THE APPLICATION OF SELECTED

QUALITY SCHOOL ATTRIBUTES

TO IMPROVE STUDENT ACHIEVEMENT AND INTEREST

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A Research Paper

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ABSTRACT

In this study, some selected attributes of William Glasser's Quality School were implemented in a Psychology 11 class at W. J. Mouat Secondary, in Abbotsford, BC, Canada to investigate whether student achievement and interest would improve as a result. The attributes selected for the purposes of the study included: conducting class meetings; allowing students to participate in setting classroom rules, procedures, and evaluation; using a student-centred and project-based approach in the classroom; and incorporating student self-assessment. Assessment data was collected prior to the implementation of Glasser's strategies and again at the conclusion of the unit. A t-test analysis of the data showed a highly significant improvement in student achievement, as a result of the modifications to classroom procedures, instruction, and evaluation. A pre- and post-survey, using a ranking scale of one to five, and subjected to an overall t-test analysis, also showed a significant improvement in student attitudes and interest toward the class. However, when responses were separated into five categories, t-test analysis found significant results in only three of the five areas: classroom environment, course content, and discipline.   Results for the categories of marks and evaluation and relationship with the teacher were not found to be significant in this study. A secondary focus of the study explored the use of Glasser's strategies in other classrooms at W. J. Mouat Secondary, and results indicated that a number of Glasser's recommendations were being used by the teachers who participated in the survey. This study supports the implementation of selected Quality School attributes, with the results indicating that allowing students a greater role in setting classroom procedures and evaluation, and

using a student-centred and project-based approach, can lead to improvement in

student achievement and interest.

Chapter I

The Problem

Introduction

An ongoing challenge in education today is that of creating an

environment in the classroom that is comfortable and inviting, and yet at the

same time stimulates and inspires students to learn and grow, and to produce

high quality work. While graduation rates are improving (British Columbia

Ministry of Education, 2003), there are complaints that students seem to be

apathetic and are only interested in doing the minimum necessary to achieve a

passing grade. (Glasser, 1998; Johnson, 2003)

In British Columbia, student satisfaction surveys in grade ten and twelve

show that most students have a "medium" level of satisfaction with their

education. (British Columbia Ministry of Education, 2003) While these results

are slightly higher in the district, and higher yet again at the high school that is

the focus of this study, they still fall within the criteria for a "medium" level of

satisfaction. From 2002 to 2003, satisfaction levels improved overall, but in the

the category of "school environment," the levels were lower than the overall rate,

and dropped from 2002 to 2003. This category had questions related to whether

students liked school, were satisfied with what they were learning, were treated fairly, and whether teachers cared about them and helped them with school.

Much research has explored the area of improving student attitudes toward education, the educational environment, and the quality of education in general. By considering our beliefs about education, our teaching practices, and the desires and needs of students and parents, there is much we can do in education to develop self-motivated students who are interested in their learning, and work to the best of their ability.

Background

This study will conducted in a W. J. Mouat grade eleven Psychology class. W. J. Mouat one of seven high schools in the town of Abbotsford, British Columbia. It is a grade nine to twelve school, with a student population of about 1350. There is a teaching staff of sixty-five, with sixteen teaching assistants, three counsellors, and three administrators. Mouat is the only secondary school in the district to offer the French Immersion Program, and so is home to a number of cross-boundary students.

Psychology 11 is a locally-developed course, that is an elective for grade eleven and twelve students. There are no pre-requisites for the course, but it is recommended that students have a B-average before enrolling. At the time of this study, four boys and twenty-one girls were enrolled in Psychology 11, with a total of twenty-five students.

Because Psychology is an elective, most students choosing the course are interested in learning about the field of Psychology. Some, however, find that the course material is not what they expected and the content difficult to learn. These students sometimes react with a reduction in effort and performance. Glasser (1988) suggests that by changing the way we approach teaching and learning, an environment can be created where students will choose to learn and to do quality work. The challenge therefore is to cover the areas of study, and find ways for students to become self-motivated, interested in learning, and in producing the best work they can do.

A secondary area of research was also conducted, in the form of a survey of some students and teachers at W. J. Mouat Secondary. Teachers were asked to volunteer their classes for this survey, and the purpose was to see how closely teachers' classrooms and instructional techniques aligned with Glasser's ideas.

<u>Statement of the Problem</u>

In spite of many changes to the educational system over the years,
 "more than half of parents and teachers say that most students do the
minimum amount of work needed to get by, and more than seven in ten
middle and high school students agree." (Johnson, 2003, p. 37)
While studies have found that parents, and even students believe that standards and testing help motivate students to learn more (Johnson, 2003), Glasser (1998) believes that this only motivates students to do the minimum necessary to pass and that for the most part they remain unmotivated and disinterested.

The question then is, how do we help students become self-directed and self-motivated learners, who will work to the best of their ability?

Purpose of the Study

This study was designed to help determine if specific changes in the approach to instruction in a unit in Psychology 11 would result in a difference in student attitudes and achievement. The objectives of this study were to:

1. Determine if selected strategies resulted in an improvement in the achievement levels of students after completing a unit of study.

2. Compare the attitudes of students after selected strategies were implemented in a unit of study.

3. Determine to what extent teachers at W. J. Mouat Secondary were incorporating selected Glasser strategies in their classrooms.

4. Make recommendations to enhance instruction and influence student motivation and achievement.

Statement of the Research Questions

Based upon the statement of the problem and purpose of this study, the following research questions were developed to help guide the focus of the research.

1.   Will the incorporation of selected Glasser strategies into classroom procedures and evaluation increase student achievement?

2.   What impact will the use of these strategies have on the attitudes

and perceptions of students?

3.   Are these selected Glasser strategies currently being used in

classrooms at W. J. Mouat Secondary?

Statement of the Research Hypothesis

The research hypothesis for the purpose of this study was: employing

selected Glasser strategies, that provide opportunities for student input into

classroom procedures and evaluation, will impact positively on student

achievement and perception of the classroom environment.

Significance of the Study

There is a strong emphasis in education today on testing and

accountability. This puts pressure on teachers to teach to the test, rather than

the student. However, research has shown that improved classroom

assessment and relationships can also lead to improved results on standardized

tests. (Black and Wiliam, 1998, cited in Stiggins, 1999) This alone, makes a

good argument for evaluating classroom instructional practices, but there are

multiple other benefits, that include improved student behaviour and motivation.

(Glasser, 1998)

This research project will examine student achievement and attitudes to

determine if there is improvement in achievement and attitudes after applying

selected strategies recommended by Glasser. This information may then be used to make recommendations about how students may be motivated to be more self-directed and interested in producing better quality work.

<u>Operational Definitions</u>

The following terms and definitions are used throughout the study:

Locally-developed courses: courses, not listed in the Ministry of Education approved subjects, which are developed by a teacher or teachers in a school, and approved by the School Board, to meet the needs of students in their specific area.

Quality school: a school which incorporates specific qualities, as defined by William Glasser in *The Quality School*.

Quality work: work that earns an "A" or "B" mark.

Satisfaction surveys: surveys administered by the Ministry of Education in British Columbia annually, to evaluate student, parent, and teacher responses to a variety of questions regarding various aspects of education.

Glasser standard: An estimation of how students in a quality school, as defined by Glasser, would respond to the survey items developed by the researcher.

Limitations

The reader needs to note that the following factors may have limited the universality of the study. Firstly, this study was limited to one class of twenty-five Psychology 11 students at W. J. Mouat Secondary. It cannot be assumed that the techniques used would be effective with all students, in all grades, or in all subject areas. In addition, not all of Glasser's (1998) Quality School attributes were applied, and this may have affected the results.

The second limitation is the time period involved in the study. The strategies were applied to one unit of study in the Psychology course, which lasted for about three weeks. A more extensive study would need to be undertaken to more adequately measure achievement and attitudes over a longer period of time.

The final limitation is related to the surveys of other teachers and students. Teachers were asked to volunteer their classes for this survey, and so the selection was not truly random. The results of these surveys may have been affected by the nature of the teachers volunteering. In addition, it appears that a higher percentage of female students participated than males. This may also have impacted the results, although further study would be necessary to determine if this is the case, and to what extent.

Summary

Those working in education today are concerned about student interest and motivation. In many cases, it seems that students are only concerned with earning the minimum mark needed to pass a course. William Glasser has written several books outlining his ideas of ways to help students to become self-motivated and interested in producing high quality work. This project has involved the implementation of selected Glasser strategies for a unit of study in Psychology 11. The effectiveness of these strategies was measured by an evaluation of student marks and data collected from surveys.

