



Westfälische Wilhelms-Universität Schloßplatz 2 48149 Münster

Sehr geehrte Frau
Prof. Dr. Doris Fuchs (PERSÖNLICH)

Auswertungsbericht Lehrveranstaltungsevaluation an die Lehrenden

Sehr geehrte Frau Prof. Dr. Fuchs,

Sie erhalten hier die Ergebnisse der automatisierten Auswertung der Lehrveranstaltungsevaluation zu ihrer Veranstaltung Power and Corporations in Global Politics.

Für Rückfragen stehe ich Ihnen jederzeit zur Verfügung.

Mit freundlichen Grüßen
Evaluationskoordinator Christian Tusch
Tel.: 83 - 30309
e-mail: christian.tusch@uni-muenster.de



Prof. Dr. Doris Fuchs
 Power and Corporations in Global Politics (064460 WS 08/09)
 Erfasste Fragebögen = 5

Globalwerte

Globalindikator



mw=1.6
s=0.6

Seminar conceptualisation and structure



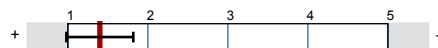
mw=1.6
s=0.6

Instructor support



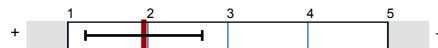
mw=1.3
s=0.5

Encouragement of active participation and personal initiative



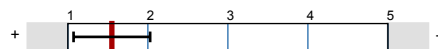
mw=1.4
s=0.5

Academic perspective and expertise



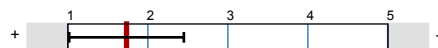
mw=2
s=0.9

Instructor's contribution and assistance



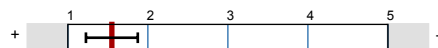
mw=1.6
s=0.6

Relation to practice and topicality



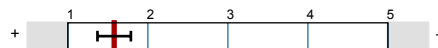
mw=1.7
s=0.9

Students' active engagement and participation



mw=1.6
s=0.4

Acquisition of knowledge and skills

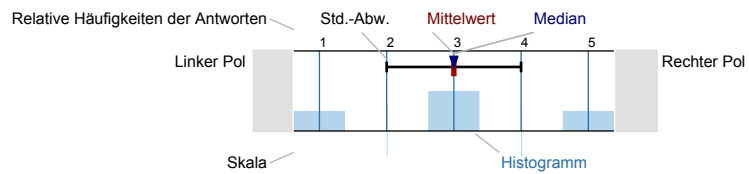


mw=1.6
s=0.2

Auswertungsteil der geschlossenen Fragen

Legende

Fragestext

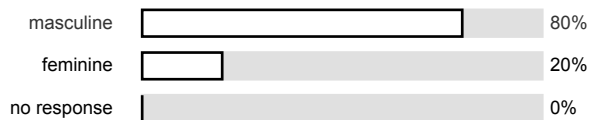


n=Anzahl
mw=Mittelwert
md=Median
s=Standardabweichung
E.=Enthaltung

Gender and programme of study

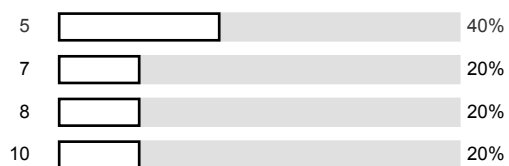
1.1) Please indicate your gender.

n=5



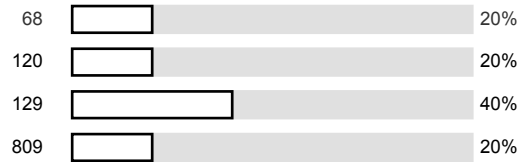
1.2) Please indicate your current semester of study.

n=5



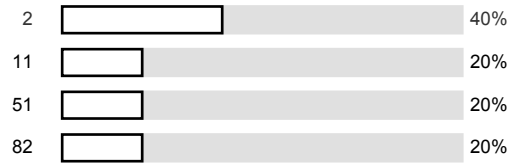
1.3) Please indicate your area of study which corresponds to this course.

n=5



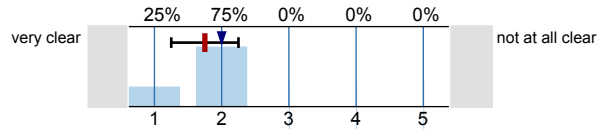
1.4) Please indicate the degree, diploma or certificate for which you are currently studying.

n=5



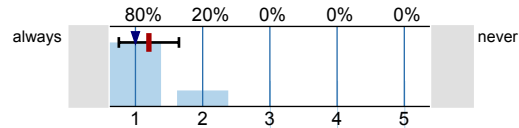
Seminar conceptualisation and structure

2.1) How clear to you were the seminar's learning goals?



