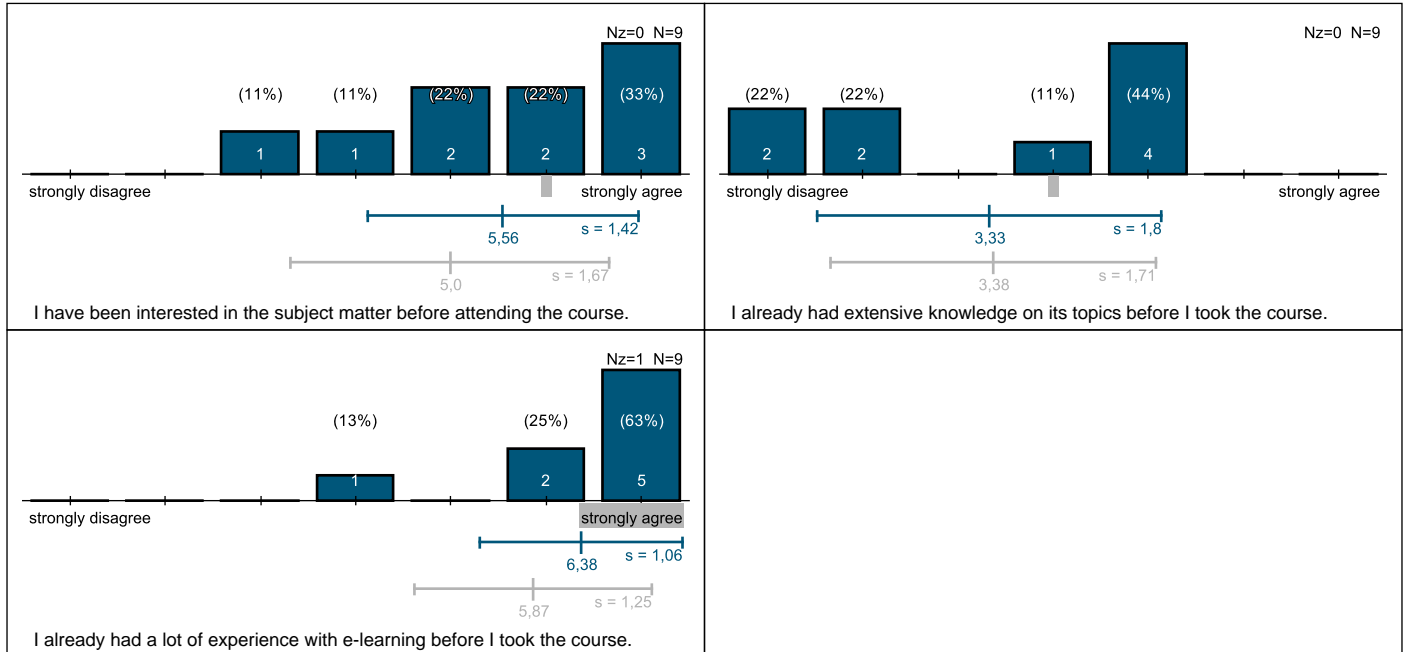


## Results for the course Semantics and pragmatics I: History and basic concepts

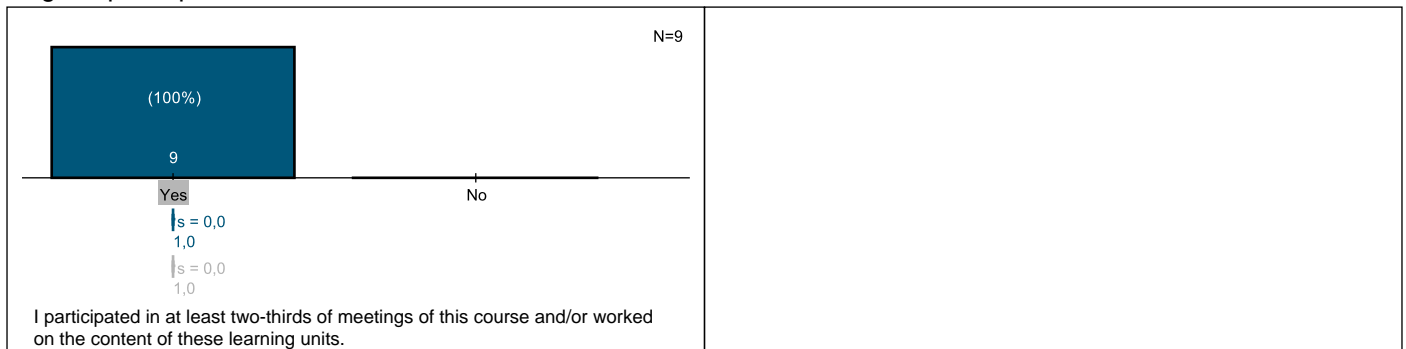
Dear Lecturer,  
 this documents contains the results for your course.  
 This course has 9 votes (out of 15 participants). This corresponds to a response rate of 60%.  
 You will find more information to the meaning of the diagrams at the end of this document.

