

The challenge of autonomy: Exploring the role of ICT and Self-evaluation in the development of today's teacher

Joe O'Hara

Appendix J

MOODLE Dialogue – ITE Participants Weeks 6-12

planning q

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2126&course=12470"

☐ - Friday, 22 April 2005, 11:23 AM

I know this is late and we have gone over it in class but before the class this is what i thought.

The planning evaluation took up more time than the original evaluation and therefore that was a bad point. Also the planning Q was mainly tick the boxes so you weren't really paying any attention to it especially if you were in a hurry - (most of the time)

Over all i think self evaluation is good but not this particular evaluation.

Planning evaluation sheet

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2506&course=12470"

☐ - Friday, 22 April 2005, 09:34 AM

a) How did you use the evaluation instrument?

I used it in conjunction with the original planning sheet so I could look at my class as a whole first and then I could be more specific in the planning questionnaire.

b) Did using it encourage you think about planning in a different way?

I allowed me to be critical about the way I planned and the methodologies that I used and to identify other areas that I could work on.

c) Was it helpful?

It allowed me to critically look at my planning, so yes I feel it was helpful.

d) How would you change it?

I feel it was fine overall as I used it with the first evaluation that I could be broad in and then when I did the planning questionnaire I could be more specific when needed.

e) Do you think it is a good way to encourage you to self-evaluate?

It is good that we can look at the different areas of our teaching individually and see where we might be slumping.

f) Would you use it again?

Yes, I feel I would use it again. If I thought that I was having problems with my planning I could pull it out and evaluate my self.

planning questionnaire

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7566&course=12470"

☐ ☐ - Wednesday, 20 April 2005, 12:33 PM

i dint find it of any great help at all. i agree with louisess opinion on you need room to comment not just tick boxes (as put it mindlessly). i feel the original areas of achievement/development evaluation sheet was much better,just think it needs to be adjusted. after a class i reflect..what went well,what didnt do well. then its why didnt it go well, what can i do and how can i do better in the next class. if we're going to use it of beneficial material, we need to be able to look back on what didnt go well or what didnt work,why, and how we planned on solving it. also look back on what went well.

Planning Evaluation Sheet

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2627&course=12470"

☐ - Wednesday, 20 April 2005, 12:30 AM

(a)After each lesson or at the end of the day i'd sit down take out a pen and tick the boxes. That was it.

(b)There were definitely things in the sheet that have the potential to make you think about planning in a different way, the way it was set out though, tick this box tick that box, it was just too easy, you could do it without thinking at all.

(c)I didn't find it particularly helpful at the time nor do I think I will find completed ones helpful in the future.

There was no room for explanation or expansion.

'The methodologies I planned to use were effective'- box ticked, big deal, what were they? When I look back on it all I'll see is a tick in a box. I'll have to actually go back to the lesson plan and read through it to find out what they were.

And why is Q10 on the sheet? It's an overall opinion you have about aspects of planning, and you have to fill it in for every class? They mustn't have been very strong in the first place if one 40 minute class can change them for you. Definitely of no help that one.

(d)I would change the format and remove question 10.

The questions posed were really good and could certainly help you to improve your planning, but the required response was inadequate.

I'm not suggesting that we should write an answer to each question individually, But more use them as a set of guines for writing relevant information for ourselves, so that we can make it useful. It's not the did it work or did it not that really matters, it's the what was it and why.

(e_ The fact that it's quick and simple to do makes it inticing and one might think that because of this it might encourage people to self evaluate. But it is this very fact that means you don't really have to think about it. So are you evaluating at all? Self evaluation to me is a means of trying to improve your skills as a teacher and I think a big part of that is being able to look back and see where you have failed or succeeded in the past. And what in particular aided that outcome. This evaluation sheet doesn't allow that. You might be encouraged to fill out the sheet but to do some constructive self evaluation? No.

So not as it stands. But the content it contains? Yes I think so. It does ask the right questions.

(f) Would I use it again? No. Why would I want to spend time (that is so precious) photocopying, stapling, filling out and filing something that is of no use to me.

Planning Questionnaire

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2645&course=12470"

☐ ☐ - Wednesday, 20 April 2005, 12:26 AM

a) How did you use the evaluation instrument?

Tried to fill one in immediately after each class.

b) Did using it encourage you think about planning in a different way?

Not really. I didn't see any benefit in a lot of the questions in terms of helping with future class planning. I find the best aid to improving my planning is to keep a record of what works, what doesn't and any improvements you think of during or after the class. For this reason, like a lot of the class, I find the old evaluation sheet excellent. It's the perfect format for keeping a record of the good, the bad and ideas for the future.

c) Was it helpful?

For me, only question 9, which gave me the chance to record ideas for class plan improvements.

d) How would you change it?

Make it much shorter. Concentrate on 'comments boxes' rather than the 'ticking a box' or 'ranking' style of question/answer.

e) Do you think it is a good way to encourage you to self-evaluate?

Personally, no, I found the whole exercise of filling out the sheet a bit waffly and pointless. The old style evaluation sheet was perfect for this and I don't think that format can be improved on much.

f) Would you use it again?

Not this one. But I'd use the old one after every class if possible.

planning questionnaire

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7433&course=12470"

☐ - Monday, 18 April 2005, 09:02 PM

im sorry to disagree with most but i thought that the planning instrument was an eye opener.

i used it as a step by step guide to help evaluate my class into good things and bad. i went through my class (in my mind) as i went through the evaluation sheet after the class.

it gave me a broader range of ideas as to where i could improve. when i used to fill out the first sheet, it used to be just whether i thought the class went well, did i think they learned, was i successful in getting the subject matter covered. this planning sheet actually made me stop and think. i thought the sheet was thorough in every field.

i thought it was excellently, expertly put together. first question, yeah i agree you could just tick the box, but then its broken down into time management, methodology, aims and objectives, resources, pace and structure. it actually made me think of each question, and then relate it to the class i had. for instance, i was talking about diffusion in some animals as opposed to a circulatory system. i brought in a can of lynx. i explained that if i sprayed the can eventually the odour would reach the back of the class, so i was able to place that in the resources section. with the pace section, the way i could tell if the students knew was the flashcards.

i don't think you could change it. it was an eye opener for me and really made me think of the class from the first minute till the last.

so it was a self evaluation tool for me, gave me a broader range to think about

so i did find the planning very interesting and very good at opening a closed mind. i would use it again

Planning Evaluation sheet

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

☐ - Monday, 18 April 2005, 01:52 PM

I used it after every class by ticking the box.... mindlessly.

It didnt really encourage much of a different perspective on planning.

Not at all.

I would make it more general just looking at planning isnt effective. The only questions i would keep about planning are ones like whether your resources were used effectively and whether your objectives were realistic.

Not really it didnt help you enough to encourage you.

No not on its own

Week6: Planning Evaluation Instrument

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2651&course=12470"

☐ ☐ - Wednesday, 13 April 2005, 01:38 PM

a) How did you use the evaluation instrument?

Well as most people have said for the planning evaluation instrument I used it by ticking the boxes, although I really thought about how the class went in terms of my lesson plan and I ticked the appropriate box. I also tried to elaborate on how the lesson plan went and on areas of improvement where the planning evaluation sheet allowed. At the end of the instrument where it asked you for any other comment I talked about where the lesson plan went well and what I can do on my next one to improve my lesson plans for that class.

b) Did using it encourage you think about planning in a different way?

Not really, the ticking of the boxes just let you know how you thought you did in areas of your planning for that class, there needed to be a further question onto the box ticking to allow you explain how you might improve on that part of your planning, i.e. allow you to think about planning in a different way. Although I did use the Any Comment? At the end question to explain how I would improve the next lesson plan.

c) Was it helpful?

I found it a lot more helpful than our previous self evaluation sheet. I felt I

kept repeating myself over and over again for each evaluation, I found it hard to express anything new with that form of evaluation. With the planning evaluation instrument I felt I could see errors in my lesson plans from day to day, especially with my foundation maths class as I need to try new and different approaches with them to try and encourage them to learn and maintain discipline.

d) How would you change it?

As I have already said there needs to be a further question onto each box you ticked so that you can say how you might improve that aspect of your lesson plan the next day, allow you to think about that aspect in different way not to leave it to the end when you have forgotten how to improve it.

e) Do you think it is a good way to encourage you to self-evaluate?

Yes and no. Yes to the fact that I did find out where I did well or bad in my lesson plan and slightly allowed me to see where I could improve.

No to the fact that most of the questions were really a yes/no, there's needs to be more elaboration.

f) Would you use it again?

I would I found that it did help me improve my lesson plans and I prefer it to our previous evaluation instrument of areas of success, areas of development. Although it could be improved.

self evaluation planning

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2097&course=12470"

☐ ☐ - Tuesday, 12 April 2005, 10:49 AM

I just filled it in after every class. it made me think about how i planned my class and it helped me to appreciate the fact that not all plans go according to plan. it wasn't that helpful because when filling it out it was just mostly ticking yes and no and there wasn't enough questions to make you think how you could really change the lesson and to improve it, the best question on the sheet was the one where you had to write about how you would change the class. i would have put more questions that would make you think about how you could improve the class next time round. yes it is a good way to encourage me to self-evaluate although even if the questionnaire wasn't there i would still write down what went well and what didn't work in a class. i don't think i would use that evaluation sheet again maybe one or two questions off it to do with planning. mel

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Re: self evaluation planning

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2121&course=12470"

☐☐ - Tuesday, 12 April 2005, 11:30 AM

yeah agree with you about the question what would you change about the class that was a very good question. again i wasnt sayin anything against your group that made it. I dont think any of these questionnaires will be of any use.

Planning Questionnaire

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2224&course=12470"

☐☐ - Monday, 11 April 2005, 07:43 PM

I used the planning questionnaire after each class. As it was tick the box, I just ticked without really thinking about it. It did not encourage me to think about planning at all. To be honest, I just ticked whichever box I seen first just to get it done. Personally I did not find it helpful as it didn't make me think. To change it, I think there needs to be more questions where you have to think about the answers, where you have to answer with a sentence rather than just ticking the box.

For me I thought it was a waste of time and would not use it again (no offence to the people who came up with the questions it just didn't work for me) I agree with that the old method of evaluation was better.

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Re: Planning Questionnaire

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7654&course=12470"

□□ - Wednesday, 13 April 2005, 09:30 AM

Good on you for being honest anyway. I agree with you that it wouldn't take a lot of thought to complete the handout if you wanted it to. But I found looking at it before starting to plan my lesson helped a bit too, because I used it as my check sheet.

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Re: Planning Evaluation

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7408&course=12470"

□□ - Tuesday, 12 April 2005, 11:19 PM

Yes I agree without trying to be controversial which is not my intention I feel these sheets may be in danger of an over formal dressing of something that is quiet simple. I think sitting down for five minutes at the end of the lesson and saying ok look what went well why did it go well, what went wrong why did it go wrong How was my : pace,structure,method of teaching and discipline put it in the folder. I feel the function of these sheets need to encourage you to think about this and remember it for next time. You are

dead right you will not look over the sheets again and I don't think the tick the box format helps you assimilate the evaluation into the memory bank so next time you teach the lesson you remember your mistakes and try and avoid them.

PLANNING EVALUTAION

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2121&course=12470"

☐ ☐ - Monday, 11 April 2005, 11:05 AM

How Did I Use It - Like B ticking the boxes after each class. Didnt put too much thought into filling them out.

Was It Helpful - No prefer the old one.

How would I change it - Go back to the old one. The old one was more benificial. If you had an area you felt you needed to improve on you good just write it down and note it for again.

Good way to encourage you to self evaluate - It might have the advantage that you will think about how you plan your classes but again all youd have to do is fill that into the development section of the old one.

Would I use it again - No again i prefer the old evaluation sheet. Like B nothin against the people that made it. I think we changed our method of evaluation when it didnt need to be changed.

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Re: PLANNING EVALUTAION

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2097&course=12470"
□□ - Tuesday, 12 April 2005, 10:55 AM

i agree with you totally even though i was one of the ones who made it. i was just ticking without even thinking about it. there was one or two questions on the sheet that were good though.

Planning Questionnaire

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7654&course=12470"
□□ - Monday, 11 April 2005, 10:20 PM

How did you use the evaluation instrument - after each class a maximum of 2 mins.

Did using it encourage you think about planning in a different way - actually yes because I wanted to make sure that I couldn't think of another methodology to use during the class.

Was it helpful - yep because I was putting a lot of time into my planning anyway and it was kind of my checklist after my planning.

How would you change it - I wouldn't it was short when I needed it to be short and where things went wrong I simple elaborated on it under any other comments.

Do you think it is a good way to encourage you to self-evaluate - in the area of planning I don't believe that we need much encouragement but I did find myself using my time wisely after a few classes.

Would you use it again - I found them easier to complete rather than the old evaluation sheets but I think the future evaluation sheets will prove more useful to me than the planning one.

Planning Questionnaire

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Planning Questionnaire

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7408&course=12470"

☐ - Sunday, 10 April 2005, 06:21 PM

How Did I Use It - Quick ticking of the boxes after each lesson

Using it didn't make me think about planning in a different way

Was It Helpful - Not Very

How would I change it - Go back to the old one of just simply looking at the strengths and weknesses of a specific lesson

Good way to encourage you to self evaluate - Yea because its compulsory
wouldn't use it if I was a qualified teacher

Would I use it again - Not unless I was made upon pain of death; nothing
personal to the people who composed it its a good piece of work just I didn't
find it beneficial to me

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Re: Planning Questionnaire

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

☐☐ - Monday, 11 April 2005, 08:43 AM

hey i agree with you i didnt think it was very helpful at all. Not on its own
anyway

Planning Questionnaire

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

Hi all,

I re-read the brainstorming documents that you produced when developing the
planning instrument with some interest. I know that a number of you were
concerned with the move away from the more generic forms of self-evaluation
that we had been doing up to now but I think that the work you have put into this
is really going to pay off.

I will be happy to discuss the issues with you on Wednesday, particularly after
you have had a chance to actually use the instrument in practice.

To help the discussion, I would like you to answer the following questions at some stage during the week.

- a) How did you use the evaluation instrument?
- b) Did using it encourage you think about planning in a different way?
- c) Was it helpful?
- d) How would you change it?
- e) Do you think it is a good way to encourage you to self-evaluate?
- f) Would you use it again?

Classroom Management.

by ☐ [HYPERLINK](http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=10287&course=12470)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=10287&course=12470"

☐ ☐ - Sunday, 29 May 2005, 08:28 PM

This questionnaire was somewhat better than the last one but it still left a lot of blanks as a resource. The rating question was strange as I only filled in two or three things that I thought might be the case. I found question 8 to be a bit of a waste on a daily sheet as it was really an opinion that you would stick too not change. Overall the sheet was much better than the planning sheet but it still needs tweaking. the school's policy isn't required everyday either is the ranking question or question 8 and 9 I would leave a section for reflection on any issue that might have sparked off a confrontation or problem in the class so that we could watch for a pattern in the future

Classroom Management Doc

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2651&course=12470"

☐ - Wednesday, 11 May 2005, 06:37 PM

a) Did you find using this questionnaire useful?

Yes i found this questionnaire quiet useful as i have bad discipline problems in one of my maths classes, my foundation 3l maths are quiet a difficult bunch to teach. i especially liked Q4 Q6 and Q8, these allowed me to keep a record of the different discipline measures i used in each class and allowed me to access if they worked. i thought the questionnaire was well laid out with questions that allowed you to elaborate better than the planning questionnaire which was more a tick the box approach

b) Did it cause you to think about issues of classroom management in a different way?

Yes it did, it made me think about how i could vary my classroom management techniques, the types of discipline and techniques mentioned in the questionnaire made me think of new techniques to use in class and see which ones worked the best.

c) Did the way you approached the classroom management issue change as a result of thinking about it in a more structured manner?

I would have to say yes. This questionnaire brought about a more structured approach to how i planned for the next days classes in terms of classroom management and discipline as after each class i had to think about how my techniques went, did they work and how could i improve them. The questionnaire made me think about this.

d) Would you use it again?

Yes i would, but not as an everyday self evaluation questionnaire. I would use for classes which i am having classroom management and discipline problems. It is limited to classroom management so i would only use it on a particular troublesome class. So if i feel i need to evaluate a particular class which im having trouble in terms of discipline i will start to use this questionnaire for a few days and sort out my problems. So far though this has been my favourite questionnaire.

management q

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2126&course=12470"

☐ - Friday, 22 April 2005, 11:27 AM

I did find this questionnaire useful- more so than the palnning questionnaire but againg it was very time consuming and that is something which we do not have a lot of this semester.

Overall it was much better in that we could answer actual questions and really think about the classes we have just had which in turn will help to make us better at classroom management which is important for the smooth running of the class and the safety of the students..

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Re: management q

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

☐ - Wednesday, 4 May 2005, 01:51 PM

Agree with you about it being a bit time consuming but not overly. The good thing about it was it was how quick it could be completed but you still have to sit down and find somewhere to do it, and do it properly, which will consume about ten or fifteen minutes of your time.

Classroom Management

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

☐ - Wednesday, 4 May 2005, 01:48 PM

This was much like the last evaluation sheet. It was too focused on one particular part of the lesson. A lot of things effect a lesson and when you look back on these evaluation sheets you will not get a clear indication on how the class went.

This evaluation sheet did remind me that I had a lot of methods to get the class quiet. Also it showed the different types of punishments that could be used in the class.

Even though it gave a lot of options for classroom management I didn't really change my approach as the school has a well structured discipline system which is easily employed and works well.

I don't think I would use this evaluation sheet again as it is not broad enough to give a good description on how you thought your class went.

Classroom management evaluation

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2627&course=12470"

☐ - Tuesday, 26 April 2005, 05:54 PM

(a) Did I find this useful?

Well not really, I don't have any problems with classroom management in my classes (touch wood!). I suppose if I did it would have been more useful. But it wasn't really any use to me focusing on an area that, at the moment I'm having no problems with.

But I did like it.

(b) I think that it gave some ideas of what you could do to improve discipline in your class. Things you mightn't of thought of yourself. So, yes it did help me think differently about CM

I think the box ticking suited better here than the planning ones, plus there was room to expand. I think responses of agree, disagree etc. are a no no.

(c) No

(d) If I was having problems with classroom management in the future I would

root it out to give myself some ideas of different tactics and approaches. Things I didn't do that I could try out next time. But only in conjunction with overall evaluation.

Again though I would like it in the format of the original evaluation sheet with the questions and responses available listed as a set of guines, together with those from the planning sheet and whatever else. Then you can write what is relevant and is going to help you. So your not focusing on an area that isn't causing any problems, you can focus on the areas that are.

If I was having severe or persistant problems with classroom management I would probably use this one as it is to monitor my progress.

questionnaire

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7433&course=12470"

☐☐ - Tuesday, 19 April 2005, 05:19 PM

unfortunetly i didnt find this questionnaire as useful as the planning one. like d im not having any discipline problems. but unlike d i liked the planning one. i just would like to know is the reason people like this one because they are having problems with discipline or do they just think they are a waste of time?????

although i didnt find this one as inspiring as the planning one, again it was put together excellently, expertly and it gives you plenty of ideas for managing a classroom. i think if i was in a school with discipline problems i would be very dependent on this one though!

well i thought about it more, maybe i'll try the quiet talking the next day. waiting for silence definitely does not work!! they love talking!! usually a slightly raised voice with the "are you finished there" line along with their name. or the "would you like to share that with the rest of the class" line stop them in their tracks! you separate students once and the silence desends!

like i said before if i had classroom problems its very good. gives me ideas, and the more ammunion you have the more equiped you are for the class.

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Re: questionnaire

by [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7408&course=12470"

- Tuesday, 19 April 2005, 06:45 PM

Hey ,

I'm not having too many discipline problems to be honest but I think the questionnaire works well to help you look at why you AREN'T having discipline problems. To be honest I think its OK wouldnt use it again on my own. Other teachers have told me it would be better to get your peers or the students to evaluate your teaching because it can be difficult to recognise what you yourself do well and what you don't. And on a more general point has anyone else noticed that its the same eight or nine of use who post to the forum every week? I think when we can find the time to do it everyone should it is a requirement for the course after all

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Re: questionnaire

by [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=106&course=12470"

- Wednesday, 20 April 2005, 12:50 PM

Hi ,

Thanks for this. I too have noticed that there are a number of individuals who have not been posting regularly. Myself and are planning to address this issue this afternoon.

I completely agree. If it is possible for the people who post to find the time it is also possible to for the people who don't.

See you later

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Re: questionnaire

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2097&course=12470"

□□ - Tuesday, 19 April 2005, 08:23 PM

i'm not really having any discipline problems but i think it would be a good guide if the students started getting out of control.

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Re: questionnaire

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2627&course=12470"

□□ - Tuesday, 26 April 2005, 05:36 PM

I agree , I didn't find it any use cause i'm not having any CM problems and also I don't like focusing on an area i'm not having problems with. But like yourself if I was, I think I might root it out to give me a few ideas.

self evaluation

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7566&course=12470"

☐ - Saturday, 23 April 2005, 04:29 PM

i know we've discussed it on wednesday, but this was my opinion before it.. i found the classroom management evaluation sheet useful as i do get discipline problems, but i think the first evaluation sheet just needs to be adjusted and it'll be the best. classroom management evaluation sheet like the planning is too specific, like said if you dont have discipline problems this evaluation sheet isnt much use to you. likewise if you are having discipline problems the planning one wouldnt be the one to use.

i feel if you used the first evaluation sheet, but broke it down into sub headings: planning, classroom management, time management and so on, and have areas of achievement and areas of development for each. here you can fill in where youv done well, and where you need to improve. it will allow you to reflect on each area and get you planning on where you need to improve.

classroom management

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2506&course=12470"

☐ - Friday, 22 April 2005, 09:55 AM

a) Did you find using this questionnaire useful?

I allowed me to evaluate the classes where I might have some problems but on a whole my problems number very few. It's not that I have just been given nice class groups it's that I feel I have a good repro with my classes. They know that I like having some fun in the class but they also know that if they step out of line they'll picking up rubbish until the cows come home.

I think what said is true it allows you to look at why you are not having problems which is good too.

b) Did it cause you to think about issues of classroom management in a different way?

The questions on the sheet were very helpful and it gave me some hints on how to deal with substitution classes.

c) Did the way you approached the classroom management issue change as a result of thinking about it in a more structured manner?

Of course it allows you to be critical and to analyse how you manage. It is also good to identify problems so you can address them.

d) Would you use it again?

Absolutely, there is no way I can know where I will be teaching in future years and I can see myself using this a lot if I am in a certain type of school. Even if I am not I think it would be hugely helpful to use this at the beginning of every year for a week with each class just so you can get an idea of what works with them. I think the best part of this questionnaire is the fact that you have so many options and that these allow you to understand what is happening if you use them properly. As someone once said, knowledge is power. See you next week ;_)

Classroom Management

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2645&course=12470"

☐ - Tuesday, 19 April 2005, 11:51 PM

a) Did you find using this questionnaire useful?

Yes I did. I have some discipline problems in a few of my classes - so it helps me to keep a record of what measures I've used.

I think the questionnaire was very well put together and questions 4 and 6 gave good reminders of some of the options that I could use during the class.

Question 9 was h for keeping a record of ideas to use in the next class.

b) Did it cause you to think about issues of classroom management in a different way?

To a certain extent. It highlighted to me how few discipline methods I was actually using and I considered whether I should use more.

c) Did the way you approached the classroom management issue change as a result of thinking about it in a more structured manner?

I found it useful this week to look back at what I had recorded in the questionnaire for last week's classes. It certainly made me do a bit of thinking about the few methods I'm using. So, yes.

d) Would you use it again?

Yes. I'd delete questions 2,3 and 8 though. I think the more concise these questionnaires are the better.

Evaluation sheet

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2121&course=12470"

☐ - Tuesday, 19 April 2005, 04:55 PM

a) Did I find it useful - Again not really because i prefer the old one. i think we are looking at evaluating in too much detail and it is too concentrated on one area of teaching. please just go back to the old one. If it aint broke dont fix it!

b) Did it cause me to think about classroom management differently- The questions on the evaluation sheet were very good and it did give me lots of ideas to use when dealing with different situations.

c) Did the way i approach classroom management change- Not really because im not having many discipline problems anyway thank god. 2 pages on why i should respect my teachers usually sorts them out!

d) Would I use it again- Again no i prefer the old one. You can just write any issues you have into the development section.

classroom management

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2097&course=12470"

☐ ☐ - Tuesday, 19 April 2005, 10:51 AM

yes i found it more useful then the last evaluation sheet on planning. it got me thinking of all the different things you could do to maintain management.it went through the system of class control step by step which i found useful. it started with raising your voice and ended with sending a note to the parents which opened my eyes to all the different things you could do.

yes it made me think about each class and how many times did i move around the classroom or did i raise my voice what did i do to students who were talking, it reminded me that you could do several things to resolve this. yes it did because the sheet went through step by step everything that you should do to resolve this issue and it started from giving extra homework and went right to the extreme.

yes i would use it again, it gave a lot more reflection questions which i think are useful.

Evaluation sheet

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7654&course=12470"

☐ ☐ - Monday, 18 April 2005, 09:37 PM

I found this evaluation sheet much more useful than the last, as it gave me the chance to evaluate the students' behaviour in the class rather than just my own performance. I found it easier to remember the issues regarding behaviour using this sheet and I was able to pinpoint exactly what I needed to do to resolve the issues raised in the class.

I used it a few times earlier in the week and then ided to ask my cooperating teacher Milo to help me with it. Between us we had a look at it and ided what we would keep in it and what we would get rid of. Milo was really helpful and had some good ideas about the type of questions to ask. He sort of said that checking the same thing day after day would become repetitive so I ided to see if I could change some of the questions or make them optional. What I did in the end was similar to what I think was saying and use the open ended types of questions that we had in the earlier sheets. This was really helpful and got away from the mechanical thing that we have all being complaining

about a bit. I will e-mail the sheet to the rest of the class if anyone is interested. It think it really works and gets over some of the complaints people have about it.

In the end I realised using these sheets that my discipline problems were not as bad as I thought and that the few problems I had were caused by the time of the day.

I would use this sheet again if I needed to work out exactly what was wrong in the class that was causing the discipline problems.

Classroom Management Questionnaire

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7408&course=12470"

☐ ☐ - Sunday, 17 April 2005, 10:00 PM

a) Did I find it useful - More useful than the previous one I think it left more room for expansion on your answers rather than ticking the box. Also thought it was more relevant than aims and objectives.

b) Focused your attention on what you would do next time to improve classroom management which is good still a bit waffley for my liking though

c) Yes I think so questions led into each other well and unlike the planning questionnaire allowed room for expansion. For example which of the following techniques did you use today led into were they effective and then into why were they effective. That particular series of questions I thought was exceptionally well structured

d) Would I use it again actually I'm surprising myself by saying yes I probably well at least the section I mentioned in part c

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Re: Classroom Management Questionnaire

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2224&course=12470"

☐☐ - Monday, 18 April 2005, 06:44 PM

hi ,

I agree with you. I found this questionnaire more useful as it allowed you elaborate, making you think more about what you were actually writing, rather than just randomly ticking boxes.

Leanne

self evaluation instrument

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2224&course=12470"

☐☐ - Monday, 18 April 2005, 06:31 PM

I did find this questionnaire more useful than the previous one on planning. This questionnaire left more room for reflection and expansion. You got to write down your opinions in words, which I found more useful than tick the box answers. I particularly liked the question at the end which allowed you to reflect on what you would do to maintain, or improve the discipline of the class. This question really got me thinking on how the class really went, and what I could do or change the next time to make the class run more smoothly. I would use this questionnaire again. I think the questions were well structured and although there were some tick the box questions, I liked the fact that you were given a chance to elaborate, which I personally found a better help.

Self Evaluation Instrument

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2656&course=12470"

☐☐ - Sunday, 17 April 2005, 07:33 PM

A) No. It was too focused on 1 aspect of the Class.

B) No. I just ticked the boxes.

C) No. I always think about the class regardless if I'm filling out a questionnaire.

D) Not if I didn't have to.

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Re: Self Evaluation Instrument

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

☐ ☐ - Monday, 18 April 2005, 01:54 PM

I agree with you podge. to concentrated on one aspect of the class.

Classroom Management

by - Sunday, 17 April 2005, 9:54 PM

Hi everyone,

I read the comments from those of you who posted regarding the use of the planning instrument with real interest. The majority were negative on the whole and didn't seem to value the requirement to focus on a specific aspect of your teaching.

Myself and will discuss these issues with you on Wednesday and see if we

can alter any of the further instruments to make them more useful. However as you were required to use them last week, I would like to get your opinion on the use of the classroom management questionnaire for the last week.

Again I would like you to answer the following questions

- a) Did you find using this questionnaire useful?
- b) Did it cause you to think about issues of classroom management in a different way?
- c) Did the way you approached the classroom management issue change as a result of thinking about it in a more structured manner?
- d) Would you use it again?

See you Wednesday

Methodologies Questionnaire

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=10287&course=12470"

☐ ☐ - Sunday, 29 May 2005, 08:45 PM

I hated this one with a passion as it had questions in it that I couldn't figure out. as well as that it was a yes/no sheet that you could get away with simple closed answers. Q2-4 seemed to have the same answer most of the time also if I have a favourite methodology why would it change on a daily basis? When I got to the questions in the middle of the sheet I found myself asking how would i assess whether the students learnt better individually or in groups without giving them a test and similar topics. The last question were a bit odd as the whole process of self evaluation is to evolve your teaching and some serious reflection would have to go into that answer on a career scale so it would be a periodical question maybe every term.

I don't think I'd use this again as it was little value for a very time consuming sheet.

I don't think I'd change my methodologies as I'm comfortable with them I try

and throw in a mixed bag to vary the stimuli but in the end of the day I have my favourites to fall back on as a strong base to help expand anything i use

Week 8

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2627&course=12470"

☐ - Monday, 16 May 2005, 12:35 PM

I wouldn't really change much. I always try to accomodate different learning styles in my teaching. The students write, they listen, they discuss, and they observe. They work in groups and individually. The same content is repeated in a different way to try and encorporate differing learning styles but also to develop students weaker styles.

I always recap and the end of class to reinforce the main ideas and at the beginning of the next class to remind students where we left off. (This is particularly important for me as I am sharing my classes with other teachers and they are covering different topics.)

One thing I would like though is to include more demonstrations that show an idea or concept clearly. And that are also very quick to do. The students love seeing things in action and I believe they can help greatly with understanding.

Methodologies Questionnaire

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2651&course=12470"

☐ - Wednesday, 11 May 2005, 07:10 PM

Hi all,

Personnally i would have found the methodologies questionnaire a lot more useful at the begining of my teachiing practice when i was trying to figure out which methodologies worked best in each class.

Especially for my foundation maths class i was having to think of different styles and techniques which i could use to teach the class and find out which one worked the best at the begining of the year as they were very weak students. Each week i ended up trying a different teaching methodolody to find which worked the best, taking into account the needs and problems in the class.

I had no science classes the week i got to use the methodology questionnaire but i use similar methodologies and teaching styles in these classes as i have found out by not which work the best in class and help the students learning.

Therefore i didnt find my teaching methods changing much that week as a result of using the methodology questionnaire, i didnt find my teaching methods changing as a result of using it and found myself repeating myself after each class in each of the questionnaires.

I would have found this questionnaire very beneficial at the beginning of my teaching practice. I would use this form of self evaluation when i am starting of with a new class and trying to find what teaching styles work best with this class and helps them to understand and remember the material that i am teaching them.

week 8

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7433&course=12470"

☐ - Monday, 9 May 2005, 02:26 PM

well i cant say that i really have changed anything after completing evaluation sheets. well thats not to say that i think im perfect. but what i do seems to work for the particular classes that i have. firstly my teaching technique is to ask questions that i have already thought about beforehand. so if i want the class to go in a certain direction i will keep asking questions till i get the answer i want! thats not to say that sometimes the class goes the wrong direction. but when i kind of have the class were i want them i then proceed with acetates of the topic to be covered. so for example, when we were talking about the chpt on food i was asking questions on whether some of them had ever done fasting before. if so how did they feel? tired? no energy? etc. then i was able to explain that our food had energy in it etc and from there it worked out. then moved onto the digestion system and went back to the food, why do we need food? do we just swallow food? etc and they were able to explain that we have teeth to break it down. then i could start my lesson on that note. so as you can see it engages the class, firing questions at them keeps them alert etc. then when we are nearing the end of a chpt i have flashcards ready to use to help me understand were they are and what they know. if i have given clear notes or gone to fast.

but what i will say is that i use the evaluation sheet to help me if i think their not getting it, or if their are discipline problems in the class or if my timing is out of sync. then for the next class if i think they arent getting it i will proceed

with questioning what we have covered or try to get to the bottom of what the difficulties are.

8

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2126&course=12470"

☐ - Monday, 9 May 2005, 10:08 AM

I think it is important to evaluate each class because then you are constantly thinking about what you have done right and what you should improve for the next class. This has its advantages as you will be continuously changing your class room management and your methodologies.

week 8

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7566&course=12470"

☐ - Thursday, 5 May 2005, 05:06 PM

the evaluation sheet helps you to reflect more on the methodologies you're using, and if the class didn't go well, helps you think about if the methodologies chosen were suitable. I haven't changed my teaching much after this evaluation sheet, just think it helps you reflect more on suitable methodologies for different classes. Early on with a 1st year maths class which I was having real discipline problems, I first started to try and find the right discipline measures, but what I found to work better was changing my methodologies.

The class responds really well to groupwork and worksheets, along with getting discipline procedures right the class has improved immensely

Week 8

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

☐ - Wednesday, 4 May 2005, 01:59 PM

I didn't change anything drastically but the questionnaire did make me realise that there are a lot of methodologies at our disposal. I had already been using lecture (power-point), chalk and talk, experiment and demonstration in my

classes. But now i am trying to bring discussion and group work into the class. It would definitely help the students understanding and make it much easier for sdtudents to pay attention in class. So in a few classes this week i have used group work and discussion. The group work seemed to work alot better than discussion as i found that discussions broke down and went off the topic too easily. One thing I have changed is how I use these things. I realise that I need to complete them after class if I am going to remember anything but I also know that they are very long. What I do now is tick the boxes quickly and write short notes to myself about anything important. Then when I come back later, I know what I was talking about.

week 8

by □ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2656&course=12470"

□□ - Tuesday, 3 May 2005, 07:16 PM

I try too incorporate more demonstartions for my science & chemistry because pupils get distracted very easily & these are th only too subjects that I can come up with other methodologies for.

Week 8

by □ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2224&course=12470"

□□ - Monday, 25 April 2005, 07:51 PM

I have changed some things with regards to experiments. I try to do the experiment now beforehand to see if it works. There was a few times when I didn't try it out before class, and it didn't work leaving the students disappointed and me looking silly! I have also become more organised during practical sessions. In the first few weeks the practical sessions were always a bit chaotic. Now I have learned that proper preparation is the key to a sucessful practical session. Setting up the equipment in advance and labelling the equipment for the various experiments have been a huge help. I have also learned that you must have back up material. You never know how a class is going to run. Even though you plan the lesson sometimes you end up get less or more done than expected due to various circumstances. It is important to have back up material. I have made this mistake on a few occassions, where i don't have enough material to cover the entire class. This leaves students with nothing to do and an opportunity to talk and mess. It

doesn't matter what this back up material is, whether it be just a worksheet or crossword as long as the students are occuppied.

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Re: Week 8

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2645&course=12470"

□□ - Sunday, 1 May 2005, 05:27 PM

Hi Leanne,

Yes, despite all Noel's warnings, I've had the misfortune of trying a demo over and over and over again, that just refused to work in front of the class, but worked perfect as soon as they left.

I'd agree with your labelling point also, especially in relation to chemicals. Although even then, I still get students not bothering to read the label and using the wrong solution...

week 8 yay!!

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2097&course=12470"

□□ - Friday, 29 April 2005, 11:20 PM

i haven't really changed much of my teaching after the methodologie evaluation sheets because my methodologies have being working so far but it helped me to realise that i do actually use a variety of methodologies in every class.but i also agree with the others the most important things i have learned

is to practice experiments beforehand as you never know what can go wrong, i also agree with the two 's that it is very important to get the kids to practice calculation questions a lot and to get examples of every type of question that can come up because the least little change can knock them off course.




Week 8

by  HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7654&course=12470"

  - Thursday, 28 April 2005, 09:23 PM



I haven't changed my teaching style really that much because my classes have been working pretty well so far with the methodologies I've been using. But I have found the evaluation sheets to be much more beneficially than the past few. I really feel I am getting to grips with how we should work them. I just use them now without really worrying about how big some of them are and have found that they aren't so bad Well done everyone on the suggestions.

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WEEK 8

by  HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2121&course=12470"

  - Wednesday, 27 April 2005, 11:26 AM

Like the other lads have written the most important things i have learned is to practice experiments beforehand as you never know what can go wrong. Also like B said i have learned it is important to get the kids to practice calculation questions off the face of the earth. every type of exam question needs to be covered because when students see something a tiny bit different they tend to panic. On a more important note COME ON THE POOL TONIGHT!

week eight

by  HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2506&course=12470"

  - Tuesday, 26 April 2005, 01:30 PM

like i have tried to get all experiments done beforehand especially for my fifth year practical classes. you look like a right dope if you cant do it or cant answer their question. i will do an experiment bout five times before i go into a fifth year class that way i can get perfect results and i can also see where there might be complications.

other areas i have improved on is having woksheets to do at the end of class as a guide for me to see how they are getting on especially when i might not be able to ask everyone a question in the class.

Hard to believe we are nearly finished. it will be hard to get back into college life next year after this.

Week 8 ooo joy nearly finished!!

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7408&course=12470"

☐ ☐ - Sunday, 24 April 2005, 11:34 PM

Ok just from looking at the sheet

- Give lots of practice with calculations to 5th year physics
- Again with TY need more practice with the calculations will try build more of them into the scheme if I ever teach it again
- Don't leave droppers lying around only have one out and keep your eye on it

Little things but h to know

Week 9

Hi all,

A question this week that will hopefully help you focus on on your assignment. I would like you to comment on what you have learned about self evaluation in the course of your use of the research instruments. In addition, I would like you to detail how you used the questionnaire(s) this week and let us know what you thought of the format.

Week 9

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=10287&course=12470"

☐ ☐ - Sunday, 29 May 2005, 08:56 PM

AS A student teacher the resources I have can be very limited but the methodologies are the same as the experienced teachers although they have more confidence to back them up. During the process of the teaching practice I've used the self evaluation tools to help evolve my classes to maximise the impact I have on the students as nobody likes to have their students complaining about them. SE helped me to see what was going wrong and use the resources available to me to help correct the problem. I did have an advantage as I enjoyed teaching my classes and liked the majority of my students so it was no great sacrifice to find fun and educational stuff for them to do, but as I found out early the classes are different and although my 2nd years loved puzzles my 5th years were a bit insulted. So I gave them harder things like crosswords and Maths based problems to do and we got on. SE is only effective if used in conjunction with peer evaluation as my teachers would sometimes watch me and give me insights that I hadn't picked up during my own reflection and assessment. So in the end we need the self evaluation to evolve but we also need peer input and trusted students input as they can spot things that we miss ourselves.

Week 9.

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2627&course=12470"

☐ - Monday, 16 May 2005, 01:22 PM

I've learned that self evaluation is an invaluable tool in improving your teaching.

It allows you to learn from both your mistakes and your successes. It provides a link between your performance in class to that of your students.

I've also learned that it is an ongoing process. What works with one class will not necessarily work with another. There is no winning formula!

A different class with different needs will give a different response to your teaching. But having been evaluating your teaching you will have a pool of ideas and methods to try.

I do feel though without some external ideas and resources (eg. ideas from other teachers) self evaluation has its limitations.

I preferred this evaluation sheet. It's broad and allows you to include any information you think is important and useful.

The only thing I didn't like about it was that it kind of left you high and dry afterwards. All of the other sheets we used had answers to specific questions. If you answered no to something you might adjust your teaching

so that you answered yes the next time. Basically they gave you options to try out, possible solutions that you might not have thought of yourself.

I have kept a blank copy of each of the previous evaluation sheets to use in case of problems in a particular area. (Of those I think the classroom management one will be most useful in the future.) Having little experience in the classroom ourselves i feel it is necessary to give a selection of different approaches and ideas to which we can add our own over time.

Self Evaluation

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2651&course=12470"

□□ - Wednesday, 11 May 2005, 09:32 PM

AS a new teacher i have found self evaluation to be very important and practical in becoming a better teacher. Been new to this profession my experience and knoweledge is limited, but with self evaluation i have been able to improve my classroom management, class plans etc. With self evaluation i can review my performance in the class, what areas did i do well in and what areas do i need to improve in to suit the needs of my pupils and make the classroom an environment where people can learn. With self evaluation i have learnt that you can

- * improve the educational experiences you provide for your students

- * identify the professional education you need to further develop your capacity to teach well

- * prepare for your performance review with your supervisor

So self evaluation is a benifical and worth while aspect of teaching, with it one can only improve as a teacher.

Secondly i liked the layout and content of the new evaluation sheet, it allows you to focus in on what ever aspect you find needs to be looked at in relatuion to the class you have just had e.g focus in on classroom management if trouble in this area, only problem is that i like it when you are asked questions, gives me a sense of direction, otherwise i sort of keep repeating myself.

week 9

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2097&course=12470"

☐ - Tuesday, 10 May 2005, 03:36 PM

To be a teacher, you have to be able to evaluate each class as a whole. even if you don't fill in a question sheet, a really good teacher would be doing this all the time in order to improve the quality of their class. if something doesn't work well with a class the teacher will make a mental note not to do it again unless they are trying it out with a different class. i also think evaluation from students would be beneficial as they are the ones that you are teaching and you need to know do they understand what you are teaching them.

i used the evaluation sheet after every class, i thought it was a much better evaluation sheet as it focussed on every area and if you had no problems with one area you could skip it and fill in the ones that applied to that class instead of using one big evaluation sheet for one particular area.

week 9

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7433&course=12470"

☐ - Monday, 9 May 2005, 03:01 PM

well firstly self evaluation is evaluating or reflecting on ones performance in the classroom as a student teacher. to do this one needs to have an extensively planned lesson with alot of thought being put in to getting the maximum amount learned in the required time. only then can you reflect or evaluate your performance correctly. if you have nothing planned what is the point in trying to evaluate it. the two combined will allow you to operate successfully. some of the evaluation instruments used were very successful in reaching into your head and extracting the various thoughts on evaluation. self evaluation also is very different for different users. some evaluation sheets were a success for some, and a waste of times for others.

for me i personally found the ticking the boxes very helpful on the planning questionnaire so i look at the questions asked in that and i use the new one to fill in my answers. this helps me to broaden my answers and give me an understanding as to which direction im heading.

i believe that the use of evaluation sheets can only be specific to that class

and that you cannot use the same evaluation sheet for another class and expect to get the same results!

9

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2126&course=12470"

☐ - Monday, 9 May 2005, 10:12 AM

I agree with d i think the students should be given a chance to evaluate the teachers (though not through internet sites). I think this would give us a critical viewpoint. I also believe that like in b's school we should ask another teacher to sit in and give us advice after the class on what maybe we could change.

Self Evaluation

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

☐ - Monday, 9 May 2005, 08:07 AM

Self evaluation is one of the most important tools any teach has to improve their teaching. Teachers dont have a boss to watch over them in the class and tell them when they arent working to the proper standards so they need to be able to evaluate their work somehow. Without self evaluation we as teachers wouldnt be able to see the mistakes and flaws in our teaching and therefore wouldnt be able to adjust our teaching methods to counter these flaws.

This is one of the downfalls of teaching, without a boss to put us straight we can fall into a rythm each year of just getting the course completed and not allowing for students who dont understand certain concepts. That is why it is important for uis as teachers to want to be critical of our own work and force ourselves to change it for the better.

self evaluation.

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2121&course=12470"

☐ - Friday, 6 May 2005, 11:32 AM

While i think self evaluation is very important and without it you probably wouldnt improve i think it should be taken a step further and we should get students to evaluate us. it would obviously have to be a mature class probably 5th or 6th years but i think this would be a great idea because it is the students that know how much they are learning or not learning. when you evaluate yourself it is easy to be either over critical of yourself or otherwise not facing up to the truth and giving yourself great ratings you dont deserve. i have to say though the fact we tried so many different types of evaluation sheets probably will help us in the long run because well know the best way to evaluate ourselves.

week 9

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7566&course=12470"

☐ - Thursday, 5 May 2005, 05:24 PM

self-evaluation...i think its very important to improve your teaching, improve you as a teacher. as said after the class your subconsciously evaluating yourself...what went well,why? what went wrong,why? what do i need to change. so when you go about filling in the evaluation sheet,youre thinking about your planning, classroom management, time management, methodologies.

for you to improve you need to be able to see what worked,why, and what didnt work,why so you can reflect take the good things from the class, and also how to better what didnt work in the class.

as for the evaluation sheets, i think it was good that we experimented with different ones, but reckon the last one that we got is the best for evaluating. i felt that the other ones were good but only focussed on one area. if that area was an issue ie. discipline, the classroom management evaluation was good for you to reflect, but if you didnt have problems this evaluation wasnt of much use to you. thats why i feel the last one suits better, allows you to reflect on the different areas that concerned you.

week 9

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7408&course=12470"

☐ - Wednesday, 4 May 2005, 10:49 PM

Evaluating your lessons is important and I think the questions rather than tick the box is a better way of doing this. Consistency in a world gone mad.

week 9

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7654&course=12470"

☐ - Wednesday, 4 May 2005, 05:09 PM

I have learnt that self evaluation is an essential part of teaching. We learn to make judgments about the adequacy and effectiveness of our own knowledge, performance for the purpose of self improvement. I have learnt not to say "Are they paying attention?" and instead "Are they not paying attention to my lesson because I have misjudged my methodologies, procedure?"

I found last weeks (teaching methodology) questionnaire more helpful than previous ones. But question 3 drove me a bit bananas it never changed so now I have it filled out 28 times about experiments.

But I believe out of all of them so far it was the most helpful and easier to fill out.

week 9

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2506&course=12470"

☐ - Wednesday, 4 May 2005, 10:59 AM

the whole idea of self evaluation has been growing on me from the beginning. i feel it is vital to assess our teaching, maybe not at the end of every class but definitely at the end of every day or twice a week.

as said it gets us away from ticking boxes and allows use to discuss how things went. even if they weren't looked at again we still have thought about what happened so subconsciencely we would be thinking of what went well/wrong.

week 9

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2656&course=12470"

☐ - Tuesday, 3 May 2005, 07:22 PM

I think the format where we are open to comments on various issues is much more effective than simply ticking boxes. It allows me to expand on problems that I had with the class, or things that went well that I could incorporate into other classes. It does not limit me to evaluating my class therefore I can look back over the evaluation sheet in the future & know from reading the lessonplan, what the evaluation sheet means.

Week 10

Hi all,

This week I would like you to try to begin the process of summarising what you have learned about self evaluation in the light of some of the readings that have either

- a)been distributed in class
- b)are on the website
- c)you have come across yourself

Also, I would be interested in your opinion of the questionnaire distributed this week.

Best wishes

week 10

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7566&course=12470"

☐ - Wednesday, 1 June 2005, 03:40 PM

"Successful teachers continuously evaluate the effectiveness of their teaching style. For professional educators, the goal is always the same: monitor and adjust instruction to increase the learning of all students". (☐ HYPERLINK "<http://www.glencoe.com>" \t "_blank" ☐www.glencoe.com☐)

Self evaluation is a responsibility in any profession in which the person evaluates themselves to improve. It is a reflective tool and is seen as a cyclical process. with the steps..

"...reflect...plan...make provision...act...collect data...analyse data...evaluate data..."

('Reflective Teaching' Pollard A. 2002)

In my opinion self-evaluation is very important to improve your teaching, and especially to improve you as a teacher. once you have finished a class you

will begin to evaluate unknown to yourself, what went well and why? What didnt go well and why? but its important to get these points down on paper so you can reflect back at a later stage. So when you fill in the evaluation sheet you can look at specific areas of the teaching of that lesson e.g. planning, classroom management, teaching methodologies.

I believe that if all teachers in a school carried out evaluation whether it be self evaluation or colleague evaluation or whatever it would lead to a great improvement in the standard of teaching, to better grades for students and an overall improvement of the school itself.

I agree with that i would like to be settled in a school for colleague evaluation, but think its a great tool for improving teaching.

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double figures

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2506&course=12470"

☐ - Tuesday, 31 May 2005, 09:41 AM

self evaluation is essential to all walks of life but most important to educators such as ourselves. it is vital for us to evaluate to improve our teaching and the ways in which we teach. as we seen in college there are many ways in which we can evaluate. we can be very broad but we can also be very specific if we feel we need to identify something that caused us trouble in a class. i think we need self evaluation not just to show where we have problems but where we are improving. when we become teachers with full timetables it will not be fesable to evaluate every class therefore i think it would be worthwhile to make our own daily evaluation sheet.

i think moodle worked very well as we could see the problems other people were having and also discuss how we might solve our own. we could share isdeas and experiences.

i feel that we are always evaluating ourselves but when we write it down we really start to think about it and how to change it.

