



Lifelong  
Learning  
Programme



Lifelong Learning Programme

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## **Improving Teaching Effectiveness in Chemical Engineering Education**

**ITEACH**

**Assessment framework evaluation template**

**Deliverable 4.1**

February 2016

## 1. Developing the assessment framework template

This deliverable reports on the development of an assessment framework template. The framework proposed in WP3 allows to assess an individual unit/course and is divided in six metrics, as follows:

1. Strategic nature of the course/discipline;
2. Relevance of the proposed formation;
3. Pedagogical relevance of the teaching approach;
4. Perception of relevance of the pedagogical approach;
5. Evaluation of acquisitions and;
6. Evaluation of transfer.

Each stakeholder (Academics, Employers, Graduates and Students) is asked to assess on specific metrics according to the following matrix shown in Table 1.

**Table 1.** Assessment framework's metrics and stakeholders.

Stakeholder	1	2	3	4	6
Academics	X	X	X		X
Employers	X	X			X
Graduates <sup>1</sup>	X	X	X		X
Students		X	X	X	

<sup>1</sup> Graduates are those which concluded a 5-year program in Chemical Engineering in the last 5 years.

To this end, four surveys - one for each stakeholder – were made available online on the project's website and disseminated by email to the consortium partner's contacts (see questionnaires in Appendixes A-D). The fifth metric – *Evaluation of acquisitions* – is assessed through grades/marks obtained by students during exams/tests.

The consortium agreed to adopt the following procedure:

1. Questionnaires to be disseminated should be written in English;
2. Use the assessment framework to evaluate Reactor Engineering and/or Design Project courses at each institution;
3. Include a question for the replying person identify from which of the partners he/she received the invitation, thus allowing to discriminate answers on a partner/geographic basis and investigate dependencies between educational systems;

4. Responses should be stored into the same database thus allowing an easier follow up of the pilot implementation along time;
5. Responses listed in the database will be grouped according to the institution/country and delivered for each partner to transfer their corresponding data to the reporting template developed.

The assessment framework template is provided in a protected Microsoft Excel file (entitled "WP4\_template"). Each partner has to complete the unprotected cells with raw data retrieved from the questionnaires responses – highlighted in blue (cf. Section 2.1) and statistics, metrics and graphs are automatically produced in a separate sheet (cf. Section 2.2). This will facilitate subsequent analysis of the data and comparisons among partners, stakeholders, etc.

## **2. The assessment framework template**

### **2.1 Partner raw data sheet**

Examples of each partner raw data sheets are shown below (taken from the Excel file). As mentioned before, each partner has to complete the unprotected cells with raw data retrieved from the questionnaires responses – highlighted in blue. Some simple statistics are then automatically obtained, e.g. the means for each question (which are calculated from the average of responses received, for a given stakeholder). Standard deviations and number of responses are also computed.

