





My Report

Last Modified: 03/22/2011

1. This course is preparing me appropriately for my teaching career.

#	Answer	Bar	Response	%
1	Strongly Agree		18	21%
2	Agree		57	66%
3	Neither Agree nor Disagree		10	11%
4	Disagree		0	0%
5	Strongly Disagree		2	2%
	Total		87	

Statistic	Value
Min Value	1
Max Value	5
Mean	1.98
Variance	0.53
Standard Deviation	0.73
Total Responses	87






2. Comments

Text Response
It is a little hard to get my head around things at the moment as some parts of the course appear disjointed.
It has so opened my mind.
I really appreciate the thoughtful way in which this course is approached
I am happy that the course is providing me with a theoretical framework. The learning journey that I am on is both challenging and enriching. I trust the strike team to support me through the course.
While I only 'Agree' with this statement at the moment, I guess this is just because of the timing of this survey. I get the impression that after the professional experience I will feel more prepared.
Without understanding what a teaching career is I can't say if the course is preparing me for it. I think I would be better placed to answer this after my prac teaching.
It's a bit hard only 5 weeks in and prior to any professional experience to judge just how well it is preparing me, but I can see the relevance of everything we are covering. Therefore, I anticipate that the more theoretical, or at least 'out of school' work we've been doing will prepare me as well as it could for what is a very practical and hands on career.
Until I start my teaching career, I can't really know whether the course has been preparing me appropriately. But I do feel more prepared!
Having this survey after our first exposure to the class room (i.e. after observation days) would have been a better idea unless there is going to be a follow up survey and you wanted to see the changes observation days made in our thinking.
STS might need to be a little more hands on and give us the actual practical advice we need before going on prac and into the classroom.
yes I am feeling I am being prepared, it is after all only 6 or so weeks, and will hopefully feel 10 times more prepared at the end of 6 months!
I still feel as though something in the course is missing. I think (hope!) that everything will come together when we start our observation days.
I think that this is true but will no better after I have been on Professional Experience. It is certainly making me think about what I am doing and why I am doing it.
Slightly more focus on STS subject content in tutorials would be beneficial. Especially working toward the National Curriculum and what that involves for each subject.
I think this course has allowed me to think of aspects of teaching that I would never have considered before if I had just been thrown into a classroom situation
I know it is preparing me for some aspects of teaching. To modify some infamous phrases, the known unknowns are not worrying me; it is the unknown unknowns that are anxiety-boosting.
I don't feel prepared to make a commitment either way on this one until I've done some professional experience.
As far as pedagogy, ICT are concerned, the course is providing more than I was expecting. The lack of focus on subjects themselves is a bit of a worry.
I have questions about the balance between theory and practice (do we need theory, couldn't we just get practice) but I think lecturers are explaining that they are preparing us for a long-term teaching career, not just our first lesson.
Even though as a part timer who started last year the course structure is a bit "weird" for me, I really think the changes that have been made are great - the course seems so much more practical. I think that the observation days are a great addition - a bit disappointed that I won't actually get to do these before my prac as my first prac will take place in winter term.
I have been introduced to so many new ideas that have fascinated me. I honestly believe that much of the information given to me will place me in good stead for when I begin teaching on my own. Every unit within the course is valid and useful. The sense of community within the course is unlike anything I have experienced before. Even just knowing that everyone struggles at times and that everyone is nervous, excited and afraid by the future is comforting because I know I am not alone.
While I didn't know what to expect - this course is addressing a number of questions / issues I would have anticipated.
..however I think it will purely though the on-the-job experience.
this course is leading by example. you are running the tutorials and lectures using techniques that we can all use. this is a brilliant course. thank you
The concept and overall makeup of the course is well thought out - actually it is impressive and interconnected it is. I am being 'forced' to comprehend (think) and learn about teaching in a way that tackles pre conceptions and will hopefully lead to a flexible approach.
As a part-time student, only had the first 4 weeks of ELPC and STS units, but taken together it seems like adequate preparation.
At first, I could not see where the courses tended to overlapped - or even understand how each course tied into the other. However, with some effort and common sense, I can see the woods for the trees now. . I can see where the different courses have intertwined and are gelling into a whole form. In short - The Grad Dip in Educ is greater than the sum of its parts.
I think the Grad Dip program developers and strike team should be applauded for the effort put into changing the face of the Grad Dip from UC. I have friends who have undertaken it in previous years as well as people who have trained at other institutions. After chatting with me about my current studies, delivery method, engagement with content (as well as showing them the wiki) all of them have commented that they wished they had teacher training like this.
Although I have other students complain about how the content we are learning in each unit will not be useful to them. I find it to be quite opposite. I feel as though most of what I am being taught will be extremely applicable and helpful at some point of my teaching career even if I don't understand it at the moment.
The strike team are bending over backwards to give this course everything we need. I am a little annoyed with the more verbal "complainers". Yes - they have the right to complain. No- they don't have the right to be spoon fed a graduate degree. Lots of praise to the strike team for taking feedback and adjusting as we go - that is a huge lesson for us to take into our own practices. Not sure some of the students are seeing that because they are too busy complaining. Just realised how much those that are complaining about how hard it is, are annoying me. Would like to spend less time hearing the lecturers answer the same questions over and over. (or reading it on the wiki).
I'm starting to see how all the research stuff is applicable, it scares me how much there is learn. But in a good way. I didn't think it would be this tuff, but wow, there is so much more to this than I ever imagined.
The very theoretical aspects of the course taught are taught at uni. It is hard for me to determine how this theoretical stuff relates to the practicalities of teaching in the classroom. I would probably need years of experience and reflection to determine what theories I would keep on board (if any) and what theories I would jettison (if any).
I don't feel I can comment on this until I have some experience in the classroom
I like the way each unit complements each other. It would be great if the classes were not so spread out ie. on Mondays and Tuesdays instead of Mondays and Thursdays.
I feel the process of becoming a teacher would be much better served by completing a one year apprenticeship in a school, rather than a one year university degree. This is not a question of whether teaching is a profession or a trade - it is about how to best equip teachers to deal with and make the most of the environment that exists in a school. If you make the distinction between profession and trade by whether it requires a degree, and advocate the university simply because you WANT teaching to be considered a profession rather than a trade, then you have missed the point of training teachers. I would rather spend time learning how to plan lessons, how to deal with misbehaviour, and how to assess learning, rather than discuss the definition of the word "curriculum" and how that word has changed over the years, or how children's piaget and vigotsky classified learning stages for infants and young children.
The course is doing well to prepare me for the teaching career, but not in a way which is specific to my subject areas.
I think it promotes critical thinking about many issues that I will be faced with in the classroom, about which I had not thought when signing up for the course.

I find that I am better able to draw more concrete connections between the theory and practices that we are developing at university now that I am able to observe students and teachers in a classroom setting.

