

Default Report

2020 Perceptions of K-12 teachers

March 26, 2020 4:35 AM MDT

QID24 - Welcome to the research study! My name is Lei Wang, and I am a graduate student at Syracuse University. I am interested in learning more about middle school English teachers' perceptions of their beliefs, knowledge and practices in developing self-regulated learners in middle schools in Chaoyang District in China. You will be presented with information relevant to in-service English teachers' perceptions of supporting students' self-regulated learning in China and asked to answer some questions about it. The study should take you around 20 minutes to complete, and you will receive red pockets after your participation. Your participation in this research is voluntary. This means you can choose whether to participate and that you may withdraw from the study at any time without penalty. Whenever one works with email or the internet; there is always the risk of compromising privacy, confidentiality, and/or anonymity. Your confidentiality will be maintained to the degree permitted by the technology being used. It's important for you to understand that no guarantees can be made regarding the interception of data sent via the internet by third parties. (无论何时我们使用电子邮件或互联网，总会存在损害隐私，机密性和/或者匿名性的风险。您的机密性会在所使用的技术允许的范围内进行维护。重要的是您需要了解，我们不能保证第三方拦截通过互联网发送数据。) If you have any

questions, concerns or complaints about the research please contact me at lwang69@syr.edu. By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age or older. Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

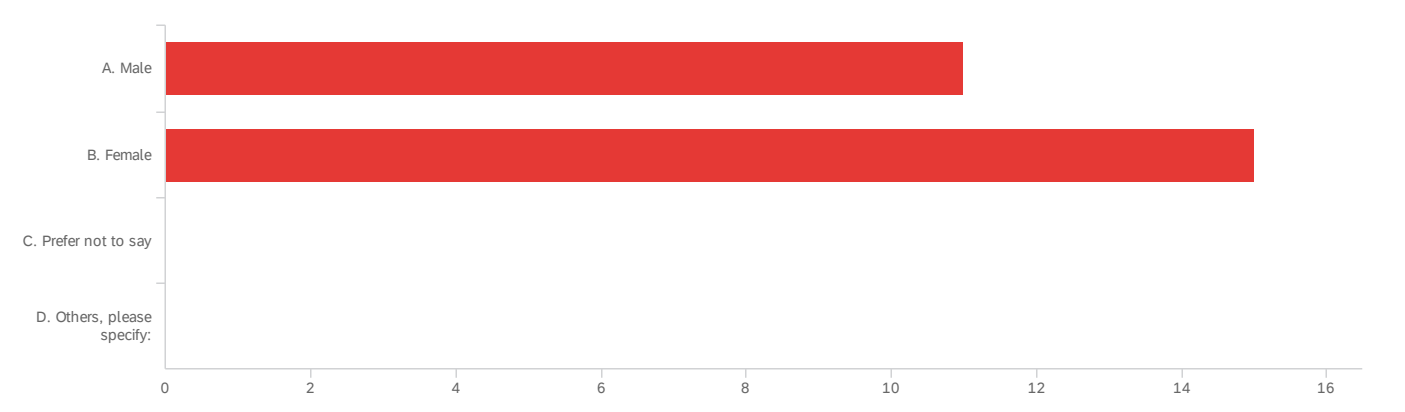



#	Field	Choice Count
1	I consent, begin to participate.	96.15% 25
2	I don't consent, I do not wish to participate.	3.85% 1

26

Showing rows 1 - 3 of 3

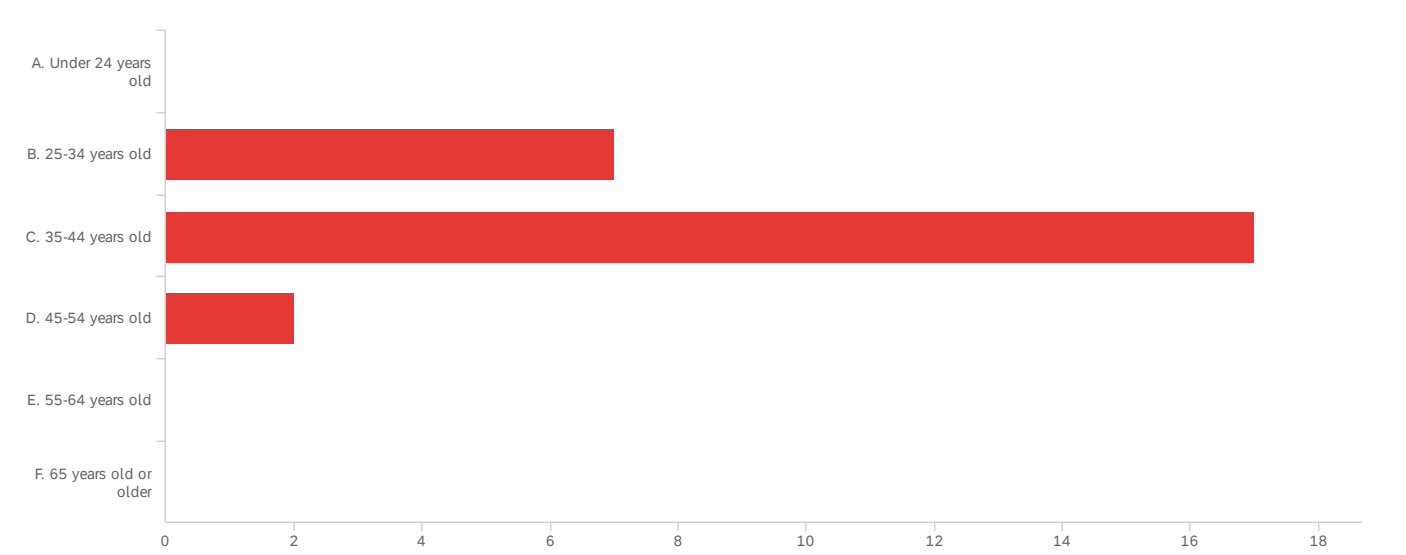
Q1 - Q1 What is your gender?




Data source misconfigured for this visualization.

