„DiSTARS-questionnaire:

DiSTARS

Students as Digital Storytellers:
a STEAM approach to Space Exploration

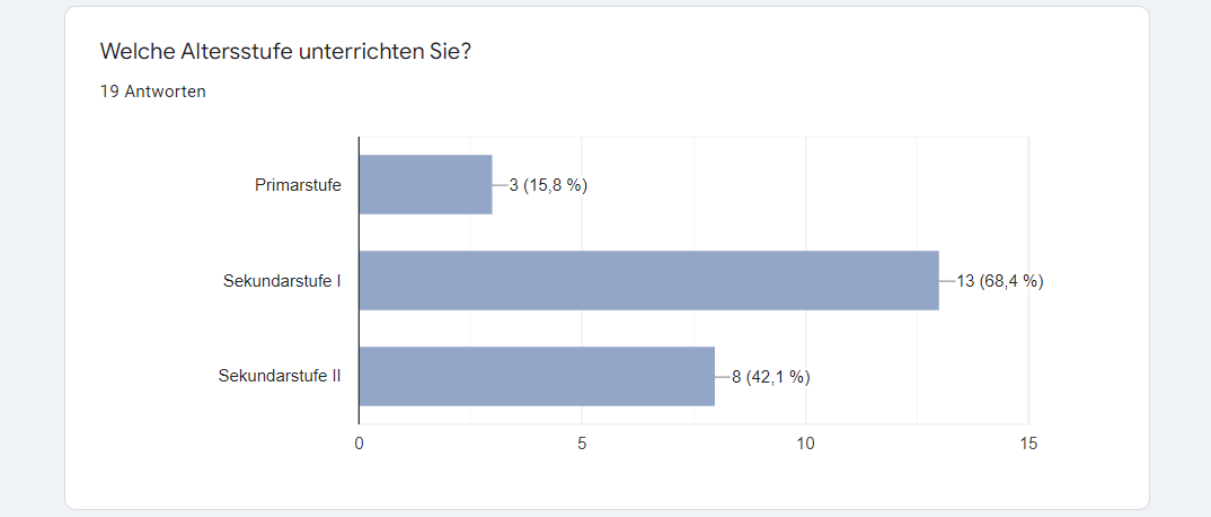
We sent an email with a www link (links to a Google-form questionnaire) to all registered participants.

We asked the following questions, and we got the following responses from our participants:

Question number 1:

What age level do you teach?

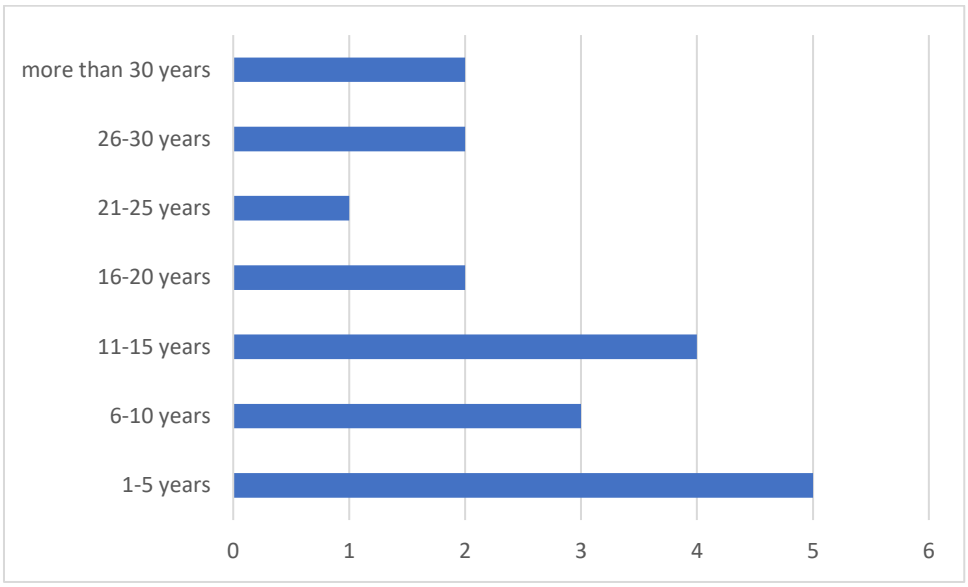
- ☐ Age level 6 to 10 (primary school – “Primarstufe”)
- ☐ Age level 10 to 14 (“Sekundarstufe I”)
- ☐ Age level 14 to 18 (“Sekundarstufe II”)



