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TO BE TRANSFERRED TO CLIMATE DIRECTORY

THE EDINBURGH CLASSROOM CLIMATE QUESTIONNAIRE:
STUDENTS' VERSION

John Raven and Paul Myerscough
30 Great King St.,
Edinburgh EH3 6QH,
Scotland
Ver: 14 February 1993

INSTRUCTIONS: Enter the name of one of your teachers in the space below.

Teacher's name.....

Now think about this teacher's class, and answer the questions below, circling the number to the right of the answer which is best for you. When you answer questions about the things you enjoy doing and are good at, try not to think about the subjects you study in school. Think instead about the kinds of activity you tend to engage in both inside and outside school. These might be things like helping other people, communicating, solving problems, or thinking of new ways of doing things, but there are obviously many others.

Please turn over.

TEACHER CLARIFICATION AND NURTURING OF CHILDRENS' VALUES AND COMPETENCIES

1. How often do you spend time with this teacher discussing the things you think it is important to do and the things you are good at doing?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

In the space below, write a short list of the things you think it is important to do and which you are good at.

2. Does your teacher create opportunities for everyone to try doing new things, so that you can find out whether you enjoy them and are good at them?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

In the space below, write down some of the new things your teacher has given you the opportunity to do.

3. Does your teacher seem to think it is important for different students to be good at doing very different things?

- Yes.....1
- No.....2

Give examples of the different kinds of thing the teacher seems to think it important for students to be good at doing.

4. Does your teacher point out and discuss the different ways in which different people in the class approach things and contribute to the class?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

Give examples of the kinds of things he or she has discussed.

5. In your class how well do you know what each of the other students is interested in and good at?

Very well.....1
Quite well.....2
Not very well.....3
Not at all.....4

6. When you are working on projects does your teacher discuss what you have learned to do in the process?

Often.....1
Frequently.....2
Occasionally.....3
Never.....4

In the space below, can you give some examples of the kind of thing your teacher has said that he or she thinks it important to learn to do?

7. When you have tried to do something new which hasn't quite worked, does your teacher discuss with you what might have gone wrong and what you have learned as a result?

Often.....1
Frequently.....2
Occasionally.....3
Never.....4

8. Does the teacher invite other adults into the class so that you can learn about what they think it is important to do and how they do things?

Often.....1
Frequently.....2
Occasionally.....3
Never.....4

9. Does the teacher in this class discuss the following things when you read about characters in stories and figures in history books:

a) the kinds of activity the characters or historical figures consider important

Yes.....1
No.....2

b) what is important about the way they do things

Yes.....1
No.....2

c) how their behaviour is affected by society and by other characters

Yes.....1
No.....2

d) the consequences of their behaviour for their lives and for society

Yes.....1
No.....2

e) what you would have done had you been those characters?

Yes.....1
No.....2

TEACHER PORTRAYAL OF COMPONENTS OF COMPETENCE

10. How enthusiastic does your teacher seem about his/her work?

Very Enthusiastic.....1
Enthusiastic.....2
Not very enthusiastic.....3
Very unenthusiastic.....4

11. Do you think your teacher tries to work out beforehand the sort of problems that are likely to arise when s/he is tackling something new?

Yes.....1
No.....2

12. Does s/he behave adventurously, developing new abilities and learning from the results of his or her actions as he or she goes along?

Yes.....1
No.....2

13. Does your teacher share with you his/her worries, hopes, and feelings about:

a) the things s/he is trying to do in class

Often.....1
Frequently.....2
Occasionally.....3
Never.....4

b) problems of society and the world

Often.....1
Frequently.....2
Occasionally.....3
Never.....4

c) the ways in which classroom activities are limited by the need to work towards tests, obey rules etc?

Often.....1
Frequently.....2
Occasionally.....3
Never.....4

TEACHER FEEDBACK, PLANNING AND GOAL SETTING

14. How often does your teacher get groups of people together to think about how things could be done better in class?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

15. If your teacher does not mark your work is there any way you yourself can measure your progress?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

What ways to measure your own progress do you have?

