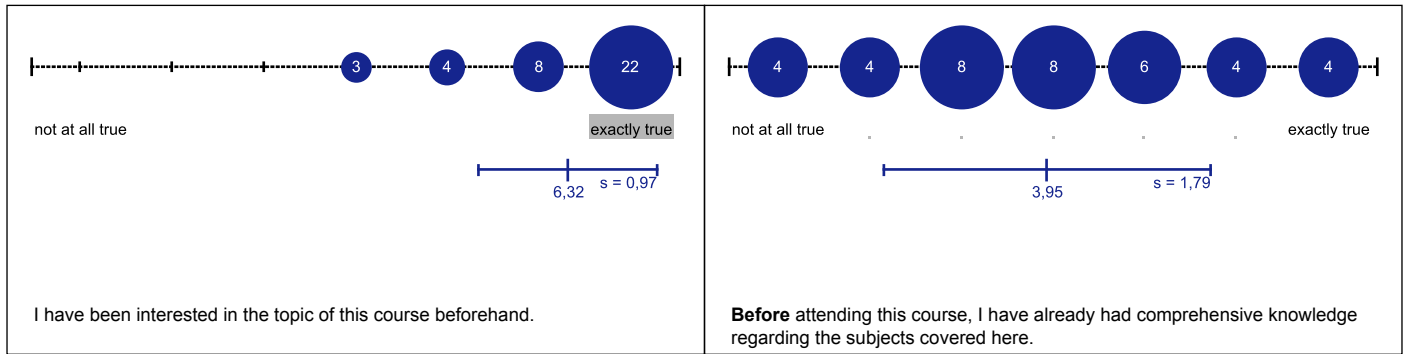


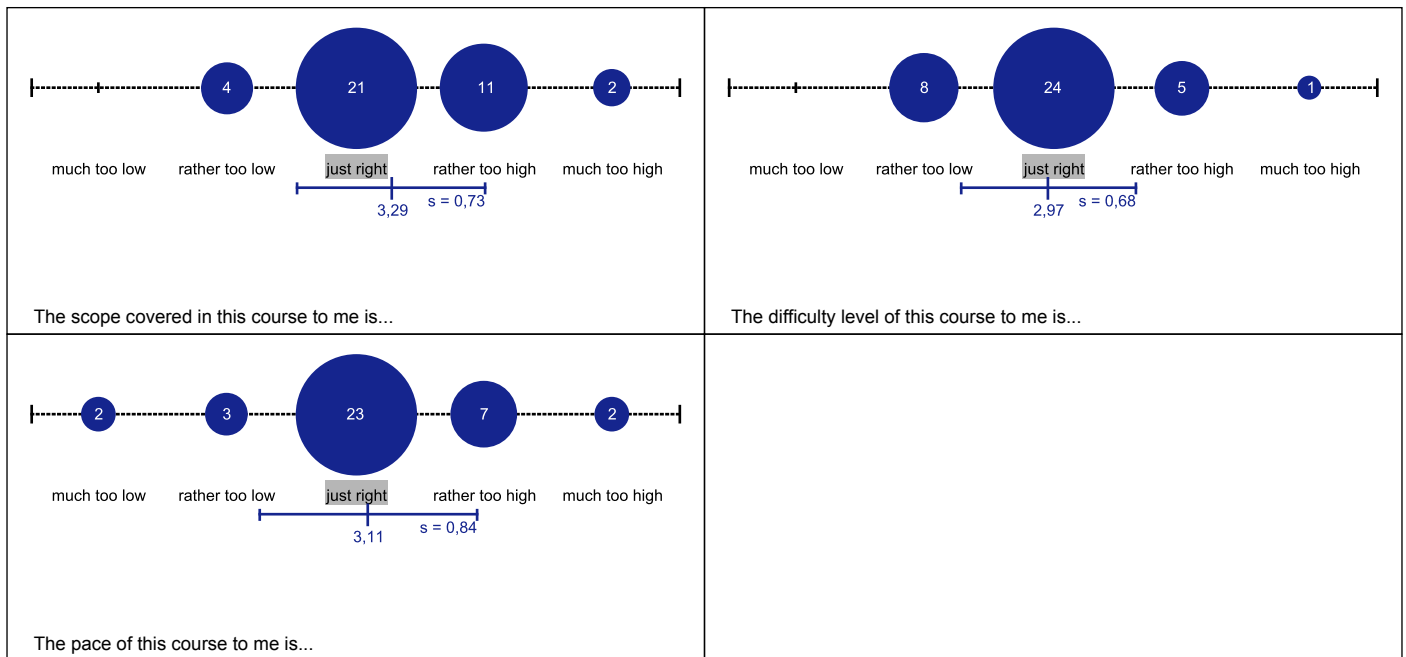


SELF-ASSESSMENT

Interest and prior knowledge

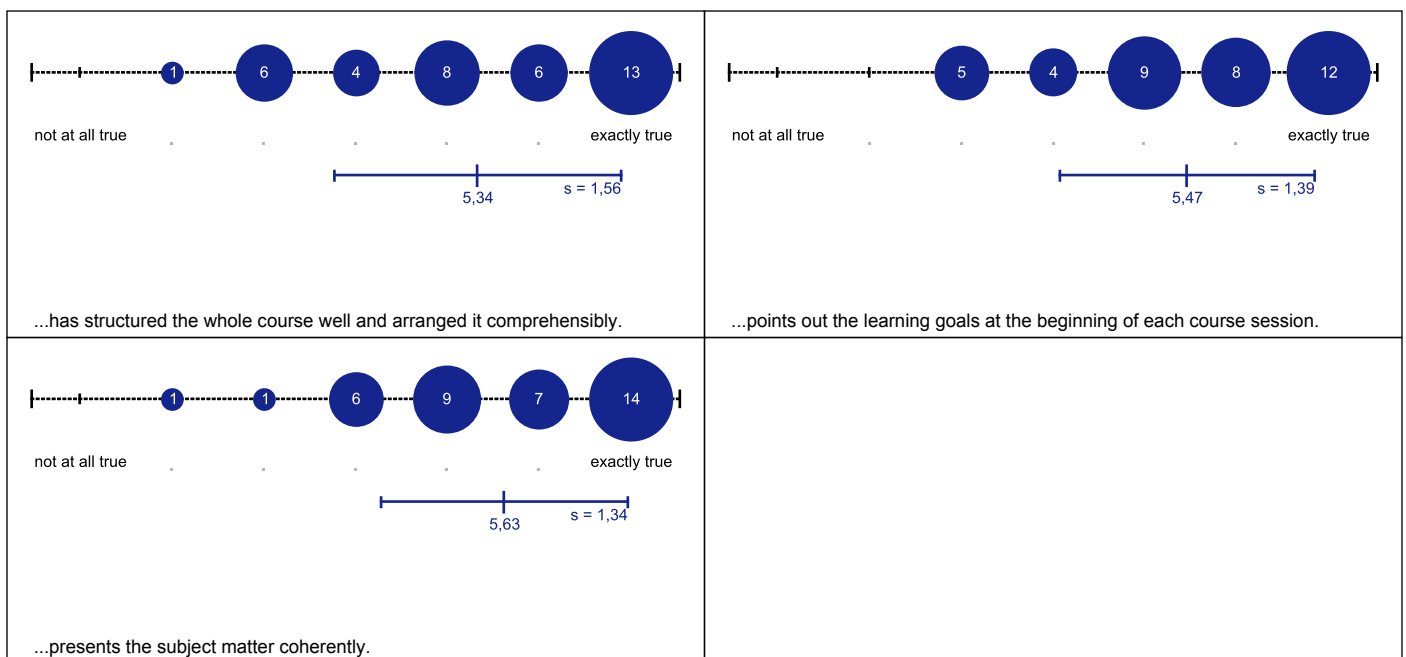


Assessment of the requirements

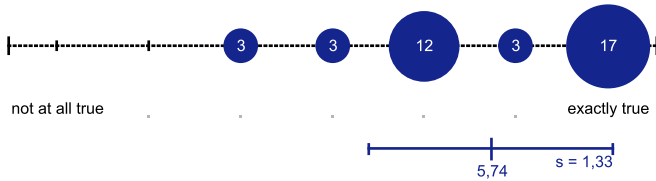
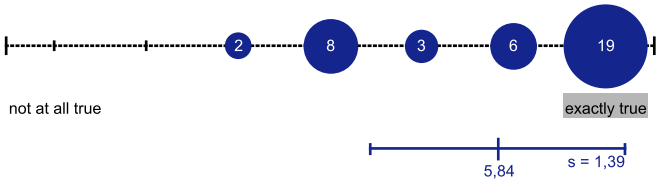
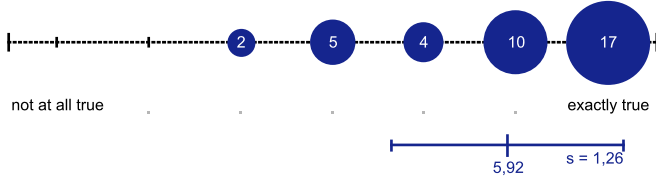
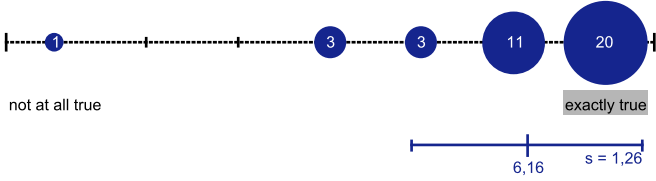


