



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 Advanced Sustainability Management and Corporate Functions

Sehr geehrter Herr Prof. Dr. Beckmann,

anbei erhalten Sie die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation im Wintersemester 2017/2018 zur Veranstaltung:

Advanced Sustainability Management and Corporate Functions

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

Prof. Dr. Karl Wilbers

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Prof. Dr. Markus Beckmann

WS'17/18 • Advanced Sustainability Management and Corporate Functions  
 Rückläufer = 43 • Formular w\_V-MA-E • Umfrage-Typ "Vorlesung"

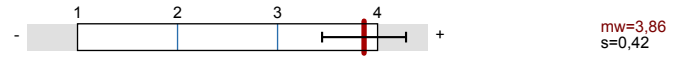


Globalwerte

2. Planning and Presentation



3. Interaction with Students

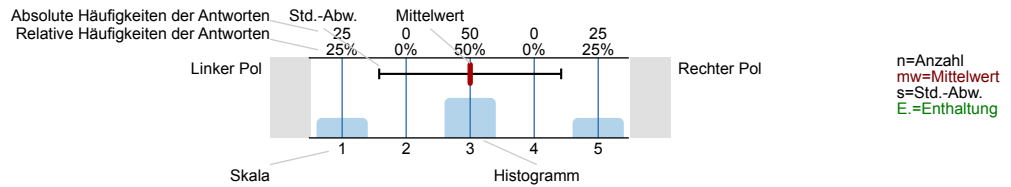


4. Interest and Relevance



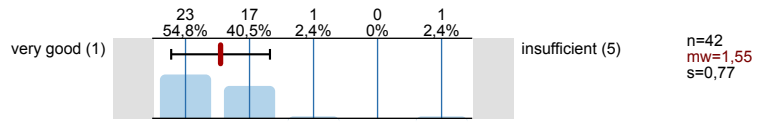
Legende

Fragetext

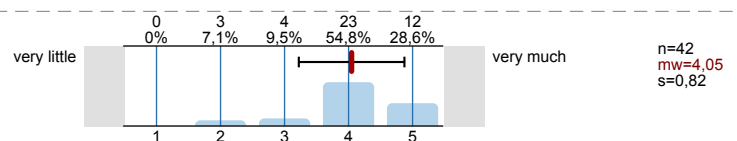


1. Global Lecture Assessment

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

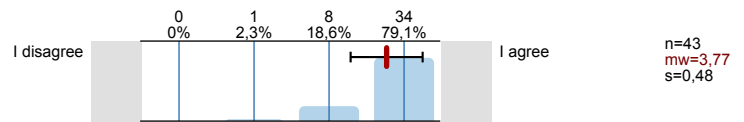


1.2) I learned in the lecture

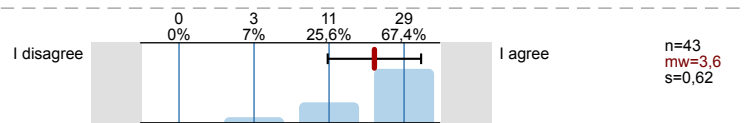


2. Planning and Presentation

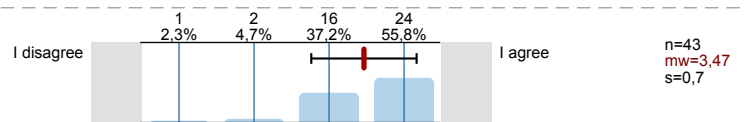
2.1) I was able to follow the lecture in the English language well



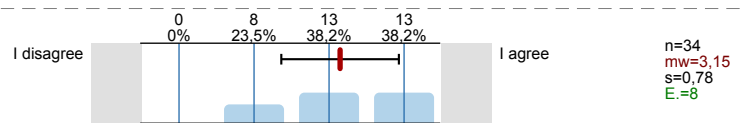
2.2) The lecture is structured clearly



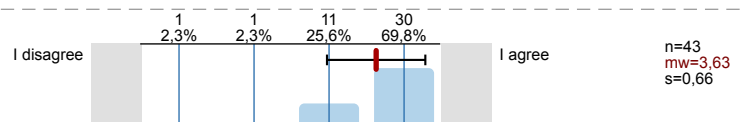
2.3) The content is aligned with clearly defined learning objectives



