

Thank you for participating in this study.

This questionnaire asks for information about:

- *Background information*
- *Your initial education and professional development*
- *Your school*
- *Science teaching practices*

This information will help illustrate the similarities and differences between groups of teachers in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

The questionnaire should be completed by you only. It should take about 45 minutes to complete.

If you do not know an answer precisely, your best estimate will be adequate for the purpose of the study.

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Protecting your Privacy

ACER is committed to protecting your privacy, and the confidentiality and security of the personal information you provide. The information provided by you in this questionnaire will be used to generate statistics, such as totals and averages about all Australian teachers, not individuals.

The school name is used to identify you while the PISA assessment is being carried out. Thereafter, this information is removed from the PISA database.

To answer questions in this questionnaire, please consider the following definition:

Science includes all sciences courses referring to the domains of physics, chemistry, biology, Earth science or geology, space science or astronomy, applied sciences and technology and engineering either taught in your curriculum as separate science subjects or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible Earth science topics included in geography courses.

If you require further assistance please contact the PISA Project Team by phone 1800 280 625 or by email, ozpisa@acer.edu.au

Background information

Are you female or male?

(Please select one response.)

Female

TC001Q01NA01

☐

Male

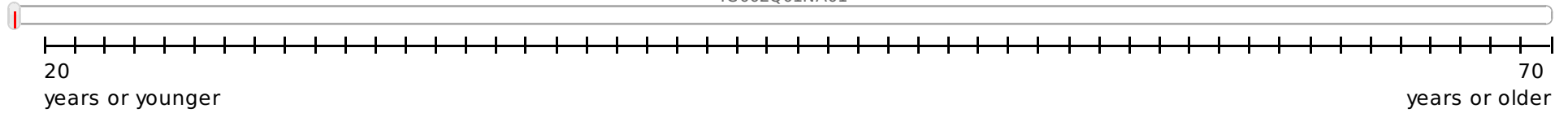
TC001Q01NA02

☐

How old are you?

(Please move the slider to the appropriate number of years.)

TC002Q01NA01



What is your employment status as a teacher at this school?

(Please select one response.)

Permanent employment (an on-going contract with no fixed end-point before the age of retirement)

TC004Q01NA01

☐

Fixed-term contract for a period of more than 1 school year

TC004Q01NA02

☐

Fixed-term contract for a period of 1 school year or less

TC004Q01NA03

☐

What is your current employment status as a teacher?

(Please consider your employment status at this school and for all your teaching employment together.)

(Please select one response in each row.)

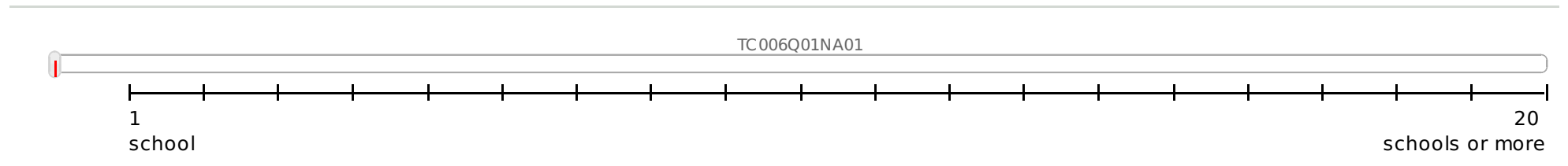
| | <i>Full-time (more than 90% of full-time hours)</i> | <i>Part-time (71-90% of full- time hours)</i> | <i>Part-time (50-70% of full-time hours)</i> | <i>Part-time (less than 50% of full-time hours)</i> |
|--------------------------------------|---|---|--|---|
| My employment status at this school | TC005Q01NA01 <input type="radio"/> | TC005Q01NA02 <input type="radio"/> | TC005Q01NA03 <input type="radio"/> | TC005Q01NA04 <input type="radio"/> |
| All my teaching employments together | TC005Q02NA01 <input type="radio"/> | TC005Q02NA02 <input type="radio"/> | TC005Q02NA03 <input type="radio"/> | TC005Q02NA04 <input type="radio"/> |

In how many schools have you worked over the course of your teaching career?

