

English Version

Questionnaire

1) General

Goal: determine whether current module information is accurate.

- a. What is the module's subject? What are its targets?
- b. Which teaching methods are used in the module?
- c. Which methods are used for examination?

2) Points of interest

Goal: gather a short impression on how students experienced the module, while establishing possible weak spots. The module's sticking points mentioned here will be used throughout the evaluation.

- a. Positive feedback, as well as possible areas of improvement.

3) Teaching methods, guidance and participation

Goal: discuss the different teaching methods used in the module, assess the students' level of participation and determine the suitability of the methods of guidance used.

- a. How did students experience the different teaching methods used in the module: difficulty, atmosphere, possibility for teacher contact, diversity between different work forms?
- b. What do students think about guidance within the module: preparation, presentation, language use, possibility to ask questions, to what extent a broad outline is evident?
- c. What do both the teaching staff and the students think about the level of participation of the different work forms: student preparation, attendance, actively asking questions / discuss; what are the causes and consequences of the (current) level of participation?

4) Literature

Goal: discuss the quality of the literature and other media used in the module, as well as its aptitude for the subject studied.

- a. What (printed) literature is required for the module (books, lecture notes)?
- b. How do students experience the use of this literature during the module: structure, language use, difficulty, overall quality, completeness, necessity?
- c. What about secondary study material (lecture sheets, video, assignments, given examples)?
- d. Are there exercise materials available?

5) Examination

Goal: review the method of examination, as well as its suitability for the subject.

- a. How did the students experience the exam: difficulty, available time, accuracy of exercises, methods of questioning?
- b. Was the exam complete? Did it cover all the material?
- c. Is the method of examination suitable for the module?

6) Module organization and available information

Goal: discuss the module organization and the information provisioning. Among other things, this covers Blackboard, timetables and available equipment.

- a. Was a schedule of the classes available? Where there any deviations to this schedule?
- b. Was there sufficient equipment available, both during and outside the planned hours?
- c. Did Blackboard provide a useful addition to the module's information provisioning?
- d. Were the examination requirements clearly and timely specified?

7) Module as a whole

Goal: discuss the properties of this module when looked at the module as a whole. This includes its broad outline, difficulty, work pressure, et cetera.

- a. How does the module fit within the curriculum?
- b. What do students think about the ratio factual/conceptual/applied knowledge within this module?
- c. What was the overall module difficulty?
- d. Was there a broad outline present in the studied material?
- e. Is the amount of ECTS accurate?
- f. Do students consider the module useful?
- g. Do students consider the module fun?

8) Mutual agreement and summary

Goal: summarize the discussion and possibly recapitulate points agreed on.

- a. Reach a consensus on points mutually agreed on (as a result of the module's sticking points)
- b. Summarize the evaluation session