

Evaluation Report of The Design and Technology Association Summer School 11 and 12 July 2014, Loughborough Design School at Loughborough University

Nigel Zanker (Design Education Theme Leader, Loughborough Design School)

Lewis Jones (PhD Student, Wolfson School of Engineering)

Introduction

This was the first Design and Technology Association Summer School and the first time that this form of teacher CPD event has been hosted by Loughborough Design School. The event was planned to accommodate 150 delegates on each of the two days, Friday 11th and Saturday 12th July. A programme of workshops and mini-workshops, of 2¾ hours and 1¼ hours respectively, offered delegates a range of experiences on each day. Delegates could plan their own schedule by selecting sessions most relevant to their needs. On Friday 11th July, delegates could follow a Primary strand.

The Summer School was supported by suppliers and organisations that produce resources for Design and Technology Teachers. During the two days, they exhibited, sponsored and delivered some of the sessions.

The aims and purpose of the Summer School were:

- to provide teachers with hands on experience and a chance to develop both their subject and teaching knowledge and skills;
- to create opportunities to work with expert practitioners;
- to participate in discussion with the emphasis placed on active participation;

Specific aims of the Primary strand were:

- identify the challenges and opportunities created by the new National Curriculum for D&T at KS1 and KS2;
- to explore a range of practical strategies to support implementation;
- to introduce the new national scheme of work, Projects on a Page.

The aim of this evaluation of the Summer School is:

- to evaluate the value of the event to the attending teachers, the Design and Technology Association and the Loughborough Design School.

Initial Registration

Prior to the Summer School, the number registered for Friday 11 July was 105 delegates, and for Saturday 12 July, 59 delegates.

The number registered for each workshop and mini-workshop is listed in Table 1. However, this does not reflect the actual numbers attending each session, due to last minute changes or late registrations. This difference between those registered and actual numbers in session created problems for some presenters is an issue which needs to be considered for future events.

Friday 11 July	Registered	Session title
Workshop 1	12	3D Embroidery & E-Textiles
Workshop 2	16	Chips Ahoy! - The path to Programmable Components
Workshop 3	11	Design Graphics for Product Design
Workshop 4	17	Empowering your students with CAD/CAM
Workshop 5	7	Supporting D&T with Autodesk
Workshop 6	9	Food Science - Why does it do that? Is it Done? Is it Thick? Will it work?
Workshop 8	17	3D Printing
Mini-workshop 1	8	Feeling the pressure - Exploiting your heat press
Mini-workshop 3	12	Championing D&T Food, Cooking and Nutrition - the new requirements and a whole school food approach
Mini-workshop 4	20	Food - Planning and assessing your new KS3 scheme of work
Mini-workshop 5	12	Teaching Textile Technology, through practical samples and active designing activities
Mini-workshop 6	9	Food Packaging
Mini-workshop 7	22	Planning for Progression in D&T
Mini-workshop 8	21	Using your tablet for D&T
Saturday 12 July		Session title
Workshop 9	6	CAD/CAM Techniques for Textiles
Workshop 10	6	Getting to grips with systems and control
Workshop 11	9	Engaging pupils through the use of Lego Robotics
Workshop 12	5	360 degree view on Food Safety
Workshop 13	2	Design graphics for Product Design
Workshop 14	12	3D Printing
Workshop 15	10	Design like a Designer (did not run)
Mini-workshop 9	13	Smart and Modern Textiles
Mini-workshop 10	17	Drawing for Design and Technology
Mini-workshop 11	13	Production Lines
Mini-workshop 12	8	Successful STEM
Mini-workshop 13	20	Planning for Progression in D&T
Mini-workshop 14	16	Using your tablet for D&T
Mini-workshop 15	7	Getting started in Food Lessons
Mini-workshop 16	8	Healthy eating in all of your lessons and for all abilities

Table 1: Pre-Summer School Workshop and Mini-workshop registration numbers

Evaluation of Generic Aspects

Delegates were provided, in their delegate pack, with a *D&T Association Summer School Feedback Form* (Appendix I). They were invited to provide a rating of 10 aspects on a four point scale. Delegates were also invited to indicate any additional feedback and to suggest comments. Completion of the form was optional. Its value was outlined in the opening session on each day. The data (Figure 1) were from 22 delegates' responses.

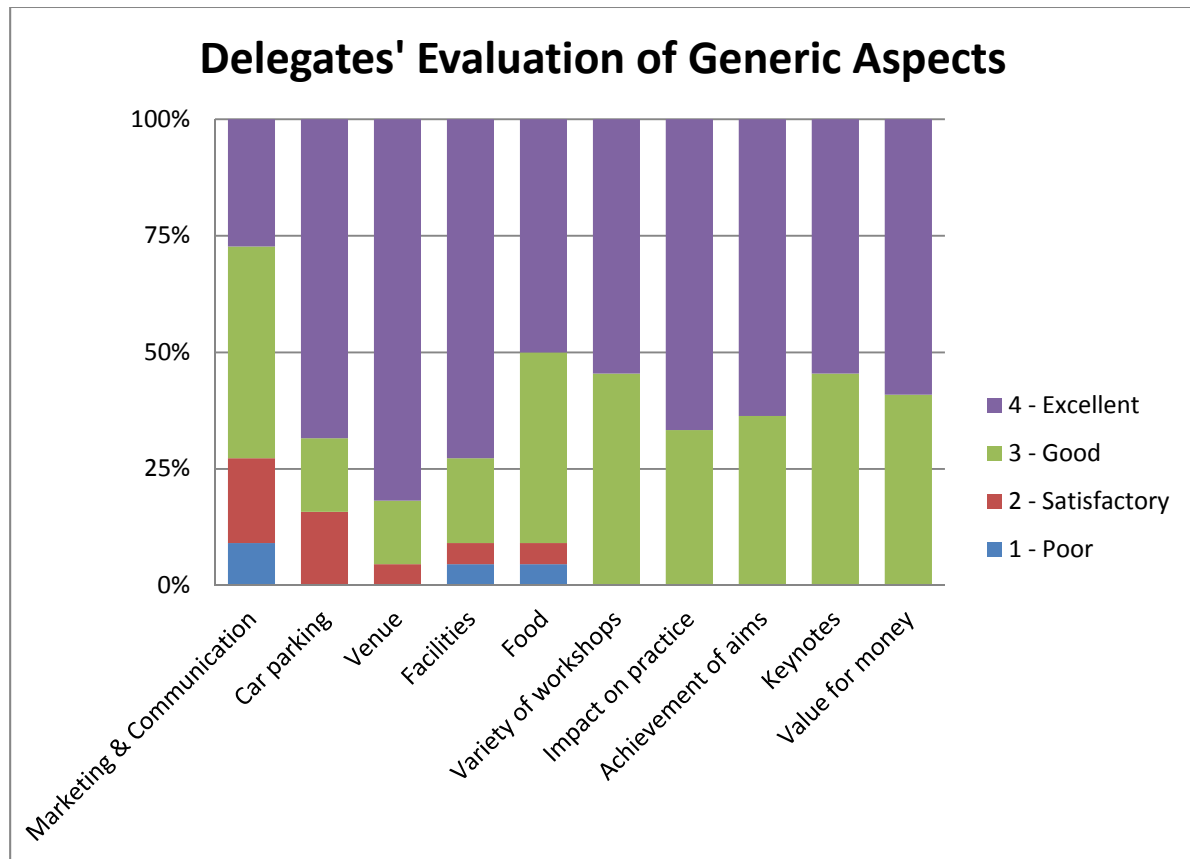


Figure 1: Delegate Responses to Generic Aspects

The responses show high levels of satisfaction with mean values ≥ 3 for 9 aspects and a lower level of satisfaction with mean values ≤ 3 for 1 aspects:

car parking (3.5), venue (3.8), facilities (3.6), food (3.4), variety of workshops (3.5), impact on practice (3.7), achievement of aims (3.6), keynotes (3.5), and value for money (3.6).

marketing & communication (2.9)

Additional Feedback

- “Excellent informative day, which has been very useful.”
- “Summer school was excellent.”
- “After booking, had no communication.”
- “Communications poor.”
- “Food was poor in my case, as I’m gluten intolerant.”
- “Very worthwhile, good keynote and workshop leaders.”

- “A fantastic course – exceeded expectations – thank you.”
- “Nowhere to sit down at lunchtime.”
- “From booking initially – no communication to say start times or programme of the day.”
- “Really enhanced my subject knowledge & ideas of how to train staff. Thank you ☺”
- “Nowhere to eat lunch.”
- “Very useful.”
- “Excellent – please do more.”
- “The sessions have been fantastic. However, there was too many marketing emails – having already booked on the course I don’t want my inbox clogged with promoting it.”

Suggestions

- “Innovative displays of specific D&T projects undertaken in schools.”
- “Sharing ideas one year after implementing new National Curriculum.”
- “More on CAD (same comment from 2 respondents).”
- “A bit more hand-holding at lunchtime and someone directing parking.”
- “More ICT and how we could implement it.”
- “Include fruit.”
- “Course on rendering and programming components.”
- “Signs would have been useful to the car park and from the car park to the building. Providing accommodation on campus would have been useful.”

The feedback comments predominantly judge the event as successful. Some comment highlight important issues, which can be addressed easily for future events, namely:

- 1) Lunchtime seating arrangements.
- 2) Identifying any special dietary needs in the initial registration process.
- 3) Signage to the venue.
- 4) Pre-summer school communication.

Evaluation of Workshops and Mini-Workshops

Delegates were provided, during session, with a *D&T Association Summer School Workshop Questionnaire* (Appendix II). Its value was outlined in the opening session on each day. Completion of the form was optional. The number of delegates responding for each Workshop and Mini-workshop is listed in Table 2.

For each Workshop and Mini-workshop, delegates were invited to provide a rating of 8 aspects on a four point scale:

The workshop:

- was well organised and followed a logical order
- expanded my thinking about the topic
- has helped me to teach the new curriculum
- provided material I can use with pupils
- had opportunities for me to participate
- was long enough for me to develop useful knowledge
- presenter was well prepared
- presenter encouraged participation

Delegates were also invited to indicate their gender, years of teaching experience and to provide additional feedback and comments on:

- What was the single best thing about the workshop?
- What were you looking for from this workshop that you did not get?
- Do you intend to do anything differently as a result of today's workshop? *If YES then please describe:*
- What percentage of the content covered today did you already know? *Please circle one answer*
- What did you gain from this experience that was unexpected?

Friday 11 July	Respondents	Session title
Primary	15	Primary
Workshop 1	11	3D Embroidery & E-Textiles
Workshop 2	12	Chips Ahoy! - The path to Programmable Components
Workshop 3	6	Design Graphics for Product Design
Workshop 4	10	Empowering your students with CAD/CAM
Workshop 5	10	Supporting D&T with Autodesk
Workshop 6	9	Food Science - Why does it do that? Is it Done? Is it Thick? Will it work?
Workshop 8	11	3D Printing
Mini-workshop 1	8	Feeling the pressure - Exploiting your heat press
Mini-workshop 3	ND	Championing D&T Food, Cooking and Nutrition - the new requirements and a whole school food approach
Mini-workshop 4	ND	Food - Planning and assessing your new KS3 scheme of work
Mini-workshop 5	5	Teaching Textile Technology, through practical samples and active designing activities
Mini-workshop 6	10	Food Packaging
Mini-workshop 7	16	Planning for Progression in D&T
Mini-workshop 8	8	Using your tablet for D&T
Sat 12th July		
Workshop 9	5	CAD/CAM Techniques for Textiles
Workshop 10	5	Getting to grips with systems and control
Workshop 11	9	Engaging pupils through the use of Lego Robotics
Workshop 12	2	360 degree view on Food Safety
Mini-workshop 9	10	Smart and Modern Textiles
Mini-workshop 10	18	Drawing for Design and Technology
Mini-workshop 11	12	Production Lines
Mini-workshop 12	9	Successful STEM
Mini-workshop 13	15	Planning for Progression in D&T
Mini-workshop 14	14	Using your tablet for D&T
Mini-workshop 15	15	Getting started in Food Lessons
Mini-workshop 16	ND	Healthy eating in all of your lessons and for all abilities

Table 2: Number of Delegate Responses of Workshop and Mini-workshop Questionnaire

Friday Primary Sessions (whole day)

Number of responses to workshop questionnaire: 15

Gender (female:male): 12:2 (1 no response)

Content covered which was already known, $\leq 50\%$: 8 respondents

Years teaching experience: <1 year: 1 respondents
2-10 years: 5 respondents
>10 years: 8 respondents

