

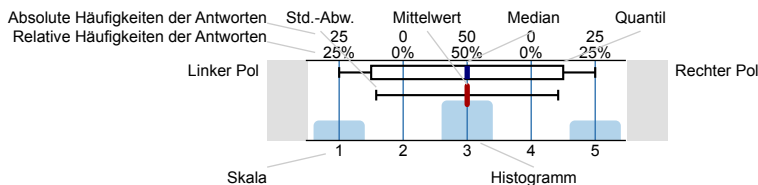
Wadim Djatschenko
 Microeconomics (Tutorial) (1621-5-wd-ss14)
 Erfasste Fragebögen = 16



Auswertungsteil der geschlossenen Fragen

Legende

Fragestext



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

Socio-demographic information

Please state your sex: female male.

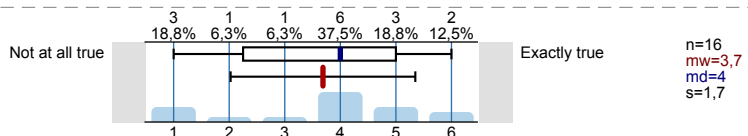


Attendance, interest and prior knowledge, assessment of the requirements/level

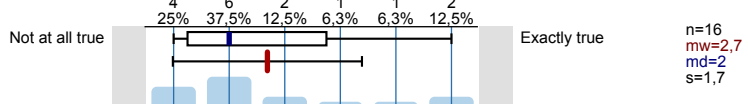
I have attended at least two thirds of this lecture/seminar.



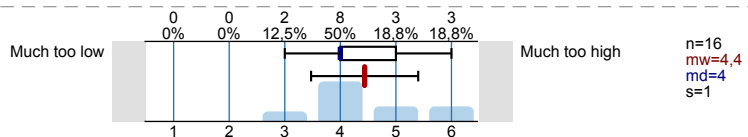
I have been interested in the topic of this lecture/seminar beforehand.



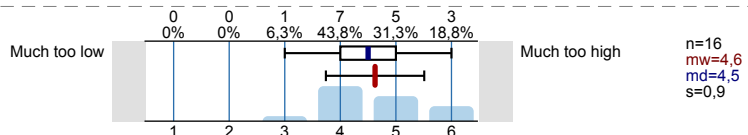
Before attending this lecture/seminar, I already had comprehensive knowledge regarding the subjects covered here.



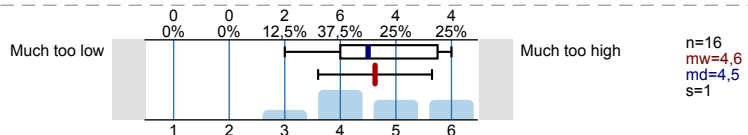
The extent of the subject matter covered in this lecture/seminar to me is ...



The difficulty level of this lecture/seminar to me is ...

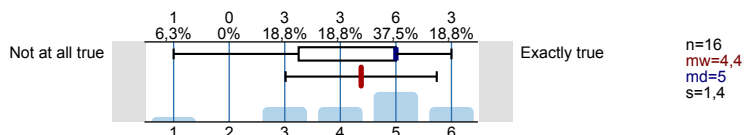


The pace of this lecture/seminar to me is ...

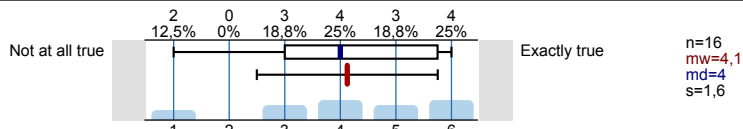


Clear and structured presentation

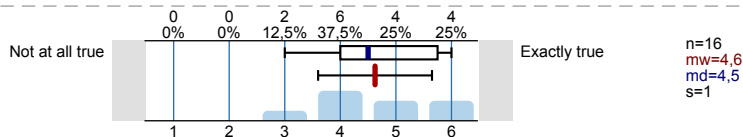
The lecturer has structured the whole lecture/seminar well and arranged it comprehensibly.



The lecturer points out the learning goals at the beginning of each lecture/seminar.

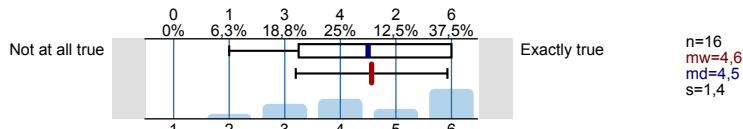


The lecturer presents the subject matter coherently.

