

Results for the course History of English II: From synthetic to analytic

Dear Lecturer,

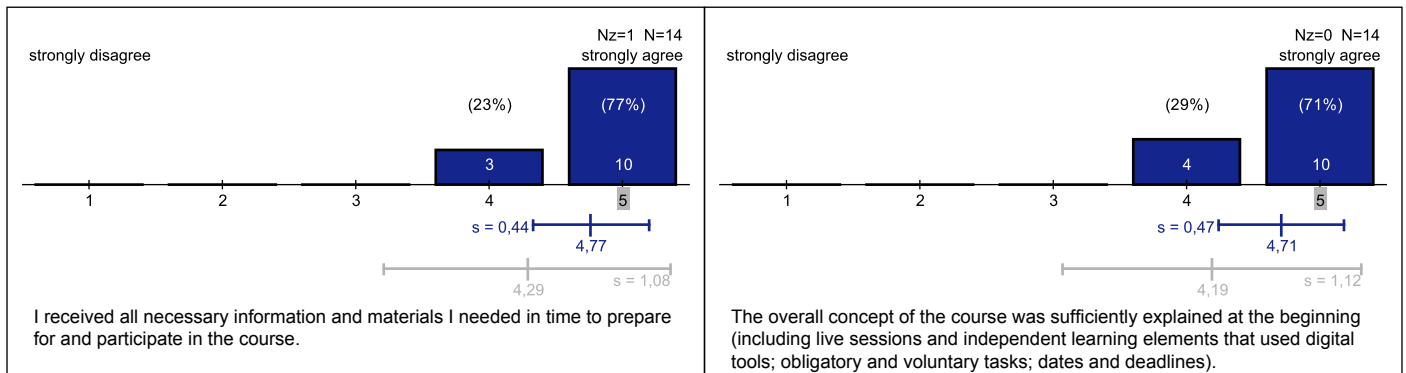
this documents contains the results for your course.

This course has 14 votes (out of 28 participants). This corresponds to a response rate of 50%.

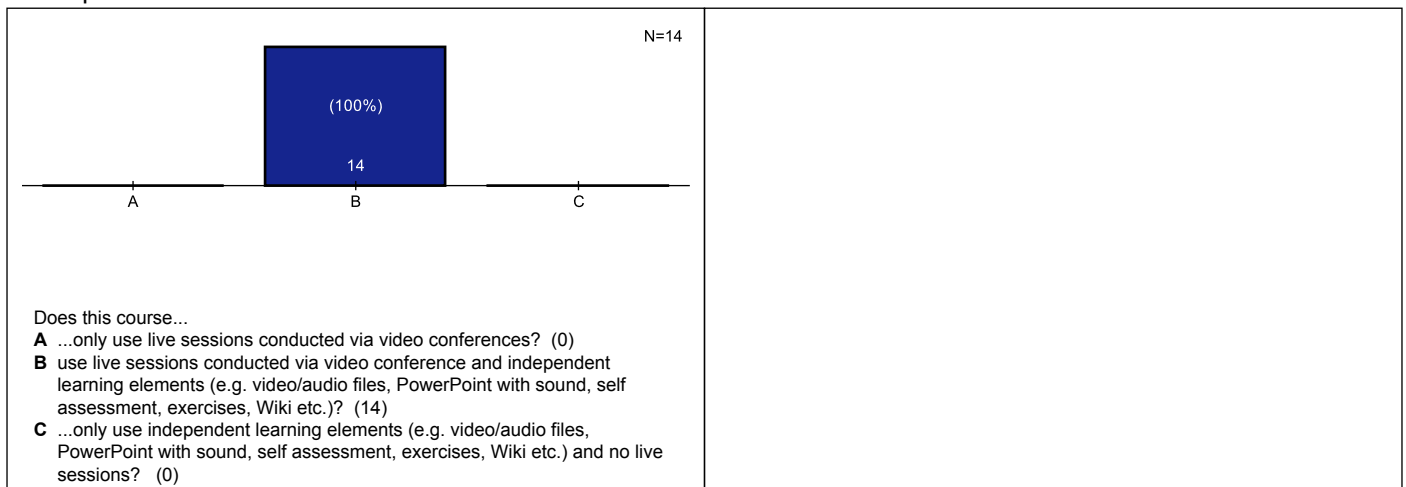
You will find more information to the meaning of the diagrams at the end of this document.

Question on used digital media for educational purposes:

