

TransMaths Project Questionnaire II

Mathematics learning, identity and educational practice: the transition into Higher Education

This research project in the School of Education at the University of Manchester, aims to understand how students of different courses are supported with their mathematics during transition into and during their first year of university.

We would like to thank you for participating in the study and can assure you that any responses you give will be treated in confidence. For more information please visit <http://www.education.manchester.ac.uk/research/centres/lta/LTAResearch/transmaths/>.

Background Information

Please confirm that the information listed below is correct (cross out and replace anything that is incorrect) and complete what is missing.

1. Surname: _____
2. First name(s): _____
3. Gender: ☐ Female ☐ Male
4. Date of Birth: (dd/mm/yyyy) _____
5. Home Postcode (UK) and/or country (if international): _____
[NB: We do not want your temporary/university address postcode]
6. UCAS application number (if known): _____
7. University : _____
8. Name of degree: _____

Survey ID:

A. Additional Background Information and your University Choices

9. Which one of the following groups do you feel most adequately describes your ethnic origin?

<input type="checkbox"/> White British	<input type="checkbox"/> Asian or Asian British – Bangladeshi
<input type="checkbox"/> White Irish	<input type="checkbox"/> Other Asian Background.....
<input type="checkbox"/> Other White Background.....	<input type="checkbox"/> Black or Black British – Caribbean
<input type="checkbox"/> Mixed – White and Black Caribbean	<input type="checkbox"/> Black or Black British – African
<input type="checkbox"/> Mixed – White and Black African	<input type="checkbox"/> Other Black Background.....
<input type="checkbox"/> Mixed – White and Asian	<input type="checkbox"/> Chinese
<input type="checkbox"/> Other – Mixed Background.....	<input type="checkbox"/> Other Ethnic Background
<input type="checkbox"/> Asian or Asian British - Indian	<input type="checkbox"/> Not known
<input type="checkbox"/> Asian or Asian British - Pakistani	<input type="checkbox"/> Prefer not to say

10. Has anyone in your close family been to university? **[Tick all boxes that apply]**

- ☐ Yes, one or both parents
- ☐ Yes, brother, sister or other close relative
- ☐ No

11. Do you consider yourself to have any special educational needs?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

If you ticked 'yes', please tell us what:.....

12. What is your language of first choice?

- ☐ English
- ☐ Other [Please state:]
- ☐ Bilingual with English and [Please state:].....

13. If you have changed course since September/autumn 2008 please give details here:

We also want to know how you feel about completing your chosen degree subject.

14. Please rate your agreement with the following statements:

[Tick the appropriate box or the 'don't know' column]

	Strongly Disagree	Disagree	Agree	Strongly Agree	DON'T KNOW
I might be prepared to change my course/subject or degree Programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would take a job rather than complete my course if a good job was on offer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I might consider taking time off or interrupting my degree course for a while.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I am quite certain I will complete my degree course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I am considering dropping out of my degree course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Please comment on or explain any of your ratings above.</i>					

B. Your University Experience so far

15. How well prepared do you NOW feel to learn from:

[Please tick the appropriate box or the 'don't know' column]

	Not prepared at all	Somewhat prepared	Prepared	Well prepared	DON'T KNOW
Studying on your own from texts/notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Listening in lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taking notes in lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working on team projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Doing laboratory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Researching topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Computer-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Whole class teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working/discussing in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

16. How important do you think each of the following ways of studying has been for your university course so far?








































[Please tick the appropriate box or the 'don't know' column]

	Not important at all	Somewhat important	Important	Very important	DON'T KNOW
Studying on your own from texts/notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Listening in lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taking notes in lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working on team projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Doing laboratory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Researching topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Computer-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Whole class teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Working/discussing in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

17. The differences between your experience of learning and/or teaching at university and your experience at school/pre-university

- A.** What has been **the main difference** in learning and/or teaching at university compared to your previous experience? How do you feel about this difference?

B. Please **tick the appropriate box for each statement** in the table below so as to indicate the way in which your experience at university is different from your experience at school/college. Then **choose the appropriate emoticon to show your feelings** about each change, or the ‘don’t know’ column.

