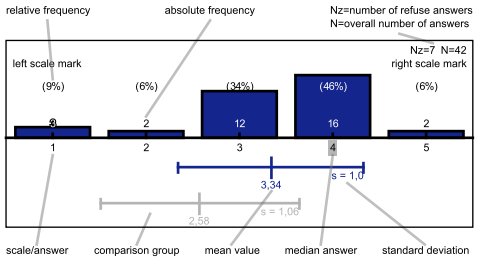
Results for the course PS-Introduction to Linguistics

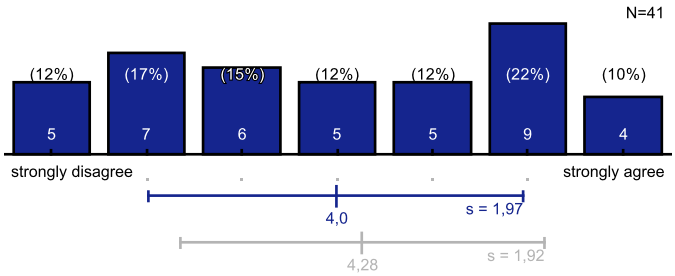
Dear Lecturer,
this documents contains the results for your course.
This course has 41 votes (out of 55 participants). This corresponds to a response rate of 75%.

Legend

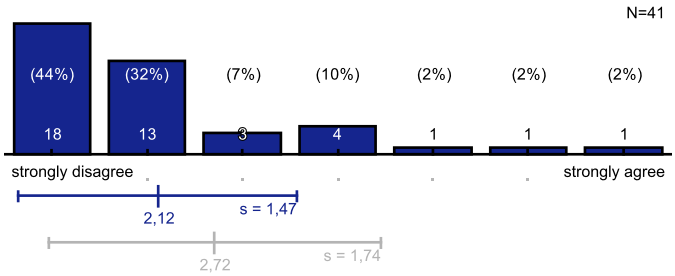


ASSESSMENT OF INPUT

Interest and previous knowledge

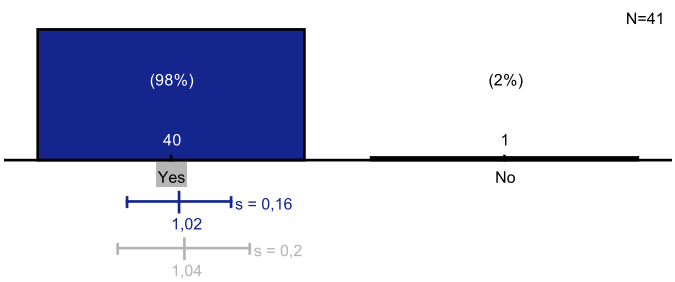


I have been interested in the subject matter before attending the course.



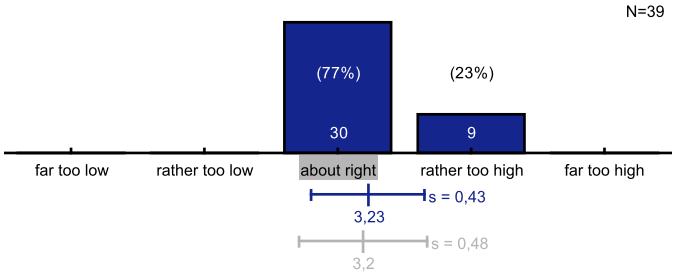
I already had extensive knowledge on its topics before I took the course.

Attendance

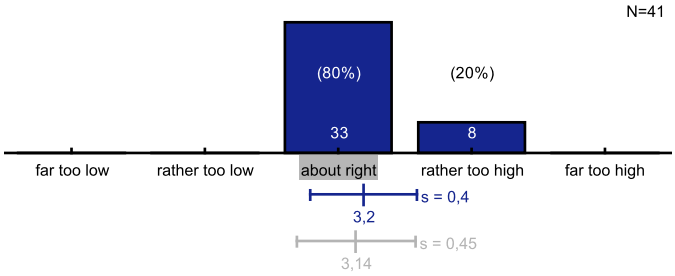


I have attended at least two thirds of the sessions of this course.

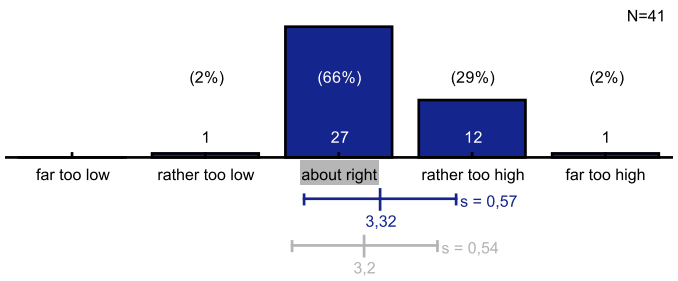
Course demands



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



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

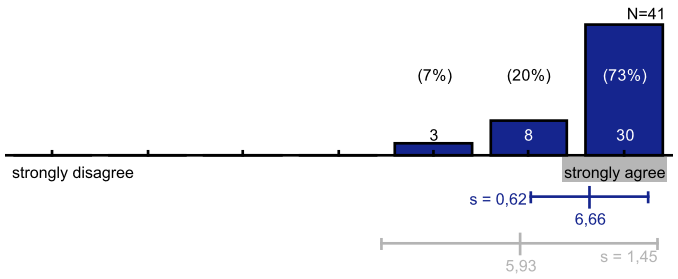


The pace of this course, to me is...

