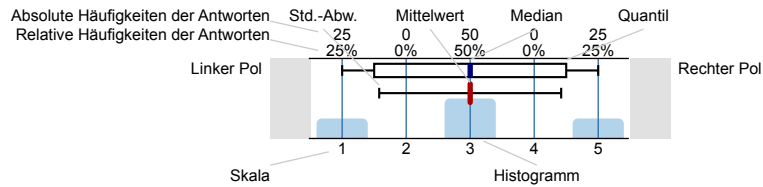


Auswertungsteil der geschlossenen Fragen

Legende

Fragestext



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

Socio-demographic information

Please state your sex: female male.

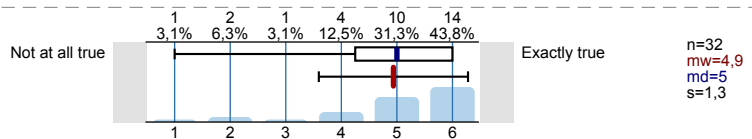


Attendance, interest and prior knowledge, assessment of the requirements/level

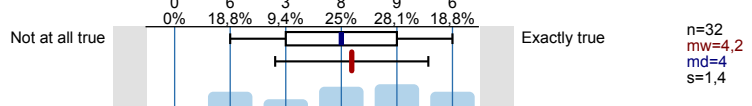
I have attended at least two thirds of this lecture/seminar.



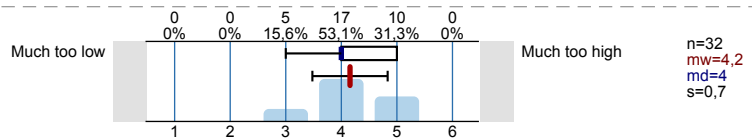
I have been interested in the topic of this lecture/seminar beforehand.



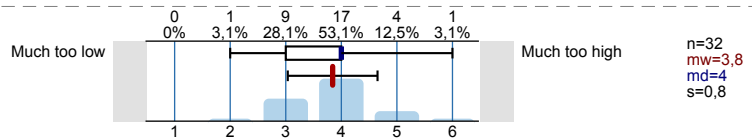
Before attending this lecture/seminar, I already had comprehensive knowledge regarding the subjects covered here.



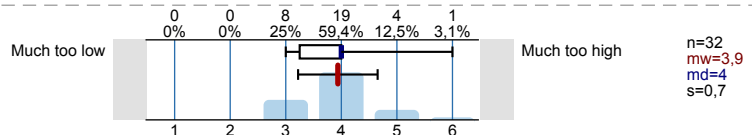
The extent of the subject matter covered in this lecture/seminar to me is ...



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

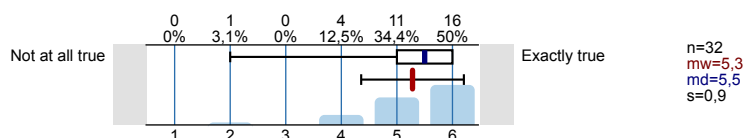


The pace of this lecture/seminar to me is ...

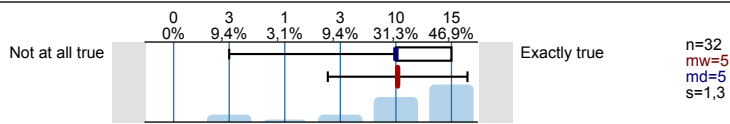


Clear and structured presentation

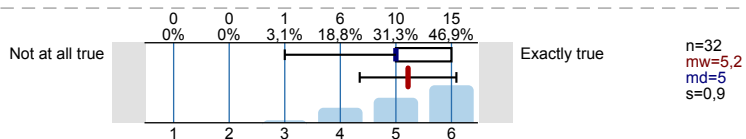
The lecturer has structured the whole lecture/seminar well and arranged it comprehensibly.



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

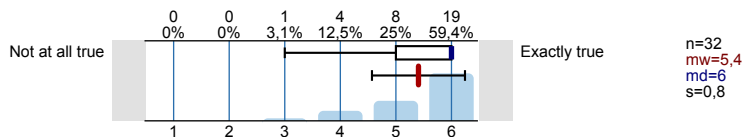


The lecturer presents the subject matter coherently.

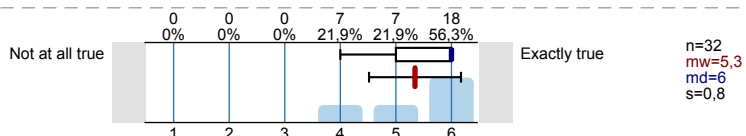


Explaining clearly

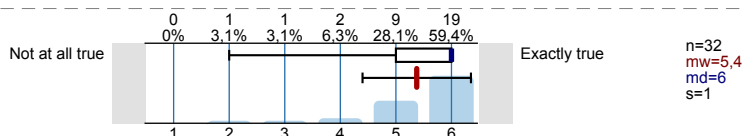
The lecturer explains new concepts and terms clearly and intelligibly.



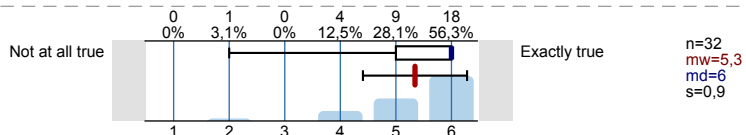
The lecturer explains even complex issues clearly.



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

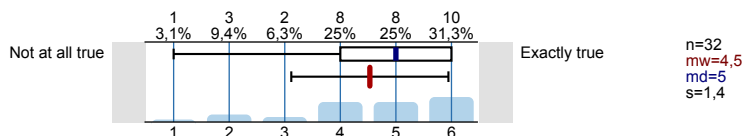


The lecturer answers questions from students in a helpful and target-oriented manner.

