

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 – Instructor

1. How well did the course fulfill its stated objectives?
1 2 3 4 5 6 7
Hardly at all Very well
2. How well prepared and organized were the lectures?
1 2 3 4 5 6 7
Poorly prepared Well Prepared
3. How interesting were the classes?
1 2 3 4 5 6 7
Boring Interesting
4. To what extent did the instructor use examples and illustrations to clarify the material?
1 2 3 4 5 6 7
Hardly at all Whenever desirable
5. How appropriate were the reading assignments to the stated objectives of the course?
1 2 3 4 5 6 7
Not at all Very appropriate
6. How interesting and engaging were the reading assignments?
1 2 3 4 5 6 7
Not at all Very interesting
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
1 2 3 4 5 6 7
Unconcerned Actively concerned
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express ideas?
1 2 3 4 5 6 7
Intolerant Encouraged expression
9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?
1 2 3 4 5 6 7
Rarely available Readily available
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
1 2 3 4 5 6 7
Very poorly Very well
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
1 2 3 4 5 6 7
Hardly at all Adequate and prompt
12. Rate the intellectual quality of the course?
1 2 3 4 5 6 7
Low High
13. How much did you learn in this course?
1 2 3 4 5 6 7
Very little A great deal

PART 2 – Course Difficulty

14. How easy or difficult did you find this course?
1 2 3 4 5 6 7
Elementary About right Difficult
15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
1 2 3 4 5 6 7
Lighter About the same Heavier

Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.

Extremely useful class for digging into detail on specific questions and models. Good format.

Course Name Seminar in PhenologyInstructor Dionardis Gatos

Course Number _____

Fall ☒ Spring ☐ 2008

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 – Instructor

- | | | | | | | | |
|---|------------------|---|---|---|---|-----------------------|-------|
| 1. How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Hardly at all | | | | | Very well | |
| 2. How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Poorly prepared | | | | | Well Prepared | |
| 3. How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Boring | | | | | Interesting | |
| 4. To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Hardly at all | | | | | Whenever desirable | |
| 5. How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Not at all | | | | | Very appropriate | |
| 6. How interesting and engaging were the reading assignments? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Not at all | | | | | Very interesting | |
| 7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Unconcerned | | | | | Actively concerned | |
| 8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express ideas? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Intolerant | | | | | Encouraged expression | |
| 9. Was the instructor available for consultation outside class hours and did the instructor keep appointments? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Rarely available | | | | | Readily available | |
| 10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| | Very poorly | | | | | Very well | |
| 11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Hardly at all | | | | | Adequate and prompt | |
| 12. Rate the intellectual quality of the course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Low | | | | | High | |
| 13. How much did you learn in this course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Very little | | | | | A great deal | |

PART 2 – Course Difficulty

- | | | | | | | | |
|--|------------|---|---|----------------|---|-----------|---|
| 14. How easy or difficult did you find this course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Elementary | | | About right | | Difficult | |
| 15. In relation to other courses of equal credit, was the workload for this course lighter or heavier? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Lighter | | | About the same | | Heavier | |

Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.

I feel like I can take away a great deal from this course. Most of the readings were very new to me, and this course made me think about phonology in ways different than those I'm used to. I also really have appreciated the opportunity to get to know a great deal about the work of some of my fellow students in the department.

Graduate Course Evaluation Questionnaire

Course Name Seminar in Phonology

Instructor Gafos

Course Number G61.3210.001.FA08

Fall ☒ Spring 2008

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 - Instructor

1. How well did the course fulfill its stated objectives?
1 2 3 4 5 6 7
Hardly at all Very well
2. How well prepared and organized were the lectures?
1 2 3 4 5 6 7
Poorly prepared Well Prepared
3. How interesting were the classes?
1 2 3 4 5 6 7
Boring Interesting
4. To what extent did the instructor use examples and illustrations to clarify the material?
1 2 3 4 5 6 7
Hardly at all Whenever desirable
5. How appropriate were the reading assignments to the stated objectives of the course?
1 2 3 4 5 6 7
Not at all Very appropriate
6. How interesting and engaging were the reading assignments?
1 2 3 4 5 6 7
Not at all Very interesting
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
1 2 3 4 5 6 7
Unconcerned Actively concerned
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express ideas?
1 2 3 4 5 6 7
Intolerant Encouraged expression
9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?
1 2 3 4 5 6 7
Rarely available Readily available
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
1 2 3 4 5 6 7
Very poorly Very well
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
1 2 3 4 5 6 7
Hardly at all Adequate and prompt
12. Rate the intellectual quality of the course?
1 2 3 4 5 6 7
Low High
13. How much did you learn in this course?
1 2 3 4 5 6 7
Very little A great deal

PART 2 - Course Difficulty

14. How easy or difficult did you find this course?
1 2 3 4 5 6 7
Elementary About right Difficult
15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
1 2 3 4 5 6 7
Lighter About the same Heavier

Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.

Rather than providing open questions/comments on weekly readings, it would have been helpful to have specific points in mind to focus on the relevant aspects of the papers. For example, the instructions for reading the DFT paper were excellent. On that paper, we were instructed to apply the modeling techniques to experiments we'd read about. This assignment helped to draw out the purpose of the paper. I don't think I would have gotten as much out of that paper if I was instead instructed to "read it and ask 2 questions."

There was a nice selection of papers for this course. Most of them contributed something specific to the discussion. Knowing how the papers connect in advance would help to get more out of the first reading.

NYU

Linguistics Department

Course Name Phonology Graduate Course Evaluation Questionnaire

Instructor D. Gafos

Course Number G 6112 10

Fall ☒ Spring ☐ 1998

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

1. How well did the course fulfill its stated objectives?
2. How well prepared and organized were the lectures?
3. How interesting were the classes?
4. To what extent did the instructor use examples and illustrations to clarify the material?
5. How appropriate were the reading assignments to the stated objectives of the course?
6. How interesting and engaging were the were the reading assignments?
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?
9. Was the instructor available for consultation outside class hours, and did the instructor keep keep appointments?
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
12. Rate the intellectual quality of the course.
13. How much did you learn in this course?

1	2	3	4	5	6	7
Hardly at all			Very well			
1	2	3	4	5	6	7
Poorly prepared			Well prepared			
1	2	3	4	5	6	7
Boring			Interesting			
1	2	3	4	5	6	7
Hardly at all			Whenever desirable			
1	2	3	4	5	6	7
Not at all			Very appropriate			
1	2	3	4	5	6	7
Not at all			Very interesting			
1	2	3	4	5	6	7
Unconcerned			Actively concerned			
1	2	3	4	5	6	7
Intolerant			Encouraged expression			
1	2	3	4	5	6	7
Rarely available			Readily available			
1	2	3	4	5	6	7
Very poorly			Very well			
1	2	3	4	5	6	7
Hardly at all			Adequate and prompt			
1	2	3	4	5	6	7
Low			High			
1	2	3	4	5	6	7
Very little			A great deal			

Course Name Phonology I, Instructor D. Gafar

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	6	7
Much too elementary		About right			Much too difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	5	6	7
Much lighter		About the same			Much heavier	

Part III.

Please write your comments about the course below.

Even though the course was tough and really challenging it's been a great learning experience not only during the classes but also during one-to-one discussions with the professor. The atmosphere was great.

Graduate Course Evaluation Questionnaire

Course Name Phonology IInstructor GafarCourse Number 1210Fall ☒ Spring ☐ 1998

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

- | | | | | | | | |
|---|------------------|---|---|---|---|-----------------------|---|
| 1. How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Hardly at all | | | | | Very well | |
| 2. How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Poorly prepared | | | | | Well prepared | |
| 3. How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Boring | | | | | Interesting | |
| 4. To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Hardly at all | | | | | Whenever desirable | |
| 5. How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Not at all | | | | | Very appropriate | |
| 6. How interesting and engaging were the reading assignments? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Not at all | | | | | Very interesting | |
| 7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Unconcerned | | | | | Actively concerned | |
| 8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Intolerant | | | | | Encouraged expression | |
| 9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Rarely available | | | | | Readily available | |
| 10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Very poorly | | | | | Very well | |
| 11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Hardly at all | | | | | Adequate and prompt | |
| 12. Rate the intellectual quality of the course. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Low | | | | | High | |
| 13. How much did you learn in this course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Very little | | | | | A great deal | |

Course Name

Thonozny I

Instructor

Gafos

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	6	7
Much too			About right			Much too
elementary						difficult

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	5	6	7
Much			About the			Much
lighter			same			heavier

Part III.

Please write your comments about the course below.

I like this class.



This is
not necessarily
a bad thing

Graduate Course Evaluation Questionnaire

Course Name Phonology IInstructor GafosCourse Number 661.1210Fall ☒ Spring ☐ 19 98

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

- | | | | | | | | |
|---|------------------|---|---|-----------------------|----------|----------|----------|
| 1. How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Hardly at all | | | Very well | | | |
| 2. How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Poorly prepared | | | Well prepared | | | |
| 3. How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Boring | | | Interesting | | | |
| 4. To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Hardly at all | | | Whenever desirable | | | |
| 5. How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Not at all | | | Very appropriate | | | |
| 6. How interesting and engaging were the reading assignments? | 1 | 2 | 3 | 4 | <u>5</u> | 6 | 7 |
| | Not at all | | | Very interesting | | | |
| 7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Unconcerned | | | Actively concerned | | | |
| 8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Intolerant | | | Encouraged expression | | | |
| 9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Rarely available | | | Readily available | | | |
| 10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Very poorly | | | Very well | | | |
| 11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Hardly at all | | | Adequate and prompt | | | |
| 12. Rate the intellectual quality of the course. | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Low | | | High | | | |
| 13. How much did you learn in this course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Very little | | | A great deal | | | |

Course Name Phenology I, Instructor Gafar

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	6	7
Much too elementary		About right			Much too difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	5	6	7
Much lighter		About the same			Much heavier	

Part III.

Please write your comments about the course below.

Clear, Instructive, Interesting
Good

Graduate Course Evaluation Questionnaire

Course Name 661210 Phonology IInstructor GatosCourse Number 661210Fall ☒ Spring ☐ 1998

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

- | | | | | | | | |
|---|------------------|---|---|-----------------------|----------|----------|----------|
| 1. How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Hardly at all | | | Very well | | | |
| 2. How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Poorly prepared | | | Well prepared | | | |
| 3. How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Boring | | | Interesting | | | |
| 4. To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Hardly at all | | | Whenever desirable | | | |
| 5. How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Not at all | | | Very appropriate | | | |
| 6. How interesting and engaging were the reading assignments? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Not at all | | | Very interesting | | | |
| 7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | <u>5</u> | 6 | 7 |
| | Unconcerned | | | Actively concerned | | | |
| 8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Intolerant | | | Encouraged expression | | | |
| 9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments? | 1 | 2 | 3 | 4 | <u>5</u> | 6 | 7 |
| | Rarely available | | | Readily available | | | |
| 10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Very poorly | | | Very well | | | |
| 11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Hardly at all | | | Adequate and prompt | | | |
| 12. Rate the intellectual quality of the course. | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Low | | | High | | | |
| 13. How much did you learn in this course? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Very little | | | A great deal | | | |

Course Name Phonology, Instructor Cafos

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	6	7
Much too			About right		Much too	
elementary					difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	5	6	7
Much			About the		Much	
lighter			same		heavier	

Part III.

Please write your comments about the course below.

Graduate Course Evaluation Questionnaire

Course Name PHONOLOGYInstructor GAFOSCourse Number GL1.1210Fall ☒ Spring ☐ 1998

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

1. How well did the course fulfill its stated objectives?
2. How well prepared and organized were the lectures?
3. How interesting were the classes?
4. To what extent did the instructor use examples and illustrations to clarify the material?
5. How appropriate were the reading assignments to the stated objectives of the course?
6. How interesting and engaging were the were the reading assignments?
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?
9. Was the instructor available for consultation outside class hours, and did the instructor keep keep appointments?
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
12. Rate the intellectual quality of the course.
13. How much did you learn in this course?

1	2	3	4	5	6	(7)
Hardly at all			Very well			
1	2	3	4	5	6	(7)
Poorly prepared			Well prepared			
1	2	3	4	5	6	(7)
Boring			Interesting			
1	2	3	4	5	(6)	7
Hardly at all			Whenever desirable			
1	2	3	4	5	6	(7)
Not at all			Very appropriate			
1	2	3	4	5	(6)	7
Not at all			Very interesting			
1	2	3	4	5	6	(7)
Unconcerned			Actively concerned			
1	2	3	4	5	6	(7)
Intolerant			Encouraged expression			
1	2	3	4	5	6	(7)
Rarely available			Readily available			
1	2	3	4	5	6	(7)
Very poorly			Very well			
1	2	3	4	5	6	(7)
Hardly at all			Adequate and prompt			
1	2	3	4	5	(6)	7
Low			High			
1	2	3	4	5	(6)	7
Very little			A great deal			

Course Name _____, Instructor _____

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	(5)	6	7
Much too elementary		About right			Much too difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	(5)	6	7
Much lighter		About the same			Much heavier	

Part III.

Please write your comments about the course below.

I've learned a lot of things from this course and mainly appreciate the Instructor's availability to meet and discuss with us, explaining any difficulty we may have in assignments or Projects.