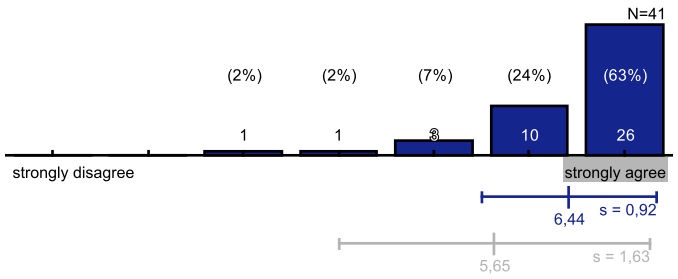
EVALUATION OF THE TEACHING COMPETENCY

A Conveying knowledge and supporting understanding

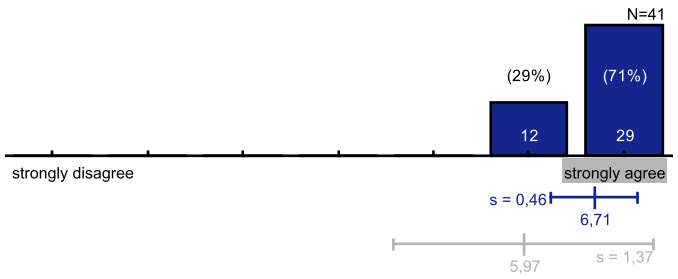
Clear and structured presentation



...offers a clearly and comprehensively structured course.

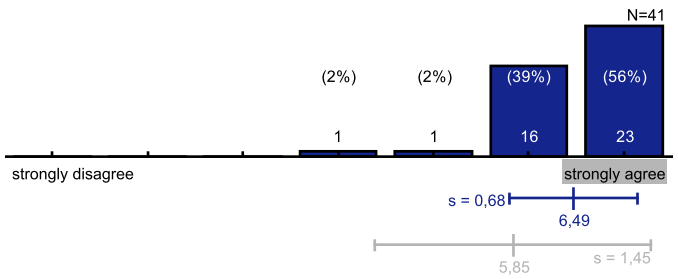


…clarifies the learning goals at the beginning of each session.

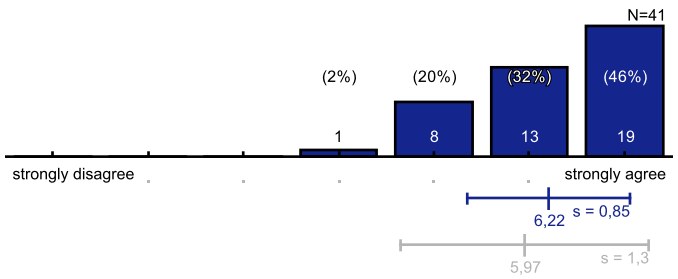


...presents the course content in a consistent and coherent manner.

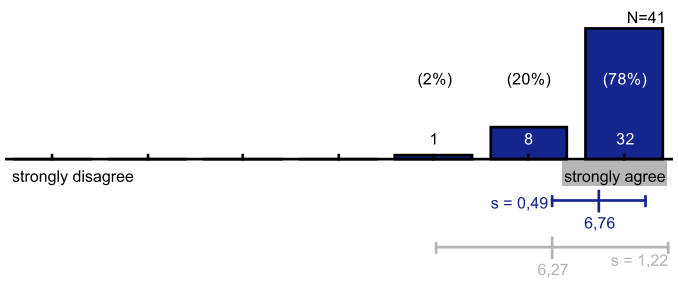
Comprehensible explaining



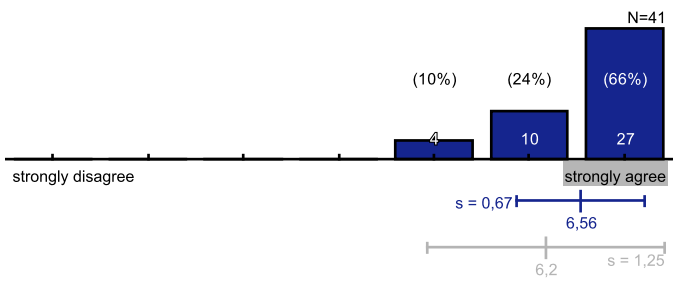
…explains new terms and concepts clearly and comprehensibly.



