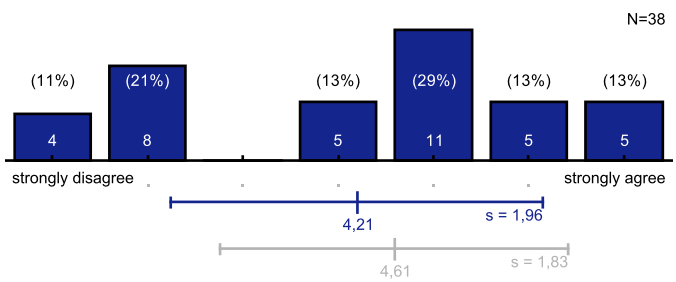
Results for the course Historical Linguistics

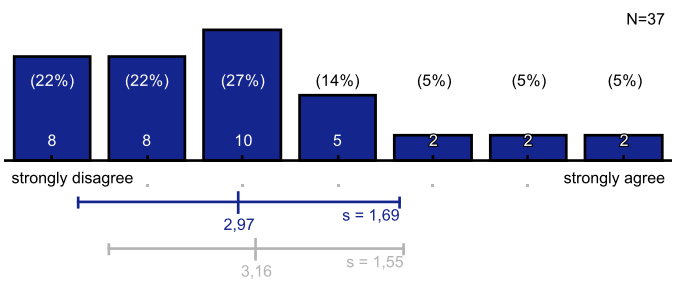
Dear Lecturer,
this documents contains the results for your course.
This course has 39 votes (out of 50 participants). This corresponds to a response rate of 78%.
You will find more information to the meaning of the diagrams at the end of this document.

ASSESSMENT OF INPUT

Interest and previous knowledge

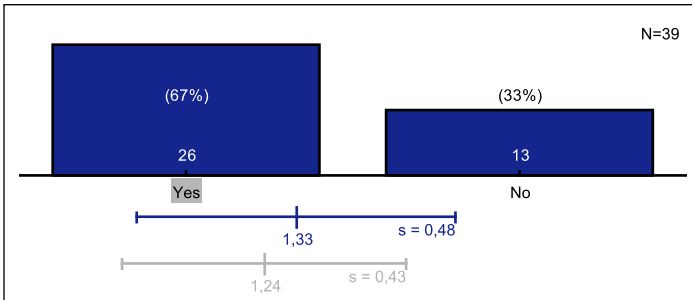


I have been interested in the subject matter before attending the course.



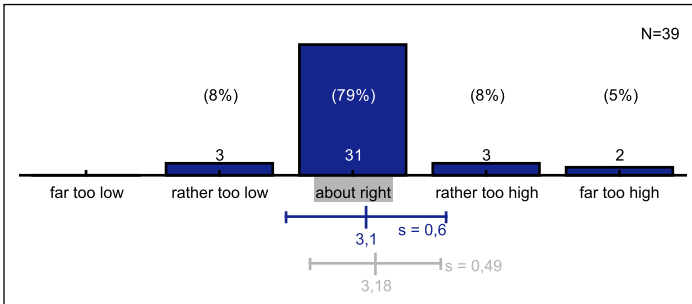
I already had extensive knowledge on its topics before I took the course.

Attendance

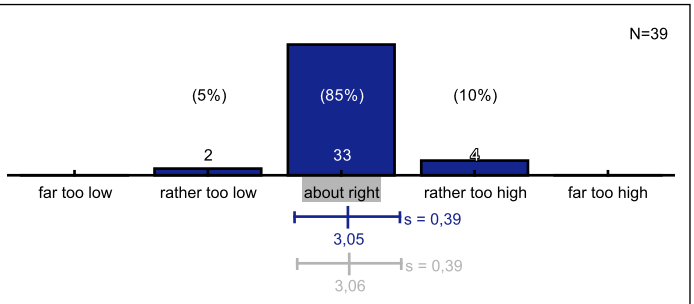


I have attended at least two thirds of the sessions of this course.

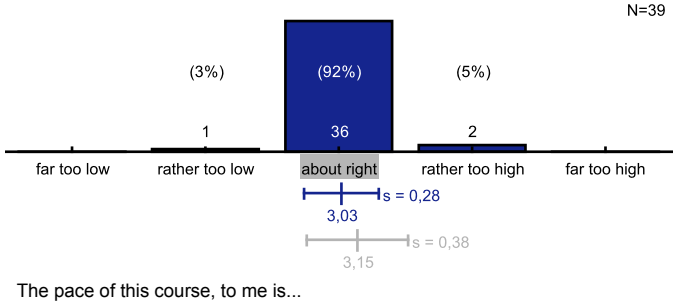
Course demands



The extent of the content covered in this course, to me is...



The difficulty level of this course, to me is...

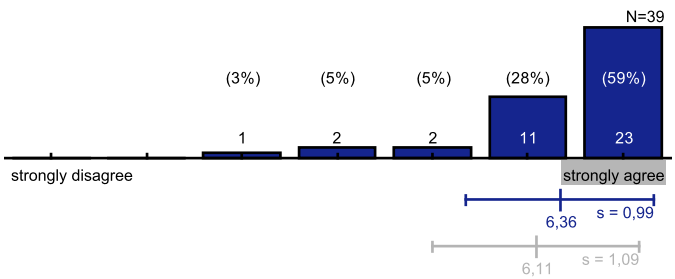


The pace of this course, to me is...