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Week 10

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=10287&course=12470"
□ □ - Sunday, 29 May 2005, 09:10 PM

As I've mentioned before I believe self evaluation is an excellent tool but it is only a tool. On its own it has the ability to point out flaws in your teaching but these flaws may never be completely repaired unless we get another persons input. As teachers we rely on the flow of the class to give us hints of what the problems are and how to tackle them but the problems if they keep occuring obviously self evaluation isn't working for you as you can see no flaws. The ability to see our own flaws can be grossly exaggerated or completely absent (I think absent in my case) this character trait will affect the self evaluation you do as you'll either be too critical or not critical enough. So when a neutral third party can be brought in to observe for a short while their input can help refocus your own self evaluation methods.

In the end a good teacher will question his/her teaching style and methods everyday so that they can be top of the class with the students and give them the best and most interesting lesson that they can. A good teacher wants their students to do well and to do this they have to be able to pinpoint weaknesses especially their own.

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Week 10

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2627&course=12470"
□ □ - Thursday, 26 May 2005, 10:28 AM

What I've learned about self evaluation is, as people have already mentioned, is that it allows you to improve as a teacher. It makes you aware of your strengths and your weaknesses so that you can work on them.

Also that it is your classroom and what goes on inside it is up to you. Whether your students are learning, paying attention, misbehaving or whatever is down to you. Don't be so quick to blame the students, have a look at yourself and ask yourself what could I have done to prevent that from happening or encourage this to happen?

You may have your own preferred teaching style but if that doesn't suit the students you are teaching it's up to you to change. You have to mould yourself to your students needs and not expect them to adapt to your way. Self evaluation helps you to develop your weaker styles so that you can adapt to students needs as required.

It prevents you from being a one dimensional teacher that is stuck in the same routine. It helps you to make the classes you are teaching interesting and fun.

But it does have it's limitations. External resources are needed to self evaluate, you can't come up with all the answers.

Also it is very hard to look at yourself in an objective way. Sometimes you can focus too much on the weaknesses and forget everything else.

Also when you're in the classroom you are busy getting on with the business of teaching so you can't possibly pick up on everything. This why I think that self evaluation in conjunction with peer evaluation might work better. I haven't experienced that yet but from what has said and what I've read it seems like an excellent idea and something that I would be interested in doing in the future.

Another thing I would like to have tried would be student evaluation, unfortunately time won't allow for this now but hopefully in the future I will also get to experiment with this type of evaluation. I came across something on student evaluation and it suggests completing the questionnaire yourself then giving it to your students and then seeing how the two compare. If they are way off, something is wrong. I think that it's a really good idea.

I liked the evaluation sheet it was broad but had the different sections and the second page for any general comments.

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What I have Learnt about Self Evaluation From Readings

by  HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2651&course=12470"

 - Wednesday, 25 May 2005, 04:04 PM

The first thing i learnt about self evaluation in light of some readings I read is that self evaluation is now a new philosophy. The notion of self evaluation has been around as far back as 1933, Dewey, who contrasted 'routine action' with 'reflective action'.

This notion of reflective action has been developed and applied to teaching in the form of self evaluation. Van Gynn 1996 said that the reflective process is based on Dewey's theoretical perspective on critical inquiry and how it reflects to practice. According to Van Gynn this critical inquiry allows the teachers to identify effective practices through carefull investigations of his or her own teaching experiences. In his own words becoming a refective specialist is a necessary skill for all beginig teachers

Also according to Merryfield 1993 perservice teachers must be exposed to reflective excerises in order to prepare them for continual growth as professionals. These skills of self evaluation are extremely important because once you leave the university setting, lectures regarding teaching skills no longer occur. So as a teacher all you are left with is self evaluation as your only form of consistent feedback that will encourage you to grow as a teacher.

Finally the reading reflective teaching states that the process of reflective teaching supports the development and maintenance of professional expertise and will lead you to a steady increase in the quality of the education provide for children.

Through the research above on self evaluation i have discovered more understanding of its importance, it is very important since when we finish college and begin our lifes in the work place it is our only form feedback and only way of growing as a teacher since we no longer have the benifit of lectures to improve our teaching skills.

I was really looking forward to this weeks evaluation sheet because we put it together ourselves and I thought it would be really useful. To be honest when I used it, I found it ok but a little bit too unstructured. The best bit though was

the action focus. This was really important for me because when I had a problem I was forced to think about what I was going to do about it. Well done Kelly for thinking it up.

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Into Double Figures

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2645&course=12470"

☐ - Tuesday, 24 May 2005, 11:26 PM

From looking at some stuff on the resource section of moodle and other stuff from the web - compared to some of the evaluation sheets being used out there, ours are really good (far better in some cases)

As a few people have already mentioned - self evaluation is very important if you wish to improve as a teacher. If you don't want to improve, then I guess you can get by without it.

The days when I filled out my evaluation sheets straight after class, I was able to make good observations on what worked and what didn't and why - and notes for improvement the next time I taught the class.

However, there were days when I let the class evaluations slip - and when I tried to recall the good and bad, I couldn't.

So I've learnt that evaluation needs to be done asap after a class.

I like the latest evaluation sheet. It's concise, easy and quick to fill out and the second page is perfect for making comments on any of the 5 areas. Also, I think it is really ours because we developed it as a class and not as groups (no offence to the groups)

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week 10

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7433&course=12470"

☐ - Monday, 23 May 2005, 12:15 PM

self evaluation is a very important tool to all teachers and professionals alike. i think though its how you use it that makes it beneficial. i mean looking for the quickest way possible to rid yourself of the 'required' evaluation sheet is just a waste of time. we come from a course which helps identify the importance of things like preparation and evaluation. it should be hammered home by now! i think we as students of this course are at a complete advantage as we are always looking for ways to make a subject area more pleasing and understandable for our students.

talking to a teacher from malahide, who spent time teaching in africa, you can see the gulf in 'class', for want of a better word, in the whole area of preparation, evaluation, even ideas on how to teach the subject!

some of the more experienced teachers seem to be happy and content just working away in a routine which can obviously be very boring and make work a chore. but if you are constantly evaluating your performance, you can give yourself another chance to do it again in your mind. it helps in my opinion because you ask yourself, did this particular method work or that, what could i do better, why.

although i agree with byrne on the whole area of peer evaluation i would consider it more when i was fully qualified. i mean it is fantastic to hear about it, but as a student teacher i would need more time to get relaxed in a classroom situation before id like my peers to studying my every move. once you feel part of the school, that the classroom is yours then maybe you have no problem with that practice. also not having them in means that if you make a mistake when you evaluate you can understand what happened without thinking your peer thinks you are an idiot. when my examiner came in at the start of the year they spoke to me of a slight nervousness, but the second time nearer the end of the year there was none. it wouldnt of mattered who came in to be honest. i felt like i was in control.

evaluation gives you the ability to understand faults, a procedure to correct them, and the ability to change the way in which you think about the topic.

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week10

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2656&course=12470"

☐ ☐ - Tuesday, 17 May 2005, 08:32 PM

I think self evaluation is very important. As pointed out, the self evaluation is very important if you wish to improve as a teacher. From reading through some of the handouts from lectures I have found that evaluation is taking place in every profession, not just in teaching. from talking with teachers from my school I have found that even teachers who have been teaching for 20 or 30 years still evaluate their classes. I can see the reasoning in it, teaching is a lifelong process of learning so that you can perform better as a teacher. To be honest, I found the module quite beneficial as it opens your mind more to the whole area of evaluation & what exactly it is in our teaching that we are evaluating.

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self-evaluation

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2121&course=12470"

☐ - Monday, 16 May 2005, 08:06 PM

To be honest i havent got around to reading anything on self- evaluation but i have my own views on it.

I think it is not only important but essential that you self evaluate as you would never improve as a teacher if you didnt self evaluate. you evaluate your classes sub-consciously anyway because if things dont go well then you will obviously know you have to improve.

i think the fact we had a different evaluation sheet each week was very beneficial as it helped us improve the various aspects of our teaching.

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moodle

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2126&course=12470"

☐ ☐ - Monday, 16 May 2005, 11:52 AM

the main thing to be learned from self evaluation is that we are continuously restyling our teaching methods to fit in with the ability of the class. We recognise these abilities by listing the different methodologies we used in each class. This gives us a chance to say to ourselves why didn't i use that method and would it have worked better. This critical look at our own teaching serves to make us better teachers. But honestly when i graduate i have to say that i will not evaluate one class ever again because i will have at least 7 a day and there just will not be time especially if i want to make up my own resources and pain each and every class. Also i won't be using aims and objectives because they are pointless. Would it not be easier to just list what you want them to learn. What they already knew and in what order you are going to teach it and how, not "aim- blah, blah blah objectives blah blah double blah" i spend more time trying to think up words other than "to introduce students to...." rather than actually putting thought into the class. i think i got a bit sidetracked but i was on a roll. Finally there is no chance of me getting the students to tell me what they think of me as a teacher. They would slaughter me. I have enough trouble getting them to pay attention to what I am saying without giving them another way of causing trouble for me. What could they tell me about my teaching? That I give too much homework? That I am too tough? I have to be. I am the teacher, I am not there to be liked.

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Week 10

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

☐ ☐ - Wednesday, 11 May 2005, 01:26 PM

Well I was looking around on the Internet and reading a couple of the sheets handed out in class (no really I was). Anyway it seems that they all seem to say the same things about WHY we should use self-evaluation. Its usually along the line of, helps improve the educational experience of the students, helps identify the professional education you need to further develop your capacity to teach well, It provides an opportunity for the staff of the subject provider to reflect on 'what do we do?' 'Why we do it', and 'why do we do it in the way that we do?'

These seem to common reasons for using self-evaluation and I have to agree after ten weeks of using them I was looking over them for the second or third time at the weekend and when I thought about it I was able to come up with useful ideas to improve my teaching strategies. It is essential for teaching and improving your teaching methods. It helps both you and your students. I was sceptical at the start but I have to say it has helped me.

I found the latest self-evaluation sheet very useful. If you feel one part of the class went particularly well or bad you have all the opportunities to write about it and it will be there for you to look at later. And since there is no ticking boxes you will know what actually happened in the class.

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Re: Week 10

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7654&course=12470"

☐☐ - Thursday, 12 May 2005, 09:03 PM

I'm much the same . They all are pretty much saying the same thing. But sure it's a good thing that we have been able to make it relevant to ourselves instead of something that we have to try to make relevant.

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week 10

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2097&course=12470"
□□ - Wednesday, 11 May 2005, 01:52 PM

most of the handouts that were given out essentially say the same thing self evaluation is needed in order to improve your teaching. one handout in particular on managing effective classrooms had a section on reflection. "when the lesson is over it is advisable to try to find some time to run over how it went and to determine ways in which it might be improved" especially student teachers.

"One of the most neglected form of explicit evaluation is self-evaluation. Self-evaluation can assist you to:

- improve the educational experiences you provide for your students
- identify the professional education you need to further develop your capacity to teach well" this is from the education resource site, the australian article.

one of the most useful forms of evaluation is self evaluation, most of the other handouts also agree with this. it is much easier to point out what went wrong in your class then for someone else to come along and say that something didn't work out well. for self evaluation, one needs to be very critical of themselves which might not suit certain types of people. evaluation from peers might suit them better. but overall any form of evaluation is good, and it is a way which will help you become a better teacher.

this week i used last weeks one, the one with all the areas on it. i found it very useful as you only had to write under the parts that effected each class.

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week 10

by [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7654&course=12470"

[HYPERLINK](#) - Sunday, 8 May 2005, 05:20 PM

The whole area of self evaluation was not an alien concept to any of us as we began our teaching practice. But I myself didn't realise how essential it is. It allowed me to think back over every area of my lesson and to figure out if anything did go wrong, where exactly I could have prevented it.

I have been reading a few books on self evaluation and I found that in a book called Teacher Self evaluation Tool Kit (Airasian & Gullickson) that the reasons why self evaluation is an important process are:

- It is a professional responsibility. It stops you from placing all the blame on students if the class goes badly because of behaviour.
- It focuses professional development and improvement on the classroom or school level where teachers have their greatest expertise and effect.
- It recognises that organizational change is usually the result of individuals changing themselves and their personal practices.
- It gives teachers a stake in and control over their own practice.
- It makes teachers aware of the strengths and weaknesses of their practice.
- It encourages ongoing teacher development and discourages unchanging classroom beliefs, routines and methods.
- It may encourage collegial interactions and discussions about teaching methodologies.

With regards to the questionnaire, I found it more useful than previous questionnaires. I've lost track now but it was a good suggestion by Alan/ to do it in this style. It has been easier to fill out as it was general when needed but we could turn it on to a specific area if we wished to.

Hope everyone is well.

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Re: week 10

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

☐☐ - Monday, 9 May 2005, 08:10 AM

See now you have lotsa good points and ones i didnt even think about but are very true. I like the one about professional ersponsibility and not blaming ther students very true. All are really good points ☐ INCLUDEPICTURE

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by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=106&course=12470"

☐☐ - Wednesday, 11 May 2005, 10:23 AM

Hi ,

Thanks for this, as said there are some really interesting points here. I am also struck by the fact that the majority of you prefer the more general, open questionnaires which is very interesting.

See you later

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week 10

by [□ HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2224&course=12470"
[□□](#) - Tuesday, 10 May 2005, 11:49 AM

Over the course of my teaching practice, I have come to realise that self evaluation is not only necessary but essential. The success of a class is crucially dependent on effective teacher self evaluation. I think that a good teacher will instinctively wish to reflect on their work, evaluate it and look for ways to improve it. A fundamental principal is that the teacher should see themselves as learners. I myself have learned something new after each lesson I have taught, whether it be about planning or classroom management. I also believe that self evaluation is not just for the individual, but involves colleagues and students in a variety of ways. I agree with that peer evaluation is a great idea and should be used readily in every school. I have read a number of articles with regards to self evaluation and its purposes. The main purposes of self evaluation include:

To encourage teacher self evaluation and reflection and to promote and on-going innovative approach to teaching.

To encourage individual professional growth in areas of interest.

To improve teacher morale and motivation by treating the teacher as a professional in charge of his/her own professional growth.

With regard to the questionnaire, I much prefer the one that we have been using for the past few weeks. Even though it is general, it gives you room to focus and expand on specific areas, if need be.

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Re: week 10

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7408&course=12470"

□□ - Tuesday, 10 May 2005, 07:40 PM

Leanne, I couldnt agree more, your comment are a refreshing eye opener. It needed to be said and you said it , well done. You are an absolute legend, a queen among students. Wow Im stunned!

B

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Re: week 10

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2224&course=12470"

□□ - Tuesday, 10 May 2005, 08:09 PM

Why thank you B!!! Your graciousness is much appreciated by me. I'm glad that you understand and that my vast knowledge of all things educational has not gone unrecognised. PS - I LOVE PLANNING!!!

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Re: week 10

by [□ HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=106&course=12470"

[□□](#) - Wednesday, 11 May 2005, 10:21 AM

Such a series of insights bring a warm, fuzzy glow to my self evaluating heart.
Glad to hear that you have found the module helpful.
See you later

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Self Evaluation - The New Miracle Cure?

by [□ HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7408&course=12470"

[□□](#) - Monday, 9 May 2005, 06:20 PM

I have been lucky in the school I am in due to the fact that my colleagues actively engage in evaluation procedures. It became very apparent to me over the course of using the questionnaires that self evaluation (while it is a useful starting points) has its limitations. It is a well accepted fact that such is the nature of the human mind that often to ourselves our perceived weaknesses are magnified and often because of modesty we have not the ability or the where with all to notice our achievements and praise them. For that reason I found using the questionnaires with my colleagues much more effective i.e. Peer or group evaluation allowing more view points which helped me so much more than individual isolated evaluation. I feel the research I have undertaken will prove very helpful to me when I am qualified. Also what worked well for me was allowing student evaluation of the topic, what they liked, what they didn't what they would like to see less/more of etc. In summary the teacher is a part of a system involving colleagues and students and engaging the other parts of the system makes the whole work more effectively. So don't be afraid to ask others opinions and be open to change that's what I've learned.

The importance of peer evaluation is strongly argued in an article issued during the module after a study carried out with UK teachers on self evaluation - the name of which I can't think of at this time and my notes are elsewhere.

The questionnaire useful nice to be able to expand from ticking boxes, guided so you know what to evaluate.

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Week 11

At long last... the end!

I would like you to get a little reflective this week (or maybe should I say a little more reflective) and to comment on the processes of teaching and self evaluation. I will divide the posting into two.

1) Teaching practice

A few questions here.

- a) At the end of the teaching practice period, what do you now think the key skills of teaching are?
- b) What were the most important issues to arise for you and how did you address them?
- c) Any general comments?

2) Self evaluation

- a) Was it useful?
- b) Did you find Moodle useful? Why?

Thanks again for all the time you have taken to write in these pages and best of luck for the next few days.

Last One

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7566&course=12470"

☐ - Wednesday, 1 June 2005, 04:12 PM

a) key skills

My opinions havent really changed since the previous time you posed this question. there are many essential skills needed for a teaching, but during my teaching practice i feel being flexible and thinking on your feet have really stood out. planning is very important but theres only so much you can do before you enter the school in the morning or even before class starts. things go wrong, sometimes theres nothing you can do about it, you just need to be able to adjust and take it on the chin.

b) Discipline was an issue for me at the start. can remember after havin my first, 1st year maths class and 2nd year maths class thinking oh my god these are lunatics!!

i had me work cut out for me with these two classes, but it felt a little better that their own teachers were havin nightmares with them. i tried different disciplinary measures, but alot of them didnt care if they got suspended! so i changed the way i thought, tried different methodologies, found this to work well, especially groupwork and problem based learning. soon it was going really well with regards discipline.

c) wel i have really enjoyed my teaching practice, it has been a great experience. Have to say one of the highlights was setting up the first year soccer team in the school and when they beat st. josephs 8-6 in a soccer match, i was ecstatic!! definetly think when i do get m permanent job il be doing some coaching.

self evaluation.

- a) i found it of great benefit. from day one using the evaluation sheets i feel it

has helped me to improve as a teacher. from the way i plan my lesson to the way i teach it, it has helped me reflect more about the main themes like planning classroom manangement and teching methodologies in my lesson.

b) i found moodle to useful, sometimes you can see that your not on your own with a certain problem, that one of your classmates is in the same boat or has encountered that particular problem and might have a suggestion to solving it.

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the very last one.....woo hoo

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2506&course=12470"

□□ - Tuesday, 31 May 2005, 09:57 AM

I feel that the key skills of teaching are that you must always be prepared, (you can never be to prepared), you have to able to teach in various different ways and with different methodologies, you need to be enthusiastic and innovative, you need to able to communicate and interact with every type of individual, you need to be able to react without thinking and know what to do in every situation.

the most important issues that arose for me was to try to enthuse some students that just didnt want to work and that had this notion that science is stupid, I addressed this by trying to have an experiment per class for them to do and to use as many methodologies as possible to make science interesting.

I found self-evaluation useful as it allowed me to examine my teaching and how to better it. It allowed me to find why something went wrong and also how to correct it. Moodle allowed each of us to share our experiences and discuss how to fix things. It allowed discussion about our schools and also how they differed

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Last one!

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2627&course=12470"

☐ - Thursday, 26 May 2005, 11:45 AM

I think the key skills a teacher needs are:

Understanding. An understanding of yourself, your students and their needs and an understanding of the institution you are working in.

Flexibility, and the ability to adapt. All kinds of situations arise in schools and not all of them in the classroom. So have a flexible plan (with a B part) both short and long term. And always be ready to think on your feet because you can't plan for every eventuality.

Reliability. The school can rely on you to turn up ready to work. The students can rely on you to be in for their class. The students can rely on you to be prepared for their class, to have their tests and corrections back on time, and to be fair in disciplinary matters.

I'm sure there are more but at this moment none pop to mind!

There's nothing that really stands out in my mind. I had no discipline problems really. A bit of chatter in my maths class at the beginning but I sorted that out. I only ever gave 2 notes to students. It was on the same day, they weren't even my students it was a supervision class. I think part of that was because my school has a very strong discipline code. One that I know inside out having abided by those very same rules for six years(well most of the time anyway). And because it was my old school I knew exactly what behaviour was acceptable and not acceptable, what was expected of students in the classroom and my students knew it too. Time was a bit of an issue for me now that I remember, I found it really hard to manage my time, not so much in the classroom but outside of it. But I sorted that out. (gave up some days in my job). But at the very end it became a big factor for me again, in fact huge. The science department held a meeting 2 weeks before the end of the year and changed what should be covered by the end of the year! So the pressure is on. The material will get covered but how much the students learn from it? Questionable. But as a student teacher I can't really complain, It's not my place. I have just to get on with it!

I've really enjoyed my time teaching, it can be very rewarding especially when you get to know your students.

Being back in my old school was certainly an experience. Teaching in the classrooms where I used to sit, and in one of my classes seeing a student

just like me, bright but uninterested and a total chatter box sitting right where I used to sit, the exact seat, brown hair and freckles, the lot was a bizarre feeling. Meeting all of my old teachers on a level playing field was an interesting experience. But they made the transition from student to teacher a very easy one for me. But there are also a lot of new teachers there that I got to know as well. And everyone was so friendly and supportive.

I feel that self evaluation was useful. When you first start out you're so preoccupied with teaching you don't see anything else. That's your main focus. But gradually with the help of self evaluation you learn to look at other things, and it gets easier as you settle in. I do feel that it helped me to improve as a teacher and to understand better what it means to be a teacher. I don't know how useful it was for me during my time teaching. But it was nice to see how others were getting on and nice to get any problems off my chest to people who understood. It was like a nice little community with everyone in similar boats. It made me feel less isolated. But it was also somewhere that you could find a possible solution or advice to experiment with from classmates who were having similar problems, a little resource all of its own.

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OH MY GOD IM FINISHED!

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2651&course=12470"

☐ ☐ - Wednesday, 25 May 2005, 08:00 PM

a) At the end of the teaching practice period, what do you now think the key skills of teaching are?

In week 4 we were asked what are the key keys required to work in an Irish School. My views since that week have not changed. For me classroom management and discipline are at the top of my list. You may have all the skills in the world with class preparation and teaching skills, but if you have disruptive students in the class and you cannot deal with them then, the classes time and your time is wasted. Classroom management is the skill required to deal with this issue and so far I believe it to be the key to working successfully in Irish Schools. For if you can get these difficult students on board with you in class then the environment is a lot healthier and easier to teach in, thus everyone is able to learn. Also I discovered you require a mean

streak to be successful in your discipline.

b) What were the most important issues to arise for you and how did you address them?

Well for me the important issues to arise were how to tackle the issues that arose from the feedback from my Inspectors. The issues that arose were;

1. My Voice/speaking manner - spoke too quickly in class, hard to understand, plus at times I rushed what I was saying.

Solution - Slowed down everything is what I did. Talked more slowly and tried to be more clear. Also tried not to talk so much in class and get the students to be more learn by active learning.

2. Classroom Management/Laid Back Attitude - when I started off teaching I had a slightly too much of a lay back attitude in that I was not stricked enough, more or less I lacked in classroom management and discipline.

Solution - I worked on this over the course of the three months, trying various stragies and using my self evaluations to come up with them. The main problem was my Maths class and I think one of the most important things I learnt from teaching that class was to develop a mean streak which I did not have coming into my teaching practice. If only I had learnt this before I came in.

3. Teaching Style - When I started I had a few problems with my teaching style, general class planning and teaching styles, but through trial and error and by using the evaluation sheets I found the solutions and I believe corrected a lot of my teacher errors but not all, these will come with experience.

c) Any general comments?

Teaching Practice has been an experience, I have enjoyed it for the most part, hardest part been getting out of the bed every morning! I feel that this teaching practice has been all about trial and error, and though this I have been able to discover what I require if I am to be a good teacher. But seriously its been good and I look forward to the teaching profession plus the HOLIDAYS!

2) Self evaluation

a) Was it useful?

AS a new teacher I have found self evaluation to be very important and

practical in becoming a better teacher. Been new to this profession my experience and knoweledge is limited, but with self evaluation i have been able to improve my classroom management, class plans etc. With self evaluation i can review my performance in the class, what areas did i do well in and what areas do i need to improve in to suit the needs of my pupils and make the classroom an environment where people can learn. With self evaluation i have learnt that you can

* identify the professional education you need to further develop your capacity to teach well

improve the educational experiences you provide for your students

* prepare for your performance review with your supervisor

So self evaluation is a benifical and worth while aspect of teaching, with it one can only improve as a teacher.

b) Did you find Moodle useful? Why?

Moodle was quite useful. The questions that were posed got me about thinking about mt teaching practice and the problems that i was having at times, plus looking at other peoples postings gave me ideas of how to improve my teaching styles and solve any problems i had.

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week 11

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2097&course=12470"

☐ - Wednesday, 25 May 2005, 01:31 PM

i think the key skills of teaching are good classroom management (discipline)

and a variety of teaching methods.

you have to have good control of the class or it is a nightmare if they get out of control and you find that you won't be able to get half the stuff done that you wanted to do. you have to implement discipline straight away or if you don't it will be a lot harder later on.

a good variety of teaching methods to keep students interested, if you come into class and do the same thing everyday students get very bored quite easily.

For my third years, those two classes in particular were really hard to get their attention when I was re-teaching chapters, they just weren't bothered. So after self evaluating the classes that I had with those third years I decided to try different ways of getting them to revise and do the work. So every week I made up worksheets on different chapters in science for them and by using the book and helping each other they were getting lots of revision done in each class, and it was much easier to get their attention for correcting when they all knew that I was going to ask each girl the answer of a question. Self evaluation really helped me during my teaching practice because we had to do it after every class and if some methodology didn't work as well as it should have or if it worked really well you had it written down on a questionnaire that you could look back on if you were going to use that same methodology again. If you don't write it down straight away, more than likely you won't remember if it worked well or not. When I'm finished college and hopefully out there teaching the self evaluations that we did during the teaching practice will help me in the future. The questionnaires will be a good guide for what I should be looking for in order to improve my teaching. Teaching never stops being a learning process, while I was out doing my teaching practice I feel the self evaluation questionnaires worked really well. Moodle was a really good way of seeing how everybody else was getting on and for making you realise that a lot of people are having the same problems as you. it was a good way of evaluating the questionnaires that we made too.

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"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2645&course=12470"

☐ - Wednesday, 25 May 2005, 12:06 AM

1 a) Well for me, classroom management or discipline is right up there at the top, because no matter how many hours you put into planning a class, if the

students are out of control, it's just a waste of time and totally disheartening - and that's speaking from experience. I discussed previously how I left it very late to sort out the discipline problems in 2 of my younger classes. When I eventually called in the big-guns i.e. class tutors, the problem was sorted out in a matter of minutes and I was left wishing I'd done so way back at the start of placement - anyway I'll know next time.

After that, planning-skills, enthusiasm, subject knowledge...

B) With 2 of my classes, discipline was the important issue - as discussed above.

With my good classes, I discovered how great Powerpoint is! You can make really interesting and fun classes and the kids love it. And you can save your class on a floppy! it's the modern day acetates and I've come to love it!

C) As mentioned before - I would have loved a class on how to use the text book. Also another class on what do you get them to write down? I noticed, that I wasn't getting them to write down half as many notes as their regular teachers, and I wonder will this be a disadvantage to them when they are studying for exams?

2 A) Self-evaluation was definitely usefull when I did it soon after class. Got me thinking about different methods to use and other ways to explain difficult ideas etc.

B) to be honest I found the evaluation postings a chore. But I also found reading the class postings helpful sometimes. I liked the early format of 'best' and 'worst' class, because you could discuss pretty much any issues that arose during the week and somebody might give you advice. The latter postings didn't really leave room for this. But Moodle is a good way of keeping the class in touch. Having said all that, if I had been keeping up to date with my postings, I may have got more out of it!

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week 11

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7433&course=12470"

☐ ☐ - Monday, 23 May 2005, 12:56 PM

flexibility. this is a key to teaching. you have to roll with the punches, some of the teachers literally do, just kidding! when you are prepared and somethings go wrong you have to do somethings differently. no point i being stuck in a rut and not finding the light at the end of the tunnel.

patience. great experience to see how well you can cope in different situations. if you have it in you to be calm and relaxed in pressure situations!

discipline. i went in with a no nonsensed attitude at the start, no smiles, no prisoners and now i allow from a bit of banter/crack during the session. ive got reports that i hold a tight ship, that theres no messing in my class. id have to say its nice to know im not a soft touch. also got reports that ive mellowed from the beginning of the year so thats also nice.

preparation. another vital key. fail to prepare, prepare to fail as one philosopher said, or was it roy keane?? anyway this is all important to me. you could have lessons up to your neck but without preparation you are lost in the class. students will notice, and run amuck, therefore everything else breaks down. if you are prepared you can keep an eye on everything else, discipline etc.

evaluation. you need to evaluate not only your classes but your students. i mean 90percent of the class could be happy with your teaching, but is 90percent good enough? what of the 10percent! trying to get them working or understanding is the reason to teach!

i never really had issues in the school, was left to teach and got on with it. i did however find it very difficult to split a class for teaching. very annoying. not because of the teacher but because of the timetable. i had to repeat lessons on a numerous occassions as sometimes it was weeks before i saw them again. also i never saw a specific class until after easter, the day my examiner came in. im also waiting on a final visit.

i have to say, it has been a massive experience to teach. really really a great way to find out if you really want to do it. one thing that i dont like is the fact of essays at the end of our teaching. i mean when others are out for intra they are paid, and dont have inspections, and dont come near the college for lectures, but we do all of the above and have to do essays. i am aware it is a requirement of the course but we get a hard bargain. the teaching itself gives you a feeling of your doing something right for the students and that is a very nice feeling.

i found self evaluation very useful, as was our discussions on them in our lectures. i found changing the focus each week an enjoyable experience, giving you new ideas etc.

as with dowlid have to be honest. i thought it was a great idea in so far as we could contact one another with problems and ideas as how to correct them. maybe there should have been more of that reflection in every weeks post. however i found it boring, and tedious talking about self evaluation each week (when i posted!!) and how much it meant to me. i think everyone knows its importance, and if they dont, they should find a new profession!!! all in all a great experience

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Last one! :-)

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2286&course=12470"

□□ - Friday, 20 May 2005, 02:53 PM

1) Teaching Practice

(a) Well I am going to be repeating myself and alot of people here but the main skills a teacher requires are;

Flexibility, this so important if you need to plan for missed classes, intercom, students leaving for drama sports etc, assembly and all kinds of everything that result in students missing class time. If you are trying to squeeze a weeks work into one day at the end of the year because of missed classes students are going to lose out.

Thinking of interesting and fun ways of teaching a topic. This is really important and will help student's interest in the topic. I found myself running through loads of ideas for topics and how to teach them at the weirdest times. I have a life it's just my mind wanders sometimes □ INCLUDEPICTURE

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These are really important skills teachers' need. Knowing their stuff is important as well I suppose □ INCLUDEPICTURE

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(b) One of the most important issues that arose for me was the fact that I did not have any class all to myself. At the start this was very difficult and I lost interest a bit especially in my chemistry class. But as the time went by I got used to it and found some ways of using it to my advantage. Like teaching the topic in such a way that it ended up with the experiment for the topic

falling during my class >  INCLUDEPICTURE


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Hey, you got to do what you got to do. This way I got the experience of doing some experiment classes and got to see first hand how hard it is to be everywhere at once.

(c) General comments..... eh wear sunscreen?? Only messing overall it was a great experience I met some great teachers got some great helpful ideas and got to see first hand how nice students are at heart. Yes you heard me they were such nice little girls when you got down to it. Every time I had to give a bad report or talk to students at the end of class I got a letter of apology from the offending students and very sincere they were. Although I couldn't help noticing that at the end of each letter they asked if I could remove the bad report.....  INCLUDEPICTURE



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2) Self Evaluation

(a) Self evaluation was useful in some ways but not so in others. Like after a class that you just wanted to forget because it went bad it made you look at the class and pick out the places where you could improve. This was a very good part of self-evaluation. But even so it was a bit of a silly idea to test out some absolutely useless evaluation sheets (numbering one my group made so i am not picking on anyone) that were really no help what so ever and just wasted time. When I came out of a class sometimes I would have forgotten exactly what the problem with the class was after I had gone through ticking all those boxes. It just made me feel like a zombie.  INCLUDEPICTURE

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But when used properly self evaluation was a great help to me it made me change my teaching methods for the better and hopefully helped me become a better teacher.

(b) I have to admit I found moodle useful. Probably not in the way it is supposed to be used but useful none the less. It was a great place to put a weeks worth of problems or just plain old crap that you wanted to talk about. As soon as you had it typed up and posted you could forget about it and get on with the teaching knowing you had shared your problems with others  INCLUDEPICTURE "http://xmoodle.dcu.ie/moodle_2005/pix/s/smiley.gif" * MERGEFORMATINET 

It was a great to keep in touch with others and see how they were getting on and also good for a laugh every now and again. *cough cough* week 3  INCLUDEPICTURE "http://xmoodle.dcu.ie/moodle_2005/pix/s/wink.gif" * MERGEFORMATINET 

Well it was a pleasure talking to my computer for these past fourteen weeks (wow) but now the end is here... well for another year anyway.

Have a fun last week everyone,

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Re: Last one! :-)

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7654&course=12470"

□□ - Sunday, 22 May 2005, 06:43 PM

Ya big meanie did you not take it off their reprot. Glad to hear that upon reflection you don't have too much to complain about! Only messin. I agree with your comment about the self evaluation, it works really well if you do it properly and learn from your mistakes or judgement calls. Filling out the sheet and dumping it somewhere is no help at all. Hope you and your computer have a very happy summer.

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Last one!!!

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2224&course=12470"

☐ - Monday, 16 May 2005, 07:42 PM

I have learned over the course of my teaching practice, that one of the most important skills required by teachers today, is the ability to be flexible. You really need to be able to change your teaching styles, in order to suit the ability of the class. I, myself have three different first year groups, ranging from the very strong class to the very weak. I have taught all three groups the same topics, but my teaching styles have varied greatly within each class. In the very weak class, I have to move very slowly, literally spoonfeeding them. They have very short attention spans, so I try and incorporate more activities into this class- games, worksheets etc, to keep them busy. Whereas with the stronger class, I get through much more material with this group in a double class compared with the weaker class. I also don't have to spoonfeed them as much as they absorb much more information. Timetables are forever changing in schools, what with fieldtrips, talks, plays, concerts. In this case flexibility is an important skill to have. We all know that planning is essential for the smooth running of a class. But I think most of us have learned over the past 12 weeks that planning doesn't always go to plan!! This is where flexibility comes into play again. Been able to adjust to changing circumstances is extremely important. I learned this in my first week (the case of the acetates and the disappearing OHP!!) I have said it before and I will say it again you definitely need the patience of a saint to be a teacher!! It is very easy to lose your rag with some students, but I think that its important that you keep your cool. At the end of the day your only stressing yourself out, and I think that by keeping your cool respected more for it.

The most important issue than arose for me was discipline. I found discipline particularly difficult in one of my first year classes. They talked constantly, walked around the room. Basically they did everything they weren't supposed to. I was slowly losing it with them and ended to assign seating, separating out groups of friends. It worked a treat and i've had no bother with them since. I found the self evaluation quite useful, although sometimes I found filling out the sheets to be quite tedious. I felt that I was repeating myself and writing the same thing over and over. I like the sheet which we are using at the moment, as it allows you to focus in on particular areas.

I found moodle to be very interesting. It was great to see how everyone else was getting on and what issues they were facing. At least you knew that you weren't alone and could swap ideas on how to deal with a particular issue.

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Re: Last one!!!

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7654&course=12470"

□ □ - Sunday, 22 May 2005, 06:39 PM

Glad to hear I wasn't the only one who was having some discipline problems . The whole thing about the self evaluation sheets I agree with, they were tedious and I found myself repeating a lot of the comments (especially in the maths class that I have 5 times a week). Moodle was great to see how every was getting on and getting advice. Hope you're enjoying your last two weeks.

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summer at last

by □ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2121&course=12470"

□ □ - Friday, 20 May 2005, 03:25 PM

- a) The key skills i think are required for teaching have not changed since february when i said flexibility and good classrrom management was essential. i think alison and noel were great with all of their ideas but classroom management is something we really had to get to grips with ourselves. im glad to say i had no discipline problems in the school most of the kids were really well mannered.
- b) The one issue in terms of discipline that did arise for me was when a student made a comment to me that was unacceptable. I made a note of what she said and went to her class head who ended up suspending her. It would have been easy to let the comment she made go but i felt i had to get in and stamp anything like that out quickly.
- c) slightly mixed feelings about my teaching practice. on the positive side loved the kids in the school and it was nice when they came up to me asking me if i would give them grinds next year. the negative side was my timetable which as i have moaned about already had 1 science class a week and everything else maths. no matter what tom mccloughlin or odilla says maths is very hard to make interesting all the time and it can get very tedious. ghted to get to the summer.

2.

- a) I think the self evaluation was very useful. As everyone has already said you cannot improve without continually evaluationg yourself. As i have also said before i think getting students to evaluate us is a great idea as they know how much they are learning or not learning. I know it can be a bit intimidating at first to ask them to make a comment about you, but if you set down the ground rules from the beginning it works really well, I feel that I had a totally different relationship with my 6th years after I asked their opinion. They were honest, gave me good ideas and afterwards told me that they were really happy to be asked their opinion cos it had nevr happened before.
- b) I feel i should be honest and not just say i liked moodle just for the sake of it. I didnt find it very helpful due to the fact i was in contact with most people anyway through meeting them in DCU or on the phone. to be honest i found moodle was something annoying i felt i had to do every week. I did like 3 though!

week 11

by ☐ [HYPERLINK](#)

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2656&course=12470"

☐ ☐ - Tuesday, 17 May 2005, 08:45 PM

1a. I have to agree with on this one & say thjat flexibility is very important in the classroom. If a class is not going according to plan, it is important that the teacher can improvise & continue the class in a productive manner, if not according to plan. I also found this out today when talking to one of my colleagues in y's. I also still believe that patents is a vitue like no other & in the classroom that is really tested to the limit.

1b. Discipline is by far the biggest issue that I had. i never realised how disruptive pupils can be. I now feel sorry for all them young teachers that came to my old school when I was a kid.

1c. After 3 months I can safely say that I have not yet been turned off from the profession. From talking to some of the more experienced teachers in the school they have informed me that it DOES get easier!!

2a. I do think that the self-evaluation has been useful. The evaluation tools that dealt with evaluation of the class from a broader spectrum really got me thinking on how I can try to improve my teaching. I feel that it has been a useful tool in my teaching.

2b. In general I think the moodle is good for conferring with other pupils with regard teaching ideas & methodologies how ever that is the only benefit I got from it. I could easily do that over a coffee or a pint though.

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"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7408&course=12470" ☐ ☐ - Tuesday, 17 May 2005, 09:12

AM

What do I think the key skills for teaching are being prepared planning in an informal sense, have an orderly class using all the skills of eye contact, body language, positioning in the room. Allowing student feedback I think is also useful to identify problems in the classroom.

The most difficult issue I faced was keeping order in free classes. I supervised bucket loads of classes each week and some at the start were a bit chaotic. But I read an excellent book called Conflict and Confrontation in the classroom A guide for new teachers written by two well experienced Irish teachers which really helped me deal with the issues I was facing.

Any general comments? I cannot believe I'm at the end of my third year placement and am still alive and well and enjoying the job.

Self Evaluation was it useful? yes too an extent allows for too narrow a range of viewpoints on its own when coupled with peer and student evaluation its good. On another issue, I liked the way that we were asked to get involved in putting together questionnaires in this module. I really feel that this shows that we were being taken seriously as teachers. This is really important because we have to feel like teachers if we are ever going to become teachers. When we are treated like students but are out in schools it gets really confusing at times. Asking our opinion was really good and getting us to do things based on what we knew took us seriously.

Another thing that I want to get off my chest so I am going to say it here. I am really curious about the whole idea of reflection. Since I have started this programme I have been told that I have to reflect and to be honest I haven't had a clue what it meant for most of the time. I think as I come to the end of this self-evaluation project I am beginning to get an idea of what it might be. It might be easier to say what it isn't. Reflection isn'tt (sic) just filling out forms and forgetting about them. In fact I don't think it really has anything to do with filling out forms except that you get information there. From what I can see reflection is about thinking about what you do but it is pointless to do it without knowing wht you do. That is where I think the questionnaires come in. They let us know what we do and if we use them properly they should be able to let us know what to do. I think.

Moodle was really useful because it allowed a forum where we could see how each other were getting on, share ideas and problems.

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Re: The End?

by - Tuesday, 17 May 2005, 01:59 PM

Hi ,

Thanks for this. I was wondering if you would be willing to expand on some of the ideas you have posted here and over the last few weeks in a chat at some stage in the coming days?

Regards

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Re: The End?

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7408&course=12470"

☐ - Tuesday, 17 May 2005, 04:29 PM

Hey ,

Yes absolutely no problem. I will be around campus tomorrow afternoon from about one for the rest of the evening if that suits?

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Last one

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=7654&course=12470"

☐ - Sunday, 15 May 2005, 07:46 PM

Part 1

a.

I don't think that my opinions regarding the essential skills required by a teacher have changed. I said back in the beginning that the most important skill for a teacher to possess is the ability to cope with the changing environment of the class. The next time this question was put to us I believe it was a unanimous vote that the ability to be flexible was the most important skill. I stand by these chosen skills as I believe that during my teaching practice I have improved as a teacher from the integration of these skills in my everyday lessons. I am now equipped to deal with any change in my schedule and any unforeseeable challenges i.e. the internet crashing in your school when all of your lesson plans, acetates and notes for that day are in your email account ready to print off.

b.

The most important issue to arise with me was discipline. I was faced with the challenge of being the only girl in SE3 to enter into a boy's school. I know that we all faced the same challenge of being taken seriously as a teacher, but I could see that having a young female teacher was going to be fodder for some of the boys in my classes. But I came down hard on the students in the first few weeks. I let it be known from the beginning that I expected to be treated with the same amount of respect as they expected to receive from

me. I handed out punishment sheets to those who wouldn't behave in class and I spoke to the form teachers of these students. I overcame this discipline problem by talking to my fellow students in SE and to the staff members in St Aidan's, who couldn't do enough to help me. I was able to see that some students were not just acting up in my class but also in others. However I was comforted to find that some were relatively well behaved in my classes in comparison. In some particular cases I found that if I offered the student extra help with the subject, their entire demeanour in class changed towards me. However, even after all of these approaches to discipline had been carried out, I still found that a few students were misbehaving. I know understand, having had conversations with fellow staff members that this is a universal problem.

c.

Now entering into the final three weeks of my stay in St Aidan's I've had the pleasure of taking part in Sport's Day, attending staff meetings and even a parent-teacher meeting. I've had a brilliant time in St Aidan's and have met some interesting characters, both staff and students, who have added greatly to my experience. I have learnt how it feels to be on the other side of the desk for real this time. I now appreciate the amount of hard work and preparation that went into my own education. I also will never again begrudge a teacher ANY of their holidays, they are all earned!!! This period of teaching practice has, thankfully, confirmed that I would one day be able to survive and enjoy teaching in a secondary school. And I can now say that I won't be scared of teaching boys.

Part 2

a.

I found the self evaluation difficult at first if I'm to be completely honest. I found that I was filling the evaluation sheet out in between classes and when I had two classes in a row I was finding it hard to separate one class from the other. But as the weeks progressed I found myself filling out the sheets with one area of achievement and one area of development. As I said in one of our Wednesday sessions these evaluation sheets are only useful as long as you are putting the effort into them. I found it easier to concentrate on the issues that were raised in class in the evaluation sheets as the weeks progressed. The changes in the evaluation sheets, I found useful as it allowed me to concentrate on two specific areas in relation to my classes. I will agree with most of my fellow students in that it was easy to just tick the boxes without thinking, but I have to say that I did concentrate on the planning questionnaire. I've always been more concerned with the planning of my classes than any other aspect and I used this questionnaire as my check list. I found the teaching methodologies questionnaire more time consuming than the other evaluation sheets but again I believe that it was a great help

when I was planning the next lesson for that particular class. I found the whole process of self evaluation to be extremely good in retrospect as I can now look back to the classes at the beginning of my period of teaching and see how far both myself and the students have progressed.

b.

Moodle was fantastic, particularly with its ability to find out how others were finding their teaching practice. It was nice to see that others were also finding their "settling period" difficult, I didn't feel so alone. It was great to be able to keep in contact with each other and to feel supported in your opinions. I received a lot of great suggestions from people in my class during moodle and I enjoyed the conversations that were started in the forum. I think that it's a great way to find out how everyone is getting on in their teaching practice.

Hope that everyone is enjoying their last few weeks in the schools.

Happy holidays to all

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Re: Last one

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2224&course=12470"

☐☐ - Monday, 16 May 2005, 07:51 PM

Hiya,

Definitely agree with you about teachers and the holidays! They need that 3 months during the summer to recover!! I didn't realise that teaching was such hard work until I experienced it first hand for myself. Planning each class, setting up equipment, correcting copies and tests and thats not to mention keeping control of the class - discipline etc, which is a job in itself. Its an exhausting job but I suppose someones got to do it!!

Chat to ya soon,

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last one

by ☐ HYPERLINK

"http://xmoodle.dcu.ie/moodle_2005/user/view.php?id=2126&course=12470"

☐ - Monday, 16 May 2005, 11:42 AM

The amni issues in the teahcing practice would have to be discipline. We should do a workshop in the two weeks of semester 2 in third year instead of just lectures. This workshop should be on discipline issues, because half the tiem i haven't a clue what to do . Other than that there are really no issues to talk about.

regarding self evaluation i believe moodle is a good thing to use at the end of the week but i also think we do to much evaluation meaning we have no time to actually learn what we want to teach. For example i teach 5th year math even though we are only meant to be able to do junior cert maths i think but i haven't done half ther maths since my own leaving cert so i have to revise what i want to, elarn and there just isn't time. I think the moodle postionsg should only be once a month.

forgive the spelling i was rushing and i have fat fingers.

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Appendix K

MOODLE Dialogue – CPD Participants

Using the Planning Quest

Evaluating your planning

by - Monday, 14 March 2005, 04:47 PM

Open file in new windowPlanning_questionnaire.doc

Hi all,

As mentioned in my e-mail we would like you to comment on your experience of using the self evaluation instrument on the area of planning designed in class.

We would suggest that you answer the following four questions

- a) How did you use the evaluation instrument?
- b) Did using it encourage you think about planning in a different way?
- c) Was it helpful?
- d) How would you change it?
- e) Do you think it is a good way to encourage you to self-evaluate?
- f) Would you use it again?

Delete | Reply

Re: Evaluating your planning

by - Friday, 18 March 2005, 08:28 PM

Hi ,

I used the self evaluation questions this week with my literacy group as I will be focussing on them for Project 2.

The answer to the questions are as follows:

- a) I used the evaluation sheet immediately after the class sessions.
- b)The questions made me reflect on how I planned different aspects of the sessions. It particularly highlighted how I communicate with the other staff members as this can be overlooked when I am busy. The fact that we all work part time in the centre can have a bearing on difficulties in communication. About half the staff do not use a computer (mainly the older staff) so it is not possible to keep in touch by e-mail.
- c)It was helpful but some of the questions were not relevant to my group.
- d) I felt that 13 questions was a lot to answer. If I were to keep up the self evaluating I would be more likely to answer less questions on a regular basis and keep them on file. It seemed a lot for just one area - i.e. planning. There are also the other areas to consider.

e) A shorter questionnaire would encourage me to self evaluate. The questions really forced me to look at what I was doing in the planning area. It highlighted inadequacies which could and will be improved.

f) I would be keen to use it again if it was shorter. I found it very helpful.
Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Friday, 18 March 2005, 09:44 PM

Hi ,

Thanks for the reply. I think we will definitely take on board the point about the length of the questionnaire. We have not really tried to interfere with the structure of them too much as we wanted the group to decide on this. However as we evaluated their use all such issues will be taken into account.

Glad they proved at least partially useful.

Not sure if I mentioned however we would like everyone to include the completed ones as appendices to the project. They will not be shared with anyone else and will be returned following the marking period.

Have a good weekend

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by

- Saturday, 19 March 2005, 10:58 PM

Hi /

I used the planning evaluation form for my induction session with the new participants on our clerical reception course. Here are a few of my thoughts and findings.

(1) Some of the questions were not relevant for the session.

(2) I found the form very useful for reflecting on how the session had been planned as the induction involves a lot of the (BMUN) Centre staff. Such as the receptionist to book in the new participants. Booking the room and preparing the time table for all the staff to give their presentations. Preparing to complete the evaluation form I realised how many people were involved in the induction session. Completing the form some shortcomings with the induction session were highlighted and I intend to rectify these on the next session. I will use the form after my first lesson with the group and check my lesson plan against the findings.

(3) Do we have to complete a form for each session or will three completed entries of each instrument be enough for the project.

(4) I am a bit confused as to how the project is to be presented will it be in a report format ? outlining how each instrument was used and what the findings were for each.

Rgds

F.

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Re: Evaluating your planning

by - Monday, 28 March 2005, 06:30 PM

... have found the way in - ignore email please!

I briefly looked at the 'planning questionnaire' following a long day of teaching - and put it aside mainly because of its length and the language used, intending to come back to it later. This I didn't do yet! I will have a good look at it before my next teaching session (even though this is already planned and organised) with a view to evaluating its planning and improving the planning of the following one. I am generally good at planning ... but have never formally evaluated myself - it will be interesting.

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Re: Evaluating your planning

by - Tuesday, 29 March 2005, 03:32 PM

I hope you find the self evaluation process interesting!