#	Field	Choice Count
1	A. Male	42.31% 11
2	B. Female	57.69% 15
3	C. Prefer not to say	0.00% 0
4	D. Others, please specify:	0.00% 0

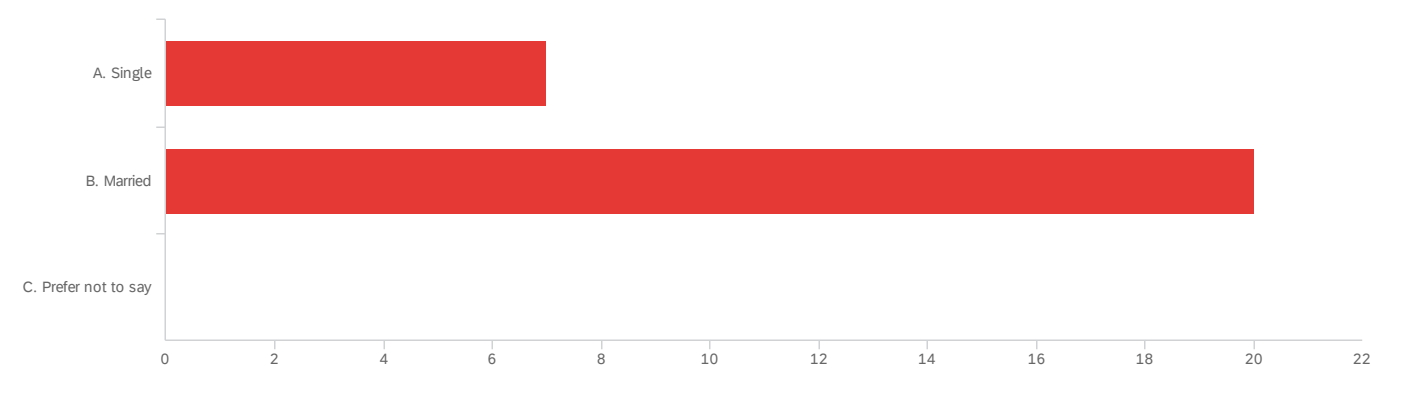
Q2 - Q2 What is your age?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Q2 What is your age?	2.00	4.00	2.81	0.56	0.31	26

#	Field	Choice Count
1	A. Under 24 years old	0.00% 0
2	B. 25-34 years old	26.92% 7
3	C. 35-44 years old	65.38% 17
4	D. 45-54 years old	7.69% 2
5	E. 55-64 years old	0.00% 0
6	F. 65 years old or older	0.00% 0

Q3 - Q3 What is your marital status?

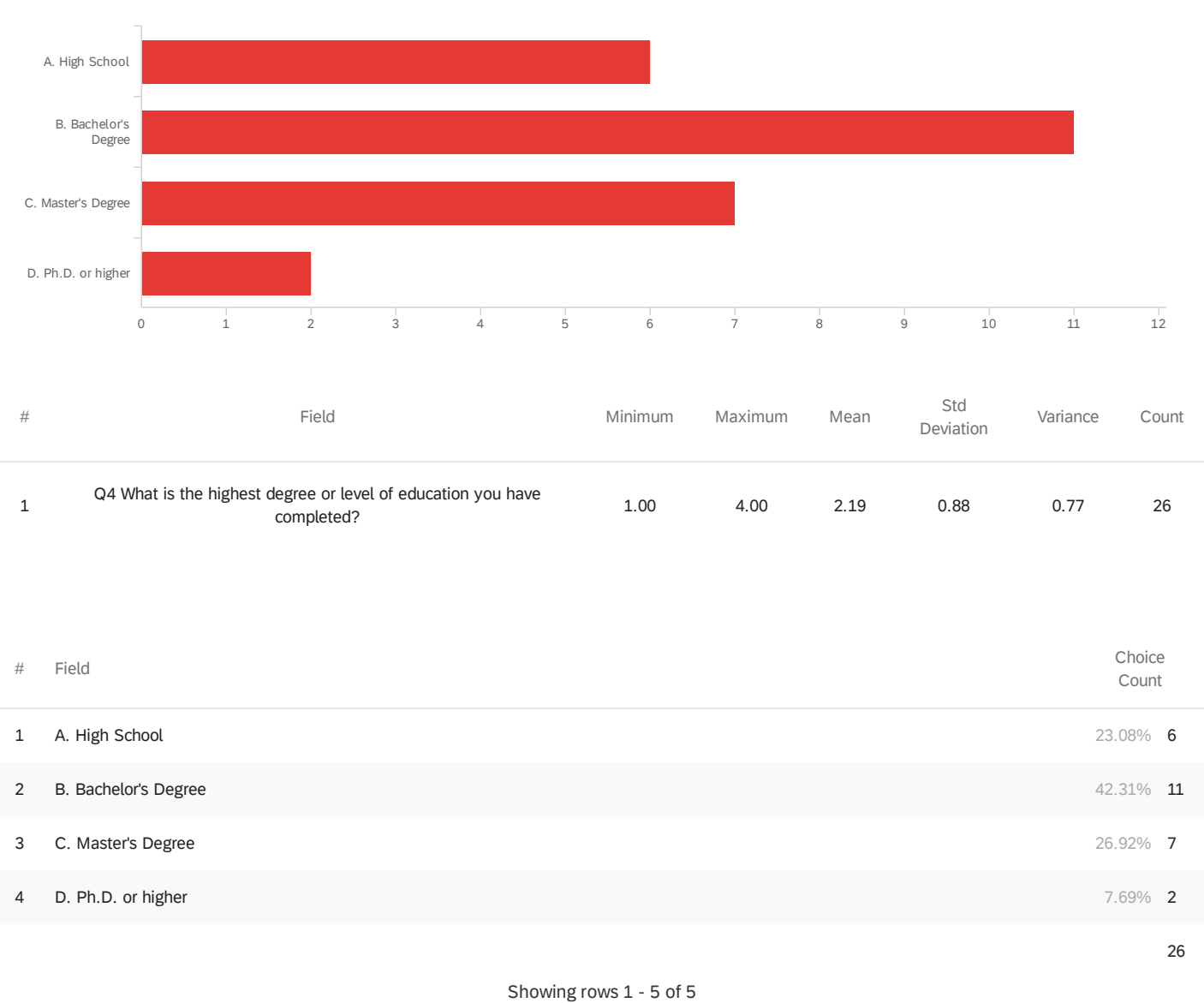


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Q3 What is your marital status?	1.00	2.00	1.74	0.44	0.19	27

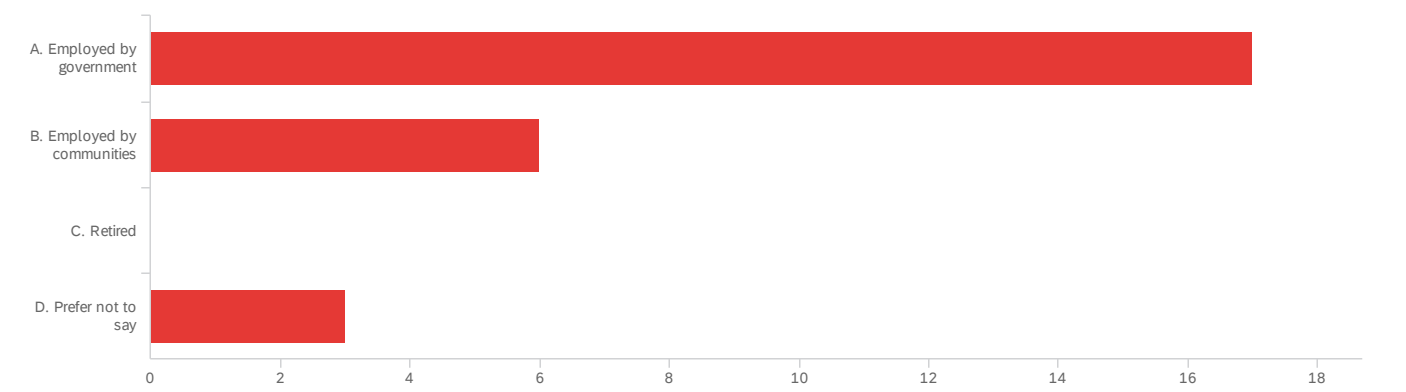
#	Field	Choice Count
1	A. Single	25.93% 7
2	B. Married	74.07% 20
3	C. Prefer not to say	0.00% 0
		27

Showing rows 1 - 4 of 4

Q4 - Q4 What is the highest degree or level of education you have completed?



Q5 - Q5 What is your current employment status?



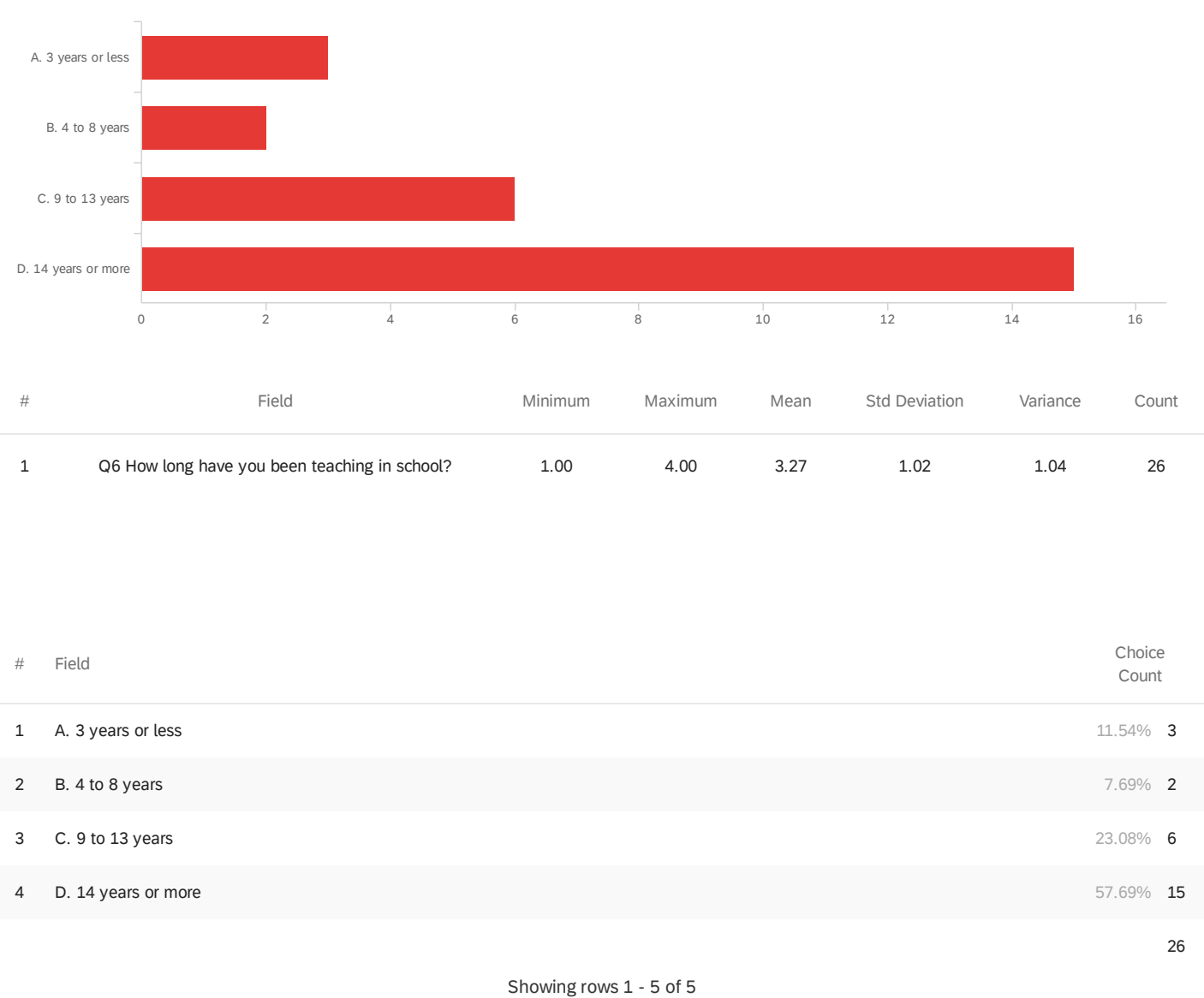
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Q5 What is your current employment status?	1.00	4.00	1.58	0.97	0.94	26

#	Field	Choice Count
1	A. Employed by government	65.38% 17
2	B. Employed by communities	23.08% 6
3	C. Retired	0.00% 0
4	D. Prefer not to say	11.54% 3

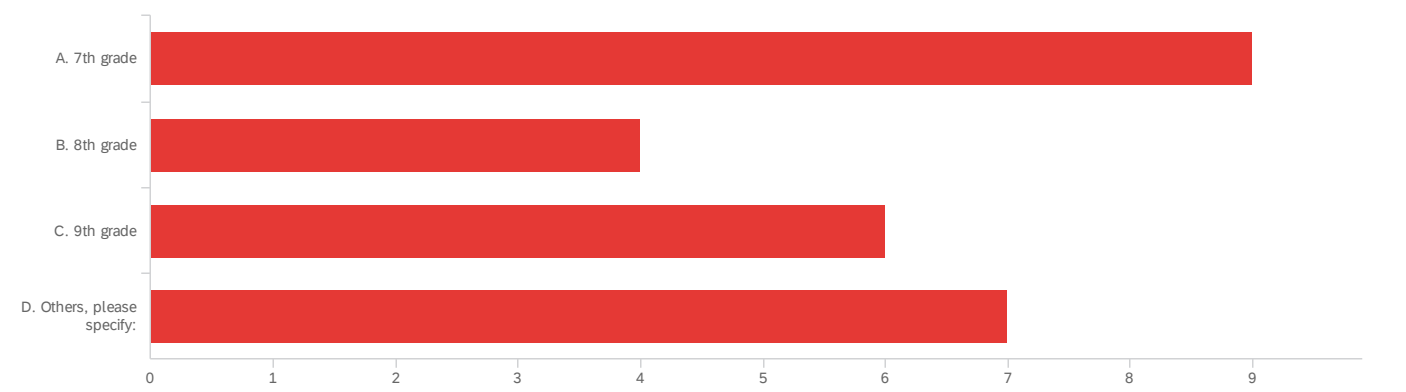
26

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Q6 - Q6 How long have you been teaching in school?



