

# **PROMOTING EXCELLENCE IN TEACHING AND LEARNING**

## **PETRA**

### **WP 1 NEEDS ANALYSIS**

**Khazar University  
Baku, Azerbaijan**

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## ACKNOWLEDGMENT

This study is produced as part of the Promoting Excellence in Teaching and Learning in Azerbaijani Universities project (**573630-EPP-1-2016-1-ES-EPPKA2-CBHE-JP**). This project is an ERAMUS + Action 2 Capacity Building Project financed by the European Commission. This publication reflects the views of authors only, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The report was made possible through the collaboration with the administration, faculty and students of a number of universities in Baku and the regions of the country, namely the Khazar University, Nakhchivan State University, Ganja State University, Sumgayit State University and Azerbaijan University of Languages, Azerbaijan Pedagogical University, who have made a significant contribution in the study by partnering within the needs assessment mission.

## OBJECTIVES

This study is conducted within Promoting Excellence in Teaching and Learning ERASMUS+ project. The wider objective of this project is promoting teaching and learning excellence, and target groups are teachers, students, and administrators. The specific objectives of the project are to build capacity for developing the teaching and learning process to meet pedagogical and technological needs of faculty at all stages of their career, and improving and providing quality teaching and learning through usage of innovative technology, promoting research, and establishing long-lasting partnerships with European universities.

The project will serve identified needs by building the model of excellence in learning and teaching to guide and methodologically support the education process within identified education institutions in Azerbaijan which will further disseminate this idea and model to others. This project will contribute to the progress of teaching and learning processes, building the capacity of university teachers and enable them to use technology and innovations in their teaching, to link their teaching with research making it evidence-based, collaborate with and learn from European Partners, improve their skills, and enable the students to benefit from these changes.

It is our firm belief that the establishment of TLC will assist the Azerbaijani universities to consolidate both its vision and mission in line with the current National Strategy for Higher Education.

This study is conducted to identify the professional development needs of teachers at partner universities in Azerbaijan.

The questionnaire contains 28 items that provide measurement of 4 aspects of Teaching and Learning: teachers' knowledge and capacity; teachers' time and energy devoted to their preparation; teachers' attitude towards the students; condition and support created by the university.

The survey also learned some general information about the participants like the gender, age and profession.

## METHODOLOGY

This study is completed by retrieving information through a mixture of quantitative (survey questionnaires, focus group) and qualitative (literature review) methods to provide considerable evidence of the needs of Teaching and Learning in Azerbaijani Universities.

### **Sampling size and geography**

This survey was conducted online and it was completed by 345 respondents from 8 partner and one non-partner universities in Azerbaijan. The link to the survey was sent out to partner universities by email and shared through social media.

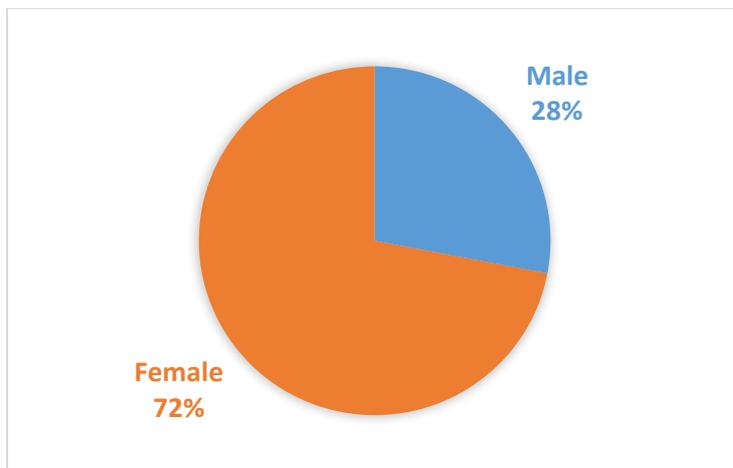
Focus group of 10 teachers from same partner universities was conducted. Respondents are representing two private, five state and one public university from Baku and the regions of Azerbaijan. Baku based universities are Khazar University (private), Azerbaijan University of Languages (public), Azerbaijan Pedagogical University, Azerbaijan University (private). Regions are represented by Ganja State University, and Nakhchivan State University.