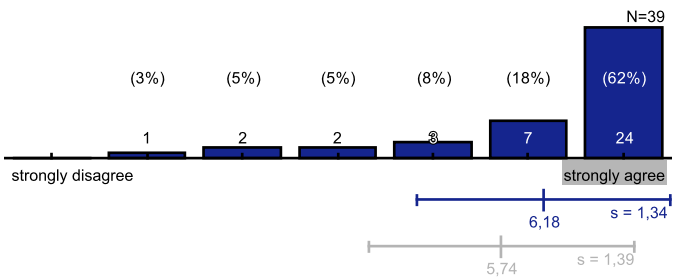
EVALUATION OF THE TEACHING COMPETENCY

A Conveying knowledge and supporting understanding

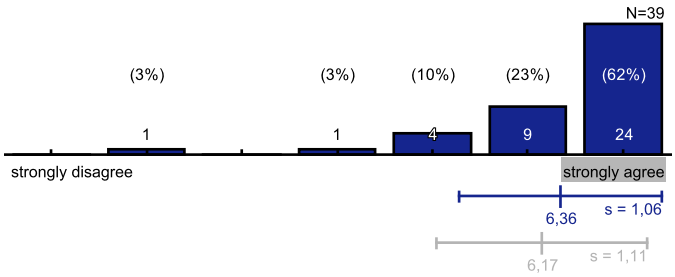
Clear and structured presentation



...offers a clearly and comprehensively structured course.

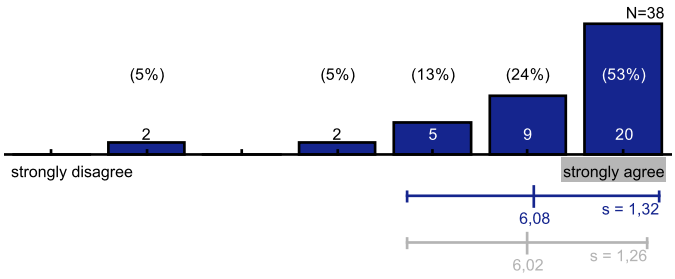


…clarifies the learning goals at the beginning of each session.

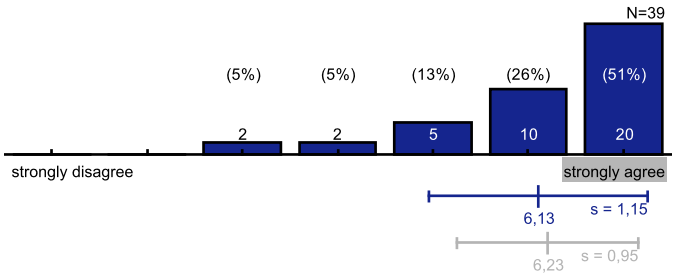


...presents the course content in a consistent and coherent manner.

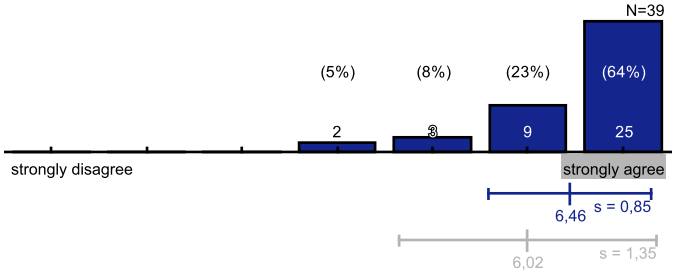
Comprehensible explaining



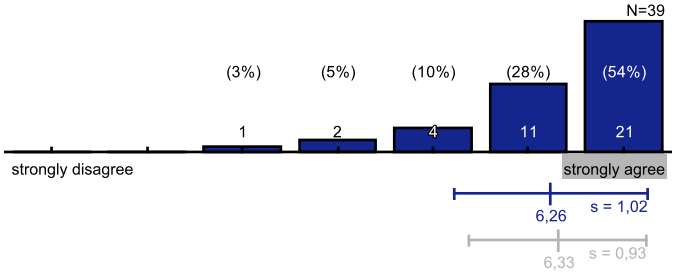
…explains new terms and concepts clearly and comprehensibly.



…is able to explain even complex issues in an comprehensible way.

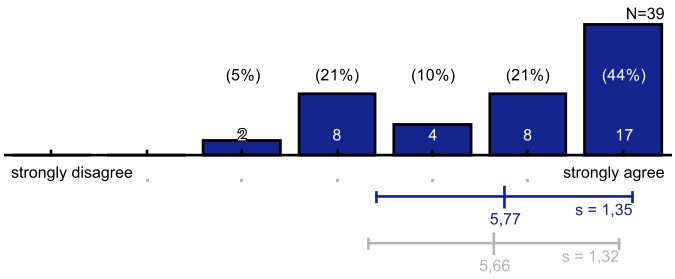


…offers illustrative examples that contribute to understanding the topics covered.

