

## Digital Questionnaires

### From Phase 5: Presentation and Final Reflection

Phase five is the final phase. In this phase, not only the information gathered is collected and saved, but there is also the possibility of a reflection of the teaching series as a whole and feedback from all participants. Therefore, the methods in phase five have an evaluative character.

#### a) General information

**Time frame:** Part of lesson (at the end of a topic/lesson or even at the beginning of a lesson to repeat information)

**Social form(s):** Individual work

**Number of people:** Up to 30 participants (it could be more, but if a discussion is to take place afterwards, more than 30 people are not recommended).

**Short summary:** There is open access software available to create digital questionnaires (that can also be used for quizzes or games) in a very easy way. The questionnaire may include open-questions as well as single-choice questions etc. The most interesting thing is, that online questionnaires can be used with the participants, while simultaneously the programmes are evaluating the answers, which can be shown via projector. E.g. for an open question: “What is your first language?” When the participants type in the different answers and click on sending, the online tool chosen (e.g. Kahoot, Mentimeter) is showing how many participants are speaking in which language. The results are presented in a diagram, which grows while the survey/question is ongoing.

#### b) Description of the method (preparation, working steps, aim)

As a highly interactive tool online questionnaires can be used as a playful form of evaluation. Evaluation of knowledge or parameters of participants in the class (social component as a way of getting to know the diversity of a classroom better) are both possible options. As the retrieved data gets visualised by the programme instantly, it also has an element of surprise in it.

Step-by-step implementation of method:

1. Preparation:

- Make an account
- Prepare the questions
- Inform participants to take an electronic device with them.

In class:

2. Ask questions
3. Discuss the outcome.

In preparation of the method, the lecturer needs to create an account and to prepare the questions online. Also, all participants need an electronic device (smartphone, tablet, etc.) for taking part in the poll. If the

lecturer knows that every participant has a smartphone (with them), then the need to bring an electronic device is not given.

The discussion of outcome is recommended as a possible way to have a deeper going discussion.

### **c) Reflecting questions on how to implement the methods in programmes for (recently) immigrated and refugee teachers**

#### **How can the participants and lecturers contribute their knowledge in a way that does not culturalise?**

When creating the questions, it is important to make sure that they are formulated as openly and unbiased as possible. Suggestive and problem-oriented questions should be avoided, as this could lead to generalised attributions. To give an example: The question "Have you ever had trouble with your German neighbours?" conveys a problematic category and problem focus, while a question such as "How is life in your neighbourhood?" allows for a wider range of answers.

#### **What must be considered so that this method does not lead to stereotypes and/or discriminatory categorisations?**

If the questions are sensitive, this should not be too much of a risk.

#### **How to work with this method in a language sensitive way/how to include multilingualism?**

There could be questions in other languages than the regular teaching language.

#### **How to use this method in a participatory way?**

Participants could come up with own questions. To prevent from prank questions (also might rather be the case in the school context), the questions need to be approved by the lecturer/teacher in advance. There could also be the possibility of a homework to think up questions for certain topics from the previous school year or semester and then do the quiz together in the next section. Or: Every participant or pair of participants needs to make a quiz for the next lesson as a revision of the content of the previous lection. Regrettably, most of the online tools are language based and therefore not that inclusive. There could be looked for possible alternatives for people with sight impairment (audible version) to have a more inclusive version.

#### **Possible variations of the method**

A game with different topics can also be created by the participants themselves (more in depth engagement with the content), also useful for teacher training to practice the preparation of the method.

#### **Examples/possible topics**

With regard to various content issues, the method can query the opinions and interests of the participants (e.g. on the topics of heterogeneity in school, inclusion, human rights, etc.)

However, the method can also be used to determine the following learning topics. Which topics were addressed in the previous series of lessons and which should be further deepened in the near future? Which individual, professional and social questions and interests have arisen for the participants from the previous sessions? Such questions can be used to conclude learning topics and at the same time build a bridge to the next topics. At the same time, general learning topics are thus linked with individual perspectives, experiences and interests.

#### d) Further Information

Kahoot – Make learning awesome. Available at:

<https://kahoot.com/> [29.02.20].

Mentimeter – Create interactive presentations, workshops, and meetings. Available at:

<https://www.mentimeter.com/> [29.02.20].



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