The remainder of the paper consists of four chapters. Chapter II is a review of the literature and identifies the authors who have made a significant contribution in the area of student motivation and achievement. While the study itself focuses on some of Glasser's recommendations for the classroom and these are outlined in the literature review, other related literature and research in this area is explored. Chapter III provides a description of the research methodology used. This chapter outlines how the study was designed, selection and role of the subjects, data collection, evaluation plan, and limitations. Chapter IV explains the findings. Tables and graphs are used to depict the results obtained. Chapter V gives a summary of the first four chapters, and the resulting recommendations.

Chapter II

Review of the Literature

Introduction

The purpose of this action research project was to examine the effect on

student achievement and attitudes before and after applying some of Glasser's

Quality School strategies in an instructional unit. The intent of the literature

review is to provide information and background about Glasser's Quality School

attributes, as well as explore other research in the area of student motivation and

achievement. The first section introduces William Glasser's Quality School, and

the remaining sections of this chapter focus on those areas of Glasser's theory

that were the emphasis of this research: classroom environment, course

content, discipline, marks and evaluation, and relationship with the teacher.

William Glasser's Quality School

William Glasser's ideas of the Quality School have been outlined in

several books, and are founded on his Choice Theory. (Glasser, 1988, 1998,

1998) A full discussion of his theory and ideas is beyond the scope of this paper,

and so the focus will be on those areas and strategies which were examined in the action research. These include classroom environment, course content, discipline, marks and evaluation, and relationship with the teacher.

Glasser's theories are supported by much of the research behind the Total Quality School Movement and the Effective Schools Movement. (Lezotte, 2001; Arcaro, 1995) In the correlates of an effective school, Lezotte (2001) discusses the need for a safe and welcoming environment in schools, the importance of leadership, and the need for high expectations. These factors are all significant in Glasser's Quality School.

Classroom Environment

Glasser (1998) suggests that teachers need to talk to students, about themselves, and their expectations. The quality classroom is one where students know and like their teacher. He recommends that the classroom should be organized with seating in a circle and the teacher should be part of that circle. The teacher's role is one of support, rather than that of a boss. Class meetings should be conducted, and students encouraged to speak out. This is supported by Deming, who saw fear as a barrier to quality and productivity. (Butterfield, 1991) The environment needs to be one where students are not afraid of asking questions, expressing ideas, or asking for instructions. This is also supported in the Effective Schools research, which points to the need for students to feel safe. (Lezotte, 2001)

While the emphasis is on hard work, the class atmosphere should also be one of enjoyment. (Glasser, 1998) A small part of each class should be spent discussing with students how more can be learned, or what can be done to make the class more enjoyable. Sarason (1990) says that we need to make schools interesting places for students, and we should teach to their interests and curiosities.

Course Content

Glasser (1998) believes information should only be taught when it is directly related to a life skill, when students have expressed a desire to learn, when the teacher believes it is especially useful, or if it is required for college or university. In high school, there should be no requirement to memorize anything, but a "total emphasis on teaching students how they can use information . . . in their lives either now or later." (Glasser, 1998, p. 53) He contends that the best way to teach is to relate the content to the real world. Postman (1995) would say that learning is more about making a life, than about making a living.

Instead of telling students what they need to learn, Glasser (1998) believes that we should select the most important parts of the curriculum and ask students to learn these well. He suggests that students be involved in discussion about what is taught and why these topics should be learned. The Effective School Movement also points to the need to focus on what is most important, and that students should be actively engaged in learning activities. (Lezotte,

2001) DuFour and Eaker (1998) argue for the reduction of content, so that all parties can focus on essential and significant learning.

Quality is one of the key points in Glasser's (1998) theory. He bases his premises on Deming's writings about quality, who says "improve constantly and forever." (Butterfield, 1991, p. 52) Continuous improvement is also one of the pillars in the Total Quality Schools Model—everything can be improved; nothing is perfect. (Arcaro, 1995) DuFour (1998) says that curriculum and assessment should foster commitment to continuous improvement.

Glasser (1998) says that quality starts with discussion about what quality is, with samples provided. Students should be encouraged to evaluate their own work, and continue to improve on it. Cooperation and cooperative grouping are stressed, with the only competition being with oneself. Costa and Kalick (2000) would support this process as developing the habits of mind necessary for students to be successful, both in school and in their future life. Sarason (1990) describes cooperative learning as a process that shifts some of the decision-making and power to the students so they can learn to be more responsible for their learning.

Discipline

Students should not be required to work in a quality school; they should want to work. (Glasser, 1998) Glasser believes that because students want to work, there should be no discipline problems. He sees the teacher's role as a

lead-manager, rather than a boss-manager. (Glasser, 1998) The lead-manager

works with students and empowers students in the classroom.

 "Nothing is going to be forced upon them, . . . together you will agree on

what is useful to learn, and . . . you will work with them to solve all

problems because, if it is their school, the problems are their problems."

(Glasser, 1998, p.3)

Sanctions like detentions and suspensions are examples of boss-management,

and are less effective. This type of management causes teachers and students

to become adversaries and stands in the way of achieving quality. (Glasser,

1998)

Glasser (1998) believes that a lead-teacher will avoid doing anything that

might cause students to see him or her as an adversary. This involves being

courteous, listening to what students have to say, and not criticizing or using

sarcasm. Lead-teachers have minimal rules, and involve students in discussion

about them. The teacher should actually push for fewer rules, and the discussion

should also involve what will be done if a rule is broken. Emphasis here should

be on resolving the problem that causes a rule to be broken, rather than

punishment.

Calling home to parents is discouraged, as Glasser (1998) perceives that

this will create an adversarial relationship between the student, the teacher, and

the school. For the most part, disruptive students should be handled without

calling the parents, as this gives a message that the student is capable of

working out his or her problems without getting their parents involved. In fact,

Glasser recommendes that parents only be called to give positive information about their child.

Marks and Evaluation

Kohn (1993) says that grades are counterproductive to learning. In a Quality School, Glasser (1998) would prefer to have no grading system such as exists in schools today. However, he doesn't see this system changing, and so, in a quality school, there would be no bad grades.

> "A low grade would be treated as a temporary difficulty, a problem to be solved by the student and the teacher working together, with the hope that the student would come to the conclusion that it is worth expending more effort." (Glasser, 1998, p. 109-110)

The idea here is that the student would continue to improve his or her work, until achieving at least an "A" or "B" grade. School records would only show what a student can do, with "B" representing that the student is competent, and an "A" representing that the student is more than competent—he or she is skilled. If the student struggles in a subject area and is not able to do quality work, the course would not be listed on the transcript. This is supported by Stiggins (1991), who comments that students need to learn failure is not a bad thing, but an opportunity. Success is continual improvement.

Standardized tests do not really have a place in a quality school, because they do not measure quality. (Glasser, 1998) Effective schools, as described by Lezotte (1991), should strive toward curricular-based, criterion-referenced

measures, instead of just pencil and paper tests. Authentic assessment should be stressed, including performances, portfolios, and student products.

It is generally accepted that standardized tests have a role in education, and that they can, in some cases, lead to increased productivity through accountability. (Stiggins, 1991; Johnson, 2003) However, this kind of testing can be detrimental to creating the kind of environment where learning thrives. Research has shown that efforts to improve classroom assessment are significant to student success (Black and Wiliam, 1998, cited in Stiggins, 1999), and that this can actually lead to improvements on standardized tests as well. In fact, Black and Wiliam noted that while all students did better under formative assessments, the improvement was even greater for low-attainers.

Students should be encouraged to evaluate their own work, and to make the choice to work toward achieving a higher quality product. (Glasser, 1998) Senge (2000), in *Schools That Learn*, says that student self-reflection, evaluation, and goal-setting should be a significant part of evaluation. Stiggins (1999) purports that one of the best means of improving student motivation and self-confidence is to involve students in assessment. They should help develop assessment criteria, be involved in record-keeping (portfolios, for example), and lead in parent conferences. Black's and Wiliams' research also supported student-involved assessment. (Black and Wiliam, 1998, cited in Stiggins, 1999).

Glasser (1998) believes that homework is one of the reasons students lose interest in school, and in doing quality work. He believes emphasis should be placed on classwork, that students be given a chance to evaluate their work,

and if they wished to improve it, they could take their work home to do this.

Another option is to make homework only work which can be done at home—for

example, to interview their parents or watch a specific program on television.

This is supported by Senge (2000), who says that homework should empower

learning, not practice what has already been learned.