### INTEREST AND PREVIOUS KNOWLEDGE

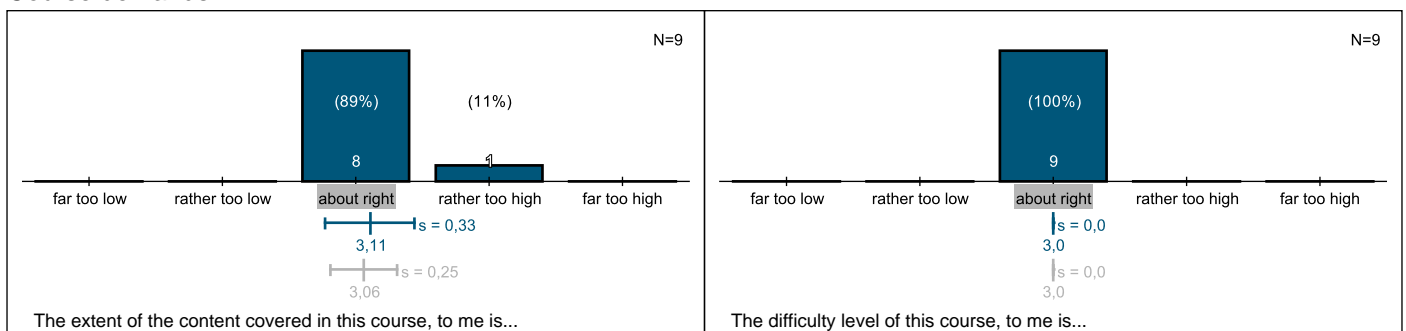
#### Interest and previous knowledge



#### Regular participation in the course



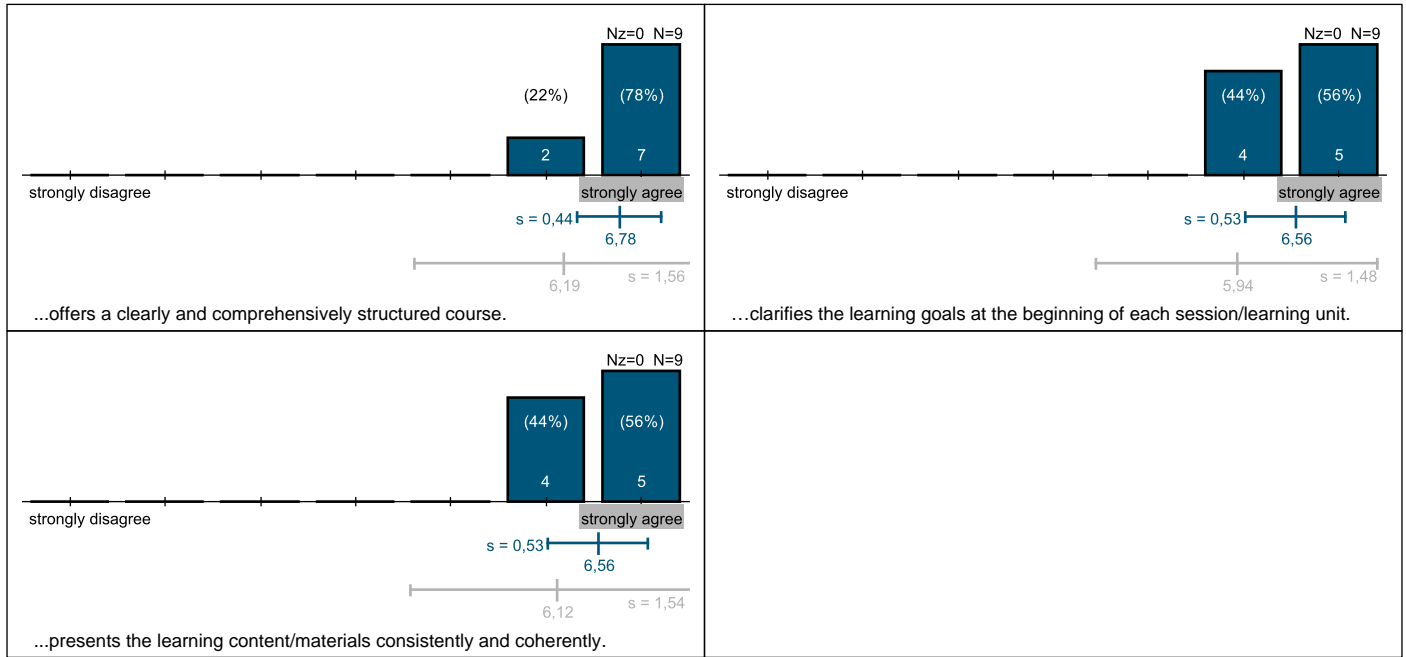
#### Course demands



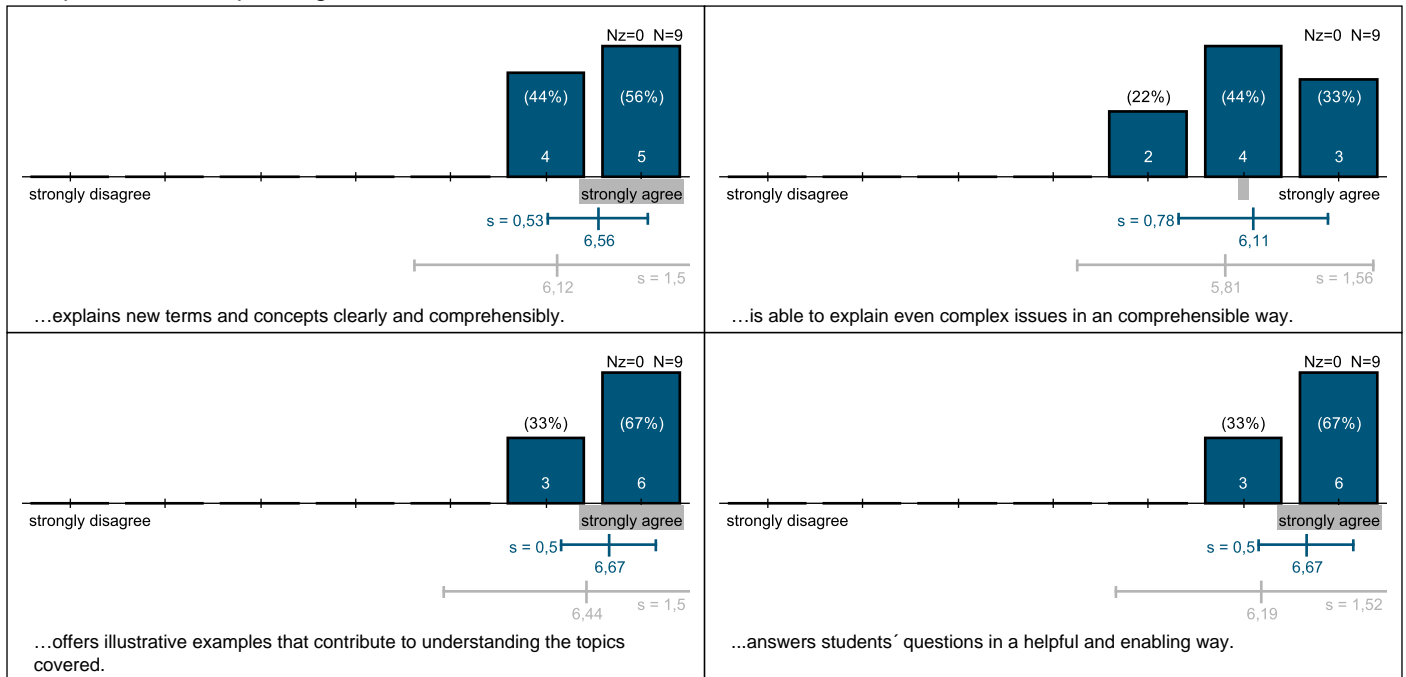
EVALUATION OF THE TEACHING COMPETENCY

