



Europa-Universität Viadrina
Große Scharnstraße 59
15230 Frankfurt (Oder)

Europa-Universität Viadrina - Große Scharnstraße 59 - 15230 Frankfurt (Oder)

Sehr geehrter Herr
Prof. Dr. Georg Stadtmann (PERSÖNLICH)

Auswertungsbericht Lehrveranstaltungsevaluation an die Lehrenden

Sehr geehrter Herr Prof. Dr. Stadtmann,

Sie erhalten hier die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation zur Veranstaltung Macroeconomics

Fragebogen Typ en-fak:

Der zuerst angegebene Globalindikator setzt sich aus folgenden Skalen des Fragebogens zusammen:

Als nächstes werden die einzelnen Mittelwerte der oben genannten Skalen aufgeführt.

Im zweiten Teil des Auswertungsberichts werden die Mittelwerte aller einzelnen Fragen aufgelistet.

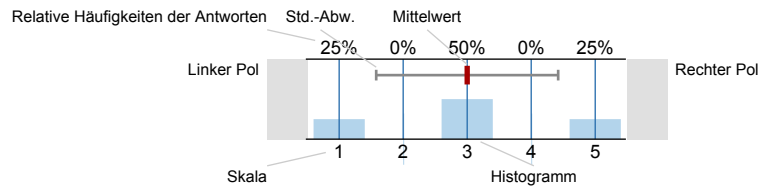
Bei Rückfragen steht Ihnen die Arbeitsstelle für Lehrveranstaltungsevaluation zur Verfügung.



Auswertungsteil der geschlossenen Fragen

Legende

Fragestext



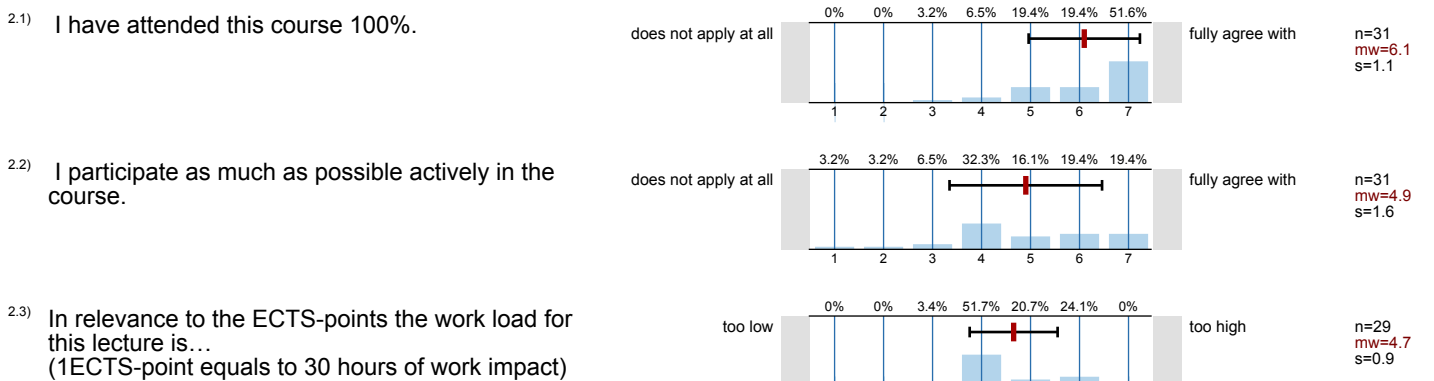
n=Anzahl
mw=Mittelwert
s=Std.-Abw.
E.=Enthaltung

