

**FACULTY OF EDUCATION AND SOCIAL WORK**

**2003 STUDENT COURSE EXPERIENCE QUESTIONNAIRE (SCEQ)  
ANALYSIS OF OPEN RESPONSE COMMENTS**

**UNDERGRADUATE STUDENTS**

NB: *number of comments received on each aspect is displayed as a percentage of the total number of comments received for each question*

**1 Degree Experience**

**SCEQ 2003 OR Q 37<sup>1</sup> What are the best aspects of your degree course?**

**Students appreciate the practical component of the curriculum (2003: 37%)**

(2002: 24%; 2001: 29%; 2000: 25%)

- I feel that the practical component was useful in that it gave all a hands on experience and a clear indication of what the career entails
- The course allows us a lot of practical experience, which helps
- Practical time in the classroom is the most beneficial to me. During practical I learn about the reality of the classroom, time management etc.

**Curriculum is viewed favourably (2003: 25%)**

(2002: 16%; 2001: 15%; 2000: 22%)

- Subjects are very relevant, and stimulating, as they deal with contemporary issues that will be dealt with once in full time employment
- Being able to mix both practical and theory subjects, as we can then learn the foundations and theory behind the practical work we do.
- Content, a well structured degree

**Lecturers and tutors are viewed favourably (2003: 17%)**

(2002: 10%; 2001: 12%; 2000: 18%)

- The best aspect is having Koori lecturers teaching both Indigenous and Mainstream subjects, it's truly inspiring
- Enthusiastic/ professional educators, stimulates learning
- The curriculum teachers in Education are fantastic and extremely helpful with great resources. They take the time to get to know their students and they are generally lovely people

**The standard of teaching received is viewed favourably (2003: 11%)**

(2002: 11%; 2001: 10%; 2000: 13%)

- Some really great lecturers. They were enthusiastic about their subject and taught in a way that it needs to be taught in a classroom
- Some of the teachers were keen and enthusiastic and were able to make their courses interesting and enjoyable – which is what we need to do as teachers
- That the lecturers put a lot of time into planning and programming lectures and are willing to spend lots of time with us

**Students appreciate good learning environment /community (2003: 10%)**

---

<sup>1</sup> Number of comments received: 2003 – 246; 2002 – 254; 2001 – 232; 2000 - 72

(2002: 15%; 2001: 17%; 2000: 13%)

- The interaction with other students
- Small number of students – made for good learning environment and good relationship with lecturers
- Same group of people so you make friends through the years (and study partners)

**Students appreciate some aspects of assessment (2003: 7%)**

(2002: 8%; 2001: 6%)

- The Education degree is good as it doesn't rely on the final exam for all marks, assessment is spread across the term
- The fact that grades/ marks are not given for assessment, makes the coursework less stressful, less competitive
- Pass/ Fail grading system. Allows students to work hand in hand and not be pressured.

**SCEQ 2003 OR Q 38<sup>2</sup> What aspects of your degree course could be improved?**

**Students are critical of some aspects of the curriculum (2003:35%)**

(2002: 31%; 2001: 38%; 2000: 35%)

- I found myself at the end of my primary teaching course not knowing how to teach children to read. I felt the lecturers of literacy were using us as a source for their own research rather than teaching us what we need for our future career
- Second year education subjects could be a bit more interesting and build more on what was learnt in first year. At times it felt like a repeat of what we had already learnt.
- More role playing and discussion of classroom management. More reality checks and specific helpful ideas for beginner teachers. For example more classroom management

**Students dissatisfied with practical component of curriculum (2003: 13%)**

(2002: 13%; 2001: 13%; 2000: 9%)

- Make the practical component 8 consecutive days so as to grasp a better idea of students daily routine
- More practical/ school contact to gain more experience
- Practicum placing. There are only a limited number of schools that the Uni selects, and people who commute to attend the University do not get considered in the schools which they choose

**Students are dissatisfied with the standard of teaching received (2003: 12%)**

(2002: 12%; 2001: 11%; 2000: 21%)

- Lecturers need to model good teaching practices to training teachers
- Lectures should lean to be able to convey information and not just research it. They are very knowledgeable people but struggle to hold a room's attention
- The lecturers and tutors in my course were nearly all ex-schoolteachers. It would be a fabulous improvement if many of them could learn to treat their students as adults, and move beyond the realm of dealing with everyone as if they were a kiddie

**Students are unhappy with the workload (2003: 11%)**

(2002: 10%; 2001: 8%; 2000: 10%)

- Making the workload even throughout the year, semester one was a very heavy workload where semester two was very light
- Workload – some subjects worth only 2 credit points expect just as much work as an 8 credit point subject
- Terrible planning in terms of assessment – all at once

---

<sup>2</sup> Number of comments received: 2003 – 240; 2002 – 231; 2001 – 233; 2000 - 68

**Administration and organisation of the course needs improving (includes timetabling)**  
(2003: 10%)

2002: 7%; 2001: 7%; 2000: 15%)

- Interaction with administration staff, so that information is passed on to students, rather than expecting us to know what we've never been told
- Organisation and administration! I lost 10 weeks of one subject because of timetable clashes, it's ridiculous
- Admin and facilities for the weekend mode, even simple things like collecting marked assignments were made difficult and costly (at times self addressed envelopes were required)

**Students are dissatisfied with some aspects of assessment** (2003: 7%)

(2002: 8%; 2001: 4%; 2000: 10%)

- The exams usually (so far) seem to test a few specific parts of the topic areas. You feel as if there isn't that opportunity to demonstrate everything you learn
- Some assessment tasks are repetitive. Different assessment tasks
- The written work is worth 100% on our course outline and apparently this exam is pass/fail but this is not on course outline. Therefore if you do well in written work and not exam do you fail the course?

