

Quality Assurance report for the School of Educational Studies.

The report which follows provides information on all the major teaching activities of the SES carried out on the Bundoora, Shepparton and Albury/Wodonga campuses.

These activities include teaching Graduate Diplomas, Postgraduate programs and the supervision of Higher Degree thesis students.

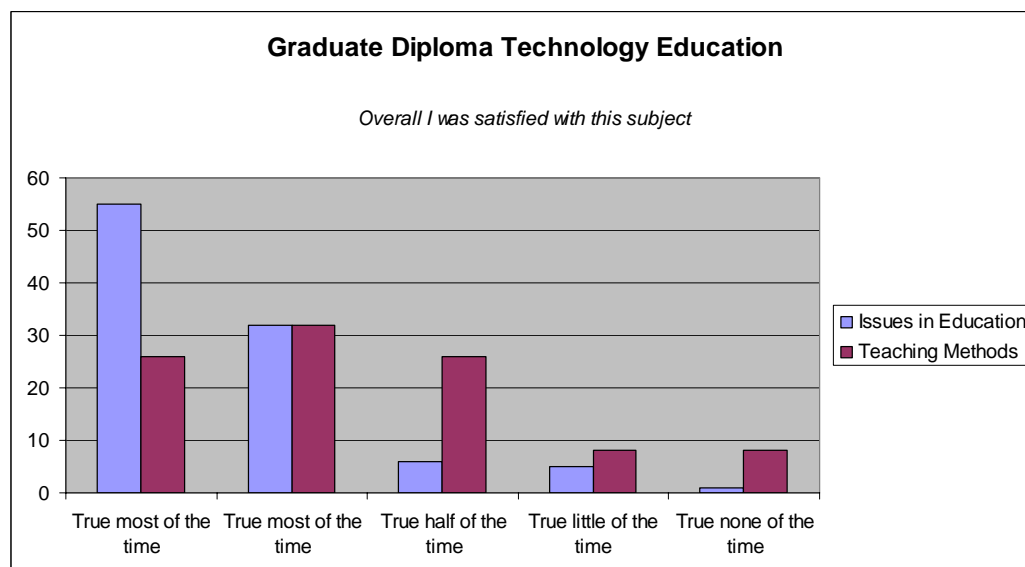
For teaching programs, data are provided on a general question regarding the perceived quality.

For thesis supervision, more detailed feedback is presented.

Postgraduate Diplomas

Data collated for the Graduate diplomas focus on two of the three areas of study. The first is the Issues subject which covers the theoretical and practical aspects of education which of a general nature. The Methods subject covers the teaching of particular substantive areas such as Science or English. The data presented are created by combining the results of all substantive areas studied. The subject not reported is Teaching Practice, which covers students' Teaching Rounds.

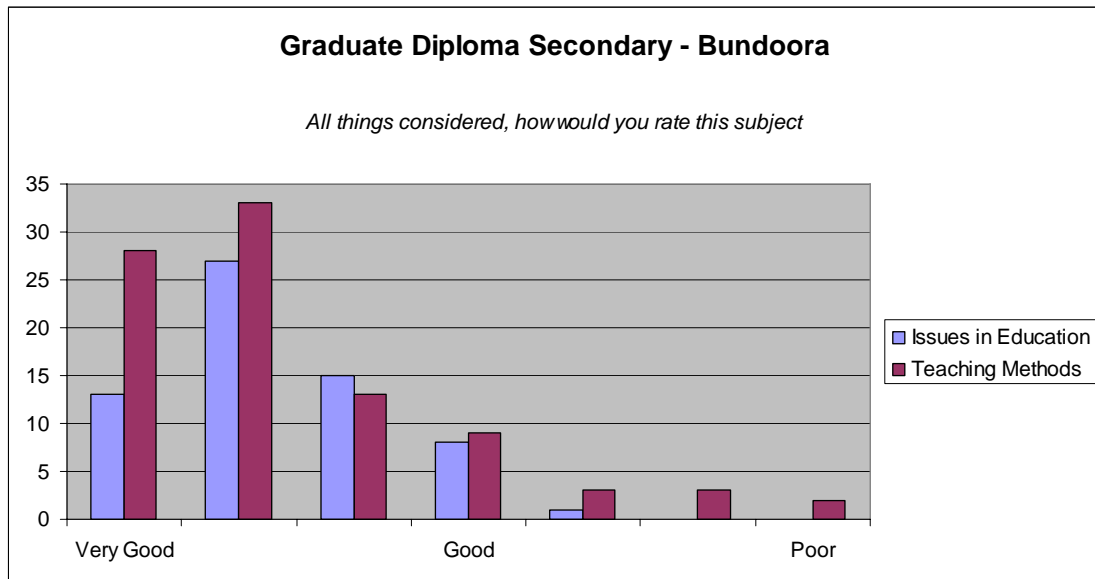
Diploma of Technology Education.



