

## 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<br><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<br><input type="radio"/> 5-6<br><input type="radio"/> 9-10   | <input type="radio"/> 3-4<br><input type="radio"/> 7-8<br><input type="radio"/> more than 10 |
| BA studies  | <input type="radio"/> (90/120/180 LP)- Core module<br><input type="radio"/> General professional preparation (30LP)  |  |
| MA studies  | <input type="radio"/> (60/30 LP) - Core elective module<br><input type="radio"/> Elective modules (30LP)   |  |
| Others  | <input type="radio"/> Core module<br><input type="radio"/> MA teacher training (first/second subject area)<br><input type="radio"/> Inter- and transdisciplinary area<br><input type="radio"/> PhD<br><input type="radio"/> Auditor<br><input type="radio"/> Erasmus / international exchange program<br><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 / Support of 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 ...gives illustrative examples which contribute to the understanding of the learning content/material.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A.5 ... repeatedly makes references to learning content that has already been covered.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A.6 ...makes sure that students have understood key aspects before moving on.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A.7 ...responds to student questions in a helpful and constructive way.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|   | strongly disagree     |                       |                       | strongly agree        | N/A                   |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A.8 ...designs PowerPoint presentations, blackboard/whiteboard legibly and clearly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A. 9 Which aspects would you have wished to have more information about?            |                       |                       |                       |                       |                       |
| .....   |                       |                       |                       |                       |                       |
| .....   |                       |                       |                       |                       |                       |
| .....   |                       |                       |                       |                       |                       |
| .....   |                       |                       |                       |                       |                       |
| .....   |                       |                       |                       |                       |                       |
| .....   |                       |                       |                       |                       |                       |

## 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"/> | <input type="radio"/> |
| B.2 ...motivates the students by dedicated teaching.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B.3 ...makes clear the importance of the learning content for further study.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B.4 ...clarifies the relevance of the learning content with regard to various professional perspectives. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B.5 ...offers good support (also outside the course) (e.g. answering e-mails, office hours, homework).   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| B.6 What could the teacher improve in relation to the tutoring?  |                       |                       |                       |                       |                       |
| .....  |                       |                       |                       |                       |                       |
| .....  |                       |                       |                       |                       |                       |
| .....  |                       |                       |                       |                       |                       |
| .....  |                       |                       |                       |                       |                       |
| .....  |                       |                       |                       |                       |                       |

## C Interaction among participants

| The lecturer  |                       |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|   | strongly disagree     |                       |                       | strongly agree        | N/A                   |
| C.1 ...is able to produce a peaceful learning environment.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C.2 ...has a good time management.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| C.3 ...skillfully leads back to the topic after contributions by individual students that lead away from the topic. | <input type="radio"/> | <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?

### 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"/> | <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"/> | <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"/> | <input type="radio"/> |
| We are looking forward to your remarks on this subject area!   |                       |                       |                       |                       |                       |                       |
| <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>  |                       |                       |                       |                       |                       |                       |

PREVIEW  
Do not fill in!

