

NEPS

National Educational Panel Study

Research Data

Additional Study

Baden-Wuerttemberg (BW)

Wave 3

Questionnaires (SUF Version 3.0.0)

A STUDY BY

LifBi

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EDUCATIONAL TRAJECTORIES



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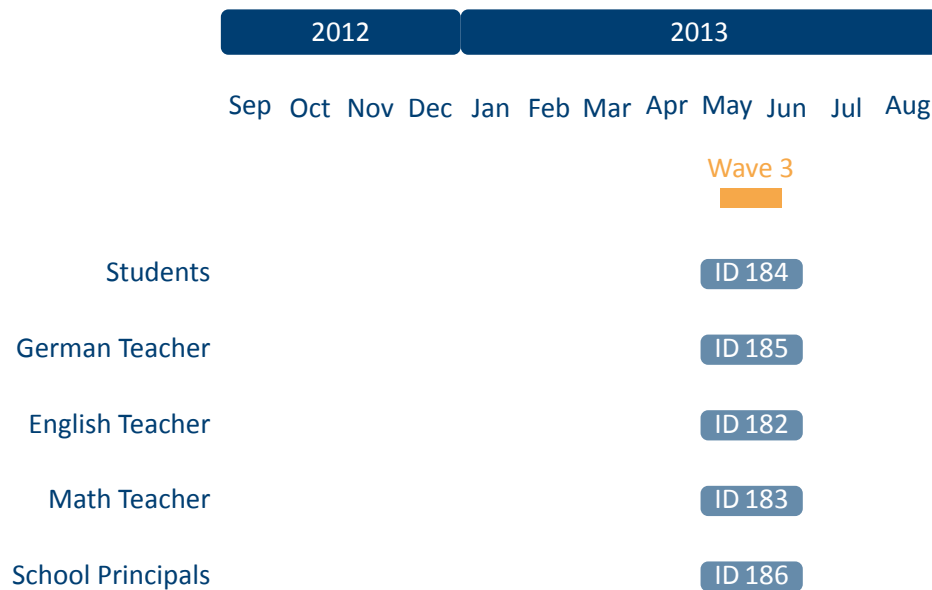
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# 1 Overview

The documents in this collection are generated from PAPI questionnaires. The variable names used here can also be found in the data files. These versions of the questionnaire are based on the field version, augmented with the names of the variables and the numeric values. The field versions can be found in the corresponding column “Zusatzstudie Baden-Württemberg (BW), Welle 3, Erhebungsinstrumente (Feldversion)” (only available in German). If you want to work with data, you should choose the SUF-Version at hand over the field version.

This manual covers the survey year of 2012/13 and therefore features data wave 3. The material corresponds to Version 3.0.0 of the Scientific Use File (SUF) for the Additional Study Baden-Wuerttemberg (BW) (doi:10.5157/NEPS:BW:3.0.0).



**Figure 1:** Surveys and IDs of the instruments used in the school year 2012/13 (Wave 3)

This cross-sectional study relates to the first exclusive G8 “Abiturjahrgang” and therefore to students who graduated after 12 years. In addition to the interview and testing of students, subject teachers of German, Math and English as well as school principals were asked in order to obtain informations on learning environments and structural conditions. Figure 1 gives an overview on the questionnaires used in this third wave.

## 2

## Students Grade 12 (ID 184)

Dear students, in this questionnaire we are foremost interested in your personal assessment. We are asking for information regarding your classes, your study-time, your interests, your leisure activities and your plans for the future. Furthermore, this questionnaire entails questions in regard to you as a person, your health, your satisfaction and your family background. Please, answer all the questions based on your perceptions. There are no "right" or "wrong" answers. If you cannot, or do not want to answer a question, simply leave it blank and skip to the next one. The participation is voluntary, hence you will have no disadvantages whatsoever regarding you filling out this questionnaire. If you do not wish to fill out the questionnaire, there are likewise no disadvantages for you in regard to this. You can naturally, at any point of time, stop filling out the questionnaire. Neither your teacher, other school personnel, your apprenticeship trainer nor your parents will be able to see your answers. We would like to thank once again for your contribution in this very important study. Your NEPS-Team

## 2 Students Grade 12 (ID 184)

Dear students, in this questionnaire we are foremost interested in your personal assessment. We are asking for information regarding your classes, your study-time, your interests, your leisure activities and your plans for the future. Furthermore, this questionnaire entails questions in regard to you as a person, your health, your satisfaction and your family background. Please, answer all the questions based on your perceptions. There are no "right" or "wrong" answers. If you cannot, or do not want to answer a question, simply leave it blank and skip to the next one. The participation is voluntary, hence you will have no disadvantages whatsoever regarding you filling out this questionnaire. If you do not wish to fill out the questionnaire, there are likewise no disadvantages for you in regard to this. You can naturally, at any point of time, stop filling out the questionnaire. Neither your teacher, other school personnel, your apprenticeship trainer nor your parents will be able to see your answers. We would like to thank once again for your contribution in this very important study. Your NEPS-Team

# 1 How satisfied are you ...

For each area please mark a value on the scale: if you are completely dissatisfied, choose the value "0", if you are completely satisfied, choose the value "10". Choose a value in between, to specify your answer.

	comple tely dissatis fied 0 [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	comple tely satisfie d 10 [10]
a) ... currently and in general terms, with your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... with what you have? Think of money and things that you own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... with your health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... with your family life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... with your acquaintances and friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) ... with your situation at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t1a	Satisfaction - life
t1b	Satisfaction - possessions
t1c	Satisfaction - health
t1d	Satisfaction - family
t1e	Satisfaction - friends
t1f	Satisfaction - school

**Regarding your current situation in the upper Gymnasium [type of school leading to upper secondary education and Abitur] level**

## 2 To what extent did you carry out the following activities during your time at the upper Gymnasium level?

Please tick a box in each line

	never [1]	rarely [2]	sometimes [3]	often [4]
a) Finding, choosing and sorting information for a paper (e.g. for a thesis/ a speech)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Collecting literature for a paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Writing and creating texts on the computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Creating figures/graphics on the computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Using electronic media (CD, Internet) to obtain information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Variables

t2a	Extent activities upper Gymnasium level - Information
t2b	Extent activities upper Gymnasium level - literature
t2c	Extent activities upper Gymnasium level - texts on computer
t2d	Extent activities upper Gymnasium level - figures computer
t2e	Extent activities upper Gymnasium level - electronic media

## 3 How often did you carry out the following activities during your time at the upper Gymnasium level?

Please tick a box in each line.

	never [1]	1-2 times [2]	3-5 times [3]	6-10 times [4]	more than 10 times [5]
a) Planning scientific experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Creating minutes on a discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Giving an oral presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Preparing a presentation in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Using a library for sourcing literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Participating in interdisciplinary school projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Variables

t3a	Frequency activities upper Gymnasium level - Experiments
t3b	Frequency activities upper Gymnasium level - minutes
t3c	Frequency activities upper Gymnasium level - oral presentation
t3d	Frequency activities upper Gymnasium level - prepare presentation in writing
t3e	Frequency activities upper Gymnasium level - library
t3f	Frequency activities upper Gymnasium level - school projects



#### 4 How would you evaluate how the upper Gymnasium level prepares students for certain university study requirements?

Please tick a box in each line.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) I believe that I have understood how to conduct scientific problem solving during my time at the upper Gymnasium level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I have learned how to systematically analyze texts at the upper Gymnasium level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I have learned to argue coherently in discussions during my time at the upper Gymnasium level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) During my time at the upper Gymnasium level I have learned to distinguish the important from the unimportant with regard to getting assignments done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The upper Gymnasium level has taught me a lot of general knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Variables

t4a	University study preparation - scientific problems
t4b	University study preparation - analyzing texts
t4c	University study preparation - debating
t4d	University study preparation - distinction between important and unimportant
t4e	University study preparation - general knowledge

#### 5 How strongly do the following statements apply to you?

Please tick a box in each line.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) I am tense when I get home from school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Sometimes I have trouble falling asleep because problems from school are on my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) It happens that I react irritably when others start talking to me about school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I feel that school is overwhelming me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Even during my free time I think about troubles at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I consider the requirements at school in general as stressful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) After school I am often exhausted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2 Students Grade 12 (ID 184)

h) Thinking of school makes me feel uncomfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Pressure at school is too high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) School is eating me up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) It is hard for me to conciliate school with other obligations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) School often makes me feel tired and exhausted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) It is easy for me to recover from school during my free time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) I can relax well during my free time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Apart from school, I do not have time for anything else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t5a	Stress factors - tension after school
t5b	Stress factors - falling asleep
t5c	Stress factors - irritable reaction
t5d	Stress factors - feeling overwhelmed
t5e	Stress factors - free time
t5f	Stress factors - school requirements in general
t5g	Stress factors - exhaustion
t5h	Stress factors - discomfort
t5i	Stress factors - pressure
t5j	Stress factors - overwork
t5k	Stress factors - conciliation obligations
t5l	Stress factors - feeling tired and exhausted
t5m	Stress factors - recovery
t5n	Stress factors - relaxation
t5o	Stress factors - lack of time

### **Subject-specific Assessment**

## 6 Which core subjects did you choose besides German and mathematics?

Please tick the applicable. Multiple answers possible.

	no [0]	yes [1]
English	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language apart from English	<input type="checkbox"/>	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>
Ethics/religious education	<input type="checkbox"/>	<input type="checkbox"/>
Physical education	<input type="checkbox"/>	<input type="checkbox"/>
Other, specifically:	<input type="checkbox"/>	<input type="checkbox"/>

(Please indicate in printed letters.)



Variables	
t6a	English
t6b	Foreign language apart from English
t6c	Social studies
t6d	History
t6e	Geography
t6f	Economics
t6g	Biology
t6h	Chemistry
t6i	Physics
t6j	Ethics/religious education
t6k	Physical education
t6l	Other
t6m_g1	other core subject, namely
t6m_g2	Other core subject, namely
t6m_g3	Other core subject, namely
t6m_g4	Other core subject, namely

**7 Have you already had "Natural Sciences and Technology" NwT as a subject combination during the intermediate Gymnasium level?**

Please tick the applicable.

no [0]                      yes [1]  
                     

Variables

t7                      NwT as a subject combination during the intermediate Gymnasium level

**8 How strongly do the following statements apply to you?**

Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) I am simply not good at mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am good at mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am not particularly talented in the subject mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I might be successful in a job that requires extensive mathematical skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t8a                      Self-evaluation - mathematics: no talent

t8b                      Self-evaluation - good at mathematics

t8c                      Self-evaluation - not good at mathematics

t8d                      Self-evaluation - mathematical skills

**9 How do you evaluate the performance requirements in the subject Mathematics?**

Please tick a box in each line.

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) In class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Regarding homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Regarding tests in class (e.g. course work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t9a                      Performance requirements evaluation - math class

t9b                      Performance requirements evaluation - math homework

t9c                      Performance requirements evaluation - math proficiency test

### 10 How do you evaluate the time requirements in the subject Mathematics?

Please tick a box in each line.

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) Weekly course hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Time for homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Study time (time for preparation and follow-up of the classwork, not including homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Variables

t10a	Time requirements evaluation - weekly course hours - math
t10b	Time requirements evaluation - homework - math
t10c	Time requirements evaluation - studying - math

### 11 How strongly do the following statements apply to you?

Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) It is important for me personally to be good at mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When I learn something new in math class, I am also ready to use my free time for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Math is simply exciting for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When I am trying to solve a math exercise, I am sometimes unaware of how fast time passes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Variables

t11a	Interests - math: important to be good
t11b	Interests - math: using free time
t11c	Interests - math: exciting
t11d	Interests - math: time passes fast

**12 How strongly do the following statements apply to you?**

Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) I am simply not good at the subject German.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am good at German.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am not particularly talented in the subject German.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I might be successful at a job that requires a lot of the skills acquired at German class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t12a	Self-evaluation - German: no talent
t12b	Self-evaluation - good at German
t12c	Self-evaluation - not good at German
t12d	Self-evaluation - German skills

**13 How do you evaluate the performance requirements in the subject German?**

Please tick a box in each line.

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) In class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Regarding homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Regarding tests in class (e.g. course work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t13a	Evaluation performance requirements - classwork - German
t13b	Evaluation performance requirements - homework - German
t13c	Evaluation performance requirements - proficiency test - German

### 14 How do you evaluate the time requirements in the subject German?

Please tick a box in each line.

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) Weekly course hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Time for homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Study time (time for preparation and follow-up of the classwork, not including homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Variables

t14a	Evaluation time requirements - weekly course hours - German
t14b	Evaluation time requirements - homework - German
t14c	Evaluation time requirements - studying - German

### 15 How strongly do the following statements apply to you?

Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) It is important for me personally to be good at German.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When I learn something new in German class, I am also ready to use my free time for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) German is simply exciting for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When I am trying to solve a German exercise, I am sometimes unaware of how fast time passes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Variables

t15a	Interests - German: important to be good
t15b	Interests - German: using free time
t15c	Interests - German: exciting
t15d	Interests - German: time passes fast

**16 How strongly do the following statements apply to you?**

Please evaluate the following statements even if you have dropped English during the upper Gymnasium level. Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) I am simply not good at English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am good at English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am not particularly talented for English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I might be successful in a job that requires extensive English skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t16a	Self-evaluation - English: no talent
t16b	Self-evaluation - good at English
t16c	Self-evaluation - not good at English
t16d	Self-evaluation - English skills

**17 Did you take the subject English during the upper Gymnasium level?**

Please tick the applicable.

	yes [1]	no [0]
	<input type="checkbox"/>	<input type="checkbox"/>

"Yes": Please continue with the next question. "No": Please continue with question 21.

Variables

t17	Taken English - upper Gymnasium level - filter question
-----	---

**18 How do you evaluate the performance requirements in the subject English?**

Please tick a box in each line.

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) In class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Regarding homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Regarding tests in class (e.g. course work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t18a	Evaluation performance requirements - course work - English
t18b	Evaluation performance requirements - homework - English
t18c	Performance requirements evaluation - English



**19 How do you evaluate the time requirements in the subject English?***Please tick a box in each line.*

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) Weekly course hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Time for homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Study time (time for preparation and follow-up of the classwork, not including homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t19a	Time requirements evaluation - weekly course hours - English
t19b	Evaluation time requirements - homework - English
t19c	Evaluation time requirements - studying - English

**20 How strongly do the following statements apply to you?***Please tick a box in each line.*

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) It is important for me personally to be good at English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When I learn something new in English class, I am also ready to use my free time for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) English is simply exciting for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When I am trying to solve an English exercise, I am sometimes unaware of how fast time passes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t20a	Interests- English: important to be good
t20b	Interests - English: using free time
t20c	Interests - English: exciting
t20d	Interests - English: time passes fast

**21 How strongly do the following statements apply to you?**

Please evaluate the following statements even if you have dropped biology during the upper Gymnasium level. Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) I am simply not good at biology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am good at biology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am not particularly talented in biology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I might be successful in a job that requires extensive biology skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t21a	Self-evaluation - biology: no talent
t21b	Self-evaluation - good at biology
t21c	Self-evaluation - not good at biology
t21d	Self-evaluation - biology skills

**22 Did you take the subject biology during the upper Gymnasium level?**

Please tick the applicable.

	yes [1]	no [0]
	<input type="checkbox"/>	<input type="checkbox"/>

"Yes": Please continue with the next question. "No": Please continue with question 26.

Variables

t22	Taken biology - upper Gymnasium level - filter question
-----	---

**23 How do you evaluate the performance requirements in the subject biology?**

Please tick a box in each line.

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) In class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Regarding homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Regarding tests in class (e.g. course work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t23a	Performance requirements evaluation - course work - biology
t23b	Performance requirements evaluation - homework - biology
t23c	Performance requirements evaluation - proficiency test - biology

**24 How do you evaluate the time requirements in the subject biology?***Please tick a box in each line.*

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) Weekly course hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Time for homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Study time (time for preparation and follow-up of the classwork, not including homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t24a	Time requirements evaluation - weekly course hours - biology
t24b	Evaluation time requirements - homework - biology
t24c	Time requirements evaluation - studying - biology

**25 How strongly do the following statements apply to you?***Please tick a box in each line.*

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) It is important for me personally to be good at biology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When I learn something new in biology class, I am also ready to use my free time for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Biology is simply exciting for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When I am trying to solve a biology exercise, I am sometimes unaware of how fast time passes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t25a	Interests - biology: important to be good
t25b	Interests - biology: use free time
t25c	Interests - biology: exciting
t25d	Interests - biology: time passes fast

**26 How strongly do the following statements apply to you?**

Please evaluate the following statements even if you have dropped physics during the upper Gymnasium level. Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) I am simply not good at physics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am good at physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am not particularly talented in physics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I might be successful in a job that requires extensive knowledge of physics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t26a	Self-evaluation - Physics no talent
t26b	Self-evaluation - good at physics
t26c	Self-evaluation - not good at physics
t26d	Self-evaluation - physics skills

**27 Have you taken the subject physics during the upper Gymnasium level?**

Please tick the applicable.

	yes [1]	no [0]
	<input type="checkbox"/>	<input type="checkbox"/>

"Yes": Please continue with the next question. "No": Please continue with question 31.

Variables

t27	Physics taken - upper Gymnasium level - filter question
-----	---

**28 How do you evaluate the performance requirements in the subject physics?**

Please tick a box in each line.

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) In class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Regarding homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) During tests at class (e.g. course works)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t28a	Performance requirements evaluation - course work - physics
t28b	Evaluation performance requirements - homework - physics
t28c	Performance requirements evaluation - proficiency test - physics

**29 How do you evaluate the time requirements in the subject physics?***Please tick a box in each line.*

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) Weekly course hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Time for homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Study time (time for preparation and follow-up of the classwork, not including homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t29a	Time requirements evaluation - weekly course hours - physics
t29b	Evaluation time requirements - homework - physics
t29c	Time requirements evaluation - studying - physics

**30 How strongly do the following statements apply to you?***Please tick a box in each line.*

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) It is important for me personally to be good at physics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When I learn something new in physics class, I am also ready to use my free time for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Physics is simply exciting for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When I am trying to solve a physics exercise, I am sometimes unaware of how fast time passes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t30a	Interests - physics: important to be good
t30b	Interests - physics: use free time
t30c	Interests - physics: exciting
t30d	Interests - physics: time passes fast

**31 How strongly do the following statements apply to you?**

Please evaluate the following statements even if you have dropped chemistry during the upper Gymnasium level. Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) I am simply not good at chemistry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I am good at chemistry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am not particularly talented in chemistry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I might be successful in a job that requires extensive knowledge of chemistry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Variables

t31a	Self-evaluation - chemistry: no talent
t31b	Self-evaluation - good at chemistry
t31c	Self-evaluation - not good at chemistry
t31d	Self-evaluation - chemistry skills

**32 Did you take the subject chemistry during your time at the upper Gymnasium level?**

Please tick the applicable.

	yes [1]	no [0]
	<input type="checkbox"/>	<input type="checkbox"/>

"Yes": Please continue with the next question. "No": Please continue with question 36.

## Variables

t32	Chemistry taken - upper Gymnasium level - filter question
-----	---

**33 How do you evaluate the performance requirements in the subject chemistry?**

Please tick a box in each line.