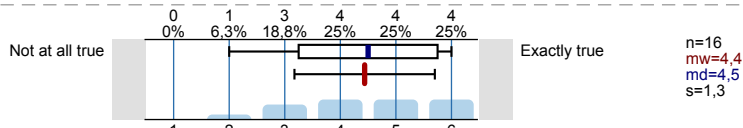


Explaining clearly

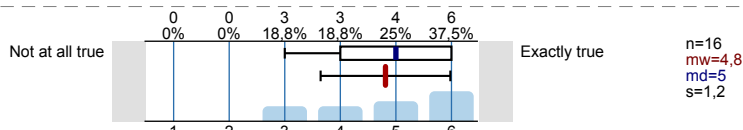
The lecturer explains new concepts and terms clearly and intelligibly.



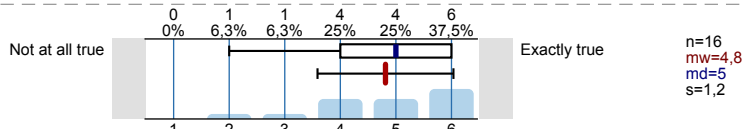
The lecturer explains even complex issues clearly.



The lecturer offers concrete examples that contribute to understanding the material.

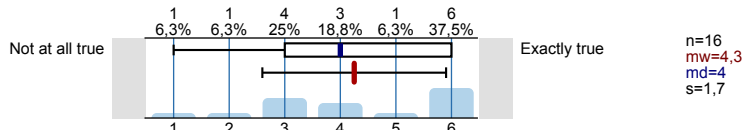


The lecturer answers questions from students in a helpful and target-oriented manner.

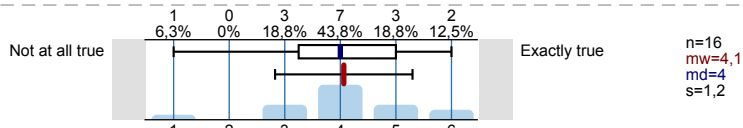


Summarizing and making connections

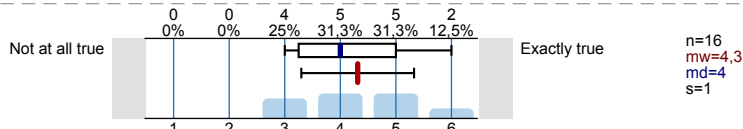
The lecturer regularly summarizes the most important contents of the lecture/seminar.



The lecturer links the current session to the previous session at the beginning of each session.

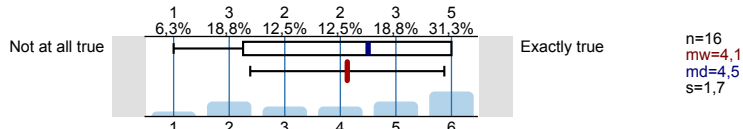


The lecturer frequently refers to already covered topics.

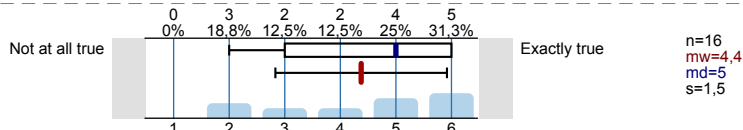


Creating a good learning environment

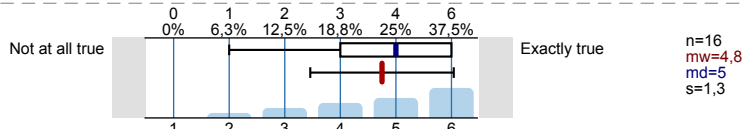
The lecturer creates a pleasant learning environment.



The lecturer takes the interests of students into account.

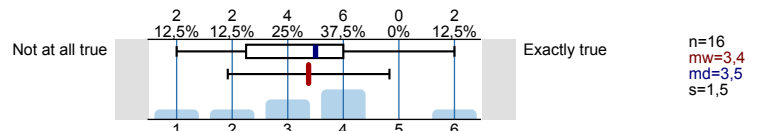


The lecturer takes the contributions of students seriously.

