

Uni Osnabrück – Servicestelle Lehrevaluation – Seminarstraße 20 – 49069 Osnabrück

Mr. Moritz Nipshagen
private/ confidential
Lehreinheit Kognitionswissenschaft

im Hause

Evaluation report on course "Basic Programming in Python" in SS 2018

Osnabrück, 02.07.2018

Dear Mr. Nipshagen,

this report contains the results of the evaluation of the course entitled "Basic Programming in Python", which you held at the University of Osnabrueck in SS 2018. The purpose of the report is to give you detailed and individual feedback regarding the quality of your course from the students' point of view. On the following pages, prior to the report, you will find explanations regarding how the statistics given in the various different sections were yielded and how they are to be understood. The results report itself is divided into three sections: (1) overall indicators, (2) survey results and, finally, if available, (3) comments. Regarding the comments, we want to point out that you have to preserve the students' anonymity under all circumstances. This holds true even if the students' identities could be determined via their handwritten comments.

Please retain your results report as we are going to delete any personalized evaluation data after three years.

Please do not hesitate to contact us if you have any questions or suggestions regarding the report.

The course was held by the lecturers mentioned below. If it was held by more than one lecturer, for technical reasons this covering letter can address a single lecturer only; in addition, the order of the entries is fixed. Therefore, these facts do not allow any conclusions regarding the contribution of the particular lecturer.

Moritz Nipshagen
Antonia Hain

Kind regards,

Your Teaching Evaluation Service Point
University of Osnabrueck
Institute of Psychology
<http://www.lehreval.uos.de>

Contact Partner	Telephone	E-Mail
Dr. Judith Rickers	969-4041	lehreval@uos.de
Dipl.-Psych. Jennifer Molitor	969-4043	lehreval@uos.de
Prof. Dr. Thomas Staufenbiel	969-4512	thomas.staufenbiel@uos.de

Information on the teaching evaluation report

1 Overall indicators

The section "Overall indicators", the first section of the feedback report, gives an overview of the evaluation results in certain subject areas that have been addressed. These are compared with the average results that are gained in lectures evaluated at the University of Osnabrueck.

Before giving a detailed explanation of the portrayal of the results, the composition of the questionnaire that was employed for the evaluation shall first be presented.

1.1 Composition of the questionnaire

The evaluation was carried out by means of a standardised questionnaire (Questionnaire for the Evaluation of Lectures, FEVOR). The front page of this questionnaire contains 15 "questions" that relate to specific aspects of the course. The "questions" are always formulated as statements, e.g.: "The lecture is clearly structured". The students indicate the extent of their approval or rejection of these statements on a 5-point scale. The scale ranges from "strongly disagree", "somewhat disagree", "partly agree, partly disagree" to "somewhat agree" and "strongly agree". There is also the possibility to select the answer "not applicable".

With regard to content, the 15 questions can be classified to the following three subject areas.

Subject Area	The questions relate to the extent to which ...
Planning and Presentation	... the lecture is clearly structured, gives a good overview, the lecturer expresses himself/herself comprehensibly, clarifies correlations, makes use of the available time for the essence of the matter, the organisation of the lecture contributes towards the understanding of the subject matter, and helpful aids of a good quality are available to support the learning process.
Interaction with Students	... the lecturer behaves towards the students in a friendly and respectful manner, shows an interest in their learning success, and goes into their questions and suggestions in sufficient detail.
Interestingness and Relevance	... the lecture is made interesting, interest in the subject area is promoted, and the usability and usefulness of the subject matter – also with regard to other subjects/areas – is highlighted.

In addition to these questions, the following three global questions are asked:

Global Question	Wording of the Question
School Grade for Lecturer	„Which "school grade" would you give the lecturer as the course instructor?" on a school grade scale of 1 to 5?
School Grade for Course	„Which overall "school grade" would you give the course?" on a school grade scale of 1 to 5?
Subjective Learning Success	„How much have you learnt in this course?" on a scale of 1=„very little" to 5=„a great amount"

Besides the subject areas and global questions a series of specific questions are asked in the questionnaire related to the level of difficulty of the course, the conditions, the amount

of work, as well as characteristics regarding the students (e.g. sex, previous interest in the course, reasons for attending the course). The questionnaire closes with an open question where students can express further remarks and suggestions in free form.

