

**Culture of Learning**  
**Student/Pupil questionnaire**  
**Survey Analysis Summary Report (no. 2)**  
**March 2019**  
**ZSOI7 Krakow**

**Introduction including context/background of school:**

- In the survey 11 and 12-year-old students participated
- A total of 47 students participated in the survey:  
23 students – age 12 (grade 6)  
23 students – age 13 (grade 7)  
1 student answered wrong  
(of the 47 students there were 25 females and 18 males, 4 students did not want to say what their gender was)
- 2 of the 47 students were born in Italy (of Polish mother, Italian father). They are bilingual but have some problems with learning/studying in Polish language. Some words they do not understand and they need additional support.

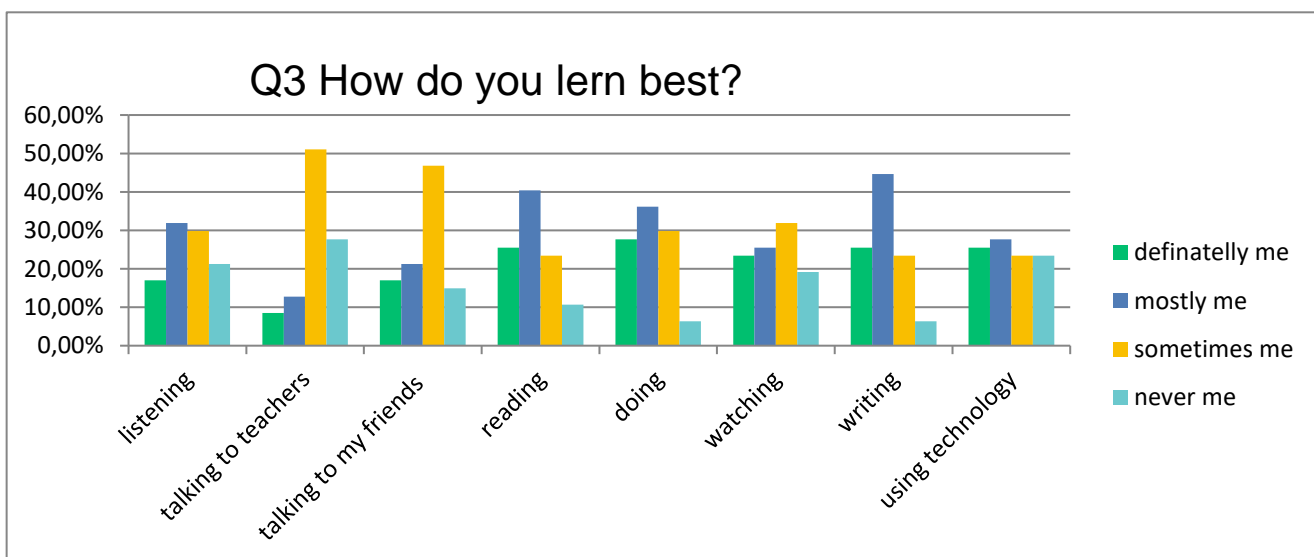
**Rationale behind carrying out the questionnaire (in addition to overall aims of project baseline):**

The survey was conducted for the second time on the same group of students. The main purpose of the survey was to compare the results and gather information if and how the students' opinion on their lessons, teachers and some other elements changed.

