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STUDENT EXPERIENCE OF LEARNING AND TEACHING – SELT

1. Overview

The mission of the Planning and Performance Reporting (PPR) is to assist the university community to improve student learning and staff teaching through development programs and research. One of the objectives of PPR in fulfilling this mission is to develop, manage and implement appropriate methods for the evaluation of staff teaching and student learning using methods that are informed by educational research.

PPR assists the University in the implementation of the Student Experience of Learning and Teaching (SELT) Policy, approved on 15 October 2009 (http://www.adelaide.edu.au/policies/101/).

PPR supports the process of regular, planned evaluations of individual or group teaching and associated student learning outcomes, as well as course and program evaluations. The purpose of such an evaluation is to provide staff with valid and reliable information with which to make informed decisions about improving student learning outcomes. SELT is only one of the necessary components for making such informed decisions and staff and Schools should use other methods, such as reflective practice and peer review, student assessment results and teaching portfolios in order to construct an informed view of the learning and teaching being evaluated. Evaluation is a positive process and should be used for the enhancement of staff development and student learning.

Information collected as part of the evaluation process is treated in accordance with the University Policy on SELT. Information is returned to the individual or group requesting the evaluation as well as to the appropriate Head or Dean. All staff receiving evaluation results should consult PPR commentaries on Interpreting Evaluation Results (http://www.adelaide.edu.au/planning/selt/).

2. The SELT Process

The SELT system enables you to use either the standard template or to create a questionnaire to suit your particular teaching situation and developmental needs. All SELT processing is carried out free of charge and includes:

- construction of your questionnaire(s) in Adobe Acrobat format;
- processing of the student responses;
- summarising the student responses in an easily readable format;
- returning the results in Adobe Acrobat format as an attachment to email.

3. SELT Request

As part of the automation of the SELT process, staff may download any of the standard forms (in Adobe Acrobat format) for:

- Individual Teacher SELT (Standard or Extended Standard Teacher SELT)
- Group Teaching SELT (Standard or Multiple Teacher SELT)
- Course SELT (Standard or Extended Standard Course SELT)

To use these standard templates you do not have to place a request with PPR. Simply download the required combined coversheet and evaluation form (http://www.adelaide.edu.au/planning/selt/), make the appropriate number of copies of the evaluation questions, organise an appropriate administrator, conduct the evaluation and return the completed questionnaires and coversheet to Planning and Performance Reporting, Level 3, 50 Rundle Mall, Rundle Mall Plaza in an envelope marked “Confidential Evaluations”. Completed evaluation questionnaires will be processed in the order in which they are received by PPR. The processed reports should be returned by email within 5 working days. The original questionnaires will be returned by internal mail to the person requesting the evaluation.

You may also request non-standard evaluation questionnaires by contacting Planning and Performance Reporting on extension 33496. Please give at least 10 working days notice for requesting non-standard evaluation questionnaires and we will endeavour to return the template within this time. PPR will assist you in choosing appropriate questions, constructing a template for your evaluation and sending the template (in Adobe Acrobat format) to you by email. You may then use the forms as described above.
The general policy relating to the return of results and original questionnaires is:
- the Teacher receives the SELT results and the original questionnaire forms
- the Head of School/Faculty will receive a copy of the SELT results

The electronic copy of the SELT results contains the student responses to the open ended questions.

4. Questionnaire Options

You have 7 options from which to choose when selecting your questionnaire. Options 1 to 3 are the standard templates that can be downloaded in Adobe Acrobat format from the PPR website (http://www.adelaide.edu.au/planning/selt/) for use by an individual teacher, by a teaching group or for a course. Options 4 and 5 are for use in extended standard evaluations of individual or group teaching or courses where the questions come from the list of extended options on later pages of this Manual. Option 6 is used for evaluating supervision of student work. Option 7 is used when the questions originate from sources other than in this Manual.

**Option 1: STANDARD TEACHER QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Request Form</th>
<th>Standard Individual Teacher SELT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire</td>
<td>The questionnaire consists of a single page containing the ‘Standard Teacher Questions for Learning and Teaching’ — 6 standard questions with Likert responses and 2 open ended questions for students’ comments.</td>
</tr>
<tr>
<td>Usage</td>
<td>These are the minimum questions required in an evaluation of your own teaching and its impact on student learning. The ‘Standard Questions for Learning and Teaching’ are recommended for use in applications for promotion or tenure and where you would like to track your teaching over a number of years.</td>
</tr>
<tr>
<td>Example</td>
<td>An example of this questionnaire is at: <a href="http://www.adelaide.edu.au/planning/selt/">http://www.adelaide.edu.au/planning/selt/</a></td>
</tr>
<tr>
<td>Results</td>
<td>Each teacher will receive their own original questionnaires and results if they are the requestor. The Head of School/Faculty will also receive an electronic copy of the results and the student responses to open ended questions.</td>
</tr>
<tr>
<td>Alternatives</td>
<td>Should you want a more detailed evaluation of your teaching and its impact on student learning choose the Extended Standard questionnaire (Option 4).</td>
</tr>
</tbody>
</table>

**Option 2: STANDARD GROUP TEACHING QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Request Form</th>
<th>Standard Group Teaching SELT (for multiple teachers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire</td>
<td>The questionnaire consists of a single page containing the ‘Standard Teacher Questions for Learning and Teaching’ — 6 standard questions with Likert responses and 2 open ended questions for students’ comments. Each member of the teaching group should use a separate form with their own name and include the title of their segment of the course (in the Your Reference box on the administration form) that reflects the content taught. This is to ensure correct identification of teacher and segment presented by the students.</td>
</tr>
<tr>
<td>Usage</td>
<td>These are the minimum questions required in an evaluation of your own teaching and its impact on student learning. The ‘Standard Questions for Learning and Teaching’ are recommended for use in applications for promotion or tenure and where you would like to track your teaching over a number of years.</td>
</tr>
<tr>
<td>Example</td>
<td>An example of this questionnaire is at: <a href="http://www.adelaide.edu.au/planning/selt/">http://www.adelaide.edu.au/planning/selt/</a></td>
</tr>
<tr>
<td>Results</td>
<td>Each teacher will receive their own original questionnaires and results if they are the requestor. The Head of School/Faculty will also receive an electronic copy of the results and the student responses to open ended questions.</td>
</tr>
</tbody>
</table>
Alternative Should you want a more detailed evaluation of your teaching and its impact on student learning choose the Extended Standard questionnaires (Option 4).

