NEPS
National Educational Panel Study

Research Data

Curricular Reform Study in Thuringia
Teachers
Main Study 2009/10 (A70)
PAPI questionnaire

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*The following questions are **specific to the course** printed on the front cover sheet of this questionnaire. Please answer with reference to the lessons you taught for this course or the students who took this course.*

THE SITUATION IN YOUR COURSE:

1	**Please make an estimate. What percentage of the students ...**	
	Please enter the numbers right-justified	
a)	... cooperated willingly and regularly in class?	___ %
b)	... were really interested in this course?	___ %
c)	... often caused a disturbance in the lessons?	___ %

2	**Out of ten lessons: On average, how often did you set homework?**										
	Please tick one answer only.										
	never	about 1 time	about 2 times	about 3 times	about 4 times	about 5 times	about 6 times	about 7 times	about 8 times	about 9 times	always
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

3	**Think of a normal school week: On average, what percentage of the homework showed serious effort?**
	Please enter the numbers right-justified.
	about ___ %

4	**Please make an estimate: How well do the following statements apply to the students in your course in general?**				
	Please tick one box in every row.				
		doesn't apply at all	doesn't apply much	applies quite well	applies fully
a)	In general the students have a lot of fun in this course.	☐	☐	☐	☐
b)	In this course time usually flies by quickly for the students.	☐	☐	☐	☐

5	**Some statements about your course**:				
	Please tick one box in every row.				
		doesn't apply at all	doesn't apply much	applies quite well	applies fully
a)	I have to make a great effort in this course.	☐	☐	☐	☐
b)	It is fun teaching this course.	☐	☐	☐	☐
c)	Teaching this course is a serious challenge for me.	☐	☐	☐	☐
d)	Having the chance to teach this course enriches my life.	☐	☐	☐	☐
e)	Teaching this course is often a frustrating experience.	☐	☐	☐	☐
f)	I've no concerns about this course.	☐	☐	☐	☐
g)	This course saps my strength severely.	☐	☐	☐	☐

	Question 5 (cont.)				
	Some statements about your course:				
	Please tick one box in every row.				
		doesn't apply at all	doesn't apply much	applies quite well	applies fully
h)	I'm happy when I enter the classroom for this course.	☐	☐	☐	☐
i)	I have to monitor a lot in this course.	☐	☐	☐	☐
j)	There are many motivated students in this course.	☐	☐	☐	☐
k)	The students in this course are making a great effort.	☐	☐	☐	☐
l)	The students in this course respect me.	☐	☐	☐	☐
m)	The students in this course support each other.	☐	☐	☐	☐
n)	The students in this course support me whenever they can.	☐	☐	☐	☐
o)	I'm proud of this course.	☐	☐	☐	☐
p)	There is an excellent atmosphere in this course.	☐	☐	☐	☐
q)	The students in this course have an excellent attitude towards their work.	☐	☐	☐	☐
r)	I'm really enthusiastic about teaching this course.	☐	☐	☐	☐

6	**Please make an estimate: How well are the following aims being achieved in this course?**				
	Please tick one box in every row.				
		very badly	badly	well	very well
a)	Ensuring a high average standard of achievement for all students	☐	☐	☐	☐
b)	Ensuring a general minimum standard of achievement for all students	☐	☐	☐	☐
c)	Preparing students to choose subjects for tertiary education	☐	☐	☐	☐
d)	Preparing students for the demands of tertiary education	☐	☐	☐	☐
e)	Reducing differences between high- and low-achievers in class	☐	☐	☐	☐
f)	Support for school students with higher achievement levels	☐	☐	☐	☐
g)	Support for school students with lower achievement levels	☐	☐	☐	☐
h)	Support for students in general	☐	☐	☐	☐
i)	Willingness to make an effort in class (students with higher achievement levels)	☐	☐	☐	☐
j)	Willingness to make an effort in class (students with lower achievement levels)	☐	☐	☐	☐
k)	Willingness to make an effort in class (students in general)	☐	☐	☐	☐
l)	Arouse interest in the subject matter among academically stronger students	☐	☐	☐	☐
m)	Arouse interest in the subject matter among academically weaker students	☐	☐	☐	☐
n)	Arouse interest in the subject matter among students in general	☐	☐	☐	☐

*Please answer question 7 only if the course you are referring to in this questionnaire is a *physics course* AND if you have been teaching physics to this course *since the beginning of Year 11*. If this is NOT the case, please move on to the next section* → ***"The Situation in the Specific Subject Taught"***

