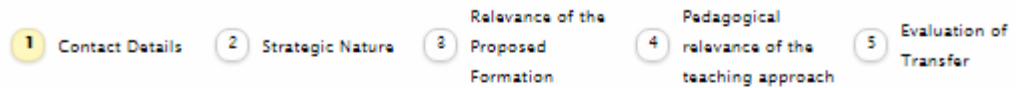


## Academics

### 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 \*

[Next Page](#)

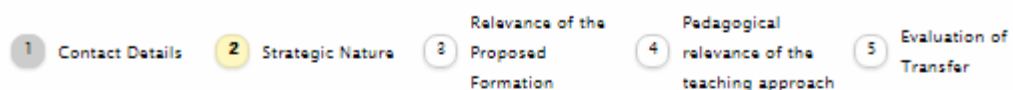
1 / 5

## Academics

### Academics Opinion Survey – Framework Piloting

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#### 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

[Next Page](#) [Previous](#)

2 / 5

## Academcs Opinion Survey – Framework Piloting

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

[Next Page](#) [Previous](#)

3 / 5

## Academcs Opinion Survey – Framework Piloting

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- 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

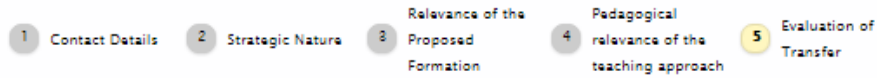
[Next Page](#) [Previous](#)

4 / 5

## Academcs Opinion Survey – Framework Piloting

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### 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 competancies 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

[Previous](#)