



## **Annex**

**Questionnaire**

**Change of paradigm in consumer education**

**Literature and internet sites**

**Photos and drawings**

**Methodological-didactic annex**

**Authors**





## Questionnaire for evaluation of course-planning

Comparison of

A catalogue of questions  
to be answered at the end of  
the stage of planning

and

two resulting possibilities of  
evaluation

Questions the instructors should pose at the end of the phase of planning	Related questions posed to the course-participants which will be used for evaluation	
	example 1	example 2
<b>To the participants:</b>		
What is the age of the participants?	see dates on social data at the end of the questionnaire	See dates on social data
Which professional basis can the participants provide?  Which learning situations will the participants probably need?  What is the participants' social background?	the course could fulfil what it promised.	Was the course intelligible?? Were the materials which were used suitable? Were the assignments clear?
What are the participants' interests?	The topics were sufficiently related to my everyday-life. The chosen topics fulfilled my expectations.	Were the topics interesting with regard to your everyday life? Were the topics interesting for your work?
What are the participants' focal points regarding the development of their knowledge?	I could profit at work from the topics which were chosen in the course.	
What knowledge regarding the contents of the course can I assume that the participants have?	The knowledge imparted in the course was personally relevant for me.	
What do the participants know about the course beforehand?	The contents of the course corresponded to the information I had on the course.	Which course-contents did you expect on having read respective information?
Which previous experiences of participants are related to the course?	I attended the course because of personal interest.  I intended the course because of professional interest.	Why do you attend this course?

<b>Regarding the objectives of the course</b>		
Have you chosen the course-objectives according to the participants' capacities?		
Have you defined goals which concord with the concrete knowledge which consumers should have after the course?	I now feel better informed with regard to certain consumer-topics.	Has the course imparted knowledge which is personally useful or you?
Have you defined goals which concord with the concrete skills which consumers should have after the course?	After the course I know how to do some things better, and I can also do some things which I could not do at all.	Has the course helped you to do something which before you could not do, or not do well?
Have you defined goals which concord with the outlook and the ethical values which you expect consumers to have after the course?	The course has changed my personal outlook on consumption.  I personally consider that consumer-information and work on personal outlooks are equally important.	Has the course caused a change with regard to your personal outlook on consumption?
<b>Regarding the contents of the course</b>		
Have you chosen the contents according to the participants' main qualities and interests?	I personally consider that consumer-relevant learning is very important for mastering everyday life.	Was the course interesting for you?  Have you understood everything?
Have you chosen the contents according to the level of knowledge which the participants should have after the course?		After the course, do you feel better informed as a consumer?
Have you chosen the contents according to the level of knowledge which the participants should have after the course?	The course has helped me to develop capacities and do things which before I had not felt capable of.	Has the course helped you to do something which before you have not felt capable of?
Have you chosen the contents according to the concrete outlook which the participants should have after the course?	For me personally, some of my opinions regarding consumption have changed after the course.	
<b>Regarding timing</b>		
Have you chosen quantity and deepening of course-contents according to the general timing of the course?	The pace which was kept up in the course was appropriate.	Do you feel that the pace of learning was appropriate for you?
<b>Regarding strategies of learning</b>		
Have you chosen learning strategies according to the general timing of the course?		
Have you chosen learning strategies according to the participants' needs?	The methods used in the course backed up my own learning-strategies.  I shall use some of the methods which were used in the course at work.	Were the methods used in the course interesting for you?  Were the methods used in the course relevant in the sense that you would yourself like to use some of them?



<b>Regarding course-management</b>		
Does the course-concept encourage interaction between participants?	The course-managers have encouraged co-operation of the participants.	Has the course leader encouraged co-operation of the participants?
Do you encourage participants to embark on discussions?	On the whole, the work climate was positively influenced by the course management	Has the course leader encouraged the participants to embark on discussions?
Does the course help participants to reduce prejudices and fears when they approach the chosen topics?	My wish to participate and contribute own ideas was respected.	Has the course leader created a pleasant working atmosphere?
As an instructor of adult education, have you personally learned something new during planning and realisation of the course?		
As an instructor of adult education, have you developed your own capacities during planning and realisation of the course?		
<b>Regarding evaluation</b>		
Have you planned who will be evaluated in the course?		
Have you planned what will be evaluated in the course?	The frame conditions of the course helped the participants to feel well.  The supporting material fulfilled my expectations.	
Have you planned when you will evaluate?	During the course, my opinion was a topic of interest for the course manager.  On the whole, the course-management was flexible.	Were your opinions and wishes taken into consideration during the course?  Were the course-managers sufficiently flexible?
Have you planned how you will evaluate?		
Have you planned what purpose evaluation shall accomplish?		
Do you evaluate whether the participants have raised their level of knowledge regarding consumer topics?	I would like to integrate into my everyday life what I have learned in the course.  I have learned to make intelligent and sustainable consumer decisions.	After this course, do you know more about consumer-topics than before?
Do you evaluate whether, as a result of the course, the participants want to change their attitudes?	During the course I made the resolution to change something in at least one area of my everyday life as a consumer.	Will you change something which was addressed in the course in your everyday-life?



