various scientific disciplines with each other.	<i>n</i> 0 % 0	0 0	4 36.4	1 9.1	3 27.3	0 0	2 18.2	1 9.1



6 RESULTS OF THE FREELY CONFIGURABLE SUPPLEMENTARY MODULE

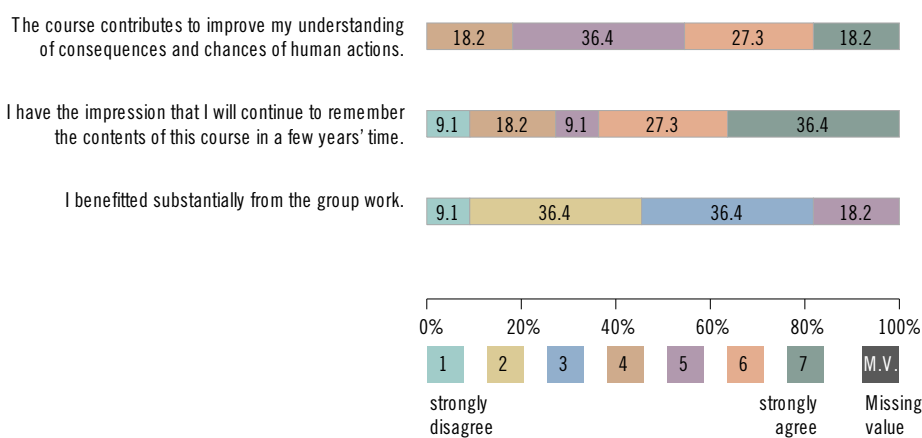
6.1 FREELY CONFIGURABLE ITEMS

Selected parameters

Item (1 = strongly disagree ... 7 = strongly agree)	Students (S)				
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
The course contributes to improve my understanding of consequences and chances of human actions.	11	5.5	1.0	4	7
I have the impression that I will continue to remember the contents of this course in a few years' time.	11	5.5	1.8	1	7
I benefitted substantially from the group work.	11	2.8	1.2	1	5

Distribution of students' answers

Item (1 = strongly disagree ... 7 = strongly agree)	Students							M.V.	
	1	2	3	4	5	6	7		
The course contributes to improve my understanding of consequences and chances of human actions.	<i>n</i>	0	0	0	2	4	3	2	0
	%	0	0	0	18.2	36.4	27.3	18.2	0
I have the impression that I will continue to remember the contents of this course in a few years' time.	<i>n</i>	1	0	0	2	1	3	4	0
	%	9.1	0	0	18.2	9.1	27.3	36.4	0
I benefitted substantially from the group work.	<i>n</i>	1	4	4	0	2	0	0	0
	%	9.1	36.4	36.4	0	18.2	0	0	0



6.2 FREELY CONFIGURABLE OPEN QUESTIONS

Hinweis: In the following you will find the students' answers to the maximum of two open questions of the freely configurable supplementary module as they were originally written (spelling corrected as the case may be). Where more than around 50 questionnaires are completed or in the case of lots of comments, these answers are sorted into categories. The number of mentions are indicated in the event of recurring answers. Any comments that are unobjective, offensive or no longer anonymous are removed from the answers.

I visited the office hours, but would have wished from you as a lecturer additionally:

- maybe a bit additional input regarding how to choose a research question leading up to an exposé
 - more office hours
 - more structure and explanations
-

In comparison to the beginning of the seminar my point of view changed in the following ways:

- could not participate anymore (too much workload)
 - critical thinking about what culture and nature means
 - feel more confident
 - In the beginning I was very motivated and did all the tasks. But during the course of the seminar the workload increased so much, that combined with the workload of other seminars and the reading of the books a successful doing of the tasks was no longer possible.
 - new understanding of how interconnected humans and non-humans are
 - the workload was very high and it was hard to follow
-

CERTIFICATE

PARTICIPATION IN THE COURSE EVALUATION Winter Semester 2016/17

Mr. Dr. Alexander I. Stingl conducted a course evaluation for the course

"Enter the non-humans: Animals, bacteria, machines, and stones and what they can do."

with the support of **Leuphana Lehrevaluation**. Overall, 11 students took part in the paper-based survey with a questionnaire on 2017-01-20. By means of a standardised, university-wide survey tool, both quantitative assessments regarding predefined aspects of the teaching and learning process and its conditions were collected as well as supplementary qualitative statements by the students. The questionnaire always consists of a fixed basic module and additionally selectable supplementary modules where applicable. The results of the survey were reported back to the lecturer(s) in the form of three different report formats (extensive results report, presentation template "EDi - Evaluation Dialogue" and placard (brief overview)).

The team at **Leuphana Lehrevaluation** recommends making notes on the results using the self-reflection sheet, presenting the key results of the evaluation to the students involved and discussing the reasons for the results and ideas for improvement with the students.

Lüneburg, 31st January 2017



Hanna Haubert
Teaching Evaluations Coordinator
Leuphana Lehrevaluation



Gisa Heuser
Director
Office of Quality Development and Accreditation | Team Q