PART 1 – Instructor
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 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 ideas?
9. Was the instructor available for consultation outside class hours and did the instructor 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?

PART 2 – Course Difficulty
14. How easy or difficult did you find this course?
15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
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?  
   - Hardly at all  
   - Poorly prepared  
   - Boring  
   - Hardly at all  
   - Very well  
   - Well Prepared  
   - Interesting  
   - Whenever desirable  

2. How well prepared and organized were the lectures?  
   - Not at all  
   - Not at all  
   - Very appropriate  
   - Very interesting  

3. How interesting were the classes?  

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

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

6. How interesting and engaging 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 ideas?  
   - Intolerant  
   - Encouraged expression  

9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?  
   - 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?  
   - Very poorly  
   - Very well  

11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?  
   - Hardly at all  
   - Adequate and prompt  

12. Rate the intellectual quality of the course?  
   - Low  
   - High  

13. How much did you learn in this course?  
   - Very little  
   - A great deal  

**PART 2 - Course Difficulty**

14. How easy or difficult did you find this course?  
   - Elementary  
   - About right  
   - Difficult  

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?  
   - Lighter  
   - About the same  
   - Heavier
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**

**Instructor**

**Fall**  

**Course Name** Seminar in Phrenology  

**Course Number** 661.3210.001. FA08

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

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<tr>
<td>Hardly at all</td>
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<td>Poorly prepared</td>
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<tr>
<td>Boring</td>
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<tr>
<td>Hardly at all</td>
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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 reading assignments?

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

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<tr>
<td>Unconcerned</td>
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8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express ideas?

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<th>Encouraged expression</th>
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9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?

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<td>Readily available</td>
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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?

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<th>Adequate and prompt</th>
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12. Rate the intellectual quality of the course?

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<th>High</th>
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13. How much did you learn in this course?

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### PART 2 - Course Difficulty

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

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

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<td>Difficulty</td>
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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 DEF paper were excellent. On that paper, we were instructed to apply the modeling techniques it expounds 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.
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name: Phonology  
Instructor: D. Bakos
Course Number: 6112

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
   1  2  3  4  5  6  7
   Poorly prepared
   1  2  3  4  5  6  7
   Boring
   1  2  3  4  5  6  7
   Hardly at all
   1  2  3  4  5  6  7
   Not at all
   1  2  3  4  5  6  7
   Unconcerned
   1  2  3  4  5  6  7
   Intolerant
   1  2  3  4  5  6  7
   Rarely available
   1  2  3  4  5  6  7
   Very poorly
   1  2  3  4  5  6  7
   Hardly at all
   1  2  3  4  5  6  7
   Low
   1  2  3  4  5  6  7
   Very little
   1  2  3  4  5  6  7
   A great deal

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 reading assignments?
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9. Was the instructor available for consultation outside class hours, and did the instructor 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?
Part II. Course Difficulty.
14. How easy or difficult did you find this course?

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<td>Much too elementary</td>
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15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

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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
Course Number: 220
Instructor: [Name]

Fall X Spring 1995

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.

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12. Rate the intellectual quality of the course.
13. How much did you learn in this course?
Part II. Course Difficulty.
14. How easy or difficult did you find this course?

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

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Part III.
Please write your comments about the course below.

I like this class.

This is not necessarily a bad thing.
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name: Phonology I

Course Number: 601.1210

Instructor: Gafo

Fall [ ] Spring [x] 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.

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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?
Part II. Course Difficulty.

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

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

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Part III.
Please write your comments about the course below.

Clear, Instructive, Interesting

Good
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name ___________ Instructor ___________
Course Number ___________ Fall X Spring ___________

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.

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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
Part II. Course Difficulty.

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

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Part III.

Please write your comments about the course below.
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name: PHONOL OGY
Instructor: GAFOS

Course Number: 461.1210
Fall X Spring 1978

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.

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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 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 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
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

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

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

SEMINAR PHYLOGeny
Graduate Course Evaluation Questionnaire

Course Name:

Course Number: G61 3210

Instructor:

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

15. In relation to other courses of equal credit, was the workload for this course lighter or 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 (personal consultation outside of class hours) trying to explain and help me with any questions. He was very patient with me and extremely helpful, and he tried to provide a lot of examples in order for us to understand.
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name: Phonology Seminar
Instructor: Gafos

Course Number: 661.3210
Fall / Spring: Fall 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 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 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?
Part II. Course Difficulty.
14. How easy or difficult did you find this course?

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

Part III.
Please write your comments about the course below.
Graduate Course Evaluation Questionnaire

Course Name: Seminar in Phonology  
Instructor: Adamantios Fayos

Course Number: G61.3210-001  
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
     - 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
The material discussed and covered in the seminar was very useful and surprising. 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 intended to do some work on the planning part of speech production as part of my dissertation, this was again very useful.

The only time I had was happy to have continued each time to fulfill TA duties. I wish the class time had been slightly attended, 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: Systematic Phrenology
Instructor: Cates

Course Number: 66.3210.001.FA07

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
   - Hardly at all
   - Very well

2. How well prepared and organized were the lectures?
   - 1 2 3 4 5 6
   - Poorly prepared
   - Well Prepared

3. How interesting were the classes?
   - 1 2 3 4 5 6
   - 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
   - Not at all
   - Very appropriate

6. How interesting and engaging were the reading assignments?
   - 1 2 3 4 5 6
   - 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
   - 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
   - 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
   - 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
    - 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
    - Hardly at all
    - Adequate and prompt

12. Rate the intellectual quality of the course?
    - 1 2 3 4 5 6
    - Low
    - High

13. How much did you learn in this course?
    - 1 2 3 4 5 6
    - 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
    - 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
In all respects, an excellent graduate seminar.
Graduate Course Evaluation Questionnaire

Course Name: Seminar in Pharmacology
Course Number: 613210-001
Instructor: Gafos

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
   Hardly at all  Very well
   Poorly prepared  Well Prepared
   Boring  Interesting

2. How well prepared and organized were the lectures?
   1 2 3 4 5 6 7
   Hardly at all  Whenever desirable

3. How interesting were the classes?

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
Emphasis on higher-level aspects of the paper 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.
Graduate Course Evaluation Questionnaire

Course Name: Seminar in Phonology
Course Number: 612.3210.001

Instructor: Gafos
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?
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 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 ideas?
9. Was the instructor available for consultation outside class hours and did the instructor 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?

