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UNIVERSITÄT
ERLANGEN-NÜRNBERG

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Herr
Prof. Dr. Markus Beckmann

persönlich/vertraulich

Der Studiendekan

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Auswertungsbericht Lehrveranstaltungsevaluation zur Veranstaltung Business Ethics and Corporate Social Responsibility

Sehr geehrter Herr Prof. Dr. Beckmann,

anbei erhalten Sie die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation im Sommersemester 2014 zur Veranstaltung:

Business Ethics and Corporate Social Responsibility

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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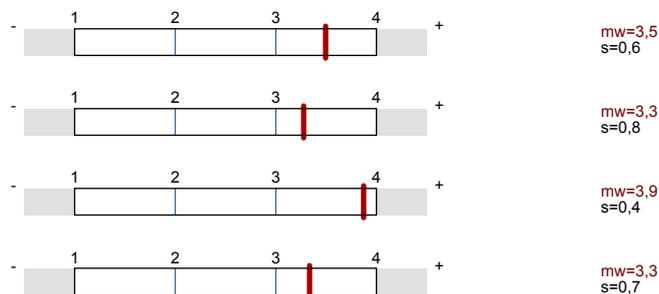
INTERNET
www.wirtschaftspädagogik.de
www.wipaed.wiso.uni-erlangen.de

BANKVERBINDUNG
Staatsbank Landshut
Bayerische Landesbank München
Konto 30 127 92 80 (BLZ 700 500 00)

