



Georg-August-Universität
Wilhelmsplatz 1
37073 Göttingen

Georg-August-Universität

Marco Elias Cisneros-Tersitsch (as private and confidential)

Report: Course Evaluation, to the Instructors

Dear Cisneros-Tersitsch,

This email contains the results of the automated evaluation of the training meeting evaluation for meeting The economics of deforestation to questionnaire type WiwSE192o:

The global indicator indicated first consists of the following scales of the questionnaire:

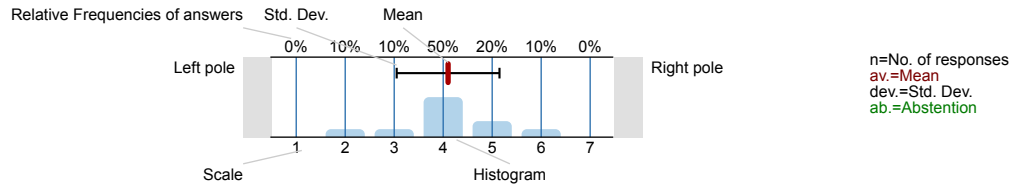
next the individual average values of the scales specified above are specified.

In the second part of the analysis report the average values of all individual questions are listed. The value 1 marks a minimum meeting quality, the value 7 a maximum meeting quality from view of the studying.

Survey Results

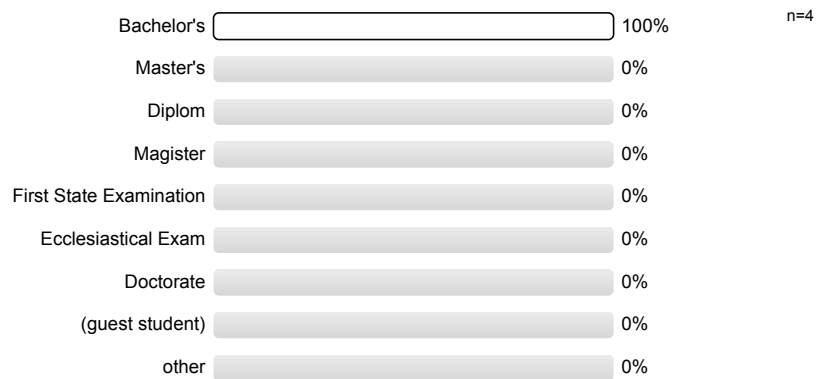
Legend

Question text

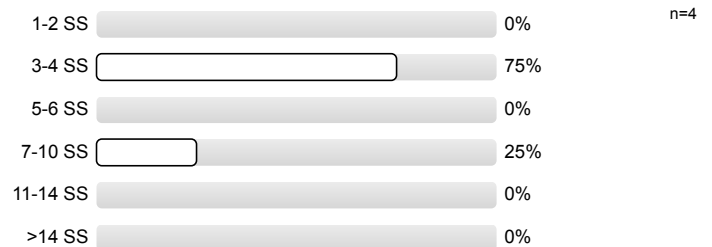


1. Questions about course of studies and personal details

1.1) The qualification I am studying for on this degree programme is a ...



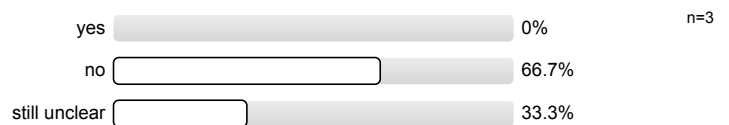
1.2) I am in subject semester (SS) ...



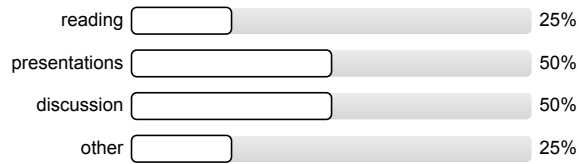
1.3) This class is (for me) ...



1.4) I selected this course as a key competence offer.

