About SALG [http://www.salgsite.org/about](http://www.salgsite.org/about)

The SALG site currently has 7367 instructors, 3966 instruments, and 145173 student responses.

The Student Assessment of their Learning Gains (SALG) instrument was developed in 1997 by Elaine Seymour while she was co-evaluator for two National Science Foundation-funded chemistry consortia (ChemLinks and ModularCHEM) that developed and tested modular curricula and pedagogy for undergraduate chemistry courses. The original SALG was used by over 1000 instructors in 3000 classes and by over 65,000 students. The instrument was subsequently revised by Stephen Carroll, Elaine Seymour, and Tim Weston in 2007 to better reflect the goals and methods used in a broader array of courses beyond chemistry.

The SALG instrument focuses exclusively on the degree to which a course has enabled student learning. In particular, the SALG asks students to assess and report on their own learning, and on the degree to which specific aspects of the course have contributed to that learning. The instrument has since been revised to include five overarching questions, each of which an instructor can customize to a course through sub-items. These questions are:

- How much did the following aspects of the course help you in your learning? (Examples might include class and lab activities, assessments, particular learning methods, and resources.)
- As a result of your work in this class, what gains did you make in your understanding of each of the following? (Instructors insert those concepts that they consider most important.)
- As a result of your work in this class, what gains did you make in the following skills? (A sample of skills includes the ability to make quantitative estimates, finding trends in data, or writing technical texts.)
- As a result of your work in this class, what gains did you make in the following? (The sub-items address attitudinal issues such as enthusiasm for the course or subject area.)
- As a result of your work in this class, what gains did you make in integrating the following? (The sub-items address how the students integrated information.)

Information on the development of the SALG, and on validity and reliability evidence of the approach can be found in the following articles.


[Scaffolding Project-Based Learning with the Project Management Body of Knowledge (PMBOK [R]).](http://www.salgsite.org/about)

SW van Rooij - Computers & Education, 2009 - ERIC

... was assessed via a post-project survey using the University of Wisconsin-Madison Student Assessment of Learning Gains (SALG) questionnaire. ... methodology facilitates intra-team communication and positive collaborative behavior, but is not a critical factor for final ...

Cached - All 2 versions
Adsorption of Arsenic by Iron Oxide Nanoparticles: A Versatile, Inquiry-Based Laboratory for a High School or College Science Course

D VanDorn, MT Ravalli, MM Small… - Journal of Chemical …, 2011 - ACS Publications

... laboratory has been developed to demonstrate these unique properties of magnetite nanoparticles while also developing cross-disciplinary and critical-thinking skills. ... The high school and college students completed SALG-type surveys (Student Assessment of Learning ...

Partners in Science Education: An Undergraduate Experience


... Hence this course provides a natural forum to teach students how important scientific concepts are in their critical understanding of US institutions. III. ... Student Assessment of Learning Gains (SALG) [12] (http://salgsite.org) is an online customizable tool that allows the ...
INSTRUMENT ANALYSIS

Instrument dashboard

On this page, you can view and download a summary of results from one or more SALG instruments. You can also view results across instruments.

Results displayed for the following instrument:

<table>
<thead>
<tr>
<th>ID</th>
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<th>Instructor</th>
<th>Course</th>
<th>Semester</th>
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<tr>
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<td>Wed Jun 06, 2012 Wayne M Mon Jun 25, 2012 McGowan</td>
<td>GCRL1000</td>
<td>First Semester, Final version of SALG evaluation of BURT within GCRL1000</td>
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</tr>
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</table>

If you'd like to aggregate data across instruments, you can add another instrument to this analysis.

Cross-tabulate questions

Frequency distributions of scale results

The table below lists the percentage of students responding in each category, along with the mean and number of responses for that item. If you'd like an more detailed analysis, click on the 'details' link to the right of that item.

Your understanding of class content

1. As a result of your work in this class, what GAINS DID YOU MAKE in your UNDERSTANDING of each of the following?

1.1 Research as an activity

1.1.1 ...guided by a specific problem, question or hypothesis

1.1.2 ...involving methods for collecting data

1.1.3 ...involving methods for analysing data

1.2 Please comment on HOW YOUR UNDERSTANDING OF RESEARCH HAS CHANGED as a result of this unit

1.3 Please comment on how THE WAY THE UNIT WAS DELIVERED helped you to REMEMBER key ideas.

Summary of scale results

The graphic below lists the mean and confidence interval (±3 times the standard error) for each item.

Increases in your skills

2. As a result of your work in this class, what GAINS DID YOU MAKE in the following SKILLS?

2.1 Finding articles relevant to a particular problem in professional journals or elsewhere

2.2 Critically reading articles about issues related to your research topic

2.3 Identifying patterns in data
4.5 What will you CARRY WITH YOU into other classes or other aspects of your life?

Summary of scale results

The graphic below lists the mean and confidence interval (±3 times the standard error) for each item.