Metric	Question Nr.	Description	Academics							
			1	2	3	4	5	Nr. Answers	Mean	Standard deviation
1. Strategic nature of the course/discipline	1.1	Analysis of the needs: this teaching unit (course) is necessary for a chemical engineer	5	10	20	10	5	50	3.0	1.1
	1.2	It covers all the needs it should	5	10	20	10	5	50	3.0	1.1
	1.3	It is sufficiently detailed for a chemical engineer	5	10	20	10	5	50	3.0	1.1
	1.4	It is adapted to the real activities of a chemical engineer	5	10	20	10	5	50	3.0	1.1
	1.5	It includes a prospective approach, bringing new concepts and taking into account the future needs of the market	5	10	20	10	5	50	3.0	1.1
	1.6	The study program is in concordance with other competing universities	5	10	20	10	5	50	3.0	1.1
	1.7	This teaching unit (course) contributes to the attractiveness of the formation of future students	5	10	20	10	5	50	3.0	1.1
2. Relevance of the proposed formation	2.1	The content of the teaching unit (course) is adequate	0	0	20	20	10	50	3.8	0.8
	2.2	Its position in the overall program is appropriate	0	0	20	20	10	50	3.8	0.8
	2.3	Its duration / workload / ECTS is appropriate	0	0	20	20	10	50	3.8	0.8
	2.4	Appropriate learning outcomes are clearly formulated for this teaching unit (course)	0	0	20	20	10	50	3.8	0.8
	2.5	Its relations (or prerequisites) with other teaching units (courses) are appropriate	0	0	20	20	10	50	3.8	0.8
	2.6	It allows accessing the four levels of knowledge taxonomy (knowledge, comprehension, application and analysis)	0	0	20	20	10	50	3.8	0.8
3. Pedagogical relevance of the teaching approach	3.1	The proposed formation and pedagogy is appropriate to the learning outcomes	0	0	0	30	20	50	4.4	0.5
	3.2	The proposed pedagogy allows accessing and improving different levels of knowledge taxonomy (Knowledge, Comprehension, Application, Analysis)	0	0	0	30	20	50	4.4	0.5
	3.3	The proposed pedagogy is appropriate to different students' learning styles (Active and Reflective learners, Sensing and Intuitive learners, Visual and Verbal learners, Sequential and Global learners)	0	0	0	30	20	50	4.4	0.5
	3.4	The proposed pedagogy promotes active learning	0	0	0	30	20	50	4.4	0.5
	3.5	The pedagogy improves skills and competences	0	0	0	30	20	50	4.4	0.5
	3.6	The proposed pedagogy (e.g. labs, tutorials, projects, works, multimedia documents (if present)) improve the teaching	0	0	0	30	20	50	4.4	0.5
	3.7	The proposed pedagogy enables working in professional situation	0	0	0	30	20	50	4.4	0.5
	3.8	The proposed pedagogy enables appraising the progression	0	0	0	30	20	50	4.4	0.5
	3.9	Teacher's explanations were clear	0	0	0	30	20	50	4.4	0.5
	3.10	The course is intellectually challenging and stimulating	0	0	0	30	20	50	4.4	0.5
	3.11	The teaching unit (course) is dynamic and enthusiastic	0	0	0	30	20	50	4.4	0.5
	3.12	My interest in the subject has increased as a consequence of this course	0	0	0	30	20	50	4.4	0.5
	3.13	I learned something which I consider valuable	0	0	0	30	20	50	4.4	0.5
	3.14	Group interactions were encouraged	0	0	0	30	20	50	4.4	0.5
	3.15	The breadth of the teaching unit (course) was appropriate	0	0	0	30	20	50	4.4	0.5
	3.16	Proposed objectives agreed with those actually taught, so you knew where the course was going	0	0	0	30	20	50	4.4	0.5
	3.17	The balance between classical and active learning was adequate	0	0	0	30	20	50	4.4	0.5
	3.18	I understand the relevance of the topic for my future profession	0	0	0	30	20	50	4.4	0.5
	3.19	Further reading, homework, laboratories (if applicable) contributed to the appreciation and understanding of the subject	0	0	0	30	20	50	4.4	0.5
	3.20	Methods of evaluating student work were fair and appropriate	0	0	0	30	20	50	4.4	0.5
	3.21	Feedback on examinations/graded materials was valuable	0	0	0	30	20	50	4.4	0.5
	3.22	The mark you obtained (if already available) reflects my level and effort	0	0	0	30	20	50	4.4	0.5
	3.23	Course pace was appropriate	0	0	0	30	20	50	4.4	0.5
	3.24	I was able to appraise my progression	0	0	0	30	20	50	4.4	0.5
	3.25	If you needed some explanations you would?	0	0	0	30	20	50	4.4	0.5
	3.26	To study for the exam you would?	0	0	0	30	20	50	4.4	0.5
4. Perception of relevance of the pedagogical approach	4.1	The proposed pedagogical approach improved my interest in the subject	0	0	0	30	20	50	4.4	0.5
	4.2	Course materials were well prepared and carefully explained	0	0	0	30	20	50	4.4	0.5
	4.3	The quality of the materials (e.g. videos, ...) and documents was appropriate	0	0	0	30	20	50	4.4	0.5
	4.4	Teacher's explanations were clear	0	0	0	30	20	50	4.4	0.5
6. Evaluation of transfer	6.1	Competences in the particular subject	0	0	40	10	0	50	3.2	0.4
	6.2	Practical skills	0	0	40	10	0	50	3.2	0.4
	6.3	Ability to combine theory and practice to analyse the engineering problems	0	0	40	10	0	50	3.2	0.4
	6.4	Ability to comply with practice standard and know how to deal with hazards	0	0	40	10	0	50	3.2	0.4
	6.5	Ability to apply the concepts to new problems	0	0	40	10	0	50	3.2	0.4
	6.6	Ability to extend the concepts to new problems	0	0	40	10	0	50	3.2	0.4
	6.7	Ability to work in professional situation	0	0	40	10	0	50	3.2	0.4
	6.8	Ability to evaluate own performances and outcomes	0	0	40	10	0	50	3.2	0.4
	6.9	Motivation	0	0	40	10	0	50	3.2	0.4
	6.10	Adaptability	0	0	40	10	0	50	3.2	0.4
	6.11	Written & oral communication	0	0	40	10	0	50	3.2	0.4
	6.12	Team work	0	0	40	10	0	50	3.2	0.4

