NEPS
National Educational Panel Study

Research Data

Additional Study Baden-Wuerttemberg (BW) Waves 1 and 2 Questionnaires (SUF Version 2.0.0)

A STUDY BY
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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), Wellen 1 und 2, Erhebungsintrumente (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 2010/11 and 2011/2012 and therefore features data waves 1 and 2. The material corresponds to Version 2.0.0 of the Scientific Use File (SUF) for the Additional Study Baden-Wuertemmberg (BW) (doi:10.5157/NEPS:BW:2.0.0). The two waves are based on two cross-sectional studies that relate to the last exclusive G8 "Abiturjahrgang" and the double year and with that refer to the graduates of the G8 and G9. While the instruments of wave 1 are reproduced in full, the information of wave 2 relates to changes to the first survey. The state of the metadata corresponds to version 2.0.0 of the Scientific Use File (SUF) of the additional study Baden-Wuerttemberg (BW) (doi:10.5157/NEPS:BW:2.0.0).

In wave 1 "Abitur students" were interviewed, who gained ther degree after 13 years of schooling. In addition to the interview and testing of students, subject teachers of mathematics, German and English as well as school principals are interviewed to obtain information on the learning environment and structural conditions. The interviews of wave 2 refer to the graduates of the double year, who graduate either after 12 or after 13 years of schooling. Information was accordingly collected also from the subject teachers and school principals.

Figure 1 gives an overview of the questionnaires used in these first two waves.

Figure 1: Surveys of the Additional Study Baden-Wuerttemberg in survey year 2010/11 and 2011/2012 (Wave 1 and 2)

2 Wave 1

2.1 Students Grade 13 (ID 64)

Satisfaction

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". If you are partially satisfied/partially dissatisfied, choose a value in between.

	completely dissatisfied 0 [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	completely satisfied 10 [10]
... currently and in general terms, with your life?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
... with what you have? Think of money and things that you own.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
... with your health?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
... with your family life?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
... with your acquaintances and friends?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
... with your situation at school?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Regarding the current situation at the upper Gymnasium level

Satisfaction

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". If you are partially satisfied/partially dissatisfied, choose a value in between.

	completely dissatisfied 0 [0]	1 [1]	2 [2]	3 [3]	4 [4]	5 [5]	6 [6]	7 [7]	8 [8]	9 [9]	completely satisfied 10 [10]
... currently and in general terms, with your life?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
... with what you have? Think of money and things that you own.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
... with your health?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
... with your family life?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
... with your acquaintances and friends?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
... with your situation at school?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Regarding the current situation at the upper Gymnasium 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]
Find, choose and sort information for a paper (e.g. for a thesis/ a speech)	☐	☐	☐	☐
Collect literature for a paper	☐	☐	☐	☐
Writing and creating texts on the computer	☐	☐	☐	☐
Create figures/graphics on the computer	☐	☐	☐	☐
using electronic media (CD, Internet) to obtain information	☐	☐	☐	☐

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]
planned scientific experiments	☐	☐	☐	☐	☐
created minutes on a discussion	☐	☐	☐	☐	☐
did an oral presentation	☐	☐	☐	☐	☐
prepared a presentation in writing	☐	☐	☐	☐	☐
used a library for sourcing literature	☐	☐	☐	☐	☐
participated in interdisciplinary school projects	☐	☐	☐	☐	☐

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]
I believe that I have understood how to conduct scientific problem solving during my time at the upper Gymnasium level.	☐	☐	☐	☐
I have learned how to systematically analyze texts at the upper Gymnasium level	☐	☐	☐	☐
I have learned to argue coherently in discussions during my time at the upper Gymnasium level.	☐	☐	☐	☐
During my time at the upper Gymnasium level I have learned to distinguish the important from the unimportant with regard to getting assignments done.	☐	☐	☐	☐
The upper Gymnasium level has taught me a lot of general knowledge.	☐	☐	☐	☐

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]
I am tense when I get home from school.	☐	☐	☐	☐
Sometimes I have trouble falling asleep because problems from school are on my mind.	☐	☐	☐	☐
It happens that I react irritably when others start talking to me about school.	☐	☐	☐	☐
I feel that school is overwhelming me.	☐	☐	☐	☐
Even during my free time I think about troubles at school.	☐	☐	☐	☐
I consider the requirements at school in general as stressful.	☐	☐	☐	☐
After school I am often exhausted.	☐	☐	☐	☐

Thinking of school makes me feel uncomfortable.	☐	☐	☐	☐
Pressure at school is too high.	☐	☐	☐	☐
School is eating me up.	☐	☐	☐	☐
It is hard for me to conciliate school with other obligations.	☐	☐	☐	☐
School often makes me feel tired and exhausted.	☐	☐	☐	☐
It is easy for me to recover from school during my free time.	☐	☐	☐	☐
I can relax well during my free time.	☐	☐	☐	☐
Apart from school, I do not have time for anything else.	☐	☐	☐	☐

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-related appraisals

6 Which core subjects (core subjects, electives and profile subjects) have you taken apart from German and mathematics?

Please tick only one answer.

	yes [1]	no [0]
English	☐	☐
Foreign language apart from English	☐	☐
Social studies	☐	☐
History	☐	☐
Geography	☐	☐
Economics	☐	☐
Biology	☐	☐
Chemistry	☐	☐
Physics	☐	☐
Ethics/religious education	☐	☐
Physical education	☐	☐
others; please specify:	☐	☐

✎ _____

Variables	
t6a	chosen core subjects - English
t6b	chosen core subjects - foreign language apart from English
t6c	chosen core subjects - social studies
t6d	chosen core subjects - history
t6e	chosen core subjects - geography
t6f	chosen core subjects - economics
t6g	chosen core subjects - biology
t6h	chosen core subjects - chemistry
t6i	chosen core subjects - physics
t6j	chosen core subjects - ethics/religious education
t6k	chosen core subjects - physical education
t6l	chosen core subjects - others
t6m	other core subject, namely

7	Have you already had NwT as a subject combination during the intermediate Gymnasium level?
Please tick the applicable.	
yes [1]	☐
no [0]	☐

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]
I am simply not good at mathematics.	☐	☐	☐	☐
I am good at mathematics.	☐	☐	☐	☐
I am not particularly talented for mathematics.	☐	☐	☐	☐
I might be successful in a job that requires extensive mathematical skills.	☐	☐	☐	☐

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]
in class	☐	☐	☐	☐	☐
regarding homework	☐	☐	☐	☐	☐
regarding tests in class (e.g. course work)	☐	☐	☐	☐	☐

Variables	
t9a	Performance requirements evaluation - math class
t9b	Performance requirements evaluation - math homework
t9c	Performance requirements evaluation - math-

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]
weekly course hours	☐	☐	☐	☐	☐
Time for homework	☐	☐	☐	☐	☐
Study time (time for preparation and follow-up of the classwork, not including homework)	☐	☐	☐	☐	☐

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]
It is important for me personally to be good at mathematics.	☐	☐	☐	☐
When I am trying to solve a math problem, I am sometimes unaware of how fast time passes.	☐	☐	☐	☐
Math is just exciting for me.	☐	☐	☐	☐
When I learn something new in math class, I am also ready to use my free time for it.	☐	☐	☐	☐

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

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]
I am simply not good at the subject German.	☐	☐	☐	☐
I am good at German.	☐	☐	☐	☐
I am not particularly talented in the subject German.	☐	☐	☐	☐
I might be successful at a job that requires a lot of the skills acquired at German class.	☐	☐	☐	☐

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]
in class	☐	☐	☐	☐	☐
regarding homework	☐	☐	☐	☐	☐
during tests at class (e.g. course works)	☐	☐	☐	☐	☐

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]
weekly course hours	☐	☐	☐	☐	☐
time for homework	☐	☐	☐	☐	☐
Study time (time for preparation and follow-up of the classwork, not ho including homework)	☐	☐	☐	☐	☐

Variables	
t14a	Time requirements evaluation - 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]
It is important for me personally to be good at German.	☐	☐	☐	☐
When I learn something new in German class, I am also ready to use my free time for it.	☐	☐	☐	☐
German is simply exciting for me.	☐	☐	☐	☐
When I am trying to solve a German problem, I am sometimes unaware of how fast time passes.	☐	☐	☐	☐

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]
I am simply not good at English.	☐	☐	☐	☐
I am good at English.	☐	☐	☐	☐
I am not particularly talented for English.	☐	☐	☐	☐
I might be successful in a job that requires extensive English skills.	☐	☐	☐	☐

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]	☐

If "yes": please continue with the next question. If "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]
in class	☐	☐	☐	☐	☐
regarding homework	☐	☐	☐	☐	☐
during proficiency tests in class (e.g. course work)	☐	☐	☐	☐	☐

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]
weekly course hours	☐	☐	☐	☐	☐
time for homework	☐	☐	☐	☐	☐
Study time (time for preparation and follow-up of the classwork, not including homework)	☐	☐	☐	☐	☐

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]
It is important for me personally to be good at English.	☐	☐	☐	☐
When I learn something new in English class, I am also ready to use my free time for it.	☐	☐	☐	☐
English is simply exciting for me.	☐	☐	☐	☐
When I am trying to solve an English problem, I am sometimes unaware of how fast time passes.	☐	☐	☐	☐

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]
I am simply not good at biology.	☐	☐	☐	☐
I am good at biology.	☐	☐	☐	☐
I am not particularly talented in biology.	☐	☐	☐	☐
I might be successful in a job that requires extensive biology skills.	☐	☐	☐	☐

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]	☐

If "yes": please continue with the next question. If "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]
in class	☐	☐	☐	☐	☐
regarding homework	☐	☐	☐	☐	☐
during proficiency tests in class (e.g. course work)	☐	☐	☐	☐	☐

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]
weekly course time	☐	☐	☐	☐	☐
time for homework	☐	☐	☐	☐	☐
Study time (time for preparation and follow-up of the classwork, not including homework)	☐	☐	☐	☐	☐

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]
It is important for me personally to be good at biology.	☐	☐	☐	☐
When I learn something new in biology class, I am also ready to use my free time for it.	☐	☐	☐	☐
Biology is simply exciting for me.	☐	☐	☐	☐
When I am trying to solve a biology problem, I am sometimes unaware of how fast time passes.	☐	☐	☐	☐

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]
I am simply not good at physics.	☐	☐	☐	☐
I am good at physics	☐	☐	☐	☐
I am not particularly talented for physics.	☐	☐	☐	☐
I might be successful in a job that requires extensive knowledge of physics.	☐	☐	☐	☐

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]	☐

If "yes": Please continue with the next question. If "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]
in class	☐	☐	☐	☐	☐
regarding homework	☐	☐	☐	☐	☐
during proficiency tests in class (e.g. course work)	☐	☐	☐	☐	☐

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]
weekly course time	☐	☐	☐	☐	☐
time for homework	☐	☐	☐	☐	☐
Study time (time for preparation and follow-up of the classwork, not including homework)	☐	☐	☐	☐	☐

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]
It is important for me personally to be good at physics.	☐	☐	☐	☐
When I learn something new in physics class, I am also ready to use my free time for it.	☐	☐	☐	☐
Physics is simply exciting for me.	☐	☐	☐	☐
When I am trying to solve a physics problem, I am sometimes unaware of how fast time passes.	☐	☐	☐	☐

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]
I am simply not good at chemistry.	☐	☐	☐	☐
I am good at chemistry.	☐	☐	☐	☐
I am not particularly talented in chemistry.	☐	☐	☐	☐
I might be successful in a job that requires extensive knowledge of chemistry.	☐	☐	☐	☐

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]	☐

If "yes": Please continue with the next question. If "no": please continue with the questions about your subject combination at the Gymnasium (Gymnasialzug)

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]
during class	☐	☐	☐	☐	☐
regarding homework	☐	☐	☐	☐	☐
for proficiency tests in class (e.g. course works)	☐	☐	☐	☐	☐

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]
weekly course time	☐	☐	☐	☐	☐
time for homework	☐	☐	☐	☐	☐
Study time (time for preparation and follow-up of the classwork, not including homework)	☐	☐	☐	☐	☐

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]
It is important for me personally to be good at chemistry.	☐	☐	☐	☐
When I learn something new in chemistry class, I am also ready to use my free time for it.	☐	☐	☐	☐
Chemistry is simply exciting for me.	☐	☐	☐	☐
When I am trying to solve a chemistry problem, I am sometimes unaware of how fast time passes.	☐	☐	☐	☐

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

Questions about your subject combination at the upper 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). At several Gymnasien, the possibility to graduate with the Abitur after eight school years on a voluntary basis has already existed for quite some time ("G8-old" and/or "Turboabitur"). How is this in your case?

36	Has there been the possibility at your Gymnasium to take the old G8 subject combinations?
Please tick the applicable.	
yes [1]	☐
no [0]	☐
If "yes: Please continue with the next question. If "no": please continue with question 42.	

Variables	
t36	Gymnasium with old G8 subject combination - filter question

37	Do you graduate with the Abitur after 12 or 13 years?
Please tick the applicable.	
after 13 years (G9) [1]	☐
after 12 years (G8-old, "Turboabitur") [2]	☐
If "after 13 years (G9): Please continue with the next question. If "after 12 years (G8-old): please continue with question 41.	

Variables	
t37	Abitur in K12 or K13? - filter question

38	Have you ever followed the “G8-Zug” (G8 curriculum) at an earlier point of time
Please tick the applicable.	
yes [1]	☐
no [0]	☐
If "yes": Please continue with the next question. If "no": please continue with question 42.	

Variables	
t38	have you followed the G8-old curriculum earlier? - filter question

39	In which grade did you switch from the G8 curriculum to the G9 curriculum?
Please tick only one answer. Left G8 curriculum in:	
Grade 5 [1]	☐
Grade 6 [2]	☐
Grade 7 [3]	☐
Grade 8 [4]	☐
Grade 9 [5]	☐
Grade 10 [6]	☐
Grade 11 [7]	☐
Grade 12 [8]	☐

Variables	
t39	Grade in which you switched to the G9 curriculum

40 Which were the reasons for your switch from the G8 to the G9 curriculum?

Please tick the applicable.

	yes [1]	no [0]
a move	☐	☐
my parents' wish	☐	☐
a teachers' recommendation	☐	☐
my grades were not good enough for me to continue with the G8 curriculum	☐	☐
G8 was too stressful for me	☐	☐
I wanted more free time	☐	☐
I wanted to improve my grades by switching to the G9 curriculum	☐	☐
other reasons, namely:	☐	☐

✎ _____

Variables	
t40a	Reasons for G8-old/G9 switch - move
t40b	Reasons for G8-old/G9 switch - parents' wish
t40c	Reasons for G8-old/G9 switch - teachers' recommendation
t40d	Reasons for G8-old/G9 switch - bad grades
t40e	Reasons for G8-old/G9 switch - stressful
t40f	Reasons for G8-old/G9 switch - free time
t40g	Reasons for G8-old/G9 switch - improve grades
t40h	Reasons for G8-old/G9 switch - others
t40i	Reasons for G8-old/G9 switch - open entry

41 Did you choose this Gymnasium with the purpose of graduating with the Abitur after 8 years?

Please tick only one answer.

Yes, if no G8 had been offered at this Gymnasium, I would not have chosen to attend this Gymnasium. [1]	☐
No, I would also have joined this Gymnasium if no G8 curriculum had been offered. [2]	☐

Variables	
t41	Choice of the Gymnasium due to the offered G8 curriculum

How would you assess yourself?