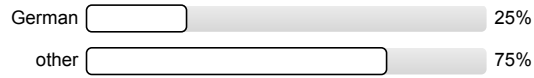


1.5) The course primarily consists of ... (multiple options possible)



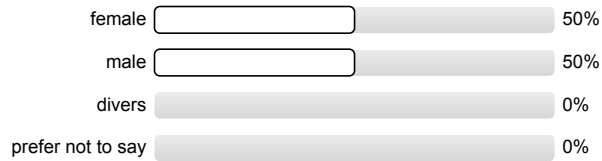
n=4

1.6) My first language is ...



n=4

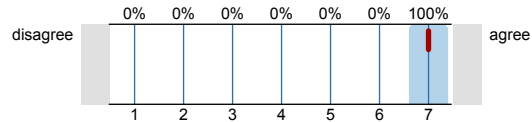
1.7) My gender is ...



n=4

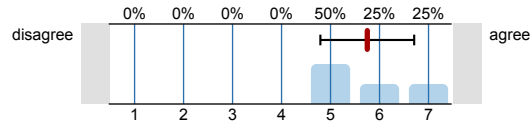
2. Questions about the class

2.1) I learn a lot in this class.



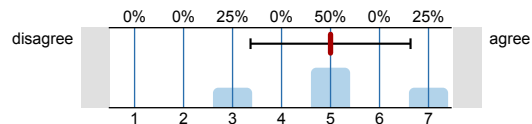
n=4
av.=7
dev.=0

2.2) The content of the class is well structured.



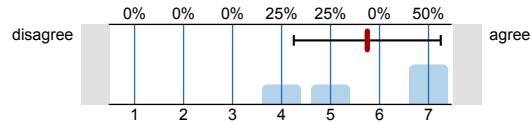
n=4
av.=5,8
dev.=1

2.3) The learning objectives were clearly formulated.



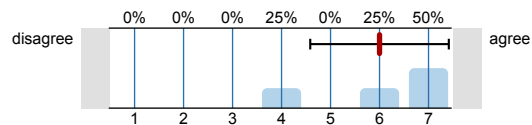
n=4
av.=5
dev.=1,6

2.4) The teaching aids used (e.g. lecture notes, StudIP services, literature, media) are useful to me.



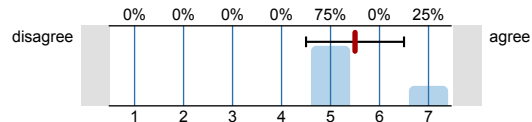
n=4
av.=5,8
dev.=1,5

2.5) The forms of teaching/learning in the class (e.g. group or individual exercises, oral and written communication) are helpful.



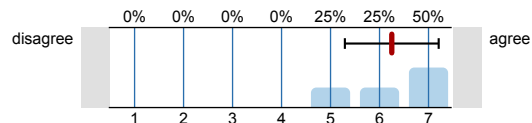
n=4
av.=6
dev.=1,4

2.6) The performance requirements were made clear in one of the first sessions.



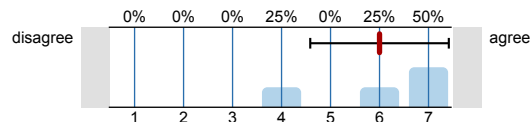
n=4
av.=5,5
dev.=1

2.7) The member of teaching staff checks whether the material covered in each session was understood by the students.

