Evasys Admin SOC 1011S1

Capita Selecta sem 4 (Docent A = F.C.A.Bonnet@uva.nl) (10111-71G10-4)

No. of responses = 25

Survey Results

Legend

Question text

Relative Frequencies of answers — Std. Dev. — Mean

Left pole — Right pole

Scale — Histogram
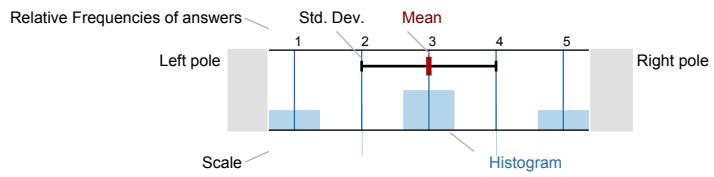
n=Amount
av.=Mean
dev.=Std. Dev.
ab.=Abstention

Quality index

**Description of quality symbol**

Mean value is below the quality guideline.

Mean is within the range of tolerance for the quality guideline.

Mean value is within the quality guideline.

About the course

**1.1) I found the intellectual challenge of the course to be**
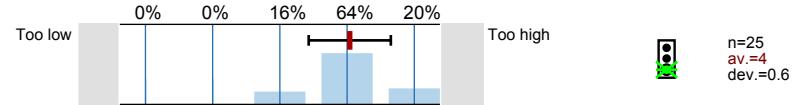
Too low — Too high

0% 0% 16% 64% 20%

n=25
av.=4
dev.=0.6

1.2) I found the workload of the course to be

Too low — Too high

0% 0% 36% 48% 16%

n=25
av.=3.8
dev.=0.7

1.3) The course stimulated me to think in a critically-scientific way

Strongly disagree — Strongly agree

0% 0% 24% 40% 36%

n=25
av.=4.1
dev.=0.8

1.4) My judgement about the course materials is positive

Strongly disagree — Strongly agree

4% 4% 32% 32% 28%

n=25
av.=3.8
dev.=1.1

1.5) I learned a lot in this course

Strongly disagree — Strongly agree

0% 8% 36% 32% 24%

n=25
av.=3.7
dev.=0.9

1.6) The course was a useful component of the curriculum

Strongly disagree — Strongly agree

4% 12% 16% 36% 32%

n=25
av.=3.8
dev.=1.2

1.7) I give the course the rate of

1 — 10

0% 0% 4% 4% 4% 13% 9% 43% 17% 4%

n=23
av.=7.4
dev.=1.7
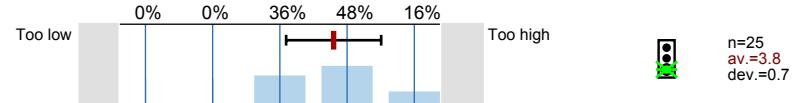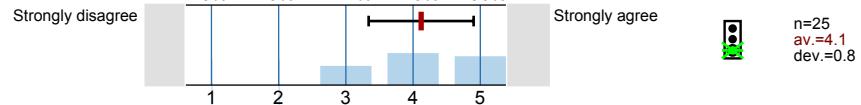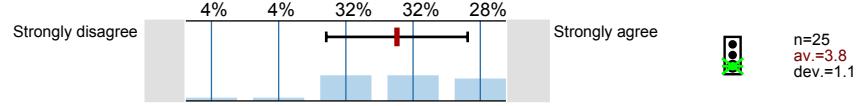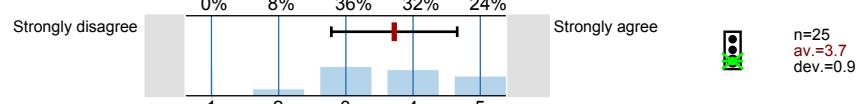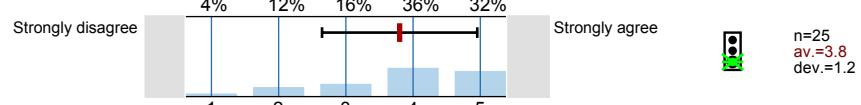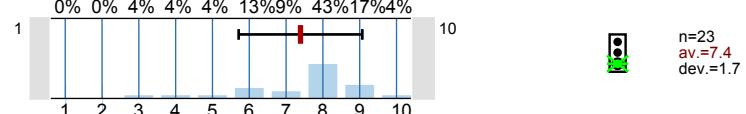
Time spent

