eVALUate — WHAT DO OUR PARTNER STUDENTS SAY?

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Data from **Semester 1, 2017**

**2600 responses** out of 8940 students (29%)

11 partners

AAPoly, ATMC (Melb, Syd), IIIBIT (Syd, Ade), IIC, MIT (Melb, Syd), NIM, SCMSYS, SINO

Undergrad and postgraduate

132 courses across Business, IT, Education (combined across locations)
16 courses with NO DATA
15 courses with <15% RESPONSE RATE
59 courses with 15-29% RESPONSE RATE
42 courses with >50% RESPONSE RATE
OVERALL SATISFACTION
(Overall how satisfied were you with this course?)

2 courses with <60% agreement
9 courses with 60-79% agreement
121 (92%) courses with >80% agreement
22 (17%) courses with 100% agreement for ALL QUESTIONS!
Q13
How do you think this course might be improved?

50% of students indicated that there was nothing that needed improving.
“This is probably the best course I've enrolled in up to now, everything was really good, both the resources provided and the teaching as well as all the information we needed. I have no suggestions for improvements.”

“Thumbs up to the lecturer!”
VOLUME OF WORK
ASSESSMENT
INTERACTIVITY
MULTIMEDIA
RESOURCES
TECHNICAL ISSUES
ORGANISATION
OPPORTUNITY TO PRACTICE
AUTHENTIC LEARNING
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AUTHENTIC LEARNING

- students highly value case studies and real life examples
- students want to interact with industry
- international contexts
DURING SEMESTER

- clarity and detail in assessment requirements and instructions
- number of assessments (students want more regular, smaller tasks/less large assessments)
- difficulty of assessments
- assignments that can be started earlier/due earlier
- timeliness of feedback
- group work issues
- only 1 student complained about moderation
ASSESSMENT

EXAMS

- students want more sample exams and solutions
- lack of alignment between exam and course content
- more/less exams/tests
“... and the exam, is it really examining course knowledge or English grammar knowledge? I couldn't understand the question ...”
STUDY RESOURCES

- slides
- text-books (currency/accessibility)
- online resources
- notes
- more explanation
“Slides are not enough ... we need more resources”
OPPORTUNITIES TO PRACTICE

- students want opportunities to put theory into practice
- more lab time
VOLUME OF WORK

- less content
- less assessment
- more class time
INTERACTIVITY

- discussions
- group work
- interactive activities
- games …

8%
“Include some interaction rather than teaching by the slide only … sometimes it's quite boring in class”

“maybe less content and more discussion time”
ORGANISATION

- more focus on core content
- clarity around objectives
- organisation of Moodle pages
- more support for group work
“Well, I think that this course can be improved by focusing more on what the student will be able to do or understand after finishing the subject. For example, focusing more on certain topics which might be more important in the next semester. Focusing more on learning activities and reviewing what the student has understood.”
TECHNICAL ASPECTS

- Use of non-current software and free-ware
- Issues with Turnitin
- Software accessibility and technical issues in computer labs (lack of software, late installation of software, access issues, slow and non-operating PCs)
MULTIMEDIA

- multimedia to increase both ENGAGEMENT and UNDERSTANDING
- business students wanted to see real-life examples of business concepts via video
- recorded lectures
“This is my second attempt [... of this course], I like the video explanation of each topic which I did not have last year. The video for each topic helps me to understand better as I can rewind the video again and again” Q12
NOTHING TO CHANGE
AUTHENTIC LEARNING
ASSESSMENT
RESOURCES
OPPORTUNITY TO PRACTICE
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WHERE TO FROM HERE?

AUTHENTIC LEARNING
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