PART 2 - Course Difficulty
14. How easy or difficult did you find this course?
15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
Extremely useful class for digging into detail on specific questions and models. Great format.
Graduate Course Evaluation Questionnaire

Course Name: Seminar in Physiology
Instructor: Diamantis Gafos
Course Number ___________________________
Date: Fall X Spring ___ 20___

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: Hardly at all  
   - 2: Poorly prepared  
   - 3: Boring  
   - 4: Hardly at all  
   - 5: Not at all  
   - 6: Not at all  
   - 7: Very well  
   - 6: Well Prepared  
   - 6: Interesting  
   - 6: Whenever desirable

2. How well prepared and organized were the lectures?  
   - 1: Hardly at all  
   - 2: Poorly prepared  
   - 3: Boring  
   - 4: Hardly at all

3. How interesting were the classes?  
   - 1: Unconcerned  
   - 2: Not at all

4. To what extent did the instructor use examples and illustrations to clarify the material?  
   - 1: Unconcerned  
   - 2: Not at all

5. How appropriate were the reading assignments to the stated objectives of the course?  
   - 1: Not at all  
   - 2: Not at all  
   - 3: Not at all

6. How interesting and engaging were the reading assignments?  
   - 1: Unconcerned  
   - 2: Not at all

7. To what extent did the instructor seem genuinely concerned with students’ progress and actively helpful in this regard?  
   - 1: Uncertain  
   - 2: Unconcerned  
   - 3: Not at all

8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and express ideas?  
   - 1: Intolerant  
   - 2: Encouraged expression

9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?  
   - 1: Rarely available  
   - 2: Readily available

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

11. To what extent did the instructor provide adequate and prompt feedback following exams and papers?  
    - 1: Hardly at all  
    - 2: Adequate and prompt

12. Rate the intellectual quality of the course?  
    - 1: Low

13. How much did you learn in this course?  
    - 1: Very little  
    - 2: A great deal

**PART 2 – Course Difficulty**

14. How easy or difficult did you find this course?  
    - 1: Elementary  
    - 2: About right  
    - 3: Difficult

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?  
    - 1: Lighter  
    - 2: About the same  
    - 3: Heavier


PART 1 – Instructor

1. How well did the course fulfill its stated objectives? 1 2 3 4 5 6
   Hardly at all 1 2 3 4 5 6
   Very well

2. How well prepared and organized were the lectures? 1 2 3 4 5 6
   Poorly prepared 1 2 3 4 5 6
   Well Prepared

3. How interesting were the classes? 1 2 3 4 5 6
   Boring 1 2 3 4 5 6
   Interesting

4. To what extent did the instructor use examples and illustrations to clarify the material? 1 2 3 4 5 6
   Hardly at all 1 2 3 4 5 6
   Whenever desirable

5. How appropriate were the reading assignments to the stated objectives of the course? 1 2 3 4 5 6
   Not at all 1 2 3 4 5 6
   Very appropriate

6. How interesting and engaging were the reading assignments? 1 2 3 4 5 6
   Unconcerned 1 2 3 4 5 6
   Actively concerned

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
   Intolerant 1 2 3 4 5 6
   Encouraged expression

8. Did the instructor create an atmosphere in which students felt free to ask questions, disagree, and 1 2 3 4 5 6
   Rarely available 1 2 3 4 5 6
   Readily available

9. Was the instructor available for consultation outside class hours and did the instructor keep appointments? 1 2 3 4 5 6
   Very poorly 1 2 3 4 5 6
   Very well

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

11. To what extent did the instructor provide adequate and prompt feedback following exams and papers? 1 2 3 4 5 6
    Low 1 2 3 4 5 6
    High

12. Rate the intellectual quality of the course? 1 2 3 4 5 6
    Very little 1 2 3 4 5 6
    A great deal

13. How much did you learn in this course? 1 2 3 4 5 6
    Elementary 1 2 3 4 5 6
    About right
    Difficult

PART 2 – Course Difficulty

14. How easy or difficult did you find this course? 1 2 3 4 5 6
    Lighter 1 2 3 4 5 6
    About the same
    Heavier

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
Linguistics Department
Graduate Course Evaluation Questionnaire
Instructor: D. Gafos

Course Name: *Phenology II*
Course Number: 6122 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 - Instrucotor**

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 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 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
Use 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.
I makes a lot of sense.

I enjoyed it!!
ART 1 - Instructor

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 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 press their ideas?

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

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

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

12. Rate the intellectual quality of the course?

13. How much did you learn in this course?

RT 2 - Course Difficulty

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

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
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: GAFOS
Course Number: 611 72 2001

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
1. How well did the course fulfill its stated objectives?
   - Hardly at all
   - Poorly prepared
   - Boring
   - Not at all
   - Unconcerned
   - Intolerant
   - Encouraged expression

2. How well prepared and organized were the lectures?
   - Hardly at all
   - Poorly prepared

3. How interesting were the classes?
   - Interesting
   - Very interesting
   - Very appropriate
   - Whenever desirable

4. To what extent did the instructor use examples and illustrations to clarify the material?
   - Hardly at all
   - Not at all

5. How appropriate were the reading assignments to the stated objectives of the course?
   - Not at all
   - Unconcerned

6. How interesting and engaging were the reading assignments?
   - Actively concerned

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

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 appointments?
   - Rarely available
   - Very poorly
   - Hardly at all
   - Adequate and prompt

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

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

12. Rate the intellectual quality of the course?
    - A great deal

13. How much did you learn in this course?

PART 2 - Course Difficulty
1. How easy or difficult did you find this course?
   - Elementary
   - About right
   - Difficult

2. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
   - Lighter
   - About the same
   - Heavier
Use 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-presented, work-intensive, yet rewarding, well done![Signature]
Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name: Phonology

Instructor: D. Katz

Course Number: 6112

Fall \checkmark 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
Part II. Course Difficulty.
14. How easy or difficult did you find this course?

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

Graduate Course Evaluation Questionnaire

Course Name: Phonology

Course Number: 20

Instructor: [Name]

Fall X 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 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
Poorly prepared  Well prepared
1 2 3 4 5 6
Boring  Interesting
1 2 3 4 5 6
Hardly at all  Whenever desirable
1 2 3 4 5 6
Not at all  Very appropriate
1 2 3 4 5 6
Not at all  Very interesting
1 2 3 4 5 6
Unconcerned  Actively concerned
1 2 3 4 5 6
Intolerant  Encouraged expression
1 2 3 4 5 6
Rarely available  Readily available
1 2 3 4 5 6
Very poorly  Very well
1 2 3 4 5 6
Hardly at all  Adequate and prompt
1 2 3 4 5 6
Low  High
1 2 3 4 5 6
Very little  A great deal
Course Name: **Phonology**, Instructor: **Gafos**

**Part II. Course Difficulty.**

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

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

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**Part III.**

Please write your comments about the course below.

*I like this class.

This is not necessarily a bad thing.*
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name: Phonology I

Instructor: Gafo

Course Number: 661.210

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 reading assignments?
7. To what extent did the instructor seem genuinely concerned with students' progress and actively helpful in this regard?
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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?
Part II. Course Difficulty.

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

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<tr>
<td>Much too elementary</td>
<td>About right</td>
<td>Much too difficult</td>
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</table>

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

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<tr>
<td>Much lighter</td>
<td>About the same</td>
<td>Much heavier</td>
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Part III.

Please write your comments about the course below.