7	**If you teach physics to this course: For each of the following main topic areas, please enter how many hours you spent teaching it in total during Years 11 and 12. For the subtopics, please indicate if you covered it in class.**		
	Please indicate whether or not you dealt with the following topics in class and if so, how many lesson hours were dedicated to the topic. The total number of hours for all topics doesn't necessarily have to match exactly the number of hours you spent teaching during the two school years. Please enter the numbers right-justified.		
		not dealt with	dealt with
1.	Electromagnetic fields and interactions	☐	☐☐☐ hours
2.	Magnetic fields and electromagnetic induction	☐	☐☐☐ hours
2.1	Magnetic flux density	☐	☐
2.2	Electromagnetic induction	☐	☐
2.3	Alternating current	☐	☐
3.	Oscillation	☐	☐☐☐ hours
3.1	Mechanical oscillations	☐	☐
3.2	Electromagnetic oscillations (RLC-circuits)	☐	☐
4.	Waves	☐	☐☐☐ hours
4.1	Origin, propagation and properties of mechanical waves	☐	☐
4.2	Origin, propagation and properties of Hertzian waves	☐	☐
5.	Optics	☐	☐☐☐ hours
5.1	Ray optics	☐	☐
5.2	Wave optics	☐	☐

Question 7 (cont.)

If you taught physics to this course: For each of the following main topic areas, please enter how many hours you spent teaching it in total during Years 11 and 12. For the subtopics, please indicate if you covered it in class.

Please indicate whether or not you dealt with the following topics in class and if so, how many lesson hours were dedicated to the topic. The total number of hours for all topics doesn't necessarily have to exactly match the number of hours you spent teaching during the two school years. Please enter the numbers right-justified.

		not dealt with	dealt with
6.	Rigid body mechanics	☐	☐☐☐ hours
6.1	Kinematics for a point mass in circular motion	☐	☐
6.2	Torque and equilibrium of rigid bodies	☐	☐
6.3	Dynamics of a point mass in circular motion and the rotation of rigid bodies	☐	☐
7.	Thermodynamics	☐	☐☐☐ hours
8.	Special relativity theory (SRT)	☐	☐☐☐ hours
8.1	Kinematics within SRT	☐	☐
8.2	Some dynamic problems within SRT	☐	☐
9.	Quantum physics	☐	☐☐☐ hours
9.1	Quantum physics of light	☐	☐
9.2	Quantum physics of the electron	☐	☐
9.3	Quantum physics of the electron shells	☐	☐
9.4	Physics of the atomic nucleus	☐	☐
9.5	Nuclear energy and its usage	☐	☐

THE SITUATION IN THE SPECIFIC SUBJECT TAUGHT

The following questions are general subject-related questions about the subject printed on the front cover sheet of this questionnaire. Please answer with reference to this subject. If you taught two or more courses in this subject during Year 12, please answer these questions in only one of the questionnaires. If you received more than one questionnaire and have already answered this section for this subject in another questionnaire, please skip to **→"The Situation in the Upper Secondary Level".**

At the beginning of the 2009 school year, a new upper secondary level [gymnasiale Oberstufe] was introduced in Thuringia. Main characteristics of this reform include: compulsory study of the core subjects German, mathematics and a foreign language [Kernkompetenzfächer]; special emphasis on natural science subjects; and an increase in the number of subjects in which an exam is taken [Prüfungsfächer]. The following questions refer to this reform and its consequences in your school.

8	**How well-informed are you about the differences between the "old" and the "new" upper secondary level which affect your subject?**	
	Please tick one answer only.	
	very badly	☐
	not very well	☐
	fairly well	☐
	very well	☐

9	**What effects is the reform having on the scope of the course material in this subject and the detail in which it is taught?**					
	Please tick one box in every row.					
		decrease	tendency to decrease	no effect	tendency to increase	increase
a)	scope of the course material	☐	☐	☐	☐	☐
b)	detail in which the topics are dealt with	☐	☐	☐	☐	☐

10	**What is your impression of the effects of the reform on teachers' workload and motivation?**					
	Please tick one box in every row.					
		strong decrease	decrease	no change	increase	strong increase
	For the first cohorts of the reformed upper secondary level					
a)	Workload for teachers in this subject	☐	☐	☐	☐	☐
b)	Teachers' motivation in this subject	☐	☐	☐	☐	☐
	Long-term					
c)	Workload for teachers in this subject	☐	☐	☐	☐	☐
d)	Teachers' motivation in this subject	☐	☐	☐	☐	☐

