

Perceived Autonomy Support: The Climate Questionnaires

The Learning Climate Questionnaire (LCQ)

The LCQ has a long form containing 15 items and a short form containing 6 of the items. The questionnaire is typically used with respect to specific learning settings, such as a particular class, at the college or graduate school level. Thus, the questions are sometimes adapted slightly, at least in the instructions, so the wording pertains to the particular situation being studied--an organic chemistry class, for example. In these cases, the questions pertain to the autonomy support of an individual instructor, preceptor, or professor. If, however, it is being used to assess a general learning climate in which each student has several instructors, the questions are stated with respect to the autonomy support of the faculty members in general. Below, you will find the 15-item version of the questionnaire, worded in terms of "my instructor." If you would like to use the 6-item version, simply reconstitute the questionnaire using only items # 1, 2, 4, 7, 10, and 14.

Scoring: Scores on both the 15-item version and the 6-item version are calculated by averaging the individual item scores. However, for the long version, before averaging the item scores, you must first "reverse" the score of item 13 (i.e., subtract the score on item 13 from 8 and use the result as the item score for this item--for example, the score of 3, when reversed would become 5). Higher average scores represent a higher level of perceived autonomy support.

Learning Climate Questionnaire

This questionnaire contains items that are related to your experience with your instructor in this class. Instructors have different styles in dealing with students, and we would like to know more about how you have felt about your encounters with your instructor. Your responses are confidential. Please be honest and candid.

1. I feel that my instructor provides me choices and options.

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

2. I feel understood by my instructor.

1 2 3 4 5 6 7
strongly neutral strongly
disagree agree

3. I am able to be open with my instructor during class.

1 2 3 4 5 6 7
strongly neutral strongly
disagree agree

4. My instructor conveyed confidence in my ability to do well in the course.

1 2 3 4 5 6 7
strongly neutral strongly
disagree agree

5. I feel that my instructor accepts me.

1 2 3 4 5 6 7
strongly neutral strongly
disagree agree

6. My instructor made sure I really understood the goals of the course and what I need to do.

1 2 3 4 5 6 7
strongly neutral strongly
disagree agree

7. My instructor encouraged me to ask questions.

1 2 3 4 5 6 7
strongly neutral strongly
disagree agree

8. I feel a lot of trust in my instructor.

1 2 3 4 5 6 7
strongly neutral strongly
disagree agree

9. My instructor answers my questions fully and carefully.

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

10. My instructor listens to how I would like to do things.

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

11. My instructor handles people's emotions very well.

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

12. I feel that my instructor cares about me as a person.

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

13. I don't feel very good about the way my instructor talks to me.

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

14. My instructor tries to understand how I see things before suggesting a new way to do things.

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

15. I feel able to share my feelings with my instructor.

1	2	3	4	5	6	7
strongly			neutral			strongly

disagree

agree

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Articles that have Used the Learning Climate Questionnaire

Black, A. E., & Deci, E. L. (2000). The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective. *Science Education*, *84*, 740-756.

Williams, G. C., Saizow, R., Ross, L., & Deci, E. L. (1997). Motivation underlying career choice for internal medicine and surgery. *Social Science and Medicine*, *45*, 1705-1713.

Williams, G. C., & Deci, E. L. (1996). Internalization of biopsychosocial values by medical students: A test of self-determination theory. *Journal of Personality and Social Psychology*, *70*, 767-779.

Williams, G. C., Wiener, M. W., Markakis, K. M., Reeve, J., & Deci, E. L. (1994). Medical student motivation for internal medicine. *Journal of General Internal Medicine*, *9*, 327-333.