

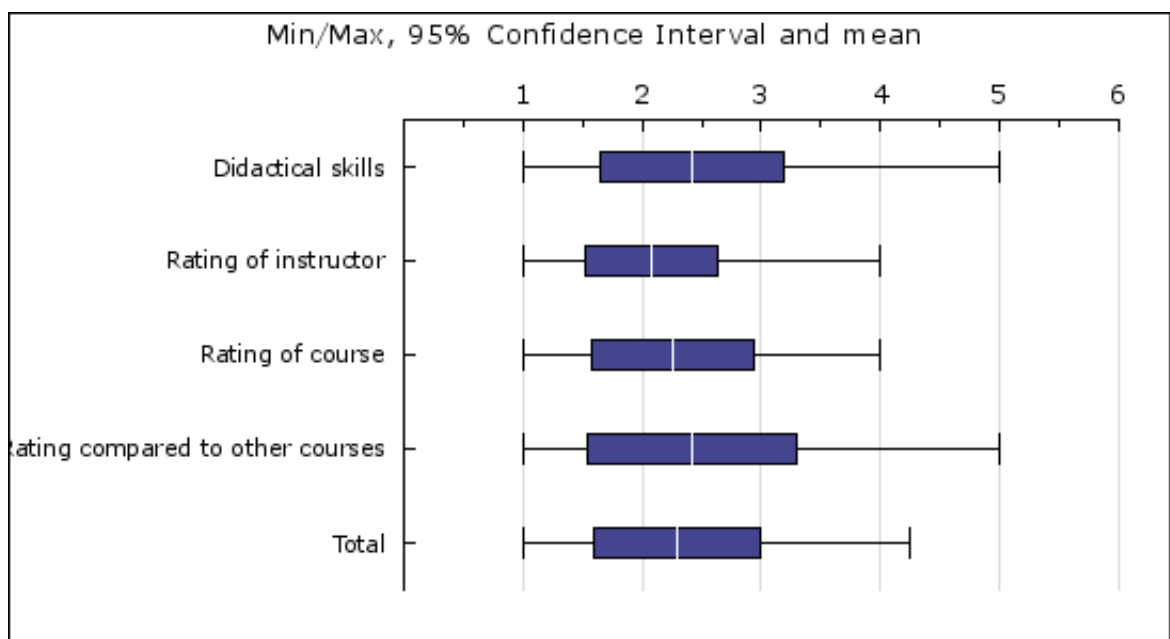
InstEvaL - Evaluation results

**Tutorial conducted by a postgraduate: Tutorial Multivariate Analyses
Marcel Neunhoeffer
Universität Mannheim
Wintersemester 2016/2017**

