

Academic Staff Development Workshops 2009: Summary of Feedback Responses

The Curriculum, Teaching and Learning Centre (CTLC) develops and delivers a range of programs to assist La Trobe University teaching staff in ensuring the high quality of our students' learning by making curriculum design and teaching practice more effective. To improve the quality and effectiveness of our offerings, the CTLC staff elicit participant feedback on every program. This report provides a summary of responses to evaluation questions from staff who participated in CTLC workshops delivered during 2009.

Evaluation Form

The evaluation form used to collect feedback from workshop participants contains six questions. The first three quantitative questions require the respondent to select the most appropriate response on a 5-point Likert scale (Very high= 5 to Very Low= 1, plus a not applicable option). The questions are listed in Table 1. The final three qualitative, open-ended questions are: "Which two or three specific aspects of this session have been most useful/helpful?"; "Please suggest two or three specific, practical ways to improve this session"; and "What kinds of follow up tomorrow would be most useful to you?".

Table 1: Quantitative evaluation questions and response scale

Question	Very high	High	Adequate	Low	Very low	N/A
Overall, the <u>value</u> of what I learned in this session is	5	4	3	2	1	0
Overall, the <u>quality</u> of this session is	5	4	3	2	1	0
Overall, I rate this presenter's <u>effectiveness</u> as	5	4	3	2	1	0

Workshops

Table 2: Summary data on 2009 CTLC Workshops

Workshop	No. of Sessions	Workshop Dates	Attendance	Evaluations Completed	Response Rate
Effective Tutoring 1	16	<ul style="list-style-type: none"> ▪ 11, 23, 24, 25, 26, 27 February ▪ 9, 17, 18, 19 June ▪ 27 July 	368	328	89%
Effective Tutoring 2	3	<ul style="list-style-type: none"> ▪ 9 June ▪ 18 June ▪ 23 July 	35	35	100%
Casual Lecturer/ Tutor Workshops	9	<ul style="list-style-type: none"> ▪ 2 February (x2) ▪ 4 March ▪ 17 March ▪ 4 April (x2) ▪ 22, 23 June ▪ 8 August 	87	84	96%
3-Day Workshops	8	<ul style="list-style-type: none"> ▪ 17, 18 February & 6 March ▪ 26, 27 February & 12 March ▪ 12, 19, 26 June ▪ 29, 30 June & 1 July ▪ 20, 21, 22 July ▪ 28, 29, 30 September ▪ 23, 24, 25 November ▪ 9, 10, 11 December 	219	209	95%
TOTAL	34		709	656	92%

Table 3: Titles and brief descriptions of 2009 CTLC workshops

Workshop
<p>Effective Teaching for Higher Learning: Practical, Research-based Strategies (3-day workshop) This 15-hour short course (3-day workshop) provides La Trobe academic staff with practical, research-based strategies and techniques to make teaching, assessing, and giving feedback both more effective in promoting higher learning for students and more efficient and rewarding for staff.</p>
<p>Effective Tutoring 1: Practical Strategies for Engaging Students and Promoting Learning (3-hour workshop) This three-hour workshop provides La Trobe University tutors and demonstrators with research-based, practical guidelines and useful strategies for establishing rapport and active engagement, questioning, leading small group discussions, and giving feedback. This workshop will help you help your students learn more effectively.</p>
<p>Effective Tutoring 2: Assessment, Feedback and Marking for Learning (2-hour workshop) This three-hour workshop provides La Trobe University tutors and demonstrators with practical approaches and techniques for helping students learn more from assessments and feedback. It also offers strategies and guidelines for encouraging academic integrity and discouraging plagiarism, and for managing marking and moderation more efficiently. In addition, this workshop will provide an introduction to the University's new Student Feedback on Tutoring form and report format.</p>
<p>Effective Teaching at La Trobe for Casual Lecturers and Tutors (3-hour workshop) The purpose of this 3-hour workshop is to make teaching at Regional Campuses of La Trobe University more effective, efficient, and rewarding.</p>

Evaluation Responses

Figure 1 below shows the mean responses and Tables 4-6 list the descriptive statistics and frequencies of responses to the three evaluation questions for workshops held in 2009.