**2 Experiences of student administration and student support services**

**SCEQ 2003 OR Q 67<sup>3</sup> What are the best aspects of the student administration and student support services?**

**Staff are helpful, available, friendly and efficient** (2003: 37%)

(2002: 42%; 2001: 46%; 2000: 39%)

- Most are willing to help – makes things easier and more productive
- The willingness to help students with questions and their friendliness which overly makes the University experience more pleasing
- Staff – they are patient and willing to assist with enquiries

**Students appreciate Intranet and Internet services** (2003: 18%)

(2002: 8%; 2001: 15%; 2000: 7%)

- My Uni has changed for the better in terms of being able to access most information easily and efficiently
- Intranet is good – never have any problems accessing it and it is easy to use
- The websites are all easily accessible and very informal. They also mean you don't have to come into uni for enquiries

**Computer Access Centres** (2003: 14%)

(2002: 9%; 2001: 14%; 2000: 11%)

- Computer Labs: lots of computers with fast internet access
- Computer lab staff are always courteous and helpful. The availability of free computer use to students is also excellent during semester between classes
- The Faculty computer centres – its really nice knowing that there are facilities reserved especially for Education students

---

<sup>3</sup> Number of comments received: 2003 – 184; 2002 – 167; 2001 – 124; 2000 - 46

**Library staff and services****(2003: 13%)**

(2002: 14%; 2001: 21%; 2000: 22%)

- Curriculum Library is a fantastic resource but needs new material. The staff in this library are extremely helpful
- Library – well resourced, excellent staff support
- The library provided some very good resources and it is very good that you can access them from your home computer

**Students appreciate ability to access services online****(2003: 9%)**

(2002: 5%; 2001: 10%; 2000: 7%)

- Online services are really handy as you don't have to be at University to access them
- I was impressed with online enrolment
- That a lot of services are offered over the internet

**Other aspects mentioned include:**

- |   |            |                                   |
|---|------------|-----------------------------------|
| • Accessibility and convenience of services | (2003: 9%) | (2002: 5%; 2001: 6%; 2000: 7%)    |
| • Availability and existence of services    | (2003: 5%) | (2002: 10%; 2001: 13%; 2000: 11%) |
| • Variety of services available             | (2003: 5%) | (2002: 8%; 2001: 11%; 2000: 4%)   |

**Other services mentioned by name include:**

- |                       |            |                                |
|-----------------------|------------|--------------------------------|
| • Financial Services  | (2003: 3%) | (2002: 2%; 2001: 1%; 2000: 2%) |
| • Security Services   | (2003: 3%) | (2002: 2%; 2001: 2%; 2000: 2%) |
| • Counselling Service | (2003: 2%) | (2002: 1%; 2001: 2%; 2000: 1%) |
| • Learning Centre     | (2003: 2%) | (2002: 1%)                     |
| • Student Centre      | (2003: 2%) | (2002: 3%; 2001: 2%; 2000: 7%) |

**SCEQ 2003 OR Q 68<sup>4</sup>****How could student administration and student support services be improved to better support your study at the University?****Staff could be more knowledgeable, helpful and efficient****(2003: 29%)**

(2002: 42%; 2001: 42%; 2000: 33%)

- Update their knowledge on new courses so that they can help students who find it hard to get answered
- Have more knowledgeable and helpful staff at Faculty admin
- The Education Faculty administration could be improved by the staff answering the phone or returning calls as they promise, each member of staff having the same answer to the one question and that answer being the correct one. At present my studies are best supported by not having to seek assistance from student admin.

**Computer Access Centres****(2003: 15%)**

(2002: 15%; 2001: 11%; 2000: 11%)

- More computer labs, as more and more people are using the University's computer access labs, and they're always overcrowded, hot and sometimes the services isn't all that good
- More computers attached to printers (education labs), replace Macs
- Faculty/ Departmental Computer Centres: more often than not there is no-one at the "service desk", so if there are some technical problems with the computer/ printer, I'm stuck

---

<sup>4</sup> Number of comments received: 2003 – 136; 2002 – 129; 2001 – 153; 2000 - 45

**More staff should be employed, especially at peak periods (2003: 14%)**

(2002: 13%; 2001: 9%; 2000: 4%)

- More staff employed within the services when enrolment and/or payment days are on, to decrease the waiting and massive lines
- More people on staff, takes far too long to get anything done because we spend too much time just waiting
- The faculty student administration appears to be under-staffed, the staff are very busy and there are often long queues

**Library staff and services (2003: 13%)**

(2002: 11%; 2001: 15%; 2000: 24%)

- Our course required a lot of books that were only available at Cumberland campus and this was an inconvenience
- Library – availability of books/ order – shelves messy, not sorted, hard to find books
- The library must have better hours. University in U.S.A library hours are 6am – 1am M-F and 10am – 3am Sat and Sun.

**Opening hours should be changed (2003: 11%)**

(2002: 3%; 2001: 6%; 2000: 4%)

- Not having admin closed from 12pm to 1pm each day
- Longer opening hours
- Is it so unreasonable to contemplate alternating lunch hours so that the office can be open during lunch

**Other aspects mentioned include:**

- Services should be advertised more (2003: 11%) (2002: 5%; 2001: 9%)
- Inaccessibility and inconvenience of services (2003: 4%) (2002: 2%)
- Unhappy with intranet/ internet services (2003: 5%) (2002: 7%; 2001: 2%; 2000: 7%)

**Other services mentioned by name include:**

- Security Services (2003: 4%) (2002: 2%; 2001: 2%; 2000: 4%)
- Student Centre (2003: 4%) (2002: 5%; 2001: 2%)