

STUDENT FEEDBACK, LEARNER (AND TEACHER) AUTONOMY, AND TEACHER RESEARCH

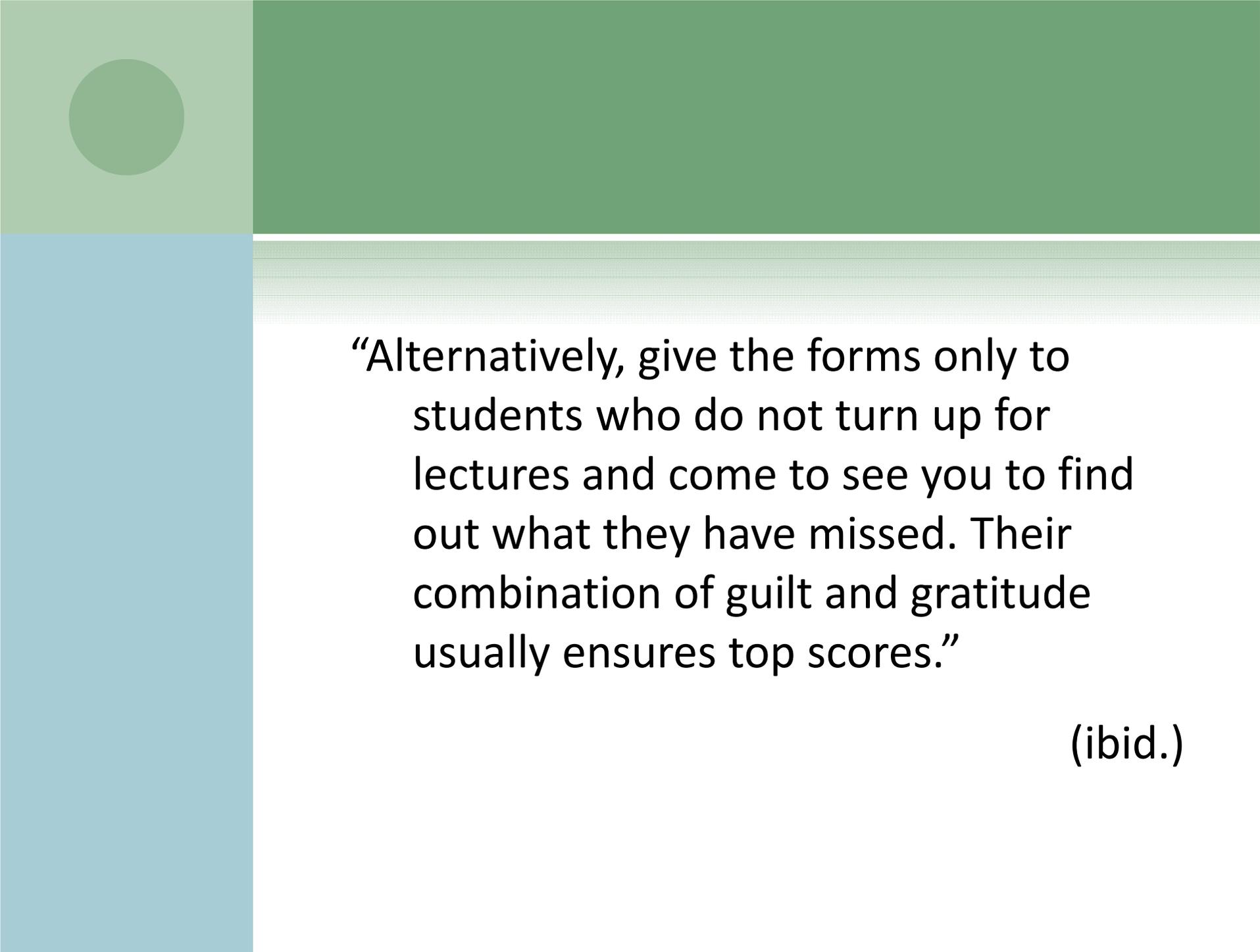
Richard Smith, University of Warwick



STUDENT FEEDBACK - THE DARK SIDE

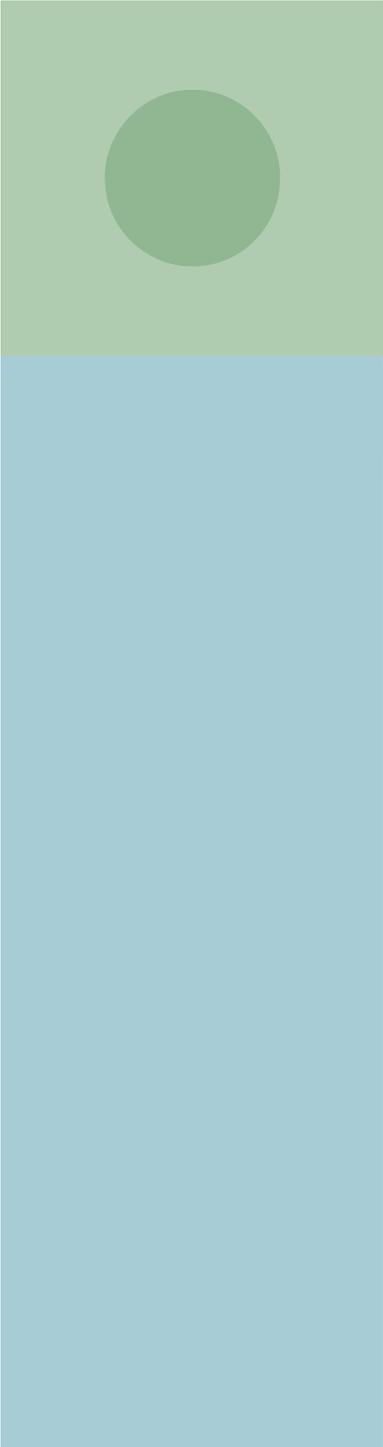
[If] you do not want to have to make too many adjustments as a result of student criticism, Huq says there are ways to keep criticism to a minimum. “Give out the form on the last day of term when you have just taken in the thing they have spent all term writing for you,” she advises.

(Swain 2008)



“Alternatively, give the forms only to students who do not turn up for lectures and come to see you to find out what they have missed. Their combination of guilt and gratitude usually ensures top scores.”

(ibid.)

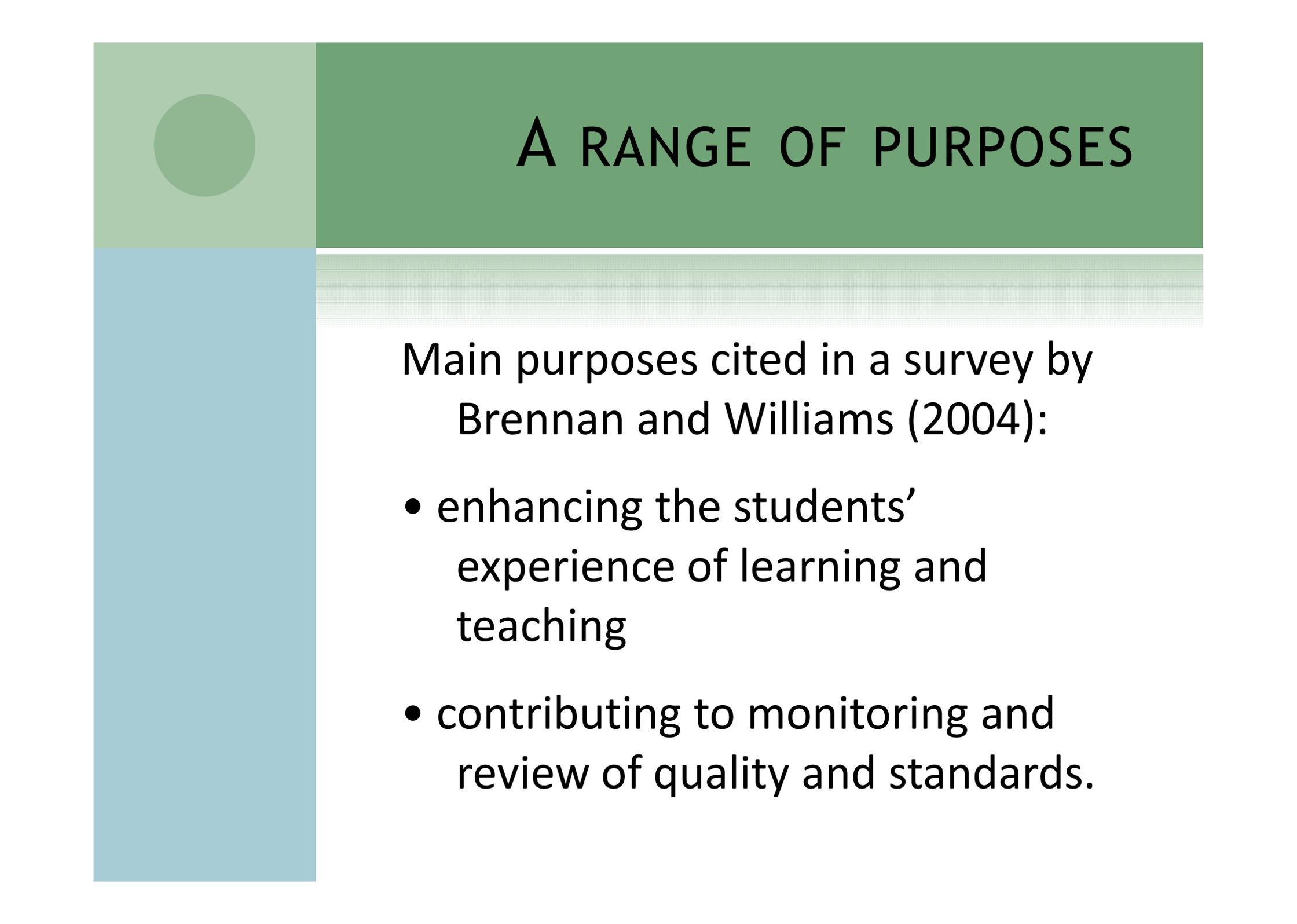


A MORE POSITIVE VIEW

“[A] QAA report says staff need to talk to all students, not just selected representatives. “If staff are open and receptive to students, there will be a continuous process of feedback and dissemination,” it states.

It also argues that feedback needs to become “a normal everyday process of the learning experience”.”

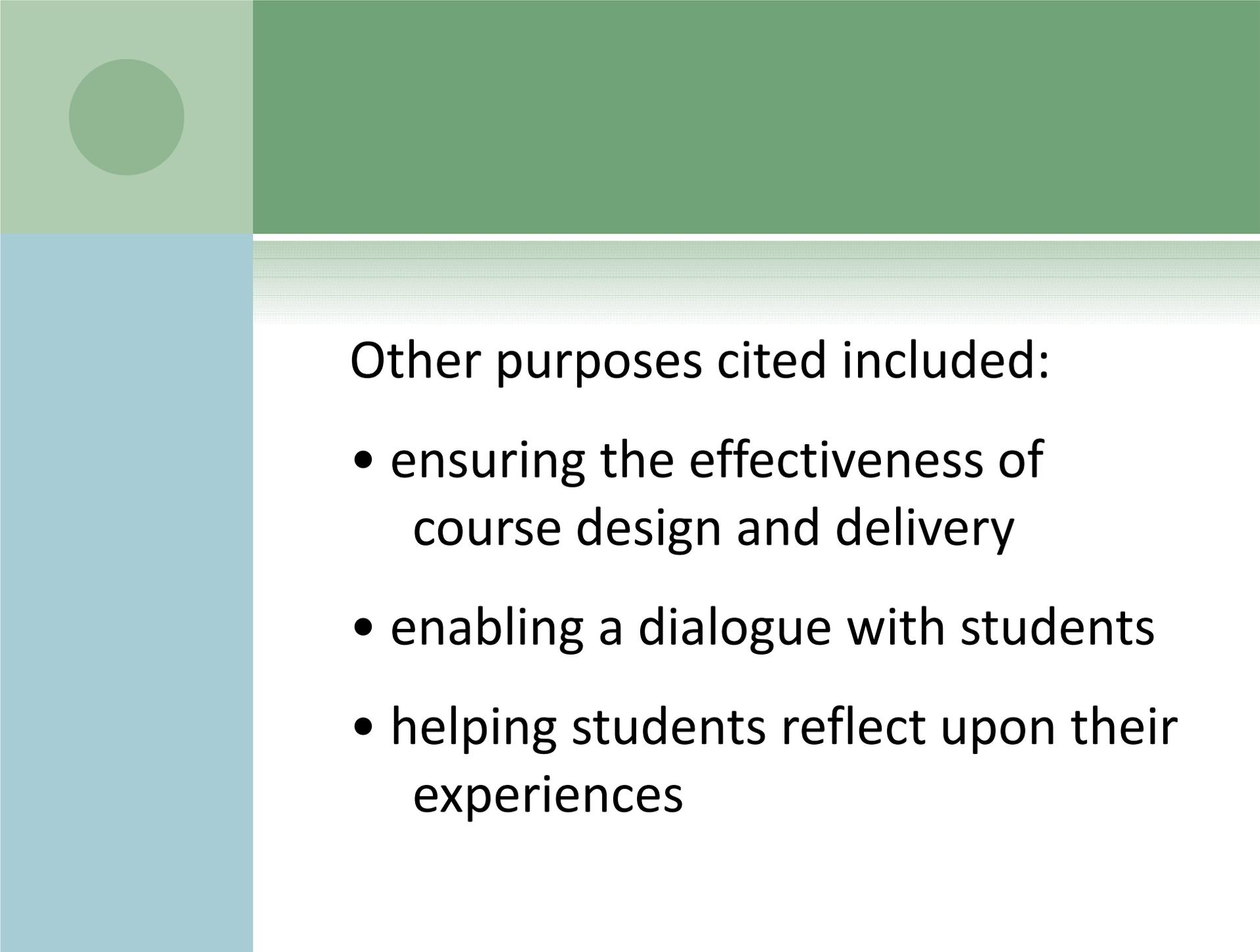
(ibid.)



