



FRIEDRICH-ALEXANDER
UNIVERSITÄT
ERLANGEN-NÜRNBERG

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WISSENSCHAFTEN

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Herr
Prof. Dr. Markus Beckmann

persönlich/vertraulich

Der Studiendekan

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Auswertungsbericht Lehrveranstaltungsevaluation zur Veranstaltung Sustainability Management:
Issues, Concepts and Tools

Sehr geehrter Herr Prof. Dr. Beckmann,

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

Sustainability Management: Issues, Concepts and Tools

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 Grüßen

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BANKVERBINDUNG

Staatsbank Landshut
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Konto 30 127 92 80 (BLZ 700 500 00)

Prof. Dr. Markus Beckmann

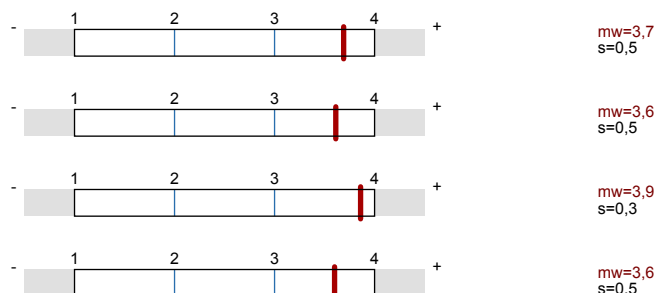
Sustainability Management: Issues, Concepts and Tools
Erfasste Fragebögen = 39



Globalwerte

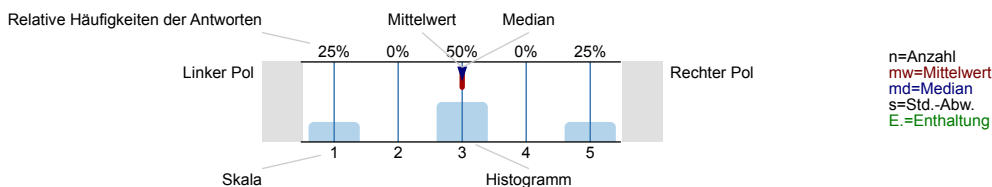
Globalindikator

- 1. Planning and Presentation
- 2. Interaction with Students
- 3. Interest and Relevance

