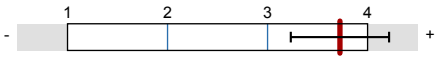
Prof. Dr. Markus Beckmann und Dr. Dimitar Zvezdov

SS'18 • Management and organization theories through the lens of mission-driven organizations

Rückläufer = 21 • Formular w_S-MA-E • Umfrage-Typ "Seminar"

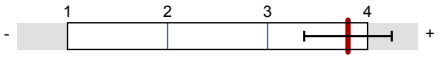
Globalwerte

2. Planning and Presentation



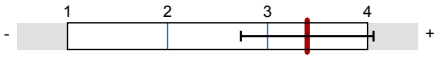
mw=3,72
s=0,49

3. Interaction with Students



mw=3,8
s=0,44

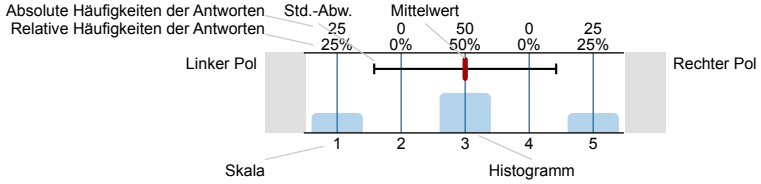
4. Competence Development



mw=3,4
s=0,66

Legende

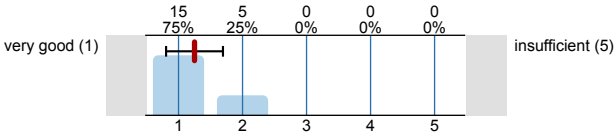
Fragetext



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

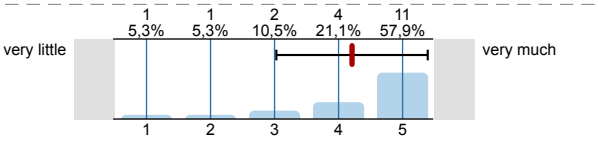
1. Global Lecture Assessment

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



n=20
mw=1,25
s=0,44

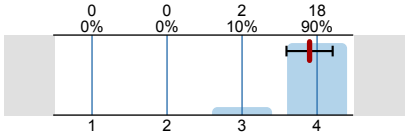
1.2) I learned in the seminar



n=19
mw=4,21
s=1,18

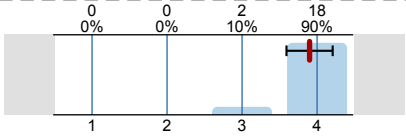
2. Planning and Presentation

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



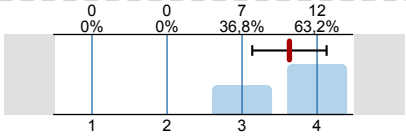
n=20
mw=3,9
s=0,31

2.2) The seminar is structured clearly



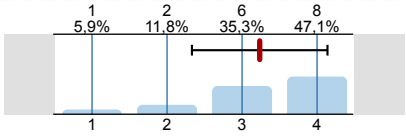
n=20
mw=3,9
s=0,31

2.3) The content is aligned with clearly defined learning objectives



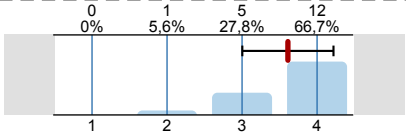
n=19
mw=3,63
s=0,5

2.4) Other lectures are put in context



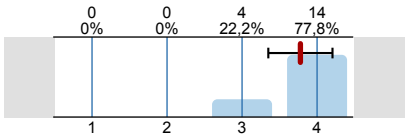
n=17
mw=3,24
s=0,9
E.=2

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



