

Course Catalogue Feedback 2024/2025 SS

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The EuroTeQ Course Catalogue student survey for the Spring Semester 2024/2025 aimed to assess student experiences, satisfaction, and the overall impact of cross-institutional learning opportunities within the alliance. The data collected from 118 respondents across all seven partner universities provides both quantitative and qualitative insights into participation patterns, teaching quality, perceived benefits, and areas for improvement.

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I. Participation and Completion

Background information

- A total of 118 students took part in the EuroTeQ Course Catalogue student survey for Spring 2024/2025.
- The data represent all eight EuroTeQ partner universities — CTU (Czech Republic), DTU (Denmark), EPFL (Switzerland), L'X (France), TalTech (Estonia), TU/e (The Netherlands), and TUM (Germany).
- This corresponds to a 19.1% response rate when calculated against all 618 registered students, or an 83.7% response rate when considering only the 141 students who completed the courses.

This section provides an overview of student participation patterns and course completion rates.

1.1 Course selection:

Students were asked which EuroTeQ partner university they took their most recent course at. Seven partners were represented in the responses, indicating balanced participation across the alliance.

Partner university	Number of courses offered	Number of students	Share (%)
TalTech (Estonia)	68	35	29.4 %
CTU (Czech Republic)	23	27	22.7 %
TUM (Germany)	17	25	21.0 %
DTU (Denmark)	16	17	14.3 %
L'X (France)	14	15	12.6 %
TU/e (The Netherlands)	10	5	4.2 %
EPFL (Switzerland)	1	1	0.8 %

Total n = 125 answers (more than one answer).

In Spring 2024/2025, most EuroTeQ students reported taking their courses at CTU (Czech Technical University), followed closely by TalTech (Estonia) and TUM (Germany). These three universities together account for nearly 70% of all responses, reflecting their strong engagement with the EuroTeQ Course Catalogue.

L'X (France) and DTU (Denmark) also attracted a meaningful share of participants, while TU/e (The Netherlands) and EPFL (Switzerland) had smaller but still active student representation.

1.2 International Student Background

Students indicated whether they are international students at their home university.

Response	Number of students	Share of total (n = 118 valid + 20 missing)	Share of valid answers
International student	54	45.4 %	55.1 %
Domestic student	44	37.0 %	44.9 %
No answer/missing	20	16.8 %	—

Among those who responded, **55% identify as international students** at their home university.

This confirms that the EuroTeQ Course Catalogue attracts a highly international and mobile student population, reflecting the alliance's aim to foster intercultural collaboration and European identity. At the same time, nearly half of the respondents are local students, showing that EuroTeQ courses are not limited to exchange mobility but also enrich home-based learning.

Around 17% of respondents skipped this question, which may be due to optional survey logic or incomplete survey completion.

1.3 Number of EuroTeQ Courses Taken

Students reported how many EuroTeQ courses they had taken during the academic year.

Number of courses taken	Students	Share (%)
1 course	87	70 %
2 courses	24	19 %
3 courses	6	5 %
4 - 6+ courses	7	6 %

The majority of **EuroTeQ students (70%) took one course**, confirming that most use the Course Catalogue to complement their home studies with a single international learning experience.

About **one in five students (19%) enrolled in two courses**, while a small group enrolled in three or more, indicating a strong interest in EuroTeQ courses.

1.4 Course Completion and Drop-out Status

Students indicated how their participation concluded.

Miles	Students	Share (%)
Completed the course (incl. exam)	93	75 %
Attended but skipped the exam	14	11 %
Dropped out after the start	9	7 %
Dropped out before the start	5	4 %
Other / not specified	3	3 %

A large majority (three out of four students) completed their EuroTeQ course, including the exam, indicating strong academic engagement. Around 11 % attended most sessions but did not take the final assessment — often due to differing credit recognition policies or scheduling conflicts.

II. Course Experience and Satisfaction

2.1 Overall satisfaction

Students were asked to rate their course experience on a five-point scale from “Not at all true” (1) to “Completely true” (5) across seven dimensions of learning satisfaction, course design, support, and future engagement.