Total: 19 responses

Question number 2:

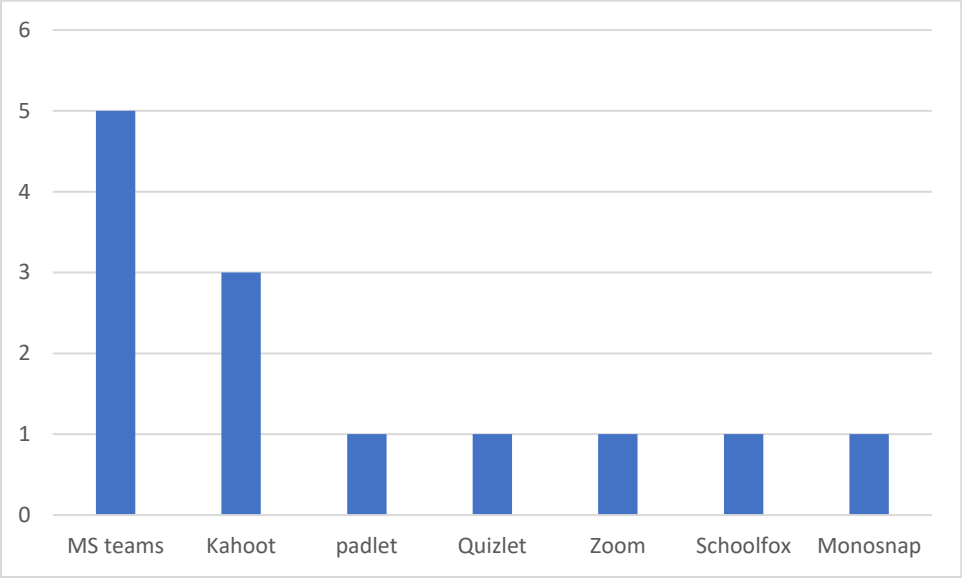
How many years have you been teaching?



Total: 19 responses

Question number 3:

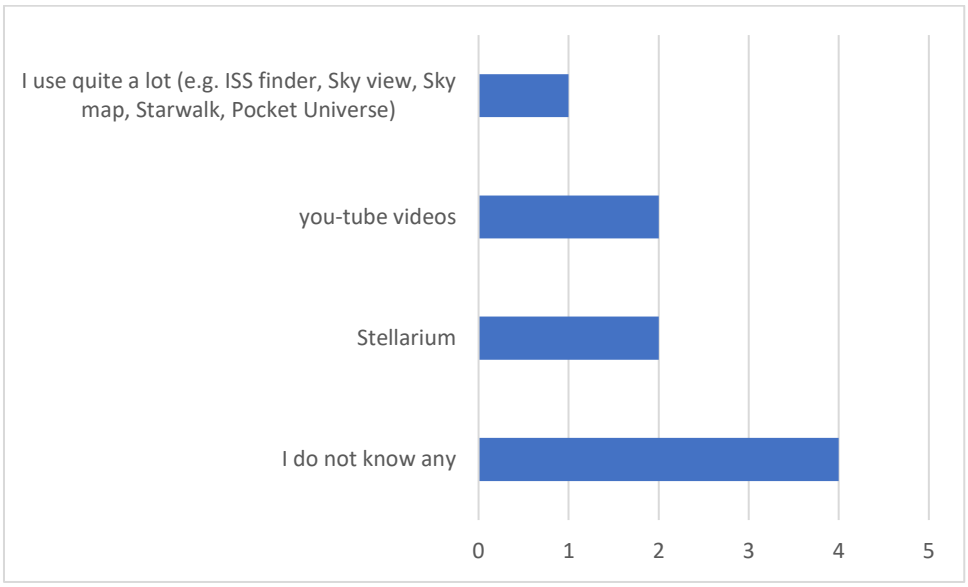
What online tools did you use to shape and enrich your teaching during the pandemic?