NYU

Linguistics Department

SEMINAR Phonology

Graduate Course Evaluation Questionnaire

Course Name Phonology

Instructor GAFOS DIAMANDI

Course Number G61.3210

Fall ☒ Spring ☐ 1988

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

1. How well did the course fulfill its stated objectives?
2. How well prepared and organized were the lectures?
3. How interesting were the classes?
4. To what extent did the instructor use examples and illustrations to clarify the material?
5. How appropriate were the reading assignments to the stated objectives of the course?
6. How interesting and engaging were the were the reading assignments?
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?
9. Was the instructor available for consultation outside class hours, and did the instructor keep keep appointments?
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
12. Rate the intellectual quality of the course.
13. How much did you learn in this course?

1 2 3 4 5 6 7
Hardly at all Very well

1 2 3 4 5 6 7
Poorly prepared Well prepared

1 2 3 4 5 6 7
Boring Interesting

1 2 3 4 5 6 7
Hardly at all Whenever desirable

1 2 3 4 5 6 7
Not at all Very appropriate

1 2 3 4 5 6 7
Not at all Very interesting

1 2 3 4 5 6 7
Unconcerned Actively concerned

1 2 3 4 5 6 7
Intolerant Encouraged expression

1 2 3 4 5 6 7
Rarely available Readily available

1 2 3 4 5 6 7
Very poorly Very well

1 2 3 4 5 6 7
Hardly at all Adequate and prompt

1 2 3 4 5 6 7
Low High

1 2 3 4 5 6 7
Very little A great deal

Course Name SEMINAR ^{physiology}, Instructor GAFOS

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1 2 3 4 5 6 7
Much too About right Much too
elementary difficult

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1 2 3 4 5 6 7
Much About the Much
lighter same heavier

Part III.

Please write your comments about the course below.

The course was very interesting, well organized.
The Professor spent a lot of time in class and
outside the class (~~person~~ consultation outside the class
hours) trying to explain and help me with
my questions.
He was very patient ^{us} with ~~us~~ ~~and understanding~~,
and he tried to provide a lot of
examples in order ~~we~~ ^{us} to understand.

Graduate Course Evaluation Questionnaire

Course Name Phonology SeminarInstructor GafosCourse Number 661.3210Fall ☒ Spring ☐ 19 98

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

- | | | | | | | | |
|---|------------------|---|---|-----------------------|-----|---|-----|
| 1. How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Hardly at all | | | Very well | | | |
| 2. How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Poorly prepared | | | Well prepared | | | |
| 3. How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Boring | | | Interesting | | | |
| 4. To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Hardly at all | | | Whenever desirable | | | |
| 5. How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Not at all | | | Very appropriate | | | |
| 6. How interesting and engaging were the reading assignments? | 1 | 2 | 3 | (4) | 5 | 6 | 7 |
| | Not at all | | | Very interesting | | | |
| 7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Unconcerned | | | Actively concerned | | | |
| 8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Intolerant | | | Encouraged expression | | | |
| 9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Rarely available | | | Readily available | | | |
| 10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Very poorly | | | Very well | | | |
| 11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Hardly at all | | | Adequate and prompt | | | |
| 12. Rate the intellectual quality of the course. | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Low | | | High | | | |
| 13. How much did you learn in this course? | 1 | 2 | 3 | 4 | (5) | 6 | 7 |
| | Very little | | | A great deal | | | |

Course Name Phonology Seminar, Instructor Gafos

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	(6)	7
Much too elementary		About right			Much too difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	(5)	6	7
Much lighter		About the same			Much heavier	

Part III.

Please write your comments about the course below.

Graduate Course Evaluation Questionnaire

Course Name Seminar in Phonology

Instructor Adamantios Gafar

Course Number G61.7210-001

Fall ☒ Spring ☐ 2007

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 – Instructor

1. How well did the course fulfill its stated objectives?

1	2	3	4	5	6	(7)
					Very well	
2. How well prepared and organized were the lectures?

1	2	3	4	5	(6)	7
Poorly prepared					Well Prepared	
3. How interesting were the classes?

1	2	3	4	5	6	(7)
Boring					Interesting	
4. To what extent did the instructor use examples and illustrations to clarify the material?

1	2	3	4	5	(6)	7
Hardly at all					Whenever desirable	
5. How appropriate were the reading assignments to the stated objectives of the course?

1	2	3	4	5	6	(7)
Not at all					Very appropriate	
6. How interesting and engaging were the reading assignments?

1	2	3	4	5	6	(7)
Not at all					Very interesting	
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?

1	2	3	4	5	(6)	7
Unconcerned					Actively concerned	
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and

1	2	3	4	5	(6)	7
Intolerant					Encouraged expression	
9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?

1	2	3	4	5	(6)	7
Rarely available					Readily available	
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?

1	2	3	4	5	6	7
Very poorly					Very well	
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?

1	2	3	4	5	(6)	7
Hardly at all					Adequate and prompt	
12. Rate the intellectual quality of the course?

1	2	3	4	5	6	(7)
Low					High	
13. How much did you learn in this course?

1	2	3	4	5	6	(7)
Very little					A great deal	

PART 2 – Course Difficulty

14. How easy or difficult did you find this course?

1	2	3	4	5	(6)	7
Elementary			About right		Difficult	
15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	(5)	6	7
Lighter			About the same		Heavier	

Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.

The material discussed and covered in the seminar was very useful for me, surprisingly so, as it was not really planned earlier. But a couple of the seminar discussions were important for understanding the nature of dynamic systems and as I intend to do some work on the planning part of speech production as part of my dissertation, this was again very useful.

The only issue I had was having to leave earlier each time to fulfil my T.A. Duties. I wish the class time had been slightly altered, so that I could have stayed till the end of the always stimulating and exciting discussions. Looking forward to the seminar topics next year!

Graduate Course Evaluation Questionnaire

Course Name Seminar in Phenology

Instructor Gates

Course Number GGI.3210.001.FA07

Fall ☒ Spring ☐ 20 07

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 - Instructor

1. How well did the course fulfill its stated objectives?
1 2 3 4 5 6 7
Hardly at all Very well
2. How well prepared and organized were the lectures?
1 2 3 4 5 6 7
Poorly prepared Well Prepared
3. How interesting were the classes?
1 2 3 4 5 6 7
Boring Interesting
4. To what extent did the instructor use examples and illustrations to clarify the material?
1 2 3 4 5 6 7
Hardly at all Whenever desirable
5. How appropriate were the reading assignments to the stated objectives of the course?
1 2 3 4 5 6 7
Not at all Very appropriate
6. How interesting and engaging were the reading assignments?
1 2 3 4 5 6 7
Not at all Very interesting
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
1 2 3 4 5 6 7
Unconcerned Actively concerned
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and
1 2 3 4 5 6 7
Intolerant Encouraged expression
9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?
1 2 3 4 5 6 7
Rarely available Readily available
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
1 2 3 4 5 6 7
Very poorly Very well
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
1 2 3 4 5 6 7
Hardly at all Adequate and prompt
12. Rate the intellectual quality of the course?
1 2 3 4 5 6 7
Low High
13. How much did you learn in this course?
1 2 3 4 5 6 7
Very little A great deal

PART 2 - Course Difficulty

14. How easy or difficult did you find this course?
1 2 3 4 5 6 7
Elementary About right Difficult
15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
1 2 3 4 5 6 7
Lighter About the same Heavier

Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.

In all respects, an excellent graduate seminar.

Graduate Course Evaluation Questionnaire

Course Name Seminar in Phonology

Instructor Gafar

Course Number G 61. 3210-DD1

Fall ☒ Spring ☐ 20 07

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 - Instructor

1. How well did the course fulfill its stated objectives?

1	2	3	4	5	6	<u>7</u>
					Hardly at all	Very well
2. How well prepared and organized were the lectures?

1	2	3	4	5	6	<u>7</u>
					Poorly prepared	Well Prepared
3. How interesting were the classes?

1	2	3	4	5	6	<u>7</u>
					Boring	Interesting
4. To what extent did the instructor use examples and illustrations to clarify the material?

1	2	3	4	5	6	<u>7</u>
					Hardly at all	Whenever desirable
5. How appropriate were the reading assignments to the stated objectives of the course?

1	2	3	4	5	6	<u>7</u>
					Not at all	Very appropriate
6. How interesting and engaging were the reading assignments?

1	2	3	4	5	6	<u>7</u>
					Not at all	Very interesting
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?

1	2	3	4	5	6	<u>7</u>
					Unconcerned	Actively concerned
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and

1	2	3	4	5	6	<u>7</u>
					Intolerant	Encouraged expression
9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?

1	2	3	4	5	6	<u>7</u>
					Rarely available	Readily available
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?

1	2	3	4	5	6	<u>7</u>
					Very poorly	Very well
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?

1	2	3	4	5	6	<u>7</u>
					Hardly at all	Adequate and prompt
12. Rate the intellectual quality of the course?

1	2	3	4	5	6	<u>7</u>
					Low	High
13. How much did you learn in this course?

1	2	3	4	5	6	<u>7</u>
					Very little	A great deal

PART 2 - Course Difficulty

14. How easy or difficult did you find this course?

1	2	3	4	<u>5</u>	6	7
			Elementary	About right	Difficult	
15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	<u>4</u>	<u>5</u>	6	7
			Lighter	About the same	Heavier	

Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.

Emphasis on higher-level aspects of the papers covered was an excellent counterpoint to the detail-level analysis that commonly occurs in seminars.

Instructor took obvious care to prepare extensively for each class, which made for very insightful discussions.

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 – Instructor

1. How well did the course fulfill its stated objectives?
1 2 3 4 5 6 7
Hardly at all Very well
2. How well prepared and organized were the lectures?
1 2 3 4 5 6 7
Poorly prepared Well Prepared
3. How interesting were the classes?
1 2 3 4 5 6 7
Boring Interesting
4. To what extent did the instructor use examples and illustrations to clarify the material?
1 2 3 4 5 6 7
Hardly at all Whenever desirable
5. How appropriate were the reading assignments to the stated objectives of the course?
1 2 3 4 5 6 7
Not at all Very appropriate
6. How interesting and engaging were the reading assignments?
1 2 3 4 5 6 7
Not at all Very interesting
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
1 2 3 4 5 6 7
Unconcerned Actively concerned
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express ideas?
1 2 3 4 5 6 7
Intolerant Encouraged expression
9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?
1 2 3 4 5 6 7
Rarely available Readily available
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
1 2 3 4 5 6 7
Very poorly Very well
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
1 2 3 4 5 6 7
Hardly at all Adequate and prompt
12. Rate the intellectual quality of the course?
1 2 3 4 5 6 7
Low High
13. How much did you learn in this course?
1 2 3 4 5 6 7
Very little A great deal

PART 2 – Course Difficulty

14. How easy or difficult did you find this course?
1 2 3 4 5 6 7
Elementary About right Difficult
15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
1 2 3 4 5 6 7
Lighter About the same Heavier

Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.

Extremely useful class for digging into detail on specific questions and models. Good format.

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 – Instructor

- | | | | | | | | |
|---|------------------|---|---|---|---|-----------------------|-------|
| 1. How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Hardly at all | | | | | Very well | |
| 2. How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Poorly prepared | | | | | Well Prepared | |
| 3. How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Boring | | | | | Interesting | |
| 4. To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Hardly at all | | | | | Whenever desirable | |
| 5. How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Not at all | | | | | Very appropriate | |
| 6. How interesting and engaging were the reading assignments? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Not at all | | | | | Very interesting | |
| 7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Unconcerned | | | | | Actively concerned | |
| 8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express ideas? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Intolerant | | | | | Encouraged expression | |
| 9. Was the instructor available for consultation outside class hours and did the instructor keep appointments? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Rarely available | | | | | Readily available | |
| 10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 n/a |
| | Very poorly | | | | | Very well | |
| 11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Hardly at all | | | | | Adequate and prompt | |
| 12. Rate the intellectual quality of the course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Low | | | | | High | |
| 13. How much did you learn in this course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Very little | | | | | A great deal | |

PART 2 – Course Difficulty

- | | | | | | | | |
|--|------------|---|---|----------------|---|-----------|---|
| 14. How easy or difficult did you find this course? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Elementary | | | About right | | Difficult | |
| 15. In relation to other courses of equal credit, was the workload for this course lighter or heavier? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Lighter | | | About the same | | Heavier | |

Graduate Course Evaluation Questionnaire

Course Name Phonology II

Instructor Gafos

Course Number G61.1220

Fall _____ Spring ✓ 2008

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 – Instructor

1. How well did the course fulfill its stated objectives? 1 2 3 4 5 6 7
Hardly at all Very well
2. How well prepared and organized were the lectures? 1 2 3 4 5 6 7
Poorly prepared Well Prepared
3. How interesting were the classes? 1 2 3 4 5 6 7
Boring Interesting
4. To what extent did the instructor use examples and illustrations to clarify the material? 1 2 3 4 5 6 7
Hardly at all Whenever desirable
5. How appropriate were the reading assignments to the stated objectives of the course? 1 2 3 4 5 6 7
Not at all Very appropriate
6. How interesting and engaging were the reading assignments? 1 2 3 4 5 6 7
Not at all Very interesting
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? 1 2 3 4 5 6 7
Unconcerned Actively concerned
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and 1 2 3 4 5 6 7
Intolerant Encouraged expression
9. Was the instructor available for consultation outside class hours and did the instructor keep appointments? 1 2 3 4 5 6 7
Rarely available Readily available
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course? 1 2 3 4 5 6 7
Very poorly Very well
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? 1 2 3 4 5 6 7
Hardly at all Adequate and prompt
12. Rate the intellectual quality of the course? 1 2 3 4 5 6 7
Low High
13. How much did you learn in this course? 1 2 3 4 5 6 7
Very little A great deal

