

# Learning Approach Questionnaire

Phase	Type		Themes
<input type="radio"/> Early	<input type="radio"/> Strategy	<input type="radio"/> Collaboration & teamwork	<input checked="" type="radio"/> Professional development & support
<input checked="" type="radio"/> Implementation	<input checked="" type="radio"/> Tool	<input type="radio"/> Curriculum	<input type="radio"/> School structures & organisation
<input checked="" type="radio"/> Consolidation		<input type="radio"/> Design affordances	<input type="radio"/> Spatial competencies
		<input type="radio"/> Design & process	<input checked="" type="radio"/> Student experience
		<input checked="" type="radio"/> Evaluation	<input type="radio"/> Teacher experience
		<input checked="" type="radio"/> Leadership & change	<input type="radio"/> Technology
		<input checked="" type="radio"/> Pedagogy	<input type="radio"/> Time

## What does this do?

The Learning Approach Questionnaire, developed by Biggs<sup>1</sup> and adapted by Dan Murphy in the context of innovative learning environment, is a 16-item questionnaire that gauges the degree to which students employ deep and surface approaches to learning. Responses are given on a five-point Likert scale. The total (or average) scores to the eight items on each scale are a student's deep and surface approach scores.

## How can it help?

The Learning Approach Questionnaire tool (paper-based or online using survey platforms such as Google Form and Survey Monkey) can be used to assess the impact of spatial interventions on student learning. For example, educators can use the tool to compare student learning in traditional and innovative spaces. It can also be used as a pre- and post-test to measure the impact of, for example, team teaching models, on student learning. Using the tool can provide educators the evidence and rationale for transforming teaching and learning practices and implementing spatial interventions to improve school educational outcomes.

## An example in practice

The Learning Approach Questionnaire tool has been used as part of the Plans to Pedagogy (P2P) program (<https://sites.research.unimelb.edu.au/learn-network/projects/plans-to-pedagogy-p2p>). P2P is a capacity- and capability- program, involving schools in Australia and New Zealand, to support the transition into innovative learning environments. An adapted Learning Approach Questionnaire was used at Henschke Primary School in Wagga Wagga, Australia, to measure the impact of implementing specific learning zones on student learning. At Radford College in Canberra, Australia, the tool was used to measure the impact of different furniture configurations.

## Where can I find this?<sup>2</sup>

The Learning Approach Questionnaire can be accessed on

[https://melbourne.figshare.com/articles/Learning\\_Approach\\_Questionnaire\\_Dan\\_Murphy\\_docx/12101433](https://melbourne.figshare.com/articles/Learning_Approach_Questionnaire_Dan_Murphy_docx/12101433)

Further information and evidence around learning approaches and learning environments can be found in Imms and colleagues' (2017) paper, Type and Use of Innovative Learning Environments in Australasian Schools: ILETC Survey No.1 <https://minerva-access.unimelb.edu.au/handle/11343/219467>

[Correct as at 22 April 2020].

1. Biggs, J. B. (1987). *Student Approaches to Learning and Studying*. Research Monograph. Hawthorn: Australian Council for Educational Research Ltd. Retrieved online: <https://eric.ed.gov/?id=ED308201>

2. All Spatial Transition Pathway 'Strategies and Tools' are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from [iletc.com.au](http://iletc.com.au)