## RESULTS

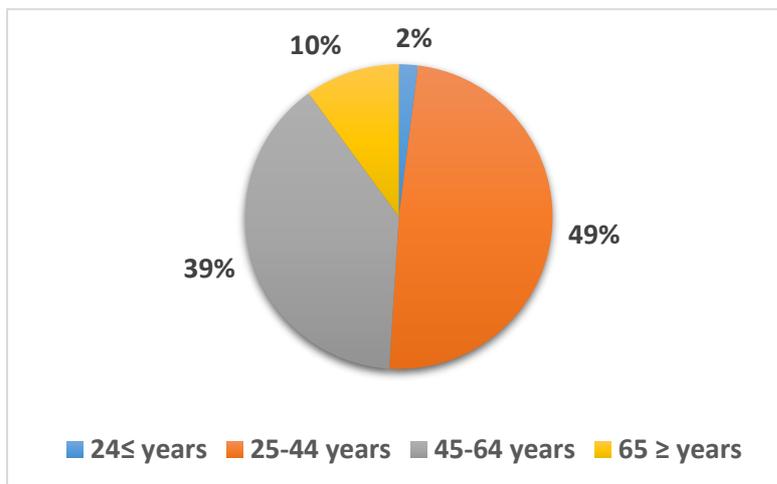
The study has been conducted among 8 partner universities: two private, 5 state and 1 public university. Some participants from other state universities also volunteered to take part in the survey. Overall, 345 respondents participated in the survey. Men are representing 28%, while women are 72 % of all respondents.

Majority of the respondents (49,3%) were teachers of the age group of 25-44, the other part is distributed as 38.6% are 45-64 age group, 10.1% are more than 65 years old, only 2 % of the respondents are 24 or younger.

**Figure 1. Distribution by gender**



**Figure 2. Distribution by age**

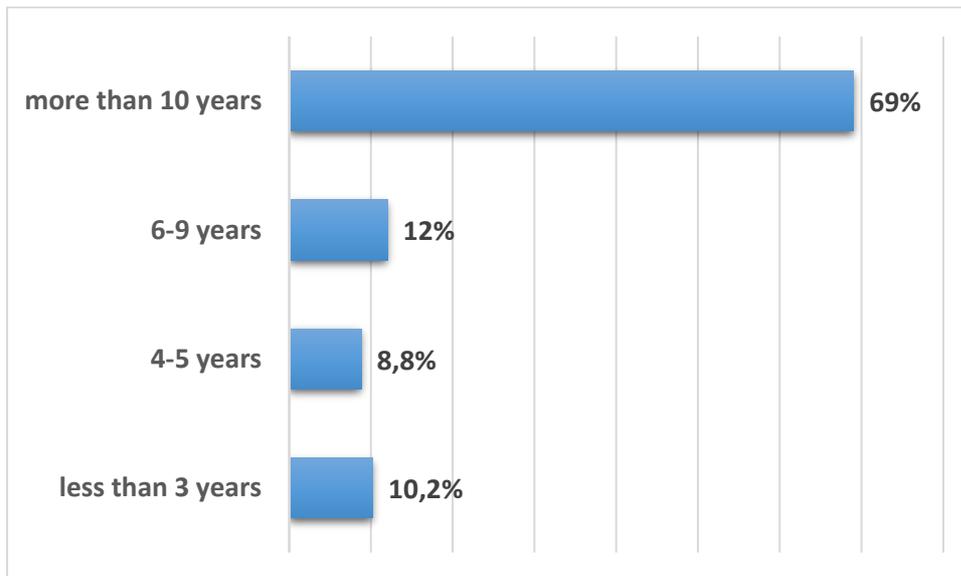


**Q 06** Majority of the respondents come from State University of Languages, 137 participants, which makes 40% of total. Next large population of 30 % represented by Azerbaijan

Pedagogical University. One of the partner universities, Baku Slavic University, has shown not participation. Other universities participation is about varying from 5 to 8 %. Lecturers participating in the survey represent about 40 different academic departments.

**Q 07** The large majority (70 %) of teachers have over 10 years of experience in teaching, 12% have 6 to 9 years of experience, whereas 10 % have up to 3 years of experience.