Q7 - Q7 In which grade you are teaching?



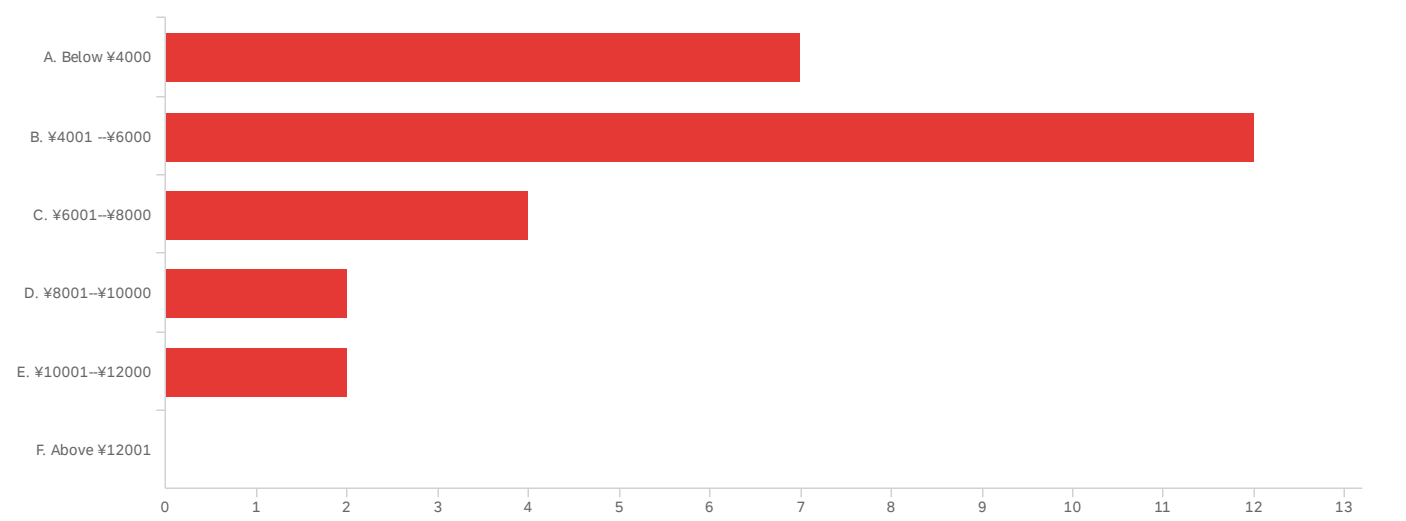
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Q7 In which grade you are teaching? - Selected Choice	1.00	4.00	2.42	1.21	1.47	26

#	Field	Choice Count
1	A. 7th grade	34.62% 9
2	B. 8th grade	15.38% 4
3	C. 9th grade	23.08% 6
4	D. Others, please specify:	26.92% 7

26

Showing rows 1 - 5 of 5

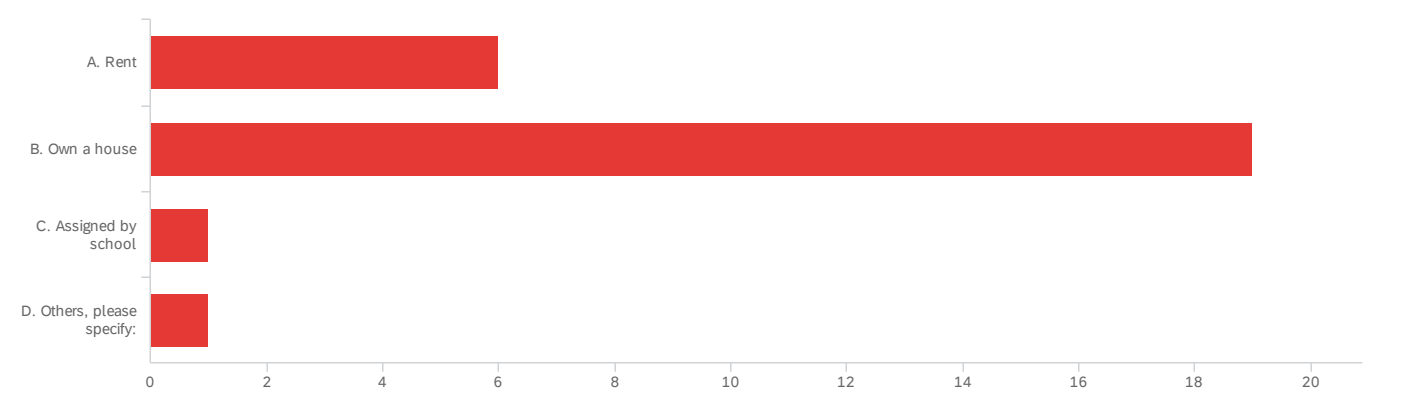
Q8 - Q8 What's your monthly income?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Q8 What's your monthly income?	1.00	5.00	2.26	1.14	1.30	27

#	Field	Choice Count
1	A. Below ¥4000	25.93% 7
2	B. ¥4001--¥6000	44.44% 12
3	C. ¥6001--¥8000	14.81% 4
4	D. ¥8001--¥10000	7.41% 2
5	E. ¥10001--¥12000	7.41% 2
6	F. Above ¥12001	0.00% 0

Q9 - Q9 What's your house status?



