

S#3

Subject name: _____

Semester of education:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8

Give a grade (1–5) for:

- the organization of the subject.
- the instructiveness of the subject.
- the link of the subject with your prior knowledge.
- the productivity of the tutorial group.
- the link between the subject and the assessment.
- the quality of tasks/problems/cases.
- the quality of lectures.

very poor *excellent*
-- ++

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. The subject contents were

too easy	easy	just right	difficult	too difficult
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How many hours on average did you spend this subject on self- study per week?

NB self-study is the time you spend on your study besides the scheduled educational activities

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
≤ 5	6-10	11-15	16-20	21-25	26-30	31-35	≥ 36

10. How many hours on average did you spend this subject on your study in total per week (scheduled educational activities and self-study)?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
≤ 15	16-20	21-25	26-30	31-35	36-40	41-45	≥ 46

11. Tips to improve this subject.

12. The tutor stimulated us to summarize what we had learned in our own words.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

13. The tutor stimulated us to create links between the contents of the different parts of the subject matter.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

14. The tutor stimulated us to formulate clear learning goals ourselves.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

15. The tutor stimulated us to apply what we had learned to the task/other situations/problems.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

16. The tutor stimulated us to provide constructive feedback during the tutorial meetings.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

17. The tutor stimulated us to regularly evaluate the way we cooperated in the tutorial group.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

18. The PBL sessions have improved my understanding of the lectures provided within this module.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

19. The PBL sessions have helped my understanding of the theoretical network design process.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

20. The PBL sessions have improved my understanding of the practical aspects of network design.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

21. Having participated in the PBL sessions, my confidence and ability to undertake a real network design has been enhanced.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

22. The PBL sessions were realistic and reflected typical real practical situations.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

23. The PBL sessions have helped my ability to work in groups.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

24. The PBL sessions were well organized and effective.

1 2 3 4 5
☐ ☐ ☐ ☐ ☐

25. The PBL sessions should be kept as part of this module.

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

26. Tips to improve this subject for the tutor (be sensitive and supportive, please).

PBL_second staff

* Required

6/27/2020

PBL_second staff

Email address *

1.

2. What is your gender? *

Mark only one oval.

☐ Male

☐ Female

3. What is your age? *

4. How long have you been teaching? *

5. What is your field of expertise? *

6. What is the highest level of education that you have? *

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A#4

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7. In which field? *

8. PBL as pedagogical method

6/27/2020

PBL_second staff

Check all that apply.

	Totally disagree	Disagree	I do not know	Agree	Totally Agree
PBL helps the student acquire relevant knowledge for their profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PBL contributes to the independence of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group tutorials help students to evaluate their own knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group tutorials enrich student learning (communication and reflection)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group tutorials help students share experiences with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In group tutorials the students have time to sort out issues that are hard to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group discussions help problem processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in tutorial group helps students to reach an optimal depth of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In my opinion, PBL is a great tool for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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9. Supervising problem processing in tutorial groups *

Check all that apply.

6/27/2020	Totally disagree	PBL_second staff Disagree	I do not know	Agree	Totally Agree
I support student learning by helping them to achieve the learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help the students to fulfill the aims of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I function as a resource person in the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participate in creating a positive work environment for the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage student learning by stimulating questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I stress the importance of constant student reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see to it that all students in the group have their say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sensitive to the wishes of the students regarding their need for support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am interested in being a tutor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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10. Potential barriers to student learning in PBL ^{*}

Check all that apply.

6/27/2020	PBL_second staff				
	Totally disagree	Disagree	I do not know	Agree	Totally Agree
I have relevant teaching qualifications in PBL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is difficult for students to know if they have learned enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions in the tutorial group are slow moving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in the tutorial group has a test function and is stressful for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time for discussion in the tutorial group is too short	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The group size is just right from a tutorial point of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion in the tutorial group creates uncertainty among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PBL evokes feelings of inadequacy in students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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11. The tutor's role in the tutorial group *

11.

Check all that apply.

	Totally disagree	Disagree	I do not know	Agree	Totally Agree
Students need my feedback to support their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tend to explain and teach the tutorial group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My role as tutor is usually passive in the tutorial group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students find it difficult to judge the relevance of literature found	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Relationship between theory and practice in PBL *

Check all that apply.

	Totally disagree	Disagree	I do not know	Agree	Totally Agree
PBL motivates me to continuously update my skills as a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PBL is based on true-life cases which creates involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PBL creates a balance between theory and practice in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was selected by my department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Assertions *

Check all that apply.

6/27/2020	Totally disagree	PBL_second Disagree	staff I do not know	Agree	Totally Agree
The students' motivation level affects work in the tutorial group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PBL stimulates student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutorial groups help students to share experiences with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to create a positive working atmosphere in the tutorial group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group discussion facilitates problem processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I intervene and redirect discussion if it takes a wrong turn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group meetings enrich student learning through communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I support learning by helping students perform the learning tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see to it that all students have their say in the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutorial group size is right from a tutorial point of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help the students to achieve the objectives of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sensitive to the wishes of students when they need support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Items/ Opinions *

Check all that apply.

6/27/2020

PBL_second staff

	Totally disagree	Disagree	I do not know	Agree	Totally Agree
I often have problems with group dynamics in the tutorial group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in the group has a test function and is stressful for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time for tutorial group work is too short	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tend to explain and teach the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

https://docs.google.com/forms/d/1ezC-zuZgGHV8eUQQxhm_rtFiIDJhrpTPQPawdnLArYs/edit

15. Assertions *

Check all that apply.

	Totally disagree	Disagree	I do not know	Agree	Totally Agree
I prefer PBL instead of classical teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are a lot of advantages of PBL in compare with classical teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I prefer to use PBL in my teaching in the future as well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was confident in applying PBL approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was good prepared for teaching using the PBL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need some additional trainings for better applying the PBL approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was easy to encourage students to apply PBL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to familiarize with the specific materials for teaching using PBL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. What additional problems you had?

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