A RANGE OF PURPOSES

Main purposes cited in a survey by
Brennan and Williams (2004):

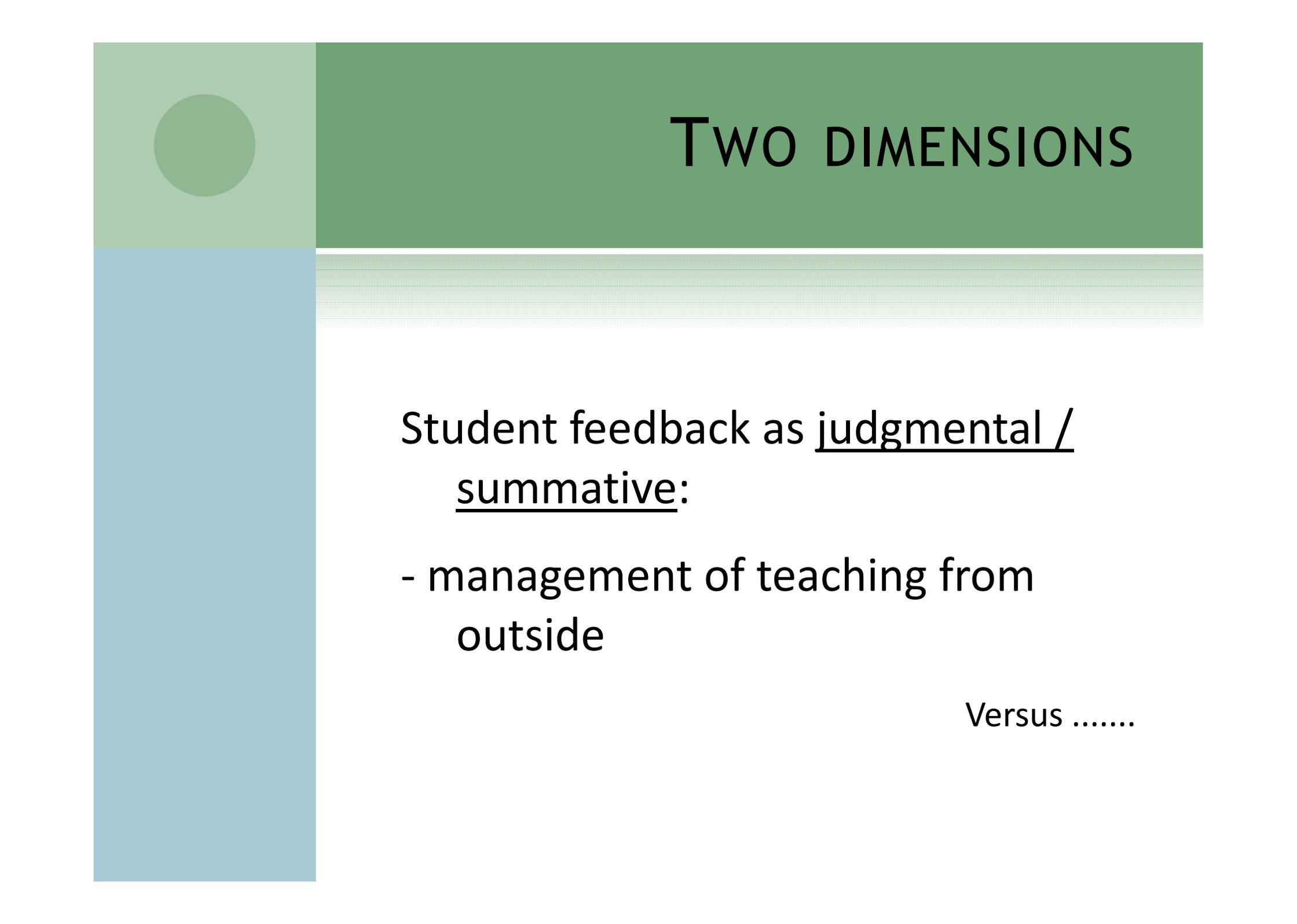
- enhancing the students' experience of learning and teaching
- contributing to monitoring and review of quality and standards.



Other purposes cited included:

- ensuring the effectiveness of course design and delivery
- enabling a dialogue with students
- helping students reflect upon their experiences

- 
- identifying good practice
 - measuring student satisfaction
 - contributing to staff development.

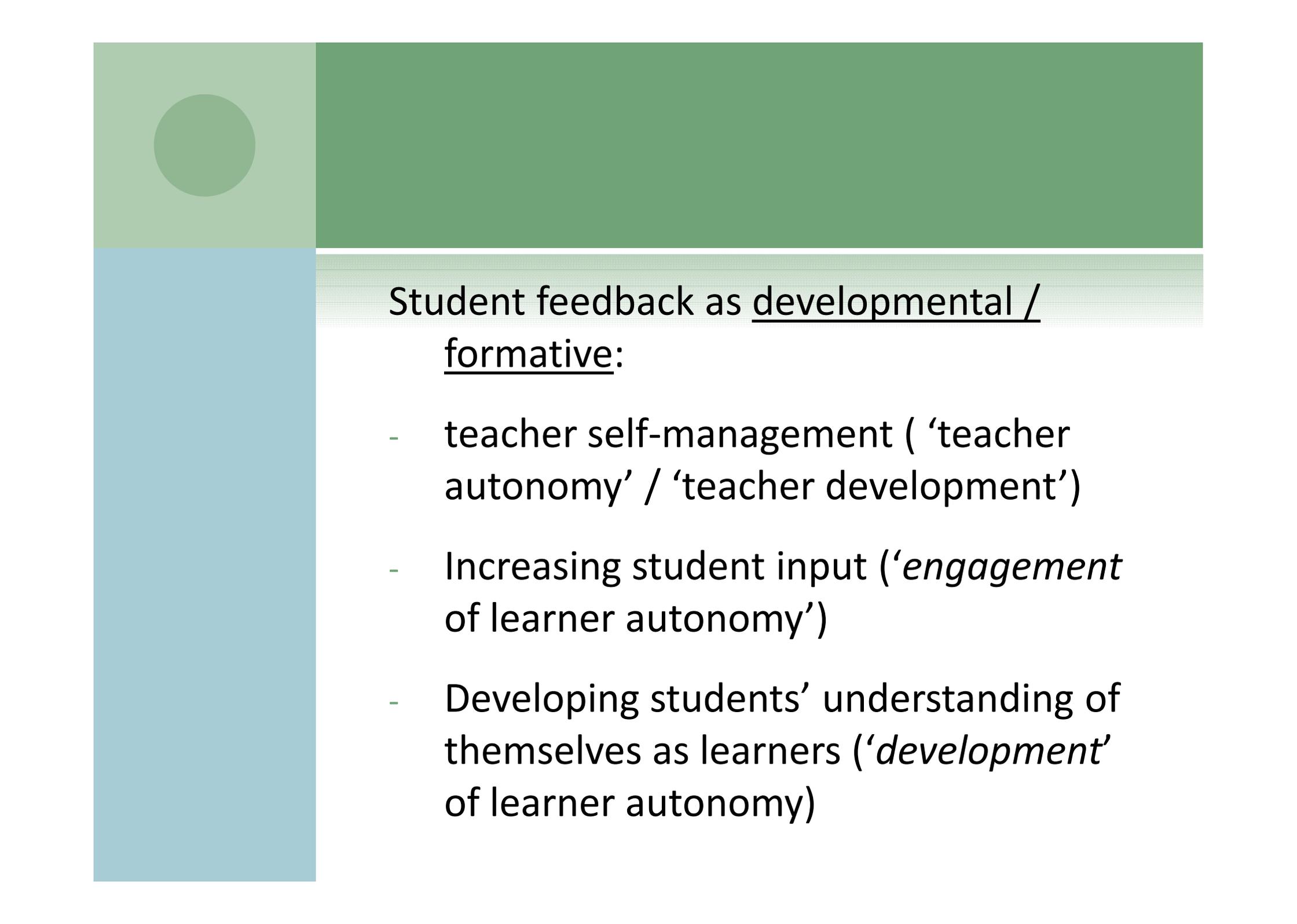


TWO DIMENSIONS

Student feedback as judgmental /
summative:

- management of teaching from
outside

Versus



Student feedback as developmental / formative:

- teacher self-management (‘teacher autonomy’ / ‘teacher development’)
- Increasing student input (‘*engagement* of learner autonomy’)
- Developing students’ understanding of themselves as learners (‘*development*’ of learner autonomy)



WHAT ABOUT AUTONOMY?

Autonomy is . . . the ability to take charge of one's own learning. ...

To take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.:

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition . . .
(rhythm, time, place etc.)
- evaluating what has been acquired

(Holec 1979)

GIBERT JEUNE
115 32.00

AUTONOMIE ET APPRENTISSAGE DES LANGUES ECRANGERES

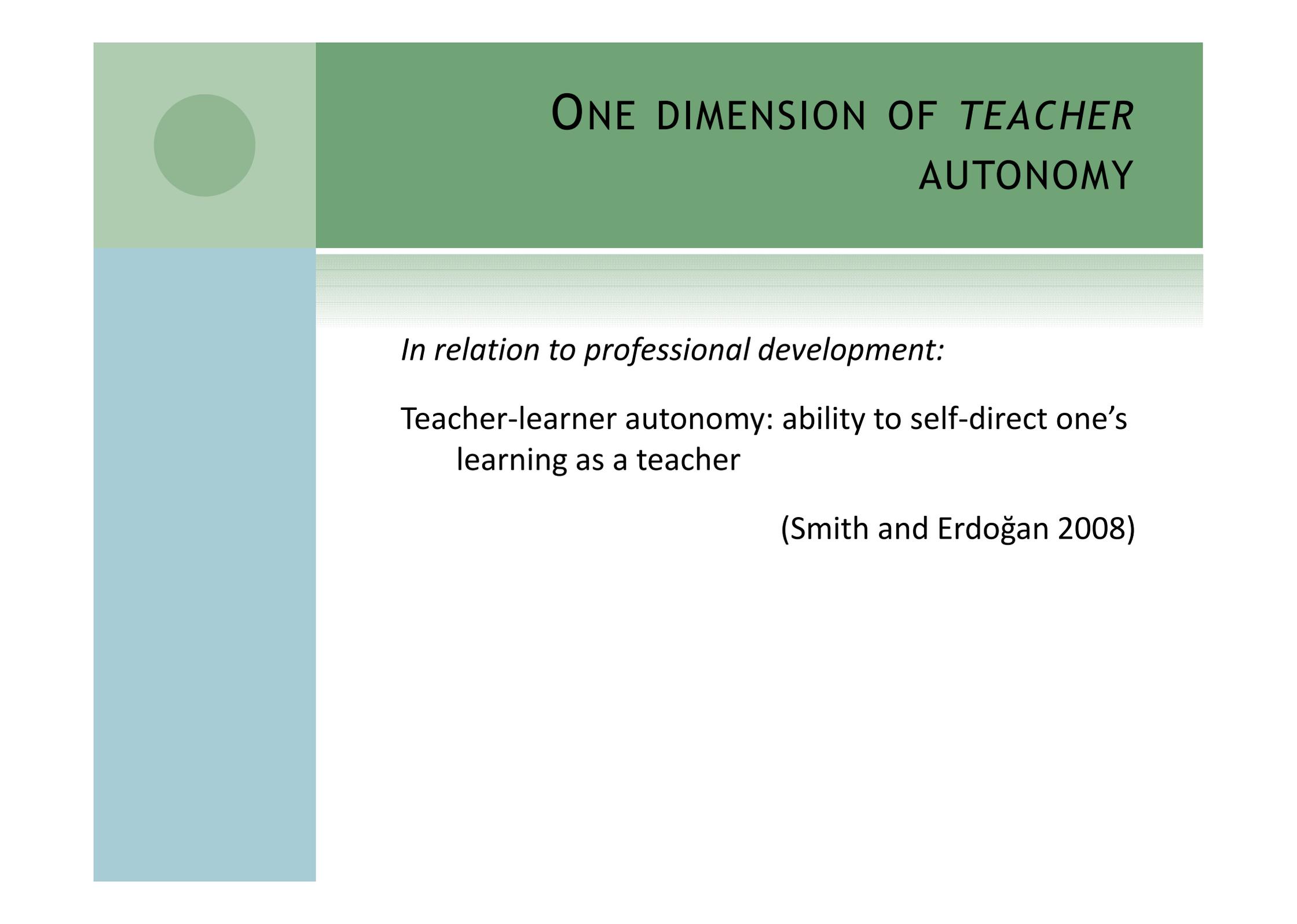
Henri Holec : Centre de Recherche
et d'Applications Pédagogiques en Langues - Nancy.



CONSEIL DE L'EUROPE
PROJET LANGUES VIVANTES

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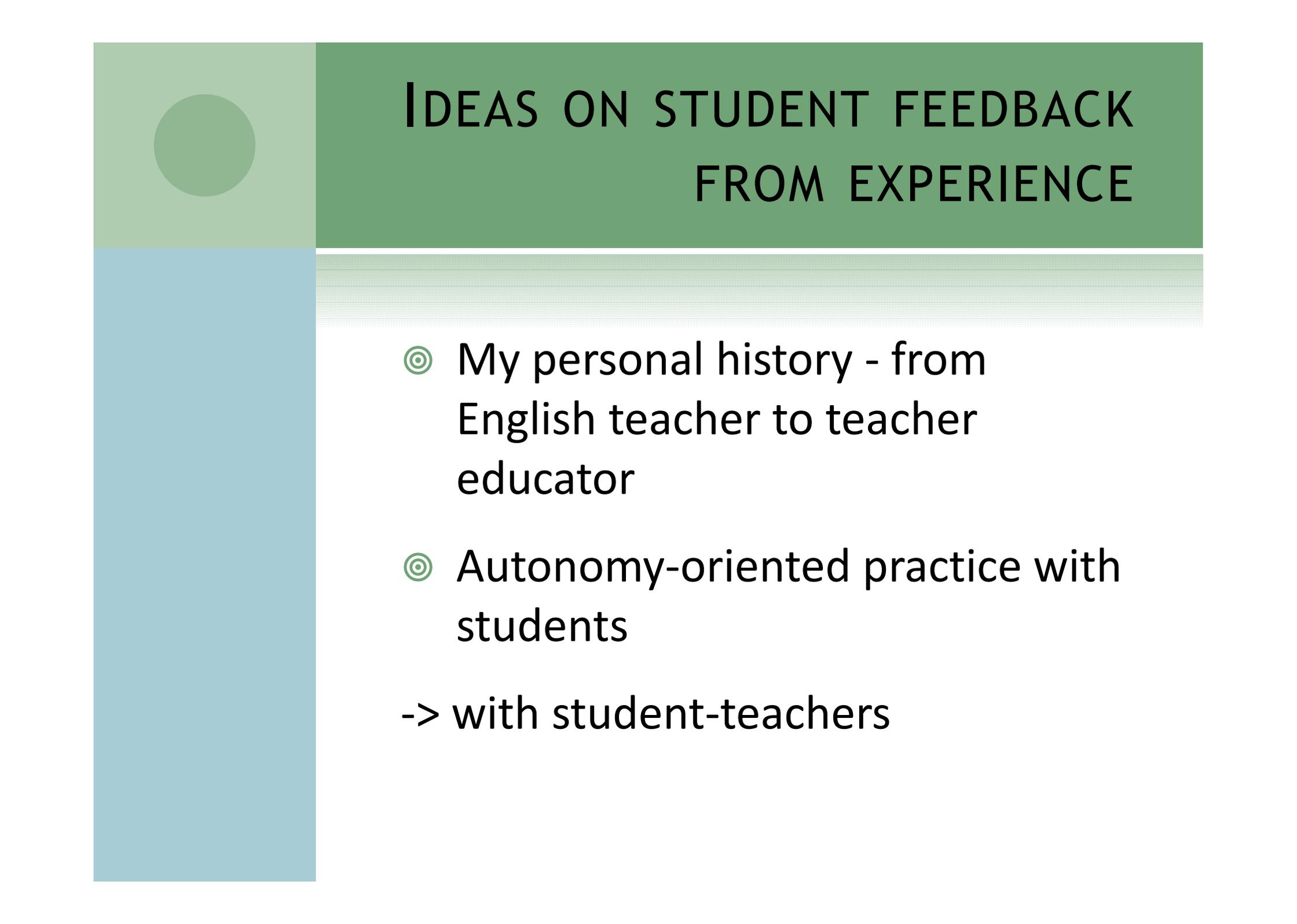


ONE DIMENSION OF *TEACHER* AUTONOMY

In relation to professional development:

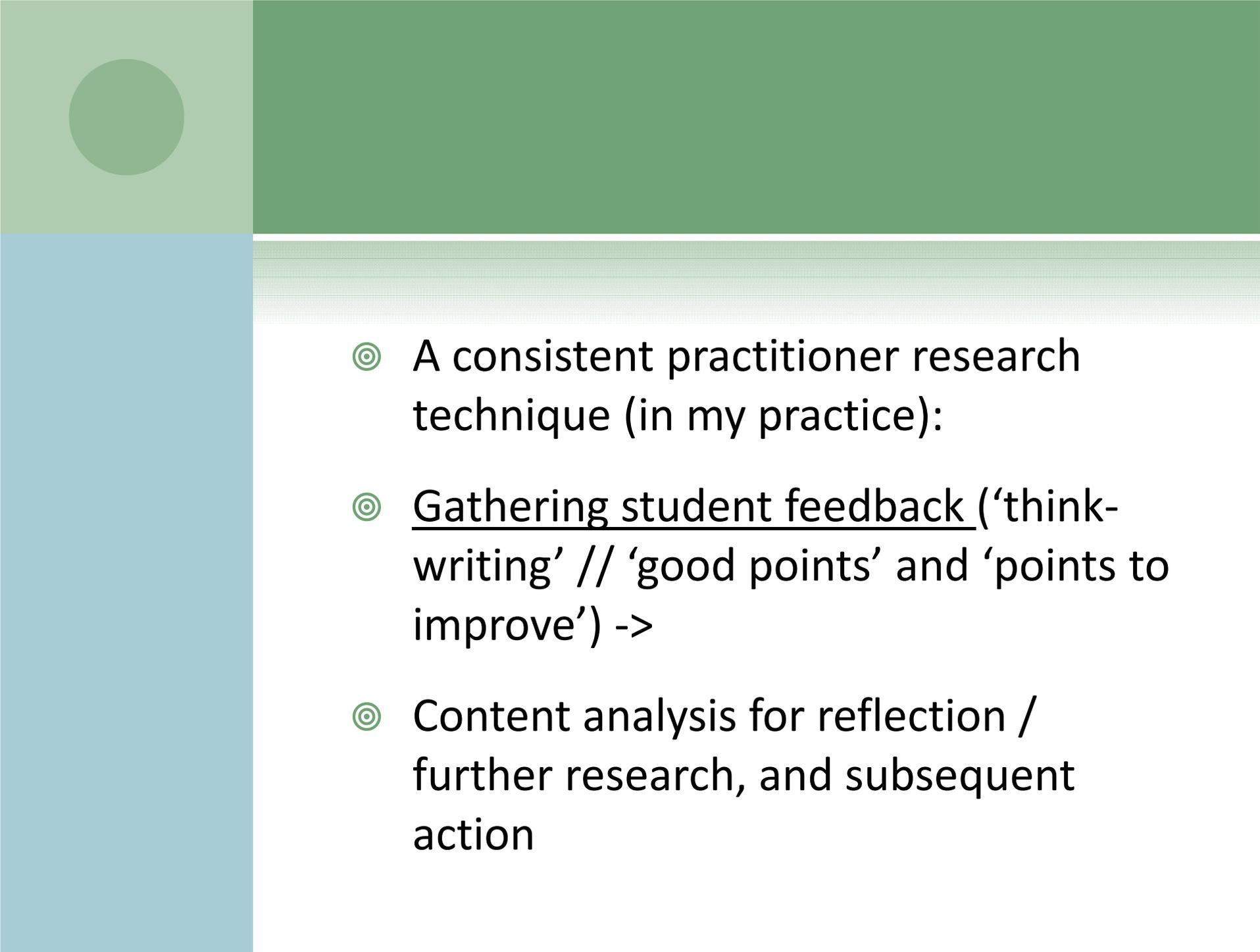
Teacher-learner autonomy: ability to self-direct one's learning as a teacher

(Smith and Erdoğan 2008)



IDEAS ON STUDENT FEEDBACK FROM EXPERIENCE

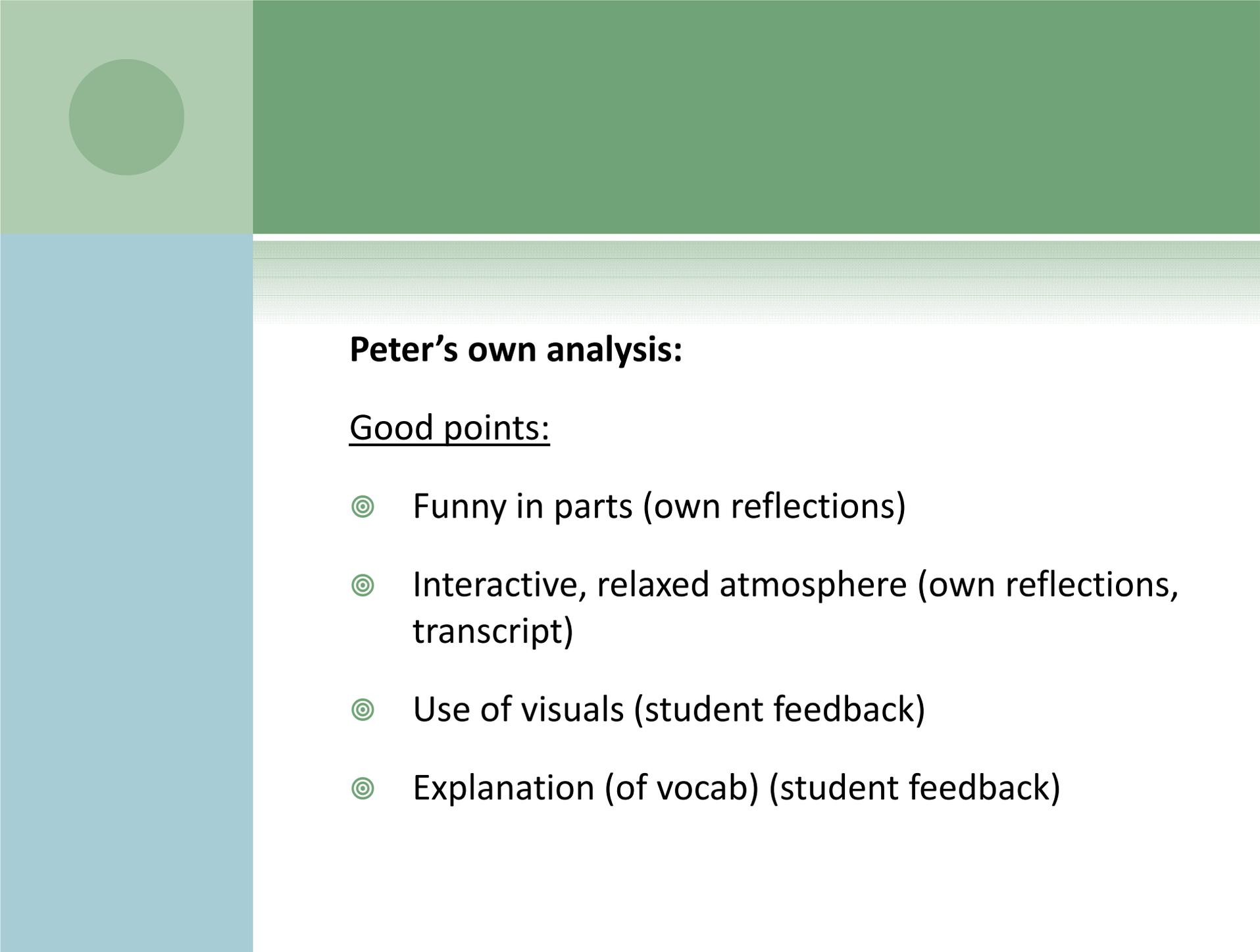
- ③ My personal history - from English teacher to teacher educator
 - ③ Autonomy-oriented practice with students
- > with student-teachers

- 
- ③ A consistent practitioner research technique (in my practice):
 - ③ Gathering student feedback ('think-writing' // 'good points' and 'points to improve') ->
 - ③ Content analysis for reflection / further research, and subsequent action



PETER'S LESSON

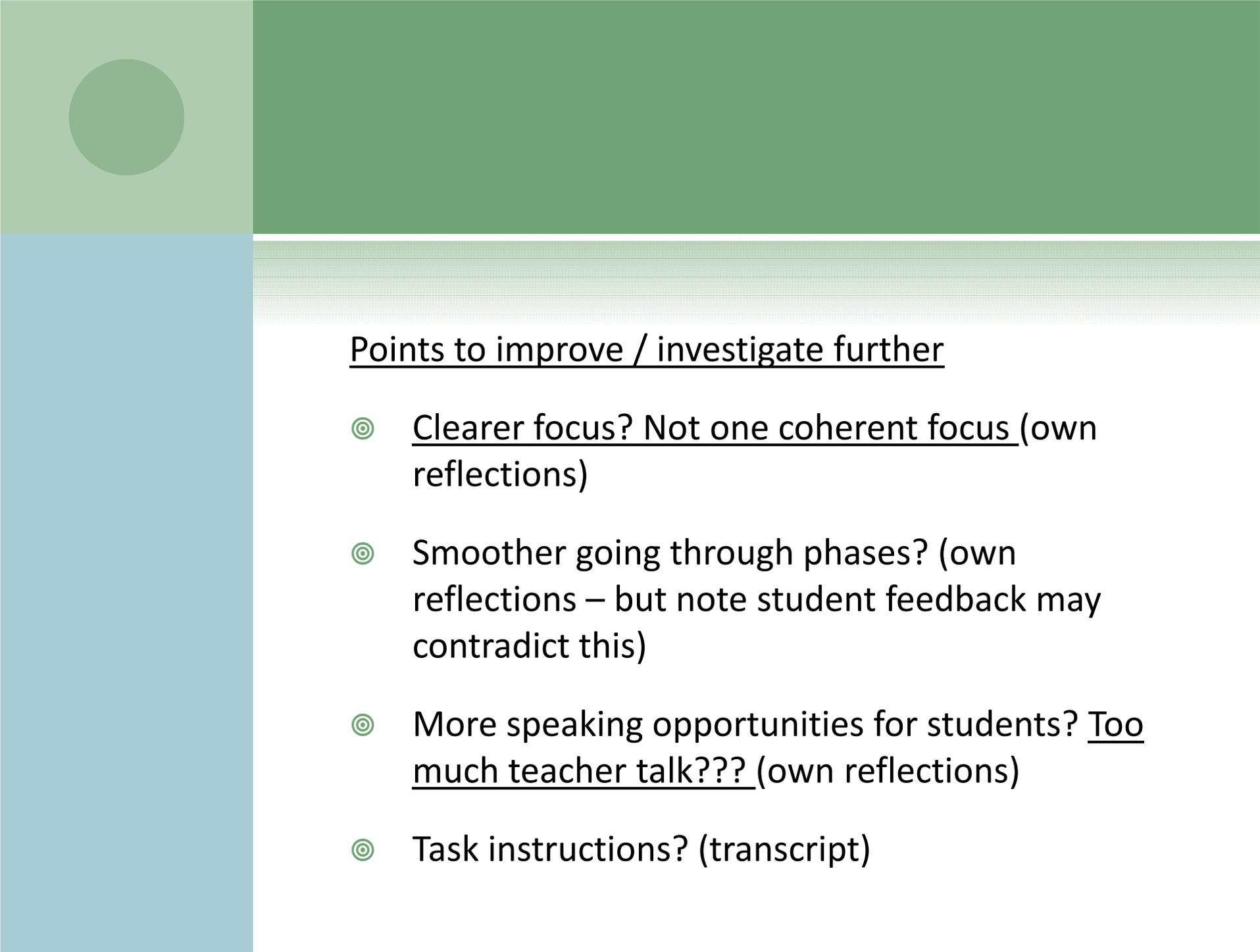
Look at the handout and attempt a 'content analysis' of the feedback given on this lesson.
What themes emerge?



Peter's own analysis:

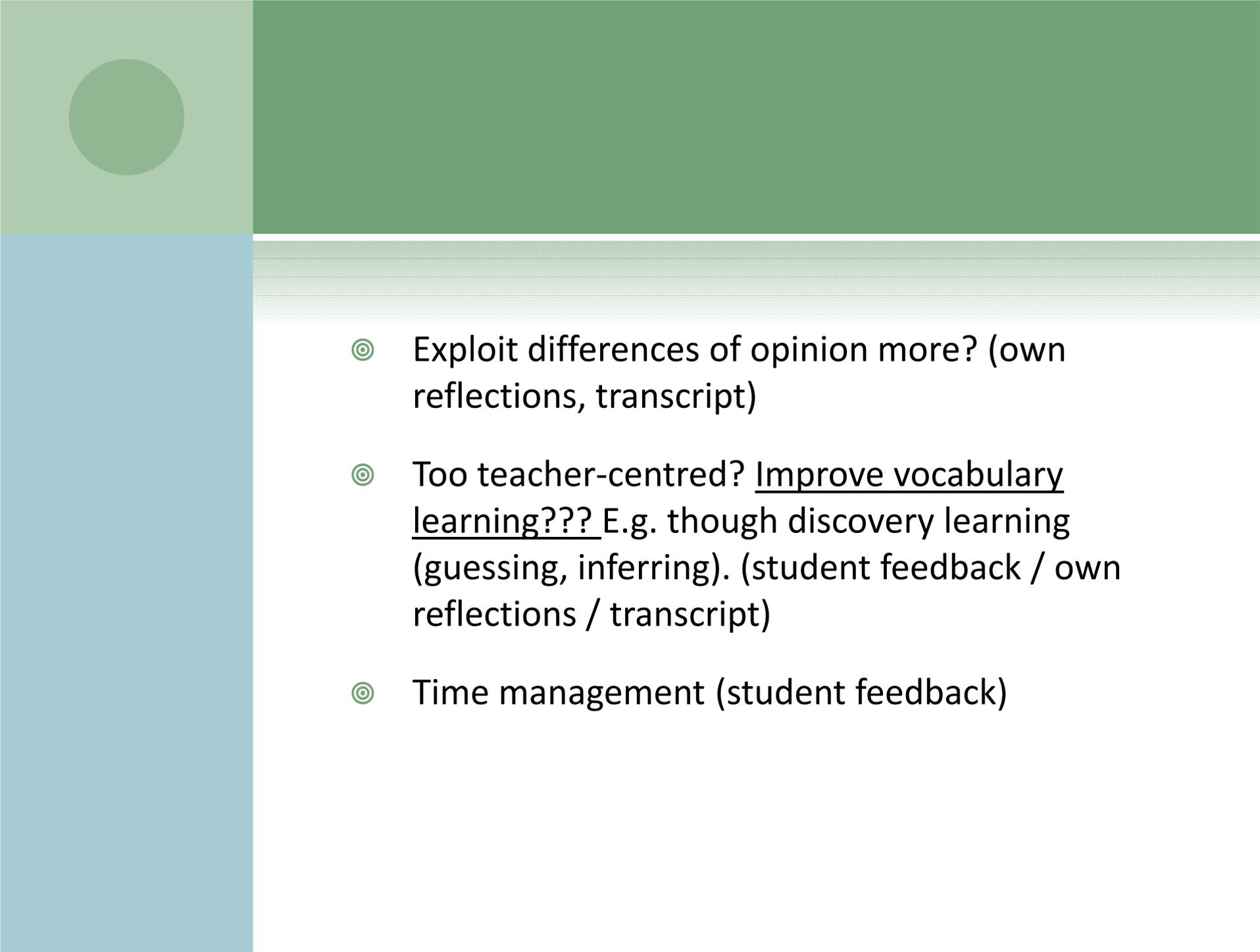
Good points:

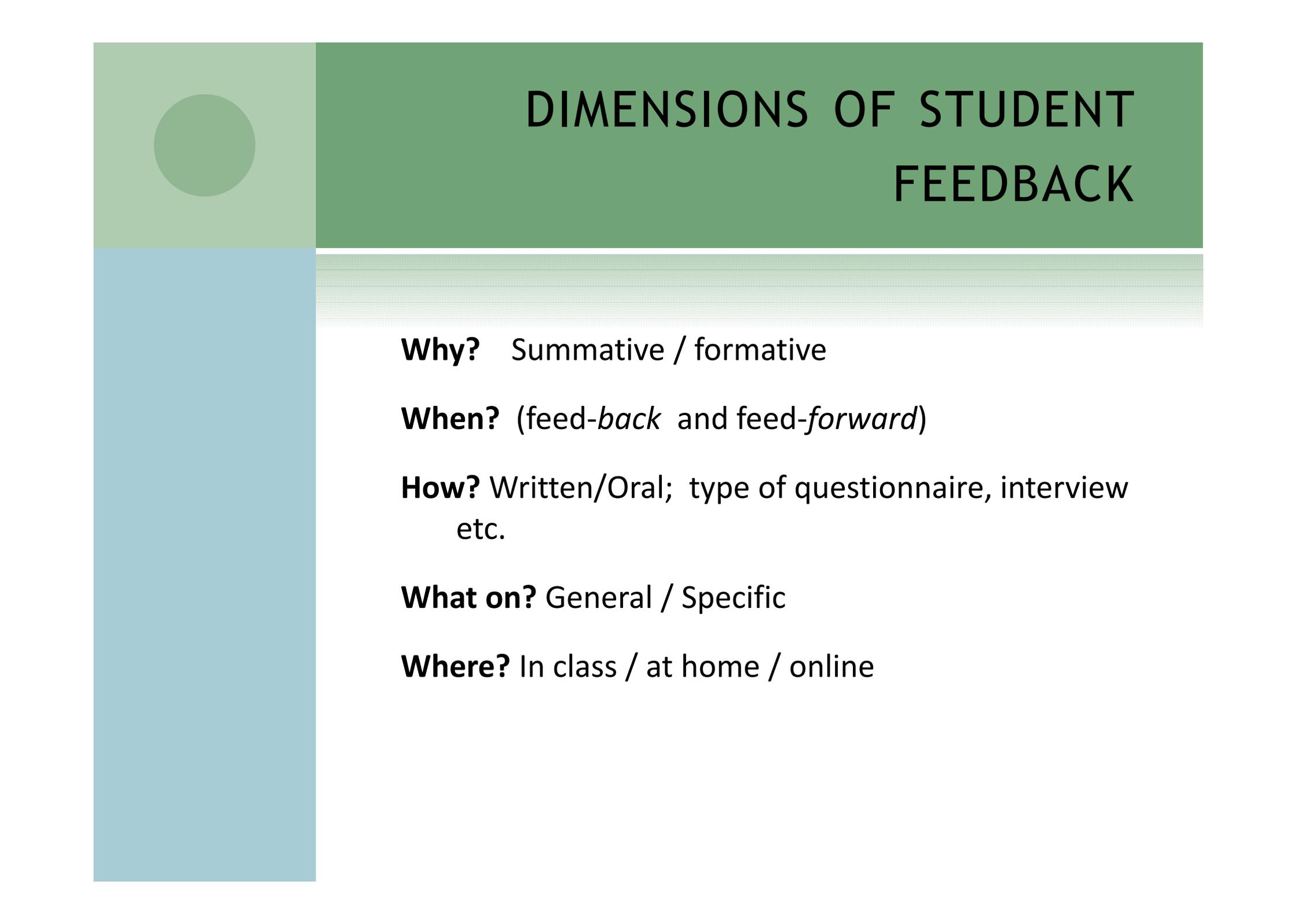
- ◎ Funny in parts (own reflections)
- ◎ Interactive, relaxed atmosphere (own reflections, transcript)
- ◎ Use of visuals (student feedback)
- ◎ Explanation (of vocab) (student feedback)



Points to improve / investigate further

- ③ Clearer focus? Not one coherent focus (own reflections)
- ③ Smoother going through phases? (own reflections – but note student feedback may contradict this)
- ③ More speaking opportunities for students? Too much teacher talk??? (own reflections)
- ③ Task instructions? (transcript)

- 
- ③ Exploit differences of opinion more? (own reflections, transcript)
 - ③ Too teacher-centred? Improve vocabulary learning??? E.g. though discovery learning (guessing, inferring). (student feedback / own reflections / transcript)
 - ③ Time management (student feedback)



DIMENSIONS OF STUDENT FEEDBACK

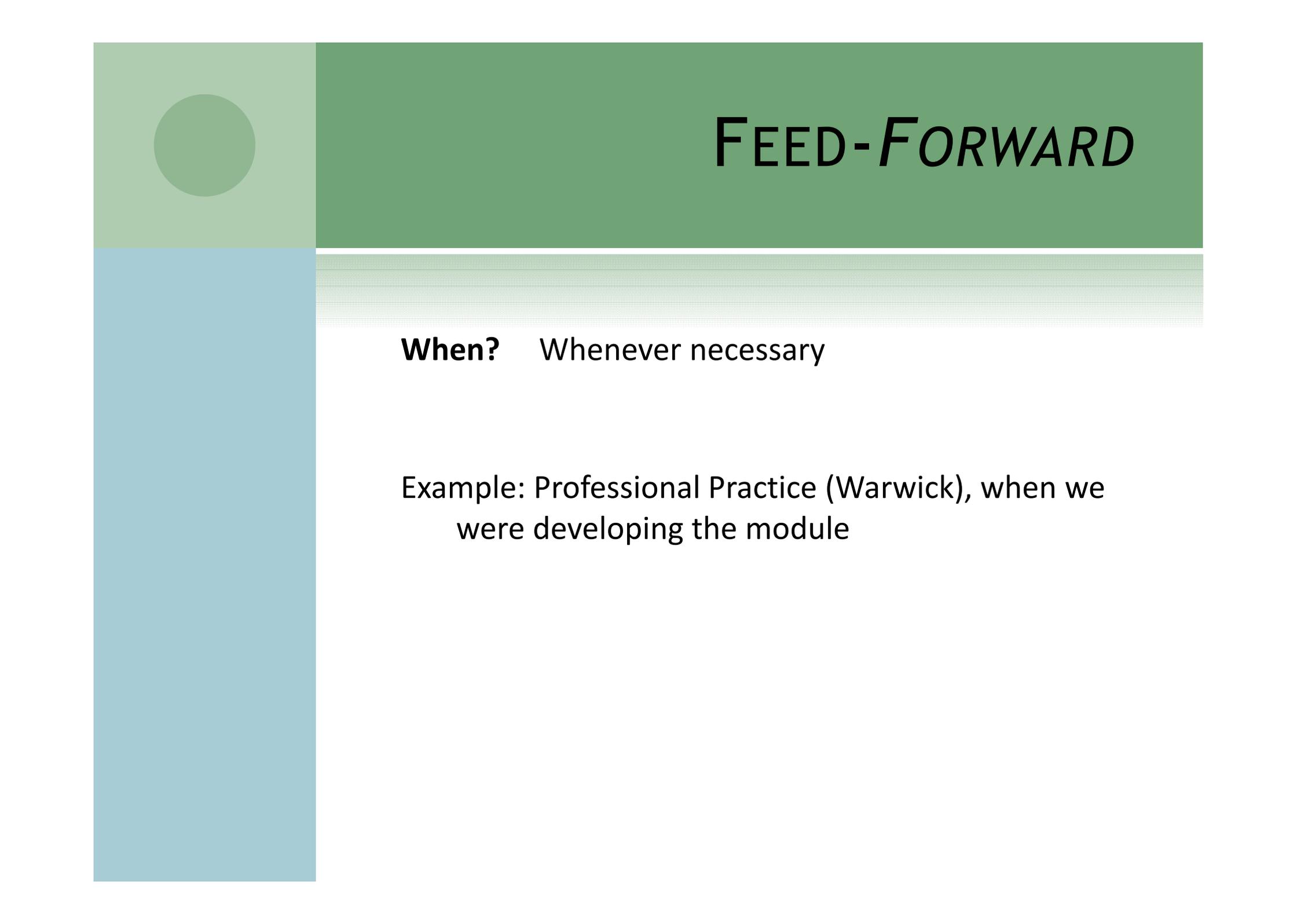
Why? Summative / formative

When? (*feed-back* and *feed-forward*)

How? Written/Oral; type of questionnaire, interview
etc.

