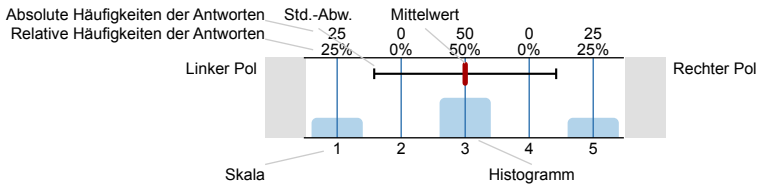
Herr Klemens Hering

SS25 • Technological Impact Entrepreneurship for Development
Rückläufer = 10 • Formular w_WS2324_BA_EN12 • Umfrage-Typ "Allgemein"

Legende

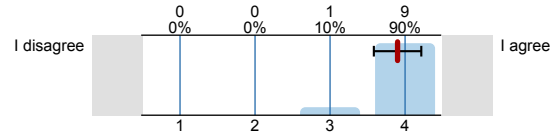
Fragetext



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

1. Support and Lecture Concept

1.1) The students are supported well within the course

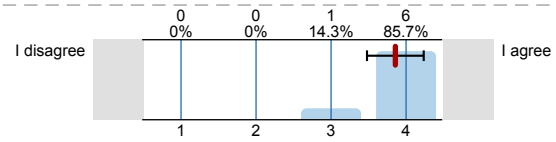


n=10
mw=3.9
s=0.32

1.2) Good/bad support (see question 1.1), because...

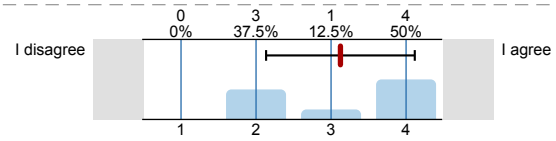
- All the professors and supporting team were really helpful and cooperative at all times
- Good and fast help + feedback, Meetings with supervisors
- Good available and fast answers, open for questions
- Good support: because we have practical assistance throughout the project, with constant feedback and regular meetings to check the progress
- Good support through Klemens. Appreciated the dress rehearsal and support from profs
- Professors have meetings with us
- Proper guidance and supervision was provided not only by the faculty but also the course coordinators.
- Thanks for being so supportive, and always cheering up and being by our side

1.3) The lecturer is able to transfer the knowledge very well



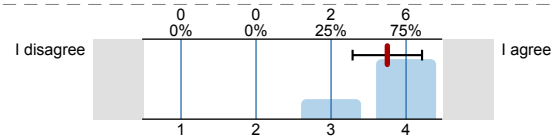
n=7
mw=3.86
s=0.38
E.=3

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



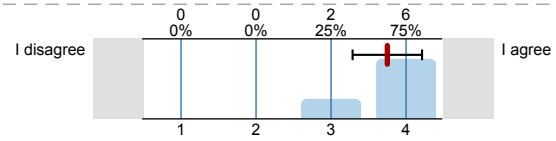
n=8
mw=3.13
s=0.99
E.=2

1.5) The lecturer presents the material in an understandable way



n=8
mw=3.75
s=0.46
E.=2

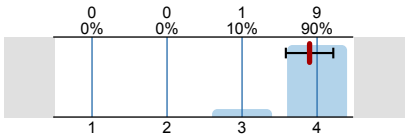
1.6) The lecturer clarifies the relevance of the material covered



n=8
mw=3.75
s=0.46
E.=2

2. Interactivity and Study Progress Self-Review

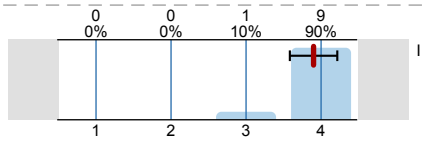
2.1) The level of interactivity is appropriate for the concept of the course



I disagree — I agree

n=10
mw=3.9
s=0.32

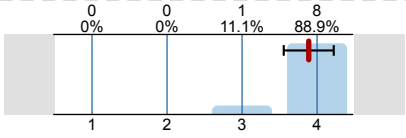
2.2) I have the opportunity to ask arising questions in this course



