



Transforming Teaching and Learning through Action Research

A Four-day Training Workshop for School Leading Teachers of Maldives

A Multi-Modal Approach to Teacher Professional Development in Low Resource Settings

**Villa College, Maldives
2024**

Supported By



In Collaboration with



Introduction and Background

In Maldives, the majority of teachers are not completely aware of action research. How action research could be conducted, and on what types of issues and the benefits of conducting action research, are some of the areas that teachers have not sufficiently explored. In general, there is also a need to nurture a culture of research among teachers to encourage them to find research based solutions to the problems they face in the education system. Furthermore, they also need to be guided and mentored in the right direction.

Many teacher professional development sessions are not coherently linked to one another and are usually conducted on ad hoc topics arising from the needs relevant to the schools, which makes teachers easily forget what they were taught (Nasheedha et al., 2022). At times the professional development sessions do not meet teachers' needs and often pre-service teachers lack adequate opportunities for micro-teaching prior to their teaching practices. Additionally, mentoring or coaching, though essential, are neither formally implemented by policy nor effectively practiced within schools. (Nasheedha et al., 2022)

In an effort to make teachers more aware of action research, Villa College in collaboration with the Ministry of Education and National Institute of Education (NIE) of the Maldives, and the Tata Institute of Social Sciences of India, conducted a four day training workshop for selected leading teachers from different schools of the Maldives.

The training workshop is part of the "A Multi-modal Approach to Teacher Professional Development in Low Resource Settings" (MATPD) project funded by International Development Research Centre (IDRC) and under the Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) initiative.

Workshop Overview

The workshop aimed to develop understanding and the capacities of school leading teachers in four key areas: Action research, Mentoring, Open Educational Resources (OER) and Gender Equality and Social Inclusion (GESI). Each day of the training consisted of two three-to-four hour training sessions. (See workshop agenda in Appendix A)

Teachers had undergone face to face training in these four key areas and the sessions included theory, interactive discussions, real examples from the MATPD project, group work and other capacity building activities. This was an opportunity for teachers to implement the action research later on with school teachers and act as agents of scaling these transformative experiences.

Training Workshop Specific Objectives

- Empower teachers to use Action Research to develop contextualized solutions for teaching learning.
- Develop skills of mentoring among fellows to support teachers collaboratively.

- Facilitate the integration and utilization of OER and develop teachers to lead initiatives that promote GESI within schools.

Participants Selection Process

We proposed to select 20 leading teachers. They are assigned to be in-charge of specific key stages and subjects, and most importantly they supervise and monitor teachers which makes them ideal participants to pass the knowledge and skills to the teachers they oversee. The project team selected leading teachers with the assistance from NIE. They informed all the schools of Maldives about the training workshop with an application form for those who are interested. We received a total of 106 applications, mostly from teachers of outer islands. Though the majority of the teachers were female, the team managed to select four male teachers. Additionally we selected 6 teachers from outer islands and the rest 14 teachers from the greater Male' region of Maldives.

Unfortunately, few of the selected teachers were not released from their schools and two of them were unable to attend due to unforeseen circumstances. Hence, only 16 teachers were able to complete the workshop.

Data Collection Process

Prior to the commencement of the training workshop, a pre-workshop survey form was administered to the selected teachers (Appendix C). This is to explore teachers' initial understandings of the key areas covered in the workshop. In the survey form, their consent was taken for both the survey and for the Focus Group Discussion (FDG) that was conducted with teachers on the last day during the afternoon session of the workshop. FDG was conducted in two separate groups by workshop facilitators. This is to allow equal opportunities for all participants to contribute to the discussion. Questions were based on the key focus areas (See Appendix D for FDG Guide), to examine the impact of the workshop, what they have learned and their intention of using it in the future. FDG was done in two separate groups, in which each group consists of 8 teachers, and conducted by workshop facilitators. This is to allow equal opportunities to engage and contribute to the discussion. Although FGD was initially planned to conduct online, the team felt it would be best to conduct it face to face while all teachers were physically present. Lastly, a feedback form (Appendix E) was shared with the participants post workshop to explore their satisfaction with the workshop and expectations and improvements for future similar training.

Training Workshop: Transforming Teaching and Learning through Action Research

An online orientation session was held for the selected leading teachers on 29th February 2024. Further details were shared via an information sheet (Appendix B).

