

CDSS

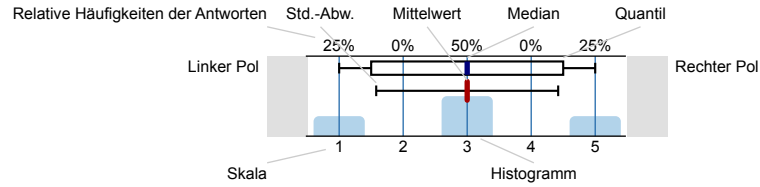
MET Crafting Social Science Research (Gschwend) ()
Erfasste Fragebögen = 9



Auswertungsteil der geschlossenen Fragen

Legende

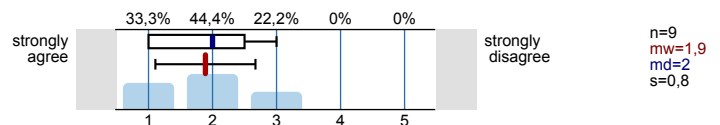
Fragestext



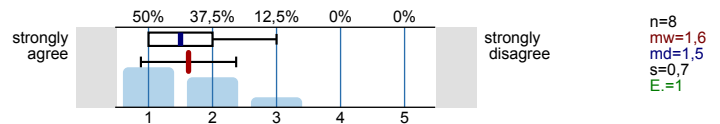
n=Anzahl
mw=Mittelwert
md=Median
s=Std.-Abw.
E.=Enthaltung

1. Course Evaluation

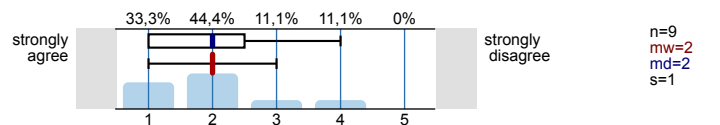
1.1) The course was well structured.



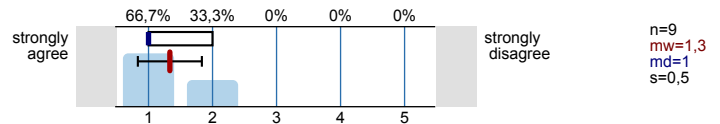
1.2) The choice of topics was well explained by the instructor.



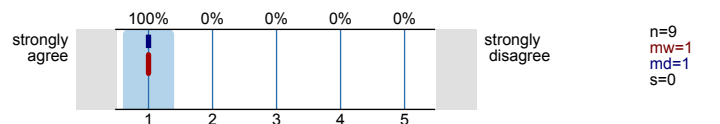
1.3) Recommended reading materials were useful in facilitating understanding of course content.



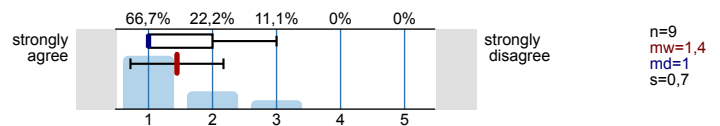
1.4) Instructor was well prepared.



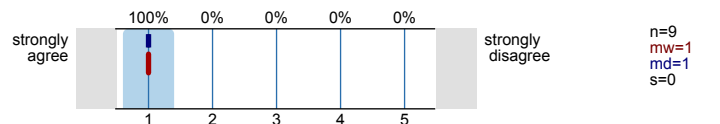
1.5) Instructor provided the opportunity for discussions and questions.



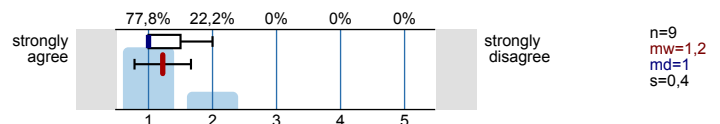
1.6) Answers given by the instructor were helpful in clarifying uncertainties.



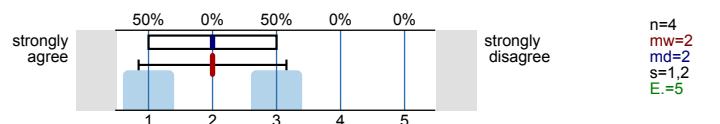
1.7) Instructor's manner of speaking was clear and audible.