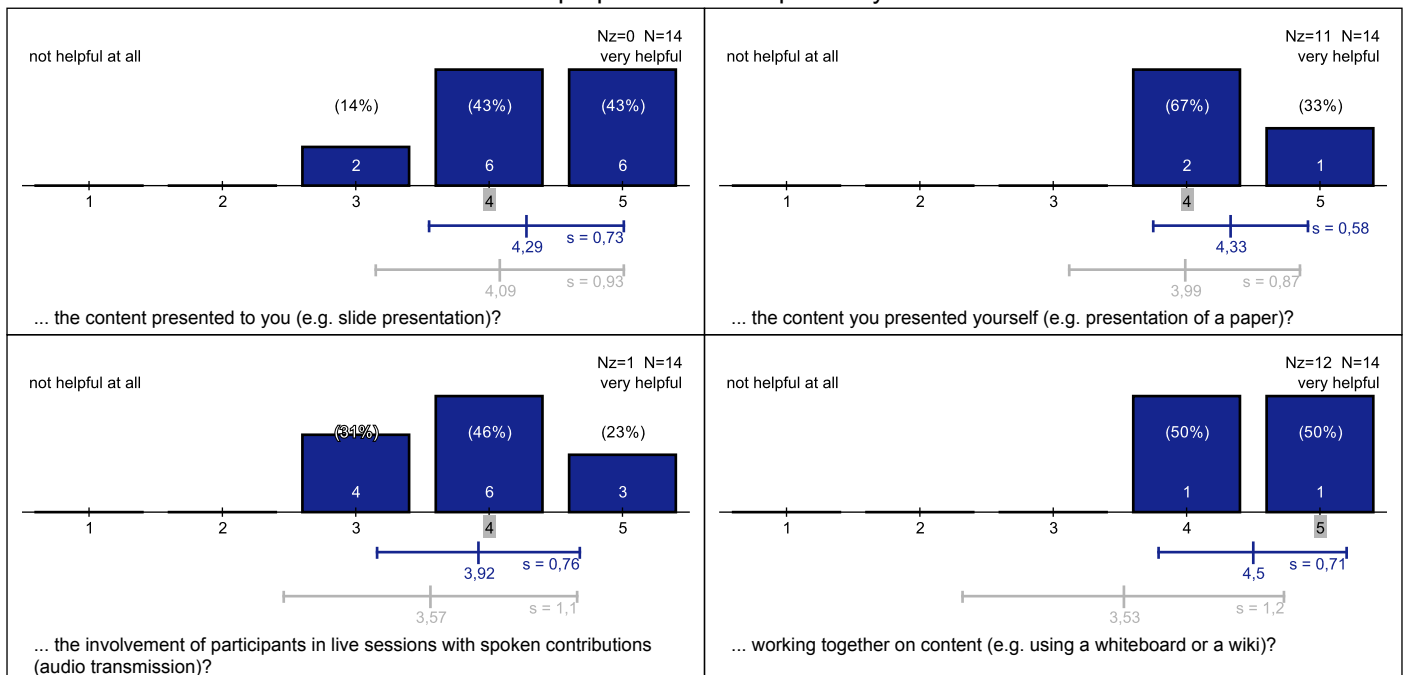
General Questions

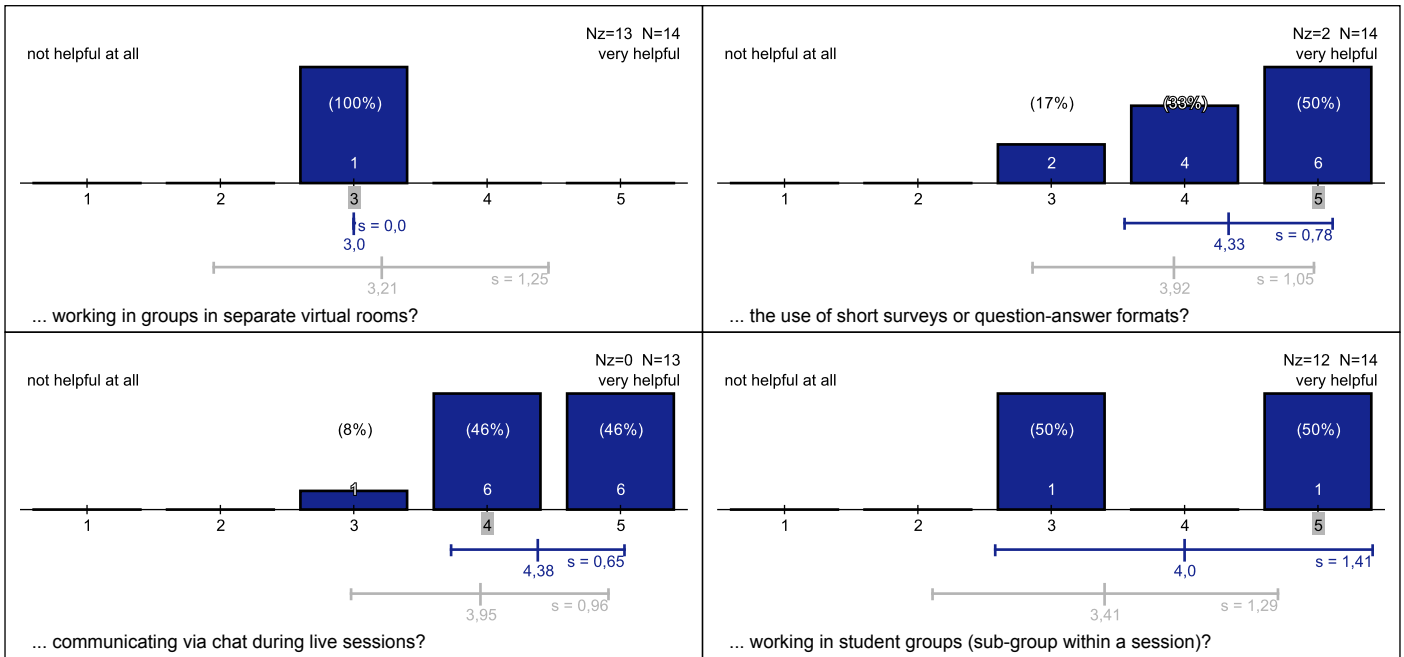


Filter question