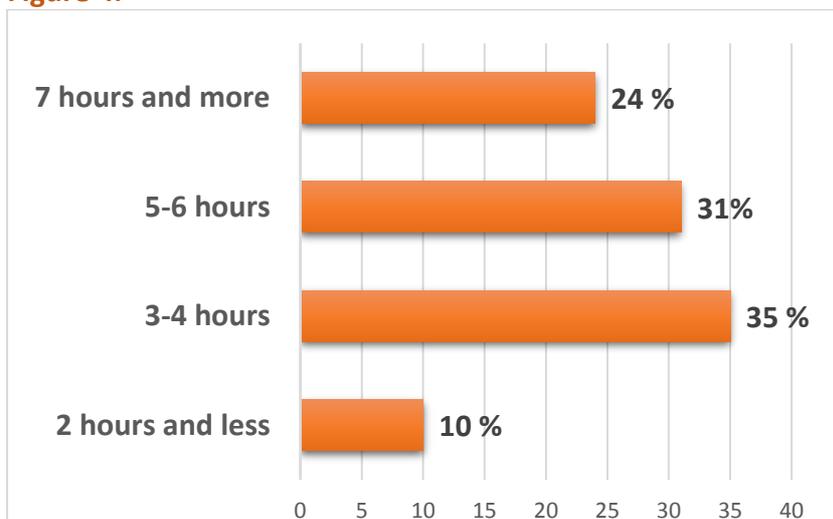
**Figure 3. Years of teaching experience**



**Q 08** For a question how many hours per week you spend to get ready for your teaching, 35% responded only 3-4 hours, 31 % spend 5 to 6 hours, about 10 % spend 2 hours or less, whereas only 25 % spend 7 or more hours.

Question about size of the class they teach is more or less equally represented by size groups generated by the Survey - 25 (38 %), 25-35 (32 %) and 35 and more (30 %).

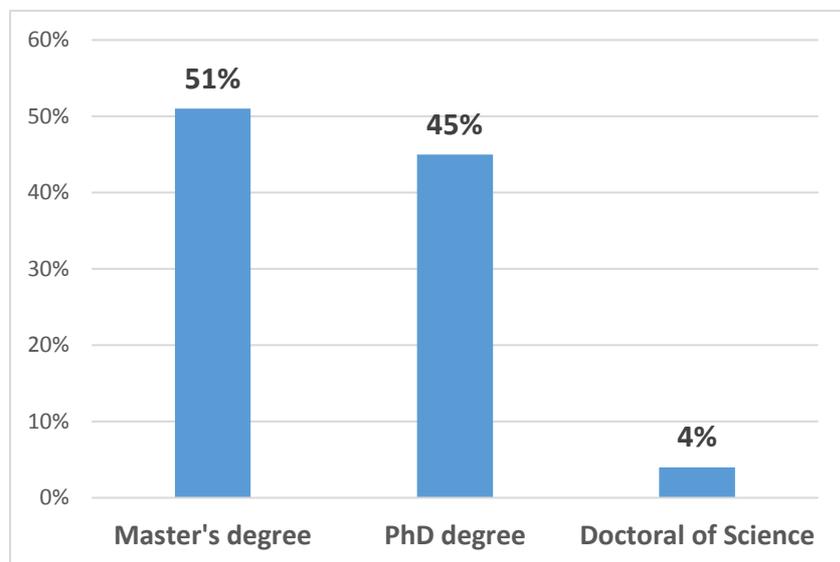
**Figure 4.**



**Q 09** 51 % of the participants are holding only Master degree, 45 % holds PhD degree, and only 4 % holds Doctor of Science.

92 % of the respondents work as a full-time professor at the university, and only 8 % are part-time teachers.

