

NCTA Seminar Leader Follow-up Survey

[This document provides example instructions to survey respondents and questions that have been used in studies of NCTA activities in recent years. The questions are presented as a “question bank” from which leaders of professional development programs about Asia can select questions of value to them. See the information on OASIS (the Online Asia Survey Inquiry System) at http://www.insites.org/projects_asia_k-12.html for more details. This seminar leader follow-up survey addresses these topics: seminar content and purpose; state/community context, the leader’s other activities related to teaching about Asia; program expectations and materials; use of technology; participant results; follow up activities; and impact on the seminar leader.]

[The questions below include a request for Name and Email address. These may be needed on some surveys for follow up purposes and/or for linking a given person's responses over multiple surveys. Other ways of matching responses across surveys can be used.]

[Example instructions to survey respondents]

About The Survey

The Seminar Leader Follow Up survey is part of a set of surveys that provide information to seminar leaders and/or national NCTA leaders as they plan their future work. The surveys collectively are designed to gain insights into how to sustain Asian studies in elementary and secondary schools during times of continuous change in education.

All information collected in this questionnaire is anonymous. Data will be reported in group form in reports.

Directions

We anticipate that this survey will take about _____ minutes to complete. Please answer each question as it relates to your experience. Some questions have a list of options for you to check, and others have a field where you may type in your response.

Welcome to the survey!

Q1 Name _____

Q2 Email address _____

Purpose of Seminar

Q3 To what extent did you focus on increasing participants' knowledge of the following in your NCTA seminar (including seminar and follow up sessions)?

	<i>To no extent</i>	<i>To a minimal extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>
a. China	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Japan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Korea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other parts of Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Asian history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Asian geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Asian literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Asian art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Asian governance/politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Asia-related issues/current events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Asian cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q4 To what extent was your purpose in the NCTA seminar and follow-up session(s) to help participants apply their knowledge in the following ways?

	<i>To no extent</i>	<i>To a minimal extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>
a. Teaching about Asia in history, geography, literature, art, music, government, economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaching about Asia in reading or writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teaching about Asia in science and/or math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teaching about Asia in other content areas (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify "other" content areas _____				

Q5 To what extent was your purpose in the seminar and follow-up session(s) to help participants build support for greater attention to Asia in the following?

	<i>To no extent</i>	<i>To a minimal extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>
a. Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Nation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Professional organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 To what extent was it a purpose of this seminar and follow-up session(s) to help participants build relationships with the following?

	<i>To no extent</i>	<i>To a minimal extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>
a. People in Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other teachers to support teaching about Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. People in other role groups to support teaching about Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Asian Americans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Help participants connect U.S. and Asian students (e.g., pen/email pals, student exchanges)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Context

Q7 Has there been a change in the expectations from your state or community to provide instruction about Asia over the past three years?

- No change* Go to Q10a
- Yes, an increase in expectations to teach about Asia* Go to Q8
- Yes, a decrease in expectations to teach about Asia* Go to Q9
- Don't know* Go to Q10a

Q8 Please explain the increase in expectations to teach about Asia.

Q9 Please explain the decrease in expectations to teach about Asia.

Q10 To what extent are you currently involved in the following activities that help states, private organizations, and/or universities give greater attention to Asia in the K-12 system?

	<i>To no extent</i>	<i>To a minimal extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>
a. Advocate within a professional organization for more/different attention to Asia (e.g., encouraging an emphasis on Asia, urging a plenary session on Asia, etc.) Specify professional organization _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Advocate within the state for teaching about Asia (e.g., inclusion of Asia in state standards and assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Serve as a member or chair of a state curriculum committee to help increase attention to Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Serve as a member or chair of a committee/board for a private organization to help increase attention to Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Serve as a member or chair of a committee/board for a university/college to help increase attention to Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Serve as a staff member within a university/college to help increase attention to Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Author article(s) for publications that bring Asia in the K-12 system to the attention of non-educators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specify "other" above _____

Q11 What are one or two of the most effective strategies that seminar leaders and other advocates might use to help states, private organizations, and/or universities give greater attention to Asia in the K-12 curriculum?