1. Attitude and competence of the lecturer

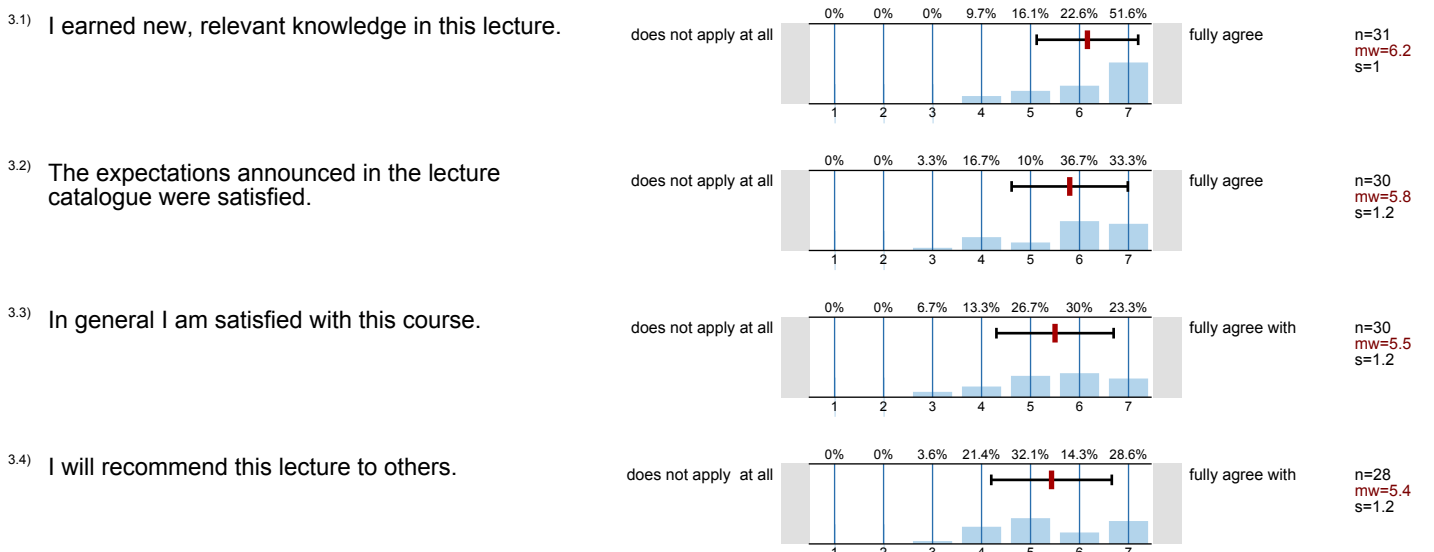
Fragestext	Relative Häufigkeiten der Antworten	Statistiken
1.1) prepares well for this lecture	<p>does not apply at all</p> <p>0% 0% 0% 0% 16.1% 38.7% 45.2%</p> <p>1 2 3 4 5 6 7</p> <p>fully agree</p>	n=31 mw=6.3 s=0.7
1.2) has a clear and stringent concept for this lecture ("red line")	<p>does not apply at all</p> <p>0% 0% 0% 3.4% 17.2% 34.5% 44.8%</p> <p>1 2 3 4 5 6 7</p> <p>fully agree</p>	n=29 mw=6.2 s=0.9
1.3) strengthened my interest in this subject with this lecture	<p>does not apply at all</p> <p>0% 6.7% 6.7% 16.7% 13.3% 6.7% 50%</p> <p>1 2 3 4 5 6 7</p> <p>fully agree</p>	n=30 mw=5.6 s=1.7
1.4) explains clearly and comprehensible	<p>does not apply at all</p> <p>0% 0% 0% 20% 13.3% 50% 16.7%</p> <p>1 2 3 4 5 6 7</p> <p>fully agree</p>	n=30 mw=5.6 s=1
1.5) speaks clearly	<p>does not apply at all</p> <p>0% 0% 0% 0% 10% 50% 40%</p> <p>1 2 3 4 5 6 7</p> <p>fully agree</p>	n=30 mw=6.3 s=0.7
1.6) answers to questions clearly and adequately detailed	<p>does not apply at all</p> <p>0% 0% 6.5% 9.7% 25.8% 45.2% 12.9%</p> <p>1 2 3 4 5 6 7</p> <p>fully agree</p>	n=31 mw=5.5 s=1.1
1.7) integrates input from participants	<p>does not apply at all</p> <p>0% 0% 0% 17.2% 24.1% 31% 27.6%</p> <p>1 2 3 4 5 6 7</p> <p>fully agree</p>	n=29 mw=5.7 s=1.1 E.=1
1.8) is able to motivate students for active participation	<p>does not apply at all</p> <p>0% 0% 20% 16.7% 23.3% 23.3% 16.7%</p> <p>1 2 3 4 5 6 7</p> <p>fully agree</p>	n=30 mw=5 s=1.4
1.9) effectively makes use of supporting media (slides, lecture notes, literature recommendations etc.)	<p>does not apply at all</p> <p>0% 0% 0% 14.3% 21.4% 32.1% 32.1%</p> <p>1 2 3 4 5 6 7</p> <p>fully agree</p>	n=28 mw=5.8 s=1.1 E.=1

