

Culture of Learning Student/Pupil questionnaire Survey Analysis Summary Report

ZSO17 Krakow

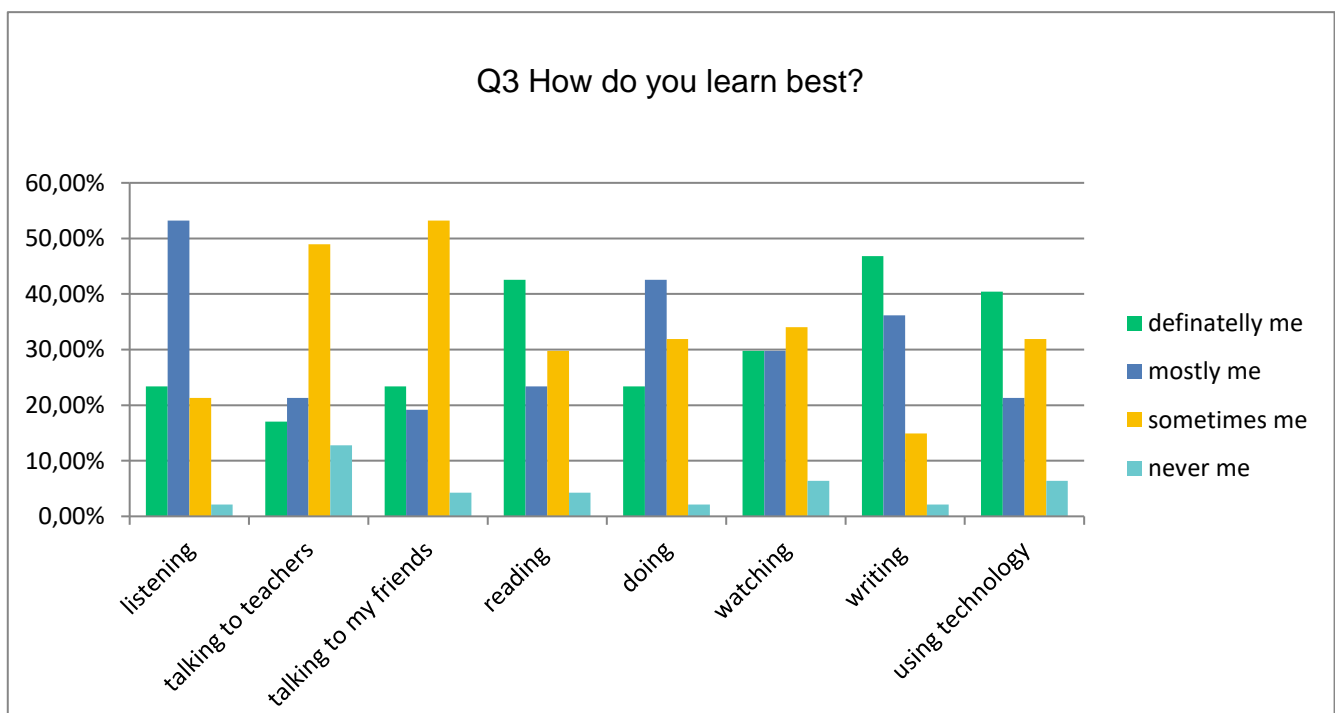
Introduction including context/background of school:

- In the survey 11 and 12-year-old students participated
- A total of 47 students participated in the survey:
21 students – age 11 (grade 5)
26 students – age 12 (grade 6)
(of the 47 students there were 25 females and 22 males)
- 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.