42 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]
I have a good memory.	☐	☐	☐	☐
I like going to school.	☐	☐	☐	☐
I wish I were as intelligent as the others.	☐	☐	☐	☐
I cannot memorize some of the study contents.	☐	☐	☐	☐
Learning is fun at our school.	☐	☐	☐	☐
Compared to others I am not very gifted.	☐	☐	☐	☐
I am satisfied with our school.	☐	☐	☐	☐
I feel comfortable at our school.	☐	☐	☐	☐
I often think that I am not as smart as the others.	☐	☐	☐	☐
I can memorize things I have learned for a long time.	☐	☐	☐	☐

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

43 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]
When I encounter difficulties, I find ways to overcome them and get what I want.	☐	☐	☐	☐
I always manage to solve difficult problems if I try hard enough.	☐	☐	☐	☐
I find it difficult to achieve my aims / to really do what I intend to do.	☐	☐	☐	☐
I always know how to behave even in unexpected situations.	☐	☐	☐	☐
I'm unsure how to cope with unexpected events.	☐	☐	☐	☐
I take a relaxed approach to difficulties because I'm confident about my own skills and abilities.	☐	☐	☐	☐
Whatever happens, I'll be able to handle it.	☐	☐	☐	☐
I can find a solution to any problem.	☐	☐	☐	☐
If I encounter something new, I know how to deal with it.	☐	☐	☐	☐
If a problem arises, I can cope with it myself.	☐	☐	☐	☐

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

44	**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

Private tutoring

45	**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]	☐
If "yes": Please continue with the next question. If "no": please continue with question 51.	

Variables	
t45	Use of private tutoring - filter question

46 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.

	yes [1]	no [0]
Biology	☐	☐
Chemistry	☐	☐
German	☐	☐
English	☐	☐
French	☐	☐
Mathematics	☐	☐
Physics	☐	☐
other subject(s)	☐	☐

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 private tutoring - other subjects

47 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

48 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.

	yes [1]	no [0]
No, the tutoring has not been financed privately.	☐	☐
Yes, a part of the tutoring has been financed privately.	☐	☐
Yes, the entire tutoring services have been financed privately.	☐	☐

The related expenses amounted to approx. |___|___|___|___| Euros.

Variables	
t48a	Financing of tutoring services - not private
(t48b)	Financing of tutoring services - partially private
(t48c)	Financing of tutoring services - completely private
t48d	Financing of tutoring services - indicate amount in euros

49 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	☐	☐
my parents	☐	☐
my (subject) teacher/ my school	☐	☐

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

50 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]
to improve my grades	☐	☐	☐	☐
to prepare for classroom tests	☐	☐	☐	☐
to close knowledge gaps	☐	☐	☐	☐
to acquire learning strategies	☐	☐	☐	☐
to learn independent learning	☐	☐	☐	☐
to get help for my homework	☐	☐	☐	☐
to achieve a better school degree	☐	☐	☐	☐
to catch up with the pace of the classes	☐	☐	☐	☐

Variables	
t50a	Reasons for tutoring - improving grades
t50b	Reasons for tutoring - classroom tests
t50c	Reasons for tutoring - classroom tests
t50d	Reasons for tutoring - classroom tests
t50e	Reasons for tutoring - classroom tests
t50f	Reasons for tutoring - homework
t50g	Reasons for tutoring - classroom tests
t50h	Reasons for tutoring - classroom tests

51 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]	☐

If "yes": Please continue with the next question. If "no: Please continue with question 53.

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

52 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.

	yes [1]	no [0]
Biology	☐	☐
Chemistry	☐	☐
German	☐	☐
English	☐	☐
French	☐	☐
Mathematics	☐	☐
Physics	☐	☐
other subject(s)	☐	☐

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

Free time activities

53 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]
Participation in free time activities at school (e.g. sports, hobby or working groups)	☐	☐	☐	☐	☐	☐	☐	☐
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]
Meeting friends	☐	☐	☐	☐	☐	☐	☐	☐
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]
Computer games, chatting etc.	☐	☐	☐	☐	☐	☐	☐	☐

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]
Watching TV	☐	☐	☐	☐	☐	☐	☐	☐
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]
Reading	☐	☐	☐	☐	☐	☐	☐	☐
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]
spending time with the family	☐	☐	☐	☐	☐	☐	☐	☐
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]
Doing sports (alone, with friends, at a club)	☐	☐	☐	☐	☐	☐	☐	☐
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]
participating in the orchestra, in church groups or other groups (except sports)	☐	☐	☐	☐	☐	☐	☐	☐
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]
Spending time with other hobbies (e.g. instruments, handicraft)	☐	☐	☐	☐	☐	☐	☐	☐
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]
Part-time job	☐	☐	☐	☐	☐	☐	☐	☐
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]
other	☐	☐	☐	☐	☐	☐	☐	☐

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 issues

54 How often have you had the following problems in the last 6 weeks?

Please tick one box in every row

	never [1]	1-2 times [2]	3-6 times [3]	more than 6 times [4]
Nervousness, inner anxiety	☐	☐	☐	☐
Headaches	☐	☐	☐	☐
Strong heart palpitations	☐	☐	☐	☐
Fear that it's all getting too much	☐	☐	☐	☐
Difficulty concentrating	☐	☐	☐	☐
Sleep disturbances	☐	☐	☐	☐
Bad dreams	☐	☐	☐	☐
Excessive sweating	☐	☐	☐	☐
Vomiting	☐	☐	☐	☐
Easily irritable	☐	☐	☐	☐

Feelings of dizziness	☐	☐	☐	☐
Tiredness, fatigue	☐	☐	☐	☐
Incapable of relaxing	☐	☐	☐	☐
Severe forgetfulness, distraction	☐	☐	☐	☐
Angry at everything	☐	☐	☐	☐
Feeling of being worthless	☐	☐	☐	☐
Fear of going to school	☐	☐	☐	☐
Shakiness, weakness	☐	☐	☐	☐
Nausea	☐	☐	☐	☐
Loss of appetite	☐	☐	☐	☐
Backache	☐	☐	☐	☐
Sadness	☐	☐	☐	☐
Feeling that excessive demands are being made of me	☐	☐	☐	☐
Eating binges	☐	☐	☐	☐
Feeling of inner emptiness	☐	☐	☐	☐
Stomach ache	☐	☐	☐	☐

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

55	**Since the start of the school year, how often have you been ill and unable to attend lessons?**
Please tick one answer only	
never ill [1]	☐
1-5 days ill [2]	☐
6-10 days ill [3]	☐
11-15 days ill [4]	☐
16 or more days ill [5]	☐

Variables	
t55	Ill during school term time

And after the Abitur?

56 What is your personal opinion about studying at a university, a university of applied sciences, a college of education or at the 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]
Tuition fees discourage me.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I will probably be overwhelmed by a university study program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
I will also be able to be successful in my studies if unexpected problems arise.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Possible tuition fees have no impact on my decision for/against a university study program.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

<u>The following part is meant to determine which professional training you would like to do if your preferences were the only factor of influence:</u>

57 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 select only one answer.

Pursue a degree program at a university, an (administrative) university of applied sciences, a college of education or at the Dual Hochschule Baden-Wuerttemberg (Berufsakademie) [1]	☐
Pursue a professional apprenticeship [2]	☐
Pursue another full-time degree program (e.g. nursing education at a school for healthcare professions) [3]	☐
Pursue training for civil servants (clerical class) [4]	☐
Work without pursuing any previous studies or professional training [5]	☐
Pursue no professional activity and no study program [6]	☐
something else [7]	☐

If "studies": please continue with the next question. If "apprenticeship": please continue with question 63. If "professional training": please continue with question 64. If "training for civil servants": please continue with question 65. If "work without apprenticeship": please continue with question 65. If "no training/no studies": please continue with question 66. If "something else": please continue with question 66

Variables	
t57	Professional training - after graduating from school

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

Please select only one answer.

University of applied sciences [1]	☐
University [2]	☐
Dual Hochschule Baden-Württemberg (Berufsakademie) [3]	☐
College of education [4]	☐
I do not have a specific plan yet. [5]	☐

Variables	
t58	Professional training - type of higher education institution

59 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]
Professional, practical focus	☐	☐	☐	☐
Research focus	☐	☐	☐	☐
Teaching of basic subject-related knowledge	☐	☐	☐	☐
Teaching of research skills	☐	☐	☐	☐
Teaching of problem solving skills	☐	☐	☐	☐
Teaching of team skills	☐	☐	☐	☐
Teaching of independent working abilities/learning skills	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure)	☐	☐	☐	☐
Size of the study location	☐	☐	☐	☐
Tutoring by instructors	☐	☐	☐	☐
Variety of courses	☐	☐	☐	☐
Contact among the student body	☐	☐	☐	☐
Variety of the study program	☐	☐	☐	☐
Financial viability	☐	☐	☐	☐
Teaching quality	☐	☐	☐	☐
Prestige of the degree	☐	☐	☐	☐
Internationality	☐	☐	☐	☐
Interdisciplinary curriculum	☐	☐	☐	☐

Variables

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

60 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.

	Outstanding [1]	Good [2]	Satisfactory [3]	Pass/fair [4]	Poor [5]	Unsatisfactory [6]
Professional, practical focus: university	☐	☐	☐	☐	☐	☐
Professional, practical focus: college of education	☐	☐	☐	☐	☐	☐
Professional, practical focus: university of applied sciences	☐	☐	☐	☐	☐	☐
Professional, practical focus: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Research focus: university	☐	☐	☐	☐	☐	☐
Research focus: college of education	☐	☐	☐	☐	☐	☐
Research focus: university of applied sciences	☐	☐	☐	☐	☐	☐
Research focus: Dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Teaching of basic subject-related knowledge: university	☐	☐	☐	☐	☐	☐
Teaching of basic subject-related knowledge: college of education	☐	☐	☐	☐	☐	☐

Teaching of basic subject-related knowledge: university of applied sciences	☐	☐	☐	☐	☐	☐
Teaching of basic subject-related knowledge: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Teaching of research skills: university	☐	☐	☐	☐	☐	☐
Teaching of research skills: college of education	☐	☐	☐	☐	☐	☐
Teaching of research skills: university of applied sciences	☐	☐	☐	☐	☐	☐
Teaching of research skills: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills: university	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills - college of education	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills - university of applied sciences	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Teaching of team skills: university	☐	☐	☐	☐	☐	☐
Teaching of team skills - college of education	☐	☐	☐	☐	☐	☐
Teaching of team skills: university of applied sciences	☐	☐	☐	☐	☐	☐
Teaching of team skills: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills: university	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills: college of education	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills: university of applied sciences	☐	☐	☐	☐	☐	☐
Teaching of independent work/learning skills: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure): university	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure): college of education	☐	☐	☐	☐	☐	☐
Equipement (e.g. library, IT infrastructure): university of applied sciences	☐	☐	☐	☐	☐	☐

Equipment (e.g. library, IT infrastructure: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Size of the study location: university	☐	☐	☐	☐	☐	☐
Size of the study location: college of education	☐	☐	☐	☐	☐	☐
Size of the study location: university of applied sciences	☐	☐	☐	☐	☐	☐
Size of the study location: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Tutoring by instructors: university	☐	☐	☐	☐	☐	☐
Tutoring by instructors: college of education	☐	☐	☐	☐	☐	☐
Tutoring by instructors: university of applied sciences	☐	☐	☐	☐	☐	☐
Tutoring by instructors: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Variety of the courses offered: university	☐	☐	☐	☐	☐	☐
Variety of the courses offered: college of education	☐	☐	☐	☐	☐	☐
Variety of the courses offered: university of applied sciences	☐	☐	☐	☐	☐	☐
Variety of the courses offered: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Contact among the student body: university	☐	☐	☐	☐	☐	☐
Contact among the student body: college of education	☐	☐	☐	☐	☐	☐
Contact among the student body: university of applied sciences	☐	☐	☐	☐	☐	☐
Contact among the student body: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Variety of the study program: university	☐	☐	☐	☐	☐	☐
Variety of the study program: college of education	☐	☐	☐	☐	☐	☐
Variety of the study program: university of applied sciences	☐	☐	☐	☐	☐	☐
Variety of the study program: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Financial viability: university	☐	☐	☐	☐	☐	☐
Financial viability: college of education	☐	☐	☐	☐	☐	☐

Financial viability: university of applied sciences	☐	☐	☐	☐	☐	☐
Financial viability: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Teaching quality: university	☐	☐	☐	☐	☐	☐
Teaching quality: college of education	☐	☐	☐	☐	☐	☐
Teaching quality: university of applied sciences	☐	☐	☐	☐	☐	☐
Teaching quality: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Prestige of the degree: university	☐	☐	☐	☐	☐	☐
Prestige of the degree: college of education	☐	☐	☐	☐	☐	☐
Prestige of the degree: university of applied sciences	☐	☐	☐	☐	☐	☐
Prestige of the degree: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Internationality: university	☐	☐	☐	☐	☐	☐
Internationality: college of education	☐	☐	☐	☐	☐	☐
Internationality: university of applied sciences	☐	☐	☐	☐	☐	☐
Internationality: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐
Interdisciplinary education: university	☐	☐	☐	☐	☐	☐
Interdisciplinary education: college of education	☐	☐	☐	☐	☐	☐
Interdisciplinary education: university of applied sciences	☐	☐	☐	☐	☐	☐
Interdisciplinary education: dual Hochschule (formerly: Berufsakademie)	☐	☐	☐	☐	☐	☐

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 - BA
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 - BA
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 - BA
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 - BA
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 - BA
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 - BA
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 - BA
t60ha	Evaluation of the higher education institution type - equipment - university
t60hb	Evaluation of the higher education institution type - equipment - college of education
t60hc	Evaluation of the higher education institution type - equipment - university of applied sciences
t60hd	Evaluation of the higher education institution type - equipment - BA
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 - BA
t60ja	Evaluation of the higher education institution type - tutoring by instructors - university
t60jb	Evaluation of the higher education institution type - tutoring by instructors - college of education
t60jc	Evaluation of the higher education institution type - tutoring by instructors - university of applied sciences
t60jd	Evaluation of the higher education institution type - tutoring by instructors - BA
t60ka	Evaluation of the higher education institution type - course variety instructors - university
t60kb	Evaluation of the higher education institution type - courses offered - college of education
t60kc	Evaluation of the higher education institution type - courses offered - university of applied sciences
t60kd	Evaluation of the higher education institution type - courses offered - BA
t60la	Evaluation of the higher education institution type - student body contact - university
t60lb	Evaluation of the higher education institution type - student body contact - college of education
t60lc	Evaluation of the higher education institution type - student body contact - university of applied sciences
t60ld	Evaluation of the higher education institution type - student body contact - BA
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 of the higher education institution type - variety - BA

t60na	Evaluation of the higher education institution type - financial viability - university
t60nb	Evaluation of the higher education institution type - financial viability - university
t60nc	Evaluation of the higher education institution type - financial viability - university of applied sciences
t60nd	Evaluation of the higher education institution type - financial viability - BA
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 - BA
t60pa	Evaluation of the higher education institution type - prestige degree - university
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 - BA
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 - BA
t60ra	Evaluation of the higher education institution type - interdisciplinary education - university
t60rb	Evaluation of the higher education institution type - interdisciplinary education - college of education
t60rc	Evaluation of the higher education institution type - interdisciplinary education - university of applied sciences
t60rd	Evaluation of the higher education institution type - interdisciplinary education - BA

61 What subject are you likely to study?

If you intend to study to become a teacher, please enter the most likely combination of subjects.