What on? General / Specific

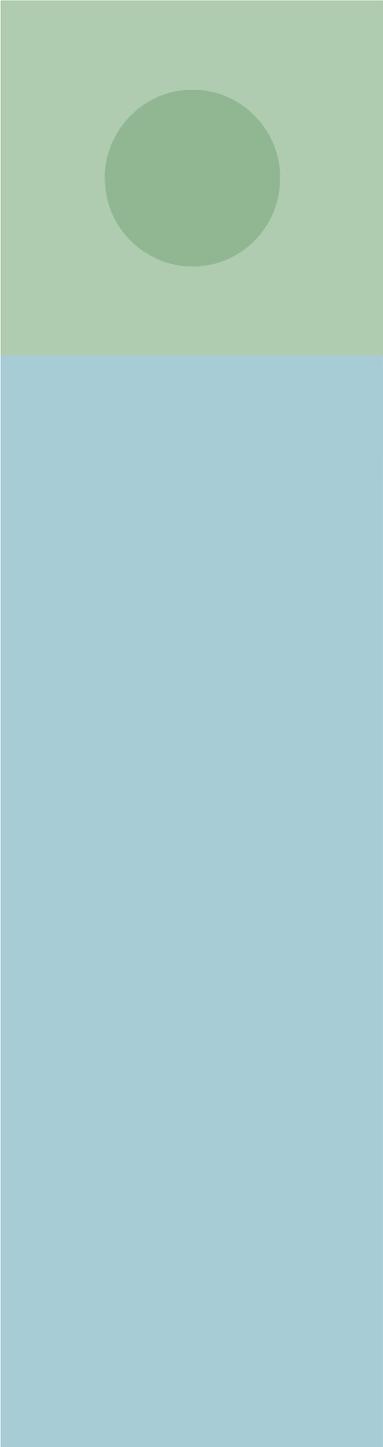
Where? In class / at home / online



FEED-*FORWARD*

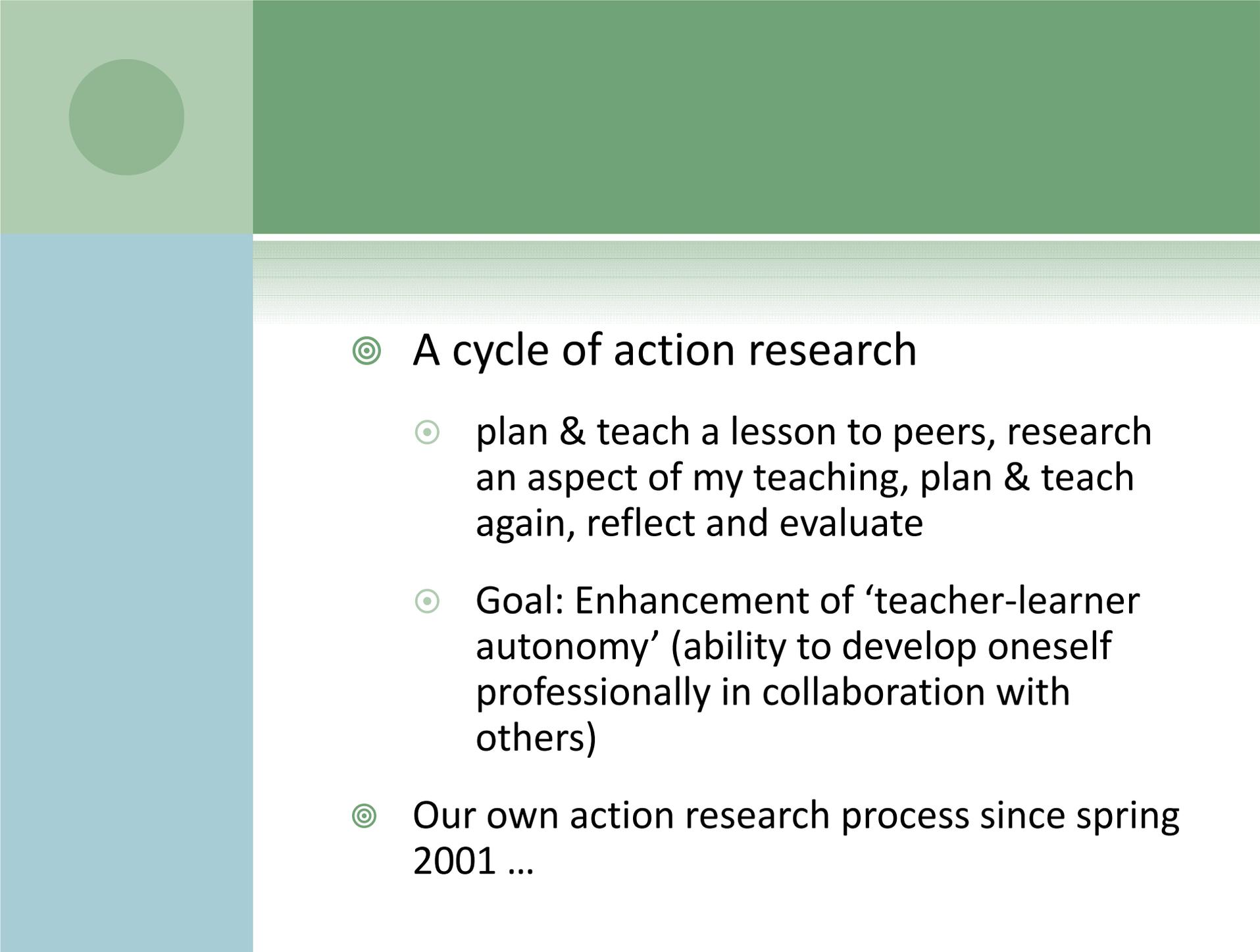
When? Whenever necessary

Example: Professional Practice (Warwick), when we were developing the module



THE 'PROFESSIONAL PRACTICE' MODULE

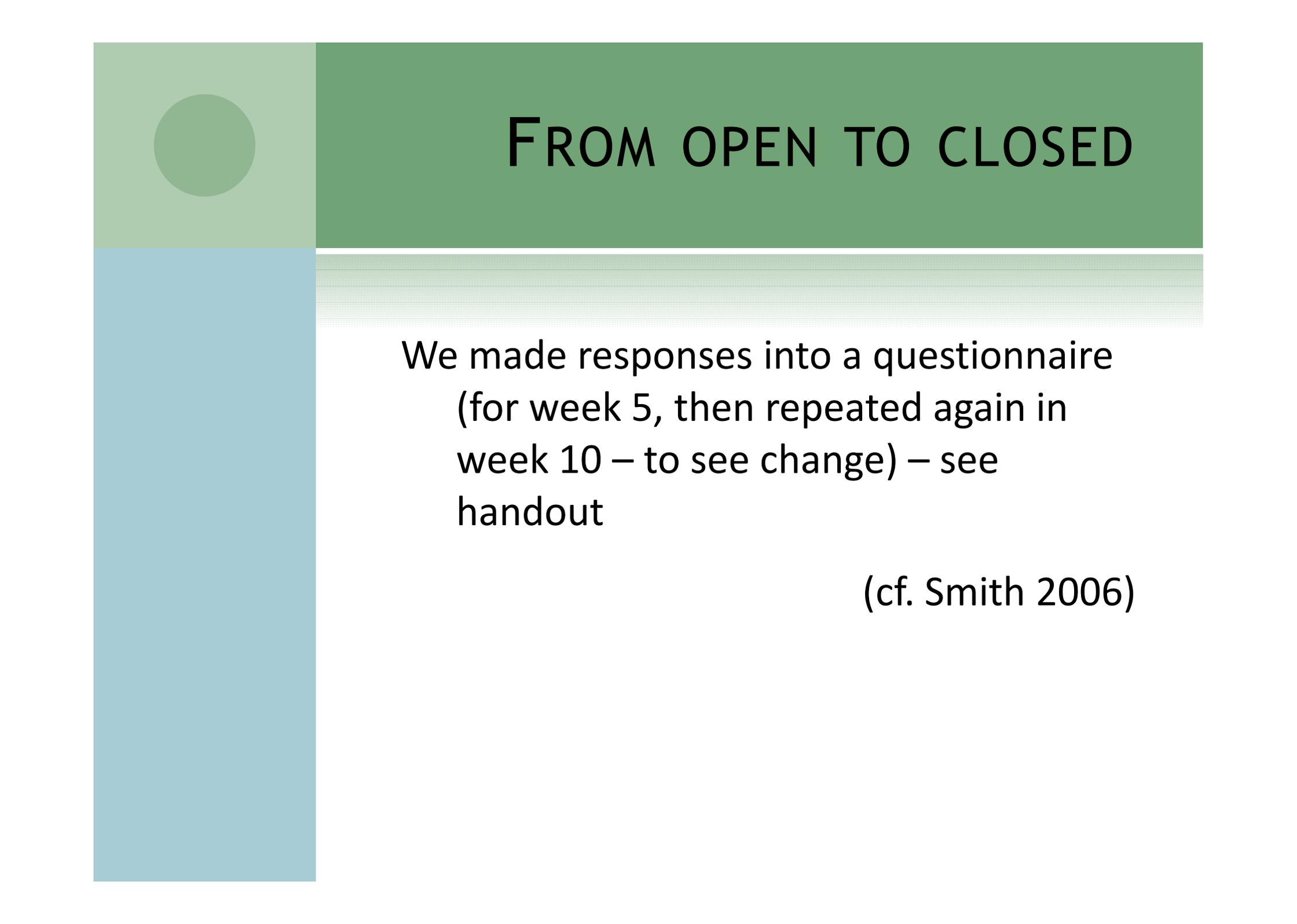
- ◎ MA in English Language Teaching Studies & Methods (ELTSM)
- ◎ Spring term professional practice module (10 weeks)

- 
- ◎ A cycle of action research
 - ◎ plan & teach a lesson to peers, research an aspect of my teaching, plan & teach again, reflect and evaluate
 - ◎ Goal: Enhancement of 'teacher-learner autonomy' (ability to develop oneself professionally in collaboration with others)
 - ◎ Our own action research process since spring 2001 ...



'Feed-forward' helped in the process of
developing this module

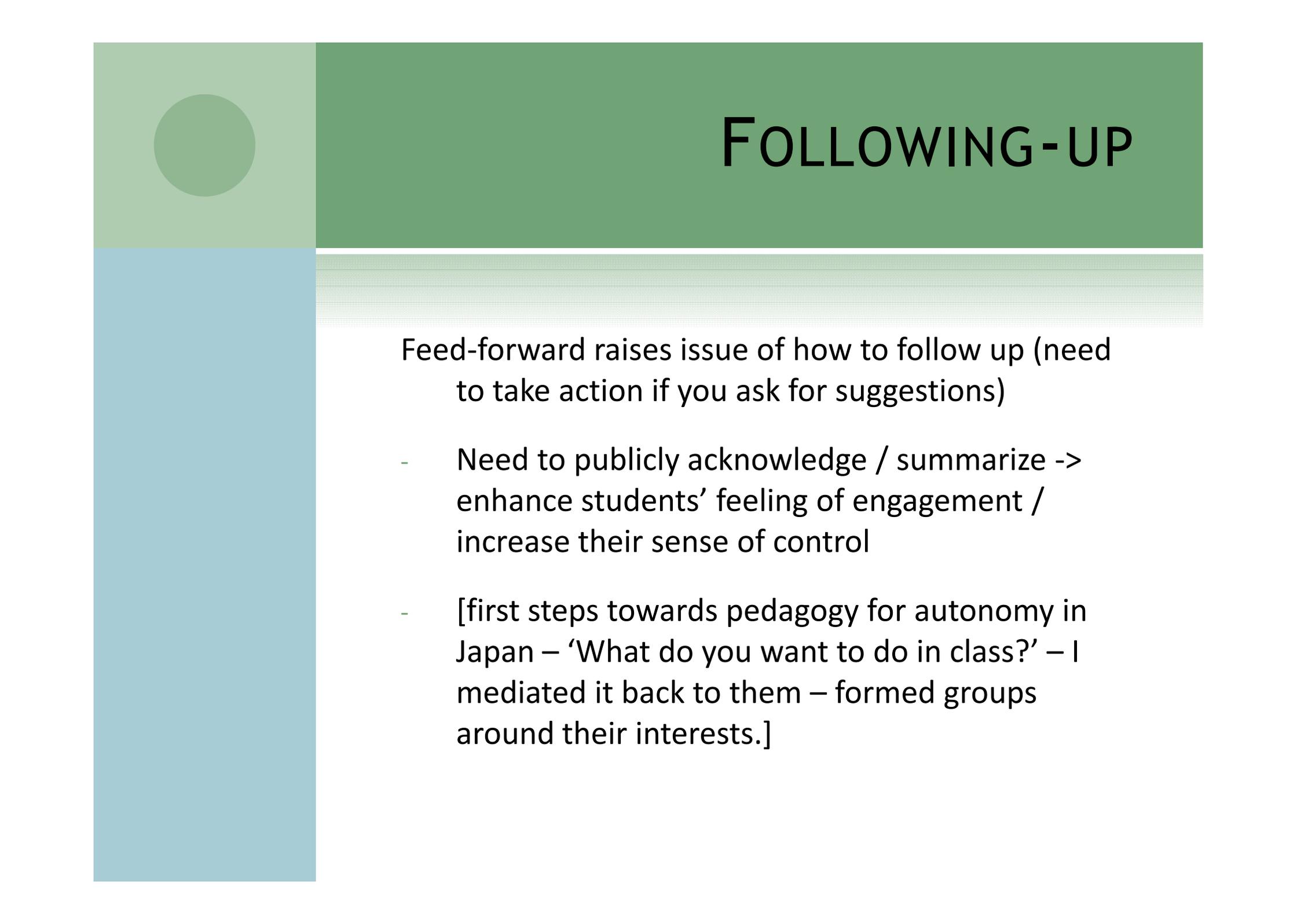
e.g. (week 2, week 4 of PP, 2001) – What
is concerning you about the course?



FROM OPEN TO CLOSED

We made responses into a questionnaire
(for week 5, then repeated again in
week 10 – to see change) – see
handout

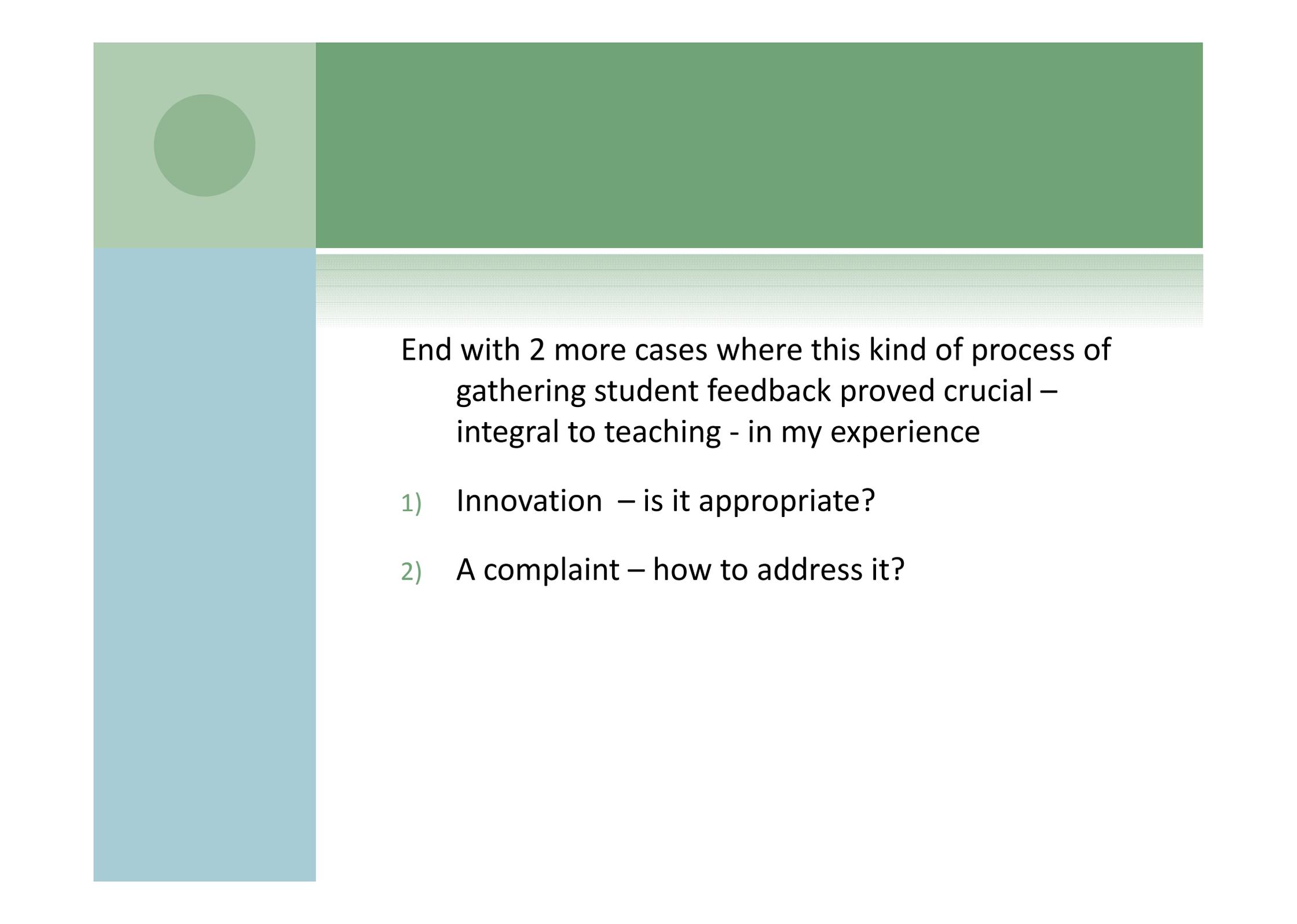
(cf. Smith 2006)



FOLLOWING-UP

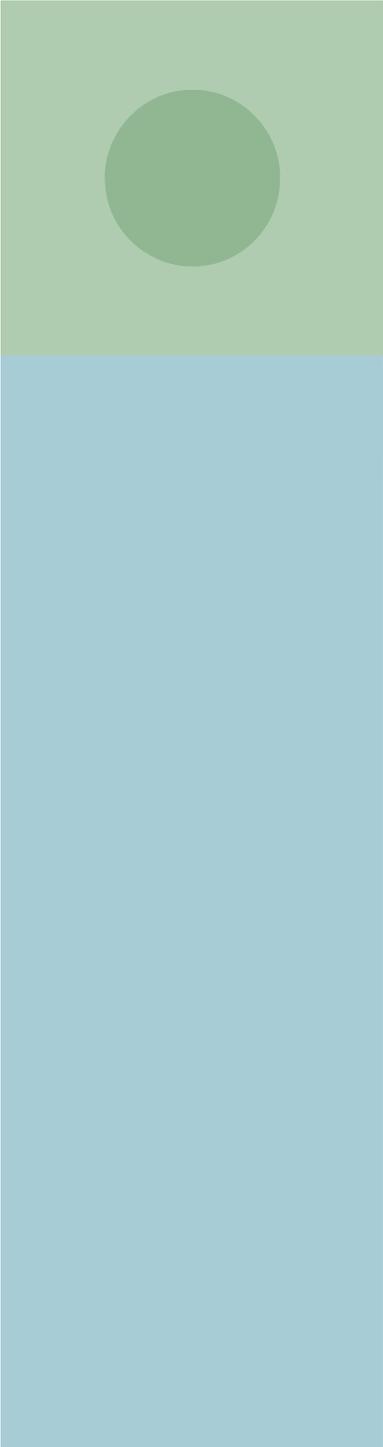
Feed-forward raises issue of how to follow up (need to take action if you ask for suggestions)

- Need to publicly acknowledge / summarize -> enhance students' feeling of engagement / increase their sense of control
- [first steps towards pedagogy for autonomy in Japan – 'What do you want to do in class?' – I mediated it back to them – formed groups around their interests.]



End with 2 more cases where this kind of process of gathering student feedback proved crucial – integral to teaching - in my experience

- 1) Innovation – is it appropriate?
- 2) A complaint – how to address it?



INNOVATION - IS IT APPROPRIATE?

