

## Course Summative (semester-end)

### ANU Overall

Staff and Students were asked to rate the importance of question categories.

Numbers in the table are a CODE = M.%%

where

M = Modal (majority) response and

M = 1 = majority response was "Not Important"

M = 2 = majority response was "Important"

M = 3 = majority response was "Very Important"

M = 4 = majority response was "Extremely Important"

and

%% = Proportion of Responses % in Majority Category

Example

4.51 = 51% (as the majority) responded "Extremely Important (4)"

Abrami Question Type	Description	ANU	
		Students (max n=404)	Staff (max n=207)
Appropriate Use of Methods or Resources	Appropriate instructional methods and resources were used in class (eg - textbooks, tests for learning). Examples The learning resources were of a high quality Library resources relevant to this course were readily accessible.	3.37	2.41
Assessment	Assessment The assessment tasks in the course were appropriate (eg - content, frequency, time, weight, difficulty, fairness of grading). Examples The assessment was clear and fair. This course used methods of assessment that help me achieve its learning outcomes	4.54	4.42
Choice of Resources	Choice of Resources The quality of chosen learning resources (eg - text books, readings, multi-media) Examples The learning resources in this course help me to achieve the learning outcomes I found the resources provided for the course to be helpful	3.40	3.35
Clear Objectives and Standards	Clear Objectives and Standards Performance criteria and deadlines for assessments were clearly communicated in the course. Examples I had a clear idea what was expected of me The learning outcomes in this unit were clearly identified	4.55	4.46
Feedback	Feedback The use of review and feedback (frequency, positive/negative) in the course and its effect on students. Examples The feedback I received helped me to learn I received timely feedback on my work in this course	4.46	3.41
High level Cognitive Outcomes	High level Cognitive Outcomes The extent to which high level cognitive outcomes such as writing skills, reasoning, meta cognition, problem solving have been developed in the course. Examples This course helped me to develop my thinking skills (eg problem solving, critical analysis) I developed my ability to think critically and analytically	3.33	3.35
Interaction and Discussion	Interaction and Discussion Interaction and discussion was modelled, encouraged and achieved during classes. Examples The course provided opportunities to work with other students My learning was enhanced through collaboration with other students in projects, discussions, or other learning activities.	3.33	3.41
Overall Course	Overall Course The overall worth and quality of the course. Examples Overall, I was satisfied with the quality of this course Overall, I was satisfied with this course	4.51	4.45
Overall Learning	Overall Learning The overall quality and relevance of the perceived learning that took place including the achievement of learning objectives. Examples I learned a lot in this course Overall, this course provided me with valuable learning experiences	4.43	4.41
Preparation and Organisation	Preparation and Organisation How well was the course organised and prepared. Examples The course was well organised The course was well structured	4.48	3.45
Research and Learning Nexus	Research and Learning Nexus The extent to which research practice was used to enhance student learning. Examples Recent research findings were used effectively in this course This course incorporated the study of current research in the subject matter	3.35	2.38
Stimulation of Interest	Stimulation of Interest The extent to which student's interest in the course was stimulated. Examples I was motivated to achieve the learning outcomes in this course I felt part of a learning community	3.41	3.39
Student Engagement Self Reflection	Student Engagement Self Reflection Students self reflect on their level of engagement in their learning. Examples I made a consistent effort to succeed in this course I attempted to engage in this course to the best of my ability	3.31	3.31
Workload	Workload The amount and difficulty of work for the course and its assessments. Examples The workload demands of the course were about right The workload in this course was appropriate to the achievement of the learning outcomes	3.41	2.34

## Course Formative (mid-semester)

### ANU Overall

Staff and Students were asked to rate the importance of question categories.

