



THE UNIVERSITY
of ADELAIDE

Festival of Learning and Teaching Summary of Survey Results 2015

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Introduction

The fifth Festival of Learning and Teaching was held 6 November 2015. This report summarises results of the survey that was conducted to obtain feedback from Festival registrants, and where relevant, it responds to feedback by providing recommendations for continuous improvement of future Festivals. The questionnaire used in this survey is provided as an attachment to this Summary.

Summary of Findings

Respondents

What is your primary affiliation with the University?		
Answer Options	Response Percent	Response Count
Student	9%	8
Academic staff	46%	42
Professional staff	37%	34
External participant	9%	8

All Festival registrants were invited to participate in the survey. Of the 298 registrants to receive the survey, 92 responded for an overall response rate of 31%.

Which Faculty/Area are you from?		
Answer Options	Response Percent	Response Count
Faculty of Arts	11%	9
Faculty of Engineering, Computer and Mathematical Sciences	6%	5
Faculty of Health Sciences	18%	15
Faculty of the Professions	16%	13
Faculty of Sciences	18%	15
Division of Services and Resources	13%	11
Division of the Deputy Vice-Chancellor and Vice-President (Academic)	19%	16
Division of the Deputy Vice-Chancellor and Vice-President (Research)	0%	0

Engagement from the Faculties of Health Sciences, the Professions, and Sciences was the strongest at 15-18% per Faculty. Participation from the Faculties of Arts and Engineering, Computer and Mathematical Sciences were lowest at 11 and 6 per cent respectively.

**It is noted that the higher percentage of staff from the Division of the DVC&VP(A) is likely attributable to DVC&VP(A) as event sponsor and organisers.*

Did you attend the Festival of Learning and Teaching this year?

Answer Options	Response Percent	Response Count
Yes	83%	76
No	17%	16

While 83% of respondents indicated that they attended, it is acknowledged that this may be inconsistent with the number of actual attendees. Out of 298 registrations, allowing for those who attended but did not sign in, 159 (53%) were recorded as signing in on the day.

What prevented you from being able to attend?

Answer Options	Response Percent	Response Count
Competing work priorities	63%	10
Competing personal priorities	13%	2
Other (please specify)	25%	4

Competing work priorities is the overwhelming reason that staff did not attend the Festival. In an attempt to overcome this problem, it is recommended that the Office of the DVC&VP(A) demonstrate its support for the Festival by requesting that Faculties and Schools, as far as possible, do not schedule meetings in conflict with the Festival. This could be achieved by scheduling the Festival as early as possible and providing as much notice to Executive Deans and Heads of Schools as practicable. It is noted that broader workload issues, as a result of the timing of the Festival (during peak marking time), may also be a major contributor to the prevalence of competing work priorities.

Pre-Festival Events

Did you attend either of the two Pre-Festival Events (Dr George Kuh and/or Professor Paul White)?

Answer Options	Response Percent	Response Count
Yes	42%	33
No	58%	46

Two pre-Festival events were available to Festival goers, the CAUSTL Keynote by Dr George Kuh and a session, 'In Conversation' with Professor Paul White.

Festival 2015 – Evaluation

Please rate the overall usefulness/interest of the Festival for you

Answer Options	Very poor	Poor	Fair	Good	Very good	Rating Average	Response Count
	0	0	11	38	26	4.20	75

Please rate the relevant sessions you attended

Answer Options	Very poor	Poor	Fair	Good	Very good	N/A	Rating Average	Response Count
Opening Panel Session: Exploring Learning Journeys (Professor Philippa Levy, Dr George Kuh, Professor Paul White, Dr Claudia Szabo, Mia Tam, Ethan Dutcher)	0	0	7	15	41	9	4.54	72
Parallel sessions	0	0	9	21	24	7	4.28	61
Closing keynote (Professor Rachel Spronken-Smith)	0	1	6	21	17	19	4.20	64
Drop-in at the Learning Innovations Studio	0	1	2	12	10	37	4.24	62

