

## 2015 Short Course Student Feedback Overall Report - April 2016

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### Summary Findings

During 2015 written feedback was sought from students in the 46 new courses in the short course program. Members were electronically surveyed, with 375 students providing feedback, representing 72% of all enrolled students with email. As in previous years the feedback was very positive about the running of their course and the benefits derived.

Students indicated that they enrolled in the particular course predominantly because they had a general interest in the topic area (78%), wanted to deepen their skills and knowledge in that area (58%) or the day/time particularly suited them (30%). For the vast majority the course met or exceeded their expectations (81%).

Students reported significant benefits from their participation in the course. With few exceptions, students (90%) nominated the knowledge gained in the subject area as the most important outcome, with 30% also identifying skills acquired. Motivation/inspiration was also noted by half (50%) as a significant benefit, while a over a third (35%) specified the companionship derived from their course participation.

These benefits to students clearly stemmed from the quality of the program delivered by individual tutors. Across many questions in the survey students commented on the knowledge, passion and professionalism of their tutor which they greatly appreciated, evidenced by 92% strongly endorsing the tutors knowledge and enthusiasm when specifically rated.

In rating other specific aspects of course delivery, students strongly endorsed the tutor's providing a supportive and friendly atmosphere for learning (90%), and relevant course content (87%), that was presented in a clear and interesting way (83%). They highly rated sessions as well-organised (82%), with student participation encouraged (78%) and useful activities and resources included (71%) which enhanced learning and enabled later reference and study.

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 65% strongly thought that the course length was the right length.

Students who dropped out of the course before the end, comprised 15% of respondents. While there was some suggestion that their expectations were less well met, and they were less satisfied with certain aspects of course delivery, this was not given as the reason for their not completing the course. Health issues, unexpected or other competing commitments accounted for the vast majority of reasons given by members for dropping out. Only 12 students cited matters relating to course level suitability or specific dissatisfaction.

As such, we can conclude that the new 2015 short courses were well run along lines that support learning for mature age students. The educational and social goals of the program were demonstrably well met and the provision of short courses is highly valued by members. Various suggestions were made about new topics or extending existing courses, thereby providing guidance to the Course Coordination Team in further development of the program.

## 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.

During 2015, eighty-five short courses were run, with over half (46) of these being new courses and offered by new tutors in 35 instances. In contrast to last year, only new short courses were surveyed with students providing feedback on a voluntary basis. This report documents their perceptions and comments.

## Implementation

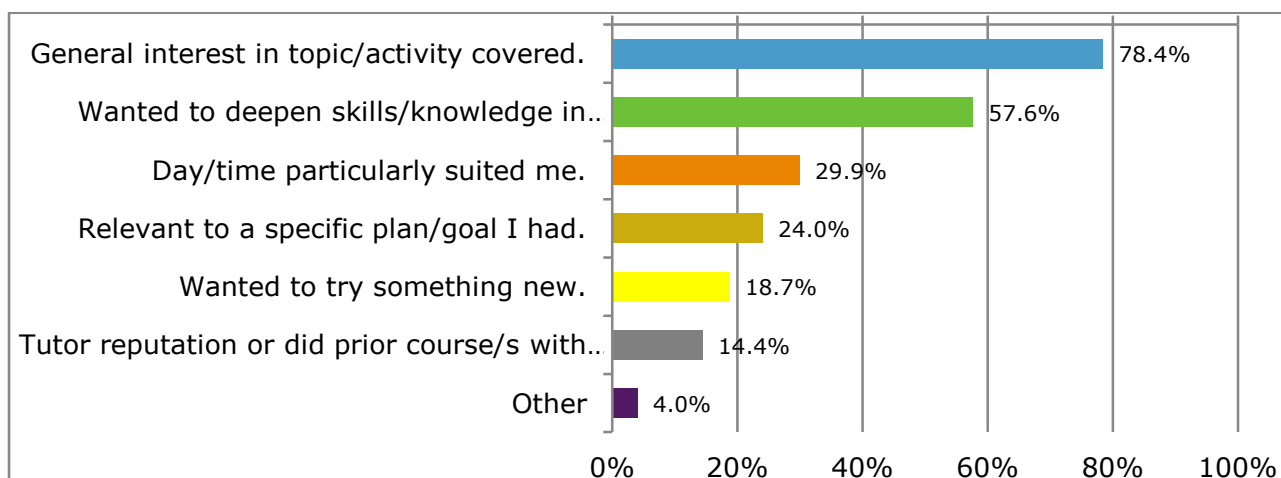
Electronic feedback continued in 2015, enabling the inclusion of students who did not attend the last class and quicker reporting throughout the year to individual tutors on completion of their course. An email including a direct link to the feedback form on Survey Monkey was sent to all students who had an email address (87% enrolled students). The survey contained both open and closed questions that asked about students' motivation and benefits of attendance; their perceptions of how well the course was run; reasons for not completing the course; any suggested changes; ideas for new courses and general comments on our program.