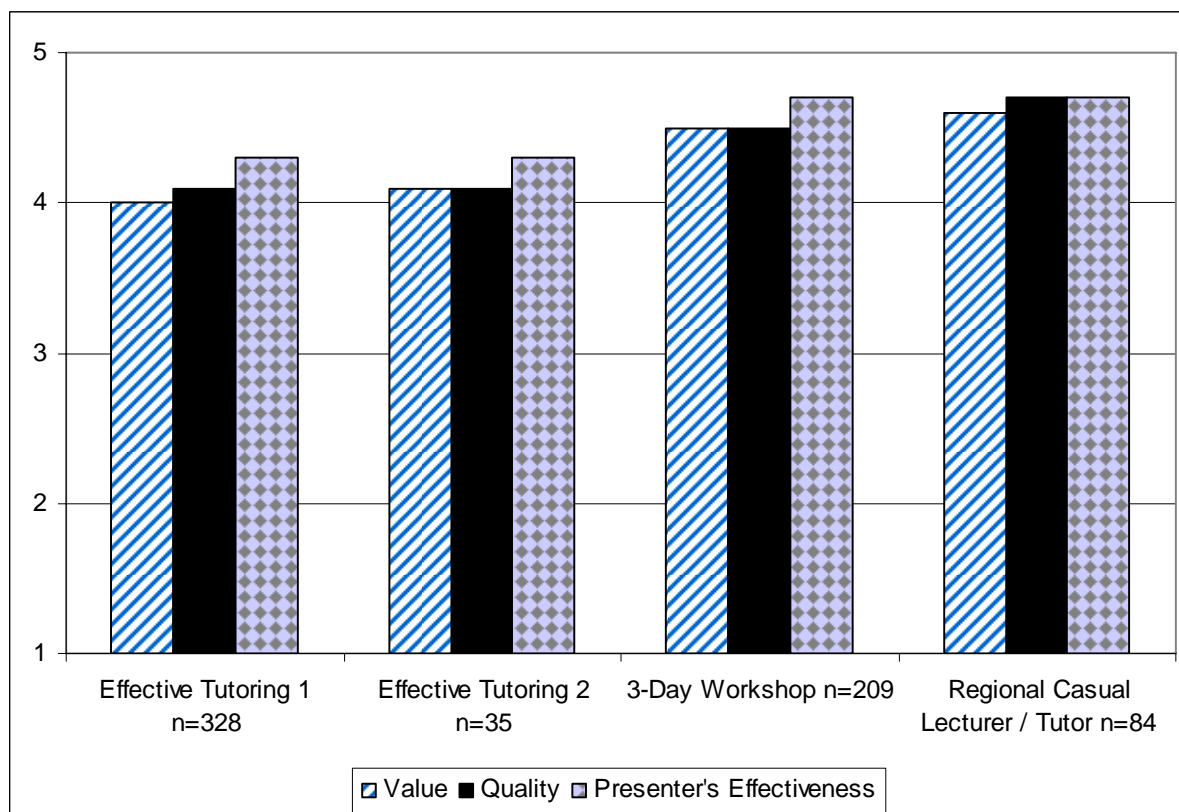


Figure 1: Mean responses to evaluation questions on CLTC 2009 workshops

Table 4: Descriptive statistics and frequencies for responses to Question 1
 (Overall, the value of what I learned in this session is)

Descriptive Statistics				Frequencies					
Workshop	Mean	SD	Total N	Very High	High	Adequate	Low	Very Low	N/A
Effective Tutoring 1	4.0	0.7	328	22%	50%	21%	5%	2%	1%
Effective Tutoring 2	4.1	0.8	35	37%	40%	17%	3%	3%	0%
3-Day Workshop *	4.5	0.6	209	51%	42%	5%	1%	0%	0%
Regional Casual Lecturer / Tutor	4.6	0.5	84	57%	40%	2%	0%	0%	0%

* Only the final day evaluations are reported

Table 5: Descriptive statistics and frequencies for responses to Question 2
 (Overall, the quality of the session is)

Descriptive Statistics				Frequencies					
Workshop	Mean	SD	Total N	Very High	High	Adequate	Low	Very Low	N/A
Effective Tutoring 1	4.1	0.7	328	25%	48%	22%	4%	0%	0%
Effective Tutoring 2	4.1	0.8	35	34%	51%	6%	6%	3%	0%
3-Day Workshop *	4.5	0.6	209	56%	37%	6%	0%	0%	0%
Reg Cas Lect/Tutor	4.7	0.4	84	68%	32%	0%	0%	0%	0%

* Only the final day evaluations are reported

Table 6: Descriptive statistics and frequencies for responses to Question 3
 (Overall, I rate this presenter's effectiveness as)

Descriptive Statistics				Frequencies					
Workshop	Mean	SD	Total N	Very High	High	Adequate	Low	Very Low	N/A
Effective Tutoring 1	4.3	0.6	328	35%	47%	14%	3%	0%	0%
Effective Tutoring 2	4.3	0.6	35	37%	51%	11%	0%	0%	0%
3-Day Workshop *	4.7	0.5	209	67%	29%	3%	0%	0%	0%
Reg Cas Lect/Tutor	4.7	0.3	84	75%	25%	0%	0%	0%	0%

* Only the final day evaluations are reported