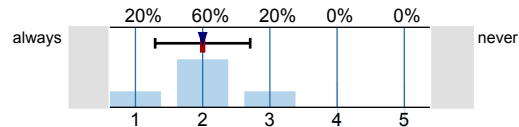
n=4
mw=1.8
md=2
s=0.5
E.=1

2.2) Was the seminar conducted according to a clear plan?



n=5
mw=1.2
md=1
s=0.4

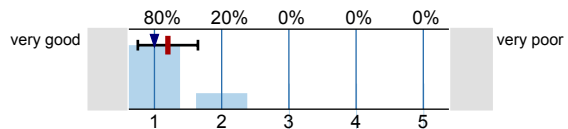
2.3) Was there a recognizable logical thread linking together the themes discussed in seminar meetings?



n=5
mw=2
md=2
s=0.7

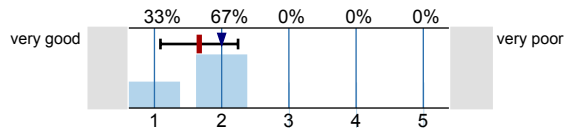
Instructor support

3.1) How do you rate the learning atmosphere between the instructor and the students?



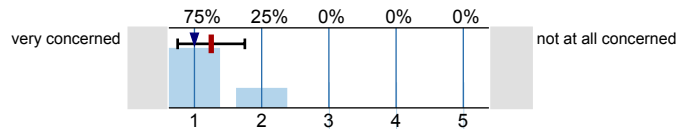
n=5
mw=1.2
md=1
s=0.4

3.2) How do you rate the instructor's availability outside regular seminar hours?



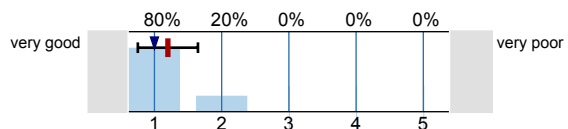
n=3
mw=1.7
md=2
s=0.6
E.=2

3.3) How concerned was the instructor that the seminar proceed in a respectful manner?



