



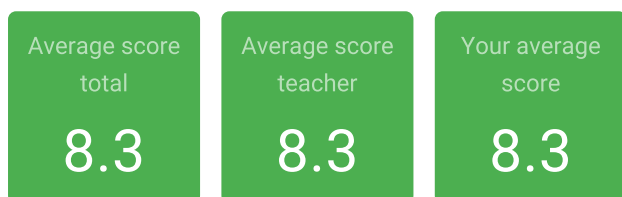
# W (Wynand) Kastart

Report composed on 12-11-2021

Teacher name W (Wynand) Kastart (wkt360)  
Results until 12-11-2021

## Average scores

Below are the average scores. These averages are composed of all results on all questions, with the exception of the questions with the scales "Yes / No" and "Open question", and questions in which the set of questions states that they may not be included in the average.



# Evaluations

An average of all questions per evaluation

EVALUATION NAME	TOTAL	SUBJECT	TEACHER	THIS TEACHER	EXAM	DATE	RESPONSE
Political Institutions (2021 P1 TOETSING)	8.6				8.6	29 okt. 2021 11 nov. 2021	35/71 (49%)
Political Institutions (2021 P1 CURSUS)	8	7.9	8.7	8.7		29 okt. 2021 11 nov. 2021	36/71 (51%)
Teachers: , W (Wynand) Kastart, S (Stefano) Merlo							
wkastart-W-JSM-202-FA21-Course-Evaluations-v01 2021_110_W_JSM_202	7.6	7.4	8.2	8.2		13 okt. 2021 23 okt. 2021	59/71 (83%)
Teachers: S (Stefano) Merlo, W (Wynand) Kastart,							

# Subjects

An average of all questions per subject

SUBJECT NAME	TOTAL	SUBJECT	TEACHER	THIS TEACHER	EXAM	EVALUATIONS	RESPONSE
Political Institutions W_JSM_202	7.8	7.5	8.3	8.3	8.6	1	59/71 (83%)

# Subject questions

Are there any other things you would like to say about your answers, the course or the programme?

Scale: Open question | Amount of given answers: 95

1. *Please reassess the grading system*
2. *-*
3. *It really needs a different structure*
4. *no*
5. *This course has also taught me that while Politics is very interesting to me, much of the model-based political science is actually not; this is not a bad thing though: now I know that this is not really something I want to pursue which is a valuable insight.*
6. *I enjoyed the content and layout of the course. I believe that the seminars could have been organized differently but Stefano did his best to keep us on track.*
7. *Ik vind dat er streng beoordeeld wordt*
8. *The enthusiasm of Wynand was a plus!*
9. *Nee*
10. *more kindness in the way of interaction*
11. *No*
12. *Maybe two assignments with a weight of 15% would have been enough to take a little pressure of the students*
13. *I believe that the grading system in general is flawed as we need almost a 10% increase in our grades to pass than what we normally would need. This makes it extremely difficult for low result students like me to pass the course*
14. *I felt like the classes really helped me memorise and understand the content of the books better*
15. *I think the teachers feedback to the assignments could have been more extensive. Overall I enjoyed the course*
16. *I would suggest to maybe not work with a skewed distribution regarding grades. But that's my personal opinion. Since it's sometimes hard enough to get a 5.5.*
17. *I really appreciate that Wynand always seemed to be open about concerns we raised as students such as ones about time constraints in the midterm, etc. That made us as students feel very respected and taken seriously.*
18. *I have no idea why I will fail this class. I feel like I studied more than usual but I was doing constantly bad no matter what I try. It was still the most demotivating course so far since I tried to incorporate all feedback that was given, studied the lists and model answers. In the beginning I read everything from the book but after half the course I seemed like it does not make a difference at all. the time constrain in the exams are too harsh and with questions that are formulated as difficult to understand as possible it was not doable, I had 3 occasions I which I submitted assignment after good peer review feedback, and a lot of effort but then got a very bad grade. It seems like I can understand pretty much everything that is taught and memorize as much as I want but will still not get a pass. I believe if people show at least clear*

understanding of the subject and can show usage of multiple concepts, this does not have to be a good grade but at least a pass

19. I would have preferred more space for creativity in the assignment

20. Especially after having been a bit disappointed about the first year politics courses, I really enjoyed this course and would take it again in a heartbeat. It was very demanding and challenging at times because of the high workload and fast pace, but I will happily put in the effort if I have the feeling that the lecturer is very enthusiastic about their subject, the course is well-organized, feedback during the course is taken into consideration by the lecturer and I feel like the effort I exert is also reflected in my grades. All of this was given in this course and I want to thank Wynand for his care and good teaching.

21. Sommigen vonden het niet zo leuk dat u aan het begin mensen verwelkomde met applaus. En dat u te streng ben geweest met absentie en procedures van opdrachten inleveren. Zelf ben ik neutraal van uw aanpakken.

22. the course was very well structured and organized and the instructor Wynand Kastart reacted extremely well to any criticisms or questions coming from the student (extensions of deadlines, extra points due to time constraints)

23. Thanks

24. /

25. Deze cursus was een van de best georganiseerde cursussen die ik tot nu toe op mijn studie heb gehad, en mag een voorbeeld zijn voor andere cursussen.

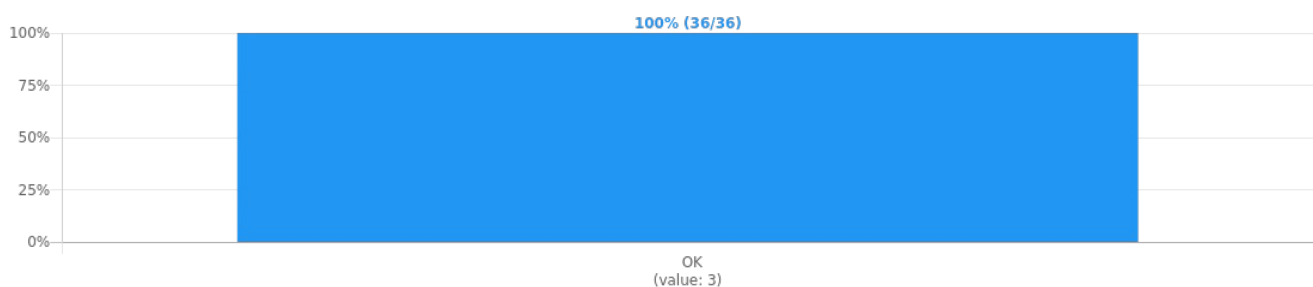
26. we as students could tell that the teacher, Wynand Kastart, was very engaged and motivated about his students doing well.

27. Reading only primary literature (directly written by affirmed professionals in the field) is surely more difficult than reading a textbook. However, it is more challenging and allows the student to find the theory individually instead of receiving it from above.

Dear student, Thank you for taking the time to evaluate this course! The anonymous feedback you provide helps us in our continued efforts to improve the course and the quality of the education you receive. Please give your feedback in a constructive manner and with respect for your teacher. Once the evaluation period is over, a summary of the results for this course will be published within two weeks, accompanied by the teacher's response.

Scale: no answer necessary |  $\sigma$  | Amount of given answers: 36

OK

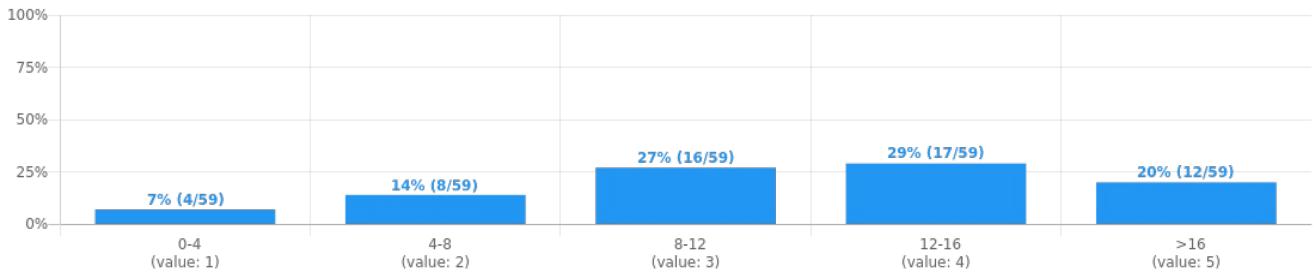


Estimated time spent in hours on out-of-class study per week (i.e. excluding face-to-face instruction)

Average score: 3.4

Scale: time spent (in hours) |  $\sigma$  1.2 | Amount of given answers: 59

8-12

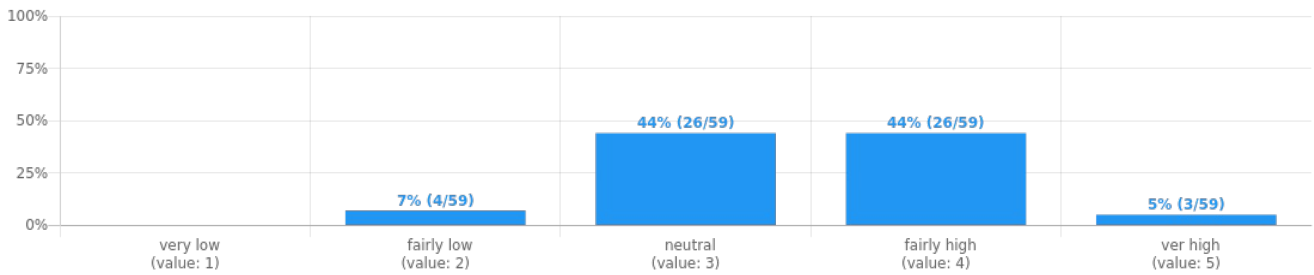


For me the level of this practical tutorial was:

Scale: Very low to very high |  $\sigma$  0.7 | Amount of given answers: 59

Average score: 3.5

neutral

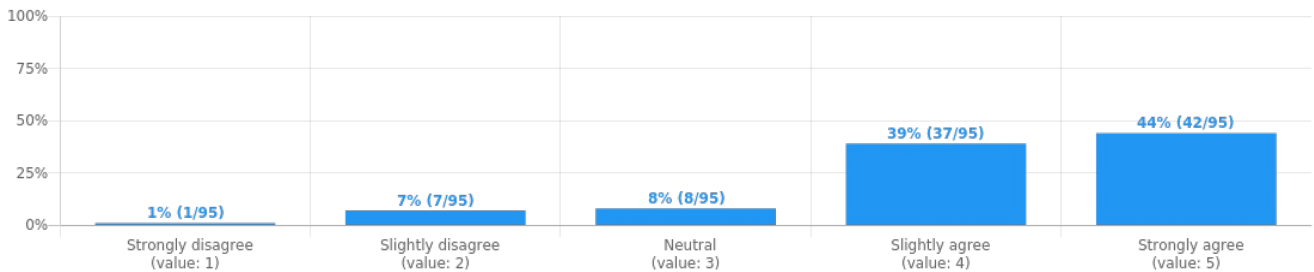


I found the course material (texts, slides, assignments, knowledge clips, podcasts, etc.) clear and informative

