

PART A

1. Which aspects of the INSET did you find most useful?

- I1: Refining the research questions. This necessitated our really discussing exactly what it was we were interested in & reading around the subject to help us decide what we were meant by student silence
- I2: Being able to go through the whole research process was very useful. Rather than reading things on 'how to do research', we went through the stages and had the chance to practice the each step. Now I am more confident to do my own research on something I want to know more about.
It made me think about my classroom atmosphere. I realized/ remembered how important it is to make students/participants feel relaxed in a learning environment. I will do my best to help them feel the way I felt during the inset. I think, sometimes I can be too demanding and tend to create stress.
- I3: Practical input & hands-on experience. Forming research questions, Preparing questionnaires. Receiving and giving feedback on each other's survey questions. The supportive, positive atmosphere
- I4: Getting feedback on and revising our questionnaire. Reading about other people's research and discussing it with others
- I5: Having a chance to do a mini-research. it was very creative in terms of thinking about and exploring new ideas especially when preparing the survey questions. The sessions catered for both left and right-brained learners.
- I6: Looking at quantitative and qualitative research studies. Looking at how qualitative and small research studies can be useful, learning or hearing that research does not have to be large scale quantitative on design to be published or presented. Also doing a research study ourselves and looking at different types of questions/tools and getting feedback on those from Deniz and other INSET participants.
- I7: The opportunity to do (versus just talking about it) a mini-research project- going through all the stages, working with colleagues and getting feedback as we went along.
Especially useful was looking at the design of the research questions themselves (what was necessary for an effective research question) and then examining the different types of questions which can be used in a survey. Designing a survey using the different question formats and then getting feedback on them was a valuable learning experience. It was also useful to be introduced to Survey Monkey.
Doing the survey with my students was, of course, very helpful to get their point of view. Knowing that the overwhelming majority of students appreciate having the chance to prepare vocabulary before the lesson has encouraged me to develop more tasks related to this- so I can say that the INSET has had a positive influence on my teaching.
I found the readings also very useful- it was good to see other examples of research projects, how others went about collecting, recording, analyzing data etc.
- I8: Having a chance to design a learner-based research after getting enough input on how to write survey questions is what I found most useful and motivating. Having discussions and giving feedback to each other's surveys were very beneficial since we had a chance to see different forms of questions and surveys.
- I9: The 8 weeks provided a space in which to intensively brainstorm ideas and possibilities for research. Somehow I finally managed to find out what I am most interested in researching – for myself (and my students) rather than for some imagined future audience. I really liked the ideas

n:15

of integrating data collection tools into classroom activities and of involving students in research and sharing results with them.

I have now started a Postgraduate Diploma in Online and Distance Education through the Open University Institute of Educational Technology, so I am taking this INSET further as long as I have the momentum. I am already finding, through participation in my online “research community”, that the mindset promoted on this course seems to be rather unique, and this intrigues me.

I10: The selected articles were all relevant and beneficial in providing us the basics of qualitative research. The final mini-research activity we carried out in groups gave us the opportunity to put theory into practice. I specifically benefited from the process of exchanging feedback with other participants on the surveys. Also learning how to write proper survey questions and getting to grips with Survey Monkey software were significant gains of the Inset.

I11: Working with others, seeing how it was possible to approach a taste in a way other than I would usually choose to do.

I12: I think INSET gave me an insight on how to explore different re-search techniques and the possible areas. I used to think that doing research is a long process and involves several steps which are very time consuming. However, doing this program have made me realize that, I can actually do research on anything and everything. Even small amount of data would be enough to initiate my research. Learning about Survey Monkey was another useful thing which I found out during the INSET program.

I13: Design features for research, learning to write assumption-free research questions, creating group research questions, learning about various design tools, reading interesting research articles, diary tasks (which fit very well with the sessions in terms of motivation and creativity) and all reflective tasks that made us really think.

I14: Research design, research questions and tools: Now, I have a too much better idea about where to start and what to do.

Examples of small-scale research (small presentations by Denise, Sharon etc.): These presentations were very inspiring. I wanted to start a research project myself after the presentation.

