

# **Results Report**

## **Lecturer's Report**

Course Evaluation – SuSe 2025

**Course: "Politik der Europäischen Union - zeitgenössische Perspektiven,  
Gruppe 1"**

Prof. Dr. Christian Rauh

**Questionnaire: "SET.UP - Lehrzielorientierter Online-Fragebogen"**

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# 1 Introduction and Structure of the Report

Dear lecturers,

this report informs you about the results of the evaluation conducted in your course using the **customized SET.UP questionnaire**. It provides an overview of your teaching aims and the opinions und assessment of the students in your course. Therefore, you were asked about your teaching aims for the course. Additionally, the students were asked about different aspects concerning the teaching-learning conditions and their individual learning outcomes. The aim of the report is to give you a platform to self-evaluate your teaching aims and outcome based on empirically founded data. The process comprises four steps. The structure of the report follows this four-step logic:

## **Step 1: Definition of your individual teaching aims**

The survey is adjusted to your individual teaching aims and methods, which were defined beforehand. The teaching aims and methods, specified by yourself, are listed in **chapter 2**.

## **Step 2: Conduct of the survey**

Depending on your teaching aims and methods defined before the survey, the questionnaire includes questioning modules related to the teaching-learning conditions and the learning outcome. You can find the students' responses **from chapter 3 onwards**.

## **Step 3: Discussion of the results with your students**

The results of the evaluation can now be discussed with the students in your course. This will give you the opportunity to discuss the perceived strengths and weaknesses of the course with the students personally and to compare it with your own perception. Results of the lecturer survey of 2018 show that nearly a quarter of all lecturers do not discuss their evaluation results with their students. However, the review process and the thus resulting derivation of teaching improvements are essential components of the evaluation cycle (see figure 1).

## **Step 4: Further development of your teaching**

If you are looking for new ideas or advice related to the subject of teaching, you can check the report's **last chapter** which provides you with further information on programmes and institutions (university-internal and -external).

**Figure 1** – evaluation cycle by Deming 1982 (own and extended visualization)

## 2 Information provided by the Lecturers

Prior to the survey, you had the opportunity to define your teaching aims and name the teaching methods you were planning to apply in the course. The questionnaire is based on these learning aims and methods. Below, you can find an overview of the information indicated by you.

### 2.1 Defined Teaching Aims

#### Overview of teaching goals:

- Basic Knowledge (e.g. reproducing important concepts): **included**
- Specialized Knowledge (e.g. working through contradictions in the learning content): **included**
- Working Methods (e.g. looking more effectively for subject-related information): **included**
- Presentation Skills (e.g. giving better presentations): **not included**
- Communication Skills (e.g. formulate more precise verbal statements): **included**
- Cooperation Skills (e.g. contribute to the planning of the group work): **not included**
- Self-Responsible Working (e.g. setting better learning goals): **included**
- Increased Interest in Subject (e.g. having learned things that I find exciting): **included**
- Combination of Practical and Theoretical Aspects: **included**
- Research: **not included**
- Teacher Training: **not included**
- Other teaching aim Question: Because of this course, I can. . . : **not included**

### 2.2 Applied Teaching Methods

#### Overview of teaching methods:

- Lectures (own presentation by the lecturer): **included**
- Student presentation (presentation by students): **included**
- Lecturer-run discussion (discussion is led by instructor): **included**
- Student-run discussion (discussion is led by students, e.g. following a student presentation): **included**
- Exercises (e.g. solve exercise handouts): {Im6:item:text}
- Simulation exercises/Role-play (students as agents and decision makers in a simulation): {Im7:item:text}
- Case study (practical example cases that require processing a large amount of information): **not included**
- Group Work (independent work on a topic in groups): {Im9:item:text}
- Excursion (Field trip with a scientific or practical goal): {Im11:item:text}

### 3 Answers given by the Students

Below, you can find the answers provided by the students concerning their acquisition of competence and the teaching-learning situation in the course. If you did not choose any competencies, those will not be shown. 11 students have participated in the survey. That means that the results of the survey are based on **11 student opinions**.

