An Empirical study of Business Confucius Institute (BCI) of the Athens University of Economics and Business (AUEB)
The main purpose of the research is to evaluate the Instructors’ performance, the curriculum of the Course and the educational Infrastructures and Resources that BCI provides to students.

Steps for Course & Teaching Evaluation

- Identification of right criteria.
- Conduction of a survey and data production.
- Analyzing the results of the survey using statistical techniques.
- Providing feedback to Instructors, Administrative Staff and Directors of BCI.

The sample of the research consists of 130 students (2015-2019) at Business Confucius Institute of the Athens University of Economics and Business.
Presentation Structure

Instructor

Course

Educational Infrastructures & Resources

Student’s relation with the Course

General Demographic Information
Instructor
Course & Teaching Evaluation Survey

Instructor

- S/he possesses extensive knowledge in the subject s/he teaches.
- S/he organizes the delivery of the curriculum well.
- S/he stimulates interest in the topic of the Course.
- S/he delivers course-related concepts in an effective way.
Course & Teaching Evaluation Survey

Instructor

- S/he encourages students to participate and express their questions.
  - 5 (fully agree): 73.0%
  - 4 (mostly agree): 16.9%
  - 3 (agree): 10.1%
  - 2 (neutral): 4.5%
  - 1 (mostly disagree): 1.1%
  - 0 (fully disagree): 0.0%

- S/he answers questions in a clear and comprehensive manner.
  - 5 (fully agree): 52.8%
  - 4 (mostly agree): 31.5%
  - 3 (agree): 10.1%
  - 2 (neutral): 4.5%
  - 1 (mostly disagree): 1.1%
  - 0 (fully disagree): 0.0%

- S/he meets his/her course-related duties.
  - 5 (fully agree): 61.8%
  - 4 (mostly agree): 24.7%
  - 3 (agree): 6.7%
  - 2 (neutral): 0.0%
  - 1 (mostly disagree): 0.0%
  - 0 (fully disagree): 6.7%

- S/he is accessible to students.
  - 5 (fully agree): 79.8%
  - 4 (mostly agree): 13.5%
  - 3 (agree): 6.7%
  - 2 (neutral): 0.0%
  - 1 (mostly disagree): 0.0%
  - 0 (fully disagree): 0.0%
S/he encourages students to raise arguments and reach conclusions.

Overall, the Instructor is good.
Course
The aims of the Course are clear.

Knowledge gained after completing the Course was significant.
The proposed curriculum meets the aims of the Course.
The curriculum content has corresponded to expectations.
The curriculum includes parallel activities outside the Institution.
The curriculum effectively links theory to practice.
The curriculum effectively enhances skills/competences.
The main coursebook(s) is/are satisfactory.

The slides and/or notes of the Course enhance the comprehension of the curriculum.

The exercises and/or projects enhance the comprehension of the curriculum.
Course & Teaching Evaluation Survey

Course

The Course's level of difficulty
- 1 (Too easy): 1.1%
- 2: 6.7%
- 3 (Too difficult): 50.6%
- 4 (Too difficult): 33.7%
- 5 (Too difficult): 7.9%

The workload of the Course
- 1 (Too low): 4.5%
- 2: 19.1%
- 3: 44.9%
- 4 (Too high): 28.1%
- 5 (Too high): 3.4%
Overall, you are satisfied with the quality of the lesson you have attended.
Educational Infrastructures and Resources
The classroom(s) is/are suitable and adequate.

The infrastructure of the Institute is adequate to conduct the Course.

The library contains adequate material(s) for the Course.

Administrative staff are effective in supporting the learning process.
Student’s Relation with the Course
Course & Teaching Evaluation Survey

Student’s Relation with the Course

You attended the following percentage of the Course’s total lectures and tutorials.

- 80% - 100%: 68.5%
- 60% - 80%: 22.5%
- 40% - 60%: 7.9%
- ≤ 20%: 1.1%
Student’s Relation with the Course

You participated actively in the Course (through in-class discussions, projects, exercises etc.).

- 1 (I fully disagree): 1.1%
- 2: 0.0%
- 3: 19.1%
- A: 42.7%
- 5 (I fully agree): 37.1%

You are interested in the subject matter of the Course.