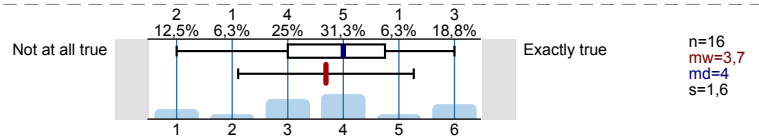


Generating interest and avoiding monotony

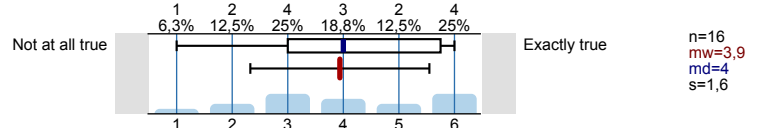
The lecturer varies the structure of her/his lectures/seminars.



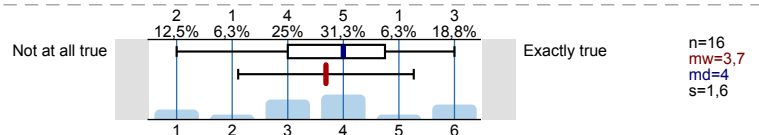
The lecturer captivates students through a stimulating and dedicated presentation style.



The lecturer maintains students' attention throughout the session.

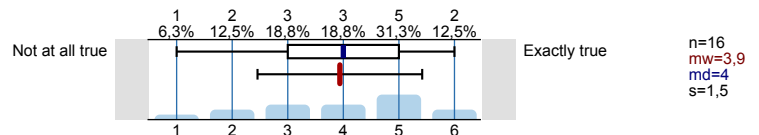


The lecturer generates student interest in lecture/seminar topics.

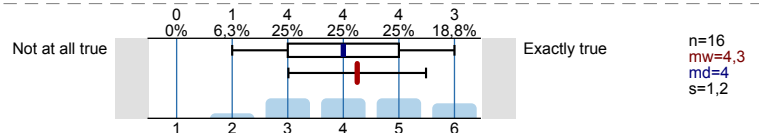


Clarifying relevance

The lecturer highlights the significance of the subject matter for the rest of the studies.

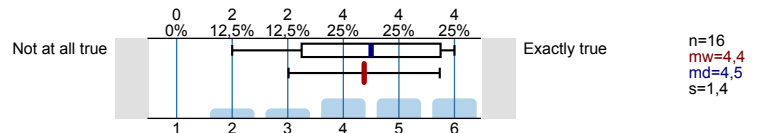


The lecturer clarifies the application of the subject matter.

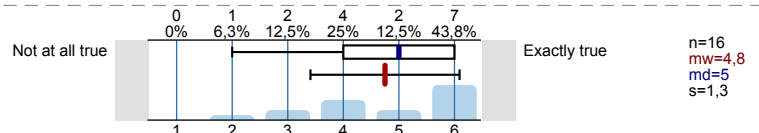


Dealing with disruptions efficiently

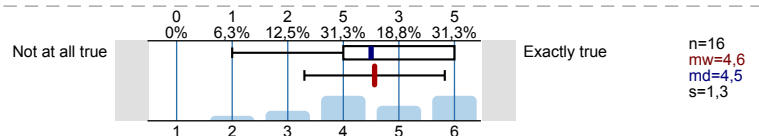
The lecturer is able to establish a calm and undisturbed learning situation.



The lecturer deals with disturbance and disruptions appropriately.

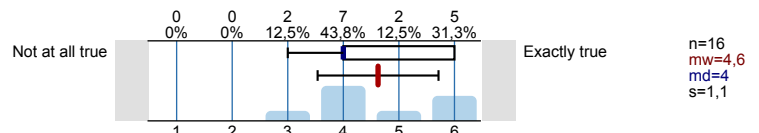


The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.

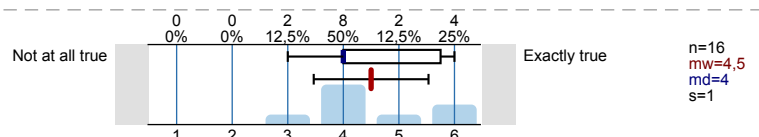


Directing communication

The lecturer directs back to the topic when individual students head off-course with their contributions.

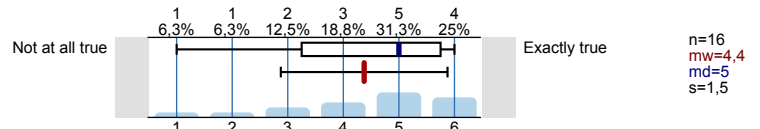


The lecturer directs the discussion in the learning group in a target-oriented manner.