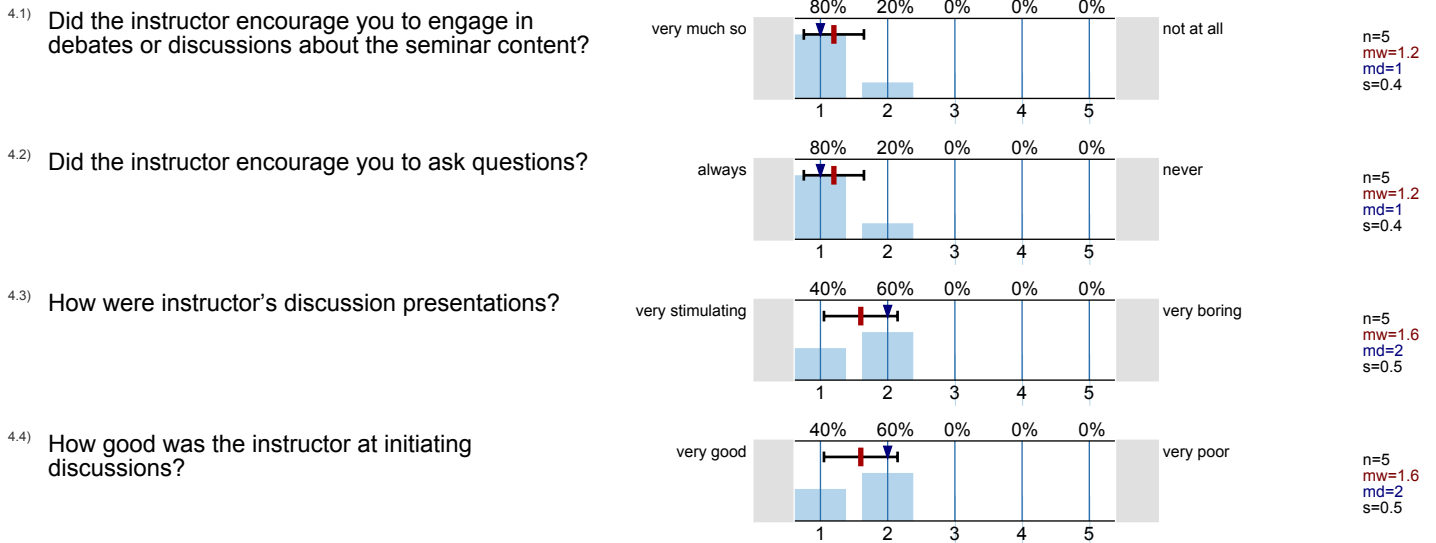
n=4
mw=1.3
md=1
s=0.5
E.=1

3.4) How do you rate the support and assistance provided by the instructor in respect of assignments (essays, presentations, etc.)?

