



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 have questions and concerns, please contact us at: clsp@education.concordia.ca or (514) 848-2424 ext. 2020.

Thank you for your participation.

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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 three printed pages. Please ✓ the most appropriate response when answering the questions.

Section II: Students' Learning Strategies

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

In my class, when students have an assignment, generally:	A	B	C	D
1. They begin by identifying their goals.				
2. They make a plan about how they will complete it.				
3. They are confident about doing it well before they begin.				
4. They think they will do well.				
5. They think they will feel great after they have done it.				
6. They think I will be disappointed if they don't try hard.				
7. It is important for them to be interested in what they are doing.				
8. Their goal is to really understand what they have to do.				
9. Their goal is to show me they are good students.				
10. They talk themselves through the steps as they are working.				
11. They imagine what their work will look like in the end.				
12. They concentrate fully on their task.				
13. They break down the task into smaller, easier parts.				
14. They keep track of how well they are doing.				

15. They try different ways of doing it if they feel things are not going well.				
16. They think about how they have done their work once they are finished.				
17. They think that if they have done it well, it is because of their ability.				
18. They think that if they done it poorly, it is because of how much effort they used.				
19. They think that if they succeed in it, it is because I usually explain things well.				
20. They think that if they do it well, it is because they were lucky.				
21. They feel unhappy about their performance.				
22. They keep on trying even if the task is difficult.				
23. They think they will succeed because they do assignments well.				
24. They think they will be able to do it because I have modeled it.				
25. They think they will be able to do it because people have told them they are good students.				
26. They soon start to feel excited about doing their work.				
27. They think it is important for them to complete the task on their own.				
28. They believe that working well with their classmates is important to them.				
29. They try hard so they can feel good about themselves.				
30. They avoid making too large an effort because they think they will feel bad about themselves if they fail.				
31. They avoid trying so hard because they are scared of failure.				
32. They think it is useful for them to complete it.				
33. They think it is important for them to do well.				
34. They think it takes too much effort to do it well.				
35. They think it is something that is difficult to do well.				
36. They think they have not done this type of task before.				
37. They will try new strategies to succeed.				

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

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 _____

Years of experience with paper based portfolios _____

Years of experience with computer based portfolios (digital) _____

Please name the digital portfolio(s) you have used: _____

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