See you later

Show parent | Split | Delete | Reply

Re: Evaluating your planning

by - Wednesday, 30 March 2005, 04:43 PM

Planning Evaluation Comments

Feed Back

Background information, teaching in 2nd level 1st to 6th year CLA and TY.

Hi

I have used the form once and here is the outcome of my views,

Q1

The first question was good in the Area of management, E.g. Year Head, Teacher and student in that order of communication problems.

Q2

Communication with other classes is very limited and I have found even at LCA level where there is suppose to be interrogation in some of the subjects. But at the best of times it fails to happen because it is not supported by the teachers. It is something I would like to see more of but systems change very slowly at 2nd level and we can see this from the uptake of the LCA programmes and the general interest in it.

Q3

Maybe I am wrong but this question is not applicable in areas like my own where you have your curricular set and have to cover it usually in a very short period given. The only area I would see I would use it is in the special needs area, which I do, and tend

to discuss planning with their tutor and do apply special arrangement for those involved.

Q4

Long winded and everybody knows that planning is important, so better to evaluated how or the difficulties that had arisen as a result of improper planning. The last question on the table was relevant so some similar question would be better.

Q5, 6,7,8,9 Good

Q10

I taught that a rating might be better for this question.

Q 12

Not applicable for most of my classes.

General Comment

IT showed me that there is room for improvement but also I found it very long and time consuming to fill in. There may also be a need to look at the data collection of the information and the collation of it afterwards. Some of the Questions don't lend themselves to sound scientific outcomes.

While it may seem that I am critical I realise that it is not easy to compile a first of draft I presume that a number of drafts may have to be run through before the final evaluation form is determined. Then again time constraint may limit this.

Regards for now

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Re: Evaluating your planning

by - Monday, 18 April 2005, 09:39 PM

Hi ,

Last week I used the plannign Questionnaire with two new groups I have. One group is the Basic Education Programme - Literacy and IT and the other group is Computers for Recovering Addicts.

Since using this evaluation instrument I now am defintitley encouraged to think about planning in a different manner.

It was very helpful to see the results of the questionnaire in the area of the two groups, as they were so different - time allowed for one group in planing which proved more successful right from the start.

I dont think I would chnage this questionnaire as it was very easy to follow.

I do think it is a good way to encourage you to self-evaluate and have now brought this matter up today at our staff meeting for collegaues to try this out and then give our feedback to the management in order to allow time for planning of groups etc.

f) Would you use it again?

Yes most definitely.

THANK YOU.

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Re: Evaluating your planning
by - Tuesday, 19 April 2005, 09:20 AM

Thanks ,
Dleighted to hear that it worked out so well.
See you ght.

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Tuesday, 24 May 2005, 01:37 PM

Hi

I decided to complete a full round of questionnaires with one particular group I have. Once this is done, I will complete the same process with two other groups.

The reasoning behind this is I feel it will reveal very different information depending on the age, ability and maturitiy of the students.

I have taken the easiest group first as they are a Level 2 FETAC Communicaitons group. They range in ages 18 to 20 and have no learning difficulties at all.

The only problem is they are at the end of the module with just one assignment to do;so not very rich pickings for teaching sessions.

The planning questionnaire was long, but I had enough time to complete it straight after my session, as I have an hour break before the next group. This will be a problem when using it in the future as there are no breaks availbale as I move from one group to another. Something to reflect on and see when I do fill it in.

The planning questionnaire raised yet agin the question on integration and communication with management and other teachers in relation to coss-curricular activities. I realised that I integrate my module with the IT teacher, but not with other teachers. Is this because we are all part-time and I do not see other teachers as much if at all during the week as much as the IT teacher?

Some of the questions were not relavant to me and were more training focused.

It made me reflect on why I have lesson plans for some sessions and not for others?

I feel my work especially in year one at DCU has contributed to writing AIMS and OBJECTIVES when creating a lesson plan. Over the years it has helped me be more realistic in this domain. The planning questionnaire higlited this fact.

Using the questionnaire was straight forward for this group, a different story and maybe a more interesting one will I think develop over the next week
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Re: Evaluating your planning
by - Friday, 3 June 2005, 06:24 AM

Hi ,
You are being very thorough in your approach to the use of the questionnaires which should produce some interesting results by the end of the process. It is interesting, although I suppose when you think of it not too surprising, that the planning questionnaire threw up questions for you specifically related to the mechanics of planning. This is one way that the questionnaires as a methodology can be particularly useful in that they focus your reflection on key areas that you might not have considered for a while.
I look forward to reading the rest of your postings.

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Re: Evaluating your planning
by - Tuesday, 31 May 2005, 03:27 PM

Hi ,
Similar to , I too have chosen to complete all four questionnaires in one go as I feel that this gives a complete picture of my practice and all that it entails. I will use these questionnaires with one group only.

The planning questionnaire did prompt me to reflect on my practice in relation to planning. Not all of the questions were relevant to me and also some of them were very general. I feel that my reply to these questions (3,5,9,11 & 12) will be the same no matter how many times I complete them. For the next time I use them, I am planning to put them in a separate section and only use them when I feel that something new has happened.

By completing this questionnaire, it has raised a few things that I will be able to work on before I complete it again. I hope that there will be some change/improvement in the things that I feel that I am weak at.

Below is a summary of my experience of using this questionnaire:

- a) As mentioned I used this questionnaire based on my teaching the Foundation Level group. I teach them Maths and Computers for a three hour session on a Thursday morning.
- b) Some of the questions were relevant to my education practice, others I felt were very general.
- c) The other self evaluation tool that I used was a reflective diary and learning log. These were much more personal and were not structured, they were very open. This questionnaire was very structured and open to individual interpretation.

d) Using it has uncovered some areas for improvement.

e) Yes it was helpful.

f) I did not change it as the majority of it was applicable.

g) Yes because it forced me to reflect on my practice and did reveal some points. But these are my opinion, it would be interesting to see what one of the students thought. I feel that it would be useful every few weeks so as to ensure that I do not become complacent. It was quite time consuming so I feel that I would not be able to do this after every training session. But am I self-evaluating or self reflecting?

h) I will use it again to see if I feel that I have improved.

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Re: Evaluating your planning

by - Wednesday, 1 June 2005, 10:11 AM

Hi all,

Just a few brief comments on this questionnaire. I have used it for two completely different training sessions. It was much more useful and relevant where I was involved in the design of the course. It is very long and I will probably change it. Some of the questions were not relevant to me, however it did prompt me to reflect.

I like the closed questions with yes/no answers followed by open questions such as why or what.

Regards

Show parent | Split | Delete | Reply

Re: Evaluating your planning

by - Friday, 3 June 2005, 06:41 AM

Hi ,

Thanks for this. Just wondering, why is it that you think the questionnaire was more useful in the course that you designed yourself? Does this type of ownership result in your having a greater insight into the workings of a course and therefore mean that you are more likely to reflect on why you are doing things in a certain way? Also, is it logical then to assume that it is more difficult to evaluate programmes that we don't design ourselves and if that is the case where does this leave people who are teaching to pre-defined curricula etc?

I like your comment about the format of questions. Why do you think this structure works best?

Regards

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Thursday, 2 June 2005, 10:56 AM
Hi Everyone,

With regards to planning I felt it gave me guidelines to follow in relation to planning a class. Some of the questions were relevant and applicable but some were just general and didn't apply to my group. I also felt again some of the questions were repetitive in relation to using them for other classes. I was inclined to give the same answers in all the questionnaires. I used these questionnaires on the same group over a period of three individual classes. I teach the FETAC communications foundation level, basic maths and computers to the same group.

As I have mentioned some of the questions were relevant, but I would use this format for future questionnaires or tools for self-evaluation and it is my intention to develop it to the suitability of my learners. Due to time constraints and as I am approaching end of term until late September within my work practice, I am unable to change the questionnaires at present.

However, I did find them to be useful and helpful for reflection on my work practice.

Regards

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Thursday, 2 June 2005, 07:25 PM
Hi ,

I used the planning evaluation after a swimming class. Using this questionnaire encouraged me to organise my planning a bit better in the future. I found it helpful in looking at areas which I could improve on. I felt it was a good prompt in getting me to evaluate how I was doing, although I did feel that some of the questions were not applicable in my case. I would definitely use it again, maybe with some changes.

Regards

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Friday, 3 June 2005, 06:50 AM
Hi ,

Glad to hear that you found it useful. Your approach seems to have been very thorough and it is good to hear that the results were thought provoking. When you are writing your project (or even in an additional posting) you might mention which of the questions were not relevant and why you think that is. As I mentioned to , these questionnaires were self generated by your class, a group of FE professionals and the issues regarding who should design instruments, whether it is possible (or even desirable) to develop generic instruments apply here.

Well done

Show parent | Split | Delete | Reply

Re: Evaluating your planning

by - Friday, 3 June 2005, 06:45 AM

Hi ,

Glad you found the questionnaire useful and that it helped your reflection. The issue of time is an important one. Each of these initiatives challenges us to find more and more time in an increasingly busy schedule. Do you think that self evaluation is a worthwhile use of your scarce time or would your professional practice benefit more if you assigned the time to another task? This is a question that faces all of use really and we have to be able to answer it to our own satisfaction when we approach initiatives such as this.

Regards

Show parent | Split | Delete | Reply

Re: Evaluating your planning

by - Friday, 3 June 2005, 06:37 AM

Hi ,

Thanks for a comprehensive and thought provoking posting. Some very interesting comments here. As with , your approach should result in some interesting material developing in the course of the coming weeks. In response to some of your specific points:

Relevance: This methodology was always going to be something of a blunt instrument in that it is a catch all type of instrument. Still, it is important to remember that it is a self generated instrument, designed by members of your class who work broadly within the same education sector as yourself. There is an interesting question here as to whether it is possible, or ind desirable, to create a general questionnaire that is applicable across a range of settings or whether professionals should be encouraged to develop their own unique instruments that allow them get to the heart of their own practice. What do you think? Of course it might be possible to do both by developing a generic questionnaire but allowing individual educators to adapt it as they see fit. Have you thought about doing this? Maybe creating a few other questions yourself?

Structured V Unstructured Reflection: Very good point. Which do you think is better? Is it possible to combine them? Remember we encouraged you to create questionnaires with a variety of question types. Do you think that it is possible to generate that type of unstructured reflection you speak of in a questionnaire format by using open/qualitative questions? Another question, which format is more useful in your setting?

Self evaluating V self reflecting: Again, very, very interesting. Is there a difference? If so, what is it. Does one lead to another? Is it possible to have one without the other? (sorry, not too many answers here big grin) You might explore some of these issues in your final report as they get to the heart of the nature of the exercise we are asking you engage in.

Well done

Show parent | Split | Delete | Reply

Re: Evaluating your planning

by - Sunday, 5 June 2005, 02:10 PM

Hi all,

- a) I used the questionnaire immediately after 4 sessions in one week. Each session was with a different group.
 - b) After using the questionnaire it has prompted me to think about planning much more comprehensively. It highlighted areas that I had not previously thought about or pushed aside because of circumstances.
 - c) I found it helpful in structuring how I would self-evaluate, but would make changes to it if I was to use it on a regular basis.
 - d) Some of the questions were not relevant to my practice and so these would be removed. A few of the other questions could be amalgamated into one. At the end of Q.5 I would put an open-ended question for comments to explain why the rating is different between one session and the next. Having completed the questionnaire and getting two different ratings for similar groups I cannot now remember the reason why and consequently cannot address the issue.
 - e) Yes I do think it is a good way to self-evaluate, provided you can be honest when answering the questions. However, I think it should be used in conjunction with other methods, particularly ones that obtain the opinions of the students. These questionnaires provide data from the perspective of the tutor and as the students' needs are the main concern in the learning episode their voice should be heard.
 - f) Yes, I would use it again, but with changes made to it that would help to reflect my practice.
- [Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: Evaluating your planning

by - Tuesday, 14 June 2005, 09:42 AM

HI ,

Thanks for the posting, you raise a number of very good points. I think you are finding, in common with a lot of you colleagues, that self evaluation instruments such as this lose specificity because they are designed to be as generally useful as possible. There is always a challenge when trying to design an instrument that can be widely applied but which needs to provide pretty specific information to its end user. We tried to get around this by asking you as a group of professionals to design the questionnaires. Do you think that this improved their relevance? Do you think it might have been better to have you design your own individual questionnaires and if the answer to this is yes, do you think it would ever be possible to have sector wide templates for self evaluation.

I find your suggestion regarding the use of student evaluations very interesting. I think you are right, as key stakeholders in the process they should be included. There are a number of issues that this type of consultation raises however. How would you as an educational professional protect yourself from malicious ratings? Look at the controversy caused by Rate My Teachers, how could you avoid that sort of controversy? Also, how do you design research instruments that will give you a full

picture of the students opinions without skewing it with your own biases etc? Would you get them to design the instruments themselves for example?
Just a few thoughts.
Keep up the good work.

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Sunday, 5 June 2005, 08:38 PM

Hi ,

My group designed the planning questionnaire, as group members worked in a variety of areas; we debated over the relevance of certain questions to suit the broad scope of occupations.

While all the questions were relevant, it was a little long and one would have to allocate a timeframe after each lesson to complete it.

I found it extremely usefull, it made me think clearly about the lesson and I am now more aware of what I can do to improve the planning of my lessons. Certain topics arose that I would never have considered in planning, such as the content of other modules that the students are studying which could assist them in this module.

Preparation is extremely important to ensure that you can try to get the most from the class.

My timing of the lesson was not sufficient; I aim to do too much and need to consider the importance of quality not quantity. Each class is different and the chosen aims were not be suitable for certain classes and topics.

The planning questionnire has made me more aware of my planning techniques and has given me some new ideas to reflect on.

I would encourage other colleagues to use it, to ensure that they are covering all areas in the planning of their lessons.

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Tuesday, 14 June 2005, 09:48 AM

Hi ,

Glad it was such a positive experience for you. In many ways you have conformed to the theory of self evaluation claims will happen if you engage in the process. The use of the research instruments is really just a mechanism to help you reflect on things that you may not have considered before. This seems to have happened for you. Of course this does not imply in any way that others who have had different experiences are in some way less succesful evaluators. There is a legitimate criticism of the self evaluation literature that maybe it is a little too positive in its general tone and does not really take into account the reality of working in a complex, modern educational environment.

I would be very interested to hear what your colleagues thought of the process of using such instruments (I think another posting in maybe a different forum mentioned the horror that colleagues reacted with when asked to engage in such a process)

Best wishes

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Saturday, 18 June 2005, 12:28 PM

Hi ,

Thanks for that feedback, this has been an area that I have been thinking about over the past few weeks.

The head of the department had noticed me completing the questionnaires and has shown an interest in looking at the completed project. It is his intention that this will lead to a trial run of the questionnaires in the self evaluation of the drama department.

It is important to note that time constraints could interfere with this process, as a part time teacher it can be difficult to plan a meeting each week with all three members of the department to allocate time for questionnaire discussion. If time became an issue we could use a resource similar to moodle which could help us to evaluate and discuss our work in our own time, although I can't imagine my colleagues jumping for joy at the thought of an extra workload that they may not regard as relevant. Teachers who have not been involved in a self evaluation process before may not be aware of the benefits or want the added pressure of having their work under scrutiny. I can discuss the concept and details of my research with them in the hope that they may want to pursue the idea themselves. It would be helpful for the department to initiate these ideas themselves and get used to the process of self evaluation prior to the time where perhaps the school management may insist upon it.

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Sunday, 5 June 2005, 09:05 PM

Hi et al,

Only getting stuck into this project this week... Several reasons for the delay but the course I am evaluating - 'Theories of Adult Education' - which I lectured in the Centre of Deaf Studies (TCD) to students undertaking their diplomia in ISL Teaching, is a classes I took over as when the other teacher went to Gambia with VSO... This teacher actually had three classes and myself and two other part-time teachers took them over... she left us the freedom to redesign our contents but I got my hand on her course-content from the pervious year and was amazed to see it was similar with only two or three differences...

I had planned to self-evaluate it by using all the questionnaires but I will be more interested in the planning aspect above the others... as I was literally thrown into the proverbial p-end at the time! But I feel that these questionnaires won't be enough, I think I should meet some of my students for feedback and discussing my self-evaluation thoughts with them to see if they agree etc... plus I have a class diary I kept while lecturing will be looking at that.

Also one question shook me: "Did you consider the content of other classes in the design of your class" really hit me - I hadn't! But it's hard, considering we were all left to design the class ourselves without any encouragement of communicating with other two teachers. I plan to meet up with two other part-time teachers who took over other classes (from same teacher) and have a small focus group peer discussion: 'should we be communicating more in planning stage?'

Hence delaying this evaluation til the other teachers and students were finished... I am taking two weeks off work to focus on this project.

There were some questions on the Q irrelevant to my situ - like budget and Training Needs Analysis; and others I like to add - especially considering I am lecturing in ISL and the majority of assignments were presented in video format!

I've been asked back to lecture next year - so this is a valuable opportunity to reassess my module! As for doing it again - I think it's essential as Kolb says you never stop reviewing the experience for the next time...

Right - getting off my box here before I practically write the entire project into this moodle ha! Ha!

Good luck all!

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Tuesday, 14 June 2005, 09:53 AM

HI ,

You have obviously had a very interesting few weeks, a new course and a new format for reflecting on it. As with , I think that your "Eureka" moment raised by certain questions would conform with a lot of the ideas emerging from the self evaluation literature. The idea underpinning this whole theory is that at times, using whatever format of self evaluation that you are comfortable with, you will have these moments that cause you to think in a new way about your practice.

Again as with many other people you have hit the blunt instrument problem where not all questions are relevant. Did you go ahead and alter the questionnaires in any way?

Were they any more useful?

Keep up the good work.

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Re: Evaluating your planning
by - Wednesday, 8 June 2005, 12:25 PM

Hi and all

Yes only getting around to postings now, feel more comfortable in reflecting after a couple of weeks! The delay was also caused by lack of internet access at home and have been in the middle of moving offices and pc's in work.

Anyway back to the project, I recently completed the planning questionnaire on two different occasions within two different modules, with two groups of trainees with learning disabilities.

The modules are Personal Development and Social & Sexual Education.

I used each of the four questionnaires on completion of each class module and intend to post my findings in four stages.
This being the first.

Questions:

A.

I used the planning questionnaire on completion of two different classes modules, Personal Development and Soical & Sexual Education. Each class had 6-8 different trainees. The class was 1hr 15mins in duration.

B.

Yes in using the questionnaires it encouraged reflection on my own methods and style of planning. Linking in and discussing my own planning with fellow trainers was something I had not readily practiced. This in turn lead to constructive and informitive discussions on the possibly overlaps in module content currently being delivered in our training envirnoment.

Involving fellow trainers in the planning of my own modules is something I will include in future planning. In the past I had been working in an insular mode with regard to module planning, only involving the trainees I teach.

C.

Yes, i have found the use of questionnaires helpful, however, time constaints was an issue, given the time needed to constructively complete questions and reflective post class.

D.

Some questions were non-applicable, i.e. no certification/assessment conducted for these moudles, as in IAS, FETAC.

E.

I will used and amended version of the four questionnaires in the future and have given a copy to the four trainers I work with. We will hopefully produce an amended version to use in training.

Self-evaluation was not always top of my work agneda in the past. In using this self-evaluation instrument it had enabled me to given more focus to self-evalutaion and I have already begun to build this into my training routine.

F.

Yes as above, with changes to format

Will post other questionnaire findings in due course, time constaints again!

cheers

Show parent | Split | Delete | Reply

Re: Evaluating your planning

by - Tuesday, 14 June 2005, 10:01 AM

Hi ,

Thanks for this. It was worth the wait smile . I am particularly interested in your use of the questionnaire outputs with your colleagues. By the way you talk about it, it seems to have been a very natural and not in any way threatening. Do you think that this is as a result of the particular type of culture in your organisation? There is, as I am sure you are aware, a lot of material written regarding the types of cultures that

exist in educational settings. For many the ideal is one of a real collegiality where people are free to share ideas, concerns, problems and innovations in a safe environment. Many writers would suggest that this is rare. Do you feel that this is the type of supportive culture that you work in? I ask because I sometimes think that it would be very difficult to engage in a genuinely, open and collegial self evaluation if the culture is negative and at times fault finding. What do you think? How important is the culture of an organisation to the process of self evaluation?
Just a few thoughts. Happy cogitating.

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Thursday, 23 June 2005, 09:10 AM
Hi

Thanks very much for the questions, it got me reflecting at lot and has added to my project! Been mulling over your reply and also trying to complete project, oh for more time! the use of the questionnaire with my colleagues was optional, a few have used it and gave me some feedback, I intend to report on this in my project. Yes i think the culture of my own organisation has gone through change of late, in saying that I really mean the department I work within. I feel this is partly due to me attending the degree course, again I will briefly discuss organisational culture in the project. Our department is slowly becoming one of sharing of ideas etc. as you referred to, however, this is not without its problems, competition always raises its ugly head, which can at times be positive. The culture is very important to me in the process of self-evaluation, it needs to be supportive and encouraging, again something that is changing within my own organisation.

I haven't had real time to converse in detail on moodle and will attempt to report further before completion next week.

Thanks and regards

Show parent | Split | Delete | Reply

Re: Evaluating your planning
by - Thursday, 23 June 2005, 04:41 PM
Hi (et al)

I'm very late in getting down to Moodle and apologise to all.

In relation to the planning questionnaire, I used it once after a session with the LCA group in Youthreach on the 9/3/05 which involved the input from an expert visitor in order to fulfill a key assignment in the music module (key assignment #2 world music-Opera-).

It challenged me to reflect on the relevancy of the questions to this particular class while mentally measuring their relevancy to other contexts that I work in. By contexts

I mean the different culture of the three centres where I am employed part time and the impact of the programme/curriculum being delivered, for example:-

(1) Youthreach Transition Centre (Inner City Culture)-City of Dublin VEC. Programmes delivered, FETAC music appreciation- which is adaptable and not constrained by time-(Foundation Level only, designing own level One). LCA music Module, Ring- fenced and time constrained. The Roadshow (Drama Group) programme which involves a more informal and team based approach.

(2) St Kieran's Training and Education Centre (Traveller culture) (County Dublin VEC). Programmes delivered FETAC Music Appreciation Foundation level. Developing (slowly) a perspective on a Roadshow.

(3) St Thomas' Community College (Rural and Suburban Culture) (County Wicklow VEC) Transition Year (informal music related activities). LCA Group (Year One) Music module.

I feel that the questionnaire needs to be tweaked a bit when addressing each of these groups, and in the case of St Thomas', communication with management and colleagues can be very limited by time - (Q1)and (Q2). In relation to questions (1) & (2), I agree with that involvement by the learner is more crucial when planning a class session or even a years programme. It can make life much easier when delivering, evaluating and assessing the session (or Programme).

(Q3) Easy to answer for groups FETAC and LCA groups. More difficult in the case of the Travellers programme because of cultural and social and economic influences impacting on learning. The Transition year class is very informal and open-ended and contact time is limited to One hour a week. I find that reflection notes after each session more useful here and would use an evaluation tool when breaks and holidays accrue in order to check progression to achieving the target or project agreed upon.

(Q4) I feel that this is an unnecessary question but because of it's obviousness, easy to answer and therefore encourages completing other questions.

(Q5) Very good! I would include some reference to accomodating teamwork.

(Q6) very good! Maybe this should ask if there was a plan B.

(Q7) very good!

(Q8) Very good

(Q9) I have trouble with this one, it appears too broad and I think it overlaps with the content of (Q1),(Q3),(Q4) and (Q5).

I feel that involvement of the learner in planning negates the need for this question.

(Q10) Unnecessary, see Questions 3, 5, 6 and 7.

(Q11) Very good

(Q12) N/A

(Q13) Useful

I am going into the other questionnaires later on and intend to use the resulting analysis all in the project assignment.

Good Luck to all

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Classroom Management

Hi all,

As mentioned in my e-mail we would like you to comment on your experience of using the self evaluation instrument on the area of whole area of creating a positive learning atmosphere / classroom management designed in class.

We would suggest that you answer the following four questions

- a) How did you use the evaluation instrument?
- b) In your opinion, was the area relevant to your education practice?
- c) In what way was it different to using the other self evaluation instruments?
- d) Did using it encourage you think about the whole area of creating a positive learning atmosphere / classroom management in a different way?
- e) Was it helpful?
- f) Did you change it? If so, how?
- g) Do you think it is a good way to encourage you to self-evaluate?
- h) Would you use it again?

Questionnaire

by - Monday, 18 April 2005, 09:45 PM

I used this questionnaire today directly following a class with my Basic Education - Adult Literacy Learners.

Q) In your opinion, was the area relevant to your education practice?

a) Yes in some ways

Q) In what way was it different to using the other self evaluation instruments?

a) It wasn't as good as the others, more on your own self reflection

Q) Did using it encourage you think about the whole area of creating a positive learning atmosphere / classroom management in a different way?

a) No as I am very aware already of classroom and learning atmosphere (you have to be being a literacy tutor - one of the first things you learn).

Q) Was it helpful?

A) No it was boring.

Q) Did you change it? If so, how?

A) No didn't change it as it just didn't excite me in any way to do so.

Q) Do you think it is a good way to encourage you to self-evaluate?

A) No not in a questionnaire format - this should be done on observation of learners - how they feel in the class - safe?

Sorry for such negative outcomes on this one - just saying the truth.

Delete | Reply

Re: Questionnaire

by - Tuesday, 19 April 2005, 09:22 AM

Many thanks for this. Very interesting comments. Fascinating how the change in subject context changes the value of the questionnaire for you.

I look forward to reading more about this in your final project.

Regards

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Wednesday, 11 May 2005, 11:50 AM

Hi I also tried out the questionnaire on Learning atmosphere and classroom management and I thought it was interesting to use, but did not really encourage reflection.

Some of the questions are not relevant to staff training but I can see how it could be adapted to suit. I think it would have been good to consider how trainers motivation levels affect how effective training is. If I am honest my motivation yesterday was not great and it really impacted on the group and how effective the training was. As I use

the questionnaires I am begining to think that 'diary' style or open ended questions seem to encourage refelction, more than the tick the box questions.

I will try the questionnaire out agian with another group and see how that goes. Maybe quetionnaires designed specifically for training, rather than education settings would be more useful?

Anyway, I will use it agian and then judge how useful it is.

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Re: Questionnaire

by - Tuesday, 17 May 2005, 12:34 PM

Hi ,

Thanks for this, some really interesting ideas here. I am struck by your suggestion of developing questionnaires specifically for training contexts. I suppose what interests me is how this context would be different to an education context and what you would have to do to change the questionnaires.

Another related issue is of course whether you can generate questionnaires that are applicable across a range of different educational contexts or whether you will eventually arrive at a situation where each individual educator is required to develop their own research instruments.

Just a few musings

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Re: Questionnaire

by - Tuesday, 24 May 2005, 01:45 PM

This evaluation tool revealed no extreme variations as most of the questions I answered fell into the middle ground of either agree or important, again I think this was due to the group and I will be curious to see if this changes dramatically next week when used with two very different groups.

I felt the scale was confusing on question 5. I normally associate the lower numbers with negative sentiments and on this question it was the opposite way around!

Questions seemed to be veered towards relfection regarding new groups while others were helpful to reflect on this group I have had for one year.

Overall only 50% of the questionnaire I felt helped me reflect constructively

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Re: Questionnaire

by - Monday, 30 May 2005, 05:07 PM

Hi all

I used this questionnaire today after a training session, I'm afraid I found it of little help or relevance to my reflection. As I read some questions I felt I was being questioned on values I held in relation to classroom management and learning environments rather than evaluating my practice in relation to promoting a learning atmosphere. Like the atmosphere and classroom management is given high priority in my organisation I intend to change the questions to evaluate if I did/did not promote a learning atmosphere etc, and what were the challenges/issues on creating same. Answering these types of questions will allow me self evaluate and consider if I can make any changes that will improve my practice.

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Re: Questionnaire
by - Friday, 3 June 2005, 07:10 AM

Hi ,
Glad to hear that you are going to take this by "the scruff of the neck" so to speak. Developing and changing the questionnaires is a really useful way of making them more relevant although I would refer to previous replies and ask whether you think it is possible (or ind desirable) to produce generic self evaluation instruments such as this?
Regarding the values questions, do you think that this is necessarily a problem or is it your point that they should be combined with other types of questions?
Best of luck

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Re: Questionnaire
by - Saturday, 4 June 2005, 03:07 AM

Hi
I experience this self evaluation process as an ongoing spiral similar to Mc Niff's action research spiral. I felt the values questions were not essential in this instance, as I considered my values to be a given and it was more important for me to evaluate if I was living up to my values rather than stating what they were. I did find the generic self evaluation questionnaires to be a helpful starting point, they raised my awarenesss of the areas I should be evaluating, but did not fully provide me with the tools to carry out an indepth evaluation of my practice. Metaphorically the generic questionnaires were like viewing a house from the outside, without gaining access to the inside to really explore it.
The questionnaires were certainly signposts of good practice which directed me towards designing a combined, concise, and more relevant, questionnaire better suited to my own work.
This situation however is not the norm of everyday work, I have to put a serious amount of time into producing a self evaluation project for this course and my ulterior motive of achieving a degree has me motivated to do the best I can. Realistically I wouldn't have the space, time or energy with my workload to be designing my own self evaluation tools on an ongoing basis. This is where I question myself have I a moral dilemma do I believe indepth self evaluation has to be individual rather than generic? How realistic is that ? I continue to question the realities of generic over individual, If I had not changed the questionnaires I would have engaged in surface

reflection rather than p reflection. At this stage I'm afraid I still have more questions than ansewrs.

I can see the realistic need for generic evaluation tools within education, at best they can engage and inform the user at worst they can be experienced as irrelevant paper exercises illiciting rote replies. I can just imagine our horror if we had been asked to complete this project without reference or access to the myriad of generic evaluation material which has been made available to us, and yet I struggle to lift it from the written page and make it truly meaningful to me in my daily practice.

Another aspect I am beginning to explore is the neccesity of self awareness for effective self evaluation. I need to be conscious of my competence or incompetence to self evaluate, without feedback my unconscious incompetencies will remain hidden.

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Re: Questionnaire

by - Friday, 3 June 2005, 07:05 AM

Hi ,

Thanks again for this. To start at the end, do you think that 50% reflection is good enough? Is it more than you would usually engage in without using such an instrument?

Your point about the structure of some of the questions is well made. Do you think that there is a value in changing question formats in order to force people to think about issues in different ways (e.g. if we always use the same format, does this mean that we go into an "auto pilot" and not really think about what we are writing).

Thanks again

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Monday, 30 May 2005, 08:09 PM

Hi ,

Found your posting interesting re the questionnaires.It brought to mind our daily records on clients. Maybe you are familiar with I.P.P... for those who are not familiar they are Individual Programme Plans. They are programmes drawn up for each client and how best their needs are met to provide a holistic qualitative care approach,they are recorded daily, anyway these programmes can be very detailed and all too often staff simlpy repeat what has been recorded the previous day, not really giving accurate account of client wellbeing.

Sometimes I feel we have demolished rain forrests with this paper trail in an attempt to have evidence of activities been carried out however I am not always confident that the activity was.

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Re: Questionnaire
by - Tuesday, 31 May 2005, 04:03 PM
Hi ,

Sorry for making this positing here it isn't relevant to self-evaluation...but to learning disability training and I don't have your email address.

Not sure if you got the Independent on Sunday- a part time training co-ordinator was advertised for St. Michale's House, based in Goatstown (Grade 7 so the money's good -about CNM2 level) Not sure if you are interested!

HR will direct you to the appropriate person fo further info (8840200).

Good luck with the project

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Re: Questionnaire
by - Thursday, 2 June 2005, 07:14 PM
Hi ,

Using these questionnaires in my school where something similar to your experience as we use Individual Education Plans which are programmes drawn up for each student to ensure their individual needs are met as each student may differ in their educational needs.

I found in using these questionnaires that a lot of the questions where not applicable in my environment and that the questionnaire on learning atmosphere & classroom management was too long.

I found it very hard organising time to carry it out, just wish at this stage it was all over.

Regards

Show parent | Split | Delete | Reply

Re: Questionnaire
by - Friday, 3 June 2005, 07:18 AM
Hi ,

Sorry to hear that this is becoming a bit of a chore (although I can understand why). Some of the literature criticising self evaluation would agree with you but it does pose a few questions. For example,how do you think we could create a self evaluation process that does not lead to a time consuming, paper creating process? Ind,do you think that it is possible to do this?

Best of luck

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Friday, 3 June 2005, 07:49 AM

Hi

I consider the questionnaires far too detailed and when I look at how best I learn I know that on an ongoing basis I would not use this type of evaluation tool. The headings are certainly a good framework to guide when evaluating however I have found a diary or reflective learning log to be more beneficial. Incorporating the issues that are in the questionnaires and expanding on them would for me be a more valuable evaluation method.

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Re: Questionnaire

by - Friday, 3 June 2005, 07:15 AM

Hi ,

This is a really interesting posting that brings in a set of experiences from a different professional context. I think that your point about the potential for an exercise such as this to end up as a paper generating nightmare is a very well made one. What do you think can be done to address this? Do you think that the danger you highlight invalidates this type of methodology as a way of encouraging self evaluation and reflection? What other similarities do you see between what we are trying to do here and IPP's?

Looking forward to hearing your thoughts on these issues.

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Friday, 3 June 2005, 08:05 AM

Hi

My intention is not to be dismissive of evaluation in fact I think that it is imperative to look at what we do ,how we do and where we can improve.

I consider it our moral and ethical responsibility to take ownership of our actions and accountability. In the broader sense unfortunately I feel we all too often the approach is to ...pass the buck.

The practice of reflecting regularly on my work has certainly improved my attitude towards my work and brought about renewed energy. In recent assignments a huge emphasis has been placed on this exercise of reflection. so it is something that I am very familiar with and practice regularly although when this course of study is complete and I have a break from it I wonder how diligent I will be at reflecting and looking at my work practice?

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Friday, 3 June 2005, 10:53 PM

Hi

Appros my comments to the I.P.P'S within my work place.

Yesterday a memo was posted on our notice board within the unit for staff regarding I.P.P's Meetings for all staff rostered on the day to review and record daily between 2pm and 3pm these I.P.P'S.

This to me is positively ridiculous as that is the ideal time for staff to implement these programmes with our clients and afford them individual time.. but it looks good on paper ...this is what we would do and it says it in black and white its documented that we carry out these activities ...so it must be true!!!

Unfortunately I am a bit cynical about this paper trail that we make.

We have meetings about meetings and record and document so much,when do we get to actually do the things

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Friday, 3 June 2005, 07:01 AM

Hi ,

Some good points here. You mention the format of evaluation instrument and its potential to influence the quality of reflection that you engage in. Do you think it is possible to combine the useful elements of a reflective diary and a generic questionnaire into the one instrument or is this desirable at all?

Your context point is a good one too and begs the question as to whether FE is a coherent enough sector for professionals such as yourselves to create generic self evaluation instruments.

Best of luck

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Tuesday, 31 May 2005, 03:45 PM

I used this questionnaire and I have to agree with some of the previous comments. I also felt that this particular one was more a rating of my values than a self evaluation of the learning atmosphere & classroom management.

Q2 asks my opinion on a list of activities. These are core components of a tutor in Youthreach and I strongly agreed with them all. When I complete this again, the replies will be the same.

Q5 is similar in that it asks me to rank the importance of the activities. I feel that it may have been better if it asked me did I incorporate these activities into my session.

Q6 is something that is developed at the start of the year & is not applicable now. I do refer to them when necessary

Q7, Q9 & Q10 I feel again asks my opinion, it does not encourage me to reflect.

I agree with , can a questionnaire developed by a group a people from different areas, suit all? Check out my paper to find out more....

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Re: Questionnaire

by - Wednesday, 1 June 2005, 10:50 AM

I agree with a lot of the comments of previous 'moodlers'. This questionnaire did little to help me reflect on a training session that has just taken place. The issues are relevant but the questions could encourage more reflection.

My answers to some of these 'general' questions will be the same no matter what course I am undertaking. It is not necessary to ask these questions on an ongoing basis. I am learning nothing new and surely this is the point of self-evaluation?

Regards

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Wednesday, 1 June 2005, 09:18 PM

I have been unable to access the moodle site for some time now and enjoyed reading all the postings.

I too have been working on the questionnaires and I felt that this questionnaire contained a mix of questions, some more reflective than others.

It did make me reflect on areas of my teaching that I might normally skip past such as ground rules.

In my centre we have a 'rolling' trainee entry onto programmes - this means that you can have one trainee leaving and one new one arriving in the class at any time of year.

Because of this it is very easy to overlook recapping on ground rules compared to a situation where you might have new students every September.

The questionnaire was partly useful and gave me something to work on.

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Thursday, 2 June 2005, 11:00 AM

Hi ,

Hope you are well, this questionnaire certainly gave me some new ideas to consider and I felt the content was suitable to my work. With the group I am focusing on, there are only two students per class, it is vital that I create an environment that the students feel comfortable in and that we can build up a relationship of trust. There is a high focus on them for the full forty minutes, it is my job to keep them interested by using different teaching strategies and creating a good learning atmosphere.

A class contract was something that never sprung to mind for this particular group, I would have a set of ground rules like this with bigger groups, but as they are fifth year

students and seem to have a great interest in the subject I did not feel the need to create such a contract.

It made me reflect on how I can cater for each of my students needs, although I did not set ground rules, I always encourage the need for respect, teamwork, honesty and trust between students and between teacher and student. The work carried out in the drama class promotes a lot of these values and can develop a wide range of intelligences, which do not solely depend on an individuals academic abilities.

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: Questionnaire

by - Friday, 3 June 2005, 07:34 AM

Hi ,

It seems that this questionnaire was particularly useful for you. One of the claims in the literature is that self evaluation helps professionals to reflect on their practice in such a way as to cause them to consciously judge the value of all of their teaching and not just those parts that challenge them. Do you think that this is valid? Does an instrument such as this cause to you look at your entire practice in such a way? Keep up the good work.

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Re: Questionnaire

by - Friday, 3 June 2005, 07:26 AM

Hi ,

Welcome back! Glad to hear that you are enjoying the postings, there are some very challenging ones alright. I like your highlighting of the value of reflecting on what are normally "routine actions". Quite often it is these actions that we forget about when we come to reflect on our professional practice yet they are essential when setting the tone of our engagement with our participants.
Best wishes

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Re: Questionnaire

by - Friday, 3 June 2005, 07:22 AM

Hi ,

Absolutely, that is the point. If this is not working for you can you think of a way that might help you evaluate and reflect on your own practice. Ind do you think that it is necessary to do this formally?
Talk to you soon

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: Questionnaire

by - Wednesday, 8 June 2005, 10:01 PM

Hi , I tend to complete all 4 questionnaire at the end of my days teaching. It usually takes me 35 mins to complete all four. Out of all the questionnaire's I found

the learning atmosphere & classroom mgt would be the one I would use least. For q3,q4 I have added 'what did you incorporate into your learning session to-day to benefit your students. Because I work with 4 different classes and teach different subjects I need to write down to help me to rememeber what I did incorporate into the session to make it more beneficial. Also q 10 please answer the following question????? where is it? I assume it is the q10 above. All in all I agree the questionnaires are very useful and have helped me to reflect on my practice. If these had not been desgined in class I would never have had the time to do them myself. How is the project going! Roll on end of June.
Show parent | Split | Delete | Reply

Re: Questionnaire

by - Friday, 3 June 2005, 07:20 AM

Hi ,

I won't repeat myself too much here so just to say that I agree with your last question and I look forward reading the answer on June 30th (if not before!)

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Sunday, 5 June 2005, 02:13 PM

Hi all,

Some of the questions here did help to trigger reflection while some of them were irrelevant to me as a self-evaluation tool.

Many of the questions asked for my opinion on various issues and as such the answers are the same after each session. Some of the questions would be more useful to me in the self-evaluation in a different format. For instance Q.2 could be changed to find out whether/how the practitioner established and maintained an effective learning environment etc.....and how it could be improved.

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Tuesday, 14 June 2005, 10:04 AM

Hi ,

Quick reply. The issue you raise about getting the same answers day after day to the same questions is an interesting one. HOW do you think you can get around this sort of problem while at the same time encouraging people to evaluate regularly if not daily??

Show parent | Split | Delete | Reply

re learning atmosphere and classroom management.

by - Friday, 24 June 2005, 09:21 PM

I know, paddy last! Well at least I'm moodling, (Do I need to self-evaluate this comment?).

I have really been enlightened by the comments and questions arising from this questionnaire. I agree with everything that said in her posting. It appears to me that one can become trapped in the mechanics of questionnaire design by trying to include as many categories of questions as possible. In the case of self-evaluation, could this result in designing questions that give answers simply confirming what we want to believe to be true?

I don't believe that it is possible to create a generic self-evaluation questionnaire but quite possible to design generic guidelines for this purpose. In fact this has been done see 'Guidelines for good practice in evaluation (UK Evaluation Society) Handbook' available at:-

http://www.evaluation.org.uk/Pub_library/PRO2907%20-%20OUE.%20A5%20Guideline.pdf

I filled this questionnaire out after a session with the drama group in youthreach transition centre. I found most of the questions to be teacher centred, focusing on given and accepted rules of engagement in most class situations. It was not really useful in the context of self evaluation, but it did reinforce the values and skills that underpin good classroom management and create an atmosphere conducive to learning, and as you can see created a lot of reflection. However, I will not use it again in its present form.

One value that I believe is a crucial indicator of classroom/learning atmosphere and management is RESPECT. I know that this value would be included in the agreeing to and setting up of ground rules (Q5. Nevertheless, I believe it to be number one on the values list underpinning all other values and influencing attitudes and behaviour that impact on the skills and resources vital to maintaining correct levels of learning atmosphere and classroom management.

I would therefore submit that the first question should focus on evaluating the levels of respect maintained during the session. The wording should set the tone for any following questions.

, in respect to your comments on IPP's and the IEP's Shiela mentioned, does this aspect not remind you of what Jean McNiff said about Action Research requiring the participation of all stake holders in a discursive exploration, identification and analysis of the issues that cause problems in your practice. There is also a similar procedure carried out for successful action learning with more emphasis on reflective self-evaluation. We experienced the power of this process in one of Mary King's classes when we formed action learning sets.

Once more I re-iterate the belief that involvement from all stakeholders is highly desirable if the strong forces generated by our own self evaluations that can lead to self deception are to be exposed and challenged. has alluded to this with her last sentence of her posting, expressing the need for awareness of competence or incompetence to self evaluate and the fear that without feedback incompetence's will remain hidden.

I hope this is of some use to you when considering how to design a self-evaluation tool at this late stage of the semester.

I am looking at incorporating the Webquest model as a foundational tool to support the design of long term and short term, summative and formative self-evaluation questionnaires. I better quit now and get back to the project paper for next Thursday.

Good luck to you all on the project.

[Delete](#) | [Reply](#)

Re: re learning atmosphere and classroom management.
by - Saturday, 25 June 2005, 11:15 AM

Hi

Glad you did not participate prior to this ..joking. Am also glad that I handed in my project yesterday before I read your stuff cos I would really have doubted my approach to this assignment. Anyway whats done is done.

Its a great relief to be finished, Am off to Fuertaventura on Mon with my kids and I am really looking forward to the break as I only finished nights and am ready for some r+r. Hard to believe the 3 years are up.

Best of luck with you assignment

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: re learning atmosphere and classroom management.
by - Sunday, 26 June 2005, 03:58 PM

Hi ,

Thanks for reply and wishes.

I'M GLAD YOU SENT IN YOUR PROJECT ALSO, AS I HAVE JUST DISCOVERED THAT I'M TRYING TO DO EVERYTHING AT ONCE INSTEAD OF CONCENTRATING ON THE EVALUATION QUESTION AND HOW IT ADDRESSES MY PRACTICE.

HAVE A WONDERFUL TIME WITH THE FAMILY AND ENJOY THE 'FREEDOM' OF YOUR BRAIN !!!!!

HOPE WE ALL GET GOOD RESULTS in (September/October?)

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: re learning atmosphere and classroom management.
by - Sunday, 26 June 2005, 03:59 PM

Hi ,

Thanks for reply and wishes.

i'M GLAD YOU SENT IN YOUR PROJECT ALSO, AS I HAVE JUST DISCOVERED THAT I'M TRYING TO DO EVERYTHING AT ONCE INSTEAD OF CONCENTRATING ON THE EVALUATION QUESTION AND HOW IT ADDRESSES MY PRACTICE.

HAVE A WONDERFUL TIME WITH THE FAMILY AND ENJOY THE 'FREEDOM' OF YOUR BRAIN !!!!!

HOPE WE ALL GET GOOD RESULTS in (September/October?)

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ASSESSMENT

Hi all,

As mentioned in my e-mail we would like you to comment on your experience of using the self evaluation instrument on the area of assessment designed in class.

We would suggest that you answer the following questions

- a) How did you use the evaluation instrument?
- b) In your opinion, was the area relevant to your education practice?
- c) In what way was it different to using the other self evaluation instruments?
- d) Did using it encourage you think about the whole area assessment in a different way?
- e) Was it helpful?
- f) Did you change it? If so, how?
- g) Do you think it is a good way to encourage you to self-evaluate?
- h) Would you use it again?

Assessment Self evaluation questionnaire
by - Wednesday, 11 May 2005, 11:39 AM

I used the self-evaluation questionnaires today after a days training with a group of 20 staff members yesterday.

I did not think the questionnaire was very useful in my setting as there is no formal assessment process involved in this training. It would have been useful to ask questions about the type of assessment that was used and why, rather than just asking about validity and reliability. As a trainer I try to assess if the learners understand the content, mostly through questions and answers, and through observations- this is a type of assessment, but it is not valid or reliable.

I was involved in designing the questionnaire and at the time it seemed like it would work, but now it seems very limited and maybe not generic enough to be useful across a number of settings. On the positive side it was short and I can see that it may be useful in some settings.

I don't think it really helped me to reflect on the assessment process and in its present form I don't think I would use it again.

[Delete](#) | [Reply](#)

Re: Assessment Self evaluation questionnaire
by - Tuesday, 17 May 2005, 12:36 PM

Hi ,

Again a few interesting points. Make sure that when you are writing up your project you include these, particularly (at the risk of repeating myself) the importance of your training context to your use of the questionnaires.

Well done

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: Assessment Self evaluation questionnaire
by - Tuesday, 24 May 2005, 01:48 PM

This questionnaire was not at all relevant to this session as the assessment for will be next week once the group have completed and submitted a written assignment.

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: Assessment Self evaluation questionnaire
by - Monday, 30 May 2005, 05:59 PM
Hi all

I have just tried out the assessment questionnaire, although two of the 4 questions didn't relate to my situation as the assessment for my group was set by FETAC I could see a use for them in other situations. Questions 2 and 3 caused me to reflect. I agree with 's point that the questionnaires suffer from trying to be all things to all men. What I liked about this questionnaire was that it showed me that a few appropriate questions can be more valuable than a larger collection of waffle. I am learning the trick to this self evaluation (as in life), is to ask the right question. It is usually the

direct(hard)question we do not want to ask ourselves that seems to be the most telling. Like what did I do rather than look what they did!! I am also learning that for this evaluation to be meaningful internal honesty, bravery, and self acceptance are the foundations for true development and growth. Oh so easy to write and so very hard to achieve, My fingers are moodling but my brain is muddling I'm off to do a bit of self reflection perhaps a walk might help!!!!

I'm sure I'm not alone bye for now to my fellow moodlers and muddlers

Show parent | Split | Delete | Reply

Re: Assessment Self evaluation questionnaire
by - Tuesday, 31 May 2005, 11:58 PM

Hi all,

This questionnaire is currently not relevant to me at all as there is no formal assessment process for my training. However, your comments have prompted me to reflect on the length of questionnaires and appropriate questions.

Is it better to have faster evaluations with simpler techniques or force ourselves as trainers to take time to evaluate? Asking hard questions can be an uncomfortable lengthy process. I believe we can learn more from taking time to do this on an occasional basis rather than compiling a large number of 'user friendly' forms that were filled in quickly. It comes down to time.... and values!!! We need to have a value on it to spend time on it.

I agree with , honesty also plays a large part in the process and the truth can be painful!

Regards

Show parent | Split | Delete | Reply

Re: Assessment Self evaluation questionnaire
by - Tuesday, 14 June 2005, 10:21 AM

Hi ,

Thanks for this. I like your questions regarding the relative value of a user friendly, quick process as against a per, more challenging process. I suppose what I would ask is, can you combine the two in some way and if so how? It is interesting that many of your colleagues in other postings have stated that one of the major issues they have with the process we have asked you to engage in is the time it takes. How would you convince them to start "Asking hard questions (that) can be an uncomfortable lengthy process?" Your use of the term "value" is really interesting. It lays down the gauntlet somewhat, doesn't it?? If you think something is worth doing you will spend the time at it, if not it will fall by the wayside. I suppose the challenge is when you find yourself in situation where there are many things that you value but you are

limited in what you can do. Then you have to prioritise and possibly your suggestion that we do this on an occasional basis might be the answer. How often would this be? Would you use the questionnaires or some other process?
Keep up the good work

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: Assessment Self evaluation questionnaire
by - Thursday, 2 June 2005, 10:40 AM
Hi Everyone,

I was just looking at Assessment and I could only give the same answers for all classes. Like you, I felt the same, re: the assessment is covered by the FETAC Module descriptor, so I couldn't make any further comments on assessment.