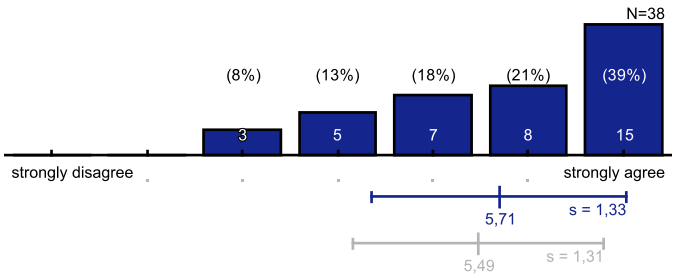


...answers students´ questions in a helpful and enabling way.

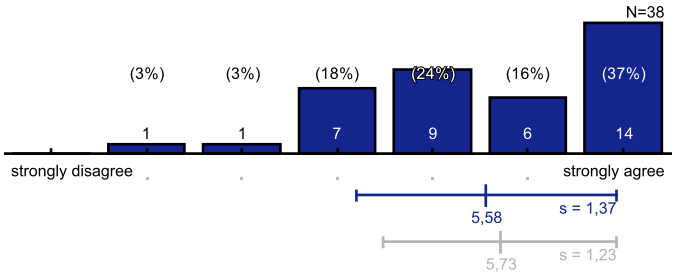
Summarizing and connecting material



…regularly summarizes the main contents of the course.

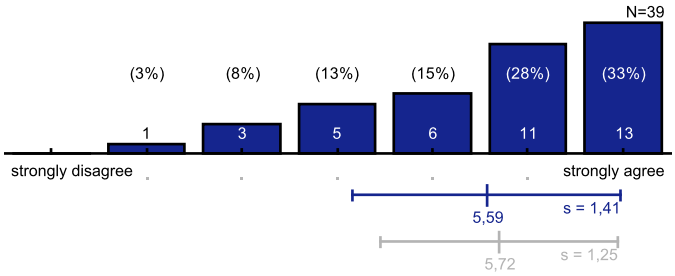


...explains how each session is connected to the previous one.

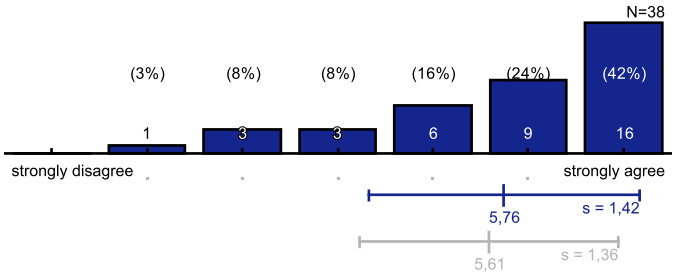


...continuously refers back to topics already covered.

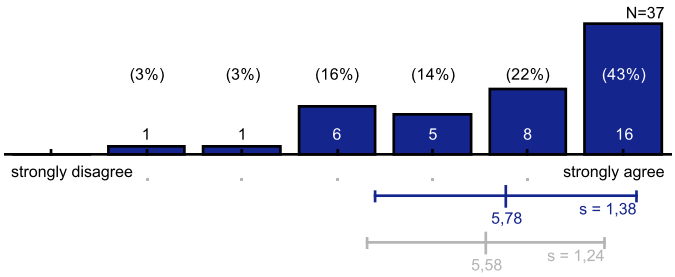
Checking understanding



…provides questions that help students to check their understanding of the subject matter.

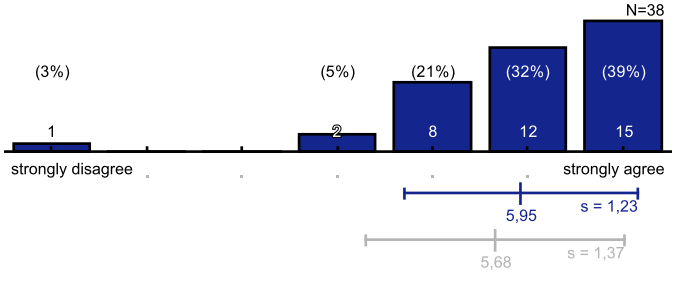


…makes sure students understood central aspects before going on to the next topic.

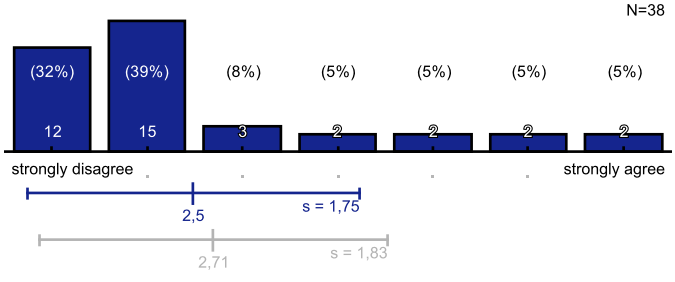


...encourages students to check for themselves whether their contributions/answers are correct.

