

SURVEY ON TEACHING WORK AND STUDENT PARTICIPATION AND STUDENT SATISFACTION

(every year, after the end of the winter/summer semester)

Purpose of the survey

The survey on the evaluation of teaching work and student workload provides students with their opinions on the teaching work of higher education teachers and staff, the study load, the implementation of the study process, the examination and assessment of knowledge, and the independent work of students.

The Survey on Teaching Work and Student Workload (hereafter: the Survey) is an opinion poll in which students express their opinions on the teaching work of higher education teachers and staff involved in the implementation of the study process. It is also the basis for the preparation of the opinion of the Student Council on the teaching work of a particular higher education teacher or staff member in the habilitation procedure. At the same time, the survey is used to obtain students' opinions on the actual study load in individual courses.

The survey on teaching work and student workload is carried out with the purpose of:

- obtaining the opinion of students for the teacher or colleague being assessed,
- for the Dean and the Head of Department of the department/department/institute regarding the individual's teaching performance and attitude towards students;
- seeking students' views on the teaching work of higher education teachers and staff, for the authorities;
- obtaining an opinion on the actual study load of students in individual courses;
- identifying and correcting any shortcomings in teaching and inadequate evaluation of student workload in individual courses (changes to the study programmes or the number of ECTS credits for each course);
- forming students' opinions on the teaching performance and the attitude of the individual higher education teacher or colleague towards students in the procedures for the election to the title of higher education teacher and colleagues;
- improving the quality of delivery and structure of study programmes;
- creating a positive competitive climate among employees.

Time of execution

The survey is administered for all courses in the current academic year. Students are allowed to complete the survey for each course after the end of the winter or summer semester or at the latest until the enrolment in the next academic year. The individual student (respondent) shall evaluate those higher education teachers and staff members who have carried out the study process for his/her group in the study programme under which the student is studying in the current academic year.

The survey is compulsory and anonymous for students. Completion of the survey for all courses in the current year is a prerequisite for:

- (a) enrolment in a higher year,
- (b) enrolment in the graduate year.

At the beginning of the study process, the Vice-Dean for Education is responsible for informing the teaching staff and students about the survey, its purpose and the questionnaire.

Survey method

The survey is conducted.

Responsibility for implementation

The Dean is responsible for the implementation and reporting on the implementation taken, based on the results of the survey.

Scope of the survey and meaning of the ratings

The survey consists of five sets of questions:

1. STUDENT,
2. HIGH SCHOOL TEACHER or ASSOCIATE,
3. TESTING AND ASSESSMENT,
4. DESCRIPTIVE OPINION,
5. THE ACTUAL STUDENT WORKLOAD.

Students rate the higher education teacher or staff-member by selecting and marking one of the possible descriptive answers for each question, which are: very poor (-2), poor (-1), acceptable (0), good (+1), very good (+2), can't/wouldn't like to rate (N), except for the question on visiting, where the possible answers are: very rarely (up to 20%), occasionally (20- 50%), often (50-80%), regularly (above 80%). Students answer the questions on workload by selecting one of the three possible answers. Students can write their opinions and other suggestions.

Data processing and publication

The arithmetic mean and standard deviation (SD) of the answers to each question for each category of students and for all students, the mean score, the study programme and year in % and the relative frequencies in % are calculated in the processing. Only the scores are included in the calculation of the means and relative frequencies, non-specified answers are counted separately. The results of the survey are published on the website.

Using the results

The results of the survey are given to the Dean, the Head of the Department/Department/Institute, the Student Council, the Commission for Quality and Evaluation, the Commission for Student and Academic Affairs, on the basis of which they can analyse the situation and prepare measures to improve the pedagogical work.

The results of the survey are discussed by the individual institutes (chairs), the Quality and Evaluation Commission, the Student and Academic Affairs Commission, highlighting examples of good practice in the case of the highest-ranked teachers or colleagues. Any improvement measures shall be taken by the Student and Academic Affairs Commission and reported to the Senate.

The Dean, in the presence of a representative of the Student Council, is obliged to discuss the matter with those higher education teachers and staff members who, having achieved a sufficient response rate, had a negative overall average grade for the previous academic year or a negative average grade in a particular subject, and, at his/her discretion, to discuss the situation with the best-rated individuals. The Student Council may also propose to the Dean that he/she should interview senior lecturers and staff members who, having achieved a satisfactory response rate in the previous academic year, have an overall average mark between 0 and 0.5. Based on the interviews, the Dean shall take measures to improve the quality of their teaching work, and shall be obliged to take more stringent measures in the event of repeated overall or individual negative evaluations.

SURVEY

ON TEACHING WORK AND STUDENT PARTICIPATION AND STUDENT SATISFACTION

(every year, after the end of the winter/summer semester)

1. STUDENT

Please rate how often you have attended lectures, seminars, tutorials and other forms of study with the teacher/colleague being assessed.

1.1 Frequency of attendance at lectures, seminars, tutorials and other forms of study by the higher education teacher/colleague being assessed

Scale: very rarely (up to), occasionally (20-50%), frequently (50-80%), regularly (over 80%)

Subject	Contractor	activity (L/E)	very rarely (up to 20%),	occasionally (20-50%)	frequently (50-80%),	regularly (above)
1						
2						
3						

.....

2. A HIGHER EDUCATION TEACHER OR. ASSOCIATE

Please rate the higher education teacher/colleague who delivered the lectures and other forms of study.

2.1 LECTURES, SEMINARS, EXERCISES AND OTHER FORMS OF STUDY: the teacher/colleague delivers interesting, comprehensible lectures, incorporates modern teaching methods, uses relevant literature, stimulates thinking and intellectual curiosity.