Overall satisfaction score: 98%

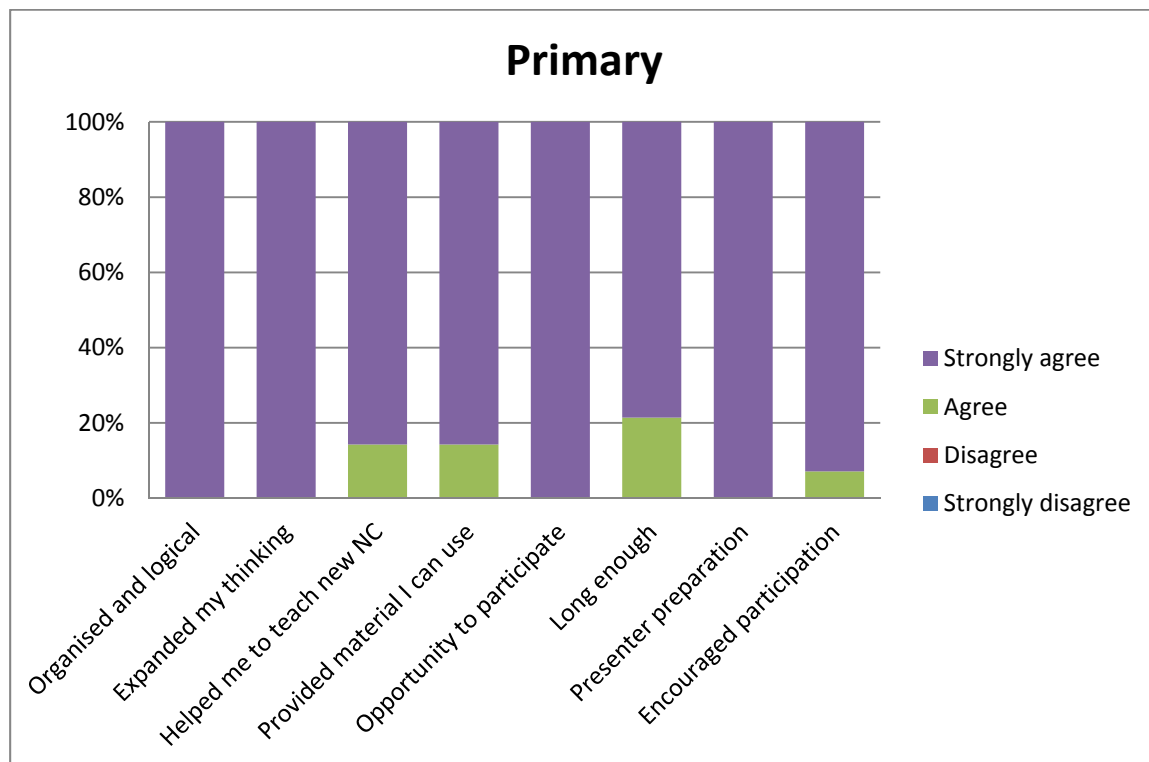


Figure 2: Delegate Responses to Primary Sessions

The Primary delegates agreed that they would each make a response to the whole day, rather than separately to the morning seminar and the afternoon workshops.

Responses were received from all delegates who were mostly female teachers and with experience of over 10 years. One response was from an NQT.

Figure 2 shows exceptional satisfaction with all aspects of the session, especially to organisation, preparation, expanding thinking and participation. Over half of the delegates indicated that $>50\%$ of the session content was new to them.

Most frequent comments were to:

single best thing, “hands on”; *did not get*, “more time”; *do differently as a result of workshop* and *gain*, “projects on a page” and “improve school practice even more.”

Friday Workshop 1: 3D Embroidery and E-Textiles

Number of responses to workshop questionnaire: 11

Gender balance (female:male): 9:1 (1 no response)

Content covered which was already known, ≤50%: 5 respondents

Years teaching experience: <1 year: 0 respondents
2-10 years: 3 respondents
>10 years: 5 respondents

Overall satisfaction score: 90%

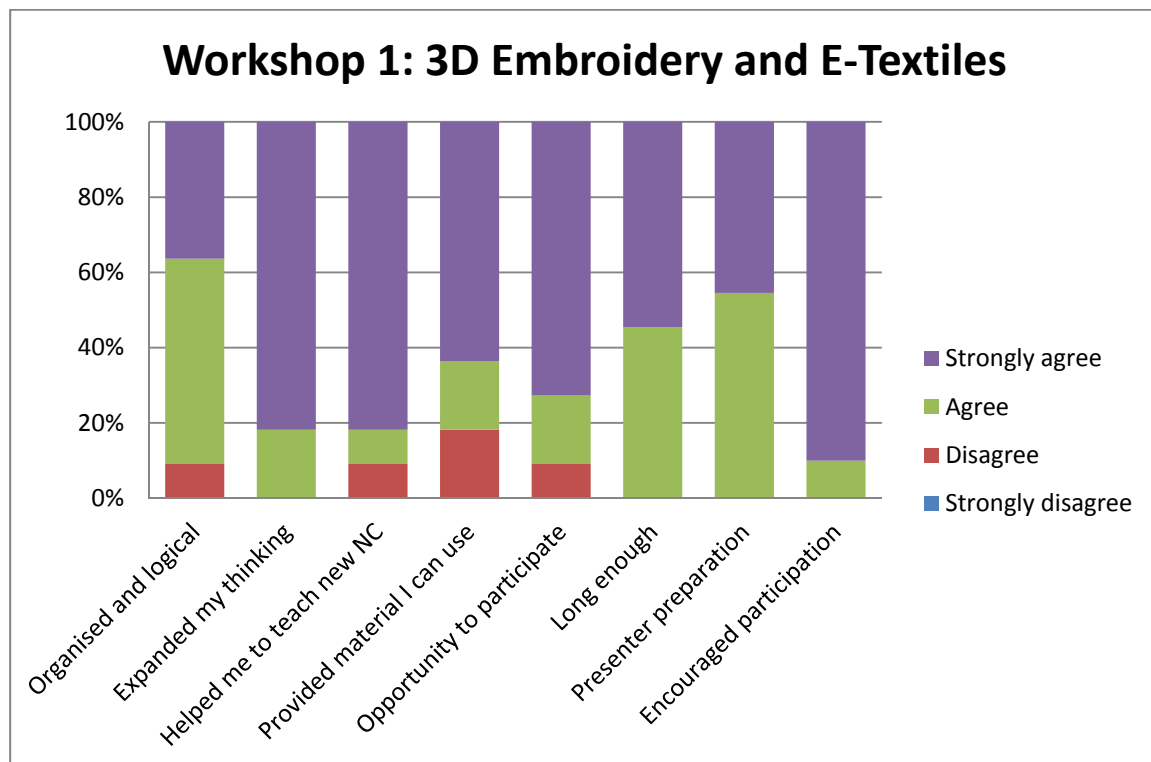


Figure 3: Delegate Responses to Workshop 1: 3D Embroidery and E-Textiles

Responses were received mainly from female delegates and with experience of over 10 years. No responses were NQT.

Figure 3 shows a high level of satisfaction with all aspects of the session. A small number of responses indicated some dissatisfaction with organisation, content and participation. Less than half of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “practical experience”; *did not get*, “links to curriculum”; *do differently as a result of workshop* and *gain*, “materials used in a different context”, “different approach for pupils” and “sharing ideas in school.”

Friday Workshop 2: Programmable Components

Number of responses to workshop questionnaire: 12

Gender balance (female:male): 6:5 (1 no response)

Content covered which was already known, ≤50%: 6 respondents

Years teaching experience: <1 year: 0 respondents
 2-10 years: 5 respondents
 >10 years: 6 respondents

Overall satisfaction score: 79%

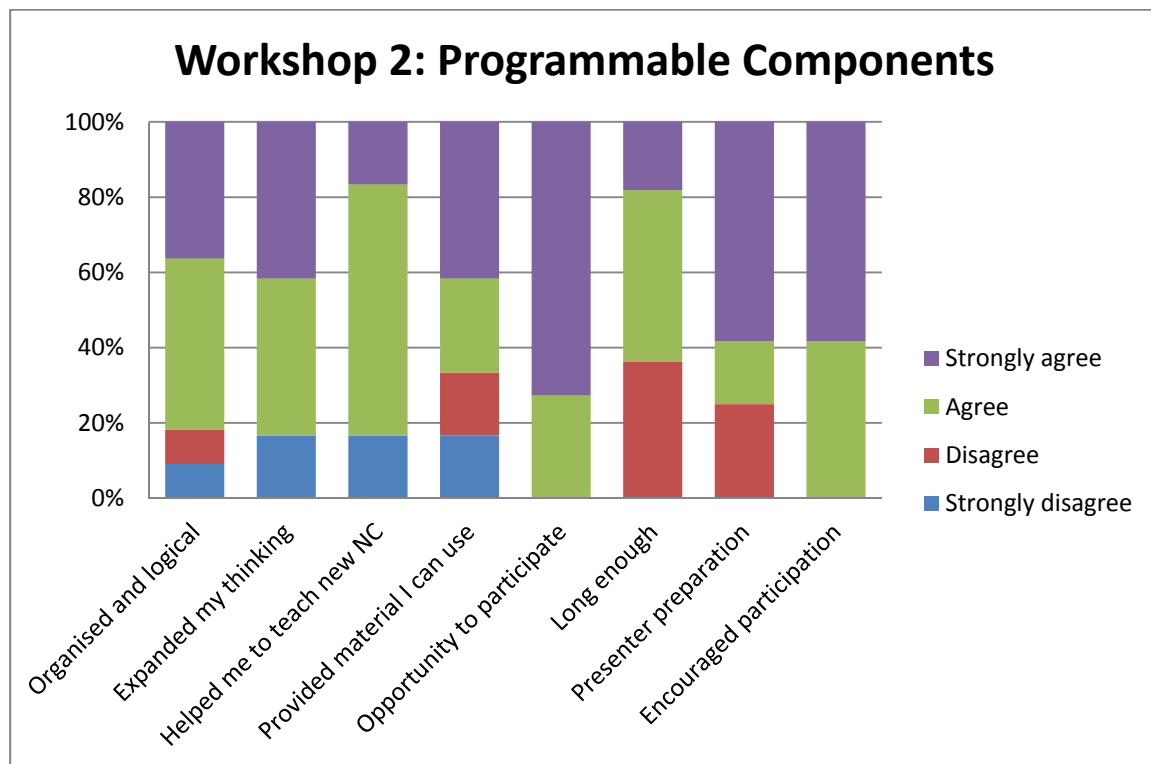


Figure 4: Delegate Responses to Workshop 2: Programmable Components

Responses were received equally from female and male delegates and with experience equally spanning 2 years to over 10 years. No responses were NQT.

Figure 4 shows a varying level of satisfaction with aspects of the session. The highest satisfaction was with organisation, participation, expanding thinking and teaching the new NC. Half of the responses indicated that >50% of the session content was new to them. The data suggest that either more time was needed for content presented in this session, or too much material was available for the time allowed. Many responses indicated that more time was spent making circuits than programming.

Most frequent comments were to:

single best thing, “great project ideas” and “enthusiastic presenter”; *did not get*, ‘time for programming’; *do differently as a result of workshop* and *gain*, “I have a starting point” and fully integrate electronics throughout KS3”, and “that electronics can be achievable.”

Friday Workshop 3: Design Graphics

Number of responses to workshop questionnaire: 6

Gender balance (female:male): 5:0 (1 no response)

Content covered which was already known, $\leq 50\%$: 3 respondents

Years teaching experience: <1 year: 2 respondents
2-10 years: 2 respondents
>10 years: 2 respondents

Overall satisfaction score: 94%

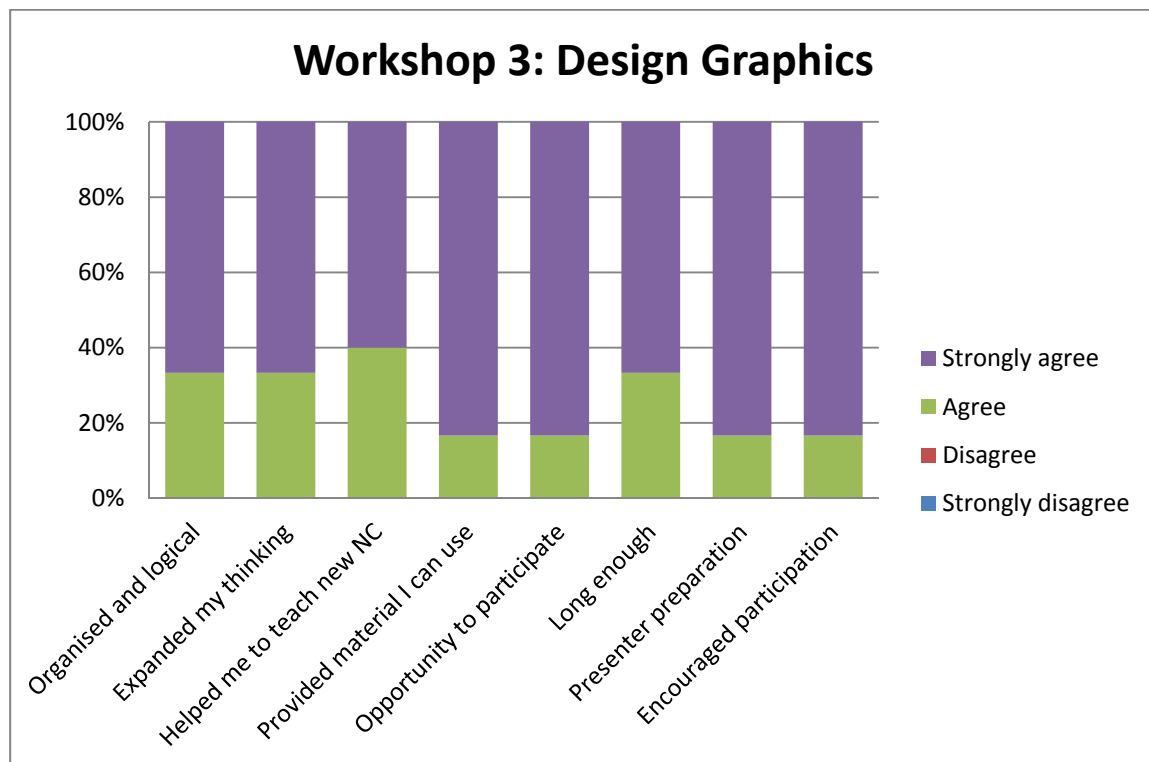


Figure 5: Delegate Responses to Workshop 3: Design Graphics

Responses were received mainly from female delegates with experience equally spanning from NQT to over 10 years.