Statistic	Value
Total Responses	38

3. I am spending at least 9 hours per unit (which includes lectures and tutorials).





#	Answer	Bar	Response	%
1	Strongly Disagree		2	2%
2	Disagree		20	23%
3	Neither Agree nor Disagree		15	17%
4	Agree		31	36%
5	Strongly Agree		19	22%
	Total		87	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.52
Variance	1.30
Standard Deviation	1.14
Total Responses	87

4. Comments

Text Response	
Per week? At least 9/unit.	
Depends on the topic and what I already know.	
what, no way that is too too much.	
I find that I spend a lot of my time doing the readings.. It takes me a while, but I am really interested in finding out everything I can so I'm trying to read everything (It doesn't always work though).	
It varies though!	
Compared to last year, the course seems more demanding. I am spending about 20-30 hours a week (lectures, tutorials, readings, writings, reflection, planning etc). The increased online connection between students and faculty means i feel a bit more accountable - sometimes it feels like big brother, knowing that you know what I am doing, other times it is enriching because i have the benefit of a community of learners who support each other.	
I assume this is per week? Definitely doing at least 36hrs total a week, my guess is probably more. The amount of time for each subject changes from week to week depending on what's on.	
I'm not finding I have to spend 9 hours a week to keep on top of each unit, but as assessment ramps up I'm sure I'll be spending more time.	
more or less, but have been trying to do study full 'time' but find the contact hours most valuable, and the assessments. It can be hard to find motivation for other things.	
On average, yes. My time commitments aren't evenly spread across the four units currently, however. This may change as the semester rolls on.	
I am spending a bit of time but I don't have alot. I would say it is closer to 6 hours per subject per week. I wish I had more to spend.	
honestly, probably more like 6.	
With the work and home commitment i am not getting enough time to spend on my unit.	
I'm trying too.	
5-6 hours	
Four class tutorials each 2hrs Four class lectures each approximately 1hr If someone isn't doing these 12 hours PLUS additional hours of reading, assignment work and prep, I don't know how on earth they could grasp concepts and engage with the course as a whole.	
I think I am spending quite a lot of time reading for each unit, but I feel that I am not reading enough for STS	
Try every week. Rarely have time for 9 hours. Approx 6-8 hours per subject	
Not always on every unit.	
I assume this means 9hrs/week. If it means 9 hours per unit total then I would have to select STRONGLY AGREE!	
Even after spending this much time on units, i still feel that i'm struggling to get through everything to the best of my ability.	
Probably not 9 hours per unit but 6-7 hours per unit.	
With all the opportunities for online interaction I am definitely spending more time engaging with the content - still a bit overwhelming though I might add.	
I wish I could spend more time on readings and reflecting each week - I always seem to run out of time and rarely feel that I am on top of everything. This is the only thing I struggle with in the course - just not having enough time to dedicate to everything - I want to immerse myself more, however life keeps getting in the way! I am really enjoying myself though!	
Yes - however, initially (and to less an extent now) my main focus has been setting myself up with the technology to participate. This has been frustrating, and distracted from course content.	
...approximately 9 hours per unit on top of attendance of lectures/tutorials (per week). Noting this honestly, I do feel behind and not as advanced as my classmates.	
I honestly think that as this course involves prac, there is too much assessment	
I can see how this is necessary. I think because it is a new course, the information is comprehensive but one's other life does not allow such a devotion.	
Yes, I am spending at least 9 hours per week per unit. Still finding I am spending a fair proportion of time trying to find material, getting links to work etc	
I probably don't spend 9 hours every week on every unit. Some units seem less demanding. I also wouldn't spend 9 hours of 'desk time' per unit, but I do spend time thinking through issues or things of interest in a more informal way (while taking a walk etc.)	
I simply do not have time to be spending 9 hours on each course every week. I know this is a full time load, but in reality, with jobs, preparing for prac, families and actually having something resembling a life, 9 hours a week per unit just doesn't happen.	
Having two days of face to face time and working the other 3 prevents me from putting 6 hours to each unit. I've specifically set a goal to avoid burning out this semester - the online content, lectures and readings allow me to manage my time as best I can. Reviewing strengths and weaknesses in various subjects allows me to make my own decisions about what time I allocate to each unit. This process is changing weekly.	
Even though it is a graduate course I find that the amount of time I am spending each week on readings, watching online lectures, preparing for tutorials, assignments, and now professional experience is excessive. I aim to do well in this course and in order to do that I study 7 days a week and have little to no spare time for my family or activities I like to do. I think that the lecturers have recognised this by reducing some of the workload but perhaps this shows that there was not as much coordination as there should have been in designing this course. I would be curious if anyone calculated the average cumulative reading time per week for all of the units.	
Spending more on readings, initial time spent on learning new IT mediums. Wiki can take some time to sift through information - have spent 30 - 60 mins locating information (in early stages - seems to not be an issue now).	
Alas not quite, I know I probably need to spend even more than that. I wasn't prepared for the workload I must admit but I can really see why now. Wishing I did a education degree as my first degree now.	
I probably spend more. But it depends on assignment proximity. When assignments are nearly due those units with the nearly due assignments receive commensurately more time than 9 hours; those units with assignments off in a distant time-line receive commensurately less.	
That sounds about right especially with all the readings.	
Spending way more than 9 hours on the grad dip program with all the extra readings	
As a part-time student I find this level of time commitment hard, but I'm managing to get by with less and still feel like I'm keeping up - although admittedly I would probably get more out of it if I could dedicate more time to it.	
Is this per week? If so, then 'disagree' unfortunately!	
Statistic	Value

5. I find the lectures useful




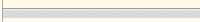
#	Answer	Bar	Response	%
1	Strongly Disagree		0	0%
2	Disagree		3	3%
3	Neither Agree nor Disagree		9	10%
4	Agree		57	65%
5	Strongly Agree		19	22%
	Total		88	

Statistic	Value
Min Value	2
Max Value	5
Mean	4.05
Variance	0.46
Standard Deviation	0.68
Total Responses	88

6. Comments

Text Response	
The only thing is that the lecture schedule needed to be made clearer, that there were only 2 lectures per week.	
The lectures are onlly useful when it is connected to the tutorial, assessment, life as a teacher and my development. Some lectures fail to make an overt connection. Most often it is STS that i am not sure about.	
We seem to be covering useful material and there is good variation in style between the lectures for each course, and within courses sometimes.	
The lectures are useful, but some are more so than others; some simply explain or summarise what we were assigned to read for the week, whereas some are doing a lot more.	
except that we are unsure when each subject has a lecture and when it's being presented online perhaps a timetable of this would be more appropriate. also lectures need to be posted online in time for us to listen to them before the tutes eg. more than 1 day before.	
When done is person, I understand the need for the online and as I have been sick lately this has been invaluable but the lectures are so much more stimulating, bouncing of your peers and using all your sensory organs.	
I am really enjoying the lectures and I do find them useful for focusing my study.	
The four classes combined cover the content which I believe is necessary and highly relevent. We learn the practical aspects and the theoretical knowledge of teaching.	
I love Steve's stories!	
Online lectures: good to have that time flexibility, but sometimes gruelling to sit through without interaction.	
Edfound lectures online are very good. They are very dense so having them online give me the option to pause and go back. Meg and Steve's lectures face-to-face are excellent and always a very enjoyable experience. Bur I don't find the f-2-f STS lectures helpful. The online lectures are much better. I would rather have all STS online, and all PPLE and ELPC as face-to-face.	
I definitely prefer face-to-face lectures, the whole online lecture thing doesn't work as well for me. However, still good.	
I find the lectures to be fantastic. I am however, struggling with the Ed. Foundations lectures always being online - this is perhaps the subject where the content is the most dense and sitting down to listen to them can be difficult without the interaction that a face to face lecture can provide.	
Yes, all lecturers are great - and offer something different (yet connected)	
although the links have been obvious to me, they have not been for some	
So much material to stay on top of (!) but the opportunity as a community to be together plus the pdf notes afterwards for further digestion is worthwhile.	
It is valuable having lecturers sitting in on each other's lectures, for cross-referring. I would appreciate a more explicit connection between the STS lecture and the STS workshop.	
The STS lectures at the Ginninderra College are very helpful and targeted. However, from talking with some fellow classmates, they perhaps were under the presumption that this section would teach them a bit more about classroom technique, rather than broad-brush information about teaching. STS may show us the way ... but not necessarily the how ...	
The lecture material is quite good. The structures of the modules allow links between the 4 units quite apparent, and seen often which is great.	
I really enjoy the lectures and the content is relevant. My only feedback would be that in many instances the concepts and theories need to be cemented in how they are applicable in classroom practice. I think that reflection is an excellent way to learn however this sometimes requires the luxury of time which is not readily available.	
Yes - i know there are some varying opinions on the usefulness of lectures - they are giving us the foundation to teach. Some expectations of spoon feeding seem to be colouring other people's opinion on this one, particularly STS (lectures and tutes). Without knowing what the pedagogy is, or where it came from, it wouldn't matter how happy the classroom is or whether we can use a smartboard. People can listen to the lectures online if they think they werent useful to see if there was something they missed!	
It's great we can visit them online as well to catch what we miss or what leter dawns on me.	
Some lectures are very much more experienced and capable in this unit.	
Steve's and Meg's are very organised and very thought provoking. I would have preferred Phil's to be face to face. Just because the technology is there doesn't mean you have to use it (i.e. online lectures). I think Kerrie is lecturing below her own personal standard.	
Varying degrees - I think they need a more practical focus - very concrete examples	
I enjoy the lectures, its great to see everyone doing the course and chat about the issues raised in the lectures.	
ELPC G1 lectures are challenging and useful PPLE lectures are very useful STS lectures are of limited usefulness	
Majority of the time. Sometimes I feel like I come away from lectures not really understanding what the purpose of the lecture was	
one is but the other is not so much because I don't have enough time to write before kerrie moves onto the next slide. Megan's are some of the best lectures I have ever attended.ps. kerrie is awesome too.	
All very different deliveries and approaches but nonetheless I find all the lectures and lecturers excellent.	
Statistic	Value
Total Responses	30

7. I find the tutorials useful






#	Answer	Bar	Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	1%
3	Neither Agree nor Disagree		1	1%
4	Agree		39	44%
5	Strongly Agree		47	53%
	Total		88	

Statistic	Value
Min Value	2
Max Value	5
Mean	4.50
Variance	0.34
Standard Deviation	0.59
Total Responses	88

8. Comments

Text Response	
Essential. The physical contact and exchange is very important to my learning (Quadrant C person here!)	
There is so much in this course the tutorials help clarify some things.	
excellent to chat about what we have read or listened to	
I really like the PPLE tutorials.. I find them very useful. I find that the Ed. Foundations tutorials are mainly a repeat of the lecture and it can get a bit frustrating trying to focus on the discussion for 2 hours.	
I find the Ed Foundations tutes sometimes a bit unclear and quite often the goal posts change in terms of what the expectations are. PPLE I can't get enough of!	
PPLE tutorial is useful ELPC tutorial is useful Ed Founds tutorial is useful STS tutorial is disconnected. I am in SOSE and have a new, unprepared teacher as the tutorial leader. More comment about this in assessment.	
They've proved to be great opportunities to meet other people on the course and to have some time with the lecturers other than in a lecture theatre. While it may be good to have occasional tutorials with Kerrie to go over some of the things covered in lectures it is very beneficial to have time with a teacher currently in our KLA.	
The open, lecturer-guided discussions are really useful for building my confidence and familiarity with the material. The tutorials help us to get to know each other better, share different ideas and thoughts, understand where other people are struggling, and help each other.	
Love them! Best thing about the course.	
I am learning heaps from the tutes and not just subject matter knowledge but about how to organise my classroom and techniques that will help me manage better as a teacher.	
All tutes are successfully incorporating theoretical and practical content in class allowing for individual learning and growth as well as enagagin in group discussions and group work.	
I have nothing but good feelings going into and coming out of tutorials	
Without the tutes I would have no hope in compleating this course.	
Some tutorials are more useful than others - ELPC & STS could be shorter (1.5hr)	
Good to cement learning from readings and lectures. Interaction often means that unplanned, but very useful information is imparted.	
The tutorials are a wonderful way of having face to face time with both the lecturers and our peers.	
Definitely. I find that there is a lot of opportunity for interacting with the subject matter in different ways. Plenty of opportunity to reflect, question, respond to what we are learning. I think there is also a nice "community" being built - I feel very comfortable in the tutorials that I can speak up etc.	
The tutorials are fantastic. I learn so much in each of them. I thoroughly enjoy the group dynamic encouraged through group discussion and love working in groups for the assessment pieces. I look forward to both the lectures and the tutorials.	
Yes, all tutes are great - and offer support for the lecture / requirements.	
you are all doing a great job	
More useful when students have done the readings, the teaching styles and classroom set up is also very important.	
The tutorials are practical and useful, and an opportunity to meet up with others.	
All the tutorials are important in my opinion, however, the ELPC course I believe is extremely useful and glad its been inserted into the curriculum. With technology marching at the pace of a 'speeding bullet' - its vital this program is continued and worthy of updating on a regular basis (Its good now).	
I like being able to share ideas and hear opinions of other students. I find STS tutes very challenging. The different groups don't appear to be covering all the same topics, I and others are never sure if we are supposed to have read something specifically, and feel like each week is a surprise, not something I can prepare for.	
Kerrie does a great job with her lectures, but where this unit shows room for improvement is in the tutorials. Having expert teachers are a great resource for us to have, however each teacher has their own take / spin on the content discussed in tutorials and the assessments given. This creates miscommunication between student - tutor - kerrie. I see a real need to make sure that Kerrie's expectations filter down into each tutorial group. It is frustrating when you leave a tutorial to catch up with other grad dip mates and find they are discussing things you would have found useful but not referred to once in your own groups.	
I think that the tutorial are often where I absorb the most information that I can apply to being a good teacher. Sometimes it is not the content that is being covered but the pedegogy being used by the lecturer to teach that I learn from the most.	
Everything is tying in together and making complete sense. ELPCG1 and PPLE were immediately apparent in their value but Ed Foundations and STS have REALLY come into their own in helping me formulate the pedagogy and theories on which I want to base my teaching style.	
Loving the discussions. I don,t know how you guys do it sometimes with the load and annoying types, but I guess that's what you get in schools sometimes as well.	
A great way to rub shoulders with colleagues who plan on having the same profession as you in the near future.	
I come away knowing more about the content of this course.	
I find the tutorials really useful as its a chance to work with others in the class.	
STS tutorials have been very useful, however other tutorials could have more of a practical focus.	
ELPC G1 and PPLE tutes are the most useful and practical Ed Founds tutes are fine given it is a course in theory of education STS tutes are a bit hit and miss; some useful stuff, some of the time.	
I find the tutorials most useful. They are practical, usually really interactive and informative.	
Tutorials are one of the great strengths of this course!	
Statistic	Value
Total Responses	35