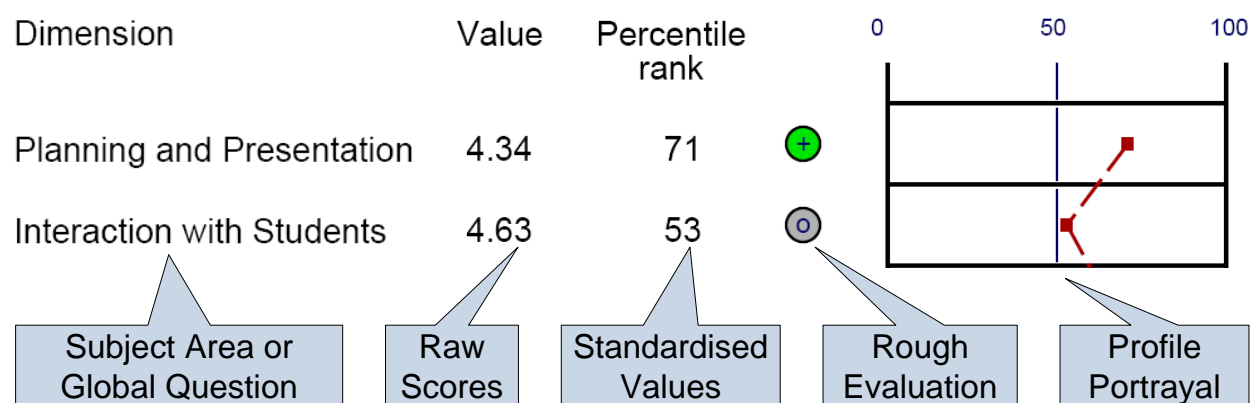
For more information on the instrument used please refer to our homepage at [FAQ](#).

1.2 Portrayal of the results

The name of the lecturer, the title of the course and the number of students who took part in the evaluation (No. of responses) are given at the head of the page.

The section of the results report entitled **"Overall indicators"** comprises the results related to the three aforementioned subject areas as well as the three global questions. Each respective aspect is visible in the column with the heading **"Dimension"**. The column with the heading **"Values"** provides the responses averaged for all of the students (who have answered the respective questions). The values range ...

- between 5.0 (=best possible score) and 1.0 (=worst possible score) for the three subject areas "Planning and Presentation", "Interaction with Students" and "Interest-ingness and Relevance" and the question regarding subjective learning success. An average is given for all students and all respective questions.
- between 1.0 (=best possible score) and 5.0 (=worst possible score) for both school grades.



The purpose of the information to the right of the values is to help you classify these results. Can a value of 4.34 in the subject area "Planning and Presentation", for instance, be evaluated as good? It goes without saying that various different evaluation standards are possible here. The result could be deemed successful, for instance, if a lower value of, e.g. 4.05, was achieved in the last evaluation of the same course. A comparison could also be made with parallel courses, if applicable. The evaluation assistance given in this report originates from a comparison with a large number of lectures that have already been evaluated using this questionnaire¹.






The column with the heading **"Percentile rank"** indicates how many lecturers of the norm sample (in percent) achieved the same result or worse. The higher the Percentile Rank, the better the students assess the course. The Norm values were calculated from the means of courses evaluated with FEVOR (not from the means of questionnaires).

On the far right, the **Profile portrayal** gives a graphic illustration of the Norm values. Looking at the example given, the Percentile Rank of 71 indicates that of all the lectures that were evaluated with the same questionnaire at the University of Osnabrueck, 71 were rated as being equally good or worse (and vice versa 29% as being even better).

¹ At the moment, this comprises data from 1.852 lectures that were evaluated by 70.906 students in previous semesters at the University of Osnabrück.