Total: 13 responses

Question number 4:

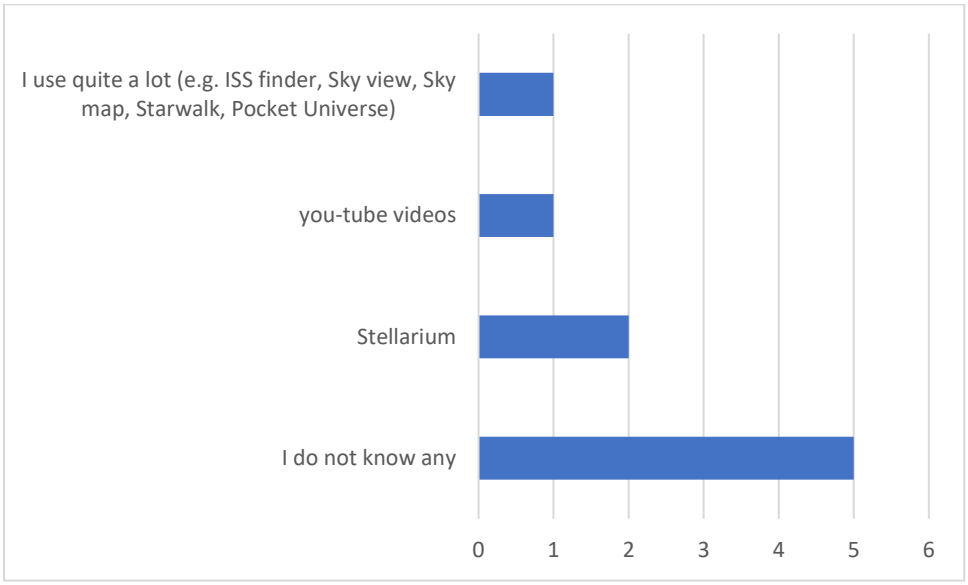
In your opinion, which online tools are suitable to enrich astronomy lessons in presence?



Total: 9 responses

Question number 5:

In your view, what online tools are appropriate for enriching astronomy instruction in distance education?



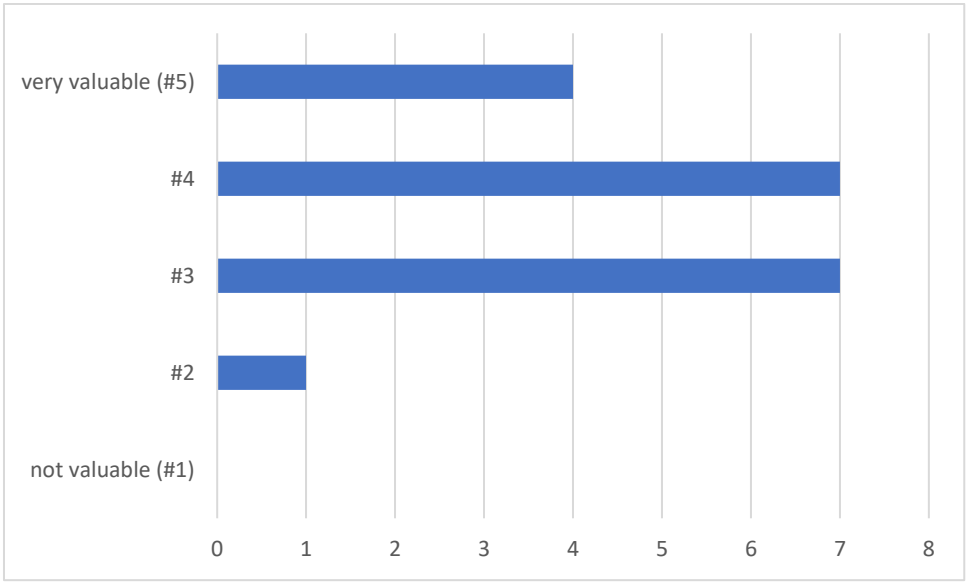
Total: 9 responses

Question number 6:

On a scale from 1 to 5:

Your opinion: I consider astronomy lessons to be valuable.

