

Questionnaire

This sheet will be processed by a computer. Please, mark your answers using the following scheme: ○ ⊗ ○

If you want to invalidate an answer, use the following mark: ○ ⊗ ⊗

Digits should look like this:

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

; and corrections like this:

Your teaching unit – Your degree programs
</br>

Are you currently or have you been actively involved in teaching at TU Dresden in the past three years?

Yes. No.

You have indicated that you are currently, or have been in the last three years, actively involved in teaching at TU Dresden. In the following, we would like to ask you some questions about the quality of study programs and the design of teaching, about ensuring student success, about culture and dealing with diversity, as well as about the general conditions of teaching. In addition, to address two current topics related to teaching and learning in general, we would like to ask you some short questions about the TU Dresden as a university of excellence and about artificial intelligence in higher education. Therefore, please first indicate what your teaching load is and in which degree programs you primarily teach or have taught.

What is your teaching load?

If applicable, please indicate your reduced teaching load. If the current semester is a semester off for research, please indicate your regular teaching load. As an external lecturer, please indicate your teaching load in the current semester.

semester hours per week (SWS) /course hours:

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| <input type="radio"/> 6 | <input type="radio"/> 7 | <input type="radio"/> 8 | <input type="radio"/> 9 | <input type="radio"/> 10 |
| <input type="radio"/> 11 | <input type="radio"/> 12 | <input type="radio"/> 13 | <input type="radio"/> 14 | <input type="radio"/> 15 |
| <input type="radio"/> 16 | <input type="radio"/> 17 | <input type="radio"/> 18 | <input type="radio"/> 19 | <input type="radio"/> 20 |
| <input type="radio"/> 21 | <input type="radio"/> 22 | <input type="radio"/> 23 | <input type="radio"/> 24 | |

We have sorted the degree programs by Faculty/Central Academic Unit. Therefore, please indicate which Faculty/Central Academic Unit you belong to.

As an external lecturer, please select the Faculty/Central Academic Unit for which you are or have been taking on a teaching assignment.

Please select only one answer.

- | | | | | |
|---|---|---|--|---|
| <input type="radio"/> Faculty of Biology | <input type="radio"/> Faculty of Chemistry and Food Chemistry | <input type="radio"/> Faculty of Mathematics | <input type="radio"/> Faculty of Physics | <input type="radio"/> Faculty of Psychology |
| <input type="radio"/> Faculty of Education | <input type="radio"/> Faculty of Arts, Humanities and Social Sciences | <input type="radio"/> Faculty of Linguistics, Literature and Cultural Studies | <input type="radio"/> Faculty of Electrical and Computer Engineering | <input type="radio"/> Faculty of Computer Science |
| <input type="radio"/> Faculty of Mechanical Science and Engineering | <input type="radio"/> Faculty of Architecture | <input type="radio"/> Faculty of Civil Engineering | <input type="radio"/> Faculty of Environmental Sciences | <input type="radio"/> Faculty of Transportation and Traffic Science |
| <input type="radio"/> Faculty of Business and Economics | <input type="radio"/> Faculty of Medicine Carl Gustav Carus | <input type="radio"/> International Institut (IHI) Zittau | <input type="radio"/> Center for International Studies (ZIS) | <input type="radio"/> Center for Molecular and Cellular Bioengineering (CMBC) |
| <input type="radio"/> To another unit | | | | |

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Biology in Society (Master)
- Molecular Biosciences and Productive Biosystems (Master)
- Molekulare Biologie und Biotechnologie (Bachelor)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Biochemistry (Master)
- Chemie (Bachelor)
- Chemistry (Master)
- Lebensmittelchemie (Staatsexamen)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Computational Modeling and Simulation (Master)
- Mathematik (Bachelor)
- Mathematik (Master)
- Technomathematik (Master)
- Wirtschaftsmathematik (Bachelor)
- Wirtschaftsmathematik (Master)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Organic and Molecular Electronics (Master)
- Physik (Bachelor)
- Physik (Master)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Psychologie (Bachelor)
- Psychologie mit dem Schwerpunkt Klinische Psychologie und Psychotherapie (Master)
- Psychologie: Cognitive-Affective Neuroscience (Master)
- Psychologie: Human Performance in Socio-Technical Systems (Master)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.



