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ABSTRACT

This paper describes how students can be personally challenged in the work they do and how secondary students or tertiary-level education students and teachers can collaboratively diagnose existing quality of classroom practice, via the concepts of personal challenge and interpersonal shared adventure. The approach involves the teacher obtaining systematic and diagnostic information from students about the effects of his/her teaching approaches on their learning. The teacher analyzes the information, reports response trends back to the students, and together the class decides on appropriate action in order to improve identified aspects of teaching. The Challenge Checklist, which is the basis for student diagnosis of classroom activities and practices, assists students to focus upon and diagnose the extent and level of satisfaction with factors that foster a sense of challenge and enhanced learning performance. The "Challenge Checklist" addresses perceptions of class activities' difficulty, importance, opportunities for mental and physical activity, and opportunities for productive classroom interactions; student enjoyment; and student satisfaction with his/her performance. Use of this approach fosters a spirit of shared adventure, which constitutes quality in classroom teaching and learning. The "Challenge Checklist" is appended in both university-level and secondary-level formats. (JDD)

CLASSROOM COLLABORATION TO DIAGNOSE AND IMPROVE THE QUALITY OF TEACHING AND LEARNING

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ED 375 120

ABSTRACT

Two key concepts that provide a perspective on quality classroom teaching and learning have emerged from earlier ARC-funded research. In this paper, I describe how these concepts - Personal Challenge and Shared Adventure - can be used to allow teachers and students at both secondary and tertiary levels to collaboratively diagnose existing quality of classroom practice, and to work together to improve this quality. I devised and used a "Challenge Checklist" to gain students' perceptions of the extent to which class work challenged them personally (both cognitively and affectively), and thereby influenced their learning behaviours and outcomes. Collation of students' Challenge Checklist data provided a basis for joint action to improve teaching and learning effectiveness by acting to change unsatisfactory aspects of classroom practice.

INTRODUCTION

In this paper, I argue an approach to improving classroom teaching and learning. This approach involves the teacher obtaining systematic and diagnostic information from students about the effects of his or her teaching approaches and activities on their learning. Once this information has been obtained and collated, the teacher then reports response trends back to the students and, together, the class decides on appropriate action in order to improve identified aspects of teaching that are considered to be in need of improvement.

To support this argument, I shall describe some episodes when I have attempted this approach with classes of my own students: on two occasions, the students were third-year tertiary teacher education students at the University of Melbourne (once in 1993 and once in 1994); on another occasion, the students were Master of Education students at Queen's University in Canada in 1993. It is usually easier (and less potentially worrying) to research others rather than yourself. As a result of shared analysis and reflection, however, I have learned about some strengths and, more importantly, some shortcomings of my teaching that I can change for the benefit of all. These findings have assisted me

in my professional development. As I shall indicate later in the paper, I believe that a similar approach can be used by secondary or primary teachers who are prepared to allow their students to share in a process of directed examination of classroom teaching and learning in order to improve the quality of their practice.

First, I discuss the conceptual model upon which the diagnosis of teaching and learning was made. Particularly, I emphasise the concepts of personal *Challenge* and interpersonal *Shared Adventure* as indicators of quality practice. I then present a version of a *Challenge Checklist*, which is the diagnostic tool for data collection. Next, I describe classroom findings from the episodes when I used the checklist, and the resultant action that was taken. Finally, I suggest the basis for a modified approach and checklist that could be used with secondary or even primary classes.

