

## STUDENT PERCEPTIONS AND OPINIONS ON TEACHING ACTIVITIES AND PERFORMANCE

(The Rector of the University and the General Directorate for Quality Assurance of the University believe in your sincerity and good faith. The Form is completed by circling the figure corresponding to the answer chosen for the question, for example ①, or by marking with an x the box corresponding to the chosen answer, i.e. x.)

|                                |  |                      |  |                     |  |               |  |                           |  |
|--------------------------------|--|----------------------|--|---------------------|--|---------------|--|---------------------------|--|
| <i>Faculty</i>                 |  | <i>Year of Study</i> |  | <i>Semester</i>     |  | <i>Series</i> |  | <i>Speciality / Field</i> |  |
| Name of discipline:            |  |                      |  |                     |  |               |  |                           |  |
| Name of university teacher(s): |  | Lecture:             |  | Applied activities: |  |               |  |                           |  |

(the names of the teachers are written before distributing the questionnaire; respondents underline the right name)

|   |   |
|---|---|
| <b>1. What do you think of the discipline from the point of view of the added value in your training as a specialist?</b> |   |
| Not at all important  | 1 |
| .   | 2 |
| .   | 3 |
| .   | 4 |
| Very important  | 5 |

|   |   |
|---|---|
| <b>2. To what extent were you convinced of the timeliness and added value of the course contents?</b> |   |
| Not at all convinced  | 1 |
| .   | 2 |
| .   | 3 |
| .   | 4 |
| Very convinced  | 5 |

|  |   |
|--|---|
| <b>3. To what extent do you consider that the discipline contributed to the development of your general knowledge?</b> |   |
| Reduced  | 1 |
| .  | 2 |
| Average  | 3 |
| .  | 4 |
| High   | 5 |

|   |   |
|---|---|
| <b>4. To what extent did the discipline require your involvement due to its degree of difficulty and volume matter?</b> |   |
| Small extent  | 1 |
| .   | 2 |
| Normal  | 3 |
| .   | 4 |
| A lot   | 5 |

|   |   |
|---|---|
| <b>5. What is your opinion on the structure of the course contents (division into chapters and paragraphs, coherence, exemplifications) afferent to the discipline?</b> |   |
| Not good at all   | 1 |
| .   | 2 |
| Average   | 3 |
| .   | 4 |
| Very good   | 5 |

|   |   |
|---|---|
| <b>6. Does the subject matter of the discipline overlap (by repetition) with the subject matter of other disciplines previously studied (in college)?</b> |   |
| A lot   | 1 |
| .   | 2 |
| Partial   | 3 |
| .   | 4 |
| Not at all  | 5 |

|   |        |   |   |   |   |                        |   |   |   |   |
|---|--------|---|---|---|---|------------------------|---|---|---|---|
| <b>7. The way of teaching the course and the practical applications is characterized by:</b>              |        |   |   |   |   |                        |   |   |   |   |
|   | Course |   |   |   |   | Practical applications |   |   |   |   |
| <i>Degree of attractiveness (1 = unattractive, ..., 5 = very attractive)</i>                              | 1      | 2 | 3 | 4 | 5 | 1                      | 2 | 3 | 4 | 5 |
| <i>Clarity in exposure (1 = unclear, confusing, ..., 5 = extremely clear)</i>                             | 1      | 2 | 3 | 4 | 5 | 1                      | 2 | 3 | 4 | 5 |
| <i>Pace of teaching (1 = very slow, ..., 3 = appropriate, ..., 5 = extremely fast)</i>                    | 1      | 2 | 3 | 4 | 5 | 1                      | 2 | 3 | 4 | 5 |
| <i>Acceptance of questions (1 = does not accept, ..., 5 = accepts and clarifies)</i>                      | 1      | 2 | 3 | 4 | 5 | 1                      | 2 | 3 | 4 | 5 |
| <i>Degree of interactivity (1 = monologue, ..., 5 = causes and promotes interaction through teaching)</i> | 1      | 2 | 3 | 4 | 5 | 1                      | 2 | 3 | 4 | 5 |

|  |   |
|--|---|
| <b>8. How would you rate the level of the scientific language of the discipline in relation with the level of your own understanding and assimilation possibilities?</b> |   |
| Inaccessible   | 1 |
| .  | 2 |
| .  | 3 |
| .  | 4 |
| Completely accessible  | 5 |

|   |   |
|---|---|
| <b>9. How did the performance of the teaching staff from the discipline influence your motivation to learn?</b> |   |
| By weakening it   | 1 |
| .   | 2 |
| By maintaining it   | 3 |
| .   | 4 |
| By strengthening it   | 5 |

|   |                          |
|---|--------------------------|
| <b>10. The activity within the discipline exceeded strictly the teaching plan (course, seminar, laboratory, project, advice) ?</b><br>(The question is addressed only to students in years II – IV) |                          |
| No  | <input type="checkbox"/> |
| I participated in research contracts  | <input type="checkbox"/> |
| I wrote a scientific paper under the supervision of the teacher from the discipline   | <input type="checkbox"/> |
| I contributed to a project which was developed under the discipline   | <input type="checkbox"/> |
| I was supported professionally in personal technical actions  | <input type="checkbox"/> |

|  |   |
|--|---|
| <b>11. To what extent the practical activities (seminar, laboratory, project) help you to understand the course?</b> |   |
| Not at all   | 1 |
| .  | 2 |
| Partially  | 3 |
| .  | 4 |
| Completely   | 5 |

