
GUIDELINES ON THE INTERPRETATION AND USE OF SELT

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1. Purpose of SELT and background to the current policy

The University places critical importance on feedback from students and uses SELT surveys, alongside other sources of evidence of quality, to inform learning and teaching enhancement, the reward and recognition of staff, and staff performance review and management.

The current policy which took effect on 7 March 2018 is available on the policy website at:
<https://www.adelaide.edu.au/policies/101/>

Many of the features of the current policy resulted from the SELT Review that was conducted between December 2016 and early 2018. A number of progress reports of the Review, including the policy revision, were made to the ULC (i.e. meetings 3/17, 7/17, 1/18, 2/18 and 3/18). These are accessible in the relevant meeting papers at
<https://www.adelaide.edu.au/learning/governance/committees/ulc/>

The new edition of the policy was extensively re-written. Its principles are more explicit and there is clearer differentiation between the principles and the processes that apply. In particular, changes have been introduced to:

- enable a 'two-tier' SELT questionnaire format, enabling students to opt to complete either the full set of questions presented, or to limit their feedback to one key question plus an open response;
- address issues concerning low response rates by enabling aggregation of the SELT data over several offerings once a minimum of five responses have been received (Procedure 6f);
- strengthen the expectation that students provide constructive feedback, with the consequences of inappropriate feedback clarified (Procedure 4 and 5);
- strengthen the expectation that staff 'close the loop' in a timely manner to provide students with information on changes made to courses, programs and teaching as a result of student feedback (Procedure 9);
- establish a Program SELT which consists of a questionnaire survey, an annual student feedback forum for each Program, and consideration of aggregated Course SELTs for courses recorded against enrolment in a program (Procedure 1b, 3a, 3h; Definitions).

2. SELT Methodology

The key components of the SELT methodology are as follows.

Survey design

The two-tier SELT comprises a mandatory Likert-scale question and two free-text questions, plus a supplementary set of optional Likert-scale questions. This enables rapid completion of the SELT for those students who prefer to respond only to the mandatory questions. The format is designed to mitigate survey fatigue for students and to encourage a higher response rate.

SELT questions

Revisions were made to the previous Course and Teacher question set to increase the clarity of questions and to ensure currency and reliability. The questions were benchmarked against other institutions and tested with a series of student forums. A set of Program SELT questions was established. The program questions in the national Quality Indicators for Learning and Teaching (QILT) suite of surveys are not duplicated in this set.

During the SELT Review consultation, some staff highlighted the value of a question bank that would enable optional selection of additional questions to add to the core SELT question set. It was decided, in the interests of keeping the

SELT question set short, that this would not be implemented. However, staff are encouraged, as appropriate, to ask additional questions in formative surveys administered during courses (Procedure 1d) or into the annual student feedback forum for Program SELT (Procedure 1bii, 3a, 3h).

Course SELT questions

The mandatory question is as follows:

- 1a Overall, I am satisfied with the quality of this course.
- 1b What are the best aspects of this course? [free text field]
- 1c Which aspects of this course need improvement? [free text field]

There are eight optional questions that may also be completed, as follows:

- 2 This course helps me to build my understanding of key concepts.
- 3 Overall, this course is intellectually stimulating.
- 4 This course includes digital activities and resources that help me learn.
- 5 In this course I receive useful and timely feedback on my work.
- 6 The assessment tasks in this course help me learn.
- 7 In this course diverse perspectives are valued and difference is accommodated.
- 8 This course is well organised.
- 9 How much effort have you put into this course?

Question 9 is designed to acknowledge the role of student engagement in successful outcomes of learning, and to include a measure of student engagement as well as student satisfaction in the feedback.