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

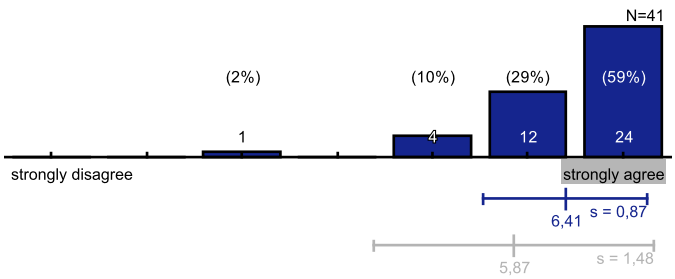


…offers illustrative examples that contribute to understanding the topics covered.

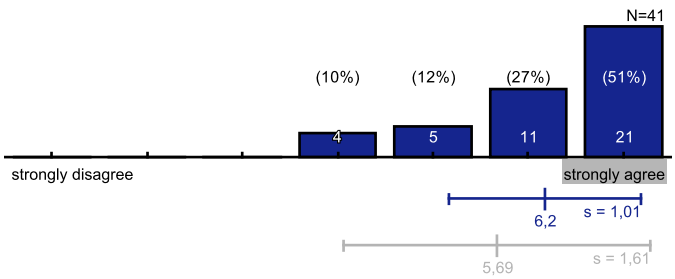


...answers students´ questions in a helpful and enabling way.

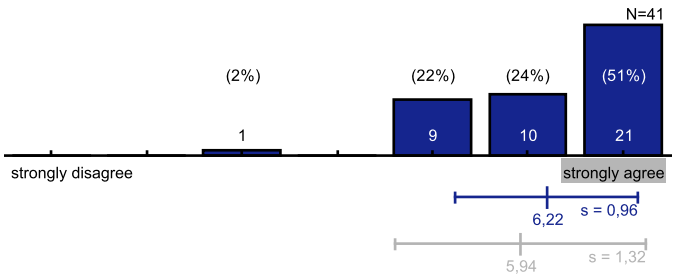
Summarizing and connecting material



…regularly summarizes the main contents of the course.

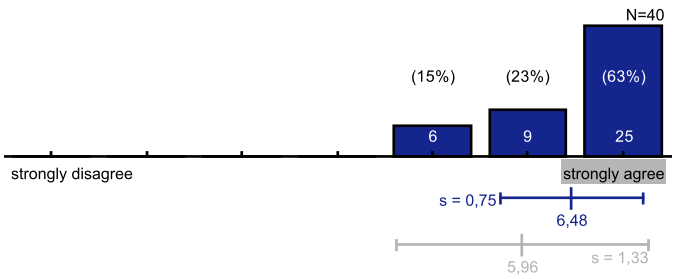


...explains how each session is connected to the previous one.

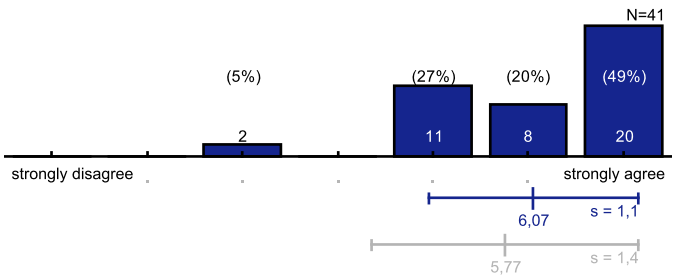


...continuously refers back to topics already covered.

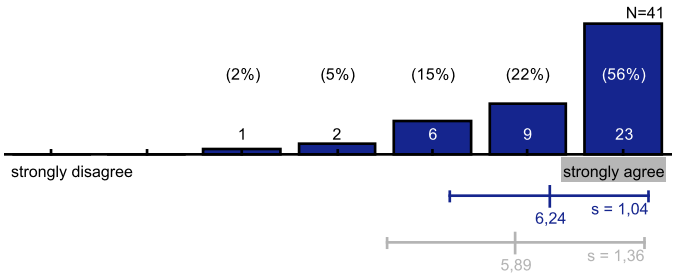
Checking understanding



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

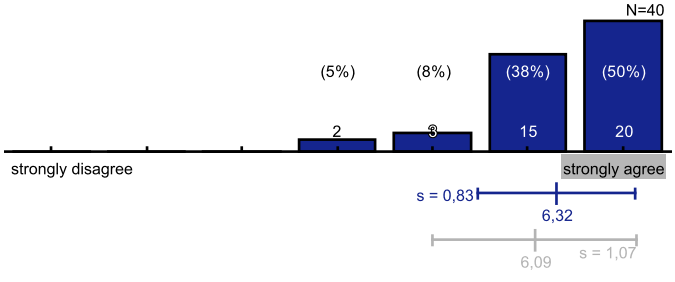


…makes sure students understood central aspects before going on to the next topic.

