

# An Empirical study of Business Confucius Institute (BCI) of the Athens University of Economics and Business (AUEB)



## Course & Teaching Evaluation Survey



ATHENS UNIVERSITY  
OF ECONOMICS  
AND BUSINESS

孔子学院

2019

# Research Abstract

The main purpose of the research is to evaluate the Instructors' performance, the curriculum of the Course and the educational Infrastructures and Resources that BCI provides to students.



## Steps for Course & Teaching Evaluation

Identification of right criteria.

Conduction of a survey and data production.

Analyzing the results of the survey using statistical techniques.

Providing feedback to Instructors, Administrative Staff and Directors of BCI.

The **sample** of the research consists of **130** students (2015-2019) at Business Confucius Institute of the Athens University of Economics and Business.



# Presentation Structure

Instructor

Course

Educational Infrastructures & Resources

Student's relation with the Course

General Demographic Information

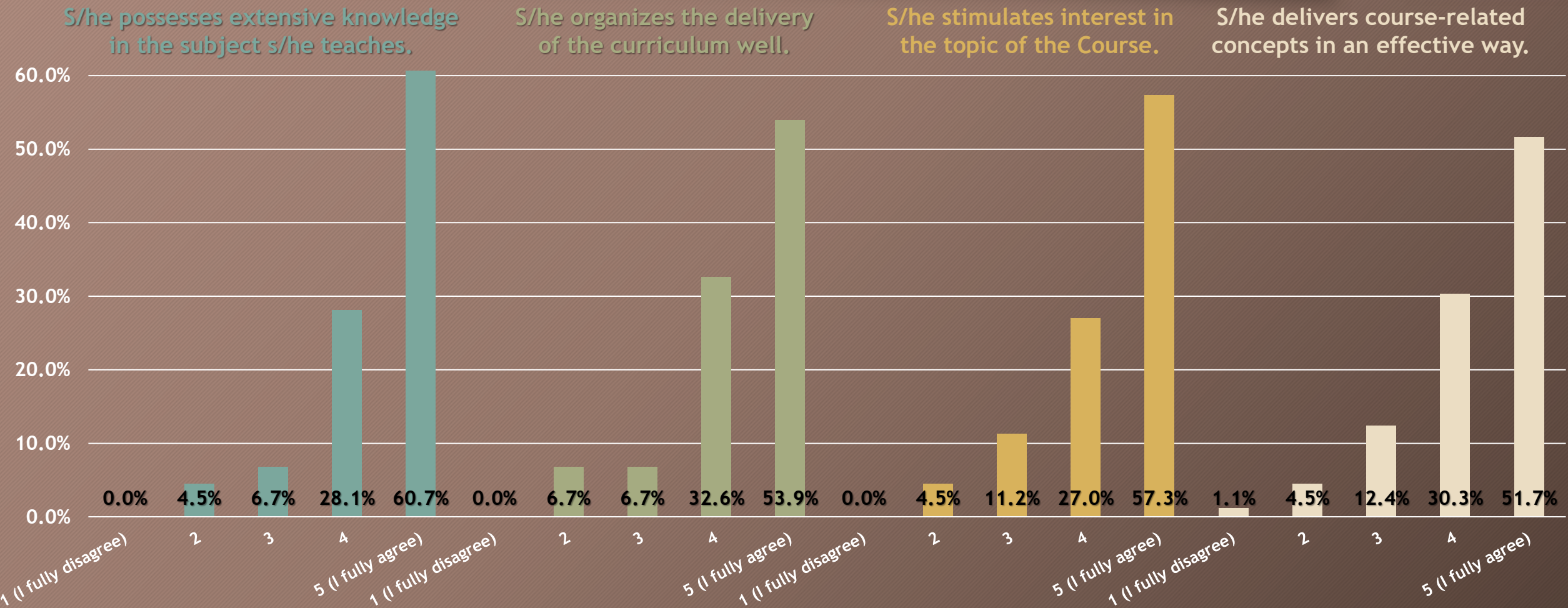
# Instructor



# Course & Teaching Evaluation Survey



## Instructor



# Course & Teaching Evaluation Survey



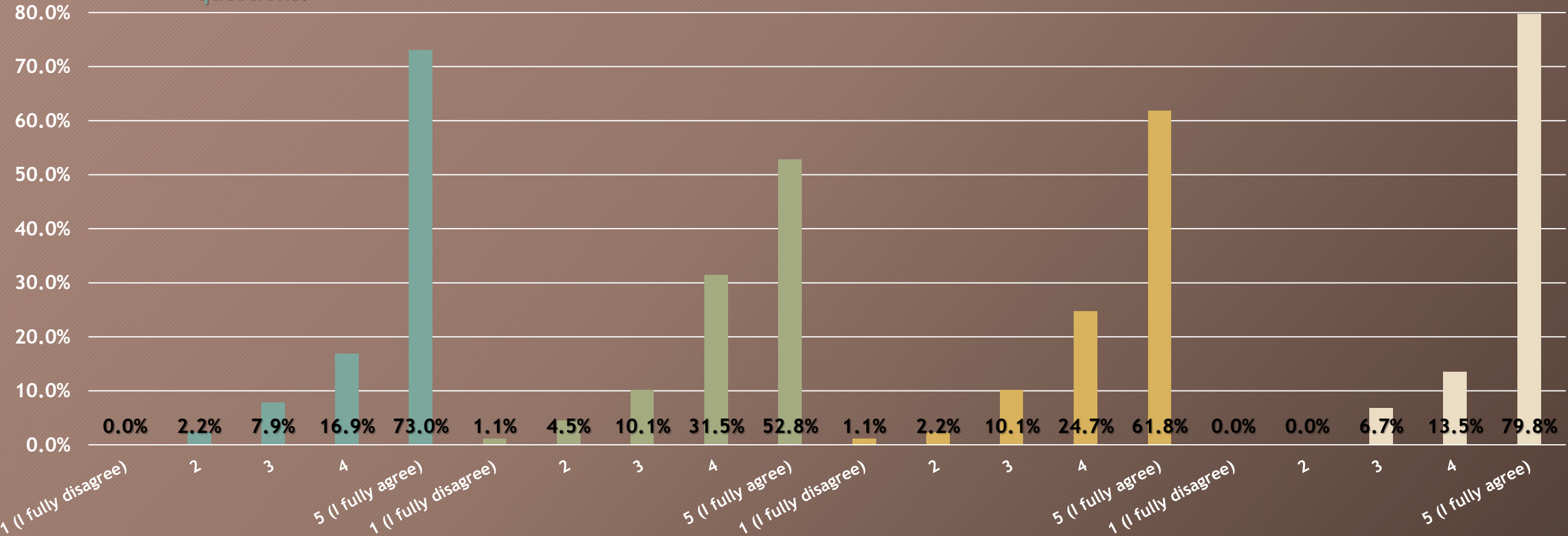
## Instructor

S/he encourages students to participate and express their questions.

S/he answers questions in a clear and comprehensive manner.

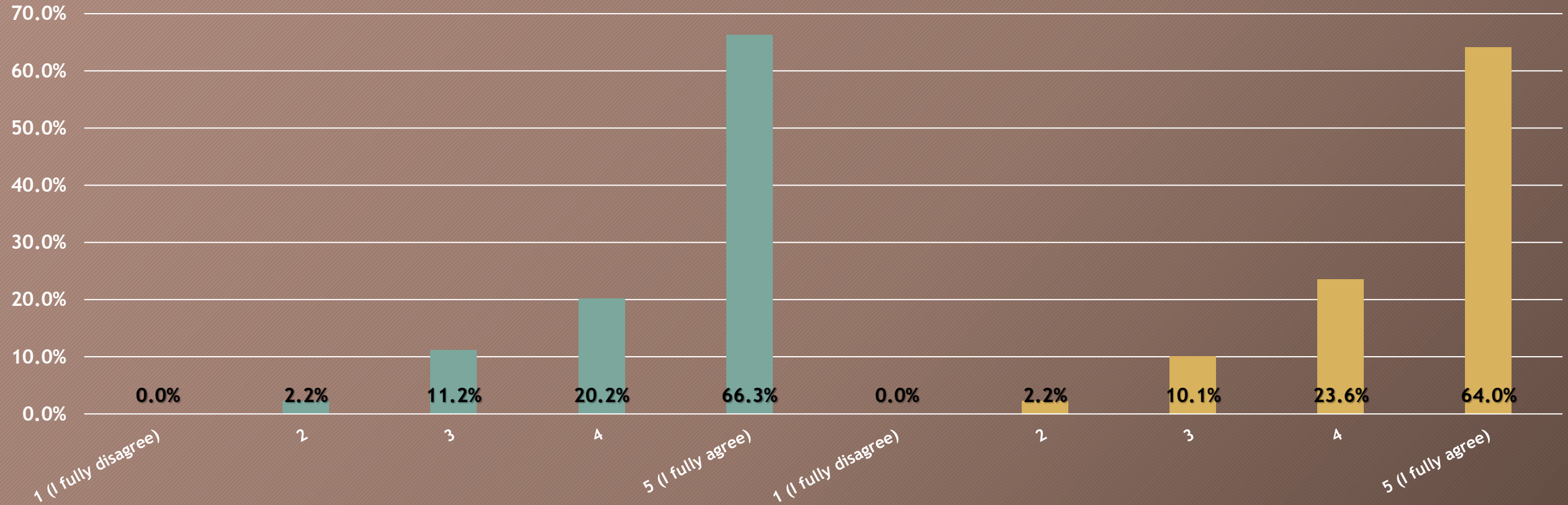
S/he meets his/her course-related duties.