Will you evaluate whether the participants have developed strategies to change their consumer attitudes or values?	I have also devised a strategy for integrating new attitudes in my consumer life.	In case you want to change something, have you already devised a strategy?
Will you evaluate whether the participants have clarified their own ethical values regarding the course-topics?		Are you, after this course, in a better position to make sustainable decisions regarding consumption?
Will you evaluate whether the course has contributed to the participant's autonomy?	In this course I have (anew) learned that my role as a citizen in a municipality/ country is related to my role as a consumer.	Has this course given you self-confidence with regard to decisions of consumption?
Will you evaluate whether the course will encourage active participation in public life?	I am of the opinion that what I understand about my role as a consumer is also interesting to others.	Are there now important topics for you which before did not seem important?  Are you of the opinion that your viewpoint is sufficiently important to interest others?



## Questionnaire for course-participants

## Example 1

Questions	1 true	2 frequently true	3 hardly ever true	4 not true
The chosen topics fulfilled my expectations.				
The contents of the course corresponded to the information I had on the course.				
The knowledge imparted in the course was personally relevant to me.				
I attended the course for professional reasons.				
I can profit at work from the central topics of the course.				
At the end of the course I know something which before I did not know so well or did not know at all.				
The course has caused me to change some of my ideas on consumption.				
I have received important information which I can use in my position as a consumer.				
The pace of work in the course was appropriate.				
The applied methods backed up my habitual learning-strategies.				
I would like to use some of the methods which were applied in the course at work.				
The course-managers have encouraged co-operation of the participants.				
The course managers have encouraged discussion and contributed to good communication.				
The course managers have positively influenced the work climate.				
My wish to participate and contribute own ideas was respected.				
The frame conditions of the course helped the participants to feel well.				
My opinion of the quality of the course was sought during the course.				
On the whole, the course management was flexible				
The supporting material fulfils my expectations				
The didactic materials are appealing and efficient.				
I have understood the assignments.				
During the course I made the resolution to change something in at least one area of my everyday life as a consumer.				
I have also devised a strategy for the implementation of this resolution..				
I have learned to make intelligent and sustainable consumer-decisions.				
I can imagine that in the future I shall more often include contents of consumer education into my courses.				



**Social data**

sex		male	female
age	under 30	under 40	under 50 above 50
Previous knowledge regarding consumer education:		pro	lay

*Is there something else you want to tell us?*

.....  
.....  
.....

*Thanks for your co-operation!*





## Questionnaire for course-participants

## Example 2

The course was...	too complicated 1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	suitable 0 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	too simple 6 <input type="checkbox"/>
Could you personally use something of the course?	no <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes <input type="checkbox"/>
Were the topics interesting for your everyday life?	no <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes <input type="checkbox"/>
Has the course supplied you with useful information?	no <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes <input type="checkbox"/>
Do you now care more about consumer topics than before the course?	no <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes <input type="checkbox"/>
Has the course helped you to do something which before you could not do, or not do well?	no <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes <input type="checkbox"/>
Are the applied methods suitable for your professional everyday life?	no <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes <input type="checkbox"/>
Were the assignments given in the course well-explained?	no <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes <input type="checkbox"/>
Were the materials used in the course efficient?	yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	no <input type="checkbox"/>
Has the course leader encouraged the participants to co-operate and embark on discussions?	yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	no <input type="checkbox"/>
Were your ideas and wishes taken into consideration during the course?	yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	no <input type="checkbox"/>
Has the course leader created a pleasant working atmosphere?	Ja <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	no <input type="checkbox"/>
After this course, do you know more about consumer-relevant questions than before?	yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	no <input type="checkbox"/>
Are you better prepared to make consumer-decisions which correspond to criteria of sustainability after this course?	yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	no <input type="checkbox"/>
Do you intend to integrate consumer topics into your professional everyday life?	yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	no <input type="checkbox"/>
Has the course leader sought your opinion on the course development?	yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	no <input type="checkbox"/>
Has the course leader responded to your wishes with flexibility?	yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	no <input type="checkbox"/>
The pace of learning in the course was...	too fast <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	suitable <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	too slow <input type="checkbox"/>