Students							
1	2	3	4	5	Nr. Answers	Mean	Standard deviation

5	5	10	10	0	30	2.8	1.1
5	5	10	10	0	30	2.8	1.1
5	5	10	10	0	30	2.8	1.1
5	5	10	10	0	30	2.8	1.1
5	5	10	10	0	30	2.8	1.1

0	0	25	0	5	30	3.3	0.8
0	0	25	0	5	30	3.3	0.8
0	0	25	0	5	30	3.3	0.8
0	0	25	0	5	30	3.3	0.8

## 2.2 Partner results sheet

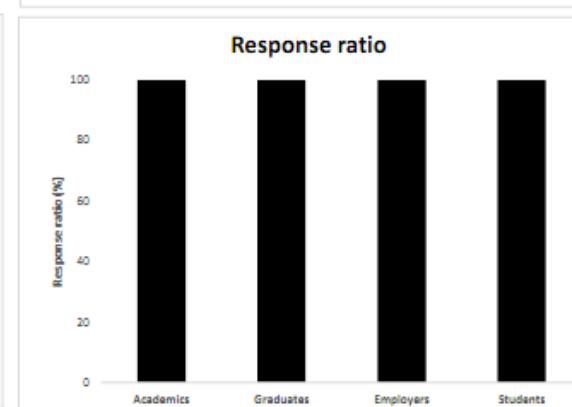
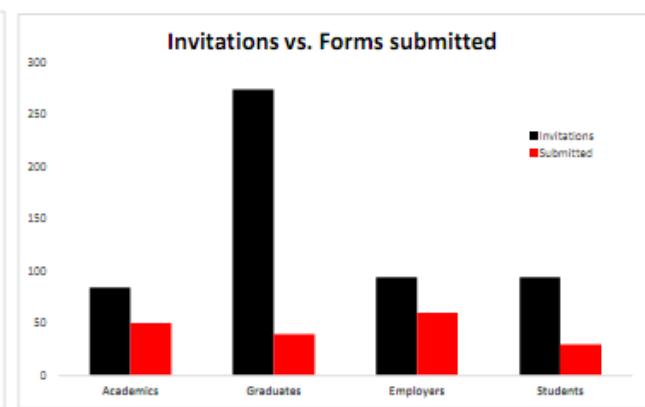
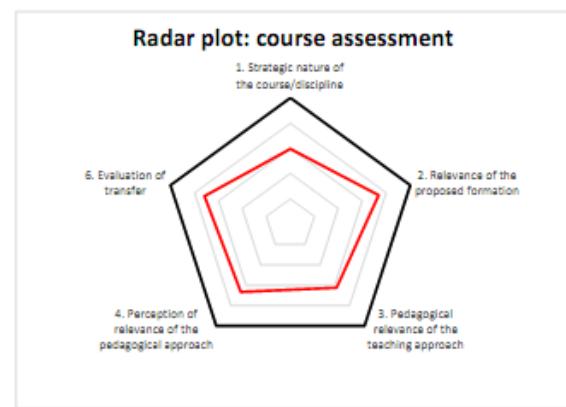
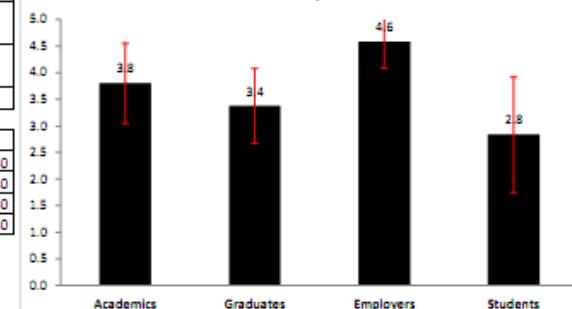
Below are shown examples of each partner results sheet (obtained from the Excel file), wherein the Grades for each Metric in a given Stakeholder are the average of the results obtained for all questions related to that Metric (thus all contribute with the same weight). However, the Overall Grade for a given Metric takes into account the respective weight for each Stakeholder, as defined in the methodology developed in WP3. For instance, the Overall Grade for Metric 1 is given by  $(2A+G+2E)/5$ , meaning that the grade from Academics contributes with 2/5, the grade from the Graduates contributes with 1/5, and the grade from Employers with 2/5. Some plots are automatically generated, as shown below (in one of them, the user simply needs to select the question to be analysed to get the respective plot that represents the average mark and standard deviation per stakeholder). Particularly important is the automatically generated radar plot, which provides the course assessment in the 5 metrics /dimensions considered in the methodology developed in WP3 (red line) as compared to the maximum performance reachable (black line).

