

Wadim Djatschenko
 Mathematik (Übung, Djatschenko) (1030-5-wd-ws18)
 No. of responses = 41



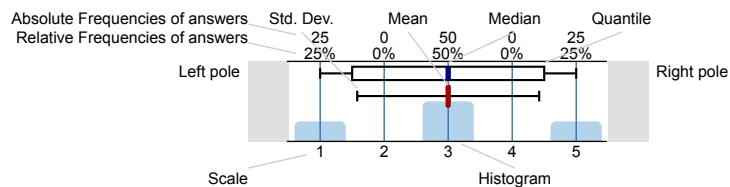
Overall indicators

Attendance, interest and prior knowledge, assessment of the requirements/level		av.=3,7 dev.=1,1
Clear and structured presentation		av.=5,1 dev.=1
Explaining clearly		av.=5,3 dev.=1
Summarizing and making connections		av.=4,9 dev.=1,1
Creating a good learning environment		av.=5,5 dev.=0,7
Generating interest and avoiding monotony		av.=4,7 dev.=1,2
Clarifying relevance		av.=4,5 dev.=1,2
Dealing with disruptions efficiently		av.=5 dev.=1,1
Directing communication		av.=5,1 dev.=0,9
Making use of time		av.=5,4 dev.=0,9
Assessment of output		av.=4,8 dev.=1,1

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.

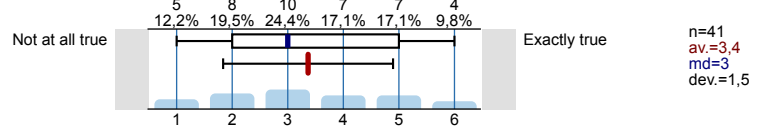


Attendance, interest and prior knowledge, assessment of the requirements/level

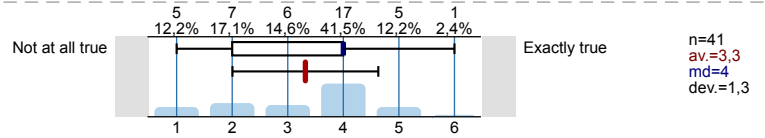
I have attended at least two thirds of this lecture/ seminar.



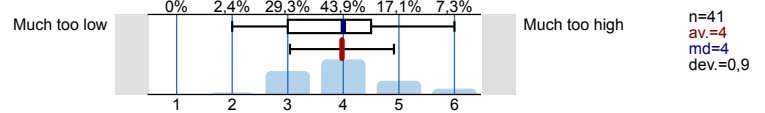
I have been interested in the topic of this lecture/
seminar beforehand.



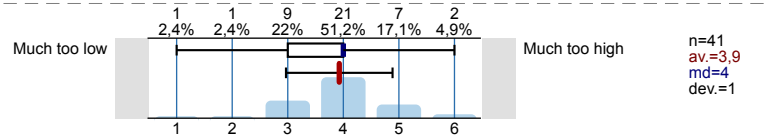
Before attending this lecture/seminar, I already had
comprehensive knowledge regarding the subjects
covered here.



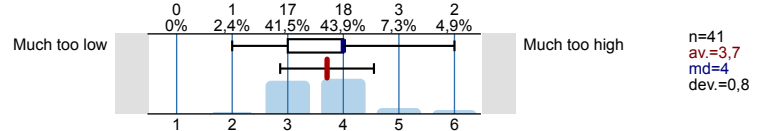
The extent of the subject matter covered in this
lecture/seminar to me is ...



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

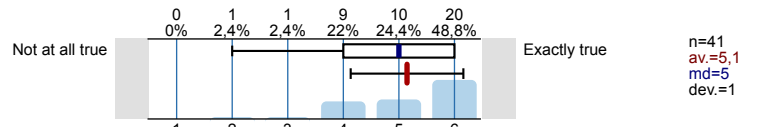


The pace of this lecture/seminar to me is ...