The mandatory question (1a) is the one against which ULC at meeting 3/18 has set the following Expectation Standard for 2018-2020 (Procedure 8d iv):

Question	2018	2019	2020
1a Overall, I am satisfied with the quality of this course.	82	82	82

Teacher SELT questions

The mandatory question is as follows:

- 1a [Teacher] is an effective University teacher.
- 1b What are the best aspects of [Teacher's] teaching? [free text field]
- 1c [Teacher] could improve student learning by ... [free text field]

The optional questions are:

- 2 [Teacher] is approachable and helpful.
- 3 [Teacher] gives clear explanations.
- 4 [Teacher] makes their subject matter interesting.
- 5 [Teacher] encourages student participation.
- 6 [Teacher] provides useful and timely feedback on my work. [Likert response scale]

The mandatory question (1a) is the one against which ULC at meeting 3/18 has set the following Expectation Standard for 2018-2020 (Procedure 8d iv). This question remains unchanged from the previous SELT:

Question	2018	2019	2020
1a [Teacher] is an effective university teacher.	80	80	80

Program SELT questions

The mandatory question is:

- 1a Overall, I am satisfied with the quality of my program.
- 1b What are the best aspects of your program? [free text field]
- 1c Which aspects of your program need improvement? [free text field]

The optional questions are:

- 2 My program has a coherent structure that develops my learning effectively.
- 3 My program develops my employability skills and prepares me well for my future.
- 4 My program overall makes me feel I belong to a community of learning.
- 5 My program enables me to develop:
 - The ability to apply subject knowledge in practice
 - Skills in creative, critical thinking and problem solving
 - Skills in teamwork and communication
 - Professionalism and skills in leadership

- Skills for operating in an intercultural environment and with ethical awareness
- Skills for living, learning and working in a digital society
- Self-awareness and emotional intelligence [Note there is a Likert scale for each sub-question].

The scales in Question 5 are designed to measure students' perception of the program's broad alignment with the University's Graduate Attributes, which were undergoing revision at the time of the SELT review.

The mandatory question (1a) is the one against which ULC at meeting 3/18 has set the following Expectation Standard for 2018-2020 (Procedure 8d iv):

Question	2018	2019	2020
1a Overall, I am satisfied with the quality of my program.	80	80	80

Survey promotion

Course Coordinators have a key role to play in promoting SELT and fostering student engagement. They are encouraged to:

- set the scene at an early stage, advising students on the purpose of SELT and why the information they provide is valuable;
- indicate to students how to evaluate and provide constructive feedback through SELT;
- promote the SELT in-class, both in the lead up to the SELT and at the scheduled in-class activity when students will be encouraged to complete the SELT by Bring Your Own Device (see Appendices I and II);
- follow up with students with personalised communications reminding them of the opening and closing times of the SELT and the value the SELT has to students and staff (see Appendix I).

Survey distribution and scheduling

When students are invited to complete a Course SELT they also are invited to provide feedback on each of the Teachers contributing to the Course. Students consistently advised during the SELT Review consultation that they value the opportunity to provide feedback on Courses and Teachers each time that a Course is offered.

Staff are strongly encouraged to set aside class time for students to complete their SELT in-class by Bring Your Own Device or alternatively in locations with online facilities (e.g. laboratories). This is expected to increase SELT response rates, as was the case in pilots of this approach during the SELT Review period in 2017. The scheduling of in-class completion of the SELT should be included in the 'learning and teaching activities' field in the Course Outline. It is recognised that teaching arrangements may mean that the latest a class can convene to complete the SELT might be earlier than week 10. SELT may be scheduled at a time convenient to the teaching arrangements for the Course, in consultation with the Planning and Analytics SELT team. In line with longstanding practice, surveys will not be scheduled during examination periods (Procedure 3d).

The Program SELT survey is currently under development and it is anticipated that it will be available during semester 2 2018. Executive Deans (or their delegates) are required to ensure that an annual student feedback forum is scheduled for each Program (Procedure 3h).

Feedback loop

It is desirable to establish a positive feedback loop with students, modelling the principles of constructive feedback and response, and demonstrating to students the value of participating in SELT. Where student responses to SELT are rapidly and clearly acknowledged, response rates are likely to increase.

Course Coordinators have a formal responsibility under both the SELT policy (Procedure 9b) and the Coursework Academic Programs policy (CAPP) (Schedule F) to respond to student feedback. The SELT policy requires that quantitative Course SELT data are published within one week of the release of primary examination results, and that Course Coordinators' responses to all Course data is provided to both those students who were enrolled in the course and to those students who might enrol in the course in the future (Principle 4, Procedure 9).