Scale: Strongly disagree to strongly agree |  $\sigma$  0.9 | Amount of given answers: 95

Average score: 4.2

Slightly agree

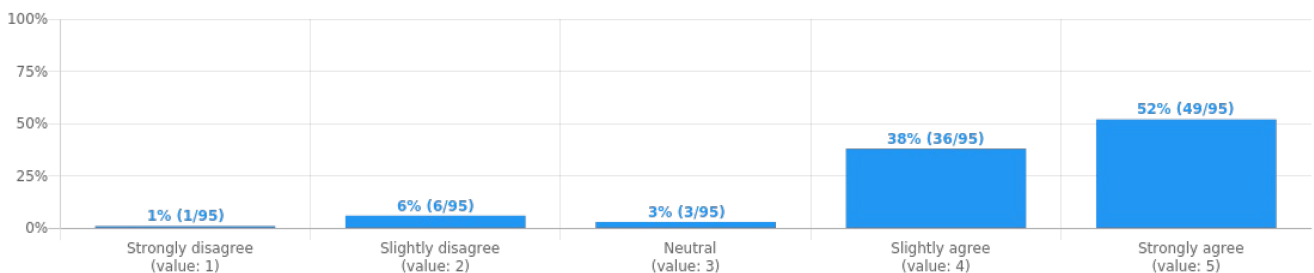


I found the lectures useful and worthwhile

Scale: Strongly disagree to strongly agree |  $\sigma$  0.9 | Amount of given answers: 95

Average score: 4.3

Slightly agree

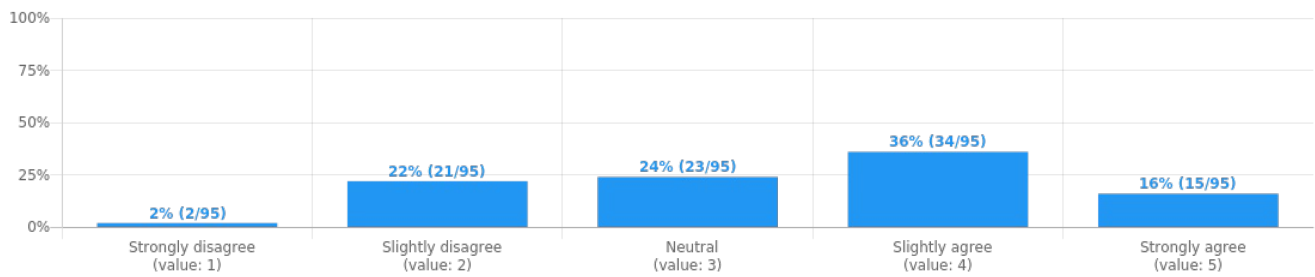


I found the tutorials useful and worthwhile

Average score: 3.4

Scale: Strongly disagree to strongly agree |  $\sigma$  1.1 | Amount of given answers: 95

Neutral

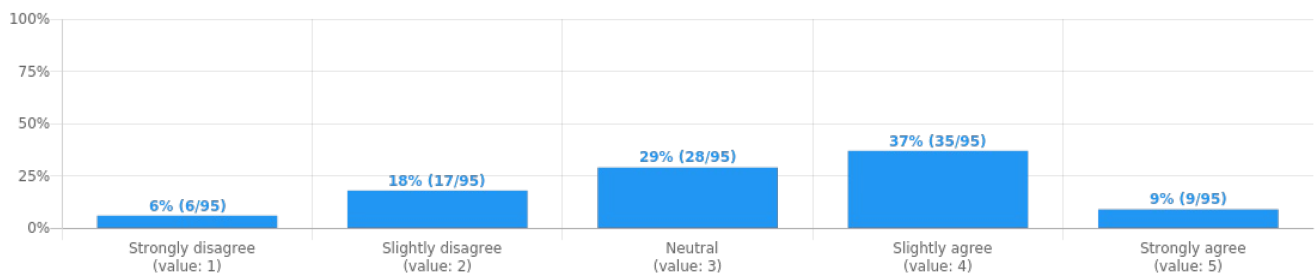


I have benefited a lot from feedback on my work (assignments, oral presentations, written essays, podcast episodes, etc.)

Average score: 3.3

Scale: Strongly disagree to strongly agree |  $\sigma$  1.1 | Amount of given answers: 95

Neutral

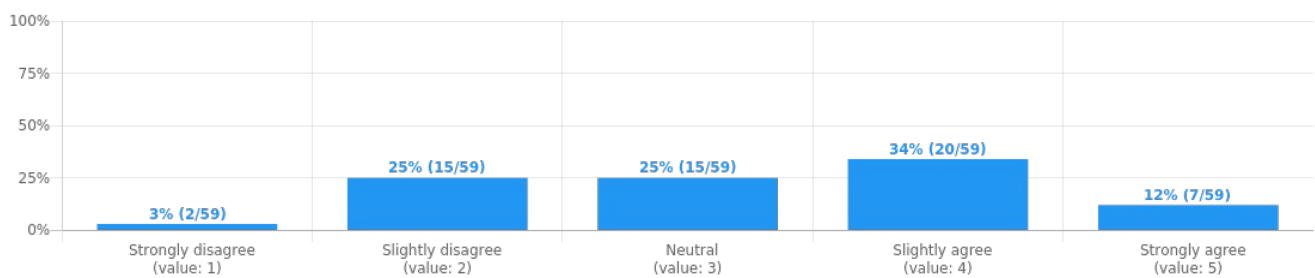


I learned a lot from the tutorials

Average score: 3.3

Scale: Strongly disagree to strongly agree |  $\sigma$  1.1 | Amount of given answers: 59

Neutral

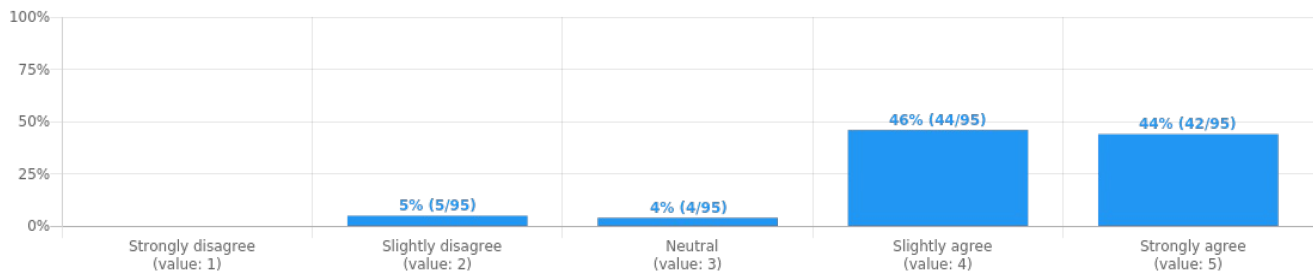


I learned a lot from this course

Average score: 4.3

Scale: Strongly disagree to strongly agree |  $\sigma$  0.8 | Amount of given answers: 95

Slightly agree



If you took the course (partly or completely) online: What did you like about taking the course online, and how can this be further improved?

Scale: Open question | Amount of given answers: 154

1. *The seminars were interactive and the peer review really forced us to stay engaged with the subject, which is good exercise for the exams*
2. *The seminars were very interactive which was helpful considering the online element*
3. *Online was okay, not much to point out*
4. *online was good this course-*
5. *Not very good online, very chaotic, seminars were kind of useless*
6. *the course was well taught even though it was partially online*
7. *I think the seminars were fine online.*
8. *Delen van de lectures waren af en toe niet duidelijk te verstaan.*
9. *Soms kon het geluid wat beter tijdens de lectures.*
10. *It was generally a nice course even online, but I believe the course could be better if the lecturer record the video of himself teaching instead of just audio.*
11. *The lecturer used a microphone and it helped me to listen better online.*
12. *When someone asks a question at lectures in the audience, please repeat it for audio reasons (so the people following online can hear it)*
13. *I enjoy the flexibility of being able to follow the lectures online, as this can really help organizing my schedule.*
14. *I especially appreciated the fact that the lectures were recorded*
15. *The lecture recordings*
16. *It allowed me to travel to another university for an honours course.*
17. *The online integration was honestly very well done! I liked being able to follow both lectures and seminars online. My only recommendation for the future is: Make the full zoom recordings of the lectures accessible, not just the audio and the lecture slides separately.*
18. *I liked the well-organized manner in which I could follow the lecture on Zoom as well as the recordings (sound was also great, which sometimes is not the case in online lectures). The seminars were also well-organized. I do not have anything negative to say about the online experience.*



19. *De online seminars hielpen om meer te focussen op de schrijfofdrachten.*
20. *Dat werkte prima en paste relatief goed bij de structuur van de course*
21. *Online werkte prima, ook wel fijn als niet alleen de audio maar ook de video later gepost kan worden*
22. *De slides werden tijdens de Zoom-lectures gedeeld, wat het makkelijker maakte om de stof te volgen (ipv camera op het bord gericht).*
23. *Use of the microphone was great so the sound was very clear, sharing of the slides was also very practical.*
24. *Het kon wat interactiever*
25. *Engaging in the online seminar enabled us to do peer reviews, yet an on-campus version would have been more interactive and led eventually to more fruitful discussions.*
26. *Lecture online mag het geluid verbeterd worden, seminars waren goed*
27. *Beter online geluid en beeld*
28. *I followed most of the lectures online, and that was an enjoyable experience. The teacher logged in to zoom with two accounts, making it possible to look at both him and the presentation slides. This made following the lectures via zoom a good alternative.*
29. *The zoom lectures were always clear and efficient to follow; no suggestions or improvement is needed.*
30. *i liked having more time to write the peer reviews*
31. *it was well structured in order to follow it online*
32. *Using feedbackfruits to give each other feedback on our Peerreview assignments was very useful. When rewatching the recorded lecture, since it was only an audio recording, you could not see the corresponding slide being discussed, but this did not pose an insurmountable barrier as the slides were uploaded on canvas.*
33. *Th use of feedbackfruits for the peerreviews was good.*
34. *I highly appreciate the fact that the lectures are recorded, as keeping up can sometimes be difficult and this gives the option of revising the subjects in your own time*
35. *I thought Wynand was very clear in what he expects from the students and what he thinks is reasonable. For me the biggest obstacle was the way the questions were phrased. I think it didn't accurately test whether i understood/knew the contents of the literature, because half of the time i had to spend 10 minutes reading the questions, and there is way to much room for misinterpretation, which really cost me a lot of points. it would be beneficial to me if there were less concepts used in the questions and if they were a lot more straight to the point*
36. *The seminars online were well organized, I still think that on campus would have been more fun for both the teacher and students*
37. *I did it mostly offline, so I can't answer this question*
38. *I'd rather the seminars were also done on campus*
39. *I was not able to come to live lectures so I appreciate the effort into making the camera, mic, and slides very clear. the audio recordings were especially useful for going back and revising the material, this helped me the most in my understanding. sometimes I would not get something the first time around but I would be able to listen back after the lectures and it would make sense.*