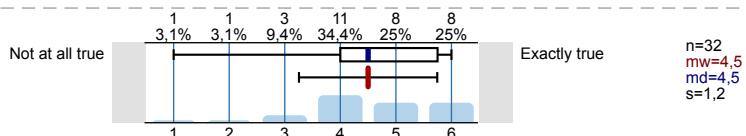


Summarizing and making connections

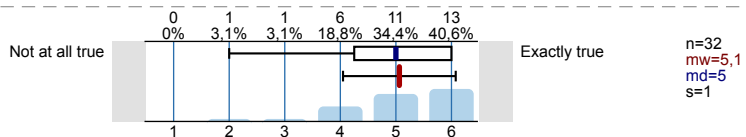
The lecturer regularly summarizes the most important contents of the lecture/seminar.



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

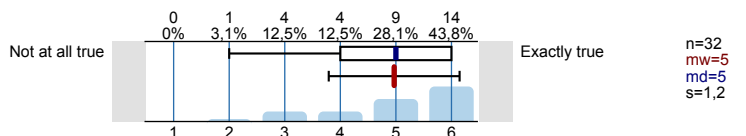


The lecturer frequently refers to already covered topics.

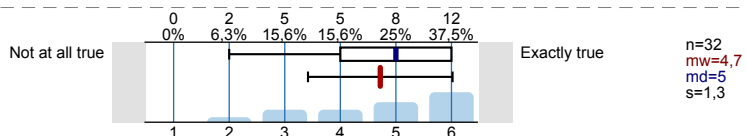


Creating a good learning environment

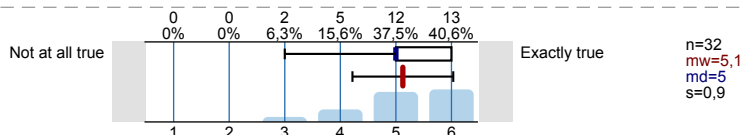
The lecturer creates a pleasant learning environment.



The lecturer takes the interests of students into account.

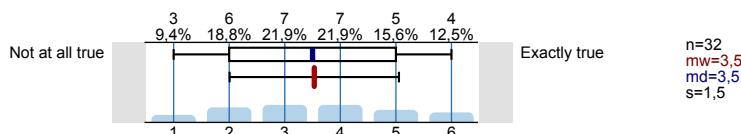


The lecturer takes the contributions of students seriously.

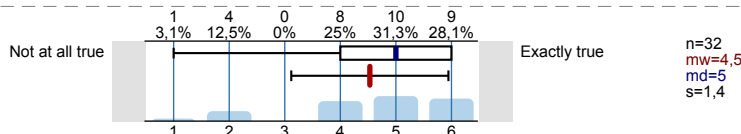


Generating interest and avoiding monotony

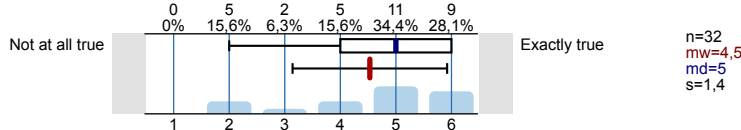
The lecturer varies the structure of her/his lectures/seminars.



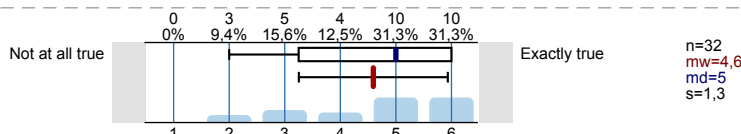
The lecturer captivates students through a stimulating and dedicated presentation style.



The lecturer maintains students' attention throughout the session.

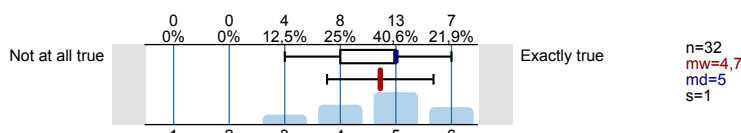


The lecturer generates student interest in lecture/seminar topics.

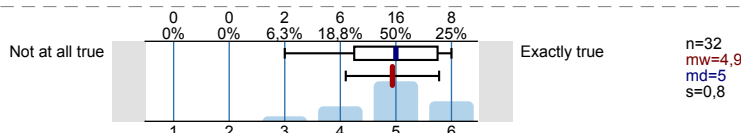


Clarifying relevance

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

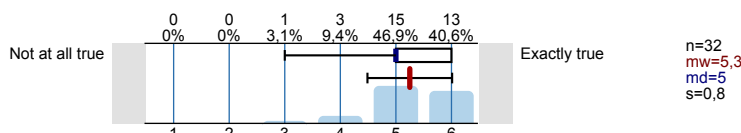


The lecturer clarifies the application of the subject matter.

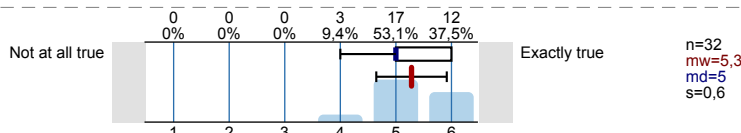


Dealing with disruptions efficiently

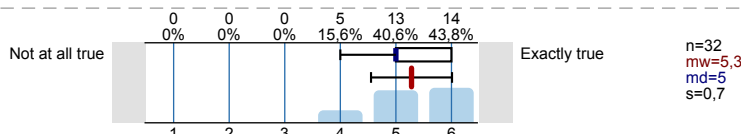
The lecturer is able to establish a calm and uninterrupted learning situation.



The lecturer deals with disturbance and disruptions appropriately.

