

Teacher questionnaire

GENERAL INFORMATION

MOTIVA is a European Erasmus+ project that aims at enhancing entrepreneurial competences through the use of a user defined online platform. More specifically we want to improve the learners' creativity, collaboration skills, self-awareness and self-efficacy, motivation and perseverance, and their skills to mobilise others, work with others, to plan and manage tasks and to learn through experience. We believe that these are cross disciplinary and generic aims. It means that all courses, given some adaptations, can contribute. We plan to develop teaching materials to support teachers of any discipline, having learners aged 12-17/18, to help reaching these goals. All this with the help of an interactive platform that is shaped according to the needs of the users, the teachers.

Teachers are asked to supply information about their background, their opinions and their needs on some entrepreneurial skills. More information and background can be read on the site EntreComp: the Entrepreneurship Competence Framework. (<https://ec.europa.eu/jrc/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>)

< insert country specific information here >

This questionnaire has two parts that need looking at separately.

The **first part** is about you, teacher, what **you do**, what you would **like to do** and what you would **need to do** that. These questions are asked on several entrepreneurial competences and interpreted disregard the kind of course or the age of the learners. For your information, a very short explanation of each competence is given via descriptors and key words, taken from the above mentioned website.

Moreover, and this is the theme of **part 2**, MOTIVA develops a **user defined platform** for teachers to use in an interactive way to support the lessons, that enhance entrepreneurial skills.

Since MOTIVA is an international study and all countries are using the same questionnaires, you may find that some questions seem unusual or are not entirely relevant to you or to schools in your country. Nevertheless, it is important that you do your best to answer all of the questions so that a descriptive comparison can be made across all countries in the study. It is always possible to answer "no opinion/not applicable".

It is estimated that it will require approximately 25 minutes to complete this questionnaire. We appreciate the time and effort that this takes and thank you for your contribution.

Your opinions will determine to a great extent what the outcomes of MOTIVA will be. Please be an added value to the project. We value your opinion highly.

The results of this inquiry will be available on the website <http://motiva-project.eu/> from May on.

You can express your own, other ideas in the last question of the questionnaire.

When you have completed the questionnaire, please **press the SEND button** at the bottom of the page.

For more information, remarks or questions please mail to pontonvzw@telenet.be

Thank you.

Terminology:

*A **lesson plan** is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached*

*A **lesson period** is one "hour" of teaching. This can be 50 minutes or another period of time.*

1. Teacher background information

1.0	Which country are you from? a. Belgium b. Greece c. Italy d. Spain	
1.1	Are you female or male? a. Female b. Male	
1.2	How many years have you been teaching? (write the number in the box, please)	
1.3	Which subject(s) do you teach? Please indicate more or less what percentage of your teaching is dedicated to each subject you teach: (it can be 1 up to the 3 most important subjects)	
	Subject	%
1.4	What are the ages of the learners you teach? Please indicate more or less what percentage of your teaching is dedicated to each age group:	
	Age group of ...	%
	...two last years of secondary education (prior to advanced studies) 16-17, maybe 18 year old	
	... two middle years of secondary education, about 14-15 year old	
	... two first years of secondary education, about 12-13 year old	

2. Regarding PROMOTING CREATIVITY of my students

What is it?

Descriptors for creativity are:

- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges
- Explore and experiment with innovative approaches
- Combine knowledge and resources to achieve valuable effects

Key words: be curious and open, develop ideas, define problems, design value, be innovative
You can express your own, other ideas in the last question of this questionnaire.

<p>What your opinion is: to what extent do you agree/disagree with the following statement?</p> <p><i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box.</i></p>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
2.1.1 Enhancing creativity of my students in my lessons is important for them	(click box)	(click box)	(click box)	(click box)	(click box)
2.1.2 How many lesson periods* are you willing to spend to elaborate this learning goal? (please indicate a realistic number for ONE full school year, per class, add up only if the classes are different)	0	1,2 or 3 periods	4-8 periods	More than 8 per.	
<small>* A lesson period is one "hour" of teaching. This can be 50 minutes or another period of time.</small>	(click box)	(click box)	(click box)	(click box)	(click box)