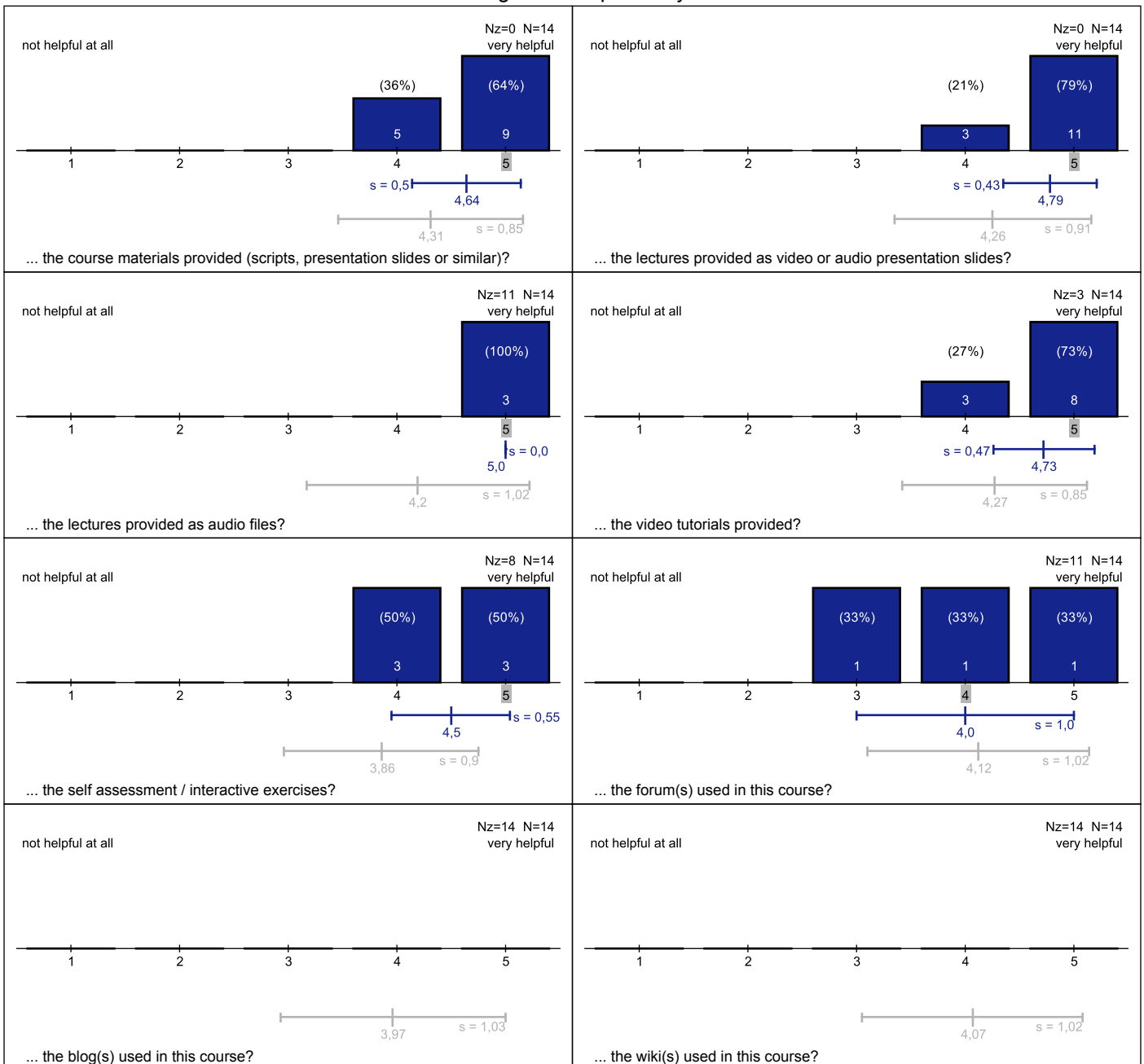


Questions on the use of media for educational purposes: How helpful did you find...