PART 2 – Course Difficulty

14. How easy or difficult did you find this course? 1 2 3 4 5 6 7
Elementary About right Difficult
15. In relation to other courses of equal credit, was the workload for this course lighter or heavier? 1 2 3 4 5 6 7
Lighter About the same Heavier

Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name Phonology II

Instructor D. Gafos

Course Number G61122 0001

Fall _____ Spring ☒ 2001

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 - Instructor

- | | | | | | | | |
|---|---|---|---|---|---|------------------|-----------------------|
| How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Hardly at all | Very well |
| How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Poorly prepared | Well prepared |
| How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | (6) | 7 |
| | | | | | | Boring | Interesting |
| To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Hardly at all | Whenever desirable |
| How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Not at all | Very appropriate |
| How interesting and engaging were the reading assignments? | 1 | 2 | 3 | 4 | 5 | (6) | 7 |
| | | | | | | Not at all | Very interesting |
| To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Unconcerned | Actively concerned |
| Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Intolerant | Encouraged expression |
| Was the instructor available for consultation outside class hours, and did the instructor keep appointments? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Rarely available | Readily available |
| How well did the major graded assignments, quizzes, exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Very poorly | Very well |
| To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Hardly at all | Adequate and prompt |
| Rate the intellectual quality of the course? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Low | High |
| How much did you learn in this course? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | | | | | | Very little | A great deal |

PART 2 - Course Difficulty

- | | | | | | | | |
|--|---|---|---|---|-----|----------------|-----------|
| How easy or difficult did you find this course? | 1 | 2 | 3 | 4 | (5) | 6 | 7 |
| | | | | | | Elementary | Difficult |
| | | | | | | About right | |
| In relation to other courses of equal credit, was the workload for this course lighter or heavier? | 1 | 2 | 3 | 4 | (5) | 6 | 7 |
| | | | | | | Lighter | Heavier |
| | | | | | | About the same | |

RT 3 - Comments

ase share any *responsible* and *constructive* comments you may have about this professor, this course, and/or course material in the space below.

Very interesting and extremely well presented.
It makes a lot of sense.

I enjoyed it!!!

Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name PHONOLOGY II

Instructor Prof. GAFOS

Course Number G611220001

Fall _____ Spring ✓ 20 01

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 - Instructor

- | | | | | | | | |
|--|------------------|---|---|---|----------|-----------------------|----------|
| How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Hardly at all | | | | | Very well | |
| How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Poorly prepared | | | | | Well prepared | |
| How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Boring | | | | | Interesting | |
| To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Hardly at all | | | | | Whenever desirable | |
| How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | <u>5</u> | 6 | 7 |
| | Not at all | | | | | Very appropriate | |
| How interesting and engaging were the reading assignments? | 1 | 2 | 3 | 4 | <u>5</u> | 6 | 7 |
| | Not at all | | | | | Very interesting | |
| To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Unconcerned | | | | | Actively concerned | |
| Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and press their ideas? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Intolerant | | | | | Encouraged expression | |
| Was the instructor available for consultation outside class hours, and did the instructor keep appointments? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Rarely available | | | | | Readily available | |
| How well did the major graded assignments, papers, exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Very poorly | | | | | Very well | |
| To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Hardly at all | | | | | Adequate and prompt | |
| Rate the intellectual quality of the course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Low | | | | | High | |
| How much did you learn in this course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Very little | | | | | A great deal | |

PART 2 - Course Difficulty

- | | | | | | | | |
|--|------------|---|----------------|----------|---|-----------|---|
| How easy or difficult did you find this course? | 1 | 2 | 3 | <u>4</u> | 5 | 6 | 7 |
| | Elementary | | About right | | | Difficult | |
| In relation to other courses of equal credit, was the workload for this course lighter or heavier? | 1 | 2 | 3 | <u>4</u> | 5 | 6 | 7 |
| | Lighter | | About the same | | | Heavier | |

RT 3 - Comments

ase share any *responsible* and *constructive* comments you may have about this professor, this course, and/or course material in the space below.

VERY GOOD CLASS

Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name Phonology II

Instructor GAPOS

Course Number G61.1220001

Fall _____ Spring ☒ 20 01

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 - Instructor

1. How well did the course fulfill its stated objectives?

1 2 3 4 5 6 7
Hardly at all Very well

2. How well prepared and organized were the lectures?

1 2 3 4 5 6 7
Poorly prepared Well prepared

3. How interesting were the classes?

1 2 3 4 5 6 7
Boring Interesting

4. To what extent did the instructor use examples and illustrations to clarify the material?

1 2 3 4 5 6 7
Hardly at all Whenever desirable

5. How appropriate were the reading assignments to the stated objectives of the course?

1 2 3 4 5 6 7
Not at all Very appropriate

6. How interesting and engaging were the reading assignments?

1 2 3 4 5 6 7
Not at all Very interesting

7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?

1 2 3 4 5 6 7
Unconcerned Actively concerned

8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?

1 2 3 4 5 6 7
Intolerant Encouraged expression

9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments?

1 2 3 4 5 6 7
Rarely available Readily available

10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?

1 2 3 4 5 6 7
Very poorly Very well

11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?

1 2 3 4 5 6 7
Hardly at all Adequate and prompt

12. Rate the intellectual quality of the course?

1 2 3 4 5 6 7
Low High

13. How much did you learn in this course?

1 2 3 4 5 6 7
Very little A great deal

PART 2 - Course Difficulty

1. How easy or difficult did you find this course?

1 2 3 4 5 6 7
Elementary About right Difficult

2. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1 2 3 4 5 6 7
Lighter About the same Heavier

RT 3 - Comments

ase share any *responsible* and *constructive* comments you may have about this professor, this course, and/or course material in the space below.

excellent course, very informative and well-organized;
work-intensive, yet rewarding. well done Gabs.

Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

NYU

Linguistics Department

Course Name Phonology Graduate Course Evaluation Questionnaire

Instructor D. Gafos

Course Number G 6112 10

Fall ☒ Spring ☐ 1998

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

1. How well did the course fulfill its stated objectives?
1 2 3 4 5 6 7
Hardly at all Very well
2. How well prepared and organized were the lectures?
1 2 3 4 5 6 7
Poorly prepared Well prepared
3. How interesting were the classes?
1 2 3 4 5 6 7
Boring Interesting
4. To what extent did the instructor use examples and illustrations to clarify the material?
1 2 3 4 5 6 7
Hardly at all Whenever desirable
5. How appropriate were the reading assignments to the stated objectives of the course?
1 2 3 4 5 6 7
Not at all Very appropriate
6. How interesting and engaging were the reading assignments?
1 2 3 4 5 6 7
Not at all Very interesting
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
1 2 3 4 5 6 7
Unconcerned Actively concerned
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?
1 2 3 4 5 6 7
Intolerant Encouraged expression
9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments?
1 2 3 4 5 6 7
Rarely available Readily available
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
1 2 3 4 5 6 7
Very poorly Very well
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
1 2 3 4 5 6 7
Hardly at all Adequate and prompt
12. Rate the intellectual quality of the course.
1 2 3 4 5 6 7
Low High
13. How much did you learn in this course?
1 2 3 4 5 6 7
Very little A great deal

Course Name Phonology I, Instructor D. Gafar

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	6	7
Much too elementary		About right			Much too difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	5	6	7
Much lighter		About the same			Much heavier	

Part III.

Please write your comments about the course below.

Even though the course was tough and really challenging it's been a great learning experience not only during the classes but also during one-to-one discussions with the professor. The atmosphere was great.

Graduate Course Evaluation Questionnaire

Course Name Phonology IInstructor GafarCourse Number 1210Fall ☒ Spring ☐ 1998

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

1. How well did the course fulfill its stated objectives?
2. How well prepared and organized were the lectures?
3. How interesting were the classes?
4. To what extent did the instructor use examples and illustrations to clarify the material?
5. How appropriate were the reading assignments to the stated objectives of the course?
6. How interesting and engaging were the were the reading assignments?
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?
9. Was the instructor available for consultation outside class hours, and did the instructor keep keep appointments?
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
12. Rate the intellectual quality of the course.
13. How much did you learn in this course?

1	2	3	4	5	6	7
Hardly at all			Very well			
1	2	3	4	5	6	7
Poorly prepared			Well prepared			
1	2	3	4	5	6	7
Boring			Interesting			
1	2	3	4	5	6	7
Hardly at all			Whenever desirable			
1	2	3	4	5	6	7
Not at all			Very appropriate			
1	2	3	4	5	6	7
Not at all			Very interesting			
1	2	3	4	5	6	7
Unconcerned			Actively concerned			
1	2	3	4	5	6	7
Intolerant			Encouraged expression			
1	2	3	4	5	6	7
Rarely available			Readily available			
1	2	3	4	5	6	7
Very poorly			Very well			
1	2	3	4	5	6	7
Hardly at all			Adequate and prompt			
1	2	3	4	5	6	7
Low			High			
1	2	3	4	5	6	7
Very little			A great deal			

Course Name

Thonozny I

Instructor

Gafos

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	6	7
Much too			About right			Much too
elementary						difficult

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	5	6	7
Much			About the			Much
lighter			same			heavier

Part III.

Please write your comments about the course below.

I like this class.



This is
not necessarily
a bad thing

Graduate Course Evaluation Questionnaire

Course Name Phonology IInstructor GafosCourse Number 661.1210Fall ☒ Spring ☐ 19 98

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

- | | | | | | | | |
|---|------------------|---|---|-----------------------|----------|----------|----------|
| 1. How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Hardly at all | | | Very well | | | |
| 2. How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Poorly prepared | | | Well prepared | | | |
| 3. How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Boring | | | Interesting | | | |
| 4. To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Hardly at all | | | Whenever desirable | | | |
| 5. How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Not at all | | | Very appropriate | | | |
| 6. How interesting and engaging were the reading assignments? | 1 | 2 | 3 | 4 | <u>5</u> | 6 | 7 |
| | Not at all | | | Very interesting | | | |
| 7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Unconcerned | | | Actively concerned | | | |
| 8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Intolerant | | | Encouraged expression | | | |
| 9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Rarely available | | | Readily available | | | |
| 10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Very poorly | | | Very well | | | |
| 11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Hardly at all | | | Adequate and prompt | | | |
| 12. Rate the intellectual quality of the course. | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Low | | | High | | | |
| 13. How much did you learn in this course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Very little | | | A great deal | | | |

Course Name Phenology I, Instructor Gafar

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	6	7
Much too elementary		About right			Much too difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	5	6	7
Much lighter		About the same			Much heavier	

Part III.

Please write your comments about the course below.

Clear, Instructive, Interesting
Good

Graduate Course Evaluation Questionnaire

Course Name PHONOLOGY IInstructor GAFOS

Course Number _____

Fall ☒ Spring _____ 19 98

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

1. How well did the course fulfill its stated objectives?
2. How well prepared and organized were the lectures?
3. How interesting were the classes?
4. To what extent did the instructor use examples and illustrations to clarify the material?
5. How appropriate were the reading assignments to the stated objectives of the course?
6. How interesting and engaging were the were the reading assignments?
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?
9. Was the instructor available for consultation outside class hours, and did the instructor keep keep appointments?
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
12. Rate the intellectual quality of the course.
13. How much did you learn in this course?

1 2 3 4 5 6 7
Hardly at all Very well

1 2 3 4 5 6 7
Poorly prepared Well prepared

1 2 3 4 5 6 7
Boring Interesting

1 2 3 4 5 6 7
Hardly at all Whenever desirable

1 2 3 4 5 6 7
Not at all Very appropriate

1 2 3 4 5 6 7
Not at all Very interesting

1 2 3 4 5 6 7
Unconcerned Actively concerned

1 2 3 4 5 6 7
Intolerant Encouraged expression

1 2 3 4 5 6 7
Rarely available Readily available

1 2 3 4 5 6 7
Very poorly Very well

1 2 3 4 5 6 7
Hardly at all Adequate and prompt

1 2 3 4 5 6 7
Low High

1 2 3 4 5 6 7
Very little A great deal

Course Name PHONOLOGY I, Instructor GAFOS

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	6	7
Much too			About right		Much too	
elementary					difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	5	6	7
Much			About the		Much	
lighter			same		heavier	

Part III.

Please write your comments about the course below.

