

Course Catalogue Teachers' Feedback 2024/2025 SS

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The EuroTeQ Teacher Feedback Survey 2025 provides valuable insights into how teaching staff across partner universities experience and implement EuroTeQ's shared educational goals. The results highlight strong motivation, clear professional benefits, and growing integration of EuroTeQ's focus areas on teaching practices.

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I. Introduction and Background

A total of 40 valid responses were collected in the EuroTeQ Teacher Feedback Survey 2025, focusing on the integration of EuroTeQ's four key focus areas — Sustainability, Entrepreneurial Mindset, Interdisciplinarity, and Social Responsibility — into teaching practices across the alliance.

The objectives of the survey were to:

- Understand the **diversity of courses** offered within the EuroTeQ framework.
- Explore how EuroTeQ's **strategic focus areas** are reflected in teaching.
- Assess the **added value** and benefits for teachers and students.
- Identify **needs for support** and opportunities for improvement.

Responses were received from six partner universities: CTU (Czech Republic), DTU (Denmark), L'X (France), TalTech (Estonia), TU/e (Netherlands), and TUM (Germany). No responses were recorded from EPFL or Technion in this round.

Participation was highest from CTU (34%) and TalTech (31%), followed by DTU (13%), L'X (9%), TU/e (3%), and TUM (9%). This distribution reflects active engagement by several partners in advancing EuroTeQ's shared teaching strategy. Teachers participating in the survey indicated that they were responsible for up to six courses provided in the EuroTeQ course catalogue. Therefore, the number of

courses that are reflected in the survey is higher than the number of participants. **The survey consisted of three main parts:**

1. **Course Information:** background data on course type, format, workload, and engagement.
2. **Focus Areas:** integration of EuroTeQ's educational themes (*Sustainability, Entrepreneurial Mindset, Interdisciplinarity, and Social Responsibility*).
3. **Perceived Added Value:** teachers' motivations, professional benefits, and perceived student outcomes.

The results presented in this report provide an overview of teaching practices and experiences across EuroTeQ universities, supporting the data-driven development of future educational initiatives.

II. Course information, teacher support, and satisfaction

The first section of the questionnaire collected background information about the courses offered through the EuroTeQ course catalogue. These questions provide background for understanding later feedback by linking teacher perspectives to course formats, redesign decisions, and levels of engagement in EuroTeQ activities.

Course Identification and Enrolment

Teachers reported a broad range of class sizes, from individual project supervision to large lectures with more than 100 students. This variety reflects the diversity of disciplines and teaching approaches across EuroTeQ. Among respondents who answered, the majority indicated that they had EuroTeQ students enrolled in their courses, typically 1-5 students each. Teachers generally valued these international participants for enriching classroom diversity and broadening perspectives.

Range	Typical responses
Small seminars	< 10 students
Medium-sized courses	10 – 40 students
Large lectures	> 100 students

Course Format and Concept

The EuroTeQ courses represented a wide range of teaching formats. The most common were:

- Hybrid formats, combining on-site and online participation.
- Workshops or block seminars, conducted over several consecutive days.
- Weekly on-site courses, following the traditional semester structure.

Format	N	% % selected vs. Not selected
Hybrid (on-site + online)	9	64%
On-site	2	8%
Online	15	60%
Weekly	17	73.9%
Block / intensive format	1	4.2%

Hybrid and on-site weekly formats were the most common, together accounting for roughly half of all courses. Online-only and short project-week formats appeared less frequently but were recognized for their flexibility and accessibility for international students.

Pedagogical concept	N	% selected vs. Not selected
Project / challenge-based	6	32
Dialogue-based seminar	11	37
Traditional lecture	9	47
Other/mixed methods	9	47

In terms of pedagogical concept, courses were most frequently described as challenge- or project-based, emphasizing practical, real-world problem-solving and interdisciplinary teamwork.

Many teachers also selected dialogue-based seminars, which foster open discussion and peer learning. Traditional lecture-style teaching was less common, suggesting a clear shift toward interactive, student-centered methodologies across the EuroTeQ network.

