

Tensions in Intentions in Chemistry Education

Appendix One

Chemistry Classroom Inventory (CCI)

Grade: 11

There are 33 items in this questionnaire pertaining to activities that may be occurring in this classroom. They are statements to be considered in the context of the chemistry class in which you are in currently. Think about how well the statements describe your chemistry classroom. Your answers will help me to understand what I can be doing better to help you in your chemistry learning.

Indicate your answer on the score sheet by circling:

- N if you *never* see this happen in your chemistry classroom;
 S if you *seldom* see this happen in your chemistry classroom;
 F if you *frequently* see this happen in your chemistry classroom;
 A if you *always* see this happen in your chemistry classroom.

If you change your mind about a response, cross out the old answer and circle the new choice.

- | | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|---|--------------|
| 1. I copy notes from overheads without explanations. | N | S | F | A | + | 0 | - |
| 2. I observe chemical demonstrations. | N | S | F | A | 4 | 0 | - |
| 3. Visual images are used to clarify Chemistry ideas. | N | S | F | A | + | 0 | - |
| 4. I plan investigations and then carry out the investigation. | N | S | F | A | + | 0 | - |
| 5. Computer-based simulations are used to clarify Chemistry ideas. | N | S | F | A | + | 0 | - |
| 6. I learn about chemistry topics that are related to my life. | N | S | F | A | + | 0 | - |
| 7. We talk about the historical development of Chemistry ideas. | N | S | F | A | + | 0 | - |
| 8. I carry out prescribed or set labs. | N | S | F | A | + | 0 | - |
| 9. I do laboratory formal write-ups. | N | S | F | A | + | 0 | - |
| 10. I am provided with pre-written notes which may be discussed. | N | S | F | A | + | 0 | - |
| 11. I am asked to explain what has been demonstrated. | N | S | F | A | + | 0 | - |
| 12. I perform calculations. | N | S | F | A | + | 0 | - |
| 13. I use manipulatives to help understand what is happening at the molecular level. | N | S | F | A | + | 0 | - |
| 14. I am taught what a formula means before I calculate. | N | S | F | A | + | 0 | - |
| 15. I have to explain chemistry ideas at the molecular level. | N | S | F | A | + | 0 | - |
| 16. A variety of strategies are used to get across Chemistry ideas. | N | S | F | A | + | 0 | - |
| 17. On tests I perform calculations. | N | S | F | A | + | 0 | - |
| 18. I make notes from textbooks. | N | S | F | A | + | 0 | - |
| 19. I am assigned problems from texts. | N | S | F | A | + | 0 | - |
| 20. I work on tasks with classmates (pairs, groups, etc.). | N | S | F | A | + | 0 | - |
| 21. I am expected to explain results by discussing with my group. | N | S | F | A | + | 0 | - |
| 22. Analogies or role plays are used to get across chemistry ideas. | N | S | F | A | + | 0 | - |
| 23. Enough time is provided to grasp ideas before moving on to the next topic. | N | S | F | A | + | 0 | - |
| 24. The history of chemistry applications is talked about in my classroom. | N | S | F | A | + | 0 | - |
| 25. Chemical models are used to help me learn. | N | S | F | A | + | 0 | - |
| 26. Mini-labs/short experiments are performed. | N | S | F | A | + | 0 | - |
| 27. I am assessed by tests. | N | S | F | A | + | 0 | - |
| 28. I am given lots of examples to help assist me in my learning. | N | S | F | A | + | 0 | - |
| 29. We work together and help each other on activities and problems. | N | S | F | A | + | 0 | - |
| 30. The teacher assists me with my work as I need assistance. | N | S | F | A | + | 0 | - |
| 31. Everyday examples are used to understand Chemistry ideas. | N | S | F | A | + | 0 | - |
| 32. Ideas are explained as I copy or write notes. | N | S | F | A | + | 0 | - |
| 33. I am assessed by lab reports. | N | S | F | A | + | 0 | - |

Thanks for completing this questionnaire.