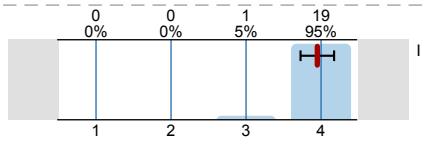
n=18
mw=3,61
s=0,61
E.=2

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



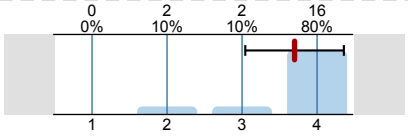
n=18
mw=3,78
s=0,43
E.=1

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



n=20
mw=3,95
s=0,22

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



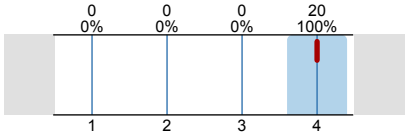
n=20
mw=3,7
s=0,66

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

N-A.

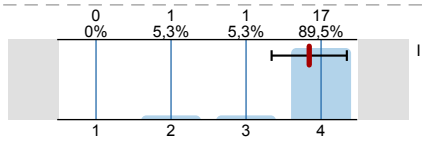
3. Interaction with Students

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



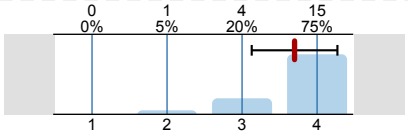
n=20
mw=4
s=0

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



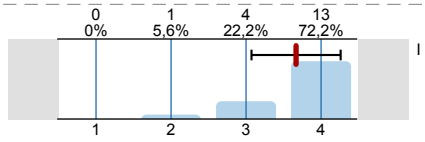
n=19
mw=3,84
s=0,5

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



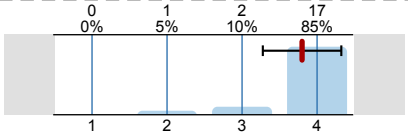
n=20
mw=3,7
s=0,57

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



n=18
mw=3,67
s=0,59
E.=2

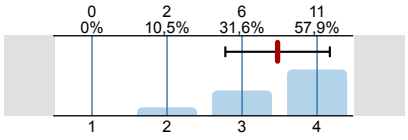
3.5) The lecturer provides appropriate feedback



n=20
mw=3,8
s=0,52

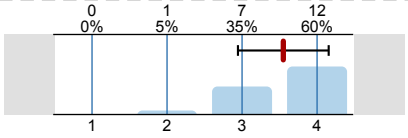
4. Competence Development

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



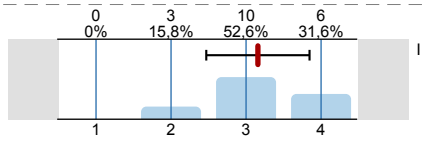
n=19
mw=3,47
s=0,7

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



n=20
mw=3,55
s=0,6

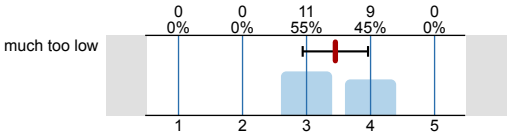
4.3) Personal competence (e.g. developing a realistic image of myself and taking consequences)