(Include all schools, even if you worked at several schools at once.)

(Please move the slider to the appropriate number of schools.)

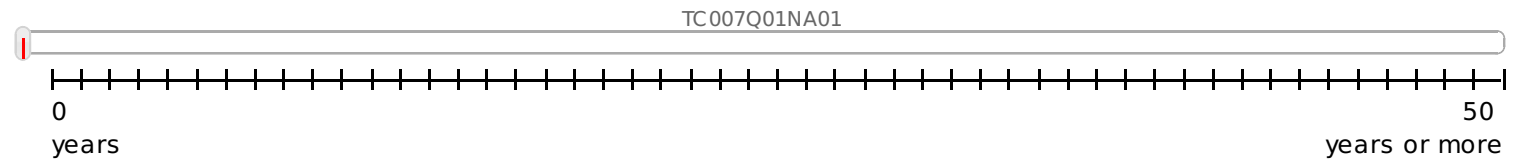
Number of schools:



How many years of work experience do you have?

(Please round up to whole years no matter whether you worked part-time or full-time and move the slider to the appropriate number of years. If any option does not apply to you, select "0" (zero).)

Year(s) working as a teacher at
this school



Year(s) working as a teacher in
total



Consistency check rule

Rule: If $\text{^TC007Q01NA01} > \text{^TC007Q02NA01}$

Message: The number of years working at this school is greater than the number of years working in total. Please check your response.

Your initial education and professional development

What is the highest level of formal education you have completed?

(Please select one response.)

Trades Certificate

TC012Q01NA01

☐

Diploma of Teaching/ Diploma of
Education

TC012Q01NA02

☐

Bachelor degree/Graduate
Diploma

TC012Q01NA03

☐

Masters degree

TC012Q01NA04

☐

Doctorate

TC012Q01NA05

☐

After completing secondary school, was your goal to pursue a career in the teaching profession?

(Please select one response.)

Yes

TC013Q01NA01

☐

No

TC013Q01NA02

☐

Did you complete a teacher education or training program?

(Please select one response.)

Yes

TC014Q01NA01

☐

No

TC014Q01NA02

☐

How did you receive your teaching qualifications?

(Please select one response.)

I attended a standard teacher education or training program at an educational institute which is eligible to educate or train teachers.

TC015Q01NA01

☐

I attended an in-service teacher education or training program.

TC015Q01NA02

☐

I attended a work-based teacher education or training program.

TC015Q01NA03

☐

I received training in another pedagogical profession.

TC015Q01NA04

☐

Other

TC015Q01NA05

☐

Were any of the following included in your teacher education or training program or other professional qualification and do you teach them to the Year 10 students in the current school year?

(Because this is an international survey, we had to categorise many of the actual subjects taught in schools into broad categories. If the exact name of one of your subjects is not listed, please mark the category you think best fits the subject.)

(If you need further explanation for terms used in this question, please use the help button.)

(Please select all that apply.)

Reading, writing and literature: reading and writing (and literature) in English; language studies, public speaking, literature

Mathematics: mathematics, mathematics with statistics, geometry, algebra, etc.

Science: natural sciences, physics, physical science, chemistry, biology, human biology, Earth and space sciences, environmental science, agriculture/horticulture/forestry

Technology: orientation in technology, including information technology, computer studies, construction/surveying, engineering, electronics, graphics and design, keyboard skills, word processing, workshop technology/design technology

Social studies: social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy

Modern foreign languages: LOTE: languages other than English

Ancient languages (e.g. Latin)

Arts: arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework

Physical education: physical education, gymnastics, dance, health

Religion and/or ethics: religion, history of religions, religion culture, ethics

Practical and vocational skills: vocational skills (preparation for a specific occupation), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft.