THE CONCEPTUAL MODEL - PERSONAL CHALLENGE AND SHARED ADVENTURE

The concepts that underlie this study arise from extensive prior research. This research comprises some major research projects with which I have been associated over the past ten years. I shall mention each project briefly and then summarise key findings. The first project was the Project for Enhancing Effective Learning (PEEL), which I co-founded in 1985 with a teacher in a Melbourne metropolitan school and which still continues. The over-arching method of PEEL was Collaborative Action Research, where teachers worked closely with each other and with tertiary academics such as myself over extended periods to reflect upon and work to improve the quality of classroom teaching and learning practice. Over its ten year period, PEEL has been adopted by scores of Australian schools, hundreds of teachers, resulting in benefits by thousands of students (Baird and Mitchell, 1986; Baird and Northfield, 1992). In 1994, it is established in 15-20 schools in Victoria, together with schools in Canada, Sweden and Denmark. The other research involved a cluster of related projects that were carried out from 1987 - 1990. This cluster comprised two Australian Research Council funded projects (one of which was a Program Grant) and two Monash University research projects. For simplicity here, I shall refer to the findings from these projects under the heading of the major grant Teaching and Learning Science in Schools (TLSS). The project comprised thirty-five discrete but related research studies that combined intensive case studies and survey questionnaires; over its four-year duration, the project involved the participation of over fifty teachers and thousands of their students at over twenty schools. Extensive qualitative and quantitative data were obtained on students' and teachers' perceptions of actual and desired classroom teaching and learning practices. These data are contained in three major project reports and various published articles (e.g. Baird,

1992, 1993; Baird, Fensham, Gunstone, and White, 1989, 1991). As with PEEL, the levels were mainly Grades 7-10, but now the context was limited to secondary science classes. Again, the research method was Collaborative Action Research, with collaboration between teachers, students and researchers occurring in groups either in class or in scheduled out-of-class meetings, or one-to-one between a teacher or student and a member of the project team.

The PEEL project demonstrated, among other things, that students can learn to adopt an approach to their work that is summarised diagrammatically in Figure 1. Through a *process* of Purposeful Enquiry, which comprises a reflexive relation between reflection and action, *outcomes* are generated that comprise enhanced metacognition (defined as knowledge about learning, and awareness of and control over personal learning practices), content understanding, and affective benefits (such as enjoyment, satisfaction and a sense of fulfilment).

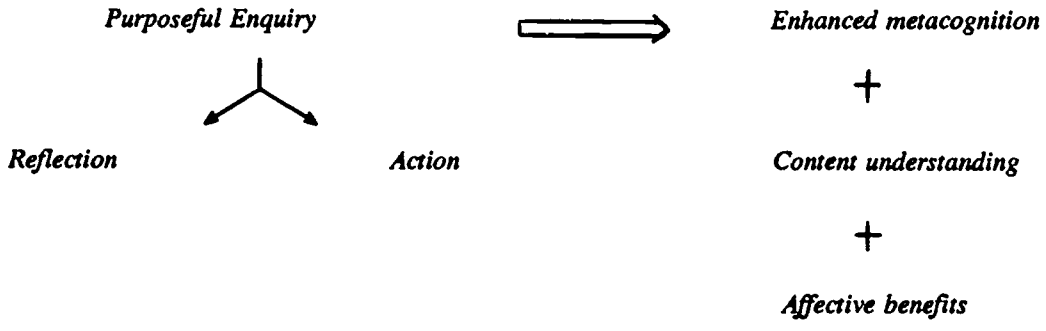

Figure 1: Purposeful Enquiry and associated cognitive, metacognitive and affective outcomes.

TLSS demonstrated that teachers and their students can together diagnose changes that will improve students' enjoyment and understanding in lessons, and then work as a team to implement these changes in a constructive and supportive manner. This diagnosis was structured in terms of a key concept that I devised, based on my previous research data. This concept was personal *Challenge*, a term that has a different meaning from that in more common use, which simply connotes intellectual demand. My concept of Challenge includes both *cognitive/ metacognitive* (Thinking) and *affective* (Feeling) components, and thus blends intellectual attributes with variables such as motivation, enthusiasm, and willingness to persevere. From the extensive research data arising from TLSS, I identified nine common classroom factors that directly influence the cognitive/metacognitive and

affective components of perceived personal Challenge. In the latter years of the project, I subjected my concept of Challenge to exhaustive exploration and analysis. For instance, the third project research report contains detailed qualitative and quantitative data based on both protracted case studies and large-scale survey questionnaire that highlight the salience of this concept to learning and teaching quality across type of school, year level, gender and class. The concept of Challenge is central to my model of learning, that incorporates findings from both PEEL and TLSS, and is shown in Figure 2.