In the case of the students who participated in the SELT, these students should be provided with a response through MyUni/Canvas. A template is provided to assist staff in providing feedback through MyUni/Canvas. (See Appendix III). A word version of this template may also be obtained from <https://www.adelaide.edu.au/planning/selt/>

In the case of prospective students, summary statements should be provided in the next edition of the Course Outline. Some examples from Course Outlines published in 2018 are included in Appendix IV.

Program Coordinators are required to report to students on actions resulting from the combined Program SELT (the forum, aggregated course data and Program questions (Procedure 9c).

9. Advice to students

Constructive student feedback

Through the SELT Review process, it became apparent that instances of inappropriate SELT feedback from students are not uncommon. This is of considerable concern to the University, which takes very seriously the matter of online bullying and abuse, and has policies in place to ensure that appropriate action is taken against those students who may be in breach of relevant University policies on this.

The SELT policy emphasises that students are expected to provide constructive feedback through their SELT. Statements have been added in each of the Course, Teacher and Program SELT pages advising students when they open the survey that:

Feedback provided through SELT survey should be constructive. Your feedback should explain your perceptions of course and teaching strengths and weaknesses with suggestions for improvements. We suggest you reflect and comment on aspects of course and teaching quality, such as content, resources, learning activities, assessments, or organisational aspects including the design, coherence and outcomes of your program. Remember that comments should be professionally communicated and comply with the University's IT Acceptable Use and Security policy, avoiding comments of a personal nature which are of no relevance to course and teaching quality.

Similar advice is provided to students in the automatically generated email that invites them to participate in the survey/s:

Dear <student name>,

As part of our focus on ensuring that your education is of the highest quality and value we regularly conduct surveys of learning and teaching (SELT).

The feedback you give through the SELT process about your experience is extremely important. We use the feedback to guide staff and the University in making continuous improvements to courses and teaching for the benefit of students, and it is also used to identify and reward excellent teaching.

A high response rate to the SELT strengthens the overall value of the survey, and your individual response will make an important contribution.

You are being asked to provide constructive feedback on the courses that you undertook in semester 1 2018, and this feedback is very welcome. Please be assured that all of your feedback is confidential and you will not be identified in any reports. It is recognised that some student feedback may be constructively critical. However, where feedback is deemed to be in breach of relevant University policies (e.g., as regards bullying or abusive behaviour in relation to staff or other students), appropriate action may be initiated in accordance with the policies.

Legislation provides an opportunity for staff to address inappropriate commentary through the IT Acceptable Use and Security policy (<https://www.adelaide.edu.au/policies/2783/>) and under the Student Misconduct Rules (<https://www.adelaide.edu.au/policies/33/>). Staff are strongly encouraged to report inappropriate feedback that they deem may be in breach of University policy to their line manager (normally, Head of School). Faculties and schools are encouraged to take action to obtain a resolution and to signal that inappropriate student behaviours will not be sanctioned. Note that the Student Charter (<https://www.adelaide.edu.au/student/affairs/charter/>) and the 'Respect Now Always' initiatives (<https://www.adelaide.edu.au/safer-campus-community/respect-now-always>) also confirm positive expectations about the way in which students and staff interact.

Reports may be made under the IT Acceptable Use and Security policy and procedures (Procedure 1.2a) with the General Manager, Student Services making a decision on the action to be taken (Procedure 5a). In the case of the Student Misconduct Rules, examples of material that is abusive, offensive, vilifying, harassing or untrue about any member of the University community in any forum or medium, including (but not limited to) print, internet, social networking, email and broadcasting forums (Example 3.2a) or causing a member of the University community to hold reasonable fear for their safety or physical or psychological well-being (Example 3.2d) may be reported to the Authorised Officer designated under the Rules (e.g. Executive Dean; Head of School).

The Planning and Analytics SELT team is empowered to remove student feedback from the SELT qualitative dataset where it is inappropriate or abusive (e.g. racist, sexist, offensive, vindictive or abusive) (Procedure 4d).

Since 2017 a series of FAQs have been made available to students about the SELT. See Appendix V.

