

# The future of teaching

## 2024 survey of teaching staff

### Survey

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Dear member of the UDE teaching community,

We are delighted that you are participating in our UDE survey on the future of teaching.

You can pause the completion of the survey and continue at a later time. There will not be any adverse effects for you if you do not complete the survey or do not participate at all.

Any information you provide in the context of this survey will be handled in strict compliance with data protection regulations. The findings will be published in such a way that it will not be possible to make any inferences about the identity of individuals. Please note the more detailed [data protection information](#). On this page, you will also find extensive background information about this and other UDE surveys.

**Please click 'NEXT' to start the survey.**

Your UDE Survey team

If you have any questions or suggestions, please contact:

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☐ I have read the [data protection information](#) and give my consent.

## Your trajectory at the University of Duisburg-Essen

*In order to be able to have only those questions displayed to you that are relevant for you, we would like to request some general information about your current work at the University of Duisburg-Essen and your experience with higher education teaching.*

### Filter: Teaching

**Are you involved in higher education teaching during the current winter semester 2023/24?**

- ☐ Yes
- ☐ No

Obligatory question

### No affiliation with the target group

#### End of the survey

*This survey is about teaching and the future of teaching at the University of Duisburg-Essen. As you are not actively involved in teaching at the University of Duisburg-Essen, you are unfortunately not part of our target group. Thank you for your time. You can exit the survey now.*

Filter: currently not teaching

### Experience with higher education teaching

**How many years in total have you been teaching in higher education?**

- ☐ Less than one year
- ☐ One to four years
- ☐ Five to nine years
- ☐ Ten years or more
- ☐ I prefer not to say.

### Experience at UDE

**How many years in total have you been teaching at the University of Duisburg-Essen?**

- ☐ Less than one year
- ☐ One to four years
- ☐ Five to nine years
- ☐ Ten years or more
- ☐ I prefer not to say.

### Subject group

**In what faculty do you primarily teach?**

- ☐ Humanities
- ☐ Social Sciences
- ☐ Educational Sciences
- ☐ Economics and Business Administration (Essen)
- ☐ Mercator School of Management – Business Administration (Duisburg)
- ☐ Mathematics
- ☐ Physics
- ☐ Chemistry
- ☐ Biology

- ☐ Engineering
- ☐ Medicine
- ☐ Computer Science
- ☐ Other: \_\_\_\_\_

### Status

**Which status group do you belong to at the University of Duisburg-Essen?**

- ☐ Professor
- ☐ Junior Professor
- ☐ Honorary Professor
- ☐ professor by special appointment (*außerplanmäßige:r Professor:in*)
- ☐ senior lecturer (*Privatdozent:in*)
- ☐ lecturer with additional research tasks (*Akademische:r (Ober-)Rat:rätin*)
- ☐ Academic (artistic) staff
- ☐ Lecturer with specific teaching duties
- ☐ Contracted teaching staff
- ☐ Other status group, namely: \_\_\_\_\_

### Your teaching: status quo

*With the following questions, we would like to find out more about your classes.*

### Type of class formats

**What type of class formats do you offer at the University of Duisburg-Essen during the winter semester 2023/24?**

*Multiple selections are allowed.*

- ☐ Lectures
- ☐ Problems classes/exercises
- ☐ Seminars
- ☐ Laboratory practicals
- ☐ Field trips
- ☐ Projects
- ☐ Tutorials
- ☐ Practical classes
- ☐ Other, namely: \_\_\_\_\_

### Number of attendees

**How many people regularly attend your classes during the winter semester 2023/24?**

*Multiple selections are allowed.*

|                            | < 25 students            | 25 to under 50 students  | 50 to under 100 students | 100 or more students     |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Lectures                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Problems classes/exercises | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Seminars                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Laboratory practicals      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Field trips                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Projects                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tutorials                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

if not named,  
the answer option is hidden

|                   |                          |                          |                          |                          |
|-------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Practical classes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| #Placeholder#     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Form of classes

**When you consider the classes in the form(s) you are using during the winter semester 2023/24, what format best characterises your teaching?**