Option 3: STANDARD COURSE QUESTIONNAIRE

Request Form Standard Course SELT

Questionnaire The questionnaire consists of a single page containing the ‘Standard Course Questions for Learning and Teaching’ — 10 standard questions with Likert responses and 2 open ended questions for students’ comments.

Usage You might consider using this questionnaire when you want student feedback on the course structure, content, resources and information independent of the teachers presenting the material. It can also be used in conjunction with an individual teacher or group teaching questionnaire.

Example An example of this questionnaire is at: http://www.adelaide.edu.au/planning/selt/

Results The requestor will receive the original questionnaires and results. The Head of School/Faculty will also receive an electronic copy of the results and the student responses to open ended questions.

Alternative Should you want a more detailed evaluation of the course and its impact on student learning choose an Extended Standard Course questionnaire (Option 5).

Option 4: EXTENDED STANDARD TEACHER QUESTIONNAIRE

Request Form Extended Standard Teacher SELT

Questionnaire The questionnaire consists of a double-sided single page containing the ‘Standard Teacher Questions for Learning and Teaching’ and up to 9 extra questions you have chosen from the Question Bank (pages 10-11). This gives a total of 15 questions with Likert responses and up to 4 open ended questions for students’ comments.

Usage This questionnaire allows you to obtain comparative feedback using the standard questions and also specific questions tailored to your own needs. The standard questions will always be asked first and then the extended selection.

Example An example of this questionnaire is at: http://www.adelaide.edu.au/planning/selt/

Results Each teacher will receive their own original questionnaires and results if they are the requestor. The Head of School/Faculty will also receive an electronic copy of the results and the student responses to open ended questions.

Alternative Should you want a more detailed evaluation of your teaching and its impact on student learning choose the Non-Standard Teacher questionnaire (Option 7).

Option 5: EXTENDED STANDARD COURSE QUESTIONNAIRE

Request Form Extended Standard Course SELT

Questionnaire The questionnaire consists of a double-sided single page containing the ‘Standard Course Questions for Learning and Teaching’ and up to 5 extra questions you have chosen from the Question Bank (pages 12-18). This gives a total of 15 questions with Likert responses and up to 4 open ended questions for students’ comments.
<table>
<thead>
<tr>
<th><strong>Usage</strong></th>
<th>This questionnaire allows you to obtain comparative feedback using the standard questions and also specific questions tailored to your own needs. The standard questions will always be asked first and then the extended selection.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
<td>An example of this questionnaire is at: <a href="http://www.adelaide.edu.au/planning/selt/">http://www.adelaide.edu.au/planning/selt/</a></td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>The requestor will receive the original questionnaires and results. The Head of School/Faculty will also receive an electronic copy of the results and the student responses to open ended questions.</td>
</tr>
<tr>
<td><strong>Alternatives</strong></td>
<td>Should you want a more detailed evaluation of the course and its impact on student learning choose the <em>Non-Standard</em> questionnaire (Option 7).</td>
</tr>
</tbody>
</table>

### Option 6: SUPERVISION QUESTIONNAIRE

**Request Form**  
Supervision SELT

**Questionnaire**  
The questionnaire consists of a double-sided single page and contains the ‘Standard Questions for Supervision’.

**Usage**  
This option is used for evaluating supervision of a student’s research that culminates in the student writing a project report, dissertation or thesis. Your student(s) will be asked to evaluate your supervision since the beginning of the year. The results can be used for both formative and summative purposes.

**Example**  
An example of this questionnaire is at: http://www.adelaide.edu.au/planning/selt/

**Confidentiality**  
Because the number of students being supervised by any one teacher is likely to be small, this creates difficulties in maintaining confidentiality of the students’ responses. Strategies employed to overcome this are:

- Responses to scaled questions are recorded and any open-ended comments are reproduced in typed format. The original questionnaires are not returned to the requestor.
- The results are retained by PPR until at least three different students have evaluated your supervision.

### Option 7: NON-STANDARD QUESTIONNAIRES

**Request Form**  
Non-Standard SELT

**Questionnaire**  
The questionnaire consists of a single page or a double-sided single page containing questions you have discussed with PPR staff. The format will be similar to one of the standard questionnaires.

**Usage**  
Where you would like to seek student responses to particular issues and have not been able to find an appropriate question in the Question Bank, then we are able to assist you to prepare a Non-Standard questionnaire. Please discuss with PPR staff the wording for the questions as they have many years of experience in formulating appropriate evaluations.

**Results**  
The requestor will receive the original questionnaires and results. The Head of School/Faculty will also receive an electronic copy of the results and the student responses to open ended questions.
5. Variations to your Questionnaire

Your request form gives you the opportunity to provide important information for your questionnaire:

a) **Teacher Name**
   
   The name block of your questionnaire incorporates your title, your first name, your last name and your University email. This is to ensure that you are uniquely identified for the return of results.

b) **Course Name**
   
   The course name block of your questionnaire incorporates the official University title and code for the appropriate course. This is to ensure that students are responding to questions about the appropriate course.

c) **Your reference**
   
   If you have taught a segment of a course, or would like to have a particular reference so that you can collate data from a number of evaluations over time, you are also given the opportunity to include a segment name on your request form.

6. More Than One Type of Teaching

If you are engaged in more than one type of teaching in the same course (e.g. lectures and tutorials) and wish to ask questions on each separately, then request either an Extended Standard Teacher Questionnaire (Option 4) or a Non-Standard Questionnaire (Option 7). If you choose the Extended Standard Teacher Questionnaire (Option 4) then the additional questions can refer specifically to lectures and/or tutorials. If you choose the Non-Standard Questionnaire (Option 7) then you may discuss with PPR staff for the appropriate questions.

7. Variations in Methods of Teaching

If your course is such that it cannot be evaluated using any of the options (e.g. if you are using an uncommon method of teaching), or if you would like to ask questions concerning aspects of your teaching which are specific to your course and are not listed in the SELT Question Bank, discuss with PPR staff for the appropriate questions.

8. Curriculum Development

Your evaluation questionnaire does not need to be restricted to your teaching. You may wish to obtain feedback about the specific content of your course for the purpose of curriculum development. Should you wish to do so, discuss with PPR staff for the appropriate questions.

9. Method of Administration

You are required to have another person administer the questionnaire for teacher evaluations. This is to ensure the integrity of the evaluation procedure. **Do not** administer the questionnaire yourself. Use one of the methods below:

a) **By Staff Member**
   
   This is the recommended method. Ask a colleague or other staff member to act as Administrator and negotiate a convenient date and time for the evaluation to take place.

b) **By Student**
   
   If you are teaching a large number of different classes in the same course (e.g. tutorials), it may be difficult to coordinate staff members as Administrators. In this case you may nominate a student from each class to administer your evaluation.