9. I find the readings useful





#	Answer	Bar	Response	%
1	Strongly Disagree		1	1%
2	Disagree		2	2%
3	Neither Agree nor Disagree		10	11%
4	Agree		53	60%
5	Strongly Agree		22	25%
	Total		88	

Statistic	Value
Min Value	1
Max Value	5
Mean	4.06
Variance	0.56
Standard Deviation	0.75
Total Responses	88

10. Comments

Text Response	
There's just so many of them to read, let alone have the time and space to try and think deeply on each one.	
great, but 4 units!	
The readings are rich and powerful.	
On the whole they are useful and quite interesting.	
Some of the readings are quite fascinating, and learning by doing readings is nice in that we can do them whenever and wherever is convenient for us. However, some readings seem to be excessively long or formal considering the point they are making, and it's hard to see the relevance of some of them to what we're doing (for instance, some articles with ideas for primary teaching that would be quite infeasible in secondary).	
The readings are useful in support of other activities, but I don't think they would be particularly meaningful on their own.	
it's a bit difficult when often the readings aren't made specific in each weekly module	
Some can be hit or miss. I understand there is a lot of material out there but there are soooooo many and it can be hard to make sense of them in terms of the unit or practical use. I have mainly been relying on the textbook, as the info is condensed, relevant, and easy to read. I understand this is an academic exercise but personally I think in 2 or 3 years teaching then I will start getting into the 'education back story' once I have a foundation on what 'it is' as an occupation.	
I was feeling really lost in STS until I started doing the readings. Now it makes so much more sense and I am learning so much more.	
When I find time to fit in readings they further extend on class content.	
I love the fact that in some classes, I can choose what to read, and what to discuss	
When I get time to read them all - Lectures & tutorials more useful than readings (don't take the information in as much in the readings)	
So much to read! But worth it all the same. I like the option Steve gives us to read whatever interests us rather than being tied down to reading particular articles. I feel more motivated to read the readings when I can select them myself from the list. Obviously there will always be a few that should be read by everyone and that is fine too.	
I do like some structure and knowing that I have a set list to read from makes my life a lot easier. They are all relevant and useful - I will say that there is a lot of reading to get through for Ed. Foundations and above all I find this subject the hardest to keep up with. My tutorial group is huge - and without any face to face lectures I struggle to really stay engaged! I do appreciate the importance of this subject.	
Yes - but have not been able to read as much as would have liked. And, had hoped to start early (but have been side-tracked into setting up and navigating for the technology).	
I particularly like having many articles available to read on e-reserve and when time is short, that a teacher mentions which ones I can focus on.	
Generally they are pinpointed to the topic very well. Sometimes though not.	
Some readings are better than others - that is, more accessible and practical.	
The E-reserve(s) are a treasure-trove of good readings and an essential tool in our tool-box. It's a lot of work reading them -- but they are a very good resource for teaching!	
I am finding the readings quite useful. What I'm finding more useful is EVERNOTE (thanks meg) allowing me to organise these readings so that once they are read, they aren't forgotten.	
When and if I have time to do the readings they are very useful. I think the e-reserve articles are a great resource.	
There are a lot of readings. I hesitate to write that - at the end of the day this is a GRADUATE course. It should be hard. Not impossible, but it should require some effort.	
Great, I like that some are a summary like text chapters in ed foundations. I know I wouldn't get through reading psychology papers.	
Some articles are written in plain English. These are useful, even if you don't agree with their content. Some are written in abstruse, recondite, jargon filled gobbledegook, with long byzantine sentences and poor compositional structure; I wish this type of article the same fate as the dinosaurs. The textbook seems pretty good so far, though	
A very good e-reserve list which I intend to save and read the ones I've missed in future	
WOULD BE EASIER IF THE WIKI WAS SIMPLIFIED ,TO MUCH PAGE NAVIGATION.	
There are just a lot of them!!!	
I, like most students I have asked, have done very little reading for STS because we do not know what we should be reading and when.	
Useful yes, in many cases, but hard to have to a) access them all online and b) read them on a screen (or have to print out reams of stuff)	
I find it hard to get the readings done, however usually do find them useful when I get to them	
not enough time to read much. Megan's study guide is much appreciated. the readings for the elpcg1 research Journal have been enlightening.	
Certainly I have found some of them thought-provoking but I have been doing more reading from other texts that I have got from the library which are specific to my KLA - e.g. books about engaging ways to teach science etc.	
Much variation here but in general, 'agree'.	
Statistic	Value
Total Responses	33

11. I find the required workload appropriate

#	Answer	Bar	Response	%
1	Strongly Disagree		0	0%
2	Disagree		14	16%
3	Neither Agree nor Disagree		20	23%
4	Agree		48	55%
5	Strongly Agree		5	6%
	Total		87	




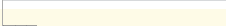

Statistic	Value
Min Value	2
Max Value	5
Mean	3.51
Variance	0.69
Standard Deviation	0.83
Total Responses	87