Metric	Grade				Overall Grade	Formula
	Academics	Graduates	Employers	Students		
1. Strategic nature of the course/discipline	3.0	1.9	3.5		<b>3.0</b>	$(2A+G+2E)/5$
2. Relevance of the proposed formation	3.8	3.4	4.6	2.8	<b>3.7</b>	$(2A+G+E+S)/5$
3. Pedagogical relevance of the teaching approach	4.4	1.9		3.0	<b>3.1</b>	$(2A+2G+S)/5$
4. Perception of relevance of the pedagogical approach				3.3	<b>3.3</b>	5
6. Evaluation of transfer	3.2	4.3	3.1		<b>3.6</b>	$(A+2G+2E)/5$

Stakeholder	(A) Nr. Invitations sent	(B) Nr. Forms submitted	(C) Nr. Questions	(D) Nr. answers	B / A x 100	D / (BxC) x 100
Academics	84	50	33	1650	59.5	100.0
Graduates	274	40	33	1320	14.6	100.0
Employers	94	60	25	1500	63.8	100.0
Students	94	30	36	1080	31.9	100.0

SELECT  
QUESTION  
2.1

The content of the teaching unit (course) is adequate



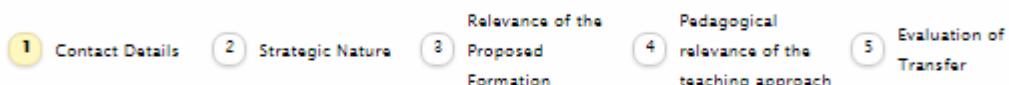
# Appendix A – Academics Questionnaire

## Academics

### Academics Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete



#### Contact Details

We first need to gather a little information about who is actually filling in our forms. This will provide us with some contextual data that we can use to look for trends based on geographical location etc. This information is strictly in confidence and you are not required to provide it in order to complete the forms. It would however be very useful to the project if you could provide full details within this section.

#### Name

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title	First	Last	Suffix

#### Email

#### Institution

#### Position

#### Address

Street Address

Address Line 2

City

State / Province / Region

Postal / Zip Code

Country

#### Consent

Do you wish to be contacted with the results of this survey?

#### Module being Evaluated \*

If you answered Other please provide a module name here:

#### Responding to an Invitation from \*

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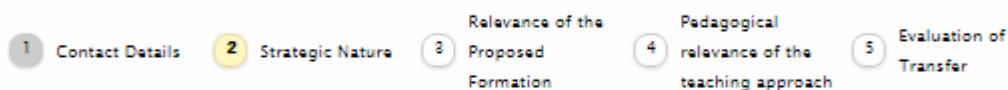
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## Academics

