

wkastart-W_JSM_202-FA22-Course-Evaluations-v01

Report composed on 24-10-2022

Subject name	2022 P1 Political Institutions (2022_110_W_JSM_202)
Evaluation name	Political Institutions (2022 P1 CURSUS)
Labels	STD, WB_PPE
Evaluation start- and end date	12-10-2022 t/m 23-10-2022
Amount of respondents	48 from a total of 63 (76%)

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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.

Average score
subject

3.8

Teachers

An average of teacher questions per teacher

TEACHER NAME	EVALUATIONS	RESPONSE
W (Wynand) Kastart wkt360	1	48/63 (76%)
M (Maria-Alexandra) Martin mma696	1	48/63 (76%)

Questions

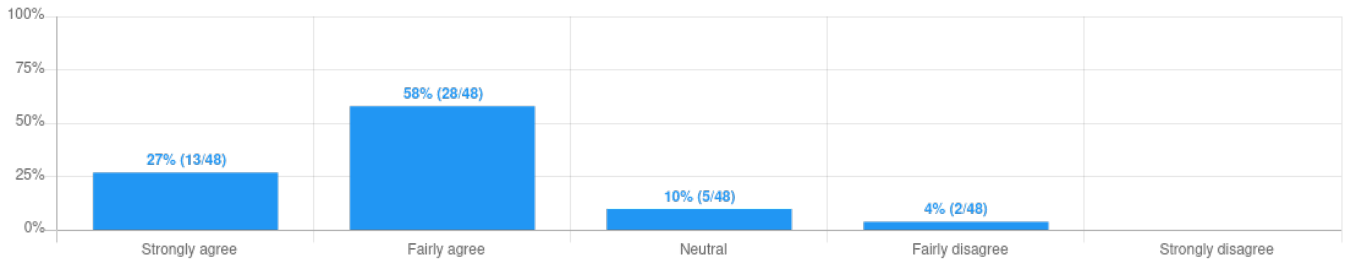
General

I learned a lot from this course

Average score: 4.1

Scale: Strongly agree to strongly disagree | σ 0.7 | Number of given answers: 48

Fairly agree

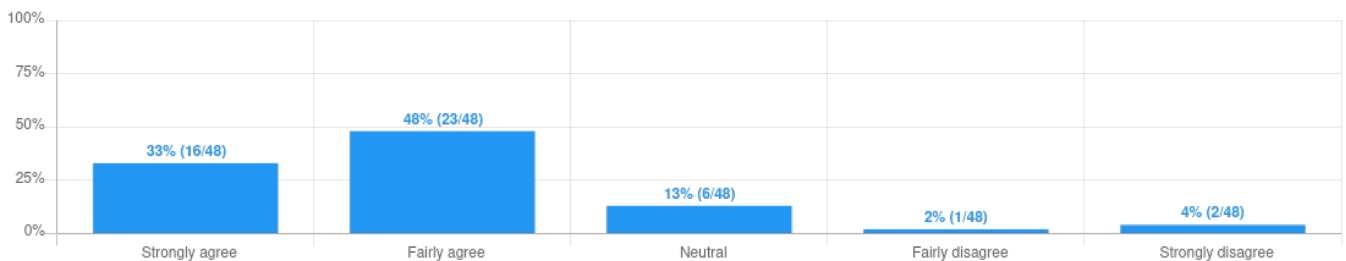


I found the course material (texts, slides, assignments, knowledge clips, podcasts, etc.) clear and informative

Average score: 4

Scale: Strongly agree to strongly disagree | σ 1 | Number of given answers: 48

Fairly agree

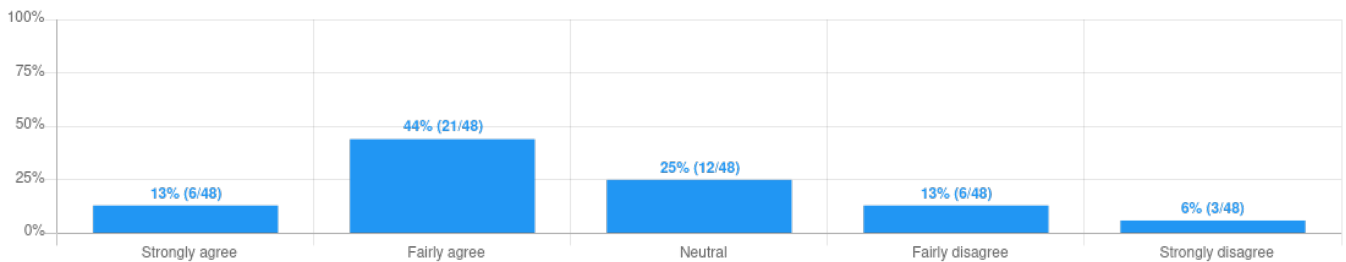


The course material (texts, slides, assignments, knowledge clips, podcasts, etc.) invited me to actively engage with the teaching material

Average score: 3.4

Scale: Strongly agree to strongly disagree | σ 1.1 | Number of given answers: 48

Neutral

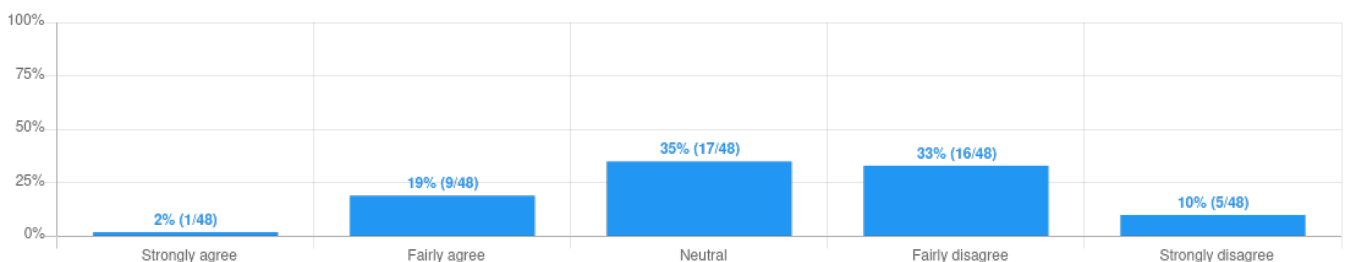


I have benefited a lot from feedback on my work (assignments, oral presentations, written essays, podcast episodes, etc.)

Average score: 2.7

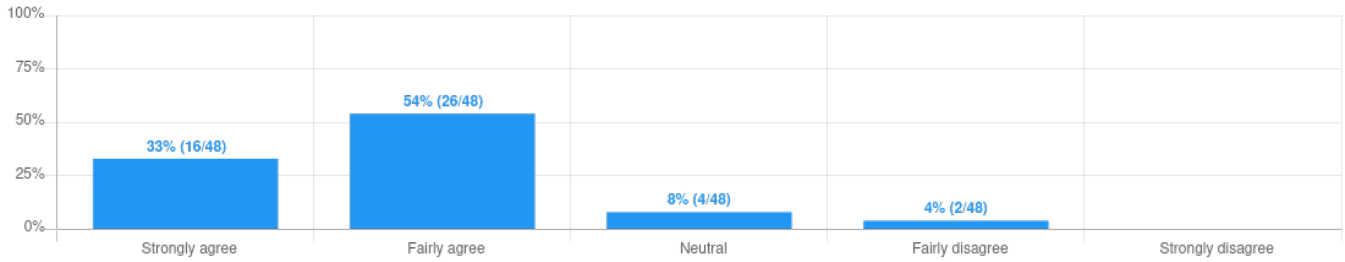
Scale: Strongly agree to strongly disagree | σ 1 | Number of given answers: 48

Neutral



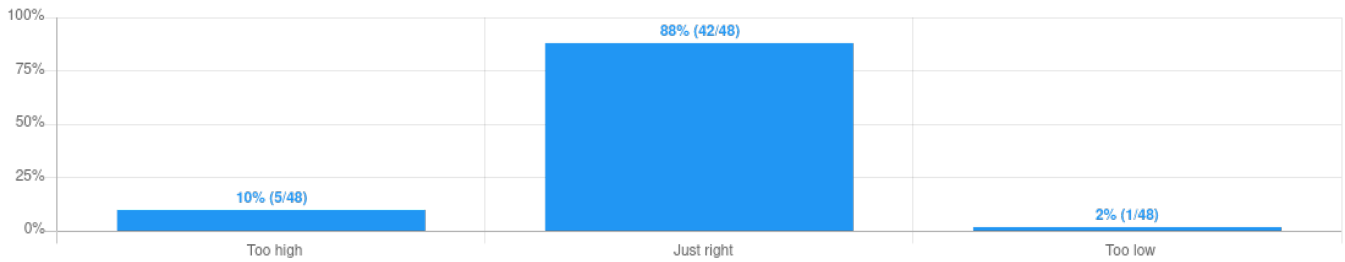
I was able to keep up with the deadlines of the assignments given
 Scale: Strongly agree to strongly disagree | σ 0.7 | Number of given answers: 48

Average score: 4.2
 Fairly agree



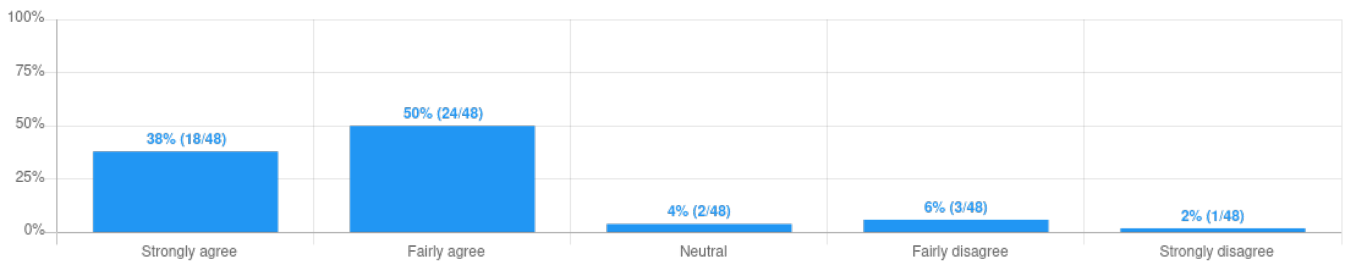
The level, amount and difficulty of the assignments were
 Scale: Too high till too low | σ 1.3 | Number of given answers: 48

Just right



The assignments helped me to understand the material
 Scale: Strongly agree to strongly disagree | σ 0.9 | Number of given answers: 48

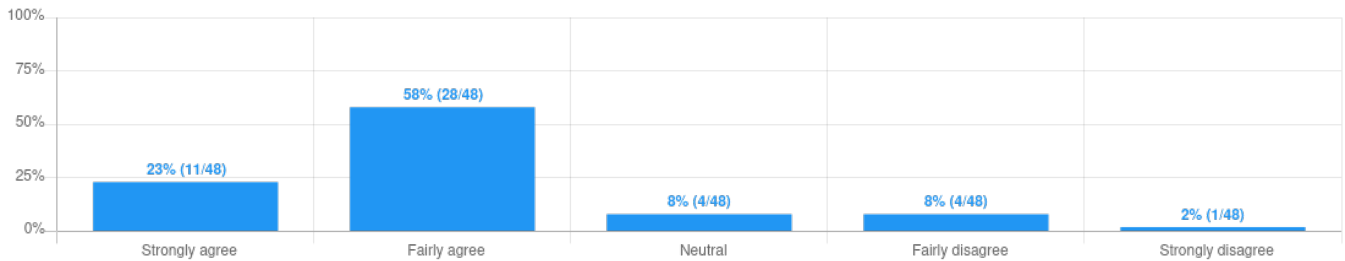
Average score: 4.2
 Fairly agree



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

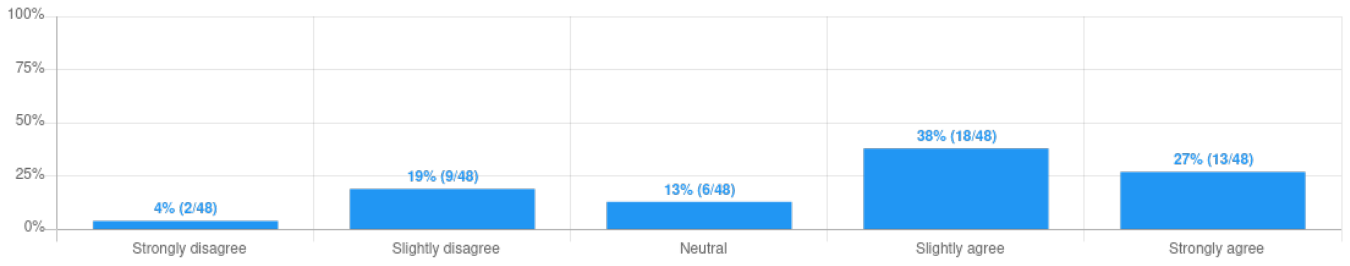
Scale: Strongly agree to strongly disagree | σ 0.9 | Number of given answers: 48

Average score: 3.9
 Fairly agree



I found the tutorials useful and worthwhile
 Scale: Strongly disagree to strongly agree | σ 1.2 | Number of given answers: 48