(Multiple selection is possible)

Digital Humanities (Master)
 Sozialpädagogik, Sozialarbeit und Wohlfahrtswissenschaften (Bachelor)
 Sozialpädagogik (Master)
 Vocational Education and Personnel Capacity Building (Master)
 Weiterbildungsforschung und Organisationsentwicklung (Master)
 Teacher training programs (supported by different faculties)
 Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

<input type="checkbox"/> Angewandte Medienforschung (Master)	<input type="checkbox"/> Antike Kulturen (Master)	<input type="checkbox"/> Digital Humanities (Master)	<input type="checkbox"/> Evangelische Theologie (Bachelor)	<input type="checkbox"/> Geschichte (Bachelor)
<input type="checkbox"/> Geschichte (Master)	<input type="checkbox"/> International Studies in Intellectual Property Law (Master)	<input type="checkbox"/> Katholische Theologie im interdisziplinären Kontext (Bachelor)	<input type="checkbox"/> Kunstgeschichte (Bachelor)	<input type="checkbox"/> Kunstgeschichte (Master)
<input type="checkbox"/> Medienforschung (Bachelor)	<input type="checkbox"/> Philosophie (Bachelor)	<input type="checkbox"/> Philosophie (Master)	<input type="checkbox"/> Politikwissenschaft (Bachelor)	<input type="checkbox"/> Politik und Verfassung (Master)
<input type="checkbox"/> Soziologie (Bachelor)	<input type="checkbox"/> Soziologie (Master)	<input type="checkbox"/> Teacher training programs	<input type="checkbox"/> Internationale Beziehungen (Bachelor)	<input type="checkbox"/> Internationale Beziehungen (Master)

Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

Digital Humanities (Master)
 Europäische Sprachen (Master)
 Literatur und Kultur im gesellschaftlichen Wandel (Master)
 Sprach-, Literatur- und Kulturwissenschaften (Bachelor)
 Teacher training programs
 Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

<input type="checkbox"/> Biomedizinische Technik (Diplom)	<input type="checkbox"/> Elektrotechnik (Diplom)
<input type="checkbox"/> Informationssystemtechnik (Diplom)	<input type="checkbox"/> Mechatronik (Diplom)
<input type="checkbox"/> Nanoelectronic Systems (Master)	<input type="checkbox"/> Regenerative Energiesysteme (Diplom)
<input type="checkbox"/> Teacher training programs	

Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Computational Modeling and Simulation (Master)
- Distributed Systems Engineering (Master)
- Informatik (Bachelor)
- Informatik (Master)
- Informatik (Diplom)
- Informationssystemtechnik (Diplom)
- Medieninformatik (Bachelor)
- Medieninformatik (Master)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Maschinenbau (Bachelor)
- Maschinenbau (Diplom)
- Maschinenbau (Aufbaudiplom)
- Mechatronik (Diplom)
- Textilmaschinen und Textile Hochleistungswerkstofftechnik (Master)
- Verfahrenstechnik und Naturstofftechnik (Bachelor)
- Verfahrenstechnik und Naturstofftechnik (Diplom)
- Verfahrenstechnik und Naturstofftechnik (Aufbaudiplom)
- Werkstoffwissenschaft (Bachelor)
- Werkstoffwissenschaft (Diplom)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Architektur (Diplom)
- Landschaftsarchitektur (Bachelor)
- Landschaftsarchitektur (Master)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Advanced Computational and Civil Engineering Structural Studies – ACCESS (Master)
- Bauingenieurwesen (Bachelor Fernstudium)
- Bauingenieurwesen (Diplom)
- Bauingenieurwesen (Aufbaudiplom)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Abfallwirtschaft und Altlasten (Master)
- Cartography (Master)
- Forstwissenschaften (Bachelor)
- Forstwissenschaften (Master)
- Geodäsie und Geoinformation (Bachelor)
- Geodäsie (Master)
- Geographie (Bachelor)
- Geographie (Master)
- Geoinformationstechnologien (Master)
- Holztechnologie und Holzwirtschaft (Master)
- Hydro Science and Engineering (Master)
- Hydrobiologie (Master)
- Hydrologie (Master)
- Hydrowissenschaften: Wasserwirtschaft, Hydrologie und Kreislaufwirtschaft (Bachelor)
- Raumentwicklung und Naturressourcenmanagement (Master)
- Tropical Forestry (Master)
- Wasserwirtschaft (Master)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Bahnsystemingenieurwesen (Master)
- Elektrische Verkehrssysteme (Master)
- Luftverkehr und Logistik (Master)
- Mechatronik (Diplom)
- Transportation Economics (Master)
- Verkehrsingenieurwesen (Diplom)
- Verkehrswirtschaft (Bachelor)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Betriebswirtschaftslehre (Master)
- Volkswirtschaftslehre (Master)
- Wirtschaftsinformatik (Diplom)
- Wirtschaftsingenieurwesen (Diplom)
- Wirtschaftspädagogik (Bachelor)
- Wirtschaftspädagogik (Master)
- Wirtschaftswissenschaften (Bachelor)
- Internationale Beziehungen (Bachelor)
- Internationale Beziehungen (Master)
- Teacher training programs (without Wirtschaftspädagogik)
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Biomedizinische Technik (Diplom)
- Gesundheitswissenschaften - Public Health (Master)
- Hebammenkunde (Bachelor)
- Humanmedizin (Modellstudiengang MediC, Staatsexamen)
- Medical Radiation Sciences (Master)
- Medizin (Staatsexamen)
- Zahnmedizin (Staatsexamen)
- Teacher training programs
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Biotechnologie und Angewandte Ökologie (Master)
- Business Ethics und Responsible Management (Master)
- Ecosystem Services (Master)
- Internationales Management (Master)
- Organismic and Molecular Biodiversity (Master)
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Internationale Beziehungen (Bachelor)
- Internationale Beziehungen (Master)
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