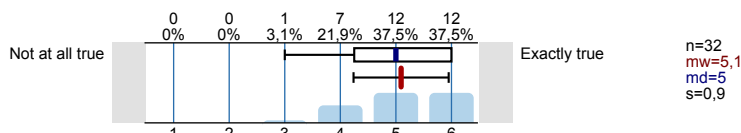


The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.

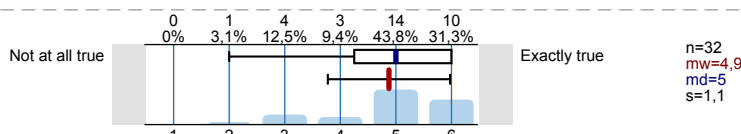


Directing communication

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

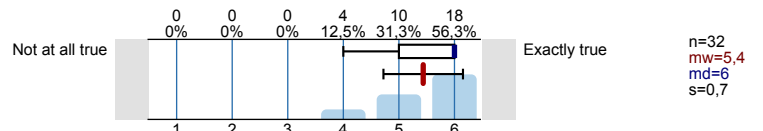


The lecturer directs the discussion in the learning group in a target-oriented manner.

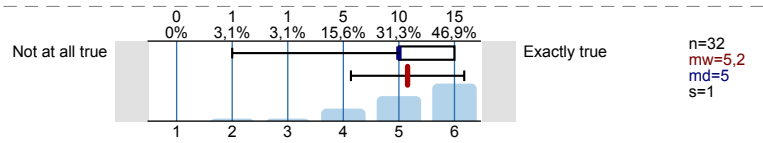


Making use of time

The lecturer shows very good time management.

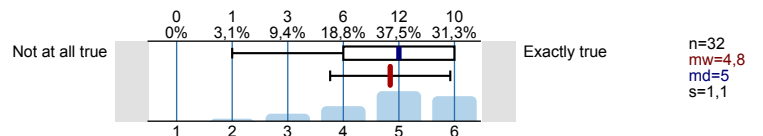


The lecturer uses the available time efficiently.

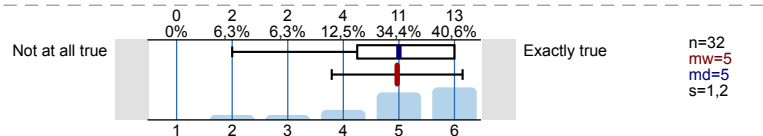


Assessment of output

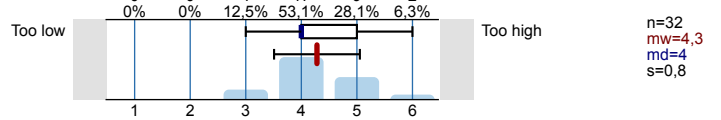
I have learned a lot in this lecture/seminar.



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)
...



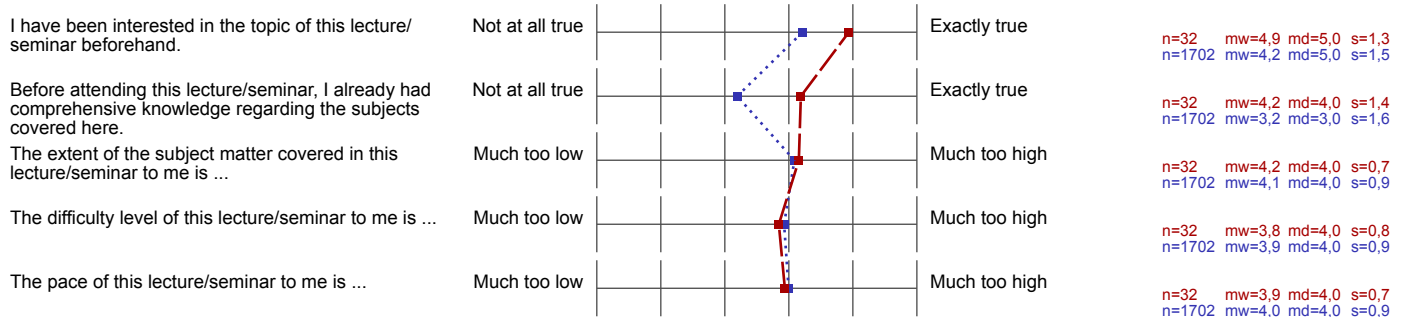
Profillinie

Teilbereich: Wirtschaftswissenschaftliche Fakultät
 Name der/des Lehrenden: Prof. Dr. Martin Eisend
 Titel der Lehrveranstaltung: Buyer Behavior (Lecture) (6601-4-me-ws13)
 (Name der Umfrage)

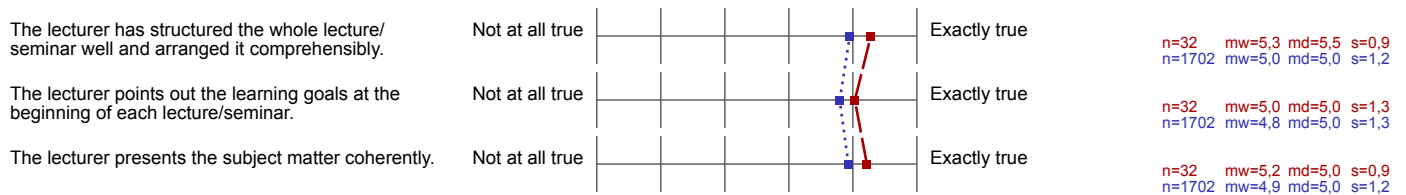
Vergleichslinie: All courses of the faculty (WiSe 2013/2014)