As additional pedagogical concepts, teachers indicated flipped-classrooms, Lab internships, quizzes, serious online games, practical sessions, exercises in MathLab, E-Learning tools with automated feedback, and AI-supported learning environments. This emphasizes again the frequent and diverse use of innovative pedagogical concepts and digital tools within EuroTeQ.

Course Design and Redesign for EuroTeQ

Only one teacher (3%) reported that their course was specifically designed for EuroTeQ. A further seven respondents (23%) indicated that they had adapted an existing course to suit an international and interdisciplinary audience better. The vast majority — 23 teachers (74%) — stated that no redesign was necessary, as their courses were already well suited for inclusion in the EuroTeQ Course Catalogue. This suggests that most courses were successfully integrated into EuroTeQ without requiring significant structural changes, reflecting both the compatibility of existing curricula and the flexibility of the EuroTeQ framework in accommodating diverse teaching formats.

Response	N	%
Specifically designed for EuroTeQ	1	3%
Adapted the existing course	7	23
No redesign necessary	23	74

Among those who redesigned their courses, the most common reasons were:

- The need to adapt teaching language, materials, or assignments for a diverse international cohort.
- The desire to incorporate hybrid or online learning tools.
- Adjusting assessment methods to align with different academic systems and expectations.
- To redesign the course for interdisciplinarity

Satisfaction with Support

When asked about the support received during this process, responses were mixed. Some teachers received assistance from EuroTeQ coordinators, teaching and learning units, or administrative staff,

while others developed their courses independently. A smaller group mentioned that additional pedagogical or administrative support—for example, guidance on hybrid teaching or joint course promotion—would have been beneficial.

The eight teachers who indicated that they had redesigned or designed the course for EuroTeQ reported the following support status:

Support status	N	%
Received support	2	22.2
Did not need support	3	33.3
Would have benefited from more support	3	33.3

Overall, the teachers' satisfaction with didactical support ($M = 3.79$, $SD = 0.98$), administrative support ($M = 3.97$, $SD = 1.10$), and technical support ($M = 3.79$, $SD = 1.30$) provided by the EuroTeQ team was moderate to high.

Teachers evaluated their experience with **technical, administrative, and didactic support, as well as their overall participation in EuroTeQ**.

Type of support	Satisfied / Very satisfied (N)	%	Neutral (N)	%	Dissatisfied (N)	%
Technical support	22	64.71%	6	17.65%	6	17.65%
Administrative support	23	67.65%	10	29.41%	2	5.88%
Didactical/pedagogical support	23	67.65%	8	23.53%	3	8.82%
Overall experience with EuroTeQ teaching	22	62.86%	7	20%	6	17.14%

Satisfaction levels were generally **moderate to high**. Teachers particularly appreciated **technical and administrative support**, while expressing interest in enhanced **didactical exchange**, such as sharing teaching formats, mentoring opportunities, and hybrid classroom management.

Suggestions for Improvement

Open comments from teachers highlighted specific ways to enhance their experience and increase EuroTeQ's impact. The suggestions most frequently mentioned included:

Suggestion theme	Description
More pedagogical / didactical support	Requests for mentoring, training, and practical examples to apply innovative teaching methods.
Simplified administration & communication	More transparent processes, better coordination between partner universities, and reduced bureaucracy.
Better student recruitment and visibility	Suggestions to improve the outreach and promotion of EuroTeQ courses to attract more diverse participants.
More exchange opportunities for teachers	Interest in networking, joint teaching formats, and peer-learning activities across the alliance.

Continued technical stability and integration	Comments emphasize the importance of reliable platforms and seamless digital infrastructure.
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These themes were identified through qualitative analysis of open comments provided by teachers (multiple mentions possible).

Teachers suggested several ways to improve their experience further:

- Streamline administrative processes and inter-university coordination.
- **Provide more pedagogical examples and mentoring for hybrid teaching.**
- Strengthen communication about EuroTeQ tools and benefits.
- Facilitate cross-campus teacher collaboration and community-building.

These suggestions reflect the balance between a strong technical foundation and the need for deeper **pedagogical exchange** across institutions.

Workload and effort

Teachers were asked to rate the additional workload created by offering a EuroTeQ course. Most described it as low to moderate, particularly during the initial preparation and coordination phases.

