

Student Questionnaire - Event Preview

Dear participant,
this questionnaire will be recognized by a computer. Please mark your answers in the following way:
In order to correct an answer, please fill in the wrong answer completely:

Interest and Prior Knowledge

	strongly disagree						strongly agree
I was interested in the topic of this course beforehand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before attending this course, I already had comprehensive knowledge regarding the content covered here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attendance

I have attended at least two thirds of the sessions of this course.	<input type="radio"/> Yes	<input type="radio"/> No
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Assessment of the Requirements

	much too low	rather low	exactly right	rather high	much too high
The extent of the content/material covered in this course was...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The difficulty level of this course was...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pace of this course was...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ASSESSMENT OF TEACHING SKILLS

A Conveying Knowledge and Supporting Understanding

Clear and Structured Presentation

The lecturer/teacher...	strongly disagree						strongly agree
...structured the entire course well and organized it in an understandable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...clarified the learning goals at the start of each session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...presented the learning content/material in a consistent and coherent way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explaining Clearly

The lecturer/teacher...	strongly disagree						strongly agree
...explained new terms and concepts clearly and understandably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...was able to explain even complex issues in an understandable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...offered illustrative examples that contribute to understanding the learning content/material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... provided helpful, relevant, and productive answers to student questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summarizing & Making Connections

The lecturer/teacher...							
	strongly disagree			strongly agree			
...regularly summarized the most important content of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...made a connection with the previous session at the start of each new session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...consistently related to previously covered learning content/material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Checking Understanding

The lecturer/teacher...							
	strongly disagree			strongly agree			
...asked questions that gave students the opportunity to check whether they understood the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...ensured that the students had understood central aspects before moving on with the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encouraged the students to check for themselves whether their contributions/answers were correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Giving Learning-Oriented Feedback

The lecturer/teacher...							
	strongly disagree			strongly agree			
...provided constructive feedback in response to student contributions/answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...gave students too little feedback on their contributions/answers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...gave students specific hints on improving individual performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Productive Use of Teaching Aids

The lecturer/teacher...							
	strongly disagree			strongly agree			
...used models, graphics, or schematics in a way that facilitated understanding of complex issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...used audiovisual media (such as PowerPoint presentations, audio or visual materials) productively to communicate on issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...organized the board, slides, or PowerPoint presentations so that they were legible and clearly laid out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B Motivating Students and Creating a Good Learning Environment

Creating a Good Learning Environment

The lecturer/teacher...							
	strongly disagree			strongly agree			
...created a pleasant learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...addressed the interests of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	strongly disagree						strongly agree
...took students' contributions seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sparking Interest, Avoiding Monotony

The lecturer/teacher...	strongly disagree						strongly agree
...organized his/her course in a varied way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...captivated students through a stimulating and dedicated presentation style.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...maintained students' attention throughout the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...generated student interest in the content covered in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Encouraging Self-Directed Learning

The lecturer/teacher...	strongly disagree						strongly agree
...opened up ways for students to deal with interesting content in greater detail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...stimulated students to consider course content outside of class as well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Highlighting Relevance of Course Content

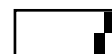
The lecturer/teacher...	strongly disagree						strongly agree
...highlighted the significance of the course content for students' further studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...clarified how the learning content/material is related to practical application.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Encouraging Students and Supporting Their Self-Efficacy

The lecturer/teacher...	strongly disagree						strongly agree
...encouraged students in learning difficult content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...supported students when they had learning or study difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provided targeted support to individual students or groups of students who had a particular need for support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Formulating Appropriate Requirements

The lecturer/teacher...	strongly disagree						strongly agree
...effectively adjusted the level of requirements in the course to the students' existing conditions (ability/prior knowledge).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...formulated requirements so that the majority of students could meet them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



C Managing Interactions within the Learning Group

Dealing Efficiently with Disruptions

The lecturer/teacher...							
	strongly disagree						strongly agree
...was able to create a calm, undisturbed learning situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...dealt with disturbance and disruptions appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...demonstrated the necessary assertiveness in face of disturbance and disruptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Steering discussion

The lecturer/teacher...							
	strongly disagree						strongly agree
...quickly and effectively returned (discussions) to the intended topic after contributions from individual students that took the discussion off subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...steered discussion in the learning group in a productive, effective way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Making use of time

The lecturer/teacher...							
	strongly disagree						strongly agree
...practiced excellent time management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...used the available time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ASSESSMENT OF OUTPUT

	strongly disagree						strongly agree
I have learned a lot in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I am satisfied with this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

The course could be specifically improved through:

PREVIEW
Do not fill in!