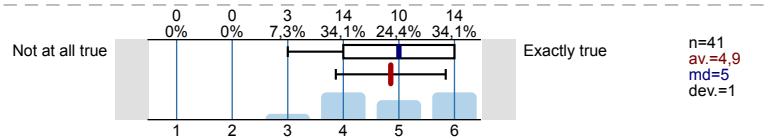


Clear and structured presentation

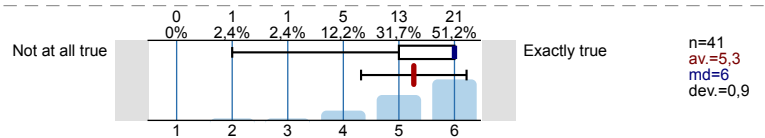
The lecturer has structured the whole lecture/seminar
well and arranged it comprehensibly.



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

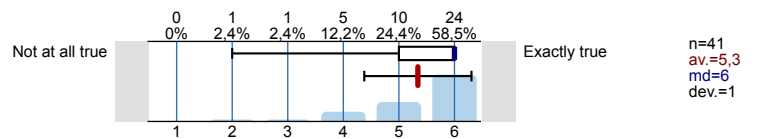


The lecturer presents the subject matter coherently.

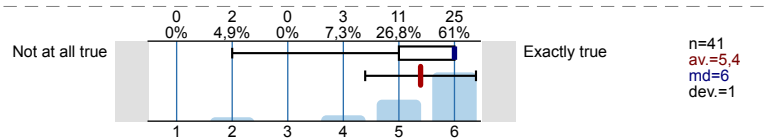


Explaining clearly

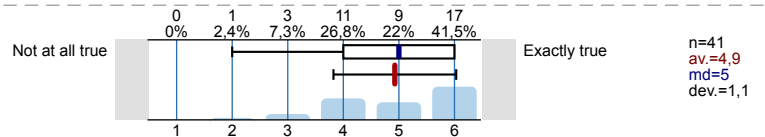
The lecturer explains new concepts and terms clearly
and intelligibly.



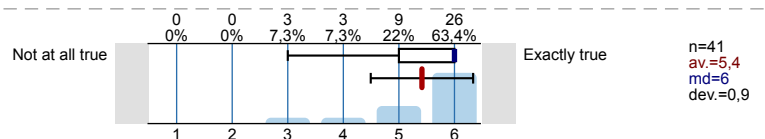
The lecturer explains even complex issues clearly.



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

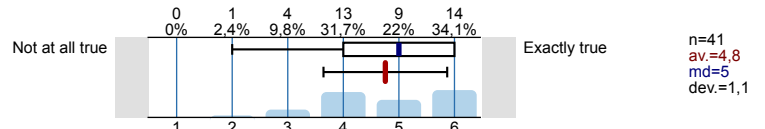


The lecturer answers questions from students in a
helpful and target-oriented manner.

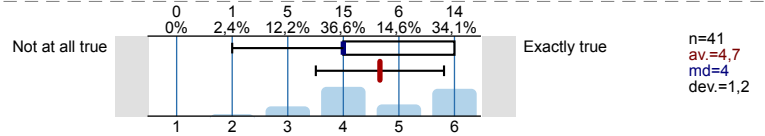


Summarizing and making connections

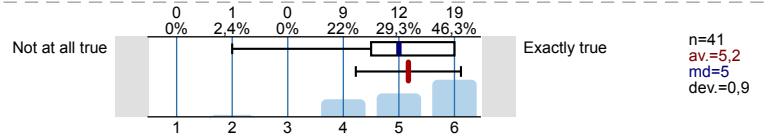
The lecturer regularly summarizes the most important contents of the lecture/seminar.



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

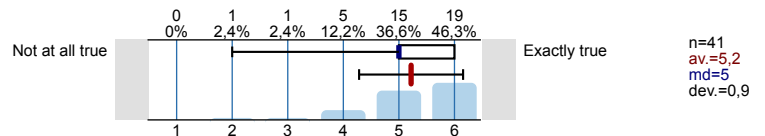


The lecturer frequently refers to already covered topics.