The Class Overall

5. HOW MUCH did the following aspects of the class HELP YOUR LEARNING?


5.1 The instructional approach
5.2 The sequence of topics and activities and how they fit together
5.3 The pace of the unit
5.4 The knowledge of presenters
5.5 The enthusiasm of presenters
5.6 Group work helped me to learn about...
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5.6.2 ...what contributes to good and poor team work
5.7 Please comment on how the INSTRUCTIONAL APPROACH helped your learning.
5.8 Please comment on how group work helped YOU LEARN?
5.9 Please comment on how BURT has CHANGED THE WAYS YOU LEARN?

Summary of scale results

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Class Activities

6. HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?


6.1 Attending Lectures/workshops
6.2 Interacting with a supervisor
6.3 Working in a group
6.4 Completing SPARKplus on contributing to group tasks
The information you were given

9. HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

9.1 Explanation of how to identify and select a research topic
- 2% 12% 24% 21% 7% 0%

9.2 Explanation of how to undertake a literature search
- 0% 12% 19% 21% 14% 0%

9.3 Explanation of how to collect data
- 0% 7% 19% 24% 17% 0%

9.4 Explanation of how to analyse data
- 0% 5% 26% 31% 5% 0%

9.5 Please comment on HOW the INFORMATION YOU RECEIVED helped your learning.

Summary of scale results
The graphic below lists the mean and confidence interval (+3 times the standard error) for each item.

Support for you as an individual learner

10. HOW MUCH did each of the following aspects of the class HELP YOUR LEARNING?

10.1 Interacting with co-ordinators (Jenna, Sally, Lee, and Wayne)
- 0% 0% 14% 7% 45% 0%

10.2 Working with a supervisor
- 0% 0% 10% 17% 40% 0%

10.3 Working with peers
- 0% 0% 10% 17% 40% 0%

10.4 Please comment on how the SUPPORT YOU RECEIVED FROM OTHERS helped your learning.

Summary of scale results
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- Download

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Cross-tabulate questions □

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1.2 ...guided by a specific problem, question or hypothesis

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<td>Mean N</td>
<td>4.0</td>
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1.3 ...involving methods for analysing data

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<tr>
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<th>2: a little gain</th>
<th>3: moderate gain</th>
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<td>3.7</td>
<td>28</td>
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</table>

1.2 Please comment on HOW YOUR UNDERSTANDING OF RESEARCH HAS CHANGED as a result of this unit

Enter codes for test answers

1.3 Please comment on how THE WAY THE UNIT WAS DELIVERED helped you to REMEMBER key ideas.

Enter codes for test answers

Summary of scale results

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<td>3.6</td>
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</table>

2.2 Critically reading articles about issues related to your research topic

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<tr>
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2.3 Identifying patterns in data

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Summary of scale results
The graphic below lists the mean and confidence interval (±3 times the standard error) for each item.
This document summarizes free text responses to the GCRL1000 SALG survey.

1.3 Please comment on how THE WAY THE UNIT WAS DELIVERED helped you to REMEMBER key ideas.

Response Question Codes

916 “The powerpoint slides were clear, concise and simple. However, the instrumental thing in making me remember things was by participating in the research process.”

3967 “The once a week nature of workshops made it very easy to remember what was taught at each workshop. Although that's more due to the fact there wasn't that much to remember due to the lack of contact hours.”

4992 “The main key ideas were learnt through the weekly sessions but they could have been more interactive to help us remember them.”

23030 “Good lecturer to student ratio meant that there was always someone available to take questions.”

23968 “I actually have no answer how to answer this question, sorry.”

27876 “I felt the fact that we actually had to work through the research process ourselves and often come up with solutions ourselves helped me to remember the key aspects of the research process as I had actually experienced it. However, the focus on this aspect of the unit meant that there tended to be less focus on skills being taught in the seminar and as such probably reduced my ability to remember these ideas.”

29199 “.”

37497 “I love the use of humour and various analogies during the BURT sessions. Also, activities (games) gave me memorable hands-on experience. I think I benefited a lot from the interaction with other students during class time.”

38855 ”Most of the time I tried to take notes to refer to in my spare time/when doing the GCRL assignments. I found that this was the best/only way to remember exactly what was expected. However, the powerpoint presentations were engaging as were the speakers, but I think it would be good if we did more hands on work (perhaps sheets or something). Such activities are much more engaging, and though we did some, classes were generally listening to presenters. While this is ok, because researching is a practical area, it would be good if we got to practice these skills within the classroom, rather than just try to absorb a practical skill from a lecturer (which isn't really possible.)”

56859 “I think repetition was the biggest thing for me, as well as specific and constant feedback. Through our relationship with our supervisors I was able to improve a tremendous degree over the course of the unit.”

61106 “because we went through the process of our own research project, there is no way that i could forget any of the key ideas. If material is talked at you, you're more likely to forget it, but if you apply it practically it becomes ingrained in you ”
“The unit leads you in the right direction but makes us figure things out for ourselves as the research process will be different for everyone.”