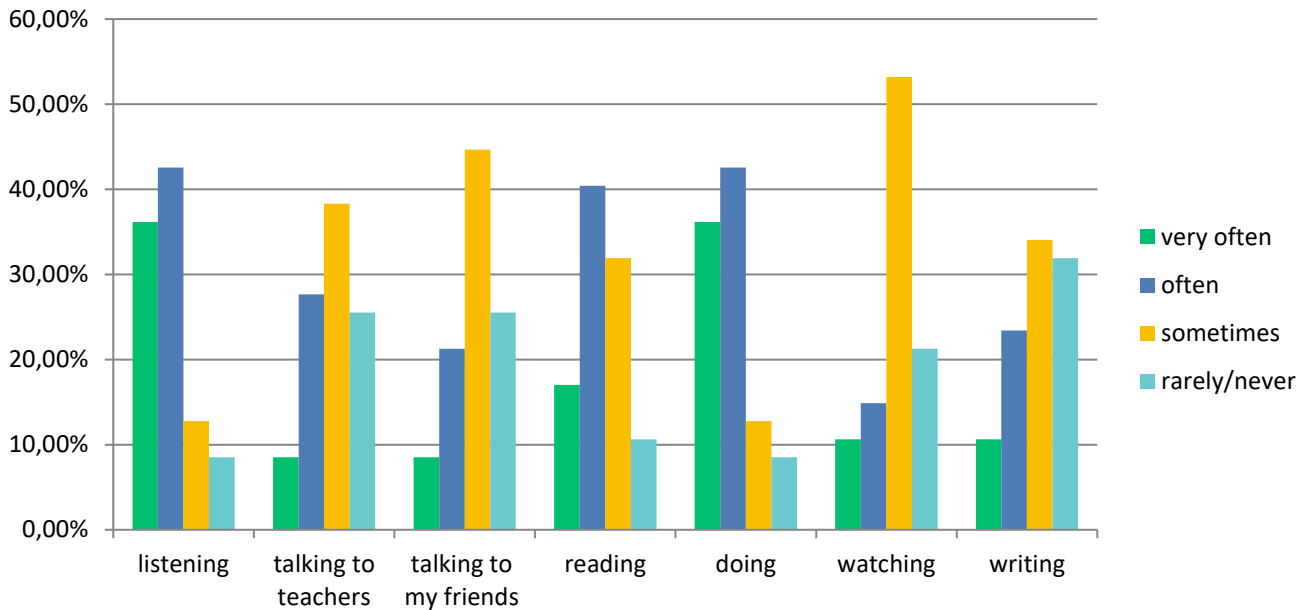
The results also provided information if the actions taken within the Erasmus+ project and new solutions and ideas implemented in the school life after study visits changed the way in which student perceive their school and the process of learning.

- to drill down on the impact of investment of IT on students/pupils learning
- motivation of students/pupils in engagement with their learning
- teacher's role in the process of learning
- safety in school
- relation between student and teacher, student and staff member and between students themselves.