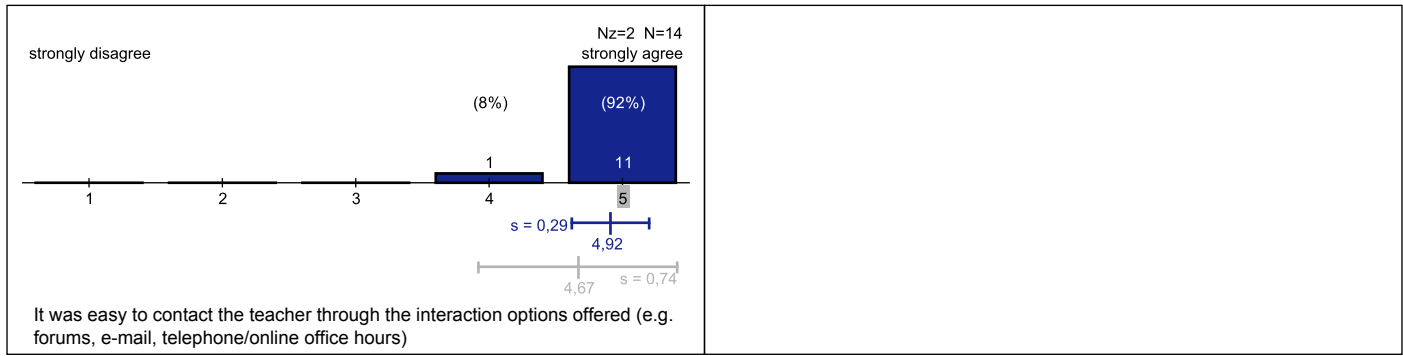




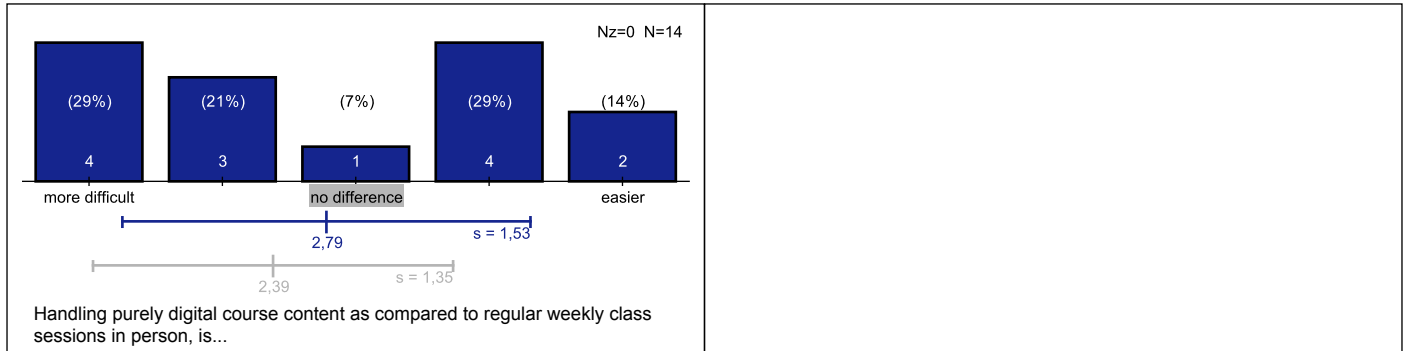
Questions on the use of media for individual learning: How helpful did you find...



Question on the interaction between students and lecturers

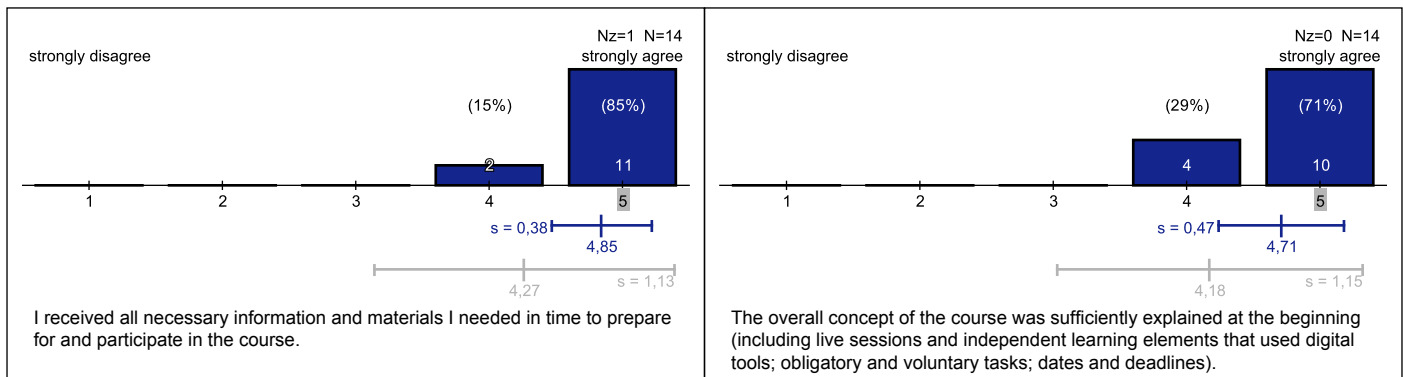


General question on the use of digital media for educational purposes:

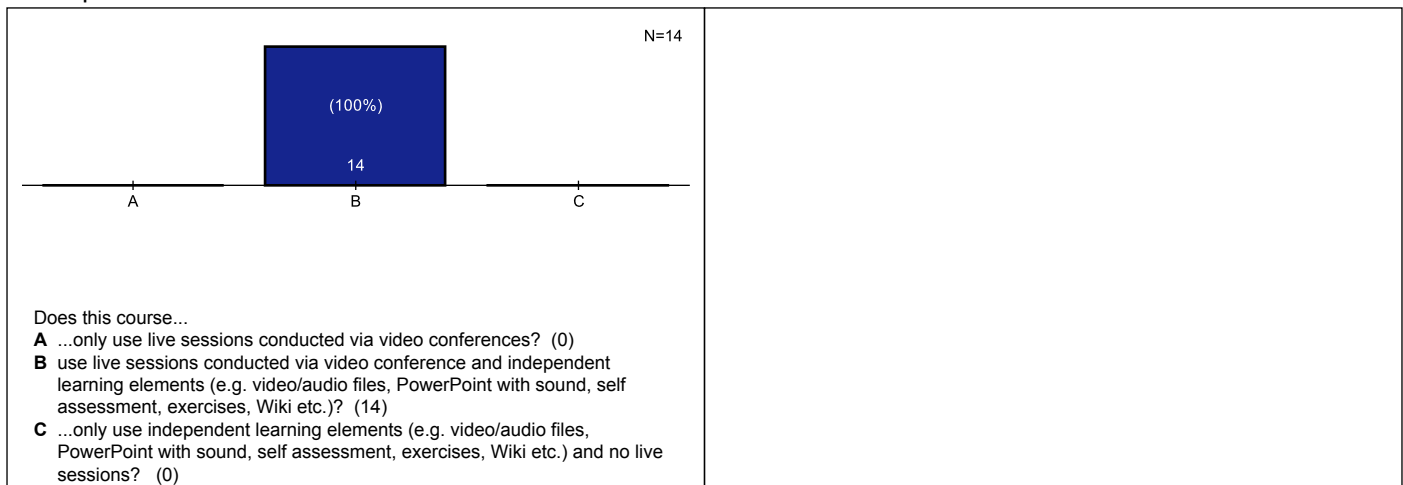


Question on used digital media for educational purposes:

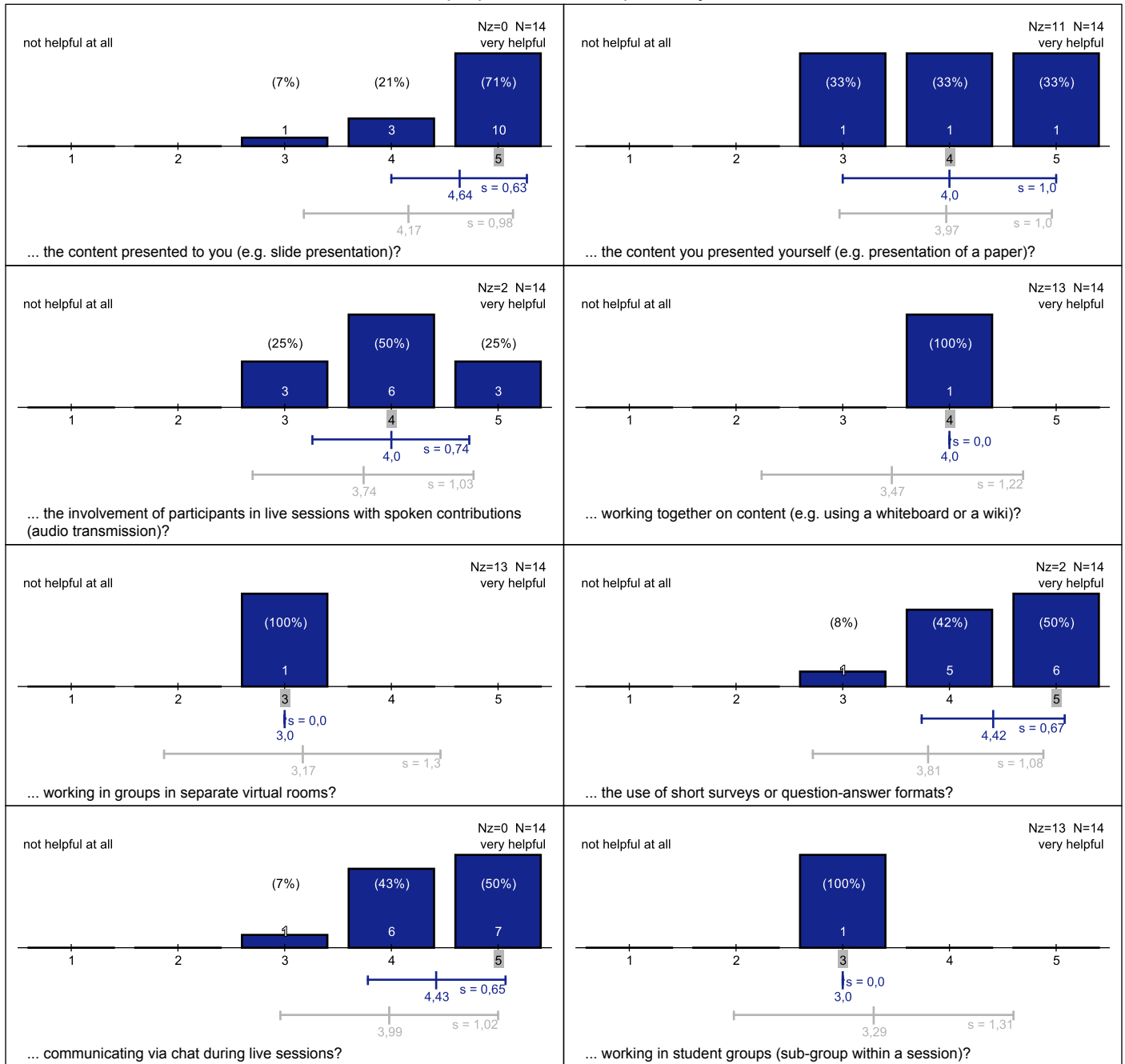
General Questions



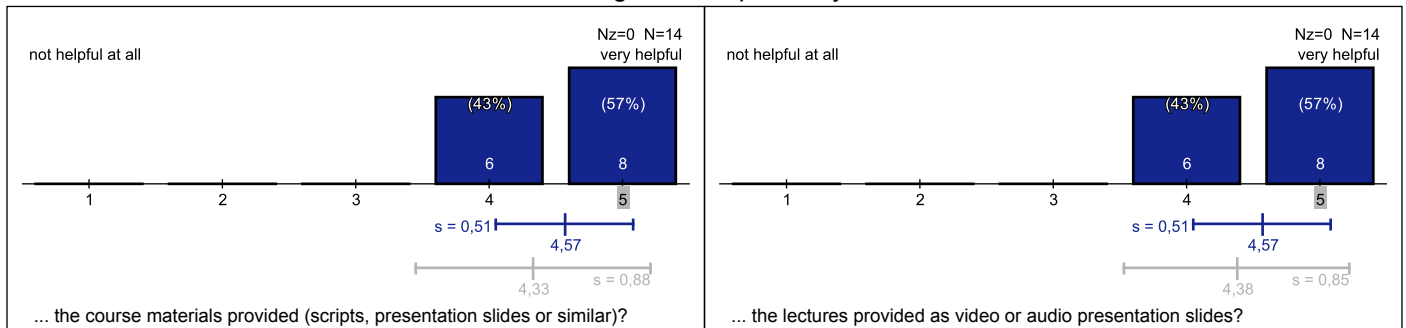
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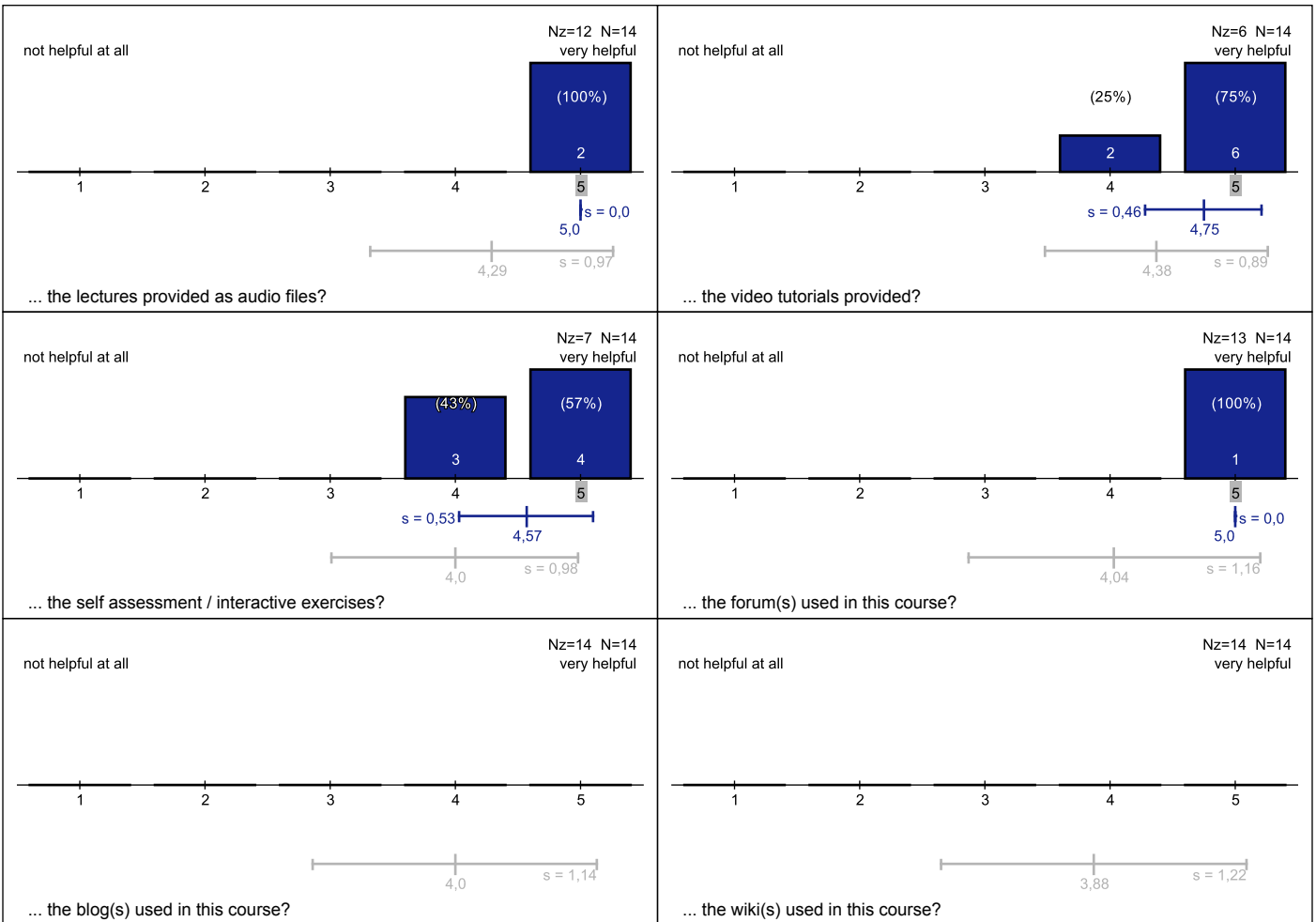