*Multiple selections are allowed.*

|                            | In-person classes, supported by digital tools/applications when appropriate <sup>1</sup> | In-person classes combined with online phases <sup>2</sup> | Complete online teaching (synchronous/asynchronous/a combination) |
|----------------------------|--|--|---|
| Lectures                   | <input type="checkbox"/>   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |
| Problems classes/exercises | <input type="checkbox"/>   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |
| Seminars                   | <input type="checkbox"/>   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |
| Laboratory practicals      | <input type="checkbox"/>   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |
| Field trips                | <input type="checkbox"/>   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |
| Projects                   | <input type="checkbox"/>   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |
| Tutorials                  | <input type="checkbox"/>   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |
| Practical classes          | <input type="checkbox"/>   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |
| # Placeholder #            | <input type="checkbox"/>   | <input type="checkbox"/>                                   | <input type="checkbox"/>  |

if not named, the answer option is hidden

### Forms of assessments and examinations

**Which of the following forms of assessments and examinations are you using during the winter semester 2023/24?**

*Multiple selections are allowed.*

- ☐ In-person written examination
- ☐ Online written examination with supervision via webcam
- ☐ Online written examination with no supervision but with a tight time limit (open book/take-home exams)
- ☐ Essay
- ☐ Portfolio
- ☐ In-person presentation
- ☐ Presentation in a video conference
- ☐ Presentation as a prerecorded video
- ☐ Project report/portfolio
- ☐ Confirmation of attendance
- ☐ Oral examination in a video conference
- ☐ In-person oral examination
- ☐ Exercises/exercise sheets
- ☐ Experiment protocol
- ☐ Practical assignment
- ☐ Seminar paper
- ☐ Colloquium
- ☐ Other, namely: \_\_\_\_\_
- ☐ None of the above (exclusive)

<sup>1</sup> E.g. Moodle course, lecture hall poll/clickers.

<sup>2</sup> E.g. flipped classroom, blended learning.

## Teaching material

Source: Weber  
2023

**Which of the following teaching and learning materials are you using during the winter semester 2023/24 in the course of your class teaching?**

*Multiple selections are allowed.*

### Presentation of course material

- ☐ Primary texts (academic articles, books, ...)
- ☐ Secondary texts (textbooks, ...)
- ☐ Material prepared/commented on asynchronously by teaching staff (presentations, handouts, ...)
- ☐ Material presented/commented on synchronously by teaching staff (talks, ...)
- ☐ Interactive material (simulations, software, models, simulation games, ...)
- ☐ Visual material (pictures, illustrations, drawings, infographics, photos, ...)
- ☐ Audio/audiovisual material (films, videos, audios, podcasts, ...)
- ☐ Practical material (samples, use cases, ...)

### Reflecting on course material/discussion and collaboration among students

- ☐ Practice material (worksheets, digital exercise assignments, ...)
- ☐ Collaboration material (analogue/digital whiteboards, flipcharts, boards, Padlet, ...)
- ☐ Discussion material (chats, video conferences, forums, ...)
- ☐ Content-creation material (wikis, blogs, AV media tools, ...)
- ☐ Testing material (tests, quizzes, polls, ...)

### Other

- ☐ Other: \_\_\_\_\_

## Criteria in the choice of learning media

Items random-  
ised

**When you think about your choice of teaching and learning material for your classes: which of the following criteria are important to you?**

**Please rank the following aspects.**

- Completeness of content
- High standard of content
- Adaptability to the targeted standard
- Option of collaboration
- Alignment of content with learning objectives

## Virtual international teaching and learning formats

**Do you offer virtual teaching and learning formats in the international context (e.g. virtual mobility, virtual exchange) during the winter semester 2023/24?**

- ☐ Yes
- ☐ No

## Form of virtual international teaching and learning formats

Filter: offer VR

**Please describe the forms in which you offer virtual teaching and learning formats during the winter semester 2023/24 (e.g. type of exchange, amount of class time)?**

\_\_\_\_\_

## Interest in virtual international learning and teaching formats

To what extent are you (still) interested in offering virtual learning and teaching formats in the international context?

|                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not at all            | To a small extent     | Partially             | To some extent        | To a great extent     | <i>I do not know.</i> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Teaching workload

In the following section, we are interested in how much time you invest in your work at the University of Duisburg-Essen and how you assess the amount of time individual aspects of your work take.