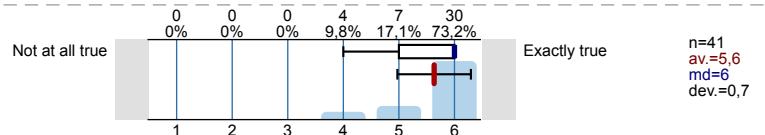


Creating a good learning environment

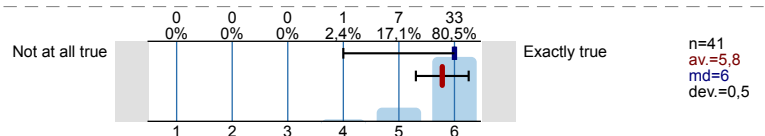
The lecturer creates a pleasant learning environment.



The lecturer takes the interests of students into account.

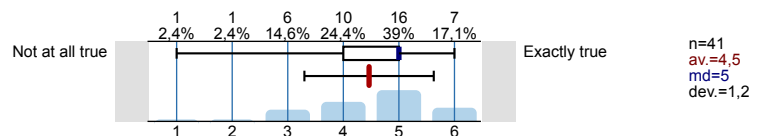


The lecturer takes the contributions of students seriously.

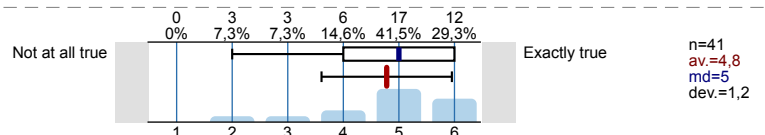


Generating interest and avoiding monotony

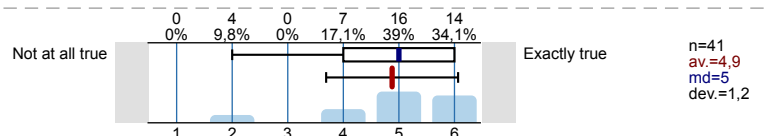
The lecturer varies the structure of her/his lectures/seminars.



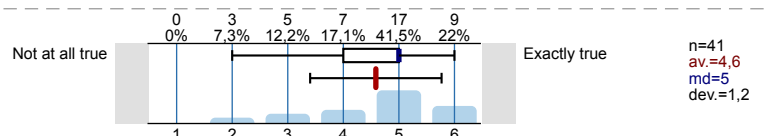
The lecturer captivates students through a stimulating and dedicated presentation style.



The lecturer maintains students' attention throughout the session.

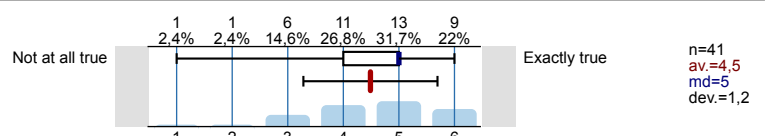


The lecturer generates student interest in lecture/seminar topics.

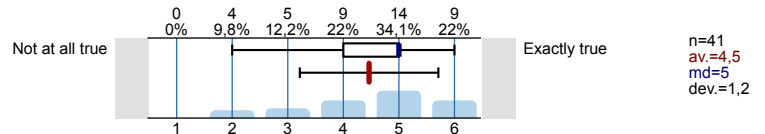


Clarifying relevance

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

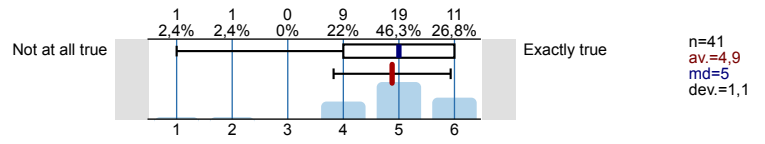


The lecturer clarifies the application of the subject matter.

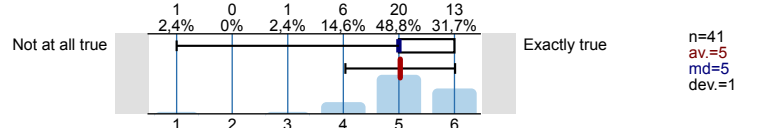


Dealing with disruptions efficiently

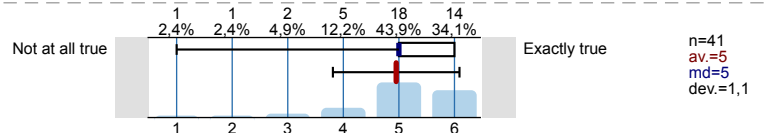
The lecturer is able to establish a calm and uninterrupted learning situation.