Regards

Forde
[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: Assessment Self evaluation questionnaire
by - Sunday, 5 June 2005, 02:14 PM
Questions 2 and 3 did cause me to reflect on the assessment used for the class. I would include a question that would trigger reflection on the possibility of using alternative modes of assessment also. I would not use the questionnaire in its present format, but it has shown me the value of a shorter questionnaire if I were to use them on an ongoing basis.
[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: Assessment Self evaluation questionnaire
by - Tuesday, 14 June 2005, 10:14 AM
Hi,
Sorry it has taken so long to get around to replying to this. You raise some very challenging issues here. The general "blunt instrument" problem as I have taken to calling it now is well made. It is a question that people might want to tease out in their final reports (although let me emphasise that they don't have to !!). How do you get an instrument that is universally applicable and if this is not possible, how do you encourage self evaluation that is useful and challenging?
Your point about honesty is at the heart of the process of self evaluation. Being a little simplistic about it, if you are not honest, what is the point in engaging in the process at all? However, to be the devils advocate for a minute, how much does the perceived privacy of the process encourage you to be honest? What I mean by this is, if you felt that others had a right to look at or ind question you about the outcomes of your questionnaires would you be as honest? On a connected issue, does posting on Moodle allow you to be honest? Do you feel comfortable sharing issues that have arisen for you in what is essentially a public forum? Also, lots of people speak about the importance of including colleagues and students in the process. Is this conducive to being honest with yourself? Or maybe should this process of self evaluation be

linked to another process of public evaluation which can mediate your own reflections in a public forum (such as Moodle perhaps?).

Just a few questions for everyone and not just for you!!

Keep up the good work

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Re: Assessment Self evaluation questionnaire

by - Saturday, 21 May 2005, 11:09 AM

Hi

I feel this questionnaire suffered the most from a process which tried to create methodologies that would be all things to all men. It seems it would take far more training to successfully create a questionnaire which could be used across a range of contexts. While we struggle with the one we have created, maybe we can find some value in it. The very fact that it does not fit the context in which it is being used allows it to offer an external viewpoint on assessment and maybe this can be useful.

Let me know what you think

Take care

Show parent | Split | Delete | Reply

Re: Assessment Self evaluation questionnaire

by - Tuesday, 14 June 2005, 10:28 AM

Hi ,, , & anyone else I may have forgotten

I will answer the three of you together here. Your point about the importance of context is very well made and in particular when you are talking about the role of external bodies who have some overseeing role in your professional life. I would echo, however, 's point on using instruments such as these to evaluate what you are being asked to do by these external agencies. Maybe you might consider changing the focus slightly and look at how the FETAC assessments are set up, the type of tasks they impose on the students, how this impacts on their learning and perhaps most importantly, how this impacts on your teaching/training.

Just a few thoughts

big grin

Show parent | Split | Delete | Reply

Re: Assessment Self evaluation questionnaire

by - Tuesday, 31 May 2005, 03:49 PM

Out of all of the questionnaires, I can guarantee that the replies to this one will be the same no matter how many times that I fill it out. This is because of the target group that I am basing this on. Assessment is by FETAC and reliability and validity are covered through the use of approved worksheets.

Show parent | Split | Delete | Reply

Assessment

by - Monday, 30 May 2005, 06:41 PM

Hi all

I have just tried out the assessment questionnaire, although two of the 4 questions didn't relate to my situation as the assessment for my group was set by FETAC I could see a use for them in other situations. Questions 2 and 3 caused me to reflect. I agree with 's point that the questionnaires suffer from trying to be all things to all men. What I liked about this questionnaire was that it showed me that a few appropriate questions can be more valuable than a larger collection of waffle. I am learning the trick to this self evaluation (as in life), is to ask the right question. It is usually the direct(hard)question we do not want to ask ourselves that seems to be the most telling. Like what did I do rather than look what they done!! I am also learning that for this evaluation to be meaningful internal honesty, bravery, and self acceptance are the foundations for true development and growth. Oh so easy to write and so very hard to achieve, My fingers are moodling but my brain is muddling I'm off to do a bit of self reflection perhaps a walk might help!!!!

I'm sure I'm not alone bye for now to my fellow moodlers and muddlers

[Delete](#) | [Reply](#)

Re: Assessment

by - Thursday, 2 June 2005, 10:06 PM

I used this questionnaire with my literacy group and I felt that many of the questions were not relevant.

Even though they were not relevant they encouraged me to reflect on how I did assess my learners and on how I documented this. I will use it again and see if I make more headway with it.

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)

Re: Assessment

by - Sunday, 5 June 2005, 09:00 PM

Hi ,

I agree with your thoughts on self evaluation, it is like holding up a mirror to your work and becoming more self aware of whats working and whats not!

The questions overall are very broad and have sometimes overlapped, some questionnaires were similar and I have found it difficult at times to avoid repetition.

I adapted the assessment theme to the module that I am focusing on. The assessment questionnaire has informed me of the areas that need improvement, students need to be given time and space to develop their opinions and they need to be encouraged to discuss their ideas with their class. Therefore I have discovered that my use of assessment needs to be piloted at an earlier stage of the module.

Show parent | Split | Delete | Reply

Re: Assessment

by - Thursday, 23 June 2005, 11:00 PM

hi (et al)

I am getting down to the project finally! sorry for not inputting to the discussion forum before now but I have been reading a lot and got a bit bogged down in the swamplands of the subjectivity vs objectivity aspects of evaluation, assessment and research.

With regards to assessment, I believe that the questions are determined by the results desired from targeted individuals or groups. This means making references to strategies and tools that have proven successful in specific and broad areas of training and education ie FETAC. I am of the belief that assessment today must attend to each individual holistically and that because of this each learner must gain ownership of the process from beginning to ???.

This also complies with the ethos and aspirations of lifelong learning

The questionnaire was useful in focusing on specific practices such as, giving and seeking feedback (where I fall down badly on)-

addressing learning styles,

the importance of dialogue with all stakeholders, (improvements needed here)

piloting the questionnaire (I work in three contexts- Youthreach, travellers centre and a community college and am hoping to pilot all aspects of evaluation in a crossover fashion,

for example pilot youthreach questionnaires with community school and traveller centre with youthreach and visa versa.

One aspect missing from the questionnaire is any reference to formative and summative assessment. This could be addressed through involvement by all stakeholders and again complies with the aspirations of lifelong learning.

I will be using these moodle entries for my project and welcome any comments.

good luck to all

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TEACHING AND LEARNING DISCUSSION SITE

Hi all,

As mentioned in my e-mail we would like you to comment on your experience of using the self evaluation instrument on the area of whole area of participant learning designed in class.

We would suggest that you answer the following four questions

- a) How did you use the evaluation instrument?
- b) In your opinion, was the area relevant to your education practice?
- c) In what way was it different to using the other self evaluation instruments?
- d) Did using it encourage you think about the whole area of participant learning in a different way?
- e) Was it helpful?
- f) Did you change it? If so, how?
- g) Do you think it is a good way to encourage you to self-evaluate?
- h) Would you use it again?

Questionnaire

by - Wednesday, 11 May 2005, 12:17 PM

I tried out this questionnaire after a training session yesterday and I think I might be overdoing the self-evaluation! I am not sure how useful it is to have 4 different questionnaires...it may lead to a reluctance to engage in thi long self-evaluaiton process. It is interesting to note that most of the questionnaires led me to reflect on the same thing...even though they were all about something different. Maybe I would be more inclined to self-evaluate if there was only one questionnaire- rather than 4!

I thought this questionnaire was useful and I would use it again, but I do prefer the open ended questions and I think they help me to reflect better than the tick boxes. Again some of the questions were not relevant to my setting, but some of then were.
Delete | Reply

Re: Questionnaire

by - Sunday, 15 May 2005, 02:11 PM

Hi

I agree that four questionnaires might be too many. Time is always an issue in my job. Also I have found that while the questionnaires aid reflection, they do not guarantee it. One must really engage with the process for it to be successful. It is too easy at times to fill in a questionnaire and believe you have engaged with self evaluation when in fact all you have done is fill in a questionnaire.

Talk soon

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Monday, 16 May 2005, 11:17 PM

Hi

Have you any other ideas I found you have to complete about three Questionnaires to get the right information for evaluation findings to reflect on.

During the week I tried a focus group to test the students learning I might try one for planning.

My manager wants me to evaluate one of our courses as the results we are getting from the course regards placement are very disappointing to date any ideas

Talk again soon

Rgds

PS

Dont forget our class on Thursday 19th May re project two.

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Tuesday, 17 May 2005, 12:45 PM

Hi ,

I know I keep saying this to people but your posting is very interesting, particularly the point about the need to use at least three before you get useful information. As I said to and , you might want to develop this further and look at the reason why you think this is the case in your final paper.

Also, including some issues that have arisen during conversations between yourself and your colleagues / managers could be very interesting.

See you Thursday

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Saturday, 21 May 2005, 10:46 AM

Hi

I am finding the same thing with regards the questionnaires. In relation to your other evaluation project, it might be an idea to ask people involved in the course what the focus of the enquiry should be. So maybe invite the tutor, one of the participants, the manager etc to a meeting and find out what questions they feel should be asked and take it from there. All sorted. Its great to know everything.

Good luck with it

Take care

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Tuesday, 17 May 2005, 12:42 PM

Hi ,

I suppose many of the points I made to also apply to this. I would say though that I really like the phrase you used

"I have found that while the questionnaires aid reflection, they do not guarantee it".

This is a very interesting point and I think you should develop it further.

Well done

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Tuesday, 24 May 2005, 02:01 PM

Again I seem to have a block with regard to this questionnaire as I find it difficult to see how one can self-evaluate a participant's learning.

I can evaluate their learning and see which factors contributed to this with regard to planning, classroom atmosphere/management, assessment. I can self evaluate these factors as I am part of theses and can control them to some extent.

I felt when answering the questions i.e. Did learners learn better through interaction, methodologies used, environment impact etc were all relevant to planning, classroom atmosphere and assessment.

I felt I just went through the motions of answering this questionnaire, but also felt some of the questions were in themselves excellent questions which could engage reflection if they were part of some of the other self-evaluation questionnaires.

Now that the full round of questionnaires have been completed, I feel the process was not that difficult, but feel this was a reflection on the group I used and the time I had at the end of the session to complete the questionnaire. This I feel will be a different story next week when I complete the process twice with two other groups who are the opposite in every way to this group and time will be an issue also.

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Tuesday, 17 May 2005, 12:40 PM

Hi ,

Glad to hear that at least one of the questionnaires was useful. I suppose what we hoped you would do was try the questionnaires out in different settings and at

different times. They are not meant to be overly onerous but I can see that if you have a limited amount of training sessions they can seem to be quite time consuming. Your open ended /closed question comment is well made. It is very interesting to get peoples views on which type they prefer. Some people (and some of the literature) claims that the only way to get people to engage in this sort of process is make it as quick and easy as possible hence the tick boxes etc. Others feel that while this is helpful it doesn't seem to aid reflection (which if I am reading it correctly seems to be close to your position). Again, an interesting issue to discuss in your final paper.
Regards

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Wednesday, 1 June 2005, 11:59 AM

This questionnaire was useful and it helped me reflect. There are a number of things that I would do differently with my class as a result of using it - so the questions must have been relevant!

Again, I prefer closed questions to flag issues and open ones to expand and reflect. I didn't know this when I started using the questionnaire but it has become clear to me in the last two weeks that you can mix and match questions in order to find out different things. I know that it might seem obvious but I think the purpose of a lot of these questionnaires should be to find out different things.

What is the point of getting the same information all of the time? We need to know things about what we do to help us get better at our work. The only way to do this is to ask ourselves the hard questions. And I suppose to ask them in a few different ways to keep us honest! I think that is what I mean about closed and open questions. I hope I am making more sense to you than I am to me

I also agree with you, I think that I would be more inclined to use one questionnaire rather than 4!

Regards

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Friday, 10 June 2005, 03:46 PM

Hi Everyone

I know its late in the day to be filling out this questionnaire but im doing my last session of a Leadership Module and wanted to wait till the end.

Anyway, re the Teaching & Learning Questionnaire. Im a bit confused about what question 3 is trying to ask?? Could anyone shed some light? It just doesn't seem clear to me?

Thanks,

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Friday, 10 June 2005, 04:00 PM

Hi

Regarding question three, its is only relevant if you have fellow trainers delivering simular modules within your own work context. In my own context I deliver a couple of modules that can at times lap-over with fellow trainers modules. So in my case the question was asking did I take this into consideration when planning. Thats the way I took the question, hope its a bit clearer!

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Friday, 10 June 2005, 04:22 PM

Regarding Q 3 Sorry!! I meant this reply to relate to the planning Questionnaire!! Still trying to get a handle on this moodle site, could be a topic of discussion on its own.

Show parent | Split | Delete | Reply

Re: Questionnaire

by - Friday, 24 June 2005, 12:52 AM

Hi et al

I just filled out the questionnaire last monday(13th) and find that it appears to focus on the learner more so than myself. It does encourage some reflection on individual learners skills and ability to interact and co-operate with peers and facilitator.

Because I used this questionnaire after a class session in a travellers training centre were there is a lot of apathy present, many of the questions were irrelevant.

(Q1) I found myself evaluating the students by ticking yes and no boxes on the first three and last rows.

I believe that the learners are more motivated to attend (rather than learn) by receipt of a reward. The culture of the traveller appears to be very strongly influenced by family and economic issues within their community and these impact on a holistic approach to my practice.

I suggest questions that would be more relevant are:-

'At what learning stages are your learners'? check out this site!

<http://www.longleaf.net/ggrow/SSDL/Model.html#anchor264104>

(I believe it answers a lot of questions I find myself asking on teaching and learning while also demanding a per reflective process on the issue of self -evaluation)

, in relation to (Q3) I believe that this belongs to the 'learning atmosphere and classroom management questionnaire'? I am of the opinion that in the context of this questionnaire it should read 'were your teaching methods in harmony with the class environment'?

I repeat again my absolute belief that the learner should be as involved as I am in all evaluation processes. This encourages progress towards self-directed learning which again relates to the ethos and aspirations of lifelong learning.

, I really liked your posting. It got me thinking about questions and why we are doing all of this. You are right about different questions making us think about different things but I am not sure about the rest of it. I am not saying you are wrong, just that I have to think about it a bit more. As if I don't have enough to think about...

Getting tired and signing off now

good luck to all

Show parent | Split | Delete | Reply

quantitative V's qualitative

by - Thursday, 2 June 2005, 04:23 PM

i tried using the questionnaires as a reflective tool as i am not teaching at present. i find that this is difficult as i can't seem to measure my performance unless i have a tangible learning outcome to reflect on or measure. because i am moving on from this job on the 27th of the month, i have been spending the past few weeks tidying up my loose ends and not taking part in the educational courses as i previously was. i can use the self evaluation sheets as if i was but i think that would be dishonest of me and not a true reflection of practice. does anyone else have this dilemma?
mixed

Delete | Reply

Re: quantitative V's qualitative

by - Friday, 3 June 2005, 02:10 PM

Hi

here remember you jost finished the jewelery making sessions with the gateway group. Remember you also had to plan the sale and organise the rooms etc with Tracy and .

You could probaly reflect on how the sale went and what you would do differently the next time. You could also reflect on how you felt when the trainees sold their jewellery to the staff

Show parent | Split | Delete | Reply

Re: quantitative V's qualitative

by - Sunday, 5 June 2005, 02:15 PM

Having used this questionnaire I found some of the questions not relevant to me. Those that were caused me to reflect. Although I found some of the questions useful I think they could be reformatted and incorporated into some of the other questionnaires. Cutting down on the amount of questionnaires would definitely be more conducive to carrying out this process on an ongoing basis.

Show parent | Split | Delete | Reply

Re: quantitative V's qualitative

by - Monday, 6 June 2005, 02:47 PM

Hi ,

You are in a very particular situation at the moment which may not be the most conducive to self evaluation, particularly as we are asking you to use self designed instruments to evaluate particular parts of your practice. However, I would suggest that you either

a) Use this as an opportunity to engagne in a terminal,almost summative evaluation of your professional practice as a whole in your current job under the headings that we have suggested.

This may of course require you to change the focus of them slightly but it could produce interesting results

b) To do as you are proposing to do and use them on classes that have already been completed. This is not dishonest, there is not time limit on evaluation and even at distance it is still possible to draw out themes that might be of interest to you

c) A combination of both.

Best of luck

Show parent | Split | Delete | Reply

Re: quantitative V's qualitative

by - Tuesday, 7 June 2005, 11:38 AM

THANKS WILL TRY THAT. SEEING AS I'M LEAVING I COULD ALSO RE-EVALUATE MY 9 YEARS HERE OR TO MAKE IT EASIER I COULD EVALUATE MY EFFECTIVNESS WITH THE PROGRAMME I CO-DEVELOPED AND DELIVERED WILL LET YOU KNOW HOW ITS GOING

Show parent | Split | Delete | Reply

General Self Evaluation Discussion Site

LAOS

by - Wednesday, 16 February 2005, 08:54 AM

Does any of the LAOS material relate to second level schools. The material we have downloaded is only related to primary level.

Is there any other site relating to same in Irish second level schools apart from the Quality Framework

Delete | Reply

Re: LAOS

by - Wednesday, 16 February 2005, 09:25 PM

Hi Cathy,

Yes there is a second level version but it is offline at the moment. However I am hoping that we will be able to get access to it in the next week or so.

In reality however they are virtually the same document with only a few changes in emphasis here or there.

Regards

Show parent | Split | Delete | Reply

Project 2

by - Friday, 18 February 2005, 10:53 PM

I know that Project 2 is about self evaluation, and that we have to identify a series of themes in the area of teaching and learning but how many themes are we supposed to come up with? Is it just five in each category and do we have to evaluate all of them in the project?

My action research last semester has continued to develop and led to a new resource for teaching literacy. I have spent a lot of time developing this and have just copywrited my design. I have been using this resource successfully with my students for the last five weeks. Over the next few weeks I will be introducing it into three other modules on a phased basis. Three tutors and the other literacy tutor in my centre are initially involved in this project which is aimed at integrating literacy that trainees are learning in my remedial class with other subjects in order to reinforce their learning.

I will be evaluating this resource by keeping a diary, using questionnaires and evaluation sheets and interviewing and observing trainees to gather their views. Can I include this work in Project 2 or would it not be focussed enough on self evaluation.

Sorry for being so long winded!

Any advice would be gratefully recieved - thanks.

Delete | Reply

Re: Project 2

by - Tuesday, 22 February 2005, 12:40 AM

Sorry for the delay in replying, I have been away for a few days. I will have a chat with Gerry in relation to this but my instinct is that there should be a way for you to integrate the work that you have developed with the project.

Off the top of my head I would suggest you look at the evaluation instruments that we will develop as methods for gathering additional and/or different sorts of evidence about the programme that you developed. You can, if you like, compare what you find from these instruments with the information you have gathered yourself. You might decide to develop peer assessment questionnaires for your colleagues and ask them to comment on specific aspects of the programme.

In general what I would suggest is that you look at the evaluation instruments that we will develop in the coming weeks as filters through which you can look at the programme. From your mail it is clear that you have already engaged in significant self evaluation on this programme, you can definitely continue to use this material in the project, what we are asking you to do is to structure it in a specific way and perhaps ask some questions that you mightn't have thought about up to now (or at least not asked in that specific way).

Hope this is of some help.

Show parent | Split | Delete | Reply

Re: Project 2

by - Tuesday, 22 February 2005, 11:21 PM

Thanks a million , lots to think about now. See you at the next session.

Show parent | Split | Delete | Reply

You are logged in as J

evaluation project URL'S

by - Monday, 4 April 2005, 09:07 PM

I have just accessed some of the information you placed on line and have found it brilliant. the self assessment form forms are great and I undertook the TPI on-line self-evaluation questionnaire. It was an eye opener and the answers were also posted to my private e-mail address.

I sent my proposal to you on your dcu e-mail address, did you get it?

I am just starting to get to grips with the questionnaires and will comment on their effectiveness and suitability in my personal and organisational context.

Regards

smile

Delete | Reply

External/Internal/Self-evaluation

by - Wednesday, 8 June 2005, 07:41 PM

Hi ,

I think I understand the concept of the continuum of evaluation with external at one end and self at the other and with internal in the middle. However, on reviewing literature by Arnold Love and other literature on self-evaluation I feel that schools(Looking at our school/secondary and primary)talk about partaking in self-evaluation but are probably only doing internal evaluation.

It is not 'self' as in the 'individual', the self is the organisation,so is this not internal? Some teachers that I have asked about self-evaluation say that they do not engage on an 'individual basis' in the formal process of self-evaluating.

I would be grateful if you could clarify this for me!

Kind regards,

Delete | Reply

Re: External/Internal/Self-evaluation

by - Thursday, 9 June 2005, 12:16 PM

Hi

I agree with your point, I have slowly come to the realisation that the self evaluation talked about in most of the literature is the school(or organisation) itself. I presume!! (careful now)that for this type of self evaluation to be genuine the individual stakeholders within the school have to self evaluate, big presumption!!. From talking with teachers, colleagues and peers I realise that as often is the case, the theory bears little resemblance to the practice. I have not come across any evidence yet on the ground that teachers are widely supported or engaging in self evaluation, as described by Macbeath. In my work practice we regularly get calls from teachers asking advice on delivering the FETAC child care modules very often they cite their feeling of professional isolation within their schools. Researching both the INTO and the NUT (England)websites and papers there appears to be a climate of fear, frustration, and stress around external evaluation processes and a lot of ambiguity about self evaluation Has anybody else found that?

Show parent | Split | Delete | Reply

Re: External/Internal/Self-evaluation

by - Friday, 10 June 2005, 03:14 PM

Hi

I am beginning to find as I COMPLETE the questionnaires just how isolated I am in the centre. I have asked the other part time teachers how they feel and the agreed they arrive at the centre take their classes and go home some days they never even meet each other or management. The training manager only comes to them when there is a problem with their class. To address this we have agreed to meet once a fortnight. I also found completing the planning questionnaire how little contact I HAVE WITH MANAGEMENT. When I suggested to the other teachers they might like to use the questionnaires to evaluate their own teaching they nearly had a heart attack they responded with questions such as who would I give the results of their findings to management. I had to reassure them the evaluation would be for their own benefit. These are very good teachers but the fear of evaluation of their teaching methods was very strong. I will keep working with them to reduce the fear they have of evaluation.

Regards for now.

B

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Re: External/Internal/Self-evaluation

by - Friday, 10 June 2005, 05:42 PM

Hi

Thanks for the reply Sounds like your doing good work, I am beginning to realise how much support people need to self evaluate. I am lucky in my work that I have a lot of support from my colleagues and management we often plan together and we could talk for Ireland about our teaching practices and how we want to improve childcare, our problem is getting the time to do it. Even with all this support self evaluation is a difficult process - good luck with the meetings. they will be a doddle after the project!!!!

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Re: External/Internal/Self-evaluation

by - Friday, 10 June 2005, 02:29 PM

Hi ,

These are really good questions and I would not in any way be worried about placing them on Moodle. You have raised a few points that quite often cause confusion. The first is the imprecision in the terms used to define and explain approaches to evaluation. You are right to think of a continuum from external to self evaluation. As to placing internal evaluation in the middle, definitely Love would argue that but others would suggest that this is not quite correct as often what he is talking about is an organisation setting up an internal evaluation unit which could be seen as an external body to other sections of the organisation.

In terms of the LAOS document, it has a number of purposes. It is designed to act as an aid to self evaluation i.e. the themes and categories developed can be used by individual teachers to examine their own work. As well as this (as you identify) it can be used as a methodology for the whole school to evaluate its work. The latter is normally done in preparation for the

visit of an external evaluation body, namely the inspectorate. Here you could ind argue that LAOS could be used as a methodology for encouraging organisation wide, internal evaluation but remember, the body engaging in the evaluation is external (unless of course you consider that education system as being one diverse organisation with the inspectorate being an element of it. I think that this is an unconvincing argument myself).

We have used the LAOS categories as an entry point into self evaluation. We have done this by asking you as a class to generate evaluation instruments that you are to use individually (at least some of the time) to evaluate your own training. This is probably different to how most people use it, however as I said it is a starting point. Most of you work in sectors that are not covered by LAOS so I don't see a real problem with this.

Hope this clarifies things

Best wishes

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You are logged in

Reference for class handout

by - Tuesday, 17 May 2005, 08:51 AM

Hi ,

Do you have the reference for the reading you handed out in class realting to internal and extenal evaluaition? You gave out 2 readings, one has the reference written on it but the other one doesn't.

I am unable to come to the class on Thursday, and would appreciate if you would post anything relevant to moodle or email me.

Thanks a million

Delete | Reply

Re: Reference for class handout

by - Tuesday, 17 May 2005, 12:46 PM

Hi ,

As far as I know they were from the same book. Can you send me the chapter title?

I will of course pass on any material that is distributed on Thursday.

Best wishes

Show parent | Split | Delete | Reply

Re: Reference for class handout

by - Wednesday, 18 May 2005, 03:11 PM

Hi

The two readings I have are :

Strategies and examples for Teacher evaluation and the reference is Airasian (1997)

The other chapter is Internal and External Evaluation - two sides of a coin. This is the one I have no reference for.

Thanks

Show parent | Split | Delete | Reply

Re: Reference for class handout

by - Tuesday, 24 May 2005, 02:25 PM

Hi

I wanted to read this article but it is no longer available on the link. Do you know anywhere else I can get hold of it?

'The effect of self-evaluation on teaching behavior in classrooms for students with emotional and behavioral disorders' (Statistical Data Included)

by Kevin S. Sutherland

Regards

Show parent | Split | Delete | Reply

Re: Reference for class handout

by - Sunday, 12 June 2005, 05:21 PM

Hi ,

I am looking for the reference for the reading 'Internal and external evaluation - two sides of a coin.' If you managed to get it could you let me know please.

Show parent | Split | Delete | Reply

Re: Reference for class handout

by - Tuesday, 14 June 2005, 12:21 PM

Hi all,

Sorry about the delay in getting the ref to you. I am afraid that I have been unable to locate it as I lent the book it came from to someone and I can't remember who (old age is catching up on me). I will do my best to get the ref for you by the end of the week however if I can't find it just reference it as a class handout from me.

Sorry again

Show parent | Split | Delete | Reply

Re: Reference for class handout

by - Wednesday, 15 June 2005, 11:26 PM

Hi all,

At last I have the ref for you. As I suspected it was from the same book so the ref is

MacBeath, J & McGlynn, A. (2002) Self Evaluation: What's in it for schools?
London: RoutledgeFalmer

Sorry again about the delay.

Show parent | Split | Delete | Reply

Fianl Project

by - Tuesday, 14 June 2005, 01:00 PM

Hi

This reflection has me running around in circles. I feel I can see the big picture and where I fit in, but feel there are great big holes in writing up the final analysis. My position is that I have found self-evaluation to be very useful for my own practice. It has made me self-aware and capable of seeing what I do right and what I do wrong.

Early on in the process I tended to be overly critical but now I am becoming more balanced. At this stage, I think I have a clear understanding of what the purpose and goals of self-evaluation are.

It seems to me that the goal of self-evaluation is to promote learning. Learning on behalf of the student and learning on behalf of teachers, management and schools. To achieve this I feel the instruments we have created as a group to help us to reflect on our planning, methodologies, assessment etc help promote our own learning. Students' learning is excluded from the process, as it is our interpretation of their learning and how they learn best that figures in the project not their own personal interpretation. Simply put the students have no voice in this process, so is it true self-evaluation within a teaching/learning environment?

To promote this learning and fully engage in self-evaluation and reflection, I feel students learning must be assessed through input from them as to how they feel about the teacher, the school, and methodologies used and how they feel they learn best etc. This I feel is missing entirely from our instruments and therefore the project is missing a large chunk of information to debate and analyse in relation to the self-evaluation/reflection process.

This leads me back to the final instrument, teaching and learning. How can I assess student learning without ever speaking to or getting an opinion from the student?

In writing up the final project, will I write it only in relation to my learning and self-evaluation in relation to my own small arena? Or do I engage in the bigger picture? If I do, where is the information to support this?

Any input greatly appreciated

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Re: Final Project

by - Friday, 24 June 2005, 04:24 PM

Just to let you know what I am doing in relation to the student's evaluating their own learning. Even though this methodology was not offered to us, it is one that you can design or suggest yourself in the project as something you would use in future evaluations. I am devising one and will discuss it a bit and then put into appendices. There are, I agree, a lot of gaps, but I think this is a relatively new subject matter and there is plenty of time for those gaps to be filled in, but not necessarily by us as students and certainly not in a 5,000 word report. All we can do is make suggestions as to what would work for us as practitioners, implement them and continue to enhance and modify them as we go along.

Best of luck with the rest of your project.

Clare

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Re: Final Project

by - Monday, 27 June 2005, 02:01 AM

Hi and ,

I just posted some reflections on the questionnaires over the last few days and as you can see I am struggling with the problems that you so aptly describe. I received some advice from to the effect that I cannot do everything and to focus on the self-evaluation element of my thinking for the purposes of this project.

I believe that I must focus on a specific area of my practice and when reporting keep my eye on the self-evaluation element.

I will be working on my project from 4.30 pm tomorrow (Monday) until late and will check into this general discussion forum, in case you want to moodle. I would love to exchange points of view on the evaluation process of this project with any fellow students who are in a similar position.


Any contact appreciated

regards

Appendix L

MOODLE Dialogue – ITE DV Development

by Student 15
- Friday, 6
May 2005,
03:35 PM

 Student 15 clip1.mov

I chose this clip as I thought this was good due to the fact that it contained open questioning. I asked one of the students a question about Vacuoles but the student didn't know the answer so I tried to encourage him in a gentle way but still no joy so instead of pressuring the student I told him to listen carefully while I asked another student the same question he answered correctly. And then asked the student which had got it wrong the same question again which he answered correctly showing me he was now paying attention in my class and that he knew about vacuoles.

[Delete](#) | [Reply](#)




Re: Student 15 1

by - Thursday, 12 May 2005, 03:21 PM

Hi you did really well with your clips I liked this one over all. You have a great ability to keep your students involved in the class. You did very well at all three of the skills well done and good luck in your exams!Lis

Student 14 Clip
2 - Main
by -
Wednesday, 27
April 2005,
11:42 AM

 Student 14 clip2.mov

Skill 2, Reacting:

I tried to use positive reacting, because the pupils were in a totally new environment, and I wanted them to feel relaxed, and encourage them to get involved in the session.

I kept an inquisitive tone, my facial expression's were cheerful and inviting/approachable.

I think it is important to use positive reacting to keep the students involved, and it's important for the teacher to encourage the students to answer questions, even the quiet ones at the back.

Skill 3, Lower Order Questioning:

In this lesson I undertook a small recall section - I checked if the class had grasped the main differences of Physical Science and Biological Science.

I Tried to get the class involved by asking them what they think botany/zoology means. I used positive reacting to the answers. This showed whether students could comprehend the concept of biological science. I avoided closed questions or multiple questions. I tried to keep

the lesson concise, and the questions direct and clear.

Skill 1, Variety of Stimulus:

During the lesson, I tried to move around the class at regular intervals.

My gesture's - pointing to an area of interest in the room/piece of equipment. I used my fingers to detail the amount of points to be made.

I also made a lot of eye contact.

I changed the tone of my voice to gain and maintain the attention of the students.

Overall, I think I combined all three skills to deliver an effective lesson.

[Delete](#) | [Reply](#)



Re: Student 14 Clip 2 - Main

by - Wednesday, 11 May 2005, 08:07 PM

I was the cameraman during Student 14s session. i found Student 14 to ve very professonal under the circumstances that this was her first time teaching pupils.

Her questioning was positive and she varied her questioning also. She also gave a good variety to her stimulus. The only bad thing I waould have to say about this session is that her classroom management failed her a bit towards the end of the class. I think this reason for this was a number of factors including that the children did not get a proper break betwween learning sessions and also the excitement of being in a new enviroment.

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Re: Student 14 Clip 2 - Main

by - Thursday, 12 May 2005, 01:35 PM

Student 14,

I haven't seen you teaching before but from this clip it looks to me like you're very professional. You asked a lot of questions and responded really well to the answers. you use hand gestures and move across the front of the class. this seems to hold the students' attention really well. well done!

maria xxx

Student 13's

second clip

by - Saturday,

30 April 2005,

04:29 PM



[Student 13clip 2.mov](#)

sorry for posting the last one so many times it wouldn't come up and i got annoyed. ok so this is my second clip it from our first extended session of microteaching. i chose this clip because it shows me responding to a question from one of the students. following this a comment from another student causes a disturbance which i believe i handle quite well.

[Delete](#) | [Reply](#)

Re: Student 13's second clip

by - Wednesday, 11 May 2005, 09:18 PM

How do you think you are? Some war God? The arrogance. Seriously though that was class, the power. well done. You really shut them and you did it with the minimum of fuss. I think its the beard, damn my baby face!!!! It really was impressive. Good work.

Student 12's Clip

One.

by - Thursday, 21

April 2005, 12:30

PM

 [clip1ric.mov](#)

This is a clip I had from the first teaching session. I chose it as We were varying the stimulus and I felt this was the most effective variation I used.

Firstly, it was an cheap and effective demonstration of forces in work. Secondly also explained clearly how by lying it on the table, there were no forces working on it whilst excluding gravity.

Finally, when a teacher takes out a football in class, most of the time, the students have an interest in football and will pay attention just to see what the teacher does with the ball so it is useful in keeping their attention!

[Delete](#) | [Reply](#)



Re: Student 12's Clip One.

by - Tuesday, 3 May 2005, 11:28 PM

Just to expand on my previous point.

Cheap and Effective Demo:

As we found out in schools over the last few months , some of us are unfortunately going to get jobs in a disadvantaged school where the equipment is going to be worth about as much as a big-mac meal. It will be important for us to be able to improvise our own demonstrations to compensate for this. We have all been trying over the past few weeks to do this and I thought that tis was a good thing to think about I know that my demo was rather simple but in fiarness, alot of the things we will be demonstrating would be easier for students to understand if we made them as simple as possible. In the clip, I had already told the students what a force was. But I re-emphasized my explanation with a simple diagram. And I remember when doing it watching a few people get a tiny little fright. It was a simple demo that was cheap, got the attention of the class and made my point with ease.

Explained Clearly:

The ball was on the table. I pointed out at what times, what forces were acting on the ball, what forces weren't acting on the ball. Again, it was just using a simple situation to explain a simple concept. I always found keeping things simple is the

best way to get students to follow what you're doing.

I'm of the opinion that if I were to do something like this in class, then the students would pay attention. I know that they would definitely look at the ball as they did when I took the ball out doing my first extended class using the ball as heat.

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)



Re: Student 12's Clip One.

by - Wednesday, 11 May 2005, 09:13 PM

Student 12 what can I say? I wasn't in your group so this was the first time that I seen this famous bit of teaching. I've heard about it since week one. After all the agonising anticipation you might have thought that I'd be dissapointed but I'm not. You really got the class' attention with the demonstration. Well done my friend. Cudeo's to you,


Student 11

Clip 2

by - Monday,

9 May 2005,

10:43 AM

 [Student 11_clip2.mov](#)

In this clip we see that The balloon is used to vary the stimuli. For the class we had been using the OHP and blackbaord so I thought it would be more interesting that we used the example of the balloon to show expansion.

The students attention is focused on the balloon as they don't know what it has to do with expansion. I introduce it it to them by asking a very obvious question "What is in the balloon?" They all shout out the right answer and to encourage them I say yes! This straight away gives them the confidence to answer more questions and they are all shouting out more answers. It's through this brainstorming that we eventually come up with the right answer.

Bursting the balloon is the fun part and they all seemed to enjoy it. When I explained to them how the heat caused the air in the balloon to expand and then burst the balloon, they were surprised.

They seemed to take to the class well and understand all and I think this was done through using practical examples to grab their attention.

[Delete](#) | [Reply](#)



Re: Student 11 Clip 2

by - Monday, 9 May 2005, 01:39 PM

Fair play Student 11, using the balloon was a brilliant idea, they were really entertained and still taking in what you said. You're responses to students answers were very good and the brainstorming was a great way to get everyone involved and to get the students to come up with the answer for themselves.

Well Done.

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)



Re: Student 11 Clip 2

by - Wednesday, 11 May 2005, 08:38 PM

Hi Student 11,

This clip is really good. It looks like the students were really interested in what you were teaching them and understood it too. Well done girl!

mia xxx

(this is a picture of a protist by the way)

Student 15 2

by Student 15

- Friday, 6

May 2005,

03:35 PM



Student 15 clip2.mov

I chose this clip as it contained lower order questioning It shows me asking the students various of questions on the cell which id just thought them. I encouraged them to answer the questions themselves in doing so I found the majority of the class remembered the information on the cell.

Also this clip showed me moving around the class while asking the questions and keeping eye contact with students and doing various hand gestures while going through the subject.

[Delete](#) | [Reply](#)



Re: Student 15 2

by - Saturday, 7 May 2005, 04:27 PM

well chic what can i say!!it was realy brill teaching with ya!!

ya were great ya had such passion!!! you go girl!!!! we just have to work on our use of de old dublin slang!!!

we will be D4 heads soon!!!! 😊

love ya loads chic

ker xxxxxxxxxx

[Show parent](#) | [Split](#) | [Delete](#) | [Reply](#)



Re: Student 15 2


by - Monday, 9 May 2005, 05:43 PM

Hey Jo!!!

Was doing the videotaping for your class that day and it was the first time I'd seen you teach this year. I thought you were brilliant, the way you never stayed still-walking around made sure the class behaved and constantly moving your hands around kept them interested. The fact that they got all your questions right showed your a great teacher already!!! 😊

Clip Main

by - Monday,
9 May 2005,
10:50 AM

 [main clip.mov](#)

I chose this clip as it contains the crossword that I ended my class with that day. The skill that week was questioning and I think this was a very successful way of enabling myself to ask a huge amount of questions while retaining the students interest. I also had a chance to practice reacting to questions positively and stop my habit of dismissing wrong answers negatively as this discourages students from answering questions. It also helped me to discipline my class as I brought , who had been trying to interrupt me repeatedly, up to the front of the class to help me and he no longer had an opportunity to misbehave.

I also felt the crossword was a great way of ending the class as it revised everything both myself and Student 11 taught the students and made them recall and apply the new information. It also allowed me to gauge their understanding of what they'd just learnt and so if I was teaching them again, I'd know how much I needed to go back over with them before developing the topic further.



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Re: Clip Main

by - Monday, 9 May 2005, 10:54 AM

hey

the crossword was a brilliant idea esp for the reacting skill as it allowed you ask questions and react and as for disciplining the class im sure you'll have no problems doing that, great idea to bring up though it really showed that you were aware of what was going on in the class and not just wanted to get the material covered regardless of who was acting up
well done

katie

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Re: Clip Main

by - Monday, 9 May 2005, 04:00 PM

hey i liked your crossword idea, it was a great way of recapping on the class and also because it involved me!! no need to thank me 4 being so helpful! 🙄! . seriously though i thought ya did real well and i wasn't in the mood ta mess with ya after that. bar the whole square pyramid fiasco! but that was a different day? i'm babblin now so i jus wanted ta say good job well done

Clip 3
by - Monday,
9 May 2005,
10:38 AM

 [clip3.mov](#)

This is my third clip, I took it from the first extended session that we had. It shows me doing the demonstration with the egg again. This time it shows my positive responses to questions. And it also shows me varying the stimulus.

The students had already covered the cell with their teacher so we approached it from a different angle, with an egg. This got them to recall their basic knowledge of the cell and had them apply it to an egg. As I am calling out structures of the cell I am getting the students to name the corresponding part of the egg, the students were wrong several times but I merely gave a positive remark gave some gentle guidance and then moved on which gave the students the opinion that it was okay to try and be wrong without the fear of them being reprimanded or punished.

The students found out some interesting facts about the cell and found the demonstration really interesting. Many didn't even believe it was really a cell. They were focused on me constantly as I was always asking questions and making eye contact. My speech pattern was varied a lot as I explained each piece of the cell and switched the stimulus from a real life egg to the overhead projector.

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Re: Clip 3

by - Monday, 9 May 2005, 01:04 PM

Hey ,

well done with this clip. the class obviously knew the topic well enough already but you managed to make old information interesting by using the egg demo. i know you were a bit worried about your clips but by the looks of things your class was really good. i'm proud of you son...

remember the Corn story,

xxx

Clips

NEW -


Clip 3

by -

Friday, 6

May 2005,

03:38 PM

 [clip_3_reacting_questions.mov.mov](#)

Clip3 -Reacting & Lower order questioning

The following clip is an extract from a lesson about Radioactivity. Prior to this clip the class were introduced to the various forms of radioactivity and their sources. The clip itself concentrates on a sum quiz whose objective is to recall and comprehend the information that was taught within the lesson. Some of the questions are closed questions that have only definite answers, like listing the three types of radiation, but other questions are examples of open questions which test whether the student can recall what they have heard or test whether they understand what they can recall. For example; "How do we know this" was asked after the correct answer was given, tests the students understanding of the answer that is given. These are examples of Lower order questioning which fall into Benjamin Blooms theory of questioning. With regards to the skill of Reacting this clip offers various reactions to the answers given. Some reactions are positive with an encouraging "well done" attached to evoke positive reinforcement which is a key example of operant conditioning which BF Skinner conceived. Other reactions involve a follow up question, which motivates learning towards information processing.

[Delete](#) | [Reply](#)



Re: Clips NEW - Clip 3
by - Monday, 9 May 2005, 12:56 PM

well done with this clip. you responded well to all the answers the class gave. BF Skinner would be proud..
you've done really well every week in micro. it's always a joy to be in your class.
i'm sure you'll be a brilliant teacher.

props,
MC Blase Pharrell

Clip 3
by - Monday,
9 May 2005,
10:38 AM



[clip3.mov](#)

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Re: Clip 3


by - Monday, 9 May 2005, 01:04 PM

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remember the Corn story,
Mia xxx

Clips
NEW -
Clip 3
by -
Friday, 6
May 2005,
03:38 PM

 [clip 3 reacting questions.mov.mov](#)

Clip3 -Reacting & Lower order questioning

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conditioning which BF Skinner conceived. Other reactions involve a follow up question, which motivates learning towards information processing.

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Re: Clips NEW - Clip 3

by - Monday, 9 May 2005, 12:56 PM

well done with this clip. you responded well to all the answers the class gave. BF Skinner would be proud..

you've done really well every week in micro. it's always a joy to be in your class. i'm sure you'll be a brilliant teacher.

props,

MC Blase Pharrell

Third Clip

by - Monday, 9 May 2005, 10:34 AM



[clip3.mov](#) - edit this, or reply with your comments

[Delete](#) | [Reply](#)



Re: Third Clip

by - Monday, 9 May 2005, 12:42 PM

This clip is taken from the first microteaching session. The skill for this lesson was varying the stimulus. The lesson was about Newton's Laws of Motion and was aimed at Leaving Cert Physics students.

I chose this clip as I think it's a good example of how I used a variety of stimuli during the lesson. In the clip I am explaining Newton's 1st Law (A body will remain in a state of rest or uniform motion unless acted upon by an external force) I have just applied this to a photo in my handout which showed a footballer kicking a ball. At this point I felt that this example didn't adequately explain the idea of uniform motion so I then move from the handout to the white board where I apply the law to a moving car. Even though I had to think of this example on the spot I feel that applying the law to an every day situation helped clarify in the student's mind how forces were needed to stop a body in motion.

In this clip I use hand gestures, change my speech pattern and move across the front of the class. This helped keep the student's attention focussed on me.

3rd Clip

by - Friday, 6 May 2005, 03:33 PM



[ohp.mov](#)

i chose this clip because in it i show good use of the ohp, as you can see before i review the lesson i first switch off the ohp. this would stop the students from becoming distracted by whats on the slides and so the students would know what they are supposed to be looking at.

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Re: 3rd Clip

by - Monday, 9 May 2005, 11:49 AM

chicken ya were really great!!! i enjoyed every single one of your classes. keep it up!!!! you will be a fab teacher.
love yeh xxxx

's 3rd Clip

by - Friday,

6 May 2005,

02:15 PM

 [clip3.mov](#)

This was taken from the second extended session.

I like this clip because it really emphasises student involvement in the class. It's obvious from the concentration of the participating students that they like the hands on approach, and they are taking an interest in the results of the experiment. The students sitting down are also eager to see the outcome.

I use questioning to deepen the understanding of the students. Rather than just carry out the experiment and note the results, I encourage them to anticipate the results. This broadens their understanding of the pH scale and makes them question the strength of the different substances from their everyday experiences. It also lets me know that they understand what I am teaching.

The clip shows how effective a simple variation of stimulus can be during the class. It focuses the students' attention on something different and gives a bit of life to the class if the topic seems to be becoming a little irrelevant.

I also like the way I involved both the students doing the experiment and those sitting down by aiming most of the questions at those sitting down. This meant they couldn't drift away while the experiment was going on!

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Re: 's 3rd Clip

by - Monday, 9 May 2005, 11:16 AM

Well done, I think you picked out a really good example of teaching. The class seemed to really learn a lot as well as have fun. You seemed to be enjoying it too. Altogether it was a class anybody would have liked to participate in!

First Clip
by - Friday,
6 May
2005, 04:13
PM

 [robyn_clip1.mov](#)

This clip is taken from my second extended skill session and it is my opening piece to the class. I am introducing the topic we were covering that day, food and food tests. I kept the class attentive while introducing the topic by asking them questions on what they already knew about the topic. I also asked them to recap on what I had just introduced to them to ensure they had taken it in and to give any students who didn't understand it fully the first time round a chance to understand it completely.

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Re: First Clip

by - Monday, 9 May 2005, 11:09 AM

Robyn this clip was good as you've really kept the classes attention to what you will be doing and what you've done already. You are constantly seeking information and keeping the classroom alert Well Done!

by -
Friday, 6
May 2005,
03:22 PM

 [teaching_example_1a.mov](#)

This clip is my taken from our first experience of teaching secondary school students. For me this class was extremely enjoyable and I felt I interacted with the class quite well. Although the camera work is of poor quality towards the beginning of the video (it brings me in only half way through) I wanted to focus more on my diagram and my varying speech pattern. I felt in this clip I used the three skills we had been thought:

1 varying the stimulus

this skill is based on the simple principle that if you do things in the same way all the time people get bored. In other words if you talk all of the time, ask questions all of the time, use discussion all of the time, your students will stop paying attention and possibly become disruptive. you as a teacher can keep a students interest by the way you use your voice, use your body and use the facilities around you. So I used the whiteboard, handouts and varying my speech pattern to accomplish this. I also let them think to themselves for a while about the concept of a water filtration bed.

2 reacting

Reacting involves how we respond to questions posed to us by our students. There are two schools of thought on reacting and they are: operant conditioning and classical conditioning. Operant conditioning is based on reinforcement and how it strengthens when positive reinforcement is used. We were encouraged to use plenty of positive reinforcement when teaching. The other is classical conditioning such as in the famous pavlov's dog experiment. Where a dog was trained to salivate on hearing a bell. In this clip I pose the question "would this water now be safe to drink" the student replies "yes" I positively reinforce him to develop his idea while explaining that there may be more than meets the eye.

3 lower order questioning

our third and final skill this year was lower order questioning. Why do we pose questions : to involve students
to check level of student understanding
to be provided with student feedback
to challenge students to re evaluate their position.

When using this skill we try and avoid closed questions such as yes/no. More often than not we use open questions than force students to reply with more than one syllable. I.e. in this clip where I ask the student why he has chosen the answer that he did.

Our questions were divided into three main categories:

Recall

Comprehension

Application

Recall questions are designed to see what the student can remember from being thought either previously or in that class

Comprehension questions are used to see if a student understands what is being thought to him

Application questions are used to see if a student can put to use rules and concepts that have been thought to him, to use to get a single correct answer.

In this clip I used a comprehension question to see if the student understood why the water would not be safe to drink

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Re:

by - Monday, 9 May 2005, 11:06 AM


I thought that was a good clip. It looked very teachery of you and watching it, I thought you were a real teacher.

I would say you seemed more like you were teaching other than the "artificial acting like a teacher" persona that we have seem to have when we are doing the micro-

teaching with each other. As for the skills, I thought you definitely got skill 2 and 3 in there. Not really skill one but it is only one clip and I know from seeing you teach in person that you do vary the stimulus.

Clip 3

by - Monday, 9 May 2005, 10:51 AM

 [clip_3.mov](#)

This clip shows a student asking me a question and the way I dealt with his unexpected question. Answering unexpected questions in something I never had to deal with when I was teaching my own class, as they always understood what I was teaching, but with actual first year students that changed. In this case the student asked me a question about covalent bonding. The first thing I did was answer his yes or no question by just saying yes.

Secondly I explained the background information the class needed to know to understand the answer using visual diagrams and I then explained the exact reason the answer was yes-a good teacher needs to be able to react to any question they are asked and I feel I handled this one well. I also praised the child for asking about something he didn't understand.

Clip 2

by - Monday, 9 May 2005, 10:50 AM

This clip shows me teaching the class about the bimetallic strip and using questioning and reacting skills. I asked an application question which a student answered incorrectly. Instead of just saying no and immediately telling the class the right answer like I had been doing in previous weeks, I rejected his answer positively, encouraging him to think about it a bit more and the class to help him. By asking him to refer to what I had told him earlier, he came up with the right answer and I feel he understood the topic better as a result of the way I handled the question. The student also felt better about himself as I praised his efforts and I feel will answer questions again.