Average score: 3.7
 Slightly agree



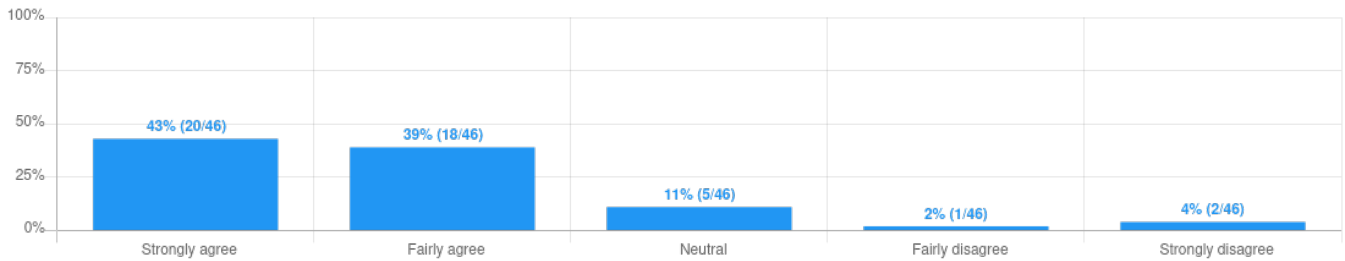
Lecture

I found the lectures useful and worthwhile

Average score: 4.2

Scale: Strongly agree to strongly disagree | σ 1 | Number of given answers: 48 | Total n.a.: 2

Fairly agree

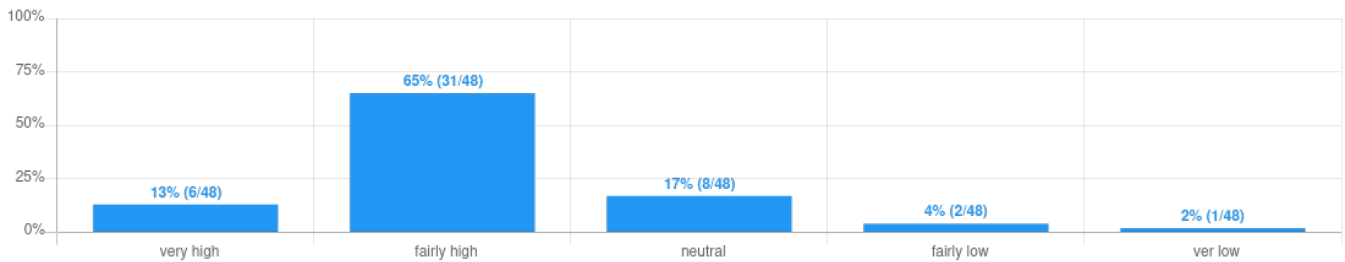


In general, I found the level of the lectures

Average score: 3.8

Scale: Very high to very low | σ 0.8 | Number of given answers: 48

fairly high

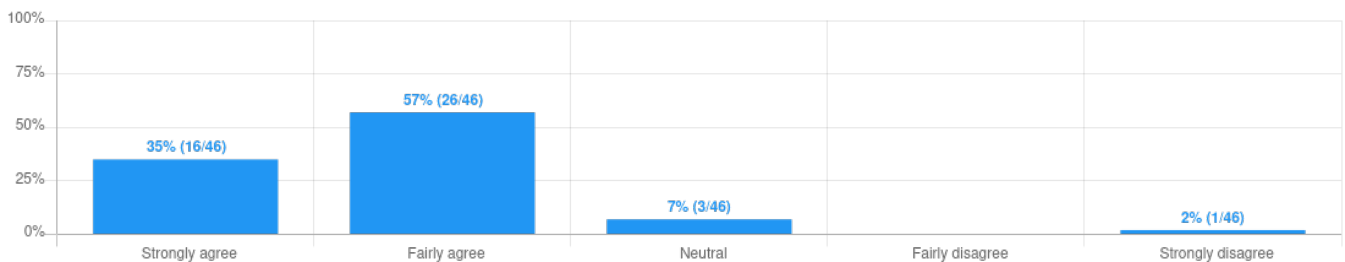


The teacher explained the material clearly during the lectures

Average score: 4.2

Scale: Strongly agree to strongly disagree | σ 0.7 | Number of given answers: 48 | Total n.a.: 2

Fairly agree

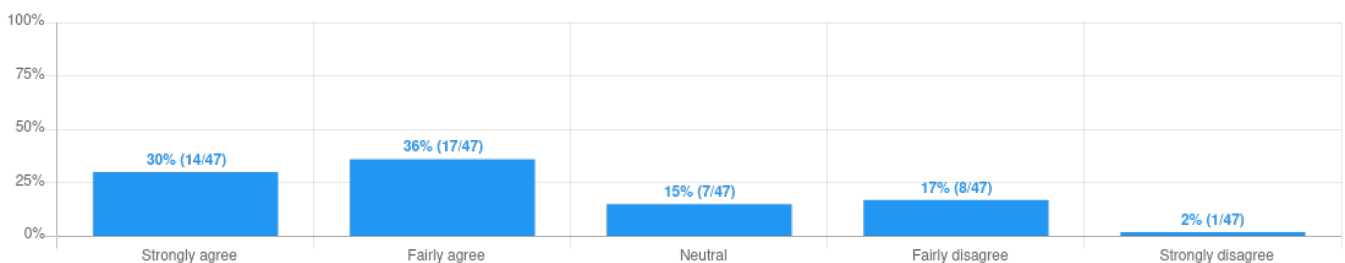


The teacher's explanations enabled me to distinguish well between main points and side issues

Average score: 3.7

Scale: Strongly agree to strongly disagree | σ 1.1 | Number of given answers: 48 | Total n.a.: 1

Fairly agree

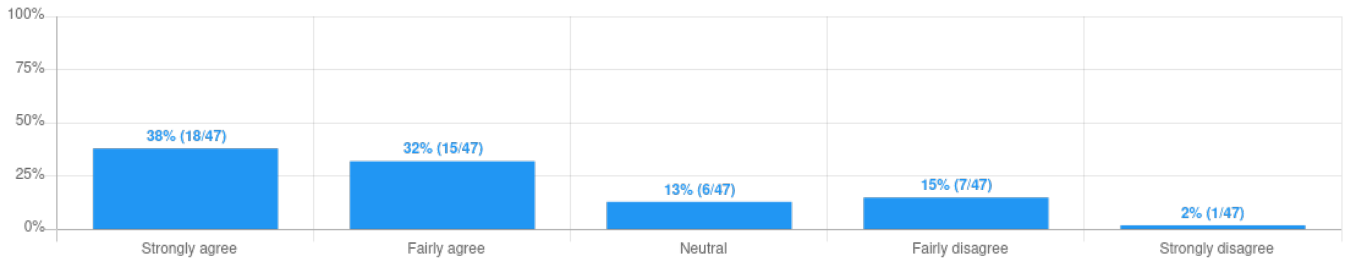


The lecture teacher encouraged students to think critically about the material.

