Questionnaire evaluation of one-year SSEHV programme (Qinghai) – August, 2007 and August. 2008

On completion of a one-year action research project to implement SSEHV into their schools, the participating teachers were asked to complete a questionnaire designed to measure their recalled perceptions of the extent of SSEHV in their practices and their students' behaviours at the beginning of the project and at the end. It was decided that it would be more effective to use this model than a pre- and post-project design, because at the beginning the teachers were not very familiar with some of the SSEHV terminology and hence were not in a position to be able to rate their perceptions. However, with greater understanding at the end of the programme, it was expected that they would be able to reflect critically on their earlier behaviours and practices.

This summary reports the combined data from two one-year projects, conducted in 2006/07 and 2007/08 academic years.

The participants over the two years were teachers from 21 primary schools (2 mathematics and 2 Chinese language teachers from each school) and the principals of these schools. 87 valid responses to this questionnaire were returned from the two groups. The questionnaire items invited the teachers and principals to rate their perceptions of their own and their students' behaviours on 5-point Likert-type scales where 1 represented "very low" and 5 represented "very high". In order to encourage frank and honest answers, the questionnaires were completed anonymously. 50 valid questionnaires were returned.

Demographic data provided by respondents

Class: (Valid data = 82) 任教班级	1 一年级 12 2 二年级 11 3 三年级 18 4 四年级 15 5 五年级 18 6 六年级 8
Subject: (Valid data = 84) 任教科目	Maths 数学 40 Chinese 语文 41 English 3
Gender: (Valid data = 83) 性别	M 男 20 F 女 63

1. **Teachers' perceptions of themselves as models of values through their own behaviour**

	Before EHV		After EHV	
	Mean	% rating selves high/very high	Mean	% rating selves high/very high
a) respect for others	3.61	60	4.71	98.8
b) honesty	3.78	60.5	4.62	93.7

c) Compassion	3.59	47.7	4.58	99.1
d) respect for the environment	3.57	52.3	4.58	95.3
e) team spirit and co-operation with others	3.66	57.4	4.58	94.1
f) sincerity	3.69	58.2	4.57	96.5
g) trustworthiness	3.64	57.6	4.57	95.2
h) kindness	3.42	50.6	4.53	96.4
i) love for all	3.17	37.2	4.52	94.1
j) patience	3.20	39.6	4.45	90.6
k) self-discipline	3.51	50.6	4.42	89.5
l) willing to admit to mistakes and learn from them	3.38	50.6	4.42	89.3
m) self-confidence	3.35	47.1	4.41	88.3
n) faith and determination to face challenges of life	3.32	40.2	4.37	87.2
o) inner peace/calmness	3.06	32.9	4.35	89.5
p) selfless service	4.37	32.9	4.34	90.4
q) standing strongly for what is right even if ostracized by others	3.30	41.3	4.34	88.4
r) unity of thought, word and deed (harmony of head, heart and hands)	3.27	41.6	4.31	86.8
s) acceptance	3.17	29.2	4.27	88.9
t) perseverance	3.07	33.3	4.25	88.2
u) ability to accept good and bad equally without being affected at all	3.01	36.4	4.12	84.7

Table 1 shows the means and percentages of teachers rating themselves highly and very highly as models of the values retrospectively at the beginning of the EHV project and at the end of the year of implementing EHV in their teaching. For all of the values, t-tests indicated statistically significant increases in mean ratings for their self-perceptions of themselves as models ($p<0.01$ for all), thus indicating that the teachers perceived themselves to have become much stronger models of the values during the year of the project.

