

## QUESTIONNAIRE about the use of research-based information in professional practice

This questionnaire is part of a study being conducted by the inter-university team of researchers (University of Montreal and Concordia University) as part of the New Approaches, New Solutions project. The project objectives include the utilization of best practices as a strategy to improve student academic achievement. The purpose of this questionnaire is to find out about the use of research-based information.

**Research-based information** comes from sources such as:

- scientific publications;
- government reports;
- reviews of research;
- data generated within your institution and
- evaluations of your organization.

**Research-based information** differs from **practice-based information**. **Practice-based information** is acquired through personal experience. This information includes one's intuition and personal perceptions based on one's own observations as well as the feedback and comments of others.

All information you provide will be kept strictly confidential and under no circumstances will your individual responses be released to your administration.

Please remember that your participation is entirely voluntary and you are free to discontinue at any time. However, your professional experiences and opinions are crucial to helping us understand how research-based information is used in practice. We would greatly appreciate your taking time to complete this questionnaire.

## How to answer the questionnaire

Please answer each question by filling in the circle that represents your choice.  
You can choose one answer only for each question.

**Fill in the circle completely WITHOUT going beyond the perimeter:**



**Do not** do the following: ⊗



Note: **Do not use a fluorescent or felt pen.**

**Use a lead pencil or a ballpoint with black or dark blue ink.**

**SECTION 1- General information**

1. Are you male or female?

<b>Male</b>	<b>Female</b>
<input type="radio"/>	<input type="radio"/>

2. How old are you?

<b>20 to 29 years old</b>	<b>30 to 39 years old</b>	<b>40 to 49 years old</b>	<b>50 years old or over</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The highest degree obtained

<b>Pre-university</b>	<input type="radio"/>
<b>Undergraduate certificate</b>	<input type="radio"/>
<b>Undergraduate degree</b>	<input type="radio"/>
<b>Master's degree</b>	<input type="radio"/>
<b>PH.D.</b>	<input type="radio"/>
<b>Other (Please specify):</b>	<input type="radio"/>

4. What is your category of employment?

<b>Teacher</b>	<input type="radio"/>
<b>Principal or vice-principal</b>	<input type="radio"/>
<b>Administrator</b>	<input type="radio"/>
<b>Support staff</b>	<input type="radio"/>
<b>Professional staff (Please specify) :</b>	<input type="radio"/>
<b>Other (Please specify) :</b>	<input type="radio"/>

→ If you are not a teacher, please go to question 6.

5. If you are a teacher, what are the main subjects, specific programs you teach?

<b>French Language Arts</b>	<input type="radio"/>	<b>Biology</b>	<input type="radio"/>	<b>Physical Sciences</b>	<input type="radio"/>
<b>French as a Second Language</b>	<input type="radio"/>	<b>Chemistry</b>	<input type="radio"/>	<b>Technology</b>	<input type="radio"/>
<b>English Language Arts</b>	<input type="radio"/>	<b>Computer Technology</b>	<input type="radio"/>	<b>Fine Art</b>	<input type="radio"/>
<b>English as a Second Language</b>	<input type="radio"/>	<b>Mathematics</b>	<input type="radio"/>	<b>Physical Education</b>	<input type="radio"/>
<b>Geography</b>	<input type="radio"/>	<b>Natural Sciences</b>	<input type="radio"/>	<b>Moral and Religious Education</b>	<input type="radio"/>
<b>History and Citizenship Education</b>	<input type="radio"/>	<b>Sciences and Technology</b>	<input type="radio"/>	<b>Music</b>	<input type="radio"/>
<b>Other (Please specify):</b>					

6. How long have you been working in the educational field?

<b>0 to 3 years</b>	<b>4 to 7 years</b>	<b>8 to 11 years</b>	<b>12 to 15 years</b>	<b>16 to 19 years</b>	<b>20 to 23 years</b>	<b>24 to 27 years</b>	<b>Over 27 years</b>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION 2 – Using information in your everyday practice at work

In this section we want to document the type of information you use in your everyday practice at work.

Using the following scale, rate the frequency with which you have used research-based information from the following sources during the past year...	Never	1 or 2 times	3 or 4 times	4 times or more
	1	2	3	4
7 Scholarly documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 Professional publications, such as Schoolsapes, Vie Pédagogique etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Evaluations of your organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 Internet Web sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 Multimedia materials, such as video, DVD and software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 Mass media, such as television, radio, newspapers and magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 Pre-service training or university courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 In-service training or workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 Professional conferences or presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 Experts or resource people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

➤ **Please list other sources of information you use in your everyday practice at work:**

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## SECTION 3 – The type of use of research-based information

In this section we want to document what for you use research-based information in your practice at work.

Using the following scale, rate the frequency with which you use research-based information to ...		Never	Sometimes	Often	Always
		1	2	3	4
17	Achieve a better understanding of issues in your practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	Satisfy intellectual curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	Improve your professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	Reflect on your attitudes and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	Justify or validate your actions and your decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Resolve problems in your daily practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	Develop new activities, programs, guidelines, and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

➤ **Please list any other type of use of research-based information:**

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## SECTION 4 – Your opinion about research-based information

In this section we want to document your opinion about research-based information.

Using the following scale, rate the extent to which you personally agree that research-based information...	Strongly disagree	Neutral			Strongly agree
	1	2	3	4	5
24 Is easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25 Is easy to understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26 Is relevant to your reality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27 Offers timely information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28 Is reliable and trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29 Is useful to guide or improve your professional practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30 Is easy to transfer into your practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

➤ **Please add any other opinions about research-based information:**

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## SECTION 5 – Awareness activities

By “awareness activities” we mean methods and strategies that make practitioners aware of research findings.

Using the following scale, rate the extent to which you agree that the following activities are useful to make you aware of research-based information...		Strongly disagree		Neutral		Strongly agree
		1	2	3	4	5
31	Presentation of research findings tailored to your needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32	Your involvement in a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	Research results accompanied by clear and explicit recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	Opportunities to discuss research results with the research team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	Regular contacts with people who distribute research-based information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	Demonstrations about how to apply research recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	Discussions of research-based information with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

➤ **Please list any other awareness activities that may be useful in your practice at work:**

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## SECTION 6 – Individual expertise about the use of research-based information

By “individual expertise” we mean your skills, competence and ability to use research-based information in practice.

Using the following scale, rate the extent to which you agree that the skills listed below are useful in your practice...		Strongly disagree		Neutral		Strongly agree	
		1	2	3	4	5	
38	Ability to read and understand the research publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
39	Skills to use information technology such as Internet, databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
40	Ability to assess the quality of research-based information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
41	Expertise to translate research findings to practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

➤ Please add any other skills that may be useful in your practice at work:

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## SECTION 7 – Organizational factors

By “organizational factors” we mean elements that have to be contended with in everyday life and that may affect professional activities including organizational culture such as established habits, traditions and values and physical and human resources.

Using the following scale, rate the extent to which you agree that your use of research-based information is influenced by the following organizational factors...		Strongly disagree                      Neutral                      Strongly agree				
		1	2	3	4	5
42	Available time to read a journal, to apply a new technique, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43	Available facilities and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44	Incentives, such as remuneration, honoraria, lessening of the work-load, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45	Opportunities to challenge established habits and traditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46	Organizational importance for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47	A supportive environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48	Human resources, such as the availability of qualified staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49	Organized groups, such as unions, granting agencies and media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

➤ **Please list any other organizational factors that may influence your use of research-based information:**

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**Please comment here on the relevance of this questionnaire to your reality.**

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**We thank you for your time and participation!**

The research team

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