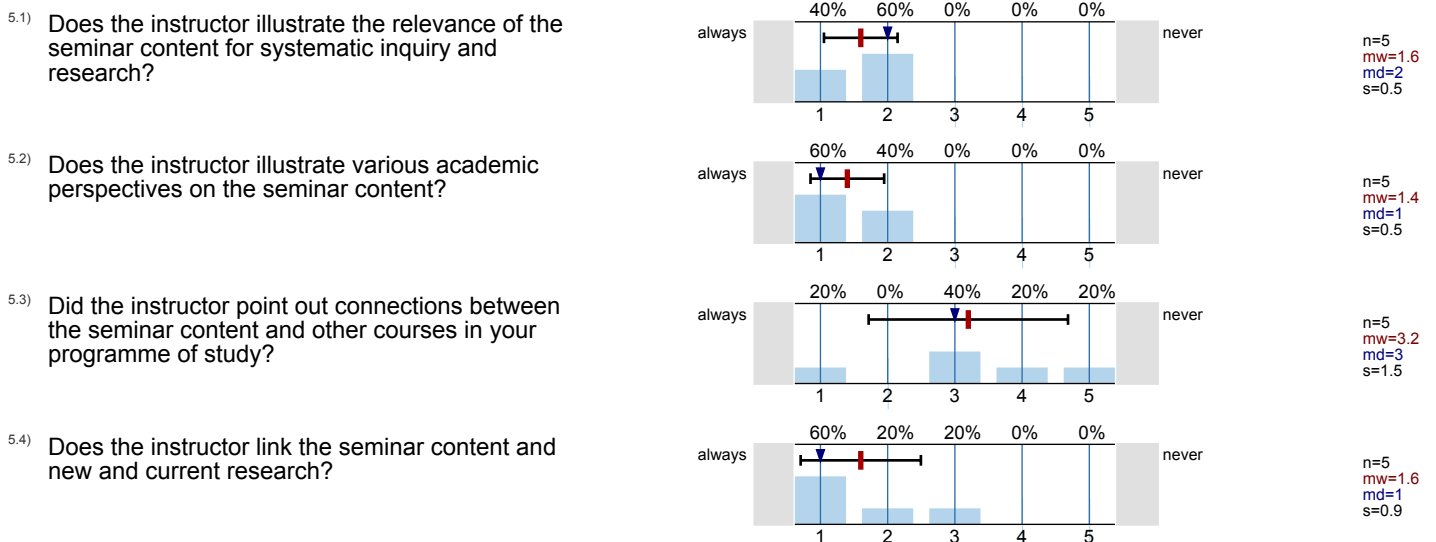


n=5
mw=1.2
md=1
s=0.4

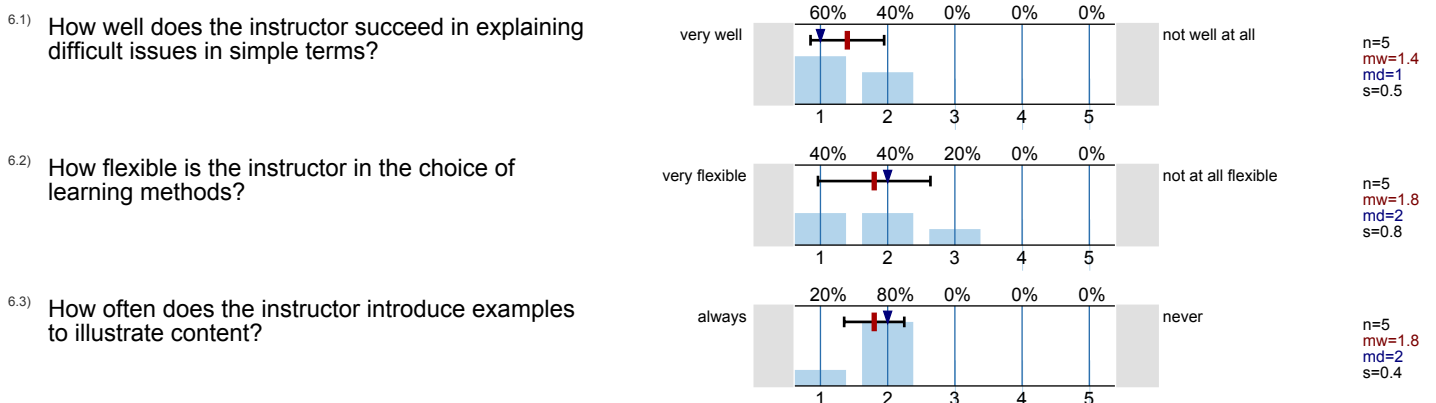
Encouragement of active participation and personal initiative



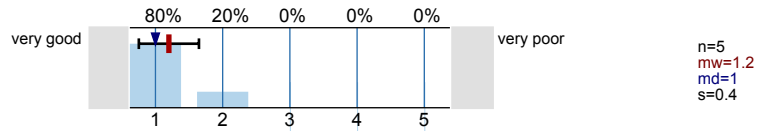
Academic perspective and expertise



Instructor's contribution and assistance

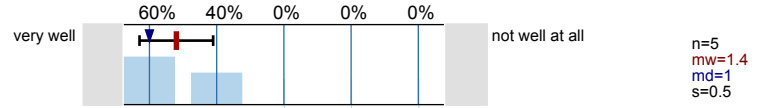


6.4) On the whole, how do you rate the instructor's teaching methods?

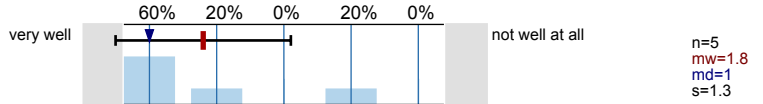


Relation to practice and topicality

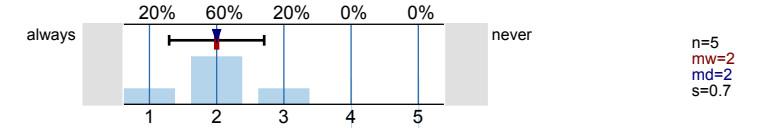
7.1) How well does the instructor succeed in demonstrating the practical relevance of the seminar content?



7.2) How well does the instructor succeed in demonstrating the topicality of the seminar content?

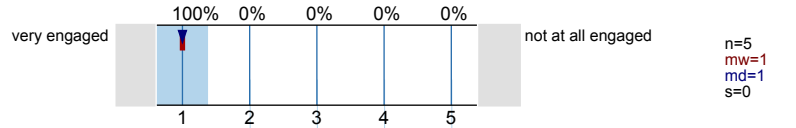


7.3) How often does the instructor point out the possible applications of the seminar content?

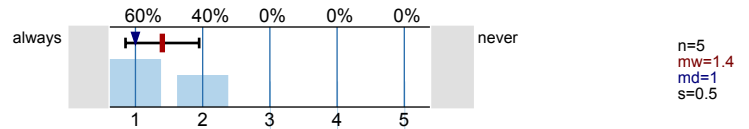


Students' active engagement and participation

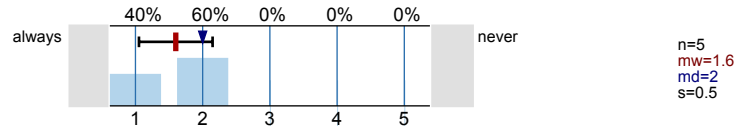
8.1) How engaged are the students in the seminar?



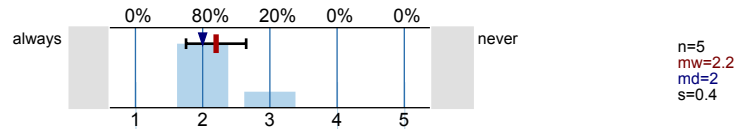
8.2) Do the students contribute to the seminar with their own ideas and opinions?



8.3) Are the students prepared for the seminar meetings?

