

Author's questionnaires of students' expectations as a tool for  
effective planning in learning

Stanislav Kotov

Valentina Kan

Nuriya Panshayeva

# Main ideas of the research

"Expectations" - factor influencing the perception of performance, refutation of beliefs and satisfaction.

One of the easiest way to regulate the motivation and expectations of students<sup>2</sup> it is school.

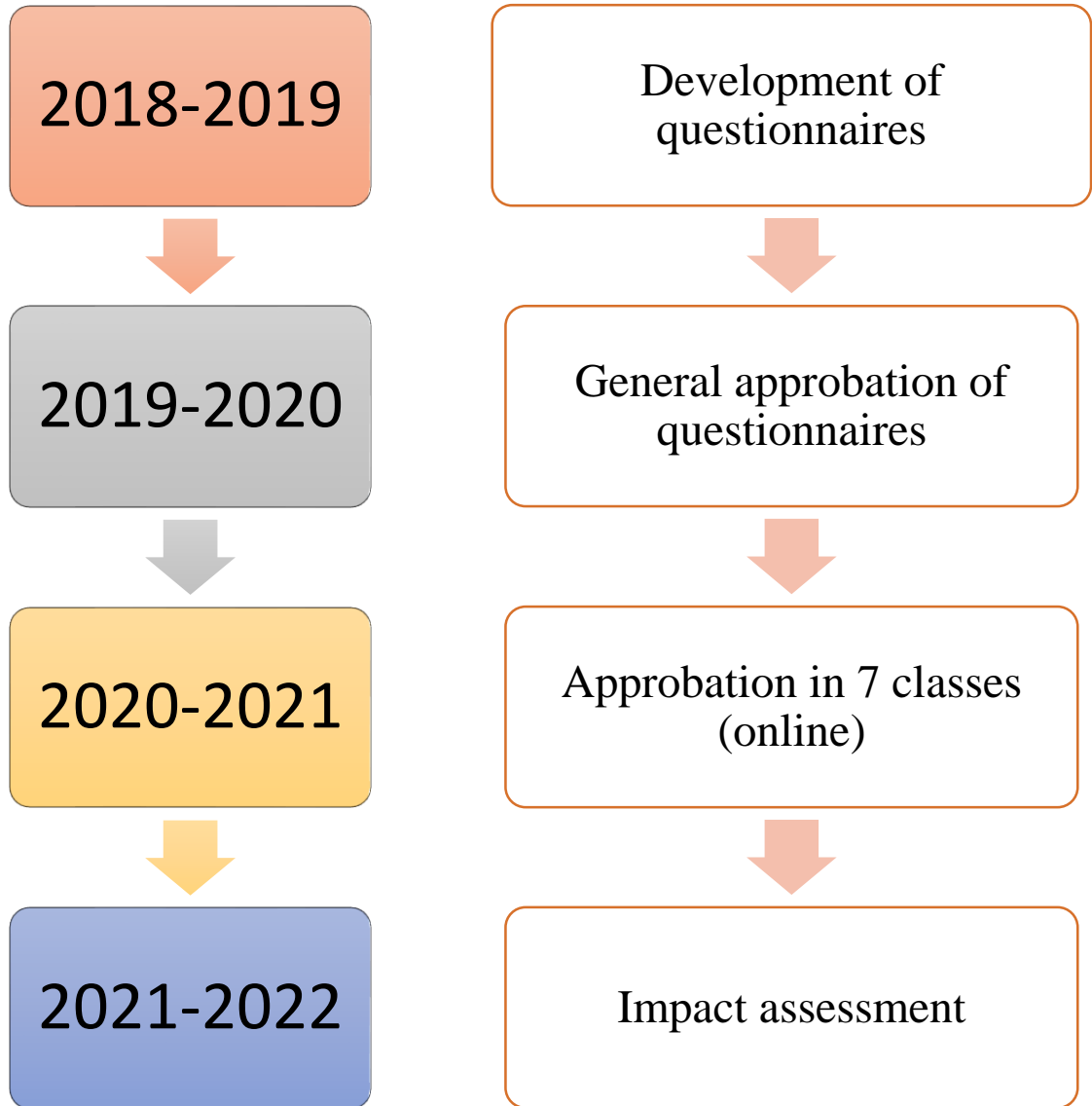
Questionnaires and surveys can regulate "expectations"<sup>3</sup>