Third Clip

by - Monday, 9 May 2005, 10:48 AM

 [clip3.mov](#)

This clip shows the variety of different skills that I use in the classroom.

Firstly it shows that I can use a variety of stimulus when in the class. I move around the classroom, from the overhead project to the blackboard, this kept the students focused on me and what I am teaching. I use gestures and I change my voice patterns to keep the students attentive.

This clip also shows that I can be flexible as a teacher, which is very important, I had planned to write examples up on the board myself but I quickly changed this plan when I saw that one of the students was not paying attention to what I was teaching. Calling this student up quickly got the students attention and ensured that I kept the rest of the classes

attention as they kept listening incase they got called up to the board themselves. Calling the student up to the board also shows pupil participation within the class.

Second clip

by - Monday, 9 May 2005, 10:47 AM

 [robyn_clip2.mov](#)

I chose this clip because it shows how I react to both correct and incorrect answers given by students. This clip is taken from our first skill session in which we were practicing how to vary the stimulus, so we had not yet covered the reacting skill but I was still able to react well to the two correct answers I was given. When given an incorrect answer I replied 'No' straight away which was clearly negative reacting. Since this I have learned not to do this anymore, I now use more positive ways of reacting to incorrect answers.

Student 11 Clip 3

by - Monday, 9 May 2005, 10:43 AM

 [Student 11_clip3.mov](#)

As a teacher we were told to use practical examples to describe science. As this way the student is not only learning science he/she is applying science to the real world.

Here we are discussing the idea of heat and that everything will expand when heated. So in the clip you can see me giving an everyday example to show this fact. The students were aware of the fact already and only realize it when I explain it to them.

Overall I found that what we learned in micro teaching gave me a lot of confidence when it came to teaching. I feel over all I followed all the skills and used them as best I could. Varying the stimuli is probably the best and easiest to do. I really enjoyed the teaching experience and found that when the students learned something new and responded as well as they did that's where the rewards came from. Also it helps to have a good teaching partner!

Student 11 Clip 1

by - Monday, 9 May 2005, 10:42 AM

 [Student 11_clip1.mov](#)

I choose this clip because I taught the class how to draw out the diagrams for Ionic bonding. Firstly, I asked them to write up the electronic configurations then to draw out the atom and the shell and put the electrons on the shell.

The video clip shows a student coming up to the board to do out another atom the way I've just explained. In the clip you can see that the student tries to do the drawing without writing out the electronic config. the way I asked him too. Once he is corrected he sees that it much easier. I've corrected him without knocking his confidence. He also has to use a variety of stimulus to do this, eg the board to write up the example and the OHP as the periodic table is on this.

This is good as it keeps the student constantly alert.

Clip 2

by - Monday, 9 May 2005, 10:40 AM

Student 2clip2.mov

In this clip I responded to a student who didn't know what atomic mass units were used for. I explained that the mass of a sub-atomic particle is very small and therefore AMU's are more practical and user-friendly to use in this situation. I varied the stimulus by moving from the OHP to the whiteboard. This helped in getting the whole classes attention which was important as if one person in the class had a problem understanding AMU's then there were probably others having difficulty also. At the whiteboard I got the class involved using active student verbal participation, in a sense I got the class to answer why we use AMU's themselves. I asked the class to count out the number of zeros after the decimal place in the mass of an atomic particle in grams. This gave the pupils a clear idea as to how small atomic particles are. I got the class to apply knowledge they already had regarding scientific notation to answer their own question. When the explanation was finished I asked the student if this answered her question, to make sure that she understood my explanation, which she did. I also gave a positive response to the students question by saying "good question" before moving back to the OHP, the student now with a better understanding of atomic mass units.

Clip 2

by - Monday, 9 May 2005, 10:38 AM

clip2.mov

In week one we taught about the animal cell. This clip, which I took from that week, is a good example of me varying the stimulus so I can keep the students attention.

I started by turning down the lights and turning on the overhead projector. This brought the focus of the class right to me who was standing beside the large diagram of what the cell looks like. Students did not really have a choice but to pay attention to the slide and me. When the light came back on the slide was turned of the students were focused on the mysteriously positioned towel, which had something under it, but they didn't know what it was.

When I decided that I wanted their complete attention I quickly whipped of the towel to reveal an egg and a bowl. I used this to show the class what a cell really looked like, which although they had all seen an egg before really seemed to mesmerise them! The egg was then passed around for all to see. To bring the focus away from the egg and back to me again I covered it up, dimmed the lights and turned back on the overhead projector. I was constantly walking around in this class and varying the tone and volume of my voice for emphasis and to hold their attention.

Clip 1

by - Monday, 9 May 2005, 10:37 AM

 [clip1.mov](#)

This clip is taken from the first extended session that we taught. We ended the class with a quiz which the students knew there would be so they had been paying particular attention during our class. I chose this clip because I think it is a good example of my lower order questioning skills and positive responses.

To start of, I asked several recall questions to check their level of comprehension. When I felt that they had enough knowledge to answer more difficult questions, I asked a comprehension question. This question involved them applying their knowledge of cell walls, cell membranes and osmosis. This is what is seen in the clip. I asked the question and then forced myself to wait and give them time to think about it. After this time I picked on a student that felt he had the right answer. I didn't feel that this answer was sufficient but I did not tell him he was wrong and then move on, this would have been destructive towards his confidence and future participation in class so instead I gave him a positive response and some encouragement before moving on. This gave him the confidence to answer more questions later on in the class and he felt rather happy with being the student that got the ball rolling on answering the question.

Rather than just tell the students the right answer I decided to probe them further with a simpler question in an effort to get them on the right train of thought and hopefully get them to come to their own conclusion. The fact that they had come to the right answer themselves gave them a sense of accomplishment, which was furthered by my praise and positive responses. At the end all I had to do was clarify the piece of information.

First Clip

by - Monday, 9 May 2005, 10:33 AM

 [clip1.mov](#)

I took this clip from the second extended session. In the first half of the class Sarah defined the properties of a wave and in the second half I covered sound. This clip is an example of using a variety of stimulus. Varying the stimulus is very important as it helps hold the attention of the class. I tried to move between reading the handout, talking and using demonstrations. I also tried to move around the class. This kept the focus of the class on me and what I was talking about.

In this clip I change from explaining something in my handout to demonstrating how sound travels in a simple cup and string experiment. By demonstrating how sound travels from one cup to the other along the string I applied cognitive learning to the class as the students were easily able to picture what was happening. This meant that later on when I asked questions the students were able to recall the mental image of the cup and string and remember how the sound had travelled.

By asking four of the students to try out the cup and string demonstration I applied experimental learning as the students were able to see for themselves that this really is how sound travels and it wasn't just something they were being told and expected to believe. This also got the students involved in the class and gave them a chance to associate what they had just learned with a simple experiment. This helped clarify the idea of sound travelling through a "medium" by using "vibrations" which I had just

introduced to the class. Also this association meant that the students were able to apply the theory to different situations (e.g. a stethoscope)

2nd Clip

by - Monday, 9 May 2005, 10:28 AM

 [clip2.mov](#)

I chose this clip as I think it is a good example of lower order questioning and responding. It is important for a teacher to ask questions as it involves the student in the class and also allows the teacher to gauge how much the students have learned during the class and how well they understand things. How a teacher responds to a student's answer is also very important as a negative response may affect a student's confidence and cause them to become unwilling to volunteer answers to later questions.

In this clip I ask the question "what is sound?" this is a recall question as I have just covered it in the lesson. The first student's answer was incorrect but it was obvious to me that he was thinking along the right lines so rather than discourage him by telling him he was wrong I gave him a positive response. Then when the second student gave me the correct answer I was able to bring the first student's answer in and so both students felt they were right. The first student had been eager to answer the question so I felt that if I had responded negatively he may not have been willing to answer another question. By responding positively I was able to correct him without making him feel embarrassed that he had gotten a question wrong.

Clip 3

by - Friday,

6 May 2005,

02:19 PM

 [Student 2clip3.mov](#)

In this clip i have edited together three questions asked to the first year students during our end of class quizz. We used a quizz to question the students in order to vary the stimulus, ie. we moved from the OHP to the board to a crossword to the quizz. The quizz also helped motivate the students to attempt answers to the questions. In the quizz we also use lower order questioning which is composed of-

Recall Questions : Which are questions that check to see if a student can recall what they have just heard.

Comprehension Questions : Which are questions that check to see if a student understands what they have heard

Application Questions: These are questions that seek to assess whether students can apply what they have heard to solve a problem.

The first question i ask in this clip is a recall question where the class is required to remember the name of the first stage in a stars life cycle. The second question is also a recall question where the class was required to remember what a star was called after its core collapses. The third question

shown in the clip is an application question where the students had to apply what they had just heard about the moon to solve the problem as to why there is no life on the moon.

This clip also shows me giving good responses such as "yes, very good", "your half-right, would anyone else like to give it a go."

"yes, that's it", "close, you're nearly there" etc. This again helps in keeping the students motivated to answer questions, even if they are not totally sure of the answer.

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Re: Clip 3

by - Friday, 6 May 2005, 02:34 PM

hey Student 2

well done on your microteaching

i think that using quizzes in class is an excellent idea as it allows students to recall what they have just learned which is always a good idea

and also it is a fantastic motivator and you can see from your clip that it really did get the students thinking, everybody wanted to have a go at answering the questions well done again Claire and i even think i might try using quizzes in my lessons next year

katie

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Re: Clip 3

by - Friday, 6 May 2005, 03:54 PM

Hi Student 2 I presume we have to reply to people's clips so I have you chosen you the bolt He He.

From your Clip the sum quiz you rec'd very well with the students, your responses are all positive and you try to lead the students in to comprehending the information. Overall a variety of stimulus is achieved with teacher gesture and movement as well as using the white board and working in tandem with Mr. McCourt.

Well done.

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Re: Clip 3

by - Friday, 6 May 2005, 05:53 PM

Well done Claire the quiz was a great idea. It recapped on all the information to keep it fresh in their minds and it was also fun. Good on you

Student 1's clip

by - Thursday,

21 April 2005,

01:02 PM



[Student 11.mov](#)

so i chose this clip, as one it shows a varying of stimulus by using the OHP and handouts, two the use of lower order questions and three

reacting positively. this class were fairly difficult to teach as they were not terribly interested, but i felt this part went well as they got involved and were enthusiastic. partly thanks to the way i went about varying the stimulus rather than just writing on the board. this clip also shows, i think an example of my actual teaching and the way i communicate the information to the class

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Re: Student 1's clip

by - Friday, 6 May 2005, 02:43 PM

hey Student 1

i also had that class and i understand what you are sayin about them not being very interested

but "fair play" to you because you'd never notice that during your lesson you manage to get them answering questions and you also positively react to the answers that they give

well done

katie

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Re: Student 1's clip

by _ - Friday, 6 May 2005, 05:51 PM

Good clip that's some quality teaching. The way you varied the stimulus helped to keep their attention and it really shows. Well done

Student 13's
third and
final clip
by - Sunday,
1 May 2005,
01:28 PM



[s very last clip.mov](#)

ok focks here's my third and final clip this one is from our session of the extened microteaching with the first set of students. i chose this clip because i believe it s a good example of getting the students to try and figure out some information for themeselves. in this clip i bring up the topic of biomass as a renewable source of energy something they had not seen before. when i asked if anyone had any ideas i got silence. rather than giving them the answer i pushed to see if i could get them to figure it out. by braking the word up into "bio" and "mass" the students responded giving very intelligent answers.

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Re: Student 13's third and final clip

by - Friday, 6 May 2005, 04:01 PM

Hi, I hope you dont mind me replying to yours mostly cause you have the best picture (P.S. who are you calling focks)


From your clip is evident that you are a very calm teacher, and keep things very much in order, in the clip you are trying to access what the students already know - Information processing, they don't know what you are talking about initially but using lower order questioning and positive reactions they quickly understand the topics origins.

Well Done rebo

Evan

Student 15 3

by Student 15 - Friday, 6 May 2005, 03:36 PM

 Student 15 clip3.mov

I chose this as my main clip as it contained different aspects of teaching which we were thought to do. (1) I used different stimuli such as the OHP which showed the content of the subject in which I wanted to do instead of a book or notes this change in stimuli is good when you are teaching as it the students focus changes stimulates their brain they become less bored and concentrate during the class. (2) Lower order questioning :Before I started to do through the material I got the students to try explain the five stages of nutrition in their own words not scientifically I asked simple questions and encouraged them to answer so that I could see what they already knew about the subject and motivate their memory so they answer the question which I was asking them. Then I went through the subject scientifically comparing they're answers of which they'd already giving me on the subject and then placed them under there headings showing them they already knew the answers in their own words now they would be able to answer them properly in an exam. (3) Teacher gesturing: I used many hand gestures in this clip while I was asking the students questions to keep their attention also moving around the room continuously in a slow manor so I could so the students I am also involved in the class to and that I am paying attention to them and that I would also be aware if they where not paying attention in the class and keeping eye contact on the class keeping their attention with me.

Clips NEW - Clip 1

by - Friday, 6 May 2005, 03:25 PM

 clip 1 stimuli.mov.mov

Clip 1- Stimuli

I have chosen this clip because I think it shows quality when using various stimuli to convey information across the class. The Clip is an extract from a class to develop an understanding for the characteristics of life and the differences between living and non-living objects. From the clip you can see that to illustrate the difference between these objects I am using everyday objects to convey a sense of understanding. Also I have

asked a student to take part in the demonstration; I have asked her to list which category the objects fall under which is an example of changing interaction. Other resources used in this lesson that might not be evident from the clip were the use of handouts, the white board and the over head projector which would also lead to a heightened level of interest in the presentation.

The use of movement is also apparent from the clip, moving to the white board and back to elevate the interest in what is going on at the board as well as the objects that are being shown. Teacher gesturing plays another vital role in this clip, the simple act of pointing to objects or to a student who knows the answer inspires attention to the lesson. Also shifting sensory channels from show and tell to the white board is another example of a stimulus in this clip.

3rd Clip

by - Friday, 6 May 2005, 03:24 PM

 [clip3.mov](#)

my third and final clip is taken from week 3. that week i was discussing alkanes and had just dealt with a serious pupil discipline problem. i used a recall/ comprehension question with one student and then carried out an application question myself on the board nby using the formula which i had thought to them. i felt i did vary my voice but the continuous focus was on the whiteboard. i also felt i reacted quite well to the students answer to my question

's 2nd Clip

by - Friday, 6 May 2005, 03:23 PM

 [teaching 2.mov](#)

this second clip is taken from my first ever microteaching experience, one which i had to conduct on my own. although the diagram on the acetate is a crude one the students have a clearer diagram in front of them on the handouts i provided. I varied the stimulus by using the OHP, the whiteboard and the handouts. i varied attention between these and also varied the tone of my voice.

i feel i reacted well to the answers given by the class although they were reading them directly from the handout. these were recall questions, to recall what previous knowledge they had of the water cycle. i thought the small bit of laughter towards the end of the clip set a nice tone in the class.

vans Clips NEW - Clip 2 - Main

by - Friday, 6 May 2005, 03:12 PM

 [clip 2 main.mov](#)

Clip 2 – Main Clip

I have chosen this clip as my main clip. It is an extract of my first extended lesson about Ecology. The clip is taken from the beginning of the lesson. The reason I have chosen this clip is firstly I believe it provides examples of all 3 skills as well as developing a


discussion on the topic relating to what the students already know about the topic. A variety of stimulus is used here in the form of Handouts, and the projector as well as teacher movement, teacher gesture, changing voice patterns and changing interactions. All of these are evident from the clip. These changes and gestures have greatly increased the interest in the lesson, as you can see the students are all paying attention and participating. This skill is based upon the simple principle that if you do things in the same way all the time people get bored. This clip shows the contrary that the students are very much involved in what is going on. The use of eye contact, pointing, name referring, voice emphasizing and questioning are lessening the chance of inattention and boredom. This lesson was conducted in tandem with the other teacher, this may not be evident from the clip but when one spoke to the class the other changed the acetates, which worked well for us as teachers so we could focus better into the lesson.

Lower order questioning is a major part of this clip, the clip itself is more of a discussion on habitats and environments some of which would be known from everyday life. As a teacher my questions are trying to unleash this knowledge that they already know by elaborating on their answers and asking them "why is this" so they can apply their answers to what is coming up in the lesson. In some cases they are only asked to recall what they have already been explained and in others they are tested on what they understand. These are all examples of the lower order questioning, the questions are kept as open as possible to try and keep the discussion going and an interest to be supported. Closed questions were avoided as much as possible by using these techniques of elaboration and further questioning.

In the case of reactions this clip shows many forms of reactions. The most common reaction is an invitation to talk more about the answer given, starting with a positive response leading to further discussion and if brought as far as it can go the questioning is then opened up to the rest of the class. This section mostly involves Information processing; information is received, processed and then recalled. The recall of this information is supported by the use of everyday examples like the case of the woodland. When the answer is wrong the question is opened to the rest of the class instead of stating the error or in one case the reaction given is "well done good guess all the same". Overall I thought the microteaching experience to be very beneficial and a worthwhile exercise especially involving the skills. The clips I have chosen have illustrated the skills as much as I can see as well as other characteristics which were learned in the first semester such as self-esteem, leadership and an ability to present Knowledge. This has been a very beneficial module.

Student 1 Clip 3

by - Friday, 6 May 2005, 02:55 PM

 Student 1_clip3.mov

So in this session I was up second, and covering the naming of alkanes in organic chemistry. This lesson went relatively well. Although this clip does not necessarily show me teaching due to the fact that I was using this to summarise the lesson. The clip shows me varying the stimulus by going from the overhead to the board and also involving students by bringing them up to the board to draw out structures. By using the overhead rather than just the calling out the compound, it directs the students sitting down,

attention to the topic at hand. allowing them to formulate the answer out themselves. It also involves the student responding to recall and comprehension questions. This allowed me the opportunity to make a positive response in turn to Paddy's answer, which of course was spot on.

so basically thats why i chose this clip. and now this is all finished with at last!
toodles

Student 1 Clip 2

by - Friday, 6 May 2005, 02:54 PM

 Student 1_clip2.mov

This clip is taken from the first extended session. This part of the lesson shows part of my demonstration. It went very well and gave me the chance to ask lower order questions, involve the students, vary stimuli and react. I chose to do this simple demonstration, as it would facilitate the asking of recall, comprehension and application questions quite easily. Also I

used an overhead throughout the demonstration so to introduce the class to new, or in the case of this session, to recap definitions. By doing so I could vary the stimulus and also draw the attention of the class back to learning, rather than having a bit of fun with cups of water!

The three domains of learning are knowledge, skills and attitudes. Through varying the stimulus and asking questions, as the teacher I incorporated the domain of knowledge. This required the students to engage in "thinking skills" in order to recall knowledge and process so as to answer the questions put to them.

I had asked the class what would happen when the salt was placed into the hot water. This gave me the chance to react to their answers positively and neutrally, and encourage further attempts at answering. Although I did respond with the hideous phrase "fair play" the fact remains that it was a positive and an encouraging response! Therefore motivating that particular student and the entire class to stay involved in the lesson. The clip demonstrates how I deal with incorrect answers, instead of just saying no, I explained how the sample couldn't have been concentrated, avoiding confusion for all. It also demonstrates the importance of having a relaxed learning atmosphere. This creates an environment where the student feels comfortable to participate in class discussion without being forced. In my opinion this is essential in the class and it also makes the lesson more enjoyable for all involved.

There are four different theories on how we learn. Behaviourists, information processing, experimental and cognitive. This clip incorporates aspects of all of these theories in my opinion. Behaviourists respond to stimulus changes and by integrating the demonstration into the session I held the attention of the class. This also relates to cognitive learning. It says that we learn by creating mental pictures of information. Then in new situations we relate old mental pictures to new information as a

matter of processing-schemata.

By doing the demo, the students would in future be able to picture the water in the cup as solvent, sand as solute etc. Seeing as everyone does not acquire and store information and knowledge in the same way, the use of a demonstration is good.

Overall this lesson was my best as I involved the entire class throughout and therefore I chose this clip as I think it is an example of good teaching on my part. I incorporated various mediums, lower order questions, reacted to students all in an environment conducive to learning.

's 2nd Clip

(Main)

by _ - Friday,

6 May 2005,

02:15 PM

 [clip2.mov](#)

This clip is from the first extended session. In it I discuss gravity and forces in general.

I like this clip because I think it shows some effective teaching. First of all I introduce gravity, and rather than just give a definition and then move along to the next topic, I encourage the students to understand for themselves what gravity is, what effect it has and I also give some simple examples of where we might see it. By simply dropping the book I allow the students to understand the effect it has on objects which would usually go unnoticed. I then elaborate the point by using the example of someone jumping, and I know the students understand the point because they can tell me what would happen if there was no gravity.

The use of the OH during this explanation makes the point clearer. It puts gravity in its context of the entire class. (ie. another kind of force)
By questioning the students about the different effects of gravity, I ensure that they understand what I'm teaching, and it also encourages them to think for themselves about gravity as another type of force.

Most of the responses I get from the students during this clip are very good, so I try to give a positive reaction. This makes them want to contribute more and so helps the class as a whole because the more information you get out of them, the more you can discuss a topic and help everyone to understand it.

I think I move around the room well in this clip. I can't take full advantage of the space as I would when simply explaining a topic, because I have to be in a position to direct the conversation and stop it from getting out of control. But I move from side to side and make eye contact with everyone. At one point I use eyecontact to discipline a student when I catch him about

to turn around. It doesn't disrupt the class for something relatively small, but gets the message across and he understood it.

So that's about it, I really wish I was a speed typer coz this took me ages! ☺

[Delete](#) | [Reply](#)



Re: 's 2nd Clip (Main)

by - Friday, 6 May 2005, 02:39 PM

hey

all i can say is wow

the way you have a command of the class is fantastic

its clear that you really have looked at the topic of gravity and have thought about ways to teach the students the topic

and its clear that you hold their attention for the whole of the class which is never easy!!

well done

katie

's 1st Clip

by _ - Friday, 6 May 2005, 02:13 PM



[clip1.mov](#)

I took this clip from the 2nd skill session. I picked it for a number of reasons.

First of all I think it shows good varying of stimulus. I switch from doing a student orientated demonstration, to verbal pupil participation, to the whiteboard and finally the OH projector. I also like the method of questioning I used after the demonstration. When the student didn't give the right answer straight away, I allowed a moment of silence and gave the student another chance to answer. This eventually resulted in getting the right answer.

I think the clip shows good encouragement of the students to understand for themselves what is being taught, through use of a simple example and demonstration.

Student 13's

first clip

by - Saturday,

30 April 2005,

04:14 PM



[Student 13clip.mov](#)

ok so here is my first clip it is from our very first session of microtaching.

Niamh and i chose to teach linear motion for the leaving certificate. the

clip shows me deriving the formula $v^2 = u^2 + 2as$. i chose this clip

because i believe it shows me varying the stimuli and involving the class

well. i gave out the steps of the derivation one by one so the students

would retain as much information as possible. i also believe that by involving the class they should remember more of the steps.....hopefully!

[Delete](#) | [Reply](#)



Re: Student 13's first clip

by _ - Thursday, 5 May 2005, 02:36 PM

It was done very well, you were great at varying the stimulus. Especially since it was the 1st session. It was a good topic to pick. By involving the class they probly will remamber more of the steps!

Clip 2

by - Wednesday, 4 May 2005, 11:24 AM



[responding to questions .mov](#)

this is a clip of me responding to a students questions. i think i handled it well, and was able to give the student a simple breakdown of the question that he had asked.

Clip 1

by - Wednesday, 4 May 2005, 11:23 AM



[coke.mov](#)

I chose this clip because i felt i showed good teaching qualities in it. i think that students learn better if they have examples of something that they can relate to, in this clip i describe 5 litres of blood in terms of coca cola bottles, in this way the students can visualise the topic and understand it more clearly.

Student 14's Clip 3

by - Wednesday, 27 April 2005, 11:32 AM




[Student 14 clip3.mov](#)

I choose this clip because i think it shows alot of the skill that we need. In the clip my teaching was clear and concise. I tryed to keep it simple and get the students involved as much as possible, i think it is important to be active and exciting in the class and to keep the students attention! I used the white board in the clip and i kept the writing clear and easy to read. As you can see in the next clip, i did various the slimlus by using the OHP. I keep my mood in the class cheerful, because i think if a teacher is dull and boring then the students will lose interest right away!!

Student 12's Clip

Two.

by - Thursday,
21 April 2005,
12:33 PM

 [clip2ric.mov](#)

This is a clip from the second session we had. The skill was responding to students and I chose this clip as my example of good teaching as when asked a question, I did my best to make sure that got an answer that she could understand.

I felt that this was a more effective type of response as my other responses just involved me saying "very good" alot and I thought that was subtle but otherwise, not as effective.

Also, I felt it was a good clip as it demonstrated that I knew what I was talking about.

[Delete](#) | [Reply](#)



Re: Student 12's Clip Two.

by - Monday, 25 April 2005, 09:58 AM

Hey Student 12,

This was a good clip for demonstrating responding (which you did well - it also showed that you are quite comfortable and confident in a class situation!), however, with respect to demonstrating that you knew what you were talking about, I'm not so sure!!!

You made it sound like you knew what you were talking about and I'm sure in a classroom situation all of the students would have taken your answer to be correct (I almost did!!!) but in fact your explanation for a vacoule is almost completely incorrect!

Vacoules often contain foods, liquids, and inorganic ions such as potassium and chloride.

Obviously, microteaching has been set up for you to practice the various teaching skills and that's its main aim, but you must be aware of the scientific side of things too!

It is very important that you know the science of what you are teaching!
You need to be more careful in future!!!

Student 2 clips1

by - Thursday, 21 April 2005, 01:29 PM


 [Student 2cell2.mov](#)

I have chosen this clip as it shows that i varied the stimulus by moving from the OHP to the blackboard which kept the students interested in the class. I also kept the students attention by using student participation, i got up to the board to draw the animal cell,

applying the classes new knowledge of the cell to draw a diagram of it. While was at the board drawing, i asked the class recall questions as to what the contense of the class was and what should be included in the diagram and when the students answered the questions i gave them positive responses which encouraged them to attempt answering questions more often.

Student 14s clip **!!

by - Thursday, 21 April 2005, 01:08 PM

 [Student 14_skill3a.mov](#)

I think this clip shows alot of good teaching. Firstly i recaped on some of the work which i had done on the white board, just to refresh the students mind and also for them to take the important points from that part of the lesson!! I also tryed to change the stimulus be using the OHP. On the OHP i had a very clear, illustrated acetate showing the uses of science in everyday life. It really brought together the whole lesson and tied the uses of science with modren day !!!!

Student 12's Clip Three

by - Thursday, 21 April 2005, 12:50 PM

 [clip3.mov](#)

For my final clip, I chose a clip I had from the extended session 2. This clip demonstrates lower order questioning.

I felt this was a good clip as the questions I asked were simple recall questions, with a slight bith of detail thrown in at the end. These questions were in no way difficult and were used as a measure to check if the students were paying attention during the class. If some other students were not paying attention, using questions such as these would possibly "intimidate" them into paying more attention.... or FACE MY FURY!

Appendix M

Self Evaluation Project Questionnaires and Sample Statistical Data

Self Evaluation Project Questionnaire

Name (Optional)

Q 1 Do you think the requirement to evaluate your classes helped you in your teaching practice?

Yes

No

Would you like to explain further?

Q2 Please indicate your level of agreement with the following statements

	Strongly agree	Agree	No Opinion	Disagree	Strongly Disagree	NA
Self evaluation is essential to good teaching						
It is important to formally evaluate each class that you teach						
I changed how I taught as a result of completing the self evaluation questionnaires						
Self evaluation results in useful reflection						
It is sufficient to evaluate informally						
I will continue to evaluate my teaching in future years						

Q 3 Did the above questions raise any issues that you would like to comment on?

Q4 Did you find the process of developing our own self evaluation instruments useful?

Yes

No

Please explain

Q 5 Planning questionnaire

Please select one option where 1 = Strongly agree 2 = Agree 3 No opinion 4=Disagree 5 = Strongly disagree

The planning questionnaire was useful	1	2	3	4	5
--	----------	----------	----------	----------	----------

The questions were appropriate	1	2	3	4	5
---------------------------------------	----------	----------	----------	----------	----------

The format of the questions was helpful	1	2	3	4	5
--	----------	----------	----------	----------	----------

I changed my teaching as a result of this Questionnaire	1	2	3	4	5
--	----------	----------	----------	----------	----------

The questionnaire was the right length	1	2	3	4	5
---	----------	----------	----------	----------	----------

The questionnaire encouraged me to think about planning in a different way	1	2	3	4	5
---	----------	----------	----------	----------	----------

Overall, what is your opinion of the planning questionnaire?

Q 6 Classroom management questionnaire

Please select one option where 1 = Strongly agree 2 = Agree 3 No opinion 4=Disagree 5 = Strongly disagree

The cm questionnaire was useful	1	2	3	4	5
--	----------	----------	----------	----------	----------

The questions were appropriate	1	2	3	4	5
---------------------------------------	----------	----------	----------	----------	----------

The format of the questions was helpful	1	2	3	4	5
--	----------	----------	----------	----------	----------

I changed my teaching as a result of this questionnaire	1	2	3	4	5
--	----------	----------	----------	----------	----------

The questionnaire was the right length	1	2	3	4	5
---	----------	----------	----------	----------	----------

The questionnaire encouraged me to approach classroom management differently	1	2	3	4	5
---	----------	----------	----------	----------	----------

Overall, what is your opinion of the classroom management questionnaire ?

Q 7 Teaching and learning methods questionnaire

Please select one option where 1 = Strongly agree 2 = Agree 3 No opinion 4=Disagree 5 = Strongly disagree

The t&l questionnaire was useful	1	2	3	4	5
---	----------	----------	----------	----------	----------

The questions were appropriate	1	2	3	4	5
---------------------------------------	----------	----------	----------	----------	----------

The format of the questions was helpful	1	2	3	4	5
--	----------	----------	----------	----------	----------

I changed my teaching as a result of this questionnaire	1	2	3	4	5
--	----------	----------	----------	----------	----------

The questionnaire was the right length	1	2	3	4	5
---	----------	----------	----------	----------	----------

The questionnaire encouraged me to approach teaching and learning differently	1	2	3	4	5
--	----------	----------	----------	----------	----------

Overall, what is your opinion of the teaching and learning questionnaire ?

Q 8 General strengths and weaknesses questionnaire

Please select one option where 1 = Strongly agree 2 = Agree 3 No opinion 4=Disagree 5 = Strongly disagree

The general questionnaire was useful	1	2	3	4	5
---	----------	----------	----------	----------	----------

The questions were appropriate	1	2	3	4	5
---------------------------------------	----------	----------	----------	----------	----------

The format of the questions was helpful	1	2	3	4	5
--	----------	----------	----------	----------	----------

I changed my teaching as a result of this questionnaire	1	2	3	4	5
--	----------	----------	----------	----------	----------

The questionnaire was the right length	1	2	3	4	5
---	----------	----------	----------	----------	----------

The questionnaire encouraged me to approach teaching differently	1	2	3	4	5
---	----------	----------	----------	----------	----------

Overall, what is your opinion of the general questionnaire ?

Q 9 Daily questionnaire

Please select one option where 1 = Strongly agree 2 = Agree 3 No opinion 4=Disagree 5 = Strongly disagree

The daily questionnaire was useful 1 2 3 4 5

The questions were appropriate 1 2 3 4 5

The format of the questions was helpful 1 2 3 4 5

I changed my teaching as a result of this 1 2 3 4 5
questionnaire

The questionnaire was the right length 1 2 3 4 5

The focus on action in this questionnaire 1 2 3 4 5
was useful

The questionnaire encouraged me to 1 2 3 4 5
approach classroom management
differently

Overall, what is your opinion of the daily questionnaire?

**Q 10 Please rank the questionnaires in terms of their usefulness
(1 being most useful 5 being least useful)**

General questionnaire	—
Teaching and Learning questionnaire	—
Daily questionnaire	—
Planning questionnaire	—
Classroom management questionnaire	—

Q11 Please indicate your level of agreement with the following statements

	Strongly agree	Agree	No Opinion	Disagree	Strongly Disagree	NA
Making moodle postings was useful						
I am comfortable posting online						
I used some ideas posted by colleagues in my teaching						
I changed how I taught as a result of posting on moodle						
Writing on moodle forced me to think about how I teach in a new way						
It is easy to write online						
I was honest in my online postings						

Q 12 Did the above questions raise any issues that you would like to comment on?

Q 13 Is there a difference between evaluating yourself online and evaluating yourself in your own teaching file?

Yes

No

Q 14 Please explain

Q 15 What would you change in this process of self evaluation for next years course?

Q 16 We want to encourage teachers, as reflective practitioners, to think about what they do well, to reflect on what they could share with colleagues, as well as identifying their own learning needs." (DfEE, 2001)

At the end of this process do you think that you

a) Are a reflective practitioner	Yes	No
b) Think about what you do	Yes	No
c) Reflect on what you can share with colleagues	Yes	No
d) Able to identify your own learning needs	Yes	No

Please explain in detail your answers to the above questions

Any other comments?

Thank you for your time and have a good summer!

Self Evaluation Project Questionnaire

Q 1 Overall Module Satisfaction

Please select one option where 1 = Strongly agree 2 = Agree 3 No opinion 4=Disagree 5 = Strongly disagree

The module was well organised	1	2	3	4	5
The quality of teaching was good	1	2	3	4	5
There were sufficient resources provided	1	2	3	4	5
There was enough class contact time	1	2	3	4	5
The online resources were useful	1	2	3	4	5
The course teachers were approachable	1	2	3	4	5
I enjoyed the module	1	2	3	4	5

Have you any comments to make on the module as a whole?

Q 2 Do you think the requirement to evaluate your teaching / training helped your professional practice ?

Yes

No

Would you like to explain further?

Q3 Please indicate your level of agreement with the following statements

	Strongly agree	Agree	No Opinion	Disagree	Strongly Disagree	NA
Self evaluation is essential to good teaching / training						
It is important to formally evaluate each class that you teach/train						
I changed how I taught as a result of completing the self evaluation questionnaires						
Self evaluation results in useful reflection						
It is sufficient to evaluate informally						
I will continue to evaluate my teaching/training in future years						

Q 4 Did the above questions raise any issues that you would like to comment on?

Q5 Did you find the process of developing our own self evaluation instruments useful?

Yes

No

Please explain

Q 6 Planning questionnaire

Please select one option where 1 = Strongly agree 2 = Agree 3 No opinion 4=Disagree 5 = Strongly disagree

The planning questionnaire was useful	1	2	3	4	5
--	----------	----------	----------	----------	----------

The questions were appropriate	1	2	3	4	5
---------------------------------------	----------	----------	----------	----------	----------

The format of the questions was helpful	1	2	3	4	5
--	----------	----------	----------	----------	----------

I changed my teaching as a result of this Questionnaire	1	2	3	4	5
--	----------	----------	----------	----------	----------

The questionnaire was the right length	1	2	3	4	5
---	----------	----------	----------	----------	----------

The questionnaire encouraged me to think about planning in a different way	1	2	3	4	5
---	----------	----------	----------	----------	----------

Overall, what is your opinion of the planning questionnaire?

Q 7 Classroom management questionnaire

Please select one option where 1 = Strongly agree 2 = Agree 3 No opinion 4=Disagree 5 = Strongly disagree

The cm questionnaire was useful	1	2	3	4	5
---------------------------------	---	---	---	---	---

The questions were appropriate	1	2	3	4	5
--------------------------------	---	---	---	---	---

The format of the questions was helpful	1	2	3	4	5
---	---	---	---	---	---

I changed my teaching as a result of this questionnaire	1	2	3	4	5
---	---	---	---	---	---

The questionnaire was the right length	1	2	3	4	5
--	---	---	---	---	---

The questionnaire encouraged me to approach classroom management differently	1	2	3	4	5
--	---	---	---	---	---

Overall, what is your opinion of the classroom management questionnaire ?

Q 8 Teaching and learning methods questionnaire

Please select one option where 1 = Strongly agree 2 = Agree 3 No opinion 4=Disagree 5 = Strongly disagree

The t&l questionnaire was useful	1	2	3	4	5
----------------------------------	---	---	---	---	---

The questions were appropriate	1	2	3	4	5
--------------------------------	---	---	---	---	---

The format of the questions was helpful	1	2	3	4	5
---	---	---	---	---	---

I changed my teaching as a result of this questionnaire

The questionnaire was the right length 1 2 3 4 5

	1	2	3	4	5
The questionnaire encouraged me to approach teaching and learning differently					

Overall, what is your opinion of the teaching and learning questionnaire ?

Q 9 Please rank the questionnaires in terms of their usefulness (1 being most useful 3 being least useful)

Teaching and Learning questionnaire

Planning questionnaire

Classroom management questionnaire

Q10 Please indicate your level of agreement with the following statements

	Strongly agree	Agree	No Opinion	Disagree	Strongly Disagree	NA
Making moodle postings was useful						
I am comfortable posting online						
I used some ideas posted by colleagues in my teaching						
I changed how I taught as a result of posting on moodle						
Writing on moodle forced me to think about how I teach in a new way						
It is easy to write online						
I was honest in my online postings						

Q 11 Did the above questions raise any issues that you would like to comment on?

Q 12 Is there a difference between evaluating yourself online and evaluating yourself alone on paper?

Yes

No

Q 13 Please explain

Q14 Please indicate your level of agreement with the following statements

	Never	Rarely	Sometimes	Always	NA
I discussed the idea of self evaluation with other colleagues					
I shared my self evaluation instruments with other colleagues					
I observed other colleagues teaching/ training					
I allowed other colleagues observe me teaching / training					
I would be comfortable in a peer evaluation setting					
I have been externally evaluated as a teacher / trainer					
I would find external evaluation useful					

Q 15 Did the above questions raise any issues that you would like to comment on?

Q 16 How important is the climate of an organisation to the development of an evaluation culture?

Very Somewhat Fairly unimportant No relevance

Please explain

Q 17 Please rank the approaches to evaluation that you think would be most successful at improving your professional practice (1 being most useful 3 being least useful)

Internal evaluation only

—

External evaluation only

—

A combination of internal and external evaluation

—

Please explain

Q 18 What would you change in this process of self evaluation for next years course?

Q 19 We want to encourage teachers, as reflective practitioners, to think about what they do well, to reflect on what they could share with colleagues, as well as identifying their own learning needs." (DfEE, 2001)

At the end of this process do you think that you

- | | | |
|---|------------|-----------|
| a) Are a reflective practitioner | Yes | No |
| b) Think about what you do | Yes | No |
| c) Reflect on what you can share with colleagues | Yes | No |
| d) Able to identify your own learning needs | Yes | No |

Please explain in detail your answers to the above questions

Any other comments?

Name (Optional)

Age Range : **20-24** **25-29** **30-34** **35-39** **40-44**

45-49 **50-54** **55-59** **60-64** **65+**

Gender : **M** **F**

Sector **Youthreach** **PLC** **VTOS**

Industrial Training **Disability Sector** **Health**

Second Level **Primary**

Voluntary Community **Community**

Other:Please Specify

Would you be willing to take part in an interview to discuss these issues further?

Yes

No

Thank you for your time and have a good summer!

SURVEY A

SELF EVALUATION PROJECT

QUESTIONNAIRE

Q1 OVERALL MODULE SATISFACTION

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The module was well organised	0	.0%	8	34.8%	4	17.4%	10	43.5%	1	4.3%
The quality of teaching was good	6	26.1%	10	43.5%	2	8.7%	5	21.7%	0	.0%
There were sufficient resources provided	7	29.2%	9	37.5%	6	25.0%	2	8.3%	0	.0%
There was enough class contact time	1	4.2%	4	16.7%	2	8.3%	12	50.0%	5	20.8%
The online resources were useful	9	37.5%	13	54.2%	1	4.2%	1	4.2%	0	.0%
The course teachers were approachable	8	33.3%	11	45.8%	3	12.5%	2	8.3%	0	.0%
I enjoyed the module	3	12.5%	12	50.0%	3	12.5%	6	25.0%	0	.0%

Q2. Do you think the requirement to evaluate your teaching / training helped your professional practice?

	Frequency	Percent
Yes	13	54.2
No	11	45.8
Total	24	100.0

Q3 PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Self evaluation is essential to good teaching / training	18	75.0%	6	25.0%	0	.0%	0	.0%	0	.0%
It is important to formally evaluate each class that you teach / train	6	26.1%	11	47.8%	0	.0%	6	26.1%	0	.0%
I changed how I taught as a result of completing the self evaluation questionnaires	7	29.2%	13	54.2%	1	4.2%	3	12.5%	0	.0%
Self evaluation results in useful reflection	14	58.3%	10	41.7%	0	.0%	0	.0%	0	.0%
It is sufficient to evaluate informally	3	12.5%	6	25.0%	3	12.5%	11	45.8%	1	4.2%
I will continue to evaluate my teaching / training in future years	13	54.2%	11	45.8%	0	.0%	0	.0%	0	.0%

Q5. Did you find the process of developing your own self evaluation instruments useful?

	Frequency	Percent
Yes	19	79.2
No	3	12.5
Total	22	91.7
No Answer	2	8.3
Total	24	100.0

Q6. PLANNING QUESTIONNAIRE

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The planning questionnaire was useful	7	29.2	12	50.0	3	12.5	2	8.3	0	0.0
The questions were appropriate	2	8.7	11	47.8	6	26.1	4	17.4	0	0.0
The format of the questions was helpful	1	4.3	12	52.2	9	39.1	1	4.3	0	0.0
I changed my teaching as a result of this questionnaire	3	12.5	10	41.7	6	25.0	5	20.8	0	0.0
The questionnaire was the right length	1	4.2	9	37.5	5	20.8	7	29.2	2	8.3
The questionnaire encouraged me to think about planning in a different way	4	16.7	16	66.7	2	8.3	2	8.3	0	0.0

Q7. CLASSROOM MANAGEMENT QUESTIONNAIRE

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The CM questionnaire was useful	4	18.2	12	54.5	3	13.6	3	13.6	0	0.0
The questions were appropriate	2	9.1	9	40.9	5	22.7	6	27.3	0	0.0
The format of the questions was helpful	3	13.6	12	54.5	3	13.6	4	18.2	0	0.0
I changed my teaching as a result of this questionnaire	1	4.5	9	40.9	4	18.2	8	36.4	0	0.0
The questionnaire was the right length	1	4.8	7	33.3	8	38.1	3	14.3	2	9.5
The questionnaire encouraged me to approach classroom management differently	3	14.3	7	33.3	3	14.3	7	33.3	1	4.8

Q8. TEACHING AND LEARNING QUESTIONNAIRE

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The T&L questionnaire was useful	4	17.4	14	60.9	3	13.0	0	0.0	2	8.7
The questions were appropriate	2	8.7	11	47.8	7	30.4	1	4.3	2	8.7
The format of the questions was helpful	4	17.4	9	39.1	8	34.8	1	4.3	1	4.3
I changed my teaching as a result of this questionnaire	2	8.7	9	39.1	6	26.1	4	17.4	2	8.7
The questionnaire was the right length	1	4.3	9	39.1	8	34.8	4	17.4	1	4.3
The questionnaire encouraged me to approach teaching and learning differently	3	13.0	13	56.5	2	8.7	4	17.4	1	4.3

Q9. PLEASE RANK THE QUESTIONNAIRES IN TERMS OF THEIR USEFULNESS

	Teaching and Learning Questionnaire		Planning Questionnaire		Classroom Management Questionnaire	
	N	%	N	%	N	%
Most useful	5	20.8%	14	58.3%	5	20.8%
Second	11	45.8%	7	29.2%	7	29.2%
Least Useful	8	33.3%	3	12.5%	12	50.0%

Q10. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Making moodle postings was useful	5	20.8	13	54.2	3	12.5	3	12.5	0	0.0
I am comfortable posting online	6	25.0	9	37.5	1	4.2	6	25.0	2	8.3
I used some ideas posted by colleagues in my teaching	6	26.1	9	39.1	1	4.3	6	26.1	1	4.3
I changed how I taught as a result of posting on moodle	0	0.0	8	33.3	5	20.8	9	37.5	2	8.3
Writing on moodle forced me to think about how I teach in a new way	3	12.5	9	37.5	3	12.5	8	33.3	1	4.2
It is easy to write online	4	16.7	8	33.3	0	0.0	10	41.7	2	8.3
I was honest in my online postings	13	59.1	6	27.3	2	9.1	0	0.0	1	4.5

Q12. Is there a difference between evaluating yourself online and evaluating yourself alone on paper?

	Frequency	Percent
Yes	21	87.5
No	2	8.3
Total	23	95.8
Missing	1	4.2
Total	24	100.0

Q16. How important is the climate of an organisation to the development of an evaluation culture?

	Frequency	Percent
Very	20	83.3
Somewhat	3	12.5
Fairly unimportant	1	4.2
Total	24	100.0

DEMOGRAPHICS

AGE

	Frequency	Percent
25-29	3	12.5
30-34	1	4.2
35-39	5	20.8
40-44	6	25.0
45-49	4	16.7
50-54	1	4.2
55-59	3	12.5
Total	23	95.8
Missing	1	4.2
Total	24	100.0

GENDER

	Frequency	Percent
Male	6	25.0
Female	18	75.0
Total	24	100.0

SECTOR

	Frequency	Percent
Youthreach	6	25.0
PLC	1	4.2
Disability Sector	3	12.5
Health	2	8.3
Second Level	3	12.5
Voluntary Community	1	4.2
Community	5	20.8
Other	2	8.3
Total	23	95.8
Missing	1	4.2
Total	24	100.0

SURVEY B

SELF EVALUATION PROJECT

QUESTIONNAIRE

Q1 Do you think the requirement to evaluate your teaching / training helped your professional practice?

All said yes

Q2 PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING

	Strongly Agree		Agree		No Opinion		Disagree	
	N	%	N	%	N	%	N	%
Self evaluation is essential to good teaching / training	5	38.5%	8	61.5%	0	.0%	0	.0%
It is important to formally evaluate each class that you teach / train	0	.0%	5	38.5%	3	23.1%	5	38.5%
I changed how I taught as a result of completing the self evaluation questionnaires	2	15.4%	10	76.9%	1	7.7%	0	.0%
Self evaluation results in useful reflection	2	15.4%	11	84.6%	0	.0%	0	.0%
It is sufficient to evaluate informally	3	23.1%	6	46.2%	2	15.4%	2	15.4%
I will continue to evaluate my teaching / training in future years	2	15.4%	10	76.9%	1	7.7%	0	.0%

Q4. Did you find the process of developing your own self evaluation instruments useful?