Average score: 3.9

Scale: Strongly agree to strongly disagree | σ 1.1 | Number of given answers: 48 | Total n.a.: 1

Fairly agree

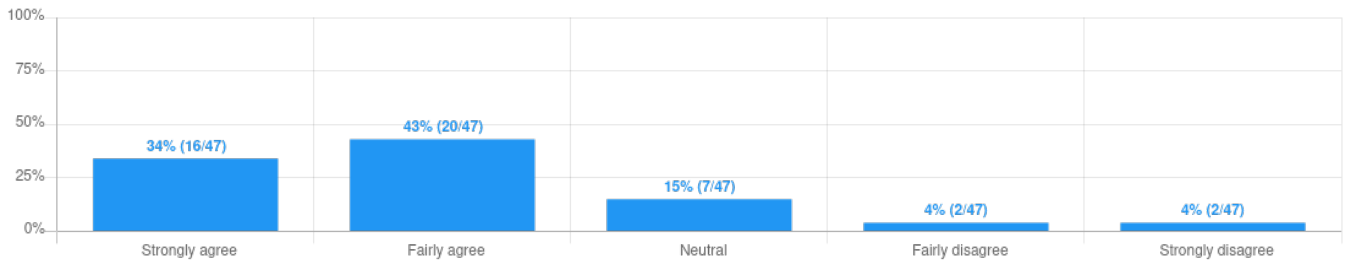


Due to the efforts of the lecture teacher, I learned a lot in this course

Average score: 4

Scale: Strongly agree to strongly disagree | σ 1 | Number of given answers: 48 | Total n.a.: 1

Fairly agree



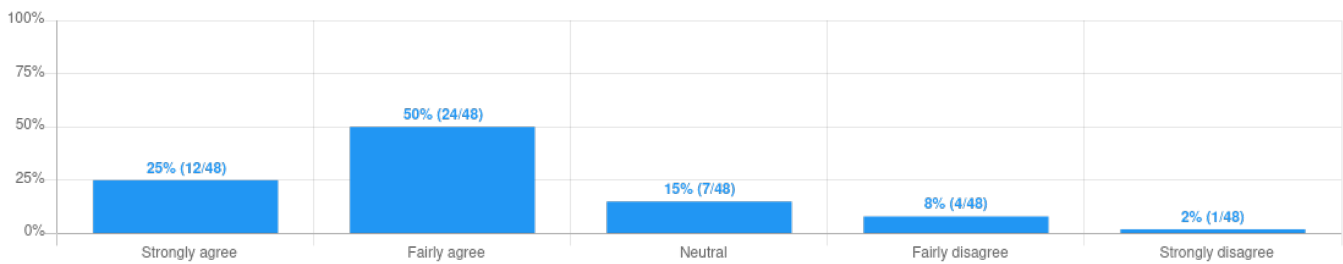
Tutorial

I found the tutorials useful and worthwhile

Average score: 3.9

Scale: Strongly agree to strongly disagree | σ 0.9 | Number of given answers: 48

Fairly agree

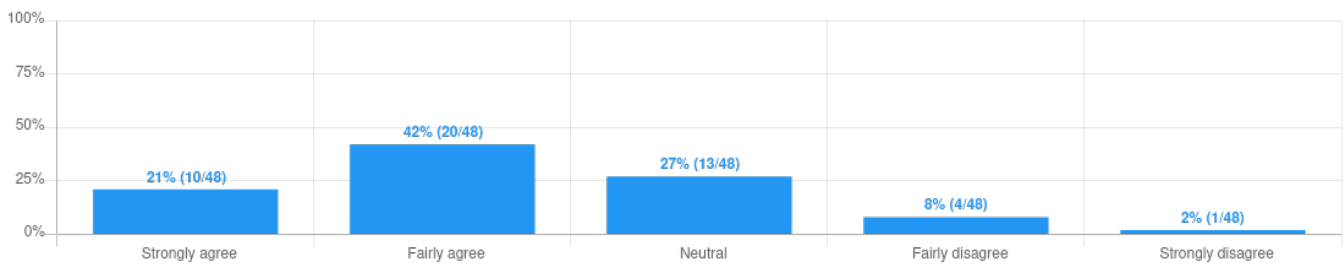


I learned a lot from the tutorial group sessions

Average score: 3.7

Scale: Strongly agree to strongly disagree | σ 1 | Number of given answers: 48

Fairly agree

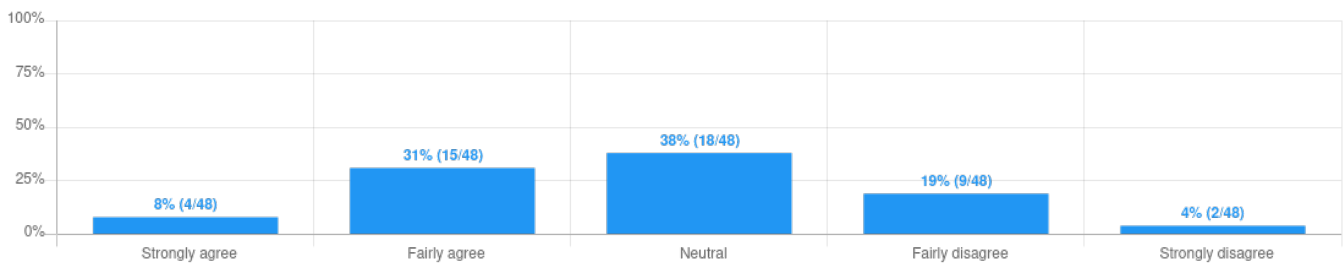


The structure of the tutorial meetings and tutorial assignments were helpful in developing my research skills.

Average score: 3.2

Scale: Strongly agree to strongly disagree | σ 1 | Number of given answers: 48

Neutral



What did you think of the structure of the seminars and how could it be improved?

Scale: Open question | 48 answers by 48 respondents

- 1. I personally enjoyed the structure of the seminar. I would have however preferred two written assignments over doing the presentations. The peer reviews were usually helpful to engage more with the materials, but I feel like people were not prepared so they could not give good feedback. I did like hearing two different groups answer the same question since it allowed for a comparison and showcased different (correct) ways of answering the assignment questions.*
- 2. Good start with contemporary news talks. Good way of informing, by doing presentations.*
- 3. .*
- 4. I think it's better to have written assignments and discuss them in class or make them together as teams.*
- 5. I believe having a discussion with the groups who had presentations would have been more useful than writing feedback/peer review.*
- 6. I thought the writing assignments from last year were better even though it's more work because you actually have to do all questions and not just review them and that helped me more with preparing for the exam*
- 7. The peer review seminars were time inefficient, watching presentations doesnt really help me in understanding the*