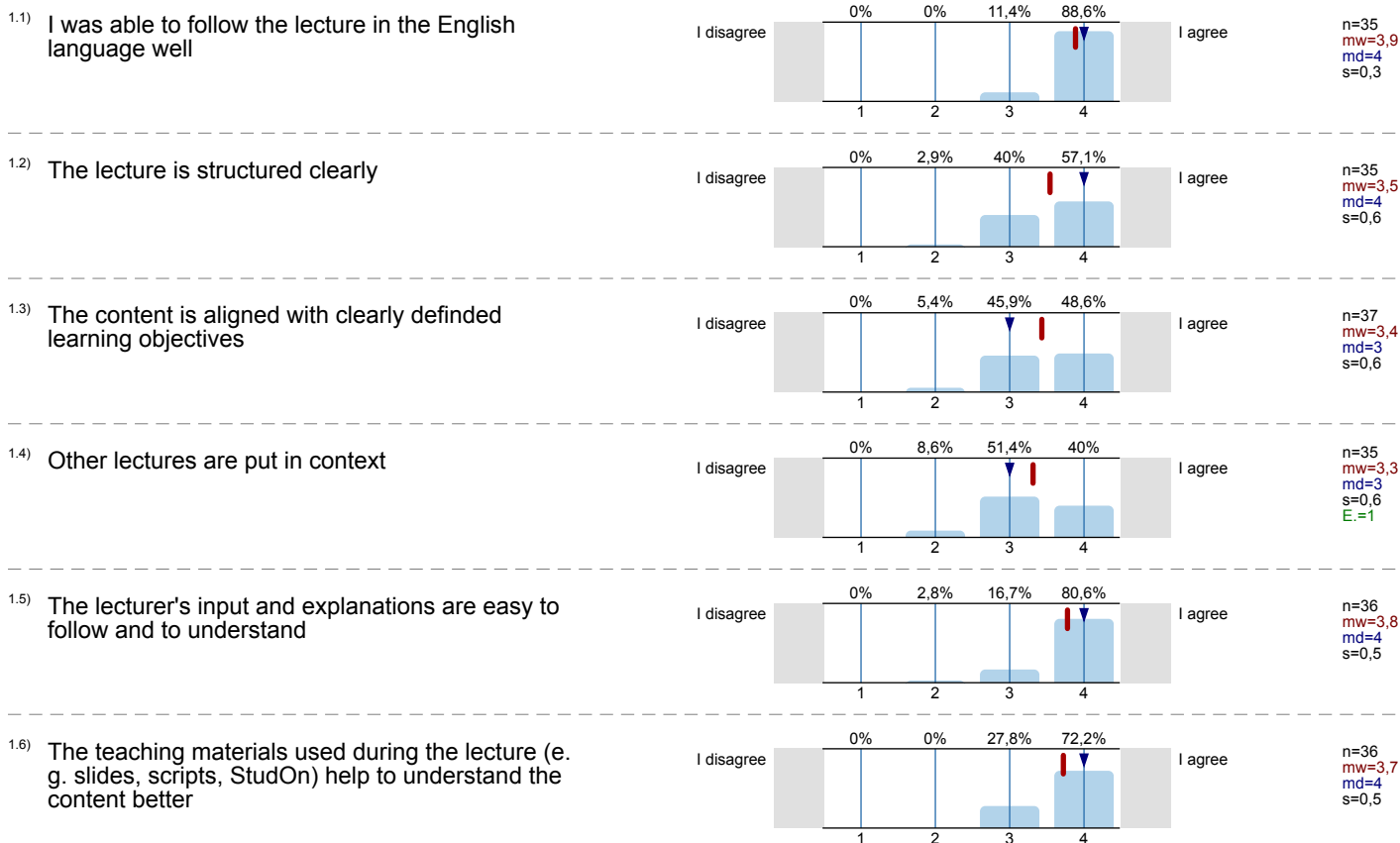


Legende

Fragestext

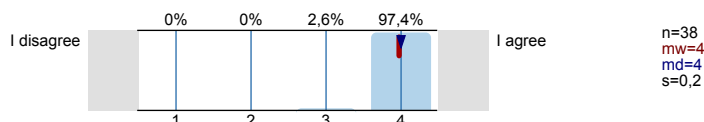


1. Planning and Presentation

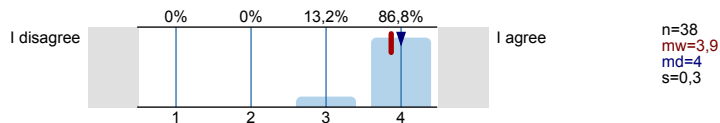


2. Interaction with Students

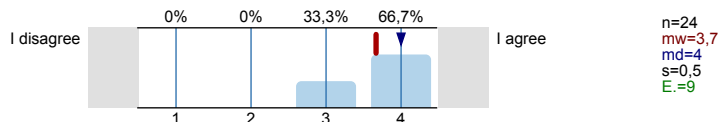
2.1) The lecturer is friendly and open-minded towards his students



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



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



2.4) Good/bad support (question 2.4), because...

Sending email if there are new slides on StudOn

I like that the professor wants the students to work during the lecture

Immediate answers through email

StudOn content up to date
audio files
additional material

The Lecturer, Dr. Beckmann, has uploaded helpful documents to Studon. This includes slides for the following days presentation, recorded lectures at the student's request, and was even kind enough to put together a syllabus for me at my request. He has given not good but great support.