Prior to the evaluation taking place, you need to supply your Administrator with the Coversheet, a sufficient number of copies of the evaluation forms, and an envelope addressed to ‘SELT, Planning and Performance Reporting’ and marked ‘Confidential Evaluations’.
The questionnaire should be administered during a teaching session, allowing a minimum of 10 minutes. This can be either at the beginning or before the end of the teaching session. However, to ensure that your class gives full attention to the questionnaire, it is advisable to use the beginning of the session. Leave the room while the evaluation takes place. The students should not be asked to return the questionnaire after the teaching session, as the response rate will be very poor and those who respond may not be representative of the entire class.

10. Administrator Notification

The Coversheet has the following purposes:
- it confirms that a valid evaluation request was made;
- it confirms that your evaluation was administered by a staff member;
- it reminds the Administrator of when and where your evaluation is to be carried out;
- it provides the Administrator with instructions regarding the evaluation procedure.

It is recommended that you give the Coversheet to your Administrator well before the time of the evaluation.

The Coversheet should be signed by the Administrator at the time of the evaluation, placed in the same envelope as the completed evaluation forms, and sent to PPR.

If a valid (signed by requestor and administrator), original Coversheet is not received with the completed questionnaires, the evaluation forms will not be processed. PPR staff will contact the requestor for clarification.

11. Confidentiality of Student Responses

To maintain student cooperation with the evaluation system, every effort must be made to assure them of the confidentiality of their responses. Hence, the instructions provided on the evaluation forms remind the students to print their written comments.

Demographic questions can be used to identify some students. Any questionnaire asking demographic questions must seek permission from the University Ethics Committee. You should ask demographic questions only if you have a specific need for this information.

12. Your Results

Upon receipt of your completed evaluation forms, PPR processes the evaluation and then compiles a summary of the numerical results, which are presented in graphical form. Your results are treated in accordance with the Student Experience of Learning and Teaching Policy (October 2009). The individual teacher receives an Adobe Acrobat (PDF) file by email and the original questionnaires by internal mail. The file contains the collated numerical results and a picture of each of the student comments. Where the Head/Dean is not the requestor, they will also receive the Adobe Acrobat file containing the collated numerical results and a picture of each of the student comments. For the Group Teaching evaluations, individual teachers only receive the results of their own questionnaires and the original questionnaires are sent to the nominated requestor. The Head/Dean receives a copy of all the Group Teaching evaluations.

Many teachers find the responses to the open-ended comments to be most useful to their teaching development. However, be aware that students are sometimes quite frank in their comments, or may occasionally express their views in an inappropriate manner. It is important that you keep in mind that such comments are not an uncommon occurrence. If such comments are coming from more than a few isolated individuals, try to determine if they are the result of deeper student concerns.

13. Confidentiality of Your Results

Individual teacher evaluations are only returned to the requesting teacher and the appropriate Head/Dean, in accordance with the Student Experience of Learning and Teaching Policy (October 2009). The Head/Dean may also request an individual teacher evaluation and the results are returned to both the Head/Dean and the teacher. Only a Head/Dean is permitted to request an evaluation of another person’s teaching. The original questionnaires are returned to the individual teachers. Please be assured that the confidentiality of your results will be maintained at all times by PPR.
14. Notes on Using Evaluations

a) **Which questionnaire to use?**  
You should only request a questionnaire if you intend to act on the student responses. This applies to individual teachers as well as to Heads/Deans. In order to minimise oversampling of students it is appropriate to plan teacher and course evaluations for the coming year. It is not necessary to evaluate every teacher or every course each year, every second cycle should be sufficient.

b) **Which questions are relevant to promotion/tenure applications?**  
All questions will provide you with feedback that can be used to improve your teaching. However, not all questions are appropriate for applications for promotion or tenure. It is suggested that you use the Standard Teacher questions for this purpose. If you wish to include other feedback in an application, only use questions which reflect your individual contribution to the teaching of the course.

c) **Timing of your evaluation and amount of contact with students**  
PPR will not normally assist with evaluations of learning and teaching that are conducted more than one year previously. The exception to this will be supervision evaluations.

d) **Ensuring the co-operation of students**  
The success of any evaluation system is dependent upon the cooperation of students. If the students are made to feel that their opinions have an influence on their learning, they will be reflective in the evaluation process and will give you valuable feedback. You should consider the following points in order to encourage useful student feedback:

- Students should not be asked to do too many evaluations. You can help in this by minimising the length of your questionnaire. More importantly, it is highly recommended that the School as a whole adopts an evaluation plan for the entire year. This would allow you to fit your evaluation in with those of your colleagues.
- Once evaluation results have been received, you should consider what feedback is to be given to the students to acknowledge their concerns and suggestions regarding the impact of your teaching on their learning. You can do this in person if you have the students for more sessions, or you may choose to create a section on your MyUni course site specifically for feedback to students.
- At the start of the course in the following year you could describe the changes that have been made to it as a result of past evaluations.

15. What did your evaluation tell you?

Having received the results of your evaluation it is important that you review the impact of your teaching on student learning. You could discuss your results with a colleague to see if they have any suggestions for improvements. If a group has taught the course, you might consider holding a review meeting for discussion of all the evaluation results. What needs to be done to improve the way in which the course is taught? When discussing evaluation results with your students take care not to appear personally offended by unfavourable comments. Approach the class with a positive attitude pointing out the aspects that assisted student learning and suggesting ways that might improve the course from the student’s perspective.

A more detailed commentary for questions in the Standard Teacher and Standard Course SELT can be found on the PPR website at http://www.adelaide.edu.au/planning/selt/.

16. Evaluation results and your Teaching Portfolio

Use your evaluation results as part of Teaching Portfolio. Prepare a summary of your results and your reflection on its significance to you as a teacher. This will be valuable to you as documented evidence of your efforts to improve and/or maintain the quality of your teaching. Some comments you might consider including in your portfolio are:

- **What was the context for the teaching being evaluated?**  
Describe your teaching load for the course, your teaching load for any other courses being taught in the same period, level of responsibility for the course, number of times that you have taught the same course before, adequacy of teaching facilities, availability of resources, and availability of departmental support.

