Collaborative Learning: An Effective Alternative to Traditional Classroom Teaching

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Abstract

Collaborative learning is a method of teaching and learning in which two or more students work together to complete a task set by the teacher. When used appropriately, collaborative learning can help reduce the anxiety associated with learning a foreign language, enhance student engagement, and increase motivation. This paper presents an introduction to some of the benefits of this useful teaching method, a description of three original collaborative learning projects which were implemented in the author's EFL courses, and the students' response to these projects. Forty-seven university students (30 sophomores and 17 juniors) participated in the collaborative learning projects and then completed a questionnaire. Quantitative results of the survey suggest that, for the majority of the students who participated, these collaborative learning projects were effective for enhancing engagement, increasing motivation, and improving English skills.

Keywords: Collaborative learning, engaging pedagogies, English as a foreign language（EFL）, Japanese university EFL learners, student engagement

Collaborative learning refers to "a form of indirect teaching in which the teacher sets a problem and organizes students to work it out collaboratively" (Bruffee, 1984, p. 637). Collaborative learning is an effective alternative to traditional classroom teaching because this method engages students more deeply and their work tends to improve with the help of their peers (Bruffee, 1984)... "Student engagement in educationally purposeful activities inside and outside the classroom is a precursor to high levels of student learning and personal development as well as an indicator of educational effectiveness" (American College Personnel Association [ACPA], 1994; Kuh, 1996, 2003; MacGregor, 1991; Study Group on the Conditions of Excellence in American Higher Education [Study Group], 1984 as cited in Zhao &Kuh, 2004, p.115).

Classroom group work is a type of collaborative learning in which students work in small groups to complete an activity provided by the teacher. Over the years, I have used group work extensively in my ESL and EFL classes and found it to be effective for reducing foreign language anxiety, enhancing student engagement, and improving motivation for learning English. Foreign language anxiety refers to the feelings of apprehension, uneasiness, or fear that students experience when learning a foreign language. Results of previous studies suggest that Japanese university EFL learners tend to

have a relatively high level of foreign language anxiety compared to other university foreign language learners (Nagahashi, 2007a). Collaborative learning can help reduce foreign language anxiety (Nagahashi, 2007b).

Collaborative learning is also effective for enhancing student engagement. Student engagement is an essential element of the learning process and has become an indicator of effective educational practice. The more time and effort students spend on an assignment, the greater their gains in knowledge and skills. Japanese university EFL learners need to be encouraged to spend more time and effort on their English studies, especially the amount of out-of-class time. Many students spend one hour or less per week learning English outside of the classroom (Nagahashi, 2003, 2007a, 2012), which is insufficient for acquiring English language proficiency. In collaborative learning, students work harder and longer, which leads to higher achievement (Johnson, Johnson & Smith, 1998).

Another benefit of collaborative learning is increased student motivation. Motivation is considered to be one of the key factors in determining students' success or failure in mastering a foreign/second language (L2). According Dornyei(2001)," in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics" (p.5). Collaborative learning often leads to the development of cohesive class groups and motivation tends to increase in an environment where students support each other (Dornyei, 2001).Therefore, collaborative learning may be useful for helping Japanese university students regain their motivation for learning English, which often diminishes after reaching their goal of university admission (Nagahashi, 2006).

In summary, collaborative learning provides an opportunity for students to work together in a supportive environment which research has shown to help reduce foreign language anxiety, enhance engagement, improve motivation, and lead to higher levels of achievement.The purpose of this study was to assess the efficacy of a variety of collaborative learning activities for enhancing student engagement, increasing motivation, and improving English language proficiency.

Methods

This study used a quantitative method to assess the students' response to the collaborative learning projects. A 10-item questionnaire was administered at the end of the projects. The data collected from the questionnaire were analyzed using Excel statistical software (Microsoft Corporation). Means and standard deviations were calculated for each of the 10 closed statements. In addition, the percentage of students who reported a 'high' level of agreement, 5 or 6 on the six-point scale, for each of the statements was calculated.