S/he is accessible to students.



S/he encourages students to raise arguments and reach conclusions.

Overall, the Instructor is good.



Instructor



Course & Teaching Evaluation Survey

# Course



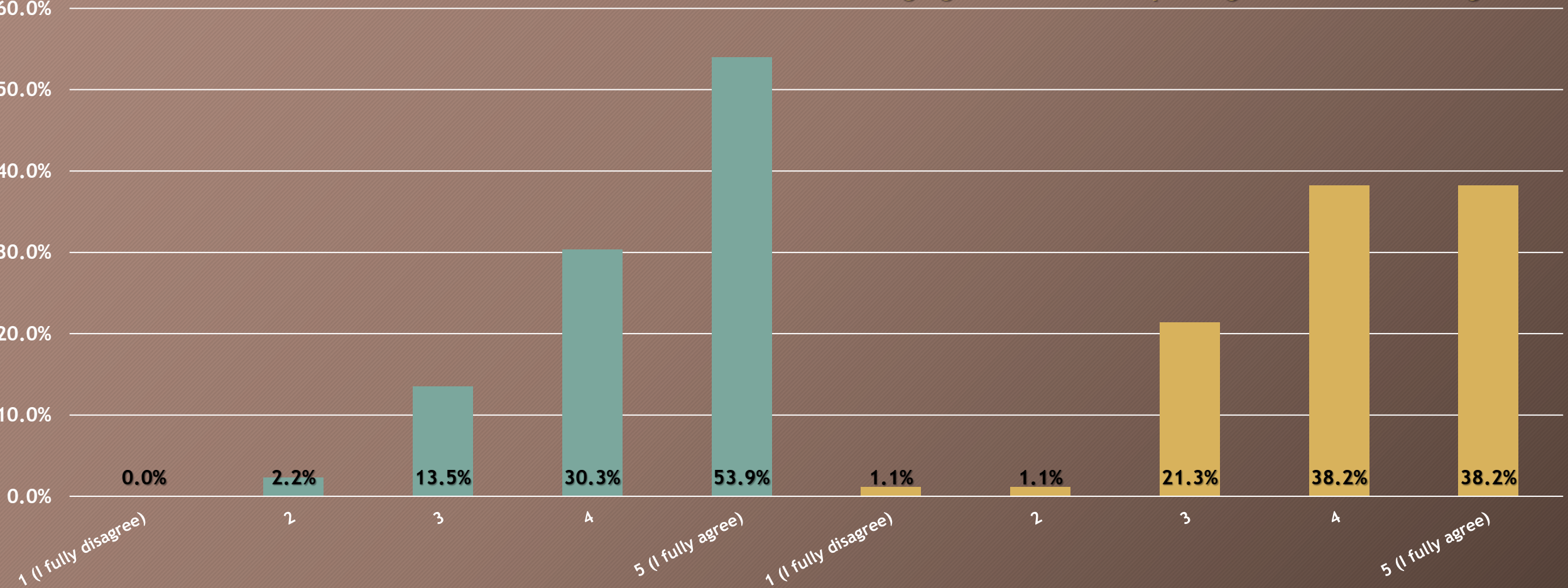
# Course & Teaching Evaluation Survey



## Course

The aims of the Course are clear.

Knowledge gained after completing the Course was significant.



# Course & Teaching Evaluation Survey



## Course

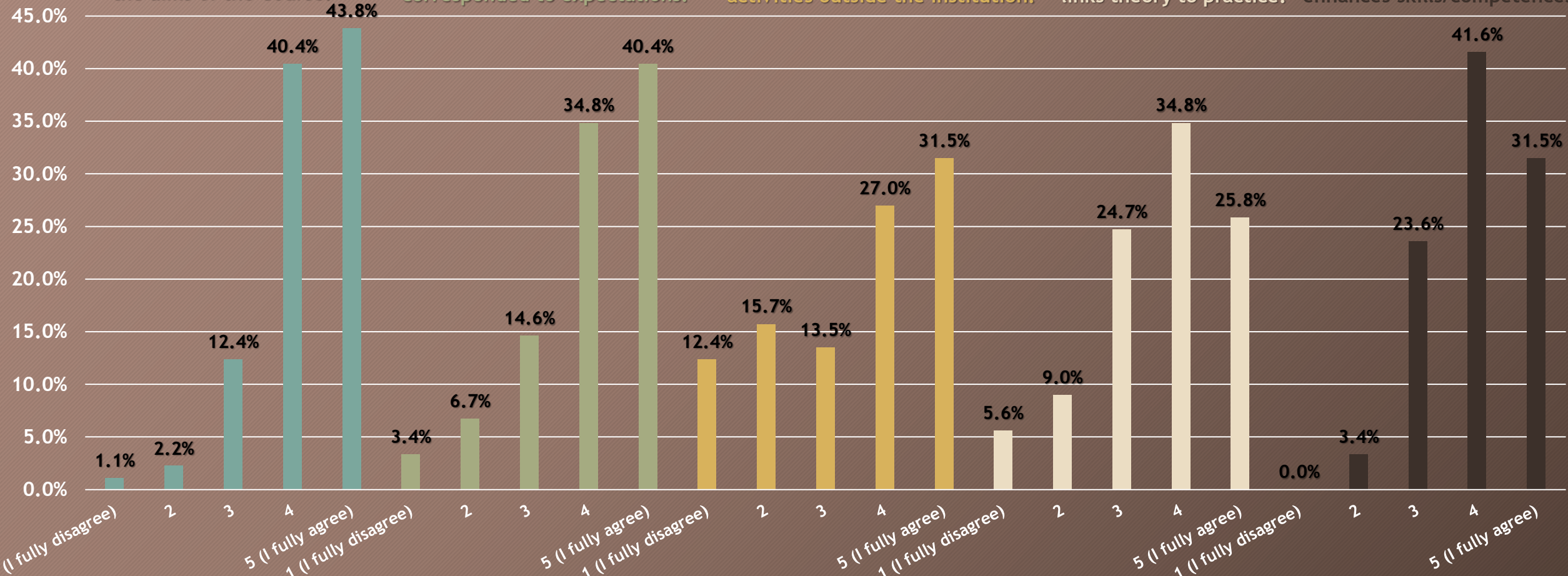
The proposed curriculum meets the aims of the Course.

The curriculum content has corresponded to expectations.

The curriculum includes parallel activities outside the Institution.

The curriculum effectively links theory to practice.

The curriculum effectively enhances skills/competences.