material

8. Seminars were nice. Sometimes it would have been better if we had the opportunity to ask questions about the lecture/material during the seminar.
9. not make us review the presentations, this felt a little useless
10. The structure of the seminars allowed me to engage with the readings we had to do for the lectures. I liked the fact that we had to do peer reviews as it encouraged me to pay attention to my classmates' work.
11. Maybe more discussions about the readings
12. Pretty good, found the presentation structure to be helpful.
13. I thought that the peer reviews didnt really make me learn the information presented. I only wrote it down to pass the peer review. I think if we had to write a summary that it would be more efficient, or if we had to answer the questions ourselves after the presentation, and therefore we are encouraged to take notes during it.
14. I think it would be helpful to learn how to better evaluate the presentations of others.
15. I liked the presentations and the feedback mechanism, but I would have enjoyed also some more time for discussions and other tasks. I think the amount of presentation could be reduced.
16. Every seminar was more or less the same, which made it quite repetitive. It was somewhat easy to loose focus. I would more like a format that gets everybody to engage, rather than 2 groups presenting and evaluating. The issue with evaluating was that in order to evaluate the presentations properly you had to have done the readings, which was not always that you would have done them.
17. I liked the structure of the seminars!
18. I really enjoyed how much the lectures flowed, It never felt like a waste of time, and I particularly liked that we discussed relevant presen topics from time to time. The seminar teacher is very qualified and managed the seminars great
19. I believe that the presentations were very useful for us to properly engage with the material. However, because we have so many readings, I would have appreciated if we had the chance to go over summaries of the readings for each chapter in order for us to properly divide what ideas are most important for each writer and how do they develop them in the chapters.
20. My only comment was the presentation we had to do the days after the midterms, we only got the presentation schedule the monday of the midterm week and the last midterm was thursday evening and we had to present friday morning 9:00 am, which included 80 pages of reading. Short to say there were not enough hours to prepare the presentation accordingly. even though the following week there were not any presentations, so i don't understand why they could not have been pushed a week back and allow us to properly engage with and prepare the material!
21. I liked the structure of last year more, were you had to write an assignment by yourself instead of group presentations.
22. A lot of (too many) mandatory seminars
23. Group presentations were pretty rushed and it was hard to retain anything from them, discussing the material with Alex instead of having those presentations would have been much more useful
24. I did not really like the structure of giving presentations, because I felt like a lot of people were more focussed on presenting, instead of really understanding the material. I also feel like you might have a bit of a free-riders problem with the presentation structure.
25. The presentations really made me dive into the material, which was helpful.
26. I don't think the presentations and peer reviewing them helps with understanding. maybe a bit. In general, I would prefer 2 assignments for both 20%, so that you actually devote attention to the texts and lectures, instead of this half work for a presentation or listening half.
27. I think it was very interesting to have some space at the beginning of the seminars for a debate on current political issues, I would keep that and maybe expand it in the next formulation of the course.
28. I felt like the seminars were mostly a repetition of parts of the lecture. I would have prefer to expand on the material.
29. Not always enough time to write good peer reviews, especially when 3 groups present. Would be nice to also always discuss the model answers to the assignments.

30. I really enjoyed that we were encouraged to communicate on the seminars and I feel that our teacher has been very interactive and professional. I think that the resit requirements for missing a peer review assignment are too strict as it adds to the already strict attendance policy.
31. In general the seminars in this course were well organised. I enjoyed the discussion elements that we started the class with and thought that main focus on presentations was nice. However, I had two main problems with the seminars. Firstly, the questions presented in class got very repetitive. It would have been nicer if the number of questions had been doubled, so that each presentation group could present a different question. This would make it easier to stay engaged with the class. The second issue I had was with feedback. Personally, I did not use the feedback I got from my fellow students at all because I know that we all struggled to focus. I think the quality of feedback would be improved if students would not be required to peer review every presentation and if presentation style was actively discussed in class rather than written down.
32. Talking about recent events in politics was a nice start of the tutorial. Doing presentations instead of writing essays worked better for me, but I think that peer reviewing was not the most effective way of providing feedback. Maybe some more interactive group discussions about the material would have helped me better.
33. I liked that we started talking about the world news. I think there were a bit too many presentations; to be honest presentations were not really that useful for the audience - most student don't take the time to do the readings on time, so the presentations made are always a bit half-hearted. I only really learned the material from the presentations I made myself, not from listening to the others. Perhaps instead of so many presentations there could be more reading/writing exercises in class; I preferred the assignment format used in the "State, Power, Conflict" class.
34. I liked the presentations and thought it was good to practice public speaking, but maybe one presentation per person would have been enough, instead of having two. The rest of the time could have been used for group discussions and to better understand the material, which I still feel a little lost about. The peer reviews being mandatory was also pretty annoying because it forced me to come to class even though I was very sick, I think that should not be the case at university and we should be more free to miss a tutorial if there is a valid reason to without having to resit anything. I really loved beginning the seminars talking about current events in politics though!! Really believe every politics course should do this!!!
35. The structure of the seminars was fine, however it would have been useful to receive some additional elaboration/explanation regarding the course materials from the TA instead of solely from peers.
36. Overall, I found the seminars well-structured and informative. However, having to do a resit assignment for every missed presentation/ peer review seminar seemed excessively strict and complicated my schedule substantially.
37. Structure of the seminars could be a little bit repetitive, having the presentations during the seminars was useful but writing reviews every time was a little boring
38. The seminars could be more engaging than, just presentations, peer reviews and repeat. The ten minute world politics talk, was nice and engaging, but could be improved in a way that it connects with the course, an example was Macro economics case of Ukraine where we applied macro economic concepts on international trade regarding Russia, the west and Ukraine
39. This combination of lecture and seminars had no written assignments whatsoever and did not prepare us in anyway for the writing skills required for exams. The lack of writing also meant that I never got an opportunity to properly distill and clarify concepts in my head.
40. Seminars were just a platform where we could present our assignments and receive some kind of feedback, however I found them kind of uninformative and disconnected from the lectures, I would have loved to see some kind of continuation of the lectures in the seminar or some kind of summary of the lecture(in the first part of the lecture)
41. I think the peer review structure of the course does not really suit the second year of a bachelor's programme. We have spend hours upon hours getting the material explained by peers under supervision of a teacher who has real practical experience in the field. This is a shame. I think perhaps the organising party of the course should ask how their colleagues of the philosophy aspect of the programme design their course structure.
42. I think the structure in general was fine. It could maybe be nice if correct answers to the assignments were discussed a bit more, a little repetition can't hurt.
43. I believe that every week contains a pass/fail assignment that must be attended to. Maybe there should be one tutorial with a part online option that students can sign up to in advance if they know they won't be able to attend in person that day just one time out of the 8 weeks should be sufficient
44. The presentation were really useful for understanding the material and try to explain it with our own words. However I believe that the peer review format wasn't very useful because often it was difficult to give a proper and complete feedback on the work of our peers.

45. The structure of the seminars was good overall, however, I think it could be improved by giving students more space to openly discuss the ideas presented in the lectures and critically think about their relevance.

46. I think the seminars were pretty useful in general and Alex did a very good job in helping us relate what is happening in the world with the material. However, I think the part with the assignment could be a bit more dynamic. Having one or too presentations each day and just reviewing them ended up being too repetitive and we lost our attention.