40. *maybe if the lecture slides were recorded along side the voice,*
41. *Audio should be improved*
42. *I liked the fact the applied format fitted online seminars fairly well*
43. *I found it difficult to follow the lecture recording without seeing the slides and the overall presenting of the professor. Especially rewatching specific parts of the lecture is easier if the audio recording is in line with the slide that is currently talked about. Also, uploading the lecture slides maybe like an hour before the lecture would be very helpful to prepare.*
44. *I liked being able to listen to the lectures again in preparation for exams and assignments. Also, this grants some flexibility to those students who need to travel.*
45. *I only had seminars online which in terms of peer review went well and were effective since I could write at my own pace in silence as well. As usual it is nicer to have them in person because it is easier to discuss the material.*
46. *I had the seminars online and I don't know how I would improve them since in terms of peer-review it worked well.*
47. *I liked the organisation of the seminars and lectures. I think that the lecture itself instead of only the audio should have been recorded because it helps preparing for the exams and assignments*
48. *I thought the way the teacher dealt with the audio and video was good. However the microphone sometimes did not provide a good sound*
49. *De video van de lecture uploaden*
50. *Lecture videos uploaden*
51. *The peer-review is quite helpful, but it does depend on your peers motivation/knowledge. Maybe some extra feedback from the TA would be nice*
52. *Clear communication.*
53. *Recording the lecture with video and not just audio to follow the presentation slides better while rewatching.*
54. *The online seminars could have been improved upon in the sense, that I would prefer a more verbal evaluation of the subject matter. Furthermore the files and subject matter were very accessible.*
55. *Technically, everything was alright with breakout rooms and feedbackfruit and all.*
56. *De online werkgroepen waren naar mijn mening niet heel leerzaam. Het beoordelen van opdrachten die on-af zijn bij peer review was demotiverend en niet heel leerzaam. Ik zal adviseren de peer review dan ook alleen te gebruiken bij opdrachten die bijna af zijn.*
57. *Ik denk dat de seminars beter waren geweest als ze niet online waren omdat het online toch minder engaging is en ook als je moet overleggen in breakout rooms is dat anders online dan op de campus.*
58. *I really appreciate that you recorded the lectures since that isn't something all lectures still do. The seminars although they were online were also quite interactive.*
59. */*
60. *I always appreciate when there are both options, especially when I was late for the lecture I could just join online, it is also super helpful to rewatch the lectures. I think peer review also function better online*
61. *I did take the course mostly online and I think that's suitable for any time, whether or not lockdown, the*

*lectures could have been recorded completely not just the sound, but also slides together*

*62. Watching the recordings allowed me to go back to passages I missed or did not understand. That was very helpful.*

*63. I liked that audio recordings of the lectures were uploaded, but adding video recordings would've improved the online learning further.*

*64. The flexibility of it being online is very helpful. The online seminars worked well with the peer review as well. I do not see room for improvement*

*65. Online is altijd beetje moeilijk geweest voor leerlingen. Ik denk persoonlijk dat u er weinig kunt doen en u doet al heel goed!*

*66. Prezi slides do not allow to copy paste, so power point would be better to have the material later on closer at hand. Also, having seminars online in the breakout rooms was fine, but concentration would be much higher in person.*

*67. It was still engaging even though the seminars were online and when I joined the lecture online, I was still able to follow what was being said. However at the beginning of the period it was difficult to engage in the lectures online, since you couldn't send messages to the group to ask questions. But the way the seminars were structured was very fitting for an online environment.*

*68. Nice that lectures were uploaded, however, I would prefer a video recording so the slides can be aligned with audio*

*69. It was nice to have some structure with a 75% rate in seminars, however, I think it's really over the top that if I want to visit my sick grandma in London, I cannot miss or switch one particular seminar. I felt that I was not taken seriously, and I still feel very sad about this occurrence. I think it will be profitable for the professor to be more empathic towards his students: that will motivate them even more instead of feeling like a number. Besides this, I really enjoyed the course and thought it was of good quality.*

*70. Personally I'd prefer if the zoom meetings were recorded as a whole instead of having the audio and the slides separately. Sometimes it was difficult to know which slides were currently talked about.*

*71. See my comment earlier about recording the whole zoom meeting instead of slides and audio separately*

*72. the setup of the lecturers via zoom was quite well organized. The two zoom accounts of the lecturer worked well. As for the seminars, interaction through zoom remains complicated. That has nothing to do with the organization but just the way interaction is through cameras.*

*73. The online parts were well organised.*

*74. I thought the seminars were well-organized and I liked that the teachers were open to feedback (eg: we did not have enough time to write the assignments during the seminar, and then that time was extended).*

*75. het was fijn dat de werkgroep online was omdat het schrijven van de peer reviews daardoor ging zonder afleiding*

*76. I think the seminars online were very useful and excellently well planned for the set-up.*

*77. /*

*78. De structuur van de online seminars was zeer duidelijk, en feedbackfruits werd op een juiste wijze ingezet. Het was fijn om de voice recordings te hebben om de mogelijkheid te hebben op eigen snelheid door het materiaal te gaan, want soms gaat het te snel tijdens het college zelf.*

*79. I liked the way we used feedback fruits*

*80. Peer review was een goede manier om de online seminars interactief te maken. Hoorcolleges waren*

ook duidelijk online te volgen.

81. Seminars online are less engaging from the students side

82. the microphone quality was not of the best and slides should be shared on the screen

83. It was really doable doing the seminars online. However, I do think that inperson seminars (with the possibility of more debate) would be more interesting. This course grants a lot of opportunity to start debates among the students and I think it was a pity this was not done at all

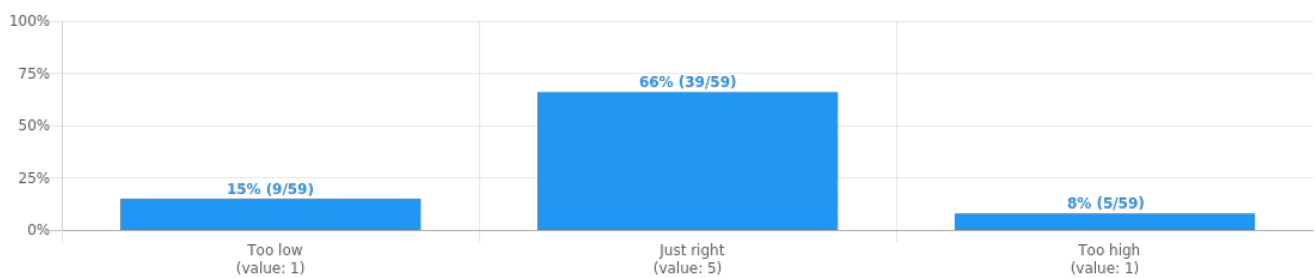
84. it would be better if it could be structured with prerecorded videos with the most important concepts and then discussions around the videos

85. Our seminars were online, I think the seminars were nice

### My summary appreciation of this course

Scale: Too low till too high |  $\sigma$  | Amount of given answers: 59

Just right

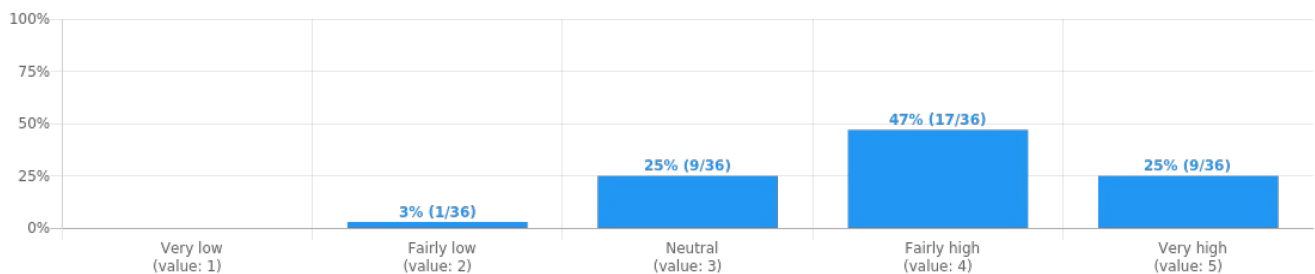


### My summary appreciation of this course

Scale: Very low till very high |  $\sigma$  0.8 | Amount of given answers: 36

Average score: 3.9

Fairly high

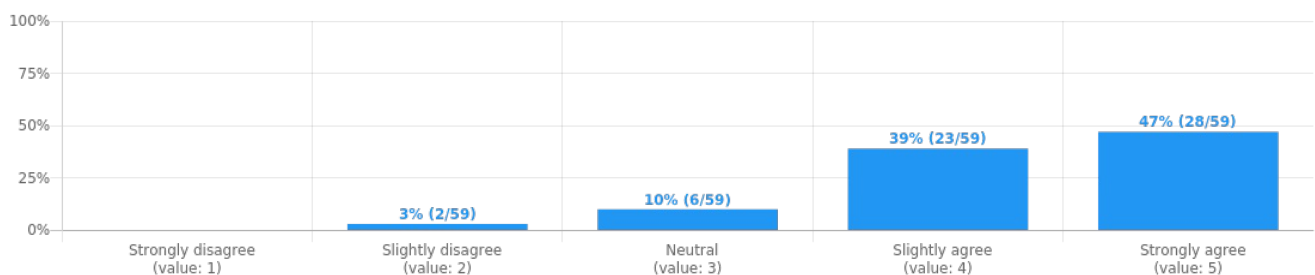


### The assignments helped me to understand the material

Scale: Strongly disagree to strongly agree |  $\sigma$  0.8 | Amount of given answers: 59