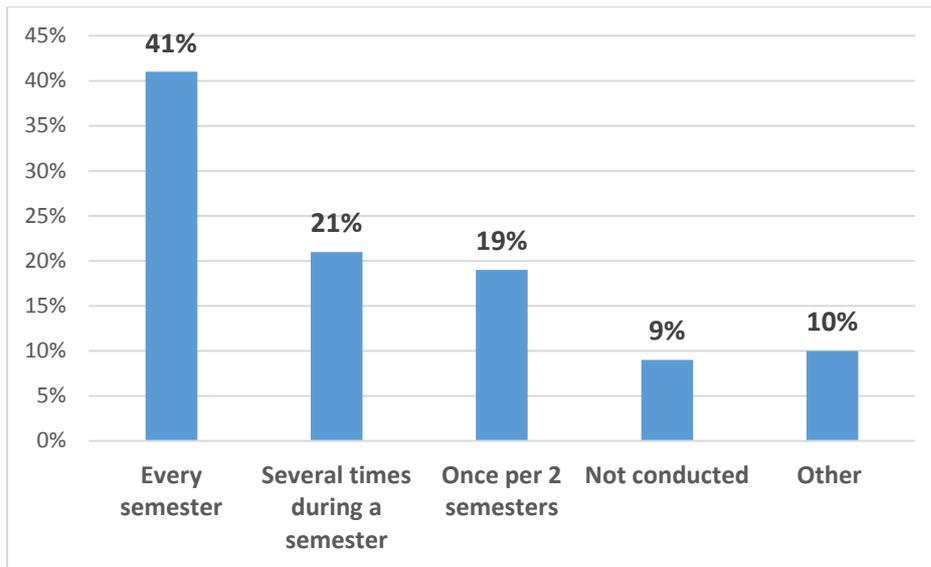
**What is your highest level of education?**



Teachers are very positive about the trainings conducted at university, since 41 % of them responded that trainings for them are organized every semester, 21 % mentioned that they are organized several times in a semester, whereas 19 % mentioned that only every two semesters, whereas 9% mentioned that there are no trainings conducted. The rest 10 % of respondents chose “other” option and their responses are basically very negative and most include complains about shortage of trainings. Altogether, about 38% of respondents mentioned that trainings are not run or organized on a systematic basis, and it happens quit rarely.

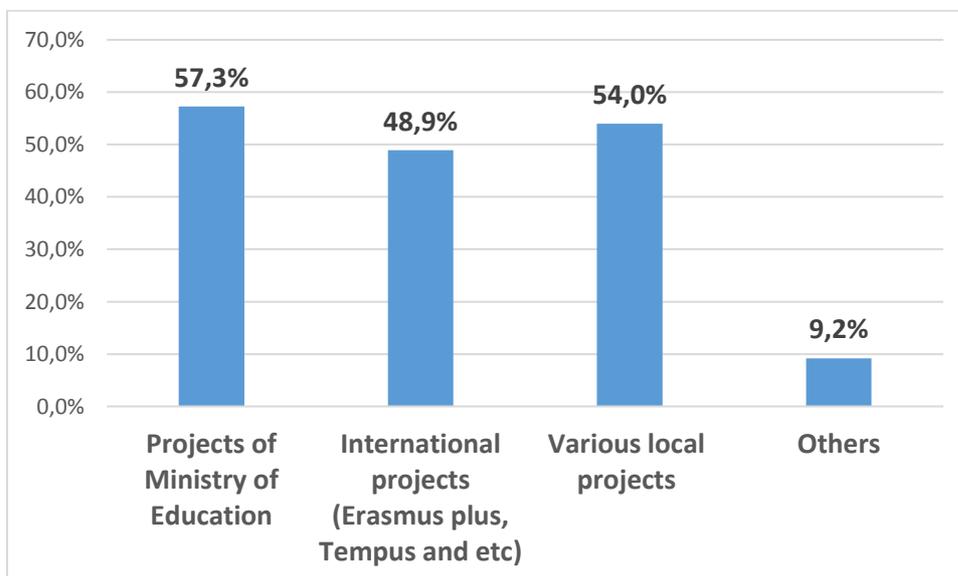
**Q 10 How often does your university conduct professional development courses and trainings to enhance teaching?**

**Figure 5.**



**Q 11** The chart 6 demonstrates that 57.3 % of respondents participate in the trainings organized by the Ministry of Education within different projects they implement, other 48.9 % of respondents participate in the trainings within TEMPUS/ERASMUS+ projects. There is a vivid association between Q 10 and 11 that, again university's approach to training and development of its teachers are not based on systematic approach but its rather random.