Verwendete Werte in der Profillinie: Mittelwert

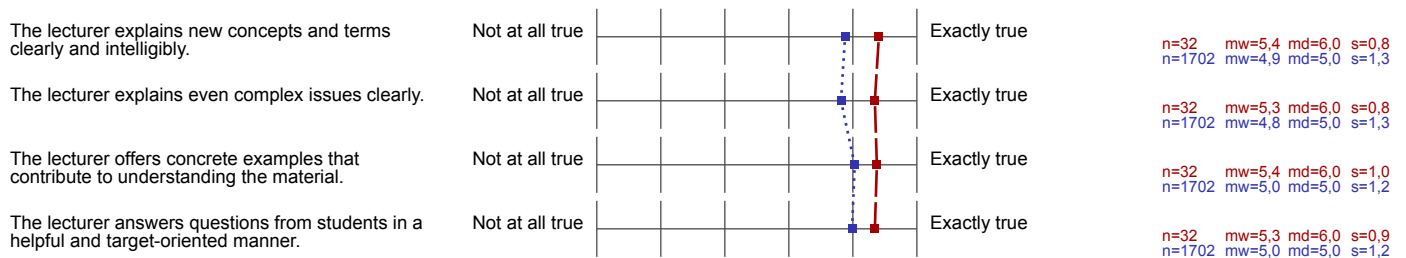
Attendance, interest and prior knowledge, assessment of the requirements/level



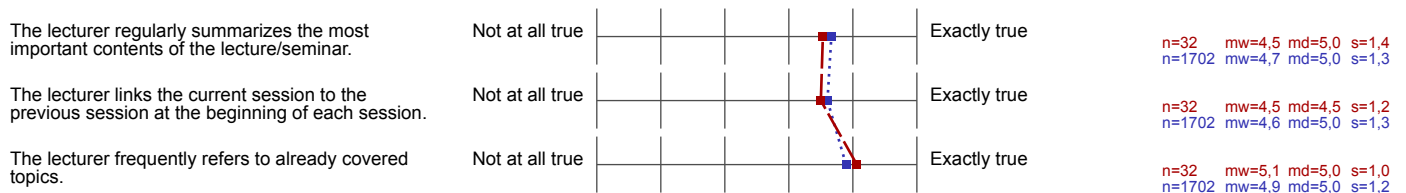
Clear and structured presentation



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=32 mw=5,0 md=5,0 s=1,2 n=1702 mw=4,9 md=5,0 s=1,3
The lecturer takes the interests of students into account.	Not at all true		Exactly true	n=32 mw=4,7 md=5,0 s=1,3 n=1702 mw=4,9 md=5,0 s=1,3
The lecturer takes the contributions of students seriously.	Not at all true		Exactly true	n=32 mw=5,1 md=5,0 s=0,9 n=1702 mw=5,2 md=6,0 s=1,1

Generating interest and avoiding monotony

The lecturer varies the structure of her/his lectures/ seminars.	Not at all true		Exactly true	n=32 mw=3,5 md=3,5 s=1,5 n=1702 mw=4,3 md=5,0 s=1,4
The lecturer captivates students through a stimulating and dedicated presentation style.	Not at all true		Exactly true	n=32 mw=4,5 md=5,0 s=1,4 n=1702 mw=4,5 md=5,0 s=1,5
The lecturer maintains students' attention throughout the session.	Not at all true		Exactly true	n=32 mw=4,5 md=5,0 s=1,4 n=1702 mw=4,6 md=5,0 s=1,5
The lecturer generates student interest in lecture/ seminar topics.	Not at all true		Exactly true	n=32 mw=4,6 md=5,0 s=1,3 n=1702 mw=4,5 md=5,0 s=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=32 mw=4,7 md=5,0 s=1,0 n=1702 mw=4,6 md=5,0 s=1,3
The lecturer clarifies the application of the subject matter.	Not at all true		Exactly true	n=32 mw=4,9 md=5,0 s=0,8 n=1702 mw=4,8 md=5,0 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=32 mw=5,3 md=5,0 s=0,8 n=1702 mw=5,0 md=5,0 s=1,2
The lecturer deals with disturbance and disruptions appropriately.	Not at all true		Exactly true	n=32 mw=5,3 md=5,0 s=0,6 n=1702 mw=5,0 md=5,0 s=1,2
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Directing communication

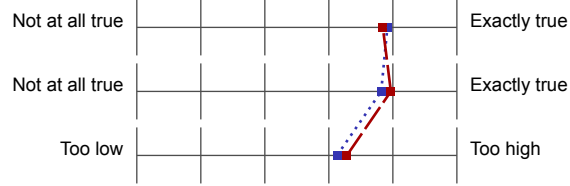
The lecturer directs back to the topic when individual students head off-course with their contributions.	Not at all true		Exactly true	n=32 mw=5,1 md=5,0 s=0,9 n=1702 mw=4,9 md=5,0 s=1,1
The lecturer directs the discussion in the learning group in a target-oriented manner.	Not at all true		Exactly true	n=32 mw=4,9 md=5,0 s=1,1 n=1702 mw=4,9 md=5,0 s=1,2

Making use of time

The lecturer shows very good time management.	Not at all true		Exactly true	n=32 mw=5,4 md=6,0 s=0,7 n=1702 mw=5,0 md=5,0 s=1,3
The lecturer uses the available time efficiently.	Not at all true		Exactly true	n=32 mw=5,2 md=5,0 s=1,0 n=1702 mw=5,0 md=5,0 s=1,3

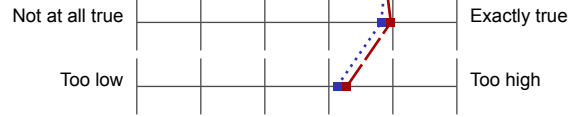
Assessment of output

I have learned a lot in this lecture/seminar.



