

Learning Culture

An International Research Project on Cultural Learning Attitudes



The following questionnaire in its print version serves for recognition and evaluation purposes only. This version is not meant to be distributed amongst students, as the actual survey should be conducted in its online version. However, regarding the content of the questionnaire (starting with page 3), the print version is identical to the online version. For enterprises, slight modifications reflect this particular context.

Universities and organisations are welcome to contribute to our research. We are willed to share the results (reports) with the contributing partners. The survey should be provided in the national language of the region where it is to be conducted. Currently, we have language version in Bulgarian, English, French, German, Greek, Japanese, Korean, Portuguese, Russian, and Turkish. The Russian, the Bulgarian, and the Turkish versions, however, have not been back translated (to English) and thus, the translations' correctness is not confirmed. For participation, your task would be to make an agreement with the author (who then, will implement a distinguished instance of the questionnaire) and internally invite your learners, providing the received link.

Thank you very much for your support!

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Learning Cultures

Survey on Learner Behaviour: Attitudes and Expectations of Learners in Higher Education

A survey conducted among students in Higher Education for investigation and acquisition of potential cultural influence factors on learning processes with the purpose to maximize the learning success by considering the learner's cultural context into the design of learning materials and situations

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Background and intentions of the survey

Dear learner, we welcome you as a participant to our survey and thank you for your commitment.

We aim the survey at learners of higher education all over the world determining learner related attributes, regarding their experiences, expectations, characteristics and culture. Within this scope we focus on reasonableness of learning processes and contents. In the past we have been able to isolate around 160 parameters, which can describe the learning context within international scenarios. Besides technical, political, theological, geographical, didactical, and other issues, some of those are considered as having a cultural background. This particular group of learner attributes is focused upon within this survey. First of all, we would like to find out whether such differences regarding the learner behaviours and -contexts derive from their cultural background or are motivated individually. In the case where they are motivated culturally, they can be generalized and therefore can be considered as national learner profiles that will contribute to adaptation efforts, raising the quality of educational content. Therefore we are collecting data all over the world and will initially conduct a comparative analysis. In the longer term, as a result of the research project, we will formulate concrete recommendations for educational providers under the terms of the general public license. It is our aim to give a guideline to practitioners, organizations, and policy makers about what to take into account when learning opportunities are being offered within different cultural contexts.

The value of your contribution

Your support of our survey contributes to our current and worldwide unique research: On the one hand our research will enable new learning approaches, considering particular learners' expectations and needs. On the other hand, an understanding of general (concerning the teaching process) differences between countries enables reusing previously developed, contributed and established learning contents. Thus production costs and -times can be reduced significantly. This supports us in relativizing the privilege of higher education, while making it accessible to wider parts of the world.

How to answer the questions

- ✓ **Answer intuitively!** Don't spend much time on a single item; there is no right or wrong!
- ✓ Select the answer that is *closest* to your opinion.
- ✓ Select **Just ONE** corresponding **answer per item**.
- ✓ If particular statements/questions do not meet the circumstances of your specific culture or your personal context, or you have never experienced the questioned situations, please select the option: "*not applicable in my context*". Please do not use this option in any other cases.
- ✓ **Please, answer all questions.** Incomplete questionnaires cannot be evaluated.
- ✓ **The survey is anonymous.** We don't ask for any identifying data. Thus, please also complete the Personal Information page in the end of the questionnaire.
- ✓ If you are asked to fill in text (e. g., the name of your university), please be so kind and **just use Latin letters**; else, we might not be able to read and analyse your input.
- ✓ Completing the questionnaire will take **approximately 15 minutes**.

Your Questions

Should you have any questions about the survey, its aim or the results, or if you have recommendations for improvement, please do not hesitate to contact us via e-mail: thomas.richter@icb.uni-due.de.

