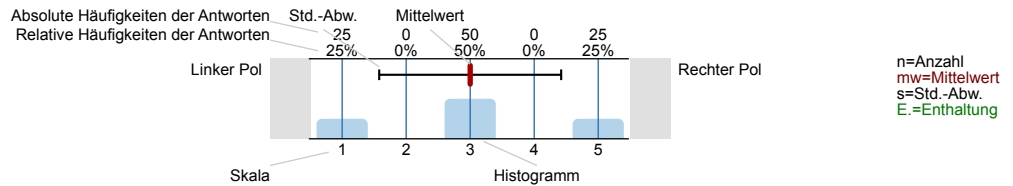


Herr Francisco Layrisse

SS25 • Regeneration and Sustainable Development
Rückläufer = 18 • Formular w_WS2324_MA_EN1 • Umfrage-Typ "Allgemein"

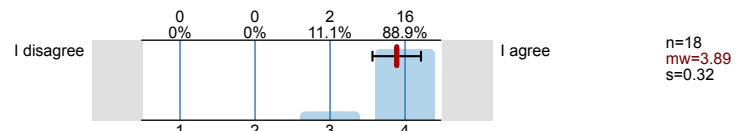
Legende

Fragetext



1. Support and Lecture Concept

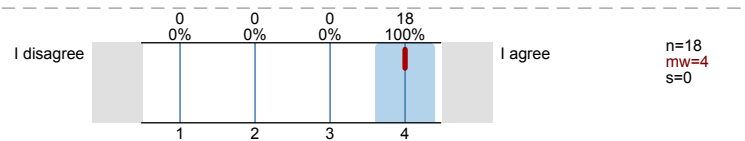
1.1) The students are supported well within the course



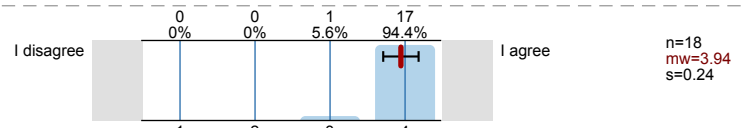
1.2) Good/bad support (see question 1.1), because...

- Because Pancho always answers on emails, ready to continue discussion in the classroom
- Each week we receive reading materials regarding case studies, and in class the professor keeps the learning in a very dynamic manner, such as videos, discussions, connection exercises with our classmates, and so on.
- Everyone is heard and given opportunity to speak and share their ideas and experiences.
- Everything feels good. This is the only class I felt is different to others. The class is always interesting and interactive. I love Pancho's unique style of teaching and he has been my inspiration. Makes us to prepare ourself well before the class. Hats off to this course. No bad thing at all .
- good support, because the professor is available per email and after the lectures to provide guidance
- Some explanations and expectations arent as clear as one would hope
- Sometimes the guidance on the tasks felt a little chaotic
- The lecturer is always easy to reach and usually responds very quickly. Also he is quite friendly, as usual for the chair.
- The teacher is attentive and takes time to answer questions and listen to each after the class.
- Very easy to reach out to and anderes emails fast, also takes time after class to answer questions
- We can ask questions in class, via email or after class

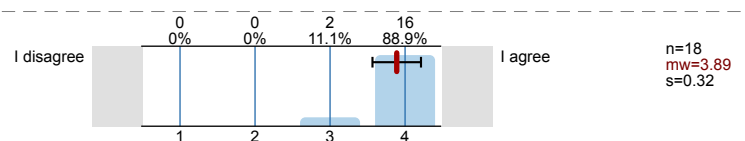
1.3) The lecturer is able to transfer the knowledge very well



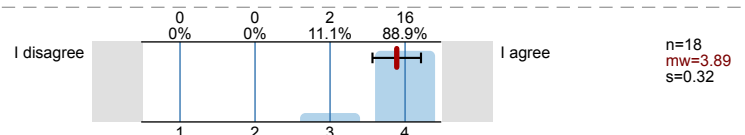
1.4) The teaching materials used during the lecture (e. g. slides, literature, StudOn) help to understand the content better