Between the details of the Percentile Rank and the profile line is a column containing coloured symbols that facilitate a **rough evaluation** of the Percentile Ranks.²

The symbols have the following meanings:

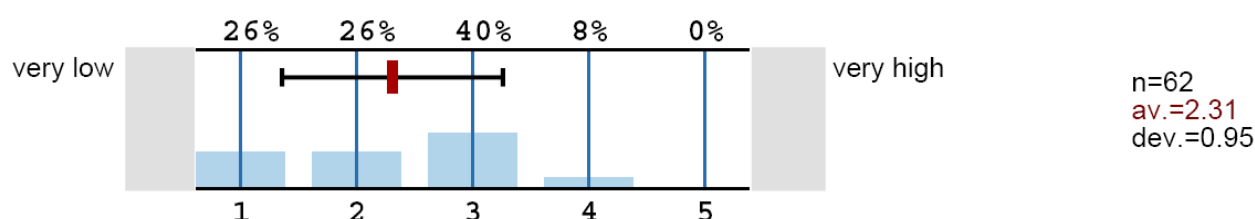
-  The green symbol „+++“ indicates a result that is very much above average (Percentile Rank 96 to 100).
-  The green symbol „+“ indicates a result that is above average (Percentile Rank 66 to 95).
-  The grey symbol „0“ indicates an average result (Percentile Rank 36 to 65).
-  The yellow symbol „-“ indicates a slightly below average result (Percentile Rank 6 to 35).
-  The red symbol „--“ indicates a result that is very much below average (Percentile Rank 0 to 5).

2 Survey Results – Evaluation section of the closed questions

The second section gives a detailed depiction of the responses given to the individual questions. The number of students who have responded to the question (n), the mean (av.), the standard deviation (dev.) and the number of abstentions (ab.) are reported for each question. Questions that belong to a subject area are compiled under the respective heading. The number given in front of the respective question shows the position of the question in the evaluation sheet.

As an example, let us explain the depiction of the (fictitious) results for the question “What was your level of interest in the course subject before the course began?” with the possible responses 1=“very low”, 2=“low”, 3=“average”, 4=“high”, and 5=“very high”.

From the statistics on the right it can be seen that n=62 students responded to this question³. The number of abstentions ab. is only reported if a respective category was explicitly intended for the question and was ticked at least once. In this questionnaire this is only the case with questions 1 to 15; with these questions students can tick the category “not applicable”. The mean of these students’ responses is av.=2.31. The standard deviation, which in this case is dev.=0.95, is a measurement of the dispersion of the responses about the mean. The higher dev. is, the greater the students’ responses differ. If dev. is at its minimum of 0, they have all given the same answer.



The height of the blue bars in the graphic illustration on the left shows the relative frequency of responses for each possible answer (here 1 = “very low” to 5 = “very high”). Each percentage is also given in figures above the respective bar. The thick, red vertical line in the centre represents the mean of the responses to the question. The horizontal line illustrates the standard deviation of the responses.

² Further information on the calculation of raw and Norm values and on the underlying Norm values can be found on our homepage at [Downloads](#).

³ The number of students who have not answered the question is yielded from the difference between this number and the total number of students who have completed a questionnaire, which is given at the head of the report page.

For technical reasons, it is not possible to automatically calculate a mean value for the questions regarding the amount of work, the semester for which students are enrolled and the number of missed sessions.

3 Comments Report – Evaluation section of the open questions

This is where all of the students' remarks in response to the closing question regarding remarks and suggestions on the course (open question) are portrayed as display windows. If no responses were given to this question, the respective page is missing in the feedback report.