Lecturer / Professor

1 Role of the Lecturer / Professor

What role do you ascribe to a lecturer/professor? In my opinion a lecturer/professor occupies the role of:

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. an expert.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. an idol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. a personal coach / consultant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. an authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. an all knowing person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. a personality (celebrity).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. a trusted person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Tasks and Responsibilities of the Lecturer / Professor

What do you consider are the lecturer's / professor's tasks and responsibilities in the learning process? A lecturer's / professor's tasks and responsibilities are based upon:

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. giving support according to technical matters, which are relevant for the learning process (e.g. in case of computer problems or installation of software).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. providing well-selected contents and contextual information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. giving support according to organizing the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. assisting within the individual student's process of finding information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. giving feedback on the individual student's knowledge base, working results and general professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Feedback

3 Point of time

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I prefer receiving critical feedback at the time I do something wrong. (immediate feedback)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I prefer receiving critical feedback after I have fully completed the task. (delayed feedback)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Situation

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I prefer feedback which refers to the single components of a task. (item related feedback)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I prefer feedback which refers to complete tasks. (task related feedback)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. For me, it is ok when critical feedback in the learning process is given in front of my colleagues. (immediate feedback provided in the group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Transmission code

When it comes to feedback, what kind of transmission code would you prefer?

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I prefer explicitly expressed feedback, which simply tells what is wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. When receiving critical feedback, I would like to be informed on how my results could have been better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 Form

What kind of feedback do you consider being suitable for you?

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I do not want to know about concrete mistakes, but only receive a corresponding evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I like to get information on mistakes and get to know what was wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I like being informed about a mistake without further explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I like to get information on what is wrong (name mistakes), why it is wrong (explain) and also like to know how to do it better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Treatment: How do you handle received feedback?

7.1 Praise affects my learning motivation

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. negatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.2 Admonition (criticism) affects my learning motivation

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. negatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.3 No Feedback

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. No feedback makes me feel insecure in the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching Assistant

8 Role of the Teaching Assistants

What role do you ascribe to a teaching assistant? In my opinion a teaching assistant occupies the role of:

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. an expert.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. an idol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. a personal coach / consultant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. an authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. an all knowing person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. a personality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. a trusted person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9 Tasks and Responsibilities of the Teaching Assistant

What do you consider as the teaching assistant's tasks and responsibilities in the learning process? A teaching assistant's tasks and responsibilities are based upon:

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. giving support according to technical matters, which are relevant for the learning process (e. g. in case of computer problems or installation of software).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. providing well-selected contents and contextual information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. giving support according to organizing the learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. assisting within the individual student's process of finding information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. giving feedback on the individual student's knowledge base, working results and general professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Motivation (Externally Initiated Motivation and Ability of Self-Motivation)

10 Level

How would you describe your personal level of motivation?

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I am easily encouraged because of others or situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am easily discouraged because of others or situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 Motivation

Which of the following aspects do you consider are motivating for you within learning processes? I experience being motivated:

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. if the imparted knowledge is useful/valuable for my (private/workaday) life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. if the imparted knowledge contributes to my personality development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. if the imparted knowledge improves my chances on the job market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. if I deliberately can select the learning content/topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. if the imparted knowledge is strongly needed for upcoming examinations, tests, and/or presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. if my professor/employer instructs me to acquire this knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 Demotivation

If you feel discouraged because of a seemingly unmanageable task, how do you revive your motivation?

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I take a rest in order to free my mind and continue later on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I force myself to stick to the task in order to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I generally leave such tasks unsolved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I look for possible support (persons, literature, and others).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I turn to different work first and later on return to the difficult task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. If the task is dividable into subtasks, I confine myself to the subtasks that I can manage and ignore those I cannot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If the task is dividable into subtasks, I confine myself to subtasks that I am personally interested in and later on get back to the difficult tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gender Related Questions

13 Gender gaps and differences

How do you evaluate the following gender oriented statements?