Clear, Instructive, Interesting

Good
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name: PHONOLOGY I

Instructor: GAFOS

Course Number: 

Fall X 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?
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12. Rate the intellectual quality of the course.
13. How much did you learn in this course?

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<td>Hardly at all</td>
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<td>2</td>
<td>Poorly prepared</td>
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<td>3</td>
<td>Boring</td>
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<td>4</td>
<td>Not at all</td>
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<tr>
<td>5</td>
<td>Unconcerned</td>
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<td>6</td>
<td>Encouraged expression</td>
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<td>7</td>
<td>Actively concerned</td>
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<th>Rating</th>
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<td>Very poorly</td>
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<td>Adequate and prompt</td>
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<td>Very well</td>
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<td>A great deal</td>
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Part II. Course Difficulty.
14. How easy or difficult did you find this course?

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<tr>
<td>1</td>
<td>Much too elementary</td>
<td>2</td>
<td>About right</td>
<td>3</td>
<td>Much too difficult</td>
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15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

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<td>Much lighter</td>
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<td>3</td>
<td>About the same</td>
<td>4</td>
<td>Much heavier</td>
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Part III.
Please write your comments about the course below.

I'd already had won Phunaloji Korps so
This was a bit of a ri view
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name: 561-210 Phonology
Instructor: Cates

Course Number: 561-210

Fall X 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 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 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
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.
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name PHONOL OGY
Instructor GAFOS

Course Number 610.1210
Fall X Spring 1976

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?
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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?
Part II. Course Difficulty.
14. How easy or difficult did you find this course?

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

SEMINAR Phonology

Graduate Course Evaluation Questionnaire

Course Name ________________________________
Course Number 661.3210 ____________________________
Instructor [Name] ____________________________
Fall [ ] Spring [ ] 1994

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?
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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
 {:.5}
Poorly prepared Well prepared
 {:.5}
Boring Interesting
 {:.5}
Hardly at all Whenever desirable
 {:.5}
Not at all Very appropriate
 {:.5}
Not at all Very interesting
 {:.5}
Unconcerned Actively concerned
 {:.5}
Intolerant Encouraged expression
 {:.5}
Rarely available Readily available
 {:.5}
Very poorly Very well
 {:.5}
Hardly at all Adequate and prompt
 {:.5}
Low High
 {:.5}
Very little A great deal
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## Part II. Course Difficulty.

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

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

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<td>Much lighter</td>
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<td>About the same</td>
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<td>Much heavier</td>
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## Part III.

Please write your comments about the course below.

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

He was very patient with me and understanding, and he tried to provide a lot of examples in order for us to understand.
Linguistics Department

Graduate Course Evaluation Questionnaire

Course Name: Phonology Seminar
Instructor: Gafos

Course Number: GS 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?
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9. Was the instructor available for consultation outside class hours, and did the instructor keep appointments?
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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
Part II. Course Difficulty.
14. How easy or difficult did you find this course?

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

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<tr>
<td>Much lighter</td>
<td>About the same</td>
<td>Much heavier</td>
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Part III.
Please write your comments about the course below.
Graduate Course Evaluation Questionnaire

Course Name: [Blank]
Course Number: [Blank]
Instructor: [Blank]

Fall ______ Spring _____ 20 ___

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?
   - Hardly at all
   - Poorly prepared
   - Boring
   - Not at all
   - Not very interesting
   - Unconcerned
   - Intolerant
   - Encouraged expression
   - Rarely available
   - Very poorly
   - Very well
   - Hardly at all
   - Adequate and prompt
   - High
   - Very little
   - A great deal

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

PART 2 - Course Difficulty
4. How easy or difficult did you find this course?
5. In relation to other courses of equal credit, was the workload for this course lighter or heavier?

Lighter [Blank] About the same [Blank] Heavier [Blank]
Please share any responsible and constructive comments you may have about this professor, this course, and/or the course material in the space below.
Graduate Course Evaluation Questionnaire

Course Name: Phonology 11
Instructor: Adipranoto Sapos
Course Number: G61-1220

Fall 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?

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 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 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?

3. How much did you learn in this course?

ART 2 - Course Difficulty

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

5. In relation to other courses of equal credit, was the workload for this course lighter or 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.
Instructor: G. Gates  

Fall/ Spring 20 08

Course Name: Seminar in Phonology
Course Number: C61.32.10.001. FA08

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  Poorly prepared  Boring  Hardly at all
   Not at all  Not at all  Unconcerned

2. How well prepared and organized were the lectures?  
   1 2 3 4 5 6 7
   Not at all  Not at all  Unconcerned

3. How interesting were the classes?  
   1 2 3 4 5 6 7
   Not at all  Not at all  Unconcerned

4. To what extent did the instructor use examples and illustrations to clarify the material?  
   1 2 3 4 5 6 7
   Not at all  Not at all  Unconcerned

5. How appropriate were the reading assignments to the stated objectives of the course?  
   1 2 3 4 5 6 7
   Not at all  Not at all  Unconcerned

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

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
   Intolerant  Encouraged expression

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
   Rarely available  Readily available

9. Was the instructor available for consultation outside class hours and did the instructor keep appointments?  
   1 2 3 4 5 6 7
   Very poorly  Very well

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
    Hardly at all  Adequate and prompt

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

12. Rate the intellectual quality of the course?  
    1 2 3 4 5 6 7
    Very little  A great deal

13. How much did you learn in this course?  
    1 2 3 4 5 6 7
    Elementary  About right  Difficult

14. How easy or difficult did you find this course?  
    1 2 3 4 5 6 7
    Lighter  About the same  Heavier

15. In relation to other courses of equal credit, was the workload for this course lighter or heavier?
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 text 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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4 Angaben zur Motivation und Lernerfolgen 4
   4.1 Ich habe mich für die Veranstaltung angemeldet, weil... 4
   4.2 Die Veranstaltung beschreibe ich... 4
   4.3 Wie häufig herrscht im Kurs eine konstruktive Arbeitsatmosphäre? 5
   4.4 Inwiefern treffen folgende Aussagen zu Ihrem Lernverhalten und Lernerfolgen zu? 5

5 Angaben zum Arbeitsumfang 5
   5.1 Wie viele Leistungspunkte (LP) erwerben Sie in der Lehrveranstaltung? 5
   5.2 Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche? 6
   5.3 Wie verhält es sich mit Ihrem Arbeitsaufwand? 6

6 Betreuung und Beratung durch den Dozenten/die Dozentin 6
   6.1 Vervollständigen Sie bitte die zwei Aussagen zu Lernmaterialien. 6
   6.2 Trägt der Einsatz folgender Arbeitsformen zum besseren Verständnis des Stoffes bei? 7
   6.3 Inwiefern treffen folgende Aussagen zur Lehre zu? 7
   6.4 Der/Die Lehrende hat außerhalb des Kurses Zeit für die Studierenden. 7