Feedback was received from 375 students, 37% of whom chose to respond anonymously. As such comment was provided by 63% of the students enrolled in the new short courses, and a higher 72% of the 518 enrolled students with email. This participation rate provides a sound basis for analysis and interpretation. Included in this response were 55 students (15%) who had withdrawn from the course prior to the last session, enabling a better understanding of the student drop-out phenomenon.

## Key Findings

### Reasons for enrolling in their course

At the outset, students were asked (Q2) why they enrolled in their particular course, with most nominating two or more reasons.



As can be seen from the graph above the majority of students enrolled in their course because they were generally interested in the topic or activity covered (78%) or they wanted to deepen their skills/knowledge in the topic area (58%).

## General Interest

- *For some time now I have been wondering what tipped each society into wars and forming different religions etc so this seemed like a perfect opportunity for a non academic who has not studied any history to pick up some knowledge on these matters.*
- *It is a topic that we need all to know about to appreciate the ancient culture of the aborigines and of the way that interaction with white people over the last 200 years has affected their way of life.*

## Wanted to deepen skills/knowledge in a particular topic area

- *I'm a novelist, memoirist and a short story writer. Script writing improves my writing skills especially in dialogue.*
- *Due to the relevance of this important topic, I want to find out as much as possible so that I can further understand the significance of climate change and environment in economic, political, social, geographical and natural terms.*

A sizable number of students enrolled in their course because its scheduled time was right for them (30%) or it was relevant to a specific plan/goal they had (24%).

## Relevant to a specific plan/goal

- *I wish to develop conversational skills in Italian for more enjoyment when travelling in Italy*
- *I am a Civil Celebrant, celebrating lives in funerals, naming ceremonies and weddings. I was intrigued with the thought of writing my own eulogy. I chose the course for myself and for my work with others.*
- *I have acquired an iPad and I wanted to learn how to use it well.*

## Day/time particularly suited

- *Venue and time was perfect for my week.*
- *I wanted a short course that suited my limited timetable.*

Trying something new was a factor for a smaller group (19%). While the tutor's reputation or knowledge of the tutor from attending previous courses was important for 14% of students.

## Wanted to try something new

- *As a newcomer wanted to look at something different. Also my parent was a "seaman" so was particularly interested in the topic.*
- *I'm new to U3A, and am keen to explore a wide variety of courses - both content and presentation style - to learn about and experience things I haven't previously had the opportunity to do!*
- *I was looking to try something new and this course really fitted the bill. I have an interest in Numerology and this was a fantastic chance to explore the subject further.*