I disagree — I agree

n=10
mw=3.9
s=0.32

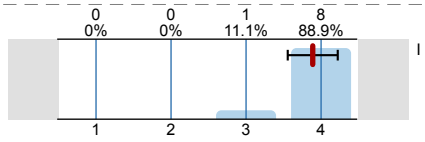
2.3) The lecturer motivates to ask questions and goes into detail about them



I disagree — I agree

n=9
mw=3.89
s=0.33
E.=1

2.4) In this course, I am enabled to review my learning progress and results on a regular basis

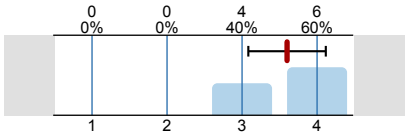


I disagree — I agree

n=9
mw=3.89
s=0.33
E.=1

3. Motivation and Structure

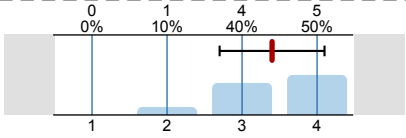
3.1) The course motivates me to deal with the topics regularly during the semester



I disagree — I agree

n=10
mw=3.6
s=0.52

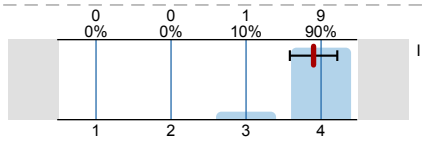
3.2) My interest in the course's topics increased heavily



I disagree — I agree

n=10
mw=3.4
s=0.7

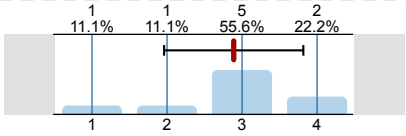
3.3) I am always aware of the point in time when a specific task has to be completed



I disagree — I agree

n=10
mw=3.9
s=0.32

3.4) The course contributes to my ability to structure my studies in the course of the semester

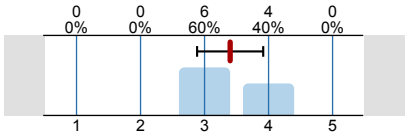


I disagree — I agree

n=9
mw=2.89
s=0.93
E.=1

4. Challenge and Scope

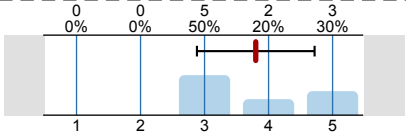
4.1) The degree of difficulty of the course is



much too low — much too high

n=10
mw=3.4
s=0.52

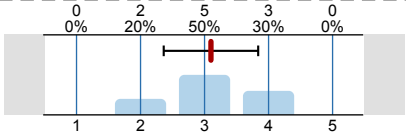
4.2) The scope of course contents is



much too low — much too high

n=10
mw=3.8
s=0.92

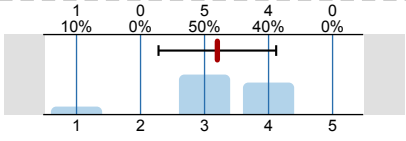
4.3) The course speed is



much too low — much too high

n=10
mw=3.1
s=0.74

4.4) The previous knowledge expected in the course is

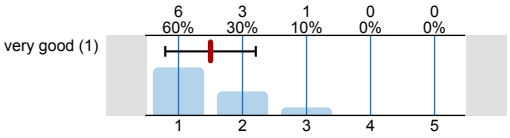


much too low — much too high

n=10
mw=3.2
s=0.92

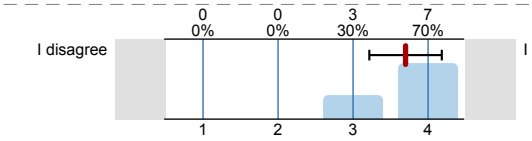
5. Overall Lecture Assessment

5.1) What grade do you assign the course in general?