I'D ALREADY HAD WUN PHUNALOTI KOPS SO
THIS WAS A BIT OF A RÎ VIEW

Graduate Course Evaluation Questionnaire

Course Name 661210 Phonology IInstructor GatosCourse Number 661210Fall ☒ Spring ☐ 1998

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

- | | | | | | | | |
|---|------------------|---|---|-----------------------|----------|----------|----------|
| 1. How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Hardly at all | | | Very well | | | |
| 2. How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Poorly prepared | | | Well prepared | | | |
| 3. How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Boring | | | Interesting | | | |
| 4. To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Hardly at all | | | Whenever desirable | | | |
| 5. How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Not at all | | | Very appropriate | | | |
| 6. How interesting and engaging were the reading assignments? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Not at all | | | Very interesting | | | |
| 7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | <u>5</u> | 6 | 7 |
| | Unconcerned | | | Actively concerned | | | |
| 8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Intolerant | | | Encouraged expression | | | |
| 9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments? | 1 | 2 | 3 | 4 | <u>5</u> | 6 | 7 |
| | Rarely available | | | Readily available | | | |
| 10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | <u>6</u> | 7 |
| | Very poorly | | | Very well | | | |
| 11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Hardly at all | | | Adequate and prompt | | | |
| 12. Rate the intellectual quality of the course. | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Low | | | High | | | |
| 13. How much did you learn in this course? | 1 | 2 | 3 | 4 | 5 | 6 | <u>7</u> |
| | Very little | | | A great deal | | | |

Course Name Phonology, Instructor Cafos

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	6	7
Much too			About right		Much too	
elementary					difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	5	6	7
Much			About the		Much	
lighter			same		heavier	

Part III.

Please write your comments about the course below.

Graduate Course Evaluation Questionnaire

Course Name PHONOLOGYInstructor GAFOSCourse Number 661.1210Fall ☒ Spring ☐ 1998

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

1. How well did the course fulfill its stated objectives?
2. How well prepared and organized were the lectures?
3. How interesting were the classes?
4. To what extent did the instructor use examples and illustrations to clarify the material?
5. How appropriate were the reading assignments to the stated objectives of the course?
6. How interesting and engaging were the were the reading assignments?
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?
9. Was the instructor available for consultation outside class hours, and did the instructor keep keep appointments?
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
12. Rate the intellectual quality of the course.
13. How much did you learn in this course?

1	2	3	4	5	6	(7)
Hardly at all			Very well			
1	2	3	4	5	6	(7)
Poorly prepared			Well prepared			
1	2	3	4	5	6	(7)
Boring			Interesting			
1	2	3	4	5	(6)	7
Hardly at all			Whenever desirable			
1	2	3	4	5	6	(7)
Not at all			Very appropriate			
1	2	3	4	5	(6)	7
Not at all			Very interesting			
1	2	3	4	5	6	(7)
Unconcerned			Actively concerned			
1	2	3	4	5	6	(7)
Intolerant			Encouraged expression			
1	2	3	4	5	6	(7)
Rarely available			Readily available			
1	2	3	4	5	6	(7)
Very poorly			Very well			
1	2	3	4	5	6	(7)
Hardly at all			Adequate and prompt			
1	2	3	4	5	(6)	7
Low			High			
1	2	3	4	5	(6)	7
Very little			A great deal			

Course Name _____, Instructor _____

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	(5)	6	7
Much too elementary		About right			Much too difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	(5)	6	7
Much lighter		About the same			Much heavier	

Part III.

Please write your comments about the course below.

I've learned a lot of things from this course and mainly appreciate the Instructor's availability to meet and discuss with us, explaining any difficulty we may have in assignments or Projects.

NYU

Linguistics Department

SEMINAR Phonology

Graduate Course Evaluation Questionnaire

Course Name Phonology

Instructor GAZOS DIAMANDIS

Course Number G61.3210

Fall ☒ Spring ☐ 1998

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

1. How well did the course fulfill its stated objectives?
2. How well prepared and organized were the lectures?
3. How interesting were the classes?
4. To what extent did the instructor use examples and illustrations to clarify the material?
5. How appropriate were the reading assignments to the stated objectives of the course?
6. How interesting and engaging were the were the reading assignments?
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?
9. Was the instructor available for consultation outside class hours, and did the instructor keep keep appointments?
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
12. Rate the intellectual quality of the course.
13. How much did you learn in this course?

1 2 3 4 5 6 7
Hardly at all Very well

1 2 3 4 5 6 7
Poorly prepared Well prepared

1 2 3 4 5 6 7
Boring Interesting

1 2 3 4 5 6 7
Hardly at all Whenever desirable

1 2 3 4 5 6 7
Not at all Very appropriate

1 2 3 4 5 6 7
Not at all Very interesting

1 2 3 4 5 6 7
Unconcerned Actively concerned

1 2 3 4 5 6 7
Intolerant Encouraged expression

1 2 3 4 5 6 7
Rarely available Readily available

1 2 3 4 5 6 7
Very poorly Very well

1 2 3 4 5 6 7
Hardly at all Adequate and prompt

1 2 3 4 5 6 7
Low High

1 2 3 4 5 6 7
Very little A great deal

Course Name SEMINAR ^{physiology}, Instructor GAFOS

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	6	7
Much too elementary		About right			Much too difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	5	6	7
Much lighter		About the same			Much heavier	

Part III.

Please write your comments about the course below.

The course was very interesting, well organized.
The professor spent a lot of time in class and outside the class (~~person~~ consultation outside the class hours) trying to explain and help me with my questions.

He was very patient ^{us} with ~~us~~ ~~and~~ ~~understanding~~, and he tried to provide a lot of examples in order ~~we~~ ^{us} to understand.

Graduate Course Evaluation Questionnaire

Course Name Phonology SeminarInstructor GafosCourse Number 661.3210Fall ☒ Spring ☐ 1998

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

Part I.

- | | | | | | | | |
|---|------------------|---|---|-----------------------|-----|---|-----|
| 1. How well did the course fulfill its stated objectives? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Hardly at all | | | Very well | | | |
| 2. How well prepared and organized were the lectures? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Poorly prepared | | | Well prepared | | | |
| 3. How interesting were the classes? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Boring | | | Interesting | | | |
| 4. To what extent did the instructor use examples and illustrations to clarify the material? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Hardly at all | | | Whenever desirable | | | |
| 5. How appropriate were the reading assignments to the stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Not at all | | | Very appropriate | | | |
| 6. How interesting and engaging were the reading assignments? | 1 | 2 | 3 | (4) | 5 | 6 | 7 |
| | Not at all | | | Very interesting | | | |
| 7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Unconcerned | | | Actively concerned | | | |
| 8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Intolerant | | | Encouraged expression | | | |
| 9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Rarely available | | | Readily available | | | |
| 10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Very poorly | | | Very well | | | |
| 11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Hardly at all | | | Adequate and prompt | | | |
| 12. Rate the intellectual quality of the course. | 1 | 2 | 3 | 4 | 5 | 6 | (7) |
| | Low | | | High | | | |
| 13. How much did you learn in this course? | 1 | 2 | 3 | 4 | (5) | 6 | 7 |
| | Very little | | | A great deal | | | |

Course Name Phonology Seminar, Instructor Gafos

Part II. Course Difficulty.

14. How easy or difficult did you find this course?

1	2	3	4	5	(6)	7
Much too elementary		About right			Much too difficult	

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

1	2	3	4	(5)	6	7
Much lighter		About the same			Much heavier	

Part III.

Please write your comments about the course below.

Graduate Course Evaluation Questionnaire

Course Name Phonology II

Instructor GAFOS

Course Number 661.1220-001

Fall Spring X 20 08

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 - Instructor

1. How well did the course fulfill its stated objectives?
1 2 3 4 5 6 7
Hardly at all Very well
2. How well prepared and organized were the lectures?
1 2 3 4 5 6 7
Poorly prepared Well prepared
3. How interesting were the classes?
1 2 3 4 5 6 7
Boring Interesting
4. To what extent did the instructor use examples and illustrations to clarify the material?
1 2 3 4 5 6 7
Hardly at all Whenever desirable
5. How appropriate were the reading assignments to the stated objectives of the course?
1 2 3 4 5 6 7
Not at all Very appropriate
6. How interesting and engaging were the reading assignments?
1 2 3 4 5 6 7
Not at all Very interesting
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
1 2 3 4 5 6 7
Unconcerned Actively concerned
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?
1 2 3 4 5 6 7
Intolerant Encouraged expression
9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments?
1 2 3 4 5 6 7
Rarely available Readily available
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
1 2 3 4 5 6 7
Very poorly Very well
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
1 2 3 4 5 6 7
Hardly at all Adequate and prompt
12. Rate the intellectual quality of the course?
1 2 3 4 5 6 7
Low High
3. How much did you learn in this course?
1 2 3 4 5 6 7
Very little A great deal

PART 2 - Course Difficulty

4. How easy or difficult did you find this course?
1 2 3 4 5 6 7
Elementary About right Difficult
5. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
1 2 3 4 5 6 7
Lighter About the same Heavier

Graduate Course Evaluation Questionnaire

Course Name Phonology II

Instructor Adrian Santos Gafos

Course Number G61-1220

Fall _____ Spring X 2008

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department in improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 - Instructor

1. How well did the course fulfill its stated objectives?
1 2 3 4 5 6 7
Hardly at all Very well
2. How well prepared and organized were the lectures?
1 2 3 4 5 6 7
Poorly prepared Well prepared
3. How interesting were the classes?
1 2 3 4 5 6 7
Boring Interesting
4. To what extent did the instructor use examples and illustrations to clarify the material?
1 2 3 4 5 6 7
Hardly at all Whenever desirable
5. How appropriate were the reading assignments to the stated objectives of the course?
1 2 3 4 5 6 7
Not at all Very appropriate
6. How interesting and engaging were the reading assignments?
1 2 3 4 5 6 7
Not at all Very interesting
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
1 2 3 4 5 6 7
Unconcerned Actively concerned
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express their ideas?
1 2 3 4 5 6 7
Intolerant Encouraged expression
9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments?
1 2 3 4 5 6 7
Rarely available Readily available
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
1 2 3 4 5 6 7
Very poorly Very well
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
1 2 3 4 5 6 7
Hardly at all Adequate and prompt
12. Rate the intellectual quality of the course?
1 2 3 4 5 6 7
Low High
3. How much did you learn in this course?
1 2 3 4 5 6 7
Very little A great deal

PART 2 - Course Difficulty

4. How easy or difficult did you find this course?
1 2 3 4 5 6 7
Elementary About right Difficult
5. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
1 2 3 4 5 6 7
Lighter About the same Heavier

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.

I feel like I can take away a great deal from this course. Most of the readings were very new to me, and this course made me think about phonology in ways different than those I'm used to. I also really have appreciated the opportunity to get to know a great deal about the work of some of my fellow students in the department.

Graduate Course Evaluation Questionnaire

Course Name Seminar in Phonology

Instructor Gafos

Course Number 661.3210.001 FA08

Fall ☒ Spring 2008

Instructions: This is your opportunity to express anonymously your views of this course and the way it is taught. Your responses will be valuable to the instructor and the department improving the teaching and the program. For each item on this page, circle your rating between one and seven (one rating per question). On the back of this questionnaire, space is provided for you to make whatever comments you wish.

PART 1 - Instructor

1. How well did the course fulfill its stated objectives?
1 2 3 4 5 6 7
Hardly at all Very well
2. How well prepared and organized were the lectures?
1 2 3 4 5 6 7
Poorly prepared Well Prepared
3. How interesting were the classes?
1 2 3 4 5 6 7
Boring Interesting
4. To what extent did the instructor use examples and illustrations to clarify the material?
1 2 3 4 5 6 7
Hardly at all Whenever desirable
5. How appropriate were the reading assignments to the stated objectives of the course?
1 2 3 4 5 6 7
Not at all Very appropriate
6. How interesting and engaging were the reading assignments?
1 2 3 4 5 6 7
Not at all Very interesting
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
1 2 3 4 5 6 7
Unconcerned Actively concerned
8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express ideas?
1 2 3 4 5 6 7
Intolerant Encouraged expression
9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?
1 2 3 4 5 6 7
Rarely available Readily available
10. How well did the major graded assignments, e.g. exams, reflect the important aspects and stated objectives of the course?
1 2 3 4 5 6 7
Very poorly Very well
11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?
1 2 3 4 5 6 7
Hardly at all Adequate and prompt
12. Rate the intellectual quality of the course?
1 2 3 4 5 6 7
Low High
13. How much did you learn in this course?
1 2 3 4 5 6 7
Very little A great deal

PART 2 - Course Difficulty

14. How easy or difficult did you find this course?
1 2 3 4 5 6 7
Elementary About right Difficult
15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
1 2 3 4 5 6 7
Lighter About the same Heavier

Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.

Rather than providing open questions/comments on weekly readings, it would have been helpful to have specific points in mind to focus on the relevant aspects of the papers. For example, the instructions for reading the DFT paper were excellent. On that paper, we were instructed to apply the modeling techniques to experiments we'd read about. This assignment helped to draw out the purpose of the paper. I don't think I would have gotten as much out of that paper if I was instead instructed to "read it and ask 2 questions."

There was a nice selection of papers for this course. Most of them contributed something specific to the discussion. Knowing how the papers connect in advance would help to get more out of the first reading.

Evaluation Summary: Spring 97

LING 606, Phonological Theory

Instructor: Adamantios Gafos

A. Instructor:

1. Knowledge of material:

Excellent.
Very good.
Very good.
Pretty good.
Very strong.
Very good.
Excellent.

2. Effectiveness as a teacher and as a discussion leader

Not very effective. Presentation is usually illogical and hardly goes into details. The flow of ideas is also usually disorganized.

Very good. I enjoyed discussing my project with him.

Motivating.

