



Results Report Course Evaluation

Winter Semester 2016/17



Course Evaluation

Winter Semester 2016/17

Results report for

Dr. Alexander I. Stingl

Course "In-depth seminar: Objects of Ethnographic Research: Jyoti Puri's 'Sexual States' as example (Positivism/Konstrucivism)"

Questionnaire: basic module (English)

Results of the paper-based survey on 2016-12-13 ($n=23$ of 30)

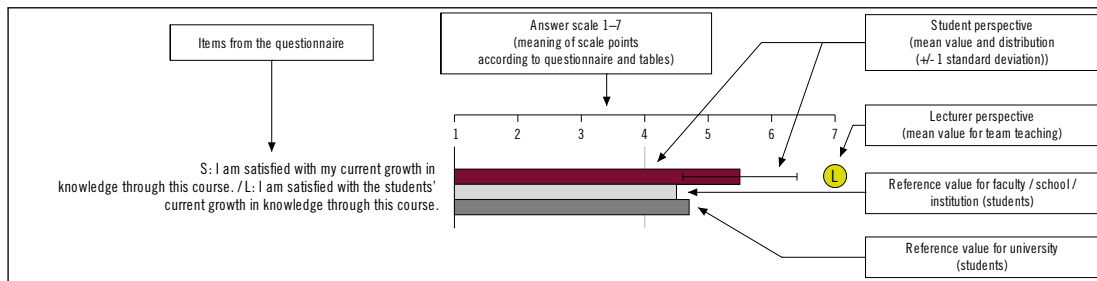
Leuphana Lehrevaluation (LEva)

Lüneburg, 14th December 2016

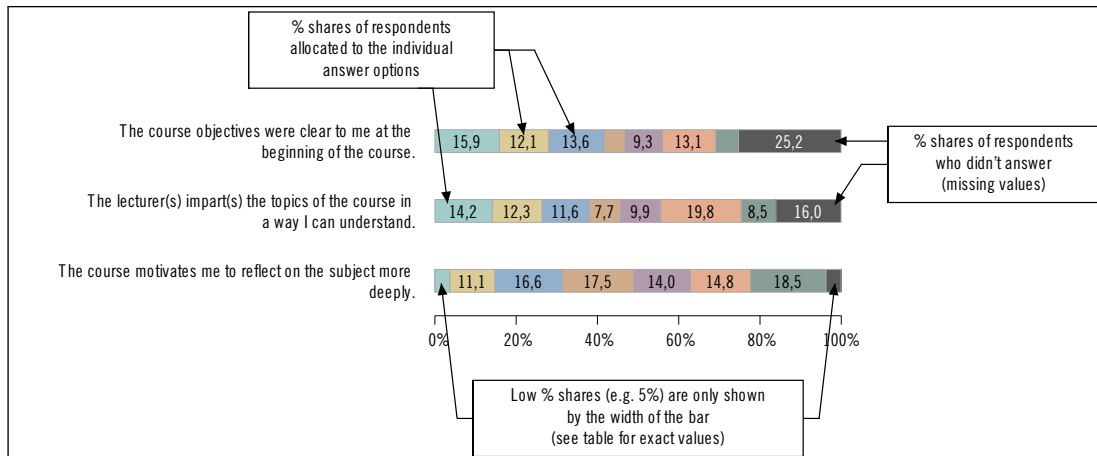
1 ABOUT THIS REPORT

The results of this course are based on the entries of $n=23$ 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 76.7%. The reference values are calculated based on 7 courses at the level of faculty / school / institution (in this case: Leuphana College) and on 48 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

<i>n</i>	The total number of participants who have entered answers in the questionnaire or for the respective item
<i>M</i>	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

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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?

- The debates (3)
- Topic (3)
- Relevance of the topic to the current situation (2)
- The atmosphere was really nice. (2)
- Concernment about issues that help us develop and improve the perception of the world.
- Discussions and new ideas were always welcomed
- Gaining information about interesting new facts
- Good preparation for presentations
- Good structure
- I also like that we could pick our country for the presentation.
- I also liked how helpful the lecturer is with the students.
- I like the topic as it is something we should be aware of.
- I liked the way the topic was presented.
- I really like how the lecturer prepares the classes. The lecturer is a very active person and always wants us to use our brains and think.
- I think the discussions were very helpful for developing a critical thinking.
- Open minded people and lecturer
- Open-minded people: Different opinions tolerated
- Open-minded, cool lecturer
- practice of debate and presentation
- Presentations and the debate contribute in an easy way to the learning progress.
- Reading a book and talking about it
- The book
- The book "In-depth knowledge of ethnography as a social science/study" (sexual states)
- The controversy about the topic.
- The information were interesting
- The interactions
- The lecturer always responds to our questions and explains really clear.
- The lecturer encouraged discussions and critical thinking
- The lecturer gets his students to think beyond of what is obvious.
- The lecturer initiated questions to debate topics to further our academic skills as well as knowledge.
- The lecturer was really motivated and pushed the students in a positive way.
- The lecturers way of presenting
- The time the lecturer takes for our questions
- The way the lecturer teaches and describes the materials

What do you particularly like about this course? (continuation)

- Timing
 - Touching on different topics closely related to the topic of the course (debates).
 - Very professional
-

What would you prefer to be different?

- More structure (3)
 - A better connection between the discussions and the actual book.
 - Deeper biopolitical politics, constructivism
 - Deeper understanding of the book/ Seminars topic
 - Different location/room for better atmosphere
 - difficulty with choosing a country for the presentation: Having to change topic because of other group
 - It would be nice, if the lecturer could focus more on the content of the book rather than in how we have to make the presentation, which is also fine, but I think we spent a little bit to much time on that.
 - Less group work from week to week.
 - Less presentation, more discussion
 - Maybe a little less small presentations (debate, grant, etc.)
 - More and easy language materials on the course
 - More information about the course, when choosing on mystudy.
 - More integration of the tutor
 - More work with the book
 - My suggestion would be not to do so many presenations, those just keep one from starting with the actual presentation which is important.
 - Team work with my group
 - The same time for all groups to prepare for the presentation
 - To be slightly more structured with time (i.e. work through book as scheduled).
 - Too much time spent on organisational stuff
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3.2 LECTURER(S)

What do you particularly like about this course?