1. Oliver R. L. Effect of expectation and disconfirmation on postexposure product evaluations: An alternative interpretation //Journal of applied psychology. – 1977. – T. 62. – №. 4. – C. 480.
2. De Boer H., Bosker R. J., van der Werf M. P. C. Sustainability of teacher expectation bias effects on long-term student performance //Journal of Educational Psychology. – 2010. – T. 102. – №. 1. – C. 168.
3. Festinger L. Wish, expectation, and group standards as factors influencing level of aspiration //The Journal of Abnormal and Social Psychology. – 1942. – T. 37. – №. 2. – C. 184.

## Key research concepts

- "Expectations in Learning". What strategies, forms and methods of teaching does the student hope to see?
- "Expectation of the result". What outcomes (usually grades) does the student expect to see as a result of their learning?

## General research design



# Questionnaire of expectations from training

<b>1</b>	I understand learning objectives better if the teacher explains the material throughout the lesson	<b>7</b>	It is good when the teacher gives new assignments as soon as previous assignment has been completed correctly
<b>2 i</b>	I understand learning objectives better when I work slowly	<b>8i</b>	I understand learning objectives better when I write down the main points while studying the topic
<b>2 ii</b>	I understand learning objectives better when I work quickly	<b>8ii</b>	I understand learning objectives better when the main points, resources or presentations are shown on a board while studying the topic
<b>3</b>	I understand learning objectives better when I repeat the teacher's actions	<b>8 iii</b>	I understand learning objectives better when we discuss the lesson material while studying the topic
<b>4i</b>	I like it when there is a lot of alternative materials are given at the lesson	<b>9i</b>	I understand learning objectives better when I study the material independently and explain it
<b>4ii</b>	It is good when detailed instructions are given before laboratory work	<b>9 ii</b>	I understand learning objectives better when my classmates explain the new topic to me
<b>4iii</b>	It is good when I can research the topic of the lesson independently through laboratory work	<b>10</b>	I can develop my skills when the teacher gives me extra interesting assignments
<b>5</b>	I understand learning objectives better if we discuss the main points of the lesson at the beginning of the lesson	<b>11</b>	I work better on the lesson when all the students in the class do the assignments
<b>6</b>	I understand learning objectives better when I study the topic of the lesson through completing assignments rather than the teacher's explanation	<b>12i</b>	I understand learning objectives better when I choose my ways to achieve them.
		<b>12ii</b>	I understand learning objectives better when the teacher chooses the ways how to achieve them

## Questionnaire of expectations of the result

№	Learning objective	Fully achieved	Partially achieved	Difficult to answer	Not achieved	SA results	
		% of respondents				Max marks	%
1	9.2.1.9 draw up equations of chemical reactions of elements of groups 1, 2 and 13 and their compounds using the electron balance method	55	45	0	0	5	63

## Analysis example. Ideas?

		Agree, %	Not sure , %	Disagree, %
1	I understand learning objectives better if the teacher explains the material throughout the lesson	100	0	0
3	I understand learning objectives better when I repeat the teacher's actions	77	0	22
12i i	I understand learning objectives better when the teacher chooses the ways how to achieve them	77	22	0

All students believe that **the teacher is the central figure** of the lesson. Moreover, during the interview in the first cycle, all respondents replied that they **like "as the teacher explains"**. During the second cycle, students frequently commented that what they were lacked **"the teacher's detailed explanation"**. With all this, **the results of SA indicate a different trend**. All this confirms the hypothesis that students **expect actions from the teacher**, and **do not take** further steps at the moment.

Recommendations:

Focus on independent learning in this class.

