


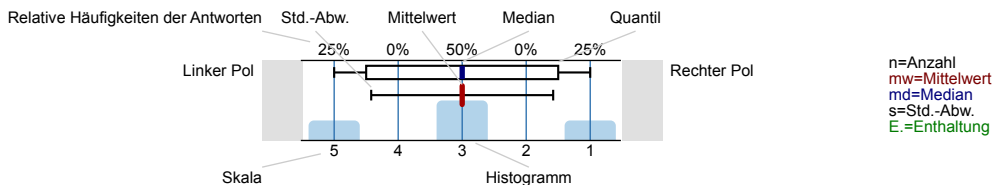
**Evaluationsstelle der Fakultät für BWL**  
 FIN 540 Corporate Finance I | Vorlesung - Professor Ernst Maug, Ph.D. (342a|HWS2012)  
 Erfasste Fragebögen = 83



Auswertungsteil der geschlossenen Fragen

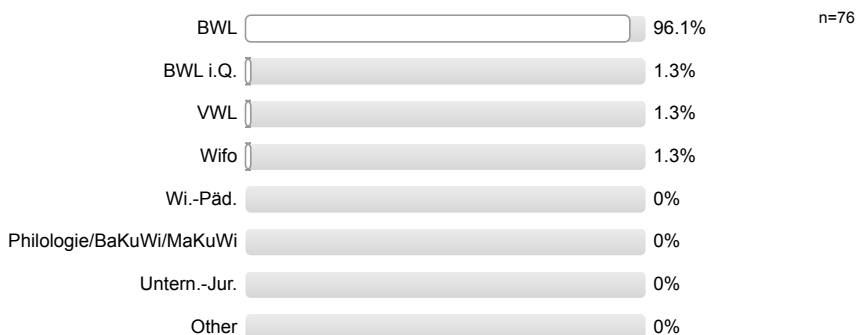
**Legende**

Frage**text**



**Personal Data**

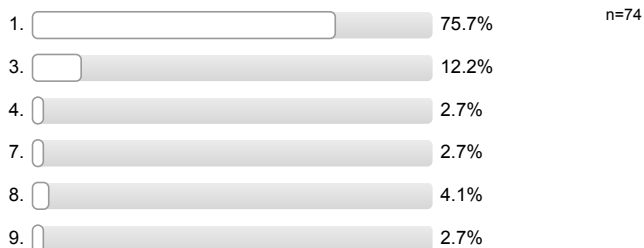
Course of Study



Targeted degree:



Semester (only for your actual course of study):



I attended the course regularly:

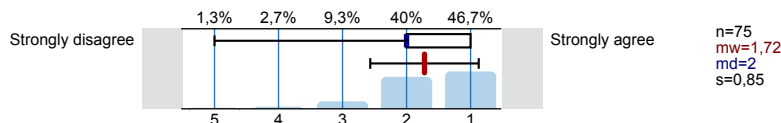


I am an exchange student:

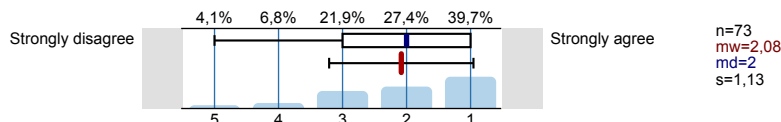


**Evaluation of the course**

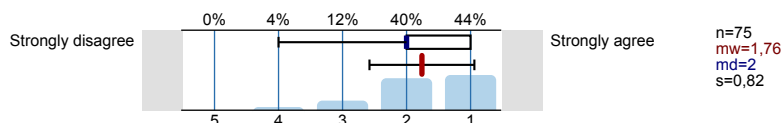
Course objectives were clearly stated.



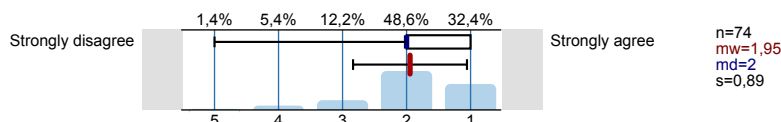
Course requirements and criteria for grading were clearly explained.