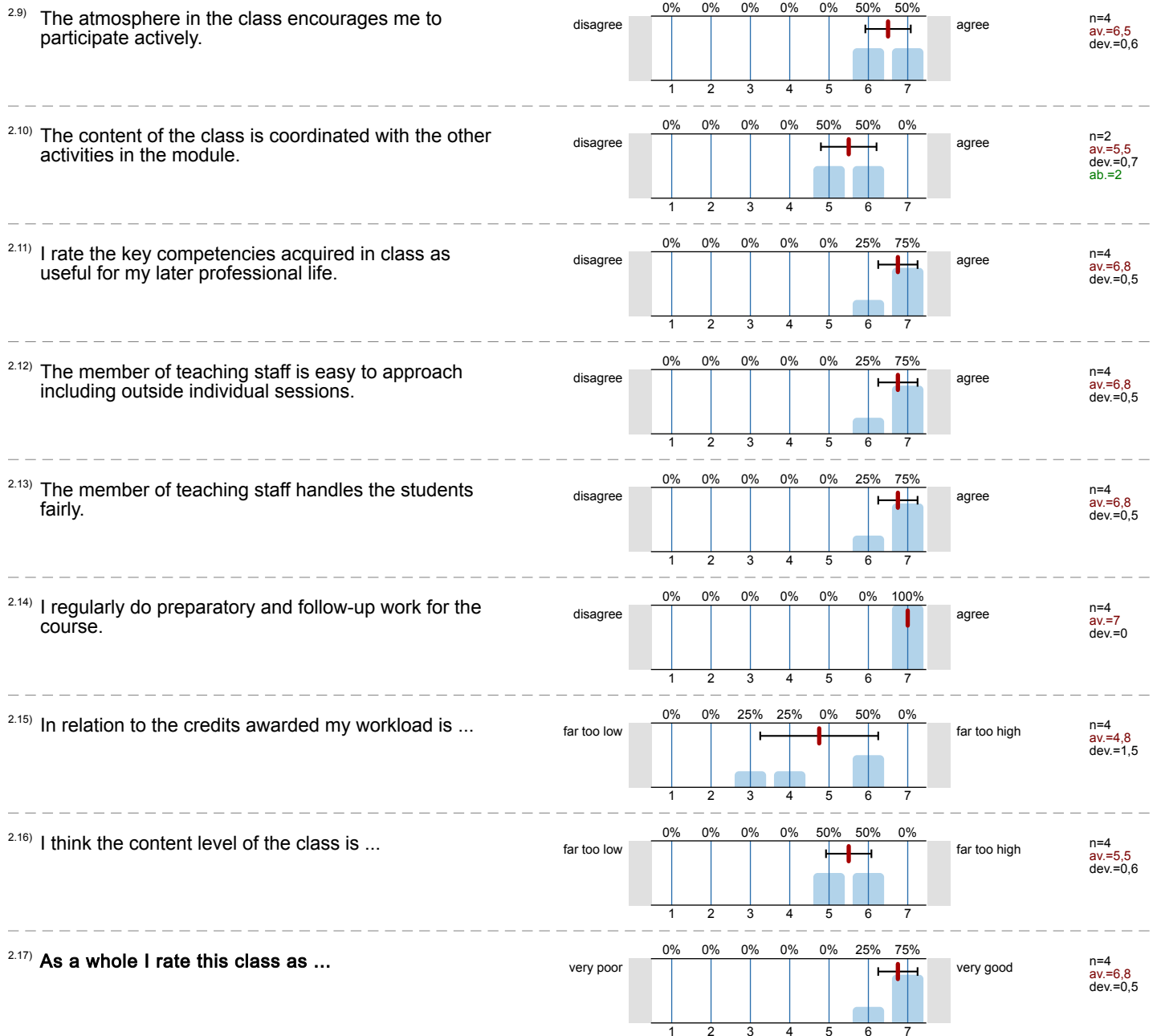


n=4
av.=6,3
dev.=1

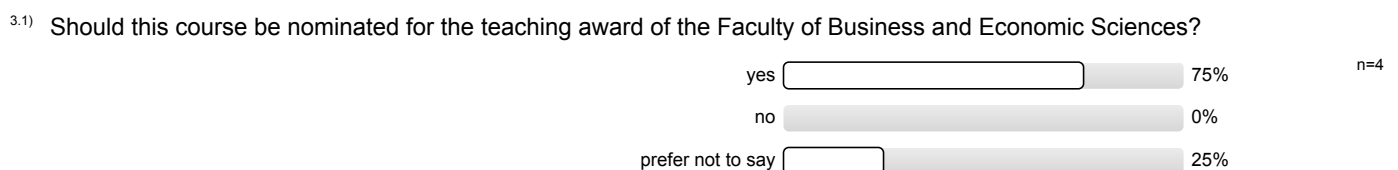
2.8) Students are well-supported during preparation and review of presentations or other exercises.



