CAPTURE
(Course Analysis Provided for Teacher Use in Reflection and Evaluation)

Quantitative & Qualitative Analysis of your CES Results
TRDS 2611 – Space Continuums in Time Travel (Semester 1, 2009)

This CAPTURE report was produced and collated by the CES Analysis Group. It is an instrument intended to further your understanding of your CES results, and provide a focus for you to implement change or pinpoint areas for improvement. It is designed to be used in conjunction with the discipline Factor Structure (available through our website), the CES report from your course, and knowledge of your own experiences throughout the semester. Please visit the CES website for further information on this document.

Listed below are some trends to look out for in your course summary. Some comments may not apply to all graphs but they will assist you when interpreting your data.

- Larger Confidence Intervals, defined by longer vertical error bars, indicate a smaller sample size. Where no error bar exists there was often a sample size of one, or all responses were the same.
- Do items 5 and 20 rate consistently low? This is a common observation.
- Look at the variation between items for one year. Which items lie above/below the College mean?
- Look at how each item changes over the years. What has been done differently to encourage this change?
- Are there items that behave in a similar manner?
- Is there an item that receives consistently a high/low mean response over the years?
- Compare the three graphs for a year. For example, the items in the Resources graph may receive a higher mean response (eg. 3.8), than the items from the GTS and OSI and Value Add graphs (eg. 2.4).
- Due to the number of CES forms completed:
  - 114 out of 222 students enrolled in 2008
  - 68 out of 213 students enrolled in 2009,
this data is considered to be of moderate reliability.
21 Items on the CES
1. The learning objectives are clear to me
2. I am learning what I expected to in this course.
3. The course is well organised
4. The teaching staff are extremely good at explaining things
5. The teaching staff normally give me helpful feedback on how I am going in this course
6. This course contributes to my confidence in tackling unfamiliar problems
7. Assessment tasks in this course require me to demonstrate what I am learning
8. The amount of work required in this course is about right
9. The teaching staff in this course motivate me to do my best work
10. I enjoy doing work for this course
11. I find the learning resources useful
12. The web-based materials for this course are effective in assisting my learning
13. There is effective use of other computer-based teaching materials in this course
14. The facilities are adequate for this course
15. I feel I can actively participate in my classes
16. There is a good balance between theory and practise
17. The teaching staff work hard to make this course interesting
18. I can see how I'll be able to use what I am learning in this course in my career
19. The staff make a real effort to understand difficulties I might be having with my work
20. The staff put a lot of time into commenting on my work
21. Overall, I am satisfied with the quality of this course
Summary of recurring themes in student comments

Positive aspects of the course as seen by students providing comments (where appropriate, linked to items from the CES)

Practical classes (including reference to “tutorials”): 18 students cited the pracs as a best aspect of the course. It was generally felt that they aided understanding of the theory, and gave students an opportunity to put this theory into practice. A couple of students noted that the fact pracs are weekly ensured revision of content, or helped maintain focus. This may explain why 81% of students agreed with CES Item 7 ‘Assessment tasks in this course require me to demonstrate what I am learning’. 3 students mentioned that they found the prac preparation sheets helpful, which may have contributed to the 65% agreement for Item 11 (I find the learning resources for this course useful (e.g. notes, handouts, books, readings and audio-visual materials)).

Lecturer: 17 students specifically mentioned the lectures or lecturer as a best aspect of the course. Where reasons were given, 7 of them related to the communication and information provided, most especially the lecture notes being posted to blackboard. Students also appreciated that the lecturer was well spoken, understandable and informative. Responses to the CES which would appear to reflect these comments were 46% for Item 4 ‘The teaching staff are extremely good at explaining things’, and 49% for Item 17 ‘The teaching staff work hard to make this course interesting’, both of which are GTS items. Use of email and Blackboard may also have contributed to a 73% agree for Item 12 ‘The web-based (online) materials in this course are effective in assisting my learning’.

Course structure/content: 15 students commented on the organisation of the course. Of these, 8 particularly noted the content, including that the application was clear (2), the problems were related to real life examples (2), and that it was interesting (2). The structure of the course was mentioned by 5 students; including one who felt that “Pracs flow with material in courses”, and another that there was a good mix of theory and practice. 71% of students agreed with CES Item 3 ‘This course is well organised’.

Tutors: 9 students felt the tutors to be an important aspect of the course, with comments ranging from an appreciation of their availability, to the fact that they are “very helpful.” Item 19 of the CES ‘The staff make a real effort to understand difficulties I might be having with my work’ relates to these comments, and received a percentage agree score of 34%.

Notes: 8 students commented on the value of the notes provided. Some reasons given were that they were extensive, detailed, helpful, or the fact they were available prior to lectures. 65% of students agreed with Item 11 (I find the learning resources for this course useful (e.g. notes, handouts, books, readings and audio-visual materials)).

Sonics: 6 students cited Sonics, or the Sonics practicals, as a best aspect, with one saying, “I feel as though I have improved on Sonics greatly.” 75% of students agreed that ‘There is effective use of other computer-based teaching materials in this course’ (Item 13).
Aspects of the course in need of improvement as seen by students providing comments (where appropriate, linked to items from the CES)

Lectures/Lecturer: 26 students suggested that there could be improvements to lectures. Many of these (8) wanted more examples given; there were also requests for “real numbers”, clearer explanations, and to “slow down”. Some students felt that “too much prior knowledge is assumed” (5) and it would be helpful to revise or better integrate prior learning. There was some feeling that there was not enough time to cover difficult material (3), and that the lecturer needs to be more sensitive to “students’ level of knowledge” (3). A few students described the lectures as boring, and some felt there was no room for participation or questions. These comments may be indicative of the 50% of students who disagreed with Item 4 ‘The teaching staff are extremely good at explaining things’ and the 44% who disagreed with Item 17 ‘The teaching staff work hard to make this course interesting’. Both of these items contribute to the GTS.

Practical classes: Even though they scored highest in the ‘positive aspects’ comments, 19 students stated that improvements could be made to pracs. 6 felt that there were issues with the size of rooms, numbers of terminals available, or that pracs should be restricted to “students that are supposed to be in there during the class time”. 5 students requested tutorials, to allow for more practice, better explanation, and the opportunity to ask questions. 4 students felt that the prac classes were not long enough to work through the problems and obtain help when needed.

Tutors: 15 comments were in relation to the tutors for pracs. 10 of these indicated that students felt that “help is hard to come by and sometimes sub standard”. Many felt that some tutors were unsympathetic and unprofessional (see especially comment 48). 4 students believed there needed to be more/better feedback, and one that feedback was too slow. It would appear these students are not alone: 57% of students disagreed with CES Item 19 ‘The staff make a real effort to understand difficulties I might be having with my work’, 61% disagreed with Item 5 ‘The teaching staff normally give me helpful feedback on how I am going in this course’ and 71% disagreed with Item 20 ‘The staff put a lot of time into commenting on my work’. These items all contribute to the GTS.

Notes: Of 12 students making comments regarding the notes, half of them thought that the notes could be clearer, 4 wanted them on the DLS earlier, and 2 wanted more in them. Two of these students also commented on the textbook; one stating that it was “useless” because it was too much like the notes and the other that it “has no answers”. While there was reasonable satisfaction with the notes, these issues may explain the 29% of students who disagreed with CES Item 11 ‘I find the learning resources for this course useful (e.g. notes, handouts, readings, AV materials)’.

Relevance: Some students questioned the relevance of the course to TARDIS design (4), while others requested that it be directed “more” towards TARDIS design. While this is not a high number, when considered alongside the 51% of students who disagreed with CES Item 18 ‘I can see how I’ll be able to use what I am learning in this course in my career’, it may be an issue requiring some attention or further explanation to students.

Suggestions for focus

As can be seen in the factor structure for the TRDS discipline, Item 20 ‘The staff put a lot of time into commenting on my work’ correlated most highly with the teaching factor for these students, followed by Item 5 ‘The teaching staff normally give me helpful feedback on how I am going in this course’. Both the quantitative and qualitative feedback for this course indicates that students feel there is a need for improvement in these areas. Qualitative feedback also suggests that several students felt that assistance was lacking in the course, and some that their approaches to staff for assistance were met with a less than positive attitude. Over half of the students disagreed with CES Item 19 ‘The staff make a real effort to understand difficulties I might be having with my work’, which also correlated strongly with the teaching factor.
We would therefore suggest that staff consider the ways in which they provide feedback to students, as well as assisting them with their work, as a primary focus for improvement. It is worth remembering that the CES measures student perceptions. If tutors are available in classes, and they are marking work and answering questions, then it follows that assistance is available and feedback is given. However, quantitative feedback shows that the majority of students don’t feel that it is sufficient for their needs, and qualitative feedback seems to indicate that many students felt that their requests for assistance were less than welcome to some staff. This could become a self perpetuating problem, with students receiving less feedback and assistance as they become more unwilling to ask, leaving them with an overall impression of a lack of both within the course.

In considering this, it must be noted that the major problem appears to be some of the tutoring staff. Not all, as some students wanted to make clear, and as indicated by both CES responses and some positive qualitative comments. Perhaps a review of tutoring staff would be warranted, as well as a review of their duties, and the appropriate manner in which to comport themselves in classes. It might perhaps be helpful if staff use phrases like “would you like some feedback on this”, “is there anything you didn’t understand?”, “would it help if I went over it with you again?” when dealing with students, and remember that no one likes to feel stupid. Conveying willingness to help, being patient, reminding students when they are receiving feedback by employing the term – even engaging briefly with students when marking off work; all have all been found to be useful in addressing poor student responses for the CES items relating to feedback, commenting and assistance which correlated highly with the teaching factor for TRDS students.

If you would like some tips or guidance, you will find some helpful information on our website or in the ‘Practical Guide to Teaching’ at [http://www.rmit.edu.au/teaching/guides/practical](http://www.rmit.edu.au/teaching/guides/practical). You may also wish to contact the Academic Development Group for your College. There is space below for you to reflect upon this report, how you feel about your course this semester, and where you would like to make changes or are happy with things that worked well for you and your students.

**Lecturer Reflection**
Appendix A: Student comments as they appeared on feedback forms

(Please note that comments have been reproduced as faithfully as possible from the written version and may therefore include errors in grammar and punctuation. Spelling has been corrected. Where writing was illegible, or meaning unclear, this will be denoted by (sic) following the word or phrase in question.)

Section 1: What are the best aspects of this course?

1. Constant emailing of what is going on in Pracs and lectures.
2. Clear objectives.
3. The lectures (sic) do make an effort and this is visible.
4. The fact that the tutorials has something based on the lectures, tutorials are helpful.
5. Solving more in depth problems.
6. We can get help when we needed.
7. The young guys running the prac are generally quite understanding and helpful.
8. The lecturer is very well spoken as opposed to the pre-requisite course teacher in our other subject.
9. Tutorial teachers in prac classes are very useful as opposed to the lecturer.
10. The practicals use information from lectures clearly and I feel I can complete them with what I’m being taught.
11. Lecturer puts all material on blackboard. Prac classes flow with material in lectures. Lecturer is good at communicating information by email.
12. Leaving the lecture afterwards.
14. A good clear understandable lecturer. Tutors are very good. Lecture notes are good.
15. Good venue for lecture.
16. Practice classes give you an opportunity to put skills learnt into practice.
17. The Sonics may useful in industry. (sic)
19. The practice classes really help to clarify the material learnt in lectures. I feel as though I have improved on sonics greatly.
20. It is the last theoretical time travel subject. It builds on previous semesters subjects.
21. The practice class on a Monday that forces my learning.
22. Prac class tutors are helpful.
23. Multiple assessments such as prac’s to help better understand theory. Sonics practicals help me understand the program.
24. Prac classes – actually learn while doing practical work.
25. The notes are very extensive. Sonics practicals are good. Practice sheets for the tests are very helpful.
26. I am learning a lot of new things (variation in how to model the real situation).
27. David Tennant is a fantastic lecturer, very informative and makes the subject understandable and interesting. There is great use of blackboard for posting lecture notes etc and the course is extremely well-structured.
28. Good course structure and good content. Lecture notes and lecturer are helpful. Information is easily accessed on the learning hub.
29. Teachers are good, either in lecture or tutorial.
30. The prac classes provide us to demonstrate our knowledge and the tutors help us to understand effectively.
31. The weekly practicals are a good way of putting theory into practice and allows tutors to help out. Placing hand written notes on the blackboard is a great tool to show how formulas and steps are derived instead of just showing the answers. Classes are not long-winded. An hour is a good max time period.
32. Practicals. Lecture is split up but needs to better to put in time table system. (sic)
33. This course has a good lecturer.
34. Lecture notes available before lecture. Uploads lecture note (made in class) up on BB after lecture complete.
35. Can relate the material and knowledge to my career.
36. Weekly tests ensure that course content is reviewed weekly.
37. The prac classes & prac class prep sheets. Because I feel like I am understanding what has been talked about in the lecture.
38. Can see applications of learning and subject matter is interesting.
39. Preparation sheets for practical classes aid understanding a great deal and provide vital practice for lecture work.
40. David Tennant’s lectures.
41. Interesting.
42. The lecture notes are very comprehensive.
43. David Tennant is a good lecturer.
44. The practice classes. They help in teaching me how to do the calculations on my own, but if I do require help, the tutors are there to help.
45. Interesting examples used in notes. Times the classes are on. Lecturer’s English skills. Explanation of unfamiliar ideas.
46. Good mix between practice and theory.
Section 2: What aspects of this course are most in need of improvement?

