



STUDENT PERCEPTIONS OF TEACHING ITEM BANK SYSTEM

At your request Centre for the Advancement of Teaching and Learning (CATL) will organise a Student Perceptions of Teaching (SPOT) questionnaire. SPOT results are used for a variety of purposes by teachers, from confirming strengths and improving weaknesses to inclusion in promotion applications.

Purpose: The SPOT system enables you to select survey items from an item bank. In deciding on items you should firstly decide on the purpose of the survey, then review your teaching, content and student development course objectives and choose items reflecting those areas. As a rule, items general in content are more valid and reliable to use for promotion decisions. Items related to specific teaching technique or behaviour should provide better diagnostic information for examining course and teaching success in certain areas.

Student Considerations: The success of any evaluation system is dependent upon the cooperation of the students. With this in mind, it is recommended that you administer surveys well before the last week of semester, as long as you have had more than five formal contact hours. Generally students are focused on exams or finalising assignments at that late stage, and may not be attending lectures or be willing to give their full attention to completing various questionnaires. Minimising the length of the questionnaire encourages thoughtful student responses. By surveying mid-semester you also have the opportunity to acknowledge student concerns, complaints or suggestions regarding the teaching of the subject. By presenting the SPOT feedback, such as an overhead of items rated high or low and some pertinent written comments, students realise their opinions do influence what and how they are taught and will cooperate enthusiastically in the evaluation process.

Survey Structure: To ensure that you have some general content items in your survey, up to three rating items below each heading are automatically included 'standard global items' (items with a reference number in the 800's). The rest of the items are your choices from the item bank that address your teaching situation and requirements. Items should reflect your contribution to the teaching of the subject. Don't include items 'just out of interest' for the sake of filling up the questionnaire.

Developmental Emphasis: The main emphasis of the SPOT system is developmental rather than summative. This is reflected by the service being voluntary and confidential with survey items being self-selected. Because of data biasing factors and the resulting possible misinterpretations, we do not generate general comparative data. For developmental purposes it is recommended that you compare results from one semester or year to the next, taking into account your teaching goals, self-evaluation and reflection, and peer comments. Also comparing the profile of responses between items indicates where relative strengths or weaknesses may lie.

Teaching Portfolio: In presenting this information as part of a teaching portfolio you will need to add a description of your responsibilities in the course. You might like to highlight a few questions reflecting your teaching philosophy or goals that have received consistently higher ratings. Also indicate how changes initiated by you in the course have been reflected in the ratings. According to the research literature large class groups generally score slightly lower ratings than small classes.

Attached are the following colour coded materials describing how the system works and guiding you in designing your own questionnaires:

1. **Procedures for Ordering and Administering your Questionnaires**
2. **Questionnaire Order Form: Section A & B**
3. **Sample Questionnaire**
4. **Sample Results Report**
5. **Item Bank**



PROCEDURES FOR ORDERING AND ADMINISTERING STUDENT PERCEPTIONS OF TEACHING (SPOT) QUESTIONNAIRE

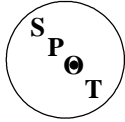
Student ratings are initiated at the request of staff members teaching particular classes. Survey reports are provided only to the teacher making the request (named on Section B). SPOT Services does not initiate evaluations, or provide reports to third parties. It is recommended that the subject coordinator adopts an evaluation plan so that you can fit your evaluation in with those of your colleagues. In a group teaching situation each member can be evaluated on the same or separate questionnaire.

Please follow the procedures outlined as we are trying to ensure that all questionnaires are administered under similar conditions so that both staff and students can have faith in the procedures.

1. Complete **one** Section A to request the production of a master questionnaire and to indicate the person to whom it will be sent. Attach **one or more** copies of Section B to select questions that will appear under headings about your teaching or general unit aspects (photocopy if needed). Within each Section B, complete questions 1, 2 & 3 to specify a heading and then complete questions 4, 5 and/or 6 to select items to appear under that heading.
2. Attach all your Section B's to your Section A and return all sections to: M401
SPOT Services, Centre for Advancement of Teaching and Learning (Ph. 6488 2817,
Fax.6488 1156, Email: spotoffice@admin.uwa.edu.au) at least one week prior to the desired survey date. You need to submit a separate set of order forms for each class group you wish to survey. We will generate a master questionnaire with a unique batch number for use only with the student group specified.
You may also order a questionnaire via the web at <http://www.catl.uwa.edu.au/etu/spot> or by sending an e-mail including all relevant information to: spotoffice@admin.uwa.edu.au
3. Your master questionnaire will be sent to you in an envelope designed to be used for returning the completed questionnaires. Photocopy enough for each student in the class. Fill in a questionnaire yourself and keep it so you might later compare your perception of your teaching with that of your students.
4. Instructions for organising the survey administration are enclosed with the master questionnaire and on the back of the envelope it comes in. Briefly:
 - You should have a teaching colleague, other staff member, or a student administer the survey on your behalf. This is to ensure the integrity of the evaluation procedure.
 - Give the photocopies of the questionnaire and the envelope supplied to your nominated administrator to distribute and collect. This should take place during class time and should take a minimum of 10 minutes to complete. You should leave the room while the evaluation is carried out.
 - Your administrator completes the details on the envelope before sending to SPOT Services.

