



# CODE KALEIDOSCOPE

Creative Code. Colourful Thinking.

## Teacher Testing Questionnaire

### Research Question

To what extent can creative coding through generative art and visual experimentation make programming more engaging and accessible for Key Stage 3 students, particularly girls and those with Special Educational Needs (SEN)?

Please complete this questionnaire after reviewing the Code Kaleidoscope prototype. Do not include student names, school names or identifiable information in your responses. Feedback will be used anonymously as part of an MSc dissertation project.

### Consent and Participant Details

I confirm that I have read the participant information, understand the purpose of the study, and consent for my anonymised feedback to be used in Angela Owen's MSc dissertation project.

☐ I consent for my anonymised feedback to be used.

Name \_\_\_\_\_

School \_\_\_\_\_

Role \_\_\_\_\_

Date \_\_\_\_\_

### A. Teacher Background

KS3 teaching experience: ☐ Less than 1 year

☐ 1-3 years

☐ 4-7 years

☐ 8+ years

Confidence teaching  
programming:

☐ Not currently teaching KS3

☐ Very confident

☐ Confident

☐ Developing confidence

☐ Not confident

### B. First impression of Code Kaleidoscope

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### Which features are most likely to engage students?

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## Teacher Testing Questionnaire

### C. Engagement and Motivation

Please rate each statement: 1 = Strongly disagree, 5 = Strongly agree.

The generative art approach could make programming more engaging for KS3 students.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

The visual feedback could encourage students to experiment with code.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

The creative theme could reduce anxiety around programming.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

### D. Accessibility and Inclusion

The interface is accessible for lower-confidence learners.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

The layout and language are clear enough for a KS3 classroom.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**What could make the tool more accessible?**

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### E. Girls and Underrepresented Learners

The tool could appeal to students who do not usually identify with Computer Science.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

The creative context could help broaden participation in programming lessons.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**What could make the tool more inclusive?**

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## Teacher Testing Questionnaire

### F. SEN and Scaffolding

The scaffolded challenges could support students with SEN.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

The visual experimentation could help learners understand cause and effect in code.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**What additional scaffolding would help SEN learners?**

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### G. Programming Concepts

**Which programming concepts does Code Kaleidoscope appear to support?**

- |                                              |                                                 |
|----------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Sequence            | <input type="checkbox"/> Variables              |
| <input type="checkbox"/> Selection           | <input type="checkbox"/> Iteration              |
| <input type="checkbox"/> Input and output    | <input type="checkbox"/> Debugging              |
| <input type="checkbox"/> Pattern recognition | <input type="checkbox"/> Computational thinking |

**Which programming concepts are communicated most clearly?**

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**Which programming concepts need clearer explanation or support?**

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### H. Classroom Use

I would consider using Code Kaleidoscope in a KS3 computing lesson.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

The tool would fit realistically within a KS3 lesson sequence.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**How might you use Code Kaleidoscope in a lesson?**

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**What preparation, guidance or resources would teachers need?**

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### I. Overall Evaluation

**What are the main strengths of Code Kaleidoscope?**

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**What improvements would you suggest?**

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**Final comments about engagement, accessibility, inclusion or classroom suitability**

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