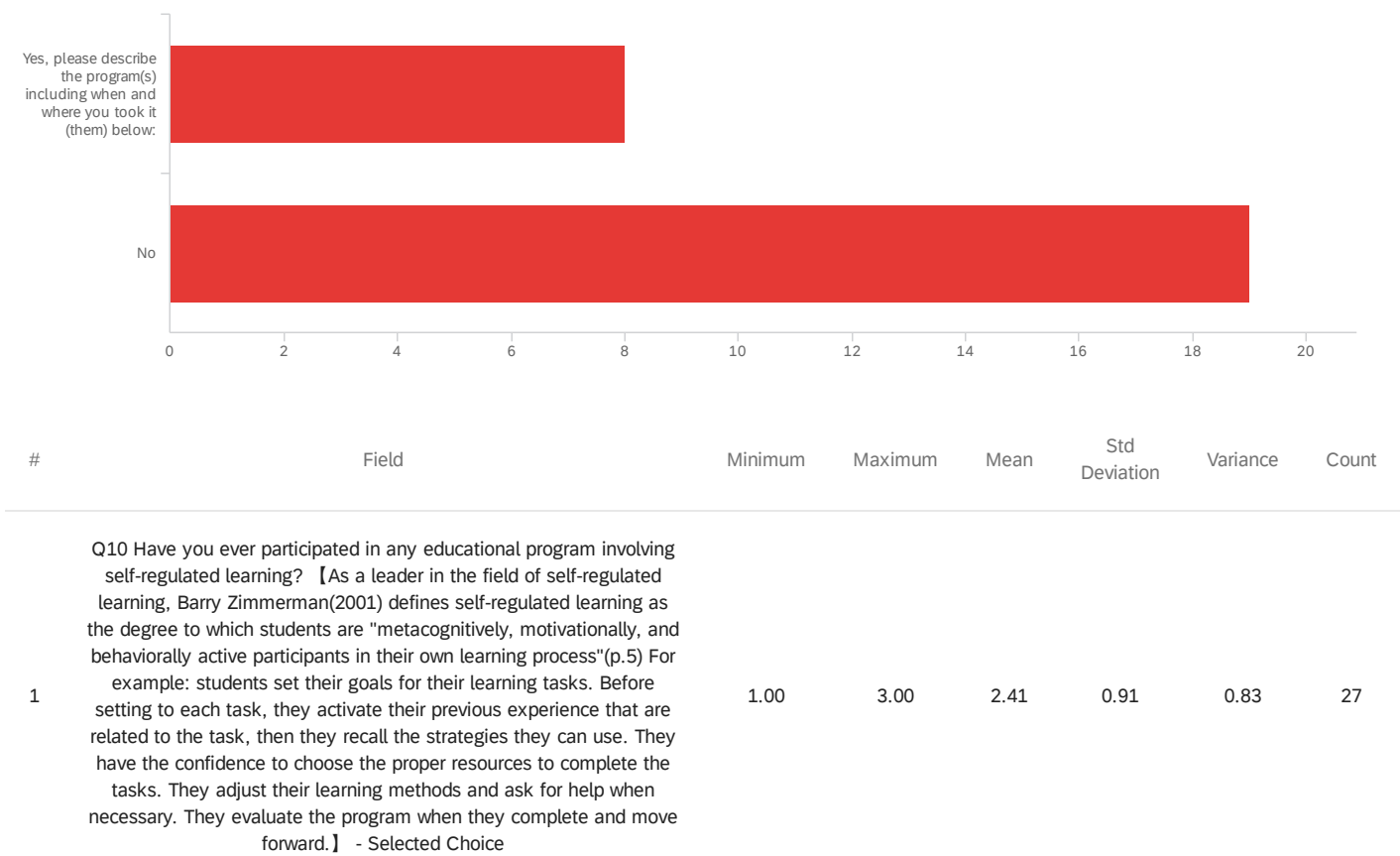
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Q9 What's your house status? - Selected Choice	1.00	4.00	1.89	0.63	0.40	27

#	Field	Choice Count
1	A. Rent	22.22% 6
2	B. Own a house	70.37% 19
3	C. Assigned by school	3.70% 1
4	D. Others, please specify:	3.70% 1

27

Showing rows 1 - 5 of 5

Q10 - Q10 Have you ever participated in any educational program involving self-regulated learning? 【As a leader in the field of self-regulated learning, Barry Zimmerman(2001) defines self-regulated learning as the degree to which students are "metacognitively, motivationally, and behaviorally active participants in their own learning process"(p.5) For example: students set their goals for their learning tasks. Before setting to each task, they activate their previous experience that are related to the task, then they recall the strategies they can use. They have the confidence to choose the proper resources to complete the tasks. They adjust their learning methods and ask for help when necessary. They evaluate the program when they complete and move forward.】



#	Field	Choice Count
1	Yes, please describe the program(s) including when and where you took it (them) below:	29.63% 8
3	No	70.37% 19