In which of your Faculty's/Central Academic Unit's degree programs are you primarily involved in teaching?

Please check all that apply.

(Multiple selection is possible)

- Computational Modeling and Simulation (Master)
- Molecular Bioengineering (Master)
- Physics of Life (Master)
- Regenerative Biology and Medicine (Master)
- Degree programs offered by other faculties/institutions, as follows (Specify as exact as possible with degree):
.....

Please specify the institution/faculty or the degree program as precisely as possible, if possible, also the type of the degree.

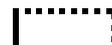
.....

You have indicated that you are involved in the teacher training programs. Please specify further in which of the programs you teach?

Please check all that apply.



	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
... prepare students for work in an international setting.	<input type="radio"/>				
... put a strong emphasis on the teaching of key qualifications.	<input type="radio"/>				
You have indicated to teach in one or more teacher training program(s). To what extent do the following statements apply to this/these program/s?					
<i>Please check once on each line.</i>					
The degree program/s...					
	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
... have a distinct professional profile.	<input type="radio"/>				
... are characterized by their wide range of subjects.	<input type="radio"/>				
... are interdisciplinary.	<input type="radio"/>				
... prepare students for work in an international setting.	<input type="radio"/>				
... put a strong emphasis on the teaching of key qualifications.	<input type="radio"/>				
You have indicated to teach in one or more state examination program(s). To what extent do the following statements apply to this/these program/s?					
<i>Please check once on each line.</i>					
The degree program/s...					
	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
... have a distinct professional profile.	<input type="radio"/>				
... are characterized by their wide range of subjects.	<input type="radio"/>				
... are interdisciplinary.	<input type="radio"/>				
... prepare students for work in an international setting.	<input type="radio"/>				
... put a strong emphasis on the teaching of key qualifications.	<input type="radio"/>				
Ensuring good scientific practice is the foundation of scientific work. In your opinion, to what extent do the following aspects apply to this/these bachelor's degree program/s?					
<i>Please check once on each line.</i>					
	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
Students are introduced to the rules for citing in scientific papers.	<input type="radio"/>				
Students acquire knowledge of the basic problems of acting ethically in the degree program.	<input type="radio"/>				
Students acquire knowledge of the current regulations on data protection.	<input type="radio"/>				
Students acquire knowledge of the regulations concerning the handling of intellectual property.	<input type="radio"/>				
Ensuring good scientific practice is the foundation of scientific work. In your opinion, to what extent do the following aspects apply to this/these master's degree program/s?					
<i>Please check once on each line.</i>					
	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
Students are introduced to the rules for citing in scientific papers.	<input type="radio"/>				
Students acquire knowledge of the basic problems of acting ethically in the degree program.	<input type="radio"/>				
Students acquire knowledge of the current regulations on data protection.	<input type="radio"/>				
Students acquire knowledge of the regulations concerning the handling of intellectual property.	<input type="radio"/>				



Ensuring good scientific practice is the foundation of scientific work. In your opinion, to what extent do the following aspects apply to this/these **diplom degree program/s?**

Please check once on each line.