# Course & Teaching Evaluation Survey

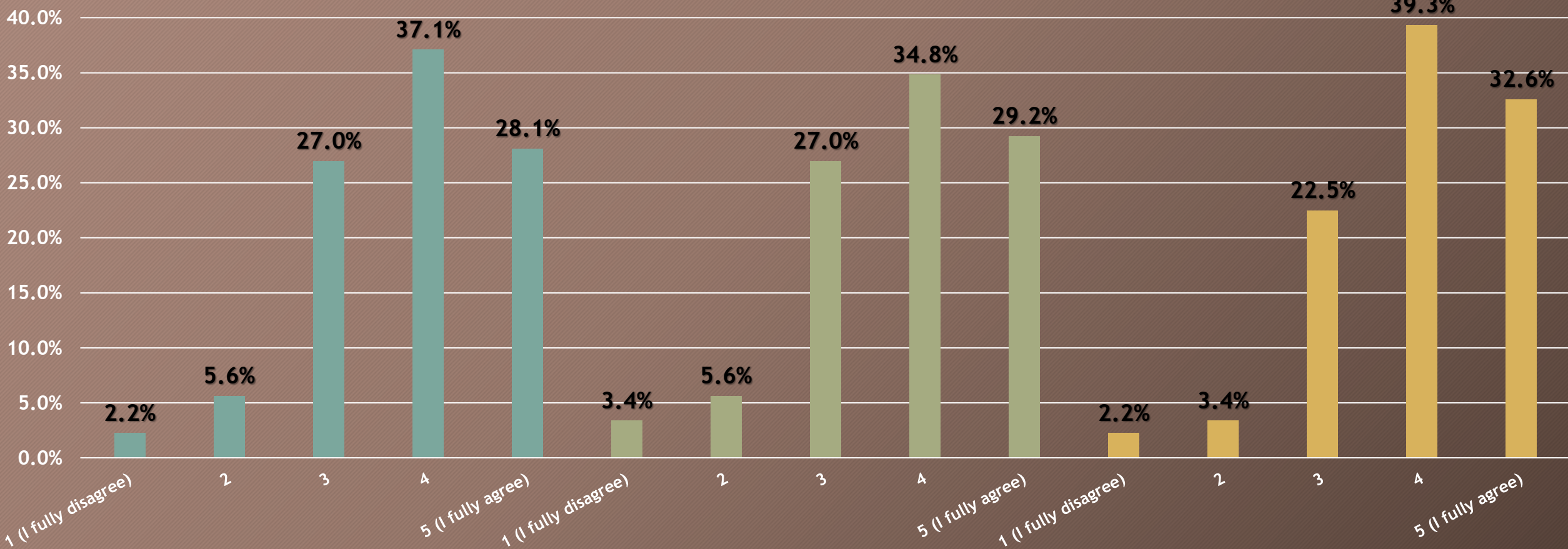


## Course

The main coursebook(s) is/are satisfactory.

The slides and/or notes of the Course enhance the comprehension of the curriculum.

The exercises and/or projects enhance the comprehension of the curriculum.

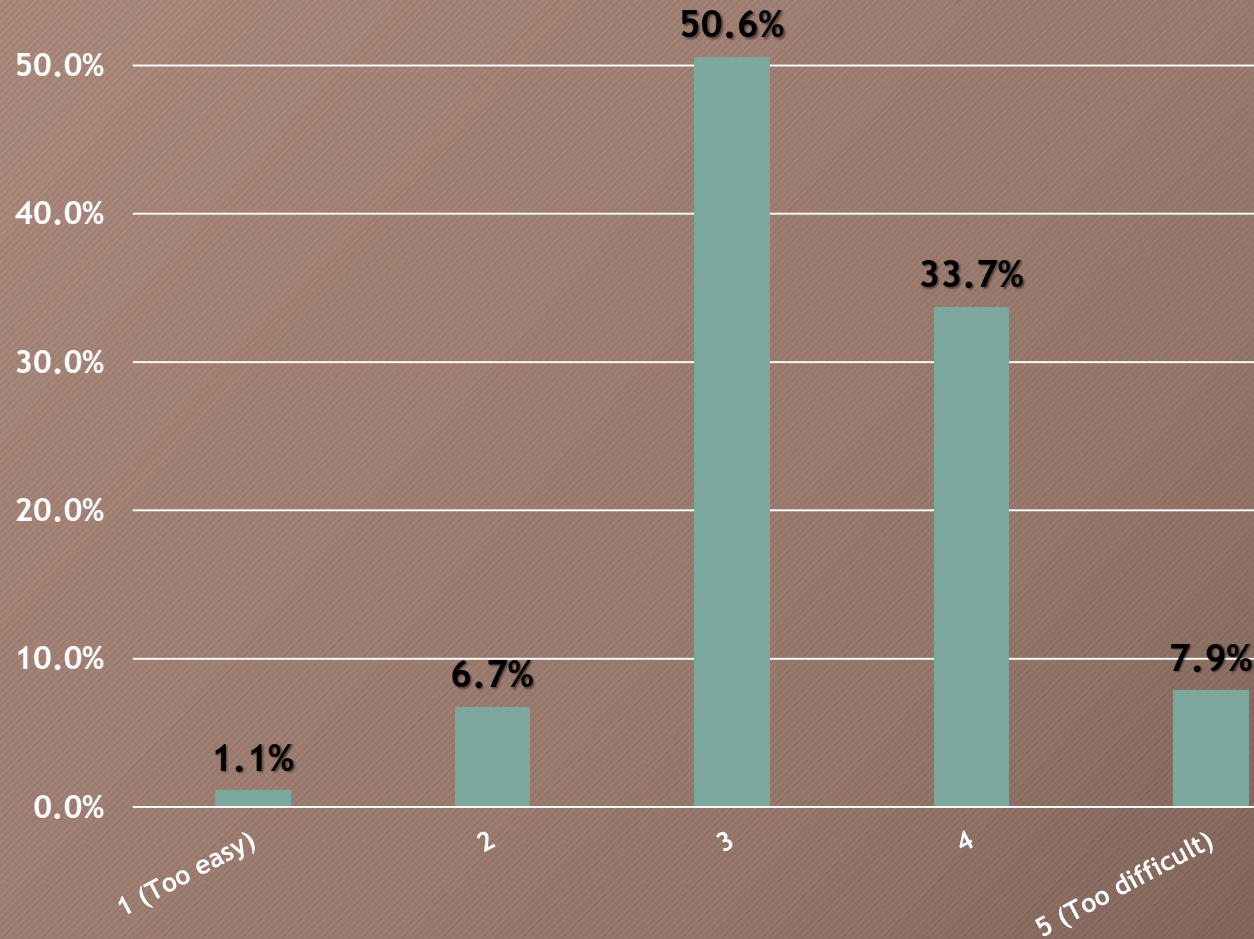


# Course & Teaching Evaluation Survey

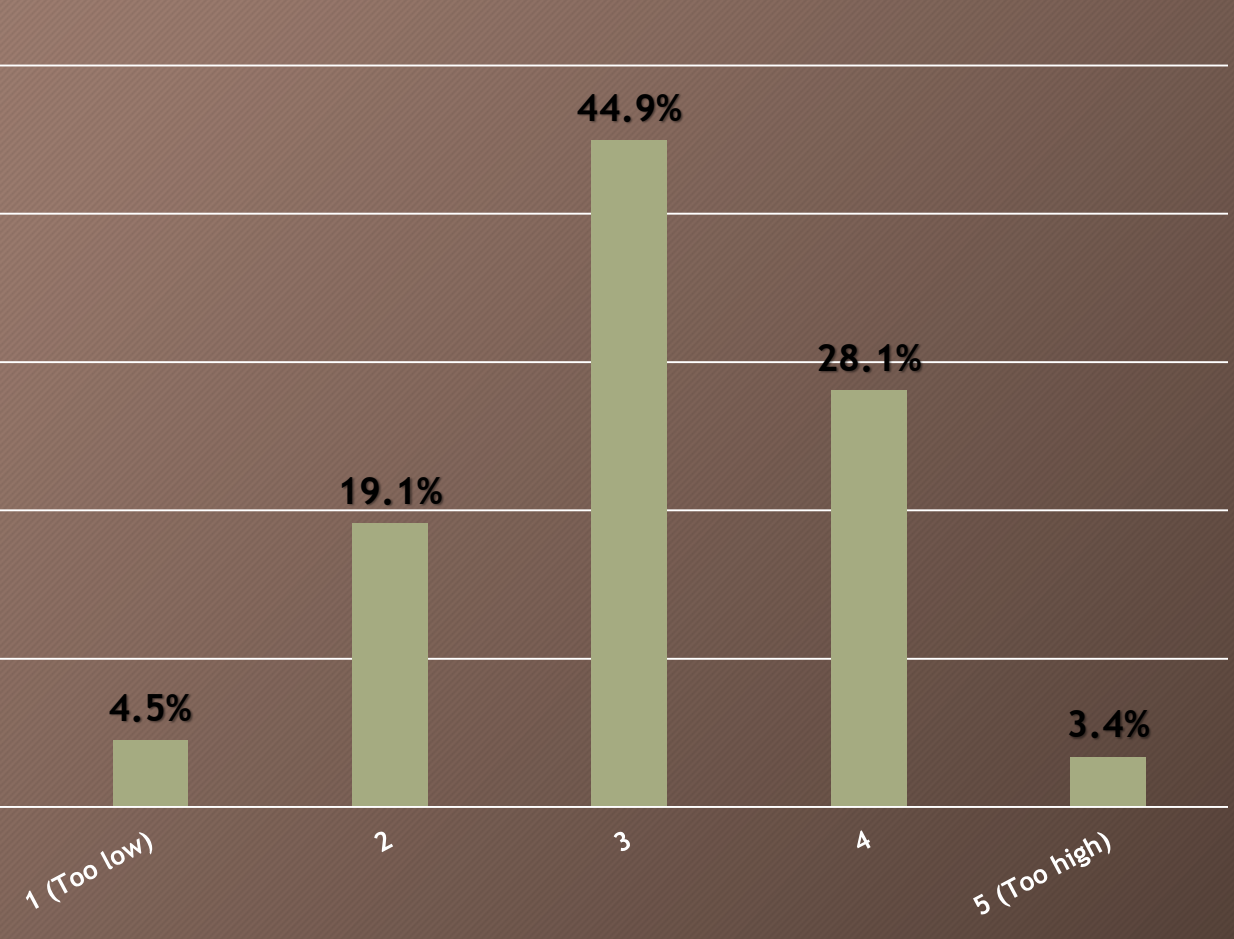
## Course



### The Course's level of difficulty



### The workload of the Course



Overall, you are satisfied with the quality of the lesson you have attended.