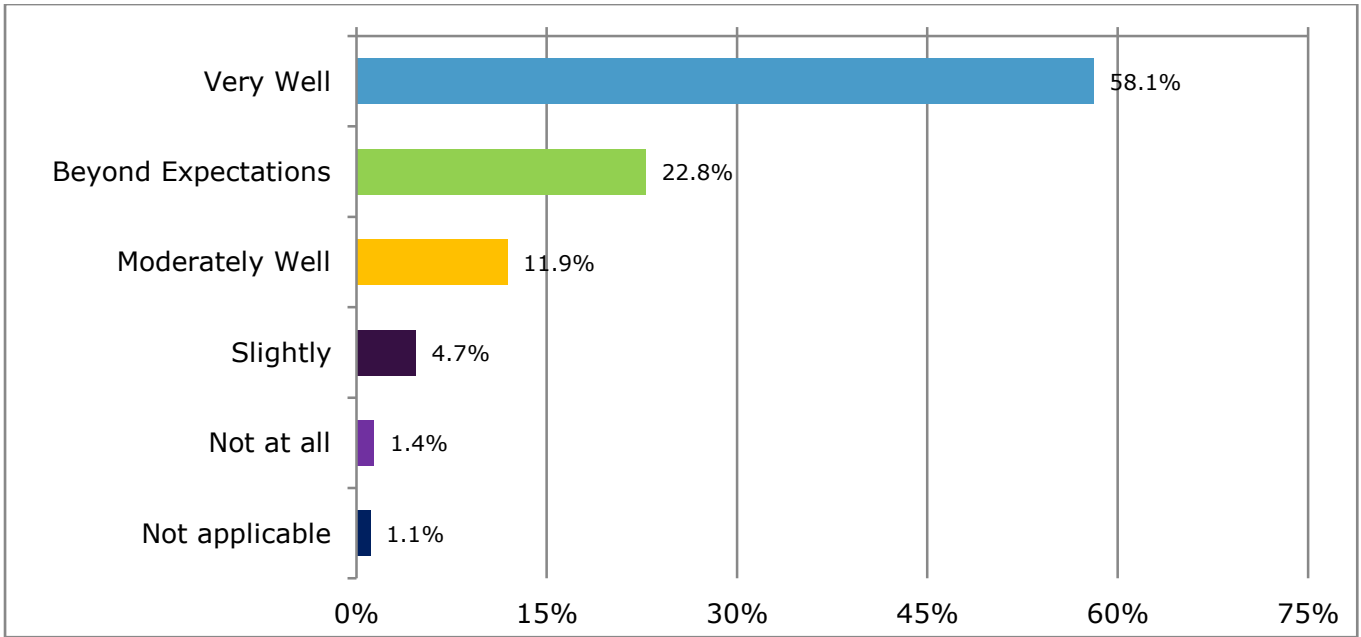
## Tutor reputation

- *This is the third course I've attended run by this particular tutor. Would not hesitate to enrol in any future course she may instigate. Informative and challenging.*
- *I knew that the tutor had taught this course at another U3A and was sorry to miss out. So when I saw his course in Melbourne I was very pleased, at a suitable time for me.*

Comparing the enrolment reasons for students who dropped out of a course to those completing, they were generally similar overall, although somewhat less attracted by the tutor's reputation (5%: 16%) and desire to try something new (13%: 20%).

## How well the course met student's expectations

Given their various reasons for joining the course, students were asked (Q5) how well it met their expectations. Overall 96% students responded, giving high endorsement to the course attended.

