

Learning and Studying Questionnaire (LSQ) Experiences of Teaching and Learning Questionnaire (ETLQ)

The Learning and Studying Questionnaire and the Experiences of Teaching and Learning Questionnaire were produced as part of the Enhancing Teaching-Learning Environments in Undergraduate Courses Project. The project was funded as part of the ESRC's Teaching and Learning Research Programme from January 2001 to June 2005. It was designed to explore ways of strengthening the teaching-learning environments experienced by students taking degree-level courses, so as to enhance their achievement. You are welcome to use the questionnaires, provided that the project is acknowledged. Unfortunately, due to the number of requests we receive, members of the project team are not in a position to provide individual guidance in using the questionnaires or support for analysing the results.

Learning and Teaching Questionnaire (LSQ)

This questionnaire consists of three sections, the first two of which contain items covering reasons for taking the degree programme (learning orientations) and reasons for taking a particular course unit or module. The third section is an inventory which produces five scale scores (composites of several items) describing differences in students' general approaches to learning and studying. The final item asks students to rate how well they think they are doing.

Experiences of Teaching and Learning Questionnaire (ETLQ)

This questionnaire consists of four sections, the first of which is a short version of the inventory used in the LSQ to explore students' approaches to learning and studying; however, this version asks students to rate their approaches on a particular course unit or module. The second section is a newly developed set of items designed to describe aspects of students' perceptions of their teaching-learning environment in a particular course unit, which are expected to influence the ways in which they go about learning and studying. The third and fourth sections respectively explore students' perceptions of the demands made on them by their course units and their perceptions of what they have learned in these course units. The final item again asks students to rate how well they are doing.

Scoring Procedure

For most of the items in the questionnaires, students respond on a 1 – 5 scale (5=high). The exception is the item asking about students' self-rating which has a 1 – 9 scale. Subscales are formed by adding together the responses on the items in that subscale and dividing the total by the number of items. Scoring can be carried out by computer, using a program such as SPSS. Each item is set as a variable and then a subscale total is produced by creating a new variable by summing the items. Please note that the scales that follow do not include every item on the questionnaires: they are the scales used for the analyses shown in the ETL Project Final Report and Subject Reports (<http://www.ed.ac.uk/etl/publications.htm>).

Further Information

For further information about how these questionnaires were developed, see the ETL Project's *Occasional Report 1: Approaches to Studying and Perceptions of Teaching-Learning Environments: Concepts, Measures and Preliminary Findings*, which you can download from the project web site at <http://www.ed.ac.uk/etl>

Learning and Studying Questionnaire

Learning orientations (LSQ)

verystrongly = 5, fairly strongly = 4, somewhat/not sure = 3, rather weakly = 2, very weakly/not at all = 1

Intrinsic

- b. I hope the things I learn will help me to develop as a person and broaden my horizons.
- f. I want to learn things which might let me help people, and/or make a difference in the world.
- g. I want to study the subject in depth by taking interesting and stimulating courses.

Social and personal reasons

- c. I'm focused on the opportunities here for an active social life and/or sport.
- d. I hope the whole experience here will make me more independent and self-confident.

Career reasons

- h. I mainly need the qualification to enable me to get a good job when I finish.

Lack of purpose

- j. When I look back, I sometimes wonder why I ever decided to come here.

Reasons for taking course unit (LSQ)

verystrongly = 5, fairly strongly = 4, somewhat/not sure = 3, rather weakly = 2, very weakly/not at all = 1

Interesting

- a. It's something I expect to find interesting.

Important

- d. It should help me to understand the subject better.
- e. It's an area I will need to know about for my career.

Easy

- b. It's supposed to be a fairly easy course unit.

Career-related

- c. It should look good on my CV.