Globalwerte

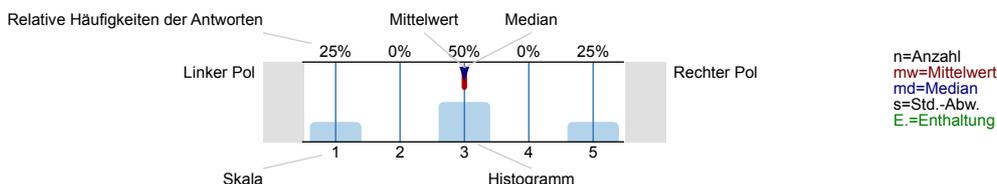
Globalindikator

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

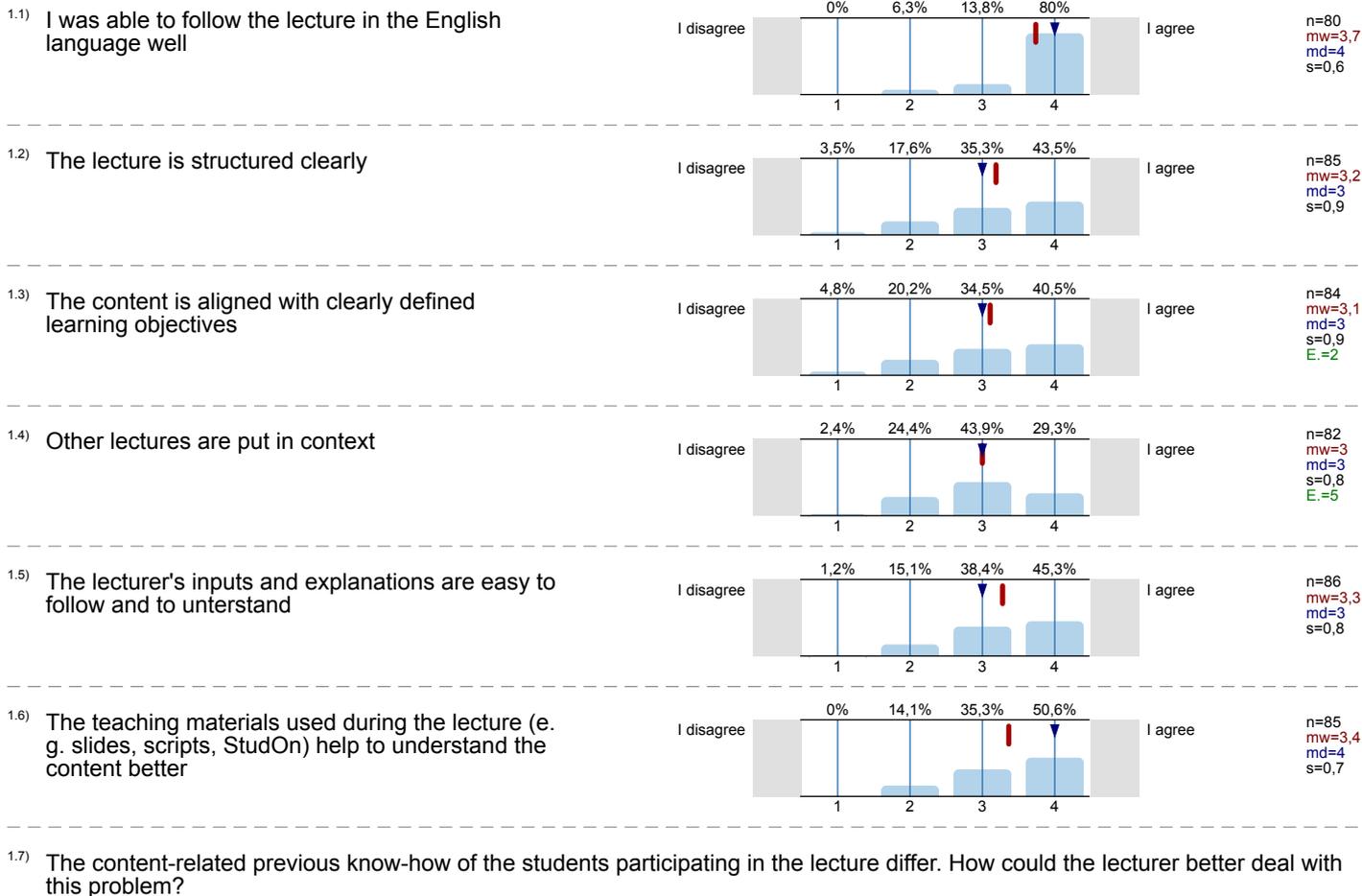


Legende

Fragestext



1. Planning and Presentation



one or two more tutorials

Some extra material

recommend some books and materials

clearly stated overall agenda at the beginning of the semester would be helpful!

Prepare a clear story line in the beginning of the semester and stick to it!
Preparation of all slides before the semester.

provide some introductory materials or texts as must-reads.
involve & activate the students by giving homework

PRE-READINGS AND/OR INTRODUCTION SEMINAR

He's doing fine 😊

The tutor could take more time in explaining the different concepts. Especially the philosophers that were discussed in the first lecture were passed over rather quickly.

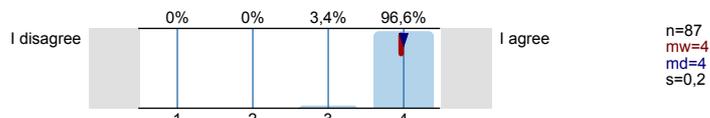
slides sometimes a little bit too cramped

suggest optional readings

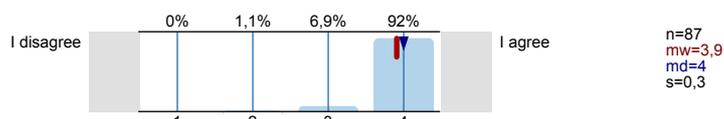
I think with this topic professor Beckmann does very well his work because most of students can't have previous know how about it.

2. Interaction with Students

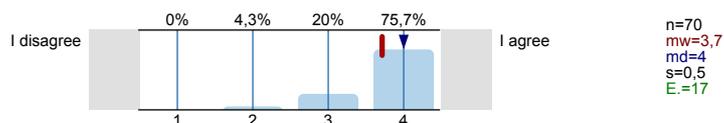
2.1) The lecturer is friendly and open-minded towards his students



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

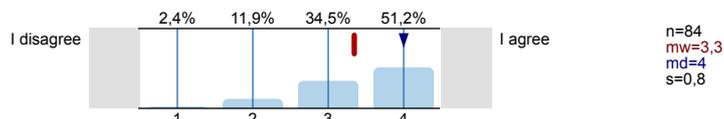


2.3) The students are supported well outside of the lecture (personally, electronically)