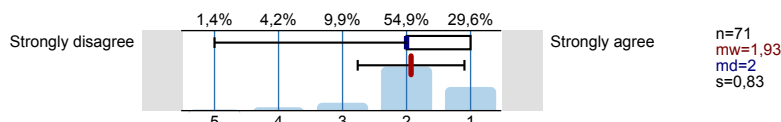
The course was well structured.



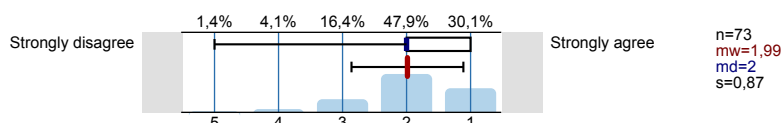
The choice of topics was explained by the instructor.



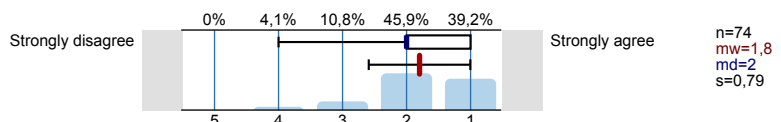
The choice appeared well-founded to me.



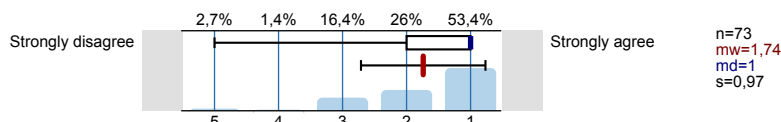
Dissemination of subject matter was appropriately placed over the semester.



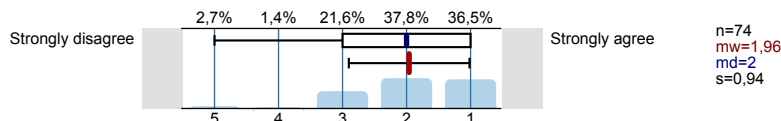
Course content was presented in a comprehensible manner.



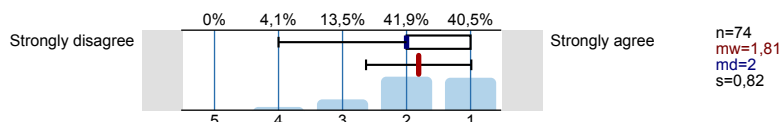
Instructor illustrated subject matter with examples from the business world and from current research.



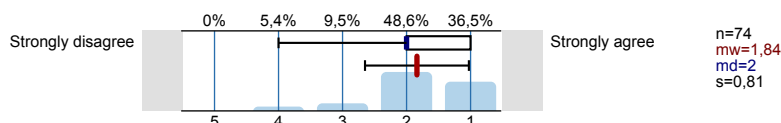
Where appropriate instructor drew parallels to business-related disciplines.



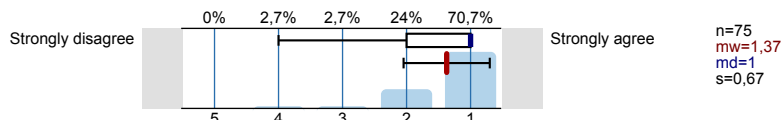
Instructor incorporated audio-visual media effectively (e.g., blackboard, overhead projector, video, beamer).



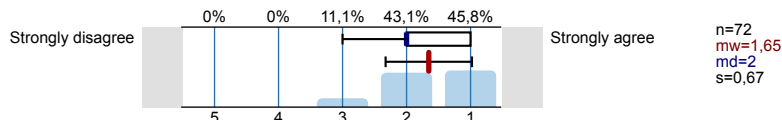
Visual materials were easy to read and follow.



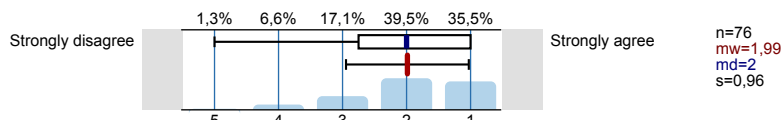
Instructor provided the opportunity for questions regarding content.



