

SURVEY OF TOURISM MANAGEMENT STUDENTS “MODULE TEACHING QUALITY”

Execution time

At the end of the 2025-2026 study year autumn semester.

Objective of the survey

To analyze Tourism Management students’ assessment of the quality of teaching.

Short presentation of the questionnaire

Tourism Management students rated the teaching quality according to 11 statements on a five-point scale from 1 to 5, where 5 means “Strongly agree” with the statement (assigned a score of 5) and 1 means “Strongly disagree” (assigned a score of 1). The average of the evaluations was calculated by analyzing the results.

Presentation of survey results:

The overall evaluation average for all 11 criteria is 4.7 out of 5 possible points, reflecting the overall assessment of the quality of teaching by Tourism Management students.

The lecturer provided a description of the subject (module) at the beginning of the teaching of the subject (module)	4,8
The lecturer evaluated according to the provided evaluation structure	4,7
The lecturer provided feedback	4,7
The lecturer clearly taught the content of the subject (module)	4,6
The lecturer used the lecture time rationally	4,7
The content of the subject (module) was illustrated with practical examples	4,7
The lecturer encouraged active involvement in the studied subject (module)	4,7
The lecturer encouraged use of various additional sources of information	4,7
If necessary, the lecturer consulted	4,7
The lecturer communicated in accordance with academic ethics	4,7
The lecturer did not tolerate cases of academic dishonesty (cribbing, plagiarism, etc.)	4,7

The average student feedback score for the Tourism Management study program across all areas is higher than 4.6 out of 5. Students particularly appreciated that the lecturer provided a clear course (module) description at the beginning of the teaching period. They also rated positively that the lecturer assessed students according to the provided evaluation structure, gave feedback, used lecture time efficiently, and illustrated the course (module) content with practical examples. Additionally, students valued that the lecturer encouraged active engagement in the course (module), promoted the use of various supplementary information sources, provided consultations when needed, communicated in accordance with academic ethics, and did not tolerate cases of academic dishonesty.

What next: The results of the surveys were discussed with academic groups, group leaders and lecturers. If necessary, the lecturers were invited to individually discuss the results of the module with the Head of the Department, common solutions were sought.