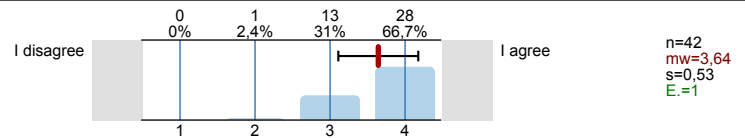
2.4) Other lectures are put in context



2.5) The lecturer's inputs and explanations are easy to follow and to understand



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



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

He does this very well by asking beforehand if students have pre-knowledge and explains missing knowledge if necessary.

to give a (very) short revision about the topic and give additional readings ~~to~~ about this topic. so the students can study ~~#~~ or look up the problem by themselves.

- Maybe offer one separate seminar session at the beginning of the semester (maybe first or second week) so that everyone is on the same level up from the third week and we can start with specific deeper ~~the~~ content directly.

Making it a condition to visit a course connected to sustainability

I think the lecturer perfectly deals with this problem and tries to include everybody and asks if ~~to anybody~~ anybody doesn't know a specific term related to sustainability, which is nice.

He deals quite well with it, so far. 😊

Still a little bit too much repetition of NaMa.

not as much learning material in one session. It is really overwhelming for someone who ~~was~~ didn't have a comparable lecture before.

I had very little know-how before the lecture. So I liked it the way it was/is.

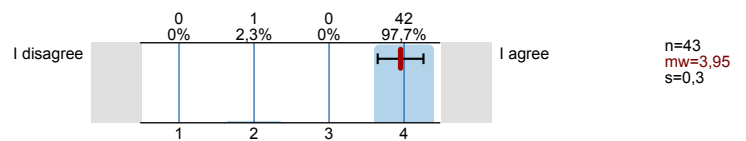
I think it's great as it is!

good: discussion in the first lecture about the knowledge background of all students

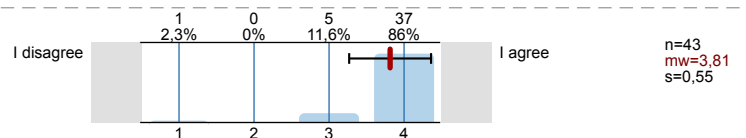
He did well

### 3. Interaction with Students

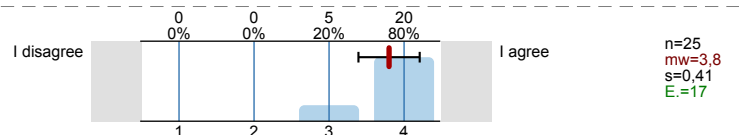
3.1) The lecturer is friendly and open-minded towards his students



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

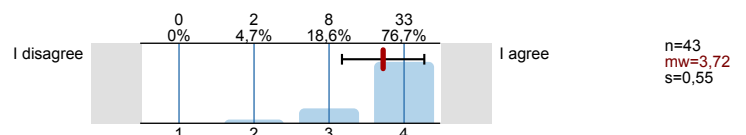


3.3) The students are supported well outside of the lecture (personally, electronically)

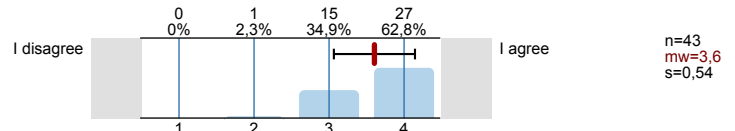


### 4. Interest and Relevance

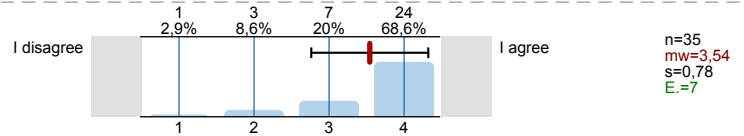
4.1) The lecture is interesting



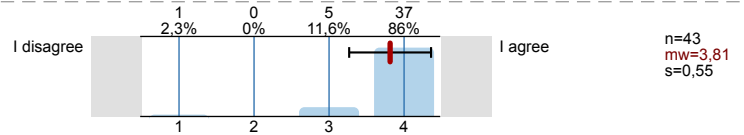
4.2) The lecturer illustrates what the lecture is good for