47. Increase time spent on applying theory to real case , real time events. Using that, perhaps map out possible future actions of parties involved in event, this would make tutorial more interesting and force to engage in the material to a better degree. This could have been done since the seminar instructor is from the political field and could therefore provide with a great amount of insight on topics discussed.

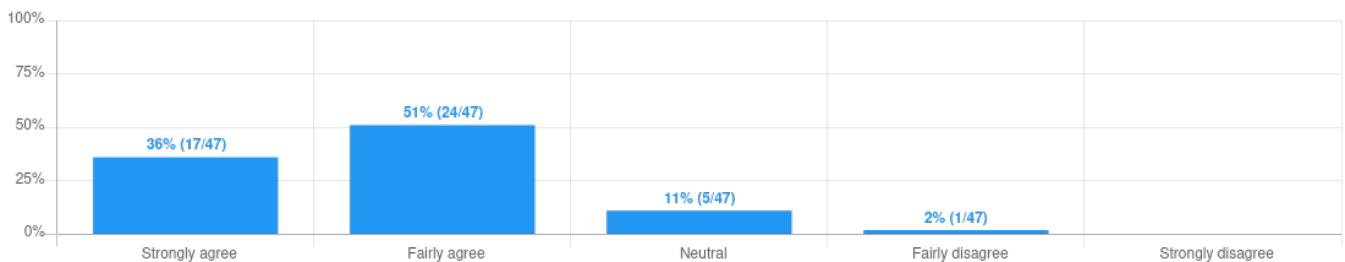
48. I think a better balance can be struck between presentation assignments and the alternative of essay assignments. Although the workload was more manageable this year, as opposed to last year's State, Power & Conflict course, the seminar presentations did not prepare us for the midterm essay-writing, especially under time constraint. Additionally, in spite of the seminar teacher's efforts, the presentation seminars did not sufficiently incentivize students to engage with the material when it wasn't their turn to present.

The tutorials matched well with the lectures

Average score: 4.2

Scale: Strongly agree to strongly disagree | σ 0.7 | Number of given answers: 48 | Total n.a.: 1

Fairly agree

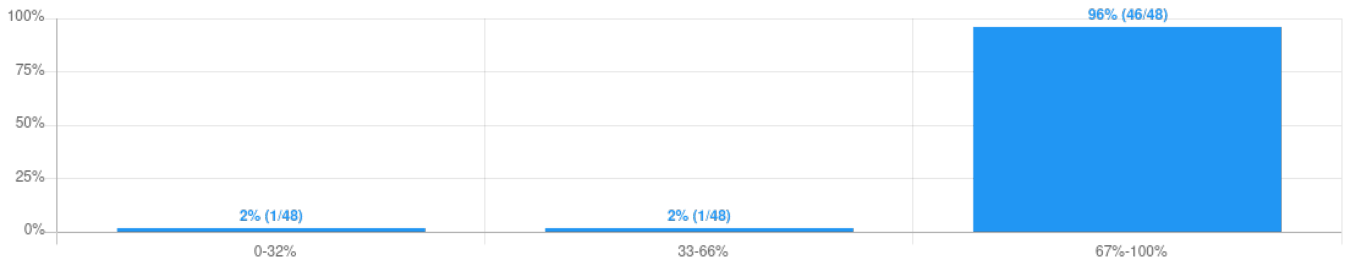


Percentage of tutorials attended (both online and offline / recorded)

Average score: 2.9

Scale: Percentages in three groups | σ 0.3 | Number of given answers: 48

67%-100%

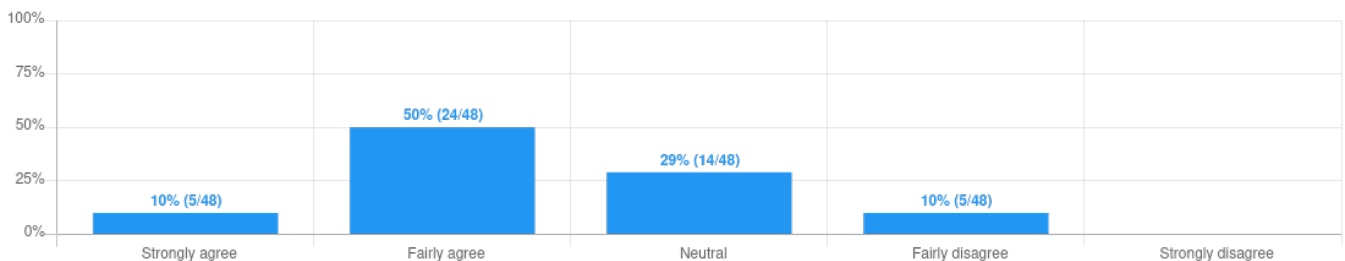


I learned a lot from the tutorials

Average score: 3.6

Scale: Strongly agree to strongly disagree | σ 0.8 | Number of given answers: 48

Fairly agree

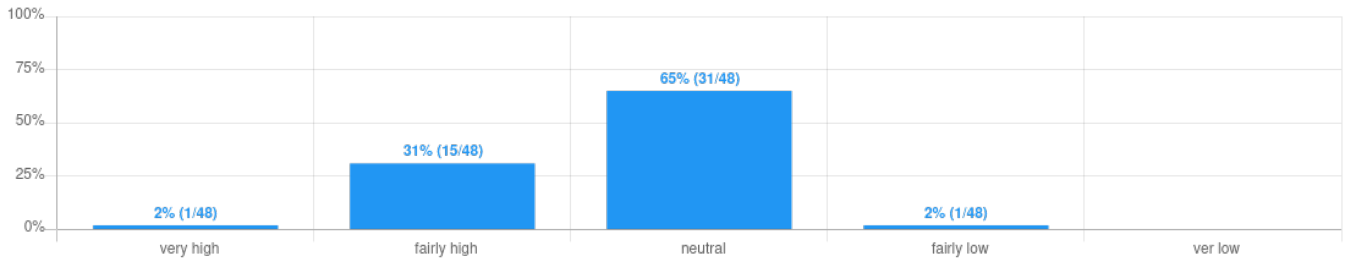


For me, the level of the tutorials was generally

Average score: 3.3

Scale: Very high to very low | σ 0.6 | Number of given answers: 48

neutral



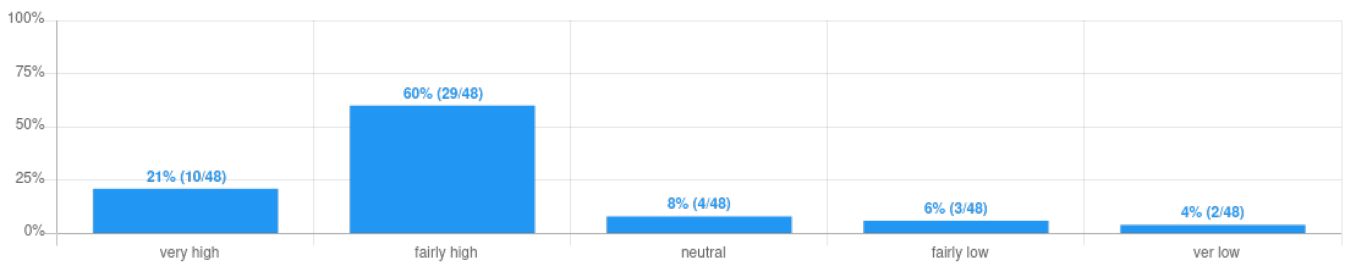
Conclusion

My summary appreciation of this course

Average score: 3.9

Scale: Very high to very low | σ 0.9 | Number of given answers: 48

fairly high



What do you think was good about this course?