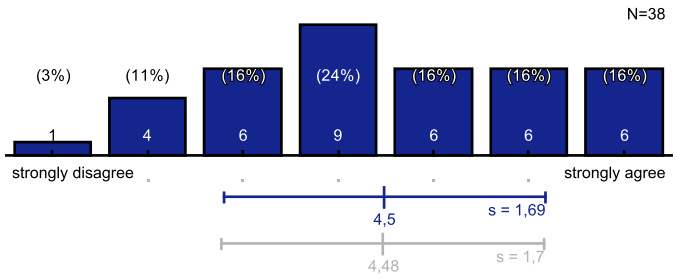
Giving learning-oriented feedback



…gives constructive feedback in response to students' contributions/answers.

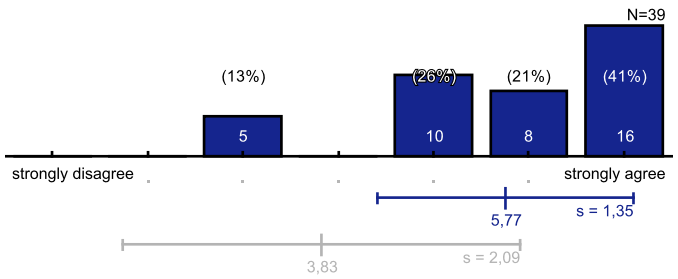


…does not give students enough feedback.

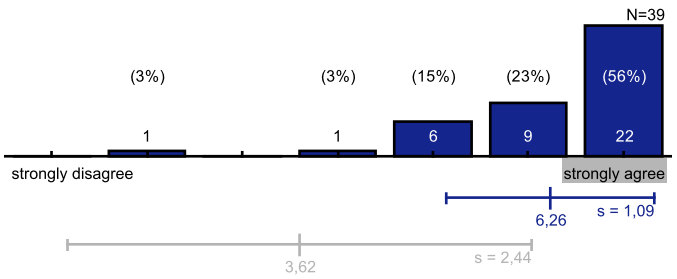


…gives students specific advice on improving their performance.

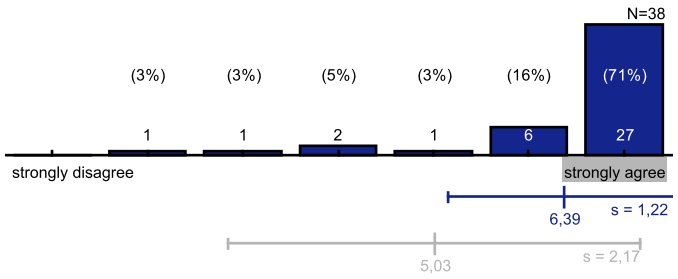
Productive use of teaching aids



…uses models, graphics, or diagrams to help explaining complex issues.



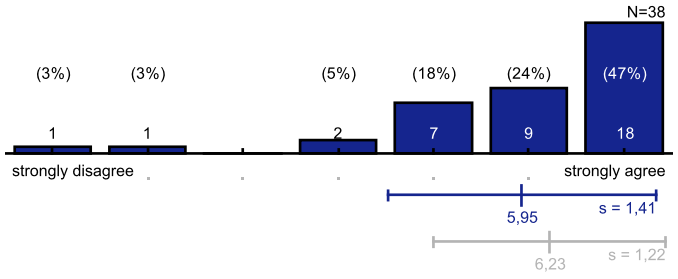
…uses successfully audiovisual media (e.g. PowerPoint presentations, audio or video materials) to present the subject matter.



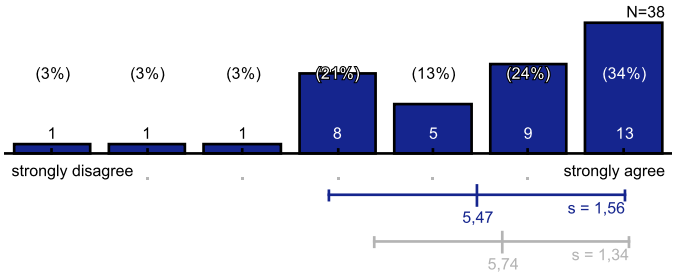
…organizes the blackboard, slides or PowerPoint presentations in a clear and legible way.

B Motivating students and providing a good learning environment

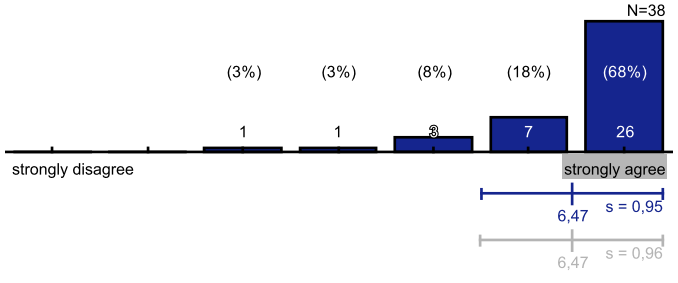
Creating a good learning environment



…creates a pleasant learning environment.