2.2 COLLABORATION WITH STUDENTS: encourages and takes into the account students' initiatives, provides advice and guidance in the performance of study requirements (seminar assignments, reports, etc.).

2.3 punctuality, availability, responsiveness: available and responsive at the agreed times (lectures, seminars, tutorials, office hours, emails, etc.).

2.4 STUDENT LEARNING OUTCOMES AND COMPETENCY: The student acquires the relevant expected knowledge, skills and competences that he/she is expected to know, master and understand.

Course and ACTIVITY CODE (P/V)	very poor (- 2)	weak (-1)	still acceptable (0)	good (+1)	very good (+2)	I can't / I don't want to rate (N)
DELIVERY OF LECTURES / TUTORIALS						
He/she briefed us on the objectives, content and obligations of the course.						
He/she gives interesting, understandable lectures.						
He/she incorporates modern teaching methods.						
Literature is available.						
He/she uses relevant literature.						
He/she stimulates thinking and intellectual curiosity.						
WORKING WITH STUDENTS						
He/she encourages and takes into the account student initiatives.						
He/she advises and guides in the performance of study requirements.						
Ongoing verification is taken into the account in the final assessment						
ACCURACY, ACCESSIBILITY, RESPONSIVENESS:						
He/she adheres to the lecture/exercise timetable.						
He/she is accessible during office hours.						
He/she is responsive to emails.						
STUDENT LEARNING OUTCOMES AND COMPETENCES						
The student acquires the relevant knowledge expected.						
Students acquire the skills and competences they are expected to know, master and understand						

3. ASSESSMENT AND EVALUATION

Please rate the assessment and evaluation.

- 3.1 ASSESSES OBJECTIVELY, FAIRLY,
- 3.2 THE CRITERIA ARE CLEAR
- 3.3 FACILITATES AND ENCOURAGES THE ONGOING ASSESSMENT AND EVALUATION OF KNOWLEDGE
- 3.4 DESCRIPTIVE OPINION

Course and ACTIVITY CODE (P/V)	very poor (- 2)	weak (-1)	still acceptable (0)	good (+1)	very good (+2)	I can't / I don't want to rate (N)
ASSESSES OBJECTIVELY, FAIRLY						
THE CRITERIA ARE CLEAR						
FACILITATES AND ENCOURAGES THE ONGOING ASSESSMENT AND EVALUATION OF KNOWLEDGE						
DESCRIPTIVE OPINION						

4. QUESTIONS ON STUDENT WORKLOAD

QUESTION 1 - CONTACT HOURS

Please indicate your opinion on the appropriate number of contact hours for each category of the course by selecting the appropriate option in the table. For each category of contact indicated, mark an 'X' to indicate whether you consider that there are too few, the right number or too many contact hours for that course:

HOURS too few, the right number too many

LECTURES printout no. of hours

SEMINARS printout no. of hours

SEMINAR EXERCISES printout no. of hours

OTHER FORMS (contact hours) printout no. of hours

OTHER FORMS (contact hours) printout no. of hours

OTHER FORMS (contact hours) printout no. of hours

OTHER FORMS (contact hours) printout no. of hours.

I would like to say more _____

SUBJECT A		too little	properly	too many
	NUMBER OF HOURS (LECTURES)			
	NUMBER OF HOURS (SEMINARS)			
	NUMBER OF HOURS (EXERCISES)			

SUBJECT B		too little	properly	too many
	NUMBER OF HOURS (LECTURES)			
	NUMBER OF HOURS (SEMINARS)			
	NUMBER OF HOURS (EXERCISES)			

SUBJECT C		too little	properly	too many
	NUMBER OF HOURS (LECTURES)			
	NUMBER OF HOURS (SEMINARS)			
	NUMBER OF HOURS (EXERCISES)			

I would like to say more _____

QUESTION 2 - INDEPENDENT WORK

For subject (print name) _____ (display hours) _____ hours of individual work of the student are planned. Take into the account all the individual work, excluding contact hours (on-going study, homework, seminar and project assignments, exam preparation, etc.) that you have spent on all the obligations of the course and estimate how much actual work was done in relation to the scheduled hours:

less about the same (20 %) more
- (actual vs. estimated)

I would like to say one more thing:

SUBJECT	Independent work	Less	About the same (20%)	More
A				
B				
S				
D				
E				
....				

I would like to say more _____

5. QUESTIONS ON SATISFACTION WITH STUDIES

Please rate the delivery, the equipment of the facility.

How satisfied are you with the work of the following services and management?	Very dissatisfied			Very satisfied	
	1	2	3	4	5
Student Office					
Library					
Leadership					
Other non-teaching staff					

How satisfied are you with facilities?	Very dissatisfied			Very satisfied	
	1	2	3	4	5
The premises are suitable.					
I have all the materials I need for my studies in the library and online.					
The lecture theatres are equipped with appropriate technical facilities.					
All the necessary software tools are at my disposal.					

How satisfied are you with the information and other services?	Very dissatisfied			Very satisfied	
	1	2	3	4	5
Information on the study process was made available in a timely manner.					
Communication of changes has been up-to-date and accurate.					
The website is relevant, clear, useful and up-to-date.					
The timetable (timetable for lectures, tutorials) is adequate.					
The office hours of the Student Office are suitable.					
There is enough information on how to get involved in projects and international exchanges.					
My studies so far have met my expectations.					
I know who I can turn to for help with my studies (tutoring, counselling, job support).					

Are there any changes to the curriculum that you would like to propose or other that you would like to communicate to the institution?

Thank you very much for your participation!