**DO NOT REVIEW STUDENT RESPONSES PRIOR TO THEIR BEING SENT
TO CATL FOR PROCESSING
as this would be a breach of student confidentiality.**

5. SPOT Services will mail you a computer-generated analysis summarising the student responses. Currently, turn-around time can be up to 4 weeks. Depending on the quantity of responses, the written comments will either be typed and forwarded, or the original questionnaires will be returned to you so that you may peruse the comments. These will assist you in interpreting the summary data. Contact SPOT Services on 6488 2817 email: spotoffice@admin.uwa.edu.au for more information or help in designing your questionnaire or further interpretation of the results.



QUESTIONNAIRE ORDER FORM

SECTION A: GENERAL INFORMATION

- ? Complete **one** copy of Section A to request the production of a master questionnaire.
- ? Attach **one or more** copies of Section B overleaf with **one** completed Section A for each class group that you wish to have surveyed (Photocopy these order forms if necessary).
- ? Then return all forms to: *SPOT Services (M401)*.

PERSON TO WHOM THE MASTER QUESTIONNAIRE WILL BE SENT

Title	First Name	Surname	Phone
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Campus Address

Mail Bag Number

Date of Evaluation _____

P.T.O.
SECTION B: BLOCK HEADING AND ITEMS
OVERLEAF †



QUESTIONNAIRE ORDER FORM SECTION B: BLOCK HEADING AND ITEMS

1 UNIT: The name of Unit or Sub-Unit written below will appear in this block's heading.

Unit † / Sub-Unit † Name: _____ Year _____

Department offering this Unit/ Sub-Unit: _____

Number of students in your class _____

2 ACADEMIC: To whom this block's report will be sent.

Title First name

Surname

Email address

Signature for consent to distribute the survey forms
if you are not organising this survey administration.

Campus Address and mailbag number

3 BLOCK HEADING FORMAT: "ABOUT THE [your choice shown below]" (please tick **one**)

TEACHING OF <academic> IN <unit>	†	TEACHING IN <unit>	†
LECTURING OF <academic> IN <unit>	†	LECTURES IN <unit>	†
TUTORING OF <academic> IN <unit>	†	TUTORIALS IN <unit>	†
SEMINAR TEACHING OF <academic> IN <unit>	†	SEMINARS IN <unit>	†
LABORATORY TEACHING OF <academic> IN <unit>	†	LABORATORIES IN <unit>	†
PRACTICAL TEACHING OF <academic> IN <unit>	†	PRACTICALS IN <unit>	†
FIELD SUPERVISION OF <academic> IN <unit>	†	FIELD WORK IN <unit>	†
CLINICAL SUPERVISION OF <academic> IN <unit>	†	CLINICALS IN <unit>	†
† If you tick the box in this column fill in Section C overleaf †		UNIT/ SUB-UNIT <unit>	†

4 Tick box if you wish to include the 11 default items corresponding to the above block heading (see the last three pages of pink pages for a listing of default items).

5 If you wish to include more than, or other than, the default set of items, select from the Item Bank (pink pages 1-6) and circle their numbers in the boxes below. Try to focus on a few key areas for evaluation rather than all possible areas.