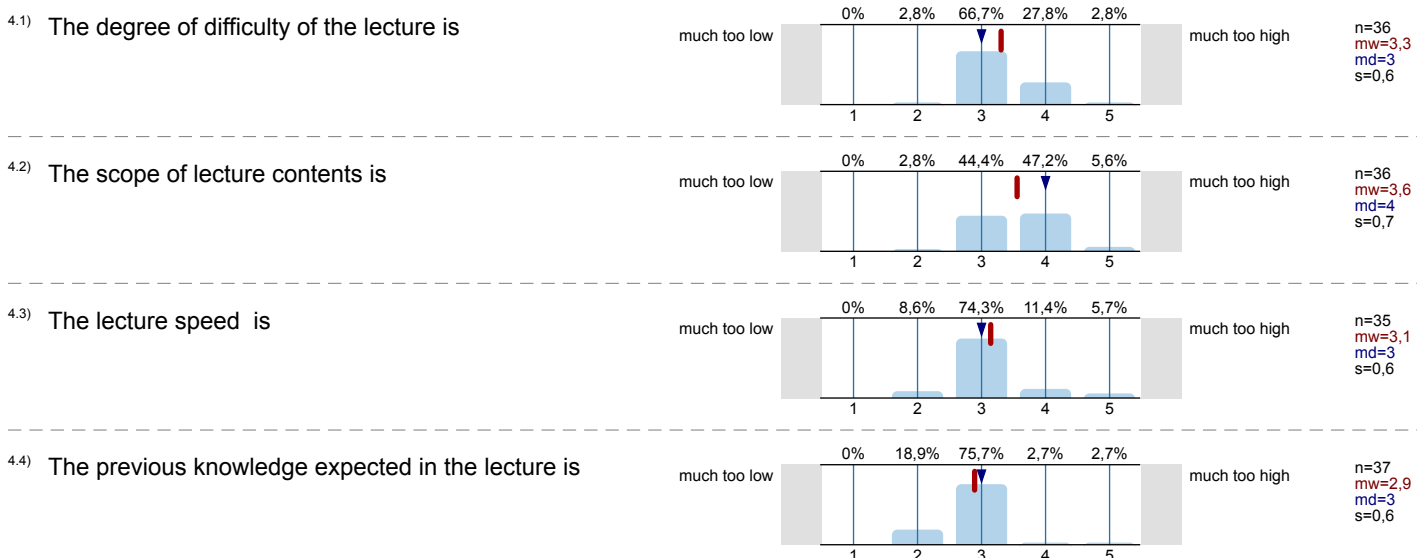
Slides and other materials to deepen the contents are provided on Studon but sometimes the slides go up slightly too late in my opinion but just because I don't have a printer myself.

Fast response, very friendly & helpful, also for matters not regarding ~~specifically~~ the course content

3. Interest and Relevance

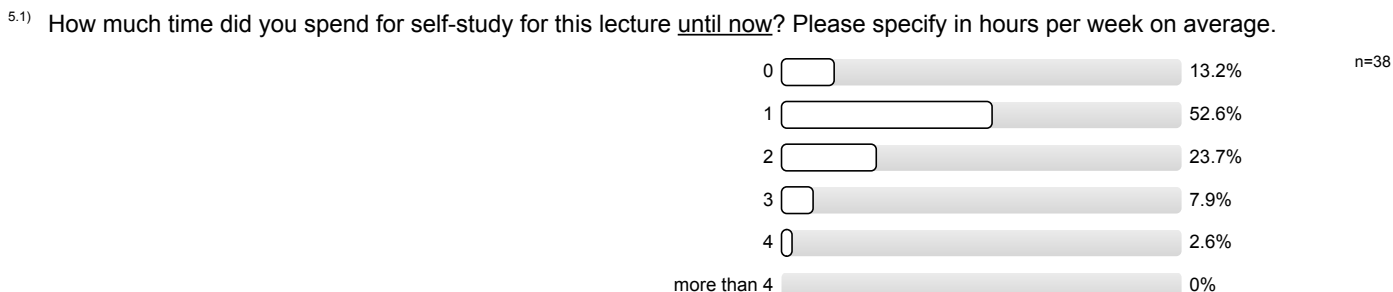


4. Challenge and Scope



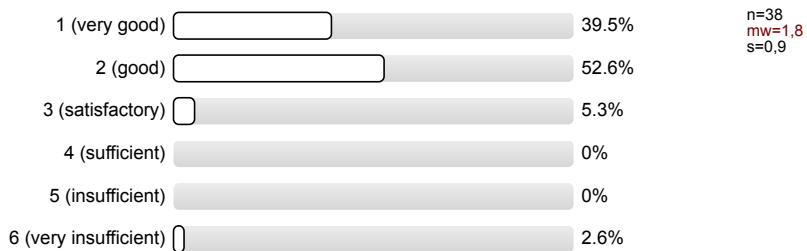
5. Self-study

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.