1st subject: _____

2nd subject: _____

3rd subject: _____

Variables	
t61a	Subject of study 1
t61b	Subject of study 2
t61c	Subject of study 3

62 Are you planning a university education for teaching professions?

Please tick only one answer.

no, no university education for teaching professions [0]	yes, elementary school education studies [1]	yes, secondary education studies for Hauptschule [school for basic secondary education], Realschule [intermediate secondary school] or Werkrealschule [type of school in Baden-Württemberg offering basic and intermediate secondary education in combination with basic vocational education] [2]	yes, Gymnasium education studies [3]	yes, education studies for special schools [4]	yes, another university education for teaching professions [5]
☐	☐	☐	☐	☐	☐

please specify: _____

-> Please continue with question 66

Variables	
t62a	Teaching education
t62aa	University education for teaching professions - other

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

Please enter the exact name of the training course.

-> Please skip to question 66

Variables	
t63	Vocational education - name of the training course

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

Please indicate the exact name of the training program.

-> Please continue with question 66

Variables	
t64	Likely full-time school education program

65 Which professional activity are you likely to start?

Please enter an accurate description of the activity.

Variables	
t65	Likely professional activity

<u>Please enter some personal information</u>

66 You are...

Please tick the applicable.

... male? [1] ☐

... female? [2] ☐

Variables	
t66	You - gender

67 When were you born?

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

month	|___|___|
year	|___|___|___|___|

Variables	
t67a	date of birth - month
t67b	date of birth - year

68 Who normally lives with you?

Please tick a box in each line.

	yes [1]	no [0]
Biological mother, adoptive mother, foster mother	☐	☐
Step mother or girlfriend of your father	☐	☐
biological father, adoptive father, foster father	☐	☐
Step father or boyfriend of your mother	☐	☐
Siblings and/or step stiblings	☐	☐
Grandmother and/or grandfather	☐	☐
other people	☐	☐

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

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

Please indicate the figures right-aligned.

|___|___| People

Variables	
t69	Number household members

70	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]	☐

Variables	
t70	Mother

71	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]	☐

Variables	
t71	Father

72 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 qualification [1]	Leaving certificate of the Hauptschule/Volksschule, 8th grade POS [2]	Leaving certificate of the Realschule, 10th grade POS [3]	Subject-linked Abitur, Abitur, 12th grade EOS [4]	University of applied sciences degree, university degree [5]	Doctoral degree [6]	other qualification [7]	I do not know [-98]
Mother	☐	☐	☐	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐	☐	☐	☐

Variables	
t72a	Highest educational qualification - mother
t72b	Highest educational qualification - father

73 Are your parents currently working?

Please tick the applicable for father and mother.

	Yes, full-time (also self-employed) [1]	ja, teilzeitbeschäftigt (auch selbstständige Arbeit) [2]	No, not employed, but looking for a job [3]	No, not employed (e.g. househusband, housewife, pensioner) [4]
Mother	☐	☐	☐	☐
Father	☐	☐	☐	☐

Variables	
t73a	Occupation - mother
t73b	Occupation - father

74 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 soldier/military staff [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 [-98]
Mother	☐	☐	☐	☐	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐	☐	☐	☐	☐

Variables	
t74a	Professional position - mother
t74b	Professional position - father

75 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.

Mother

	Not marked [0]	Marked [1]
Don't know	☐	☐

Father

	Not marked [0]	Marked [1]
Don't know	☐	☐

Variables	
(t75c)	Mother's profession - open
t75a	Mother's profession
(t75d)	Father's profession - open
t75b	Father's profession

76 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]	☐

Variables	
t76	Number of books

77 At your home, is there ...

Please tick a box in each line.

	yes [1]	no [0]
… a desk to study?	☐	☐
… a room exclusively for you?	☐	☐
… learning software?	☐	☐
… classic literature (e.g. by Goethe)?	☐	☐
… books with poems?	☐	☐
… art works (e.g. paintings)?	☐	☐
… books that are helpful for your homework?	☐	☐
… a dictionary?	☐	☐

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

78 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

If "no": please continue with question 80.

Variables	
t78a	Repetitions
t78aa	Number of repetitions

79	Which grade or which grades have you repeated?	
Please tick the applicable.		
	yes [1]	no [0]
Grade 1	☐	☐
Grade 2	☐	☐
Grade 3	☐	☐
Grade 4	☐	☐
Grade 5	☐	☐
Grade 6	☐	☐
Grade 7	☐	☐
Grade 8	☐	☐
Grade 9	☐	☐
Grade 10	☐	☐
Grade 11	☐	☐
Grade 12	☐	☐
Grade 13	☐	☐

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

80 In which country were you born?

Please tick only one answer.

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

✎ _____

Variables	
t80a	Country of own birth
(t80aa)	Country of own birth

81 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

82 What is your nationality?

You can tick more than one box if you have more than one nationality.

	yes [1]	no [0]
German	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukrainian	☐	☐
another nationality, specifically:	☐	☐

✎ _____

	yes [1]	no [0]
Don't know	☐	☐

Variables	
t82a	Nationality - German
(t82b)	Nationality - Bosnian
(t82c)	Nationality - Greek
(t82d)	Nationality - Italian
(t82e)	Nationality - Kazakh
(t82f)	Nationality - Croatian
t82g	Nationality - Polish
(t82h)	Nationality - Russian
(t82i)	Nationality - Serbian
(t82j)	Nationality - Turkish
(t82k)	Nationality - Ukrainian
(t82l)	Nationality - other
(t82ll)	Nationality - other
(t82m)	Nationality - don't know

83 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.

	yes [1]	no [0]
German	☐	☐
Arabic	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Kurdish	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukrainian	☐	☐
	yes [1]	no [0]
another language, specifically:	☐	☐

✎ _____

Variables	
t83a	Mother tongue - German
(t83b)	Mother tongue - Arabic
(t83c)	Mother tongue - Bosnian
(t83d)	Mother tongue - Greek
(t83e)	Mother tongue - Italian
(t83f)	Mother tongue - Kazakh
(t83g)	Mother tongue - Croatian
(t83h)	Mother tongue - Kurdish
(t83i)	Mother tongue - Polish
(t83j)	Mother tongue - Russian
(t83k)	Mother tongue - Serbian
(t83l)	Mother tongue - Turkish
(t83m)	Mother tongue - Ukrainian
(t83n)	Mother tongue - other
(t83nn)	Mother tongue - other, specifically

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

Plese tick an answer in each column.

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	other [12]	Don't know [-98]
[Mother]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
in another country, specifically:													
[Father]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
in another country, specifically:													

Variables	
t84a	Country of birth - mother
(t84aa)	Country of birth - mother
t84b	Country of birth - father
(t84bb)	Country of birth - father

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

Please tick an answer in each column.

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	other [12]	Don't know [-98]
[Mother of your mother]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
in another country, specifically:													
[Father of your mother]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
in another country, specifically:													

Variables	
t85a	Country of birth of your maternal grandparents - the mother
(t85aa)	Country of birth of your maternal grandparents - the mother
t85b	Country of birth of your maternal grandparents - the father
(t85bb)	Country of birth of your maternal grandparents - the father

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

Please tick an answer in each column.

	Germany [1]	Bosnia and Herzegovina [2]	Greece [3]	Italy [4]	Kazakhstan (and/or Kazakh Soviet Republic) [5]	Croatia [6]	Poland [7]	Russian Federation (and/or Russian Soviet Republic) [8]	Serbia [9]	Turkey [10]	Ukraine (and/or Ukrainian Soviet Republic) [11]	other [12]	Don't know [-98]
[Mother of your father]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
in another country, specifically:													
[Father of your father]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
in another country, specifically:													

Variables	
t86a	Country of birth of your paternal grandparents - the mother
(t86aa)	Country of birth of your paternal grandparents - the mother
t86b	Country of birth of your paternal grandparents - the father
(t86bb)	Country of birth of your paternal grandparents - the father

IMPORTANT: Please answer the following questions only if you, your mother or your father and/or one of your grandmothers or grandfathers were NOT born in Germany. If you, your parents and grandparents were ALL born in Germany, please continue with question 89

87 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]	☐
approximately half of them [4]	☐
over half of them [5]	☐
almost all of them [6]	☐
all of them [7]	☐

Variables	
t87	Immigration percentage place of residence

88 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]	☐

Variables	
t88	Planned duration of stay

89 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.

	yes [1]	no [0]
German	☐	☐
Arabic	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Kurdish	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukrainian	☐	☐
another language, specifically:	☐	☐

✎ _____

	yes [1]	no [0]
Don't know	☐	☐

Variables	
t89a	Mother tongue mother - German
(t89b)	Mother tongue mother - Arabic
(t89c)	Mother tongue mother - Bosnian
(t89d)	Mother tongue mother - Greek
(t89e)	Mother tongue mother - Italian
(t89f)	Mother tongue mother - Kazakh
t89g	Mother tongue mother - Croatian
(t89h)	Mother tongue mother - Kurdish
(t89i)	Mother tongue mother - Polish
(t89j)	Mother tongue mother - Russian
(t89k)	Mother tongue mother - Serbian
(t89l)	Mother tongue mother - Turkish
(t89m)	Mother tongue mother - Ukrainian
(t89n)	Mother tongue mother - other
(t89nn)	Mother tongue mother - other, specifically
(t89o)	Mother tongue mother - dont't know

90 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.

	yes [1]	no [0]
German	☐	☐
Arabic	☐	☐
Bosnian	☐	☐
Greek	☐	☐
Italian	☐	☐
Kazakh	☐	☐
Croatian	☐	☐
Kurdish	☐	☐
Polish	☐	☐
Russian	☐	☐
Serbian	☐	☐
Turkish	☐	☐
Ukrainian	☐	☐
another language, specifically:	☐	☐

✎ _____

	yes [1]	no [0]
Don't know	☐	☐

CAUTION: if you only learned German as a child in your family, you do not need to answer the following questions. In this case, you are done with the questionnaire. Otherwise, please continue answering the next question.

Variables

t90a	Father tongue father - German
(t90b)	Father tongue father - Arabic
(t90c)	Father tongue father - Bosnian
(t90d)	Father tongue father - Greek
(t90e)	Father tongue father - Italian
(t90f)	Father tongue father - Kazakh
(t90g)	Father tongue father - Croatian
(t90h)	Father tongue father - Kurdish
(t90i)	Father tongue father - Polish
(t90j)	Father tongue father - Russian
(t90k)	Father tongue father - Serbian
(t90l)	Father tongue father - Turkish
(t90m)	Father tongue father - Ukrainian
(t90n)	Father tongue father - other
(t90nn)	Father tongue father - other
(t90o)	Father tongue father - don't know

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

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

✎ _____

IMPORTANT: The language you have just mentioned in question 91 will be referred to as the "other language" in the following questions.

Variables	
t91	other language

92 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	☐	☐	☐	☐	☐
Reading	☐	☐	☐	☐	☐
Speaking	☐	☐	☐	☐	☐
Understanding	☐	☐	☐	☐	☐

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

93 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?	☐	☐	☐	☐	☐
… do you speak with your father?	☐	☐	☐	☐	☐
… do you speak with your siblings?	☐	☐	☐	☐	☐
… do you speak with your best friend?	☐	☐	☐	☐	☐
… do you speak with your classmates at school?	☐	☐	☐	☐	☐
… do your parents speak among themselves?	☐	☐	☐	☐	☐

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

94 In 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 read books apart from school?	☐	☐	☐	☐	☐
... do you read newspapers?	☐	☐	☐	☐	☐
… do you surf the internet?	☐	☐	☐	☐	☐
... do you read news online?	☐	☐	☐	☐	☐
… do you write text messages and e-mails?	☐	☐	☐	☐	☐
… do you watch series on TV?	☐	☐	☐	☐	☐
… do you watch videos and DVDs?	☐	☐	☐	☐	☐

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 programmes
t94g	Language use: videos and DvDs

95 How good is your knowledge of the German language?

Please tick a box in each line.

	Very poor [1]	Little [2]	Rather good [3]	Very well [4]	Not at all [5]
Writing	☐	☐	☐	☐	☐
Reading	☐	☐	☐	☐	☐
Speaking	☐	☐	☐	☐	☐
Understanding	☐	☐	☐	☐	☐

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

96	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]	☐

Variables	
t96	Age started learning German

2.2 German Teacher (ID 67)

Regarding your teaching style

1	During planning of the classes, I am oriented..			
Please tick a box in each line.				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
… towards the new educational standards from 2004.	☐	☐	☐	☐
… towards the school books for my subjects.	☐	☐	☐	☐
… towards the course level plan from 2001.	☐	☐	☐	☐
… towards my class preparation works of the last years.	☐	☐	☐	☐
…towards the education plan of 1994.	☐	☐	☐	☐
… towards materials of the teachers of the respective subjects.	☐	☐	☐	☐
… towards the level concretizations online.	☐	☐	☐	☐
… towards the implementation examples online.	☐	☐	☐	☐

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

Regarding your teaching style

1	During planning of the classes, I am oriented..			
Please tick a box in each line.				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
… towards the new educational standards from 2004.	☐	☐	☐	☐
… towards the school books for my subjects.	☐	☐	☐	☐
… towards the course level plan from 2001.	☐	☐	☐	☐
… towards my class preparation works of the last years.	☐	☐	☐	☐
…towards the education plan of 1994.	☐	☐	☐	☐
… towards materials of the teachers of the respective subjects.	☐	☐	☐	☐
… towards the level concretizations online.	☐	☐	☐	☐
… towards the implementation examples online.	☐	☐	☐	☐

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]
… in determining the teaching objectives.	☐	☐	☐	☐
… in planning of contents and topics.	☐	☐	☐	☐
… in determining of methods.	☐	☐	☐	☐
… when considering the performance appraisal.	☐	☐	☐	☐
… when considering the support of individual students.	☐	☐	☐	☐

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 as orientation - student support

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]
… in determining the teaching objectives.	☐	☐	☐	☐
… in planning of contents and topics.	☐	☐	☐	☐
… in the determination of methods.	☐	☐	☐	☐
… when considering performance appraisal.	☐	☐	☐	☐
… when considering the support of individual students.	☐	☐	☐	☐

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 level plan as orientation - student support

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]
… in determining the teaching objectives.	☐	☐	☐	☐
… in planning of contents and topics.	☐	☐	☐	☐
… in the determination of methods.	☐	☐	☐	☐
… when considering performance appraisal.	☐	☐	☐	☐
… when considering the support of individual students.	☐	☐	☐	☐

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	Educational standards as orientation - student support

5 Which effects do you think the following measures have on the performance of the students?

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Implementation of the new educational standards from 2004	☐	☐	☐	☐	☐
Implementation of the course level plan from 2001	☐	☐	☐	☐	☐
Implementation of the school curriculum	☐	☐	☐	☐	☐
Internal evaluations	☐	☐	☐	☐	☐
External evaluations	☐	☐	☐	☐	☐
Implementation of the new subject combination GWG	☐	☐	☐	☐	☐
Reduction of the class size	☐	☐	☐	☐	☐
Reduction of the Gymnasium schooling time from 9 to 8 years	☐	☐	☐	☐	☐

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 years, a school reform was implemented in Baden-Wuerttemberg during which different changes have been introduced step by step. We are especially interested in your opinion about two of these changes: 1. the reduction of the Gymnasium schooling time by 1 school year (G8 instead of G9). 2. the newly introduced educational standards that replace curricula and/or course level plans.