Course Evaluation at the Osnabrück University
in SS 2018

Basic Programming in Python (8.3275)
22 Forms

Lecturers
Moritz Nipshagen
Antonia Hain

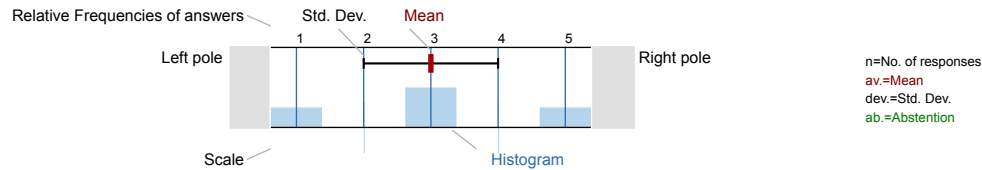
Overall indicators

Dimension	Value	Percentile rank		0	50	100
Planning and Presentation	4.46	86	+			
Interaction with Students	4.85	90	+			
Interestingness and Relevance	4.47	93	+			
School Grade for Lecturer	1.36	85	+			
School Grade for Course	1.59	91	+			
Subjective Learning Success	4.14	92	+			

Survey Results

Legend

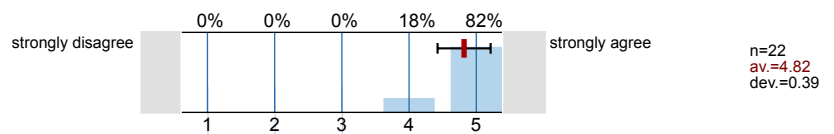
Question text



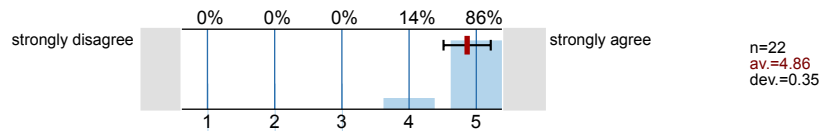
Questionnaire for the Evaluation of Lectures (FEVOR)

Please assess the extent to which you agree to the following statements concerning the course.

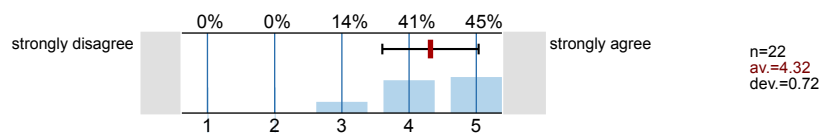
1. The lecture is clearly structured.



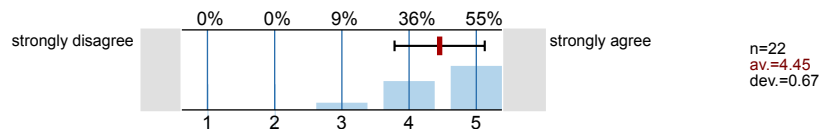
2. The lecturer seems to care about the students' learning success.



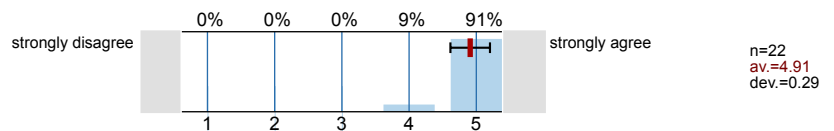
3. The lecturer makes the lecture interesting.



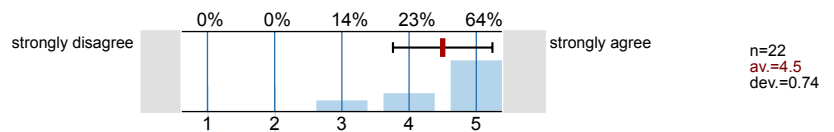
4. The lecturer uses the time available to him/her for the essentials.



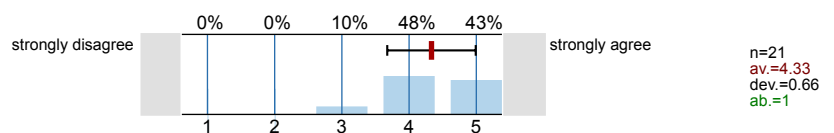
5. The lecturer behaves in a friendly and respectful manner towards the students.



