

PROFFORMANCE ASSESSMENT TOOL - Student Feedback

Dear Students,

On behalf of the PROFFORMANCE consortium, we thank you for your kind interest and contribution to the testing of the PROFFORMANCE Assessment tool developed by 6 partners and around 20 international experts.

The PROFFORMANCE project aims to support quality enhancement of teaching and learning at HEIs in EHEA by supporting higher education teachers' performance.

The PROFFORMANCE project aims to develop a system, in which STUDENT VOICE counts and your feedback can contribute to effective improvement of teaching and learning even on the short term.

The consortium has created a set of criteria upon which an assessment tool for teachers, peers and students have been elaborated and is about to be tested at pilot visits in HEIs in all partner countries.

This STUDENT-version of the assessment tool aims to complement the self- and peer-version of the assessment tool and to provide feedback to teachers on their teaching related activities.

Students, as the main customers of higher education have important role in the quality enhancement of teaching and learning if they are engaged in all phase of the implementation of T&L.

We kindly ask you to answer some feedback questions at the end, please feel free to tell your opinion. Our aim is to provide a tool which is relevant and useful and has real impact on quality of teaching and learning

Thank you for your kind cooperation!

In case of questions please address to ehea@tpf.hu

Kind regards,

Coordination team

The PROFFORMANCE - Assessment Tool and Incentive Systems for Developing Higher Education Teachers' Performance project

This questionnaire is anonymous - does not require personal data, only uses data for statistical reasons.

The code of the user is connected to names only in the institutional management.

Otherwise the <https://profformance.eu/en/privacy-policy> of the PROFFORMANCE project applies.

TEST version NOT TO BE DISTRIBUTED.

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<https://profformance.eu/>

***Kötelező**

**Statistical
data**

This section is for statistical reasons. You may use your code received from your HEI. It is optional. Or you can just skip that question. This won't be shared with the consortium, but kept at institutional level.

Your feedback is valuable for a highly relevant and usable assessment tool.

We kindly ask you to proceed in a way to be able to fill in the feedback properly.

1. Please measure the time you spend to fill in the questions (without the feedback).
2. Please note the TA and the number of the question with which you had some problems of relevance, comprehensiveness, etc.
3. Please note any remarks, which occurs to your mind.

Thank you for all your great efforts.

Kind regards,

PROFFORMANCE team

1. I have read and I accept the PROFFORMANCE Privacy Policy:

<https://profformance.eu/en/privacy-policy>

This questionnaire is anonymous - does not require personal data, only uses data for statistical reasons. The code of the user is connected to names only in the institutional management of the teacher. Otherwise the <https://profformance.eu/en/privacy-policy> of the PROFFORMANCE project applies.

Soronként csak egy oválist jelöljön be.

☐ Yes

2. I declare that I will use this test version of the PROFFORMANCE Assessment tool only during and in the frame of the official pilot testing process in my institution. I won't transfer it to third parties, neither will I use it before the official international launch of the final version of the PROFFORMANCE assessment tool.

This questionnaire is a test version of the PROFFORMANCE Assessment tool. It is under the copyright of the PROFFORMANCE consortium. The tested and adjusted, finalized version will be freely available online. Thank you for your contribution to its final form by testing and giving your feedback on its use.

Soronként csak egy oválist jelöljön be.

☐ Yes

3. OPTIONAL _ Code of Student given by the teacher/institution,

4. OPTIONAL _ Code of Assessed teacher

5. Institution *

6. Country *

7. Institutional unit

8. Study field

Soronként csak egy oválist jelöljön be.