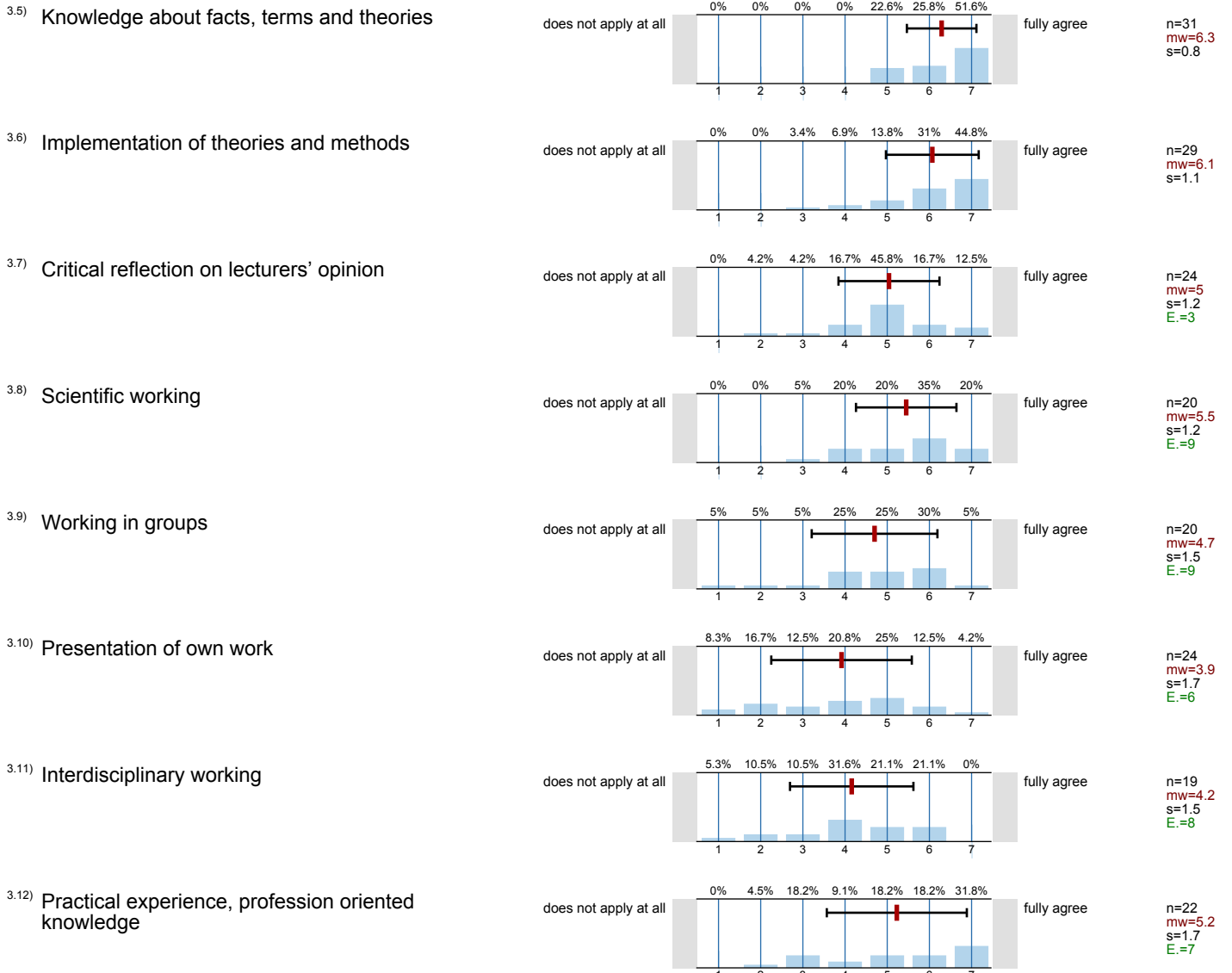


2. Please evaluate your own study behavior.

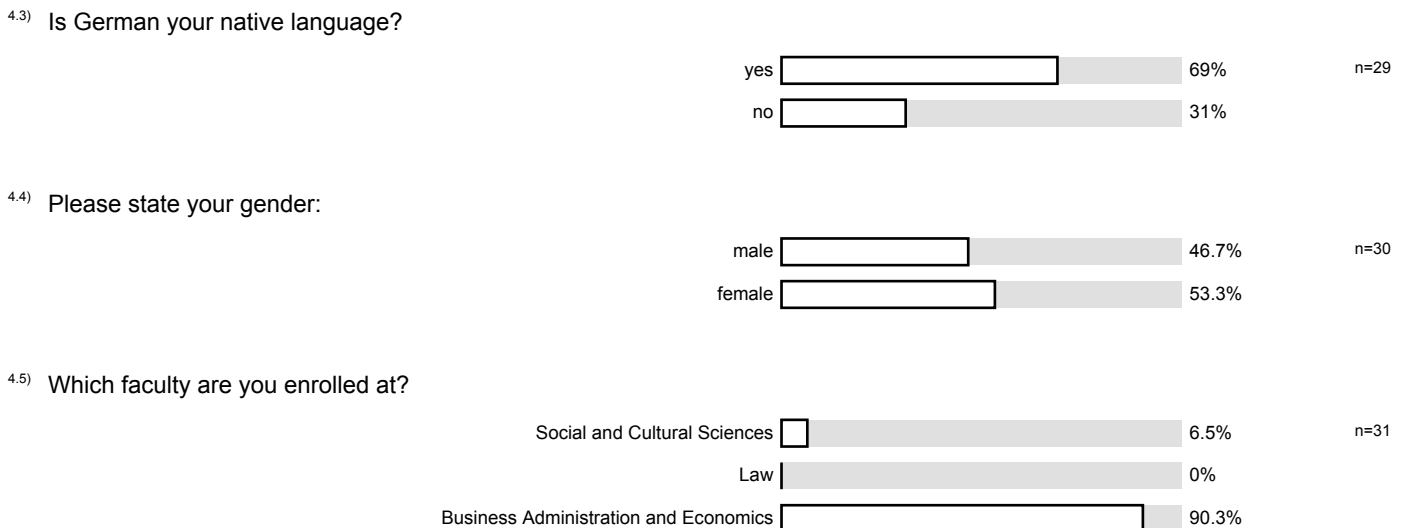


3. Qualification and study results