(Note 1: number in brackets indicates comment by same student in Section 1. E.g. Student making comment 1 (There is a lot of people in the tutorials etc) in this Section also made comment 2 (Clear objectives) in Section1. Note 2: comments in blue are noted as written, however, where they ONLY give further positive comment they are not included in the total for ‘aspects needing improvement’ comments in the flowchart.)

1. (2) There is a lot of people in the tutorials that do not study and end up copying other students’ work.
2. (3) The lectures are educational and information but just too boring.
3. (4) Lecture classes is not useful, the notes are too short and I am unable to follow it.
4. (5) Notes should be on DLS at least one hour before lecture. Tutors are grumpy and act like they don’t want to teach us. The lecture notes describe the formulas in the same way as the prescribed text. So the text is useless. Waste of money.
6. (7) It would be good to have tutorials rather than pracs. If you are struggling with the work you can’t really get effective guidance in a prac, because its assessed every week & you are under pressure to get it finished in an hour. Lots of information to absorb then try to implement. It gets spoken at us, but we don’t have a “teacher”.
7. (8) The lectures are really boring and hard to follow; sure the theory is important but it doesn’t mean shit (SORRY) when real numbers aren’t used, we spend all lectures going through theory but no examples are used. The only way I really learn what is being taught is when answers to tutorials are submitted. Not much overall feedback on performance is given; I only know how people are going from the ‘student tools → my grades’. What we are learning seems useless for TARDIS design; it has barely any application to what we will do when we graduate.
8. (9) Less emails sent by lecturer!! Lecture notes needs more examples, with actual values not constants. The lecturer is too lazy to answer our questions – when answers our questions, he makes us feel so stupid. There are too many emails sent by lecturer. The lecture notes need to be more clear, he assumes we know everything, but we’re still students and this is new to us.
9. Clarity. Found the course content to be very vague in terms of purpose and final results. Felt as if I were just following rather than doing and therefore am quite reserved and stressed as exams near.
10. (10) When I ask for help in practicals, I get told I should already know that, it’s unreasonable to be able to remember everything. I would just prefer being told again rather than the lecturer/tute being rude.
11. There needs to be more traditional style tutes where work from lectures is given in a class where reinforced learning occurs rather than prac classes that require a worksheet to be handed in and staff who offer little help; these classes don’t bridge the gaps between lectures and what’s required to understand the topics.
12. (11) Class sizes for prac classes are far too big for the rooms & the amount of tutors. Tutors are slow at marking & returning work. Lecture slides/notes are released the day of the lecture or the night before, not enough time to read over them before class.
13. The examples in the lecture notes are really hard to understand, just make those examples more clearly and easy to understand.
14. Make the examples more clear and easy to understand. Be patient when we ask questions.
15. (12) The revision prac sheets should be gone over in the lecture (not given as homework) for better preparation for the prac class. Lectures are BORING.
16. (13) Lecture notes could have theory then an example. At the moment they are kind of mixed together. Could have a time for students to ask questions about problems when they are not being marked.
17. (14) Needs more problems and questions that we can take home and do. Hard to study for this course due to lack of exercises given. Lecture notes are good but not enough to study. Text book has no answers.
18. (15) Not relevant to TARDIS design.
19. (16) Assuming all skills learnt in Semester 1 have been retained is a mistake. Overview of skills learnt a year ago before being used in current learning material. More explanation of steps needed instead of skipping them because it’s assumed we know how this has been done.
20. (17) Make it easier. Is that really necessary for designers? (sic)
22. (19) There is no participation or room to ask questions in lectures. David just reads his notes and doesn’t worry whether we are following or understand.
23. (20) The material needs to be more relevant to TARDIS designers!!!
24. (21) More help classes. Lecturer needs to understand students’ level of knowledge, stop going so quick, skipping steps and calling things easy. I am struggling in this class along with many others yet the lecturer has no idea.
25. Would prefer more explaining during prac classes, as examples are not done. There is no real way of knowing if what we do is right. Would prefer examples etc rather than mini tests with little explaining.