Questions on the use of media for educational purposes: How helpful did you find...

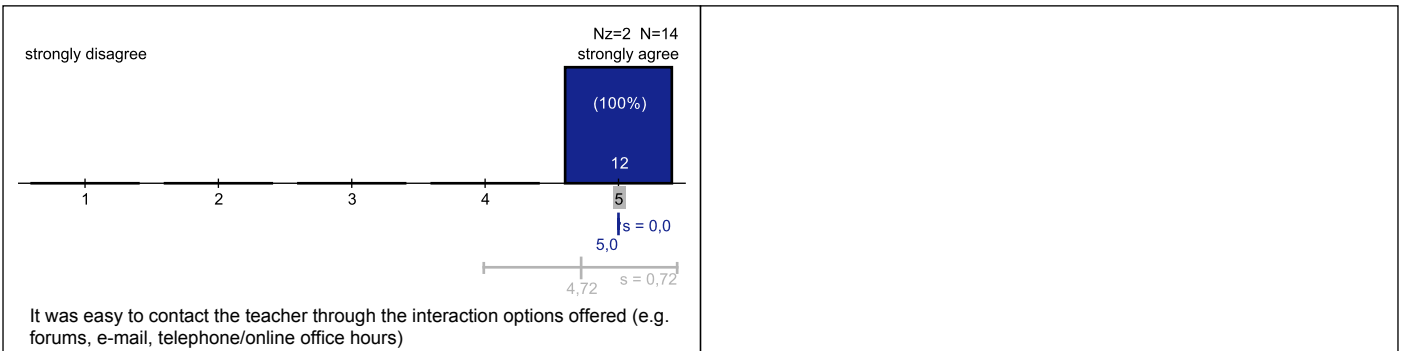


Questions on the use of media for individual learning: How helpful did you find...