A little disorganized at times.

Effective though could speak louder and draw out main points better.

Good.

Very effective, clear and thoughtful.

3. Attitude towards students

Excellent. Very welcoming and ready to solve students' problems.

Very good.

Very friendly, open, encouraging.

Helpful.

Considerate and helpful.

Very good.

Extremely friendly and encouraging, was always available and open to discussion. He devoted a lot of time to help and give us advice for our term paper projects.

4. Fairness as a grader and usefulness of comments & advice in student work

Very fair. Usually gives very useful and encouraging remarks and suggested readings.

Very good.

Devoted a lot of time to students' work.

Fine.

Very fair. Gives good comments, but could assign more short assignments so that there is more to be commented on.

Very much to the point.

His comments and insights were extremely useful. He showed a lot of interest in our projects. I liked the fact that he would related students' work to the topics treated in the class.

5. Main strengths and/or weaknesses

Knowledge of material is excellent but preparation for lectures is inadequate. I strongly suggest prof takes time off to properly prepare his lectures.

Strength: he has a very profound knowledge of phonology and phonetics. Weakness: There were a few handouts.

Strengths: knowledge of material. Weaknesses: not always as organized as could be.

Very broad knowledge of material makes AG an excellent advisor and knowledgeable instructor.

Very clear and critical presentation of the literature.

B. The course:

1. Overall design

Fairly good.

Good.

I got a lot out of this course.

Not a lot of logical continuity.

Overall design good. Could return more frequently to what the principle or "take home" points are so that design comes across during semester.

OK.

Covered a broad range of topics.

2. Subject matter

Good.

Very good.

Well-organized.

Interesting.

Good.

Interesting, very broad.

Very interesting.

3. Reading assignments

Too many to read. Class discussions are usually sketchy.

Very good papers, but quite a lot. I could not read them all.

Very useful.

Helpful.

Good, but needed context. Seemed too many because we were not always sure why we were reading a particular paper.

Many, sometimes not manageable.

Interesting readings.

4. Written assignments, papers and exams

Few written assignments.

So so.

I found the final paper a very good idea to try out what I have learned during the course.

Needed more short assignments to show/be shown in class.

I would have preferred having more brief homeworks.

C. Suggestions for improvement (instructor or course)

More detailed class discussions, more homework assignments.

Please prepare handouts for each class. That will help us follow the teacher and remember everything we learned in the class.

I think handouts would be a very good idea.

Be more relaxed.

Needs better planning of assignments.

More handouts would have helped following the course; also easier to look up things later.

D. Value of the course to you

Gained new academic skills.

Very valuable.

Extremely useful.

Very informative.

Adds to phonological background.

Quite valuable.

Very valuable.

E. What new academic skills did you develop?

Reading lot of papers.

I learned a lot about areas in phonology I wasn't that familiar [with] before.

Critical reading.

Analytical thinking in phonology.

F. How does the material relate to your degree program?

Extremely relevant.

Even though this course is required, I would have taken it anyway.

It's part of it.

G. Anything else you think relevant

Prof should always prepare handouts for lectures.

I really found that the teacher knows the matter he taught very well.

I think tableaux should not be shaded.

Universität Potsdam

Ergebnisbericht

Bericht für Lehrende

Kurs-Evaluation – SoSe 2012

Kurs: „Atelier in experimental and computational phonology, Gruppe 1“

Prof. Dr. Adamantios Gafos

Fragebogen: „Allgemeiner Fragebogen – Online“

Umfrage-Zeitraum: 01.06.12 – 30.09.12

Erstellt am: 20. September 2012

Angefordert durch: Prof. Dr. Adamantios Gafos

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1 Beschreibung der Stichprobe

1.1 Beteiligung

Beteiligung	Absolut	Prozent
Befragung begonnen	10	100.00%
Befragung abgebrochen	1	10.00%
Befragung beendet	9	90.00%
Durchschnittlich beantwortete Fragen	27.00	93.10%

Tabelle 1: Beteiligung

1.2 Teilnehmerentwicklung

Zeitraum	Absolut	Prozent	K. Prozent
2012-07-12	2	20.00%	20.00%
2012-07-16	1	10.00%	30.00%
2012-07-18	1	10.00%	40.00%
2012-07-20	1	10.00%	50.00%
2012-07-21	2	20.00%	70.00%
2012-08-20	1	10.00%	80.00%
2012-09-03	1	10.00%	90.00%
2012-09-06	1	10.00%	100.00%
Insgesamt	10	100.00%	

Tabelle 2: Teilnehmerentwicklung

2 Allgemeines zum Kurs

2.1 Der Dozent/Die Dozentin verursachte zu viele Ausfallstunden.

Antworten (nein; ja)

Gültig: 10 (100.00%), Fehlend: 0 (0.00%)

Modus: nein

	Absolut	Prozent	K. Prozent
nein	10	100.00%	100.00%
Gesamt	10	100.00%	

Tabelle 3: Häufigkeiten: Ausfallstunden

2.2 Die Veranstaltung überschneidet sich mit anderen Pflichtveranstaltungen.

Antworten (nein; ja)

Gültig: 10 (100.00%), Fehlend: 0 (0.00%)

Modus: nein

	Absolut	Prozent	K. Prozent
nein	7	70.00%	70.00%
ja	3	30.00%	100.00%
Gesamt	10	100.00%	

Tabelle 4: Häufigkeiten: zeitliche_ueberschneidung

2.3 Besuchen Sie die Veranstaltung im Rahmen von Studiumplus?

Antworten (nein; ja)

Gültig: 10 (100.00%), Fehlend: 0 (0.00%)

Modus: nein

	Absolut	Prozent	K. Prozent
nein	10	100.00%	100.00%
Gesamt	10	100.00%	

Tabelle 5: Häufigkeiten: im Rahmen von StudiumPlus

2.4 Aussagen zur Rahmensituation im Kurs

	eher zu wenige	ange- messen	eher zu viele	Gültige Fälle	Fehlende Fälle	Mittelwert	Standardabweichung (durchschnittliche Abweichung vom Mittel- wert) s
	1	2	3	N	E	$\bar{x}$	
Die Sitzgelegenheiten bzw. Arbeitsplätze sind...	0 0.00%	10 100.00%	0 0.00%	10 100.00%	0 0.00%	2.00	0.00
Für eine angenehme Atmosphäre sind die teilnehmenden Studierende...	0 0.00%	10 100.00%	0 0.00%	10 100.00%	0 0.00%	2.00	0.00

Tabelle 6: Häufigkeiten: Aussagen zur Rahmensituation im Kurs

3 Fragen zum Modul

3.1 Der inhaltliche Bezug des Kurses zum übergeordneten Modulthema ist mir klar.

Antworten

Gültig: 10 (100.00%), Fehlend: 0 (0.00%)

Mittelwert: 4.30 (trifft eher zu)

	Absolut	Prozent	K. Prozent
teils/teils	2	20.00%	20.00%
trifft eher zu	3	30.00%	50.00%
trifft zu	5	50.00%	100.00%
Gesamt	10	100.00%	

Tabelle 7: Häufigkeiten: Content refers to the theme of the module

3.2 Wie beurteilen Sie die inhaltliche Abstimmung des Kurses mit anderen Kursen desselben Moduls?

Antworten

Gültig: 10 (100.00%), Fehlend: 0 (0.00%)

Mittelwert: 3.86 (eher gut)

	Absolut	Prozent	K. Prozent
eher schlecht	1	10.00%	10.00%
teils/teils	1	10.00%	20.00%
eher gut	3	30.00%	50.00%
sehr gut	2	20.00%	70.00%
kann ich nicht beurteilen	3	30.00%	100.00%
Gesamt	10	100.00%	

Tabelle 8: Häufigkeiten: Coherence within the same module

4 Angaben zur Motivation und Lernerfolgen

4.1 Ich habe mich für die Veranstaltung angemeldet, weil. . .

	trifft nicht zu	trifft eher nicht zu	teils/teils	trifft eher zu	trifft zu	Gültige Fälle	Fehlende Fälle	Mittelwert	Standardabweichung (durchschnittliche Abweichung vom Mittelwert)
	1	2	3	4	5	N	E	$\bar{x}$	s
der/die Lehrende mir empfohlen wurde.	3 30.00%	3 30.00%	2 20.00%	1 10.00%	1 10.00%	10 100.00%	0 0.00%	2.40	1.28
mich das Thema interessiert.	1 10.00%	0 0.00%	3 30.00%	2 20.00%	4 40.00%	10 100.00%	0 0.00%	3.80	1.25
sie eine Pflichtveranstaltung ist.	1 10.00%	0 0.00%	2 20.00%	3 30.00%	4 40.00%	10 100.00%	0 0.00%	3.90	1.22

Tabelle 9: Häufigkeiten: Ich habe mich für die Veranstaltung angemeldet, weil. . .

4.2 Die Veranstaltung besuche ich. . .

Antworten

Gültig: 10 (100.00%), Fehlend: 0 (0.00%)

Mittelwert: 4.40 (oft)

	Absolut	Prozent	K. Prozent
heute zum 1. Mal	1	10.00%	10.00%
oft	2	20.00%	30.00%
immer	7	70.00%	100.00%
Gesamt	10	100.00%	

Tabelle 10: Häufigkeiten: Attendance

4.3 Wie häufig herrscht im Kurs eine konstruktive Arbeitsatmosphäre?

Antworten

Gültig: 10 (100.00%), Fehlend: 0 (0.00%)

Mittelwert: 4.40 (oft)

	Absolut	Prozent	K. Prozent
manchmal	1	10.00%	10.00%
oft	4	40.00%	50.00%
immer	5	50.00%	100.00%
Gesamt	10	100.00%	

Tabelle 11: Häufigkeiten: Working atmosphere

4.4 Inwiefern treffen folgende Aussagen zu Ihrem Lernverhalten und Lernerfolgen zu?

	trifft nicht zu	trifft eher nicht zu	teils/teils	trifft eher zu	trifft zu	Gültige Fälle	Fehlende Fälle	Mittelwert	Standardabweichung (durchschnittliche Abweichung vom Mittelwert)
	1	2	3	4	5	N	E	$\bar{x}$	s
Die Lernziele wurden zu Beginn des Semesters verdeutlicht.	0 0.00%	1 11.11%	2 22.22%	1 11.11%	5 55.56%	9 90.00%	1 10.00%	4.11	1.10
Ich bin mit meinem eigenen Engagement für die Lehrveranstaltung zufrieden.	0 0.00%	0 0.00%	2 22.22%	3 33.33%	4 44.44%	9 90.00%	1 10.00%	4.22	0.79
Ich kann die Inhalte der Veranstaltung Anderen erklären.	1 11.11%	1 11.11%	1 11.11%	3 33.33%	3 33.33%	9 90.00%	1 10.00%	3.67	1.33
Ich kann mir mit dem Gelernten neue fachliche Inhalte selber erschließen.	0 0.00%	1 11.11%	1 11.11%	2 22.22%	5 55.56%	9 90.00%	1 10.00%	4.22	1.03

Tabelle 12: Häufigkeiten: Inwiefern treffen folgende Aussagen zu Ihrem Lernverhalten und Lernerfolgen zu?

5 Angaben zum Arbeitsumfang

5.1 Wie viele Leistungspunkte (LP) erwerben Sie in der Lehrveranstaltung?

Antworten (keinen; 1; 2; 3; 4; 5; 6; 7; > 7 LP)

Gültig: 9 (90.00%), Fehlend: 1 (10.00%)

Mittelwert: 7.00 (6)

	Absolut	Prozent	K. Prozent
6	9	100.00%	100.00%
Gesamt	9	100.00%	

Tabelle 13: Häufigkeiten: Leistungspunkte

5.2 Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche?

Antworten (keine; ca. 0,5h; ca. 1h; ca. 1,5h; ca. 2h; ca. 2,5h; ca. 3h; > 3h)

Gültig: 9 (90.00%), Fehlend: 1 (10.00%)

Mittelwert: 5.22 (ca. 2h)

	Absolut	Prozent	K. Prozent
ca. 1h	2	22.22%	22.22%
ca. 1,5h	1	11.11%	33.33%
ca. 2h	3	33.33%	66.67%
ca. 3h	2	22.22%	88.89%
> 3h	1	11.11%	100.00%
Gesamt	9	100.00%	

Tabelle 14: Häufigkeiten: Preparation

5.3 Wie verhält es sich mit Ihrem Arbeitsaufwand?

	sehr gering	gering	angemessen	hoch	sehr hoch	Gültige Fälle	Fehlende Fälle	Mittelwert	Standardabweichung (durchschnittliche Abweichung vom Mittelwert)
	1	2	3	4	5	N	E	$\bar{x}$	s
Der Stoffumfang ist...	0 0.00%	0 0.00%	7 77.78%	2 22.22%	0 0.00%	9 90.00%	1 10.00%	3.22	0.42
Der Schwierigkeitsgrad ist...	0 0.00%	0 0.00%	9 100.00%	0 0.00%	0 0.00%	9 90.00%	1 10.00%	3.00	0.00
Für die Anzahl der Leistungspunkte (1 LP = 30 Arbeitsstunden) ist der Arbeitsaufwand...	0 0.00%	0 0.00%	8 88.89%	1 11.11%	0 0.00%	9 90.00%	1 10.00%	3.11	0.31

Tabelle 15: Häufigkeiten: Wie verhält es sich mit Ihrem Arbeitsaufwand?