12. Comments

Text Response
I find the workload very difficult (despite having good time-management skills), but it is a long time since I've studied.
I think the workload is excessive at times and there is a lot of assessment.
whooh, too much
The workload itself is fine, but I find myself spending more time on actually filtering through soap boxes, irrelevant information and finding relevant information than actually working. It would reduce a lot of time, frustration and anxiety if things were all in one spot - as in the need to know and important versus soap box and opinion (I'm not quite sure how to fix it though sorry!).
To do this course well, I have to work about the equivalent to a full time job.
I'm a bit in two minds at the moment given the stress I currently feel to get everything done by their respective due dates. The recent changes to assessment has made it better, and only having one assessment item at the end of the unit is currently looking like the best idea ever! I am worried that the amount of assessment we have will limit our opportunity to engage with the course material, readings in particular. It can be hard to fit it all in! I appreciate that nothing is due during prac, we will have more than enough on our hands! From about now (week 5) on it seems very assessment heavy, moving from one task to the next with no time in between. But given the shortness of the course as a whole, the need to get almost all of it done before prac and the sheer volume of content we are covering that requires assessment I'm not sure how to suggest improving it. Perhaps moving something forward a little to spread it out more? But it takes awhile to get settled into the course so that may create new problems...
So far, I think the workload is appropriate and not excessive, which I think is largely due to the course-wide approach and the lecturers working together so as not to overload us. As the semester goes on, more assignments will be due, whereas the majority of assessment so far has been simple blog posts, so my opinion may yet change!
It is a bit on the heavy side. Especially some of the readings. When we're expected to read 40+ pages per subject, it's hard to get through.
expect that all my work has to be done on the weekend because lectures aren't put online until wed or thursday so I then have to listen to them and do all the readings on the weekend. perhaps this will be better when lectures are on mon or tues vs thurs
I find it appropriate, but it is challenging. especially trying to communicate your thinking clearly in a word limit. Churchill wasn't it that said, sorry I wrote you a long letter I didn't have time to write a short one.
I do feel overwhelmed by some of the requirements especially trying to keep up with all the discussions.
With the recent changes made I believe we are given a very appropriate work load across each of four subjects. Being a typical student though I would always love less hence why I have not ticked strongly agree.
It is recommended to have 9 hours per unit. There is a lot of work, very hard to dedicate 9 hours per unit. Due to not completing the 9 hours I feel I'm falling behind.
I find that the work load varies greatly between units. I would say that the work load required for PPLE is appropriate but I find the work load for Ed Foundations is really heavy.
Difficult to complete sometimes, but necessary to prepare for the next step.
It's a heavy workload to manage with part-time work... I guess that's why it isn't recommended. I think the workload is appropriate given the objectives of the course.
I am overwhelmed by the workload and the fast pace but it is very stimulating. The more you have to do, the more you do!
I'm unsure at this point how much work I should be putting into each task. I'm having trouble maintaining a high level in all units across all tasks.
I think it was a good option for Phil to change the assessment for Ed Foundations. I was feeling very overwhelmed by the amount of blogging we needed to do each fortnight (including responses) so I much prefer having only one more post which is worth more.
Yes teaching is such an important job, you cannot be underprepared. I would prefer to have lots of content and to really throw myself into the deep end then stay paddling in the little kiddie pool. It is a full time course and most of us have a university degree so we all know how to work and what to expect.
As above re technology - it would be fine (even better with the recent 'post' reductions for ED and STS).
I find the workload is high in terms of required reading. A part of this stems from having 5 comments pages to read (wiki discussion home plus the 4 individual units).
again, with prac the assessment is too overwhelming
I find the weekly workload suitable to stay on top of but it is more difficult to progress on the assessments. The 'breather' in the last week has been useful to regroup.
I'm still not clear about some parts, however, such as how deeply to read the set texts.
I'm glad the assessments were tweaked a little in the beginning, so as to catch our breath and absorb the important aspects of teaching -- and not just meet a milestone that was on a schedule.
This is a lot of work to keep up with.
Undertaking any tertiary education requires a serious investment of time. I appreciated that the team went to an effort to condense class time to two days (for me at least). As stated in the 9 hours per unit question - It is hard to dedicate that much time + work enough hours to maintain a living. Time management has been key to keeping my head above water.
Please see my comments for this question above: " I am spending at least 9 hours per unit (which includes lectures and tutorials)"
See above re readings. But strike team have had a fantastic approach to assessments - very appropriate. In fact, they are easy - if you do the prep work. And if we don't - should we be teaching?
Yeah, like I said I wasn't ready for it but now I have seen it I totally get that there is so much to this. These first assessments have been full on, but I see then they are combined which is great.
I WOULDN'T BE ALONE ON THIS I FEEL OVERLY RESOURCED SOMETIMES I'M IN FRONT OF MY COMPUTER FOR 6 HOURS A DAY! FIVE DAYS A WEEK I GOTTA WORK!
I am part time and I find the workload heavy, hence I think the full time work load would definitely be too heavy.
I do think it is a lot of work especially for those who are working as well.
Yes probably appropriate to a full-time course BUT still hard to juggle as a mature-age student with a full life outside of uni.
Perhaps the workload would be appropriate as a full time student but the fact that I have completed a year of part time study in the previous structure and now I am trying to fit in with the new format is making this quite challenging.
Too much reading. Sometimes find it hard to connect the reading to the practical side of teaching
I find it pretty intense and I am only part time however, I am 55. but I work p/t too..
Not having realised how full-on the course would be at the beginning I am gradually coming to terms with how to structure a full-time workload around all my other commitments - a vastly different experience to studying a full-time undergraduate course.
Strike team have been Excellent at responding to student feedback and I do think the workload is appropriate. It's very useful that there is a fair amount of 'optional', particularly in PPLE, so we can do more when able, and less when it's too difficult time-wise.

Statistic	Value
Total Responses	40

13. I find the assessment fair and useful

#	Answer	Bar	Response	%
1	Strongly Disagree		1	1%
2	Disagree		8	9%
3	Neither Agree nor Disagree		18	20%
4	Agree		53	60%
5	Strongly Agree		8	9%
	Total		88	






Statistic	Value
Min Value	1
Max Value	5
Mean	3.67
Variance	0.66
Standard Deviation	0.81
Total Responses	88