At the end of the project the highest mean ratings were given for **respect for others, honesty, compassion, respect for the environment , team spirit and co-operation, and sincerity.** The lowest means (but still higher than 4) were for **standing strongly for what is right even if ostracized by others, unity of thought word and deed, acceptance, perseverance** and **ability to accept good and bad equally without being affected at all.**

2. Myself as a teacher: I encourage my pupils to develop these values:

	Before EHV		After EHV	

	Mean	% rating selves high/very high	Mean	% rating selves high/very high
a) team spirit and co-operation with others	3.55	50.5	4.71	98.8
b) trustworthiness	3.69	59.8	4.67	96.5
c) respect for others	3.61	54.8	4.67	95.0
d) self-confidence	3.58	54.7	4.62	97.7
e) love for all	3.41	40.7	4.61	95.3
f) honesty	3.59	50.6	4.58	93.0
g) kindness	3.41	43.9	4.57	96.3
h) compassion	3.51	41.4	4.57	97.7
i) willing to admit to mistakes and learn from them	3.43	45.9	4.57	94.1
j) self-discipline	3.39	42.6	4.50	96.5
k) acceptance	3.24	37.2	4.48	95.3
l) sincerity	3.60	52.9	4.48	91.8
m) unity of thought, word and deed (harmony of head, heart and hands)	3.38	43.4	4.47	96.3
n) respect for the environment	3.49	50.5	4.47	91.9
o) perseverance	3.33	41.8	4.44	94.1
p) selfless service	3.25	35.6	4.44	91.8
q) patience	3.35	41.1	4.39	89.6
r) inner peace/calmness	3.12	32.9	4.37	92.8
s) faith and determination to face challenges of life	3.29	36.9	4.36	94.0
t) ability to accept good and bad equally without being affected at all	3.16	35.6	4.35	93.0
u) standing strongly for what is right even if ostracized by others	3.22	33.7	4.35	90.6

Again t-tests indicated statistically significant differences in the teachers' mean ratings of how they perceived themselves to have encouraged all of the listed values at the beginning and the end of the EHV project. Among the values on which the teachers gave the highest mean ratings after the project were **team spirit and co-operation with others, trustworthiness, respect for others, self-confidence and love for all** – however the mean ratings were above 4 on all of the constructs which suggests a high perception that they were encouraging their pupils to develop all of the listed values. Only around half or less of the teachers rated themselves as high/very high in encouraging these at the beginning of the project, but nearly all rated themselves highly at the end of the project. There were particularly large increases in the numbers of teachers rating themselves highly/very highly for encouraging their students' **acceptance** and **selfless service**.

3. My pupils: In their behaviour more than half of my pupils show:

	Before EHV		After EHV	
	Mean	% rating pupils' behaviour high/very high	Mean	% rating pupils' behaviour high/very high
a) team spirit and co-operation with others	3.31	34.5	4.56	94.3
b) respect for others	3.29	37.6	4.49	90.6
c) respect for the environment	3.10	35.6	4.48	93.1
d) honesty	3.09	34.8	4.42	90.7
e) willing to admit to mistakes and learn from them	3.15	29.1	4.41	95.3
f) sincerity	3.22	34.5	4.37	92.0
g) trustworthiness	3.16	33.3	4.35	92.0
h) inner peace/calmness	3.01	26.4	4.35	94.2
i) kindness	3.13	35.4	4.34	92.4
j) patience	3.15	37.7	4.33	91.9
k) self-confidence	3.21	36.7	4.33	94.3
l) love for all	3.15	34.4	4.32	88.5
m) self-discipline	3.10	25.3	4.30	92.7
n) acceptance	3.12	30.3	4.29	84.9
o) compassion	3.20	32.1	4.22	88.5
p) selfless service	2.93	25.3	4.21	86.2
q) unity of thought, word and deed (harmony of head, heart and hands)	3.08	33.8	4.21	89.5
r) faith and determination to face challenges of life	2.98	31.3	4.20	86.2
s) perseverance	2.99	27.9	4.13	88.4
t) ability to accept good and bad equally without being affected at all	2.93	25.2	4.10	83.9
u) standing strongly for what is right (even if ostracized by others）	3.05	31.0	4.08	76.7

In this item the teachers were asked to indicate on the 5-point scale the extent to which more than half of the pupils in their classes exhibited the selected values at the beginning and the end of the project. As with the previous before and after comparisons, t-tests indicated statistically significant differences in the mean

ratings for project beginning and end (p<0.01) for all of the constructs measured. At the end of the project all of the mean ratings were higher than 4. The highest include **team spirit and co-operation with others; respect for others; respect for the environment, respect for others, honesty** and **willingness to admit to mistakes and learn from them.** The constructs with the lowest means at the end of the project included **ability to accept good and bad equally without being affected at all, perseverance,** and **standing strongly for what is right (even if ostracized by others）–** it must be noted, however, that these all still had means greater than 4.