“Actually applying the techniques in research rather than 'learning' them in the BURT class.”

“The group work was essential and I believe it to have been the most efficacious way of increasing retention, generating interest and maintaining motivation.”

“Trial-and-error through research is what I feel that I have learnt most from, if that's what is meant.”

“I felt that the seminar format was an effective method of getting ideas across. I also liked having posters for the key ideas.”

“It gave examples and teach me to analysis these sample, then i remember the keys ideas, e.g. sustainability”

“I thought the way this was done was fantastic, and unlike any other learning I've done before now - by letting us get on with actually doing a research project, and by filling in any gaps in our understanding, providing useful feedback and letting us clarify our ideas through presentations along the way, I think I'll remember key ideas from this unit for a very long time.”

“The unit was consistently delivered in an engaging manner, and this has helped me remember key ideas. However, I feel that the opportunity to undertake a research project has been most effective in enabling me to remember these ideas, for often the best way to remember a concept is to put it into practice. This has helped me by reinforcing key concepts.”

2.8 Please comment on what SKILLS you have gained as a result of this unit

Response Question Codes 548 “Definitely my understanding of what research is, and the specific skill set required to be an avid researcher.”

“See reflective essays.”

“I've gained basic research skills and critical thinking skills.”

“Teamwork and oral presentation skills.”

“As a unit aimed at teaching us the skills and conventions associated with academia, GCRL1000 certainly succeeded. I can’t say my critical thinking improved particularly, but I expect that’ll come with time.”

“I felt I particularly gained skills in the areas of constructing a formal academic paper as a result of this unit. I believe I improved significantly in being able to critically analyse appropriate sources and to link them into a coherent argument. However, I don't believe my skills in data analysis were altered significantly.”

“-“
Apart from the skills listed above, I've also learned how to give constructive feedback (when peer-assessing others). The peer-assessing activity also forced me to put on readers' hat when looking back at my own group's work.

I feel that my skills have developed greatly in taking this unit, particularly in terms of writing an academic paper and collecting and analysing data. The hands on experiences outside of the classroom, engaging with our research were the most useful. I think it would be better if we had more time to prepare for our oral presentations--this would make me more confident in them I think, (they were usually due on the same day as some part of the paper--and naturally, the paper that was due would always take precedence.)

Presenting orally, as well as specifically adapting to writing a research paper rather than a traditional essay.

I have learnt how to reference, how to structure a paper and a proposal, how to work with an delegate in teams, and how to interpret quantities of data so that you can turn it into results

I didn't do much reviewing of literature and consequently didn't gain those skills as much. My oral presentation skills improved a lot.

I've gained the ability to write a research proposal, literature review and research paper from scratch. These are all conventions I was unfamiliar with, but I now feel confident with preparing and writing all of the above.

referencing, interviewing, to an extent presenting--nothing else comes to mind at the moment, though I'm sure there are more.

I personally didn't develop much in finding articles, but I believe otehrs did. Also, I don't feel that this course ever had information on recognising sound argument. (By the way, it would be better tto refer to cogent arguments, not sound arguments, this is the Philosophy student in me speaking.)

the most important thing is teamwork, it helps me develop me a lot, e.g. communication skills, sense of community

I've developed my interpersonal, writing, presentation and teamwork skills hugely as a result of it. I don't feel like I've gained as much in terms of analysing and finding articles, or identifying patterns in data, since we had a one-off opportunity in during the unit (as opposed to the whole semester to develop the other skills).

I have gained numerous skills and competencies as a result of this unit. These have been beneficial several contexts: GCRL1000, my other units, and daily life. In this way, GCRL1000 has provided me with a unique opportunity to develop a well-rounded set of skills that I would not have had otherwise.”
3.7 Please comment on how has BURT CHANGED YOUR ATTITUDES toward research.

Response Question Codes 916 “It basically helped me to understand what it was, but due to the nature of the research topic, I wouldn’t say it has done much either way in persuading me to do/not to research. That will probably come from my level of interest in my own units.”

3967 “I really enjoyed research through GCRL albeit the fact I had never done research before.”

4992 “It has helped me understand research a lot more but has only encouraged me to do research in the future a little bit. I feel like that’s just me though, and not the fault of BURT.”

23030 “I enjoy it more and don’t see it as tedious as before.”

23968 “Once again, GCRL1000 didn’t change my attitudes towards research so much as create them.”

27876 “BURT has made me more aware of what research actually is and has improved my confidence in understanding and being able to undertake research. Despite this it hasn’t made me significantly more enthusiastic for research or interested in completing research units or being a researcher.”

29199 “-“

37497 “BURT showed me some realistic aspects of research (eg. How research is an "on-going" process that requires a lot of patience from researchers). Therefore, BURT helped me to accept this reality and get on with it. Otherwise, I would continue to think I’m so slow at doing research. Knowing that I’m just like many other beginner-researchers, having to go through this painstakingly slow process, motivates me to continue my journey.”

