FRIEDRICH-ALEXANDER
UNIVERSITÄT
ERLANGEN-NÜRNBERG

FACHBEREICH WIRTSCHAFTS-
WISSENSCHAFTEN

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Frau
Roya Akhavan und Stella Wolters

persönlich/vertraulich

Der Studiendekan
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Auswertungsbericht Lehrveranstaltungsevaluation zur Veranstaltung Political Corporate Social Responsibility in a Global World

Sehr geehrte Frau Roya Akhavan und Stella Wolters,

anbei erhalten Sie die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation im Wintersemester 2014/2015 zur Veranstaltung:

Political Corporate Social Responsibility in a Global World

Für die Ergebnisse aller Items werden je nach Fragetyp die Anzahl und Verteilung der Antworten, der Mittelwert, der Median sowie die Standardabweichung angegeben. Anschließend werden die Antworten auf die offenen Fragen aufgelistet.

Bei Veranstaltungen mit einem Rücklauf von weniger als acht Fragebögen werden die offenen Antworten manuell anonymisiert (keine Darstellung der handschriftlichen Angaben). Falls dies bei Ihrer Veranstaltung der Fall ist, achten Sie bitte bei der Interpretation Ihrer Ergebnisse auf die verringerte Aussagekraft der statistischen Auswertungen.

Auf der letzten Seite des Auswertungsberichts ist eine Profillinie dargestellt, die den Mittelwert zu den Skalafragen zeichnet. Diese eignet sich zur Präsentation der Ergebnisse in der Lehrveranstaltung sowie zur Veröffentlichung der Ergebnisse im StudOn-Ordner zur Lehrveranstaltung (sofern vorhanden).

Gerne nehmen wir Ihre Verbesserungsvorschläge und Kommentierungen zum Verfahren auf.

Vielen Dank für Ihre Teilnahme an der Lehrveranstaltungsevaluation.

Mit freundlichen Grüße

Karl Wilbers

Prof. Dr. Karl Wilbers

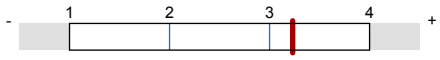
Roya Akhavan und Stella Wolters

Political Corporate Social Responsibility in a Global World
Erfasste Fragebögen = 18