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) In class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Regarding homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Regarding tests in class (e.g. course work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Variables

t33a	Performance requirements evaluation - course work - chemistry
t33b	Performance requirements evaluation - homework - chemistry
t33c	Performance requirements evaluation - proficiency test - chemistry

**34 How do you evaluate the time requirements in the subject chemistry?***Please tick a box in each line.*

	very low [1]	slightly low [2]	just right [3]	slightly high [4]	very high [5]
a) Weekly course hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Time for homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Study time (time for preparation and follow-up of the classwork, not including homework)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t34a	Time requirements evaluation - weekly course hours - chemistry
t34b	Time requirements evaluation - homework - chemistry
t34c	Time requirements evaluation - studying - chemistry

**35 How strongly do the following statements apply to you?***Please tick a box in each line.*

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) It is important for me personally to be good at chemistry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) When I learn something new in chemistry class, I am also ready to use my free time for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Chemistry is simply exciting for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) When I am trying to solve a chemistry exercise, I am sometimes unaware of how fast time passes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t35a	Interests - chemistry: important to be good
t35b	Interests - chemistry: use free time
t35c	Interests - chemistry: exciting
t35d	Interests - chemistry: time passes fast

**Regarding our subject combination at Gymnasium level (Gymnasialzug)**

During the past years, a school reform has been implemented in Baden-Wuerttemberg that included a step-by-step introduction of different new features such as the reduction of school years at the Gymnasium by 1 year (G8 instead of G9).

**36 Do you graduate with the Abitur [higher education entrance qualification] after 12 or 13 years?**

Please tick the applicable.

After 13 years (G9) [1]      After 12 years (G8) [2]

Variables

t37      Abitur in G12 or G13?

**How would you assess yourself?**

**37 How strongly do the following statements apply to you?**

Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) I have a good memory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I like going to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I wish I were as intelligent as the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I cannot memorize some of the study contents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Learning is fun at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Compared to others I am not very gifted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) I am satisfied with our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I feel comfortable at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) I often think that I am not as smart as the others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) The things I learn, I can recall after a long period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t42a	Self-assessment - memory
t42b	Self-assessment - enjoyment of going to school
t42c	Self-assessment - comparison with others
t42d	Self-assessment - memorization of certain study contents
t42e	Self-assessment - learning with fun
t42f	Self-assessment - not very gifted compared to others
t42g	Self-assessment - satisfaction with school
t42h	Self-assessment - feeling comfortable at school
t42i	Self-assessment - not so smart compared to others
t42j	Self-assessment - memorization of learned information



**38 How strongly do you agree with the following statements?**

Please tick one box in every row.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) When I encounter difficulties, I find ways to overcome them and get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I always manage to solve difficult problems if I try hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I find it difficult to achieve my aims / to really do what I intend to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I always know how to behave even in unexpected situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I'm unsure how to cope with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I take a relaxed approach to difficulties because I'm confident about my own skills and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Whatever happens, I'll be able to handle it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) I can find a solution to any problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) If I encounter something new, I know how to deal with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) If a problem arises, I can cope with it myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t43a	Problem solving - assertion
t43b	Problem solving - effort
t43c	Problem solving - realisation intentions and aims
t43d	Problem solving - behavior unexpected situation
t43e	Problem solving - coping with unexpected events
t43f	Problem solving - trust in skills and abilities
t43g	Problem solving - handling whatever happens
t43h	Problem solving - finding a solution
t43i	Problem solving - deal with something new
t43j	Problem solving - to cope with problems oneself

**39 Have you participated in courses to improve your performance at school, e.g. intensive vacation courses, during the ongoing or past school year?**

*Please tick the applicable. Please indicate the number of hours right-aligned.*

yes [1]                      no [0]

Number of hours (total)                      |\_\_|\_\_|\_\_|

**Variables**

t44a	Participation in courses to improve performance at school
t44b	Participation in courses to improve performance at school - hours

**Tutoring**

**40 Have you used private tutoring or additional classes in the course of the ongoing school year or during the preceding school year?**

*By private tutoring we mean, in the following, both traditional extracurricular tutoring as well as additional school classes or help at other social organizations (e.g. youth club, cultural center etc.) to deepen and repeat course contents. Please tick the applicable.*

yes [1]                      no [0]

*"Yes": Please continue with the next question. "No": Please continue with question 48.*

**Variables**

t45	Use of private tutoring - filter question
-----	---

**41 In which subjects have you used private tutoring in the course of the ongoing school year or during the preceding school year?**

*Please tick the applicable. Multiple answers possible.*

	not specified [0]	specified [1]
a) Biology	<input type="checkbox"/>	<input type="checkbox"/>
b) Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
c) German	<input type="checkbox"/>	<input type="checkbox"/>
d) English	<input type="checkbox"/>	<input type="checkbox"/>
e) French	<input type="checkbox"/>	<input type="checkbox"/>
f) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
g) Physics	<input type="checkbox"/>	<input type="checkbox"/>
h) Other subject(s)	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t46a	Use of private tutoring - Biology
t46b	Use of private tutoring - Chemistry
t46c	Use of private tutoring - German
t46d	Use of private tutoring - English
t46e	Use of private tutoring - French
t46f	Use of private tutoring - Mathematics
t46g	Use of private tutoring - Physics
t46h	Use of tutoring - other subjects

**42 How many hours of private tutoring have you used in the course of the ongoing school year or during the preceding school year?**

*Note: the number of tutoring hours per week as well as the duration of the private tutoring in weeks can, for example, be used as a basis for calculation. Please enter the number of hours right-aligned.*

Total tutoring hours (with regard to the last two school years; if needed in several subjects):      |\_\_|\_\_|\_\_| Hours

Variables	
t47	Use of private tutoring: number of hours

**43 Was the tutoring partially or completely financed privately, e.g. by your parents?**

*Note: both the total number of privately financed tutoring hours as well as the (average) hourly rate in euros can be used as a basis for calculation of expenses. Please only tick one box. Please enter the amount in euros right-aligned.*

	not specified [0]	specified [1]
No, the tutoring has not been financed privately.	<input type="checkbox"/>	<input type="checkbox"/>
Yes, a part of the tutoring has been financed privately.	<input type="checkbox"/>	<input type="checkbox"/>
Yes, the entire tutoring services have been financed privately.	<input type="checkbox"/>	<input type="checkbox"/>
The related expenses amounted to approx.	_ _ _ _ _  Euros.	

Variables	
t48a	Financing of tutoring services - private/not private
t48d	Financing of tutoring services - indicate amount in euros

**44 Who prompted you to use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year)**

*Please tick the applicable. Multiple answers possible.*

	yes [1]	no [0]
myself	<input type="checkbox"/>	<input type="checkbox"/>
my parents	<input type="checkbox"/>	<input type="checkbox"/>
my (subject) teacher/ my school	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t49a	Initiated tutoring - myself
t49b	Initiated tutoring - parents
t49c	Initiated tutoring - school

**45 Why did or do you use tutoring services? (Only refers to tutoring during the ongoing school year or the preceding school year)**

Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) To improve my grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) To prepare for classroom tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) To close knowledge gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) To acquire learning strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) To learn independent learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) To get help for my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) To achieve a better school degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) To achieve a better school degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t50a	Reasons for tutoring - improving grades
t50b	Reasons for tutoring - classroom tests
t50c	Reasons for tutoring - knowledge gaps
t50d	Reasons for tutoring - learning strategies
t50e	Reasons for tutoring - independent learning
t50f	Reasons for tutoring - homework
t50g	Reasons for tutoring - school degree
t50h	Reasons for tutoring - extended class time

**46 Have you used tutoring services or additional classes between grade 5 and admission to the course level?**

Please tick the applicable.

	yes [1]	no [0]
	<input type="checkbox"/>	<input type="checkbox"/>

"Yes": Please continue with the next question. "No": Please continue with question 48.

Variables

t51	Tutoring prior to admission to the course level - filter question
-----	---

**47 In which subjects have you used tutoring services prior to admission to the course level (starting from grade 5)?**

Please tick the applicable. Multiple answers possible.

	not specified [0]	specified [1]
a) Biology	<input type="checkbox"/>	<input type="checkbox"/>
b) Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
c) German	<input type="checkbox"/>	<input type="checkbox"/>
d) English	<input type="checkbox"/>	<input type="checkbox"/>
e) French	<input type="checkbox"/>	<input type="checkbox"/>
f) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
g) Physics	<input type="checkbox"/>	<input type="checkbox"/>
h Other subject(s)	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t52a	Tutoring prior to admission to the course level - Biology
t52b	Tutoring prior to admission to the course level - Chemistry
t52c	Tutoring prior to admission to the course level - German
t52d	Tutoring prior to admission to the course level - English
t52e	Tutoring prior to admission to the course level - French
t52f	Tutoring prior to admission to the course level - Maths
t52g	Tutoring prior to admission to the course level - Physics
t52h	Tutoring prior to admission to the course level - other subjects

**Leisure activities**

**48 Please explain here how you spend your free time beyond school hours during a normal week. On how many days of the week do you do this?**

Please tick a box in each line.

	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
a) Participation in free time activities at school (e.g. sports, hobby or working groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _							
b) Meeting friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _							

	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
c) Computer games, chatting etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _							
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
d) Watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _							
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
e) Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _							
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
f) Spending time with the family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _							
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
g) Doing sports (alone, with friends, at a club)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _							
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
h) Participating in the orchestra, in church groups or other groups (except sports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _							
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
i) Spending time with other hobbies (e.g. instruments, handicraft)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _							
	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
j) Part-time job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _							

	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	I don't do this at all. [8]
k) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
how many hours per week in total	_ _ _							

Variables	
t53a	Free time activities, days per week - activities offered at school
t53aa	Free time activities days per week - activities offered at school: hours
t53b	Free time activities days per week - meeting friends
t53bb	Free time activities days per week - meeting friends: total hours
t53c	Free time activities days per week - computer
t53cc	Free time activities days per week - computer: total hours
t53d	Free time activities days per week - watching TV
t53dd	Free time activities days per week - watching TV: total hours
t53e	Free time activities days per week - reading
t53ee	Free time activities days per week - reading: total hours
t53f	Free time activities days per week - family time
t53ff	Free time activities days per week - family time: total hours
t53g	Free time activities days per week - doing sports
t53gg	Free time activities days per week - doing sports: total hours
t53h	Free time activities days per week - orchestra, church groups
t53hh	Free time activities days per week - orchestra, church groups: total hours
t53i	Free time activities days per week - hobbies
t53ii	Free time activities days per week - hobbies: total hours
t53j	Free time activities days per week - part-time job
t53jj	Free time activities days per week - part-time job: total hours
t53k	Free time activities days per week - other
t53kk	Free time activities days per week - other: total hours

**Health problems**

49 How often have you had the following problems in the last 6 weeks?				
<i>Please tick one box in every row</i>				
	never [1]	1-2 times [2]	3-6 times [3]	more than 6 times [4]
a) Nervousness, inner anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Headaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Strong heart palpitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Fear that it's all getting too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Difficulty concentrating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Sleep disturbances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Bad dreams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



h) Excessive sweating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Vomiting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Easily irritable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Feelings of dizziness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Tiredness, fatigue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Incapable of relaxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Severe forgetfulness, distraction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Angry at everything	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Feeling of being worthless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Fear of going to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Shakiness, weakness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Nausea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) Loss of appetite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u) Backache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Sadness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w) Feeling that excessive demands are being made of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x) Eating binges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y) Feeling of inner emptiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z) Stomach ache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t54a	Health problems - nervousness
t54b	Health problems - headaches
t54c	Health problems - heart palpitations
t54d	Health problems - fear
t54e	Health problems - difficulty concentrating
t54f	Health problems - sleep disturbances
t54g	Health Problems - bad dreams
t54h	Health problems - excessive sweating
t54i	Health problems - vomiting
t54j	Health problems - irritability
t54k	Health Problems - dizziness
t54l	Health problems - tiredness, fatigue
t54m	Health problems - incapable of relaxing
t54n	Health problems - forgetfulness
t54o	Health problems - angry at everything
t54p	Health problems - worthlessness
t54q	Health problems - fear of going to school
t54r	Health problems - shakiness
t54s	Health problems - nausea
t54t	Health problems - loss of appetite
t54u	Health problems - backache
t54v	Health problems - sadness
t54w	Health problems - excessive demands
t54x	Health problems - eating binges
t54y	Health problems - inner emptiness
t54z	Health problems - stomach ache

**50** Since the start of the school year, how often have you been ill and unable to attend lessons?

*Please tick only one answer.*

Never sick [1]	1-5 days ill [2]	6-10 days ill [3]	11-15 days ill [4]	more than 15 days ill [5]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t55	Ill during school term time

**And after the Abitur?**

**51 What is your personal opinion about studying at a university, a university of applied sciences, a college of education or at the cooperative state university: "Dual Hochschule Baden-Württemberg (DHBW, formerly Berufsakademie)"?**

*Please indicate how well the following statements reflect your interest in pursuing post-secondary studies.*

	very unlikely 1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	very likely 10 [10]
a) Tuition fees discourage me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I will probably be overwhelmed by a higher education study program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I will also be able to be successful in my studies if unexpected problems arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Possible tuition fees have no impact on my decision for/against a university study program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t56a	Studies - tuition fees discouraging
t56b	Studies - overwhelmed
t56c	Studies - success in spite of problems
t56d	Studies - tuition fees have no impact

The following part is meant to determine which vocational training you would like to do if your preferences were the only factor of influence:

**52** If you think of everything you know at this time: what are you likely to do as a profession after your graduation from school (and, if applicable, community service, military service, social year etc.)?

Please tick only one answer.

- |  |                                 |  |  |  |   |                          |
|--|---------------------------------|--|--|--|---|--------------------------|
| a) Pursue a degree program at a university, an (administrative) university of applied sciences, a college of education or at the cooperative state university: "Dual Hochschule Baden-Wuerttemberg" (Berufsakademie) [1] | b) Pursue an apprenticeship [2] | c) Pursue another full-time degree program (e.g. nursing education at a school for healthcare professions) [3] | d) Pursue training for civil servants (clerical class) [4] | e) Work without pursuing any previous studies or professional training [5] | f) Pursue no professional activity and no study program [6] | g) Something else [7]    |
| <input type="checkbox"/>   | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>                                   | <input type="checkbox"/>   | <input type="checkbox"/>                                    | <input type="checkbox"/> |

"a) Pursue a degree program at a university, an (administrative) university of applied sciences, a college of education or at the cooperative state university: "Dual Hochschule Baden-Wuerttemberg" (Berufsakademie)": Please continue with the next question. "b) Pursue an apprenticeship": Please continue with question 59. "c) Pursue another full-time degree program (e.g. nursing education at a school for healthcare professions)": Please continue with question 60. "d) Pursue training for civil servants (clerical class)": Please continue with question 61. "e) Work without pursuing any previous studies or professional training": Please continue with question 61. "f) Pursue no professional activity and no study program": Please continue with question 62. "g) Something else": Please continue with question 62.

Variables	
t57	Vocational training - after graduation - filter question

**53 At which type of higher education institution will you probably study?**

Please tick only one answer.

University of applied sciences [1]	University [2]	Cooperative state university: "Dual Hochschule Baden-Württemberg (Berufsakademie)" [3]	College of education [4]	I do not have a specific plan yet. [5]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t58 Vocational training - type of higher education institution

**54 How important are the following aspects in choosing your higher education institution?**

Assuming you could freely choose your higher education institution regardless of admission restrictions. Please tick one box in each line.

	very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]
a) Professional, practical focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Research focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Teaching of basic subject-related knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Teaching of research skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teaching of problem solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching of team skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teaching of independent working/learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Equipment (e.g. library, IT infrastructure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Size of the study location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Support by instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Variety of course offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Contact among the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Variety of the studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Financial viability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Teaching quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Prestige of the degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Internationality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Interdisciplinarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

## 2 Students Grade 12 (ID 184)

t59a	Higher education institution selection criteria - practical focus
t59b	Higher education institution selection criteria - research focus
t59c	Higher education institution selection criteria - basic knowledge
t59d	Higher education institution selection criteria - research skills
t59e	Higher education institution selection criteria - problem solving skills
t59f	Higher education institution selection criteria - team skills
t59g	Higher education institution selection criteria - learning skills
t59h	Higher education institution selection criteria - equipment
t59i	Higher education institution selection criteria - size of the study location
t59j	Higher education institution selection criteria - tutoring by instructors
t59k	Higher education institution selection criteria - variety of courses
t59l	Higher education institution selection criteria - contact among the student body
t59m	Higher education institution selection criteria - variety of the study program
t59n	Higher education institution selection criteria - financial viability
t59o	Higher education institution selection criteria - teaching quality
t59p	Higher education institution selection criteria - prestige of the degree
t59q	Higher education institution selection criteria - internationality
t59r	Higher education institution selection criteria - interdisciplinary curriculum

**55 Please assess the study program at different higher education institution types: how do you rate the studies at the higher education institution types with regard to the mentioned aspects?**

*With this question, we would like to get an idea of your impression of the different higher education institution types even if you do not know them very well. Enter a grade (from 1 = very good 6 = insufficient) in each box. If you are not sure, please enter the grade which you spontaneously feel applies best.*

a) Professional, practical focus [university] | \_\_\_ |

a) Professional, practical focus [college of education] | \_\_\_ |

a) Professional, practical focus [university of applied sciences] | \_\_\_ |

a) Professional, practical focus [cooperative state university] | \_\_\_ |

b) Research focus [university] | \_\_\_ |

b) Research focus [college of education] | \_\_\_ |

b) Research focus [university of applied sciences] | \_\_\_ |

b) Research focus [cooperative state university] | \_\_\_ |

c) Teaching of basic subject-related knowledge [university]	__
c) Teaching of basic subject-related knowledge [college of education]	__
c) Teaching of basic subject-related knowledge [university of applied sciences]	__
c) Teaching of basic subject-related knowledge [cooperative state university]	__
d) Teaching of research skills [university]	__
d) Teaching of research skills [college of education]	__
d) Teaching of research skills [university of applied sciences]	__
d) Teaching of research skills [cooperative state university]	__
e) Teaching of problem solving skills [university]	__
e) Teaching of problem solving skills [college of education]	__
e) Teaching of problem solving skills [university of applied sciences]	__
e) Teaching of problem solving skills [cooperative state university]	__
f) Teaching of team skills [university]	__
f) Teaching of team skills [college of education]	__
f) Teaching of team skills [university of applied sciences]	__
f) Teaching of team skills [cooperative state university]	__
g) Teaching of independent working/learning skills [university]	__
g) Teaching of independent working/learning skills [college of education]	__

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g) Teaching of independent working/learning skills [university of applied sciences]	__
g) Teaching of independent working/learning skills [cooperative state university]	__
h) Equipment (e.g. library, IT infrastructure) [university]	__
h) Equipment (e.g. library, IT infrastructure) [college of education]	__
h) Equipment (e.g. library, IT infrastructure) [university of applied sciences]	__
h) Equipment (e.g. library, IT infrastructure) [cooperative state university]	__
i) Size of the study location [university]	__
i) Size of the study location [college of education]	__
i) Size of the study location [university of applied sciences]	__
i) Size of the study location [cooperative state university]	__
j) Support by instructors [university]	__
j) Support by instructors [college of education]	__
j) Support by instructors [university of applied sciences]	__
j) Support by instructors [cooperative state university]	__
k) Variety of the course offerings [university]	__
k) Variety of the course offerings [college of education]	__
k) Variety of the course offerings [university of applied sciences]	__
k) Variety of the course offerings [cooperative state university]	__



l) Contact among the students [university]	__
l) Contact among the students [college of education]	__
l) Contact among the students [university of applied sciences]	__
l) Contact among the students [cooperative state university]	__
m) Variety of the studies [university]	__
m) Variety of the studies [college of education]	__
m) Variety of the studies [university of applied sciences]	__
m) Variety of the studies [cooperative state university]	__
n) Financial viability [university]	__
n) Financial viability [college of education]	__
n) Financial viability [university of applied sciences]	__
n) Financial viability [cooperative state university]	__
o) Teaching quality [university]	__
o) Teaching quality [college of education]	__
o) Teaching quality [university of applied sciences]	__
o) Teaching quality [cooperative state university]	__
p) Prestige of the degree [university]	__
p) Prestige of the degree [college of education]	__
p) Prestige of the degree [university of applied sciences]	__