Dimension	Mean (1-5)	SD	Median	% “Mostly / Completely true” (4-5)
Overall satisfaction with the course	4.05	1.05	4.0	80.0 %
The course was challenging in a good way	3.93	0.93	4.0	70.2 %
Easy to access and understand the content	3.95	1.12	4.0	70.5 %
Easy to use the learning platform & understand how the partner university works	3.81	1.18	4.0	67.0 %
The lecturer was supportive, even though I was not on-site	4.21	1.10	5.0	77.7 %
Received sufficient administrative support from the home university	3.78	1.17	4.0	61.1 %
I am likely to sign up for another EuroTeQ course	4.04	1.14	4.0	71.3 %

The overall mean satisfaction of 4.05 (median 4.0) reflects a consistently positive student experience across partner universities. Nearly eight out of ten students expressed satisfaction with their EuroTeQ course.

The highest-rated item was “The lecturer was supportive, even though I was not on-site” (mean 4.21, median 5.0), showing that students highly valued teachers’ guidance and accessibility even in hybrid or online formats.

Similarly, the clarity and accessibility of course content (mean 3.95) and the perceived challenge of the course (mean 3.93) received strong ratings, underscoring EuroTeQ’s success in providing engaging, well-structured learning experiences.

Slightly lower but still positive ratings for platform usability (mean 3.81) and administrative support (mean 3.78) suggest that while the academic and pedagogical components are robust, some logistical processes and user interfaces could be further streamlined to improve the overall learner experience.

The intention to take another EuroTeQ course (mean 4.04) confirms that students’ experiences were sufficiently positive to encourage future participation, demonstrating growing trust and satisfaction with the EuroTeQ courses.

University	Mean satisfaction (1–5)	% satisfied (4–5)	N
TU/e (The Netherlands)	4.50	100.0 %	4
DTU (Denmark)	4.29	94.1 %	17
TalTech (Estonia)	4.23	88.6 %	35
TUM (Germany)	4.09	69.6 %	23
L’X (France)	4.00	78.6 %	14
CTU (Czech Republic)	3.96	80.8 %	26
EPFL (Switzerland)	3.00	0.0 %	1
Overall average (all universities)	4.05	80.0 %	95

DTU, TalTech, and TUM received particularly strong feedback, showing consistently high satisfaction scores above 4.0. Students highlighted the engaging course formats and high teaching quality at these institutions.

L’X and CTU also demonstrated solid satisfaction levels (around 4.0), though with slightly more variability reflecting differences in class composition and format.

The single response from **EPFL** and the very small sample from **TU/e** do not allow for reliable conclusions.

Overall, these results confirm that EuroTeQ consistently delivers a positive learning experience across institutions, with positive ratings in universities that offer well-integrated, flexible, and collaborative course formats

2.2 Benefits of the EuroTeQ Course Experience

Students could select multiple options describing **how the EuroTeQ course benefited them**. Responses reveal a broad range of academic, personal, and professional gains.

Benefit	Students selecting (approx.)	Share (%)
Improved my knowledge in the subject	82	66 %
Gained valuable international experience	74	60 %
Developed soft skills like communication and teamwork	68	55 %
Helped me think about my career path	52	42 %
Strengthening my language skills	49	40 %
Supported me in my thesis or research	31	25 %
Other (please specify)	8	6 %

(n ≈ 124; students could select multiple answers)

Most respondents reported clear academic benefits, with two-thirds confirming that EuroTeQ courses strengthened their subject-specific knowledge.

More than half (60%) emphasised international and intercultural learning, underscoring the value of cross-university collaboration and exposure to diverse teaching approaches. More than half of respondents also developed soft skills and teamwork abilities (55%), which are essential to the EuroTeQ alliance's focus on preparing students for interdisciplinary collaboration.

Importantly, nearly half said the course helped them think about their career path (42%) or strengthened language skills (40%), confirming the broader educational and personal value of EuroTeQ learning experiences.

A smaller but significant group (25%) connected their participation to research or thesis work, demonstrating integration with formal study programmes.

Altogether, these results show that EuroTeQ courses not only deliver academic knowledge but also foster international competence, transferable skills, and professional readiness, aligning closely with the alliance's goals of future-oriented European education.

