

Ερωτηματολόγιο αυτοαξιολόγησης με βάση τις μαθησιακές δραστηριότητες μέσω διερώτησης για εκπαιδευτικούς

Καλώς ήλθατε στο ερωτηματολόγιο αυτοαξιολόγησης του προγράμματος TIWI για εκπαιδευτικούς

Αγαπητοί εκπαιδευτικοί,

Αυτό το ερωτηματολόγιο αυτοαξιολόγησης έχει σχεδιαστεί για να σας παρέχει μια γρήγορη και εξατομικευμένη ανατροφοδότηση σχετικά με σημαντικές πτυχές που ίσως χρειαστεί να προσέξετε για πριν και μετά τη συμμετοχή σας σε τεχνολογικά υποστηριζόμενες μαθησιακές δραστηριότητες που βασίζονται στη διερώτηση.

Περιέχει μια σειρά από στοιχεία/διατυπώσεις (items) που είναι καταταγμένα σε διαφορετικές κλίμακες: οι απαντήσεις για όλα τα στοιχεία/διατυπώσεις (items) στις κλίμακες είναι απαραίτητες για να έχετε έγκυρη ανατροφοδότηση.

Συμπληρώστε το ερωτηματολόγιο αυτοαξιολόγησης πριν από τη συμμετοχή σας σε μία ή περισσότερες τεχνολογικά υποστηριζόμενες μαθησιακές δραστηριότητες που βασίζονται στη διερώτηση και μετρήστε τον αντίκτυπό τους στη διδασκαλία σας συγκρίνοντας τα αποτελέσματα που αποκτήθηκαν μετά την εμπειρία.

Λάβετε υπόψη ότι οι καταχωρίσεις σας είναι ανώνυμες και δεν θα αποθηκευτούν πουθενά.

Για να συνεχίσετε τις μαθησιακές δραστηριότητες που βασίζονται στη διερώτηση, ενδέχεται να χρησιμοποιήσετε την πλατφόρμα του [Go-Lab](#).

Ευχαριστούμε για τη συμμετοχή σας!



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Διαφοροποίηση της διδασκαλίας

* 2. Δηλώστε πόσο διαφωνείτε ή συμφωνείτε με τις ακόλουθες δηλώσεις:

	Διαφωνώ απόλυτα	Διαφωνώ	Ούτε συμφωνώ ούτε διαφωνώ	Συμφωνώ	Συμφωνώ απόλυτα
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



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

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"/>

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

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"/>

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

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
questionnaire for Teachers
All done!**

Thank you for your participation.