## 2 Students Grade 12 (ID 184)

p) Prestige of the degree [cooperative state university]	__
q) Internationality [university]	__
q) Internationality [college of education]	__
q) Internationality [university of applied sciences]	__
q) Internationality [cooperative state university]	__
r) Interdisciplinarity [university]	__
r) Interdisciplinarity [college of education]	__
r) Interdisciplinarity [university of applied sciences]	__
r) Interdisciplinarity [cooperative state university]	__

Variables	
t60aa	Evaluation of the higher education institution type - practical focus - university
t60ab	Evaluation of the higher education institution type - practical focus - college of education
t60ac	Evaluation of the higher education institution type - practical focus - university of applied sciences
t60ad	Evaluation of the higher education institution type - practical focus - cooperative state university
t60ba	Evaluation of the higher education institution type - research focus - university
t60bb	Evaluation of the higher education institution type - research focus - college of education
t60bc	Evaluation of the higher education institution type - research focus - university of applied sciences
t60bd	Evaluation of the higher education institution type - research focus - cooperative state university
t60ca	Evaluation of the higher education institution type - basic subject-related knowledge - university
t60cb	Evaluation of the higher education institution type - basic subject-related knowledge - college of education
t60cc	Evaluation of the higher education institution type - basic subject-related knowledge - university of applied sciences
t60cd	Evaluation of the higher education institution type - basic subject-related knowledge - cooperative state university
t60da	Evaluation of the higher education institution type - research skills - university
t60db	Evaluation of the higher education institution type - research skills - college of education
t60dc	Evaluation of the higher education institution type - research skills - university of applied sciences
t60dd	Evaluation of the higher education institution type - research skills - cooperative state university
t60ea	Evaluation of the higher education institution type - problem solving skills - university
t60eb	Evaluation of the higher education institution type - problem solving skills - college of education
t60ec	Evaluation of the higher education institution type - problem solving skills - university of applied sciences

t60ed	Evaluation of the higher education institution type - problem solving skills - cooperative state university
t60fa	Evaluation of the higher education institution type - team skills - university
t60fb	Evaluation of the higher education institution type - team skills - college of education
t60fc	Evaluation of the higher education institution type - team skills - university of applied sciences
t60fd	Evaluation of the higher education institution type - team skills - cooperative state university
t60ga	Evaluation of the higher education institution type - learning skills - university
t60gb	Evaluation of the higher education institution type - learning skills - college of education
t60gc	Evaluation of the higher education institution type - learning skills - university of applied sciences
t60gd	Evaluation of the higher education institution type - learning skills - cooperative state university
t60ha	Evaluation of the higher education institution type - equipment - university
t60hb	Evaluation of the higher education institution type - equipment - university of applied sciences
t60hc	Evaluation of the higher education institution type - equipment - college of education
t60hd	Evaluation of the higher education institution type - equipment - cooperative state university
t60ia	Evaluation of the higher education institution type - location size - university
t60ib	Evaluation of the higher education institution type - location size - college of education
t60ic	Evaluation of the higher education institution type - location size - university of applied sciences
t60id	Evaluation of the higher education institution type - location size - cooperative state university
t60ja	Evaluation of the higher education institution type - instructor support - university
t60jb	Evaluation of the higher education institution type - instructor support - college of education
t60jc	Evaluation of the higher education institution type - instructor support - university of applied sciences
t60jd	Evaluation of the higher education institution type - instructor support - cooperative state university
t60ka	Evaluation type of higher education institution - variety of courses - Uni
t60kb	Evaluation type of higher education institution - variety of courses - PH
t60kc	Evaluation type of higher education institution - variety of courses - HAW
t60kd	Evaluation type of higher education institution - variety of courses - BA
t60la	Evaluation of the higher education institution type - student contact - university
t60lb	Evaluation of the higher education institution type - student contact - college of education
t60lc	Evaluation of the higher education institution type - student contact - university of applied sciences
t60ld	Evaluation of the higher education institution type - student contact - cooperative state university
t60ma	Evaluation of the higher education institution type - variety - university
t60mb	Evaluation of the higher education institution type - variety - college of education
t60mc	Evaluation of the higher education institution type - variety - university of applied sciences
t60md	Evaluation type of higher education institution - variety of the study program - BA
t60na	Evaluation of the higher education institution type - financial viability - university
t60nb	Evaluation of the higher education institution type - financial viability - college of education
t60nc	Evaluation of the higher education institution type - financial viability - university of applied sciences
t60nd	Evaluation of the higher education institution type - financial viability - cooperative state university
t60oa	Evaluation of the higher education institution type - teaching quality - university
t60ob	Evaluation of the higher education institution type - teaching quality - college of education
t60oc	Evaluation of the higher education institution type - teaching quality - university of applied sciences
t60od	Evaluation of the higher education institution type - teaching quality - cooperative state university
t60pa	Evaluation of the higher education institution type - prestige degree - university

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t60pb	Evaluation of the higher education institution type - prestige degree - college of education
t60pc	Evaluation of the higher education institution type - prestige degree - university of applied sciences
t60pd	Evaluation of the higher education institution type - prestige degree - cooperative state university
t60qa	Evaluation of the higher education institution type - internationality - university
t60qb	Evaluation of the higher education institution type - internationality - college of education
t60qc	Evaluation of the higher education institution type - internationality - university of applied sciences
t60qd	Evaluation of the higher education institution type - internationality - cooperative state university
t60ra	Evaluation of the higher education institution type - interdisciplinary - university
t60rb	Evaluation of the higher education institution type - interdisciplinary - college of education
t60rc	Evaluation of the higher education institution type - interdisciplinary - university of applied sciences
t60rd	Evaluation of the higher education institution type - interdisciplinary - cooperative state university

### 56 What subject are you likely to study?

*If you intend to study to become a teacher, please enter the most likely combination of subjects. Please indicate in printed letters.*

1st subject:



2nd subject:



3rd subject:



Variables

t61a_O	Professional training - subject 1
t61a_g1	Vocational Training - Field of Study 1 (KlDB 1988)
t61a_g2	Vocational Training - Field of Study 1 (KlDB 2010)
t61a_g3	Vocational Training - Field of Study 1 (ISCO-88)
t61a_g4	Vocational Training - Field of Study 1 (ISCO-08)
t61a_g5	Vocational Training - Field of Study 1 (ISEI-88)
t61a_g6	Vocational Training - Field of Study 1 (SIOPS-88)
t61a_g7	Vocational Training - Field of Study 1 (MPS)
t61a_g9	Vocational Training - Field of Study 1 (BLK)
t61a_g14	Vocational Training - Field of Study 1 (ISEI-08)
t61a_g16	Vocational Training - Field of Study 1 (SIOPS-08)
t61b_O	Professional training - subject 2
t61b_g1	Vocational Training - Field of Study 2 (KlDB 1988)
t61b_g2	Vocational Training - Field of Study 2 (KlDB 2010)
t61b_g3	Vocational Training - Field of Study 2 (ISCO-88)
t61b_g4	Vocational Training - Field of Study 2 (ISCO-08)
t61b_g5	Vocational Training - Field of Study 2 (ISEI-88)
t61b_g6	Vocational Training - Field of Study 2 (SIOPS-88)
t61b_g7	Vocational Training - Field of Study 2 (MPS)
t61b_g9	Vocational Training - Field of Study 2 (BLK)
t61b_g14	Vocational Training - Field of Study 2 (ISEI-08)
t61b_g16	Vocational Training - Field of Study 2 (SIOPS-08)
t61c_O	Professional training - subject 3
t61c_g1	Vocational Training - Field of Study 3 (KlDB 1988)
t61c_g2	Vocational Training - Field of Study 3 (KlDB 2010)
t61c_g3	Vocational Training - Field of Study 3 (ISCO-88)
t61c_g4	Vocational Training - Field of Study 3 (ISCO-08)
t61c_g5	Vocational Training - Field of Study 3 (ISEI-88)
t61c_g6	Vocational Training - Field of Study 3 (SIOPS-88)
t61c_g7	Vocational Training - Field of Study 3 (MPS)
t61c_g9	Vocational Training - Field of Study 3 (BLK)
t61c_g14	Vocational Training - Field of Study 3 (ISEI-08)
t61c_g16	Vocational Training - Field of Study 3 (SIOPS-08)

**57 In which city do you intend to study?**

*Please enter your favored study city (please name only one city) or tick that you do not know yet which city you prefer.*

(Please indicate in printed letters.)



	Not marked [0]	Marked [1]
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t97_g1	Probable place of study (RS west/east)
t97_g2	Probable place of study (RS federal state)
t97_g3R	Probable place of study (RS region)
t97_g4R	Probable place of study (RS administrative district)

**58 Are you planning a university education for teaching professions?**

Please tick only one answer.

		yes, secondar y education studies for Hauptsch ule [school for basic secondar y education ], Realschul e [intermedi ate secondar y school] or Werkreal schule [type of school in Baden- Württemb erg offering basic and intermedi ate secondar y education in combinati on with basic vocationa l education ] [2]	yes, Gymnasi um education studies [3]	yes, education studies for special schools [4]	yes, another university education for teaching professio ns [5]
no, no university education for teaching professio ns [0]	yes, elementa ry school education studies [1]				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specifically: (Please indicate in printed letters.)



"All answers": Please continue with question 62.

**Variables**

t62a	Teaching education
t62aa_O	Teaching post - other - filter question

**59 What course of vocational training (not higher education) will you most likely take?**

Please enter the exact name of the training course.

(Please indicate in printed letters.)



"All continue": Please continue with question 62.

Variables

t63_g1	likely vocational training (KIDB 1998)
t63_g2	likely vocational training (KIDB 2010)
t63_g3	likely vocational training (ISCO-88)
t63_g4	likely vocational training (ISCO-08)
t63_g5	likely vocational training (ISEI-88)
t63_g6	likely vocational training (SIOPS-88)
t63_g7	likely vocational training (MPS)
t63_g9	likely vocational training (BLK)
t63_g14	likely vocational training (ISEI-08)
t63_g16	likely vocational training (SIOPS-08)

**60 Which full-time training program (no studies, no apprenticeship) are you likely to start?**

Please enter the exact name of the training course.

(Please indicate in printed letters.)



"All continue": Please continue with question 62.

Variables

t64_g1	likely full-time school education program (KIDB 1998)
t64_g2	likely full-time school education program (KIDB 2010)
t64_g3	likely full-time school education program (ISCO-88)
t64_g4	likely full-time school education program (ISCO-08)
t64_g5	likely full-time school education program (ISEI-88)
t64_g6	likely full-time school education program (SIOPS-88)
t64_g7	likely full-time school education program (MPS)
t64_g9	likely full-time school education program (BLK)
t64_g14	likely full-time school education program (ISEI-08)
t64_g16	likely full-time school education program (SIOPS-08)



**61 Which professional activity are you likely to start?**

Please enter an accurate description of the activity.

(Please indicate in printed letters.)

**Variables**

t65_g1	likely professional activity (KIdB 1998)
t65_g2	likely professional activity (KIdB 2010)
t65_g3	likely professional activity (ISCO-88)
t65_g4	likely professional activity (ISCO-08)
t65_g5	likely professional activity (ISEI-88)
t65_g6	likely professional activity (SIOPS-88)
t65_g7	likely professional activity (MPS)
t65_g9	likely professional activity (BLK)
t65_g14	likely professional activity (ISEI-08)
t65_g16	likely professional activity (SIOPS-08)

**Some questions about yourself****62 You are...**

Please tick the applicable.

... male? [1]    ... female? [2]

**Variables**

t66	You - gender
-----	--------------

**63 When were you born?**

Please enter the month and year as numbers and right-aligned.

|\_|\_|\_| Month

|\_|\_|\_|\_|\_| Year

**Variables**

t67a	Date of birth (birth month) target person
t67b	Date of birth (birth year) target person

**64 Who normally lives with you?**

Please tick a box in each line.

	yes [1]	no [0]
a) Biological mother, adoptive mother, foster mother	<input type="checkbox"/>	<input type="checkbox"/>
b) Step mother or girlfriend of your father	<input type="checkbox"/>	<input type="checkbox"/>
c) Biological father, adoptive father, foster father	<input type="checkbox"/>	<input type="checkbox"/>
d) Step father or boyfriend of your mother	<input type="checkbox"/>	<input type="checkbox"/>
e) Siblings and/or step siblings	<input type="checkbox"/>	<input type="checkbox"/>
f) Grandmother and/or grandfather	<input type="checkbox"/>	<input type="checkbox"/>
f) Other people	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t68a	Household members - mother
t68b	Household members - mother
t68c	Household members - father
t68d	Household members - father
t68e	Household members - siblings
t68f	Household members - grandparents
t68g	Household members - others

**65 How many people normally live at your home - including yourself?**

Please indicate the figures right-aligned.

|\_|\_|\_| People

Variables	
t69	Number household members

**66 When you talk about your "mother" in the questionnaire, who exactly do you mean?**

Please tick only one answer.

	my biological mother [1]	my step mother [2]	my adoptive mother [3]	my foster mother [4]	my father's girlfriend [5]	another woman [6]	I do not have a mother (anymore) / I do not know my mother [0]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t70	Mother

**67 When you talk about your "father" in the questionnaire, who exactly do you mean?**

Please tick only one answer.

	my biological father [1]	my step father [2]	my adoptive father [3]	my foster father [4]	my mother's boyfriend [5]	another man [6]	I do not have a father (anymore) / I do not know my father [0]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t71	Father
-----	--------

**68 What is your parents' highest educational qualification?**

If your parents have not graduated from school in Germany, please indicate the equivalent German school leaving certificate. Please tick the applicable for father and mother respectively.

	No school-leaving qualification [1]	Leaving certificate of the Hauptschule/Vollksschule, 8th grade POS [2]	Leaving certificate of the Realschule, 10th grade POS [3]	University entrance qualification [(Fach-)Abitur (12th grade EOS)] [4]	Graduation of (Fach-) Hochschule [5]	Doctorate (PhD) [6]	Other qualification [7]	Don't know [8]
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t72a	Highest educational qualification - mother
------	--

t72b	Highest educational qualification - father
------	--

**69 Are your parents currently working?**

Please tick the applicable for father and mother.

	Yes, full-time (also self-employed) [1]	Yes, part-time (also self-employed) [2]	No, not employed, but looking for a job [3]	No, not employed (e.g. househusband, housewife, pensioner) [4]
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t73a	Occupation - mother
------	---------------------

t73b	Occupation - father
------	---------------------

**70 What is your parents' occupation?**

*If your mother or your father are currently not working, please think of her or his last professional activity. Please tick the applicable for father and mother.*

	Has never worked [1]	Worker [2]	Employee (also in the public sector) [3]	Civil servant (also judge) [4]	Regular/professional soldier [5]	Self-employed without employees [6]	Self-employed with employees [7]	Mainly work at their own company or at their own farm [8]	Don't know [9]
Mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t74a	Professional position - mother
t74b	Professional position - father

**71 What is your parents' current profession? e.g. automotive mechanic, shop assistant, teacher at a Gymnasium, civil engineer**

*If your mother or your father are currently not working, please think of her or his last professional activity.*

a) Mother (Please indicate accurate job title in printed letters.)




---

	Not marked [0]	Marked [1]
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

b) Father (Please indicate accurate job title in printed letters.)




---

	Not marked [0]	Marked [1]
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t75a_g1	Mother: occupation (KIdB 1998)
t75a_g2	Mother: occupation (KIdB 2010)
t75a_g3	Mother: occupation (ISCO-88)
t75a_g4	Mother: occupation (ISCO-08)
t75a_g5	Mother: occupation (ISEI-88)
t75a_g6	Mother: occupation (SIOPS-88)
t75a_g7	Mother: occupation (MPS)
t75a_g9	Mother: occupation (BLK)
t75a_g14	Mother: occupation (ISEI-08)
t75a_g15	Mother: occupation (CAMSIS)
t75a_g16	Mother: occupation (SIOPS-08)
t75b_g1	Father: occupation (KIdB 1998)
t75b_g2	Father: occupation (KIdB 2010)
t75b_g3	Father: occupation (ISCO-88)
t75b_g4	Father: occupation (ISCO-08)
t75b_g5	Father: occupation (ISEI-88)
t75b_g6	Father: occupation (SIOPS-88)
t75b_g7	Father: occupation (MPS)
t75b_g9	Father: occupation (BLK)
t75b_g14	Father: occupation (ISEI-08)
t75b_g15	Father: occupation (CAMSIS)
t75b_g16	Father: occupation (SIOPS-08)

**72 How many books are there approximately at your home?**

Please do not count: journals, newspapers and your school books. Please tick only one answer.

None or only very few (0 to 10 books) [1]	Enough to fill one shelf (11 to 25 books) [2]	Enough to fill several shelves (26 to 100 books) [3]	Enough to fill a small set of shelves (101 to 200 books) [4]	Enough to fill a large set of shelves (201 to 500 books) [5]	Enough to fill shelf units (more than 500 books) [6]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t76	Number of books
-----	-----------------

**73 At your home, is there ...**

Please tick a box in each line.

	yes [1]	no [0]
a) ... a desk to study?	<input type="checkbox"/>	<input type="checkbox"/>
b) ... a room exclusively for you?	<input type="checkbox"/>	<input type="checkbox"/>
c) ... learning software?	<input type="checkbox"/>	<input type="checkbox"/>
d) ... classic literature (e.g. by Goethe)?	<input type="checkbox"/>	<input type="checkbox"/>
e) ... books with poems?	<input type="checkbox"/>	<input type="checkbox"/>
f) ... art works (e.g. paintings)?	<input type="checkbox"/>	<input type="checkbox"/>
g) ... books that are helpful for your homework?	<input type="checkbox"/>	<input type="checkbox"/>
h) ... a dictionary?	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t77a	At home - desk
t77b	At home - own room
t77c	At home - learning software
t77d	At home - literature
t77e	At home - poems
t77f	At home - art works
t77g	At home - books for homework
t77h	At home - dictionary

**74 Have you ever failed a school year or have you repeated a grade?**

*Please tick the applicable.*

yes [1]      no [0]  
     

If "yes": how often?      |\_\_| Times

*"No": Please continue with question 76.*

**Variables**

t78a	Repetitions
t78aa	Number of repetitions

<b>75 Which grade or which grades have you repeated?</b>		
<i>Please tick the applicable.</i>		
	yes [1]	no [0]
Grade 1	<input type="checkbox"/>	<input type="checkbox"/>
Grade 2	<input type="checkbox"/>	<input type="checkbox"/>
Grade 3	<input type="checkbox"/>	<input type="checkbox"/>
Grade 4	<input type="checkbox"/>	<input type="checkbox"/>
Grade 5	<input type="checkbox"/>	<input type="checkbox"/>
Grade 6	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8	<input type="checkbox"/>	<input type="checkbox"/>
Grade 9	<input type="checkbox"/>	<input type="checkbox"/>
Grade 10	<input type="checkbox"/>	<input type="checkbox"/>
Grade 11	<input type="checkbox"/>	<input type="checkbox"/>
Grade 12	<input type="checkbox"/>	<input type="checkbox"/>
Grade 13	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t79a	Repeated school years - 1
t79b	Repeated school years - 2
t79c	Repeated school years - 3
t79d	Repeated school years - 4
t79e	Repeated school years - 5
t79f	Repeated school years - 6
t79g	Repeated school years - 7
t79h	Repeated school years - 8
t79i	Repeated school years - 9
t79j	Repeated school years - 10
t79k	Repeated school years - 11
t79l	Repeated school years - 12
t79m	Repeated school years - 13

**Questions on your background and language**



**76 In which country were you born?**

Please tick only one answer.