n=4
av.=6
dev.=1,4



3. Questions from the faculty



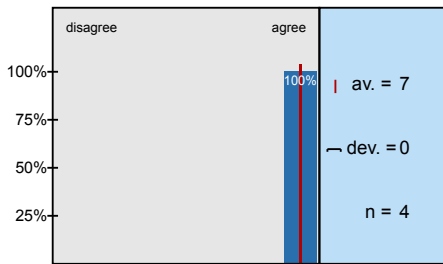
4. Option for member of teaching staff to formulate questions

If the member of teaching staff wishes to ask you additional questions, the following fields may be used for your answers. Questions (1) to (3) will be announced by the member of teaching staff (on the board, slide, additional sheet, etc.).

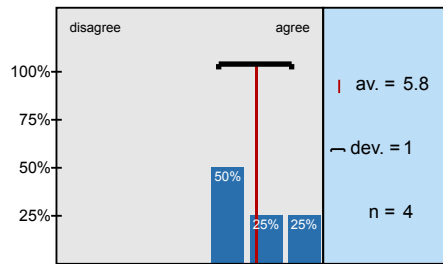
- | | | |
|------|---------------------------------------|--|
| 4.1) | Member of teaching staff's question 1 | The evaluation will not be displayed due to low response rate. |
| 4.2) | Member of teaching staff's question 2 | The evaluation will not be displayed due to low response rate. |

Histogram for scaled questions

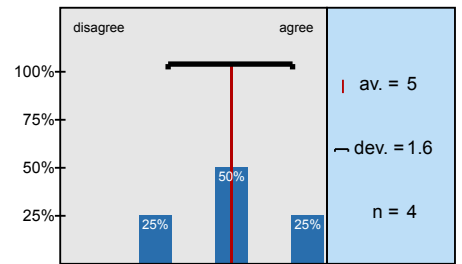
I learn a lot in this class.



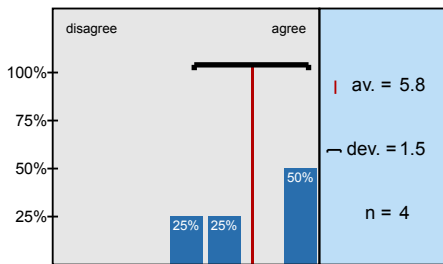
The content of the class is well structured.



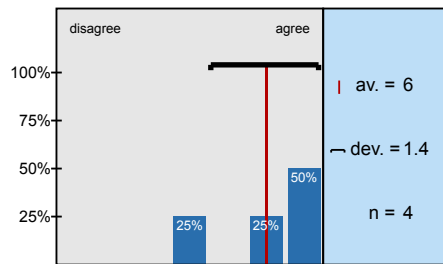
The learning objectives were clearly formulated.



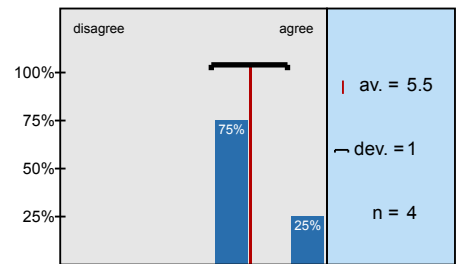
The teaching aids used (e.g. lecture notes, StudIP services, literature, media) are useful to me.



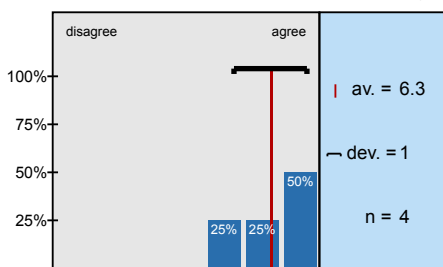
The forms of teaching/learning in the class (e.g. group or individual exercises, oral and written)



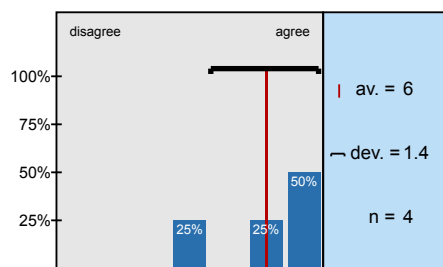
The performance requirements were made clear in one of the first sessions.