A case: my English teaching in Japan
(1994-1999) (Smith 2003)

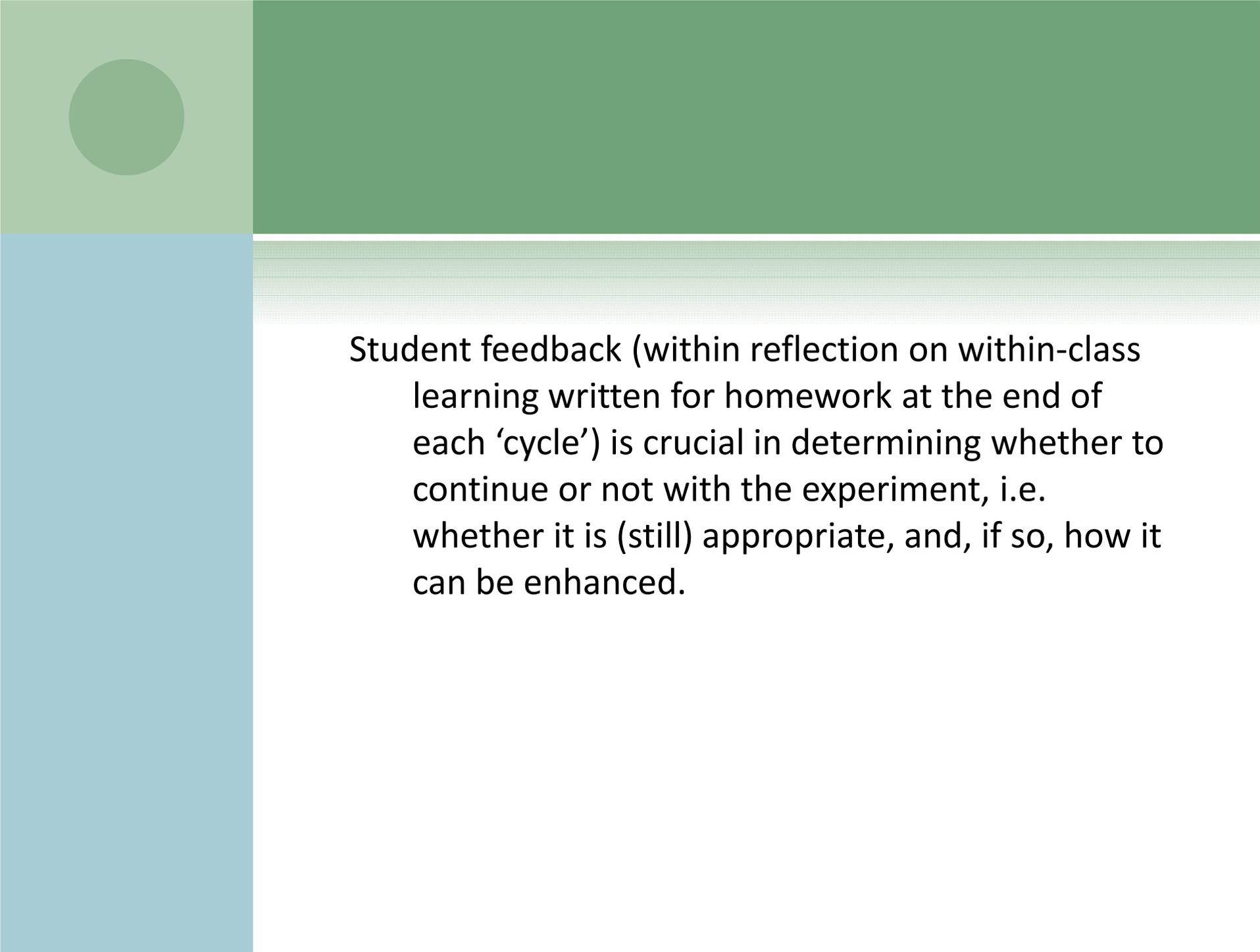
Rapport with + learning about/from students as
a basis

Increasing focus on engaging autonomy
(increasing decision-making by students)

Later, more emphasis also on encouraging
reflection on learning

<i>In the originally designated classroom:</i>	
Topic discussion (4) (they'll discuss 'living alone')	Free conversation (5) (they'll talk about whatever comes into their heads)
Reading/discussion (7) (they copied articles from <i>Newsweek</i> last week, and will discuss them today)	Business English (5) (they'll improvise a sales negotiation)
<i>In the empty classroom next door:</i>	
Debate/discussion (3) (they'll debate the proposition 'Smoking should be banned')	Watch TV drama (7) (they'll help each other to understand an audio-recording one of them made of the video they watched together last week)
<i>In an 'AV' room, some distance away:</i> Movies (9) (they'll continue to watch the movie <i>Seven</i> and then will discuss it)	<i>In my office (where there is a VTR):</i> TV drama (with skit) (9) (they'll share new words and phrases they noted down individually while watching last week, and will write an original skit using these words and phrases).
<i>In the library, or wherever else they want to work (they've arranged to see me at the end of the lesson):</i> Individual writing activities (4)	

Figure 7.2 A 'snapshot' of student-directed classroom activities



Student feedback (within reflection on within-class learning written for homework at the end of each 'cycle') is crucial in determining whether to continue or not with the experiment, i.e. whether it is (still) appropriate, and, if so, how it can be enhanced.

Planning session:

- Students clarify individual learning goals.
- Students share ideas and experiences, and draw up individual plans for out-of-class learning activities.
- Brainstorming of ideas for within-class learning activities; formation of groups.
- Students draw up plans for (individual or group-based) within-class learning activities.

Student-directed learning sessions:

- Student-directed within-class learning (generally group-based).
- Ongoing out-of-class learning.

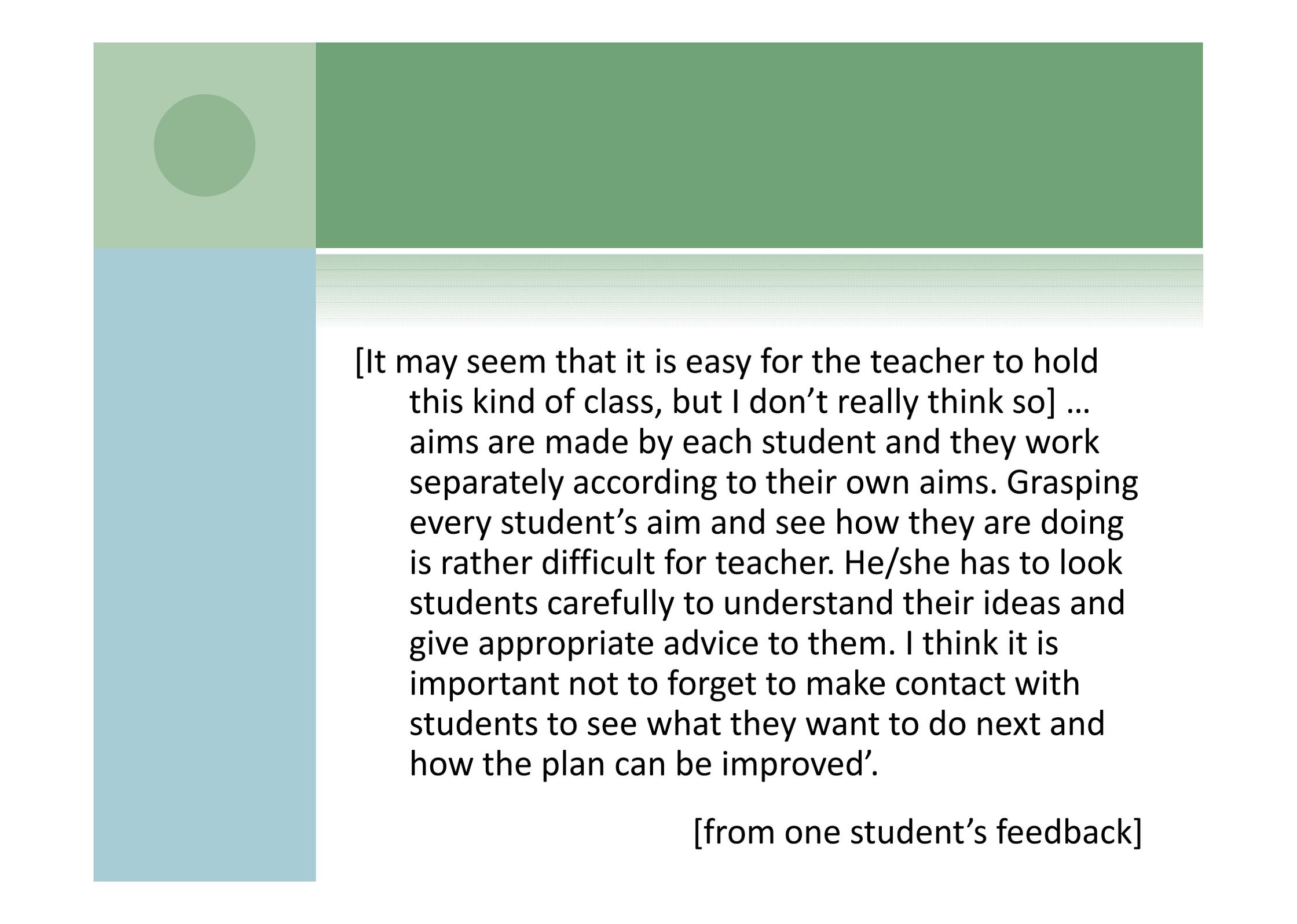
Evaluation session:

- Groups/individuals give presentations on within-class learning.
- Written reflection on out-of-class and within-class learning for homework.



Figure 7.3 A 'student-directed learning cycle'

student feedback and my own developing sense of possibilities and

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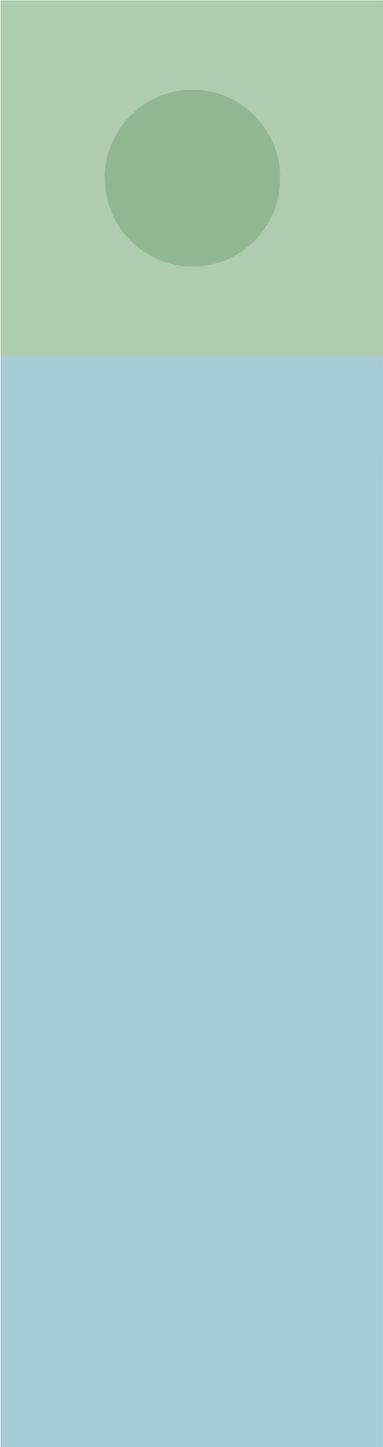
[It may seem that it is easy for the teacher to hold this kind of class, but I don't really think so] ... aims are made by each student and they work separately according to their own aims. Grasping every student's aim and see how they are doing is rather difficult for teacher. He/she has to look students carefully to understand their ideas and give appropriate advice to them. I think it is important not to forget to make contact with students to see what they want to do next and how the plan can be improved'.

[from one student's feedback]



Required teacher roles:

- ⊙ listener
- ⊙ facilitator
- ⊙ adviser
- ⊙ ethnographer
- ⊙ negotiator / mediator
- ⊙ (overall:) action researcher



A COMPLAINT - HOW TO ADDRESS IT?

If you received an anonymous letter like the following, what would/could you do?

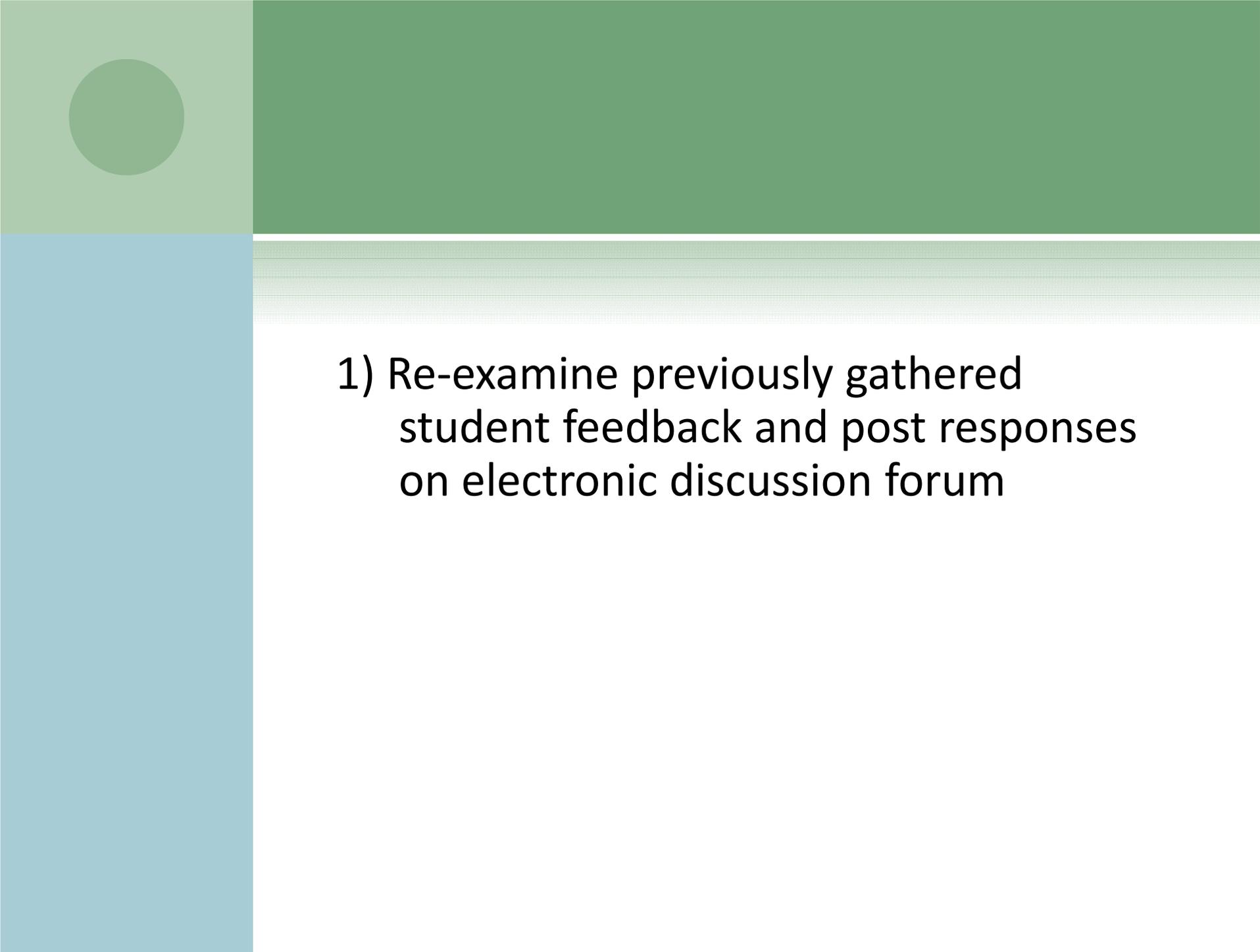
- What are the options?