When we look at the numbers of teachers rating their pupils' behaviours as high/very high, we can see some quite dramatic increases over the year of the course. At the end of the course more than 80% of the participating teachers rated their students' behaviours as high/very high on all constructs, while in most cases only around 25 to 30% reflected that their students had behaved highly/very highly on these constructs at the beginning of the project. It is particularly encouraging to see the dramatic increases in the constructs of **inner peace/calmness, self-discipline, selfless service**, **perseverance** and **ability to accept good and bad equally without being affected at all**. This reflects that these may be among the values that the teachers find it easiest to develop in their pupils. The construct on which the lowest number of teachers perceived their children to have grasped the behaviour was **standing strongly for what is right (even if ostracized by others,** suggesting that around one quarter of the teachers still need to address this issue.

4. My personal feelings about teaching:

	Before EHV		After EHV	
	Mean	% rating selves high/very high	Mean	% rating selves high/very high
a) EHV is an important part of my teaching.	2.93	29.9	4.71	97.7
b) I believe it is important to help my pupils to develop good characters	3.76	61.6	4.70	94.1
c) I believe that I can continue to make changes in my teaching approaches to further develop EHV in my programme.	3.21	33.3	4.67	95.4
d) I am confident to use EHV in my teaching.	3.20	39.0	4.63	92.0
e) I understand what "good character" means.	3.60	54	4.62	95.4
f) I feel feelings of love for my students.	3.5	46.5	4.6	94.1
g) I use silent thinking to solve my own problems.	2.94	27.6	4.54	95.3
h) I look for the "inner diamond" in all of my students.	3.51	46.5	4.51	92.0
i) Teaching is fulfilling for me.	3.44	45.9	4.40	93.0

On this item the teachers were invited to comment on their feelings about teaching and selected aspects of SSEHV that had been the key ideas put forward in the project. Once again there are consistently significant differences in their mean ratings of these feelings/beliefs from the beginning and end of the project ($p<0.01$).

It is encouraging to see that the teachers gave such high mean ratings for **EHV is an important part of my teaching, I believe it is important to help my pupils to develop good characters, I understand what "good character" means,** and their confidence in themselves as EHV teachers (**I believe that I can continue to make changes in my teaching approaches to further develop EHV in my programme** and **I am confident to use EHV in my teaching.**

It is interesting that **EHV is an important part of my teaching** had the lowest mean rating for the outset of the project and the highest for the end – this suggests that the teachers made some shift in their thinking about the importance of this in their teaching. Another interesting increase is in **teachers' use of silent thinking to solve their own problems** – not only are they modelling the techniques that they are teaching their children to use, they are also benefiting from the use of these techniques in their own professional and personal lives with 95% saying that they use this technique to solve their own problems. Furthermore, it is significant to see that at the end of the project 93% of the teachers rated high/very high for **teaching is fulfilling for me** compared to only 45.9% at the beginning of the project**.**

5. My teaching approaches				
我的教学方式/方法				
	Mean	**% rating selves high/very high**	**Mean**	**% rating selves high/very high**
	Before EHV		**After EHV**	
a) **I encourage my students to find their own unique, special strengths.**	3.54	48.7	4.61	93.5
b) **I use different ways of showing love to my students in my subject teaching**	3.53	50.5	4.61	96.5
c) **I create a classroom environment in which my students feel safe to try ideas and make mistakes.**	3.52	49.4	4.60	94.1
d) **I use group activities in my teaching.**	3.66	56.4	4.60	92.9
e) **I encourage my students to use their special strengths to help themselves and others.**	3.53	49.4	4.59	95.4
f) **I use different ways of showing love to my students in my out-of-class contact with them**	3.50	46.5	4.58	87.3
g) **I use silent thinking in my teaching.**	2.51	22.4	4.58	97.6
h) **I encourage my students to use silent**	2.66	26.4	4.57	93.1