6 How do you generally see the impact of the two aspects of the educational reform?

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Reduction of the Gymnasium schooling time by 1 school year	☐	☐	☐	☐	☐
Introduction of the educational standards	☐	☐	☐	☐	☐

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

The following subject-specific questions are interesting to us concerning your evaluations as a subject leader for German. Please always make reference to the subject German while answering the questions.

7 How do you evaluate the effects of the two aspects of the educational reform on teaching of German? Teaching will/was ...

Please tick a box in each line.

	much easier [1]	somewhat easier [2]	no change [3]	somewhat more difficult [4]	much more difficult [5]
... through the reduction of the Gymnasium schooling time by 1 school year	☐	☐	☐	☐	☐
... through the introduction of the educational standards	☐	☐	☐	☐	☐

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?

Please tick a box in each line.

	much easier [1]	somewhat easier [2]	no change [3]	somewhat more difficult [4]	much more difficult [5]
Class preparation will be finished within an appropriate timeframe ...	☐	☐	☐	☐	☐
Teaching of the class contents will ...	☐	☐	☐	☐	☐
Arouse strong interest among the students for the subject German ...	☐	☐	☐	☐	☐
Change unfavourable teaching structures ...	☐	☐	☐	☐	☐
Respond to individual problems of the students will...	☐	☐	☐	☐	☐
Get in contact with complicated students ...	☐	☐	☐	☐	☐
Besides subject-related teaching, student problems will be addressed ...	☐	☐	☐	☐	☐
Teaching as a whole will ...	☐	☐	☐	☐	☐

Variables	
g8a	Detailed reform assessment teaching - class preparation
g8b	Detailed reform assessment teaching - teaching of the class contents
g8c	Detailed reform assessment teaching - student enthusiasm
g8d	Detailed reform assessment teaching - change unfavourable teaching structures
g8e	Detailed reform assessment teaching - respond to student problems
g8f	Detailed reform assessment teaching - contact with complicated students
g8g	Detailed reform assessment teaching - address student problems
g8h	Detailed 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 double graduation class G8/G9 (2012)?

Please tick a box in each line.

	great decrease [1]	decrease [2]	no change [3]	increase [4]	great increase [5]
Workload of the teachers in German	☐	☐	☐	☐	☐
Motivation of the teachers in German	☐	☐	☐	☐	☐

Variables	
g9a	Effects up to 2012 - workload teachers
g9b	Effects up to 2012 - motivation 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]
Workload of the teachers in German	☐	☐	☐	☐	☐
Motivation of the teachers in German	☐	☐	☐	☐	☐

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

11 Plese estimate: how well do the following statements apply with regard to the practical implementation of the two aspects of the educational reform in German alltogether?

Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
The implementation of the educational reform comes with great challenges for us.	☐	☐	☐	☐
The implementation of the educational reform is smooth.	☐	☐	☐	☐
The students cope well with the new organizational requirements from the beginning.	☐	☐	☐	☐

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

12 When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9)

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Performance level of the students	☐	☐	☐	☐	☐
Motivation of the students	☐	☐	☐	☐	☐
Preparation for the choice of the higher education subject	☐	☐	☐	☐	☐
Preparation for the requirements of higher education	☐	☐	☐	☐	☐
Comparability of the Abitur [university entrance qualification] results across different schools	☐	☐	☐	☐	☐
Suitability of the Abitur results as an indicator for study aptitude	☐	☐	☐	☐	☐

Variables	
g12a	Reduction - performance level
g12b	Reduction - motivation
g12c	Reduction - higher education subject
g12d	Reduction - higher education
g12e	Reduction - comparability Abitur results
g12f	Reduction - Abitur results and study aptitude

13 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]	☐

Variables	
g13	Familiarity with educational standards

14 Now please think about both aspects of the educational reform: about the reduction, that has been implemented as a compulsory element for all students (G8-new), and the implementation of the educational standards. Please estimate: how will these changes impact on the graduating classes in German? If you expect positive or negative effects: will they be caused by the reduction, by the new educational standards or by both in your opinion?

Please tick a box in each line to estimate the effects and ...

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Performance level of the students	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Performance level of the students] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Motivation of the students	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Motivationl of the students] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Preparation for the choice of the study subject	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Preparation for the choice of the study subject] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Preparation for the requirements of post-secondary education	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Preparation for the requirements of post-secondary education] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Comparability of the Abitur results across different schools	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Comparability of the Abitur results] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Suitability of the Abitur results as an indicator for higher education aptitude	☐	☐	☐	☐	☐

	Reduction [1]	Educational standards [2]	both [3]
[Suitability of the Abitur results as an indicator for higher education aptitude] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐

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 factors G8-new - Preparation choice of study subject
g14d	Impact G8-new - preparation post-secondary education
g14dd	Causes of the impact G8-new - preparation post-secondary education
g14e	Impact G8-new - comparability Abitur results
g14ee	Causes of the impact G8-new - comparability Abitur results
g14f	Impact G8-new - suitability Abitur results
g14ff	Causes of the impact G8-new - suitability Abitur results

15 If you compare the new educational standards (from 2004) with the course level plans (from 2001): which effects does the concept of the edcuational standards have on the scope of teaching contents and teaching accuracy in German?

Please tick a box in each line.

	decrease [1]	rather decrease [2]	not change [3]	rather increase [4]	increase [5]
The actually taught scope of contents will ...	☐	☐	☐	☐	☐
The accuracy in treating the teaching contents will ...	☐	☐	☐	☐	☐
The alignment of scope of contents and time will …	☐	☐	☐	☐	☐

Variables	
g15a	Educational standards - effects scope of teaching contents
g15b	Educational standards - effects accuracy
g15c	Educational standards - effects scope of contents and time

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

Please indicate the further aspects and tick.

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

Variables	
g16a	Estimation further aspects of the educational reform 1
g16aa	Effects - estimation further aspects of the educational reform 1
g16b	Estimation further aspects of the educational reform 2
g16bb	Effects - estimation further aspects of the educational reform 2
g16c	Estimation further aspects of the educational reform 3
g16cc	Effects - estimation further points of the educational reform 3

Regarding your colleagues

17	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]
There is consensus with regard to the school philosophy among the teachers in our staff.	☐	☐	☐	☐
New teachers are quickly integrated in our staff.	☐	☐	☐	☐
There is a common "feeling of togetherness" at our school.	☐	☐	☐	☐
In our teaching staff we demonstrate unity.	☐	☐	☐	☐
There is a common opinion within our teaching staff about the goals of our school.	☐	☐	☐	☐
Difference of opinions complicate cooperation within our teaching staff.	☐	☐	☐	☐
There are many informal gatherings of the teachers at our school.	☐	☐	☐	☐
When teachers demonstrate different opinions, we discuss it openly within our staff.	☐	☐	☐	☐
There are many conflicts within our teaching staff.	☐	☐	☐	☐
We cooperate well in cross-subject projects.	☐	☐	☐	☐

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 higher education institution choice by Abitur graduates who wish to pursue post-secondary studies

18	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]
Professional, practical focus	☐	☐	☐	☐
Research focus	☐	☐	☐	☐
Teaching of basic technical knowledge	☐	☐	☐	☐
Teaching of research skills	☐	☐	☐	☐
Teaching of problem solving skills	☐	☐	☐	☐
Teaching of team skills	☐	☐	☐	☐
Teaching of independent working/learning skills	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure)	☐	☐	☐	☐
Size of the study location	☐	☐	☐	☐
Support by instructors	☐	☐	☐	☐
Variety of course offerings	☐	☐	☐	☐
Contact among the students	☐	☐	☐	☐
Variety of the studies	☐	☐	☐	☐
Financial viability	☐	☐	☐	☐
Teaching quality	☐	☐	☐	☐
Prestige of the degree	☐	☐	☐	☐
Internationality	☐	☐	☐	☐
Interdisciplinarity	☐	☐	☐	☐

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

19 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 dual Hochschule (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.

	very good [1]	good [2]	fair [3]	sufficient [4]	poor [5]	insufficient [6]
Professional, practical focus [at university]	☐	☐	☐	☐	☐	☐
Professional, practical focus [at college of education]	☐	☐	☐	☐	☐	☐
Professional, practical focus [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Professional, practical focus [at duale Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Research focus [at university]	☐	☐	☐	☐	☐	☐
Research focus [at college of education]	☐	☐	☐	☐	☐	☐
Research focus [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Research focus [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of basic technical knowledge [at university]	☐	☐	☐	☐	☐	☐

Teaching of basic technical knowledge [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of basic technical knowledge [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of basic technical knowledge [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at Berufsakademie]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure) [at university]	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure) at [university of applied sciences]	☐	☐	☐	☐	☐	☐

Equipment (e.g. library, IT infrastructure) [at college of education]	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure) [at Berufsakademie]	☐	☐	☐	☐	☐	☐
Size of the study location [at university]	☐	☐	☐	☐	☐	☐
Size of the study location [at college of education]	☐	☐	☐	☐	☐	☐
Size for the study location [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Size of the study location [at Berufsakademie]	☐	☐	☐	☐	☐	☐
Support by instructors [at university]	☐	☐	☐	☐	☐	☐
Support by instructors [at college of education]	☐	☐	☐	☐	☐	☐
Support by instructors [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Support by instructors [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Variety of the course offerings [at university]	☐	☐	☐	☐	☐	☐
Variety of course offerings [at college of education]	☐	☐	☐	☐	☐	☐
Variety of course offerings [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Variety of the course offerings [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Contact among the student body [at university]	☐	☐	☐	☐	☐	☐
Contact among the students [at college of education]	☐	☐	☐	☐	☐	☐
Contact among the students [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Contact among the students [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Variety of the studies [at university]	☐	☐	☐	☐	☐	☐
Variety of the studies [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Variety of the studies [at college of education]	☐	☐	☐	☐	☐	☐
Variety of the studies [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Financial viability [at university]	☐	☐	☐	☐	☐	☐
Financial viability [at college of education]	☐	☐	☐	☐	☐	☐

Financial viability [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Financial viability [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching quality [at university]	☐	☐	☐	☐	☐	☐
Teaching quality [at college of education]	☐	☐	☐	☐	☐	☐
Teaching quality [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching quality [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Prestige of the degree [at university]	☐	☐	☐	☐	☐	☐
Prestige of the degree [at college of education]	☐	☐	☐	☐	☐	☐
Prestige of the degree [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Prestige of the degree [an dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Internationality [at university]	☐	☐	☐	☐	☐	☐
Internationality [at college of education]	☐	☐	☐	☐	☐	☐
Internationality [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Internationality [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [at university]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [at college of education]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [an university of applied sciences]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐

Variables	
g19aa	Higher education institution type appraisal - practical focus - university
g19ab	Higher education institution type appraisal - practical focus - college of education
g19ac	Higher education institution type appraisal - practical focus - university of applied sciences
g19ad	Higher education institution type appraisal - practical focus - BA
g19ba	Higher education institution type appraisal - research focus - university
g19bb	Higher education institution type appraisal - research focus - college of education
g19bc	Higher education institution type appraisal - research focus - university of applied sciences
g19bd	Higher education institution type appraisal - research focus - BA
g19ca	Higher education institution type appraisal - basic technical knowledge - university
g19cb	Higher education institution type appraisal - basic technical knowledge - college of education
g19cc	Higher education institution type appraisal - basic technical knowledge - university of applied sciences

g19cd	Higher education institution type appraisal - basic technical knowledge - BA
g19da	Higher education institution type appraisal - research skills - university
g19db	Higher education institution type appraisal - research skills - college of education
g19dc	Higher education institution type appraisal - research skills - university of applied sciences
g19dd	Higher education institution type appraisal - research skills - BA
g19ea	Higher education institution type appraisal - problem solving skills - university
g19eb	Higher education institution type appraisal - problem solving skills - college of education
g19ec	Higher education institution type appraisal - problem solving skills - university of applied sciences
g19ed	Higher education institution type appraisal - problem solving skills - BA
g19fa	Higher education institution type appraisal - team skills - university
g19fb	Higher education institution type appraisal - team skills - college of edcuation
g19fc	Higher education institution type appraisal - team skills - university of applied sciences
g19fd	Higher education institution type appraisal - team skills - BA
g19ga	Higher education institution type appraisal - learning skills - university
g19gb	Higher education institution type appraisal - learning skills - college of education
g19gc	Higher education institution type appraisal - learning skills - university of applied sciences
g19gd	Higher education institution type appraisal - learning skills - BA
g19ha	Higher education institution type appraisal - equipment - university
g19hb	Higher education institution type appraisal - equipment - university of applied sciences
g19hc	Higher education institution type appraisal - equipment - college of education
g19hd	Higher education institution type appraisal - equipment - BA
g19ia	Higher education institution type appraisal - location size - university
g19ib	Higher education institution type appraisal - location size - college of education
g19ic	Higher education institution type appraisal - location size - university of applied sciences
g19id	Higher education institution type appraisal - location size - BA
g19ja	Higher education institution type appraisal - instructor support - university
g19jb	Higher education institution type appraisal - instructor support - college of education
g19jc	Higher education institution type appraisal - instructor support - university of applied sciences
g19jd	Higher education institution type appraisal - instructor support - BA
g19ka	Higher education institution type appraisal - course offerings - university
g19kb	Higher education institution type appraisal - course offerings - college of education
g19kc	Higher education institution type appraisal - course offerings - university of applied sciences
g19kd	Higher education institution type appraisal - course variety - BA
g19la	Higher education institution type appraisal - student contact - university
g19lb	Higher education institution type appraisal - student contact - college of education
g19lc	Higher education institution type appraisal - student contact - university of applied sciences
g19ld	Higher education institution type appraisal - student contact - BA
g19ma	Higher education institution type appraisal - program variety - university
g19mb	Higher education institution type appraisal - program variety - university of applied sciences
g19mc	Higher education institution type appraisal - program variety - college of education
g19md	Higher education institution type appraisal - program variety - BA
g19na	Higher education institution type appraisal - financial viability - university
g19nb	Higher education institution type appraisal - financial viability - college of education

g19nc	Higher education institution type appraisal - financial viability - university of applied sciences
g19nd	Higher education institution type appraisal - financial viability - BA
g19oa	Higher education institution type appraisal - teaching quality - university
g19ob	Higher education institution type appraisal - teaching quality - college of education
g19oc	Higher education institution type appraisal - teaching quality - university of applied sciences
g19od	Higher education institution type appraisal - teaching quality - BA
g19pa	Higher education institution type appraisal - prestige degree - university
g19pb	Higher education institution type appraisal - prestige degree - college of education
g19pc	Higher education institution type appraisal - prestige degree - university of applied sciences
g19pd	Higher education institution type appraisal - prestige degree - BA
g19qa	Higher education institution type appraisal - internationality - university
g19qb	Higher education institution type appraisal - internationality - college of education
g19qc	Higher education institution type appraisal - internationality - university of applied sciences
g19qd	Higher education institution type appraisal - internationality - BA
g19ra	Higher education institution type appraisal - interdisciplinarity - university
g19rb	Higher education institution type appraisal - interdisciplinarity - college of education
g19rc	Higher education institution type appraisal - interdisciplinarity - university of applied sciences
g19rd	Higher education institution type appraisal - interdisciplinarity - BA

At last, questions about you

20 Are you...

Please tick the applicable.

