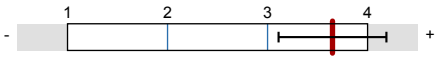
Prof. Dr. Markus Beckmann

WS'18/19 • Advanced Sustainability Management and Corporate Functions
Rückläufer = 42 • Formular w_V-MA-E • Umfrage-Typ "Vorlesung"

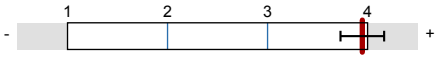
Globalwerte

2. Planning and Presentation



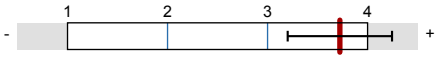
mw=3,65
s=0,54

3. Interaction with Students



mw=3,95
s=0,22

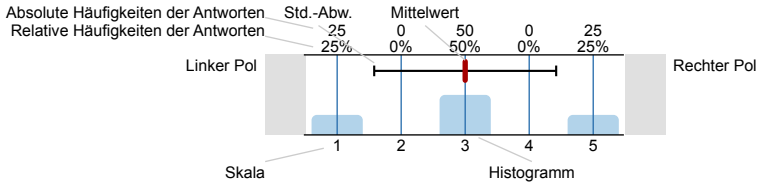
4. Interest and Relevance



mw=3,72
s=0,52

Legende

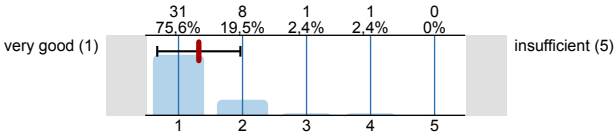
Fragetext



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

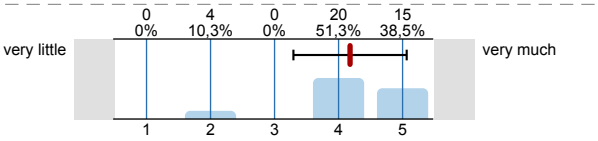
1. Global Lecture Assessment

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



n=41
mw=1,32
s=0,65

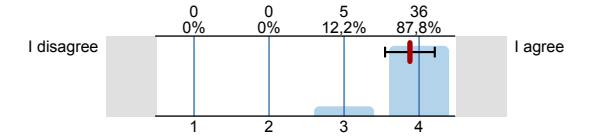
1.2) I learned in the lecture



n=39
mw=4,18
s=0,88

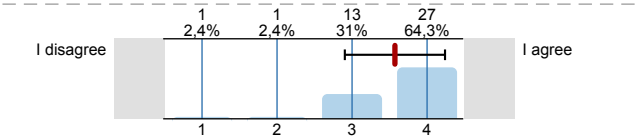
2. Planning and Presentation

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



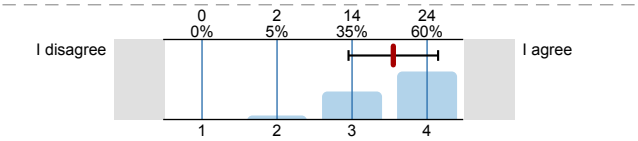
n=41
mw=3,88
s=0,33

2.2) The lecture is structured clearly



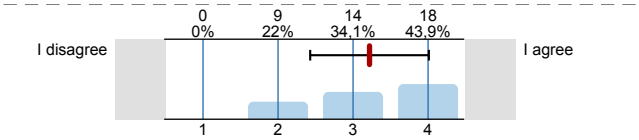
n=42
mw=3,57
s=0,67

2.3) The content is aligned with clearly defined learning objectives



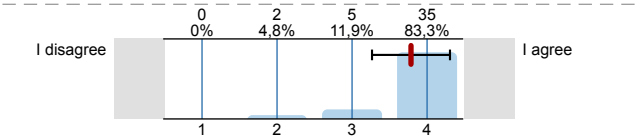
n=40
mw=3,55
s=0,6
E.=1

2.4) Other lectures are put in context



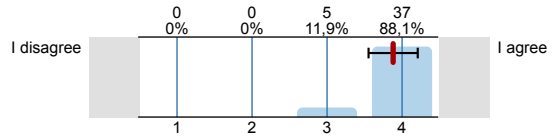
n=41
mw=3,22
s=0,79
E.=1

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



n=42
mw=3,79
s=0,52

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



n=42
mw=3,88
s=0,33

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 did a good job of proving "catch up" lectures, via YouTube.