*Included in my teacher education or training
program or other professional qualification*

*I teach it to the Year 10 students in the current
school year*

Reading, writing and literature

TC018Q01NA01
☐

TC018Q01NB01
☐

Mathematics

TC018Q02NA01
☐

TC018Q02NB01
☐

Science

TC018Q03NA01
☐

TC018Q03NB01
☐

Technology

TC018Q04NA01
☐

TC018Q04NB01
☐

Social studies

TC018Q05NA01
☐

TC018Q05NB01
☐

Modern foreign languages

TC018Q06NA01
☐

TC018Q06NB01
☐

Ancient languages (e.g. Latin)

TC018Q07NA01
☐

TC018Q07NB01
☐

Arts

TC018Q08NA01
☐

TC018Q08NB01
☐

Physical education

TC018Q09NA01
☐

TC018Q09NB01
☐

Religion and/or ethics

TC018Q10NA01
☐

TC018Q10NB01
☐

Practical and vocational skills

TC018Q11NA01
☐

TC018Q11NB01
☐

Consistency check rule

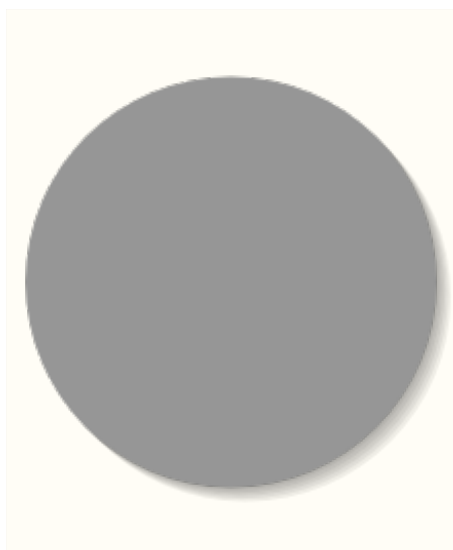
Rule: If (^TC018Q01NA01=0 and ^TC018Q02NA01=0 and ^TC018Q03NA01=0 and ^TC018Q04NA01=0 and ^TC018Q05NA01=0 and ^TC018Q06NA01=0 and ^TC018Q07NA01=0 and ^TC018Q08NA01=0 and ^TC018Q09NA01=0 and ^TC018Q10NA01=0 and ^TC018Q11NA01=0 and ^TC018Q01NB01=0 and ^TC018Q02NB01=0 and ^TC018Q03NB01=0 and ^TC018Q04NB01=0 and ^TC018Q05NB01=0 and ^TC018Q06NB01=0 and ^TC018Q07NB01=0 and ^TC018Q08NB01=0 and ^TC018Q09NB01=0 and ^TC018Q10NB01=0 and ^TC018Q11NB01=0)


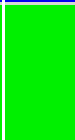


Message: Please select a response.

What percentage of your teacher education or training program or other professional qualification was dedicated to each of the following areas?

(For each area, please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of initial education time used for science and technology content matter.)

(Note that the percentages must add up to 100.)



| | | |
|--|---|--------------------------------------|
|  | Science and technology content matter: knowledge and skills in any science discipline | TC029Q01NA01 <input type="text"/> |
|  | Teaching and learning science: teaching methodology related to science, instructional skills (e.g. use of experiments), student misconceptions | TC029Q02NA01 <input type="text"/> |
|  | General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education | TC029Q03NA01 <input type="text"/> |
|  | Other topics | TC029Q04NA01 <input type="text"/> |

Consistency check rule

Rule: If $((^{\wedge}\text{TC029Q01NA01} + ^{\wedge}\text{TC029Q02NA01} + ^{\wedge}\text{TC029Q03NA01} + ^{\wedge}\text{TC029Q04NA01}) > 100)$ OR $((^{\wedge}\text{TC029Q01NA01} + ^{\wedge}\text{TC029Q02NA01} + ^{\wedge}\text{TC029Q03NA01} + ^{\wedge}\text{TC029Q04NA01}) < 100)$

Message: Sum does not add to 100%, please check your response.

During the last 12 months, did you participate in any of the following activities?