	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
Students are introduced to the rules for citing in scientific papers.	<input type="radio"/>				
Students acquire knowledge of the basic problems of acting ethically in the degree program.	<input type="radio"/>				
Students acquire knowledge of the current regulations on data protection.	<input type="radio"/>				
Students acquire knowledge of the regulations concerning the handling of intellectual property.	<input type="radio"/>				

Ensuring good scientific practice is the foundation of scientific work. In your opinion, to what extent do the following aspects apply to this/these **teacher training degree program/s?**

Please check once on each line.

	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
Students are introduced to the rules for citing in scientific papers.	<input type="radio"/>				
Students acquire knowledge of the basic problems of acting ethically in the degree program.	<input type="radio"/>				
Students acquire knowledge of the current regulations on data protection.	<input type="radio"/>				
Students acquire knowledge of the regulations concerning the handling of intellectual property.	<input type="radio"/>				

Ensuring good scientific practice is the foundation of scientific work. In your opinion, to what extent do the following aspects apply to this/these **state examination degree program/s?**

Please check once on each line.

	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
Students are introduced to the rules for citing in scientific papers.	<input type="radio"/>				
Students acquire knowledge of the basic problems of acting ethically in the degree program.	<input type="radio"/>				
Students acquire knowledge of the current regulations on data protection.	<input type="radio"/>				
Students acquire knowledge of the regulations concerning the handling of intellectual property.	<input type="radio"/>				

For each module it is defined how much working time students have to or should spend on average. Please indicate to what extent the following statements apply from your point of view.

Please check once on each line.

	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
In modules containing my courses, the time allocated is adequate for students to acquire the competences envisaged.	<input type="radio"/>				
I regularly check that the estimated workload in the module(s) in which I offer courses matches the actual workload students need.	<input type="radio"/>				
Students spend too little time on the required self-study.	<input type="radio"/>				
Students attend the face-to-face courses only infrequently.	<input type="radio"/>				
The students are so diverse that time specifications are not useful for their studies.	<input type="radio"/>				

In the following, we are interested in how you design specific examinations as part of your teaching. Do you offer a complex assessment (Komplexe Leistung) or portfolio as an exam in one or more of the modules you teach?

Please check all that apply.



(Multiple selection is possible)	<input type="checkbox"/> Yes, one or more complex assessment(s) <input type="checkbox"/> Yes, one or more portfolio(s) <input type="checkbox"/> No, neither of the above
<p style="color: #1a5276; font-size: 16pt; font-weight: 600;">Follow-up questions on complex assessments</p>	
<p>Below are a few short follow-up questions on the topic of complex assessments. If you have supervised more than one complex assessment in the last semester, please refer to the last one you supervised to answer the question.</p>	
<p>How many sub-assessments did the last <u>complex assessment</u> you supervised consist of?</p>	
Number of sub-assessments	<input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10
<p>Which of the following sub-assessments were part of the <u>complex assessment</u> that you last supervised?</p> <p><i>Please check all that apply.</i></p>	
(Multiple selection is possible)	
<input type="checkbox"/> Written tests (Start of Semester Assessment, quizzes, short tests, and the like) <input type="checkbox"/> Term, research or seminar paper <input type="checkbox"/> Laboratory practical course (or protocol) <input type="checkbox"/> Oral presentation <input type="checkbox"/> Other oral assessments <input type="checkbox"/> Other written assessments <input type="checkbox"/> Other practical or creative assessments	
<p>Please specify what other oral, written or practical assessments you are referring to.</p>	
<p>Other oral assessments:</p>	
<p>Other written assessments:</p>	
<p>Other practical or creative assessments:</p>	
<p style="color: #1a5276; font-size: 16pt; font-weight: 600;">Follow-up questions on portfolios</p>	
<p>Below are a few short follow-up questions on the topic of portfolios. If you have supervised more than one portfolio in the last semester, please refer to the last one you supervised to answer the question.</p>	
<p>How many sub-assessments did the last <u>portfolio</u> you supervised consist of?</p>	
Numer of sub-assessments:	<input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10
<p>Which of the following sub-assessments were part of the <u>portfolio</u> that you last supervised?</p> <p><i>Please check all that apply.</i></p>	
(Multiple selection is possible)	
<input type="checkbox"/> Written tests (Start of Semester Assessment, quizzes, short tests, and the like) <input type="checkbox"/> Term, research or seminar paper <input type="checkbox"/> Laboratory practical course (or protocol) <input type="checkbox"/> Oral presentation <input type="checkbox"/> Other oral assessments <input type="checkbox"/> Other written assessments <input type="checkbox"/> Other practical or creative assessments	



Please specify what other oral, written or practical assessments you are referring to.