A Conveying knowledge and supporting understanding

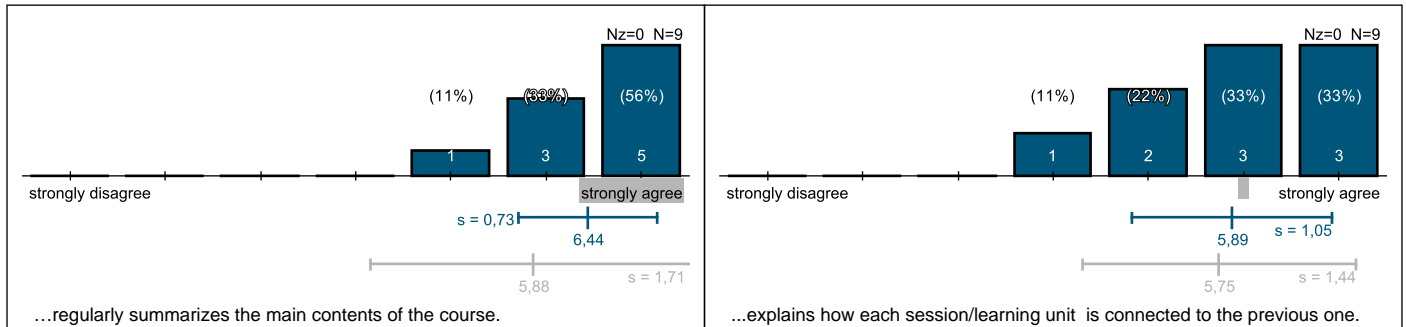
Clear and structured presentation

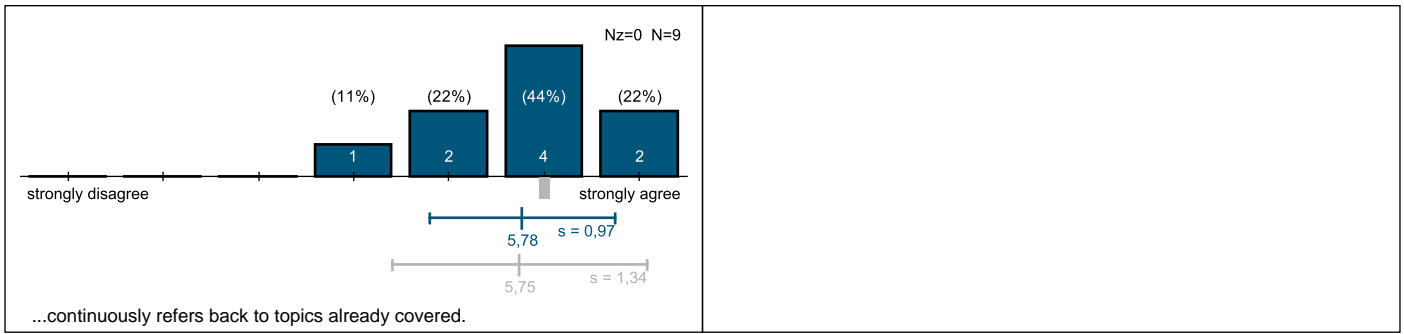


Comprehensible explaining

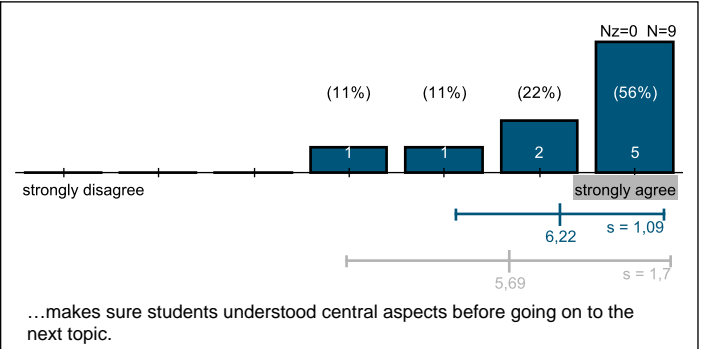
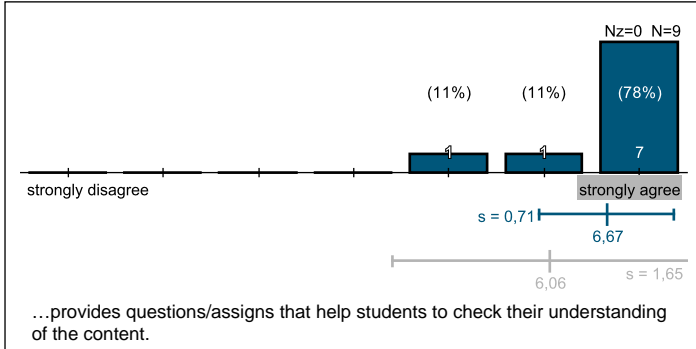