**Please indicate the projects through which trainings are provided (select all that apply)**



**Figure 6.**

**Q12** - To a question on if there is a training or an orientation organized for new staff members, 51% of responded said yes, whereas 14% said no or 34% not aware of such program.

**Q13** Survey participants responded that there are training programs organized on

design a course syllabus – 69 %  
participating in a class of more experienced teachers – 59%  
preparation on modern teaching materials – 49 %  
using ICT in teaching – 47 %  
preparation of assignments and assessment methods – 40 %  
teaching experience sharing – 37 %  
development of teaching skills – 30 %  
development of learning outcomes – 25 %

Nevertheless, about 12 % of the respondents said that they are not aware of the above-mentioned trainings, and/or have no information about it.

**Q14** According to the results of Q 14, 52 % of respondents often, 34 % sometimes, and 6 % seldom, and 8 % has never been involved into the research works on teaching and learning. To assess the effectiveness of the teaching methodologies used by teachers 47 % of respondents are involved often, 36% sometimes, about 17 % has never been involved or involved rarely.

The results of Q 14 yields that most of the teachers at universities are often or sometimes are involved in assessing the learning outcomes by using modern ICT, developing new teaching methodologies, assessing and evaluating teaching methodologies of new teaching staff and etc.

**Q 15** Over 60 % of respondents agreed that the university they are working for are reviewing and analyzing exam results to improve the level of education, and involve teachers into the discussion of teaching improvement, and create encouragement system for students' learning.

**Q 16** reveals that there are few trainings on time management (11.8 %), enough number of trainings on Syllabus design (69%), some trainings on learning outcomes (31%), large enough number of trainings on implications of modern interactive teaching methodologies (74 %) and as well as on using ICT in teaching (61.5%), quite few on organization and implication of modern assessment and evaluation systems (21%), number of trainings on preparation of teaching materials to meet the needs of modern students (54.7%), and quite few trainings on implication of eLearning and its development (22 %) have been conducted, whereas about 5 % of respondents mentioned that there are no trainings like the ones mentioned above and/or they are not aware of them.

**Q17** Analyses of this question shows that majority of respondents need trainings on **preparation of syllabus, preparation of strategic and action plans, innovative teaching methodology, identifying learning outcomes, ICT use in teaching, improving and developing students learning and research skills, and preparation of teaching materials.**

**Q17. Please rank the following trainings and activities from 1 to 13 in order of importance, where 1 means most important, 13 – least important.**

- 1 – Preparing strategic and action plans
- 2 – Writing course objectives and learning outcomes
- 3 – Designing a course syllabus
- 4 – Applying interactive teaching methods
- 5 – Using ICT effectively in teaching process
- 6 – Applying modern assessment methods
- 7 – Developing and using e-learning
- 8 – Classroom observation conducted by experienced peer instructor
- 9 – Participating in a class of more experienced instructor
- 10 – Developing study and research skills
- 11 – Organizing master-classes
- 12 – Developing innovative teaching materials
- 13 – Applying tutor’s system

As **Q 18** exposes following are the topics university teaching staff needs:

- Use of ICT in teaching
- Communication skills
- Research skills
- Interactive teaching methods
- Motivation of students
- Student- teacher relationships
- Modern teaching methods
- Classroom management
- Self-study

**Q 19** asked if there is an access to electronic databases at your university, where 70% of respondents said ‘yes’, and 30 % said no or I am not aware of.

**Q 20** on ePlatform reveals that about 52 % of teachers are not aware if there is online platform at their universities, only 23 % said there is, and 25% said there is no platform at their university.

**Q 21** 54% of respondents have never used online learning platform, 45 % sometimes uses social media for their teaching, 44% of respondents have never used smart boards. More than 40 % respondents use audio and video lectures for their teaching about 46 % use PowerPoint, Keynote for their lectures. One of the mostly used means is an email, which is about 55 % of the respondents.