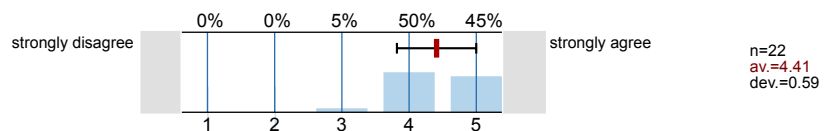
6. The lecturer conveys the fact that the students can also make use of the knowledge gained in the lecture in other subjects/areas.



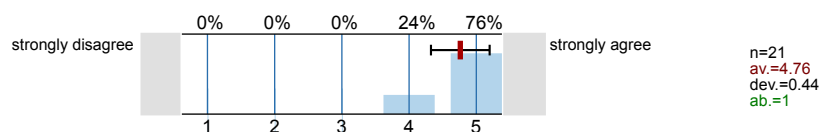
7. The lecturer clarifies correlations.



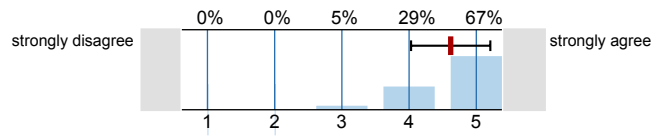
8. The lecturer expresses himself/herself clearly and comprehensibly.



9. The lecturer goes into the students' questions and suggestions in sufficient detail.

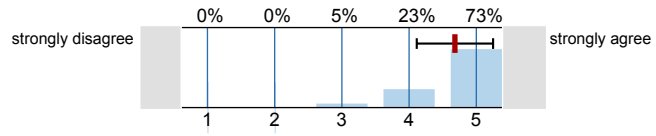


10. The lecturer clarifies the usability and usefulness of the subject covered.



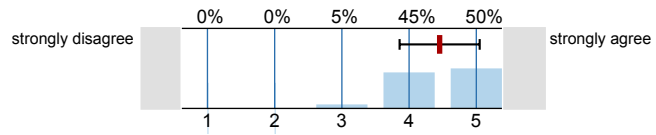
n=21
av.=4.62
dev.=0.59
ab.=1

11. The lecture provides a good overview of the subject area.



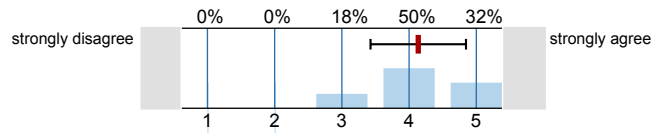
n=22
av.=4.68
dev.=0.57

12. The lecturer encourages my interest in the subject area.



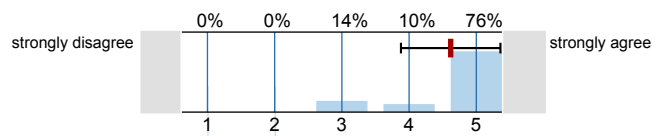
n=22
av.=4.45
dev.=0.6

13. The way in which the lecture is held furthers understanding of the subject.



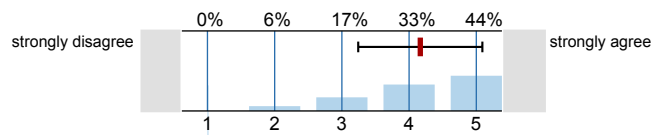
n=22
av.=4.14
dev.=0.71

14. The lecturer's use of media (e.g. transparencies, presentation, blackboard) is useful.



n=21
av.=4.62
dev.=0.74
ab.=1

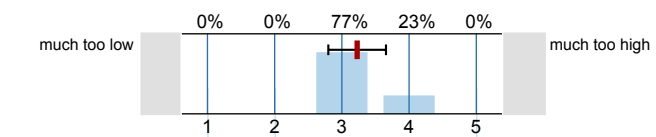
15. The lecturer makes use of helpful aids (e.g. literature list, script) to support the learning process.



n=18
av.=4.17
dev.=0.92
ab.=4

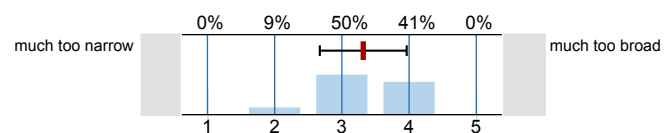
Questionnaire for the Evaluation of Lectures (FEVOR)