Participant Expectations and Results

Q12 Which, if any, of the following were participants required to do during or after this NCTA seminar and follow-up session(s)?

	<i>Not required</i>	<i>One of several choices</i>	<i>Required of everyone</i>
a. Develop one or more classroom lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Develop plans for using what they learned in the seminar in their classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Implement one or more classroom lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Implement change within their classroom (beyond use of one or two lesson plans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Develop plan for using what they learned in the seminar in their school or district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Implement change in their school or district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Make presentation to a local community group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Make a portfolio of seminar work and implementation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify "other" above _____			

Q13 If participants had a choice of items listed above, how many of the choice options were they required to do?

- One*
- Two*
- More than two*
- Did not have a choice*

Q14 What is your overall rating of the quality of the products produced by your seminar participants?

- Excellent*
- Good*
- Fair*
- Poor*
- Not required*

Credits and Content

Q15 Can teachers earn graduate credits through your university or through a university affiliated with your organization for taking your seminar?

- Yes*
- No*

Q16 To what extent is the content of this seminar taught at your institution (or an affiliated institution) in an undergraduate course that students enrolled in a teacher preparation program could take?

- To no extent*
- To a minimal extent*

- To a moderate extent
- To a great extent

Q17 To what extent is the content of this seminar taught at your institution (or an affiliated institution) in a graduate course that graduate students enrolled in an education program could take?

- To no extent
- To a minimal extent
- To a moderate extent
- To a great extent

Seminar Teaching Materials

Q18 In the past two years, to what extent have you prepared new materials for teaching your seminar? (Check one)

- I didn't prepare any new materials
- About 1% to 10% were new materials I prepared
- About 11% to 20% were new materials I prepared
- About 21% to 30% were new materials I prepared
- About 31% to 50% were new materials I prepared
- Over 50% were new materials I prepared

Q19 In the past two years, to what extent have you used materials for teaching your seminar that have been prepared by other NCTA seminar leaders? (Check only one.)

- None were prepared by other seminar leaders
- About 1% to 10% were materials prepared by other seminar leaders
- About 11% to 20% were materials prepared by other seminar leaders
- About 21% to 30% were materials prepared by other seminar leaders
- About 31% to 50% were materials prepared by other seminar leaders
- Over 50% were materials prepared by other seminar leaders
- Other

Specify "other" above _____

Q20 Have you accessed materials from other NCTA seminar leaders in any of the following ways?

	Yes	No
a. I talked to other NCTA seminar leaders to share teaching strategies and materials	<input type="checkbox"/>	<input type="checkbox"/>
b. I visited other NCTA seminar leaders' websites to find materials	<input type="checkbox"/>	<input type="checkbox"/>
c. I received hard copies of materials created by other NCTA seminar leaders at a meeting or conference	<input type="checkbox"/>	<input type="checkbox"/>
d. I team-taught an NCTA seminar with someone else from whom I gained materials	<input type="checkbox"/>	<input type="checkbox"/>

Q21 What is the number of other NCTA seminar leaders for whom you know quite a lot regarding what they teach in their seminar and what materials they use? _____

Use of Technology for Teaching Seminar

Q22 Do you use technology in the following ways for teaching your seminar?

	Yes	No
a. Set up a seminar group web site	<input type="checkbox"/>	<input type="checkbox"/>

- b. Post syllabus or other seminar information for participants on seminar web site
- c. Provide instruction via some type of web-based format (e.g., web searches, distance learning, discussion forum, etc.)
- d. Have participants work on joint projects with seminar colleagues using email or the web
- e. Have participants communicate via email with teachers, experts, or others in Asia
- f. Ask participants to involve their students in pen/pal communication with Asian students via email
- g. Get seminar participants involved in a listserv or online discussion group operated by other Asia-focused groups or organizations (e.g., state or regional teacher discussion forums, Forum on Asia in the Curriculum, etc.)
- h. Use presentation software (e.g., Power Point) for teaching
- i. Use multimedia software (e.g., Movie Maker) for teaching

Q23 How often do you use technology in the following ways for teaching your seminar?