# Stage 1. 2018-2019 academic year

## Focus group

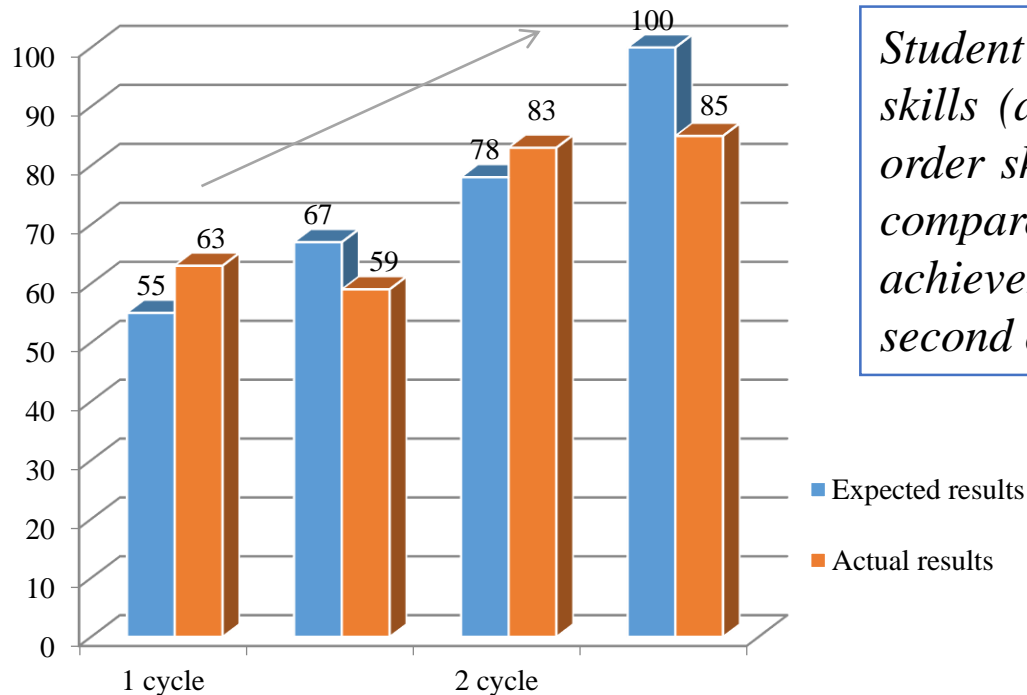
- 9 students aged 15-16

## Methodology

- Standard Lesson Study Procedures

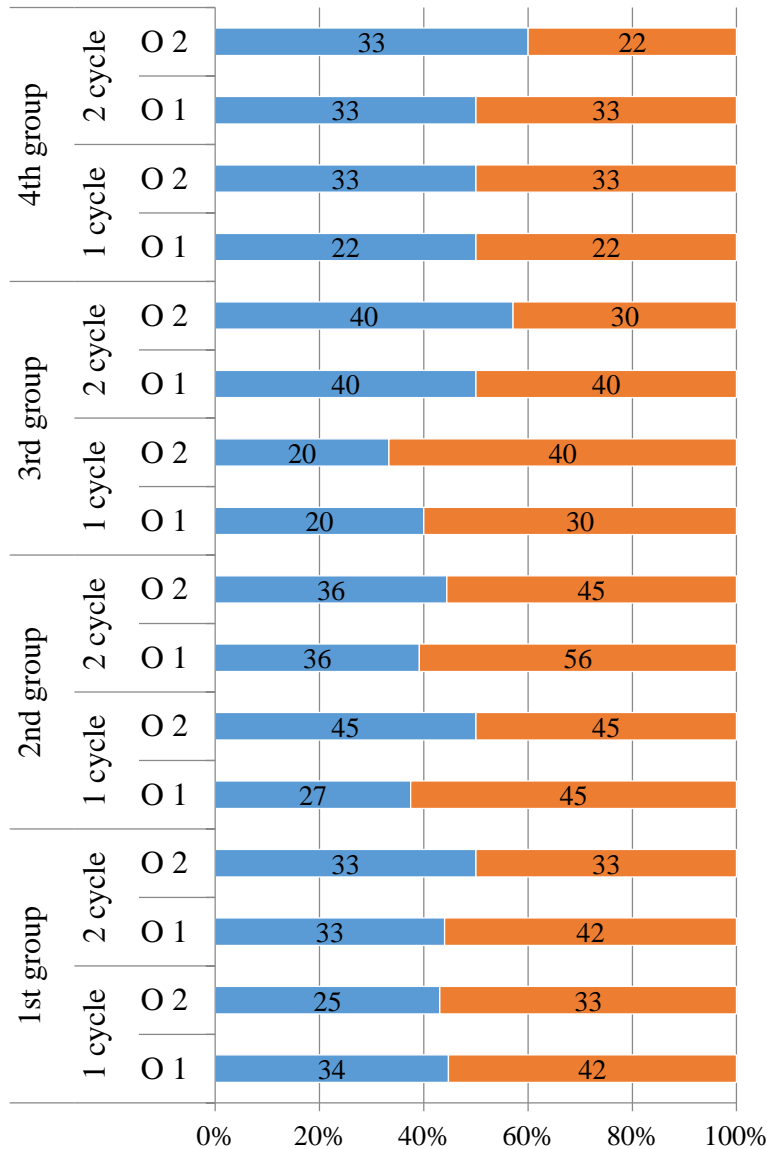
## Result

- Questionnaires of expectations



*Student scores were 20% higher for high-order skills (assess, explore) and 7% higher for low-order skills (understand, compose, characterize) compared to the previous term. The quality of achievement of learning objectives higher in the second cycle (expectation based lessons)*

