

EVALUATIONS - UNIT OUTLINES AND GRADUATE ATTRIBUTES

May 2009

responses = 53

Part A: Workshop organisation and deliver	1	2	3	4	5
Workshop Format	3	6	25	18	1
	6%	11%	47%	34%	2%
Relevance of Activities involving participants	2	5	24	21	1
	4%	9%	45%	40%	2%
Usefulness of hand outs	0	7	22	19	6
	0%	13%	42%	36%	11%
Knowledge of presenter in relation to the subject	0	1	13	29	9
	0%	2%	25%	55%	17%
The skills of the presenter/s in relation to the subject	0	4	20	19	10
	0%	8%	38%	36%	19%
Duration of the workshop	Just the right length			37	70%
	Too short			1	2%
	Too long			12	23%

Comments

It was too long for me on this occasion (only) because I was up at 4.30am to get to Sydney for a meeting and have been in the meeting all day and then directly to this PD. The presentation on the template was very important but video link was not the best format as it was difficult to see the screen.

Difficult for presenters to keep interest due to too many irrelevant comments/questions. (e.g.. information was in the handout).

Medium is frustrating.

The workshop was well organised and the presenting team appeared to be very professional but rather differing.

Offer of feedback was not followed through.

A bit too long. We needed to into the lab to do a half an hour on the template.

I would have like Dr Kym Frazer to have a greater proportion of the workshop - to give some practical ideas.

Over half an hour before any content of significance was discussed.

Good use of videoconferencing

Informative and useful

Well structured

The facilitator was somewhat defensive. Perhaps other workshops have put main speakers on guard unnecessarily .

Needed to be more practical hands on... with computers actually writing our unit outlines with an emphasis on Graduate Attributes.

It all seemed so very tense. The last group may have had members that were aggressive but we needed to leave it behind and begin afresh this time.

I feel that we got sidetracked on IT issues and I have not really grasped the concept of matching learning outcomes to graduate attributes and assignment tasks.

Echoes/sites not muting

I believe that a follow up at the end of semester 2 would be beneficial.

Always good to take something with you - this session was no exception.

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May 2009

Part B - Workshop content	1	2	3	4	5
My expectations were met	1 2%	9 17%	10 19%	5 9%	0 0%
I felt involved in the workshop and activities	3 6%	10 19%	11 21%	21 40%	7 13%
The relevance of the subject matter to me and my work was made clear	2 4%	6 11%	7 14%	20 37%	10 19%
I can put the subject matter to good use	0 0%	3 6%	8 16%	6 12%	1 2%
I have the confidence to apply the subject matter	2 4%	5 10%	8 15%	26 48%	3 6%
Overall rating	2 4%	3 6%	24 45%	22 42%	2 4%

Comments

I thought Yoni's reference to rational human beliefs was patronising. Naughty students (especially when they are the calibre of the people who walked out last time) are a sign of something amiss in the presentation/material. Maybe she was being ironic but as an older teacher I think irony has little (NO!) Place in good teaching.

No thought given to template use for session staff who may not have the latest version of Word.

I am not always overly confident trying new things but the content of the workshop has helped me to feel as though I have good direction.

Handouts appreciated.

Not sure whether I learned anything other than what I picked up from the handout.

The team presenting faces the problem that the issues of GA/GS in outlines seems not to have been well thought through: e.g.. Why address BOTH a new template and the incorporation of GA/GS.

The print in the handouts was too small to read comfortably - especially the sidebar information
Would like a list of words to guide us into effective attribute descriptors

I still am confused. I understand the electronic document and access and use (that section was very clear), however, I thought the workshop was to assist us to match GA to learning outcomes then link up to our assessments to match learning outcomes.

Misplaced content - waffled into irrelevant local questions of no help to most of us.

I would have liked some more examples of how to embed GA's in learning outcomes

Still slightly confused about how learning outcomes integrate with GA & GS & what I'm able to do without things going to academic board.

Content was relevant and important. A difficult issue- because of the state of current GA's

Still some small queries and questions about logistics and protocols within my school (SAS) to respond to this.

Helpful writing unit outline.

Very useful

How do we co-ordinate across campus meetings with other lecturers?

It has helped.

There seemed to be issues that hadn't been resolved yet, and this made the content not as clear as it might have been.