Workload level	N	%
Very low	2	6.5
Low	13	41.9
Moderate (Neither high nor low)	11	35.5
High	4	12.9
Very high	1	3.2

Extra time was often needed for:

- Adjusting course materials to international participants.
- Coordinating with partner universities.
- Managing hybrid or online components.

While a few respondents noted that the workload decreased over time as processes became familiar, the majority emphasized that cross-institutional teaching requires sustained effort, mainly to ensure high-quality interactions and smooth administration.

Engagement in EuroTeQ Activities

In addition to teaching, many respondents had also engaged in other EuroTeQ activities, confirming a broad and active teacher community across the alliance.

Activity	N	%
EuroTeQaThon or Collider	2	22.2
Webinars / Teacher Trainings	2	22.2

Other EuroTeQ activities	5	55.6
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The most frequently mentioned category was “Other EuroTeQ activities” (55.6%), which included locally organized initiatives or collaborations at partner universities. A smaller number of teachers participated in webinars and teacher trainings (22.2%) or in EuroTeQaThon and Collider events (22.2%).

The results suggest that many educators are beginning to connect through EuroTeQ beyond their courses — sharing experiences, experimenting with new methods, and contributing to the alliance’s growing collaborative culture.

III. Focus Areas Addressed in Teaching

Survey Design

Teachers were introduced to four shared focus areas, which form part of EuroTeQ’s teaching strategy:

- Sustainability – empowering students to contribute to sustainable development.
- Entrepreneurial Mindset – fostering creativity, problem-solving, and value creation.
- Interdisciplinarity – promoting learning across disciplinary boundaries.
- Social Responsibility – encouraging ethical, inclusive, and socially conscious innovation.

They were then asked whether these topics are reflected in their course, which specific areas they address, and what support they might need to integrate them further.

Response	N	%
Yes	24	75.0
No	8	25.0
Total	32	100.0

Three out of four teachers (75%) confirmed that their course addresses at least one of the four EuroTeQ focus areas, showing strong alignment between teaching practices and alliance-wide educational priorities.

Focus area	Addressed (Yes)	% (Yes)
Entrepreneurial Mindset	6	23.1
Social Responsibility	12	46.2
Interdisciplinarity	14	53.8
Sustainability	18	69.2

Among these, Sustainability was the most frequently integrated theme (69.2%), followed by Interdisciplinarity (53.8%), Social Responsibility (46.2%), and Entrepreneurial Mindset (23.1%). The ways in which these focus areas were addressed varied considerably — from embedding specific content or materials to designing interdisciplinary projects or forming mixed student groups. In the open follow-up question, several respondents highlighted the need for examples, pedagogical guidance, and institutional support to integrate these themes better.

IV. Perceived Added Value

This section examines the motivations, satisfaction levels, and perceived benefits that teachers attribute to their participation in EuroTeQ. Respondents evaluated their experience in terms of professional development, collaboration, teaching innovation, and student benefits.

Motivations for Participation

Teachers were asked to describe their main motivations for offering a EuroTeQ course. The most frequently mentioned themes were international collaboration, innovation in teaching, and visibility for their course or institution.

Most frequent reasons included:

- Increasing international visibility (47.5%) and broadening the course audience (42.5%),
- Fostering collaboration among students from different universities (37.5%),
- Testing new teaching methods with international groups (20%), and
- Supporting their university's strategic goals in education and global engagement (32.5%).
- Increasing diversity of perspectives within the course (37.5%)
- Attracting students for a specific topic domain (32.5%) or attracting international PhD students (10%)
- Experiencing international teaching while staying at home (7%) and experiencing more flexibility through online teaching (12.5%)
- Testing out teaching in English (5%)
- Showcasing my research (1%)
- Receiving a monetary reward/bonus/funding (4%)
- Being asked to provide the course (40%)

The reasons for participation checked most often were “an increase in international visibility” (47.5%), followed by “broadening the course’s audience” (42.5%), and “fostering collaboration between students from different universities” (37.5%). This highlights that internal motivation, such as innovation, curiosity, and collaboration, drives participation besides external incentives.

