

QUESTIONNAIRE TO MEASURE TEACHERS' PERCEPTION ON THE USE AND PRACTICE OF INTEGRATING RESEARCH INTO TEACHING

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1. ***Questionnaire on the integration of research into university teaching***

This questionnaire aims to assess the perception and experience of the teaching staff of the Faculty of Education Sciences of the UAB on the integration of research into the teaching in the undergraduate educational studies (Social Education, Pedagogy, Primary Education and Early Childhood Education). The questionnaire is divided into 4 blocks, it is confidential, and the data will be treated anonymously. Estimated response time is 10 minutes. We appreciate your time and your sincerity. The data will serve to rethink how we can improve and further enrich the teaching-research link.

This questionnaire has been designed based on the questionnaires of Healey, (2005), Cao et al. (2021) and Griffioen (2020), and of the incorporation of own questions.

* Mandatory

COURSE THAT YOU TEACH

In this section, we ask you to select and describe one of the degree subjects you teach, excluding Practicum (Internships) and Bachelor's Degree Final Project (BDFP)

1. **Excluding the Practicum and the BDFP**, are there any degree subjects in which you integrate research into teaching? *

☐ Yes

☐ No

2. **Excluding the Practicum and the BDFP**, which is the degree subject in which you integrate research to a greater extent into teaching? *

We ask you to be able to answer the questionnaire thinking about this subject

3. Select one of the degree subjects you teach and say which one it is: *

We ask you to be able to answer the questionnaire thinking about this subject

4. The degree subject you have chosen is fundamentally...*

- ☐ theoretical.
- ☐ practical or intervention oriented.
- ☐ methodological or research oriented.

5. The degree subject you have chosen is: *

- ☐ mandatory.
- ☐ basic training.
- ☐ optional.
- ☐ other.

6. In which grade/s do you teach the subject you have chosen? *

- ☐ Pedagogy.
- ☐ Social Education
- ☐ Primary Education
- ☐ Early Childhood Education

7. In which course do you teach the subject you have chosen? *

- ☐ First year
- ☐ Second year
- ☐ Third year
- ☐ Fourth year

8. Is the subject you have chosen shared with other teachers? *

☐ Yes

☐ No

BLOCK A. USE AND IMPORTANCE OF INTEGRATING RESEARCH INTO TEACHING

Thinking about the subject you have chosen, assess the use and importance of integrating research into teaching for you.

9. Indicate your level of agreement about the use you make of research in the subject you have chosen. *

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	I can not answer
I do research in the knowledge area of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I integrate research activities into the teaching design and planning of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the results of the research I do to develop the content of the subject (examples, case studies, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I incorporate research results into the subject, I use qualitative results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I incorporate research results into the subject, I use quantitative results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do research on my teaching practice at the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I use the results of the research I do to introduce improvements in my teaching practice at the university.



10. On a scale from 1 to 5, rate how **important** it is for you to transfer and integrate research into the teaching you teach *

Very little ☆ ☆ ☆ ☆ ☆ A lot

BLOCK B. ACTIVITIES TO INTEGRATE RESEARCH INTO TEACHING

In this section we ask you what activities you do to integrate research into the subject you have chosen, how often and the importance of each of these activities.

11. **Thinking about the subject you have chosen**, indicate which activities related to **READING AND DISCUSSING THE RESEARCH** you develop and how often. *

	Never	Sporadically (1-2 times)	Often (3- 4 times)	Very often (5 or more times)	Always	I can not answer
Students must search for research (articles, theses, reports, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students must read research (articles, theses, reports, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students must explain research they have read or heard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students must discuss the results of the research they have read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The data obtained in the research that I present are analysed (excerpts from reports, articles, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. **Thinking about the subject you have chosen**, indicate which activities related to **INTERACTION WITH OTHER RESEARCHERS** you develop and how often. *

	Never	Sporadically (1-2 times)	Often (3- 4 times)	Very often (5 or more times)	Always	I can not answer
Researchers are invited to present their research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in conferences and forums of research as a task-activity of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in research answering questionnaires, participating in focus groups, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students collaborate on some research lead by teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The students communicate the research they have done to different audiences as a task-subject activity (other students, collaborating centres, other researchers, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. **Thinking about the subject you have chosen**, indicate which activities related to **THE STUDENT BEING A RESERACHER** you develop and how often. *

	Never	Sporadically (1-2 times)	Often (3- 4 times)	Very often (5 or more times)	Always	I can not answer
Students must do research in the field of knowledge of the subject (regardless of whether it is basic-applied research-programme evaluation, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students design a research project, individually or in group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students do their own field work, individually or in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students analyse and interpret the data, individually or in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. **Thinking about the subject you have chosen**, indicate which activities related to **BASIC RESEARCH TRAINING** you develop and how often. *

	Never	Sporadically (1-2 times)	Often (3- 4 times)	Very often (5 or more times)	Always	I can not answer
It is taught how to do a literature review.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is taught how to do a theoretical foundation of the research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is taught how to make Data production instruments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is taught how to analyse research data (quantitative/qualitativ e).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is taught how to interpret research data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Indicate if you do any other type of activity(s) to integrate research into teaching.