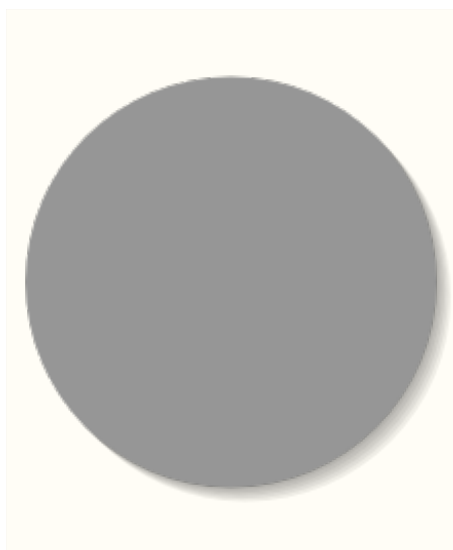
(Please select one response in each row.)





| | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| Qualification program (e.g. a Masters degree, Diploma in Leadership) | TC020Q01NA01 <input type="radio"/> | TC020Q01NA02 <input type="radio"/> |
| Participation in a network of teachers formed specifically for the professional development of teachers | TC020Q02NA01 <input type="radio"/> | TC020Q02NA02 <input type="radio"/> |
| Individual or collaborative research on a topic of interest to you professionally | TC020Q03NA01 <input type="radio"/> | TC020Q03NA02 <input type="radio"/> |
| Mentoring and/or peer observation and coaching, as part of a formal school arrangement | TC020Q04NA01 <input type="radio"/> | TC020Q04NA02 <input type="radio"/> |
| Reading professional literature (e.g. journals, evidence-based papers, thesis papers) | TC020Q05NA01 <input type="radio"/> | TC020Q05NA02 <input type="radio"/> |
| Engaging in informal dialogue with your colleagues on how to improve your teaching | TC020Q06NA01 <input type="radio"/> | TC020Q06NA02 <input type="radio"/> |

During the last 12 months, what percentage of your professional development activities was dedicated to each of the following areas?

(For each area, please enter an approximate percentage, e.g. "20" in the first row to indicate 20% of professional development activity time used for science and technology content matter.)

(Note that the percentages must add up to 100.)



| | | |
|--|---|---------------------------------------|
|  | Science and technology content matter: knowledge and skills in any science discipline | TC 030Q01NA01 <input type="text"/> |
|  | Teaching and learning science: teaching methodology related to science, instructional skills (e.g. use of experiments), student misconceptions | TC 030Q02NA01 <input type="text"/> |
|  | General topics in education: e.g. teacher-student interaction, classroom management, school evaluation, special education | TC 030Q03NA01 <input type="text"/> |
|  | Other topics | TC 030Q04NA01 <input type="text"/> |

Consistency check rule

Rule: If ((^TC030Q01NA01 + ^TC030Q02NA01 + ^TC030Q03NA01 + ^TC030Q04NA01) >100) OR
((^TC030Q01NA01 + ^TC030Q02NA01 + ^TC030Q03NA01 + ^TC030Q04NA01) < 100)

Message: Sum does not add to 100%, please check your response.

Are you required to take part in professional development activities?

(Please select one response.)

Yes

TC021Q01NA01

☐

No

TC021Q01NA02

☐

Your school

Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

| | <i>Not at all</i> | <i>Very little</i> | <i>To some extent</i> | <i>A lot</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| A lack of teaching staff. | TC028Q01NA01 <input type="radio"/> | TC028Q01NA02 <input type="radio"/> | TC028Q01NA03 <input type="radio"/> | TC028Q01NA04 <input type="radio"/> |
| Inadequate or poorly qualified teaching staff. | TC028Q02NA01 <input type="radio"/> | TC028Q02NA02 <input type="radio"/> | TC028Q02NA03 <input type="radio"/> | TC028Q02NA04 <input type="radio"/> |
| A lack of assisting staff. | TC028Q03NA01 <input type="radio"/> | TC028Q03NA02 <input type="radio"/> | TC028Q03NA03 <input type="radio"/> | TC028Q03NA04 <input type="radio"/> |
| Inadequate or poorly qualified assisting staff. | TC028Q04NA01 <input type="radio"/> | TC028Q04NA02 <input type="radio"/> | TC028Q04NA03 <input type="radio"/> | TC028Q04NA04 <input type="radio"/> |
| A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material). | TC028Q05NA01 <input type="radio"/> | TC028Q05NA02 <input type="radio"/> | TC028Q05NA03 <input type="radio"/> | TC028Q05NA04 <input type="radio"/> |
| Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material). | TC028Q06NA01 <input type="radio"/> | TC028Q06NA02 <input type="radio"/> | TC028Q06NA03 <input type="radio"/> | TC028Q06NA04 <input type="radio"/> |
| A lack of physical infrastructure (e.g. buildings, grounds, heating/cooling, lighting and acoustic systems). | TC028Q07NA01 <input type="radio"/> | TC028Q07NA02 <input type="radio"/> | TC028Q07NA03 <input type="radio"/> | TC028Q07NA04 <input type="radio"/> |
| Inadequate or poor quality physical infrastructure (e.g. buildings, grounds, heating/cooling, lighting and acoustic systems). | TC028Q08NA01 <input type="radio"/> | TC028Q08NA02 <input type="radio"/> | TC028Q08NA03 <input type="radio"/> | TC028Q08NA04 <input type="radio"/> |