- Excellent students, thoughtful, contributing, charitable with one another.
-

What would you prefer to be different?

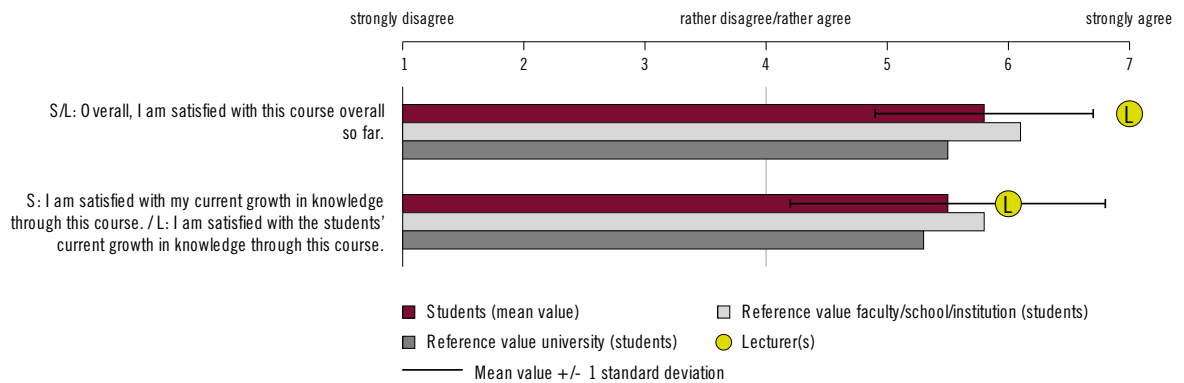
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4 RESULTS OF THE BASIC MODULE

4.1 OVERALL LEARNING AND TEACHING SUCCESS

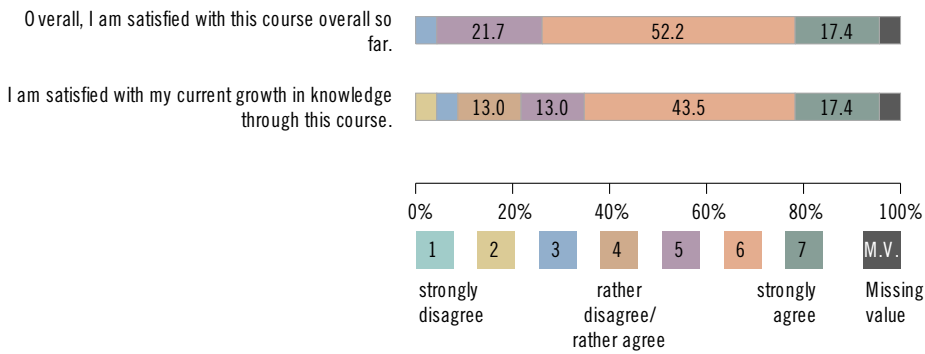
Selected parameters

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.	7	22	5.8	0.9	3	7	6.1	5.5
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.	6	22	5.5	1.3	2	7	5.8	5.3



Distribution of students' answers

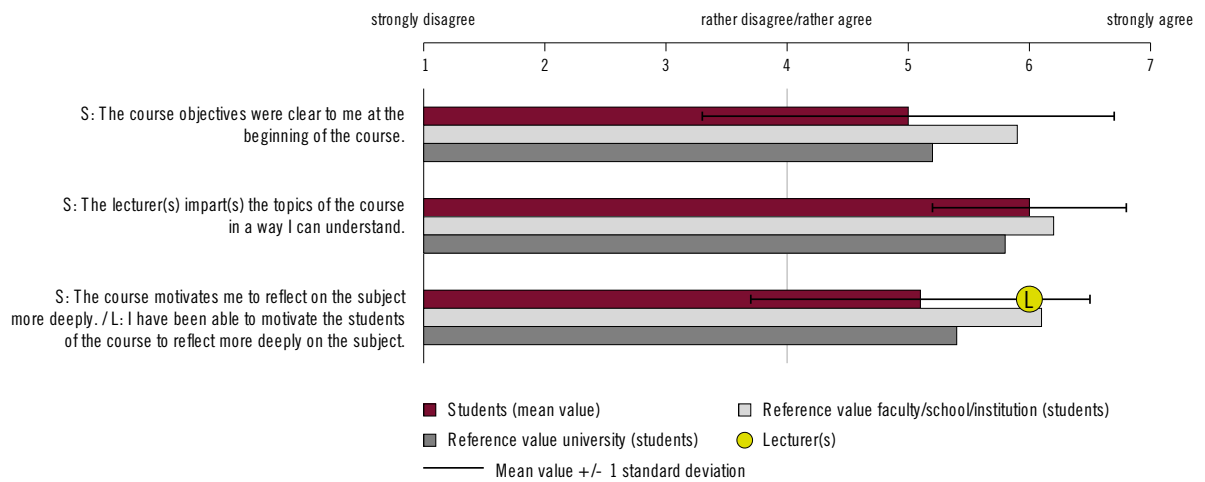
Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.	
	1	2	3	4	5	6	7		
Overall, I am satisfied with this course overall so far.	<i>n</i>	0	0	1	0	5	12	4	1
	%	0	0	4.3	0	21.7	52.2	17.4	4.3
I am satisfied with my current growth in knowledge through this course.	<i>n</i>	0	1	1	3	3	10	4	1
	%	0	4.3	4.3	13.0	13.0	43.5	17.4	4.3