Relationship with Teacher

Teachers should show interest in students' personal lives, and reveal facts

and experiences in their own lives that may interest them. (Glasser, 1998)

Glasser suggests that you should never ask a student a question about

something you would not be willing to reveal about yourself. The better students

know you, the more they will tend to be on your side, and this helps reduce

disruptions in the classroom.

Glasser (1998) also suggests that teachers ask students for help or advice

when appropriate. It doesn't matter if you take their advice, just that you ask, and

in doing so give them a sense of power. If a friendly relationship is developed

with students, they are more likely to do quality work for the teacher.

Summary

Although Glasser's ideas were originally published over ten years ago,

more and more research is showing that by leading and involving students in

decisions about content, assessment, and other aspects of learning, student

motivation and achievement can be improved. Classroom environment and

student-teacher relationships may be improved by modifying the seating in the

classroom and empowering students, by giving them a voice in classroom rules

and procedures. Student achievement and motivation can be improved by

involving students in discussion about the content and nature of instruction, by

incorporating more project-based activities, by involving students in the

development of evaluation criteria, and by incorporating more student self-

evaluation. Glasser (1998) believes that by developing self-motivated students,

who are interested in learning, and who do their best work, discipline problems

will be almost nonexistent.

This research project will specifically focus on Glasser's suggestions

regarding classroom environment, course content, discipline, marks and

evaluation, and relationship with the teacher, with the purpose of improving

student attitudes and achievement.

Chapter III

Methodology

Introduction

The purpose of this study was to determine whether the implementation of specific strategies promoted by Glasser would lead to improvement in student achievement and attitudes. This chapter will describe the procedures and methods used to conduct the research, identify the participants and instrumentation used, and outline methods of data collection and analysis. As well, the limitations of the study will be considered.

Description of Research Methodology and Design

There were two aspects to this study. One involved an preexperimental design where selected elements of Glasser's quality approach were implemented in a unit in the Psychology course, and student achievement and attitudes were measured before and after implementation. The specific strategies used were:

1.   Having a class meeting where students had the opportunity to have

input into classroom rules and procedures and the overall

evaluation scheme.

2.   Giving students the opportunity to hand work in late without penalty

(if time was needed to improve the quality) or to redo work if they

were not happy with their mark.

3.   Using a project-based approach for the unit of study, without a

formal written test (multiple-choice, for example) (see Appendix G).

4.   Having students develop the criteria for the project assessment,

and participate in self-evaluation (see Appendix H).

Student achievement was measured by comparing marks in the units prior

to the implementation of the research to the marks earned during the research

project. Attitudes were measured with a one-group pretest-posttest design to

determine if strategies being tested were recognized, and if there was a positive

response to the changes in classroom procedures. These results were also

compared to a Glasser standard, which was based on how students in a quality

classroom, as defined by Glasser, would respond to the survey items.

One dependent variable, student marks, addressed research question 1,

presented in Chapter I, while the other, pre- and post-survey results, addressed

research question 2. The independent variable was exposure to specific

changes in classroom procedures and evaluation during the selected unit of

study in Psychology 11. A paired *t*-test, using an alpha level of 0.05, was used to

determine whether or not the differences in student marks and survey results were significant.

The second aspect of this study, which addressed research question 3, presented in Chapter I, was a field study which involved a survey of some teachers and students to determine how closely existing teacher practices resembled that of Glasser's quality classroom. This data was graphed to depict how the results collected compared to the Glasser standard.

<u>Participants</u>

For the purposes of this study, two diffferent subject groups were used. The first group consisted of twenty-five students enrolled in a Psychology 11 class at W. J. Mouat Secondary, in Abbotsford, British Columbia. The class consisted of one grade ten student, twenty-three grade eleven students, and one grade twelve student. There were four males and twenty-one females in the class.

The second group consisted of eight teachers, and nine classes of students in different subjects and grade levels. Seven teachers were female and one was male. A total of 204 students participated, 123 of them female, and 81 male. This group was randomly selected from teachers who volunteered their classes to participate in the survey.

<u>Instrumentation</u>

The same survey was used to address research questions 2 and 3. It was given to students (see Appendix A), and a slightly modified version was given to teachers (see Appendix B) of the classes involved. The experimental group was given the survey before and after the unit when the research project was implemented. This survey consists of twenty-five items that ask respondents to rank them from one (strongly disagree) to five (strongly agree). The items were selected to relate to five elements of Glasser's approach: classroom environment, course content, discipline, marks and evaluation, and relationship with the teacher. These items were randomly distributed throughout the survey. The purpose of the survey was to measure students' perceptions of the implementation and effectiveness of the selected Glasser strategies.

A more informal written assessment (see Appendix C) was also given at the end of the Psychology 11 course, for the purpose of examining students' feelings about the strategies used in the research. Their comments were able to address areas in a way that was not evident in the more structured survey used for collecting data.

<u>Data Collection</u>

The researcher administered the pre and post student surveys at the beginning of class time. The pre-survey was given after three months in the Psychology course, at the start of the unit where the research strategies were to

be implemented, and was completed by twenty-two students. The post-survey was administered at the end of the unit (about three weeks later) and was completed by twenty-two students. The researcher explained to the students the purpose of the survey and how the data would be used. The researcher was available to answer questions during the completion of the survey, and collected them when they were completed. The researcher also completed the teacher version of the survey at the same time the students completed their surveys.

Psychology students also completed an informal written evaluation at the end of the semester, that related to the research unit and how they felt about it, compared to the rest of the course.

Marks were collected from the experimental group prior to the implementation of the research, and again for the unit involved in the research for the purpose of comparison.

The survey was also administered by nine teachers to ten different subject and grade level classes, for the purpose of determining to what degree teachers in general were using Glasser's recommended practices in their classrooms.

Data Analysis

Data collected from student marks, and from the student pre-survey and post-survey was analyzed using Microsoft Excel software. The questions were sorted into the five areas being studied, with five questions for each area, and a value between one and five was attached to each of the response options. Table 9 contains the values for each item that were determined as being most

favourable to the Glasser standard and the research hypothesis. Using these

values, the researcher was able to obtain a descriptive statistical summary,

including means and standard deviation. Mean values falling close to the

Glasser standard indicate a more positive perception of the strategy.

Frequencies, means, and standard deviations for the questions on the surveys

and for the five selected areas were calculated and this information is presented

in table and graph format in Chapter IV.

Table 1

Survey Values Most Favourable to the Glasser Standard

Item Number		Strongly Disagree 1	Disagree 2	Neutral, or Not Sure 3	Agree 4	Strongly Agree 5
	Classroom Environment					
21	The class atmosphere is relaxed.					X
8	The learning environment is improved when the desks are not arranged in rows.					X
12	I can approach the teacher when I disagree with something he/she said.					X
1	Everyone in this class is valued and respected.					X
3	This class is a place I like to be.					X
	Course Content					
2	This class is a place where learning takes place.					X
13	The teacher decides how the course content will be taught or learned.	X				
10	What I am learning in this course is, or will be useful to me.					X
16	The teacher explains why we study the information in this class.					X
22	Assignments in this class give me a chance to explore something I'm interested in.					X
	Discipline					
24	The teacher usually calls the parents if a rule is broken.	X				
5	The teacher has control of the class.			X		

20	Students choose to do their work and act appropriately in this class, even if the teacher leaves the room.					X
6	The students have input into what the classroom rules are, and the consequences for breaking them.					X
15	There are class meetings to discuss and solve problems.					X
	Marks and Evaluation					
9	I can hand in assignments late without losing marks, if I need more time to do a good job.					X
17	I am expected to do my best work in this class.					X
18	Most of the mark in this class is based on assignments, NOT tests.					X
25	I can redo assignments to get a better mark.					X
4	I have the opportunity to evaluate my own work.					X
	Relationship with the Teacher					
19	In general, most students in this class like the teacher.					X
7	The teacher sometimes talks about his or her personal experiences and beliefs.					X
23	The teacher is willing to help me when I need it.					X
14	The teacher is interested in me as a person.					X
11	The teacher does what she or he says she or he will do.					X

Along with means and standard deviations for the marks and Psychology 11 student survey data, a paired *t*-test using an alpha level 0.05 was used to determine whether the differences in marks, and the differences in perceptions between the pre- and post-surveys were significant. These results are also recorded in tables and graphs in Chapter IV.

The results of the surveys administered by teachers in other classrooms were compared to the Glasser standard to determine to what degree teachers at W. J. Mouat Secondary already incorporate his strategies into their teaching practice.

<u>Limitations</u>

The first limitation is the fact that the study was limited to a single class of Psychology 11 students, as there is only one class offered at W. J. Mouat Secondary at this time. Therefore the selection of subjects is not truly random, as these are students who have elected to take this class. This fact may have affected the research results. As well, results cannot necessarily be generalized to other classes or grade levels.