- ☐ 1 = not valuable
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 = very valuable



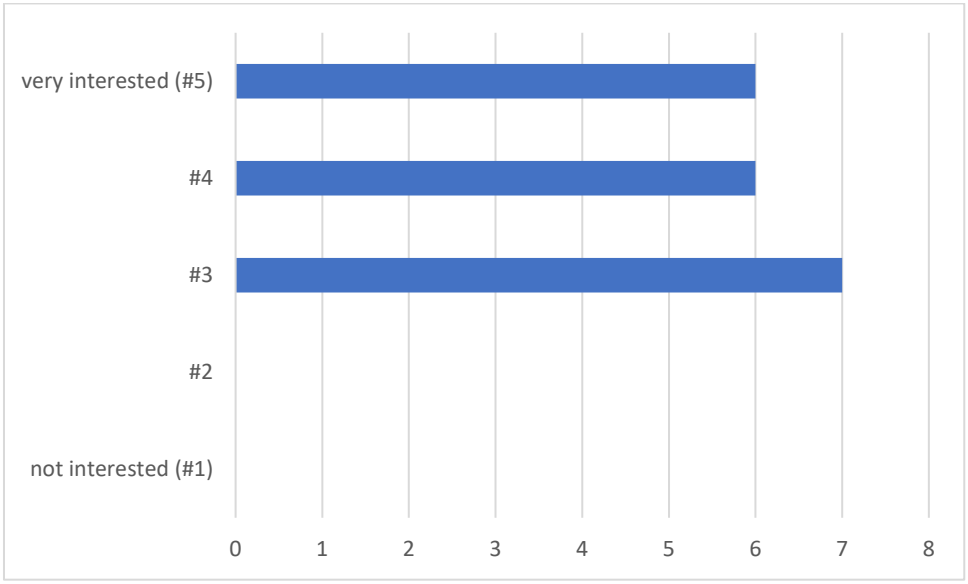
Total: 19 responses

Question number 7:

On a scale from 1 to 5:

I am interested in integrating astronomy and space science into the classroom.

- ☐ 1 = not interested
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 = very interested



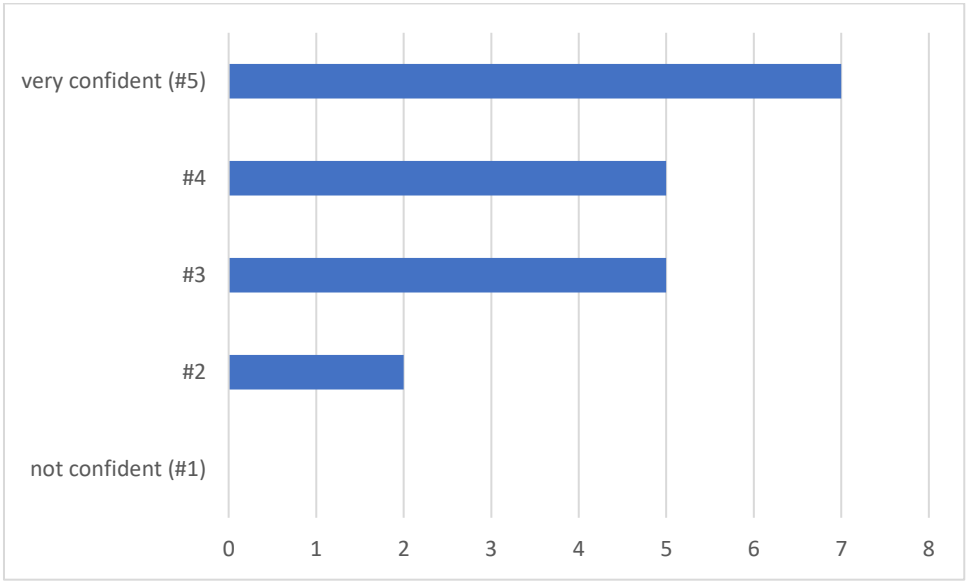
Total: 19 responses

Question number 8:

On a scale from 1 to 5:

I am confident that I can motivate students to learn astronomy / space science

- 1 = not confident
- 2
- 3
- 4
- 5 = very confident



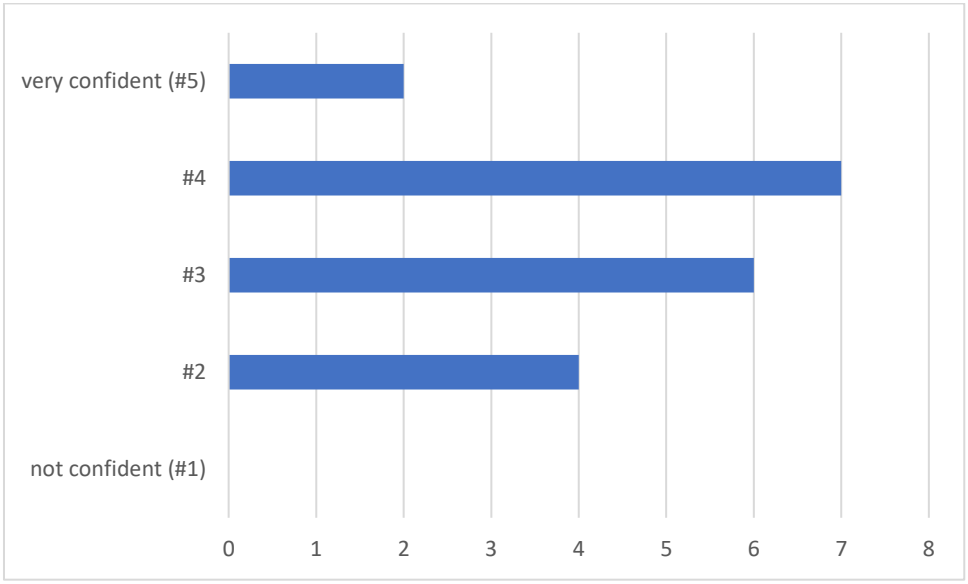
Total: 19 responses

Question number 9:

On a scale from 1 to 5:

How confident are you in using digital tools and services for online and distance learning?

- 1 = not confident
- 2
- 3
- 4
- 5 = very confident



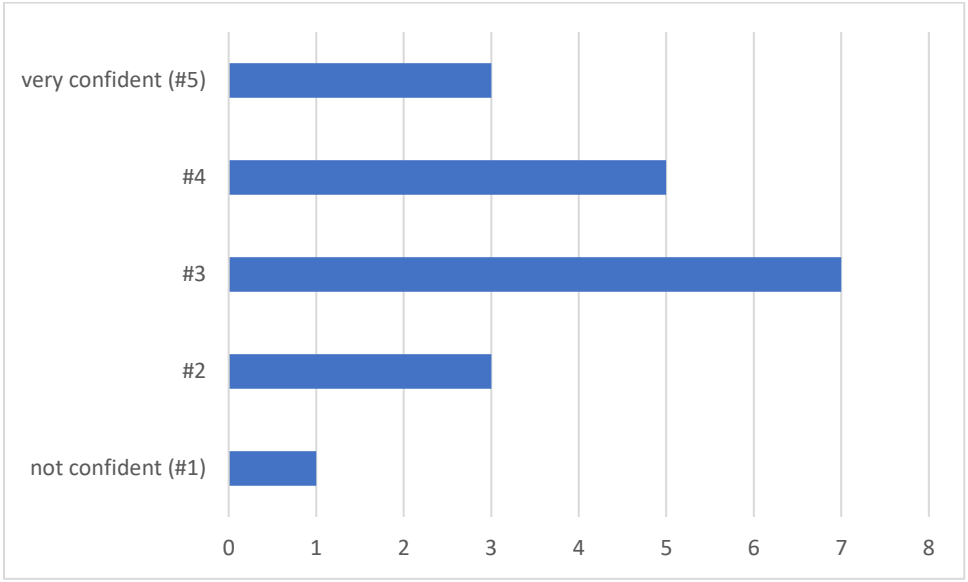
Total: 19 responses

Question number 10:

On a scale from 1 to 5:

What is your level of confidence in using online environments to create online instructional sequences?