6 Betreuung und Beratung durch den Dozenten/die Dozentin

6.1 Vervollständigen Sie bitte die zwei Aussagen zu Lernmaterialien.

	trifft nicht zu	trifft eher nicht zu	teils/teils	trifft eher zu	trifft zu	keine Bereitstellung	Gültige Fälle	Fehlende Fälle	Mittelwert	Standardabweichung (durchschnittliche Abweichung vom Mittelwert)
	1	2	3	4	5	-997	N	E	$\bar{x}$	s
Die bereitgestellten Lernmaterialien helfen mir, den Inhalt der Lehrveranstaltung besser zu verstehen. (bspw. Folien, Literaturlisten, Reader)	0 0.00%	1 11.11%	2 22.22%	2 22.22%	4 44.44%	0 0.00%	9 90.00%	1 10.00%	4.00	1.05
Wenn der/die Dozierende E-Learning-Angebote (bspw. über Moodle) bereitstellt, dann ist das für das Verständnis der Lerninhalte förderlich.	0 0.00%	0 0.00%	1 11.11%	2 22.22%	5 55.56%	1 11.11%	9 90.00%	1 10.00%	4.50	0.71

Tabelle 16: Häufigkeiten: Vervollständigen Sie bitte die zwei Aussagen zu Lernmaterialien.

6.2 Trägt der Einsatz folgender Arbeitsformen zum besseren Verständnis des Stoffes bei?

	nie	selten	manchmal	oft	immer	kein Einsatz	Gültige Fälle	Fehlende Fälle	Mittelwert	Standardabweichung (durchschnittliche Abweichung vom Mittelwert)
Arbeitsformen	1	2	3	4	5	-997	N	E	$\bar{x}$	s
Arbeit in Gruppen (bspw. Diskussionen)	0 0.00%	1 11.11%	2 22.22%	4 44.44%	2 22.22%	0 0.00%	9 90.00%	1 10.00%	3.78	0.92
Einsatz von Medien	0 0.00%	0 0.00%	0 0.00%	4 44.44%	5 55.56%	0 0.00%	9 90.00%	1 10.00%	4.56	0.50
Einzelarbeit (bspw. angeleitete Laborarbeit)	0 0.00%	0 0.00%	2 22.22%	3 33.33%	3 33.33%	1 11.11%	9 90.00%	1 10.00%	4.12	0.78
Frontalunterricht (Vortrag)	0 0.00%	0 0.00%	2 22.22%	6 66.67%	1 11.11%	0 0.00%	9 90.00%	1 10.00%	3.89	0.57
Studentische Beiträge (bspw. Referat/Vortrag und Diskussion)	0 0.00%	2 22.22%	1 11.11%	4 44.44%	1 11.11%	1 11.11%	9 90.00%	1 10.00%	3.50	1.00

Tabelle 17: Häufigkeiten: Trägt der Einsatz folgender Arbeitsformen zum besseren Verständnis des Stoffes bei?

6.3 Inwiefern treffen folgende Aussagen zur Lehre zu?

	trifft nicht zu	trifft eher nicht zu	teils/teils	trifft eher zu	trifft zu	Gültige Fälle	Fehlende Fälle	Mittelwert	Standardabweichung (durchschnittliche Abweichung vom Mittelwert)
Der/Die Lehrende...	1	2	3	4	5	N	E	$\bar{x}$	s
erklärt die Fachbegriffe verständlich.	0 0.00%	1 11.11%	1 11.11%	1 11.11%	6 66.67%	9 90.00%	1 10.00%	4.33	1.05
fördert die kritische Auseinandersetzung mit dem Thema.	0 0.00%	0 0.00%	1 11.11%	3 33.33%	5 55.56%	9 90.00%	1 10.00%	4.44	0.68
gibt praktische Anwendungsbeispiele.	0 0.00%	0 0.00%	2 22.22%	2 22.22%	5 55.56%	9 90.00%	1 10.00%	4.33	0.82
motiviert die Studierenden zur aktiven Beteiligung.	0 0.00%	0 0.00%	1 12.50%	2 25.00%	5 62.50%	8 80.00%	2 20.00%	4.50	0.71
präsentiert den Stoff anschaulich.	0 0.00%	1 11.11%	0 0.00%	3 33.33%	5 55.56%	9 90.00%	1 10.00%	4.33	0.94

Tabelle 18: Häufigkeiten: Inwiefern treffen folgende Aussagen zur Lehre zu?

6.4 Der/Die Lehrende hat außerhalb des Kurses Zeit für die Studierenden.

Antworten

Gültig: 9 (90.00%), Fehlend: 1 (10.00%)

Mittelwert: 4.88 (trifft zu)

	Absolut	Prozent	K. Prozent
trifft eher zu	1	11.11%	11.11%
trifft zu	7	77.78%	88.89%
habe ich nicht genutzt	1	11.11%	100.00%
Gesamt	9	100.00%	

Tabelle 19: Häufigkeiten: Betreuung

7 Zum Umgang mit Unklarheiten und Verständnisproblemen in der Veranstaltung

7.1 Wie oft stellen Sie Fragen zum Inhalt der Veranstaltung?

	nie	selten	manchmal	oft	immer	Gültige Fälle	Fehlende Fälle	Mittelwert	Standardabweichung (durchschnittliche Abweichung vom Mittelwert)
	1	2	3	4	5	N	E	$\bar{x}$	s
Ich stelle meine Fragen, ...									
um inhaltliche Widersprüche zu klären.	2 22.22%	1 11.11%	5 55.56%	1 11.11%	0 0.00%	9 90.00%	1 10.00%	2.56	0.96
um mir Klarheit zu verschaffen.	0 0.00%	2 22.22%	4 44.44%	1 11.11%	2 22.22%	9 90.00%	1 10.00%	3.33	1.05

Tabelle 20: Häufigkeiten: Wie oft stellen Sie Fragen zum Inhalt der Veranstaltung?

7.2 Wie oft halten Sie Fragen zum Inhalt der Veranstaltung zurück?

	nie	selten	manchmal	oft	immer	Gültige Fälle	Fehlende Fälle	Mittelwert	Standardabweichung (durchschnittliche Abweichung vom Mittelwert)
	1	2	3	4	5	N	E	$\bar{x}$	s
Ich halte meine Fragen zurück, ...									
weil mir die Bedenkzeit fehlt Fragen zu formulieren.	3 33.33%	5 55.56%	1 11.11%	0 0.00%	0 0.00%	9 90.00%	1 10.00%	1.78	0.63
weil mir die Gelegenheit fehlt.	6 66.67%	3 33.33%	0 0.00%	0 0.00%	0 0.00%	9 90.00%	1 10.00%	1.33	0.47
weil ich besorgt bin, dass nur ich eine Frage habe.	5 55.56%	3 33.33%	1 11.11%	0 0.00%	0 0.00%	9 90.00%	1 10.00%	1.56	0.68
weil ich den Stoff ganz und gar nicht verstehe.	5 55.56%	4 44.44%	0 0.00%	0 0.00%	0 0.00%	9 90.00%	1 10.00%	1.44	0.50

Tabelle 21: Häufigkeiten: Wie oft halten Sie Fragen zum Inhalt der Veranstaltung zurück?

8 Zusammenfassendes zur Lehrveranstaltung

8.1 Ich bin mit der Art und Weise der Lehre der/des Dozierenden (unabhängig vom Inhalt)...

Bitte beachten Sie: Die angezeigten Mittelwertvergleiche zeigen Ergebnisse für den Zeitpunkt der Abfrage des Berichtes. Alle Ergebnisse basieren auf der Teilnahme von mindestens fünf Personen pro Kurs.

Antworten

Gültig: 9 (90.00%), Fehlend: 1 (10.00%)

Mittelwert: 4.33 (eher zufrieden)

	Absolut	Prozent	K. Prozent
teils/teils	1	11.11%	11.11%
eher zufrieden	4	44.44%	55.56%
völlig zufrieden	4	44.44%	100.00%
Gesamt	9	100.00%	

Tabelle 22: Häufigkeiten: Zufriedenheit..Stoffvermittlung

Antworten (gar nicht zufrieden; eher nicht zufrieden; teils/teils; eher zufrieden; völlig zufrieden)	Kurs: „Atelier in experimental and computational phonology“	Kurstyp: Seminar	Kurstyp: Seminar, Einrichtung: Department Linguistik	Einrichtung: Department Linguistik	Fragebogen: Allgemeiner Fragebogen – Online
Vergleichskurse	–	126	12	16	234
Mittelwert	4.33 (eher zufrieden)	4.19 (eher zufrieden)	4.03 (eher zufrieden)	4.06 (eher zufrieden)	4.16 (eher zufrieden)

Tabelle 23: Kursvergleiche: Zufriedenheit Stoffvermittlung

8.2 Mein Erkenntniszuwachs ist...

Bitte beachten Sie: Die angezeigten Mittelwertvergleiche zeigen Ergebnisse für den Zeitpunkt der Abfrage des Berichtes. Alle Ergebnisse basieren auf der Teilnahme von mindestens fünf Personen pro Kurs.

Antworten			
Gültig: 9 (90.00%), Fehlend: 1 (10.00%)			
Mittelwert: 4.22 (eher hoch)			
	Absolut	Prozent	K. Prozent
teils/teils	1	11.11%	11.11%
eher hoch	5	55.56%	66.67%
sehr hoch	3	33.33%	100.00%
Gesamt	9	100.00%	

Tabelle 24: Häufigkeiten: Erkenntniszuwachs

Antworten (sehr niedrig; eher niedrig; teils/teils; eher hoch; sehr hoch)	Kurs: „Atelier in experimental and computational phonology“	Kurstyp: Seminar	Kurstyp: Seminar, Einrichtung: Department Linguistik	Einrichtung: Department Linguistik	Fragebogen: Allgemeiner Fragebogen – Online
Vergleichskurse	–	126	12	16	234
Mittelwert	4.22 (eher hoch)	3.86 (eher hoch)	3.68 (eher hoch)	3.75 (eher hoch)	3.86 (eher hoch)

Tabelle 25: Kursvergleiche: Erkenntniszuwachs

8.3 Ich finde die Veranstaltung insgesamt...

Bitte beachten Sie: Die angezeigten Mittelwertvergleiche zeigen Ergebnisse für den Zeitpunkt der Abfrage des Berichtes. Alle Ergebnisse basieren auf der Teilnahme von mindestens fünf Personen pro Kurs.

Antworten			
Gültig: 9 (90.00%), Fehlend: 1 (10.00%)			
Mittelwert: 4.33 (eher gut)			
	Absolut	Prozent	K. Prozent
teils/teils	2	22.22%	22.22%
eher gut	2	22.22%	44.44%
sehr gut	5	55.56%	100.00%
Gesamt	9	100.00%	

Tabelle 26: Häufigkeiten: Gesamturteil

Antworten (sehr schlecht; eher schlecht; teils/teils; eher gut; sehr gut)	Kurs: „Atelier in experimental and computational phonology“	Kurstyp: Seminar	Kurstyp: Seminar, Einrichtung: Department Linguistik	Einrichtung: Department Linguistik	Fragebogen: Allgemeiner Fragebogen – Online
Vergleichskurse	–	126	12	16	234
Mittelwert	4.33 (eher gut)	4.16 (eher gut)	3.95 (eher gut)	3.94 (eher gut)	4.09 (eher gut)

Tabelle 27: Kursvergleiche: Gesamturteil

9 Angaben zur Person

9.1 Geschlecht:

Antworten (männlich; weiblich) Gültig: 9 (90.00%), Fehlend: 1 (10.00%) Modus: weiblich			
	Absolut	Prozent	K. Prozent
männlich	1	11.11%	11.11%
weiblich	8	88.89%	100.00%
Gesamt	9	100.00%	

Tabelle 28: Häufigkeiten: Geschlecht

9.2 Geburtsjahr:

Antworten (bis 1970; 1971 bis 1975; 1976 bis 1980; 1981 bis 1985; 1986 bis 1990; nach 1990) Gültig: 9 (90.00%), Fehlend: 1 (10.00%) Mittelwert: 4.78 (1986 bis 1990)			
	Absolut	Prozent	K. Prozent
1981 bis 1985	2	22.22%	22.22%
1986 bis 1990	7	77.78%	100.00%
Gesamt	9	100.00%	

Tabelle 29: Häufigkeiten: Geburtsjahr

9.3 Fachsemester:

Antworten (1.; 2.; 3.; 4.; 5.; 6.; 7.; 8.; 9.; 10.; 11.; > 11.) Gültig: 9 (90.00%), Fehlend: 1 (10.00%) Mittelwert: 1.33 (1.)			
	Absolut	Prozent	K. Prozent
1.	6	66.67%	66.67%
2.	3	33.33%	100.00%
Gesamt	9	100.00%	

Tabelle 30: Häufigkeiten: Fachsemester

9.4 Angestrebter Abschluss (aktuelles Ziel)

Antworten (Bachelor (ein Fach); Bachelor (zwei Fächer); Bachelor (Lehramt); Staatsexamen (Lehramt); Staatsexamen (Recht); Master; anderer Abschluss)

Gültig: 9 (90.00%), Fehlend: 1 (10.00%)

Modus: Master

	Absolut	Prozent	K. Prozent
Master	9	100.00%	100.00%
Gesamt	9	100.00%	

Tabelle 31: Häufigkeiten: Abschluss

10 Lob, Kritik & Anregungen

10.1 Was hat Ihnen an dieser Lehrveranstaltung besonders gut gefallen?

(auch im Hinblick auf den Einsatz von E-Learning-Angeboten)

Abschließende Fragen zur offenen Kritik dienen ausschließlich der internen Diskussion im Kurs. Die Antworten verbleiben bei der Dozentin/dem Dozenten.