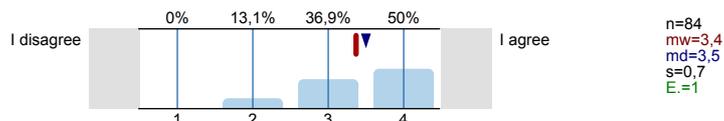


3. Interest and Relevance

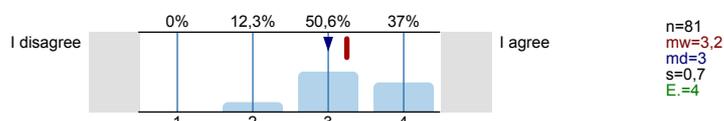
3.1) The lecture is interesting



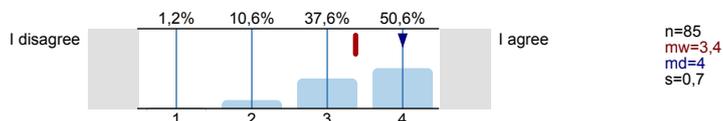
3.2) The lecturer illustrates what the lecture is good for



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

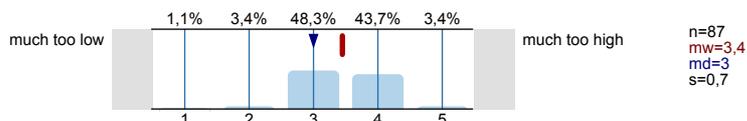


3.4) The lecturer links theory and practice (examples, guest lectures, etc.)

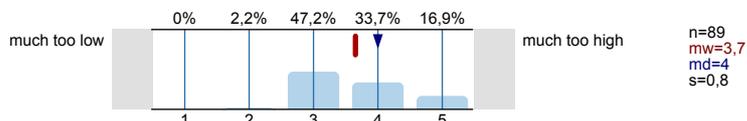


4. Challenge and Scope

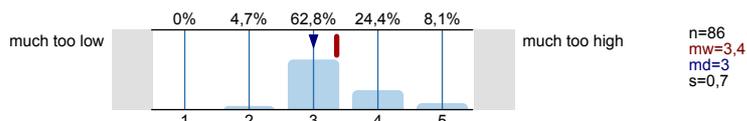
4.1) The degree of difficulty of the lecture is



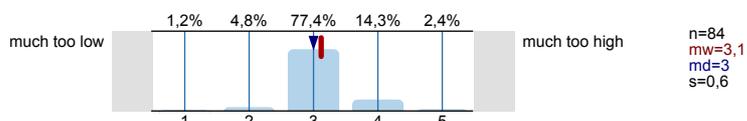
4.2) The scope of lecture contents is



4.3) The lecture speed is



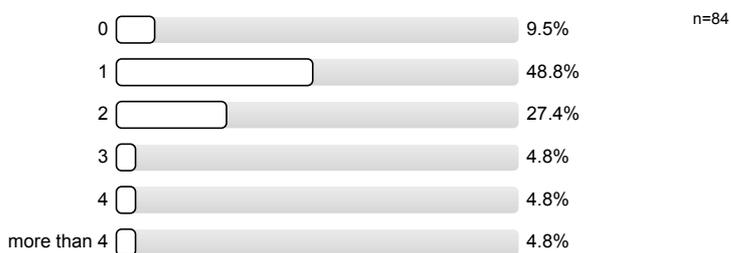
4.4) The previous knowledge expected in the lecture is



5. Self-study

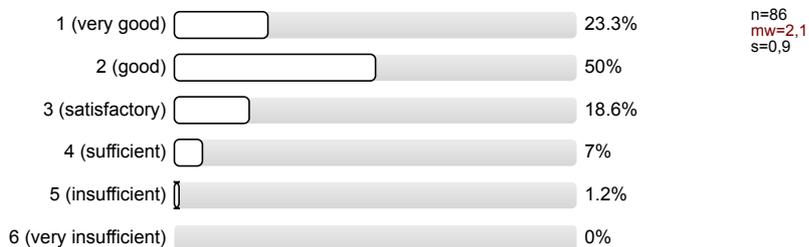
Self-study is a form of study which takes place outside of courses. For example it includes preparation and follow-up course work, literature research and preparation of presentations.