*“In my teaching class there is no smart or even a simple board”*

*“There is no condition in our audiences for above mentioned tools to be used”*

**Q22** More than 54% of teachers agree that students are good learners, nevertheless 33% of them do not agree with the statement. 53% of teachers strongly agree, more than 37% agree that students learn better when the topic is discussed in class. About 21 % of respondents strongly agree, 44.5 % agree, and about 27 % partially agree that students are learning better if they discuss the topic among themselves. More than 40 % of respondents agree that students will learn better if their knowledge is assessed immediately after the class, although about 35 % is partially agreeing with the statement. More than 80% of respondents believe that students will learn better if they read the material at home. Only 27% thinks that students are not good in asking questions on the learned material. The statement 'Students do learn when there are few discussions' is not supported by more than 53% of the respondents, and more than 83% of teachers do not believe that students will learn better if there is no exam. 46% is remaining training with an idea that students learn better if they are given immediate feedback on their assignment.

**Q23** For a question "What are the expectations of students from you?" overall, 64 % of respondents agree that students need comfortable learning environment, clear learning outcomes indicated in the Syllabus, ICT knowledge for better learning, reading materials, and high marks.

*"Sincere attitude and cooperation"*

*"Involve them into more practice and experiments"*

**Q24** According to the question analyses, universities are widely using technique to develop the research skills of the students.

**Q25** The vast majority of respondents indicated lecturing, group discussion and team working as the most used teaching methods. The answers to this open-ended question show that respondents don't make any difference between innovative teaching methods and ICT tools and they substitute one term with another.

**Q26** According to the responses, more than 58 % of the teachers use lecture often, 73% use seminars, 70 % use discussions/debates, 20 % use projects, only 11% use the notetaking, 30 % laboratory work, 37% case study, more than 63% use team work. Inductive, deductive methods are used to a great extent, as well questioning, which is up to 83 %.

**Q27** The question reveals that 52% of teachers requires students some research on the discussed topic, 53 % use student feedback on new teaching methodology to improve, more than 75 % of teachers discuss the syllabus during first class. Only 17% of teachers make changes to syllabus as they go, and 70 % of teachers discuss the assessment components with students during the first class.

**Q28** In response to the question on assessment and evaluation methods, 27% mentioned that open book assessment method is partially appropriate, whereas about 12 % said that they are not aware of the assessment method. Most of the teachers, more than 49% use multiple choice questions for their exams, and more than 51% uses open/close ended questions for the assessment. 33 % use only open-ended questions for their examinations, practical assignment are assigned by more than 53% of teachers, whereas 19% use e-portfolio. When

it comes to presentations, oral exams, and projects, in average more than 50 % of teachers use the methods.

## LIMITATIONS OF THE STUDY

With due respect to all contributors from each separate university, it worth to mention that some of the responses still seem exaggerated. At least, based on our observation and separate talks with teachers from different universities, we can say that in most of the cases, teachers are not provided with due technical support to provide high quality teaching. Lack of time doesn't allow us to go into another qualitative research to reveal the reality. Nevertheless, it can be an ideal research topic for team of researchers within this project.

Another limitation of the research is the lack of survey conducted among students of the same universities to reveal their needs, expectations and satisfaction. With the support and participation of students, it would be much easier to investigate the issue.

## FINDINGS

Overall situation in Azerbaijani Universities in terms of Teaching and Learning is not favorable. With strong Soviet legacy and influence of different cultures, student-teacher relationship still is not the one you can observe in the universities of developed countries. Teachers expectations on students are more on obedience, listening and taking notes. In most of the cases critical reflections on the learned or discussed materials are not supported and welcomed.

Even though many reforms are taking place, and most of the teachers, as seen from this survey result, say that they had numerous training organized within their universities, these trainings are random/ occasional training (Q11) opportunities. There is no clear vision by the university administration how the trainings are aligned with the needs and expectations of teaching body. These all are strongly tied to the issue that there is no strategy for next 3-5 years with clear vision, outcomes and identified resources – human and financial. So, ultimately these specific need creates a necessity to work on the strategy for Teaching and Learning, at least for next 3-5 years.

No previous studies investigated problems of Teaching and Learning at Azerbaijani Universities to reveal the shortcomings, needs and expectations. Nevertheless, this small study exposes that Teaching and Learning needs revision at each particular university with support and participation of students. For these purposes, teachers need to be equipped with (Q18) research skills, ICT, communication, time management, interactive teaching methods, student-teacher relationships, motivation skills, self-study and etc.