- ☐ 00 – Generic programmes and qualifications
- ☐ 01 – Education
- ☐ 02 – Arts and humanities
- ☐ 03 – Social sciences, journalism and information
- ☐ 04 – Business, administration and law
- ☐ 05 – Natural sciences, mathematics and statistics
- ☐ 06 – Information and Communication Technologies
- ☐ 07 – Engineering, manufacturing and construction
- ☐ 08 – Agriculture, forestry, fisheries and veterinary
- ☐ 09 – Health and welfare
- ☐ 10 – Services
- ☐ Egyéb: _____

9. Evaluated course

10. Level of study

Soronként csak egy oválist jelöljön be.

- ☐ Bachelor
- ☐ Master
- ☐ PhD
- ☐ Egyéb: _____

TA1 - Curriculum and Course development

Relevant statements:

11. 1. The teacher refers to the latest trends and developments in the discipline or subject (s)he teaches. *

Hint: The teacher presents references to modern development and actualities in the discipline and the content of the subject is linked to it (might not apply to some specific fields and disciplines).

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

12. 2. The teacher designs the course in a way that the students acquire necessary and useful knowledge, skills and competences to address the labour market and societal requirements. *

Hint: The teacher teaches in a way that the students acquire not only theoretical knowledge, but they learn how to apply it in the working and/or other social environment, the students learn to pose questions on different subject-related and/or other issues, discuss and find relevant answers.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

13. 3. The teacher sets students' workload in a balanced way regarding time requirements and feasibility. *

Hint: The course is planned in a way that the students have enough time for preparation for seminars, presentations, translations, midterm and final exams, writing essays and other types of written homework, projects, etc. The volume of teaching and learning material assigned by the teacher is relevant to the time allocated to the course.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

14. 4. The teacher offers up-to-date, well-designed teaching and learning material.

★

Hint: The teaching and learning material provided by the teacher follows the latest developments and respective national and international publications in the field/discipline (articles, monographs, guidelines, handbooks, textbooks, online resources etc.).

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

15. 5. The teacher actively updates and implements innovative learning models, allowing the students to actively participate in learning design and implementation. *

Hint; The teaching model implements, not only current standards of teaching, but also tends to implement and develop innovative approach to learning, through supporting individual or group work of students, the use of new software or technology etc.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

TA2 - Teaching Performance and the Student's Learning Support

Relevant statements:

16. 1. The teacher ensures student-centered teaching and conducive learning environment. *

Hint: While designing/developing the course the teacher builds a supportive and inspiring learning environment for the students, to engage them actively in teaching and learning, to identify and address their individual interests and needs, to support their professional and personal growth. The term learning environment refers to the learning settings, contexts and cultures in which students learn.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

17. 2. The teacher enables teacher-student interaction. *

Hint: The teacher uses the proper type of interaction with the students in terms of time and frequency, language, tone and way of communication, facilitation techniques, aims and goals of interaction etc.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

18. 3. The teacher engages the students in the learning process. *

Hint: The teacher encourages the contacts between the students and faculty, develops reciprocity and cooperation between the students, uses active learning techniques, gives prompt feedback, emphasizes time on task, communicates realistic expectations and respects diverse talents and ways of learning.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

19. 4. The Teacher uses relevant and effective teaching methods to support the students to achieve the desired learning outcomes in the most efficient way. *

Hint: The teacher tries to select and apply the methods which ensure students' interactiveness, increased motivation and responsibility and achievement of intended Learning Outcomes. Teacher uses a wide range of activities (single-, pair-, group-work) in his/her teaching practice.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

20. 5. The teacher communicates the adequate scientific knowledge in an understandable and accessible way *

Hint: The teacher communicates the adequate scientific knowledge in a way that the students are able to identify and understand the most challenging topics and issues of the discipline, to overcome possible difficulties and to achieve intended learning outcomes timely and smoothly.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

21. 6. The teacher jointly reflects with students on the learning process to improve quality and effectiveness of learning. *

Hint: Teacher effectively communicates learning objectives to students and collectively reflects on, critically assesses and actively develops the student-teacher interaction by using different forms of reflection. (self-reflection questionnaire, portfolio, case discussion, debate, think aloud protocol)