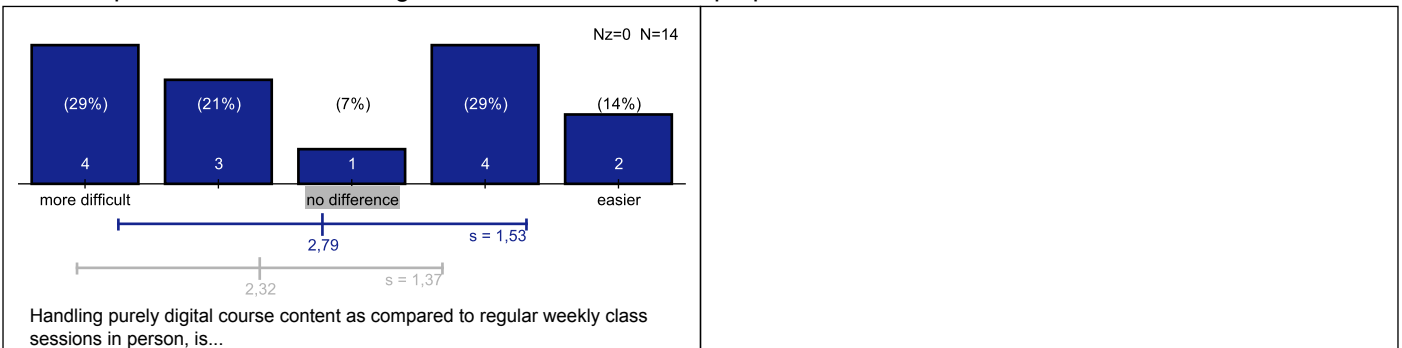




Question on the interaction between students and lecturers



General question on the use of digital media for educational purposes:



Answers to text questions

Question on used digital media for educational purposes:

General question on the use of digital media for educational purposes:

What aspects of the digital teaching format did you like in particular?

- each session had a good length
- I am more of a slow thinker and sometimes zone out, so being able to rewind a few minutes and watch them again was very useful for me.

I also suffer from several mental illnesses and not having to commute to the University helped me with my overall attendance, as I could attend even when I had a particularly rough day.

- I liked that Martin prepared YouTube Videos so I was able to manage my time for that by myself so it fits in my daily routine. Also, it was really great that the seminar was shorter because of the preparatory videos and it did not feel like too much input and I did not get bored
- I liked that the live sessions were recorded and uploaded to blackboard, so that even when I did not have time for the live session, I did not miss anything, because I could watch the session afterwards.
- I really liked the video that was uploaded on youtube to introduce us to the new „topic“ of the week. Same goes to the online seminars that were recorded so I could always come back to them when I could not attend the online sessions. This was a huge relief for me personally because I have a lot going on right now, so I loved that we could basically manage everything at our own pace and schedule it according to our time.
- I really like the concept of having a video to watch, a text to read (although this one was not used much) and a task to complete on a handout and to then compare the results in a live session.
- I think that the combination of our weekly online sessions and the independent self-study time with the preparatory video/text was very helpful and, in my case, also a successful teaching method.

It was very convenient to have access to so much extensive material (the preparatory texts and the handouts) and, thus, to be able to prepare the online sessions independently.

I liked the preparatory videos in particular because the content was always very well-explained and examples as well as background information was included. In my opinion, they are a great way of preparing the group sessions because they gave me a much deeper understanding of the topic. I feel like I have learned much more using both, the prep videos and the prep texts, instead of only reading a text.

I would even suggest to continue using the preparatory videos in future courses, even when the 'normal' classes with physical attendance start again.

- I think the teacher did a great job, but I really prefer analog classes.
- that fact that we can talk directly to the lecturer and ask him questions and that he could explain them and give us so examples. this is what teaching should be, not like other courses where we receive a lot of info and we have to do a lot of homework without getting any feedback
- the videos we had to watch for each session
- Very easy to follow, I liked the youtube tutorials the most and the actual webex sessions.
- We have weekly classes, but they aren't too long, so it's easier to stay concentrated. Also, I believe that the different sources (text, video, etc.) helped memorize the information.

In your opinion, what are some specific things the instructor could do to improve future courses organized remotely (for example, teaching materials, communication)?

- Due to the pandemic, I honestly can say that I was very happy with this course. The online sessions were probably not as active as you (teacher) would like, but overall I really liked the atmosphere in those online sessions, that we were able to use both the chat and the mic function, how considerate you were as a teacher and the extra material (videos - especially helpful to me & the reading material) you provided because as a result class was really there to deepen the knowledge on the new topic by going over the handouts etc.
- Even though I do think all the media provided helped with learning all the info, it was sometimes hard to do it all when there wasn't a lot of time available. Some hint like "focus on this" or "when preparing try to understand the principles of xyz" would help if you have to filter on what you prepare.
- In my opinion the instructor managed the switch to online classes very well and I do not think that there is much more room for improvement.

Firstly, the materials he provided us with were very useful and e.g. the prep videos and presentations sometimes included funny and entertaining elements :)

Secondly, he managed to motivate me and encouraged me to engage with the different stages of English, although it was all completely new to me.

Also, he always offered his help, encouraged us to ask questions and reach out to him through various digital ways.

Especially, the clear structure of the whole course was very transparent; I always knew how to prepare for the next week and all tasks were explained every week.