- – own project – good templates for implementation of the project were provided – work with programs like mview, mavis – learning hands-on (good combination of theoretical framework and practical application)
- – that the seminar was hands-on
- Eigene Arbeit an Projekten, sehr praxisnah
- Ich fand die Arbeitsform sehr gut.

Nach gut verständlichen Einführungen bekamen wir die Möglichkeit, selbst praktisch zu arbeiten. Auch die Prüfungsleistung in Form kleiner Projektarbeiten finde ich super. Dadurch konnten wir uns unter Anleitung tiefer in Themen einarbeiten und neben der Theorie auch die Praxis des Forschungsbereichs kennenlernen. Auch hat Herr Gafos sich immer

Zeit für uns genommen und unsere Arbeiten exzellent begleitet.

- Regular exercises, a lot of material to repeat the content and to repeat the taught methods, motivate students to show their results at conferences, provides material and relevant topics for doing interesting projects.
- The totally new and fascinating technique it uses.

10.2 Was hat Ihnen an dieser Veranstaltung weniger gut gefallen und gibt es Ihrerseits Anregungen zur Verbesserung?

(auch im Hinblick auf den Einsatz von E-Learning-Angeboten)

Abschließende Fragen zur offenen Kritik dienen ausschließlich der internen Diskussion im Kurs. Die Antworten verbleiben bei der Dozentin/dem Dozenten.

- Die Veranstaltung hat meiner Meinung nach kaum Bezug zu unserem Studiengang "Clinical Linguistics" und auch keinen Bezug zu anderen Kursen des Moduls "Language Processing". Allerdings ist dies nicht

dem Dozenten anzulasten, sondern der insgesamt sehr schlechten Organisation und mangelhaften Strukturierung des Studiengangs.

- I would need extra background in statistics.

- In the very first lecture I somehow missed the point of the course. (general outline and introduction were missing). Of course, later on it became clear.
- none

10.3 Welche Themen, Anwendungsbeispiele oder Methoden wünschen Sie sich in Zukunft für ähnliche Veranstaltungen?

(auch im Hinblick auf den Einsatz von E-Learning-Angeboten)

- Give students data to work on: usually students need a lot of time to collect only a small sample, and therefore one can't go into the depth of the theoretical field. Guided work helps to make progress. In total, a very good lecture...
- I really liked the methods. I would like to work more hands-on in other classes too. It is good to write a paper at the end, in order to practice for our master thesis or research in the future. In this class I feel very good prepared for this paper (with all our templates), unfortunately this isn't the case in most other classes

11 Weiterführende Auswertungen (Kreuztabellen)

11.1 tabellarische Darstellung zu Erkenntniszuwachs –X– Fachsemester

Interpretationshilfe: Eine Kreuztabelle stellt eine gemeinsame Verteilung zweier Variablen dar. In jeder Zelle wird die Zahl der Fälle angegeben auf die eine bestimmte Kombination von Ausprägungen beider Variablen zutrifft.

Eine Kreuztabelle zeigt demnach, wie oft die Antworten von der Frage A mit den Antworten von Frage B zusammen angekreuzt wurden.

Fachsemester:	Mein Erkenntniszuwachs ist...			Gesamt
	teils/teils	eher hoch	sehr hoch	
1.	0 0.00%	4 80.00%	2 66.67%	6 66.67%
2.	1 100.00%	1 20.00%	1 33.33%	3 33.33%
Gesamt	1 11.11%	5 55.56%	3 33.33%	9

Tabelle 32: Kreuztabelle: Fachsemester ⇔ Erkenntniszuwachs

11.2 tabellarische Darstellung zu Erkenntniszuwachs –X– eigene Fragen zur Klärung von Widersprüchen

Interpretationshilfe: Eine Kreuztabelle stellt eine gemeinsame Verteilung zweier Variablen dar. In jeder Zelle wird die Zahl der Fälle angegeben auf die eine bestimmte Kombination von Ausprägungen beider Variablen zutrifft.

Eine Kreuztabelle zeigt demnach, wie oft die Antworten von der Frage A mit den Antworten von Frage B zusammen angekreuzt wurden.

Mein Erkenntniszuwachs ist...	um inhaltliche Widersprüche zu klären.				Gesamt
	nie	selten	manchmal	oft	
teils/teils	0 0.00%	0 0.00%	1 20.00%	0 0.00%	1 11.11%
eher hoch	1 50.00%	0 0.00%	3 60.00%	1 100.00%	5 55.56%
sehr hoch	1 50.00%	1 100.00%	1 20.00%	0 0.00%	3 33.33%
Gesamt	2 22.22%	1 11.11%	5 55.56%	1 11.11%	9

Tabelle 33: Kreuztabelle: Erkenntniszuwachs ⇔ Widersprüche klären

11.3 tabellarische Darstellung zu Vor- und Nachbereitungszeit –X– Einschätzung zum Arbeitsaufwand

Interpretationshilfe: Eine Kreuztabelle stellt eine gemeinsame Verteilung zweier Variablen dar. In jeder Zelle wird die Zahl der Fälle angegeben auf die eine bestimmte Kombination von Ausprägungen beider Variablen zutrifft.

Eine Kreuztabelle zeigt demnach, wie oft die Antworten von der Frage A mit den Antworten von Frage B zusammen angekreuzt wurden.

Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche?	Für die Anzahl der Leistungspunkte (1 LP = 30 Arbeitsstunden) ist der Arbeitsaufwand...		Gesamt
	angemessen	hoch	
ca. 1h	2 25.00%	0 0.00%	2 22.22%
ca. 1,5h	1 12.50%	0 0.00%	1 11.11%
ca. 2h	2 25.00%	1 100.00%	3 33.33%
ca. 3h	2 25.00%	0 0.00%	2 22.22%
> 3h	1 12.50%	0 0.00%	1 11.11%
Gesamt	8 88.89%	1 11.11%	9

Tabelle 34: Kreuztabelle: Preparation ⇔ LP-Adequacy

11.4 tabellarische Darstellung zu Vor- und Nachbereitungszeit –X– Anzahl der Leistungspunkte

Interpretationshilfe: Eine Kreuztabelle stellt eine gemeinsame Verteilung zweier Variablen dar. In jeder Zelle wird die Zahl der Fälle angegeben auf die eine bestimmte Kombination von Ausprägungen beider Variablen zutrifft.

Eine Kreuztabelle zeigt demnach, wie oft die Antworten von der Frage A mit den Antworten von Frage B zusammen angekreuzt wurden.

Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche?	Wie viele Leistungspunkte (LP) erwerben Sie in der Lehrveranstaltung?		Gesamt
	6		
ca. 1h	2 22.22%		2 22.22%
ca. 1,5h	1 11.11%		1 11.11%
ca. 2h	3 33.33%		3 33.33%
ca. 3h	2 22.22%		2 22.22%
> 3h	1 11.11%		1 11.11%
Gesamt	9 100.00%		9

Tabelle 35: Kreuztabelle: Preparation ⇔ Leistungspunkte

11.5 tabellarische Darstellung zu Vor- und Nachbereitungszeit –X– Einschätzung zu erreichten Lernzielen

Interpretationshilfe: Eine Kreuztabelle stellt eine gemeinsame Verteilung zweier Variablen dar. In jeder Zelle wird die Zahl der Fälle angegeben auf die eine bestimmte Kombination von Ausprägungen beider Variablen zutrifft.

Eine Kreuztabelle zeigt demnach, wie oft die Antworten von der Frage A mit den Antworten von Frage B zusammen angekreuzt wurden.

Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche?	Ich kann mir mit dem Gelernten neue fachliche Inhalte selber erschließen.				Gesamt
	trifft eher nicht zu	teils/teils	trifft eher zu	trifft zu	
ca. 1h	0 0.00%	1 100.00%	0 0.00%	1 20.00%	2 22.22%
ca. 1,5h	0 0.00%	0 0.00%	1 50.00%	0 0.00%	1 11.11%
ca. 2h	0 0.00%	0 0.00%	1 50.00%	2 40.00%	3 33.33%
ca. 3h	1 100.00%	0 0.00%	0 0.00%	1 20.00%	2 22.22%
> 3h	0 0.00%	0 0.00%	0 0.00%	1 20.00%	1 11.11%
Gesamt	1 11.11%	1 11.11%	2 22.22%	5 55.56%	9

Tabelle 36: Kreuztabelle: Preparation ⇔ kann zukünftige Probleme lösen

Universität Potsdam

Ergebnisbericht

Bericht für Lehrende

Kurs-Evaluation – SoSe 2011

**Kurs: „Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32
anmelden), Gruppe 1“**

Prof. Dr. Adamantios Gafos

Fragebogen: „Allgemeiner Fragebogen – Online“

Umfrage-Zeitraum: 01.06.11 – 30.09.11

Erstellt am: 16. Oktober 2015

Angefordert durch: Prof. Dr. Adamantios Gafos

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1 Beschreibung der Stichprobe

1.1 Beteiligung

Beteiligung	Absolut	Prozent
Studierende	4	100%
Befragung begonnen	4	100%
Befragung abgebrochen	0	0%
Befragung beendet	4	100%
Durchschnittlich beantwortete Fragen	27	100%

Tabelle 1 – Beteiligung

1.2 Teilnehmerentwicklung

Zeitraum	Absolut	Prozent	K. Prozent
15.07.11	1	25%	25%
17.07.11	1	25%	50%
19.07.11	1	25%	75%
03.08.11	1	25%	100%
Insgesamt	4	100%	

Tabelle 2 – Teilnehmerentwicklung

2 Allgemeines zum Kurs

2.1 Aussagen zur Rahmensituation im Kurs

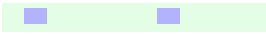
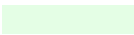
	eher zu wenige	angemessen	eher zu viele	Anz.
Die Sitzgelegenheiten bzw. Arbeitsplätze sind...	–			4
Für eine angenehme Atmosphäre sind die teilnehmenden Studierenden...	–		–	4

Tabelle 3 – Häufigkeiten: Aussagen zur Rahmensituation im Kurs

2.2 Der Dozent/die Dozentin verursachte zu viele Ausfallstunden.

Antworten (nein; ja)

nein

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Tabelle 4 – Häufigkeiten: Ausfallstunden

Antworten: 1=nein; 2=ja	Dieser Kurs	Einrichtung	Fragebogen
Der Dozent/die Dozentin verursachte zu viele Ausfallstunden.	nein	23 Kurse	128 Kurse

Tabelle 5 – Kursvergleiche: Ausfallstunden

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

2.3 Die Veranstaltung überschneidet sich mit anderen Pflichtveranstaltungen.

Antworten (nein; ja)

nein

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Tabelle 6 – Häufigkeiten: zeitliche_ueberschneidung

2.4 Besuchen Sie die Veranstaltung im Rahmen von Studiumplus?

Antworten (nein; ja)

nein

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Tabelle 7 – Häufigkeiten: im Rahmen von StudiumPlus

2.5 Der inhaltliche Bezug des Kurses zum übergeordneten Modulthema ist mir klar.

Im Fragebogen: Der inhaltliche Bezug des Kurses zum übergeordneten Modulthema ist mir klar.

Antworten (trifft nicht zu; trifft eher nicht zu; teils/teils; trifft eher zu; trifft zu)

trifft eher zu

trifft zu

Gesamt

Tabelle 8 – Häufigkeiten: Bezug zum Modul

Antworten: 1=trifft nicht zu; 2=trifft eher nicht zu; 3=teils/teils; 4=trifft eher zu; 5=trifft zu	Dieser Kurs	Einrichtung Fragebogen	
Der inhaltliche Bezug des Kurses zum übergeordneten Modulthema ist mir klar.	5	5 23 Kurse	5 128 Kurse

Tabelle 9 – Kursvergleiche: Bezug zum Modul

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

2.6 Wie beurteilen Sie die inhaltliche Abstimmung des Kurses mit anderen Kursen desselben Moduls?

Antworten (sehr schlecht; eher schlecht; teils/teils; eher gut; sehr gut; kann ich nicht beurteilen)

eher gut

sehr gut

kann ich nicht beurteilen

Gesamt

Tabelle 10 – Häufigkeiten: inhaltliche Überschneidung

Antworten: 1=sehr schlecht; 2=eher schlecht; 3=teils/teils; 4=eher gut; 5=sehr gut	Dieser Kurs	Einrichtung Fragebogen	
Wie beurteilen Sie die inhaltliche Abstimmung des Kurses mit anderen Kursen desselben Moduls?	5	4 23 Kurse	4 128 Kurse

Tabelle 11 – Kursvergleiche: inhaltliche Überschneidung

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

3 Angaben zur Motivation

3.1 Ich habe mich für die Veranstaltung angemeldet, weil. . .

Im Fragebogen: Ich habe mich für die Veranstaltung angemeldet, weil. . .