Scale: Open question | 42 answers by 48 respondents

- 1. I think the interplay between the lecture and seminar worked very well. It was also good to have the assignments as a preparation for the exam (even though I personally learn more when I actually have to write the answer). Both the lecturer and the seminar teacher were very engaging and made the sometimes theory-laden/dry topics much more accessible through real-life examples.*
- 2. talks on specific examples and real case scenarios*
- 3. The content was good and the lectures with the prezi's was very clear.*
- 4. I appreciate the most the way the teacher was giving his lectures; clear explanations and always inviting us to ask questions, but also be engaged and answer to questions. The readings, especially in the first half of the course were very interesting and insightful.*
- 5. Both Alex and Wynand did a lot to help us and make us understand everything correctly*
- 6. The combination of readings, lectures and seminars that forced us to actively participate in this course*
- 7. Presentations were nice. Seminar teacher was nice, and made sure everyone participated.*
- 8. Our seminar teacher!!!*
- 9. I really enjoyed the Seminars teacher and in general the course's topics were interesting.*
- 10. The lectures were very good during this course and our seminar teacher gave very good seminars*
- 11. Chosen assigned texts. Fantastic Lecturer and seminar teacher combination. Very structured and clear learning objectives.*
- 12. I thought the content was amazing and the passion of the lecturer made it very easy to be engaged and actually excited to learn. If there were a transcribed script of everything he said in the lectures, it would all be the most concise explanation of the topics. He always said relevant things and linked the topics all together. He was super educated and always had good answers to questions.*
- 13. Both the lecturer and the teacher assistant did a great job at presenting the material. However, last year's course was more involving, so I still remember more of that class than this year's.*
- 14. I liked the lectures and that we always talked about what was going on politically (news) in the beginning of every seminar.*
- 15. Theoretical detail and the inter linkages between concepts/theory and the applicability to real world events.*
- 16. I liked the more in depth view of concepts underlying day to day politics we were taught, furthermore, I also really liked the readings.*
- 17. The balance given by the teachers, one coming from a more academic background and the other from the policy world was something to encourage in every subject of PPE. They both were willing to go an extra step to help us out in that related to the course and non related.*
- 18. I think it was great that we did presentations because not only we learned about the course material, but we practiced*

other important skills like public speaking, team working or abstracting main ideas from complex texts.

19. Interesting structure, and I really appreciate that the feedback from last year was taken seriously and led to change to the structure of this year!

20. Clear from the start which seminars were mandatory. Seminar and lecture were on the same level.

21. The material and the teachers

22. I really liked the content and the readings. Also liked the way we were obliged to be active in classes, which personally really helps me understand the concepts.

23. The contents were explained nicely in the lectures, and the presentations in the seminars helped me digest it.

24. I think Wynand is a good lecturer. Only he is a bit fast speaking and uses difficult words.

25. Both the lecturer and seminar teacher were really great. We read multiple authors, discussed overlap and differences. The lectures were very nice and clear. We always spent time on world news during seminars.

26. You learn a fair deal from the assignments. Lectures were very informative with clear slides.

27. The subjects we touched upon were really interesting. Furthermore, the levels of the tutorials was really high and the assignments we had to do were constructive.

28. Some of the best parts of the course were its structure. It felt like all of the material we covered was clearly linked to political institutions and developed on each other. I liked the way that subsequent lectures built upon the content of previous weeks. I also liked the usage of just presentations better than just written assignments. However, I think there is room to experiment with giving students one of each to do. That is, one written assignment and one presentation.

29. Doing the presentations, and the passion/engagement of the lecturer

30. Wynand and Alex, you are both great at spreading your knowledge - so thanks for that! The lectures matched nicely with the readings.

31. Forms a necessary understanding of institutions which is very useful for future politics courses.

32. Wynand's lectures were pretty engaging but could also be a bit chaotic. It was hard to find the core of his story sometimes. Wynand has a way of phrasing/asking questions where he is aiming at something specific. However, that structure is not always as obvious to the class. It seems like we sometimes waste a lot of time going through those questions while it is already obvious to everyone. I like his enthusiasm while doing so. Structure with discussing multiple assignments during the seminars was helpful to stay engaged in the class. However, the amount of reading could sometimes be supported by some clear connection to slide/knowledge clips/summaries

33. Lectures and the start of the seminars.

34. The course material was cohesive and built well on last year's work. The tutorials and the inputs by Alex gave proper real world perspective and interesting points to ponder over by ourselves

35. I think the seminar teacher was incredible and that we are lucky to have such a person teaching at our programme. The contents of the course is also very interesting.

36. I thought the material was very interesting. I think I learned a lot about the workings of politics, although most of it was pretty pessimistic, which in turn kind of lowered my faith in politics in general I think.

37. Wynand is a great Professor that clearly works overtime to support his students and provide a high level of education.

38. The material covered in the course was very interesting and the professor was really clear and passionate during the lectures. Moreover during the seminars thanks to the teacher we had the opportunity not only to expand our knowledge about the material, but also to think critically about it. Overall the level of the course was very high mostly because of the competence and knowledge of the two professors.

39. This course gave me a lot of insight into political institutions and how they shape democracies in a variety of ways. Additionally, the lecturer and the seminar teacher are incredibly knowledgeable professionals, committed to providing high-quality teaching, which I appreciate greatly.

40. I think the balance between the theory learnt in the lectures and the discussions in the seminars was fair. The topics that the lecturer chose for us were on point and adequate to our level, and both Wynand and Alex encouraged us to participate and understand what we're learning, instead of just memorizing and repeating.

41. Regarding the content of the course, it was interesting to see how the different authors perceive different viewpoints however more application to real- life cases perhaps as short remarks within lectures. Otherwise lectures were very informative containing a lot of information. Seminar instructor provided brilliant insights when time permits.

42. The material was new and challenging

What suggestions for improvement do you have?