Figure 5 shows a high level of satisfaction with all aspects of the session. Half of the responses indicated that $>50\%$ of the session content was new to them.

Most frequent comments were to:

single best thing, “Hands on experience and being able to have a go”; *did not get*, “more about product design at a higher level”; *do differently as a result of workshop and gain*, “Incorporate techniques/practise into exciting new projects”, and “gained new skills.

Friday Workshop 4: Empowering with CAD/CAM

Number of responses to workshop questionnaire: 10

Gender balance (female:male): 3:7

Content covered which was already known, ≤50%: 6 respondents

Years teaching experience: <1 year: 1 respondents
 2-10 years: 6 respondents
 >10 years: 3 respondents

Overall satisfaction score: 88%

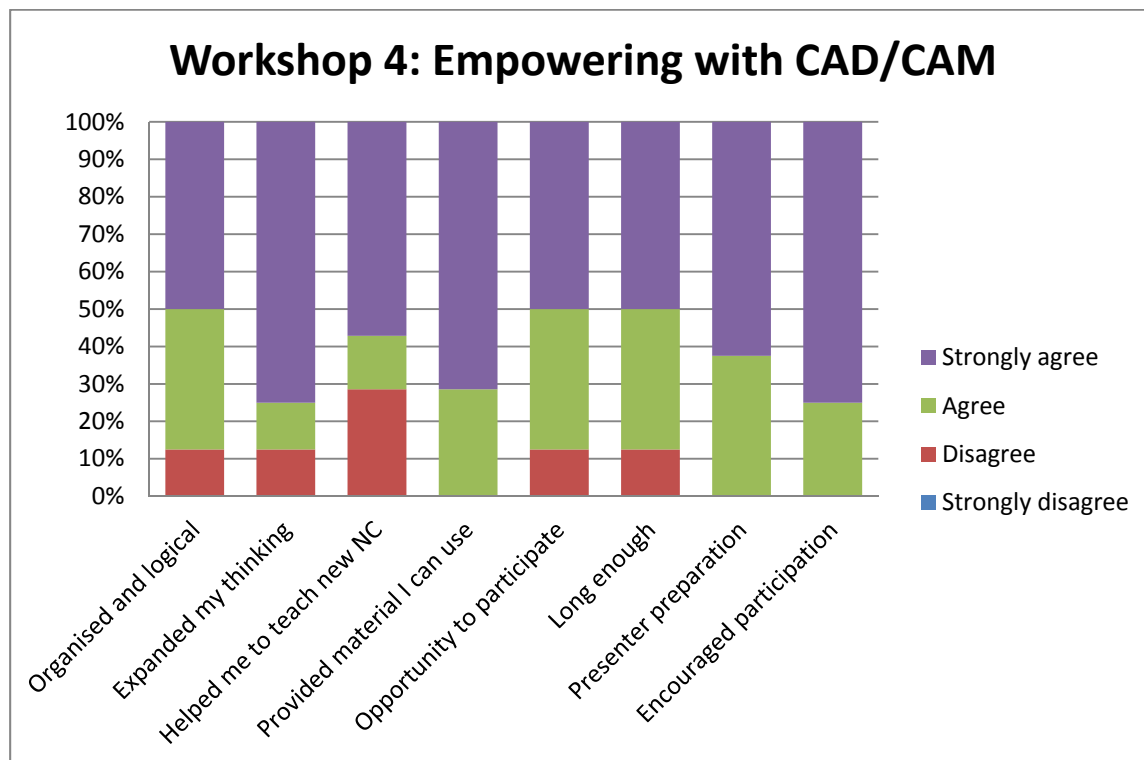


Figure 6: Delegate Responses to Workshop 4: Empowering with CAD/CAM

Responses were received mainly from male delegates and with experience mainly from 2 to 10 years and from one NQT.

Figure 6 shows a mixed level of satisfaction with aspects of the session. The highest satisfaction was with material provided, presenter preparation and encouragement of participation. Several responses indicated some dissatisfaction with organisation, opportunity to participate, helping to teach new NC, and length of session. The data suggest that more time was needed for this session. Over half of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “playing with the machine” and “remove fear”; *did not get*, “understanding of the depth of use of CAD/CAM”; *do differently as a result of workshop* and *gain*, “expand and develop KS3 projects by making more challenging” and “using 2D design and router”.

Friday Workshop 5: Supporting D&T with Autodesk

Number of responses to workshop questionnaire: 10

Gender balance (female:male): 3:5 (2 no response)

Content covered which was already known, ≤50%: 9 respondents

Years teaching experience: <1 year: 1 respondents
 2-10 years: 6 respondents
 >10 years: 3 respondents

Overall satisfaction score: 91%

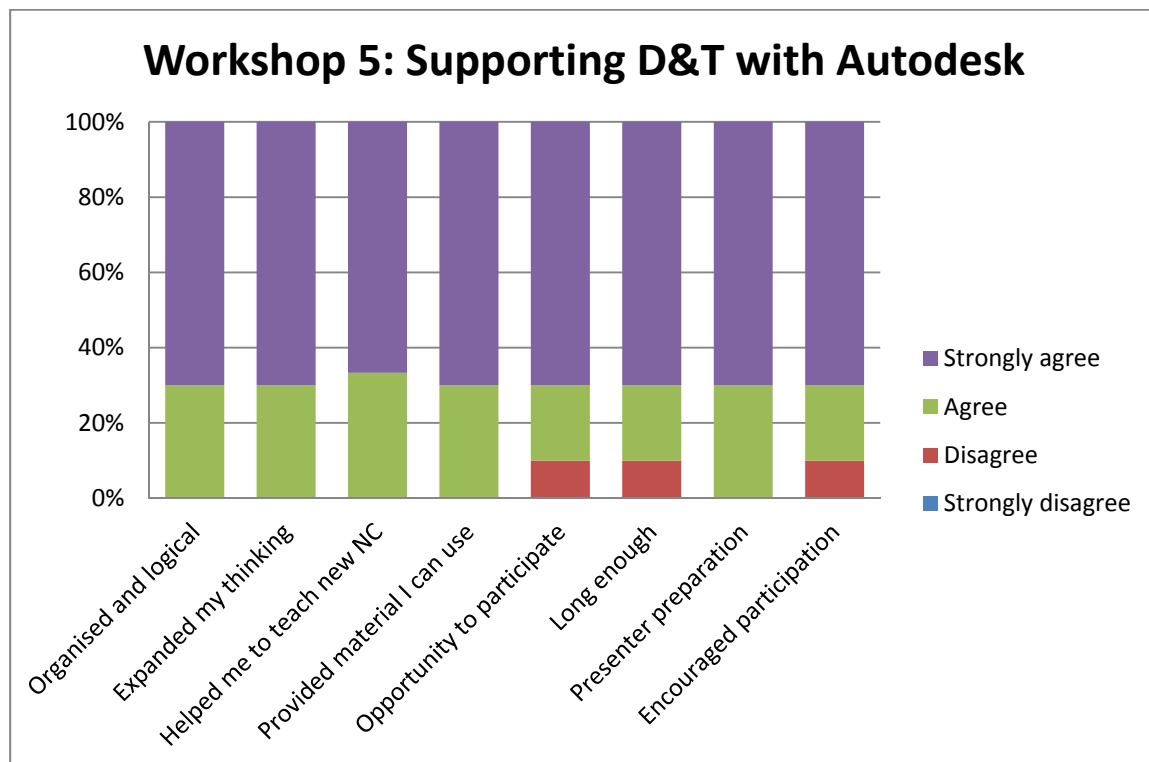


Figure 7: Delegate Responses to Workshop 5: Supporting D&T with Autodesk

Responses were received mainly from male delegates and with experience mainly from 2 to 10 years and from one NQT.

Figure 7 shows a high level of satisfaction with most aspects of the session. A small number of responses indicated some dissatisfaction with participation and length of session. The data suggest that more time was needed for this session. Most of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “As intro to auto desk I appreciated seeing the range and what is available. Rather fast paced but I appreciated the help of those who tried and has a more up-to-date teaching experience”; *did not get*, “Advice on pedagogy on CAD”; *do differently as a result of workshop* and *gain*, “Will trial software in school” and “Possibility for prototyping via 123Dmake”.

Friday Workshop 6: Food Science

Number of responses to workshop questionnaire: 9

Gender balance (female:male): 5:4

Content covered which was already known, ≤50%: 4 respondents

Years teaching experience: <1 year: 1 respondents
 2-10 years: 8 respondents
 >10 years: 0 respondents

Overall satisfaction score: 94%

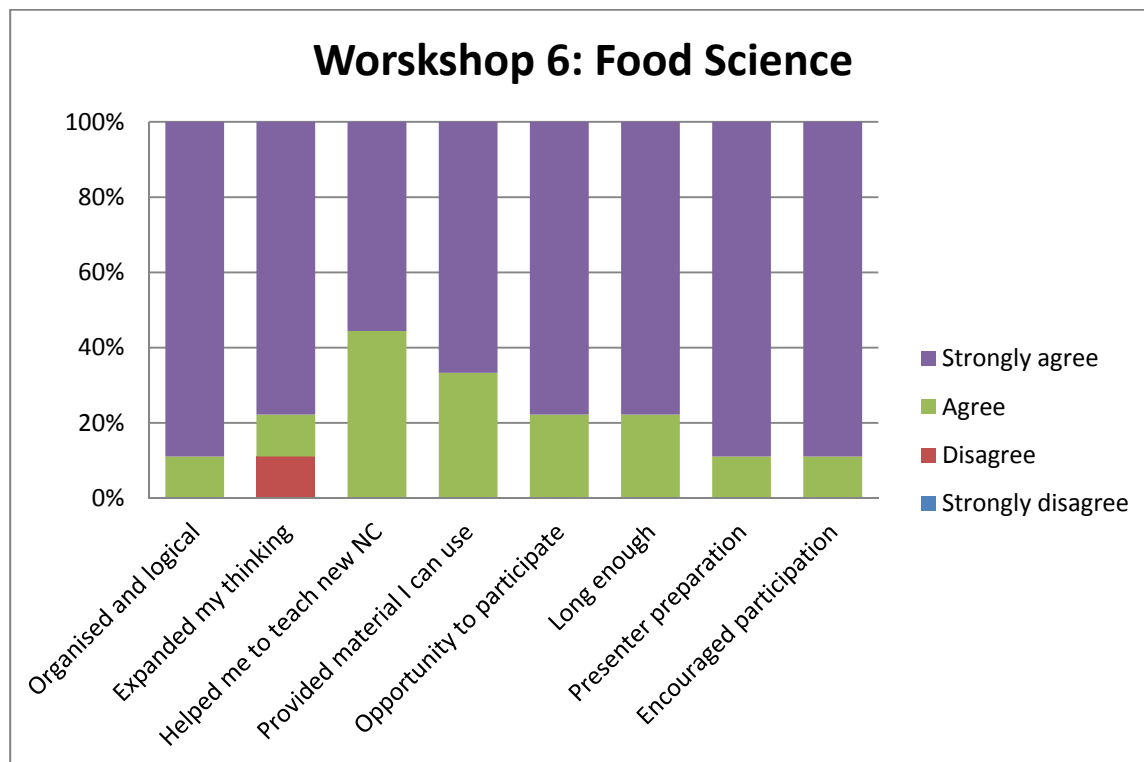


Figure 8: Delegate Responses to Workshop 6: Food Science

Responses were received equally from female and male delegates and with experience from 2 to 10 years and from one NQT.