11	**What is your impression of the effects of the reform on the way this subject is taught?**					
	Please tick one box in every row.					
		much easier	somewhat easier	no change	somewhat more difficult	much more difficult
a)	Completing classroom preparation in a reasonable length of time	☐	☐	☐	☐	☐
b)	Imparting the course contents	☐	☐	☐	☐	☐
c)	Generating enthusiasm for this subject amongst the students	☐	☐	☐	☐	☐
d)	Changing unfavourable lesson structures	☐	☐	☐	☐	☐
e)	Responding to individual students problems	☐	☐	☐	☐	☐
f)	Coming into contact with problematic students	☐	☐	☐	☐	☐
g)	Talking about students' concerns other than course contents	☐	☐	☐	☐	☐
h)	Teaching in general	☐	☐	☐	☐	☐

12	**In the previous course-related part of this questionnaire you assessed how well various study aims have been achieved in your course. Now we would like to hear your opinion about the effects the upper secondary level reform has had on the achievement of these aims in general for the subject you taught.**					
	Please tick one box in every row.					
		strong negative effects	slightly negative effects	no effect	slightly positive effects	strong positive effects
a)	Ensuring a high average standard of achievement	☐	☐	☐	☐	☐
b)	Ensuring a general minimum standard of achievement	☐	☐	☐	☐	☐
c)	Preparing students to choose subjects for tertiary education	☐	☐	☐	☐	☐
d)	Preparing students for the demands of tertiary education	☐	☐	☐	☐	☐
e)	Reducing differences between high- and low-achievers in class	☐	☐	☐	☐	☐
f)	Support for students with higher achievement levels	☐	☐	☐	☐	☐
g)	Support for students with lower achievement levels	☐	☐	☐	☐	☐
h)	Support for students in general	☐	☐	☐	☐	☐
i)	Willingness to make an effort in class (students with higher achievement levels)	☐	☐	☐	☐	☐
j)	Willingness to make an effort in class (students with lower achievement levels)	☐	☐	☐	☐	☐
k)	Willingness to make an effort in class (students in general)	☐	☐	☐	☐	☐
l)	Interest in subject among students with higher achievement levels	☐	☐	☐	☐	☐
m)	Interest in subject among students with lower achievement levels	☐	☐	☐	☐	☐
n)	Interest in subject among students in general	☐	☐	☐	☐	☐

Question 12 (cont.)

In the previous course-related part of this questionnaire you assessed how well various study aims have been achieved in your course. Now we would like to hear your opinion about the effects the upper secondary level reform has had on the achievement of these aims in general for the subject you taught.

Please tick one box in every row.

		strong negative effects	slightly negative effects	no effect	slightly positive effects	strong positive effects
f)	Support for students with higher achievement levels	☐	☐	☐	☐	☐
g)	Support for students with lower achievement levels	☐	☐	☐	☐	☐
h)	Support for students in general	☐	☐	☐	☐	☐
i)	Willingness to make an effort in class (students with higher achievement levels)	☐	☐	☐	☐	☐
j)	Willingness to make an effort in class (students with lower achievement levels)	☐	☐	☐	☐	☐
k)	Willingness to make an effort in class (students in general)	☐	☐	☐	☐	☐
l)	Interest in subject among students with higher achievement levels	☐	☐	☐	☐	☐
m)	Interest in subject among students with lower achievement levels	☐	☐	☐	☐	☐
n)	Interest in subject among students in general	☐	☐	☐	☐	☐

THE SITUATION IN THE UPPER SECONDARY LEVEL

If you taught two or more courses during Year 12 and therefore have more than one questionnaire, please answer these questions in only one of the questionnaires - they refer to the situation in the upper secondary level in general.
If you have received more than one questionnaire and have already answered the following section and the section "And finally, a few personal details" in another questionnaire, this questionnaire ends here for you. Thank you very much for your time!

13	**In the upper secondary level the students have several chances to set their study priorities (e.g. with their choice of advanced courses [Leistungskurs]). What is your opinion of the options that have been available so far?**				
	Please tick one box in every row.				
		completely disagree	tend to disagree	tend to agree	completely agree
a)	There should be a freer choice of subjects.	☐	☐	☐	☐
b)	The options are satisfactory.	☐	☐	☐	☐
c)	The options are sufficient.	☐	☐	☐	☐
d)	In an academic secondary school [Gymnasium] you should be allowed to concentrate more on specific subjects and drop others.	☐	☐	☐	☐
e)	At my school lots of advanced courses [Leistungskurs] can't be offered because there are too few students.	☐	☐	☐	☐
f)	Many students would have preferred to choose some subjects to study as an advanced course that weren't available at my school.	☐	☐	☐	☐

	Question 13 (cont.)				
	In the upper secondary level the students have several chances to set their study priorities (e.g. with their choice of advanced courses [Leistungskurs]). What is your opinion of the options that have been available so far?				
	Please tick one box in every row.				
		completely disagree	tend to disagree	tend to agree	completely agree
g)	My school has a relatively wide choice of subjects available to study as an advanced course.	☐	☐	☐	☐
h)	In the upper secondary level the students have sufficient opportunities to set their study priorities.	☐	☐	☐	☐
i)	The upper secondary level helps students to make a clear decision about their future educational path.	☐	☐	☐	☐