Average score: 4.3

Slightly agree

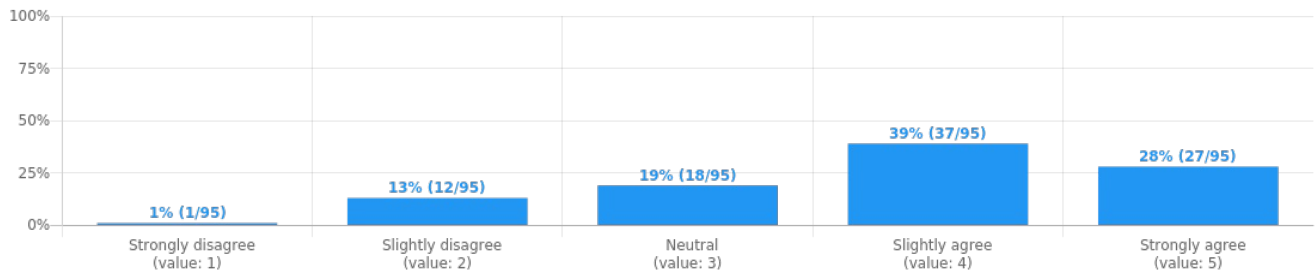


The course material (texts, slides, assignments, knowledge clips, podcasts, etc.) invited me to actively engage with the teaching material

Average score: 3.8

Scale: Strongly disagree to strongly agree |  $\sigma$  1 | Amount of given answers: 95

Slightly agree

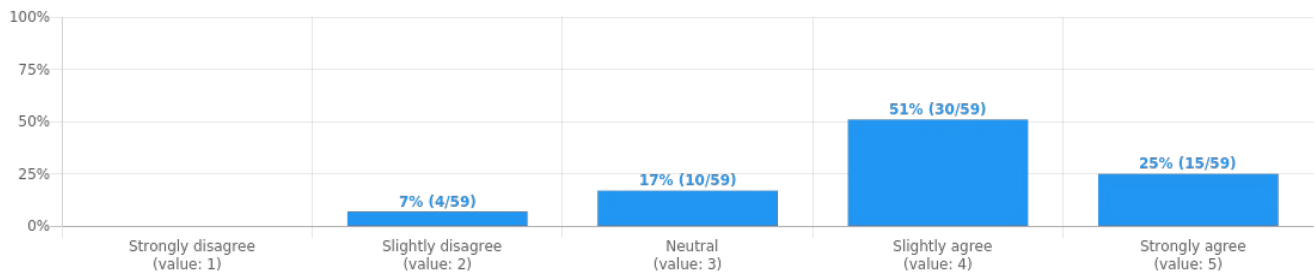


The tutorials matched well with the lectures

Average score: 4

Scale: Strongly disagree to strongly agree |  $\sigma$  0.8 | Amount of given answers: 59

Slightly agree

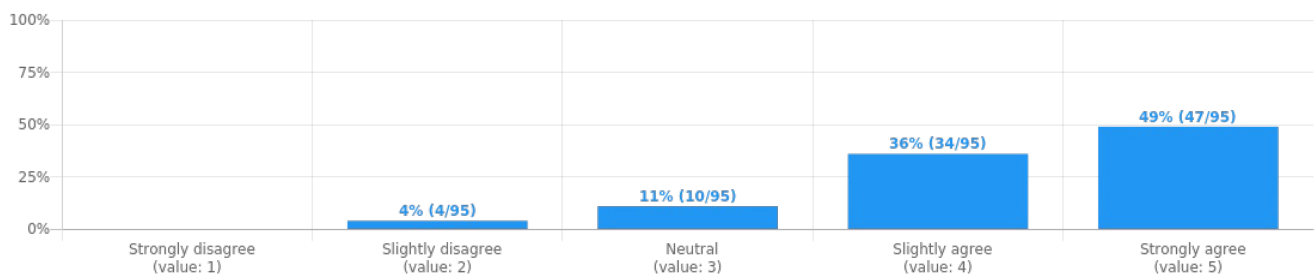


This course was well-organised (if you disagree, please explain at the open questions at the end of the survey)

Average score: 4.3

Scale: Strongly disagree to strongly agree |  $\sigma$  0.8 | Amount of given answers: 95

Slightly agree



What do you think was good about this course?

Scale: Open question | Amount of given answers: 95

1. *Well organized and interesting*

2. *The lectures about and the slides about North, Pierson, A&M were very informative and described the books very well. Lijphart was a bit less interesting to follow.*

3. *I thought this was one of the best structured course of the past 1,5 years regarding how everything was communicated very well and the lectures were very well structured*

4. *Het heeft me geleerd om veel verbanden te leggen en veel door te denken.*
5. *It really changed a lot of my views on politics. It also helped me to look at politics from different perspectives.*
6. *One could clearly tell how passionate Wynand was on his teaching subject. His excitement for the topics discussed was somewhat infectious.*
7. *The professor's charisma and availability to discuss himself and everything the students proposed*
8. *Interesting content and structure*
9. *I enjoyed that writing was the main part of this course. I enjoyed the lectures and the energy of our professor.*
10. *• The organization of the course • The lecturer's teaching (+ explanation) skills*
11. *The material was quite interesting, I also thought the readings were engaging and the exam and assignment questions were thought provoking.*
12. *We werden goed uitgedaagd en de stof was duidelijk*
13. *I thought the course was very insightful. I learned a lot and the material was very interesting. I liked the choice of literature and thought it stimulated me to look at politics from a different perspective. I was happy with the course organization and the clearness of everything, i experienced little frustration with the way the course was organized. Waynard did a good job communicating in a lively and engaging way, which helped us to keep our attention in class.*
14. *Heldere en afgebakende stof, werkdruk was niet te hoog en de peer reviews waren fijn*
15. *Clear structure, and even though the assignments were sometimes a bit much, they forced you to dive into the course beforehand, instead of procrastinating everything until the midterm/finals*
16. *ik vond het goed dat dmv assignments ons werd aangespoord de stof te studeren*
17. *The enthusiasm of the professor sparked my interest and curiosity.*
18. *Duidelijk.*
19. *The assignments made sure that during "normal weeks" of the course, we would work and think about the theories learned in the lectures. This ensures that you are studying hard in the midterm or final exam week and staying engaged in "normal weeks" of the course. Moreover, I liked that we read the books of famous and influential political and economic scientists rather than a textbook designed for educational purposes. I enhanced my reading and writing skills by reading influential authors' "primary" works, which is a new skill I obtained!*
20. *it was well structured & it's clear what is important to remember*
21. *We read books by actual political scientists rather than political science textbooks which made it far more interesting and engaging. The professor had high expectations of students but also put the bar high for himself, which was motivating. The lectures were very helpful in illuminating what where the essential parts/most important concepts from the reading. I found the continuous frequent the different books/ideas very interesting, as it forced students to think critically. The professor was a very engaging lecturer, his passion for political science shone through. While I would have liked to discuss the course material more int he seminars, the peer reviews were also very helpful. The assignments solidified the knowledge from the lectures and forced you to say up to date with the material. The professor was also very receptive to feedback from students and accommodated their ideas for improvement.*
22. *The use of more than one book/writer gives a broad view on the subjects we discussed, making it more interesting than simply looking at it from one perspective.*

23. *The peer reviews were very helpful to get into the topics and to solidify knowledge*
24. *Both teachers were professional and for the most part explained the course well and were easy going*
25. *Well structured, motivated us to learn*
26. *concise lecture slides + amazing lecturer*
27. *The professor is very prepared about the arguments sustained by the course. However, some things in the structure of the course should be changed. It is not very clear how the question should be answered sometimes and feedback are not clear as well. Moreover time for answering is little.*
28. *The standards were high and demanding*
29. *So far, the exams have reflected well the content of the course and previous assignments, it was clear what to expect and how to prepare. I also liked how this allowed us students to learn from our mistakes and improve.*
30. *The lectures were entertaining. The peer review gave a head start to writing the assignments*
31. *The content was interesting and well taught. The organization was clear. The teacher made a huge effort to give an understanding of the material*
32. *Interessant, veel verschillende perspectieven geleerd. Combinatie economie en politiek.*
33. *I think Wynand is a great teacher, and most importantly, is absolutely dedicated to his job. I've never seen a teacher who manages to grade essays and exams within 10 working days, which must be appreciated. Furthermore, throughout the course, I think it became clear that Wynand is precise and also pretends to his students to be precise. The content of the course, and that's a subjective thing, is interesting, and I really enjoyed it. The lectures were clear and very interactive, and another aspect that is not very common, it was not boring/ the teacher was passionate about what he was saying. However, there is an enormous margin of improvement for the seminars.*
34. *I liked the structure and the way of assessment. Furthermore, I think the lectures were pretty good.*
35. *The engagement and energy of the professor*
36. *I liked the course topic and the theories seemed to make sense. The cross-reading made us able to link concepts across different scholarly ideas.*
37. *Het is de eerste cursus die heel diep in gaat op bepaalde theorieën. Ik moet hier eerst zeker aan werken, maar op een gegeven moment werd de stof steeds beter te begrijpen en begonnen de verschillende teksten duidelijker te worden.*
38. *De lectures waren interessant en behulpzaam. En de opdrachten tussendoor forceerde me om ook echt wat met de stof te doen tussendoor waardoor ik nu denk ik veel meer onthouden heb en de voorbereiding voor de tentamens makkelijker is.*
39. *I actually liked this course the most out of all the PPE courses I took so far. It was really well structured, probably the most organised course we have had and everything (including the grading) was very transparent. I appreciate that we worked with different books instead of just one because I feel like it gave students a broader perspective of the topics discussed. The lectures were very engaging and interesting.*
40. *the general structure and organisation as well as the many feedbacks and assignments and peer reviews*
41. *I thought both the lecturer and seminar teacher were very much invested in making all of us students involved in the course.*