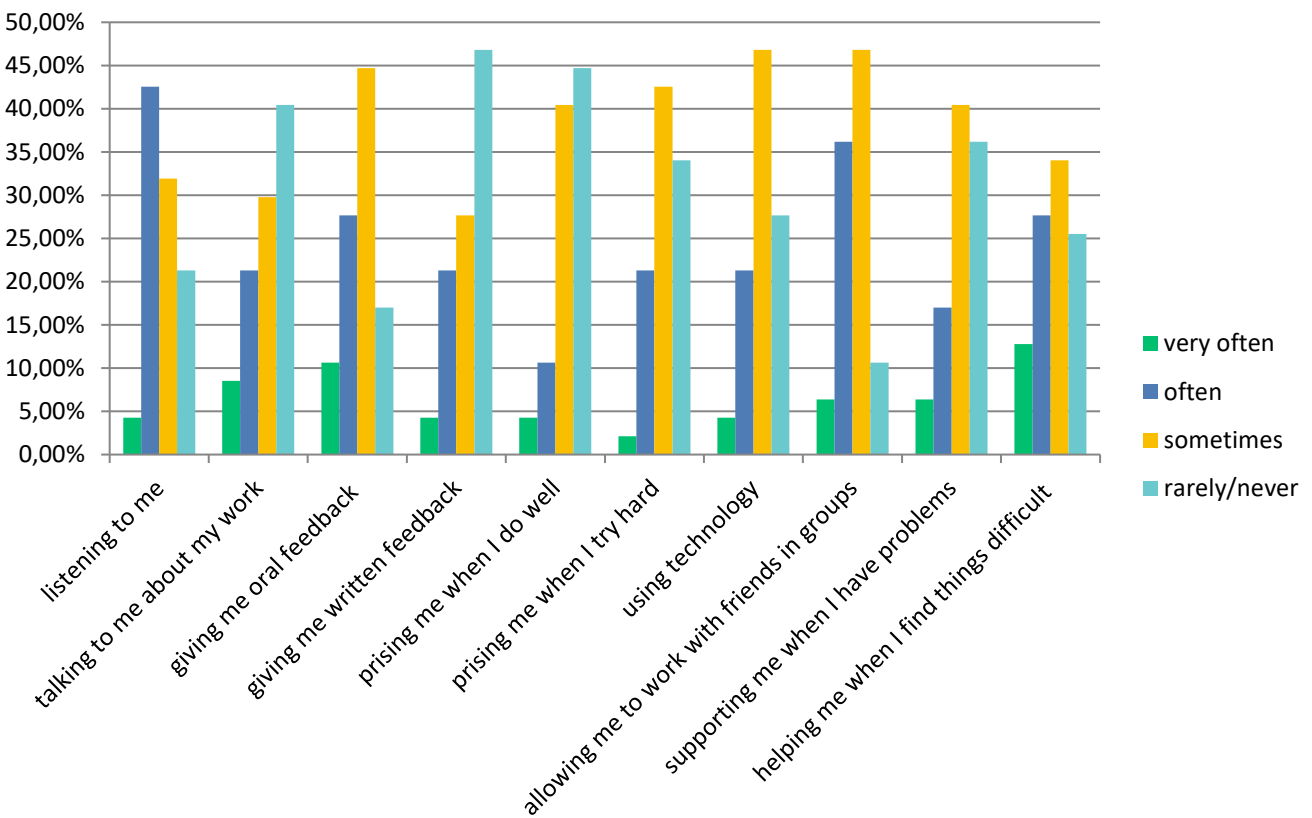
**Main findings from analysis of data**



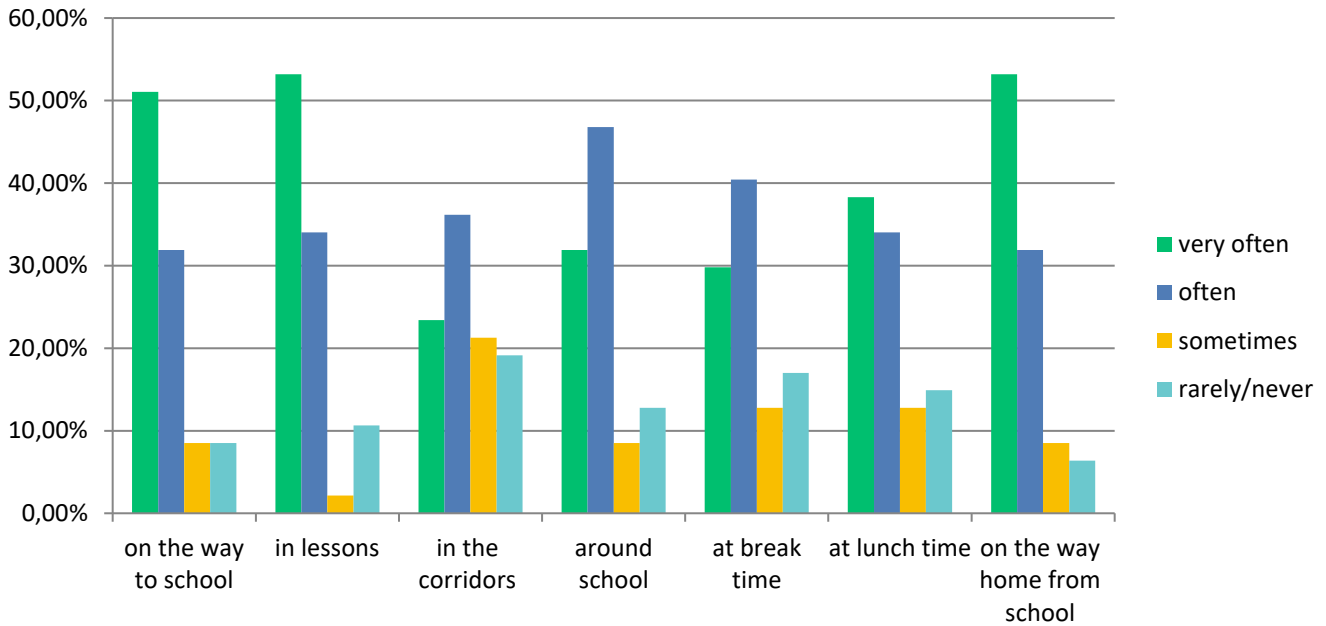
### Q4 In your lessons, do you have opportunities to learn in these ways?