	thinking to solve their problems in my subject teaching.				
i)	I encourage my students to use their own inner strength to solve their problems for themselves.	3.38	42.5	4.54	94.2
j)	I encourage my pupils to understand about "strength in unity" – to help and support each other in group activities.	3.48	50.0	4.54	93.8
k)	I make use of the topic of the lesson to talk to my pupils about values.	3.14	40.2	4.52	94.2
l)	I encourage my pupils to respect other people's ways of doing things.	3.41	53.2	4.51	94.1
m)	I use stories with "values messages" or stories about people with good character in my subject teaching.	3.16	39.1	4.50	95.3
n)	I encourage my pupils to "love all and serve all"	3.49	45.3	4.49	95.1
o)	I use incidental things that arise in the classroom to talk to my pupils about values during the lesson.	3.13	40.7	4.47	91.8
p)	I encourage my students to use silent thinking to solve their problems in my out-of-class contact with them.	2.56	20.9	4.41	89.6
q)	I use stories with "values messages" or stories about people with good character in my out-of-class contact with my pupils.	3.11	37.2	4.37	81.6
r)	I use values songs in my subject teaching.	2.60	28.0	4.34	82.9
s)	I use values songs in my out-of-class contact with pupils.	2.39	19.7	3.97	69.5

It is clearly important to have some insight into the extent to which the participating teachers had adopted the key SSEHV teaching approaches during the project. All increases in their mean self-ratings for use of the teaching approaches at the end of the project were statistically significant ($p<0.01$). It is particularly encouraging to see that 97% of the teachers were using silent thinking in their teaching by the end of the project. The highest mean ratings were given for **encouraging students to find their own unique, special strengths and use these to help themselves and others, using different ways of showing love to students in their subject teaching and out of the classroom,** ans **creating loving, safe, supportive environments** for their students, **using group activities.** The teachers have also shown increased use of key SSEHV teaching approaches such as story-telling and singing, although there is still room to work at increasing the numbers of teachers using these tools.

6. Usefulness of the methods that were used in the EHV project to help teachers to learn how to be Educare teachers

	Mean	%. rating method high/very high
a) support from my principal	4.51	91.9
b) supervision and interaction with local university team	4.49	90.6
c) trying EHV in my class	4.47	91.8
d) discussing experiences with other project members from my school	4.47	93.1
e) feedback on my demonstration lesson	4.47	93.9
f) lectures from the experts	4.46	89.8
g) watching colleagues' demonstration lessons	4.43	87.3
h) reading the handout materials	4.28	83.7
i) discussing experiences with other project members from other schools	4.17	79.0
j) doing assignments	4.16	84.9
k) assignment feedback	4.09	78.8
l) sharing experiences with colleagues in my school not in the project	3.99	68.6
m) payment for doing the project work	3.41	55.6

The teachers were asked to rate the usefulness of the various teaching approaches that were used during the project to introduce them to SSEHV. While the project team had considered it important to provide some extrinsic motivation to get the teachers engaged in the project, in the form of financial incentives, and this was indeed a high-very high motivator for 55.6% of the teachers, it is interesting that this one of only two items with a mean rating of less than 4. Hence it is encouraging that during the year of the project almost half of the teachers appear to have come to develop at least some degree of intrinsic motivation to be involved for its own sake rather than for external rewards.