2.2	What you as a teacher do in your practice	
In the past two years, I have paid attention to enhancing creativity of my students in my lessons (click only one box)	never or almost never (less than 5 % of lectures)	(click box)
	occasionally (between 5 and 15 %)	(click box)
	between occasionally and frequently (between 15 and 50 %)	(click box)
	frequently (between 50 and 80 %)	(click box)
	always or almost always (above 80 %)	(click box)

<p>To enhance creativity of my students in my lessons I would need...</p> <p><i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box. If you have other ideas or suggestions, please remember and write it in the last question of this survey.</i></p>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
2.3.1 ... examples of lesson plans* (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
<small>* A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached</small>					
2.3.2 ... examples of best practices (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)

2.3.3 ... to incorporate the use of an interactive platform in my teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
2.3.4 ... to collaborate with a multidisciplinary group of colleagues	(click box)	(click box)	(click box)	(click box)	(click box)
2.3.5 ... to learn how mobile devices can be used for teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
2.3.6 ... to know how to evaluate the learning of my students on this topic	(click box)	(click box)	(click box)	(click box)	(click box)

3. Regarding WORKING WITH OTHERS by my students

What is it?

Descriptors are:

- Work together and cooperate with others to develop ideas and turn them into action
- Network
- Solve conflicts and face up to competition positively when necessary

Key words: accept diversity (people's differences), develop emotional intelligence, listen actively, team up, work together, expand your network

You can express your own, other ideas in the last question of this questionnaire.

What your opinion is: to what extent do you agree/disagree with the following statement? <i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box.</i>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
3.1.1 To teach my students how to work in teams is important for them	(click box)	(click box)	(click box)	(click box)	(click box)
3.1.2 How many lesson periods are you willing to spend to elaborate this learning goal? (please indicate a realistic number for ONE full school year, per class, add up only if the classes are different)	0	1,2 or 3 periods	4-8 periods	More than 8 per.	
	(click box)	(click box)	(click box)	(click box)	(click box)

3.2	What you as a teacher do...	
In the past two years, I have paid attention to	never or almost never (less than 5 % of lectures)	(click box)
	occasionally (between 5 and 15 %)	(click

teach my students how to work in teams (click only one box)						box)
		between occasionally and frequently (between 15 and 50 %)				(click box)
		frequently (between 50 and 80 %)				(click box)
		always or almost always (above 80 %)				(click box)
To teach my students how to work in teams I would need...						
<i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box. If you have other ideas or suggestions, please remember and write it in the last question of this survey.</i>		totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
3.3.1	... examples of lesson plans* (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
* A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached						
3.3.2	... examples of best practices (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
3.3.3	... to incorporate the use of an interactive platform in my teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
3.3.4	... to collaborate with a multidisciplinary group of colleagues	(click box)	(click box)	(click box)	(click box)	(click box)
3.3.5	... to learn how mobile devices can be used for teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
3.3.6	... to know how to evaluate the learning of my students on this topic	(click box)	(click box)	(click box)	(click box)	(click box)

4. Regarding USING THE SMARTPHONES, LAPTOPS OR TABLETS by my students

What is it?

Descriptors are

- Inspire and enthuse relevant stakeholders
- Get the support needed to achieve valuable out-comes
- Demonstrate effective communication, persuasion, negotiation and leadership

Key words: inspire and get inspired, persuade, communicate effectively, use media effectively
You can express your own, other ideas in the last question of this questionnaire.

<p>What your opinion is: to what extent do you agree/disagree with the following statement?</p> <p><i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box.</i></p>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
<p>4.1.1 Letting my students use their smartphones, laptops or tablets in lessons is important for them</p>	(click box)	(click box)	(click box)	(click box)	(click box)
<p>4.1.2 How many lesson periods are you willing to spend to elaborate this learning goal?</p> <p>(please indicate a realistic number for ONE full school year, per class, add up only if the classes are different)</p>	0	1,2 or 3 periods	4-8 periods	More than 8 per.	
	(click box)	(click box)	(click box)	(click box)	(click box)