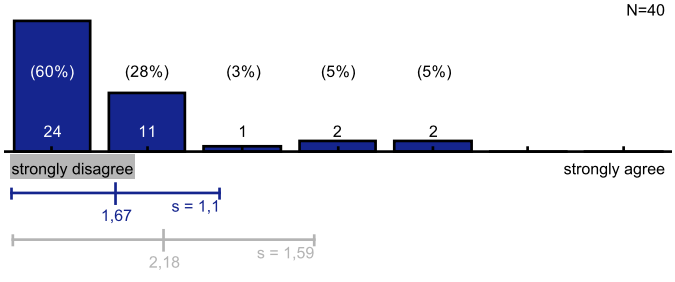


...encourages students to check for themselves whether their contributions/answers are correct.

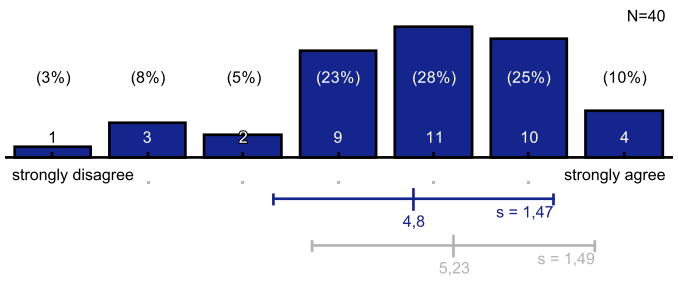
Giving learning-oriented feedback



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

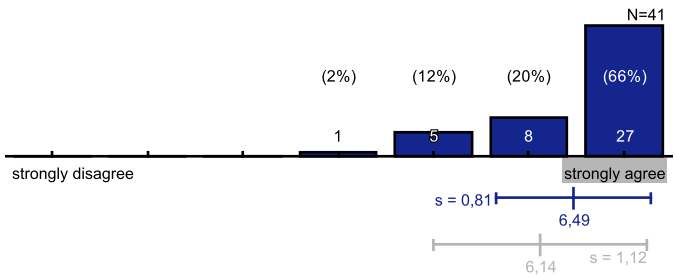


…does not give students enough feedback.

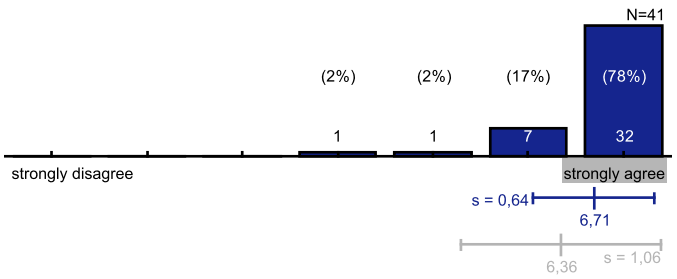


…gives students specific advice on improving their performance.

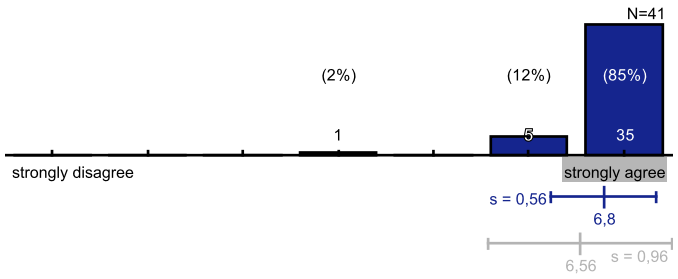
Productive use of teaching aids



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



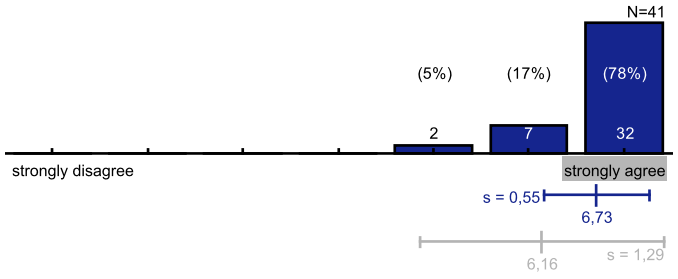
…uses successfully audiovisual media (e.g. PowerPoint presentations, audio or video materials) to present the subject matter.



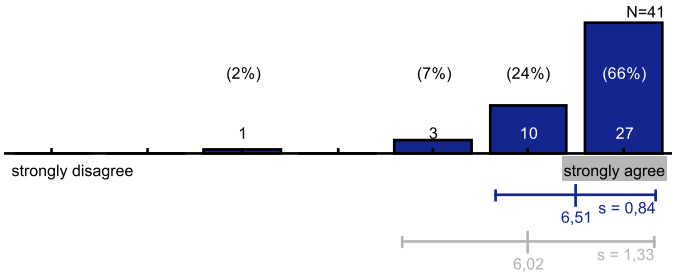
…organizes the blackboard, slides or PowerPoint presentations in a clear and legible way.