This information will also be provided on the University's SELT webpage at <https://www.adelaide.edu.au/planning/selt/>

10. SELT Interpretation and Use

Reliability and validity of SELT data

Response rates across the University have been trending downwards for a period of time pre-dating the move to the online environment. Low response rates are a cause of widespread concern about SELT among staff because of possible impact on the validity and reliability of the data. This concern is especially acute with regard to the teacher effectiveness question on the Teacher SELT. The SELT Review drew on the advice of an internal expert group on this matter (Associate Professors Garique Glonek, Anna Ma-Wyatt and Lynne Giles). The group conducted a number of statistical analyses to explore this issue and advised that obtaining a reliable estimate of teacher effect (as compared with effect of other variables including student effect) on student experience using SELT is subject to uncertainty, especially in courses with small numbers of students or responses. The group advised that samples of size 5 are too small to provide a reliable measure of teacher effectiveness, and that a minimum of 25 responses would be required to ensure that sampling variability is an acceptably small component of overall variation. The group's report can be made available, upon request via Planning and Analytics.

The analysis did not point clearly to a recommendation in favour of a specific threshold response rate, either as a percentage of enrolled students in a course or as an absolute number of respondents per course, for the use of SELT. However, for the reason outlined above, caution in interpretation is advised where the number of SELT responses is small.

SELT in learning and teaching enhancement

SELT data, including the qualitative, open responses, provide a valuable basis for the continuous enhancement of curriculum design and teaching especially when combined with other sources of data such as on-going student feedback during courses and peer review of teaching. SELT data also are used to inform the University's program of periodic Program and School Reviews.

The Learning Enhancement and Innovation team (Division of Academic and Student Engagement) partners with academic staff and teams to explore and address issues raised through SELT and other student feedback. In addition, staff are encouraged to work in partnership with students to gather and explore student feedback, and to consider the implications for changes to benefit the student learning experience and outcomes. Examples of good practice from the University and other institutions include student-led focus groups and school-based staff-student committees co-convened by staff and students at which SELT data trends and outcomes are reviewed.

The CAPP (<https://www.adelaide.edu.au/policies/669/>) requires that Program Management Committees be convened at least twice in a calendar year and that they review the effectiveness of the program as represented in the annual performance reports and other data, including but not limited to, pass rates, SELTs and other quality indicators for learning and teaching (CAPP Schedule D – Clauses bi and bii 5).

SELT in staff reward, recognition, and performance review and management

SELT data provide staff with evidence of the impact of their teaching practice on student learning outcomes, for use in applications for awards, promotions and, where staff are eligible, membership of the Adelaide Education Academy. Staff applying for teaching awards are encouraged to include SELT data; those applying for promotion are required to include in their submission examples of their SELT data, selected by the staff member, in their Teaching Portfolio; those applying for membership of the Adelaide Education Academy are required to include examples of their SELT data in their application. Staff are referred to the specific advice that is provided on how to use SELT data for these purposes in each of these cases.

The SELT Expectation Standards, as one key indicator of quality in the University's desire to improve the student learning experience, set a benchmark that all academic staff are expected to achieve. Progress against the Expectation Standards is reported in each academic staff member's Individual Academic Profile (IAP) (<https://www.adelaide.edu.au/hr/development/performance/academics/>) and is reviewed as input to Professional Development and Review (PDR) (<https://www.adelaide.edu.au/hr/development/performance/pdr/>). The IAP is a report of individual contributions and achievements that is used to provide evidence in support of PDR conversations with regard to the progress of individual work objectives, and draws on SELT results against Expectation Standards in relation to teaching activity.

Staff and managers are reminded that SELT data should not normally be considered as the sole source of evidence for assessment of the effectiveness of an individual's teaching, in the context of either reward, recognition, performance

review or management. It is recognised that SELT data must be considered 'in the round' and that specific contextual factors can impact negatively on SELT results in the short term; for example, experimentation with teaching innovations may sometimes cause a short term dip in SELT responses. Moreover, isolated negative SELT outcomes, or a series of near misses, are not likely to be the cause of concern. Staff and managers are strongly encouraged to take opportunities to consider other feedback alongside SELT such as the outcomes of peer review of teaching (<https://www.adelaide.edu.au/learning/teaching/peer-review/>).