ASSESSMENT OF THE TEACHING COMPETENCY

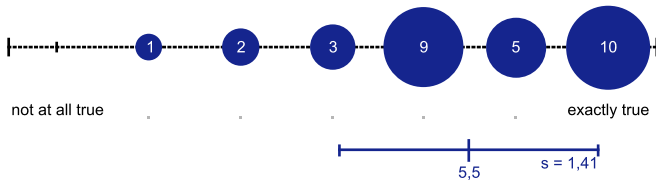
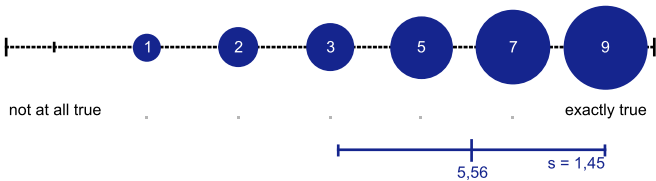
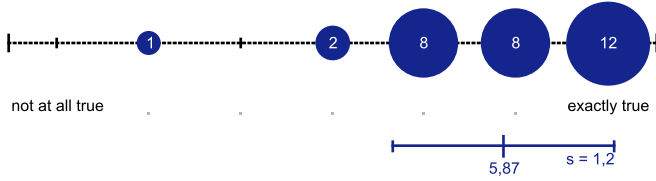
A Conveying knowledge and supporting understanding  
Clear and structured presentation



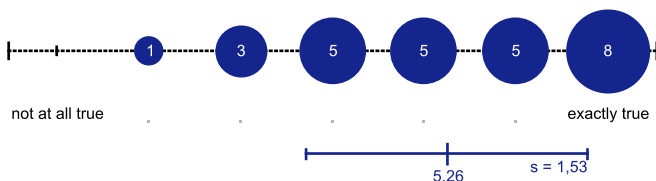
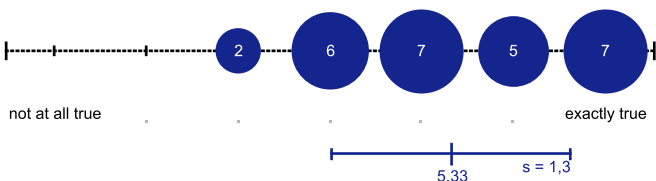
### Explaining understandably