Other oral assessments:

Other written assessments:

Other practical or creative assessments:

To what extent do the following statements apply to the complex assessment or portfolio you most recently supervised?

Please check once on each line.

The complex assessment/portfolio is intended to ...

	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
... distribute the examination load evenly over the semester.	<input type="radio"/>				
... continuously increase the learning success of the students.	<input type="radio"/>				
... reduce the time required from students.	<input type="radio"/>				
... test different competencies that could not be assessed in a single examination format (e.g. only written examinations).	<input type="radio"/>				
... give students the opportunity to balance their strengths and weaknesses.	<input type="radio"/>				

What other reasons do you have or did you have for offering a complex assessment or portfolio in your course as an examination?

Since the beginning of the Corona Pandemic in Spring 2020, the requirements for teaching have changed abruptly, and for a while digital teaching was the primary method of teaching. Over the past four semesters, however, there has been a gradual return to face-to-face teaching, with digital teaching once again being used primarily as a support tool.

Please indicate how many of your courses you organized in the current semester as on-site courses, digital-only courses, or hybrid courses.

Purely digital courses (all students participate online)	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
Hybrid courses (some students attend in face-to-face on-site and the other students attend online simultaneously)	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
Blended learning (courses that alternate between on-site and online)	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
Purely on-site courses	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12

Over the course of the current semester, how often do you use each of the following digital elements?

Please check once on each line.



Pseudonym



	I use it frequently	I use it occasionally	I do not use it			
Provision of self-study materials (e.g. texts, scripts, links)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Synchronous courses (e.g. via audio or video conference)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Provision of PowerPoint or PDF presentations with sound or audio and video materials (e.g. podcasts/vodcasts, tutorials, lecture recordings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Provision of electronic tests, tasks, and quizzes to test knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Digital group work (e.g. case studies, simulation games, permanent learning groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Online organisation of the teaching/learning processes (e.g. registration, calendar, group organisation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Digital provision of answers to individual questions of all participants (e.g. via FAQ or wiki)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Provision of digital documentation of study group results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
When you think about your experiences with digital teaching so far: To what extent do the following statements apply to you?						
<i>Please check once on each line.</i>						
	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all	
By using digital teaching formats, I am more flexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I miss the personal exchange with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Within the context of digital teaching formats, I can answer students' questions and concerns just as well as in personal contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Using digital elements in my courses has increased my workload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Using digital formats has improved the quality of my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Questions on the use of Artificial Intelligence (AI) in teaching						
In recent years, artificial intelligence (AI) is playing an increasingly important role in higher education teaching. In general, how do you assess the use of AI in higher education teaching?						
	as an opportunity	rather as an opportunity	rather as a risk.	as a risk.	Can not assess (yet).	
I see it...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Have you ever implemented AI in your teaching, e.g. in the form of a chatbot (e.g. as an assistive advisory tool) or can you imagine implementing it in your teaching in the future?						
<i>Please select only one answer.</i>						
<input type="radio"/> Yes, I have implemented AI before, for example in the form of a chatbot, and would use or implement it again. <input type="radio"/> Yes, I have implemented AI before, for example in the form of a chatbot, but would not want to implement it again in the future. <input type="radio"/> No, I have not implemented it yet, but I can imagine doing so for my teaching. <input type="radio"/> No, I have not implemented it yet, nor can I imagine doing so in the future. <input type="radio"/> Not specified						
To what extent do you agree with the following statements regarding (potential) opportunities for the use of AI, e.g. in the form of a chatbot, for <u>students</u> in higher education teaching?						
<i>Please check once on each line.</i>						
Artificial intelligence, e.g. in the form of a chatbot, (or interaction with it) can...						
	Strongly agree	Rather agree	Partly	Rather disagree	Strongly disagree	Not specified
... help students to achieve individual learning goals quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... contribute to the active participation of students in a digital course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Strongly agree	Rather agree	Partly	Rather disagree	Strongly disagree	Not specified
... encourage the ability of students to reflect and critically engage with different subjects.	<input type="radio"/>					
... effectively assist students in preparing for exams.	<input type="radio"/>					
... effectively support students in organizing their course of study.	<input type="radio"/>					
... sustainably strengthen self-study.	<input type="radio"/>					
... help students acquire digital skills.	<input type="radio"/>					
... make it easier for students to find information, teaching materials, etc.	<input type="radio"/>					

To what extent do you agree with the following statements about (potential) opportunities for the use of AI in higher education teaching, e.g. in the form of a chatbot, for you in your role as a teacher?