FRIEDRICH-ALEXANDER UNIVERSITÄT ERLANGEN-NÜRNBERG
FACHBEREICH WIRTSCHAFTS-WISSENSCHAFTEN

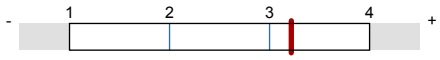
Globalwerte

Globalindikator



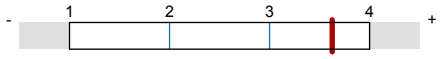
mw=3,2
s=0,6

1. Planning and Presentation



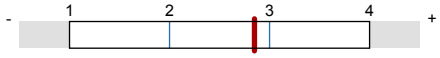
mw=3,2
s=0,7

2. Interaction with Students



mw=3,6
s=0,5

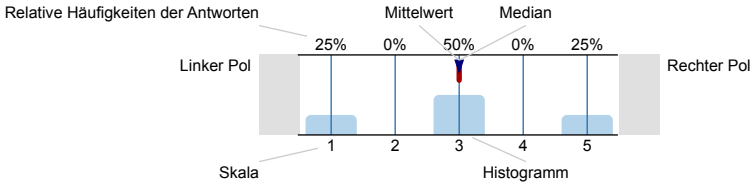
3. Competence development



mw=2,8
s=0,7

Legende

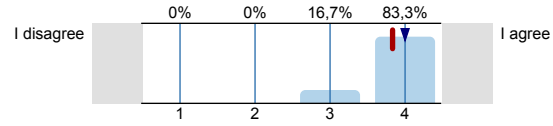
Fragetext



n=Anzahl
mw=Mittelwert
md=Median
s=Std.-Abw.
E.=Enthaltung

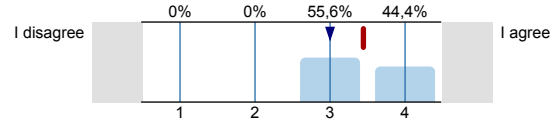
1. Planning and Presentation

1.1) I was able to follow the lecturer in the English language well



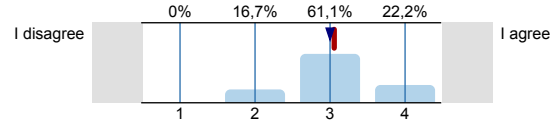
n=18
mw=3,8
md=4
s=0,4

1.2) The seminar is structured clearly



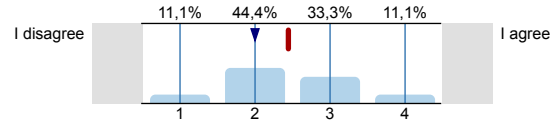
n=18
mw=3,4
md=3
s=0,5

1.3) The content is aligned with clearly defined learning objectives



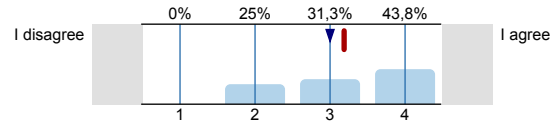
n=18
mw=3,1
md=3
s=0,6

1.4) Other lectures are put in context



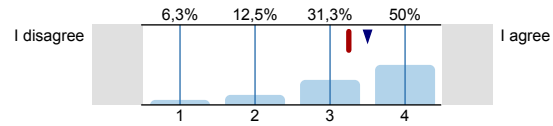
n=18
mw=2,4
md=2
s=0,9

1.5) The research context is considered (methods, developments, projects, results)



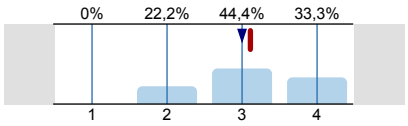
n=16
mw=3,2
md=3
s=0,8

1.6) The lecturer links theory and practice (examples, guest lectures, etc.)



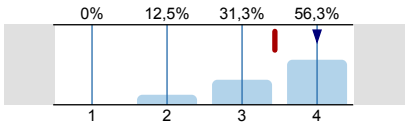
n=16
mw=3,3
md=3,5
s=0,9
E.=2

1.7) The seminar is a good mix of knowledge transfer and discussion



n=18
mw=3,1
md=3
s=0,8

1.8) The teaching materials used during the seminar (e.g. slides, scripts, StudOn) help to understand the content better



n=16
mw=3,4
md=4
s=0,7
E.=1

1.9) The content-related previous know-how of the students participating in the seminar differ. How could the lecturer better deal with this problem?

make sure that everyone really reads the texts

PREVIOUS READINGS

Start with presentations in the third session and use the first ~~the~~ two sessions for some key knowledge

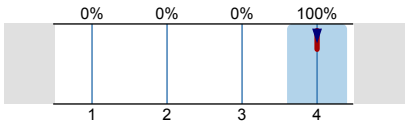
In my opinion they already deal well with it

By giving complex enough information, which would explain the information entirely, so no room for uncertainty would be left

—

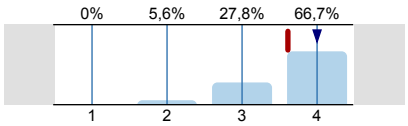
2. Interaction with Students

2.1) The lecturer is friendly and open-minded towards his students



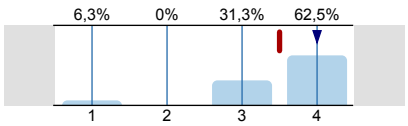
n=18
mw=4
md=4
s=0

2.2) The lecturer motivates to ask questions and responds to them in detail



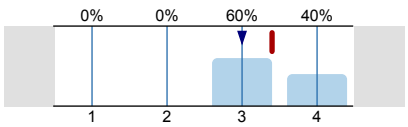
n=18
mw=3,6
md=4
s=0,6

2.3) The students are supported well outside of the seminar (personally, electronically)



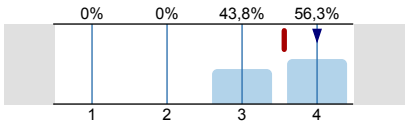
n=16
mw=3,5
md=4
s=0,8
E.=2

2.4) The lecturer supports the students thoroughly in their own performance



n=15
mw=3,4
md=3
s=0,5
E.=3

2.5) The lecturer provides appropriate feedback

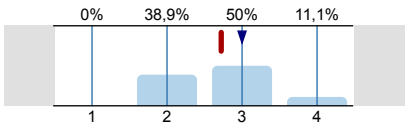


n=16
mw=3,6
md=4
s=0,5
E.=2

3. Competence development

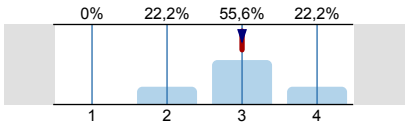
The seminar contributed to my competence development in the following aspects:

3.1) Professional competence (e.g. specialist know-how, professional problem solving methods)