1	2	3	4	5	6	7	8	9	10	11	12	20	21	22	23	24	25	26	27	35	36	37	38	39
40	45	46	47	48	49	55	56	57	58	59	60	61	62	63	70	71	72	73	81	82	83	84	86	87
88	89	100	101	102	103	104	105	106	107	108	109	110	111	112	120	121	122	123	124	125	126	127	128	129
130	140	141	142	143	144	145	146	147	148	155	156	157	158	160	161	162	163	170	171	172	173	174	175	176
177	178	179	180	181	182	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208
215	216	217	218	219	220	230	231	232	233	234	235	236	237	238	239	240	241	250	251	252	253	254	255	256
257	260	261	262	263	264	265	266	267	168	269	270	271	272	273	274	275	285	286	287	300	301	302	303	304
305	306	307	308	309	310	320	321	322	323	324	325	326	327	335	336	337	338	339	340	341	342	350	351	352
353	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383

6 ADDITIONAL ITEMS: You may compose additional items not longer than 80 characters including spaces.

1.	
2.	
3.	
4.	

Sample SPOT Questionnaire

Batch No:

Semester:

The University of Western Australia

- Student evaluation of teaching provides staff with feedback on their teaching.
- The results may also be used by teaching staff in their promotion applications.
- The questionnaires will be processed by the Evaluation of Teaching Unit.
- Do not write your name or other identifying data on the response sheet.
- Please complete all items below.

Student Perceptions Of Teaching



SELECT ONE OPTION FOR EACH ITEM →

- Strongly Disagree
 Disagree
 Neutral
 Agree
 Strongly Agree
 Not Applicable or Don't Know

As SPOT surveys are scanned please mark (fill in one circle) carefully with dark pen or pencil eg.

****	ABOUT THE LECTURING OF PROF KIM BLACK IN MEDICINE (400.505)								
801	1. the teacher has given clear and understandable explanations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
802	2. class sessions have been well organised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
803	3. overall, this teacher has been an effective instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89	4. I have been motivated to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102	5. the teacher seems to have been well prepared for classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
103	6. the teacher seems to have been well-informed on the material presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104	7. the teacher has shown enthusiasm for teaching the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105	8. the teacher has shown concern for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111	9. I have found the teacher to be available for consultation apart from formal class times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123	10. material has been presented in an interesting way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126	11. material has been delivered at the right pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
191	12. the learning objectives have been made clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
203	13. there has been a clear and supportive relationship between the lectures and other classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
241	14. the teaching catered for students' diversity (gender, cultural background, disability, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Written Comments

TO PRESERVE YOUR ANONYMITY PLEASE PRINT. For classes with fewer than 10 student responses, comments will be typed. For surveys administered prior to week 9 of the semester, response sheets will be returned to teaching staff as soon as reports are generated to enable discussion of survey results with the class and implementation of feedback suggestions.

What aspects do you feel are the best?

What suggestions do you have for change?

To nominate your lecturer for the Excellence in Teaching Award, contact the Guild Office.

31505



Cover Letter (Email message) for SPOT Report

Subject: CONFIDENTIAL - SPOT Report

Dear SPOT User,

Attached is the summary information from a Student Perceptions of Teaching (SPOT) survey carried out in Semester 1, 2008. If you are unable to view the PDF file, you may need to download the Acrobat Reader freeware. Instructions for downloading are at <http://www.csd.uwa.edu.au/spot/reports/>
If you have difficulty downloading the freeware, please contact Kenn Martin (extn 1503) or a technical officer in your department.

Batch Number: 2008_1_

Name of Unit:

Students' comments are also attached
Questionnaires will be returned after the exam period
Students' written comments will be sent after the exam period
Questionnaires are being returned via the internal mail so you can read the written comments
General written comments will be sent to unit co-ordinator after the exam period
There were no written comments

If you intend to use this data as part of a teaching portfolio when applying for promotion, you will need to provide a discussion of the results in the application.

NEW RESOURCES: An index of teaching and learning resources, including resources specific to SPOT items, has been created and is available at <http://www.catl.uwa.edu.au/support/resources>

SPOTSET Strategies: At the end of your report some suggestions may have been made for follow-up that you may wish to pursue regarding the lowest rated optional default items on your questionnaire. The information is generally applicable and may or may not meet your particular needs. The full set of SPOTSET Strategies is available on the Web at http://www.catl.uwa.edu.au/evaluation_of_teaching_unit/spotset

Ratings Interpretation Guides, a tool for comparing your student ratings for global items (801, 802, 803) with a set of aggregated ratings, can be found at http://www.catl.uwa.edu.au/evaluation_of_teaching_unit/spot/rigs

If you have any queries concerning the processing of the SPOT form would like to discuss the results of the SPOT report, please contact Daranee Chenhall on extension 2817.
Regards,