#### 3.1 Prior Knowledge

	a lot (1)	rather much (2)	some (3)	less (4)	none (5)	Amnt.	Missing	Avg.	s
How much prior knowledge did you have concerning the topics of the course?	–	■ 36 %	■ 36 %	■ 27 %	–	11	0 %	2.9	0.8
How much prior practical experience on the topics of this course (e.g. job or internship; research projects) did you gather beforehand?	–	■ 27 %	■ 27 %	■ 36 %	■ 9 %	11	0 %	3.3	1.0

	to a very great extent (1)	to a large extent (2)	to a moderate extent (3)	to a small extent (4)	not at all (5)	Amnt.	Missing	Avg.	s
To what extent has your prior knowledge been helpful to follow the content of the course?	■ 18 %	■ 45 %	■ 18 %	■ 18 %	–	11	0 %	2.4	1.0

*Question text: How often could you relate the course content to the following?*

	always (1)	often (2)	occasionally (3)	rarely (4)	never (5)	Amnt.	Missing	Avg.	s
with your specialised prior knowledge	■ 20 %	■ 40 %	■ 20 %	■ 20 %	–	10	9 %	2.4	1.0
topics already discussed on this course	■ 30 %	■ 60 %	–	■ 10 %	–	10	9 %	1.9	0.8
topics discussed in other courses	–	■ 30 %	■ 70 %	–	–	10	9 %	2.7	0.5
your practical experience (e.g. in a job or internship, research projects) in the field	–	■ 20 %	■ 40 %	■ 20 %	■ 20 %	10	9 %	3.4	1.0

#### 3.2 Self-estimated Competencies

##### 3.2.1 Expertise

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I am able to recall important terms/facts from this course.	■ 64 %	■ 18 %	■ 9 %	■ 9 %	–	11	0 %	1.6	1.0
I am able to give an overview of the course content.	■ 73 %	■ 18 %	■ 9 %	–	–	11	0 %	1.4	0.6
I now feel able to tackle a typical problem within this course's field.	■ 30 %	■ 50 %	■ 10 %	■ 10 %	–	10	9 %	2.0	0.9
I am able to depict complex course matters.	■ 18 %	■ 55 %	■ 27 %	–	–	11	0 %	2.1	0.7
I am able to identify discrepancies and similarities of varied course content (e.g. discrepancies between different models or procedures etc.).	■ 45 %	■ 36 %	■ 18 %	–	–	11	0 %	1.7	0.7
Because of this course, I am able to better evaluate the quality of professional articles on relevant topics.	■ 55 %	■ 18 %	■ 18 %	–	■ 9 %	11	0 %	1.9	1.2

### 3.2.2 Methodical Expertise

Because of this course, ...	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I am able to search for subject-related information more effectively.	30 %	50 %	10 %	—	10 %	10	9 %	2.1	1.1
I am able to better organise my work.	10 %	60 %	20 %	—	10 %	10	9 %	2.4	1.0
I improved my techniques.	10 %	70 %	10 %	—	10 %	10	9 %	2.3	1.0

### 3.2.3 Communication Competence

Because of this course, ...	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
it is easier for me to express my own impressions/opinions.	20 %	40 %	30 %	10 %	—	10	9 %	2.3	0.9
it is easier for me to ask if there is something I have not yet understood.	30 %	30 %	30 %	10 %	—	10	9 %	2.2	1.0
I formulate my contributions in a more precise way.	22 %	67 %	—	11 %	—	9	18 %	2.0	0.8
I improved in getting straight to the point when contributing.	10 %	50 %	10 %	30 %	—	10	9 %	2.6	1.0
I improved in participating in conversations.	10 %	30 %	40 %	20 %	—	10	9 %	2.7	0.9

### 3.2.4 Cooperation Competence

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I contributed to the planning of the group work.	20 %	40 %	20 %	10 %	10 %	10	9 %	2.5	1.2
I supported a constructive working atmosphere within the group.	40 %	40 %	—	10 %	10 %	10	9 %	2.1	1.3
I followed the agreements of the group.	44 %	44 %	—	—	11 %	9	18 %	1.9	1.2
I can fully relate to the group's end results.	30 %	40 %	20 %	—	10 %	10	9 %	2.2	1.2
I have contributed to the distribution of tasks within the group.	30 %	40 %	10 %	10 %	10 %	10	9 %	2.3	1.3