Participants

There were 48 Akita Prefectural University students (24M/24F), who participated in the collaborative learning projects. Forty-seven students (24M/23F) completed the end-of-course questionnaire. All participants were students in the Faculty of Bioresource Sciences, which is located on the Akita campus of Akita Prefectural University. A total of 30 students were enrolled in the two sections of the English Conversation course and 18 students were enrolled in the English Expressions course. Both courses are elective courses. English Conversation is a 2-credit course that meets for 90 minutes twice a

week for 15 weeks for a total of 45 contact hours. English Expressions is a 2-credit course that meets for 90 minutes once a week for 15 weeks for a total of 22.5 contact hours. These courses were taught by the author during the first semester of the 2013 academic year. Students in the English Conversation course were all sophomores and students in the English Expressions course were all juniors (see Table 1).

Materials and Procedures

A total of three collaborative learning projects, two in the English Expressions course and one in the English Conversation course, were introduced (see Table 2). Students in the English Expressions course completed a poster project and a PowerPoint project. Students in the English Conversation course completed a peer teaching project. All three projects were designed to enhance student en-

gagement, increase motivation, and help develop English skills useful for Bioresource Sciences majors.

Procedures

Poster Project. The group poster project was introduced during Week 10 of the English Expressions course. At this point in time, the students had already completed two individual, informative presentations in English. These presentations provided an opportunity for the students to develop basic presentation skills including the organization of speech contents and appropriate posture, eye contact, gestures, and voice inflection. The following will explain the goal of the poster project, how the students were grouped, the topic for the project, and the procedure.

The goal of the poster project was to provide an opportunity for the students to

Table 1
Participants （N=48）

Group	n	Course	Department
A	30 (M14/F16)	English Conversation	Biotechnology (n=9) Biological Production (n=9) Biological Environment (n=2) Agribusiness (n=10)
B	18 (M10/F8)	English Expressions	Biotechnology (n=5) Biological Production (n=8) Biological Environment (n=5)

Table 2
Collaborative Learning Projects

Course	Project	Specific Objectives
English Expressions	Poster Project	• To conduct primary and secondary research • To compile, evaluate and organize research findings • To organize poster materials using the following headings: "Introduction," "Materials and Methods," "Results," "Discussion," "Conclusions," and "References" • To create and present a visually appealing poster • To develop English presentation skills
	PowerPoint Project	• To review course materials • To conduct secondary research • To compile, evaluate and organize research findings • To organize PowerPoint presentation slides in the following order: title, overview, three main points with appropriate support, and conclusion • To create and present a visually appealing PowerPoint presentation • To develop English presentation skills
English Conversation	Peer TeachingProject	• To review vocabulary, grammar, and social language covered in the course • To create an original lesson plan and teach peers • To develop English presentation skills • To reflect on and evaluate performance

develop skills that would be useful to them as science majors in the university's Faculty of Bioresource Sciences. These skills include the ability to conduct primary and secondary research, evaluate and organize information, and to create and present an attractive research poster.

Students were divided into six homogeneous groups of three members each. Groupings were based on level of class participation, completion of homework assignments, and quiz scores. Students who participated in classroom activities, completed homework assignments, and scored well on the unit quizzes were grouped together. Those who were less active in class, did not complete homework assignments, and scored low on quizzes were grouped together. The rationale for these groupings was that it had been previously observed that the more motivated students tended to take leadership roles while those who were less motivated simply waited for the more active members to complete the task. Grouping according to similar levels of motivation allowed for those who were willing to engage to move forward without the distraction and added burden of having to support the less motivated members. Grouping less motivated students together created a situation in which the members had to eventually take responsibility and make an effort to complete the task.

At the beginning of the project, the students received guidelines to follow which included the topic of the presentation, the number and types of sources to use, and the format for the poster. The topic for the poster project, food, came from Unit 7 "Food, drink, and culture." in the course text, *New Headway Academic Skills: Student's Book Level 1: Reading, Writing, and Study Skills by Richard Harrison* (2006). In this project, the groups were required to use at least one primary source (first-hand information)

such as direct observation, interviews or surveys and two secondary sources, such as articles in newspapers and magazine or books. Posters were to be created using PowerPoint and to include the following headings: "Introduction," "Materials and Methods," "Results," "Discussion," "Conclusions," and "References." All groups were required to submit their posters by e-mail to the instructor for correction and printing prior to the presentation day. Poster size was limited to A3 rather than A0 to reduce the time for and cost of printing the posters.

