



PRE-DIALOGUE SURVEY



A SAMPLE SURVEY

PURPOSE:

This resource provides an example of a pre-dialogue survey used to determine the topic of a classroom dialogue.

TOPIC:

Dialogue in the Syllabus

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NOTE ON THE RESOURCE:

A poll of students was taken prior to giving this survey in which students suggested potential topics. The survey can be administered using an online tool or on paper with a handout.



Purpose

Pre-Dialogue Surveys are a way of mapping the room, preparing students to engage and finding an engaging topic for students. The following is an example of a survey sent out to a classroom after a request from students to have dialogue topics that feel relevant and relatable.

Survey Introduction

Hello Students,

We heard you loud and clear that you wanted to be able to dialogue about something relevant to your lives and where there might be some diversity of opinion.

I am sending this survey because we are trying to figure out some good topics to dialogue about in class. We want something that feels real, present, something you all actually would be interested to talk about, and one where there is some diversity of opinion so that you can get a feel for what a divided dialogue looks like.

Here are some topics that you all said might fit the bill. I ask you to rate them in terms of your interest - and then I ask you to share something of your position/values/opinion on the matter to make sure we have a topic that brings diversity. The professor and I will keep these answers confidential - we are the only ones who sees them.

Your help is much appreciated.



Survey Questions

1. What is your name?

Please fill these out knowing that we are trying to get groups of 6-7 people in each circle—so you will have to care about one—or come up with a better topic that you think that 6-7 people would care about and where people would not likely all agree.

Issues of gender and the way the different genders relate to one another

2. On a scale of 1–4 (with 1: the least interested and 4: the most interested), please rate your desire to dialogue about the topic of gender and how it effects your life at University.
3. On a scale of 1–5 (with 1: very traditional – 5: very progressive), please rate your opinions about gender and the way the different genders relate to one another

Abortion/Pro-life-Pro-choice

4. On a scale of 1–4, how interested are you in dialoguing about Abortion/Pro-life-Pro-choice (1: not at all interested – 4: very Interested)
5. On a scale of 1–5, your opinions/values on Abortion rights and Pro-life/Pro-choice issues tend to be (1: very conservative – 5: very liberal)

Kneeling During the National Anthem

6. On a scale of 1–4, how interested are you in dialoguing about whether athletes and others should or should not kneel during the national anthem. (1: not at all interested – 4: very Interested)
7. On the issue of athletes kneeling during the national anthem, which statement closest reflects how you feel:
1: They should not and should be punished if they do,
2: They should not but should not be punished for doing it,
3: Not sure,
4: They have the right to but should do it respectfully and on a limited basis,
5: They not only have the right to, but should do this

Guns and Gun Limitations

8. On a scale of 1–4, how interested are you in dialoguing about guns and gun limitations. (1: not at all interested – 4: very interested)
9. Your opinions/values on guns and gun limitations tend to be—on a scale of 1–5 (with 1: very conservative; no limitations on type of gun or who can buy – 5: very liberal; highly limited on types of guns and who can buy)

Test taking. Some people believe that tests are an important way of understanding student progress and excellence. Others believe that this privileges certain learners and should be eliminated from how we evaluate students.

10. On a scale of 1–4, how interested are you in dialoguing about tests and test taking. (1: not at all interested – 4: very interested)
11. Indicate the statement that best reflects your experience and attitudes towards test taking
1: Ban tests all together,
2: People should have options,
3. Keep things the way they are and rely on tests and other traditional means of assessment

First Generation Student Experience

12. On a scale of 1–4, how interested are you in dialoguing about the first-generation college student experience. (1: not at all interested – 4: very interested)