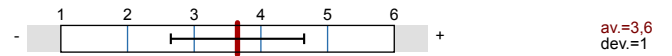


**Wadim Djatschenko**  
 Microeconomics (Tutorial) (1621-5-wd-ss19)  
 No. of responses = 45

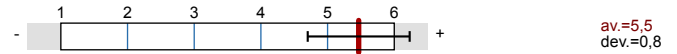


Overall indicators

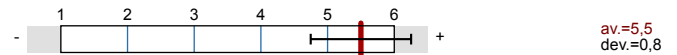
Attendance, interest and prior knowledge, assessment of the requirements/level



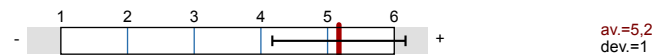
Clear and structured presentation



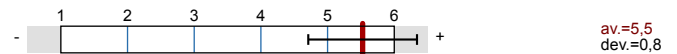
Explaining clearly



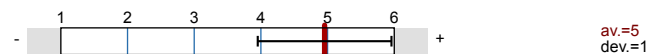
Summarizing and making connections



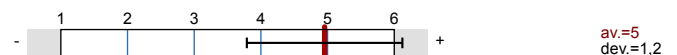
Creating a good learning environment



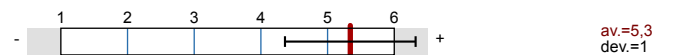
Generating interest and avoiding monotony



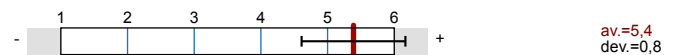
Clarifying relevance



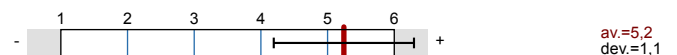
Dealing with disruptions efficiently



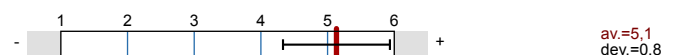
Directing communication



Making use of time



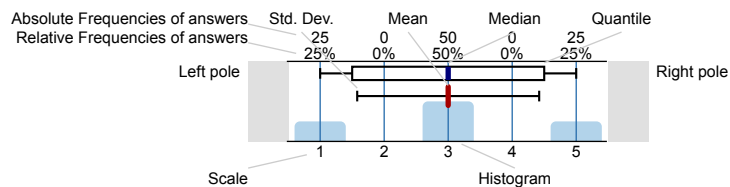
Assessment of output



Survey Results

Legend

Question text



n=No. of responses  
 av.=Mean  
 md=Median  
 dev.=Std. Dev.  
 ab.=Abstention

Socio-demographic information

Please state your sex: female male.

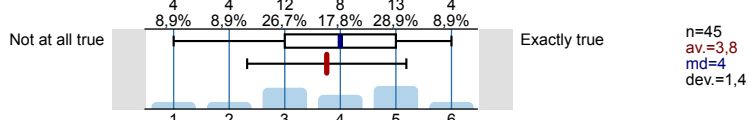


Attendance, interest and prior knowledge, assessment of the requirements/level

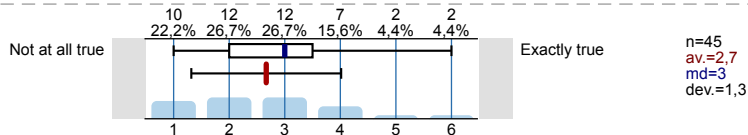
I have attended at least two thirds of this lecture/ seminar.



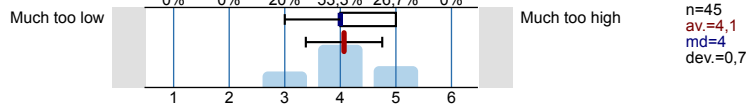
I have been interested in the topic of this lecture/  
seminar beforehand.



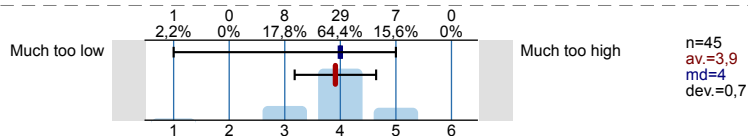
Before attending this lecture/seminar, I already had  
comprehensive knowledge regarding the subjects  
covered here.