14. Comments

Text Response
Detailed feedback on the early assessments would be very beneficial.
It is excessive and takes time away from learning and researching other topics that could be of interest in a classroom.
They seem well linked to what we are doing.
I like the blog posts and that they are staggered as it makes sure that I continue to think critically about the course content all the time.
This is in regards to Ed foundations - many of us are aware that for the first blog there was a 500 word limit and stuck to it limiting our responses and ideas, only to find that people who had done longer blogs had been marked with the same criteria and got better feedback for covering all avenues. It feels like those who stuck to the word limit have been disadvantaged by a change in goal posts, being told after we'd finished that 500 words was a marker only. Not only that, but the instructions for the blog itself are LONGER than the blog word limit. I feel that it needs to be more concise with a question for the blogs all information in ONE spot.
I find the assessment fair for all units except STS. STS should be connected to prac placement, not ELPC. STS should be graded as either Ungraded Pass/ Fail. Why? The feedback from prac if only P or F. Each discipline values different things and to allow the teacher of each discrete STS unit to have freedom to teach, they should be able to determine their own assessment (within a framework perhaps). by removing the HD-F range, the differences between approaches is moderated.
Given I've not really handed in anything for assessment yet on a large scale I'm not well placed to respond to this question.
It seems so far to be reasonable, it is related to what we are covering in each of our courses whilst still allowing room to investigate particular interests. But again it is a little hard to comment too greatly on it given that we have submitted very little thus far, and have had even less formal feedback.
Some lecturers give us more feedback than others on our assessment.
There has only been one piece of assessment returned to me at this point (i.e. an Ed Foundations first post) so it's too early to tell. I have found feedback to postings on the Ning to be useful, but I'm not sure if this counts as assessment and certainly haven't received a mark.
i dont like submitting online and not knowing if the lecturers have read and assessed it yet
I've only had one grade back so don't really know! It appears to be interesting and relevant and the rubrics have all been provided. They all tend to draw on the different material and bring it together in a nice way.
I'm not sure we've had enough to know yet.
I don't know yet as we haven't done them yet but I don't like having to do two presentations in the same weeks. Perhaps they could be spaced out more or a different assessment method used for one.
Good feedback is not given.
It seems to be all over the place with some inconsistencies - and then yesterday i was told that we were all awarded at Cr+ for our first blog post. I find this incredibly disheartening and ridiculous how this could be justified. Is this going to be reviewed? The assessment, even though efforts have been made, do not support or are conducive to the part-timer, making it extremely discouraging.
At present most of the assesment is theoretical and reflective and very written based. Most people do not come from an English or History background and do not have the same standard and efficiency with formal writing. A few people have voiced concerns to me about this fact that some of us arn't as good at the writing stuff and would like other types of assesment. Also so much of our assesment in theory based which doesn't reflect on how good a teacher we may be. There are no marks for interpersonal skills etc.
Usefull: definitely, fair: too early to say!
Hard for me to answer here. I do find it useful, however, the assessment is not developed with part time students in mind. I am still nervous about Assignment 2 and how it is going to work for me.
So far the assessment pieces I have completed have been very useful. I am still working on my STS and PPLE presentations and am really seeing how all the readings and lectures can come together. I think the assessments will be invaluable and have helped to enrich my learning.
The approach and rubrics are clear, however have only received one assessment to date. I would like some acknowledgement of receipt for posts with a due date. For example: I have already inserted link for my blog as requested into Moodle, but didn't realise I had to 'confirm' so I thought my work had been received when it had not.
Marking is fair, but here I feel sorry for the teachers having to read and respond to so many student blogs/posts.
the assessment pieces are useful, i just think that there is too much going on that I can't devote enough time to them
The assessments are overall relevant but I am not a fan of going back over territory.
Not clear how much of the online chat will be assessed. For example, the grades schedule seems out of wack with the unit description. The rubrics are helpful.
Would prefer to not have a single assessment item worth 60% for PPLE.
So far I'm liking all assessments - I have some concerns with the final assessment for continuing students (yes i'm one of those people). It's approaching sooner than expected and while Phil has taken a leading role this our particular cohort of students, it would be nice to see a response from the rest of the grad dip team - so that we're not seen as a troublesome group of students that once we're processed the grand plan of the 2011 Grad Dip can come to fruition (that sounded a little sharp, it wasn't intended that way).
For the most part the reading and preparation I am doing for the assessment has been extremely useful to me.
Too early to tell - no marks yet. Set work is fair and useful.
As above I guess. Some say there is a lot but hey, it is a graduate program, what do you expect. They seem to forget that the next three are combined. I,m shocked how many seem grade focussed to the point of distraction and obsession, one ing I've learnt so far is that education is so much more, more than I realized. I love he question 'what is an educated person?' I think I prefer this developing assessment han 1 big essay.
I believe assessment mostly based on essays and reports can mean collaboration morphs into collusion in many cases. To reward each individual student effort I think assessment should be mostly by written tests & examinations sat by individuals. I believe there should also be at least one "in vivo" (oral) exam per unit that lasts about one hour.
Seems to be less academically abstract than my previous degree. Very applicable to my future career. The STS oral for example has allowed me to have confidence in a teaching technique that I researched and modelled to the class - a technique I plan on utilising frequently.
I would like more guidelines for the assesments.
Same issues with being a part time student. I feel that there are expectations for me to be covering information on subjects which I put work into last year. I appreciate the importance of linking all this work together but my peers are all getting the benefits of the material being crossed over for them and I am at a disadvantage. I can see how the assessment would work well for others.
there's a lot of work to get through..what lies ahead in terms of assessment frightens me!
There are certain aspects such as the STS oral presentation which had a strong focus on being able to impart knowledge on a particular teaching method which I am finding extremely useful. In terms of the blogging that we need to do, I'm still undecided on the value it is having for me personally (mainly for Ed Foundations and STS in regards to the level of detail required) for PPLE I can see that it is causing me to develop strong reflective practices.

Statistic	Value
Total Responses	36

15. I find the technology requirements more of an opportunity than a barrier to my learning




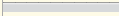
#	Answer	Bar	Response	%
1	Strongly Disagree		1	1%
2	Disagree		8	9%
3	Neither Agree nor Disagree		11	13%
4	Agree		39	44%
5	Strongly Agree		29	33%
	Total		88	

Statistic	Value
Min Value	1
Max Value	5
Mean	3.99
Variance	0.93
Standard Deviation	0.96
Total Responses	88

