

2013 Short Course Student Feedback Final Report - February 2014

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Summary

During 2013 written feedback was again sought from students in the short course program. Thirty-two courses participated, with 264 students providing feedback which represents 82% of the average student attendance in those courses. As in previous years the feedback was very positive about the running of the course and the benefits derived.

Students overwhelmingly rated their particular course as very enjoyable (93%), stimulating (93%), and strongly endorsed the tutor's providing a supportive and friendly atmosphere (95%). They highly rated (93%) sessions as well-organised and of high quality content, demonstrating the professionalism of tutors.

There was less agreement about the course length, with a third indicating a preference for a longer course to further explore the topic or consolidate the skills involved. However 64% thought that the course length was "Just right".

At a personal level, students benefited significantly from their participation in the course. The vast majority of students (80%) nominated the knowledge gained in the subject area as the most important outcome. Motivation/Inspiration was also noted by just over half (58%) as a significant benefit, while a further 42% stated that they derived companionship from their course participation.

As such, we can conclude that the various short courses were enjoyable and well run along lines that support learning for mature age students. The educational and social goals of the program appear to have been met and the provision of short courses is highly valued by members. Some suggestions were made for extending the program in specific areas and about new topics or extending existing programs, thereby providing guidance to the Course Coordination Team in further development of the program.

In acknowledging some limitation to the survey process, we recommend that an electronic survey be implemented in 2014 which would enable greater comment by students, the inclusion of members who have dropped out, and more efficient data entry, analysis and feedback to individual tutors.

Introduction

Providing a high quality, diverse and stimulating education program for members is central to our U3A mission. Thus in 2010, U3A Melbourne City introduced a policy of written student feedback to enable students to comment formally on their experiences of courses attended, and to provide useful information to tutors and coordinators for planning and delivery of future courses.

The report on the 2010 year-long courses demonstrated the quality of that program and members appreciation of tutors' contribution to their knowledge and wellbeing. Given the stability in year-long courses offered, the target of student feedback since 2011 has been the growing short course program. During 2013 fifty eight semester length and short courses were run. These covered a diverse range of topics, with almost half (25) being new courses, offered in many instances by tutors new to our program.

Participation in the feedback process is on a voluntary basis for both tutors and students, with the focus once again on new and revised courses. This report documents the perceptions and comments by some 260 students attending those participating courses.

Feedback Implementation

Feedback forms and an accompanying Tip Sheet were given to relevant tutors towards the course end, with a request to distribute/collect the feedback forms at the last class. Based on previous findings, the 2013 Form had been revised to enable quicker rating and comment by students at the end of the class (see appendix). Questions asked about students' enjoyment and benefits of attendance; their perceptions about how the course was run; any suggested changes and general comments on our program.

Feedback was provided on 32 courses, thirteen of which were new courses, 5 revised and 14 continuing/repeat ones (see appendix). As such comment was received on half (52%) of the new courses in the 2013 program. A total of 264 forms were returned, representing 54% of the 493 students enrolled overall in the 32 courses. With drop-outs inevitably experienced, this number of returns represents a higher 86% of last day attendance and 82% of course average attendance, thereby providing a relatively sound basis for analysis and interpretation.

Key Findings

Key aspects of course (Question 1)

Students were asked to rate a total of nine different aspects of the course they attended covering students overall enjoyment, course content, presentation and educational approaches. Students were then invited to expand on any of their ratings by providing comments alongside their choice.

Each aspect with sample quotations from students is reported as follows:

1. Enjoyable

Overall 93% of the students indicated that they enjoyed their course very much, giving it a "Strongly agree" rating. A further 6% were positive as they ticked the "Somewhat agree" category. Some commented on their overall enjoyment, with others noting the tutor's enthusiasm, the benefits gained and group discussion as specific sources of enjoyment.

- *"The whole course has been great. The book is nowhere near as frightening now, and the class was very enjoyable" (Advanced James Joyce's Ulysses)*
- *"The Tutor tells stories along the way which makes it interesting and enjoyable (Architectural Heritage Walks)*
- *"Enjoy the course and look forward to it weekly" (Thai Language for fun and travel)*
- *"I have enjoyed this experience and understand the added overall value it has provided to my own good " (Creative Journaling)*
- *"The most enjoyable part is the high participation of members" (Philosophers' Cave)*

2. Stimulating

Again 93% of the students indicated that they found their course very stimulating, giving it a "Strongly agree" rating. The remaining 7% were also positive, ticking the "Somewhat agree" category. For some, the range of information, materials and questions posed challenged them to engage more with the topic.

