
LEARNING AND TEACHING DEVELOPMENT UNIT
EVALUATION PROGRAM



SELT ***Manual***

Version 1.02



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STUDENT EVALUATION OF LEARNING AND TEACHING – SELT

1. Overview

The mission of the Learning and Teaching Development Unit (LTDU) is to assist the university community to improve student learning and staff teaching through development programs and research. One of the objectives of the LTDU 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.

The LTDU assists the University in the implementation of the Policy of Student Evaluation of Learning and Teaching (SELT), approved on 17 June 2002 (www.adelaide.edu.au/DVCE/policy/).

The LTDU 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 the LTDU commentaries on Interpreting Evaluation Results (www.adelaide.edu.au/ltdu/staff/evaluation/).

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 extended Standard Teacher SELT)
- Course SELT (Standard or extended Standard Course SELT)
- MyUni SELT (Standard MyUni SELT)

To use these standard templates you do not have to place a request with LTDU. Simply download the required combined administration and evaluation form (www.adelaide.edu.au/ltdu/staff/evaluation/), make the appropriate number of copies of the evaluation questions, organize an appropriate administrator, conduct the evaluation and return the completed questionnaires and administration form to Evaluation Services, LTDU, Level 2 Schulz Building in an envelope marked "Confidential Evaluations". Completed evaluation questionnaires will be processed in the order in which they are received by the LTDU. The processed reports should be returned by email or internal mail 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 Evaluation Services on extension **33023**. 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. Evaluation Services will assist you in choosing appropriate questions, constructing a template for your evaluation and sending the template and administration forms (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 requestor receives an electronic copy of the processed results and the original questionnaire forms
- where the Head of School/Faculty is not the requestor, they will receive an electronic copy of the processed results and questionnaire forms
- where the Head of School/Faculty is the requestor, they will receive an electronic copy of the processed results and the original questionnaire forms. The teacher(s) evaluated will also receive, at the same time, an electronic copy of the of the processed results and questionnaire forms

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

4. Questionnaire Options

You have 8 options from which to choose when selecting your questionnaire. Options 1 to 4 are the standard templates that can be downloaded in Adobe Acrobat format from the LTDU website (www.adelaide.edu.au/ltdu/staff/evaluations) for use by an individual teacher, by a teaching group, for a course or for MyUni. Options 5 and 6 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 7 is used for evaluating supervision of student work. Option 8 is used when the questions originate from sources other than in this Manual.

Option 1: STANDARD TEACHER QUESTIONNAIRE

<i>Request Form</i>	Standard Individual Teacher SELT
<i>Questionnaire</i>	The questionnaire consists of a single page containing the ‘Standard Teacher Questions for Learning and Teaching’ — 7 standard questions with Likert responses and 2 open ended questions for students’ comments.
<i>Usage</i>	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.
<i>Example</i>	An example of this questionnaire is at: www.adelaide.edu.au/ltdu/staff/evaluation/SELT.html
<i>Results</i>	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.
<i>Alternatives</i>	Should you want a more detailed evaluation of your teaching and its impact on student learning choose the <i>Extended Standard</i> questionnaire (Option 5).

Option 2: STANDARD GROUP TEACHING QUESTIONNAIRE

<i>Request Form</i>	Standard Group Teaching SELT (for multiple teachers)
<i>Questionnaire</i>	The questionnaire consists of a single page containing the ‘Standard Teacher Questions for Learning and Teaching’ — 7 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.
<i>Usage</i>	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.
<i>Example</i>	An example of this questionnaire is at: www.adelaide.edu.au/ltdu/staff/evaluation/SELT.html

<i>Results</i>	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.
<i>Alternative</i>	Should you want a more detailed evaluation of your teaching and its impact on student learning choose the <i>Extended Standard</i> questionnaire (Option 5).

