

CSLP/CEAP

CENTRE FOR THE STUDY OF LEARNING AND PERFORMANCE
CENTRE D'ÉTUDES SUR L'APPRENTISSAGE ET LA PERFORMANCE

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Teaching and Learning Strategies Questionnaire

This questionnaire is part of a study being conducted by the Centre for the Study of Learning and Performance at Concordia University in Montreal, Quebec. One of the goals of our centre is to study classroom processes through an active association with teachers, students and administrators. In that regard, we have developed a questionnaire to learn more about the teaching and learning processes used in the classroom. To gain an accurate understanding of these processes, it is critical that we learn from you about your approach to teaching.

All information you provide will be kept strictly confidential and under no circumstances will your individual responses be released to the school or the school board administration. Participation in this project is voluntary and you are free to discontinue at any time. However, your professional experiences and opinions are crucial to helping us understand teaching from the educator's point of view. We would greatly appreciate your taking the time to complete our questionnaire. If you would like to obtain a copy of the report on our findings from this study, please fill out the enclosed form or contact us at the address above.

Thank you for your participation.



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Centre Director and Professor
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Section I: Personal Information

- Name: _____
- Gender: M__ F__
- School: _____
- Years of teaching experience: _____
- Teaching position: Grade_____ Cycle_____ Specialization_____

INSTRUCTIONS

This questionnaire has five sections and consists of five printed pages. Please ✓ the most appropriate response when answering the questions.

Section II: Students' Learning Strategies

- A.** Strongly disagree **B.** Disagree **C.** Undecided **D.** Agree **E.** Strongly agree

In my class students generally:	A	B	C	D	E
1. Set their own learning goals (e.g. determine what they need to learn).					
2. Set their own process goals (e.g. determine what tasks are required to achieve their learning goals)					
3. Identify strategies for achieving their goals.					
4. Revise goals when necessary.					
5. Are motivated to learn.					
6. Can articulate what is expected of them.					
7. Document the processes they use when working on tasks.					
8. Monitor their progress towards achieving goals.					
9. Adjust their actions on their own to achieve goals.					
10. Modify or adapt strategies that are unsuccessful.					
11. Give constructive feedback to their peers.					
12. Use feedback from their teacher to improve on their work.					
13. Use feedback from their home to improve on their work.					
14. Use feedback from their peers to improve on their work.					
15. Revise versions of their work to improve them.					
16. Reflect on their process of achieving their goals.					
17. Evaluate their own work.					
18. Know how they are being evaluated.					
19. Attribute their success to their efforts.					
20. Work well with other students.					

Section III: Approach to Teaching

A. Strongly disagree

B. Disagree

C. Undecided

D. Agree

E. Strongly agree

In my class I teach students how to:	A	B	C	D	E
21. Set their own learning goals.					
22. Set their own process goals.					
23. Identify strategies for achieving their goals.					
24. Revise goals when necessary.					
25. Be motivated to learn.					
26. Articulate what is expected of them.					
27. Document the processes they use when working on tasks.					
28. Monitor their progress towards achieving goals.					
29. Adjust their actions on their own to achieve goals.					
30. Modify or adapt strategies that are unsuccessful.					
31. Give constructive feedback to their peers.					
32. Use feedback from their teacher to improve on their work.					
33. Use feedback from their home to improve on their work.					
34. Use feedback from their peers to improve on their work.					
35. Revise versions of their work to improve them.					
36. Reflect on their process of achieving their goals.					
37. Evaluate their own work.					
38. Identify how they are being evaluated.					
39. Attribute their success to their efforts.					
40. Work well with other students.					

Section IV: Portfolio Use

In my class, **over a month**, students work with portfolios:

0 hours _____ 1-4 hours _____ 5-8 hours _____ 9-12 hours _____ 13 hours or more _____

*If you answered **0 hours**, please move to section V (p.5).*

Years of experience with paper based portfolios _____

Years of experience with computer based portfolios (digital) _____

Please name the digital portfolio you use _____

Section IV: Portfolio Use (cont.)

A. Strongly disagree

B. Disagree

C. Undecided

D. Agree

E. Strongly agree

In my class portfolios are used for students to:	A	B	C	D	E
41. Showcase their work.					
42. Choose work to be included in their portfolios.					
43. Document their progress.					
44. Demonstrate their strengths.					
45. Identify areas needing improvement.					
46. Set their own learning goals.					
47. Set their own process goals.					
48. Document strategies for achieving their goals.					
49. Revise goals when necessary.					
50. Be motivated to learn.					
51. Articulate what is expected of them.					
52. Document the processes they use when working on tasks.					
53. Monitor their progress towards achieving goals.					
54. Adjust their actions on their own to achieve goals.					
55. Modify or adapt strategies that are unsuccessful.					
56. Give constructive feedback to their peers.					
57. Use feedback from their teacher to improve on their work.					
58. Use feedback from their home to improve on their work.					
59. Use feedback from their peers to improve on their work.					
60. Revise versions of their work to improve them.					
61. Reflect on their process of achieving their goals.					
62. Evaluate their own work.					
63. Identify how they are being evaluated.					
64. Attribute their success to their efforts.					
65. Work with other students.					

Section V: Technology Experience

A. Strongly disagree

B. Disagree

C. Undecided

D. Agree

E. Strongly agree

With regard to computer technologies for education:	A	B	C	D	E
66. I have no experience with them.					
67. I have attempted to use them in my classroom but I still require help on a regular basis.					
68. I feel comfortable using them in my classroom.					
69. I am very proficient in using a wide variety of applications in my classroom.					
70. I often integrate them in my teaching activities.					
71. I often use my classroom computers.					
72. I often use our school lab.					
73. I feel comfortable using digital portfolios with my class.					

Section VI: ePEARL Use

Describe what you liked about using ePEARL.

Describe what you did not liked about using ePEARL.

Did using ePEARL help you teach your students how to goal set and/or how to reflect? Please explain.

Did using ePEARL improve your students' literacy skills? Please explain.

Did using ePearl facilitate collaborative learning?

Would you use ePearl again next year? Why?

Thank you very much for taking the time to complete the questionnaire.