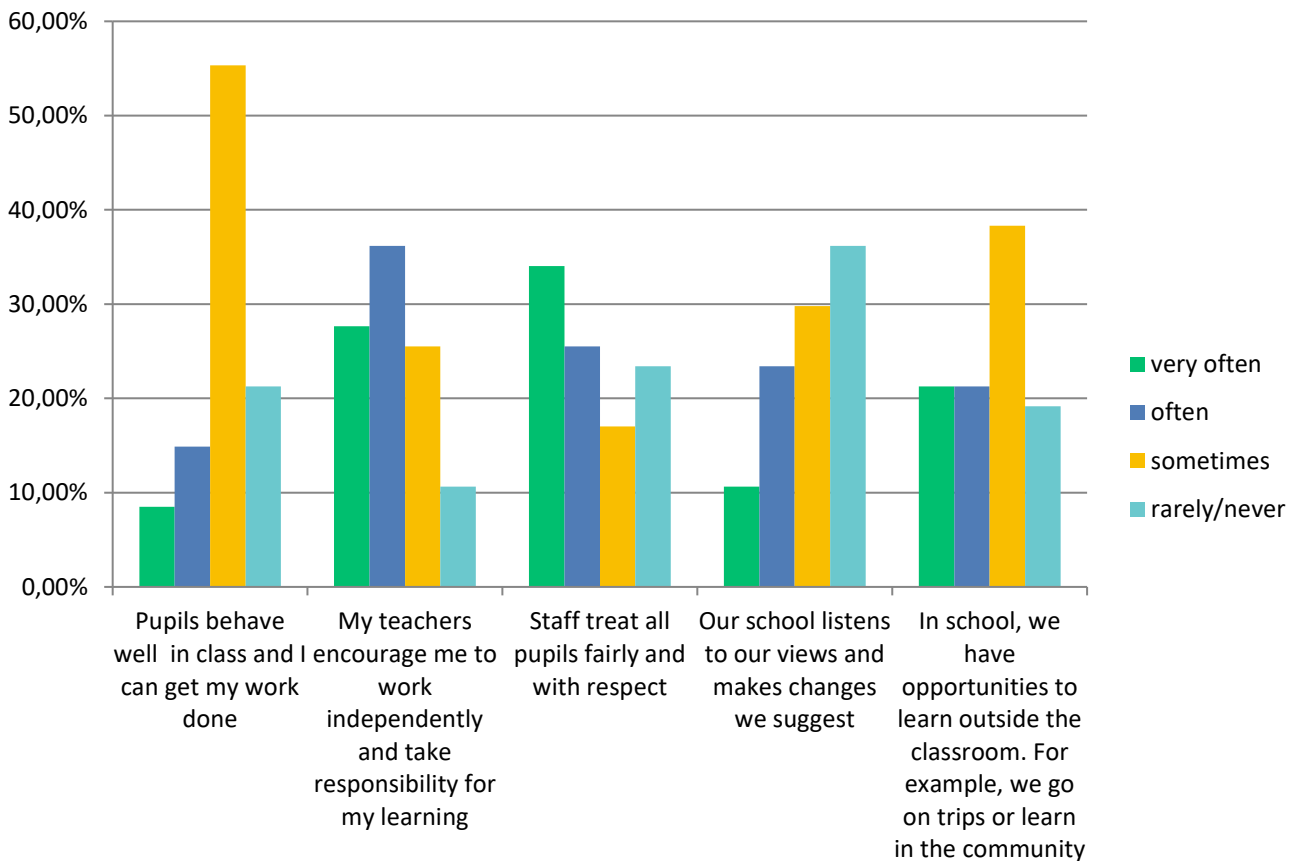
### Q5 How your teachers help you to learn and make progress?