1. Overall Evaluation

Tutorial conducted by a postgraduate Tutorial Multivariate Analyses

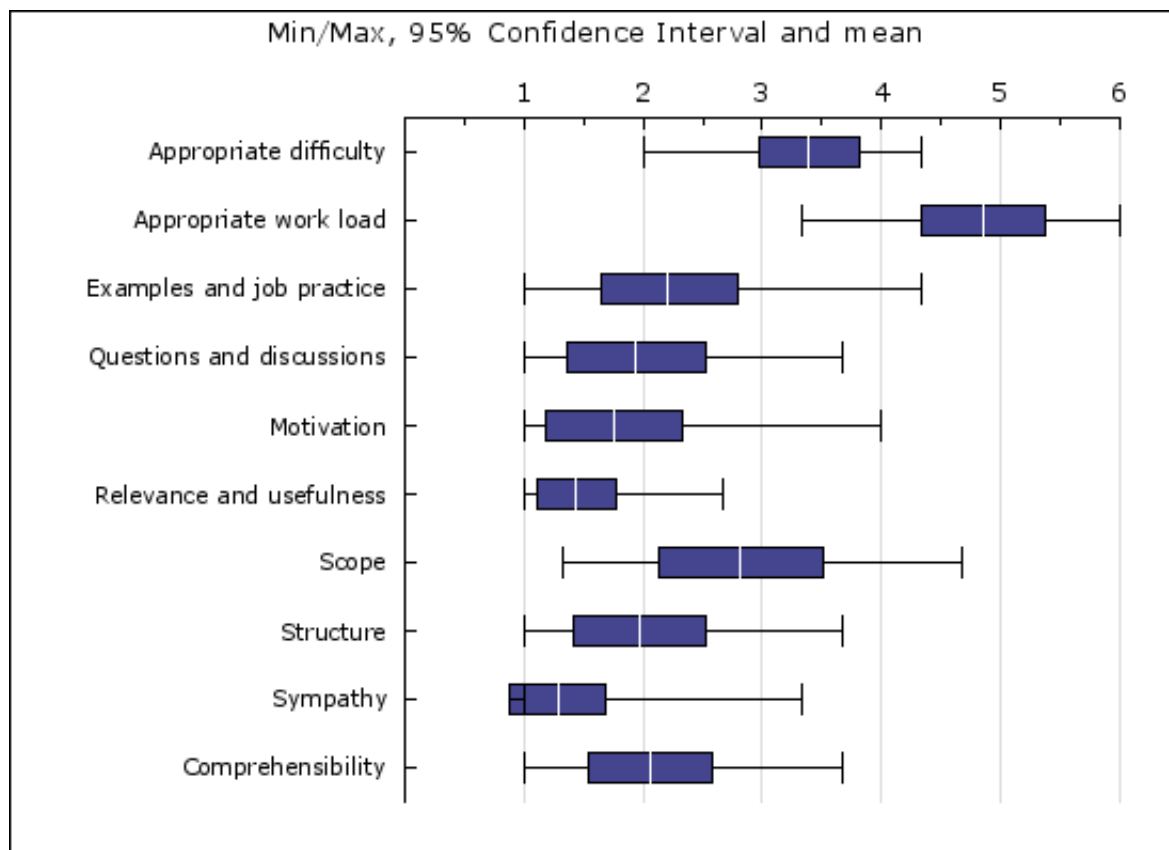
	N	Min	Max	Mean	SD	95% CT	
						Lower limit	Upper limit
1 Didactical skills	12	1	5	2.42	1.32	1.64	3.19
2 Rating of instructor	12	1	4	2.08	0.95	1.52	2.64
3 Rating of course	12	1	4	2.25	1.16	1.57	2.93
4 Rating compared to other courses	12	1	5	2.42	1.50	1.54	3.30
5 Total	12	1.00	4.25	2.29	1.19	1.59	2.99