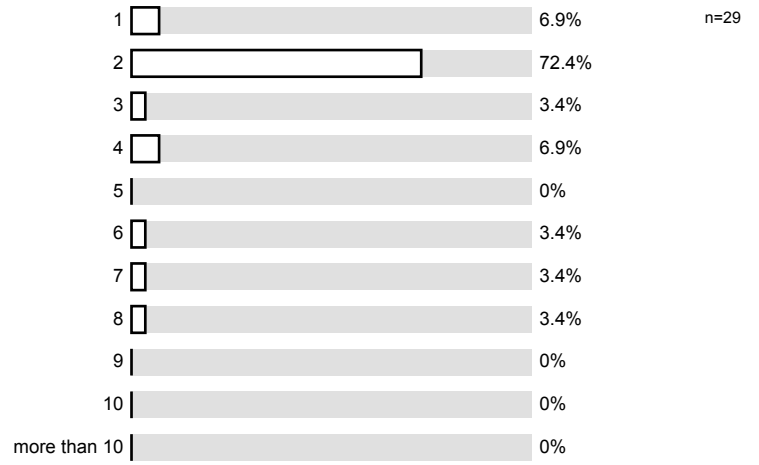




4. Concluding questions



4.6) How many terms have you been studying as of now? (Not including semester off/holiday semester etc.)