I15: Data collection stages. Creating surveys, analyzing the surveys created by other groups. It was useful to look at how a question can be worded differently, at how particular wordings can yield more results. Starting a research project with colleagues.

2. Which aspects of the INSET did you find less useful?

I1: Having sessions on a Friday afternoon when I was tired. Everything else served a definite purpose.

I2: Everything was great for me. I wish we could complete the whole process: Giving presentations/writing an article on our research question- with a reasonable deadline-6-12 months???

I3: I don't remember anything that wasn't useful.

I4: The exercise on research tools – without a definition beforehand, I was stabbing in the dark rather. The consideration of the reflection-action-feedback relationship, when it is a circular and simultaneous interaction.

I5: Looking at each other's survey questions and giving feedback accordingly to each other was not that useful. It was good to hear colleagues' ideas about our own questions, but later it turned out that the questions needed more correction.

I6: I am not really convinced of the usefulness or the rationale behind (maybe this was explained but I have forgotten!) diary tasks.

n:15

I17: All of it was thought-provoking- even if I was sometimes lacking in creativity for the diary tasks.

I18: Calling it as “less useful” would be a wrong comment but for me the idea of mini-diaries was not very clear. It was really enjoyable to stop at a point in the session to write down a few things in our diaries mostly about ourselves (like a self-reflection). Knowing that nobody would see our diary gave a very positive aspect to the activity, it turned out to be a kind of therapy for me. However, I felt there was something missing related to the activity, maybe a kind of link to the things we did in the sessions.

I19: Diary tasks – this answer is ironic here, as I think “a” diary is a good idea and I’m trying it out with students this semester for reflective learning tasks, so thanks for the idea. I mean the “tasks” - I just found that when asked to write about myself in that way, I had nothing (interesting/useful) to say. But that’s how I feel now. One thing I know to be true about a diary is that when you reread it sometime later, all kinds of insights come to the fore. I wish we could have had another session on data analysis, how to pull it all together, how to avoid (potential) charges of selecting the data to suit what the researcher wants to show. Maybe some reading references that point to specific techniques would have helped me.

I10: Although the Inset helped us to initiate qualitative research and touched upon the issues of data and learning, I personally do not feel secure enough to go ahead and publish my findings as I don't feel I have had enough experience in the actual process of making sense of the data received. Therefore maybe the last, data analysis, part of the Inset could be expanded with sample exercises on interpreting data and formatting the output of a research properly for publishing purposes.

I11: I was very pleased overall, no aspects spring to mind.

I12: I thought maybe it could have been better if you had given feedback on our research questions. I know it would be very difficult to give feedback for all the groups’ questions but maybe an overall feedback could have been given for our questions. I don’t know about the practicality but it is just a suggestion☺

I13: I wish there was more input on analyzing/ evaluating survey results. I would like to know more about how one should evaluate comments section of surveys in more depth as well as how to go about designing interview questions based on these comments. We didn’t have much time to get together and analyze/ discuss the survey results in our group (probably due to the fact that we teach at different levels) It would have been really useful to arrange actual focus group interviews based on our survey results during the inset with our group members.

I14: This is difficult to answer because I can’t think of anything that is less useful. The sessions were not very long and although the sessions were in the afternoon of a tiring day, they were energizing.

I15: Diary tasks: I did these tasks quite superficially to be honest, I did not reflect deeply, that was probably because of how I felt at the time, possibly I don’t want to think too deeply about myself and issues these days.

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 RE-SEARCH INSET FEEDBACK FROM PARTICIPANTS
 MARCH 2009
 n:15

3. How would you rate the effectiveness of the course in terms of the following aspects?
 Please tick or check. (4 = Highly effective, 1 = Not effective)

Areas	4	%	3	%	2	%	1	%
Content	11	73%	4	27%				
Organization	13	93%	1	7%				
Training methodology	15	100%						
Participant involvement	12	80%	3	20%				
Your <i>own</i> involvement as a participant	4	27%	11	73%				
Re-search diary tasks	5	33%	7	46%	1	7%	2	14%
I NSET requirements	12	80%	3	20%				

Comments

I1 I enjoyed coming together to think. I usually enjoy the joint construction of my understanding. I particularly enjoyed the diary task work.