4.2 TRANSPARENCY OF COURSE OBJECTIVES & MEDIATION AND STIMULATION

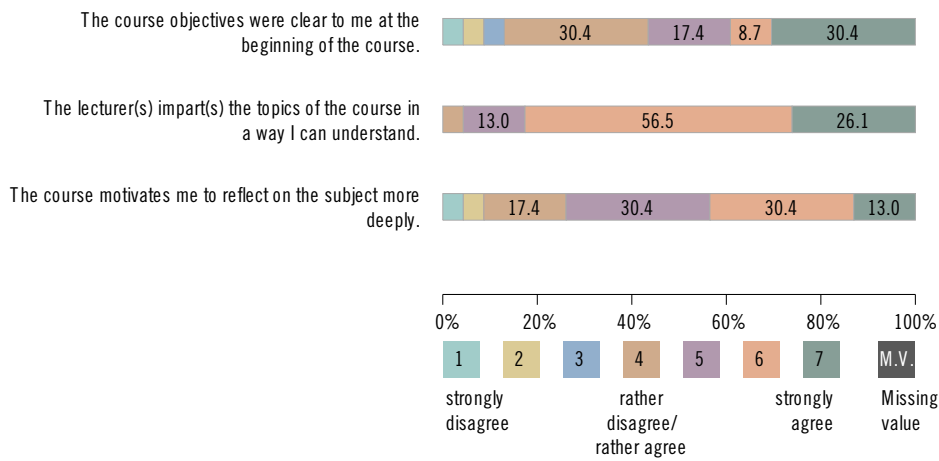
Selected parameters

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.	-	23	5.0	1.7	1	7	5.9	5.2
S: The lecturer(s) impart(s) the topics of the course in a way I can understand.	-	23	6.0	0.8	4	7	6.2	5.8
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	23	5.1	1.4	1	7	6.1	5.4



Distribution of students' answers

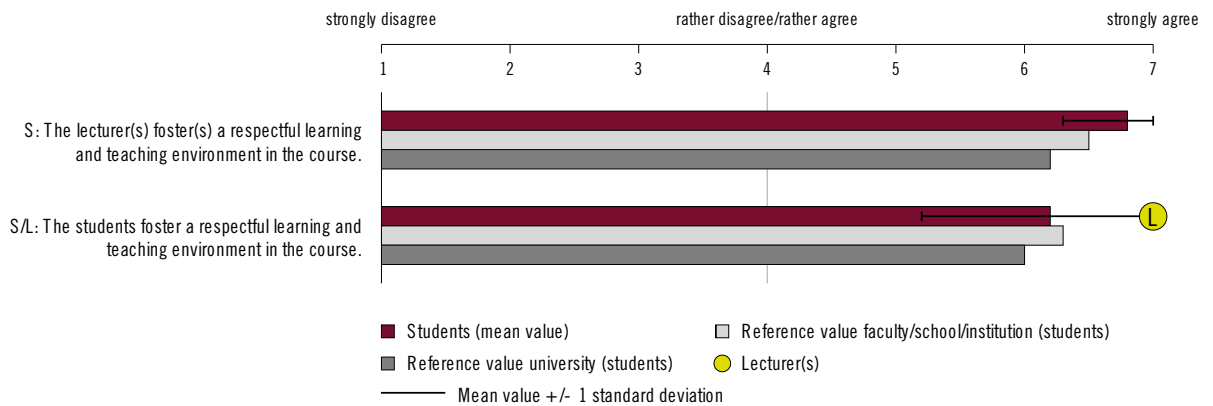
Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.	
	1	2	3	4	5	6	7		
The course objectives were clear to me at the beginning of the course.	<i>n</i>	1	1	1	7	4	2	7	0
	%	4.3	4.3	4.3	30.4	17.4	8.7	30.4	0
The lecturer(s) impart(s) the topics of the course in a way I can understand.	<i>n</i>	0	0	0	1	3	13	6	0
	%	0	0	0	4.3	13.0	56.5	26.1	0
The course motivates me to reflect on the subject more deeply.	<i>n</i>	1	1	0	4	7	7	3	0
	%	4.3	4.3	0	17.4	30.4	30.4	13.0	0



4.3 RESPECT VERSUS DISCRIMINATION

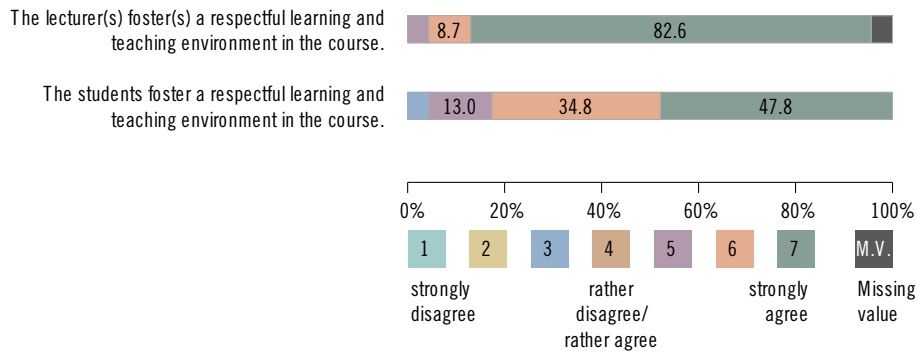
Selected parameters

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.	-	22	6.8	0.5	5	7	6.5	6.2
S/L: The students foster a respectful learning and teaching environment in the course.	7	23	6.2	1.0	3	7	6.3	6.0