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

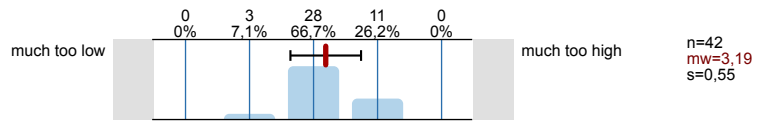


4.4) The lecturer links theory and practice (examples, guest lectures, etc.)

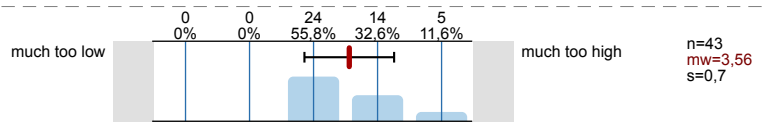


### 5. Challenge and Scope

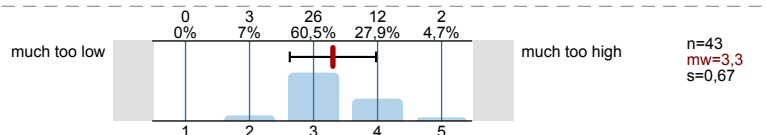
5.1) The degree of difficulty of the lecture is



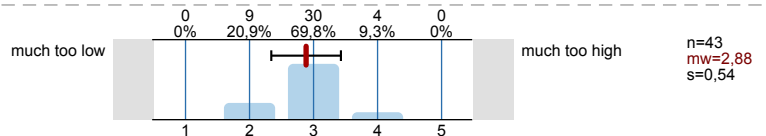
5.2) The scope of lecture contents is



5.3) The lecture speed is

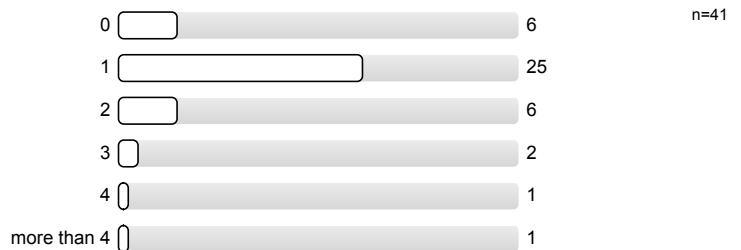


5.4) The previous knowledge expected in the lecture is



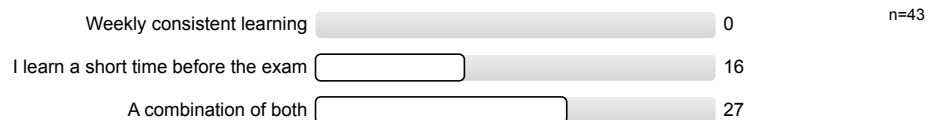
### 6. Self-study

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

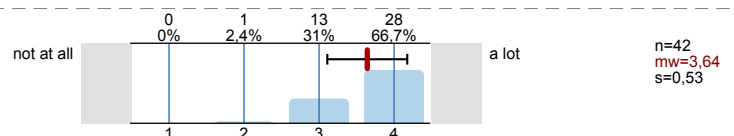


### 7. Socio-demographic Data and Background Variables

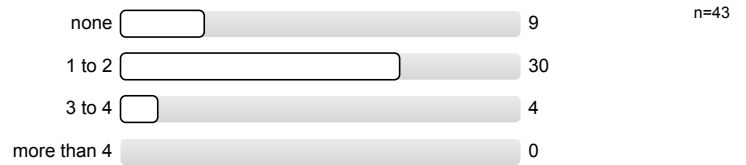
7.1) What learning style do you prefer?