Course



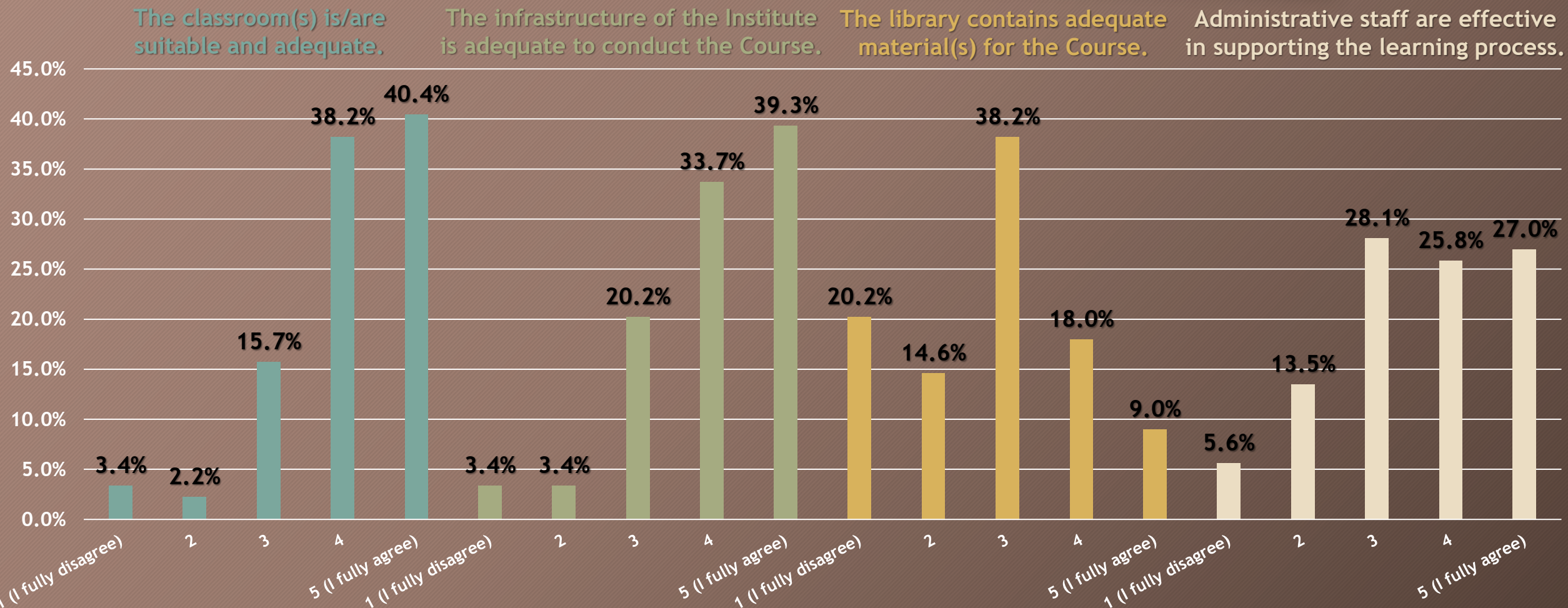
Course & Teaching Evaluation Survey

# Educational Infrastructures and Resources





## Educational Infrastructures and Resources



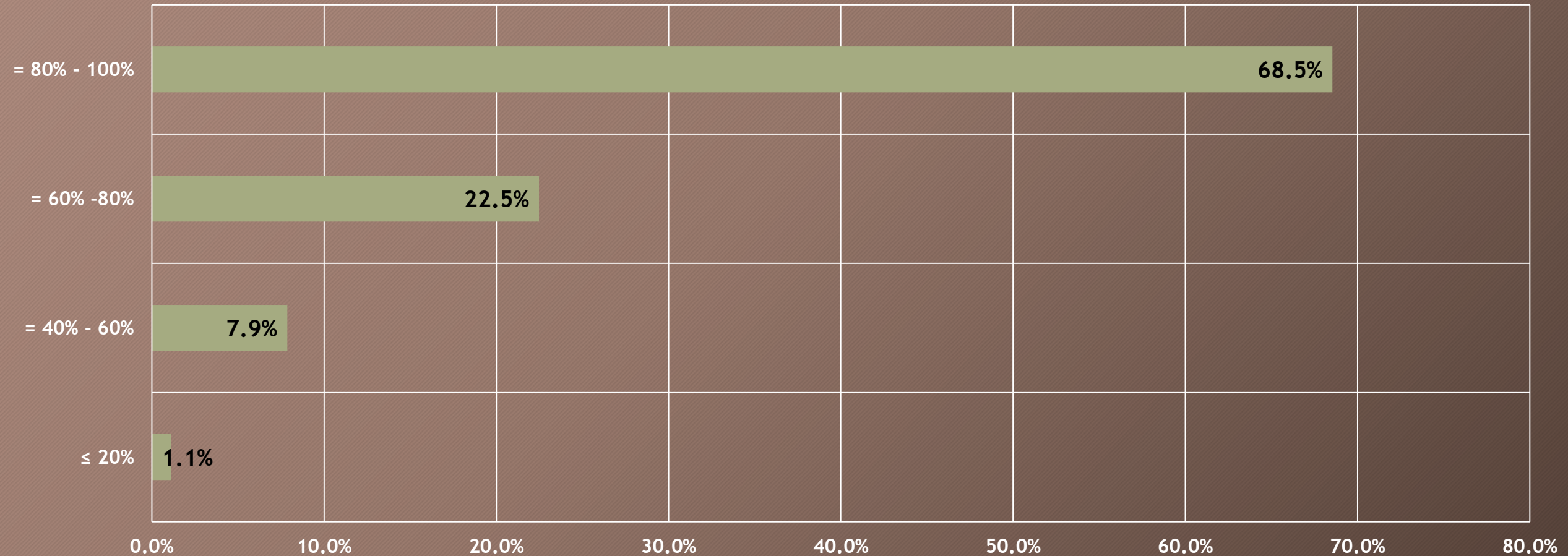
# Student's Relation with the Course





## Student's Relation with the Course

You attended the following percentage of the Course's total lectures and tutorials.