SPOT Services
Centre for the Advancement of Teaching and Learning (M401)
The University of Western Australia
35 Stirling Hwy, Crawley WA 6009
Tel: (08) 6488 2817
Fax: (08) 6488 1156

Sample SPOT Report

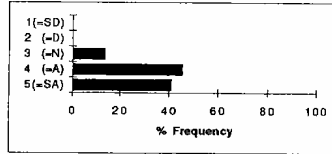
SPOT Report

Please refer to your original questionnaire for interpretation of rating abbreviations
 Responses: 22

ABOUT THE TEACHING OF PROF KIM BLACK IN MEDICINE (400.505):

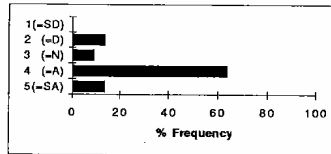
1. (item 801) the teacher has given clear and understandable explanations.

Rating	Freq.
1 (=SD)	0
2 (=D)	0
3 (=N)	3
4 (=A)	10
5 (=SA)	9
No resp.	0
Not relvt.	0
Mean	4.27



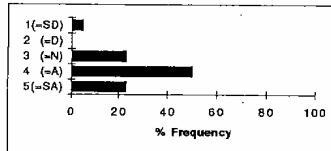
2. (item 802) class sessions have been well organised.

Rating	Freq.
1 (=SD)	0
2 (=D)	3
3 (=N)	2
4 (=A)	14
5 (=SA)	3
No resp.	0
Not relvt.	0
Mean	3.77



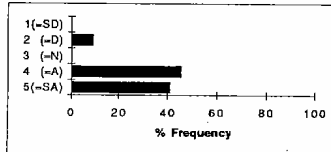
3. (item 803) overall, this teacher has been an effective instructor.

Rating	Freq.
1 (=SD)	1
2 (=D)	0
3 (=N)	5
4 (=A)	11
5 (=SA)	5
No resp.	0
Not relvt.	0
Mean	3.86



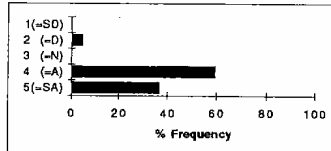
4. (item 89) I have been motivated to work hard.

Rating	Freq.
1 (=SD)	0
2 (=D)	2
3 (=N)	0
4 (=A)	10
5 (=SA)	9
No resp.	1
Not relvt.	0
Mean	4.24



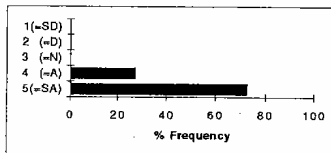
5. (item 102) the teacher seems to have been well prepared for classes.

Rating	Freq.
1 (=SD)	0
2 (=D)	1
3 (=N)	0
4 (=A)	13
5 (=SA)	8
No resp.	0
Not relvt.	0
Mean	4.27



6. (item 103) the teacher seems to have been well-informed on the material presented.

Rating	Freq.
1 (=SD)	0
2 (=D)	0
3 (=N)	0
4 (=A)	6
5 (=SA)	16
No resp.	0
Not relvt.	0
Mean	4.73



SPOT Rating Interpretation Guides

There have been frequent requests in the past from UWA staff for comparative data for SPOT results. This is problematic, having the potential to result in unhelpful and invalid comparisons being made. It could also call into question the anonymity conditions of the SPOT system. Longitudinal comparisons of one's own results over time may provide more valid and useful information.

However, on a trial basis, some broad comparative data on a few selected items are being provided this semester. This data will allow SPOT users to see whether their mean scores for these items fell in the top 25%, the middle 50%, or the bottom 25% of results obtained from people teaching in the same broad discipline category, course year and broad teaching type.

The categories were derived from a review of a number of studies of factors that influence student ratings. They have been kept broad to ensure sufficient size of the data sets, to limit the potential for inappropriate comparisons, to ensure anonymity of all individuals' results and to enable a simple workable model. Core items 801, 802 and 803 were used as they provided the largest data sets.

Core/ Global items

- 801 the teacher has given clear and understandable explanations,
- 802 class sessions have been well organised,
- 803 overall, this teacher has been an effective instructor.

Broad Discipline Categories

Arts/Humanities/ Social Sciences
Science/Mathematics

Course Year Categories

- 1st Year (or mainly 1st Year)
- 2nd Year (or mainly 2nd Year)
- 3rd Year (or mainly 3rd Year)
- 4th Year (or mainly 4th Year) and higher

Teaching Type (broadly equated to large and small group teaching)

About the Lecturing of
About the tutoring/seminar teaching of

The comparative data comprises Rating Interpretation Guides (RIGs) and was derived from the original development of RIGs by Neumann *et al.* (1997). These are a set of 25 percentile and 75 percentile scores for each category of broad discipline group, course year and teaching type. The current RIGs were aggregated from SPOT data from 1996 and 1997.