Figure 8 shows a high level of satisfaction with most aspects of the session. The highest satisfaction was with, organisation, presenter preparation and participation. A small number of responses indicated some dissatisfaction with expanding their thinking. Less than half of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “Excellent resources/participated with other teachers”; *did not get*, “knowledge and ideas to enhance my own thinking”; *do differently as a result of workshop* and *gain*, “starters + non-cooking activities” and “some useful practical ideas to implement focussed on ‘science’ of food.”

Friday Workshop 8: 3D Printing

Number of responses to workshop questionnaire: 11

Gender balance (female:male): 8:3

Content covered which was already known, $\leq 50\%$: 8 respondents

Years teaching experience: <1 year: 1 respondents
 2-10 years: 8 respondents
 >10 years: 0 respondents

Overall satisfaction score: 73%

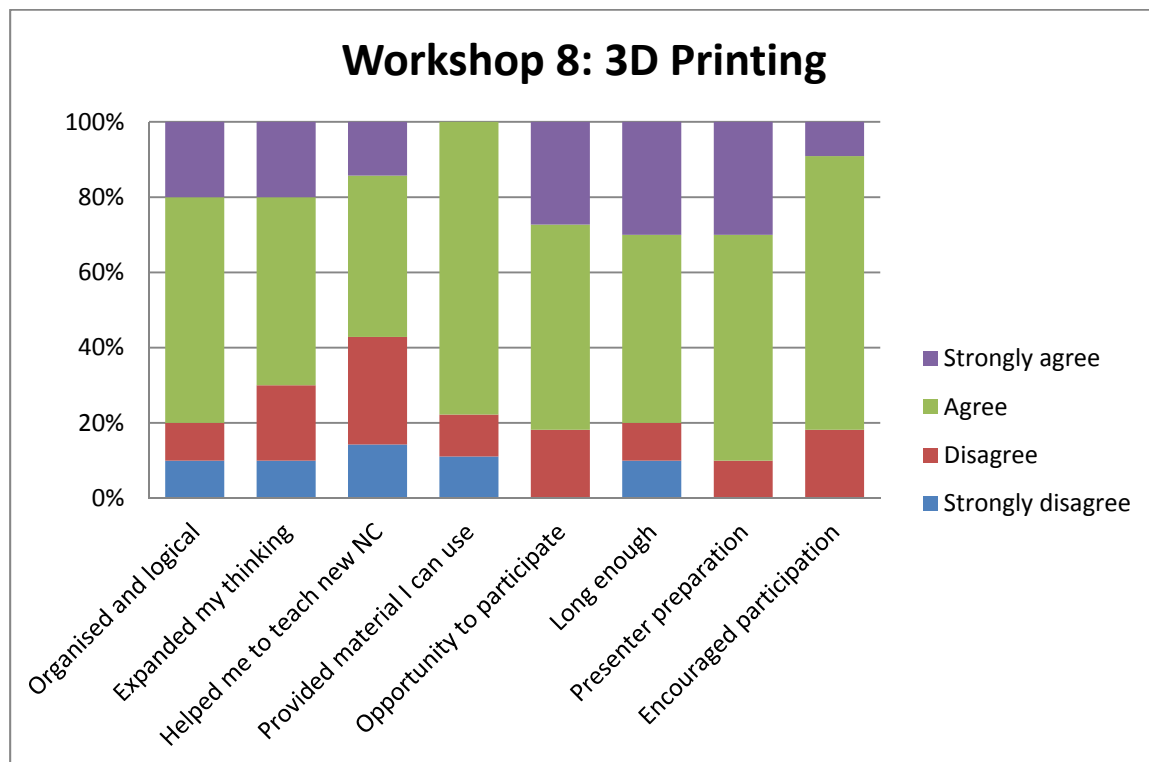


Figure 9: Delegate Responses to Workshop 8: 3D Printing

Responses were received mainly from female delegates and with experience from 2 to 10 years and from one NQT.

Figure 9 shows a varying level of satisfaction with aspects of the session. The highest level of satisfaction was with presenter preparation. With other aspects there was significant dissatisfaction. Responses were: too much sales talk, few links to classroom application and little time for participation. Nevertheless, 8 of the 11 responses indicated that $>50\%$ of the session content was new to them.

Most frequent comments were to:

single best thing, “Exploring the pros/cons of different printing technologies”; *did not get*, “Ideas for use in KS3 classroom” and “was hoping we would set up the 3D printer to manufacture designs” *do differently as a result of workshop* and *gain*, “when we come to buy a printer I will know what we need and how it works” and “potential of doing multiple projects simultaneously with greater details & cheaper is worth knowing about.”

Saturday Workshop 9: CAD/CAM for Textiles

Number of responses to workshop questionnaire: 5

Gender balance (female:male): 4:1

Content covered which was already known, ≤50%: 5 respondents

Years teaching experience: <1 year: 1 respondents
 2-10 years: 4 respondents
 >10 years: 0 respondents

Overall satisfaction score: 98%

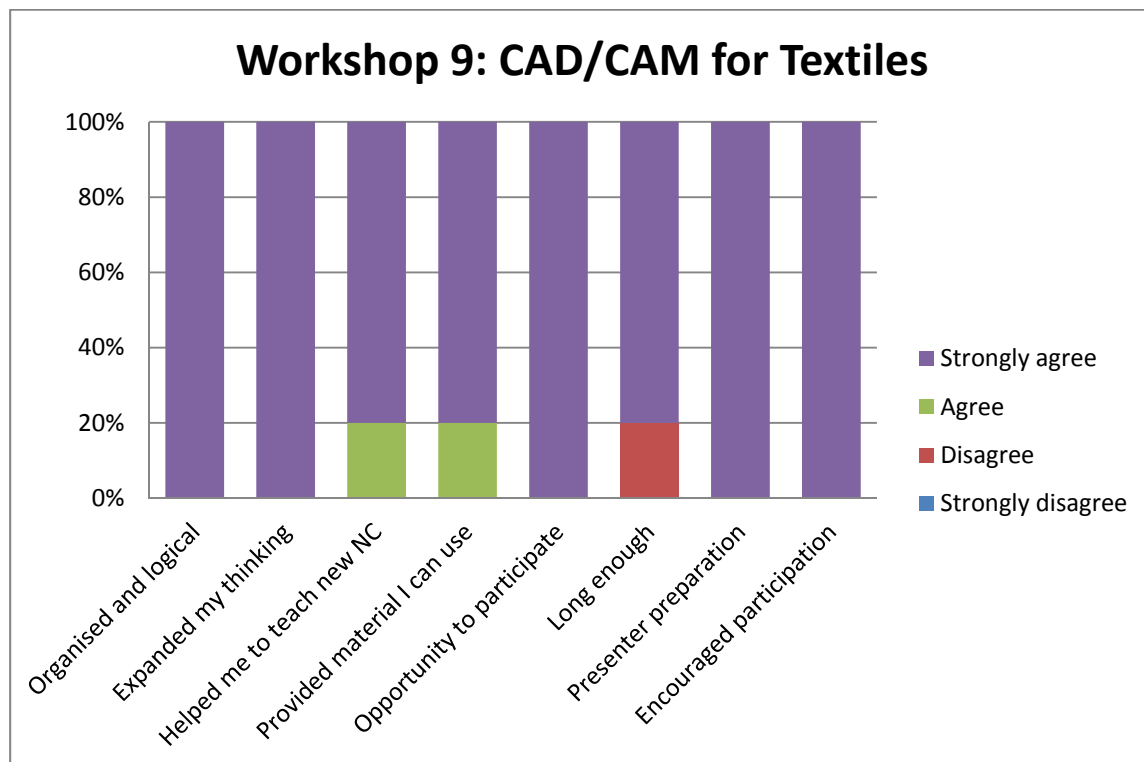


Figure 10: Delegate Responses to Workshop 9: CAD/CAM for Textiles

Responses were received mainly from female delegates and with experience of 2 to 10 years and from one NQT.

Figure 10 shows a high level of satisfaction with most aspects of the session. The highest satisfaction was with, expanding thinking, organisation, presenter preparation and participation. The data suggest that more time was needed for this session. All of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “presenter’s knowledge and samples”; *did not get*, “use CAD/CAM in textiles, especially for GCSE lessons”; *do differently as a result of workshop and gain*, “experiment in the classroom more” and “ideas for projects.”

Saturday Workshop 10: Systems and Control

Number of responses to workshop questionnaire: 5

Gender balance (female:male): 2:3

Content covered which was already known, ≤50%: 4 respondents

Years teaching experience: <1 year: 1 respondents
2-10 years: 0 respondents
>10 years: 4 respondents

Overall satisfaction score: 96%

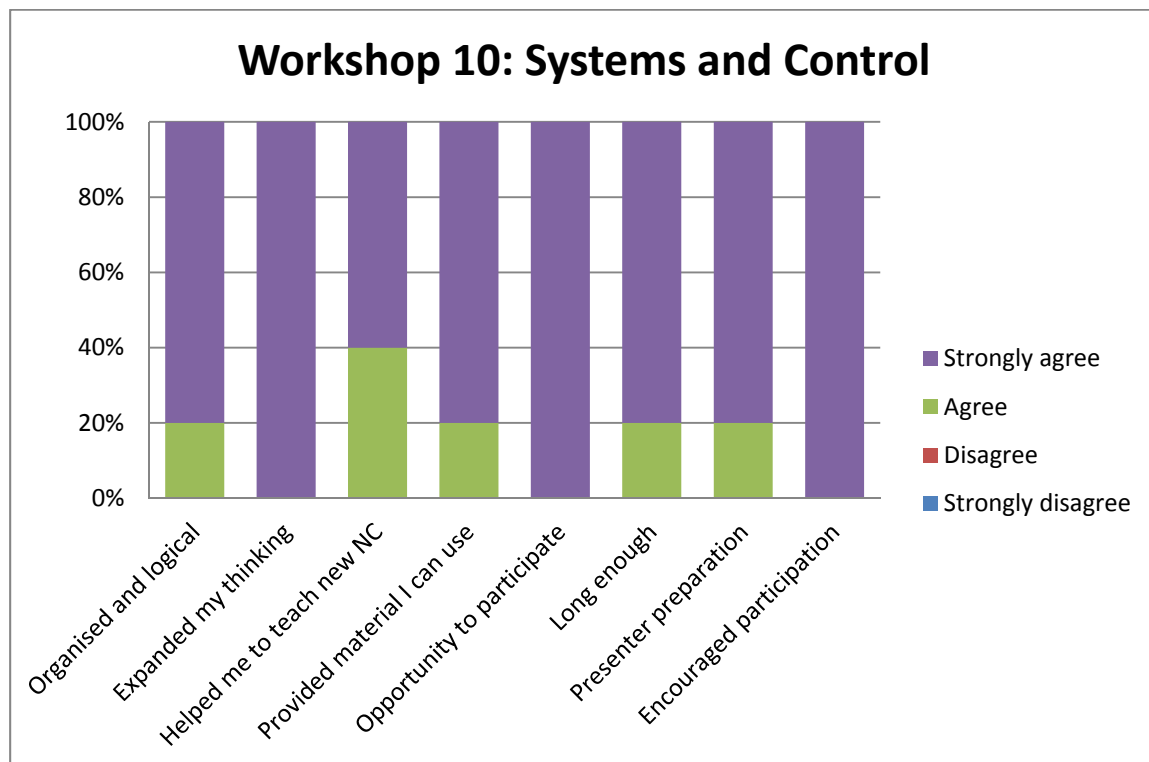


Figure 11: Delegate Responses to Workshop 10: Systems and Control

Responses were received equally from female and male delegates and with experience of over 10 years and from one NQT.

Figure 11 shows a high level of satisfaction with all aspects of the session. The highest satisfaction was with, expanding thinking and participation. Most of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, "All of it: the sample projects - the products/chips etc... +the chance to make!"; *did not get*, "more input on programming (but that would need more time x2!)"; *do differently as a result of workshop* and *gain*, "Go back to school + devise a project around the chip/circuit we worked on today" and "Links to XTN (cross) curriculum- more complex project possibilities."