Please check once on each line.

Artificial intelligence, e.g. in the form of a chatbot, (or interaction with it) can...

	Strongly agree	Rather agree	Partly	Rather disagree	Strongly disagree	Not specified
... reduce the time and effort required for mentoring or support.	<input type="radio"/>					
... make it easier to prepare and do teaching.	<input type="radio"/>					
... simplify the provision of self-study materials (e.g. texts, scripts, links)	<input type="radio"/>					
... respond to individual questions about the learning material that I was not able to deal with in the course.	<input type="radio"/>					
... clarify organizational questions from students about the course more quickly.	<input type="radio"/>					
... improve overall student support and mentoring.	<input type="radio"/>					

If any, what other (potential) opportunities do you see regarding the use of AI, e.g. in the form of a chatbot, in higher education teaching?

For students:

For teachers:

The use of AI in higher education teaching, e.g. in the form of a chatbot, poses potential challenges or risks for students. To what extent do you agree with the following statements?

Please check once on each line.

	Strongly agree	Rather agree	Partly	Rather disagree	Strongly disagree	Not specified
Interpersonal contact in the context of teaching will suffer from the use of an AI.	<input type="radio"/>					
Support and mentoring of students would become more impersonal with the use of an AI.	<input type="radio"/>					
AI can spread misinformation to students.	<input type="radio"/>					
The use of AI will negatively affect students' development of various subject competencies.	<input type="radio"/>					
The use of AI will negatively affect students' development of general key competencies.	<input type="radio"/>					

To what extent do you agree with the following statements about the (potential) challenges or risks posed by the use of an AI in higher education teaching, e.g. in the form of a chatbot, with regard to your role as a teacher?

Please check once on each line.



	Strongly agree	Rather agree	Partly	Rather disagree	Strongly disagree	Not specified
For me, the use of AI in university teaching poses an excessive challenge.	<input type="radio"/>					
I don't know how to use AI in a meaningful way in my teaching.	<input type="radio"/>					
I do not have the necessary technical knowledge to use AI in my course.	<input type="radio"/>					
The use of an AI may lead to more plagiarism attempts.	<input type="radio"/>					
The potential use of AI by students for exams makes it difficult for me to prepare and grade them.	<input type="radio"/>					
I am unsure if it is possible for me to control the use of AI in higher education teaching.	<input type="radio"/>					
If any, what other (potential) challenges or risks do you see regarding the use of AI, e.g. in the form of a chatbot, in higher education teaching?						
For students:						
For teachers:						
How do you rate the following ethical and legal aspects of AI in general?						
<i>Please check once on each line.</i>						
	Strongly agree	Rather agree	Partly	Rather disagree	Strongly disagree	Not specified
I assume that personal data will be safe when AI is used.	<input type="radio"/>					
I assume that data generated by AI will be transparently collected and stored.	<input type="radio"/>					
When using an AI, I have no concerns about compliance with data ethics and legal standards.	<input type="radio"/>					
I assume that students will be treated fairly and equally in their interactions with AI (e.g., avoidance of "algorithmic bias," gender neutrality, etc.).	<input type="radio"/>					
All in all, what conditions do you think are necessary for implementing artificial intelligence, e.g. in the form of a chatbot, in university teaching on a sustainable basis?						
Do you have any other comments with regard to the use of AI or the impact of AI on higher education teaching?						
 Questions regarding equipment and facilities </br>						
If you think back to the last semester , what were your contractually agreed working hours?						
<i>In case of teaching assignments or other forms of independent (teaching) activity for the TU Dresden, please select your answer accordingly.</i>						



hours per week:

- | | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> less than 20 | <input type="radio"/> 21 | <input type="radio"/> 22 | <input type="radio"/> 23 | <input type="radio"/> 24 |
| <input type="radio"/> 25 | <input type="radio"/> 26 | <input type="radio"/> 27 | <input type="radio"/> 28 | <input type="radio"/> 29 |
| <input type="radio"/> 30 | <input type="radio"/> 31 | <input type="radio"/> 32 | <input type="radio"/> 33 | <input type="radio"/> 34 |
| <input type="radio"/> 35 | <input type="radio"/> 36 | <input type="radio"/> 37 | <input type="radio"/> 38 | <input type="radio"/> 39 |
| <input type="radio"/> 40 | | | | |

If you think back to the last semester, taking into account both the lecture period and the lecture-free period: On average, what is your actual working time per week at the TU Dresden, without taking into account holidays, and the like?