42. *It made me understand the importance of political institutions.*
43. *The depth and detail of the material and the engaging nature of the lectures.*
44. *I really enjoyed taking this course. In parts, it was about topics that have a tendency to be boring, but Wynand really did make even those subjects somewhat exciting. The assignments helped me not to fall behind for even a single lecture and I enjoyed attending these on campus. The format of assignments and exams in terms of written essays was very good and beneficial towards my personal learning process. I especially enjoyed the fact that there was no word limit on the questions, which poses a huge difference to every other course we took in PPE and which gives us a lot of freedom in writing, something I very much appreciated.*
45. *We learned a lot about the mainstream political perspective which is very different from public discourse. Wynand seemed very passionate in his delivery and changed my mind on government control to some degree.*
46. *The course was structured in a very well ordered way. The peer reviews help prepare well for the assignment. The lectures are very clear and provide enough material to study for the exams. It is very clear what is expected of you and all the information is there.*
47. *Verschillende perspectieven worden belicht en wij worden uitgedagend om kritisch na te denken over de theorieën*
48. *The content and the readings The peer reviews (just that it were too many!!) The enthusiasm in the lectures*
49. *I liked the way that the seminars were linked directly to the lectures and Assignments through the peer reviews, those were very helpful. The lectures were also very engaging.*
50. *I liked the peer review parts in the seminar since it helped me to understand the material better and it helped with the preparation for the exams. I also liked that we had assignments since it helped to understand that what was expected from us. Moreover, the lectures helped to get an clear understanding of the material in the books and summarized them well. It was also nice that we had recordings so we were able to relisten to parts of the lectures that might have been a bit tricky. Regarding the lectures, they covered the relevant material to answer the questions of the exams and the assignments. I also want to highlight that I felt heard during the course. When we approached Wynand Kastart with concerns, he adapted his course and made sure to find solutions to our problems. I think that the course was very fair.*
51. *Structure, grading was nice*
52. *I really liked that both the lecturer and the seminar teacher were open to feedback from the students and tried to find a way to incorporate the feedback in their lectures/seminars. I also enjoyed the content in general and the effort of the lecturer to make the content as interesting as possible. I also thought it was good that we were able to read about many real-life examples which made it easier to understand the content*
53. *The structure of the course was quite clear from the beginning on. And it was quite visible that a lot of preparation has gone into the course.*
54. *It was very structured*
55. *I thought the course material was very interesting and the course was given in a very reliable and clearly organized way. The practice assignments were representative of the exam.*
56. *The lectures, slides, course organization and material.*
57. *de organisatie was erg goed en duidelijk*
58. *it makes me think critically and helped me with essay writing*



59. *All graded assessments such as assignments and exams followed the material covered in lectures and seminars very clearly.*
60. *the organisation of the course was great, the lecturer put a lot of effort into helping the students understand the material*
61. *Clear information, good to follow, it was an interesting and well designed course*
62. *Intensity, material, lecturer*
63. *The organisation, the interesting material and the teacher*
64. *de hoorcolleges.*
65. *the feedback fruits but maybe 2 instead of 3 assignments*
66. *The professor was enthusiastic in a way that motivated students to participant the lectures*
67. *Het was uitstekend georganiseerd, het was ontzettend duidelijk wat er van de studenten verwacht werd en hoe je je moet voorbereiden. Er was voldoende materiaal om op een juiste wijze te kunnen voorbereiden.*
68. *I liked the lectures, they were very informative and well structured. The seminars were also helpful and well organized, as we always knew exactly what to do. Additionally, the seminars were good preparation for the assignments.*
69. *I appreciated the structure and the necessity to achieve.*
70. *Goede organisatie en communicatie, opbouw met opdrachten motiveerde om actief met de stof bezig te zijn.*
71. *Interactive and learning through peers*
72. *the professor was very prepared*
73. *writing a lot, giving feedback lectures interactive*
74. *The depth of detail*
75. *It was quite clear what is expected from us. I like knowing that if I put in the effort the results will also come*
76. *De opdrachten nodigde uit om interactief met de stof bezig te zijn*
77. *I enjoyed the course material a lot, and the teacher was good at explaining and lecturing in a way that could stimulate critical thinking and interaction. On the other hand, I would very much reconsider the structure of the seminars... they are created on the assumption that students will always be completely prepared for it and will be able to write to question in 45 minutes. However, that was not true most of the time, and it ended up being useless sometimes.*
78. *The enthusiasm of the professor stimulated me to actively participate in the lectures and get into the material*
79. *peer reviews, lectures*
80. *I liked the dedication of the lecturer and the material provided (presentations) was in line with the books, which allowed me to keep up with the material without feeling lost*

What suggestions for improvement do you have?

Scale: Open question | Amount of given answers: 331

1. *More going over model answers*

2. *The recordings of the lecture were a bit chaotic since they were only audio*
3. *More focus on model answers*
4. *The grading system is not very fair*
5. *More time or less questions!! The time constraint was really bothersome*
6. *I think the work-pressure was a bit too high with the 3 assignments. The assignments were nice preparations but 2 should be fine.*
7. *The lectures about Lijphart missed the great framework that the other lectures did have. The lijphart lectures felt unstructured and hard to follow.*
8. *The individual discussion sessions with your group after doing the peer reviews was not very effective as not all students finished much of their assignment during the seminar.*
9. *Make the lijphart lectures more interesting. Reduce the amount of readings.*
10. *Allow for more time, and explicitly mention that you have to submit BEFORE 17:45. Giving the same cap for everyone who submitted the assignment to late seems very unfair..*
11. *Other structure of the course, less time on assignments and more explanation during seminars. Hereby more summary during the lectures and more clear slides/ elaborate on explanation*
12. *More clear explanations, it was to vague.*
13. *More time on explanation, more time for questions*
14. *More explanations, more elaboration on materia amd time for question. Make it more coherent and use more regular english*
15. *More time*
16. *change the grading system, because I think it is very unfair and highly discouraging to not give up if you are barely passing. Since even with a 6.5 you cannot pass.*
17. *sometimes because of the enthousiasm the story was a bit hard to follow and it was hard to really get the essence of what was most important.*
18. *I think too much time was spent on reviewing the assignments instead of really getting more into the theory taught during the lectures*
19. *really change the grading system, coming from me personally but also what I hav heard from other students, the grading system is seen as really unfair and for people who normally always pass a course with a 6 it is very discouraging since they cannot pass with that.*
20. *My suggestion would be to give more time, but this suggestion has already been taken into account for the exam :)*
21. *Ik vond de seminars veel te zelfstandig, er werd niet duidelijk uitgelegd, de vragen maken waren nuttig maar de seminars vond ik een beetje nutteloos. Behalve die waar we de vragen gingen bespreken*
22. *De seminars, meer uitleg en echt een seminar ipv zelfstandig werken, dat kan ik ook in mijn vrije tijd. Daarbij ben ik het niet helemaal eens met het punten systeem van de cijfers.*
23. *Al benoemd.*
24. *Al benoemd*

25. *Meer tijd, het was een te kleine time frame om echt goed na te denken over je antwoord. Ik heb niet eens tijd gehad om mijn antwoord na te lezen om te kijken of het wel klopte*
26. *Recording the Lecture as whole and changing the grading system to normal standard grading system*
27. *I felt like most of the class are doing by ourselves instead of deeply elaborating the concepts and argumentnts*
28. *Besides how the professor records the video by audio only, grading system and seminar is done (the fact that is mostly about writing), everything seems perfect to me.*
29. *more time for the midterm exam*
30. *Slightly more time/content*
31. *To little time to write for the peer reviews, leading to the feedback to not be very helpful*
32. *Breaks during lectures. It was often hard to follow for that long of a time.*
33. *A bit too much content and peer reviews would be more helpful if we could write out answers the day before*
34. *More time or less questions. Or at least prepare students for time pressure.*
35. *More debating about the concepts instead of just solitary writing. Also: The time constraints for the peer reviews were not manageable, leading to half-ready answers which don't make that much sense in the reviews.*
36. *There was no actual room to discuss the topics critically.*
37. *I felt like we were discussing a lot of meta-stuff without too many actual cases in which we could apply our knowledge. I might also have expected the course to be something different, but this was still a bit disappointing.*
38. *Please give us way more time! I like the open-book format as it is quite representative of an actual job, I think. But I also feel like you would not usually be required to be writing non-stop without having proper time to think about your answers. I'd say more in-depth answering would be nicer.*
39. *I think for many students a direct translation of the percentages achieved into grades would be more motivating.*
40. *If the slides were to be uploaded in advance, one could prepare better for the lecture and focus on the spoken content rather than on the slides.*
41. *In general, I liked the feedback sessions. However, if we were to receive the assignment questions earlier, we would have time to prepare in advance and have the chance of receiving feedback on a proper version of our answer rather than on a rushed one.*
42. *I think that the amount of readings was too much. Once you fall behind it is nearly impossible to catch up. When in the lecture, I sometimes felt that it was just a summary of what I had read in advance which was dissatisfying at times since it felt like I could have just skipped the readings.*
43. *The time constraint in the midterm exam was very challenging, which our professor recognized and considered in his grading. I think that politics courses should be about actually understanding the material and being able to put one's knowledge into words. The midterm sadly did not feel like that. It felt more like it was about having to know things by heart and being a speed typer.*
44. *A bit more diversification could be an improvement. I found the assessment helpful, but it felt repetitive at times. I understand that the idea behind it is that we improve our reading and writing skills, but when this is practiced in the same way too many times, it works less well. I would therefore suggest to either assign*

- (1) 2 assignments instead of 3 (plus the midterm and the final), or (2) 3 assignments without a midterm (but with a final). In one of my other courses I have two assignments instead of a midterm (weight of 20% for assignment 1, 20% for assignment 2 and 60% for the final exam), and I think that works well.
45. More diverse assignments (as explained in a previous question).
46. I thought the assignments actually prepared us well for the exam, however it was a lot of tight deadlines that got stressful at times.
47. The peer reviews weren't very helpful in my opinion, I would rather discuss the material more in depth.
48. Less strict deadlines would improve the course a lot.
49. The time limit was made it difficult to complete.
50. Er zou meer aandacht kunnen gaan naar daadwerkelijke antwoorden op de vragen, aangezien feedback aan elkaar lastig is als niemand zeker is van zijn/ haar antwoord.
51. Soms ging het naar mijn mening te snel op de 'belangrijke' momenten, en daardoor verloor ik snel het overzicht
52. Zoals ik eerder al noemde, ik vond het lastig dat leerlingen elkaar feedback moesten geven terwijl bijna niemand zeker was van waar ze over spraken (en of dat correct was of niet)
53. Ik zou het erg waarderen als ik meer zou hebben aan de werkgroepen, bijvoorbeeld door meer algemene antwoorden op vragen te geven en door hulp van de werkgroep docent, nu waren we vooral afhankelijk van onze medeleerlingen
54. Er werd naar mijn mening teveel van ons gevraagd in een te korte tijd. Of meer tijd of minder vragen
55. It would be nice if there was more practice material offered so we can practice writing answers to likewise questions as the assignments.
56. I really liked that we spent so much time practicing to answer the questions. It would be nice however if there was more attention in the seminars to giving tips on how to answer the questions correctly in a more interactive way. Because I found the discussions on model answers quite unhelpful and boring.
57. I noticed the amount of readings was a bit much for a lot of my classmates to keep up. I noticed especially the pierson chapters were very long to get to the point. Maybe some pages could have been left out of the required readings. I did however like the amount of knowledge presented in the course. I thought the seminars could be structured in a more engaging fashion, especially towards the end of the course the student peer reviews seemed to get less helpful and detailed.
58. The time constraint was too strict, it would be nice to have more time to read over our answers and think them through more.
59. Minder assignments, of in ieder geval assignments die niet voor een cijfer zijn. Op zich hielp het om je scherp te houden, maar het was wel wat te veel. Verder vond ik de manier waarop omgegaan werd met 20 sec te laat inleveren van een midterm waar we te weinig tijd voor hadden bijzonder unfair en disproportioneel. Door een 'cap' in te stellen raak je studenten die een goed cijfer hebben gehaald aanzienlijk harder.
60. More examples and application instead of only theory. This makes it easier to understand
61. Noem even van tevoren dat je 2,5 van de 10 punten misloopt als je 20 sec "te laat" bent met inleveren. Verklein het aantal verplichte onderdelen. Varieer meer in de manier van hoorcollege geven (een quiz tussendoor of een woordweb bijvoorbeeld)
62. Tijdslimitiet verlengen, grading policy voor te laat inleveren versoepelen (of in ieder geval proportioneel maken)

63. *The slides of the lectures were filled with a lot of information. On the one side this was really helpful, as it offered a lot of important points and served as a kind of summary of the readings, but on the other side i noticed that i was sometimes too busy reading the slides that i forgot to listen (which turned out to be somewhat unhandy). So i dont know whether to decrease the amount of text, but maybe it is helpful to know that people might focus on them a bit too much.*
64. *As i believe students have a concentration time of approximately 50 min, maybe it is nice to introduce a short break halfway. This also offers a clear overview for students of 2 times 45 minutes, which seems sometimes more tolerable than a long sit of 90 minutes :)*
65. *Sometimes i found it quite hard to concentrate during the peer reviews (as we often followed these in a classroom together with some students, which didnt really contribute to the effectiveness of the class). For me, if the peer review would have been some sort of homework (so required to make the questions in advance), it would motivate me more to write my own questions, but also to look critically at those of my peers.*
66. *Maybe the peer reviews could have been structured a bit differently, so make them more effective and increase motivation for students.*
67. *There was too little time for me to think and clearly structure my answers, as i actually had to start typing the minute i read the question because of the time constraint. But the questions were similar to the assignments, so we were nicely prepared.*
68. *De leesstof was erg veel en verschillend wat bijhouden heel moeilijk maakte en ook demotiverend werkte*
69. *Af en toe was het te abstract en kon hij meer voorbeelden geven uit de realiteit*
70. *Het waren wel heel veel assignments, waardoor de seminars vrij saai waren*
71. *Ik vond het teveel assignments, 1 minder was goed geweest. De leerstof was wel heel erg veel, 4 boeken is moeilijk bij te houden. Vooral de eerste weken waren heel abstract in de hoorcolleges, meer voorbeelden of wat meer interactie had het beter volgbaar gemaakt.*
72. *meer tijd, specifiekere feedback*
73. *Questions should be phrased more clearly towards the actual point rather than be overly complicated and hence distracting from the essence of the question.*
74. *Phrase the questions so that they are easy to understand and targeted directly at the essence of the theory. Everything else is costly in regards to time and distracts from giving a genuine answer.*
75. *Meer vragen over de tekst om te begeleiden door de stof heen.*
76. *Meer discussies over actuele onderwerpen*
77. *Meer discussies over actuele onderwerpen*
78. *Beter online geluid en beeld*
79. *Meer tijd*
80. *Sometimes the feedback on the assignments was very general. We did not get "in-text" feedback, making it hard to understand what parts of the assignment he was referring to with his comments.*
81. *Sometimes the lecturer would go a bit off-topic when answering questions from my fellow students. At such moments I was not clear whether this information was part of the course outline or not. Furthermore, the lecturer did sometimes take a long time to answer questions. The class sometimes asked a lot of questions and so the question round would last pretty long. For me personally, this made it hard to focus*

during the remaining parts of the lecture.

82. Most of the seminars we spent on writing our assignments and peer-reviewing assignments or reviewing the assignments/midterm. It was nice that the seminar offered us time to work on these assignments and develop our feedback and critical reading skills, but I did miss the practical side. We did not discuss the lecture content or questions rounds about the lecture content during the seminars. I would have personally preferred fewer question rounds during the lecture but more during the seminar.

83. I would have liked more discussions and questions rounds during the seminar and less in the lectures.

84. The questions were doable and sufficiently challenging, but the time constraint was just an issue for me. I had too little time to answer the questions as I would and could have wanted to.

85. less complicated phrasing

86. having more time write peer reviews, rather than being in the breakout rooms

87. the way of interaction

88. more time to answer all the questions

89. I feel like the course material was quite challenging and that student could have benefited from discussing it more in the seminars. I found the peer reviews in the seminars also very helpful, but perhaps there could be less of them to make time for discussion of the course material. Also the seminar about the poly-urn model felt useless.

90. As I said earlier, discussing the lecture material more in the seminars, like going over key concepts again and perhaps engaging more with real life examples.

91. Discussing the course material more in the seminars, not discussing the poly-urn model in the seminar. Perhaps spending one less lecture on Lijphart, and one more lecture and Albertus and Menaldo since their work was more complex/arguably more interesting.

92. The only issue was that not enough time was given, but feedback given was good and the exam was representative.

93. when people in the room ask a question, it can sometimes be hard to hear, so repeating it clearly and concisely would help

94. While I really enjoy the way Wynand teaches, it can sometimes be a bit hard to follow what is important in everything he says. occasionally he goes off on a ramble, which makes it so that the remainder of the subject has to be crammed in very quickly

95. while I like the idea of peer reviews a lot, I don't think they work as well as intended. in some cases, the whole assigned group didn't exactly know the answer to the question, so it became very hard to give comments and discuss our answers. It would be nice if, at the end/beginning of the seminars, there would be something like a short Q&A where we could ask questions about the assignment-questions and the course in general to feel more confident in giving the correct answers

96. While I understand that writing is an important part of academics, I think the amount of assignments and exams we were assigned was a little excessive. It made it hard to keep up with the reading, as I constantly had to go back to what I'd already read to answer the questions asked. I would also like to ask Wynand to revise his grading-system, as I do not think it has the effect he intends it to have. The idea of rewarding those that do well is good (of course), but not everyone can be exceptionally good at the course, which you need to be to reach the grade required for the reward. While I studied hard and did as best as I could, there is almost a full point (0.8) taken from my grade simply for not doing "well enough", I guess? This makes it feel as if my effort is not reflected in my grade and works pretty demotivating for me and others that I have spoken to.

97. *Maybe also that you have to do the peer review on your own time, and during the seminars we go through reading questions and can discuss/talk with stefano about the contents of the course. I thought the seminars this way weren't as interactive*
98. *see previous answers*
99. *see previous answers*
100. *More time! more clear questions. Make it a 2 day exam!*
101. *Maybe slightly less readings to make up for the high density of information*
102. *Many people seemed to be confused about the deadline time and the explanation for late submissions. I'd suggest including this information in the course guid to avoid this from happening again for the benefit of everyone.*
103. *I can't think of any*
104. *Less questions, because of the time constraint. I understand that a lot of time is spent phrasing answers but especially with the time constraint it was very hard to figure out what the question wanted, even though I did have the knowledge to answer it. I think if the question was a little more elaborate, students could have been more efficient at answering the questions*
105. *I feel that the grading system used is unnecessarily complex*
106. *Have a 15 min break while still doing 1.5 hrs of lecturing, it really helps me concentrate more.*
107. *we don't need as much time for writing the peer reviews, we could use this extra time to write better essays*
108. *We definitely needed more time and the grading system is in my opinion flawed but by giving everyone 2 extra points it improved the situation*
109. *the peer review feedback wasn't necessarily reliable and in some cases misleading. Maybe the seminars could include a part in which the seminar instructor replies to questions and gives feedback. The grading system is pretty harsh. I would rather get a 9.3=9.3 instead of 9.3=10 instead of failing at 61% Also, the assignment question's formulation was rather confusing than understandable*
110. *In case the lectures are ever to be online or recorded again, a recording of the slides in addition to the audio would be helpful*
111. *implement parts in which questions about material or the assignments can be asked to the seminar instructor instead of to other students*
112. *Clearer formulation of questions. Grading system according to percentage.*
113. *More time, clearer formulation of questions, more accurate grading system*
114. *the seminars often did not fully answer my questions. i understand that the peer review questions could not be more discussed as those are the assignment questions. but it would have been nice if in seminars important definitions or concepts could be made more clear. often students express their ideas which are good but when we cannot always be sure what they say is right or wrong especially when key definitions or concepts are understood differently*
115. *Maybe if Stefano could have given us a few keywords to think about before writing the answers for peer review. or at the end, after we have discussed with our peers he could wrap up what were the most important ideas that needed to be discussed in the questions. we did speak to our peers about this but it was never confirmed afterwards so we remained unsure about if we focused our answers correctly with all relevant points*

116. *I lost time in the midterm exam to open the link, I further lost time preparing the document to be in a correct format. perhaps if the exam itself could be edited it would allow more focus to go directly in the questionn+answer*
117. *Feedback of assignment should be more argued and there should be more references to what was really mistaken and why.*
118. *See last question*
119. *More time to answer the questions or less questions*
120. *Perhaps a grading system where it will start being beneficial around an 7 or 7.5 instead of an 8.3 because an 8.3 is already percieved as an very good grade and every bit higher will seem to be worth less (kinda diminishing returns) while at a 7 or an 7.5 the opportunity to get an extra bit seems to be worth the effort.*
121. *Allthoug I appreciated the energy and the ability to draw attention, I did find that the slight late night talk show host style was slightly misplaced at 13:30. I do however think that it is easily developed into a more appropriate style for the context.*
122. *The standards where slightly to high*
123. *Time limit was slightly too short*
124. *I feel like while the feedback for the assignments would not have necessitated the entire time of 1.5 hours (since it was quite self-explanatory from the slides), there was fairly little time for the peer reviews, so maybe there can be a better solution to this.*
125. *I think the assignments really help to understand the material but at times it felt overwhelming taking into consideration the workload from the other subject as well. Maybe getting rid of the mid term or not so many assignments would help*
126. *I really enjoyed the lectures I left feeling like I understand the material. Maybe at times I felt like that we went too fast over some aspects so going over the material slower could help*
127. *The time for the peer review was quite limited I found in order top fully take advantage of them I needed to look over the questions before the seminar so maybe posting them a little earlier helps*
128. *Less assignments/ mid-terms More time for peer-reviews*
129. *I think a little more time would have helped me not also not to stress so much while writing it*
130. *As said before, recording of the lectures*
131. *Sometimes the slide were too packed with information*
132. *The seminar teacher was due to the organisation of the course not very helpful for understanding the course material. Also the peer reviews did not make a lot of sense regarding the limited time*
133. *Sometimes the workload with the readings, lectures and assignments was too high. Havin three assignments, the peer reviews and regular exams while having another course too was too much*
134. *The time constraint was very stressful*
135. *Te weinig tijd, niet duidelijk wat er van je verwacht werd.*
136. *I*
137. *Stefano is and has been in previous courses an excellent seminar teacher. However, I think that the structures of the seminars themselves were the problem: the idea itself of peer-reviews is good and would*



be very useful if (and that's an important assumption) all the students came prepared for the seminars. However, this assumption didn't really hold, as many times, people (me included at times) went to the seminar not completely prepared (with chapters unread, for example). The result was that half (or even more) of the people couldn't answer both the questions, and the reviews were usually superficial, at times useless (I personally didn't receive any review on several occasions). I understand that this is a problem for the students, but maybe there are some causes that make it difficult to follow through the course entirely and completely, or in general, it is a bit naive to assume that all the students will come prepared for the seminar. Instead of peer-reviews, for all the problems just mentioned, I think it would be useful to create seminars where we can go through the lecture material, share our ideas, and possibly work on some aspects that, due to the time constraint of the lectures, are not fully and thoroughly covered (comparisons between the authors for example). Finally, I also think that due to the current organization of the seminars, Stefano doesn't come as extremely useful (we can do and we actually do peer-reviews every day among us, even without a person to guide us through the process).