Summarizing and connecting material

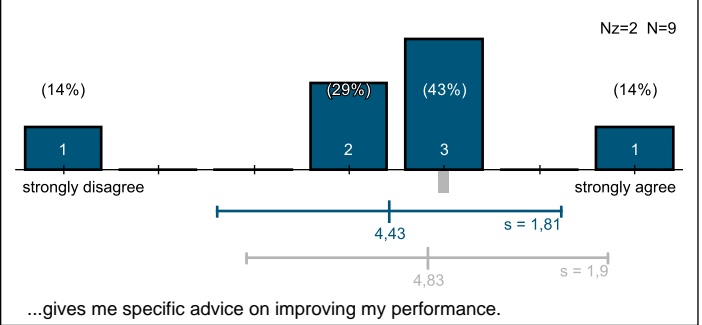
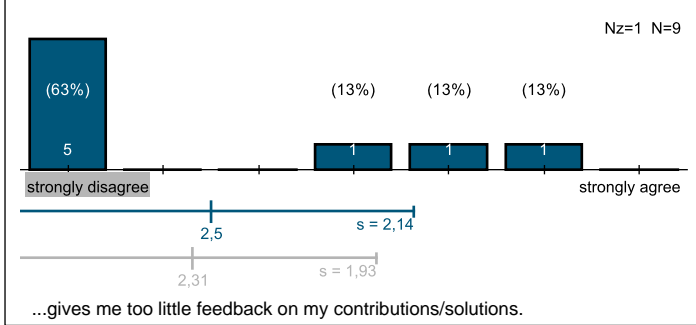
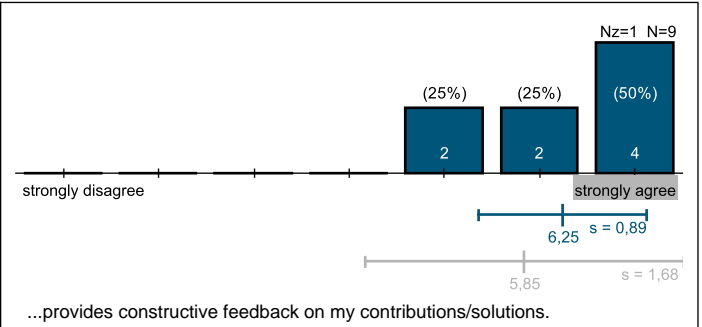
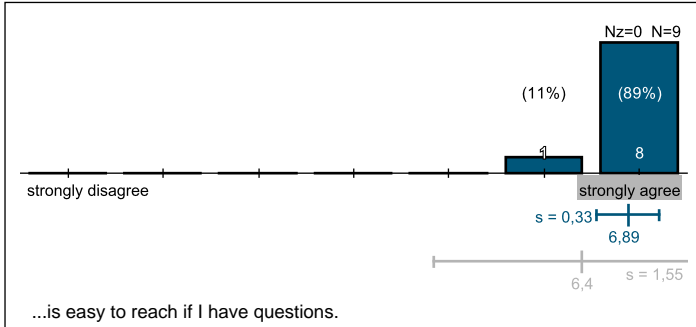




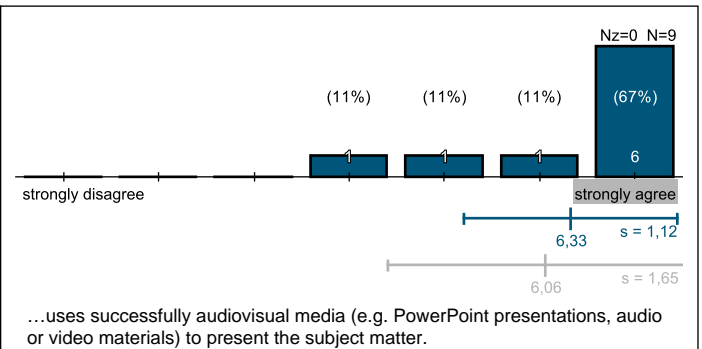
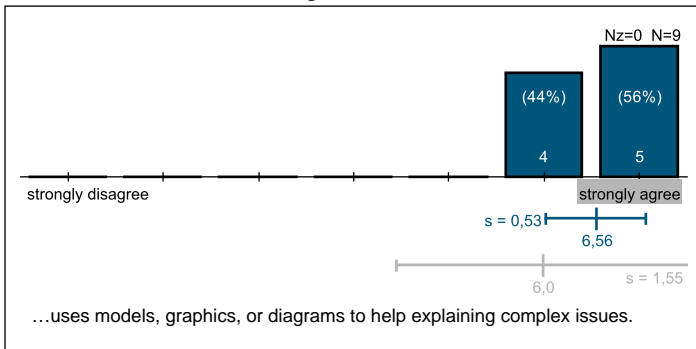
Checking understanding