Option 3: STANDARD COURSE QUESTIONNAIRE

<i>Request Form</i>	Standard Course SELT
<i>Questionnaire</i>	The questionnaire consists of a single page containing the 'Standard MyUni Questions for Learning and Teaching' — 15 standard questions with Likert responses and 2 open ended questions for students' comments.
<i>Usage</i>	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.
<i>Example</i>	An example of this questionnaire is at: www.adelaide.edu.au/ltdu/staff/evaluation/SELT.html
<i>Results</i>	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.
<i>Alternative</i>	Should you want a more detailed evaluation of the course and its impact on student learning choose an <i>Extended Standard Course</i> questionnaire (Option 6).

Option 4: STANDARD MYUNI QUESTIONNAIRE

<i>Request Form</i>	Standard MyUni SELT
<i>Questionnaire</i>	The questionnaire consists of a single page containing the 'Standard Course Questions for Learning and Teaching' — 12 standard questions with Likert responses and 2 open ended questions for students' comments.
<i>Usage</i>	You might consider using this questionnaire when you want student feedback on the course MyUni web site independent of the teachers presenting the material. It can also be used in conjunction with an individual teacher or group teaching questionnaire.
<i>Example</i>	An example of this questionnaire is at: www.adelaide.edu.au/ltdu/staff/evaluation/SELT.html
<i>Results</i>	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.
<i>Alternatives</i>	Should you want a more detailed evaluation of the MyUni course and its impact on student learning choose an <i>Non-Standard Course</i> questionnaire (Option 8).

Option 5: EXTENDED STANDARD TEACHER QUESTIONNAIRE

<i>Request Form</i>	Extended Standard Teacher SELT
<i>Questionnaire</i>	The questionnaire consists of a double-sided single page containing the 'Standard Teacher Questions for Learning and Teaching' and up to 7 extra questions you have chosen from the Question Bank (pages 10-12). This gives a total of 14 questions with Likert responses and up to 4 open ended questions for students' comments.

<i>Usage</i>	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.
<i>Example</i>	An example of this questionnaire is at: www.adelaide.edu.au/ltdu/staff/evaluation/SELT.html
<i>Results</i>	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.
<i>Alternatives</i>	Should you want a more detailed evaluation of your teaching and its impact on student learning choose the <i>Non-Standard Teacher</i> questionnaire (Option 8).

Option 6: EXTENDED STANDARD COURSE QUESTIONNAIRE

<i>Request Form</i>	Extended Standard Course SELT
<i>Questionnaire</i>	The questionnaire consists of a double-sided single page containing the 'Standard Course Questions for Learning and Teaching' and up to 4 extra questions you have chosen from the Question Bank (pages 12-20). This gives a total of 19 questions with Likert responses and up to 3 open ended questions for students' comments.
<i>Usage</i>	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.
<i>Example</i>	An example of this questionnaire is at: www.adelaide.edu.au/ltdu/staff/evaluation/SELT.html
<i>Results</i>	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.
<i>Alternatives</i>	Should you want a more detailed evaluation of the course and its impact on student learning choose the <i>Non-Standard</i> questionnaire (Option 8).

Option 7: SUPERVISION QUESTIONNAIRE

<i>Request Form</i>	Supervision SELT
<i>Questionnaire</i>	The questionnaire consists of a double-sided single page and contains the 'Standard Questions for Supervision'.
<i>Usage</i>	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.
<i>Example</i>	An example of this questionnaire is at: www.adelaide.edu.au/ltdu/staff/evaluation/SELT.html
<i>Confidentiality</i>	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: <ul style="list-style-type: none"> • The LTDU acts as Administrator of your questionnaire, and mails a copy directly to each of your students. • 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 the LTDU until <u>at least three</u> different students have evaluated your supervision.

Mail Address | The questionnaire is sent to your students' official university email address. Under no circumstances will it be sent to the students' home address.

