

**FACULTY OF SCIENCE, TECHNOLOGY AND ENGINEERING
QUALITY ASSURANCE OF UNITS**

Report by Unit Co-ordinator

Unit code: ELE2CIR	Year: 2008	Campus: Bundoora
Unit coordinator: Dr Brian F. Usher		
Teaching staff: Dr Brian Usher (Lecturer and Coordinator, tutor and laboratory demonstrator), Geoffrey Tobin (Laboratory Coordinator), Adam Console (laboratory demonstrator and Tutor).		

SECTION A: NUMERICAL INFORMATION

Number enrolled: **36**

Number completing the QAU questionnaire: **33**

Grade distribution :

A:	B:	C:	D:	E:	N:	NS:
19%	25%	28%	17%		11%	0%

Other (Please list):

SAH-E	4%
SP-E	4%
SA-E	2%

SECTION B: STUDENT RESPONSES TO THE QUESTIONNAIRE

(a) Please complete the following table (with previous year's results if available)

Core Questions	Current mean	Last year's mean
a. The unit helped me develop my ability to work as a team member.....	4.0	
b. Work in this unit enhanced my analytic skills.....	4.0	
c. Learning in this unit helped me develop my problem-solving skills.....	3.9	
d. I have developed my skills in written communication in this unit.....	3.4	

e. The unit has helped enhance my confidence in tackling unfamiliar problems.....	3.7
f. The unit helped me develop my capacity to plan my work.....	3.5
g. I have improved my oral communication skills.....	3.4
1 The aims of the unit were made clear at the start.....	3.8
2 The teaching staff put a lot of time into commenting on my work.....	3.5
3 I was generally given enough time to understand the things I had to learn.....	3.3
4 The staff made a real effort to understand difficulties I might be having with my work.....	3.7
5 Appropriate forms of assessment were used in this unit.....	3.7
6 The teaching staff gave me helpful feedback.....	3.8
7 My teaching staff were extremely good at explaining things.....	3.8
8 The workload was manageable.....	3.4
9 The teaching staff worked hard to make this unit interesting.....	3.5

10 I was able to access the learning resources.....	3.7
11 The teaching staff of this unit motivated me to do my best work.....	3.8
12 Overall, I was satisfied with the quality of this unit.....	3.7

(b) Summary of student comments on best aspects

There is no consensus amongst the students regarding the best aspects of this unit which I believe is a good thing. Students learn in different ways and have different strengths, theoretical in some cases and practical in others. The majority of students do not offer a comment, but the fact that of those who do comment they find satisfaction either with the lectures, the laboratories or the tutorials suggests to me that these formats are all contributing to the student learning process and none of them is a disaster. However several students commented on the laboratories and I do believe they would benefit from a revision which made the objectives clearer and gave the students a better chance of completing laboratories within the allotted time.

(c) Summary of student comments on needed improvements

Again, very few comments and no consensus. However some students commented on the availability of staff in the laboratories. I believe this issue arose because of the shortcoming in the laboratories mentioned above, and if this issue is addressed then the available staff, which was three for most of the sessions, should be adequate for a class size of only 20 or so (there are two laboratory sessions for the approximately 40 students). Isolated comments which can be addressed are (i) to include a contents page in the lecture notes and (ii) to develop a set of problem sets covering each of the main topics within the unit.

SECTION C: UNIT COORDINATOR’S COMMENTS

(d) Last year’s suggested improvements

I returned to the teaching of this unit in 2008 after a break of three years and I continued on with improvements which I had flagged at that time, including making the laboratories more “investigative” rather than recipe following and giving a larger number of smaller assignments for the students to do throughout the semester.

(e) Unit coordinator’s comments on the unit this year

The unit ran well this year, however we can not overlook the fact that many students are coming into this rather demanding second year unit with ENTER scores which would not have gained them admission in previous years. The teaching has had to be rather more like high school, with repetition and revision of topics in lectures. While

the unit looks very similar to its form in the previous year the trend over a decade has been to simplify the lecture program by eliminating some topics and set a less demanding exam than would have been the case previously, particularly if we went back to the pre-Dawkins era.

(f) Unit coordinator's suggestions for improvements next year

I intend to revise the laboratories, mainly by focusing the preliminary work so that students have a good idea of the main aims of the laboratory. I would also like to make them less prescriptive so that they are required to show more initiative in designing their experiments (often designing a circuit and deciding on the set of measurements which need to be made on that circuit). I also intend to develop a set of problem sets, much like those that were developed in previous years for the first year unit ELE1IEL.

SECTION D: COMMENTS BY HEAD OF SCHOOL OR NOMINEE

Budget cutbacks forced reduction in staff numbers in labs, and higher Student:staff ratios in problem classes 7 tutes.
Will improve next year if we are given the budget.

Signed

(Head of School)

Date