7 Zum Umgang mit Unklarheiten und Verständnisproblemen in der Veranstaltung 8
   7.1 Wie oft stellen Sie Fragen zum Inhalt der Veranstaltung? 8
   7.2 Wie oft halten Sie Fragen zum Inhalt der Veranstaltung zurück? 8

8 Zusammenfassendes zur Lehrveranstaltung 8
   8.1 Ich bin mit der Art und Weise der Lehre der/des Dozierenden (unabhängig vom Inhalt) 8
   8.2 Mein Erkenntniszuwachs ist... 9
   8.3 Ich finde die Veranstaltung insgesamt... 9

9 Angaben zur Person 10
   9.1 Geschlecht: 10
   9.2 Geburtsjahr: 10
   9.3 Fachsemester: 10
   9.4 Angestrebter Abschluss (aktuelles Ziel) 11

10 Lob, Kritik & Anregungen 11
   10.1 Was hat Ihnen an dieser Lehrveranstaltung besonders gut gefallen? 11
   10.2 Was hat Ihnen an dieser Veranstaltung weniger gut gefallen und gibt es Ihrerseits Anregungen zur Verbesserung? 11
   10.3 Welche Themen, Anwendungsbeispiele oder Methoden wünschen Sie sich in Zukunft für ähnliche Veranstaltungen? 12

11 Weiterführende Auswertungen (Kreuztabellen) 12
   11.1 tabellarische Darstellung zu Erkenntniszuwachs –X– Fachsemester 12
   11.2 tabellarische Darstellung zu Erkenntniszuwachs –X– eigene Fragen zur Klärung von Widersprüchen 12
11.3 tabellarische Darstellung zu Vor- und Nachbereitungszeit –X– Einschätzung zum Arbeitsaufwand 

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

11.5 tabellarische Darstellung zu Vor-und Nachbereitungszeit –X– Einschätzung zu erreichten Lernzielen
1 Beschreibung der Stichprobe

1.1 Beteiligung

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</tr>
<tr>
<td>Befragung beendet</td>
<td>9</td>
<td>90.00%</td>
</tr>
<tr>
<td>Durchschnittlich beantwortete Fragen</td>
<td>27.00</td>
<td>93.10%</td>
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Tabelle 1: Beteiligung

1.2 Teilnehmerentwicklung

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<td>1</td>
<td>10.00%</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Antwort</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
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<tbody>
<tr>
<td>nein</td>
<td>10</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Antwort</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
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<tr>
<td>nein</td>
<td>7</td>
<td>70.00%</td>
<td>70.00%</td>
</tr>
<tr>
<td>ja</td>
<td>3</td>
<td>30.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Gesamt 10 100.00%

Tabelle 4: Häufigkeiten: zeitliche überschneidung
2.3 Besuchen Sie die Veranstaltung im Rahmen von Studiumplus?

**Antworten**  (nein; ja)

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

<table>
<thead>
<tr>
<th>Antwort</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
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<tr>
<td>Gesamt</td>
<td>10</td>
<td>100.00%</td>
<td></td>
</tr>
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</table>

Tabelle 5: Häufigkeiten: im Rahmen von StudiumPlus

2.4 Aussagen zur Rahmensituation im Kurs

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)

<table>
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<tr>
<th>Antwort</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>teils/teils</td>
<td>2</td>
<td>20.00%</td>
<td>20.00%</td>
</tr>
<tr>
<td>trifft eher zu</td>
<td>3</td>
<td>30.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>trifft zu</td>
<td>5</td>
<td>50.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Gesamt</td>
<td>10</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

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)

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<thead>
<tr>
<th>Antwort</th>
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<tr>
<td>eher schlecht</td>
<td>1</td>
<td>10.00%</td>
<td>10.00%</td>
</tr>
<tr>
<td>teils/teils</td>
<td>1</td>
<td>10.00%</td>
<td>20.00%</td>
</tr>
<tr>
<td>eher gut</td>
<td>3</td>
<td>30.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>sehr gut</td>
<td>2</td>
<td>20.00%</td>
<td>70.00%</td>
</tr>
<tr>
<td>kann ich nicht beurteilen</td>
<td>3</td>
<td>30.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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...

<table>
<thead>
<tr>
<th>Antwort</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>der/die Lehrende mir empfohlen wurde.</td>
<td>3 3 2 1 1 10</td>
<td>30.00% 30.00% 20.00% 10.00% 10.00% 100.00% 0.00%</td>
<td>3.40 1.28</td>
</tr>
<tr>
<td>mich das Thema interessiert.</td>
<td>1 0 0 3 4 4 10 0</td>
<td>10.00% 0.00% 30.00% 20.00% 40.00% 100.00% 0.00%</td>
<td>3.80 1.29</td>
</tr>
<tr>
<td>sie eine Pflichtveranstaltung ist.</td>
<td>1 0 0 2 3 4 10 0</td>
<td>10.00% 0.00% 20.00% 30.00% 40.00% 100.00% 0.00%</td>
<td>3.90 1.22</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Antwort</th>
<th>Absolut</th>
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<th>K. Prozent</th>
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<tr>
<td>heute zum 1. Mal</td>
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<td>10.00%</td>
<td>10.00%</td>
</tr>
<tr>
<td>oft</td>
<td>2</td>
<td>20.00%</td>
<td>30.00%</td>
</tr>
<tr>
<td>immer</td>
<td>7</td>
<td>70.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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)

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<th></th>
<th>Absolut</th>
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<th>K. Prozent</th>
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</thead>
<tbody>
<tr>
<td>manchmal</td>
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<td>10.00%</td>
</tr>
<tr>
<td>oft</td>
<td>4</td>
<td>40.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>immer</td>
<td>5</td>
<td>50.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Gesamt 10 100.00%

Tabelle 11: Häufigkeiten: Working atmosphere

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

<table>
<thead>
<tr>
<th></th>
<th>trifft nicht zu</th>
<th>trifft eher nicht zu</th>
<th>teils/ teils</th>
<th>trifft eher zu</th>
<th>trifft zu</th>
<th>Gültige Fälle</th>
<th>Fehlende Fälle</th>
<th>Mittelwert</th>
<th>Standardabweichung (durchschnittliche Abweichung vom Mittelwert)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Die Lernziele wurden zu Beginn des Semesters verdeutlicht.</td>
<td>0.00%</td>
<td>11.11%</td>
<td>22.22%</td>
<td>33.33%</td>
<td>55.56%</td>
<td>90.00%</td>
<td>10.00%</td>
<td>4.11</td>
<td>1.10</td>
</tr>
<tr>
<td>Ich bin mit meinem eigenen Engagement für die Lehrveranstaltung zufrieden.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>22.22%</td>
<td>33.33%</td>
<td>44.44%</td>
<td>90.00%</td>
<td>10.00%</td>
<td>4.22</td>
<td>0.79</td>
</tr>
<tr>
<td>Ich kann die Inhalte der Veranstaltung anderen erklären.</td>
<td>11.11%</td>
<td>11.11%</td>
<td>22.22%</td>
<td>33.33%</td>
<td>33.33%</td>
<td>90.00%</td>
<td>10.00%</td>
<td>3.67</td>
<td>1.33</td>
</tr>
<tr>
<td>Ich kann mir mit dem Gelernten neue fachliche Inhalte selber erschließen.</td>
<td>0.00%</td>
<td>11.11%</td>
<td>11.11%</td>
<td>22.22%</td>
<td>33.33%</td>
<td>90.00%</td>
<td>10.00%</td>
<td>4.22</td>
<td>1.03</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Zeit</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ca. 1h</td>
<td>2</td>
<td>22.22%</td>
<td>22.22%</td>
</tr>
<tr>
<td>ca. 1,5h</td>
<td>1</td>
<td>11.11%</td>
<td>33.33%</td>
</tr>
<tr>
<td>ca. 2h</td>
<td>3</td>
<td>33.33%</td>
<td>66.67%</td>
</tr>
<tr>
<td>ca. 3h</td>
<td>2</td>
<td>22.22%</td>
<td>88.89%</td>
</tr>
<tr>
<td>&gt; 3h</td>
<td>1</td>
<td>11.11%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Gesamt      | 9       | 100.00%   |