The second limitation was in the use of surveys to measure students' perceptions. While care was taken to carefully word questions, participants may have interpreted questions differently from their intended purpose and meaning. In addition, the reliability of the results was dependent on the respondents being open and honest when completing the survey. Some students may not have answered the questions thoughtfully.

The third limitation relates to the data collected from the surveys of other teachers and students. Teachers were asked to volunteer their classes for this survey, and so the selection was not truly random. The results of these surveys may have been affected by the nature of the teachers volunteering. In addition, a higher percentage of female teachers and students (60.3%) than males (30.9%) completed the surveys. This may have impacted the results, although further study would be necessary to determine if this is the case, and to what extent.

Summary

This chapter has outlined the research design of this study. Procedures used in the research, subject selection, data collection, data analysis and limitations have been discussed.

Quantitative data for the study was collected in the form of student marks before and after the research, and a pre- and post-survey was used to assess improvement in student perceptions and attitudes. In addition an informal written evaluation was completed by students involved in the research study for a more qualitative evaluation of the results. The purpose of this data is to demonstrate the effectiveness of the implementation of selected Glasser strategies on student achievement and attitudes.

In addition, surveys were used to collect data from other teachers and classrooms to determine to what extent Glasser's principles are used in other subjects and grade levels. All the data collected was analyzed using frequencies, means and percentages to establish support for the hypothesis outlined in Chapter I.

The limitations of the study, including the use of surveys and the way in which subjects were selected for the study were discussed.

Chapter IV will discuss in detail the data collected, and provide an analysis and interpretation of the results.

Chapter IV

Findings and Results

Introduction

The purpose of this chapter is to report the findings of the research. The first section will describe the demographics of the population. The following section contains a descriptive statistical summary of the means and standard deviations for the marks and pre- and post-survey results for the experimental group. This is followed by the results of the surveys of other teachers' classrooms. The chapter concludes with a presentation of the data in the context of the research questions presented in Chapter I and a summary which highlights the important findings of the research.

Demographics of the Population

The student pre- and post-surveys were administered to twenty-two Psychology 11 students of the twenty-five registered in class, as not all students were present during the research study. For the pre-survey, one student was in grade ten and twenty-one were in grade eleven. There were four males and

eighteen females. The post-survey was also taken by one grade ten student and

twenty-one grade eleven students. Three males and nineteen females

completed this survey. Table 2 contains the frequency distribution by gender for

both the pre- and post-surveys, and Table 3 contains the frequency distribution

by grade. Of the twenty-two students who completed the survey, nine received a

grade of 86% or higher in Psychology 11 (an A), eight scored between 73% and

85% (a B), four scored between 65% and 72% (a C+), and one scored between

60% and 66% (a C).

Table 2

Frequency Distribution of Student Participants – Gender

Gender	Pre-Survey	Post-Survey
Male	4	3
Female	18	19

Table 3

Frequency Distribution of Student Participants – Grade

Grade	Pre-Survey	Post-Survey
10	1	1
11	21	21

The classroom survey was distributed to eight teachers and nine groups of

students. Seven female teachers and one male teacher completed the survey.

Of the 204 students participating, 123 were female and 81 were male. This

group was randomly selected from teachers who volunteered their classes to

participate in the survey. The subjects and grades included Social Studies 9 –

French Immersion (2 classes), French 9, English 9, Culture 10, Art 10,

Computers 10, Science 10, and English 12. Table 4 contains a frequency

distribution of student survey participants by gender, and Table 5 contains a

frequency distribution of student survey participants by grade.

Table 4

Frequency Distribution of Student Survey Participants – Gender

Gender	Number
Male	81
Female	123

Table 5

Frequency Distribution of Student Survey Participants – Grade

Grade	Number
9	94
10	85
12	25

These figures represent 13.9% of the W. J. Mouat Secondary teaching

staff, and 15.1% of the student population.

Descriptive Statistical Summary

This section contains the means and standard deviations obtained from the students marks data, and the pre- and post-surveys. The data collected from the surveys of other classrooms is also presented.

Table 6 contains the means and standard deviations for the student marks data that was collected before and after the research project.

Table 6

Means and Standard Deviation for Student Marks Before and After Research Project

	Mean	Standard Deviation
Marks Data – 2002 Psychology 11 Class	76.48	12.73
Marks Data – 2003 – Pre-Strategies	78.92	10.85
Marks Data – 2003 – Post-Strategies	88.96	9.17

Students in the Psychology 11 course in 2002 obtained a mean score of 76.48, which was similar to the mean score of the 2003 class, 78.92, before the beginning of the research unit. On the unit where selected Glasser strategies were implemented, students received a mean score of 88.96.

Table 7 reveals the means and standard deviations for the five selected areas of focus contained on the pre-survey taken by students in Psychology 11.

Table 7

Means and Standard Deviations for Student Pre-Survey

Survey Area	Glasser Standard	Mean	Standard Deviation
Classroom Environment	5.00	3.97	0.327
Course Content	4.20	3.90	0.379
Discipline	3.80	3.34	0.528
Marks and Evaluation	5.00	3.43	0.541
Relationship with Teacher	5.00	4.10	0.164
Overall Average	4.60	3.75	0.342

The Glasser standard represents how a student in a quality school classroom

might respond to the survey items. Student perceptions of the classroom

environment in the pre-survey obtained a mean score of 3.97 out of a maximum

5. Their perceptions of course content had a mean score of 3.90 and discipline

received a mean of 3.34. Marks and evaluation were scored at a mean of 4.10,

while relationship with the teacher had a mean score of 4.10. The overall

average for the pre-survey was a mean of 3.75.

Table 8 contains the means and standard deviations for the five areas

based on the post-survey data collected from students in Psychology 11.

Table 8

Means and Standard Deviations for Student Post-Survey

Survey Area	Glasser Standard	Mean	Standard Deviation
Classroom Environment	5.00	4.33	0.234
Course Content	4.20	4.06	0.356
Discipline	3.80	3.73	0.607
Marks and Evaluation	5.00	3.71	0.466
Relationship with Teacher	5.00	4.13	0.273
Overall Average	4.60	3.99	0.268

The post-survey results showed a mean of 4.33 in the area of classroom environment, 4.06 in course content, 3.73 in discipline, 3.71 in marks and evaluation, and 4.13 in relationship with the teacher. The overall mean score was 3.99.

Table 9 contains the means and standard deviations on each of the five selected areas as collected from the surveys taken in other classrooms.

Table 9

Means and Standard Deviations for Student Surveys

Survey Area	Glasser Standard	Mean	Standard Deviation
Classroom Environment	5.00	3.72	0.542
Course Content	4.20	3.85	0.524
Discipline	3.80	3.26	0.605
Marks and Evaluation	5.00	3.43	0.418
Relationship with Teacher	5.00	3.81	0.616
Overall Average	4.60	3.61	0.257

Student perceptions in the area of classroom environment obtained a mean

score of 3.72, while their perceptions relating to course content had a mean of

3.85. A mean score of 3.26 was obtained in the area of discipline, 3.43 in marks

and evaluation, and 3.81 for relationship with the teacher. The overall mean

score obtained was 3.61.

<u>Evaluation of Research Questions</u>

Three research questions were presented in Chapter I, based on the

statement of the problem and purpose of this study. Each of these research

questions will be presented with the relevant data.

1. **Will the incorporation of selected Glasser strategies into classroom**

   procedures and evaluation increase student achievement?

Glasser (1998) believes that by changing the way we approach

instruction, students will become more motivated and work to a higher level of

quality. He believes that course content should be project-based and student-

centred. This aspect was incorporated into a unit in Psychology 11, and marks

were compared to determine if there was improvement in achievement. As

presented in the previous section, and depicted in Figure 1 below, there was an

increase of 10.04% in the marks for the unit where Glasser's strategies were

practiced.

