## **Opening Survey for ITE Secondary Trainees**

This survey is being conducted by Canterbury Christ Church University for the Epistemic Insight Initiative. We appreciate your engagement.

We use 'before and after' surveys to plan our teaching of epistemic insight. You may not have been taught all the things mentioned on this survey, please just give the best answers that you can. The information you provide will not affect your grades. If you don't wish to answer a question, that's fine, skip it. We also write up and publish research reports for academic journals.

When we write reports and publications your name will never be used. In the survey, 'Big Questions' means questions like, why does the universe exist and what does it mean to be human. There are big questions that bridge science, religion and the wider humanities.

YOUR FIRST NAME:

THE HOUSE NUMBER OF YOUR FIRST HOUSE:

THE MONTH OF YOUR BIRTHDAY:

The information above is to match before and after surveys - it will never be used in any reports.

## Please complete the survey using dark BLUE or BLACK ink - Thank You

A. Underline three words in the list below that are key to explaining the nature of science:

Facts Experiments Observations Lab-coats Curiosity Explosions Proof

B. If you had to choose one word - what would it be? Underline one in the list:

Facts Experiments Observations Lab-coats Curiosity Explosions Proof

Q1 Please **colour in the box** of the answer which best represents your response to each question.

	Strongly Agree	Agree	Partly agree and partly disagree	Disagree	Strongly disagree	I don't understand the question
I am familiar with the Epistemic Insight Initiative.						
I am familiar with the term `pedagogy'.						
I am familiar with the term 'epistemology'.						
I have seen research on epistemic insight.						
My course has addressed strategies to teach epistemic insight.						
I have worked on a research activity on epistemic insight.						

Q2	Please <b>colour in the box</b> of the answer which best represents your response to each question						
		Strongly agree	Agree	Partly agree and partly disagree	Disagree	Strongly disagree	I don't understand the question
	In secondary school, I had some lessons where the science teacher and a teacher of another subject taught the lesson together.						
	In secondary school, I never had a lesson where teachers from two subjects taught a lesson together.						
	I preferred arts over sciences at school.						
	My school explained that science and religion are mostly concerned with different types of questions.						
	I enjoyed science at secondary school.						
Q3	Please <b>colour in the box</b> of the answ	ver which b	oest repre	esents your Partly agree and	response t	to each qu	iestion. I don't understand
		Strongly agree	Agree	partly disagree	Disagree	Strongly disagree	the question
	I will introduce my student to Big Questions.						
	As a child, I spent many hours pondering Big Questions.						
	It's important for students to know about the similarities and differences between disciplines.						
	It's important for teachers to be able to explain the similarities and differences between disciplines.						
	My subject connects with other subjects in the school curriculum						
	My subject is best taught as a stand- alone						
	I have learnt that some questions are more metaphysically sensitive than others.						

God created the Universe.	Strongly agree	Agree	Partly agree and partly disagree	Disagree	Strongly disagree	I don't understand the question
Humans have souls.						
I would like to know more about how to teach about Big Questions.						
Please <b>colour in the box</b> of the answe Science makes it hard to believe in	er which b Strongly agree	est repre Agree	sents your Partly agree and partly disagree	response t Disagree	to each qu Strongly disagree	I don't I don't understand the question
God.						
Science and religion fit together.						
Science and religion disagree on so many things, they cannot both be true.						
One day there will be robots that feel emotions.						
One day there will be a smartphone that will be smarter than I am.						
There is a smartphone today that is smarter than I am.						
I can explain the strengths and limitations of a range of disciplines.						
I can explain using examples that the concept of 'life' has different meanings in different contexts.						

Q5

Q6

Q7 Please **colour in the box** of the answer which best represents your response to each question

		Strongly Agree	Agree	Partly Agree and partly disagree	Disagree	Strongly disagree	I don't understand the question
	One day science will be able to tell us how our personalities are formed.						
	One day science will be able to predict how a person will behave at every moment.						
	A person's behaviour is something that science will never be able to fully explain.						
	Science is the only valid way to investigate a question.						
	The scientific view is that the soul is not real.						
	One day we may be able to explain the whole universe using science alone.						
Q8	Please feel free to comment on your e	xperience	of epister	nic insight	within plac	ement scł	nools.

Q9	Are you:
	Male
	Female
	Other / Prefer not to say
Q10	How would you describe your position on religion?
	Christian
	Muslim
	Hindu
	Jewish
	Sikh
	Agnostic
	Atheist
	Other / Prefer not to say
Q11	Are you the first person in your immediate family to go to university?
	Yes
	No