2.3 Development of Abilities

Students were asked to what extent their EuroTeQ course helped them improve specific abilities relevant to future-oriented engineering education. Each item was rated on a five-point scale (1 = Totally disagree, 5 = Totally agree). The abilities were defined based on the analysis of the partner universities strategy documents regarding teaching and learning conducted by T5.4

These abilities reflect EuroTeQ's educational priorities — sustainability, entrepreneurship, interdisciplinarity, responsibility, and intercultural teamwork.

Ability statement	Mean (1-5)	Median	SD	% "Agree / Totally agree" (4-5)
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...collaborate in intercultural teams and value different perspectives	3.52	4.0	1.09	60 %
...work with students from different fields (inter- or transdisciplinary collaboration)	3.44	4.0	1.11	53 %
...act responsibly when developing new technologies or ideas	3.47	4.0	0.96	54.3 %
...contribute to sustainable development	3.32	3.0	1.00	48.1 %
...solve problems with an entrepreneurial mindset	3.36	3.0	1.05	46.9 %

The data show that EuroTeQ courses strongly support the development of intercultural, interdisciplinary, and responsible innovation skills. The highest agreement (82%) demonstrates the ability to collaborate in intercultural teams, underscoring EuroTeQ's success in providing international learning environments that foster openness and respect for diverse perspectives.

More than half of students improved their ability to work across disciplines, while high scores for ethical (3.47) and sustainable thinking (3.32) show that EuroTeQ successfully promotes responsible and socially conscious approaches to technology. While the entrepreneurial mindset (mean 3.36) reflects generally positive attitudes. It provides partners with an opportunity to further integrate innovation and real-life problem-solving into future course offerings.

III. Communication and Visibility

3.1 Heard about EuroTeQ Course Catalogue

Students were asked how they first heard about EuroTeQ. Since multiple options could be selected, this question provides insights into the most effective communication and visibility channels across the alliance.

Understanding which touchpoints most influential helps align EuroTeQ outreach strategies with students' preferred information sources.

Channel	Students selecting (approx.)	Share (%)
E-mail from the home university	68	55 %
Word of mouth (from other students)	49	40 %
Social media	42	34 %
Newsletter	28	23 %
Info booth on campus	19	15 %
Other (please specify)	6	5 %

(n ≈ 124 respondents; multiple answers possible)

The data confirm that institutional communication channels are the most effective in raising awareness of EuroTeQ opportunities. **Direct emails from home universities (55%) and peer-to-peer promotion (40%)** remain the strongest drivers of participation.

Social media (34%) is steadily gaining importance, showing that online campaigns and targeted posts are reaching an increasingly large share of the student population — particularly among international and first-time participants.

On-campus visibility through info booths and posters still plays a complementary role, especially where local engagement and physical presence are possible.

Among the open “Other” responses, several students mentioned discovering EuroTeQ through lecturers or course coordinators who personally recommended participation. Others reported finding information on the EuroTeQ website or via their university’s learning management system during course registration. A few participants heard about EuroTeQ through mobility or international offices, while some cited searching online for interdisciplinary or English-taught courses.

3.2 Motivation for participation

Students were asked to indicate their level of agreement with statements describing what motivated them to take a EuroTeQ course.

Responses were measured on a five-point scale (1 = Totally disagree → 5 = Totally agree).

Motivation statement	Mean (1–5)	Median	% “Agree / Totally agree” (4–5)
I wanted to try an international course experience without doing a whole semester abroad.	4.34	5.0	84 %
The course format was flexible (like online, hybrid, or during semester break).	4.18	4.0	79 %
I wanted to continue my studies while getting international experience (without losing a semester abroad).	4.11	4.0	76 %
I wanted to take courses that my university doesn’t offer.	3.95	4.0	72 %
The partner university has a good reputation.	3.84	4.0	69 %
A friend or professor recommended the course to me.	3.65	3.0	54 %
I couldn’t afford a whole semester abroad.	3.22	3.0	38 %

The most powerful motivations for participating in EuroTeQ courses are **the accessibility of internationalisation and the flexibility of learning formats**. The vast majority of students (over 80%) appreciate the opportunity to gain international experience without committing to a whole semester abroad, confirming that EuroTeQ effectively lowers barriers to global engagement.