Numbers in the table are a CODE = M.%%

where

M = Modal (majority) response and

M = 1 = majority response was "Not Important"

M = 2 = majority response was "Important"

M = 3 = majority response was "Very Important"

M = 4 = majority response was "Extremely Important"

and

%% = Proportion of Responses % in Majority Category

Example

4.51 = 51% (as the majority) responded "Extremely Important (4)"

Abrami Question Type	Description	ANU	
		Students (max n=390)	Staff (max n=198)
Appropriate Use of Methods or Resources	Appropriate Use of Methods or Resources Appropriate instructional methods and resources are being used in class (eg - textbooks, tests for learning). Examples The learning resources are of a high quality Library resources relevant to this course are readily accessible.	3.40	2.34
Assessment	Assessment The assessment tasks in the course are appropriate (eg - content, frequency, time, weight, difficulty, fairness of grading). Examples The assessment is clear and fair. This course uses methods of assessment that help me achieve its learning outcomes	4.44	2.29
Choice of Resources	Choice of Resources The quality of chosen learning resources (eg - text books, readings, multi-media) Examples The learning resources in this course are helping me achieve the learning outcomes I find the resources provided for the course to be helpful	3.38	2.30
Clear Objectives and Standards	Clear Objectives and Standards Performance criteria and deadlines for assessments have been clearly communicated in the course. Examples I have a clear idea what was expected of me The learning outcomes in this course are clearly identified	4.54	4.42
Feedback	Feedback The use of review and feedback (frequency, positive/negative) in the course and its effect on students. Examples The feedback I receive helps me to learn I receive timely feedback on my work in this course	4.50	3.31
High level Cognitive Outcomes	High level Cognitive Outcomes The extent to which high level cognitive outcomes such as writing skills, reasoning, meta cognition, problem solving are being developed in the course. Examples This course helps me to develop my thinking skills (eg problem solveing, critical analysis) I am developing my ability to think critically and analytically	2.34	2.37
Interaction and Discussion	Interaction and Discussion Interaction and discussion is modelled, encouraged and achieved during classes. Examples The course provides opportunities to work with other students My learning is enhanced through collaboration with other students in projects, discussions, or other learning activities.	3.34	3.34
Overall Course	Overall Course The overall worth and quality of the course. Examples Overall, I am satisfied with the quality of this course Overall, I am satisfied with this course	4.34	2.27
Overall Learning	Overall Learning The overall quality and relevance of the perceived learning that has taken place including the achievement of learning objectives. Examples I am learning a lot in this course Overall, this course is providing me with valuable learning experiences	3.36	3.28
Preparation and Organisation	Preparation and Organisation How well is the course organised and prepared. Examples The course is well organised The course is well structured	4.49	3.37
Research and Learning Nexus	Research and Learning Nexus The extent to which research practice is used to enhance student learning. Examples Recent research findings are used effectively in this course This course incorporates the study of current research in the subject matter	3.33	1.38
Stimulation of Interest	Stimulation of Interest The extent to which student's interest in the course is being stimulated. Examples I am motivated to achieve the learning outcomes in this course I feel part of a learning community	3.40	3.36
Student Engagement Self Reflection	Student Engagement Self Reflection Students self refelct on their level of engagement in their learning. Examples I am making a consistent effort to succeed in this course I am engaging in this course to the best of my ability	3.31	3.31
Workload	Workload The amount and difficulty of work for the course and its assessments. Examples The workload demands of the course are about right The workload in this course is appropriate to the achievement of the learning outcomes	4.41	3.31

## Teacher Summative (semester-end)

### ANU Overall

Staff and Students were asked to rate the importance of question categories.

Numbers in the table are a CODE = M.%

where M = Modal (majority) response and  
 M = 1 = majority response was "Not Important"  
 M = 2 = majority response was "Important"  
 M = 3 = majority response was "Very Important"  
 M = 4 = majority response was "Extremely Important"  
 and %% = Proportion of Responses % in Majority Category

Example 4.51 = 51% (as the majority) responded "Extremely Important (4)"