The lecturer deals with disturbance and disruptions appropriately.

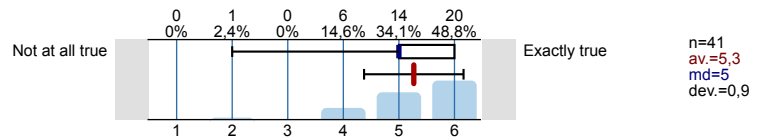


The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.

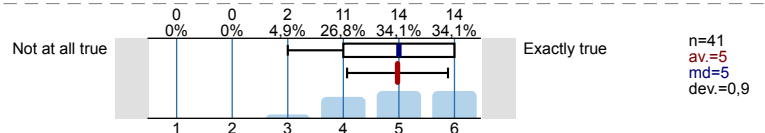


Directing communication

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

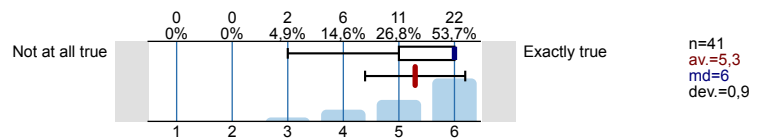


The lecturer directs the discussion in the learning group in a target-oriented manner.

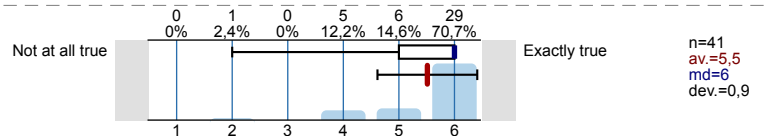


Making use of time

The lecturer shows very good time management.

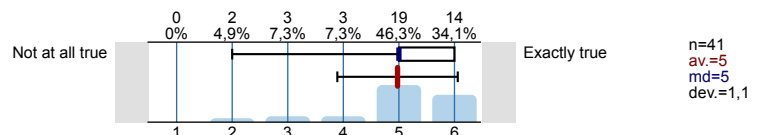


The lecturer uses the available time efficiently.

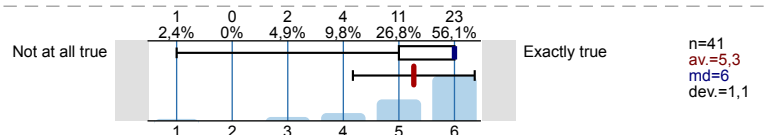


Assessment of output

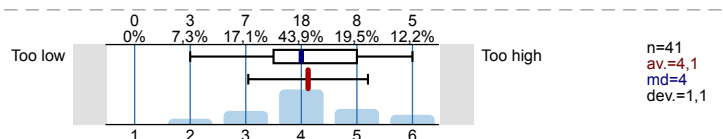
I have learned a lot in this lecture/seminar.



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.

