



QUESTIONNAIRE ON SOCIAL-EMOTIONAL EDUCATION METHODOLOGIES AND THEIR CONNECTION WITH THE SCHOOL CURRICULUM (SEMIC-Q)

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In the following questionnaire, information is collected about knowledge and experience in relation to the practice of social-emotional education and specifically in relation to the didactic strategies developed in the classroom, reflecting on the connection with the school curriculum.

It is addressed to teachers who teach in Primary Education, the data collected are anonymous, confidential and will be at your disposal. It is therefore important that you answer honestly and feel free to express your opinion on the subject. It will take you approximately 10 minutes to complete.

Note: This instrument has a favourable report from the Ethics Committee of the University of Murcia dated 14 July 2021.

Thank you very much!

I consent to participate in this research: ☐ Yes ☐ No

1. Sociodemographic Data

First, we ask you to answer the following sociodemographic questions, marking the answer that corresponds to your current personal and professional situation.

1. Sex <input type="checkbox"/> M <input type="checkbox"/> W	2. Age <input type="checkbox"/> Less than 30 years <input type="checkbox"/> From 31 to 40 <input type="checkbox"/> From 41 to 50 <input type="checkbox"/> From 51 to 60 <input type="checkbox"/> From 60 onwards	3. Stage/s in which he/she teaches <input type="checkbox"/> Early Childhood Education <input type="checkbox"/> Primary Education <input type="checkbox"/> Secondary Education <input type="checkbox"/> University <input type="checkbox"/> Adult Education	4. Years of teaching experience <input type="checkbox"/> Less than 5 years <input type="checkbox"/> From 5 to 10 years <input type="checkbox"/> From 10 to 15 years <input type="checkbox"/> Over 15 years	5. Level of studies <input type="checkbox"/> Basic studies: school certificate, school graduate <input type="checkbox"/> Compulsory Secondary Education <input type="checkbox"/> High Education- Middle Grade Training Cycle- Higher Grade Training Cycle <input type="checkbox"/> First cycle University Studies <input type="checkbox"/> Second Cycle University Studies
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<p>6. Role/s performed</p> <ul style="list-style-type: none"><input type="checkbox"/> Tutor<input type="checkbox"/> Teacher<input type="checkbox"/> Tutor and Teacher<input type="checkbox"/> Support Teacher<input type="checkbox"/> Specialist	<p>7. Management position</p> <ul style="list-style-type: none"><input type="checkbox"/> Director<input type="checkbox"/> Secretary<input type="checkbox"/> Psychologist<input type="checkbox"/> Special Needs Expert<input type="checkbox"/> Training coordinator
<p>8. Have you taken part in any activity (course, workshop, conference...) related to emotional education?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No <p>If the answer is yes, please show what type.</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>9. Have you received academic training in specific centers for emotional education taken part in any activity (course, workshop, conference...) related to emotional education?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No <p>If the answer is yes, please show on what aspects.</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
<p>10. Have you taken part in a specific socioemotional education program?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No <p>If the answer is yes, please show what type.</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>11. Have you received training in socioemotional education methodologies?</p> <ul style="list-style-type: none"><input type="checkbox"/> Yes<input type="checkbox"/> No <p>If the answer is yes, please show what type.</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

Next, we ask you to collaborate in this investigation by answering the questions we ask you, thinking about your daily teaching practices in your place of work. Read each sentence carefully and show, evaluating from 1 to 5, agreement or disagreement regarding them.

It is very important that you answer honestly. There are no correct or incorrect answers. For this reason, you can make all the pertinent observations and / or proposals for improvements.

Finally, we would like to let you know that the results of the investigation will be available to you as long as you are interested.

Again, thank you for your cooperation.



2. Social and emotional learning

Remember that you can only check a single box for each item that carries a scale of values from 1 to 5: 1 = strongly disagree; 2 = strongly disagree; 3 = agree; 4 = strongly agree and 5 = strongly agree.	Strongly disagree	Much disagree	Agree	Much agree	Strongly agree
Social and emotional learning Assess your awareness about social and emotional learning by marking your degree of agreement in the corresponding box.	1	2	3	4	5
1. My school has developed a vision for social emotional learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I use frameworks that influence not only student academic learning but also student social and emotional competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I promote activities that develop children's ability to recognize emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I practice activities to build relationships in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I propose activities where children must solve interpersonal problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I arrange activities where it needs to make effective decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I teach the children how to manage their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I set social awareness activities (listen carefully to others, respect others, understand other's points of view).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I guide the students through emotional-management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I teach students to respect others for their differences in abilities, background, and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have received professional development on how to integrate social and emotional skill instruction with academic instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Method and strategies

Method and strategies Assess your methods and strategies implemented in your practice by marking your degree of agreement in the corresponding box.	1	2	3	4	5
12. I base my methodology on positive psychology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I use specific instructional strategies to foster a supportive classroom environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I encourage classroom discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I use the cooperative-learning methodology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I motivate peer tutoring activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I cheer my students with positive language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My methodology is flexible and variable related to the interests of the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I alter the daily routine in my sessions, I hardly ever follow the same pattern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I implement self-evaluation activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I ask for feedback from external (administrators, evaluators, or peers) on emotional education programs implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I assess the use of instructional strategies that support emotional education in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I have received coaching support to implement the innovative approach at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Curriculum connection

Curriculum connection Assess how your teaching methods relate to the tasks of curriculum.	1	2	3	4	5
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24. I support students through caring habits (morning meetings, small moments throughout the day or class, or projects in which they can share what they learn).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I ask students to share and come up with multiple ways to show their solution during a task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I implement interesting tasks related to the contents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I engage students in a discussion to connect the different approaches in solving the problem related to the disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I promote active forms of instruction in which students interact with the content in multiple ways: games, play, projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The selection of the contents to work revolves around the personal interests of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I provide opportunities for students to play games around academic content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I use the informal curriculum (e.g., morning meetings, lunchroom, playground, and extracurricular activities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. In planning my sessions, I try to include activities to receive information through multiple channels (eg visual, auditory, kinesthetic).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I try to integrate movement activities into my sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I try to integrate relaxation activities into my sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I question the students' ideas, pushing them to work on divergent thoughts during the curricula activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. The lessons consider the existence of multiple intelligences among the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observations:

If you wish, in this section you can write aspects you consider important and that you did not do during the questionnaire.