[Figure 2 about here]

A second key concept arises from the relationships of the variables shown in Figure 2. This second concept is *Shared Adventure*, a situation where *personal* Challenge is coupled with productive *inter-personal* collaboration. The model of learning in Figure 2, that centres on personal Challenge and Shared Adventure, represents my view of quality learning; it is the basis for directed improvement that I consider in the remainder of this paper.

THE CHALLENGE CHECKLIST

The model in Figure 2 indicates that, whether arrived at consciously or sub-consciously, a student generates perceptions of various aspects related to the nature and context of the learning task. These perceptions will determine the nature and extent of learning behaviours and, in turn, learning outcomes. In developing the Challenge Checklist - the basis for student diagnosis of classroom activities and practices to be discussed next - I centred students' attention on selected aspects of their learning perceptions, behaviours and outcomes.

The aspects that, according to the figure, influence perceptions of personal Challenge can be considered in groups. The first group of aspects relate to the student's perceptions of the *what is to be done* (the nature of the task). These aspects include the amount of work, its difficulty, its perceived importance (both now and for the future), the extent to which it builds on personal interests, knowledge and abilities, and its novelty and variety. Another group of aspects pertain to perceptions of *how the task is to be done*. These aspects include the extent of active mental and physical involvement, and of personal control over what to do and how to do it. A third group involves perceptions of the *people with whom the task is to be done* The two relevant aspects are the teacher, and the other students. The final aspect concerns *where the task is to be done* - that is, the physical context of learning. Two additional groups of aspects that would be expected to influence perception

of personal Challenge are perceptions of *why the task is to be done*, and perceptions of *by whom the task is to be done* (that is, self-perceptions, which would include self-esteem, self-confidence, etc. These latter two groups of aspects were trialled briefly but are not developed in the discussion to follow, as they proved difficult to diagnose simply.

In Figure 3, I present my current version of the Challenge Checklist. With the minor variations indicated below, this version is essentially that used in the different episodes. Each student completed the checklist from a personal perspective by estimating, for each of the nineteen variables, both *extent* (by circling High, Medium, or Low) and *satisfaction* with this estimated extent (as either satisfied or not satisfied, by circling the "happy" or the "sad" face). By collating students' responses, I obtained some informative trends related to students' assessments of key aspects of classroom teaching and learning practices. In the next section, I mention these trends, and the implications for my teaching.

[Figure 3 about here.]

FINDINGS FROM THE EPISODES

The first episode involves a sequence of eight teaching weeks early in the third-year Education Studies component of the B.Ed. (Secondary) degree at the University of Melbourne in 1993. In that year, I was responsible for two Education Studies groups, which I shall call here Group 1 (of twenty-two students), and Group 2 (of nineteen students). In the Education Studies course, the lecturer in charge of each group (of which there were sixteen in 1993) devises the group's overall yearly curriculum. Usually, in the first semester, the weekly curriculum is prescribed closely by the lecturer; in the second semester, however, there is extensive opportunity for curriculum negotiation and students take an increased role in determining topics and conducting classes. The eight-week episode fell in the period teaching weeks 2 - 9, at the beginning of the year.

The eight-week episode is in two parts. The first part occupied the first three weeks. At the end of each two-hour teaching session, I asked each student to complete a Challenge Checklist in the manner described above. At the end of the three weeks, I collated the responses for the three sessions for each group, and considered the response trends that arose. In some ways, I found the trends to be rather disappointing. Although students' estimations of extent and, particularly, satisfaction were often pleasing, there were particular aspects that were clearly less than I would have desired. In Table 1, responses for each aspect (expressed as percentages) are shown for the three levels of extent

and for satisfaction/dissatisfaction. Responses are grouped by Education Studies group number; collated responses for the first collation are in normal type; collated responses for a subsequent collation (to be described below) are shown in bold-face type.

