

Designing a Feedback Questionnaire for the Evaluation of Postgraduate Courses

Edith Panzenböck **Martin Nechtelberger** **Walter Renner** **Andrea Nechtelberger**
Austrian Academy of University of Nicosia Pan-European University and **Marko Lüftenegger**
Psychology Cyprus Bratislava, University of Vienna
Vienna, Austria Slovakia Republic Austria

We discuss the development of a feedback questionnaire for course participants at the Austrian Academy of Psychology (AAP). The proposed German language questionnaire is suitable for all kinds of courses in adult education, although it was developed primarily to be used in postgraduate courses of Clinical and Health Psychology. It is divided into three main components (P-E-T): "Participants" (interests, goals, meaningfulness of the course content, social conditions in the learning group and practical relevance), "Environmental conditions" (room, provider of the course, course material) and "Teacher" (social competence and skills in teaching). The dimensions meet the quality criteria of objectivity, reliability and validity and they are economic and useful. Therefore, the developed questionnaire is a sound possibility to gather the participants' attitudes and thus to maintain a high level of quality in the teaching process.

Keywords: Postgraduate training, evaluation, questionnaire.

The main goal of this study was to develop a sound feedback questionnaire for postgraduate courses in adult education. It was important that the questionnaire shows good psychometric qualities and it fulfils criteria of feasibility and practicability. Due to lack of motivation feedback questionnaires at great length are not filled out properly. Our target group in the Austrian Academy of Psychology (AAP) are mainly psychologists who do postgraduate in-depth courses and seminars in various fields of psychology (e.g., Clinical and Health Psychology, Traffic Psychology, etc.).

Postgraduate education has been gaining importance over the past decades, especially in the various fields of psychology and psychotherapy. From a review of the literature it was evident, however, that there is a lack of instruments for evaluating postgraduate courses on a scientifically sound basis. Frequently, evaluation questionnaires had been developed intuitively by a training institution and are used without examination of their psychometric qualities. However, such instruments cannot be expected to fulfil their purpose properly.

The use of proper evaluation or feedback instruments is an important asset to the quality of the educational programme and can substantially contribute to continuous improvement of the courses (Palmer, 2012; Wright & Jenkins-Guarnieri, 2012). An important asset of "good teaching" is the enhancement of the students' learning motivation. According to Self-Determination Theory (Deci & Ryan, 1993), intrinsic motivation can be achieved if an individual is willing and able to reach his or her goals by a certain action. Thus, motivation is being influenced by an individual's need for autonomy, competence but also by his or her need for social involvement or attachment (Deci & Ryan, 1993). All these factors contributing to learning motivation also depend on situational influences (Schaper, 2004) and on a teaching style focussing on a balance between challenging tasks and the skill level of participants (Csikszentmihalyi & Schiefele, 1993).

In summary, the important factors for education are the teacher (Kraft, 2005; Rindermann, 2001, 2003), the course topic and