However, I had difficulty working on the handout independently sometimes because the time during the prior online session was quite short.

- It was almost perfect, maybe make it a bit more interactive
- Nothing, it was all very well organized and communicated in this course. There was one resource that I had trouble reading, but otherwise I have nothing to complain about. I love that it is so clear what I have to do each week, I never felt over- or underwhelmed.

I want to add that I am very, very happy with this course. It is my favourite this semester.

- nothing. I liked it the way Martin did it
- Provide more independent exercises to repeat learned info
- setting up some groups questions where we have to communicate with each other and exchange some infos
- Sometimes the audio was a bit chopped in the youtube videos
- The audio in the youtube videos was often a little choppy!
- The PowerPoint presentations cannot be seen completely in the YouTube videos because there is your video in the bottom left corner.

And it would be totally okay if you were a bit more strict and if you made for example the questionnaires obligatory.

Did you find that the use of chats, discussion forums, and other similar tools helped to promote cooperative learning?

- As this course was not focused on cooperating with fellow students, which I liked as I am not the biggest fan of group work, I can only say something concerning the chats, which I found to be fun and educating. The lecturer did and does a great job.
- I have to admit that it was much easier for me to use the chat during the online sessions.
Not being able to see the instructor and my fellow students, it felt weird to 'talk' to my computer screen so I felt much more comfortable using the chat forum on Webex. I believe that the other students also felt more encouraged to share their thoughts and ideas through the chat.
Also I was able to refer to other students' comments in the chat and the instructor always managed to touch upon all the comments that were made. This enabled us to engage in cooperative learning and discussions.
- It did not necessarily help but it was good to have
- I think for some people it's easier to ask questions in a blog or similar than in a live video session.
- I think it cannot replace face-to-face conversations, but it is a good means in times like these when face-to-face conversations are not possible.
- I think the use of chats was nice because you can react faster to what someone said in the course.
- some how yes, especially when the lecturer reacts to each post or comment , so we know he reads and check them regularly
- Yes, but not to the same extent a discussion in person does
- Yes, I definitely think that it was helpful to have the chat and mic function as well because personally I am one of the shy students who would say nothing the entire course (if possible) but because it was anonymous, even I did raise my voice at some point. On the contrary I surely gives others the chance to just stay silent, which is unfortunate.

Please give us some feedback regarding assessments: Did the tools used in the course – whether synchronous (e.g. live sessions) or asynchronous (e.g., wikis, blogs) – prepare you for completing assessments under new conditions and in different formats than usual?

- As I stated before I really liked that we had the videos uploaded before the sessions and then the live sessions on a fixed date. The videos felt kind like a guide leading us to the group discussion in the live sessions. I could also prepare myself better for the online sessions because while I was watching the uploaded videos I could look up for further information on the topic simultaneously.
- Did not really use it for this course
- I'm not sure...
- I don't know yet
- in this course we had only google questionnaire i dint know whether its considered as a tool or not, anyways it was helpful for the lecturer
- I think the biggest difference to studying in person at uni is that even though you thought you understood everything it doesn't stick as much and your options to revise are limited. Maybe a small recap section at the beginning of each session would help with that and a wrap up session at the end of the course to sum it all up would be useful too.
- My process was not much different, I was reading my texts mainly digitally before as well, so that was not a challenge for me.
- Since I have not started working on my assessment (term paper) I cannot really tell if I am well enough prepared.
However, when comparing this course to the other English Philology courses I have this semester, I can safely say that I feel the best prepared for the assessment of this course.
It might be bit harder to follow the guiding thread due to the online format but all in all I already have a solid overview of the topics, which I think is the basis for deciding on a topic for a term paper.
Also, the materials on how to write a good term paper were very helpful. They were uploaded at an early stage and the term paper topic suggestions were particularly useful.

Since this is my very first term paper, I have to say that I do not really know which expectations the instructor exactly has, so it would be good to get some more information about that in the weeks to come.

- Yes

What might you need or want to help ensure digital teaching formats are a success in semesters to come?

- As I've said, the combination of self-study time (with access to extensive materials) and group discussions are the best ways to ensure the success of a digital learning format.
That is already the method that is used in this course so I do not have any ideas for further improvement.
- Asynchronous lectures, but synchronous seminars.
- A transparent description of how the courses are going to be structured before you decide which one to join (as this course did).
It helps to assess the workload, which is especially valuable for ill students as myself.
I also loved that the video chats were recorded, so that even if my internet wasn't working or other things were coming up, I would not miss anything.
- I am kind of scared of answering this question because I really don't want to have digital classes for longer than necessary. I think these questions are phrased in a way that makes digital teaching formats seem like a valid long-term alternative to presencial classes, which in my opinion they are really not.
Working without the environment of other students and the university is really difficult for me.
- It is incredibly annoying and disheartening that fellow students don't participate at all. I often do the preparation for the next session one day before or even on the day of the online sessions and it is so frustrating when I see that people didn't watch the videos, don't participate in the sessions, etc. I work a lot and sometimes it's hard for me to do both, working and studying, but I give it my best. I understand that other students have to split their time as well, but I don't believe that 80% of students weren't able to prepare for class every. single. week. I would want to see a form of active participation or attendance requirements because even though that would mean more work for me as well it would be more enjoyable to study and I would appreciate the input from fellow students, especially when I don't understand a topic that others might have understood.
- Make it a bit more interesting and interactive, overall it was really good
- that its a must to attempt and to participate in the course other wise its boring foe both students and teachers

Legend