n=19
mw=3,16
s=0,69
E.=1

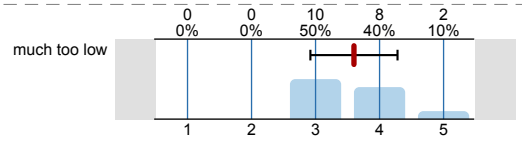
5. Challenge and Scope

5.1) The degree of difficulty of the seminar is



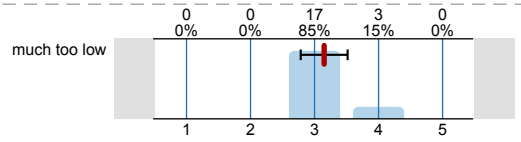
n=20
mw=3,45
s=0,51

5.2) The scope of seminar contents is



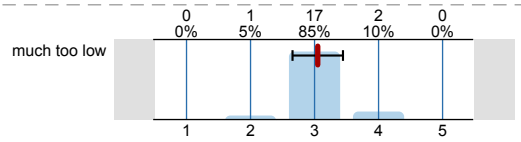
n=20
mw=3,6
s=0,68

5.3) The seminar speed is



n=20
mw=3,15
s=0,37

5.4) The previous knowledge expected in the seminar is

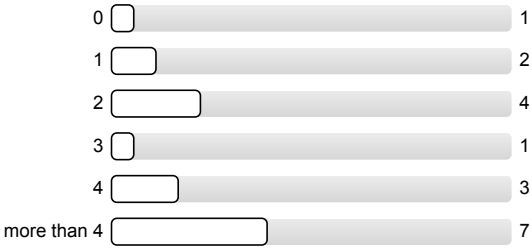


n=20
mw=3,05
s=0,39

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.

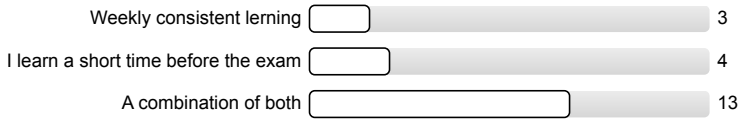
n=18



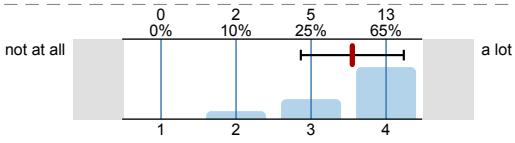
7. Socio-demographic Data and Background Variables

7.1) What learning style do you prefer?

n=20



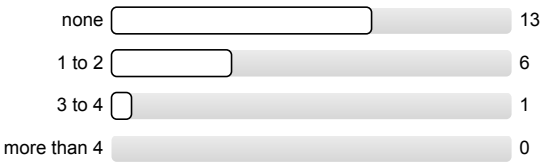
7.2) The seminar's subject is interesting



n=20
mw=3,55
s=0,69

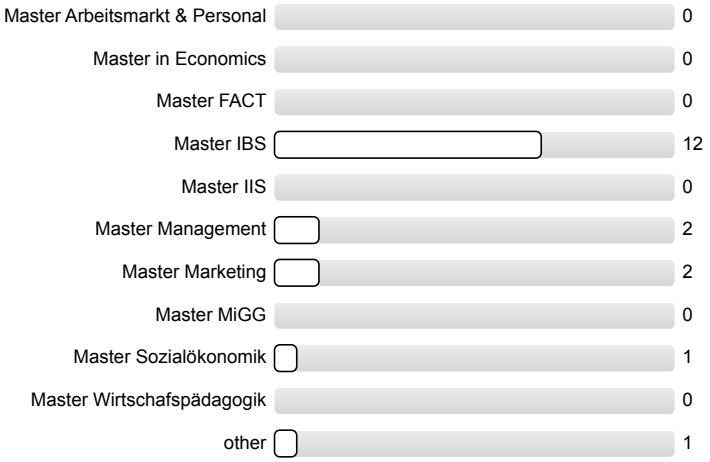
7.3) How many seminars did you miss?

n=20



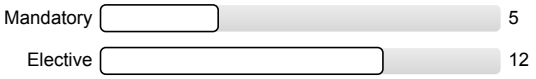
7.4) Please state your programme of study

n=18



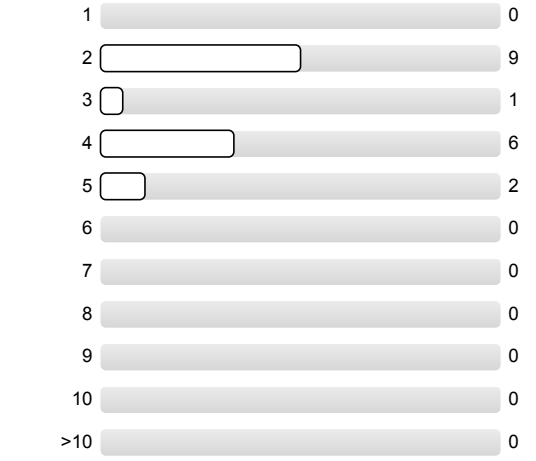
7.5) I attended the seminar for the following reason:

n=17



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

n=18



8. Final Questions

8.1) What do you particularly like about the seminar?