[Table 1 about here]

When I first collated the responses for the two groups, I was concerned about some of the response patterns, particularly the relatively high levels of dissatisfaction for aspects such as: *For both groups* - "Extends", Personal control, Teacher-student and Student-student interactions, Motivation, Enjoyment, and Satisfaction with performance, also; *Group 1* - Novelty/variety; *Group 2* - Amount, Demand, and Challenge. At the time, I was unsure how to proceed with the data. Should I identify these concerns and share them with the students?; Should I present the data and allow the students to interpret them?; Should I try alone to make changes to my teaching based on this feedback?; Should I ignore the data and press on, hoping that things might improve as the year progressed? Whichever the option, I still felt despondent that these classes, that I had spent so much time and energy planning and teaching, had turned out to be far less productive and enjoyable for the students than I had realised. In some ways, it was a rude awakening to the possibility that I was not as good a teacher than I hoped (or thought). All this because I had decided to obtain data that normally would not be available to me! Was it one step forward (in my research), and three steps backward (in my teaching)?

I decided to present the students with the collated data, invite them to study the response trends, and comment upon them. What eventuated was a frank and productive discussion about the first three weeks of classwork. Together, we decided upon some changes to class procedures and activities. For instance, Group 1 decided to change the balance of some topics to be done, to vary the seating pattern week by week in order to mix students and teacher up more, to provide for more discussion between students through classes, and to encourage some quiet students to give their opinions to the whole class. We decided to attempt to enact these changes from the next week. Students found the discussion productive, because they could have their say on what had transpired (and many were gratified by having their perceptions corroborated by similar responses from other students); I found the discussion productive, because of the strongly positive student response to the approach.

The second part of this episode involved the succeeding four teaching weeks. At the end of the session in each of these weeks, students completed a Challenge Checklist as normal. After the four

weeks, I again collated the responses to obtain the information shown in bold face in Table 1. It was apparent to me from the nature and patterns of weekly response that students had provided thoughtful and honest responses. As would be expected (and had been the situation for the initial three-week period), students' responses varied week by week (and student by student), depending on the nature of the work done. Consequently, the three- and four- week collations masked detail of particular sessions, but still proved valuable for ascertaining general trends.

As was apparent from the data from the first collation, the two groups differed somewhat in their response patterns. This was not unexpected, given that the two groups contained a different mix of students from various undergraduate courses (arts, science, business studies, etc.). The two groups were also at different times of the day (one early in the morning and one in middle afternoon); I had already noticed a difference in attentiveness and activity between them, with the afternoon group seemingly affected more adversely by these conditions.

The data in Table 1 are complex and, in some cases, closely related to specifics of context that are not discussed here. What underlies this complexity, however, is an overall positive change in response patterns from the first to the second collation. For six of the seven factors I identified earlier as of concern for both groups ("Extends", Personal control, Teacher-student and Student-student interactions, Motivation, and Satisfaction with performance), there is indication of positive change; for the seventh factor (Enjoyment), the change is positive for Group 1, but negative for Group 2. For the other factors identified above related to a particular group, the results are mixed, with no clear indications for Demand and Challenge (Group 2), and negative indications for Novelty/variety (Group 1), and Amount (Group 2).