- | | <i>To no extent</i> | <i>To a minimal extent (once during seminar)</i> | <i>To a moderate extent (once every two weeks during seminar)</i> | <i>To a great extent (at least weekly during seminar)</i> |
|---|--------------------------|--|---|---|
| a. Communicate with seminar participants via email | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Post primary sources or other resources online for participants to access | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Ask participants to post lesson plans or learning reflections to share on seminar web site | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Ask participants to use web browsers to access information online | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Provide instruction via distance learning technology | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Conduct and facilitate online discussions among my seminar participants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- Specify "other" above _____

Follow Up Activities

Q24 Which of the following types of activities did you use in your follow-up session(s)? (The range of activities listed below might be used for follow up sessions, but are not necessarily required activities for these sessions.) (Mark all that apply.)

- a. Guest lecture or presentation of Asia content
- b. Observation or presentations of Asia-focused lessons
- c. Teacher sharing focused on classroom application
- d. Use of the NCTA case studies (at www.insites.org/ncta/) for discussion
- e. Field trip to academic or cultural institution (university, library, museum, etc.)
- f. Attendance at arts or cultural event related to Asia (festival, Asian restaurant, performing arts, etc.)
- g. Program or workshop conducted by other Asia-focused organization
- h. Sharing or review of new Asia resources and materials
- i. Sharing ideas for how to demonstrate and talk to colleagues and administrators about the value of including Asia content in the K-12 curriculum
- j. Other

Specify "other" above _____

Q25 To what extent have participants in your seminar (current and prior) developed a collegial network for the purpose of supporting each other in teaching about or promoting Asia in their schools? The network may be online, in-person, and/or through other means.

- To no extent
- To a minimal extent
- To a moderate extent
- To a great extent

Don't know

Q26 To what extent have you facilitated and/or participated in this collegial network?

- To no extent
- To a minimal extent
- To a moderate extent
- To a great extent

Q27 To what extent do you encourage and support teachers who participate in your seminar to take the following actions:

	<i>To no extent</i>	<i>To a minimal extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>
a. Recruit other teachers to sign up for an NCTA seminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Incorporate rich content about Asia into their classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Network with other participants and colleagues in support of teaching about or promoting Asia in their schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Take the initiative to plan and carry out networking opportunities for teachers in support of teaching about or promoting Asia in their schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Take a leadership role in NCTA or in their schools, districts, community, or state in support of promoting Asia in the K-12 curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Impact on Seminar Leader

Q28 To what extent has being an NCTA seminar leader had an impact on you in the following areas?

	<i>To no extent</i>	<i>To a minimal extent</i>	<i>To a moderate extent</i>	<i>To a great extent</i>
a. Increased my awareness of the importance of teaching about Asia in K-12 education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increased my awareness of the realities of classroom teaching and K-12 education systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Given me new perspectives on pre-service teacher education content and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Improved my teaching skills related to Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Improved my leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Increased my confidence in taking leadership roles related to teaching about Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Resulted in my being a stronger and more active advocate for including Asia in the K-12 curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Resulted in my taking on new or enhanced leadership roles in my district/university/organization regarding Asia studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Resulted in my taking on new or enhanced leadership roles in my state and/or nationally regarding Asia studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Resulted in my making new connections with other professionals committed to Asia studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Connected me to a statewide network and/or national movement focused on Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specify "other" above _____

Q29 What additional content, strategies, or support might your organization provide (beyond the NCTA seminar) that your seminar participants need to be able to sustain a significant and meaningful presence for Asian studies in their schools?

Q30 What more can the Freeman Foundation do to support classroom teachers and schools in providing sustained and high quality learning about Asia?

Thank you for your responses!