Male [1] ☐

Female [2] ☐

Variables	
g20	Questions about yourself - gender

21 When were you born?

Please enter your year of birth aligned to the right.

19 |___|___| Year

Variables	
g21	Questions about yourself - year of birth

22 Since when have you worked at school?

Please indicate the year aligned to the right.

|___|___|___|___| Year

Variables	
g22	Personal questions - school service

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

Please indicate the subjects.

Subject: ✎

Subject: ✎

Subject: ✎

Variables	
g23a	Personal questions - taught subject - 1
g23b	Personal questions - taught subject 2
g23c	Personal questions - taught subject 3

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

Please tick the applicable.

	Not marked [0]	Marked [1]
K5	☐	☐
K6	☐	☐
K7	☐	☐
K8	☐	☐
K9	☐	☐
K10	☐	☐
K11	☐	☐
K12	☐	☐
K13	☐	☐

Variables	
g24a	Personal questions - taught grades - K5
g24b	Personal questions - taught grades - K6
g24c	Personal questions - taught grades - K7
g24d	Personal questions - taught grades - K8
g24e	Personal questions - taught grades - K9
g24f	Personal questions - taught grades - K10
g24g	Personal questions - taught grades - K11
g24h	Personal questions - taught grades - K12
g24i	Personal questions - taught grades - K13

2.3 English Teacher (ID 56)

Towards your class planning

1 During planning of the classes, I am oriented..

Please tick a box in each line.

	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
… towards the new educational standards from 2004.	☐	☐	☐	☐
… towards the school books for my subjects.	☐	☐	☐	☐
… towards the course level plan from 2001.	☐	☐	☐	☐
… towards my class preparation works of the last years.	☐	☐	☐	☐
…towards the education plan of 1994.	☐	☐	☐	☐
… towards materials of the teachers of the respective subjects.	☐	☐	☐	☐
… towards the level concretizations online.	☐	☐	☐	☐
… towards the implementation examples online.	☐	☐	☐	☐

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

Towards your class planning

1 During planning of the classes, I am oriented..				
Please tick a box in each line.				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
… towards the new educational standards from 2004.	☐	☐	☐	☐
… towards the school books for my subjects.	☐	☐	☐	☐
… towards the course level plan from 2001.	☐	☐	☐	☐
… towards my class preparation works of the last years.	☐	☐	☐	☐
…towards the education plan of 1994.	☐	☐	☐	☐
… towards materials of the teachers of the respective subjects.	☐	☐	☐	☐
… towards the level concretizations online.	☐	☐	☐	☐
… towards the implementation examples online.	☐	☐	☐	☐

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

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]
… in determining the teaching objectives.	☐	☐	☐	☐
… in planning of contents and topics.	☐	☐	☐	☐
… in determining of methods.	☐	☐	☐	☐
… when considering the performance appraisal.	☐	☐	☐	☐
… when considering the support of individual students.	☐	☐	☐	☐

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 as orientation - student support

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]
… in determining the teaching objectives.	☐	☐	☐	☐
… in planning of contents and topics.	☐	☐	☐	☐
… in the determination of methods.	☐	☐	☐	☐
… when considering performance appraisal.	☐	☐	☐	☐
… when considering the support of individual students.	☐	☐	☐	☐

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 level plan as orientation - student support

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]
… in determining the teaching objectives.	☐	☐	☐	☐
… in planning of contents and topics.	☐	☐	☐	☐
… in the determination of methods.	☐	☐	☐	☐
… when considering performance appraisal.	☐	☐	☐	☐
… when considering the support of individual students.	☐	☐	☐	☐

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	Educational standards as orientation - student support

5 Which effects do you think the following measures have on the performance of the students?

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Implementation of the new educational standards from 2004	☐	☐	☐	☐	☐
Implementation of the course level plan from 2001	☐	☐	☐	☐	☐
Implementation of the school curriculum	☐	☐	☐	☐	☐
Internal evaluations	☐	☐	☐	☐	☐
External evaluations	☐	☐	☐	☐	☐
Implementation of the new subject combination GWG	☐	☐	☐	☐	☐
Reduction of the class size	☐	☐	☐	☐	☐
Reduction of the Gymnasium schooling time from 9 to 8 years	☐	☐	☐	☐	☐

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

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

6 How do you generally see the impact of the two aspects of the educational reform?

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Reduction of the Gymnasium schooling time by 1 school year	☐	☐	☐	☐	☐
Introduction of the educational standards	☐	☐	☐	☐	☐

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

The following subject-specific questions are interesting to us concerning your evaluations as a subject leader for German. Please always make reference to the subject German while answering the following questions.

7 How do you evaluate the overall effects of the two aspects of the educational reform on teaching English? Teaching will/was

Please tick a box in each line.

	much easier [1]	somewhat easier [2]	no change [3]	somewhat more difficult [4]	much more difficult [5]
... by reduction of the Gymnasium schooling time by 1 school year	☐	☐	☐	☐	☐
... by the introduction of educational standards	☐	☐	☐	☐	☐

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?

Please tick a box in each line.

	much easier [1]	somewhat easier [2]	no change [3]	somewhat more difficult [4]	much more difficult [5]
Class preparation will be finished within an appropriate timeframe ...	☐	☐	☐	☐	☐
Teaching of the class contents will ...	☐	☐	☐	☐	☐
Arouse interest among the students for the subject English ...	☐	☐	☐	☐	☐
Change unfavourable teaching structures will...	☐	☐	☐	☐	☐
Respond to individual problems of the students will ...	☐	☐	☐	☐	☐
Get in contact with complicated students will ...	☐	☐	☐	☐	☐
To address students related problems besides subject-related teaching will ...	☐	☐	☐	☐	☐
Teaching as a whole will ...	☐	☐	☐	☐	☐

Variables	
e8a	Reform assessment teaching in general - class preparation
e8b	Detailed reform assessment teaching - teaching of the class contents
e8c	Reform assessment teaching - Arouse interest among students
e8d	Reform assessment teaching - change unfavourable teaching structures
e8e	Reform assessment teaching - respond to student problems
e8f	Reform assessment teaching - Contact with complicated studnts
e8g	Reform assessment teaching - Address students related problems
e8h	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 in the long-run?

Please tick a box in each line.

	great decrease [1]	decrease [2]	no change [3]	increase [4]	great increase [5]
Workload of the teachers in English	☐	☐	☐	☐	☐
Motivation of the teachers in English	☐	☐	☐	☐	☐

Variables	
e9a	Effects until 2012 - workload teachers
e9b	Effects until 2012- 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]
Workload of the teachers in English	☐	☐	☐	☐	☐
Motivation of the teachers in English	☐	☐	☐	☐	☐

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

11 Plese estimate: how well do the following statements apply with regard to the practical implementation of the two aspects of the educational reform in English alltogether?

Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
The implementation of the educational reform comes with great challenges for us.	☐	☐	☐	☐
The implementation of the educational reform is smooth.	☐	☐	☐	☐
The students cope well with the new organizational requirements from the beginning.	☐	☐	☐	☐

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

12 When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in English (G8-instead of G9)

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Performance level of the students	☐	☐	☐	☐	☐
Motivation of the students	☐	☐	☐	☐	☐
Preparation for the choice of the higher education subject	☐	☐	☐	☐	☐
Preparation for the requirements of higher education	☐	☐	☐	☐	☐
Comparability of the Abitur results across different schools	☐	☐	☐	☐	☐
Suitability of the Abitur results as an indicator for study aptitude	☐	☐	☐	☐	☐

Variables	
e12a	Reduction - performance level
e12b	Reduction - motivation
e12c	Reduction - higher education subject
e12d	Reduction - higher education
e12e	Reduction - comparability Abitur results
e12f	Reduction - Abitur results and study aptitude

13 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]	☐

Variables	
e13	Familiarity with educational standards

14 Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8-new), and the implementation of the educational standards. Please estimate: what will be the impact of these changes on the graduation classes in German? If you expect positive or negative effects: will those be caused by the reduction, by the new educational standards or both in your opinion?

Please tick a box in each line to estimate the effects and ...

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Performance level of the students	☐	☐	☐	☐	☐

[Performance level of the students] ... please tick a box for the cause in case of positive or negative effects.	Reduction [1] ☐	Educational standards [2] ☐	both [3] ☐		
Motivation of the students	great negative effects [1] ☐	slight negative effects [2] ☐	no effect [3] ☐	slight positive effects [4] ☐	great positive effects [5] ☐
[Motivation of the students] ... please tick a box for the cause in case of positive or negative effects.	Reduction [1] ☐	Educational standards [2] ☐	both [3] ☐		
Preparation for the choice of the higher education subject	great negative effects [1] ☐	slight negative effects [2] ☐	no effect [3] ☐	slight positive effects [4] ☐	great positive effects [5] ☐
[Preparation of the choice of the higher education subject] ... please tick a box for the cause in case of positive or negative effects.	Reduction [1] ☐	Educational standards [2] ☐	both [3] ☐		
Preparation for the requirements of higher education	great negative effects [1] ☐	slight negative effects [2] ☐	no effect [3] ☐	slight positive effects [4] ☐	great positive effects [5] ☐
[Preparation for higher education] ... please tick a box for the cause in case of positive or negative effects.	Reduction [1] ☐	Educational standards [2] ☐	both [3] ☐		
Comparability of the Abitur [university entrance qualification] results across different schools	great negative effects [1] ☐	slight negative effects [2] ☐	no effect [3] ☐	slight positive effects [4] ☐	great positive effects [5] ☐
[Comparability of the Abitur results across different schools] ... please tick a box for the cause in case of positive or negative effects.	Reduction [1] ☐	Educational standards [2] ☐	both [3] ☐		
Suitability of the Abitur results as an indicator for study aptitude	great negative effects [1] ☐	slight negative effects [2] ☐	no effect [3] ☐	slight positive effects [4] ☐	great positive effects [5] ☐
[Suitability of the Abitur results as an indicator for study aptitude] ... please tick a box for the cause in case of positive or negative effects.	Reduction [1] ☐	Educational standards [2] ☐	both [3] ☐		

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	Effects G8-new - preparation for higher education
e14cc	Causes of the impact G8-new - preparation for higher education
e14d	Effects G8-new - preparation for higher education
e14dd	Causes of the impact G8-new - preparation for higher education
e14e	Comparability G8-new - Comparability of the Abitur results
e14ee	Causes of the impact G8-new - Comparability of the Abitur results
e14f	Effects G8-new - suitability Abitur results
e14ff	Causes of the impact G8-new - suitability Abitur results

15 If you compare the new educational standards (from 2004) with the course level plans (from 2001): which effects does the concept of the edcuational standards have on the scope of teaching contents and teaching accuracy in English?

Bitte in jeder Zeile ein Kästchen ankreuzen.

	decrease [1]	rather decrease [2]	not change [3]	rather increase [4]	increase [5]
The actually taught scope of contents will ...	☐	☐	☐	☐	☐
The accuracy in treating the teaching contents will ...	☐	☐	☐	☐	☐
The alignment of scope of contents and time will …	☐	☐	☐	☐	☐

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

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

Please indicate the further aspects and tick.

	very negative [1]	fairly negative [2]	fairly positive [3]	very positive [4]
✎ _____	☐	☐	☐	☐
✎ _____	☐	☐	☐	☐
✎ _____	☐	☐	☐	☐

Variables	
e16a	Estimation further aspects of the educational reform 1
e16aa	Effects - estimation further aspects of the educational reform 1
e16b	Estimation further aspects of the educational reform 2
e16bb	Effects - estimation further aspects of the educational reform 2
e16c	Estimation further aspects of the educational reform 3
e16cc	Effects - estimation further points of the educational reform 3

Regarding your colleagues

17 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]
There is consensus with regard to the school philosophy among the teachers in our staff.	☐	☐	☐	☐
New teachers are quickly integrated in our staff.	☐	☐	☐	☐
There is a common "feeling of togetherness" at our school.	☐	☐	☐	☐
In our teaching staff we demonstrate unity.	☐	☐	☐	☐
There is a common opinion within our teaching staff about the goals of our school.	☐	☐	☐	☐
Difference of opinions complicate cooperation within our teaching staff.	☐	☐	☐	☐
There are many informal gatherings of the teachers at our school.	☐	☐	☐	☐
When teachers demonstrate different opinions, we discuss it openly within our staff.	☐	☐	☐	☐
There are many conflicts within our teaching staff.	☐	☐	☐	☐
We cooperate well in cross-subject projects.	☐	☐	☐	☐

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

Regarding the higher education institution choice by Abitur graduates who wish to pursue post-secondary studies

18 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]
Professional, practical focus	☐	☐	☐	☐
Research focus	☐	☐	☐	☐
Teaching of basic technical knowledge	☐	☐	☐	☐
Teaching of research skills	☐	☐	☐	☐
Teaching of problem solving skills	☐	☐	☐	☐
Teaching of team skills	☐	☐	☐	☐
Teaching of independent working/learning skills	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure)	☐	☐	☐	☐
Size of the study location	☐	☐	☐	☐
Support by instructors	☐	☐	☐	☐
Variety of course offerings	☐	☐	☐	☐
Contact among the students	☐	☐	☐	☐
Variety of the studies	☐	☐	☐	☐
Financial viability	☐	☐	☐	☐
Teaching quality	☐	☐	☐	☐
Prestige of the degree	☐	☐	☐	☐
Internationality	☐	☐	☐	☐
Interdisciplinarity	☐	☐	☐	☐

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

19 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 dual Hochschule (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.

	very good [1]	good [2]	fair [3]	sufficient [4]	poor [5]	insufficient [6]
Professional, practical focus [at university]	☐	☐	☐	☐	☐	☐
Professional, practical focus [at college of education]	☐	☐	☐	☐	☐	☐
Professional, practical focus [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Professional, practical focus [at duale Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Research focus [at university]	☐	☐	☐	☐	☐	☐
Research focus [at college of education]	☐	☐	☐	☐	☐	☐
Research focus [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Research focus [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of basic technical knowledge [at university]	☐	☐	☐	☐	☐	☐

Teaching of basic technical knowledge [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of basic technical knowledge [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of basic technical knowledge [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at Berufsakademie]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure) [at university]	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure) at [university of applied sciences]	☐	☐	☐	☐	☐	☐

Equipment (e.g. library, IT infrastructure) [at college of education]	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure) [at Berufsakademie]	☐	☐	☐	☐	☐	☐
Size of the study location [at university]	☐	☐	☐	☐	☐	☐
Size of the study location [at college of education]	☐	☐	☐	☐	☐	☐
Size for the study location [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Size of the study location [at Berufsakademie]	☐	☐	☐	☐	☐	☐
Support by instructors [at university]	☐	☐	☐	☐	☐	☐
Support by instructors [at college of education]	☐	☐	☐	☐	☐	☐
Support by instructors [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Support by instructors [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Variety of the course offerings [at university]	☐	☐	☐	☐	☐	☐
Variety of course offerings [at college of education]	☐	☐	☐	☐	☐	☐
Variety of course offerings [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Variety of the course offerings [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Contact among the student body [at university]	☐	☐	☐	☐	☐	☐
Contact among the students [at college of education]	☐	☐	☐	☐	☐	☐
Contact among the students [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Contact among the students [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Variety of the studies [at university]	☐	☐	☐	☐	☐	☐
Variety of the studies [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Variety of the studies [at college of education]	☐	☐	☐	☐	☐	☐
Variety of the studies [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Financial viability [at university]	☐	☐	☐	☐	☐	☐
Financial viability [at college of education]	☐	☐	☐	☐	☐	☐

