

## 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"/>

### EVALUATION OF THE TEACHER COMPETENCE

#### A Knowledge transfer / Comprehension support

The teacher...
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### EVALUATION OF THE TEACHING COMPETENCY

#### A Conveying knowledge and supporting understanding

The lecturer...					
	strongly disagree			strongly agree	N/A
A.1 ...offers a clearly and comprehensively structured course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.2 ...has sufficiently explained the overall concept of the course at the beginning (compulsory and voluntary tasks, examination modalities, dates and deadlines, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.3 ...explains new terms and concepts clearly and comprehensibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.4 ...offers illustrative examples that contribute to understanding the topics covered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.5 ...continuously refers back to topics already covered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.6 ...makes sure students understood central aspects before going on to the next topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	strongly disagree		strongly agree	N/A
A.7 ...responds to student questions in a helpful and constructive way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.8 ...organizes the whiteboard, slides or PowerPoint presentations in a clear and legible way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	strongly disagree		strongly agree	N/A
A.9 ...finds a good balance between theoretic and practical learning techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.10 ...uses teaching aids (course book and own materials) that are well-suited to the university context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.11 ...uses other media (i.e. language lab, (audio-)visual material).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.12 ...systematically offers information about culture-specific topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A.13 Which aspects would you have wished to have more information about?				
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## B Motivation / Learning environment

The lecturer...				
	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 ...addresses the students' interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.3 ...uses interactive teaching methods (e.g. group work).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.4 ...motivates the students by dedicated teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.5 ...illustrates the relevance of the learning content with regard to various career prospects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.6 ...offers good support (also outside the course) (e.g. answering e-mails, office hours, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.7 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"/>

## 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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>
	not helpful at all			very helpful	was not used
... the course materials provided (scripts, presentation slides or similar)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	strongly disagree			strongly agree	cannot answer
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"/>	<input type="radio"/>
We are looking forward to your remarks on this subject area!					
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