- *"The content was widespread and of a stimulating nature inspiring much discussion" (Behind the News)*
- *"The whole work 'Paradise Lost' and explanation has been very stimulating and encouraging further reading" (Paradise Lost)*
- *"Very stimulating making the course interesting" (Thai Language for Fun and Travel)*
- *"This course is extremely interesting and also challenging, giving a great deal of food for thought" (Poetry Across the Centuries)*

3. Friendly supportive atmosphere

Across all short courses 95% students strongly agreed that their course was conducted in a friendly and supportive atmosphere. Comments related to the support and encouragement which tutors gave their students as well as rapport between class members and tutors.

A further 5% somewhat agreed with this statement.

- *"Although students all at different levels and with differing cameras, good rapport developed in group" (Digital Photography)*
- *"Fellow students are very helpful especially those with greater language skills (Italian Conversation: Intermediate)*
- *"The relaxed nature of this course puts everyone at ease and this promotes a risk free atmosphere for presenting your work. This is most important" (Creative Writing Workshop Pt2)*
- *"The Tutor did not criticise of our comments even if he disagreed. Other members often answered each others question" (Behind the News)*

4. Well-organised sessions

Most students (93%) strongly agreed that their classes were well-organised, while a further 7% somewhat agreed with this statement. It is pleasing to note that this result was higher than in 2012 where 88% strongly agreed that classes were well-organised.

- *"Well thought out division of information with the more technical aspects" (Digital Photography)*
- *"The Tutor is very firm in steering us along the way, he has started asking pertinent questions throughout each class" (Poetry Across the Centuries)*
- *"Course objectives were very well explained and used to direct the flexible class discussion towards their achievement" (Physics- Sound & Music)*
- *"There is no time-wasting. The Tutor is firm and friendly, we are there to sing and we do" (French Through Song)*

5. High quality content

Correspondingly, 93% students strongly agreed that the course content was of a high quality, noting the comprehensiveness and excellence of information presented.

- *"Well chosen. Interesting subject areas relating to this genre" (Talking about Spies)*
- *"I didn't know anything about the subject so found the content fascinating" (Meditation)*
- *"The Tutor presented material that was very relevant to the particular feature under discussion on each week" (Behind the News)*
- *"The tutor is wonderful. Draws marvellous parallels between Milton and present day situations. Brings Milton to life and the difficult seem accessible (Paradise Lost)*

A further 7% somewhat agreed with this statement and qualified their responses.

- *"All material relevant, but perhaps too much – use less material, but use less more" (Democracy & Sex)*

6. Clear & interesting presentation

It was evident that most tutors provided information in a clear and interesting way, given that 92% of students strongly agreed and a further 7% somewhat agreeing with this proposition.

- *"An excellent facilitator with a great knowledge of the subject and computers" (Computer Security)*
- *Excellent preparation, clear and concise" (History of the French Revolution)*
- *"The Tutor is an excellent presenter of material and works hard to get group members to respond. He pushes without becoming intrusive" (Motivation to Refocus Your life)*
- *"Clearly the tutor is an expert in this subject and a very experienced and competent teacher" (Introducing James Joyce's Ulysses)*

7. Student participation & interaction encouraged

All respondents agreed with this statement (94% strongly and 6% somewhat agreed). Comments showed that students' appreciated this encouragement to participate by tutors, regarding questions and discussion, topics covered and in some cases interaction beyond the class room.

- *"Students able to ask for clarification during presentations. Strongly encouraged to provide own photos from excursions and earlier travel" (Digital Photography)*
- *"Tutor asked what we as a group wanted and accommodated answers as required during the presentation (Finances in Retirement)*

- *"The Tutor guided class members into much discussion in a most professional manner" (Behind the News)*
- *"Visit to VCA -'The Tempest'-wonderful to see live a play we'd studied" (Theatre: Many Ages and Genres)*

Qualified responses included the following:

- *"The model of Democracy & Law was more interactive- e.g. small group, reporting back etc." (Democracy and Sex)*
- *"I appreciate that the Tutor had a lot to get through, but a little more class discussion would be good" (America)*
- *"Too much interference from a couple of students, preventing the tutor getting on with the book" (Paradise Lost)*

8. Useful learning activities & Resources

Eighty-six percent of respondents strongly agreed that their course incorporated useful learning materials and activities. A further 11% somewhat agreed with this statement. Students appreciated the effort tutor's made to provide additional class resources such as hand outs, audio-visual materials, additional references including links for further study.