1.5) The lecturer presents the material in an understandable way

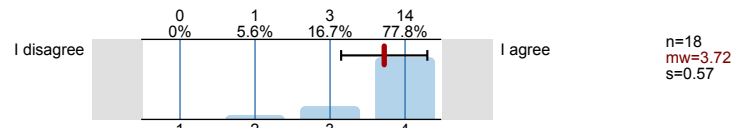


1.6) The lecturer clarifies the relevance of the material covered

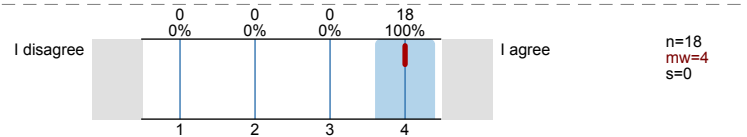


2. Interactivity and Study Progress Self-Review

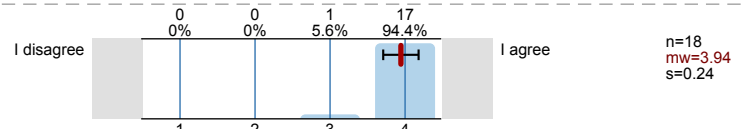
2.1) The level of interactivity is appropriate for the concept of the course



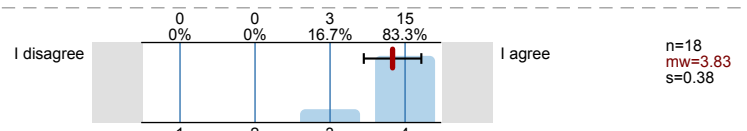
2.2) I have the opportunity to ask arising questions in this course



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

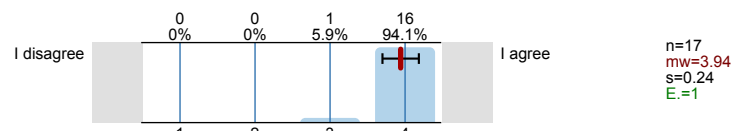


2.4) In this course, I am enabled to review my learning progress and results on a regular basis

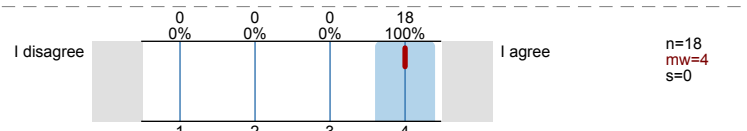


3. Research and Practice

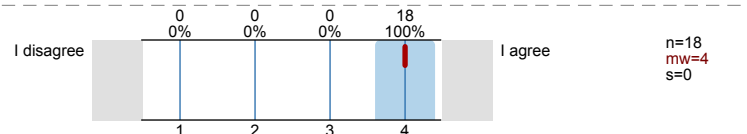
3.1) The research context is considered (methods, developments, projects, results)



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

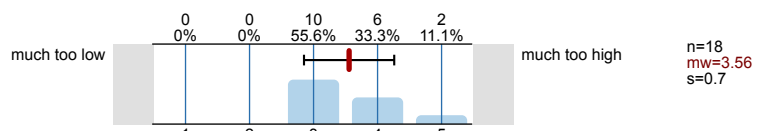


3.3) The course motivates me to deal with the topics critically

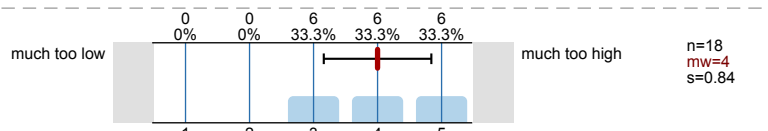


4. Challenge and Scope

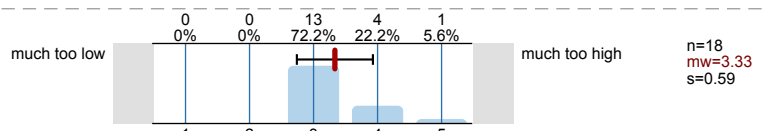
4.1) The degree of difficulty of the course is



