ASSESMENT OF THE COURSE

INSTITUT BARCELONA ESTUDIS INTERNACIONALS

Please, provide answers (1 to 5) to the questions below

1. **Deficient**

2. **Regular**

3. **Correct**

4. **Good**

5. **Excellent**

1

Compliance with the course syllabus

			Ranking de la media	⇓

	1	2	3	4	5	
-						4.5

Respuestas	1	2	3	4	5	Total
-	0	0	1 (17%)	1 (17%)	4 (67%)	6

2

Appropriate teaching materials

			Ranking de la media	⇓

	1	2	3	4	5	
-						3.8

Respuestas	1	2	3	4	5	Total
-	0	0	2 (33%)	3 (50%)	1 (17%)	6

3

The course corresponds to their expectations

	Ranking de la media ⇓
	1 | 2 | 3 | 4 | 5
-	3.8

Respuestas	1	2	3	4	5	Total
-	0	0	**3** (50%)	1 (17%)	2 (33%)	**6**

4

Interest and relevance of the issues developed

	Ranking de la media ⇓
	1 | 2 | 3 | 4 | 5
-	4.0

Respuestas	1	2	3	4	5	Total
-	0	0	**2** (33%)	**2** (33%)	**2** (33%)	**6**

5

The teaching methodology applied in class is adequate

	Ranking de la media ⇓
	1 | 2 | 3 | 4 | 5
-	4.0

Respuestas	1	2	3	4	5	Total
-	0	1 (20%)	0	**2** (40%)	**2** (40%)	**5**

6

Adequacy of current practices/seminars to the program of the course

		Ranking de la media	⇓

	1	2	3	4	5	
-						3.3

Respuestas	1	2	3	4	5	Total
-	1 (17%)	1 (17%)	1 (17%)	1 (17%)	**2** (33%)	**6**

7

The methods of assessment and the workload are appropriate

		Ranking de la media	⇓

	1	2	3	4	5	
-						2.5

Respuestas	1	2	3	4	5	Total
-	**3** (50%)	0	1 (17%)	1 (17%)	1 (17%)	**6**

8

The grades awarded in my courses have been clearly explained and justified

		Ranking de la media	⇓

	1	2	3	4	5	
-						3.5

Respuestas	1	2	3	4	5	Total
-	1 (17%)	1 (17%)	0	**2** (33%)	**2** (33%)	**6**

9

I received detailed and useful comments on my work within a reasonable length of time

			Ranking de la media ⇩	
	1	2	3	4	5	

| - | | | | | | 3.7 |

Respuestas	1	2	3	4	5	Total
-	1 (17%)	0	1 (17%)	**2** (33%)	**2** (33%)	**6**

10

Global assessment of the course

			Ranking de la media ⇩	
	1	2	3	4	5	

| - | | | | | | 3.8 |

Respuestas	1	2	3	4	5	Total
-	0	0	**3** (50%)	1 (17%)	**2** (33%)	**6**

11

Comments and suggestions

Encuestado	Respuesta
	Great course! Some of the readings were very long and not necessarily relevant, but, overall it was a good class.

The content of the course is excellent. It provides a good overview of the main debates, theories and groups of ideas in comparative politics and in relation to democratisation. The main theoretical classes with Adam were great, combining some review of the theory with class discussions to deepen and further process the knowledge.

However, the forms assessments were in my opinion, and excuse my strong wording, terrible. The seminar essays could have been a great opportunity to deepen the positivistic, more scientific perspective that is brought by the comparative politics tradition. Instead, the opportunity was wasted on repetitive and unproductive group essays (probably to minimise the correction workload of the seminar teachers?). If the groups had been the same throughout the semester, there would have been at least something to gain in terms of learning and improving group dynamics and how to work in teams. Unfortunately, as the groups changed every time, this could not happen. This, together with the fact that the essays were only around 1000/1500 words long, gave a perfect set of incentives to simply divide the words amongst the students, each writing a small part, copy-pasting it together and sending it in; without managing to develop into the coherence of the work. Indeed, group work can be alright, but then it should be longer work, and not a by-weekly extremely small essay. There would have been much more gained from writing individual essays in which there was an opportunity to practice the positivistic, scientific perspective gained through the theory classes.

On the other hand, the in-class presentation for the theory classes were standard, and served their purpose and were useful to deepen into specific cases.

Unfortunately, the worst was the final exam. Excuse me once again for the strong language, but it must reflect my true feelings: a newsletter? seriously? What are we, in high school? I understand wanting to vary from the classical essay or multiple-choice mode, but a non-academic newsletter, in a template with images and colours is definitely not the way to asses the knowledge gained from, once again, the class that is supposed to be the most positivistic and scientific of the mandatory classes in the first semester. In addition, as someone who worked hard throughout the year to keep up with the readings and the in-class discussions, I feel that: 1) in none of the assessments (except the in-class quizzes) I have had the opportunity of thoroughly displaying my knowledge: in the seminar essays, instead of displaying my knowledge, I had to mediate the group dynamics of the group and make sure that no one felt hurt because of their contribution. In the final exam (which is the moment where, supposedly, one has to demonstrate their complete and holistic knowledge

gained throughout the year), I had to write exclusively about one topic, and with so much time that I could have done the readings only during the exam time instead of doing them throughout the year.

Indeed, these factors lead to rather bad incentives if the aim is to get students to work throughout the year. For that reason, I would seriously consider evaluating and changing the assessment methods for this course, and matching them with the supposed nature of comparative politics. I repeat, it is truly a shame that the one class that is more supposed to fall under the category of positivistc, hard science, is instead wasted in artistic and group-dynamics efforts.