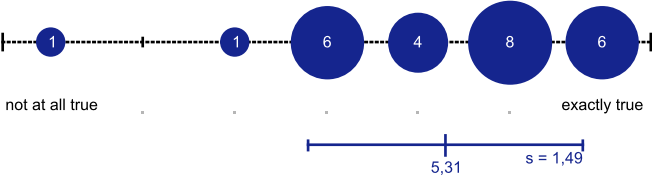
|  |  |
|--|--|
|  <p>not at all true . . . . . exactly true</p> <p>5,74 s = 1,33</p> <p>...explains new terms and concepts clearly and comprehensibly.</p>                   |  <p>not at all true . . . . . exactly true</p> <p>5,84 s = 1,39</p> <p>...is able to explain even a complex issue understandably.</p>                  |
|  <p>not at all true . . . . . exactly true</p> <p>5,92 s = 1,26</p> <p>...gives illustrative examples that support understanding of the subject matter.</p> |  <p>not at all true . . . . . exactly true</p> <p>6,16 s = 1,26</p> <p>...answers questions from students in a helpful and target-oriented manner.</p> |

### Summarizing and making connections

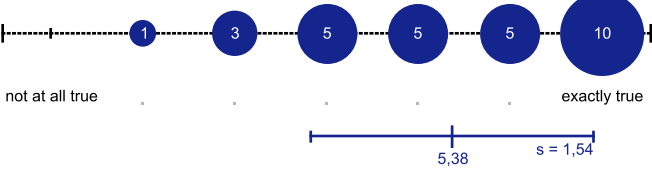
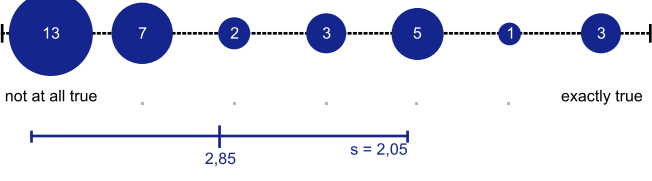
|  |  |
|--|--|
|  <p>not at all true . . . . . exactly true</p> <p>5,5 s = 1,41</p> <p>...regularly summarizes the most important contents of the course.</p> |  <p>not at all true . . . . . exactly true</p> <p>5,56 s = 1,45</p> <p>...links the current session to the previous one at the beginning of each session.</p> |
|  <p>not at all true . . . . . exactly true</p> <p>5,87 s = 1,2</p> <p>...refers to already covered topics from time to time.</p>            |  |

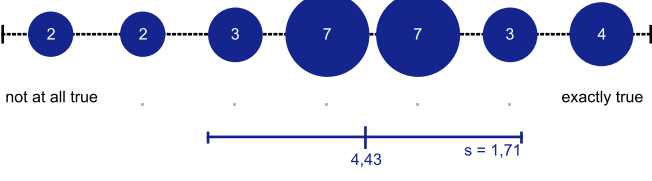
### Checking understanding

|  |  |
|--|--|
|  <p>not at all true . . . . . exactly true</p> <p>5,26 s = 1,53</p> <p>...poses questions that give students the opportunity to check if they have understood the contents.</p> |  <p>not at all true . . . . . exactly true</p> <p>5,33 s = 1,3</p> <p>...ascertains that students have understood key aspects before continuing with the subject matter.</p> |
|--|--|

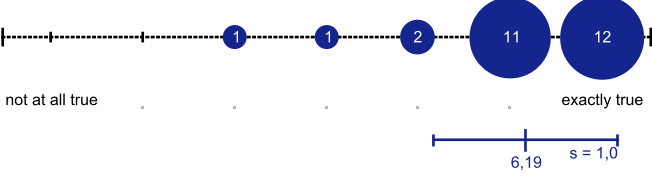
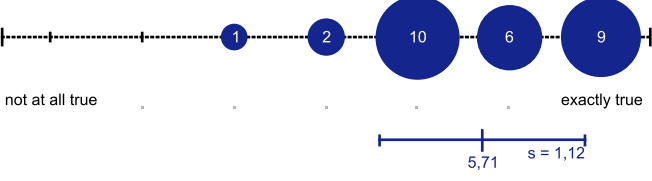
|   |  |
|---|--|
|  <p>not at all true . . . . . exactly true</p> <p>5,31 s = 1,49</p> <p>...encourages students to examine the validity of their contributions/answers themselves.</p> |  |
|---|--|

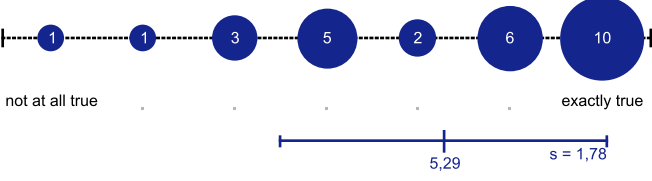
Giving learning-oriented feedback

|  |  |
|--|--|
|  <p>not at all true . . . . . exactly true</p> <p>5,38 s = 1,54</p> <p>...gives constructive feedback in response to the contributions/answers of students.</p> |  <p>not at all true . . . . . exactly true</p> <p>2,85 s = 2,05</p> <p>...gives students <b>not enough</b> feedback regarding their contributions/answers.</p> |
|--|--|

|   |  |
|---|--|
|  <p>not at all true . . . . . exactly true</p> <p>4,43 s = 1,71</p> <p>...gives students specific suggestions to improve individual achievements.</p> |  |
|---|--|