16. Comments

Text Response	
I am lacking in technology and it has been very usefull.	
a bit full on.	
Some of the technology is useful and good value, but there is waaaay too much time spent sifting through information that is irrelevant and useless, there are WAY too many things to be watching.	
The tech approach is wonderful.	
It's taken me five weeks to come close to grasping the technology requirements and that's simply because I avoid all disucssion boards. If I was having to mastser them too, I think I would be crying - a lot.	
It can be a little overwhelming at times, but I've found everything that we've been exposed to to be of great benefit. The only problem with some of it, for example our blogs, is the amount of time required to set it up and get it working as we'd like. I do like working on it though, and find it to be a valuable tool, so again, not really sure how best to address it I'm afraid.	
Blogs and wikis open up some interesting options, and are well-suited to the way this course is being run and assessed. However, they can still prove irritating, and doing what we need to do can take more time than it should, because of unfamiliar technology.	
I'm enjoying it	
I do feel that I am missing out because I don't have easy access to the sites and not having the time to read all the discussions and information. Instead of expending my learnign I find I just don't use the sites because it is too stressful.	
As we have been learning the instructions should be short and precise to achieve abetter result.I have been spending more time on the computer looking for things then reading.	
This is so dependant on your familiarity to the platforms. I still believe there are to many platforms in this course, however i'm adapting.	
We need to be adapatable and learn new things to keep up with the changes of the world. enough said.	
To begin it was very frustrating. However after 2 weeks it became the most useful tool in my learning.	
The biggest problem is access to bandwidth. Rural Australia is so far behind...	
Overwhelming at first and still getting used to it all but I think it's great to know that ALL information is in one place and easy to access. Also, the staff use it very well - questions always answered in a timely manner etc.	
Just looking at the Australian curriculum shows me that the level of technology students are expected to be able to use is incredibly high. It is essential that I know of most, if not all of these technologies in order to make my life as a teacher slightly less intimidating and in order to teach my students to the best of my ability. Blogging is something I could have happily avoided for the rest of my life, however using it has opened up a whole world of resources, ideas and possibilities. I think it is fantastic! ELPC has changed the way I view technology, while I still am awed by the enormity of it all - the internet and the infinite number of tools I can use, as I familiarise myself with things like blogging and wiki's and Nings, twitter etc there is more light and less dark.	
I like that I am learning and catching up on technology. However, it may have been an easier start to have been told 'this is your blog', 'you will do it this way', so I could focus on participating earlier. Choice, later on (ie now) would have suited me better. Also, the wiki, seems organic, and things have changed, and information appears in multiple places. This is confusing when facing all the newness of starting a course. I would have preferred 'organic' to be a later 'advantage' of the wiki. (however, I would say generally I am impressed with how organised the team is) Also, STS has not been clear about assessment (ie requiring NING, when actually it didn't - and I started to wonder if STS and PPLE were the one subject... I would have preferred STS to have been clear, and not change (verbally, Moodle, course outline, wiki, tweet - too many places, and info different) I wasted time, blaming myself for 'not getting it'. When I talked to other students I found out that others were equally confused. As I was given short notice to start the course, and had to move cities, and negotiate setting up technology in a new house, I have been side-tracked into setting up technology (my part). Also being time poor initially - navigating too many options (wiki, moodle etc) distracted from reading and preparation etc.	
The excessive blogging has been reduced but I still don't like doing it. As much as some people find blogging exciting, I don't feel that it needs to be forced as a course requirement to be IT/web2.0/ICT savvy.	
go Meg	
There is alot of technology to be mindful of but the importance of this in the future is worth the grief now.	
While the requirements are meant to give us both learning opportunities and a means to be effective teachers from 2012 on, I honestly wonder at the efficacy of, say, tweeting in lectures. A community of learners is that, and needs to hear and speak in a group, at the same time, to at least some extent. I know we do this in tutorials. But what does tweeting add? And responding to each others posts in the middle of the night or whenever we get a chance, while it allows for communication, does not seem to be about dialogue. I think the tendency is towards bouncing ideas and reactions off each other rather than digging a bit deeper into theory, research, case studies, stories, teaching experiences first.	
Its only going to get more prevalent and integrated as technology advances and grows. Its vital we're immersed in it.	
I see it as an opportunity and should be pushed heavily in continuing semesters / grad dip years. those that see it as a barrier should be dragged through it kicking and screaming - in the end they'll thank you.	
I love learning about new ICT that I can incorporate into my lesson as a teacher.	
Wish this was not even a question. It is a NECESSITY.	
I never thought of technology this way, but wow. This is what people are doing and it's not going away is it. Hose that don't want technology are just hankering to past long gonei pity the kids they end up teaching. I was scared about it all but everyone has made it so easy.	
Of course I strongly agree. This technology puts the noticeboard of the whole world at your fingertips.	
It has opened oppurtunities, such as creating a blog with interesting posts, you tube clips, links, pictures etc., but it has also made things a bit scattered, such as the numerous sites we have to keep an eye on, the wiki discussion forum, moodle, twitter, ning, our own blog, student email.	
I have learnt so much from the technology aspects of the course, I find it really exciting!!!	
Without the requirements I would probably stick to old methods and then I wouldn't be able to utilise all these other tools.	
As hard as it is to comprehend all the technology stuff, its so useful	
They're great - dragging us forward is completely necessary and will benefit me as a teacher and my students in the future.	
I would have selected "agree" if this had been three weeks earlier but I am slowly coming around to the benefits of submitting online assessment in this fashion. Meg's tutes are surprisingly enough a real highlight instead of the dread I was forseeing.	
Wasn't so sure about this in the early days but can really see the change in my attitude and the significant benefits from learning the technology and applying it to my future classroom.	
Statistic	Value

17. I feel motivated and engaged

#	Answer	Bar	Response	%
1	Strongly Disagree		0	0%
2	Disagree		2	2%
3	Neither Agree nor Disagree		7	8%
4	Agree		50	57%
5	Strongly Agree		28	32%
	Total		87	


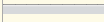
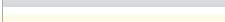

Statistic	Value
Min Value	2
Max Value	5
Mean	4.20
Variance	0.46
Standard Deviation	0.68
Total Responses	87

18. Comments

Text Response
really interesting and enjoyable, but full on.
Overall the course is very meaningful and extremely engaging. It is excellent.
Yes, very motivated. More than I ever have about any form of education.
Because the course doesn't meet my expectations I am struggling to adjust my expectations. It's not a bad thing that it doesn't deliver what I expected, it's just that the transition period means a lot of agnst and fear rather than motivation and engagement. I have finally come to terms that it's me that has to adjust though - and that's a big relief! Now, to adjust....
I am really enjoying the course, and finding the readings engaging because they are usually interesting and clearly linked to our careers as teachers. The Nine Provocations have proved to be very useful, I find myself writing on the blog or Ning etc and realising that I am either referring to them directly or implying them quite frequently, some more so than others.
The workload is consistent and reasonable, the lecturers are friendly and helpful and knowledgeable, I'm making friends, I'm learning really interesting things, and I look forward to every day I get to come to uni.
but it is hard to motivate yourself when we have to do all the work on the weekend when we have other commitments and work etc.
yep i do but as mentioned above find it hard to draw all the bits and pieces together, keeping things up the air and trying to catch it as the ball falls being assessment or applications or prac write ups etc....
I'm loving the course and the things that I am learning. I am especially enjoying the new format for the course.
I'm loving the content, I feel we have great suppoort from the strike team and majority of people I have been working with are committed to becoming valuable teachers.
Somedays yes, somedays no.
A little overwhelmed at times as well though
Absolutely loving this course! Stimulating in so many ways (intellectual, social, moral, life-direction, confidence)
I love this course. I have not met another student who doesn't agree with me! I love doing the readings, I love getting up in the morning and coming to uni. I am having a fantastic time. I find everything I am introduced to, to be interesting and relevant. I am motivated to get as much done as I can and to do the best that I can.
Interesting course, well presented, and I feel engaged. Somewhat demotivated, when foiled by navigating technology in the early weeks.
Interesting discussions and everyone seems keen to get on with being a teacher. I have met some good people that I think will make great teachers. The learning is good and there is that shared sense of time ticking away, so time is limited to learn as much as possible.
Especially after a good tutorial and with the postive support of others. I just need to plug away>
I have three degrees from ANU, and am a resolute learner, so despite my reservations I am motivated.
Teaching is a huge responsibility and I can't wait to get energized in front of classroom with 60 eyes peering and getting into the groove to learn!
This year has been the best 2-3 months of tertiary education I've experiences. Thank you!
I am definitely motivated if not a bit overwhelmed.
I know people who want to come and do this course in its intense shortened grad time state. Hope that isnt going to change. I hope to be working in fourth term and view it as the final stage of my degree - putting pedagogy into practice.
My friends are sick of me talking about education!
I am cruising along in neutral on this one.
but also overwhelmed
I am loving the course, its been a while since I have used my brain so its good to put it back to work!!!
I would rather be on prac than at university doing readings.
Usually motivated when not thinking about being behind in work
but I still don't know how I will go in the classroom....
I am trying but I've started to realise that with the volume of readings that I'm always just that one step behind, which is affecting my true engagement with all the material.
Thoroughly enjoying the course, the tutorials, the lectures and my general experience at UC. The lecturers are an inspiring bunch.