### Teaching units per week

How many teaching units per week do you spend in class during this winter semester 2023/24?

\_\_\_\_\_ teaching units per week

### Workload: appropriateness according to type of activity

On which of the following types of activity do you think you spend an appropriate amount of time, too much time or not enough time?

I feel that the amount of time I spend on this is ...

|   | ... too short.        | ... appropriate.      | ... too long.         | not relevant          |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Preparing and conducting classes  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparing, conducting and evaluating examinations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Thesis supervision  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| General counselling and assistance for students   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality management/degree programme development and further development                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Research activities (including publications, applications for external funding, expert opinions and the like) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic self-management including meetings with colleagues   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Administration activities   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Further education in my field or related to higher education teaching   | <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"/> |

Source: TU  
Dresden 2023

## Improving own teaching

Now we would like to know how you improve your teaching at the University of Duisburg-Essen, what techniques and offerings you use and what your goals for your teaching are.

## Aspects related to improvement

To what extent do you find the following aspects helpful in improving your teaching?

|   | Not helpful at all    | Not very helpful      | Partially             | Rather helpful        | Very helpful          | I could not say.      |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Student performance   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Results of teaching evaluations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Talking with students/student feedback  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Talking with colleagues about teaching  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sitting in on colleagues' classes   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drawing inspiration from colleagues' examples   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reading/Internet research on teaching   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Open educational resources (OERs)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Taking part in further education or counselling offerings on teaching   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Support from university units   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| University strategies/guidelines (e.g. teaching and learning strategy, strategy for digitisation in teaching and learning, University development plan) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality management processes (e.g. 'Tag der Lehre', quality management meetings)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| International exchange, experience abroad, teaching experience abroad   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, namely: _____  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Occasions for dialogue about teaching

On what occasions have you talked with other members of the teaching staff about matters related to teaching during the past six months?

Multiple selections are allowed.

- ☐ Events within your disciplinary community (e.g. symposia)
- ☐ Faculty-internal events (e.g. 'Tag der Lehre', 'Qualitätskonferenz')
- ☐ University-wide events and functions (e.g. E-Learning Network Day, 'Tag der Lehrkräftebildung', *Dies academicus*)
- ☐ Further education and training (e.g. higher education teaching workshops)
- ☐ Occasions with UDE colleagues
- ☐ Occasions with colleagues outside UDE
- ☐ Regular meetings with UDE colleagues
- ☐ Regular meetings with colleagues outside UDE
- ☐ Random encounters during everyday University life
- ☐ Other, namely: \_\_\_\_\_

## Support for dialogue

**What additional specific measures or opportunities could UDE offer that would help foster high-quality, intensive dialogue with other members of the teaching staff with regard to teaching?**

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### Potential for improvement/further education

**In which of the following areas would you like to improve?**

*Multiple selections are allowed.*

- ☐ Teaching and learning
- ☐ Examining and assessing
- ☐ Counselling students
- ☐ Giving and receiving feedback and evaluations
- ☐ Designing innovations in teaching
- ☐ Digitalisation in teaching
- ☐ Diversity in teaching
- ☐ Role and attitude in teaching
- ☐ None of the above (exclusive)

### Further education: particular interest

**What topic(s) are you particularly interested in receiving further education/qualifications in?**

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Filter: select an area

### Further education offerings for higher education teaching

**Did you take advantage of any further education offerings for higher education teaching during the summer semester 2023 and/or the winter semester 2023/24?**

- ☐ Yes
- ☐ No
- ☐ No, but I plan to.