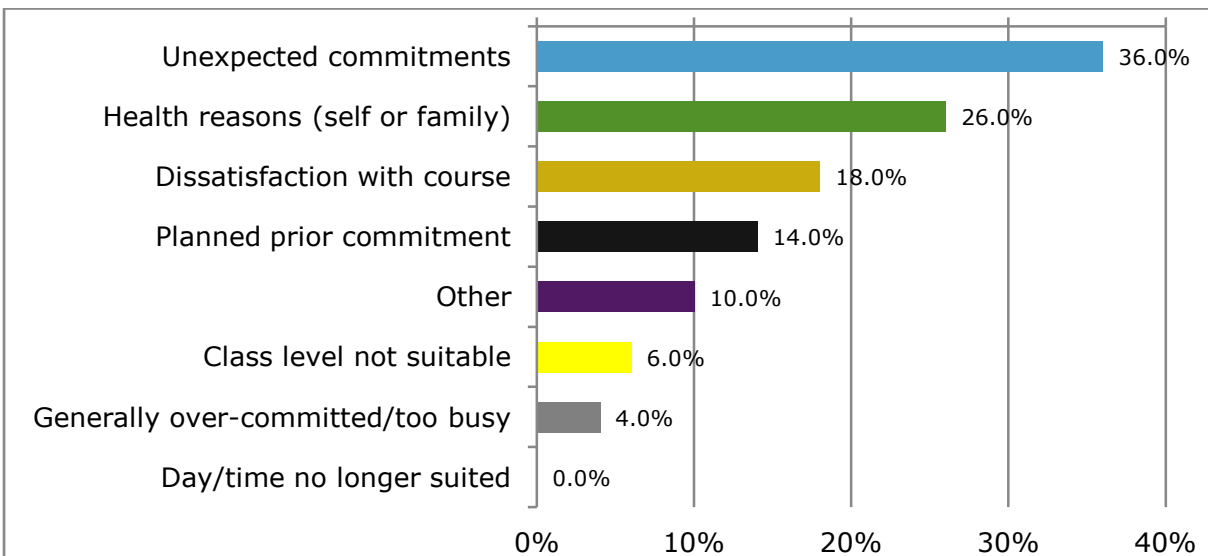


A combined 81% of these stated that the course met very well or went beyond their expectations. A further 12% indicated it matched their expectations moderately well, with only 7% giving it a lesser rating.

Comparing the ratings of students who had completed the course with those withdrawing along the way, there is some indication that the expectations of the latter group were less well met. While numbers are relatively small (n=55), only 54% of "dropouts" reported the course met their expectations "very well" or "beyond" compared with 85% of completing students. They were more likely to give a "moderately well" rating (18%), "slightly" (16%) or "not-at-all" (4%).

### Reasons given for dropping out of the course

The 55 students who dropped out of the course were specifically asked (Q4) their reasons for doing so, with 91% providing a response. Multiple reasons were given by a number of respondents.



The graph above indicates that the great majority did so for reasons outside their control, with 36%

stating that unexpected commitments or health factors (26%) precluded attendance.

- *Unexpected family obligations which I had to fulfill and could not refused arose cause me to miss half the course to my deep dismay.*
- *My dog was unwell, taken to the Vet at 12mday and had to be euthanased at 4pm on Thursday 15th. The day the course completed.*
- *I missed the second and third sessions of the course as I had bronchitis.*

A further group (14%) had prior commitments organised, such as holidays, or were generally too overcommitted (4%) to continue attending.

- *It clashed with other U3A Lets Do Activities.*
- *Very disappointed that we had a holiday planned months in advance.*

As such, only 24% of students dropping out reported doing so due to class unsuitability or dissatisfaction with the course.

- *For the time spent getting to the city and then the two hours in the course I didn't feel I was gaining extra knowledge.*
- *A bit monotonous . I expected more flair- the lecture was pretty much read of a script.. little interaction..*
- *I felt the course was directed at younger women (I'm 78) and I am already doing a Health related course with Dr Ken Harvey - which is more suited to my needs.*

## Quality of course delivery

Students were asked (Q6) how well their course rated on key aspects of class delivery indicative of good educational practice for mature learners.

	Disagree %	Somewhat agree %	Strongly agree %	Not appli- cable %
Tutor knowledgeable & enthusiastic	1.2	5.8	91.9	1.1
Well-organised sessions.	2.5	14.8	81.9	0.8
Friendly, supportive atmosphere	0.6	8.3	89.7	1.4
Relevant content	1.7	10.3	86.7	1.3
Clear and interesting presentation	2.5	13.6	83.1	0.8
Student participation and interaction encouraged	2.2	15.3	78.3	4.2
Included useful learning activities and resources	2.5	18.1	71.1	8.3
Right length	8.3	23.4	64.7	3.6

Of the 360 students completing this question, strongest endorsement (92%) related to the tutors knowledge and enthusiasm. Overwhelmingly (90%) students also strongly agreed that their course had a friendly, supportive atmosphere, with relevant content (87%) and clear and interesting presentation (83%). The vast majority strongly agreed that their course had well organised sessions (82%), encouraged student participation and interaction (78%), and included useful learning activities and resources (71%). As in prior years, the area of least satisfaction was the course length (65% strong agreement).