2. Scales

Tutorial conducted by a postgraduate Tutorial Multivariate Analyses

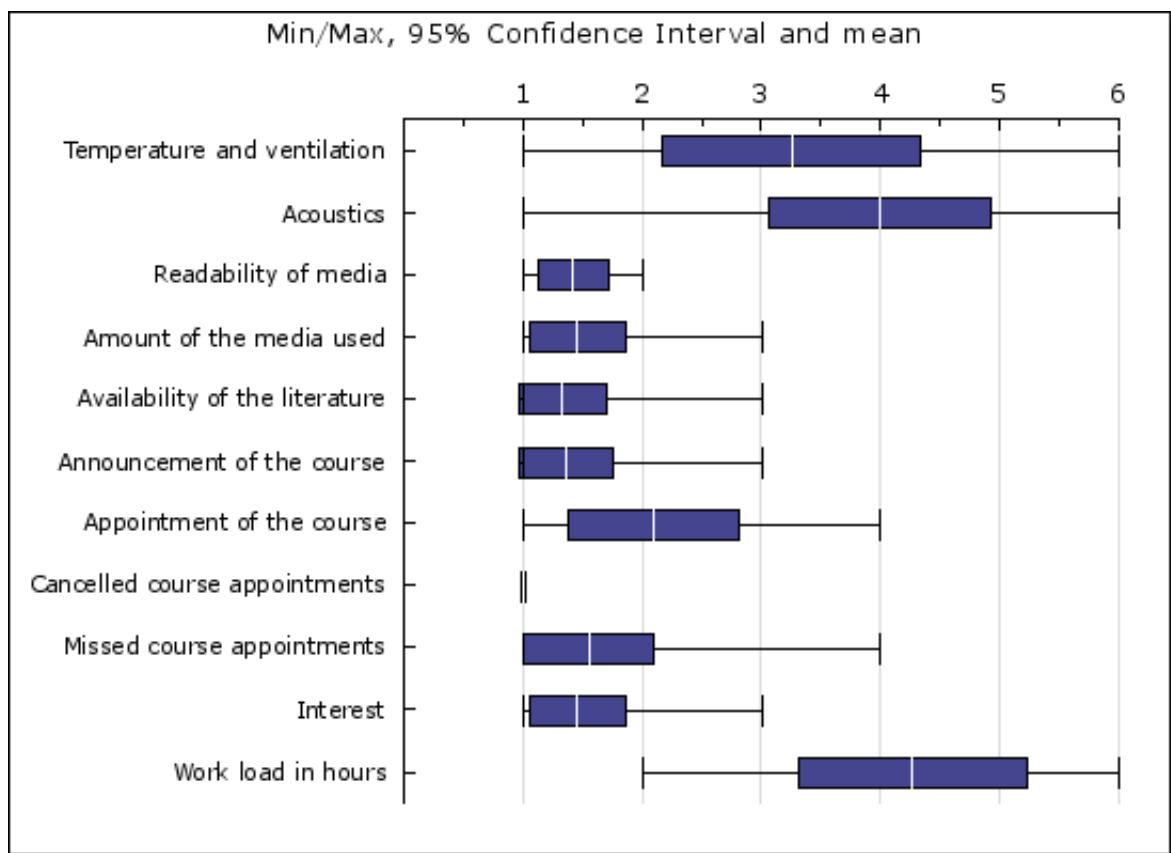
		N	Min	Max	Mean	SD	95% CI	
							Lower limit	Upper limit
1	Appropriate difficulty	12	2.00	4.33	3.39	0.72	2.97	3.81
2	Appropriate work load	11	3.33	6.00	4.85	0.85	4.33	5.37
3	Examples and job practice	11	1.00	4.33	2.21	0.93	1.64	2.79
4	Questions and discussions	11	1.00	3.67	1.94	0.94	1.36	2.52
5	Motivation	12	1.00	4.00	1.75	0.96	1.18	2.32
6	Relevance and usefulness	12	1.00	2.67	1.44	0.57	1.11	1.78
7	Scope	11	1.33	4.67	2.82	1.12	2.13	3.51
8	Structure	11	1.00	3.67	1.97	0.89	1.42	2.52
9	Sympathy	12	1.00	3.33	1.28	0.68	0.88	1.68
10	Comprehensibility	11	1.00	3.67	2.06	0.84	1.54	2.58



3. General conditions

Tutorial conducted by a postgraduate Tutorial Multivariate Analyses

		N	Min	Max	Mean	SD	95% CI	
							Lower limit	Upper limit
1	Temperature and ventilation	12	1	6	3.25	1.83	2.17	4.33
2	Acoustics	12	1	6	4.00	1.58	3.07	4.93
3	Readability of media	12	1	2	1.42	0.49	1.13	1.71
4	Amount of the media used	11	1	3	1.45	0.66	1.05	1.86
5	Availability of the literature	12	1	3	1.33	0.62	0.97	1.70
6	Announcement of the course	11	1	3	1.36	0.64	0.97	1.76
7	Appointment of the course	11	1	4	2.09	1.16	1.37	2.81
8	Cancelled course appointments	11	1	1	1.00	0.00	1.00	1.00
9	Missed course appointments	11	1	4	1.55	0.89	1.00	2.09
10	Interest	11	1	3	1.45	0.66	1.05	1.86
11	Work load in hours	11	2	6	4.27	1.54	3.32	5.22



4.1 Other comments

Tutorial conducted by a postgraduate Tutorial Multivariate Analyses

Other comments about this course:

- Veranstaltung wurde über die Zeit besser. Bitte nächstes Jahr lieber weniger "in class exercises", aber den R Code besser erklären. Bis jetzt ist oft unklar, was genau was macht und wo man dann eben was abändern muss. Das führte bei den Hausaufgaben oft zu vielen Stunden "googeln", da die Hausaufgaben oft deutlich schwieriger schienen als die Beispiele im Kurs. Problem war auch, dass man ab spätestens der 4. Reihe deutlich Schwierigkeiten hatte, zu verstehen, was die Personen in den vorderen Reihen sagten. Bitte also die Interpretation wiederholen und ggf. auch korrigieren. Hier wurde meiner Meinung nach zu wenig Zeit für genommen. Alles in allem aber Hut ab, ist sicher nicht einfach so einen Kurs zu unterrichten!
- I think that Marcel did a very good job of trying to cover a lot of material in a short amount of time. Sometimes, it was difficult to always connect the R code with the theory and reasoning behind it. However, I understand the kind of time constraints, making this difficult. I think it would be really helpful for students next year to provide some sort of R practice that would be more basic, in order to really understand the way it works.
- First and foremost, I think the instructor improved a lot over the course of the semester! The last (wrapup) session was the best when it comes to all aspects that previously needed improvement: 1) Time management. There was a lot (needed to be) covered in the course and that must be hard to do. However, especially rushing through the basics in the first few weeks was not good - I feel we would've had less questions and would've been able to follow in later sessions more easily if we had more time in the beginning to understand the basic structure and commands of R. So, taking more time in the beginning actually might have saved us time later on. Also, within a single lecture, it was unfortunate that we sometimes needed to rush through more complex applications in the end! (Maybe time could be saved by focusing less on how to, e.g., calculate and plot basic probability distributions and such, as those only serve as a theoretical understanding of the underlying theory of, say, OLS, but are rarely actually used?) 2) More annotations / explanations in the code would've been helpful, especially when knowing that we have to rush through parts of it (which also means we have no time for questions on that rushed part). Especially because the first week covered so much and was so rushed, we sometimes had no idea what a part of code (not even a whole line) meant but felt it was expected to be known. 3) Working with real data more than "fake" data might give a better understanding of how a certain method is ultimately applied "in the real world" and how to substantively interpret results. 4) Maybe this is just me, but sometimes, less technical / R-ish explanations to questions would have been helpful for people who don't yet "think" in the R structure. 5) Last but not least, and this is not the instructor's fault at all: the balance between workload for this course (homework) and credit (pass/fail, 2ECTS) was WAY off. I understand we need to practice using R and found the topics covered in the homework mostly useful (more towards the end), but it would be more rewarding to at least get a grade or more ECTS for all the work we do. Of course, "one could always do less" but then at some point that's a fail and of course one always does one's best, so why not reward that? All in all, it was evident the instructor put lots of effort into the codes he provided for us, and for a first teaching experience did well!