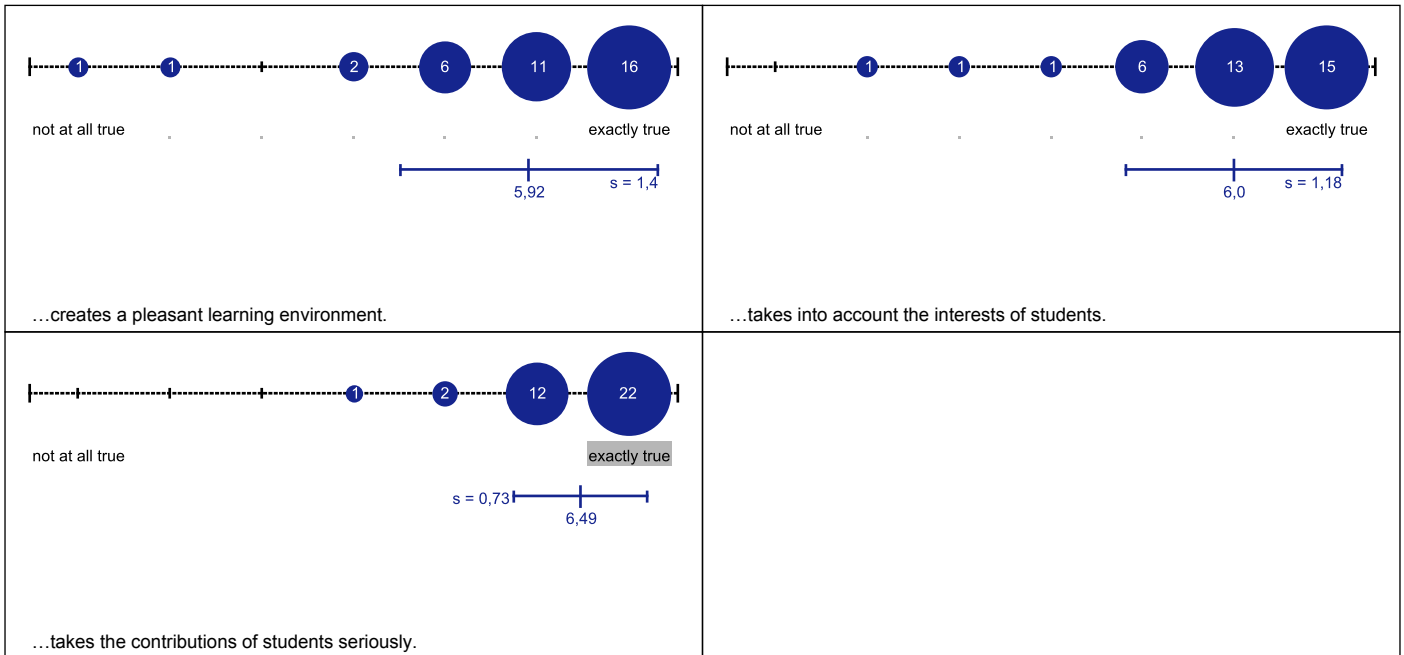
Target-oriented application of didactic tools

|   |   |
|---|---|
|  <p>not at all true . . . . . exactly true</p> <p>6,19 s = 1,0</p> <p>...uses models, graphs, or diagrams in a way that facilitates the understanding of complex issues.</p> |  <p>not at all true . . . . . exactly true</p> <p>5,71 s = 1,12</p> <p>...uses audio-visual media (e.g. Powerpoint presentations, audio or video footage) to convey issues in a target-oriented manner.</p> |
|---|---|

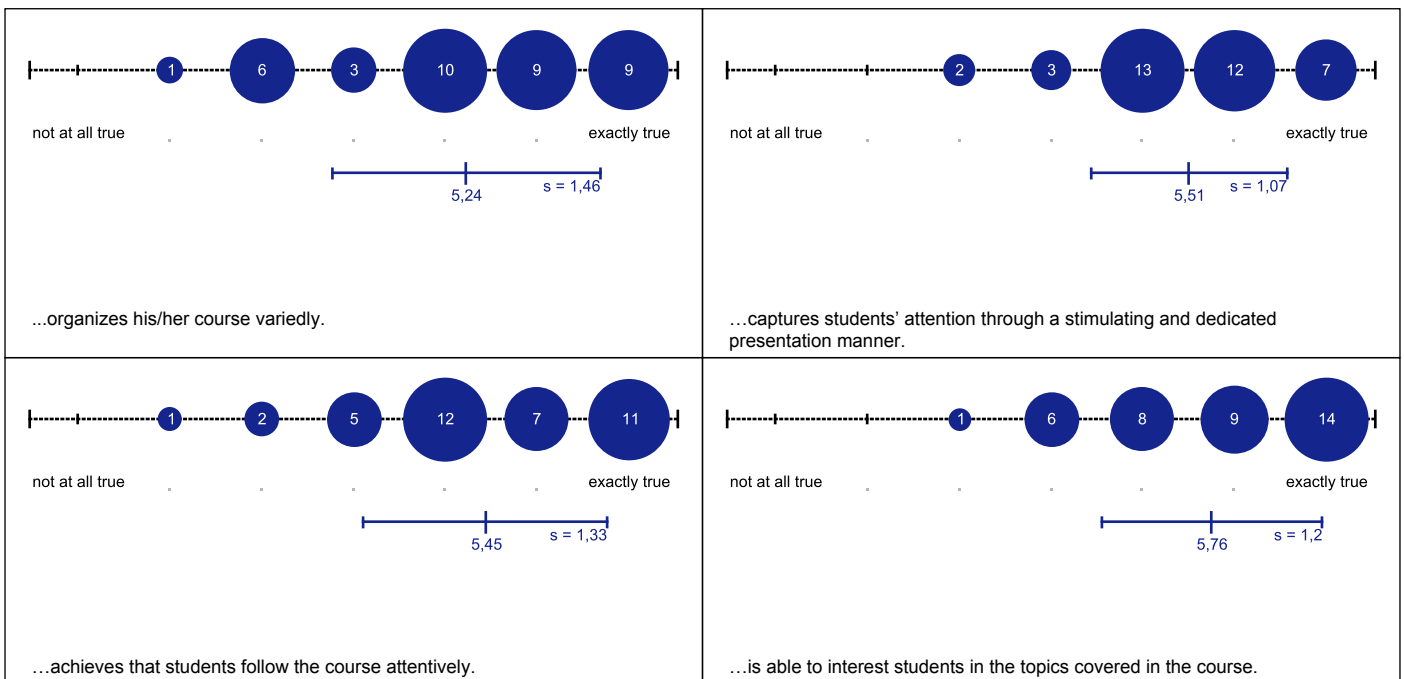
|   |  |
|---|--|
|  <p>not at all true . . . . . exactly true</p> <p>5,29 s = 1,78</p> <p>...lays out the blackboard, overhead projector or Powerpoint slides in a clear and readable manner.</p> |  |
|---|--|