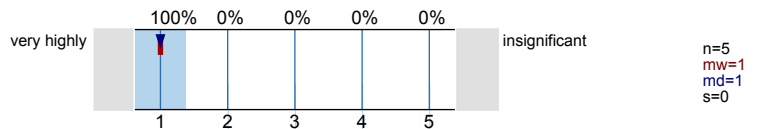


8.4) Are the students involved in determining the structure of seminar meetings?

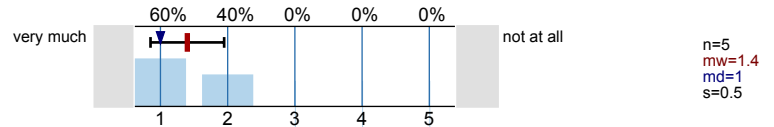


Acquisition of knowledge and skills

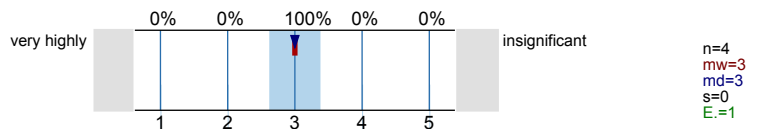
9.1) How do you rate the gains you have made in terms of your skills in critical analysis?



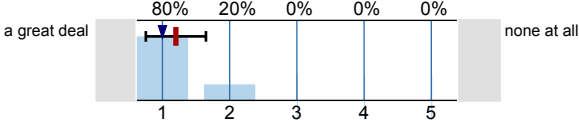
9.2) In the seminar, how much has your ability to do academic work improved?



9.3) How do you rate the gains have you made in terms of your ability to give presentations?



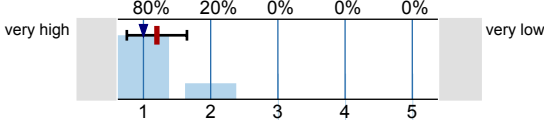
9.4) How much have you learned that is new or in greater depth?



n=5
mw=1.2
md=1
s=0.4

Further questions

10.1) How high was your level of interest in the seminar's theme?

