

# COMENIUS 3 EU Programme

## QUESTIONNAIRE COMCULT - NETWORK

UK



Symbol

Place: ..... School: .....

Class: ..... Date: \_\_\_\_ \_\_\_\_ \_\_\_\_  
Day Month Year

Number of Respondent \_\_\_\_  
P/P

male \_\_\_\_ female \_\_\_\_ Age: \_\_\_\_

Do you speak a different language at home from the one you use at school? Yes \_\_\_\_ No \_\_\_\_ Password .....

The aim of this questionnaire is to find out what you think about the content of lessons and different teaching methods. Your honest opinion is very important and therefore the questionnaires will be anonymous.

### A) Awareness of Values

		strongly agree	agree	do not know	disagree	strongly disagree
A 1	The most important thing in life is to be free to decide for oneself.					
A 2	To ensure equal opportunities for all citizens I would be prepared to pay higher taxes.					
A 3	Democracy is not conducive to decision making.					
A 4	Money is essential to be free.					
A 5	Important political decisions should be made by the EU.					
A 6	If you criticise someone's religion, do not be surprised if there is retaliation.					
A 7	A citizen working abroad should still be subject to the laws of his/ her country of origin.					
A 8	Women should be given the same wages for the same work as men.					
A 9	In our country large companies are more influential than government.					
A10	In sickness or in old age people should rely more on the family, as state help cannot be depended upon.					
A11	The EU is a threat to our democratic right to self-determination, if more and more decision-making takes place in Brussels.					
A12	If others spread themselves out in our neighbourhood, it might be necessary to use violence to show them who is boss.					
A13	One person one vote also for the European Parliamentary elections!					
A14	If jobs are scarce, employers should take on workers from our own country and not foreigners.					
A15	The open borders within the EU have brought us no advantages, only more criminals and smuggling of drugs and people.					
A16	It is a personal choice if muslim students decide not to participate in sports or excursions for religious reasons.					
A17	More than four or five political parties in a parliament hinder decision- making rather than help it.					
A18	The unemployed should accept any work offered to them, or else their unemployment benefits should be stopped.					

		strongly agree	agree	do not know	disagree	strongly disagree
A19	A religion claiming to be better than others is a threat to peace.					
A20	Solidarity with people of my own nationality is more important to me than it is with other people who also live here.					
A21	My parents restrict my freedom quite a lot.					
A22	In the EU individual citizens have very little influence on important political issues					
A23	Foreigners enrich a society by bringing in new ideas.					
A24	The state should take more responsibility for the social security of every citizen.					
A25	Freedom of movement in the EU is one of its best features.					
A26	Only the forces of the market can guarantee a fair distribution of goods.					
A27	There is nothing wrong with imposing arranged marriages.					
A28	Every country in the EU should be completely free to make its own decisions.					
A29	If I had a job in a car factory in a country in eastern Europe, it would be all the same to me if jobs in the same firm were lost in Germany or Sweden.					
A30	In a democracy everyone should have equal rights.					
A31	All monotheistic religions accept human rights without any restrictions.					
A32	It is perfectly fair for a car mechanic in Romania to earn only a quarter of the wages that his French colleague receives.					
A33	The development of the individual is more important than the common good.					
A34	I cannot see no reason why I should give up part of my income out of solidarity with other European peoples.					
A35	I find consolation in the fact that after so much injustice on earth there will be compensation with justice in heaven					
A36	National educational policy is better than common EU standards.					
A37	The society in which I live gives me a lot of freedom.					
A38	To ensure social peace in a country it is better if the population is homogenous and there are few foreigners.					
A39	The rule of law is undermined when a government restricts specific human rights.					
A40	The economy works better without state interference.					
A41	In a global world the national state can no longer guarantee the rights of the individual.					
A42	The attractiveness of the EU is that it guarantees civil rights.					
A43	The quality of democracy can be seen in the freedom of opinion and of its press					
A44	Standards of learning are lowered in classes with many immigrants.					
A45	There are clear principles of good and evil. These are valid for everyone everywhere.					
A46	The division of powers is necessary to guarantee legal rights.					
A47	It is a personal choice to wear religious symbols/ clothing.					
A48	Some states are so weak that civil rights are not guaranteed.					
A49	Non-EU nationals with the right of permanent residency in an EU country should have the same rights as EU citizens.					