- **Why did you evaluate this particular course?**
Describe your reason(s) for requesting an evaluation. Was it for developmental purposes, were you seeking tenure or promotion? Was the evaluation requested by the Head or Dean?

- **What were the main results of the evaluation(s)?**
  Summarise the key results, including the positive and not so positive features.

- **What changes would you like to make for this course?**
  Outline what aspects of your teaching you would like to change (e.g. style of delivery, organisation, presentation technique, use of teaching materials, level of participation of students, attitude to students, assistance given to students). Are extra resources required? Are the resources available?

- **How could your colleagues help?**
  Have you requested a Peer Evaluation of Teaching?

- **What feedback did you give to the students regarding the evaluation?**
  Did you discuss or report the results with the students? Have you planned changes and reported these to the students?

17. Summary of the SELT Procedure

The procedure for using the SELT package is as follows:

a) Determine who will administer the questionnaire on your behalf (e.g. a staff member or a student). If you are asking a staff member, remember to negotiate a convenient date and time for the questionnaire to be administered. Have the questionnaire given out either at the beginning or near the end of one of your classes (preferably at the beginning).

b) Proceed to PPR website at http://www.adelaide.edu.au/planning/selt/. Choose which type of SELT form is appropriate and fill out the **Coversheet**, including your name, the name of the course and the planned date and time of the evaluation. Print the **Coversheet** and the appropriate evaluation form. Photocopy the required number of evaluation forms and give them to your nominated Administrator. Remember you do not have to request a Standard SELT form from PPR, you may download your own forms after completing the **Coversheet**. If you require a Non-Standard Evaluation Form then contact PPR on extension 33496.

c) **Please do not staple or fold the coversheet or evaluation forms.** The process is now automated and an optical mark reader reads each sheet. **Please do not photocopy old request forms.** Each evaluation form is uniquely identified by a 15-digit code at the bottom right hand corner so download a new version for each evaluation.

d) If your questionnaire consists of two or more pages, make double-sided copies to save paper and to reduce bulk for easier handling. The optical mark reader has a duplex scanner that can read both sides of the sheet concurrently. If the questionnaire involves a group of teachers, use a separate sheet for each member of the group.

e) Your administrator distributes the questionnaires to your students, and then collects the completed questionnaires. This should take place during a class. Allow a minimum of 10 minutes of your class time for this to be done. You should leave the room while the evaluation is carried out.

f) Your administrator completes “For the Survey Administrator” of the **Coversheet**. They place the signed form, together with the completed questionnaires, into a suitable envelope. This envelope should be addressed to ‘SELT, Planning and Performance Reporting, Level 3, 50 Rundle Mall, Rundle Mall Plaza’, sealed and marked ‘Confidential Evaluations’. It can either be sent via the internal mail service or delivered by hand to PPR on Level 3, 50 Rundle Mall, Rundle Mall Plaza. If using a student administrator, ask them to take the envelope to your departmental office for delivery by internal mail.

g) PPR will process the questionnaires for you. If the **Coversheet** is not received or is not signed by the administrator, the questionnaires will not be processed.

h) The individual teacher being evaluated will receive an Adobe Acrobat file by email containing the numerical summary of the results of your evaluation together with a picture of all the student comments. The original questionnaires completed by the students will be returned to the individual teachers. The
Head/Dean will also receive an Adobe Acrobat file by email containing the numerical summary of the results of your evaluation together with a picture of all the student comments. For the Group Teaching, the teacher(s) being evaluated will receive an Adobe Acrobat file by email containing the numerical summary of the results of their own evaluation together with a picture of the student comments from their individual evaluation and the original questionnaires are sent to the nominated requestor. The Head/Dean also receives a copy of all the Group Teaching evaluations.

i) The results are returned as a pdf file. The first few pages will consist of the collation of the numerical results. The remaining pages will consist of copies of the student open-ended comments. For large classes there will be many pages of these comments.

j) If you have any comments or suggestions regarding SELT, please do not hesitate to contact PPR on extension 33496. For comments or clarification on the policy related to SELT, please contact PPR Director on extension 36300 or email dan.mcholm@adelaide.edu.au.
18. QUESTION BANK

Unless otherwise indicated in brackets, these questions use 7-point scales ranging from ‘Strongly Agree’, “Moderately Agree”, “Agree”, “Undecided”, “Disagree”, “Moderately Disagree” to ‘Strongly Disagree’.

STANDARD TEACHER

The following Standard Questions (#) are automatically included in questionnaire options 1, 2 and 4:

From 2012
3. # (name of teacher) shows concern for students
5. # (name of teacher) encourages student participation
6. # (name of teacher) stimulates my interest in learning in this course
7. # (name of teacher) gives clear explanations
3771. # (name of teacher) provides useful feedback
3772. # (name of teacher) is an effective university teacher

Before 2012
1. # All things considered, how would you rate the effectiveness of (name of teacher) as a university teacher? (Outstanding – Very Poor)
2. # (name of teacher) is well organised
3. # (name of teacher) shows concern for students
4. # (name of teacher) shows enthusiasm for encouraging student learning
5. # (name of teacher) encourages student participation
6. # (name of teacher) stimulates my interest in learning in this course
7. # (name of teacher) gives clear explanations

The following two questions require open-ended responses. They are also standard questions, and will appear at the end of the ‘Teacher’ section of your questionnaire.

8. # What are the best aspects of (name of teacher) teaching? (Comment)
9. # (name of teacher) could improve student learning by: (Comment)

EXTENDED STANDARD TEACHER

The following Teacher questions may be used in Option 4 (the EXTENDED STANDARD TEACHER questionnaire).