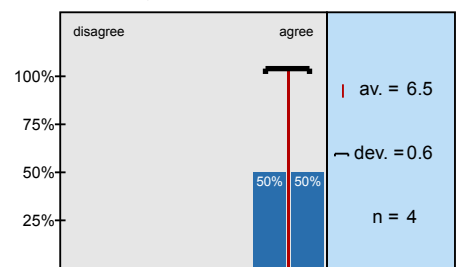
The member of teaching staff checks whether the material covered in each session was understood by



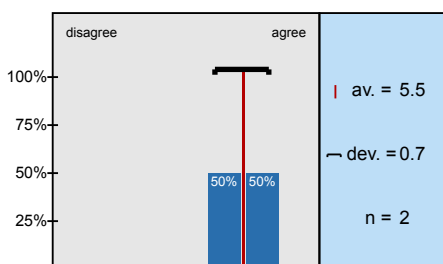
Students are well-supported during preparation and review of presentations or other exercises.



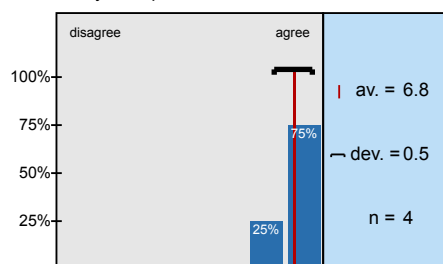
The atmosphere in the class encourages me to participate actively.



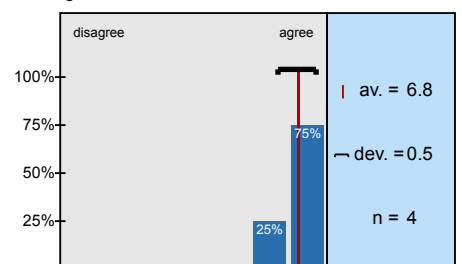
The content of the class is coordinated with the other activities in the module.



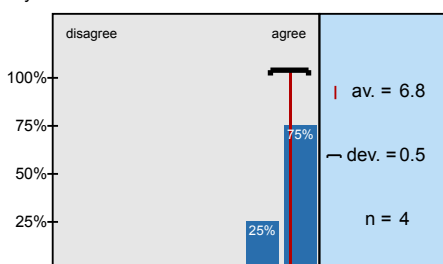
I rate the key competencies acquired in class as useful for my later professional life.



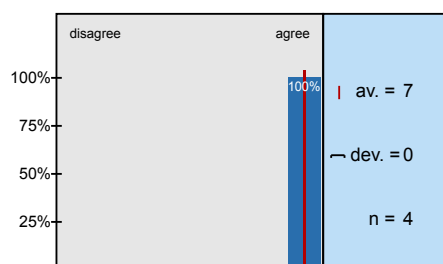
The member of teaching staff is easy to approach including outside individual sessions.



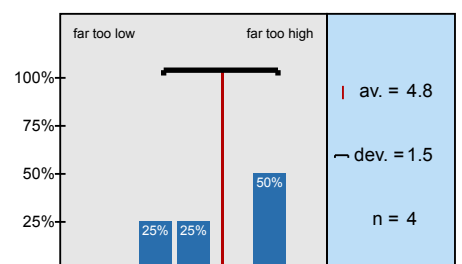
The member of teaching staff handles the students fairly.



I regularly do preparatory and follow-up work for the course.