Is there any formal curriculum for science in Year 10?

(Please consider national, state, regional, or school policies.)

(Please select one response.)

Yes

TC039Q01NA01

☐

No

TC039Q01NA02

☐

Branching rule

Rule: If (^TC039Q01NA01=1) then GOTO ^TC041 else GOTO ^TC031

How much emphasis is given to the following approaches and processes in the intended science curriculum for Year 10 students?

(Please select one response in each row.)

| | <i>No emphasis</i> | <i>Very little emphasis</i> | <i>Some emphasis</i> | <i>A lot of emphasis</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Knowing basic science facts and principles | TC041Q01NA01 <input type="radio"/> | TC041Q01NA02 <input type="radio"/> | TC041Q01NA03 <input type="radio"/> | TC041Q01NA04 <input type="radio"/> |
| Observing natural phenomena and describing what is seen | TC041Q02NA01 <input type="radio"/> | TC041Q02NA02 <input type="radio"/> | TC041Q02NA03 <input type="radio"/> | TC041Q02NA04 <input type="radio"/> |
| Providing explanations of what is being studied | TC041Q03NA01 <input type="radio"/> | TC041Q03NA02 <input type="radio"/> | TC041Q03NA03 <input type="radio"/> | TC041Q03NA04 <input type="radio"/> |
| Designing and planning experiments or investigations | TC041Q04NA01 <input type="radio"/> | TC041Q04NA02 <input type="radio"/> | TC041Q04NA03 <input type="radio"/> | TC041Q04NA04 <input type="radio"/> |
| Conducting experiments or investigations | TC041Q05NA01 <input type="radio"/> | TC041Q05NA02 <input type="radio"/> | TC041Q05NA03 <input type="radio"/> | TC041Q05NA04 <input type="radio"/> |
| Integrating science with other subjects | TC041Q06NA01 <input type="radio"/> | TC041Q06NA02 <input type="radio"/> | TC041Q06NA03 <input type="radio"/> | TC041Q06NA04 <input type="radio"/> |
| Relating what students are learning to their daily lives | TC041Q07NA01 <input type="radio"/> | TC041Q07NA02 <input type="radio"/> | TC041Q07NA03 <input type="radio"/> | TC041Q07NA04 <input type="radio"/> |
| Incorporating the experiences of different ethnic/cultural groups | TC041Q08NA01 <input type="radio"/> | TC041Q08NA02 <input type="radio"/> | TC041Q08NA03 <input type="radio"/> | TC041Q08NA04 <input type="radio"/> |



Are parents informed about the availability and content of the science curriculum (e.g. in a parent-teacher conference or a newsletter)?

(Please select one response.)

Yes

TC043Q01NA01

☐

No

TC043Q01NA02

☐

To what extent do you disagree or agree with the following statements about regular cooperation among your fellow science teachers and yourself?