- *'Slides of teaching notes were distributed through e-mail before the class and were used effectively to guide the class discussions" (Physics: Sound and Music)*
- *"Superb lecture notes, which have become the basis of my study on human brain" (Psychology and Biology of the Brain)*
- *"Interesting poems and short stories that helped to illustrate the Art of Medicine" (Art of Medicine)*
- *"Tales supplemented by other readings the Tutor had" (Fairytales: Hidden meanings)*
- *"Useful internet research initiated from class discussion" (Talking about Spies)*
- *"Photo-shoot very important for trying out the theory and getting to know the camera. handouts throughout and folder good" (Digital Photography)*

9. Length of Course

In terms of the length of their course, the majority, 65% strongly agreed that their course length was "Just right". However 33% suggested that the course was "Too short", wanting the course to run for a longer period or the session to be slightly longer given the amount of material to be covered, skills to be learned and their enthusiasm for the particular course.

- *"Some topics probably needed more time – but due to time constraints were not fully explained" (Managing Finances)*
- *"Was just starting to get really into it and felt the group was also- so may be a few more weeks would have been good " (Creative Journaling)*
- *"This course (Part1 & part2) should run a minimum of 12 sessions to allow coverage of the Stephen Dedalus chapters" (Advanced James Joyce)*
- *"Should be year long" (Philosophers' Cave)*

A small number of members (2%) thought that the course was "Too long", in particular the class length.

- *"I felt 1.5 hours was too long for my concentration on a very new practice" (Breath and Movement)*
- *"Two hours rather than 2.5 hours would be better" (Paradise Lost)*

Suggested changes to the content of the course or how it was run (Question 2)

Students were asked if they had any suggestions for changes in what the course covered or how the course was run. Only 60% of students responded to this question. Of these many students saw no need for change, commenting on the excellence of course content and their enjoyment of the subject matter. They stated that there was no need to alter something that is working well.

- *"No changes are necessary both to content and teaching method of the course for they are very effectively integrated, and cater to the needs of U3A students"* (Psychology and Biology of the Brain)
- *"Worked well as an informal discussion group"* (Philosophers' Cave)
- *"I can't think of any particular improvements. However, the subject matter covered was most impressive"* (Democracy & Sex)
- *"No. But it was the best run /presented course I have so far attended at U3A"* (Behind the News)

Of those suggesting change many focused on the need for a longer course, extension/follow up course, or a new course in a related area.

- *"I would like a follow up of this course"* (Computer Security)
- *"I would love a series of Physics. But in short course format and repeated so if you can't make one course you can pick up at another one"* (Physics of Everyday things)
- *"I would very much like the Tutor to continue in 2014. She is an excellent and animated presenter. Fabulous"* (Fairytales: Hidden meanings)
- *"Perhaps a separate one to write family history- that is why I joined. This covers both but more focus needed on this aspect"* (Creative Writing Workshop-Introduction)

There were some useful specific suggestions for class delivery and future course planning. For example:

- *"Don't let very dominant personalities hold the floor"* (Philosophers' Cave)
- *"Because the class is quite large, rather hard to give everyone a turn to speak. Dividing into small groups could work, but the tables and chairs not very flexible"* (Paradise Lost)
- *"Maybe smaller classes with different levels of conversation skills"* (Italian Conversation: Intermediate)
- *"Should be held in a bigger lab so everyone can have a computer"* (Computer Security)

What did you get out of attending the course? (Question3)

Based on 2012 feedback about what members got out of the course, the 2013 students were asked to circle a number of outcomes and to make any comments if they wished to elaborate. A total of 86% of respondents indicated that they had gained at least one of the outcomes listed in the question, although many failed to elaborate by way of comment.

1. Knowledge.

This was the highest scoring of the outcomes, with 80% of respondents across all courses stating that they had gained much knowledge by attending their chosen course.

- *"Further appreciation of the French language, improved my general knowledge, musical knowledge and sense of history"* (French Through Song)
- *"Invaluable volume of knowledge without which I would not have been able to tackle Ulysses"* (Advanced James Joyce's Ulysses)

- "Yes, made to look more closely at my camera/manual and deepen understanding of various aspects e.g. depth of field, focus" (Digital Photography)
- "An understanding of a new area" (Thai language for fun and travel)
- "A lot of practical knowledge to help me to plan better for the future" (Managing Finances)

2. Improved Health/Wellbeing

Over a quarter respondents (27%) indicated an improvement in health and wellbeing as a result of their course participation, the majority circling "Wellbeing" rather than "Health".