11. Contact for enquiries about interpretation of the SELT policy and implementation of the process

All enquiries should be directed to Planning and Analytics in the first instance.

-Ends-

May 23 2018

Appendix I - Advice to Course Coordinators - Staff SELT Promotion

PLEASE NOTE: sections in **RED** to be modified as required by staff.

PROMOTING THE SELT IN-CLASS

There are two things that you can do to increase the likelihood of good SELT response rates.

First, please talk to your students about the SELT. Let your students know that their feedback is important to you and how you use that feedback to improve course delivery and teaching. Provide this advice in the lead-time before the SELT opens.

Second, where possible, please conduct the survey in-class using the web-enabled electronic devices (such as smartphones, tablets, etc.) that most students will be carrying with them. Other universities have reported very encouraging results with improved response rates as result of completing SELT in-class. Students who do not participate in-class can still undertake the survey out-of-class in the usual way. A trial in semester 1 2017 by the School of Agriculture, Food and Wine also resulted in an increase to the Response Rate.

There is a sample PDF which can run at the start of the SELT (see Appendix II).

SAMPLE EMAILS FROM COURSE COORDINATORS TO STUDENTS

(Can be modified to suit Course Coordinator's conventions/style of communication). Please send to students when your SELT opens. The only detail that needs to be added by staff is where they are requesting a SELT on behalf of themselves or another teacher.

Email 1 (Course)

Hi everyone

This announcement is to let you all know that you will be invited to provide feedback on this course and our teaching. You will be sent an email to your Adelaide account with the log on web address to the survey or you can click on this link eselt.adelaide.edu.au/Blue.

Please take up this invitation.

SELTs will open to students on XXXX (day) (Monday, week X) and close XXXX (day).

We greatly value student feedback. We incorporate, wherever possible, suggestions and comments that students provide to us.

You will also find the outcomes of previous SELTs in this course under "Student Experience of Learning and Teaching" in "Course Information".

Email 2 (Teacher specific)

Hi everyone

This announcement is to let you all know that you are invited to provide feedback on [Teacher Name]'s teaching.

Login here to provide your feedback: eselt.adelaide.edu.au/Blue.

Please take up this invitation - **[Teacher Name]** values your feedback.

The survey opens on XXXX (day) and closes on XXXX (day).

Reminder emails can also be sent to students after SELT opens. Students can also be reminded in-class.

Email 3 (Reminder end of week 1) (Course)

Hi everyone

Just a quick reminder that the SELT opened last week. This provides a great opportunity for you to let us know about your experience of this course and our teaching.

You can log in via this link eselt.adelaide.edu.au/Blue.

Email 4 (Reminder end of week 1) (Teacher)

Hi everyone

Just a quick reminder that the SELT opened last week. This provides a great opportunity for you to let us know about your experience of **[Teacher Name]**'s teaching.

You can log in via this link eselt.adelaide.edu.au/Blue.

Email 5 (Reminder end of week 2) (Course)

Hi everyone

A very quick reminder that the SELT closes on XXXX (day). We would value your feedback on your experience of this course and our teaching.

You can log in via this link eselt.adelaide.edu.au/Blue.

Email 6 (Reminder end of week 2) (Teacher)

Hi everyone

A very quick reminder that the SELT closes on XXXX (day). We would value your feedback on your experience of [Teacher Name]'s teaching

You can log in via this link eselt.adelaide.edu.au/Blue.

TIPS TO PROMOTE & CONDUCT THE SELT IN-CLASS

1. Talk to your students about the SELT. Let them know that the survey is open and they should have recently received an email with the log on web address to the SELT survey (eselt.adelaide.edu.au/Blue).
2. Let your students know that their feedback is important to you and how you use that feedback to improve course delivery and teaching.
3. Include the SELT slide in your class presentation to assist students log on to and complete the SELT survey.
4. For classes held in a computing laboratory, ask your students to spend 5 minutes logging onto eselt.adelaide.edu.au/Blue and completing their SELT.
5. For classes held in tutorial rooms, ask your students to use their own mobile phone/tablet/laptop to spend 5 minutes logging onto eselt.adelaide.edu.au/Blue and completing their SELT.
6. For other laboratory-style classes, set up some computers/laptops/tablets displaying the eselt.adelaide.edu.au/Blue login page and ask students to progressively complete their SELT during the lab session.
7. If you do ask your students to complete their SELT in-class, it is best if teachers who are the subject of those surveys are not present in the room while students are filling in the survey.