On the day of the poster presentations, the following procedure, designed to maximize student engagement, was implemented. First, everyone received a handout on which to write comments about the posters and presenters. Then the six posters ((1) "Japanese Beef vs. Foreign Beef," 2) "Fast Food: Good Points and Bad Points," 3) "TPP and Local Food," 4) "Food Self-Sufficiency Rate in Japan: A Look at Breakfast," 5) "Puffer's Poison," and 6) "Changes in the Japanese Diets") were taped to the walls around the room. After this, the class was divided into three groups: presenters, listeners, and observers. One member from each of the six groups stood next to his or her poster and prepared to present. One of the two remaining group members stood in front of another group's poster and prepared to listen and ask questions. The last remaining group member was asked to sit down in the middle of the classroom and prepare to observe the poster session. On the instructor's signal, the session started and each presenter had five minutes to explain the poster and answer questions. At the end of five minutes, the listeners shifted to the right and stood in front of the next poster. After everyone was in position, the five-minute session started again. This process was repeated until the listeners had been all the way around the room and seen all of the

posters. At this point, everyone changed roles. Presenters became observers, observers became listeners, and the listeners became presenters. The process was repeated until everyone had experienced each of the roles. Finally, at the end of the poster presentations, students reviewed the comments that they had written and then voted for their favorite presenter and poster. Prizes were awarded to the winners. The winning poster, "Changes in the Japanese Diet," appears in Appendix A.

PowerPoint Project. The group PowerPoint project was introduced during Week 13 of the English Expressions course. The goal of this project was to further develop the students' English presentation skills. Knowing how to give an effective, engaging PowerPoint presentation in English is an important skill for science majors.

Students worked in the same groups that they had been previously assigned to for the poster project. The students remained in the same groups because they had become accustomed to working with each other and this would help facilitate the process.

Groups were allowed to select a topic related to one of the units that had been covered in class, such as Unit 3 "People and the environment," Unit 6 "Technology," Unit 7 "Food, drink, and culture," and Unit 8 "Cities of the world." Titles of the six PowerPoint projects were 1) "British Culture," 2) "Environmental Problems," 3) "Indica Rice and Japonica Rice," 4) "Past, Present and Future of TV," 5) "Three Countries Famous for Hot Springs," and 6) "Uyuni Salt Lake, Bolivia."

Presentation time was limited to 15 minutes and the PowerPoint slides were to be organized in the following order: title, overview, three main points with appropriate support and conclusion. An outline was provided to help students organize the script for their speech (see Appendix B). All members of the group were required to have a speaking part during the presentation.

Peer Teaching Project. The peer teaching project was introduced during Week 14 of the English Conversation course. The purpose of the project was to help students review the vocabulary, grammar, and social language that had been covered up to that point and to provide an opportunity for the students to develop English presentation skills.

Students were allowed to form their own groups of three to five members and to select a topic from a list from the course text, Top Notch: *English for Today's World 2* by Joan Saslow and Allen Ascher (2006).

Each group was allowed 20 minutes for the lesson. The lesson had to include 1) a grammar point, such as the passive voice: statements and questions, or comparisons with as ⋯as, 2) vocabulary, for example, movie genres, 3) language functions, such as expressing likes and dislikes, and 4) and an original activity (see Figure 1). The lesson plan and handouts were to be reviewed by the teacher before printing. At the end of the lesson, each member evaluated his or her group's performance (see Appendix C).