- the video slides that were provided help very good to deal with this problem
- if time allows, it would be good, if the people, who ~~know~~ have more background information can share during the lecture

you did a great job! :)

You cannot. As there is only one test at the end. It is unfair to give the students who have not attend a perious course extra work.
⇒ Maybe you could focus on different areas in the different lectures.

I think he is handling it very well. Especially the uploaded videos show that.

It's done well.

good solved with extra material / videos

He is trying to deal with this problem through extra/additional stuff

too much

Give those students who didn't participate in the Bachelor Module additional literature/slides, so they can prepare them beforehand, and the course can continue at an advanced level

He does it very well to bring everyone to the same level.

- videos like Standards & Norms

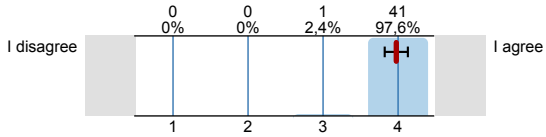
it's handled very well

I think pre-recording videos is a great idea to learn parallel to the main lectures, and most helpful for exam preparation

this problem occurred but the professor managed it well providing material online for those who did not have the previous background.

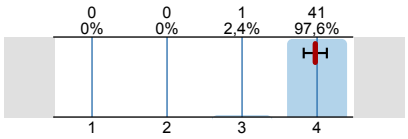
3. Interaction with Students

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



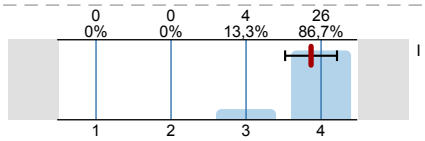
n=42
mw=3,98
s=0,15

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



n=42
mw=3,98
s=0,15

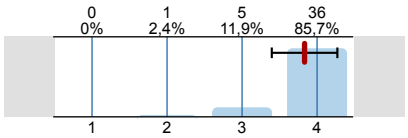
3.3) The students are supported well outside of the lecture (personally, electronically)



n=30
mw=3,87
s=0,35
E.=12

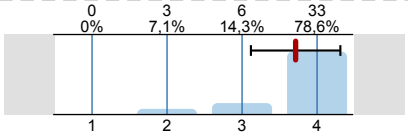
4. Interest and Relevance

4.1) The lecture is interesting



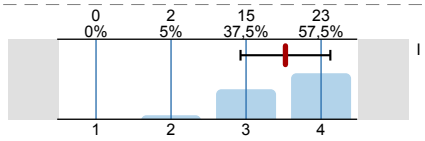
n=42
mw=3,83
s=0,44

4.2) The lecturer illustrates what the lecture is good for



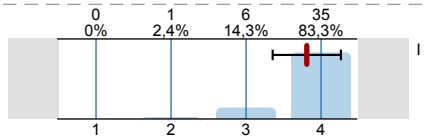
n=42
mw=3,71
s=0,6

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



n=40
mw=3,53
s=0,6
E.=2

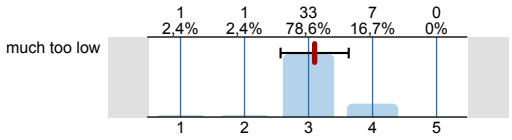
4.4) The lecturer links theory and practice (examples, guest lectures, etc.)



