

មជ្ឈមណ្ឌលឯកសារកម្ពុជា

Genocide Education Project
Quality Control of the Teaching of "A History of Democratic Kampuchea (1975-1979)"

Questionnaire for Teacher

The Documentation Center of Cambodia and the Ministry of Education are conducting quality assurance to ensure the effectiveness of the teaching of "A History of Democratic Kampuchea." Please provide answers to all the questions below in order to evaluate the effectiveness of the history book, teacher guidebook and student workbook and how the teaching contributes to genocide prevention, national reconciliation and peace building. Thank you for your contribution.

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| School Name _____ |
| Type of School: <input type="checkbox"/> Lower Secondary <input type="checkbox"/> Upper Secondary |
| Teacher's Name _____ Gender _____ Age _____ |
| Commune _____ District _____ Province _____ |
| Subject _____ Years of Teaching Experience _____ |
| Date _____ Degree _____ |

| Section 1: A History of Democratic Kampuchea | | | | |
|--|--------------------------|-----------------|--------------|-----------------------|
| A. Content | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 1. The messages in the textbook are easy to understand. | | | | |
| 2. The content of the textbook is accurate and unbiased. | | | | |
| 3. The scope of the textbook is detailed enough for student's knowledge of the Khmer Rouge regime. | | | | |
| 4. The content of the textbook is appropriate for secondary school students. | | | | |
| 5. The information and content of the textbook enriches the school curriculum. | | | | |
| 6. The content of the textbook is free from political, social, and racial bias. | | | | |
| B. Structure | Page Number | Comment | | |
| 1. Which photos are not clear? | | | | |
| 2. Which lessons do not present clear content? | | | | |
| 3. What lessons do your students like to study the most? | | | | |
| 4. What lessons do your students achieve good | | | | |

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|---|--------------------------|-----------------|--------------|-----------------------|
| results? | | | | |
| 5. What are the factors that lead students to achieve good results? | | | | |
| Section 2: Teacher's Guidebook | | | | |
| A. Content | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 1. The educational purpose of the Teacher's Guidebook is clearly stated. | | | | |
| 2. Learning objectives of each lesson are clearly stated. | | | | |
| 3. The methodologies used in the guidebook are clearly explained. | | | | |
| 4. The guidebook facilitates student-to-student discussion and debate. | | | | |
| 5. The guidebook facilitates group discussion and provides tools and ways for students to share their work. | | | | |
| 6. The lessons in each chapter are linked to one another. | | | | |
| 7. The activities in the guidebook are well-structured and organized. | | | | |
| 8. The activities in the guidebook allow students to think critically. | | | | |
| B. Structure | Page Number | Comment | | |
| 1. Which photos are not clear? | | | | |
| 2. Which content is not clear? | | | | |
| 3. Which questions and exercises are not clear? | | | | |
| 4. Which objectives are not clear and difficult to understand? | | | | |
| 5. Which teaching methods are not clear and difficult to understand? | | | | |
| 6. Is the time allotted for each of lesson appropriate? | | | | |
| 7. Which teaching methods do you like the most? | | | | |
| 8. Which teaching methods do you want to improve? | | | | |
| Please suggest areas of the Teacher's Guidebook that need further improvement. | | | | |
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| Section 3: Student Workbook | | | | |
|--|--------------------------|-----------------|--------------|-----------------------|
| Criteria | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 1. The instructions in the Student Workbook are clearly explained. | | | | |
| 2. The number of exercises in the Student Workbook is appropriate for student. | | | | |
| 3. The workbook facilitates student-to-student discussion and debate. | | | | |
| 4. The workbook facilitates group discussion and provides tools and ways for students to share their work. | | | | |
| 5. The activities in the workbook are well-structured and organized. | | | | |
| 6. Questions and exercises are clear. | | | | |
| 7. The activities in the workbook allow students to think critically. | | | | |