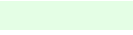
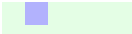
	trifft nicht zu	trifft eher nicht zu	teils/teils	trifft eher zu	trifft zu	Anz.
der/die Lehrende mir empfohlen wurde.		–	–	–	–	2
mich das Thema interessiert.	–	–	–			4
sie eine Pflichtveranstaltung ist.		–	–	–		3

Tabelle 12 – Häufigkeiten: Ich habe mich für die Veranstaltung angemeldet, weil. . .

3.2 Die Veranstaltung besuche ich. . .

Im Fragebogen: Die Veranstaltung besuche ich. . .

Antworten (heute zum 1. Mal; selten; manchmal; oft; immer)

immer

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Tabelle 13 – Häufigkeiten: Anwesenheit

Antworten: 1=heute zum 1. Mal; 2=selten; 3=manchmal; 4=oft; 5=immer	Dieser Kurs	Einrichtung	Fragebogen
Die Veranstaltung besuche ich. . .	5	4 23 Kurse	5 128 Kurse

Tabelle 14 – Kursvergleiche: Anwesenheit

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

3.3 Herrscht in der Lehrveranstaltung eine angenehme Arbeitsatmosphäre?

Antworten (nie; selten; manchmal; oft; immer)

immer

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Tabelle 15 – Häufigkeiten: Arbeitsatmosphäre

Antworten: 1=nie; 2=selten; 3=manchmal; 4=oft; 5=immer	Dieser Kurs	Einrichtung	Fragebogen
Herrscht in der Lehrveranstaltung eine angenehme Arbeitsatmosphäre?	5	4 23 Kurse	4 128 Kurse

Tabelle 16 – Kursvergleiche: Arbeitsatmosphäre

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

4 Angaben zum Arbeitsumfang

4.1 Wie viele Leistungspunkte (LP) erwerben Sie in der Lehrveranstaltung?

Antworten (keinen; 1; 2; 3; 4; 5; 6; 7; > 7 LP)

> 7 LP

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Tabelle 17 – Häufigkeiten: Leistungspunkte

4.2 Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche?

Im Fragebogen: Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche?

Antworten (keine; ca. 0,5h; ca. 1h; ca. 1,5h; ca. 2h; ca. 2,5h; ca. 3h; > 3h)

ca. 2h
 ca. 2,5h
 > 3h

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Tabelle 18 – Häufigkeiten: Vor_Nachbereitung

Antworten: 1=keine; 2=ca. 0,5h; 3=ca. 1h; 4=ca. 1,5h; 5=ca. 2h; 6=ca. 2,5h; 7=ca. 3h; 8=> 3h	Dieser Kurs	Einrichtung	Fragebogen
Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche?	6.33	4.21 23 Kurse	3.61 128 Kurse

Tabelle 19 – Kursvergleiche: Vor_Nachbereitung

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

4.3 Wie verhält es sich mit Ihrem Arbeitsaufwand?

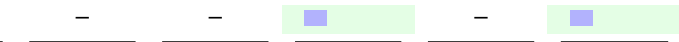
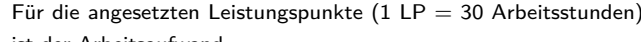
	sehr gering	gering	angemessen	hoch	sehr hoch	Anz.
Der Stoffumfang ist...	–	–				4
Der Schwierigkeitsgrad ist...	–	–		–		4
Für die angesetzten Leistungspunkte (1 LP = 30 Arbeitsstunden) ist der Arbeitsaufwand...	–	–		–	–	4

Tabelle 20 – Häufigkeiten: Wie verhält es sich mit Ihrem Arbeitsaufwand?

5 Angaben zu Lernzielen und Lernerfolgen

5.1 Inwiefern treffen folgende Aussagen zu Ihrem Lernverhalten und Lernerfolgen zu?

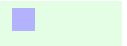
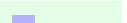
	trifft nicht zu	trifft eher nicht zu	teils/teils	trifft eher zu	trifft zu	Anz.
Die Lernziele wurden zu Beginn des Semesters verdeutlicht.	–	–	–			4
Ich bin mit meinem eigenen Engagement für die Lehrveranstaltung zufrieden.	–	–	–			4
Ich kann die Inhalte der Veranstaltung Anderen erklären.	–	–				4
Ich kann mir mit dem Gelernten neue fachliche Inhalte selber erschließen.	–	–				4

Tabelle 21 – Häufigkeiten: Inwiefern treffen folgende Aussagen zu Ihrem Lernverhalten und Lernerfolgen zu?

6 Betreuung und Beratung durch den Dozenten/ die Dozentin

6.1 Die bereitgestellten Lernmaterialien helfen mir, den Inhalt der Lehrveranstaltung besser zu verstehen.

Hinweistext der Frage: (bspw. Folien, Literaturlisten, Reader)

Antworten (trifft nicht zu; trifft eher nicht zu; teils/teils; trifft eher zu; trifft zu; keine Bereitstellung)

trifft eher zu

trifft zu

Gesamt

Tabelle 22 – Häufigkeiten: Lernmaterialien

Antworten: 1=trifft nicht zu; 2=trifft eher nicht zu; 3=teils/teils; 4=trifft eher zu; 5=trifft zu	Dieser Kurs	Einrichtung	Fragebogen
Die bereitgestellten Lernmaterialien helfen mir, den Inhalt der Lehrveranstaltung besser zu verstehen.	5	5 23 Kurse	5 128 Kurse

Tabelle 23 – Kursvergleiche: Lernmaterialien

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

6.2 Wenn der/die Dozent(in) E-Learning-Angebote (bspw. über Moodle) bereitstellt, dann ist das für das Verständnis der Lerninhalte förderlich.

Im Fragebogen: Wenn der/die Dozent(in) E-Learning-Angebote (bspw. über Moodle) bereitstellt, dann ist das für das Verständnis der Lerninhalte förderlich.

Antworten (trifft nicht zu; trifft eher nicht zu; teils/teils; trifft eher zu; trifft zu; keine Bereitstellung)

trifft zu

Gesamt

Tabelle 24 – Häufigkeiten: e-Learning hilfreich

Antworten: 1=trifft nicht zu; 2=trifft eher nicht zu; 3=teils/teils; 4=trifft eher zu; 5=trifft zu	Dieser Kurs	Einrichtung	Fragebogen
Wenn der/die Dozent(in) E-Learning-Angebote (bspw. über Moodle) bereitstellt, dann ist das für das Verständnis der Lerninhalte förderlich.	trifft zu	zu 23 Kurse	zu 128 Kurse

Tabelle 25 – Kursvergleiche: e-Learning hilfreich

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

6.3 Trägt der Einsatz folgender Arbeitsformen zum besseren Verständnis des Stoffes bei?

Arbeitsformen	nie	selten	gelegentlich	oft	immer	kein Einsatz	Anz.
Arbeit in Gruppen (bspw. Diskussionen)	–	–	–		–	–	4
Einsatz von Medien	–	–		–	–	–	4
Einzelarbeit (bspw. angeleitete Laborarbeit)	–	–		–	–	–	4
Frontalunterricht (Vortrag)	–		–	–	–	–	4
Studentische Beiträge (bspw. Referat/Vortrag und Diskussion)	–	–		–	–	–	4

Tabelle 26 – Häufigkeiten: Trägt der Einsatz folgender Arbeitsformen zum besseren Verständnis des Stoffes bei?

6.4 Inwiefern treffen folgende Aussagen zur Lehre zu?

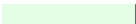
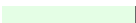
Der/Die Lehrende...	trifft nicht zu	trifft eher nicht zu	teils/teils	trifft eher zu	trifft zu	Anz.
erklärt die Fachbegriffe verständlich.	–	–	–			4
fördert die kritische Auseinandersetzung mit dem Thema.	–	–	–	–		4
gibt praktische Anwendungsbeispiele.	–	–	–	–		4
motiviert die Studierenden zur aktiven Beteiligung.	–	–				4
hat außerhalb des Kurses Zeit für die Studierenden.	–	–	–	–		4
präsentiert den Stoff anschaulich.	–	–	–	–		4

Tabelle 27 – Häufigkeiten: Inwiefern treffen folgende Aussagen zur Lehre zu?

7 Zusammenfassendes zur Lehrveranstaltung

7.1 Ich bin mit der Art und Weise der Lehre der/des Dozierenden (unabhängig vom Inhalt)...

Im Fragebogen: Ich bin mit der Art und Weise der Lehre der/des Dozierenden (unabhängig vom Inhalt)...

Antworten (gar nicht zufrieden; eher nicht zufrieden; teils/teils; eher zufrieden; völlig zufrieden)

völlig zufrieden

Gesamt

Tabelle 28 – Häufigkeiten: Zufriedenheit_Stoffvermittlung

Antworten: 1=gar nicht zufrieden; 2=eher nicht zufrieden; 3=teils/teils; 4=eher zufrieden; 5=völlig zufrieden	Dieser Kurs	Einrichtung Fragebogen	
Ich bin mit der Art und Weise der Lehre der/des Dozierenden (unabhängig vom Inhalt)...	5	5 23 Kurse	4 128 Kurse

Tabelle 29 – Kursvergleiche: Zufriedenheit_Stoffvermittlung

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

7.2 Mein Erkenntniszuwachs ist...

Im Fragebogen: Mein Erkenntniszuwachs ist...

Antworten (sehr niedrig; niedrig; teils/teils; hoch; sehr hoch)

hoch
 sehr hoch

Gesamt

Tabelle 30 – Häufigkeiten: Erkenntniszuwachs

Antworten: 1=sehr niedrig; 2=niedrig; 3=teils/teils; 4=hoch; 5=sehr hoch	Dieser Kurs	Einrichtung Fragebogen	
Mein Erkenntniszuwachs ist. . .	5	4 23 Kurse	4 128 Kurse

Tabelle 31 – Kursvergleiche: Erkenntniszuwachs

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

7.3 Ich finde die Veranstaltung insgesamt. . .

Im Fragebogen: Ich finde die Veranstaltung insgesamt. . .

Antworten (sehr schlecht; eher schlecht; teils/teils; eher gut; sehr gut)

eher gut
 sehr gut

Gesamt

Tabelle 32 – Häufigkeiten: Gesamturteil

Antworten: 1=sehr schlecht; 2=eher schlecht; 3=teils/teils; 4=eher gut; 5=sehr gut	Dieser Kurs	Einrichtung Fragebogen	
Ich finde die Veranstaltung insgesamt. . .	5	4 23 Kurse	4 128 Kurse

Tabelle 33 – Kursvergleiche: Gesamturteil

Kurs: Phonolab (max. 12 Teilnehmer, im Sekretariat Haus 14/2.32 anmelden), Gruppe 1, Einrichtung: Department Linguistik, Fragebogen: Allgemeiner Fragebogen – Online

8 Angaben zur Person

8.1 Geschlecht

Antworten (männlich; weiblich)

weiblich

Gesamt

Tabelle 34 – Häufigkeiten: Geschlecht

8.2 Geburtsjahr

Antworten (bis 1970; 1971 bis 1975; 1976 bis 1980; 1981 bis 1985; 1986 bis 1990; nach 1990)

1981 bis 1985

1986 bis 1990

Gesamt

Tabelle 35 – Häufigkeiten: Geburtsjahr

8.3 Fachsemester

Im Fragebogen: Fachsemester

Antworten (1.; 2.; 3.; 4.; 5.; 6.; 7.; 8.; 9.; 10.; 11.; > 11.)

4.

6.

8.

Gesamt

Tabelle 36 – Häufigkeiten: Fachsemester

8.4 Angestrebter Abschluss (aktuelles Ziel)

Antworten (Bachelor (Einfach); Bachelor (Zweifach); Bachelor (Lehramt); Staatsexamen (Lehramt); Staatsexamen (Recht); Master; anderer Abschluss)

Bachelor (Einfach)

Bachelor (Zweifach)

Gesamt

Tabelle 37 – Häufigkeiten: Abschluss

9 Lob, Kritik & Anregungen

9.1 Was hat Ihnen an dieser Lehrveranstaltung besonders gut gefallen?

Hinweistext der Frage: (auch im Hinblick auf den Einsatz von E-Learning-Angeboten)

- Die kleine Gruppe und die exzellente Betreuung aller anfallenden Aufgaben durch den Dozenten, der außerdem flexibel und zugänglich ist.
- Working with Matlab, Student Research Project

9.2 Was hat Ihnen an dieser Veranstaltung weniger gut gefallen und gibt es Ihrerseits Anregungen zur Verbesserung?

Hinweistext der Frage: (auch im Hinblick auf den Einsatz von E-Learning-Angeboten)

- Der PC-Pool und seine langsamen unzuverlässigen PCs haben mich oft beim Lernen behindert.

9.3 Welche Themen, Anwendungsbeispiele oder Methoden wünschen Sie sich in Zukunft für ähnliche Veranstaltungen?

Hinweistext der Frage: (auch im Hinblick auf den Einsatz von E-Learning-Angeboten)

- Einen ähnlichen Leitfaden für die Herangehensweisen an unbekannte Arbeiten, so wie sie Herr Gafos bereitstellt in seinem Kurs. Man erlangt ein gewisses Selbstvertrauen und kann sich eine selbstständige Arbeitsweise aneignen.