### 3.2.5 Self-responsible Learning

During this course, I ...	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
pursued my own learning objectives.	36 %	45 %	—	18 %	—	11	0 %	2.0	1.0
independently acquired course content.	60 %	20 %	10 %	10 %	—	10	9 %	1.7	1.0
was responsible for the success of my own learning.	73 %	27 %	—	—	—	11	0 %	1.3	0.4

Because of this course, ...	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I improved my ability to set myself learning objectives.	30 %	60 %	—	—	10 %	10	9 %	2.0	1.1
I am able to implement my own learning objectives well.	30 %	50 %	10 %	—	10 %	10	9 %	2.1	1.1

### 3.2.6 Specialised Knowledge

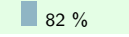

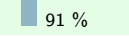

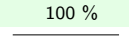
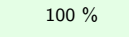
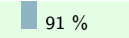

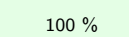
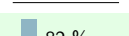



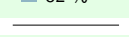

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I now find the topic more interesting than at the beginning of the course.	60 %	30 %	—	10 %	—	10	9 %	1.6	0.9
The course has reinforced my wish to continue my studies.	70 %	20 %	—	10 %	—	10	9 %	1.5	0.9
I enjoy solving the assignments given to me in this course.	50 %	30 %	20 %	—	—	10	9 %	1.7	0.8
In this course, I have learned things that excite me.	50 %	20 %	20 %	10 %	—	10	9 %	1.9	1.0
I engage with topics of the course beyond the course itself - just for fun.	40 %	30 %	20 %	—	10 %	10	9 %	2.1	1.2

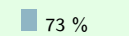

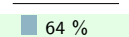


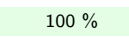
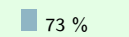

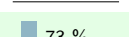


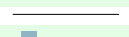

### 3.2.7 Link between Theory and Practice

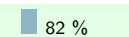


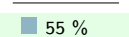


	fully applies	rather applies	partly applies	rather not applies	does not apply at all	Amnt.	Missing	Avg.	s
Because of this course, I better understand the practical significance of topics discussed.	55 %	18 %	18 %	—	9 %	11	0 %	1.9	1.2
Because of this course, my ability to apply theoretical knowledge to practical problems/tasks has improved.	55 %	27 %	9 %	—	9 %	11	0 %	1.8	1.2

### 3.3 Statements about Teaching Quality and Support

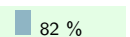


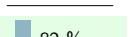

#### 3.3.1 Knowledge Transfer by the Lecturer

The lecturer ...	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
provided clear learning objectives.	 82 %	 18 %	—	—	—	11	0 %	1.2	0.4
structured the entire course well.	 91 %	 9 %	—	—	—	11	0 %	1.1	0.3
clearly presented the course content.	 100 %	—	—	—	—	11	0 %	1.0	0.0
explained new terms and concepts in a precise manner.	 100 %	—	—	—	—	11	0 %	1.0	0.0
was able to clearly explain complex matters.	 91 %	 9 %	—	—	—	11	0 %	1.1	0.3
gave illustrative examples that supported the comprehension of the course content.	 100 %	—	—	—	—	11	0 %	1.0	0.0
gave helpful advice to tackle difficulties with comprehension.	 82 %	 18 %	—	—	—	11	0 %	1.2	0.4
repeatedly established links to topics already discussed.	 82 %	 18 %	—	—	—	11	0 %	1.2	0.4
asked questions that gave students the opportunity to review their own understanding of the course content.	 64 %	 36 %	—	—	—	11	0 %	1.4	0.5