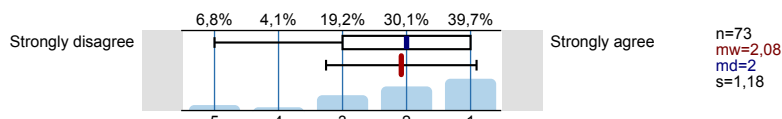
Answers given by the instructor were helpful in clarifying uncertainties.



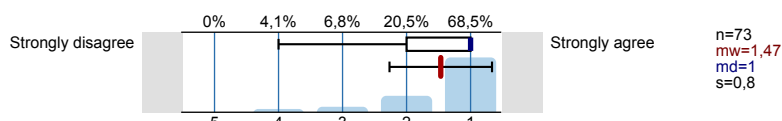
Recommended reading materials (e.g., lecture notes, literature) were useful in facilitating understanding of course content.



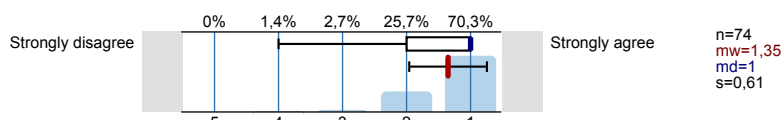
Recommended reading materials (e.g., lecture notes, literature) were readily available.



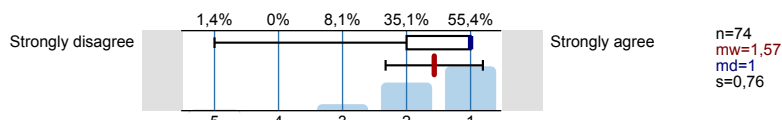
Instructor's manner of speaking was clear and audible.



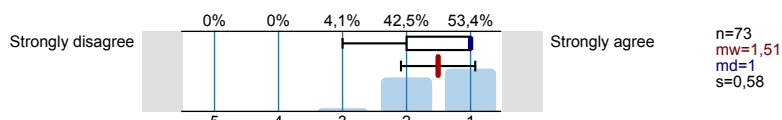
Instructor spoke at an appropriate speed.



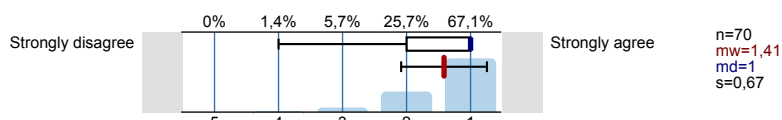
Instructor's lecturing style sustained my attention.



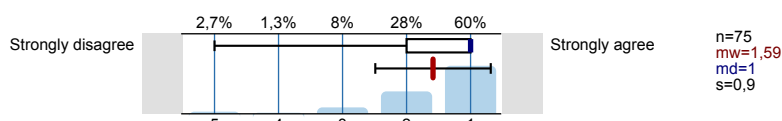
Instructor was open to subject-oriented issues.



Instructor was open and friendly towards students.

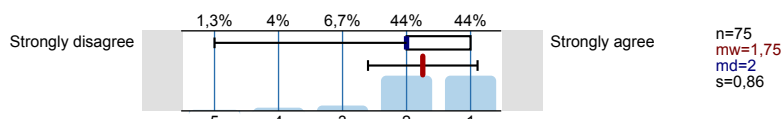


Instructor was able to arouse my interest in the subject.



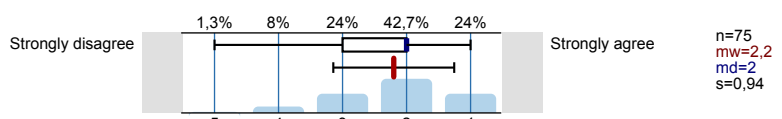
**Evaluation of general satisfaction with the course**

Overall, I am satisfied with the course.

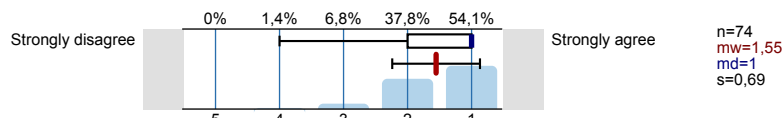


**Evaluation of teaching and learning environment**

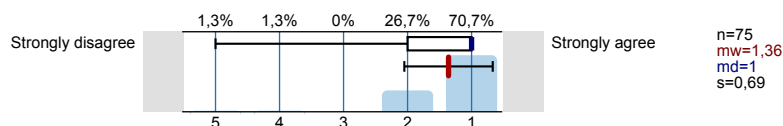
Prior knowledge and experience helped me master the course content.



