Prof. Dr. Thomas Gschwend

MET Crafting Social Science Research ()
No. of responses = 10

GESS Graduate School of Economic and Social Sciences

Survey Results

Legend

Question text

Relative Frequencies of answers — Std. Dev. — Mean — Median — Quantile

Left pole / Right pole

Scale — Histogram

n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention
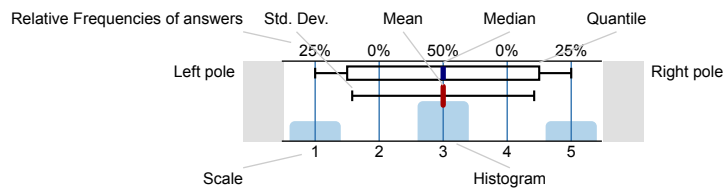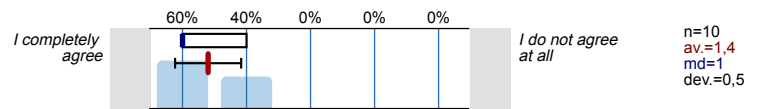
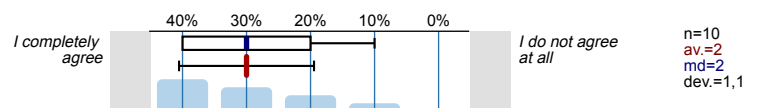## Coursework and learning process

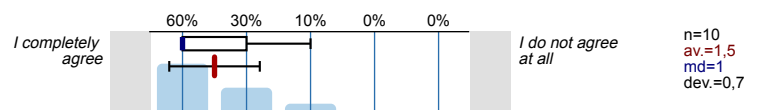**The course contents were illustrated very well by using appropriate examples.**

I completely agree — I do not agree at all

60% | 40% | 0% | 0% | 0%

n=10
av.=1,4
md=1
dev.=0,5

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

I completely agree — I do not agree at all

40% | 30% | 20% | 10% | 0%

n=10
av.=2
md=2
dev.=1,1

The exercise sessions were very useful (if applicable).

I completely agree — I do not agree at all

50% | 40% | 0% | 10% | 0%

n=10
av.=1,7
md=1,5
dev.=0,9

The course contents were very well structured.

I completely agree — I do not agree at all

60% | 30% | 10% | 0% | 0%

n=10
av.=1,5
md=1
dev.=0,7

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

I completely agree — I do not agree at all

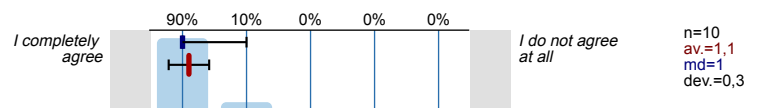40% | 30% | 20% | 0% | 10%

n=10
av.=2,1
md=2
dev.=1,3

In relation to the number of ECTS credits I receive, the average workload for this course is ...
(One ECTS credit corresponds to an average workload of approximately 30 hours)

very high — very low

0% | 20% | 70% | 10% | 0%

n=10
av.=2,9
md=3
dev.=0,6
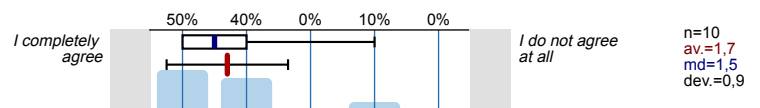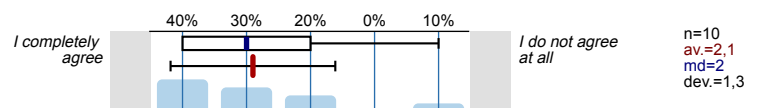
Instructor

The instructor demonstrated a high level of commitment in this course.

I completely agree — I do not agree at all

90% | 10% | 0% | 0% | 0%

n=10
av.=1,1
md=1
dev.=0,3

Answers given by the instructor were helpful in clarifying uncertainties.

I completely agree — I do not agree at all

50% | 50% | 0% | 0% | 0%

n=10
av.=1,5
md=1,5
dev.=0,5

The instructor motivated me.

	70%	20%	10%	0%	0%		
I completely agree						I do not agree at all	n=10 av.=1,4 md=1 dev.=0,7

1 2 3 4 5

The instructor encouraged the open and creative participation of students (if applicable).