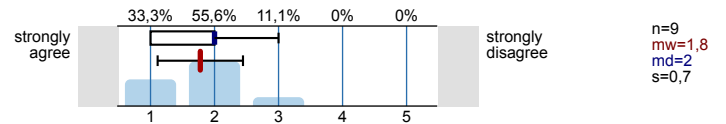
1.8) Course details were announced in time.



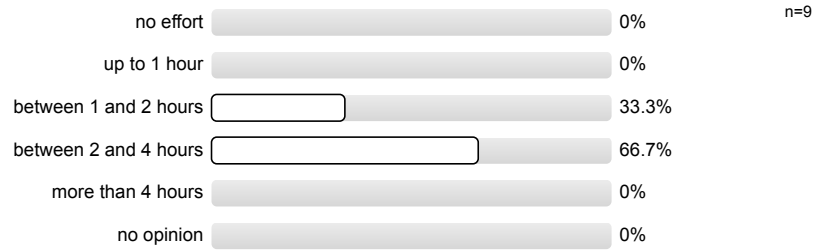
1.9) The exercise sessions were very useful (if applicable).



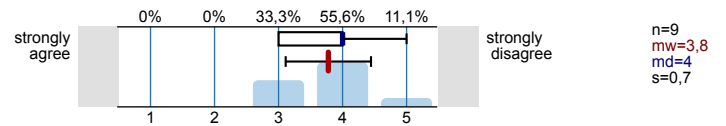
1.10) The course has helped me expand my knowledge of the topic / field



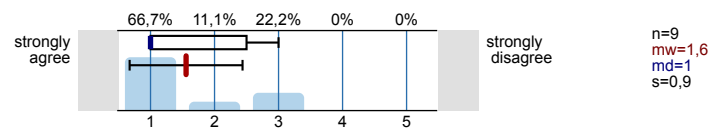
1.11) How much effort did you put into the preparation and wrap-up of the weekly course sessions?



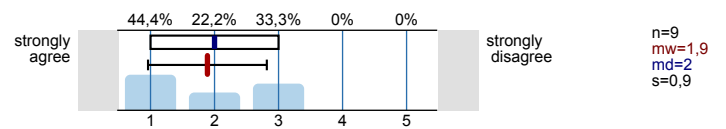
1.12) The course content was difficult.



1.13) The teaching was good.



1.14) Overall, I am satisfied with the course.