Figure 1

Students' Averages Before and After the Implementation of Glasser's Strategies

	2002 Class	2003 Pre-Strategy	2003 Post-Strategy
Mean	76.48	78.92	88.96

Class Averages
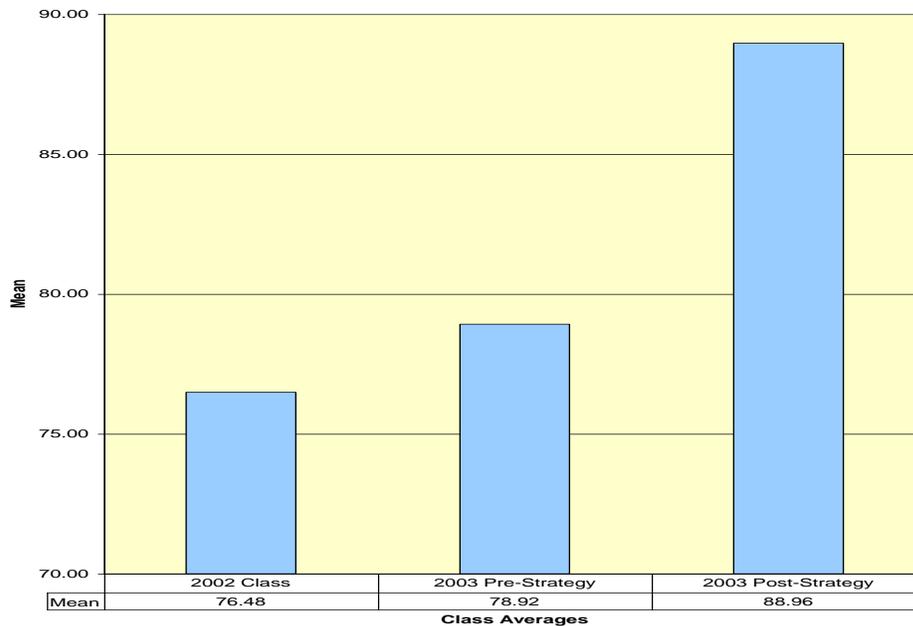
These results were subjected to a paired t-test, and an alpha value of

6.20337E-06 was arrived at. This shows these results to be very significant,

when compared to the standard of 0.05.

2.   What impact will the use of these strategies have on the attitudes

   and perceptions of students?

As described in Chapter III, this information was gathered from a pre- and

post-survey, consisting of twenty-five questions focused on five different areas

involving classroom procedures and instructional practices. These areas were

classroom environment, course content, discipline, marks and evaluation, and

relationship with the teacher. A frequency distribution showing both the pre- and post-survey results is contained in Appendix E.

Figure 2 depicts the survey results prior to, and after, the research. The information shown in these figures reflects the teacher's perception, as well as the class as a whole. The Glasser standard reflects how a student in a Glasser quality school might respond to survey items.

_____

Figure 2

Student and Teacher Perceptions in the Pre- and Post-Survey

_____

	Environment	Course Content	Discipline	Evaluation	Relationship	Overall
■ Glasser Standard	5.00	4.20	3.80	5.00	5.00	4.60
☐ Teacher - Before Research	4.00	4.00	2.40	2.40	4.20	3.40
■ Teacher - After Research	4.60	4.20	3.60	4.20	4.40	4.20
☐ Students - Before Research	3.97	3.90	3.34	3.43	4.10	3.75
■ Students - After Research	4.33	4.06	3.73	3.71	4.13	3.99

Classroom Elements Surveyed

_____
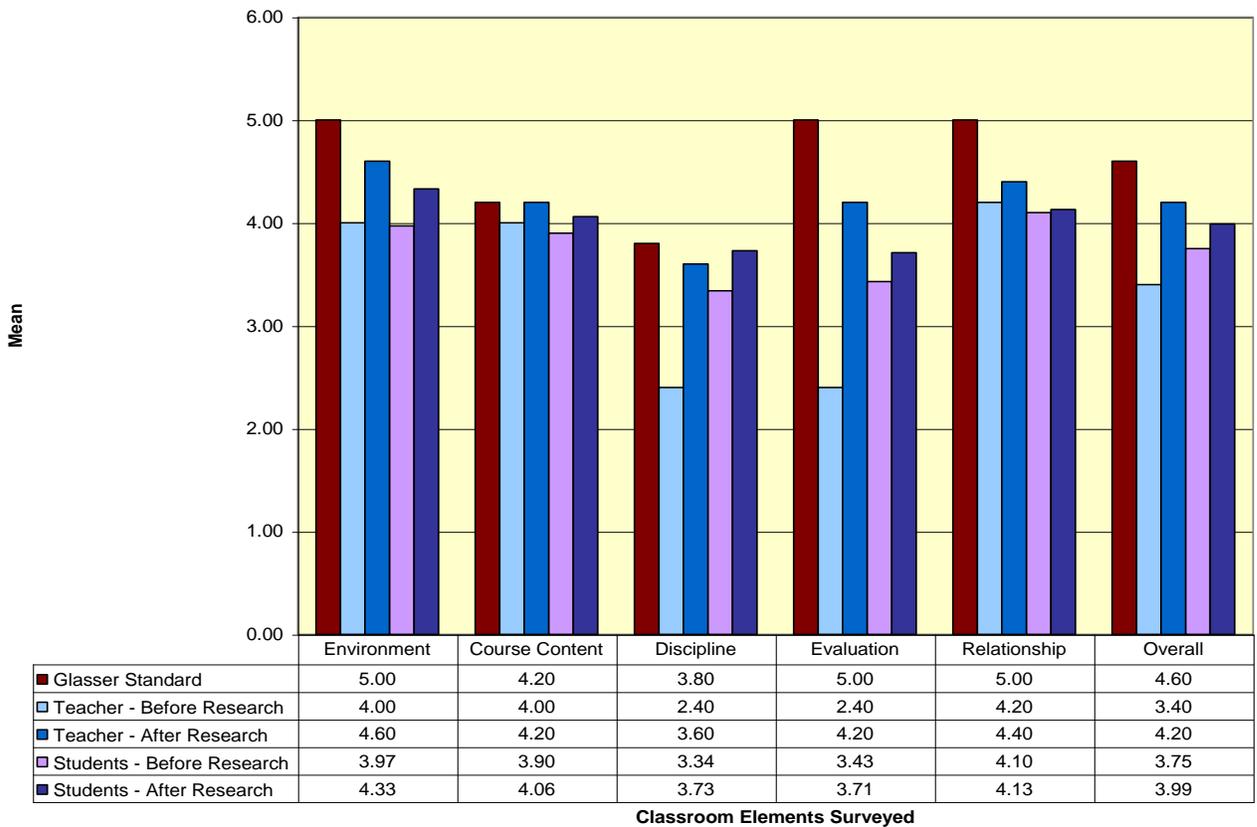
While the teacher perceived some differences in the way the classroom and course content was managed, especially in the area of discipline and evaluation, student responses did not appear to reflect the same perception. However, when this data was subjected to a t-test, the overall result based on the averages in each area showed the changes in student perceptions to be significant, with an alpha value of 0.012165.

However, when the t-test was applied to the five survey areas separately, the results were not found to be significant in all areas. Classroom environment ($p=0.01763043$), course content ($p=0.00150368$), and discipline ($p=0.02237211$) were all found to be significant. These results are support the strategies as suggested by Glasser (1998). He feels a safe and welcoming environment is important for students to produce quality work. Many of Glasser's ideas were derived from Deming, who also felt that workers (and students) needed to work in a pleasant atmosphere, to be most productive and to produce the highest quality. (Butterfield, 1991) Students need to have input into classroom procedures and rules, and this will help to motivate them to work harder, as they have ownership of the classroom. Students also need to have input into the material they will learn, or at least understand and appreciate the purpose for the content being introduced. (Glasser, 1998) The survey results supported this premise, as well as the empowerment of students through student-directed projects and cooperative learning. (Sarason, 1990)

The areas where the survey results were found not to be significant were in marks and evaluation, with a p-value of 0.09591503, and relationship with the teacher with a value of p=0.35435876. This result was interesting, as the researcher thought that evaluation procedures were one of the more significant modifications in classroom procedures for the purpose of the research. Providing opportunities to students to have input into marking criteria, and evaluation has been found in other research to lead to improved student attitudes and achievement. ((Black and Wiliam, 1998, cited in Stiggins, 1999; Senge, 2000; Lezotte, 1991; Glasser, 1998)

Student comments on the informal written evaluation (see Appendix D) provided for some more specific feedback on the exercise. Students in general reflected that they enjoyed the class meeting (fifteen out of twenty-one gave this answer), and felt that it gave them the opportunity to give input into the class. The teacher also felt that this was a positive experience, and that more students participated in the discussion when seated in a circle, than usually did when seated at their tables.

The response to using a project-based approach throughout the course, compared to the way it was usually taught (with a variety of instructional approaches) was not as positive, with only six students indicating "yes" for this question. This may reflect what Glasser (1998) observed—that initially students were somewhat resistant to a project-based, student-centred approach because they were used to having everything given to them. A project- or research-based approach requires that students become more actively involved in the pursuit of

knowledge and more responsible for their own learning. Glasser (1998) believes that as students become more accustomed to being taught this way, they will no longer be interested in returning to more traditional methods of instruction.