38855 “This unit certainly promoted a passion for research which is great! I’d never been so 'into' research till now! Actually conducting research made me far more confident in my own researching abilities which is great! :D”

56859 “Though it has impacted my attitudes towards research positively, the maxim "ignorance is bliss" almost comes to mind. I had no idea how intimidating a process it really is, and though I am very sure my skills have improved, I don’t really feel that I am a confident researcher at this point.”

61106 “I feel like i have a grasp of what research is and i feel capable of and enthusiastic about doing more research. I have gone from feeling overwhelmed at the prospect of research because i didn't know how to do it, to feeling excited about doing more and wishing that i had more units which allowed me to do this kind of research”

64182 “It made research seem a lot more intimidating - it involves a vast range of skills. I don’t feel confident with reading and writing making research a daunting task.”

66088 “I am much more enthusiastic about research now that I know what it is. I did no think I would be a very good researcher, but found that I wasn’t too bad at the tasks required.”

87988 “It's certainly changed my understanding of what research is and what it requires. In terms of my attitudes towards it, I'm not too sure. I guess it remains largely unchanged.”
90624 “I already felt comfortable in dealing with complex ideas, as I feel many others in this cohort likely would too. Also, there wasn’t much information about opportunities for future research through BURT, so an interest in this respect wasn’t really nurtured. I’m sure as we reach higher years, when this is more important, it will be further focused on.”

93219 “BURT taught us what is research and some key problems around the world. It also told us the importance of research,”

94751 “Now that I understand research and its purpose more deeply, I am much more interested in using it as a tool to further knowledge and answer my own questions - before, I didn’t want to go near it!”

99960 “This unit has made me feel more enthusiastic about research, and more confident in my ability to undertake it. At the start of this research journey, I would never have imagined that a group of four first-year students with no prior experience in research could undertake a research project in the space of a semester, but BURT provided us with the theoretical and practical understandings necessary for this. As a result, I feel much more comfortable in engaging with research, and look forward to continually developing my research abilities in the future.”

4.5 What will you CARRY WITH YOU into other classes or other aspects of your life?

Response Question Codes 916 “I wasn’t sure what the first to questions here meant...”

3967 “A lot of the research we did in GCRL was heavily pertinent to the social sciences, not so much in line with my science background.”

4992 “I’ve noticed that I can carry things like critical thinking and analysis skills into other classes. I am now more critical of what people say. Whenever someone tells me something I think more about how that knowledge could be gained and therefore its reliability.”

23030 “Scepticism and questioning.”

23968 “Too soon to say.”

27876 “I will carry with me the knowledge of how to write in a formal academic way and various methods for collecting and critically analysing relevant information.”

29199 “-”

37497 “This class helped me to systematically work through the literature review instead of being bogged down by the vast amount of past work. I’ve also learned NOT to accept others’ words (including those in the prestigious journals) at face value.”

38855 “The confidence in my own abilities to conduct a research project was a great thing that I gained from the unit. I am more confident in my analytical skills in terms of analysing literature for the literature review also.”
“Into other classes, my improved knowledge of how to tackle assessments, work in groups and obtain valuable research data. In terms of other aspects of my life, I don’t know if I can answer that at this moment.”

“the importance of proper academic procedure (like getting ethics approval, ensuring anonymity in research), how to code data”

“Hopefully I’ll be able to be more of a critical thinker in my other units.”

“SO SO MUCH! This is by far the biggest advantage of this unit. I no longer take knowledge for granted, and I constantly search for its origin no matter what medium I am obtaining it from. ”

“Definitely citation and report writing styles, as well as methods of investigative analysis of past research (and how to obtain past research).”

“A more critical minded approach when viewing ideas put forward as fact when they appear to be poorly substantiated.”

“Key aspects of how to write an academic paper or a report. Also, how to manage a team, and how to conduct research.”

“I will carry the critical thinking skill to math which i learned from this unit. It is very usefull”

“The ability to see connections between ideas and situations.”

“I feel that undertaking GCRL1000 has been enormously advantageous for me. It has provided me with an opportunity to undertake research that I would not have experienced had I not been a BPhil student, and the learning experience it has afforded me has already impacted other areas of my life. In particular, I feel that I am better equipped to critically engage with ideas and arguments that I encounter both in an academic context and in daily life, and to connect these ideas with knowledge I already possess. In this way I feel very fortunate that I had the opportunity to undertake this unit. I feel that it has provided me with vital competencies that will assist me in many aspects of my life (and the opportunity to develop these skills). ”

5.9 Please comment on how BURT has CHANGED THE WAYS YOU LEARN?

Response Question Codes 3967 “GCRL obviously highlighted research as a means of learning as opposed to being taught pre-existing knowledge. Group work in GCRL was much more enjoyable than in past experiences and thus it could be said GCRL changed the way I learnt through group work.”