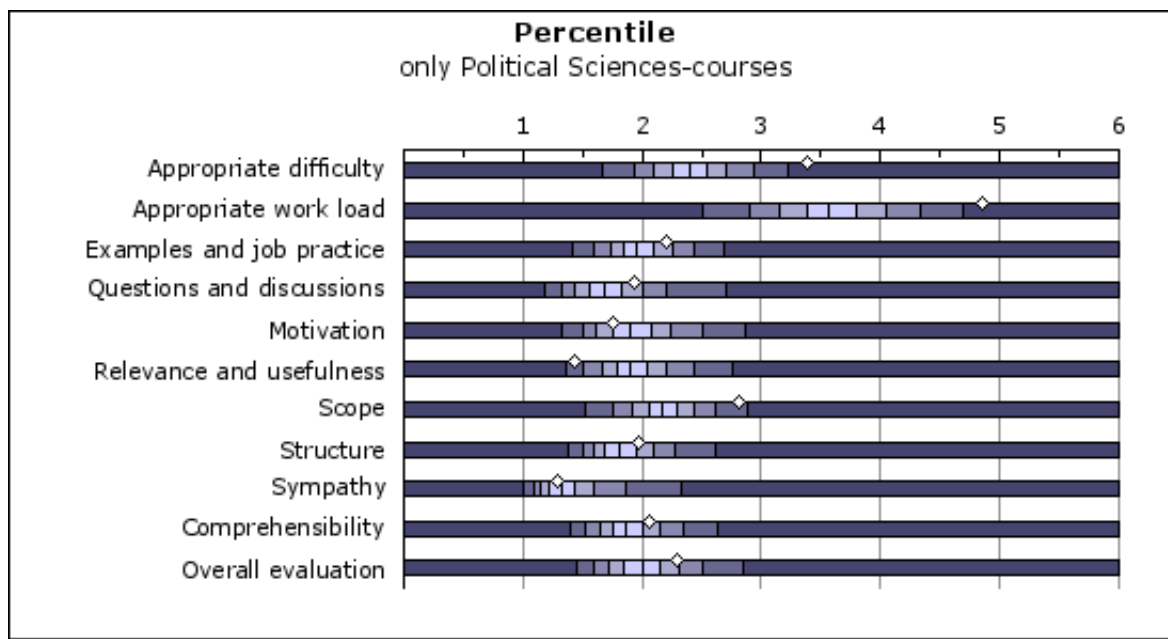
5.1 6. Percentiles and percent ranges

only Political Sciences-courses

(Basis: InstEvaL-Evaluation database from 29.06.2018, 11:47, 1245 courses since SS2004)

	N	10	20	30	40	50	60	70	80	90	Ihr Mittel	Prozentrang*
Appropriate difficulty	1241	1.67	1.94	2.10	2.25	2.40	2.55	2.70	2.93	3.22	3.39	9.91
Appropriate work load	1244	2.50	2.90	3.15	3.39	3.57	3.80	4.04	4.33	4.70	4.85	9.89
Examples and job practice	1243	1.41	1.60	1.73	1.84	1.96	2.10	2.25	2.44	2.69	2.21	32.42
Questions and discussions	1244	1.19	1.33	1.44	1.56	1.68	1.83	2.00	2.21	2.70	1.94	33.12
Motivation	1244	1.33	1.50	1.62	1.76	1.90	2.07	2.24	2.50	2.87	1.75	61.17
Relevance and usefulness	1241	1.36	1.50	1.67	1.79	1.89	2.04	2.21	2.44	2.76	1.44	85.09
Scope	1242	1.52	1.75	1.92	2.06	2.17	2.29	2.44	2.62	2.89	2.82	11.67
Structure	1244	1.37	1.50	1.60	1.69	1.81	1.96	2.10	2.28	2.61	1.97	39.55
Sympathy	1242	1.00	1.09	1.15	1.22	1.33	1.44	1.60	1.87	2.33	1.28	54.83
Comprehensibility	1244	1.39	1.52	1.64	1.76	1.87	2.00	2.15	2.35	2.64	2.06	36.01
Overall evaluation	1244	1.45	1.60	1.72	1.85	2.00	2.14	2.31	2.50	2.85	2.29	31.51

*Percent of courses with at least 5 evaluations, which have been evaluated worse than the actual course.



Comments on the interpretation of percentiles:

1. Please pay attention to the fact that the participation of lecturers in the InstEvaL system is voluntary. Therefore, predominantly those lecturers participate who are strongly involved in teaching and to whom the feedback of students is very important. For this reason, the percentile ranks are not representative for the population of all lecturers. Presumably, the percentiles you see here for your course or lecture are worse than they would be if they were based on a representative population of lecturers.

2. Please also pay attention to the fact that courses with 5 participants or more will be stored in the percentile database. Due to higher sampling error and social desirability influences it is more likely to get a positive evaluation in small courses than in very big lectures.

3. Furthermore, please pay attention to the fact that it is not necessarily important to obtain a good (i.e., high) percentile score for each of the InstEvaL-scales. It is not surprising, for example, when a lecture is evaluated worse on the scale Questions and discussions than a seminar. Moreover, it is not necessarily desirable to get a very positive rating on the scales appropriate difficulty or appropriate amount of work. Very positive ratings may indicate that the course is too easy or that the workload of the students is too low.