Distribution of students' answers

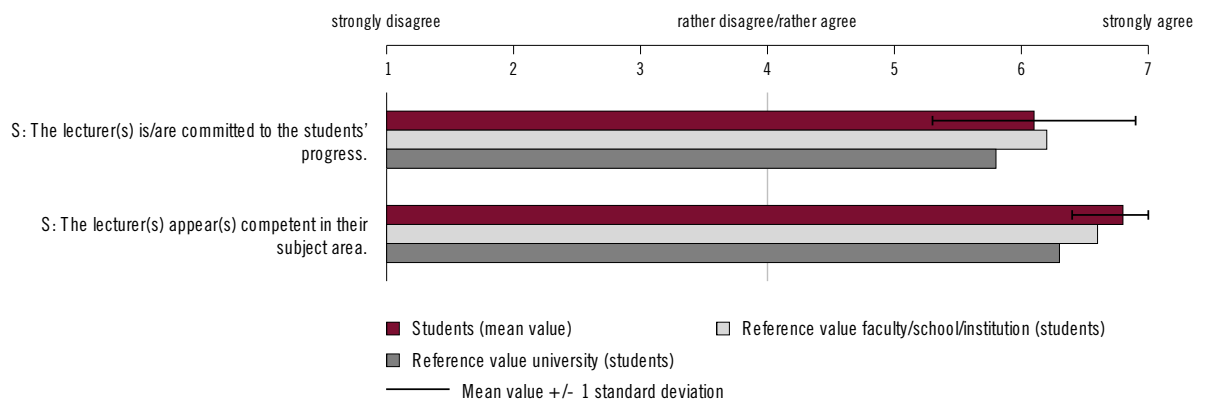
Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.
	1	2	3	4	5	6	7	
The lecturer(s) foster(s) a respectful learning and teaching environment in the course.	<i>n</i> 0	0	0	0	1	2	19	1
	% 0	0	0	0	4.3	8.7	82.6	4.3
The students foster a respectful learning and teaching environment in the course.	<i>n</i> 0	0	1	0	3	8	11	0
	% 0	0	4.3	0	13.0	34.8	47.8	0



4.4 LECTURER CONTRIBUTION

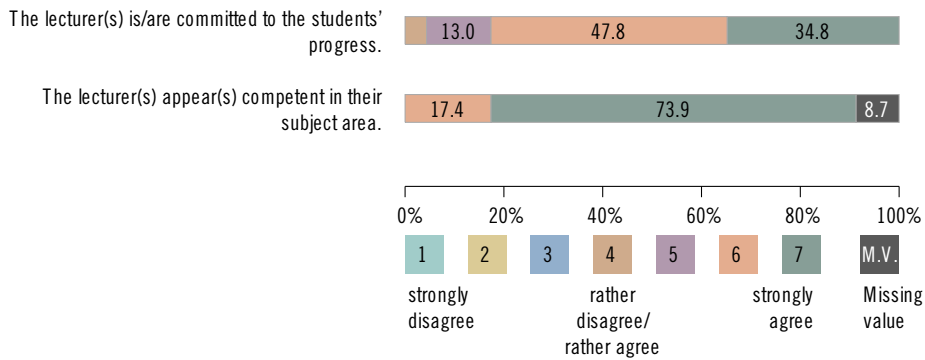
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Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Lecturer(s) (L)	Students (S)					RV F/S/I (S)	RV Uni (S)
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>M</i>
S: The lecturer(s) is/are committed to the students' progress.	-	23	6.1	0.8	4	7	6.2	5.8
S: The lecturer(s) appear(s) competent in their subject area.	-	21	6.8	0.4	6	7	6.6	6.3



Distribution of students' answers

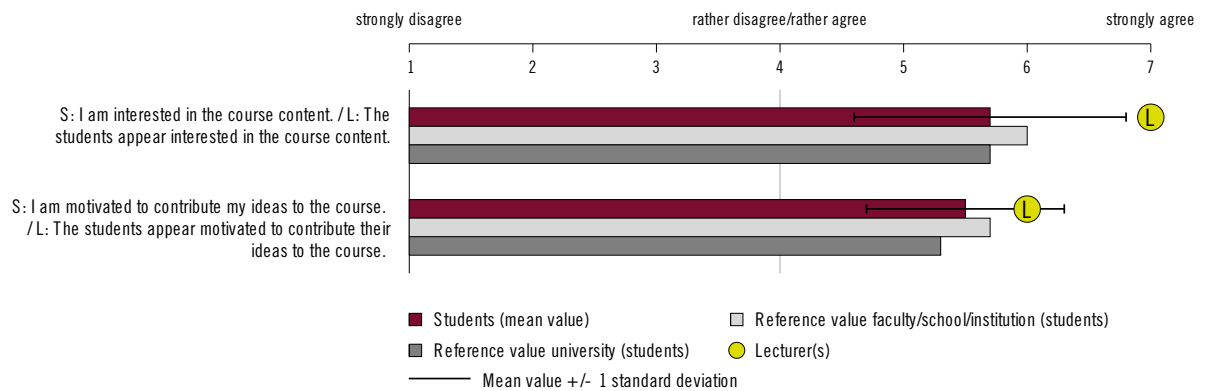
Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.	
	1	2	3	4	5	6	7		
The lecturer(s) is/are committed to the students' progress.	<i>n</i>	0	0	0	1	3	11	8	0
	%	0	0	0	4.3	13.0	47.8	34.8	0
The lecturer(s) appear(s) competent in their subject area.	<i>n</i>	0	0	0	0	0	4	17	2
	%	0	0	0	0	0	17.4	73.9	8.7