## FOCUS GROUP

Focus group discussions were conducted as part of the partner universities' involvement in PETRA project. The discussions at universities were designed to collect information in regard to the current situation on teaching and learning and assess particular needs of each university that can be addressed within study visits.

The majority said that it would be better to learn teaching and learning experience from program universities and specifically such aspects as

- students' motivation
- effective teaching methods used
- assessment of students
- including formative assessment
- links between teaching objectives
- learning outcomes and assessment
- classroom management and examination process.

Almost all partner universities noted that it would be very useful to organize **observations in a class or in a seminar** during the study visits.

Some universities mentioned that they're interested in **e-learning strategy, designing e-courses** and **applying technological innovations** to the teaching and learning process.

It was also suggested to include such issues as faculty **hiring strategy, promotion criteria** and **professional development** to the study visit programs.

Universities expressed their interest in visiting the Quality Assurance Center, Lifelong Learning Center and learning the experiences in these fields.

## APPENDIXES

### Survey on Teaching and Learning in Azerbaijani Universities

**1. Gender**

- Male       Female

**2. Age group**

- 24 years and younger       25-44 years       45-59 years       60 and older

**3. Please select your university from the drop-down menu below.**

**4. Please indicate your academic department (school).**

**5. How many years of teaching experience do you have?**

- less than 3 years  
 4-5 years  
 6-9 years  
 more than 10 years

**6. Approximately how much of your time per week per course is devoted to preparation to teaching?**

- 2 hours and less  
 3-4 hours  
 5-6 hours  
 7 hours and more

**7. What was an average class size you taught last semester?**

- less than 25 students  
 26-35 students  
 more than 35 students

**8. Your highest level of education**

- Master degree  
 PhD  
 Doctor of Science

**9. What is your current employment status at the university?**

- Full-time
- Part-time

**10. How frequently does your university provide professional development workshops and trainings to enhance teaching?**

- Every semester
- Several times during a semester
- Once per 2 semesters
- Not conducted
- Other (please specify)

**11. Please indicate the projects through which trainings are provided (select all that apply)**

- Projects of Ministry of Education
- International projects (Erasmus plus, Tempus, etc)
- Various local projects
- Other (please specify)

**12. Does your university offer orientation sessions or workshops for the new faculty members?**

- Yes                       No                       I don't know

**13. Please mark the workshops and events that are conducted for the new faculty members? (select all that apply)**

- Improving teaching skills
- Designing a syllabus
- Writing learning objectives and learning outcomes
- Supporting in preparation of teaching materials
- Constructing exam questions and assessing students' knowledge
- Effective use of ICT in teaching and learning process
- Exchange of teaching experiences

- Participating in a class of more experienced teachers
- Classroom observation conducted by experienced instructor
- Conducting master-classes
- Other (please specify)
- Not conducted

**14. Has your department or any other center within the university involved you into the following activities?**

	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
Conducting joint research on teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing the effectiveness of teaching methods used by fellow colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing the impact of new technology on learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in developing new methodology for effective teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing new faculty members in the teaching methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing recommendation for university administration on new teaching and learning practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advising fellow colleagues on improving assessment methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. In your opinion, how well does your university perform the following?**

	<b>Well</b>	<b>Satisfactorily</b>	<b>Poorly</b>
Analysis of examination results to improve the quality of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involving the instructors into discussion to improve the quality of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating an inspirational learning environment for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**16. Please select the trainings/workshops that your university provides most frequently (Please check all that apply)**

- Time Management
- Designing a syllabus
- Writing learning objectives and learning outcomes
- Applying interactive instructional methods
- Effective use of ICT in teaching and learning
- Applying alternative assessment tools
- Developing innovative teaching materials
- Developing e-learning courses
- Other (Please specify)

**17. Please rank the following training and activities from 1 to 13 in order of importance, where 1 means most important, 13 – least important.**