16. Could you describe an **example of a research integration activity** that you have recently done (or that you plan to implement) in the subject you have chosen.

17. On a scale of 1 to 5, indicate the **importance** of students **reading and discussing research papers** in your subject. *

• •

Very little ☆ ☆ ☆ ☆ ☆ A lot

18. On a scale of 1 to 5, indicate the **importance** of students **interacting with other researchers** in your subject. *

Very little ☆ ☆ ☆ ☆ ☆ A lot

19. On a scale of 1 to 5, indicate the **importance** of students **acting as researchers** doing their own research in your subject. *

Very little ☆ ☆ ☆ ☆ ☆ A lot

20. On a scale of 1 to 5, indicate the **importance** of students **participating in basic research training activities** in your subject. *

Very little ☆ ☆ ☆ ☆ ☆ A lot

BLOCK C. PERCEPTION OF THE INITIAL TRAINING AT THE FACULTY

Below we ask you to rate some statements globally about your perception of the initial training proposes at the Faculty.

21. Based on your knowledge of the Faculty's degrees, indicate your level of agreement according to the following statements. *

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	I can not answer
The degrees are eminently professionalizing, and it is not necessary to include activities to develop students research competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degrees must prepare students to have a critical vision of the field of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degrees must prepare students to be up to date with the contributions that are made from research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degrees must prepare students to carry out small research in their future professional field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BLOCK D. PERCEPTION OF SCIENTIFIC RESEARCH IN EDUCATION AND PREPARATION TO INTEGRATE IT

Finally, in this section we ask you what your perception about scientific research in education is and the preparation to integrate it.

22. Indicate your level of agreement with the following statements *

Scientific Research in Education...

	Totally disagree	Disagree	Neither agree nor disagree	Agree	Totally agree	I can not answer
It is useful for making decisions and solving problems in the socio-educational field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps to reflect critically on our teaching-learning perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps to ground and an improve the professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It represents a learning opportunity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It generates knowledge that allows in depth understanding of socio-educational phenomena.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is only useful for academia and is disconnected from professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. On a scale of 1 to 5, rate **how prepared** you think your **students** are for research in their careers. *

Very little ☆ ☆ ☆ ☆ ☆ A lot

24. On a scale from 1 to 5, rate **how prepared you feel** to integrate research into the teaching you teach. *

Very ☆ ☆ ☆ ☆ ☆ A lot
little

..and finally, some questions about you

To finish the questionnaire, we would like to ask you some questions about your professional profile

25. Which gender do you identify as? *

- ☐ Male.
- ☐ Female.
- ☐ Nonbinary.
- ☐ I would prefer not to answer.

26. Age: *

- ☐ less than 25.
- ☐ 25-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60 or more
- ☐ I would prefer not to answer.

27. Name of your Department: *

28. What is your job position? *

29. During this course, are you responsible for any subject?

☐ Yes

☐ No

30. If so, please indicate which one(s).

31. Including this academic year, how many years of research experience do you have? *

☐ 1-3

☐ 4-5

☐ 6-9

☐ 10-14

☐ 15-20

☐ more than 20.

☐ I don't have any research experience.

☐

Other

32. What research training have you received?

Check all that apply.

☐ None

☐ Master

☐ PhD

☐ Advanced courses in research methodology

☐ Subjects within the initial training

☐

Other

33. If you have completed your doctorate, indicate the year you obtained the PhD:

34. Within your working day, what % of time do you devote to research? *

☐ I'm not doing research.

☐ 0-10%

☐ 11-25%

☐ 26-50%

☐ 51-75%

☐ 76-100%

35. Are you part of any research team? *

☐ Yes.

☐ No.

36. In the last 5 years, have you participated in any research project:*

Check all that apply.

- ☐ No.
- ☐ Yes, in a National Project.
- ☐ Yes, in a European Project.
- ☐ Yes, in an International Project.
- ☐ Yes, but without funding.
- ☐ Other: _____

COLLABORATION WITH THE PROJECT

37. If you are interested in receiving the results of the study, please fill in your email address below:

38. Would you be interested in participating in a tailored training session to learn more about the subject?

☐ Yes

☐ No

39. If so, tell us your email address where you would like us to contact you:

2. Psychometric Characteristics of the Questionnaire

There were 49 respondents from the Faculty of Education of UAB that answered the questionnaire in December 2021. In general, the questionnaire has an adequate internal consistency coefficient in the Opinion Factor (0.694.) (Blocks A, C and D - see Table 1) and an excellent alpha coefficient in the Activity Factor (0.921) (Block B- See Table 2).