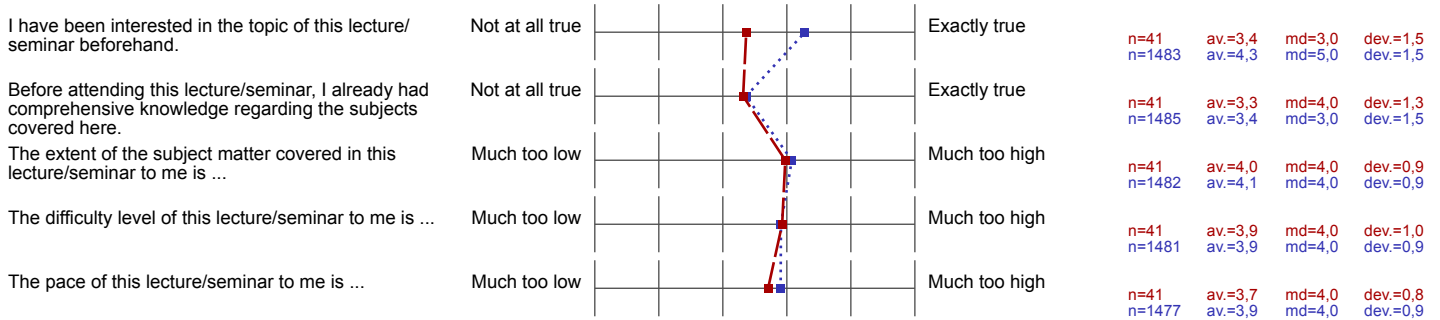


Profile

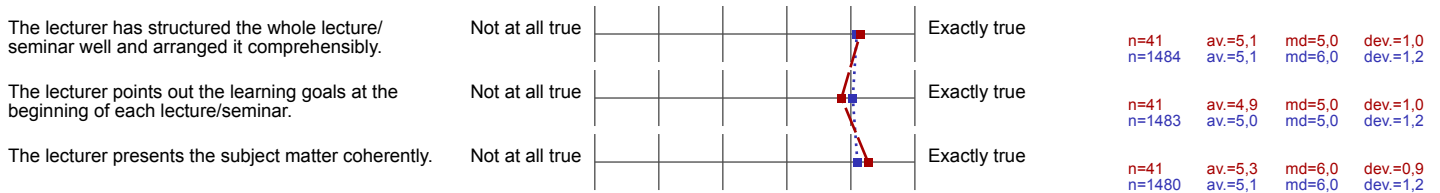
Subunit: **Wirtschaftswissenschaftliche Fakultät**
 Name of the instructor: **Wadim Djatschenko**
 Name of the course: **Mathematik (Übung, Djatschenko)**
 (Name of the survey)
 Comparative line: **Alle Veranstaltungen der Fakultät / all courses of the faculty (WiSe 2018/19)**

Values used in the profile line: Mean

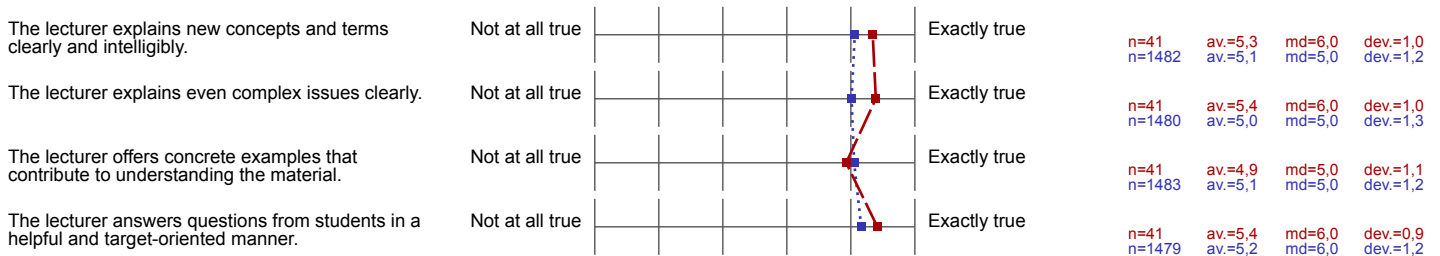
Attendance, interest and prior knowledge, assessment of the requirements/level