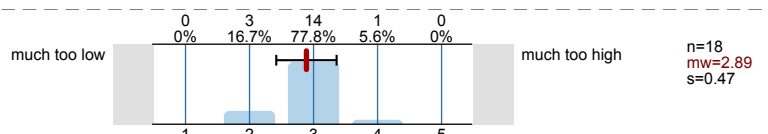
4.2) The scope of course contents is



4.3) The course speed is

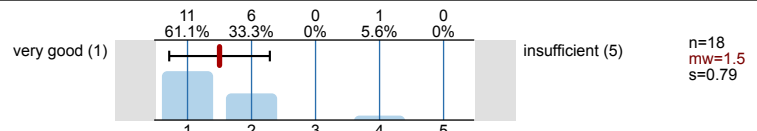


4.4) The previous knowledge expected in the course is

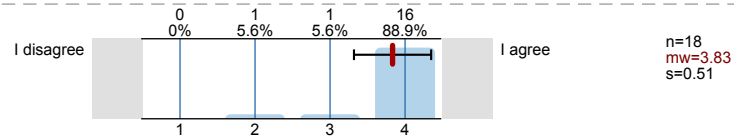


5. Overall Lecture Assessment

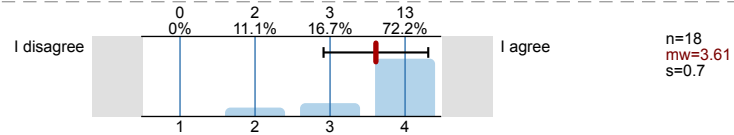
5.1) What grade do you assign the course in general?



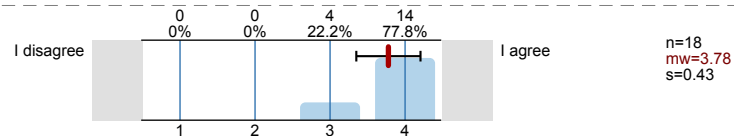
5.2) I learned a lot in the course



5.3) The course is structured clearly



5.4) The content is aligned with clearly defined learning objectives



5.5) What do you particularly like about the course?

- Connection exercises, token system and reading module.
- I found the visits to nature useful in essence, but instead of creating an extensive biophilic notebook, you could also talk about it weekly in a circle instead of the connection exercises. The experiences of others could be exciting, but are totally lost in the current format.
- I liked a lot the trip we made to a regenerative organization, because we learned first hand about the content we are studying. I also liked the cases that we were reading. They were very well paired together.
- I loved this course so so much. The interactivity, building relationships with the professor and other students through connection exercise, the talking tokens and participation in conversations. Also, the articles that we had to read were very easily comprehensible and interesting to read. The lectures were never boring and very closely related to actual word and actual problems. One of the best experiences for me at this university!
- I really liked the case studies, they helped to understand what regeneration is all about. I also love the biophilic notebook exercise. Overall I learned a lot and it was a valuable course for me.
- Its a lot of hand on work, very engaging, and interesting
- Taught me a lot about regeneration, very interesting topics, very good lectures, Beer tasting, connection exercise is a nice idea
- That it's different from other courses. It's not just the professor talking, but most ideas come from students. We also watch videos, and do small activities every class. I also like that we look at real life scenarios and business cases, and how our learnings are used practically.
- The case studies we discuss because they give real life examples. The connection exercises because they are something new. Interactivity.
- The diversity and broad topics which are up to date
- The interactive nature of the course
- The methodology is good cause it is easy to keep us engaged with the clases
- There is so much to learn, something i've never learnt before.
- The unique up to date way of teaching. The lively environment the class always has.
- the variety of different assignments and theninteractive character of the lectures
- the way of talking about these topics in a „unperfect“ way, without the illusion to safe the world but to talk about the little steps towards regeneration