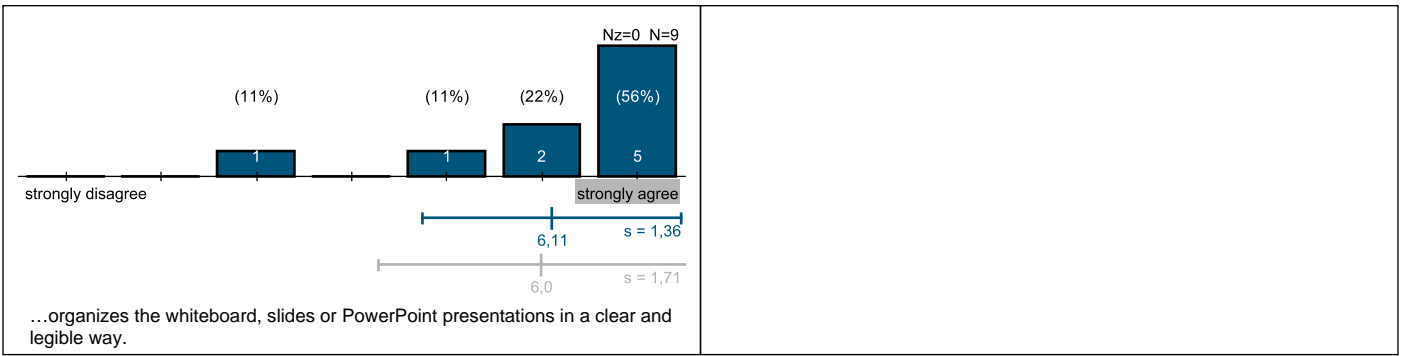


Giving learning-oriented feedback

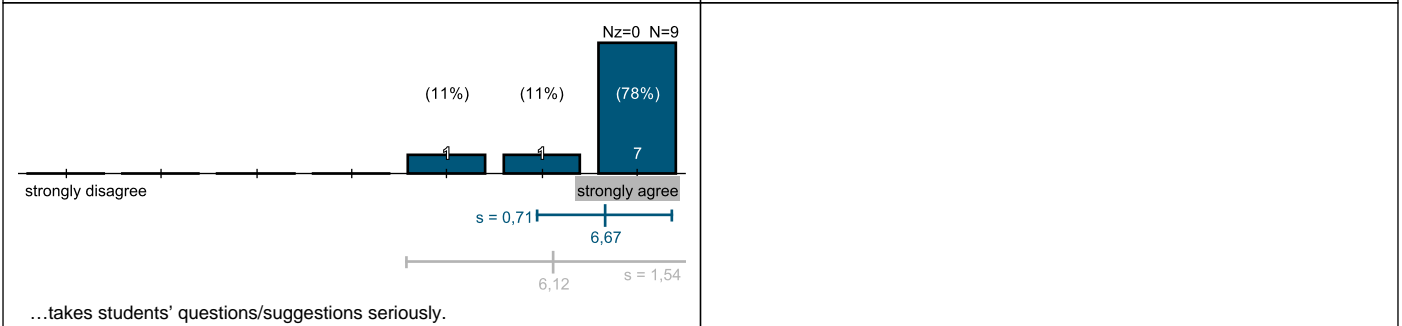
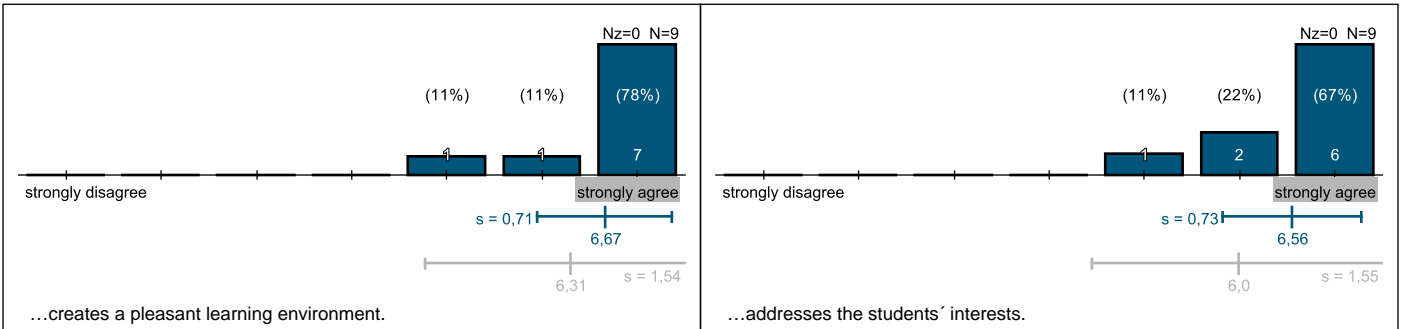