		strongly agree	agree	do not know	disagree	strongly disagree
A50	There should be equal taxes across the EU in order to ensure equal conditions of competition.					
A51	I feel very close to members of my own religion, regardless of whether they are rich or poor, educated or uneducated, right or left-wing.					
A52	Equalizing wage scales across the EU would be a good thing for all citizens.					
A53	In a democracy there is more opportunity for the individual to develop than under any other form of government.					
A54	My national identity is more important to me than European citizenship.					
A55	To act in a moral way, I do not need to have a religion.					
A56	In Cyprus, the Greek Cypriots and Turkish Cypriots follow the interests of their governments. I think this is the correct way to behave.					
A57	The values that I learned at the place where I grew up influence the way I behave very much.					
A58	The EU should wait until the Balkan countries first fix their problems with corruption, drug and people trafficking by themselves; then it can allow them to become EU members.					
A59	The values that people use to guide their behaviour are best discovered when there is wide political discussion.					
A60	Everyone who has a television should pay for the service so that it does not depend on a few private companies.					
A61	Every citizen who works in an EU state must be allowed to decide individually how much money to save for a future pension.					
A62	When women act against family honour, men must be allowed to punish them.					
A63	Today, it makes no sense to fight for this or that piece of land in a country to say: „It is mine!“; in our globalised world, we need totally different values.					
A64	In my opinion, poor EU member states should be allowed to offer low taxes and financial help to attract industry to their country.					
A65	I think it is correct that the interests of the people who put the capital into a company are at the top of the list when changes in the company must be made.					
A66	For me there is no higher value than the honour of my family.					
A67	Rich EU countries should pay into a development fund to lift the standard of living in the poorer member states.					
A68	My homeland is not so important to me when I know that all the people around me think in the same way as myself.					
A69	It is best for democracy when only private business persons have television stations and the press.					

**A nation-state should give PRIORITY to which of the following?**

	Please indicate the degree of necessary state-involvement by marking <b>one</b> box per line with a cross.	high priority	medium priority	low priority	This is <u>not</u> a matter for the state	Don't know
E41	Social security (Pensions)					
E42	Security at home and abroad (Law & Order, Peace)					
E43	Education (Schools, Universities)					
E44	Health (Health Insurance)					
E45	Employment (Jobs)					
E46	Environmental Protection (Laws and Controls)					

## B) Conveying values

Which group or institution can best convey the values listed below?

Please tick per value a **maximum of two columns**.

Values		Family	Friends	School	Work	Associat ion	Religion	Televisi- on Press
B1	Love							
B2	Friendship							
B3	Fidelity							
B4	Truth							
B5	Trust							
B6	Justice							
B7	Sympathy							
B8	Helpfulness							
B9	Solidarity							
B10	Freedom							
B11	Democracy							
B12	Reliability							
B13	Tolerance							
B14	Equality							
B15	Loyalty							
B16	Discipline							
B17	Hard work							
B18	Thoroughness							
B19	Punctuality							
B20	Sense of duty							
B21	Self-confidence							
B22	Leadership							
B23	Creativity							
B24	Perseverance							
B25	Independence							
B26	Responsibility							
B27	Desire to achieve							
B28	Courage							
B29	Environment awareness							
B30	National awareness							
B31	Pluralism							
B32	Honour							
B33	Human rights							
B34	Respect for other people							
B35	Respect for other people's property							
B36	Religious faith							
B37	Legal security							
B38	Freedom of speech							
B39	Freedom to vote							
B40	Honesty							
B41	Courtesy							
B42	Sense of belonging							
B43	Acceptance							