We are seeking your feedback

This initiative raises a range of issues. It may provide value to some users and not others. It requires already scarce resources to generate such comparative data. We are most interested to get your reactions as to the usefulness or otherwise of these SPOT RIGs. Please email the SPOT office with your views.

Rating Interpretation Guides for Arts/ Humanities/ Social Studies Type of Disciplines*

Heading Type	Year Level	Item 801		Item 802		Item 803	
		25%	75%	25%	75%	25%	75%
About lecturing of ...	1	3.5	4.2	3.7	4.3	3.2	4.3
	2	3.6	4.3	3.7	4.4	3.6	4.4
	3	3.6	4.3	3.7	4.3	3.6	4.3
	4 & higher	3.8	4.3	3.9	4.3	3.8	4.4
About tutoring/ seminar teaching of ...	1	3.6	4.1	3.6	4.1	3.5	4.2
	2	3.7	4.3	3.7	4.3	3.6	4.3
	3	3.5	4.3	3.6	4.1	3.5	4.3
	4 & higher	3.5	4.4	3.5	4.3	3.8	4.5

Rating Interpretation Guides for Sciences/ Mathematics type of Disciplines*

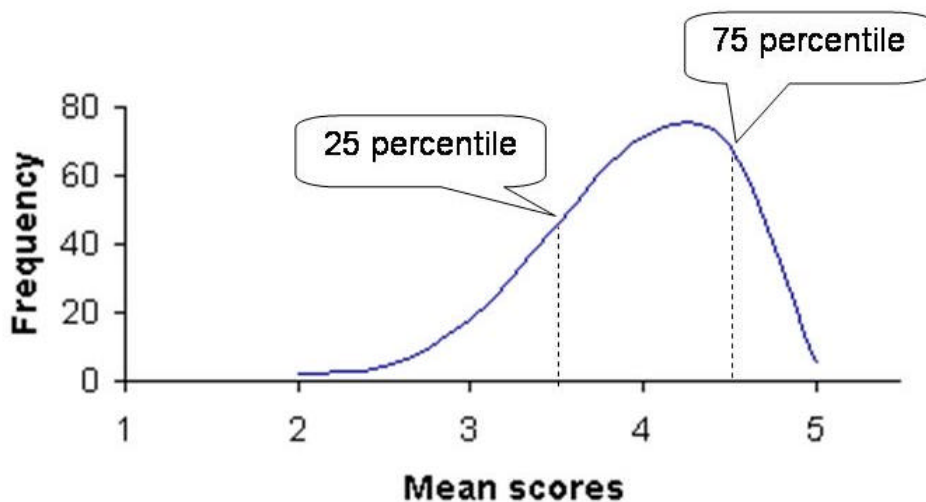
Heading Type	Year Level	item 801		item 802		item 803	
		25%	75%	25%	75%	25%	75%
About lecturing of ...	1	3.3	4.1	3.7	4.3	3.4	4.2
	2	3.3	4.2	3.6	4.3	3.4	4.3
	3	3.6	4.3	3.8	4.4	3.7	4.4
	4 & higher	3.7	4.4	3.9	4.3	3.8	4.4
About tutoring/ seminar teaching of ...	1	3.5	4.3	3.6	4.1	3.8	4.4
	2	3.4	4.4	3.5	4.2	3.8	4.4
	3	3.6	4.3	3.4	4.0	3.4	4.3
	4 & higher	3.9	4.5	3.6	4.4	3.7	4.6

* Middle point of the percentile scores is not necessarily the mean of all mean scores for a particular category.

How to compare your result against the RIGs Data:

Assume that the chart below shows the distribution of all mean scores for one of the items, obtained for a particular teaching type, year category and discipline group. In this example the 25 percentile score is a mean of 3.5 and the 75 percentile is a mean of 4.5. If your mean SPOT score for this item was above 4.5 it was in the upper 25% of scores. If it was between 3.5 and 4.5 it fell in the middle 50% of scores. If your score was below 3.5 it fell in the lower 25% of scores. In this latter case you may well want to look into the reasons for such a result. Please keep in mind that there are many factors influencing a particular teaching situation, other than the teaching itself.