Notwithstanding the results for the different aspects, one significant advantage of the approach rests with the opportunity to collaborate with the students on issues of concern to both teacher and learner. Giving the students opportunities to express their opinion on central aspects of their classwork and acting collaboratively with them to improve these aspects fosters positive and productive teacher-student and student-student relationships. This result is evidenced by the following written statement from one of the students (made after the feedback on the first collation):

> It was really great to see that, finally, the students in our education class were talking to each other and sharing views and ideas. In the beginning, I felt that doing Challenge Checklists consecutively after each Education C class to be unnecessary, monotonous and time-consuming. After all, it is so much easier not to take any opinion at all and merely tick the middle box. In no way would any of us want to

> insult or contradict "the teacher", so except for those select few, many students choose to keep their opinions on the classes to themselves. So many controversial topics have been mentioned in the past, and yet we, as a group, have let them skip by simply because we would not voice our opinions. Now, I feel that if there is an improvement in class interactions it is all due to the Checklist. This is a lesson in itself. Constant reinforcement and consultation with students could in itself be enough to keep morale and interest going - a necessity for learning.

I shall mention the other episodes briefly, mainly to illustrate that the approach is effective over time and type of student. In 1994, I again used the Challenge Checklist (but on a more limited scale) with two third-year Education Studies groups, with results similar to those above. Again, the students identified some aspects of their classwork with which they were dissatisfied, collated results were discussed in class, and subsequently the class agreed to institute changes to classroom organisation, procedures and activities to generate improvement. The final episode involved a group of thirteen Master of Education students enrolled in a semester subject on the topic of effective teaching at Queen's University, Canada. I had been invited to the Education Faculty for the latter part of 1993, and I team-taught this subject with a Canadian colleague. In two successive sessions mid-way through the course, I taught a session one week and my colleague taught the following session. With the agreement of all concerned, the students completed a Challenge Checklist after each session. In the third session, the collated results from each earlier session were presented to the students for their interpretations and comments. What emerged was an enlightening comparison of two teaching styles, and the effect of these styles on students' perceptions related to the different factors. Once again, the results provided informative indications of the influence of teaching on nature and extent of learning. Such indications could then be used diagnostically for constructive change.

USE OF THE APPROACH AT SCHOOL LEVEL

Many school teachers wish to improve their teaching and their students' learning but are either unsure about what specifically needs improvement, or how to go about working towards this improvement. The Challenge Checklist provides a method for centring diagnosis of personal teaching strengths and shortcomings on identified classroom aspects of teaching/learning. Actively involving students in this diagnosis and then in subsequent action to remedy shortcomings provides an opportunity for enhancing the quality of the working relationship between teacher and students and between students themselves. Currently, I am researching the effects of a modified version of the Challenge Checklist with students and teachers at primary and secondary school levels. I present below (Table 2) the modified form to be used by students at secondary level. The words used are more appropriate for younger students, and the aspects of demand, motivation and Challenge are not addressed explicitly,

as I have found that it is harder for such students to distinguish these aspects from the factors that, according to the model in Figure 2, help determine them. In addition to this checklist for the students, an analogous checklist could be completed by the teacher at the same time, in order to form a basis for comparison of results.

[Table 2 about here]

In conclusion, the approach discussed in this paper is designed to assist students to be personally challenged in the work they do. If a student is challenged by what is to be done, he or she is more likely to engage in active, productive learning behaviours that, in turn, generate desirable learning outcomes. The components of the Challenge Checklist assist students and teacher to focus upon and diagnose extent of and level of satisfaction with some factors that have been shown by extensive earlier research to foster a sense of Challenge and enhanced learning performance. The approach also models constructive interpersonal interaction between teacher and students. When practiced, this type of interaction (when coupled with personal Challenge) will foster a spirit of Shared Adventure which, in my view, constitutes *quality* in classroom teaching and learning.