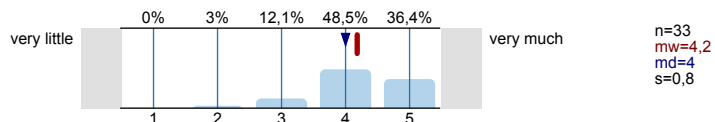


6. Global Lecture Assessment

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

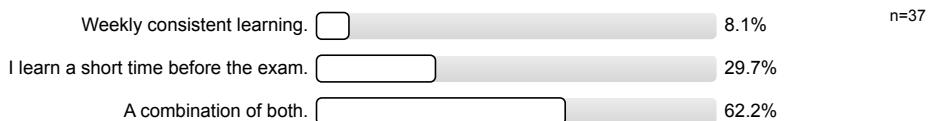


6.2) I learned in the lecture

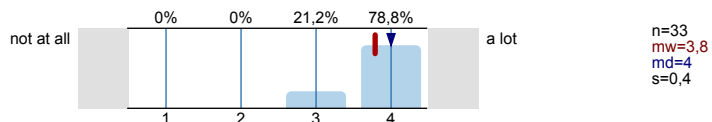


7. Socio-demographic Data and Background Variables

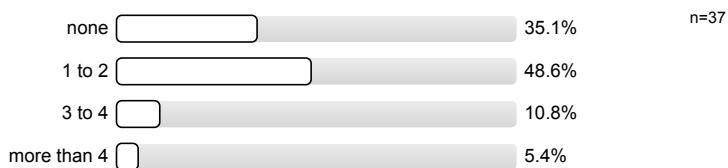
7.1) What learning style do you prefer?



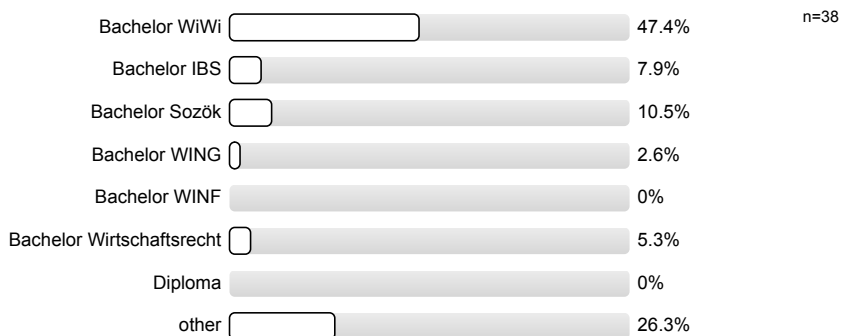
7.2) The lecture's subject is interesting



7.3) How many lectures did you miss?



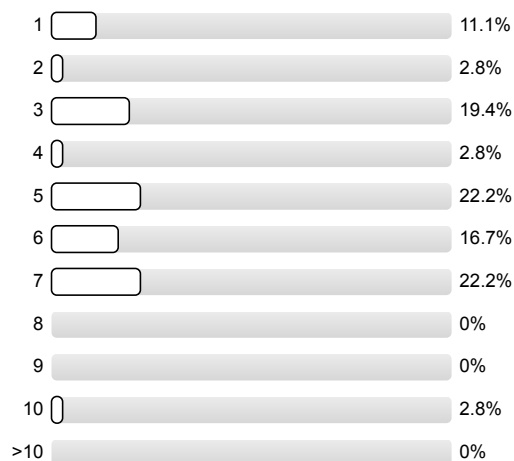
7.4) Please state your programme of study



7.5) I attended the lecture for the following reason:



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



n=36

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 lecture?

Interesting, not boring at all

The lecturer speaks not monotoneous. That's really nice.

The Lecturer is very motivated and teaches the content very good. It doesn't get boring to listen to him.

- Motivation des Dozenten
- Einbeziehung der Studenten
- Videos zur Verdeutlichung und Vertiefung des Inhalts

Examples

lecturer shows the relevance of the subjects in "real life"

The connection to real-world topics (like the IPCC report of IPCC)

Everything is super.