- Preparing strategic and action plans
- Designing a syllabus
- Writing course objectives and learning outcomes
- Applying interactive instructional methods
- Effective use of ICT in teaching and learning
- Applying alternative assessment tools

- Using e-learning
- Development of students' study and research skills
- Participating in class sessions of a more experienced instructor
- Classroom observation conducted by experienced instructor
- Developing a tutoring service
- Developing innovative teaching materials
- Organizing master-classes

**18. In your opinion, what teaching skills of instructors need to be improved?**

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**19. Does your university provide access to various e-resources to use them for teaching and performing research?**

- Yes                       No                       I don't know

**20. Does your university use any online learning platform? (Moodle, Blackboard or any other)**

- Yes                       Not                       I don't know

**21. To what extent do you use the following e-tools in teaching process?**

	<b>Never</b>	<b>Sometimes</b>	<b>Regularly</b>
E-learning platform (Moodle, Blackboard vø s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media (Facebook, Twitter, WhatsApp and etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobil devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smartboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio/Podcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PowerPoint, Keynote and other software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**22. Please indicate your vision on the following statements/beliefs about students**

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Strongly disagree
Students are basically very good learners	<input type="checkbox"/>				
Students learn better if we discuss the topics during the class hours	<input type="checkbox"/>				
Students learn and understand better if they discuss the topic with their fellow students	<input type="checkbox"/>				
Students learn and understand better if they are given a test right after the class	<input type="checkbox"/>				
Students learn better if they repeat the material, text and lectures at home	<input type="checkbox"/>				
Students are not good at asking questions on the topic	<input type="checkbox"/>				
Students learn better when the discussions are kept to a minimum	<input type="checkbox"/>				
Students learn better when they know there is no exam on the topic	<input type="checkbox"/>				
Students require feedback on the exam, tests, or any other assignments	<input type="checkbox"/>				
Other	<input type="checkbox"/>				

**23. What are the students' expectations of you?**

	Strongly agree	Agree	Somewhat agree	Somewhat disagree	Strongly disagree
Comfortable learning environment	<input type="checkbox"/>				
Clear goals indicated in the syllabus	<input type="checkbox"/>				
Usage of technology to enhance their learning	<input type="checkbox"/>				
Ready materials to read and understand	<input type="checkbox"/>				
Excellent grades	<input type="checkbox"/>				

**24. What does your university do to develop students' research skills?**

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**25. Please indicate the interactive teaching methods you use in your class most frequently**

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**26. How often do you use the following instructional methods?**

	Very frequently	Sometimes	Occasionally	Never
Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course paper/projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make students to write the lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab work/practical work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work and presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simulation and role play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal or oral methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inductive approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deductive approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity-oriented teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**27. How often do you perform each of the following?**

	<b>Very frequently</b>	<b>Sometimes</b>	<b>Occasionally</b>	<b>Never</b>
Ask students to explore further topics discussed during the class meeting and present the results in written form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take notes on students' reaction/attitude towards new teaching methods used in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss the syllabus in detail during the first class meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Make appropriate changes to the syllabus after first class meeting

Discuss classroom assessment tools with students

**28. Please express your opinion on the suitability of the following assessment tools?**

	<b>Suitable</b>	<b>Somewhat suitable</b>	<b>Neutral</b>	<b>Not suitable</b>	<b>Not suitable at all</b>	<b>I don't know</b>
Open-book exam	<input type="checkbox"/>	<input type="checkbox"/>				
Multiple-choice exam questions	<input type="checkbox"/>	<input type="checkbox"/>				
Essays	<input type="checkbox"/>	<input type="checkbox"/>				
Mix of multiple choice and open-ended response questions	<input type="checkbox"/>	<input type="checkbox"/>				
Only open-ended exam questions	<input type="checkbox"/>	<input type="checkbox"/>				
Practical work	<input type="checkbox"/>	<input type="checkbox"/>				
Portfolio	<input type="checkbox"/>	<input type="checkbox"/>				
Presentations	<input type="checkbox"/>	<input type="checkbox"/>				
Oral exam	<input type="checkbox"/>	<input type="checkbox"/>				
Student projects	<input type="checkbox"/>	<input type="checkbox"/>				

**Thank you for completing the survey!**