n=42
mw=3,81
s=0,45

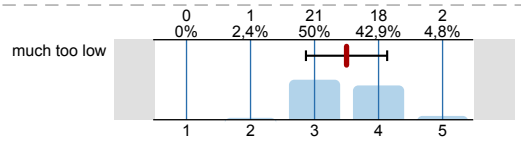
5. Challenge and Scope

5.1) The degree of difficulty of the lecture is



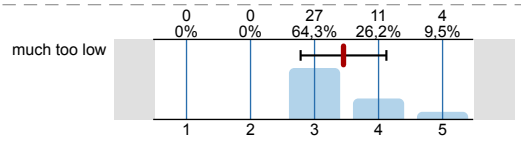
n=42
mw=3,1
s=0,53

5.2) The scope of lecture contents is



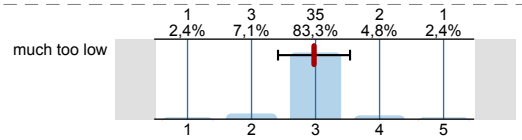
n=42
mw=3,5
s=0,63

5.3) The lecture speed is



n=42
mw=3,45
s=0,67

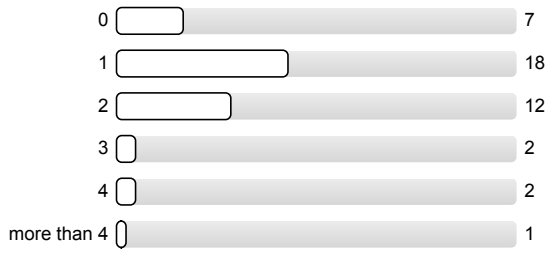
5.4) The previous knowledge expected in the lecture is



n=42
mw=2,98
s=0,56

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=42

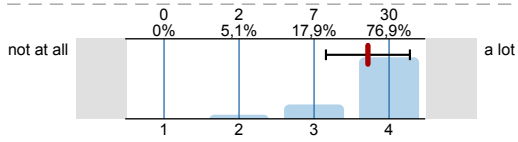
7. Socio-demographic Data and Background Variables

7.1) What learning style do you prefer?

n=40

Weekly consistent learning	5
I learn a short time before the exam	13
A combination of both	22

7.2) The lecture's subject is interesting



n=39
mw=3,72
s=0,56

7.3) How many lectures did you miss?

n=42

none	18
1 to 2	21
3 to 4	3
more than 4	0

7.4) Please state your programme of study

n=42

Master Arbeitsmarkt & Personal	0
Master in Economics	2
Master FACT	0
Master IBS	4
Master IIS	0
Master Management	8
Master Marketing	15
Master MiGG	0
Master Sozialökonomik	0
Master Wirtschafspädagogik	4
other	9

7.5) I attended the lecture for the following reason:

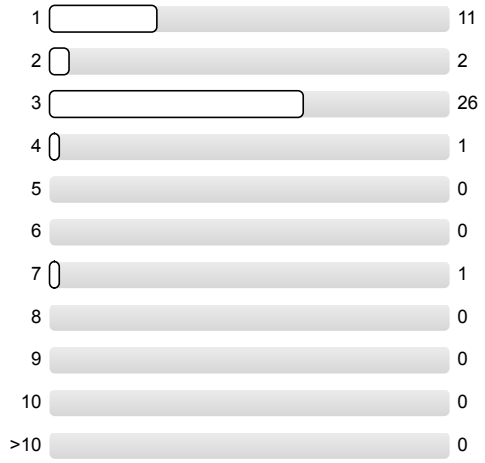
n=38

Mandatory	3
Elective	35

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

n=41

1	11
2	2
3	26
4	1
5	0
6	0
7	1
8	0
9	0
10	0
>10	0



8. Final Questions

8.1) What do you particularly like about the lecture?

Energetic and passionate lecture. Nice that it is recorded. Input from students is considered to determine course focus.