Interaction, clearly structured

Clear content. Open-minded lecturer.

Active lecture style

Lecturer, Topic, Time

The topic in general is quite interesting, the latest problems and processes ~~are~~ about sustainability issues are mentioned.

Lecturer is very friendly and explains really well.
Very good powerpoints presentation

- very illustrating
- discussion rounds

friendly lecturer

lecturer is really motivated → tries to make it interesting
lots of examples, videos etc.

The lecturer is engaging and the material covered is as well.

Very motivated lecturer with a very clear speech!

Lecturer has the talent and skills to make his
audience listen!

Very Interesting, many videos are good

I like the examples and explanation examples provided

And I particularly like the friendly way the Prof speaks
with his students. It's easy to follow and makes it especially
interesting for me.

docent is very nice and wants everybody to be able to understand and
follow the lecture; clear lecture-structure; audio-records; important points
are talked about a lot; appropriate niveau; group discussions → and also
solutions given
→ not self-noted

The Prof is really friendly. The topic is interesting.

The lecture is practice-relevant and deals with current problems

8.2) What is bad about the lecture? Why?

more link to economy, more tools!
I know about climate change, I want to know what
companies do against it - more concepts and tools

The slide order is sometimes confusing.

too many slides for one class → we don't finish the slides in each class and
then either ~~leave~~ do them in the next class or don't do them at all.

Nothing.

Lexis is pretty hard

Honestly, I hoped to learn how I can live more environmental friendly and not just theories

SLIDES ONLINE TO SHORT BEFORE LECTURE

sometimes it was a bit confusing in which StudOn-File I can find the slide the lecturer is showing at the moment

Students do not participate well in the course through group discussions or moving the lecture forward by answering questions.

Sometimes I find it irritating when we jump back and forth during the slides. Sometimes it's hard to follow that way.

A lot of reference to former courses

Mixed up slides; sometimes hard to follow, because they're in another presentation, somewhere

The chapters for one session - printed with date → but in the next session still slides from the last, printed twice and the page numbers ~~don't~~ aren't right ~~with~~ e.g. p. 8, then 15... → chaos!

Sometimes it's not so sustainable to print not discussed slides of one session in the next session again. Would be better to first finish the "old" slides in the old printout and then start the new session.

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

Case studies, there are already some
but more would be nice.

~~It~~ ES wäre super, wenn man auf StudOn sehen könnte, wenn neue
Materialien hochgeladen oder aktualisiert wurden.

Lectures are ideal, so no improvements are needed.

putting the slides on studon earlier; maybe on the Monday or Tuesday
before; gives more chance to print out and prepare

project(s) students have to work on

Each lecture should have its own set of slides!
 At the moment the same slides are provided twice, when we did not get through all the slides → sometimes it's a great mess

revision questions at the end of lecture slides

Choosing students to answer questions instead of waiting for a volunteer might increase participation and create educational opportunities.

Maybe slides can be improved, sometimes it's "durcheinander".

That the slides are provided early (but just because of my missing printer situation) and maybe that it's sometimes clearer which slides are discussed at the moment. Note too much jumping between the lectures would make it easier for the students to follow properly.

don't insert slides that are unimportant or only for 'showing-reasons'
 better slide - construction → maybe one full script and not single parts, that we don't get done and then print twice