# Stage 2. 2019-2020 academic year



## Focus group

- 42 students aged 15-16

## Methodology

- LS at 8 lessons
- Comparison of expected and actual results

## Result

- Confirmation of the hypothesis

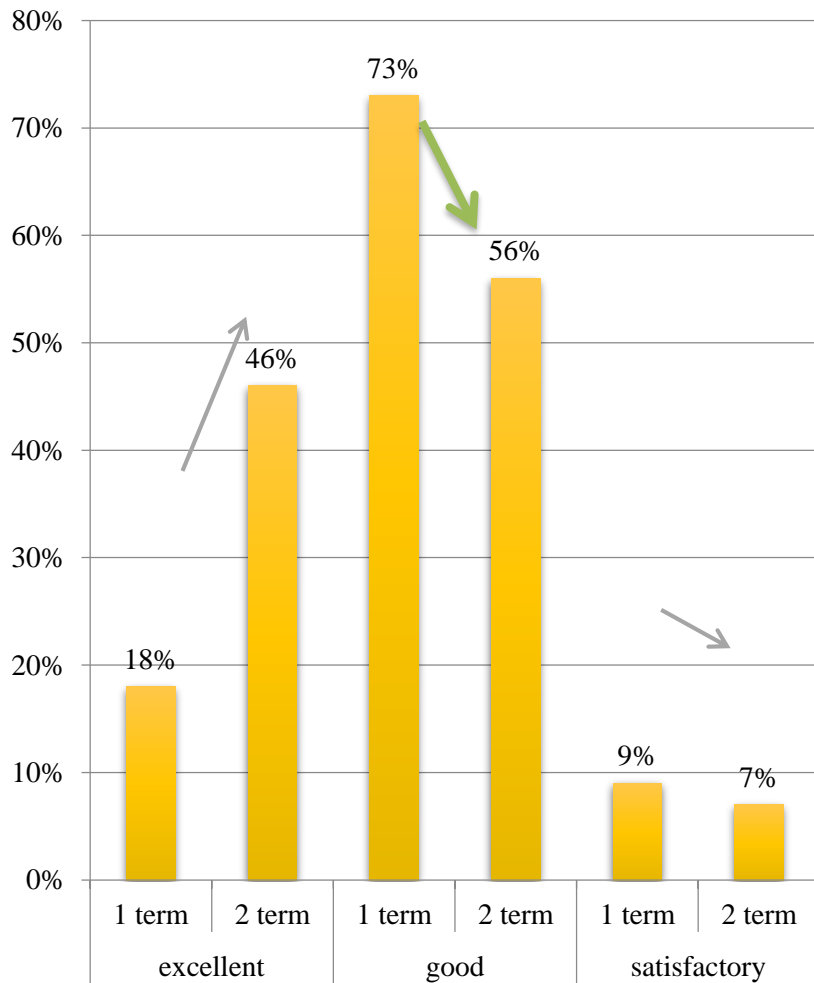
■ Expect max score

■ Achieve max score

**Results:** 3-4 weeks later expectations usually decrease and more or less converge with the actual results within (+/- ) 20%, that depends on students learning styles.