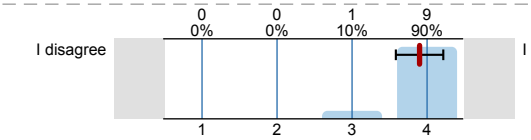
n=10
mw=1.5
s=0.71

5.2) I learned a lot in the course



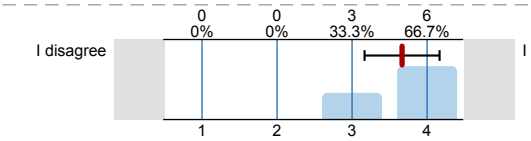
n=10
mw=3.7
s=0.48

5.3) The course is structured clearly



n=10
mw=3.9
s=0.32

5.4) The content is aligned with clearly defined learning objectives



n=9
mw=3.67
s=0.5
E.=1

5.5) What do you particularly like about the course?

- - a lot of freedom topic and development wise
  - being done before exams
  - relaxed vibe during presentations
  - individual grading possible
  - interdisciplinary from other faculties
- can practice presentation ability and know some other fields knowledge
- Cooperation with other subject areas
- That it gives clear opportunities to self study and reflect the subject, and that all students and lecturer are approachable
- That it is multidisciplinary
- The ability to explore new innovative solutions to the existing challenges in the world
- The constant interactivity and the feeling of working closely with the teachers. Every doubt or request is immediately clarified and the great availability of the teachers is unprecedented in my university experience.
- The interdisciplinary approach, the support received, the freedom to come up and present our ideas however we want
- We had to come up with our own ideas. It is hard to create a profitable business, but it was cool to give it a try

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

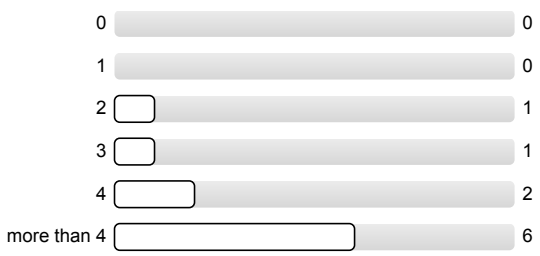
- - the confirmation and applicant phase in the beginning a bit earlier bc it was hard to Plan other subjects/work without knowing whether one got in
- All the students should be at the same level of their studies to avoid conflict and mismatch in skills and expectations. The students responsible for the financial part should be also at a Master's level
- Can give each student more comments and suggestions
- Ensuring equal membership from each faculties in every group so that there should be no lack of expertise
- Further guidance at the very start of the project: after the kick-off sessions. Because of the wide scope of the seminar and the range of choice for the topics, students may feel overwhelmed and confused in the first phase.
- It would be great to have more technical people in the teams so that we are well aware on how the product is technically relevant and what challenges ut might bring.
- Maybe having an WhatsApp chat with all the participants and lecturer to communicate easier, rather than emailing
- Maybe more time? More people from tech fak and wiso, this was very imbalanced
- More detailed lecture/script of what is required in business part. Since there is no parallel lecture as in econ

5.7) What other content related or overall social issues should be considered in the lecture?

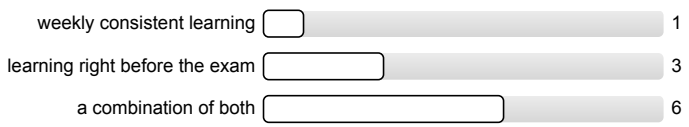
- /
- Automation or robot or other technical part because not every student is familiar with the power feild
- Earlier announcement of whether you are in the course for better planning and not 2 days before the kick-off event. This may also be on a Tuesday or Wednesday in the second week of lectures.
- I cannot provide a specific suggestion, but clearer guidance on the potential topics (e.g. through more examples) would be a great addition for the introduction of the course.
- it’s not easy to come up with an idea in 1 brainstorming session and stick to it. there is not enough time to change the topics and if done, then the eventual output quality is affected. maybe some back up plan should be having a list of topics in case of an emergency to avoid people dropping out half way through
- Maybe the social issue of region specific issues that are currently prevailing in today's world.