Productive use of teaching aids

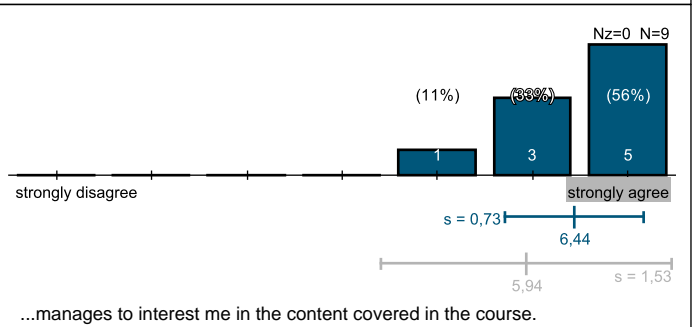
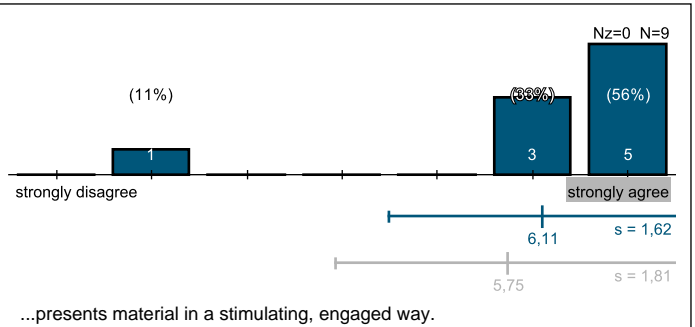
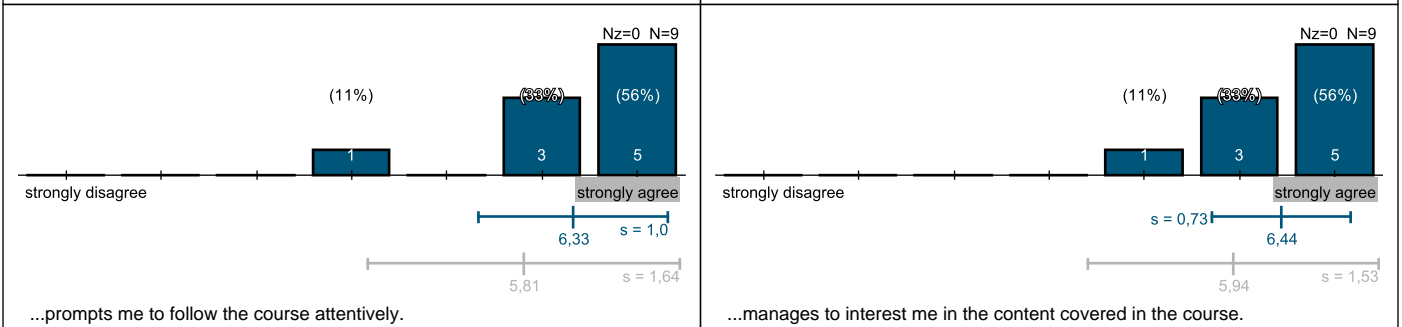
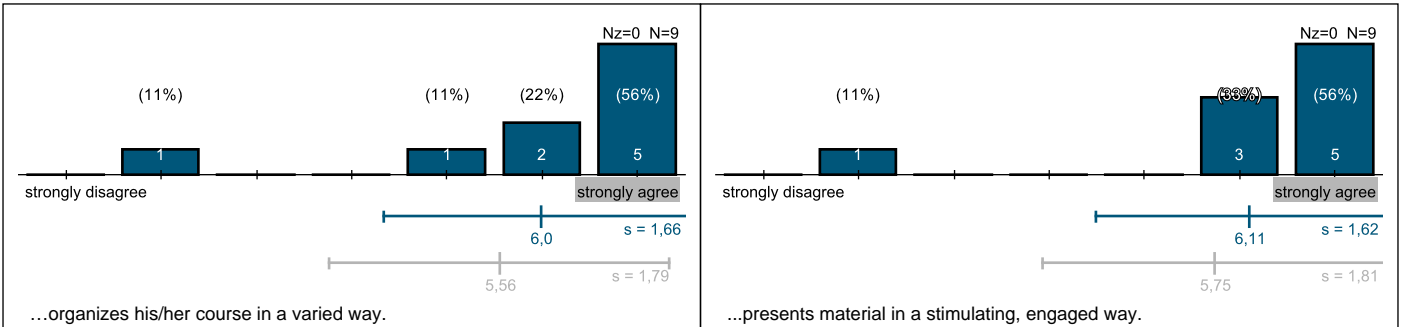