### Academics Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete



#### Strategic Nature of the Teaching Unit (Course)

Please give your opinion/mark about the "Strategic Nature" of this course, taking the following issues into account:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>Analysis of the needs: this teaching unit (course) is necessary for a chemical engineer</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It covers all the needs it should</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It is sufficiently detailed for a chemical engineer</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It is adapted to the real activities of a chemical engineer</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It includes a prospective approach, bringing new concepts and taking into account the future needs of the market</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The study program is in concordance with other competing universities</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>This teaching unit (course) contributes to the attractiveness of the formation of future students</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

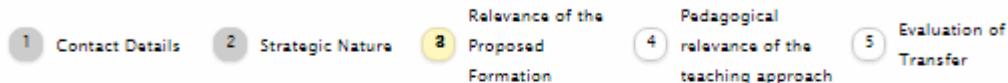
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## Academcs Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete



### Relevance of the proposed formation in the Teaching Unit (Course)

Please give your opinion/mark about the "Relevance of the proposed formation" in this course, taking the following issues into account

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>The content of the teaching unit (course) is adequate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its position in the overall program is appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its duration / workload / ECTS is appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Appropriate learning outcomes are clearly formulated for this teaching unit (course)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its relations (or prerequisites) with other teaching units (courses) are appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It allows accessing the four levels of knowledge taxonomy (knowledge, comprehension, application and analysis)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

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## Academics Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete

1 Contact Details    2 Strategic Nature    3 Relevance of the Proposed Formation    4 Pedagogical relevance of the teaching approach    5 Evaluation of Transfer

### Pedagogical relevance of the teaching approach

Please give your opinion/mark about the "Pedagogical relevance of the proposed formation" in this course, taking the following issues into account

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>The proposed formation and pedagogy is appropriate to the learning outcomes</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy allows accessing and improving different levels of knowledge taxonomy (Knowledge, Comprehension, Application, Analysis)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy is appropriate to different students' learning styles (Active and Reflective learners, Sensing and Intuitive learners, Visual and Verbal learners, Sequential and Global learners)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy promotes active learning</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The pedagogy improves skills and competencies</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy (e.g. labs, tutorials, projects, works, multimedia documents (if present)) improve the teaching</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy enables working in professional situation</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy enables appraising the progression</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

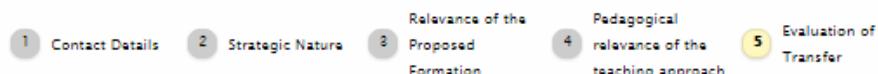
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## Academics Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete



### Evaluation of Transfer

Please give your opinion about "the Evaluation of Transfer" in this course, taking into account the issues mentioned below. Have in mind that this metric aims at assessing what students are able to do in professional situation as a result of having been exposed to the given pedagogical method in this unit/course. However, consider that the transfer of knowledge and competencies into business performance depends not only on scientific or technical mastery, but also on transversal and general competences (project management, for example) and on a personal factor (behavioural skills).

#### Work Skills & Competencies

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>Competences in the particular subject</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Practical skills</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Ability to combine theory and practice to analyse the engineering problems</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Ability to comply with practice standard and know how to deal with hazards</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Ability to apply the concepts to new problems</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Ability to extend the concepts to new problems</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

#### Personal Qualities and Skills

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>Ability to work in professional situation</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Ability to evaluate own performances and outcomes</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Motivation</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Adaptability</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Written &amp; oral communication</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Team work</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

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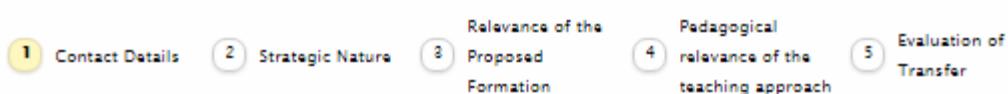
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## Appendix B – Graduates Questionnaire

### Graduate Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete



#### Contact Details

We first need to gather a little information about who is actually filling in our forms. This will provide us with some contextual data that we can use to look for trends based on geographical location etc. This information is strictly in confidence and you are not required to provide it in order to complete the forms. It would however be very useful to the project if you could provide full details within this section.

#### Name

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title	First	Last	Suffix

#### Email

#### Institution Graduated

#### Address

Street Address

Address Line 2

<input type="text"/>	<input type="text"/>
----------------------	----------------------

City

State / Province / Region

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Postal / Zip Code

Country

#### Select a Choice

- Graduated 3-5 years
- PhD Student

#### Consent

- Do you wish to be contacted with the results of this survey?

