

CUC106 SELTS Commentary to specific Areas and Team Response 2012

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Area of evaluation

	Assessment	Teaching	Unit design/ organisation	Teaching materials	Overall usefulness of the unit***	LEARNLINE functionality
Students comments (SELT)*	No problems	Very positive overall although an indication that externals would appreciate more live classroom “collaborate” options	Group work problematic especially for externals (3 students) “Well laid out” according to some but 2 felt some activities need reorganising so they relate to assignment preparation consistently.	No problems some students commented that it was “, clear delivery and helpful lecturers.”	Ave SELTS 2012 was 5.9 Scores ranged from: S.1 2012 Internal 5.32-6.16 External 4.10-5.88 S.2 2012 External 5.40-6.20	
Teaching Staff reflections and Response to comments **	Model presentation before final presentation was felt to be unnecessary and potentially confusing repetition so for SS this has been removed.	Staff agreed more live interaction with external students could help iron out group work problems and motivation. This should also be early on in the semester and “just in time” Darius has good examples of use of compulsory	There is a great deal to get through with this unit since it covers design, sustainability, group work and communication – added to this is that they are a diverse range of sometimes not obviously related skills. Much less time is spent on the literacy skills than	Collaborate classrooms could be used more extensively. Oher communication tools that could be utilised include: Skype, EPortfolio’s and You Crew	It’s an excellent introduction to project design, management and communication and student enjoy the multidisciplinary aspect of it. This year one group won the national	Collaborate roll-over to next semester is an issue – have to save elsewhere and upload. External students could be given a chance to participate in the grand final by utubing their final presentation .

		online classrooms he is happy to share. Susan Bandias also has some good examples.	in the alternative literacy unit CUC100 so low literacy students may be disadvantaged.		design competition. A testimonial to the students but also to the design and teaching. It would be useful to invite student feedback halfway through the unit and at the end.	
Actions short term	Incorporate model presentation in final presentation.	Offer more collaborate sessions summing up key points for each week and providing opportunities for questions and discussion amongst externals.	An extra support tutorial 1 online and 1 face to face could be offered which scaffolds readings and provided 1-1 support for assignments Review sequence of learning.	as per points under teaching	We could be even more explicit about what the unit aims to achieve and how this benefits students. Could bring I third year students to first year lecture, industry person etc to talk about how important these skills are. Could get students to brainstorm in first tutorial how the skills might be useful in their profession. Conduct short feedback sessions face to face and/or through survey monkey.	

Actions long term		Utilise communication tools more, collaborate, skype, phone hook-ups Potentially have compulsory collaborate sessions at key points to establish groups, check progress and help them trouble shoot problems.		Review online teaching materials design and presentation clarity, ease of use and look and feel. The uni's "templates project" will also determine the look and feel of all online units	More time needs to be found for the literacies and sustainability components of the curriculum. More focus on integrating evidence, and avoiding plagiarism.	
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High withdrawal rate especially for externals

Some general comments with regard to mitigating factors for the high withdrawal rate of external students (67%) in S.2 include:

- Most external students work full-time
- Some student enrol to the change their mind because of workload, Common units can be picked up any semester so the first to go
- External students will find group work particularly challenging so may opt for the other literacy common unit, CUC100

Actions to address high withdrawal:

- Let students know what the unit entails so they make the right choice at the point of enrolment
- Provide more intense support/nurturing in the first 3 weeks for externals – phone calls, emails, group hook ups through collaborate etc
- Survey withdrawal students to find out why ?

** Teaching staff to reflect on the strengths and weaknesses of the unit and delivery.

* * The reference group and teaching team to look at the students' comments and feedback as well as the quantitative data and provide a summary under each of the listed categories

*** Students' comments in relation to the value of the unit and in terms of acquisition of transferable skills