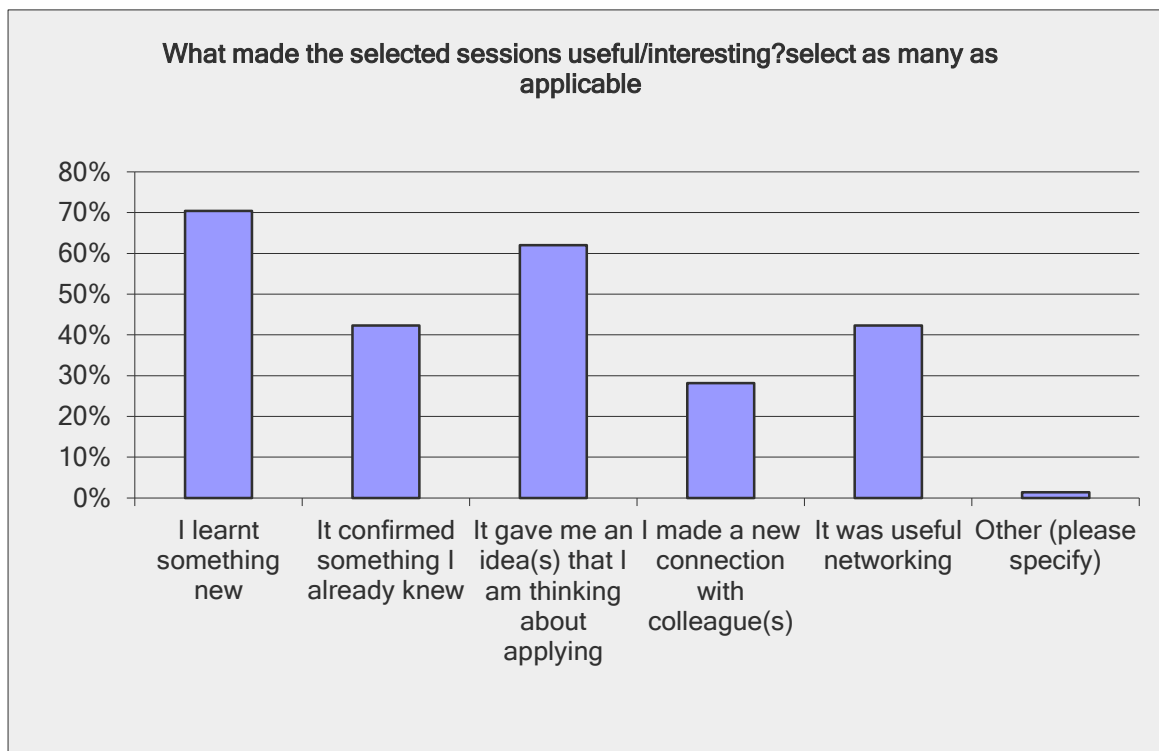
Responses included:

'Hearing the innovative things people are doing around the University is great, and very important, but hearing the international keynote speakers was a truly motivating experience.'

'It's a great and important initiative and the University should continue to deliver and enhance it.'

'FoLT is a great opportunity to network and interact with like minded colleagues who are passionate about learning and teaching. It also gives you ideas to implement in your own teaching.'

In relation to the Opening Panel Session, one respondent suggested an improvement would be to provide a question to the audience to grapple with to promote discussion rather than comments.



Respondents were further asked whether they were planning to do something new or different in their teaching as a result of attending the Festival. Of the 92 respondents, 66 provided responses.

Festival 2016

What topics/activities would you like to see programmed next year? Select all that apply

Answer Options	Response Percent	Response Count
Keynote presentations	75%	59
Networking opportunities	47%	37
Panel sessions	66%	52
Parallel sessions	47%	37
Workshops	54%	43
Other (please specify)	10%	8

Keynote presentations, panel sessions and workshops (in order) ranked the top three activities requested for the next Festival. Networking opportunities and parallel sessions ranked equal fourth

Based on the additional comments, it is recommended that fewer parallel sessions be scheduled and each session be allocated more than 10 minutes.