I3: The data collection stage of the course was a bit rushed as it coincided with the hectic times of the-end-of-course period.

I4: I would have liked to us to tackle the drawbacks of qualitative research more, rather than ignoring them: this might have helped me feel more confident about my classroom research, rather than bringing about what I imagine you feared, that is, our being discouraged from doing any - INSET requirements: a 'compulsory' end product would surely be more effective in terms of ensuring the whole process was completed – but sometimes being effective isn't the most important consideration, is it?

I7: The hands-on approach and group discussions made the time flow ☺. The diary tasks were also a nice change of pace- I probably wouldn't have liked to share many of my entries, but giving people a choice to do so would be nice. It was interesting to find out what others were feeling. I put myself down as being a bit less than highly effective on the diary tasks as sometimes I did not always get the connection or else my brain wasn't connected to be too self-reflective/creative! I think the course did necessitate involvement from the participants as it wasn't possible to be inactive due to the tasks- it was good to learn by doing. Overall, I found the INSET to be inspiring, informative and enjoyable. Thank you very much ☺

I8: Thank you for running this course☺

I9: I have a case study on written feedback all planned and set up. One of my dear students from last semester has joined my class again and really wants to do this with me. It is modeled on a case study by Hyland & Hyland which focuses on the construction of an interpersonal context and how that relates to feedback. I will collect data throughout the semester and I hope to write it up over the summer. I will let you know how this goes!

I14: At the beginning, I thought there will be more reading homework but there wasn't much. I think there can be more reading homework because the articles we read gave insight into research and were really helpful.

n:15

I15: Thank you for offering the Inset Deniz. It gave me a real buzz to be talking about research again. It gave me ideas (practical and theoretical) about research I was already involved in.

PART B

Q.1: Do you think you will probably go on to present or publish your research findings?

I4: (X) I'm too busy with other work

(X) I feel now that some aspect(s) of our research was/were fundamentally flawed

(X) I don't feel we received enough responses to our survey to make it meaningful

(X) I don't feel we learnt anything especially interesting / surprising / useful from it

I6: Well actually what I have been trying to do is write an article on blogging. During the INSET I got inspired to integrate the research I have done in class into that article. I also wanted to present this at a conference but being pregnant has made me less want to travel (I would have liked to have presented it at the 4Cs conference in US) so I have settled for submitting it for publication. This being the first article I have written including research I am doubtful about the quality. I know that we have seen others that are less than perfect in their methodology etc., but it is somehow when it is yours- you want it to be perfect or at least something you can be proud of. At the moment I am not sure that is how I feel. Maybe I should just submit it and see what happens. If it is not suitable or good enough it won't be accepted anyhow. And then in the future I can produce something better.

I8: Yes, we are planning to continue working on our research by interviewing some of our respondents with my partner and when we get enough data, we will probably present or publish our research findings by the end of this academic year.

I10: (X) I don't feel we learnt anything especially interesting / surprising / useful from it

(X) I don't feel confident enough to present our research to others

I14: (X) I don't feel confident enough to present our research to others

I might present at a conference but I don't think that I will publish anything. Since I started research-INSET, I have been thinking more about presenting at a conference, but still I don't feel confident enough.

I15: I hope so. The team I am doing research with agreed that we should continue with the research project and publish. I just need to find the time. But I think the second 8 weeks of this semester might be a good time.

Q.2: If you were the person to run the Research Inset next time, would you make any changes to the Inset program? If yes, what changes would you make and why?

I4: Probably, because I can't resist tinkering. I'd probably include more of time for discussing other people's research (published or presented) and analyzing / critiquing it, although I wouldn't like to endanger the philosophy communicated that anyone can produce research. I'd probably spend more time on the pitfalls involved in drawing / expressing conclusions. I'd probably organize role-plays of interviews for us to analyze, or viewings & discussions of recordings of them.

Q3: How do you think mini re-search diaries contributed to the INSET program?

I1: My latest clarification in thinking about classroom management is that Humphreian Principles, transparency and predictability of classroom practices and developing a sense of belonging to a teaching learning group, converge in classroom rituals. I say rituals not routines because routines seem lifeless and barren. Rituals are co-constructed, uniting and have a magical

n:15

power beyond their flat level description. I felt the diary work was ritualized and gave me time to belong to myself as well as the group. I found them refreshing and uniting.