(Please select one response in each row.)

| | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| We discuss the achievement requirements for science when setting tests. | TC031Q04NA01 <input type="radio"/> | TC031Q04NA02 <input type="radio"/> | TC031Q04NA03 <input type="radio"/> | TC031Q04NA04 <input type="radio"/> |
| It is natural for us to cooperate on what homework to give to our students. | TC031Q07NA01 <input type="radio"/> | TC031Q07NA02 <input type="radio"/> | TC031Q07NA03 <input type="radio"/> | TC031Q07NA04 <input type="radio"/> |
| We discuss the criteria we use to grade written tests. | TC031Q11NA01 <input type="radio"/> | TC031Q11NA02 <input type="radio"/> | TC031Q11NA03 <input type="radio"/> | TC031Q11NA04 <input type="radio"/> |
| We exchange tasks for lessons and homework that cover a range of different levels of difficulty. | TC031Q13NA01 <input type="radio"/> | TC031Q13NA02 <input type="radio"/> | TC031Q13NA03 <input type="radio"/> | TC031Q13NA04 <input type="radio"/> |
| I prepare a selection of teaching units with my fellow science teachers. | TC031Q14NA01 <input type="radio"/> | TC031Q14NA02 <input type="radio"/> | TC031Q14NA03 <input type="radio"/> | TC031Q14NA04 <input type="radio"/> |
| We discuss ways to teach learning strategies and techniques to our students. | TC031Q15NA01 <input type="radio"/> | TC031Q15NA02 <input type="radio"/> | TC031Q15NA03 <input type="radio"/> | TC031Q15NA04 <input type="radio"/> |
| My fellow science teachers benefit from my specific skills and interests. | TC031Q18NA01 <input type="radio"/> | TC031Q18NA02 <input type="radio"/> | TC031Q18NA03 <input type="radio"/> | TC031Q18NA04 <input type="radio"/> |
| We discuss ways to better identify students' individual strengths and weaknesses. | TC031Q20NA01 <input type="radio"/> | TC031Q20NA02 <input type="radio"/> | TC031Q20NA03 <input type="radio"/> | TC031Q20NA04 <input type="radio"/> |



We would like to know how you generally feel about your job. How strongly do you agree or disagree with the following statements?

(Please select one response in each row.)

| | <i>Strongly disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly agree</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| The advantages of being a teacher clearly outweigh the disadvantages. | TC026Q01NA01 <input type="radio"/> | TC026Q01NA02 <input type="radio"/> | TC026Q01NA03 <input type="radio"/> | TC026Q01NA04 <input type="radio"/> |
| If I could decide again, I would still choose to work as a teacher. | TC026Q02NA01 <input type="radio"/> | TC026Q02NA02 <input type="radio"/> | TC026Q02NA03 <input type="radio"/> | TC026Q02NA04 <input type="radio"/> |
| I regret that I decided to become a teacher. | TC026Q04NA01 <input type="radio"/> | TC026Q04NA02 <input type="radio"/> | TC026Q04NA03 <input type="radio"/> | TC026Q04NA04 <input type="radio"/> |
| I enjoy working at this school. | TC026Q05NA01 <input type="radio"/> | TC026Q05NA02 <input type="radio"/> | TC026Q05NA03 <input type="radio"/> | TC026Q05NA04 <input type="radio"/> |
| I wonder whether it would have been better to choose another profession. | TC026Q06NA01 <input type="radio"/> | TC026Q06NA02 <input type="radio"/> | TC026Q06NA03 <input type="radio"/> | TC026Q06NA04 <input type="radio"/> |
| I would recommend my school as a good place to work. | TC026Q07NA01 <input type="radio"/> | TC026Q07NA02 <input type="radio"/> | TC026Q07NA03 <input type="radio"/> | TC026Q07NA04 <input type="radio"/> |
| I am satisfied with my performance in this school. | TC026Q09NA01 <input type="radio"/> | TC026Q09NA02 <input type="radio"/> | TC026Q09NA03 <input type="radio"/> | TC026Q09NA04 <input type="radio"/> |
| All in all, I am satisfied with my job. | TC026Q10NA01 <input type="radio"/> | TC026Q10NA02 <input type="radio"/> | TC026Q10NA03 <input type="radio"/> | TC026Q10NA04 <input type="radio"/> |



Science teaching practices

How often do these things happen in your science lessons?

