Auswertungsteil der geschlossenen Fragen

**Legende**

<table>
<thead>
<tr>
<th>Fragetext</th>
<th>Rechter Pol</th>
<th>Linker Pol</th>
<th>Std.-Abw.</th>
<th>Mittelwert</th>
<th>Skala</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative Häufigkeiten der Antworten</td>
<td>25%</td>
<td>0%</td>
<td>50%</td>
<td>25%</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

**Managerial Analytics and Decision Making** (Prof. Dr. Richard, Pibernik, Dr. Alexander Rothkopf, Fabian Taigel) - Lecture

How many sessions of the lecture did you attend?

- less than 30%: 0%
- between 30% and 80%: 5.9%
- more than 80%: 94.1%

The pace of the lecture is ...

- too slow: 2%
- appropriate: 84%
- too fast: 14%

The quantity of the material covered in the lecture is ...

- too low: 0%
- appropriate: 62%
- too high: 38%

The level of difficulty of the lecture is ...

- too low: 0%
- appropriate: 72.5%
- too high: 27.5%

The sequence of topics in the lecture is logical.

Practical applications are being adequately provided.

The delivery of the lecture was enhanced by the use of media.
The course material (manuals, recommended reading etc.) is well structured and useful.

The lecturer ...

... shows interest in student's success.

... is well prepared.

... presents the course material in an understandable way.

... answers questions appropriately and comprehensively.

Please rate the lecturer on a grading scale (from 1 - very good - to 6 - fail).

"Managerial Analytics and Decision Making" (Allgemein) - The Module

On average, how many hours each week do you spend on preparation and revision for the entire module?

In my opinion, the workload for the entire module is ...

The course requirements and assessment standards are clear to me.

The course(s) of the module provide enough opportunities to prepare for the exam.
By attending this module I can acquire relevant knowledge and skills required for my degree.

How satisfied are you with the module in general?

General Information

In your degree programme, this module counts for you as a…

- mandatory module: 68%
- elective module: 26%
- other module: 2%
- transferable skills module (SQ): 0%
- interdisciplinary module: 4%

For which degree subject are you enrolled?

- Wirtschaftswissenschaft: 4%
- Wirtschaftsinformatik: 10%
- Wirtschaftsmathematik: 8%
- Nebenfach Wirtschaftswissenschaft: 0%
- Business Management: 60%
- Economics/Int. Economic Policy: 12%
- other: 6%

For which degree programme are you enrolled?

- Bachelor: 5.9%
- Master: 94.1%
- other degree: 0%

Have you obtained a Bachelor's Degree at the University of Würzburg?

- yes: 41.2%
- no: 58.8%
- abstention: 0%

What is your subject semester (Fachsemester)?

- 1st: 41.2%
- 2nd: 29.4%
- 3rd: 7.8%
- 4th: 7.8%
- 5th: 3.9%
- 6th: 0%
- 7th: 0%
- 8th: 5.9%
- higher than 8th: 3.9%
Please indicate your gender:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>44%</td>
</tr>
<tr>
<td>female</td>
<td>52%</td>
</tr>
<tr>
<td>abstention/other</td>
<td>4%</td>
</tr>
</tbody>
</table>

n=50
<table>
<thead>
<tr>
<th>Statement</th>
<th>Grade</th>
<th>Agree</th>
<th>Disagree</th>
<th>n</th>
<th>mw</th>
<th>md</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sequence of topics in the lecture is logical.</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>50</td>
<td>1.9</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Practical applications are being adequately provided.</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>51</td>
<td>1.6</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>The delivery of the lecture was enhanced by the use of media.</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>51</td>
<td>1.6</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>The course material (manuals, recommended reading etc.) is well</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>51</td>
<td>2.3</td>
<td>2.0</td>
<td>1.2</td>
</tr>
<tr>
<td>... shows interest in student's success.</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>51</td>
<td>1.6</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td>... is well prepared.</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>51</td>
<td>1.4</td>
<td>1.0</td>
<td>0.6</td>
</tr>
<tr>
<td>... presents the course material in an understandable way.</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>51</td>
<td>1.9</td>
<td>2.0</td>
<td>0.9</td>
</tr>
<tr>
<td>... answers questions appropriately and comprehensibly.</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>48</td>
<td>1.4</td>
<td>1.0</td>
<td>0.6</td>
</tr>
<tr>
<td>Please rate the lecturer on a grading scale (from 1 - very good - to 6</td>
<td></td>
<td>1</td>
<td>6</td>
<td>51</td>
<td>1.6</td>
<td>1.0</td>
<td>0.7</td>
</tr>
<tr>
<td>The course requirements and assessment standards are clear to me.</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>50</td>
<td>2.3</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>The course(s) of the module provide enough opportunities to prepare</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>49</td>
<td>2.4</td>
<td>2.0</td>
<td>0.9</td>
</tr>
<tr>
<td>By attending this module I can acquire relevant knowledge and skills</td>
<td></td>
<td>completely agree</td>
<td>completely disagree</td>
<td>51</td>
<td>1.8</td>
<td>2.0</td>
<td>1.1</td>
</tr>
<tr>
<td>How satisfied are you with the module in general?</td>
<td></td>
<td>very satisfied</td>
<td>not satisfied at all</td>
<td>51</td>
<td>2.2</td>
<td>2.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>
What aspects of the lecture and/or the lecturer do you like?