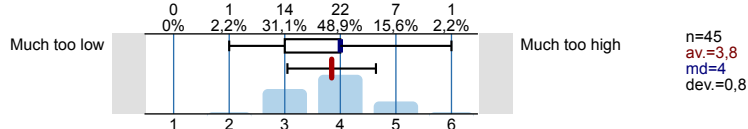
The extent of the subject matter covered in this  
lecture/seminar to me is ...



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

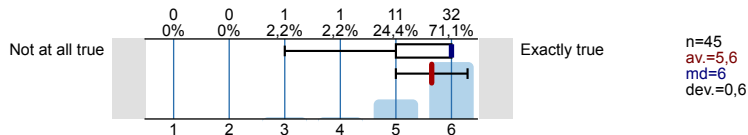


The pace of this lecture/seminar to me is ...

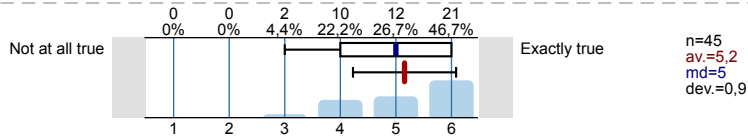


**Clear and structured presentation**

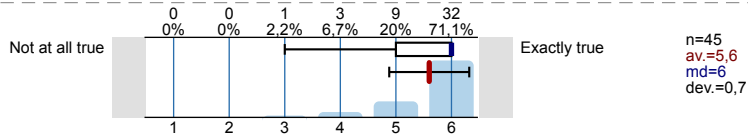
The lecturer has structured the whole lecture/seminar  
well and arranged it comprehensibly.



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

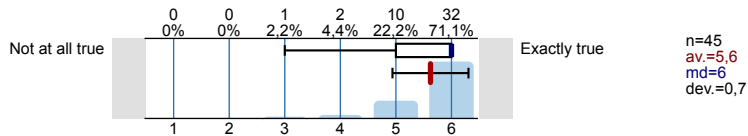


The lecturer presents the subject matter coherently.

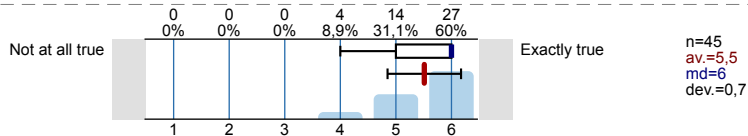


**Explaining clearly**

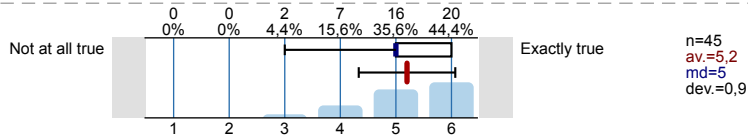
The lecturer explains new concepts and terms clearly  
and intelligibly.



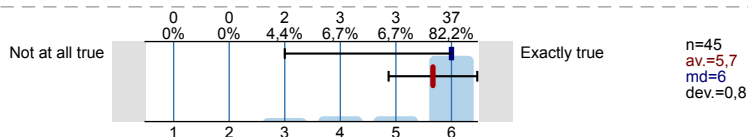
The lecturer explains even complex issues clearly.



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

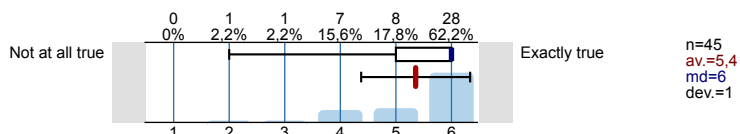


The lecturer answers questions from students in a  
helpful and target-oriented manner.