- "This course came along at the right time in my life. Have become more positive, clear headed, stable and energetic" (Motivation to Refocus Your Life)
- "Lifts ones soul and spirits" (French Through Song)
- "A new way of coping with life and all the trials and tribulations – inner calm" (Meditation)
- "At 83 years, I believe the notion of 'use it or lose it' to be very important to one's wellbeing" (Democracy and Sex)
- "I feel younger, that my brain is more active and sharper than ever in learning as well as problem solving" (Psychology & Biology of the Brain)

3. Skills

Thirty-three percent of respondents considered that they had learnt new skills from attending their course, either topic specific or more general study skills.

- "Improved conversation skills" (Italian Conversation: Intermediate)
- "The skill of identifying the philosophy and biases of the media has been fostered in the participants of this course" (Behind the news)
- "Linking what was seen with changed architecture over 150 years" (Architectural Heritage Walks)
- "Cross reference of skills i.e. sourcing material etc." (Poetry Across the Centuries)

4. Motivation/Inspiration

Some 58% said that they were either "Motivated" or "Inspired" by attending classes, with a fairly even distribution between these two elements. Students reported reconnecting with great joy with earlier interests, being inspired to explore more widely or in depth topics covered in class, to put into place desired changes and practices, and to join future classes.

- "Renewed interest in the theatre" (Theatre: Many Ages and Genres)
- "Was impressed by the power of 'art' as a means of helping to clarify aspects of oneself or one's life" (Creative Journaling)
- "I joined to recover my motivation- and it was successful" (Creative Writing Workshop- Introduction)
- "Starting point for extending reading of Jung, myths and fairytales" (Fairytales)
- "To continue learning, questioning how science works" (Physics of Everyday Things)
- "Has motivated me to check out my computer security more thoroughly and to keel updating my security" (Computer Security)

5. Companionship

Companionship is a strong factor for students attending our courses with 42% indicating this was important outcome for them.

- "I enjoy and appreciate very much the contributions and friendship of everyone in the class" (Psychology and Biology of the Brain)
- "The members of this group are particularly friendly" (Creative Writing Workshop Pt 2)
- "Many friendships have developed which we hope to continue informally" (Advanced James Joyce's Ulysses)

- "Rewarding to speak and interact with others who share my interest in this area" (Talking about Spies)
- ""Yes, good starting point to meet like minded people" (Architectural heritage Walks)

6. Confidence

Thirty–two percent of respondents indicated that the course had boosted their confidence in various ways.

- "I feel more confident in contributing to discussions now that I have been a participant in this course" (Behind the News)
- "I also feel more positive about my chances of reaching some goals which is quite a change for me" (Motivation to Refocus your Life)
- "Yes, I **can** understand this stuff! -If taught properly, which I wasn't at school" (Physics of Everyday Things)
- "Yes – it is an important aspect – especially as a number of women are faced with financial decisions later in life" (Managing Finances)

7. Other

A smaller number of respondents (15 %) made other comments, for example relating to the tutor or venue.

- "This was like the best University tutorial you could ever imagine – I have never attended or given one that bettered it" (Advanced James Joyce's Ulysses)
- "The meeting room in the Welsh Church Hall is very cosy and intimate. Ideal for language learning" (French Through Song)

Do you have any other comments to make about this course or our U3A Melbourne city Course Program overall (Question 4)

This open ended question attracted a response rate of 49%. As in previous surveys students took the opportunity to note the excellence of the Short Course Program at U3A Melbourne City: the value of short courses, their diversity and quality of the tutors.

- "The Short Courses are very beneficial , as they are an introduction to the subject" (History of the French Revolution)
- "Very much appreciate great quality of the class leaders in U3A" (Fairytale: Hidden meanings)
- "Just thrilled that so many talented people are prepared to impart their knowledge in such a non-threatening environment" (Physics: Sound and Music)
- "I am impressed by the breadth of knowledge among the members of U3A Melbourne City and the dedication of all the Tutors I have been fortunate to meet. And the ever increasing range of courses being provided is wonderful. I am very impressed by the skill of all the Tutors I have participated with and by their generosity in volunteering their expertise." (Behind the News)

A number of students made specific suggestions about topics or course formats they would like to see incorporated into the future development of the program.