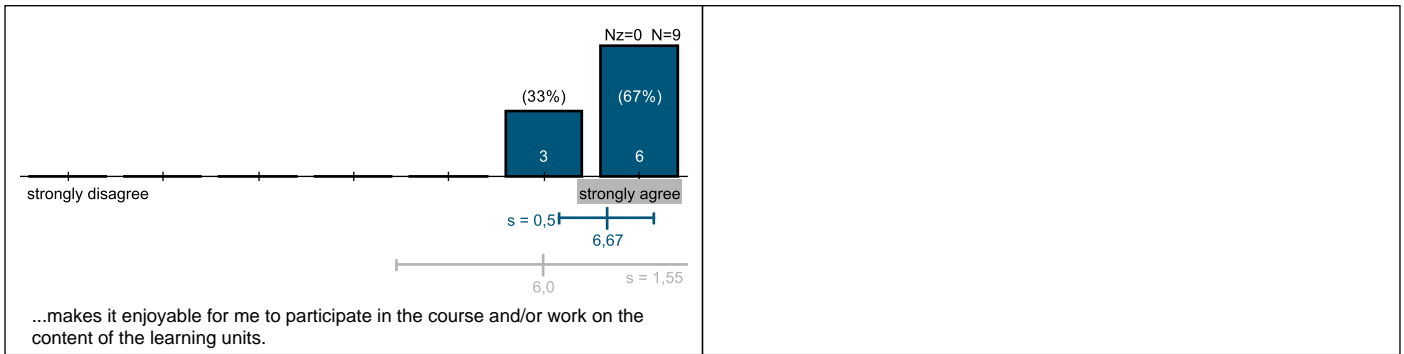


**B Motivating students and providing a good learning environment**  
**Creating a good learning environment**

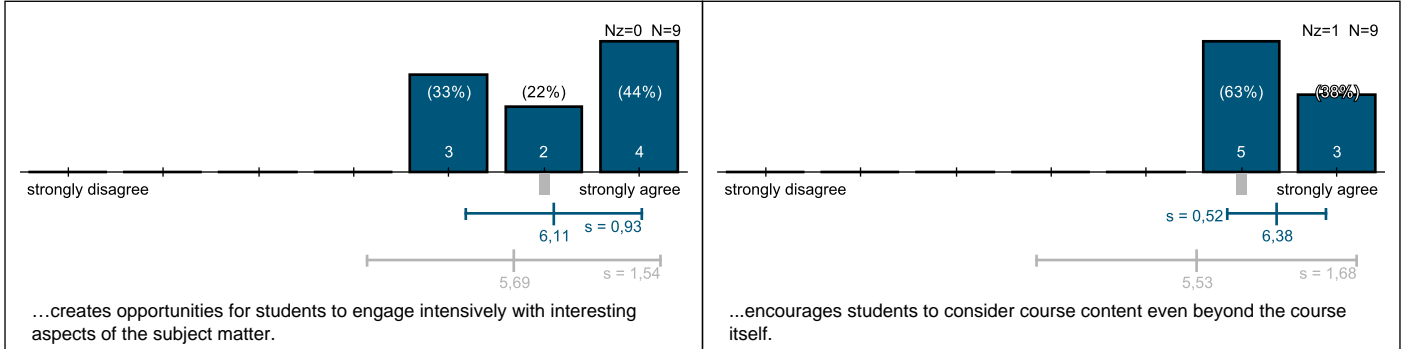


**Sparking interest, avoiding monotony**

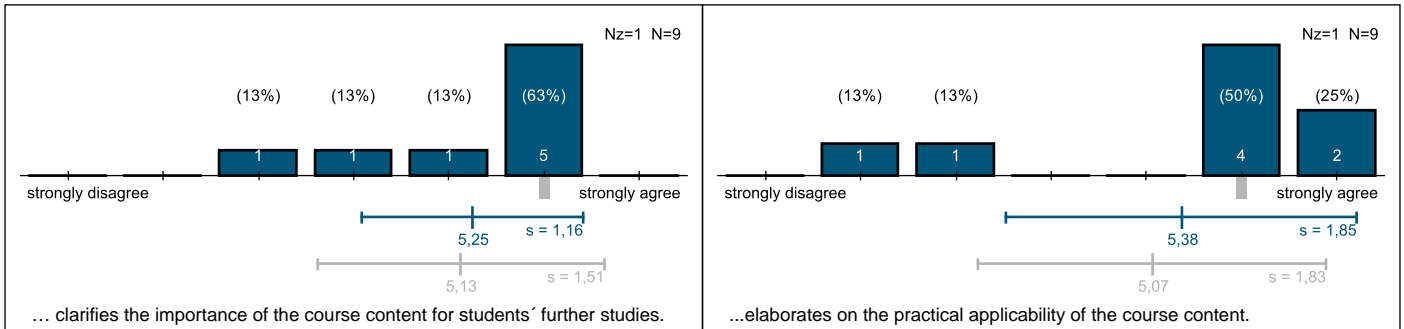




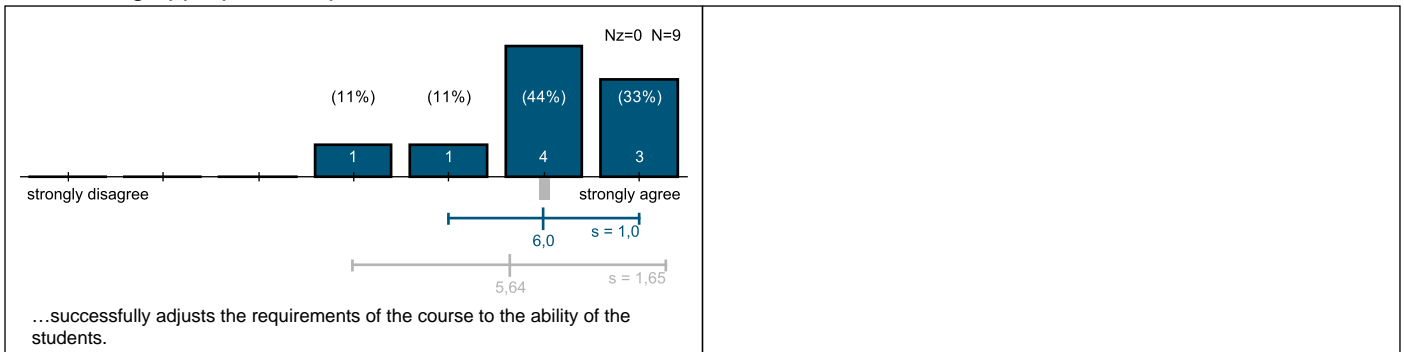
Encouraging self-study



Clarifying relevance of course content

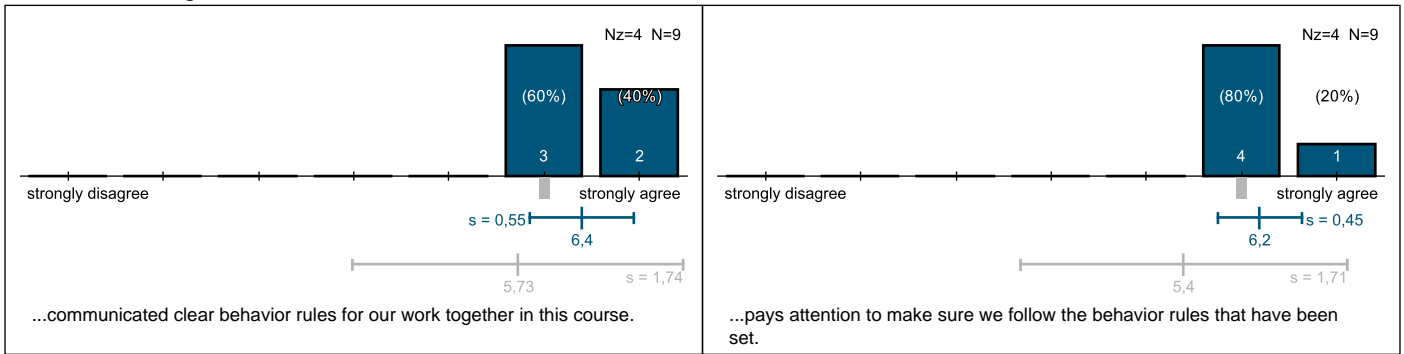


Formulating appropriate requirements

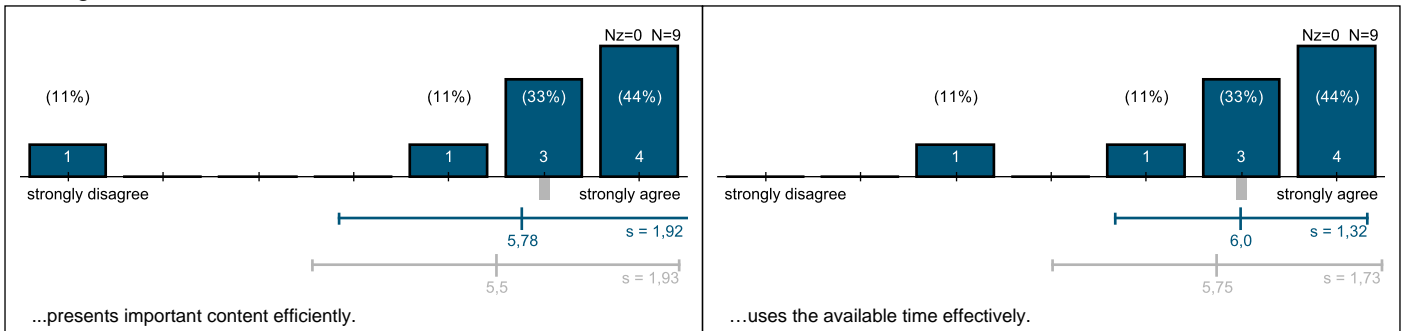


C Managing interactions in the learning group

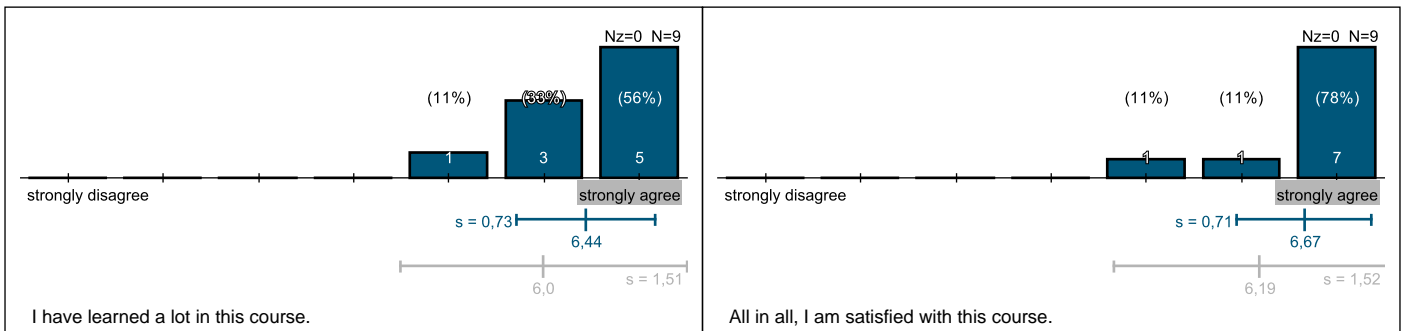
### Communicating behavior rules



### Making use of time



### ASSESSMENT OF OUTPUT



## Answers to text questions

### Comments

I particularly liked about the course:

- Being able to discuss the handout questions and further points in small groups before having a bigger discussion in class.
- I appreciated the lecturer's recommendations regarding books and movies. Not only to relate to the topics of the course but also to be motivated to think about linguistic aspects in life beyond the classroom.
- I like that we are encouraged to have a lot of discussions among ourselves which allows us to really participate, i.e. actively taking part in the process of engaging with the provided contents. Moreover, the atmosphere is very good and I feel safe and comfortable when asking questions or sharing thoughts that may not be well sorted yet.
- The course was very interactive and the lecturer always made time for discussions and questions about the topic at hand. It was fun learning something about a complex topic in a way that could be understood without having already had several classes on it. I enjoy the way the lecturer speaks to the students in a respectful way and on eye-level, something that cannot be said about all lecturers.
- The freedom-like environment that invited to participate.
- The lecturer is very nice and attentive. He is also down-to-earth and the handout questions give us the opportunity to engage with other students and maybe make some friends. I also appreciate the effort he puts into his slides and the way he uses illustrative and humorous examples.

The course could be specifically improved through:

- having more practical activities

- It could be improved if the lecturer used the course time more efficiently. Often, we don't get to finish our day's material because he spends too much time on repeating the content of the text we were already assigned to read, and also because he (like most teachers) seems to massively underestimate how long it takes for him to explain something and how high the percentage of his own share of speech is.

When it's time to discuss the handout questions, the slide always only shows the first of the three questions, so we need to look up the other two with our own devices. This is cumbersome and disincentives us to engage with 66,6% of the questions. He could easily just put in one additional slide that accompanies our discussion and that shows all three questions at once. That way, we could just do a quick glance at the slide to remind us of the questions and we could have a more productive and livelier discussion.

