

Needs Assessment: Inquiry Survey (sample)

These questions are geared towards any TLN program that is interested in or is in the process of creating inquiry-based curriculum. Using inquiry as an education tool that encourages student-directed questioning and development of projects related to their interest. **This survey is just an example**, however this type of format can be used for any teaching technique or pedagogy that may be included into your Nature of Learning program.

Section One: Ranking Questions

For each of the following statements, please indicate your level of agreement. Please make these judgments based on your experiences with your education community.	Strongly Disagree	Disagree	Agree	Strongly Agree
1. It is important to help my student's make connections between content areas.	1	2	3	4
2. It is important to engage students in inquiry -oriented activities.	1	2	3	4
3. It is important to have students work in cooperative learning groups.	1	2	3	4
4. Educators in my school/facility are well supplied with materials for inquiry-based instruction .	1	2	3	4
5. I am comfortable when I provide inquiry-based instruction .	1	2	3	4

For each of the following statements, please choose the response that best describes how often each of the following occurs in your classroom.	Never	Rarely	Sometime	Always
6. I introduce content through formal presentations.	1	2	3	4
7. I work with other educators to plan units that involve multiple content areas.	1	2	3	4
8. I use open-ended questions.	1	2	3	4
9. My students engage in hands-on activities.	1	2	3	4
10. I require that my students supply evidence to support their claims.	1	2	3	4
11. My students participate in outdoor learning experiences or fieldwork.	1	2	3	4
12. My students work on extended investigations (a week or more in duration).	1	2	3	4
13. My students mentor teach each other	1	2	3	4

Section Two: Inquiry Matrix

We are interested in the distinction between **student-driven** and **teacher-driven** lesson components. Each lesson component can be planned, directed, and/or initiated by *either* the students or the instructor. For example within one lesson there may be both components.

Teacher-driven example - A teacher may choose the topic of an activity (ie gravity) and provide a procedure to study this topic (i.e. provide a lab procedure that compares the falling rates of objects of different density).

Student-driven example - The students may carry out the procedure, synthesize results, and design and make a presentation on their findings.

Part One: Consider your **current teaching methods**. In the following Matrix, please tell us who “drives” (i.e. plans, directs, initiates) each of the indicated parts of the lessons/activities by circling either the word “student” or the word “teacher” in each of the boxes below. Consider the typical patterns you follow when teaching while completing Part One..

Lesson or Activity Components	Proposes Topic or Problem to be Explored	Plans Procedure	Carries Out Procedure	Synthesizes Results	Designs presentation of results	Presents Results
Your Current Lessons	Student	Student	Student	Student	Student	Student
	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>
	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher

Part Two: Consider your **ideal teaching techniques** for the future. Following the procedure described above, circle either the word “student” or the word “teacher” in each of the boxes below. Consider your goals and ideals for future teaching efforts while completing Part Two.

Lesson or Activity Components	Proposes Topic or Problem to be Explored	Plans Procedure	Carries Out Procedure	Synthesizes Results	Designs presentation of results	Presents Results
Your Ideal Lessons	Student	Student	Student	Student	Student	Student
	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>	<i>or</i>
	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher

Section Three: Short Answer Questions

Describe the **challenges students** face when participating in a student-driven project. (What is hard for the students?)

Describe the **challenges** you face as a **teacher** when facilitating a student-driven project. (What is hard for you, the teacher?)

What would **increase your comfort** level when teaching inquiry-based lessons and curricula?

What role does teaching in the **informal science setting** have in increasing student inquiry?

How long do you typically work with your students? For example, how many hours of contact do you have on average with each student? If you teach several types of programs please list the type of program and the number of contact hours. (This information will help us fine-tune the workshop to suit the participants.)

On the back of this page, please list your favorite resources for developing inquiry in your students, your peers, and/or yourself. We will include a list of these recommended resources for workshop participants.