Approaches to learning and studying (LSQ)

agree = 5, agree somewhat = 4, unsure = 3, disagree somewhat = 2, disagree = 1

Deep approach

- 2. When I'm communicating ideas, I think over how well I've got my points across.
- 13. Ideas I come across in my academic reading often set me off on long chains of thought.
- 14. If I'm not understanding things well enough when I'm studying, I try a different approach.
- 24. It's important for me to follow the argument, or to see the reason behind things.
- 26. I go over the work I've done to check my reasoning and see that it makes sense.
- 27. In making sense of new ideas, I often relate them to practical or real-life contexts.
- 33. When I'm reading for a course, I try to find out for myself exactly what the author means.
- 34. I try to find better ways of tracking down relevant information in my subject.
- 35. I look at evidence carefully to reach my own conclusion about what I'm studying.

Surface approach

- 11. I tend to take what we are taught at face value without questioning it much.
- 17. I often have trouble in making sense of the things I have to remember.
- 19. I'm just going through the motions of studying without seeing where I'm going.
- 21. Much of what I've learned seems no more than lots of unrelated bits and pieces in my mind.

Organised effort

- 8. On the whole, I'm quite systematic and organised in my studying.
- 20. Concentration is not usually a problem for me, unless I'm really tired.
- 22. I generally put a lot of effort into my studying.
- 25. I organise my study time carefully to make the best use of it.

Experiences of Teaching and Learning Questionnaire



Approaches to learning and studying (ETLQ)

agree = 5, agree somewhat = 4, unsure = 3, disagree somewhat = 2, disagree = 1

Deep approach

2. I've been over the work I've done to check my reasoning and see that it makes sense.
6. In making sense of new ideas, I have often related them to practical or real life contexts.
8. Ideas I've come across in my academic reading often set me off on long chains of thought.
9. I've looked at evidence carefully to reach my own conclusion about what I'm studying.
10. When I've been communicating ideas, I've thought over how well I've got my points across.
12. It has been important for me to follow the argument, or to see the reasons behind things.
14. I've tried to find better ways of tracking down relevant information in this subject.
16. In reading for this course, I've tried to find out for myself exactly what the author means.
18. If I've not understood things well enough when studying, I've tried a different approach.

Surface approach

1. I've often had trouble in making sense of the things I have to remember.
5. Much of what I've learned seems no more than lots of unrelated bits and pieces in my mind.
13. I've tended to take what we've been taught at face value without questioning it much.
17. I've just been going through the motions of studying without seeing where I'm going.

Organised effort

4. I have generally put a lot of effort into my studying.
7. On the whole, I've been quite systematic and organised in my studying.
11. I've organised my study time carefully to make the best use of it.
15. Concentration has not usually been a problem for me, unless I've been really tired.

Experiences of teaching and learning (ETLQ)

agree = 5, agree somewhat = 4, unsure = 3, disagree somewhat = 2, disagree = 1

Aims and congruence

1. It was clear to me what I was supposed to learn in this course unit.
2. The topics seemed to follow each other in a way that made sense to me.
6. What we were taught seemed to match what we were supposed to learn.
9. The handouts and other materials we were given helped me to understand the unit.
33. I could see how the set work fitted in with what we were supposed to learn.

Choice allowed

3. We were given a good deal of choice over how we went about learning.
5. We were allowed some choice over what aspects of the subject to concentrate on.

Teaching for understanding

10. On this unit I was prompted to think about how well I was learning and how I might improve.
13. The teaching encouraged me to rethink my understanding of some aspects of the subject.
16. This unit has given me a sense of what goes on 'behind the scenes' in this subject area.
17. The teaching in this unit helped me to think about the evidence underpinning different views.
19. This unit encouraged me to relate what I learned to issues in the wider world.

Set work and feedback

31. It was clear to me what was expected in the assessed work for this course unit.
32. I was encouraged to think about how best to tackle the set work.
35. The feedback given on my work helped me to improve my ways of learning and studying.
37. Staff gave me the support I needed to help me complete the set work for this course unit.
40. The feedback given on my set work helped to clarify things I hadn't fully understood.

Assessing understanding

34. You had to really understand the subject to get good marks in this course unit.
38. To do well in this course unit, you had to think critically about the topics.

