



EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

EVALUAČNÍ FORMULÁŘ PRO VYHODNOCENÍ INOVACÍ V KURZU 5HD450* (PŘÍLOHA K PRACOVNÍMU VÝKAZU PROSINEC 2018)

Autorka: Ing. Zdenka Johnson, Ph.D.

Dear students,

In the context of testing the innovations recently conducted in 5HD450 Chapters in History of the Cold War, we kindly ask you for honest and true completion of this brief evaluation questionnaire. It will give us very important feedback and possibly guide us in our further efforts to improve the course so it will be as beneficial and exciting as possible for future students.

Answers to questions are on scale 1 – 5 (1 – excellent, very positive answer, 5 – insufficient, very negative answer). We will greatly appreciate specification of all your answers in the form of a more coherent text below each question.

We would like to point out that completing the questionnaire is absolutely anonymous and has no effect on evaluation in the course.

With great thanks and wishes for more success in your studies,

Zdenka Johnson, Supervisor and Instructor of the course

* This form is available to students of the course online at <https://www.surveio.com/survey/d/F1P3J8W3T4K4L8Q7A>, its availability is protected by a password 5HD450.



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1. How do you evaluate the overall focus of the course? (According to the course syllabus:
The course is aimed at the issue of international connotations of global political and economic changes after 1945. Particular topics represent the most significant moments of the Cold War, which are crucial in order to understand the recent international political, economic, and military global constellation.)
- 1 I do not object the aims of the course.
 - 2 I have minor reservations to the aims of the course.
 - 3 I have some reservations about the aims of the course.
 - 4 I have significant reservations about the aims of the course.
 - 5 I do not agree with the aims of course at all.

Possible addition to the answer above:

2. Does the course 5HD450 have meaning? (Is it beneficial for students in any way?)
- 1 The course has significant meaning for students.
 - 2 The course has a relatively large meaning for students.
 - 3 The course has some meaning for students.
 - 4 The course has a very little meaning for students.
 - 5 The course has no meaning for students.

Possible addition to the answer above:



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3. Does the course fit in well with other courses you are already enrolled in or are planning to enroll? (Respectively, do you use information and skills acquired during the course in other courses?)

- 1 The course fits in greatly with my other courses.
- 2 The course is kind of useful for my other courses.
- 3 The course doesn't matter that much for my other courses.
- 4 The course has a minimal meaning for my other courses.
- 5 The course has no meaning for my other courses.

Possible addition to the answer above:

4. How do you like the course content? (Respectively, are there missing topics or extra topics?)

- 1 The course content is perfect.
- 2 I have minor objections to the course content.
- 3 I have some objections to the course content.
- 4 I have major objections to the course content.
- 5 The course content is absolutely unacceptable.

Possible addition to the answer above:



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5. How do you find the timeline of the individual topics? (Respectively, is it necessary to spend more time on some topics or less time on other topics? Are the topics put in the right order?)

- 1 The course timeline is completely fine.
- 2 The course timeline could be improved a little.
- 3 The course timeline should be improved some.
- 4 The course timeline is not appropriate.
- 5 The course timeline is absolutely unacceptable.

Possible addition to the answer above:

6. What your opinion on the grading system in the course? (Respectively, should the weight of individual tests be changed? Should there be more tests? (According to the course syllabus: *midterm test 50%, final test 50%.*)

- 1 Evaluation system is perfect.
- 2 Evaluation system could be changed moderately.
- 3 Evaluation system is relatively fine but I have some objections.
- 4 Evaluation system is too demanding.
- 5 Evaluation system is not acceptable and must be changed completely.

Possible addition to the answer above:



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7. How do you find the feedback from the instructors on the midterm and final tests? Has the communication from the instructors been sufficient during the course?

- 1 Feedback and communication have been great and beneficial.
- 2 Feedback and communication have been very good.
- 3 Feedback and communication have been good.
- 4 Feedback and communication have been acceptable.
- 5 Feedback and communication haven't been sufficient at all.

Possible addition to the answer above:

8. How do you evaluate significance and content of required literature of the course?

- 1 The literature is very suitable and sensible.
- 2 The literature could be moderately changed.
- 3 I find the literature neutral, respectively I did not use it.
- 4 The literature should be changed significantly.
- 5 The literature is not good at all.

Possible addition to the answer above:



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9. How do you find significance and content of the powerpoint presentations and the teaching of the course overall?

- 1 I find presentations of teachers and teaching very positive.
- 2 I find presentations of teachers and teaching rather positive.
- 3 I find presentations of teachers and teaching neutral.
- 4 I find presentations of teachers and teaching negative.
- 5 I find presentations of teachers and teaching very negative.

Possible addition to the answer above:

10. Would you suggest other changes to the instructors? Do you have other comments or suggestions beyond just the topics in this form?

Share your ideas here:



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