<p>4.2 What you as a teacher do...</p>		
<p>In the past two years, I have paid attention to let my students use their smartphones, laptops or tablets in my lessons (click only one box)</p>	never or almost never (less than 5 % of lectures)	(click box)
	occasionally (between 5 and 15 %)	(click box)
	between occasionally and frequently (between 15 and 50 %)	(click box)
	frequently (between 50 and 80 %)	(click box)
	always or almost always (above 80 %)	(click box)

<p>To let my students use their smartphones, laptops or tablets in my lessons I would need...</p> <p><i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box. If you have other ideas or suggestions, please remember and write it in the last question of this survey.</i></p>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
<p>4.3.1 ... examples of lesson plans* (of a variety of courses)</p> <p><i>* A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached</i></p>	(click box)	(click box)	(click box)	(click box)	(click box)
<p>4.3.2 ... examples of best practices (of a variety of courses)</p>	(click box)	(click box)	(click box)	(click box)	(click box)

4.3.3 ... to incorporate the use of an interactive platform in my teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
4.3.4 ... to collaborate with a multidisciplinary group of colleagues	(click box)	(click box)	(click box)	(click box)	(click box)
4.3.5 ... to learn how mobile devices can be used for teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
4.3.6 ... to know how to evaluate the learning of my students on this topic	(click box)	(click box)	(click box)	(click box)	(click box)

5. Regarding **SELF-AWARENESS AND SELF-EFFICACY** of my students

What is it?

Descriptors are:

- Reflect on your needs, aspirations and wants in the short, medium and long term
- Identify and assess your individual and group strengths and weaknesses
- Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures

Key words: Follow your aspirations, identify your strengths and weaknesses, believe in your ability, shape your future,

You can express your own, other ideas in the last question of this questionnaire.

What your opinion is: to what extend do you agree/disagree with the following statement? <i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box.</i>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
5.1.1 To teach my students how to assess themselves (self-assessment) or their peers is important for them	(click box)	(click box)	(click box)	(click box)	(click box)
5.1.2 How many lesson periods are you willing to spend to elaborate this learning goal? (please indicate a realistic number for ONE full school year, per class, add up only if the classes are different)	0	1,2 or 3 periods	4-8 periods	More than 8 per.	
	(click box)	(click box)	(click box)	(click box)	(click box)

5.2 What you as a teacher do ...		
In the past two years, I	never or almost never (less than 5 % of lectures)	(click box)

have paid attention to teach my students how to assess themselves (self-assessment) or their peers (click only one box)	occasionally (between 5 and 15 %)	(click box)
	between occasionally and frequently (between 15 and 50 %)	(click box)
	frequently (between 50 and 80 %)	(click box)
	always or almost always (above 80 %)	(click box)

To teach my students how to assess themselves (self-assessment) or their peers I would need...	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
<i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box. If you have other ideas or suggestions, please remember and write it in the last question of this survey.</i>					
5.3.1 ... examples of lesson plans (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
5.3.2 ... examples of best practices (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
5.3.3 ... to incorporate the use of an interactive platform in my teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
5.3.4 ... to collaborate with a multidisciplinary group of colleagues	(click box)	(click box)	(click box)	(click box)	(click box)
5.3.5 ... to learn how mobile devices can be used for teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
5.3.6 ... to know how to evaluate the learning of my students on this topic	(click box)	(click box)	(click box)	(click box)	(click box)

6. Regarding COPING WITH UNCERTAINTY, AMBIGUITY AND RISK of my students

What is it?

Descriptors are

- Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes.
- Within the value-creating process, include structured ways of testing ideas and proto-types from the early stages, to reduce risks of failing.
- Handle fast-moving situations promptly and flexibly.

Key words: Cope with uncertainty and ambiguity, calculate risk, manage risk

You can express your own, other ideas in the last question of this questionnaire.