Nearly two thirds (63%) of these students chose to elaborate on their ratings, about their tutor's excellence and specific aspects of course delivery. Many students praised their tutors knowledge and enthusiasm.

- *The course was excellent: the tutor was extremely well-informed, articulate and enthusiastic.*
- *The tutor has amazing knowledge of the subject, and seems to inspire and held the interest of all the students.*

Students commenting on the course's friendly atmosphere noted the tutor's important role in fostering that, and other class members trust and support.

- *The tutor was fabulous. Informative, funny, engaging, positive and very encouraging. The class was good fun especially as the tutor listened to all points of view*
- *We all enjoyed an environment of trust, support and encouragement*
- *The other students were very friendly which made the course very enjoyable.*

Tutors played a similarly vital role in encouraging and managing student participation, and fostering interaction both within and outside class. Students satisfaction with the level of participation appeared affected by the course structure (e.g. lecture presentations or few sessions with much information to cover) and the tutors capacity to manage talkative/dominant class members.

- *Tutor had a very nice manner, was very patient and encouraged all students to participate.*
- *A very relaxed and inclusive presentation with lots of discussion, encouraged 'tossing around ideas' and was very informative*
- *Length would have been adequate if spend more time on content matter than allow monologues from participants*

Students appreciated the planning and organisation tutors put into delivering their course, to ensure it ran smoothly, covered the breadth of the topic area, and did so in a clear and engaging way.

- *Very well organised. Tutor's knowledge of her subject easily transmitted to her group, no session was anything other than interesting and most tellingly there were no empty seats at any session.*
- *The course content, the delivery, and the organisation of the numerology course was presented with enthusiasm, and in a clear and precise manner.*
- *Tutor was on time, spoke clearly and informative, room set-up efficiently, friendly atmosphere.*
- *I think the sessions were so well planned, and a wide variety of personalities covered that it is difficult to think of ways of improving it.*

Many commented on the value added to the course by the diversity of activities or resources in presenting the course, and the helpfulness of class notes or references for later revision and follow-up. However where technology failed lost class time was a source of frustration and dissatisfaction for a number of students.

- *A great concept of using stimulus material to promote discussion on selected moments in history..... Stimulus material thoughtfully prepared... TED lectures, books, articles etc.*
- *Tutor has been extremely encouraging and provides lots of back up material for us to learn from - e.g. various articles on differing types of scriptwriting, venues to enter scripts*
- *The course gave me a wealth of helpful information, supplemented by exhaustive, well-researched printed material.*
- *Despite the best intentions, many of the presentations did not eventuate due to IT problems*

Of the almost two-thirds of students very satisfied with the course length, some acknowledged the tutor's time commitment, the introductory nature of the course, the excellent coverage of a specific topic, and their own unlimited thirst for "more".

- *Most interesting course. Fun, Interactive and addictive. Right length as a basic foundation course. When is the next/intermediate course?*
- *The tutor had lots more information than could be fitted into 6 sessions. Subject to the tutor's commitments, it could usefully be extended to 8 weeks.*

Where students commented less positively on course length, many wanted greater in-depth study/discussion of topics covered or an extension to new related topics, through additional weeks or a follow-up extended course.

- *Well organised overview of key Indigenous writers. Would have liked more time/sessions to learn more about these and other writers*

- *I would have liked to have heard more about actual life on board say comparing when tutor started to modern day ships. Something about storms maybe.*
- *There was too much ground to cover. Needed more classes or follow-up course (i.e. splitting the course) or longer class length*

Given this overall high rating of course delivery, were there any differences evident between students completing their course and those who dropped-out along the way?

While the numbers are relatively small (50 respondents), those who had not completed the course tended to rate course delivery less highly than those attending till the end. This was most evident in regards to useful learning activities and resources, with 34% "Dropouts" compared to 18% "Completing" students providing a Disagree or Somewhat Agree rating. A similar disparity occurred in ratings of clear/interesting presentation (28%:14%) and relevant content (24%:10%).