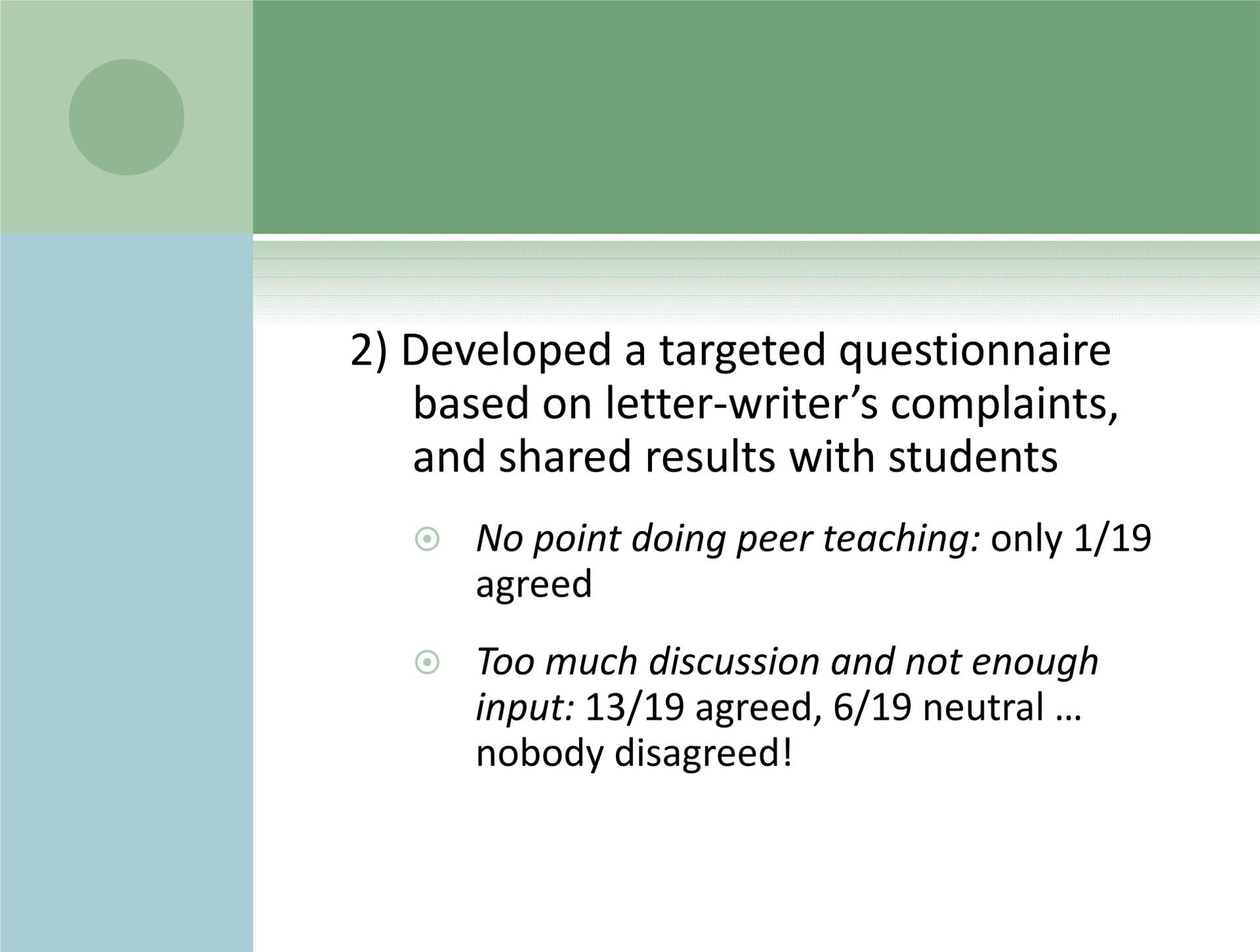


Dear Richard, Ema and Peter

I am one of ELSM student and am writing this letter to say something about our class [...] This is not just my opinion [...] most of students (at least more than half) seems to be dissatisfied [...] The reason is firstly, there are too much discussion rather than input from you. [...] I am not sure what feedback you had from all different student, but I strongly believe that not everybody is honest on that issue, as we don't want to offend against any of you [...]

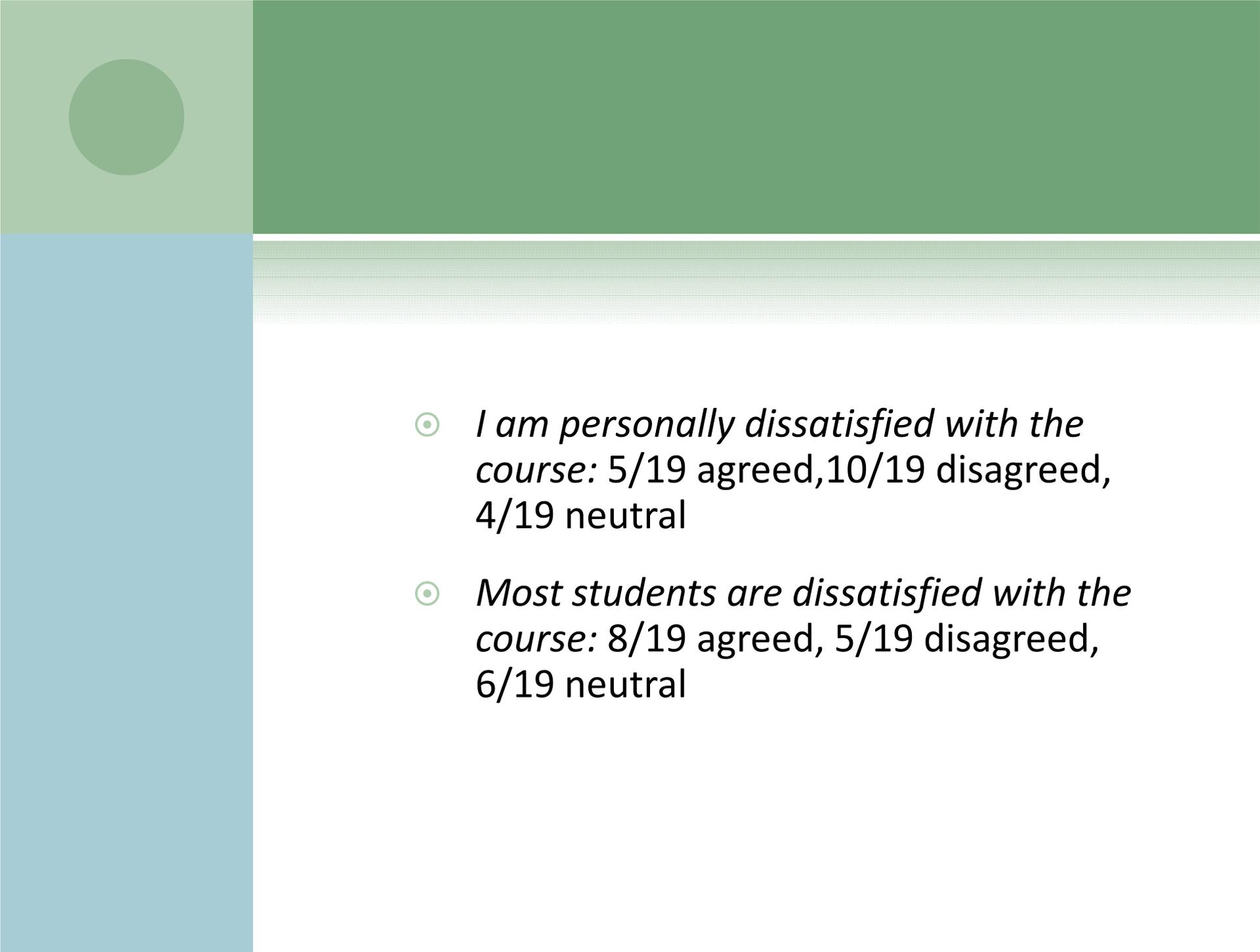
(as reported in Brown, Smith and Ushioda 2007)

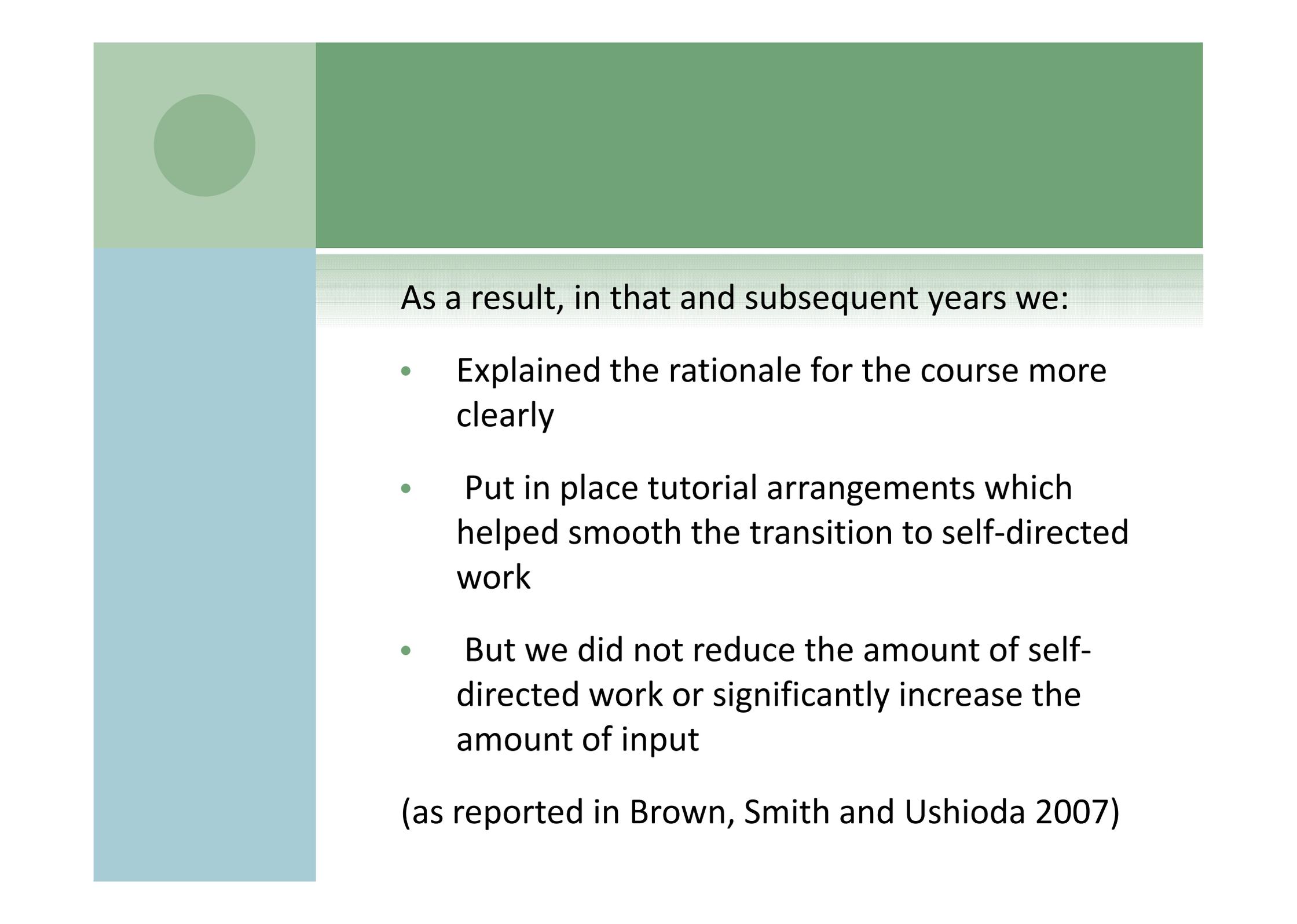
- 
- 1) Re-examine previously gathered student feedback and post responses on electronic discussion forum



2) Developed a targeted questionnaire based on letter-writer's complaints, and shared results with students

- ⊙ *No point doing peer teaching: only 1/19 agreed*
- ⊙ *Too much discussion and not enough input: 13/19 agreed, 6/19 neutral ... nobody disagreed!*

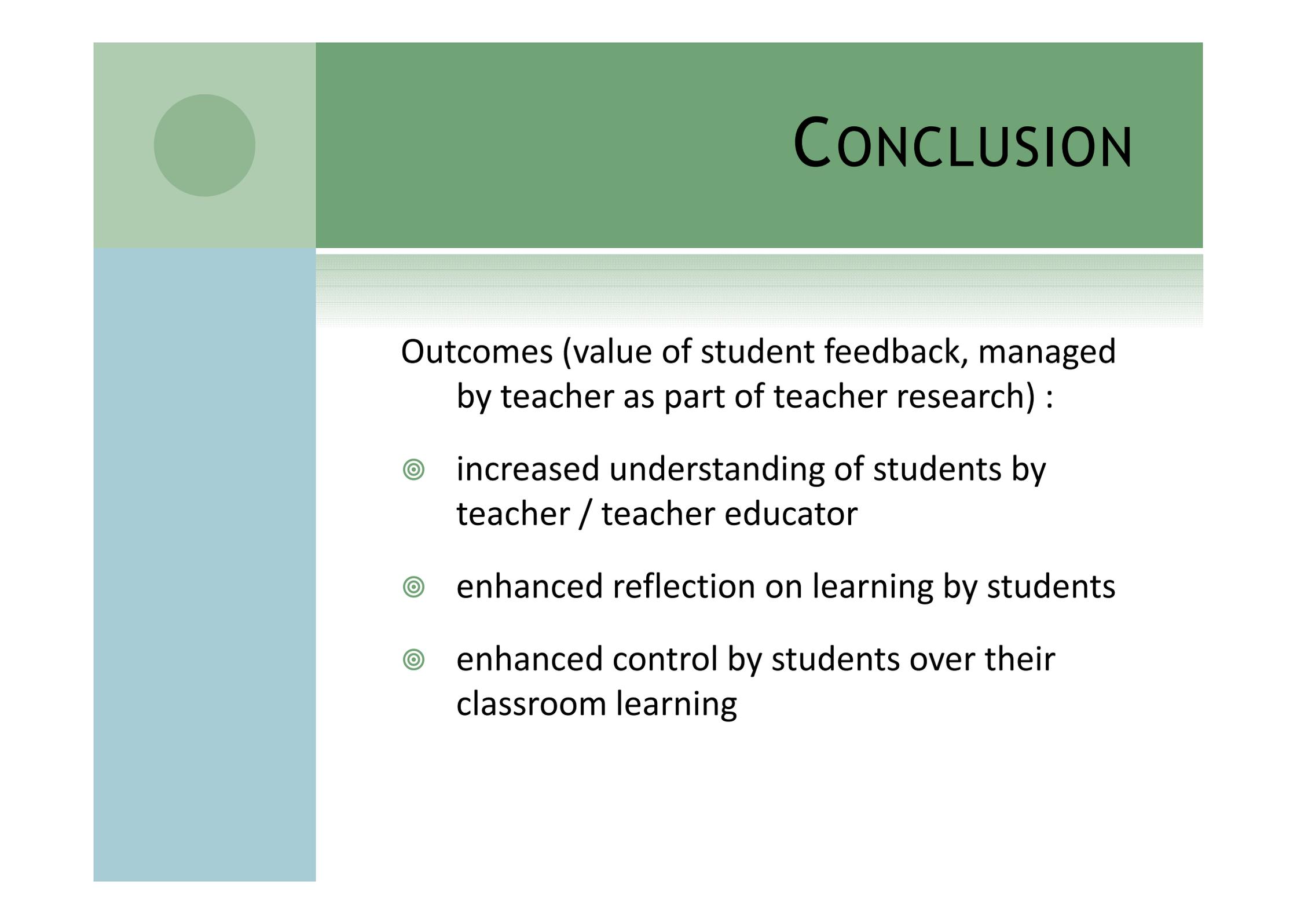
- 
- ⦿ *I am personally dissatisfied with the course: 5/19 agreed, 10/19 disagreed, 4/19 neutral*
 - ⦿ *Most students are dissatisfied with the course: 8/19 agreed, 5/19 disagreed, 6/19 neutral*



As a result, in that and subsequent years we:

- Explained the rationale for the course more clearly
- Put in place tutorial arrangements which helped smooth the transition to self-directed work
- But we did not reduce the amount of self-directed work or significantly increase the amount of input

(as reported in Brown, Smith and Ushioda 2007)



CONCLUSION

Outcomes (value of student feedback, managed by teacher as part of teacher research) :

- ① increased understanding of students by teacher / teacher educator
- ① enhanced reflection on learning by students
- ① enhanced control by students over their classroom learning

Session 2 ('Student feedback, learner (and teacher) autonomy, and teacher research): References

A. Student feedback

Brennan, J. and Williams, R. 2004. *Collecting and Using Student Feedback: A Guide to Good Practice*. York: Learning and Teaching Support Network. Online: http://www.heacademy.ac.uk/assets/documents/resources/resourcedatabase/id352_collecting_and_using_student_feedback_a_guide_to_good_practice.pdf

Swain, H. 2008. 'Student feedback'. *Times Higher Education* 4 February 2008. Online: <http://www.timeshighereducation.co.uk/story.asp?storyCode=400637§ioncode=26>

B. Reports of teacher-research referred to

1. In relation to tertiary level English teaching in Japan (1994+)

- 1) Smith, R. 1998. 'Teacher as learner, students as ... more themselves?', *Independence* 22: 5-9.
- 2) Aoki, N. and Smith, R. 1999. 'Learner autonomy in cultural context: the case of Japan'. In Cotterall, S. and Crabbe, D. (eds) *Learner Autonomy in Language Learning: Defining the Field and Effecting Change*. Frankfurt am Main: Lang.
- 3) Smith, R. 2001. 'Group work for autonomy in Asia: insights from teacher research'. *AILA Review* 15: 70-81
- 4) Smith, R. 2003. 'Pedagogy for autonomy as (becoming-)appropriate methodology'. In Palfreyman, D. and R.C. Smith (eds) *Learner Autonomy across Cultures: Language Education Perspectives*. Basingstoke: Palgrave Macmillan, 129-46.