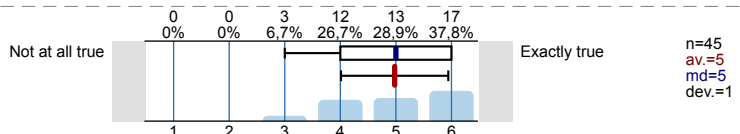


**Summarizing and making connections**

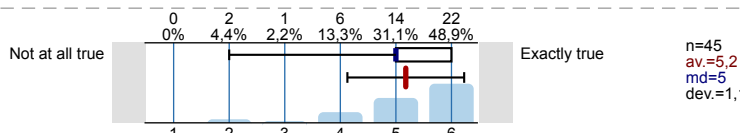
The lecturer regularly summarizes the most important contents of the lecture/seminar.



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

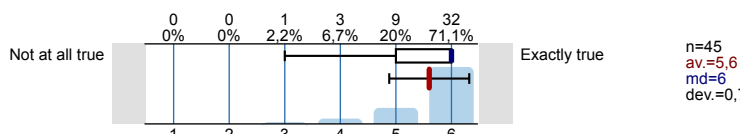


The lecturer frequently refers to already covered topics.

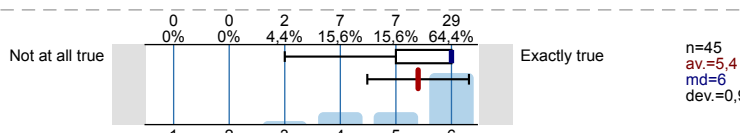


**Creating a good learning environment**

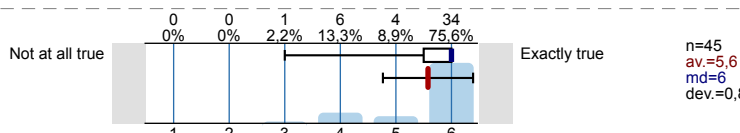
The lecturer creates a pleasant learning environment.



The lecturer takes the interests of students into account.

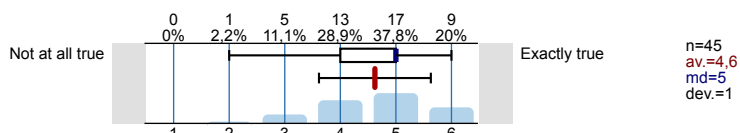


The lecturer takes the contributions of students seriously.

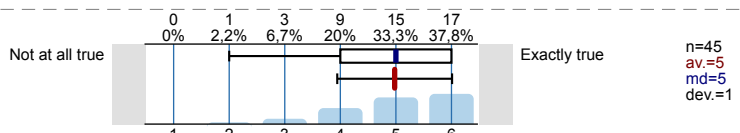


**Generating interest and avoiding monotony**

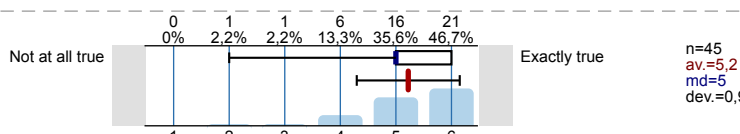
The lecturer varies the structure of her/his lectures/ seminars.



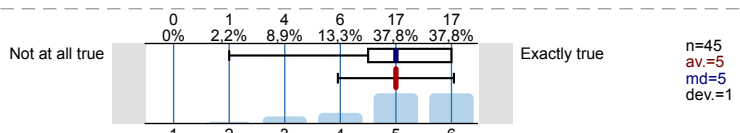
The lecturer captivates students through a stimulating and dedicated presentation style.



The lecturer maintains students' attention throughout the session.

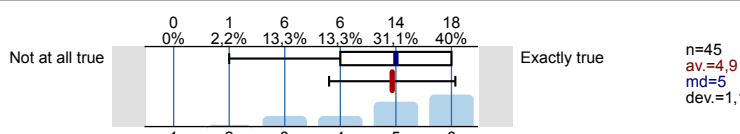


The lecturer generates student interest in lecture/ seminar topics.

