

**Table 4 Programme Evaluation Questionnaire (For Teachers)**

Date : \_\_\_\_\_ School : \_\_\_\_\_ Topic : \_\_\_\_\_ Class : \_\_\_\_\_

The purpose of this questionnaire is to help teachers reflect on the teaching content and activities after the module/programme. Information obtained from this questionnaire is mainly used to improve the design of the module/programme. We hope you can give your answers in accordance with the actual circumstances of the module/programme. Please read the following sentences carefully, and put a “✓” in appropriate boxes (e.g.:☑). This questionnaire is to be completed in anonymity and all information will be kept confidential. (If it is a whole-class approach, please start from Question No. 6)

	Strongly disagree	Disagree	Agree	Strongly agree	Inappropriate
1. Selection of students was in accordance with the information provided by Education Manpower Bureau----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It was easy to understand the selection procedures-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It was easy to manage the student selection tools-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It was easy to implement the selection procedures-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The selection procedures were effective in selecting suitable students to join this programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have clearly explained to students the learning objectives of this programme-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The level of difficulty of this programme was suitable to students as a whole---	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have used vocabularies of different levels of difficulty to explain the teaching contents to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I prepared worksheets of different levels of difficulty for the same exercise to let students choose for themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I allowed the students to choose their favourite ways of expression, such as words, pictures, etc, to complete the exercises-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have organized group activities according to the abilities and areas of interest of the students -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I purposely added the element of higher-order thinking ability to the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly disagree	Disagree	Agree	Strongly agree	Inappropriate
13. I allowed the students to raise questions in class-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I have been open to and allowed for criticisms-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I allowed students to have room for discussion in class -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I raised a lot of questions that required contemplation to the students -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I elaborated my problem-solving strategies or procedures to the students -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I requested the students to explain their thinking process when they answered my questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I purposely added the element of creativity to the programme -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I encouraged the students to express their own opinions -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I requested the students to find the answers on their own rather than always depending on their teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I encouraged the students to explore the questions more deeply -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I provided my students with room for creativity-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I purposely added the elements of personal development and social skills into the programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I was able to set a personal example to show the ways of conducting oneself in life -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I let the students know the importance of respecting others' opinions-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I provided the students with opportunities to appreciate one another -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. In the course of teaching, there were appropriate amount of group activities for the students -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I have taught group activity skills such as effective discussion methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. The knowledge learnt by the students in this programme was directly related to our real lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly disagree	Disagree	Agree	Strongly agree	Inappropriate
31. This programme has provided students with opportunities to solve problems in real life --	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The students were able to apply the knowledge and skills learnt in this programme in real life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The students participated actively in the activities of this programme -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The students have asked about other knowledge related to the course content -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. The students had many new ideas and opinions in class -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. There were many creative ideas and opinions in students' work -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The students were able to handle problems methodically in class -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The students got the courage to express their own ideas in their exercises -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. The students were able to verify the knowledge learnt in class with their daily life experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. The students were willing to share the workload in group activities -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. The students knew how to cooperate with group members in group activities ----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. The students were able to faced up to difficulties with a positive attitude-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Generally speaking, I am satisfied with the teaching of the contents and the activities of this programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I think this module/programme has reached the objectives of gifted education ----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I will refer to this piece of experience when I design other class activities ----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. I felt no pressure in teaching this programme-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which teaching plans or activities in this programme best demonstrate the characteristics of the students with higher ability? (please specify the reasons)

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For students with higher ability, the most notable effect of joining this programme was :

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The biggest benefit that this programme brought me was :

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I have the following recommendations that may help improve the programme :

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Thanks for your valuable opinions!