Tabelle 14: Häufigkeiten: Preparation

5.3 Wie verhält es sich mit Ihrem Arbeitsaufwand?

<table>
<thead>
<tr>
<th>Merkmal</th>
<th>sehr gering</th>
<th>gering</th>
<th>angemessen</th>
<th>hoch</th>
<th>sehr hoch</th>
<th>Gültige Fälle</th>
<th>Fehlende Fälle</th>
<th>Mittelwert</th>
<th>Standardabweichung</th>
</tr>
</thead>
<tbody>
<tr>
<td>Der Stoffumfang ist...</td>
<td>0.00%</td>
<td>0.00%</td>
<td>77.78%</td>
<td>2.22%</td>
<td>0.00%</td>
<td>90.00%</td>
<td>10.00%</td>
<td>3.22</td>
<td>0.42</td>
</tr>
<tr>
<td>Der Schwierigkeitsgrad ist...</td>
<td>0.00%</td>
<td>0.00%</td>
<td>100.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>90.00%</td>
<td>10.00%</td>
<td>5.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Für die Anzahl der Leistungspunkte (1 LP = 30 Arbeitsstunden) ist der Arbeitsaufwand...</td>
<td>0.00%</td>
<td>0.00%</td>
<td>88.89%</td>
<td>11.11%</td>
<td>0.00%</td>
<td>90.00%</td>
<td>10.00%</td>
<td>3.11</td>
<td>0.31</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Merkmal</th>
<th>trifft nicht zu</th>
<th>trifft eher zu</th>
<th>trifft zu</th>
<th>keine Bearbeitung</th>
<th>Gültige Fälle</th>
<th>Fehlende Fälle</th>
<th>Mittelwert</th>
<th>Standardabweichung</th>
</tr>
</thead>
<tbody>
<tr>
<td>Die bereitgestellten Lernmaterialien helfen mir, den Inhalt der Lehrveranstaltung besser zu verstehen (bspw. Folien, Literaturteile, Reader)</td>
<td>0.00%</td>
<td>11.11%</td>
<td>22.22%</td>
<td>44.44%</td>
<td>0.00%</td>
<td>90.00%</td>
<td>10.00%</td>
<td>4.00</td>
</tr>
<tr>
<td>Wenn der/die Dozierende E-Learning-Angebote (bspw. über Moodle) bereitstellt, dann ist das für das Verständnis der Lerninhalte förderlich.</td>
<td>0.00%</td>
<td>0.00%</td>
<td>11.11%</td>
<td>22.22%</td>
<td>55.56%</td>
<td>11.11%</td>
<td>90.00%</td>
<td>10.00%</td>
</tr>
</tbody>
</table>

Tabelle 16: Häufigkeiten: Vervollständigen Sie bitte die zwei Aussagen zu Lernmaterialien.
6.2 Trägt der Einsatz folgender Arbeitsformen zum besseren Verständnis des Stoffes bei?

<table>
<thead>
<tr>
<th>Arbeitsformen</th>
<th>nie</th>
<th>selten</th>
<th>manchmal</th>
<th>oft</th>
<th>immer</th>
<th>kein Einsatz</th>
<th>Gültige Fälle</th>
<th>Fehlende Fälle</th>
<th>Mittelwert</th>
<th>Standardabweichung</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbeit in Gruppen (bspw. Diskussionen)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>3.78</td>
<td>0.92</td>
</tr>
<tr>
<td>Einsatz von Medien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>111%</td>
<td>0</td>
<td>0</td>
<td>4.56</td>
<td>0.50</td>
</tr>
<tr>
<td>Einzelarbeit (bspw. angeleitete Laborarbeit)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0%</td>
<td>100%</td>
<td>0</td>
<td>3.50</td>
<td>1.00</td>
</tr>
<tr>
<td>Frontalunterricht (Vortrag)</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>0%</td>
<td>100%</td>
<td>0</td>
<td>4.33</td>
<td>0.94</td>
</tr>
<tr>
<td>Studentische Beiträge (bspw. Referat/Vortrag und Diskussion)</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0%</td>
<td>100%</td>
<td>0</td>
<td>4.50</td>
<td>0.71</td>
</tr>
</tbody>
</table>

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

6.3 Inwiefern treffen folgende Aussagen zur Lehre zu?

<table>
<thead>
<tr>
<th>Der/Die Lehrende...</th>
<th>trifft nicht zu</th>
<th>trifft eher zu</th>
<th>trifft zu</th>
<th>Gültige Fälle</th>
<th>Fehlende Fälle</th>
<th>Mittelwert</th>
<th>Standardabweichung</th>
</tr>
</thead>
<tbody>
<tr>
<td>erklärt die Fachbegriffe verständlich</td>
<td>0%</td>
<td>11.11%</td>
<td>11.11%</td>
<td>11.11%</td>
<td>44.44%</td>
<td>0%</td>
<td>66.67%</td>
</tr>
<tr>
<td>fördert die kritische Auseinandersetzung mit dem Thema</td>
<td>0%</td>
<td>0%</td>
<td>11.11%</td>
<td>11.11%</td>
<td>33.33%</td>
<td>55.56%</td>
<td>0%</td>
</tr>
<tr>
<td>gibt praktische Anwendungsbeispiele</td>
<td>0%</td>
<td>0%</td>
<td>11.11%</td>
<td>22.22%</td>
<td>22.22%</td>
<td>55.56%</td>
<td>0%</td>
</tr>
<tr>
<td>motiviert die Studierenden zur aktiven Beteiligung</td>
<td>0%</td>
<td>0%</td>
<td>11.11%</td>
<td>22.22%</td>
<td>44.44%</td>
<td>22.22%</td>
<td>0%</td>
</tr>
<tr>
<td>präsentiert den Stoff anschaulich</td>
<td>0%</td>
<td>0%</td>
<td>11.11%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Antworten</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>trifft eher zu</td>
<td>1</td>
<td>11.11%</td>
<td>11.11%</td>
</tr>
<tr>
<td>trifft zu</td>
<td>7</td>
<td>77.78%</td>
<td>88.89%</td>
</tr>
<tr>
<td>habe ich nicht genutzt</td>
<td>1</td>
<td>11.11%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Gesamt</td>
<td>9</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>nie</th>
<th>selten</th>
<th>manchmal</th>
<th>oft</th>
<th>immer</th>
<th>Gültige Fälle</th>
<th>Fehlende Fälle</th>
<th>Mittelwert</th>
<th>Standardabweichung (durchschnittliche Abweichung vom Mittelwert)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>nie</th>
<th>selten</th>
<th>manchmal</th>
<th>oft</th>
<th>immer</th>
<th>Gültige Fälle</th>
<th>Fehlende Fälle</th>
<th>Mittelwert</th>
<th>Standardabweichung (durchschnittliche Abweichung vom Mittelwert)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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). . .