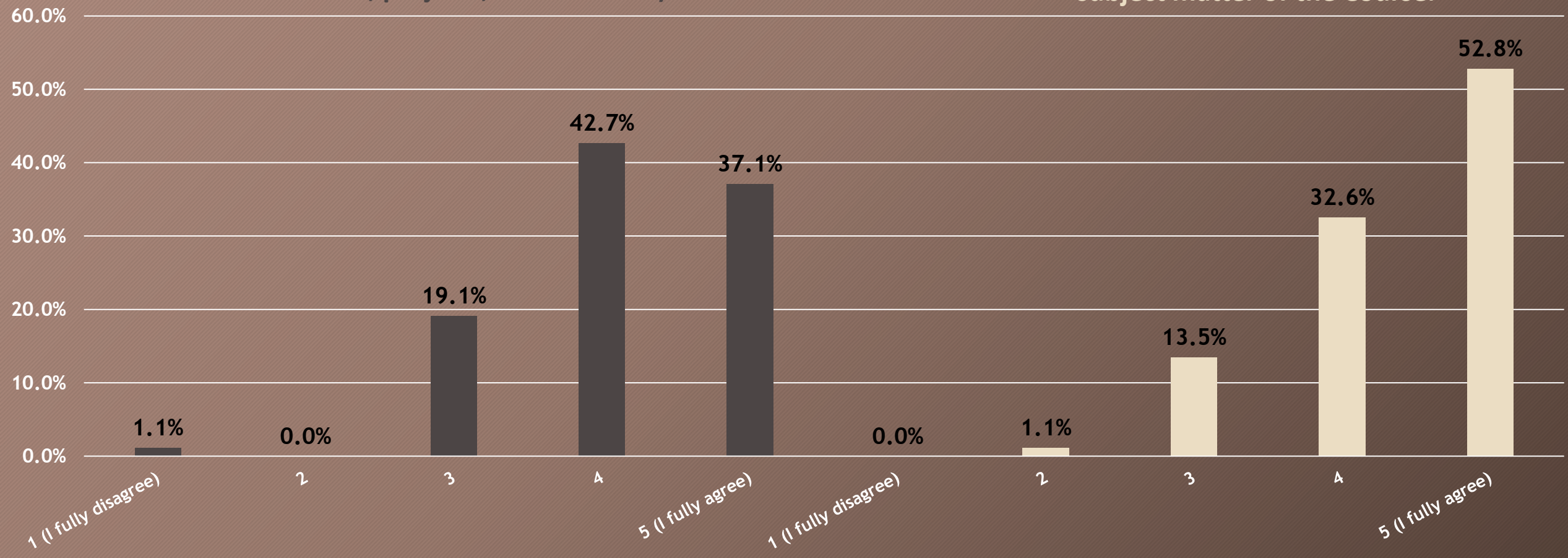




## Student's Relation with the Course

You participated actively in the Course (through in-class discussions, projects, exercises etc.).

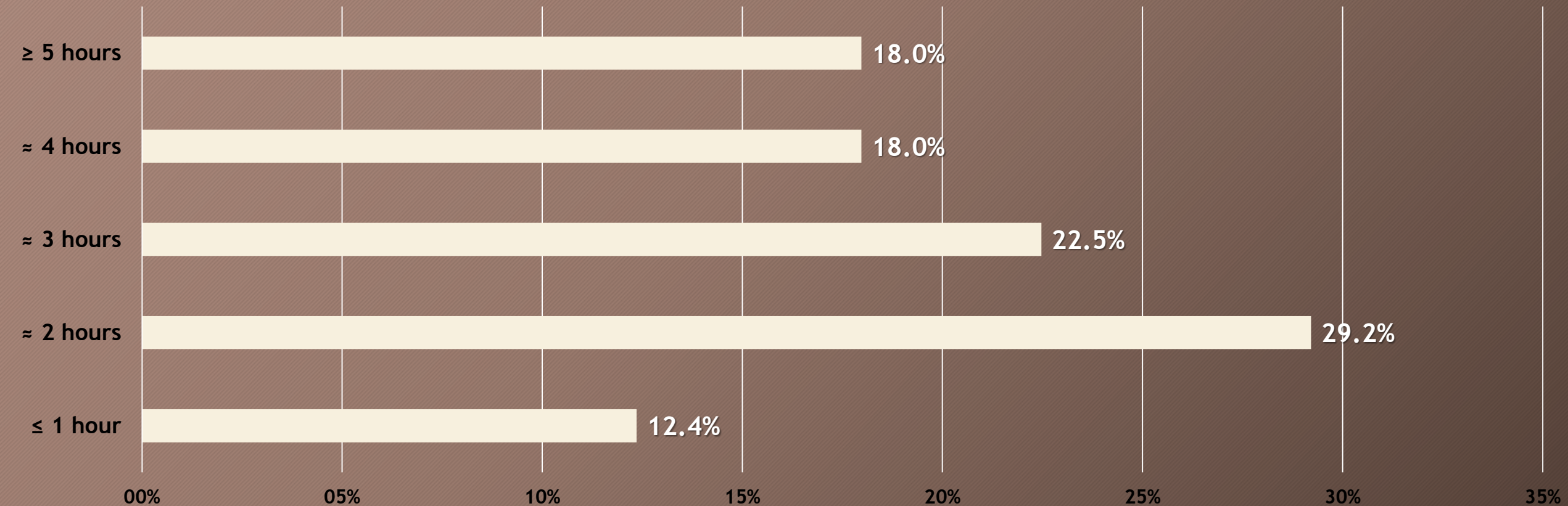
You are interested in the subject matter of the Course.





## Student's Relation with the Course

Apart from lectures and tutorials, you spent the following number of hours every week for projects/exercises/study or other course-related homework.