6. Self-Study and Study Behavior

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

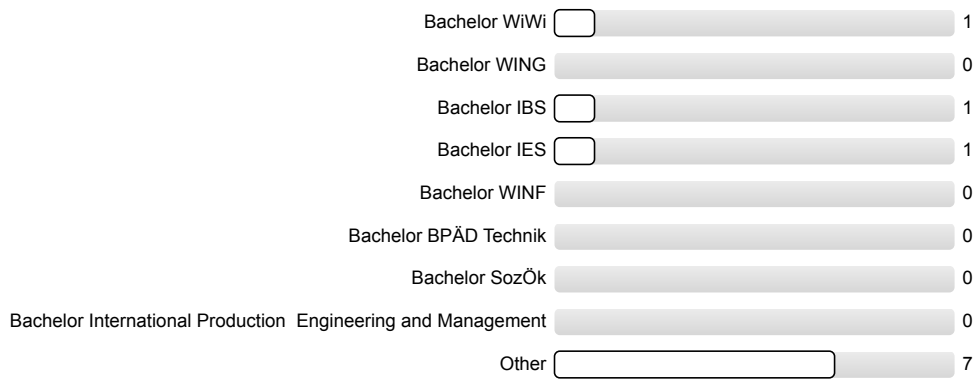


6.2) What learning style do you prefer?

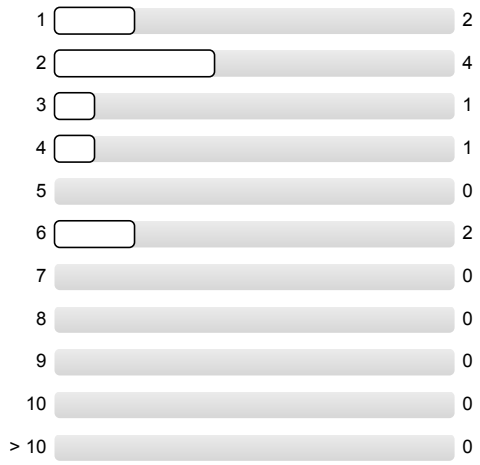


7. Sociodemographic Data and Background Variables

7.1) Please state your study programme



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



8. Optional Questions

8.1) How did you perceive the multi-disciplinary collaboration within the seminar, both in the seminar sessions as well as in the individual group work? If possible, please try to refer to a concrete example.

- - enjoyed multidisciplinary, different perspectives, clear tasks and support from each other
  - also in the first sessions, having discussions within our group and then with our faculty people > helps to get feedback, new ideas
- Hardly worked bc of group imbalances
- I also liked to understand other sides
- I liked it a lot, that groupmates are helping really, for example, I learned about cost estimations more and about business canvas
- I liked it and how the concepts flow into each other. but the lack of engineering students in some groups put a disproportionate burden on students from other disciplines to come up with a technical solution and framework. i think this is unfair and that is not how the project was conceptualized
- It was quite nice to work with students from other disciplines but there was a challenge in having technical part done due to limited availability of students from techfak.
- Nein
- The multi-disciplinary side of the seminar was one of the most attractive characteristics of the project. Despite that, the whole idea becomes somewhat weaker when one of the three components is lacking in the group.

8.2) What would have encouraged or helped the multi-disciplinary collaboration within the seminar? If possible, please suggest a concrete measure.

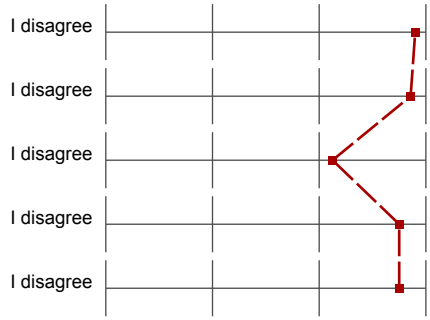
- Clearer information on the expectations for the other participants. For example, (given the expectations of this semester) an economics student could gain information about the theory of change ; the student from the technical faculty could have an initial overview of business model and expectations. In this way, there would be a looser separation of roles during the project and each participant can better understand the project as a whole from the very beginning
- Maybe having one informal meeting likely in the middle of the course (maybe after interim)
- More advertising by professors of tech fak and wiso
- More representation of tech students and also having clear deadlines and responsibilities with each discipline for submitting tasks to supporting team
- more students from techfak and same-level student from WiSo
- Nein
- Sufficient English knowledge although I know that’s hard to assess beforehand
- The different locations have made it more difficult, but unfortunately I don't know a solution for that either