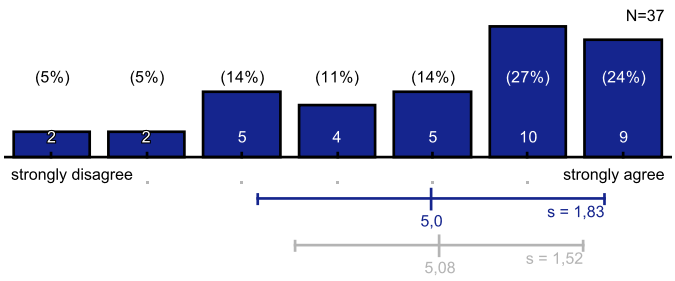


…addresses the students´ interests.

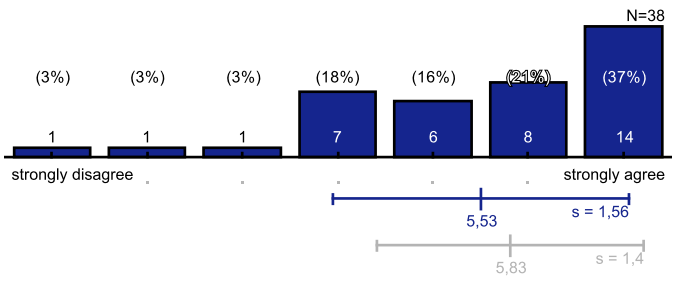


…takes students' contributions seriously.

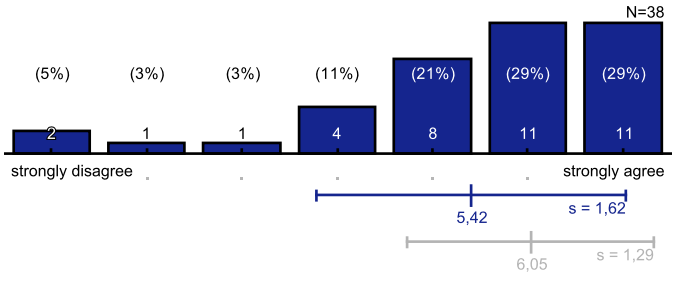
Sparking interest, avoiding monotony



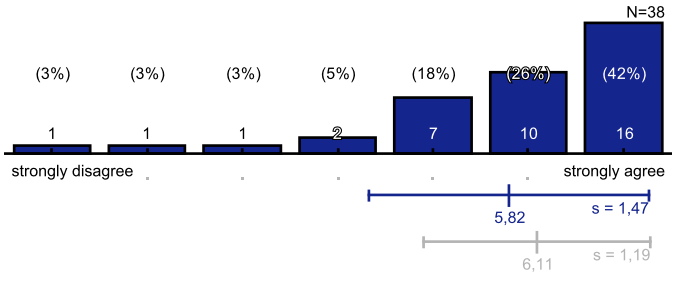
…organizes his/her course in a varied way.



…captivates students through a stimulating and dedicated presentation style.

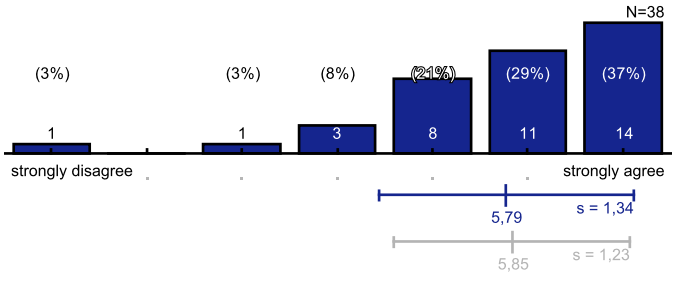


…maintains students´ attention throughout the session.

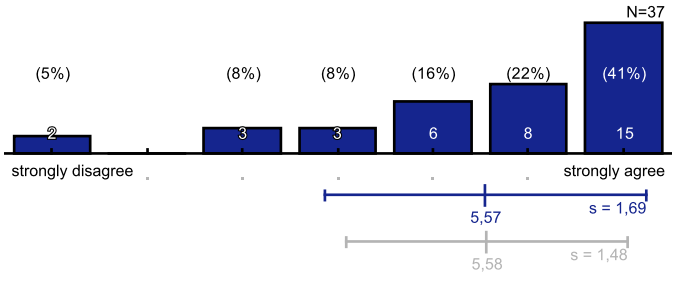


…is able to interest students in the subject matter covered.

Encouraging self-study

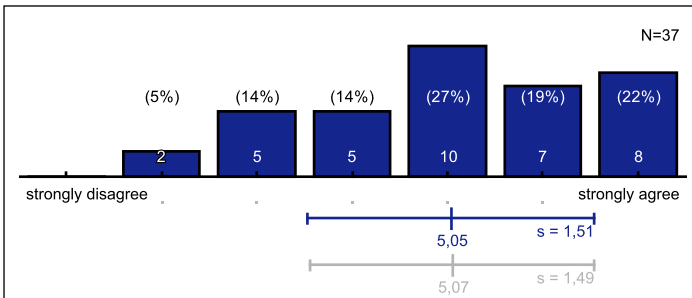


…creates opportunities for students to engage intensively with interesting aspects of the subject matter.