138. The seminars (see the previous suggestion). And secondly, the grades distribution. It seems like it pushes good students to the stars, but it punishes average students. To be more precise, if you score more than 8.3, the grade system will be beneficial for the student, but below it, it won't (e.g., with an average grade of 7.2, you get a 6.5, that's strange). This is especially relevant in light of the grades distribution in the Netherlands: according to the University of Utrecht (<https://students.uu.nl/sites/default/files/geo-grading-systems-holland-vs-us-uk.pdf>, pag. 1) 75% of the students obtain a grade between 6-7, and cumulatively, 81.91% of the students get less than 8.0, while the remaining 18% gets more than 8.0. The result is that, following the grades distribution of this course, 18% of the students will benefit from it, while 82% will see their results dwindled. That's not fair, especially for those who struggle the most at school, isn't it?

139. Handing the assignments in in the evening rather than the morning.

140. I would like to have a break in the lecture to focus better.

141. I didn't think the seminars themselves added a lot to the overall understanding. If you would just go through the slides by yourself you would have the same result.

142. I would work on the seminars, the peer-review was not always helpful and I think the TA could guide a bit more through the course material.

143. More time to answer the questions.

144. State clear and compact essay questions aswell as exam question in order to reduce confusion.

145. Explain the material in shorter sentences in order for us to follow the explanations better

146. Longer preparation time for the Peer reviews

147. Not as much readings

148. More time

149. I would rather have more discussion on the topic in the seminars. I tried to implement it by asking a lot of questions in the lectures.

150. As said before, I'd like more verbal discussion of the topic of which we had very little. We did do some in the review seminars

151. I would prefer less reading as it forced me to be constantly behind on the matter, throughout the course I was constantly unable to catch up, however not for the lack of trying.

152. More time or less questions. The time constraint led me to be forced to write quick answers, unlike the assignments in which we had time to think about answers. This led to a significantly lower grade.

153. Zie vorig antwoord.

154. *U heeft een goed verhaal en bent een fijne spreker! Wellicht kunt u, bij dit vrij theoretische vak, meer met voorbeelden uit de praktijk werken. Deze helpen de stof beter te begrijpen.*
155. *Stefano can sometimes be a bit lazy in the seminars. However the seminar about the statistic experiment was nice and informatic. I hope we will soon also see him on campus!*
156. *Werkgroepen gewoon op campus met minder peer-review werkgroepen! Daarnaast zal ik ook aanraden om de tekst van North later te behandelen in de periode, want de tekst is vrij complex voor de eerste week naar mijn mening.*
157. *Geen verbetering! Het was een goed examen*
158. *Ik heb niet echt verbeterpunten voor de lectures.*
159. *Ik denk dat de seminars veel beter waren geweest als ze niet online waren, online is het gewoon een stuk minder engaging en ook overleggen in de breakout rooms is niet hetzelfde als in een klein groepje op de campus overleggen.*
160. *Alleen eigenlijk dat de seminars niet meer online zijn maar dat kon helaas niet deze periode dus dat is niet echt een verbeterpunt.*
161. *Ik vond het examen moeilijk om af te ronden binnen de tijd maar ik vond hem verder niet al te moeilijk.*
162. *Something a lot of students struggled with was how the questions in the assignments and the midterm were phrased. Especially for the assignments, there was a lot of confusion about what the question was exactly asking for. Maybe this could be improved for students next year. Other than that, the extra credit questions could maybe be a little less dry, as in not asking for the summary of a whole chapter that was not assigned for the class to read in the first place.*
163. *It would be nice to have the slides as a pdf instead of a praezi since it makes working with them a lot easier.*
164. *The seminars in which we talked about feedback for the assignments and midterms where helpful in the sense that they provided model answers, however, I did not find it very helpful to be put in breakout rooms with others and talk about what we did wrong and right since I would have rather spent that time getting more general feedback or asking questions in a non-breakout room setting.*
165. *The only suggestion for improvement I have would be for the seminars, to have more engaging discussions about the actual topics instead of just peer reviews and assignment feedback sessions*
166. *Have a more clear phrasing of the questions since many of us were quite confused after. Also indicating a general word limit or something like a minimum amount would be helpful and provide some guidance.*
167. *the grading system seems unfair and demotivates, if you don't belong the minority that achieves high grades you will always get punished extra, The pper reviews are good but I always got good reviews from my peers but then did still not or barely pass the assignments, it would be good, in total i did not benefit from them but was just eased in false confidence*
168. *example questions, The lectures were alsways clear but the assignment and exam question were hard to grasp, often multiple keywords were part of the questions but the lectures did not prepare for combining that*
169. *the tutor could be involved in the peer reviews, as I got good feedback in the peer reviews but low grades! would be good if someone else than students could have a look on the direction the answers go to*
170. *the grading system is demotivating, the questions in assignments and exams are formulated unnecessarily hard, I had to read them 20times during the exam to understand what is asked and there were often too many concepts involved that were mentiond but apparently not asked to talk about. the feedback*

*on assignments were poor, it was just being said what is wrong but not what would be needed, the peer reviews were useless if there I can't count on the feedback to actually do well,*

*171. much more time, clearer formulation of the question, the exam should not be about how well can you read clustered questions*

*172. I believe a pause half way through the lectures is necessary to allow students to take a breath.*

*173. None. They were informative and thorough*

*174. I prefer in person classes rather than online classes. I wish we had more time to discuss the material, there were too many peer reviews.*

*175. I would like the questions to be clearer*

*176. More time would have been appreciated, but that has already been extensively discussed afterwards.*

*177. Making attendance in seminars mandatory feels inappropriate for a class of grown up students*

*178. More debate and less writing.*

*179. More time*

*180. The workload of this course was quite intense, though manageable. I would prefer if requirements like handing in a minute before the deadline, not adding the questions into the answer sheet, etc were stated beforehand, to prevent any mishaps.*

*181. I liked the concept of peer reviews, however, writing a coherent and useful answer is quite hard in the short amount of time given. Therefore, it would be nice if the questions were always posted beforehand (usually they were, though not quite in the end), so we could properly prepare and actually get helpful feedback during the seminar. Further, it would have been beneficial to have the tutorials on campus, since this usually increases the engagement during seminars by a large margin. This especially applies to feedback sessions or other tutorials not spent reviewing peers.*

*182. Even though I found the grading of the assignments and exams quite transparent and fair, I would have liked to see the writing style of the students taken into consideration in their evaluation. This concerns grammar as well as overall form. Also, having some more time or less questions to answer on the midterm would have contributed to better answers, as there was not really any time to think about what to write. I do not mind the lecturer having very specific requirements when it comes to class etiquette and format of written answers, but better communication about these in e.g. the course guide or on the assignment pages would have been useful.*

*183. Maybe reduce it by one question and thereby loosen the time constraint to let students think more about their answers.*

*184. Perhaps to include a little less reading material, which would allow for us to engage more with one opinion. At the same time, the very fast-paced approach seems to be the PPE standard and also has benefits. The midterm exam could have had a longer time constraint.*

*185. Leave us more time or include fewer questions.*

*186. Although there are benefits to online seminars, in class seminars are more desirable*

*187. The lectures were incredibly helpful*

*188. The tutorials could incorporate more discussion. The tutorials were useful to prepare for the assignments and exams, yet it did not at all challenge students to think about the matters discussed. Maybe one seminar per week could be devoted more to more analytical matters instead of reproduction like in the peer reviews. The peer reviews were very intense and did not allow for many challenging thoughts and discussions of the material.*

189. *The course can be more interactive and less classical and reproductive. There is no opportunity for students to actively discuss the course during the seminar, as it is only focused on the assignments. The one seminar not focused on the examination was very interesting and may have made people more interested and engaged in the subject.*
190. *Not enough time. Questions were very similar to the assignments.*
191. *Wij zouden het erg waarderen als u een standaard antwoord geeft na elke assignment en/of toets*
192. *Ligt aan in hoeverre het voor u van toepassing is, kunt u misschien by elke dia wat minder info weergeven (De logica is dat mensen kunnen niet tegelijk luisteren en lezen, dus als er veel info zit in de dia, kunnen mensen dan minder goed naar u luisteren).*
193. *Wij vonden dat de vragen van de assignments en de toets worden geformuleerd op een manier dat moeilijk te verstaand is*
194. *Ik had tijdnood. Misschien kunt u de tijd verlenen of het aantal vragen verminderen*
195. *I thought that having so many assignments was rather stressful than helpful. It puts a lot of pressure on the course, which lowers the motivation to study. I rather had one or two bigger assignments, where we ourselves need to incorporate proper research or examples and apply the insight we got from the course there. This highly motivates, because you have to come up with your own connections and ideas about how apply the material. Also, I thought it was a pity to use so many seminars for the peer-review. A politics course should give space for discussions in my view, and seminars are the best way to make all student participate in that. Through discussion the concept learned in the lectures also stick more easily in my mind, because I actively have to think about it, get feedback on my thought and insights from others and especially the seminar teacher, which was missing in the peer review. Additionally I would like to mention that the lecture were sometimes a bit fussy, so following was confusing from time to time.*
196. *Sometimes be more clear, more structured in how concepts are related*
197. *Use seminars also for discussions; incorporate the seminar teacher in the learning process, not only peers*
198. *already mentioned before*
199. *More time! Or less questions Formulate questions more clearly, come more to the point of what we need to give as an answer*
200. *having less readings would have been nice, because it was easy to fall behind and feel overwhelmed with e.g. 20h of readings in week 40*
201. *more general feedback on the assignments would have been helpful, additionally to the model answers*
202. *less or shorter readings per lecture or week easier phrasing on the assignment and exam questions*
203. *easier phrasing on the questions, as the answers were mostly straight up once you combed through the confusing questions*
204. *I would suggest to use another type of presentation software instead of Prezi because it was more difficult to study the lecture slides afterwards and it is unhandy to use.*
205. *The lectures were sometimes a bit hard to follow since they were sometimes unstructured. This was largely do to questions of students, but found it difficult to not get confused with different concepts when the explanation refered to other material again. Therefore, it might be helpfull to stick to the structure of the lecture slides a bit more and engage in discussions with students at the end of the lecture.*
206. *I really liked the peer review since it hepled with understanding the material and to answer the*

assignment questions. I also think that the online environment was fitting for the seminars. Therefore, I don't have any suggestions.