Perceived Benefits for Teachers

Teachers assessed whether participating in EuroTeQ contributed to their teaching skills, collaboration, and academic visibility. Two-thirds of respondents agreed that EuroTeQ supports their professional development. Teachers particularly valued opportunities to exchange ideas and build international networks. 13 teachers felt that they had not yet experienced added value, typically due to short-term involvement or early-stage course implementation, administrative workload, or seeing the benefit more on the students' side.

Statement	Agree / Strongly agree (N) Number of selections	%
Participating in EuroTeQ has provided valuable professional development opportunities.	7	17.5

Offering a EuroTeQ course helped me improve my teaching methods.	12	30
EuroTeQ engagement has connected me with an international academic network.	3	7.5
EuroTeQ enabled the exchange of ideas about innovative teaching methods.	4	10
Being part of EuroTeQ enhanced my understanding of interdisciplinary teaching and learning.	7	17.5
My involvement increased the visibility of my work.	7	17.5
At the moment, I don't see any added value.	13	32.5

Perceived Benefits for Students

Teachers also rated how EuroTeQ courses benefit students, with a focus on collaboration, innovation, and flexibility. The responses underline teachers' shared belief that **EuroTeQ provides internationalization at home, helping students to develop global competence, interdisciplinary teamwork, and adaptability**—key elements in modern engineering education.

Statement	Agree / Strongly agree (N)	%
EuroTeQ courses offer students significant opportunities for international collaboration.	17	45
Courses help students develop competencies valuable for real-life problem-solving.	10	25
Courses offer exposure to innovative learning environments.	16	40
Courses enhance students' ability to work in interdisciplinary teams.	10	25
Students benefit from engaging with diverse cultural perspectives.	19	47.5
Courses prepare students for global challenges through transnational approaches.	12	30
Courses allow students to connect with peers and teachers across universities.	21	52.5
Courses provide flexibility for students.	16	45.7
Courses offer opportunities for those who cannot study abroad.	21	60

Beyond these, benefits for students were described as connected with peers and teachers from other universities (52.5% agreement), international opportunities for students who cannot go abroad (60% agreement), and engaging with diverse cultural perspectives (47.5% agreement). Open answers highlight the opportunity to take courses not offered by the home university, a broader spectrum of courses, meet native speakers, or experience different teaching methods.

V. Conclusions

The EuroTeQ Teacher Feedback Survey 2025 provides an overview of how the alliance's teaching strategy is reflected in practice and perceived by educators across partner universities. With 32 valid responses from six institutions, the results confirm both the diversity and shared direction of EuroTeQ's educational efforts.

The findings demonstrate that EuroTeQ courses are increasingly characterized by innovation, interdisciplinarity, and international collaboration.

Most courses combine online and hybrid formats, often with student-centred approaches such as project-based or dialogue-based learning. Around one-third of teachers redesigned or adapted their courses specifically for EuroTeQ, reflecting strong institutional commitment and openness to experimentation. While the majority described their additional workload as low to moderate, they viewed it as a worthwhile investment in quality and collaboration.

When looking at EuroTeQ's four focus areas - Entrepreneurial Mindset, Social Responsibility, Interdisciplinarity, and Sustainability - three out of four teachers reported addressing at least one of them in their course. Sustainability was the most frequently integrated theme (69.2%), followed by Interdisciplinarity (53.8%), Social Responsibility (46.2%), and an Entrepreneurial Mindset (23.1%). This indicates clear progress toward EuroTeQ's educational vision, while highlighting the need for more guidance and examples on integrating sustainability into technical education.

Teachers also perceive clear added value from their participation. Teachers reported experiencing professional growth, adopting improved teaching methods, and establishing stronger international networks. Similarly, they observed significant benefits for students, particularly in international collaboration, exposure to innovative learning environments, and the development of real-world competencies. These outcomes affirm that EuroTeQ not only enhances teaching quality but also contributes meaningfully to students' global readiness.

At the same time, the survey highlights areas that need further support. Teachers requested more pedagogical mentoring, streamlined administration, and clearer visibility of EuroTeQ courses to attract international participants.

Continued attention to pedagogical exchange and institutional support will be essential to maintain momentum and expand the alliance's educational impact in the coming years.



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