27

Showing rows 1 - 3 of 3

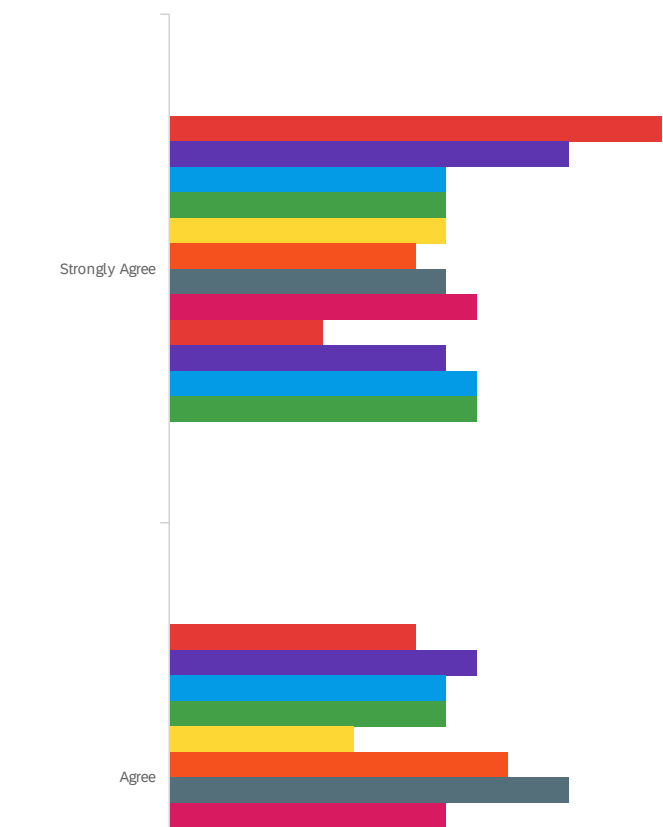
Q10_1_TEXT - Yes

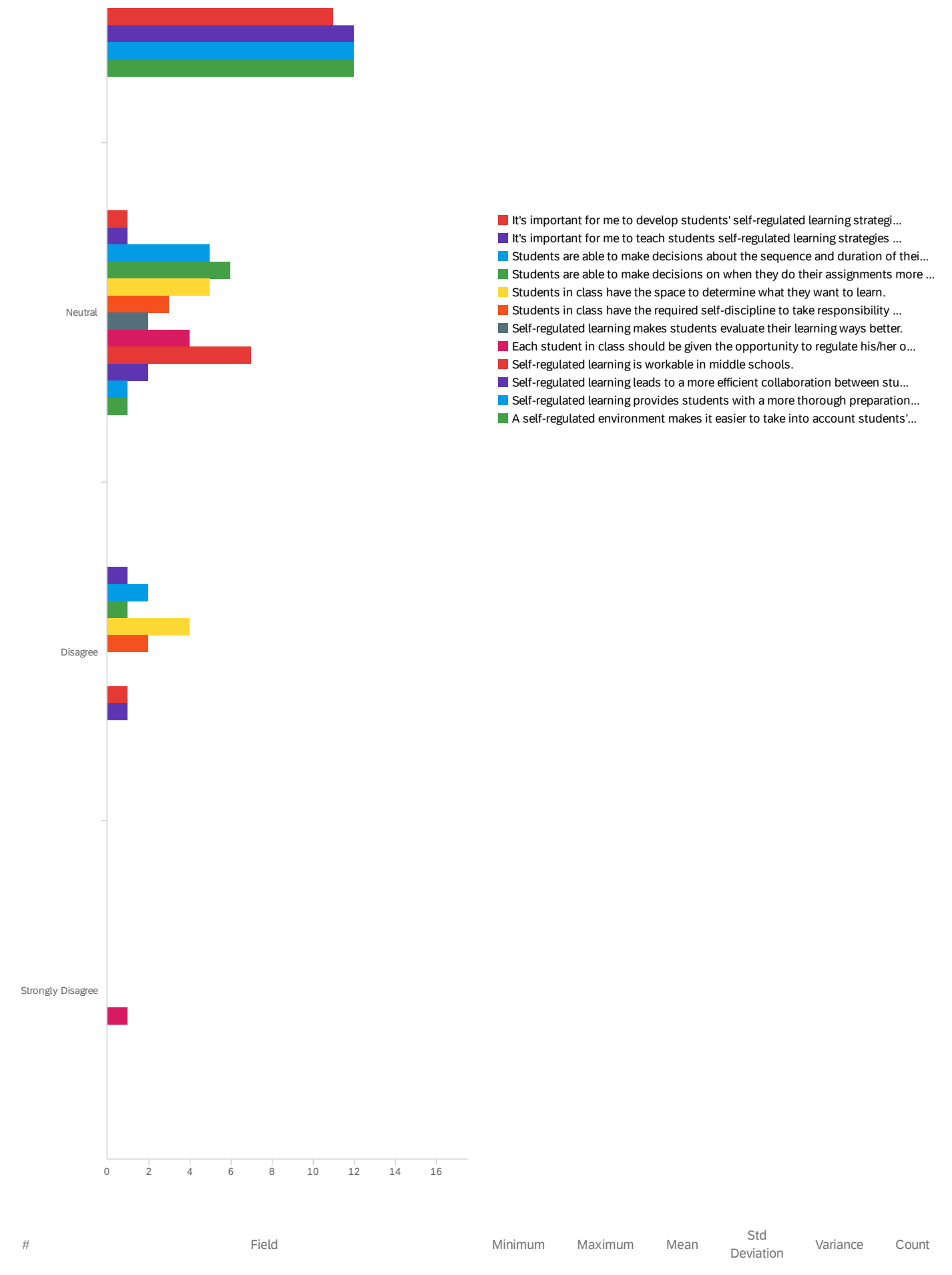
Yes, please describe the program(s) including when and where you took it (t...

yes. Faced with EMT, I encourage my studentes to set a goal to achieve their university dream this year ,especially in recent months.

text

Q11 - Q11 Choose from the answers below to best represent your beliefs about self-regulated learning in your daily classroom teaching : 【As a leader in the field of self-regulated learning, Barry Zimmerman(2001) defines self-regulated learning as the degree to which students are "metacognitively, motivationally, and behaviorally active participants in their own learning process"(p.5) For example: students set their goals for their learning tasks. Before setting to each task, they activate their previous experience that are related to the task, then they recall the strategies they can use. They have the confidence to choose the proper resources to complete the tasks. They adjust their learning methods and ask for help when necessary. They evaluate the program when they complete and move forward.】