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

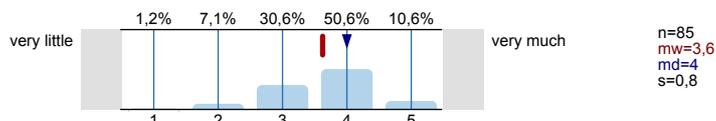


6. Global Lecture Assessment

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

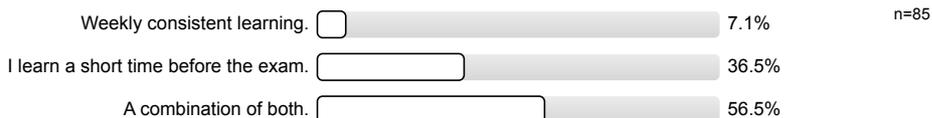


6.2) I learned in the lecture

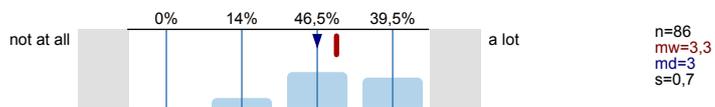


7. Socio-demographic Data and Background Variables

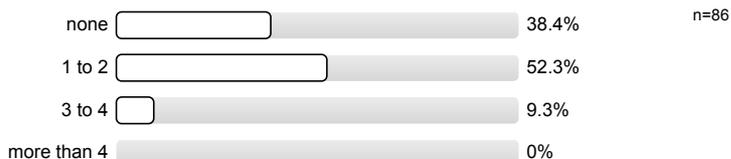
7.1) What learning style do you prefer?



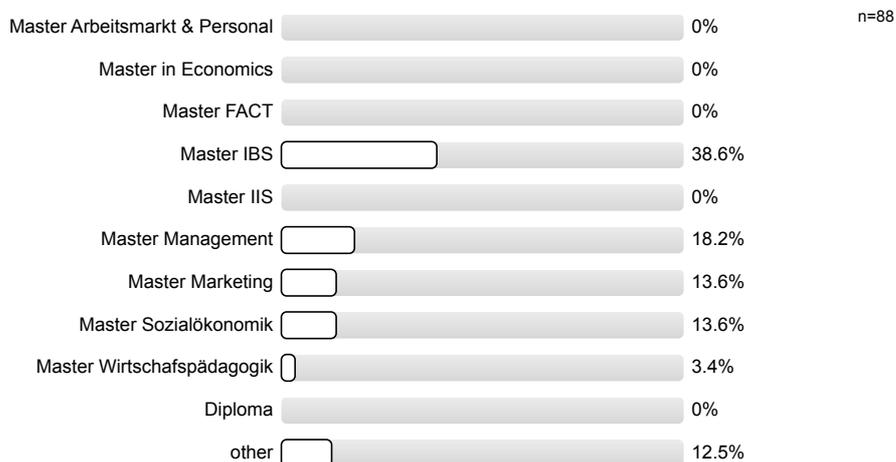
7.2) The lecture's subject is interesting



7.3) How many lectures did you miss?



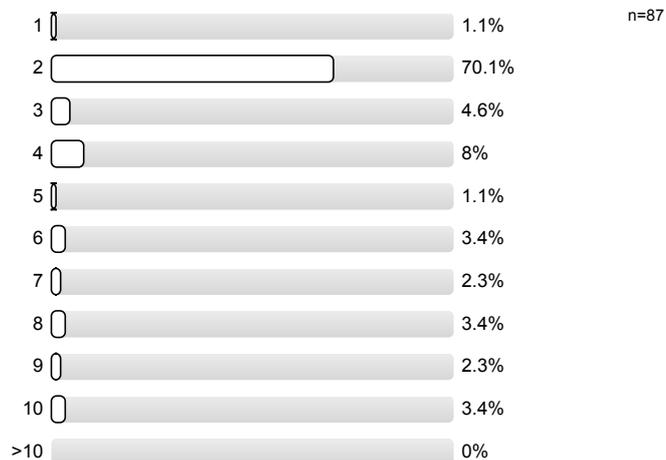
7.4) Please state your programme of study



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?



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?

English is very good to understand

That it's different from other lectures

The lecturer is very nice and he makes the lecture quite interesting

I'm from Chile, so it's interesting to see different point of view of this subject

Very open minded and friendly lecturer

He is interactive with the class and asks questions. Uses different types of examples to explain material.

The lecturer is motivated and makes the lecture interesting to listen to.