This suggestion of lower satisfaction with course delivery was not however generally reflected in elaborative comments made. Over half of the "Dropout" respondents provided some comment on their ratings, but apart from several critical responses, the majority indicated enjoyment of the classes they attended and appreciation of the tutors knowledge.

- *Excellent tutor, enthusiastic and adaptable. The course met my needs and I was disappointed to be unable to attend the last day.*
- *While tutor was clearly enthusiastic, he was not a good presenter nor take the skill levels of his audience into consideration while presenting his course. The presentation was ad hoc and not structured well.*

## **Suggested changes to the Content or Organisation of the course**

Students were asked (Q7) if they had any suggestions for changes in terms of content, delivery or organisation of the course they attended. A total of 63% of all respondents commented on this question. Almost half (47%) of these saw no reason make any changes to the course they had completed.

The largest number of students who provided suggestions thought that their course could have been longer to cover the topic in more depth and to allow for participant questions, or include follow-up review sessions.

- *I think that to cover the content the course should be longer*
- *I would like to keep up-to-date on technology and would like an update session every 12 months or so*

An equal number made some useful specific suggestions on classroom delivery for the tutor to consider, including students practicing the skills/knowledge learned; management of student participation; use of a/v resources and style of presentation.

- *Photographs are good if possible. Speaking freely on a subject you know rather than reading from a written text is more comfortable.*
- *The tutor was a bit too patient with some participants who too easily wandered into complete irrelevancies. It would be good to develop the skill to cut them off- gently of course.*

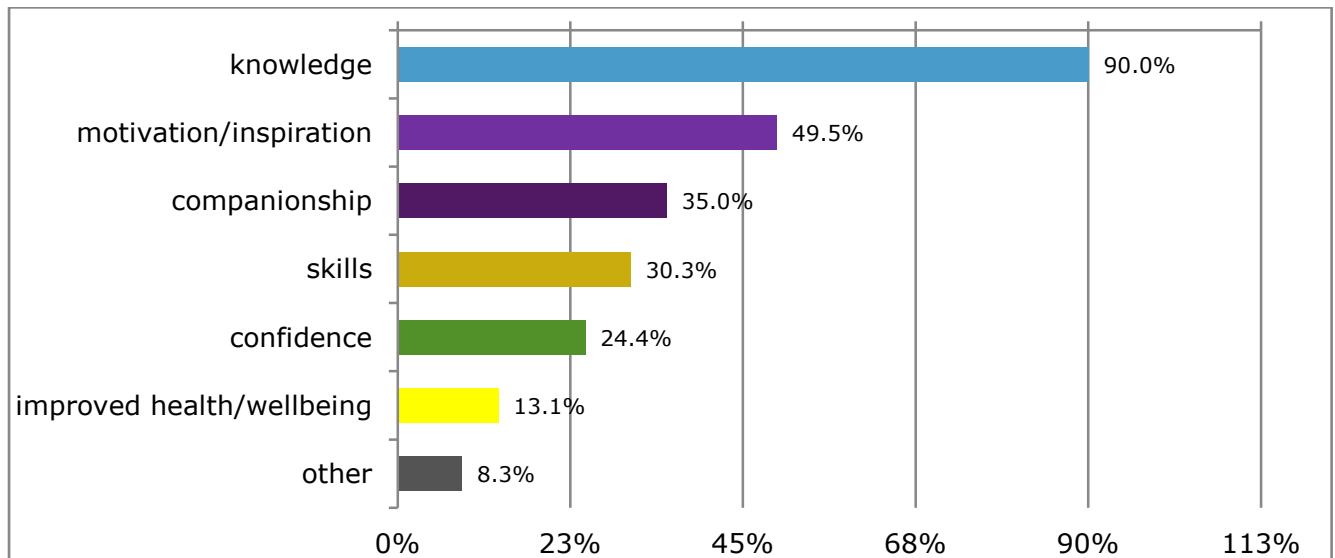
A small number of students commented on the course content which provides valuable feedback to the individual tutor considering repeating or extending their course.