I2: In a very relaxed manner, they helped me think deeply from a different perspective. I had the chance to think about many aspects of life that I avoided/ neglected thinking.

A very good chance for awareness and self-reflection

I6: I am quite unsure about this one. Although sometimes it was sort of fun; being given a license to retreat into a dream world was fun. However, I didn't really understand the purpose it was meant to serve, that is, assuming this question is referring to the whole of the diary 'my diary' 'about me' and 'about research'. When I now look back at the 'my diary part' I see nothing of great use there to comment on. When I look back at 'about me' as I said it was nice to retreat into a dream world in the classroom, but that is about all that I can say for that part. Maybe the idea was to address the more affective needs of the learner/participant by doing such activities perhaps, which of course is nice and maybe that is the whole rationale???? In terms of the third part 'about research' I don't really understand the need for that to have been kept secret. That part maybe could have been shared with others- although of course parts may not have been relevant to others. I guess I can't see the use of this task, especially when I think of my own classroom. Why would students take it seriously- especially if it is not to be read by others? I imagine if I were to use it I would ask the students to assess what they were learning/how they were developing/what they thought of the course/ what they thought of their own participation/ etc. and then to write a version at the end of the course to be shared with others/or with me as a form of feedback and self-learning for the students. Perhaps I underestimate the value of the task. I can only see a journaling/diary task which is so personal being of benefit if the content and prompts are originated by the writer themselves. But maybe that reveals more about me???

When coming back to the question, I actually can't answer it. Maybe this would have been a good question to have asked you!

I10: Through the diary writing tasks I realized that research starts from researching oneself and that a good researcher is first of all a human being who does not refrain from asking questions to himself /herself. Also, these tasks made me understand that my insight as a researcher is the vital part of my survey.

I14: I think they were really helpful for reflection, helped me realizing many things that I hadn't know about myself, my relationships and teaching. I was sometimes curious about what the other participants wrote in their dairies but I think keeping them to ourselves helped to write more freely.

Q. 4: If you were to design this course what would you include and/or exclude?

I8: I would include an extra session to give more feedback on research questions that groups prepared before they are being piloted with students.

I would also include an optional session on how to write an article for the ones who would like to publish their research findings.

Q. 5: How did you feel about doing the diary tasks?

I3: I really enjoyed it. It turned out to be a journey into my inner world (which I rarely do). During this journey I experienced different feelings and at times I got very emotional. It was self-revealing.

I4: I didn't particularly enjoy them, but I appreciated that they gave me time and focus for self-reflection, which is perhaps a prerequisite for research.

n:15

Q.6: Imagine that the Re-search INSET was a gift to you. What was the gift? Describe it.

I7: A beautiful Turkish carpet. Lots of different strands and patterns woven together to form a valuable whole. The design of a carpet also has meaning if you reflect on it so it's rather like analyzing the results of a research survey!

I8: If the INSET was a gift to me, it would probably be a kind of "magic flower" with different colours and delightful smells. To reflect the variety in the sessions, the research topics and questions that we all thought about and worked on, the flower would have a different colour and it would give off a different fresh scent every week. There would also be a note on it saying that "If you give up working on your research, it will die". (Keeping this in my mind, to save the flower, I think I should continue working on my survey ☺)

I11: Enlightenment, as in the flicking of a switch, somewhere inside me

I13: Gift: Increased ability to use my intuition, knowledge and skills to be able to come up with authentic and innovative ideas (a not necessarily related to teaching English).

I14: It was a book that I will be reading again and again. It is a book that guides me and gives answers to all my questions. Whenever I have a problem or need a different idea. I will always refer to this book. Each time I read it, I will learn something new and have different perspective.

Q.7: What do you feel was the most useful aspect of the course?

I3: "Doing research" always sounded scary as I remember my research experience for my MA. With Re-search INSET I realized that research can be anything related to our teaching situation or our students and it doesn't have to be on a big scale.

I5: The most useful aspect of the course was the question preparation and doing a mini research.