- 1 = not confident
- 2
- 3
- 4
- 5 = very confident



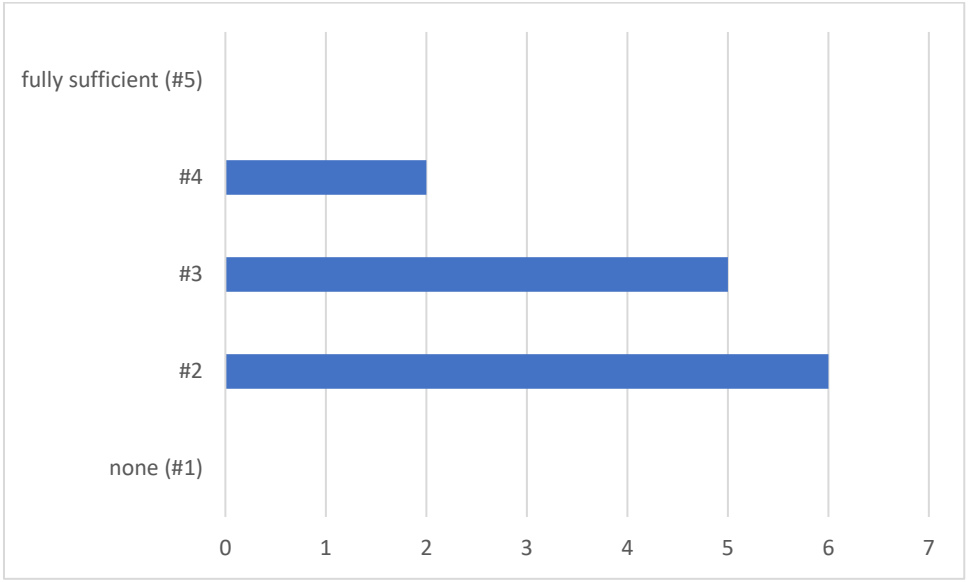
Total: 19 responses

Question number 11:

On a scale from 1 to 5:

Are there useful resources (online) for teaching astronomy/space science without deviating from the curriculum?

- ☐ 1 = none
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 = fully sufficient



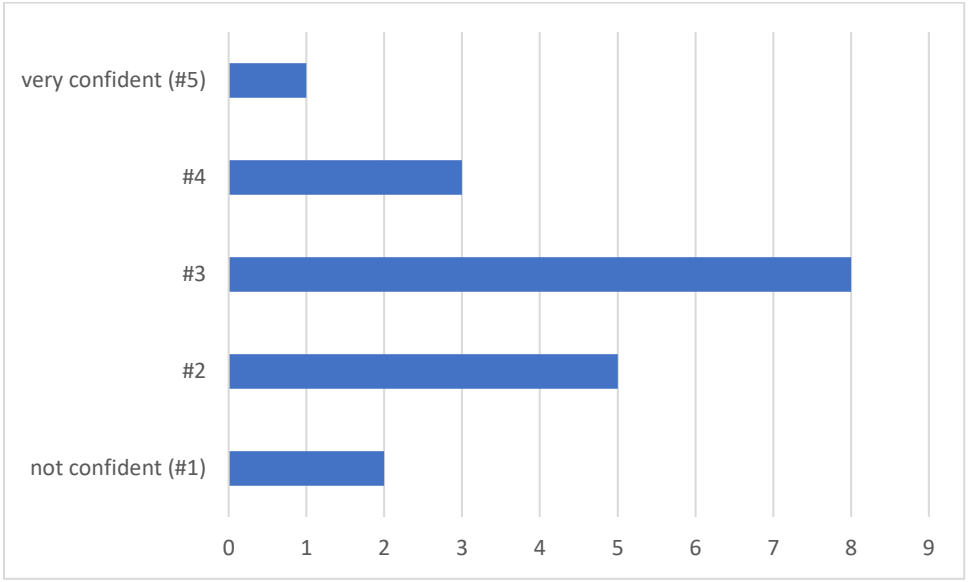
Total: 13 responses

Question number 12:

On a scale from 1 to 5:

I feel confident searching digital repositories to find, use, reuse, and adapt open educational resources to facilitate my teaching.

- ☐ 1 = not confident
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 = very confident