EITHER USE POWERPOINT PROVIDED SEPARATELY OR PROVIDE THE FOLLOWING CLASS SLIDE ON DAY OF COMPLETING SELT

The primary purpose of the Student Experience of Learning and Teaching survey is to obtain feedback from students to guide staff and the University in making continuous improvements to courses and teaching to benefit you and to also identify and reward excellent teaching practice. A high response-rate to the SELT strengthens the overall value of the survey, and your individual response will make an important contribution.

1. Please log on to eselt.adelaide.edu.au/Blue
2. Enter your ID & Password
3. Complete the SELT survey for this course
4. Summary results of this SELT will be available for you to view in under "Student Experience of Learning and Teaching" in "Course Information".

GUIDANCE ON ADVICE TO BE PROVIDED TO CLASS BEFORE COMPLETING SELT

The Student Experience of Learning and Teaching (SELT) survey is now available for this course. The SELT helps the University to monitor course quality and improve course offerings, so your feedback will benefit the University and students like yourself. If you have access to the internet on a laptop or mobile device now, we encourage you to use this time to complete the survey, via this address: (eselt.adelaide.edu.au/Blue). Otherwise, the survey will remain open until XXXX (day), and you can login via that address, and complete the survey before the survey closes. The survey is confidential.

It is essential that students are aware that their responses are anonymous.



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Appendix II -Powerpoint Presentation to be made in-class



CRICOS PROVIDER 00123M

Student Experience of Learning and Teaching, semester **X** year

adelaide.edu.au

SELT Interpretation & User Guide, May 2018, page 9
seek LIGHT

About the SELT

- The Student Experience of Learning and Teaching (eSELT) is an online survey that gives students the opportunity to provide constructive feedback on their learning experiences in your courses this semester.
- The SELT is used to guide staff and the University in making continuous improvements to courses and teaching for the benefit of students.
- It is also used to identify and reward-excellent teaching practice.
- This is your opportunity to provide constructive feedback on your learning experiences in your course(s) this semester.
- Please complete your SELT as soon as possible.
- The SELT closes on *XXXX (day)*.

How to Complete the SELT

There are 3 easy steps

1. VISIT the website

eselt.adelaide.edu.au/Blue

2. LOGIN to the survey site

use your standard University username and password

3. Provide FEEDBACK on your courses

provide your constructive feedback on your course

Confidentiality

Your responses are completely confidential

- Results are always reported in aggregate.
- Schools and teaching staff will **NOT** have any information that can identify you or your response.
- Teaching staff could only guess who you are if you specifically mention something to identify yourself in your comments.

Outcomes

- Students will receive a summary of outcomes
- A summary of survey feedback will be published on the course's MyUni site **or distributed by the Course Coordinator**, once results have been processed and reviewed
- This feedback will not identify students, or directly quote your comments

More information

More information is available from week 12 at:

adelaide.edu.au/student

Assistance is available at:

eselt@adelaide.edu.au

Your feedback is valued

Please complete your Student Experience of Learning and Teaching Survey for this course today

Login:

eselt.adelaide.edu.au/Blue

The University values your feedback and uses it to improve students' experience of learning.



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Appendix III – Course Student Feedback template

Student Experience of Learning and Teaching (SELT) Survey: Course Feedback to Students

Student feedback provides valuable information to the University, and assists in the process of monitoring and improving the quality of its courses. This report provides students enrolled in this course with a summary of the outcomes of the SELT, as required by SELT Policy, and will also be used to provide advice to the next cohort of students to enrol in the course.