Option 8: NON-STANDARD QUESTIONNAIRES

<i>Request Form</i>	Non-Standard SELT
<i>Questionnaire</i>	The questionnaire consists of a single page or a double-sided single page containing questions you have discussed with LTDU Evaluation staff. The format will be similar to one of the standard questionnaires.
<i>Usage</i>	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 LTDU Evaluation staff the wording for the questions as they have many years of experience in formulating appropriate evaluations.
<i>Results</i>	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 logon name. 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 5) or a Non-Standard Questionnaire (Option 8). If you choose the Extended Standard Teacher Questionnaire (Option 5) then the additional questions can refer specifically to lectures and/or tutorials. If you choose the Non-Standard Questionnaire (Option 8) then you may discuss with LTDU Evaluation staff 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, use the Non-Standard Questionnaire (Option 8) and discuss with LTDU Evaluation staff 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, use the Non-Standard Questionnaire (Option 8) and discuss with LTDU Evaluation staff appropriate questions.

1. 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 *Evaluation and Administrator Form*, a sufficient number of copies of the questionnaire, and an envelope addressed to 'LTDU' and marked 'Confidential Questionnaires'.

The questionnaire should be administered during a teaching session, allowing a minimum of 15 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.

In the case of an evaluation of supervision (Option 7), the LTDU will act as Administrator. The questionnaire will be sent directly to your students by email. For this reason, you are asked to provide each student's name and contact department on the request form.

10. Administrator Notification

The *Evaluation Request* form has the following purposes:

- it confirms that a valid evaluation request was made;
- it confirms that your evaluation was administered by someone other than yourself;
- 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 form to your Administrator well before the time of the evaluation.

The *Evaluation Request* form should be signed by the Administrator at the time of the evaluation, placed in the same envelope as the completed questionnaires, and sent to the LTDU.

If a valid (signed by requestor and administrator), original *Administrator Form* is not received with the completed questionnaires, the evaluation forms will not be processed. LTDU Evaluation 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 questionnaires 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 questionnaires, the LTDU processes the evaluation and then compiles a summary of the numerical results, which are presented in graphical form. Your results are treated in accord with the Policy on Student Evaluations of Learning and Teaching (June 2002). The evaluation requestor receives an Adobe Acrobat file by email. 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 by email. The requestor also

receives the original questionnaires by internal mail. 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 Policy on Student Evaluation of Learning and Teaching (June 2002). 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 requestor. Please be assured that the confidentiality of your results will be maintained at all times by the LTDU.

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*

The LTDU 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 LTDU web site at www.adelaide.edu.au/ltdu/staff/evaluation.

16. Evaluation results and your Teaching Portfolio

Use your evaluation results as part of Teaching Portfolio (details may be found on the LTDU web site www.adelaide.edu.au/ltdu/staff/evaluation). 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, 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 (i.e. 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 the LTDU web site at www.adelaide.edu.au/ltdu/staff/evaluation. Fill out the *Evaluation and Administration Form*, including your name, the name of the course and the planned date and time of the evaluation. Choose which type of Evaluation Form is appropriate and print the *Evaluation and Administration Form* and the appropriate questionnaire form. Photocopy the required number of student questionnaires and give them to your nominated Administrator. Remember you do not have to request a Standard Evaluation SELT form from the LTDU, you may download your own forms after completing the *Evaluation and Administration Form*. If you require a Non-Standard Evaluation Form then contact the LTDU on extension 33496.
- c) **Please do not staple the evaluation or administration 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 code in 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 15 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 Part C or D of the *Evaluation and Administration Form*. They place the signed form, together with the completed questionnaires, into a suitable envelope. This envelope should be addressed to 'LTDU, Level 2 Schulz Building', sealed and marked 'Confidential Questionnaires'. It can either be sent via the internal mail service or delivered by hand to the LTDU office (Level 2, Schulz Building). If using a student administrator, ask them to take the envelope to your departmental office for delivery by internal mail.
- g) The LTDU will process the questionnaires for you. If the *Evaluation and Administration Form* is not received or is not signed by both the requestor and the administrator, the questionnaires will not be processed.
- h) You 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 requestor. 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. Where the Head/Dean is the requestor, they 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 and the original questionnaires. The teacher(s) being evaluated will also 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.
- 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. You do not have to print these if you are having the original questionnaires returned to you.**
- j) If you have any comments or suggestions regarding SELT, please do not hesitate to contact the LTDU by calling the Evaluation Service on extension 33496. For comments or clarification on the policy related to SELT contact the LTDU Director on extension 35769 or email geoffrey.crisp@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'.