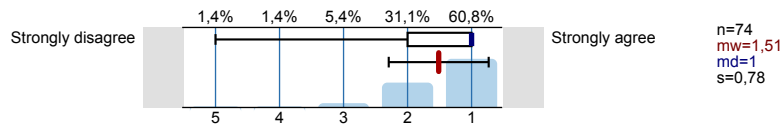
Technical equipment (overhead projector, beamer, blackboard, microphone, etc.) was always ready for use and functioned properly).



Size of the room was adequate for the course.



The room setup (seating, tables, lighting, ventilation, etc.) was satisfactory.

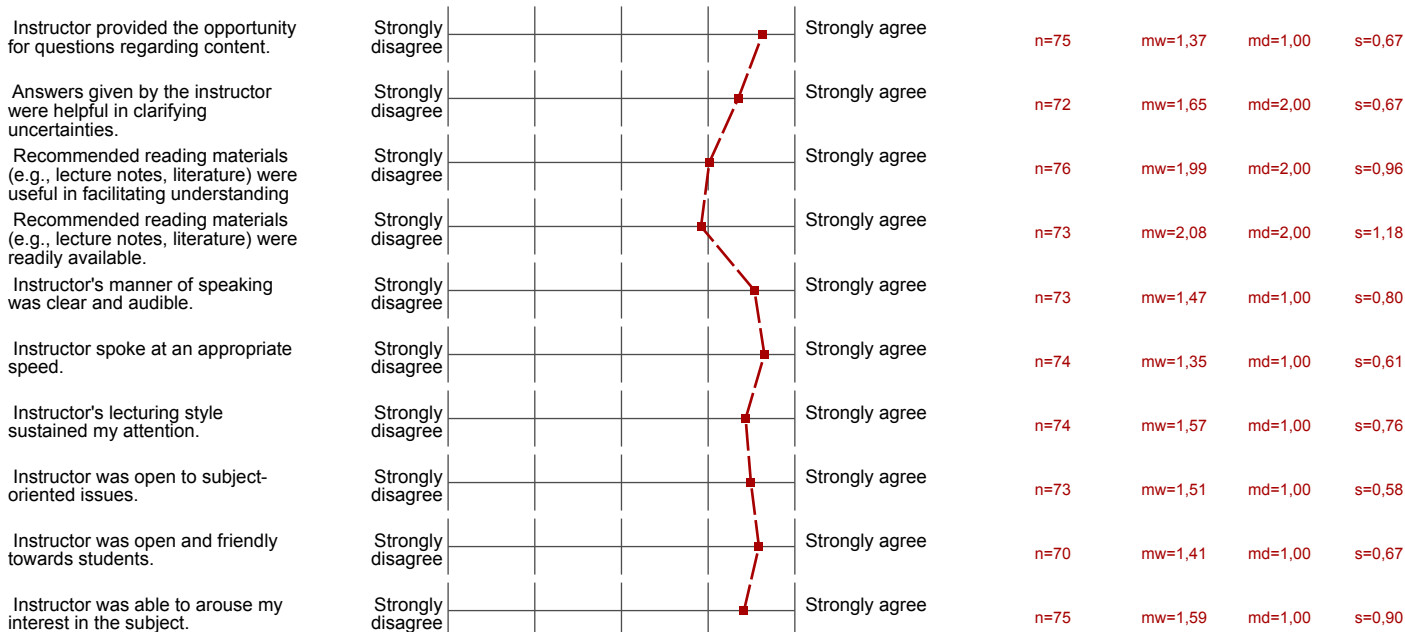
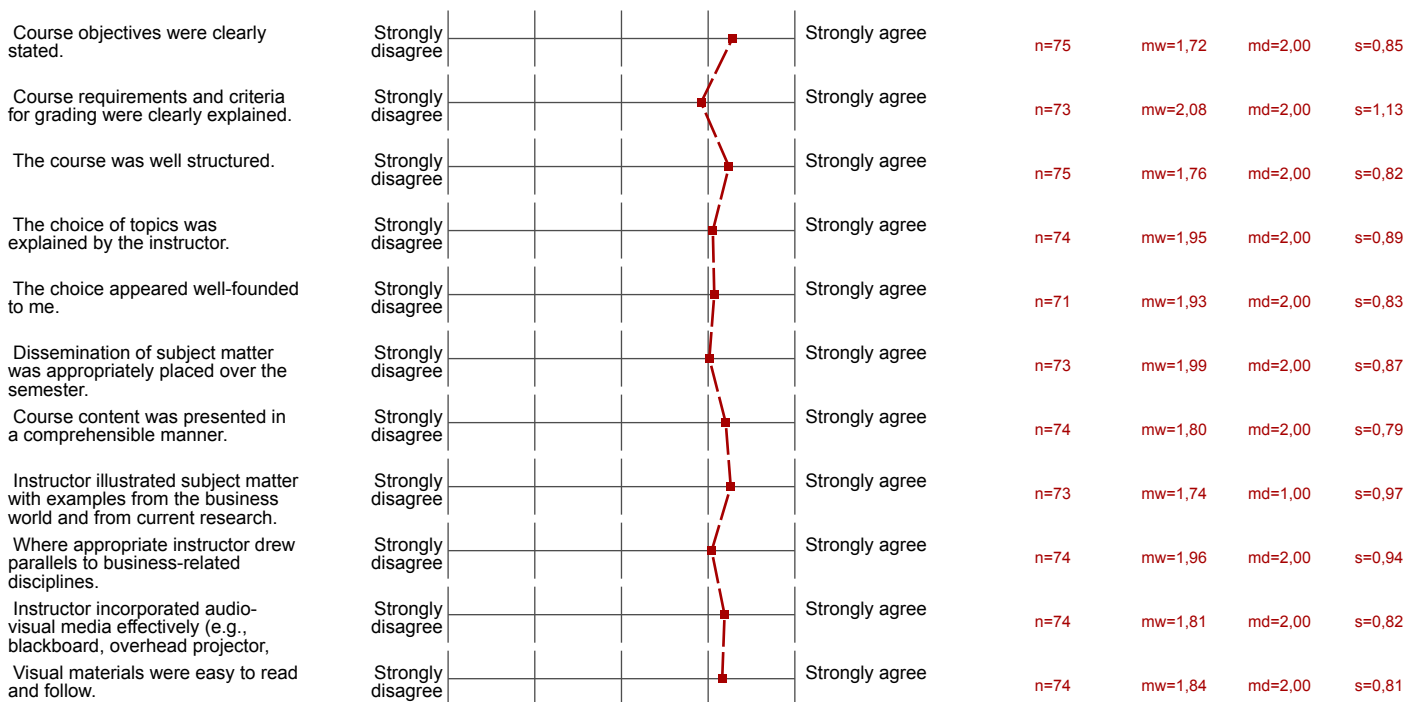