- in another country, specifically: [12]
- Ukraine [11]
- Turkey [10]
- Serbia [9]
- Russian Federation [8]
- Poland [7]
- Croatia [6]
- Kazakhstan [5]
- Italy [4]
- Greece [3]
- Bosnia and Herzegovina [2]
- Germany [1]

(Please indicate in printed letters):



**Variables**

t80a_g1R	Country of own birth
t80a_g2R	Country of birth itself (categorized)
t80a_g2D	Country of birth itself (categorized)


**77 If you were not born in Germany: at which age did you move to Germany?**

If you were younger than one year, please enter a "zero" (0). Please align numbers to the right.

I was   years old.

**Variables**


t81	Move at age
-----	-------------

78 What is your nationality?		
<i>You can tick more than one box if you have more than one nationality.</i>		
	no [0]	yes [1]
German	<input type="checkbox"/>	<input type="checkbox"/>
Bosnian	<input type="checkbox"/>	<input type="checkbox"/>
Greek	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>
Kazakh	<input type="checkbox"/>	<input type="checkbox"/>
Croatian	<input type="checkbox"/>	<input type="checkbox"/>
Polish	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>
Serbian	<input type="checkbox"/>	<input type="checkbox"/>
Turkish	<input type="checkbox"/>	<input type="checkbox"/>
Ukrainian	<input type="checkbox"/>	<input type="checkbox"/>
Another nationality, specifically:	<input type="checkbox"/>	<input type="checkbox"/>
(Please indicate in printed letters.) 		
	no [0]	yes [1]
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t82a_g1	country of citizenship: number of indications
t82a_g2R	country of citizenship 1
t82a_g2D	country of citizenship 1 (aggregated)
t82a_g3R	country of citizenship 2
t82a_g3D	country of citizenship 2 (aggregated)
t82a_g4R	country of citizenship 3
t82a_g4D	country of citizenship 3 (aggregated)

**79 Now let's talk about your mother tongue: which language did you learn as a child in your family?**

*You can also tick more than one box if you have learned more than one language in your family.*

	no [0]	yes [1]
German	<input type="checkbox"/>	<input type="checkbox"/>
Arabic	<input type="checkbox"/>	<input type="checkbox"/>
Bosnian	<input type="checkbox"/>	<input type="checkbox"/>
Greek	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>
Kazakh	<input type="checkbox"/>	<input type="checkbox"/>
Croatian	<input type="checkbox"/>	<input type="checkbox"/>
Kurdish	<input type="checkbox"/>	<input type="checkbox"/>
Polish	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>
Serbian	<input type="checkbox"/>	<input type="checkbox"/>
Turkish	<input type="checkbox"/>	<input type="checkbox"/>
Ukrainian	<input type="checkbox"/>	<input type="checkbox"/>
Another language, specifically:	<input type="checkbox"/>	<input type="checkbox"/>
(Please indicate in printed letters.) 		

Variables	
t83a_g1	mother tongue: number of indications
t83a_g2R	mother tongue 1
t83a_g2D	mother tongue 1 (aggregated)
t83a_g3R	mother tongue 2
t83a_g3D	mother tongue 2 (aggregated)
t83a_g4R	mother tongue 3
t83a_g4D	mother tongue 3 (aggregated)

**80 Now let's talk about the background of your family. In which country was your mother born? In which country was your father born?**

Please tick an answer in each column.

	Don't know [13]	<input type="checkbox"/>
	In another country, specifically: [12]	<input type="checkbox"/>
	Ukraine (and/or Ukrainian Soviet Republic) [11]	<input type="checkbox"/>
	Turkey [10]	<input type="checkbox"/>
	Serbia [9]	<input type="checkbox"/>
	Russian Federation (and/or Russian Soviet Republic) [8]	<input type="checkbox"/>
	Poland [7]	<input type="checkbox"/>
	Croatia [6]	<input type="checkbox"/>
	Kazakhstan (and/or Kazakh Soviet Republic) [5]	<input type="checkbox"/>
	Italy [4]	<input type="checkbox"/>
	Greece [3]	<input type="checkbox"/>
	Bosnia and Herzegovina [2]	<input type="checkbox"/>
	Germany [1]	<input type="checkbox"/>
Mother		

(Please indicate your mother's country of birth in printed letters.):



	Don't know [13]	<input type="checkbox"/>
	In another country, specifically: [12]	<input type="checkbox"/>
	Ukraine (and/or Ukrainian Soviet Republic) [11]	<input type="checkbox"/>
	Turkey [10]	<input type="checkbox"/>
	Serbia [9]	<input type="checkbox"/>
	Russian Federation (and/or Russian Soviet Republic) [8]	<input type="checkbox"/>
	Poland [7]	<input type="checkbox"/>
	Croatia [6]	<input type="checkbox"/>
	Kazakhstan (and/or Kazakh Soviet Republic) [5]	<input type="checkbox"/>
	Italy [4]	<input type="checkbox"/>
	Greece [3]	<input type="checkbox"/>
	Bosnia and Herzegovina [2]	<input type="checkbox"/>
	Germany [1]	<input type="checkbox"/>
Father		

(Please indicate your father's country of birth in printed letters.):



**Variables**

t84a_g1R	Country of birth - mother
t84a_g2R	country of birth - mother (categorized)
t84a_g2D	country of birth - mother (categorized)
t84b_g1R	Country of birth - father
t84b_g2R	country of birth - father (categorized)
t84b_g2D	country of birth - father (aggregated)

**81 Now let's talk about your grandparents: in which country were your mother's parents born?**

Please tick an answer in each column.

	Don't know [13]	In another country, specifically: [12]	Ukraine (and/or Ukrainian Soviet Republic) [11]	Turkey [10]	Serbia [9]	Russian Federation (and/or Russian Soviet Republic) [8]	Poland [7]	Croatia [6]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Italy [4]	Greece [3]	Bosnia and Herzegovina [2]	Germany [1]
Mother of your mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please indicate of your mother's mother's country of birth in printed letters.):

	Don't know [13]	In another country, specifically: [12]	Ukraine (and/or Ukrainian Soviet Republic) [11]	Turkey [10]	Serbia [9]	Russian Federation (and/or Russian Soviet Republic) [8]	Poland [7]	Croatia [6]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Italy [4]	Greece [3]	Bosnia and Herzegovina [2]	Germany [1]
Father of your mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please indicate your mother's father's country of birth in printed letters.):

Variables	
t85a_g1R	Country of birth of your maternal grandparents - the mother of your mother
t85a_g2R	country of birth of your maternal grandparents - the mother (categorized)
t85a_g2D	country of birth of your maternal grandparents - the mother (categorized)
t85b_g1R	country of birth of your maternal grandparents - the father
t85b_g2R	country of birth of your maternal grandparents - the father (categorized)
t85b_g2D	country of birth of your maternal grandparents - the father (categorized)

**82 Now let's talk about your other grandparents: in which country were your father's parents born?**

Please tick an answer in each column.

	Don't know [13]	In another country, specifically: [12]	Ukraine (and/or Ukrainian Soviet Republic) [11]	Turkey [10]	Serbia [9]	Russian Federation (and/or Russian Soviet Republic) [8]	Poland [7]	Croatia [6]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Italy [4]	Greece [3]	Bosnia and Herzegovina [2]	Germany [1]
Mother of your father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please indicate your father's mother's country of birth in printed letters.):



	Don't know [13]	In another country, specifically: [12]	Ukraine (and/or Ukrainian Soviet Republic) [11]	Turkey [10]	Serbia [9]	Russian Federation (and/or Russian Soviet Republic) [8]	Poland [7]	Croatia [6]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Italy [4]	Greece [3]	Bosnia and Herzegovina [2]	Germany [1]
Father of your father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please indicate your father's father's country of birth in printed letters.):



**Variables**

t86a_g1R	Country of birth of your paternal grandparents - the mother of your father
t86a_g2R	country of birth of your paternal grandparents - the mother (categorized)
t86a_g2D	country of birth of your paternal grandparents - the mother (categorized)
t86b_g1R	Country of birth of your paternal grandparents - the father of your father
t86b_g2R	country of birth of your paternal grandparents - the father (categorized)
t86b_g2D	country of birth of your paternal grandparents - the father (categorized)

**83 Please estimate how many of the people at your place of residence or in your neighborhood have the same immigration background as you, i.e. the people themselves or their parents have immigrated from the same country of origin to Germany?**

*Please tick only one answer.*

none of them [1]	almost none of them [2]	less than half of them [3]	approxim ately half of them [4]	over half of them [5]	almost all of them [6]	all of them [7]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t87	Immigration percentage place of residence - filter question
-----	---

**84 How is your situation at the moment: for how long do you think you will be living in Germany?**

*Please tick only one answer.*


I will stay here forever. [1]	I will leave Germany again within the next three years. [2]	I do not yet know when but I will certainly leave Germany again at some point. [3]	Don't know [4]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t88	Planned duration of stay - filter question
-----	--

**85 Now let's talk about your mother's mother tongue: which language did your mother learn as a child in her family?**

*You can also tick more than one box if your mother has learned more than one language in her family.*


	no [0]	yes [1]
German	<input type="checkbox"/>	<input type="checkbox"/>
Arabic	<input type="checkbox"/>	<input type="checkbox"/>
Bosnian	<input type="checkbox"/>	<input type="checkbox"/>
Greek	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>
Kazakh	<input type="checkbox"/>	<input type="checkbox"/>
Croatian	<input type="checkbox"/>	<input type="checkbox"/>
Kurdish	<input type="checkbox"/>	<input type="checkbox"/>
Polish	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>
Serbian	<input type="checkbox"/>	<input type="checkbox"/>
Turkish	<input type="checkbox"/>	<input type="checkbox"/>
Ukrainian	<input type="checkbox"/>	<input type="checkbox"/>
Another language, specifically:	<input type="checkbox"/>	<input type="checkbox"/>
(Please indicate in printed letters.) 		
	no [0]	yes [1]
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t89a_g1	mother tongue of mother: number of indications
t89a_g2R	mother tongue of mother 1
t89a_g2D	mother tongue of mother 1 (aggregated)
t89a_g3R	mother tongue of mother 2
t89a_g3D	mother tongue of mother 2 (aggregated)
t89a_g4R	mother tongue of mother 3
t89a_g4D	mother tongue of mother 3 (aggregated)



**86 Now let's talk about your father's mother tongue: which language did your father learn as a child in his family?**

*You can also tick more than one box if your father has learned more than one language in his family.*

	no [0]	yes [1]
German	<input type="checkbox"/>	<input type="checkbox"/>
Arabic	<input type="checkbox"/>	<input type="checkbox"/>
Bosnian	<input type="checkbox"/>	<input type="checkbox"/>
Greek	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>
Kazakh	<input type="checkbox"/>	<input type="checkbox"/>
Croatian	<input type="checkbox"/>	<input type="checkbox"/>
Kurdish	<input type="checkbox"/>	<input type="checkbox"/>
Polish	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>
Serbian	<input type="checkbox"/>	<input type="checkbox"/>
Turkish	<input type="checkbox"/>	<input type="checkbox"/>
Ukrainian	<input type="checkbox"/>	<input type="checkbox"/>
Another language, specifically:	<input type="checkbox"/>	<input type="checkbox"/>
(Please indicate in printed letters.) 		
	no [0]	yes [1]
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t90a_g1	mother tongue of father: number of indications
t90a_g2R	mother tongue of father 1
t90a_g2D	mother tongue of father 1 (aggregated)
t90a_g3R	mother tongue of father 2
t90a_g3D	mother tongue of father 2 (aggregated)
t90a_g4R	mother tongue of father 3
t90a_g4D	mother tongue of father 3 (aggregated)

**87 You have learned a language other than German as a child in your family: which language?**

Please mention only one language. If you have learned several languages apart from German, please indicate the language that you understand best. Please indicate in printed letters.



Variables

t91_g1	other languages: number of indications
t91_g2R	other language 1
t91_g2D	other language 1 (aggregated)
t91_g3R	other language 2
t91_g3D	other language 2 (aggregated)
t91_g4R	other language 3
t91_g4D	other language 3 (aggregated)

**88 How good is your knowledge of the other language?**

Please tick a box in each line.

	Very poor [1]	Little [2]	Rather good [3]	Very well [4]	Not at all [5]
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

t92a	Knowledge of the other language - writing
t92b	Knowledge of the other language - reading
t92c	Knowledge of the other language - speaking
t92d	Knowledge of the other language - understanding

## 89 Which language ...

Please tick a box in each line.

	only German [1]	Mostly German, sometimes the other language [2]	mostly the other language, sometimes German [3]	only the other language [4]	Is not the case for me [5]
... do you speak with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you speak with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you speak with your siblings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you speak with your best friend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do you speak with your classmates at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
... do your parents speak among themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Variables

t93a	Language use: speaking - mother
t93b	Language use: speaking - father
t93c	Language use: speaking - siblings
t93d	Language use: speaking - friends
t93e	Language use: speaking - classmates
t93f	Language use: speaking - parents

<b>90 In which language ...</b>					
<i>Please tick a box in each line.</i>					
	only German [1]	mostly German, sometimes the other language [2]	mostly the other language, sometimes German [3]	only the other language [4]	is not the case for me [5]
a) ... do you read books apart from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... do you read newspapers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... do you surf the internet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... do you read news online?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... do you write text messages and e-mails?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) ... do you watch series on TV?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) ... do you watch videos, DVDs and Blu-Ray-Discs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t94a	Language use: reading apart from school
t94b	Use of the language: reading newspapers
t94c	Language use: surfing the internet
t94d	Language use: internet news
t94e	Language use: text messages and e-mails
t94f	Language use: TV programs
t94g	Language use: videos and DvDs

<b>91 How good is your knowledge of the German language?</b>					
<i>Please tick a box in each line.</i>					
	Very poor [1]	Little [2]	Rather good [3]	Very well [4]	Not at all [5]
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
t95a	Knowledge of German - writing
t95b	Knowledge of German - reading
t95c	Knowledge of German - speaking
t95d	Knowledge of German - understanding

**92 At which age did you start learning German?**

*Please tick only one answer.*

0-2 years [1]	3-5 years [2]	6-9 years [3]	10-15 years [4]	older than 15 years [5]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

t96	Age started learning German
-----	-----------------------------

Thank you for your cooperation!

3

## German Teacher (ID 185)

Dear teachers of the respective subjects, thank you for your support by taking the time to answer these questions. Your participation means a lot to us and is a decisive factor in regards to the success of this study. We would like to ask you to fill out the provided questionnaire for teachers, in which your personal assessments are especially of great interest. Please, answer all the questions based on your perceptions. There are no "right" or "wrong" answers. If you cannot, or do not want to answer a question, simply leave it blank and skip to the next one. Please hand in the filled out questionnaire if possible within a week to the person responsible in the enclosed envelope, which will then be forwarded to the research institute IEA DPC. Or you can send it there directly (without including a return address). The participation is voluntary. We ensure you, that all of the data collected will be processed with utter confidentiality and will only be used for scientific purposes. The law requires us to have your consent before collecting and processing the data. You declare this consent by filling out and handing in the questionnaire. In regard to this, please be take note of the provided data privacy statement. We would like to thank once again for your contribution in this very important study. Your NEPS-Team

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**Regarding your teaching style**

<b>1 During planning of the classes, I am oriented..</b>				
<i>Please tick a box in each line.</i>				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... towards the new educational standards from 2004.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... towards the school books for my subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... towards the course level plan from 2001.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... towards my class preparation works of the last years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... towards the education plan of 1994.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) ... towards materials of the teachers of the respective subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) ... towards the level concretizations online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) ... towards the implementation examples online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g1a	Class planning orientation - educational standards
g1b	Class planning orientation - school books
g1c	Class planning orientation - course level plan
g1d	Class planning orientation - class preparation works
g1e	Class planning orientation - education plan
g1f	Class planning orientation - materials
g1g	Class preparation orientation - level concretizations online
g1h	Class preparation orientation - implementation examples online



## 2 The education plan from 1994 gives me precise orientation ...

Please tick a box in each line.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... in determining the teaching objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... in planning of contents and topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... in determining of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... when considering performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... when considering the support of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Variables

g2a	Education plan as orientation - teaching objectives
g2b	Education plan as orientation - contents and topics
g2c	Education plan as orientation - methods
g2d	Education plan as orientation - performance appraisal
g2e	Education plan for orientation - support pupils

## 3 The course level plan of 2001 gives me precise orientation ...

Please tick a box in each line.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... in determining the teaching objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... in planning of contents and topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... in determining of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... when considering performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... when considering the support of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Variables

g3a	Course level plan as orientation - teaching objectives
g3b	Course level plan as orientation - contents and topics
g3c	Course level plan as orientation - methods
g3d	Course level plan as orientation - performance appraisal
g3e	Course plan per level for orientation - support pupils

**4 The educational standards of 2004 give me precise orientation ...**

Please tick a box in each line.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... in determining the teaching objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... in planning of contents and topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... in determining of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... when considering performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... when considering the support of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g4a	Educational standards as orientation - teaching objectives
g4b	Educational standards as orientation - contents and topics
g4c	Educational standards as orientation - methods
g4d	Educational standards as orientation - performance appraisal
g4e	scholastic standards for orientation - support pupils

<b>5 Which effects do you think the following measures have on the performance of the students?</b>					
<i>Please tick a box in each line.</i>					
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
a) Implementation of the new educational standards from 2004	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Implementation the course level plan from 2001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Implementation of the school curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Internal evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) External evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Implementation of the new subject combination „Geography – Economics – Social studies (GWG)“	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Reduction of the class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Reduction of the Gymnasium [type of school leading to upper secondary education and Abitur]schooling time from 9 to 8 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g5a	Total effect - educational standards
g5b	Total effect - course level plan
g5c	Total effect - school curriculum
g5d	Total effect - internal evaluation
g5e	Total effect - external evaluation
g5f	Total effect - subject combination GWG
g5g	Total effect - reduction of the class size
g5h	Total effect - schooling time reduction

### **Regarding the school reform**

During the last two years, a school reform was implemented in Baden-Wuerttemberg in the course of which different changes have come into existence step by step. We are particularly interested in your opinion regarding two of those changes: 1. the reduction of the Gymnasium schooling time by 1 year (G8 instead of G9) 2. the newly introduced educational standards, which replace the curricula and/or the course level plans.

6 How do you generally see the impact of the two aspects of the educational reform?					
<i>Please tick a box in each line.</i>					
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
a) Reduction of the Gymnasium schooling time by 1 school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Introduction of the educational standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g6a	General reform assessment - schooling time reduction
g6b	General reform assessment - educational standards

In the following subject-specific questions, we would like to get your evaluation as a subject leader for German. Please always refer to the subject German while answering the questions.

7 How do you evaluate the overall effects of the two aspects of the educational reform on teaching German? Teaching is ...					
<i>Please tick a box in each line.</i>					
	... much easier. [1]	... somewhat easier. [2]	... the same. [3]	... somewhat more difficult. [4]	... much more difficult. [5]
a) ... through the reduction of the Gymnasium schooling time by 1 school year ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... through the introduction of the educational standards ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g7a	Reform assessment teaching in general - schooling time reduction
g7b	Reform assessment teaching in general - educational standards

**8 How do you evaluate the overall effects of the two aspects of the educational reform on teaching German as a whole?**

Please tick a box in each line.