The professor is good.

friendly, open minded prof
time to explain & answer questions

examples, real business & case studies - like Siemens, Nestle etc.

in my home university we don't have lectures around this
thema, so it was great that FAU had something to
offer that ~~is~~ is not available in my home university

way of teaching

Interesting

Friendly lecturer, good visualization of slides (pictures etc.)

attitude of professor ☺, friendly enthusiastic approach.

~~inter~~
invested in his subject excites for students

The examples in the lecture.

Extra tutorial is a good offer

Examples

The friendly and enthusiastic attitude of the lecturer,
examples explained in the lecture

Ideal professor: funny, motivating, enthusiastic, perfect in
& explaining complex theories

Topic is applicable to a lot of subjects, lecturer is really into it and
wants everybody to understand it thoroughly

interesting topics
friendly & motivating lecturer

Enthusiasm of the professor

Other way of thinking

Technical lecturer

the lecturer. his style of teaching and how he explains topics

enthusiastic lecturer.

really back to basics. "mathematical" thinking.

ACTUAL REAL WORLD problems are discussed

open-minded, friendly, happy prof.

pictures etc, underlining the contents

good conclusions/summaries of every chapter

I liked the professor's motivation

- The lecturer ~~embraced~~ embraces discussion.

- The lecturer illustrates theory with good examples from the real world.

The clear instruction

Very interesting debates

THE PROFESSOR'S PREPARATION, VERY GOOD KNOWLEDGE ABOUT THE CLASS, AND HIS OPEN, FUNNY AND FRIENDLY APPROACH

Motivation and passion of Prof. Beckmann

- profound theoretical background

- different perspective of management compared to other lecturers

lectures tries to illustrate highly theoretical content in an easy and well understandable way. Awesome.

The teacher explains everything clearly and dominates the field of study.

- lecture style - discussions, practical examples

The lecturer is very attentive and motivated to teach and is very concerned about the students' understanding ~~and~~ of the content and their ideas.

Lecturer is very friendly and open-minded to his students. He created a space where asking questions, expressing opinions and interacting is easy

interesting content, practical, thought-provoking
One of the best lectures! =)

interesting topics

- opportunity to attend at mandatory tutorial

The logical flow of the content. Discussions.

The motivation of the teacher.

Lecturer's style of presenting material

I like the very interesting examples

The lecturer is very friendly, asks questions and repeats himself if she is unclear

The presentation style of the professor

more friendly way of lecturing

I could gain some other perspective on business
The professor is young, enthusiastic, open-minded!

enthusiasm of the lecturer:

Professor Beckmann is really interesting and the topic has always been interesting for me!

Professor seemed very ambitious and well prepared.
He always encouraged students to participate actively in the lecture

nice teacher

8.2) What is bad about the lecture? Why?

Sometimes the lecturer is a little bit confusing →
Maybe structure the slides before the lecture, not during it? ;)

The slides (order of slides) ~~is~~ confusing sometimes.
Too many slides?

It demands a lot of time.

I prefer shorter courses, more often

Often there is not enough time to cover all of the contents.
 There was only one date offered for a tutorial. Although it was voluntary, it would have been nice to offer a second date so that all students have the opportunity to participate.

There is not enough reading materials that could help us to understand the contents in the lecture. We do not want to learn the slide.

Time management of the prof

contents could be comprimized to the essential parts.

The expected previous knowledge was "wider" than I thought

N/A

Some slides in the lecture seem not to be in the material in Studon or not filled out.
 So all the students should have the slides from studon available in the lecture (brought by themselves) and doublecheck it with the lecture's content.

lots of slides are hidden for the students probably because they are not relevant for the exam. But that makes it hard to follow.

sometimes too much content / slides for one lecture rather take some time to discuss important aspects instead of flipping through the slides

too many slides for each lecture sometimes important topics aren't discussed long enough

There are far too many slides to read and learn

Too much input

Script often very late online
serious time constraints of lecturers

often the slides were changed → many addit. slides that were not in the handout → hard to follow
a lot of slide skipping.

Professor has a bad time management
slides should be prepared earlier.

too much context for not that much time

could go deeper.

by far too many slides covered in the lectures
 → rather cover less but more intensive

- way too many slides to learn.