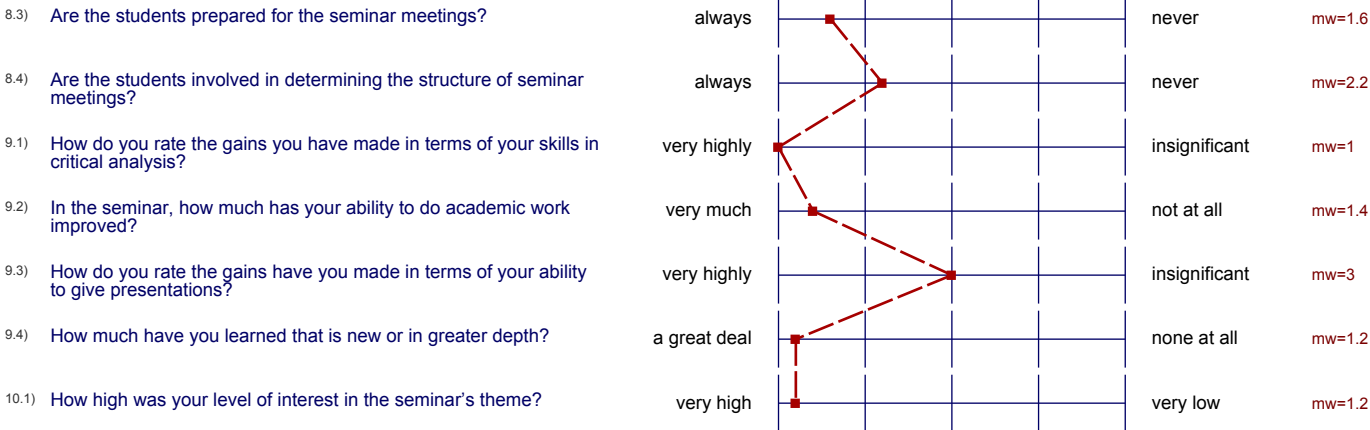


n=5
mw=1.2
md=1
s=0.4

Profillinie

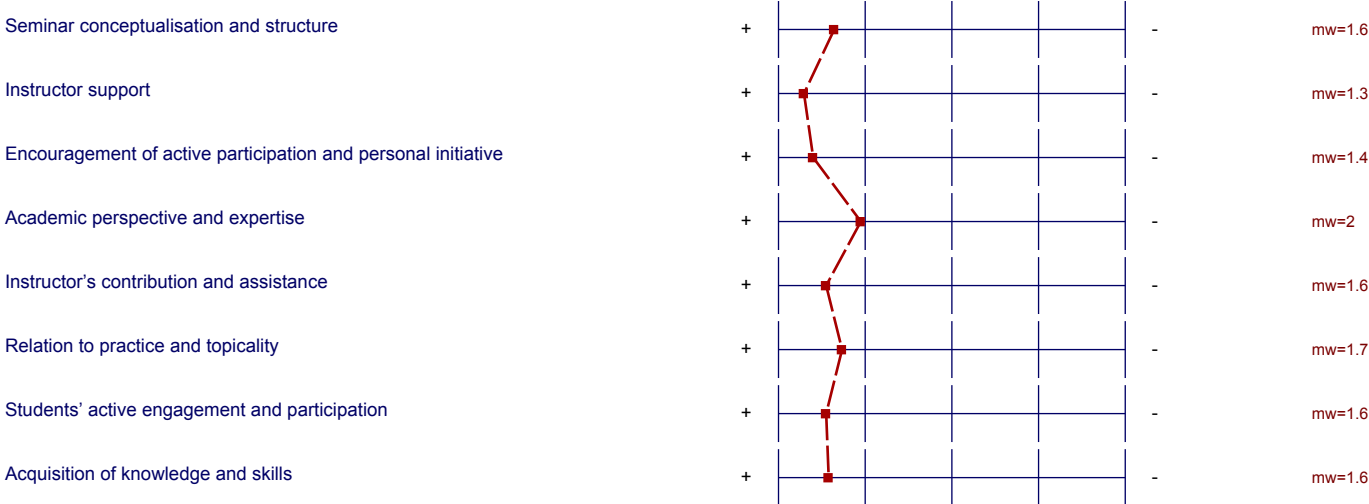
Teilbereich: **Fachbereich 06 Teilbereich Politikwissenschaft**
 Name der/des Lehrenden: **Prof. Dr. Doris Fuchs**
 Titel der Lehrveranstaltung: **Power and Corporations in Global Politics**
 (Name der Umfrage)





Profillinie

Teilbereich: Fachbereich 06 Teilbereich Politikwissenschaft
Name der/des Lehrenden: Prof. Dr. Doris Fuchs
Titel der Lehrveranstaltung: Power and Corporations in Global Politics
(Name der Umfrage)



Präsentationsvorlage

Hauptseminar Power and Corporations in Global Politics
 Prof. Dr. Doris Fuchs
 Erfasste Fragebögen = 5

Skala: Seminarkonzeption und -gliederung

Seminar conceptualisation and structure



mw = 1.6

Skala: Betreuung des Seminars durch die/den Lehrende/n

Instructor support



mw = 1.3

Skala: Motivierung zur aktiven Teilnahme und Eigenaktivität

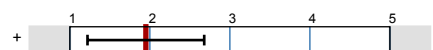
Encouragement of active participation and personal initiative



mw = 1.4

Skala: Einbringen der fachwissenschaftlichen Sicht und Expertise

Academic perspective and expertise



mw = 2

Skala: Beiträge und Ergänzungen der/des Lehrenden

Instructor's contribution and assistance



mw = 1.6

Praxisbezug und Aktualität

Relation to practice and topicality



mw = 1.7

Skala: Aktive Mitarbeit und Partizipation der Studierenden

Students' active engagement and participation



mw = 1.6

Skala: Lerngewinn

Acquisition of knowledge and skills



mw = 1.6

Auswertungsteil der offenen Fragen

10.2) What are your suggestions for improvement? What did you find especially strong or especially weak? (N.B.: Please write only inside the text box. The instructor will receive an image of your hand-written comments.)

I would ^{like to} encourage ^{inspire} to structure seminars in a similar manner. It helps students to gain diverse insights on relevant topics and strengthens their ability to think "outside-the-box."

I was able to learn a lot and it was great to get challenged, because this contributed to my knowledge. I had not studied ~~any~~ courses about power before - therefore it was great.
A little bit more group work would have been great.

- better organisation of online discussions, schedule them for longer periods

- Having short presentations (e.g. case studies) of not more than 10 minutes → would improve applicability
- Frame the on-line discussion more on the seminar's topic, more time for it
- Let the course take place more often, eventually engage a long-term online discussion and include the developments of it in 15mins of the actual course

Suggestions were discussed in last meeting