# Teacher Questionnaire

Start of Block: Opening statement

End of Block: Opening statement

Start of Block: Reflection on learning

The first part of this questionnaire is about what the students have learned so far.

Page Break

**Q0.1** Which student team are you coaching?

[Drop down menu with student teams]

Page Break

**Q1.1** How would you currently assess the performance of the student team on the learning objectives?  
*This is an assessment of the team and not of individual students. Please try to give an overall evaluation to the best of your ability.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Not well at all | Slightly well | Well | Very well | Extremely well | *I don't know* |
| The students are able to **iteratively evaluate the living lab process**. |  |  |  |  |  |  |
| The students are able to **adjust the living lab process by incorporating feedback**. |  |  |  |  |  |  |
| The students are able to **connect real‐life challenges to academic theory** within the living lab process. |  |  |  |  |  |  |
| The students are able to **present in a way that enables exchange** of knowledge, experience, and ideas with other MADE staff, students, and stakeholders. |  |  |  |  |  |  |
| The students are able to **collaborate with societal actors**. |  |  |  |  |  |  |
| The students are able to  **examine and reflect upon their personal development** (for instance, on motivations, values, and growth). |  |  |  |  |  |  |
| The students are able to **relate learning experiences in the living lab to their personal development**. |  |  |  |  |  |  |

**Q1.2** What are the students struggling with?

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End of Block: Reflection on learning

Start of Block: Reflection on your teaching

In this part of the questionnaire, we ask you to reflect on your own teaching and scaffolding.

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**Q2.1** What went well in your teaching during the coaching sessions?

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**Q2.2** What was challenging in your teaching during the coaching sessions?

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**Q2.3** Which of the scaffolding strategies did you use during the coaching sessions?

[These answers were presented in randomized order]

* I stimulated students to get interested in a task or topic (recruitment).
* I simplified a task that students were not yet able to perform (reduction in degrees of freedom).
* I prevented students from deviating from their goals (direction maintenance).
* I made visible to the students where they are and where they need to go to reach a learning objective (marking critical features).
* I prevented students' frustration or motivated them to move past frustration (frustration control).
* I performed a specific task myself for students to imitate (demonstrating).

**Q2.4** Can you give a concrete example of an action during the session based on one of the scaffolding strategies?  
   
*You can think of questions you asked, tasks you modelled, or hints, feedback, explanation, or instruction you gave. Please also mention which strategy you used.*

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End of Block: Reflection on your teaching

Start of Block: Setting goals

This is the last part of the questionnaire, where we would like to know what your goals are in the upcoming coaching session with the students.

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**Q3.1** Which learning objective is most important to you in the upcoming coach sessions?

* The students are able to iteratively improve and adjust the living lab process by continuous evaluation and incorporation of feedback.
* The students are able to connect real‐life challenges to academic theory and the living lab process.
* The students are able to present in a way that enables exchange of knowledge, experience, and ideas with other MADE staff, students, and stakeholders.
* The students are able to collaborate with societal actors from the metropolitan region of Amsterdam.
* The students are able to examine and reflect upon personal motivations, values, and growth within the context of a learning experience.
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**Q3.2** Which scaffolding strategy would you focus on for this learning objective?

[These answers were presented in randomized order]

* Getting students interested in a task or topic (recruitment)
* Simplifying a task that students are not yet able to perform (reduction in degrees of freedom)
* Preventing students from deviating from their goals (direction maintenance)
* Making visible where the students currently are and where they need to go to reach a learning objective (marking critical features)
* Keeping students motivated by preventing frustration (frustration control)
* Performing a task yourself for the students to be able to imitate it (demonstrating)

**Q3.3** How would you use this scaffolding strategy? Can you give a concrete example of what you plan to do in the next session?  
   
*Think of questions you want to ask, modelling of certain tasks, or hints, feedback, explanation, or instruction you want to give.*

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End of Block: Setting goals