C) Attitudes		strongly agree	agree	do not know	disagree	strongly disagree
C 1	It is important to me to decide for myself					
C 2	It is important to me always to behave well.					
C 3	It is important to me to have fun.					
C 4	Tradition is very important to me.					
C 5	People who behave differently from me I find interesting.					
C 6	It is important to me always to do well at school.					
C 7	I am careful not to act out of character.					
C 8	I like to be the one who makes the decisions.					
C 9	I always find new surroundings very stimulating.					
C10	If other people have problems, I like to be able to help.					
C11	If I start something, I must be sure that it will work.					
C12	I sometimes find different opinions hard to bear.					
C13	I am always happy when conflict between people is avoided.					
C14	You should enjoy yourself as much as possible in life.					
C15	People should hold on to the culture they grew up in.					
C16	I cannot understand people who have no ambition.					
C17	It gives me pleasure to work for harmonious co-existence with my fellow-men.					
C18	I like it when others do as I say.					
C19	You should always listen to your parents and to older people.					
C20	I do not like running risks.					
C21	I like to plan my activities myself					

### Feeling of local and national identity

People may feel different degrees of attachment to their town or village, to their region, to their country or to Europe. Please indicate the degree of your attachment by marking **one** box per line with a cross.

	I feel	very attached	fairly attached	not very attached	not at all attached	don't know
E51	to my village/city					
E52	to my region					
E53	to my country					
E54	to Europe					

E55	Are you of your nationality?	very proud	fairly proud	not very proud	not at all proud	don't know

E56	Do you see yourself in the near future	as only British?	as British and European?	as European and British?	or only as European?	don't know

## D) Teaching methods

Within the framework of teaching on values we need to find out what teaching method has the most advantages. Please judge according to your teaching experience so far what advantages the various methods have.

In the following you will find a series of statements. Please tick the ones that are most pertinent in connection with teaching on values. Please read all the statements through first before you tick against your choice.

If a statement is not at all or only very slightly relevant, then do not tick this line. If the statement is particularly true in the light of your teaching experience, you can tick **up to three times** according to your measure of agreement.

### 1. Lessons with the teacher standing in front of the class.

#### Advantages

D11	The choice of content of individual lessons by the teacher has clearer aims.			
D12	The content of each lesson is relatively large.			
D13	Concepts can be illustrated quickly for all students by the teacher.			
D14	The level of knowledge at the end of the lesson is the same for all students.			
D15	The teacher can check learning progress continually by his own questions and by the students' answers.			
D16	The teaching contents are presented in a structural form.			

### 2. Group teaching

#### Advantages

D21	Group teaching promotes mental agility; students arrive at their own observations and conclusions.			
D22	Group teaching respects the learning rhythms of individual students.			
D23	Group teaching is fun, because students can help one another.			
D24	Group teaching encourages the ability to organize and work in a team.			
D25	Group teaching promotes interaction and communication.			
D26	Knowledge acquired through group work is remembered longer.			

In the following you will find a list of opinions on the use of the Internet in teaching.

Please give your own **personal** opinion by ticking in the relevant column.

<b>D) Teaching Methods</b>		strongly agree	agree	do not know	disagree	strongly disagree
D31	All the information you need can be found in the internet.					
D32	The English language stops me from using the Internet more often.					
D33	The Internet is the fastest way to find information.					
D34	You have to invest a lot of time before you can use the Internet effectively.					
D35	Using the Internet in class is useful.					
D36	It is fun to surf on the Internet.					
D38	Using the Internet in class is killing face to face-communication.					
D39	Using the Internet makes lessons more interesting.					
D40	Taking information from the Internet is causing students to lose their critical skills.					
D41	The interactive nature of the Internet enriches students' learning.					
D43	Sharing ideas with other students via the Internet is fascinating.					
D44	Without information in the mother tongue there is a limit to the possibilities of using the Internet.					
D45	Using the Internet in school lessons is the best preparation of students for the demands of study and work.					
D46	Many students are distracted from learning aims by the Internet.					
D47	The main problem at our school with regard to Internet is that we have too little technical help.					
D48	I find using the Internet in teaching much too time-consuming in relation to what actually comes out of it.					
D50	Internet-supported teaching strengthens coordinated thinking.					
D52	Internet-supported teaching makes evaluation of work considerably more difficult					
D53	Any well-ordered library is better than the Internet.					
D54	Knowledge acquired in Internet-supported lessons is retained longer by the students.					
D55	Working with Internet makes intensive learning possible outside school hours.					
D56	Internet-supported teaching requires a large number of precise working instructions.					
D57	Internet-supported teaching in any case demands additional qualities in the teachers.					