An opening ceremony was held with the Deputy Minister of Educator Mr. Hussain Shakir as the chief guest. Other educational stakeholders attended include the national KIX coordinator of Maldives, Dr. Visal Moosa.



Opening Ceremony of the Training Workshop



Snapshots from the Training Workshop



Closing Ceremony held on the Last Day of the Training Workshop

Key Learning and Outcomes

Action Research

Participants' initial understanding of action research was very limited. One teacher explained her initial understanding as *'while we are doing the research, we are taking action'*. Few mentioned that they are completely new to the concept of action research. Additionally, one participant mentioned that he took part in an action research training earlier, however, it was not very clear on how to implement action research.

Post the training, participants were more clear on how to implement an action research, steps to follow, and eager to conduct it. Participants are now aware that they themselves could address the school issues by conducting action research, instead of waiting for the school senior management to present solutions for them. They also agree that solving issues this way, by documenting everything, is a better way compared to reflecting back and coming up with on the spot solutions.

From the focus group discussions, it was also evident that their perception towards action research has evolved. Participants felt themselves developed professionally, feeling a sense of autonomy and reaching their potential.

When asked about the challenges in conducting action research, participants highlighted that the main challenge for them would be to find time from their busy school schedule. Apart from that, some participants believe that convincing teachers and principals to conduct action research for the benefit of the students and schools as a whole, may be another challenge. To encourage teachers to conduct research, their work needs to be valued as well.

If participants were to collaborate to conduct an action research, they think they could collaborate with educational stakeholders such as the Ministry of Education and NIE of Maldives, parents, teachers and also with students. They do not believe there might be any constraints in conducting it but are hopeful for a more positive response.

Mentoring

Majority of the participants have had experiences of being a mentor or a mentee. However, there were few participants who did not have an experience of mentoring, but all of them believe mentoring to be beneficial. The three words most frequently came up when participants described their initial understanding of mentoring are 'help', 'guide', and 'support'. Though they had a general understanding of mentoring, they have mentioned that the workshop has taught them additional knowledge related to mentoring. For instance, how to better mentor teachers for their development in a sustainable way, the importance of giving positive feedback, to reflect back on the mentoring, and most importantly, that it is a two way process and both the mentor and metee's collaborative effort in it.

Some participants believe that teachers should speak openly and invite teachers for classroom observation and for feedback. It is important to note that inviting peers for classroom observation is an activity rarely practiced within schools of Maldives (Nasheedha et al., 2024). Hence, participants emphasize on the importance of mentoring through guidance and sharing experiences, in order to enhance students' results, quality of teaching and overall school performance. Furthermore, they believe mentoring as an important process for their continuous professional development.

OER

OER was a session that participants looked forward to, because they were eager to learn more about this new concept and some participants did not have any idea what OER is. Participants' initial understanding of OER was limited to '*online stories*', '*ebooks*', '*lesson plans*', '*videos*' and '*teaching resources created by other teachers*'.

Post training workshop, all participants became aware of what OER is, several OER tools available and how they can utilize them during their teaching. Participants believed that OER is not limited, they just need to explore the available resources. Even in cases where they do not have physical resources, they can opt to use OER to demonstrate to students how something works. They also feel that by using OER it could save a lot of time, and it is an advantage that many OER tools could be customized to the country's context and culture. Additionally, they noted that OER could be especially useful for inclusive education.

Despite the usefulness of OER, participants stated that availability of internet or if available internet speed may be a challenge for them in using OERs in their classrooms.

GESI

All participants have a relatively better understanding and awareness of GESI than the other three key focus areas, prior to the workshop. According to the focus group discussion, teachers are becoming more aware of the concept of Inclusion, especially the social model, and this was observed in other areas of the profession. Homeschooling is also an option in Maldives, for students who are unable to attend and online teaching is also available for students from remote islands. Although an inclusion policy exists, not all schools work according to the policy guidelines. Additionally, teachers recognised that some people still have a negative attitude towards inclusion, hence their way of thinking or perspective needs to be changed. Sadly, these people include few parents as well.

Participants strongly believe that despite the increased awareness, practical implementation is still lacking and segregation still exists in classrooms. They also highlighted the gender imbalance in the profession of teaching. In Maldives, the education sector is very much female dominated. Due to this, often males lack the knowledge of student learning and their behaviors and students are deprived of Male role models of teachers.