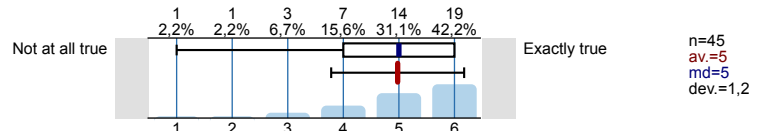


**Clarifying relevance**

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

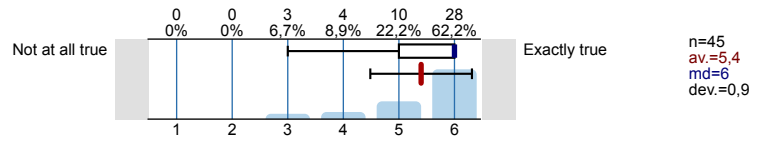


The lecturer clarifies the application of the subject matter.

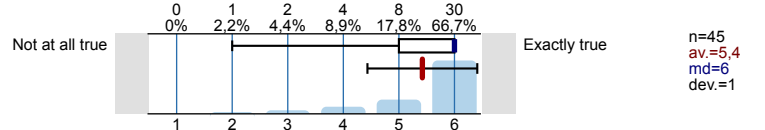


**Dealing with disruptions efficiently**

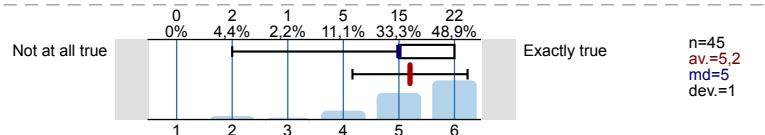
The lecturer is able to establish a calm and uninterrupted learning situation.



The lecturer deals with disturbance and disruptions appropriately.

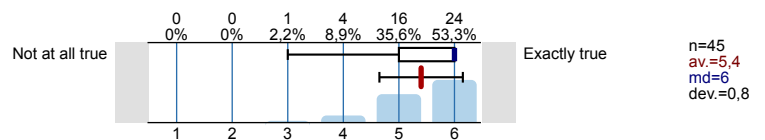


The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.

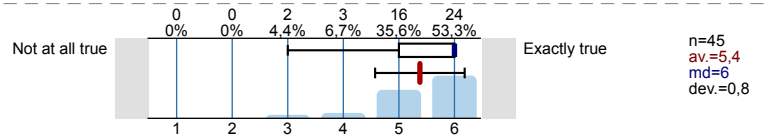


**Directing communication**

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

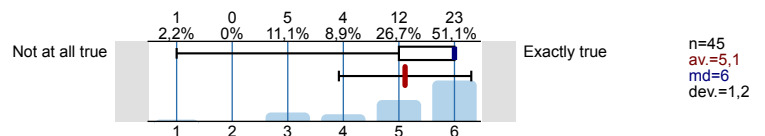


The lecturer directs the discussion in the learning group in a target-oriented manner.

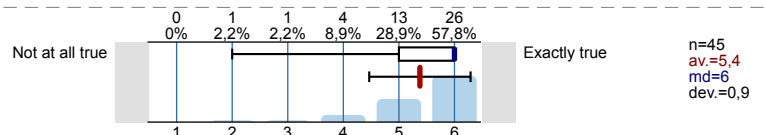


**Making use of time**

The lecturer shows very good time management.

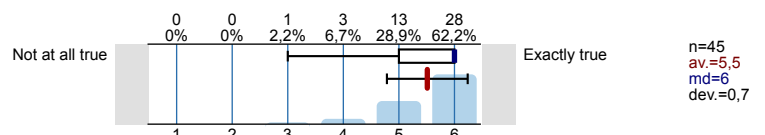


The lecturer uses the available time efficiently.

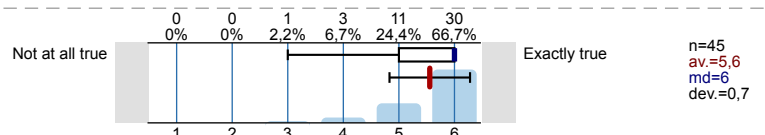


**Assessment of output**

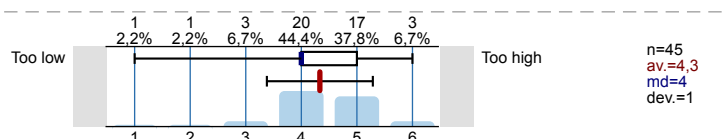
I have learned a lot in this lecture/seminar.



