

EXAMPLE OF PRE- QUESTIONNAIRE FOR 12-14- YEAR-OLD STUDENTS



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

UAB
Universitat Autònoma
de Barcelona



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QUESTIONNAIRE GUIDELINES

This questionnaire was used before the implementation of the UniX workshop with teens at the Universitat Autònoma de Barcelona. We asked them to answer the questions in a sincere and personal way.

The purpose of the questionnaire is to know the opinions of the teens in order to adapt and improve the training provided in the workshops and assess the impact on their self-efficacy in Maths.





MODULE TITLE: IDENTIFICATION OF THE PARTICIPANT

1. Which is your name?

2. What is the name of your secondary school?

3. How old are you?

MODULE TITLE: PERCEPTION OF STANCE ON STEM

In this section, we suggest you to think about your relationship with mathematics, what do you think about this subject, how does it makes you feel?, etc.

4. 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.

5. I think I am capable of...

	Not capable at all	A little capable	Quite capable	Very capable
Perform successfully a math activity at the institute				
Use the maths I learned in an everyday context				



6. I think that...

	Totally disagree	Somehow disagree	Somehow agree	Totally agree
Mathematics are essentially a way of thinking and solving problems				
Mathematics involve, above all, memorizing formulas for calculations.				
Mathematical ability is something that you are born with it or not.				
Mathematicians typically work isolated from each other.				
In mathematical problems there are several ways to find the right solution.				

7. I feel that...

	Totally disagree	Somehow disagree	Somehow agree	Totally agree
Mathematics classes can be exciting.				
The skills and knowledge of mathematics I have learned are useful for everyday life.				

8. I like...

	Totally disagree	Somehow disagree	Somehow agree	Totally agree
Do math activities outside the school (for example, build a model, play a mathematical game, make mathematical competitions ...).				



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9. In relation to my family...

	Never	Sometimes	Frequently	Always
My family encourages me and helps me in mathematical problems				
For my family, it is important for me to go well with mathematics				

MODULE TITLE: MY FUTURE

In this section, we suggest you think and reflect on your future.

10. In a future...

	Totally disagree	Somehow disagree	Somehow agree	Totally agree
I think I would like to study more about numbers, count, measure and describe the forms of objects.				
I think that in the future I would like to have a job that uses mathematics.				



**11. When you consider your future, you would like to work on jobs related to:
(choose the field in which you would like to work more)**

Science and technology (engineer, scientist, ...)

Mathematics (mathematician, economist, statesman, financial analyst, stock broker...)

Sports (athlete, sports teacher...)

Commerce or tourism (commercial, seller, entrepreneur, economist, public or international relations, hospitality, ...)

Art (painter, actor / actress, cartoonist, sculptor, comedian, dancer, musician ...)

Let the kids have a good time

Languages (writer, journalist, linguist, translator ...)

Law and politics (lawyer, judge / judge, notary, politician, consul ...)

Security (police, firefighter, relief, criminologist / a ...)

Security (police, firefighter, relief, criminologist / a ...)

Design (architect, interior designer, graphic designer, sound technician, programmer...)

Health (doctor / nurse, nurse, veterinarian, masseur, physiotherapist, pharmacist, psychologist, ...)

Technical / trade aspects (mechanical, constructor, electrician, carpenter, computer technician, ...)

Social sciences (archeologist, historian, sociologist, anthropologist, philosopher...)

Education or social care (teacher, teacher, social educator...)

Other



MODULE TITLE: THE UNIX WORKSHOP

In this section, we suggest that you think about the workshops in which you participate

12. What do you expect from these math sessions? (Choose up to 3 options)

Get tricks to approve

Do Math problems

Play a fun game

Nothing, it does not interest me

Learn mathematics in a different way

Other (please, specify)

MODULE TITLE: TO FINISH (PERSONAL CHARACTERISATION)

13. Have you repeated any academic year...

No, any

Yes, 1 year

Yes, 2 years

Yes, more
than 2 years

	No, any	Yes, 1 year	Yes, 2 years	Yes, more than 2 years
In a Pre-school education?				
In Primary education?				
In Secondary education?				



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14. Tutor 1 (choose one)

Father

Mother

Other (please, specify)

15. What studies have your tutor 1 finished?

Primary studies not finished

Primary education finished (eg primary)

Compulsory studies finished (eg. ESO)

Post-compulsory studies finished (eg vocational training ...)

University degree finished (eg Degree, Diploma, Degree ...)

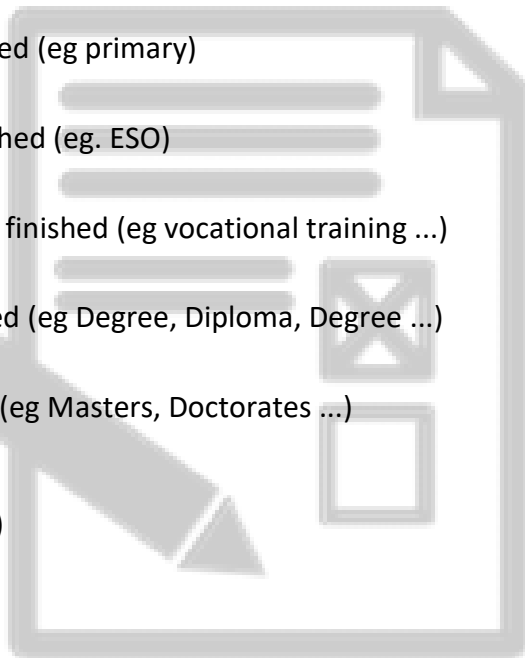
Tertiary studies finished (eg Masters, Doctorates ...)

16. Tutor 2 (choose one)

Father

Mother

Other (please, specify)





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17. What studies have your tutor 2 finished?

Primary studies not finished

Primary education finished (eg primary)

Compulsory studies finished (eg. ESO)

Post-compulsory studies finished (eg vocational training ...)

University degree finished (eg Degree, Diploma, Degree ...)

Tertiary studies finished (eg Masters, Doctorates ...)

18. The gender with which I feel most identified is:

Female

Male

Other