	... much easier. [1]	... somewhat easier. [2]	... the same. [3]	... somewhat more difficult. [4]	... much more difficult. [5]
a) Finishing class preparation within an appropriate time ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Teaching of the class contents is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Arousing students' interest for the subject German is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Changing unfavorable teaching structures is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Responding to individual problems of the students is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Getting in contact with complicated students is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Addressing student problems, besides subject-related teaching ones, is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Teaching as a whole is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g8a	Reform assessment teaching - class preparation
g8b	Reform assessment teaching - teaching of the class contents
g8c	Reform assessment Teaching - enthusiasm of pupils
g8d	Reform assessment teaching - change unfavorable teaching structures
g8e	Reform assessment Teaching - Adressing issues of pupils
g8f	Reform assessment Teaching - contact with difficult pupils
g8g	Reform assessment Teaching - discussing concerns of pupils
g8h	Reform assessment teaching - teaching as a whole

In the following, we would like to know how you evaluate the effects of the two aspects of the educational reform (reduction of the Gymnasium schooling time and introduction of the educational standards) on workload and motivation of the German teachers. These might be different in the transition phase than in the long run when the reform will be implemented completely.

**9 How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the second graduating of G8 (2013)?**

Please tick a box in each line.

	Great decrease [1]	Decrease [2]	No change [3]	Increase [4]	Great increase [5]
a) Workload of the teachers in German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Motivation of the teachers in German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g9aa	Effects until 2013 - workload teachers
g9bb	Effects up to 2013 - Motivation of the teachers

**10 How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers in the long-run?**

Please tick a box in each line.

	Great decrease [1]	Decrease [2]	No change [3]	Increase [4]	Great increase [5]
a) Workload of the teachers in German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Motivation of the teachers in German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g10a	Long-term effects - workload teachers
g10b	Long-term effects - motivation teachers

**11 Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in German?**

*Please tick a box in each line.*

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) The introduction of the educational standards still pose great challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The introduction of the educational standards has run up til now smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The students are coping well with the new requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g11a	Reform implementation - great challenges
g11b	Reform implementation - smooth
g11c	Reform implementation - cope well

**12 Please assess yourself: how familiar are you already with the content of the educational standards?**

*Please tick only one answer.*

	very little [1]	little [2]	much [3]	very much [4]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g13	Familiarity with educational standards

**13 Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in German? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion?**

*Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.*

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
a) Performance level of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
a) Performance level of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
b) Motivation of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
b) Motivation of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

### 3 German Teacher (ID 185)

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
c) Preparation for the choice of study subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
c) Preparation for the choice of study subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
d) Preparation for the requirements of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
d) Preparation for the requirements of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
e) Comparability of the Abitur [higher education entrance qualification] results across different schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
e) Comparability of the Abitur results across different schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
f) Suitability of the Abitur results as an indicator for study aptitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
f) Suitability of the Abitur results as an indicator for study aptitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

#### Variables

g14a	Impact factors G8-new - performance level
g14aa	Causes of the impact G8-new - performance level
g14b	Impact factors G8-new - motivation
g14bb	Causes of the impact G8-new - motivation
g14c	Impact factors G8-new - preparation choice of study subject
g14cc	Causes of the impact G8-new - preparation choice of study subject
g14d	Impact factors G8-new - preparation for higher education
g14dd	Causes of the impact G8-new - preparation for higher education
g14e	Impact factors G8-new - comparability Abitur results
g14ee	Causes of the impact G8-new - comparability Abitur results
g14f	Impact factors G8-new - suitability Abitur results
g14ff	Causes of the impact G8-new - suitability Abitur results



**14 If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in German?**




Please tick a box in each line.

	... decreased. [1]	... somewhat decreased. [2]	... not changed. [3]	... somewhat increased. [4]	... increased. [5]
a) The actually taught scope of contents has ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The thoroughness with respect to the treatment of learning content, has ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The alignment of the scope of contents and time has ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g15a	Educational standards impacts - scope of teaching contents
g15b	Educational standards impacts - thoroughness
g15c	Educational standards impacts - scope of contents and time

**15 Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative?**

Please indicate the further aspects and tick. Please indicate in printed letters.

a)	
	very negative [1]    fairly negative [2]    fairly positive [3]    very positive [4]
a)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b)	
	very negative [1]    fairly negative [2]    fairly positive [3]    very positive [4]
b)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
c)	
	very negative [1]    fairly negative [2]    fairly positive [3]    very positive [4]
c)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Variables	
g16a_O	Estimation further aspects of the educational reform 1
g16aa	Effects - estimation further aspects of the educational reform 1
g16b_O	Estimation further aspects of the educational reform 2
g16bb	Effects - estimation further aspects of the educational reform 2
g16c_O	Estimation further aspects of the educational reform 3
g16cc	Effects - estimation further points of the educational reform 3

**Regarding your colleagues**

16 Thinking about your colleagues at the school, how strongly do you agree with the following statements?				
<i>Please tick a box in each line.</i>				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) There is consensus with regard to the school philosophy among the teachers in our staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) New teachers are quickly integrated in our staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There is a common "feeling of togetherness" at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In our teaching staff we demonstrate unity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) There is a common opinion within our teaching staff about the goals of our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Difference of opinions complicate cooperation within our teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) There are many informal gatherings of the teachers at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) When teachers demonstrate different opinions, we discuss it openly within our staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) There are many conflicts within our teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) We cooperate well in cross-subject projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g17a	Colleagues - consensus school philosophy
g17b	Colleagues - fast integration
g17c	Teaching staff - feeling of togetherness
g17d	Teaching staff - unity
g17e	Teaching staff - agreement on goals
g17f	Teaching staff - difference of opinions
g17g	Teaching staff - informal gatherings
g17h	Teaching staff - open discussions
g17i	Teaching staff - many conflicts
g17j	Teaching staff - cross-subject cooperation

**Regarding the choice of higher education institutions Abitur students wish to study at**

17 How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution?	
<i>Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.</i>	

	very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]
a) Professional, practical focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Research focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Teaching of basic subject-related knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Teaching of research skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teaching of problem solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching of team skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teaching of independent working/learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Equipment (e.g. library, IT infrastructure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Size of the study location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Support by instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Variety of course offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Contact among the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Variety of the studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Financial viability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Teaching quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Prestige of the degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Internationality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Interdisciplinarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

g18a	Higher education institution choice criteria - practical focus
g18b	Higher education institution choice criteria - research focus
g18c	Higher education institution choice criteria - basic technical knowledge
g18d	Higher education institution choice criteria - research skills
g18e	Higher education institution choice criteria - problem solving skills
g18f	Higher education institution choice criteria - team skills
g18g	Higher education institution choice criteria - learning skills
g18h	Higher education institution choice criteria - equipment
g18i	Higher education institution choice criteria - size study location
g18j	Higher education institution choice criteria - support instructors
g18k	Higher education institution choice criteria - variety course offerings
g18l	Higher education institution choice criteria - student contact
g18m	Higher education institution choice criteria - variety studies
g18n	Higher education institution choice criteria - financial viability
g18o	Higher education institution choice criteria - teaching quality
g18p	Higher education institution choice criteria - prestige degree
g18q	Higher education institution choice criteria - internationality
g18r	Higher education institution choice criteria - interdisciplinarity

**18 Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects?**

*Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.*

a) Professional, practical focus [university]

a) Professional, practical focus [college of education]

a) Professional, practical focus [university of applied sciences]

a) Professional, practical focus [cooperative state university]

b) Research focus [university]

b) Research focus [college of education]

b) Research focus [university of applied sciences]

b) Research focus [cooperative state university]

c) Teaching of basic subject-related knowledge [university]	__
c) Teaching of basic subject-related knowledge [college of education]	__
c) Teaching of basic subject-related knowledge [university of applied sciences]	__
c) Teaching of basic subject-related knowledge [cooperative state university]	__
d) Teaching of research skills [university]	__
d) Teaching of research skills [college of education]	__
d) Teaching of research skills [university of applied sciences]	__
d) Teaching of research skills [cooperative state university]	__
e) Teaching of problem solving skills [university]	__
e) Teaching of problem solving skills [college of education]	__
e) Teaching of problem solving skills [university of applied sciences]	__
e) Teaching of problem solving skills [cooperative state university]	__
f) Teaching of team skills [university]	__
f) Teaching of team skills [college of education]	__
f) Teaching of team skills [university of applied sciences]	__
f) Teaching of team skills [cooperative state university]	__
g) Teaching of independent working/learning skills [university]	__
g) Teaching of independent working/learning skills [college of education]	__

### 3 German Teacher (ID 185)

g) Teaching of independent working/learning skills [university of applied sciences]	__
g) Teaching of independent working/learning skills [cooperative state university]	__
h) Equipment (e.g. library, IT infrastructure) [university]	__
h) Equipment (e.g. library, IT infrastructure) [college of education]	__
h) Equipment (e.g. library, IT infrastructure) [university of applied sciences]	__
h) Equipment (e.g. library, IT infrastructure) [cooperative state university]	__
i) Size of the study location [university]	__
i) Size of the study location [college of education]	__
i) Size of the study location [university of applied sciences]	__
i) Size of the study location [cooperative state university]	__
j) Support by instructors [university]	__
j) Support by instructors [college of education]	__
j) Support by instructors [university of applied sciences]	__
j) Support by instructors [cooperative state university]	__
k) Variety of the course offerings [university]	__
k) Variety of the course offerings [college of education]	__
k) Variety of the course offerings [university of applied sciences]	__
k) Variety of the course offerings [cooperative state university]	__

l) Contact among the students [university]	__
l) Contact among the students [college of education]	__
l) Contact among the students [university of applied sciences]	__
l) Contact among the students [cooperative state university]	__
m) Variety of the studies [university]	__
m) Variety of the studies [college of education]	__
m) Variety of the studies [university of applied sciences]	__
m) Variety of the studies [cooperative state university]	__
n) Financial viability [university]	__
n) Financial viability [college of education]	__
n) Financial viability [university of applied sciences]	__
n) Financial viability [cooperative state university]	__
o) Teaching quality [university]	__
o) Teaching quality [college of education]	__
o) Teaching quality [university of applied sciences]	__
o) Teaching quality [cooperative state university]	__
p) Prestige of the degree [university]	__
p) Prestige of the degree [college of education]	__
p) Prestige of the degree [university of applied sciences]	__

p) Prestige of the degree [cooperative state university]	__
q) Internationality [university]	__
q) Internationality [college of education]	__
q) Internationality [university of applied sciences]	__
q) Internationality [cooperative state university]	__
r) Interdisciplinarity [university]	__
r) Interdisciplinarity [college of education]	__
r) Interdisciplinarity [university of applied sciences]	__
r) Interdisciplinarity [cooperative state university]	__

Variables	
g19aa	Evaluation of the higher education institution type - practical focus - university
g19ab	Evaluation of the higher education institution type - practical focus - college of education
g19ac	Evaluation of the higher education institution type - practical focus - university of applied sciences
g19ad	Evaluation of the higher education institution type - practical focus - cooperative state university
g19ba	Evaluation of the higher education institution type - research focus - university
g19bb	Evaluation of the higher education institution type - research focus - college of education
g19bc	Evaluation of the higher education institution type - research focus - university of applied sciences
g19bd	Evaluation of the higher education institution type - research focus - cooperative state university
g19ca	Evaluation of the higher education institution type - basic subject-related knowledge - university
g19cb	Evaluation of the higher education institution type - basic subject-related knowledge - college of education
g19cc	Evaluation of the higher education institution type - basic subject-related knowledge - university of applied sciences
g19cd	Evaluation of the higher education institution type - basic subject-related knowledge - cooperative state university
g19da	Evaluation of the higher education institution type - research skills - university
g19db	Evaluation of the higher education institution type - research skills - college of education
g19dc	Evaluation of the higher education institution type - research skills - university of applied sciences
g19dd	Evaluation of the higher education institution type - research skills - cooperative state university
g19ea	Evaluation of the higher education institution type - problem solving skills - university
g19eb	Evaluation of the higher education institution type - problem solving skills - college of education
g19ec	Evaluation of the higher education institution type - problem solving skills - university of applied sciences





g19ed	Evaluation of the higher education institution type - problem solving skills - cooperative state university
g19fa	Evaluation of the higher education institution type - team skills - university
g19fb	Evaluation of the higher education institution type - team skills - college of education
g19fc	Evaluation of the higher education institution type - team skills - university of applied sciences
g19fd	Evaluation of the higher education institution type - team skills - cooperative state university
g19ga	Evaluation of the higher education institution type - learning skills - university
g19gb	Evaluation of the higher education institution type - learning skills - college of education
g19gc	Evaluation of the higher education institution type - learning skills - university of applied sciences
g19gd	Evaluation of the higher education institution type - learning skills - cooperative state university
g19ha	Evaluation of the higher education institution type - equipment - university
g19hb	Evaluation of the higher education institution type - equipment - university of applied sciences
g19hc	Evaluation of the higher education institution type - equipment - college of education
g19hd	Evaluation of the higher education institution type - equipment - cooperative state university
g19ia	Evaluation of the higher education institution type - location size - university
g19ib	Evaluation of the higher education institution type - location size - college of education
g19ic	Evaluation of the higher education institution type - location size - university of applied sciences
g19id	Evaluation of the higher education institution type - location size - cooperative state university
g19ja	Evaluation of the higher education institution type - instructor support - university
g19jb	Evaluation of the higher education institution type - instructor support - college of education
g19jc	Evaluation of the higher education institution type - instructor support - university of applied sciences
g19jd	Evaluation of the higher education institution type - instructor support - cooperative state university
g19ka	Evaluation of the higher education institution type - course offerings - university
g19kb	Evaluation of the higher education institution type - course offerings - college of education
g19kc	Evaluation of the higher education institution type - course offerings - university of applied sciences
g19kd	Evaluation of the higher education institution type - course offerings - cooperative state university
g19la	Evaluation of the higher education institution type - student contact - university
g19lb	Evaluation of the higher education institution type - student contact - college of education
g19lc	Evaluation of the higher education institution type - student contact - university of applied sciences
g19ld	Evaluation of the higher education institution type - student contact - cooperative state university
g19ma	Evaluation of the higher education institution type - variety - university
g19mb	Evaluation higher education institution type - variety - college of education
g19mc	Evaluation higher education institution type - variety - university of applied sciences
g19md	Evaluation of the higher education institution type - variety - cooperative state university
g19na	Evaluation of the higher education institution type - financial viability - university
g19nb	Evaluation of the higher education institution type - financial viability - college of education
g19nc	Evaluation of the higher education institution type - financial viability - university of applied sciences
g19nd	Evaluation of the higher education institution type - financial viability - cooperative state university
g19oa	Evaluation of the higher education institution type - teaching quality - university
g19ob	Evaluation of the higher education institution type - teaching quality - college of education
g19oc	Evaluation of the higher education institution type - teaching quality - university of applied sciences
g19od	Evaluation of the higher education institution type - teaching quality - cooperative state university
g19pa	Evaluation of the higher education institution type - prestige degree - university




**22 Which subjects do you teach during this school year apart from German in the course level?**

Please indicate the subjects. Please indicate in printed letters.

a) Subject:  \_\_\_\_\_

b) Subject:  \_\_\_\_\_

c) Subject:  \_\_\_\_\_

Variables	
g23a_g1	Personal questions - taught subject - 1
g23b_g1	Personal questions - taught subject 2
g23c_g1	Personal questions - taught subject 3
g23c_g2	Personal questions - taught subject 3

**23 Which grades are you teaching in the subject German during this school year?**

Please tick the applicable.

	Not marked [0]	Marked [1]
Grade 5	<input type="checkbox"/>	<input type="checkbox"/>
Grade 6	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8	<input type="checkbox"/>	<input type="checkbox"/>
Grade 9	<input type="checkbox"/>	<input type="checkbox"/>
Grade 10	<input type="checkbox"/>	<input type="checkbox"/>
Grade 11	<input type="checkbox"/>	<input type="checkbox"/>
Grade 12	<input type="checkbox"/>	<input type="checkbox"/>
Grade 13	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
g24a	Questions about yourself - taught grades - G5
g24b	Questions about yourself - taught grades - G6
g24c	Questions about yourself - taught grades - G7
g24d	Questions about yourself - taught grades - G8
g24e	Questions about yourself - taught grades - G9
g24f	Questions about yourself - taught grades - G10
g24g	Questions about yourself - taught grades - G11
g24h	Questions about yourself - taught grades - G12
g24i	Questions about yourself - taught grades - G13

### **3 German Teacher (ID 185)**

Thank you for your cooperation!

# 4

## English Teacher (ID 182)

Dear teachers of the respective subjects, thank you for your support by taking the time to answer these questions. Your participation means a lot to us and is a decisive factor in regards to the success of this study. We would like to ask you to fill out the provided questionnaire for teachers, in which your personal assessments are especially of great interest. Please, answer all the questions based on your perceptions. There are no "right" or "wrong" answers. If you cannot, or do not want to answer a question, simply leave it blank and skip to the next one. Please hand in the filled out questionnaire if possible within a week to the person responsible in the enclosed envelope, which will then be forwarded to the research institute IEA DPC. Or you can send it there directly (without including a return address). The participation is voluntary. We ensure you, that all of the data collected will be processed with utter confidentiality and will only be used for scientific purposes. The law requires us to have your consent before collecting and processing the data. You declare this consent by filling out and handing in the questionnaire. In regard to this, please be take note of the provided data privacy statement. We would like to thank once again for your contribution in this very important study. Your NEPS-Team

Dear teachers of the respective subjects, thank you for your support by taking the time to answer these questions. Your participation means a lot to us and is a decisive factor in regards to the success of this study. We would like to ask you to fill out the provided questionnaire for teachers, in which your personal assessments are especially of great interest. Please, answer all the questions based on your perceptions. There are no "right" or "wrong" answers. If you cannot, or do not want to answer a question, simply leave it blank and skip to the next one. Please hand in the filled out questionnaire if possible within a week to the person responsible in the enclosed envelope, which will then be forwarded to the research institute IEA DPC. Or you can send it there directly (without including a return address). The participation is voluntary. We ensure you, that all of the data collected will be processed with utter confidentiality and will only be used for scientific purposes. The law requires us to have your consent before collecting and processing the data. You declare this consent by filling out and handing in the questionnaire. In regard to this, please be take note of the provided data privacy statement. We would like to thank once again for your contribution in this very important study. Your NEPS-Team

## Regarding your teaching style

1 During planning of the classes, I am oriented..				
<i>Please tick a box in each line.</i>				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... towards the new educational standards from 2004.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... towards the school books for my subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... towards the course level plan from 2001.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... towards my class preparation works of the last years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... towards the education plan of 1994.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) ... towards materials of the teachers of the respective subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) ... towards the level concretizations online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) ... towards the implementation examples online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e1a	Class planning orientation - educational standards
e1b	Class planning orientation - school books
e1c	Class planning orientation - course level plan
e1d	Class planning orientation - class preparation works
e1e	Class planning orientation - education plan
e1f	Class planning orientation - materials
e1g	Class preparation orientation - level concretizations online
e1h	Class preparation orientation - implementation examples online

<b>2 The education plan from 1994 gives me precise orientation ...</b>				
<i>Please tick a box in each line.</i>				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... in determining the teaching objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... in planning of contents and topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... in determining of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... when considering performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... when considering the support of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e2a	Education plan as orientation - teaching objectives
e2b	Education plan as orientation - contents and topics
e2c	Education plan as orientation - methods
e2d	Education plan as orientation - performance appraisal
e2e	Education plan for orientation - support pupils

<b>3 The course level plan of 2001 gives me precise orientation ...</b>				
<i>Please tick a box in each line.</i>				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... in determining the teaching objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... in planning of contents and topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... in determining of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... when considering performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... when considering the support of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e3a	Course level plan as orientation - teaching objectives
e3b	Course level plan as orientation - contents and topics
e3c	Course level plan as orientation - methods
e3d	Course level plan as orientation - performance appraisal
e3e	Course plan per level for orientation - support pupils



#### 4 The educational standards of 2004 give me precise orientation ...

Please tick a box in each line.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... in determining the teaching objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... in planning of contents and topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... in determining of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... when considering performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... when considering the support of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e4a	Educational standards as orientation - teaching objectives
e4b	Educational standards as orientation - contents and topics
e4c	Educational standards as orientation - methods
e4d	Educational standards as orientation - performance appraisal
e4e	scholastic standards for orientation - support pupils

<b>5 Which effects do you think the following measures have on the performance of the students?</b>					
<i>Please tick a box in each line.</i>					
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
a) Implementation of the new educational standards from 2004	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Implementation the course level plan from 2001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Implementation of the school curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Internal evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) External evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Implementation of the new subject combination „Geography – Economics – Social studies (GWG)“	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Reduction of the class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Reduction of the Gymnasium [type of school leading to upper secondary education and Abitur]schooling time from 9 to 8 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e5a	Total effect - educational standards
e5b	Total effect - course level plan
e5c	Total effect - school curriculum
e5d	Total effect - internal evaluation
e5e	Total effect - external evaluation
e5f	Total effect - subject combination GWG
e5g	Total effect - reduction of the class size
e5h	Total effect - schooling time reduction

### **Regarding the school reform**

During the last two years, a school reform was implemented in Baden-Wuerttemberg in the course of which different changes have come into existence step by step. We are particularly interested in your opinion regarding two of those changes: 1. the reduction of the Gymnasium schooling time by 1 year (G8 instead of G9) 2. the newly introduced educational standards, which replace the curricula and/or the course level plans.