Evaluation and Feedback

It would be an understatement to say that the training workshop was just well received by all the participants, rather they have emphasized many features of it that have significantly impacted them. Participants have mentioned that the workshop has helped them to gain new skills, broadened their perspectives, learnt how to mentor, manage their work and how to do a better action research. Moreover, some felt the workshop was far beyond their expectations. It was rather completely different in an extremely positive way. One participant highlighted that the number of participants selected for the workshop was ideal and it gave them the opportunity to speak freely.

Results from the feedback survey showed that all participants rated the workshop excellent and found it very effective. It appears that the session that was found most valuable was the session conducted on OER, while writing the action research proposal and discussions were the aspects which they valued the most. Majority of them agreed the duration of the workshop was just right. Similarly, the majority of participants indicated that they are likely to apply what they have learned in their teaching practices.

Participants also stated improvements for future workshops. Two points stood out, which is to conduct the same training for teachers and to include experience sharing related to training topics. Lastly, they all showed interest in a future refresher session of the workshop.

Conclusion

It is evident that leading teachers of Maldives lack the necessary knowledge on action research and mentoring. Additionally, they are relatively new to OER. from all the focus areas. However, when taught the theory along with hands-on practices, discussions, experience sharing from others, and continuous sessions of professional development is proven to be more effective. Based on the evaluation and feedback received from the participants it can be concluded that the overall and specific objectives of

the training has been achieved, thereby making the training workshop a great success. Education stakeholders in Maldives need workshops on inclusion to become aware of various models of inclusion and how segregation may still be taking place despite inclusion policies in place due to lack of knowledge and resources.

As both action research and mentoring are significant components for the teacher licensing and a mentoring policy soon to be implemented by NIE, it is recommended to continue similar training workshops for teachers and leading teachers. Furthermore, sessions could be conducted to identify ways to enhance inclusion implementation within schools of Maldives as well.

References

Nasheedha, A., Nihaadh, M., Zuha, A., Saeed, F., Latheef, A.U., & Nazviya, M. (2022). Landscape Mapping Study - Maldives Report. *Faculty of Educational Studies, Villa College*. Maldives. <https://idrc.villacollege.edu.mv/storage/downloads/May2023/jCiuS1pmiv4999aHYWZK.pdf>

Nasheedha, A., Nihaadh, M., Zuha, A., Saeed, F., Latheef, A.U., & Nazviya, M. (2024). Beliefs, Attitude, Skills and Knowledge Study - Maldives Report. *Faculty of Educational Studies, Villa College*. Maldives.

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Appendix A



TRAINING WORKSHOP SCHEDULE

Transforming Teaching and Learning through Action Research

Project: A Multi-modal Approach to Teacher Professional Development in Low Resource Settings

Time	Details	Responsible Person	Conduct Mode
Pre- Training 28 Feb 2024 Wednesday			
16:00	Orientation Session for Leading Teachers <ul style="list-style-type: none"> - Survey to understand teachers initial understanding of concepts 	Dr. Aishath Nasheeda Ms. Aishath Zuha	Online
Training Day 1 2nd March 2024 Saturday			
08:50- 10:15	Opening Ceremony		In person
10:15 - 12:30	Morning Session: Action Research (AR) Objective: Understand the concept of action research. Its purpose and significance in education. <ul style="list-style-type: none"> - Introduction to AR - Planning and designing an Action Research - AR Cycles - Data collection and Analysis 	Dr. Aishath Nasheeda	
12:30 - 13:30	Lunch & Break		

13:30 - 16:30	Afternoon Session: <ul style="list-style-type: none"> - Continuation of AR - Generating Ideas for the development of AR Proposal 	Dr. Aishath Nasheeda Dr. Ruchi Kumar	
Training Day 2 3rd March 2024 Sunday			
9:00 - 12:30	Morning Session: Mentoring Objective: Understand mentoring and mentoring process <ul style="list-style-type: none"> - Introduction to Mentoring - Use of mentoring - Strategies for Effective Mentoring Practices - Implementing Mentoring 	Ms. Mariyam Nihaadh	In person
12:30 - 13:30	Lunch & Break		
13:30 - 16:30	Afternoon Session: Open Educational Resources (OER) Objective: Understanding the use and advantages of using OER with examples and integrating it into teaching practices to improve learning outcomes. <ul style="list-style-type: none"> - Advantages of OER - Creative common license - Examples of OER - Integrating OERs in teaching 	Dr. Ruchi Kumar	In person
Training Day 3 4th March 2024 Monday			
9:00 - 12:30	Morning Session: Gender Equity and Social Inclusion Objective: Increase the knowledge of gender equity and inclusion principles, and to design and implement inclusive education strategies that accommodate diverse learners and foster an equitable learning environment. <ul style="list-style-type: none"> - Conceptions of Gender Equity and Inclusion - Universal Design Learning framework - Approaches to achieve Gender 	Dr. Ruchi Kumar	In person