Average **hours per week** during the lecture period: (Please insert a number between 0 and 120, only one digit per box)

0	0	0
---	---	---

Average **hours per week** during the lecture-free period: (Please insert a number between 0 and 120, only one digit per box)

0	0	0
---	---	---

For which of the following activities do you consider your time effort to be appropriate, where is it too high, where would you like to invest more time?

Please check once on each line.

The time I spend on this is...

	...too low	...reasonable	...too high	I do not spend time on this.
Preparation and realization of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation, realization and evaluation of examinations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervision of final theses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General support and advice for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality management/program development and advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research activities (including publications, applications for third-party funding, reviews, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic autonomy/self-management including meetings with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Further training in the subject or in higher education didactics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Further academic qualification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions about ensuring academic success in the degree programs
</br>

In the past three semesters, have you conducted course evaluations, and if so, in what form?

Please check all that apply.

(Multiple selection is possible)

- Yes, in one or more courses using the standardized (online) questionnaire
- Yes, in one or more courses using a qualitative method (e.g. checklist-based student feedback discussion, TAP, card inquiry, I'm going on a trip...)
- No

You have indicated, that you have used qualitative evaluation methods. Please name or briefly describe them.

You have stated that you used the standardised (online) questionnaire. Did you present the results to the students afterwards and discuss them with them?

Please select only one answer.



- Yes, in all of the evaluated courses
 Yes, in a part of the evaluated courses
 No

Why did you not or only partially discuss the results with the students? Please briefly state the reasons here.

From your point of view, to what extent do the following statements about the benefits of course evaluations apply?

Please check once on each line.

	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all
They are useful for improving the quality of one's own teaching.	<input type="radio"/>				
I can use them to test different ways of teaching and learning and evaluate their impact.	<input type="radio"/>				
I refuse them because they are an instrument of external control of my teaching.	<input type="radio"/>				
They are part of my teaching portfolio for job applications.	<input type="radio"/>				
I use them because it is mandatory, but I see no benefit.	<input type="radio"/>				
Qualitative evaluation methods are more useful to me than the standardized questionnaire.	<input type="radio"/>				
I find it useful to discuss the results of course evaluations with students.	<input type="radio"/>				

Who do you see as responsible for student success?

Please select only one answer.

- Students are primarily responsible for achieving their own study goals.
 The achievement of the study goals depends more on the students themselves, but the teachers should actively support them.
 It is primarily the task of the teachers to actively support the students in achieving their study goals.

In your opinion, to what extent should teachers support students in their studies?

	extensively	to a great extent	moderately	to a limited extent	minimally
Teachers should support students ...	<input type="radio"/>				

 Questions regarding the culture and approach to diversity in the degree programs
</br>

Students have the opportunity to compensate for disadvantages resulting from causes for which they are not at fault through appropriate measures. In addition to individual solutions, compensation for disadvantages, especially in examinations, offers a formal possibility to support students with special circumstances.

In the last two semesters, how often have you supported students with special circumstances or individual problems through the following procedures?

Please check once on each line.

I ... support students by ...

	Always	Often	Occasionally	Rarely	Never	Does not apply.
... offering individual solutions.	<input type="radio"/>					
... pointing out the option of applying for disadvantage compensation.	<input type="radio"/>					

You have indicated that you have supported students in the last two semesters with special circumstances or problems by offering individual solutions.

How did you provide support to students specifically?

Please check all that apply.



(Multiple selection is possible)

- By personal conversation
- By extending due dates or providing more flexible scheduling (e.g. rescheduling exams)
- By providing additional documents or resources
- By allowing digital participation in courses or examinations
- By referring to existing support services (preparation courses, writing workshops, etc.)
- By referring the student to the counseling services of the TU Dresden
- Other, namely:

Questions on TU Dresden as a University of Excellence
</br>

Since 2012 the TU Dresden is one of eleven German Universities/Consortiums of Excellence. From your point of view, has this led to changes regarding your work?

	very strongly	rather strongly	partly	rather less	not at all
The status of TU Dresden as a University of Excellence has changed my work ...	<input type="radio"/>				

How do these changes affect your personal work situation?

	as an opportunity	rather as an opportunity	partly	rather as a burden	as a burden
I experience these changes...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, does the funding to promote Excellence have a positive impact on all or only a few or no disciplines in research and teaching at TU Dresden?

