

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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>

EVALUATION OF THE TEACHING COMPETENCY

A Conveying knowledge and supporting understanding

Clear and structured presentation

The lecturer/teacher...									
	strongl y disagre e						strongl y agree	cann ot answ er	
...offers a clearly and comprehensively structured course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...clarifies the learning goals at the beginning of each session/learning unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...presents the learning content/materials consistently and coherently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comprehensible explaining

The lecturer/teacher...									
	strongl y disagre e						strongl y agree	cann ot answ er	
...explains new terms and concepts clearly and comprehensibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	strongl y disagre e						strongl y agree	cann ot answ er
...is able to explain even complex issues in an comprehensible way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...answers students' questions in a helpful and enabling way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summarizing and connecting material

The lecturer/teacher...	strongl y disagre e						strongl y agree	cann ot answ er
...regularly summarizes the main contents of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...explains how each session/learning unit is connected to the previous one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...continuously refers back to topics already covered.	<input type="radio"/>	<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...	strongl y disagre e						strongl y agree	cann ot answ er
...provides questions/assigns that help students to check their understanding of the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Giving learning-oriented feedback

The lecturer/teacher...	strongl y disagre e						strongl y agree	cann ot answ er
...is easy to reach if I have questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provides constructive feedback on my contributions/solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...gives me too little feedback on my contributions/solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...gives me specific advice on improving my performance.	<input type="radio"/>	<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...	strongl y disagre e						strongl y agree	cann ot answ er
...uses models, graphics, or diagrams to help explaining complex issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...uses successfully audiovisual media (e.g. PowerPoint presentations, audio or video materials) to present the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	strongl y disagre e						strongl y agree	cann ot answ er
...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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B Motivating students and providing a good learning environment

Creating a good learning environment

The lecturer/teacher...	strongl y disagre e						strongl y agree	cann ot answ er
...creates 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"/>	<input type="radio"/>
...addresses the students' interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...takes students' questions/suggestions seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor is equally respectful of all participants (regardless of gender, primary color, religion, sexual orientation, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sparking interest, avoiding monotony

The lecturer/teacher...	strongl y disagre e						strongl y agree	cann ot answ er
...organizes 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"/>	<input type="radio"/>
...presents material in a stimulating, engaged way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...prompts me to follow the course attentively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...manages to interest me 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"/>	<input type="radio"/>
...makes it enjoyable for me to participate in the course and/or work on the content of the learning units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Encouraging self-study

The lecturer/teacher...	strongl y disagre e						strongl y agree	cann ot answ er
...creates opportunities for students to engage intensively with interesting aspects of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...encourages students to consider course content even beyond the course itself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clarifying relevance of course content

The lecturer/teacher...	strongl y disagre e						strongl y agree	cann ot answ er
... clarifies the importance 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"/>	<input type="radio"/>
...elaborates on the practical applicability of the course content.	<input type="radio"/>	<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...

C Managing interactions in the learning group

[illegible][illegible][illegible][illegible]

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"/>
	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!					
.....					
.....					
.....					
.....					
.....					