B Motivating students and providing a good learning environment

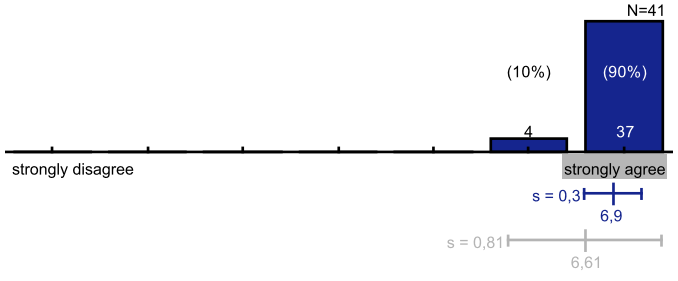
Creating a good learning environment



…creates a pleasant learning environment.

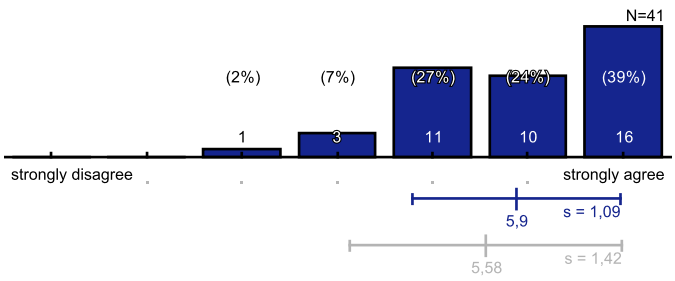


…addresses the students´ interests.

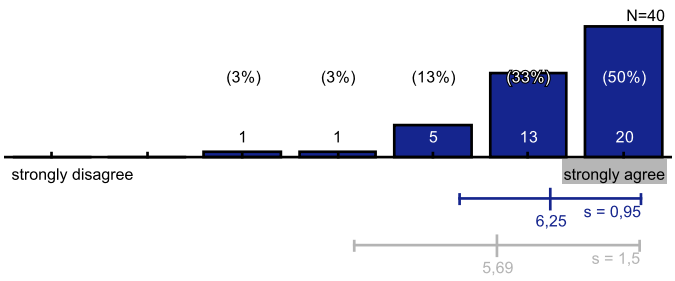


…takes students' contributions seriously.

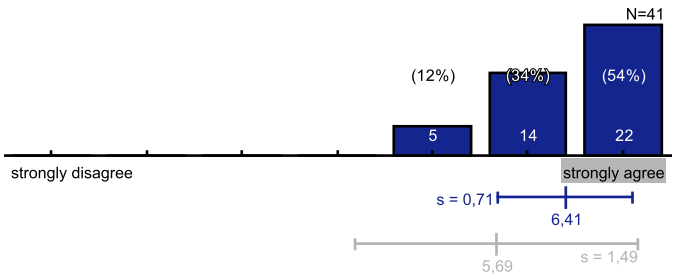
Sparking interest, avoiding monotony



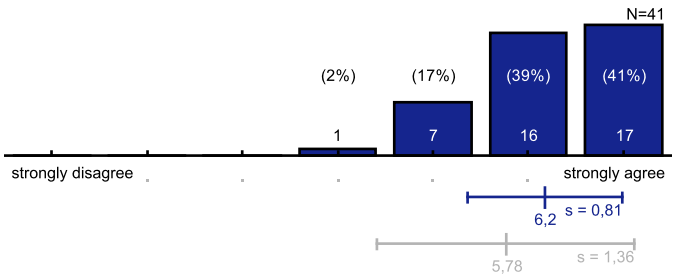
…organizes his/her course in a varied way.



…captivates students through a stimulating and dedicated presentation style.

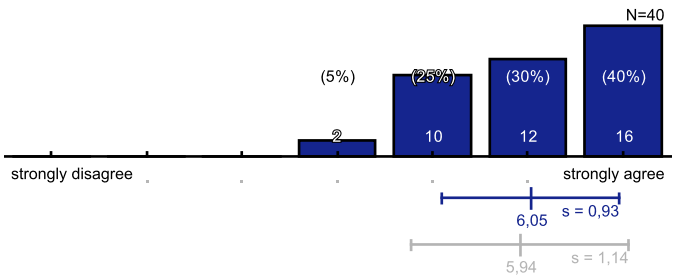


…maintains students´ attention throughout the session.

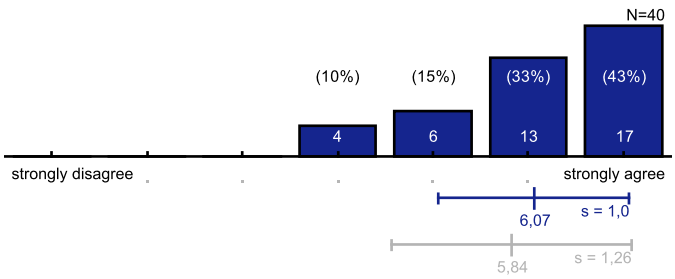


…is able to interest students in the subject matter covered.