.../

Staff enthusiasm and support

- 23. Staff tried to share their enthusiasm about the subject with us.
- 25. Staff were patient in explaining things which seemed difficult to grasp.

Student support

- 21. Students supported each other and tried to give help when it was needed.
- 24. Talking with other students helped me to develop my understanding.

Interest and enjoyment

- 22. I found most of what I learned in this course unit really interesting.
- 26. I enjoyed being involved in this course unit.

Perceived easiness of demands made (ETLQ)

very easy = 5, fairly easy = 4, unsure/not applicable = 3, fairly difficult = 2, very difficult = 1

Prior knowledge

- a. What I was expected to know to begin with.

Pace

- b. The rate at which new material was introduced

Academic difficulty

- c. The ideas and problems I had to deal with
- d. The skills or technical procedures needed in this subject

Workload

- e. The amount of work I was expected to do

Generic skills

- f. Working with other students
- g. Organising and being responsible for my own learning
- h. Communicating knowledge and ideas effectively

Information skills

- i. Tracking down information for myself
- j. Information technology/computing skills (e.g. WWW, email, word processing)

Knowledge and learning acquired (ETLQ)

a lot = 5, quite a lot = 4, unsure/not applicable = 3, not much = 2, very little = 1

Knowledge and subject-specific skills

- a. Knowledge and understanding about the topics covered
- b. Ability to think about ideas or to solve problems
- c. Skills or technical procedures specific to the subject.

Generic skills

- d. Ability to work with other students
- e. Organising and being responsible for my own learning
- f. Ability to communicate knowledge and ideas effectively

Information skills

- g. Ability to track down information in the subject area
- h. Information technology/computing skills (e.g. WWW, email, word processing)

Learning and Studying Questionnaire

Introduction to the Project

The ESRC Teaching and Learning Research Programme is a nation-wide initiative designed to provide a more effective research base to help staff to enhance the teaching they provide for students. Our project is the only one at university level, and we are investigating how students learn with differing kinds of teaching and support. We shall be looking at students' approaches to learning and studying in five contrasting subject areas in some 30 course settings across Britain. We shall also be asking students about their experiences on a particular course unit and about the kinds of knowledge and skills they feel they have developed. Staff will also be working with us on the project, and the overall results for the class (not for individuals) will be fed back to the staff to allow them to develop the course unit further. Bringing together findings from all the different course unit settings is intended to produce a general picture of the ways in which research can inform teaching. We hope that you will be prepared to join in this important study by completing this questionnaire and another one later on in the course unit, and that some of you will also be ready to talk to us about your experiences in higher education. If you want to find out more about the study, you can look at the web site at <http://www.ed.ac.uk/etl>

Data Protection Act

In accordance with the Data Protection Act, we have to ask you to sign the following declaration. You can be quite sure that all the information we collect will be used only for the purposes of research and kept confidential to the research team itself: it will not be released to anybody else.

I agree to allow the university to provide the research team with my name, contact details, grades and other information about my course of study. I also agree that this information, and the data collected from me, may be held and processed by the team for the purposes of research.

Sign

Print name

Date

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D D M M Y Y

Background information

Institution

Overall programme of study

This course unit or module

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Identity number

Please complete from the right, e.g. 1 2 3 4 5 6 7

Age Year of study

Male Female

1 What do you expect to get from the experience of higher education?

Put a cross in the appropriate box to indicate how strongly you agree with **each** of the following statements.

	<i>Very strongly</i>	<i>Fairly strongly</i>	<i>Somewhat/not sure</i>	<i>Rather weakly</i>	<i>Very weakly/not at all</i>
a. I want to develop knowledge and skills I can use in a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I hope the things I learn will help me to develop as a person and broaden my horizons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I'm focused on the opportunities here for an active social life and/or sport.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I hope the whole experience here will make me more independent and self-confident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I'm mainly here because it seemed the natural thing: I'd done well academically in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I want to learn things which might let me help people, and/or make a difference in the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I want to study the subject in depth by taking interesting and stimulating courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I mainly need the qualification to enable me to get a good job when I finish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I want an opportunity to prove to myself or to other people what I can do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. When I look back, I sometimes wonder why I ever decided to come here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Reasons for taking this particular course unit or module

Put a cross in the appropriate box to indicate how strongly you agree with **each** of the following statements.