Presentation Technique
10. Gives clear demonstrations of technique
11. Communicates effectively
12. Speaks clearly
13. Can be heard at the back of the lecture theatre
14. Is confident
15. Makes effective use of humour
16. Makes effective use of examples
17. Makes effective use of teaching materials
18. Makes effective use of audio-visual materials
19. Makes effective use of the black/white board
20. Makes effective use of the overhead projector
21. Makes effective use of films and/or videos
22. Makes effective use of audio-tapes
23. Makes effective use of innovative teaching techniques
24. Emphasises the important points
25. Teaches in a way that makes note-taking easy
26. Teaches in a way that facilitated my learning
27. Teaches at an appropriate level for me
28. Gives clear demonstrations
29. Is an effective group leader
Professionalism
30. Exhibits a professional approach to teaching
31. Demonstrates professional skill in the application of the course
32. Exhibits a positive attitude towards other allied professionals
33. Considers the ethical aspects of the course
34. Attends the teaching sessions regularly/punctually
35. Is well prepared for each class
36. Emphasises the responsibilities of graduates
37. Is accepting of constructive criticism
38. Is open to alternative viewpoints
39. Emphasises the importance of a commitment to serve clients

Course Competence
40. Exhibits sound knowledge of the course
41. Shows how theory was related to practical situations
42. Shows how the concepts presented in the course were related to each other
43. Shows how the various segments of the course were related to each other
44. Presents alternative theories or points of view, when appropriate
45. Is skilled in current professional practice
46. Is skilled in demonstrating procedures
47. Is skilled in the use of the language
48. Exhibits sound knowledge of the language's country of origin
49. Assesses student work fairly
50. Gives me useful feedback on my work
51. Makes effective use of innovative teaching techniques

Participation of Students
51. Encourages students to express ideas
52. Encourages student discussion
53. Encourages student creativity
54. Encourages team-work in my group
55. Provides opportunities for students to ask questions
56. Is skilled in facilitating group discussions
57. Is skilled in facilitating independent learning

Attitude Towards Students
58. Is interested in helping students to learn
59. Is patient with students
60. Treats students with respect
61. Successfully relates to students
62. Manages class discipline effectively
63. Does not discriminate against students on the basis of personal characteristics e.g. sex, ethnic background, etc.

Assistance to Students
64. Is accessible to students seeking advice
65. Is willing to help students
66. Gives sufficient help when asked
67. Gives sufficient help with assignments

Effect on the Students
68. My understanding of the course has been increased as a result of this person's teaching ability
69. My learning has been enhanced by this person's teaching style
70. I enjoy this person's teaching style
71. I will recommend this person to other students

Clinical Teaching
72. Is skilled in clinical procedures
73. Gives clear demonstrations of clinical procedures
74. Is knowledgeable about alternative clinical procedures
75. Shows how theory is related to clinical procedures
76. Gives sufficient help with the development of my clinical skills
77. Encourages students to participate in the clinical sessions

Planning and Performance Reporting
78. Exhibits consideration of students in front of patients
79. Exhibits an empathic attitude towards patients
80. Emphasises the importance of a commitment to serve patients

Performing Arts Teaching
81. Assists me in developing my potential as a musician
82. Assists me in developing my potential as a dancer
83. Assists me in developing my potential as a performer

STANDARD COURSE

The following Standard Course Questions are automatically included in questionnaire options 3 and 5:

From 2012
3762. # This course has clearly identified learning outcomes
3763. # This course is well organised
3764. # This course has a workload that is appropriate for the achievement of its learning outcomes
3765. # This course uses appropriate strategies to engage me in my learning
3768. # This course helps me to develop my thinking skills (e.g. problem solving, critical analysis)
3769. # This course has a learning environment that takes into account student diversity
3770. # My learning in this course is supported by effective feedback
85. # Overall, I am satisfied with the quality of this course

Before 2012
84. # Overall, how would you rate the workload in this course? (Very Heavy - Very Light)
85. # Overall I am satisfied with the quality of this course
86. # This course stimulates my enthusiasm for further learning
87. # I feel part of a group committed to learning
88. # It is made clear what is expected of me
89. # I receive adequate feedback on my work
90. # I am motivated to learn in this course
91. # The assessment allows me to demonstrate what I understand
92. # This course helps me develop my thinking skills (e.g. problem solving, analysis)
93. # The learning resources (e.g. handouts, web resources) are valuable for my understanding of the course
94. # I am satisfied with the course information provided (e.g. course outline, assessment details, timetables)
95. # The learning environment is free from discrimination
96. # The learning environment takes into account the diversity of students’ backgrounds
97. # My ability to work independently is being increased
98. # I understand the concepts presented in this course

The following two questions require open-ended responses:
99. # What are the best aspects of this course, and why? (Comment)
100. # This course could be changed in the following ways to improve my learning? (Comment)

The following questions can be used in the EXTENDED STANDARD questionnaires (Option 5). The section is divided into four sub-sections which include questions on: specific teaching situations within the course; general course questions; assessment and feedback; materials and equipment.

EXTENDED STANDARD COURSE: SPECIFIC TEACHING SITUATIONS

Lectures
101. The lectures are relevant to the aims of the course
102. The lectures are well organised
103. The lectures are valuable for my understanding of the course
104. The lectures stimulate my interest in the course
105. My involvement in the lectures is sufficient for effective learning
106. I look forward to the lectures
107. The lecturers are interested in helping me to learn
108. The lecturers give me sufficient assistance when asked
109. The demonstrations in the lectures are valuable for my understanding of the course
110. In terms of ease of understanding, the content of the lectures is difficult
111. The number of lectures should be decreased

**Guest Lectures**
112. The guest lectures are relevant to the aims of the course
113. The guest lectures are well organised
114. The guest lectures are valuable for my understanding of the course
115. The guest lectures stimulate my interest in the course
116. The guest lectures help me to integrate theory with real-life applications
117. The guest lectures help me to understand the industry in which I hope to work
118. In terms of ease of understanding, the content of the guest lectures is difficult
119. The number of guest lectures should be decreased

**Seminars**
120. The seminars are relevant to the aims of the course
121. The seminars are well organised
122. The seminars are valuable for my understanding of the course
123. The seminars stimulate my interest in the course
124. My involvement in the seminars is sufficient for effective learning
125. I look forward to the seminars
126. In terms of ease of understanding, the content of the seminars is difficult
127. The number of seminars should be decreased

**Tutorials**
128. The tutorials are relevant to the aims of the course
129. The tutorials are well organised
130. The tutorials are valuable for my understanding of the course
131. The tutorials stimulate my interest in the course
132. The tutorials assist me in the understanding of the content of the lectures
133. The tutorials extend my understanding of the course beyond the content of the lectures
134. The tutorials provide guidance on how to effectively learn for this course
135. The tutorial work could be completed within the allocated time
136. The assessment of tutorial work is fair
137. My assessment grading accurately reflects my contribution to the tutorials
138. I receive adequate feedback on my tutorial work
139. I receive adequate feedback on my progress during the tutorials
140. The tutors are interested in helping me to learn
141. The tutors give me sufficient assistance when asked
142. My involvement in the tutorials is sufficient for effective learning
143. I look forward to the tutorials
144. In terms of ease of understanding, the content of the tutorials is difficult
145. The workload for the tutorials is very heavy
146. The required preparation for each tutorial should be decreased
147. The assessment weighting of tutorial work should be decreased
148. The number of tutorials should be decreased

