

Training Evaluation Survey Report

1. Introduction

This report presents the analysis of responses collected through a training evaluation survey administered by the Teacher Training Unit.

The survey was designed to gather participants' feedback on the quality, relevance, and usefulness of the teacher training sessions they attended. The findings are intended to support professional development and continuous quality improvement, and all responses were collected confidentially.

Participants attended one or more of the following training sessions:

- Learner Autonomy
- Teaching Gen Z Learners
- Assessment Practices

Respondents were asked to evaluate each statement using a five-point Likert scale:

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Neutral
- 4 – Agree
- 5 – Strongly Agree

They were instructed to respond only to the sections corresponding to the sessions they attended, and to skip others.

2. Detailed Item-Level Analysis

2.1 Learner Autonomy Session

Understanding of learner autonomy (Mean = 3.57)

This item received the lowest mean score in the dataset, indicating that participants only moderately agreed that their understanding improved. This suggests that the concept may have remained somewhat abstract. Learner autonomy, being theoretically complex, may not have been sufficiently supported with concrete classroom examples, limiting participants' conceptual clarity.

Applicability of strategies (Mean = 3.63)

Participants reported moderate agreement regarding the applicability of the strategies presented. While some practical value was recognized, the results indicate that the strategies may not have been perceived as immediately transferable to participants' teaching contexts. This points to a possible need for more contextualized and practice-oriented examples.

Confidence in promoting autonomy (Mean = 3.63)

Confidence levels closely mirrored perceptions of applicability. This suggests that while participants were introduced to relevant strategies, they may not have had sufficient opportunities to practice or internalize them. Confidence in this area appears to require more experiential learning components.

Overall Interpretation:

The Learner Autonomy session demonstrated moderate effectiveness. The primary limitation appears to be the gap between theoretical input and practical application.

2.2 Teaching Gen Z Learners Session

Awareness of Gen Z characteristics (Mean = 3.71)

Participants generally agreed that the session increased their awareness. However, the moderate score suggests that some of the content may have already been familiar, limiting the perceived impact of the session.

Relevance of tools and approaches (Mean = 3.71)

The perceived relevance of the tools and strategies presented was also moderate. While participants acknowledged their usefulness, the findings suggest that these tools may not have been explored in sufficient depth to ensure strong engagement or applicability.

Readiness to adapt teaching practices (Mean = 3.71)

Participants' readiness to adapt their teaching practices did not exceed their levels of awareness or perceived relevance. This indicates that increased knowledge did not strongly translate into actionable change, highlighting a gap between understanding and implementation.

Overall Interpretation:

The Gen Z session showed consistent but moderate impact across all items. While informative, it may benefit from stronger emphasis on practical application and classroom integration.

2.3 Assessment Session

Understanding of assessment principles (Mean = 3.75)

Participants reported a relatively strong improvement in their understanding of assessment principles, indicating that the theoretical component of the session was clearly delivered.

Clarity of assessment types (Mean = 4.00)

This item received one of the highest scores, suggesting that participants found the explanation of different assessment types (e.g., formative and summative) particularly clear and accessible.

Ability to design and evaluate assessment tasks (Mean = 4.00)

Participants expressed strong confidence in their ability to design or evaluate assessment

tasks following the session. This indicates successful transfer of knowledge into perceived practice.

Overall Interpretation:

The Assessment session emerged as the most effective training. It successfully combined clear theoretical input with practical application, resulting in higher confidence and perceived competence among participants.

3. Cross-Session Insights

A comparison across sessions reveals a clear pattern:

- Sessions with concrete content and practical examples (Assessment) received higher evaluations.
- Sessions with more abstract or descriptive content (Learner Autonomy, Gen Z) received moderate scores.

Additionally:

- Increased awareness does not necessarily lead to readiness for implementation.
 - Confidence appears to be closely linked to opportunities for practice and application.
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4. Conclusion

The findings suggest that the training sessions were generally effective, with varying degrees of impact. The Assessment session stood out as particularly successful due to its strong integration of theory and practice.

To enhance future training, greater emphasis should be placed on:

- Practical applications
- Context-specific examples
- Interactive and hands-on components

Such improvements may help bridge the gap between knowledge acquisition and classroom implementation, thereby increasing the overall effectiveness of the training programs.