# Profillinie

Teilbereich: Fakultät für Betriebswirtschaftslehre  
 Name der/des Lehrenden: Evaluationsstelle der Fakultät für BWL  
 Titel der Lehrveranstaltung: FIN 540 Corporate Finance I | Vorlesung - Professor Ernst Maug, Ph.D.  
 (Name der Umfrage)

Verwendete Werte in der Profillinie: Mittelwert

## Evaluation of the course



**Evaluation of general satisfaction with the course**

Overall, I am satisfied with the course.



n=75    mw=1,75    md=2,00    s=0,86

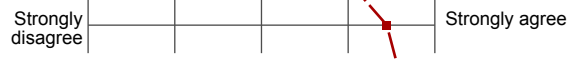
**Evaluation of teaching and learning environment**

Prior knowledge and experience helped me master the course content.



n=75    mw=2,20    md=2,00    s=0,94

Technical equipment (overhead projector, beamer, blackboard, microphone, etc.) was always



n=74    mw=1,55    md=1,00    s=0,69

Size of the room was adequate for the course.



n=75    mw=1,36    md=1,00    s=0,69

The room setup (seating, tables, lighting, ventilation, etc.) was satisfactory.



n=74    mw=1,51    md=1,00    s=0,78

## Auswertungsteil der offenen Fragen

## Auto-Gruppe

What did you especially like about the course?