To help us schedule the Festival for 2016, please indicate which weeks you would NOT recommend as suitable.

Answer Options	Response Percent	Response Count
Mid-year break week 1	31%	24
Mid-year break week 2	33%	26
Mid-year break week 3	36%	28
Weeks 1/2, Semester 2	37%	29
Week 3/4, Semester 2	28%	22
Week 5/6, Semester 2	33%	26
Week 7/8, Semester 2	39%	30
Mid-semester break week 1	35%	27
Mid-semester break week 2	36%	28
Week 9/10, Semester 2	41%	32
Week 11/12, Semester 2	51%	40

It is recommended that the Festival be scheduled in either week 3 or 4 of semester 2, 2016. The first week of the mid-year break also seemed to appeal to respondents, however, scheduling the Festival during a non-teaching period would be inconsistent with a student-friendly event.

Students as Partners is a key theme for the University from 2016 onwards. As such, it may be beneficial to schedule the Festival and the Beacon Conference of Undergraduate Research (BeaCUR) back-to-back over two days. Although further consideration would have to be given to which order the events are scheduled, programming a student-focused day (BeaCUR) and a staff-focused day (Festival) would contribute to greater successes arising from critical mass, making for a stronger, combined event. Economies of scale would also be reached in relating to equipment hire and DVC&VP(A) resourcing of staff.

Festival 'Spin Offs'

Several participants this year commented that they would be interested in attending Festival 'spin off' events in 2016. Events would be hosted for the purpose of connecting like-minded colleagues who are looking to further discuss Learning and Teaching activities and innovations. To assist with planning for next year, please check the topics that you would find interesting. Select all that may apply

Answer Options	Response Percent	Response Count
Career readiness in the curriculum	39%	30
SGDE and inquiry-based learning	42%	32
e-Learning and blended learning topics	65%	50
Assessment and feedback	49%	38
First year experience	38%	29
Student engagement	69%	53
Students as partners and co-creators	36%	28
Learning analytics	38%	29
Other (please specify)	7%	5

'Student engagement' and 'eLearning and blended learning topics' were by far the most common topics for Festival Spin Off events, with 'Assessment and feedback' the third most selected topic.

General Comments

Responses to the final question, 'Do you have any further comments about the Festival of Learning and Teaching?' fell broadly within four areas as follows:

- **Support.** Respondents felt inspired after attending the Festival, regarding it as 'excellent' and a 'great initiative'. However, there seemed to be general frustration that once the Festival had concluded, heavy teaching workloads prevented implementation of the new acquired ideas.
- **Timing.** As with previous years, scheduling the Festival during SWOT VAC is problematic for the majority of staff.
- **Programming.**
 - Keynote speakers were a highlight.
 - Parallel sessions were not allocated enough time.
 - Adelaide Education Academy should be allocated a session in 2016.
 - Student sessions should be increased.
 - Awards should be scheduled during the lunch with the VC presenting.
- **Participation.** Academic staff attendance seemed too thin.

Conclusion

The Festival's reputation for inspiring staff through the sharing of ideas and innovative practise between like-minded colleagues remains unchanged, with many respondents expressing their support for the continuation of the event. International keynote speakers were a major highlight for many and look forward to the keynotes at the next Festival. Participation from professional staff members was strong, however, methods for increasing

academic staff participation would be beneficial. For example, scheduling the Festival in a time more suitable for academic staff may address this issue very quickly and with little disruption. Combining the Festival with another key event such as BeaCUR may also contribute to reaching critical mass. Participation may also be increased by acting quickly to capitalise on the momentum building in support of Festival 'Spin Off' events.