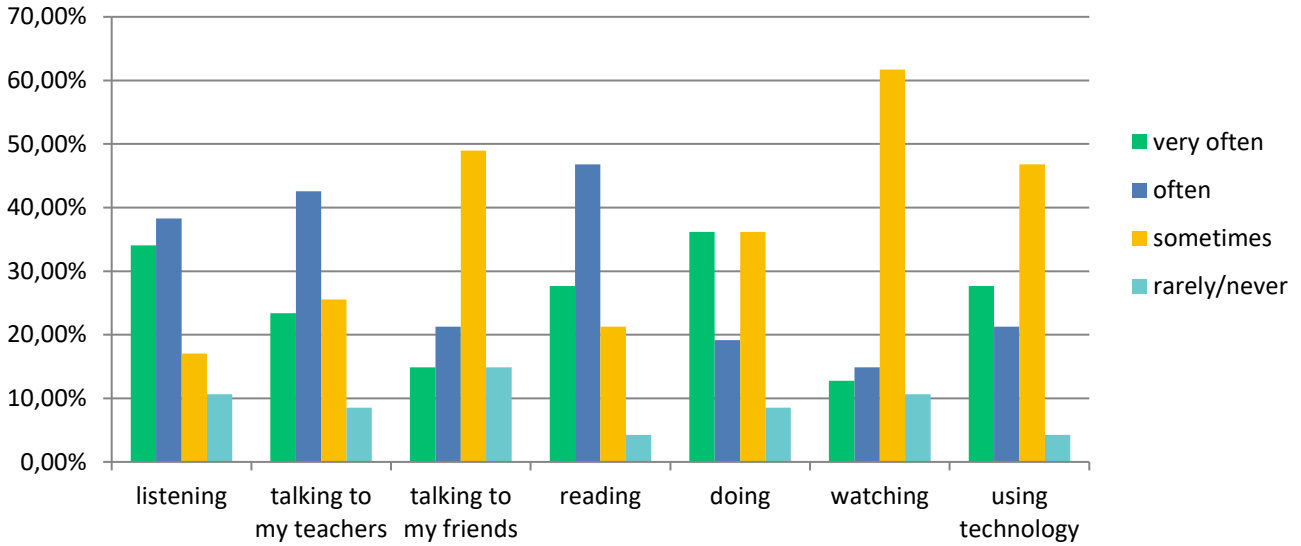
Rationale behind carrying out the questionnaire (in addition to overall aims of project baseline):

- 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.

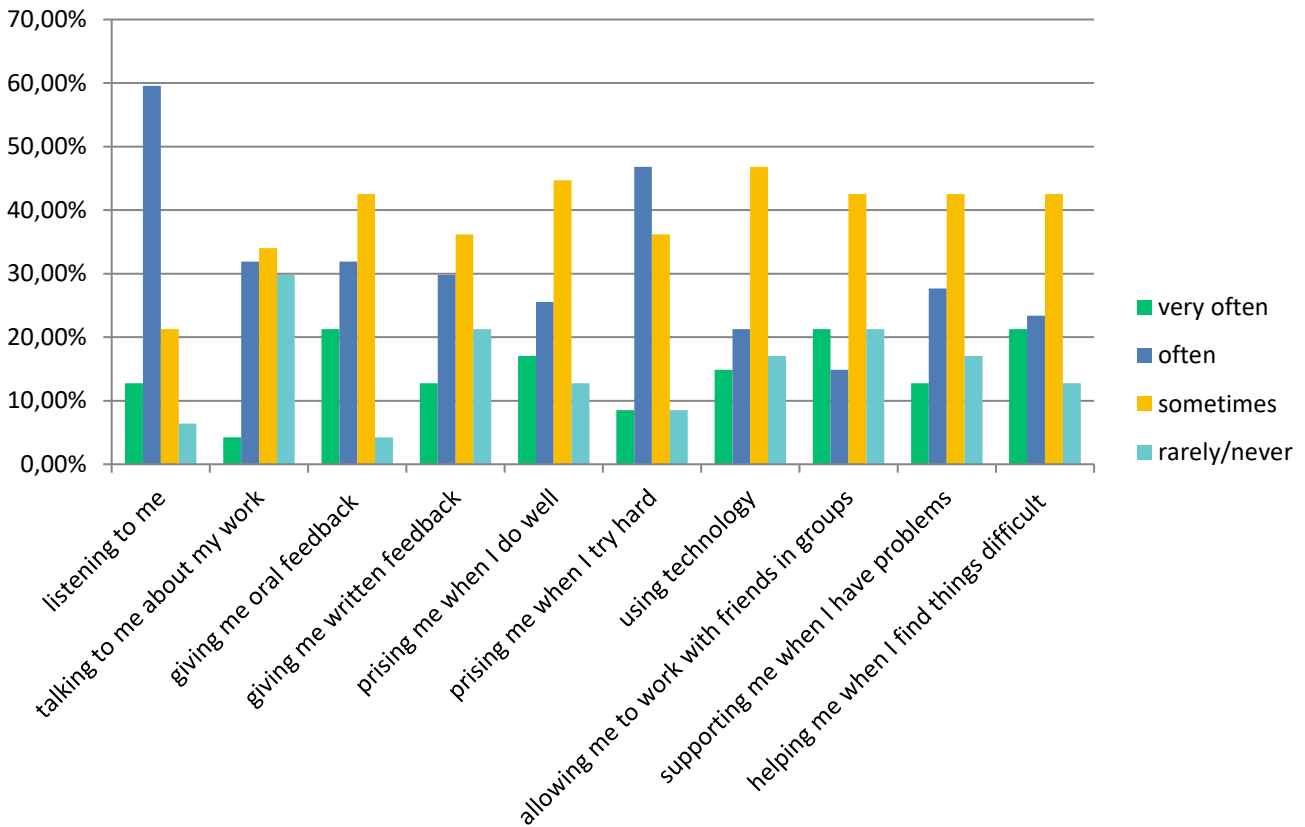
Main findings from analysis of data



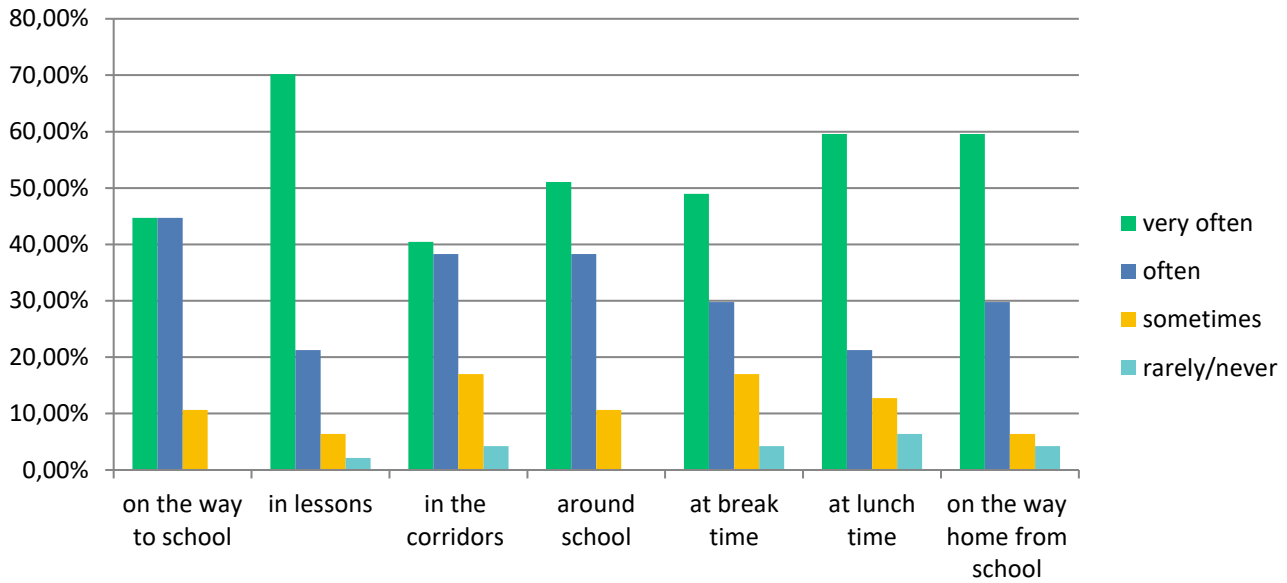
Q4 In your lessons, do you have opportunities to learn in these ways?