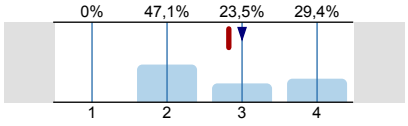
n=18
mw=2,7
md=3
s=0,7

3.2) Social competence (e.g. developing own positions in the professional context, giving reasons and presenting understandably)



n=18
mw=3
md=3
s=0,7

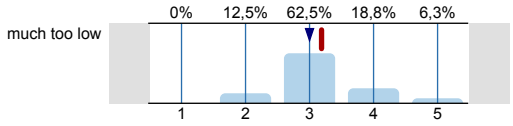
3.3) Personal competence (e.g. developing a realistic image of myself and taking consequences)



n=17
mw=2,8
md=3
s=0,9
E.=1

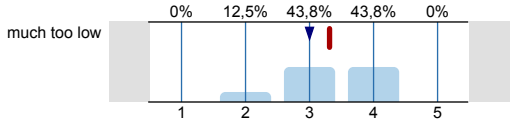
4. Challenge and Scope

4.1) The degree of difficulty of the seminar is



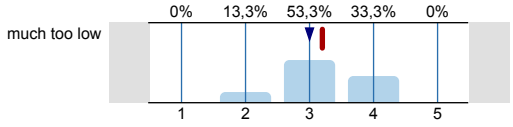
n=16
mw=3,2
md=3
s=0,8

4.2) The scope of seminar contents is



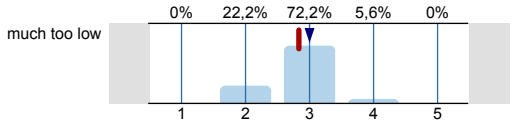
n=16
mw=3,3
md=3
s=0,7

4.3) The seminar speed is



n=15
mw=3,2
md=3
s=0,7

4.4) The previous knowledge expected in the seminar is

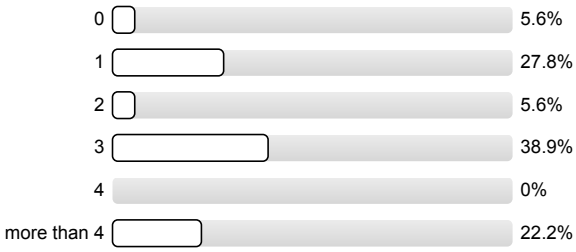


n=18
mw=2,8
md=3
s=0,5

5. Self-study

Self-study *is a form of study which takes place outside of courses. For example it includes preparation and follow-up course work, literature research and preparation of presentations.*

5.1) How much time did you spend for self-study for this lecture until now? Please specify in hours per week on average.



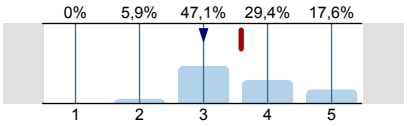
n=18

6. Global Lecture Assessment

6.1) What grade do you assign the seminar in general?

1 (very good)	11.1%	n=18 mw=2,3 s=0,8
2 (good)	55.6%	
3 (satisfactory)	22.2%	
4 (sufficient)	11.1%	
5 (insufficient)	0%	
6 (very insufficient)	0%	

6.2) I learned in the seminar

very little  very much

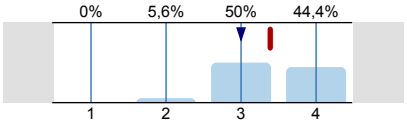
n=17 mw=3,6 md=3 s=0,9

7. Socio-demographic Data and Background Variables

7.1) What learning style do you prefer?

Weekly consistent lerning.	16.7%	n=18
I learn a short time before the exam.	11.1%	
A combination of both.	72.2%	

7.2) The seminar's subject is interesting

not at all  a lot

n=18 mw=3,4 md=3 s=0,6

7.3) How many seminars did you miss?

none	44.4%	n=18
1 to 2	55.6%	
3 to 4	0%	
more than 4	0%	

7.4) Please state your programme of study

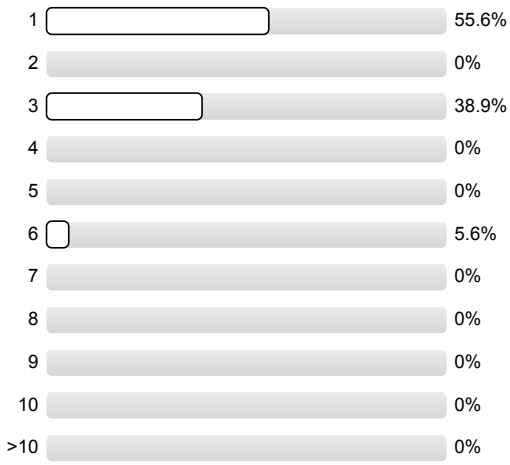
Master Arbeitsmarkt & Personal	0%	n=17
Master in Economics	0%	
Master FACT	0%	
Master IBS	64.7%	
Master IIS	0%	
Master Management	0%	
Master Marketing	5.9%	
Master Sozialökonomik	0%	
Master Wirtschafspädagogik	5.9%	
Diploma	0%	
other	23.5%	