### Further education: format

**Which of the following further education offerings/formats for higher education teaching do you prefer when?**

Filter: select an area or visit an offer

|  | Both during and outside the lecture period. | Only during the lecture period. | Only outside the lecture period. | Not at all.           |
|--|---|---------------------------------|----------------------------------|-----------------------|
| Online workshops   | <input type="radio"/>                       | <input type="radio"/>           | <input type="radio"/>            | <input type="radio"/> |
| In-person workshops  | <input type="radio"/>                       | <input type="radio"/>           | <input type="radio"/>            | <input type="radio"/> |
| Short courses and/or topic-focused series (multi-day workshops or modules) | <input type="radio"/>                       | <input type="radio"/>           | <input type="radio"/>            | <input type="radio"/> |
| Certificate programmes (e.g. higher education teaching certificate)        | <input type="radio"/>                       | <input type="radio"/>           | <input type="radio"/>            | <input type="radio"/> |
| Postgraduate programmes  | <input type="radio"/>                       | <input type="radio"/>           | <input type="radio"/>            | <input type="radio"/> |
| One-to-one coaching and/or counselling                                     | <input type="radio"/>                       | <input type="radio"/>           | <input type="radio"/>            | <input type="radio"/> |
| Sitting in on classes  | <input type="radio"/>                       | <input type="radio"/>           | <input type="radio"/>            | <input type="radio"/> |



|  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Subject-specific circles/working groups                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interdisciplinary exchange formats/discussion groups         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online self-study courses                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-study material  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (Online) conferences and other meetings focusing on teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, namely: _____   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### Reasons for not pursuing further education

Filter: no offer used

**Why didn't you pursue any further education offerings for higher education teaching during the summer semester 2023 and/or the winter semester 2023/24?**

*Multiple selections are allowed.*

**Because ...**

- ☐ ... all my time was taken up with research, teaching and administration activities.
- ☐ ... I would have had to do them in my free time.
- ☐ ... I was not able to (nothing on offer, courses were full, etc.).
- ☐ ... because the conditions were not right for me (e.g. because of an in-person event, the number of participants).
- ☐ ... the qualification offerings were too extensive for me.
- ☐ ... I have already obtained sufficient qualifications.
- ☐ ... exchanging information/experiences with my colleagues is enough for me.
- ☐ ... I was not interested in the content of the courses on offer.
- ☐ ... I did not meet the participation requirements.
- ☐ Other, namely: \_\_\_\_\_

### Digitalisation

*The following questions concern your views on the future of teaching. To learn more about them, we would like to ask you about various key topics related to the future of teaching. First of all, we would like to know how you integrate digital teaching and learning methods into your classes.*

#### Use of digital applications

**Are you familiar with and/or do you use the following digital tools/applications in your teaching and learning offerings?**

|  | Yes, I am familiar with this and I use it. | Yes, I am familiar with this but I do not use it yet. | No, I am not familiar with this. |
|--|--|---|----------------------------------|
| Collaboration tools (e.g. Padlet, Etherpad, Miro boards, Google Docs, wikis, blogs, Microsoft Teams, sciebo) | <input type="radio"/>                      | <input type="radio"/>                                 | <input type="radio"/>            |
| Audio and video conferences (e.g. Zoom, BigBlueButton)   | <input type="radio"/>                      | <input type="radio"/>                                 | <input type="radio"/>            |
| Filesharing (e.g. sciebo, GigaMove, DropBox, Google-Drive)   | <input type="radio"/>                      | <input type="radio"/>                                 | <input type="radio"/>            |
| Lecture hall polls/live voting (e.g. Mentimeter, Tweedback, PINGO)   | <input type="radio"/>                      | <input type="radio"/>                                 | <input type="radio"/>            |
| Social media (e.g. X/Twitter, Instagram, Facebook)   | <input type="radio"/>                      | <input type="radio"/>                                 | <input type="radio"/>            |

|   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| Instant messaging (e.g. WhatsApp, Signal, Telegram, Threema, Jabber, Rocket.Chat)                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Annotation tools (e.g. PDF or video annotation)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Podcasts (audio, video)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E-assessments (e.g. JACK, Moodle)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E-portfolios (e.g. Mahara)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interactive teaching and learning materials (e.g. H5P, simulations, virtual labs, interactive videos/scripts) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teaching videos (e.g. Youtube, Twitch, on Opencast, in DuEPublico or via Moodle)                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning platforms (e.g. Moodle, ILIAS)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online reserve collections  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Virtual reality   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Augmented reality   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| AI (e.g. ChatGPT, Bing chatbot)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Game-based learning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other, namely: _____  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### Didactic benefits of digital applications