The professor is too charming!! I sometimes get distracted :p

CANNOT THINK OF ANYTHING

It's quite a lot of slides

Time management of the lectures.
 Efforts to explain come often with not finishing slides / rushing through last slides

There is so much material that it can be sometimes hard to follow.

- slides sometimes to full

Sometimes time management needed to improve
(number of slides/points to discuss vs. lecture duration)

Way too many slides

- sometimes too much information on slides

The theoretical part is large, i'd like the lecture to be more
practice-related

There are so many philosophy stuff and theory.
Complicated

The numbering of the slides is chaotic, sometimes slides are missing in the printout, way too many slides are covered in one lecture

the time management.

We never finished all the slides in our lecture and often did not end the lecture on time

Too many slides, we never finish!
Each session has ≈ 60 slides!

very theoretical + philosophical + general
I miss some relatedness to practice
(But it was said at the beginning of the lecture)

Course slides aren't uploaded in time.

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

see §.2

Less slides but deeper into content

More practical examples would help to understand the entire lecture better.

don't jump through the presentation ~~at~~ at the beginning of one lesson → difficult to follow

Reading materials ~~to~~ like books are necessary.

better time-management

more time to apply knowledge
therefore little less content

more structure

N/A

Have all slides available for the students

take some more time here and there.

• cover less topics, but in more detail

Shorten content to improve understanding and fit less overload of information

make the script for the whole semester in advance and give it to the students as just one large pdf → will save many trees as well as time and nerves of the students!

some handouts than slides in the lecture

Delegate some tasks to your assistants!

Please hand in the script as last copy before the lecture

Please shorten the script & cover please do not spread up so much if there are many pages left.

MORE REAL WORLD EXPERIENCES OF LECTURER

↳

— Less slides for each class

MAYBE EXTRA SESSIONS FOR SOME STUDENTS,
 I REALLY FEEL I) AN EXCELLENT LECTURE AND PROFESSOR
 (CONGRATULATIONS), SHOULD KEEP MORE OF THESE PROFESSOR

smaller scope of content

- more real-life examples would be interesting; more relations to business practice
- the slides that are discussed in class but are not passed on to the students would be helpful for the content and understanding. Maybe they could be given to us as well and ~~not be~~ ~~marked~~ ~~as~~ ~~not~~ ~~exam~~ ~~relevant~~.

Perhaps creating an overall course outline (index) for all lectures & giving it to all students at the 1st lecture would be helpful for a better overall picture of the class scope & structure

pace is a little too fast

Not so much content

The number of slides should be reduced
→ less content and more time to talk about it

less slides per lecture (30-35 is good)

spend more time per slide and do not skip so many slides in the class

less slides to be able to talk about all of them.
focus on main points!

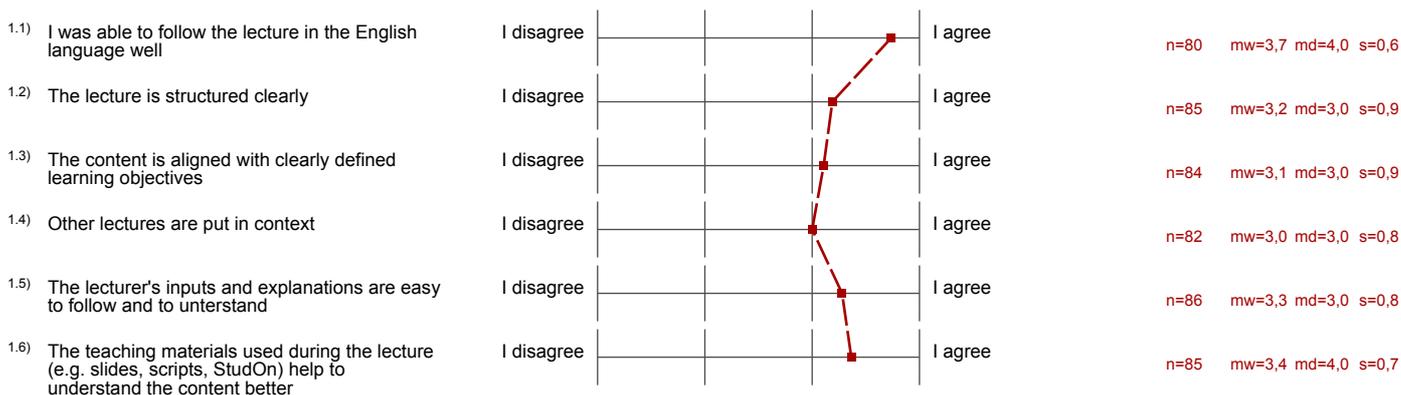
~~example of~~ use of case studies
example of some companies with good business
ethics --