2.1) I spent an average of ... hours per week on this course (incl. self-study and lectures)

n=24

1-2		4.2%
3-5		8.3%
6-10		50%
11-15		29.2%
16-25		4.2%
>25		4.2%
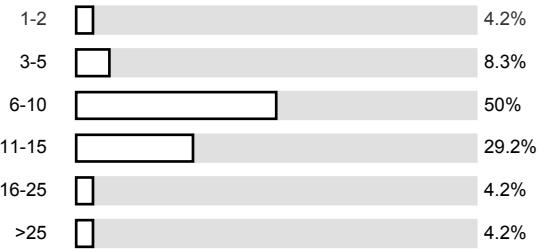
About lecturer A

You have the opportunity to give your opinion about two lecturers; if the course was only given by one lecturer you do not have to answer the questions about lecturer B.

3.1) The lecturer was compelling
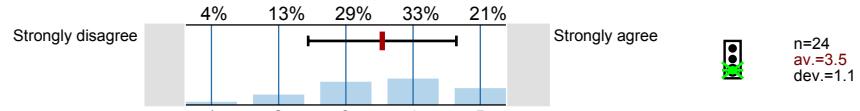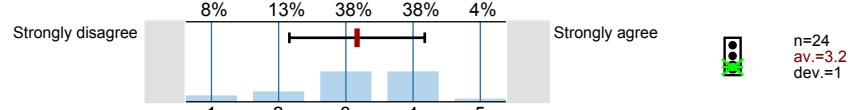
Strongly disagree — Strongly agree
4% 13% 29% 33% 21%
1 2 3 4 5
n=24
av.=3.5
dev.=1.1

3.2) The lecturer had a good language proficiency

Strongly disagree — Strongly agree
8% 13% 38% 38% 4%
1 2 3 4 5
n=24
av.=3.2
dev.=1

3.3) The lecturer presented the course in a well-organised fashion

Strongly disagree — Strongly agree
4% 4% 33% 38% 21%
1 2 3 4 5
n=24
av.=3.7
dev.=1

3.4) The lecturer appeared to be well prepared

Strongly disagree — Strongly agree
0% 4% 13% 50% 33%
1 2 3 4 5
n=24
av.=4.1
dev.=0.8

3.5) The lecturer appeared knowledgeable about the subject

Strongly disagree — Strongly agree
0% 0% 9% 52% 39%
1 2 3 4 5
n=23
av.=4.3
dev.=0.6

3.6) There was ample opportunity to communicate with the lecturer (directly, by e-mail or Blackboard)

Strongly disagree — Strongly agree
8% 0% 21% 29% 42%
1 2 3 4 5
n=24
av.=4
dev.=1.2

3.7) The lecturer offered useful feedback on students' input (contributions to discussions, assignments, presentations)

Strongly disagree — Strongly agree
4% 8% 42% 33% 13%
1 2 3 4 5
n=24
av.=3.4
dev.=1

3.8) The lecturer offered feedback in timely fashion

Strongly disagree — Strongly agree
4% 4% 33% 42% 17%
1 2 3 4 5
n=24
av.=3.6
dev.=1

3.9) I give the lecturer the rate of

0%	5%	0%	5%	5%	9%	18%	41%	14%	5%

1 ————————————————————— 10

1 2 3 4 5 6 7 8 9 10
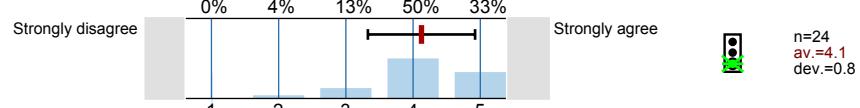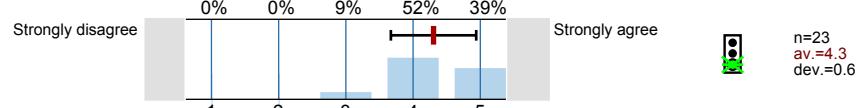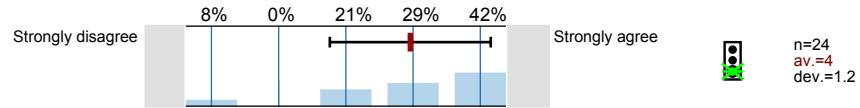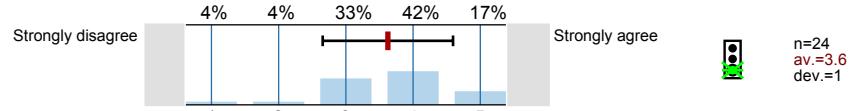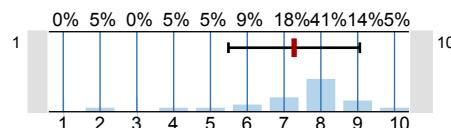
n=22
av.=7.3
dev.=1.8

About lecturer B (If applicable)

4.1) The lecturer was compelling — The evaluation will not be displayed due to low response rate.