Others suggested changes to organisational aspects, including the distance and comfort of the venue, class time, title and course description. These issues provide valuable feedback for our Coordinating team.

- *Choose a better venue! Cold, impersonal and difficult to get to.*
- *Warm stuffy room. No directions on first day what room the course was being held in.*
- *Not a lunch hour start time*

## What students gained from attending their course

Almost all students, 96% of the 375, responded to this question (Q8). The majority stating that knowledge, motivation, skills and companionship were the key outcomes for them.



### Knowledge.

Knowledge has consistently been the main outcome nominated by students, with a higher rate (90%). Many students elaborated on their choice of outcome.

- *The course broadened my knowledge, but also gave me a broader understanding of the origins and ancestry of the Chinese people in our community today.*
- *My knowledge of indigenous people was almost nil, especially pre-English arrival, I now have considerably more knowledge and motivated to do some extra reading*
- *I'm improving my knowledge of the language, learning about Italian history geography and Italian culture in the company of lovely people , including our tutor*

### Skills

In addition, 30% of respondents considered that they had either learnt new skills or improved existing skills from attending their course.

- *I would not have put together my own Eulogy without this knowledge.*
- *It adds to my knowledge and skills in using an iPad as well as giving me the confidence .*
- *The course gave us skills to tackle any travel problems with confidence.*

### Motivation/Inspiration

A half (50%) said that they were either “motivated” or “inspired” by attending their courses.

- *This course of numerology inspired me to research further into understanding the meaning and power of numbers. So I may understand the person that I am, and the person that I could become.*
- *I have improved my knowledge of composition and musicians and have been inspired to both re read An Equal Music, and to attend more string quartet performances, an area of music I have not listened to as much previously.*
- *The course filled many gaps in my knowledge of democracy and stimulated me to do extra reading both during and after the course to increase my knowledge and understanding of the subject.*

### Companionship

U3A members who attend classes often comment on the companionship they experience. It was a significant factor with 35% of students indicating this was an important outcome for them.

- *This class was one of the most friendly that I have come across in U3A.*



- *Enjoy the friendship of like minded students. Always like to debrief after with a coffee or lunch if others are up for further conversation and like the intellectual dialogue.*

### **Confidence**

Twenty-four percent of respondents considered they had gained confidence from attending their course.

- *Being a fairly quiet person by nature, it has given me confidence to have discussions with friends on the topics covered.*
- *I didn't expect to be so warmly accepted considering my poor speaking skills. I can understand Italian quite well but had no confidence in using it*

### **Improved Health/Wellbeing**

An improvement in health or wellbeing as a result of their course participation was noted by a smaller group of students (13%).

- *Pretty special class because small and intimate, yet we were tackling life-affirming fascinating topics that could influence your life for the better*
- *I found out more about preservatives and brands that use those that are not so good for us.*
- *At the conclusion of the course, I feel we walked away with more self awareness and information on how to better understand ourselves, and others, and cope with life in general.*

### **Suggestions for New Courses and comments on overall Course Program**

As a means of informing course planning, students were specifically asked if they had any suggestions for new courses or comments on the overall course program (Q9). Sixty-three percent either said "No" or skipped this question. Those responding often made multiple suggestions.

#### **New courses.**

Over a third (35%) of those responding essentially reiterated the wish for an extension of the completed course, either in terms of new aspects for study, or a greater depth to topics already covered.

Some 65 specific suggestions for new topic areas were made by another group of respondents (30%), which have been passed to the Course Coordination team for reference. Several common areas of interest were evident.

There was strong interest in more practical art courses, various crafts, music and art appreciation courses.

- *More courses about music would be good- perhaps taking up different composers in depth.*
- *Fine art, painting and drawing*

Science topics were suggested by a number of students, including environmental and neurosciences, technology and core science subjects.

- *I would be very interested in U3A offering beginners classes in geography and science as it is something that many people of our generation missed out on in our education and it is particularly relevant and interesting.*

A greater focus on Health was also sought, through Mindfulness and meditation, gentle exercise (Pilates, Yoga, Feldenkrais), more vigorous activities (dancing, aerobics) and nutrition information.