Statistic	Value
Total Responses	31

19. I am pleased with my progress

#	Answer	Bar	Response	%
1	Strongly Disagree		0	0%
2	Disagree		4	5%
3	Neither Agree nor Disagree		24	27%
4	Agree		53	60%
5	Strongly Agree		7	8%
	Total		88	

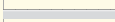


Statistic	Value
Min Value	2
Max Value	5
Mean	3.72
Variance	0.46
Standard Deviation	0.68
Total Responses	88

20. Comments

Text Response
Overall the course needs some more fine tuning. Less assessment and more practical in class training.
no sure, a bit freaked.
It's too early to tell, there are many pieces in the puzzle missing. I'm learning things, but will I be able to put them into practice??
I feel I am learning sustainable approaches to teaching. Thank you.
I have no idea what my progress is as I measure progress on assessment and a stated previously I have no sizeable assessment results back yet.
Lack of feedback from assessment (because we are yet to submit much) makes this a bit difficult to judge, but it would appear to be a case of so far so good.
I feel that I'm keeping on top of the material and learning important things, but until I get a few more assignments back with grades on them, and I go out on prac and see how I cope in a real school, I can't be sure!
More or less. I can feel myself progressing and often think of lesson ideas or things to do but it still seems fictional and not based in reality
Overall I think I am doing ok.
I'm definitely learning new things and have already recieved feedback for an assessment task. Although hard to tell big picture due to how early on in the semseter it is.
Too early to tell
The lack in progress is my own doing.
I would like more feedback regarding my progress through the course- at this point in the semester I am unsure about how i am going other than 1 grade for Ed Finds on moodle, and the comments made by Steve in the Ning.
I feel that I could be a little more organised - and that if I was I would be able to get more done. I have certainly grown and learnt a lot in the past weeks. I look forward to the future and hope that I can continue to improve and develop my skills.
I would like to have been able to have read more - feel like I am winging it. Hopefully this will settle down.
Not pleased with my progress but this is my own fault. I have had too many other things on my plate which are now subsiding thankfully.
There is a long way to go and the actual practs on the whole horizon still is daunting as I am not ready.
Not sure what progress I have made.
The always seems to be something I've overlooked. Perhaps better time management is the key? Maybe as the course draws on, I may feel a bit more comfortable and target my writing skills more.
The reflective aspect of this course is helping me deal with the bumps in the road, not just reflecting on the theory and relating it to the practical. Setting up a blog makes it easier to reflect on my own progress, in the classroom, in my identity as a teacher and in my understanding of the content we're covering.
I have not received enough grades for my units to determine if I am pleased with my progress yet.
Still too early to tell - pleased with what I am learning but not enough marks back to know I will still be standing at the end of the year.
I know I need to do more, but pressures of work etc and an 'adult' life. I'm planning to make some changes for the next semester as wow, this will be over in a few months.
I don't know what my progress is. I haven't has enough feedback to determine it.
I think I am going ok, but we'll see in September!!!
Can't gauge this yet.
I have had too many "weekend away" commitments this year so far and I feel a bit behind. I have learned a lot but as a part time student from last year..the actual prac is a long time coming. I apprecaite the efforts the staff go to and the course structure is a great improvemnt on last year.
Like above I feel that I am still a little behind but I'm extremely motivated to catch up especially considering that I'm slowly beginning to see how they all fit together (something I was unsure I would be able to do in time for assignment 2 initially)

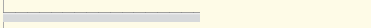




Statistic	Value
Total Responses	28

21. Gender

#	Answer	Bar	Response	%
1	Male		27	31%
2	Female		57	66%
3	Leave this question unanswered		3	3%
	Total		87	

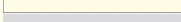





Statistic	Value
Min Value	1
Max Value	3
Mean	1.72
Variance	0.27
Standard Deviation	0.52
Total Responses	87

22. Age

#	Answer	Bar	Response	%
1	20-29		45	53%
2	30-39		25	29%
3	40-49		3	4%
4	49+		6	7%
5	Leave this question unanswered		6	7%
Total			85	




Statistic	Value
Min Value	1
Max Value	5
Mean	1.86
Variance	1.48
Standard Deviation	1.22
Total Responses	85

23. Approximately how many years since you were last in formal study

#	Answer	Bar	Response	%
1	1-2		42	48%
2	3-5		13	15%
3	6-10		11	13%
4	10-15		13	15%
5	15 +		5	6%
6	Leave this question unanswered		3	3%
Total			87	

Statistic	Value
Min Value	1
Max Value	6
Mean	2.25
Variance	2.24
Standard Deviation	1.50
Total Responses	87

24. Are you studying this course

#	Answer	Bar	Response	%
1	Full Time		66	75%
2	Part time		19	22%
3	Leave this question unanswered		3	3%
	Total		88	




Statistic	Value
Min Value	1
Max Value	3
Mean	1.28
Variance	0.27
Standard Deviation	0.52
Total Responses	88

25. Are you working at the moment

#	Answer	Bar	Response	%
1	Yes, full time		11	13%
2	Yes, part time		49	56%
3	No, don't work		15	17%
4	On Leave		3	3%
5	Leave this question unanswered		10	11%
Total			88	

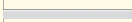


Statistic	Value
Min Value	1
Max Value	5
Mean	2.45
Variance	1.26
Standard Deviation	1.12
Total Responses	88

26. Are you the primary income earner in your household

#	Answer	Bar	Response	%
1	Yes		26	30%
2	No		54	61%
3	Leave this question unanswered		8	9%
	Total		88	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.80
Variance	0.35
Standard Deviation	0.59
Total Responses	88

27. Are there children in your household

#	Answer	Bar	Response	%
1	Yes		31	35%
2	no		52	59%
3	Leave this question unanswered		5	6%
	Total		88	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.70
Variance	0.33
Standard Deviation	0.57
Total Responses	88