4.2) The lecturer had a good language proficiency — The evaluation will not be displayed due to low response rate.

4.3) The lecturer presented the course in a well-organised fashion — The evaluation will not be displayed due to low response rate.

4.4) The lecturer appeared to be well prepared — The evaluation will not be displayed due to low response rate.

4.5) The lecturer appeared knowledgeable about the subject — The evaluation will not be displayed due to low response rate.

4.6) There was ample opportunity to communicate with the lecturer (directly, by e-mail or Blackboard) — The evaluation will not be displayed due to low response rate.

**4.7)** The lecturer offered useful feedback on students' input (contributions to discussions, assignments, presentations) — The evaluation will not be displayed due to low response rate.

4.8) The lecturer offered feedback in timely fashion — The evaluation will not be displayed due to low response rate.

4.9) I give the lecturer the rate of — The evaluation will not be displayed due to low response rate.

Information about the course

5.1) The information on this course contained in the (electronic) course catalogue accurately reflects the actual course content

Strongly disagree

0%	4%	8%	67%	21%

Strongly agree

1 2 3 4 5
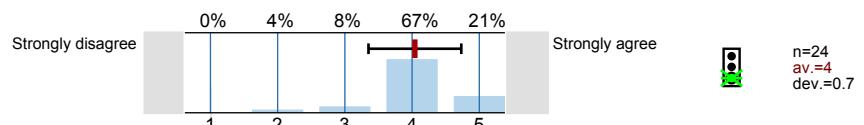
n=24
av.=4
dev.=0.7

5.2) The course manual indicates clearly what is expected of me in the context of this course

Strongly disagree

0%	12%	16%	52%	20%

Strongly agree

1 2 3 4 5
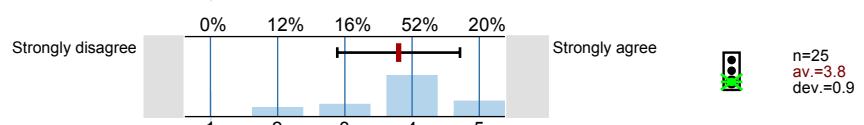
n=25
av.=3.8
dev.=0.9

Skill Development

Take note! If this evaluation concerns a lecture, the following questions probably do not apply (box n/a).

To what extent were you able to develop the following skills?

6.1) To engage in a constructive and critical discussion

	0%	21%	17%	29%	33%	
Not at all	1	2	3	4	5	Good
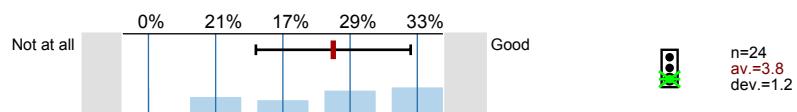
n=24
av.=3.8
dev.=1.2

6.2) Effective reading

	0%	0%	23%	50%	27%	
Not at all	1	2	3	4	5	Good
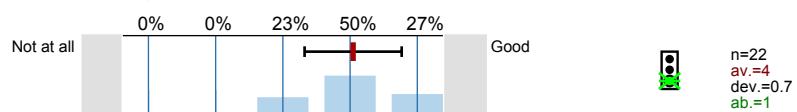
n=22
av.=4
dev.=0.7
ab.=1

6.3) Grammatically correct writing

	0%	28%	28%	22%	22%	
Not at all	1	2	3	4	5	Good
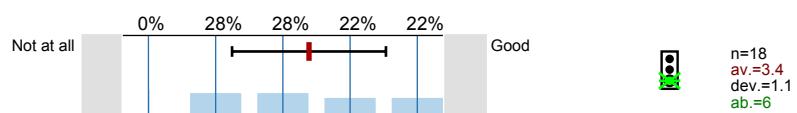
n=18
av.=3.4
dev.=1.1
ab.=6