16. The level of difficulty of the lecture is:



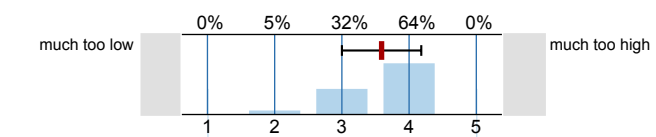
n=22
av.=3.23
dev.=0.43

17. The scope of the lecture is:



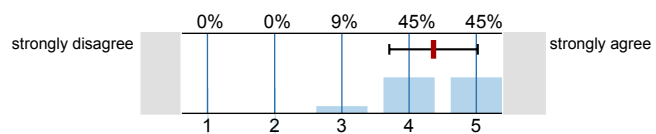
n=22
av.=3.32
dev.=0.65

18. The pace of the lecture is:



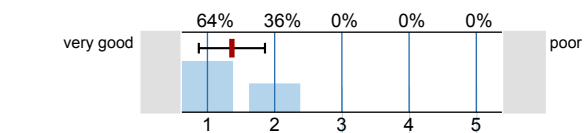
n=22
av.=3.59
dev.=0.59

19. I am satisfied with the general conditions pertaining to this course (the room, the equipment, the timing, temperature, noise and lighting conditions, etc.).



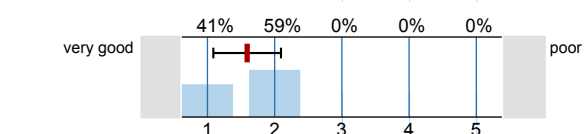
n=22
av.=4.36
dev.=0.66

20. Which "school grade" (1-5) would you give the lecturer as the course instructor?



n=22
av.=1.36
dev.=0.49

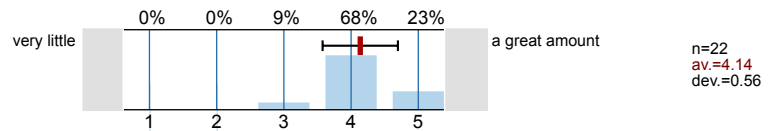
21. Which overall "school grade" (1-5) would you give the course?



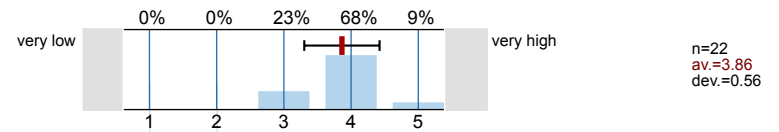
n=22
av.=1.59
dev.=0.5

(School grades: 1=very good, 2=good, 3=satisfactory, 4=fair, 5=poor)