<p>What your opinion is: to what extent do you agree/disagree with the following statement?</p> <p><i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box.</i></p>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
6.1.1 To teach my students how to cope with uncertainty, ambiguity and risk is important for them	(click box)	(click box)	(click box)	(click box)	(click box)
6.1.2 How many lesson periods are you willing to spend to elaborate this learning goal? (please indicate a realistic number for ONE full school year, per class, add up only if the classes are different)	0	1,2 or 3 periods	4-8 periods	More than 8 per.	
	(click box)	(click box)	(click box)	(click box)	(click box)

6.2 What you as a teacher do...		
In the past two years, I have paid attention to teach my students to cope with uncertainty, ambiguity and risk (click only one box)	never or almost never (less than 5 % of lectures)	(click box)
	occasionally (between 5 and 15 %)	(click box)
	between occasionally and frequently (between 15 and 50 %)	(click box)
	frequently (between 50 and 80 %)	(click box)
	always or almost always (above 80 %)	(click box)

<p>To teach my students to cope with uncertainty, ambiguity and risk I would need...</p> <p><i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box. If you have other ideas or suggestions, please remember and write it in the last question of this survey.</i></p>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
6.3.1 ... examples of lesson plans (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
6.3.2 ... examples of best practices (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
6.3.3 ... to incorporate the use of an interactive platform in my teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)

6.3.4 ... to collaborate with a multidisciplinary group of colleagues	(click box)	(click box)	(click box)	(click box)	(click box)
6.3.5 ... to learn how mobile devices can be used for teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
6.3.6 ... to know how to evaluate the learning of my students on this topic	(click box)	(click box)	(click box)	(click box)	(click box)

7. Regarding the ability TO LEARN THROUGH EXPERIENCE by my students (EntrComp 3.5)

What is it?

Descriptors are:

- Use any initiative for value creation as a learning opportunity
- Learn with others, including peers and mentors
- Reflect and learn from both success and failure (your own and other people's)

Key words: Reflect, learn to learn, learn from experience

You can express your own, other ideas in the last question of this questionnaire.

What your opinion is: to what extend do you agree/disagree with the following statement? <i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box.</i>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
7.1.1 To teach my students to to learn through experience is important for them	(click box)	(click box)	(click box)	(click box)	(click box)
7.1.2 How many lesson periods are you willing to spend to elaborate this learning goal? (please indicate a realistic number for ONE full school year, per class, add up only if the classes are different)	0	1,2 or 3 periods	4-8 periods	More than 8 per.	
	(click box)	(click box)	(click box)	(click box)	(click box)

7.2 What you as a teacher do...		
In the past two years, I have paid attention to teach my students to learn through	never or almost never (less than 5 % of lectures)	(click box)
	occasionally (between 5 and 15 %)	(click box)
	between occasionally and frequently (between 15 and 50 %)	(click box)

experience (click only one box)	frequently (between 50 and 80 %)	(click box)
	always or almost always (above 80 %)	(click box)

To teach my students to learn through experience I would need...	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
<i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box. If you have other ideas or suggestions, please remember and write it in the last question of this survey.</i>					
7.3.1 ... examples of lesson plans (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
7.3.2 ... examples of best practices (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
7.3.3 ... to incorporate the use of an interactive platform in my teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
7.3.4 ... to collaborate with a multidisciplinary group of colleagues	(click box)	(click box)	(click box)	(click box)	(click box)
7.3.5 ... to learn how mobile devices can be used for teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
7.3.6 ... to know how to evaluate the learning of my students on this topic	(click box)	(click box)	(click box)	(click box)	(click box)

8. Regarding the ability to **PLAN (AND MANAGE) PROJECTS/CHALLENGES/LONG TERM TASKS IN ORDER TO ACHIEVE OBJECTIVES** by my students

What is it?

Descriptors are:

- Set long-, medium- and short-term goals
- Define priorities and action plans
- Adapt to unforeseen changes

Key words: define goals, plan and organise, develop sustainable business plans, define priorities, monitor your progress, be flexible and adapt to changes

You can express your own, other ideas in the last question of this questionnaire.