**Group Work**
149. The way in which the groups are set up works well
150. Sufficient guidance is provided in how to work in a group
151. My group is able to keep to its objectives
152. My group is able to organise itself effectively
153. My group succeeds in working as a team
154. My group regularly meets to discuss our work
155. The group discussions are valuable for my understanding of the course
156. The group work is valuable for my understanding of the course
157. The group work increases my ability to learn independently without having to rely on a teacher
158. I prefer learning in groups rather than being taught directly by a teacher
159. Having to work in a group is a valuable experience for me
160. I like working in a group
161. My assessment grading accurately reflects my contribution to the group work
162. I receive adequate feedback on my contribution to the group work
163. In terms of ease of understanding, the content covered by the group work is difficult
164. The workload for the group work is very heavy
165. The assessment weighting of the group work should be decreased
166. The use of group work should be decreased

Practicals
167. The practicals are relevant to the aims of the course
168. The practicals are well organised
169. The practicals are valuable for my understanding of the course
170. The practicals stimulate my interest in the course
171. The practical work can be completed within the allocated time
172. The additional work completed outside of the practicals is valuable for my understanding of the course
173. The demonstrators are interested in helping me to learn
174. The demonstrators gives me sufficient assistance when asked
175. The demonstrators exhibit sound knowledge of practical procedures
176. My involvement in the practicals is sufficient for effective learning
177. I look forward to the practicals
178. The assessment of practical work is fair
179. I receive adequate feedback on my practical work
180. I receive adequate feedback on my practical report
181. In terms of ease of understanding, the content of the practical work is difficult
182. The workload for the practicals is very heavy
183. The required preparation for each practical should be decreased
184. The complexity of the practicals should be decreased
185. The assessment weighting of practical work should be decreased
186. The number of practicals should be decreased

Workshops
187. The workshops are relevant to the aims of the course
188. The workshops are well organised
189. The workshops are valuable for my understanding of the course
190. The workshops stimulate my interest in the course
191. My involvement in the workshops is sufficient for effective learning
192. In terms of ease of understanding, the content of the workshops is very difficult
193. The workload for the workshops is heavy
194. The required preparation for each workshop should be decreased
195. The number of workshops should be decreased

Languages
196. The language classes are well organised
197. The language classes are an effective way of improving my active command of this language
198. The language classes are valuable for my learning
199. The proportion of the course devoted to language acquisition should be decreased
200. The proportion of the course devoted to literature should be decreased

Lessons
201. I look forward to the lessons
202. I receive adequate feedback on my performance in the lessons
203. In terms of ease of understanding, the content of the lessons is very difficult
204. The required preparation for each lesson should be decreased
205. The number of lessons should be decreased

Clinical Sessions
206. The clinical teaching activities are well organised
207. The clinical sessions are valuable for my understanding of the course
208. The clinical work can be completed within the allocated time
209. The lectures, tutorials and clinical sessions are appropriately linked
210. The tutorials emphasises clinically relevant content
211. The assessment of clinical work is fair
212. I receive adequate feedback on my clinical work
213. There is a suitable range of patients
214. There is adequate access to patients
215. There is adequate access to nursing support
216. My involvement in the clinical teaching sessions is sufficient for effective learning
217. My involvement in ward rounds/outpatients is sufficient for effective learning
218. In terms of ease of understanding, the content of the clinical sessions is very difficult
219. The clinical workload for the course is very heavy
220. The required preparation for each clinical session should be decreased
221. The assessment weighting of clinical work should be decreased
222. The number of clinical sessions should be decreased

Field Work
223. The field work is valuable for my understanding of the course
224. The field work stimulates my interest in the course
225. The field work is well organised
226. The assessment of field work is fair
227. I receive adequate feedback on my field work
228. The workload in the field is very heavy
229. The assessment weighting of field work should be decreased
230. The amount of field work should be decreased

Field Placement
231. The field placement is valuable for my understanding of the course
232. The field placement stimulates my interest in the course
233. The field placement is well organised
234. The supervision at the field placement is well organised
235. The supervisory support at the field placement is adequate
236. The assessment of the field placement is fair
237. I receive adequate feedback on my work in the field placement
238. The workload in the field placement is very heavy
239. The assessment weighting of field placement work should be decreased
240. The length of the field placement should be decreased

Problem-Solving Sessions
241. The problem-solving sessions are valuable for my understanding of the course
242. The problem-solving sessions stimulate my interest in the course
243. The problem-solving sessions are well organised
244. I receive adequate feedback on my problem-solving abilities
245. In terms of ease of understanding, the content of the problem-solving sessions is very difficult
246. The workload in the problem-solving sessions is very heavy
247. The required preparation for each problem-solving session should be decreased
248. The assessment weighting of the problem-solving work should be decreased
249. The number of problem-solving sessions should be decreased

Project Work
250. The project work is valuable for my understanding of the course
251. The project work stimulates my interest in the course
252. The project work can be completed within the allocated time
253. The assessment of the project work is fair
254. I receive adequate feedback on my project work
255. In terms of ease of understanding, the content of the project work is very difficult
256. The workload for the project(s) is very heavy
257. The assessment weighting of project work should be decreased
258. The amount of project work should be decreased

Design Office
259. The design office sessions are valuable for my understanding of the course
260. The design office sessions stimulate my interest in the course
261. The design office work can be completed within the allocated time
262. The assessment of the design office work is fair
263. I receive adequate feedback on my design office work
264. In terms of ease of understanding, the content of the design office sessions is very difficult
265. The workload for the design office sessions is very heavy
266. The required preparation for each design-office session should be decreased
267. The assessment weighting of design office work should be decreased
268. The number of design office sessions should be decreased

EXTENDED STANDARD COURSE: GENERAL QUESTIONS

Content
269. The amount of content presented in the course should be decreased
270. The proportion of the course devoted to theory should be decreased
271. The proportion of the course devoted to practical experience should be decreased
272. I am happy with the content of the course
273. Current developments in the field are highlighted
274. The course demonstrates innovative practical/professional skills
275. The course is relevant to the requirements of my profession
276. The course is challenging

Links to Other Areas
277. Alternative theories or points of view are presented
278. The interrelationship between various theories is explained
279. The course demonstrates links to other course areas
280. The course shows how theory is related to practical situations
281. The connection between the various segments of the course is made clear
282. The lectures and tutorials are appropriately linked
283. The seminars and tutorials are appropriately linked
284. The lectures, tutorials and practicals are appropriately linked