	<i>Very strongly</i>	<i>Fairly strongly</i>	<i>Somewhat/not sure</i>	<i>Rather weakly</i>	<i>Very weakly/not at all</i>
a. It's something I expect to find interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It's supposed to be a fairly easy course unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. It should look good on my CV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It should help me to understand the subject better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It's an area I will need to know about for my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. It's not what I would have chosen but it's compulsory.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I understand it's a course unit that's particularly well taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. People I know and like are also taking this unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. It fits in well with the rest of my timetable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other reasons

3 Approaches to learning and studying



This next part of the questionnaire has been designed to allow you to describe, in a systematic way, how you go about learning and studying. The technique involves asking you a substantial number of questions which overlap to some extent to provide good overall coverage of different ways of studying. Most of the items are based on comments made previously by other students. Please give your **immediate** reaction to **every** comment, indicating how you **really do** study.

We want to know about your **typical** ways of studying in **the subject area** of which this module or course unit forms a part. If you have not yet encountered a particular situation, try to imagine how you would react.

Put a cross in the appropriate box to indicate how strongly you agree with each of the following statements.

✓ = agree ✓? = agree somewhat X? = disagree somewhat X = disagree

Try not to use ?? = unsure unless you really have to, or unless the item cannot apply to you.

	✓	✓?	??	X?	X
1. I usually set out to understand for myself the meaning of what we have to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I'm communicating ideas, I think over how well I've got my points across.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I'm pretty good at getting down to work whenever I need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Topics are presented in such complicated ways I often can't see what is meant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When I've finished a piece of work, I check to see it really meets the requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I try to make sense of things by linking them to what I know already.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. I try really hard to do just as well as I possibly can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. On the whole, I'm quite systematic and organised in my studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Often I have to learn over and over things that don't really make much sense to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I'm quite good at preparing for classes in advance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I tend to take what we are taught at face value without questioning it much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. For an essay or report, I don't just focus on the topic, I try to improve my writing skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Ideas I come across in my academic reading often set me off on long chains of thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. If I'm not understanding things well enough when I'm studying, I try a different approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I try to relate ideas I come across to other topics or other courses whenever possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I carefully prioritise my time to make sure I can fit everything in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I often have trouble in making sense of the things I have to remember.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I generally keep working hard even when things aren't going all that well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE TURN OVER



3 continued

	✓	✓?	??	X?	X
19. I'm just going through the motions of studying without seeing where I'm going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Concentration is not usually a problem for me, unless I'm really tired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Much of what I've learned seems no more than lots of unrelated bits and pieces in my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I generally put a lot of effort into my studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I think about what I want to get out of my studies so as to keep my work well focused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. It's important for me to follow the argument, or to see the reason behind things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. I organise my study time carefully to make the best use of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I go over the work I've done to check my reasoning and see that it makes sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. In making sense of new ideas, I often relate them to practical or real-life contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Whatever I'm working on, I generally push myself to make a good job of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I don't think through topics for myself, I just rely on what we're taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. When I find something boring, I can usually force myself to keep focused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. I tend to just learn things without thinking about the best way to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I work steadily during the course, rather than just leaving things until the last minute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. When I'm reading for a course, I try to find out for myself exactly what the author means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I try to find better ways of tracking down relevant information in my subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I look at evidence carefully to reach my own conclusion about what I'm studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I pay careful attention to any advice or feedback I'm given, and try to improve my understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Finally, how well do you think you're doing in this subject area, based on your performance and comments you have received on your work? *Please try to rate yourself objectively, based on the grades you have been obtaining.*

very well	well	quite well	about average	not so well	rather badly			
9	8	7	6	5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In case we would like to talk to you or send you an email about the project, would you be prepared to give us contact details?

e-mail address mobile/tel. no.