Instructions to staff: in the interests of student confidentiality staff are reminded that student comments are not to be quoted directly in this report or other publications. The SELT policy specifies the feedback should include common issues raised by students, quantitative statistical data for the Likert-scale questions and details relating to course data and teacher quality. The summary should be attached to the course's MyUni site. It is suggested that the document be named as follows using semester 1 2018 as an example: SELTFeedbackSummarySemester012018_ <Subject & Catalogue number [for the course]>. There is advice on providing advice to students at:

<http://www.adelaide.edu.au/planning/selt/>

Faculty / School:

Subject Area and Catalogue Number:

Course name (in full):

Semester/teaching term:

Positive feedback about this course

The following themes were raised by students as the best aspects of the course

Suggestions for improvements

Students provided the following feedback on what they believe could be improved in the course

Response and Actions

The Course Coordinator/School has provided the following response to students' feedback

Date:

Course Coordinator:

Appendix IV: Examples of responses to students in Course Outlines

MDIA 1002

In response to student feedback, we have made the following changes:

1. Revision of course topics, to ensure the course meets the objective of providing a broad introduction to media
2. Revise the types and topics of written assessment,
3. Provide detailed advice on assessment criteria and expectations,
4. Develop additional strategies to improve lecture engagement
5. Kept on doing what students have liked: practical activities in tutorials, enthusiastic staff, and diverse and engaging content.

We hope these changes will make this course better every year, but please provide your honest evaluation at the end of the course. We always pay careful attention to your evaluation and look for ways to act on your advice and comments.

POLI 2105

Issues in Australian Politics is continually reviewed in response to SELT feedback. Changes made in response to previous feedback include the following: (a) the word lengths for essays and tutorials were reduced (b) in response to a comment that students needed reminding what is required for tutorial papers, some key information from the course outline was also included in the Tutorial Readings page separators for each week (c) changes have also been made in response to some comments on content – e.g. in regard to explaining material that some students found harder to understand (d) Additional changes have included clarifying what is included in assessment word counts and further clarifying what is required in the bibliography exercise (e) revisions have been made to the lecture on essay writing. Unfortunately, not all changes to content asked for could be made, partly because students have wildly differing views on their favourite and least favourite topics in the course and partly because of educational grounds e.g. what we need to cover in a one semester course that introduces students to a wide range of issues. However, topics are changed and/or updated each year, so please give feedback because we will certainly consider all suggestions.

ELEC ENG 2105

The students liked:

- Practicals: lots of students found the practicals interesting and insightful
- Circuit Analysis Part: because it had more revision and easier to understand
- Electronics parts: covers lots of technologies that is used in nowadays devices

Some students felt that:

- More relation to real-world application is needed: Because the course covers a number of device technologies, however how that related to real applications was not emphasised.
- Cover circuit analysis part before covering electronic devices: Some students, mainly mechatronics, felt disadvantaged versus EEE students. Though the EEE students have done more circuits material, it is likely that this is also associated with a lack of confidence in their own knowledge of electronics.
- Tutorial marking was eating into the available tutorial time, even though with simple marking that was taking a significant time, between 15-30 mins
- Better sync between tutorials and lectures as in some cases the time was too short to absorb the technical contents to attempt the questions

School response to SELT Feedback:

- Relevance to real-world application: This aspect will be further highlighted and made relevant to real-world problem during the course delivery.
- Circuit Analysis part: The course has been restructured to allow the circuit analysis part delivered before the electronics part. Hopefully there should be no difference in technical background knowledge between mechatronics and EEE students as the current program structure deals with that.
- Tutorial marking: Two options are considered, one to ask for submission of attempts before the start of the tutorial and have that passed to the student the same or second day. Another option is to do online submission.
- Better sync between tutorials and lectures: This is an organisation problem and this is already considered when planning tutorial questions.

Appendix V FAQs for students

What is a SELT?

Student Experience of Learning and Teaching (SELT) surveys provide students with the opportunity to provide feedback on their experience of courses and teaching at Adelaide. Each time a course is offered, students enrolled in that course will be invited to provide feedback on their course and teacher(s) via an online SELT survey. For the majority of courses at Adelaide the first email invitation will be sent to students at the beginning of week 12 of semester one and week 11 of semester two. Students can access the SELT via the link contained in the email invitation. All SELTs remain open for at least three (3) full weeks. Students are sent up to two (2) reminders, usually one (1) week apart. From 2018 it is anticipated that staff will set aside time for the SELT to be completed in-class on your own device (also known as Bring Your Own Device). Participating Staff will advise when the SELT session is scheduled.