Encouraging self-study

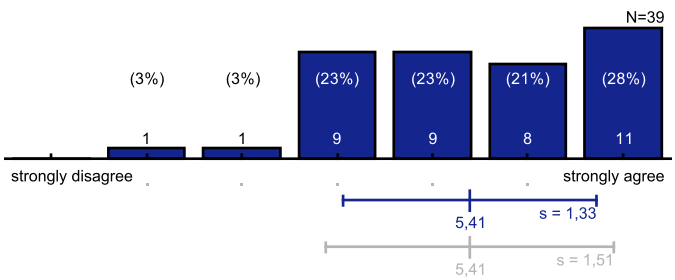


…creates opportunities for students to engage intensively with interesting aspects of the subject matter.

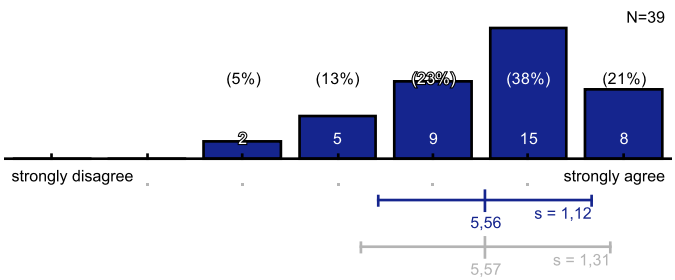


… encourages students to consider course content outside of class as well.

Clarifying relevance of course content

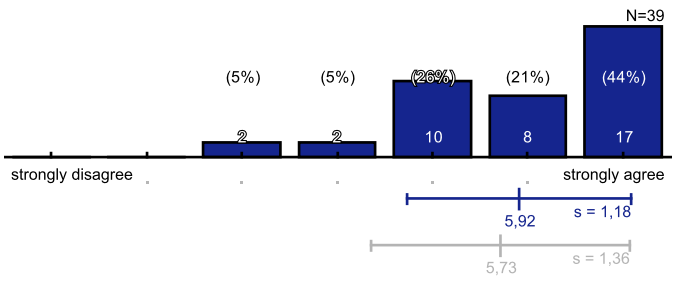


… clarifies the importance of the course content for students´ further studies.

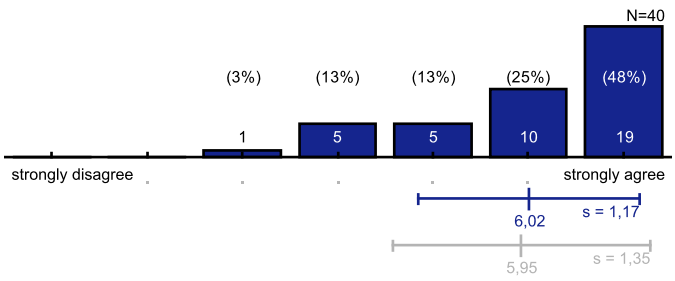


...elaborates on the practical applicability of the subject matter.

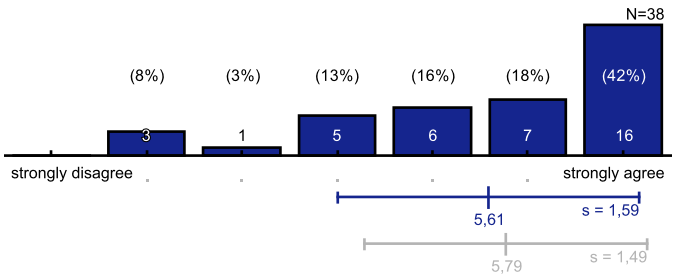
Encouraging students and strengthening self-efficacy



...encourages students in learning difficult content.

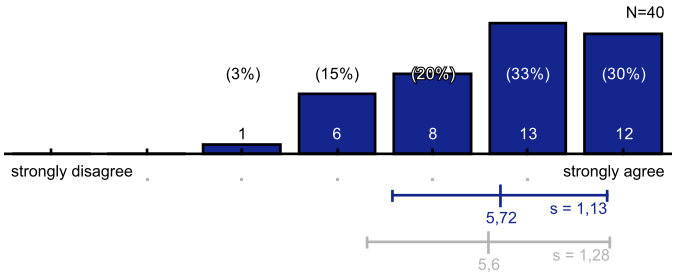


...supports students when they have learning difficulties.

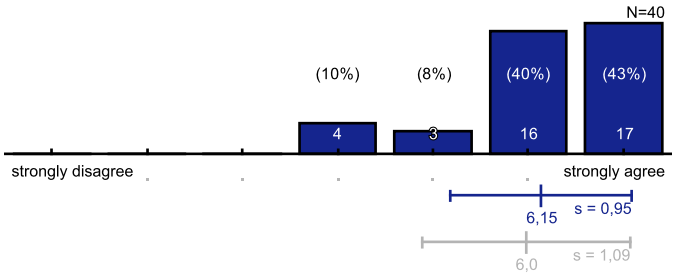


...specifically supports individual students or groups of students who need extra help.