Students also responded positively to the opportunity to have input into evaluation (fourteen of twenty-one). One student commented that "it made me feel more involved and want to try harder," while another said that it "made me want to do the project more."

3.   Are these selected Glasser strategies currently being used in classrooms at W. J. Mouat Secondary?

Appendix F contains the frequency table with the data collected from surveys administered in other classrooms. As described in Chapter III, these surveys were completed by eight teachers and 204 students in a variety of grades and subject areas. The purpose of these surveys was to evaluate to what degree Glasser's ideas were being practiced in other classrooms in the school. Figure 3 depicts the survey results in the area of classroom environment. The red bar reflects the Glasser standard, for the purpose of comparison.

Figure 3

Student and Teacher Perceptions in Other Classrooms

Classroom Elements Surveyed	Overall Average	Environment	Course Content	Discipline	Evaluation	Relationship
Glasser	4.60	5.00	4.20	3.80	5.00	5.00
Teacher Response	3.93	4.16	4.05	3.25	3.85	4.33
Student Response	3.61	3.72	3.85	3.26	3.43	3.81
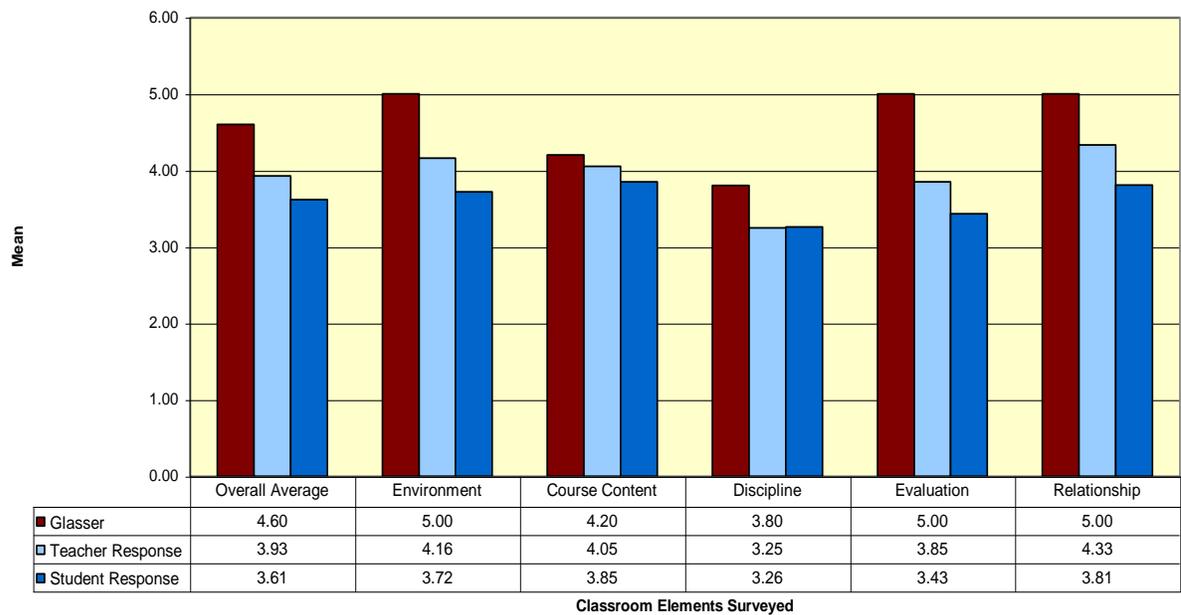
In comparing the mean results to the Glasser standard, it appears that W. J. Mouat Secondary teachers and students approach that standard most closely in the area of course content. This may reflect the changes in instructional practice that have been occurring over the past several years—a move toward a more student-centred approach that involves a variety of instructional techniques and practices and allows students to have some choices in the topics and units they study.

The largest difference observed in the graph is in the area of marks and evaluation. Although there is a body of research that suggests that involving students in creating evaluation criteria, and in self-assessment, as well as using a variety of approaches to assessment with less emphasis on testing, improves achievement, there does not appear to be widespread use of these ideas at this point. This may be due to lack of skills and knowledge in this area, or perhaps a resistance to changing from more traditional ways of evaluating students. There is also disagreement in the teaching profession about whether allowing students to hand in work late without penalty, or to redo it, is really preparing them for their future. Glasser (1998) would say that learning to do quality work is the best way to prepare students for the future.

Summary

This chapter presented the data collected through the implementation of the research methods described in Chapter III. A profile of the participants, a descriptive statistical summary, and an evaluation of the results was presented, in light of the research questions described in Chapter I.

The first of the research questions addressed whether student achievement would improve as a result of the implementation of selected Glasser strategies. The marks data resulting from the research study indicated that students did achieve higher marks, by 10.04%, and this was shown to be significant with a paired t-test value of 6.20337E-06. Using a student-centred

and project-based approach, as compared to more traditional forms of instruction did result in improved student marks.

The second research question asked whether student perceptions would change as a result of modified classroom and instructional procedures. Students were given more opportunity to have input into classroom rules and procedures, as well as evaluation. They were also given the option of redoing assignments if they were not happy with their marks. The pre- and post-survey results were also found overall to be significant, with students perceiving the classroom and instruction in a more positive fashion. When these results were broken down into the five areas addressed in the survey, three of the five were found significant: classroom environment, course content, and discipline. The other two areas, marks and evaluation and relationship with the teacher, did not yield significant values on the t-test, although there were some positive comments made about the opportunity to have input into the project evaluation.

The third research question was intended to explore the practices of teachers in other classrooms at W. J. Mouat Secondary, to determine how closely they aligned with Glasser's suggested strategies. These results showed the closest alignment in the area of course content, with the largest difference in the area of marks and evaluation. In general, although the Glasser standard was not fully met for classroom policies and procedures, most teachers did appear to use some aspects of Glasser's recommendations, and students were generally in agreement with their teacher's perceptions.

Chapter V will summarize the first four chapters, and make

recommendations for implementation strategies and further study.

Chapter V

Conclusions and Recommendations

Introduction

This chapter will summarize the results of the research study, draw conclusions based on the data generated in the study, and make recommendations for classroom instruction and further research.

Summary

This study began with the premise that many students are uninterested in school, and put little effort into producing high quality work. Using some of the strategies suggested by Glasser, this researcher sought to determine if these would indeed make a difference in student achievement and motivation.

Chapter I outlined the details of the problem, the background, and the importance of the study. Based upon the research problem and the purpose of the study, three research questions were introduced:

1. Will the incorporation of selected Glasser strategies into classroom procedures and evaluation increase student achievement?

2. What impact will the use of these strategies have on the attitudes and perceptions of students?

3. Are these selected Glasser strategies currently being used in classrooms at W. J. Mouat Secondary?

This chapter also defined terms used in the context of the study and explored the limitations of the research, including the size of the experimental group, the length of the study, and the manner of selecting other classrooms to survey.

Chapter II contained a review of relevant literature, in particular Glasser's strategies as these were the basis for the research. Other writers and researchers have also commented on the positive impact on student achievement and motivation as well. There is significant evidence that when schools and classrooms nurture a warm and welcoming environment, where students feel free to share their ideas and opinions, students do better in school. (Butterfield, 1991; Lezotte, 2001; Glasser, 1998) Teachers who take a lead-management role, rather than a boss-management one, and who allow students to have input into classroom rules and procedures, help to create a warm and secure environment for students. A non-adversarial relationship where students perceive the teacher as being interested in them also helps create an environment where students want to learn.

Research has also shown that students will do better when they have some input into the topics that are studied, and if they understand the purpose of the content. (Glasser, 1998; Dufour, 1998) In addition, learning is enhanced

when lessons are student-centred and project-based. (Sarason, 1990; Glasser, 1998) Students also need to be involved in creating marking criteria, and even in self-evaluating some of their work. (Stiggins, 1999; DuFour, 1998; Senge, 2000; Glasser, 1998)

Chapter III outlined the design of the research. Initial marks data was collected from the experimental group in the units of study prior to the research project. Marks were then collected during the research study for the purpose of comparison to determine whether students achievement improved with the implementation of the selected strategies.

Students were also given a pre- and post-survey in order to evaluate their perspective on classroom procedures and instruction, and to evaluate whether these perceptions changed as a result of the strategies that were implemented. These strategies included: a class meeting, more student input into classroom rules and procedures, a project-based student-directed approach to learning, and student input into assessment and evaluation. An informal written evaluation was requested to provide additional information on students' attitudes and feelings about the change in procedures and instruction.