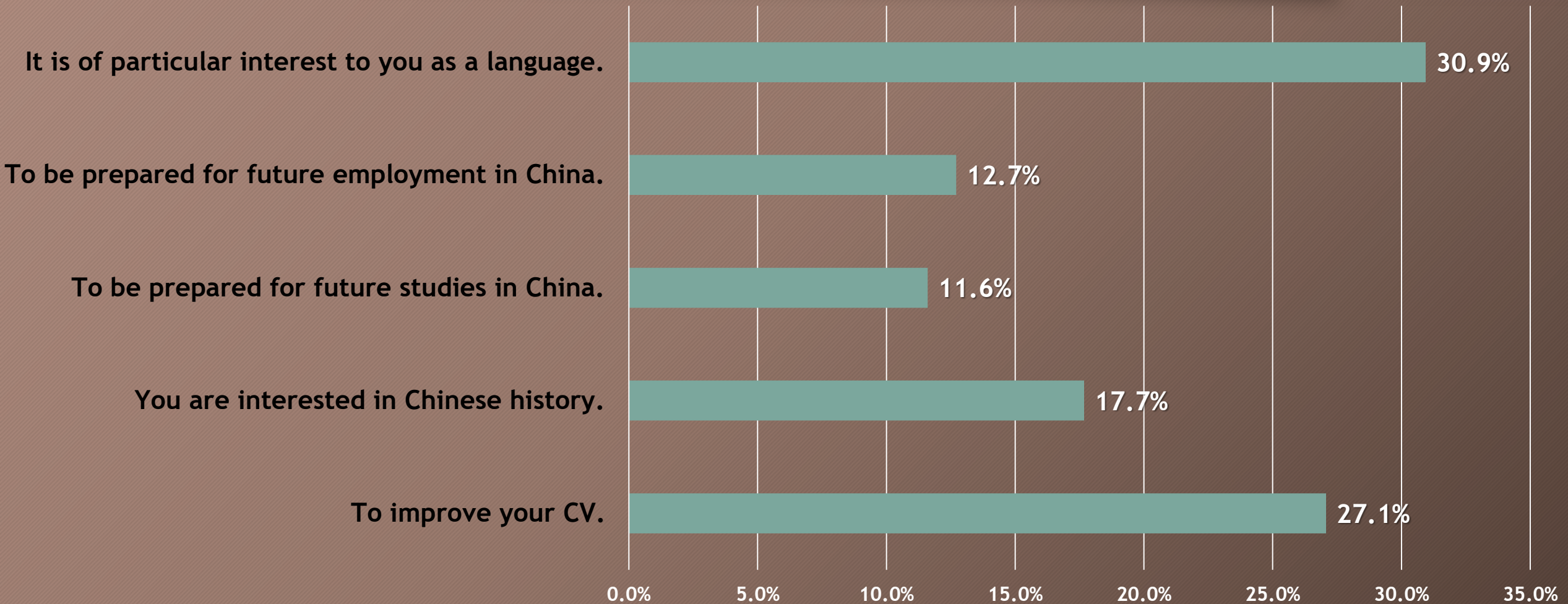
# General Demographic Information



# Course & Teaching Evaluation Survey



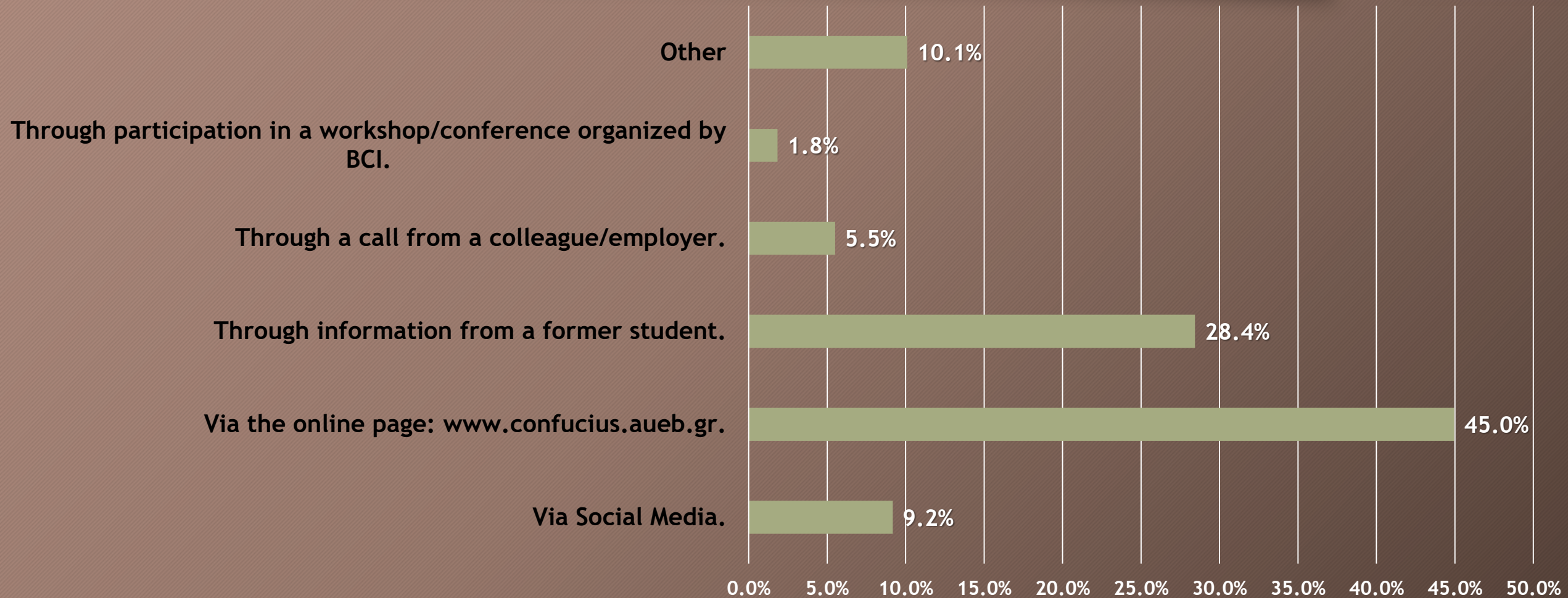
## What reasons prompted you to learn Chinese?



# Course & Teaching Evaluation Survey



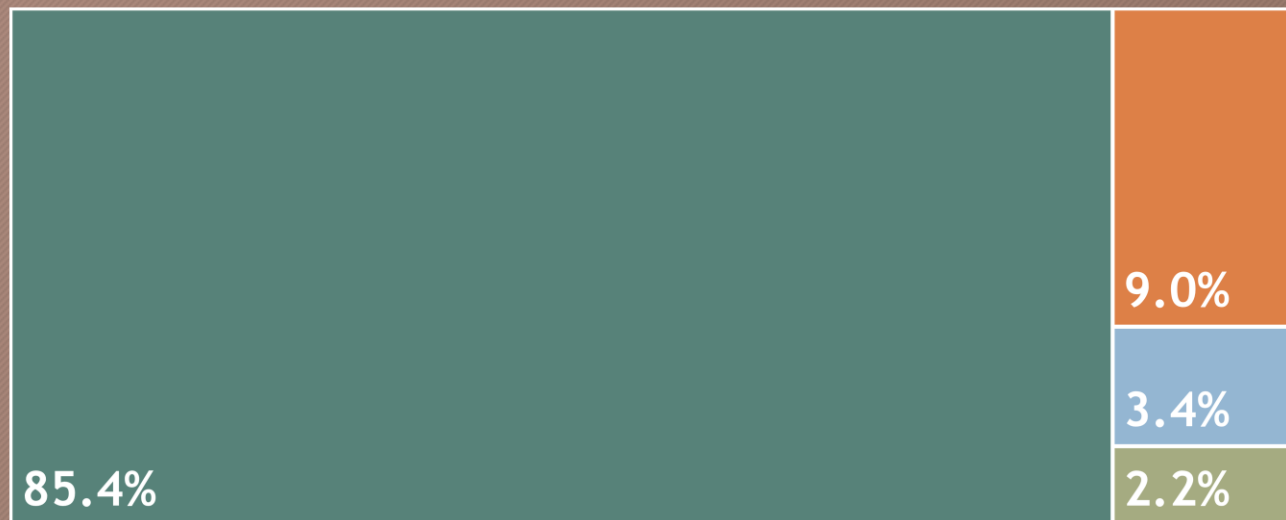
How have you been informed about the services provided by the BCI?





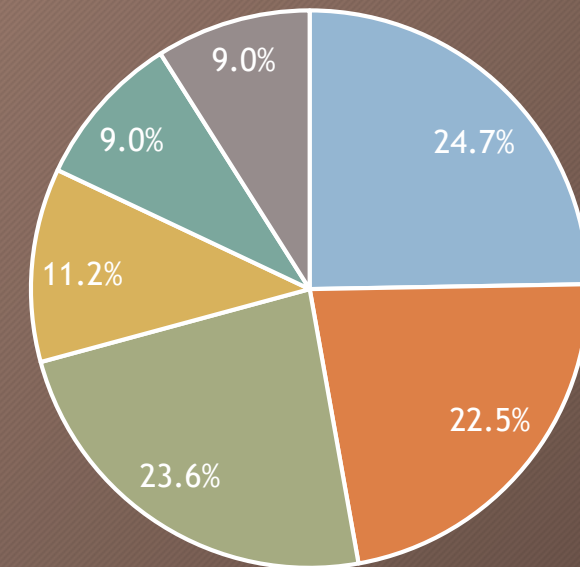
## General Demographic Information

The academic year in which students attended the course.



■ 2015 - 2016 ■ 2016 - 2017 ■ 2017 - 2018 ■ 2018 - 2019

Class Level of students

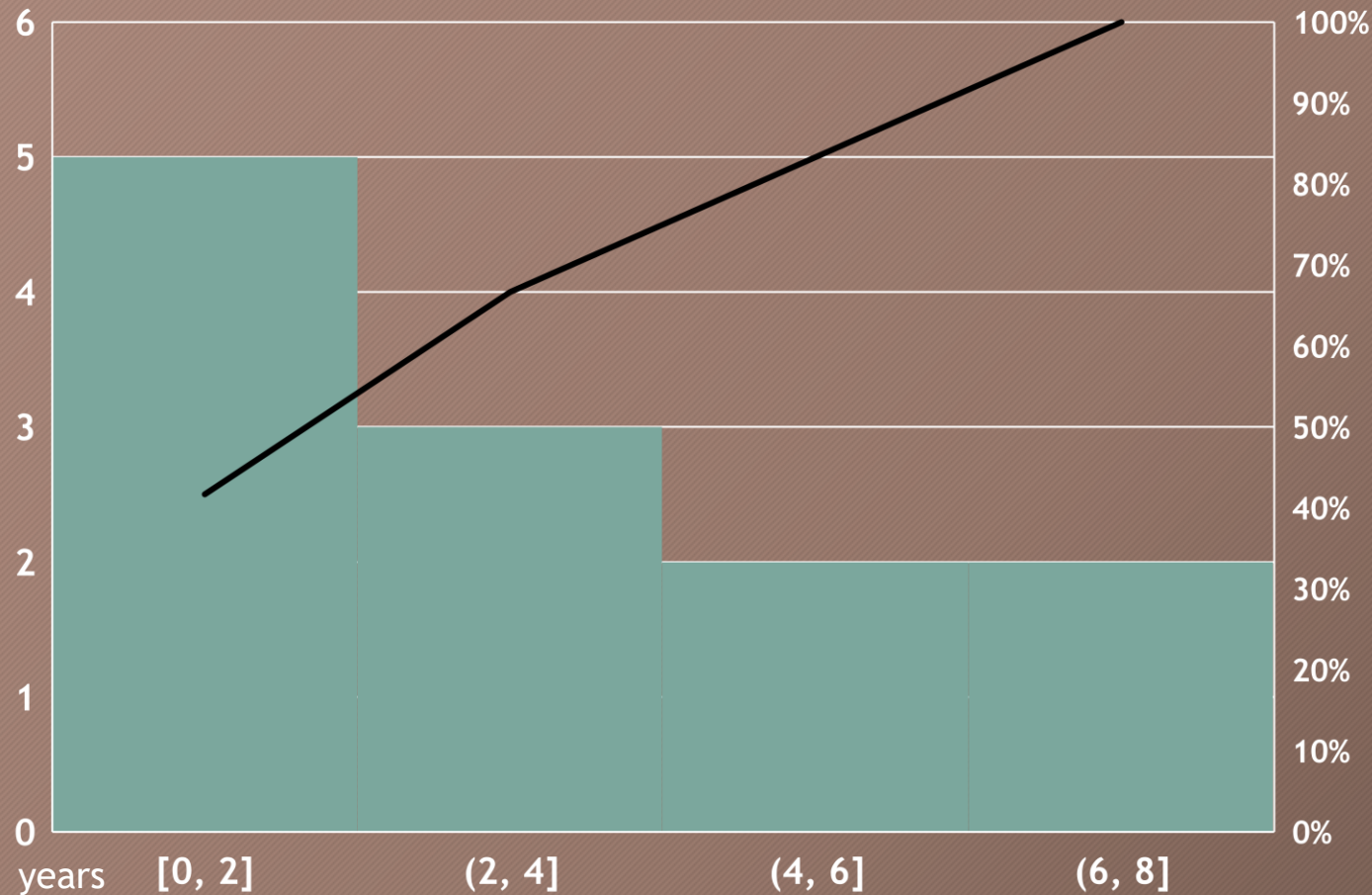


- Beginners (HSK 1)
- Elementary (HSK 2)
- Intermediate (HSK 3)
- Intermediate spoken Chinese (HSK 4)
- Upper Intermediate (HSK 4)
- Advanced (HSK 5)

