

End-semester Evaluation of Courses by Instructors

Core and Core Elective Courses

June 2023

Title of the course

9 responses

- International Conflict and Cooperation
- Theories of Political Parties and Party Systems
- Diplomacy
- Western Civilization II: The Modern World
- Existentialism in Philosophy, Literature, and Drama
- Global Transformation
- Modern European History
- Core Texts: Critical Reflections on Modernity
- Europe since the French Revolution

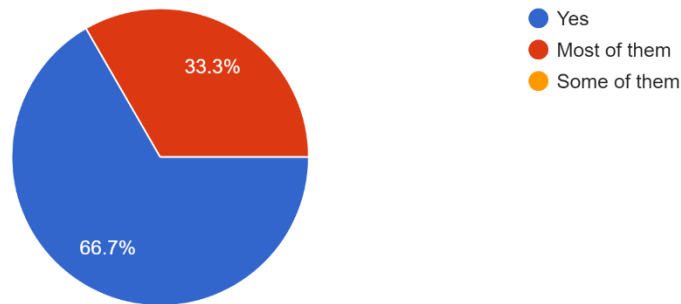
What is the main goal of the course--the one or two things the students should walk away with from this course?

7 responses

- To understand conflict as a phenomenon, from personal and psychological perspective, and be able to apply that learning to international conflict
- To understand the social cleavages that form party systems and changes that are taking place in the nature of political parties
- The aim of the course is to introduce the students to the study of diplomacy. The course also aims at strengthening students public speaking and argumentative skills through their presentations and a final debate.
- To develop important skills such as reading primary source texts, formulating and defending one's opinion both in writing and orally, and critical thinking and reasoning. To learn the relevant factual information about the development of Western Civilization in the modern period.
- To develop important skills such as reading primary source texts, formulating and defending one's opinion both in writing and orally, and critical thinking and reasoning. To learn the relevant factual information about the philosophical tradition of Existentialism.
- Better to understand the character of modernity - the period we live in - including the limits and limitations of modern societies, with focus on the power of modern science and technology, and on modern historical thinking.
- To provide a basic historical framework for the period 1750-1950 that will help students make sense of Europe's contemporary politics and societ(ies). [SEP] To explore how historians study and interpret past events and processes, and to observe how our understanding of the past is subject to continuous revision. [SEP]

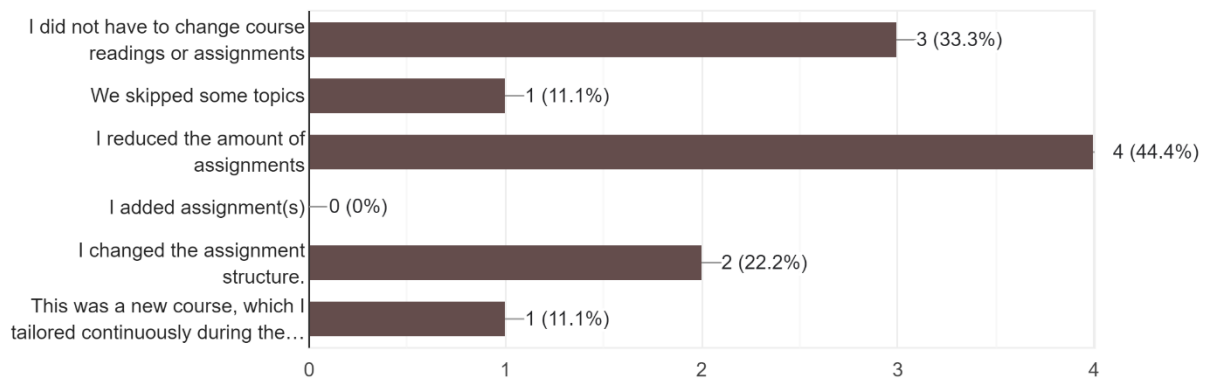
Were you able to reach the learning objectives you defined for this course?

9 responses



Did you have to adjust the course during the semester?

9 responses



Comment

3 responses

- I felt that students had difficulties with their thesis statements and argumentation, and so I changed the assignments so that they would have some more practice in these things.
- The course covers a lot of ground, thus I felt we were rushing in the last third of the course

What did you feel went particularly well in this course this semester? 9 responses

- We had very good in-class discussions. I also feel that the students improved their writing skills.
- Enthusiasm for specific topics from students (different for different students).
- The election simulation was a success and students enjoyed it and reported they learned a lot from it
- Students' engagement/participation, especially in comparison to my compulsory course on IR theories.

- great discussions, good student involvement, students used critical thinking and made big picture connections
- great student interactions, seminar leads were overwhelmingly positive and productive, connections between themes were made across the board
- I thought the readings I selected meshed well together and did form the kind of "big picture" I had in mind when I was preparing the course.
- Visits to historical sites in Bratislava, as well as debate-style discussions, attracted positive feedback from several students.

Are you thinking of implementing some change to this course in the future? 9

responses

- I will have to reduce the first part of the course, which pains me, but it will have to be done.
- I would like to skip some of the introductory topics (media, interest groups) that we are covering as a continuation of Roskin textbook and focus just on parties and party systems
- Not at this moment.
- Yes. I will have some new texts to read and will focus on developing writing skills throughout the whole semester.
- Yes, if I will teach this elective course in the future again. I will have some new texts to read and will focus on developing writing skills throughout the whole semester.
- changing the percentages for grading (increase tests and presentations to highlight their importance)
- less smaller writing assignments, more focus on the term paper (and preparation therein)
- Some students have felt 5 weeks on Hans Jonas were a bit too much, so I could reduce the Jonas part and supplement it with more readings from the other authors we have read, or expand it with new authors.
- Very few students completed all the reading, but it is hard to see how such a broad period can be taught (at least at undergraduate level) with less reading – ideally there would be considerably more, (The reading was set at only 10-15 pages a week as this was a first-year class.)

If someone came to observe your class during the previous semester, did you get something valuable out of it? What can we do to further improve observations? 8

responses

- I chose not to have observation in my classes.
- I don't think I had observation in this course, but I would like to.
- Yes... Lucas suggested I do "think-pair-share" activities and it worked out well.
- definitely, both Clarissa and Dagmar observed me and it was helpful
- Yes they did, and it allowed me to see the course from another perspective. Observations could be improved by making them mandatory and possibly including the

time necessary for debrief (an essential part of the process) as office hours for adjunct professors.

- I did have an observation, and I've found it useful - it's good to have an outside look at my own activity and know how it looks like to others. No ideas for improvement, though.
- No one visited the class, though I would have been happy for them to do so.

The Teaching and Learning Center has several workshops ready for our teachers (ChatGPT, syllabus design, "ungrading", teaching through writing). Is there a topic you would be particularly interested in to have a workshop on? (does not need to be from among these courses). 6 responses

- I would be interested in discussions about the experiences and methods of other teachers: what they teach exactly, how do they teach it and why do they teach it in that way. What works and what doesn't.
- First class workshop, lesson planning
- AI tools for teachers and researchers
- something on the importance of observations and how to gain from collaboration
- Nothing in particular.

Any other observations, comments, questions or wishes? 1 response

- As always, there is never enough time to prepare (and as BISLA pays adjuncts only for teaching hours, preparation basically has to be carved out of other activities). On reflection, the course might be improved by narrowing its focus slightly.