## Programme Evaluation Questionnaire (For Teachers) For analysis only

Date : \_\_\_\_\_ School : \_\_\_\_\_ Topic : \_\_\_\_\_ Class: \_\_\_\_\_

This questionnaire is to help teachers reflect on the teaching content and activities after the module/programme finishes. Information obtained from this questionnaire is mainly used to improve the design of module/programme. We hope you can give your answers in accordance with the actual circumstances of the module/programme. Please read the following sentences carefully, and put a “✓” in appropriate boxes (e.g.: ). This questionnaire is to be completed in anonymity and all information will be kept confidential. (If it is a whole-class approach, please start completing the questionnaire from Question No. 6)

Inappropriate  
 Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

Student Selection Procedures (only applicable to Pull-out Approach)	1. The selection of students was done in accordance with the information provided by the Education Manpower Bureau----- -----		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. It was easy to understand the selection procedures-----		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. It was easy to manage the selection tools-----		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. It was easy to implement the selection procedures-----		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. The selection procedures were effective in selecting suitable students to join this programme --		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course content	6. I have clearly explained to the students the objectives of this programme -----		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7. The level of difficulty of this programme was suitable to the students as a whole -----		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Course of Learning and Teaching	Teaching skills	8. I have used vocabularies of different levels of difficulty to explain the teaching contents to the students --	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Catering to individual differences	9. I prepared worksheets of different levels of difficulty infor the same exercise to let students choose for themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		10. I allowed the students to choose their favourite ways of expression, such as words, pictures, etc , to complete the exercises -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		11. I organized group activities according to the ability and interest of the students -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher order Thinking		12. I purposely added the element of higher-order thinking ability to the programme -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Inappropriate  
 Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

The Effect of Learning of the Students		13. I allowed the students to raise questions in class-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		14. I was open to and allowed criticisms -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		15. I provided the students with room for discussion in class -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		16. I raised a lot of questions that required contemplation to the students -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		17. I elaborated my problem-solving strategies and procedures to the students -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		18. I requested the students to explain their thinking process when they answered my questions -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Fostering Creativity	19. I purposely added the element of creativity to the programme -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		20. I encouraged the students to express their own opinions -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		21. I requested the students to find the answers on their own rather than always depending on their teachers -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		22. I encouraged the students to explore the questions more deeply -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		23. I provided the students with room for creativity-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Foster personal development and social competence	24. I purposely added the elements of personal development and social competence into the programme-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		25. I was able to set a personal example to show the ways of conducting oneself in life -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		26. I let the students know the importance of respecting others' opinions -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		27. I provided the students with opportunities to appreciate one another-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		28. In the course of teaching, there were appropriate amount of group activities for the students -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		29. I have taught group activities skills such as effective discussion methods -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learning and Application	30. The knowledge learnt in this programme was directly related to our real lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. This programme has provided students with opportunities to solve problems in real life -----		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. The students were able to apply the knowledge and skills learnt in this programme in real life		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interest and		33. The students participated actively in the activities of this programme -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Inappropriate  
 Strongly agree  
 Agree  
 Disagree  
 Strongly disagree

Motives	34.	The students have asked about other knowledge related to the course content -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	35.	The students had many new ideas and opinions in class -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		36.	There were many creative ideas and opinions in students' exercises-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher-order Thinking Ability	37.	The students were able to handle problems methodically in class -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	38.	The students got the courage to express their own ideas in their exercises -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	39.	The students were able to verify the knowledge learnt in class with their daily life experience -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Development and Social Competence	40.	The students were willing to share the workload in group activities -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	41.	The students knew how to cooperate with group members in group activities -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	42.	The students were able to face up to difficulties with a positive attitude-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall feedback about the programme	43.	Generally speaking, I am satisfied with the teaching of the contents and activities of this programme --	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	44.	I think this module/programme has reached the objectives of gifted education -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	45.	I will refer to this piece of experience when I design other class activities -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	46.	I felt no pressure in teaching in this programme -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The teaching plans or activities in this programme that best demonstrate the characteristics of the students with higher ability is: (please specify the reasons)

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The most notable learning effect that this programme brings to the students with higher ability is :

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The greatest benefit that this programme brings me is :

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To improve the design of the programme, I have the following recommendations:

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Thanks for your valuable opinions!