

STUDENT ENGAGEMENT QUESTIONNAIRE

To what extent do the following behaviors, thoughts, and feelings describe you, in this course. Please rate each of them on the following scale:

5 = very characteristic of me 4 = characteristic of me 3 = moderately characteristic of me 2 = not really characteristic of me 1 = not at all characteristic of me
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1. _____ Raising my hand in class
2. _____ Participating actively in small group discussions
3. _____ Asking questions when I don't understand the instructor
4. _____ Doing all the homework problems
5. _____ Coming to class every day
6. _____ Going to the professor's office hours to review assignments or tests, or to ask questions
7. _____ Thinking about the course between class meetings
8. _____ Finding ways to make the course interesting to me
9. _____ Taking good notes in class
10. _____ Looking over class notes between classes to make sure I understand the material
11. _____ Really desiring to learn the material
12. _____ Being confident that I can learn and do well in the class
13. _____ Putting forth effort
14. _____ Being organized

15. _____ Getting a good grade
16. _____ Doing well on the tests
17. _____ Staying up on the readings
18. _____ Having fun in class
19. _____ Helping fellow students
20. _____ Making sure to study on a regular basis
21. _____ Finding ways to make the course material relevant to my life
22. _____ Applying course material to my life
23. _____ Listening carefully in class

[Source: Handelsman, M. M., Briggs, W. L., Sullivan, N., & Towler, A. (2005). A measure of college student course engagement. *Journal of Educational Research*, 98, 184-191.]

Teaching methods engagement survey

Now we will ask you some questions about **how engaging** you find particular teaching methods and contexts. **Please note**, here we define 'large size group teaching' as any teaching with class sizes of 50 students or more. **Rate the following on a 1-5 scale where:**

1 = Not engaging at all
2 = Not really engaging
3 = Moderately engaging
4 = Engaging
5 = Very engaging

How engaging do you generally find:

Question	Rating
Large group teaching (e.g., lectures, or large group workshops/seminars with 50+ students per class)?	
Moderate group teaching (e.g., lectures, or group workshops/seminars with ~20-30 students per class)?	
Small group teaching (e.g., small group workshops/seminars with ≤ 10 students per class)?	

The next few questions will ask you to rate what you think the **impact** of the following approaches have on your **engagement and learning** in **large group teaching** (e.g., large lectures).

Rate the following on a 1-5 scale where:

- 1 = Large decrease in engagement and learning
- 2 = Small decrease in engagement and learning
- 3 = No effect on engagement and learning
- 4 = Small increase in engagement and learning
- 5 = Large increase in engagement and learning

Question	Rating
Clear lecture structure (e.g., clear outline of objectives, clear narrative, revisiting key points etc.)	
Breaking down lectures into sections with a change of pace between (e.g., questions, video, activity etc.)	
Having managed spacing have on your engagement and learning? (e.g., leaving gaps between rows of seats, sitting with a group of colleagues, or being spaced apart from other students etc.)	
Quiz questions meant to test knowledge or polls of opinion	
Small group discussions during large group teaching	
Problem solving tasks (e.g., applying learning to a real-world example)	
Interpreting primary data or case examples (e.g., research or clinical data)	

1. Please elaborate below on how you think **spacing** in lecture theatres affects your engagement and learning in **large group teaching**.

2. Please elaborate below on **any additional factors** which you think affect your engagement and learning in **large group teaching**.

3. What is the **single most important aspect** for you to remain focussed as a learner when it comes to the **material on the slides**?

4. Please use this space to expand on any points you feel relevant