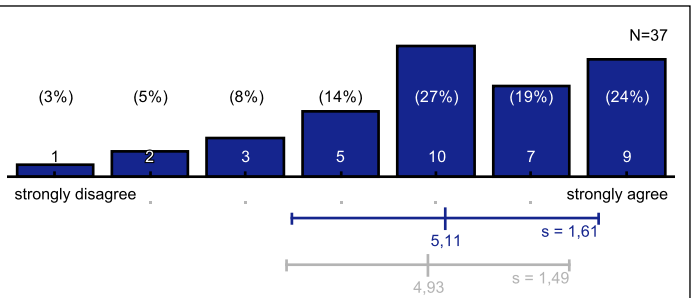


… encourages students to consider course content outside of class as well.

Clarifying relevance of course content

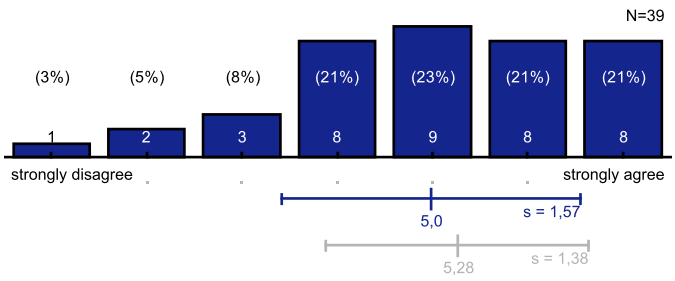


… clarifies the importance of the course content for students´ further studies.

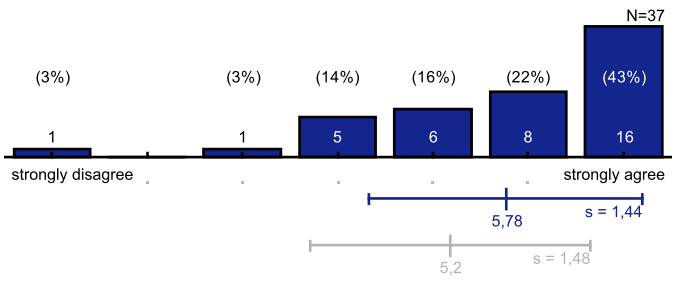


...elaborates on the practical applicability of the subject matter.

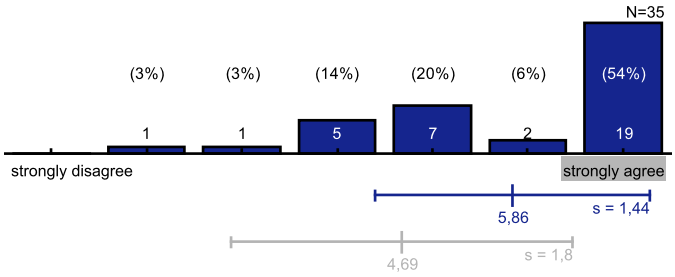
Encouraging students and strengthening self-efficacy



...encourages students in learning difficult content.

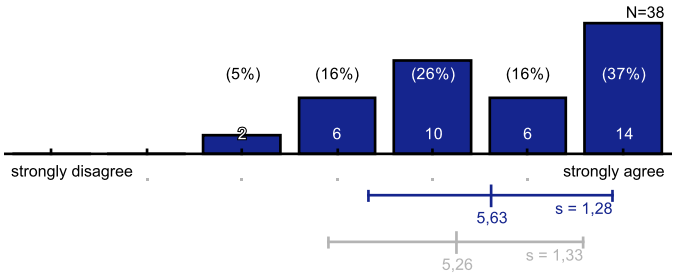


...supports students when they have learning difficulties.

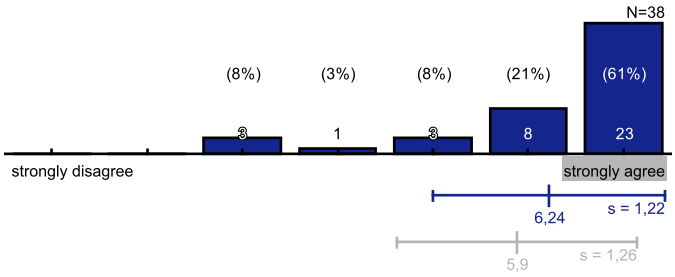


...specifically supports individual students or groups of students who need extra help.

Formulating appropriate requirements



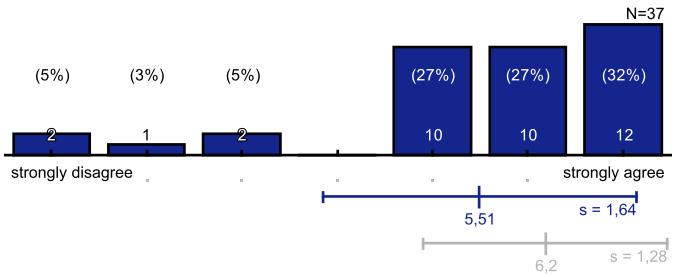
…successfully adjusts the requirements of the course to the ability of the students.