THE TEACHER

The following **Standard Questions** (#) are automatically included in questionnaire options 1, 2 and 5:

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)

The following Teacher questions may be used in Option 5 (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

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

Attitude Towards Students

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

Assistance to Students

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

Effect on the Students

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

Clinical Teaching

73. Is skilled in clinical procedures.
74. Gives clear demonstrations of clinical procedures.
75. Is knowledgeable about alternative clinical procedures.
76. Shows how theory is related to clinical procedures.
77. Gives sufficient help with the development of my clinical skills.
78. Encourages students to participate in the clinical sessions.
79. Exhibits consideration of students in front of patients.
80. Exhibits an empathic attitude towards patients.
81. Emphasises the importance of a commitment to serve patients.

Performing Arts Teaching

82. Assists me in developing my potential as a musician.
83. Assists me in developing my potential as a dancer.
84. Assists me in developing my potential as a performer.

THE COURSE

The following **Standard Course Questions** are automatically included in questionnaire options 3 and 6:

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

The following two questions require open-ended responses:

- 100. # What are the best aspects of this course, and why? (Comment)
- 101. # 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 6).

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.

THE COURSE: SPECIFIC TEACHING SITUATIONS

Lectures

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

Guest Lectures

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

Seminars

- 121. The seminars are relevant to the aims of the course.
- 122. The seminars are well organised.
- 123. The seminars are valuable for my understanding of the course.
- 124. The seminars stimulate my interest in the course.
- 125. My involvement in the seminars is sufficient for effective learning.
- 126. I look forward to the seminars.

127. In terms of ease of understanding, the content of the seminars is difficult.
128. The number of seminars should be decreased.

Tutorials

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

Group Work

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

Practicals

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

185. The complexity of the practicals should be decreased.
186. The assessment weighting of practical work should be decreased.
187. The number of practicals should be decreased.

Workshops

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

Languages

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

Lessons

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

Clinical Sessions

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

Field Work

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

Field Placement

232. The field placement is valuable for my understanding of the course.
233. The field placement stimulates my interest in the course.
234. The field placement is well organised.
235. The supervision at the field placement is well organised.
236. The supervisory support at the field placement is adequate.

- 237. The assessment of the field placement is fair.
- 238. I receive adequate feedback on my work in the field placement.
- 239. The workload in the field placement is very heavy.
- 240. The assessment weighting of field placement work should be decreased.
- 241. The length of the field placement should be decreased.

Problem-Solving Sessions

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

Project Work

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

Design Office

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

THE COURSE: GENERAL QUESTIONS

Content

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

Links to Other Areas

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

Prerequisites

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

Aims

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

Level of Interest

- 294. The teaching stimulates my interest in this course.
- 295. The teaching stimulates me to do additional reading for this course.

Organisation & Coordination

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

Teaching Staff

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

Equity Issues

- 306. Equity issues are adequately addressed in the content of the course.
- 307. Gender issues are adequately addressed in the content of the course.
- 308. The teaching staff relate to all students in the class without bias.

Innovative Teaching Techniques

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

Student Expectations

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

THE COURSE: ASSESSMENT & FEEDBACK**Assessment Methods & Criteria**

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

Assigned Work

- 325. The assigned work is relevant to the aims of the course.
- 326. The assigned work is valuable for my understanding of the course.