	N	%
Yes	12	92.3
No	1	7.7
Total	13	100.0

Q5. PLANNING QUESTIONNAIRE

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The planning questionnaire was useful	0	.0%	3	23.1%	4	30.8%	5	38.5%	1	7.7%
The questions were appropriate	1	7.7%	8	61.5%	3	23.1%	1	7.7%	0	.0%
The format of the questions was helpful	0	.0%	5	38.5%	2	15.4%	6	46.2%	0	.0%
I changed my teaching as a result of this questionnaire	0	.0%	2	15.4%	4	30.8%	5	38.5%	2	15.4%
The questionnaire was the right length	0	.0%	2	15.4%	5	38.5%	6	46.2%	0	.0%
The questionnaire encouraged me to think about planning in a different way	1	7.7%	5	38.5%	4	30.8%	3	23.1%	0	.0%

Q6. CLASSROOM MANAGEMENT QUESTIONNAIRE

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The CM questionnaire was useful	5	38.5%	6	46.2%	1	7.7%	1	7.7%	0	.0%
The questions were appropriate	3	23.1%	10	76.9%	0	.0%	0	.0%	0	.0%
The format of the questions was helpful	1	7.7%	11	84.6%	0	.0%	1	7.7%	0	.0%
I changed my teaching as a result of this questionnaire	3	23.1%	6	46.2%	1	7.7%	2	15.4%	1	7.7%
The questionnaire was the right length	0	.0%	8	61.5%	3	23.1%	2	15.4%	0	.0%
The questionnaire encouraged me to approach classroom management differently	4	30.8%	7	53.8%	1	7.7%	1	7.7%	0	.0%

Q7. TEACHING AND LEARNING QUESTIONNAIRE

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The T&I questionnaire was useful	0	.0%	4	33.3%	4	33.3%	4	33.3%	0	.0%
The questions were appropriate	0	.0%	4	33.3%	5	41.7%	3	25.0%	0	.0%
The format of the questions was helpful	0	.0%	3	25.0%	6	50.0%	3	25.0%	0	.0%
I changed my teaching as a result of this questionnaire	1	8.3%	2	16.7%	4	33.3%	5	41.7%	0	.0%
The questionnaire was the right length	0	.0%	4	33.3%	4	33.3%	4	33.3%	0	.0%
The questionnaire encouraged me to approach teaching and learning differently	1	8.3%	4	33.3%	5	41.7%	2	16.7%	0	.0%

Q8. GENERAL QUESTIONNAIRE

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The General questionnaire was useful	4	33.3%	6	50.0%	0	.0%	2	16.7%	0	.0%
The questions were appropriate	2	16.7%	6	50.0%	1	8.3%	2	16.7%	0	.0%
The format of the questions was helpful	3	27.3%	5	45.5%	1	9.1%	1	9.1%	1	8.3%
I changed my teaching as a result of this questionnaire	2	16.7%	6	50.0%	4	33.3%	0	.0%	1	9.1%
The questionnaire was the right length	3	25.0%	7	58.3%	2	16.7%	0	.0%	0	.0%
The questionnaire encouraged me to approach teaching differently	3	25.0%	5	41.7%	2	16.7%	2	16.7%	0	.0%

Q9. DAILY QUESTIONNAIRE

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
The Daily questionnaire was useful	5	45.5%	3	27.3%	0	.0%	2	18.2%	0	.0%
The questions were appropriate	5	45.5%	3	27.3%	0	.0%	2	18.2%	0	9.1%
The format of the questions was helpful	4	36.4%	6	54.5%	0	.0%	0	.0%	1	9.1%
I changed my teaching as a result of this questionnaire	5	45.5%	4	36.4%	1	9.1%	0	.0%	1	9.1%
The questionnaire was the right length	2	18.2%	6	54.5%	0	.0%	2	18.2%	1	9.1%
The focus on action in the questionnaire was useful	3	27.3%	5	45.5%	1	9.1%	1	9.1%	1	9.1%
The questionnaire encouraged me to approach classroom management differently	6	54.5%	3	27.3%	0	.0%	1	9.1%	1	12.5%

Q10. PLEASE RANK THE QUESTIONNAIRES IN TERMS OF THEIR USEFULNESS

	Most useful		2.00		3.00		4.00		Least Useful	
	N	%	N	%	N	%	N	%	N	%
General Questionnaire	5	41.7%	6	50.0%	0	.0%	1	8.3%	0	.0%
Teaching and Learning Questionnaire	0	.0%	2	16.7%	1	8.3%	6	50.0%	3	25.0%
Daily Questionnaire	5	38.5%	1	7.7%	5	38.5%	1	7.7%	1	7.7%
Planning Questionnaire	0	.0%	2	15.4%	0	.0%	5	38.5%	6	46.2%
Classroom Management Questionnaire	2	15.4%	3	23.1%	6	46.2%	1	7.7%	1	7.7%

Q11. PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS

	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
Making moodle postings was useful	4	30.8%	8	61.5%	0	.0%	1	7.7%	0	.0%
I am comfortable posting online	5	38.5%	8	61.5%	0	.0%	0	.0%	0	.0%
I used some ideas posted by colleagues in my teaching	5	38.5%	7	53.8%	1	7.7%	0	.0%	0	.0%
I changed how I taught as a result of posting on moodle	3	25.0%	3	25.0%	5	41.7%	1	8.3%	0	.0%
Writing on moodle forced me to think about how I teach in a new way	2	16.7%	6	50.0%	2	16.7%	2	16.7%	0	.0%
It is easy to write online	5	38.5%	5	38.5%	2	15.4%	1	7.7%	0	.0%
I was honest in my online postings	5	38.5%	8	61.5%	0	.0%	0	.0%	0	.0%

Q13. Is there a difference between evaluating yourself online and evaluating yourself alone on paper?

All respondents said yes

Q14. Is there a difference between evaluating yourself online and evaluating yourself alone on paper?

All respondents answered yes to all questions

SURVEYS A and B

COMPARISON BETWEEN CLASSES A AND B

	CLASS A			CLASS B		
	Agree	No Opinion	Disagree	Agree	No Opinion	Disagree
Self evaluation is essential to good teaching / training	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%
It is important to formally evaluate each class that you teach / train	73.90%	0.00%	26.10%	38.50%	23.10%	38.50%
I changed how I taught as a result of completing the self evaluation questionnaires	83.40%	4.20%	12.50%	92.30%	7.70%	0.00%
Self evaluation results in useful reflection	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%
It is sufficient to evaluate informally	37.50%	12.50%	50.00%	69.30%	15.40%	15.40%
I will continue to evaluate my teaching / training in future years	100.00%	0.00%	0.00%	92.30%	7.70%	0.00%

	CLASS A			CLASS B		
	Agree	No Opinion	Disagree	Agree	No Opinion	Disagree
The planning questionnaire was useful	79.20%	12.50%	8.30%	23.10%	30.80%	46.20%
The questions were appropriate	56.50%	26.10%	17.40%	69.20%	23.10%	7.70%
The format of the questions was helpful	56.50%	39.10%	4.30%	38.50%	15.40%	46.20%
I changed my teaching as a result of this questionnaire	54.20%	25.00%	20.80%	15.40%	30.80%	53.90%
The questionnaire was the right length	41.70%	20.80%	37.50%	15.40%	38.50%	46.20%
The questionnaire encouraged me to think about planning in a different way	83.40%	8.30%	8.30%	46.20%	30.80%	23.10%

	CLASS A			CLASS B		
	Agree	No Opinion	Disagree	Agree	No Opinion	Disagree
The CM questionnaire was useful	72.70%	13.60%	13.60%	84.70%	7.70%	7.70%
The questions were appropriate	50.00%	22.70%	27.30%	100.00%	0.00%	0.00%
The format of the questions was helpful	68.10%	13.60%	18.20%	92.30%	0.00%	7.70%
I changed my teaching as a result of this questionnaire	45.40%	18.20%	36.40%	69.30%	7.70%	23.10%
The questionnaire was the right length	38.10%	38.10%	23.80%	61.50%	23.10%	15.40%
The questionnaire encouraged me to approach classroom management differently	47.60%	14.30%	38.10%	84.60%	7.70%	7.70%

	CLASS A			CLASS B		
	Agree	No Opinion	Disagree	Agree	No Opinion	Disagree
The T&I questionnaire was useful	78.30%	13.00%	8.70%	33.30%	33.30%	33.30%
The questions were appropriate	56.50%	30.40%	13.00%	33.30%	41.70%	25.00%
The format of the questions was helpful	56.50%	34.80%	8.60%	25.00%	50.00%	25.00%
I changed my teaching as a result of this questionnaire	47.80%	26.10%	26.10%	25.00%	33.30%	41.70%
The questionnaire was the right length	43.40%	34.80%	21.70%	33.30%	33.30%	33.30%
The questionnaire encouraged me to approach teaching and learning differently	69.50%	8.70%	21.70%	41.60%	41.70%	16.70%
Making moodle postings was useful	75.00%	12.50%	12.50%	92.30%	0.00%	7.70%
I am comfortable posting online	62.50%	4.20%	33.30%	100.00%	0.00%	0.00%

	CLASS A			CLASS B		
	Agree	No Opinion	Disagree	Agree	No Opinion	Disagree
I used some ideas posted by colleagues in my teaching	65.20%	4.30%	30.40%	92.30%	7.70%	0.00%
I changed how I taught as a result of posting on moodle	33.30%	20.80%	45.80%	50.00%	41.70%	8.30%
Writing on moodle forced me to think about how I teach in a new way	50.00%	12.50%	37.50%	66.70%	16.70%	16.70%
It is easy to write online	50.00%	0.00%	50.00%	77.00%	15.40%	7.70%
I was honest in my online postings	86.40%	9.10%	4.50%	100.00%	0.00%	0.00%

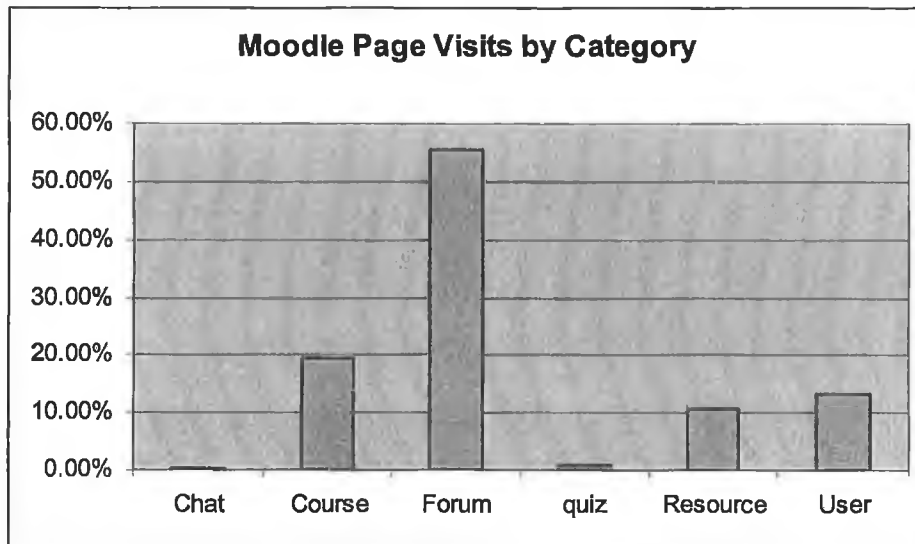
Appendix N

MOODLE Statistical Data Analysis

SECTION A: ALL STUDENTS – ALL COURSES

Moodle Page Visits by Category

Category	Number	%
Chat	109	0.27%
Course	7773	19.35%
Forum	22234	55.35%
Quiz	326	0.81%
Resource	4342	10.81%
User	5385	13.41%
Total	40169	100.00%

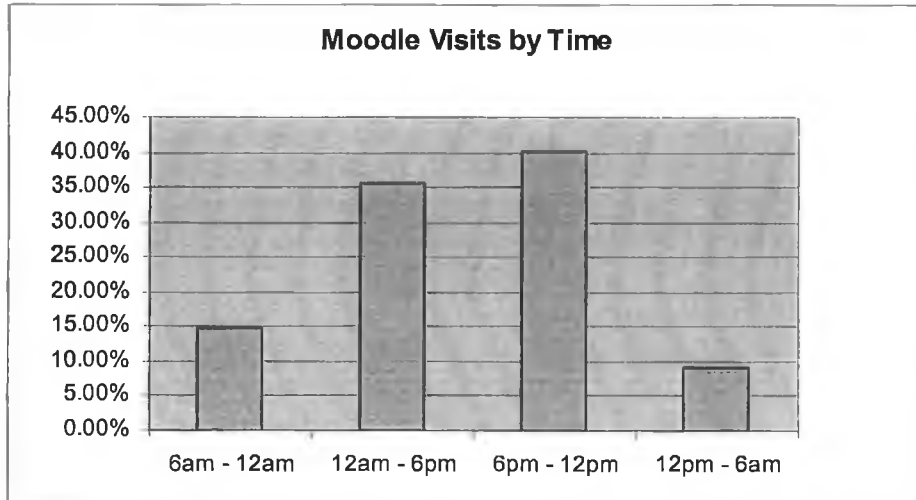


Moodle Page Visits

Category	Number	%
forum view discussion	9500	23.65%
forum view forum	9120	22.70%
course view	7417	18.46%
user view	4652	11.58%
resource view	4086	10.17%
forum view forums	999	2.49%
forum add post	801	1.99%
forum mail blocked	650	1.62%
forum add discussion	623	1.55%
user view all	529	1.32%
course recent	264	0.66%
resource view all	256	0.64%
user update	204	0.51%
forum update post	198	0.49%
quiz view	143	0.36%
forum search	127	0.32%
chat talk	84	0.21%
forum mail digest blocked	84	0.21%
quiz report	79	0.20%
Course enrol	61	0.15%
forum subscribe	48	0.12%
quiz attempt	39	0.10%
forum unsubscribe	36	0.09%
forum user report	31	0.08%
quiz submit	30	0.07%
chat view	21	0.05%
Course update mod	18	0.04%
quiz update	18	0.04%
quiz view all	14	0.03%
forum delete discussion	12	0.03%
Course user report	7	0.02%
forum delete post	5	0.01%
chat view all	4	0.01%
Course update	4	0.01%
Course add mod	1	0.00%
Course unenrol	1	0.00%
quiz add	1	0.00%
quiz close attempt	1	0.00%
quiz review	1	0.00%
	40169	100.00%

Moodle Visits by Time

	N	%
6am - 12am	1066	14.88%
12am - 6pm	2546	35.55%
6pm - 12pm	2885	40.28%
12pm - 6am	665	9.29%
TOTAL	7162	100.00%

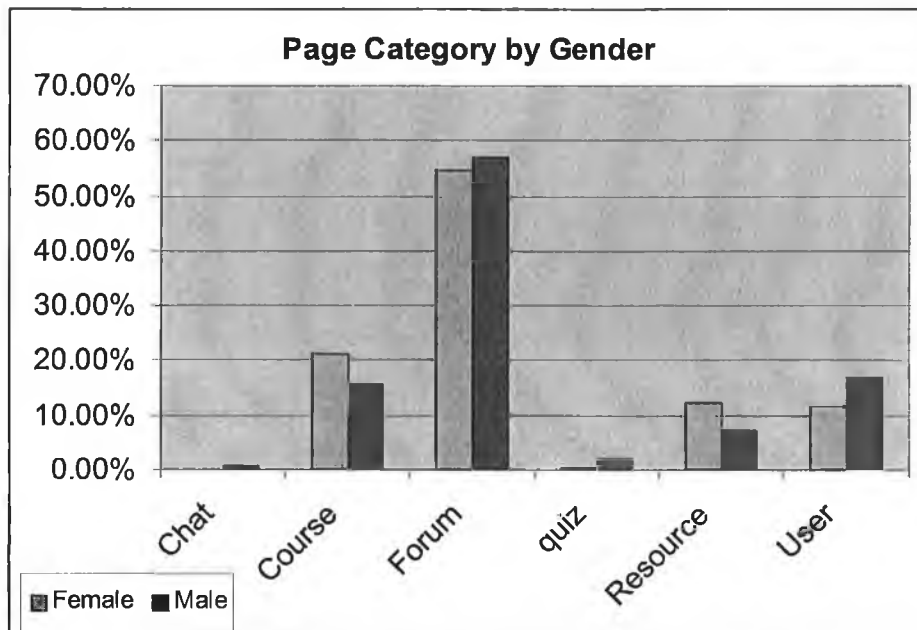


Moodle Visits by Time

	Frequency	Percent
01:00	20	0.28%
02:00	13	0.18%
03:00	6	0.08%
04:00	1	0.01%
05:00	1	0.01%
06:00	4	0.06%
07:00	33	0.46%
08:00	89	1.24%
09:00	181	2.53%
10:00	340	4.75%
11:00	419	5.85%
12:00	127	1.77%
13:00	490	6.84%
14:00	557	7.78%
15:00	599	8.36%
16:00	445	6.21%
17:00	328	4.58%
18:00	294	4.10%
19:00	837	11.69%
20:00	878	12.26%
21:00	561	7.83%
22:00	151	2.11%
23:00	164	2.29%
00:00	624	8.71%
Total	7162	100.00%

Page Category by Gender

	Female		Male	
	N	%	N	%
Chat	39	0.14%	70	0.55%
Course	5774	21.04%	1999	15.70%
Forum	14958	54.52%	7276	57.15%
Quiz	53	0.19%	273	2.14%
Resource	3417	12.45%	925	7.27%
User	3197	11.65%	2188	17.19%
Total	27438		12731	100.00%



Average Moodle Visits by Gender

COURSE		Visits	Page Visits	Average Per Visit
ES208	Female	92.12	448.24	4.87
	Male	103.20	306.60	2.97
ES114	Female	52.24	281.82	5.40
	Male	47.08	253.69	5.39
ES305	Female	52.75	455.00	8.63
	Male	60.82	460.27	7.57
ES319	Female	30.97	214.34	6.92
	Male	35.13	222.75	6.34
ED Resources	Female	11.56	63.26	5.47
	Male	8.40	47.30	5.63
OVERALL	Female	61.16	342.98	5.61
	Male	52.77	296.07	5.61

Page Visits by Gender

	Female		Male	
	N	%	N	%
forum view discussion	6262	22.82%	3238	25.43%
forum view forum	6164	22.47%	2956	23.22%
course view	5499	20.04%	1918	15.07%
resource view	3192	11.63%	894	7.02%
user view	2693	9.81%	1959	15.39%
forum view forums	790	2.88%	209	1.64%
forum add post	608	2.22%	193	1.52%
user view all	401	1.46%	128	1.01%
forum add discussion	377	1.37%	246	1.93%
forum mail blocked	335	1.22%	315	2.47%
course recent	232	0.85%	32	0.25%
resource view all	225	0.82%	31	0.24%
forum update post	128	0.47%	70	0.55%
forum search	121	0.44%	6	0.05%
user update	103	0.38%	101	0.79%
forum mail digest blocked	77	0.28%	7	0.05%
course enrol	42	0.15%	19	0.15%
forum subscribe	37	0.13%	11	0.09%
forum unsubscribe	29	0.11%	7	0.05%
quiz view	25	0.09%	118	0.93%
chat talk	23	0.08%	61	0.48%
forum user report	20	0.07%	11	0.09%
chat view	13	0.05%	8	0.06%
quiz attempt	12	0.04%	27	0.21%
quiz submit	8	0.03%	22	0.17%
quiz view all	6	0.02%	8	0.06%
forum delete discussion	6	0.02%	6	0.05%
forum delete post	4	0.01%	1	0.01%
chat view all	3	0.01%	1	0.01%
quiz review	1	0.00%	0	0.00%
quiz close attempt	1	0.00%	0	0.00%
course unenrol	1	0.00%	0	0.00%
quiz update	0	0.00%	18	0.14%
quiz report	0	0.00%	79	0.62%
quiz add	0	0.00%	1	0.01%
course user report	0	0.00%	7	0.05%
course update mod	0	0.00%	18	0.14%
course update	0	0.00%	4	0.03%
Total	27438	100.00%	12731	100.00%

SECTION B: COURSE ES208

Moodle Page Visits

Category	Number	%
forum view forum	3857	30.28%
forum view discussion	3189	25.03%
course view	2485	19.51%
user view	898	7.05%
forum view forums	467	3.67%
forum add post	445	3.49%
resource view	354	2.78%
forum mail blocked	304	2.39%
forum add discussion	255	2.00%
user view all	124	0.97%
forum search	101	0.79%
forum update post	79	0.62%
resource view all	72	0.57%
course recent	70	0.55%
forum unsubscribe	18	0.14%
forum subscribe	10	0.08%
user update	9	0.07%
forum delete post	2	0.02%
Total	12739	100.00%

Moodle Page Visits by Category

Category	Number	%
Course	2555	20.06%
Forum	8727	68.51%
Resource	426	3.34%
User	1031	8.09%
Total	12739	100.00%

Moodle Visits by Category and Gender

	Female		Male	
	N	%	N	%
Course	2325	20.75%	230	15.00%
Forum	7547	67.35%	1180	76.97%
Resource	372	3.32%	54	3.52%
User	962	8.58%	69	4.50%
Total	11206	100.00%	1533	100.00%

Moodle Page Visits by Student

Student	Visits	Pages Visited	Average Per Visit
Bennett, Vivienne	5	27	5.40
Burke, Joan Heather	87	724	8.32
Callaly, Ann	200	898	4.49
Cassidy Kent, Carmel	45	174	3.87
Challoner, Phil	95	377	3.97
Connolly, Dermot	119	304	2.55
Conway, Linda Theresa	70	224	3.20
Flynn, Mary	103	425	4.13
Flynn, Michelle	80	204	2.55
Fowler, Aaron	219	596	2.72
Gibney, Nicola	85	251	2.95
Gilchrist, Loretta Anne	55	648	11.78
Hughes, Christine	110	398	3.62
Keaskin, Ronan	56	213	3.80
Kenny, Yvonne	34	172	5.06
Lloyd, Patricia	194	916	4.72
Mc Cann, Paul	55	187	3.40
McNally, Mary Frances	121	750	6.20
Moore, Antoinette	81	435	5.37
O Sullivan, Lorraine	72	362	5.03
Phillips, Eimear	15	20	1.33
Phillips, Mark	67	233	3.48
Roche, Geraldine Nora	86	473	5.50
Ryan, Louise	117	639	5.46
Ryan, Rose	61	304	4.98
Shanks, Janet	115	968	8.42
Sinclair, Gean	162	674	4.16
Spencer, Mary	77	165	2.14
Spencer, Patricia	88	166	1.89
Walsh, Ann	145	812	5.60
TOTAL	2819	12739	4.52

Moodle Visits by Time

	N	%
6am - 12am	281	9.97%
12 noon - 6pm	746	26.46%
6pm - 12pm	1593	56.51%
12pm - 6am	199	7.06%
TOTAL	2819	100.00%

SECTION C: COURSE ES114

Moodle Page Visits

Category	Number	%
forum view discussion	2439	30.15%
forum view forum	1857	22.96%
user view	1394	17.23%
course view	1131	13.98%
resource view	333	4.12%
forum add post	193	2.39%
forum add discussion	186	2.30%
forum view forums	115	1.42%
user update	103	1.27%
user view all	102	1.26%
chat talk	84	1.04%
forum update post	69	0.85%
chat view	21	0.26%
course recent	14	0.17%
forum subscribe	12	0.15%
forum delete discussion	10	0.12%
resource view all	10	0.12%
forum unsubscribe	7	0.09%
chat view all	4	0.05%
forum search	4	0.05%
forum delete post	1	0.01%
Total	8089	100.00%

Moodle Page Visits by Category

Category	Number	%
Chat	109	1.35%
Course	1145	14.16%
Forum	4893	60.49%
Resource	343	4.24%
User	1599	19.77%
Total	8089	100.00%

Moodle Visits by Category and Gender

	Female		Male	
	N	%	N	%
Chat	39	0.81%	70	2.12%
Course	671	14.01%	474	14.37%
Forum	2948	61.53%	1945	58.98%
Resource	190	3.97%	153	4.64%
User	943	19.68%	656	19.89%
Total	4791	100.00%	3298	100.00%

Moodle Page Visits by Student

Student	Visits	Pages Visited	Average Per Visit
Bolton, Clare	102	556	5.45
Brodigan, Colin	58	333	5.74
Callaghan, Ciaran	97	587	6.05
Conroy, Louise	49	190	3.88
Farrell, Maria Celine	96	529	5.51
Forbes, Samantha	19	102	5.37
Galvin, Katie Noelle	113	567	5.02
Gorman, Mary Teresa	133	879	6.61
Heery, Fechin Michael	33	286	8.67
Kelly, Mary Lisa	68	249	3.66
Keogh, Niamh Mhuire	28	95	3.39
Macken, Sean Thomas	22	201	9.14
Malone, Sarah	20	182	9.10
Markey, Evan	70	254	3.63
Martin, Peter Pardaig	29	133	4.59
Martin, Stephen	43	305	7.09
Mc Court, Padraig-Joseph	22	81	3.68
Mc Evoy, Brona	80	488	6.10
Mc Manus, Jolene	22	108	4.91
Moynihan, Richard Gerard	133	582	4.38
Murray, Aoibheann	62	235	3.79
O Halloran, James	52	322	6.19
Quinn, Robyn	40	184	4.60
Reilly, Catherine	53	214	4.04
Walsh, Ciara Mae	18	189	10.50
Whelan, Kerrie Anne	38	238	6.26
TOTAL	1500	8089	5.39

Moodle Visits by Time

	N	%
6am - 12am	222	14.80%
12 noon - 6pm	685	45.67%
6pm - 12pm	426	28.40%
12pm - 6am	167	11.13%
TOTAL	1500	100.00%

SECTION D: COURSE ES305

Moodle Page Visits

Category	Number	%
forum view discussion	2038	29.61%
forum view forum	1726	25.08%
user view	1705	24.77%
course view	746	10.84%
forum add discussion	163	2.37%
forum mail blocked	115	1.67%
forum view forums	100	1.45%
forum add post	85	1.23%
user update	79	1.15%
resource view	56	0.81%
forum update post	33	0.48%
user view all	20	0.29%
course recent	7	0.10%
resource view all	6	0.09%
forum subscribe	2	0.03%
forum delete discussion	1	0.01%
forum unsubscribe	1	0.01%
Total	6883	100.00%

Moodle Page Visits by Category

Category	Number	%
Course	753	10.94%
Forum	4264	61.95%
Resource	62	0.90%
User	1804	26.21%
Total	6883	100.00%

Moodle Visits by Category and Gender

	Female		Male	
	N	%	N	%
Course	202	11.10%	551	10.88%
Forum	1089	59.84%	3175	62.71%
Resource	17	0.93%	45	0.89%
User	512	28.13%	1292	25.52%
Total	1820	100.00%	5063	100.00%

Moodle Page Visits by Student

Student	Visits	Pages Visited	Average Per Visit
Byrne, Enda Martin Jude	96	470	4.90
Cluxton, Stephen Patrick Charles	24	268	11.17
Creane, Simon	50	420	8.40
Doherty, Declan John	64	859	13.42
Dowd, Enda Martin	152	1159	7.63
Doyle, Andrew	17	241	14.18
Hanrahan, James Vincent	19	151	7.95
Hickey, Melissa	38	322	8.47
Hobbs, Barry	56	407	7.27
Keogh, Louise Elizabeth	34	290	8.53
Mannion, Conor Thomas	55	483	8.78
Mc Crudden, Edel Brid	61	490	8.03
Mc Devitt, Leanne Majella	78	718	9.21
Meehan, Pauric Thomas	43	347	8.07
Trenier, Alan George	93	258	2.77
TOTAL	880	6883	7.82

Moodle Visits by Time

	N	%
6am - 12am	140	15.91%
12 noon - 6pm	356	40.45%
6pm - 12pm	301	34.20%
12pm - 6am	83	9.43%
TOTAL	880	100.00%

SECTION E: COURSE ES319

Moodle Page Visits

Category	Number	%
resource view	1959	22.67%
forum view discussion	1802	20.85%
course view	1604	18.56%
forum view forum	1589	18.39%
user view	516	5.97%
forum view forums	287	3.32%
forum mail blocked	227	2.63%
user view all	166	1.92%
course recent	141	1.63%
forum mail digest blocked	84	0.97%
forum add post	77	0.89%
resource view all	71	0.82%
forum user report	31	0.36%
forum subscribe	24	0.28%
forum add discussion	16	0.19%
forum search	16	0.19%
forum update post	16	0.19%
forum unsubscribe	10	0.12%
forum delete post	2	0.02%
user update	2	0.02%
forum delete discussion	1	0.01%
Total	8641	100.00%

Moodle Visits by Category

Category	Number	%
Course	1745	20.19%
Forum	4182	48.40%
Resource	2030	23.49%
User	684	7.92%
Total	8641	100.00%

Moodle Visits by Category and Gender

	Female		Male	
	N	%	N	%
Course	1400	20.41%	345	19.36%
Forum	3244	47.30%	938	52.64%
Resource	1618	23.59%	412	23.12%
User	597	8.70%	87	4.88%
Total	6859	100.00%	1782	100.00%

Moodle Page Visits by Student

Student	Visits	Pages Visited	Average Per Visit
Bagnall, Sandra	16	162	10.13
Boland, Frank	44	350	7.95
Bowden, Michael Francis	89	443	4.98
Boyle, Susan	19	182	9.58
Brett, Siobhan	9	110	12.22
Carroll, Toni	60	349	5.82
Crampton, Thomas	58	383	6.60
Creighton, Catherine Mary	5	54	10.80
Duffy, Caroline	60	454	7.57
Fennell, Catherine	10	117	11.70
Fitzpatrick, Sindy	17	158	9.29
Forde, Breege	41	126	3.07
Franklin, Liz	27	235	8.70
Gillen, Julianne	6	51	8.50
Grogan, Anne	20	176	8.80
Hannigan, Tom	15	193	12.87
Kinsella, Deirdre Maria	58	292	5.03
Knowles, Sheila	27	170	6.30
Lambe, Ciara	5	25	5.00
Lawlor, Loraine Mary	14	248	17.71
Lennon, Kieran	14	53	3.79
Mercier, Clare	18	86	4.78
Murray, Caroline	13	72	5.54
Murray, James Patrick Martin	52	200	3.85
O Loughlen, Rachel	10	68	6.80
O Malley, Maeve Patricia	123	435	3.54
O'Murchu, Fiona Frances	27	235	8.70
O'Rourke, Seamus Fergus	3	109	36.33
O'Brien, Siobhan	37	733	19.81
Quigley, Margaret Ann	19	194	10.21
Quinn, Angela	11	106	9.64
Rankin, Marie	79	555	7.03
Ryan, Caroline	7	82	11.71
Ryan, Clodagh	57	473	8.30
Spence, Marian	20	183	9.15
St Ledger, Susie	25	86	3.44
Sweeney, Marie	25	131	5.24
Teague, Elaine	132	562	4.26
TOTAL	1272	8641	6.79

Moodle Visits by Time

	N	%
6am - 12am	285	22.41%
12 noon - 6pm	567	44.58%
6pm - 12pm	274	21.54%
12pm - 6am	146	11.48%
TOTAL	1272	100.00%

SECTION F: COURSE ED. STUDIES RESOURCES

Moodle Page Visits

Category	Number	%
course add mod	1417	38.65%
course enrol	1328	36.22%
course recent	143	3.90%
course unenrol	116	3.16%
course update	114	3.11%
course update mod	97	2.65%
course user report	79	2.15%
course view	78	2.13%
forum add discussion	53	1.45%
forum add post	39	1.06%
forum mail blocked	32	0.87%
forum search	30	0.82%
forum update post	30	0.82%
forum view discussion	19	0.52%
forum view forum	18	0.49%
forum view forums	18	0.49%
quiz add	14	0.38%
quiz attempt	10	0.27%
quiz close attempt	7	0.19%
quiz report	6	0.16%
quiz review	4	0.11%
quiz submit	4	0.11%
quiz update	3	0.08%
quiz view	1	0.03%
quiz view all	1	0.03%
resource view	1	0.03%
resource view all	1	0.03%
user update	1	0.03%
user view	1	0.03%
user view all	1	0.03%
Total	3666	100.00%

Moodle Page Visits by Category

Category	Number	%
Course	1533	41.82%
Forum	142	3.87%
Quiz	326	8.89%
Resource	1425	38.87%
User	240	6.55%
Total	3666	100.00%

Moodle Page Visits by Student

Student	Visits	Pages Visited	Average Per Visit
Burke, Joan Heather	9	204	22.67
Callaly, Ann	24	35	1.46
Cassidy Kent, Carmel	7	26	3.71
Challoner, Phil	8	51	6.38
Connolly, Dermot	12	19	1.58
Flynn, Mary	32	191	5.97
Flynn, Michelle	11	36	3.27
Fowler, Aaron	13	124	9.54
Gibney, Nicola	17	25	1.47
Gilchrist, Loretta Anne	10	127	12.70
Hughes, Christine	17	136	8.00
Keaskin, Ronan	5	7	1.40
Kenny, Yvonne	9	49	5.44
Lloyd, Patricia	26	118	4.54
Mc Cann, Paul	3	4	1.33
McNally, Mary Frances	37	404	10.92
O Sullivan, Lorraine	11	37	3.36
Phillips, Mark	13	17	1.31
Roche, Geraldine Nora	19	79	4.16
Ryan, Louise	23	65	2.83
Ryan, Rose	4	6	1.50
Shanks, Janet	35	241	6.89
Sinclair, Gean	13	38	2.92
Spencer, Mary	14	40	2.86
Spencer, Patricia	35	60	1.71
Walsh, Ann	8	69	8.63
Galvin, Katie Noelle	4	15	3.75
Darren McDermott	13	50	3.85
Byrne, Enda Martin Jude	5	18	3.60
Cluxton, Stephen Patrick Charles	4	7	1.75
Creane, Simon	5	10	2.00
Doherty, Declan John	14	97	6.93
Dowd, Enda Martin	8	23	2.88
Doyle, Andrew	6	18	3.00
Hickey, Melissa	10	30	3.00
Keogh, Louise Elizabeth	6	33	5.50
Mannion, Conor Thomas	6	6	1.00
Mc Crudden, Edel Brid	7	9	1.29
Mc Devitt, Leanne Majella	10	23	2.30
Meehan, Pauric Thomas	6	7	1.17
Trenier, Alan George	30	405	13.50
Bowden, Michael Francis	7	16	2.29
Boyle, Susan	5	47	9.40
Carroll, Toni	3	26	8.67
Crampton, Thomas	5	26	5.20
Duffy, Caroline	6	28	4.67
Fennell, Catherine	3	11	3.67
Fitzpatrick, Sindy	6	24	4.00
Franklin, Liz	8	119	14.88
Hannigan, Tom	8	19	2.38

Moodle Page Visits by Student

Student	Visits	Pages Visited	Average Per Visit
Kinsella, Deirdre Maria	12	19	1.58
Lawlor, Loraine Mary	3	40	13.33
Murray, Caroline	2	25	12.50
Murray, James Patrick Martin	5	73	14.60
O Loughlen, Rachel	4	17	4.25
O Malley, Maeve Patricia	6	22	3.67
O'Murchu, Fiona Frances	6	53	8.83
O'Brien, Siobhan	5	42	8.40
Quinn, Angela	10	68	6.80
Rankin, Marie	2	4	2.00
Ryan, Clodagh	3	11	3.67
St Ledger, Susie	2	4	2.00
Teague, Elaine	5	13	2.60
TOTAL	665	3666	5.51

Moodle Visits by Time

	N	%
6am - 12am	134	20.15%
12 noon - 6pm	176	26.47%
6pm - 12pm	287	43.16%
12pm - 6am	68	10.23%
TOTAL	665	100.00%

Moodle Visits by Category and Gender

	Female		Male	
Course	N	%	N	%
Forum	124	4.56%	18	1.90%
quiz	53	1.95%	273	28.86%
Resource	1199	44.08%	226	23.89%
User	178	6.54%	62	6.55%
Total	2720	100.00%	946	100.00%

Comparison Between Courses

Table 1: Page Category by Course

	ES208	ES315	ES309
Course	20.06%	10.94%	20.19%
Forum	68.51%	61.95%	48.40%
Resource	3.34%	0.90%	23.49%
User	8.09%	26.21%	7.92%

Figure 1: Page Category by Course

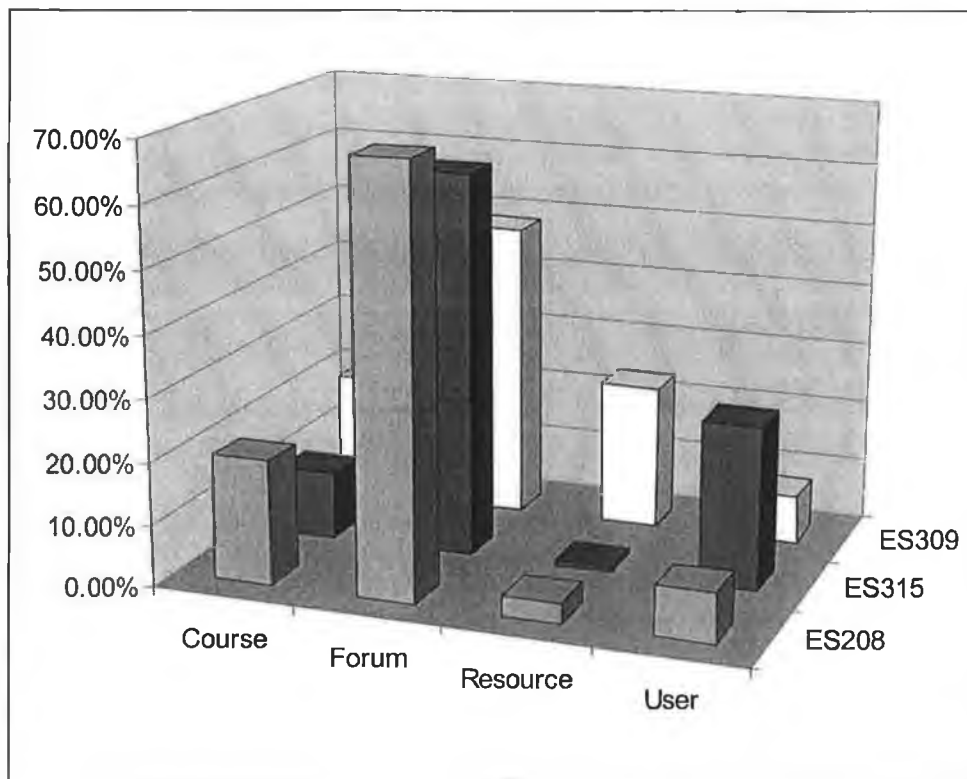


Table 2 Forum Page Visits by Course

	ES208		ES305		ES319	
forum view discussion	3189	36.55%	2038	47.81%	1802	43.44%
forum view forum	3857	44.21%	1726	40.49%	1589	38.31%
forum view forums	467	5.35%	100	2.35%	287	6.92%
forum mail blocked	304	3.48%	115	2.70%	227	5.47%
forum mail digest blo	0	0.00%	0	0.00%	84	2.03%
forum add post	445	5.10%	85	1.99%	77	1.86%
forum subscribe	10	0.11%	2	0.05%	24	0.58%
forum add discussion	255	2.92%	163	3.82%	16	0.39%
forum search	101	1.16%	0	0.00%	16	0.39%
forum update post	79	0.91%	33	0.77%	16	0.39%
forum unsubscribe	18	0.21%	1	0.02%	10	0.24%
	8725	100.00%	4263	100.00%	4148	100.00%

Table 3: Page Visits by Time and Course

	ES208	ES305	ES319
6am - 12am	9.97%	11.10%	22.41%
12 noon - 6pm	26.46%	59.84%	44.58%
6pm - 12pm	56.51%	0.93%	21.54%
12pm - 6am	7.06%	28.13%	11.48%

Figure 2: Page Visit by Time and Course

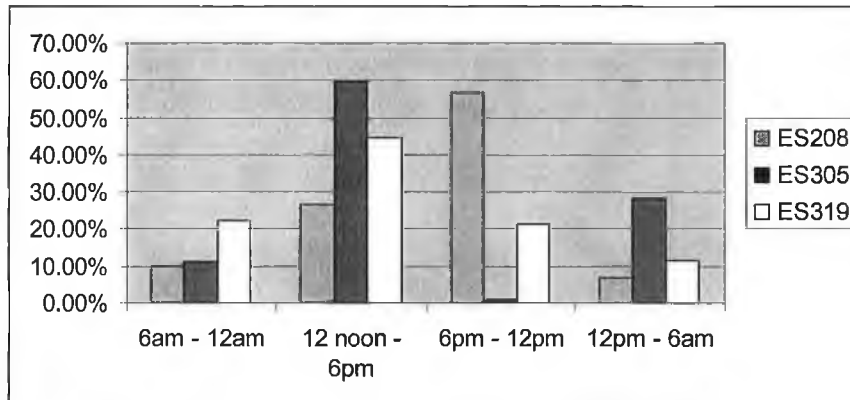
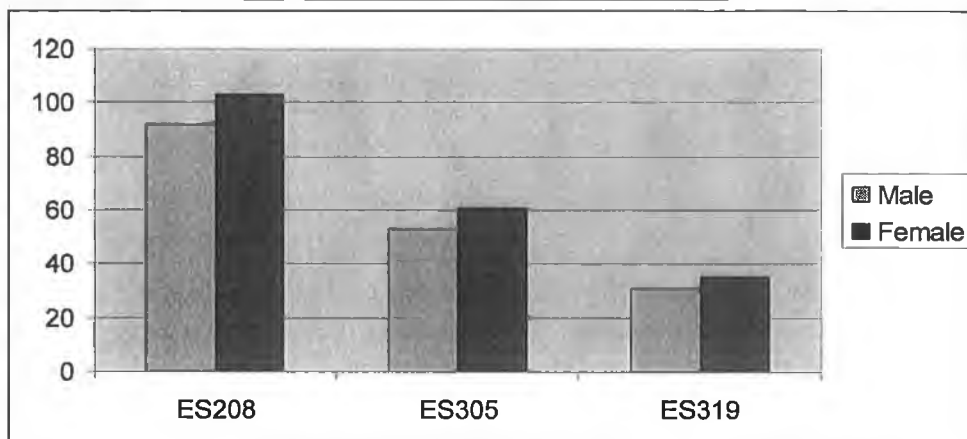


Table 4: Average Page Visits by Gender and Course

	ES208	ES305	ES319
Male	92.12	52.75	30.97
Female	103.2	60.82	35.13

Figure 3: Average Page Visits by Gender and Course



Comparison Between Courses 2

Table 1: Page Category by Course

	ES315	ES309
Course	10.94%	20.19%
Forum	61.95%	48.40%
Resource	0.90%	23.49%
User	26.21%	7.92%

Figure 1: Page Category by Course

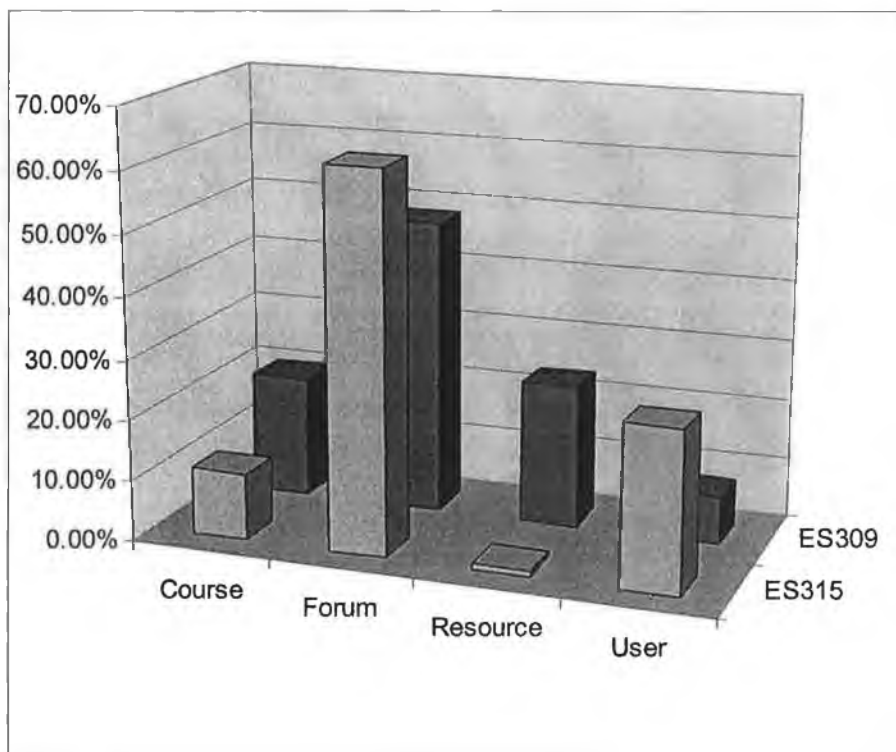


Table 2 Forum Page Visits by Course

	ES305		ES319	
forum view discussion	2038	47.81%	1802	43.44%
forum view forum	1726	40.49%	1589	38.31%
forum view forums	100	2.35%	287	6.92%
forum mail blocked	115	2.70%	227	5.47%
forum mail digest blo	0	0.00%	84	2.03%
forum add post	85	1.99%	77	1.86%
forum subscribe	2	0.05%	24	0.58%
forum add discussion	163	3.82%	16	0.39%
forum search	0	0.00%	16	0.39%
forum update post	33	0.77%	16	0.39%
forum unsubscribe	1	0.02%	10	0.24%
	4263	100.00%	4148	100.00%

Table 3: Page Visits by Time and Course

	ES305	ES319
6am - 12am	11.10%	22.41%
12 noon - 6pm	59.84%	44.58%
6pm - 12pm	0.93%	21.54%
12pm - 6am	28.13%	11.48%

Figure 2: Page Visit by Time and Course

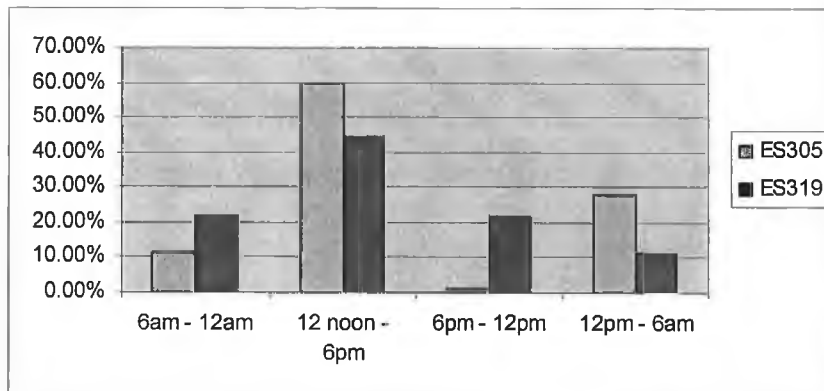
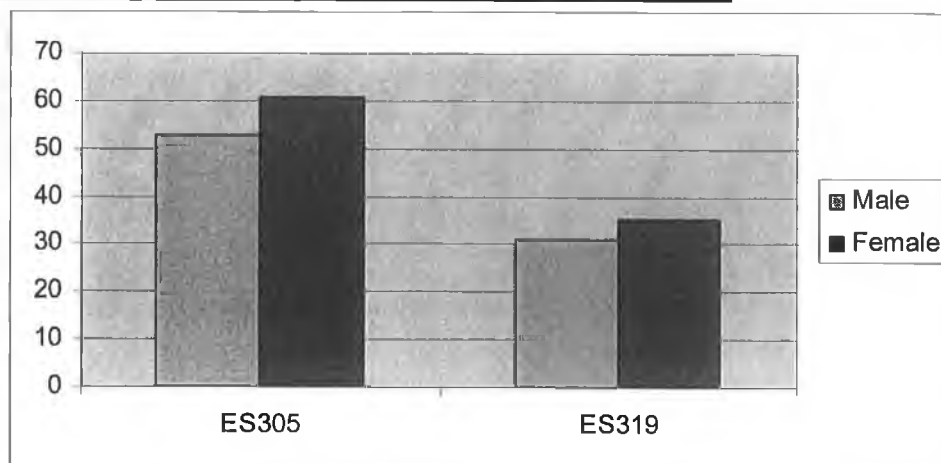


Table 4: Average Page Visits by Gender and Course

	ES305	ES319
Male	52.75	30.97
Female	60.82	35.13

Figure 3: Average Page Visits by Gender and Course



Appendix O

Interview Schedules and Sample Participant Interview Transcripts

Semi-structured Interview Schedule: School Leaders

Your school has recently been through the process of Whole School Evaluation, can you

1. describe the process from when you first heard you were being evaluated to the issuing of the report
2. state your opinion of the LAOS documents. Were they
 - a. Useful
 - b. Did you follow the process outlined
3. How closely did the inspectors follow the LAOS framework
4. what preparatory work did you individually and the school as a whole do beforehand
5. What documents and other data / evidence did you
 - a. Provide
 - b. Inspectors look for
6. describe the meetings that took place between the inspectors and the different stakeholders
 - a. Management
 - b. Staff
 - c. Pupils
 - d. Parents
7. Take us through the timeline of the inspection in terms of the average daily experience.
8. describe the consultative process and the issuing of the final report
 - a. were you satisfied with the process
 - b. were you satisfied with the report itself
 - i. did it adequately reflect the work of the school

Section 2 On Reflection

1. What were the strengths and weaknesses of the process as you perceived them?
2. What benefits do you see accruing to the school from WSE if any?
3. What negatives to you see accruing if any?
- 4.

Any further comments?

Semi-structured Interview Schedule: School Teachers

Your have recently been through the process of Individual inspection, can you

1. describe the process from when you first heard you were being evaluated to the issuing of the report
2. state your opinion of the LAOS documents. Were they
 - a. Useful
 - b. Did you follow the process outlined
3. How closely did the inspectors follow the LAOS framework when they looked at your practice?
4. Were you clear about what was required of you – i.e. what the inspectors wanted to see?
5. what preparatory work did you individually and the school as a whole do beforehand
6. What documents and other data / evidence did you
 - a. Provide
 - b. Inspectors look for
7. describe the meetings that took place between the inspectors and yourself and your subject department if relevant
 - a. Were you satisfied with the post inspection process
 - b.
8. Take us through the timeline of the inspection in terms your experience.
9. describe the consultative process and the issuing of the final report
 - a. were you satisfied with the process
 - b. were you satisfied with the report itself
 - i. did it adequately reflect your work

Section 2 On Reflection

1. What were the strengths and weaknesses of the process as you perceived them?
2. What benefits do you see accruing to your practice ?
3. What negatives to you see accruing if any?
4. How did the staff perceive the process
 - a. In advance
 - b. During the process
 - c. Afterwards

Any further comments?

Semi-structured Interview Schedule: Programme Participants

General

Could you give me your overall impression of the programmes that you have just completed?

What was good about the programmes?

What was bad about the programmes?

Online Learning

What is your general experience of the online learning aspect of the programme?

Did you feel comfortable working online?

What were the main benefits / drawbacks of working online?

Did you make use of any of the resources placed online?

How would you improve the process if you were to do it again?

Self Evaluation

What was your general experience of the self-evaluation aspect of the programme?

What was good about the process?

How could it be improved?

Did you discuss this with colleagues?

Did you change your practice as a result of this?

Have you any other questions / comments??

STUDENT 1

STUDENT 1: The main issue I thought for third year on the bulk of the teaching practise a lot of people weren't happy on the way they were marked and who was sent out to them. I feel and a lot of the class felt as well that there should be two specific tutors assigned to everybody and they should go out to the school and assess them over the whole three months

INT: How does that differ we assign two tutors now how does that differ how is what your suggesting differ now.

STUDENT 1: It's the same two people and because your getting the same opinion they get to see everybody, they know who's good and who isn't.

INT: Sorry I know what you mean now.