6.4) Research design

	0%	15%	31%	31%	23%	
Not at all	1	2	3	4	5	Good
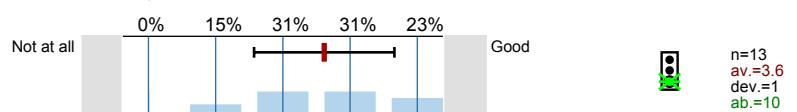
n=13
av.=3.6
dev.=1
ab.=10

6.5) Succinct and clear argumentation

	0%	5%	38%	38%	19%	
Not at all	1	2	3	4	5	Good
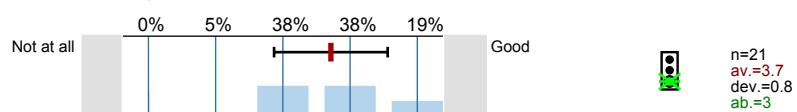
n=21
av.=3.7
dev.=0.8
ab.=3

6.6) Presentation skills

	16%	11%	21%	32%	21%	
Not at all	1	2	3	4	5	Good
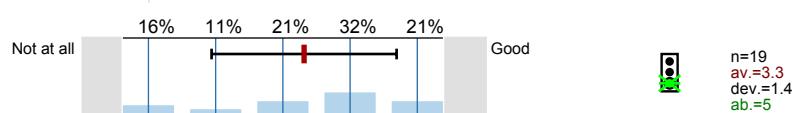
n=19
av.=3.3
dev.=1.4
ab.=5

6.7) Provide and receive adequate feedback

	0%	17%	26%	30%	26%	
Not at all	1	2	3	4	5	Good
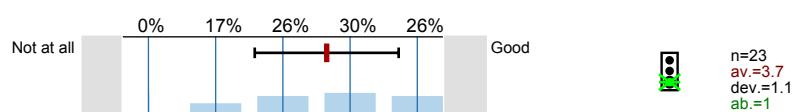
n=23
av.=3.7
dev.=1.1
ab.=1

Remarks and Suggestions

Please write within the frame. Words outside the frame are not legible to the lecturer. Please leave the frame completely empty if you do not have any remarks.

Profile

|				
1.1)	I found the intellectual challenge of the course to be	Too low	Too high	av.=4
1.2)	I found the workload of the course to be	Too low	Too high	av.=3.8
1.3)	The course stimulated me to think in a critically-scientific way	Strongly disagree	Strongly agree	av.=4.1
1.4)	My judgement about the course materials is positive	Strongly disagree	Strongly agree	av.=3.8
1.5)	I learned a lot in this course	Strongly disagree	Strongly agree	av.=3.7
1.6)	The course was a useful component of the curriculum	Strongly disagree	Strongly agree	av.=3.8
1.7)	I give the course the rate of	1	10	av.=7.4
3.1)	The lecturer was compelling	Strongly disagree	Strongly agree	av.=3.5
3.2)	The lecturer had a good language proficiency	Strongly disagree	Strongly agree	av.=3.2
3.3)	The lecturer presented the course in a well-organised fashion	Strongly disagree	Strongly agree	av.=3.7
3.4)	The lecturer appeared to be well prepared	Strongly disagree	Strongly agree	av.=4.1
3.5)	The lecturer appeared knowledgeable about the subject	Strongly disagree	Strongly agree	av.=4.3
3.6)	There was ample opportunity to communicate with the lecturer (directly, by e-mail or Blackboard)	Strongly disagree	Strongly agree	av.=4
3.7)	The lecturer offered useful feedback on students' input (contributions to discussions, assignments, presentations)	Strongly disagree	Strongly agree	av.=3.4
3.8)	The lecturer offered feedback in timely fashion	Strongly disagree	Strongly agree	av.=3.6
3.9)	I give the lecturer the rate of	1	10	av.=7.3
5.1)	The information on this course contained in the (electronic) course catalogue accurately reflects the actual course content	Strongly disagree	Strongly agree	av.=4
5.2)	The course manual indicates clearly what is expected of me in the context of this course	Strongly disagree	Strongly agree	av.=3.8
6.1)	To engage in a constructive and critical discussion	Not at all	Good	av.=3.8
6.2)	Effective reading	Not at all	Good	av.=4
6.3)	Grammatically correct writing	Not at all	Good	av.=3.4
6.4)	Research design	Not at all	Good	av.=3.6
6.5)	Succinct and clear argumentation	Not at all	Good	av.=3.7
6.6)	Presentation skills	Not at all	Good	av.=3.3

6.7) Provide and receive adequate feedback — Not at all ⊢——|——|—■—|——⊣ Good — av.=3.7

7.1) What do you consider the strengths of this course?

the lecturer Ronan

Sociological background necessary for any sociological research

Giving overall knowledge of the social theory

The highly challenging content and the excellent readings chosen to be part of the syllabus (not only classical, but also modern, thus relevant, texts)

Provides strong background on the critical thinking and comparative social theories.

the course provides a very good
overview over the most important
sociological/social theories
throughout time

improving theoretical knowledge and how to link research
with theoretical context.