“Hasn’t really changed the way I learn too much. ”

“Less narrow-minded.”

“It’s certainly reinforced the whole learning-on-the-job idea.”

“I do not believe BURT itself has changed my way of learning so much as the general shift into university.”
“BURT encouraged me to learn more independently, searching for the new information myself. However aside from this I don’t believe BURT has significantly influenced the way I understand new ideas and concepts.”

“I think BURT helped me to manage my time better (learning to prioritize work to do) and be more considerate of my peers. For example, I need to give feedback to other groups as soon as possible to allow them some time to edit for final submission.”

“I would say that most of my studies prior to GCRL have been quite theory-based, with little interaction with hand-on/practical activities. BURT has developed my practical skills—in actually going and conducting the research. It has thus made me more confident to go beyond the textbooks and apply my knowledge, (while searching for more, in the name of research of course :))”

“I think that I have developed an academic maturity and a more polished writing and presentation style. I have become more open to different kinds of material. Overall, the way I approach learning has altered significantly.”

“it has taught me more about doing student devised projects, as opposed to having tasks and projects dictated by teachers”

“I can’t say it has changed the way I learn but it was nice to attain information for myself from primary sources.”

“I'm a much more confident, independent and conscientious researcher when it comes to assignments now. I am able to use OneSearch and GoogleScholar and know exactly how to look for what i want, how to cite it, and how to write about it in my work given the style/format/conventions. This is something I lacked in high school.”

“I personally do not believe it has.”

“BURT has not changed the ways in which I learn.”

“I learned thing by just reading and practising. BURT taught me how to learn thing like a research”

“I now feel more comfortable learning whilst not knowing the answers or being within my 'comfort zone'.”

“BURT has had a significant impact on the way I learn. I feel that as a result of the learning experience it has afforded me, I am able to think more critically about research and sources of information more generally and am more equipped to engage with the ideas they offer.”

**6.5 Please comment on how BURT activities helped your learning**

Response Question Codes 548 “It was really great! ”

“My answers to question 6.1-6.4 reflect how I feel”
There weren’t enough lectures/workshops to learn enough from them. Supervisors were very useful as it involved personal, one-on-one learning. Working in a group worked very well. SPARK is the devil.”

“The out of class activities were more helpful. Things like meeting with your group and supervisor.”

“SPARK was not helpful at all. It made you feel extremely under pressure and that you had to outperform the others.”

“The wealth of information possessed by our supervisors was the most useful aspect of BURT, I think.”

“Working through the project with our supervisor and our group I believe significantly helped my learning of how to complete research and what is required in the research world. I don’t believe SPARKplus significantly helped my learning at all.”

“-“

“As mentioned above, I really enjoyed BURT activities because they helped me to remember the concepts better (apart from being entertaining).”

“I think there is quite little guidance in what was expected of us, and then in the feedback, what exactly we did wrong/could improve on. I guess the activities have made me more inquisitive of the world and research-related issues. Working in a group has definitely developed my teamwork skills, however, I strongly disliked completing SPARK—it was essentially a waste of time. For some groups, yes, I can see the point of it, HOWEVER, in our group, I felt that SPARK could do more harm than good. We have an extremely cohesive, awesome group, and I HATED the idea of having to rate people and being rated by them. Everyone in my group contributed equally for sure, so marking on contribution was a bit redundant. Also, giving everyone the same rating on SPARK is quite difficult to line up the slider—it’s almost as if we aren’t meant to be giving everyone an equal rating? I will be so upset (and I’m willing to bet that my group members will be too) if we end up getting different final scores for the same project that we all contributed equally too. In this way, for us, SPARK caused more problems and stress than it probably should have, though I realise that it was not designed with functional groups in mind.”

“I think the aspects in which I learned the most would have to be interacting with a supervisor/working in a group. SPARK, personally, was not the most useful (except for the opportunity it presented to give feedback of some (one) of my group members’ performance. In terms of the lectures, they were definitely helpful, but would have been better if they were slightly shorter in length.”

“i did not find SPARKplus helped my personal learning, because my SPA and SAPA results were not significant enough to suggest any areas in which i could improve, and - more importantly - i was never able to access any comments written by my group members. however, it is good to know that the SPARK system was in place if there were any particular group problems or lack of contribution from any members. working in a group was definitely a vital part of my positive experience of gcrl. similarly, my group's supervisor was an enormous help to us, and her direction,
help and reassurance gave my group confidence and improved the standard of our work greatly. lectures/wrkshops were of much help as while they usually covered very helpful skills, I felt they often could have covered this content more efficiently and then provided us with time with our supervisors.

64182 “It gave me an idea of things to watch out for before I started the process. For example to avoid ‘what’ in interviews.”