	<i>Equity and Inclusion</i>		
12:30 - 13:30	Lunch & Break		
13:30 - 16:30	Afternoon Session <i>Sharing of South Asian Teacher Educators Fellowship Experience by a Fellow & Mentor</i> <ul style="list-style-type: none"> - Fellowship Journey - Lessons Learned & Challenges 	Fellow: Mohamed Fayaz Mentor: Dr. Ibrahim Latheef	
Training Day 4 5th March 2024 Tuesday			
9:00 - 12:30	Morning Session: Refine and Finalize AR Proposal <ul style="list-style-type: none"> - Presentation of proposals 	MATPD Team	In person
12:30 - 13:30	Lunch & Break		
13:30 - 15:00	Afternoon Session: Focus Group Discussions	Dr. Ruchi Kumar Mariyam Nihaadh Aishath Zuha	
15:00	Closing Ceremony & Tea		

Appendix B

Transforming Teaching and Learning through Action Research

Villa College in collaboration with the Ministry of Education and National Institute of Education of the Maldives, and the Tata Institute of Social Sciences of India, is conducting a four day training workshop for selected leading teachers from Maldives schools.

The training workshop is part of the “A Multi-modal Approach to Teacher Professional Development in Low Resource Settings” (MATPD) project funded by International Development Research Centre (IDRC) and under the Global Partnership for Education (GPE) Knowledge and Innovation Exchange initiative.

Context of the MATPD Project

There is an urgent need to address the gaps in the professional development of teacher educators and teachers in Afghanistan, Maldives, and Nepal, particularly in response to the requirements of the evolving educational reforms in these countries. The use of distance learning technologies, action research, and professional communities of practice remain largely untapped opportunities for TPD in these countries. Additionally, the crisis in the education sector due to the Covid-19 pandemic, which led to school closure for periods of time has further exacerbated the inequities in the South Asian countries, highlighting the need to enhance the capacity of teachers and thus teacher educators’ preparedness. MATPD attempts to inquire into some of these challenges and teacher educators’ experiences of working with teachers.

About the Training Workshop Objective

The workshop aims to develop understanding and the capacities of school leading teachers in action research, mentoring, Open Educational Resources (OER) and Gender Equality and Social Inclusion (GESI). Each training day will consist of two 4-hour training sessions. Teachers will undergo face to face training in these four key areas and the sessions will include theory, interactive discussions, real examples from the MATPD project, group work and other capacity building activities. This will also be an opportunity for teachers to implement the action research later on with school teachers and act as agents of scaling these transformative experiences.

Training Workshop Objectives

- Empower teachers to use Action Research to develop contextualized solutions for teaching learning
- Develop skills of mentoring among fellows to support teachers collaboratively.
- Facilitate the integration and utilization of OER and develop teachers to lead initiatives that promote GESI within schools.

Requirements

- I. Engagement of the teachers in the below detailed activities of the workshop.
- II. All teachers are required to design an action research proposal during the workshop.
- III. All teachers are required to attend the online orientation and focus group discussion.
- IV. Please bring your personal laptops to the workshop. If you do not have one, please let us know, and we will try our best to provide you with one.

Workshop Schedule

The training workshop will take place from 2nd - 5th March 2024. A detailed schedule will be shared during the training.

Time	Details	Mode
Pre Training	Orientation + Survey to understand teachers initial understanding of concepts	Online
Day 1	Opening Ceremony + Action Research + Hands on Activities	In person
Day 2	Mentoring + Open Educational Resources (OER)	In person
Day 3	Gender Equality and Social Inclusion (GESI) + Lessons from South Asian Teacher Educators Fellowship	In person
Day 4	Action Research Activities + Closing	In person
Post Training	Focus Group Discussion	Online

Training Workshop Benefits

- Gain skills and understanding on action research, mentoring, OER and GESI
- Gain skills and experience in conducting research Opportunity to conduct action research, publish your findings and showcase your work.
- Opportunity to network with peers from other schools who share the same interests and challenges.