Profillinie

Teilbereich: Onlineevaluationen_FB_Wiwi
Name der/des Lehrenden: Herr Klemens Hering
Titel der Lehrveranstaltung: (Name der Umfrage) Technological Impact Entrepreneurship for Development

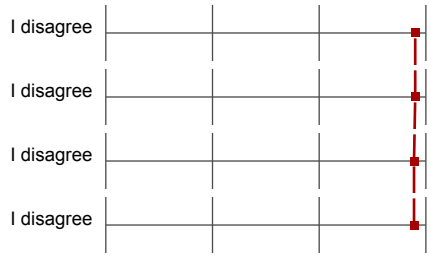
Verwendete Werte in der Profillinie: Mittelwert

1. Support and Lecture Concept



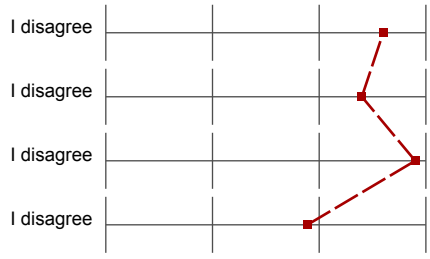
1.1)	The students are supported well within the course	I disagree	I agree	n=10	mw=3.9
1.3)	The lecturer is able to transfer the knowledge very well	I disagree	I agree	n=7	mw=3.86
1.4)	The teaching materials used during the lecture (e.g. slides, literature, StudOn) help to understand the content better	I disagree	I agree	n=8	mw=3.13
1.5)	The lecturer presents the material in an understandable way	I disagree	I agree	n=8	mw=3.75
1.6)	The lecturer clarifies the relevance of the material covered	I disagree	I agree	n=8	mw=3.75

2. Interactivity and Study Progress Self-Review



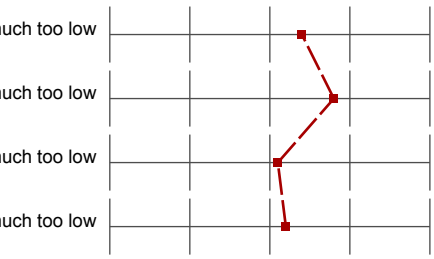
2.1)	The level of interactivity is appropriate for the concept of the course	I disagree	I agree	n=10	mw=3.9
2.2)	I have the opportunity to ask arising questions in this course	I disagree	I agree	n=10	mw=3.9
2.3)	The lecturer motivates to ask questions and goes into detail about them	I disagree	I agree	n=9	mw=3.89
2.4)	In this course, I am enabled to review my learning progress and results on a regular basis	I disagree	I agree	n=9	mw=3.89

3. Motivation and Structure

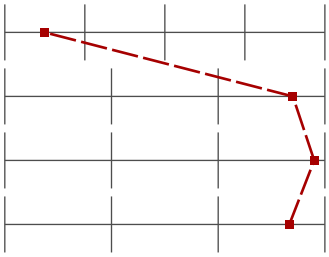


3.1)	The course motivates me to deal with the topics regularly during the semester	I disagree	I agree	n=10	mw=3.6
3.2)	My interest in the course's topics increased heavily	I disagree	I agree	n=10	mw=3.4
3.3)	I am always aware of the point in time when a specific task has to be completed	I disagree	I agree	n=10	mw=3.9
3.4)	The course contributes to my ability to structure my studies in the course of the semester	I disagree	I agree	n=9	mw=2.89

4. Challenge and Scope



4.1)	The degree of difficulty of the course is	much too low	much too high	n=10	mw=3.4
4.2)	The scope of course contents is	much too low	much too high	n=10	mw=3.8
4.3)	The course speed is	much too low	much too high	n=10	mw=3.1
4.4)	The previous knowledge expected in the course is	much too low	much too high	n=10	mw=3.2

5. Overall Lecture Assessment

5.1)	What grade do you assign the course in general?	very good (1)	insufficient (5)	n=10	mw=1.5
5.2)	I learned a lot in the course	I disagree	I agree	n=10	mw=3.7
5.3)	The course is structured clearly	I disagree	I agree	n=10	mw=3.9
5.4)	The content is aligned with clearly defined learning objectives	I disagree	I agree	n=9	mw=3.67