**Antworten**

<table>
<thead>
<tr>
<th>Gültig: 9 (90.00%), Fehlend: 1 (10.00%)</th>
<th>Mittelwert: 4.33 (eher zufrieden)</th>
</tr>
</thead>
<tbody>
<tr>
<td>teils/teils</td>
<td>Absolut</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>eher zufrieden</td>
<td>4</td>
</tr>
<tr>
<td>völlig zufrieden</td>
<td>4</td>
</tr>
</tbody>
</table>

**Gesamt**

9 100.00%

**Tabelle 22: Häufigkeiten: Zufriedenheit_Stoffvermittlung**
8.2 Mein Erkenntniszuwachs ist...


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vergleichskurse</td>
<td>–</td>
<td>126</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Mittelwert</td>
<td>4.33 (eher zufrieden)</td>
<td>4.19 (eher zufrieden)</td>
<td>4.03 (eher zufrieden)</td>
<td>4.06 (eher zufrieden)</td>
</tr>
</tbody>
</table>

Tabelle 23: Kursvergleiche: Zufriedenheit/ Stoffvermittlung

8.3 Ich finde die Veranstaltung insgesamt...


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vergleichskurse</td>
<td>–</td>
<td>126</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Mittelwert</td>
<td>4.22 (eher hoch)</td>
<td>3.86 (eher hoch)</td>
<td>3.68 (eher hoch)</td>
<td>3.75 (eher hoch)</td>
</tr>
</tbody>
</table>

Tabelle 25: Kursvergleiche: Erkenntniszuwachs
9 Angaben zur Person

9.1 Geschlecht:

<table>
<thead>
<tr>
<th>Antworten</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>männlich</td>
<td>1</td>
<td>11.11%</td>
<td>11.11%</td>
</tr>
<tr>
<td>weiblich</td>
<td>8</td>
<td>88.89%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Gesamt</td>
<td>9</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

Tabelle 28: Häufigkeiten: Geschlecht

9.2 Geburtsjahr:

<table>
<thead>
<tr>
<th>Antworten</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981 bis 1985</td>
<td>2</td>
<td>22.22%</td>
<td>22.22%</td>
</tr>
<tr>
<td>1986 bis 1990</td>
<td>7</td>
<td>77.78%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Gesamt</td>
<td>9</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

Tabelle 29: Häufigkeiten: Geburtsjahr

9.3 Fachsemester:

<table>
<thead>
<tr>
<th>Antworten</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6</td>
<td>66.67%</td>
<td>66.67%</td>
</tr>
<tr>
<td>2.</td>
<td>3</td>
<td>33.33%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Gesamt</td>
<td>9</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

Tabelle 30: Häufigkeiten: Fachsemester
9.4 Angestrebter Abschluss (aktuelles Ziel)

<table>
<thead>
<tr>
<th>Absolventen</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor (ein Fach)</td>
<td>1</td>
<td>10.00%</td>
<td>10.00%</td>
</tr>
<tr>
<td>Bachelor (zwei Fächer)</td>
<td>1</td>
<td>10.00%</td>
<td>10.00%</td>
</tr>
<tr>
<td>Bachelor (Lehramt)</td>
<td>1</td>
<td>10.00%</td>
<td>10.00%</td>
</tr>
<tr>
<td>Staatsexamen (Lehramt)</td>
<td>1</td>
<td>10.00%</td>
<td>10.00%</td>
</tr>
<tr>
<td>Staatsexamen (Recht)</td>
<td>1</td>
<td>10.00%</td>
<td>10.00%</td>
</tr>
<tr>
<td>Master</td>
<td>9</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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
- 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.

- 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 dept 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


<table>
<thead>
<tr>
<th>Fachsemester:</th>
<th>teils/teils</th>
<th>eher hoch</th>
<th>sehr hoch</th>
<th>Gesamt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0 0.00%</td>
<td>4 66.67%</td>
<td>2 66.67%</td>
<td>6 66.67%</td>
</tr>
<tr>
<td>2.</td>
<td>1 100.00%</td>
<td>1 100.00%</td>
<td>1 33.33%</td>
<td>3 33.33%</td>
</tr>
<tr>
<td>Gesamt</td>
<td>1 11.11%</td>
<td>5 55.56%</td>
<td>3 33.33%</td>
<td>9</td>
</tr>
</tbody>
</table>

Tabelle 32: Kreuztabelle: Fachsemester ⇔ Erkenntniszuwachs

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


<table>
<thead>
<tr>
<th>Mein Erkenntniszuwachs ist...</th>
<th>nie</th>
<th>selten</th>
<th>manchmal</th>
<th>oft</th>
<th>Gesamt</th>
</tr>
</thead>
<tbody>
<tr>
<td>teils/teils</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>1 20.00%</td>
<td>0 0.00%</td>
<td>1 11.11%</td>
</tr>
<tr>
<td>eher hoch</td>
<td>1 100.00%</td>
<td>0 0.00%</td>
<td>3 40.00%</td>
<td>1 100.00%</td>
<td>5 55.56%</td>
</tr>
<tr>
<td>sehr hoch</td>
<td>1 100.00%</td>
<td>1 100.00%</td>
<td>1 20.00%</td>
<td>0 0.00%</td>
<td>3 33.33%</td>
</tr>
<tr>
<td>Gesamt</td>
<td>2 22.22%</td>
<td>1 11.11%</td>
<td>5 55.56%</td>
<td>1 11.11%</td>
<td>9</td>
</tr>
</tbody>
</table>

Tabelle 33: Kreuztabelle: Erkenntniszuwachs ⇔ Widersprüche klären
11.3 tabellarische Darstellung zu Vor– und Nachbereitungszeit – X – Einschätzung zum Arbeitsaufwand