Fig. 1. An example of mean scores distribution for a particular SPOT item



Neumann, R., Gosper, M. & Adams, M. (1997). *Student Evaluation of Teaching: The Development of Rating Interpretation Guides (RIGs)*. Paper presented at the Higher Education and Research Development Society of Australasia Conference, Adelaide, South Australia, 8-11 July 1997.

ITEM BANK
2007 SEMESTER 2 EDITION

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STUDENT DEVELOPMENT

COGNITIVE OUTCOMES

KNOWLEDGE and SKILLS

1. I have learned a great deal compared to other units at this level.
2. I have been taught a good deal of factual material.
3. I have gained a good understanding of concepts and principles in this field.
4. I have learned to identify main points and central issues in this field.
5. I have become more competent in this area.
6. I have accomplished a great deal.
7. I have developed the ability to solve real problems in this field.
8. I have strengthened my ability to express ideas in writing.
9. I have improved my research skills in this field.
10. I have learned to apply principles of this field in new situations.
11. I have developed an ability to evaluate new work in this field.
12. I have developed the ability to communicate clearly about this field.

AFFECTIVE OUTCOMES

ATTITUDES and SOCIAL SKILLS.

20. I would recommend this class to other students.
21. I have deepened my interest in the field.
22. I have enjoyed attending the classes.
23. I have developed plans to further my studies in this area.
24. I have developed leadership skills.
25. I have been encouraged to value new viewpoints.
26. I have been encouraged to develop new friendships.
27. I have been encouraged to be interested in community projects related to the unit.

SELF-CONCEPT.

35. I have been made to feel a valuable member of the class.
36. I have grown and developed personally.
37. I gained a better understanding of myself.
38. I have developed a greater sense of personal responsibility.
39. I have increased my awareness of my own interests and talents.
40. I have gained more confidence in myself.

VOCATIONAL SKILLS.

45. I have been encouraged to act in a professional manner.
46. I have developed a set of overall values in this field.
47. this unit has been relevant to my future.
48. I have been informed about career opportunities in this field.
49. I have developed skills needed by professionals in this field.

STUDENT INVOLVEMENT

PARTICIPATION.

55. in general my background knowledge has been adequate for study in this unit.
56. this unit has been relevant to my other studies.
57. attending the classes has been important for an understanding of the unit's subject matter.
58. I have been encouraged to take an active part in the sessions.
59. I have been encouraged to participate actively in class discussion.
60. interaction with other students has been encouraged.
61. I have been encouraged to ask questions.
62. I have been encouraged to volunteer my own opinions.
63. student feedback has been welcomed.

EFFORT.

70. I feel that I have devoted an appropriate amount of time to studying this unit.
71. I have utilised all the learning opportunities provided.
72. I have been motivated to do my best work.
73. I have attended classes regularly.

MOTIVATION.

81. I have been encouraged to be responsible for my own learning.
82. I have been stimulated to do outside reading about the field.
83. I have been stimulated to discuss related topics outside of class.
84. I have been encouraged to read widely in the area.
86. I have been encouraged to work independently.
87. I have been encouraged to think critically.
88. I found this unit to be intellectually stimulating.
89. I have been motivated to work hard.

TEACHING QUALITY

TEACHER

100. the teacher has been a good speaker.
101. the teacher has been punctual.
102. the teacher seems to have been well prepared for classes.
103. the teacher seems to have been well-informed on the material presented.
104. the teacher has shown enthusiasm for teaching the subject.
105. the teacher has shown concern for students.
106. the teacher has been approachable.
107. the teacher has been skilful in observing student reactions.
108. the teacher has been responsive to students needs and interests.
109. the teacher has been aware when students are having difficulty in understanding a topic.
110. the teacher has been professional in attitude.
111. I have found the teacher to be available for consultation apart from formal class times.
112. teaching staff have been helpful.

PRESENTATION

120. clear and concise instructions have been given.
121. classes have been audible.
122. writing has been clear and legible.
123. material has been presented in an interesting way.
124. challenging questions have been raised.
125. questions have been answered clearly and concisely.
126. material has been delivered at the right pace.
127. sufficient time has been allowed for note-taking.
128. sufficient time has been given to complete work in class.
129. material presented has been reviewed and synthesised well.
130. material presented has been summarised well.