In addition, students will also be asked once a year to provide feedback on their program.

Do I have to complete SELT surveys?

Completing SELT surveys is voluntary, however it is strongly encouraged as it is an opportunity for you to provide valuable feedback on your experience of courses and teaching and your program. Student feedback informs the understanding of teaching strengths and weaknesses and provides ideas about how courses and teaching can be improved. SELT results are also used for decisions regarding appointment, promotion of academic staff, awards, and for decisions about courses, programs, and many aspects of curriculum and the student experience.

You might also find the following article useful: [What is a SELT?](#)

How long will it take to complete a SELT survey?

Completing SELT surveys is voluntary, however it is strongly encouraged as it is an opportunity for you to provide valuable feedback on your experience of courses and teaching as well as your program. From 2018 a 'two-tier SELT' is being introduced so students may elect to complete one question (including free text comments) above the line or a more extensive set of questions including those below the line. As a minimum, question 1a-1c will need to be completed for a response to be registered. It is anticipated that answering the question above the line will take no more than 5 minutes; answering the full suite of questions will take at least 10-15 minutes.

You might also find the following article useful: [What is a SELT?](#)

What type of feedback can I leave?

Feedback provided through SELT survey should be constructive. Your feedback should explain your perceptions of course, teaching and program strengths and weaknesses with suggestions for improvements. We suggest you reflect and comment on aspects of course and teaching quality, such as content, resources, learning activities, assessments, or organisational aspects including the design, coherence and outcomes of your program. Remember that comments should be professionally communicated and comply with the University's IT Acceptable Use and Security policy, avoiding comments of a personal nature which are of no relevance to course and teaching quality.

You might also find the following article useful: [What is a SELT?](#)

Can I complete a SELT survey to lodge my grievance about a course or program?

SELT surveys have been designed to allow students to provide constructive feedback about their experience of course and teaching quality so courses can undergo a process of continuous improvement. While the University also accepts that there may be instances when students may feel dissatisfied with course and teaching quality or their program, SELT surveys are not the mechanism for lodging grievances. If you have a grievance about academic or administrative decisions or unfair treatment, you may choose to lodge a grievance in accordance with the <http://www.adelaide.edu.au/student/grievance/> >Student Grievance Resolution process.

Students are also expected to comply with the <http://www.adelaide.edu.au/policies/2783> >IT Acceptable Use and Security policy which outlines acceptable and inappropriate IT behaviours. This is relevant in that it aims to encourage students to provide constructive feedback through the SELT open comments. When providing feedback through the SELT open comments, students should provide comments intended to help staff to improve teaching and learning quality.

The University keeps a record of student information related to the completion of SELTs. This information includes a record of student identification numbers against survey responses. The collection of student identification numbers allows the University to comply with its legal obligations. The University will access student information related to student responses only when a response has been deemed by staff to have breached the University's IT Acceptable Use and Security policy. This includes responses which:

- threaten students or staff in any way by: harassing, vilifying, bullying, abusing, threatening, assaulting or endangering staff, students or other members of the University's community directly or by other means of communication;

- contain material that is of an offensive or sensitive nature. For example, material that includes unnecessary or inappropriate references to an educator's racial, ethnic, political, religious origin, membership of particular associations or trade unions, and sexual orientation;
- are deemed by relevant University staff to be inappropriate because they contain profanities or other statements not provided with constructive intent for improvements to teaching and learning provisions at the University.

You might also find the following article useful: What is a SELT?

Are my responses confidential?

All responses to SELT are confidential.

Comments should be professionally communicated and comply with the University's IT Acceptable Use and Security policy. Where feedback is deemed to be in breach of relevant University policies (e.g., as regards bullying or abusive behaviour in relation to staff or other students), the student concerned will be identified and appropriate follow-up initiated.

You might also find the following article useful: What is a SELT?

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