

Constructivist Learning Environment Survey

• Student form •

DIRECTIONS

1. Purpose of the Questionnaire

This questionnaire asks you to describe important aspects of the science classroom which you are in right now. There are no right or wrong answers. This is not a test and your answers will not affect your assessment. Your opinion is what is wanted. Your answers will enable us to improve future science classes.

2. How to Answer Each Question

On the next few pages you will find 25 sentences. For each sentence, circle only one number corresponding to your answer. For example:

		Almost Always	Often	Some- times	Seldom	Almost Never
In this class . . .						
8	The teacher asks me questions.	5	4	3	2	1

- If you think this teacher *almost always* asks you questions, circle the 5.
- If you think this teacher *almost never* asks you questions, circle the 1.
- Or you can choose the number 2, 3 or 4 if one of these seems like a more accurate answer.

3. How to Change Your Answer

If you want to change your answer, cross it out and circle a new number, For example:

4. Course Information

Please provide information in the box below. Please be assured that your answers to this questionnaire will be treated confidentially.

a. Name:	b. School:
c. Grade/Year-level:	d. Gender: male /female (please circle one)

5. Completing the Questionnaire

Now turn the page and please give an answer for every question.

Learning about the world		Almost Always	Often	Some- times	Seldom	Almost Never
In this class . . .						
1	I learn about the world outside of school.	5	4	3	2	1
2	My new learning starts with problems about the world outside of school.	5	4	3	2	1
3	I learn how science can be part of my out-of-school life.	5	4	3	2	1
In this class . . .						
4	I get a better understanding of the world outside of school.	5	4	3	2	1
5	I learn interesting things about the world outside of school.	5	4	3	2	1
Learning about science		Almost Always	Often	Some- times	Seldom	Almost Never
In this class . . .						
6	I learn that science has changed over time.	5	4	3	2	1
7	I learn that science is influenced by people's values and opinions.	5	4	3	2	1
In this class . . .						
8	I learn about the different sciences used by people in other cultures.	5	4	3	2	1
9	I learn that modern science is different from the science of long ago.	5	4	3	2	1
10	I learn that science involves inventing theories.	5	4	3	2	1
Learning to speak out		Almost Always	Often	Some- times	Seldom	Almost Never
In this class . . .						
11	It's OK for me to ask the teacher "why do I have to learn this?"	5	4	3	2	1
12	It's OK for me to question the way I'm being taught.	5	4	3	2	1
13	It's OK for me to complain about activities that are confusing.	5	4	3	2	1
In this class . . .						
14	It's OK for me to complain about anything that prevents me from learning.	5	4	3	2	1
15	It's OK for me to express my opinion.	5	4	3	2	1

Learning to learn		Almost Always	Often	Some- times	Seldom	Almost Never
In this class . . .						
16	I help the teacher to plan what I'm going to learn.	5	4	3	2	1
17	I help the teacher to decide how well I am learning.	5	4	3	2	1
18	I help the teacher to decide which activities are best for me.	5	4	3	2	1
In this class . . .						
19	I help the teacher to decide how much time I spend on activities.	5	4	3	2	1
20	I help the teacher to decide which activities I do.	5	4	3	2	1
Learning to communicate		Almost Always	Often	Some- times	Seldom	Almost Never
In this class . . .						
21	I get the chance to talk to other students.	5	4	3	2	1
22	I talk with other students about how to solve problems.	5	4	3	2	1
23	I explain my ideas to other students.	5	4	3	2	1
In this class . . .						
24	I ask other students to explain their ideas.	5	4	3	2	1
25	Other students listen carefully to my ideas.	5	4	3	2	1