22. How much have you learnt in this course?

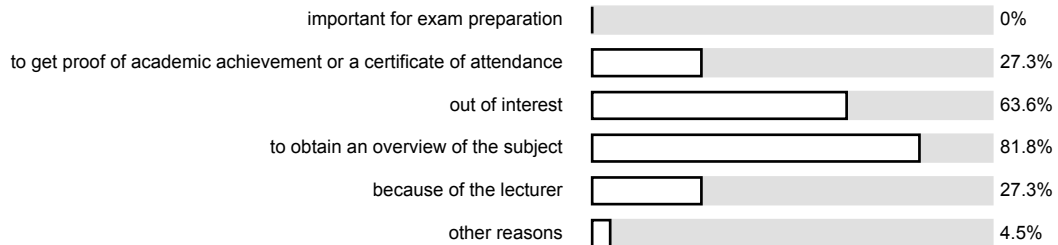


23. What was your level of interest in the course subject before the course began?



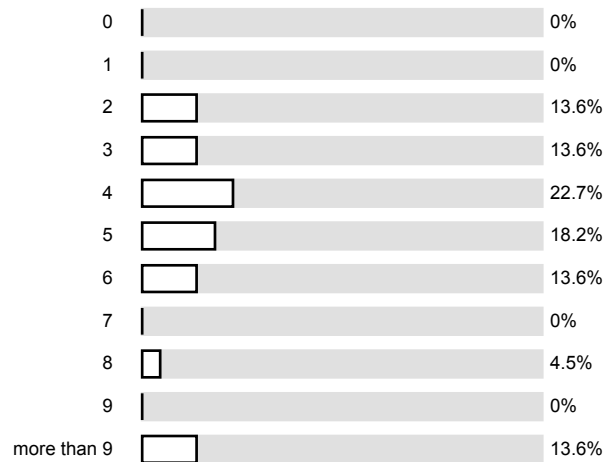
24. What were your reasons for attending the course? (several answers possible)

n=22



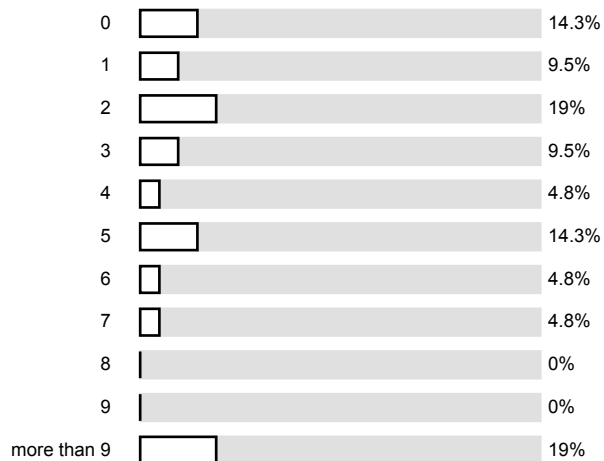
25. How much time do you spend on average per week (outside class) working on the substance matter? (please state in hours, rounding off)

n=22



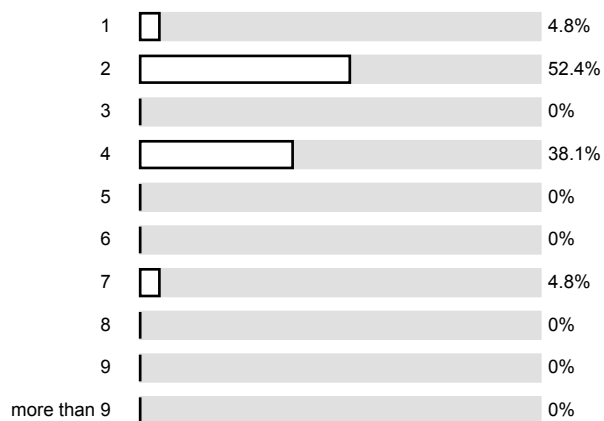
26. How many sessions of the course did you miss?