In summary, these three projects (poster, PowerPoint, and peer teaching) were designed and implemented in a way to maximize the benefits of collaborative learning. Key points when creating and introducing
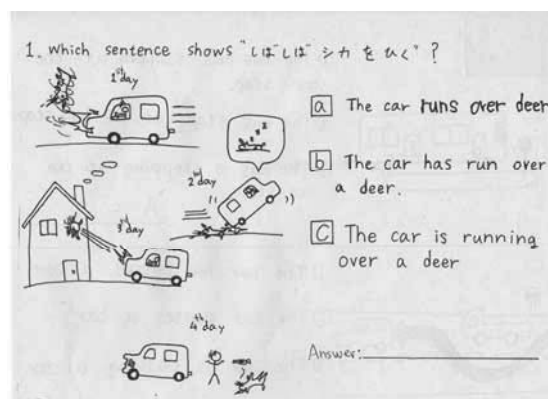

Figure 1. Sample of an original grammar quiz

the projects included the groupings, interest and relevance, and support. Students were either divided by the teacher or allowed to divide into groups on their own depending on the classroom dynamics and willingness of the students to engage. One group needed more structure to help maximize participation while the other group did not. Interest and relevance affect motivation, so care was taken to allow for a selection of topics that would hold the students' attention and activities that would help them develop useful skills. Finally, providing the right kind and amount of support was critical to the success of these projects. Support was provided through examples and advice. Examples of previous posters, PowerPoints, and peer teaching activities gave students an idea of what was expected. An outline for the speech script was provided to help the students limit and organize their main points. Advice from the teacher was provided during class time, via e-mail, and during office hours.

Results and Discussion

At the end of the 2013 Spring Semester, students in the two courses, English Conversation and English Expressions, completed a questionnaire about their collaborative learning experience (see Appendix D). Students in the English Conversation course (Group A, n=30) were asked to respond to the peer teaching project and students in the English Expressions course (Group B, n=17) were asked to respond to the poster and PowerPoint projects. The questionnaire consisted of 10 closed statements. A 6-point Likert scale in which 1 represented "strongly disagree" and 6 represented "strongly agree" was used. Forty-seven of the 48 students who participated in the collaborative learning projects completed the questionnaire. Quantitative results, means and standard deviations, for statements 1-10 were calculated (see Appendix E). In addition, further analysis,to determine the percentage of students who had a "high" level of agreement, a rating of 5 or 6 on the six-point scale, was carried out.

Overall results of the questionnaire show a positive response to the collaborative learning projects by the students. In Group A (n=30), mean scores ranged from a low of 4.37 to a high of 5.43. In Group B (n=17), mean scores ranged from a low of 4.76 to a high of 5.35. The total mean scores of Group A and B (N=47) ranged from a low of 4.57 to a high of 5.40, which indicate a moderate to high level of agreement. So, despite the variation in number and types of projects that each group completed, results suggest that collaborative learning was effective in both groups.

Further analysis to determine the percentage of students who gave a 'high' rating, a 5 or 6 on the six-point scale, was calculated for each statement (see Figure 2). To provide more structure to the discussion of these results, the statements have been divided into three categories: 1) student engagement (statements 2, 4 and 8), 2) student motivation (statements 1, 3 and 5), and 3) student achievement and satisfaction (statements 6, 7, 9 and 10). First, we will look at the responses to the statements related to student engagement.