Scale: Open question | 35 answers by 48 respondents

1. Some of the things that we covered (most Lijphart readings) were already covered in our PPE course "Comparative Politics" in Year 1. It might therefore be nice to reduce the time spent on this (as far as the guidelines allow) and to go more into a comparison between the different theories and give more concrete examples such as the Sweden chapter in Albertus and Menaldo.
2. The questions in the seminars are sometimes formulated in a difficult manner, it would be nice if this would be better explained or simpler word use.
3. Maybe cutting down the amount of time we spent on descriptive aspect of politics. It would have been more interesting, in my opinion, to spend some time, for example on how the actor-based functionalists have responded to Pierson.
4. Maybe it is better to let everyone present three times, and let go of the peer review thing for the other students.
5. Less readings and then talk about the readings that we did do better/longer/more extensive. Now it was just too much we could not really put emphasis on anything.
6. as said, the reviewing of the presentations
7. We could engage a bit more with the material during the seminars besides the seminar assignments.
8. I thought that sometimes the speed was a bit much for other students. I know that not everyone can type very fast, so it could be hard to take good notes, especially when almost everything Wynand says is relevant. I also thought that sometimes he could be a bit intimidating with his intellect. When it comes to answering 1 on 1 questions, maybe using more laymans terms
9. I think a bit fewer of the presentations, sometimes I missed more discussions etc.
10. Maybe an assignment or seminar format where students have to work with the theory by applying it more to real world events. In that way students work more with the (all the material, not only every third seminar) material, not only passively reading and sitting at lectures.
11. I think that the first exam could have lasted an hour longer, this would be beneficial for a lot of people as it would give more time to formulate the answers.
12. Would be nice to have the lectures recorded, or some knowledge clips. And then it would be nice to learn how to give proper the presentations (what to focus on, how to do it properly)...
13. I think we do not really learn how to approach complex readings and sometimes it is difficult for me to properly grasp the material because it is explained very fast, with difficult terminology and with no time to process it. I suggest that in the seminars, we go over the main ideas explained in the past lecture. I think repetition of important ideas is very useful for students.
14. Perhaps prevent that someone is placed with the same person over and over in the seminars. I was placed with someone 5 out of the 6 times. I think its important to work with a lot of different people!
15. Maybe sometimes use some more common english in the slides and lecture explanation. Often words are used (not the concepts of the books) which are difficult to understand. Also, put less words on the lecture slides and maybe use more slides instead of one slide with very tiny letters.
16. Not so many mandatory seminars
17. evaluate the workload and readings given, make tutorials more helpful by using them to discuss the materials, make assignment questions more compact and clear
18. There was so much dry reading, that no student could keep up.
19. Sometimes use kid talk when explaining a very difficult concept that is hard to grasp. Secondly, I would definitely change the seminars. Those presentations did not work for me at all. I would recommend 2 20% assignments instead.

20. *The assignments in the seminars were a lot of the same. Maybe everyone could only do only one presentation, so it would take only half the seminar. The other half could then be used to expand on the material. Also, I missed feedback on the presentation. We would not know if our classmates told the right information or another interpretation was needed.*
21. *More time spent on discussing model answers assignments or what was especially good or maybe wrong about the presentations*
22. *The lectures can sometimes feel a bit tense and the lecturer can sometimes be hard to follow. Furthermore, I feel that our grading system is overcomplicated and there is no need for it to steer away from the mainstream grading system.*
23. *As was mentioned, a lot of the course content covering Lijphart was it a little on the dull side. This was compounded by the fact that our textbook for the Year 1 course "Comparative Politics" was almost entirely based on Lijphart. I feel like there is room to make changes either to this course or to the previous comparative politics course.*
24. *For me there were too many readings for me to be able to read them all on time. This eventually led to me 'giving up' on the readings and just focusing on the lectures. Consequently I feel like I do not know all the necessary information yet.*
25. *Write the questions in exams and exercises in a language that we can understand, please. I felt like this course was very high-pace with a lot of readings and different perspectives to remember - perhaps tone it down a bit, so we actually get to understand the content in depth? In the tutorials Alex could not really elaborate much on the theory from the readings which was rather frustrating at times. I personally found the course extremely theoretical. Too many presentations in tutorials, which were not that useful*
26. *Feedback is weak, fields of improvement not clear, pass/fail assignments unnecessary and should not be included.*
27. *The course needs to have more written assignments and could be made a little more challenging.*
28. *Better Coordination between seminar and Lectures maybe, and also the assessment procedure, also the pass/fail seminars are too overwhelming and stressful*
29. *I think the structure of the course where we have to present the course material is super redundant, boring and unhelpful. If the teacher wants to do presentations because that is his passion, perhaps presentations on a subject related to the course but not the exact material of the course would be more insightful for both presentees as well as students not presenting. As it stands, it was rehashing the same material Wynand chewed through but with less knowledge on the subject.*
30. *I can't think of any necessary improvements at this moment.*
31. *pass fail assignments should have some options for students who cannot attend for legitimate reasons. doing the resit assignment in December is inadequate*
32. *I believe that the concept of the peer reviews could be useful, but i don't believe that this format was the most efficient one.*
33. *I think the seminar structure could be significantly improved by what I described in the seminar section before. Furthermore, I think the grading of the course is in many cases way too harsh and could be made more lenient.*
34. *I would maybe change the structure of the seminar assignments. While I agree that there has to be something that keeps us up with the work week by week and that it has improved since last year, I think the format could be more dynamic. Instead of presentations every week, once it could be presentations, another time a debate, and another a written assignment...*
35. *Change structure of seminars for seminar instructor to be able to discuss real life events with us.*

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 | 4 answers by 48 respondents

1. .
2. *I did not take it online but a hibrid option, if possible, would probably benefit a lot of students with different situations.*
3. *There luckily was nothing online this course! :)*
4. *no online classes are here*

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

Scale: Open question | 15 answers by 48 respondents

1. *I wish the future students at the VU had the opportunity to learn from the teacher we were lucky enough to have.*
2. *The lectures were really boring and useless, this was a shame.*
3. *Like I said before, the peer reviews were not the most efficient way to digest the content of the presentations. I think that having to answer the questions after the presentation or making summaries would be better.*
4. *Both the lecturer and the teacher assistant did a great job at making us familiar with the material. They made sure we comprehend the full picture, not only the specifics.*
5. *good course in general, I did find the topics together a little bit too dry sometimes, even for political science*
6. *A lot of readings, which makes people disengage with the material and thereby also with the course itself.*
7. *.*
8. *No.*
9. *Thankyou!*
10. *I really appreciate the clearness at the beginning of the course about which seminars we could miss and which not.*
11. *Grading system makes it almost impossible to improve the final grade when your on the lower end; doesn't seem fair, barely any feedback provided as well*
12. *Grading by the course leader is strange at best, feedback is only received upon request which should always be included.*
13. *Yes the pass/fail seminars, gives us very little flexibility*
14. *I appreciate your endorsement for Garfield 2024*
15. *I think overall the course was good and useful.*