<p>What your opinion is: to what extend do you agree/disagree with the following statement?</p> <p><i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box.</i></p>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
8.1.1 To teach my students to make a planning for a given extended task is important for them	(click box)	(click box)	(click box)	(click box)	(click box)
8.1.2 How many lesson periods are you willing to spend to elaborate this learning goal? (please indicate a realistic number for ONE full school year, per class, add up only if the classes are different)	0 (click box)	1,2 or 3 periods (click box)	4-8 periods (click box)	More than 8 per. (click box)	

8.2 What you as a teacher do...		
In the past two years, I have paid attention to teach my students to make a planning for a given extended task	never or almost never (less than 5 % of lectures)	(click box)
	occasionally (between 5 and 15 %)	(click box)
	between occasionally and frequently (between 15 and 50 %)	(click box)
	frequently (between 50 and 80 %)	(click box)
	always or almost always (above 80 %)	(click box)

<p>To teach my students to make a planning for a given extended task I would need...</p> <p><i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box. If you have other ideas or suggestions, please remember and write it in the last question of this survey.</i></p>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
8.3.1 ... examples of lesson plans (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
8.3.2 ... examples of best practices (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
8.3.3 ... to incorporate the use of an interactive platform in my teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)

8.3.4 ... to collaborate with a multidisciplinary group of colleagues	(click box)	(click box)	(click box)	(click box)	(click box)
8.3.5 ... to learn how mobile devices can be used for teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
8.3.6 ... to know how to evaluate the learning of my students on this topic	(click box)	(click box)	(click box)	(click box)	(click box)

9. Regarding MOTIVATION AND PERSEVERANCE of my students

What is it?

Descriptors are::

- Be determined to turn ideas into action and satisfy your need to achieve
- Be prepared to be patient and keep trying to achieve your long-term individual or group aims
- Be resilient under pressure, adversity, and temporary failure

Key words: stay driven, be determined, focus on what keeps you motivated, be resilient, don't give up.

You can express your own, other ideas in the last question of this questionnaire.

What your opinion is: to what extend do you agree/disagree with the following statement? <i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box.</i>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
9.1.1 To enhance the motivation and perseverance of my students is important for them	(click box)	(click box)	(click box)	(click box)	(click box)
9.1.2 How many lesson periods are you willing to spend to elaborate this learning goal? (please indicate a realistic number for ONE full school year, per class, add up only if the classes are different)	0 (click box)	1,2 or 3 periods (click box)	4-8 periods (click box)	More than 8 per. (click box)	

9.2 What you as a teacher do...		
In the past two years, I have	never or almost never (less than 5 % of lectures)(= 1/20 lessons)	(click box)

paid attention to enhancing the motivation and perseverance of my students	occasionally (between 5 and 15 %)	(click box)
	between occasionally and frequently (between 15 and 50 %)	(click box)
	frequently (between 50 and 80 %)	(click box)
	always or almost always (above 80 %)	(click box)

To enhance motivation and perseverance of my students I would need... <i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box. If you have other ideas or suggestions, please remember and write it in the last question of this survey.</i>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
9.3.1 ... examples of lesson plans (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
9.3.2 ... examples of best practices (of a variety of courses)	(click box)	(click box)	(click box)	(click box)	(click box)
9.3.3 ... to incorporate the use of an interactive platform in my teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
9.3.4 ... to collaborate with a multidisciplinary group of colleagues	(click box)	(click box)	(click box)	(click box)	(click box)
9.3.5 ... to learn how mobile devices can be used for teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
9.3.6 ... to know how to evaluate the learning of my students on this topic	(click box)	(click box)	(click box)	(click box)	(click box)

10. Regarding MOBILISING OTHERS by my students

What is it?

Descriptors are

- Inspire and enthuse relevant stakeholders
- Get the support needed to achieve valuable out-comes
- Demonstrate effective communication, persuasion, negotiation and leadership

Key words: inspire and get inspired, persuade, communicate effectively, use media effectively

You can express your own, other ideas in the last question of this questionnaire.

<p>What your opinion is: to what extend do you agree/disagree with the following statement?</p> <p><i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box.</i></p>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
<p>10.1.1 To teach my students how to take leadership when working in groups is important for them</p>	(click box)	(click box)	(click box)	(click box)	(click box)
<p>10.1.2 How many lesson periods are you willing to spend to elaborate this learning goal?</p> <p>(please indicate a realistic number for ONE full school year, per class, add up only if the classes are different)</p>	0	1,2 or 3 periods	4-8 periods	More than 8 per.	
	(click box)	(click box)	(click box)	(click box)	(click box)