7.5) I attended the seminar for the following reason:

Mandatory	0%	n=17
Elective	100%	

7.6) For how many semesters (including the current semester) have you been participating in your study programme?

n=18



8. Final questions

Please write clearly and with a dark pen, to secure readability after scanning.

8.1) What do you particularly like about the seminar?

„platform" for discussion, possibility to participate

SUBJECTS, RELEVANCE, APPLICABILITY

The lecturers are extremely open and consider everyone's opinion & work hard to include all students

Nice lectures. quick feedback. Small number of participants. interactive parts

Most recent topics. Happy that I can read and learn about this issues. Also interactive part.

Topics and provided information. Also the presentations are not short and in the same time not too long

friendly environment
engage everyone to thinking & talking

Discussions

Many discussions.

Students are discussing / debating a lot

he very active participation of the participants & their own design" of the seminar

Topic / subject

Presentations (weekly) are sometimes very enjoyable, but sometimes not as well done. Nevertheless I think "student-teaching" overall is beneficial both for presenters + listeners.

That all answers are accepted and appreciated, as long as they are argumented.

The content of the seminar is really appealing, there are no „right & wrong" answers, so it leaves a lot of space for the discussion and own contribution.

Activities

Clearness of topics. structurable lessons.

8.2) What is bad about the seminar? Why?

level of previous knowledge differs too much

presentations are too long and too close to the text / only presenting the text one already read → demotivates to ~~the~~ read the texts

POTENTIAL FOR MORE INTERACTION
DIRECTION OF THE LECTURERS FURTHER DISCUSSIONS

The topic is very interesting but also difficult and sometimes hard to understand.

A bit difficult to read or follow some papers.
May presentation of students is too long to discuss with lecturer properly

Not all the students participate in discussion even if they can contribute.

To be honest, we can't able to reading all readings, for some reasons. I think the professors should give us some tips on how to read.

Too many presentations.

The evaluation of the presentation is too much valued. The work for 1 hour of presentation (divided by three people) excells one ECTS. Either it should be shorter or given more credit.

Too many presentations by students with heterogeneous level of content.

Topics could leave a little bit more room for personal interests,
Presentation | Opening questions & presentation is redundant → reason why one should participate is not clear

Too many student presentations. Not enough information from professors.

Nothing particularly bad, sometimes the content seems ~~to~~ vague.
would

It is quite difficult to assess differences between studied concepts at different lectures.

The amount of additional reading, it leaves me feeling frustrated if I don't have enough time to read it all.

Level of english language is too high for me, but it impoving my level.

Everything is ok.

8.3) What are your suggestions for improvement? What could be implemented from other seminars?

mandatory basic CSR lecture required in advance

do a presentation /exercise /discussion related to the text instead of repeating the text

MORE INPUT FROM LECTURERS, TO GUIDE DISCUSSIONS AND CREATE VALUE STATEMENTS

~~Stats~~ Start with presentations in the 3rd session.

offer courses for how to effective reading papers.

A LITLE more topics presented by the lecturers.

I think there should be a focus on more current topics and social issues, such as women's quota

More lectures made by the professors.

Questions to get started related to the topic but not exactely what is written in the paper

Shorter presentations and more recap from teachers.

More examples from real world outside of the reading

Less time for presentation and a little more contribution from lecturers.

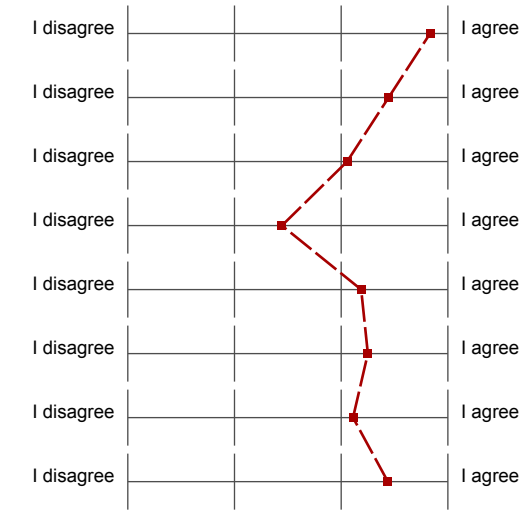
No suggestions.