- Many topics are considered, studend opinion is considerded
- professor is open & explains with many example to make things clear
- it is recorded
- Extra video ~~for [illegible]~~ - very interesting
- guest speaker to bring in practical aspects
- "clear read line" - ready to [illegible]

- good slides
- understandable & clear English
- friendly & knowledgeable prof

- that it is in English. A very nice English.

I like the mix of traditional lecturing, live-voting, homework and reading assignments and discussion in class.

Very engaged Prof! I can see how he likes the topic and this influences me (positively), too

very interesstting, lots of participation / inclusion, very current

the content as such
+ practical examples

Man merkt, dass Prof. Dr. Beckmann der Stoff sehr gerne vermittelt und das ~~beeg~~ macht die Vorlesung interessant, spannend und auch authentisch.

Very interesting to listen lecturer

That the lecturer really cares about what students are interested in

The lecture is openminded towards students ~~and~~ for example. give the opportunity to share ideas, discuss with others ....

Prof. Beckmann is very friendly and always does his best in supporting the students.

Very kind teacher. Always there for students

The lecturer is very motivated and open to questions,

Prof. Beckmann is one of the friendliest Prof. ever.

I like that at an economics university is at least one lecture that adresses sustainability! (Or at least one chair that offers them)

-> very interesting lecture
-> audio recordings are very helpful
-> great lecturer, brings topic across very well

Videos are great! :)
Lecturers motivation, topic, interaction, structure
Student's inclusion in the choice of topics/focus of the lectur

Use of Menti, discussions, interesting topics

Very interactive
Teacher speaking style is easy to follow

The teaching style

- lecture style (structure and content)
- support outside lecture (updates, materials)

I like new contents that the lecturer provide

->the lecturers teaching style is amazing!
-> topics are relevant + interesting

the subjects are broad enough to be reviewed academically, yet we also go into specifics with examples and cases.

Teaching method and support material

The lecturer is great and have an amazing passion for his subject! Have chosen the lecture only because of the lecturer! ☺

I like the videos, interactivity (menti etc.) and the lecturer.

Very easy to follow. Prof. Beckmann makes the lectures entertaining.

8.2) What is bad about the lecture? Why?

Sometimes slides are hard to follow when completing revision questions.

- sometimes too fast (which is not ~~~~ neccessarily the fault of the professor since there is not much time)

a bit too fast

time management of the lecturer could be a little better → finish 1 topic in 1 session

many required reading after lecture.

Too much additionally stuff on Studon. YouTube Videos of lecture. If it is not possible to complete all scripts within the lecture, skip it and leave it out. This is way too much stuff. Please go in deeper and not broader.

Some information collide with the Bachelor-module, so it is sometimes a repetition. But the lecturer tries to make it interesting for both grades, which is gr

Sometimes the slides seem a bit unstructured or better hard to understand (without further explanation).

→ speed is too high sometimes, slides are gone through too quickly

Too much bachelor content. Maybe one lecture as first sustainability lecture and another as advanced one after Natta and/or SMICT is possible.

speed is too high, too much self-study outside the lecture (videos, readings, etc.)

Different Medias and Homework make it difficult to follow

Too much content in less time

- Sometimes lectures end after official ending: time pressure for students who have to go to other locations (Large Gaste) in order to participate other lectures afterwards

It's a bit too much

So far, all fine

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

This is one of my favorite lectures.

- It would be good, if there will be a hint what is important for the exam since many topics ~~where~~ were covered.

- Could you please sign slides with „Exkurs" when they are for the understanding but not asked for in the final test.

Keep going!

An upload date to the lecture slides would be helpful or if it's possible, all slides at the beginning of the semester.