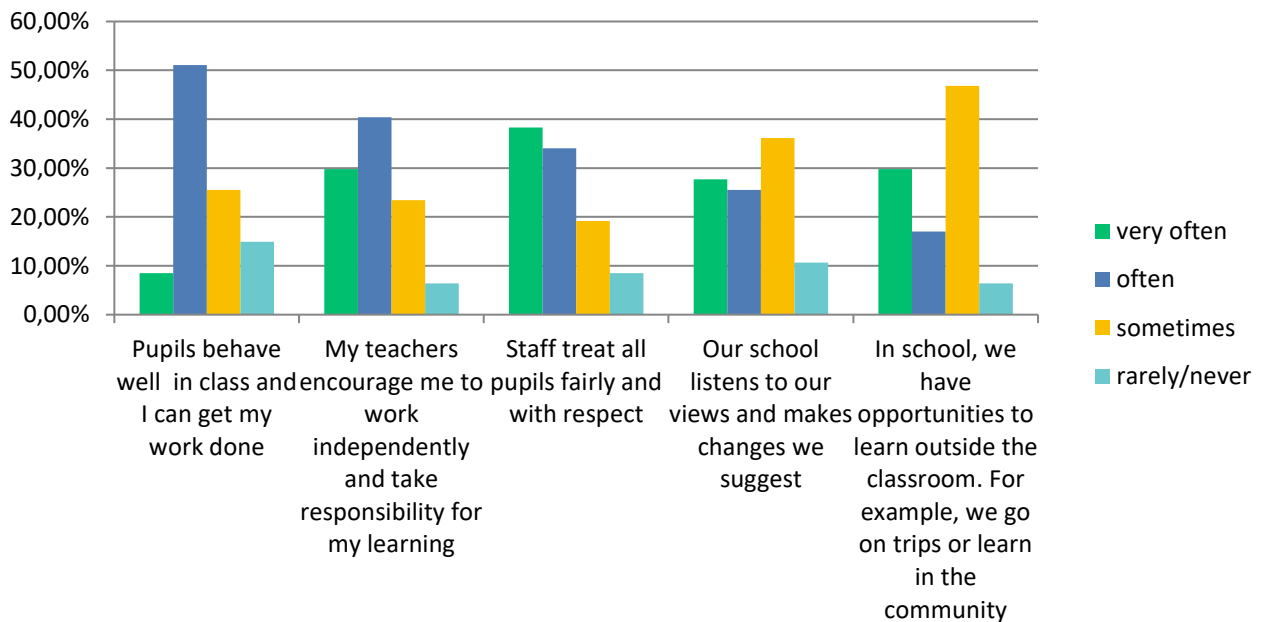
Q5 How your teachers help you to learn and make progress?