<b>6 How do you generally see the impact of the two aspects of the educational reform?</b>					
<i>Please tick a box in each line.</i>					
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
a) Reduction of the Gymnasium schooling time by 1 school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Introduction of the educational standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e6a	General reform assessment - schooling time reduction
e6b	General reform assessment - educational standards

In the following subject-specific questions, we would like to get your evaluation as a subject leader for English. Please always refer to the subject English while answering the questions.

<b>7 How do you evaluate the overall effects of the two aspects of the educational reform on teaching English? Teaching is ...</b>					
<i>Please tick a box in each line.</i>					
	much easier [1]	somewhat easier [2]	no change [3]	somewhat more difficult [4]	much more difficult [5]
a) ... through the reduction of the Gymnasium schooling time by 1 school year ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... through the introduction of the educational standards ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e7a	Reform assessment teaching in general - schooling time reduction
e7b	Reform assessment teaching in general - educational standards

8 How do you evaluate the overall effects of the two aspects of the educational reform on teaching English as a whole?					
<i>Please tick a box in each line.</i>					
	much easier [1]	somewhat easier [2]	no change [3]	somewhat more difficult [4]	much more difficult [5]
a) Finishing class preparation within an appropriate time ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Teaching of the class contents is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Arousing students' interest for the subject English is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Changing unfavorable teaching structures is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Responding to individual problems of the students is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Getting in contact with complicated students is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Addressing student problems, besides subject-related teaching ones, is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Teaching as a whole is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e8a	Reform assessment teaching - class preparation
e8b	Reform assessment teaching - teaching of the class contents
e8c	Reform assessment teaching - enthusiasm of pupils
e8d	Reform assessment teaching - change unfavorable teaching structures
e8e	Reform assessment teaching - adressing issues of pupils
e8f	Reform assessment teaching - contact with difficult pupils
e8g	Reform assessment teaching - discussing concerns of pupils
e8h	Reform assessment teaching - teaching as a whole

### Regarding your colleagues

**16 Thinking about your colleagues at the school, how strongly do you agree with the following statements?**

Please tick a box in each line.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) There is consensus with regard to the school philosophy among the teachers in our staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) New teachers are quickly integrated in our staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There is a common "feeling of togetherness" at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In our teaching staff we demonstrate unity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) There is a common opinion within our teaching staff about the goals of our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Difference of opinions complicate cooperation within our teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) There are many informal gatherings of the teachers at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) When teachers demonstrate different opinions, we discuss it openly within our staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) There are many conflicts within our teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) We cooperate well in cross-subject projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e17a	Colleagues - consensus school philosophy
e17b	Colleagues - fast integration
e17c	Teaching staff - feeling of togetherness
e17d	Teaching staff - unity
e17e	Teaching staff - agreement on goals
e17f	Teaching staff - difference of opinions
e17g	Teaching staff - informal gatherings
e17h	Teaching staff - open discussions
e17i	Teaching staff - many conflicts
e17j	Teaching staff - cross-subject cooperation

In the following, we would like to know how you evaluate the effects of the two aspects of the educational reform (reduction of the Gymnasium schooling time and introduction of the educational standards) on workload and motivation of the English teachers. These might be different in the transition phase than in the long run when the reform will be implemented completely.

**9 How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

Please tick a box in each line.

	Great decrease [1]	Decrease [2]	No change [3]	Increase [4]	Great increase [5]
a) Workload of the teachers in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Motivation of the teachers in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e9aa	Effects up to 2013 - workload teachers
e9bb	Effects up to 2013 - Motivation of the teachers

**10 Wie schätzen Sie die Effekte der beiden Aspekte der Bildungsreform auf den Arbeitsaufwand und die Motivation der Lehrkräfte langfristig ein?**

Please tick a box in each line.

	Great decrease [1]	Decrease [2]	No change [3]	Increase [4]	Great increase [5]
a) Workload of the teachers in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Motivation of the teachers in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e10a	Long-term effects - workload teachers
e10b	Long-term effects - motivation teachers

**11 Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in English?**

Please tick a box in each line

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) The introduction of the educational standards still pose great challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The introduction of the educational standards has run up til now smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The students are coping well with the new requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e11a	Reform implementation - great challenges
e11b	Reform implementation - smooth
e11c	Reform implementation - cope well

<b>12</b>	<b>Please assess yourself: how familiar are you already with the content of the educational standards?</b>
<i>Please tick only one answer.</i>	
	<div style="display: flex; justify-content: space-around;"> <span>very little [1]</span> <span>little [2]</span> <span>much [3]</span> <span>very much [4]</span> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

Variables	
e13	Familiarity with educational standards

<b>13</b>	<b>Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in English? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion?</b>
<i>Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.</i>	
	<div style="display: flex; justify-content: space-around;"> <span>great negative effects [1]</span> <span>slight negative effects [2]</span> <span>no effect [3]</span> <span>slight positive effects [4]</span> <span>great positive effects [5]</span> </div>
a) Performance level of the students	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
	<div style="display: flex; justify-content: space-around;"> <span>Reduction [1]</span> <span>Educational standards [2]</span> <span>both [3]</span> </div>
a) Performance level of the students	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
	<div style="display: flex; justify-content: space-around;"> <span>great negative effects [1]</span> <span>slight negative effects [2]</span> <span>no effect [3]</span> <span>slight positive effects [4]</span> <span>great positive effects [5]</span> </div>
b) Motivation of the students	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
	<div style="display: flex; justify-content: space-around;"> <span>Reduction [1]</span> <span>Educational standards [2]</span> <span>both [3]</span> </div>
b) Motivation of the students	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
	<div style="display: flex; justify-content: space-around;"> <span>great negative effects [1]</span> <span>slight negative effects [2]</span> <span>no effect [3]</span> <span>slight positive effects [4]</span> <span>great positive effects [5]</span> </div>
c) Preparation for the choice of study subject	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
	<div style="display: flex; justify-content: space-around;"> <span>Reduction [1]</span> <span>Educational standards [2]</span> <span>both [3]</span> </div>
c) Preparation for the choice of study subject	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
	<div style="display: flex; justify-content: space-around;"> <span>great negative effects [1]</span> <span>slight negative effects [2]</span> <span>no effect [3]</span> <span>slight positive effects [4]</span> <span>great positive effects [5]</span> </div>
d) Preparation for the requirements of higher education	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
	<div style="display: flex; justify-content: space-around;"> <span>Reduction [1]</span> <span>Educational standards [2]</span> <span>both [3]</span> </div>
d) Preparation for the requirements of higher education	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
	<div style="display: flex; justify-content: space-around;"> <span>great negative effects [1]</span> <span>slight negative effects [2]</span> <span>no effect [3]</span> <span>slight positive effects [4]</span> <span>great positive effects [5]</span> </div>
e) Comparability of the Abitur [higher education entrance qualification] results across different schools	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

	Reduction [1]	Educational standards [2]	both [3]		
e) Comparability of the Abitur results across different schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
f) Suitability of the Abitur results as an indicator for study aptitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
f) Suitability of the Abitur results as an indicator for study aptitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Variables	
e14a	Impact factors G8-new - performance level
e14aa	Causes of the impact G8-new - performance level
e14b	Impact factors G8-new - motivation
e14bb	Causes of the impact G8-new - motivation
e14c	Impact factors G8-new - preparation choice of study subject
e14cc	Causes of the impact factors G8-new - preparation choice of study subject
e14d	Impact factors G8-new - preparation for higher education
e14dd	Causes of the impact G8-new - preparation for higher education
e14e	Impact factors G8-new - comparability Abitur results
e14ee	Causes of the impact G8-new - comparability Abitur results
e14f	Impact factors G8-new - suitability Abitur results
e14ff	Causes of the impact G8-new - suitability Abitur results

<b>14</b>	<b>If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in English?</b>						
<i>Please tick a box in each line</i>							
	<table border="0"> <tr> <td></td> <td>... decreased. [1]</td> <td>... somewhat decreased. [2]</td> <td>... not changed. [3]</td> <td>... somewhat increased. [4]</td> <td>... increased. [5]</td> </tr> </table>		... decreased. [1]	... somewhat decreased. [2]	... not changed. [3]	... somewhat increased. [4]	... increased. [5]
	... decreased. [1]	... somewhat decreased. [2]	... not changed. [3]	... somewhat increased. [4]	... increased. [5]		
a) The actually taught scope of contents has ...	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b) The thoroughness with respect to the treatment of learning content, has ...	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c) The alignment of the scope of contents and time has ...	<table border="0"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Variables	
e15a	Educational standards impacts - scope of teaching contents
e15b	Educational standards effects - thoroughness
e15c	Educational standards effects - scope of contents and time



**15 Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative?**

Please indicate the further aspects and tick. Please indicate in printed letters.

a)



very negative [1]    fairly negative [2]    fairly positive [3]    very positive [4]

a)

b)



very negative [1]    fairly negative [2]    fairly positive [3]    very positive [4]

b)

c)



very negative [1]    fairly negative [2]    fairly positive [3]    very positive [4]

c)

**Variables**

e16a_O	Estimation further aspects of the educational reform 1
e16aa	Effects - estimation further aspects of the educational reform 1
e16b_O	Estimation further aspects of the educational reform 2
e16bb	Effects - estimation further aspects of the educational reform 2
e16c_O	Estimation further aspects of the educational reform 3
e16cc	Effects - estimation further points of the educational reform 3

**Regarding the choice of higher education institutions Abitur students wish to study at**

**17 How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution?**

Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.

	very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]
a) Professional, practical focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Research focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Teaching of basic subject-related knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Teaching of research skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teaching of problem solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching of team skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teaching of independent working/learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h) Equipment (e.g. library, IT infrastructure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Size of the study location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Support by instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Variety of course offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Contact among the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Variety of the studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Financial viability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Teaching quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Prestige of the degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Internationality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Interdisciplinarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e18a	Higher education institution choice criteria - practical focus
e18b	Higher education institution choice criteria - research focus
e18c	Higher education institution choice criteria - basic technical knowledge
e18d	Higher education institution choice criteria - research skills
e18e	Higher education institution choice criteria - problem solving skills
e18f	Higher education institution choice criteria - team skills
e18g	Higher education institution choice criteria - learning skills
e18h	Higher education institution choice criteria - equipment
e18i	Higher education institution choice criteria - size study location
e18j	Higher education institution choice criteria - support instructors
e18k	Higher education institution choice criteria - variety course offerings
e18l	Higher education institution choice criteria - student contact
e18m	Higher education institution choice criteria - variety studies
e18n	Higher education institution choice criteria - financial viability
e18o	Higher education institution choice criteria - teaching quality
e18p	Higher education institution choice criteria - prestige degree
e18q	Higher education institution choice criteria - internationality
e18r	Higher education institution choice criteria - interdisciplinarity

**18 Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufshochschule). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects?**

*Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.*

a) Professional, practical focus [university]

a) Professional, practical focus [college of education]	__
a) Professional, practical focus [university of applied sciences]	__
a) Professional, practical focus [cooperative state university]	__
b) Research focus [university]	__
b) Research focus [college of education]	__
b) Research focus [university of applied sciences]	__
b) Research focus [cooperative state university]	__
c) Teaching of basic subject-related knowledge [university]	__
c) Teaching of basic subject-related knowledge [college of education]	__
c) Teaching of basic subject-related knowledge [university of applied sciences]	__
c) Teaching of basic subject-related knowledge [cooperative state university]	__
d) Teaching of research skills [university]	__
d) Teaching of research skills [college of education]	__
d) Teaching of research skills [university of applied sciences]	__
d) Teaching of research skills [cooperative state university]	__
e) Teaching of problem solving skills [university]	__
e) Teaching of problem solving skills [college of education]	__
e) Teaching of problem solving skills [university of applied sciences]	__
e) Teaching of problem solving skills [cooperative state university]	__

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f) Teaching of team skills [university]	__
f) Teaching of team skills [college of education]	__
f) Teaching of team skills [university of applied sciences]	__
f) Teaching of team skills [cooperative state university]	__
g) Teaching of independent working/learning skills [university]	__
g) Teaching of independent working/learning skills [college of education]	__
g) Teaching of independent working/learning skills [university of applied sciences]	__
g) Teaching of independent working/learning skills [cooperative state university]	__
h) Equipment (e.g. library, IT infrastructure) [university]	__
h) Equipment (e.g. library, IT infrastructure) [college of education]	__
h) Equipment (e.g. library, IT infrastructure) [university of applied sciences]	__
h) Equipment (e.g. library, IT infrastructure) [cooperative state university]	__
i) Size of the study location [university]	__
i) Size of the study location [college of education]	__
i) Size of the study location [university of applied sciences]	__
i) Size of the study location [cooperative state university]	__
j) Support by instructors [university]	__
j) Support by instructors [college of education]	__

j) Support by instructors [university of applied sciences]	__
j) Support by instructors [cooperative state university]	__
k) Variety of the course offerings [university]	__
k) Variety of the course offerings [college of education]	__
k) Variety of the course offerings [university of applied sciences]	__
k) Variety of the course offerings [cooperative state university]	__
l) Contact among the students [university]	__
l) Contact among the students [college of education]	__
l) Contact among the students [university of applied sciences]	__
l) Contact among the students [cooperative state university]	__
m) Variety of the studies [university]	__
m) Variety of the studies [college of education]	__
m) Variety of the studies [university of applied sciences]	__
m) Variety of the studies [cooperative state university]	__
n) Financial viability [university]	__
n) Financial viability [college of education]	__
n) Financial viability [university of applied sciences]	__
n) Financial viability [cooperative state university]	__
o) Teaching quality [university]	__

o) Teaching quality [college of education]	__
o) Teaching quality [university of applied sciences]	__
o) Teaching quality [cooperative state university]	__
p) Prestige of the degree [university]	__
p) Prestige of the degree [college of education]	__
p) Prestige of the degree [university of applied sciences]	__
p) Prestige of the degree [cooperative state university]	__
q) Internationality [university]	__
q) Internationality [college of education]	__
q) Internationality [university of applied sciences]	__
q) Internationality [cooperative state university]	__
r) Interdisciplinarity [university]	__
r) Interdisciplinarity [college of education]	__
r) Interdisciplinarity [university of applied sciences]	__
r) Interdisciplinarity [cooperative state university]	__

Variables	
e19aa	Evaluation of the higher education institution type - practical focus - university
e19ab	Evaluation of the higher education institution type - practical focus - college of education
e19ac	Evaluation of the higher education institution type - practical focus - university of applied sciences
e19ad	Evaluation of the higher education institution type - practical focus - cooperative state university
e19ba	Evaluation of the higher education institution type - research focus - university
e19bb	Evaluation of the higher education institution type - research focus - college of education
e19bc	Evaluation of the higher education institution type - research focus - university of applied sciences
e19bd	Evaluation of the higher education institution type - research focus - cooperative state university
e19ca	Evaluation higher education institution type - basic knowledge - university

e19cb	Evaluation higher education institution type - basic knowledge - college of education
e19cc	Evaluation higher education institution type - basic knowledge - university of applied sciences
e19cd	Evaluation higher education institution type - basic knowledge - cooperative state university
e19da	Evaluation of the higher education institution type - research skills - university
e19db	Evaluation of the higher education institution type - research skills - college of education
e19dc	Evaluation of the higher education institution type - research skills - university of applied sciences
e19dd	Evaluation of the higher education institution type - research skills - cooperative state university
e19ea	Evaluation of the higher education institution type - problem solving skills - university
e19eb	Evaluation of the higher education institution type - problem solving skills - college of education
e19ec	Evaluation of the higher education institution type - problem solving skills - university of applied sciences
e19ed	Evaluation of the higher education institution type - problem solving skills - cooperative state university
e19fa	Evaluation of the higher education institution type - team skills - university
e19fb	Evaluation of the higher education institution type - team skills - college of education
e19fc	Evaluation of the higher education institution type - team skills - university of applied sciences
e19fd	Evaluation of the higher education institution type - team skills - cooperative state university
e19ga	Evaluation of the higher education institution type - learning skills - university
e19gb	Evaluation of the higher education institution type - learning skills - college of education
e19gc	Evaluation of the higher education institution type - learning skills - university of applied sciences
e19gd	Evaluation of the higher education institution type - learning skills - cooperative state university
e19ha	Evaluation of the higher education institution type - equipment - university
e19hb	Evaluation of the higher education institution type - equipment - university of applied sciences
e19hc	Evaluation of the higher education institution type - equipment - college of education
e19hd	Evaluation of the higher education institution type - equipment - cooperative state university
e19ia	Evaluation of the higher education institution type - location size - university
e19ib	Evaluation of the higher education institution type - location size - college of education
e19ic	Evaluation of the higher education institution type - location size - university of applied sciences
e19id	Evaluation of the higher education institution type - location size - cooperative state university
e19ja	Evaluation of the higher education institution type - instructor support - university
e19jb	Evaluation of the higher education institution type - instructor support - college of education
e19jc	Evaluation of the higher education institution type - instructor support - university of applied sciences
e19jd	Evaluation of the higher education institution type - instructor support - cooperative state university
e19ka	Evaluation of the higher education institution type - course offerings - university
e19kb	Evaluation of the higher education institution type - course offerings - college of education
e19kc	Evaluation of the higher education institution type - course offerings - university of applied sciences
e19kd	Evaluation of the higher education institution type - course offerings - cooperative state university
e19la	Evaluation of the higher education institution type - student contact - university
e19lb	Evaluation of the higher education institution type - student contact - college of education
e19lc	Evaluation of the higher education institution type - student contact - university of applied sciences
e19ld	Evaluation of the higher education institution type - student contact - cooperative state university
e19ma	Evaluation of the higher education institution type - variety - university
e19mb	Evaluation higher education institution type - variety - college of education

e19mc	Evaluation higher education institution type - variety - university of applied sciences
e19md	Evaluation of the higher education institution type - variety - cooperative state university
e19na	Evaluation of the higher education institution type - financial viability - university
e19nb	Evaluation of the higher education institution type - financial viability - college of education
e19nc	Evaluation of the higher education institution type - financial viability - university of applied sciences
e19nd	Evaluation of the higher education institution type - financial viability - cooperative state university
e19oa	Evaluation of the higher education institution type - teaching quality - university
e19ob	Evaluation of the higher education institution type - teaching quality - college of education
e19oc	Evaluation of the higher education institution type - teaching quality - university of applied sciences
e19od	Evaluation of the higher education institution type - teaching quality - cooperative state university
e19pa	Evaluation of the higher education institution type - prestige degree - university
e19pb	Evaluation of the higher education institution type - prestige degree - college of education
e19pc	Evaluation of the higher education institution type - prestige degree - university of applied sciences
e19pd	Evaluation of the higher education institution type - prestige degree - cooperative state university
e19qa	Evaluation of the higher education institution type - internationality - university
e19qb	Evaluation of the higher education institution type - internationality - college of education
e19qc	Evaluation of the higher education institution type - internationality - university of applied sciences
e19qd	Evaluation of the higher education institution type - internationality - cooperative state university
e19ra	Evaluation of the higher education institution type - interdisciplinary - university
e19rb	Evaluation of the higher education institution type - interdisciplinary - college of education
e19rc	Evaluation of the higher education institution type - interdisciplinary - university of applied sciences
e19rd	Evaluation of the higher education institution type - interdisciplinary - cooperative state university