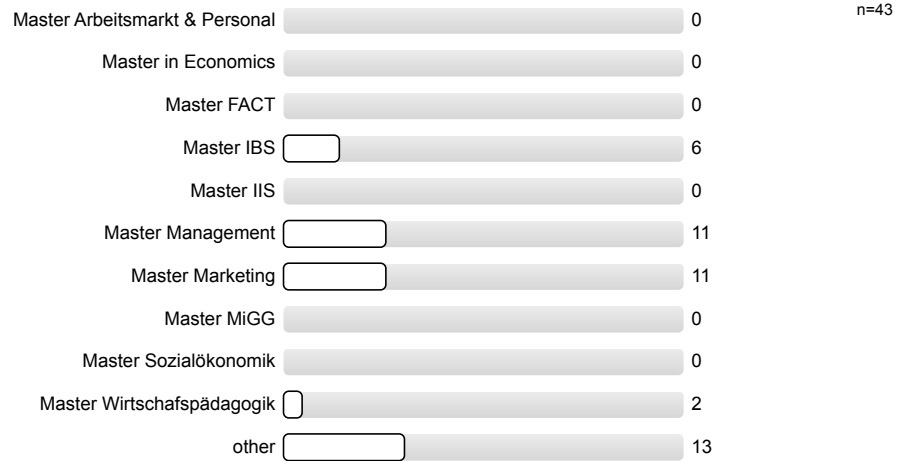
7.2) The lecture's subject is interesting



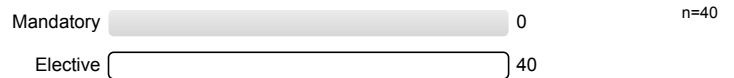
7.3) How many lectures did you miss?



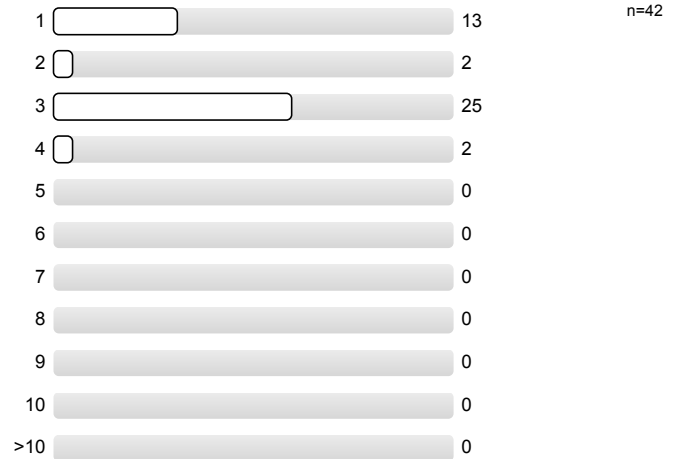
7.4) Please state your programme of study



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

8.1) What do you particularly like about the lecture?

Lecturer & Content relevance

It's a very active lecture that invites students to participate and share. The vitality of the professor doesn't allow content to become boring and the jokes are always a plus ☺

The combination of Theory and practical examples.  
That the lecture is also connected to today's problems

The lecture is concrete and pragmatic, related to real-life situations.

- I like the examples & guest lectures!
- Nice speaking & presentation style

The content → it is not too general

→ Prof. Beckmann: He is super motivated and it makes a lot fun to listen to him

Content, way of presenting, guest lectures

very interactive, many videos and examples, good explanations

- guest lectures

enthusiasm of the lecturer

the motivated prof

the topic. it is very interesting and there is so much I have learned ~~to~~ not only for my studies but also for everyday life.

- > Interaction with students
- > Learning style with exercises
- > getting students to think
- > lecture size -> less than few hundred students in a lecture
- interesting examples & practitioners input
- audio-recording of the lecture!

I really appreciate the fact, that the lecture is recorded!  
 Maybe it would be possible to say at the start of the lecture at what point of the script / slides we are starting.

One of the best lectures offered at FAU.