#### Module being Evaluated \*

If you answered Other please provide a module name here:

#### Responding to an Invitation from \*

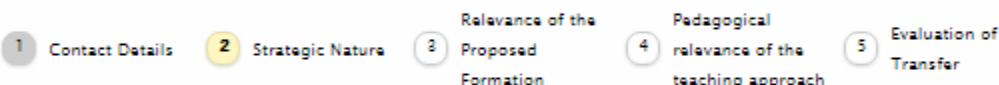
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## Graduate Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10–15 minutes to complete



### Strategic Nature of the Teaching Unit (Course)

Please give your opinion/mark about the "Strategic Nature" of this course, taking the following issues into account:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>Analysis of the needs: this teaching unit (course) is necessary for a chemical engineer</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It covers all the needs it should</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It is sufficiently detailed for a chemical engineer</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It is adapted to the real activities of a chemical engineer</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It includes a prospective approach, bringing new concepts and taking into account the future needs of the market</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The study program is in concordance with other competing universities</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>This teaching unit (course) contributes to the attractiveness of the formation of future students</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

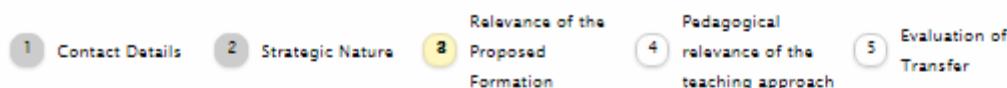
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## Graduate Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete



### Relevance of the proposed formation in the Teaching Unit (Course)

Please give your opinion/mark about the "Relevance of the proposed formation" in this course, taking the following issues into account

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>The content of the teaching unit (course) is adequate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its position in the overall program is appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its duration / workload / ECTS is appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Appropriate learning outcomes are clearly formulated for this teaching unit (course)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its relations (or prerequisites) with other teaching units (courses) are appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It allows accessing the four levels of knowledge taxonomy (knowledge, comprehension, application and analysis)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

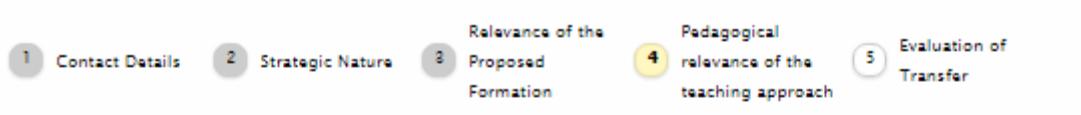
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## Graduate Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete



### Pedagogical relevance of the teaching approach

Please give your opinion/mark about the "Pedagogical relevance of the proposed formation" in this course, taking the following issues into account

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>The proposed formation and pedagogy is appropriate to the learning outcomes</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy allows accessing and improving different levels of knowledge taxonomy (Knowledge, Comprehension, Application, Analysis)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy is appropriate to different students' learning styles (Active and Reflective learners, Sensing and Intuitive learners, Visual and Verbal learners, Sequential and Global learners)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy promotes active learning</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The pedagogy improves skills and competencies</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy (e.g. labs, tutorials, projects, works, multimedia documents (if present)) improve the teaching</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy enables working in professional situation</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy enables appraising the progression</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

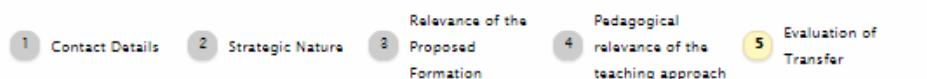
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## Graduate Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete



### Evaluation of Transfer

Please give your opinion about "the Evaluation of Transfer" in this course, taking into account the issues mentioned below. Have in mind that this metric aims at assessing what students are able to do in professional situation as a result of having been exposed to the given pedagogical method in this unit/course. However, consider that the transfer of knowledge and competencies into business performance depends not only on scientific or technical mastery, but also on transversal and general competences (project management, for example) and on a personal factor (behavioural skills)