## From consumer education to consumer education – change of paradigm in consumer education

<p><b>1. The time of naive consumption</b> (up to the end of the sixties)</p> <p>Interests focus on the private household;</p> <p>the hierarchy of needs is dominated by the principle of efficiency;</p> <p>on deciding to buy a product, economic efficiency stands in the foreground;</p> <p>consumer education is primarily spread by domestic science.</p>	<p><b>2. The rise of the society of consumption</b> (up to the end of the seventies, beginning eighties)</p> <p>The focus is on consumer rights and on the discussion of market structures;</p> <p>consumer organisations are established;</p> <p>improved consumer rights and consumer laws become important political concerns;</p> <p>the approach of educational science to consumer know-how and consumer information happens via the subjects of domestic science, and also via geography and economy, arts and crafts, and social studies.</p>	<p><b>3. Ecologically and socially oriented consumption</b> (eighties and nineties)</p> <p>The focus is on social contexts;</p> <p>there is a call for ecologically and socially oriented consumer education;</p> <p>from a political outlook there is a change of perspectives from the protected consumer to the consumer who must seek information.</p> <p>Social sciences and psychology increasingly examine the roles of consumers.</p>	<p><b>4. Consumption oriented on sustainability</b> (after 2000 and near future)</p> <p>The focus is on the one hand on the dependency of private households on economy as a whole, and on the other hand on the development of a lifestyle which is oriented on sustainability;</p> <p>in addition to the already mentioned social and ecological requirements the discussion of lifestyles includes the economical aspect;</p> <p>the importance of the different dimensions must constantly be redefined; the complexity of the dependencies which consumers are subject to has become an interdisciplinary topic which is dealt with by different branches of science.</p>
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<p><b>Methods to work with consumers:</b> Information</p>	<p><b>Methods to work with consumers:</b> information, imparting knowledge, creating organisations which take care of the concerns of consumers.</p>	<p><b>Methods to work with consumers:</b> knowledge, social responsibility; participation of citizens in important decisions; communication with consumers [8].</p>	<p><b>Methods to work with all who take part in consumption:</b> educational institutions must include the ideal of sustainability in their activities;  knowledge, capacities, and outlooks (values) are considered equally important for coping with the complex demands of consumers;  When discussing values, the cultural background must always be taken into account.  Key qualities like the capacity to communicate, the readiness to conduct a dialogue, the capacity to work in a team, and the capacity to solve conflicts, pursue the purpose to strengthen the consumer. Dialogue and the repartition of responsibilities among all who take part in consumption (producers, commerce, consumers) should be increasingly sought.</p>
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## What is the innovation of the new paradigm?

By linking participants in a network and by sharing responsibilities of sustainable consumer-decisions new places of learning and new occasions of learning, new methods, new perspectives, and new areas of co-operation (between actors of economy, households, agriculture, science, institutions of education) are created. Altogether what we learn about consumption draws nearer and nearer to our everyday life.

According to the new paradigm of consumer education learning processes are no more "repairs" of defects and attempts of the cheated consumer to handle them; they have raised their quality by strengthening the consumers' personal competences. They capacitate consumers to make active decisions, to participate, and to make consumer decisions with partners who share a common goal. In order to define frame-conditions and create processes of democratisation which permit new ways of learning it is absolutely indispensable to approach consumer education to political education.



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## Methodological-didactic annex

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## Photos and drawings

### Pictures:

Refrigerator: Uli Zimmermann

Closet: Uli Zimmermann

Agrarian industry. Maria Schuh

"One might get addicted": Maria Schuh

Not making ends meet: Maria Schuh

Garbage as far as the eye can see: Maria Schuh

Computer: Uli Zimmermann

Feet: Uli Zimmermann

### Drawings:

Shopping bag: B. Karré

Smart home. B. Karré

Symbols of lifestyle: B. Karré

Risks to your health in your own home: Paul Maier

Symbols of goods: B. Karré