



## 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](mailto: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 ePEARL assignment, generally:	A	B	C	D
1. They start by setting goals for themselves.				
2. They plan the steps they need to complete.				
3. They are sure they will be good at it before they begin.				
4. They think they will do poorly.				
5. They think they will feel terrible after they have done it.				
6. They try hard because they think I will praise them.				
7. They need to be interested in what they are doing.				
8. Their goal is to fully understand what they have to do.				
9. Their goal is to avoid me thinking of them as bad students.				
10. They remind themselves of the steps as they are working.				
11. They think about what the final version of their work will look like.				
12. They give all their attention to the task they are doing.				
13. They turn the task into smaller, easier steps.				
14. They keep a record of how well they are doing.				

15. They carry on using the same strategies even if they have problems.				
16. They check their work to see if they have done it well once they are finished.				
17. They think that if they have done it poorly, it is because of their ability.				
18. They think that if they done it well, it is because of how much effort they used.				
19. They think that if they do it well, it is because I usually explain things clearly.				
20. They think that if they do it badly, it is because they were unlucky.				
21. They feel happy about their performance.				
22. They give up if they cannot do the task easily.				
23. They think they will do poorly because they have trouble doing assignments well.				
24. They think they will be able to do it because I have shown them how to do it.				
25. They believe in their ability to do it because people say they are good students.				
26. They soon start to feel stressed out about doing their work.				
27. They think it is important for them to complete the task without anybody's help.				
28. They believe that working well with other students is important to them.				
29. They do their best so they can feel proud of themselves.				
30. They avoid trying hard because they think they will feel bad about themselves if they fail.				
31. They avoid making too large an effort because they are not sure of succeeding.				
32. They do not see any use in completing it.				
33. They think it is important for them to do it successfully.				
34. They think trying hard is worth the effort.				
35. They think it is something that is challenging to do well.				
36. They think they have done this type of task for the first time.				
37. They will try new strategies to complete it successfully.				

**Section III: Technology Experience**

**A.** Strongly agree

**B.** Agree

**C.** Undecided

**D.** Disagree

**E.** Strongly disagree

<b>With regard to computer technologies for education:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
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!**