<table>
<thead>
<tr>
<th>Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche?</th>
<th>ange- messen</th>
<th>hoch</th>
<th>Gesamt</th>
</tr>
</thead>
<tbody>
<tr>
<td>ca. 1h</td>
<td>2 25.00%</td>
<td>0 0.00%</td>
<td>2 22.22%</td>
</tr>
<tr>
<td>ca. 1,5h</td>
<td>1 12.50%</td>
<td>0 0.00%</td>
<td>1 11.11%</td>
</tr>
<tr>
<td>ca. 2h</td>
<td>2 25.00%</td>
<td>1 100.00%</td>
<td>3 33.33%</td>
</tr>
<tr>
<td>ca. 3h</td>
<td>2 25.00%</td>
<td>0 0.00%</td>
<td>2 22.22%</td>
</tr>
<tr>
<td>&gt; 3h</td>
<td>1 12.50%</td>
<td>0 0.00%</td>
<td>1 11.11%</td>
</tr>
<tr>
<td>Gesamt</td>
<td>8 88.89%</td>
<td>1 11.11%</td>
<td>9</td>
</tr>
</tbody>
</table>

Tabelle 34: Kreuztabelle: Preparation ⇔ LP–Adequacy

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


| Wie viele Leistungspunkte (LP) erwerben Sie in der Lehrveranstaltung? |
|---|---|
| Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche? | 6 | Gesamt |
| 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.

<table>
<thead>
<tr>
<th>Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche?</th>
<th>trifft eher nicht zu</th>
<th>teils/teils</th>
<th>trifft eher zu</th>
<th>trifft zu</th>
<th>Gesamt</th>
</tr>
</thead>
<tbody>
<tr>
<td>ca. 1h</td>
<td>0 0.00%</td>
<td>1 100.00%</td>
<td>0 0.00%</td>
<td>1 100.00%</td>
<td>2 22.22%</td>
</tr>
<tr>
<td>ca. 1,5h</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>1 100.00%</td>
<td>0 0.00%</td>
<td>1 11.11%</td>
</tr>
<tr>
<td>ca. 2h</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>1 100.00%</td>
<td>2 100.00%</td>
<td>3 33.33%</td>
</tr>
<tr>
<td>ca. 3h</td>
<td>1 100.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>1 100.00%</td>
<td>2 22.22%</td>
</tr>
<tr>
<td>&gt; 3h</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>1 100.00%</td>
<td>1 11.11%</td>
</tr>
<tr>
<td><strong>Gesamt</strong></td>
<td><strong>1 11.11%</strong></td>
<td><strong>1 11.11%</strong></td>
<td><strong>2 22.22%</strong></td>
<td><strong>5 55.56%</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

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
**Inhaltsverzeichnis**

1 Beschreibung der Stichprobe 2
   1.1 Beteiligung 2
   1.2 Teilnehmerentwicklung 2

2 Allgemeines zum Kurs 2
   2.1 Aussagen zur Rahmensituation im Kurs 2
   2.2 Der Dozent/die Dozentin verursachte zu viele Ausfallstunden. 3
   2.3 Die Veranstaltung überschneidet sich mit anderen Pflichtveranstaltungen. 3
   2.4 Besuchen Sie die Veranstaltung im Rahmen von Studiumplus? 3
   2.5 Der inhaltliche Bezug des Kurses zum übergeordneten Modulthema ist mir klar. 3
   2.6 Wie beurteilen Sie die inhaltliche Abstimmung des Kurses mit anderen Kursen desselben Moduls? 4

3 Angaben zur Motivation 5
   3.1 Ich habe mich für die Veranstaltung angemeldet, weil... 5
   3.2 Die Veranstaltung besuche ich... 5
   3.3 Herrscht in der Lehrveranstaltung eine angenehme Arbeitsatmosphäre? 6

4 Angaben zum Arbeitsumfang 6
   4.1 Wie viele Leistungspunkte (LP) erwerben Sie in der Lehrveranstaltung? 6
   4.2 Wie viel Zeit investieren Sie durchschnittlich für die Vor- und Nachbereitung dieser Veranstaltung pro Woche? 6
   4.3 Wie verhält es sich mit Ihrem Arbeitsaufwand? 7

5 Angaben zu Lernzielen und Lernerfolgen 8
   5.1 Inwiefern treffen folgende Aussagen zu Ihrem Lernverhalten und Lernerfolgen zu? 8

6 Betreuung und Beratung durch den Dozenten/ die Dozentin 8
   6.1 Die bereitgestellten Lernmaterialien helfen mir, den Inhalt der Lehrveranstaltung besser zu verstehen. 8

7 Zusammenfassendes zur Lehrveranstaltung 10
   7.1 Ich bin mit der Art und Weise der Lehre der/des Dozierenden (unabhängig vom Inhalt)... 10
   7.2 Mein Erkenntniszuwachs ist... 10
   7.3 Ich finde die Veranstaltung insgesamt... 11

8 Angaben zur Person 12
   8.1 Geschlecht 12
   8.2 Geburtsjahr 12
   8.3 Fachsemester 12
   8.4 Angestrebter Abschluss (aktuelles Ziel) 13

9 Lob, Kritik & Anregungen 13
   9.1 Was hat Ihnen an dieser Lehrveranstaltung besonders gut gefallen? 13
   9.2 Was hat Ihnen an dieser Veranstaltung weniger gut gefallen und gibt es Ihrerseits Anregungen zur Verbesserung? 13
   9.3 Welche Themen, Anwendungsbeispiele oder Methoden wünschen Sie sich in Zukunft für ähnliche Veranstaltungen? 13

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http://www.sociolutions.de
1 Beschreibung der Stichprobe

1.1 Beteiligung

<table>
<thead>
<tr>
<th>Beteiligung</th>
<th>Absolut</th>
<th>Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studierende</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Befragung begonnen</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Befragung abgebrochen</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Befragung beendet</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Durchschnittlich beantwortete Fragen</td>
<td>27</td>
<td>100%</td>
</tr>
</tbody>
</table>

Tabelle 1 – Beteiligung

1.2 Teilnehmerentwicklung

<table>
<thead>
<tr>
<th>Zeitraum</th>
<th>Absolut</th>
<th>Prozent</th>
<th>K. Prozent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.07.11</td>
<td>1</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>17.07.11</td>
<td>1</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>19.07.11</td>
<td>1</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>03.08.11</td>
<td>1</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td>Insgesamt</td>
<td>4</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Tabelle 2 – Teilnehmerentwicklung

2 Allgemeines zum Kurs

2.1 Aussagen zur Rahmensituation im Kurs

<table>
<thead>
<tr>
<th>Aussagen</th>
<th>eher zu wenige</th>
<th>ange-messen</th>
<th>eher zu viele</th>
<th>Anz.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Die Sitzgelegenheiten bzw. Arbeitsplätze sind...</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4</td>
</tr>
<tr>
<td>Für eine angenehme Atmosphäre sind die teilnehmenden Studierenden...</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4</td>
</tr>
</tbody>
</table>

Tabelle 3 – Häufigkeiten: Aussagen zur Rahmensituation im Kurs
2.2 Der Dozent/die Dozentin verursachte zu viele Ausfallstunden.