14	**How do you rate the effects of the upper secondary level reform in general?**					
	Please tick one answer only.					
		strong negative effects	slightly negative effects	no effect	slightly positive effects	strong positive effects
	upper secondary level reform in general	☐	☐	☐	☐	☐

15	How do you rate the specific effects of the upper secondary level reform on the following factors?					
	Please tick one box in every row.					
		strong negative effects	slightly negative effects	no effect	slightly positive effects	strong positive effects
a)	General standard of achievement of the students	☐	☐	☐	☐	☐
b)	General level of motivation among students	☐	☐	☐	☐	☐
c)	Preparing students to choose subjects for tertiary education	☐	☐	☐	☐	☐
d)	Preparing students for the demands of tertiary education	☐	☐	☐	☐	☐
e)	Comparability between school leaving certificate results of different schools	☐	☐	☐	☐	☐
f)	Suitability of school leaving certificate grade as indicator of aptitude for tertiary education	☐	☐	☐	☐	☐

16	**With the upper secondary level reform, all students now have to take exams in 5 subjects (previously 4). What effect do you think this obligation has on the following factors?**					
	Please tick one box in every row.					
		strong decrease	slight decrease	no change	slight increase	strong increase
a)	Psychological stress on upper secondary level students	☐	☐	☐	☐	☐
b)	General level of education of upper secondary level students	☐	☐	☐	☐	☐
c)	Students' opportunity to develop their own specific field of interest	☐	☐	☐	☐	☐
d)	Willingness to study in subjects without an exam	☐	☐	☐	☐	☐
e)	Quality of preparation for tertiary education	☐	☐	☐	☐	☐
f)	Comparability of school leaving certificate results	☐	☐	☐	☐	☐

17	**Please make an estimate: How well do the following statements apply to the practical implementation of the new upper secondary level in your school?**				
	Please tick one box in every row.				
		doesn't apply at all	doesn't apply much	applies quite well	applies fully
a)	The implementation of the new upper secondary level presents us with great challenges.	☐	☐	☐	☐
b)	The new upper secondary level is being implemented smoothly.	☐	☐	☐	☐
c)	The students coped well with the organisational demands of the new system right from the start.	☐	☐	☐	☐

18 Please tell us your impression: How do the students, parents, teachers and school management at your school rate the innovations in the upper secondary level?

Please tick one box in every row.

	very negative	fairly negative	fairly positive	very positive
a) students	☐	☐	☐	☐
b) teachers	☐	☐	☐	☐
c) parents	☐	☐	☐	☐
d) school management	☐	☐	☐	☐

19 Are there any further points about the reform of the upper secondary level that you rate as being especially positive or negative?

Please enter the points and tick the appropriate option for each one.

	very negative	fairly negative	fairly positive	very positive
a) ✎ _____	☐	☐	☐	☐
b) ✎ _____	☐	☐	☐	☐
c) ✎ _____	☐	☐	☐	☐

Please write in block capitals.

TEACHING STAFF

20	**Please think about your colleagues in your school: Do they agree with the following statements or do they disagree?**				
	Please tick one box in every row.				
		disagree strongly	disagree	agree	agree strongly
a)	There is a consensus among the teaching staff at this school about the school philosophy.	☐	☐	☐	☐
b)	Teaching staff at this school are quick to integrate new teachers.	☐	☐	☐	☐
c)	There is a common group identity [“we feeling”] at this school.	☐	☐	☐	☐
d)	The teaching staff demonstrate unity here.	☐	☐	☐	☐
e)	The teaching staff here agree with each other about the aims our school wants to achieve.	☐	☐	☐	☐
f)	There are differences of opinion which prevent our teaching staff from working together well.	☐	☐	☐	☐
g)	At our school there are many informal meetings where teachers come together.	☐	☐	☐	☐
h)	The teaching staff here have open discussions if there are different opinions.	☐	☐	☐	☐
i)	There are a lot of conflicts among the teaching staff here.	☐	☐	☐	☐

AND FINALLY, A FEW PERSONAL DETAILS

21 Are you male or female?	
Please tick the appropriate answer	
male	☐
female	☐

22 When were you born?
Please enter the month and year as numbers and right-justified.
⌊_⌋ month ⌊_ _ _ _⌋ year

23 When did you start teaching?
Please enter the year right-justified.
⌊_ _ _ _⌋ year

Thank you for answering this questionnaire!