

## Lehrprobe Peter Braesicke

This questionnaire will be recognized by a computer. Please mark your answers in the following way: ○ ⊗ ○  
For correcting your answer, please fill the wrong answer completely: ○ ● ⊗

To which group do you belong?

University teacher  
 Student

Academic staff  
 Other staff

### 1. Structure and preparation

	strongly agree			strongly disagree		
Students are given sufficient orientation at the beginning of the lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lecture is well structured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lecture is well prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Quality of explanations

	strongly agree			strongly disagree		
Specific terms and concepts are well explained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Also complex elements could be well explained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illustrative examples contribute to the understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speed of the lecture is appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questions are answered target-oriented and understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3. Key elements

	strongly agree			strongly disagree		
Key elements are highlighted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Key elements are summarised at the end	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 4. Didactic aids

	strongly agree			strongly disagree		
Models, graphics, schemes etc. are used to facilitated understanding of complex matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard and/or slides are legible and clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful material (handout, script, links to webpages) are offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 5. Arouse interest, avoid monotony, efficient use of time

	strongly agree			strongly disagree		
The lecture is varied by means of different methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation style is stimulating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available time is efficiently used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6. Further Remarks

Do you have further remarks?

### 7. Overall assessment



Evaluate the overall performance using the marks 1 (very good) to 6 (very bad).

very good

very bad