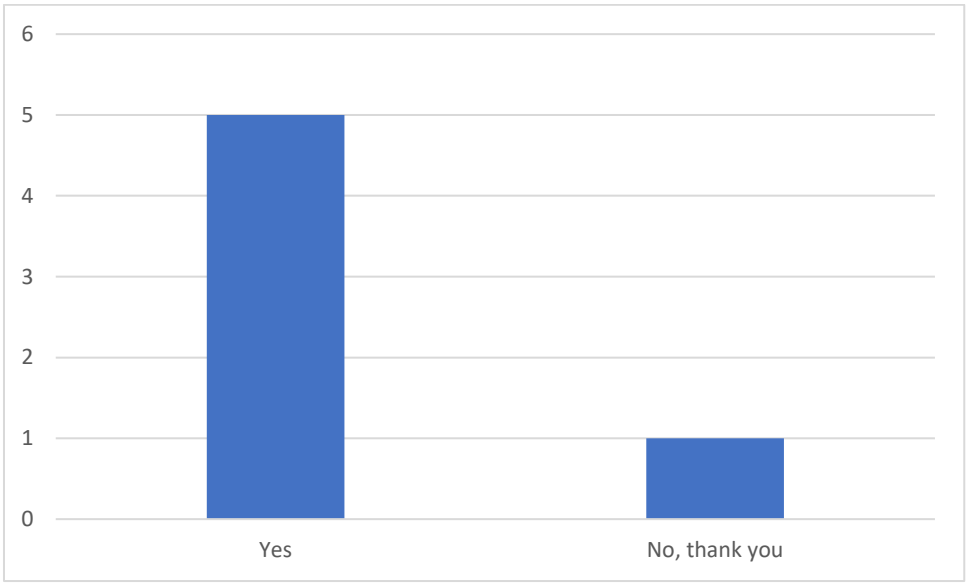


Total: 19 responses

Question number 13:

I would like to have more information about DiSTARS

- ☐ Yes
- ☐ No, thank you!

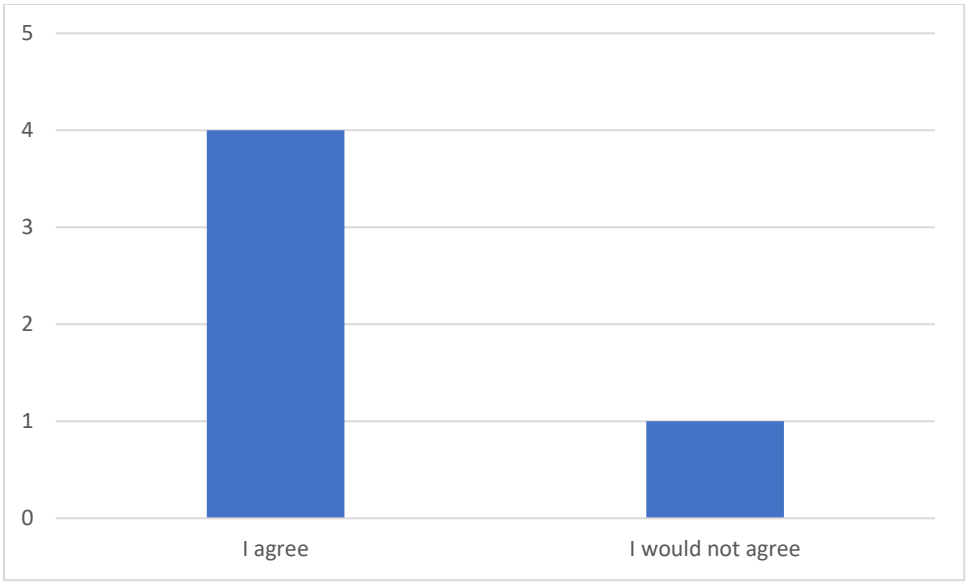


Total: 5 responses

Question number 14:

Do you agree with the following statement? A German-language web platform for DiSTARS would be helpful for teaching. The English version is not very helpful for me.