Prerequisites
285. The prerequisite courses are effective preparation for this course
286. My knowledge of statistics is adequate for this course
287. My knowledge of mathematics is adequate for this course
288. My knowledge of computing is adequate for this course

Aims
289. The aims of the course are clearly stated
290. The aims of the course are implemented
291. I understand the aims of the course
292. The content of the course clearly reflects the stated aims

Level of Interest
293. The teaching stimulates my interest in this course
294. The teaching stimulates me to do additional reading for this course

Organisation & Coordination
295. The teaching of the course is well organised
296. The teaching of the course is well coordinated
297. The number of students in the classroom is appropriate for effective participation
298. There is adequate information provided about this course in the Course Handbook and the introductory lectures
299. The course coordinator is accessible

Teaching Staff
300. There is sufficient access to teaching staff
301. There is sufficient access to technical staff
302. The teaching staff demonstrate professional skill in the application of the course
303. The teaching staff exhibit sound knowledge of the course
304. The general atmosphere within the department is one of helpfulness

Equity Issues
305. Equity issues are adequately addressed in the content of the course
306. Gender issues are adequately addressed in the content of the course
307. The teaching staff relate to all students in the class without bias
**Innovative Teaching Techniques**

308. The novel style of teaching employed by the teacher(s) facilitates my understanding of the course
309. The novel style of teaching employed by the teacher(s) stimulates my interest in the course
310. The novel style of teaching employed by the teacher(s) should continue
311. I prefer this style of teaching to a lecture-based approach
312. I benefit more from this style of teaching than I would have if it were a lecture-based approach

**Student Expectations**

313. This course is proving to be better than I initially expected
314. Compared to other similar courses that I have taken at this university, this course is better
315. Overall, my expectations of this course have been fulfilled

**EXTENDED STANDARD COURSE: ASSESSMENT & FEEDBACK**

**Assessment Methods & Criteria**

316. Overall, the assessment of the course is fair
317. The assessment methods are described at the start of the course
318. The assessment methods are consistent with information given at the start of the course
319. The assessment methods are appropriate for the types of skills learnt in the course
320. The assessment criteria are clearly defined
321. Teacher expectations are made clear
322. The teachers have a realistic definition of student achievement
323. There should be a formal exam for this course

**Assigned Work**

324. The assigned work is relevant to the aims of the course
325. The assigned work is valuable for my understanding of the course
326. The assigned work stimulates my interest in the course
327. The assigned work has clear and specific directions
328. The assigned work has well-chosen themes
329. The assigned work can be completed within the allocated time
330. The assigned work improves my writing and analytical skills
331. The assigned work is assessed and returned promptly
332. The assigned work is assessed fairly
(89). I receive adequate feedback on my work
333. The assessment weighting of the assigned work should be decreased

**Class Exercises**

334. The class exercises are valuable for my understanding of the course
335. The class exercises can be completed within the allocated time

**Computer Exercises**

336. The computer exercises are valuable for my understanding of the course
337. The computer exercises can be completed within the allocated time

**Examinations**

338. Sufficient information is provided about the exam format
339. Sufficient guidance is provided for exam preparation
340. The exam is a fair test of the content of the course
341. The exam is a fair test of my knowledge
342. I receive adequate feedback on my exam performance

**Feedback on Work**

(89). I receive adequate feedback on my work
343. The feedback on my work includes clear suggestions for further improvement
344. The feedback on my work is objective
345. The feedback on my work is provided promptly
346. The feedback on my work is helpful to my learning
347. I was aware of my progress in the course
348. I am able to discuss my progress in the course
EXTENDED STANDARD COURSE: MATERIALS & EQUIPMENT

General Teaching Materials
349. The teaching materials (e.g. handouts, study guides, reading list, etc) are valuable for my understanding of the course
350. The teaching materials (e.g. handouts, transparencies, etc) are valuable for my understanding of the course
351. The teaching materials (e.g. scripts, preliminary questions, etc) are valuable for my understanding of the course
352. The teaching materials (e.g. recordings, musical scores, etc) are valuable for my understanding of the course
353. The teaching materials are of high quality
354. The teaching materials are used effectively by the teacher(s)

Notes
355. The handout notes are valuable for my understanding of the course
356. The scripts provide clear instructions and explanations

Reading
357. The recommended reading is valuable for my understanding of the course
358. The recommended textbook is valuable for my understanding of the course
359. The recommended reading is interesting
360. The recommended reading is readily available
361. The recommended reading is easily accessible in the library
362. Doing the recommended reading is essential for passing the course

Resources & Library Facilities
363. The resource materials are readily available
364. The resource materials are relevant to the course
365. Library facilities (e.g. availability of books, course librarian, etc) are adequate for the course
366. I receive adequate guidance on how to use the library effectively
367. I know how to use the library effectively
368. The books on reserve in the library are easily accessible

Audio-Visual Material
369. Audio-visual material is used effectively
370. The black/white board is used effectively
371. Use of the black/white board should be decreased
372. The overhead transparencies are valuable for my understanding of the course
373. Use of overhead transparencies should be decreased
374. The projected slides are valuable for my understanding of the course
375. Use of projected slides should be decreased
376. The films/videos are valuable for my understanding of the course
377. Use of films/videos should be decreased
378. The audio tapes are valuable for my understanding of the course
379. Use of audio tapes should be decreased

Laboratory Equipment
380. The laboratory facilities are adequate for effective learning
381. The laboratory equipment is of a high standard
382. The laboratory equipment is consistently in working order
383. There is sufficient equipment available for student use
384. I am adequately taught how to use the laboratory equipment

Computers
385. I receive sufficient help with computing
386. There is sufficient computer training provided
387. There is sufficient access to the computers
388. The computer software is of a high standard
389. The computer software’s on-screen help facility is useful
390. The computer software’s documentation is of a high standard
Physical Environment
391. Noise levels in the classroom are distracting
392. The classroom is comfortable

STANDARD SUPERVISOR
The following 18 questions are standard for evaluation of supervision. These will be automatically selected if you choose the ‘Supervision’ option. You may find some of them appropriate for use in other questionnaire options.