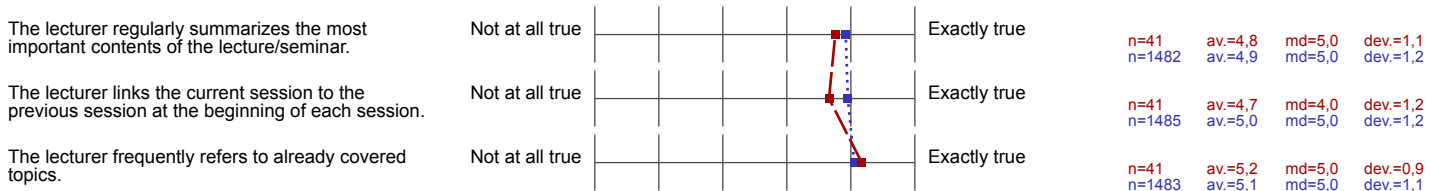
Clear and structured presentation



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=41 n=1484	av.=5,2 av.=5,2	md=5,0 md=6,0	dev.=0,9 dev.=1,2
The lecturer takes the interests of students into account.	Not at all true		Exactly true	n=41 n=1482	av.=5,6 av.=5,1	md=6,0 md=6,0	dev.=0,7 dev.=1,2
The lecturer takes the contributions of students seriously.	Not at all true		Exactly true	n=41 n=1478	av.=5,8 av.=5,4	md=6,0 md=6,0	dev.=0,5 dev.=1,0

Generating interest and avoiding monotony

The lecturer varies the structure of her/his lectures/ seminars.	Not at all true		Exactly true	n=41 n=1482	av.=4,5 av.=4,6	md=5,0 md=5,0	dev.=1,2 dev.=1,4
The lecturer captivates students through a stimulating and dedicated presentation style.	Not at all true		Exactly true	n=41 n=1485	av.=4,8 av.=4,7	md=5,0 md=5,0	dev.=1,2 dev.=1,4
The lecturer maintains students' attention throughout the session.	Not at all true		Exactly true	n=41 n=1482	av.=4,9 av.=4,8	md=5,0 md=5,0	dev.=1,2 dev.=1,4
The lecturer generates student interest in lecture/ seminar topics.	Not at all true		Exactly true	n=41 n=1478	av.=4,6 av.=4,8	md=5,0 md=5,0	dev.=1,2 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=41 n=1484	av.=4,5 av.=4,7	md=5,0 md=5,0	dev.=1,2 dev.=1,3
The lecturer clarifies the application of the subject matter.	Not at all true		Exactly true	n=41 n=1480	av.=4,5 av.=4,9	md=5,0 md=5,0	dev.=1,2 dev.=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=41 n=1484	av.=4,9 av.=5,1	md=5,0 md=6,0	dev.=1,1 dev.=1,2
The lecturer deals with disturbance and disruptions appropriately.	Not at all true		Exactly true	n=41 n=1477	av.=5,0 av.=5,1	md=5,0 md=6,0	dev.=1,0 dev.=1,2
The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.	Not at all true		Exactly true	n=41 n=1475	av.=5,0 av.=5,1	md=5,0 md=6,0	dev.=1,1 dev.=1,2

Directing communication

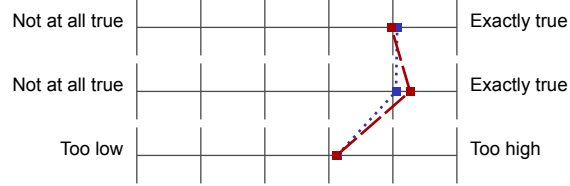
The lecturer directs back to the topic when individual students head off-course with their contributions.	Not at all true		Exactly true	n=41 n=1475	av.=5,3 av.=5,2	md=5,0 md=5,0	dev.=0,9 dev.=1,0
The lecturer directs the discussion in the learning group in a target-oriented manner.	Not at all true		Exactly true	n=41 n=1473	av.=5,0 av.=5,1	md=5,0 md=5,0	dev.=0,9 dev.=1,1

Making use of time

The lecturer shows very good time management.	Not at all true		Exactly true	n=41 n=1479	av.=5,3 av.=5,1	md=6,0 md=6,0	dev.=0,9 dev.=1,2
The lecturer uses the available time efficiently.	Not at all true		Exactly true	n=41 n=1479	av.=5,5 av.=5,2	md=6,0 md=6,0	dev.=0,9 dev.=1,2

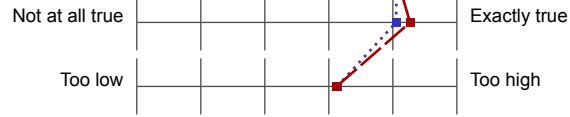
Assessment of output

I have learned a lot in this lecture/seminar.