The cases where really a good way to learn  
It's hard work but you learn a lot

The professor arose my interest in the subject!  
I liked the lecture very much!

the ~~tea~~ professor is fun, informative and  
knowledgable.

Case discussions and the manner the professor led them.

Case Studies & Discussions

- Case studies

Good structure of alternating lecture / case weeks



Overall good lecture!!!

Case Studies helped a lot in understanding the material covered in the lecture.

The case study discussions were very interesting and contributed to understanding the lecture contents. The case study method was efficient in getting students committed to class.

Case study, which was really helpful to adjust theoretical knowledges into real world and it helps me a lot to understand.

- Case Studies #
- Example Excel Sheet
- Excel Tutorial

• Connection to the praxis

INTERESTING SUBJECTS IN GENERAL

Case study is challenging but interesting

I really like the approach, suggested by ~~the~~ Professor, to hold the course, meaning including case studies in a learning process.

It helped us a lot to comprehend all theoretical material.

Professors criticism for actual business case

• Case Studies

Case studies (but too many)

## Case Studies!

- case discussions were very helpful to gain a deep understanding of the topics covered
- professor's input was on a maximum level of quality - thank you!

## Case discussion session

- Give the case study instruction earlier.
- More specific questions when asking.

Best course in my curriculum so far. Bachelor and Master courses included.

Examination using case method is great to keep pace during lecture period. Case discussions are very helpful to understand the material and topic.

Great teaching.

Very interesting topics.

Very practical course, especially thanks to the case studies.

Case studies are helpful in understanding the content.

Professor Maug teaching style was the school needed venue to the course.

Topics were too advanced for my previous knowledge but his teaching method (cases + lectures) was helpful.

Overall the professor's lectures were brilliant and helped me get up a more in-depth knowledge of a subject I would not normally enjoy.

It was a nice course overall. The case studies were hard, but fun.

Case study method is challenging and helpful. More courses should adopt this approach.

Prof. Maug's lecturing style is the best I have experienced in my studies, both in terms of lecture content, knowledge & experience passed on to students as well as rhetorical.

The mix between "traditional" lectures and case studies provides outstanding insights into this subject and clearly offers a lot of additional knowledge - especially on ~~the~~ how to apply the concepts discussed in class in real life - an issue which was a bit underrepresented in the main curriculum.

Possibility to clarify topics in the forum

## Case Studies

- case studies ~~yet~~ even though very time-consuming

- steady work load with the concentration of end of semester
- cases brought additional insight but could be well learnt

## Case Studies

↳ explanations by Prof. Maug

- The instructor (Maug) is a very good teacher

• It is easy to follow Prof Maugs speaking

presentation style of Prof. Maug was easy to follow and truly arouse my interest for the material.

Overall this was a very good course

What should/could be improved?

The lectures that provides content related to what we are addressing in the case should be given 1 week earlier. We start on the case work when we get them but the lecture about the topic is usually one week after.



information regarding case studie methods  
could be given before the first case  
and not at the same time as  
the first case discussion

Please provide preparation classes for  
students who did not do their Bachelor  
at University of Mannheim.

Maybe it would be better if the class size was  
smaller.

A wee bit smaller class size

- less case studies for grading

Case Study Discussions: No grading. Discussion would be appropriate anyway.

Required background was extremely crucial; this should be made clear (esp. content wise) before the start of the semester to give opportunity to catch up in time.  
E.g. specific chapters

- Set up of case discussion with 60+ people a little overcrowded.
- more guidance of case study would be helpful

Grades for cases should be available online and possibly the comments, since we don't always understand what is written in the papers.

- Help with the case studies was sometimes very frustrating
- Quality of case studies not ~~to be~~ transparent
- Would be more than 10 ECTS

- no practice questions or old exams to learn for the exam (cases and exams are pretty different!)

The grading of cases is superficial.

It would be better to have only

one or two cases and then to

provide an in-depth correction!