Saturday Workshop 11: Lego Robotics

Number of responses to workshop questionnaire: 9

Gender balance (female:male): 3:6

Content covered which was already known, ≤50%: 9 respondents

Years teaching experience: <1 year: 3 respondents
 2-10 years: 4 respondents
 >10 years: 2 respondents

Overall satisfaction score: 94%

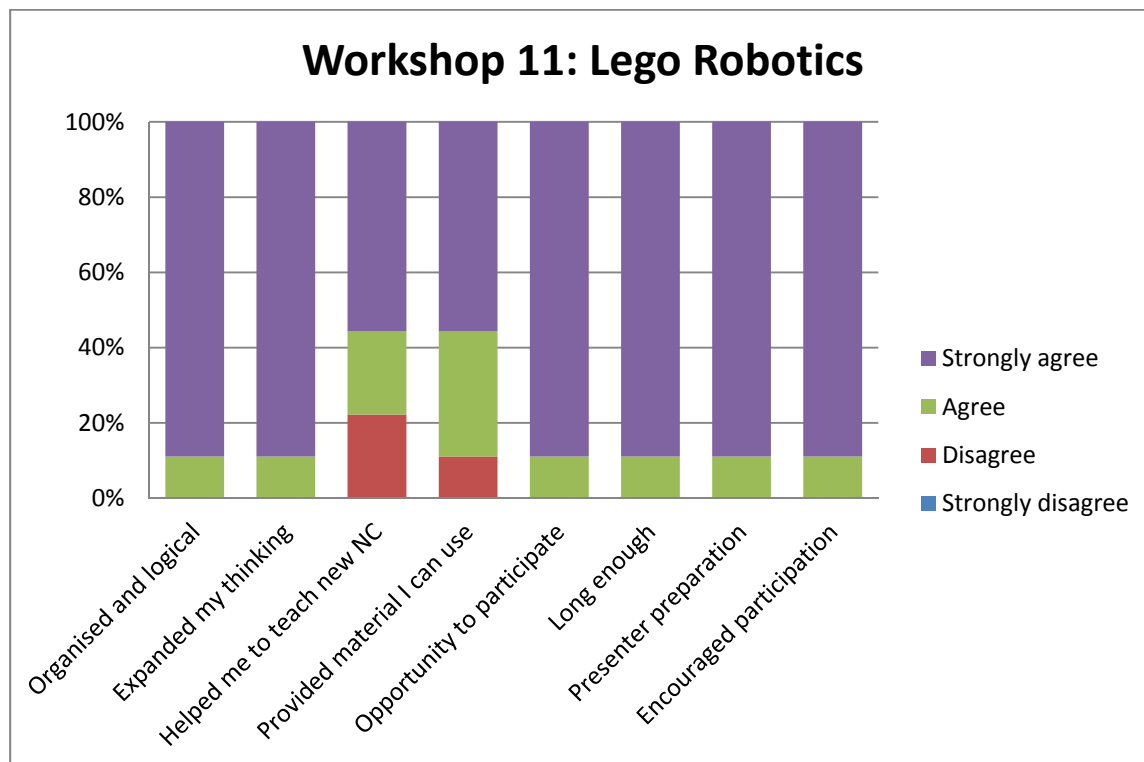


Figure 12: Delegate Responses to Workshop 11: Lego Robotics

Responses were received mainly from male delegates and with experience of mostly 2 to 10 years and from three NQTs.

Figure 12 shows a high level of satisfaction with most aspects of the session. There was less satisfaction with helping to teach the new NC and with materials participants can use. All of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “Fantastic, inductive will take a lot from it”; *did not get*, “a way of introducing this type/part of the curriculum - without a huge layout of money”; *do differently as a result of workshop* and *gain*, “I will encourage my department to invest in a robotics system” and “a clear direction”

Saturday Workshop 12: 360 degree view on Food Safety

Number of responses to workshop questionnaire: 2

Gender balance (female:male): 2:0

Content covered which was already known, ≤50%: 2 respondents

Years teaching experience:	<1 year:	1 respondents
	2-10 years:	1 respondents
	>10 years:	0 respondents

Overall satisfaction score: 100%

No graph – sample too small

Comments, from both respondents were to:

- *single best thing* “Resources/updates on food hygiene facts/bacteria”
“Great resources”
- *did not get* No responses
- *do differently* “Consolidate some more rigorous practice. re: food safety for students. eg labels”
“I will teach more thorough information on poisoning”
- *gain* “ideas about the chilled food association resources.”
“Info about food poisoning cases I hadn't known about.”

Friday Mini-workshop 1: Exploiting your Heat Press

Number of responses to workshop questionnaire: 8

Gender balance (female:male): 6:2

Content covered which was already known, ≤50%: 7 respondents

Years teaching experience: <1 year: 0 respondents
 2-10 years: 4 respondents
 >10 years: 4 respondents

Overall satisfaction score: 93%

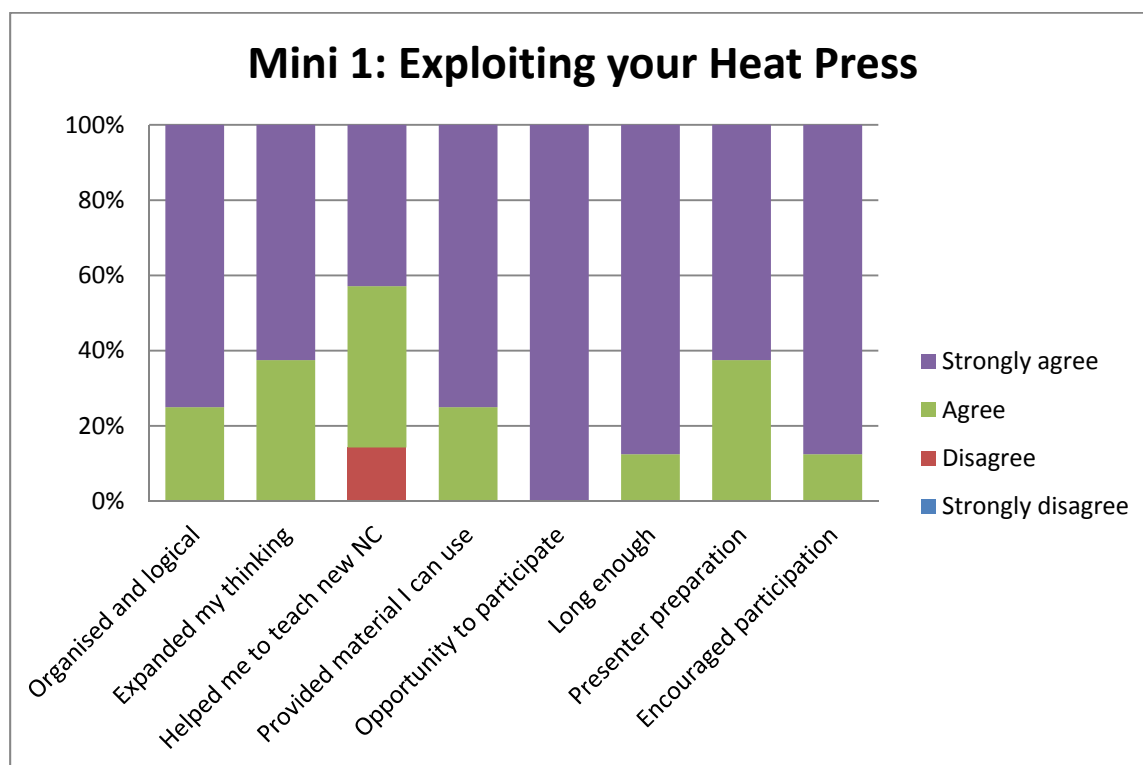


Figure 13: Delegate Responses to Mini-workshop 1: Exploiting your Heat Press

Responses were received mainly from female delegates and with experience equally spanning 2 years to over 10 years. No responses were NQT.

Figure 13 shows a high level of satisfaction with most aspects of the session. The highest satisfaction was with participation. A small number of responses indicated some dissatisfaction with helping them too teach the new NC. Most of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “affordable ideas for developing students creativity on materials”; *did not get*, “More on using processes within GCSE PD coursework”; *do differently as a result of workshop* and *gain*, “Yes - experiment & encourage students to experiment” and “better understanding at transferring inks to a variety of plastics (unused methods).”

Friday Mini-workshop 5: Teaching Textile Technology

Number of responses to workshop questionnaire: 5

Gender balance (female:male): 5:0

Content covered which was already known, ≤50%: 2 respondents

Years teaching experience: <1 year: 0 respondents
 2-10 years: 0 respondents
 >10 years: 5 respondents

Overall satisfaction score: 99%

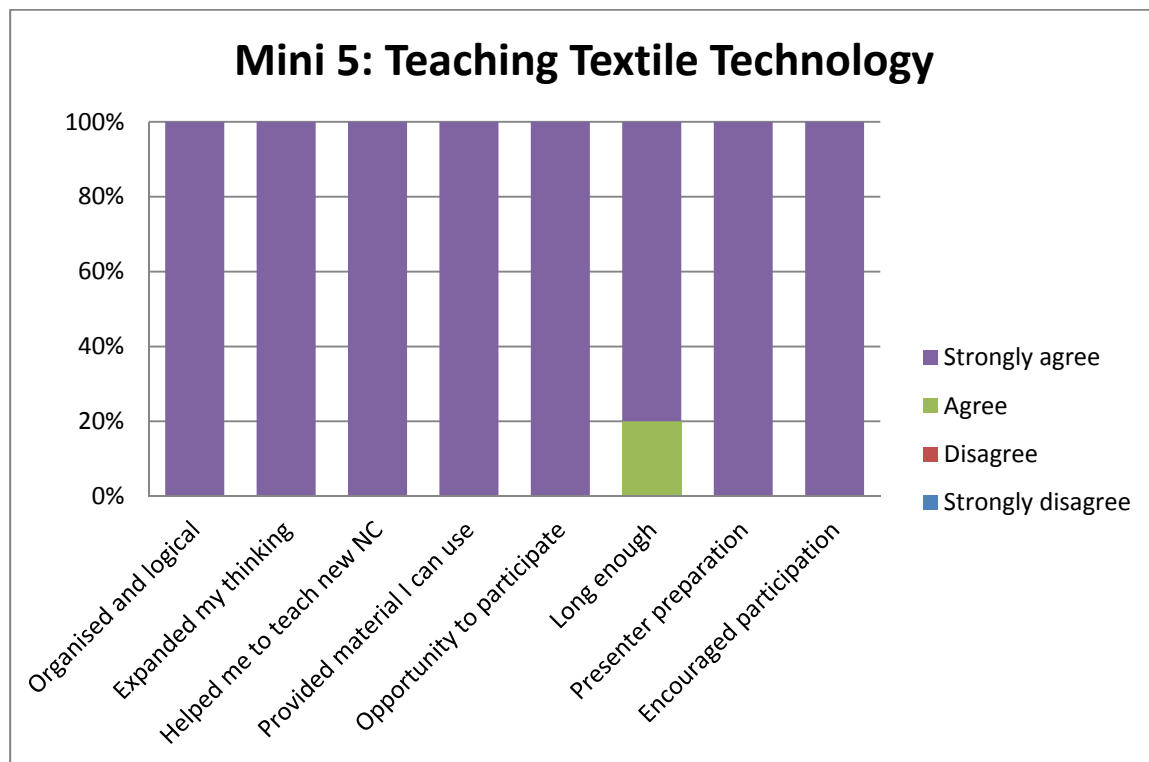


Figure 14: Delegate Responses to Mini-workshop 5: TeachingTextile Technology

All responses were from female delegates all with over 10 year's experience. No responses were NQT.

Figure 14 shows exceptional satisfaction with all aspects of the session. Less than half of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, "Useful hands outs and practical suggestions/activities to use in school"; *did not get*, "Nothing - a little more time"; *do differently as a result of workshop and gain*, "Yes. Continue to develop practical samples (as we used to!) Use of students to help each other develop skill level" and "Practical differentiation and how to plan for assessment of practical skill and map progression"

Friday Mini-workshop 6: Food Packaging

Number of responses to workshop questionnaire: 10

Gender balance (female:male): 9:0

Content covered which was already known, ≤50%: 8 respondents

Years teaching experience: <1 year: 2 respondents
 2-10 years: 3 respondents
 >10 years: 5 respondents

Overall satisfaction score: 99%

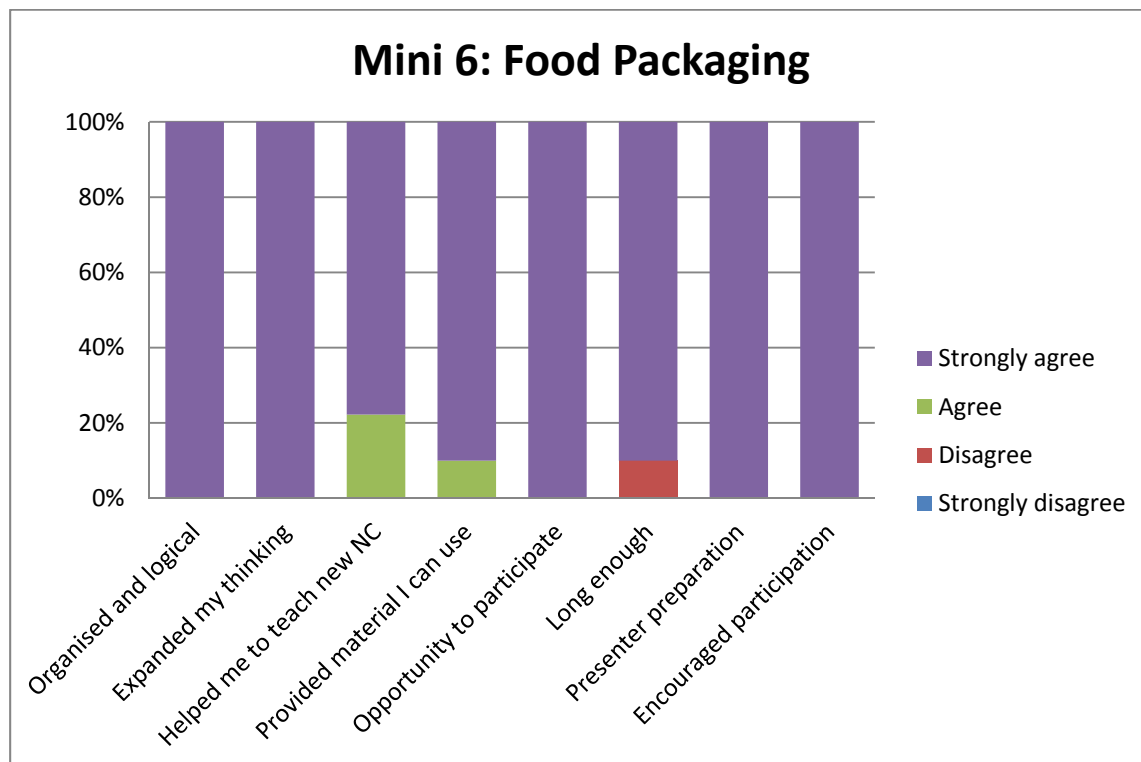


Figure 15: Delegate Responses to Mini-workshop 6: Food Packaging

All responses were from female delegates and with experience of mostly over 10 years and from two NQTs.