The lecturer ...	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
gave students the opportunity to engage more deeply with topics interesting to them.	 73 %	 27 %	—	—	—	11	0 %	1.3	0.4
used varied methods to deliver the course.	 64 %	 18 %	 18 %	—	—	11	0 %	1.5	0.8
treated all students respectfully.	 100 %	—	—	—	—	11	0 %	1.0	0.0
encouraged students during the discussion of difficult topics.	 73 %	 27 %	—	—	—	11	0 %	1.3	0.4
gave helpful suggestions on how to improve my techniques.	 73 %	 18 %	 9 %	—	—	11	0 %	1.4	0.6
supported students during their preparation of their presentations.	 82 %	—	 18 %	—	—	11	0 %	1.4	0.8

During this course, I ...	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
was given different opportunities to access the course content.	 82 %	 9 %	 9 %	—	—	11	0 %	1.3	0.6
was given opportunities to track my progress.	 55 %	 27 %	—	 18 %	—	11	0 %	1.8	1.1

#### 3.3.2 Support outside of the Course

The lecturer ...	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	not used	Amnt.	Missing	Avg.	s
was easily reachable for questions and concerns.	 82 %	 9 %	—	—	—	 9 %	11	9 %	1.1	0.3
took sufficient time for the individual concerns of the students.	 82 %	—	—	—	—	 18 %	11	18 %	1.0	0.0



### 3.4 Statements about the Module

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
The learning goal of the course was made clear by the lecturer.	100 %	—	—	—	—	10	9 %	1.0	0.0
The learning goal of the course is reflected in the teaching methods and the type of examination.	80 %	20 %	—	—	—	10	9 %	1.2	0.4

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
The learning goal of the module was made clear by the lecturer.	100 %	—	—	—	—	10	9 %	1.0	0.0
The lecturer explained the linking between the learning goal of the course and the learning goal of the module.	90 %	10 %	—	—	—	10	9 %	1.1	0.3

### 3.5 Statements about the Learning Atmosphere

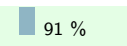

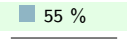



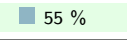


	always (1)	often (2)	occasionally (3)	rarely (4)	never (5)	Amnt.	Missing	Avg.	s
In the context of the lecture, ...									
course participants interacted respectfully with each other.	82 %	18 %	—	—	—	11	0 %	1.2	0.4
sufficient opportunities for the exchange with other students were offered.	73 %	27 %	—	—	—	11	0 %	1.3	0.4
I could benefit from the knowledge of other students.	55 %	27 %	18 %	—	—	11	0 %	1.6	0.8
I actively participated (questions, comments, discussions).	18 %	27 %	36 %	18 %	—	11	0 %	2.5	1.0
I had enough time to discuss difficulties I had with any topics.	60 %	10 %	30 %	—	—	10	9 %	1.7	0.9

### 3.6 Verbal Contribution by Students

	always (1)	often (2)	occasionally (3)	rarely (4)	never (5)	Amnt.	Missing	Avg.	s
The lecturer ...									
assessed answers/contributions from students.	82 %	18 %	—	—	—	11	0 %	1.2	0.4
used peer assessment to allow students to assess each other's work.	36 %	36 %	—	18 %	9 %	11	0 %	2.3	1.4
gave constructive feedback on students' contributions/answers.	82 %	18 %	—	—	—	11	0 %	1.2	0.4
identified problems during student presentations.	45 %	18 %	27 %	9 %	—	11	0 %	2.0	1.0

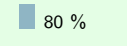

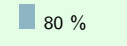

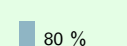





### 3.7 Statements about the Learning Materials

Question text: How helpful were the following materials for your understanding of the course contents?

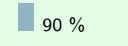

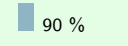




	very helpful (1)	rather helpful (2)	partly helpful (3)	less helpful (4)	not helpful at all (5)	no provision	Amnt.	Missing	Avg.	s
the media used for presenting the course content	 91 %	 9 %	—	—	—	—	11	0 %	1.1	0.3
the scripts/texts provided	 55 %	 27 %	 9 %	—	—	 9 %	11	9 %	1.5	0.7
the recommended literature	 55 %	 27 %	 18 %	—	—	—	11	0 %	1.6	0.8

### 3.8 Statements about Online Media

Question text: How helpful would you rate any online media used for the following aspects?