16. How often do you spend most of the class time listening to your teacher explain things?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

PEER RECOGNITION OF MULTIPLE TALENTS AND MODELLING OF COMPONENTS OF COMPETENCE

17. How much do you learn by working with other people in your class who have different interests and different ways of going about things?

- Very much.....1
- A lot.....2
- A little.....3
- Nothing at all.....4

What have you learned to do?

18. How often do you hear other people in your class talking about what they are trying to do and ways of solving problems they are likely to meet in the course of doing it?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

What kinds of things have they talked about?

19. How supportive are your classmates of others who want to do different things and live their lives in different ways?

- Very supportive.....1
- Supportive.....2
- Not very supportive.....3
- Not at all supportive.....4

20. How much do your classmates try to bring differences of opinion into the open and discuss them?

- Very much.....1
- A lot.....2
- A little.....3
- Not at all.....4

21. How often do they talk and listen to others in trying to decide what should be done?

- Often.....1
- Frequently.....2
- Occasionally.....3
- Never.....4

Give some of examples of the kinds of things they discuss.

22. How willing are the people in your class to get together and discuss ways of overcoming problems which stop you doing what you want to do?

- Very willing.....1
- Willing.....2
- Not very willing.....3
- Very unwilling.....4

23. How competitive is the atmosphere in your class?

- Very competitive.....1
- Competitive.....2
- Not very competitive.....3
- Uncompetitive.....4

24. How do the people in your class react when someone else tries to do new things or approach things in new ways? Are they:

- Very interested.....1
- Interested.....2
- Indifferent.....3
- Critical?.....4

25. How willing are the people in your class to waste time, or tolerate a lazy atmosphere?

- Very willing.....1
- Willing.....2
- Reluctant.....3
- Very reluctant.....4

26. Are there people in your class who have a reputation for:

thinking up new ideas

- Yes.....1
- No.....2

creating a calm group atmosphere

Yes.....1
No.....2

helping people to sort out their arguments

Yes.....1
No.....2

thinking of better ways of doing things

Yes.....1
No.....2

supporting and encouraging others

Yes.....1
No.....2

dealing well with authority figures

Yes.....1
No.....2

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TEACHER PORTRAYAL OF COMPONENTS OF MANAGERIAL COMPETENCE

27. How much of the time are the students in this class working in different ways, but all contributing to an overall theme or goal?

Most of the time.....1
Some of the time.....2
Rarely.....3
Never.....4

28. Do the different pieces of work you do in this class often seem unrelated to each other and to the work you did in the past?

Yes.....1
No.....2

29. How much of the work you do in this class is connected with long-term themes and goals?

Very much.....1
A lot.....2
Not very much.....3
None at all.....4

30. How often does the teacher talk to students who seem to lack motivation in order to find out what might make them more enthusiastic?

Often.....1
Frequently.....2
Occasionally.....3
Never.....4

31. How comfortable do you think your teacher would be teaching confident students who decided for themselves what to do and when to do it?

Very comfortable.....1
Comfortable.....2
Not very comfortable.....3
Very uncomfortable.....4

32. How much confidence does your teacher have that his/her students can work on their own and ask for help only if they need it?

Very much.....1
A lot.....2
Not very much.....3
None at all.....4

33. How often does your teacher seem to recognise what people are really trying to say even if they do not actually say it?

Often.....1
Frequently.....2
Occasionally.....3
Never.....4

34. Does your teacher have a lot of rules which limit what people can do in class?

Yes.....1
No.....2

35. Does your teacher bring disagreements out into the open, try to work them out and see what can be learned from them?

Yes.....1
No.....2

TEACHER STRESS ON MAKING THE MOST OF ONESELF.

36. Does your teacher think that doing something well is more important than how much is done?

Yes.....1
No.....2

37. How often does the work you do in this class seem pointless?

Often.....1
Frequently.....2
Occasionally.....3
Never.....4

38. How much do you think your teacher cares if you don't attend his/her lessons or if you don't do what s/he expects of you?

Very much.....1
A lot.....2
Not very much.....3
Not at all.....4