

## Shortened Experiences of Teaching and Learning Questionnaire (SETLQ)

The Shortened Experiences of Teaching and Learning Questionnaire was produced as part of the Enhancing Teaching-Learning Environments in Undergraduate Courses Project. The project was funded as part of the ESRC's Teaching and Learning Research Programme from January 2001 to June 2005. It was designed to explore ways of strengthening the teaching-learning environments experienced by students taking degree-level courses, so as to enhance their achievement. You are welcome to use the questionnaire, provided that the project is acknowledged. Unfortunately, due to the number of requests we receive, members of the project team are not in a position to provide individual guidance in using the questionnaire or support for analysing the results. The questionnaire was developed from the Learning and Studying Questionnaire (LSQ) and the Experiences of Teaching and Learning Questionnaire (ETLQ) which were used on the ETL Project.

This SETLQ consists of six sections, the first two of which contain items covering reasons for taking the degree programme (learning orientations) and reasons for taking a particular course unit or module. The third section is an inventory which produces three scale scores (composites of several items) describing differences in students' general approaches to learning and studying. The fourth section is a set of items designed to describe aspects of students' perceptions of their teaching-learning environment in a particular course unit, which are expected to influence the ways in which they go about learning and studying. The fifth and sixth sections respectively explore students' perceptions of the demands made on them by their course units and their perceptions of what they have learned in these course units. The final item asks students to rate how well they think they are doing.

### Scoring Procedure

For most of the items in the questionnaires, students respond on a 1 – 5 scale (5=high). The exception is the item asking about students' self-rating which has a 1 – 9 scale. Subscales are formed by adding together the responses on the items in that subscale and dividing the total by the number of items. Scoring can be carried out by computer, using a program such as SPSS. Each item is set as a variable and then a subscale total is produced by creating a new variable by summing the items.

### Further Information

For further information about how these questionnaires were developed, see the ETL Project's *Occasional Report 1: Approaches to Studying and Perceptions of Teaching-Learning Environments: Concepts, Measures and Preliminary Findings*, which you can download from the project web site at <http://www.ed.ac.uk/etl>

## Shortened Experiences of Teaching and Learning Questionnaire

### KEY TO SCALES AND ITEMS

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#### Learning orientations

*verystrongly = 5, fairly strongly = 4, somewhat/not sure = 3, rather weakly = 2, very weakly/not at all = 1*

##### Intrinsic

- a. I hope the things I learn will help me to develop as a person and broaden my horizons.
- d. I want to learn things which might let me help people, and/or make a difference in the world.
- e. I want to study the subject in depth by taking interesting and stimulating courses.

##### Social and personal reasons

- b. I'm focused on the opportunities here for an active social life and/or sport.
- c. I hope the whole experience here will make me more independent and self-confident.

##### Career reasons

- f. I mainly need the qualification to enable me to get a good job when I finish.

##### Lack of purpose

- g. When I look back, I sometimes wonder why I ever decided to come here.

#### Reasons for taking course unit

*verystrongly = 5, fairly strongly = 4, somewhat/not sure = 3, rather weakly = 2, very weakly/not at all = 1*

##### Interesting

- a. It's something I expect to find interesting.

##### Important

- d. It should help me to understand the subject better.
- e. It's an area I will need to know about for my career.

##### Easy

- b. It's supposed to be a fairly easy course unit.

##### Career-related

- c. I thought it would look good on my CV.

#### Approaches to learning and studying

*agree = 5, agree somewhat = 4, unsure = 3, disagree somewhat = 2, disagree = 1*

##### Deep approach [alpha = .75]

- 2. I've been over the work I've done to check my reasoning and see that it makes sense.
- 5. In making sense of new ideas, I have often related them to practical or real life contexts.
- 7. Ideas I've come across in my academic reading often set me off on long chains of thought.
- 8. I've looked at evidence carefully to reach my own conclusion about what I'm studying.
- 9. When I've been communicating ideas, I've thought over how well I've got my points across.
- 11. It has been important for me to follow the argument, or to see the reasons behind things.
- 13. I've tried to find better ways of tracking down relevant information in this subject.
- 15. In reading for this course, I've tried to find out for myself exactly what the author means.
- 17. If I've not understood things well enough when studying, I've tried a different approach.