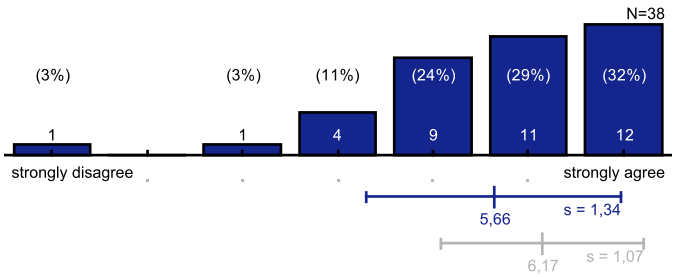
…defines the requirements in a way that the majority of students can fulfill them.

C Managing interactions in the learning group

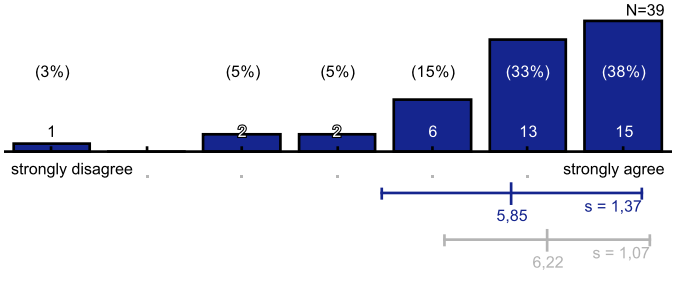
Dealing efficiently with disruptions



…is able to create a calm, undisturbed learning environment.

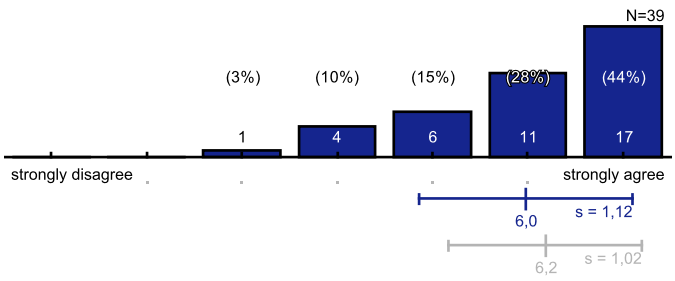


…deals with disturbances and disruptions appropriately.

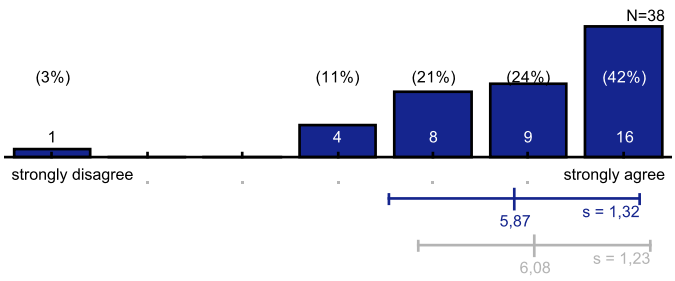


…proves the necessary assertiveness in face of disturbances and disruptions.

Steering discussion

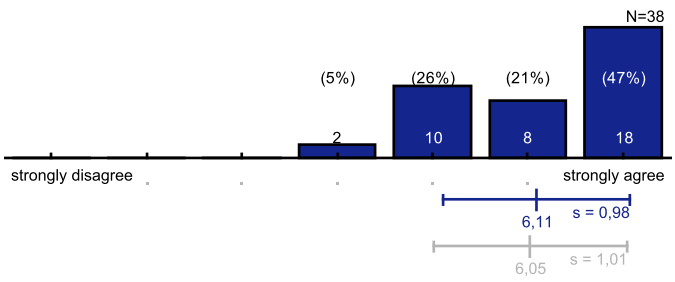


…skillfully leads tangential lines of discussion back to the session´s topic.

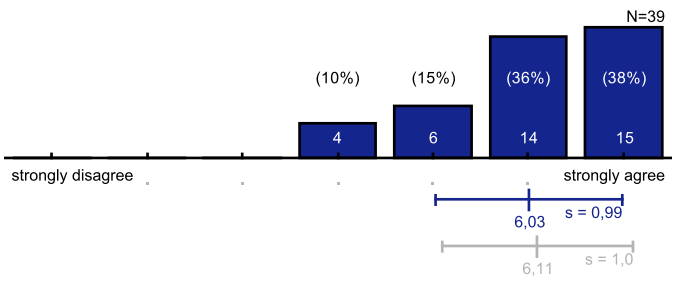


…steers the discussion in the learning group in a productive, effective way.

Making use of time

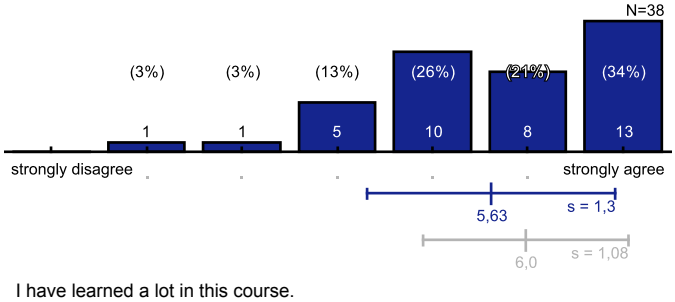


…practices excellent time management.