Have you answered every question? Please check.

We are very grateful to you for spending time completing this questionnaire.

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Experiences of Teaching & Learning Questionnaire

Introduction to the Project

The ESRC Teaching and Learning Research Programme is a nationwide initiative designed to provide a more effective research base to help staff to enhance the teaching they provide for students. Our project is the only one at university level, and we are investigating how students learn with differing kinds of teaching and support. We are looking at students' experiences in five contrasting subject areas in some 30 course settings across Britain. This is the last questionnaire that we are asking you to complete and it brings together your approaches to studying with your experiences of teaching and learning in this particular course unit or module.

Our overall findings (but none of your individual answers) will be fed back to staff to allow them to develop this course unit further. We are grateful for your involvement in this project. If you are interested in the progress of our work, our web site is <http://www.ed.ac.uk/etl>

Data Protection Act

If you have not already done this, please complete the following declaration. If you have, start with the Background Information section.

In accordance with the Data Protection Act, we have to ask you to sign the following declaration. You can be quite sure that all the information we collect will be used only for the purposes of research and kept confidential to the research team itself: it will not be released to anybody else.

I agree to allow the university to provide the research team with my name, contact details, grades and other information about my course of study. I also agree that this information, and the data collected from me, may be held and processed by the team for the purposes of research.

Sign Date

D	D	M	M	Y	Y

Background Information

Print name
Institution
Overall programme of study
This course unit or module

Identity number

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Please complete from the right, e.g.

		1	2	3	4	5	6	7
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Age

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 Year of study

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Male

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 Female

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FOR OFFICE USE

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1 Approaches to learning and studying ▲

You may have already filled out a longer questionnaire about your *general* approaches to studying, but this time we want you to relate your answers directly to **this particular course unit or module**. Please give your immediate reaction to **every** comment, indicating how you really have been studying.

Put a cross in the box to indicate how strongly you agree with **each** of the following statements.

✓ = agree ✓? = agree somewhat X? = disagree somewhat X = disagree

Try not to use ?? = *unsure* unless you really have to, or if it cannot apply to you or your course unit.

	✓	✓?	??	X?	X
1. I've often had trouble in making sense of the things I have to remember.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I've been over the work I've done to check my reasoning and see that it makes sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have usually set out to understand for myself the meaning of what we had to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have generally put a lot of effort into my studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Much of what I've learned seems no more than lots of unrelated bits and pieces in my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In making sense of new ideas, I have often related them to practical or real life contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. On the whole, I've been quite systematic and organised in my studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ideas I've come across in my academic reading often set me off on long chains of thought.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I've looked at evidence carefully to reach my own conclusion about what I'm studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When I've been communicating ideas, I've thought over how well I've got my points across.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I've organised my study time carefully to make the best use of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. It has been important for me to follow the argument, or to see the reasons behind things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. I've tended to take what we've been taught at face value without questioning it much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I've tried to find better ways of tracking down relevant information in this subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Concentration has not usually been a problem for me, unless I've been really tired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. In reading for this course unit, I've tried to find out for myself exactly what the author means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I've just been going through the motions of studying without seeing where I'm going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If I've not understood things well enough when studying, I've tried a different approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Experiences of teaching and learning ▲

We would also like to know about your experiences of teaching and learning in **this particular course unit or module**. Please rate every comment, using the same scale as in the previous section, remembering not to use ?? = *unsure* unless you really have to, or if it cannot apply to your course unit. Please give a rating for **every** comment.