Other classrooms were also given the same survey to determine how closely their practices aligned with the suggested practices being looked at in this study. The chapter ended with a summary of possible limitations, including the use of surveys to collect data.

The research data was outlined and discussed in Chapter IV. This chapter began with a description of the demographics of the population. This

was followed with a descriptive statistical summary, and a discussion of the data obtained in the research.

<div align="center">Conclusions</div>

Three research questions formed the basis for this study. The first of these was, "Will the incorporation of selected Glasser strategies into classroom procedures and evaluation increase student achievement?" After a unit of study during which several of Glasser's strategies were implemented, student averages during the unit were compared to those prior to the research unit. There was a mean increase of 10.04% in the marks of students, and when data was subjected to a t-test, a p-value of 6.20337E-06 was obtained, showing this result to be very significant. The researcher concluded that using a project-based approach to learning resulted in a significant increase in student achievement.

The second research question asked, "What impact will the use of these strategies have on the attitudes and perceptions of students?" When student perceptions of the classroom environment and procedures were surveyed before and after the research unit, the overall mean of 3.99 returned a p-value of 0.012165, showing a significant improvement in student attitudes and perceptions toward the changes in classroom procedures and evaluation. However, when the survey was broken down into the five areas of focus: classroom environment, course content, discipline, marks and evaluation, and relationship with the teacher, not all areas were found to be significant. Classroom environment, with a p-value of 0.01763043, course content, with a p-

value of 0.00150368, and discipline, with a *p*-value of 0.02237211, were all

found to be significant, but marks and evaluation (*p*-value of 0.09591503) and

relationship with the teacher (*p*-value of 0.35435876) were not. The researcher

concluded that student attitudes and perceptions improved significantly when

students were given the opportunity to have input into classroom procedures and

evaluation, and that these strategies could be a part of effective instructional

practice. This was especially true in the areas of classroom environment, course

content, and discipline.

The final research question was, "Are these selected Glasser strategies

currently being used in classrooms at W. J. Mouat Secondary?" In examining the

mean results generated by the classroom surveys, the researcher concluded that

teachers and students perceived that a number of Glasser's recommendations

seemed to be a part of teachers' practices. The closest alignment was in the

area of course content, and the furthest away was in the area of evaluation.

<u>Recommendations</u>

Based on the results of this study, three recommendations have been

made in order to implement change, and for further study. The first

recommendation is that teachers be afforded the time and opportunity to meet to

conduct action research and to discuss strategies such as those mentioned in

this paper, and the ways in which they can enhance student achievement and

perceptions.   A group could be formed that would meet on a monthly basis,

discuss strategies and ways to implement them, experiment with these ideas in

their classrooms, and then report back to the group on their results. This could be a powerful motivator for change and improvement for those involved.

Another recommendation is that teachers who incorporate student-centred classrooms and evaluation be identified, and the opportunity be provided for others to observe in their classrooms. Once student teaching is completed, teachers seldom have the opportunity to visit in other teachers' classrooms. Palmer (1998) comments that we live in isolation in our classrooms, and that we need the support, learning, encouragement, and inspiration that can be gained in collegial relationships. Visiting in other classrooms can help provide inspiration, as well as show teachers how to incorporate new ideas or practices in their classrooms in practical ways. This could be an activity that members of the group mentioned above might be involved in.

The final recommendation, based on the results of the research project, is for further study. This project could serve as a pilot study for additional research using a longer time period and a larger sample. As well, it would be interesting to see if the results were consistent across a variety of subject areas, and with a number of different teachers.

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APPENDICES

APPENDX A

Student Survey

Sex (circle one)   M   F   Grade (circle one)   9   10   11   12

Course you are in for this survey (eg. Math 11) _____

Put a check in the column which best reflects your experience in <u>this class</u> so far.
Please answer as honestly as possible. Do NOT put your name on the paper.

	Strongly Disagree 1	Disagree 2	Neutral, or Not Sure 3	Agree 4	Strongly Agree 5
1. Everyone in this class is valued and respected.					
2. This class is a place where learning takes place.					
3. This class is a place I like to be.					
4. I have the opportunity to evaluate my own work.					
5. The teacher has control of the class.					
6. The students have input into what the classroom rules are, and the consequences for breaking them.					
7. The teacher sometimes talks about his or her personal experiences and beliefs.					
8. The learning environment is improved when the desks are not arranged in rows.					
9. I can hand in assignments late without losing marks, if I need more time to do a good job.					
10. What I am learning in this course is, or will be useful to me.					
11. The teacher does what she or he says she or he will do.					
12. I can approach the teacher when I disagree with something he/she said.					
13. The teacher decides how the course content will be taught or learned.					
14. The teacher is interested in me as a person.					

15. There are class meetings to discuss and solve problems.					
16. The teacher explains why we study the information in this class.					
17. I am expected to do my best work in this class.					
18. Most of the mark in this class is based on assignments, NOT tests.					
19. In general, most students in this class like the teacher.					
20. Students choose to do their work and act appropriately in this class, even if the teacher leaves the room.					
21. The class atmosphere is relaxed.					
22. Assignments in this class give me a chance to explore something I'm interested in.					
23. The teacher is willing to help me when I need it.					
24. The teacher usually calls the parents if a rule is broken.					
25. I can redo assignments to get a better mark.					

If I had one suggestion about how this class could be improved so I would learn better, it would be:

_____

_____

_____

APPENDIX B

Teacher Survey

Sex (circle one)   M   F   Teacher Survey

Class you are giving this survey to (eg. Math 11) _____

Put a check in the column which best reflects your perception of your teaching.
Please answer as honestly as possible. Do NOT put your name on the paper.

	Strongly Disagree 1	Disagree 2	Neutral, or Not Sure 3	Agree 4	Strongly Agree 5
1. Everyone in this class is valued and respected.					
2. This class is a place where learning takes place.					
3. This class is a place my students like to be.					
4. Students are given the opportunity to evaluate their own work.					
5. I have control of the class.					
6. The students have input into what the classroom rules are, and the consequences for breaking them.					
7. I sometimes talk about my personal experiences and beliefs.					
8. The learning environment is improved when the desks are not arranged in rows.					
9. Students can hand in assignments late without losing marks, if they need more time to do a good job.					
10. What students are learning in this course is, or will be useful to them.					
11. I do what I say I will do.					
12. Students can approach me when they disagree with something I said.					
13. I decide how the course content will be taught or learned.					
14. I am interested in my students as individuals.					
15. There are class meetings to discuss and solve problems.					

16. I explain why we study the information in this class.					
17. Students are expected to do their best work in this class.					
18. Most of the mark in this class is based on assignments, not tests.					
19. In general, most students in this class like the teacher.					
20. Students choose to do their work and act appropriately in this class, even if I leave the room.					
22. The class atmosphere is relaxed.					
22. Assignments in this class give students a chance to explore something they are interested in.					
23. I am willing to help students when they need it.					
24. I usually call the parents if a rule is broken.					
25. Students can redo assignments to get a better mark.					

APPENDIX C

Informal Written Survey

Psychology 11 Course Evaluation

Please complete the following questions about the Psychological Disorders unit you have just completed. Make any comments that you wish. Please DO NOT put your name on the paper.

1.   Did you like the class meeting? Should there have been more of them?

2.   Would you like more of a project-based approach to the course, as compared to the way it was taught?

3.   a) Did having the opportunity to have input into the evaluation make it more meaningful?

        b) Would you like more of the course evaluation to be like this?

APPENDIX D

Psychology 11 Informal Written Survey Results

Psychology 11 – Course Evaluation

Please complete the following questions about the Psychological Disorders unit you have just completed. Make any comments that you wish. Please DO NOT put your name on the paper.

Twenty-one students completed this evaluation.

1.   *Did you like the class meeting?*
              Yes – 15   No – 4

      Should there have been more of them?
              Yes – 11   No – 4

      Comments:
      - Good
      - Gave us a chance to say what we thought would be best for it
      - Fun discussing topics and what needed to be improved
      - Not much of a talker, don't enjoy having people stare at me—didn't like much
      - Was fun (2 people said this)
      - Would have been cool if more of them
      - Felt I had input
      - Have more if class having a hard time—but our class wouldn't need it

2.   *Would you like more of a project-based approach to the course, as compared to the way it was taught?*
              Yes – 6   No – 9

      Comments:
      - Depends on project and how much time it takes
      - I think there shouldn't be many projects
      - It was pretty project-based, but could be a little more
      - Enjoyed research part—enjoyed that most and learned the most
      - Projects seemed to teach me more and made me remember certain things
      - Projects are fun
      - If the whole class did the same project, everyone learns the same information
      - Liked being able to work on my own, researching
      - Doesn't really matter—both fun and informative

3.   a) *Did having the opportunity to have input into the evaluation make it more meaningful?*
                      Yes – 14   Neutral – 2   No – 4

Comments:
- I believe people learn better if we get to interact more with the course
- Made me feel more involved and want to try harder
- Made me want to do the project more
- Then we could have had more of an input into our mark

c) *Would you like more of the course evaluation to be like this?*

Yes – 11
No opinion – 3
Don't know – 2
No – 5

APPENDIX E

Frequency Distribution of Psychology 11 Students'
Pre- and Post-Survey Results

Pre-survey data is in black; post-survey data is in red.