LITERATURE NEEDED

REAL-WORLD EXAMPLES NEEDED, PERFECT  
SETUPS ARE USELESS FOR EMPIRICAL USES

it would be great, if we have more  
up to date cases, f.e. from 2010-2011 year  
so we can compare our result with  
current situation.

- Lecturer should use the microphone
- too difficult content for the student who didn't  
learn Corporate Finance at Mannheim Uni  
before. Lecturers often mentioned "as you  
learn at Bachelor at Mannheim Uni", however, I  
would say most of students are not from the  
Bachelor at Mannheim Uni.

• Microphone

- lessons too long (2,5h)
- case discussions too long

- Transparency in grading the cases
- More information regarding the exam

• comments on the case/corrections and respective grading seemed quite arbitrary

• incorporate xcl. spreadsheets in the lecture (open them up when discussed)

• questions on the forum were never answered sufficiently - answers are always avoiding to help the student

5 cases are too much effort

Late changes of material

Feedback on cases

The case studies take a lot of time, The course should be weighted more or more weight of the final grade should be given to the case studies.

The room where the case discussions take place is not appropriate. The glast rows are almost out of the case since most people, raising their hands, and make it impossible for us to participate properly.

We aren't told how to prepare for the exam or what we're supposed to know for the exam.

The professor did an excellent job but the excel tutorials were conducted in a very un-organized and step-by-step way and were hard to follow.

Maybe fewer cases, more allocated + case studies grading system is a bit obscure (a more clear explanation of what is needed and how to achieve it, top grades could be useful) → too many teaching assistants each with different evaluation scale: more homogeneity would be more effective.

The case-study grading system is not very clear. It's easier for German students to know how to structure the answers because the cases are the same each year, so being in the uni for many years helps a lot. Also, the grading of oral participation is a bit of a disadvantage for girls, usually more shy. Also, the quantity of speaking is not the same as the quality of what you say, but this doesn't count.

Literature is based on too many different books. This would be OK if selected chapters were available per .pdf on the website for example.

There is also no reason not to upload old exams to provide students with information what is expected on exams.

The course focuses on theoretical concepts and case studies and somewhat ignores the fact that there will also be an exam. More exam-related lectures would be beneficial as they would give us a better understanding of the exam requirements.

- Lectures concerning topics discussed in the cases 2 weeks prior to case
- Stating precise rules about sources which can be used in cases (prof. stated one thing, but examiner had other knowledge)
- Grading at Case Study discussion
- Case study discussions were held too late
- Reading material not included in the required textbook should be uploaded on the homepage

- maybe structure case discussions in a different manner
- class participation grading might not be fair / incentives to participate only for grades
- answers in Forum often not that helpful particularly at beginning of semester
- ~~it would~~ Responses in the forum more quickly

Bitte immer!

More transparency in correcting cases!



Case discussions were sometimes held on a topic that was ~~only~~ discussed ~~the~~ less than a week prior

### • Fewer case studies and more lectures

Instructor assumes that students already took the Bachelor course from him - however, since most students are from other universities a recap about the most important assumptions would be useful.

Instructor doesn't provide any sample exercises for the exam. Impossible to get a very good grade in the case study without obtaining last year's corrected versions.

→ case studies = effective method but  
2 or 3 cases would be enough!  
Better to discuss more about  
one in detail?

→ Excel tutorials could be more effective  
+ more in total  
↳ smaller group

→ abolish participation grades, fosters competition

- The slides are not very well to understand & structured
- Not all topics asked in the case was covered by the lecture
- I have no idea how to prepare myself for the exam

- First case was too ~~hard~~ difficult / too much effort (Medion)
- marks for participation should be abolished
- ~~too much~~ <sup>not enough</sup> information/knowledge provided in order to solve cases

4  
jeder ist unter Druck was zu sagen, Benotung ←  
beinhaltet lediglich 45% + 15% auf cases! dann lieber  
auch 60% für reine cases. Freiwillige Beteiligung

Grading of oral participation, it's pretty complicated to talk a lot with so people.

- o lecture <sup>slides</sup> could be better structured and filled with more explanation, so that it is easier to understand them by <sup>just</sup> reading

the lecture slides were not as easy to understand if you read them by yourself