	very helpful (1)	rather helpful (2)	partly helpful (3)	less helpful (4)	not helpful at all (5)	not used	Amnt.	Missing	Avg.	s
supply of content (e.g. scripts, notes)	 80 %	—	—	—	—	 20 %	10	27 %	1.0	0.0
organisation of the course (e.g. preparation)	 80 %	 20 %	—	—	—	—	10	9 %	1.2	0.4
offer of additional materials and media (e.g. further literature, videos)	 80 %	 20 %	—	—	—	—	10	9 %	1.2	0.4
support for students' communication (e.g. chats, forums)	 20 %	 40 %	 20 %	—	—	 20 %	10	27 %	2.0	0.7

### 3.9 Custom Questions

	fully applies (1)	rather applies (2)	partly applies (3)	rather not applies (4)	does not apply at all (5)	Amnt.	Missing	Avg.	s
I have used the teaching videos regularly for class preparation.	 90 %	 10 %	—	—	—	10	9 %	1.1	0.3
The teaching videos were useful for preparing the topics of each class.	 90 %	 10 %	—	—	—	10	9 %	1.1	0.3
The teaching should happen in class rather than by video.	 11 %	—	—	 67 %	 22 %	9	18 %	3.9	1.1

Is the chosen seminar format along the 'inverted classroom' useful to you? What works particularly well and what needs to be improved?

This open question has been added by you.

- I did like the videos. However, combined with the mandatory readings it was quite a lot, given that I don't need a grade for this course. If it was possible to shorten the mandatory readings and instead suggest them rather as supplementary readings, I'd personally be more up to reading the mandatory one instead of thinking that its too much to even bother.
- I found it very helpful, especially having the slides as well.
- I liked the inverted classroom the way you implemented it and i think the

course profits from it. The videos were well made and allowed me to re-listen to important things.

- I loved the videos. It really helped me focus on the content at home and learn more than I would have if you had given the lecture in class as some other lecturers do.
- It is helpful to learn the subject on my own terms (time, speed, repetition). Combined with the mandatory readings it prepared me very well for the in class discussion. It freed up time in class to focus on discussing the topic.

- It was the first time for me and I really enjoyed it. I prioritised the videos and did read less the literature or skim read it. I think video and literature combined was too big work load. Maybe little bit less readings.
- Too many presentations, more variety would be great, the rest all just worked really well
- Yes it was helpful because I had the chance to gather knowledge about the class beforehand which made my learning better. I was able to follow the class in a better way.

- Yes, you can go back and forth between topics, slow the video down or speed it up and you can always go back when you didn't remember a concept
- well enough. I have no improvement ideas.
- i think the videos could be a little bit shorter at times or the readings not so comprehensive. I often did not have time to do to all fully.

## 4 Overall Assessment of the Course

	very high (1)	rather high (2)	partly high, partly low (3)	rather low (4)	very low (5)	Amnt.	Missing	Avg.	s
My knowledge increase is ...	20 %	60 %	10 %	10 %	—	10	9 %	2.1	0.8

	very good (1)	rather good (2)	partly good, partly poor (3)	rather poor (4)	very poor (5)	Amnt.	Missing	Avg.	s
Altogether, I think this course is ...	80 %	10 %	10 %	—	—	10	9 %	1.3	0.6

## 5 Comparison of Means

Please note: The given means only show the results at the time of inquiry. All information is based on the participation of at least five participants per item. If there are no means listed, less than five students have answered the question.

	Course*	Lecturer*	Department*	Course type*
My knowledge increase is ...	Mean "2.10 (rather high)"	0 courses "1.92 (rather high)"	0 courses "1.92 (rather high)"	15 courses "1.87 (rather high)"

\* Course: Politik der Europäischen Union - zeitgenössische Perspektiven, Gruppe 1, Lecturer: Prof. Dr. Christian Rauh, Department: Sozialwissenschaften, Course type: Seminar

	Course*	Lecturer*	Department*	Course type*
Altogether, I think this course is ...	Mean "1.30 (very good)"	0 courses "1.63 (rather good)"	0 courses "1.63 (rather good)"	15 courses "1.49 (very good)"