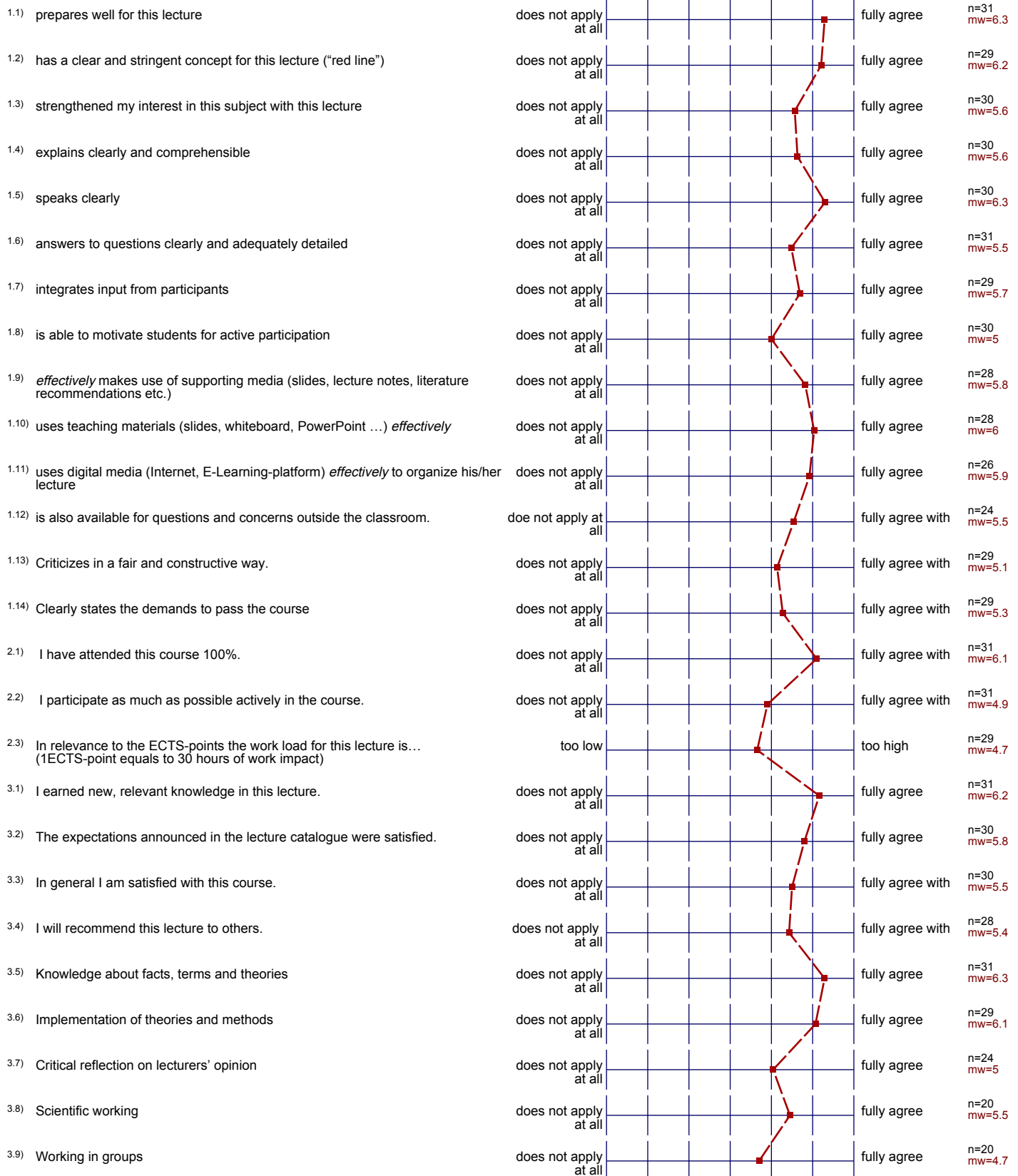
Profillinie

Teilbereich:

Wiwi SS2010

Name der/des Lehrenden: Prof. Dr. Georg Stadtmann

Titel der Lehrveranstaltung: Macroeconomics
(Name der Umfrage)



3.10) Presentation of own work



3.11) Interdisciplinary working



3.12) Practical experience, profession oriented knowledge



4. Concluding questions

4.1) Do you have **comments about the general conditions of this course?** (for example. Number of students, lecture structure, exam, overlapping, continuity, punctuality of the lecturer)

Could be better.

- good structure: first information about each topic, then details
- homework (Excel) good practice

• I found this course particularly interesting, however I believe the course load is a bit too much... maybe lectures of Chap. 3 & 4 could be cut out in order to make room for more examples of the AS-AP model...
shows to

All in all I am satisfied with this course.
 But please reconsider the 6 hours Excel tutorial as we already had Business Literates in the 1st semester.

Please publish the slides at least three days in advance, so we have a chance to prepare and get them printed out for the lecture!

I think exercises should have other form. It would be better for students if during exercises we do examples together, and teacher could explain if ~~the~~ we don't understand ~~it~~.

The whole lecture depends way too much on the book, that means if you haven't read the book you can hardly follow his explanations

Good way of presenting ultra-difficult stuff.
 => *THUMBS UP*

* THUMBS UP *

To many students,

- Please be more consistent with student feedback → help them out of class
- otherwise great effort in this regard.

4.2) Do you have accolade, criticism or suggestions for improvement of the lecture or this evaluation questionnaire?

~~Many~~ Many different topics, formulas in the lecture, which of them or what is needed for the exam.
Better preparation for the exam.

The lecturer should be more open for criticism. He should also design his lectures more interesting and develop a better method for motivating students.