|   |                          |
|---|--------------------------|
| <b>12. Can the bibliography afferent to the discipline be obtained? (at this question you may give two answers)</b> |                          |
| It can be obtained but it does not help to deepen the course  | <input type="checkbox"/> |
| It cannot be obtained   | <input type="checkbox"/> |
| It can be obtained and it helps to deepen the course  | <input type="checkbox"/> |
| It is optional  | <input type="checkbox"/> |
| It is mandatory   | <input type="checkbox"/> |

|   |   |
|---|---|
| <b>13. To what extent the applications of the discipline help you to acquire practical engineering skills (calculation, programs, drawings, working drafts) aimed at solving real problems?</b> |   |
| Not at all  | 1 |
| .   | 2 |
| Partially   | 3 |
| .   | 4 |
| Completely  | 5 |

|   |   |
|---|---|
| <b>14. The working conditions (for each student in part) from the laboratory are:</b> |   |
| Unsuitable  | 1 |
| .   | 2 |
| Average   | 3 |
| .   | 4 |
| Very good   | 5 |

**15. Most laboratory work within the discipline are:**

|                                 |   |                                     |   |                                  |   |
|---------------------------------|---|-------------------------------------|---|----------------------------------|---|
| <b>a) in terms of equipment</b> |   | <b>b) in terms of functionality</b> |   | <b>c) in terms of timeliness</b> |   |
| Without equipment               | 1 | Non-functional                      | 1 | Obsolete                         | 1 |
| With improvised equipment       | 2 | Partially functional                | 2 | Partially modernized             | 2 |
| Fully equipped                  | 3 | Functional                          | 3 | Modern                           | 3 |

|   |   |
|---|---|
| <b>16. The course content required for examination was presented during lectures:</b> |   |
| Partially and without details   | 1 |
| .   | 2 |
| In full and without details   | 3 |
| .   | 4 |
| In full and detailed  | 5 |

**17. The manner of grading the exam and practical applications is characterized by :**

|   |    |              |     |  |    |              |     |  |                          |
|---|----|--------------|-----|--|----|--------------|-----|--|--------------------------|
| <b>a) The manner of grading the knowledge afferent to the course material</b> |    |              |     | <b>b) The manner of grading practical activities</b> |    |              |     | <b>c) The evaluation of practical activities with a share of the final grade</b> |                          |
|   | No | I do not say | Yes |  | No | I do not say | Yes |  |                          |
| Fair  | 1  | 2            | 3   | Fair   | 1  | 2            | 3   | below 20%  | <input type="checkbox"/> |
| Transparent   | 1  | 2            | 3   | Transparent  | 1  | 2            | 3   | between 20% and 33%  | <input type="checkbox"/> |
| Demanding   | 1  | 2            | 3   | Demanding  | 1  | 2            | 3   | between 33% and 50%  | <input type="checkbox"/> |
|   |    |              |     |  |    |              |     | over 50%   | <input type="checkbox"/> |

**18. In relation to students, the course owner and the holders of the practical applications proved:**

|  |               |   |   |   |   |                               |   |   |   |   |
|--|---------------|---|---|---|---|-------------------------------|---|---|---|---|
|  | <b>Course</b> |   |   |   |   | <b>Practical applications</b> |   |   |   |   |
| Competence in the field of the course (1 = lack of competence, ..., 5 = extreme competence)          | 1             | 2 | 3 | 4 | 5 | 1                             | 2 | 3 | 4 | 5 |
| Professionalism (1=lack of professionalism, ..., 5 = extreme professionalism)                        | 1             | 2 | 3 | 4 | 5 | 1                             | 2 | 3 | 4 | 5 |
| Prestige and moral character (1 = does not exist, ... ,5 = extremely high)                           | 1             | 2 | 3 | 4 | 5 | 1                             | 2 | 3 | 4 | 5 |
| Concern for the intellectual and creative development of the student (1 = reduced, ..., 5=very high) | 1             | 2 | 3 | 4 | 5 | 1                             | 2 | 3 | 4 | 5 |
| Availability to requests and a close attitude towards the student (1=reduced,....5=f. high)          | 1             | 2 | 3 | 4 | 5 | 1                             | 2 | 3 | 4 | 5 |

**19. I attended about:**

|                               |                          |   |                          |
|-------------------------------|--------------------------|---|--------------------------|
| <b>Percentage of lectures</b> |                          | <b>Percentage of practical activities (applied)</b> |                          |
| below 25%                     | <input type="checkbox"/> | below 66%   | <input type="checkbox"/> |
| between 25% and 50%           | <input type="checkbox"/> | between 66% and 90%                                 | <input type="checkbox"/> |
| between 50% and 75%           | <input type="checkbox"/> | between 90% and 100%                                | <input type="checkbox"/> |
| over 75%                      | <input type="checkbox"/> | 100%  | <input type="checkbox"/> |

**20. I correlate my presence at the course with (at this point you may give several answers):**

|   |                          |
|---|--------------------------|
| Way of teaching the course  | <input type="checkbox"/> |
| My learning style   | <input type="checkbox"/> |
| My conviction that the discipline is necessary                              | <input type="checkbox"/> |
| The teacher relationship with students (related to my answer from point 18) | <input type="checkbox"/> |
| My availability outside working hours                                       | <input type="checkbox"/> |

Other points of view:

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Thank you for your cooperation!

Filled in:

Year: 2010 2011 2012

Month: 01 02 03 04 05 06 07 08 09 10 11 12

Day: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

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