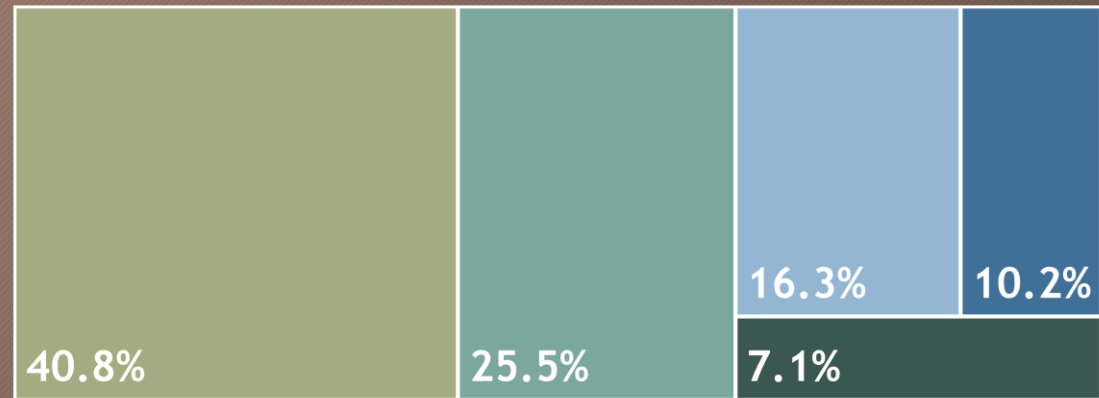


## General Demographic Information

The total years that students have been studying the Chinese Language.



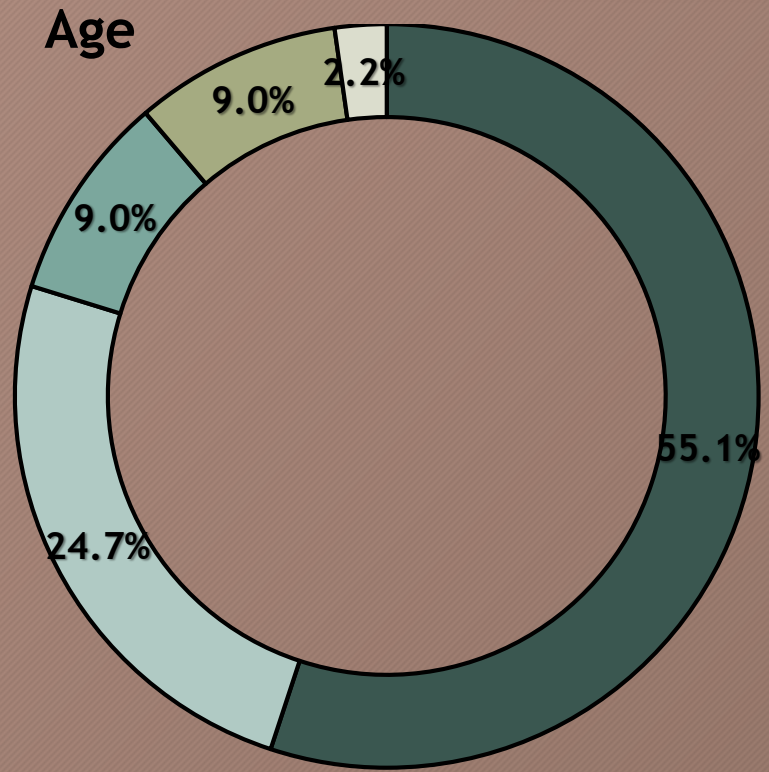
Chinese language tests that students have completed.



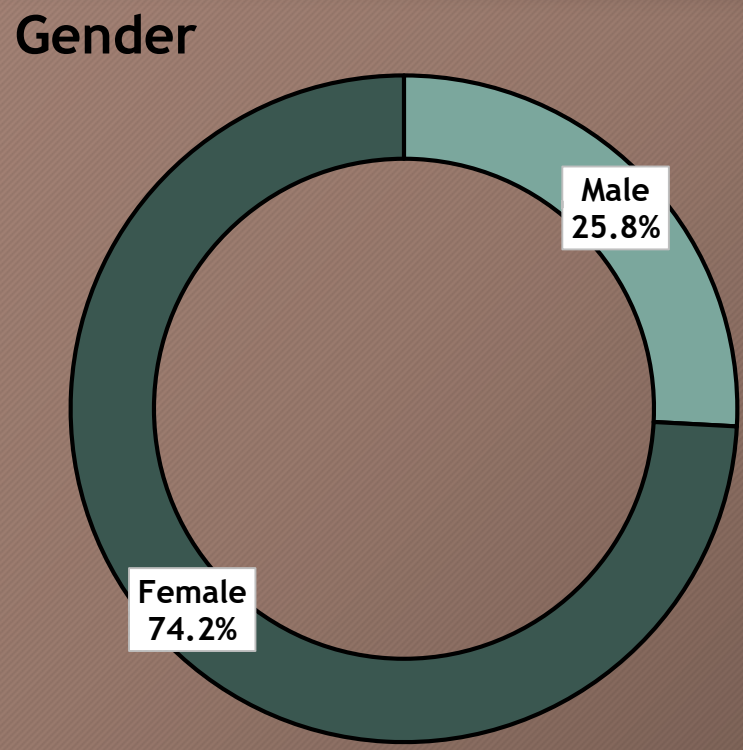
- Beginners (HSK 1)
- Elementary (HSK 2)
- Intermediate (HSK 3)
- Upper Intermediate (HSK 4)
- Advanced (HSK 5)
- Upper Advanced (HSK 6)
- Elementary (HSSK 1)



## General Demographic Information

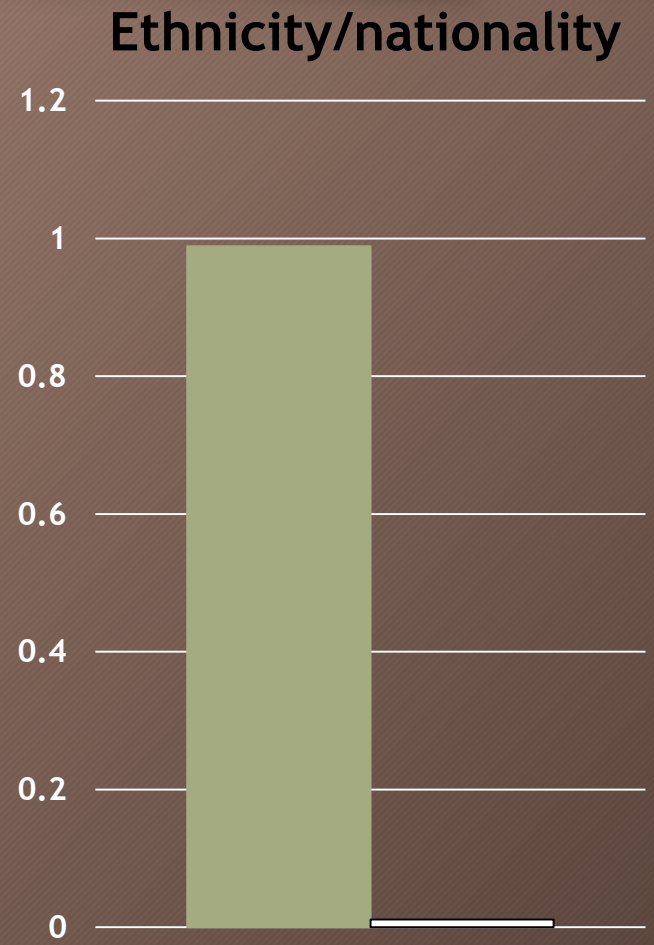


- 18 - 24 years old
- 25 - 34 years old
- 35 - 44 years old
- 45 - 54 years old
- 55 years or older