#### I use digital tools/applications ...

*Multiple selections are allowed.*

- ☐ ... to make the learning objectives of the class transparent.
- ☐ ... to reactivate students' previous knowledge.
- ☐ ... to motivate the students to engage actively with the course content.
- ☐ ... to facilitate individual access to course content.
- ☐ ... to accommodate the diverse study conditions among students (e.g. care duties, illness).
- ☐ ... to meet students where they are on their individual learning journeys.
- ☐ ... to give students an opportunity to reflect on where they are on their individual learning journeys.
- ☐ ... to check gains in knowledge and/or current skill levels.
- ☐ ... to enable collaborative and/or cooperative work among students.
- ☐ ... for other reasons, namely: \_\_\_\_\_

Filter: at least one digital tool has been used

## Artificial intelligence in higher education teaching and in studies

*Now we would like to know how you deal in the context of your teaching with the question of artificial intelligence in higher education.*

### Use of AI in general

#### What is your general opinion of the use of artificial intelligence (AI) in higher education?

##### I see its use ...

... as an opportunity.



... as an opportunity to a certain extent.



... as a risk to a certain extent.



... as a risk.



*I do not (yet) have an opinion.*



Source: TU Dresden 2023

## AI as an opportunity

**What opportunities do you think AI offers in higher education teaching in general?**

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Filter: AI not  
as a risk

## AI as a risk

**What risks do you see/what concerns do you have in terms of the use of AI in higher education teaching in general?**

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Filter: AI not  
as an opportunity

## Dealing with students' use of AI

**In the context of the developments around AI in higher education, we would like to know your views on the use of AI tools by students for the purpose of their studies: how do you deal with students' use of AI (e.g. to generate text, images, code) for their studies?**

*Multiple selections are allowed.*

- ☐ I actively integrate AI into my teaching.
- ☐ I tell students whether and how AI may be used during examinations or assignments.
- ☐ I encourage students to use AI in the context of self-study.
- ☐ I provide an introduction to the use of AI (e.g. responsible use, guidelines, opportunities, risks).
- ☐ I initiate discussions about the use of AI (e.g. pros and cons, ethical implications).
- ☐ I prohibit or limit the use of AI.
- ☐ Other: \_\_\_\_\_
- ☐ I have not yet concerned myself with this. (exclusive)

## Reasons for not dealing with AI

**Why have you not yet dealt in depth with students' use of AI technologies in the context of their studies?**

*Multiple selections are allowed.*

- ☐ I don't know enough about AI.
- ☐ I prefer my established teaching/learning methods.
- ☐ I am very sceptical about AI (e.g. because of reliability, effectiveness).
- ☐ I have not yet had the resources for it.
- ☐ First I need training/support.
- ☐ I don't know how AI could help improve student success.
- ☐ I have concerns related to data protection laws.
- ☐ I am afraid that it could impede my interaction with my students.
- ☐ Other approach, namely: \_\_\_\_\_

Filter: haven't  
dealt yet with  
student's use  
of AI

## AI training

**Would you like the University of Duisburg-Essen to provide you with training/advice about integrating AI into your teaching?**

- ☐ Yes, namely: \_\_\_\_\_
- ☐ No

## Open educational resources

With the following questions, we would like to learn more about your experience with open educational resources.

'Open educational resources' refers to any and all types of learning material (e.g. courses/course material, exercises, videos, worksheets) published under an open license and freely accessible based on this licensing. Depending on the type of license, it may be permitted, for example, to redistribute or adapt the materials or publish them under another license.

### Knowledge of OERs

Which of the following statements about your knowledge of open educational resources (OERs) apply to you?

|   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| I am aware of OERs. (exclusive)                 | <input type="radio"/> | <input type="radio"/> |
| I have looked for suitable OERs for my classes. | <input type="radio"/> | <input type="radio"/> |
| I have used OERs in my classes.                 | <input type="radio"/> | <input type="radio"/> |
| I have adapted other authors' OERs.             | <input type="radio"/> | <input type="radio"/> |
| I have created and published OERs myself.       | <input type="radio"/> | <input type="radio"/> |

Source: Allen  
& Seaman  
2014

### Challenges in looking for OERs

What challenges did you experience or do you expect in your search for OERs?

Filter: aware of  
OER

### Attitude to OERs

To what extent to you agree with the following statements?