	✓	✓?	??	X?	X
Organisation and structure					
1. It was clear to me what I was supposed to learn in this course unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The topics seemed to follow each other in a way that made sense to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. We were given a good deal of choice over how we went about learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The course unit was well organised and ran smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. We were allowed some choice over what aspects of the subject to concentrate on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. What we were taught seemed to match what we were supposed to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching and learning

- 7. We were encouraged to look for links between this unit and others.
- 8. I can imagine myself working in the subject area covered by this unit.
- 9. The handouts and other materials we were given helped me to understand the unit.
- 10. On this unit, I was prompted to think about how well I was learning and how I might improve.
- 11. I could see the relevance of most of what we were taught in this unit.
- 12. We weren't just given information; staff explained how knowledge is developed in this subject.
- 13. The teaching encouraged me to rethink my understanding of some aspects of the subject.

- 14. The different types of teaching (lectures, tutorials, labs, etc.) supported each other well.
- 15. Plenty of examples and illustrations were given to help us to grasp things better.
- 16. This unit has given me a sense of what goes on 'behind the scenes' in this subject area.
- 17. The teaching in this unit helped me to think about the evidence underpinning different views.
- 18. How this unit was taught fitted in well with what we were supposed to learn.
- 19. This unit encouraged me to relate what I learned to issues in the wider world.
- 20. The web pages provided by staff helped me to understand the topics better.

Students and teachers

- 21. Students supported each other and tried to give help when it was needed.
- 22. I found most of what I learned in this course unit really interesting.
- 23. Staff tried to share their enthusiasm about the subject with us.
- 24. Talking with other students helped me to develop my understanding.
- 25. Staff were patient in explaining things which seemed difficult to grasp.

- 26. I enjoyed being involved in this course unit.
- 27. Students' views were valued in this course unit.
- 28. Staff helped us to see how you are supposed to think and reach conclusions in this subject.
- 29. I found I could generally work comfortably with other students on this unit.
- 30. This course unit provided plenty of opportunities for me to discuss important ideas.

Assessments and other set work

- 31. It was clear to me what was expected in the assessed work for this course unit.
- 32. I was encouraged to think about how best to tackle the set work.
- 33. I could see how the set work fitted in with what we were supposed to learn.
- 34. You had really to understand the subject to get good marks in this course unit.
- 35. The feedback given on my work helped me to improve my ways of learning and studying.

- 36. Doing the set work helped me to think about how evidence is used in this subject.
- 37. Staff gave me the support I needed to help me complete the set work for this course unit.
- 38. To do well in this course unit, you had to think critically about the topics.
- 39. The set work helped me to make connections to my existing knowledge or experience.
- 40. The feedback given on my set work helped to clarify things I hadn't fully understood.



3 Demands made by the course unit ▲

In this section, please tell us how easy or difficult you found different aspects of **this course unit**.

✓ = very easy ✓? = fairly easy ?? = unsure/not applicable X? = fairly difficult X = very difficult

	✓	✓?	??	X?	X
a. What I was expected to know to begin with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The rate at which new material was introduced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The ideas and problems I had to deal with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The skills or technical procedures needed in this subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The amount of work I was expected to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Working with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Organising and being responsible for my own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Communicating knowledge and ideas effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Tracking down information for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Information technology/computing skills (e.g. WWW, email, word processing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other demands (please specify):

4 What you learned from this course unit ▲

Now we would like to know how much you feel you have gained from studying **this course unit**.

✓ = a lot ✓? = quite a lot ?? = unsure/not applicable X? = not much X = very little

	✓	✓?	??	X?	X
a. Knowledge and understanding about the topics covered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Ability to think about ideas or to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Skills or technical procedures specific to the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ability to work with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Organising and being responsible for my own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Ability to communicate knowledge and ideas effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Ability to track down information in this subject area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Information technology/computing skills (e.g. WWW, email, word processing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other gains (please specify):

Finally, how well do you think you're doing in this course unit as a whole? Please try to rate yourself **objectively**, based on any marks, grades or comments you have been given.

very well	well	quite well	about average	not so well	rather badly			
9	8	7	6	5	4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check back to make sure that you have answered every question.

Thank you very much for spending time completing this questionnaire: it is much appreciated.