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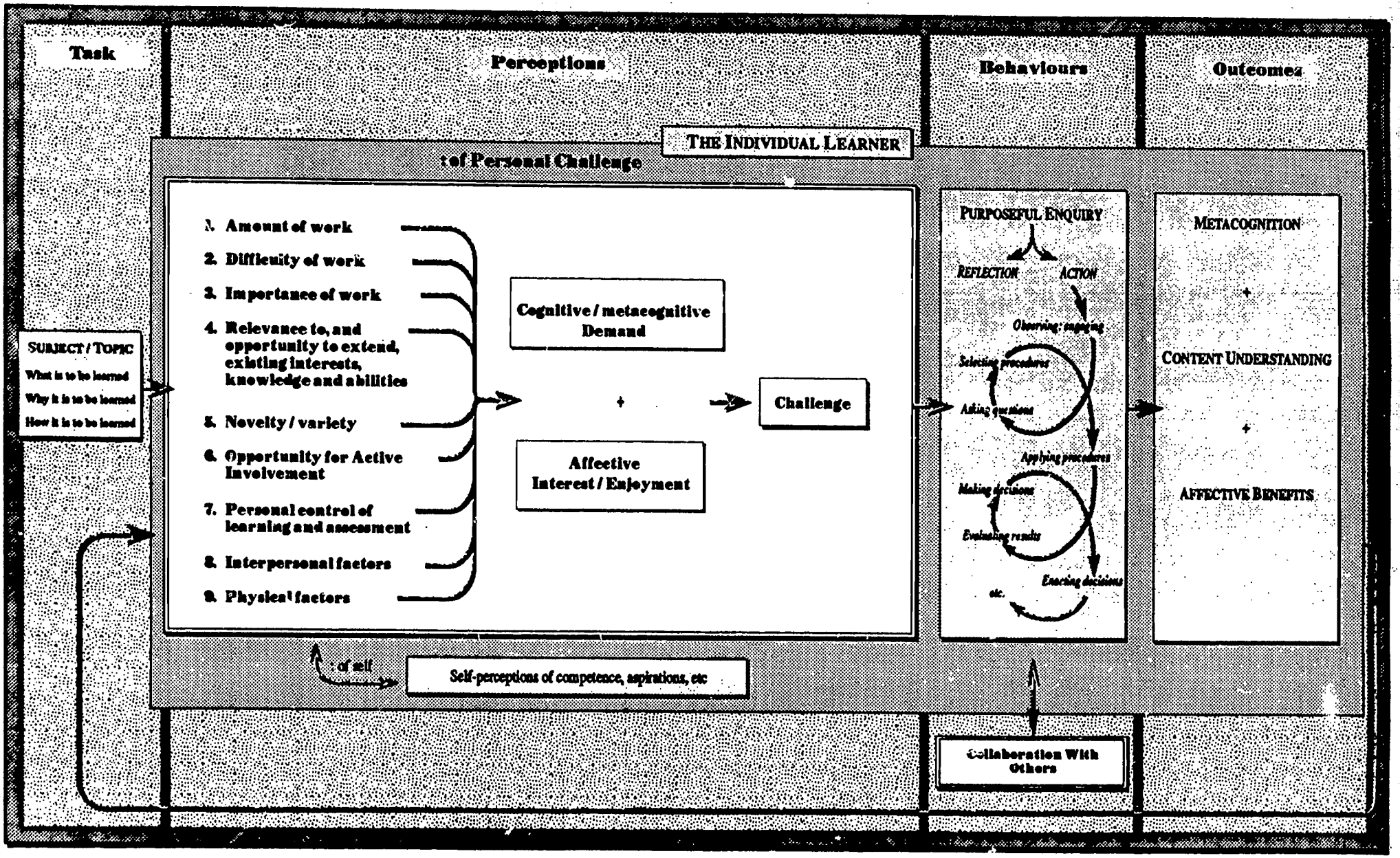

Figure 2 - Shared Adventure: Quality teaching and learning

Name:..... Date:.....