2. In relation to ELT teacher education in the UK (2000+)

- 5) Smith, R., Alagöz, S., İçmez, S. and Brown, P. 2003. 'Faute de mieux? Simulated action research, from participant perspectives'. In D. Hancioğlu (ed.), *TDTR 5: Teachers Develop Teacher Research* (CD-ROM). Ankara, Turkey: Middle Eastern Technical University. Also available online via http://www2.warwick.ac.uk/fac/soc/al/staff/teaching/smith/smith_r/

- 6) Smith, R. 2005, 'Developing professional autonomy: an action research based MA module and its ongoing evaluation'. *Interactions* 9/2 (Issue 26). Available online via http://www2.warwick.ac.uk/fac/soc/al/staff/teaching/smith/smith_r/
- 7) Smith, R. 2006. 'Developing teacher-learner autonomy: constraints and opportunities in pre-service training', in Bobb-Wolff, L. and Vera Batista, J.L. (eds), *Proceedings of The Canarian Conference on Developing Autonomy in the FL Classroom 2003*. La Laguna, Spain: University of La Laguna. Also available online via http://www2.warwick.ac.uk/fac/soc/al/staff/teaching/smith/smith_r/
- 8) Brown, P., Smith, R. and Ushioda, E. 2007. 'Responding to resistance'. In A. Barfield & S. H. Brown (eds), *Reconstructing Autonomy in Language Education: Inquiry and Innovation*. Basingstoke: Palgrave Macmillan.
- 9) Smith, R. and Erdoğan, S. 2008. 'Teacher-learner autonomy: Programme goals and student-teacher constructs'. In Lamb, T. and Reinders, H. (eds), *Learner and Teacher Autonomy: Concepts, Realities and Responses*. AILA Applied Linguistics Series no. 1. Amsterdam: Benjamins.
- 10) Ushioda, E., Smith, R., Mann, S. and Brown, P. 2011. 'Promoting teacher-learner autonomy through and beyond initial language teacher education'. *Language Teaching* 44/1: 118-121.

STUDENT ASSESSMENT OF TEACHING QUESTIONNAIRE - SPRING 1999-2000

Teacher's Name:		Dept/Course Code:	
Teacher's Code:		Course Size:	
Teaching Room No:		Type of Tuition:	
Event Number:			

Please answer all questions, using a 5 point scale, where 5 is the highest score and 1 the lowest, e.g.
5 = Very Good, 4 = Good, 3 = Satisfactory, 2 = Poor, 1 = Very Poor

Please mark one square per question with a cross, like this X

If a statement does not apply to this teacher or course, please mark the square headed n/a, which means 'not applicable'.

SECTION A - The Teacher

	Very Good...	4	3	2	1	Very Poor
	5					n/a
1 How good is the teacher at stimulating your interest in the subject?	<input type="checkbox"/>					
2 How good is the teacher at explaining the subject matter or ideas?	<input type="checkbox"/>					
3 How good (e.g. sympathetic, responsive) is the teacher's approach to students?	<input type="checkbox"/>					
4 How good is the teacher's coverage of the syllabus?	<input type="checkbox"/>					
5 How good is the teacher's presentation, e.g. is it clear, audible and easy to understand?	<input type="checkbox"/>					
6 Overall, how good is the teacher?	<input type="checkbox"/>					

	Very.....	4	3	2	1	Not At All
	5					n/a
7 How appropriate are the materials, (e.g. books, articles), recommended by the teacher?	<input type="checkbox"/>					
8 How appropriate is the pace at which the teacher has covered the course material?	<input type="checkbox"/>					

SECTION B - The Course

If you have already completed Section B for this course please do not complete this section again.

	Very.....	4	3	2	1	Not At All
	5					n/a
9 How interesting is the course?	<input type="checkbox"/>					
10 How good is the course documentation, e.g. handouts, audio-visual materials, Web-site?	<input type="checkbox"/>					
11 How good is the co-ordination of the course, e.g. lectures, classes, labs/practicals?	<input type="checkbox"/>					
12 Overall, how good is the course?	<input type="checkbox"/>					

Please write any additional comments you wish to make about the teacher or the course on the reverse of this questionnaire. Questionnaires are returned to the Head of Department and the individual teacher after the data have been processed.

Peter's lesson: Good points

- Warm-up activities
- Using OHP to present photos
- Interaction with students by asking questions
- Clearly presenting unknown words through OHP
- Learner-learner interaction: group discussion
- Bringing in teaching of vocab. and grammar through casual conversation (interaction between T-Ss)
- Giving visual aid through writing down the new vocab. (good for visual learners)
- Approachable teacher
- Active classroom atmosphere where everyone is involved
- Motivating for students
- The classroom activities were interesting
- Teacher-learner interaction
- Materials were quite attractive
- Reading practice strengthened students' understanding
- Explained the tasks in detail
- Introduced a photo and caught the students' interest
- Explained in simple words the unknown words
- Friendly, easy-going
- Allowed students to interact with each other
- Positive feedback to students
- Brainstorming about vocabulary to describe a school
- Describing the picture in pairs
- Describing our ideal school in pairs
- Reminding students of the use of 'would be'
- Gap-filling exercise
- Each activity built on the previous activity
- Good at handling the stages of the lesson
- Very interactive
- Provided positive feedback
- Good teaching materials
- Humorous, entertaining
- Warm-up picture (good introduction)
- Enough time for discussion
- Brainstorming
- Easy explanation for difficult words
- Approachable
- Student-centred
- Most of the activities were logically connected with each other
- Vivid visual materials assisted
- Students were encouraged to speak about the topic as much as possible
- Students were actively involved in the interaction as the class developed
- The class atmosphere was relaxing and enjoyable
- Motivating for students
- Using pictures and photos
- Logical
- Interaction between teacher and students
- Different stages of teaching
- The division of the lesson into stages was clear
- He shared his personal experience (real situation)
- The interaction between him and the students was encouraging
- Teaching style: nice, gentle, patient

Points to improve

- Clear focus of the lesson, whether speaking or vocabulary
- No homework
- Not enough time for reading
- Time management
- Need for review of the vocabulary learned today
- Lack of explanations of grammar
- Omission of follow-up questions (no checking of students' understanding)
- Colour rather than black and white photos would be nice
- Pictures for some words would be useful (e.g. graduation gown)
- Final task and teaching words don't match (totally come up with new words)
- Not really comprehensible grammar since learners can't notice structure but only hear it
- The reading activity is not so relevant to the grammar review in the last stage
- Should explain the new words before doing gap-filling
- Give students more time to get familiar with their imagined roles
- Some complicated vocabulary was introduced
- Students need more time to practice (speaking and reading)

Source = Brennan and Williams (2004)

Table 1: A summary of some of the advantages and disadvantages of mechanisms used to gather student feedback		
Mechanism	Advantages	Disadvantages
Questionnaires	<p>Useful for gathering responses on many issues at various levels</p> <p>Inclusive (assuming a census and a good response rate)</p> <p>Can provide quantitative and qualitative information</p> <p>Depending on the degree of standardisation, can provide comparisons and trends</p> <p>Does not require a great deal of time commitment from individual students</p>	<p>Need for some specialist skills (e.g. in questionnaire design and analysis)</p> <p>Tend to be 'ex post'</p> <p>Frequency and number may induce questionnaire fatigue</p> <p>Response rates may be low</p> <p>May be costly in terms of time spent on analysis</p> <p>Students may not get information on results and any actions taken</p> <p>Actions may not get taken</p> <p>Can become ritualistic</p>
Student representatives/staff student liaison committees	<p>Provides a means of on-going formal dialogue between staff and students</p> <p>Can provide student input of a 'feed forward' nature</p> <p>Good opportunities for dialogue and testing out ideas</p> <p>Actions can be taken immediately or relatively quickly</p> <p>Provides personal development opportunities for students</p>	<p>Possible lack of motivation and participation by students</p> <p>Representatives may be unrepresentative</p> <p>Representatives may not be visible to the student population they represent</p> <p>Lack of opportunity for representatives to communicate with the student population</p> <p>Time taken to ensure that representatives are effectively trained in the necessary skills</p>

Mechanism	Advantages	Disadvantages
Discussion groups	<p>Useful for engaging students in dialogue and highlighting issues of concern</p> <p>Can provide a rich source of information</p> <p>Good opportunities for dialogue and testing out ideas</p> <p>Enables exploration of an issue(s) in depth</p> <p>Facilitator can be neutral</p>	<p>May be resource intensive (in terms of student/staff time, analysis and interpretation of results)</p> <p>The student group may not be representative of the student population</p> <p>May be intimidating for some students</p> <p>Vocal students may dominate discussion</p> <p>Compromises student anonymity and confidentiality</p> <p>Requires specialist input to secure effective facilitation and discussion</p>
Lecture/seminar	<p>Can find out immediately how things are going</p> <p>(Some) problems can be dealt with immediately</p>	<p>May be intimidating for some students</p> <p>Vocal students may dominate discussion</p> <p>Compromises student anonymity and confidentiality</p>
Tutorial	<p>Useful for more personal exchanges of views on the student's experience</p> <p>Can find out immediately how things are going</p> <p>(Some) problems can be dealt with immediately</p> <p>Sensitive issues can be discussed confidentially</p>	<p>Anecdotal – does not provide hard data</p> <p>Resource intensive</p>
Informal	<p>Useful for more personal exchanges of views on the student's experience</p> <p>Can find out immediately how things are going</p> <p>(Some) problems can be dealt with immediately</p> <p>Sensitive issues can be discussed confidentially</p> <p>Provides a means of on-going informal dialogue between staff and students</p>	<p>Anecdotal</p>

UNIVERSITY OF WARWICK
CENTRE FOR ENGLISH LANGUAGE TEACHER EDUCATION

MA IN ELSM PROFESSIONAL PRACTICE: COURSE EVALUATION [Results]

[. . .]

Your general opinions of the Professional Practice Course

Read each of the following statements carefully and put an (X) to indicate your agreement or disagreement on a scale of 1 – 5 as follows:

- 1 strongly agree
- 2 agree
- 3 neutral (neither agree nor disagree)
- 4 disagree
- 5 strongly disagree

[End-of-course (week 10) evaluation questionnaires were received from 25 out of 31 course participants. Only items receiving scores of 19+ in agreement (agree and strongly agree combined) or 19+ in disagreement (disagree and strongly disagree combined) are listed below, together with scores]

		1	2	3	4	5
1	I feel I benefited and learnt a lot from this course	10	12	2	0	0
2	I found the course challenging and interesting.	9	11	5	0	0
3						
4						
5						
6						
7						
8	When I was confused the tutors supported me with their reflections and feedback.	5	15	4	0	0
9						
10						
11	I have doubts about the usefulness of self-evaluation of teaching	0	1	5	14	5
12	This course has taught me how to reflect both on my own and others' teaching.	12	12	1	0	0
13	I am able to better identify my strengths and weaknesses as a result of the course.	8	12	4	0	0
14						
15						
16	I gained a deeper understanding of many areas of classroom teaching	6	18	0	0	0
17						
18	I know better now how to plan lessons	6	19	0	0	0
19	I've learned how to put theories into practice in an actual teaching situation	3	18	4	0	0
20						
21						
22	The experience of repeating my peer-teaching was valuable	6	15	4	0	0

23	The experience of reflecting on my own teaching was a valuable one	10	13	2	0	0
24						
25	Now I am more confident about my ability to find answers the questions I have in my mind about teaching	3	17	4	1	0
26						
27						
28	Peer-teaching was a good way to link theory to practice	11	13	1	0	0
29	I know better how to evaluate myself as a teacher now	10	14	1	0	0
30	Basically, I'm happy with this 'action research project'	8	15	2	0	0
31	I understand the importance and effectiveness of this 'action research project'	9	13	3	0	0
32	I would have preferred not to have any peer-teaching in this course	0	1	3	12	9
33						
34						
35	I am worried about getting a good mark for the assignment	5	14	3	3	0
36						
37						
38						
39	The peer-teaching experience was so different from a real teaching experience that I feel I learned little from it	0	1	4	18	2
40	In this course we were given a structure for own development and the most important thing was our own participation	7	15	1	2	0
41	Reflection on teaching is important to explore our strengths and weaknesses	12	13	0	0	0
42						
43						
44	I learned the importance for teachers of getting feedback from students	7	16	2	0	0
45						
46						
47						
48						
49	This course required hard work and commitment	10	13	1	1	0
50	This course helped me improve my teaching abilities	7	17	1	0	0
51	This course provided us with strategies for learning how to be a teacher	11	10	3	0	0
52	This course developed my self-awareness and ability to reflect on my way of teaching	12	13	0	0	0
53						
54	I've learned that answers to questions about teaching are based on experience as well as theory	12	12	1	0	0
55	I believe that I became more critical and self-critical as a result of this course	10	15	0	0	0
56	I enjoyed investigating an area which was of direct relevance to my own teaching	8	14	3	0	0
57	I learned a lot from interviewing other teachers	8	12	3	1	0
58						
59						
60	Even though I did not teach 'real' students, what I learned will be useful for my future teaching	12	12	1	0	0
61	I was unwilling to be evaluated by my peers	0	2	2	14	7
62	I discovered things that I did not expect about my teaching	8	16	1	0	0

63						
64						
65	I enjoyed finding out things that I wanted to find out	8	12	4	0	0
66						
67	This course developed my ability to reflect critically on practice	7	17	1	0	0
68	This course enhanced my ability to develop appropriate skills, knowledge and attitudes for myself as a teacher, in cooperation with others	7	17	1	0	0
69	This course taught me to rely on my own resources in developing myself as a teacher	6	17	1	1	0
70						
71	This course will be useful for my future teaching	9	14	2	0	0
72						
73						
74						
75						

B) Your comments, criticisms and suggestions

1) Please state the one thing you liked most about the course:

2) Please state the one most important thing you learned from the course:

3) Please state the one most difficult thing about the course for you:

4) Please state one thing you did not like about the course and suggest how that thing could be improved

5) Please add any further comments for future development of this course