207. Additional to what I said previously, it would have been helpful to get the questions for the assignments and peer review sooner.

208. Due to the big time constraint it was really hard to answer the question well. I think there were too many questions for the limited amount of time.

209. Upload video, be a bit more considerate of students when it comes to seminar attendance (I was not able to visit my sick grandma due to one seminar assignment which was really sad), it was not even allowed to switch seminar groups for one day, which makes it very hard for students to feel that they are taken seriously.

210. No

211. More informative discussion instead of feedback on assignments that haven't even been graded yet

212. Be a bit more sympathetic to your students, they are not numbers.

213. More time; for the extra credit question it was unclear whether to answer all or one of the five.

214. I would love to have some more elements of discussion about the course - if possible. The way the course is organized now was very tiring in the way that most of the material was input. I missed voicing some of my own thoughts and getting direct feedback in the seminars from Stefano for example

215. Some of the concepts mentioned on the slides were only briefly explained and for me difficult to understand. For example asset specificity.

216. It was a bit difficult to find opportunities to ask about things that were unclear. I would prefer to have a seminar that directly also discusses the content of the lectures more directly

217. More discussions, maybe including examples of difficult concepts on the slides as well. One assignment less also would not hurt. The workload was quite a lot

218. I think the time limit made the exam relatively difficult. But personally I thought that the time limit was not impossible to master.

219. For me the readings were quite long and difficult to get through. Maybe a bit more variation of long texts and other materials would help for me personally to stay on track.

220. Maybe a bit more variation between long slides and other forms of information, for example clips.

221. Maybe a bit more extra explanation of the material by the seminar teacher, instead of a lot of working on your own in the classes. I like to go in depth on the material with the seminar teacher, the barrier to ask questions is a bit lower in the seminar compared to the lectures.

222. For me a bit more variation in the course would have helped me to stay on track. I have multiple moments where I lost focus and interest in the material.

223. More time would improve the answers.

224. In the last lectures, there was a lot of information that was slightly overwhelming and hard to follow

225. I thought it was straightforward and followed the material covered previously. The only constraint which was time was already resolved.

226. Maybe give more incentives for students to stay up to date with the readings

227. The assessment felt repetitive at times. I am not sure how exactly to solve this, but maybe either less

*assignments or a different format in the exams.*

*228. de werkgroepen zouden naar mijn mening een stuk informatiever kunnen zijn aangezien wij nu elkaar feedback moesten geven, maar er daardoor nooit zekerheid was over wat het juiste antwoord is*

*229. recording the lectures with video*

*230. More interactive seminars and explanations of the material instead of individual work, I can do that in my free time.*

*231. I would have liked to go more in-depth into a discussion about the material instead of covering so much material but not being able to comment on it that much.*

*232. /*

*233. -*

*234. One assignment less to take some pressure off*

*235. Grading system*

*236. Recording the lectures with video instead of only sound and potentially put a break in between the lectures*

*237. pauze tijdens hoorcolleges.*

*238. less readings*

*239. It would be better if there were more teaching assistants so that TA who's specialized in A didn't need to teach B, which improve the seminar quality as a whole.*

*240. De werkgroepen waren niet uitdagend en zeer eentonig. Hoewel het hielp om de assignments goed te maken nodigde het totaal niet uit kritisch over de stof na te denken. In plaats van discussie en analyse te hebben met medestudenten over de stof, was het een soort machine werk om zo snel mogelijk, in alle haast, al het werk af te krijgen. En je moest enorm geluk hebben dat de mensen die je review gaven hun voorbereidingen hadden gedaan, anders was hun feedback zinloos.*

*241. less writing, more discussion, debate, active learning.. more encouraging atmosphere for students*

*242. less readings*

*243. powerpoint slides waren erg vol, daardoor luisterde ik minder naar de docent en was ik te veel gefocust op de tekst zelf. De seminars waren voor mij effectiever geweest als de peer reviews van te voren gemaakt moesten worden en de seminar tijd gebruikt werd voor feedback/bespreken. Het schrijven van de opdracht binnen 45 min lukte mij nooit, waardoor ik ook vrij weinig aan mijn feedback van mijn peers had.*

*244. less peer reviews, use seminars for different purposes, more discussion, lectures better structured and clearer*

*245. Maybe less assignments , like the mid-term representing an assignment itself but under the time pressure*

*246. Ik vond de assignemnts net iets te veel, waardoor de seminars saai en eentonig werden. De lectures waren vooral in de eerste helft van de periode heel erg abstract wat ze soms moeilijk te volgen maakten*

*247. I think that the seminars were quite useless and did not really interest nor excite me at all*

*248. the material could be taught in a more clear and less extensive way; less assignments; better to have 1 assignment, where you can focus all your energy on; 3 assignments were too much*

249. *Less peer reviews in the seminars would allow us to discuss the material, which I often wanted. About the peer reviews, I would suggest to let the students write all the assignemnt in one seminar, and discuss the questions in breakout rooms (rather than commenting in freedbackfruits). That way, one seminar per week can be used for discussion and the other will be a peer review with interaction within students, which might spark more ideas on what to write about.*

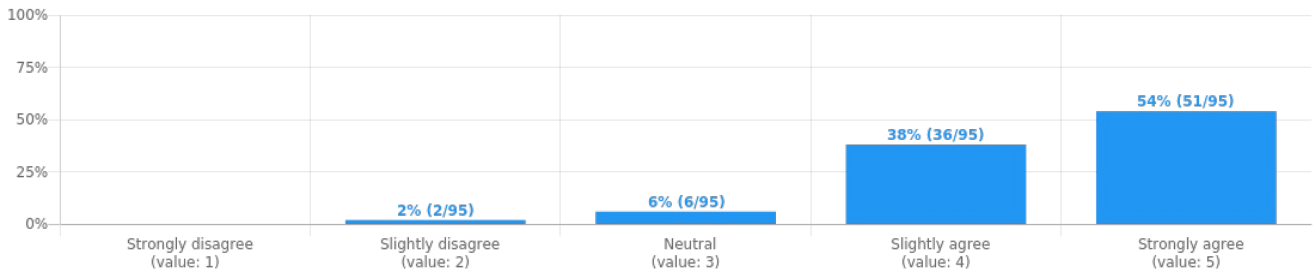
# Teacher questions

Due to the efforts of the lecture teacher, I learned a lot in this course

Scale: Strongly disagree to strongly agree |  $\sigma$  0.7 | Amount of given answers: 95

Average score: 4.4

Slightly agree

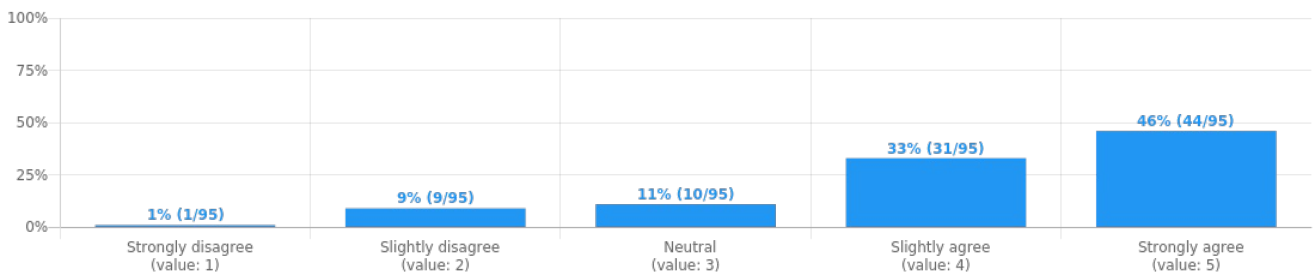


The lecture teacher encouraged students to think critically about the material.

Scale: Strongly disagree to strongly agree |  $\sigma$  1 | Amount of given answers: 95

Average score: 4.1

Slightly agree

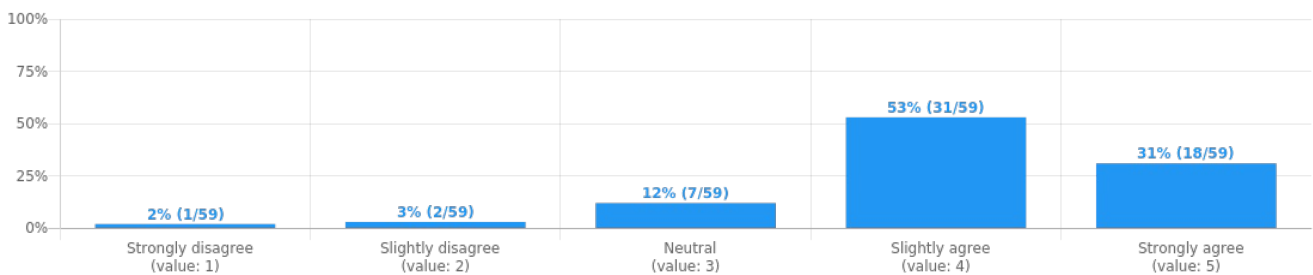


The teacher explained the material clearly during the lectures

Scale: Strongly disagree to strongly agree |  $\sigma$  0.8 | Amount of given answers: 59

Average score: 4.1

Slightly agree



The teacher's explanations enabled me to distinguish well between main points and side issues

Scale: Strongly disagree to strongly agree |  $\sigma$  1 | Amount of given answers: 59

Average score: 3.8

Slightly agree