## B Motivating and creating a good learning environment

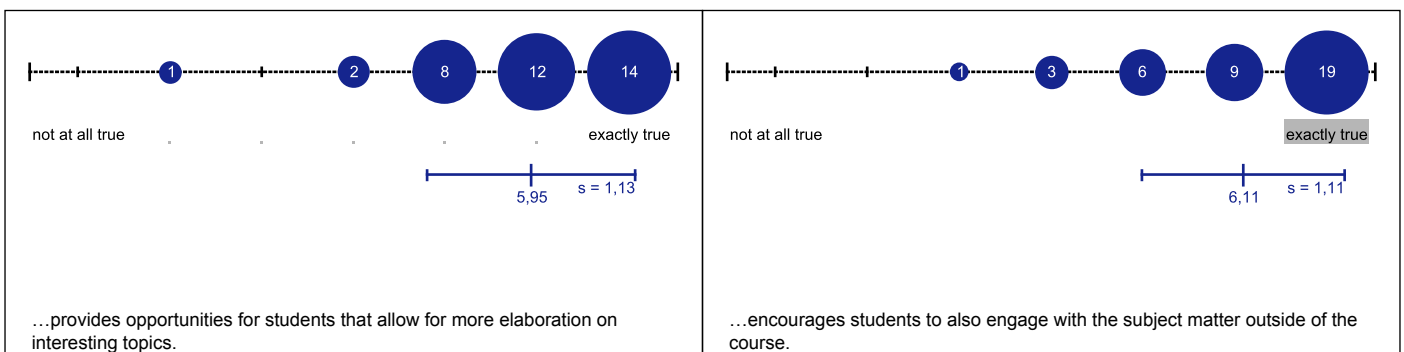
### Creating a good learning environment



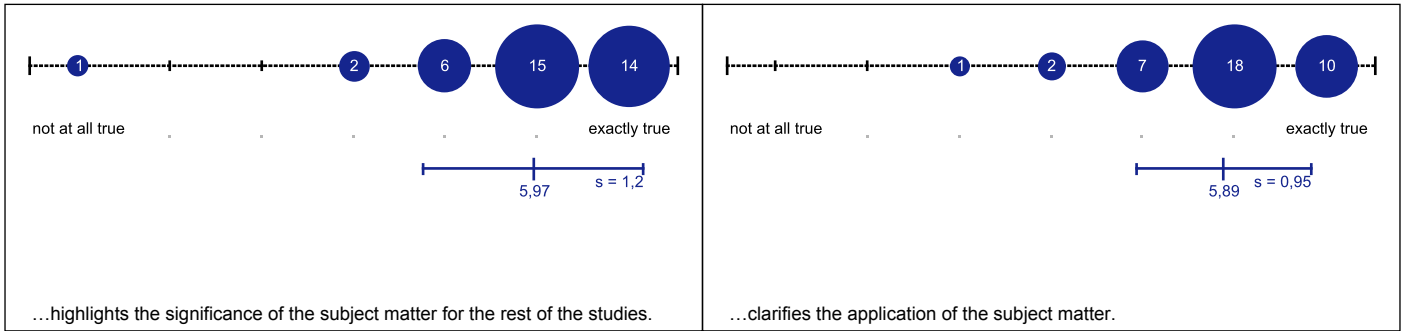
### Generating interest, avoiding monotony