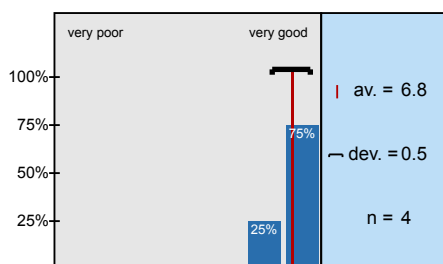
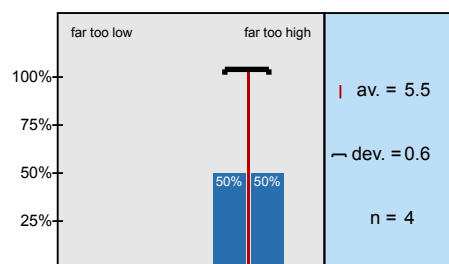


In relation to the credits awarded my workload is ...



I think the content level of the class is ...

As a whole I rate this class as ...

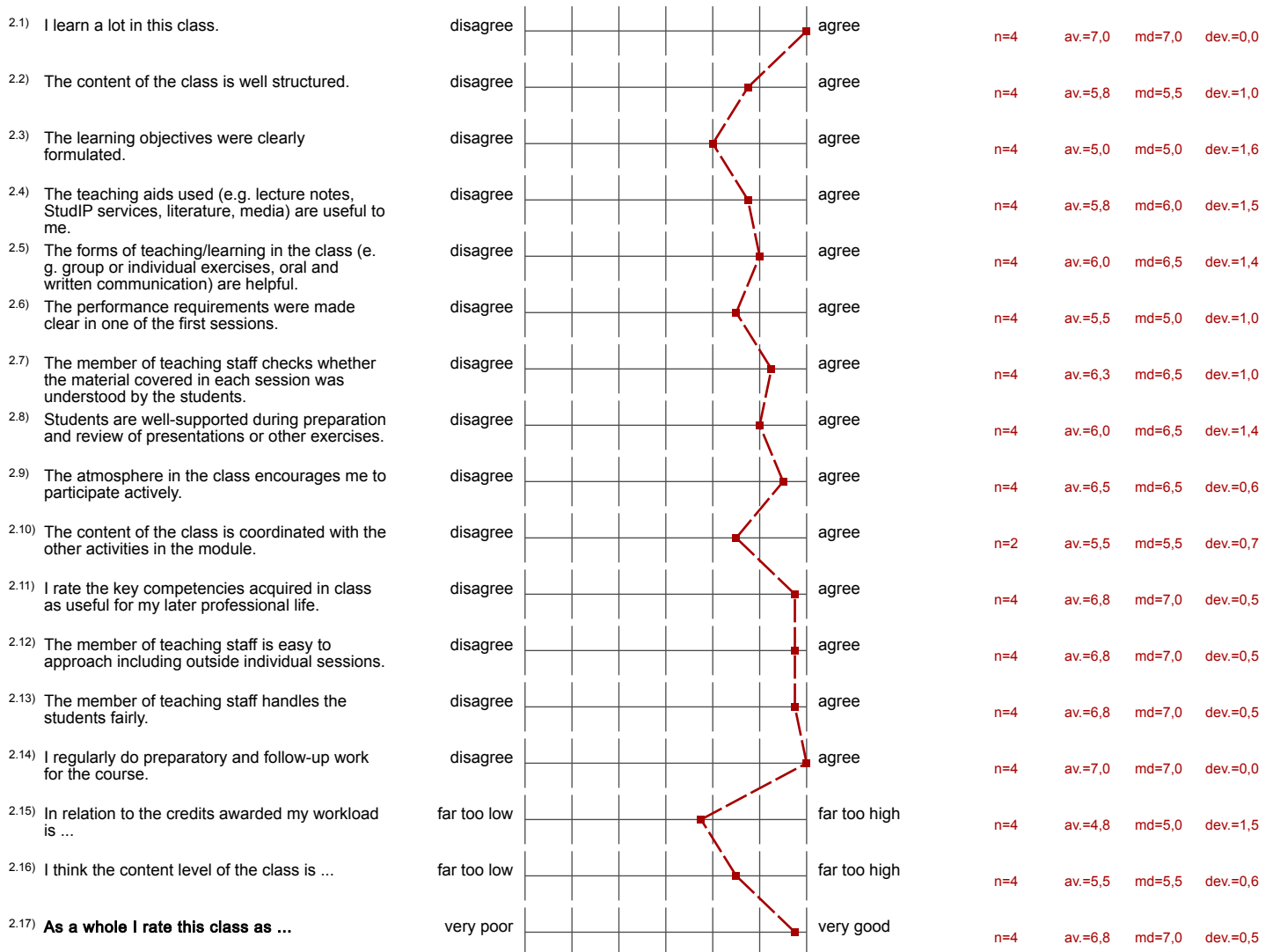


Profile

Subunit: Akt11 Wiwi
 Name of the instructor: Marco Elias Cisneros-Tersitsch
 Name of the course: The economics of deforestation
 (Name of the survey)

Values used in the profile line: Mean

2. Questions about the class



4. Option for member of teaching staff to formulate questions

4.1) Member of teaching staff's question 1 (*)	disagree						agree
4.2) Member of teaching staff's question 2 (*)	disagree						agree
4.3) Member of teaching staff's question 3 (*)	disagree						agree

(*) Note: If the number of responses to a question is too low the evaluation will not be displayed in the profile line.

Comments Report

5. Space for further comments

5.1) Notes on the class (strengths, weaknesses, suggestions for improvement).

- Das Thema der Veranstaltung war spannend gewählt! Wie auch bei unseren Präsentationen angemerkt hätte man es an der ersten Lehrveranstaltung noch interessanter und deutlich machen können, was wir uns mit den Research Papern eigentlich erarbeiten, was empirical review eigentlich bedeutet, etc. Ich finde es war nicht immer klar, was verlangt war oder was bestimmte Arbeitsschritte beinhalten. Z.B. bei der Besprechung des progress reports ist vielen erst bewusst geworden, dass sie ihre research question viel zu unspezifisch gewählt haben.
Ich glaube es war in der zweiten Sitzung zu scientific writing als gesagt wurde "kritisch analysieren", zu dem Zeitpunkt hatte das aber noch gar keine Bedeutung für mich. Ich fand die kleinen Schritte und Überprüfungen aber sehr gut und hilfreich (insbesondere Progress Report).