#### Work Skills & Competencies

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>Competences in the particular subject</b>	<input type="radio"/> 1 <input checked="" type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Practical skills</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Ability to combine theory and practice to analyse the engineering problems</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Ability to comply with practice standard and know how to deal with hazards</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Ability to apply the concepts to new problems</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Ability to extend the concepts to new problems</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

#### Personal Qualities and Skills

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>Ability to work in professional situation</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Ability to evaluate own performances and outcomes</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Motivation</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Adaptability</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Written &amp; oral communication</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
<b>Team work</b>	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

Any optional comments/suggestions can be inserted here

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# Appendix C – Employers Questionnaire

## Employers Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete

**1** Contact Details

**2** Strategic Nature

**3** Relevance of the Proposed Formation

**4** Evaluation of Transfer

### Contact Details

We first need to gather a little information about who is actually filling in our forms. This will provide us with some contextual data that we can use to look for trends based on geographical location etc. This information is strictly in confidence and you are not required to provide it in order to complete the forms. It would however be very useful to the project if you could provide full details within this section.

#### Name

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title	First	Last	Suffix

#### Email

#### Company

#### Sector

 Biotechnology

#### Number of Employees

 1-50

#### Position

#### Address

Street Address

Address Line 2

City

State / Province / Region

Postal / Zip Code

Country

#### Consent

Do you wish to be contacted with the results of this survey?

#### Module being Evaluated \*

If you answered Other please provide a module name here:

#### Responding to an Invitation from \*

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# Employers Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete

1 Contact Details      2 Strategic Nature      3 Relevance of the Proposed Formation      4 Evaluation of Transfer

## Strategic Nature of the Teaching Unit (Course)

Please give your opinion/mark about the "Strategic Nature" of this course, taking the following issues into account:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>Analysis of the needs: this teaching unit (course) is necessary for a chemical engineer</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It covers all the needs it should</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It is sufficiently detailed for a chemical engineer</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It is adapted to the real activities of a chemical engineer</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It includes a prospective approach, bringing new concepts and taking into account the future needs of the market</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The study program is in concordance with other competing universities</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>This teaching unit (course) contributes to the attractiveness of the formation of future students</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

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## Employers Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete

1 Contact Details

2 Strategic Nature

3 Relevance of the Proposed Formation

4 Evaluation of Transfer

### Relevance of the proposed formation in the Teaching Unit (Course)

Please give your opinion/mark about the "Relevance of the proposed formation" in this course, taking the following issues into account

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>The content of the teaching unit (course) is adequate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its position in the overall program is appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its duration / workload / ECTS is appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Appropriate learning outcomes are clearly formulated for this teaching unit (course)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its relations (or prerequisites) with other teaching units (courses) are appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It allows accessing the four levels of knowledge taxonomy (knowledge, comprehension, application and analysis)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

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## Employers Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete

1 Contact Details

2 Strategic Nature

3 Relevance of the Proposed Formation

4 Evaluation of Transfer

### Evaluation of Transfer

Please give your opinion about "the Evaluation of Transfer" in this course, taking into account the issues mentioned below. Have in mind that this metric aims at assessing what students are able to do in professional situation as a result of having been exposed to the given pedagogical method in this unit/course. However, consider that the transfer of knowledge and competencies into business performance depends not only on scientific or technical mastery, but also on transversal and general competences (project management, for example) and on a personal factor (behavioural skills).

#### Work Skills & Competencies

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>Competences in the particular subject</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Practical skills</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Ability to combine theory and practice to analyse the engineering problems</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Ability to comply with practice standard and know how to deal with hazards</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Ability to apply the concepts to new problems</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Ability to extend the concepts to new problems</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

#### Personal Qualities and Skills

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>Ability to work in professional situation</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Ability to evaluate own performances and outcomes</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Motivation</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Adaptability</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Written &amp; oral communication</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Team work</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

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## Appendix D – Students Questionnaire

### Students Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete

<b>1</b> Contact Details	<b>2</b> Relevance of the Proposed Formation	<b>3</b> Pedagogical relevance of the teaching approach	<b>4</b> Perception of relevance of the pedagogical approach
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#### Contact Details

We first need to gather a little information about who is actually filling in our forms. This will provide us with some contextual data that we can use to look for trends based on geographical location etc. This information is strictly in confidence and you are not required to provide it in order to complete the forms. It would however be very useful to the project if you could provide full details within this section.