Please check once on each line.

	Yes, on all	Yes, on most	Partly	No, only on some	No, only on a few individual disciplines	Can not assess
In research	<input type="radio"/>	<input type="radio"/>				
In teaching	<input type="radio"/>	<input type="radio"/>				

In your opinion, how does funding to promote Excellence affect research and teaching at TU Dresden?

Please check once on each line.

	Very positive	Rather positive	Partly	Rather negative	Very negative	Can not assess
research	<input type="radio"/>					
teaching	<input type="radio"/>					

Since 2012 the TU Dresden is funded as a University of Excellence. In five strategic areas, the TU Dresden has formulated goals and measures to continue to be or to become excellent.

In the strategic area of activity **TALENT**, TU Dresden pursues the goal of finding and recruiting excellent researchers from all over the world. Furthermore, TU Dresden aims to offer these researchers attractive working conditions and the best possible opportunities for professional development.

In your opinion, to what extent do the following statements apply to the TU Dresden?

Please check once on each line.

	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all	Not specified/ Can not assess
One of the reasons why I decided to work or to remain employed at the TU Dresden was because of its status as "excellent".	<input type="radio"/>					



	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all	Not specified/ Can not assess
The TU Dresden offers the best development opportunities for excellent young scientists.	<input type="radio"/>					
Through the expansion of research-oriented teaching, it is possible to promote scientific talent at all career levels.	<input type="radio"/>					
<p>In the strategic field of activity PROFILE, the TU Dresden pursues the goal of further developing itself to a national and international top level with a broader disciplinary range, to realize internationally visible, excellent research in all Research Priority Areas and to implement a broad interdisciplinarity on an equal basis.</p> <p>In your opinion, to what extent do the following statements apply to the TU Dresden?</p> <p><i>Please check once on each line.</i></p>						
	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all	Not specified/ Can not assess
Since TU Dresden became a "University of Excellence", there has been a surge in innovation.	<input type="radio"/>					
Excellence funding contributes to a digital transformation in all areas of TU Dresden.	<input type="radio"/>					
Since TU Dresden became a University of Excellence, the interdisciplinarity in my working environment has increased.	<input type="radio"/>					
Through support services such as the Project Scouts and the STUDIO formats, I feel better supported in the acquisition of third-party funding.	<input type="radio"/>					
<p>In the strategic area of activity COLLABORATION, TU Dresden pursues the goal of deepening its regional and international research networks and facilitating new collaborations.</p> <p>In your opinion, to what extent do the following statements apply to the TU Dresden?</p> <p><i>Please check once on each line.</i></p>						
	Fully applicable	Fairly applicable	Partly applicable	Not very applicable	Not applicable at all	Not specified/ Can not assess
The Excellence Initiative has further increased the visibility of DRESDEN-concept as a research alliance between the TU Dresden and local and non-university research and cultural institutions.	<input type="radio"/>					
Thanks to the funding for Excellence, I increasingly experience the TU Dresden as a cosmopolitan university.	<input type="radio"/>					
Through the measures of the strategic area of activity COLLABORATION I feel better supported in establishing and maintaining regional and/or international collaborations.	<input type="radio"/>					
<p>In the strategic area of activity IMPACT, TU Dresden pursues the goal of further strengthening the impact of TU Dresden in the economy and society. As a social protagonist, TU Dresden strives to contribute to public discourse and to improve the living environment of the region's inhabitants.</p> <p>In your opinion, to what extent do the following statements apply to the TU Dresden?</p> <p><i>Please check once on each line.</i></p>						



Which gender do you belong to?

Please select only one answer.

- Female Male
 Divers/ no entry I do not want to specify.

From your point of view, are there other aspects of the quality of studies and teaching that have not been addressed here, but that you consider important and would like to inform us about?

This survey in the context of the quality analysis of the degree programs is only addressed to persons who are or were involved in courses for the degree programs at the TU Dresden. Therefore, the survey ends for you already at this point. Thank you for your willingness to support our work by participating in the faculty survey.

PREVIEW
Do not fill in!