I12: The most useful aspect of the course was the practical part where we actually prepared our own research questions. I think because I am one of those people who learn by actually doing it.

I15: The combination of the theoretical and practical. For example, we looked at surveys and discussed what creating a survey would involve, then we prepared our own surveys and then we analyzed these and others' in class. This helped to look at what makes a survey effective, what is less effective etc.

Q.8: Please complete the following sentence:

One thing I learnt from the diary writing activities in our sessions was

I3: that I am a subject of research myself and that there are a lot to discover and learn about myself! ☺

I11: To take time to explore my thoughts and feelings, and how these influence my perceptions of everyday activities that I take for granted

Q.11: Which part of the Research Inset did you find the most helpful? Which food comes to your mind when you think of that part of the Research Inset?

I5: It was the question preparation sessions. The sessions remind me of chocolate. Depends on which kind of chocolate you would prefer. Bitter chocolate reminds me of the challenge to prepare the perfect questions and the milk chocolate reminds me of the sweet part, which is the part when you achieve to prepare the questions and feel happy about the end result.

Q.13: State three ways in which you can use what you have learned on the Research INSET in your classroom.

n:15

I1: Adapting the diary work to help students focus on their strengths. Using survey monkey in class more. Sharing some of the findings with students to help me discuss classroom management and learner training issues with them

I2: At upper levels I may help my students prepare their research questions and ask them to write or present their findings. This does not need to be something very ambitious: something simple, something that they would be curious to find out more. This may be a mini research on a daily/ weekly basis. I will try to integrate this kind of approach more into my teaching. From now on I think I will see my class as a laboratory. Every day lots of interesting things that raise our curiosity occur in our classes. Now I will go further and try to understand How/why are they occurring do something concrete to find answers. I will do my best to create a stress free/ relaxed learning environment in my classes

I4: I liked the idea of time for completely private writing / response / reflection, which I've since used in class. Just the perspective that any type of observation and data gathering in response to a question in one's mind can qualify as legitimate research. Different methods of collecting data can be used in info exchange activities by students.

I5: You can do research on everything. It doesn't have to be a real scientific or academic topic, if not necessary. (e.g. Doing research on what the students think about the ways the teacher gives them oral feedback.) Therefore, it would be possible to ask the students what they think about certain things that the teacher thinks she can change without putting them into an embarrassing situation. Not a lot of people are required. (Only the students of your class are enough to be the participants of your research.). Giving the students the opportunity to be creative and having a say in the classroom using other than traditional methods.

I7: Using the results of my research project on vocabulary preparation- ie. designing more pre-lesson vocabulary tasks to prepare students for the following lesson as all students (2 classes- Basic and Intermediate level) bar one find it helpful. It is possible to use diary tasks with a class to give them more thinking time/ quiet time and to encourage more personal reflection on what they are doing in class. Using Survey Monkey to get more honest feedback from students on what they like/ don't like; find difficult/ easy etc. in the class.

Q.14: If you were to get a tattoo reflecting your experiences on the INSET, what words or images would you have done?

I10: A billiard ball. Though the game of billiards is fun and easy to play at first sight, it in time proves to be a complex game with infinite possibilities.

I12: I would get a tattoo designed as sea because I think the areas you could explore by doing research are limitless

Q.15: If an event in history were to describe your experience of participating in the Research

Inset, what event would that be? Why would it be that particular event?

I1: The introduction of the potato into Northern Europe. It suddenly allowed people to be fed for less effort thus freeing up time to do more meaningful, diverse things. Survey Monkey and group work acted in the same way on the inset.

I13: I was very happy to discover Rufus Wainwright (song writer& singer) couple of years ago. I was very lucky to watch him alive last year in Ayasofya, which was an unforgettable experience for me. Participating in the research inset was another motivating experience because you have encouraged me to remember and discover things I love. Thank you!!!!

The one you love

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n:15

9

The mind has so many pictures
why can't I sleep with my eyes open
the mind has so many memories
Can you remember what it looks like when I cry

We've traded in our snap shots
We're going through the motions
Into the view, I'm leaving you
Down Conduit Avenue into the early morning
Into the early morning
The one I love
Are you only the one I love?
