Feedback form: Computational thinking school visit

Thank you for inviting us to run a computational thinking (CT) activity with your class!

Answering the questions in this form helps us to improve our CT resources and gives us feedback on the level of interest in using different types of resources in the future.

1.	Do you give permission to use the information collected with this form for purpose of the research project being carried out by PACT team in the Maynooth University Department of Computer Science to further develop and evaluate the Computational Thinking School Visit Programme? The data gathered will only be used by the PACT team and the findings may be published in suitable conferences and journals. The information that you will share will remain strictly confidential and no information that discloses your or your school's identity will be released or published.
	Yes
	O No
2.	School name
3.	School roll number
4.	What is the gender balance in your school?
	All girls
	○ All boys
	Mixed

5.	Age of participatir	ng pupils in thi	s class							
6.	6. Number of participating pupils in this class									
7.	 Prior exposure of this class to computational thinking (CT) or computer science (CS) classroom activities 									
		Not at all	Rarely	Occasionall y	A moderate amount	A great deal	(skip this question)			
	Has this class done Bebras CT tasks before?	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc			
	Has this class done other CT activities before?	0	\bigcirc	\bigcirc	0	\circ	\bigcirc			
	Has this class done programming before?	\bigcirc	\bigcirc	\circ	\bigcirc	\bigcirc	\bigcirc			
	Has this class done other computer science activities before?	0	\bigcirc		0	0	\circ			
8.	Please explain an	y of the above	Э							

9. Level of comfort teaching and learning CT/CS with this particular class $\,$

	Very uncomforta ble	Somewhat uncomforta ble	Neutral	Somewhat comfortable	Very comfortable	(skip this question)
How comfortable were you teaching CT/CS to this class before attending this activity?	\bigcirc	0	0	\bigcirc	0	0
After this CT/CS activity, how comfortable would you be teaching similar CT/CS material to this class?	\bigcirc	0	\circ	0	0	0
How comfortable do you think your pupils were tackling these tasks?	\bigcirc	\circ	\circ	0	\circ	\circ
10. Please explain an	y of the abov	e				

11. Opinions about teaching computational thinking (CT)

	Not at all	Slightly	Somewhat	Moderately	Extremely much	(skip this question)
How interested are you in computationa I thinking?	\circ	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
How much do you think you will include computationa I thinking into your teaching?	\circ	\circ	\bigcirc	\circ	\circ	0
Do you think that it is difficult to teach computationa I thinking skills to pupils?	\circ	\bigcirc		\bigcirc	0	0
Do you think it is difficult to fit teaching computationa I thinking into your curriculum?	0	0	0	0	0	0

12. How well in your opinion can this type of CT/CS activity support the development of the following skills in pupils?								
	Not at all	Slightly	Somewhat	Moderately well	Extremely well	(skip this question)		
Collaboration skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
Communicati on skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
Computation al skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
Critical thinking skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
Language skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
Learning skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
Literacy skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
Logical reasoning skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
Numeracy skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
Problem solving skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
Teamwork skills	\bigcirc	\bigcirc	\bigcirc		\bigcirc	\bigcirc		

	reasoning skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
	Numeracy skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
	Problem solving skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
	Teamwork skills	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc		
13. Pl	13. Please explain any of the above								

14. Engagement

	Not at all engaged	Slightly engaged	Somewhat engaged	Moderately engaged	Extremely engaged	(skip this question)
How engaged were the pupils during the CT/CS activity?	\circ	0	\circ	0	0	0
How engaged were the pupils during a follow up CT/CS activity run by you? (e.g. going through solutions to the CT tasks in the classroom)						0

15. Differentiation - how the CT/CS activity supported all abilities in the class

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(skip this question)
This set of CT tasks worked well for the class as whole.	\bigcirc	\circ	\bigcirc	\bigcirc	\circ	\bigcirc
This set of CT tasks worked well for the high achieving pupils.	\circ	\circ	\bigcirc	\bigcirc	\circ	\bigcirc
This set of CT tasks was too difficult for some pupils.	\bigcirc	\circ	\bigcirc	\bigcirc	\circ	\bigcirc
This set of CT tasks was too easy for some pupils.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
All pupils were challenged tackling these tasks.	\circ	0	\circ	\bigcirc	\bigcirc	\bigcirc
This activity was encouraging for every ability in the class.	0	0	0	\circ	0	\bigcirc

17. Please let us know to what level you agree or disagree for the following statements about this CT school visit

	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	(skip this question)
The CT school visit was useful for my teaching.	\bigcirc	0	\bigcirc	\bigcirc	\bigcirc	\bigcirc
I did not learn much during the CT school visit.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	0	\bigcirc
The CT school visit gave me new ideas for my teaching.	\bigcirc	0	\bigcirc	\bigcirc	\bigcirc	\bigcirc
It was easy for the pupils to know what to do.	\bigcirc	\bigcirc	\circ	\bigcirc	\bigcirc	\bigcirc
The introduction could have been more clear for the pupils.	\circ	0	\bigcirc	0	\bigcirc	\bigcirc
I found the printed CT task booklet useful after the visit.	\circ	0	\circ	0	\bigcirc	\bigcirc
I plan to go through some CT tasks with my class in the future.	\bigcirc	0	\bigcirc	\bigcirc	\bigcirc	\bigcirc
This school visit made pupils more interested in CT.	\bigcirc	0	\bigcirc	\bigcirc	\bigcirc	\bigcirc
This school visit made me more interested in CT.	\bigcirc	0	\bigcirc	\bigcirc	\bigcirc	\bigcirc
I would like to participate in similar activity again next year.	\circ	\circ	\circ	\circ	\circ	\circ

18.	What did you find beneficial / What did you like about this CT activity?
19.	How could this activity be improved?
20.	What are the best approaches to teach computational thinking in your opinion?

21.	How interested would you be of all	ternative CT/CS	activities and/or	materials for y	our class in
	the future?				

	Not at all interested	Slightly interested	Somewhat interested	Moderately interested	Extremely interested	(skip this)
CT workbooks - printed problem solving booklets to be completed in the classroom or at home	0	0			0	
CT lesson plans for teaching a Bebras task or group of related Bebras tasks	\circ	\circ	\bigcirc	\bigcirc	\circ	0
Online CT games - web- based CT tasks that differentiate automatically with a pupil's ability	0	\circ	\circ	\circ	0	0
Active CT games - a mixture of CS/CT and physical activities	\circ	0	0	0	0	\bigcirc
Online CT workshops for teachers on teaching computationa I thinking using Bebras tasks	\circ	\circ	0	0	\circ	\circ
In person CT workshops for teachers at Maynooth University on teaching computationa I thinking using Bebras tasks						\circ

yo tea	you have not previously done so and would like to join on our CT mailing list, please write our email address below. This list will be used to notify you of upcoming CT workshops for achers, CT materials, CT school visit opportunities, and on-campus events for primary and econdary students. You can opt out of the mailing list whenever you wish.
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