## Examples

### Guest lectures

- guest lecturer
- friendly professor
- practical cases as examples
- audio file online

The lecturer explains everything really clear and is really enthusiastic about the topic.  
 The guest lecture was also very interesting.



- easy explanations of the content

The prof  
The content

- a lot of examples/case studies
- very interesting guest lecture

open-minded and motivating lecturer  
good case-studies

8.2) What is bad about the lecture? Why?

• Not interested in political views but that's fine.

• Mrs: sometimes page number not visible on projection (slides)

- lecture speed is a bit too low
- I don't think it is necessary to go into business/economic theory in too much detail (everyone on master level should know!)  
↳ You can expect more of the students :"

it's almost the same as NAMA in the bachelor, so I didn't learn anything new

- too fast

The lecture ~~could~~ <sup>should</sup> offer some deeper insights into sustainability

nothing

Since I am from technical department for now the requirements for the exam are not quite clear.  
 -> easy to fix => MOOC Exam

- too many slides with similar content

The required reading. It's way too much to learn.

speed is very high, at times hard to follow  
 way too much content, especially ~~for~~ within one session  
 in general and

• much content

The readings at home are very difficult. I found it really hard to read it.

• sometimes the key message of a theory is not explained very clearly & a "red line" (guidance through) the lecture to follow a learning goals is missing  
 relevance for the real life / ~~applicability~~ <sup>applicability</sup> <sub>applicability</sub> <sup>applicability</sup> <sub>applicability</sub>

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

Good as is.

I would love to see this lecture become more implemented in other study programs. It's so important for Mechanical Engineering as well but it's only an elective in a huge list of modules. Don't know if that's the right answer here, but I think a lot of other programmes would benefit

~~To consider of the subject~~

None. Other lectures could implement improvements from this lecture.

=> No exam



less content since there is always the feeling that we should "hurry up"!

less content !!! Too much → overload!

The examination should be offered both in english and in german.

NOT so much required reading ~~is~~ ~~is~~

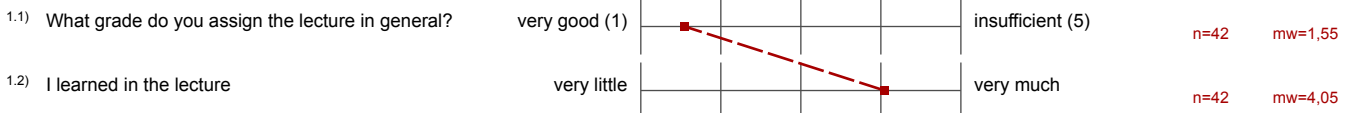
• less theories but <sup>more</sup> in detail explained

# Profillinie

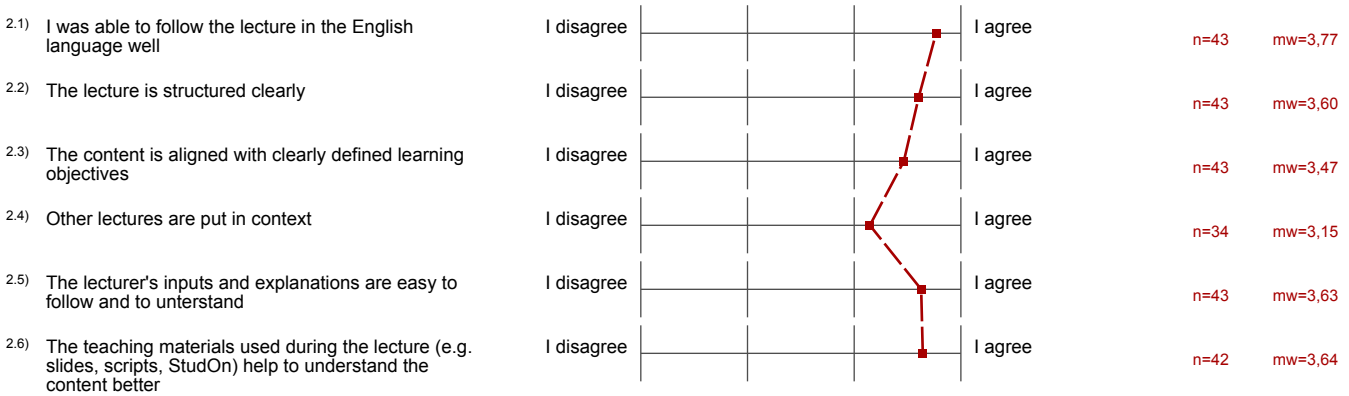
Teilbereich: LVE FB WiWi  
 Name der/des Lehrenden: Prof. Dr. Markus Beckmann  
 Titel der Lehrveranstaltung: Advanced Sustainability Management and Corporate Functions  
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