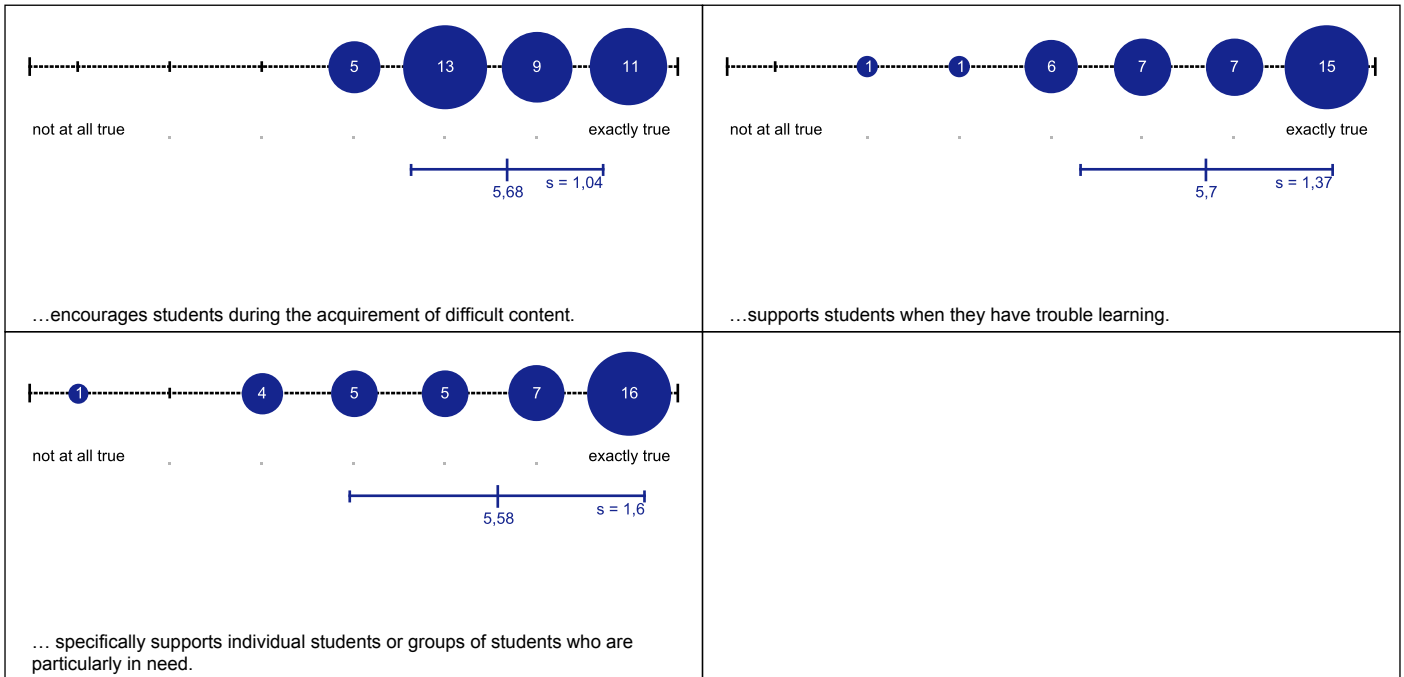
### Encouraging self-directed learning



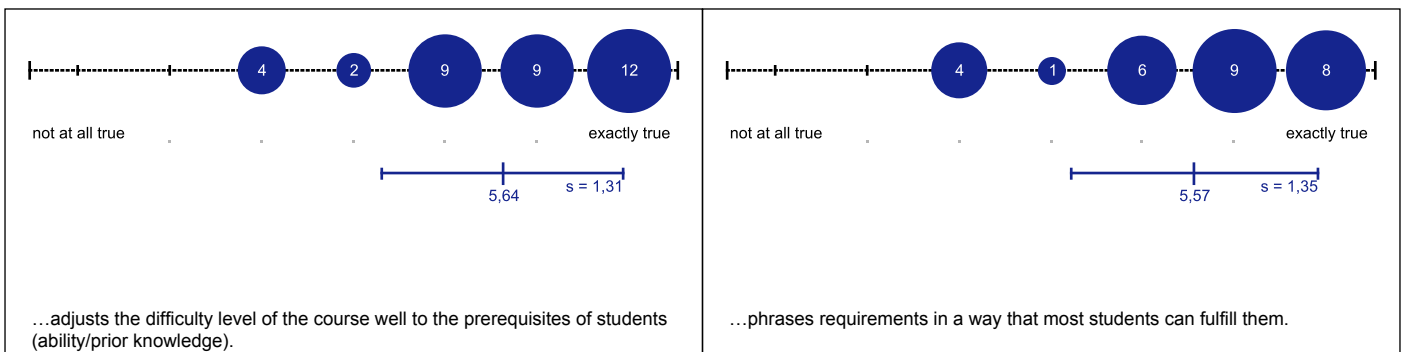
### Clarifying relevance



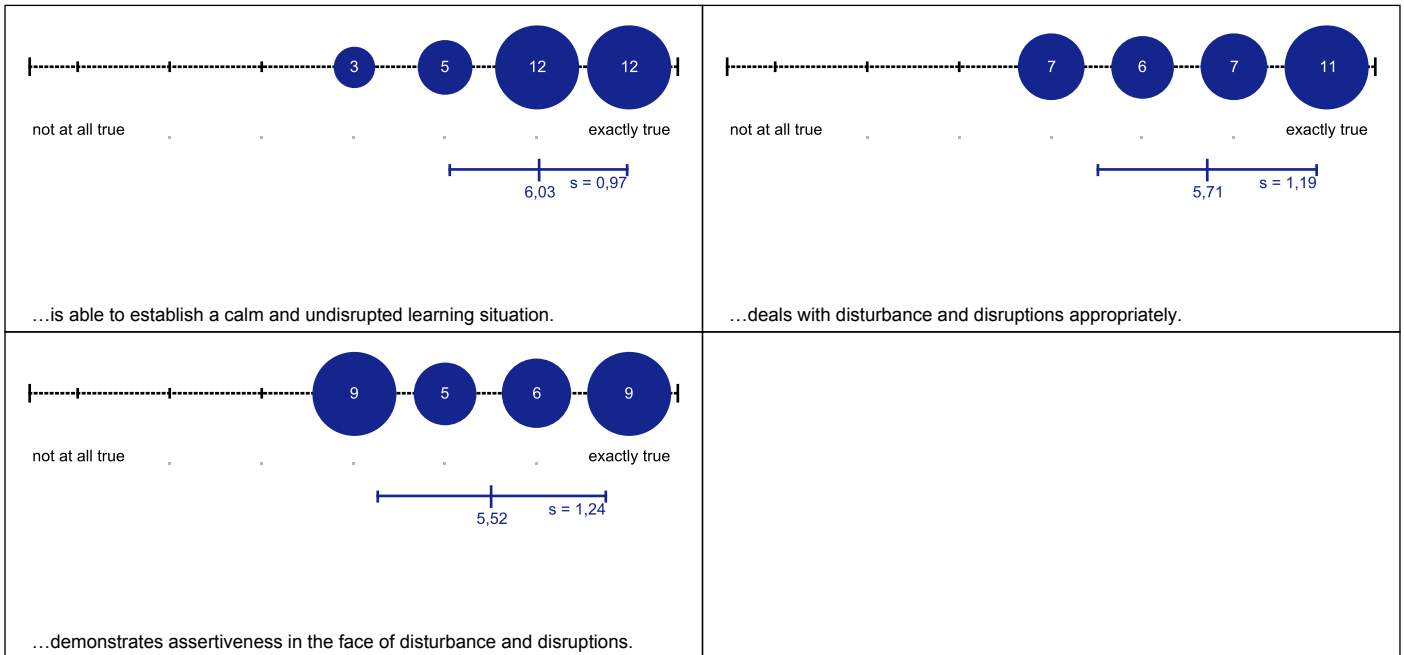
### Encouraging and supporting self-efficacy