26. (22) More exam style questions & examples to consolidate what we are learning.

27. (23) Lecturer needs to do more practical examples. Lecture notes need to be up before the lecture.

28. (24) Notes — in lectures we should go through and work out all problems by hand instead of having pre typed notes. This is so because we learn better as we write especially for sonics instead of it being theory. Prac classes — need more time to do it, at least 1 hour.

29. (25) Individual attention. During practice classes I don’t feel like the tutor really wanted to help me, especially when I was struggling to remember basic things (I took a year off last year and was a bit rusty). They are happy to help with more difficult things though.

30. The course needs a tutorial class where students can go through the problems that are discussed in the lectures. Currently we only have a prac class. I believe it is vital that time travel subjects include a tutorial at least once a week. The lecture theatre is not big enough for the Monday lecture.

31. (26) Exercise. Should provide more exercise outside prac class (like 5 questions directed in relevance with lecture notes).

32. (27) In the practicals, help is hard to come by and sometimes sub-standard. The tutors in the prac classes are impatient and careless.

33. (28) Tutorials where we practice theory taught in lectures would be more helpful than practicals we don’t get much guidance during.

34. (29) Better to provide us a free educational programme, such as sonic, K-9.

35. (30) Lectures are good just need more examples & going through questions in lectures to understand the theory & not have to leave it to the prac classes.

36. Needs to be more tutorial time, where you can ask questions and get help. NOT just practice classes.

37. (32) Practical classes – teachers need to help more. Rooms need to be bigger.

38. (33) Some of the tutors are not really helpful some of the tutors doesn’t mean all of them but quite a few of them so they need to put a bit more effort on understanding of the content and being able to make others understand.

39. (34) Not enough time to fully understand everything. A lot of work to cover. This subject is essential for time travel design but this program should be split over the year to allow for better learning development.

40. (35) The lecture notes need to be available in full before each lecture. Nearly every lecture there are extra sheets not available on the hub and so not available to prepare. There is no time to write the extra material in the lecture. This stops us from gaining valuable understanding of the course. During the prac session there is no time to ask general questions about the learning material, as the prac test takes up all the time. This is a hard subject that needs more extra time to understand. Often during the whole semester I have felt like I don’t know what I am doing and I like time travel subjects and are usually excellent at them.

41. (36) Facilities → not enough terminals. Too much prior knowledge is assumed. Need revision of basics i.e. some of the class have never studied continuum waves.

42. (37) The lectures. Most (a lot) of the time sequences are gone through very quickly with not much explanation. More going through of the actual formulas.

43. (38) Integration of prior learning into the new material. It is hard to remember information required to understand subject because it was taught two years ago. Hard to recall that information.

44. The material taught needs to be clearer so its easy to understand. Too many examples using letters and not enough with actual figures.

45. (39) Tutor help in practical classes varies greatly – from good to terrible. Practical tutors were TERRIBLE, often showing annoyance when asked for help, instead preferring to talk amongst themselves.

46. (40) Making sure the practicals only have the students that are supposed to be in there during the class time.

47. (41) Facilities. Class sizes (pracs).

48. (42) A number of the tutors in the practice class don’t appear to want to be there and are not very willing to help. The tutors taking the Sonics practical classes were completely unprofessional. If they spoke about the things they do in the workplace then I couldn’t see them keeping their job. They would get annoyed when people asked for help and spoke about private things amongst themselves.

49. (43) Projector in the main lecture theatre is shit house. Hard to get a terminal in practical class, people attend wrong class times.

50. (44) More feedback on practice classes.

51. (45) Organisation of the lecturer. Location of the classes. Lecturer sometimes a bit grouchy.

52. Needs better feedback with problems. More time to solve problems, work through questions and not just practice classes.

53. (46) More example need to be given going through ALL the steps not skipping them. MORE EXAMPLES NEEDED – covering all question types.

54. (47) Can’t think of any.

55. Directed more at TARDIS designing).

56. (48) Examples should be given more often.

57. (49) Finding it very hard to see relevance of this to & connection to the design field of work. Would much prefer to be learning with examples related to design specifically.

58. (50) More info on how to properly use Sonics.

