Erik Hermann Wirtschafts Seminar Marketing (Hermann) (6608-1-eh-ss14) Erfasste Fragebögen = 7 wissen-schaftliche Fakultät Auswertungsteil der geschlossenen Fragen Legende Absolute Häufigkeiten der Antworten Relative Häufigkeiten der Antworten Std -Abw Mittelwert Median Quantil 25 0 50 n=Anzahl mw=Mittelwert md=Median s=Std.-Abw. E.=Enthaltung Fragetext Linker Pol Rechter Pol 2 4 5 3 Skala Histogramm Socio-demographic information Please state your sex: female male. n=7 female 57.1% male 42.9% Attendance, interest and prior knowledge, assessment of the requirements/level I have attended at least two thirds of this lecture/seminar. n=7 100% Yes No 0% 0 100% I have been interested in the topic of this lecture/ n=7 mw=6 md=6 s=0 Not at all true Exactly true seminar beforehand. 2 3 4 5 6 0 0 3 2 . 3% 09 42,9% 28 .6% 14. 00 3% Before attending this lecture/seminar, I already had comprehensive knowledge regarding the subjects n=7 mw=4,3 md=4 s=1,3 Not at all true Exactly true covered here. 2 2 4 5 6 0 0 0 28,6% 14,3% 0% n=7 mw=4,6 md=4 s=0,8 The extent of the subject matter covered in this Much too low Much too high lecture/seminar to me is ... 4 5 6 3 9<u>%</u> ō 0 2 . 3% 14 42 28 14 The difficulty level of this lecture/seminar to me is ... n=7 Much too low Much too high mw=3,9 md=4 s=1,1 2 5 6 ō 0 57,1% 14 14 .3% 0% 14 0% 3% The pace of this lecture/seminar to me is ... n=7 mw=3,6 md=4 s=1,3 Much too low Much too high 3 4 5 6 Clear and structured presentation 0 0 0 0 3% 85,7% 0% 0% 14 n=7 mw=5,9 md=6 s=0,4 The lecturer has structured the whole lecture/seminar Not at all true Exactly true well and arranged it comprehensibly.

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6

Erik Hermann, Seminar Marketing (Hermann) 000 0 0 0% <u>57,1%</u> 14,3% The lecturer points out the learning goals at the Not at all true n=7 Exactly true n=7 mw=5,3 md=6 s=1,1 beginning of each lecture/seminar. 5 6 ō 0 0 0 . 3% 85.7% 09 14 The lecturer presents the subject matter coherently. n=7 mw=5,9 md=6 s=0,4 Not at all true Exactly true 3 Δ 5 6 **Explaining clearly** 0 0 0 0 0% 0% n=7 mw=5,6 md=6 s=0,5 The lecturer explains new concepts and terms clearly Not at all true Exactly true and intelligibly. 5 ō 0 0 0 57 42,9% The lecturer explains even complex issues clearly. n=7 Not at all true Exactly true mw=5,4 md=5 s=0,5 2 4 3 5 6 2 0 0 0 5 0 71 09 0 4% n=7 mw=5,7 md=6 s=0,5 The lecturer offers concrete examples that contribute Not at all true Exactly true to understanding the material. Ś ō 0 0 2 0 28.6% 71 0% 09 0% .4% n=7 mw=5,4 md=6 s=1 The lecturer answers questions from students in a Not at all true Exactly true helpful and target-oriented manner. 5 6 Summarizing and making connections The lecturer regularly summarizes the most important n=7 Not at all true Exactly true mw=4,9 md=5 s=1,1 contents of the lecture/seminar. 5 6 0 0 2 0 14 0º 3% The lecturer links the current session to the previous n=7 mw=4,9 md=5 s=1,5 Not at all true Exactly true session at the beginning of each session. 2 2 4 5 6 0 0 0 0 0% n=7 mw=4,9 md=4 s=1,1 The lecturer frequently refers to already covered Not at all true Exactly true topics. 6 Creating a good learning environment 0 0 0 0 2 71 0% 0% .4% The lecturer creates a pleasant learning environment. n=7 mw=5,7 md=6 s=0,5 Not at all true Exactly true 3 5 2 4 6 0 0 0 0 14 3% 0% 85 n=7 mw=5,6 md=6 s=1,1 The lecturer takes the interests of students into Not at all true Exactly true account.