##### Surface approach [alpha = .67]

- 1. I've often had trouble in making sense of the things I have to remember.
- 4. Much of what I've learned seems no more than lots of unrelated bits and pieces in my mind.
- 12. I've tended to take what we've been taught at face value without questioning it much.
- 16. I've just been going through the motions of studying without seeing where I'm going.

##### Organised effort [alpha = .75]

- 3. I have generally put a lot of effort into my studying.
  - 6. On the whole, I've been quite systematic and organised in my studying.
  - 10. I've organised my study time carefully to make the best use of it.
  - 14. Concentration has not usually been a problem for me, unless I've been really tired.
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## Experiences of teaching and learning

*agree = 5, agree somewhat = 4, unsure = 3, disagree somewhat = 2, disagree = 1*

### Aims and congruence [alpha = .75]

1. It was clear to me what I was supposed to learn in this course unit.
2. The topics seemed to follow each other in a way that made sense to me.
3. What we were taught seemed to match what we were supposed to learn.
4. The handouts and other materials we were given helped me to understand the unit
5. I could see how the set work fitted in with what we were supposed to learn.

### Choice allowed [alpha = .60]

6. We were given a good deal of choice over how we went about learning.
7. We were allowed some choice over what aspects of the subject to concentrate on.

### Teaching for understanding [alpha = .74]

8. On this unit I was prompted to think about how well I was learning and how I might improve.
9. The teaching encouraged me to rethink my understanding of some aspects of the subject.
10. This unit has given me a sense of what goes on 'behind the scenes' in this subject area.
11. The teaching in this unit helped me to think about the evidence underpinning different views.
12. This unit encouraged me to relate what I learned to issues in the wider world.

### Set work and feedback [alpha = .79]

13. It was clear to me what was expected in the assessed work for this course unit.
14. I was encouraged to think about how best to tackle the set work.
15. The feedback given on my work helped me to improve my ways of learning and studying.
16. Staff gave me the support I needed to help me complete the set work for this course unit.
17. The feedback given on my set work helped to clarify things I hadn't fully understood

### Assessing understanding [alpha = .55]

18. You had to really understand the subject to get good marks in this course unit.
19. To do well in this course unit, you had to think critically about the topics.

### Staff enthusiasm and support [alpha = .66]

20. Staff tried to share their enthusiasm about the subject with us.
21. Staff were patient in explaining things which seemed difficult to grasp.

### Student support [alpha = .73]

22. Students supported each other and tried to give help when it was needed.
23. Talking with other students helped me to develop my understanding.

### Interest and enjoyment [alpha = .83]

24. I found most of what I learned in this course unit really interesting.
25. I enjoyed being involved in this course unit.

## Perceived easiness of demands made

*very easy = 5, fairly easy = 4, unsure/not applicable = 3, fairly difficult = 2, very difficult = 1*

### Prior knowledge

- a. What I was expected to know to begin with.

### Pace

- b. The rate at which new material was introduced

### Academic difficulty

- c. The ideas and problems I had to deal with
- d. The skills or technical procedures needed in this subject

### Workload

- e. The amount of work I was expected to do

### Generic skills

- f. Working with other students
- g. Organising and being responsible for my own learning
- h. Communicating knowledge and ideas effectively

### Information skills

- i. Tracking down information for myself
  - j. Information technology/computing skills (e.g. WWW, email, word processing)
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## **Knowledge and learning acquired**

*a lot = 5, quite a lot = 4, unsure/not applicable = 3, not much = 2, very little = 1*

### **Knowledge and subject-specific skills**

- a. Knowledge and understanding about the topics covered
- b. Ability to think about ideas or to solve problems
- c. Skills or technical procedures specific to the subject.

### **Generic skills**

- d. Ability to work with other students
- e. Organising and being responsible for my own learning
- f. Ability to communicate knowledge and ideas effectively

### **Information skills**

- g. Ability to track down information in the subject area
- h. Information technology/computing skills (e.g. WWW, email, word processing)