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) ...



**Teaching Award**

I propose the teacher for the Teaching Award of the Faculty of Business Administration and Economics.

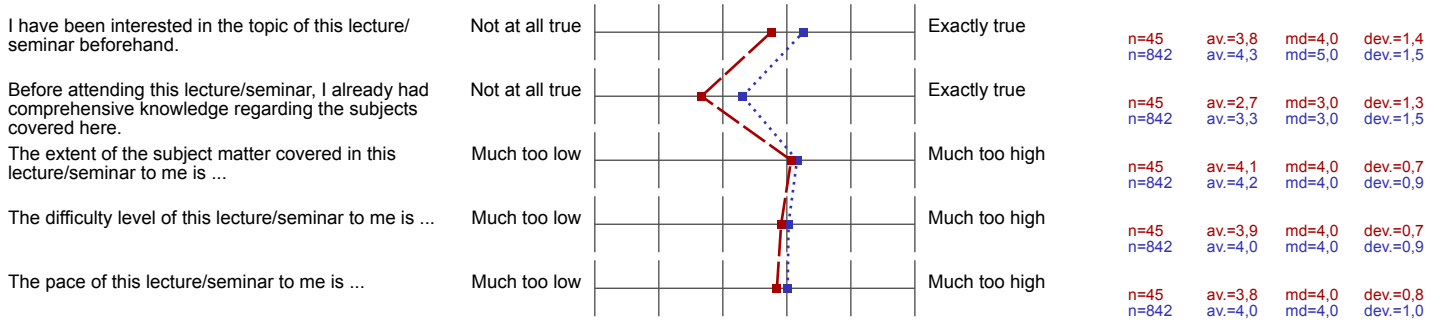


# Profile

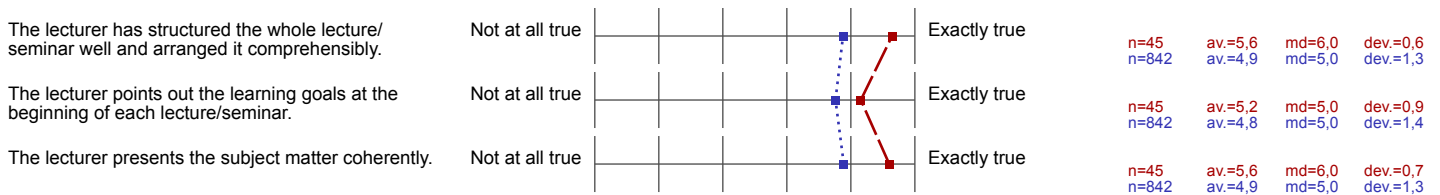
Subunit: **Wirtschaftswissenschaftliche Fakultät**  
 Name of the instructor: **Wadim Djatschenko**  
 Name of the course: **Microeconomics (Tutorial) (1621-5-wd-ss19)**  
 (Name of the survey)  
 Comparative line: **Alle Veranstaltungen der Fakultät / all courses of the faculty (SoSe 2019)**

Values used in the profile line: Mean

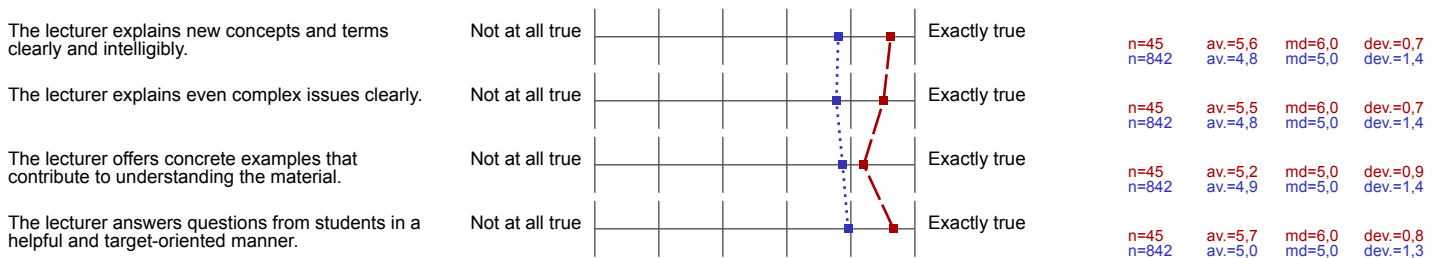
## Attendance, interest and prior knowledge, assessment of the requirements/level