66088 “Seminars were helpful, BUT - I felt that some time should be given for group discussion with their supervisor. Or at least, another time should be scheduled (ON THE TIMETABLE) for a 1 hour meeting each week - this way everyone attends and is reliable. SPARK did not help, it did not change the way everyone participated. One member got a very low SPARK, but because it wasn’t used to moderate that first task mark, it did not act as a sanction to shape their behaviour and make them pitch in more. Its use in the 10% group work mark was not referred to much, and no one (still) knows how this number will be equated to a percentage, and thus it wasn’t adequate here either. The comments didn’t work - so we couldn’t see where we were going wrong. If spark is to be used in future, the issues above needs to be heavily modified/resolved, and students need to be notified exactly how it will be used. B”

90624 “They helped me grow an understanding of how to write papers, and perform interviews, and also how to think like a researcher.”

93219 “BURT gave me opportunities to communicate and to ask help.”

94751 “Working in conjunction with a supervisor (who had great knowledge and experience), and a team of like-minded people was of huge benefit to my learning, and I’ve taken so much away from that. SPARK evaluations were helpful in terms of feedback, but since all of us in our group already tried so hard, I felt that it was slightly counter-productive to my learning, by making a big deal of problems that weren’t necessarily there.”

99960 “The BURT activities provided me with valuable theoretical understandings of research, without which I would not have been able to undertake the group research project. I found particularly useful the activities in the BURT workshops that allowed us to put theory into practice (e.g. writing our own abstracts after having learned the basics of writing one; practicing coding an interview). Overall, the BURT activities were extremely effective in providing me with a greater understanding of how to undertake research.”

7.5 Please comment on how the ASSESSMENT OPTION (deferred marks or cumulative marks) your group chose impacted on your learning.

Response Question Codes 916 “It changed our mindset towards drafts and other work - we chose stream 2 so we were constantly building on our skills rather than trying to refine them straight away for each stage.”

3967 “Pretty useless. Extra stress for not much benefit. How are we supposed to know which stream would benefit us the most/make is easiest?”

B17
We chose the cumulative assessment scheme and I guess it made us work hard consistently throughout the semester which was good.

Deferred marks was too many eggs in one basket. Cumulative meant that I gave it my best go at every stage which I might not have done it was not assessed.

I really would have preferred that the choice of assessment option hadn't been offered at all; I don't think it makes any real difference and it's just one more thing to worry about in a unit full of things that seem worrisome (at first sight, at least). After our group came to our decision, I didn't even think about it again.

I don't think the fact that our group chose the deferred marks option significantly affected my learning although it would have been nice to have received more specific numerical feedback earlier in the course.

We felt responsible for our own choice, so I regard the option to choose assessment scheme as a "forceful" incentive to make us work harder.

We chose cumulative marks which I much prefer. It made me much less stressed for the due date of the final speech and final paper, as it was not worth as much comparatively. It also made the group work harder and strive for excellence along every step of the research journey—as it all counted. I like this approach much better. It made us more focused and striving to achieve.

I don't think it really impacted me all that much, as we decided to play it conservatively. I would have preferred at the time to be marked on our colloquium presentation, but comparing them I definitely think that presenting beforehand took the pressure off and definitely played to our benefit.

Well apart from being told 'marks aren't important' as a researcher, my group felt a lot more relaxed once the academic paper was nearing the due date as we chose option 1.

Cumulative marks made sure we stayed on track throughout the entire degree. However, even with this option, 70% OF OUR MARK WAS DUE IN THE LAST WEEK OF SEMESTER!!! This was not great for stress levels, and meant that

I found this somewhat irritating, we chose stream 1 (the one where our marks were counted along the way for the proposal and lit review) but I think this made the marks disproportionate to the effort and time involved, for example our reflective essay is worth the same as our entire paper,
which seems somewhat crazy to me given the amount of work we put into the paper as compared to our individual essays.”

90624 "It had little impact. I felt it made me more stressed to have picked option 2, but it was the better choice for our group.”

93219 “it reminds me that I always need to pay more attention in the group which might contribute to a better result.”

94751 “Unfortunately it meant that we were constantly wondering if we chose the right option. On the bright side, the assessment option that we did choose luckily worked best for our group’s needs and performance. It was therefore beneficial to be given this option, however, I would suggest leaving the decision until a bit later in the semester (since we had no idea which would be best at the beginning).”

99960 “We chose the assessment option under which 25% of our mark was derived from the final research paper - as novice researchers, we felt that this would relieve some of the pressure of having so much of our mark derived from the first research paper we had ever produced. In practice, this only slightly reduced the stress I felt regarding the submission of the final paper. Because it was, in a sense, the culmination of our research efforts, I devoted as much time to the paper as I would have if we had chosen the other option. Moreover, I feel that the other option would have been a better choice in that it mirrors more accurately the process for ‘real’ researchers, who only submit completed academic papers to journals etc.”

8.5 Please comment on how the RESOURCES helped your learning.

Response Question Codes 916 “I wasn't always sure how to use them.”