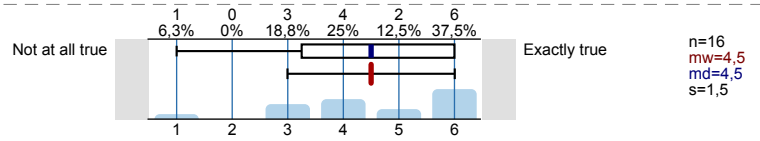


Making use of time

The lecturer shows very good time management.

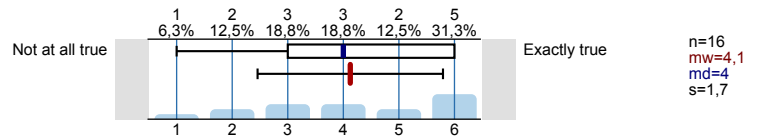


The lecturer uses the available time efficiently.

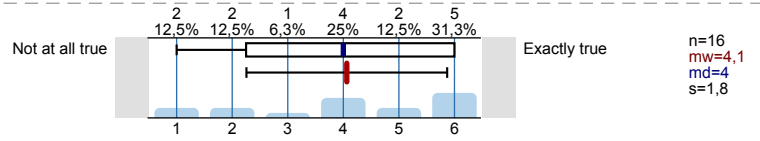


Assessment of output

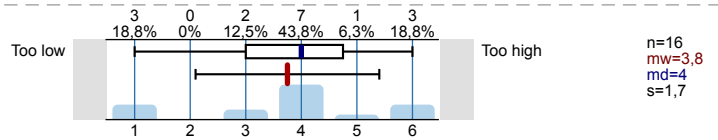
I have learned a lot in this lecture/seminar.



All in all, I am satisfied with this lecture/seminar.



The workload for this lecture/seminar is based on the ECTS (1 ECTS point equals approximately 30 hours)
...



Profillinie

Teilbereich: Wirtschaftswissenschaftliche Fakultät

Name der/des Lehrenden: Wadim Djatschenko
 Titel der Lehrveranstaltung: Microeconomics (Tutorial)
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

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

I have been interested in the topic of this lecture/ seminar beforehand.	Not at all true		Exactly true	n=16 mw=3,7 md=4,0 s=1,7
Before attending this lecture/seminar, I already had comprehensive knowledge regarding the subjects covered here.	Not at all true		Exactly true	n=16 mw=2,7 md=2,0 s=1,7
The extent of the subject matter covered in this lecture/seminar to me is ...	Much too low		Much too high	n=16 mw=4,4 md=4,0 s=1,0
The difficulty level of this lecture/seminar to me is ...	Much too low		Much too high	n=16 mw=4,6 md=4,5 s=0,9
The pace of this lecture/seminar to me is ...	Much too low		Much too high	n=16 mw=4,6 md=4,5 s=1,0

Clear and structured presentation

The lecturer has structured the whole lecture/ seminar well and arranged it comprehensibly.	Not at all true		Exactly true	n=16 mw=4,4 md=5,0 s=1,4
The lecturer points out the learning goals at the beginning of each lecture/seminar.	Not at all true		Exactly true	n=16 mw=4,1 md=4,0 s=1,6
The lecturer presents the subject matter coherently.	Not at all true		Exactly true	n=16 mw=4,6 md=4,5 s=1,0

Explaining clearly

The lecturer explains new concepts and terms clearly and intelligibly.	Not at all true		Exactly true	n=16 mw=4,6 md=4,5 s=1,4
The lecturer explains even complex issues clearly.	Not at all true		Exactly true	n=16 mw=4,4 md=4,5 s=1,3
The lecturer offers concrete examples that contribute to understanding the material.	Not at all true		Exactly true	n=16 mw=4,8 md=5,0 s=1,2
The lecturer answers questions from students in a helpful and target-oriented manner.	Not at all true		Exactly true	n=16 mw=4,8 md=5,0 s=1,2

Summarizing and making connections

The lecturer regularly summarizes the most important contents of the lecture/seminar.	Not at all true		Exactly true	n=16 mw=4,3 md=4,0 s=1,7
The lecturer links the current session to the previous session at the beginning of each session.	Not at all true		Exactly true	n=16 mw=4,1 md=4,0 s=1,2
The lecturer frequently refers to already covered topics.	Not at all true		Exactly true	n=16 mw=4,3 md=4,0 s=1,0