n=32 mw=4,8 md=5,0 s=1,1
n=1702 mw=4,9 md=5,0 s=1,3

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



n=32 mw=5,0 md=5,0 s=1,2
n=1702 mw=4,8 md=5,0 s=1,4

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

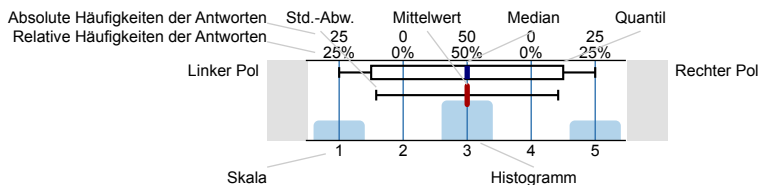


n=32 mw=4,3 md=4,0 s=0,8
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Auswertungsteil der geschlossenen Fragen

Legende

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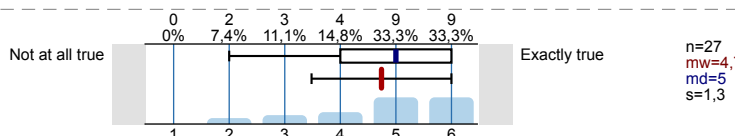


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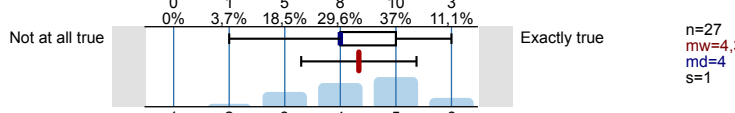
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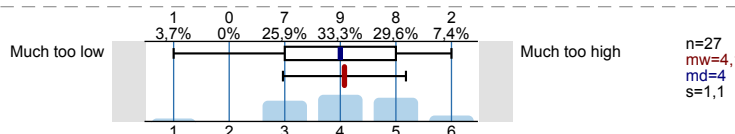
I have been interested in the topic of this lecture/seminar beforehand.



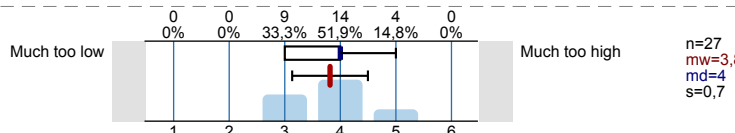
Before attending this lecture/seminar, I already had comprehensive knowledge regarding the subjects covered here.



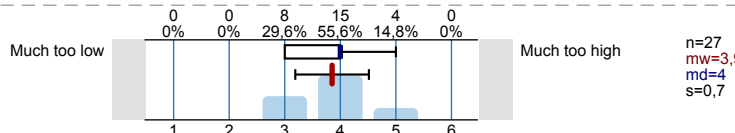
The extent of the subject matter covered in this lecture/seminar to me is ...



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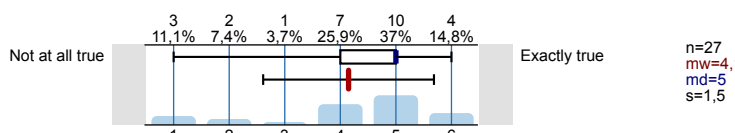


The pace of this lecture/seminar to me is ...

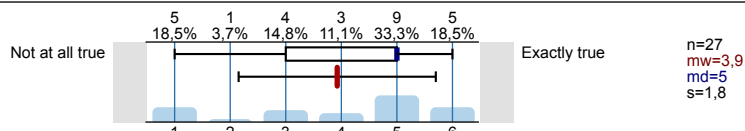


Clear and structured presentation

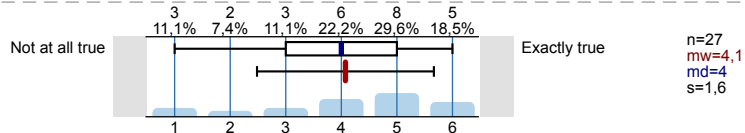
The lecturer has structured the whole lecture/seminar well and arranged it comprehensibly.



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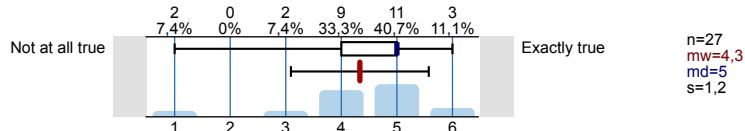


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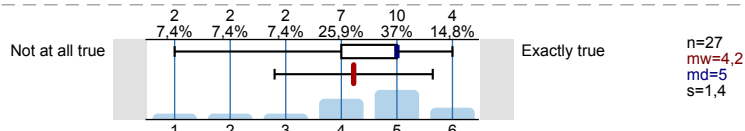


Explaining clearly

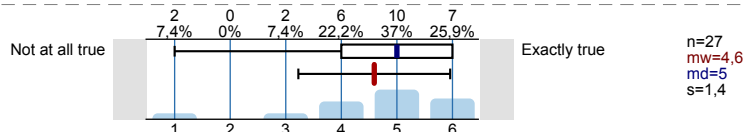
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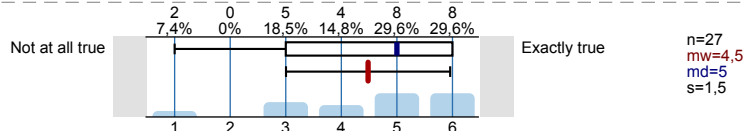
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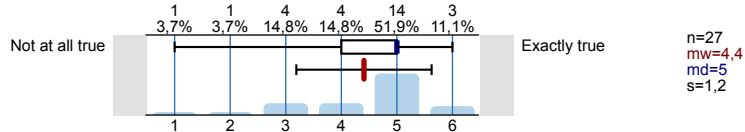


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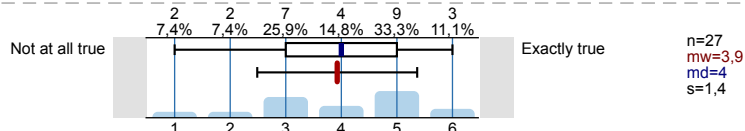


