## Questionnaire to the seminar

Dear students,

education:

The management of CULS is very interested in your opinions on the educational processes at the university. This questionnaire will contribute to the upgrading of educational services and study conditions at your faculty. Please, mark the indicators by **circle** and use scale 1-6.

| THE WAY IF MARKING OF YOU  The way of correction of your and   | Instructions:  THE WAY IF MARKING OF YOUR ANSWER:  The way of correction of your answer:                        |           |             |         |           |                      | Legend to point scale:  1 MINIMAL LEVEL 6 MAXIMAL LEVEL |         |        |            |     |  |  |  |
|--|---|-----------|-------------|---------|-----------|----------------------|---|---------|--------|------------|-----|--|--|--|
| Characteristics of the respondent  | not mark the answer in this way: $\bigcirc \otimes \bigcirc$ tics of the respondent Form of study Year of study |           | tudy        | I at    |           |                      |   |         |        |            |     |  |  |  |
| -aculty:   | Bachelor  | $\circ$   | First       | 0       |           | <b>s sub</b><br>vays | njeci   | $\circ$ |        |            |     |  |  |  |
| Specialization:  | Master  | $\circ$   | Second      | $\circ$ | Ve        | ry oft               | en  | 0       |        |            |     |  |  |  |
| Subject (lesson):  |   |           |             | $\circ$ | Sometimes |                      |   |         |        |            |     |  |  |  |
| Teacher:   |   |           |             |         | lf m      |                      | g "Son<br>on why  |         | es" or | "Rarely" g | ive |  |  |  |
| 1. Evaluation of the subject   |   |           |             |         | MINIMAL   |                      |   |         |        | MAXIMAL    |     |  |  |  |
| Beneficial to professional development   |   |           |             |         |           | 2                    | 3   | 4       | (5)    | 6          |     |  |  |  |
| Beneficial to personal development   |   |           |             |         | 1         | 2                    | 3   | 4       | 5      | 6          |     |  |  |  |
| Accordance with study programme  |   |           |             |         | 1         | 2                    | 3   | 4       | 5      | 6          |     |  |  |  |
| Coherence of class work with the practical training Subject fulfils my expectations Time convenience of the placement of the subject in this year I expect that passing of the subject will be difficult |   |           |             |         | 1         | 2                    | 3   | 4       | 5      | 6          |     |  |  |  |
|  |   |           |             |         | 1         | 2                    | 3   | 4       | 5      | 6          |     |  |  |  |
|  |   |           |             |         | 1         | 2                    | 3   | 4       | 5      | 6          |     |  |  |  |
|  |   |           |             |         | 1         | 2                    | 3   | 4       | 5      | 6          |     |  |  |  |
| Your additional comments   | and remarks to  | this su   | bject:      |         |           |                      |   |         |        |            |     |  |  |  |
| 2. Evaluation of the condition   | ons for educati   | on        |             |         | MINIMAL   |                      |   |         |        | MAXIMAL    |     |  |  |  |
| Information ensuring the subj published by CULS, syllabi   |   | ature, st | udy materi  | als     | 1         | 2                    | 3   | 4       | 5      | 6          |     |  |  |  |
| Electronic study materials (e.   | g. Moodle) help   | me with   | the subjec  | :t      | 1         | 2                    | 3   | 4       | 5      | 6          |     |  |  |  |
| Satisfaction with the class roo  | oms and their fac   | cilities  |             |         | 1         | 2                    | 3   | 4       | 5      | 6          |     |  |  |  |
| Adequacy of the time placem  | ent of the subjec   | ct in the | daily sched | dule    | 1         | 2                    | 3   | 4       | 5      | 6          |     |  |  |  |
| Your additional comments   | and remarks to  | condit    | ions for    |         |           |                      |   |         |        |            |     |  |  |  |

| 3. Ev   | aluation of the seminars  | MINIMAL |        |       |       |       | MAXIMAL |  |  |
|---|---|---------|--------|-------|-------|-------|---------|--|--|
|   | seminars help me to understand and practice the subject matter e course   | 1       | 2      | 3     | 4     | 5     | 6       |  |  |
| The s   | seminars give me new knowledge  | 1       | 2      | 3     | 4     | 5     | 6       |  |  |
| The s   | seminars give me new skills (by training/ independent activities)   | 1       | 2      | 3     | 4     | 5     | 6       |  |  |
| Your  | additional comments and remarks to the seminars:  |         |        |       |       |       |         |  |  |
|   |   |         |        |       |       |       |         |  |  |
| 4. My   | opinion on work of the teacher  | MINIMAL |        |       |       |       | MAXIMAL |  |  |
| He/sł   | ne acts as a professional in his branch   | 1       | 2      | 3     | 4     | 5     | 6       |  |  |
| He/sł   | ne utilizes modern technology during lessons  | 1       | 2      | 3     | 4     | (5)   | 6       |  |  |
| He/she is capable to take students' interests and motivate them |   | 1       | 2      | 3     | 4     | 5     | 6       |  |  |
| He/sł<br>lectui   | ne is capable to create positive and friendly atmosphere during re  | 1       | 2      | 3     | 4     | 5     | 6       |  |  |
| He/sł   | ne is willing to pay full attention to students   | 1       | 2      | 3     | 4     | 5     | 6       |  |  |
| He/sł   | ne gives to students opportunity to say their opinion   | 1       | 2      | 3     | 4     | 5     | 6       |  |  |
| His/h   | er teaching is understandable   | 1       | 2      | 3     | 4     | 5     | 6       |  |  |
| TEA(  | OU MARKED NUMBER 1-5 AT UNDERSTANDABLENESS OF CHING, PLEASE FILL IN THE NEXT POINTS BELLOW: erstandableness of teaching is influenced by these indicators can fill in more answers than one): |         |        |       |       |       |         |  |  |
| $\bigcirc$  | I miss some knowledge from previous study   |         |        |       |       |       |         |  |  |
| $\bigcirc$  | I have no interest in this  |         |        |       |       |       |         |  |  |
| $\bigcirc$  | Too fast work pace of the teacher   |         |        |       |       |       |         |  |  |
| $\bigcirc$  | Unsatisfactory or unsuitable way of teaching and explanation  |         |        |       |       |       |         |  |  |
| $\bigcirc$  | Too complicated content of the subject  |         |        |       |       |       |         |  |  |
| $\bigcirc$  | Formal and distant approach of the teacher  |         |        |       |       |       |         |  |  |
| $\bigcirc$  | Difficulty in understanding the language of the lecture because I have trouble with it  |         |        |       |       |       |         |  |  |
| $\bigcirc$  | Difficulty in understanding the language of the lecture because th with expression  | e lectu | irer h | as so | me tr | ouble |         |  |  |

Your additional comments and remarks to teacher: