

**Sabancı University School of Languages
Re-search INSET Fall 2007-8
End-of-Course Survey Results**

(n = 19)

Survey 1: Re-search INSET Your questions...your feedback..

1. What metaphor would you use to describe your journey during the Re-search INSET?

- I1 Looking through binoculars into myself retrospectively
 I2 A cold lemonade after a long marathon.
 I3 A ship setting sail on a route of both familiar and not so familiar "sights".
 I4 The Re-search INSET was like a trip to the moon first which was impossible to do but when we were there, I felt it not only manageable to do it but also enjoyed it immensely.
 I5 It was like space exploration, made me think about research in a totally new light and in a way that I have never thought about before, learning new things, exploring what for me is unknown territory.
 I6 It was like reading a good book, engaging; gripping; emphasizing the importance of what happens to (even only a few) people who are part of the story; stimulating; making me think about things I hadn't thought of before, in ways I hadn't done before; reminding me of some things I knew but seemed to have forgotten about... something you wouldn't want to end... I'm looking forward for the second series of the book.
 I7 The challenge and brightness of change
 I8 (Sticking with the idea of journeys) I felt a bit like a map-maker of old, given the outline of a continent and asked to fill it in as he/she went along. So kind of like Piri Reis.
 I9 A goat grazing on a green hillside
 I10 I might say I felt like it was a recreational train trip to some kind of unknown but beautiful country.

2. Did you have any assumptions before starting the INSET? Please explain.

- I1 Yes, I thought it was going to be solely on research and classroom research was going to be just a part of it. However, I was pleasantly surprised to find that the focus was on how practical and rewarding classroom research could be.
 I2 Due to the fact that I hadn't designed any kind of re-search, I thought it would be really difficult and time consuming to write re-search questions. However, fortunately, the INSET proved me wrong. In addition, although I knew I would benefit greatly from the INSET, "enjoying" the sessions that much never occurred to me.
 I3 My assumptions had more to do with the way the INSET could have been set up, i.e. I was expecting more analysis and interpretation of case studies.
 I4 Yes I thought all the sessions would be too theoretical at first but they were very practical and tailored to our own needs.
 I5 Assumed it would focus on teaching but was surprised to find that it was also about personal development.
 I6 I expected it to be a thought provoking experience which it turned out to be, I also knew that it was going to be fun and energising, so my assumptions were proved right as I got a lot of food for thought as well as joy out of it
 I7 No, not really. I was a bit worried that there would be more 'homework' and I may not have time to do it but this was not the case :)
 I8 I assumed that the style of presentation and of the course in general would be quite like the SLTTP; this was in fact a correct assumption. I also assumed that everyone in the group would have different experiences and varying ideas about research; again this was a correct assumption.
 I9 I don't think I had any. I always try to dive into the things I want to do without getting too much information beforehand because I want to live through an experience rather than anticipate it. So again I did the same thing here.
 I10 Not really... I only expected some light to be shed onto my question areas.

3. How useful did you find the INSET?

Very useful	68.4%
Useful	31.6%
Not so useful	0.0%
Not useful at all	0.0%

4. Please complete any/all of the following statements. In your opinion, what did the sessions of the course,

a) taste like? Why?

- I1 cherry & vanilla ice cream :) it is always zooms me back to the time when I was a child & everything was easier
- I2 lemonade
- I3 chocolate because I can never get enough of chocolate
- I4 oranges, the sessions were refreshing
- I5 mango-had fun as if I'm on holiday
- I6 a bar of white and bitter chocolate combined, because it was tasty as much as it was healthy for us in our individual development, not only professionally speaking
- I7 tapas/meze - each session offered something different
- I8 aşure; because it was a (sweet) mixture of wholesome ingredients with plenty of surprises
- I9 butter and bread.. I have hardly ever eaten in my life but tastes so good
- I10 hot chocolate because I enjoyed each session like a sip of hot chocolate

b) smell like? Why?

- I1 earth: brought me back to my own roots
- I2 fresh breeze on a hot summer day
- I3 fresh air because it was all new to me
- I4 French vanilla coffee, the INSET was related to work (as coffee is for me) but had that extra flavour which was a little exotic
- I5 daisies- relaxing and tolerant atmosphere created by DKE
- I6 roses because they have a pleasant smell
- I7 citrus - as it stimulated me and woke me up
- I8 Turkish coffee... I find this smell refreshing
- I9 vanilla-sweet
- I10 cotton candy because it was really enjoyable

c) look like? Why?

- I1 a gift box
- I2 a garden full of roses
- I3 like a mixed palette of colors which at the end of each session made up a nice coherent composition. The reason for this interpretation is that many of us had various motivations, expectations and background prior to joining this INSET. But it was great to see how that mixture turned into "one body".
- I4 a real party where everybody was having a great time on a Friday afternoon
- I5 mountains/landscape, vast open spaces yet with challenging places to climb
- I6 a nice patchwork quilt with lots of components all nicely fitting together
- I7 an abstract painting - perspective/interpretation element
- I8 a cubist painting; to understand it we had to try to see the world from different perspectives all at the same time
- I9 wheelbarrow- I liked filling in/up and dumping down things to use to build things
- I10 a very nice group with very positive intentions

sound like? Why?

- I1 like the sound of happy children playing together
- I2 a soft tune
- I3 a relaxing song because I felt very comfortable there
- I4 jazz, lots of interesting instruments (teachers) with a saxophone solo (Deniz) combining to create something original
- I5 Latin music - because it makes you want to move / do sth
- I6 a song with varying tempos and rhythms
- I7 an orchestra rehearsing; sometimes we were slightly out of tune with each other, but that didn't matter because it wasn't a performance...
- I8 birds singing - I wonder what the lyrics are
- I9 giggles and laughters
- I10 cabaret because it had great variety and joy

feel like? Why?

- I1 a fine new cotton shirt
- I2 a good massage on my body which always makes me great afterwards
- I3 swimming in the sea, enjoyable, relaxing,
- I4 dancing to different tunes with partners you can trust
- I5 a breath of fresh air
- I6 warm sweater in a winter evening - felt good surrounded by friends
- I7 like the taste of hot chocolate the feeling of the sessions were soothing
- I8 a day out in the park flying kites because it was fun and relaxing at the same time
- I9 sponge - because it touched all parts of our body easily
- I10 jar because it felt like filling.

5. How did you feel about writing the diary tasks? Why?

- I1 Very very very good. Not everybody gives you time off just to think about yourself. I appreciated every second of it.
- I2 I thought the idea of not having to share what we wrote with any one made it so personal/special and helped the understanding turning into overstanding.
- I3 Good. It provided me with quality time to "think" and/or "digest".
- I4 Wonderful. I was so much into them and felt very relieved when you said nobody would read them. So I felt all the freedom to write about anything I wanted. I read it the other day and felt very happy about my feelings at that moment.
- I5 Felt a bit strange at first but then got into it. It was an opportunity to think and feel. Will try it with my students next semester.
- I6 Terrific since it gave me the opportunity to really investigate how I feel deep inside, to congratulate or rethink about myself.
- I7 Each time we were given a diary task I felt like continuing to write, I felt that the tasks carried me on to a different stage of consciousness that I wanted to explore more deeply, so I really appreciate having been given the opportunity to dive into my thoughts in such a way and I hope to carry on adding to what I've written and to create more tasks like these for myself as well as for my students. I felt it was thoroughly rewarding to do them.
- I8 I definitely benefited from them, in terms of personal reflection and time for 'me'...I liked the fact that it was not an obligation and enjoyed the 'space' when I chose not to write once...
- I9 I think these diary tasks are a great opportunity to communicate with oneself; to improve one's own intrapersonal intelligence, if you like. I also like the opportunity to reflect which is not always given in sessions elsewhere.
- I10 I enjoyed them. This is actually a bit surprising because although I am analytical about my life I don't usually like writing it down. I enjoy carrying on dialogues with myself in my head. So I don't actually know why I enjoyed the diary tasks but I did.

6. What do you feel is the most important thing you have learned on the INSET course?

- I1 That I do not need to see classroom research necessarily as a big task that can take up a long time.
- I2 How to choose and design appropriate re-search questions.
- I3 Doing classroom research may not always be that much time- consuming despite the common assumption. I can always carry out a mini one quickly.
- I4 Among many other things that may not relate to the INSET as such (like what colleagues have been up to in the past course, what their goals are etc.) I have found out about alternative views and ways to doing research; that no research is too small or insignificant.
- I5 How I could actually design research questions and collate them.
- I6 That research doesn't have to be so conventional. A single classroom or homework activity can be an opportunity to do research.
- I7 That research does not necessarily have to be carried out on a big scale, numbers are not that important. What counts is to be able to get a better understanding of what's going on even if only in a few people's heads / experiences...
- I8 That it is possible to incorporate research into everyday teaching
- I9 Being more creative and thinking outside the box when designing tools for use in research.
- I10 The most important thing is not exactly something that I have learnt. It is more about being inspired. Hearing different perspectives, trying out different things like diary writing when I thought that I wouldn't personally enjoy it have inspired me to come up with other new ideas to try in the classroom.

7. What are the some of the things that you have “ taken on board” during your journey through the sea of RE-SEARCH?

- I1 1. Perceptions differ & matter. 2. People appreciate being given a chance to express themselves. 3. Good things come out of team effort.
- I2 Insight on designing, applying, and analyzing re-search questions.
- I3 It's not always numbers that tell us something. Qualitative research may sometimes say more.
- I4 That we need to REconsider many of the things we have learnt and done in the past; that we should trust ourselves and keep on exploring.
- I5 I have benefited a lot from the articles we read outside the sessions and also benefited a lot from the groups I worked with. Actually I learned what to research about and can design my own questionnaire now.
- I6 The need to understand myself more as an individual in order to understand myself as a teacher
- I7 The focus on re-discovering things that we believe or think are true - maybe to question more what is happening and why / the idea that learning activities such as discussions , brainstorming, writing can be used to gather data
- I8 That I need more 'space' for self reflection, that questionnaires need piloting, that peer feedback is of great use when formulating questions, that research can be 'mini' or 'big' and can involve minimal or greater preparation...
- I9 Ways of designing tools: questionnaires, surveys, interviews, songs etc. The fact that piloting is so important was really brought home to me Research never really finishes...
- I10 Something that I have "taken on board" is that I need to complain sometimes when I am in the middle of doing something that is difficult for me. It is not actually a reflection on the course and maybe what I am complaining about is actually good for me. But in the middle of the course I need to complain. So when my students complain I should not try to immediately react to it but maybe should get them to reflect on it at that moment and then later on at the end of the course and see if the complaint was actually something that they feel genuinely needs changing.

8. Please comment on any/all of the following.

a) The most interesting aspect of the INSET was...

- I1 the shared enthusiasm
- I2 the surprise gifts:)))
- I3 the recap activities we did at the beginning of the sessions.
- I4 different tools that can be used to do classroom research
- I5 the presentations given on research carried out (Denise, Sharon, Reyhan, Brian) - fascinating

loop inputs

I6 creative aspect of the whole course- it was amazing how the instructor could turn each session into an enjoyable, relaxing and sharing game

I7 how it could be so refreshing and so much fun every Friday afternoon!!

I8 the way you organised the sessions

I9 the games we played :)

b) The most useful aspect of the INSET was...

I1 learning how to choose and design re-search questions

I2 how to design questions

I3 the opportunity to think about what I would like to research

I4 analysing the research questions and preparing the survey questions

I5 going through the cycle of writing a research question, designing a questionnaire, getting fb on it and piloting it

I6 seeing different interpretations of what research is

I7 qualitative research can be easily used in class

I8 the reflection time I had through journal tasks and the excitement it gave me about classroom research

I9 focusing on certain aspects of teaching with a group of friends

I10 how to write a research question

c) In order for my classroom research needs to be further addressed..

I1 I feel like I should do more reading on this area

I2 How to combine the answers of the informants

I3 I think I need to read and reflect on my notes from the sessions and read some of the suggested books

I4 practically applied research in a teaching situation

I5 I need to get more hands-on experience and start preparing questionnaires, etc.

I6 occasional gatherings for feedback purposes perhaps

I7 I need to sit down and think seriously about what I would like to focus on

d) Something I would like to share with colleagues who were not on the INSET is...

I1 Don't miss it the next time it is conducted

I2 classroom research doesn't have to be a big deal, we can always carry out one to answer the questions in our minds

I3 The research types that could be done with our students.

I4 Don't miss the opportunity when it arises to take part in such an enlightening course

I5 we had a great time!

I6 that it is such a positive and interesting experience to share ideas with others in this kind of format.

I7 put yourselves in the shoes of your learners from time to time

I8 Promote qualitative research

I9 you really missed sth!!

I10 YOU SHOULD TAKE IT BECAUSE IT WILL MAKE YOU FEEL BETTER ABOUT YOURSELF AND YOUR TEACHING

e) The way I intend to use what I learned on the INSET is...

I1 to prepare a plan to apply this knowledge on a regular basis whenever possible

I2 to go back to the little small scale research studies I have done before and try to REinterpret them and/or to revamp them to apply in the next semester

I3 maybe get more feedback from students and maybe have them keep a diary

I4 to include research ideas in my planning when I get a new class

I5 to integrate more reflection for both myself and my students into the classroom

I6 to design my own research on writing for the WTG

I7 more frequently "explore" your classroom treasures

I8 to make use of any occasion to start research in class

I9 getting feedback from my students in various, creative ways

f) One thing that I will definitely take away from the INSET is...

- I1 In order to create a healthy learning environment, there needs to be regular opportunities for both the teacher & students to communicate openly.
- I2 Brian's tutorial research questions and adapting them to my own context.
- I3 the enthusiasm to engage more frequently in small scale classroom research
- I4 a good research question must be 'assumption free'!
- I5 a clearer all-round understanding of what holistic research is and what its aims are
- I6 to try to find ways to get students to reflect on themselves, their performance and ways that they can improve their learning of English.
- I7 diary keeping
- I8 the journal idea
- I9 maybe... some of the group work, because I myself feel more comfortable working on my own, especially when I prepare my questionnaire (however, consulting afterwards is always good)

9. How did you feel when the Re-search INSET was over? Why?

- I1 I don't feel like it is over. It is time to practise now.
- I2 Although I think I benefited a lot from the INSET, I felt it ended too soon. Maybe because the session was one of the most important and refreshing elements of the week.
- I3 Felt sorry that those refreshing afternoons were over
- I4 As if it hadn't finished yet. The feeling that it still had to continue is maybe a good sign to indicate that the RE in research is ongoing.
- I5 I felt very satisfied with what we did and what we had learned from all participants and also from what I have learned from Deniz.
- I6 happy that I had taken part, it made me see research in a different light
- I7 sad - I want it to continue
- I8 that it came to an end very quickly, that I will miss the 'brightness' and 'stimulation', that I was glad that I had taken part, and that I was satisfied with my participation and enthusiasm during the course
- I9 I felt sorry, really, because it went by so quickly and there were clearly many more things to discuss and discover. At the same time there was a sense of relief that my Friday afternoons will now be freer!
- I10 On the one hand relieved because I found it difficult to manage my time when I did not have Friday afternoon's to prepare for Monday's lessons. However, on the other hand I realised that I am going to miss the collaborative atmosphere of the sessions. I unfortunately feel that this atmosphere is missing from the level that I am working at and the sessions really filled the need that I have to work harmoniously and co-operatively.

10. How did you feel about conducting classroom research at the beginning of the course? How do you feel about this now?

- I1 I am definitely more positive about keeping communication channels open.
- I2 I had never thought about conducting classroom re-search in this manner, however, now I feel it should be part of my teaching. I definitely intend to start designing re-search questions to share with my students in the coming semester.
- I3 I was positive before now I feel more positive:)
- I4 I can do it now. Thanks a lot for having provided us with such theory in a very interesting way. I mean all the sessions were very interesting and we were all energetic. Thanks again.
- I5 thought it was difficult and time consuming before the course but realised that you can learn a lot with the smallest of projects
- I6 I was a bit reluctant because I was thinking that it is such a big job and that it would be really overwhelming and difficult to carry out, but I'm positive that it is doable now.
- I7 I was motivated to do so before the course and I still feel motivated but more informed :)
- I8 I felt positive about it before, though I didn't feel I necessarily was carrying it out in a systematic manner. Now I feel better able to do this.
- I10 A bit daunted - less daunted - in fact, inspired.

Survey 2: Re-search INSET And One Question From Deniz

What are one or two questions that you would like ME to answer for feedback on the Re-search INSET?

I1 Do you think about whether you achieved your aims or not after the sessions? What do you think you would do differently the next time you give this INSET?

I2 Can we share our re-search questions with you after we prepare them? Can we ask for your help when we are not sure about the appropriate re-search area?

I3 Did you feel that the INSET participants were taking in what you were trying to pass on to them?

I4 To what extent can the results be generalised after a classroom research do you think? In connection with that, how much does the extent of the sample matter?

I5 1. What metaphor would you use to describe your journey during the Re-search INSET? 2. Please complete any/all of the following statements. In your opinion, what did the sessions of the course, taste like? Why? / smell like? Why? / look like? Why? / sound like? Why? / feel like? Why?

I6 1. What was your initial reason for creating this INSET? What for YOU personally, as the INSET leader was the goal for this INSET? 2. Do you feel you or we have accomplished this goal? Why? 3. What picture would you draw of our research INSET group?

I7 On reflection, would you do anything differently the next time around? Did you learn anything from the sessions?

I8 *What aspect of the course was the most stimulating/exciting for you? * At the end of the course, how did you feel?

I9 Deniz, what did you enjoy most about the sessions? What do you think you learnt from this set of sessions? Personally I find the metaphor questions very difficult - being a very literal type of writer so I would like to ask: What did the sessions sound like to you?

I10 What is one statement you would use to define the "group" of participants in the Research-INSET?