What is different between university and school/previous experience? <i>[Please tick the appropriate box to indicate what you find different]</i>	How do you feel about it? <i>[Tick appropriate ‘face’]</i>			
	Negative	Mixed	Positive	DON'T KNOW
I have to do <i>more</i> <input type="checkbox"/> / <i>less</i> <input type="checkbox"/> / <i>about the same amount of</i> <input type="checkbox"/> private study at university.				
I am treated <i>more</i> <input type="checkbox"/> / <i>less</i> <input type="checkbox"/> / <i>equally</i> <input type="checkbox"/> like an adult at university.				
I have <i>more</i> <input type="checkbox"/> / <i>less</i> <input type="checkbox"/> / <i>about the same amount of</i> <input type="checkbox"/> responsibility for my own learning at university.				
The work is <i>harder</i> <input type="checkbox"/> / <i>easier</i> <input type="checkbox"/> / <i>about the same</i> <input type="checkbox"/> at university.				
I have access to <i>better</i> <input type="checkbox"/> / <i>worse</i> <input type="checkbox"/> / <i>about the same</i> <input type="checkbox"/> quality of resources/equipment at university.				
The pace of the course is <i>faster</i> <input type="checkbox"/> / <i>slower</i> <input type="checkbox"/> / <i>about the same</i> <input type="checkbox"/> at university.				
Learning is <i>more</i> <input type="checkbox"/> / <i>less</i> <input type="checkbox"/> / <i>about equally</i> <input type="checkbox"/> ‘in depth’ at university.				
Teachers have <i>more</i> <input type="checkbox"/> / <i>less</i> <input type="checkbox"/> / <i>about the same</i> <input type="checkbox"/> control over my work at university.				
I have <i>more</i> <input type="checkbox"/> / <i>less</i> <input type="checkbox"/> / <i>about the same</i> <input type="checkbox"/> opportunity to ask questions at university.				
I have <i>more</i> <input type="checkbox"/> / <i>less</i> <input type="checkbox"/> / <i>about the same</i> <input type="checkbox"/> opportunity to discuss ideas and problems at university.				
The language used is <i>more</i> <input type="checkbox"/> / <i>less</i> <input type="checkbox"/> / <i>about equally</i> <input type="checkbox"/> formal at university.				
Teaching is <i>more</i> <input type="checkbox"/> / <i>less</i> <input type="checkbox"/> / <i>about equally</i> <input type="checkbox"/> personal at university.				
I have a <i>more active</i> <input type="checkbox"/> / <i>less active</i> <input type="checkbox"/> / <i>about the same</i> <input type="checkbox"/> social life at university.				

18. For a normal week of the first semester (autumn, 2008), please estimate how many hours you were time-tabled for each of the following and how many you actually spent on each:

	Time-Tabled or 'expected' hours	Actual hours spent
Studying on your own		
Being taught on a one-to-one basis		
Being taught in a small group (5 students or fewer)		
Being taught in a classroom/seminar (between 6 and 15 students)		
Being taught in a large class/group (between 16 and 50 students)		
Being taught in a large lecture group (more than 50 students)		
Doing laboratory work		
Engaging with other type of study [Please specify:.....]		
Total weekly work time:		

C. Mathematics Experience and Expectations

Please tell us about your preferences for studying mathematics in future years, courses or careers.

19. My preferred options for my future studies include:

- ☐ a lot of mathematics
- ☐ quite a lot of mathematics
- ☐ a moderate amount of mathematics
- ☐ as little mathematics as possible
- ☐ no mathematics
- ☐ DON'T KNOW

20. The mathematics in my future study will be:

- ☐ essential
- ☐ very important
- ☐ quite important
- ☐ not at all important
- ☐ DON'T KNOW

21. If I find out that my future studies involves more mathematics than I thought, this would make me feel:

- ☐ very happy
- ☐ fairly happy
- ☐ not bothered one way or the other
- ☐ fairly unhappy
- ☐ very unhappy
- ☐ DON'T KNOW

22. If in the future I am studying a course involving mathematics, then I would prefer it to be:

- ☐ familiar mathematics that I have already done
- ☐ new mathematics that I have not learnt before
- ☐ a mix of familiar and new mathematics
- ☐ DON'T KNOW

23. If you have a particular career in mind at this stage, please state:

- ☐ Engineering
- ☐ Medicine
- ☐ Teaching
- ☐ Other
- ☐ I don't have a career in mind at the moment

If you selected "other", or need to specify, please do so here:

24. How important do you think mathematics will be for this career?

- ☐ Not important at all
- ☐ Somewhat important
- ☐ Important
- ☐ Very important
- ☐ DON'T KNOW

25. If relevant (i.e. if you have learnt or been taught mathematics this year) please say how often you have done the following in your maths learning overall (including classes/ lectures/ workshops/ tutorials/ supervisions etc) this year.

[Please tick the appropriate box for frequency or the 'don't know' column. If this question is not relevant to you, please tick the first box under question 0.]

