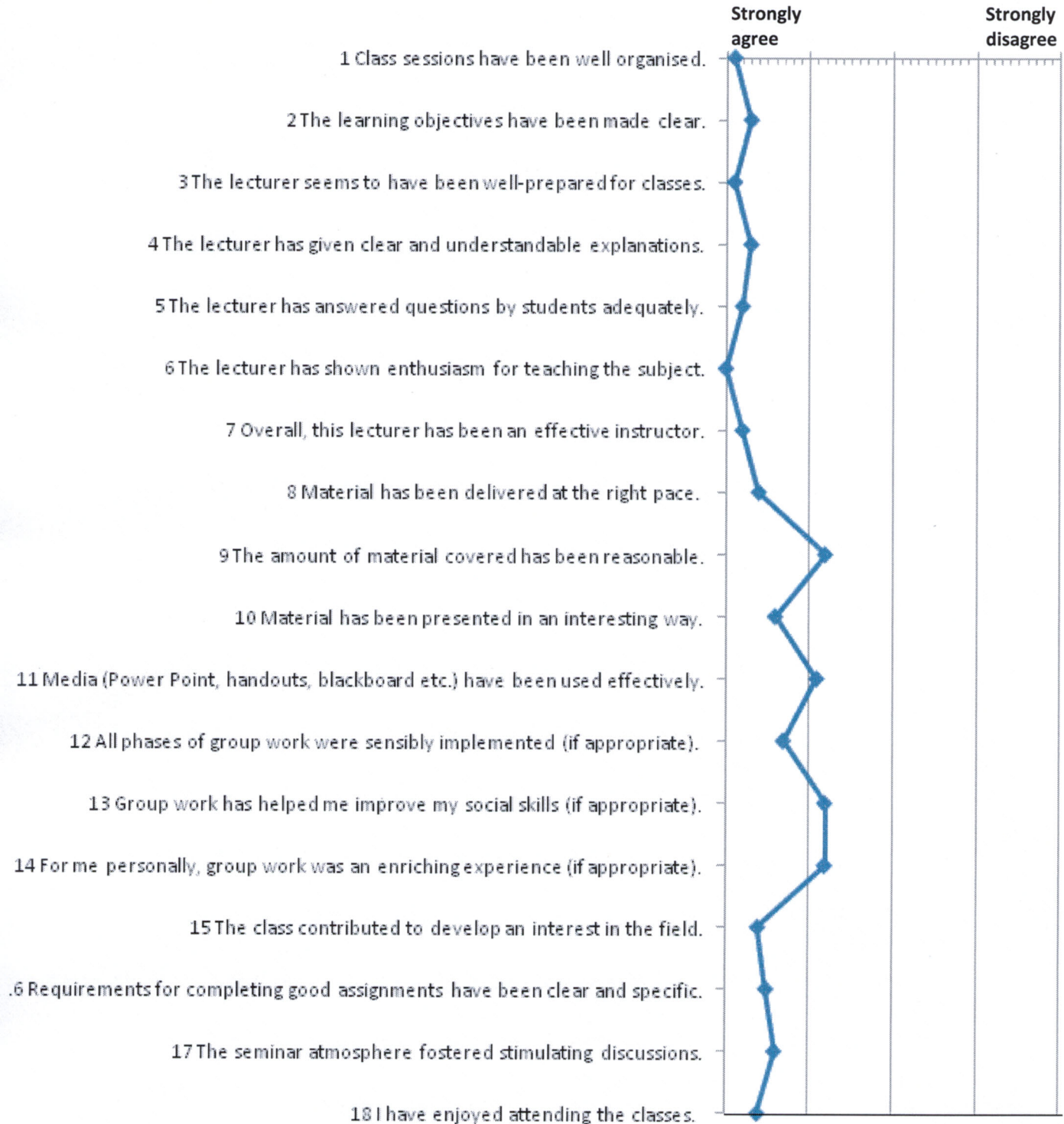


STUDENT EVALUATION OF TEACHING

Ideological Change in the People's Republic of China
 Master Course
 Summer term 2011
 Prof. Dr. Heike Holbig



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The evaluation was completed by 22 students who had regularly attended the seminar. Therefore, if there are less than 22 answers for a questions, this means that some students have not answered this question.

	Strongly Agree			Strongly Disagree	Not Applicable
1. Class sessions have been well organized.	19	3	0	0	0
2. The learning objectives have been made clear.	13	8	1	0	0
3. The lecturer seems to have been well-prepared for classes.	20	2	0	0	0
4. The lecturer has given clear and understandable explanations.	15	7	0	0	0
5. The lecturer has answered questions by the students adequately.	17	5	0	0	0
6. The lecturer has shown enthusiasm for teaching the subject.	21	1	0	0	0
7. Overall, this lecturer has been an effective instructor.	17	5	0	0	0
8. Material has been delivered at the right pace.	14	8	0	0	0
9. The amount of material covered has been reasonable.	5	8	8	1	0
10. Material has been presented in an interesting way.	12	7	3	0	0
11. Media (Power Point, handouts, blackboard etc.) have been used effectively.	6	9	6	1	0
12. All phases of group work were sensibly implemented (if appropriate).	6	5	2	0	5
13. Group work has helped me to improve my social skills (if appropriate).	5	4	2	1	6
14. For me personally, group work was an enriching experience (if appropriate).	4	4	4	0	6
15. The class contributed to develop an interest in the field.	13	8	1	0	0
16. Requirements for completing good assignments have been clear and specific.	14	4	3	0	1
17. The seminar atmosphere fostered stimulating discussions.	13	6	2	1	0
18. I have enjoyed attending the classes.	15	6	1	0	0



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What aspects do you feel are best?

Class is well-organised.

Her delivery style and the ways in which she moderates discussions.

Very clear structure and ability of the lecturer to explain difficult facts

Participatory style, degree of media and interesting introductions
Excellent overall!

Clear analysis of ideological texts
Clear structure + class schedule

- interesting field, but sometimes really abstract for our way of thinking. → comprehensive way of showing differences

lecturer, secondary literature

das Klima des Kurses

The professor

stressing t. academic approach, t. theoretical framework,
explaining t. sub-structure of Y. texts.

Enthusiasm of teacher, good understandable explanations and discussions



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Do you have suggestions for change?

Yes, and that is to reduce the number of texts per semester thus narrowing the scope of discussion and generating wider interests in the fewer topics.
Thank you!

Spend more time for open discussion.

- Less workload of readings assignment, more discussion!

The atmosphere of class could be not that serious, could prefer a relaxed studying atmosphere.

No real theoretical approach is taught at course ideology and differences in

→ A focus of the CCP-literature, excerpts or something-
to read lot of pages that seem to be endless repetitions get
Thank you!
very frustrating our time,

(histor context
Syl not a real
"habitat" to handle
text

Sometimes reading assignment were ~~too~~ much
more use of powerpoint ^{would be} helpful to memorize
Thank you!
most important facts.

More discussions

More input from the students: Opinion papers

maybe more difference between the texts



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Do you have suggestions for change?

If there is an interruption by a student let it be too strict, ^{and solicit} ~~except~~ but just invite him/her to speak out! For instance two people brought
Thank you! we clarify. Not saying, stop: would you mind to
elucidate your opinion as you are discussing so heartily the topic!
(Don't use your mobile phone) ^{better} Are you waiting for an input course!

Students will
let him out
and solicit