Open educational resources (OERs) ...

|  | Fully disagree        | Rather disagree       | Partially             | Rather agree          | Fully agree           | I do not know.        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ... help save resources.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... are sustainable.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... are legally complex in my opinion.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... promote transparency by making information publicly available.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... are hard to find.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... encourage teaching staff to share ideas with one another.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... promote learners' participation in the creation of teaching and learning material. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... hinder interaction.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... make it harder to offer specific target groups tailor-made material.               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Filter: aware of  
OER

Items random-  
ised

|  |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ... promote the integration of many different people.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... enhance the quality of education.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... enable teaching and learning flexibility when used again subsequently. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... create uncertainty about what information is reliable.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ... open up new paths and methods for teaching and learning.               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### Reasons for not creating OERs

**What obstacles or difficulties have prevented you from making your own materials available to others as OERs thus far?**

*Multiple selections are allowed.*

- ☐ I have never thought about it. (*exclusive*)
- ☐ It seems like too much work to me (e.g. licensing, adding metadata).
- ☐ I don't have time for it.
- ☐ I don't know enough about the technology to implement it.
- ☐ I consider other aspects of my teaching more important.
- ☐ I don't see any didactic benefits in it for my teaching.
- ☐ I don't want to publish any of my materials on the Internet.
- ☐ I am afraid of relinquishing control over the use of my materials.
- ☐ The legal situation is not clear to me.
- ☐ I don't want to share my teaching and learning materials.
- ☐ Other, namely: \_\_\_\_\_

Filter: not aware of OER & haven't yet published OER

Items randomised

### Opportunities for support

**Would you like the University of Duisburg-Essen to provide you with training/advice on these aspects of OERs?**

*Multiple selections are allowed.*

- ☐ I do not want advice. (*exclusive*)
- ☐ Introduction to OERs
- ☐ Search and selection of materials
- ☐ Assessing the quality of other people's teaching and learning materials
- ☐ Adapting OERs to the syllabus
- ☐ Legal standing and data protection
- ☐ Didactic benefits/didactic concepts
- ☐ Technical implementation
- ☐ Quality assurance for my own teaching and learning materials
- ☐ Advice on licensing
- ☐ Other, namely: \_\_\_\_\_

### Future use of OERs

**Do you plan to ...**

Yes

No

*I do not know.*

... take a more in-depth look at the possibilities of OERs in the future?

... use OERs in your own classes in the future?

Filter: not aware of OER

Source: Otto 2020

... license/publish teaching and learning materials you have created as OERs?

## Overall conditions

*Now that we have learned your opinion of some topics related to the future of teaching, we would like to know how you see the current conditions at the University of Duisburg-Essen.*

### Satisfaction with teaching conditions

**All in all, how happy have you been so far with the teaching conditions at the University of Duisburg-Essen during the current winter semester 2023/24?**

Very unhappy



Rather unhappy



Partially



Rather happy



Very happy



### Satisfaction with teaching conditions: open question

**What are the reasons that you are happy/unhappy with the conditions?**

---

## Internationalisation and international mobility

*Now we would like to know what professional experience you have had in other countries and what that has meant for your teaching.*

### Expatriates

**Did you come to Germany from another country for your current job at the University of Duisburg-Essen?**

- ☐ Yes
- ☐ No

### Reasons for choosing UDE

**Why did you choose the University of Duisburg-Essen?**

---

Filter: came from another country

### Periods abroad for teaching staff from Germany

**During the past three years, have you been abroad in the context of your job for the following reasons?**

*Multiple selections are allowed.*

- ☐ Visiting for teaching purposes
- ☐ Research activities in another country
- ☐ Taking part in conferences, workshops, own exhibitions, etc. in another country
- ☐ Some other reason, namely: \_\_\_\_\_
- ☐ No, I have not spent any such periods abroad. (exclusive)

Filter: came from Germany

Source:  
Schomburg,  
Flöther, Wolf  
2012

## Effects of periods spent abroad

**What effects did the time you spent teaching or conducting research abroad have on your home university/universities?**

*Multiple selections are allowed.*

- ☐ Developing new teaching methods
- ☐ Developing new concepts and content for degree programmes
- ☐ Coordinating programmes between home and partner universities
- ☐ Developing double degree programmes
- ☐ Sharing knowledge about other countries/Europe, etc.
- ☐ Offering classes in another language
- ☐ Using foreign-language materials in classes
- ☐ Improving counselling for students going abroad
- ☐ Other effects, namely: \_\_\_\_\_