0. This is not relevant to me as I haven't learnt or studied mathematics this year.					<input type="checkbox"/>
	Almost never	Some of the time	Most of the time	Almost always	DON'T KNOW
1. We (students) use only the methods the lecturer teaches us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. We choose which questions to tackle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. We compare different methods for doing questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The lecturer draws links between topics and moves back and forth between topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. We work collaboratively in small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. We discuss our ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. We work collaboratively in pairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. We invent our own methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. The lecturer tells us which questions to tackle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. The lecturer encourages us to work more quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. The lecturer teaches each topic separately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

D. Using Mathematics and Maths Learning Support

26. What Mathematics do you think has been useful for your university course so far?

[Tick the appropriate box or the 'don't know' column]

	Not useful at all	Somewhat useful	Useful	DON'T KNOW
Calculating/estimating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using ratio and proportion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Manipulating algebraic expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Proofs/ proving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Modelling real situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using basic calculus (differentiation/integration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using complex calculus (differential equations/ multiple integrals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using complex numbers (e.g. imaginary numbers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

27. How confident are you with this maths?

[Tick the appropriate box or the 'don't know' column]

	Not confident at all	Somewhat confident	Confident	Very confident	DON'T KNOW
Calculating/estimating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using ratio and proportion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Manipulating algebraic expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Proofs/proving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Modelling real situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using basic calculus (differentiation/integration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using complex calculus (differential equations/multiple integrals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using complex numbers (e.g. imaginary numbers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

28. Please tell us what you think of the support you have had for learning maths in your course/ programme so far.

[If this question is not relevant to you, please tick the first box below]

This is not relevant to me as I don't need/study mathematics.						<input type="checkbox"/>								
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	DON'T KNOW - N/A								
1. I have learnt a lot from working with my fellow students on the maths for my course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
2. I can follow the maths in most of my lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
3. I find that the teachers generally respond to my needs in the maths teaching I have received.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
4. I have learnt a lot from using technology for maths during my course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
5. I have learnt a lot from using on-line support for maths during my course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
6. I preferred the school/pre-university teaching to the teaching this year at university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
7. I have benefitted a lot from maths lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
8. I have benefitted a lot from maths tutorials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Comments: Please give reasons or examples for any of the above statements.														
9. I have learnt a lot from special provision provided for my particular maths needs:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
Please tick one or more 'special provisions', and/or add your own 'other' special maths provision important to your studies this year. <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Special tutoring</td> <td><input type="checkbox"/> Learning support unit</td> </tr> <tr> <td><input type="checkbox"/> Contact with lecturers outside lectures</td> <td><input type="checkbox"/> Small group teaching</td> </tr> <tr> <td><input type="checkbox"/> Special workshops</td> <td><input type="checkbox"/> Peer mentoring</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other (please specify)</td> </tr> </table>							<input type="checkbox"/> Special tutoring	<input type="checkbox"/> Learning support unit	<input type="checkbox"/> Contact with lecturers outside lectures	<input type="checkbox"/> Small group teaching	<input type="checkbox"/> Special workshops	<input type="checkbox"/> Peer mentoring	<input type="checkbox"/> Other (please specify)	
<input type="checkbox"/> Special tutoring	<input type="checkbox"/> Learning support unit													
<input type="checkbox"/> Contact with lecturers outside lectures	<input type="checkbox"/> Small group teaching													
<input type="checkbox"/> Special workshops	<input type="checkbox"/> Peer mentoring													
<input type="checkbox"/> Other (please specify)														

29. Please tell us what you think of the relevance and significance of mathematics for your progress in your course/programme.

[If this question is not relevant to you, please tick the first box below]

This is not relevant to me as I don't need/study mathematics.						<input type="checkbox"/>
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	DON'T KNOW - N/A
1. The maths I have been taught this year is clearly related to the needs of my degree as a whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The maths this year has been more demanding than I expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Without the exams/tests I would have found it hard to motivate myself to study maths this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. I preferred maths at school to maths at university.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Comments: Please give reasons or examples for any of the above statements.						

E. Reflecting on your Overall Experience

30. Thinking back to when you applied to university, has the reality of your **academic** experience matched your expectations?

- ☐ It's been better
- ☐ It's been worse
- ☐ It's been exactly what I expected
- ☐ Other/don't know

31. Thinking back to when you applied to university, has the reality of your **social** experience matched your expectations?

- ☐ It's been better
- ☐ It's been worse
- ☐ It's been exactly what I expected
- ☐ Other/don't know

32. Thinking back to when you applied to university, has the reality of your **mathematical (if applicable)** experience matched your expectations?

- ☐ It's been better
- ☐ It's been worse
- ☐ It's been exactly what I expected
- ☐ Other/don't know
- ☐ Not applicable (e.g. there is no maths in my course/programme)

END OF QUESTIONNAIRE

THANK YOU VERY MUCH FOR YOR TIME!

WE HOPE YOU HAVE A PLEASANT AND SUCCESSFUL YEAR!

Please give your completed questionnaire to a member of the project team or send it to the following freepost address:

Tim Millar, Humanities Buiding
University of Manchester
FREEPOST NAT 12243
MANCHESTER
M13 1ZG