\* Course: Politik der Europäischen Union - zeitgenössische Perspektiven, Gruppe 1, Lecturer: Prof. Dr. Christian Rauh, Department: Sozialwissenschaften, Course type: Seminar

## 6 Open Comments

### 6.1 Aspects beneficial to Learning

Question text: *What aided your learning the most on this course?*

- Always constructive feedback to contributions, be it in class or presentations. Always linked questions back to current research streams/questions/discussions, really helped for my research goals. Always very friendly, kind, open atmosphere, engaging. Really happy with the course
- Cleaning structure of the course, regularly coming back to previous theories/learnings
- The lecture videos and the in depth in class discussions.
- The videos and discussions in the course.
- The videos and reading material combined with in class presence.
- The videos and the few sessions where we had different kinds of group work. It was honestly the best university course I have ever taken. I learned so much even though I never actually read any of the readings (sorry). Thank you!
- The videos, in class discussions and different teaching methods
- You are a very good, friendly lecturer and able to explain things very well. I just realised once again that I'm not particularly interested in EU-studies which obviously has nothing to do with you.
- the teaching videos

6.2 Problems and Suggestions for Improvement

Question text: What made your learning difficult and what suggestions for improvement do you have to decrease these hindering aspects?

- - I don't always love all the students' presentations. I know it's a typical Uni problem how to get everybody to do a "Nebenleistung". I really liked the format of the discussion session and would like to maybe do that more often or have a discussion about the obligatory readings where maybe 2-4 people each prepare a discussion on Key texts, maybe tasked with arguing for/against key arguments, evaluating its role in the broader debate and so
- on. This is no criticism on you, more on the credit system in Potsdam (and made a bit difficult by the size of the course, which is also no criticism as I was very happy that everybody who applied was able to visit the course)

  - I would have preferred if you did more of the talking instead of having to listen to other students but that might just be a personal preference.
  - Sometimes the presentations were a bit much and I would have preferred
- the time for group work. I also think we would have learned more through that. So maybe next time there could be some other form of task to pass the course like essays or reading diaries.

  - Sometimes very long and specific discussion by only a few people in the seminar room; more use of group work to give more people the chance to speak (not necessarily always with a presentation afterwards), e.g. short task in policy fields/ position scaling

7 Workload

	fully agree (1)	rather agree (2)	partly agree (3)	rather not agree (4)	do not agree at all (5)	Amnt.	Missing	Avg.	s
The workload for this course was manageable for me.	10 %	90 %	—	—	—	10	9 %	1.9	0.3

Question text: How many hours per week on average do you spend on the taken course during this semester?

Answers

Missing: 1 (9 %)

Median for course: 4

	Absolute	Percentage
3	2	20 %
4	4	40 %
5	4	40 %
Total	10	100 %

8 Information about Degree and Study Semester

Answers

Missing: 1 (9 %)

Mean for course: 3

	Absolute	Percentage
1.	3	30 %
2.	3	30 %
4.	2	20 %
5.	2	20 %
Total	10	100 %

Answers

Missing: 1 (9 %)

Mode for course: "Master"

	Absolute	Percentage
Master	9	90 %
Bachelor (one subject)	1	10 %
Total	10	100 %

## 9 Information about Trainings and further Services related to Teaching

### 9.1 Didactics at the University

Covering a lot of aspects on how to organize teaching and courses of studies, the Network **Studienqualität Brandenburg (sqb)** offers a wide range of programmes and information to lecturers.

You can find the current workshop programme online: [www.faszination-lehre.de](http://www.faszination-lehre.de)

### 9.2 For new Teachers

With the *Teaching Professionals Programme*, the **Potsdam Graduate School** offers a targeted further qualification in academic teaching. You can also find out more about support, further education and networking at: [www.uni-potsdam.de/de/pogs](http://www.uni-potsdam.de/de/pogs)

### 9.3 E-Learning

The work of the **Department Teaching & Media at the ZfQ** aims to improve the quality of studies through the sustainable integration of E-Learning into the teaching at University of Potsdam.

You can find out all about the various offers for designing teaching and using digital media (in teaching) at:

<https://uni-potsdam.de/zfq/lehre-und-medien/>