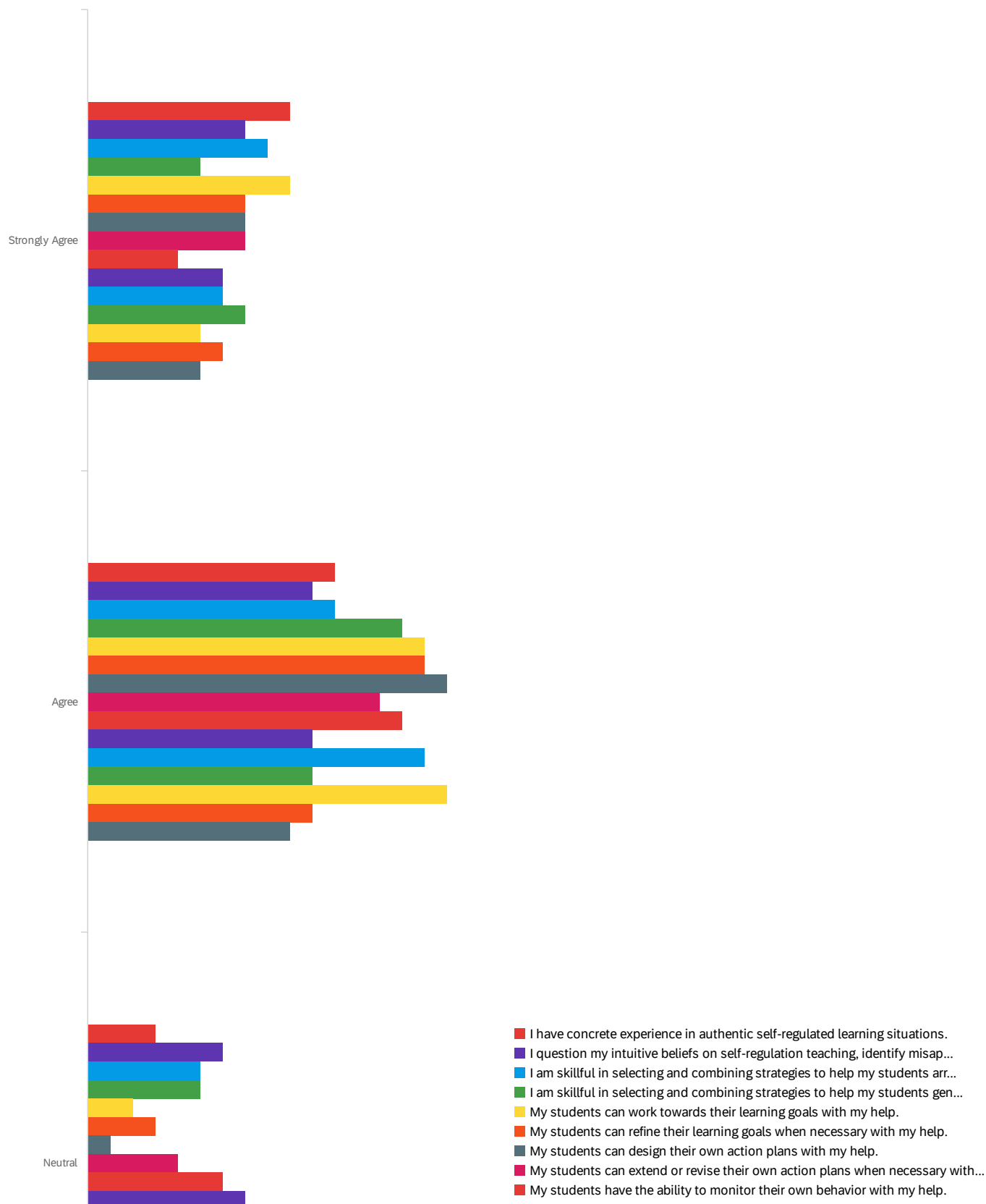
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	It's important for me to develop students' self-regulated learning strategies and skills.	1.00	3.00	1.40	0.57	0.32	25
2	It's important for me to teach students self-regulated learning strategies and skills.	1.00	4.00	1.60	0.75	0.56	25
3	Students are able to make decisions about the sequence and duration of their learning activities frequently.	1.00	4.00	2.00	0.94	0.88	25
4	Students are able to make decisions on when they do their assignments more often.	1.00	4.00	1.96	0.87	0.76	25
5	Students in class have the space to determine what they want to learn.	1.00	4.00	2.17	1.11	1.22	24
6	Students in class have the required self-discipline to take responsibility for their learning.	1.00	4.00	1.96	0.89	0.79	24
7	Self-regulated learning makes students evaluate their learning ways better.	1.00	3.00	1.71	0.61	0.37	24
8	Each student in class should be given the opportunity to regulate his/her own learning.	1.00	5.00	1.88	0.97	0.94	24
9	Self-regulated learning is workable in middle schools.	1.00	4.00	2.17	0.80	0.64	24
10	Self-regulated learning leads to a more efficient collaboration between students in class than traditional teacher-centered learning styles.	1.00	4.00	1.79	0.76	0.58	24
11	Self-regulated learning provides students with a more thorough preparation for their transition to high schools than only in traditional teacher-centered learning styles.	1.00	3.00	1.61	0.57	0.33	23
12	A self-regulated environment makes it easier to take into account students' experiences and interests than only in traditional teacher-centered learning styles.	1.00	3.00	1.61	0.57	0.33	23

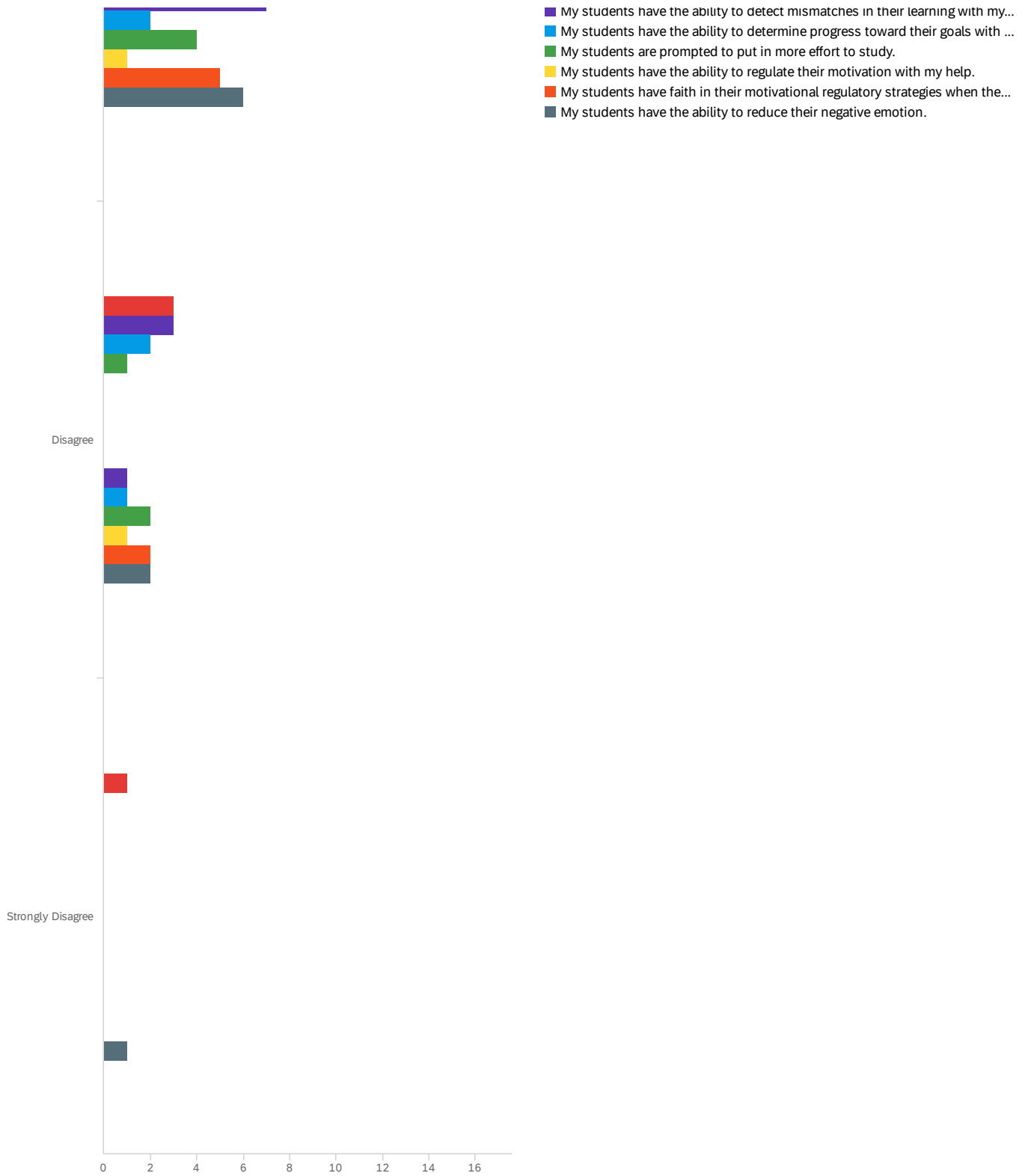
#	Field	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
1	It's important for me to develop students' self-regulated learning strategies and skills.	64.00%	16	32.00%	8	4.00%	1	0.00%	0	0.00%	0	25
2	It's important for me to teach students self-regulated learning strategies and skills.	52.00%	13	40.00%	10	4.00%	1	4.00%	1	0.00%	0	25
3	Students are able to make decisions about the sequence and duration of their learning activities frequently.	36.00%	9	36.00%	9	20.00%	5	8.00%	2	0.00%	0	25