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. Learning content should be designed in the same way irrespective of the learner's gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Women and men have the same ability in understanding complex technical information (e. g. in the domains of engineering, mechatronics).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Women and men have the same ability in understanding social domains (e. g. in the domains of pedagogic, gerontology or primary education).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Women and men are treated the same way when completing a task successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Women and men are treated the same way when failing a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Women and men have the same chances to access studies on all subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Workgroups intellectually benefit if the genders are represented in a well-balanced ratio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. A separation of gender in the learning process eases the social interaction within groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. It generally is useful to implement a quota for the number of women in supposedly men dominated areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14 Group Work, Own History

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I am used to work on tasks within groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In the scope of education I at least participated in one learning group work in the following institutions: Tick all applicable answers.	<input type="checkbox"/> Primary school <input type="checkbox"/> Middle school <input type="checkbox"/> High school <input type="checkbox"/> Professional training <input type="checkbox"/> University Others: _____				

	strongly agree	agree	hardly agree	disagree	not applicable in my context
c. Besides official (instructed) group work I also jointly prepared for examination within groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group Behaviour, Learner's Opinion

15 I consider learning in a group as efficient, because

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I primarily become aware of aspects which I did not fully understand before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. group work is an adequate method for me to discuss problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I get a deeper understanding of things when comparing my own view with those of other group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. when being in a familiar group situation, I rather have the heart to admit that I have difficulties in understanding certain content instead of doing so in front of the complete class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16 I consider learning in a group as inefficient, because

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I can solve given tasks better by myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. group work demands too much time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I generally do not see any benefit from group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17 The following learning activities contribute to my personal learning progress if conducted in group work:

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. deepening into the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. working with case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. learning basics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. memorizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18 Please give your opinion on the following statements

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I consider group work as being useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In the past, in situations of group work I have had bad experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19 A group-work has to be done:

What are the relevant issues for you, when choosing members for your group?

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I look for members, who appear sympathetic to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I look for members, who, according to my experience, work ambitiously within groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I look for members, who already have profound knowledge concerning the given task(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I avoid working with people, who did not contribute to the work in previous group tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I do not have any specific preferences regarding the group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I try not to actively exert influence on the arrangement of the group members but wait until I am invited to participate in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20 Please express your opinion about the following statements

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. A well-balanced proportion of men and women in a group positively affects the learning process and success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It should be possible to divide a given task into subtasks with similar complexity for being solved solely by each participant within the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In group-work, the complete task should collectively be solved by all group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. When working in a group, I feel confident in presenting my own opinion to the other group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. When working / learning in a group, I carefully listen to the other group members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21 Please estimate: how often you solved tasks in group work within your learning process up to now?

Choose ONE answer only!

- a. less than 10 times
- b. 10 - 20 times
- c. 20 - 35 times
- d. 35 - 50 times
- e. more than 50 times

22 Scheduling and organization

Within planned group work a time schedule regarding the finalization of the different subtasks has been determined. How would you describe your personal time-planning regarding your subtask?

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I aim to finalize my work as quickly as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I work precisely toward the point of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I only meet deadlines with great effort because I mostly start too late.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I cannot manage to meet fixed deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23 Evaluation of group work

The group work is finalized. What kind of evaluation do you consider being suitable for you?

	strongly agree	agree	hardly agree	disagree	not applicable in my context
a. I prefer an individual / separate evaluation: individual work is labeled explicitly and every group member benefits from his/her own success / effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I prefer an evaluation of the collective results from the group: individual achievements should not explicitly be labelled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personal information

1. Nationality _____
2. Place of living; region / town (*Location of the focused university*): _____
3. Did you live in another country (for more than 6 month)?
 Yes No
If yes:
Where did you live? _____
How long did you live there? ____ years
Why did you live there? _____
4. Year of birth YYYY
5. Gender Female Male Other
6. Marital status Single Married Divorced

Information on your educational career

1. Field of studies / major _____
2. Number of completed semesters ____ semester
3. Form of studies for the last degree
 Presence Learning
 Distance Learning (paper form)
 E-Learning (electronic form via internet)
4. Highest level of professional qualification (if available) _____
5. Job title (position, if available) _____
6. Achieved academic degree (if available) _____

Thank you very much for participating in this survey!