CONTENT

140. the material covered has helped me to tackle the assigned tasks effectively.
141. explanations have provided sufficient detail.
142. social context and relevance of course material has been stressed.
143. use has been made of recent research findings.
144. good use has been made of examples and illustrations.
145. new subject matter and approaches have been presented.
146. students have been shown broad issues.
147. there has been a good balance between theory and application.
148. experiments have been well chosen.

WORKLOAD.

155. the amount of material covered has been reasonable.
156. the amount of work required has been reasonable.
157. quality of work has been emphasised more than quantity.
158. a wide breadth of material has been covered.

DIFFICULTY.

160. a realistic definition of excellent performance has been applied.
161. I have generally understood the material presented.
162. the content has been intellectually challenging.
163. material has been presented at an appropriate level.

TEACHING STRATEGIES

- 170. humour has been used effectively.
- 171. the size of the classes has facilitated effective learning.
- 172. the teaching has been well suited to large groups.
- 173. the teaching has been well suited to small groups.
- 174. this type of class has been an effective way of teaching this subject.
- 175. a variety of teaching strategies have been used.
- 176. teaching methods have been compatible with learning objectives.
- 177. useful strategies for tackling work have been demonstrated.
- 178. important points have been stressed.
- 179. I have been provided with a range of intellectual challenges.
- 180. team teaching has been an effective way of teaching this subject.
- 181. I found the format of a series of specialist lecturers to have been valuable.
- 182. learning has involved guidance from a wide range of people.

ORGANISATION AND INTEGRATION

- 190. the unit outline has been followed closely.
- 191. the learning objectives have been made clear.
- 192. it has been made clear what was expected of students.
- 193. there has been agreement between announced learning objectives and what was taught.
- 194. as the unit progressed I could see the relationship between its various parts.
- 195. organisation and progression was logical and coherent.
- 196. a clear and comprehensive view of the field has been given.
- 197. topics have been presented in logical sequence.
- 198. there has been a good balance between various parts of the unit.
- 199. the relevance of the subject to the whole course has been demonstrated.
- 200. these classes have been a valuable part of this unit.
- 201. there has been good coordination between classes.
- 203. there has been a clear and supportive relationship between the lectures and other classes.
- 204. there has been a clear and supportive relationship between these classes and the lectures.
- 205. material in these classes has been linked to activities in other classes.
- 206. links to other subjects have been highlighted.
- 207. relationships between important topics within the subject have been explained.
- 208. difficult topics have been structured in easily understood ways.

CLASS ATMOSPHERE.

- 215. good classroom control has been maintained.
- 216. a class atmosphere conducive to learning has been maintained.
- 217. ample space for independent work has been provided.
- 218. class discussion has been kept relevant.
- 219. useful class discussion has been stimulated.
- 220. teacher-student discussion has been encouraged.

EQUITY

- 230. recommended texts have recognised women's contribution to the field.
- 231. recommended texts have pointed out the social relevance of the subject content.
- 232. the use of sexist or racist comments has been avoided.
- 233. the use of sexist or racist stereotypes and examples have been avoided.
- 234. the use of sexist or racist language has been avoided.
- 235. responses to questions have been provided regardless of the sex or race of the student.

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- 236. both female and male students have been challenged to extend their thinking.
 - 237. teaching staff have been helpful to both female and male students.
 - 238. cultural differences amongst students have been acknowledged.
 - 239. provision has been made for students with language difficulties.
 - 240. provision has been made for students with disabilities.
 - 241. the teaching catered for students' diversity (gender, cultural background, disability, etc.)
 - 242. the unit catered for students' diversity (gender, cultural background, disability, etc.)

MEDIA

- 250. effective use has been made of a wide range of media.
- 251. teaching materials appear to have been well prepared or chosen.
- 252. good use has been made of audio-visual aids to illustrate points.
- 253. the overhead projector has been used effectively.
- 254. the black/whiteboard has been used effectively.
- 255. the films/videos shown in class have contributed to my understanding of the field.
- 256. the use of slide presentations has been interesting and stimulating.
- 257. the use of visual aids has been preferable to black/whiteboard.

RESOURCES

- 260. the instructional materials provided have been excellent.
- 261. overall, the reading materials (texts, readings, handouts etc.) have been excellent.
- 262. the prescribed textbook(s) has been useful.
- 263. the textbook(s) has been easy to read and understand.
- 264. there has been sufficient quantity of recommended readings.
- 265. recommended readings have been appropriate.
- 266. recommended readings have been interesting.
- 267. reference materials have been readily accessible.
- 268. study guides have assisted my learning.
- 269. manuals have been of considerable assistance.
- 270. handouts and notes have helped me to understand the material.
- 271. the University libraries have an adequate selection of references for this field.
- 272. there has been adequate access to equipment needed to complete assignments.
- 273. the necessary materials have been always available.
- 274. equipment used has been reliable and in working order.
- 275. there has been enough opportunity to use the equipment.

