Feedback questionnaire — Results

(1) How would you describe your linguistics background?

    8   beginner

  14   intermediate

    5   advanced or grad student

(2) How much time do you spend on each reading assignment? (the portion due for one class)

      0   less than 1 hour

  17.5   1-2 hours

   5.5   2-3 hours

    4   more than 3 hours

(3) Do you think that doing a reading reaction…

   (a) helps with understanding the reading?

   25 yes | 2 no

   (b) helps prepare for class discussion?

   26 yes | 1 no

(4) Do you look at the comments on your graded RRs?

   21 always | 6 sometimes | 0 never

(5) Do you feel that you understand what the expectations are for a good RR submission?

   18 yes | 2 'kind of' | 7 no

(6) How do you feel about the readings overall?

    20.5   somewhat hard

    5.5   about right

    1   somewhat basic

(7) Some of the readings are more difficult than others. If you find a reading to be difficult…

(a) do you use the discussion questions to decide where to focus attention? 25 y | 2 n

(b) do you discuss the reading with a classmate before class?　　　　　　　　　　3 y | 22 n

(c) do you find that class discussion helps clarify the reading?　　　　　　　　26 y | 1 n

(8) How do you feel about the pace of class discussion?

0   much too slow
2   somewhat slow
19   about right
6   somewhat fast
0   much too fast

(9) What is your opinion about including group discussion in class?

   (a) For helping me understand the material:

      4 useless |15 s.w. useful | 8 very useful

   (b) Amount of class time spent in groups:

      4 too much|21 about right |2 too little

Analysis:
6	very useful	& about right
2	very useful	& too little
14	s.w. useful	& about right
1	s.w. useful	& too much
3	not useful	& too much
1	not useful	& about right (??)

Comments: Group discussions

- What works well?

    "Specific questions to focus on have been helpful."

    "Having groups summarize particular points of a reading and report to the class can actually be quite helpful." (x2)

    "Having some groups work on the same questions makes class discussion better."

    "Assigning a different question/example to each group is good."

Comments: Group discussions

- What works well?

  "Maybe more very specific discussion on examples in small groups, so we can learn better how to analyze them?"

  "Group discussion actually works in this class because people care about the subject matter."

  "Group discussions are better when everyone actually does the reading."

Comments: Group discussions

- Some issues to think about

  "There is a lot of quiet time in group discussions."

  "The most important thing in group discussion is staying on task. Hard to enforce without being a killjoy." (x2)

  "Smaller groups are less helpful because we aren't sure if we are going in the right direction." (x2)

- How can we make sure groups are staying focused and on track?

- What can we do if a group feels stuck?

Comments: Group discussions

- Some issues to think about

"Group discussions are somewhat rushed."

—> Maybe some activities are more efficient for group discussions than others

"Learning things through readings is much more difficult than understanding a formal lecture."

—> Studies show that students do not retain material well in traditional lecture format

—> The more you are actively involved in your own learning, the more you will learn