Figure 15 shows exceptional levels of satisfaction with most aspects of the session. A small number of responses indicated that the session was not long enough. Most of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “Making examples to take back to school”; *did not get*, “Labeling + design on exterior of packaging”; *do differently as a result of workshop and gain*, “Show packaging as a consideration before the design of inside the packaging” and “A whole new approach to an important part of product design”

Friday Mini-workshop 7: Planning for Progression in D&T

Number of responses to workshop questionnaire: 16

Gender balance (female:male): 11:5

Content covered which was already known, ≤50%: 9 respondents

Years teaching experience: <1 year: 1 respondents
 2-10 years: 5 respondents
 >10 years: 9 respondents

Overall satisfaction score: 93%

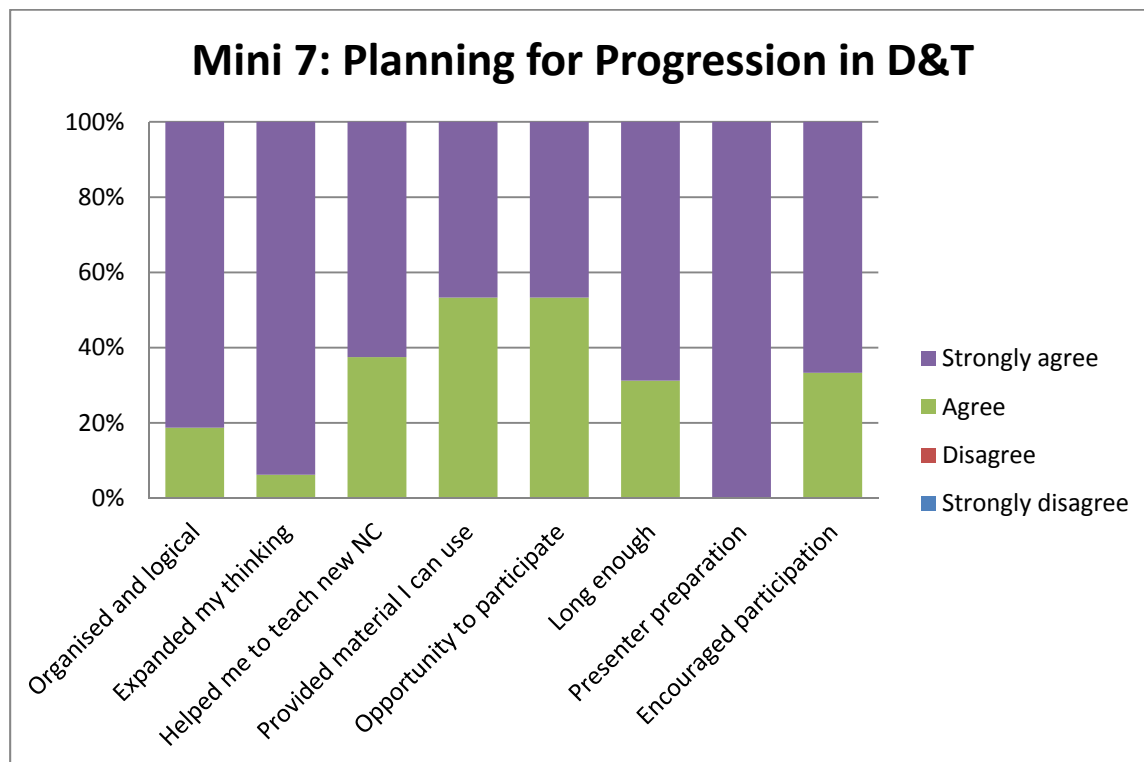


Figure 16: Delegate Responses to Mini-workshop 7: Planning for Progression in D&T (Friday)

Responses were received mainly from female delegates and with experience of mostly over 10 years and from one NQT.

Figure 16 shows a high level of satisfaction with all aspects of the session. The highest levels were expanding my thinking and presenter preparation. Over half of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “learning people’s opinion on levels, enthusiasm of the subject, encouragement for change”; *did not get*, “info to pass to school - as nothing given via school”; *do differently as a result of workshop* and *gain*, “go back + discuss more about what whole school policy will be - project audits” and “Exemplar pointers for moving forward”

Friday Mini-workshop 8: Using your Tablet for D&T

Number of responses to workshop questionnaire: 8

Gender balance (female:male): 5:3

Content covered which was already known, ≤50%: 6 respondents

Years teaching experience: <1 year: 1 respondents
 2-10 years: 4 respondents
 >10 years: 3 respondents

Overall satisfaction score: 95%

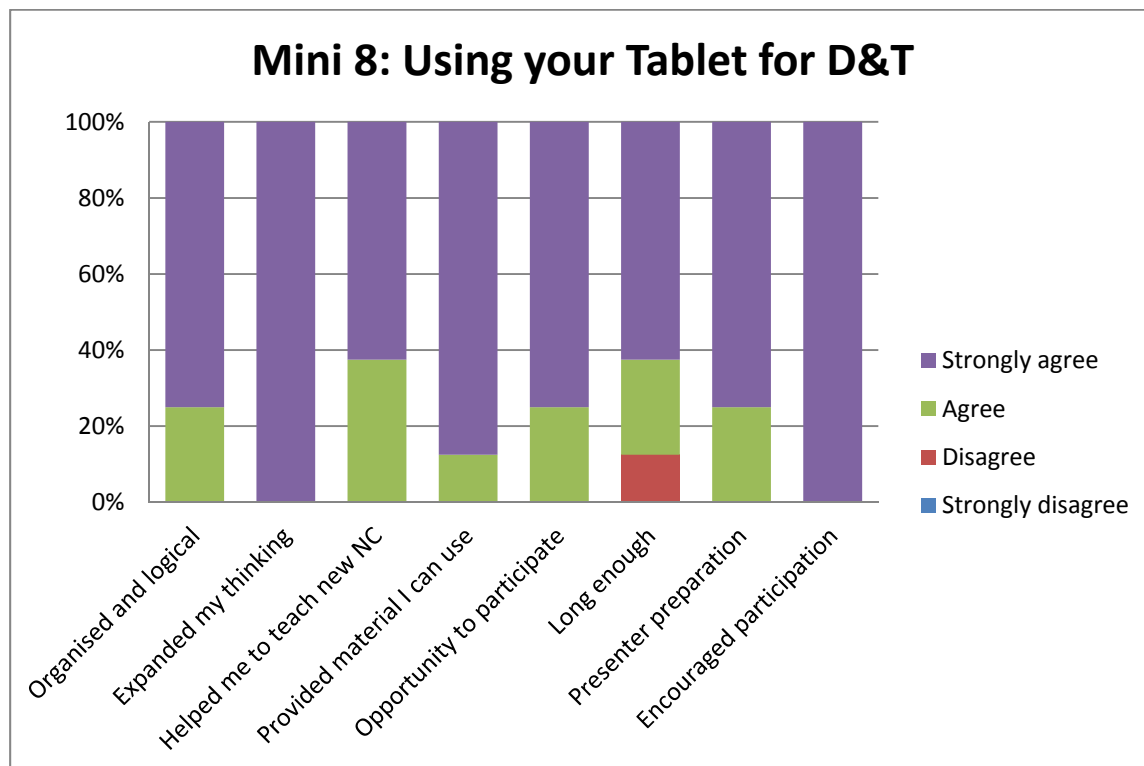


Figure 17: Delegate Responses to Mini-workshop 8: Using your Tablet for D&T (Friday)

Responses were received mainly from female delegates and with experience of mostly 2 to 10 years and from one NQT.

Figure 17 shows a high level of satisfaction with most aspects of the session. The highest levels were expanding my thinking and participation. A small number of responses indicated that the session was not long enough. Over half of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “packed with incredible interesting - powerful + engaging ideas + resources”; *did not get*, “too short - apart from that nothing”; *do differently as a result of workshop* and *gain*, “download all of the apps today - practice + feedback to dept - use next year” and “inspired to use more ICT/tablet in lessons.”

Saturday Mini-workshop 9: CAD/CAM Techniques for Textiles

Number of responses to workshop questionnaire: 10

Gender balance (female:male): 9:1

Content covered which was already known, ≤50%: 5 respondents

Years teaching experience: <1 year: 3 respondents
 2-10 years: 2 respondents
 >10 years: 5 respondents

Overall satisfaction score: 89%

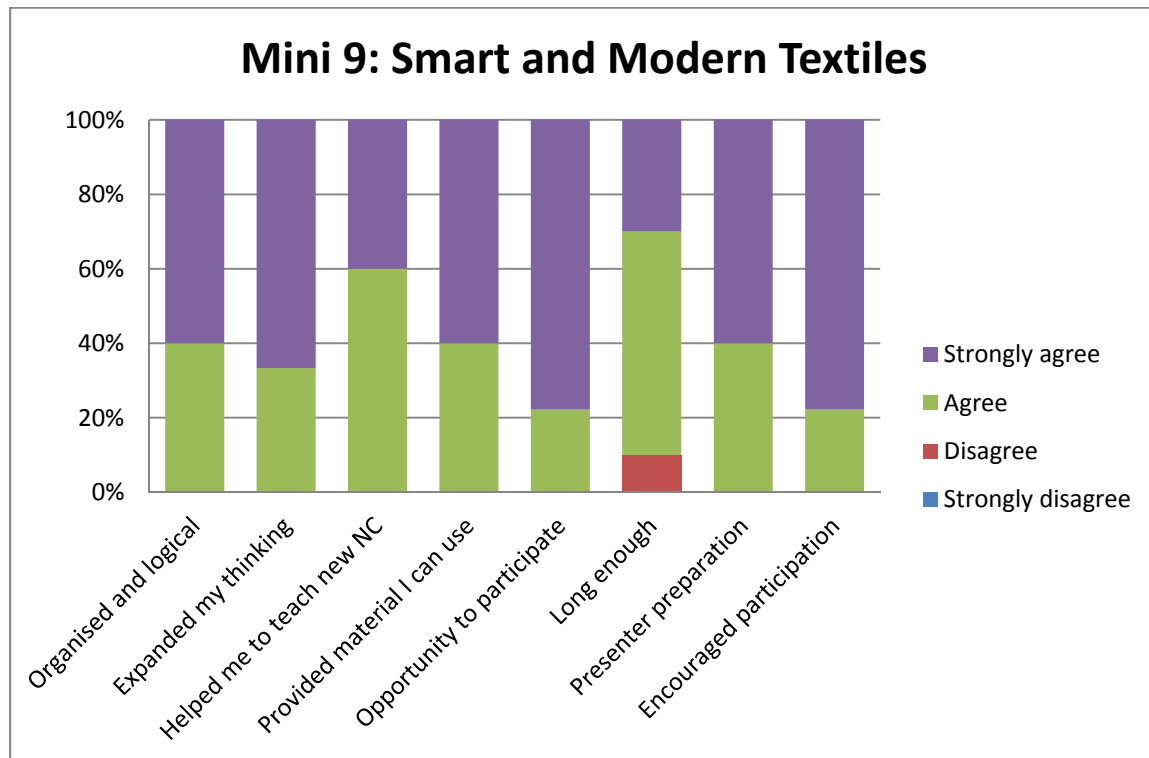


Figure 18: Delegate Responses to Mini-workshop 9: Smart and Modern Materials

Responses were received mainly from female delegates and with experience of mostly over 10 years and from three NQTs.