n=41 av.=5,0 md=5,0 dev.=1,1
n=1479 av.=5,1 md=5,0 dev.=1,2

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



n=41 av.=5,3 md=6,0 dev.=1,1
n=1481 av.=5,0 md=6,0 dev.=1,3

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



n=41 av.=4,1 md=4,0 dev.=1,1
n=1471 av.=4,1 md=4,0 dev.=1,2

Comments Report

Feedback

I particularly liked about the course:

- Alles
- Alles zu dem wir während der Übungen nicht kamen haben wir während der Großübung erarbeitet. Es war also extrem hilfreich; teilweise wichtiger als die Vorlesung und Übung selbst denn man hat sich immer ernst genommen gefühlt, selbst bei dämlichem Nachfragen. Vielen Dank für die sehr saubere Schrift, es war dadurch immer möglich alles mitzubekommen und aufgrund der Sauberkeit alles zu verstehen.
- Bessere Erklärung, als in den Tutorien.
- Dass Lücken die man eventuell in der Vorlesung oder in den Tutorien hatte hier geschlossen wurden und das man Aufgaben die nicht in den Tutorien gemacht hat hier bearbeitet wurden.
- Die Wiederholung bekannter Verfahren; viel erklärt, auf Fragen eingegangen; viel besser als die Tutorien!!!
- Die Übung hat mir sehr weitergeholfen da man sich dort eher auf die Studenten konzentriert, welche nicht so gut mit Mathe zurecht kommen. Daher war es sehr hilfreich, dass die Übung viele Grundlegende Regeln und Techniken wiederholt hat und dass vieles sehr gut verständlich erklärt wurde.
- Eingehen auf Wünsche der Studenten
- Gute Erklärungen und Veranschaulichung, konnte gewisse Konzepte besser verstehen als in der Vorlesung, bessere "Vorlesung" als die normale Vorlesung
- Herr Djatschenko erklärt den Studierenden die mathematischen Zusammenhänge sehr gut. Anhand von Beispielen versucht er ebenfalls die Zusammenhänge für die Studierenden zugänglicher zu machen. Er gibt sich sehr viel Mühe, dass alle die Inhalte verstehen und geht sehr gut auf Nachfragen ein. Er hat eine sehr angenehme Stimme.
- Im Gegensatz zu den restlichen deutschen Tutorien, war Wadim selbstsicher, konnte eine gute Lernatmosphäre herstellen und konnte Fragen zielführend beantworten, ohne die Zeit zu überziehen. Man versteht seine Erklärungen/ Gedankengänge gut und er stellt die Sachverhalte schlüssig dar, sodass man ihm gut folgen kann. Zudem einmal Props an seine Handschrift, das ist wohl die schönste Schrift die ich jemals gesehen habe, während ich bei Prof. Geseicker regelmäßig die falschen Zahlen abschreibe.. :-D
- Immer Verständnisvoll erklärt und war sehr aufmerksam.
- Leserliche Schrift und geht auf die Bedürfnisse der Studenten ein.
- Sehr sympathisches auftreten, konnte sehr gut erklären und ist auf die Studierenden steht's eingegangen.
- Verständliches Erklären
- der Professor ist sehr nett
- gut erklärt

The course could be specifically improved through:

- -
- Beim nächsten mal gleich auf einen nicht müffelnden Raum bestehen.
- Der Lehrende könnte neue Begriffe erklären, statt "alte" immer wieder bearbeiten.
- Ebenfalls die deutschen Tutorien übernehmen!!!!!!!
- Fällt mir im Moment nichts ein
- Leider nur ein Mal pro Woche; es wäre hilfreicher, hätten Sie auch die Tutorien gemacht, denn diese waren eher suboptimal: verschieden Weit mit den ÜB, können nicht erklären, verstehen Fragen nicht, hetzen nur so durch, verrechnen sich dauernt:/...
- Mehr Anwendung bei der Hausaufgabe.
- Schwierige Themen werden zu schnell bearbeitet. Man ist mit abschreiben anstatt mit nachdenken beschäftigt.
- Sie sollten auch die Vorlesungen führen
- nichts, alles super