(Please select one response in each row.)

| | <i>Never or almost never</i> | <i>Some lessons</i> | <i>Many lessons</i> | <i>Every lesson or almost every lesson</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|--|
| Students are asked to draw conclusions from an experiment they have conducted. | TC037Q01NA01 <input type="radio"/> | TC037Q01NA02 <input type="radio"/> | TC037Q01NA03 <input type="radio"/> | TC037Q01NA04 <input type="radio"/> |
| Students are given opportunities to explain their ideas. | TC037Q02NA01 <input type="radio"/> | TC037Q02NA02 <input type="radio"/> | TC037Q02NA03 <input type="radio"/> | TC037Q02NA04 <input type="radio"/> |
| I explain scientific ideas. | TC037Q03NA01 <input type="radio"/> | TC037Q03NA02 <input type="radio"/> | TC037Q03NA03 <input type="radio"/> | TC037Q03NA04 <input type="radio"/> |
| A small group discussion between students takes place. | TC037Q04NA01 <input type="radio"/> | TC037Q04NA02 <input type="radio"/> | TC037Q04NA03 <input type="radio"/> | TC037Q04NA04 <input type="radio"/> |
| A whole class discussion takes place in which I participate. | TC037Q05NA01 <input type="radio"/> | TC037Q05NA02 <input type="radio"/> | TC037Q05NA03 <input type="radio"/> | TC037Q05NA04 <input type="radio"/> |
| Current scientific issues are discussed. | TC037Q06NA01 <input type="radio"/> | TC037Q06NA02 <input type="radio"/> | TC037Q06NA03 <input type="radio"/> | TC037Q06NA04 <input type="radio"/> |
| Students make calculations using scientific formulas. | TC037Q07NA01 <input type="radio"/> | TC037Q07NA02 <input type="radio"/> | TC037Q07NA03 <input type="radio"/> | TC037Q07NA04 <input type="radio"/> |
| I use an interactive whiteboard. | TC037Q08NA01 <input type="radio"/> | TC037Q08NA02 <input type="radio"/> | TC037Q08NA03 <input type="radio"/> | TC037Q08NA04 <input type="radio"/> |
| Students do their own scientific study and related research. | TC037Q09NA01 <input type="radio"/> | TC037Q09NA02 <input type="radio"/> | TC037Q09NA03 <input type="radio"/> | TC037Q09NA04 <input type="radio"/> |
| | TC037Q10NA01 | TC037Q10NA02 | TC037Q10NA03 | TC037Q10NA04 |

| | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| I discuss questions that students ask. | TC037Q10NA01 <input type="radio"/> | TC037Q10NA02 <input type="radio"/> | TC037Q10NA03 <input type="radio"/> | TC037Q10NA04 <input type="radio"/> |
| Students carry out practical work. | TC037Q11NA01 <input type="radio"/> | TC037Q11NA02 <input type="radio"/> | TC037Q11NA03 <input type="radio"/> | TC037Q11NA04 <input type="radio"/> |
| Students write up laboratory reports. | TC037Q12NA01 <input type="radio"/> | TC037Q12NA02 <input type="radio"/> | TC037Q12NA03 <input type="radio"/> | TC037Q12NA04 <input type="radio"/> |
| I demonstrate an idea. | TC037Q13NA01 <input type="radio"/> | TC037Q13NA02 <input type="radio"/> | TC037Q13NA03 <input type="radio"/> | TC037Q13NA04 <input type="radio"/> |
| I discuss questions of practical relevance. | TC037Q14NA01 <input type="radio"/> | TC037Q14NA02 <input type="radio"/> | TC037Q14NA03 <input type="radio"/> | TC037Q14NA04 <input type="radio"/> |
| Students read materials from a textbook. | TC037Q15NA01 <input type="radio"/> | TC037Q15NA02 <input type="radio"/> | TC037Q15NA03 <input type="radio"/> | TC037Q15NA04 <input type="radio"/> |
| Students take notes from the board. | TC037Q16NA01 <input type="radio"/> | TC037Q16NA02 <input type="radio"/> | TC037Q16NA03 <input type="radio"/> | TC037Q16NA04 <input type="radio"/> |
| Students discuss materials from a textbook. | TC037Q17NA01 <input type="radio"/> | TC037Q17NA02 <input type="radio"/> | TC037Q17NA03 <input type="radio"/> | TC037Q17NA04 <input type="radio"/> |
| Students watch videos. | TC037Q18NA01 <input type="radio"/> | TC037Q18NA02 <input type="radio"/> | TC037Q18NA03 <input type="radio"/> | TC037Q18NA04 <input type="radio"/> |
| Students use the internet. | TC037Q19NA01 <input type="radio"/> | TC037Q19NA02 <input type="radio"/> | TC037Q19NA03 <input type="radio"/> | TC037Q19NA04 <input type="radio"/> |
| The class corrects homework or a test. | TC037Q20NA01 <input type="radio"/> | TC037Q20NA02 <input type="radio"/> | TC037Q20NA03 <input type="radio"/> | TC037Q20NA04 <input type="radio"/> |
| Students fill out worksheets. | TC037Q21NA01 <input type="radio"/> | TC037Q21NA02 <input type="radio"/> | TC037Q21NA03 <input type="radio"/> | TC037Q21NA04 <input type="radio"/> |
| Students present something to the rest of the class. | TC037Q22NA01 <input type="radio"/> | TC037Q22NA02 <input type="radio"/> | TC037Q22NA03 <input type="radio"/> | TC037Q22NA04 <input type="radio"/> |