I apologise for the hard words and strong criticism of some of the aspects of the class. As I mentioned, some of the components (theory classes, readings etc) were truly great and deserve praise, but overall, the course looses a lot because of the negative aspects that I mentioned.

The workload was disproportional to the other 6 unit courses. IR Theory for example was also 6 units and had: 1 seminar essay, 1 midterm essay and an exam. This course had: 5 seminar essays, 1 seminar presentation, 1 in-class presentation, 2 quizzes and an exam. Workload needs to be coordinated and predetermined.

| Total de respuestas de la pregunta | 3/6 |

Global assessment of the professor: Adam Holesch

Please, provide answers (1 to 5) to the questions below

1. **Deficient**

2. **Regular**

3. **Correct**

4. **Good**

5. **Excellent**

12

Has a good grasp of the subject

	Ranking de la media ⇩
	1	2	3	4	5
-	4.5

Respuestas	1	2	3	4	5	Total
-	0	0	0	**3** (50%)	**3** (50%)	**6**

13

Clarity in the exposition

	Ranking de la media ⇩
	1	2	3	4	5
-	4.2

Respuestas	1	2	3	4	5	Total
-	0	0	0	**5** (83%)	1 (17%)	**6**

14

Adequacy of responses to questions

	Ranking de la media ⇩
	1	2	3	4	5
-	4.2

Respuestas	1	2	3	4	5	Total
-	0	0	2 (33%)	1 (17%)	**3** (50%)	**6**

15

Ability to motivate

				Ranking de la media ⇓
	1	2	3	4	5	
-						3.8

Respuestas	1	2	3	4	5	Total
-	0	1 (17%)	1 (17%)	**2** (33%)	**2** (33%)	**6**

16

Interaction with the group

				Ranking de la media ⇓
	1	2	3	4	5	
-						4.2

Respuestas	1	2	3	4	5	Total
-	0	1 (17%)	0	2 (33%)	**3** (50%)	**6**

17

Comments and suggestions

Encuestado	Respuesta
	Adam is very knowledgeable about the subject and seems very enthusiastic about teaching. Occasionally, things were a little confusing but he explained them better when asked!

Encuestado	Respuesta
	Great way of involving the students by asking questions and expecting everyone to participate in the deepening and processing of the issues. Sometimes you might have been a bit dismissive regarding people's questions, and maybe sometimes even too much time might have been spent in discussions (as the other side of the coin from the positive). However, overall a great assesment.
	Class participation in this course, like other courses, was graded. I think that always only motivates those who are already comfortable with public speaking but discourages those who struggle with it. It ends up being the same people that participate, sometimes only for the sake of participating. So all in all I don't think it motivates fruitful group discussions. I don't have the magic solution on how to motivate class participation but creating an environment where people feel comfortable enough to share their thoughts and ask questions would be ideal. The grading system hampers that. I feel that this goes for both the seminars and the courses, but it would be especially good if the seminars were a judge free zone where you would be able to ask questions and share your thoughts without worrying that "wrong" remarks might affect your grade.

Total de respuestas
de la pregunta

3/6

Global assessment of the professor: Gulce Ozdemir

18

Has a good grasp of the subject

	Ranking de la media	⇓

	1	2	3	4	5	
-						2.5

Respuestas	1	2		3	4	5	Total
-	0	1 (50%)		1 (50%)	0	0	2

19

Clarity in the exposition

	Ranking de la media	⇓

	1	2	3	4	5	
-						1.5

Respuestas	1	2	3	4	5	Total
-	1 (50%)	1 (50%)	0	0	0	2

20

Adequacy of responses to questions

	Ranking de la media	⇓

	1	2	3	4	5	
-						2.5

Respuestas	1	2	3	4	5	Total
-	1 (50%)	0	0	1 (50%)	0	2

21

Ability to motivate

			Ranking de la media			⇓
	1	2	3	4	5	
-						2.5

Respuestas	1	2	3	4	5	Total
-	0	**1** (50%)	**1** (50%)	0	0	**2**

22

Interaction with the group

			Ranking de la media			⇓
	1	2	3	4	5	
-						2.0

Respuestas	1	2	3	4	5	Total
-	0	**2** (100%)	0	0	0	**2**

23

Comments and suggestions

No hay respuestas para esta pregunta.

Global assessment of the professor: Lewin Schmitt

24

Has a good grasp of the subject

	Ranking de la media ⇩				
	1	2	3	4	5
-					4.8

Respuestas	1	2	3	4	5	Total
-	0	0	0	1 (25%)	3 (75%)	4

25

Clarity in the exposition

	Ranking de la media ⇩				
	1	2	3	4	5
-					4.8

Respuestas	1	2	3	4	5	Total
-	0	0	0	1 (25%)	3 (75%)	4

26

Adequacy of responses to questions

	Ranking de la media ⇓				
	1	2	3	4	5
-					4.8

Respuestas	1	2	3	4	5	Total
-	0	0	0	1 (25%)	**3** (75%)	**4**

27

Ability to motivate

	Ranking de la media ⇓				
	1	2	3	4	5
-					4.2

Respuestas	1	2	3	4	5	Total
-	0	0	0	**3** (75%)	1 (25%)	**4**

28

Interaction with the group

	1	2	3	4	5

29

Comments and suggestions

HYBRID TEACHING

30

How was your hybrid experience with this course?

1	2	3	4	5

31

What aspects would you improve regarding the hybrid teaching of this course?