4.5 STUDENT CONTRIBUTION

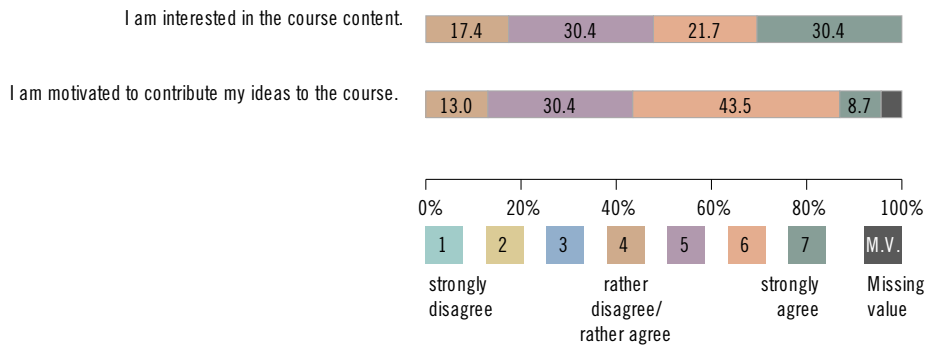
Selected parameters

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: I am interested in the course content. / L: The students appear interested in the course content.	7	23	5.7	1.1	4	7	6.0	5.7
S: I am motivated to contribute my ideas to the course. / L: The students appear motivated to contribute their ideas to the course.	6	22	5.5	0.8	4	7	5.7	5.3



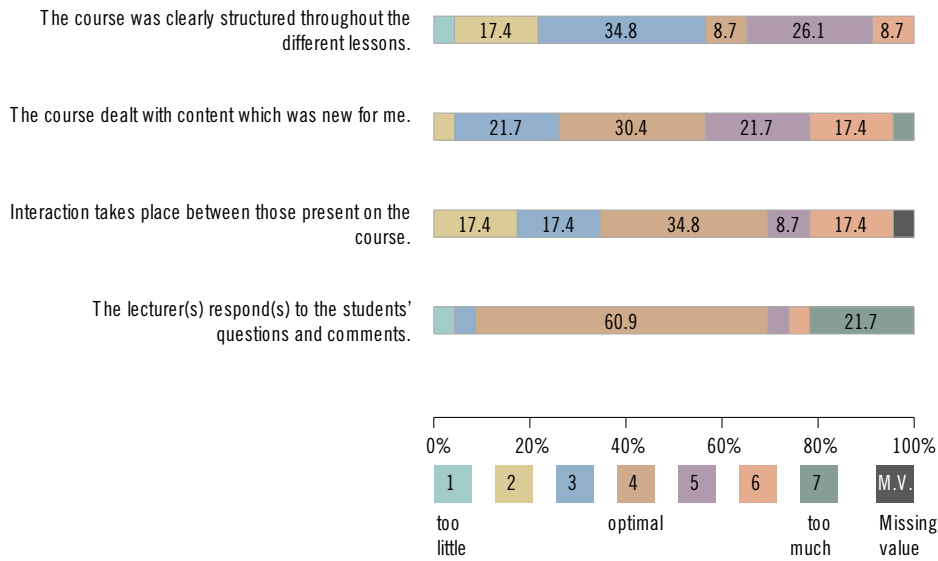
Distribution of students' answers

Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	Students							M.V.	
	1	2	3	4	5	6	7		
I am interested in the course content.	<i>n</i>	0	0	0	4	7	5	7	0
	%	0	0	0	17.4	30.4	21.7	30.4	0
I am motivated to contribute my ideas to the course.	<i>n</i>	0	0	0	3	7	10	2	1
	%	0	0	0	13.0	30.4	43.5	8.7	4.3



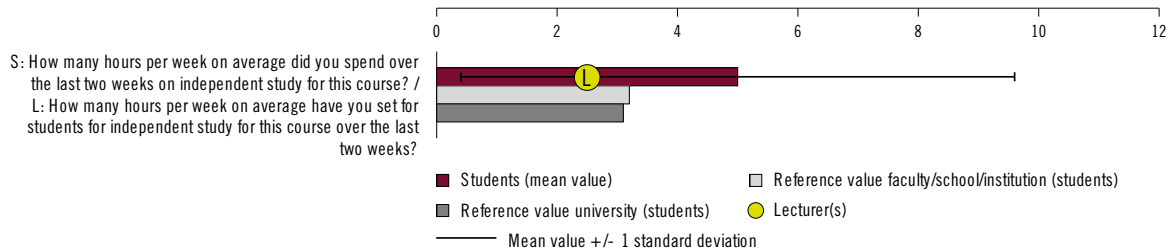
Distribution of students' answers

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>	1	4	8	2	6	2	0	0
	%	4.3	17.4	34.8	8.7	26.1	8.7	0	0
The course dealt with content which was new for me.	<i>n</i>	0	1	5	7	5	4	1	0
	%	0	4.3	21.7	30.4	21.7	17.4	4.3	0
Interaction takes place between those present on the course.	<i>n</i>	0	4	4	8	2	4	0	1
	%	0	17.4	17.4	34.8	8.7	17.4	0	4.3
The lecturer(s) respond(s) to the students' questions and comments.	<i>n</i>	1	0	1	14	1	1	5	0
	%	4.3	0	4.3	60.9	4.3	4.3	21.7	0