393. # All things considered, how would you rate the effectiveness of (name of supervisor) as a supervisor? (Outstanding – Very Poor)
394. # (name of supervisor) exhibits a professional approach to supervision
395. # (name of supervisor) is accessible for consultations
396. # (name of supervisor) is interested in helping me to learn
397. # (name of supervisor) interacts well with me on a personal level
398. # (name of supervisor) gives helpful guidance in the conception of my work
399. # (name of supervisor) gives helpful guidance in overcoming problems associated with my work
400. # (name of supervisor) has enthusiasm for my work
401. # (name of supervisor) helps to maintain my enthusiasm for my work
402. # (name of supervisor) is skilled in applying theory to practical situations
403. # (name of supervisor) clearly states his/her expectations regarding my work and performance
404. # (name of supervisor) has a realistic appreciation of the time and effort required to complete my work
405. # (name of supervisor) has a realistic appreciation of the technical facilities available for my work
406. # (name of supervisor) gives me adequate feedback on my work
407. # (name of supervisor) is fair with critical appraisal of my work
408. # (name of supervisor) is prompt in returning drafts of my written work
409. # What are the best aspects of (name of supervisor)’s supervision? (comment)
410. # (name of supervisor) could improve their supervision by: (comment)

STUDENTS
Student Involvement
411. I am developing new friendships in this class
412. I am developing more confidence in myself
413. My confidence in dealing with unfamiliar situations is increased
414. My confidence in dealing with people is increased
415. I am developing a clear sense of professional identity
416. I am benefiting from having to give a presentation to the class
417. I am benefiting from other students’ presentations
418. I am benefiting from chairing a session
419. I am learning a great deal from working with my fellow students
420. I feel welcome to ask questions about any points of the content of the course that are not clear
421. The questions that I raise are answered adequately
422. There is a sufficient degree of staff-student contact

Student Motivation
423. I am highly motivated to learn in the course
424. I am developing enthusiasm for the course area
425. I am more interested in this course now than I was at the start of teaching
426. Prior to starting this course, my interest in it was low
427. My current level of interest in this course is low

Student Attitude
428. I have a positive attitude to the course
429. I have a positive attitude to the way in which the course is taught
430. I have a positive attitude to my work in the course
431. I enjoy doing the course
Student Abilities and Skills
432. My ability to work independently is increased
433. My ability to think critically is increased
434. My ability to develop a logical argument is increased
435. My analytical skills are increased
436. My problem-solving skills are increased
437. My practical skills are increased
438. My laboratory skills are increased
439. My clinical skills are increased
440. My research skills are increased
441. My report-writing skills are increased
442. My essay-writing skills are increased
443. My drawing skills are increased
444. My oral presentation skills are increased
445. My listening skills are increased
446. My fluency in the language is increased
447. My fluency in the technical language of the course is increased
448. My playing skills are increased
449. My performance skills are increased
450. My ability to critically appraise my own performance is increased
451. My ability to critically appraise the performance of other students is increased
452. I am developing skills needed by professionals in this field

Student Learning
(99). I understand the concepts presented in the course
453. I can see the relevance of the concepts presented in the course
454. I am able to identify the important points
455. I put a lot of effort into learning for the course
456. I am able to effectively organise my study time for the course
457. I spend sufficient time studying for the course
458. I make an effort to draw connections between the concepts presented in the course
459. I developed my own understanding of the concepts presented in the course rather than relying solely on the teacher’s interpretation
460. In trying to understand the concepts presented in the course I generally set out to relate them, if possible, to real life experience
461. I spend time looking up things that interest me, even if they are unlikely to be examined
462. Although I have remembered facts and details, I found it difficult to fit them together into an integrated framework
463. In learning for the course, I relied more on memorising facts than on understanding concepts
464. The course makes me reconsider many of my previous views
465. I would like more opportunities to question the teacher in class
466. There should be more advice given on how to learn effectively in this course
467. I have been able to adequately cope with the change from high school teaching to university teaching

Student Future Plans
468. I will recommend this course to other students
469. If it is possible, I will continue studying in this course area
470. I will continue studying this course area next year

Student Literacy
471. My level of fluency in the English language is very low
472. My level of fluency in written English is very low
473. My level of fluency in spoken English is very low

Student Performance
474. I attend all of the lectures for this course
475. I attend all of the seminars for this course
476. I attend all of the tutorials for this course
477. I attend all of the practicals for this course
478. I do all of the recommended reading for this course
STUDENT DEMOGRAPHICS

Please consult the University Policy on Ethics before requesting demographic information on students (http://www.adelaide.edu.au/ethics/human/).

OPEN-ENDED QUESTIONS

The following questions require open-ended written responses, and can be used in the EXTENDED STANDARD options. If you select any of these questions they will appear at the end of the questionnaire.

The Course

479. Which parts of this course did you find difficult to understand, and why? (comment)
480. Which parts of this course are the most interesting? (comment)
481. Which parts of this course are the least interesting? (comment)
482. What sub-topics should be added to the content of this course? (comment)
483. What sub-topics should be removed from the content of this course? (comment)
484. Please comment on the teaching method used: (comment)
485. In what ways could the teaching method be changed to allow for more effective learning? (comment)

Lectures

486. What are the best aspects of the lectures, and why? (comment)
487. What changes should be made to the lectures, and why? (comment)

Seminars

488. What are the best aspects of the seminars, and why? (comment)
489. What changes should be made to the seminars, and why? (comment)

Tutorials

490. What are the best aspects of the tutorials, and why? (comment)
491. What changes should be made to the tutorials, and why? (comment)
492. Please comment on the way in which the tutorials are run: (comment)
493. Please comment on the level of participation, by students or the teacher, in the tutorials: (comment)

Group Work

494. What are the best aspects of the group work, and why? (comment)
495. What changes should be made to the group work, and why? (comment)

Practicals

496. What are the best aspects of the practicals, and why? (comment)
497. What changes should be made to the practicals, and why? (comment)

Workshops

498. What are the best aspects of the workshops, and why? (comment)
499. What changes should be made to the workshops, and why? (comment)

Lessons

500. What are the best aspects of the lessons, and why? (comment)
501. In what ways could the lessons be improved? (comment)

Clinical Sessions

502. What are the best aspects of the clinical sessions, and why? (comment)
503. In what ways could the clinical sessions be improved? (comment)

Field Work

504. What are the best aspects of the field work, and why? (comment)
505. In what ways could the field work be improved? (comment)

Field Placement

506. What are the best aspects of your field placement, and why? (comment)
507. In what ways could your field placement have been improved? (comment)
508. Please comment on the supervision that you received in your field placement: (comment)

**Assessment**

509. What changes should be made to the assessment procedures, and why? (comment)
510. Please comment on the feedback that you received regarding your work: (comment)

**Other**

511. What is your main reason for continuing with this course after first-year? (comment)
512. Would you recommend this course to other students, and why? (comment)