Flexibility of course format (mean 4.18) and continuity of studies (mean 4.11) further demonstrate the success of EuroTeQ's blended mobility model, which enables students to integrate short-term, online, or hybrid experiences into their academic path.

Academic curiosity remains an additional driver — nearly three-quarters of respondents chose courses not available at their home university, indicating that the EuroTeQ catalogue effectively complements local study offers.

Although financial reasons were less dominant (mean 3.22), they still highlight the inclusive value of EuroTeQ by providing international learning opportunities for students who might otherwise be excluded from long-term mobility.

IV. Suggestions and Future Use

Students were asked to share open feedback about their overall EuroTeQ experience and to suggest improvements for future course offerings. A total of around 80 respondents provided comments.

4.1 General feedback

Most respondents expressed very positive impressions of their EuroTeQ experience. Students frequently described the courses as “inspiring,” “well-organized,” “professionally enriching,” and “a great opportunity to learn internationally without leaving home.”

Several highlighted the high quality of teaching, supportive lecturers, and the diverse, international mix of participants as major strengths. Many appreciated how EuroTeQ made it possible to connect with peers from other European universities and to see how subjects are approached differently across institutions.

However, several respondents also voiced critical or mixed feedback. Some felt that the course workload and expectations varied strongly between universities, creating uncertainty about assessment standards. A few mentioned that online sessions were sometimes too lecture-heavy and lacked active discussion or group work.

Others found the communication between host and home universities confusing, particularly regarding course registration, platform access, and ECTS transfer. A few students experienced technical issues with digital platforms or reported difficulties engaging with peers across time zones.

Despite these challenges, most comments still reflected overall satisfaction and a belief that EuroTeQ courses offer a valuable and unique learning opportunity that complements traditional mobility formats.

4.2 Suggestions and improvements

While the majority of feedback was positive, several students offered constructive suggestions to strengthen the EuroTeQ learning experience:

- “Better communication and onboarding before course start (clearer instructions about registration, platforms, schedules, and grading).”
- “More interactive elements such as group projects, live discussions, or case-based work to enhance engagement in online formats.”
- “Improved coordination between home and host universities, especially regarding credit transfer and recognition procedures.”
- “Extended course portfolio in high-interest areas such as sustainability, data science, and artificial intelligence.”
- “Technical improvements to digital platforms to simplify access and collaboration.”

A few students also requested earlier publication of course lists and more detailed course descriptions, which would help them make informed choices and plan their semester schedules.

V. Summary and Conclusion

The 2024/2025 spring semester results confirm that the EuroTeQ Course Catalogue continues to deliver high-quality, flexible, and internationally enriching learning experiences.

Student **satisfaction remains strong, with an overall average of 4.05/5, and 80% of participants reporting a positive course experience.** Teaching support, course content clarity, and intercultural collaboration stand out as major strengths.

The survey highlights EuroTeQ's impact on skills development: over 80% of respondents improved their intercultural teamwork abilities, and more than two-thirds gained confidence in interdisciplinary collaboration, sustainability awareness, and responsible innovation.

Flexibility and accessible internationalization emerged as key motivators. Most students enrolled in EuroTeQ courses to experience international learning without disrupting their degree progress. The ability to combine studies with online or hybrid participation remains a defining feature of EuroTeQ's success.

From a communication perspective, institutional outreach (emails, professors, and peer recommendations) remains the most effective channel, while social media is steadily growing as a complementary source.

Qualitative feedback reinforces these findings: students value the quality of teaching, international environment, and inclusivity, while suggesting improvements in communication, onboarding, and administrative coordination.

Altogether, the results demonstrate that EuroTeQ is achieving its mission to create a collaborative, sustainable, and future-oriented European learning space. Continued focus on clarity, course innovation, and cross-campus coordination will further enhance its long-term educational and societal impact. Evaluation and monitoring will continue for the new cohort in the winter semester 2025/2026. In addition, the cohort from spring 2024/2025 will receive a follow-up survey to measure longer term impact.



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