- ☐ I agree
- ☐ I would not agree

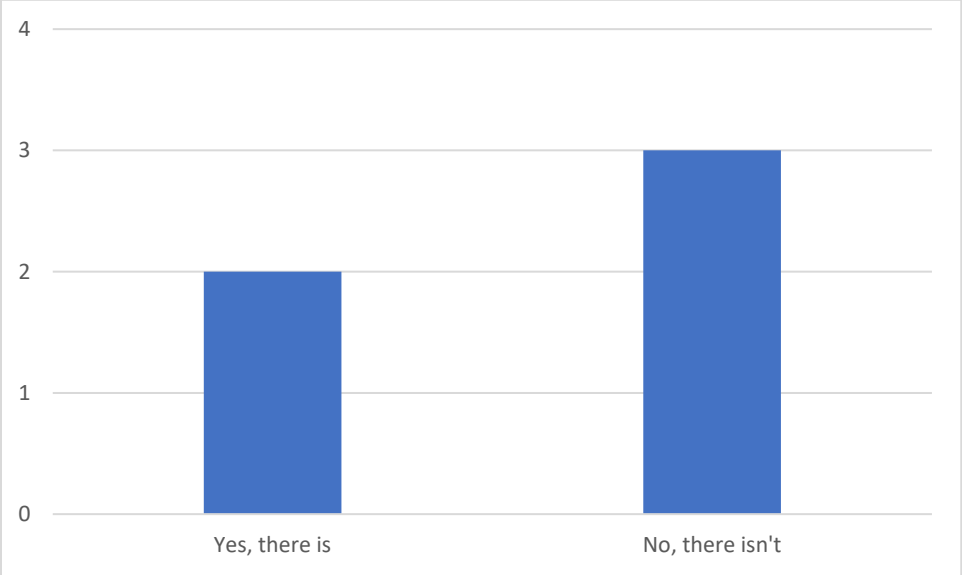


Total: 5 responses

Question number 15:

Do you think there is enough room in the curriculum to integrate DiSTARS?

- ☐ Yes, there is
- ☐ No, there isn't



Total: 5 responses

Question number 16:

Would you implement DiSTARS in your classes during your lessons?

- Yes, for sure
- Possibly, but I don't have time to deal with it
- No, I would not.

All five survey participants answered "POSSIBLY, BUT I DON’T HAVE TIME TO DEAL WITH IT"

Total: 5 responses

Question number 17:

Would you use DiSTARS in your classes as a homework assignment?

- Yes, for sure
- Possibly, but I don't have time to deal with it
- No, I would not.

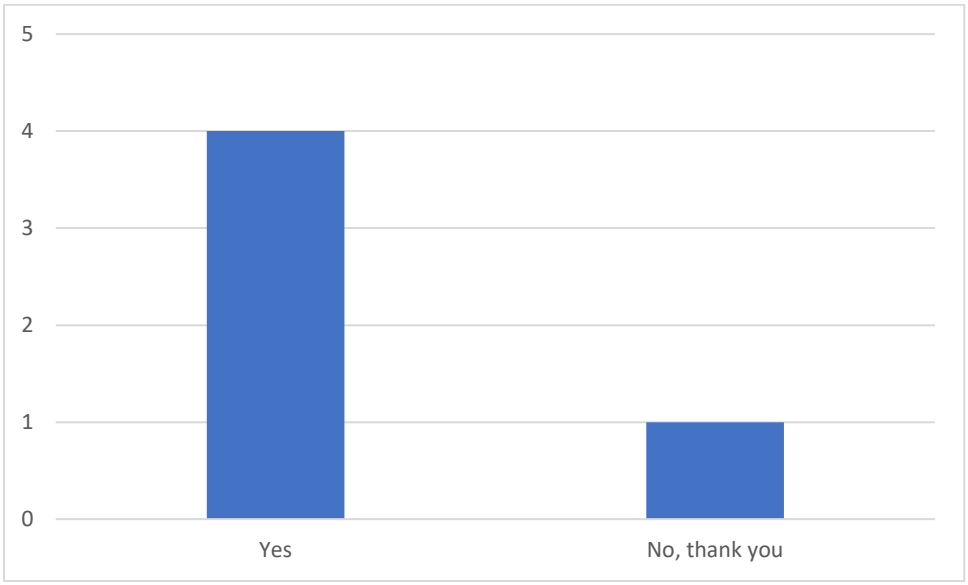
All five survey participants answered "POSSIBLY, BUT I DON’T HAVE TIME TO DEAL WITH IT"

Total: 5 responses

Question number 18:

I would like to receive more materials and personalized support for DiSTARS.

- ☐ Yes
- ☐ No, thank you!



Total: 5 responses

Question number 19:

Comments and / or questions:

Comment #1

I think that knowledge about astronomy and the interrelationships in the universe is a good starting point for a conscious life in alignment with a mindful interaction with nature and people.

Depending on the age level, scientific content should be illustrated again and again in a simple way (and later, of course, more and more complex).

Already in preschool and elementary school it is possible, for example, to illustrate the times of day, the seasons, etc. with material.

If children learn in this way, they will also understand digital content in this area better later on. In this way, complex relationships can be deepened and knowledge developed.

Comment #2

Little technical equipment at my school.

Comment #3

Online tools and digital learning were hardly used or know-how and technical devices were missing among the students.

Total: 3 responses