PERCEPTIONS (MY PERCEPTIONS OF HOW CHALLENGING THE WORK WAS)			BEHAVIOURS	OUTCOMES
• 1: *How **MUCH** work there was to do* Hi Med Low ☺ ☹				
• 2: *How **DIFFICULT** the work seemed to be* Hi Med Low ☺ ☹				• How much of the work I **UNDERSTOOD** Hi Med Low ☺ ☹
•3: *How **IMPORTANT** the work was for me to know* Hi Med Low ☺ ☹				
• 4: *How much the activities should **EXTEND** my interests, knowledge and skills* Hi Med Low ☺ ☹	• *The work's level of **COGNITIVE DEMAND*** Hi Med Low ☺ ☹		• How **HARD I TRIED** to do what was required Hi Med Low ☺ ☹	
• 5: *The number of **DIFFERENT** and **UNUSUAL** activities* Hi Med Low ☺ ☹				• How much I **ENJOYED** what I did Hi Med Low ☺ ☹
• 6: *Opportunities for me to be:* ***MENTALLY ACTIVE*** Hi Med Low ☺ ☹ ***PHYSICALLY ACTIVE*** Hi Med Low ☺ ☹		• ***The overall level of personal CHALLENGE for me to do the work*** Hi Med Low ☺ ☹		
• 7: *The extent to which I could **DECIDE** what I would do and how I would do it* Hi Med Low ☺ ☹				
• 8: *The opportunities for productive **INTERACTIONS** between:* • *the teacher and me* Hi Med Low ☺ ☹ •*other students and me* Hi Med Low ☺ ☹	• *The level of my **MOTIVATION** to do the work* Hi Med Low ☺ ☹		• How **ACTIVELY I ATTENDED AND PARTICIPATED** in class work Hi Med Low ☺ ☹	• How **SATISFIED** I was with my performance Hi Med Low ☺ ☹
• 9: *The suitability of the **CLASSROOM** for good learning* Hi Med Low ☺ ☹				

Figure 3: The Challenge Checklist

TABLE 1: CHALLENGE CHECKLIST DATA, 1993

Section of Challenge Checklist	Group 1					Group 2				
	H	M	L	☺	☹	H	M	L	☺	☹
Amount	37, 26	60, 63	3, 11	87, 95	13, 5	32, 30	63, 43	5, 27	82, 77	18, 23
Difficulty	8, 2	65, 72	27, 26	96, 88	4, 12	9, 13	66, 54	25, 33	92, 86	8, 14
Importance	71, 81	23, 18	6, 1	93, 96	7, 4	67, 58	22, 30	11, 12	86, 82	14, 18
Extends interests, etc.	35, 65	58, 28	7, 7	85, 93	15, 7	36, 50	51, 41	13, 9	85, 91	15, 9
Novelty/ variety	52, 53	38, 30	10, 17	80, 82	20, 18	58, 44	40, 36	2, 20	88, 86	12, 14
Active mental/ physical involvement	50, 44	44, 46	6, 10	89, 89	11, 11	45, 31	50, 47	5, 22	92, 83	8, 17
Control	14, 30	53, 44	33, 26	82, 78	18,22	9, 19	48, 46	43, 35	59, 70	41, 30
Student/ student	36, 49	42, 38	22, 13	83, 87	17, 13	42, 43	36, 44	22, 13	73, 79	27, 21
Student/ teacher	29, 38	44, 39	27, 23	79, 82	21, 18	13, 16	62, 61	25, 22	68, 83	32, 17
Physical factors	37, 40	55, 53	8, 7	91, 86	9, 14	39, 50	44, 46	17, 4	85, 94	15, 6
Demand	22, 31	72, 58	6, 11	85, 86	15, 14	27, 27	62, 52	11, 21	84, 84	16, 16