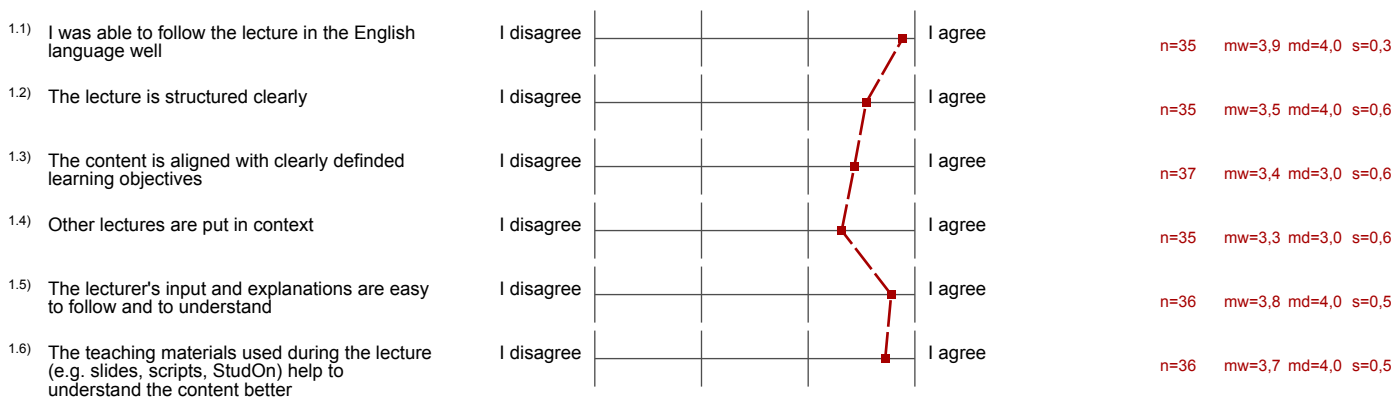
Slides should be uploaded in advance, even at the cost of ~~activity~~ in order to save paper.
 up-to-date-ness

Profillinie

Teilbereich: LVE FB WiWi
 Name der/des Lehrenden: Prof. Dr. Markus Beckmann
 Titel der Lehrveranstaltung: Sustainability Management: Issues, Concepts and Tools
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

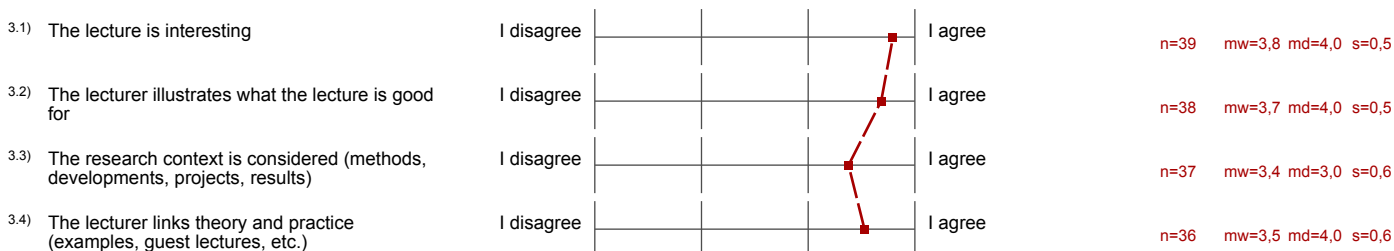
1. Planning and Presentation



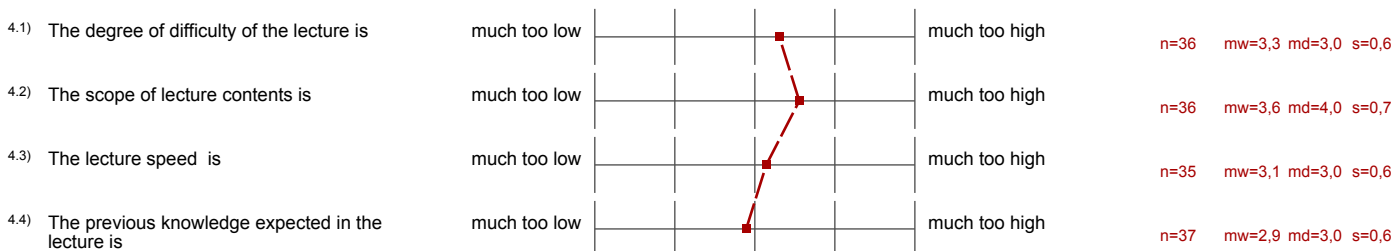
2. Interaction with Students



3. Interest and Relevance



4. Challenge and Scope



6. Global Lecture Assessment

6.2) I learned in the lecture



n=33 mw=4,2 md=4,0 s=0,8

7. Socio-demographic Data and Background Variables

7.2) The lecture's subject is interesting



n=33 mw=3,8 md=4,0 s=0,4