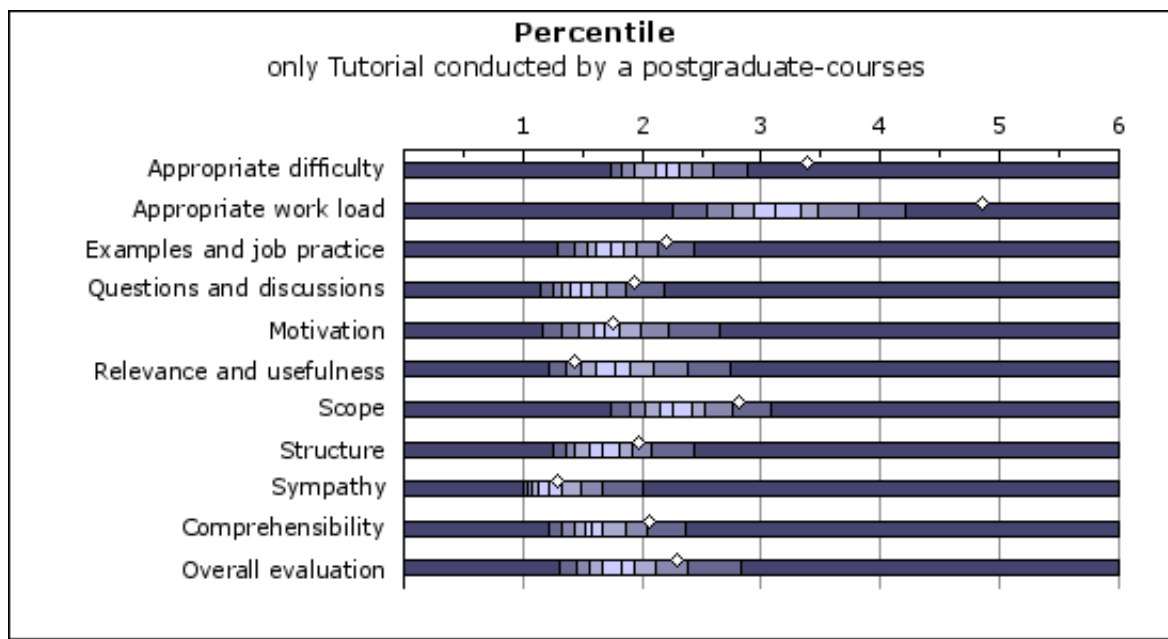
5.2 Percentiles and percent ranges

only Tutorial conducted by a postgraduate-courses

(Basis: InstEvaL-Evaluation database from 29.06.2018, 11:47, 209 courses since SS2004)

	N	10	20	30	40	50	60	70	80	90	Your mean	Percent range*
Appropriate difficulty	209	1.73	1.83	1.93	2.12	2.21	2.31	2.41	2.59	2.89	3.39	9.09
Appropriate work load	209	2.26	2.55	2.76	2.93	3.11	3.33	3.47	3.81	4.20	4.85	9.09
Examples and job practice	209	1.29	1.43	1.54	1.62	1.73	1.84	1.96	2.13	2.43	2.21	15.79
Questions and discussions	209	1.15	1.25	1.33	1.40	1.49	1.58	1.70	1.86	2.18	1.94	15.79
Motivation	209	1.17	1.32	1.46	1.60	1.69	1.81	1.98	2.22	2.65	1.75	46.41
Relevance and usefulness	209	1.22	1.36	1.48	1.62	1.78	1.89	2.10	2.39	2.74	1.44	74.64
Scope	206	1.73	1.89	2.02	2.15	2.26	2.42	2.53	2.75	3.08	2.82	18.45
Structure	209	1.26	1.36	1.44	1.56	1.67	1.80	1.92	2.08	2.44	1.97	27.27
Sympathy	207	1.00	1.04	1.07	1.13	1.22	1.32	1.49	1.67	2.00	1.28	43.96
Comprehensibility	209	1.22	1.33	1.44	1.52	1.58	1.67	1.87	2.04	2.36	2.06	19.14
Overall evaluation	209	1.30	1.45	1.56	1.67	1.82	1.94	2.11	2.39	2.83	2.29	24.88

*Percent of courses with at least 5 evaluations, which have been evaluated worse than the actual course.