**At last, questions about yourself**

<b>19 Are you...</b>	
<i>Please tick the applicable.</i>	
Male [1]	Female [2]
<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e20	Questions about yourself - gender

<b>20 When were you born?</b>	
<i>Please enter your year of birth aligned to the right.</i>	
19	_ _  Year

Variables	
e21	Questions about yourself - year of birth



**21 Since when have you worked at school?**

*Please indicate the year aligned to the right.*

|\_|\_|\_|\_| Year

Variables

e22	Personal questions - school service
-----	-------------------------------------

**22 Which subjects do you teach during this school year apart from English in the course level?**

*Please enter the subjects.*

a) Subject:



b) Subject:



c) Subject:



Variables

e23a_g1	Personal questions - taught subject 1
e23a_g2	Questions on the respondent - subject taught 1
e23b_g1	Personal questions - taught subject 2
e23b_g2	Personal questions - taught subject 2
e23c_g1	Personal questions - taught subject 3
e23c_g2	Personal questions - taught subject 3

23 Which grades are you teaching in the subject English during this school year?		
<i>Please tick th applicable.</i>		
	Not marked [0]	Marked [1]
K5	<input type="checkbox"/>	<input type="checkbox"/>
K6	<input type="checkbox"/>	<input type="checkbox"/>
K7	<input type="checkbox"/>	<input type="checkbox"/>
K8	<input type="checkbox"/>	<input type="checkbox"/>
K9	<input type="checkbox"/>	<input type="checkbox"/>
K10	<input type="checkbox"/>	<input type="checkbox"/>
K11	<input type="checkbox"/>	<input type="checkbox"/>
K12	<input type="checkbox"/>	<input type="checkbox"/>
K13	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
e24a	Personal questions - taught grades - K5
e24b	Personal questions - taught grades - K6
e24c	Personal questions - taught grades - K7
e24d	Personal questions - taught grades - K8
e24e	Personal questions - taught grades - K9
e24f	Personal questions - taught grades - K10
e24g	Personal questions - taught grades - K11
e24h	Personal questions - taught grades - K12
e24i	Personal questions - taught grades - K13

Thank you for your cooperation!

# 5

## Math Teacher (ID 183)

Dear teachers of the respective subjects, thank you for your support by taking the time to answer these questions. Your participation means a lot to us and is a decisive factor in regards to the success of this study. We would like to ask you to fill out the provided questionnaire for teachers, in which your personal assessments are especially of great interest. Please, answer all the questions based on your perceptions. There are no "right" or "wrong" answers. If you cannot, or do not want to answer a question, simply leave it blank and skip to the next one. Please hand in the filled out questionnaire if possible within a week to the person responsible in the enclosed envelope, which will then be forwarded to the research institute IEA DPC. Or you can send it there directly (without including a return address). The participation is voluntary. We ensure you, that all of the data collected will be processed with utter confidentiality and will only be used for scientific purposes. The law requires us to have your consent before collecting and processing the data. You declare this consent by filling out and handing in the questionnaire. In regard to this, please be take note of the provided data privacy statement. We would like to thank once again for your contribution in this very important study. Your NEPS-Team

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## Regarding your teaching style

1 During planning of the classes, I am oriented..				
<i>Please tick a box in each line.</i>				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... towards the new educational standards from 2004.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... towards the school books for my subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... towards the course level plan from 2001.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... towards my class preparation works of the last years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... towards the education plan of 1994.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) ... towards materials of the teachers of the respective subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) ... towards the level concretizations online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) ... towards the implementation examples online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
m1a	Class planning orientation - educational standards
m1b	Class planning orientation - school books
m1c	Class planning orientation - course level plan
m1d	Class planning orientation - class preparation works
m1e	Class planning orientation - education plan
m1f	Class planning orientation - materials
m1g	Class preparation orientation - level concretizations online
m1h	Class preparation orientation - implementation examples online

**2 The education plan from 1994 gives me precise orientation ...***Please tick a box in each line.*

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... in determining the teaching objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... in planning of contents and topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... in determining of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... when considering performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... when considering the support of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

m2a	Education plan as orientation - teaching objectives
m2b	Education plan as orientation - contents and topics
m2c	Education plan as orientation - methods
m2d	Education plan as orientation - performance appraisal
m2e	education plan for orientation - support pupils

**3 The course level plan of 2001 gives me precise orientation ...***Please tick a box in each line.*

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... in determining the teaching objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... in planning of contents and topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... in determining of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... when considering performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... when considering the support of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

m3a	Course level plan as orientation - teaching objectives
m3b	Course level plan as orientation - contents and topics
m3c	Course level plan as orientation - methods
m3d	Course level plan as orientation - performance appraisal
m3e	Course plan per level for orientation - support pupils

#### 4 The educational standards of 2004 give me precise orientation ...

Please tick a box in each line.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) ... in determining the teaching objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... in planning of contents and topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... in determining of methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... when considering performance appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... when considering the support of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
m4a	Educational standards as orientation - teaching objectives
m4b	Educational standards as orientation - contents and topics
m4c	Educational standards as orientation - methods
m4d	Educational standards as orientation - performance appraisal
m4e	scholastic standards for orientation - support pupils

<b>5 Which effects do you think the following measures have on the performance of the students?</b>					
<i>Please tick a box in each line.</i>					
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
a) Implementation of the new educational standards from 2004	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Implementation the course level plan from 2001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Implementation of the school curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Internal evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) External evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Implementation of the new subject combination „Geography – Economics – Social studies (GWG)“	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Reduction of the class size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Reduction of the Gymnasium [type of school leading to upper secondary education and Abitur]schooling time from 9 to 8 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
m5a	Total effect - educational standards
m5b	Total effect - course level plan
m5c	Total effect - school curriculum
m5d	Total effect - internal evaluation
m5e	Total effect - external evaluation
m5f	Total effect - subject combination GWG
m5g	Total effect - reduction of the class size
m5h	Total effect - schooling time reduction

### **Regarding the school reform**

During the last two years, a school reform was implemented in Baden-Wuerttemberg in the course of which different changes have come into existence step by step. We are particularly interested in your opinion regarding two of those changes: 1. the reduction of the Gymnasium schooling time by 1 year (G8 instead of G9) 2. the newly introduced educational standards, which replace the curricula and/or the course level plans



<b>6 How do you generally see the impact of the two aspects of the educational reform?</b>					
<i>Please tick a box in each line.</i>					
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
a) Reduction of the Gymnasium schooling time by 1 school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Introduction of the educational standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
m6a	General reform assessment - schooling time reduction
m6b	General reform assessment - educational standards

In the following subject-specific questions, we would like to get your evaluation as a subject leader for mathematics. Please always refer to the subject mathematics while answering the questions.

<b>7 How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics? Teaching is ...</b>					
<i>Please tick a box in each line.</i>					
	... much easier. [1]	... somewhat easier. [2]	... the same. [3]	... somewhat more difficult. [4]	... much more difficult. [5]
a) ... through the reduction of the Gymnasium schooling time by 1 school year ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... through the introduction of the educational standards ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
m7a	Reform assessment teaching in general - schooling time reduction
m7b	Reform assessment teaching in general - educational standards

### 8 How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics as a whole?

Please tick a box in each line.

	... much easier. [1]	... somewhat easier. [2]	... the same. [3]	... somewhat more difficult. [4]	... much more difficult. [5]
a) Finishing class preparation within an appropriate time ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Teaching of the class contents is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Arousing students' interest for the subject mathematics is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Changing unfavorable teaching structures is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Responding to individual problems of the students is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Getting in contact with complicated students is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Addressing student problems, besides subject-related teaching ones, is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Teaching as a whole is ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Variables

m8a	Reform assessment teaching - class preparation
m8b	Reform assessment teaching - teaching of the class contents
m8c	Reform assessment Teaching - enthusiasm of pupils
m8d	Reform assessment teaching - change unfavorable teaching structures
m8e	Reform assessment Teaching - Addressing issues of pupils
m8f	Reform assessment Teaching - contact with difficult pupils
m8g	Reform assessment Teaching - discussing concerns of pupils
m8h	Reform assessment teaching - teaching as a whole

In the following, we would like to know how you evaluate the effects of the two aspects of the educational reform (reduction of the Gymnasium schooling time and introduction of the educational standards) on workload and motivation of the mathematics teachers. These might be different in the transition phase than in the long run when the reform will be implemented completely.

**9 How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

Please tick a box in each line.

	Great decrease [1]	Decrease [2]	No change [3]	Increase [4]	Great increase [5]
a) Workload of the teachers in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Motivation of the teachers in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

m9aa	Effects up to 2013 - workload teachers
m9bb	Effects up to 2013 - Motivation of the teachers

**10 How do you evaluate the effects of the two aspects of the educational reform on workload and motivation of the teachers in the long-run?**

Please tick a box in each line.

	Great decrease [1]	Decrease [2]	No change [3]	Increase [4]	Great increase [5]
a) Workload of the teachers in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Motivation of the teachers in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

m10a	Long-term effects - workload teachers
m10b	Long-term effects - motivation teachers

**11 Please estimate: how well do the following statements apply with regard to the introduction of the educational standards in mathematics?**

Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
a) The introduction of the educational standards still pose great challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The introduction of the educational standards has run up til now smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The students are coping well with the new requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

m11a	Reform implementation - great challenges
m11b	Reform implementation - smooth
m11c	Reform implementation - cope well

**12 Please assess yourself: how familiar are you already with the content of the educational standards?**

Please tick only one answer.

	very little [1]	little [2]	much [3]	very much [4]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

m13	Familiarity with educational standards
-----	--

**13 Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what is the impact of these changes on the graduation classes in mathematics? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion?**

Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
a) Performance level of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
a) Performance level of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
b) Motivation of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
b) Motivation of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
c) Preparation for the choice of study subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
c) Preparation for the choice of study subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
d) Preparation for the requirements of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
d) Preparation for the requirements of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
e) Comparability of the Abitur [higher education entrance qualification] results across different schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
e) Comparability of the Abitur results across different schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
f) Suitability of the Abitur results as an indicator for study aptitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
f) Suitability of the Abitur results as an indicator for study aptitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Variables	
m14a	Impact factors G8-new - performance level
m14aa	Causes of the impact G8-new - performance level
m14b	Impact factors G8 new - motivation
m14bb	Causes of the impact G8-new - motivation
m14c	Impact factors G8-new - preparation choice of study subject
m14cc	Causes of the impact G8-new - preparation choice of study subject
m14d	Impact factors G8-new - preparation for higher education
m14dd	Causes of the impact G8-new - preparation for higher education
m14e	Impact factors G8-new - comparability Abitur results
m14ee	Causes of the impact G8-new - comparability Abitur results
m14f	Impact factors G8-new - suitability Abitur results
m14ff	Causes of the impact G8-new - suitability Abitur results

**14** If you compare the new educational standards (from 2004) with the course levels plans: What impact does the concept of educational standards have on the scope of subject matter and thoroughness of the mediation of topics in mathematics?

Please tick a box in each line.




	... decreased. [1]	... somewhat decreased. [2]	... not changed. [3]	... somewhat increased. [4]	... increased. [5]
a) The actually taught scope of contents has ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The thoroughness with respect to the treatment of learning content, has ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The alignment of the scope of contents and time has ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

m15a	Educational standards effects - scope of teaching contents
m15b	Educational standards effects - thoroughness
m15c	Educational standards impacts - scope of contents and time

**15** Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative?

Please indicate the further aspects and tick. Please indicate in printed letters.

a)	
	very negative [1]    fairly negative [2]    fairly positive [3]    very positive [4]
a)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
b)	
	very negative [1]    fairly negative [2]    fairly positive [3]    very positive [4]
b)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
c)	
	very negative [1]    fairly negative [2]    fairly positive [3]    very positive [4]
c)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Variables

m16a_O	Estimation further aspects of the educational reform 1
m16aa	Effects - estimation further aspects of the educational reform 1
m16b_O	Estimation further aspects of the educational reform 2
m16bb	Effects - estimation further aspects of the educational reform 2
m16c_O	Estimation further aspects of the educational reform 3
m16cc	Effects - estimation further points of the educational reform 3

## Regarding your colleagues

### 16 Thinking about your colleagues at the school, how strongly do you agree with the following statements?

Please tick a box in each line.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
a) There is consensus with regard to the school philosophy among the teachers in our staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) New teachers are quickly integrated in our staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) There is a common "feeling of togetherness" at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) In our teaching staff we demonstrate unity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) There is a common opinion within our teaching staff about the goals of our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Difference of opinions complicate cooperation within our teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) There are many informal gatherings of the teachers at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) When teachers demonstrate different opinions, we discuss it openly within our staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) There are many conflicts within our teaching staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) We cooperate well in cross-subject projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Variables

m17a	Colleagues - consensus school philosophy
m17b	Colleagues - fast integration
m17c	Teaching staff - feeling of togetherness
m17d	Teaching staff - unity
m17e	Teaching staff - agreement on goals
m17f	Teaching staff - difference of opinions
m17g	Teaching staff - informal gatherings
m17h	Teaching staff - open discussions
m17i	Teaching staff - many conflicts
m17j	Teaching staff - cross-subject cooperation

## Regarding the choice of higher education institutions Abitur students wish to study at

### 17 How important should the following aspects be for Abitur graduates who wish to pursue post-secondary studies with regard to choosing their higher education institution?

Please assume that the Abitur graduates could freely choose their higher education institution regardless of admission restrictions. Please tick a box in each line.

	very unimportant [1]	rather unimportant [2]	rather important [3]	very important [4]
a) Professional, practical focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Research focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Teaching of basic subject-related knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Teaching of research skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teaching of problem solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teaching of team skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teaching of independent working/learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Equipment (e.g. library, IT infrastructure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Size of the study location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Support by instructors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Variety of course offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Contact among the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Variety of the studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Financial viability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Teaching quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Prestige of the degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Internationality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Interdisciplinarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables



m18a	Higher education institution choice criteria - practical focus
m18b	Higher education institution choice criteria - research focus
m18c	Higher education institution choice criteria - basic technical knowledge
m18d	Higher education institution choice criteria - research skills
m18e	Higher education institution choice criteria - problem solving skills
m18f	Higher education institution choice criteria - team skills
m18g	Higher education institution choice criteria - learning skills
m18h	Higher education institution choice criteria - equipment
m18i	Higher education institution choice criteria - size study location
m18j	Higher education institution choice criteria - support instructors
m18k	Higher education institution choice criteria - variety course offerings
m18l	Higher education institution choice criteria - student contact
m18m	Higher education institution choice criteria - variety studies
m18n	Higher education institution choice criteria - financial viability
m18o	Higher education institution choice criteria - teaching quality
m18p	Higher education institution choice criteria - prestige degree
m18q	Higher education institution choice criteria - internationality
m18r	Higher education institution choice criteria - interdisciplinarity

**18 Please evaluate the studies at different types of higher education institutions: in Baden-Wuerttemberg there are, among others, the higher education institution types university, college of education, university of applied sciences and cooperative state university (formerly Berufsakademie). How do you evaluate the studies at the higher education institution types with regard to the mentioned aspects?**

*Please evaluate each aspect for each higher education institution type. Write a grade (from 1 = very good to 6 = insufficient) in each box. If you are not sure, please select the grade that reflects your spontaneous opinion of what might apply best.*

a) Professional, practical focus [university] |\_\_\_|

a) Professional, practical focus [college of education] |\_\_\_|

a) Professional, practical focus [university of applied sciences] |\_\_\_|

a) Professional, practical focus [cooperative state university] |\_\_\_|

b) Research focus [university] |\_\_\_|

b) Research focus [college of education] |\_\_\_|

b) Research focus [university of applied sciences] |\_\_\_|

b) Research focus [cooperative state university] |\_\_\_|

c) Teaching of basic subject-related knowledge [university]	__
c) Teaching of basic subject-related knowledge [college of education]	__
c) Teaching of basic subject-related knowledge [university of applied sciences]	__
c) Teaching of basic subject-related knowledge [cooperative state university]	__
d) Teaching of research skills [university]	__
d) Teaching of research skills [college of education]	__
d) Teaching of research skills [university of applied sciences]	__
d) Teaching of research skills [cooperative state university]	__
e) Teaching of problem solving skills [university]	__
e) Teaching of problem solving skills [college of education]	__
e) Teaching of problem solving skills [university of applied sciences]	__
e) Teaching of problem solving skills [cooperative state university]	__
f) Teaching of team skills [university]	__
f) Teaching of team skills [college of education]	__
f) Teaching of team skills [university of applied sciences]	__
f) Teaching of team skills [cooperative state university]	__
g) Teaching of independent working/learning skills [university]	__
g) Teaching of independent working/learning skills [college of education]	__

g) Teaching of independent working/learning skills [university of applied sciences]	__
g) Teaching of independent working/learning skills [cooperative state university]	__
h) Equipment (e.g. library, IT infrastructure) [university]	__
h) Equipment (e.g. library, IT infrastructure) [college of education]	__
h) Equipment (e.g. library, IT infrastructure) [university of applied sciences]	__
h) Equipment (e.g. library, IT infrastructure) [cooperative state university]	__
i) Size of the study location [university]	__
i) Size of the study location [college of education]	__
i) Size of the study location [university of applied sciences]	__
i) Size of the study location [cooperative state university]	__
j) Support by instructors [university]	__
j) Support by instructors [college of education]	__
j) Support by instructors [university of applied sciences]	__
j) Support by instructors [cooperative state university]	__
k) Variety of the course offerings [university]	__
k) Variety of the course offerings [college of education]	__
k) Variety of the course offerings [university of applied sciences]	__
k) Variety of the course offerings [cooperative state university]	__

l) Contact among the students [university]	__
l) Contact among the students [college of education]	__
l) Contact among the students [university of applied sciences]	__
l) Contact among the students [cooperative state university]	__
m) Variety of the studies [university]	__
m) Variety of the studies [college of education]	__
m) Variety of the studies [university of applied sciences]	__
m) Variety of the studies [cooperative state university]	__
n) Financial viability [university]	__
n) Financial viability [college of education]	__
n) Financial viability [university of applied sciences]	__
n) Financial viability [cooperative state university]	__
o) Teaching quality [university]	__
o) Teaching quality [college of education]	__
o) Teaching quality [university of applied sciences]	__
o) Teaching quality [cooperative state university]	__
p) Prestige of the degree [university]	__
p) Prestige of the degree [college of education]	__
p) Prestige of the degree [university of applied sciences]	__

p) Prestige of the degree [cooperative state university]	__
q) Internationality [university]	__
q) Internationality [college of education]	__
q) Internationality [university of applied sciences]	__
q) Internationality [cooperative state university]	__
r) Interdisciplinarity [university]	__
r) Interdisciplinarity [college of education]	__
r) Interdisciplinarity [university of applied sciences]	__
r) Interdisciplinarity [cooperative state university]	__