## Stage 3. 2020-2021 academic year



### Focus group

- 48 students aged 13-14

### Methodology

- Planning through questionnaires with GRR
- Questionnaires of expectations of results before the SA

### Result

- Confirmation of the hypothesis

**Results:** The number of “Excellent” students increased by 20%, and “Satisfactory” decreased by 3% compared to the first quarter. Two students with “satisfactory” grades improved their grades to “good”. Unfortunately, 2 out of 48 students have lowered their performance.

## Stage 4. 2021-2022 academic year

### Focus group

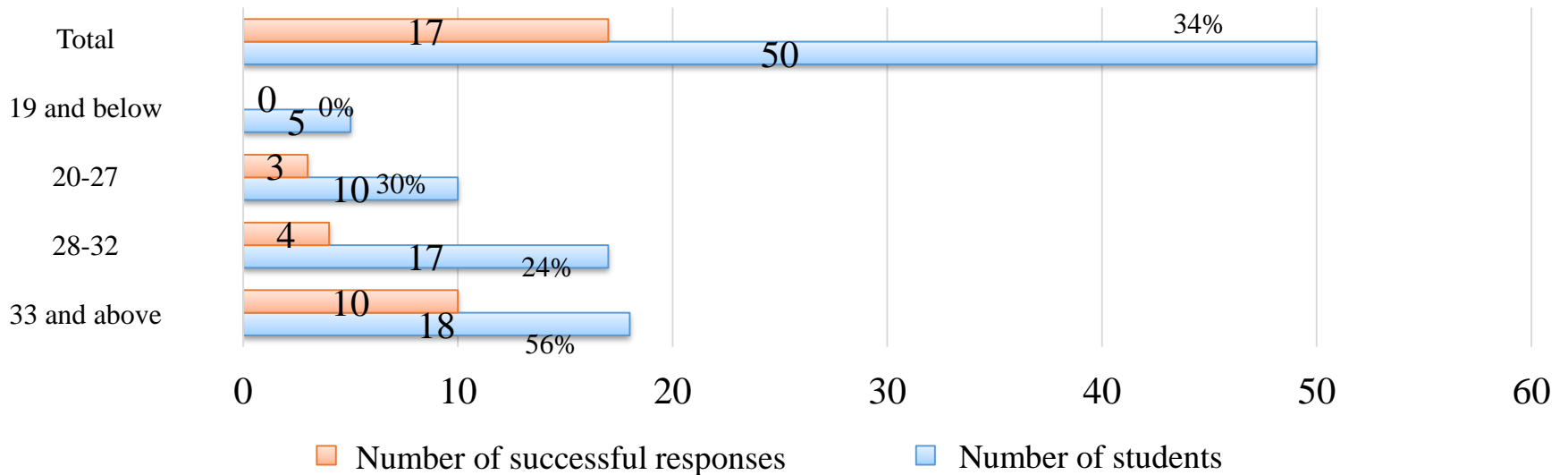
- 50 students aged 13-14

### Methodology

- Questionnaire+ GRR
- Tracking answers to control questions

### Result

- Confirmation of the hypothesis



*Distribution of successful answers to the security question from the total number of points scored*

### Results:

An analysis of summative assessment work and answers to control questions at the 4th stage of the study shows that 34% of students demonstrate stable skills

# Main conclusions



Questionnaires of expectations were developed, their moderate effectiveness was confirmed;

Learning expectations questionnaires can be used as a lesson planning tool and work well in conjunction with GRR (gradual release of responsibility model);

Questionnaires of expectations from the result allow you to focus on problem areas;

In the future, it is planned to conduct a parallel study of the results of the questionnaires of one group on different subjects.

Questions?

[kotov\\_s@trz.nis.edu.kz](mailto:kotov_s@trz.nis.edu.kz)

Thank you!