EVALUATIONS - UNIT OUTLINES AND GRADUATE ATTRIBUTES

May 2009

I have not learnt anything I did not know already know. I had received good information beforehand.

I do not believe the workshop was any benefit. A PowerPoint presentation identifying the important points to use a new template would have been far more beneficial.

Most Useful

Information with regard to the generic attributes and access to template.

The two presentations

being given the template with some guidelines about usage of templates

Last part - Kym

Lists of GA and GS

Focus on the task immediately before us (GA/LOs)

Asking

Donna's presentation on how to access the unit outline template

Discussion on Graduate Attributes.

Discussion of how GA's can be blended with outcomes though this is needed to be better facilitated and with greater focus

The topic was very beneficial, practical examples helpful.

Practical demonstration of word application and how to use the instructions

The opportunity to ask questions for clarification was helpful.

Very little

great attribute segment

Discussion with colleagues across disciplines is always valuable

Instruction in the outline template (but only because of previous familiarity

graduate attributes information

the explanation of how to access the template

How to use the template

Information about template and its use

The purpose of combining GA and GS

The Q&A sessions

Good to know what we are meant to do and why this has come about

Information about Generic General Attributes

Explaining the history of the template

As I am writing a new unit outline I was able to find our where to start.

Good. Attributes information

Handouts

Discussion with colleagues only attributes to own school course

The rationale for changes and the directions regarding how to use the template

Finding the Unit outline template

Being shown how to access template

Least Useful

Knowing the template will change again

Some parts were confusing and hard to follow

We need to apply the knowledge rather than just be talked about

Would have been useful in a computer lab so as to directly apply the information

EVALUATIONS - UNIT OUTLINES AND GRADUATE ATTRIBUTES

May 2009

The video link was problematic in that it was beneficial to hear the questions and comments from various colleagues from various campuses. However the room was crowded (with NO WINDOWS) it hindered collaborative learning and fostered passive participation. On the whole we just sat there and listened and tried to watch a small screen. Would it have been better to book staff into a computer lab and let us have a 'hands on' experience of accessing and adapting the template.

Time consuming after spending so much time on previous template.

Some of the questioning/comments getting the presenters 'off track'

More questions than answers

Some of the questions

the tailoring of them in the LO's doesn't clearly label the GA/GO separately - though Yoni's examples on page 3 helps!

Format standards - ICT skills

One staff member who persisted with questions that were irrelevant.

That I needed to not used Cute pdf and have to buy or get software loaded onto my MAC

I know its difficult to find a time - but staff have so much marking at the moment it is difficult to focus on this.

Yoni's half hour introduction

Background part - but acknowledged that it was probably fine for others

Some stupid questions on basic material covered i.e. do we have the template!!!

Many technical difficulties that facilitators didn't have control over.

The step-by-step process of how to use word

Prickly responses. Notion of commencing a process that will change again. Would prefer moving to a new model than gradual changes over time.

The prospect of using yet another form of the unit outline template

Tone of some of the off campus presenters was off putting.

Simply the tension radiating

the continued IT questions that could be directed to help desk

Writing GA & generic skills?? Still have no idea. TOO vague, confusing - no direction

Unit outline

Template format/use

some of the questioning

Other comments

Needed a chair + Yoni as expert, so she didn't have to deal with every questions and try and coordinate everything. Yoni has a very good screen presentation - great voice. This session should have a follow up in the computer lab where we all so our unit outline, step by step and learn as we go, with a teacher to assist us if we get stuck and also help each other.

A good effort by the teaching team

I would have liked to see more actual examples that meet the requirements of the university - I feel it is still not clear - models of 'good' learning outcomes over a range of units.

I thought the beginning of the workshop was too time consuming for what was needed, and at a bad time with so much marking. The next day, an email came out indicating the main requirements and I thought that would have been enough. I think your step by step instructions would be useful for someone who had never done an outline, or who did not have access to informed help close at hand

One of the Best workshops I have been to.

Example of 'good' units with correct outcomes and GA

Maybe we need some good examples from each school as examples.

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May 2009

Academics are not educational specialists. We need to spend our efforts being better within our disciplines instead of fuzzy presentations. I came away only knowing how confused everyone is. We need to be given local hands on presentations, or better yet, have a few specialists work with us and help us.