Clearly the most useful experience for the teachers was having the opportunity to try the SSEHV ideas for themselves in their own classes and discussing their experiences with their colleagues in their schools also participating in the project. The support of their school principals was also rated as important, having the highest mean and being rated highly/very highly by more than 90% – the principals were in fact participants in the project and engaged in group discussions about how they could support their staff to implement SSEHV and develop it one a school-wide basis, and clearly their participation was valued by the teachers. It is significant that the "action and reflection" parts of the action research were rated more highly by the teachers than the "hearing and seeing" aspects such as the lectures from experts, watching colleagues' demonstration lessons and reading handout materials and assignment feedback. Even though these latter all also received mean ratings higher than 4 and were considered high/very high in importance by around 80% of the teachers, these results present a clear case in favour of classroom-based action research as a means of having an impact on teachers' learning about how to adopt new approaches.

There were 26 teachers who ticked "other" but only two elaborated on this. One indicated that the support of the total project team was a factor that contributed highly and the other mentioned his/her own personal philosophy of life.

7．My use of silent thinking:
   我对静思的使用

I use silent thinking in the following ways. (You may tick more than one)
   我通过以下方式使用静思（可以选多项）

USE OF SILENT THINKING	FREQUENCY (%)
Listen to music at the beginning of the lesson	96.6
Guided visualisation at the beginning of the lesson to make the pupils feel peaceful/relaxed	92.0
Silent thinking at the beginning of a lesson to prepare students to be involved in lesson 在一上课时使用静思方式，帮助学生安心学习	88.5
Silent thinking in the middle of a lesson to prepare students to solve a problem 在课堂教学过程当中使用静思方式，帮助学生解决问题	81.6
Guided visualisation at the beginning of the lesson that is related to the topic of the lesson	79.3
Silent thinking at the end of a lesson to reflect on what has been learned 在下课前使用静思方式，帮助学生思考所学知识	74.7
Encourage children to use silent thinking outside school to make	74.7

them feel relaxed 鼓励学生在校外使用静思方式，放松自我	
Encourage children to use silent thinking outside school to solve problems 鼓励学生在校外使用静思方式解决问题	73.6
Guided visualisation that focuses on a particular value related to the lesson topic 课前引导学生想象，内容与教学主题中体现的特殊价值相关	64.4
The Light Visualisation that we were taught in the project	41.4
Guided visualisation that focuses on a particular value that is not related to the lesson but is something that the children need to develop 课前引导学生想象，体现的价值与教学主题无关，但却是学生需要发展的某一价值	34.5

Silent thinking was one of the first SSEHV strategies introduced to the teachers and that they were asked to implement from the beginning of the project, since this is an activity that can be set up in a relatively simple way and without taking up too much lesson time but that can have a powerful impact on students. This strategy became a major thread through the whole project, and the teachers were asked to use it, reflect on it, and invite their students to reflect on it regularly over the year. In this item they were asked to identify the different forms of silent thinking that they had been using. Clearly the most popular form was to **listen to music at the beginning of the lesson**, followed closely by **guided visualisation to make the students feel peaceful/relaxed**, these two also being perhaps the easiest to implement. It is encouraging to see that around 80% of the teachers had made some use of silent thinking as a tool to support learning, **to prepare students to be involved in the lesson**, **in the middle of a lesson to prepare them to solve a problem** or **related to the topic of the lesson,** ie to introduce the topic. It is also encouraging to see that more than 70% of the teachers had **encouraged their students to use silent thinking outside school to solve problems** and **to feel relaxed** – thus leading the children towards greater self-empowerment not only in the school context but to realise that Educare tools are applicable in all aspects of life. There appears to be a need to work further on developing this understanding with the remaining 30% of the teachers.. It is a little disappointing to see that less than half the teachers were using the Light Visualisation that was taught in the project, or had made use of silent thinking as a tool for helping children to develop values/concepts that they need but that are not related to a particular lesson topic – these are two areas which teachers may need to be encouraged to explore further, since international experience has suggested that both can have strong transforming effects on children.