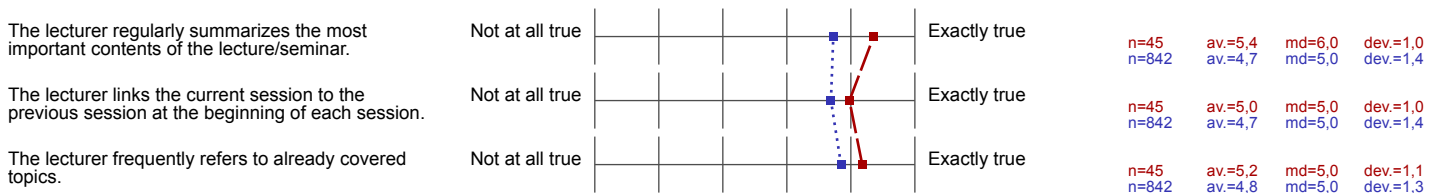
## Clear and structured presentation



## Explaining clearly



## Summarizing and making connections



**Creating a good learning environment**

The lecturer creates a pleasant learning environment.	Not at all true		Exactly true	n=45 n=842	av.=5,6 av.=5,1	md=6,0 md=6,0	dev.=0,7 dev.=1,2
The lecturer takes the interests of students into account.	Not at all true		Exactly true	n=45 n=842	av.=5,4 av.=5,1	md=6,0 md=6,0	dev.=0,9 dev.=1,2
The lecturer takes the contributions of students seriously.	Not at all true		Exactly true	n=45 n=842	av.=5,6 av.=5,3	md=6,0 md=6,0	dev.=0,8 dev.=1,1

**Generating interest and avoiding monotony**

The lecturer varies the structure of her/his lectures/ seminars.	Not at all true		Exactly true	n=45 n=842	av.=4,6 av.=4,5	md=5,0 md=5,0	dev.=1,0 dev.=1,4
The lecturer captivates students through a stimulating and dedicated presentation style.	Not at all true		Exactly true	n=45 n=842	av.=5,0 av.=4,6	md=5,0 md=5,0	dev.=1,0 dev.=1,5
The lecturer maintains students' attention throughout the session.	Not at all true		Exactly true	n=45 n=842	av.=5,2 av.=4,7	md=5,0 md=5,0	dev.=0,9 dev.=1,4
The lecturer generates student interest in lecture/ seminar topics.	Not at all true		Exactly true	n=45 n=842	av.=5,0 av.=4,6	md=5,0 md=5,0	dev.=1,0 dev.=1,4

**Clarifying relevance**

The lecturer highlights the significance of the subject matter for the rest of the studies.	Not at all true		Exactly true	n=45 n=842	av.=4,9 av.=4,5	md=5,0 md=5,0	dev.=1,1 dev.=1,4
The lecturer clarifies the application of the subject matter.	Not at all true		Exactly true	n=45 n=842	av.=5,0 av.=4,7	md=5,0 md=5,0	dev.=1,2 dev.=1,3

**Dealing with disruptions efficiently**

The lecturer is able to establish a calm and undisrupted learning situation.	Not at all true		Exactly true	n=45 n=842	av.=5,4 av.=5,2	md=6,0 md=6,0	dev.=0,9 dev.=1,1
The lecturer deals with disturbance and disruptions appropriately.	Not at all true		Exactly true	n=45 n=842	av.=5,4 av.=5,2	md=6,0 md=6,0	dev.=1,0 dev.=1,1
The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.	Not at all true		Exactly true	n=45 n=842	av.=5,2 av.=5,1	md=5,0 md=6,0	dev.=1,0 dev.=1,2