Action Research Thematic Areas

The below areas are suggested themes for the development of action research proposals, but you may choose other areas based on your interest. *During the training workshop you will get the opportunity to discuss your action research proposal and refine it.*

1. Language Education (LE): Pedagogy & Practice

This theme focuses on the topics like,

- socio-cultural impact on language learning practices
- principles and best practices for language learning
- creating and sustaining a learning environment fostering learner autonomy, peer learning and self-reflection-
- Understanding assessments in LE, comprehensive and dynamic assessment processes and reflect on ways to integrate this

2. Math Education (ME): Pedagogy & Practice

This theme focuses on the topics like

- understanding core ideas in school mathematics and its processes e.g. geometric reasoning/ proportional reasoning/Algebraic reasoning
- evaluating, curating and using the ICT based tools for teaching mathematics
- creating, executing and reflecting on ICT based teaching plan
- engagement with student thinking, their misconceptions, alternative methods for solving problems
- using contexts from students' daily lives to support mathematics learning
- developing professional learning communities of math teachers focused on discussing and analysing classroom artifacts
- Understanding assessments in ME, comprehensive and dynamic assessment processes and reflect on ways to integrate this

3. Science Education (SE): Pedagogy & Practice

This theme focuses on topics like

- role of history of science in teaching science
- role of experimentation and reasoning in science
- making explicit views about nature of science
- contextualising experimentation and argumentation in science pedagogy in an authentic way
- Understanding assessments in SE, comprehensive and dynamic assessment processes and reflect on ways to integrate this

4. Social Inclusion and gender

This theme focuses on topics like

- Teachers role in supporting students to examine gendered roles in society, through a variety of institutions such as the family, caste, religion, culture
- question stereotypes, beliefs and identity related to inclusion and gender
- contemporary and progressive perspectives on the education of children with -special needs, track the changing definitions of inclusion within the country context

- reflect on positive practices, cultures, and policies that can support learners to move towards creating inclusive schools and education institutes

5. Using Open Education Resources (OERs), ICT and Design thinking for education

This theme focuses on topics like

- Challenging your assumptions, discovering new ways of exploring, creating and curating digital tools and resources for addressing teaching-learning problems.
- various distance technologies and tools available for online and active learning
- understanding of how different kinds of assessments can be conducted on various distance technology platforms
- exploring open educational resources (OER) available and its duration
- Analysing your own context and identifying affordances and limitations of digital learning
- constructing and repurposing lesson plans that can be implemented/taught online using constructivist pedagogies and pedagogy content knowledge (PCK)

6. Peace Education

This theme focuses on topics like

- Socio-Emotional Learning and Values Education
 - Global Citizenship Education
 - Role of Art, Performance and New Media for Peace Building
 - Educational Spaces for Peacebuilding
-

Appendix C

Survey Form: Transformation Teaching and Learning through Action Research

Introduction

Thank you for agreeing to participate in this survey. It will take approximately 15-20 minutes to complete and consists of five sections, section two to five comprising open-ended questions.

The primary objective of this survey is to explore your initial understanding and perceptions of the concepts that will be covered during this training workshop. Following the training, a focus group discussion will be held to delve deeper into the themes explored during the workshop and allow for further reflection and exchange of ideas. Your feedback will assist us in examining the effectiveness of the training, improving it and potentially scaling it for other teachers.

Before proceeding with the survey, please read the consent statement provided below.

"I have read and understood the information provided in the introduction section. I voluntarily consent to participate in this survey and focus group discussion, understanding that my responses will be used for research purposes only. I understand that my participation is entirely voluntary, and I have the right to withdraw from the survey or focus group discussion at any time without providing any reason. I also understand that my responses will be kept confidential and anonymous in any reports or publications resulting from this research."

Please tick to give consent and proceed:

- I consent to participate in the survey and potential focus group discussion.

Thank you.

