

POST QUESTIONNAIRES FOR 10-14-YEAR- OLD TEENS PARTICIPATING IN STEM ACTIVITIES

POST QUESTIONNAIRES FOR 12-14-YEAR-OLD
STUDENTS PARTICIPATING IN MATH ACTIVITIES
DESIGNED AND USED BY UNIVERSITAT
AUTÒNOMA DE BARCELONA (UAB)

UAB

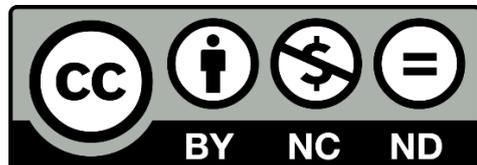
Universitat Autònoma
de Barcelona



Co-funded by the
Erasmus+ Programme
of the European Union

The STEAM4U project has been supported by the Erasmus+ programme of the European Union (Project reference 2016-1-ES01-KA201-025633).

However, the European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



“Post questionnaires for 12-14-year-old students participating in math activities designed and used by Universitat Autònoma De Barcelona (UAB)” is part of the “Toolkit for assessing the promotion of self-efficacy. Part 2, STEAM4U concrete tools”, and has been edited by CRECIM – Centre for Research in Science and Mathematics Education.

It is distributed by a Creative Commons license
Attribution - Non Commercial - No Derivatives 4.0 International
<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Recommended Citation:
CRECIM (Eds.). (2018). *Toolkit for assessing the promotion of self-efficacy. Part 2, STEAM4U concrete tools*

POST-QUESTIONNAIRE

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?

MODULE TITLE: THE UNIX WORKSHOP

3. The math workshop has met my expectations...

	Totally disagree	Somehow disagree	Somehow agree	Totally agree
The math workshop has met my expectations				

4. If you were to make an assessment of your experience at the UNIX workshop, what would you say you learned during your participation?

MODULE TITLE: PERCEPTION OF STANCE ON STEM

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. Have the math activities you did helped you to feel you are capable of doing maths?

	No, now I feel less capable than before of doing math activities	No, now I feel as capable as before of doing math activities	Yes, I feel a bit more capable of doing math activities	Yes, now I feel much more capable of doing math activities
Have the math activities you did helped you to feel you are capable of doing maths?				

7. Why?

MODULE TITLE: MY RELATION WITH MATEMATICS

8. 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.				

9. 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.				

10. 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 ...).				

11. 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.

12. In a future...

	Totally disagree	Somehow disagree	Somehow agree	Totally agree
I think that in the future I would like to have a job that uses mathematics.				



13. 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...)
- Art (painter, actor / actress, cartoonist, sculptor, comedian, dancer, musician ...)
- Commerce or tourism (commercial, seller, entrepreneur, economist, public or international relations, hospitality, ...)
- 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 (archaeologist, historian, sociologist, anthropologist, philosopher...)
- Education or social care (teacher, teacher, social educator...)



Other

MODULE TITLE: TO FINISH (PERSONAL CHARACTERISATION)

14. Do you think that the activities you have done in the workshop (play TRIDIO ...) made you change your answers?

	No affect	Minor affect	Moderate affect	Major affect
Do you think that the activities you have done in the workshop (play TRIDIO ...) made you change your answers?				

15. If so, what made you change it? If not, why do you think they have not make you change your opinion?