Item #		Strongly Disagree 1	Disagree 2	Neutral, Not Sure 3	Agree 4	Strongly Agree 5
1	Everyone in this class is valued and respected.		1	5	8 7	8 15
2	This class is a place where learning takes place.			 1	15 11	6 10
3	This class is a place I like to be.		1	2 1	13 10	6 11
4	I have the opportunity to evaluate my own work.			7 3	14 12	1 7
5	The teacher has control of the class.		1	3 2	15 14	3 6
6	The students have input into what the classroom rules are, and the consequences for breaking them.		2	12 2	3 12	4 8
7	The teacher sometimes talks about his or her personal experiences and beliefs.	 1	1	3 3	12 8	6 10
8	The learning environment is improved when the desks are not arranged in rows.	2	3	6 7	10 6	1 9
9	I can hand in assignments late without losing marks, if I need more time to do a good job.	1	6 1	12 9	3 10	 2
10	What I am learning in this course is, or will be useful to me.		 1	5 3	9 10	8 8
11	The teacher does what she or he says she or he will do.			1	15 12	6 10
12	I can approach the teacher when I disagree with something he/she said.			4 4	13 12	5 6
13	The teacher decides how the course content will be taught or learned.		 1	6 2	11 13	5 6
14	The teacher is interested in me as a person.		1 2	8 4	8 9	4 6
15	There are class meetings to discuss and solve problems.	2	4	10 4	5 13	1 4
16	The teacher explains why we study the information in this class.		3 3	3 6	13 6	3 6
17	I am expected to do my best work in this class.			3 1	12 10	7 10
18	Most of the mark in this class is based on assignments, NOT tests.		4	12 10	5 7	1 4
19	In general, most students in this class like the teacher.			1 1	12 6	9 14
20	Students choose to do their work and act appropriately in this class, even if the teacher leaves the room.		3 1	7 4	10 8	2 8
21	The class atmosphere is relaxed.				14 10	7 11
22	Assignments in this class give me a chance to explore something I'm interested in.			6 4	9 7	7 10
23	The teacher is willing to help me when I need it.			1	9 10	11 11

| 24 | The teacher usually calls the parents if a rule is broken. | 1 2 | 4 2 | 17 16 | 2 | |
| 25 | I can redo assignments to get a better mark. | | 2 | 7 11 | 11 9 | 2 1 |

APPENDIX F

Frequency Distribution of Student Surveys
Completed in Other Classrooms

Item #		Strongly Disagree 1	Disagree 2	Neutral, Not Sure 3	Agree 4	Strongly Agree 5
1	Everyone in this class is valued and respected.	6	17	39	86	59
2	This class is a place where learning takes place.	1	8	28	64	83
3	This class is a place I like to be.	12	9	56	70	57
4	I have the opportunity to evaluate my own work.	6	21	59	85	29
5	The teacher has control of the class.	4	11	32	66	88
6	The students have input into what the classroom rules are, and the consequences for breaking them.	15	30	59	60	29
7	The teacher sometimes talks about his or her personal experiences and beliefs.		10	33	106	55
8	The learning environment is improved when the desks are not arranged in rows.	12	30	70	37	53
9	I can hand in assignments late without losing marks, if I need more time to do a good job.	37	64	59	28	16
10	What I am learning in this course is, or will be useful to me.	8	12	50	79	35
11	The teacher does what she or he says she or he will do.	3	11	29	65	55
12	I can approach the teacher when I disagree with something he/she said.	8	13	50	75	58
13	The teacher decides how the course content will be taught or learned.	1	4	34	102	62
14	The teacher is interested in me as a person.	11	19	66	67	33
15	There are class meetings to discuss and solve problems.	37	47	69	31	12
16	The teacher explains why we study the information in this class.	6	18	56	84	32
17	I am expected to do my best work in this class.	3	5	17	91	80
18	Most of the mark in this class is based on assignments, NOT tests.	5	27	51	69	43
19	In general, most students in this class like the teacher.	13	21	46	51	64
20	Students choose to do their work and act appropriately in this class, even if the teacher leaves the room.	20	33	54	63	26
21	The class atmosphere is relaxed.	6	16	35	81	59
22	Assignments in this class give me a chance to explore something I'm interested in.	8	18	63	70	38
23	The teacher is willing to help me when I need it.	6	12	30	81	68

| 24 | The teacher usually calls the parents if a rule is broken. | 9 | 20 | 148 | 43 | 13 |
| 25 | I can redo assignments to get a better mark. | 19 | 45 | 67 | 45 | 21 |

APPENDIX G

Student Project

AWARENESS PROJECT   NAME_____

Psychology 11   DATE_____ BLOCK_____

Mental disorders need to be explained and understood in order to dispel myths, identify those who may require help and to facilitate healing. Using a format of your choice, please include the following information:

- ➢　　　Description of a particular mental disorder
- ➢　　　Causes?
- ➢　　　Symptoms?
- ➢　　　How common is this disorder?
- ➢　　　Prevalence (males and females)
- ➢　　　Duration
- ➢　　　Strategies to reduce symptoms
- ➢　　　Treatment (Chapter 14, p. 511 – Therapies)
- ➢　　　Personal Testimonies of those with disorder (optional)

Your audience may be someone who may have a mental disorder but is unaware, the family/friends of someone who has a disorder, or the general public to inform and dispel myths.

You may present your information in any of the following forms:
- ➢　　　Pamphlet or brochure
- ➢　　　Powerpoint presentation
- ➢　　　Poster
- ➢　　　Video
- ➢　　　Case study
- ➢　　　Interview
- ➢　　　Other of your choice

The project should include a presentation to your audience that involves some form of active participation, for example a puzzle, a fill-in-the-blank activity, questions, a "mini-quiz," or other of your choice. You may include music, videos, video clips, or movies as part of your presentation, but these **<u>must</u>** be approved ahead of time by the teacher.

PROJECT EVALUATION   NAME(S)_____

Rating Scale	Givens
4 – Outstanding, meets all criteria, extra effort evident 3 – Good, meets all criteria 2 – Satisfactory, minor errors 1 – Poor, missing much of criteria 0 – Not done	$\Rightarrow$ $\Rightarrow$ $\Rightarrow$

CRITERIA	WEIGHT	STUDENT	TEACHER
TOTAL			

Reflection – Comment on how you felt you did with the project, what was valuable, what wasn't, what you would do differently next time.

SAMPLE ASSESSMENT

- Evidence of planning and preparation   (3)
- Contains sufficient information   (5)
- Shows clear understanding of topic   (2)
- Printed clearly   (3)
- Creative   (2)
- Attractive appearance, layout   (2)
- Accurate spelling   (3)
- Used own words   __
          TOTAL   20

APPENDIX H

Student-Developed Evaluation Criteria

<u>PROJECT EVALUATION</u>   NAME(S)_____

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Rating Scale

4 – Outstanding, meets all criteria, extra
    effort evident
3 – Good, meets all criteria
2 – Satisfactory, minor errors
1 – Poor, missing much of criteria
0 – Not done

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Givens

$\Rightarrow$ proper spelling and grammar

$\Rightarrow$ use your own words

$\Rightarrow$ neatness

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CRITERIA	WEIGHT	STUDENT	TEACHER

Creativity: -unique, original, interesting
     -attractive presentation
     -enhancements
	x1 = 4		

Content: -good explanations
     -meets criteria (8 items)
     -interactive component
	x2 = 8		

Presentation: -can be heard
     -practiced, smooth flow
     -good introduction & conclusion
	x2 = 8		

Clarity: -easily understood (plain language)	x1 = 4		
Organization: -logical flow – topics connect -prepared	x1 = 4		
BONUS: -make a video; testimonials **(+5)** -art by people w/ disorder **TOTAL** **28**			

<u>**Reflection**</u> – Comment on how you felt you did with the project, what was valuable, what wasn't, what you would do differently next time.