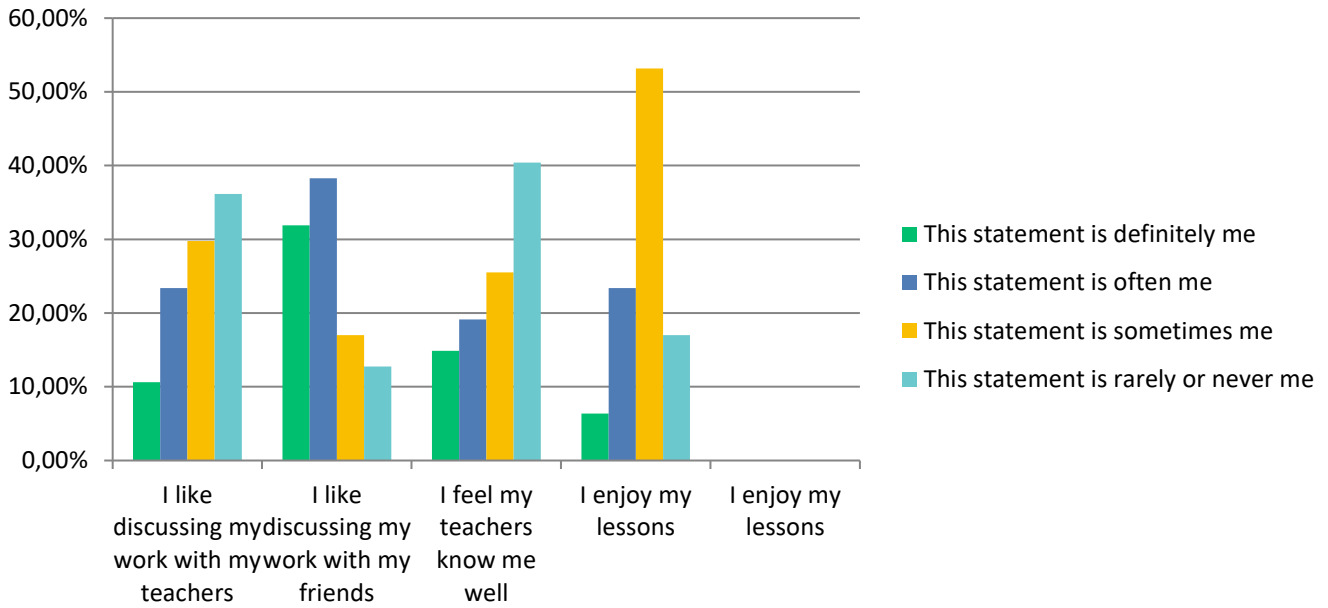
### Q6 How safe you feel in school?