Profillinie

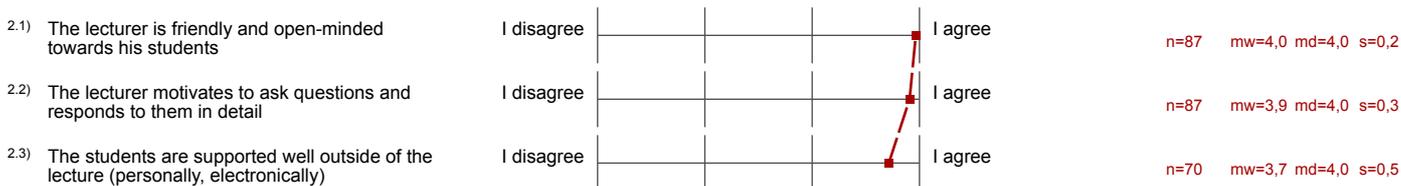
Teilbereich: LVE FB WiWi
 Name der/des Lehrenden: Prof. Dr. Markus Beckmann
 Titel der Lehrveranstaltung: Business Ethics and Corporate Social Responsibility
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

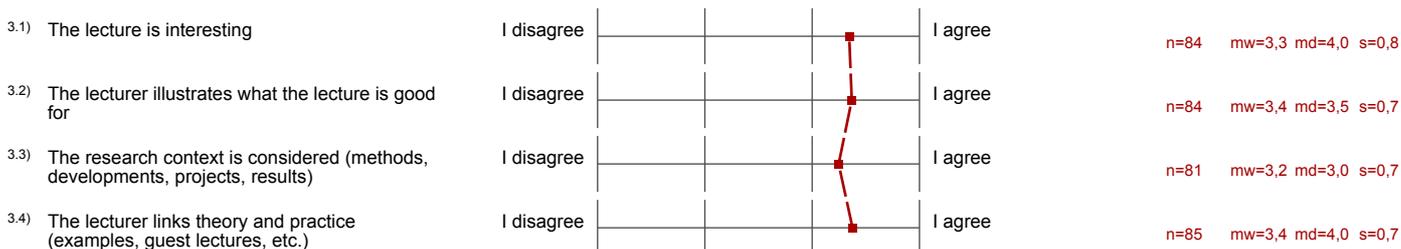
1. Planning and Presentation



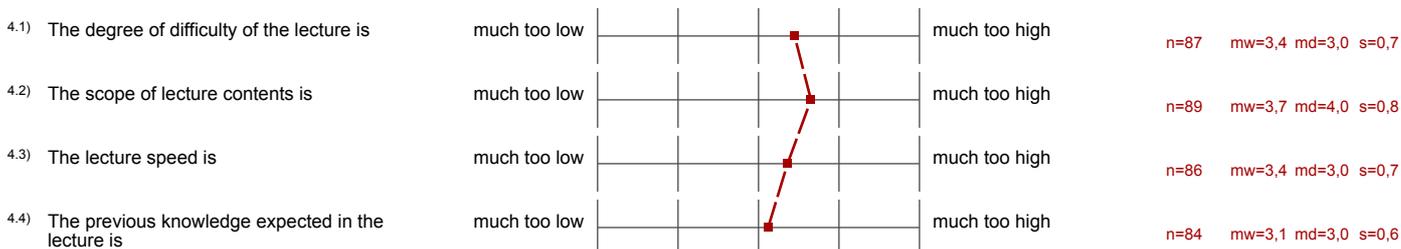
2. Interaction with Students



3. Interest and Relevance



4. Challenge and Scope



6. Global Lecture Assessment

6.2) I learned in the lecture



n=85 mw=3,6 md=4,0 s=0,8

7. Socio-demographic Data and Background Variables

7.2) The lecture's subject is interesting



n=86 mw=3,3 md=3,0 s=0,7