

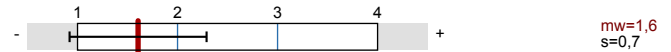
## 25S-602.063-GRP\_4825 25S-Special Topics in General Psychology (Neural mechanisms of consciousness)-Standardgruppe



Vortragende:r: Priv.-Doz. Dr.rer.nat. Natalia Zaretskaya  
 LV-Typ: Seminar Semester: 2025 S  
 602 Institut für Psychologie an der Universität Graz  
 Umfragezeitraum: 24.06.2025 00:00:00 - 30.06.2025 23:59:00  
 Prozentuelle Rücklaufquote = 91.7 %  
 Ausgefüllte Fragebögen = 22 von 24

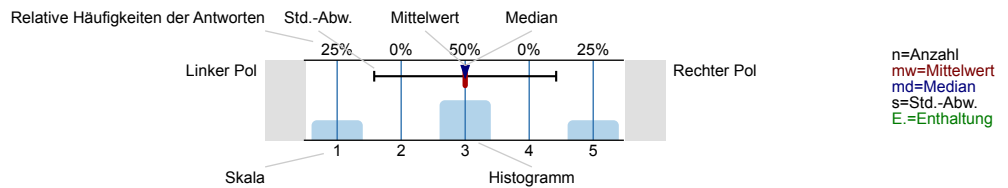
### Globalwerte

Mean value index of the mandatory evaluation according to the employee agreement on course evaluation: Summarized results of the items of the dimension instructor and the item on diversity-friendly teaching



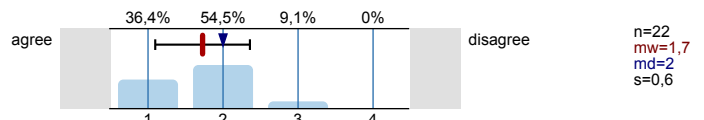
### Legende

Frage-text

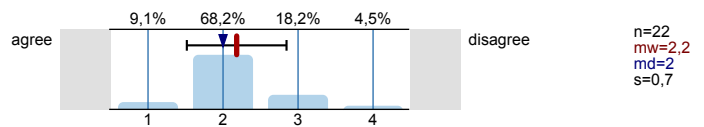


### 1. Students

- 1.1) I am capable of solving typical questions/problems/assignments concerning the course topic.

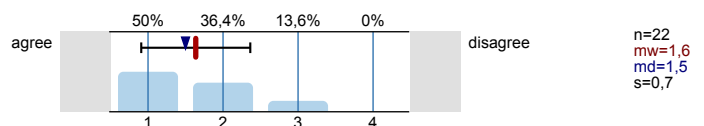


- 1.2) I was motivated to participate in this course (e.g. by actively listening, asking questions, reading literature, doing research, preparing a presentation, solving exercises, working on assignments, etc.).

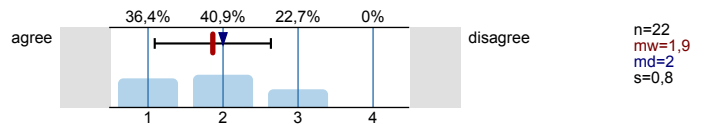


### 2. Instructor

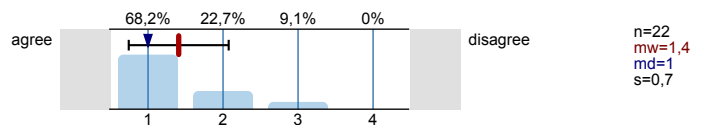
- 2.1) The teacher(s) communicated the subject matter in a clearly understandable manner.



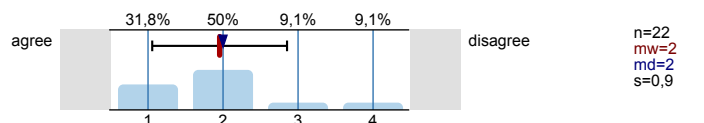
- 2.2) There was a positive atmosphere between the teacher(s) and the students.



- 2.3) The teacher(s) encouraged critical positions towards the content covered.

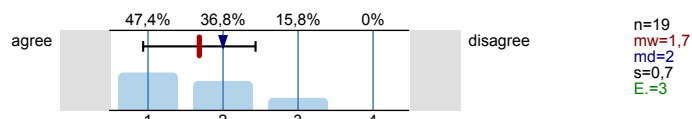


- 2.4) The learning materials provided by the teacher(s) (e.g. exercises, literature, lecture notes) were helpful for my learning process.

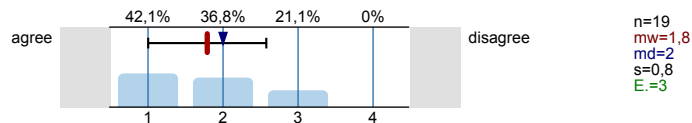


### 3. Classroom conditions

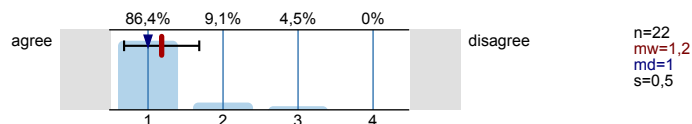
- 3.1) The digital teaching/learning technologies and tools were well suited to the purposes of the course.