	80%	20%	0%	0%	0%		
I completely agree						I do not agree at all	n=10 av.=1,2 md=1 dev.=0,4

1 2 3 4 5

Instructor's manner of speaking was clear and audible.

	80%	20%	0%	0%	0%		
I completely agree						I do not agree at all	n=10 av.=1,2 md=1 dev.=0,4

1 2 3 4 5
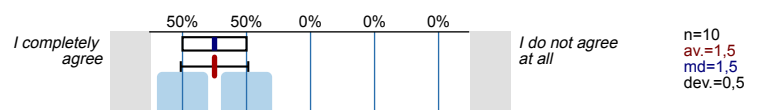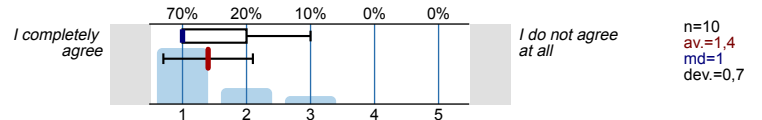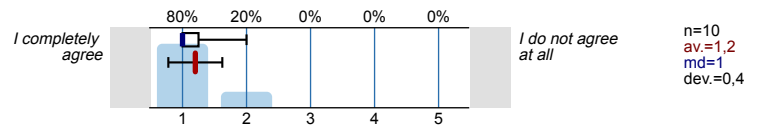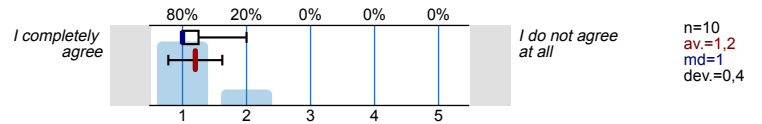
Overall satisfaction

Overall, I am very satisfied with the instructor.
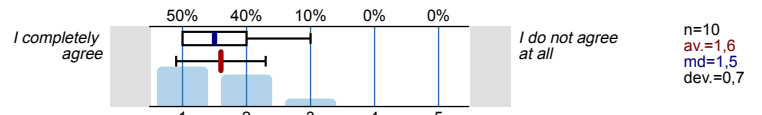
	50%	40%	10%	0%	0%		
I completely agree						I do not agree at all	n=10 av.=1,6 md=1,5 dev.=0,7

1 2 3 4 5

Overall, I am very satisfied with the course.

	40%	40%	10%	0%	10%		
I completely agree						I do not agree at all	n=10 av.=2 md=2 dev.=1,2

1 2 3 4 5

I learned a lot in this course.

	40%	20%	30%	0%	10%		
I completely agree						I do not agree at all	n=10 av.=2,2 md=2 dev.=1,3

1 2 3 4 5
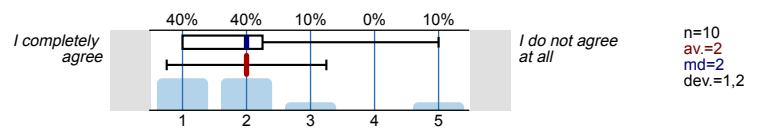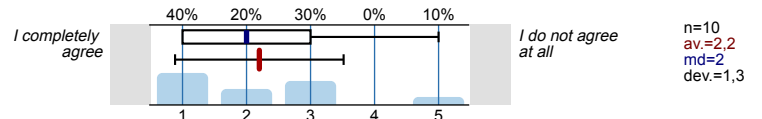
Profile

Values used in the profile line: Mean

Coursework and learning process

Question	Scale	n	av.	md	dev.
The course contents were illustrated very well by using appropriate examples.	I completely agree — I do not agree at all	n=10	av.=1,4	md=1,0	dev.=0,5
Recommended reading materials were useful in facilitating understanding of course content.	I completely agree — I do not agree at all	n=10	av.=2,0	md=2,0	dev.=1,1
The exercise sessions were very useful (if applicable).	I completely agree — I do not agree at all	n=10	av.=1,7	md=1,5	dev.=0,9
The course contents were very well structured.	I completely agree — I do not agree at all	n=10	av.=1,5	md=1,0	dev.=0,7
The course has helped me expand my knowledge of the topic/field.	I completely agree — I do not agree at all	n=10	av.=2,1	md=2,0	dev.=1,3
In relation to the number of ECTS credits I receive, the average workload for this course is ... (One ECTS credit corresponds to an average workload of approximately 30 hours)	very high — very low	n=10	av.=2,9	md=3,0	dev.=0,6