8．(i) Will you continue to use EHV in your teaching now that the project has finished?
目前，我们的项目已经告一段落，你会继续在你的教学中开展人文价值教育吗？

a)	N=85
b) Yes in both my subject and the "hidden curriculum" 是的，在我所教科目和"隐性课程"中使用价值教育	81
c) Yes but only in the "hidden curriculum" 是的，但是只在"隐性课程"中使用价值教育	3
c) No 不会	1

It is very positive to see that 81 of the 85 teachers who responded to this item intended to continue to use SSEHV in their teaching, both in their subjects and the "hidden curriculum", while another 3 intended to continue only in the "hidden curriculum". Only one teacher indicated no intention to continue to use it, for a number of reasons that included lack of class and preparations time and lack of support from colleagues, students and parents, rather than a lack of knowledge, understanding or belief in its worth. While this is only one teacher, it does still provide a reminder that supportive networks are essential if teachers are to be able to continue with sustained use of an initiative such as SSEHV.

9. What was the most useful piece of advice you were given about teaching EHV during the project?
你认为在人文价值教育项目开展期间，你得到的最有用的开展价值教育的一条建议是什么？

Open question: What was the most useful piece of advice you were given about teaching EHV during the project?

Advice/experience	Number of teachers mentioning this	Typical sample comments
Demonstration lessons: feedback received from experts and colleagues	14	The feedback given by [experts] on my teaching and I found out that the values presented differently in different subjects. The feedback given by [experts] on my teaching is most useful. She gave me some suggestions and guided me to abstract EHV material from textbook. She also guided me how to select EHV material from daily life. Discussing with other teachers was also useful.
Silent thinking	14	Caring" and "silent thinking", which facilitate the teaching and allow me to teach happily during the lesson. Guidance about the effect of silent thinking, it allows students to settle down. Silent thinking at the beginning, the middle and at the end of the lesson. It helps students achieve the inner-peace when learning and helps them to deal

		with emergency calmly. Silent thinking helps me a lots on my teaching. Silent thinking helps students and teachers solve some problems calmly. Silent thinking helps students to think more nimbly and learn happier. Silent thinking purified the minds of both the teachers and students. It controls the behavior of individuals effectively. The learning method of teachers and students has changed. Silent thinking permeated into different parts of the school and it was beneficial.
Input and guidance from experts	11	
Lectures	9	
Collegial discussion/sharing	6	Discussed and shared experience with colleagues who were involved in this project. Introduction of the situation of teaching EHV in other schools.
Seeing results	5	I had a deeper understanding about EHV. It changed my mind and my behavior. And I had further development by having the practice myself.

Also, teacher teaches much easier.

Discovered the beauty of life by always performing silent thinking in the daily life or during working.

The outcomes of being caring and patient |
| Trying EHV in their own teaching | 4 | During the project, EHV teaching was tried in my lesson. I could share and discuss my teaching experience with other |

| | | teachers who were involved in the project too.

Going deep into the lesson, studying and solved the problems in the implement of the project.

Through the guiding of the experts, I had a deepgoing understanding about EHV. |
|---|---|---|
| Other | 4 | EHV extended from classroom to the community.

Except some of the factors restricted the development of EHV, the main reason was the undeveloped economy. Only under the fast-developed economy and reduce the economic gap between the mid and western part of China, the development of the EHV project can be guaranteed.

More guidance, allow us to visit the experimental area in the past.

support from the leader. |
| Permeating EHV through the curriculum/school | 4 | Encouraged students to "love all and serve all" from when they are small, to understand about "strength in unity", to help and support each other in group activities.

Every subject includes rich content of EHV which nurtures the mind of students and lets them to be educated.

The five EHV values permeated into different activities of the school, it drove the development of the school, students and |

		teachers.
		The teaching materials for this semester were re-arranged. The emotions involved in the materials were identified and it was believed that students would learn more about the five EHV.
Reading the resource materials or doing their own research (eg on Internet)	4	Reading different kind of materials.
		The teaching materials of the five human values let us to know the value mentioned in the passage belonged to which type.
		Through surfing the internet to find out more about the related information and issues, I had strengthened my professional ability.
Doing assignment and getting feedback	3	
Caring	1	"Caring" and "silent thinking", which facilitate the teaching and allow me to teach happily during the lesson.