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

- Course structure is very complicated - too many different grades. I would leave out the Participation grades as I think everyone would still participate without grading it - makes the lectures a Bit stressfull and it's impossible to give everyone the same chance. If it stays this way it should be more than 5 ECTS, as the workload is way more than other modules
- Everything is perfect
- I think the syllabus can be more clear, even though the syllabus is a few pages long, there are so many instructions that could be

clarified better. There were many instances in which other classmates asked me because they didn't fully understand the instructions. I personally got confused a couple of times as well, for example at first I confused the visit to the regenerative organization (in the case of this semester, the Brauhaus) with the visits of the biophilic notebook. I thought at first we had to do 5 visits to other organizations and document our visits there.

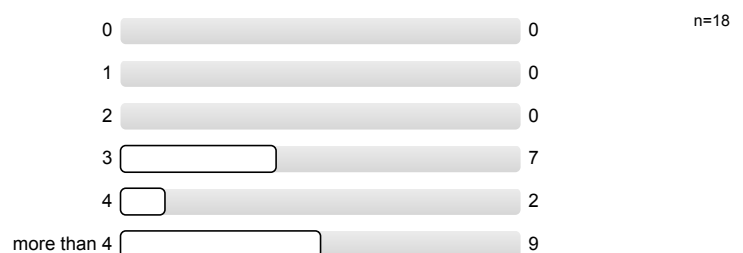
- Its a lot of extra work that even though it adds up to the final grade, its a lot of additional effort outside of the class...
- Ive no suggestions. This course has been my favorite.
- I wasn't the biggest fan of the token system. We already prepare for each session and read the cases with interest, that's why we want to have a seat in such limited course. I don't feel like there is a need for competition among us. In my opinion a discussion would be sufficient.
- Less examinations. Although I think each one makes sense, I think in total it's too much workload compared to other classes
- Maybe, the deadline for Biophilic book could be a bit earlier. For example, I have 7 other courses and during exam period it's hard to concentrate on completing this exercise as well. As a suggestion, the first week of July could be the solution as a deadline
- Maybe a bit less rush for the grade, but more discussions
- More guidance on the tasks, explaining them personally in class.
- personally, the tokens for participation sometimes make people (myself included) to say stuff that isn't of a very high quality but we all want the the tokens so i think there is no way around it, imo without them people would still participate and discuss
- Sometimes instructions are a little vague which can create a lot of doubts
- The scope of the course is too much for 5 ECTS, maybe cutting either the presentation of the regenerative company or the report of the regenerative company would make the scope more appropriate.
- The tasks of the class are too many, would be easier and more important to have less so we can focus more in those
- The workload consisting of constant weekly participation, preparation of a connection exercise, a presentation, an academic report and a biophilic notebook far exceeds the requirement of only 5 ECTS. It is simply too much pressure and you ask yourself whether it's worth it. At the beginning, the chair communicated several times that the workload was perceived as high, but I don't understand why nothing was changed, so why the evaluation at all? Some of my fellow students would have taken the course out of interest, but were put off by it, which is extremely sad.
- To be clearer with the instructions some times. The syllabus is very useful but sometimes one can get confused (e.g. 2min video for presentation vs. 10min video for paper upload). Not always clear from the start.
- Too many assignments, comparado to any other course here is just too many things to do all the time and I dont feel that having all of that creates a lot of extra value... nature jornal, final ppt, final paper, constant readings and participation, connection exercises, going to farms, etc.