Variables	
m19aa	Evaluation of the higher education institution type - practical focus - university
m19ab	Evaluation of the higher education institution type - practical focus - college of education
m19ac	Evaluation of the higher education institution type - practical focus - university of applied sciences
m19ad	Evaluation of the higher education institution type - practical focus - cooperative state university
m19ba	Evaluation of the higher education institution type - research focus - university
m19bb	Evaluation of the higher education institution type - research focus - college of education
m19bc	Evaluation of the higher education institution type - research focus - university of applied sciences
m19bd	Evaluation of the higher education institution type - research focus - cooperative state university
m19ca	Evaluation of the higher education institution type - basic subject-related knowledge - university
m19cb	Evaluation of the higher education institution type - basic subject-related knowledge - college of education
m19cc	Evaluation of the higher education institution type - basic subject-related knowledge - university of applied sciences
m19cd	Evaluation of the higher education institution type - basic subject-related knowledge - cooperative state university
m19da	Evaluation of the higher education institution type - research skills - university
m19db	Evaluation of the higher education institution type - research skills - college of education
m19dc	Evaluation of the higher education institution type - research skills - university of applied sciences
m19dd	Evaluation of the higher education institution type - research skills - cooperative state university
m19ea	Evaluation of the higher education institution type - problem solving skills - university
m19eb	Evaluation of the higher education institution type - problem solving skills - college of education
m19ec	Evaluation of the higher education institution type - problem solving skills - university of applied sciences

m19ed	Evaluation of the higher education institution type - problem solving skills - cooperative state university
m19fa	Evaluation of the higher education institution type - team skills - university
m19fb	Evaluation of the higher education institution type - team skills - college of education
m19fc	Evaluation of the higher education institution type - team skills - university of applied sciences
m19fd	Evaluation of the higher education institution type - team skills - cooperative state university
m19ga	Evaluation of the higher education institution type - learning skills - university
m19gb	Evaluation of the higher education institution type - learning skills - college of education
m19gc	Evaluation of the higher education institution type - learning skills - university of applied sciences
m19gd	Evaluation of the higher education institution type - learning skills - cooperative state university
m19ha	Evaluation of the higher education institution type - equipment - university
m19hb	Evaluation of the higher education institution type - equipment - university of applied sciences
m19hc	Evaluation of the higher education institution type - equipment - college of education
m19hd	Evaluation of the higher education institution type - equipment - cooperative state university
m19ia	Evaluation of the higher education institution type - location size - university
m19ib	Evaluation of the higher education institution type - location size - college of education
m19ic	Evaluation of the higher education institution type - location size - university of applied sciences
m19id	Evaluation of the higher education institution type - location size - cooperative state university
m19ja	Evaluation of the higher education institution type - instructor support - university
m19jb	Evaluation of the higher education institution type - instructor support - college of education
m19jc	Evaluation of the higher education institution type - instructor support - university of applied sciences
m19jd	Evaluation of the higher education institution type - instructor support - cooperative state university
m19ka	Evaluation of the higher education institution type - course offerings - university
m19kb	Evaluation of the higher education institution type - course offerings - college of education
m19kc	Evaluation of the higher education institution type - course offerings - university of applied sciences
m19kd	Evaluation of the higher education institution type - course offerings - cooperative state university
m19la	Evaluation of the higher education institution type - student contact - university
m19lb	Evaluation of the higher education institution type - student contact - college of education
m19lc	Evaluation of the higher education institution type - student contact - university of applied sciences
m19ld	Evaluation of the higher education institution type - student contact - cooperative state university
m19ma	Evaluation of the higher education institution type - variety - university
m19mb	Evaluation higher education institution type - variety - college of education
m19mc	Evaluation higher education institution type - variety - university of applied sciences
m19md	Evaluation of the higher education institution type - variety - cooperative state university
m19na	Evaluation of the higher education institution type - financial viability - university
m19nb	Evaluation of the higher education institution type - financial viability - college of education
m19nc	Evaluation of the higher education institution type - financial viability - university of applied sciences
m19nd	Evaluation of the higher education institution type - financial viability - cooperative state university
m19oa	Evaluation of the higher education institution type - teaching quality - university
m19ob	Evaluation of the higher education institution type - teaching quality - college of education
m19oc	Evaluation of the higher education institution type - teaching quality - university of applied sciences
m19od	Evaluation of the higher education institution type - teaching quality - cooperative state university
m19pa	Evaluation of the higher education institution type - prestige degree - university



**22 Which subjects do you teach during this school year apart from mathematics in the course level?***Please indicate the subjects. Please indicate in printed letters.*

a) Subject:



b) Subject:



c) Subject:

**Variables**

m23a\_g1 Personal questions - taught subject 1

m23b\_g1 Personal questions - taught subject 2

m23c\_g1 Personal questions - taught subject 3

**23 Which grades are you teaching in the subject mathematics during this school year?***Please tick the applicable.*

	Not marked [0]	Marked [1]
Grade 5	<input type="checkbox"/>	<input type="checkbox"/>
Grade 6	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8	<input type="checkbox"/>	<input type="checkbox"/>
Grade 9	<input type="checkbox"/>	<input type="checkbox"/>
Grade 10	<input type="checkbox"/>	<input type="checkbox"/>
Grade 11	<input type="checkbox"/>	<input type="checkbox"/>
Grade 12	<input type="checkbox"/>	<input type="checkbox"/>
Grade 13	<input type="checkbox"/>	<input type="checkbox"/>

**Variables**

m24a Questions about yourself - taught grades - G5

m24b Questions about yourself - taught grades - G6

m24c Questions about yourself - taught grades - G7

m24d Questions about yourself - taught grades - G8

m24e Questions about yourself - taught grades - G9

m24f Questions about yourself - taught grades - G10

m24g Questions about yourself - taught grades - G11

m24h Questions about yourself - taught grades - G12

m24i Questions about yourself - taught grades - G13

Thank you for your cooperation!



# 6

## School Principals (ID 186)

Dear principals, thank you for your support by taking the time to answer these questions. Your participation means a lot to us and is a decisive factor in regards to the success of this study. We would like to ask you to fill out the provided questionnaire for teachers, in which your personal assessments are especially of great interest. Please, answer all the questions based on your perceptions. There are no "right" or "wrong" answers. If you cannot, or do not want to answer a question, simply leave it blank and skip to the next one. Please hand in the filled out questionnaire if possible within a week to the person responsible in the enclosed envelope, which will then be forwarded to the research institute IEA DPC. Or you can send it there directly (without including a return address). The participation is voluntary. We ensure you, that all of the data collected will be processed with utter confidentiality and will only be used for scientific purposes. The law requires us to have your consent before collecting and processing the data. You declare this consent by filling out and handing in the questionnaire. In regard to this, please be take note of the provided data privacy statement. We would like to thank once again for your contribution in this very important study. Your NEPS-Team

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## Regarding the school reform

During the last two years, a school reform was implemented in Baden-Wuerttemberg in the course of which different changes have come into existence step by step. We are particularly interested in your opinion regarding two of those changes: 1. the reduction of the Gymnasium [type of school leading to upper secondary education and Abitur] schooling time by 1 year (G8 instead of G9) 2. the newly introduced educational standards, which replace the curricula and/or the course level plans.

<b>1 How do you generally see the impact of the two aspects of the educational reform?</b>					
<i>Please tick a box in each line.</i>					
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
a) Reduction of the Gymnasium schooling time by 1 school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Introduction of the educational standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h1a	To the reform - impacts reduction of the Gymnasium schooling time
h1b	To the reform - impacts introduction of the educational standards

<b>2 Please assess yourself: how familiar are you already with the content of the educational standards?</b>				
<i>Please tick only one answer.</i>				
	very little [1]	little [2]	much [3]	very much [4]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h2	To the reform - knowledge about educational standards

In the following part, we would like to know your opinion regarding the effects of the reduction of the Gymnasium schooling time on motivation as well as workload of the teachers and p. These could possibly vary between the reform phase and the long-run when the reform will be completely implemented.

**3 How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers up to graduation of the second graduating class of G8 (2013)?**

Please tick a box in each line.

	Great decrease [1]	Decrease [2]	No change [3]	Increase [4]	Great increase [5]
a) Workload of the teachers in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Motivation of the teachers in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Arbeitsaufwand der Lehrkräfte in Deutsch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Motivation of the teachers in German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Workload of the teachers in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Motivation of the teachers in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Workload of the teachers in natural science subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Motivation of the teachers in natural science subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Workload for the principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h3aa	Effects reduction until 2013 - workload mathematics
h3bb	Effects reduction until 2013 - motivation mathematics
h3cc	Effects reduction until 2013 - workload German
h3dd	Effects reduction until 2013 - motivation German
h3ee	Effects reduction until 2013 - workload English
h3ff	Effects reduction until 2013 - motivation English
h3gg	Effects reduction until 2013 - workload natural sciences
h3hh	Effects reduction until 2013 - motivation natural sciences
h3ii	Effects reduction until 2013 - workload principals

**4 How do you judge the effects of the reduction of the Gymnasium schooling time on workload and motivation of the teachers in the long run?**

Please tick a box in each line.

	Great decrease [1]	Decrease [2]	No change [3]	Increase [4]	Great increase [5]
a) Workload of the teachers in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Motivation of the teachers in mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Workload of the teachers in German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Motivation of the teachers in German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Workload of the teachers in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Motivation of the teachers in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Workload of the teachers in natural science subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Motivation of the teachers in natural science subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Workload for the principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h4a	Long-term reduction effects - workload mathematics
h4b	Long-term reduction effects - motivation mathematics
h4c	Long-term reduction effects - workload German
h4d	Long-term reduction effects - motivation German
h4e	Long-term reduction effects - workload English
h4f	Long-term reduction effects - motivation English
h4g	Long-term reduction effects - workload natural sciences
h4h	Long-term reduction effects - motivation natural sciences
h4i	Long-term reduction effects - workload principals

**5** Through the reduction of the Gymnasium schooling time for all students (G8), the Gymnasiums experience additional stress during the transition time. To handle this additional stress, the Ministry of Education and Cultural Affairs has taken different measures (e.g. additional teaching hours, extended examination periods). If you think about the additional stress factors and compensation measures: how significant is the persisting stress (if the measures are not sufficient) or the stress reduction (if the measures exceed the stress factors) caused by the reduction at your school during this school year? Please answer the question with regard to...

Please tick a box in each line.

	strongly stressed [1]	rather stressed [2]	neither stressed nor relieved [3]	rather relieved [4]	strongly relieved [5]
a) ... the organizational efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) ... the workload with regard to the way classes are taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) ... the workload with regard to providing (career) counseling to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) ... the space situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) ... the availability of teaching materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Variables

h12a	Stress G8 - organizational efforts
h12b	Stress G8 - workload course scheme
h12c	Stress G8 - workload consulting and/or career counseling
h12d	Stress G8 - space situation
h12e	Stress G8 - availability of teaching materials

**6** Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8), and the implementation of the educational standards. Please estimate: what was the impact of these changes on the graduation classes? For positive or negative effects: Are these caused by the reduction, by the new educational standards or both in your opinion?

Please tick a box in each line for the assessment of the effects and a box for the cause if the effects are positive or negative.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
a) Performance level of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
a) Performance level of the students [Cause]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
b) Motivation of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


	Reduction [1]	Educational standards [2]	both [3]		
b) Motivation of the students [Cause]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
c) Preparation for the choice of study subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
c) Preparation for the choice of study subject [Cause]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
d) Preparation for the requirements of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
d) Preparation for the requirements of higher education [Cause]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
e) Comparability of the Abitur [higher education entrance qualification] results across different schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
e) Comparability of the Abitur results across different schools [Cause]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
f) Suitability of the Abitur results as an indicator for study aptitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction [1]	Educational standards [2]	both [3]		
f) Suitability of the Abitur results as an indicator for study aptitude [Cause]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Variables


h13a	Impact factors G8 - performance level
h13aa	Causes of the impact G8 - performance level
h13b	Impact factors G8 - motivation
h13bb	Causes of the impact G8 - motivation
h13c	Impact factors G8 - preparation choice of study subject
h13cc	Causes of the impact G8 - preparation choice of study subject
h13d	Impact factors G8 - preparation for higher education
h13dd	Causes of the impact G8 - preparation for higher education
h13e	Impact factors G8 - comparability Abitur results
h13ee	Causes of the impact G8 - comparability Abitur results
h13f	Impact factors G8 - suitability Abitur results
h13ff	Causes of the impact G8 - suitability Abitur results

**7 Maybe there are further aspects of the educational reform that you evaluate as particularly positive or negative?**


*Please indicate the further aspects and tick. Please indicate in printed letters.*

a) 

	very negative [1]	fairly negative [2]	fairly positive [3]	very positive [4]
a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) 

	very negative [1]	fairly negative [2]	fairly positive [3]	very positive [4]
b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) 

	very negative [1]	fairly negative [2]	fairly positive [3]	very positive [4]
c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h14a_O	Estimation further aspects of the educational reform 1
h14aa	Effects - estimation further aspects of the educational reform 1
h14b_O	Estimation further aspects of the educational reform 2
h14bb	Effects - estimation further aspects of the educational reform 2
h14c_O	Estimation further aspects of the educational reform 3
h14cc	Effects - estimation further points of the educational reform 3


**School trial "Obtaining the Abitur at two speeds"**

Since the beginning of the school year 2012/2013, the Ministry of Education and Cultural Affairs, Youth and Sport offers to selected general educating Gymnasiums in regard to the school trial the possibility to, choose an alternative 9 year approach to obtain the Abitur. How was it in your school?



**8** **Foremost, we are interested in, how your school decided for or against the application to participate in the G9 school trial: Which of the following elements influenced your decision?**

Please tick a box on each line.

	very low impact [1]	rather low impact [2]	rather high impact [3]	very high impact [4]
a) New school concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Parent wishes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Assessment of demand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Other, specifically: (Please indicate in printed letters.)				
	very low impact [1]	rather low impact [2]	rather high impact [3]	very high impact [4]
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h28a	G9 school trial - Decision - new school concept
h28b	G9 school trial - Decision - parental wishes
h28c	G9 school trial - Decision - ascertainment of demand
h28d_O	G9 school trial - Decision - text field Other
h28dd	G9 school trial - Decision - Other

**9** **Only schools that fulfill certain requirements (Minister's decision from 10.01.2012) can apply to become a model school. How about in your school: Can you meet the mentioned requirements?**

Please answer these questions regardless of whether you participated in school trial or not. Please tick a box on each line.

	Yes [1]	No [2]	Don't know [3]
a) It is foreseeable that at least four iterations per school year (two G8-iterations and two G9-iterations) can/could be ensured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) An additional pool hour for individual support and differentiated provision in the grades 5 and 6 can/could be made available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Additional resources of 12 teacher week hours total per G9 trial can/could be made available (especially for additional hours in German, mathematics and foreign languages).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables	
h29a	G9 school trial - Prerequisite - minimum number of classes
h29b	G9 school trial - Prerequisite - additional pool hours
h29c	G9 school trial - Prerequisite - additional hours per week for teachers

**10 Has your school applied to participate in the G9 school trial?***Please tick the applicable.*

Yes, already for the first tranche (application deadline: 01.03.2012) [1] <input type="checkbox"/>	Yes, but only for the second tranche (application deadline: 01.12.2012) [2] <input type="checkbox"/>	No [0] <input type="checkbox"/>
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"Yes, already for the first tranche (application deadline: 01.03.2012)": Please continue with the next question.  
 "Yes, but only for the second tranche (application deadline: 01.12.2012)": Please continue with question 16. "No":  
 Please continue with question 16.

## Variables

h30	G9 school trial - Application
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**11 Was your school selected as a model school for the G9 school trial in the first tranche?***Please tick the applicable.*

yes [1] <input type="checkbox"/>	no [0] <input type="checkbox"/>
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"Yes": Please continue with question 14. "No": Please continue with the next question.

## Variables

h31	G9 school trial - selection for first tranche
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**12 The selection of the model schools for the first tranche was determined based on various criteria, Please determine which criteria spoke in favor or to the contrary of selecting your school in the first tranche of the G9 school trial:**

Please tick a box on each line.

	Definitely spoke to the contrary of selecting my school [1]	Most likely spoke to the contrary of selecting my school [2]	Neither spoke to the contrary nor in favor of selecting my school [3]	Most likely spoke in favor of selecting my school [4]	Definitely spoke to the contrary of selecting my school [5]	Don't know [6]
a) Nationwide balanced regional distribution of the trial schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Development of an appropriate commuting area e.g. through a good accessibility of the school with public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Consideration of regional and communal educational offers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Variance of the tested model at the trial schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Quality of the pedagogic concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Variables

h32a	G9 school trial - Selection Criteria - regional distribution
h32b	G9 school trial - Selection Criteria - catchment area
h32c	G9 school trial - Selection Criteria - educational opportunities
h32d	G9 school trial - Selection Criteria - variance of model
h32e	G9 school trial - Selection Criteria - quality of concept

**13 Has your school applied for the second tranche of the G9 school trial yet?**

Please tick the applicable.

yes [1]      no [0]  
     

"Yes": Please continue with question 16. "No": Please continue with question 16.

Variables

h33	G9 school trial - application second tranche
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**17 How many teachers at your school have a migration background, i.e. were born abroad themselves or have at least one parent who was born abroad?**

Please enter a "zero" (0) if there are no teachers with a migration background. If no accurate indications are possible, please estimate. Please enter the figures aligned to the right.

Teachers with migration background

Variables

h19 Migration background - number teachers

**Questions about the students**

**18 How many students are currently enrolled in your school and how many of them are boys?**

Please enter the figures aligned to the right.

a) In the 5th grade [total]

a) In the 5th grade [boys]

b) In the 10th grade [total]

b) In the 10th grade [boys]

c) In the graduation year [total]

c) In the graduation year [boys]

d) At the school in total [total]

d) At the school in total [boys]

Variables

h20a Students - total number 5th grade

h20aa Students - number boys 5th grade

h20b Students - total number 10th grade

h20bb Students - number boys 10th grade

h20c Students - total number graduation year

h20cc Students - number boys graduation year

h20d Students - total number school

h20dd Students - number boys school

**19** Now please think about the students who were in the first year of the course level last school year and thus should have regularly achieved the graduation class this school year. How many of these students are now not in graduation class of your school because they ...

Please enter the figures aligned to the right.

a) ... repeat the last grade. |\_\_|\_\_|\_\_|

b) ... left your school. |\_\_|\_\_|\_\_|

Variables

h26a Pupils - repeaters

h26b Pupils - school leavers

**At last, questions about yourself**

**20** Are you ...

Please tick the applicable.

... male? [1] ... female? [2]



Variables

h22 Questions about yourself - gender

**21** When were you born?

Please enter your year of birth aligned to the right.

19 |\_\_|\_\_| Year

Variables

h23 Questions about yourself - year of birth

**22** Since when have you been principal of this school?

Please enter the figures aligned to the right.

School year: |\_\_|\_\_|\_\_|\_\_|\_\_|\_\_|\_\_|\_\_|

Variables

h24 Questions about yourself - school year start work as principal

h24\_g1 Questions about yourself - school year start work as principal

**23 Which subjects are you teaching and/or did you teach most recently?**

*Please indicate the subjects. Please indicate in printed letters.*

a) Subject:



b) Subject:



c) Subject:



**Variables**

h25a_g1	Questions about yourself - taught subject 1
h25a_g2	Questions about yourself - taught subject 1
h25b_g1	Questions about yourself - taught subject 2
h25c_g1	Questions about yourself - taught subject 3
h25c_g2	Questions about yourself - taught subject 3