Teaching Learning Strategies Questionnaire

Together with Aga Khan Academy and I Choose Life - Africa, the Centre for the Study of Learning and Performance (CSLP), a research centre in Canada, has been working on a project striving to improve the learning of children in Kenya. This involves teachers and students using a digital portfolio called ePEARL, a computer program from the Learning Toolkit Plus suite. Whether you teach with ePEARL or not, we would like to know about the learning strategies your students use this year. In that regard, we have developed a questionnaire that will enable us to learn about the teaching and learning processes occurring in your classroom.

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 have questions and concerns, please contact the project coordinator.

Thank you for your participation!

Section I: Personal Information

- What is your name? _____
- What is your gender?   M___   F___
- How many years have you been teaching? _____
- What is your highest level of education? _____
- What disciplines do you teach?

  _____
  _____

- What is your school name? _____
- What grade level/standard/form are you currently teaching? _____
- How many students are there in your class? _____
- Have you attended any professional development workshops on how to improve student learning? If yes, provide details about the most recent one

  _____
  _____
  _____

- Do you teach with computers? _____
- Are these desktop computers in a lab? _____ Laptops/tablets?_____

INSTRUCTIONS

Please tick the most appropriate response when answering the following questions about learning strategies the students use to do assignments in your class.

Section II: Students' Learning Strategies

A. Always   **B.** Often   **C.** Sometimes   **D.** Never
E.

In my class, when students have an assignment, they generally:	A	B	C	D
1. Begin by identifying their goals.				
2. Make a plan about how they will complete it.				
3. Are confident about doing it well before they begin.				
4. Think they will do well.				
5. Think they will feel great after they have done it.				
6. Try hard because they think I will get upset otherwise				
7. Think it is important for them to be interested in what they are doing.				
8. Aim to really understand what they have to do.				
9. Make it a goal to show me they are a good student.				
10. Talk themselves through the steps as they are working.				

In my class, when students have an assignment, they generally:	A	B	C	D
11. Imagine what their work will look like in the end.				
12. Concentrate fully on their task.				
13. Break down the task into smaller, easier parts.				
14. Keep track of how well they are doing.				
15. Try other strategies if they have problems.				
16. Think about how they have done their work once they are finished.				
17. Think that if they have done it well, it is because of their ability.				
18. Think that if they done it poorly, it is because of how much effort they used.				
19. Think that if they succeed in it, it is because I usually explain things well.				
20. Think that if they do it well, it is because they were lucky.				
21. Feel unhappy about their performance.				
21b*. Think that if they do it well, it is because they used computers.				
21c*. Do not get resentful when they do poorly.				
21d*. Think that if the task is difficult, it is because I am to blame.				
21e*. Think that if they do it well, it is because the timeline was sufficient.				
22. Keep on trying even if the task is difficult.				
23. Think they will succeed because they feel they do assignments well.				
24. Think they will be able to do it because I have modeled it.				
25. Think they will be able to do it because people have told them they are good students.				
26. Soon start to feel excited about doing their work.				
26b*. Think they can copy it from their friends when they are not able to do it on their own.				
27. Think it is important for them to complete the task on their own.				
28. Believe that working well with their classmates is important to them.				
29. Try hard so they can feel good about themselves.				
29b*. Try hard because they think it will help them succeed on the national exam.				
30. Avoid making too large an effort because they think they will feel bad about themselves if they fail.				
31. Avoid trying so hard because they are scared of failure.				

In my class, when students have an assignment, they generally:	A	B	C	D
32. Think it is useful for them to complete it.				
33. Think it is important for them to do well.				
34. Think it takes too much effort to do it well.				
35. Think it is something that is difficult to do well.				
36. Think that it is a type of task they have not done before.				
37. Will try new strategies to succeed.				
37b*. Think that they understand better when I teach with computers.				
37c*. Feel that they get too much homework to do				

Section III: Technology Experience

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

With regard to computer technologies for education:	A	B	C	D	E
38. I have no experience with them.					
39. I have attempted to use them in my classroom, but I still require help on a regular basis.					
40. I feel comfortable using them in my classroom.					
41. I am very proficient in using a wide variety of applications in my classroom.					
42. I often integrate them in my teaching activities.					
43. I often use computers in my classroom.					
44. I often use our school lab.					
45. I feel comfortable using digital portfolios with my class.					

Section IV: Portfolio Use

46. In my class, **over a period of one month**, students work with portfolios:

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

47. Years of experience with paper-based portfolios _____

48. Years of experience with computer-based portfolios (digital) _____

Thank you very much for taking the time to complete this questionnaire!