#### Name

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Title	First	Last	Suffix

#### Email

#### Institution Studying

#### Address

Street Address

Address Line 2

<input type="text"/>	<input type="text"/>
----------------------	----------------------

City

State / Province / Region

<input type="text"/>	<input type="text"/>
----------------------	----------------------

Postal / Zip Code

Country

#### Current Stage of Degree Course

<input type="text"/>	<input type="button" value="▼"/>
----------------------	----------------------------------

#### Consent

Do you wish to be contacted with the results of this survey?

#### Module being Evaluated \*

<input type="text"/>	<input type="button" value="▼"/>
----------------------	----------------------------------

If you answered Other please provide a module name here:

#### Responding to an Invitation from \*

<input type="text"/>	<input type="button" value="▼"/>
----------------------	----------------------------------

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## Students Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete



### Relevance of the proposed formation in the Teaching Unit (Course)

Please give your opinion/mark about the "Relevance of the proposed formation" in this course, taking the following issues into account

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>The content of the teaching unit (course) is adequate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its position in the overall program is appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its duration / workload / ECTS is appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Appropriate learning outcomes are clearly formulated for this teaching unit (course)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Its relations (or prerequisites) with other teaching units (courses) are appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>It allows accessing the four levels of knowledge taxonomy (knowledge, comprehension, application and analysis)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

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## Students Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete

1 Contact Details      2 Relevance of the Proposed Formation      3 Pedagogical relevance of the teaching approach      4 Perception of relevance of the pedagogical approach

### Pedagogical relevance of the teaching approach

Please give your opinion/mark about the "Pedagogical relevance of the proposed formation" in this course, taking the following issues into account

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>The proposed formation and pedagogy is appropriate to the learning outcomes</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy allows accessing and improving different levels of knowledge taxonomy (Knowledge, Comprehension, Application, Analysis)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy is appropriate to different students' learning styles (Active and Reflective learners, Sensing and Intuitive learners, Visual and Verbal learners, Sequential and Global learners)</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy promotes active learning</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The pedagogy improves skills and competencies</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy (e.g. labs, tutorials, projects, works, multimedia documents (if present)) improve the teaching</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy enables working in professional situation</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The proposed pedagogy enables appraising the progression</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

	Strongly Disagree 1	Disagree 2	Neither Agree or Disagree 3	Agree 4	Strongly Agree 5
<b>Teacher's explanations were clear</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The course is intellectually challenging and stimulating</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The teaching unit (course) is dynamic and enthusiastic</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My interest in the subject has increased as a consequence of this course</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I learned something which I consider valuable</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Group interactions were encouraged</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The breadth of the teaching unit (course) was appropriate</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Proposed objectives agreed with those actually taught, so you knew where the course was going</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The balance between classical and active learning was adequate</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I understand the relevance of the topic for my future profession</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Further reading, homework, laboratories (if applicable) contributed to the appreciation and understanding of the subject</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Methods of evaluating student work were fair and appropriate</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Feedback on examinations/graded materials was valuable</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The mark you obtained (if already available) reflects my level and effort</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Course pace was appropriate</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I was able to appraise my progression</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Search on internet	Ask another student	Read the course handout	Ask the teaching team	Have at your disposal several complementary documents
<b>If you needed some explanations you would?</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

	Read your hand written notes	Redo the exercises that were presented in tutorial sessions	Have examples of past examination subjects/papers to test yourself	Have several multimedia documents to improve your knowledge	Consult the teaching team
<b>To study for the exam you would?</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

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## Students Opinion Survey – Framework Piloting

This survey is part of the iTeach EU funded Erasmus project investigating the effectiveness of the teaching unit identified in your invitation email/letter.

The survey should take approximately 10-15 minutes to complete



### Perception of relevance of the pedagogical approach by the students

Please give your opinion/mark about your "Perception of the specific pedagogical approach" implemented this academic year in this teaching unit/course classifying each of the issues below

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
<b>The proposed pedagogical approach improved my interest in the subject</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Course materials were well prepared and carefully explained</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>The quality of the materials (e.g. videos, ...) and documents was appropriate</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Teacher's explanations were clear</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Any optional comments/suggestions can be inserted here

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