STUDENT 1: Instead of you know you might have a certain person who might have a particular opinion about how you should teach that mightn't work for the class that you have but I think if you have two people I think that preferably have been teachers themselves that know what it might be like in a class have those two and go out and see everybody, I know that might be hard but I think to satisfy the class that's being assessed to have a range of marks I think is more ideal for people I think that's a good idea. I thought Moodle for third year was very good because sometimes its hard to see everybody on the Wednesday to get to talk to everybody on that day we used to meet up and have the lectures every Wednesday I think they still do it. And I thought whenever you assessed it no matter what time of the week it was I had that problem as well you I thought that was good but maybe have it every two weeks rather than every week because sometimes it was a bit repetitive but I did I thought it was very good.

INT: And did you use it primarily as a place to share experience is that what you are saying.

STUDENT 1: Yes sometimes I mightn't have had much to talk about but it was good to read up on other people's experiences but if it did happen to you you'd know well I'm not alone here like how did that person deal with it and maybe you could deal with it differently or similarly

INT: And did you find yourself communicating with people.

STUDENT 1: Yes I use to respond to someone in the class and say I had a similar problem and I did it this way I don't know if that will help you but you never know give it a try yes so it was good. I don't know if this is really relevant its not really relevant to education but it was the fourth year module that we had this year it was kind of the history of Science and Technology we had it with Eamon Cunningham I just thought the way our presentations were marked I thought because it was a fourth year module it would have been better to have somebody else in there as well and our class really try hard and we didn't get a lot of feed back on our first presentation up until it was nearly time to do the second one the day before nearly it was that close.

INT: Yes I'll pass it on to Eamon or the Science Dept.

STUDENT 1: Yes even to have somebody else in there and if you had a query about on how you did that you can actually see it on paper what he wrote down when it happens, rather than just being given a mark and not knowing where it was coming from.

INT: And are you given a presentation schedule before hand that you know what you're being asked to do

STUDENT 1: We were told that we were going to be marked on our presentation our content and our reply to questions we were all asked questions but it wasn't divided

into those sections as well you did well on your answering but maybe you should improve on your content there was nothing like that.

INT: I'll pass it on

STUDENT 1: In second year our lectures were timetabled it kind of happened a lot in our course from two o'clock to six o'clock now I don't mind personally any other day but the way college runs

INT: It's the Wednesday issue

STUDENT 1: Yes it's the issue I found that I played camogie in the first year I couldn't really participate in the stuff on Wednesday purely because you had to go to that module because it was the only time it was on during the week you know. I just felt you know your kind of being

Int: Your right it's a very difficult issue and its one that concerns all of us because the issue is that we have to try to get you to get all the education professional qualification in.

STUDENT 1: If there was the problem that you might have to have a teacher in and they cant come until after three or four.

INT: what Modules did you have on Wednesday afternoon.

Student 1: I think in second year we had Tom Mc Loughlin in the afternoon and we also had I think it could have been yourself or Int Curry in the afternoons on Wednesday.

INT: I think we changed that quite substantially since then but no I do take your point and its one I'm very conscious of

STUDENT 1: I don't mind Monday, Tuesday, Thursday Friday

Int: No one of the issues you have to have is you have to take as much part in the University as everybody else

And if everybody else is doing Wednesday afternoon you should be free to do it as well. No every year we try and see how we can reduce that amount and I think we cut out most of it as far as I know its only first year and third year I think its only a couple of Micro Sessions it might be three or four Micro Teaching sessions.

STUDENT 1: even if you could finish up maybe at three we were on two to six and it used to kill us.

Int: I understand

STUDENT 1: And everyone else would be out.

Int: Playing

STUDENT 1: So we should have sufficient time allocated for the rest of the week. I liked physiology this year as well we had Mary Harris for it I thought the approach to it could be changed I just think the way it was delivered nothing on her behalf she is very good but maybe have more group work and more interactive projects going on because a lot of people enjoyed the issues dealt with and they are going to arise when you are in school and its very relevant we did get into groups and so on every so often but maybe I'm not really suggesting other ways but maybe for yourself to think about other ways.

INT: Mary is leaving this year she has moved away from Dublin we are looking for somebody else.

STUDENT 1: Maura, even roll playing or something if a situation happens or get people in a large circle and discuss things very openly

INT: That's very useful because I'm meeting people next week with a view to maybe taking over the module next so I'll definitely feed that in that really good thanks.

STUDENT 1: Philosophy I mentioned before maybe have it as an assignment I just felt I didn't do myself justice I was kicking myself after the exam I knew I could write a lot more and in more depth and maybe an essay would kind of bring that out

INT: you're the fourth person that said that.

STUDENT 1: I think it's more of a subject that you should be allowed elaborate on in your own way and sometimes the time restraints of an exam doesn't.

INT: I think we'll definitely take that on board it can't be next year because these things have to be done a year in advance it will be the year after next definitely if I can at all I'm going to change it to a assessment essay.

STUDENT 1: And as far as I can think that's the bulk of it. I know the history and issues in education that we did in first year I think that's been changed to an exam in second year I think that's probably a good idea I didn't mind that Module I liked that.

INT: Its changed substantially the whole first and second year programme has changed from what you did, were constantly changing it we get feed back like this every year were constantly changing it that's gone into second year now we have an introduction to teaching module the first module you do where like we bring acting courses, acting classes for the first years and Micro teaching with live secondary schools.

STUDENT 1: Microteaching I actually liked it was very nerve wrecking at first but it's very good to actually see yourself

INT: What we've started doing now we bring in students from St. Aidens I don't know did we do extended MICRO teaching with you twenty-five thirty-minute classes

STUDENT 1: No

INT: We get the twenty-five minute classes teaching

STUDENT 1: That's more realistic we always went over time ours were always only six minutes each it was very short.

INT: We had you in primary schools didn't we?

STUDENT 1: No we out to primary schools in first year and we went out for one day and that was over three weeks

INT: But you did some teaching didn't you

STUDENT 1: Yes

INT: Well they don't have that any more we don't have any relationship with primary schools anymore but now

Micro-teaching is done with secondary school students so there is swings and roundabout there.

Student 1: That's good it probably gets them junior cert years I'd say with the first years even.

INT: I don't think you could give them in their semester years to teach fifth year physics it might frighten them too

Much so what did you enjoy about Micro – Teaching what did you like about the process.

Student 1: I don't know really it didn't scare me really you know everybody gets nervous and so on but as sure it was kind of a bit of fun as well. The very first time we did it we were all so nervous we were all so serious but the second time our class were divided into groups we had such a laugh the second day every one tape go you know I just really enjoyed it like

INT: And did you find yourself did you think about teaching and what you were doing in teaching or just fun

STUDENT 1: As regard what you learn from it the feed back was good probably too easy on you but your only in first year and they pin point what you do all the time and you can see it yourself when its played back to you what you have to improve on

INT: In general as you're leaving do you feel your capable of reflecting on your own teaching and evaluation the quality of your own teaching can you sit back and think about a class and say that went right and that went wrong?

STUDENT 1: You can you know if I class hasn't gone well for you sometimes your like is it me of is it them the time of day you kind of have to take in a lot before you can come to some sort of conclusion about why it didn't work for you

I know last year when we did Action Research as well I had a leaving cert apply group who had a bad reputation in school I found that by working with them and just going in with an open mind they treated me totally different I got on well with them and a lot of teachers were how do you even go into that room like I had no problem with them probably one of my favourite classes for a teacher going into school you just have to be really open minded they might be troublesome but they might not be troublesome with you so you shouldn't judge them just because of what other people say

INT: And in relation with stuff we used to get you to do in third year doing evaluation sheets after each class how did you find that?

STUDENT 1: A bit cumbersome was it on both sets of teaching practise you had to keep on top of them or they can really start piling up on you it is a good idea I wasn't a major fan of them but you know it has to be done you have to be organised and you have to keep a record of everything you've done as well with them sometime you forget

If you have covered a topic with a class and therefore you have to have them but maybe not in so much detail. If I was out teaching I definitely would keep a plan but it wouldn't be so introduction, contents so on and the four stages or anything it would flow of course but I'd probably just have how I'd introduce it or how I finish it

INT: And in terms of the evaluation things the things you did after class.

STUDENT 1: They were good because you could start off with a class and it could be going bad for you and you might be only giving it a two or three average but then you can see how you can improve on them even look back and say Friday afternoons I always got it two or three on the class but maybe someday I'll bring it up to a four and that's really good I probably never get to a five but I know how to deal with that class I know what its like and I shouldn't get down on myself if it doesn't go brilliantly all of the time sometime I come out and I had a brilliant class there and you have the same class again and it goes terrible, well not terrible but you say these lads are hyper what's up with them today and its just children are so different every single day and you could have a good day and you can have a bad day but I think its good to look at them and say well they're not always angels and there not always brats as well.

INT: Do you think that we encouraged you to reflect after every class using those evaluation instruments do you think that helped with the Moodle thing the fact that you were thinking about teaching after every class did that help you when we asked you questions on Moodle and sort of said what did you think about this and what did you think about that did you see any connection at all.

STUDENT 1: I did I saw a connection on reflection and evaluating you evaluate yourself and how you do things and should you do them differently and especially when other people are in Moodle as well and their all responding to the question that you might pose to us and their all saying I'm not sure some people were saying how did you find the Moodle experience I found it very good and some people didn't I

think it is for just thinking back on everything you've done you always have to think back you won't be a successful teacher if you think it's going to be fine all the time you know I can always improve how can you improve you always have to look on how you can

INT: That's super.

ITE Student 2 2

The first one was philosophy module this year great module probably ok for fourth year but I think it might be more beneficial if it was an essay to hand up rather than an exam a lot of people prepare their essays but its not really testing their knowledge by asking them to memorise it most people prepare essays ready to hand them up but they have to learn them off just for a two hour exam

JOH: sure a couple of people have said that to me.

ITE STUDENT 2: A good module but you have to realise to ask those questions if they are doing science the other point would probably be they teach????? In third year maybe the consistency in the supervisors I think that came up in Michael Parkinson's you heard of the thing he did with us

JOH: He came in and asked you questions in relation to the programme

ITE STUDENT 2: Yes to say whatever was on our minds that told us the consistency of what to expect

JOH: And was that between Education and education supervisors or education and science supervisors or both

ITE STUDENT 2: Both I'm not sure maybe some of the science teachers delved into education whole valuation of your lesson plans some things were done something's weren't done maybe its more consistent maybe it's a fairer assessment of the student

JOH: And how would you suggest we make fairer system I'm interested

ITE STUDENT 2: I don't know what it is its guidelines that lesson plans are checked or not checked a range are checked some for the class some check for the entire branch if the science tutors are there for science, science only but obviously most people know the teacher maybe

JOH: Yes absolutely I'm trying to look at way to do that because it's an ongoing issue of getting consistency across

ITE STUDENT 2: I don't think it's a fair assessment if the day you get an Email of your assessment oh no or great that's it

JOH: That's fair enough it's an perennial problem

ITE STUDENT 2: Well obviously it can't be black and white but if you could limit

JOH: The differential between them that makes sense I might do a check list of sorts that might be an idea sort of make a check when you go into each class make sure you look at this and that and the other

ITE STUDENT 2: If it makes it more consistent assessment

JOH: sure I can see your point there that's an idea I might look at that over the summer. What's your overall impression of the programme did you enjoy it

ITE STUDENT 2: Yes I'm not sure do you arrange the modules for Alison and the science modules

JOH: No that's through Odell and?

ITE Student 2: I didn't enjoy the Philosophy this semester

JOH: If I was to say to you what do you think are the key skills a teacher needs what would you think they are

ITE Student 2: I think where I lack I lack being an disciplinarian I think you have to be a good disciplinarian but then again if you are going to demonstrate your skills as a teacher you must have a certain comment with your class but after that your ability with your students your relationship with your students not to be condensing a passion for teaching a passion for the subject the day will come when its probably personal personal different respect I'm not sure on how much concentration on the discipline because it's a difficult subject to teach

JOH: That's a good question there's different approaches to discipline that you can introduce people to but there's no one approach to classroom management that you just tell everybody

ITE STUDENT 2: I feel the thing is doing on the preparation there's more emphases and prepare classes generally goes ok I feel

JOH: So you think the thing we do in preparation is ok

ITE STUDENT 2: If you have it at home if you go in unprepared you're setting yourself up but if you go in more than prepared more than your forty minutes if you have sixty minutes in a class and you know your class generally discipline problems will probably come from lack of preparation

JOH: In terms of things we could teach if you were to look back on the four years looking at the education aspect in terms of things we could teach you think that we could do more time on discipline of maybe a few different ways of looking at discipline is there anything else we could do that would improve the programme for you

ITE STUDENT 2: Time management maybe I'm not sure the teaching practise is what twelve or fourteen

JOH: Fourteen

ITE STUDENT 2: Time management to keep on top of them I suppose if you could emphasise like its getting the lesson plans done and getting your schemes working getting your evaluations keeping yourself on top of things its hard I found it hard keeping on top of everything it's hard I found we have been asked to do modules to come up with ideas its hard your first idea is lets get through the class but its hard to come up with ideas and maybe if you talked with the lecturers to incorporate certain demonstrations etc.

JOH: Science demonstrations

ITE STUDENT 2: You find at the start you might rely on your text book as a resource and that's probably the worst resource but all your trying to do is get through the twelve weeks and maybe to it not until I think after you have done your four years you have a bit of time on your hands and when you have done your fourth year project you go on the internet and you do search the mass of material on improving science education and you feel like sometimes you feel like?????? People have spent so much time on that we only got this much time on the first science education project we got a thing in the library to say how to search the internet properly

JOH: Really you get that first week in DCU

ITE Student 2: Yes maybe people got it and we haven't how to do research on methodologies and physics and you just realise you see all these great ideas where instead of relying on text books and coming up with your own original ideas it takes a lot of time and maybe if they were made aware of what's out there

JOH: although I would argue I can see Val ability in your argument I would hope when you leave hear you would have the ability to degenerate your own ideas I think it's a combination you should be resourceful

ITE STUDENT 2: Definitely I just say it's the time develop your resources it's the time originally and people have done a lot of good stuff

JOH: You mentioned earlier the whole stuff about Evaluation and self evaluation how did you find that the evaluation sheets

ITE STUDENT 2: time it takes if you have a few classes in a row to do proper evaluation it has to be done almost immediately don't let them slip

JOH: So why is it a necessity why do you think

ITE STUDENT 2: You might come ignorant here or like unaware because you probably mosey through teaching that never criticising ourselves or if you sit back and look at the class critically it means you can prove surely

JOH: And did you genuinely feel that engaging

ITE STUDENT 2: Getting the stuff on to the page getting your thoughts on the page and then give yourself time to look back it gives you a record on how you are doing and what you have improved instead of if you sit through two weeks of teaching remembering your class in the first week it would be difficult but if you have records that's what I mean immediately after your class get your thought on to the page and re-evaluate it

JOH: And how did you find the whole on-line thing did you find posting things and

ITE STUDENT 2: Yes the memo was good to get other peoples opinions

JOH: obviously you were on Moodle

ITE STUDENT 2: Keep in touch with the class raise issues with the class hopefully your not on your own and probably there was questions, questions every week to get other peoples opinions like your own

JOH: Did you find it easy to share ideas on line did you find was there a problem with writing things

ITE STUDENT 2: Not really no I thought it was ok it wasn't that hard to do

JOH: Like in general if somebody came and said I would like to become a teacher would this be the sort of programme you would encourage them to follow

ITE STUDENT 2: Yes

JOH: Do you feel well prepared now do you feel come September when you walk into a classroom

ITE STUDENT 2: Prepared to an extent I think there is a limit to what you can prepare there nothing experience I feel like it's a personal drive I felt its up to yourself because nobody even if you have done your leaving cert you have done four years University physics you find yourself you wont know the physics course or you wont know the chemistry course you don't get a degree for doing your leaving cert again the idea is to teach the leaving course or the chemistry course again you have to do a University topics but its up to yourself its your own drive to go out there and to learn but you certainly learn certain techniques

JOH: And do you think at the end of the four years your in a position to go and learn do you think yours capable of learning

ITE STUDENT 2: If your did your ??? in school you should be you have done enough experience to know how a school runs and even if you can learn off your peers the teachers you have seen teaching and like the teachers they are the best role models you know the good from the bad and the good do it pretty well teachers in JOHys well prepared you learn from them you can only prepare from limit you still have to go and learn the ropes yourself I think your first two years of teaching are going to be tough no matter what the course you have done and once you get your ground certainly learning techniques are probably evaluation preparation definitely

JOH: Are you happy that you did a four concurrent programme rather than a degree in a H.DIP.

ITE STUDENT 2: Yes

JOH: What do you think the strengths are

ITE STUDENT 2: Working with the H.Dips. you have done pure science you know if your did an AP degree now you are applying for your H.DIP. You're in there for a year and its very intense where this is your first, second third year and you're doing integrated modules your trained to be a science teacher rather than somebody that's

pure science and wants to be a teacher like even some of the science that you do like an AP. DEGREE is purely physics your not going to mention education or always kind of mention education its there for your four years your always thinking about it where I think for about a year it flies by you probably don't learn much and the fact to come from a pure science degree with no education straight into a school

JOH: It makes it more difficult

ITE STUDENT 2: Yes definitely

JOH: Great very interesting I'm definitely going to look at the stuff you said about supervisors and try and get some consistency there I mean the difficulty is is getting everybody to do exactly the same thing that's probably impossible but what you have to try and do is to try and get people to operate as clear as close as possible to a clear set of guidelines

ITE STUDENT 2: Working with people is not like working with mathematics it's a grey area

JOH: They have a book about that size they have a book that they give to tutors every year everything you get they get and then they get detailed analysis on how they should do things we run a training day every now and again but it doesn't seem to work but no it's a good point and I will take it on board and the same with the philosophy exam the problem with the philosophy it was originally a continuous assessment module but when the programme was set up we go through a process called a prediation get the experts on the outside to look at your problem and their issue was there was to few exams on the education side and they recommended that the philosophy become an exam now I agree with you I think its probably not the one that's most suitable for exam but you could argue about that with any education

ITE STUDENT 2: Yes education exam is there not enough exams but are they exam modules I don't really think they are

JOH: I agree with you I think your right but I've got a degree I did in philosophy four years ago you can do it but I do take your point that

ITE STUDENT 2: The way I look at it was we got to prepare essays and people wrote out essays typed the out and learned them off instead of just handing them up to you they might have even written even lesser essays or doesn't know

JOH: Yes because they have to remember them

ITE STUDENT 2: When your actually doing it and you haven't done it in a while everybody had to have their essays done if you have to cover exams you have to cover exams

JOH: We will we cant do anything for next year its to late now but for the year after that definitely I'd look and try to get that changed and change it back to continues assessment it would be much more sensible. But in general you were happy enough with it in general that's all we can expect

ITE STUDENT 2: Yes its done now

Student 3

Int: We just want to chat about self evaluation postings and that the stuff you were saying on

Moogles and in the session last week, we were very interested the way you were saying the Science Department were taken up. If you could just tell us about that, where it came from how they do it exactly you know Peer Assessment.

Student 3: They engage in peer evaluation where one teacher will sit in on another teacher's class. That's the form they have that's an example of one where they have one column for teacher activities and one for students in three minutes intervals. Basically you try to keep the teachers one as low as possible and the students activities as high as possible and sort of if you have all your students one empty your running into trouble, that's just the way they do it on a very basic level. So then I got them to use the questionnaires for themselves for self-evaluation and some of them found them more useful than others, but all of them agreed that it might be a better idea to get peers use them for you of to allow students evaluation of your lessons, they found that more helpful than self evaluation.

Joe: Ok and what was the reasoning behind it.

Student 3: They just didn't think that they themselves could be objective enough looking at their own teaching though it would be better if someone else was to look at it for them. There so involved in the lesson they don't pick up on things that someone else would pick up on you know so they felt it better for some one else to do it for them rather than do it themselves.

Int: And who invented this particular template do you know was it in the school when you arrived.

Student 3: Yes I think it was the head of the Science Dept. Alison Graham out there.

Int: Did it arise out of a project or was it something she did out of the top of her head.

Student 3: I think, well it had subject evaluation in Science; they hadn't got whole school evaluation yet I think its basically they came up with it for themselves to improve their teaching. I think

Int: how many teachers are we talking about

Student 3: Four

Int: And is it on agreed bases between them and how exactly do they operate it, does somebody use up a free class of their own.

Student 3: Yes like it wouldn't be very often once every six months or once or twice a year, they would do it. They said to me they find it hard to get the free time to do it with timetables and stuff.

Joe: Did any of them do your stuff for you Peer?

Student 3: Yes.

Joe: So you applied both of these, did they apply this one for you or both?

Student 3: No they didn't, that one I got one of them to sit in and I got one of them to use our questionnaires for me and I found the information I got more helpful for self-evaluation. You know they picked up on a lot of things I wouldn't have picked up on I found it pretty helpful

Int: So you haven't used this one you've only used our own one.

Student 3: Yes.

Int: And when you say they picked up on a lot of things like how was it reported back, did they write it or did you have a kind of interview with them.

Student 3: It was kind of an interview with them sitting down for ten minutes and they would have written down whatever and they would have talked through it with me and I found that more helpful, because it's kind of hard after a lesson even with the questionnaire to think what went well and what didn't. Something's would be very obvious to you but maybe something's wouldn't be so obvious, it's helpful to have someone else to be there for you and pick up on it.

Int: Why do you think they have a culture like that its very rare, do your other teachers think its very strange, does anyone object to having, I mean I know your in a different situation being a student but amongst the four teachers?

Student 3: I think the thing is it's a well to do school and its high up the league table. The parents I think are very demanding of a good service. I think the teachers are aware of that pretty much, that maybe a factor I don't know, but they definitely are. They engage in evaluating they're teaching and improving their teaching and their open to it.

Int: In the science dept but it doesn't apply in other departments does it.

Student 3: I'm not sure about other departments.

Int: And is it a school policy in anyway, is there any kind of school system of in house evaluating.

Student 3: I don't know that, I know their Principal is very particular about having their scheme to work and everything done up and handed to her at the start of the year of what for every subject from every teacher what their going to be doing so that the Principal wants evidence of a scheme of work, a yearly plan or something, I don't know that would be common in most schools.

Joe: Did you ever find out what happens if you don't do well? Do your peers come along and say I don't think its happening are there any consequences to the evaluation process not working well.

Student 3: No I don't think so I think its something they engage themselves and if something's spotted they try and improve on it. I don't think there's any mechanism of reporting it on any further or anything like that. I think you know it's very much done on closed bases, a small group of people, it doesn't go any further.

Joe: And is there any proposal, do they update and change the way they do it or is this just a standard, they just keep that.

Student 3: That's standard, that's what they use for their peer evaluation, that sheet like, and they record in three-minute intervals the teacher activity and the student activity.

Int: You said they had an evaluation by the Department of Science Teaching, did you get any feed back on how that worked in practice, how it was done, how they felt about it.

Student 3: They had a guy came in and sat in on some Science classes and gave feed back.

Int: An inspector from the Department of Science.

Student 3: What one of the teachers said to me that she felt it would have been more helpful, if she went to another school and sat in on some Science classes and observed another teacher in action. She thought that maybe would have been more helpful that someone sitting in her class and giving her feed back.

Int: And what was the feedback like, did they think it was thorough.

Student 3: Yes they thought it was great and an Inspector asked question to the students and things just to check the student's knowledge I suppose.

Joe: And how many classes were the Inspectors sitting in per teacher.

Student 3: I think it was two per teacher.

Int: And did they get a written report afterwards each teacher or was it just a conversational thing.

Student 3: I'm not sure about that I think I know there was definitely a conversational thing I'm not sure if there was a written thing as well.

Int: And you didn't see any of the reports back from the department information.

Student 3: No

Int: Ok so you think this is a good system the one they operate there. If you worked in the school again would you like to see this done regularly. Do you think this puts a lot or pressure on teachers.

Student 3; I think it does they said that themselves its hard to fit it in with the timetable and trying to find a teacher free when other ones are teaching, and they haven't got marking to do and there 's not supervising a class or something. But I think it's important I definitely would engage in Peer evaluation, self-evaluation I would as well definitely. Just to sit down after the lesson and look.

Int But its less valuable.

Student 3: Yes

Int: Worth doing but less valuable.

Student 3: Yes because I think is difficult to work out what you did well and what you didn't on your own like I said some things are obvious and some things you won't pick up on that someone else might pick up on.

Joe: In terms of the type of questionnaires we gave you there were a couple of different types there, some varied ones and some specific ones and some broader ones which did you prefer using.

Student 3: I don't know I preferred the broader ones, I just found them easier to answer, often the tick in the box ones, was this methodology useful, agree, disagree agree, agree and kind of you want well why was it useful you want to think it worked. You think well why do you think it worked. It worked well because the students worked well from it because it fitted the time frame or whatever the resources I had.

Joe: Ok. Would it be fair to say you could see self-evaluation as being an aid to reflection, and aid to think about things.

Student 3: Absolutely yes

Int: Would you see yourself doing it on an on going bases. Suppose it was a totally voluntary thing could you see yourself

Student 3: I would definitely, especially starting out. I think I did find it very useful, self-evaluation, sitting down and looking at the lessons you know and its something I would engage in.

Joe: Did you find it changed over the course of the twelve or thirteen weeks that you were out teaching. The way you self evaluate or the way you approached it.

Student 3: Yes I felt the more I went on the more detail I was going into you know, I could see I was having more pros, cons, from the lessons as I went on. From the start it was harder to think of something to write to think of something to say but as I went on you got into the flow of it more you know, you could pick up better and answer the questions better.

Joe: Why do you think that was?

STUDENT 3: I think probably because I got more used to it and more used to that way of thinking and reflecting on a lesson. You're kind of aware going through you know, you're going to sit down at the end of a class and reflect on it, so your kind of conscious going through to pick up on things at the end, to record on.

JOE: And at what extent do you think your level of confidence increased as a teacher? Do you think that impacts on how you evaluate yourself.

STUDENT 3: I think so, it would have to because the more confident you are the more relaxed in a classroom situation you are and your more open to picking up on these things. Where's at the start your nervous and you just want to get through the class without them going mad, so your not as open to seeing what's going right and what's going wrong I think maybe that's a part of it.

JOE: How did you find the whole Mooble thing did you find?

STUDENT 3: I found Mooble great I think it would have been better if people engaged in it more. There were some of us that were really open to it and used it and talked to each other and the others like saw this, GOD, it's another thing to do, you know I'll do seven postings at one time, they all were two lines long you know, so I think something like that for even practising teachers set up could be useful.

JOE: And why do you think it's useful.

STUDENT 3: Because it allows people to share their ideas. Teachers are historically private people that they don't discuss how they teach and what their own resources

and stuff. So I think something like a discussion form like that could be useful for subject teachers even.

INT: So just go back to the evaluation stuff again you were saying there's self-evaluation, there's peer evaluation what about pupil evaluation.

STUDENT 3: Yes, I gave out a questionnaire to my fifth years, I was kind of guided to steer away from personal things, like how do you find me in the classroom .

INT: How do you mean guided.

STUDENT 3: I spoke to the teacher about it she said

Int: Allison

STUDENT 3: She said ask them about how the subject was taught, how they liked the demonstrations, how they liked the amount of maths in the subject, so it was great to get feed back from that and I also asked them, if they were inclined to misbehave or talk in class why was it and was it because I'm a student teacher, was it because the stuff was boring. I was actually surprised, I thought it would have been because I'm a student teacher and their own teacher was away, but it was more so because they found the stuff easy or that they had something to talk about and they would have done it if it was interesting or not. I found that a bit strange.

INT: And did they use that in the school or were you the first to use pupil evaluation you know the teacher evaluation do pupil evaluation peak into those at all.

STUDENT 3: Yes they do they do pupil evaluation.

INT: Do they in the same sort of format.

STUDENT 3: The way they do it is per subject, last year they did Leaving Cert, Physics. They asked all the Leaving Cert Physics pupils, they gave them questionnaires on how they taught Physics and how they could improve. I think next year they are going to do Chemistry, they do one a year.

INT: And who's driving all this, it's a real commitment to evaluation.

STUDENT 3: Yes its Alison Graham head of the Science Dept. She seems to be the one designing all this stuff, their very cutting edge on evaluation out there and they really get involved in it and open themselves up to it. Its great for me to be there and what I'm doing this thing to be in a school that engages in it too. To see how it works its really good.

INT: And what do they think of this approach, these questionnaires? Did you ask them to have a look at them.

STUDENT 3: No they weren't really into the ticking the boxes they felt there wasn't enough room for expansion there, for sort of ticking the box type questions they didn't find useful.

INT: Is there a time issue, is it easier to ticking the boxes than to do a lot of writing.

STUDENT 3: Probably just to take the two page questionnaire, where you have your five sections your write under them compared to ticking all the pages of boxes that you can. I found with all the boxes you forget at the end what was going right and wrong, because you got lost in all these ticking. Sort of pointless questions like what is your favourite methodology for every class, a bit pointless. I find the open- ended questions useful.

JOE: Did you see a connection what you were writing down on paper and what you were doing on line.

STUDENT 3: Yes to an extent, the thing about the on line postings they were a question in themselves but you could kind of relate them to your class during the week. But the self evaluations had their questions, the on line postings had their questions they kind of overlapped but they were kind of separate at the same time because the self evaluation is for you no one ever sees, where as on line someone can

say something and you can say, Yes agree with that good. You can post something that someone and it is kind of Peer evaluation I suppose so its good.

JOE: And did you find yourself thinking in a different way on what you were going to write on line to what you were writing for yourself for your own file with your own

STUDENT 3: Yes definitely because the on line postings your aware people are going to read them

JOE: So how did that affect you.

STUDENT 3: Yes so I probably put a lot more thought into on line postings maybe than the questionnaires because even though you know your handing your teacher the file up and you guys are going to read it but at the same time you just say this is for me and its going on the file and no one else sees, where as on line you know its open to all your Tutors, all your classmates so your double checking everything, your checking that its laid out right you don't want spelling mistakes and stuff and I think that in a way makes you think a lot more clearly about what your doing.

JOE: And do you think you're more or less critical of yourself or more or less honest if I can use that word. You know your talking very much about the presentation, which is fine however the content does it differ, may be my question.

STUDENT 3: I think you try to be honest with both but I think you try more on line because you're putting that bit more thought into it.

Int-Joe: That's great Thank you for the interview.

Student 5

INT: In general how did you find the course?

Student 5 : Very good, I enjoyed my teaching practice overall, very positive.

INT: what were the positive things, what did you think went well.

Student 5 ; teaching practise definitely, I enjoyed the number of modules as well and I enjoyed the philosophy as well.

INT: And what was it about the modules that you enjoyed particularly.

Student 5 : The philosophy I particularly enjoyed because that's the one I would have a big interest in myself mostly. The most beneficial about the modules was having teachers in the room and talking about any scenarios that might arise. Just having teachers there that you could talk about discipline problems even after the modules you could talk to them.

INT: And what modules didn't work for you.

Student 5 : I didn't like the action research as such, I felt the other module the one we did in first year on History curriculum I felt that was good but it could have been more kind of structured, more room for books and that kind of thing, I think the books in the library I didn't find to great, I went down to Pats to do an education module. Pats library is great.

INT: That's why its there, you know you have access to it.

Student 5 : Its great, maybe books in DCU didn't really help.

INT: And did many of your class go down to Pats.

Student 5 : No we did it for the last essay, we did the Christmas essay, we spent two days down in Pats library, its kind of a resource there that people don't really use.

INT: I know I tell you in first year, but I don't think anyone pays any attention.

Student 5 : Its just one thing that's there its just down the road.

INT: I'm delighted people are using it.

Student 5 : There are lots of education books, a lot better than DCU

INT: So you said you enjoyed teaching practise. What did you enjoy about it.

Student 5 : I enjoyed everything about teaching practise mainly the creative element and it's kind of challenging because you are working within the limits. It's kind of pushes you in a way and I took up this and that. I really did enjoy it you know hopefully I'll be a teacher after it.

INT: You'd hope after doing four years teacher training you would.

Student 5 : I'm looking at postscripts at the moment. ??????????????????????????????

I think the two of us will be back next year.

INT: Good I'll talk to you about it in a moment, I'll be interested about talking about it, because we will be looking at ways of encouraging people to continue on studying no matter what they decide to do, but there is a way in doing it in education. But we do it as well; I'll talk to you about that later.

INT: How did you find the requirements we imposed on you, in terms of teaching, in terms of planning, in terms of valuation interest on line, how were they.

STUDENT 5 : I think the Moodle thing is great, I think it's a great idea for self reflection, I think that's great, I think the schemes of work worked very well for myself anyway, the schemes of work are very important, lesson plans I'm not great on. I do them anyway, its more planning ahead using the schemes of work and then having just a clear idea, I know that's what the lesson plans are for, to me the schemes of work are very important, I think there could have been a kind of thing in school, your dealing with Heads of the year, Heads of Faculty, Vice Principals, Principals, there's a whole system started up there and your interacting the whole system, there, there's a whole network there and there procedures going through that the Moodle helps you talk about how you went through with that and how you dealt with situations and how you dealt with network or systems. Maybe they could have been more specific, maybe a talk where you could actually relay on what you did and how you would

have done it differently, or maybe talk about the system in the school, because it does vary from school to school.

INT: That's very interesting and did you find the Moodle helped you reflect, I think you said that a second ago.

STUDENT 5 : It's just reflecting on your own, like my Mother went back to education there recently and she's nursing and it's all about self-reflection bases on her own experience I think that what Moodle did for us. Day by day talking about what happened, I do think its very good excellent.

INT: Had you got any problems putting I suppose what were personal ideas, personal experiences on line did you find that a difficulty.

STUDENT 5 : No all we did was going back and giving out and talking to each other you know wed go up to the Physic Block and we were typing and saying what happened to me to-day and what happened to you to-day things, and have a talk because you do have your experiences.

INT: Did you find yourself learning things from it.

STUDENT 5 : I suppose its interesting, but I suppose most of the learning is that you have to think yourself what your putting down, the fact that your not passively experiencing the whole thing rather it make it a non passive experience.

INT: How did you find the evaluation sheets we suggested you fill in at the end of every class?

STUDENT 5 : Maybe a bit long, you don't have to elaborate the points rather

INT: Did it help you reflect.

STUDENT 5 : Maybe specific questions rather than good points and bad points, the valuations are good, at the time your planning on to your next class and maybe an assessment on how you do the next class differently and what changes or directions your taking, you do have a plan in the scheme of work you kind of account for where your changing your schemes of work and why your changing your schemes of work rather than saying this lesson was good because this lesson was bad, rather than integrating your scheme and the direction your taking your scheme of work.

INT: We introduced that this year; I'm delighted it makes sense. I'm delighted to get affirmation that what you introduce is good and did you see any sort of connection between you being asked to evaluate at the end of the classes you taught and the reflection you engaged in on line, did you see any connection between the two.

STUDENT 5 : Oh there have like when you have the Disaster class you go to one, you have the bad day and you talk about it on line you know what I mean there is obviously one.

INT: What did you think of the extended period, of all trainee teachers you probably did the longest block in the school in terms of thirteen, fourteen weeks. What did you make of that did you enjoy that.

STUDENT 5 : Yes teaching is what I want to do its important to do.

INT: And did you feel it gave you sense of what it was to be a real teacher.

STUDENT 5 : It did you see I went out with Mary on teaching practise and it kind of was a case of he and Mary in the staff room, but other than that you get to know the students.

INT: And did they treat you like a teacher do you think.

STUDENT 5 : Yes of course they would definitely, it was Mr Wemyess all the way. There is a number of definite things I would do differently on another teaching practise especially just going into it. Its logistics rather than approach to terior what way your going to travel its things rather like making sure you have two copies, simple things at the start that maybe you could change half way through when your collecting one copy and the other copy falling on top definite punishment, and collecting of copies thinks like that it would have made my life a little bit easier, next time I go in things like that. That's the experience of it.

INT: That's what you're hoping to pick up. In general if I were to ask you what are the key skills a teacher needs at the end of four years what do you think they are.

STUDENT 5 : By the end of a class that a couple of things were taught to students, that they know them very well and that it, and whatever methodologies, its not a passive thing you have to be kind of approachable, it all about students and its not about anything else, its all about the students knowing

something at the end. That's what it all about. It's factual our not to bang drums and things into their heads, its asking the right questions, factually learning its helping people with the process and maybe helping students to look at it a different way, its helping process its not there to fill a bag full of knowledge. But what can you do.

INT: formal education

Student 5 : No its not any formal that's not what teaching is about.

INT: As a provider of training for teaching, what do you think we can do to help Graduates achieve that style of teaching, to become that style of teacher.

STUDENT 5 : Its very personal on the Graduate its his own view on teaching and its very hard to change, I suppose. I think the Micro Teaching was a great way .The best Micro Teaching practise was the one that asked all the questions, that's what I found the best, drawing out answers and developing on the answers that they gave and there the best Micro Teaching practise in my view, my humble view. Its different aspects to teaching I suppose, its getting the teachers to putting themselves in the students position, remembering what they were like when they were in school.

INT: Yes which becomes increasingly difficult the older you get. I am conscious as you are leaving you have gone through the entire four years so, we constantly change the course as you probably have noticed, if you look back in at first and second years its totally different to what you did, and were always looking to change and to see if there is anyway we can take your experiences and include it, that's why that question, would there be anything you'd add anything you'd subtract.

STUDENT 5 ; Maybe make more of the self- reflection element of it. Especially when their having teacher practise it's a personal sort of thing, it really is a person who is hard on themselves will come out a better teacher, and doesn't make excuses on themselves.

INT: How practically would you do that what would you do to encourage that process?

STUDENT 5 : I suppose have an assessment at the end, but how would you do that? I suppose we have four assessments, at the end of each assessment the general question is how do you think that went, and I suppose it may be good if someone said it went bad if they thought about it helps the examiner, and the Valuations help and the Moodle does help do that, but I suppose to see them make more of it, maybe when your preparing for teaching practise kind of point out the things they should be asking themselves and questions I suppose there is ways of doing it.

INT: In third year now the actual research module you mentioned we've changed now it's now become a self-evaluation module.

STUDENT 5 : I didn't know that.

INT: We didn't expect you to know that it's nearly a year behind you. What we got the students to do in groups is to come up with evaluation questionnaires themselves, to design them and to use them at the end of the class, we did five or six different ones, of the course of the modules. Do you think that is a good idea.

STUDENT 5 : That's excellent its just asking the right questions of themselves, it's the only way to improve the actual research itself, its just tipping on it. Its putting the big process around something that wasn't just I don't know, that is used generally but for teaching practise for teaching practise it was just asking the right questions, but being brutally honest and saying how your going to change no matter how bad a class goes you can always change your approach in what you do. There is very few situations where your completely messed up and cant be changed if you can recognise where you went wrong and what you can change it will help you.,

INT: That's really interesting that's what we were trying to do its interesting to see how that worked. Is there anything else.

STUDENT 5: No it was an enjoyable four years, thank you.

INT. You have written down a few idea would you like to talk us trough it.

First of all I started talking about Moodle, which was a great support system, and it was a great idea. It was nice to have the back up that other people were finding the problems you had, overall I felt that was a very good idea. Even so I felt it was a bit tedious to get done, sometimes they came in a bit late and stuff. In general we thought it was a great idea and all of us were a big fan of it. Then also Micro Teaching, I'm jumping now all over the place. Micro Teaching was excellent, although it faults, we were teaching our own class and you know sometimes there were discipline problems and sometimes it wasn't as challenging as a real classroom environment but it was a great way of starting to get to know how to use the blackboard and get your ideas across and it was great for building confidence as well. As you know not everyone is used to talking in public and to do something like this is hard at first but you get used to it and that was great.

Yes teaching practice, again to get back to this, overall it was great, it went well for most of us and obviously it was a great idea it was a good practical and most of the learning went on in the teaching practise because you learn it when you are out there. However I am a bit wary the way it was assessed, I think that there should actually be one person that actually examines everyone so that it's fair, as opposed to everyone having different examiners, because sometimes there's not a continuous continuity in it so I think just maybe one person examine everyone and then everyone could have one individual examiner, however I know time wise its probably difficult (INT: It could be very difficult to do that, its probably not a bad idea) but to make it a little more fair to see that everyone is up to the same standard. (INT, sure I understand)

Lesson plans I know you have to do them they were a great idea, sometimes tedious but overall you need to plan and it was great so we agreed at that sort of thing. We were thinking that it might be a great idea to have teaching practise in fourth year as opposed to just leaving it totally and that maybe we do more science in the third year so that we have built up more resources and more ways like we did a project on how to teach well, everyone more or less did different projects on how to teach Transition Year, and like we would have been able to apply that and evaluate it if we had to do it in third year and go out and teach in fourth year and also we'd have more contacts with the school so maybe more job contacts. I was just thinking there should be more advise when you come to looking for jobs and how to apply for them and when do you apply because all of a sudden a couple of weeks ago crap we have to start looking for jobs so maybe more advise and maybe a little bit more, I know Mary Harris did a little on interviews and that, but maybe it should be a little bit more prolonged and maybe practise interviews and that if possible more just about the discipline like how to deal with different discipline problems. Maybe we should be put in scenario as part of an Educational Module. (INT: Ok.) They should be how to deal with as opposed to a Lecturer telling us different problems, maybe we should be putting in scenario on how to deal with it best (INT: Just as sort of role play with them) yes exactly because I know for one I myself feel I might not be very equipped like its going to be like you know I'm not exactly sure on how I'm going to deal with these scenario's, which is the best way to deal with them as opposed to being out in the real world. It would be nice to have a little bit of practise, (INT: yes it makes perfect sense)

O.k. I'm not sure if this is applicable to the Education, its about the Physics and Chemistry option, I thing there should be an equal presentation, we were only given a presentation from one point of view, (INT: oh right) so I felt you know we only got one point of view, (INT: it skewed it a little bit) yes I felt we got it in our head, that if

you did Chemistry for your leaving you'd do it as an option, which I didn't think should necessarily be the case. I think an equal presentation, more balanced assessment via both options to make it even fairer, because I know this has got nothing to do with you INT (INT: no that's ok.) Because there were two projects for the Physics people and like Chemistry we had one project and one exam and like maybe it should be more balanced (INT: yes) yes to make it look more fair but I know that would make it very difficult, (INT: unfortunately I know nothing about it but I will pass them on) yes well it's just an idea whatever. Then also our Philosophy assignment which is sort of fresh in our head we thought an assignment maybe better than an exam, because to be honest an exam is just memory work and it didn't really assess (INT: it didn't really work with it) no to be honest but the actual module itself we thought was very good because it gets you thinking about stuff that at first we thought it was a bit out of the box but then it all sorts of comes back and gets you developing perspective and stuff so that was good.

(INT: one of the problems is that we only have two exams in Education so you know in the entire four years (Student 5 : History and Philosophy) so one of the difficulties if we cut it out then you would only have one exam in four years and people would say that you only have one exam, so anyway I take your point it's fair enough)

Student 5 : I suppose in a way every exam is memory work but it was just like, (INT: in the context of Philosophy which is about thinking and contemplating and coming up with new ideas after just memorising things, I take your point) Student 5 : Ok I think that's everything I just covered.

(INT: have you discussed that with a couple of your colleagues)

Student 5 : yes just we were having coffee this morning and Jim and Pauline we were talking just about a few different things.

(INT: that's great you covered the stuff I wanted to talk about, I just maybe ask you a few specific questions about a few specific areas. I'm relating to the Micro Teaching, did you think there was a connection between the skills you use in Micro Teaching and the skills you use in schools. (Student 5 : definitely yes, I remember we did, the fact that I remember is a good thing, but the blackboard skills, now you take for granted that's simple but we had to think about it and practise it and stuff that was brilliant and there's things you learn and stuff but you don't find yourself learning them but when you go out to schools you find you are doing them just as you should, you know that sort of way, also the questioning which was also a vital skill, I think if we went out to the schools without having done that it wouldn't have been as beneficial so yes I found that very helpful.

(INT: and they sort of came back to you when you were teaching.) Yes and the fact you have to go through the Video with the Examiners and they are pointing out the fact that you have done this you know this is what I'm meant to do, so it kind, I can't think of the word it forces it into you, so what you think you're not really learning you are, you know you're picking up these skills all the time.

INT: and you think having you do them having your practise this helps you pick up the skills

Student 5 : Definitely and you don't know your learning it, it's not like the typical learning in the sense you're trying to learn it off, your learning it because your practising it and your practising the skills.

INT: that's very interesting. Maybe expanding on these a little bit what do you think at this stage are the key skills of being a good teacher.

Having gone through four years of a programme what do you think you need to be able to do, to be a good teacher?

Student 5 : First of all I think you need to be able to identify with the students and that's like something maybe we have, because were fresh out of the system in the sense we know what children want and what they need and stuff. I think you need to vary the similes, isn't that what we wrote on the lesson plans, you need to be that's for sure practise.

INT: I'm very impressed with that.

Student 5 : You need to be able to change, constantly be able to keep it interesting that's something I learned from D.C.U. We didn't really have it much in school but now I know it comes with second nature, like whenever we were asked to teach something like even I've got an interview, I was asked to teach a class and I found before I was even asked to teach or give a topic, God how can I make it interesting do you know what I mean, like it just sort of comes, I don't think any of us would have the nerve to go into a class with just a piece of chalk and write things down, do you know what I mean and that's what the course trained us to do and I think that's a vital end of it and also I think the context is very important, you need to be competent in your subject but I think its more about the manner , I don't think you need to be a mad intellectual or mad passionate about terums and stuff to be a good teacher you need to have the interest you need to have the knowledge you need to be able to get across to kids that your enthusiastic and they develop a like for it as well. You need to have to listen understand to ask good questions to write on the blackboard all those things and there's probably more vital ones that I cant think of at the moment, but definitely DCU trained us to be not boring teachers I think, yes.

INT: So they were in the programme.

Student 5 : Yes definitely but we haven't been exposed to them before I suppose, our presentation skills I just feel personally its done a lot for my confidence, the fact that we have examined teaching and that we had to do Micro Teaching and stuff its great for your presentation skills.

INT: All right o.k. How would I put this question in relation to those skills is it first doing them that's important or is it thinking about them that's important as well.

Student 5 : Well doing them and then thinking about them like evaluation and reflection another thing we learned about, extremely important because you can do things and you might think its effective but everyone else that's listening to you doesn't you know what I mean so its very important and to be critical of your own performance and actually we did a thing last year on action based research, basically was a way of evaluating some area in our teaching and being critical about it and like that's what it trained us to evaluate it effectively, yes that's very important because you need to find out its working because there's no point in doing and not reflecting upon it, so yes its important to find out its working.

INT: so reflection and revaluation is very important, would that be reflection on your own or reflection with other people or a combination of both.

Student 5 : Combination of both I think because you know yourself whether your happy or not, like there's signs whether the kids are interested or not, there's signs, so you can reflect upon your own performance, so to find out what they really think, you know there are going to be some bits that people will like of your teaching and some bits that students wont you know what I mean, so yes definitely its important to see it from their point of view as well so that's it's a relationship as opposed to just being there.

INT: Ok sure that makes perfect sense. I'm sure you remember because I'm sure they were quite boring at the end of every class you were asked to fill out an Evaluation Sheet, how did that help you to evaluate or did it help you evaluate.

Student 5 : It did yes, it was difficult sometimes because I found towards the end it was the same stuff coming again like, I'm just trying to think, there were good things and bad things and you had to mark yourself out of five, sometimes some things wouldn't go according to plan, like it was a good way of getting it down so you know for again where you could improve and stuff like that, but sometimes you can get away without

Being very critical like I can understand if you were happy with your own way of teaching, I understand how you could fit into the category of five all the time. So it's very much about how honest your going to be yourself but it is a good tool to get people to think and stuff like that.

INT: and did it help you think or was it just something you did because you had to do it.

Student 5 : Being honest the true reflection of the true evaluation,

INT: What I'm really interested in I suppose, you spoke about Reflection and how important reflection was you spoke about evaluation and how you thought evaluation was important, what I'm trying to find out that the way we asked you to evaluate which was to write immediately after you thought that was the idea whether that helped the process of reflecting and evaluating.

Student 5 : Well obviously the ultimate answer is going to be yes it did. It made you think about it but just what I would say is I think it depends on the person like I think some people it will suite, and other people aren't going to be honest with themselves, I can understand how if you weren't really that pushed on it, it really wouldn't be very beneficial, I think maybe the questions need to be more, well as opposed to just a box of good things and bad things maybe the questions need to be a little bit more directed at how you could improve and stuff like that, actually no, it was areas of improvement and areas for development, I think maybe the question need to be more specific and in what way for example was it the lack of things that you knew about, the topic that you could improve or was it the way you thought it or something, maybe the questions should be a little more directed at, like its very easy to write down, I will vary the stimulus and there was bad discipline but you need to get the reason why there was bad discipline so more:

INT:: more directives centred, that's very interesting, and the other element to the evaluating was to make a posting every week on Moodle how did you find that, did you find that useful. I know at the beginning you said you did but could you expand more on it.

Student 5 : I found that from a self reassurance point of view it was great because you might had a crap class and you log on and everyone has a crap class, so it was like this is just normal, it was good in a sense I remember we had to write a posting on someone else's week in a school sometimes I felt you were doing that just for the point of it, you'd pick someone, like that's great or something and sometimes it was hard to get the time to read trough them all, you know week one, two, three was great and often you say O'H God: INT: yes hear we go again.