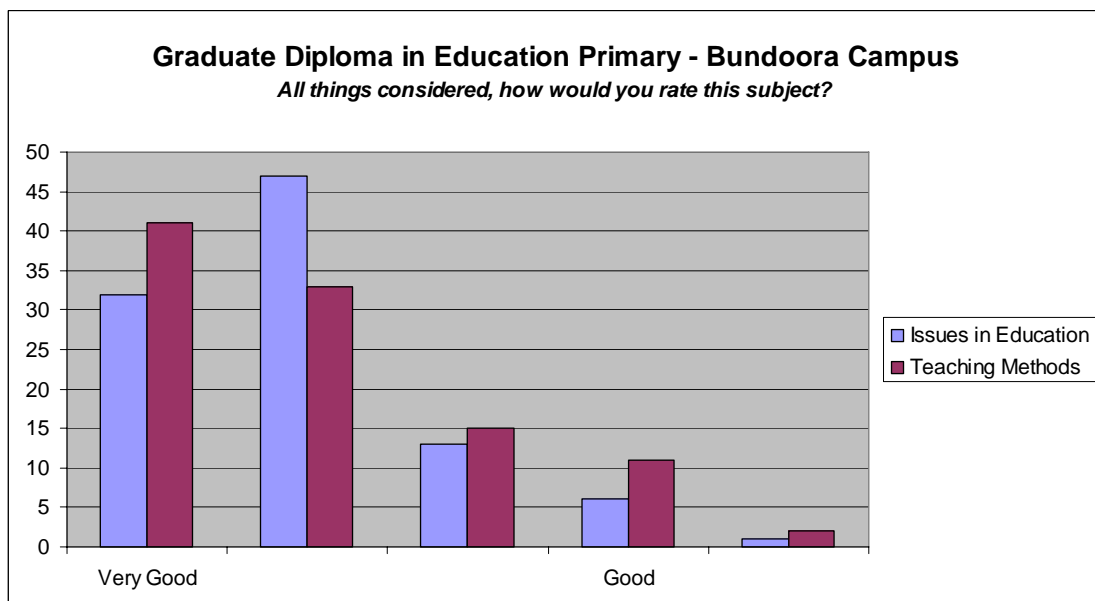
The results for issues are strong, showing that the majority of students were satisfied "all of the time" and 87% of students were satisfied at least "most of the time". The data for Methods represents the summation of reports for the 8 Key Learning areas and displays considerable variability. Individual staff members are responding to their data. A few staff members have been replaced.

Diploma of Secondary Education (Bundoora Campus)

Inspection of the graphs below shows that the results for Issues are strong. Ninety eight percent of students rated the subject as at least “good”, with 62% selecting the top 2 ratings out of 7. The data for Methods, representing the summation of reports for the various Methods areas, indicate that 90% of students rated their method as at least “good”, with 71% selecting the top 2 ratings out of 7.