Financial viability [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Financial viability [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching quality [at university]	☐	☐	☐	☐	☐	☐
Teaching quality [at college of education]	☐	☐	☐	☐	☐	☐
Teaching quality [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching quality [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Prestige of the degree [at university]	☐	☐	☐	☐	☐	☐
Prestige of the degree [at college of education]	☐	☐	☐	☐	☐	☐
Prestige of the degree [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Prestige of the degree [an dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Internationality [at university]	☐	☐	☐	☐	☐	☐
Internationality [at college of education]	☐	☐	☐	☐	☐	☐
Internationality [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Internationality [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [at university]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [at college of education]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [an university of applied sciences]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐

Variables	
e19aa	Higher education institution type appraisal - practical focus - university
e19ab	Higher education institution type appraisal - practical focus - college of education
e19ac	Higher education institution type appraisal - practical focus - university of applied sciences
e19ad	Higher education institution type appraisal - practical focus - BA
e19ba	Higher education institution type appraisal - research focus - university
e19bb	Higher education institution type appraisal - research focus - college of education
e19bc	Higher education institution type appraisal - research focus - university of applied sciences
e19bd	Higher education institution type appraisal - research focus - BA
e19ca	Higher education institution type appraisal - basic technical knowledge - university
e19cb	Higher education institution type appraisal - basic technical knowledge - college of education
e19cc	Higher education institution type appraisal - basic technical knowledge - university of applied sciences

e19cd	Higher education institution type appraisal - basic technical knowledge - BA
e19da	Higher education institution type appraisal - research skills - university
e19db	Higher education institution type appraisal - research skills - college of education
e19dc	Higher education institution type appraisal - research skills - university of applied sciences
e19dd	Higher education institution type appraisal - research skills - BA
e19ea	Higher education institution type appraisal - problem solving skills - university
e19eb	Higher education institution type appraisal - problem solving skills - college of education
e19ec	Higher education institution type appraisal - problem solving skills - university of applied sciences
e19ed	Higher education institution type appraisal - problem solving skills - BA
e19fa	Higher education institution type appraisal - team skills - university
e19fb	Higher education institution type appraisal - team skills - college of edcuation
e19fc	Higher education institution type appraisal - team skills - university of applied sciences
e19fd	Higher education institution type appraisal - team skills - BA
e19ga	Higher education institution type appraisal - learning skills - university
e19gb	Higher education institution type appraisal - learning skills - college of education
e19gc	Higher education institution type appraisal - learning skills - university of applied sciences
e19gd	Higher education institution type appraisal - learning skills - BA
e19ha	Higher education institution type appraisal - equipment - university
e19hb	Higher education institution type appraisal - equipment - university of applied sciences
e19hc	Higher education institution type appraisal - equipment - college of education
e19hd	Higher education institution type appraisal - equipment - BA
e19ia	Higher education institution type appraisal - location size - university
e19ib	Higher education institution type appraisal - location size - college of education
e19ic	Higher education institution type appraisal - location size - university of applied sciences
e19id	Higher education institution type appraisal - location size - BA
e19ja	Higher education institution type appraisal - instructor support - university
e19jb	Higher education institution type appraisal - instructor support - college of education
e19jc	Higher education institution type appraisal - instructor support - university of applied sciences
e19jd	Higher education institution type appraisal - instructor support - BA
e19ka	Higher education institution type appraisal - course offerings - university
e19kb	Higher education institution type appraisal - course offerings - college of education
e19kc	Higher education institution type appraisal - course offerings - university of applied sciences
e19kd	Higher education institution type appraisal - course variety - BA
e19la	Higher education institution type appraisal - student contact - university
e19lb	Higher education institution type appraisal - student contact - college of education
e19lc	Higher education institution type appraisal - student contact - university of applied sciences
e19ld	Higher education institution type appraisal - student contact - BA
e19ma	Higher education institution type appraisal - program variety - university
e19mb	Higher education institution type appraisal - program variety - university of applied sciences
e19mc	Higher education institution type appraisal - program variety - college of education
e19md	Higher education institution type appraisal - program variety - BA
e19na	Higher education institution type appraisal - financial viability - university
e19nb	Higher education institution type appraisal - financial viability - college of education

e19nc	Higher education institution type appraisal - financial viability - university of applied sciences
e19nd	Higher education institution type appraisal - financial viability - BA
e19oa	Higher education institution type appraisal - teaching quality - university
e19ob	Higher education institution type appraisal - teaching quality - college of education
e19oc	Higher education institution type appraisal - teaching quality - university of applied sciences
e19od	Higher education institution type appraisal - teaching quality - BA
e19pa	Higher education institution type appraisal - prestige degree - university
e19pb	Higher education institution type appraisal - prestige degree - college of education
e19pc	Higher education institution type appraisal - prestige degree - university of applied sciences
e19pd	Higher education institution type appraisal - prestige degree - BA
e19qa	Higher education institution type appraisal - internationality - university
e19qb	Higher education institution type appraisal - internationality - college of education
e19qc	Higher education institution type appraisal - internationality - university of applied sciences
e19qd	Higher education institution type appraisal - internationality - BA
e19ra	Higher education institution type appraisal - interdisciplinarity - university
e19rb	Higher education institution type appraisal - interdisciplinarity - college of education
e19rc	Higher education institution type appraisal - interdisciplinarity - university of applied sciences
e19rd	Higher education institution type appraisal - interdisciplinarity - BA

At last, questions about you

20 Are you...

Please tick the applicable.

Male [1] ☐

Female [2] ☐

Variables	
e20	Questions about yourself - gender

21 When were you born?

Please enter your year of birth aligned to the right.

19 |___|___| Year

Variables	
e21	Questions about yourself - year of birth

22 Since when have you worked at school?

Please indicate the year aligned to the right.

|___|___|___|___| Year

Variables	
e22	Personal questions - school service

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

Please enter the subjects.

Subject:

Subject:

Subject:

Variables	
e23a	Personal questions - taught subject 1
e23b	Personal questions - taught subject 2
e23c	Personal questions - taught subject 3

24 Which grades are you teaching in the subject English during this school year?

Please tick th applicable.

	Not marked [0]	Marked [1]
K5	☐	☐
K6	☐	☐
K7	☐	☐
K8	☐	☐
K9	☐	☐
K10	☐	☐
K11	☐	☐
K12	☐	☐
K13	☐	☐

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

2.4 Math Teacher (ID 60)

Regarding your teaching style

1	During planning of the classes, I am oriented..			
Please tick a box in each line.				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
… towards the new educational standards from 2004.	☐	☐	☐	☐
… towards the school books for my subjects.	☐	☐	☐	☐
… towards the course level plan from 2001.	☐	☐	☐	☐
… towards my class preparation works of the last years.	☐	☐	☐	☐
…towards the education plan of 1994.	☐	☐	☐	☐
… towards materials of the teachers of the respective subjects.	☐	☐	☐	☐
… towards the level concretizations online.	☐	☐	☐	☐
… towards the implementation examples online.	☐	☐	☐	☐

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

Regarding your teaching style

1	During planning of the classes, I am oriented..			
Please tick a box in each line.				
	completely disagree [1]	somewhat disagree [2]	somewhat agree [3]	completely agree [4]
… towards the new educational standards from 2004.	☐	☐	☐	☐
… towards the school books for my subjects.	☐	☐	☐	☐
… towards the course level plan from 2001.	☐	☐	☐	☐
… towards my class preparation works of the last years.	☐	☐	☐	☐
…towards the education plan of 1994.	☐	☐	☐	☐
… towards materials of the teachers of the respective subjects.	☐	☐	☐	☐
… towards the level concretizations online.	☐	☐	☐	☐
… towards the implementation examples online.	☐	☐	☐	☐

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]
… in determining the teaching objectives.	☐	☐	☐	☐
… in planning of contents and topics.	☐	☐	☐	☐
… in determining of methods.	☐	☐	☐	☐
… when considering the performance appraisal.	☐	☐	☐	☐
… when considering the support of individual students.	☐	☐	☐	☐

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 as orientation - student support

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]
… in determining the teaching objectives.	☐	☐	☐	☐
… in planning of contents and topics.	☐	☐	☐	☐
… in the determination of methods.	☐	☐	☐	☐
… when considering performance appraisal.	☐	☐	☐	☐
… when considering the support of individual students.	☐	☐	☐	☐

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 level plan as orientation - student support

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]
… in determining the teaching objectives.	☐	☐	☐	☐
… in planning of contents and topics.	☐	☐	☐	☐
… in the determination of methods.	☐	☐	☐	☐
… when considering performance appraisal.	☐	☐	☐	☐
… when considering the support of individual students.	☐	☐	☐	☐

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	Educational standards as orientation - student support

5 Which effects do you think the following measures have on the performance of the students?

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Implementation of the new educational standards from 2004	☐	☐	☐	☐	☐
Implementation of the course level plan from 2001	☐	☐	☐	☐	☐
Implementation of the school curriculum	☐	☐	☐	☐	☐
Internal evaluations	☐	☐	☐	☐	☐
External evaluations	☐	☐	☐	☐	☐
Implementation of the new subject combination GWG	☐	☐	☐	☐	☐
Reduction of the class size	☐	☐	☐	☐	☐
Reduction of the Gymnasium schooling time from 9 to 8 years	☐	☐	☐	☐	☐

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 years, a school reform was implemented in Baden-Wuerttemberg during which different changes have been introduced step by step. We are especially interested in your opinion about two of these changes: 1. the reduction of the Gymnasium schooling time by 1 school year (G8 instead of G9). 2. the newly introduced educational standards that replace curricula and/or course level plans.

6 How do you generally see the impact of the two aspects of the educational reform?

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Reduction of the Gymnasium schooling time by 1 school year	☐	☐	☐	☐	☐
Introduction of the educational standards	☐	☐	☐	☐	☐

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

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

7 How do you evaluate the overall effects of the two aspects of the educational reform on teaching mathematics? Teaching is/was ...

Please tick a box in each line.

	much easier [1]	somewhat easier [2]	no change [3]	somewhat more difficult [4]	much more difficult [5]
... by reduction of the Gymnasium schooling time by 1 school year	☐	☐	☐	☐	☐
... by introduction of the educational standards	☐	☐	☐	☐	☐

Variables	
m7a	General reform assessment - schooling time reduction
m7b	General reform assessment - educational standards

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

Please tick a box in each line.

	much easier [1]	somewhat easier [2]	no change [3]	somewhat more difficult [4]	much more difficult [5]
Class preparation will be finished within an appropriate timeframe ...	☐	☐	☐	☐	☐
Teaching of the class contents will ...	☐	☐	☐	☐	☐
Arouse strong interest among the students for the subject mathematics will ...	☐	☐	☐	☐	☐
Change unfavourable teaching structures will ...	☐	☐	☐	☐	☐
Respond to individual problems of the students will ...	☐	☐	☐	☐	☐
Get in contact with complicated students will ...	☐	☐	☐	☐	☐
Besides subject-related teaching, student problems will be addressed ...	☐	☐	☐	☐	☐
Teaching as a whole will ...	☐	☐	☐	☐	☐

Variables	
m8a	Reform assessment teaching - class preparation
m8b	Reform assessment teaching - teaching of the class contents
m8c	Reform assessment teaching - students enthusiasm
m8d	Reform assessment teaching - change unfavourable teaching structures
m8e	Reform assessment teaching - respond to student problems
m8f	Reform assessment teaching - contact with complicated students
m8g	Reform assessment teaching - address student problems
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 double graduation class G8/G9 (2012)?

Please tick a box in each line.

	great decrease [1]	decrease [2]	no change [3]	increase [4]	great increase [5]
Workload of the teachers in mathematics	☐	☐	☐	☐	☐
Motivation of the teachers in mathematics	☐	☐	☐	☐	☐

Variables	
m9a	Effects up to 2012 - workload teachers
m9b	Effects up to 2012 - 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]
Workload of the teachers in mathematics	☐	☐	☐	☐	☐
Motivation of the teachers in mathematics	☐	☐	☐	☐	☐

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

11 Plese estimate: how well do the following statements apply with regard to the practical implementation of the two aspects of the educational reform in mathematics alltogether?

Please tick a box in each line.

	doesn't apply at all [1]	hardly applies [2]	partly applies [3]	completely applies [4]
The implementation of the educational reform comes with great challenges for us.	☐	☐	☐	☐
The implementation of the educational reform is smooth.	☐	☐	☐	☐
The students cope well with the new organizational requirements from the beginning.	☐	☐	☐	☐

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

12 When you think about the G8-old curricula: what are the effects of the reduction on the graduation classes in German (G8-instead of G9)

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Performance level of the students	☐	☐	☐	☐	☐
Motivation of the students	☐	☐	☐	☐	☐
Preparation for the choice choice of study subject	☐	☐	☐	☐	☐
Preparation for the requirements of higher education	☐	☐	☐	☐	☐
Comparability of the Abitur [university entrance qualification] results across different schools	☐	☐	☐	☐	☐
Suitability of the Abitur results as an indicator for study aptitude	☐	☐	☐	☐	☐

Variables	
m12a	Reduction - performance level
m12b	Reduction - motivation
m12c	Reduction - choice of the study subject
m12d	Reduction - higher education
m12e	Reduction - comparability Abitur results
m12f	Reduction - Abitur results and study aptitude

13 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]	☐

Variables	
m13	Familiarity with educational standards

14 Now please think about both aspects of the educational reform: the reduction that has been implemented as compulsory for all students (G8-new), and the implementation of the educational standards. Please estimate: what will be the impact of these changes on the graduation classes in mathematics? If you expect positive or negative effects: will those be caused by the reduction, by the new educational standards or both in your opinion?

Please tick a box in each line to estimate the effects and ...

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Performance level of the students	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Performance level of the students] ... please tick a box for the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Motivation of the students	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Motivation of the students] ... please tick a box for the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Preparation for the choice of study subject	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[preparation for choice of study subject] ... please tick a box for the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Preparation for the requirements of higher education	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Preparation for the requirements of higher education] ... please tick a box for the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Comparability of the Abitur results across different schools	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Comparability of the Abitur results across different schools]... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Suitability of the Abitur results as an indicator of ability to study	☐	☐	☐	☐	☐

	Reduction [1]	Educational standards [2]	both [3]
[Suitability of the Abitur results as an indicator of ability to study] ... in case of positive or negative effects tick a box regarding the cause	☐	☐	☐

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

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

Please tick a box in each line.

	decrease [1]	rather decrease [2]	not change [3]	rather increase [4]	increase [5]
The actual taught scope of subject matter will ...	☐	☐	☐	☐	☐
The thoroughness with respect to the treatment of learning content, will ...	☐	☐	☐	☐	☐
The matching of scope of subject matter and time will …	☐	☐	☐	☐	☐

Variables	
m15a	Educational standards - Impact scope of subject matter
m15b	Educational standards - Impact thoroughness
m15c	Educational standards - Impact scope of subject matter and time

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

Bitte tragen Sie die weiteren Punkte ein und kreuzen Sie an.
Bitte in Druckbuchstaben eintragen.