WEBCT

- 276. the WebCT system has provided more flexible learning opportunities (e.g studying from home).
- 277. the materials available through WebCT were helpful to my learning.
- 278. I have used the teaching and learning materials available in WebCT.
- 279. overall, WebCT quiz is an effective learning tool.
- 280. the assignment questions available in WebCT were useful.
- 281. the WebCT site provides useful information I needed.
- 282. the interactive materials on WebCT help my learning.

COMPUTER BASED EDUCATION

- 285. There has been adequate access to the computer terminals for computer based learning.
- 286. I found the computer based presentations helpful in understanding concepts.
- 287. I prefer computer based tutorials to formal tutorials at set times.

ASSESSMENT

GRADING

- 300. the forms of assessment have been appropriate.
- 301. the weighting of various pieces of assessment has been appropriate.
- 302. the amount of work required has been appropriate for the credit received.
- 303. work requirements and grading system have been made clear.
- 304. I feel I have been able to judge my progress.
- 305. the assessment requirements have helped me to learn the material.
- 306. the assessment requirements have been closely linked to the topics covered.
- 307. the assessment requirements have been closely linked to the unit objectives.
- 308. I have had enough opportunity to demonstrate what I have learned in this field.
- 309. the grading of the work so far has been consistent and understandable.
- 310. assessable work has been marked and returned promptly.

ASSIGNMENTS

- 320. doing the assignments, projects or other activities has been a valuable learning experience.
- 321. requirements for completing good assignments have been clear and specific.
- 322. assignments have seemed carefully chosen.
- 323. there has been ample freedom for me to select assignment topics.
- 324. assignments have been interesting and stimulating.
- 325. adequate time has been provided for completing assignments.
- 326. assignments have been relevant to what is presented.
- 327. doing the problem sheets has helped me understand the material.

EXAMS

- 335. examinations have covered the important aspects of the subject.
- 336. there has been enough guidance provided to prepare students for examinations.
- 337. the exams have reflected the content and emphasis of the course.
- 338. the exams have covered the reading assignments well.
- 339. the exams have covered the class material well.
- 340. exams have been reasonable in length and difficulty.
- 341. examination items have been clearly worded.
- 342. the exams items have been adequately discussed upon return.

FEEDBACK

- 350. markers' comments and criticisms on assessable work have been helpful.
- 351. constructive and helpful feedback has been provided.
- 352. students have been kept informed of their progress.
- 353. specific ways students could improve their academic performance have been suggested.

CLINICAL

- 360 the teacher demonstrated how theoretical knowledge can be applied in a clinical situation.
- 361 the teacher spends sufficient time in demonstrating and explaining treatment techniques.
- 362 the teacher helped me to evaluate treatment options.
- 363 the clinical teacher simulated my interest in the subject.
- 364 the teacher relates diagnostic and treatment decisions to current research.
- 365 the teacher demonstrates the important features of the case history.
- 366 the teacher identifies ethical considerations.
- 367 the clinical teacher was professional in attitude towards patients, relatives and other health professionals
- 368 the clinical work seems to be well coordinated with the material covered in lectures and/or seminars.
- 369 the clinical teacher seems to have a good command of the subject and its clinical application
- 370 the teacher assists students to develop clinical problem-solving skills.
- 371 the teacher monitored my progress critically and constructively
- 372 the teacher provides a good role model for clinical practice.
- 373 the teacher inspired me to develop rapport with the patient
- 374 I reconsidered many of my former points of view about the mentally ill
- 375 the teachers demonstrations were clear.
- 376 the teacher emphasised history-taking as well as clinical signs.
- 377 the clinical teacher gave a helpful introduction to the clinical problems shown by the patient.
- 378 the clinical teacher helped me establish therapy goals and objectives.
- 379 the teacher assisted me in developing and refining clinical assessment skills.
- 380 the clinical teacher was effective in providing information for the planning of therapy sessions.
- 381 the teacher has shown me how to evaluate and modify my clinical approach.
- 382 the clinical teacher has encouraged me to act in a professional manner.
- 383 the teacher is knowledgeable about alternative procedures and techniques