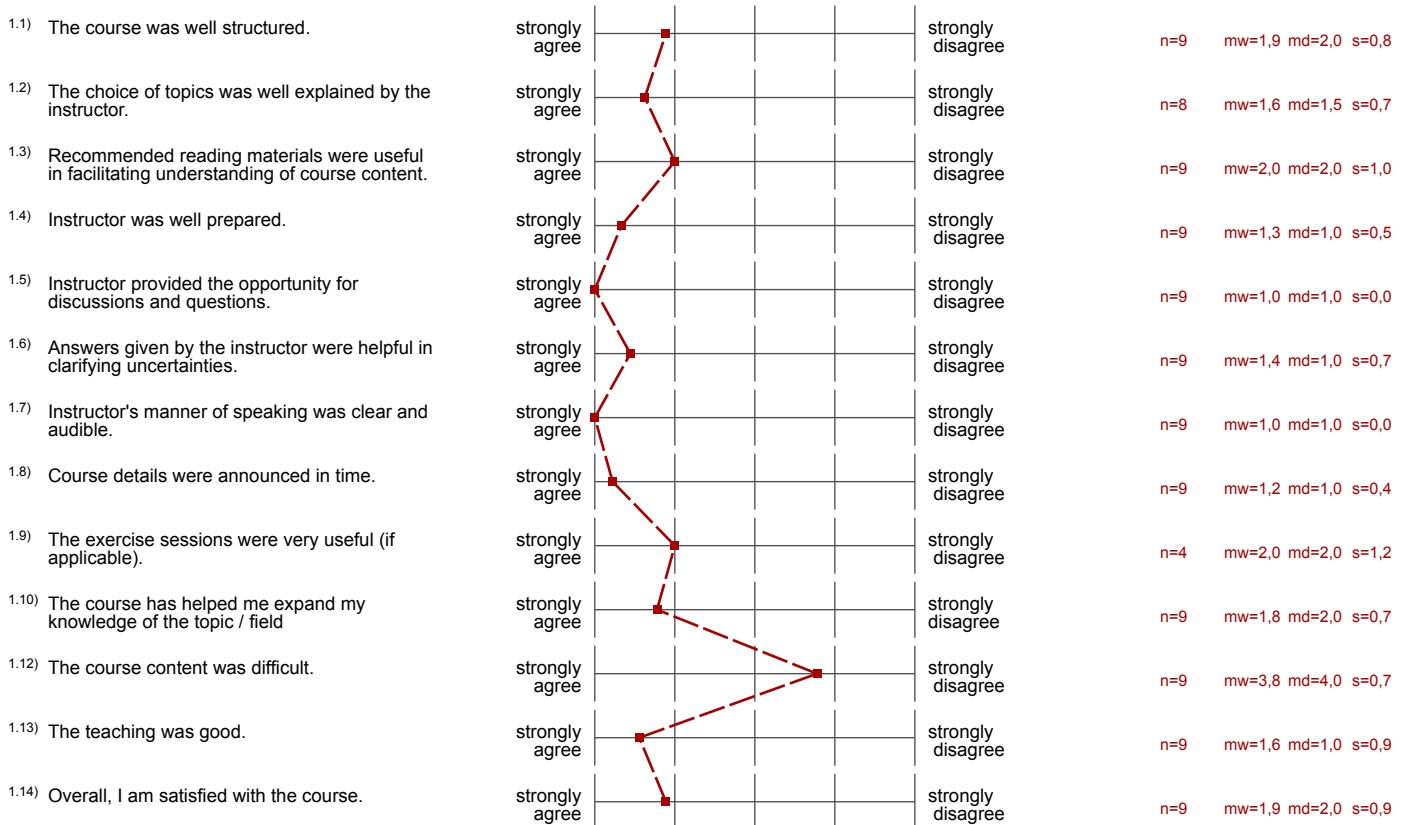


Profillinie

Teilbereich: GESS
 Name der/des Lehrenden: CDSS
 Titel der Lehrveranstaltung: MET Crafting Social Science Research (Gschwend)
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

1. Course Evaluation



Auswertungsteil der offenen Fragen

1. Course Evaluation

1.15) What did you especially like about the course?

- - choice of topics! good to get an overview of many different topics in research (writing, reviewing, designs etc)
 - good course to get started with the thesis work, start thinking about questions and design and get started with writing
 - also nice course to bring the cohort together
 - instructor is very motivated, enthusiastic about the topics
 - I liked the tips on writing and revising
 - That we were able to present some ideas for our dissertation projects during the course.
 - The sessions about research design. The review process with my fellow students.
 - the seminar gave a good insight in the research business. Many topics, like publishing, reviewing and writing grant proposals are highly important if you want to actually work in social science research and it was the first time a course provided extensive information on that.
- the lecturer was nice and sympathetic

1.16) What could/should be improved?

- - most of the readings are related to political science. of course, they are still interesting, but maybe for the next years it would be good to include more readings for the other disciplines (sociology and psychology)
 - we rarely talked about the readings in class. It would be nice to discuss the readings or at least specific parts of the readings together. Maybe it would be better to assign only one or two readings rather than four, but then take the time discuss them in depth.
 - sometimes the discussions stayed on a superficial level, because the situation is so different between disciplines and even within the disciplines (e.g. clinical psychology vs. cognitive psychology). Maybe it would be nice to choose specific topics where the disciplines can learn from each other (e.g. reviewing) as a basis for discussion and leave other topics to the individual student (e.g. how a typical paper looks like)
 - I'd like to suggest to reduce the amount of readings for each week or to at least make sure that they are not overlapping as much - often I had the impression that I'm reading only slightly different variations of the same text (eg tips for reviewers).
 - Some practical advices on funding and how to work on monograph based dissertations were missing.
 - The "statistical diary" was a waste of time - no offense, but at this stage, students should be able to reflect on their learning process, and realize that they study something with statistics, by themselves. Although a diary is a great way of making one's progress visible (or procrastination), and formulating problems helps thinking, I don't think that such a mandatory task has much pedagogical benefit.
 - the 5 minutes talks about the dissertation project are ill-placed. I think they should be held later in the course of the seminar. At the beginning of the semester you want to read literature and get deeper into your topic developing a research question, but you cannot tell concrete plans. As you are forced to tell concrete plans you often talk about things you know you will not do, just to have something that you can talk about.
- the lecturer should improve his time-management. Often discussion went much too deep into irrelevant details and it would be his task to stop the discussion in order to stay in time and present the whole content of the session.