Section of Challenge Checklist	Group 1					Group 2				
	H	M	L	☺	☹	H	M	L	☺	☹
Motivation	60, **60**	33, **36**	7, **4**	80, **94**	20, **6**	33, **43**	57, **48**	10, **9**	82, **87**	18, **13**
Challenge	32, **43**	62, **43**	6, **14**	88, **80**	12, **20**	25, **30**	60, **41**	15, **29**	80, **81**	20, **19**
Tried hard	53, **56**	41, **40**	6, **4**	85, **89**	15, **11**	39, **54**	55, **35**	6, **11**	86, **86**	14, **14**
Participated actively	44, **56**	46, **37**	10, **7**	84, **93**	16, **7**	45, **42**	41, **41**	14, **17**	86, **78**	14, **22**
Understood	75, **81**	25, **19**	-, **-**	91, **100**	9, **-**	86, **80**	14, **19**	-, **1**	98, **94**	2, **6**
Enjoyed	46, **61**	46, **32**	8, **7**	78, **90**	22, **10**	50, **39**	43, **49**	7, **12**	86, **80**	14,**20**
Satisfied	33, **40**	62, **53**	5, **7**	67, **36**	33, **14**	21, **33**	66, **60**	13, **7**	80, **81**	20,**19**

(Note: ***1 - All numbers in the above table are percentages; refer to information below***
2 - In each cell, first collation is first number; second collation is second number, in bold)

Group 1:

First collation: Number of students - Male 6, Female 13, Total 19; Number of weeks of responses considered -3; Average total number of responses to each item - approx. 46.

Second collation: Number of students - Male 5, Female 11, Total 16; Number of weeks of responses considered - 4; Average total number of responses to each item - approx. 57.

Group 2:

First collation: Number of students - Male 6, Female 16, Total 22; Number of weeks of responses considered -3; Average total number of responses to each item - approx. 51.

Second collation: Number of students - Male 7, Female 15, Total 22; Number of weeks of responses considered - 4; Average total number of responses to each item - approx. 70.

TABLE 2: SCHOOL VERSION OF CHALLENGE CHECKLIST

This form allows you to provide information to improve your science lessons. *Please complete the questions below honestly.* Nothing you write will be passed on to your teacher in any way that could identify you.

In your science lessons last week:

WHAT I THINK				WHAT I FEEL	
*1: How **MUCH** work was there to do?*					
Lots	A fair bit	Not much	Very little	☺	☹
*2: How **DIFFICULT** was the work?*					
Really difficult	Fairly difficult	Not very difficult	Not difficult at all	☺	☹
*3: How **IMPORTANT** was the work for me to know?*					
Very important	Quite important	Not very important	Not important at all	☺	☹
*4: How **INTERESTING** were the topics that I did?*					
Very interesting	Reasonably interesting	Not very interesting	Not interesting at all	☺	☹
*5: How often did I do **DIFFERENT AND UNUSUAL** things in class?*					
A lot	Sometimes	Not much	Not at all	☺	☹
*6: How often was I given opportunities to **THINK HARD** about the work?*					
A lot	Sometimes	Not much	Not at all	☺	☹
*7: How often did I do **PRACTICAL** activities and exercises?*					
A lot	Sometimes	Not much	Not at all	☺	☹
*8: How often could **I DECIDE** what to do and how to do it?*					
A lot	Sometimes	Not much	Not at all	☺	☹
*9: The teacher and I **GOT ON WELL** together during the lesson:*					
All of the time	Most of the time	Some of the time	Not much of the time	☺	☹

WHAT I THINK				WHAT I FEEL	
*10: The other students and I **GOT ON WELL** together during the lesson:*					
All of the time	Most of the time	Some of the time	Not much of the time	☺	☹
*11: My classroom is a good **PLACE TO LEARN** science.*					
I agree strongly	I agree	I disagree	I disagree strongly	☺	☹
*12: I **PARTICIPATED ACTIVELY** in class work:*					
All of the time	Most of the time	Some of the time	Not much of the time	☺	☹
*13: I **UNDERSTOOD** :*					
All of the work	Most of the work	Some of the work	Not much of the work	☺	☹
*14: I **ENJOYED**:*					
All of the work	Most of the work	Some of the work	Not much of the work	☺	☹
*15: I think I **WORKED WELL**:*					
All of the time	Most of the time	Some of the time	Not much of the time	☺	☹

☺☺☺☺☺ **THANK YOU FOR YOUR HELP** ☺☺☺☺☺