Figure 18 shows a high, varied level of satisfaction with aspects of the session. The highest satisfaction was with participation. A small number of responses indicated that the session was not long enough. Over half of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “the practical element + that we were able to make things we can use in the classroom”; *did not get*, “some help in teaching theory in a practical way”; *do differently as a result of workshop* and *gain*, “yes - the way I teach smart materials” and “newer smart material knowledge.”

Saturday Mini-workshop 10: Drawing for D&T

Number of responses to workshop questionnaire: 18

Gender balance (female:male): 12:5 (1 no response)

Content covered which was already known, ≤50%: 9 respondents

Years teaching experience: <1 year: 4 respondents
 2-10 years: 10 respondents
 >10 years: 4 respondents

Overall satisfaction score: 98%

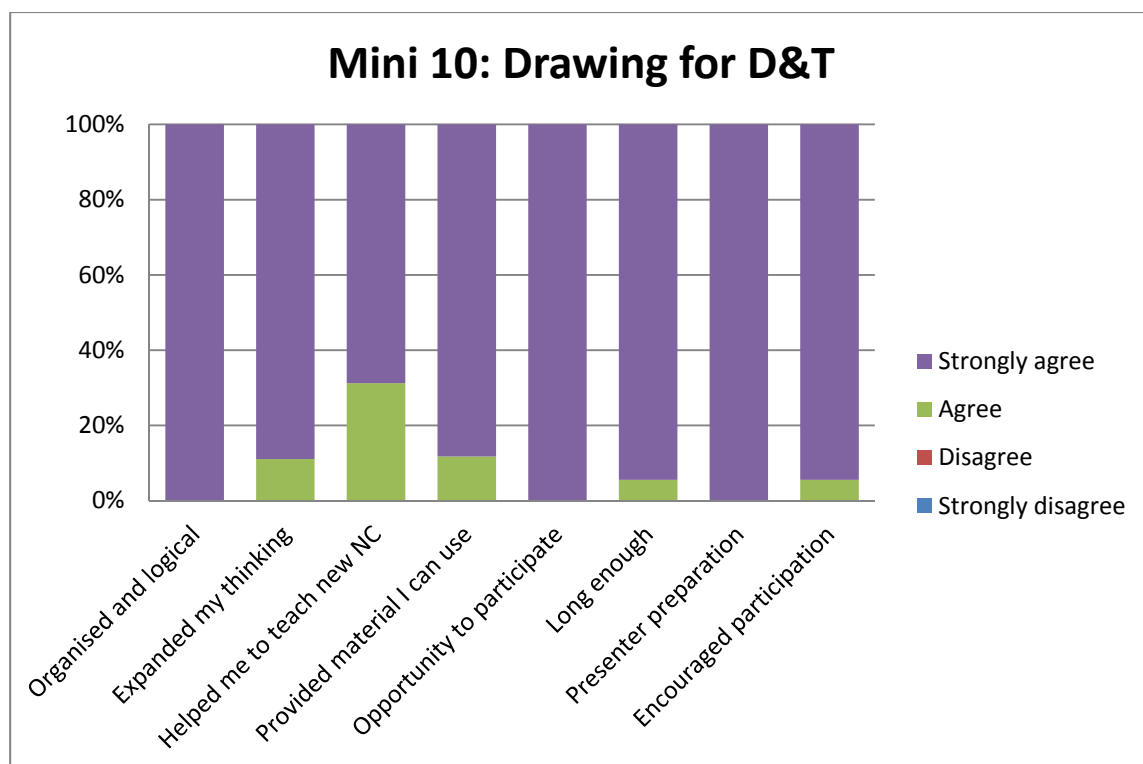


Figure 19: Delegate Responses to Mini-workshop 10: Drawing for D&T

Responses were received mainly from female delegates and with experience of mostly 2 to 10 years and from four NQTs.

Figure 19 shows an exceptional level of satisfaction with all aspects of the session. Over half of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “Hands on approach” and “Scaffolding and reflecting what the learner sees.”; *did not get*, “an understanding of how to help and encourage students to draw “; *do differently as a result of workshop* and *gain*, “All teachers implement a drawing course for yr7 at start of year” and “Samples that can be used in my classroom. Could be use for CPD for my other teachers”

Saturday Mini-workshop 11: Production Lines

Number of responses to workshop questionnaire: 12

Gender balance (female:male): 8:4

Content covered which was already known, $\leq 50\%$: 2 respondents

Years teaching experience: <1 year: 2 respondents
 2-10 years: 7 respondents
 >10 years: 3 respondents

Overall satisfaction score: 99%

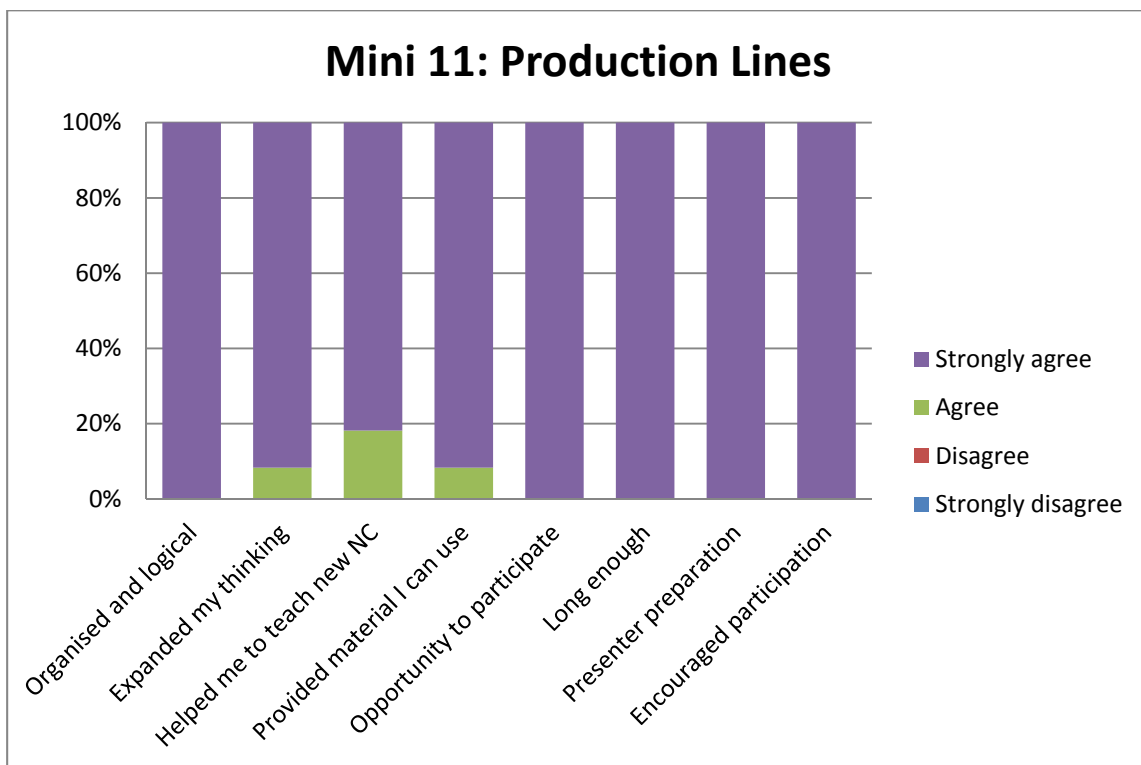


Figure 20: Delegate Responses to Mini-workshop 11: Production Lines

Responses were received mainly from female delegates and with experience of mostly 2 to 10 years and from two NQTs.

Figure 20 shows an exceptional level of satisfaction with all aspects of the session. Few responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, “Something I can take straight into the classroom + is exciting”; *did not get*, “More relationships to industry”; *do differently as a result of workshop and gain*, “Introducing working production systems + control - package design + industrial production” and “A lot of ideas for class work”

Saturday Mini-workshop 12: Successful STEM

Number of responses to workshop questionnaire: 9

Gender balance (female:male): 5:4

Content covered which was already known, $\leq 50\%$: 7 respondents

Years teaching experience: <1 year: 1 respondents
 2-10 years: 5 respondents
 >10 years: 3 respondents

Overall satisfaction score: 94%

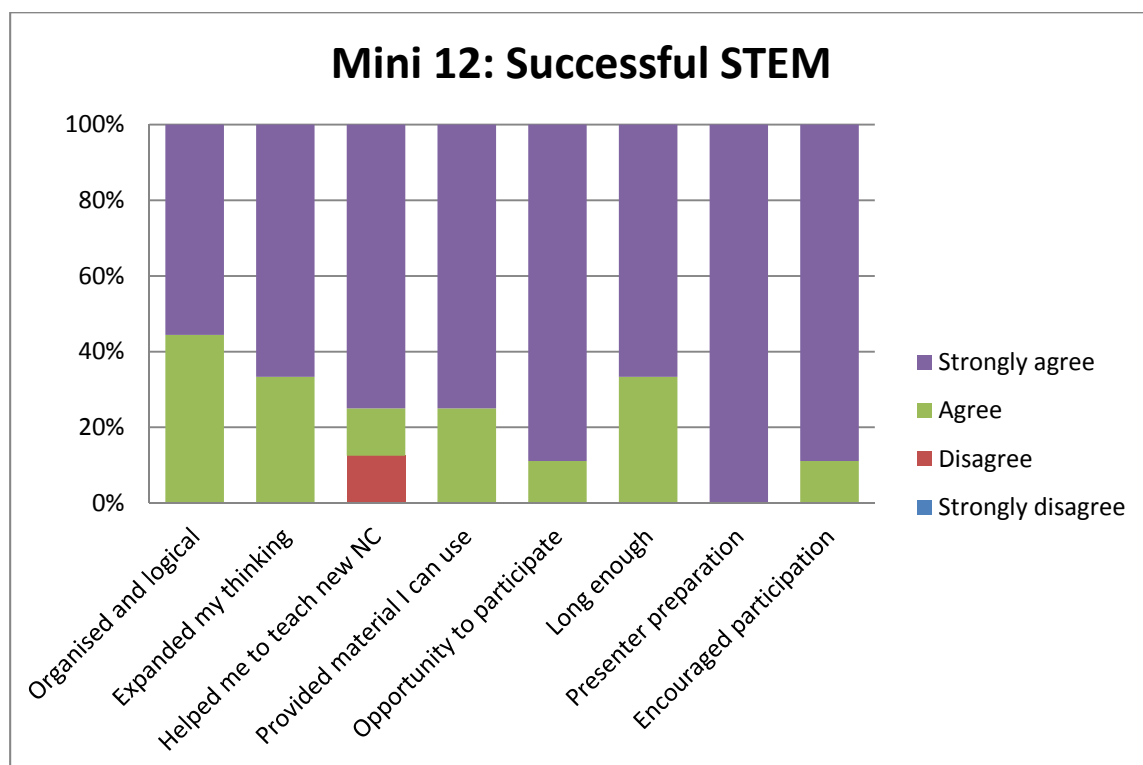


Figure 21: Delegate Responses to Mini-workshop 12: Successful STEM

Responses were received equally from female and male delegates and with experience of mostly 2 to 10 years and from one NQT.

Figure 21 shows a high, varied level of satisfaction with aspects of the session. The highest satisfaction was with presenter preparation. A small number of responses indicated that the session did not help them to teach the new NC. Over half of the responses indicated that $>50\%$ of the session content was new to them.

Most frequent comments were to:

single best thing, “Examples of practical projects”; *did not get*, “ideas to deliver STEM - cross curricular”; *do differently as a result of workshop* and *gain*, “Integrate STEM into yr9 project rather than offer as an extra-curricular activity” and “knowledge of STEM meeting other teachers.”