3967 “Supervisors were the most valuable resource for learning. Otherwise everything else was pretty moderate.”

4992 “Most of the resources were pretty average. The supervisors were the most important and helpful by far. I guess things like sample research papers did their job.”

23030 “LMS is not user-friendly so I often chose not to go onto it if there was an easier option.”

23968 “Once again, communication with our supervisor was the most useful aspect of the class. As a means of communication with the rest of our group or our cohort, Facebook or email was rather more helpful.”

27876 “The various resources all assisted me in learning aspects of the course by explaining concepts. However, I found some resources significantly more relevant and useful than others.”

29199 “-“

37497 “It would be great if the whole BPhil cohort could participate in the online discussion facilities offered. But because we were so occupied by our own group projects, most (if not all) of us were NOT motivated enough to post our discussion up.”
“I don't think resources helped very much at all in this unit. I didn't use LMS very much as no one really used the forums anyway, and it was probably easier to just ask around or email my supervisor if necessary. The supervisor often gave helpful advice, though it was a bit annoying how at the start of GCRL we were all told that none of us were allowed to collect any data/go find any interviewees without going through our supervisor first. Then, when the time came, we waited for ages for our supervisor to find us people to interview, with nothing to do in the meantime, and after a few weeks, were told that we now had to find such people ourselves. This was very stressful and a setback, considering the time wasted spent waiting. I think more notes need to be given out. Perhaps type the important stuff from the Powerpoints out as handouts.”

“Again, the supervisor was the greatest resource. The PowerPoints were also quite helpful in remember specific details and applying them to our projects. LMS was also a useful tool, although we didn't use our moodle site all that much (Facebook was much easier).”

“our supervisor was great, really helped us learn and develop and gave us lots of support and encouragement. lecture power points were very useful, but please allow us the time to copy down what's there, or indicate that it is not important enough to be copied down in full. lms was useful for the resources put up there, but i definitely think in terms of announcements, Facebook is a much more practical way of letting everyone know what's going on. I found when jenna wrote on Facebook, it was really useful. however, Facebook shouldn't be the only way of letting people know what's going on because i don't think students should be required to have Facebook to stay updated”

“I learn far better by being told something. I don’t absorb much from simply reading and as someone who isn’t particularly competent with computers, I didn’t use much of the online materials.

“LMS was great. The blog - needs to be revised/removed. Same with the reflective essay…. (or at least moved to a better part of the semester)”

“I did not have time, or found insufficient reason to access the massive overflow of resources on LMS.”

“I found that the resources we used tended not to be the ones provided by this unit, but simply the ones we had available to us, such as skype and facebook which I found to be extremely effective.”

“The handouts were too large, and there was too mucyh on LMS. The main resource to help with learning was my Supervisor.”

“the resources provides me samples of good research and bad research paper, which guilde me how to write a logical research paper.”

“Direct contact and consultation with a supervisor was one of the most helpful learning experiences, since the feedback and advice we received was trustworthy, sound and directly applicable to our own work. I didn't find online learning as helpful - it was often hard to find things and realise where new files were.”
The LMS site for GCRL1000 was an important learning tool as it was regularly updated and important reference works were uploaded to enhance the learning experience. I feel that having a research supervisor was the most valuable ‘resource’, as we were able to draw on his expertise as a professional researcher to resolve any queries we had about the research process. The supervisor provided us with guidance and support as we undertook our project. I feel that this was the most important resource in the unit for transmitting research competencies and helping learning.”

9.5 Please comment on HOW the INFORMATION YOU RECEIVED helped your learning.

Response Question Codes 3967 “It’s unavoidable that this was our first time at research and thus we ultimately had no idea what we were doing. Actively doing research was the most valuable learning method though.”

4992 “We didn't get enough information for some things such as the literature search. We did receive a lot of information for the data collection and that was good. For example, we got lots of guidance on interview structure and survey questions.”

23030 “Clarified questions I had and made the overall research process go along easier.”

23968 “Isn't learning all about information being received?”

27876 “The information received was useful in explaining what we should be doing. However at times I believe it was not given to us early enough in the process such that we had a consistent idea of what to do and that some tasks would have benefited from being explained in more detail.”

29199 “.”

37497 “The information was useful, but we couldn’t apply most of it due to our limited time and data.”

38855 “A lot of the work was done independently with the group, but the literature review workshop helped. I don’t know exactly why, but many of the bphilers (including me) felt that at the time, the lit review session was really helpful, but when it came down to finding sources and actually writing it up, it was really really difficult. I’m not sure what I could suggest regards to this, but maybe we needed more specific EXAMPLES of what a GOOD lit review is, and EXACTLY how to go about sourcing our info. (instead of what constitutes a bad lit review, which is what we looked at in the session, we could’ve probably looked at HOW to go about writing a good one).”