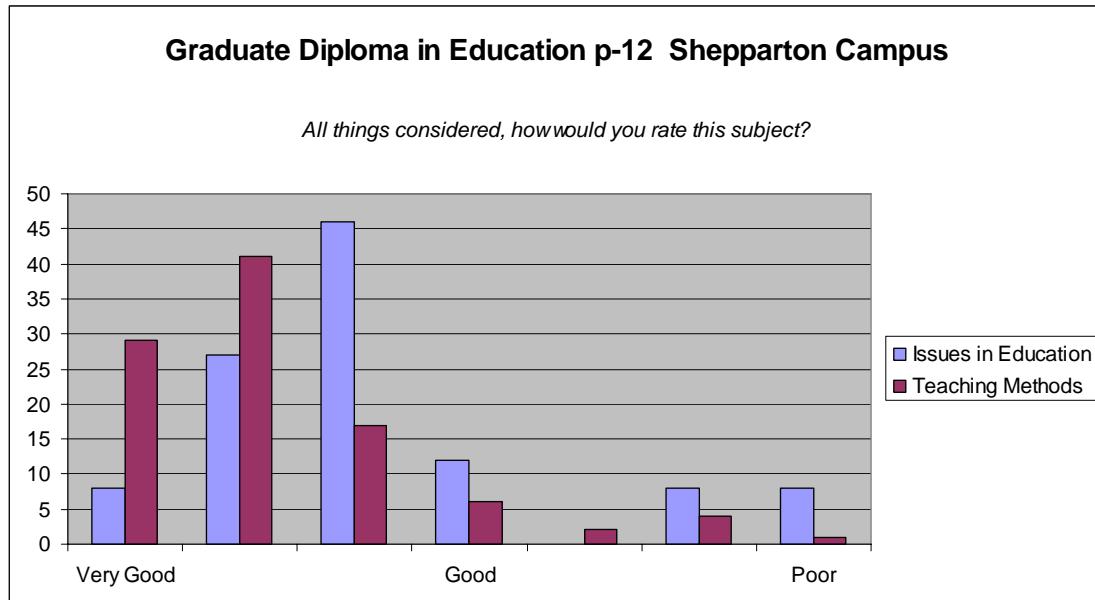


Diploma of Primary Education (Bundoora)



The results for Issues are very strong, showing that 99% of students rated the subject as at least “good”, with almost 80% selecting the top 2 ratings out of 7. The data for Methods representing the summation of reports for the 8 Key Learning areas are also strong. Just under three quarters of students selected the top 2 ratings out of the 7.

Diploma of Education (Primary) (Shepparton Campus)



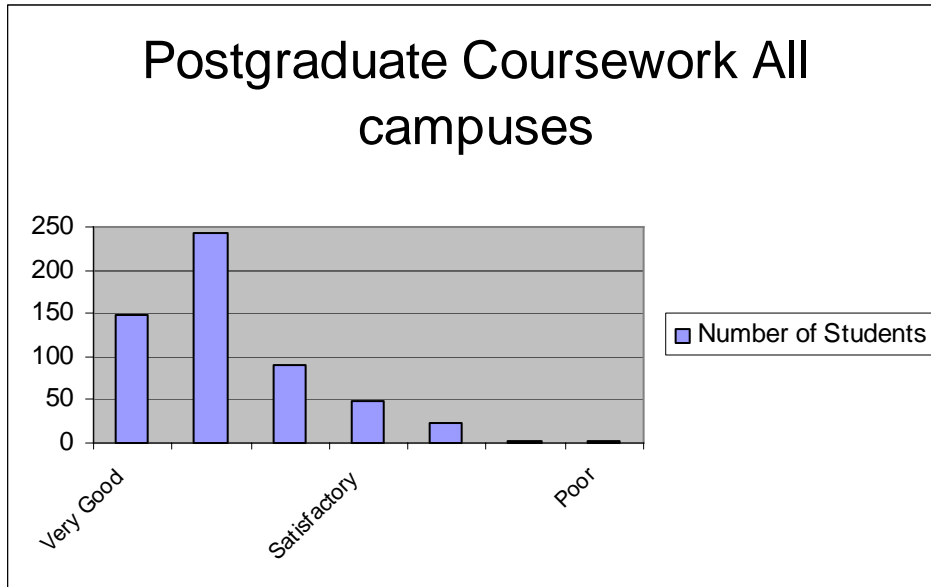
The results for Methods are very strong, showing that 93% of students rated the subject as at least “good”, with 70% selecting the top 2 ratings out of 7. The data for Issues indicates that only 35% of students selected the top 2 ratings although 92% rate it as at least “good”.

Graduate Coursework

The following graphs record the satisfaction of Graduate students undertaking units onshore, at the Bundoora, Albury/Wodonga and Shepparton campuses and offshore at the Hanoi, Ho Chi Minh in Vietnam, and Kunming in China.