Filter: have  
been abroad

Source:  
Schomburg,  
Flöther, Wolf  
2012

## Diverse environment

*Before we ask about socio-demographic aspects in the final section, we would like to ask two questions to find out more specifically how you feel about the way the University of Duisburg-Essen deals with diversity in general and the feedback culture here.*

### Diverse environment

**To what extent do the following statements match your perceptions over the past 12 months?**

*If you have not been at the University that long, please answer for the time you have been here.*

|   | Fully<br>disa-<br>gree | Rather<br>disa-<br>gree | Par-<br>tially        | Rather<br>agree       | Fully<br>agree        |
|---|------------------------|-------------------------|-----------------------|-----------------------|-----------------------|
| The University of Duisburg-Essen is committed to the diversity of its members and sees this diversity as an enrichment.                       | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my experience, the people in my work environment, e.g. my colleagues, line manager and supervisors, share this view. (Intention)           | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my immediate work environment, staff are nurtured and supported in accordance with their personal characteristics <sup>3</sup> . (Process) | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my immediate work environment, no-one is treated unfairly because of their personal characteristics <sup>3</sup> . (Practice)              | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Source: Till-  
mann & Unger  
2023

## Environment of appreciation

**To what extent do you agree with the statements below?**

**In my view ...**

| Fully<br>disa-<br>gree | Rather<br>disa-<br>gree | Par-<br>tially | Rather<br>agree | Fully<br>agree |
|------------------------|-------------------------|----------------|-----------------|----------------|
|------------------------|-------------------------|----------------|-----------------|----------------|

<sup>3</sup> E.g. age, gender/gender identification, skin colour, health status, life and family model, sexual orientation, and ethnic, citizenship, social and economic backgrounds.

... appreciation prevails in the interactions between students and teaching staff at the University of Duisburg-Essen.

☐ ☐ ☐ ☐ ☐

... the feedback culture between students and teaching staff at the University of Duisburg-Essen is constructive.

☐ ☐ ☐ ☐ ☐

... conflict-laden situations between students and teaching staff at the University of Duisburg-Essen are solved respectfully.

☐ ☐ ☐ ☐ ☐

## Socio-demographic information

*In conclusion, we would like to ask some questions about yourself.*

### Gender

**Please specify your gender.**

- ☐ Female
- ☐ Male
- ☐ Other
- ☐ I do not wish to be categorised.

### Educational background

**Does at least one of your parents hold a higher education degree?**

- ☐ Yes
- ☐ No
- ☐ Unsure/I do not know./I do not want to specify.

### Care duties

**Are you involved in assisting/caring for anyone from the groups listed below?**

*Multiple selections are allowed.*

- ☐ Yes, I am involved in raising/caring for children.
- ☐ Yes, I am involved in providing assistance/care for family members (or someone else close to me).
- ☐ No (exclusive)

### Reconciling work/childcare

**Please choose the option that you feel best completes the statement.**

Badly      Rather badly      Partially      Rather well      Well

I feel I can reconcile the care for my children with my work at the University of Duisburg-Essen ... (raising/caring for children)

☐ ☐ ☐ ☐ ☐

I feel I can reconcile the care for my family members with my work at the University of Duisburg-Essen ... (assistance/care for family members)

☐ ☐ ☐ ☐ ☐

(Display criteria)



### Poor ability to reconcile childcare and work

Why is your ability to reconcile care for your children/family members with your work at the University of Duisburg-Essen (very) poor?

Filter: reconciling (rather) well

### Disadvantage due to disability/chronic illness

Do you feel at a disadvantage due to a disability/chronic illness?

- ☐ Yes
- ☐ No

### Disability/chronic illness and current job

To what extent do you agree with the statement below?

Filter: disadvantage

Not at all      To a small extent      Partially      To some extent      To a great extent

I can do my current job well despite my disability/chronic illness.

☐      ☐      ☐      ☐      ☐

### Comments

If you have any suggestions and/or comments regarding the survey, you can leave them here:

### End of survey

You have reached the end of the survey.

# Literature

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