Comments on the interpretation of percentiles:

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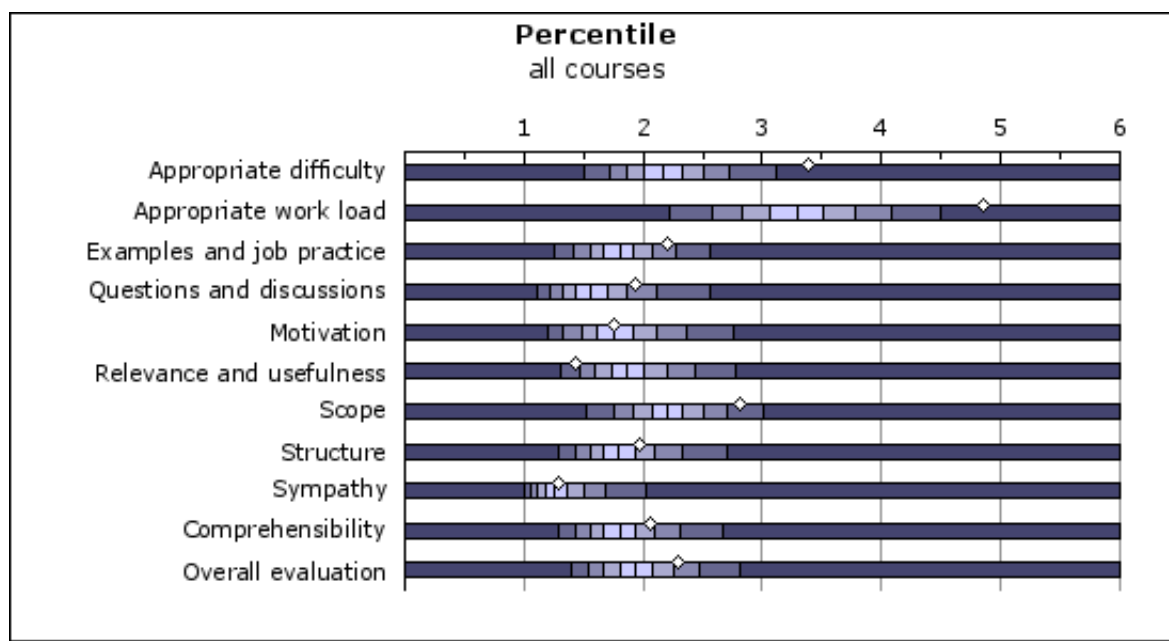
5.3 Percentile and percent ranges

all courses

(Basis: InstEvaL-Evaluation database from 29.06.2018, 11:47 Uhr, 10058 courses since SS2004)

	N	10	20	30	40	50	60	70	80	90	Ihr Mittel	Prozentrang*
Appropriate difficulty	10040	1.50	1.71	1.87	2.00	2.17	2.33	2.50	2.73	3.12	3.39	9.99
Appropriate work load	10039	2.22	2.57	2.83	3.06	3.29	3.51	3.78	4.09	4.50	4.85	9.98
Examples and job practice	10033	1.26	1.41	1.55	1.67	1.80	1.92	2.08	2.27	2.56	2.21	22.75
Questions and discussions	10042	1.11	1.22	1.33	1.44	1.56	1.70	1.87	2.11	2.56	1.94	26.67
Motivation	10051	1.20	1.33	1.48	1.61	1.75	1.91	2.11	2.36	2.75	1.75	50.51
Relevance and usefulness	10044	1.31	1.47	1.60	1.74	1.87	2.00	2.20	2.43	2.78	1.44	82.13
Scope	10011	1.52	1.75	1.92	2.07	2.20	2.33	2.50	2.70	3.00	2.82	15.19
Structure	10041	1.29	1.43	1.56	1.67	1.79	1.93	2.10	2.33	2.71	1.97	37.66
Sympathy	10037	1.00	1.06	1.11	1.18	1.26	1.36	1.50	1.69	2.02	1.28	48.16
Comprehensibility	10037	1.29	1.44	1.56	1.67	1.80	1.93	2.10	2.31	2.67	2.06	32.29
Overall evaluation	10056	1.39	1.54	1.67	1.80	1.93	2.07	2.25	2.47	2.82	2.29	27.95

*Percent of courses with at least 5 evaluations, which have been evaluated worse than the actual course.



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