- Indepth analysis / presentation of the materials
- Exposure to the dynamics underpinning social
discourse

The wide range of topics covered as well as the variety of
sociological approach presented in each session

I think, the most important strength of this course is to teach how to read a text and work on the author's argumentations with concrete statements.

close reading
Reading material

Many topics were covered, from the notice of the state, globalization, nation' of the person.

Provides good theoretical backgrounder, but pretty
for ᵥ advanced students of the subject.
   more

It (re)introduces students with key theories in sociology.

The professor is extremely knowledgeable about the readings and was careful to ensure the students grasped the ideas presented thoroughly. He also ensured we didn't stray into essentialist commentary.

• The variety in literature that we covered.
• Good overview of the main sociological debates and theories.

7.2) What do you consider the weaknesses of this course?

I do not believe this course had any value for the labor track of sociology. Please remove it.

I don't think the professor had the social skills needed for a multicultural class. Disorganized, overload lectures & readings

The tendency of the lecturer to monopolize the discussion, questions sometimes lacked clarity and gave little room for debate.

It has any weakness.

the workload is very high
and sometimes the lecturer failed
to make the literature really understandable
to the students, although he was very well
prepared himself, the class sometimes was
a little chaotic

Discussion leadership and assessment not clear.

— Too much readings — difficult to exhaust
some texts deeply.

the lecturer does not always have the same level of competence
and knowledge for each class, each topic. He also does
not shows the same degree of interest for certain topics,
discussing a priori issues. However, he does not appreciate

1. I don't know if it is important for the assessment process, but the "discussion
leadership" was not so effective way to make students ready. In general, the
quality of the course and discussions were sufficient. "Leadership" procedure could be
modified.
2. I felt sometimes, lecturer has already ends in discussion and don't
encourage students to improve their analysis, different from the lecturer,
for the sake of time plan of the course.

While the lecturer changed the way which he conducts this course, halfway through the semester, the first half was very difficult to follow, understand and to feel as though I could participate due to his highly critical approach.

presentation skills
constructive discussion
constructive feedback
class is to big for seminar

The lecture was not very compelling to engage & foster group discussions

The course is western-centric.

It takes for granted that students have sociological background.
The quality / experience of lecturers are different.

Few people spoke in the course, which was frustrating as it is supposed to be a graduate seminar.

We were discouraged to connect the readings to outside examples. I think this was problematic. If we could have had a more open discussion I think that there would have been more participation in seminars.

7.3) Do you have suggestions for improvement?

give literature question beforehand. This can guide students while reading the literature material

More group discussions well-organized, visual support and more professional / lectures out of the course itself.

Try to interrelate the articles when discuss them

More focus on class debates, between students per se, not only lecturer-student discussions A more organized presentation of the content of more tricky readings.

No

Like in one last classes, start by discussing the
readings, ~~try them~~ theoretical lecture
followed by

— More contemporary (social) examples
relating to the texts.

To provide for different lectures, to treat the topics that does not fall with the main lectures. [Research based]

Be less critical and more supportive to allow people to feel that they can contribute to discussions

- change presentation system, (there was no)
- be aware of students with no social science background (90% hisoco students)
- more appealing set-up/structure of course that invites students to participate in class

More discourse on non-western perspectives.

To make course more diverse by adding works, theories of non-western sociologists

Lecturer and course designers should take into account that not every student is knowledgeable/has/ of/ has studied sociological theories before. and therefore should teach/design the course in the way that would allow them to gradually understand the course.

Maybe handout a glossary of key concepts that are expected to be known before the start of the course for the ones who come from a different education background, i.e. not sociology or anthropology, but other sciences or even no social sciences.

I think on the one hand the professor could further engage students to take an active role, however on the other, it is a graduate seminar so the onus lies on the students

The midterm was very difficult and stressful. Could have given us options to choose from, to make the exam easier.