- 1 (I fully disagree): 0.0%
- 2: 1.1%
- 3: 13.5%
- 4: 32.6%
- 5 (I fully agree): 52.8%
Student’s Relation with the Course

Apart from lectures and tutorials, you spent the following number of hours every week for projects/exercises/study or other course-related homework.

- $\geq 5$ hours: 18.0%
- $\geq 4$ hours: 18.0%
- $\geq 3$ hours: 22.5%
- $\geq 2$ hours: 29.2%
- $\leq 1$ hour: 12.4%
General Demographic Information
What reasons prompted you to learn Chinese?

- **It is of particular interest to you as a language.** 30.9%
- **To be prepared for future employment in China.** 12.7%
- **To be prepared for future studies in China.** 11.6%
- **You are interested in Chinese history.** 17.7%
- **To improve your CV.** 27.1%
How have you been informed about the services provided by the BCI?

- Via the online page: www.confucius.aueb.gr: 45.0%
- Through information from a former student: 28.4%
- Via Social Media: 9.2%
- Through a call from a colleague/employer: 5.5%
- Through participation in a workshop/conference organized by BCI: 1.8%
- Other: 10.1%
General Demographic Information

The academic year in which students attended the course.

- 2015 - 2016: 85.4%
- 2016 - 2017: 3.4%
- 2017 - 2018: 9.0%
- 2018 - 2019: 2.2%

Class Level of students:
- Beginners (HSK 1): 24.7%
- Elementary (HSK 2): 22.5%
- Intermediate (HSK 3): 23.6%
- Intermediate spoken Chinese (HSK 4): 11.2%
- Upper Intermediate (HSK 4): 9.0%
- Advanced (HSK 5): 9.0%
The total years that students have been studying the Chinese Language.

- Beginners (HSK 1): 40.8%
- Elementary (HSK 2): 25.5%
- Intermediate (HSK 3): 16.3%
- Upper Intermediate (HSK 4): 10.2%
- Advanced (HSK 5): 7.1%
- Upper Advanced (HSK 6)
- Elementary (HSKK 1)
Course & Teaching Evaluation Survey

General Demographic Information

Age
- 18 - 24 years old: 9.0%
- 25 - 34 years old: 24.7%
- 35 - 44 years old: 9.0%
- 45 - 54 years old: 9.0%
- 55 years or older: 2.2%

Gender
- Male: 25.8%
- Female: 74.2%

Ethnicity/nationality
- Greek: 1.2
- Other: 0.0
## General Demographic Information

### Highest degree or level of education

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school graduate</td>
<td>41.6%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>38.2%</td>
</tr>
<tr>
<td>Master's degree</td>
<td>20.2%</td>
</tr>
</tbody>
</table>

### Employment status

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retired</td>
<td>1.1%</td>
</tr>
<tr>
<td>Employed, working 40 or more hours per week</td>
<td>36.6%</td>
</tr>
<tr>
<td>Employed, working 1-39 hours per week</td>
<td>19.4%</td>
</tr>
<tr>
<td>Out of work and looking for work</td>
<td>6.5%</td>
</tr>
<tr>
<td>Internship</td>
<td>1.1%</td>
</tr>
<tr>
<td>Student</td>
<td>35.5%</td>
</tr>
</tbody>
</table>
Conclusions
Main Conclusions from the survey results

Overall, students evaluate the instructors’ performance as very good.

The overall quality of the courses that students have attended is good with the only exceptions the “workload” and the “difficulty” of the course which need some decrease.

The educational infrastructures & resources support the learning process except from the library where the students state that it does not contain adequate material for the course.

The majority (68.5%) of the students attended 80-100% of the total lectures and tutorials spending 2-3 hours every week for course-related homework (51.7%).
The main reasons which prompted students to learn Chinese are their particular interest in Chinese as a language and their interest to improve their CVs.

The majority of the students have been informed about the services provided by the BCI via the online official page or through information from a former student.

**Benefits of Course & Teaching Evaluation**

- To provide continuous feedback to both teachers and directors concerning program successes.
- To identify areas for improvement.
- To become aware of the worth of resources invested in the program.
- To evaluate the effect of the program on participants.
Teaching and Course Improvements

1. Revision of the current coursebooks.
2. Enhancement of teaching & learning by providing course slides/notes.
3. Conduction of focus groups to obtain the course’s proper level of difficulty and workload.
4. Improvement of the Library administration & organization to motivate students to use it.
5. Share the results with the instructors.
6. Conduct this survey after six months.
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