- "I like short courses. Can we have half year courses rather than full year courses? It would allow more flexibility for both students and tutors" (Digital Photography)
- "Short courses offered by city U3A are very interesting. My interests include psychology, ethics, understanding music" (Psychology and Biology of the Brain)

- *"It would be wonderful if after a few more short courses of French through song (or its conversion to a yearlong course!) we could have an informal concert or soiree! With French food! I would happily do German through song, any language through song" (French Through Song)*
- *"More literature courses will be greatly supported" (Paradise Lost)*
- *"I wish there would be more music or music related courses from now on, such as 'music appreciation', 'joys of oldies' and 'music and old age'" (Physics: Sound and Music)*
- *"Would like more heritage walks to other interesting parts of Melbourne" (Architectural Heritage Walks)*
- *"More science subjects will be appreciated" (Physics: Sound and Music)*
- *Suggestions for other courses: US 1750's, Italian travelling, Touring Australia, Inexpensive travelling abroad, Travel writing, French literature, Calligraphy, Paper sculpturing etc." (Digital Photography)*

Other students noted the overall benefit of belonging to U3A Melbourne City.

- *"I stand behind my previous statement that U3A is the greatest gift to older members of society. I consider myself extremely fortunate to be a member of U3A Melbourne City" (Poetry Across the Centuries)*
- *"I joined (U3A) in February 2013 and it has changed my whole attitude to living in Melbourne. Wonderful activities, wonderful companions" (Advanced James Joyce's Ulysses)*
- *This was my first session with U3A Melbourne and I will be continuing as there is so much offering covering a wide range of topics and events" (Meditation)*

Discussion

The reported Feedback is overwhelmingly positive regarding the delivery and personal outcomes of the courses attended. Students strongly expressed their enjoyment of the courses and found them stimulating, well organised and of high quality. A friendly supportive atmosphere is central to fostering engagement and learning for senior students, so it is pleasing that almost all strongly agreed that this was provided and their participation was encouraged.

Clearly members gained much from attending their particular course, the knowledge gained being the most important outcome for the vast majority (80%), complemented by skills acquired in specific courses. A reignited interest in their chosen topic and the motivation/inspiration to delve further are benefits that transcended the classroom, with over half the participants (58%) circling this outcome.

The social component of attending courses is significant for many members, with the interactions within the classroom and beyond highlighted by 42% respondents. Finding "like minded people" and having opportunities for either group or individual contact appears to play an important role in building friendships and furthering enjoyment of a particular interest.

Many students commended the tutors on their excellence and commitment of volunteer time to the program, desiring no changes whatever to the course. Among the "changes" requested, several popular courses have been converted to yearlong or semester ones for 2014 and others already repeated or scheduled for 2014. The suggestion for a skill division in the Italian Conversation course has been positively received by the tutor, who will offer 2 courses in 2014.

There is strong support in the student feedback for the growth and diversity of the short courses program, which can provide members with an introduction to a topic, enables flexibility in commitment and can be developed into a related series that extends members knowledge. Participants made useful suggestions on topic areas that can be expanded or introduced in the future. For example: science topics, song and music courses, literature, and travel. The Course Coordination Team is delighted that new 2014 short course offers are coincidentally responding to some of these ideas, with courses already scheduled on topics such as genetics, neighbourhood walks, independent travel, philosophy and music, and literature.

However, without the commitment and expertise of the volunteer tutors neither the benefits experienced, the diverse program, nor its future growth would be possible. The students' feedback demonstrates a keen appreciation of tutors' contribution, and also provides pointers for future tutor support, planning and recruitment by the Course Coordination Team.

This positive feedback confirms that the short course educational program is meeting the educational and social needs of our participating members and is highly valued. The findings are consistent with both the 2011 and 2012 surveys which indicates a continued high educational standard in line with practices that support mature age learning.

The Feedback survey is not however without some limitations. Although a relatively large percentage of students completed feedback forms during 2013, many either did not turn the page or failed to provide qualitative feedback in questions 1 and 3. This may reflect the encouragement and level of importance the tutor placed on such feedback, the prior advice to students about the forthcoming survey, and the time given to complete the form at the end of the last class.

Anecdotal information about a new course with a 93% return rate and many qualitative comments, indicates that the tutor gave the form out a week in advance for students to complete, with strong encouragement to provide meaningful and constructive comments. This contrasts with another new course with 36% return rate, where despite encouragement from the Course Coordination team and reminder by a class member, the tutor did not distribute the forms until the class had ended.