n=21



27. Which semester are you currently enrolled for (in your major)?

n=21



28. Sex:

n=21



Comments Report

29. What did you particularly like or not like about this course? Use this space for further remarks and suggestions!

- + Feedback an die einzelnen Studenten ist sehr umfangreich und wird individuell geschrieben. - Arbeitsaufwand für Menge an Credit Points etwas hoch, ansonsten toll. (1 Count)
- Die sehr detaillierten Vorlesungsfolien haben geholfen und die Aufgaben die wir dann selbst bearbeiten sollten waren immer kreativ und haben Spaß gemacht. Insgesamt eine sehr gute Veranstaltung! (1 Count)
- Auch wenn man nicht die Vorlesung besucht, ist der Inhalt sehr verständlich in den Folien dargestellt und die Hausaufgaben sind gut lösbar. (1 Count)
- Wie bemüht die Studierenden waren, die den Kurs geleitet haben. Aufwand war etwas groß für 4 ECTS, aber alles in allem machbar. (1 Count)
- Die Hausaufgaben waren sehr gut gestellt, vom Umfang und Schwierigkeitsgrad her. Es gab immer Aufgaben zum Einstieg und dann schwieriger werdende Aufgaben bis zu Bonusaufgaben, das hat mir so sehr gut gefallen und hat immens beim Verständnis und bei der Motivation geholfen. Die Walk-in-Sessions waren ebenfalls sehr sinnvoll und haben geholfen, wöchentlich die Hausaufgaben zu erledigen und Ansprechpartner vor Ort zu haben. Insgesamt war dieser Kurs der best konzipierteste, den ich dieses Semester belegt habe! Ganz großes Lob an die beiden Dozenten, ich habe wirklich viel gelernt! (1 Count)
- An sich war der Kurs echt sehr hilfreich und auch der Umfang angemessen. Ich mag sehr wie ihr Beide euch mit all' unseren Fragen und Problemen auseinandersetzt. Ich bin sehr begeistert davon wie ihr die Dinge erklärt und verdeutlicht. Ich habe super viel mitnehmen können und denke, dass ich durch euch nun deutlich besser im programmieren geworden bin. Mir ist bewusst, dass man für einen Kurs immer viel machen muss und ihr habt auch zu Beginn erwähnt, dass es Arbeit sein wird. Dennoch denke ich dass der Umfang der Hausaufgaben teilweise zu viel war. Teilweise gäbe es doch echt sehr viele Aufgaben, welche alle zeitaufwendig waren - das empfand ich als viel zu stressig, insbesondere unter der Berücksichtigung, dass es nur 4 ECTS gibt. Danke trotzdem :-) (1 Count)
- Die Dozenten machen einen hervorragenden Job und erklären Dinge, die man nicht verstanden hat sehr gut. (1 Count)
- Gefallen hat mir das Engagement der Dozierenden, sowie deren Hilfestellungen donnerstags in den 'Walk-In'-Sessions. Besondere Aufgaben, in welchen man einen direkten 'sinnvollen' Gebrauch des Gelernten bemerken konnten wie im Knight-Programm haben dazu geführt, dass ich mehr Lust hatte mich, trotz fehlender Zeit, mehr damit zu beschäftigen. Auch wenn es wahrscheinlich Raum-Technisch und vom Zeit-Management nicht anders ging, wäre ein anderer Tag und eine frühere Zeit, angenehmer und attraktiver wahrzunehmen. Danke für eure Mühen, ich hoffe wir waren gute Studis, die euch nicht zu sehr angestrengt haben! (1 Count)
- Die Vorlesungs-Slides waren nicht immer besonders hilfreich für die Bearbeitung der Hausaufgaben. (1 Count)
- I really liked the scope of the lecture and slides. In fact, slides fully covered every imaginable application of a given topic. I, however, did not like the way the material was presented in the class. Oftentimes, the content was quite easy but the lecturers somehow made it difficult. I believe most topics could have been taught in a much easier way. Also, the lecturers' tone during teaching was monotonous and quite boring to listen to. (1 Count)

- I had limited programming experience and wanted a revisiting of fundamentals using Python, in anticipation of use in course related activities and Scientific Python and Methods of AI. From this perspective I was very, very satisfied with the breadth of the course in terms of exposure to tools/packages. I feel comfortable now to approach the packages used and also to install and experiment with other more domain focused packages that are in areas of particular interest, and the course has provided me with this capacity. I found the fundamentals were not addressed/practiced in detail and could have been assisted by heavy reference to supporting materials in the earlier weeks (eg. Automate the Boring Stuff chapters) I often felt out of my depth with the homework (a good thing - they represented real projects) but felt I could have done with more hand holding before getting to that point. I didnt attend the majority of the lectures as I felt comfortable to work with the materials from the slides. If the homework were due on Tuesday, and the group work session on Monday afternoon, i could imagine to maybe have used this opportunity more also. (1 Count)

- Die Walk-in Session; einen festen Zeitraum während der Woche zu haben, an dem man die assignments betreut erledigen kann, ist extremst hilfreich :) (1 Count)
- Die Folien sind gut und klar strukturiert und sehr gut, um den Stoff selbst zu erarbeiten. Konnte leider nie zu einer Vorlesung, da sich das mit einem anderem Kurs überschneidet und hatte dennoch keine Probleme mit den Hausaufgaben. Sehr gut gemacht :D (1 Count)