59. (51) Feedback, work isn’t well commented on, fairly vague and general.
### Appendix B: Factor Structure for TRDS Discipline Semester 1, 2009

Note: Stars indicate which other factor an item loads on and italicised text signifies that a complex item loads the strongest on the corresponding factor. (E.g. Item 4 correlates with both Factor 1 & Factor 2, but more strongly with Factor 1) GTS items are in blue text.

<table>
<thead>
<tr>
<th>FACTOR 1</th>
<th>Teaching</th>
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<tbody>
<tr>
<td>Q20</td>
<td>The staff put a lot of time into commenting on my work</td>
<td>0.786</td>
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<tr>
<td>Q5</td>
<td>The teaching staff normally give me helpful feedback on how I am going in this course</td>
<td>0.766</td>
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<tr>
<td>Q19</td>
<td>The staff make a real effort to understand difficulties I might be having with my work</td>
<td>0.740</td>
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<td>Q9</td>
<td>The teaching staff in this course motivate me to do my best work</td>
<td>0.731</td>
</tr>
<tr>
<td>Q17</td>
<td>The teaching staff work hard to make this course interesting</td>
<td>0.624</td>
</tr>
<tr>
<td>Q4 **</td>
<td>The teaching staff are extremely good at explaining things</td>
<td>0.559</td>
</tr>
<tr>
<td>Q15 ***</td>
<td>I feel I can actively participate in my classes</td>
<td>0.553</td>
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<tr>
<td>Q6 ** ***</td>
<td>This course contributes to my confidence in tackling unfamiliar problems</td>
<td>0.453</td>
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<td>Q21 **</td>
<td>Overall, I am satisfied with the quality of this course</td>
<td>0.452</td>
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<td>Q10 ** ***</td>
<td>I enjoy doing the work for this course</td>
<td>0.420</td>
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<tr>
<th>FACTOR 2</th>
<th>Organisation &amp; clarity</th>
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<tbody>
<tr>
<td>Q1</td>
<td>The learning objectives in this course are clear to me</td>
<td>0.732</td>
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<tr>
<td>Q2</td>
<td>I am learning what I expected to in this course</td>
<td>0.731</td>
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<tr>
<td>Q3</td>
<td>This course is well organized</td>
<td>0.713</td>
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<td>Q21 *</td>
<td>Overall, I am satisfied with the quality of this course</td>
<td>0.582</td>
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<td>Q4 *</td>
<td>The teaching staff are extremely good at explaining things</td>
<td>0.573</td>
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<td>Q11 ****</td>
<td>I find the learning resources for this course useful (e.g. notes, handouts, readings, AV materials)</td>
<td>0.532</td>
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<tr>
<td>Q6 * ***</td>
<td>This course contributes to my confidence in tackling unfamiliar problems</td>
<td>0.467</td>
</tr>
<tr>
<td>Q10 * ***</td>
<td>I enjoy doing the work for this course</td>
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<th>Coursework / course enjoyment</th>
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<tr>
<td>Q18</td>
<td>I can see how I'll be able to use what I am learning in this course in my career</td>
<td>0.682</td>
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<td>Q16</td>
<td>There is good balance between theory and practice</td>
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<td>Q10 * **</td>
<td>I enjoy doing the work for this course</td>
<td>0.548</td>
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<td>Q8 *****</td>
<td>The amount of work required in this course is about right</td>
<td>0.526</td>
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<td>Q7</td>
<td>Assessment tasks in this course require me to demonstrate what I am learning</td>
<td>0.511</td>
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<tr>
<td>Q6 * **</td>
<td>This course contributes to my confidence in tackling unfamiliar problems</td>
<td>0.443</td>
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<td>Q15 *</td>
<td>I feel I can actively participate in my classes</td>
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<th>FACTOR 4</th>
<th>Materials</th>
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<td>Q12</td>
<td>The web-based (online) materials for this course are effective in assisting my learning</td>
<td>0.819</td>
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<td>Q13</td>
<td>There is effective use of other computer-based teaching materials in this course</td>
<td>0.806</td>
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<td>Q11 **</td>
<td>I find the learning resources for this course useful (e.g. notes, handouts, readings, AV materials)</td>
<td>0.499</td>
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<tbody>
<tr>
<td>Q14</td>
<td>The facilities (such as classrooms, lecture theatres, studios, labs) are adequate for this course</td>
<td>0.859</td>
</tr>
<tr>
<td>Q8 ***</td>
<td>The amount of work required in this course is about right</td>
<td>0.412</td>
</tr>
</tbody>
</table>