He shouldn't take no attention personally. Most of the time the talk is class relevant.

- try to avoid stop talking if student enters room late (students are students and no pupils anymore)
- Excel tutorial too long

• there should be at least one lecture was dedicated to our "outside" reading in preparation for the exam

Furthermore I think the workload for the tutorial is too high and a group work + sending the results in is unnecessary.
The number of chapters is more than adequate.

One suggestion: shorten the excel-tutorial at the beginning of the course. We already had a course of business informatics in the first semester.

- it would be more effective if we get the lecture notes earlier and not the night before, cause if we would have them earlier we could prepare better as it was recommended in the class!
- maybe it better to overhear speaking students and just go on with the lecture

No kindergarten-methods as "punishment" for talking during lessons, da sollten sie drübe stehen und beleidigt die Vorlesung vorzeitig zu beenden ist für einen Professor recht lächlich!

It would be great if lecture slides are a bit earlier available. Thus you can ~~already~~ make yourself familiar with the new topic.

- no fair criticism!!!
- lecturer not able to deal with criticism
- exploits his authority

I participated at the course macroeconomic, but in German, in the past, but on this course I learned and understood much more.

Try to think as a student sometimes.

Chapter 8 and 9 probably too much ^{new} information without repetition in the tutorials

The exam for not with students should be difrent

More practical examples and more emphasis on the work with diagrams would have made it easier to understand the overall connections between the different formulas

Since it's an introductory course it should be handled as such, e.g. using Mankiw's book instead of Blandford in order to drop the maths and ~~teach~~ teach the essentials about Macroeconomics. 2. A bit more explanation would be nice not just reciting the slides to the students