The mix of theory + practice, and the flipped view (theories and MODS)
The style of the lecturers

I like that the topics are very interesting & tangible.
The professor is very engaged.

It was very interactive

Students are encouraged to develop an interactive presentation and use case studies to explain the theory
↳ very usefull to keep class motivated in a lecture format like this

- Interaction
- Discussion

the topic, the reversed classroom

variety of topics

The discussions at the end of presentations.

I like the flipped-classroom idea, it makes us more integrated into theories and their applications [redacted] in the real world. Feedbacks that are supplied at the end of presentation are really useful.

Open discussion & direct feedback
interactiveness

That it is mainly student-led!

the seminar is very participative, which helps to make the sessions interesting. Also the professor and assistant are very supportive and conduct nice discussions.

supportive lecturers who are enthusiastic.

Many interesting discussions

Interesting topics and discussions

The teaching style and atmosphere.
Professor Beckmann is a real asset!

the discussions

The interaction

the different topics
the funny and up-to-date discussions

8.2) What is bad about the seminar? Why?

long.

- ~~For~~
- Duration is too long

~~Profit~~
Happen during dinner time

Preparing a presentation in intercultural groups of 4 takes a lot of time + effort → more than 1.5 ECTS!

Very much effort in the presentation for 1.5 ECTS
maybe half the ECTS from total?

Really really time consuming. And in my opinion the different texts / theories are not equally difficult - some are way more complex than others

Incredibly theoretical.

Too much work → barely feasable if you want to do the normal amount of courses (6 → 30 ECTS)

/

It has little to do with my future professional life

nothing.

17 - 19h (Dinner time i'm hungry and its hard to pay attention on the end)

that we have to find a research question by asselfs and the minimum of words is a bit too high

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

same /

Have presentations conducted in teams of 2; reduce it to 45 min for each presentation.

Maybe ~~give~~ split credit points in half. (2,5 for present & 2,5 for paper)

↓
Same topic for paper + presentation
OR given defined paper topics!

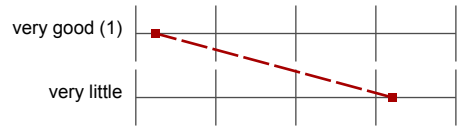
Great use of flipped class method, nothing to add.

Profillinie

Teilbereich: LVE FB WiWi
Name der/des Lehrenden: Prof. Dr. Markus Beckmann und Dr. Dimitar Zvezdov
Titel der Lehrveranstaltung: (Name der Umfrage) Management and organization theories through the lens of mission-driven organizations

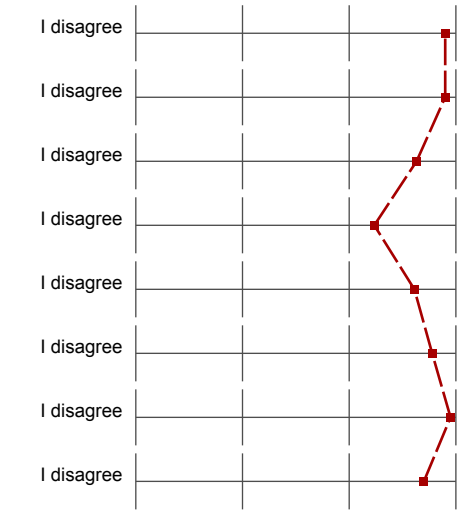
Verwendete Werte in der Profillinie: Mittelwert