Student Engagement. Research shows that increased student engagement leads to increased student achievement. Therefore, collaborative learning activities should be designed to encourage maximum involvement by all members of the group. In response to statement two, 87% (n=26) of Group A and 59% (n=10) of Group B agreed that all the members of their group participated equally. Although the majority of students in both
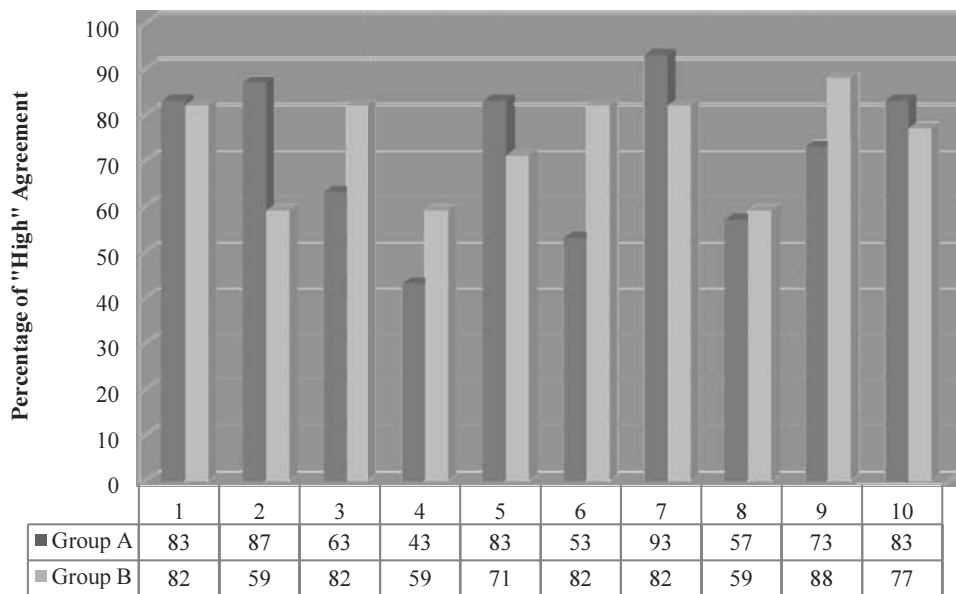
	1	2	3	4	5	6	7	8	9	10
■ Group A	83	87	63	43	83	53	93	57	73	83
▫ Group B	82	59	82	59	71	82	82	59	88	77

Figure 2. Percentage of students to "agree" (5) or "strongly agree" (6) with the statements

groups indicated a high level of agreement, there is a large difference between the groups. The reasons for this large difference are not clear. However, the groupings may have impacted the participation levels. In Group A, students were allowed more autonomy in forming their own groups and tended to prefer working with friends. In Group B, the teacher divided the students into groups and the divisions were based on factors other than friendships, which might have made reaching a consensus on the division of work more difficult.

Challenging assignments and high expectations for achievement are two factors known to enhance student engagement. In response to statement four, 43% (n=13) of Group A and 59% (n=10) of Group B agreed that they did the best to their ability on this presentation. The result for Group B suggests that the projects were suitably challenging for the majority of the students, however, the result for Group A indicates a need to adjust the level of difficulty of the assignment, which in turn would increase the time and effort needed to complete the work.

Increasing the students' amount of out-of-class time on English studies was one of the general objectives of these collaborative learning projects. As mentioned previously, Japanese university students in general spend an insufficient amount of time on their English studies outside of the classroom. In response to statement eight, 57% (n=17) of Group A and 59% (n=10) of Group B agreed that they spent more time outside of class preparing for these presentations than they usually spend on assignments for this class. These results suggest that the collaborative learning projects were effective for increasing the amount of out-of-class time on English studies for the majority of the students in both groups.

In collaborative learning, positive relations among group members make the learning process more enjoyable, which in turn enhances motivation. The majority of students in both groups found working with their group members to be an enjoyable experience with 83% (n=25) of Group A and 82% (n=14) of Group B in "high" agreement with statement one.

Student Motivation. Motivation is the key to student engagement and successful learning. Motivation has been defined as "a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process" (Bomia, et al., 1997, p.1). In response to statement three, 63% (n=19) of Group A and 82% (n=14) of Group B agreed that working with their group members on this presentation helped improve their motivation for learning English.

Interest is also important for enhancing motivation. According to statement five, 83% (n=25) of Group A and 71% (n=12) of Group B agreed that working on this presentation was interesting for them.

Student Achievement and Satisfaction. Students in both groups found the collaborative learning projects to be useful for improving their English skills and relevant to their goals. Fifty-three percent (n=16) of Group A and 82% (n=14) of Group B agreed that working on this presentation was useful for improving their English skills (reading, writing, listening and speaking). Ninety-three percent (n=28) of Group A and 82% (n=14) of Group B agreed that knowing how to make a presentation in English is useful for their future.

Overall, students in both groups were satisfied with the assistance that they received from the teacher and would recommend these courses to other students. Seventy-three percent (n=22) of Group A and 88% (n=15) of Group B agreed that the teacher provided enough guidance and support during preparation for the presentations. Eighty-three percent (n=25) of Group A and 77% (n=13) of Group B would recommend these courses to other students.