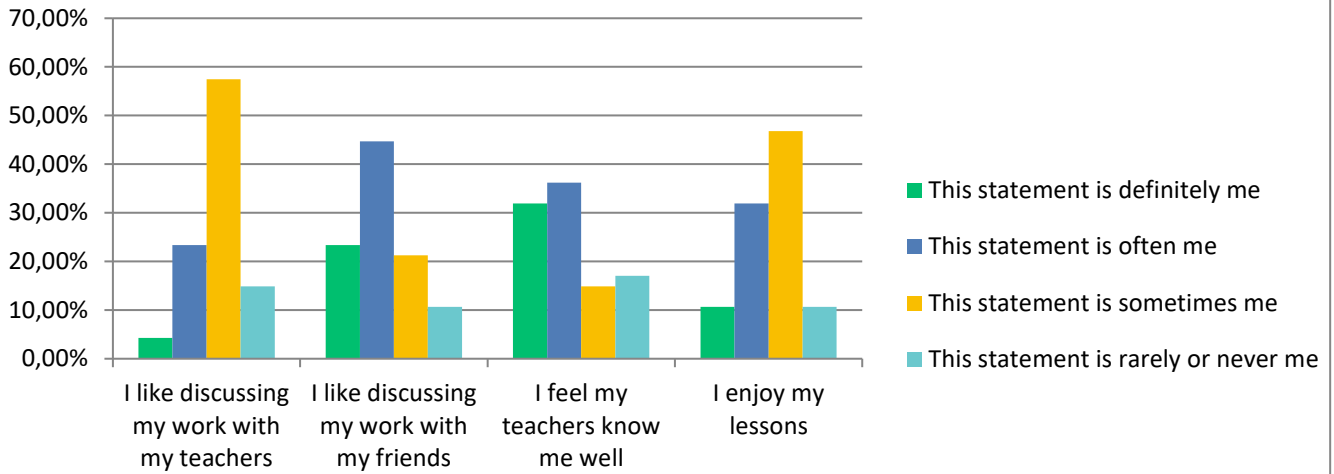
Q6 How safe you feel in school?



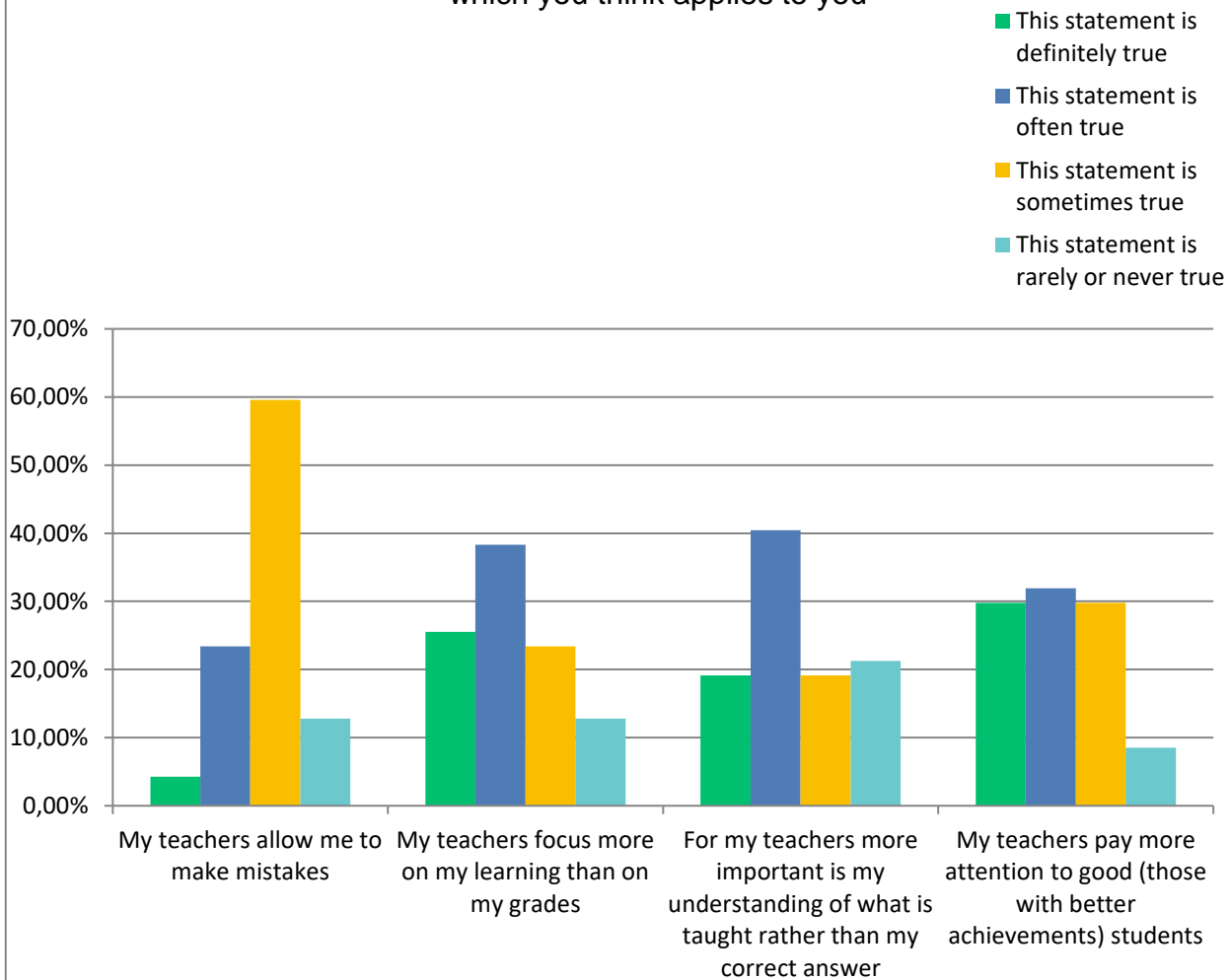
Q7 Read the following statements and for each one tick the answer which you think applies to you and our school