<p>10.2 What you as a teacher do...</p>		
<p>In the past two years, I have paid attention to teach my students to take leadership when working in groups (click only one box)</p>	never or almost never (less than 5 % of lectures)	(click box)
	occasionally (between 5 and 15 %)	(click box)
	between occasionally and frequently (between 15 and 50 %)	(click box)
	frequently (between 50 and 80 %)	(click box)
	always or almost always (above 80 %)	(click box)

<p>To teach my students to take leadership when working in groups I would need...</p> <p><i>Click the box that expresses your opinion best. If you do not know the answer, or the question is not applicable, do not click any box. If you have other ideas or suggestions, please remember and write it in the last question of this survey.</i></p>	totally disagree	I somewhat disagree	Neither agree nor disagree	I somewhat agree	Totally agree
<p>10.3.1 ... examples of lesson plans (of a variety of courses)</p>	(click box)	(click box)	(click box)	(click box)	(click box)
<p>10.3.2 ... examples of best practices (of a variety of courses)</p>	(click box)	(click box)	(click box)	(click box)	(click box)
<p>10.3.3 ... to incorporate the use of an interactive platform in my teaching and learning</p>	(click box)	(click box)	(click box)	(click box)	(click box)

10.3.4 ... to collaborate with a multidisciplinary group of colleagues	(click box)	(click box)	(click box)	(click box)	(click box)
10.3.5 ... to learn how mobile devices can be used for teaching and learning	(click box)	(click box)	(click box)	(click box)	(click box)
10.3.6 ... to know how to evaluate the learning of my students on this topic	(click box)	(click box)	(click box)	(click box)	(click box)

Part 2

MOTIVA develops a **platform** for teachers to use in an **interactive** way to support the lessons, in MOTIVA in particular those lessons that enhance entrepreneurial skills.

The list below shows properties that could support your **ideal platform**. We kindly ask you to indicate your personal preferences on these properties in the boxes next to each property.

The platform... <i>Click the box that expresses your opinion best. Other ideas can be expressed in the last question of this questionnaire.</i>	Need to have	Important	Can be useful	Well, maybe...	Not important at all	No idea, no opinion, not applicable
1... is portable: it can be taken with the class to any place where the learning takes place (field, museum, outside the school,...)	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
2... makes it possible to generate mix content on line like embedded multimedia objects	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
3... facilitates on the spot evaluation of, or by the learners	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
4... can be integrated in the schools' wireless system	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
5... is user friendly (different programs integrated, one clickable screen, favourites on top, ...)	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
6 ... makes it possible to generate mix content online: questionnaires, quizzes and surveys	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
7 ... can be linked to the schools' learning platforms .	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
8 ... is connected to the cloud .	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)

	box)	box)	box)	box)	box)	box)
9 ... is connected to each mobile device students carry with them	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
10 ... is usable independently of another wireless connection	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
11 ... contains an e-portfolio tool	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
12 ... facilitates information about users' statistics and/or learning analytics	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
13 ... contains social tools or the possibility to link with social media	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
14 ... facilitates easy video-conferencing	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
15 ... it is flexible to adapt in function of users' needs (personalized)	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
16 ... facilitates team work or work in groups	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
17 ... facilitates collaborative communities between teachers and students (from the same school or from different schools)	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
18 ... has a file repository function (folders, documents, didactic archives, resources, FAQ, external links, ...)	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
19 ... makes it possible to share screens	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
20 ... makes it possible to set up in advance a series of tools the teacher wants to use in a particular lesson ("interactive tool plan")	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
21 ... facilitates easy rating/giving feedback on certain issues	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
22 ... should be able to produce plain text content	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
23 ... should facilitate generating interactive exercises	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
24 ... can be adapted to the school's needs in a properties section.	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
25 ... can be used to exchange mails	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)
26 ... contains chat rooms and forums	(click box)	(click box)	(click box)	(click box)	(click box)	(click box)

	box)	box)	box)	box)	box)	box)
--	------	------	------	------	------	------

Final questions.

Do you want us to keep you informed on the evolution and results of the project?

Yes	(click box)
no	(click box)

If you have any remarks related to this questionnaire (ideas, wishes, other needs, experiences you want to share), please write them in the box below.

--