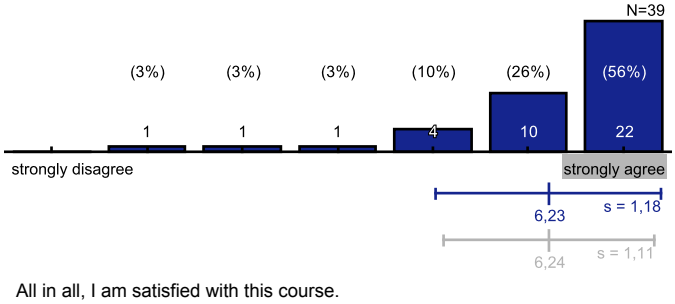


…uses the available time effectively.

ASSESSMENT OF OUTPUT



I have learned a lot in this course.



All in all, I am satisfied with this course.

Comments

Answers to text questions

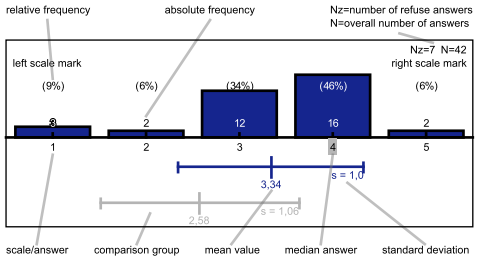
Comments

I particularly liked about the course:

- - a lot of group discussion
  - instructor made me interested into the topic
  - good atmosphere
  - relates content to practical appliance
- everybody had to contribute, the learning atmosphere is nice, casual, even jokes and links to other topics are made
- - good examples (pictures, videos)
  - appropriate workload => reading tasks
- How nice Mr. Konviczka was and how he always made sure everyone understood everything. He is a good teacher, very calm & structured. He always gave up his chair so everyone could sit. The reading tasks were easy to read and mostly a good start into the topic.
- I didn't think I would enjoy this seminar but the course was laid out in such an excellent manner that I am now very interested in this topic. Really enjoyed the topics covered.
- I liked the varied activities in the course.
- I like the way the seminars were structured (with groupwork, presentations & discussions)
- - M. Konvicka was always ready to help us (f.a. with difficult questions) & explained compley issues really well
  - the course atmosphere was really pleasant & I felt like I could ask any question without any fear
- made texts/slides available on BB on time
- Mr. Konvicka always offered help and was always available if problems occured
- - short student presentations, rather than long tideous ones
  - presentations are distributed the week before, results in a fairer distribution
- That the teacher provided the students of the course with a list of subject - ideas for the final term paper!!!
- the analogics for explaining, the teacher and his charising dedication and enthusiasm for the subject. Would choose again.
- The calm out convincing performance of the lecturer
- The content and its structure. The combination of reading and discussion tasks. Congratulations for this subject!
- - the learning environment
  - the discussions
  - the enthusiasm, the teacher showed when teaching

- the lecturer
- The link between dry linguistics & the framing of history => makes it vivid
- - the main power point presentation
  - the "easy going" approach
  - Mr. Konvickas humor
  - the reading tasks
  - Mr. Konvicka was a very nice, helpful and approachable teacher
- - the sessions were structured very nicely
  - you could prepare for each session appropriately, because one always knew what to expect
- The teacher showing a bit of nerdy self through relating to old computer games
- The teaching and provided material was good. It is more due to my disliking of linguistics, that I can't enjoy this course too much.
- The topic is very interesting and considering that we have to learn about the vastnee of history of Ebglish in such a short amount of time, I feel like we receive a great overviw with an appropriate workload.
- the topic seems approachable now => class was interesting
- you and your teaching skills <3
  keep going on like that!

The course could be specifically improved through:

- abwechslungsreichere Struktur des Seminars, Methodenvielfalt
- a smaller class size, more auditives
- being confused in the times we talk about very often, I would have appreciated a reference to the year // timeline
- Es gibt zwei Seminare für alle! Und dann findet dieses Seminar auch noch in KL 29/208 statt. Dieser Raum hat zu wenig Stühle und Tische! Die Leute sitzen auf Heizungen und auf dem Bogen! Katastrophe! Unzumutbar!
- if it were smaller
- It would have been pleasant to have less "group-work-discussions". The texts we had to read were too long for me and the people I spoke to.
- I would improve the course by cutting out some reading tasks. I think it is good to have themn, but some text were hard to understand or were too long.
- I would try to find a way to do the active participation differently. All those presentations were a bit much.
- less students; not so many student presentations
- - less students
  - not student presentations
- less working in groups
- more in-depth analysis of the Vorlesung
- more visual/graphic contents/maps/charts/etc.
- nothing, you were perfect!
- The course is already well organized
- The course sadly is dominated by input presentations, that can confuse more than explain and take away teaching time. Writing a short essay instead could help.
- The eliminiation of students that do not want to attend: compulsory attendance does not favor anybody.
- You could be more strict with students, who are not doing their reading tasks and therefore are not able to participate in group discussions

Legend