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

Variables	
m16a	Estimation further aspects of the educational reform 1
m16aa	Effects - estimation further aspects of the educational reform 1
m16b	Estimation further aspects of the educational reform 2
m16bb	Effects - estimation further aspects of the educational reform 2
m16c	Estimation further aspects of the educational reform 3
m16cc	Effects - estimation further points of the educational reform 3

Regarding your teaching stff

17 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]
There is consensus with regard to the school philosophy among the teachers in our staff.	☐	☐	☐	☐
New teachers are quickly integrated in our staff.	☐	☐	☐	☐
There is a common "feeling of togetherness" at our school.	☐	☐	☐	☐
In our teaching staff we demonstrate unity.	☐	☐	☐	☐
There is a common opinion within our teaching staff about the goals of our school.	☐	☐	☐	☐
Difference of opinions complicate cooperation within our teaching staff.	☐	☐	☐	☐
There are many informal gatherings of the teachers at our school.	☐	☐	☐	☐
When teachers demonstrate different opinions, we discuss it openly within our staff.	☐	☐	☐	☐
There are many conflicts within our teaching staff.	☐	☐	☐	☐
We cooperate well in cross-subject projects.	☐	☐	☐	☐

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 college by Abitur students who wish to study

18 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]
Professional, practical focus	☐	☐	☐	☐
Research focus	☐	☐	☐	☐
Teaching of basic technical knowledge	☐	☐	☐	☐
Teaching of research skills	☐	☐	☐	☐
Teaching of problem solving skills	☐	☐	☐	☐
Teaching of team skills	☐	☐	☐	☐
Teaching of independent working/learning skills	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure)	☐	☐	☐	☐
Size of the study location	☐	☐	☐	☐
Support by instructors	☐	☐	☐	☐
Variety of course offerings	☐	☐	☐	☐
Contact among the students	☐	☐	☐	☐
Variety of the studies	☐	☐	☐	☐
Financial viability	☐	☐	☐	☐
Teaching quality	☐	☐	☐	☐
Prestige of the degree	☐	☐	☐	☐
Internationality	☐	☐	☐	☐
Interdisciplinarity	☐	☐	☐	☐

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

19 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 dual Hochschule (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.

	Very good [1]	Good [2]	Satisfactory [3]	Adequate [4]	Poor [5]	Unsatisfactory [6]
Professional, practical focus [at university]	☐	☐	☐	☐	☐	☐
Professional, practical focus [at college of education]	☐	☐	☐	☐	☐	☐
Professional, practical focus [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Professional, practical focus [at duale Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Research focus [at university]	☐	☐	☐	☐	☐	☐
Research focus [at college of education]	☐	☐	☐	☐	☐	☐
Research focus [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Research focus [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of basic technical knowledge [at university]	☐	☐	☐	☐	☐	☐

Teaching of basic technical knowledge [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of basic technical knowledge [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of basic technical knowledge [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of research skills [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of problem solving skills [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of team skills [at Berufsakademie]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at university]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at college of education]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching of independent working/learning skills [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure) [at university]	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure) at [university of applied sciences]	☐	☐	☐	☐	☐	☐

Equipment (e.g. library, IT infrastructure) [at college of education]	☐	☐	☐	☐	☐	☐
Equipment (e.g. library, IT infrastructure) [at Berufsakademie]	☐	☐	☐	☐	☐	☐
Size of the study location [at university]	☐	☐	☐	☐	☐	☐
Size of the study location [at college of education]	☐	☐	☐	☐	☐	☐
Size for the study location [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Size of the study location [at Berufsakademie]	☐	☐	☐	☐	☐	☐
Support by instructors [at university]	☐	☐	☐	☐	☐	☐
Support by instructors [at college of education]	☐	☐	☐	☐	☐	☐
Support by instructors [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Support by instructors [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Variety of the course offerings [at university]	☐	☐	☐	☐	☐	☐
Variety of course offerings [at college of education]	☐	☐	☐	☐	☐	☐
Variety of course offerings [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Variety of the course offerings [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Contact among the student body [at university]	☐	☐	☐	☐	☐	☐
Contact among the students [at college of education]	☐	☐	☐	☐	☐	☐
Contact among the students [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Contact among the students [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Variety of the studies [at university]	☐	☐	☐	☐	☐	☐
Variety of the studies [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Variety of the studies [at college of education]	☐	☐	☐	☐	☐	☐
Variety of the studies [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Financial viability [at university]	☐	☐	☐	☐	☐	☐
Financial viability [at college of education]	☐	☐	☐	☐	☐	☐

Financial viability [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Financial viability [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Teaching quality [at university]	☐	☐	☐	☐	☐	☐
Teaching quality [at college of education]	☐	☐	☐	☐	☐	☐
Teaching quality [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Teaching quality [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Prestige of the degree [at university]	☐	☐	☐	☐	☐	☐
Prestige of the degree [at college of education]	☐	☐	☐	☐	☐	☐
Prestige of the degree [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Prestige of the degree [an dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Internationality [at university]	☐	☐	☐	☐	☐	☐
Internationality [at college of education]	☐	☐	☐	☐	☐	☐
Internationality [at university of applied sciences]	☐	☐	☐	☐	☐	☐
Internationality [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [at university]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [at college of education]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [an university of applied sciences]	☐	☐	☐	☐	☐	☐
Interdisciplinarity [at dual Hochschule (formerly Berufsakademie)]	☐	☐	☐	☐	☐	☐

Variables	
m19aa	Higher education institution type appraisal - practical focus - university
m19ab	Higher education institution type appraisal - practical focus - college of education
m19ac	Higher education institution type appraisal - practical focus - university of applied sciences
m19ad	Higher education institution type appraisal - practical focus - BA
m19ba	Higher education institution type appraisal - research focus - university
m19bb	Higher education institution type appraisal - research focus - college of education
m19bc	Higher education institution type appraisal - research focus - university of applied sciences
m19bd	Higher education institution type appraisal - research focus - BA
m19ca	Higher education institution type appraisal - basic technical knowledge - university
m19cb	Higher education institution type appraisal - basic technical knowledge - college of education
m19cc	Higher education institution type appraisal - basic technical knowledge - university of applied sciences

m19cd	Higher education institution type appraisal - basic technical knowledge - BA
m19da	Higher education institution type appraisal - research skills - university
m19db	Higher education institution type appraisal - research skills - college of education
m19dc	Higher education institution type appraisal - research skills - university of applied sciences
m19dd	Higher education institution type appraisal - research skills - BA
m19ea	Higher education institution type appraisal - problem solving skills - university
m19eb	Higher education institution type appraisal - problem solving skills - college of education
m19ec	Higher education institution type appraisal - problem solving skills - university of applied sciences
m19ed	Higher education institution type appraisal - problem solving skills - BA
m19fa	Higher education institution type appraisal - team skills - university
m19fb	Higher education institution type appraisal - team skills - college of edcuation
m19fc	Higher education institution type appraisal - team skills - university of applied sciences
m19fd	Higher education institution type appraisal - team skills - BA
m19ga	Higher education institution type appraisal - learning skills - university
m19gb	Higher education institution type appraisal - learning skills - college of education
m19gc	Higher education institution type appraisal - learning skills - university of applied sciences
m19gd	Higher education institution type appraisal - learning skills - BA
m19ha	Higher education institution type appraisal - equipment - university
m19hb	Higher education institution type appraisal - equipment - university of applied sciences
m19hc	Higher education institution type appraisal - equipment - college of education
m19hd	Higher education institution type appraisal - equipment - BA
m19ia	Higher education institution type appraisal - location size - university
m19ib	Higher education institution type appraisal - location size - college of education
m19ic	Higher education institution type appraisal - location size - university of applied sciences
m19id	Higher education institution type appraisal - location size - BA
m19ja	Higher education institution type appraisal - instructor support - university
m19jb	Higher education institution type appraisal - instructor support - college of education
m19jc	Higher education institution type appraisal - instructor support - university of applied sciences
m19jd	Higher education institution type appraisal - instructor support - BA
m19ka	Higher education institution type appraisal - course offerings - university
m19kb	Higher education institution type appraisal - course offerings - college of education
m19kc	Higher education institution type appraisal - course offerings - university of applied sciences
m19kd	Higher education institution type appraisal - course variety - BA
m19la	Higher education institution type appraisal - student contact - university
m19lb	Higher education institution type appraisal - student contact - college of education
m19lc	Higher education institution type appraisal - student contact - university of applied sciences
m19ld	Higher education institution type appraisal - student contact - BA
m19ma	Higher education institution type appraisal - program variety - university
m19mb	Higher education institution type appraisal - program variety - university of applied sciences
m19mc	Higher education institution type appraisal - program variety - college of education
m19md	Higher education institution type appraisal - program variety - BA
m19na	Higher education institution type appraisal - financial viability - university
m19nb	Higher education institution type appraisal - financial viability - college of education

m19nc	Higher education institution type appraisal - financial viability - university of applied sciences
m19nd	Higher education institution type appraisal - financial viability - BA
m19oa	Higher education institution type appraisal - teaching quality - university
m19ob	Higher education institution type appraisal - teaching quality - college of education
m19oc	Higher education institution type appraisal - teaching quality - university of applied sciences
m19od	Higher education institution type appraisal - teaching quality - BA
m19pa	Higher education institution type appraisal - prestige degree - university
m19pb	Higher education institution type appraisal - prestige degree - college of education
m19pc	Higher education institution type appraisal - prestige degree - university of applied sciences
m19pd	Higher education institution type appraisal - prestige degree - BA
m19qa	Higher education institution type appraisal - internationality - university
m19qb	Higher education institution type appraisal - internationality - college of education
m19qc	Higher education institution type appraisal - internationality - university of applied sciences
m19qd	Higher education institution type appraisal - internationality - BA
m19ra	Higher education institution type appraisal - interdisciplinarity - university
m19rb	Higher education institution type appraisal - interdisciplinarity - college of education
m19rc	Higher education institution type appraisal - interdisciplinarity - university of applied sciences
m19rd	Higher education institution type appraisal - interdisciplinarity - BA

Finally regarding your person

20 Are you...

Please tick the applicable.

Male [1] ☐

Female [2] ☐

Variables	
m20	Questions about yourself - gender

21 When were you born?

Please enter your year of birth aligned to the right.

19 |___|___| Year

Variables	
m21	Questions about yourself - year of birth

22 Since when have you worked at school?

Please indicate the year aligned to the right.

|___|___|___|___| Year

Variables	
m22	Personal questions - school service

23 Which subjects do you teach during this school year apart from mathematics in the course level?

Please indicate the subjects.

Subject: ✎

Subject: ✎

Subject: ✎

Variables	
m23a	Personal questions - taught subject 1
m23b	Personal questions - taught subject 2
m23c	Personal questions - taught subject 3

24 Which grades are you teaching in the subject mathematics during this school year?

Please tick the applicable.

	Not marked [0]	Marked [1]
K5	☐	☐
K6	☐	☐
K7	☐	☐
K8	☐	☐
K9	☐	☐
K10	☐	☐
K11	☐	☐
K12	☐	☐
K13	☐	☐

Variables	
m24a	Personal questions - taught grades - K5
m24b	Personal questions - taught grades - K6
m24c	Personal questions - taught grades - K7
m24d	Personal questions - taught grades - K8
m24e	Personal questions - taught grades - K9
m24f	Personal questions - taught grades - K10
m24g	Personal questions - taught grades - K11
m24h	Personal questions - taught grades - K12
m24i	Personal questions - taught grades - K13

2.5 School Principals (ID 62)

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.

1 How do you generally see the impact of the two aspects of the educational reform?

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Reduction of the Gymnasium schooling time by 1 school year	☐	☐	☐	☐	☐
Introduction of the educational standards	☐	☐	☐	☐	☐

Variables	
h1a	General reform assessment - schooling time reduction
h1b	General reform assessment - educational standards

2 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]	☐

Variables	
h2	Familiarity with 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 headmasters. These could possibly vary between the reform phase and the long-run when the reform will be completely implemented.

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.

1 How do you generally see the impact of the two aspects of the educational reform?

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Reduction of the Gymnasium schooling time by 1 school year	☐	☐	☐	☐	☐
Introduction of the educational standards	☐	☐	☐	☐	☐

Variables	
h1a	General reform assessment - schooling time reduction
h1b	General reform assessment - educational standards

2 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]	☐

Variables	
h2	Familiarity with 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 headmasters. 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 double graduation class G8/G9 (2012)?

Please tick a box in each line.

	great decrease [1]	decrease [2]	no change [3]	increase [4]	great increase [5]
Workload of the teachers in mathematics	☐	☐	☐	☐	☐
Motivation of the teachers in mathematics	☐	☐	☐	☐	☐
Workload of the teachers in German	☐	☐	☐	☐	☐
Motivation of the teachers in German	☐	☐	☐	☐	☐
Workload of the teachers in English	☐	☐	☐	☐	☐
Motivation of the teachers in English	☐	☐	☐	☐	☐
Workload of the teachers in natural science subjects	☐	☐	☐	☐	☐
Motivation of the teachers in natural science subjects	☐	☐	☐	☐	☐
Workload for the headmasters	☐	☐	☐	☐	☐

Variables	
h3a	Effects reduction until 2012 - workload mathematics
h3b	Effects reduction until 2012 - motivation mathematics
h3c	Effects reduction until 2012 - workload German
h3d	Effects reduction until 2012 - motivation German
h3e	Effects reduction until 2012 - workload English
h3f	Effects reduction until 2012 - motivation English
h3g	Effects reduction until 2012 - workload natural sciences
h3h	Effects reduction until 2012 - motivation natural sciences
h3i	Effects reduction until 2012 - workload headmasters

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]
Workload of the teachers in mathematics	☐	☐	☐	☐	☐
Motivation of the teachers in mathematics	☐	☐	☐	☐	☐
Workload of the teachers in German	☐	☐	☐	☐	☐
Motivation of the teachers in German	☐	☐	☐	☐	☐
Workload of the teachers in English	☐	☐	☐	☐	☐
Motivation of the teachers in English	☐	☐	☐	☐	☐
Workload of the teachers in the natural science subjects	☐	☐	☐	☐	☐
Motivation of the teachers in the natural science subjects	☐	☐	☐	☐	☐
Workload of the headmasters	☐	☐	☐	☐	☐

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 headmasters

At several Gymnasien, there has already been the possibility to graduate with the Abitur after eight school years on a voluntary basis for some time ("G8 old" and/or "Turboabitur"). How is the situation at your school?

5 Has your school already offered G8-old curricula?

Please tick the applicable.

yes [1]	☐
no [0]	☐

Variables	
h5	Offer G8-old curricula

6 In which school year was the G8-old curriculum introduced?

Please fill in four-digit years aligned to the right.

in school year |___|___|___|___|

|___|___|___|___| /

Variables	
h6a	school year first G8-old curriculum
h6b	school year first G8-old curriculum

7 How was the decision to offer G8-old curricula made?

Please tick a box in each line.

	very low impact [1]	rather low impact [2]	rather high impact [3]	very high impact [4]
new school concept	☐	☐	☐	☐
Parents' request	☐	☐	☐	☐
Assessment of demand	☐	☐	☐	☐
other, specifically:	☐	☐	☐	☐

[Please indicate in printed letters] ✎ _____

Variables	
h7a	Decision G8-old curricula - new school concept
h7b	Decision G8-old curricula - parents' request
h7c	Decision G8-old - assessment of demand
h7d	Decision G8-old curricula - other, specifically
h7e	Decision G8-old curricula - other, specifically

8 How many of the students who are in the graduation year now have followed the G9 and G8-old curricula in grade 5?

Please enter the figures aligned to the right.