To what extent can (or could) you do the following?

(Please select one response in each row.)

| | <i>Not at all</i> | <i>Very little</i> | <i>To some extent</i> | <i>To a large extent</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Design experiments and hands-on activities for inquiry-based learning | TC033Q04NA01 <input type="radio"/> | TC033Q04NA02 <input type="radio"/> | TC033Q04NA03 <input type="radio"/> | TC033Q04NA04 <input type="radio"/> |
| Assign tailored tasks to the weakest as well as to the best students | TC033Q05NA01 <input type="radio"/> | TC033Q05NA02 <input type="radio"/> | TC033Q05NA03 <input type="radio"/> | TC033Q05NA04 <input type="radio"/> |
| Use a variety of assessment strategies | TC033Q06NA01 <input type="radio"/> | TC033Q06NA02 <input type="radio"/> | TC033Q06NA03 <input type="radio"/> | TC033Q06NA04 <input type="radio"/> |
| Facilitate a discussion among students on how to interpret experimental findings | TC033Q08NA01 <input type="radio"/> | TC033Q08NA02 <input type="radio"/> | TC033Q08NA03 <input type="radio"/> | TC033Q08NA04 <input type="radio"/> |

To what extent can (or could) you do the following?

(If you need further explanation of the term my scientific discipline, please use the help button.)

(Please select one response in each row.)

Your scientific discipline refers to one specific science discipline your main science subject belongs to. If you teach the same number of hours for several science subjects, you should choose only one and relate your answer to it.

| | <i>Not at all</i> | <i>Very little</i> | <i>To some extent</i> | <i>To a large extent</i> |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Explain a complex scientific concept to a fellow teacher | TC034Q01NA01 <input type="radio"/> | TC034Q01NA02 <input type="radio"/> | TC034Q01NA03 <input type="radio"/> | TC034Q01NA04 <input type="radio"/> |
| State and defend an informed position on ethical problems relating to science | TC034Q02NA01 <input type="radio"/> | TC034Q02NA02 <input type="radio"/> | TC034Q02NA03 <input type="radio"/> | TC034Q02NA04 <input type="radio"/> |
| Read state-of-the art papers in my scientific discipline | TC034Q04NA01 <input type="radio"/> | TC034Q04NA02 <input type="radio"/> | TC034Q04NA03 <input type="radio"/> | TC034Q04NA04 <input type="radio"/> |
| Explain the links between biology, physics and chemistry | TC034Q06NA01 <input type="radio"/> | TC034Q06NA02 <input type="radio"/> | TC034Q06NA03 <input type="radio"/> | TC034Q06NA04 <input type="radio"/> |

Thank you very much for your co-operation in completing this questionnaire!