



## TIWI Inquiry-Based Learning activities self-assessment questionnaire for Teachers

Welcome to the TIWI self-assessment questionnaire for teachers

Dear teacher,

This self-assessment questionnaire is designed to provide you with a quick and tailored feedback on important aspects that you might need to pay attention to prior to and after your involvement in ICT Inquiry-Based learning activities.

It contains a series of items arranged in different scales: responses for all items in the scales are required for you to have a valid feedback.

Fill in the self-assessment questionnaire **before** your involvement in one or more ICT Inquiry-Based learning activity, and measure their impact on your teaching by comparing the results obtained **after** the experience.

Please note that your entries are anonymous and will not be stored anywhere.

To carry on inquiry-based learning activities you might use resources from [Go-Lab](#).

Thank you for your participation!



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### Instructional design

\* 1. Please state how much you disagree or agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It is easy for me to start designing lesson plans for computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to change a lesson plan in a computer-supported learning environment to adapt it to the needs of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel competent in using virtual laboratories for lesson plans in computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I find a virtual laboratory, it is easy for me to integrate it in my lesson plans for computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to design a virtual experimentation for computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to configure software scaffolds to adapt them to the needs of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel competent to include instructions to support student work in lesson plans for computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to integrate programming in lesson plans for computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Responsive instruction

\* 2. Please state how much you disagree or agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It is easy for me to respond to unexpected questions of students while they are working in computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do when my students face difficulties in executing a learning task in a computer-supported learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do when my students arrive at an unexpected experimental finding in a computer-supported learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do when my lesson plan in a computer-supported learning environment has not worked well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to switch between student individual work and student group work in computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After I have implemented a lesson plan in a computer-supported learning environment, I know which aspects to change to improve my instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly agree

**I would prefer to use my own lesson plan in a computer-supported learning environment than to use the lesson plan of an experienced colleague**

**I know which questions to ask to colleagues to discuss their experience with a lesson plan in a computer-supported learning environment**



Teaching ICT with Inquiry

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Formative assessment in computer-supported learning environments

\* 3. Please state how much you disagree or agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I know which aspects of student work to focus on to assess their performance in computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel competent to diagnose student performance in computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know when to intervene to track student performance in computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel competent to provide timely feedback to students while they are working in computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel competent to track student performance in computer-supported learning environments after I give them my feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to evaluate student learning products for formative assessment purposes in computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to evaluate student portfolios for formative assessment purposes in computer-supported learning environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student performance in computer-supported learning environments is always improved after I give them my feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Computational thinking

\* 4. Please state how much you disagree or agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel confident writing simple programs for the computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to teach programming concepts effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can promote a positive attitude towards programming in my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can guide students in using programming as a tool while we explore other topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident using programming as an instructional tool within my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can adapt lesson plans incorporating programming as an instructional tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can create original lesson plans incorporating programming as an instructional tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify how programming concepts relate to curriculum standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Efficacy in teaching inquiry-based STEM

\* 5. Please state how much you disagree or agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I will continually find better ways to teach inquiry-based STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if I try very hard, I will not teach inquiry-based STEM as well as I will through other approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the steps necessary to teach STEM concepts through inquiry effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will not be very effective in monitoring inquiry-based STEM experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a student has difficulty understanding an inquiry process, I know how to help the student to understand it better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand inquiry well enough to be effective in teaching STEM through inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to explain to my students to conduct inquiry-based STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will typically be able to answer students' questions about inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enochs, L. G., & Riggs, I. M. (1990). Further development of an elementary science teaching efficacy belief instrument: A preservice elementary scale.

School Science and Mathematics, 90, 694-706.



**TIWI Inquiry-Based Learning activities self-assessment  
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All done!**

Thank you for your participation.