Workload in h/week

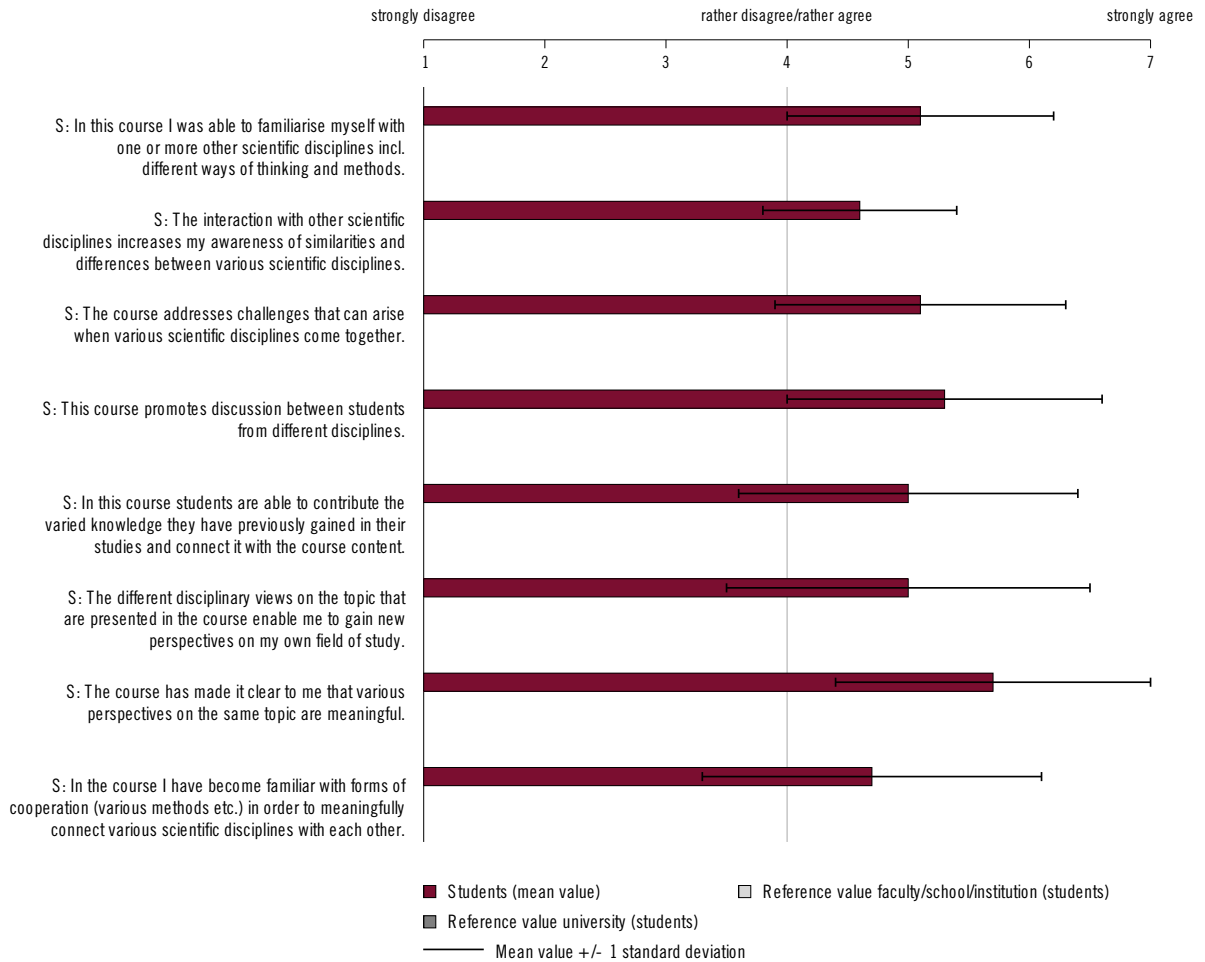
	Lecturer(s) (L)	Students (S)					RV F/S/I (S)	RV Uni (S)
		<i>n</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>M</i>
S: How many hours per week on average did you spend over the last two weeks on independent study for this course? / L: How many hours per week on average have you set for students for independent study for this course over the last two weeks?	2.5	22	5.3	4.5	1.0	18.9	3.2	3.1



5 RESULTS OF THE SUPPLEMENTARY MODULE INTERDISCIPLINARITY

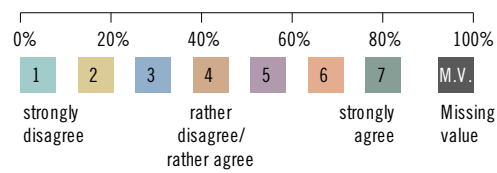
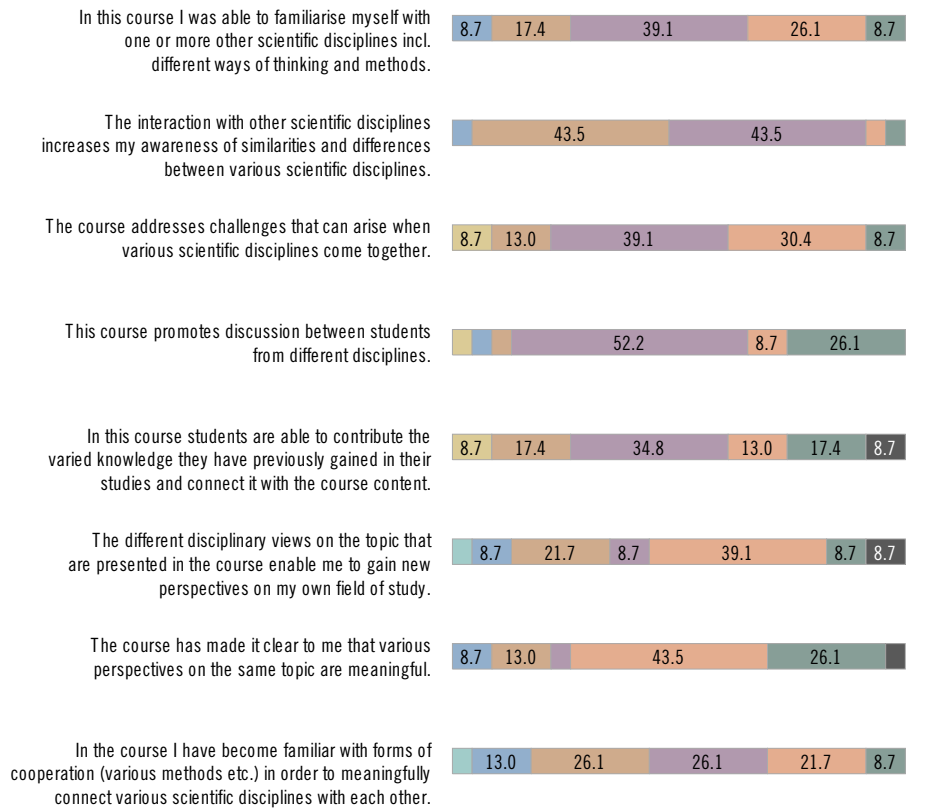
Selected parameters