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

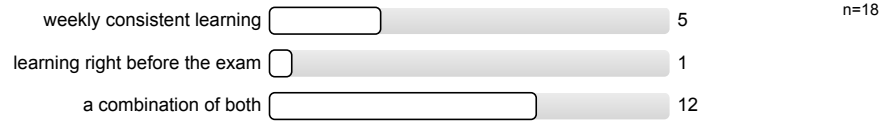
- Degrowth
- One mandatory reading per class would be enough, since we always only talked about one.
- Perhaps some resistance from locals, companies
- The tokens for speaking in class tempt you to just say anything just to get a credit, even if the contribution is not really valuable. Comments should be made when they make sense and not out of compulsion. This setting also creates a rivalry between in the class, as only the person with the most tokens gets the full score.
- This is okay. I love everything.

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.

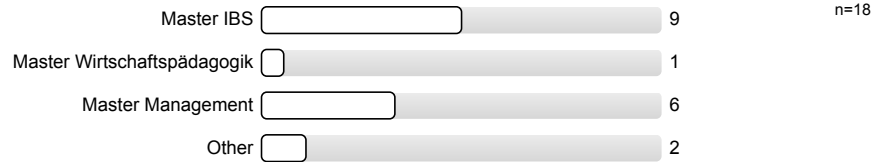


6.2) What learning style do you prefer?

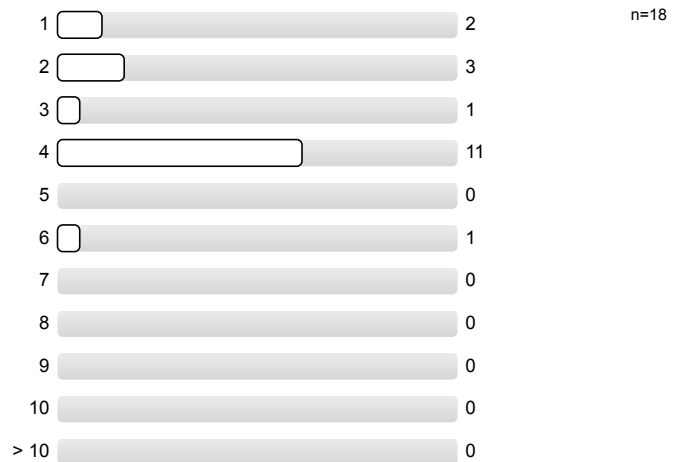


7. Sociodemographic Data and Background Variables

7.1) Please state your study programme



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



Profillinie

Teilbereich: Onlineevaluationen_FB_Wiwi

Name der/des Lehrenden: Herr Francisco Layrisse

Titel der Lehrveranstaltung: Regeneration and Sustainable Development (30143)
(Name der Umfrage)

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=18	mw=3.89
1.3) The lecturer is able to transfer the knowledge very well	I disagree					I agree	n=18	mw=4
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=18	mw=3.94
1.5) The lecturer presents the material in an understandable way	I disagree					I agree	n=18	mw=3.89
1.6) The lecturer clarifies the relevance of the material covered	I disagree					I agree	n=18	mw=3.89

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=18	mw=3.72
2.2) I have the opportunity to ask arising questions in this course	I disagree					I agree	n=18	mw=4
2.3) The lecturer motivates to ask questions and goes into detail about them	I disagree					I agree	n=18	mw=3.94
2.4) In this course, I am enabled to review my learning progress and results on a regular basis	I disagree					I agree	n=18	mw=3.83

3. Research and Practice

3.1) The research context is considered (methods, developments, projects, results)	I disagree					I agree	n=17	mw=3.94
3.2) The lecturer links theory and practice (examples, guest lectures, etc.)	I disagree					I agree	n=18	mw=4
3.3) The course motivates me to deal with the topics critically	I disagree					I agree	n=18	mw=4

4. Challenge and Scope

4.1) The degree of difficulty of the course is	much too low					much too high	n=18	mw=3.56
4.2) The scope of course contents is	much too low					much too high	n=18	mw=4
4.3) The course speed is	much too low					much too high	n=18	mw=3.33
4.4) The previous knowledge expected in the course is	much too low					much too high	n=18	mw=2.89

5. Overall Lecture Assessment