Formulating appropriate requirements



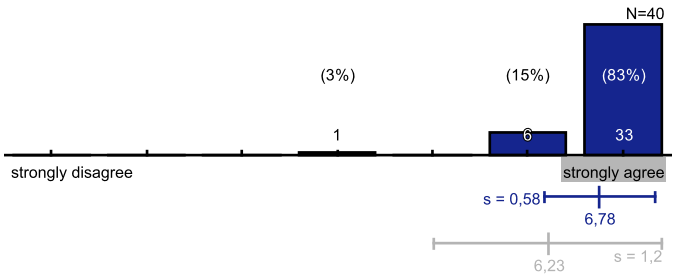
…successfully adjusts the requirements of the course to the ability of the students.



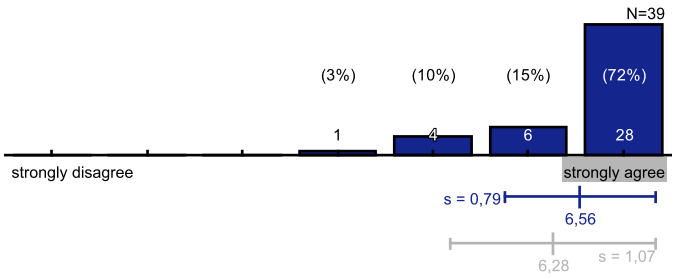
…defines the requirements in a way that the majority of students can fulfill them.

C Managing interactions in the learning group

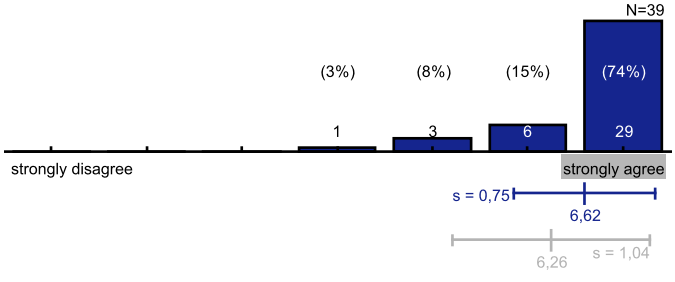
Dealing efficiently with disruptions



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

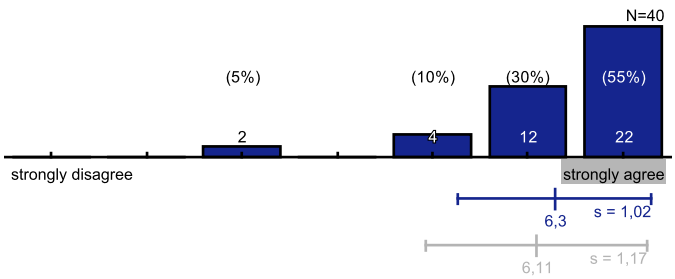


…deals with disturbances and disruptions appropriately.

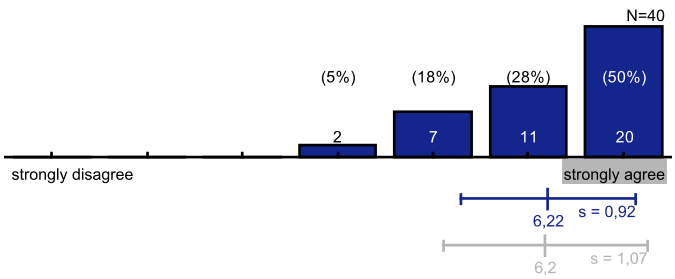


…proves the necessary assertiveness in face of disturbances and disruptions.

Steering discussion

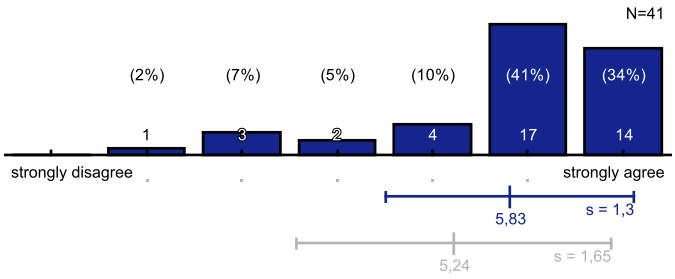


…skillfully leads tangential lines of discussion back to the session´s topic.

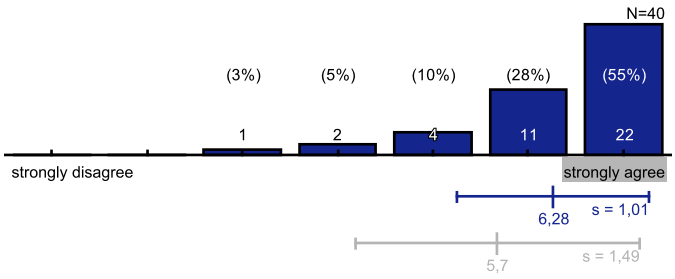


…steers the discussion in the learning group in a productive, effective way.