Item (1 = strongly disagree ... 4 = rather disagree/rather agree ... 7 = strongly agree)	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: In this course I was able to familiarise myself with one or more other scientific disciplines incl. different ways of thinking and methods.	23	5.1	1.1	3	7	0.0	0.0
S: The interaction with other scientific disciplines increases my awareness of similarities and differences between various scientific disciplines.	23	4.6	0.8	3	7	0.0	0.0
S: The course addresses challenges that can arise when various scientific disciplines come together.	23	5.1	1.2	2	7	0.0	0.0
S: This course promotes discussion between students from different disciplines.	23	5.3	1.3	2	7	0.0	0.0
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.	21	5.0	1.4	2	7	0.0	0.0
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.	21	5.0	1.5	1	7	0.0	0.0
S: The course has made it clear to me that various perspectives on the same topic are meaningful.	22	5.7	1.3	3	7	0.0	0.0
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.	23	4.7	1.4	1	7	0.0	0.0



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	
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 8.7	4 17.4	9 39.1	6 26.1	2 8.7	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	1 4.3	10 43.5	10 43.5	1 4.3	1 4.3	0 0
The course addresses challenges that can arise when various scientific disciplines come together.	<i>n</i> 0 % 0	2 8.7	0 0	3 13.0	9 39.1	7 30.4	2 8.7	0 0
This course promotes discussion between students from different disciplines.	<i>n</i> 0 % 0	1 4.3	1 4.3	1 4.3	12 52.2	2 8.7	6 26.1	0 0
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	2 8.7	0 0	4 17.4	8 34.8	3 13.0	4 17.4	2 8.7
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> 1 % 4.3	0 0	2 8.7	5 21.7	2 8.7	9 39.1	2 8.7	2 8.7
The course has made it clear to me that various perspectives on the same topic are meaningful.	<i>n</i> 0 % 0	0 0	2 8.7	3 13.0	1 4.3	10 43.5	6 26.1	1 4.3
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> 1 % 4.3	0 0	3 13.0	6 26.1	6 26.1	5 21.7	2 8.7	0 0