In short, the majority of the students in this study responded positively to the collaborative learning projects, which were implemented in the author's courses during the Spring Semester of 2013. The results of the questionnaire indicate that collaborative learning was effective for enhancing student engagement, increasing motivation, and improving the students' English language skills. The students spent more time outside of the classroom involved in learning English, their motivation increased in the pleasant, supportive environment of their groups, and they were able to develop skills needed for their future.

Conclusion

This paper has explained some of the benefits of collaborative learning, described three collaborative learning projects, and discussed the students' response to these projects. Collaborative learning is an effective method for enhancing student engagement, increasing motivation, and improving English language proficiency. It is interesting to note that despite the differences in number and types of collaborative learning projects each group completed, the overall response by the majority of the students was positive.

Key points to remember when creating and implementing collaborative learning projects are that the projects should be challenging, allow for some degree of autonomy, encourage active involvement by each member of the group, have clear expectations, and are relevant to students' interests and needs. Creating and implementing effective collaborative learning projects may be challenging for EFL teachers who are more accustomed to traditional teaching methods, however, the rewards of seeing students who are actively engaged, enjoying the learning process, and reaching higher levels of achievement are worth the extra time and effort involved in bringing about an environment more conducive to learning.

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Changes in the Japanese Diet

Group 3   Members：Yuki Sato, Kodai Nakano, Seiya Hirano

Introduction

In the past, the Japanese diet consisted of rice, vegetables and fruit. It was a very healthy diet. However, now the Japanese diet consists of more meat, oil and bread.

PAST

Fish is main

↓ **Changes in diet**

PRESENT

Meat is main

In fact, the ratio of rice we are eating is down. These changes in diet are leading to lifestyle-related illness.

~Lifestyle-related illness ~

Obesity
Cancer
Diabetes
High blood pressure
Etc….

Materials and Methods

We interviewed our parents.
Number of people: 6
Ages: 45~55

Seiya's parents

Results

According to the interviews, our parents seldom ate meat products when they were young. They ate a lot of vegetables and fish

Changes in the calorie base

	1960 calorie base	2010 calorie base
Rice	48.3%	23.6%
Meat	3.7%	15.9%
Oil and fats	4.6%	13.9%
Wheat	10.9%	13.4%
Fish	3.8%	4.8%
Others	28.7%	28.4%

■・・・decrease ■・・・increase ■・・・smal change

Meat, Oil and Fat

OIL

8% ➡ 30%

According to Ministry of Agriculture, Forestry and Fisheries (MAFF), the ratio of meat, oil and fats in the 2010 calorie base has increased dramatically since 1960. Specialist says changes in the diet are causing lifestyle-related illness.
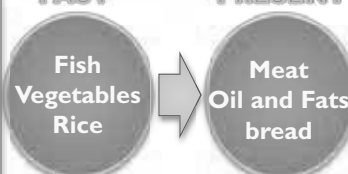
Discussion

FIRST

Japanese diet has changed

SECOND

PAST

PRESENT

Fish Vegetables Rice ➡ **Meat Oil and Fats bread**

THIRD

Japanese diet

Health

↓

Leads to lifestyle -related illness

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Conclusions

Due to the changes in the Japanese diet, we are now experiencing an increase in lifestyle-related illness. We think that we should consider the present Japanese diet and make changes to improve our health.

Appendix B
Speech Outline for PowerPoint Presentation

— 85 —

Greeting

Good morning.
Our names are _____, _____and _____.

What

Today, we would like to talk about_____.

Why

The reason why we chose this topic is because_____.

Overview

Today, we will tell you about_____, _____and _____.

Transition

Now we will begin with our first point,_____.

Main Point 1 (Include examples, reasons, and details that support your first point.)

_____.

Transition

We have told you about _____. Next**,** we will talk about_____.

Main Point 2 (Include examples, reasons, and details that support your second point.)

_____.

Transition

We have told you about _____. Finally, we will tell you about

_____.

Main Point 3 (Include examples, reasons, and details that support your third point.)

_____.

Conclusion (Summarize your main points.)

In conclusion, today we told you about _____, _____,

and _____. Remember that_____. Don't forget

_____. Finally, remember _____.

Thank you for your attention. Do you have any questions?