Making use of time

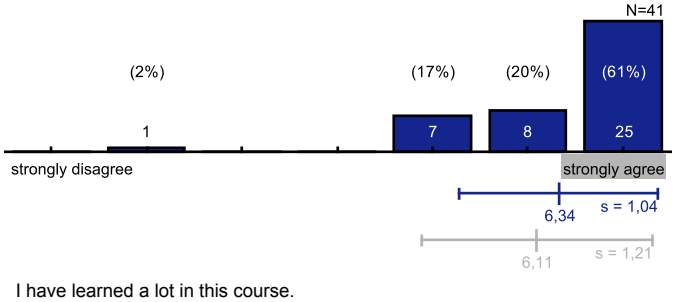


…practices excellent time management.

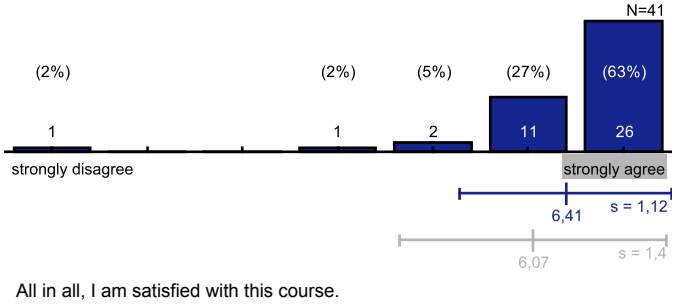


…uses the available time effectively.

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

I particularly liked about the course:

- everything, at first I didn't knew anything about it and I thought it would be boring, but it wasn't totally enjoyed the class of Mr. Konvicka!
- everything!
- good structured powerpoints
- Great course with a very positive and encouraging atmosphere
- - homework was very helpful to practice
  - the content was very well explained
  - questions were never an issue; always received help when needed
  - good atmosphere
- I liked the topics, the way the teacher found ways to connect them to things we know (make them more relatale) to better our understanding I liked his slides and how open he was to questions, very approachable and nice.
- I really like the way you present the content. (and your positive attitude) =)
- It was well structured which makes studying for the exam a lot easier. The summary sheet for the exam specifically helps me a lot.
- - kind way of dealing with questions
  - very caring / always asking if there are any questions left
  - all in all a very kind teacher
- Mr Konvicka explains every sessions content in a very clear and logical way. He was also very fair to me, because I had missed six sessions but was able to do two additional works which made up for the missed sessions. All in all, I had fun in this course and learnt a lot! Thank you!
- Mr M.K. himself
- - Perfect combination of humor / seriousness !
  - Everything was clear and understandable. This is one of the best methodical courses I have attend at university so far. Mr. Konvicka creates an pleasant learning atmosphere and is very (!) open towards questions.
  - I want to say a huge "Thank you" to Mr. Konvicka!
- relaxed, self-confident lecturing
- Semiotics in general and the way you explain everything
- - structured presentation
  - examples + explanations
- Thank you for the lessons. The work atmosphere was always on point and you were open for questions and offered help in any situation.
- The course was just great - the best course I had so far (I am in my 6th semester). Linguistics was so frustrating and is now so clear to me. The structure of the course reading task - presentation by lecturer - really helpful for me and guided me through the content and towards the exam.

- The creative and productive presentation of new contents. Perfect relation between reading, individually and working together.
- The examples used to illustrate certain points.
- The lecturer is, in my opinion, one of the best ones I had at university so far. He is very professional, has a good respectful to student. Even if you are not well prepared at times he never makes you feel bad or guilty. He acts in a very kind and calm manner.
- - the little jokes
  - the positive atmosphere
  - the positive attitude of the lecturer
- - the powerpoint presentations,
  - the learning environment
- The PowerPoints, the lecturer's way of speak + the funny examples
- The prof's humor.
- The style and structure was very good. The Empathy and humor!!!
- very clear and understandable explanation using examples helped a lot

The course could be specifically improved through:

- additional non-obligatory homework/practice papers
- better time management
- better time management =) but no big deal.
- Given the fact that this is an introd. course and the topics need to be covered, he does the best job possible. I think.
- Keep it up.
- less content in given time
- - less time to control homework
  - less time to talk to neighbour(s) about homework
  - sometimes too much time lost on not so important topics
- - more freedom and opportunities for students to participate in shaping the sessions => have more say in choosing the topics / aspects that will be discussed further
  - less school like (homework, group work etc.)
- more hometasks for better understanding
- - more interaction through variations in lecturing, e.g. implanation of group work (not only homework)
- more videos
- - not discussing the homework too long
  - more tasks throughout the presentation
- slighty better (i.e. more consistent) time-management
- Syntax
- The amount of time used for homework questions in beginning of lessons was (is?) too much, especially in the beginning of the course. It might be a good idea to rearrange the tables during this time to make checking homework a more productive task - it happend a lot that a lot of people didn't do the homework, so it would have been nicer to have worked with more people. It would have also been nice if the teacher had circulated more throughout the class during this time (not just at the front of class).
- There is nothing to change. Please keep it like that! There are so many badly organised courses. This is just great! Please offer more course to any linguistic topic! Thank your very much for this lovely course!