Instructor

Question	Scale	n	av.	md	dev.
The instructor demonstrated a high level of commitment in this course.	I completely agree — I do not agree at all	n=10	av.=1,1	md=1,0	dev.=0,3
Answers given by the instructor were helpful in clarifying uncertainties.	I completely agree — I do not agree at all	n=10	av.=1,5	md=1,5	dev.=0,5
The instructor motivated me.	I completely agree — I do not agree at all	n=10	av.=1,4	md=1,0	dev.=0,7
The instructor encouraged the open and creative participation of students (if applicable).	I completely agree — I do not agree at all	n=10	av.=1,2	md=1,0	dev.=0,4
Instructor's manner of speaking was clear and audible.	I completely agree — I do not agree at all	n=10	av.=1,2	md=1,0	dev.=0,4

Overall satisfaction

Question	Scale	n	av.	md	dev.
Overall, I am very satisfied with the instructor.	I completely agree — I do not agree at all	n=10	av.=1,6	md=1,5	dev.=0,7
Overall, I am very satisfied with the course.	I completely agree — I do not agree at all	n=10	av.=2,0	md=2,0	dev.=1,2
I learned a lot in this course.	I completely agree — I do not agree at all	n=10	av.=2,2	md=2,0	dev.=1,3

Comments Report

- -

Overall satisfaction

What did you especially like about the course?

- Meeting people from other departments.

- Overall, the exchange of ideas with fellow students was very interesting and feedback on own ideas was very helfpul. This course was very motivating and helpful to work on our research proposal and develop a plan for the dissertation project.

- That it "forced" us to get going on our dissertation topics, the two-minute presentations, definitely the workshop, and the contents covered (especially the library session).

- The course helped a lot to work consistently on the dissertation proposal. I found especially the regular short oral presentations very helpful to become aware of the core of the topic.

- The focus on my dissertation proposal

- the course offered explicit knowledge of topics important to working in academia (e.g., peer-review)

Do you have any recommendations how to improve the course? If so, which ones?

- I think that this course would be more beneficial if given within fields. I think I would benefit more if the same course is structured considering my field: both in terms of content and the exercises. About the exercises, I am not sure how we benefited from the feedback coming from people from other fields, just as how I could not benefit them. Focusing on the within-field work would improve our critical thinking skills more.

- In the session on the gender gap in publications and citations, I would have liked a clearer positioning from the course instructor. Since about half of the course is affected by this problem, I would have appreciated a closer look at the implications of this issue. Especially since students were encouraged in the same session to publish working papers early, which of course comes with easier gender recognition by potential reviewers.

- Make the sessions more consice. Often little content was discussed at length which would have been possible in 2/3 of the time.

- Sometimes the lectures were very lengthy. The contents were well presented on the slides, which you could look at in ten minutes, but they were talked about for an hour.
  It is good that the topic of women in academia was addressed. But if there is evidence that women get published/cited less, then the instructor should also take that empiricism into account and not just say "I can't imagine that".
  The readings/assignments could be a bit better/more integrated (e.g. we searched for our favorite paper but never talked about it...).

- The constant need to make assignments. I think it would have been sufficient to have only the dissertation draft proposal in December. There is still so much time left until the final dissertation proposal has to be submitted in summer. I took important time from me to read the relevant literature thoroughly and to write the literature review.

- There was one circumstance throughout the course that was somewhat frustrating to me: In the session where the librabry staff held the presentation on publication bias, an emphasis was set on gender bias in publications and citations. Even though we discussed that this is an issue, I would have wished to dive deeper into what this implies for everyday work in academia, what different strategies there are to address this in some way, and so on. To some extent, I felt that the issue of gender bias in academia in general was deemphasized. Knowing that the focus of the session was on publication and citation bias and not on gender inequality issues in academia in general, this would have been a great environment to reflect on this. Given that half the course is female and hence directly affected by these structures plus the whole course is possibly interested in not reproducing ineuqality patterns by their own behavior, it would have been at least interesting, if not a good chance for prevention, to discuss this more extensively.