Summarizing and making connections

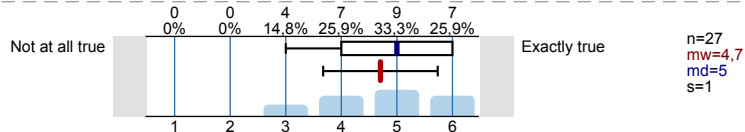
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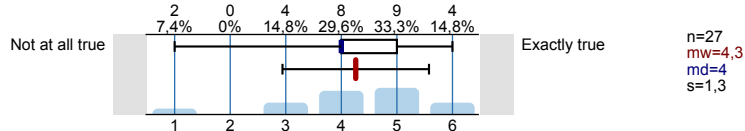


The lecturer frequently refers to already covered topics.

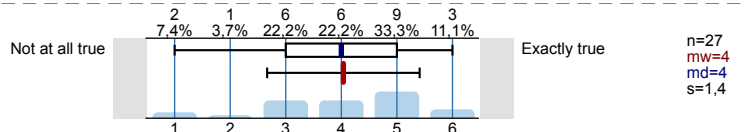


Creating a good learning environment

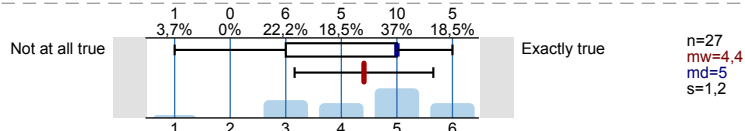
The lecturer creates a pleasant learning environment.



The lecturer takes the interests of students into account.

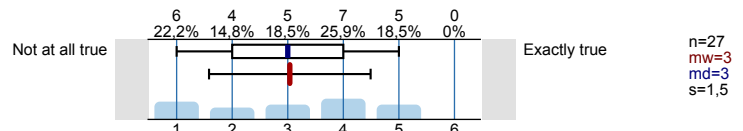


The lecturer takes the contributions of students seriously.

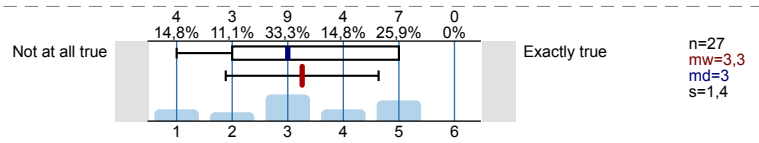


Generating interest and avoiding monotony

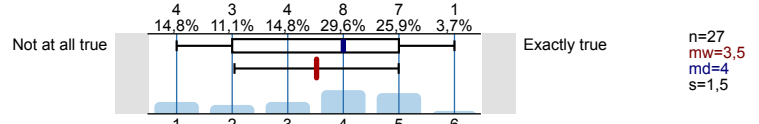
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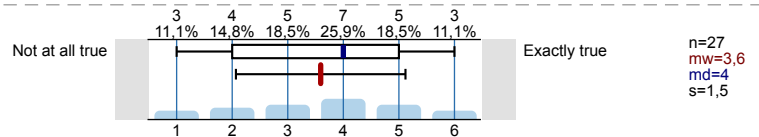
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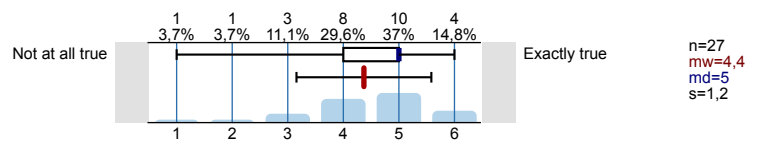


The lecturer generates student interest in lecture/seminar topics.

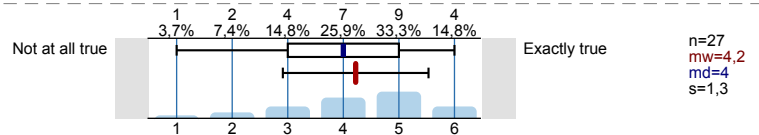


Clarifying relevance

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

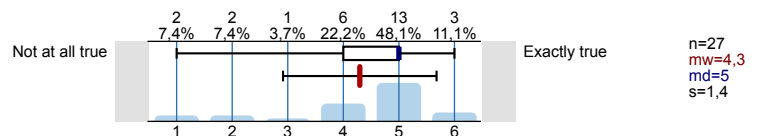


The lecturer clarifies the application of the subject matter.

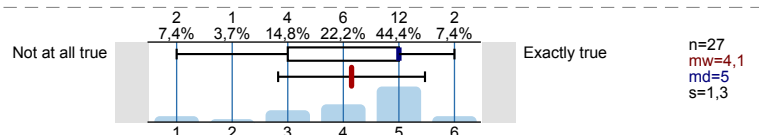


Dealing with disruptions efficiently

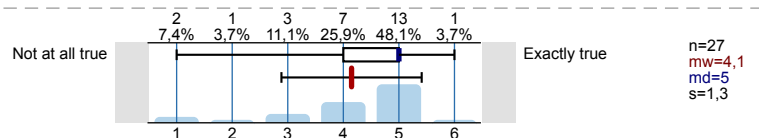
The lecturer is able to establish a calm and uninterrupted learning situation.



The lecturer deals with disturbance and disruptions appropriately.

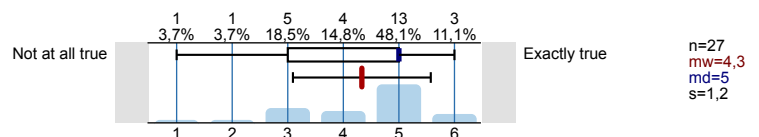


The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.