Appendix C

English Conversation
Final Presentation Evaluation

Name_____ Class Number_____

Directions: Complete the following evaluation for your group's presentation. Circle the number that best describes your agreement (5 being "strongly agree") or disagreement (1 being "strongly disagree") with the statement.

Group Name_____

1 2 3 4 5   1. The group clearly explained the topic of the presentation.

1 2 3 4 5   2. The group presented the information in a logical, interesting sequence that was well-organized with good transitions.

1 2 3 4 5   3. The group demonstrated knowledge of the subject and gave clear explanations and specific examples.

1 2 3 4 5   4. The group showed originality in its presentation of the material, visual aids and hands-on activities.

1 2 3 4 5   5. The group demonstrated appropriate presentation skills including good eye contact, appropriate facial expressions, natural hand gestures, and good posture.

1 2 3 4 5   6. The group showed enthusiasm and created positive feelings about the topic during the entire presentation.

1 2 3 4 5   7. The group members spoke clearly and loud enough for everyone to hear.

1 2 3 4 5   8. All members of the group participated equally in the presentation.

1 2 3 4 5   9. The group was well-prepared and worked well together.

1 2 3 4 5   10. I enjoyed creating this presentation and the process helped me to review and remember what I have learned.

Total points _____ x 2 = _____ Final Score

Complete the following statement.

The best part of doing this presentation was _____.

Appendix D

End-of-Course Questionnaire

— 87 —

Directions: Circle the number (**1 2 3 4 5 6**) that best reflects your agreement or disagreement with the statement.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	**2**	**3**	**4**	**5**	**6**

(Ex.) If you **strongly agree** with the following statement, write this.

I like rice very much.	1 2 3 4 5 ⑥

1	I enjoyed working with my group members.	**1 2 3 4 5 6**
2	All members in my group participated equally.	**1 2 3 4 5 6**
3	Working with my group members on this presentation helped improve my motivation for learning English.	**1 2 3 4 5 6**
4	I did the best to my ability on this presentation	**1 2 3 4 5 6**
5	Working on this presentation was interesting for me.	**1 2 3 4 5 6**
6	Working on this presentation was useful for improving my English skills (reading, writing, listening and speaking).	**1 2 3 4 5 6**
7	Knowing how to make a presentation in English is useful for my future.	**1 2 3 4 5 6**
8	I spent more time outside of class preparing for this presentation than I usually spend on assignments for this class.	**1 2 3 4 5 6**
9	The teacher provided enough guidance and support during preparation for this presentation.	**1 2 3 4 5 6**
10	I would recommend this class to other students.	**1 2 3 4 5 6**

Appendix E

Means and Standard Deviations for the End-of-Course Questionnaire(N=47)

	Group A (n=30)		Group B (n=17)		Total (N=47)	
Statement	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1. I enjoyed working with my group members.	5.43	0.84	5.35	0.76	5.40	0.82
2. All members in my group participated equally.	5.20	1.01	4.82	0.92	5.06	1.00
3. Working with my group members on this presentation helped improve my motivation for learning English.	4.87	1.02	5.24	0.73	5.00	0.95
4. I did the best to my ability on this presentation.	4.37	0.98	4.94	0.87	4.57	0.98
5. Working on this presentation was interesting for me.	5.23	0.88	5.00	0.91	5.15	0.90
6. Working on this presentation was useful for improving my English skills (reading, writing, listening and speaking).	4.67	0.98	5.06	0.80	4.81	0.94
7. Knowing how to make a presentation in English is useful for my future.	5.27	0.81	5.18	0.86	5.23	0.83
8. I spent more time outside of class preparing for this presentation than I usually spend on assignments for this class.	4.67	0.91	4.76	0.88	4.70	0.90
9. The teacher provided enough guidance and support during preparation for this presentation.	5.20	0.83	5.24	1.00	5.21	0.90
10. I would recommend this class to other students.	5.23	0.80	4.82	1.04	5.09	0.92

Note: Scores are based on a 1 (*strongly disagree*) to 6 (*strongly agree*) scale.