- @ initial tool
- motivated lecturer
- easy to follow

. Nice

- Pibernik's explanations

The way it is structured: "To do" at home and then revise/go deep during lecture

The practical examples

Prof. Pibernik summarizes the comments of the students.

The info of the lecture is well explained. Lecturer explains everything so good, use a lot of sources.
Professor is really successful at giving lectures without boring speeches.

Practical applications

good examples/lectures
good teaching way

E-learning materials at Duficampus
Simulation group work was very useful

- Simulation
- Prof. Ribenik is a good speaker
- Easy to follow him without getting bored

I like the way Prof. Ribenik teaches.
I like that he links the lecture to the practice.

For better understanding, case studies and e-learning are helpful.

- Good examples
- Lecture also goes through old exam questions
- E-learning for better understanding

Working with analytical texts
Case studies
Presentation skill of the lecturer (good to visiting the lecture gave extra follow) Value beyond the literature
A number of the cases...

- a lot of practical applications
- different useful uses
- recorded materials outline

- self-organized
- self-relevant
- E-learning tools self-gut
- @ risk - sehr cooles Tool

- English lecture
- good structure
- Pisa quite good teacher

Piscine gibt sich sehr solid deche und hat sich no hierent
Man macht das rund das Thema
Späts macht und das feiert auch
die Studenten ab.

I do not like that you are very dependent on you own notes taken in the lecture. In case of sickness it is not possible to get all the important information.

THE PRACTICAL ANALYSIS AND TOPICS OF STUDY

- work with the computer (e.g. Nile etc.)
What aspects of the lecture and/or the lecturer do you not like?
What improvements would you recommend?

- scales for preparation could have better quality
- explains too basic / worked very high security topics
- simulations could be shorter
- too long research on decision making did not stop with learning curves
- include context-dependent choice models

• MORE EXPLANATIONS FOR THE USAGE OF SOFTWARE @ RISK (TASSEL PART)

The part of Professor Feigel should be done differently

The theory of the subject is explained more precise than some implementation. Too many case studies. Not sure what can be an exam.

I need much more practice about-risk. Also, there are too many materials on WebCampus, lecture should be thought as the only lecture that should exist.

abi Ger: Sometimes topic caused hard to understand because explanations are confuse

Too much reading

Too much workload, can not prepare everything (even if you want A)
In the middle of Part II-lecture, did 3 simulation sessions and then came back to Part III.

Too much additional material (reading, x simulations, ...) to do besides the regular preparation for the lecture.

I would be more if they could provide a way for Blackboard to deal with the program.

Better following the slides, sometimes confusing structure of classes away from the slides.

With too much quantity of material is covered in the lecture, I cannot spend my time on logistics.

Fabian Raigel speaks sometimes to slowly, also at e-learning, he knows the stuff, but cannot explain very well.

We need more data to practice by ourselves.

Kursmaterial auf WuCampus etwas unstrukturiert.

Kursmaterial auf WuCampus könnte besser zugeordnet werden — eher unsichtbar.
E-learning could be improved

- Too much cases/ readings
  Can such be as good, don’t
  see them as much after being
  and as such be too wide

The use of the system because is
new for me.

The lecturer: Fabian Taigel wasn’t a good
english. It’s difficult to follow and even
with his e-learnings you understand
relatively less. In general too much readings &
example cases and

Sometimes badenglish was difficult to
understand.

Overview doesn’t work with my computer,
often the course material shows up
questions, but there are no answers to them.