Ich hatte aber auch noch nie ein Modul bei dem ich direkt wusste was ich machen sollte und das ist bei Bachelorkursen wohl auch normal, da alles zum ersten Mal gemacht wird. Gerade weil diese Veranstaltungen auf empirical research beruhte, hätte eben dieser Teil noch intensiver behandelt werden müssen. Das meeting dazu hätte früher und ausführlicher (oder nochmal individueller) sein können. Ich glaube wenn ich nicht schon Ökonometrie belegt hätte, hätte ich größere Schwierigkeiten gehabt.
Inhaltlich hätten noch mehr "Wegweiser" da sein können - durch Fragen, Beispiele, etc. - wie im Blockseminar auch schon angedeutet. Ich glaube was Sie heute auch gesagt haben, dass Sie uns nicht zu sehr in eine Richtung drängen wollen, war richtig und man hat es auch sehr an den unterschiedlichen Ergebnissen der Studierenden gemerkt. Ich denke das lag allerdings mehr an der frei gewählten Herangehensweise und wäre nicht weniger geworden, wenn mehr inhaltliche Anregung oder Ziele gegeben worden wären. Beispielsweise habe ich trotz unserer Unterhaltung zur research question und ihrem Vorschlag mich doch für eine andere Frage entschieden, weil mir dann zum ersten Mal der Denkprozess und die Herangehensweise deutlich geworden ist.
Die Aufteilung in causes, consequences, incentive, disincentive fand ich interessant. Vor allem sind mir bei unserem Blockseminar heute auch viele neue Zusammenhänge deutlich geworden. Ich denke in einer Präsenzveranstaltung wäre auch noch mehr Diskussion zustande gekommen. Ihr Feedback fand ich sehr hilfreich zu Progress Report und Presentation, gerade weil es sehr direkt ist. Ich bin sehr zufrieden mit der Veranstaltung.