See above → time management

Todo bueno 😊 Maybe more discussions could be interesting → read article for homework & discuss about it in the following lecture

If a lecture can't be held because Prof. Beckmann has another appointment, I would prefer him cutting down lecture content instead of letting us watch additional videos on our own at home.

fewer required readings for class, more discussions

A list of all required reading and videos and to which lecture they belong

Less content & more depth

the additional lecture / slides to keep up with new content. Maybe to also receive the slides with a bit more anticipation

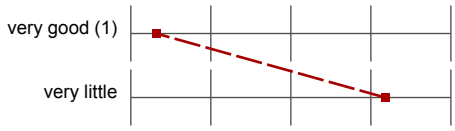
In my opinion it works fine

Profillinie

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

Verwendete Werte in der Profillinie: Mittelwert

1. Global Lecture Assessment

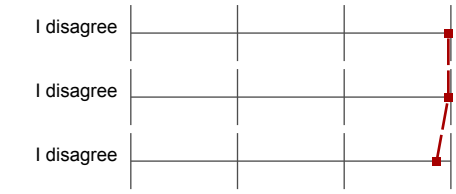


1.1)	What grade do you assign the lecture in general?	very good (1)	insufficient (5)	n=41	mw=1,32
1.2)	I learned in the lecture	very little	very much	n=39	mw=4,18

2. Planning and Presentation

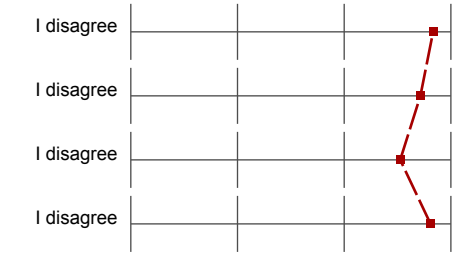
2.1)	I was able to follow the lecture in the English language well	I disagree	I agree	n=41	mw=3,88
2.2)	The lecture is structured clearly	I disagree	I agree	n=42	mw=3,57
2.3)	The content is aligned with clearly defined learning objectives	I disagree	I agree	n=40	mw=3,55
2.4)	Other lectures are put in context	I disagree	I agree	n=41	mw=3,22
2.5)	The lecturer's inputs and explanations are easy to follow and to unterstand	I disagree	I agree	n=42	mw=3,79
2.6)	The teaching materials used during the lecture (e.g. slides, scripts, StudOn) help to understand the content better	I disagree	I agree	n=42	mw=3,88

3. Interaction with Students



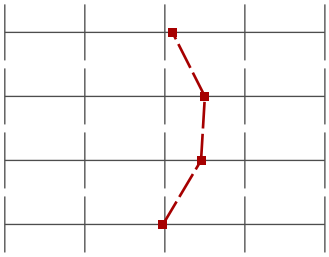
3.1)	The lecturer is friendly and open-minded towards his students	I disagree	I agree	n=42	mw=3,98
3.2)	The lecturer motivates to ask questions and responds to them in detail	I disagree	I agree	n=42	mw=3,98
3.3)	The students are supported well outside of the lecture (personally, electronically)	I disagree	I agree	n=30	mw=3,87

4. Interest and Relevance



4.1)	The lecture is interesting	I disagree	I agree	n=42	mw=3,83
4.2)	The lecturer illustrates what the lecture is good for	I disagree	I agree	n=42	mw=3,71
4.3)	The research context is considered (methods, developments, projects, results)	I disagree	I agree	n=40	mw=3,53
4.4)	The lecturer links theory and practice (examples, guest lectures, etc.)	I disagree	I agree	n=42	mw=3,81

5. Challenge and Scope

5.1)	The degree of difficulty of the lecture is	much too low		much too high	n=42	mw=3,10
5.2)	The scope of lecture contents is	much too low		much too high	n=42	mw=3,50
5.3)	The lecture speed is	much too low		much too high	n=42	mw=3,45
5.4)	The previous knowledge expected in the lecture is	much too low		much too high	n=42	mw=2,98

7. Socio-demographic Data and Background Variables

7.2)	The lecture's subject is interesting	not at all		a lot	n=39	mw=3,72