

# EXAMPLE OF POST- QUESTIONNAIRE FOR VOLUNTEERS



**THIS QUESTIONNAIRE HAS BEEN  
DESIGNED, VALIDATED AND USED BY  
UNIVERSITAT AUTÒNOMA DE  
BARCELONA (UAB)**

**UAB**  
Universitat Autònoma  
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## QUESTIONNAIRE GUIDELINES

This questionnaire was used after the training of the volunteers participating in the STEAM4U project at the Universitat Autònoma de Barcelona. We asked them to answer the questions in a sincere and personal way after finishing the three workshops of training.

The purpose of the questionnaire is to know the opinions of the volunteers in order to adapt and improve the training provided in the workshops.





**MODULE TITLE: IDENTIFICATION OF THE VOLUNTEER**

- 1. Which is your name?**
- 2. Which is your date of birth?**

**MODULE TITLE: PERCEPTION OF STANCE ON STEM**

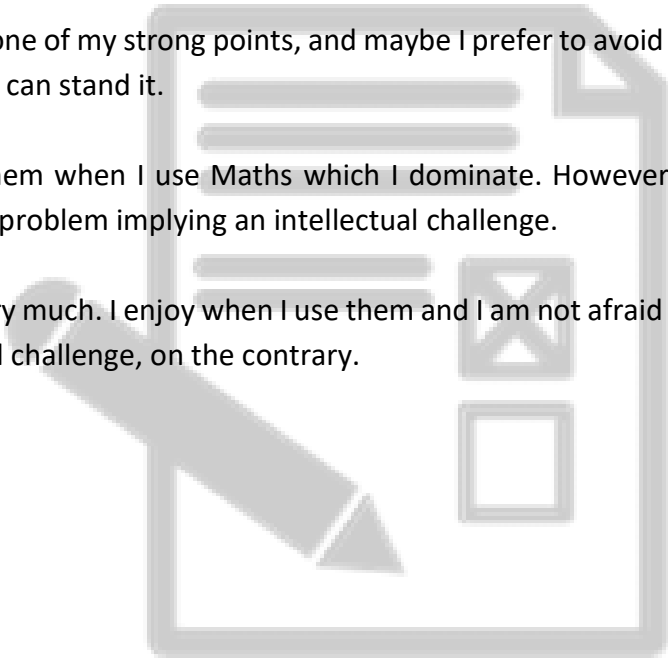
- 3. How would you define your relationship with mathematics?**

I do not like them at all. We do not get along, and I try to avoid them at all costs. If I use them, it's because I really do not have any other option.

They are not one of my strong points, and maybe I prefer to avoid them. But if I have to use them, I can stand it.

I can enjoy them when I use Maths which I dominate. However, it backtracks me when I face a problem implying an intellectual challenge.

I like them very much. I enjoy when I use them and I am not afraid if a problem poses an intellectual challenge, on the contrary.





## MODULE TITLE: THE UNIX PROGRAM

After having participated in the training of volunteers and having implemented the workshop with teens, think again and reflect on the benefits for young people who participate in the program, their needs and about your role as a monitor / volunteer.

### 4. What do you think has been the main benefit for young people participating in the UNIX program? (tick a single answer)

Develop a good level of mathematics

Increase confidence in themselves

Achieve basic skills/competences

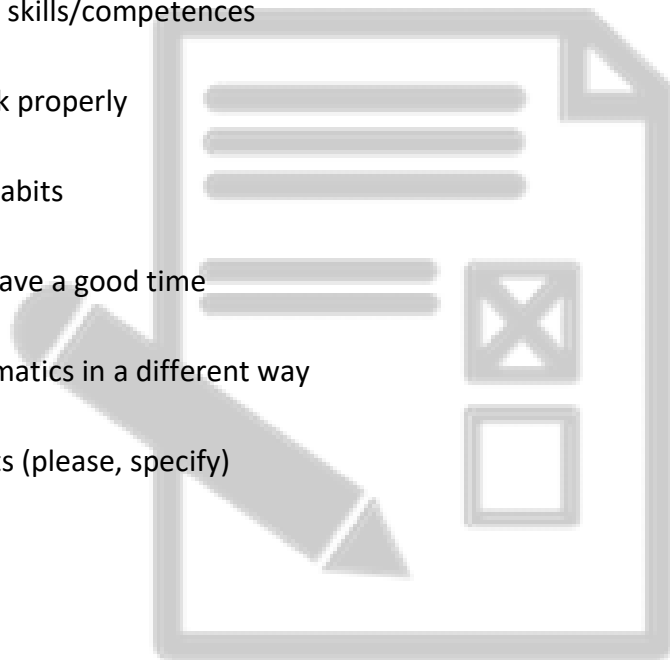
Do homework properly

Learn study habits

Let the kids have a good time

Learn mathematics in a different way

Other benefits (please, specify)





**5. What do you think teens need to develop a good mathematical competence?  
(mark an answer for each one of the rows)**

	Unimportant	Of little importance	Considerably important	Very important
Set up an activity that has a motivating context				
Let them feel that they are capable of doing the proposed activity successfully				
Have a teacher that engage the students				
Have a study habits				
Have innate abilities to solve the problem				
Make teens feel that they are useful for everyday life				
Teens' family valuing the importance of mathematical knowledge				
Teens' wanting to study something related to math				
Teen's not feeling different if they are interested in mathematics				

**6. Why did you give this score to "Do you feel that you are capable of doing it" in the previous question?**



**7. What is the most important thing to be a good UNIX volunteer? (mark a MAXIMUM of 3 replies).**

Have a good level of knowledge of mathematics

Be nice / nice with teens

Have patience

Promote the confidence of teens in their abilities

Have control of the classroom

To have many resources so that the teens do not get bored

Have a close attitude with young people

Other things (please, specify)

**MODULE TITLE: METHODOLOGICAL STRATEGIES**

In this section, we suggest that you reflect again on your ability to do and think activities for UNIX youth and the strategies you have for them to feel they are capable of doing math. Have they changed after this period? Are they kept the same?

**8. Select the level with which you agree or disagree with the following statements**

	Strongly disagree	Somehow disagree	Somehow agree	Totally agree
I feel less able to teach maths to teens who speak Catalan/Spanish as a second language than those who speak Catalan/Spanish as their first language				
I feel less able to teach maths to teens of low socio-economic level than those of mid/high socio-economic level				
I feel less able to teach math to girls than boys				



9. If so, explain what has changed your opinion regarding your strategies for specific collectives, compared to what you believed before participating in the program

10. How capable do you feel to design a Unix activity so that young people can feel they have the capabilities to do maths? (marks a response from the 1-4 scale)

Not capable at all				Totally capable
1	2	3	4	

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11. How capable do you feel to design a Unix activity so that young people can feel they have the capabilities to do maths? (marks a response from the 1-4 scale)

Not capable at all				Totally capable
1	2	3	4	

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12. Tell us what your strategies are for make teens feel they have the capabilities to do maths



**MODULE TITLE: EVALUATION OF THE WORKSHOP**

Now we suggest you reflect on your own expectations regarding the training you will receive

**13. What do you think the training has helped you with? (mark a unique answer)**

To better know what do I have to do at UNIX workshops

Give me strategies to help students learn math

Give me strategies to help students in the acquisition of habits and study strategies

Give me strategies to manage the class especially in moments of tension

Give me strategies to encourage students to be able to do maths

I do not know

Other (please, specify)

**14. In general, has de training fulfilled your initial aims?**

Not at all  
1

2

3

Totally  
4

**15. Explain your previous answer. What should we keep? What should we improve?**

**16. Other comments you would like us to make**