These instances suggest that for 2014 it may be useful to distribute the survey directly to students towards the end of the course, enabling them to provide feedback in a less rushed context and give comment directly back to the Coordination team, who would provide each tutor with a course summary soon after its completion. Where students have email, this could be done electronically which would also reduce the amount of printed forms, aid preparation of course summaries and data analysis.

Queries will inevitably be also raised about the views of students who had withdrawn from the courses and did not participate in the feedback process. Would they have rated their experiences as highly? Overall data collected by the U3A office during 2013 about the reasons members withdraw from courses, indicates that the vast majority (74%) do so for personal, family and health reasons, rather than enrolment issues or dissatisfaction with the course. This as such, would support the overall positive feedback reported here.

The proposed introduction of electronic student feedback would provide the potential to include those students who have dropped out along the way. This would collect currently missing information about their perspective on the course and more specific reasons for their withdrawing.

Recommendations

For stakeholders to benefit from this student feedback it is recommended that:

1. The Committee of Management make this report available to all Tutors and interested members via the website and the U3A Melbourne City office.
2. The Committee of Management and Promotions Committee use the report findings and student comments as appropriate in terms of grant applications and promotion to members and the wider community.
3. An Executive Summary of this report be distributed to tutors and published on the U3A Melbourne City website for all members information.
4. An article about the Student Feedback be written for the Newsletter to acknowledge and inform members and the general public about quality and outcomes of the 2013 short course program.
5. The report be discussed at a Tutors' Workshops/Meeting to gain their perceptions on the findings and to reinforce positive tutoring approaches with mature age students.
6. The Course Coordination Team consider suggestions by members in respect of short course development and organisation of the U3A Melbourne City education program.
7. That the Committee of Management support the introduction of an electronic survey for student feedback in 2014 to enhance the quality of feedback, in the first instance for the short course program, to better inform future improvement of the U3A Melbourne City education program.
8. The Course Coordination and Administration Teams design and implement an electronic survey to gain feedback from short course students, including those students who dropped out of a course.
9. That Office volunteers continue to collect ongoing information on the reasons students give for withdrawal from courses, both yearlong, semester and short courses.

Acknowledgements

The Committee is greatly appreciative of the voluntary participation by tutors and students in this Feedback process, and the work of the Course Coordination Team volunteers who administered, analysed and reported on the Student Feedback.

Appendix - Participating short courses

Advanced James Joyce's Ulysses

America- Land of the Free? Home of the Brave? (America)

Architectural Heritage Walks

Behind the News

Breath and Movement

Can We Retrieve the Art of Medicine (Art of Medicine)

Computer Security

Creative Journaling

Creative Writing Workshop- Pt 1

Creative Writing Workshop Pt 2

Democracy & Sex

Digital Photography

Fairy tales: Hidden meanings

French Through Song (2 courses)

History of the French Revolution

Introducing James Joyce's Ulysses

Italian Conversation: Intermediate

Managing Your Finances in Retirement (Managing Finances)

Meditation

Motivation to Refocus Your Life (2 courses)

Paradise Lost: Poetry, life and times of John Milton (Paradise Lost)

Philosophers' Cave

Physics of Everyday Things

Physics of Everyday Things: Sound and Music (Physics- Sound & Music)

Poetry Across the Centuries

Psychology and Biology of the Brain

Talking about Spies

Thai Language for Fun and Travel

Theatre: Many Ages & Genres

2013 Student Course Feedback Form



Course Name:

Tutor's Name:

Date: / /

Please complete this form so that we can use your feedback to improve our U3A Melbourne City program. Your feedback is confidential.

Question 1: For each aspect of the course tick one of the options and comment on your rating				
Aspects of course	Disagree	Somewhat agree	Strongly agree	Comments
Enjoyable				
Stimulating				
Friendly supportive atmosphere				
Well-organised sessions				
High quality content				
Clear & interesting presentation				
Student participation & interaction encouraged				
Useful learning activities & resources				
Course length	Too long	Too short	Just right	

Question 2: Can you suggest any changes to the content of the course or how it is run?

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Question 3: What did you get out of attending the course? Please circle and comment.

Knowledge
Improved Health/ Wellbeing
Skills
Motivation/Inspiration
Companionship
Confidence
Other

Question 4: Do you have any other comments to make about this course or our U3A Melbourne City Course Program overall?

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Your name (optional):
office.

Thank you for your time and thought in completing this form. Please return either to your tutor or the U3A