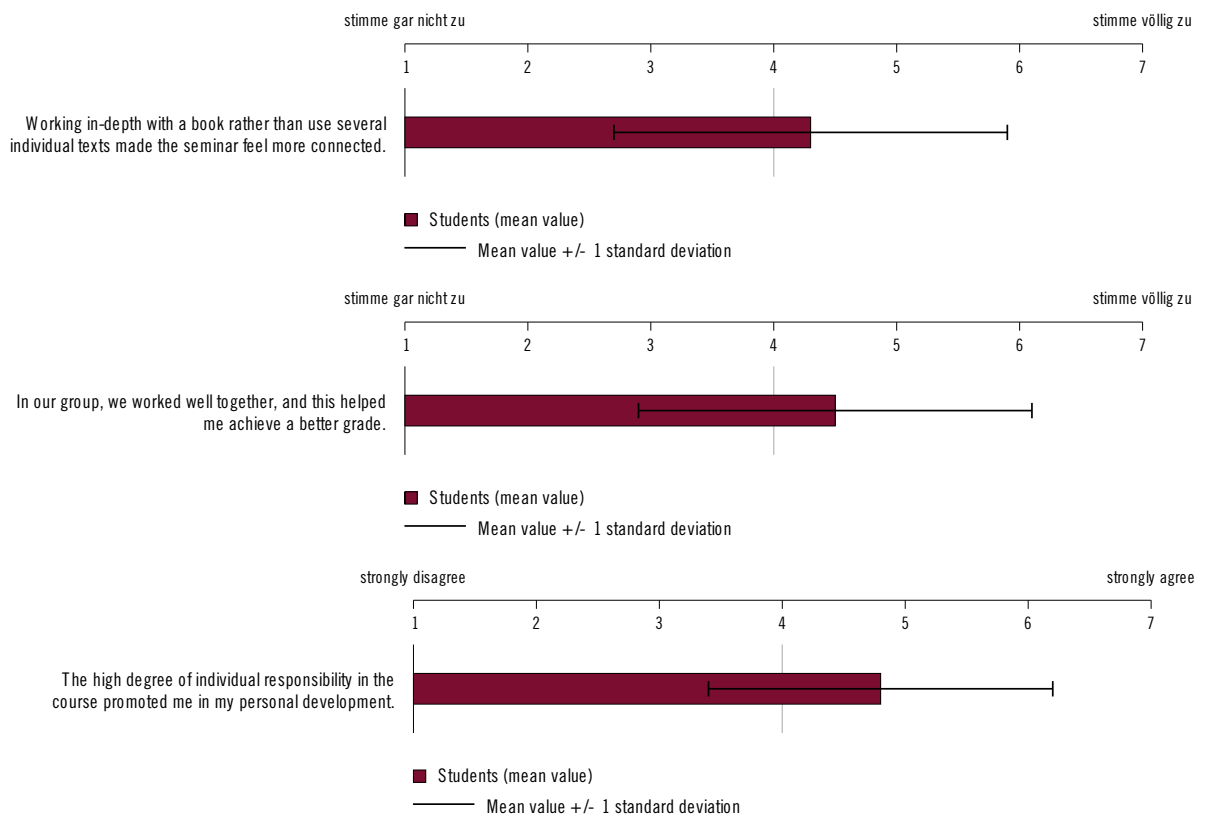


6 RESULTS OF THE FREELY CONFIGURABLE SUPPLEMENTARY MODULE

6.1 FREELY CONFIGURABLE ITEMS

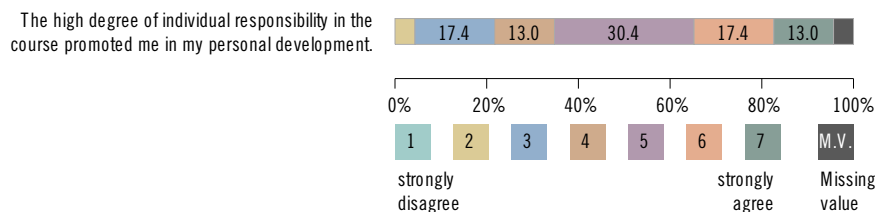
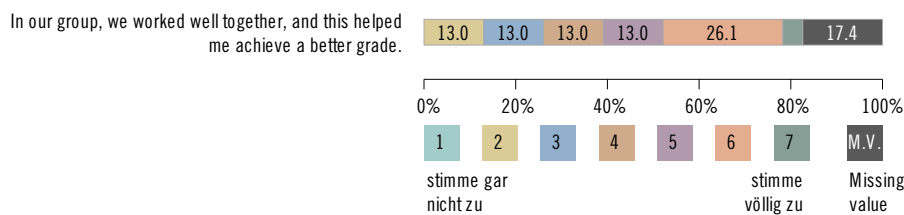
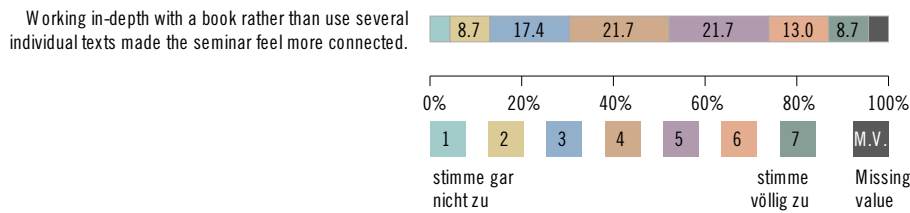
Selected parameters

Item	Students (S)				
	n	M	SD	Min	Max
Working in-depth with a book rather than use several individual texts made the seminar feel more connected. (1 = stimme gar nicht zu ... 7 = stimme völlig zu)	22	4.3	1.6	1	7
In our group, we worked well together, and this helped me achieve a better grade. (1 = stimme gar nicht zu ... 7 = stimme völlig zu)	19	4.5	1.6	2	7
The high degree of individual responsibility in the course promoted me in my personal development. (1 = strongly disagree ... 7 = strongly agree)	22	4.8	1.4	2	7



Distribution of students' answers

Item	Students							M.V.
	1	2	3	4	5	6	7	
Working in-depth with a book rather than use several individual texts made the seminar feel more connected. (1 = stimme gar nicht zu ... 7 = stimme völlig zu)	<i>n</i> 1 % 4.3	<i>n</i> 2 % 8.7	<i>n</i> 4 % 17.4	<i>n</i> 5 % 21.7	<i>n</i> 5 % 21.7	<i>n</i> 3 % 13.0	<i>n</i> 2 % 8.7	1 4.3
In our group, we worked well together, and this helped me achieve a better grade. (1 = stimme gar nicht zu ... 7 = stimme völlig zu)	<i>n</i> 0 % 0	<i>n</i> 3 % 13.0	<i>n</i> 3 % 13.0	<i>n</i> 3 % 13.0	<i>n</i> 3 % 13.0	<i>n</i> 6 % 26.1	<i>n</i> 1 % 4.3	4 17.4
The high degree of individual responsibility in the course promoted me in my personal development. (1 = strongly disagree ... 7 = strongly agree)	<i>n</i> 0 % 0	<i>n</i> 1 % 4.3	<i>n</i> 4 % 17.4	<i>n</i> 3 % 13.0	<i>n</i> 7 % 30.4	<i>n</i> 4 % 17.4	<i>n</i> 3 % 13.0	1 4.3



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.

How far did you use the office hours and did they help you in your personal development and/or help improve your grade.

- I have not used the office hours yet. (6)
 - Once and it helped a lot with our presentation (2)
 - It will help us to see if our structure for the presentation is appropriate.
 - Not enough
 - Once
 - Probably not as much as I should, but the little I did made a difference, too.
 - Rather talked to lecturer right after the seminar
 - Short discussion with some group members
 - We met the lecturer twice, giving us insight into best structure
 - Yes, the office hours helped me so far.
-

Assuming you used the office hours, what else could I, as your lecturer, have contributed in addition to help you with your goals in this sm

- Goals well explained (2)
 - An example how to structure the presentation (I was doing the whole structure, it took me two days to come up with a research question)
 - Better overview when it comes to group decisions (especially when it is about which country to pick)
 - Linking seminar content to other topics/persons
 - Maybe more comments on the forum but I think the help is very good.
 - More structure/time?
 - Providing additional in depth texts.
 - So far everything went ok.
-

CERTIFICATE

PARTICIPATION IN THE COURSE EVALUATION Winter Semester 2016/17

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

"In-depth seminar: Objects of Ethnographic Research: Jyoti Puri's 'Sexual States' as example (Positivism/Konstrucivism)"

with the support of **Leuphana Lehrevaluation**. Overall, 23 students took part in the paper-based survey with a questionnaire on 2016-12-13. 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, 14th December 2016



Hanna Haubert
Teaching Evaluations Coordinator
Leuphana Lehrevaluation



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