Creating a good learning environment

The lecturer creates a pleasant learning environment.	Not at all true		Exactly true	n=16 mw=4,1 md=4,5 s=1,7
The lecturer takes the interests of students into account.	Not at all true		Exactly true	n=16 mw=4,4 md=5,0 s=1,5
The lecturer takes the contributions of students seriously.	Not at all true		Exactly true	n=16 mw=4,8 md=5,0 s=1,3

Generating interest and avoiding monotony

The lecturer varies the structure of her/his lectures/ seminars.	Not at all true		Exactly true	n=16 mw=3,4 md=3,5 s=1,5
The lecturer captivates students through a stimulating and dedicated presentation style.	Not at all true		Exactly true	n=16 mw=3,7 md=4,0 s=1,6
The lecturer maintains students' attention throughout the session.	Not at all true		Exactly true	n=16 mw=3,9 md=4,0 s=1,6
The lecturer generates student interest in lecture/ seminar topics.	Not at all true		Exactly true	n=16 mw=3,7 md=4,0 s=1,6

Clarifying relevance

The lecturer highlights the significance of the subject matter for the rest of the studies.	Not at all true		Exactly true	n=16 mw=3,9 md=4,0 s=1,5
The lecturer clarifies the application of the subject matter.	Not at all true		Exactly true	n=16 mw=4,3 md=4,0 s=1,2

Dealing with disruptions efficiently

The lecturer is able to establish a calm and undisrupted learning situation.	Not at all true		Exactly true	n=16 mw=4,4 md=4,5 s=1,4
The lecturer deals with disturbance and disruptions appropriately.	Not at all true		Exactly true	n=16 mw=4,8 md=5,0 s=1,3
The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.	Not at all true		Exactly true	n=16 mw=4,6 md=4,5 s=1,3

Directing communication

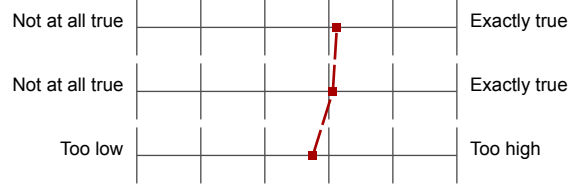
The lecturer directs back to the topic when individual students head off-course with their contributions.	Not at all true		Exactly true	n=16 mw=4,6 md=4,0 s=1,1
The lecturer directs the discussion in the learning group in a target-oriented manner.	Not at all true		Exactly true	n=16 mw=4,5 md=4,0 s=1,0

Making use of time

The lecturer shows very good time management.	Not at all true		Exactly true	n=16 mw=4,4 md=5,0 s=1,5
The lecturer uses the available time efficiently.	Not at all true		Exactly true	n=16 mw=4,5 md=4,5 s=1,5

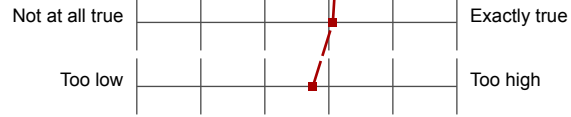
Assessment of output

I have learned a lot in this lecture/seminar.



n=16 mw=4,1 md=4,0 s=1,7

All in all, I am satisfied with this lecture/seminar.



n=16 mw=4,1 md=4,0 s=1,8

The workload for this lecture/seminar is based on the ECTS (1 ECTS point equals approximately 30 hours) ...



n=16 mw=3,8 md=4,0 s=1,7

Auswertungsteil der offenen Fragen

Feedback

I particularly liked about the course:

- Mr Djatschenko is a responsible and sympathetic tutor who recognises his students abilities and refers to their deficiencies to convey the content of microeconomics even to those who hardly have an idea about calculus without to lose time.
- The pacing and high level of detail when explaining how to solve the problem (all the necessary steps are mentioned and written down).
- The topics in tutorial were good explained

The course could be specifically improved through:

- However it was way too many topics, formulas
- Im Hinblick auf die Klausur wäre es gut, die eigentliche Antwort auf die Fragen der Problemsets gesondert zu kennzeichnen. Sie konnte nicht immer vom restlichen niedergeschriebenen Hintergrundwissen abgegrenzt werden..
- Making the solution to the problem sets publicly available before the tutorials are held. This would allow for more preparation before the tutorial sessions.
- slowing down and making sure that students are able to follow