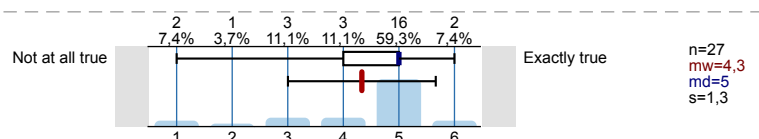


Directing communication

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

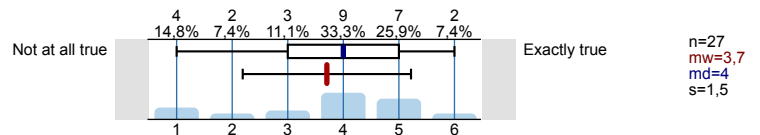


The lecturer directs the discussion in the learning group in a target-oriented manner.

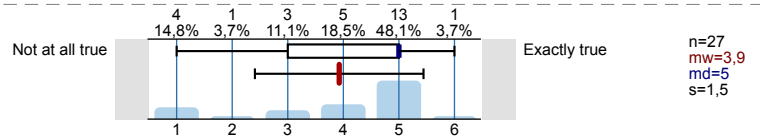


Making use of time

The lecturer shows very good time management.

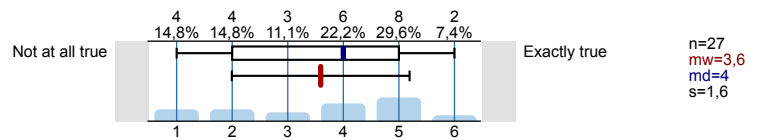


The lecturer uses the available time efficiently.

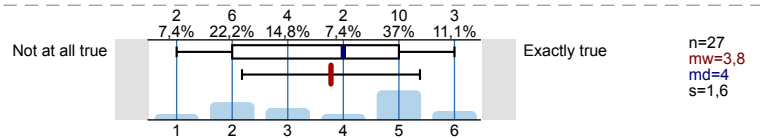


Assessment of output

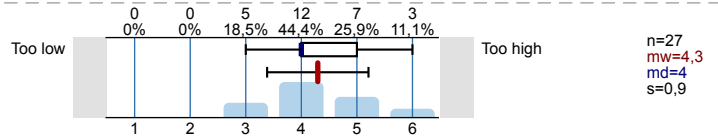
I have learned a lot in this lecture/seminar.



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)
...

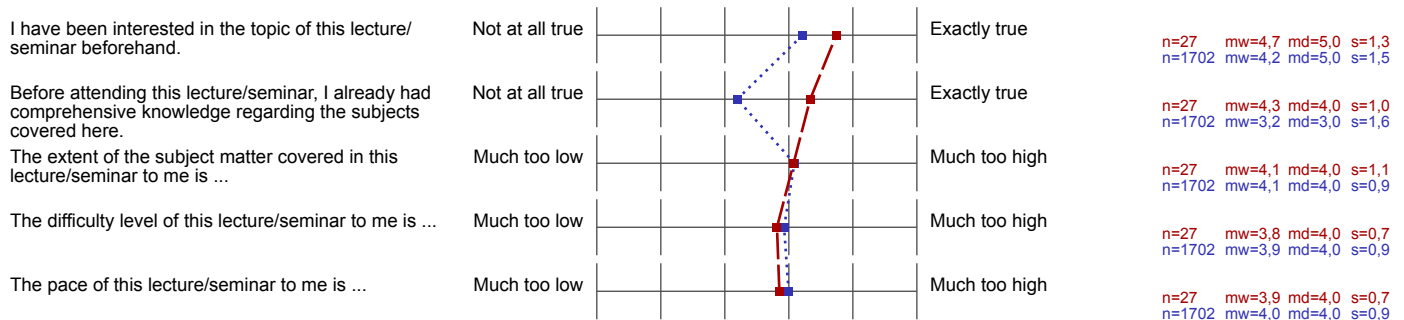


Profillinie

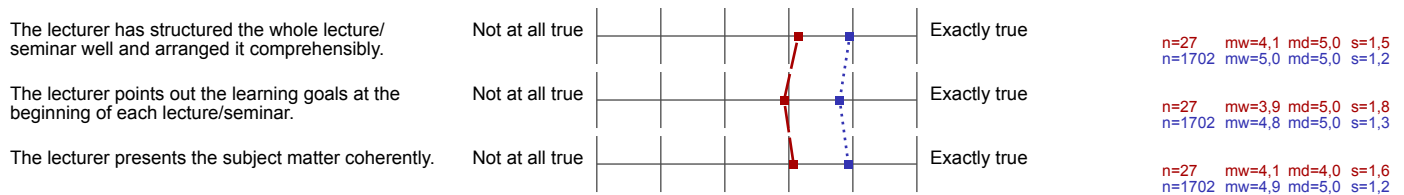
Teilbereich: Wirtschaftswissenschaftliche Fakultät
 Name der/des Lehrenden: Ruziye Oruc
 Titel der Lehrveranstaltung: Buyer Behavior (Tutorial) (6601-5-ro-ws13)
 (Name der Umfrage)
 Vergleichslinie: All courses of the faculty (WiSe 2013/2014)