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 - 80%) felt the best way to learn is by writing. Not much less popular as a way of learning is reading, doing and using technology (all three are around 65%). Approximately 40% of the respondents confirmed they acquired knowledge by talking to teachers and friends.

Q4

Approximately 50% of students said that during a lesson they often have the opportunity to learn using computer technology – and from previous findings around 65% of children expressed they preferred learning using computers. The students felt ICT should be used more during classes than is currently. Also what is concerning is about 35% of students who think that they do not have the opportunity to learn alongside their friends.

Q5

About 35% of students think that the teacher helps with the learning process by talking to me about my work and about 50% stated the teachers do this by giving oral feedback on their work. Talking and giving oral feedback are very similar in nature and children may feel it is the same. About 50% of the children stated the teachers often do support them, praising them when they do well. The conclusion from this is that the other half of the students do not think that the teachers praise them often enough or not at all. Only 40% of students admit that a teacher often or very often helps them when they have difficulty completing the task. It is not known if the remaining 60% have any learning difficulties and therefore the teacher may not be aware if additional support needs to be provided.

Q6

Generally, students feel good and safe in our school and around 90% of students feel safe (very often & often) in lesson which is not surprising. This is certainly due to monitoring at our school and teacher's duties during breaks. Furthermore, our students feel they can reach out to a teacher and discuss about any problem they may have. However, there are always few students that do not feel comfortable about discussing about a particular problem they may be having.

Q7

About 60% of students confirmed they behaved well during lessons. Unfortunately, the other 40% said they misbehaved regularly or sometimes in class. A large majority of respondents said that they are encouraged by the teacher to work independently and take responsibility for their learning. Also, about 70% are convinced that teachers treat all students fairly. Unfortunately, 30% are convinced that teachers rarely treat everyone fairly. A large majority feel that school authorities listen to their suggestions and introduce changes proposed by the students. Only 10% say that the school does not listen to their views. A lot of students think that they have opportunities to learn outside of the classroom such as when they go on excursions.

Q8

Approximately 40% of students said they enjoyed their lessons (very often or often), which means more than 50% of the students feel they do not enjoy or are indifferent about attending classes. About 65% very often or often like to discuss their work with their friends – for example when working in a group. Less than 30% are happy to discuss their work with the teacher.

Q9

Around 60% (sometimes) of students said their teacher permits them to make mistakes. Approximately 60% of respondents said that the teacher focuses more on their learning than on their grades. Most students also think that the teacher pays more attention to their understanding of the topic than to the right answer on the question. About 60% of students are convinced that the teacher very often or often pays more attention to good students with better achievements than those seen as poor achievers.

Next Steps / Points for Action (bullet points)

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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