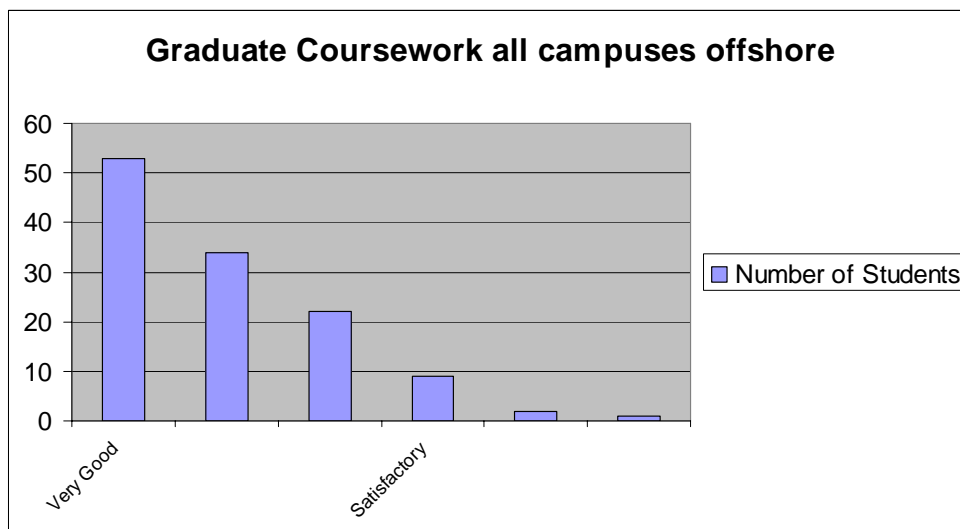
Onshore

The data recorded indicate that 90% of students rated their units as better than satisfactory, with 72% choosing the top 2 of the 7 ratings provided. These data indicate substantial satisfaction with the Graduate offerings. Units with lower ratings are being redesigned in light of the detailed evaluations provided.



Offshore

The data recorded indicate that 83% of students rated their units as better than satisfactory, with 66% choosing the top 2 of the 7 ratings provided. Once again, the data indicate substantial satisfaction with the Graduate offerings. Units with lower ratings are being redesigned in light of the detailed evaluations provided.



Postgraduate Supervision

In order to evaluate students' perceptions of the quality of the supervision that they had received in the Institute for Education (Now School of Educational Studies), 17 survey items rated by staff as highly relevant to quality supervision were included on a survey provided to all students enrolled in 2002 (including those who were suspended) were surveyed. .

The questions were

- 1 My supervisor provides guidance in refining my topic selection and clarification

- 2 My supervisor helps with planning my research, identify important goals and meeting deadlines
- 3 My supervisor is friendly, supportive and helpful
- 4 My supervisor provides an atmosphere in which I feel comfortable raising issues that concern me
- 5 My supervisor is available for discussions/consultations when needed
- 6 My supervisor sets aside uninterrupted time for us to discuss my research progress
- 7 My supervisor reads my work in a timely manner and in advance of meetings with me
- 8 My supervisor regularly provides me with prompt, comprehensive and constructive feedback on submitted written work
- 9 My supervisor assists with writing skills (eg expression of ideas, grammar, structure of thesis etc.)
- 10 I am satisfied with my supervisor's expertise of my research topic
- 11 I am satisfied with my supervisor's expertise of my research methodology
- 12 I am satisfied with my supervisor's expertise with regards to the process of supervising research students.
- 13 My supervisor assists me in consulting other people for expertise in areas outside his/her area of expertise
- 14 My supervisor helps me network with other researchers in my area
- 15 My supervisor encourages me to present my work at appropriate seminars/conferences
- 16 My supervisor gives me sufficient notice when he/she takes leave, goes overseas, will not be available, etc.
- 17 My supervisor has made his/her expectations of me clear

Responses to these questions were coded according to the following key.

True all of the time = 5

True most of the time = 4

True half of the time = 3

True little of the time = 2

True none of the time = 1

Results

The graph below records the average mean for all staff for each of the 17 items on the survey. The number of students supervised by staff ranges from 1 to 8 for respective supervisors. The response rate was 52%.

Inspection of these data indicates that nearly all items average between 4.47 and 4.91 out of 5. These results are consistent with approximately 90% of respondents reporting that their needs were met “most” or “all” of the time when it came to - clarity of expectations, levels of support and guidance, quality of feedback, availability and efficiency of supervisor, and finally, the supervisor’s substantive, methodological and supervisory expertise.

As a response to the relatively lower score on Question 14, the SES is increasing attempts to encourage Post graduate students to network by

- Encouraging staff to motivate their students to attend the full day conferences, Ed. D sessions, Soirees and Student organised sessions already available
- Publicising the benefits to students of attending sessions provided by the SES
- Fostering student membership of student support groups
- Ensuring that all students have 2 supervisors
- Providing Generic mentors (e.g. recently retired staff)
- Encouraging students to use the staff room (provide tea, coffee etc)
- Conducting Sunday programs for staff & student presentations of research in progress