**Directing communication**

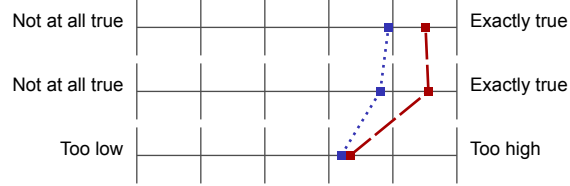
The lecturer directs back to the topic when individual students head off-course with their contributions.	Not at all true		Exactly true	n=45 n=842	av.=5,4 av.=5,1	md=6,0 md=5,0	dev.=0,8 dev.=1,2
The lecturer directs the discussion in the learning group in a target-oriented manner.	Not at all true		Exactly true	n=45 n=842	av.=5,4 av.=5,0	md=6,0 md=5,0	dev.=0,8 dev.=1,3

**Making use of time**

The lecturer shows very good time management.	Not at all true		Exactly true	n=45 n=842	av.=5,1 av.=5,0	md=6,0 md=5,0	dev.=1,2 dev.=1,3
The lecturer uses the available time efficiently.	Not at all true		Exactly true	n=45 n=842	av.=5,4 av.=5,1	md=6,0 md=6,0	dev.=0,9 dev.=1,3

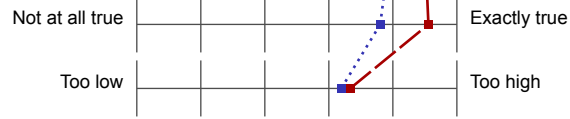
**Assessment of output**

I have learned a lot in this lecture/seminar.



n=45  
n=842    av.=5,5    md=6,0    dev.=0,7  
          av.=4,9    md=5,0    dev.=1,3

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



n=45  
n=842    av.=5,6    md=6,0    dev.=0,7  
          av.=4,8    md=5,0    dev.=1,4

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



n=45  
n=842    av.=4,3    md=4,0    dev.=1,0  
          av.=4,2    md=4,0    dev.=1,1



# Comments Report

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## Feedback

I particularly liked about the course:

- Es gibt keine Störungen weil der Tutor so kompetent ist.
- I find it really helpful that the lecturer writes down everything as notes that he says. I.e. definitions, important points etc. In my opinion, all lecturers should be doing this.
- I very much appreciate that Mr. Djatschenko takes his time to explain the theories and covered topics in detail. One can tell that he likes to pass on the knowledge to students and cares that they understand the subject matter. I really enjoy this course and wish that there are more Tutors like Mr. Djatschenko in the course of my studies.
- Kommunikation mit den Studenten und Hilfsbereitschaft bei Unklarheiten
- Learning new concepts about economics. There are certain things that I can definitely apply to my own life.
- Sehr ausführlich erklärt, wie in den Vorlesungen behandelte Theorie bei Aufgaben anzuwenden ist.
- This course has been particularly helpful to build on my current understanding of the subject. The classes are always well structured and when there is anything somewhat unclear, he is able to thoroughly explain it.
- Wiederholung der Theorie
- Übersichtliche Zusammenfassungen, deutliche Erklärungen, ruhige Atmosphäre, Geduld bei aufkommenden Fragen

The course could be specifically improved through:

- I think it would be better to have two Tutorial sessions, like we have in the other modules, instead of one long session. After a while concentration fades, which makes it hard to really follow the class.
- Mehr Bezug auf Beispiele mit Zahlen nehmen, nicht nur theoretische Herleitungen
- More time to study. It's a lot of content for a short period of time.
- Potentially more additional exercises and practice examples.
- Weniger Zeit für die Zusammenfassungen verwenden, dass mehr Zeit für die einzelnen Übungen ist (z.B. In tutorial 1 - die mathematischen Grundkenntnisse waren vorhanden und hätten nicht so tiefgründig nochmals erklärt werden müssen)
- Zeitmanagement