

Questionnaire for the Teacher-Researcher

Dear Teachers,

I spent 17 years in the classroom. Although I was interested in measuring student progress and loved data, I felt so far away from research. I felt excluded by it. Now that I am doing a PhD, and have access to academic advising, libraries, and other supports, I want to make sure to share what I can with you.

I'm working on some measures to better understand the impact of Activated Learning in the classroom. I found a really useful article that describes the way different student beliefs and mindsets may help them do better self-regulated learning (Burnette, O'Boyle, VanEpps, Pollack, & Finkel, 2013). I think these beliefs and mindsets are a big part of the reason why Activated Learning works so well.

So, I've created a 24-item survey that you can use to research the effectiveness of Activated Learning. I recommend using this survey before and after you use Activated Learning with your class – perhaps September and May. Don't worry if you've already started a little. It doesn't matter.

Also, if you really want interesting results, see if you can get a colleague who is not doing Activated Learning to do the questionnaire at Time 1 and Time 2 as a control. Or offer to come in and administer it for them.

Don't worry about the ethics of your research. As a teacher, you are a constant "program developer". This means you can conduct as much informal research about the impact of your teaching as you like, as long as it is for the improvement of your program.

Have fun!

Warm regards,

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Page 1: Questionnaire to Accompany Student Use of Activated Learning

1 – strongly agree, 2 – Agree, 3 – mostly agree, 4 – mostly disagree, 5 – disagree, 6 – strongly disagree

	1	2	3	4	5
	Strongly Agree	Agree	Mostly Agree	Disagree	Strongly Disagree
You'll have a certain amount of school success, and you can't really do much to change it.					
Your ability to succeed at school is something about you that you can't change very much.					
You can learn new things, but you can really change how well you do in school.					
No matter who you are, you can change how well you do in school.					
You can always greatly change how well you do in school.					
No matter how well you do in school, you can always change it quite a bit.					
If I knew I wasn't going to do well at a task, I probably wouldn't do it even if I might learn a lot from it.					
Although I hate to admit it, I sometimes would rather do well in a class than learn a lot.					
It's much more important for me to learn things in my classes than it is to get the best grades.					
If I had to choose between getting a good grade and being challenged in class, I would choose to be challenged.					

Page 2: Questionnaire to Accompany Student Use of Activated Learning

1 – strongly agree, 2 – Agree, 3 – mostly agree, 4 – mostly disagree, 5 – disagree, 6 – strongly disagree

You start a new class at the beginning of the year and you really like the subject and the teacher. You think you know the subject pretty well, so you study a medium amount for the first quiz. Afterward, you think you did okay, even though there were some questions you didn't know the answer for. Then the class gets their quizzes back and you find out your score: you only got a 54, and that's an F.

Why do you think this happened?

	1	2	3	4	5
	Strongly Agree	Agree	Mostly Agree	Disagree	Strongly Disagree
I didn't study hard enough					
I didn't go about studying in the right way					
I wasn't smart enough					
I'm just not good at this subject					
The test was unfair					
I didn't really like the subject					

Page 3: Questionnaire to Accompany Student Use of Activated Learning

1 – strongly agree, 2 – Agree, 3 – mostly agree, 4 – mostly disagree, 5 – disagree, 6 – strongly disagree

	1	2	3	4	5
	Strongly Agree	Agree	Mostly Agree	Disagree	Strongly Disagree
I take pride in being able to keep up with the material in the classroom.					
I am proud of the contributions I have made in the classroom.					
I think that I can be proud of what I know about the subjects at school.					
Because I take pride in my accomplishments in my classroom, I am motivated to continue.					
I worry about the difficulty of the things I might be asked to do in the classroom.					
I feel nervous in the classroom.					
I get scared that I might say something wrong in the classroom, I'd rather not say anything.					
When I don't understand something in the classroom, my heart races.					