1. Global Lecture Assessment



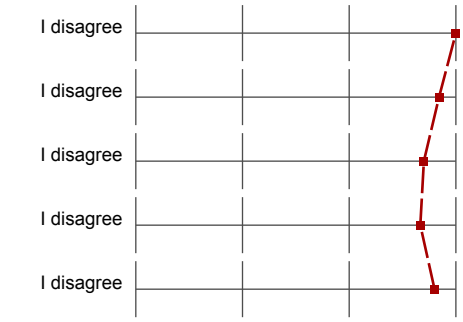
1.1)	What grade do you assign the lecture in general?	very good (1)	insufficient (5)	n=20	mw=1,25
1.2)	I learned in the seminar	very little	very much	n=19	mw=4,21

2. Planning and Presentation



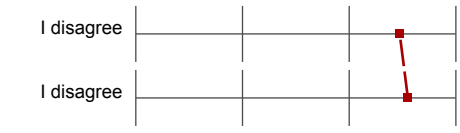
2.1)	I was able to follow the lecturer in the English language well	I disagree	I agree	n=20	mw=3,90
2.2)	The seminar is structured clearly	I disagree	I agree	n=20	mw=3,90
2.3)	The content is aligned with clearly defined learning objectives	I disagree	I agree	n=19	mw=3,63
2.4)	Other lectures are put in context	I disagree	I agree	n=17	mw=3,24
2.5)	The research context is considered (methods, developments, projects, results)	I disagree	I agree	n=18	mw=3,61
2.6)	The lecturer links theory and practice (examples, guest lectures, etc.)	I disagree	I agree	n=18	mw=3,78
2.7)	The seminar is a good mix of knowledge transfer and discussion	I disagree	I agree	n=20	mw=3,95
2.8)	The teaching materials used during the seminar (e.g. slides, scripts, StudOn) help to understand the content better	I disagree	I agree	n=20	mw=3,70

3. Interaction with Students

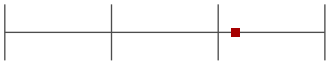


3.1)	The lecturer is friendly and open-minded towards his students	I disagree	I agree	n=20	mw=4,00
3.2)	The lecturer motivates to ask questions and responds to them in detail	I disagree	I agree	n=19	mw=3,84
3.3)	The students are supported well outside of the seminar (personally, electronically)	I disagree	I agree	n=20	mw=3,70
3.4)	The lecturer supports the students thoroughly in their own performance	I disagree	I agree	n=18	mw=3,67
3.5)	The lecturer provides appropriate feedback	I disagree	I agree	n=20	mw=3,80

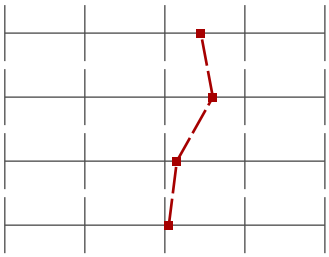
4. Competence Development



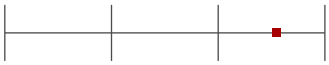
4.1)	Professional competence (e.g. specialist know-how, professional problem solving methods)	I disagree	I agree	n=19	mw=3,47
4.2)	Social competence (e.g. developing own positions in the professional context, giving reasons and presenting understandably)	I disagree	I agree	n=20	mw=3,55

4.3)	Personal competence (e.g. developing a realistic image of myself and taking consequences)	I disagree		I agree	n=19	mw=3,16

5. Challenge and Scope

5.1)	The degree of difficulty of the seminar is	much too low		much too high	n=20	mw=3,45
5.2)	The scope of seminar contents is	much too low		much too high	n=20	mw=3,60
5.3)	The seminar speed is	much too low		much too high	n=20	mw=3,15
5.4)	The previous knowledge expected in the seminar is	much too low		much too high	n=20	mw=3,05

7. Socio-demographic Data and Background Variables

7.2)	The seminar's subject is interesting	not at all		a lot	n=20	mw=3,55