Section 1: Demographic Information

1. Your Age:
2. Gender:
 - Female
 - Male
3. Educational Qualification
 - Diploma
 - Degree
 - Masters
 - Others

Section 2: Action Research

4. Describe your understanding of Action Research?
5. Are you aware of any action research conducted within Maldives?
 Yes No
6. Do you believe engaging in AR can help enhance/strengthen the professional development of teachers?
 Yes No

If yes,

- Explain how, with examples if applicable

If no,

- Explain why.

Section 3: Mentoring

7. Describe your understanding of Mentoring ?
8. Do you have any experiences of mentoring and/or being mentored? Tick that applies
 Mentoring Being mentored No experience

If Mentoring and/or being mentored,

- How did these experiences benefit you as a mentor or a mentee?

If No experience,

- In your opinion, do you believe mentoring contributes to enhancing/strengthening the professional development of teachers?

Section 4: Open Educational Resources (OER)

9. Are you familiar with Open Educational Resources?
 Yes No

If yes,

- How have you used OER in your practices of teaching? Give an example and explain how it was used?

If no,

- Why have you not used OER in your practices of teaching?
10. What are the benefits of open educational resources as compared to other proprietary resources available?

Section 5: Gender equality and social inclusion (GESI)

11. What is your understanding of the term 'inclusion' in the context of Maldives or teaching environment?
12. What kind of diversity have you seen in your teaching experiences?
(Diversity: social, gender, minority, physical disability, and learning disability)
-

Appendix D

Focus Group Discussion - Interview Guide

Section 1: Action Research

1. Based on the survey, many of you shared your initial thoughts on Action Research. Reflecting on the training, how has your **understanding** of Action Research evolved?

Probe: What are the different ways in which action research can be conducted?
2. Has the training changed your **perspective** on the benefit of Action Research in professional development? Please share any examples or insights

(Another way of asking this: How is action research different from the TPD you regularly participate in? What impact do you think action research can have on the education system of Maldives, if teachers start to regularly participate in such activities?)
3. Could you discuss any **challenges** that may prevent you /other teachers from engaging in action research as a routine part of your professional practice? How might you **overcome** these challenges?
4. What are the different stakeholders/ people you can collaborate with while engaging in action research? How can collaboration support/ constrain the implementation of action research?

Section 2: Mentoring

1. What insights have you gained on mentoring from the workshop? How has this influenced your views?
2. How do you plan to apply mentoring as discussed in the workshop in your current or future roles?
3. How can mentoring contribute to teachers or teacher educators professional development?
4. In what way mentoring and action research can be connected?

Section 3: Open Educational Resources (OER)

1. What ideas have you gained from the workshop about selecting and using Open educational resources in your regular teaching?
2. What are the advantages or disadvantages in using OER as compared to other ICT based resources in regular teaching?

Section 4: Gender Equality and Social Inclusion (GESI)

1. How has your understanding of inclusion and diversity in the educational context evolved since the workshop?
2. In your opinion how can we enhance Gender Equality and Social Inclusion in your teaching environment? How do you plan to implement these?
3. What aspects of Gender Equity and Social Inclusion need to be focused in the education system as a whole? Within your atoll? Within your school?

On the overall workshop

1. How is this workshop different from other Professional Development workshops they have attended?
-

Appendix E

Feedback Survey: Transforming Teaching and Learning through Action Research

Thank you for participating in the MATPD Training Workshop. We value your feedback as it will help us improve future workshops. Please take a few moments to share your thoughts.

1. Overall, how would you rate the MATPD Training Workshop?
 - Excellent
 - Very Good
 - Good
 - Fair
 - Poor

2. Which sessions did you find most valuable? (You can select more than one)
 - Action Research
 - Mentoring
 - Open Educational Resources (OER)
 - Gender Equality and Social Inclusion (GESI)
 - SATE Fellowship Journey

3. How do you rate the effectiveness of the training materials provided?
 - Very Effective
 - Somewhat Effective
 - Neutral
 - Somewhat Ineffective
 - Very Ineffective

4. Was the workshop duration appropriate?
 - Too long
 - Just right
 - Too short

5. How likely are you to apply the knowledge gained in your teaching practice?
 - Very likely
 - Likely
 - Unsure
 - Unlikely
 - Very unlikely

6. What aspect of the workshop did you enjoy the most?

7. What improvements would you suggest for future workshops?

8. What other areas would you like to see covered in future workshops?
(Please specify)

9. Would you be interested in participating in a refresher session on the topics covered in this workshop?

Yes

No

Maybe