The lecturer takes the contributions of students seriously.

Not at all true

2

0

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0%

3

0

0%

4

4

14,3%

5

0

0%

6

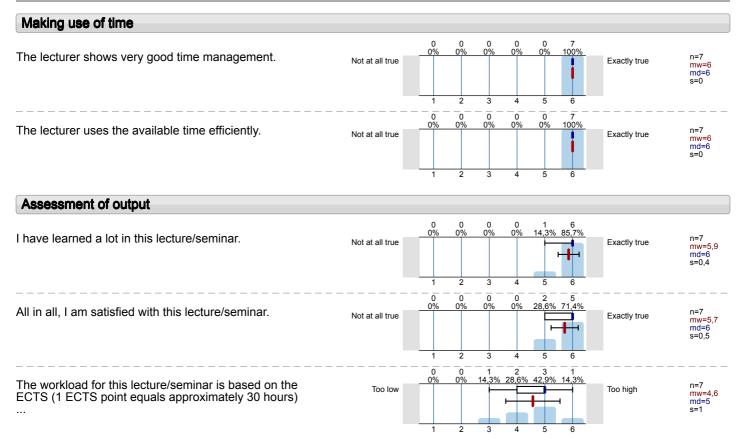
6

85,7%

Exactly true

n=7 mw=5,7 md=6 s=0,8

Generating interest and avoiding monotony				
The lecturer varies the structure of her/his lectures/ seminars.	Not at all true	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=5 md=5 s=1,2
The lecturer captivates students through a stimulating and dedicated presentation style.	Not at all true	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=4,9 md=5 s=0,7
The lecturer maintains students' attention throughout the session.	Not at all true	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=5,4 md=6 s=1
The lecturer generates student interest in lecture/ seminar topics.	Not at all true	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=5,7 md=6 s=0,5
Clarifying relevance				
The lecturer highlights the significance of the subject matter for the rest of the studies.	Not at all true	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=5 md=5 s=0,8
The lecturer clarifies the application of the subject matter.	Not at all true	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=4,9 md=5 s=1,1
Dealing with disruptions efficiently				
The lecturer is able to establish a calm and undisrupted learning situation.	Not at all true	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=5 md=6 s=1,8
The lecturer deals with disturbance and disruptions appropriately.	Not at all true	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=5 md=6 s=1,8
The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.	Not at all true	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=5,3 md=6 s=1,5
Directing communication				
The lecturer directs back to the topic when individual students head off-course with their contributions.	Not at all true	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=5,4 md=5 s=0,5
The lecturer directs the discussion in the learning group in a target-oriented manner.	Not at all true	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Exactly true	n=7 mw=5,4 md=6 s=0,8



Profillinie

Teilbereich:

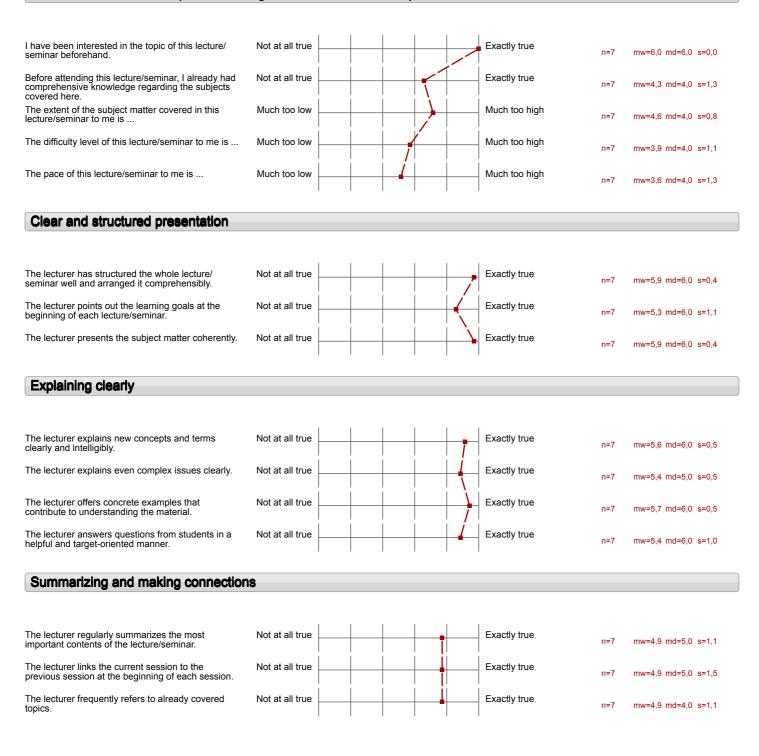
Wirtschaftswissenschaftliche Fakultät

Name der/des Lehrenden: Titel der Lehrveranstaltung: (Name der Umfrage)

nden: Erik Hermann altung: Seminar Marketing (Hermann)

Verwendete Werte in der Profillinie: Mittelwert

Attendance, interest and prior knowledge, assessment of the requirements/level



Creating a good learning environment	nt									
The lecturer creates a pleasant learning environment.	Not at all true					<u> </u>	Exactly true	n=7	mw=5,7 md=6,0 s=0,5	
The lecturer takes the interests of students into account.	Not at all true					<u>⊢ i</u>	Exactly true	n=7	mw=5,6 md=6,0 s=1,1	
The lecturer takes the contributions of students seriously.	Not at all true					<u> </u>	Exactly true	n=7	mw=5,7 md=6,0 s=0,8	
Generating interest and avoiding monotony										
The lecturer varies the structure of her/his lectures/ seminars.	Not at all true					,	Exactly true	n=7	mw=5,0 md=5,0 s=1,2	
The lecturer captivates students through a stimulating and dedicated presentation style.	Not at all true					<u> </u>	Exactly true	n=7	mw=4,9 md=5,0 s=0,7	
The lecturer maintains students' attention throughout the session.	Not at all true					$\left \right\rangle$	Exactly true	n=7	mw=5,4 md=6,0 s=1,0	
The lecturer generates student interest in lecture/ seminar topics.	Not at all true					<u>\</u>	Exactly true	n=7	mw=5,7 md=6,0 s=0,5	
Clarifying relevance										
The lecturer highlights the significance of the subject matter for the rest of the studies.	Not at all true					†	Exactly true	n=7	mw=5,0 md=5,0 s=0,8	
The lecturer clarifies the application of the subject matter.	Not at all true						Exactly true	n=7	mw=4,9 md=5,0 s=1,1	
Dealing with disruptions efficiently										
										_
		I	I	1	1	1	I			
The lecturer is able to establish a calm and undisrupted learning situation.	Not at all true					•	Exactly true	n=7	mw=5,0 md=6,0 s=1,8	
The lecturer deals with disturbance and disruptions appropriately.	Not at all true					N.	Exactly true	n=7	mw=5,0 md=6,0 s=1,8	
The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.	Not at all true						Exactly true	n=7	mw=5,3 md=6,0 s=1,5	
Directing communication										
		I	I	I	1	1	I			
The lecturer directs back to the topic when individual students head off-course with their contributions.	Not at all true					ļ	Exactly true	n=7	mw=5,4 md=5,0 s=0,5	
The lecturer directs the discussion in the learning group in a target-oriented manner.	Not at all true						Exactly true	n=7	mw=5,4 md=6,0 s=0,8	
Making use of time										
		I	I	I	I	I	I			
The lecturer shows very good time management.	Not at all true					+ •	Exactly true	n=7	mw=6,0 md=6,0 s=0,0	

The lecturer uses the available time efficiently.

Not at all true

Exactly true

n=7 mw=6,0 md=6,0 s=0,0

Assessment of output

I have learned a lot in this lecture/seminar.	Not at all true		Ī	Exactly true	n=7	mw=5,9 md=6,0 s=0,4
All in all, I am satisfied with this lecture/seminar.	Not at all true		1	Exactly true	n=7	mw=5,7 md=6,0 s=0,5
The workload for this lecture/seminar is based on the ECTS (1 ECTS point equals approximately 30 hours)	Too low			Too high	n=7	mw=4,6 md=5,0 s=1,0