Number of students [G9] |___|___|___|___|

Number of students [G8 old] |___|___|___|___|

Variables	
h8a	Students of the graduation year - Number G9 students grade 5
h8b	Students of the graduation year - Number G8-old students grade 5

9	How many of the students who are now in the graduation year have most recently followed the G9 and G8-old curricula (prior to entering the joint course level)?
Please enter the figures aligned to the right.	
Number of students [G9]	|___|___|___|___|
Number of students [G8 old]	|___|___|___|___|

Variables	
h9a	Graduation year - number of the most recent G9 students
h9b	Graduation year - number of the most recent G8 students

10	How do you estimate the number of students in the graduation year who attended their school because it offered a G8-old-grade although an alternative closer to their place of residence (e.g. a general Gymnasium without G8-old curriculum closer to their place of residence) would have been available?
Please enter the figures aligned to the right.	
% Students	|___|___|___|

Variables	
h10	Estimate G8-old curriculum decisive for school choice

11 If you think about G8-old curricula: what is the impact of the reduction on the students in the graduation year (G8 old instead of G9)

Please tick a box in each line.

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Performance level of the students	☐	☐	☐	☐	☐
Motivation of the students	☐	☐	☐	☐	☐
Preparation for higher education programme choice	☐	☐	☐	☐	☐
Preparation for the requirements of post-secondary studies	☐	☐	☐	☐	☐
Comparability of the Abitur results across different schools	☐	☐	☐	☐	☐
Suitability of the Abitur results as an indicator for higher education aptitude	☐	☐	☐	☐	☐

Variables	
h11a	G8-old - impact reduction - performance level
h11b	G8-old - impact reduction - motivation
h11c	G8-old - impact reduction - preparation for higher education programme choice
h11d	G8-old - impact reduction - preparation for post-secondary studies
h11e	G8-old - impact reduction - comparability Abitur results
h11f	G8-old - impact reduction - suitability of the Abitur results

12 Through the reduction of the Gymnasium schooling time for all students (G8-new), the Gymnasien 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]
...the organizational efforts.	☐	☐	☐	☐	☐
...the workload with regard to the way classes are taught.	☐	☐	☐	☐	☐
...the workload with regard to providing (career) counseling to students.	☐	☐	☐	☐	☐
...the space situation.	☐	☐	☐	☐	☐
...the availability of teaching materials.	☐	☐	☐	☐	☐

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

13 Now please think about both aspects of the educational reform: about the reduction, that has been implemented as a compulsory element for all students (G8-new), and the implementation of the educational standards. Please estimate: how will these changes impact on the graduating classes in German? If you expect positive or negative effects: will they be caused by the reduction, by the new educational standards or by both in your opinion?

Please tick a box in each line to estimate the effects and ...

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Performance level of the students	☐	☐	☐	☐	☐

	Reduction [1]	Educational standards [2]	both [3]
[Performance level of the students] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐

	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Motivation of the students	☐	☐	☐	☐	☐

	Reduction [1]	Educational standards [2]	both [3]		
[Motivationl of the students] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Preparation for the choice of the study subject	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Preparation for the choice of the study subject] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Preparation for the requirements of post-secondary education	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Preparation for the requirements of post-secondary education] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Comparability of the Abitur results across different schools	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Comparability of the Abitur results] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		
	great negative effects [1]	slight negative effects [2]	no effect [3]	slight positive effects [4]	great positive effects [5]
Suitability of the Abitur results as an indicator for higher education aptitude	☐	☐	☐	☐	☐
	Reduction [1]	Educational standards [2]	both [3]		
[Suitability of the Abitur results as an indicator for higher education aptitude] ... tick a box regarding the cause in case of positive or negative effects.	☐	☐	☐		

Variables

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

14 Maybe there are other aspects of the educational reform that you consider as particularly positive or negative?

Please indicate the further aspects and tick the respective boxes.

	strongly negative effects [1]	slightly negative effects [2]	slightly positive effects [3]	strongly positive effects [4]
	☐	☐	☐	☐
	strongly negative effects [1]	slightly negative effects [2]	slightly positive effects [3]	strongly positive effects [4]
	☐	☐	☐	☐
	strongly negative effects [1]	slightly negative effects [2]	slightly positive effects [3]	strongly positive effects [4]
	☐	☐	☐	☐

Variables	
h14a	Assessment further aspects educational reform 1
h14aa	Effects - assessment further aspects educational reform 1
h14b	Assessment further aspects educational reform 2
h14bb	Effects - assessment further aspects educational reform 2
h14c	Assessment further aspects educational reform 3
h14cc	Effects - assessment further aspects educational reforms 3

Questions on the environment of your school

15	How big is the community forming the major catchment area of your school?
Please check only one answer.	
Less than 2,000 inhabitants [1]	☐
2,001 to 5,000 inhabitants [2]	☐
5,001 to 20,000 inhabitants [3]	☐
20,001 to 50,000 inhabitants [4]	☐
50,001 to 100,000 inhabitants [5]	☐
100,001 to 500,000 inhabitants [6]	☐
More than 500,000 inhabitants [7]	☐

Variables	
h15	schhol: struture dates, community size, most importantcatchment area

16	How many general Gymnasien are there within a radius of 10 km around your school?
Please enter the figures aligned to the right.	
Schools	|___|___|

Variables	
h16	School environment - Gymnasien 10 km radius

17	How many general Gymnasien within a radius of 10 km around your school have offered G8-old curricula?
Please enter the figures aligned to the right.	
Schools	|___|___|

Variables	
h17	School environment - Gymnasien 10 km radius G8-old curricula

Questions on the migration background

18	**What is the approximate percentage of students with a migration background at your school, i.e. of those who were themselves born abroad or whose parents were born abroad?**
Please indicate the percentage. If no accurate indications are possible, please estimate. Please enter the figures aligned to the right.	
% in the graduation class	|___|___|___|
% in total at the school	|___|___|___|

Variables	
h18a	Migration background - estimated percentage graduation class
h18b	Migration background - estimated percentage total school

19	**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

20	How many students are currently enrolled in your school and how many of them are boys?
Please enter the figures aligned to the right.	
in the 5th grade [total]	|___|___|___|___|
in the 5th grade [boys]	|___|___|___|___|
in the 10th grade [total]	|___|___|___|___|
in the 10th grade [boys]	|___|___|___|___|
in the graduation year [total]	|___|___|___|___|
in the graduation year [boys]	|___|___|___|___|
at the school in total [total]	|___|___|___|___|
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

21 How are the following factors weighed when students are admitted to your school?

Please check one box in each line.

	not considered [1]	is of minor importance [2]	is of great importance [3]	is a requirement [4]
Place of residence (school region)	☐	☐	☐	☐
Previous school achievements/report marks	☐	☐	☐	☐
Entrance examinations	☐	☐	☐	☐
Trial lesson	☐	☐	☐	☐
Recommendations from last school	☐	☐	☐	☐
Needs or interests of students in a special school career	☐	☐	☐	☐
Current or previous school affiliation of the student's brothers and sisters	☐	☐	☐	☐

Variables	
h21a	School admission standards, place of residence
h21b	School admission standards, school achievements
h21c	School admission standards, entrance examination
h21d	School admission standards, trial lesson
h21e	School admission standards, recommendation
h21f	School admission standards, needs or interests in school career
h21g	School admission standards, school affiliation of brothers and sisters

At last, questions about yourself

22 Are you...

Please tick the applicable.

Male [1]	☐
Female [2]	☐

Variables	
h22	Questions about yourself - gender

23 When were you born?

Please enter your year of birth aligned to the right.

19 |___|___| Year

Variables	
h23	Questions about yourself - year of birth

24 Since when have you been headmaster of this school?

Please enter the figures aligned to the right.

School year: |___|___|___|___| /

/ |___|___|___|___| /

Variables	
h24a	Questions about yourself - school year start work as headmaster
h24b	Questions about yourself - school year start work as headmaster

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

Please indicate the subjects.

Subject: ✎ _____

Subject: ✎ _____

Subject: ✎ _____

Variables	
h25a	Questions about yourself - taught subject 1
h25b	Questions about yourself - taught subject 2
h25c	Questions about yourself - taught subject 3

3 Wave 2

The data of wave 1 are based on the last year of exclusive G8. To analyze the G-8 reform in Baden-Wurttemberg, the students of the so-called ”double year” were interviewed in a next step. After 12 or 13 years they take the “Abitur”. They as well as their teachers and the school management were interviewed in wave 2. In the following, deviations are listed concerning the data collection instruments for wave 1.

3.1 Students Grade 12 and 13 (ID 112)

And after the Abitur?

60	**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:	
	_____
Don't know [-98]	☐

Variables	
t97	Probable study place

And after the Abitur?

60	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:	
Don't know [-98]	☐

Variables	
t97	Probable study place

3.2 Geman Teacher (ID 113)

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.

15 How do you evaluate the following statements for the subject German?

Please tick a box in each line.

	Does not apply [1]	hardly applies [2]	Partly applies [3]	Applies [4]	Applies completely [5]
The performance heterogeneity of students in the final year of 2011/2012 is not significantly different from the performance heterogeneity of students in the final year of 2010/2011.	☐	☐	☐	☐	☐
The professional performance of the G8 students are in no way inferior compared to those of the G9 students.	☐	☐	☐	☐	☐
G9 students were able to follow the subject matter better than G8 students.	☐	☐	☐	☐	☐

Variables	
g25a	Assessment G8/G9-students-performance heterogeneity
g25b	Assessment G8/G9-students- professional performance
g25c	Assessment G8/G9-students-subject matter

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.

15 How do you evaluate the following statements for the subject German?

Please tick a box in each line.

	Does not apply [1]	hardly applies [2]	Partly applies [3]	Applies [4]	Applies completely [5]
The performance heterogeneity of students in the final year of 2011/2012 is not significantly different from the performance heterogeneity of students in the final year of 2010/2011.	☐	☐	☐	☐	☐
The professional performance of the G8 students are in no way inferior compared to those of the G9 students.	☐	☐	☐	☐	☐
G9 students were able to follow the subject matter better than G8 students.	☐	☐	☐	☐	☐

Variables	
g25a	Assessment G8/G9-students-performance heterogeneity
g25b	Assessment G8/G9-students- professional performance
g25c	Assessment G8/G9-students-subject matter

3.3 English Teacher (ID 109)

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.

15 How do you evaluate the following statements for the subject English?

Please tick a box in each line.

	Does not apply [1]	hardly applies [2]	Partly applies [3]	Applies [4]	Applies completely [5]
The performance heterogeneity of students in the final year of 2011/2012 is not significantly different from the performance heterogeneity of students in the final year of 2010/2011.	☐	☐	☐	☐	☐
The professional performance of the G8 students are in no way inferior compared to those of the G9 students.	☐	☐	☐	☐	☐
G9 students were able to follow the subject matter better than G8 students.	☐	☐	☐	☐	☐

Variables	
e25a	Assessment G8/G9-students-performance heterogeneity
e25b	Assessment G8/G9-students- professional performance
e25c	Assessment G8/G9-students-subject matter

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.

15 How do you evaluate the following statements for the subject English?

Please tick a box in each line.

	Does not apply [1]	hardly applies [2]	Partly applies [3]	Applies [4]	Applies completely [5]
The performance heterogeneity of students in the final year of 2011/2012 is not significantly different from the performance heterogeneity of students in the final year of 2010/2011.	☐	☐	☐	☐	☐
The professional performance of the G8 students are in no way inferior compared to those of the G9 students.	☐	☐	☐	☐	☐
G9 students were able to follow the subject matter better than G8 students.	☐	☐	☐	☐	☐

Variables	
e25a	Assessment G8/G9-students-performance heterogeneity
e25b	Assessment G8/G9-students- professional performance
e25c	Assessment G8/G9-students-subject matter

3.4 Math Teacher (ID 110)

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.

15 How do you evaluate the following statements for the subject mathematics?

Please tick a box in each line.

	Does not apply [1]	hardly applies [2]	Partly applies [3]	Applies [4]	Applies completely [5]
The performance heterogeneity of students in the final year of 2011/2012 is not significantly different from the performance heterogeneity of students in the final year of 2010/2011.	☐	☐	☐	☐	☐
The professional performance of the G8 students are in no way inferior compared to those of the G9 students.	☐	☐	☐	☐	☐
G9 students were able to follow the subject matter better than G8 students.	☐	☐	☐	☐	☐

Variables	
m25a	Assessment G8/G9-students-performance heterogeneity
m25b	Assessment G8/G9-students- professional performance
m25c	Assessment G8/G9-students-subject matter

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.

15 How do you evaluate the following statements for the subject mathematics?

Please tick a box in each line.

	Does not apply [1]	hardly applies [2]	Partly applies [3]	Applies [4]	Applies completely [5]
The performance heterogeneity of students in the final year of 2011/2012 is not significantly different from the performance heterogeneity of students in the final year of 2010/2011.	☐	☐	☐	☐	☐
The professional performance of the G8 students are in no way inferior compared to those of the G9 students.	☐	☐	☐	☐	☐
G9 students were able to follow the subject matter better than G8 students.	☐	☐	☐	☐	☐

Variables	
m25a	Assessment G8/G9-students-performance heterogeneity
m25b	Assessment G8/G9-students- professional performance
m25c	Assessment G8/G9-students-subject matter

3.5 School Principals (ID 111)

Questions about students

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

Please enter numbers right-aligned.

... repeat the last grade.	|___|___|___|	Quantity
... left your school.	|___|___|___|	Quantity

Variables	
h26a	Students - repeater 2011/2012
h26b	Students - Graduates 2011/2012

12 How was the last school year (2010/2011): Think about the students, who were second last year in the first year of the course level and thus last school year should have regularly achieved the graduation class. How many of these students were 2010/2011 not in graduation class of your school because they ...

Please enter numbers right-aligned.

... repeat the last grade.	|___|___|___|	Quantity
... left your school.	|___|___|___|	Quantity

Variables	
h27a	Students - repeater 2010/2011
h27b	Students - Graduates 2010/2011

Questions about students

11	**Now please think about the students who were last school year in the first year of the course level and thus this school year should have regularly achieved the graduation class. How many of these students are now not in graduation class of your school because they ...**
Please enter numbers right-aligned.	
... repeat the last grade.	|___|___|___| Quantity
... left your school.	|___|___|___| Quantity

Variables	
h26a	Students - repeater 2011/2012
h26b	Students - Graduates 2011/2012

12	**How was the last school year (2010/2011): Think about the students, who were second last year in the first year of the course level and thus last school year should have regularly achieved the graduation class. How many of these students were 2010/2011 not in graduation class of your school because they ...**
Please enter numbers right-aligned.	
... repeat the last grade.	|___|___|___| Quantity
... left your school.	|___|___|___| Quantity

Variables	
h27a	Students - repeater 2010/2011
h27b	Students - Graduates 2010/2011