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

22. 7. The teacher explains the relevance and usefulness of the discipline and the course for future employment and (professional) life. *

Hint: The teacher explains and presents the relevance of learning content to academic, economic and social life in an appropriate and comprehensible way, and discusses its connection and motivation with the students.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

23. 8. The teacher teaches in a way to allow for the development of the students' soft-skills. *

Hint: The teacher assures that the student has not only adopted the theoretical and practical knowledge relevant for their study field, but also helps students' personal growth for their future career and development.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

TA3 - Assessing the Student's Learning

Relevant statements:

24. 1. The teacher makes use of various assessment methods and tools across his/her course, (if applicable). *

Hints: The teacher uses different types and functions of tools and methods for the different purposes of assessment, such as diagnostic assessment, formative assessment, summative assessment, competence and skills measurement, norm-oriented assessment, criteria-oriented assessment, etc.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

25. 2. The teacher clearly communicates what and how learning outcomes will be assessed according to the institutional evaluation system. *

Hints: Students receive concise information about what is required to achieve intended learning outcomes and how it is assessed according to the given institutional assessment standards, rules, expected qualification and output requirements.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

26. 3. The teacher takes into consideration different students' needs/ obligations when applying assessment methods. *

Hint: The teacher recognizes students' needs and systematically uses diverse, alternative assessment methods sensitive to student's characteristics like written exam instead of oral and vice versa, or allows individual work instead of group work. The assessment practice, content and format are sensitive to particular group of students.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

27. 4. The teacher gives timely and relevant feedback to students about their performance. *

Hint: Students receive relevant feedback in time about what to have done correctly and incorrectly.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

28. 5. The teacher explains and discusses assessment results with students to improve their learning performance. *

Hint: The teacher explains and discusses the assessment results with students to give relevant learning recommendations for improvement with using different forms and techniques of feedback (verbally, non-verbally, in written form, etc).

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

TA5 - Teaching-related Research, Innovation and Social Responsibility

Relevant statements:

29. 1. The teacher explains how the profession/discipline can contribute to tackling societal and economical challenges and support the sustainable development of society. *

Hint: The teacher can explain how the profession can contribute to socially responsible development of the society, involve students in projects and/or use service learning to teach how to be involved in social engagement activities.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

30. 2. The teacher teaches how to effectively communicate and cooperate with external stakeholders. *

Hint: The teacher uses proper communication techniques in different environments while networking with societal actors, respects different opinions and transfers knowledge skill-fully to their clients. The teacher can transfer knowledge into beneficial actions and to present and communicate properly in the right context.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

31. 3. The teacher provides information on the relevant databases in his/her professional field and can explain to students how to access and use them. *

Hint: The teacher explains the use of databases such as Web of Science, Scopus, EBSCO etc. or field relevant databases, Google Scholar, etc, if the subject requires.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

32. 4. The teacher explains the principles of academic integrity, research integrity and intellectual property rights (including Open Access Approach) and applies them in teaching and research activity. (Optional, if relevant). *

Hint: The teacher shows students how to use intellectual property rights in practice. Open access refers to the practice of making peer-reviewed scholarly research and literature freely available online to anyone interested in reading it. It has three types: Gold Open Access (all articles and content are open access), Green Open Access (the publisher allows the author to keep the non-commercial rights to his/her article so it can be posted in open internet archives), Hybrid Open Access (only a restricted number of articles in a subscription journal is open to anyone). The teacher can explain usage of different types of Open Licence (like GNU, if it is relevant).

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

33. 5. The teacher applies and/or communicates to the class the results (which are not under secrecy clause) of her/his research/network/project participation.