#	Field	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
4	Students are able to make decisions on when they do their assignments more often.	36.00%	9	36.00%	9	24.00%	6	4.00%	1	0.00%	0	25
5	Students in class have the space to determine what they want to learn.	37.50%	9	25.00%	6	20.83%	5	16.67%	4	0.00%	0	24
	Students in class have the required self-discipline to take responsibility for their learning.	33.33%	8	45.83%	11	12.50%	3	8.33%	2	0.00%	0	24
	Self-regulated learning makes students evaluate their learning ways better.	37.50%	9	54.17%	13	8.33%	2	0.00%	0	0.00%	0	24
	Each student in class should be given the opportunity to regulate his/her own learning.	41.67%	10	37.50%	9	16.67%	4	0.00%	0	4.17%	1	24
	Self-regulated learning is workable in middle schools.	20.83%	5	45.83%	11	29.17%	7	4.17%	1	0.00%	0	24
	Self-regulated learning leads to a more efficient collaboration between students in class than traditional teacher-centered learning styles.	37.50%	9	50.00%	12	8.33%	2	4.17%	1	0.00%	0	24
	Self-regulated learning provides students with a more thorough preparation for their transition to high schools than only in traditional teacher-centered learning styles.	43.48%	10	52.17%	12	4.35%	1	0.00%	0	0.00%	0	23
	A self-regulated environment makes it easier to take into account students' experiences and interests than only in traditional teacher-centered learning styles.	43.48%	10	52.17%	12	4.35%	1	0.00%	0	0.00%	0	23

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Q12 - Q12 The following statements are based on the elements of self-regulated learning. Please choose the one that best describes you.





#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have concrete experience in authentic self-regulated learning situations.	1.00	5.00	2.11	1.10	1.21	27
2	I question my intuitive beliefs on self-regulation teaching, identify misapprehension, and replace them with new proper action.	1.00	4.00	2.19	0.96	0.92	26

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	I am skillful in selecting and combining strategies to help my students arrange skills in their studies.	1.00	4.00	2.04	0.90	0.81	26
4	I am skillful in selecting and combining strategies to help my students generalize questions.	1.00	4.00	2.08	0.74	0.55	25
5	My students can work towards their learning goals with my help.	1.00	3.00	1.73	0.59	0.35	26
6	My students can refine their learning goals when necessary with my help.	1.00	3.00	1.84	0.61	0.37	25
7	My students can design their own action plans with my help.	1.00	3.00	1.75	0.52	0.27	24
8	My students can extend or revise their own action plans when necessary with my help.	1.00	3.00	1.88	0.67	0.44	24
9	My students have the ability to monitor their own behavior with my help.	1.00	3.00	2.08	0.64	0.41	24
10	My students have the ability to detect mismatches in their learning with my help.	1.00	4.00	2.13	0.83	0.69	24
11	My students have the ability to determine progress toward their goals with my help.	1.00	4.00	1.92	0.70	0.49	24
12	My students are prompted to put in more effort to study.	1.00	4.00	2.04	0.91	0.82	23
13	My students have the ability to regulate their motivation with my help.	1.00	4.00	1.91	0.65	0.43	23
14	My students have faith in their motivational regulatory strategies when they are learning by themselves.	1.00	4.00	2.13	0.90	0.81	23
15	My students have the ability to reduce their negative emotion.	1.00	5.00	2.35	1.05	1.10	23

#	Field	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	I have concrete experience in authentic self-regulated learning situations.	33.33% 9	40.74% 11	11.11% 3	11.11% 3	3.70% 1	27
2	I question my intuitive beliefs on self-regulation teaching, identify misapprehension, and replace them with new proper action.	26.92% 7	38.46% 10	23.08% 6	11.54% 3	0.00% 0	26
3	I am skillful in selecting and combining strategies to help my students arrange skills in their studies.	30.77% 8	42.31% 11	19.23% 5	7.69% 2	0.00% 0	26
4	I am skillful in selecting and combining strategies to help my students generalize questions.	20.00% 5	56.00% 14	20.00% 5	4.00% 1	0.00% 0	25

#	Field	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
5	My students can work towards their learning goals with my help.	34.62%	9	57.69%	15	7.69%	2	0.00%	0	0.00%	0	26
	My students can refine their learning goals when necessary with my help.	28.00%	7	60.00%	15	12.00%	3	0.00%	0	0.00%	0	25
	My students can design their own action plans with my help.	29.17%	7	66.67%	16	4.17%	1	0.00%	0	0.00%	0	24
	My students can extend or revise their own action plans when necessary with my help.	29.17%	7	54.17%	13	16.67%	4	0.00%	0	0.00%	0	24
	My students have the ability to monitor their own behavior with my help.	16.67%	4	58.33%	14	25.00%	6	0.00%	0	0.00%	0	24
	My students have the ability to detect mismatches in their learning with my help.	25.00%	6	41.67%	10	29.17%	7	4.17%	1	0.00%	0	24
	My students have the ability to determine progress toward their goals with my help.	25.00%	6	62.50%	15	8.33%	2	4.17%	1	0.00%	0	24
	My students are prompted to put in more effort to study.	30.43%	7	43.48%	10	17.39%	4	8.70%	2	0.00%	0	23
	My students have the ability to regulate their motivation with my help.	21.74%	5	69.57%	16	4.35%	1	4.35%	1	0.00%	0	23
	My students have faith in their motivational regulatory strategies when they are learning by themselves.	26.09%	6	43.48%	10	21.74%	5	8.70%	2	0.00%	0	23
	My students have the ability to reduce their negative emotion.	21.74%	5	39.13%	9	26.09%	6	8.70%	2	4.35%	1	23

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End of Report