Abrami Question Type	Description	ANU	
		Students (max n=392)	Staff (max n=203)
Appropriate Use of Methods or Resources	Appropriate Use of Methods or Resources The teacher used appropriate instructional methods and resources in class (eg - text, tests for learning). Examples The teacher uses resources and materials effectively The teacher made effective use of teaching aids and media	3.40	2.35
Assessment	Assessment The teacher's assessment tasks were appropriate (eg - content, frequency, time, weight, difficulty, fairness of grading). Examples The teacher assesses, marks, and grades fairly The teacher marked and returned assignments and other assessments in reasonable time.	4.51	3.31
Availability	Availability The extent to which the teacher was available to assist students with their learning. Examples My teacher was available for consultation outside of scheduled class time The teacher was available for consultation and individual help where needed	4.43	4.32
Clarity of Instruction	Clarity of Instruction The teacher delivered clear, concise, understandable and accurate instruction (eg - in lectures, laboratories). Examples The teacher explains key ideas or concepts clearly The teacher communicates information and ideas clearly and effectively	4.63	4.48
Clear Objectives and Standards	Clear Objectives and Standards The extent to which the teacher communicated performance criteria and deadlines for assessments. Examples The teacher made clear what I needed to do to be successful in this course The teacher explained clearly what standards of work were expected of students in this unit	4.53	4.38
Concern for Students	Concern for Students The teacher was concerned and helpful when considering student difficulties. Examples The teacher treats students and their ideas with respect This teacher seemed helpful and approachable	4.44	3.40
Enthusiasm for Students	Enthusiasm for Students The extent to which the teacher communicates their enthusiasm, interest or liking for students as people. Examples The teacher worked hard to establish an effective relationship with me The teacher was courteous, sensitive and responsive in their interactions with students	4.38	3.31
Enthusiasm for Teaching	Enthusiasm for Teaching The extent to which the teacher communicated their enthusiasm, interest and liking for teaching. Examples The teacher had a good manner (eg - friendly, helpful, enthusiastic) The teacher showed a positive attitude to helping me learn	4.44	3.33
Feedback	Feedback The teacher's use of review and feedback (frequency, positive/negative) and its effect on students. Examples The teacher provides feedback in time to help me improve This teacher made constructive suggestions for improving my work	4.51	3.39
High level Cognitive Outcomes	High level Cognitive Outcomes The extent to which the teacher is promoting high level cognitive outcomes such as writing skills, reasoning, meta cognition, problem solving. Examples The teacher encourages me to think critically, solve problems, and communicate ideas The teacher encourages me to develop independent learning skills	3.35	3.35
Inclusiveness	Inclusiveness The extent to which the teacher modelled, and encouraged a diversity of opinions, ideas and viewpoints and an absence of prejudice. Examples The teacher treated all students fairly and equally The teacher dealt fairly and impartially with each member of the class	4.43	3.35
Interaction and Discussion	Interaction and Discussion The teacher modelled, encouraged and achieved interactive classes in which both students and teacher contributed to the class. Examples The teacher created a learning environment which encouraged interaction and engagement The teacher established a sense of community among students in the course	3.39	3.31
Knowledge of Domain	Knowledge of Domain The teacher's knowledge of the specific course subject matter and its applications. Examples This teacher showed a good knowledge of the subject matter The teacher demonstrated appropriate knowledge of the subject area	4.54	4.36
Overall Teacher	Overall Teacher The overall effectiveness of the teacher. Examples <Teacher Name> is an effective teacher Overall I was satisfied with the quality of teaching from this teacher in my course.	4.52	4.46
Preparation and Organisation	Preparation and Organisation How well the teacher prepared themselves for teaching. Examples The teacher organises and uses time effectively to promote learning The teacher was well prepared	4.48	4.33
Research and Learning Nexus	Research and Learning Nexus The extent to which the teacher used research practice to enhance student learning. Examples The teacher made effective use of recent research findings in their teaching The teacher incorporated current issues/research as examples	3.37	2.37
Stimulation of Interest	Stimulation of Interest The teacher stimulated student's interest in the course. Examples This teacher stimulated me intellectually The teacher inspires intellectual stimulation and interest in the course	4.40	3.36