Table 1

Internal Consistency Opinion Factor

Variable	raw_alpha	std.alpha	G6(smc)	average_r	S/N	alpha se	var.r	med.r
A1b	0.6375415	0.7408566	0.8504394	0.1515927	2.858867	0.07380987	0.03121625	0.1331773
A2b	0.6463312	0.7476893	0.8502471	0.1562680	2.963367	0.07239030	0.02931034	0.1509196
A3b	0.6618368	0.7532726	0.8614276	0.1602397	3.053056	0.06813254	0.03115540	0.1447557
A4b	0.6607132	0.7539059	0.8659262	0.1606992	3.063486	0.06860431	0.03230434	0.1480939
A5b	0.6711114	0.7542460	0.8667652	0.1609467	3.069110	0.06642055	0.03499084	0.1343250
A6b	0.7367031	0.7812823	0.8700161	0.1825100	3.572104	0.05179897	0.02758395	0.1683490
A7b	0.7203722	0.7700984	0.8632905	0.1731132	3.349687	0.05460524	0.02966915	0.1637118

Variable	raw_alpha	std.alpha	G6(smc)	average_r	S/N	alpha se	var.r	med.r
F1b	0.6667684	0.7604748	0.8642654	0.1655770	3.174927	0.06725739	0.03078998	0.1586935
F2b	0.6823497	0.7495736	0.8514273	0.1575928	2.993190	0.06369433	0.03399078	0.1425502
F3b	0.6645374	0.7343671	0.8472870	0.1473303	2.764594	0.06694884	0.03054434	0.1241976
F4b	0.6801710	0.7490419	0.8586521	0.1572173	2.984728	0.06376482	0.03279633	0.1343250
G1b	0.6856202	0.7538417	0.8589513	0.1606525	3.062426	0.06268407	0.03049602	0.1425502
G2b	0.6850448	0.7496285	0.8577434	0.1576316	2.994066	0.06316629	0.03358920	0.1480939
G3b	0.6840829	0.7525313	0.8568866	0.1597043	3.040915	0.06307743	0.03199797	0.1480939
G4b	0.6894158	0.7611332	0.8650126	0.1660774	3.186433	0.06228832	0.03230970	0.1540898
G5b	0.6847207	0.7519870	0.8651828	0.1593127	3.032046	0.06313975	0.03337427	0.1343250
G6b	0.6891499	0.7652913	0.8740917	0.1692886	3.260601	0.06181035	0.03464195	0.1637118

The internal consistency is $\alpha = 0.694$.

Table 2

Internal Consistency Activity Factor

Variable	raw_alpha	std.alpha	G6(smc)	average_r	S/N	alpha se	var.r	med.r
B1b	0.9162497	0.9068280	0.9618544	0.3509501	9.732843	0.01539379	0.05051873	0.3459155
B2b	0.9184345	0.9093530	0.9630802	0.3578722	10.031803	0.01489767	0.04873204	0.3590220
B3b	0.9168576	0.9078775	0.9616785	0.3537989	9.855106	0.01532506	0.04767023	0.3465865
B4b	0.9186302	0.9096965	0.9601560	0.3588321	10.073771	0.01493499	0.04844837	0.3536544
B5b	0.9199557	0.9111965	0.9653261	0.3630757	10.260814	0.01473101	0.05076366	0.3673415
C1b	0.9205674	0.9119872	0.9645544	0.3653477	10.361988	0.01484506	0.05053604	0.3617381
C2b	0.9216408	0.9138805	0.9654916	0.3708883	10.611772	0.01479053	0.04857083	0.3698140
C3b	0.9232199	0.9166820	0.9650122	0.3793575	11.002204	0.01452194	0.04515832	0.3726202
C4b	0.9240006	0.9195157	0.9657994	0.3882708	11.424785	0.01452296	0.04145977	0.3769737
C5b	0.9162096	0.9068843	0.9629534	0.3511017	9.739325	0.01546316	0.05140779	0.3341769
D1b	0.9134357	0.9064156	0.9588385	0.3498412	9.685545	0.01625467	0.04435978	0.3488337
D2b	0.9163378	0.9084464	0.9612558	0.3553601	9.922567	0.01562014	0.04524412	0.3590220
D3b	0.9137016	0.9064278	0.9598473	0.3498740	9.686940	0.01615052	0.04508739	0.3536544
D4b	0.9119309	0.9046870	0.9612437	0.3452580	9.491744	0.01657123	0.04528167	0.3465865
E1b	0.9167168	0.9082370	0.9618479	0.3547840	9.897634	0.01538423	0.04834278	0.3590220
E2b	0.9115153	0.9031773	0.9595351	0.3413386	9.328153	0.01656283	0.04723495	0.3334643
E3b	0.9124414	0.9045343	0.9610473	0.3448582	9.474966	0.01636352	0.04615033	0.3459155
E4b	0.9129464	0.9055320	0.9597055	0.3474855	9.585595	0.01628226	0.04466437	0.3512550
E5b	0.9134149	0.9060632	0.9606220	0.3488984	9.645455	0.01619263	0.04508175	0.3465865

The internal consistency is $\alpha = 0.921$.