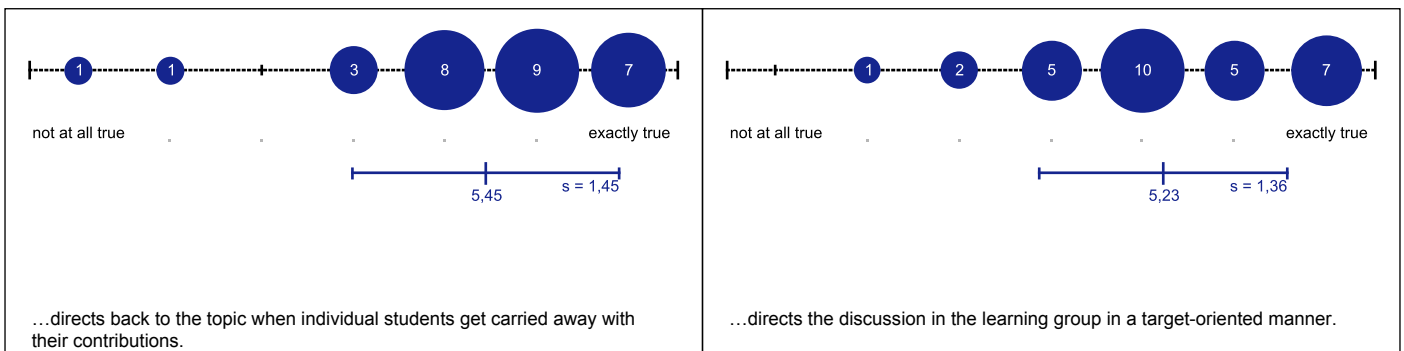
### Formulating appropriate requirements



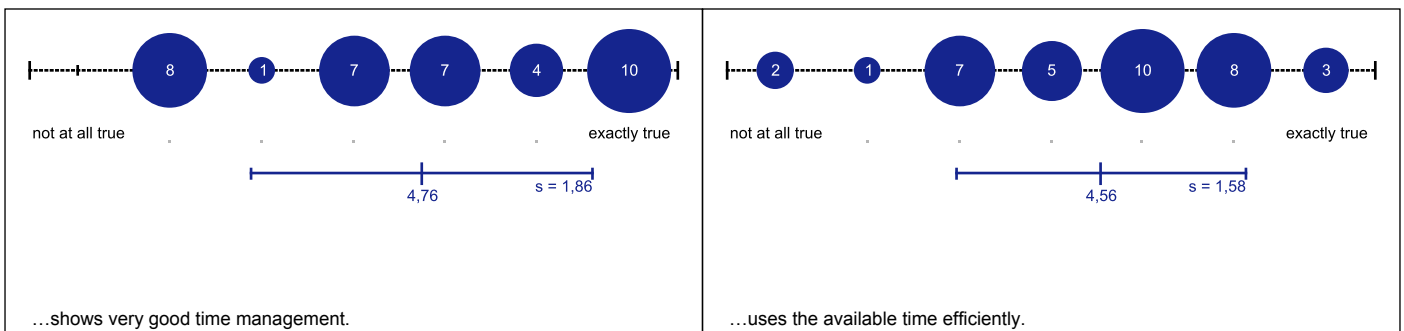
### C Directing the interaction in learning groups Dealing with disruptions efficiently