Optional, if applicable. *

Hint: The teacher shows the results of her/his research, innovation, and social projects to students. The teacher uses scientific and/or professional contacts to enrich teaching and learning approaches for students.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

34. 6. The teacher involves students in her/his research, innovation, and social projects. /If relevant/ *

Hint: The teacher cooperates with students on smaller or larger tasks in research and social projects. The teacher uses research/project results for supporting students' learning as well as for presenting together in social or professional events, conferences etc.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

TA6 - Organizational and Administrative Tasks

Relevant statements:

35. 1. The teacher manages students' related organizational and administrative tasks adequately. *

Hint: The teacher enrolls marks, corrects tests in time. The teacher is available for consultation. If the teacher is responsible for solving administrative issues about scholarship, international exchanges and other relevant administrative tasks which are related to students, the teacher does it in time and without problems. The teacher can work in the technical environment and application which are necessary for meeting these administrative tasks. In case of emergencies the teacher knows who can help her/him with technical issues.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

36. 2. The teacher communicates students' related organizational and administrative tasks properly. *

Hint: The teacher uses applicable communication channels, responds in adequate time, and keeps times of consultation. The teacher communicates respectfully with all stakeholders (e.g. students, mentors, administrative staff etc.) about students' related issues.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

37. 3. The teacher behaves ethically, fairly and equally to all students. *

Hint: The teacher always seriously considers the rights and needs of your students when it comes to administrative issues.

Soronként csak egy oválist jelöljön be.

- ☐ 0 - Not relevant
- ☐ 1 - Very strongly disagree
- ☐ 2 - Strongly disagree
- ☐ 3 - Disagree
- ☐ 4 - Mostly disagree
- ☐ 5 - Slightly disagree
- ☐ 6 - Slightly agree
- ☐ 7 - Mostly agree
- ☐ 8 - Agree
- ☐ 9 - Strongly agree
- ☐ 10 - Very strongly agree

Feedback

Dear Student,
Thank you if you could answer all the questions. We are very much interested in your feedback, what do you think about the content, the length, the relevance, the comprehensiveness, and the usefulness of the tool.
Thank you for sharing your opinion by answering the following questions.
PROFFORMANCE team

38. How USEFUL do you find the assessment tool for assessing your teachers' performance?

Soronként csak egy oválist jelöljön be.

	1	2	3	4	5	
Not at all useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very useful

39. How RELEVANT do you find the assessment tool for assessing your teachers' performance?

Soronként csak egy oválist jelöljön be.

	1	2	3	4	5	
Not at all relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very relevant

40. How long did it take to fill in the student assessment questionnaire till the feedback questions?

Soronként csak egy oválist jelöljön be.

- ☐ less than 10 minutes
☐ 11-20 minutes
☐ 21-30 minutes
☐ 31-40 minutes
☐ 40+ minutes

41. Which thematic areas do you think is relevant for student assessment of teachers' performance?

Please discuss this together with your peer and write an answer of consensus.

Soronként csak egy oválist jelöljön be.

	Not relevant	Rather not relevant	Neutral	Rather relevant	Relevant
TA 1 - Curriculum development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TA 2 - Teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TA 3 - Assessment of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TA 5 - Research and social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TA 6 - Organizational and administrative tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Would you add/skip/change questions to/from/in the STUDENT version of the tool?

43. Would you do STUDENT assessment using this PROFFORMANCE assessment tool?

Soronként csak egy oválist jelöljön be.

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ Only if compulsory

44. How did you find the 10 point scale?

Soronként csak egy oválist jelöljön be.

- ☐ Was fine
- ☐ 7 point scale would be better
- ☐ 5 point scale would be better
- ☐ 3 point scale would be better
- ☐ Egyéb: _____

45. What would you expect as follow-up of the assessment of teachers performance?

46. We would highly appreciate any kind of feedback, questions, suggestions, which contribute to the improvement of the assessment tool.

Thank you for your contribution. It is highly appreciated!

We get back to your institution with the results of the pilot testing of the PROFFORMANCE Assessment tool.

Ezt a tartalmat nem a Google hozta létre, és nem is hagyta azt jóvá.

Google Űrlapok