Student 5 : Yes you know that way in a way it might be no harm half way through the session of teaching practice or even more frequently to even gather as a class and reflect. Remember we came back for philosophy it would have been with INT Curry

INT: No Physiology: Student 5 : Physiology, yes that's right, we came back and just talked about physiology, I think maybe afterwards or before just have maybe an informal chat could be maybe form one, maybe we could have someone directing questions at us. How we could improve maybe everyone could take an example of where in area of teaching, where we could develop for example if someone was in a class where a child had a problem, Dyslexia or something we could all talk about how we could improve that because more than likely were all going to have something like that so maybe a bit more as opposed to on line communication which was great but more face to face because I think its easier to get across, sometimes when your on a computer its not as easy to get across things.

INT: Yes I fully understand that and I'll pick up on that point in a second, I'm just curious between the written evaluation sheets, you have to do that on line evaluation, did you see a connection when you were doing them do you think that one helped the other. The fact that you were reflecting every day after class did that make it easier than to make a posting at the end of the week or did you ever see a connection between them.

Student 5 : No I'm only after seeing it now, its probably shameful, no because we were given questions to discuss our Moodle on and probable some of them were related some weeks, but no I actually kept them quite separately probably because the evaluation was solely on a class, we were trying to get a general thing of the whole week and I suppose in it you would include some of your evaluation, some were good and some were bad but no I didn't have that connection before.

INT: But did you feel that Noodle helped you to reflect up to a point.

Student 5 : Definitely yes, I do think it's a great idea but maybe?

INT: Face to Face as well. You didn't mind putting your ideas on line you didn't mind telling people that things weren't going right, you didn't mind saying to people I'm a wonderful teacher, you didn't mind you probably had the combination of the two that didn't bother you.

Student 5 : Well no and even while reading other people's as well was quite reassuring that other people were having a bad class. No because I think part of the thing is being honest with yourself if your not your just going to fool yourself the whole way through and there's only a certain amount of time you can do that, so no I didn't have a problem. From what I remember of other people's postings they didn't either when they had a problem they talked about it so no I don't think that was an issue.

INT: That's fine that's it have you anything else to say.

Student 5 : No that's it have you anything else to ask. In general it was a great course.

INT: I'm delighted to hear it.

J The purpose of this really is to get your opinion on the teaching practice, on how it was run and anything associated with the general area of self-evaluation.

E Ok, no worries

J I suppose to begin with, what did you make of the self-evaluation project?

E As in the assignment we had to do?

J Yeah

E I, actually, really enjoyed it. I don't know if I am the only person but I found it really hard to limit myself to 2750 words. Really hard. The whole area of the literature review I found really interesting because I concentrated on only one particular piece of literature but then the fact that we had to design our own evaluation sheets I found really useful. Obviously it is kind of a hit and miss with us, trial and error because the planning didn't work, the classroom management didn't work, the teaching methodologies one I found really useful but that was constructed by yourself and Gerry so naturally enough there would be a better spin on it. But the ideas that came from our lectures on Wednesdays I found really interesting. The combined evaluation sheet that we ended up using for the last three or four weeks I found brilliant because it gave us the option of being really specific but you were really general about how the class went as well.

The whole process of self-evaluation, it is quite good in the fact that it gives you the whole area to. if I say a double went wrong for me the week before when I'm planning the next weeks I can look at the evaluation sheet and figure out where did I go wrong in this one and hopefully I can figure out and hopefully amend my mistakes. But em I suppose the only thing was the planning and the teaching methodologies those two weeks for a lot of people were simply a waste of time because it was simply just tick the boxes.

J And why do you think it didn't work? What was it about them?

E It was giving people a way out, if they're to be completely honest. I think that the whole area of tick the box is you don't have to put thought into it. People secretly loved it but whenever they had to go back and reflect on what they had actually done they were stuck with nothing. So they were annoyed at the fact that they couldn't look back on it and get some evidence from it of where they could fix things but they actually liked the fact that it didn't take that long to fill out. They were in catch 22, they loved it but they hated it at the same time.

J That's really interesting. What did you make of the process whereby you got to create your own self-evaluation sheets? Did you think that was a good idea or.

E I don't think that we had enough experience in that area to form good self-evaluation sheets. I thought it was great the way that you allowed us to make our own in areas that we thought were relevant but whenever we came to filling them out it was obvious that we didn't have enough experience to make them. So the first general SE sheet was fine but then the two that we constructed or the two that the other two groups constructed were obviously just testing the water a little bit to see how we got on. But then the teaching methodologies and the last one brought us back on but they were obviously formulated by people who knew what they were doing.

J And if we were to do this again next year what would recommend that we did in relation to developing self evaluation sheets?

E I suppose the whole are of, I would definitely start off with the one that we finished with this year, I would definitely start off with that. I think it is brilliant in the whole area of being

allowed to concentrate on specific areas and then perhaps the teaching methodologies I found really good and I actually showed it to Milo, my co-operating teaching and he loved it. He thought it was fantastic especially the whole thing of not only does it concentrate on what you love and what the students love but it is the whole thing of that reflective practice which he introduced me to because I hadn't been keeping up with my reading so I was like, reflective practice? And he took me down through the whole thing. But I would definitely start off with the one that we finished off with and the teaching methodologies but with regards to making your own with the teaching methodologies I would introduce them to specifically what you were looking for because that had the open and closed questions so then after that they would be able to make their own based on the teaching methodologies one.

J So we weren't directive enough then?

E I don't know whether it was the fact that you were not directive enough or whether it was that our class was a bit scatty. We go off on a complete tangent whenever we are given a free rein kind of thing. But definitely the teaching methodology one would kind of show the students where you want the self-evaluation sheets to go because I thought that it was possibly the most useful bar the last one of course.

J And how did you use them?

E Well if I am to be honest the first couple of weeks it was a chore and I said that on Moodle as well

J Yes you did

E I was finding the whole area of constructing lesson plans so daunting because I had 14 classes per week. I was bogged down in paper work so the actual evaluation sheets took so long for me. The planning one I found very useful because I was using it as my checklist rather than an evaluation sheet. So I was saying, will I be able to answer yes on this question or no on that question so I was using it as a checklist. But I definitely was using them more or less just for my science classes. For my Maths classes I wasn't using them that much because the facilities I had for my classes were basically the blackboard or the white board with regards to my Maths classes. So for areas for improvement it would be "get your hands on an overhead projector" but whenever I would go for one it wouldn't be there. So the evaluation sheets were great for suggesting things but the reality was that I couldn't act on a lot of them. But definitely for my science doubles I used them all the time especially when I was going back over it noting where I made mistakes like turning my back on certain students and then putting down in areas for improvement "keep an eye on a certain number" so I'd always use it to make sure that the same mistakes weren't going to be made. So I was definitely using them for reflection not just on that class but in preparation for the next class as well especially with my double classes, not really with my single classes, but anything where I was doing demonstration or experiment I found especially when I was doing teacher demonstrations. And I will use those evaluation sheets in years to come to see where I went wrong.

Like me, there was one where you have to separate hydrogen gas and oxygen gas and instead of using water I used concentrated sulphuric acid and it separated straight away. So I have written down, don't use water with a little bit of sulphuric acid just use sulphuric acid so I will be using things like that or anything pointers that I came up with. Like growing crystals with my first years, what worked best or what was very slow to begin with but developed well. So I will know what to do if I want immediate results.

J Ah, so they were practical in a way

E Yes, very much so. I have notes all over the place on what to use. And even in my lesson plans I have little personal notes down the bottom on how to fix this which I will use in years to come.

J That is really interesting, so you said that you showed them to Milo what was his take on it?

E Well, he agreed with me when I was saying that I found it very daunting having to fill these things out after every class and he agreed that it was probably a little bit of overkill but that he would do the whole thing of reflective practice himself. That every once in a while he would sit down and say, this is what I wanted to get done, this is what I got done, what can I change? And he has been teaching now for 45 years and he was still doing this. So whenever I gave him, I think I gave him the teaching methodology and the combined evaluation sheet, he loved the teaching methodology one. He thought it was great. He actually sat down and said, I did this, I did this, and I did this. He said "look Edelle, I covered all of these what did you cover in your class?" and it was a case of "oh be quiet Milo, you've been teaching for ages". But, em, for the combined one he thought that the areas for improvement and the areas for development were really good, he liked that. And he thought that, ..He was asking me what teaching methodology meant because he did his teacher training when he was 16 and this was the whole era of when corporal punishment was about. So I was going down through the whole area of teaching methodologies and he was going, "oh right, I use an awful lot of them in the class but I never knew what they meant". So the whole area of the combined evaluation sheet he was able to answer some of them but the participant learning and the teaching and learning methodologies he needed some guidance on. But he found them really useful as well. He really enjoyed filling out the sheet and then the fact that he was going to be quoted later on, he loved that as well.

J And would you see a value in using the self evaluation sheets like that with colleagues or do you prefer to use them on their own or a combination of both?

EDELLE: Well I asked a couple of my co-operating teachers to sit in on my class, they didn't volunteer I asked them to because I don't know whether I've got that skill yet to be completely objective on a class, as an Irish Nation we tend to be completely critical of ourselves, I didn't know whether I was being to hard or the easy on myself so I asked them to sit in and fill in the evaluation sheet and they were asking me where this whole thing evaluating came from. I told them it was a course requirement and they asked me if they could use it themselves, would I mind, I said no I'd love your feed back from it as well so definitely what they thought was it was fine filling it out for yourself. They agreed with me in the whole area you're not capable of being completely objective that you would need to have someone else's input external examiner they said wasn't a great idea but it's a good idea to get a completely objective view point, they agree the whole area of self-evaluation you need guide lines. Because especially in that book I was reading, it says that in the area of self-evaluation for a teacher you're usually not given guidelines, they just have to do it themselves. But they said with the format we had been given that at least you were given specific headings, but you could be as open as you wanted and they find it really useful.

JOE: Am I correct in what I'm interpreting that they might do it themselves at some stage.

EDELLE: Oh yes they told me that usually they would do the whole thing of reflective practise, thinking about whether unconsciously thinking about a class when its finished but they like the whole idea of writing it down and having it as proof that you have done it specially in the case of where people are looking for value for their money now. Especially the case of parents coming up and saying what are you doing with my child in the class and

they would have this thing obviously you can see here that things have been going well, they said that usually on the self-evaluation sheet would be really useful when an irate parent comes up and saying your not doing anything in class, you have this to prove that this is what you'd be doing and that you recognised certain mistakes and your trying to amend them they said that could be really useful in future.

JOE: You also used the developing evaluation sheets with the pupils.

EDELLE: I did one of the things I started doing when we were asked to do our assignment I realised that self-evaluation and teacher evaluation is fine but its not those that we are actually concerned about it's the students we are teaching and its them that are going to benefit by your teaching or suffer. So what I decided to do I developed my own evaluation sheet for my three science classes, chemistry class, 2nd year Science and 1st Year Science a lot of the teachers were surprised that I give them an open reign as to get them to judge my teaching an awful lot of students in that school have I suppose hang ups about teachers, personal grievances against them but I've been lucky enough in the fact that none of my students actually, that they don't mind me there. One of the things I love about teaching in a Boys School, you have a conflict with a boy on the first day he will have forgotten it in a week, but a girl will hold on to it until your dead and buried. They might come up and write something on your Tomb Stone. It was a case I trusted them, obviously there was a few first years I excluded. There was one boy didn't like me because I had to ring home to his parents so I excluded him from it anyway, but my main questions were when I handed back your test did you find it more useful, what I did assigned an entire class to giving back their test, because I found when I was in Secondary School just giving back the test wasn't enough so what I did I called them up individually and went down through where their problems were arising and where I took marks off them so one of my questions was did you find that useful. The majority response was that they wished the rest of the teachers would do it because they hated the fact they didn't know where they were losing their marks. The other was when the discipline problems arose did you think that I acted wisely would you have done it differently a couple of answers was I would have smacked them across the head, stuff like this, but the majority of them were saying I didn't give enough punishment that what they said I had no really bad discipline problems. They said I didn't give enough punishment, they loved the handouts that I gave them I asked them did they feel I was giving them enough work to do or far to much but the rest of them were saying they loved the handouts I developed for them they liked the way I used the Blackboard sometime the overhead projector, the white board that I got them up to draw on the blackboard it was different questions just different questions basically about not only my evaluation but how the class ran together than any disciplining problems that you saw, that I perhaps didn't see then they listed them down, I asked them did they feel the class ran as smoothly as possible. The majority said they really enjoyed the classes even the classes that were revision they enjoyed them. It was great obviously a couple of negative comments but the majority of them were good and especially I liked the whole fact that they actually recognised that I was going over and aboard doing the worksheets for them and it was nice to actually have them recognise what I was doing.

JOE: Would you do this again when you go teaching full time.

EDELLE: I'm not sure if I'd do it with the junior cycle, I'd do it with the senior cycle, they have been in the school longer than you are so I definitely get their feed back on whether they think the pace is to fast or to slow, if their getting enough information and also one of the questions I had on the evaluation sheet? If you wanted to contact me out of school time do

you realise I'm on the school premises and an awful lot of them said they would be wary of approaching a teacher out of the allocated time. I said to them about four weeks before if they ever needed anything I was just down in the Staff Room and the amount of them that were coming down and then I asked especially my first year maths, I put on extra maths classes for them at lunch time and I got a big box of chocolates when I asked them did they appreciate this extra class being put on, was everyone aware that this extra class was on, it was just basically to find out if they were aware of everything that was available to them and then how everything was running in the class. But that's the evaluation sheet that I developed.

JOE: How did you find the whole Moodle thing and reporting on line.

EDELLE: I didn't mind it I know some people said it took half an hour it didn't to me I'm back up here in Dublin on a Sunday evening so I take what ten fifteen minutes, the whole thing about Moodle I always placed into words before hand I had to mind my spellings that's on thing I was always terrified about but no I found it grand and also the whole thing of being to get in contact with people and find out where they were going wrong or kind of being reassured that you weren't alone in discipline problems. I thing myself and Melissa converses the most together about Moodle because we have similar problems in that Lean didn't have as many discipline problems she didn't have as many she had a few but she didn't put them on to Moodle she decided to keep them to herself, but myself and Melissa were pretty much frank with the discipline problems we were having.

JOE: And why did you find it easy to be frank on Moodle what was it about the process.

EDELLE: I suppose it was the whole fact that I trust my class, were a very very close class, the opinions I was putting up there wouldn't be conceived in any other way and that I would receive open and honest opinions back on how to help me deal with them. Enda Byrne, Enda Dowd, especially Stephen and Pauric they'd always be there to offer some kind of reassurance, its not just happening to you, the only reason I was so open I suppose I knew I was going to get the same back that was the only reason.

JOE: Was there a connection between on what you wrote in the individual class evaluation sheets and what you posted on line.

Edelle: I suppose in the area where you asked about the best and the worst of the week you'd definitely see a reflection of self evaluation but the question, when your only asked one question a week compared to having to fill out separate evaluations all the time then probably not as much of a relationship. But definitely when you ask about the best and the worst part of the week your definitely going to get it then I suppose regard to the whole thing on how flexible the best traces of a teacher definitely, I suppose you see it in the majority of our self evaluation in that we were being completely flexible, the day that something goes completely wrong that you just have to ditch all lesson plans you have to run with something else you definitely see it in that.

JOE: In terms of a forum for general reflection do you think Moodle is a good place and is it an easy place for people to reflect.

EDELLE: I find it easy but then again an awful lot of people found it difficult there was a number of people that didn't keep up with their Moodle posting naturally enough hey must have found it very hard.

JOE: From your prospective what made it very easy, I know you said from the support of the class.

EDELLE: I suppose the fact that I had time as well, Internet on Access all I had to do was sit down and type it I found it very easy because I didn't have to go to any great lengths to get to

a Computer to do all this. Maybe someone who doesn't have any access to an Internet as easy would find it a bit harder, then also I found it easy on a Sunday because I only had one class because I got to sit and think it as well because I only had one class.

JOE: Maybe to rephrase the question I asked you a minute ago you said that Self Evaluation sheets helped you reflect a lot. The fact that you were reflecting during the week does that help reflect when you came to Moodle.

EDELLE: Definitely it seemed to become like second nature the whole thing of responding to Moodle the whole area of reflection because I was doing it so often during the week anyway I know I would find it very easy to reflect on the class because you would do it so regularly. It was very easy on a Sunday to sit down and write it.

JOE: In general how did you find the teaching practise.

EDELLE: Loved it I was absolutely terrified that I was going to realise that I had wasted the last three years I was terrified and I know that an awful lot of people thought I was a complete nutter idiot for going out to a Boys school but I like I suppose anyone who would listen to me at that stage trying to give some reasoning to this if I couldn't teach in a boys school I didn't think I could have completed my teaching practise if I couldn't teach in a Boys school. I've taught Girls, now in September I go back to my Secondary school and have done for the last two years and took over a class for a couple of weeks so I kind have being doing teaching practise out of it, but girls are an awful lot easier to teach I thought that boys, but I also realise if I didn't get a chance to teach in a boys school now I would have actually have to go and get a job in a boys school. What would happen if I couldn't cope with them so that's one of the reasons I fought for Aidans, that's what I wanted the fact that I wanted to teach in a boy's school. I loved it I loved every minute of it I know there were days when I wanted to go home and cry because I'd had a run in with one of the students but I thoroughly enjoyed it.

JOE: And in terms of structure and organise how would you deal with it.

EDELLE: The whole thing was getting your placement a little bit late that was through no fault of your own because you had to wait for people to get back to you on their own individual placements maybe for those people still waiting I'd assign their schools a little bit earlier because I know going out to the schools in January I felt a little bit worried wouldn't have enough time to prepare but then as it turned out I didn't need it because I had Milo and he was fantastic. The fact that there are only four visits is a little bit sparse because some classes worked brilliantly with me and some that were not disastrous but they didn't go as well and I was terrified that I would get an evaluation on a very bad class. And for them to see me in a very good class there would be no way of judging which was which. I know myself and Louise have had plenty o conversations about this what we would suggest that the cooperating teacher would sit down with the evaluator maybe for about ten or fifteen minutes I know that Milo wanted to do that but it turned out that Sean and Eamon time constraints they couldn't sit down with them that's what he wanted to do because he wanted to say that's what she's being doing this and this. To get a suppose a broader view what's exactly going on in the class I definitely found that I got more feed back from Sean than I did from Eamon that's one thing that I have huge grievances about Eamon's visits were very close together but Sean's were further apart so Sean saw complete development and I got a good feed back from Sean both times but maybe Eamon had a time table class but I could have used his input because I didn't know what to get ready for Sean's class whether it was something major he had spotted that I hadn't but the whole thing about the two of them I must say that very courteous men very nice Sean I couldn't have asked for a nicer evaluator even his feed back

even when he is trying to be critical he's not it was very easy to hear different things from him that I have spotted myself it was very easy to hear things but I think the four visits maybe it did some people justice but in other instances it could be more.

JOE: How did you find the two weeks we did before you went out on teaching practice did you find them any use.

EDELLE: Definitely especially Margaret Walsh next door her whole thing when you're going on your first visit to a school I was terrified I was terrified going into a boys school I thought it was a male staff room but it's not it's kind of half and half

JOE: In general ??????

Edelle: I was terrified going in anyway because I'd never been in a boy's school as a teacher only ever as a student she kind of brought me to one side and she said we will have to go through your dress, and I said ok but I found that her lecture was fantastic because it went through everything even little things you wouldn't have thought of questions to ask a little things like that I thought was very useful. Sean McDarragh came in and gave us a lecture on discipline, brilliant I'd put one or two more of those lectures in.

JOE: On that particular subject.

Edelle: Discipline because he kind of swept everything else aside and he said you're going to be faced with a couple of hard characters in your school whether it be a girls school or a boys school and this is how I would deal with them because the whole area of discipline hasn't been touched before. I know we discussed a couple of different techniques between ourselves but it was great to hear from an actual teacher on how he deals with discipline problems. I thought his lectures were great. We did a first aid course as well, brilliant, excellent because whenever I went out to the schools I was able to tell them I did a first aid course the only time I had to administer first aid was when a piece of fat went flying in one of the classrooms and got on one of the boys arms it was grand to be able to say lads I can deal with that, (I can smell burned flesh) the whole thing of first aid it was really, really good because you never know what could happen in a class room.

Joe: Any other comments.

EDELLE: No

Joe: If I was to ask you what do you think are the essential skills to be a good teacher.

EDELLE: You need to have patience, you need to be flexible and definitely you need to love the work you are doing. You would recognise straight away a teacher who wouldn't care a teacher who is going on with do I need to teach this again, be enthusiastic about what you are teaching I loved science and I actually love maths as well but probably not teaching it to first years because they hate it I loved teaching maths and I loved teaching science as well and I know the kids knew when I was getting excited about some kind of experiment or something we were going to be doing I had them doing projects now for the last couple of weeks and they were doing projects on food and sound and whenever I was running around the classroom with my camera they knew that I was really enjoying it they were getting into it even more. If you had seen some of the work I am after getting from these projects, which they are going to be rewarded on Friday I'm taking them to a cinema they don't know yet but if you'd seen the work that went into it, they recognised. I supposed the whole area of being flexible this isn't only with regard to your class but I also in school if the Vice principal came into you would you supervise this class that class I ended up supervising a couple double P.E'S and I was outside with the lads running up and down in stilettos I had to ask them for a pair of boots and I got in with them and ended up playing soccer after school but it's the

whole area of enjoying your work you know if a teacher is enjoying their work when they are enthusiastic and flexible about it but the whole area of patience is the whole thing it's a virtue
JOE: There almost personality traits what can we do to teach people to be good teachers.

Edelle: I suppose getting them to realise that things go wrong every once in a while it's definitely approach the whole area of enthusiasm and flexibility I suppose with the whole area of enthusiasm warning them that if they don't like science that's its probably not a good idea to continue with this course if you cant see yourself teaching in four YEARS WHATS THE POINT I know that some people use this degree for back door into something else but if your not going to enjoy it what's the point but the area of flexibility its telling them it things go wrong not to panic just be well prepared. The whole area the fact that we do the New Micro training course we have in first year and the teaching practise in second year your going to get used t the whole area of preparation and with the preparation comes the ability to be flexible that where it comes from if something goes disaster Ely wrong if the Internet crashes in your school and theirs no paper what do you do in that instance and that happened to me for a double Physics class so I had to wing it. No lesson plan so I had to keep going so I suppose having the best preparation will allow you to be flexible so I suppose point them in the direction that you need to be prepared which you do in first year anyhow and second year.
JOE: That's great that's really interesting. How did the lads enjoy here.

Edelle;There was two groups that said that was useless miss and were not doing this any more

CPD STUDENT A

INT: What does your job involve?

CPD Student A: I work with many different types of kids many age groups and they all have varied level of literacy and linguistic ability some of them are from the travelling community the settled community and we have non nationals as well so there is communication barrier straight away, what we do in News Reach is to try and educate them as best we can and instil some sort of values in them and respect each other because its become such a multicultural society and we are actually involved in it now you cant ignore it so we are actually mixing these kids together as best we can trying to educate them as best we can.

INT: OK

CPD STUDENT B

I teach the European Computer it's a Computer skills course its adult learners course in Manor House Secondary School in Raheny its mostly practical skills, computer skills that's what the course entails.

INT: And what particular skills or capabilities do you think you need to do that type of thing in term of being a teacher in that particular area

CPD Student B: You need Computer skills yourself before you pass them on. What I found was the same with the Self Evaluation because you write it, because I don't have that much experience, some people are no longer doing it. I'm not that long back in the work force so I don't have the great confidence of standing up in the class and speaking, because it's a computer skills class I could engineer the class you do a little bit of demonstration and then your doing one by one around the class so that's why I found Self Evaluation the tips we learned about the planning and the classroom management and things like that I found them very useful they kind of gave me a bit of confidence and to get up in front of the class rather than going round one by one.

INT: Very interesting. And CPD Student A what sort of capability skills would you need.

CPD STUDENT A: The skills that I would need was obviously to have the knowledge of the subject I'm teaching to have an understanding of the children, you cant be negative particularly when you come to education because they had a negative experience that's why they are there in the first place you have to be very understanding and see things from their perspective and when it comes to the Self Evaluation skills the postings that I put on I had the negative effect as well. Like the methods one got me thinking about what I really do in a classroom. I ask a lot of questions and want to hear the answers and I think I am very nice and welcoming but having to sit down with the methods questionnaire made me think about what I was really like. So I started to look at what happened when I asked the questions and it was a shock. Like when you would ask someone a question I know straight away by their body language, facial expression that they don't know the answer so I would straight away direct from the question move on to something else so you have to have good body language and to read body language and also before you deliver the questions you have to have some inkling that the child actually knows the answers because your putting them in a high focus position, because if you know that they don't know it that's bad, its making an example of them in front of the class.

INT: So it's a real sensitivity to people.

CPD Student B: It's a holistic approach.

INT: That's interesting. And both of you felt that the Self Evaluation thing fed into that some way.

CPD STUDENT A: I absolutely loved the module, I loved the module. The actual fact that I found out I use these skills and to know when I used them and how I used them and why I used them I was fascinated with them it was very good to realise the skills that I do use and how often I do use them and that I could put a word on them and say I do know

INT: I think that's the ideas behind them I think any teacher does them it's a question of thinking about them

CPD STUDENT A: Exactly it's actually putting them into practise, I put them into practise but to actually put a lesson plan together and put them within my lesson plan

CPD STUDENT B: You can use it more effectively when you're conscious of them.

CPD Student B: In the classroom I suppose it would be different because your just into what your doing.

CPD STUDENT A: different totally different.

INT: moving on to the second bit of the module which was the on line element of it what did you think of that in general.

CPD Student A: I didn't like it.

INT: Why didn't you like it.

CPD Student A; **I do have a little bit of computer history but three times I put up postings and they disappeared completely and I flipped because they were fabulous and they were gone I thought a lot more emphasis should have been put on how important postings were because throughout the class I can honestly say I did not put the effort in that I should I got a brilliant mark and everything, it was actually more into the presentation, I know that if I had put more of an effort in like yourself your so nice I would probably be more like you in teaching I'm very laid back and I'm very relaxed, that's something I've learned as well to put a lot of emphasis on what the subject is I want this part done and I 'm going to tell you that I want it done I felt there should have a lot more emphasis on how important the postings were.**

INT: Good point

CPD Student A: I did not put the effort in or maybe I was just being ignorant I think I'm brilliant because I use these every day I could have spoke a lot more about them but I didn't.

INT: CPD Student B how did you find it.

CPD STUDENT B: At first I was worried about it because we are being assessed on these postings, I actually missed the first session so when I came in to write about it OH God this is hard what will I write about and were being assessed on it I did worry about it but as time went on I had a bit prepared I said going into the classroom have a bit prepared instead of going into the classroom be prepared on what you going to write so at the end I was happier with that so the end result I found it very easy compared to the other assessments it didn't take half the time or effort it was easier that way my mark was very good as well which I was delighted with in that way it was easier time wise you know.

INT: Even stepping back from the assessment element I know that was an important element of it what.

CPD Student A: It wasn't for me

INT: What did you think of the process of writing about something you were doing

CPD STUDENT B: **The process of writing about it I was fine with that, the fact that you could see what other people were thinking about it I think you got much more of an idea what the rest of the class were thinking then you would in any other situation even in the class situation not everyone is going to speak up and say everything they think but there everything was there for you to read so in that way I found it very useful you know if you got other angles on it.**

CPD STUDENT A: other opinions like I didn't to that, I didn't work it like that some people had actual essays, too much, I'm more of a doer breaking down and knit picking I cant I see like posting to the point that's just the way I am.

INT: But what did you think the process of having to think about them and express in writing.

CPD STUDENT A: once again I'm not a knit picker and breaking it down, don't tell me about it do it that's the way I teach even though I know I have the skills, I have the name for the skills I don't want to write about it.

INT: In terms of reading other peoples I was interested in what you said, you feel you communicated with people in that thing or

CPD STUDENT B: Not really I did you know you said reply I did reply to two I really didn't do more than that I could have laziness perhaps

INT: Not you did what you were asked to do that's fine

CPD STUDENT B: I only did what I was asked to do I didn't do any more.

INT: Would you have preferred to have it face to face would you have preferred to talk to somebody face to face or that sort of thing, was it the topic or form or was it just

CPD STUDENT B: No it wasn't the topic I suppose that's all I needed to do that's all I did. If you said you have to do more than that I would be quite happy to do it. Using the Web discuss more

INT: OK CPD Student A yourself.

CPD STUDENT A: I actually answered people that they thought had difficulty and I told them that they were good they were brilliant that their ideas weren't that bad they do this they do that I wasn't really answering the people that had low confidence because it was their first attempt at putting something together I was just encouraging them when you say reply to somebody some of the replies I can see the shine of your head where as me personally I probably would have needed more emphasis to say I would like you now to reply to some people and speak about what they did or what you did or even did you know how I did this to me it was pull up the posting and have a game

INT: That's good do you think having to reflect on the skills helped you to improve the way that you implemented them

CPD STUDENT A: Yes definitely before you go into a class you know what you are going to be dealing with I actually have the questions in my head I have tests ready I have made out my questions in the context that they can understand so I cut out having to explain the questions to them because before I had to explain the questions even though its not a verbal question it's a written question that they understand just check myself I watch my body language the whole time now and my tone of voice as well. So every time I go to do something I think about it now.

CPD STUDENT B: Yes much the same I find that plan much more clearly what I'm going to do plan the lesson in more detail taking the evaluation into account instead of going in having an idea in your head what your going to do

CPD STUDENT A: Yes there is a lot of preparation in your head it doesn't necessarily have to go on paper it's all in your head

INT: So that possibly thinking about them writing about them helps you

CPD STUDENT B: To retain them helps as such so that its something you have learned and then its gone you remember one or two bits of them you know.

INT: Anything else about it anything else you'd change.

CPD STUDENT A: I would say at the start of the module you know the induction that would actually give handouts on how to make their way around the sights. Because there is some people in our group that don't have any computer skills I think they found it very hard and the other thing was actually putting people into groups a lot of people couldn't get together to actually do their presentations and either one

fell down because one ended up doing the whole presentation and just giving the handouts to the other person and not sure of what they were doing I just think for two people to get together one lives other there and one lives over there I just think meeting an hour is just defeating the purpose if there rushing into it.

CPD STUDENT B: I can't think of anything else. I didn't have any of that because I worked with Marie we live out in the same direction so we could organise everything I was just lucky.

CPD STUDENT A: I still couldn't get together with Kathy because she was suffering with her back I did end up doing the presentation and then the link was I'm stressed within the work place it just totally defeated the purpose you know that way.

INT: Thanks for your time.

CPD Student C

INT: Can you tell me what your job involves.

CPD Student : I work in Arc Life, which are AIB Life and Pensions Company so I am primarily a sales trainer. So I look after Technical Training some Soft schools and basically on going development and product changes and product launches and maintenance of knowledge levels and that sort of thing.

INT: And do you do this with individuals is it individually focused training is it groups of people is it large groups small groups.

CPD Student : Well it can vary we launched PRSA which is our new pensions last week the week before I don't know its all gone into one that would have been 170 people broken down into initially conference style which might have been 60 and then you go into break out rooms of 15 so the tops I would be ever speaking to would be 100. Usually we don't like more than twelve because we find that most people can disappear and you cant keep track of them and they get embarrassed and stuff like that so usually about 15 But today we have specialised training we had a guy one to one, people could be sick they come back from Maternity leave so we do all that sort of thing so we do special sessions with them.

INT: What sort of capabilities or competent do you need to do your training job.

CPD Student : You need knowledge of the products because that's the biggest nerve inducers if you don't know the products then your goosed and after that the biggest thing is confidence and standing up in front of people and knowing that you know the stuff so there is not need to be panicking so realising that your dealing with fifteen normal individuals who aint there to try to kill you particularly in my environment particularly the information I am going to give them is going to make them money in about six weeks. So it's very much a focused learning environment if you don't learn it you don't sell so if you don't sell you don't make as much money as you should so their very focused in the class that I have.

INT: Motivation

CPD Student : Absolutely the sky's the limit for some of these guys as regard earnings if their good in the class so it pays and we would run a four-week course for them when they come in first and they cant go on to sell unless they get certain percentages on all the exams we would set them bases on the curriculum I suppose you'd call in based on the four weeks

INT: So it's confidence and its content knowledge they would be the two key things.

CPD Student : Confidence and content knowledge and the other thing and the one I overlooked is the interaction because its not like a secondary school where you get 40 minutes your in your out you do your gig and your gone sometimes you could be in front of them for 7 hours so unless you learn to draw out information from them or throw stuff at them knowing they don't know but seeing what they come back with anyway without making them feel like gob shites for want of a better word so that's the biggest problem we'd have with people were trying to bring in Like I would try to bring in more trainers because I cant do it all. Initially I started four, five years ago and it took me a long time to get used to asking questions, bouncing around the room and leaving them chat about it unless you do that you are dead in the water because listening to your voice for seven hours no matter how focused they are there asleep so interaction is huge.

INT: There sort of teaching skills interaction would you agree with me.

CPD Student : I don't know whether its teaching skills its definitely a teaching tool I think it reflects your own level of confidence in what your teaching if you are able to

do that and the other thing in my point of view is that I'm not afraid to say I don't know once you accept you are pretty knowledgeable your 90% there if you don't know 10% don't get flummoxed look I don't have a clue I'll go away and I'll come back to you CPD Student orrow morning and I'll have an answer on that I don't want to spoof you or wing it because if you do that you are going to loose them because they don't trust you and every time you leave and someone else comes in they are going to ask the same question. Because they are thinking CPD Student doesn't know what he is talking about so I suppose that's very important don't wing it don't be afraid to let them know you don't know and interact.

INT: That's common everywhere that's one of the things we try to tell our Trainee teachers here if you don't know just say you don't know but it takes an enormous amount of self confidence to do that.

CPD Student : That's correct because the first time its like a teacher asking you a question and your two

INT: Its like an exam its as if you're a candidate for a exam and their the examiners checking you out I used to feel like that myself. Going on to another thing what did you think of the Web CT element of the programme.

CPD Student : Specifically the Web CT not the Self Evaluation class.

INT: A combination a both I think firstly the on line element.

CPD Student : The on line element I thought was excellent because reading other peoples comments self evaluation was interesting to see the way some people used self evaluation. Some people did some very in-depth notes on how they used self evaluation in their environment and I thought that was very good and what I really like about the online was like if I'm in work and I have a hour I can read this stuff and I can say it doesn't have to be done at any particular time like Woody was putting on notes at two o clock in the morning what's he at it was excellent the only thing I found about was that we were a bit like kids we were sort of taking the piss sending notes to one another which probably detracted from self evaluation a little bit at the initial stages but I think as people got on they got more focused on self evaluation I thought it was excellent I found it very helpful.

INT: Did you find it helped you think about your teaching did you think about your training while you were doing it or even the evaluation?

CPD Student : The one that struck me most was probably the planning and how important that was. I suppose I was one of those seat of the pants guys before I did this but it really made me think about organisation and all of that. .

INT: and sitting down writing about planning that gave you a chance to think about it.

CPD Student : Yes it did you reflected on it and it was much easier to remember it its not like a lecture because you have the lecture and then you have the group work and because you were doing it and you were having conversations with whoever else was with you you were far more involved and you were not there so you sat back and you done something, you were describing a day, I don't know if I am making sense, so it was easier to remember rather than having a text book in front of you. So yes it was excellent sitting down afterwards saying what happened there and some of the feed - back and I can't remember the guy, Stephen Byrne? Yes. He was very good he said some things to me that made me think after I presented them that were helpful then you go away and think about them.

INT: Did the discussion format help you communicate with other people in your class?

CPD Student : No, I wouldn't say, I don't like electronic communications I don't mind reading factual elements, on E-Mails on questions and queries on that but as

regard as sort of a communication method to develop a relationship as such No. I wouldn't use it.

INT: You wouldn't be interested in it.

CPD Student : No I find there no tone of voice its very cold and if someone says something you can read it wrong they meant to say it one way you read it one way and you say what was that all about.

INT: That's interesting.

CPD Student : I made a presentation last week in work that's the biggest problem we had, like I might say something I'm sort of a cynical sarky person but it might be sort of funny when you say it but to put it in writing? What's that what's the yoke getting at me so I try to avoid it I prefer face to face

INT You are the fourth person that's said the very same thing to me in the last few days it's the whole area of the tone and visual communication that goes with it.

What did you think of the questionnaires you just said that you liked planning thing as s concept what did you think of Self Evaluation and the way it was done.

CPD Student : I think it was excellent I genuinely thought it was excellent it was one of the enjoyable modules prior to Christmas from my prospective and I'm not being arrogant like a lot of the class would not be sort of formal front of class student situation and dealing with adults but I've being doing it for over six years now so I'm pretty used to it so I know about the interaction I know about moving about the place I know the touching is not a good idea, sometimes its wrong and other times its good and bit of humour as such so I know I found it most beneficial, I work with a guy who has no qualifications beyond leaving cert but he runs the training department and he does everything were learning here so I keep going back to him and saying you know your doing everything right your doing what the text books say he just never looked at the text books but it reinforcing what we are doing which I found great the different stuff we use and we run trainer trainer courses, yes were on the right track so reinforcing what we were doing.

INT: Is there anything you would change about the module next year.

CPD Student : Well what I would change is and I know you probably have taken some commentary from some individuals I would say that it appears to be a very light-hearted sort of easy going and it is but maybe it needs to be stressed at earlier stages that this a very important part of your first year studies its not a bit of craic and I know you said this a lot of people misread this I understood it I knew that they were important but we weren't getting much feedback from the actual Self Evaluation elements from it its not going to be marked on this because its not in the room so its going to be on this but to reinforce that and maybe that would take out the piss taking out at the start but you're dealing with adults and you would think people would know better

INT; Its interesting you say that but I think its part of the process when people aren't used to communicating on line you do silly things because your nervous even saying to somebody I don't like the colour of your hair if that's the first message you ever sent to somebody that's a significant moment in their lives. But your right it did get more serious as we went on.

CPD Student : Yes people got more serious and I think that a lot of people when they came to do their last posting said yes this is serious its like taking an exam and its same as the assignments were spending hours for Justin and INT and things like that and I went in and made a couple of amendments to mine because I was thinking about

it over Christmas yes this is serious that all I'd say but I wouldn't change it I thought it was very heavy but I wouldn't change it I really enjoyed it.
INT: Thanks a million for that I really appreciate it.

CPD STUDENT D

INT: Could you describe the common purpose the training you did in that, the materials you would have done or even the type of work you were doing there.

Student: I was working there as a project manager, it was a new organisation and I grew with the organisation if you like research there as an administrator so the training was really on the job training I learned as I went on I was guided very well by more experienced line managers and a lot of it was focused on staff development and they did that very well. So I was literally given the task and I was guided by the manager and I learned just by doing

INT: What sort of things did you need to do what sort of skills did you need to do the job to have

STUDENT: Well it was very small we were a two person team in one local office and we ran a programme where it was just very broad it involved marketing it involved selling the programme it involved curriculum development putting the whole programme together it involved research it involved I.T. skills administrative skills communication skills basically they were the key skills.

INT: Did you get specific training for them or was it the informal thing.

Student: It was the informal thing but our Head Office was based in the U.K. in London and they had central departments over there so we were released for training and normally involved two or three days so they were very committed to staff training on an ad hoc where the training was needed because they had over fifty two offices in England throughout most cities in England and Northern Ireland so there was staff turnover so they understood similar training was needed once or twice a year and they built on that they were at it for nearly ten years so they were really ahead in their own research and what they wanted from their staff and they put that together

INT: And was Dublin the only city in Ireland where this was going

STUDENT: Well its in Northern Ireland and its in Derry as well there researching Cork where they found there will be enough of population in terms of Interest they established an interest down there and then they look at if they will be able to sustain themselves

INT: It's a semi-independent type of thing that they sustain themselves locally. It's a really interesting idea just reading the stuff about it it's a fascinating idea they continue they don't shut down after a year or two when they get the initial pool

STUDENT: No not at all every single programme has sustained itself since it opened and its gone European now in Hanover and Sweden the idea is going strength to strength and Ireland and England there is a kind there is a different slant on it when it goes past the U.K.

INT: Just like you were saying you were doing curriculum development and stuff did you have a specific training on that did someone come along and say this is how you develop a curriculum or when your doing communication skills did some one come along and say this is what you have to do to communicate

STUDENT: there was a basic idea if you like a basic format the programmes were fairly uniform but obviously they were unique to their own city and basically they looked at, it was a full day for twelve hours and there would be various slots if you like for instance if they were talking about education there would have to be scene set if you like they would get in the expert that could talk generally an overview of education and then there would be participant group work and the participants would also get a chance to go on site visits to see behind the scenes if you like they would probably go to University and talk to people there and they would probably go to the

Department of Education and go to place there so there was various similar session if you like on particular days .

INT: I was just wondering when you said you did curriculum developments did someone come along and say to you this is how you design a curriculum and these are the eight key things you need to do in curriculum development

STUDENT: Yes there would be key sessions if you like but they would change every time we did an Education Day when you are doing your research and you are talking to the people in the field about key issues they would probably spark off an idea probably you know what would be very interesting this is going on at the moment would you not get such and such and I know such and such and I'll tell them that this is a very good idea put this together get them to talk to the group put this do that and that is really how we had about a month and at time to put together a whole day so it was very fast paste you know

INT: AND was it networking quite informal

STUDENT: Net working very much so and over time you build up a network contact and the graduate then became Network and then they came back into the programme they were more than willing to do that to keep up with the programme

INT: AND was that informal as well.

STUDENT: Yes that was informal and we arrange gradually after the programme another networking tool if you like because they were always keen to meet up with the people they met on the programme and a lot of them were very busy

INT: And you mentioned in the thing you wrote about the fact that group work was a methodology you used an awful lot that was particularly useful

STUDENT: That was the core that was absolutely it that was the programme that was how people learned from that's what they got most from the programme they got a chance to talk to speak to top speakers and answered questions and that sort of thing and they found they learned most from each other when they sat in groups and worked together

INT: And some people weren't used to working like this before you seemed to mention

STUDENT: I suppose because it is informal because the programme is unique in a way certain people didn't have the confidence some people always felt because we sold the programme at a high pitch that these were influential people that we were getting on the programme people that in five years would be a really key person in the field that in an employer had nominated one of their employees they got accepted onto the programme some of them did feel a bit out of their depth you know that kind of way they made their own contribution from their own organisation and it was very interesting to see how things worked it was often the people that didn't have the confidence that came in through as a leader and other people that probably came from a private sector were they would have the confidence maybe they were used to working it that way that didn't it was just the group dynamics it was very from outside from watching from the side lines to see how that worked.

INT: That's the sort of question that I'm really interested did you watching from the sidelines did you set things up beforehand maybe I should ask were you consciously facilitating groups were you setting up the situation to make sure the groups worked did you pick the people that went into them did you help them to move along did you try to identify people to help them move along had you got that role within it or did anybody in the organisation got that role in it.

STUDENT: I think mainly it was the sector we tried to give a good mix in terms of what sectors in the organisations if we gave them a group task and it seemed to be not

working we probably would intervene but most of the time we would appoint a group leader so they could work independently with each other and we would oversee the whole process

INT: But you would have thought about it beforehand you would have planned a group task you would have said this is what's going to happen

STUDENT: Yes every session was thought through and every session had an objective

INT: Well all right ok you would have worked through that the whole idea of Moodle and the idea of looking at self-evaluation on it what did you think of the overall process what did you think of the overall idea of it did you think of context of training and stuff.

STUDENT: I would see the advantages of it I liked the different from my point of view and from my experience of Moodle has worked well in terms of the group dynamics in terms of the preparation for the participants before the day it focuses their mind on the day it gets them thinking before they get there it makes them use their time more effectively when they get there and the majority of people at the time we felt were IT literate there one or two that weren't we felt we provided for them as well and I think it has its advantaged as well in a variety of how they learn and how we used it as a tool for them because the organisation try to encourage networking in that its quite useful it certainly helped them to keep in touch because so many people are using IT they were able to use it very effectively I think you know.

INT: I sometimes wonder was the phone much easier way of networking rather than to log on and type

STUDENT: I don't know maybe going into chat rooms and advertisements and all that kind of stuff what's to say there is a school principle and he wants funding for a new Science Block or something that happened in Belfast and he really went to town on Networking he got a new Science Block in the school and he was bowled over some people can be something just sparked off in the group maybe if they know they have the private sector they are the one's with the money and talk informally to somebody and we have money and were trying to find an organisation and that's it some very interesting things happen

INT: Yes I suppose that is the key thing about networking just finding people and matching them. And what did you think of using self evaluation sheets generated by your group as a way of thinking about your training?

STUDENT: It was useful but I think what happened from our experience I think it is a good idea but its all depending on being able to access it basically and I don't know if anybody could guarantee

INT: But from your personal experience you seem to write in the thing that you had no problem accessing

STUDENT: I didn't have any problem and that is because I was in DCU I think other really did they just very frustrated over it and they were very short questionnaires but its great to be able to access documents from you know related documents I think its just great as a small part not as a majority of the training as a small part of the training.

INT: And you could see the match between the documentation and the questionnaires they did fit in did it

STUDENT: I think so yes

INT: As a sort of a training tool as a small part you said it would work so as a training tool could you see a broader use for it Could you see outside of DCU outside of a

programme like this could you see something like that sitting alone where somebody would be interested in group work have a look at this and see it working

STUDENT: Well it wouldn't really work in common purpose because it's confidential but maybe another organisation you could if participants would allow themselves to be Videoed or even in the context of our own training when we were doing project presentations I think it was useful because say from a student point of view say it was the first time they had ever done something like that it would be nice to see how it was done it could be handy to look at a website and see another participant or a sample of what's expected or you know that kind of thing. You know a tried and tested method.

INT: That was the idea just a model for doing it this is a way of doing it and this is all the stages that was the idea of underpinning it its curious to hear that's what you thought it was its reassuring you know

STUDENT: I think its very useful even demonstrations there's so many uses or even language, I'm learning Spanish at the moment and I keep it up but that would be great even just to hear somebody but to see somebody

And hear somebody speaking or just see a face.

INT: Just to have somebody communicating with you and the other thing you know the discussion forum thing did you feel comfortable using that like posting up messages reading other peoples messages

STUDENT: No not at all and I don't know why I think when I'm writing and I'm not at all shy I think if you write something it is a bit personal and it really is putting it up for all to see really I'm not comfortable with it and I sense other people weren't but because you had to and there were marks going for it you just had to do it I think you know you write differently if you know other people you know are reading it

INT: That's ok because somebody described it yesterday as having an intimate conversation with having seventy people standing around listening to you which I thought was a really good description would you be happier with another format with one to one E-Mail or something would that change how you did it. If I had said can you make these submissions to me just send me an E-Mail

STUDENT: Yes

INT: That would have altered it

STUDENT: I don't know how you would get around it the discussion I don't know maybe if you were just given a topic to talk about so something not as an assignment you know what I mean

INT: So if there was an informal chat if you were just doing at an informal level it might

STUDENT: To facilitate a learning to talk about and learning from the discussion but not in terms of an assignment

INT: You took the words right out of my mouth when things are voluntary they tend not to get done but you put your finger on it when thing are a requirement then people approach them a different way the idea was to try, it was twenty five percent of the marks it was a limited amount of marks it was to try to keep it small so maybe some of the issues might not arrive but of course people want to do as well as they can in every section it was an interesting one you know. How would you improve Moodle how would you improve it

STUDENT: I don't know the only problems appeared to be technical problems maybe if they had of been maybe you were just learning or the school of education was learning as they were going as well but I think if something is going to be done like that it should be tried and tested before its rolled out I know myself from my own

experience you tend to do them and then you work on the problems afterwards we did this we rolled out the IT and all the website data base and there were numerous problems of logging in and all that kind of thing it was a bit nightmarish but I don't know what we could have done before hand we had an IT Team behind us and there were still problems

INT: It's funny because we piloted this in eight different before we gave it to you we all used it at home its very interesting I personally find it very interesting because the basic level of technological problems we had through the further educational class were the much lower level than the ones we were expecting. To the extent that people would worry that it took them six minutes to get on line and make a posting now to me that's incredibly quick and you know I work with the we all the time and six minutes is virtually nothing but somebody was saying it took me a huge amount of time and it cost me a fortune depending on what time you actually downloaded it at six minutes to download would probably cost you about nine cents eight cents maybe that's the cost for six minutes on line now ok it's a legitimate expense I accept that I think it's a question of perception for people and the second thing it's a question I'm interested in of course your based here the fact that people don't seem to use the IT the computers here every student has access to it that's something that surprised me

STUDENT: Something that surprised me that even at this very stage people were still expecting to see E-Mails on their portal pages they still for some reason had problems with the E-Mail and the Moodle they couldn't separate one from the other so I don't know

INT: Its technological literacy I suppose it's the level at which people enter and what they want to do

STUDENT: I suppose they didn't have any expectations they didn't expect that maybe they would have to wait six minutes if they knew I don't know six minutes is great there was just a general it was a subject for conversation for the best part of two weeks and in terms of posting a lot of people seemed uncomfortable in putting their postings up and they would wait until the very last minute if you were going into looking at it very few people put up their postings until the very last minute

INT: Yes I noticed that as well they wanted to see what everybody else was doing throw it all in and that's why it's a natural competitive thing as well its an embarrassment and a competitive element thing as well

STUDENT: One person could do an awful lot of work and have really great points as well another person could just steal them if you like

INT: That's easy enough to work out if that's happening

STUDENT: I think it's a great idea

INT: That's fine I'm delighted with that that's super