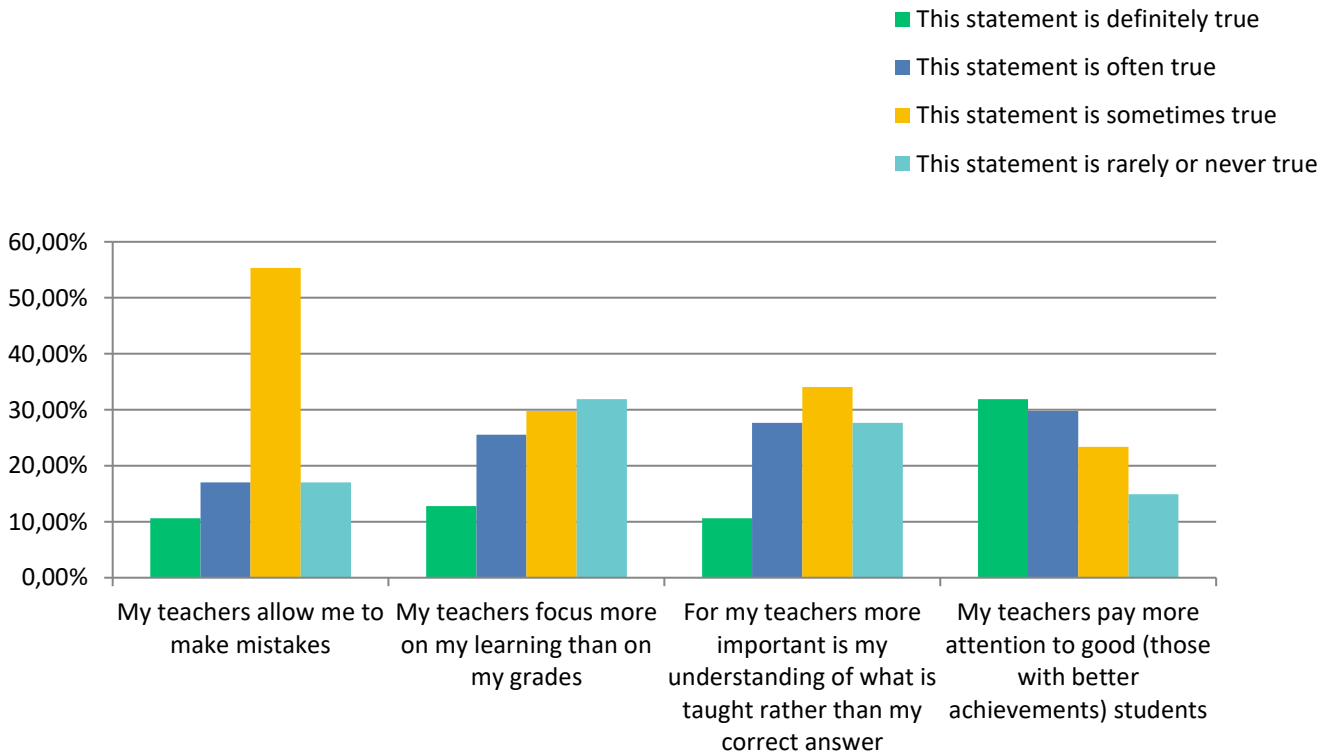
### Q7 Please read the following statements and for each one tick the answer which you think applies to you and our school



### Q8 Read the following statements and for each one tick the answer which you think applies to you



### Q9 Read the following statements and for each one tick the answer which you think applies to you



## Conclusions

### Q3

The students' responses show's that majority (definitely me & mostly me – almost 70%) felt the best way to learn is by reading. Not much less popular as a way of learning is listening almost 50% of responses (definitely me and often me). We can assume that it is usually listening during the lesson. Over 60% responses shows that through practical methods learn the best. Less than 40% often learn thanks to conversations with colleagues, but thanks to conversations with teachers - only about 20%.

In the previous survey the majority replied that they usually learn the best by writing. However, the same number of students in this and previous survey stated that they learn by talking to colleagues.

It can be assumed that there is still too little use of group work or students do not treat such work as a form of learning.

### Q4

Most often, during the lesson, students said that during a lesson they often have the opportunity to learn by listening (almost 80%) and practical tasks (also almost 80%), and the least opportunity to learn during the lessons they have by watching (about 25% responded so). About 40% observed the possibility of learning during lessons by using new teaching methods, conversations with colleagues or a teacher. This may indicate a high passivity of students during the lesson, who do not have many chances to work in a group, projects.

In previous survey approximately 50% of students said that during a lesson they often have the opportunity to learn using computer technology and now only 40% said so. It is not known whether the use of these methods has been reduced or students do not consider them anymore as new.

### Q5

More than 46% of students think that the teacher helps with the learning process by listening my statements. It should be understood as a description of difficulties or problems encountered by the student on the way to acquire knowledge. Praising me when I do well helps around 40% of students. Supporting me when I have problems and helping me when I find things difficult overall confirmed that teacher's behaviour as helpful around 64% of respondents.