Verwendete Werte in der Profillinie: Mittelwert

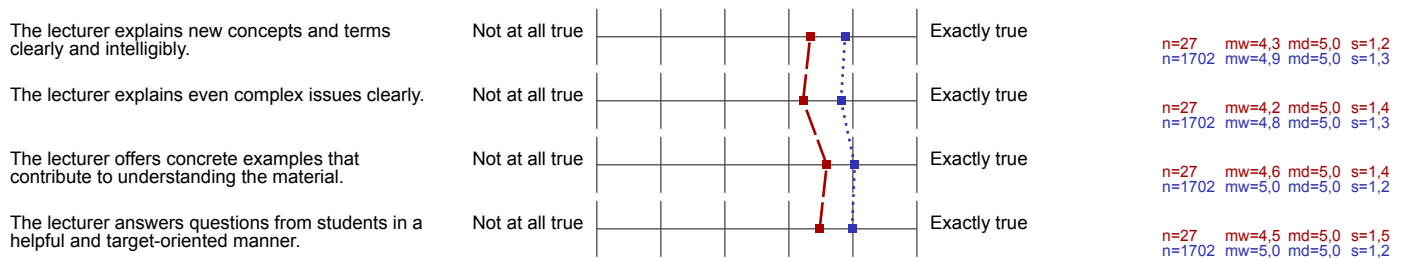
Attendance, interest and prior knowledge, assessment of the requirements/level



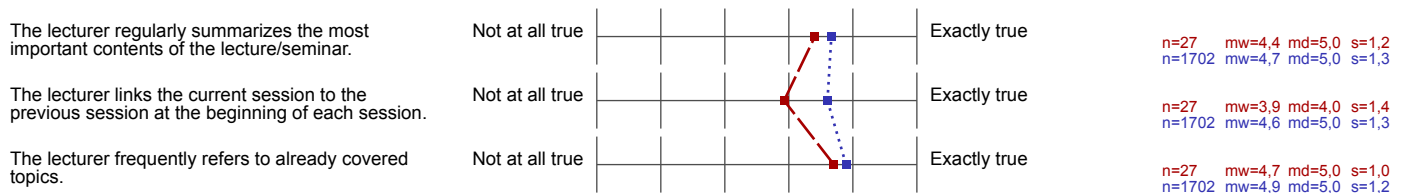
Clear and structured presentation



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=27 n=1702	mw=4,3 mw=4,9	md=4,0 md=5,0	s=1,3 s=1,3
The lecturer takes the interests of students into account.	Not at all true		Exactly true	n=27 n=1702	mw=4,0 mw=4,9	md=4,0 md=5,0	s=1,4 s=1,3
The lecturer takes the contributions of students seriously.	Not at all true		Exactly true	n=27 n=1702	mw=4,4 mw=5,2	md=5,0 md=6,0	s=1,2 s=1,1

Generating interest and avoiding monotony

The lecturer varies the structure of her/his lectures/ seminars.	Not at all true		Exactly true	n=27 n=1702	mw=3,0 mw=4,3	md=3,0 md=5,0	s=1,5 s=1,4
The lecturer captivates students through a stimulating and dedicated presentation style.	Not at all true		Exactly true	n=27 n=1702	mw=3,3 mw=4,5	md=3,0 md=5,0	s=1,4 s=1,5
The lecturer maintains students' attention throughout the session.	Not at all true		Exactly true	n=27 n=1702	mw=3,5 mw=4,6	md=4,0 md=5,0	s=1,5 s=1,5
The lecturer generates student interest in lecture/ seminar topics.	Not at all true		Exactly true	n=27 n=1702	mw=3,6 mw=4,5	md=4,0 md=5,0	s=1,5 s=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=27 n=1702	mw=4,4 mw=4,6	md=5,0 md=5,0	s=1,2 s=1,3
The lecturer clarifies the application of the subject matter.	Not at all true		Exactly true	n=27 n=1702	mw=4,2 mw=4,8	md=4,0 md=5,0	s=1,3 s=1,2

Dealing with disruptions efficiently

The lecturer is able to establish a calm and undisturbed learning situation.	Not at all true		Exactly true	n=27 n=1702	mw=4,3 mw=5,0	md=5,0 md=5,0	s=1,4 s=1,2
The lecturer deals with disturbance and disruptions appropriately.	Not at all true		Exactly true	n=27 n=1702	mw=4,1 mw=5,0	md=5,0 md=5,0	s=1,3 s=1,2
The lecturer demonstrates the necessary assertiveness in the face of disturbance and disruptions.	Not at all true		Exactly true	n=27 n=1702	mw=4,1 mw=5,0	md=5,0 md=5,0	s=1,3 s=1,2

Directing communication

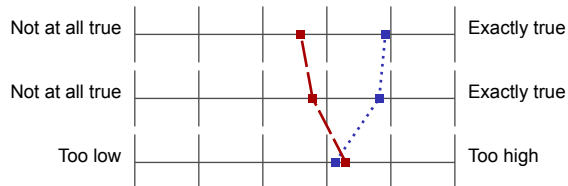
The lecturer directs back to the topic when individual students head off-course with their contributions.	Not at all true		Exactly true	n=27 n=1702	mw=4,3 mw=4,9	md=5,0 md=5,0	s=1,2 s=1,1
The lecturer directs the discussion in the learning group in a target-oriented manner.	Not at all true		Exactly true	n=27 n=1702	mw=4,3 mw=4,9	md=5,0 md=5,0	s=1,3 s=1,2

Making use of time

The lecturer shows very good time management.	Not at all true		Exactly true	n=27 n=1702	mw=3,7 mw=5,0	md=4,0 md=5,0	s=1,5 s=1,3
The lecturer uses the available time efficiently.	Not at all true		Exactly true	n=27 n=1702	mw=3,9 mw=5,0	md=5,0 md=5,0	s=1,5 s=1,3

Assessment of output

I have learned a lot in this lecture/seminar.



n=27 mw=3,6 md=4,0 s=1,6
n=1702 mw=4,9 md=5,0 s=1,3

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



n=27 mw=3,8 md=4,0 s=1,6
n=1702 mw=4,8 md=5,0 s=1,4

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



n=27 mw=4,3 md=4,0 s=0,9
n=1702 mw=4,1 md=4,0 s=1,0