

Questionnaire for the evaluation of the teaching competency

Thank you for your feedback on this course!
In order to get a full picture of your experiences during the digital semester and how we can better support you, we would like to contact you again in a few weeks and ask for some additional feedback.

CONTEXTUAL CONDITIONS

Study-related Information

In which part of your studies do you attend the course?	<input type="radio"/> BA Studies <input type="radio"/> Other	<input type="radio"/> MA Studies
In which semester do you study the course at the FUB?	<input type="radio"/> 1-2 <input type="radio"/> 5-6 <input type="radio"/> 9-10	<input type="radio"/> 3-4 <input type="radio"/> 7-8 <input type="radio"/> more than 10
BA studies	<input type="radio"/> (90/120/180 LP)- Core module <input type="radio"/> General professional preparation (30LP)	
MA studies	<input type="radio"/> (60/30 LP) - Core elective module <input type="radio"/> Elective modules (30LP)	
Others	<input type="radio"/> Core module <input type="radio"/> MA teacher training (first/second subject area) <input type="radio"/> Inter- and transdisciplinary area <input type="radio"/> PhD <input type="radio"/> Auditor <input type="radio"/> Erasmus / international exchange program <input type="radio"/> Other	

Course demands

	far too low					far too high
The extent of the content covered in this course is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	too low				too high	N/A
The difficulty level of this course is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am attending the colloquium in preparation of my...	<input type="radio"/> bachelor thesis <input type="radio"/> Other:		<input type="radio"/> master thesis		<input type="radio"/> PhD thesis	

Premise

The teacher is supervising my thesis.	<input type="radio"/> yes	<input type="radio"/> no	<input type="radio"/> N/A
I have started to research for my thesis.	<input type="radio"/> yes	<input type="radio"/> no	<input type="radio"/> N/A
I have started writing my thesis.	<input type="radio"/> yes	<input type="radio"/> no	<input type="radio"/> N/A

EVALUATION OF THE TEACHING COMPETENCY

A Connection of Research process and the Work Process

The teacher...					
	strongly disagree		strongly agree		N/A
A.1 ...makes connections between the topics discussed in the colloquium and current research tendencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.2 ...enables me to better extrapolate the specific issues of this subject/ this research area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	strongly disagree		strongly agree	N/A
A.3 ...deepens the different scientific methods and research approaches of the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.4 ...conveys useful work techniques to improve work processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.5 ...suggests helpful material (essays, sources, literature, etc.) for dealing with my thesis' topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.6 ...gives me concrete advice for the improvement of my thesis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.7 ...offers good support, even outside of the colloquium (i.e. by answering e-mails/ office hours).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.8 About which aspects would you have wished to have more information?				
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B Motivation / Learning environment

The teacher...				
	strongly disagree		strongly agree	N/A
B.1 ...provides a pleasant learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.2 ...enables the niveau of the discussions to remain scientific and appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.3 ...motivates through committed feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.4 What could the teacher improve in relation to the tutoring?				
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C Interaction among participants

The lecturer...				
	strongly disagree		strongly agree	N/A
C.1 ...communicated clear behavior rules for our work together in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.2 ...assures a balanced participation within discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.3 ...quickly and effectively returns (discussions) to the intended topic after contributions from individual students that take the discussion off subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SELF-EVALUATION

D Self-assessment

Due to the colloquium...				
	strongly disagree		strongly agree	N/A
D.1 ...I have improved my ability to deal with the thesis' topic critically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D.2 ...I can explain (complex) concepts and circumstances of my thesis in a more nuanced way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	strongly disagree		strongly agree	N/A
D.3 ...I can formulate my contributions to discussions in a structured and trenchant fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D.4 ...I can bring my presentations into better alignment with my audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D.5 ...I can structure my written thesis better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gender, Diversity etc.

	strongly disagree		strongly agree	cannot answer
In the course, awareness of gender and diversity sensitivity is conveyed (e.g. by using gender-appropriate language and by treating each other with respect and appreciation (regardless of gender, ethnicity, religion, ideology, age, sexual orientation or disability)).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiperspectivity is promoted by reference to differentiated sources (e.g., non-European research literature, (research) perspectives from the global South).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for students' special circumstances (health impairments, family obligations, etc.) is adequate (e.g., through compensation for disadvantages).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you like to say something else on the topic of gender and diversity?				
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Question on used digital media for educational purposes:

	strongly disagree		strongly agree	cannot answer
I received all necessary information and materials I needed in time to prepare for and participate in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	not helpful at all			very helpful
... the course materials provided (scripts, presentation slides or similar)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	strongly disagree			strongly agree
What is your opinion: Does the use of digital tools (e.g. chats, bulletin boards etc.) enhance cooperative learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are looking forward to your remarks on this subject area!				
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