Profillinie

Teilbereich: LVE FB WiWi
Name der/des Lehrenden: Roya Akhavan und Stella Wolters
Titel der Lehrveranstaltung: (Name der Umfrage) Political Corporate Social Responsibility in a Global World

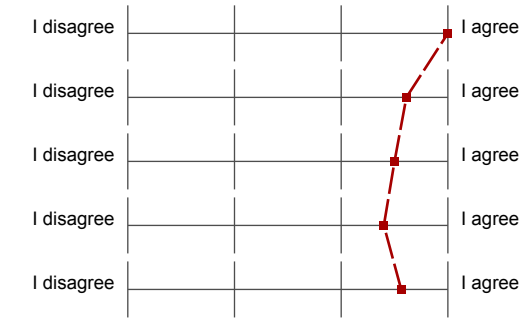
Verwendete Werte in der Profillinie: Mittelwert

1. Planning and Presentation



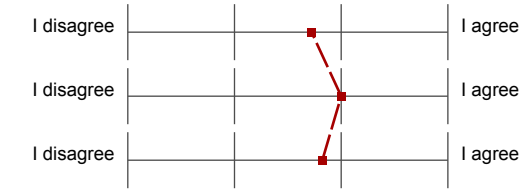
1.1)	I was able to follow the lecturer in the English language well	I disagree	I agree	n=18	mw=3,8	md=4,0 s=0,4
1.2)	The seminar is structured clearly	I disagree	I agree	n=18	mw=3,4	md=3,0 s=0,5
1.3)	The content is aligned with clearly defined learning objectives	I disagree	I agree	n=18	mw=3,1	md=3,0 s=0,6
1.4)	Other lectures are put in context	I disagree	I agree	n=18	mw=2,4	md=2,0 s=0,9
1.5)	The research context is considered (methods, developments, projects, results)	I disagree	I agree	n=16	mw=3,2	md=3,0 s=0,8
1.6)	The lecturer links theory and practice (examples, guest lectures, etc.)	I disagree	I agree	n=16	mw=3,3	md=3,5 s=0,9
1.7)	The seminar is a good mix of knowledge transfer and discussion	I disagree	I agree	n=18	mw=3,1	md=3,0 s=0,8
1.8)	The teaching materials used during the seminar (e.g. slides, scripts, StudOn) help to understand the content better	I disagree	I agree	n=16	mw=3,4	md=4,0 s=0,7

2. Interaction with Students



2.1)	The lecturer is friendly and open-minded towards his students	I disagree	I agree	n=18	mw=4,0	md=4,0 s=0,0
2.2)	The lecturer motivates to ask questions and responds to them in detail	I disagree	I agree	n=18	mw=3,6	md=4,0 s=0,6
2.3)	The students are supported well outside of the seminar (personally, electronically)	I disagree	I agree	n=16	mw=3,5	md=4,0 s=0,8
2.4)	The lecturer supports the students thoroughly in their own performance	I disagree	I agree	n=15	mw=3,4	md=3,0 s=0,5
2.5)	The lecturer provides appropriate feedback	I disagree	I agree	n=16	mw=3,6	md=4,0 s=0,5

3. Competence development



3.1)	Professional competence (e.g. specialist know-how, professional problem solving methods)	I disagree	I agree	n=18	mw=2,7	md=3,0 s=0,7
3.2)	Social competence (e.g. developing own positions in the professional context, giving reasons and presenting understandably)	I disagree	I agree	n=18	mw=3,0	md=3,0 s=0,7
3.3)	Personal competence (e.g. developing a realistic image of myself and taking consequences)	I disagree	I agree	n=17	mw=2,8	md=3,0 s=0,9

4. Challenge and Scope

4.1)	The degree of difficulty of the seminar is	much too low	much too high	n=16	mw=3,2	md=3,0 s=0,8

4.2)	The scope of seminar contents is	much too low		much too high	n=16 mw=3,3 md=3,0 s=0,7
4.3)	The seminar speed is	much too low		much too high	n=15 mw=3,2 md=3,0 s=0,7
4.4)	The previous knowledge expected in the seminar is	much too low		much too high	n=18 mw=2,8 md=3,0 s=0,5

6. Global Lecture Assessment

6.2)	I learned in the seminar	very little		very much	n=17 mw=3,6 md=3,0 s=0,9

7. Socio-demographic Data and Background Variables

7.2)	The seminar's subject is interesting	not at all		a lot	n=18 mw=3,4 md=3,0 s=0,6