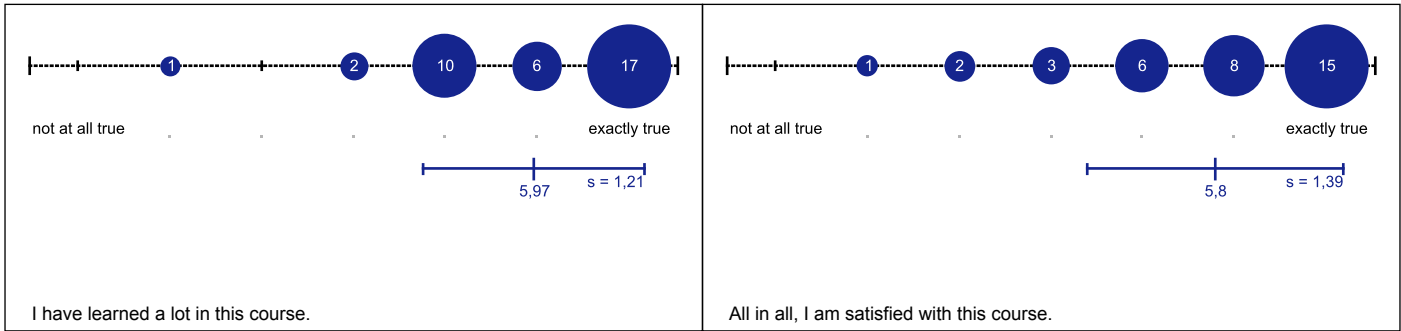
### Directing communication



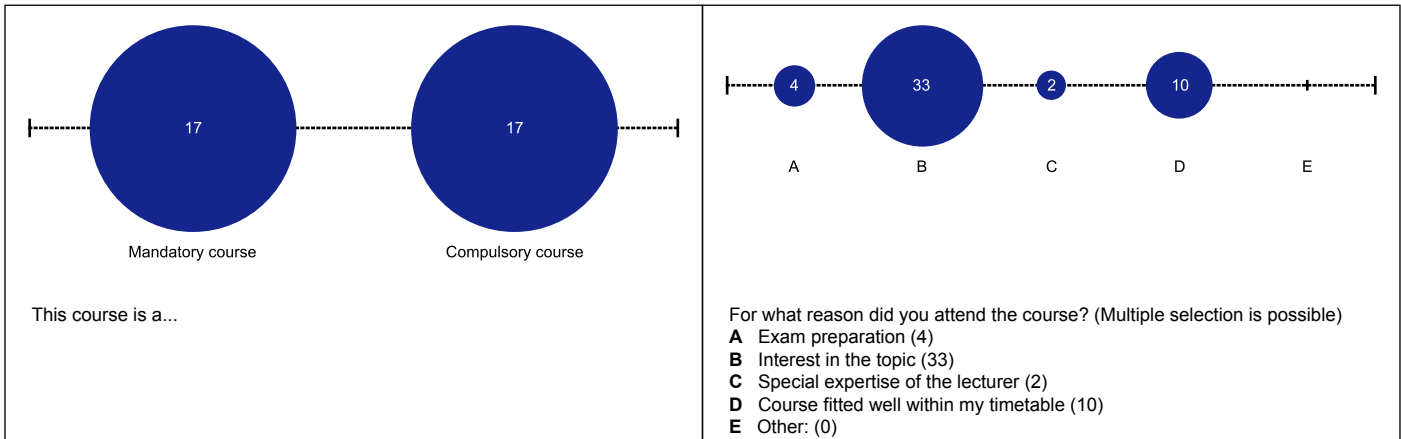
### Making use of time



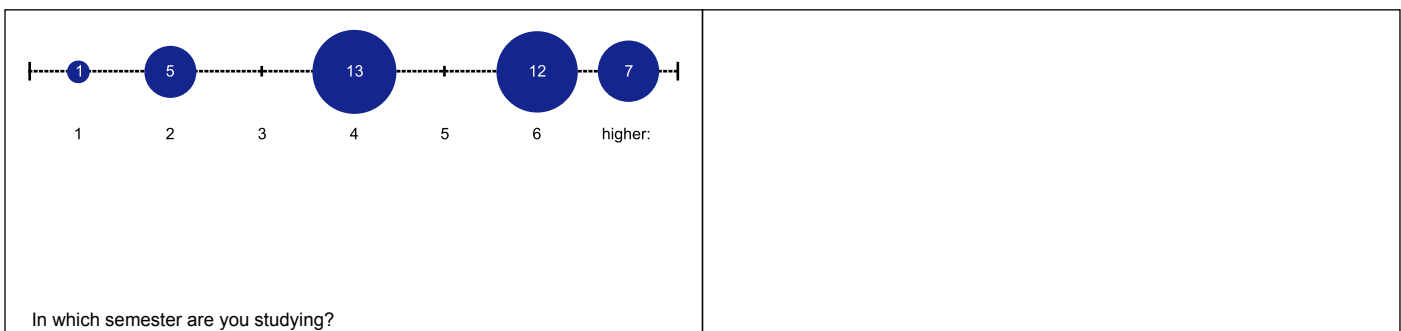
Assessment of output



Study-related information

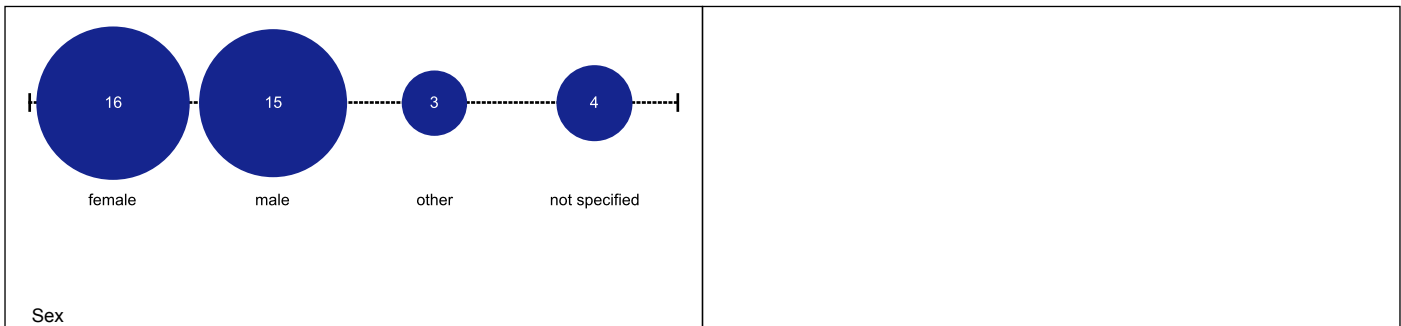


For what reason did you attend the course? (Multiple selection is possible): Other:



In which semester are you studying?: higher:

- 8
- 12
- 8
- 8
- 8





## Graphical legend