I also think that we are often given too much time to discuss the handout questions. He likes to move from table to table and chat with the groups about the discussion topics. This often means that he keeps chatting with one group, or even more, even though the other groups no longer have anything left to discuss in the meantime. He doesn't seem to notice that, because every group feels the need to present something to him while he is chatting with them.

The lecturer's speaking style tends to be somewhat awkward and insecure. There are too many little pauses, uhms and reconsiderations, as well as an apparent lack of confidence in his words that can make him sound less convincing and is somewhat less motivating for students to engage with him.

It's also awkward that he can't rely only on his remote control to switch the slides, but also often bows down to look at his laptop and use its keyboard or mousepad. Since he is so tall, this movement is very awkward, because he has to bow down so low. He should either try to place the laptop on something like a lectern, or stop bowing down to his laptop altogether. (Sitting down, so the laptop is closer to his eyes, is, in my opinion, not an option. The lecturer needs to stand, I think.)

The structure of his seminars is too repetitive, in my opinion, even though it is generally good. I also think that he should stop relying so much on the pre-conceived structure that his slides provide, but should, at least for some of the appointments, be more in the moment and let a discussion unfold naturally. (I recognize that this is difficult and takes practice.)

I don't want this evaluation to seem overly negative. I have the talent, and the curse, to have a good eye for things to critique, but am less inclined to notice or mention praise-worthy things. I like the course, but I have problems with it.

- Sadly, making so much time for and being open to discussions also put us in a time crunch at the end of the sessions to the point where we had to skip a couple slides in the PowerPoint presentation. Still, I never felt as though there was something cut off that would've been important. When the lecturer felt that these points needed to be covered, he started the next session with a quick repetition of what was missing in the last session.
- The only thing that could be improved on is the fact that there seems to be too little time for the complex contents that we are discussing. But since this course is supposed to give an overview about essential concepts of Semantics/Pragmatics this is understandable. However, sometimes I have the feeling that we should spend a little more time on discussing problems of a specific text/theory or also on putting the given text into a larger context (wrapping up).

## Legend