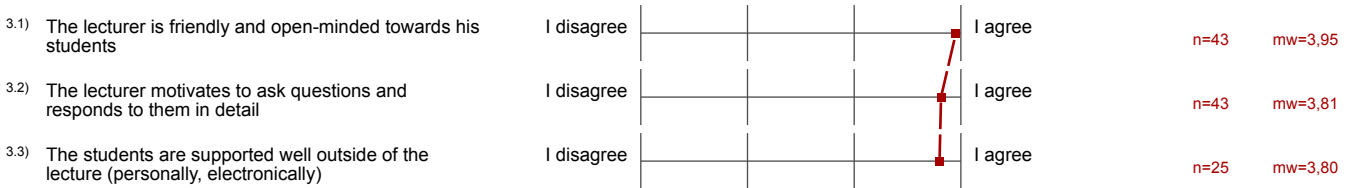
## 1. Global Lecture Assessment



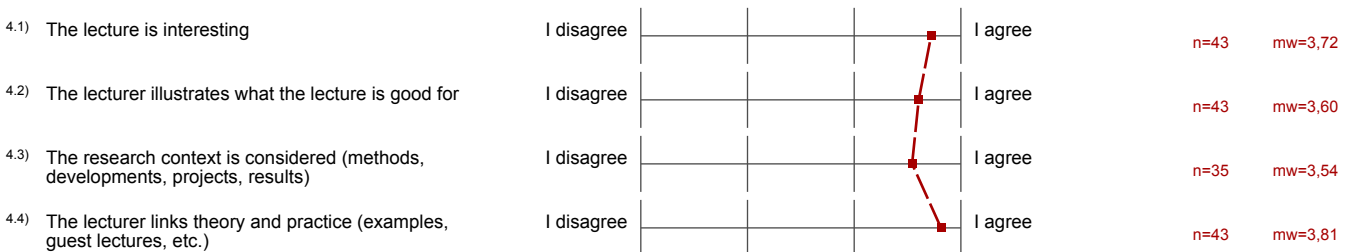
## 2. Planning and Presentation



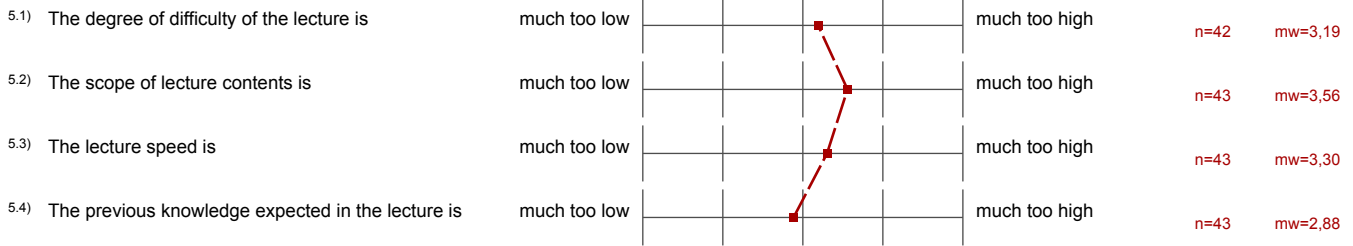
## 3. Interaction with Students



## 4. Interest and Relevance



5. Challenge and Scope



7. Socio-demographic Data and Background Variables