- 3.2) The digital teaching/learning technologies and tools supported my learning process.

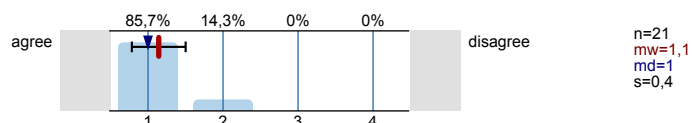


- 3.3) The rooms and infrastructure were well suited to the purposes of the course.



### 4. Diversity-friendly teaching

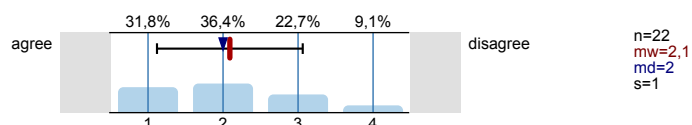
- 4.1) In this course, all students were treated equally (irrespective of sex/gender, race/ethnicity, religion, world view, age, sexual orientation or disability).



[Note: If you feel treated unfairly based on any of the categories above, you may contact for example the [Working Group for Equal Opportunities](#), the [Coordination Centre for Gender Studies and Equal Opportunities](#) or the [Competence Center for University Teaching](#).]

### 5. General/summary

- 5.1) I can recommend taking this course with this/ these teacher/s.



- 5.2) I would like to make the following positive comment(s) about this course:

- - nicht nur Referate, sondern auch Input durch die Vortragende
- Wöchentliche Arbeitsaufträge vor der Präsentation -> trugen dazu bei, dass man sich früh genug mit der Präsentation und dem Paper auseinandersetzt
- Komplexe Themen, über die wenig Vorwissen vorhanden war, wurden von der Vortragenden anschaulich und einfach erklärt
- I found it great that we were encouraged and asked to think and read papers critically, to differentiate between what a good and bad paper looks like, which I feel like is an essential skill that many professors nowadays overlook. We need more professors focusing on teaching us how to think properly and for ourselves. I think this is a crucial aspect of this course especially in times like these.
- I liked the clear instructions that were given on how to do the presentation. I followed it very strictly and good a very good grade, even though I struggled a lot during the start of my preparations.
- i liked working on a study on my own to gain a deeper understanding
- interactive structure, positive atmosphere
- Interesting
- interesting content and discussion encouraged
- I really benefitted from the course in terms of reading scientific papers and assessing them critically, which is a crucial skill
- I really liked the discussion of each study, because I think it encourages critical thinking and also questioning studies that seem to be well done or not believing everything you read in a scientific paper, as even those sometimes have flaws.
- the contents were explained clearly, the presentations were really useful to have a deeper insight about the different topics. The teacher was always ready to help us with our doubts, and answer our questions.
- The expectations for how to do well in this course were clear. There wasn't any doubt on what I would be graded on.
- The lectures are well-presented and engaging, and the professor encourages questions and discussions. The professor provides individual support and help with the material outside of the course hours.
- The schedule leading up to the presentations helps greatly with understanding the (quite difficult) papers, especially the in-person session three weeks before the presentation. It also helped me keep up with the work and is overall a good system.
- The selected syllabus was interesting.

- The weekly assignments for the presentation helped with the process.
- This course provides interesting perspectives and useful information

5.3) I would like to make the following suggestion(s) for improving this course:

- - Mir persönlich fällt es manchmal schwer, mich auf Präsentationen zu konzentrieren, insbesondere, wenn die Themen so komplex sind (und dann nicht "einfach" erklärt werden). Vielleicht gibt es eine Möglichkeit, als zusätzlichen wöchentlichen Arbeitsauftrag hinzuzufügen, dass die Paper zumindest gelesen werden sollen? Dann hat man sich zumindest schonmal mit dem Thema befasst. Erhöht natürlich den Workload und vielleicht ist die Präsentation dann nicht mehr so "interessant" (weil nichts neues dabei).
- 8am is way too early, im sleepy.....otherwise great
- I do not think that letting the students do presentations is helping for learning and grasping correctly the important notions that are being discussed.
- I feel like the majority of the course was presentations. I guess the whole point of that is that the students teach their fellow students (in turn, we learn from them), but I wish more of the actual "teaching" element of the course involved the professor. It doesn't necessarily have to be lecture-style talks every class, but I think it would be better if the majority of the time was spent with the professor teaching instead of students doing presentations. Also, I think it would be better if the class met more than once a week (also with the multiple meetings would be shorter class periods per session). That way, students are more motivated to stay on task instead of putting reading/other assignments on the back burner.
- I thought the topic could have been broken down more understandable and easier, as most of us probably have some prior knowledge but are not as confident on details and not as immersed into it as maybe a researcher or professor. I also thought some of the criteria to complete the course were portrayed unnecessarily strict (e.g. when talking about the number of hours and corresponding ECTS), even though they seemed to be very irrelevant over the duration of the course and for the final grade. Overall the course was interesting, but often too complicated and therefore easy to zone off or stop listening.
- It is not the job of the student to teach the material.
- It would be helpful to include more practical hands-on sessions in the lab to better apply the theoretical concepts
- I would like there to have been more to. Maybe not more but more frequently, so that people who did the presentation early on in the course still feel connected and motivated to work throughout the semester. I feel like people were not listening to each other that much
- I would suggest that the material would be provided in a ppt version, maybe it would appear clearer. Sometimes I had trouble in following the explanation, as the teacher speaks a bit fast
- Maybe be a little nicer to the people presenting, it was really uncomfortable to watch you ask more and more questions when everyone knew that they had no clue what they were talking about.  
It is pretty unfair to say you would fail us, if we don't rate the course.
- More group work or other activities aside from lecture-based learning and presentations.
- more room for creative interaction; less strict progress upload on Moodle for a more personal time management opportunity (maybe 2 check ins instead of weekly once; encouraged "sloppy" completion of the hand ins to get them done and rework everything carefully before the presentation instead of focussing on them in the moment and making actual, concentrated progress)
- some concepts could be explained in more detail or put in simpler terms
- Some contents had specialised and a really advanced terminology in neuroscience, which caused me struggles understanding some topics.
- The professor should be more receptive toward students' needs, as well as more respectful when answering to their concerns. The course should be more interactive and less monotonous. The course had so much potential, but I feel the professor did not live up to it.
- The syllabus could make it a little bit clearer, what the different parts of the presentation should contain.  
I found the little group-introductions before the presentations done by the group that was next in line unnecessary.  
Peer reviewing neuro-science papers is very hard at first, since most students aren't too familiar with this kind of paper at this point in the Bachelor, so a bit more help/ a more thorough introduction would be great.
- What helped me get my good grade (in my opinion) was how I structured my talk. But that was more by chance, than me following the teachings about how to present a paper (not this course specifically, more in general, how I learned to do presentations). I first wanted to include all the topics of my paper, but in the end I just concentrated on the most important topics and simplified a lot. That was partly because of the good instructions by Natalia, but also by chance (?). The other presentation were sometimes super boring and hard to follow, because there was so much information. Maybe stress the importance of simplifying topics and not including every neural mechanism described in the paper.

## 6. Optional questions

Info: If there are no optional questions in this section, the lecturer(s) has/have not added any questions. In any case, please click on "Submit".

# Profillinie

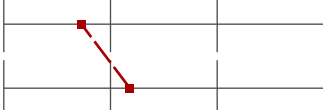

Teilbereich: 602 Institut für Psychologie

Name der/des Lehrenden: Priv.-Doz. Dr.rer.nat. Natalia Zaretskaya

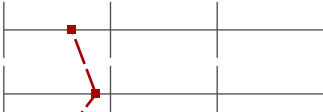



Titel der Lehrveranstaltung: 25S-Special Topics in General Psychology (Neural mechanisms of consciousness)-Standardgruppe  
(Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

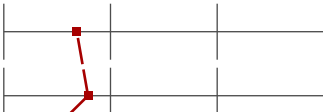


## 1. Students

1.1) I am capable of solving typical questions/problems/assignments concerning the course topic.	agree		disagree	n=22	mw=1,7	md=2	s=0,6
1.2) I was motivated to participate in this course (e.g. by actively listening, asking questions, reading literature, doing research, preparing a	agree		disagree	n=22	mw=2,2	md=2	s=0,7

## 2. Instructor

2.1) The teacher(s) communicated the subject matter in a clearly understandable manner.	agree		disagree	n=22	mw=1,6	md=1,5	s=0,7
2.2) There was a positive atmosphere between the teacher(s) and the students.	agree		disagree	n=22	mw=1,9	md=2	s=0,8
2.3) The teacher(s) encouraged critical positions towards the content covered.	agree		disagree	n=22	mw=1,4	md=1	s=0,7
2.4) The learning materials provided by the teacher(s) (e.g. exercises, literature, lecture notes) were helpful for my learning process.	agree		disagree	n=22	mw=2	md=2	s=0,9

## 3. Classroom conditions

3.1) The digital teaching/learning technologies and tools were well suited to the purposes of the course.	agree		disagree	n=19	mw=1,7	md=2	s=0,7
3.2) The digital teaching/learning technologies and tools supported my learning process.	agree		disagree	n=19	mw=1,8	md=2	s=0,8
3.3) The rooms and infrastructure were well suited to the purposes of the course.	agree		disagree	n=22	mw=1,2	md=1	s=0,5

## 4. Diversity-friendly teaching

4.1) In this course, all students were treated equally (irrespective of sex/gender, race/ethnicity, religion, world view, age, sexual orientation or	agree		disagree	n=21	mw=1,1	md=1	s=0,4
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## 5. General/summary

5.1) I can recommend taking this course with this/these teacher/s.	agree		disagree	n=22	mw=2,1	md=2	s=1
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