

Course-Related Self-Confidence Survey (Assesses Awareness of Attitudes & Values)

WHEN USING TECHNOLOGY: Estimated levels of time/energy required to prepare, to respond (students), and to analyze is **LOW**

Description: Instructors construct survey items to determine students' self-confidence in domain-specific and/or course-specific skills.

Purpose: Instructors can use the results to structure the lessons so that students build confidence, which in turn increases motivation and learning.

Procedure:

- 1) Focus on skills or abilities that are important to success in the course.
- 2) Create survey questions or statements to assess students' self-confidence in these areas. Be specific as possible.
- 3) Prepare the survey to be display-ready by writing it on the board, a transparency, or digitally projected. It could also be written on a half-sheet of paper and distributed to the students. It is important the prompts are presented in writing. Do not only read the question(s).
- 4) Have students write their answers. It is best if students do not write their names, unless there is a very good reason to know who wrote which comments.

Example:

Course: College Algebra

This survey is to help both of us understand your level of confidence in your math skills. Please indicate how confident you feel about your ability to do the various kinds of problems listed below. Circle the most accurate response for each.

Kinds of Problems	Self-Confidence in Your Ability to Do Them			
Addition & Subtraction Problems	None	Low	Medium	High
Multiplication Problems	None	Low	Medium	High
Division Problems	None	Low	Medium	High
Problems involving fractions	None	Low	Medium	High
Problems involving decimals	None	Low	Medium	High
Graphing Problems	None	Low	Medium	High

Adaptations/Extensions:

- 1) Ask small groups of students to discuss & compare responses in order to make practical suggestions for building competence & confidence.
- 2) Ask follow-up questions about what classroom variables affect students' self-confidence most directly and how might the variables be modified to improve self-confidence.

Suggestions: Responding to students' feedback may take longer than planning because questions lead to other questions. Set clear time limits. To temper expectations and disappointment, let students know you will not comment on everything. If **you** cannot easily summarize the topic in one sentence, do not ask your students to do it.

References and Resources:

Angelo, T.A, and Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.