- 327. The assigned work stimulates my interest in the course.
- 328. The assigned work has clear and specific directions.
- 329. The assigned work has well-chosen themes.
- 330. The assigned work can be completed within the allocated time.
- 331. The assigned work improves my writing and analytical skills.
- 332. The assigned work is assessed and returned promptly.
- 333. The assigned work is assessed fairly.
- 334. I receive adequate feedback on my work.
- 335. The assessment weighting of the assigned work should be decreased.

Class Exercises

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

Computer Exercises

- 338. The computer exercises are valuable for my understanding of the course.
- 339. The computer exercises can be completed within the allocated time.

Examinations

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

Feedback on Work

- 345. I receive adequate feedback on my work.
- 346. The feedback on my work includes clear suggestions for further improvement.
- 347. The feedback on my work is objective.
- 348. The feedback on my work is provided promptly.
- 349. The feedback on my work is helpful to my learning.
- 350. I was aware of my progress in the course.
- 351. I am able to discuss my progress in the course.

THE COURSE: MATERIALS & EQUIPMENT

General Teaching Materials

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

Notes

- 358. The handout notes are valuable for my understanding of the course.
- 359. The scripts provide clear instructions and explanations.

Reading

- 360. The recommended reading is valuable for my understanding of the course.
- 361. The recommended textbook is valuable for my understanding of the course.
- 362. The recommended reading is interesting.
- 363. The recommended reading is readily available.
- 364. The recommended reading is easily accessible in the library.
- 365. Doing the recommended reading is essential for passing the course.

Resources & Library Facilities

- 366. The resource materials are readily available.
- 367. The resource materials are relevant to the course.

- 368. Library facilities (e.g. availability of books, course librarian, etc) are adequate for the course.
- 369. I receive adequate guidance on how to use the library effectively.
- 370. I know how to use the library effectively.
- 371. The books on reserve in the library are easily accessible.

Audio-Visual Material

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

Laboratory Equipment

- 383. The laboratory facilities are adequate for effective learning.
- 384. The laboratory equipment is of a high standard.
- 385. The laboratory equipment is consistently in working order.
- 386. There is sufficient equipment available for student use.
- 387. I am adequately taught how to use the laboratory equipment.

Computers

- 388. I receive sufficient help with computing.
- 389. There is sufficient computer training provided.
- 390. There is sufficient access to the computers.
- 391. The computer software is of a high standard.
- 392. The computer software's on-screen help facility is useful.
- 393. The computer software's documentation is of a high standard.

Physical Environment

- 394. Noise levels in the classroom are distracting.
- 395. The classroom is comfortable.

THE 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.

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

THE STUDENTS

Student Involvement

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

Student Motivation

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

Student Attitude

- 431. I have a positive attitude to the course.
- 432. I have a positive attitude to the way in which the course is taught.
- 433. I have a positive attitude to my work in the course.
- 434. I enjoy doing the course.

Student Abilities and Skills

- 435. My ability to work independently is increased.
- 436. My ability to think critically is increased.
- 437. My ability to develop a logical argument is increased.
- 438. My analytical skills are increased.
- 439. My problem-solving skills are increased.
- 440. My practical skills are increased.
- 441. My laboratory skills are increased.
- 442. My clinical skills are increased.
- 443. My research skills are increased.
- 444. My report-writing skills are increased.
- 445. My essay-writing skills are increased.
- 446. My drawing skills are increased.
- 447. My oral presentation skills are increased.
- 448. My listening skills are increased.
- 449. My fluency in the language is increased.
- 450. My fluency in the technical language of the course is increased.
- 451. My playing skills are increased.
- 452. My performance skills are increased.
- 453. My ability to critically appraise my own performance is increased.
- 454. My ability to critically appraise the performance of other students is increased.
- 455. I am developing skills needed by professionals in this field.