Saturday Mini-workshop 13: Planning for Progression in D&T

Number of responses to workshop questionnaire: 15

Gender balance (female:male): 6:7 (2 no response)

Content covered which was already known, ≤50%: 9 respondents

Years teaching experience: <1 year: 2 respondents
 2-10 years: 8 respondents
 >10 years: 5 respondents

Overall satisfaction score: 90%

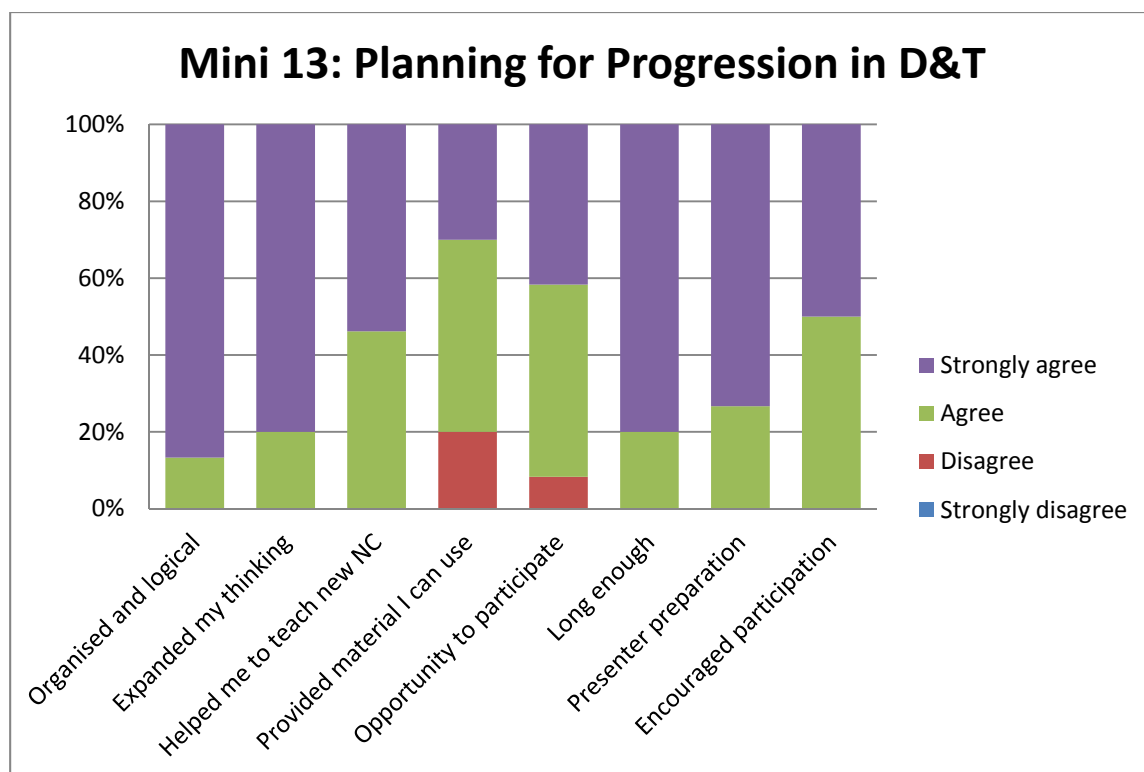


Figure 22: Delegate Responses to Mini-workshop 13: Planning for Progression in D&T

Responses were received equally from female and male delegates and with experience of mostly 2 to 10 years and from two NQTs.

Figure 22 shows a high, varied level of satisfaction with aspects of the session. A few responses indicated dissatisfaction with material provided and with opportunity to participate. Over half of the responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, "Gave understanding of the need for progression + assessment linked with feeder school"; *did not get*, "strategies for how to measure progress"; *do differently as a result of workshop* and *gain*, "Talk to SLT to see what they think they are doing!" and "ideas to audit programs of study."

Saturday Mini-workshop 14: Using your Tablet for D&T

Number of responses to workshop questionnaire: 11

Gender balance (female:male): 6:5 (2 no response)

Content covered which was already known, $\leq 50\%$: 9 respondents

Years teaching experience: <1 year: 2 respondents
 2-10 years: 5 respondents
 >10 years: 3 respondents

Overall satisfaction score: 96%

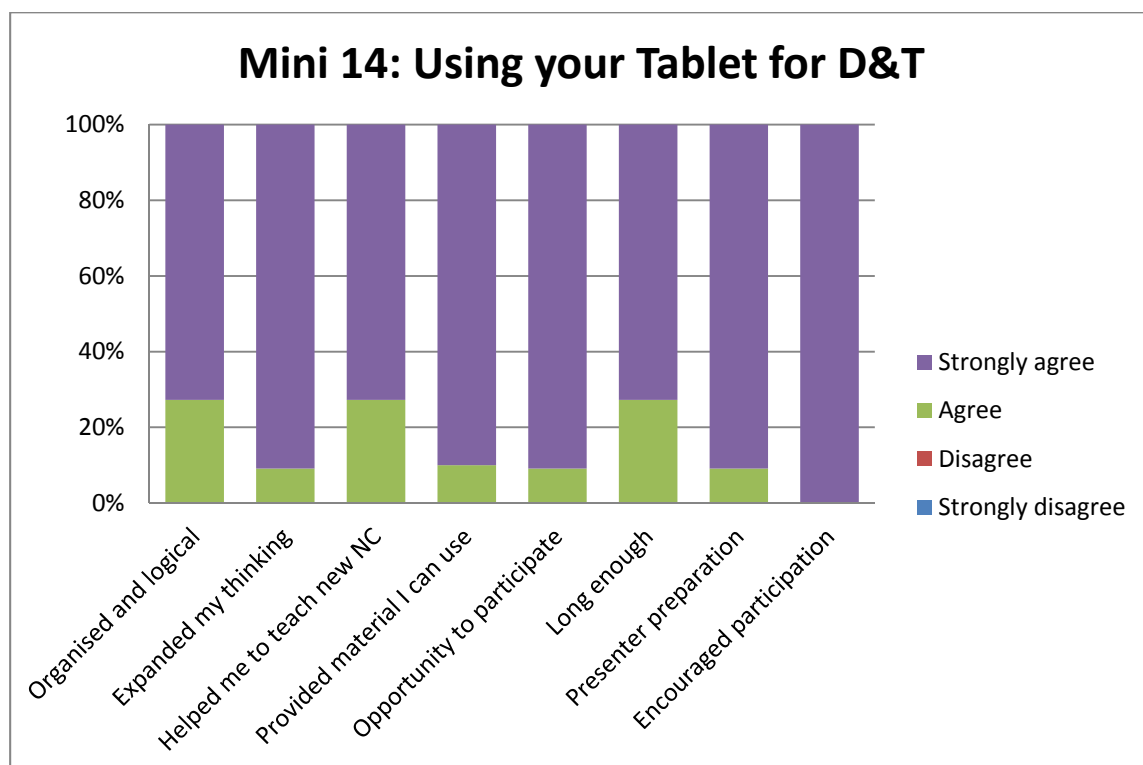


Figure 23: Delegate Responses to Mini-workshop 14: Using your Tablet for D&T (Saturday)

Responses were received equally from female and male delegates and with experience of mostly 2 to 10 years and from two NQTs.

Figure 19 shows an exceptional level of satisfaction with all aspects of the session. Most responses indicated that >50% of the session content was new to them.

Most frequent comments were to:

single best thing, "Learnt a range of new programmes to use in the classroom extending learning"; *did not get*, "nothing - it was more than I thought"; *do differently as a result of workshop* and *gain*, "use iPads to present work, design and teach in the classroom" and "how much technology is available"

Saturday Mini-workshop 15: Getting Started in Food Lessons

Number of responses to workshop questionnaire: 13

Gender balance (female:male): :12:1

Content covered which was already known, ≤50%: 6 respondents

Years teaching experience: <1 year: 3 respondents
 2-10 years: 6 respondents
 >10 years: 4 respondents

Overall satisfaction score: 90%

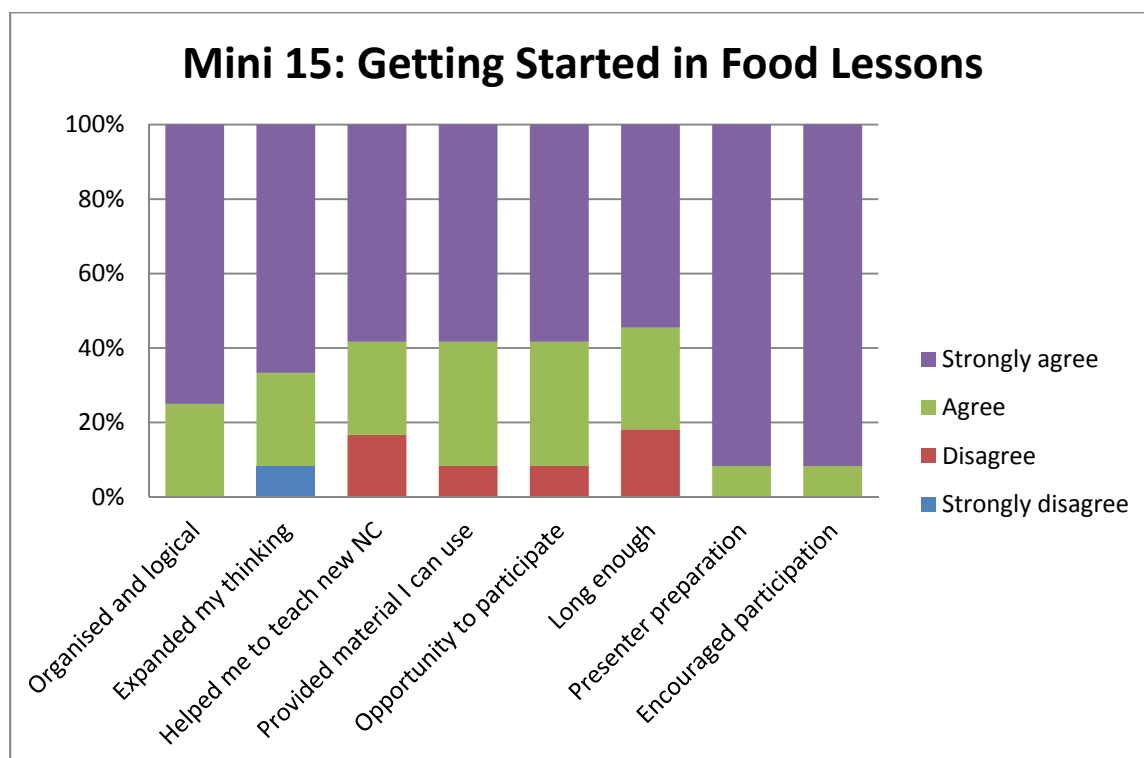


Figure 24: Delegate Responses to Mini-workshop 15: Getting Started in Food Lessons

Responses were received mainly from female delegates and with experience of mostly 2 to 10 years and from three NQTs.

Figure 21 shows a high, varied level of satisfaction with aspects of the session. The highest satisfaction was with presenter preparation and participation. A small number of responses indicated dissatisfaction, especially with expanding thinking and teaching the new NC. Less than half of the responses indicated that >50% of the session content was new to them. The data suggest that either more time was needed for content presented.

Most frequent comments were to:

single best thing, “understanding of what would be expected of me as a food teachers”; *did not get*, “some indications practically of supporting TA / technician / teachers “; *do differently as a result of workshop* and *gain*, “I know better how to organise myself and the students” and “Practical ideas/sharing ideas with others. Really useful resources + inspirational”

D&T Association Summer School Feedback Form

Can you please rate the follow aspects of your experience?

	1 Poor	2	3	4 Excellent	Not applicable
Marketing & communications	1	2	3	4	N/A
Car parking	1	2	3	4	N/A
Venue	1	2	3	4	N/A
Facilities	1	2	3	4	N/A
Food	1	2	3	4	N/A
Variety of workshops	1	2	3	4	N/A
Impact on practice	1	2	3	4	N/A
Achievement of aims					
Keynotes	1	2	3	4	N/A
Value for money	1	2	3	4	N/A

Please provide any additional feedback on the Summer School?	
--	--

Suggestions for future meetings/other comments?	
---	--

All questions are optional but we please request that you assist us in the evaluation of the summer school. All data will be gathered anonymously and kept secure and confidential by Loughborough University and the D&T Association. Your responses will not be shared with 3rd parties.


Loughborough University

Event sponsors



 MIND
SETS
IMAGINE | CREATE | LEARN


 brother.
at your side


 boxford
b


 DATA HARVEST


 TECHNOLOGY
SUPPLIES LTD

D&T Summer School Workshop Questionnaire

Title of the workshop:

For the following questions please indicate your agreement by selecting one option for each statement

The workshop:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not applicable
was well organised and followed a logical order	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>N/A</i>
expanded my thinking about the topic	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>N/A</i>
has helped me to teach the new curriculum	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>N/A</i>
provided material I can use with pupils	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>N/A</i>
had opportunities for me to participate	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>N/A</i>
was long enough for me to develop useful knowledge	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>N/A</i>
presenter was well prepared	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>N/A</i>
presenter encouraged participation	<i>SD</i>	<i>D</i>	<i>A</i>	<i>SA</i>	<i>N/A</i>

What was the single best thing about the workshop?

What were you looking from this workshop that you did not get?

Do you intend to do anything differently as a result of today's workshop? *If YES then please describe:*

What percentage of the content covered today did you already know? *Please circle one answer*

0-25%

26-50%

51-75%

76-100%

What did you gain from this experience that was unexpected?

How many years teaching experience do you have?

≤1 year

2 to 5 years

6 to 10 years

≥10

Gender:

Male

Female

No Response

All questions are optional but we please request that you assist us in the evaluation of the summer school. All data will be gathered anonymously and kept secure and confidential by Loughborough University. Your responses will not be shared with 3rd parties.