In previous study around 10% less of students claimed that the teacher helps them by listening to their statements. This can be evidence of the increased trust of students to teachers when children tell them about their problems. However, 10% more pupils said then that teachers' praise helped them. Did the teachers praise their students less?

### Q6

Generally, students feel good and safe in our school. 87% claim that they feel safe in lessons but only 60% feels safe in the corridors. It is worrying that 17% of respondents do not feel safe at break time. Unfortunately, the study did not specify the question why students do not feel safe - whether due to serious risks or due to minor pushes during the crowd on the stairs. Teachers duty hours should be strengthened on breaks so that children are aware that they are watching over their safety.

Worrying is the fact that children who feel unsafe have increased. It is true that the increase in the sense of threat may be influenced by the fact that they have familiarized themselves with school procedures in the event of various threats, and the awareness of the existence of such threats is always (temporarily) affecting the sense of security.

### Q7

Over 55% of respondents said that only sometimes students behave properly during the lesson. The majority, around 64%, claim that they are encouraged by teachers to work independently and take responsibility for their learning. Less than 60% claim that teachers treat students fairly and with respect. It is worrying that almost 23% said that teachers treat students unfairly and with no respect.

Only 39% think that the school listens to their opinions and implements the changes proposed by the students. Less than 43% said that they have the opportunity to acquire knowledge outside the classroom - which is strange, because each class goes on a trip once a year, and at least 4 times a year goes on educational trips to the city.

In the previous survey, the majority of students (60%) confirmed they behaved well during lessons. Now 55% admitted that only sometimes they behave well. About 10% fewer respondents claimed that teachers treat everyone fairly. This may be related to the increased number of students with opinions from psychological and pedagogical counselling centres, who have adapted working conditions and the way they are assessed - which is not always understood by other children.

#### Q8

Students do not like to analyse their work with teachers (about 34% - said they liked); they prefer to discuss it with colleagues. Less than 30% stated that they always or often enjoy classes, almost half think that lessons are only interesting sometimes.

In the previous study, 40% of the respondents enjoyed their lesson - less by 10% than in the current study. Maybe this year is much harder and the curriculum is more complex than the year before.

#### Q9

Only about 27% of students feel that they can make mistakes, more than half (about 55%) say they can only make mistakes sometimes. Most of the respondents (about 60%) feel that grades are more important to teachers than what they have learned. This may be the fault of the assessment system applied in Polish schools. Unfortunately, the majority of respondents (around 60%) believe that teachers focus more attention on good students.

In this area the proportions of responses have reversed – previously 60% of the respondents thought that the teachers focused more on their knowledge than on their grades, in the current study this claimed about 40%. It is difficult to understand why this happened - teachers did not change their approach to work, it may be students who care more about grades and focus on them, which is why they have the impression that it is also the most important for teachers.

The percentage of respondents (60%) did not change, who claimed that the teacher pays particular attention to good students. It can be difficult for the weaker ones who feel underestimated.

### Next Steps / Points for Action (bullet points)

#### General points

- necessity to work with a weaker student,
- highlighting knowledge as a value in itself,
- increasing the sense of security.

#### Q3

- Greater use of new technology
- Encourage students to read more

#### Q4

- Increase use of new technology
- Improve the percentage of students who learn by watching

#### Q5

- Teachers must pay more attention to whether their feedback is understood by student
- Students who are known poor performers should be given more support either during or after class

Q6

- Encourage students to talk openly about any insecurities or concerns they may have about their safety

Q7

- Teachers need to be stricter with those students who frequently disrupt in the classroom
- Encourage students to work more independently
- Spend time to explain how courses/exams will be evaluated/marked
- Listen students statements and put their ideas in to action more often

Q8

- Make lessons more interesting, interactive and attractive
- Increase group activities

Q9

- Ensure all students are treated equally
- Teachers should pay equal attention to learning as well as the grade

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