Student Learning

- 456. I understand the concepts presented in the course.
- 457. I can see the relevance of the concepts presented in the course.
- 458. I am able to identify the important points.
- 459. I put a lot of effort into learning for the course.
- 460. I am able to effectively organise my study time for the course.
- 461. I spend sufficient time studying for the course.
- 462. I make an effort to draw connections between the concepts presented in the course.
- 463. I developed my own understanding of the concepts presented in the course rather than relying solely on the teacher's interpretation.
- 464. In trying to understand the concepts presented in the course I generally set out to relate them, if possible, to real life experience.

- 465. I spend time looking up things that interest me, even if they are unlikely to be examined.
- 466. Although I have remembered facts and details, I found it difficult to fit them together into an integrated framework.
- 467. In learning for the course, I relied more on memorising facts than on understanding concepts.
- 468. The course makes me reconsider many of my previous views.
- 469. I would like more opportunities to question the teacher in class.
- 470. There should be more advice given on how to learn effectively in this course.
- 471. I have been able to adequately cope with the change from high school teaching to university teaching.

Student Future Plans

- 472. I will recommend this course to other students.
- 473. If it is possible, I will continue studying in this course area.
- 474. I will continue studying this course area next year.

Student Literacy

- 475. My level of fluency in the English language is very low.
- 476. My level of fluency in written English is very low.
- 477. My level of fluency in spoken English is very low.

Student Performance

- 478. I attend all of the lectures for this course.
- 479. I attend all of the seminars for this course.
- 480. I attend all of the tutorials for this course.
- 481. I attend all of the practicals for this course.
- 482. 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/secretary/staff/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

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

Lectures

- 490. What are the best aspects of the lectures, and why? *(comment)*
- 491. What changes should be made to the lectures, and why? *(comment)*

Seminars

- 492. What are the best aspects of the seminars, and why? *(comment)*
- 493. What changes should be made to the seminars, and why? *(comment)*

Tutorials

- 494. What are the best aspects of the tutorials, and why? *(comment)*
- 495. What changes should be made to the tutorials, and why? *(comment)*
- 496. Please comment on the way in which the tutorials are run: *(comment)*
- 497. Please comment on the level of participation, by students or the teacher, in the tutorials: *(comment)*

Group Work

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

Practicals

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

Workshops

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

Lessons

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

Clinical Sessions

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

Field Work

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

Field Placement

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

Assessment

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

Other

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

MYUNI

517. # I received sufficient information on how to use MyUni.
518. # I have sufficient access to a computer for my learning in this course.
519. # The course materials are easy to find in MyUni.
520. # The course materials available in MyUni help me in my learning.
521. # The use of MyUni helps me in my learning.
522. # The use of the Discussion Board in MyUni helps me in my learning.
523. # The use of e-mail in MyUni helps me in my learning.
524. # The use of groups in MyUni helps me in my learning.
525. # The use of quizzes and assessments in MyUni helps me in my learning.
526. # The use of the online resources in MyUni helps me in my learning.
527. # The use of the library resources in MyUni helps me in my learning.
528. # The Online Education Helpdesk is useful to my learning.
529. # What are the best aspects of using MyUni? (comment)
530. # MyUni could improve my learning by: (comment)

EXTERNAL STUDIES

531. #The residential school is well organised.
532. #I am satisfied with the information about the residential school I received before arrival on campus.
533. # I am satisfied that the aims of the residential school were implemented.
534. # I am satisfied that the residential school helped me to gain the skills required by this discipline.
535. # What are the best aspects of this residential school? (comment)
536. # This residential school could be improved by: (comment)
537. # I would recommend this residential school to others because: (comment)
538. # The layout of the study guide assists my learning.
539. # The organisation of the study guide assists my learning.

- 540. # The study guide contains valuable resources for my learning.
- 541. # The recommended reading relates well to the content in the study guide.
- 542. # The assignments relate well to the content in the study guide.
- 543. # The administrative support assists my learning.