Explanation of Items

Student Questionnaire Items	Source	Construct Measured – These constructs are from a set of three Relating to Self-Regulated Learning
<ol style="list-style-type: none"> 1. You'll have a certain amount of school success, and you can't really do much to change it. 2. Your ability to succeed at school is something about you that you can't change very much. 3. You can learn new things, but you can really change how well you do in school. 4. No matter who you are, you can change how well you do in school. 5. You can always greatly change how well you do in school. 6. No matter how well you do in school, you can always change it quite a bit. 7. If I knew I wasn't going to do well at a task, I probably wouldn't do it even if I might learn a lot from it. 8. Although I hate to admit it, I sometimes would rather do well in a class than learn a lot. 9. It's much more important for me to learn things in my classes than it is to get the best grades. 10. If I had to choose between getting a good grade and being challenged in class, I would choose to be challenged. 	<p>The Implicit Theories of Intelligence Scale (Dweck, 2000) (questions 1-6) and the Goal Choice Questionnaire (7-10).</p>	<p>Incremental theory of intelligence (“growth mindset”) or entity theory of intelligence (“fixed mindset”).</p> <p>A student's theory of intelligence relates to the types of goals students will set at school – to appear expert and minimize risk, or to take chances and learn.</p>
<p><i>You start a new class at the beginning of the year and you really like the subject and the teacher. You think you know the subject pretty well, so you study a medium amount for the first quiz. Afterward, you think you did okay, even though there were some questions you didn't know</i></p>	<p>Response to hypothetical failure scenario.</p> <p>(Blackwell, Trzesniewski, & Dweck, 2007)</p>	<p>These questions probe a students' feelings in response to failure. If they respond to failure with a helpless response, they may be more likely to enact avoidance or escape responses to future challenge. If they respond</p>

<p><i>the answer for. Then the class gets their quizzes back and you find out your score: you only got a 54, and that's an F.</i></p> <p>Why do you think this happened?</p> <ol style="list-style-type: none"> 1. I didn't study hard enough 2. I didn't go about studying in the right way 3. I wasn't smart enough 4. I'm just not good at this subject 5. The test was unfair 6. I didn't really like the subject 		<p>to failure with a desire for mastery, they may be more eager to explore, try, and persist because they believe they can improve their abilities, learn, and grow.</p> <p>The first two questions get at a mastery-orientation, while the last four get at a more helpless orientation.</p> <p>This relates to how students will pursue their goals.</p>
<p>Negative Emotions vs Expectations</p> <ol style="list-style-type: none"> 1. I take pride in being able to keep up with the material in the classroom. 2. I am proud of the contributions I have made in the classroom. 3. I think that I can be proud of what I know about the subjects at school. 4. Because I take pride in my accomplishments in my classroom, I am motivated to continue. 5. I worry about the difficulty of the things I might be asked to do in the classroom. 6. I feel nervous in the classroom. 7. I get scared that I might say something wrong in the classroom, I'd rather not say anything. 8. When I don't understand something in the classroom, my heart races. 	<p>The pride and anxiety subscales from the Academic Emotions Questionnaire for Pre-Adolescents.</p> <p>(Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011)</p>	<p>These questions probe students' emotions about their performance. If they feel more negative emotions about school, they will likely be less willing to reflect upon and monitor their performance.</p>

References

- Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*(1), 246-263.
- Burnette, J. L., O'Boyle, E., VanEpps, E. M., Pollack, J. M., & Finkel, E. J. (2013). Mind-sets matter: A meta-analytic review of implicit theories and self-regulation. *Psychological Bulletin, 139*(3), 655-701.
- Dweck, C. (2000). *Self-theories: Their role in motivation, personality, and development*. Philadelphia, PA: Taylor & Francis.
- Pekrun, R., Goetz, T., Frenzel, A., Barchfeld, P., & Perry, R. P. (2011). Measuring emotions in students' learning and performance: The Achievement Emotions Questionnaire (AEQ). *Contemporary Educational Psychology, 36*, 36-48.