Female  
74.2%

Male  
25.8%

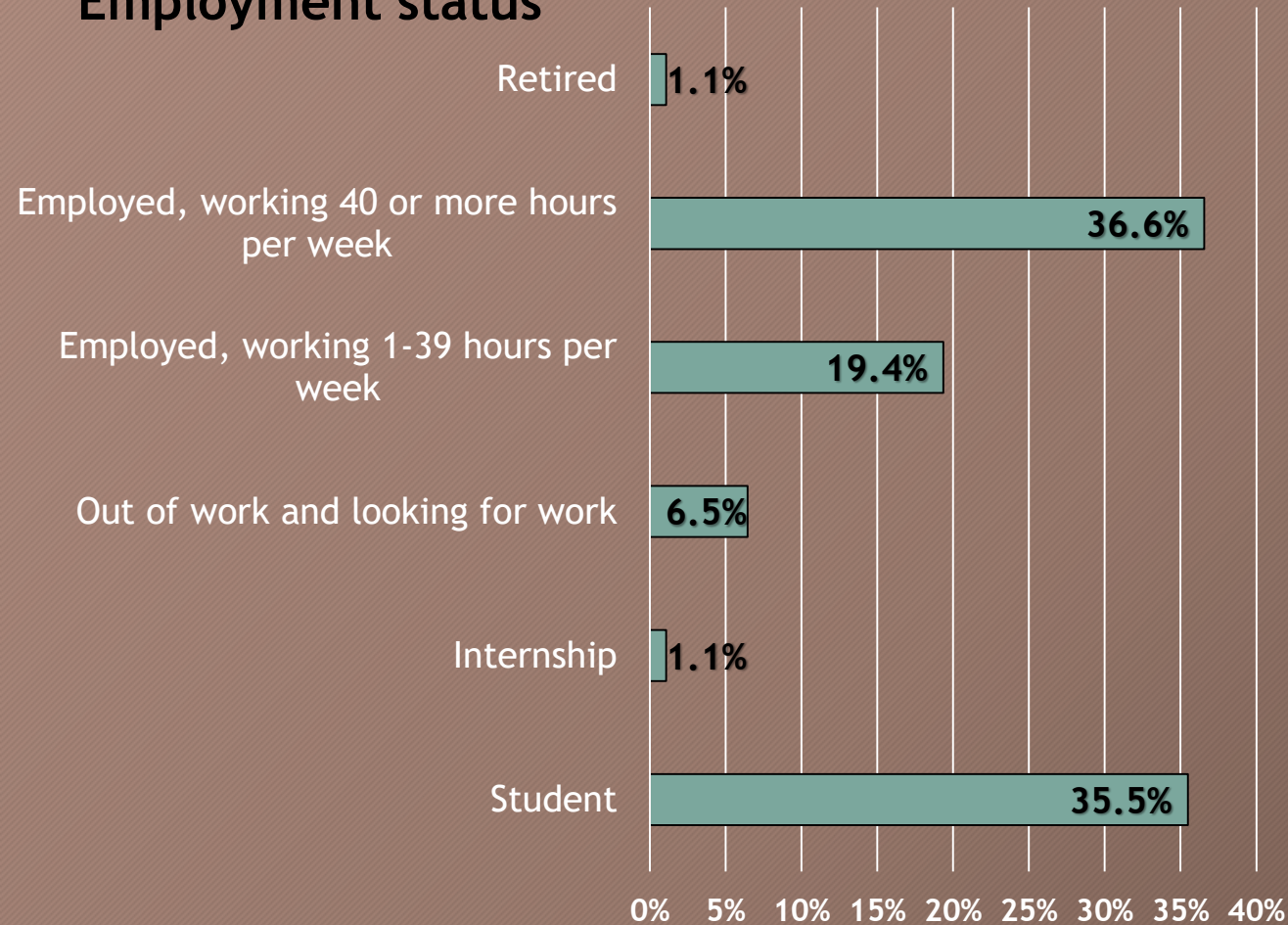


- Greek
- Other

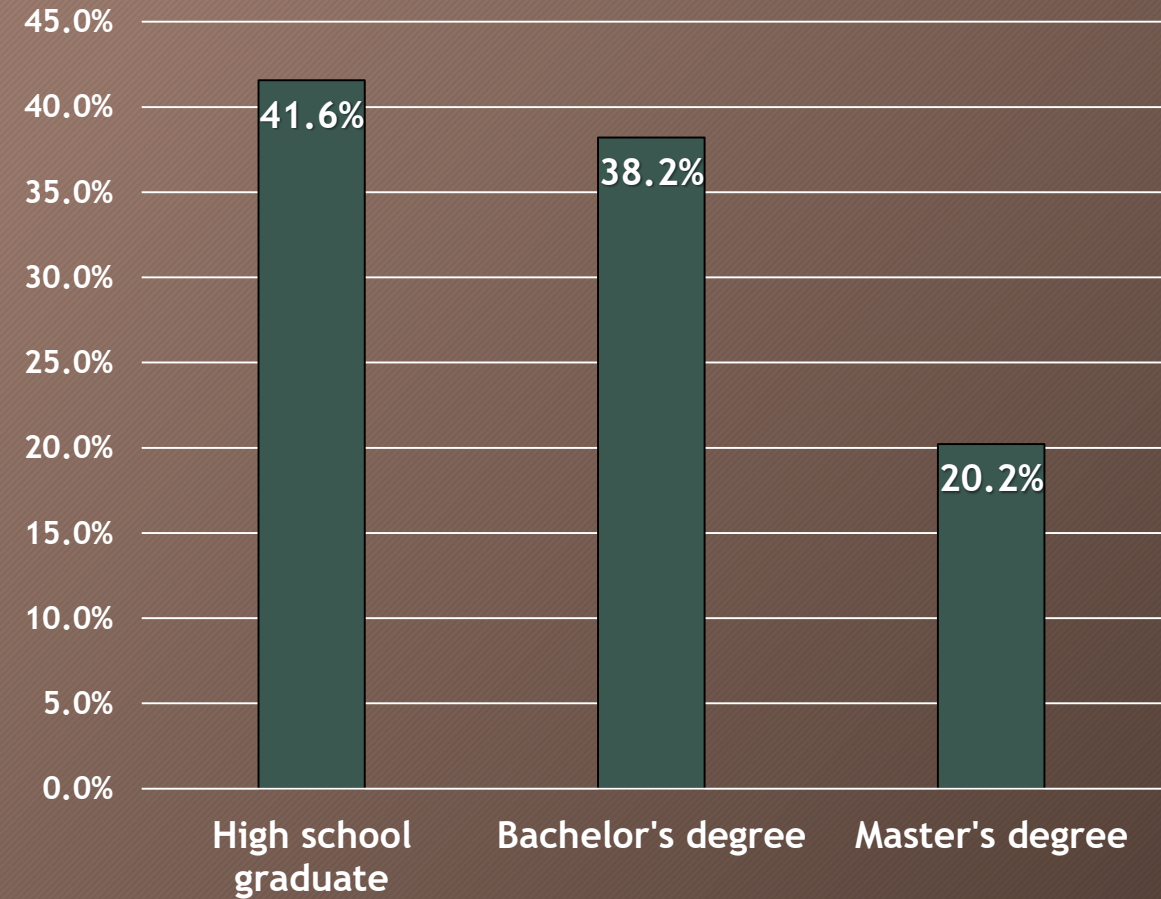


## General Demographic Information

### Employment status



### Highest degree or level of education



# Conclusions



# Main Conclusions from the survey results



Overall, students evaluate the instructors' performance as very good.

The overall quality of the courses that students have attended is good with the only exceptions the “workload” and the “difficulty” of the course which need some decrease.

The educational infrastructures & resources support the learning process except from the library where the students state that it does not contain adequate material for the course.

The majority (68,5%) of the students attended 80-100% of the total lectures and tutorials spending 2-3 hours every week for course-related homework (51,7%).

## Extra Conclusions from the survey results



The main reasons which prompted students to learn Chinese are their particular *interest* in Chinese as a language and their interest to improve their *CVs*.

The majority of the students have been informed about the services provided by the BCI via the *online official page* or through information from a *former student*.

## Benefits of Course & Teaching Evaluation

To provide continuous feedback to both teachers and directors concerning program successes.

To identify areas for improvement.

To become aware of the worth of resources invested in the program.

To evaluate the effect of the program on participants.

# Teaching and Course Improvements



Revision of the current coursebooks.

Enhancement of teaching & learning by providing course slides/notes.

Conduction of focus groups to obtain the course's proper level of difficulty and workload.

Improvement of the Library administration & organization to motivate students to use it.

Share the results with the instructors.

Conduct this survey after six months.

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