56859 “The information, when on a one-on-one basis (so that we could ask questions and receive specific, helpful answers) was awesome. More general information was a good starting point, but more was definitely needed to supplement it - which the supervisors did in spades.”

61106 “I don’t really remember how we were told to select a research topic. Collecting data was very well explained, how to undertake a literature review was quite well explained, and I felt that coding and the nuts and bolts of analysing data was very well explained, but actually turning the results into a critical discussion was not explained. I felt that how to do the discussion part of the paper wasn’t really covered much at all, and we needed more guidance and time on critical analysis of results.”
“The main thing I learnt was that the information you receive may not be what you expect and can involve bias.”

“research topic needs to be made more broad, so that it can resonate with the students from an earlier stage. The rest of the course information was extensive and rich.”

“This information helped us to be able to perform our research. It was through the research that we got a clear idea of what research truly encompassed.”

“the information we recieve not only point out what is good and what aspects we need to develop in our research paper.”

“I had no prior knowledge of this, so all the explanations were of great help to my learning. But I think the explanations we received were embedded in our memories via putting them into practice.”

“The information I received from this unit (the Summer Residence, BURT workshops and Writing Workshop) has made me feel more confident in my research abilities. I feel that the explanations of the research process given by the co-ordinators have prepared me for future research work I will undertake as part of the BPhil degree.”

10.4 Please comment on how the SUPPORT YOU RECEIVED FROM OTHERS helped your learning.

Response Question Codes

916 “The interactive processes were a great help”

3967 “All very positive. GCRL is certainly something I could not do by myself and communication with teachers and peers was one of the biggest ways I learnt about research.”

4992 “There was a lot of support.”

23030 “Working with others was definitely a plus point as knowing that others are depending on you pushes you that bit more. Having support it great as if you had any questions, you would receive an answer within 24 hours if not sooner.”

23968 “It was very helpful to have people who knew so much about research (i.e. our coordinators and supervisors) able to support us in this learning process. As for our peers... well, we were all stumbling around in the dark, so it was nice to be able to share those worries with people.”

27876 “Working with my supervisor significantly helped my learning however I don't believe I had enough contact with the other co-ordinators for them to have as great an effect on this process. I found the support I received from my peers very helpful in completing the semester.”

29199 “-

37497 “Thank you so much for all the support from our co-ordinators!!! With regards to working with peers, sometimes, it's not the support but the "lack of support" that helped me learn. My group simply agreed on who were doing what. Then each of us did our own parts accordingly. Then, instead of "supporting", criticisms (blunt, honest - not even tactical) were delivered. Feeling
"smashed" at times helped me grow. I also learned from my SPARKS scores. Although I don't think SPARKS is fair, knowing that it is used for assessment did motivate the group members to work harder.”

38855 “I got an incredible amount of support from my group. They were all amazing to work with--and it was very clear that they all valued and prioritised the project very highly. Some guidance as given from the supervisors, though I feel we needed much more guidance and feedback. We often got no feedback, or very little, too late to improve.”

56859 “All three were a great experience. Particularly working with others groups and finding out how they were approaching everything was really great. It was a good idea to have the unit so open. And we've all become such great friends!”

61106 “my peers and supervisor (sally) were consistently wonderful support and i don't think i would have enjoyed and learnt so much without them. All the coordinators were very helpful and approachable and meeting with jenna really helped me with finding my direction in uni.”

64182 “I wouldn't have made it without the support!”

66088 “the support was great, and was one of the reasons why I loved GCRL - even if it was a lot of stress/work!”

85348 “The simple fact of being in a group of people that face similar difficulties is very helpful, there were times I felt out of my depth, but this was made easier to endure because I knew that others where in similar situations, that I wasn't alone in this.”

90624 “Throughout the unit, the small group meant that there was a large amount of support provided to get through a unit which is very different to any other.”

93219 “Jenna Helped me a lot. she correct me on how to study sustainaly and I feel better after i did what she suggested. Also, she introduced me to Mrs Siri for language. I learned a lot from them!”

94751 “I've never been in such a supportive and friendly environment, in which everyone understands each other's positions, and is willing to help in any way they can. The support really enriched what I learnt, by example and through helping me understand and develop my ideas.”

99960 “I feel that the support gained from interacting with co-ordinators was extremely valuable in enabling me to develop as a researcher. They were extremely knowledgable, excellent communicators and generous with their time. The BURT workshops were most useful in this respect as they provided me with an opportunity to learn from all the co-ordinators. Working with a supervisor in particular was incredibly advantageous to the research project. Our supervisor provided us with support at all stages of our research and always 'went the extra mile' to help us - even meeting with us once a week to gauge how our project was progressing and to resolve any queries we had. I feel that the relationship between group and supervisor was vital to the development of thinking like a researcher. Working with peers in the peer review process was useful; however, I felt at times that peer feedback conflicted with the supervisor's feedback, and this caused some confusion in the group in regards to the best way of adapting our work.”