Antworten (nein; ja)

nein

Gesamt

Tabelle 4 – Häufigkeiten: Ausfallstunden

<table>
<thead>
<tr>
<th>Antwort</th>
<th>Kurs</th>
<th>Einrichtung</th>
<th>Fragebogen</th>
</tr>
</thead>
<tbody>
<tr>
<td>nein</td>
<td>128</td>
<td>23 Kurse</td>
<td>128 Kurse</td>
</tr>
</tbody>
</table>

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

Gesamt

Tabelle 6 – Häufigkeiten: zeitliche_überschneidung

2.4 Besuchen Sie die Veranstaltung im Rahmen von Studiumplus?

Antworten (nein; ja)

nein

Gesamt

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.
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)

<table>
<thead>
<tr>
<th>eher gut</th>
<th>sehr gut</th>
<th>kann ich nicht beurteilen</th>
</tr>
</thead>
</table>

**Gesamt**

<table>
<thead>
<tr>
<th>Dieser Kurs</th>
<th>Einrichtung Fragebogen</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>23 Kurse</td>
<td>128 Kurse</td>
</tr>
</tbody>
</table>

**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...*

<table>
<thead>
<tr>
<th></th>
<th>trifft nicht zu</th>
<th>trifft eher nicht zu</th>
<th>teils/teils zu</th>
<th>trifft eher zu</th>
<th>trifft zu</th>
<th>Anz.</th>
</tr>
</thead>
<tbody>
<tr>
<td>der/die Lehrende mir empfohlen wurde.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>mich das Thema interessiert.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>sie eine Pflichtveranstaltung ist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

*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

Gesamt

*Tabelle 13 – Häufigkeiten: Anwesenheit*

<table>
<thead>
<tr>
<th>Antwort</th>
<th>1=heute zum 1. Mal</th>
<th>2=selten</th>
<th>3=manchmal</th>
<th>4=oft</th>
<th>5=immer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Die Veranstaltung besuche ich...</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>23 Kurse</td>
<td>128 Kurse</td>
</tr>
</tbody>
</table>

*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

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3.3 Herrscht in der Lehrveranstaltung eine angenehme Arbeitsatmosphäre?

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

immer

Gesamt

<table>
<thead>
<tr>
<th>Herrscht in der Lehrveranstaltung eine angenehme Arbeitsatmosphäre?</th>
<th>Dieser Kurs</th>
<th>Einrichtung Fragebogen</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>128 Kurse</td>
</tr>
</tbody>
</table>

| Tabelle 15 – Häufigkeiten: 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)

<table>
<thead>
<tr>
<th>&gt; 7 LP</th>
<th>Gesamt</th>
</tr>
</thead>
</table>

| 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?
Kurs-Evaluation – SoSe 2011: Allgemeiner Fragebogen – Online
Universität Potsdam, Umfrage-Zeitraum: 01.06.11 – 30.09.11

Antworten (keine; ca. 0.5h; ca. 1h; ca. 1.5h; ca. 2h; ca. 2.5h; ca. 3h; > 3h)

ca. 2h
ca. 2.5h
> 3h

Gesamt

Tabelle 18 – Häufigkeiten: Vor_Nachbereitung

<table>
<thead>
<tr>
<th>Antwort</th>
<th>Kurs</th>
<th>Einrichtung Fragebogen</th>
</tr>
</thead>
<tbody>
<tr>
<td>keine</td>
<td>1=keine</td>
<td>2=ca. 0.5h</td>
</tr>
<tr>
<td>1</td>
<td>4,21</td>
<td>3,61</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th></th>
<th>sehr</th>
<th>gering</th>
<th>ange-messen</th>
<th>hoch</th>
<th>sehr hoch</th>
<th>Anz.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Der Stoffumfang ist...</td>
<td>–</td>
<td>–</td>
<td>▼</td>
<td>–</td>
<td>–</td>
<td>4</td>
</tr>
<tr>
<td>Der Schwierigkeitsgrad ist...</td>
<td>–</td>
<td>–</td>
<td>▼</td>
<td>–</td>
<td>▼</td>
<td>4</td>
</tr>
<tr>
<td>Für die angesetzten Leistungspunkte (1 LP = 30 Arbeitsstunden) ist der Arbeitsaufwand...</td>
<td>–</td>
<td>–</td>
<td>▼</td>
<td>–</td>
<td>–</td>
<td>4</td>
</tr>
</tbody>
</table>

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?

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

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

<table>
<thead>
<tr>
<th>Aussage</th>
<th>Dieser Kurs</th>
<th>Einrichtung</th>
<th>Fragebogen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Die bereitgestellten Lernmaterialien helfen mir, den Inhalt der Lehrveranstaltung besser zu verstehen.</td>
<td>5</td>
<td>5 Kurse</td>
<td>5 128 Kurse</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Tabelle 24 – Häufigkeiten: e-Learning hilfreich</th>
</tr>
</thead>
</table>

**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?

**Tabelle 26 – Häufigkeiten: Trägt der Einsatz folgender Arbeitsformen zum besseren Verständnis des Stoffes bei?**
6.4 Inwiefern treffen folgende Aussagen zur Lehre zu?

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

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

<table>
<thead>
<tr>
<th>Antwort</th>
<th>1=gar nicht zufrieden; 2=eher nicht zufrieden; 3=teils/teils; 4=eher zufrieden; 5=völlig zufrieden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ich bin mit der Art und Weise der Lehre der/des Dozierenden (unabhängig vom Inhalt)...</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mein Erkenntniszuwachs ist...</th>
<th>Dieser Kurs</th>
<th>Einrichtung Fragebogen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=sehr niedrig; 2=niedrig; 3=teils/teils; 4=hoch; 5=sehr hoch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Die Tabelle zeigt die Häufigkeiten der Antworten auf die Frage nach dem Erkenntniszuwachs.

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

<table>
<thead>
<tr>
<th>Ich finde die Veranstaltung insgesamt...</th>
<th>Dieser Kurs</th>
<th>Einrichtung Fragebogen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=sehr schlecht; 2=eher schlecht; 3=teils/teils; 4=eher gut; 5=sehr gut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Die Tabelle zeigt die Häufigkeiten der Antworten auf die Frage nach dem Gesamturteil.

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

<table>
<thead>
<tr>
<th>Gesamt</th>
</tr>
</thead>
</table>

Tabelle 34 – Häufigkeiten: Geschlecht

8.2 Geburtsjahr


|---------------|---------------|

<table>
<thead>
<tr>
<th>Gesamt</th>
</tr>
</thead>
</table>

Tabelle 35 – Häufigkeiten: Geburtsjahr

8.3 Fachsemester

Im Fragebogen: Fachsemester

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

<table>
<thead>
<tr>
<th>4.</th>
<th>6.</th>
<th>8.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gesamt</th>
</tr>
</thead>
</table>

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.