- *I would love more yoga, Meditation, Pilates*

A further group of students were interested in better understanding/managing computers and Smart Technology devices (android and Apple)

- *I desperately need more skills with Word documents: how to send attachments, how to download files etc.*
- *Computer literacy at a medium level to fully exploit capabilities of iPhone and iPad.*

## Overall program

Of those commenting on the course program, the majority praised the variety, excellence and organisation of the program overall.

- *Overall course program is excellent and so are the people who give their time to make it all happen.*
- *Am a new member and am impressed with the range of courses offered*
- *An impressive line-up of tutors, and great to see partnerships with other groups & organisations on specialist topics.*

Several singled out praise for the tutor, while a number of others made specific comments regarding the program organisation, such as enrolment procedures, detail and accuracy of course descriptions, spread of venues, early evening classes and encouragement of members to tutor.

- *Congratulations everybody who organises the courses. I might seem to be ungrateful, but I am finding the venues scattered all around Melbourne off putting.*
- *Isn't it time we looked at classes which attract those potential members who are transitioning from work to retirement, and who would be looking for classes in the early evening before going home.*
- *I know there are many more talented U3A members in music, and U3A should encourage them to come forward and run courses for the joy and enrichment of seniors.*

## Discussion

It is evident that student feedback strongly endorses the value and excellence of new short courses added to the 2015 program. While only surveying a part of our overall short course program, student responses are virtually identical to the prior year in terms of course delivery and student outcomes, indicating a continuing high quality program.

Members enrolled in chosen courses for a variety of reasons, but especially because of a general interest in the topic area or a desire to deepen their particular skills or knowledge. Some were influenced by the suitability of the day/time of the class, while others had specific goals for their participation or wanted to try something new. The importance of tutors eliciting and working with students enrolment motivation is evident given this diversity in reasons given.

That tutors did cater for this range of student motivations is indicated in the high (81%) students reporting that the course exceeded or very well met their expectations. Knowledge gained from course attendance was the most important outcome for almost all students (90%), together with the inspiration provided by the tutor and fellow students (50%) to take their interest or skills further on completing the course. The additional benefits of companionship and confidence reported by a sizeable group of students indicates that our educational program is meeting both the intellectual and social needs of members.

Clearly the key to this achievement are the individual tutors whose knowledge, professionalism, passion and inclusive approach is greatly valued by students. The high rating re tutors knowledge and enthusiasm (92%), was further reflected in open comments about the course and the desire expressed for extended or other courses by the same tutor.

The tutor's skills in class delivery and creating an interactive supportive atmosphere for learning were evident. Tutors were rated highly, with strong agreement regarding well organised sessions, content relevant to the topic, clear and interesting presentations, creating a friendly and supportive atmosphere, and encouraging student participation and interaction - all important factors that facilitate mature age learning.

The slightly lower rating re inclusion of useful learning activities and resources (71%) is attributable in part to the number of students who saw that as not relevant to their particular course, and to technical problems noted in some classes where tutors struggled with unfamiliar or limited

equipment. As we encourage tutors to use different resources/technologies and new members have more sophisticated expectations, the need to up-skill tutors and the varying capacities of hired venues (especially regarding wifi) will continue to be challenging.

Extending or refocusing the course to deepen and widen study opportunities in a topic area is keenly sought by many students- reflected in their lower rating of the course length (65%), suggestions for change to the course and ideas for new courses. While possibly influenced by the nature of courses surveyed, there is considerable demand for new courses covering appreciation and practice in Arts subjects, various Sciences, Smart Technologies and Health practices. It therefore is pleasing that of the 22 new courses offered in Terms 1 & 2 in 2016, thirteen are new or extension courses in the Health field (8) and Arts category (5). Our renewed 2016 partnership in with the Florey Institute similarly strengthens our science course offerings.

Although there is some suggestion that students who dropped-out before the end of the course may have been less satisfied overall (expectations p4) and with key aspects such as content, presentation and resources/activities (p7), this is not reflected in the reasons and comments made about why they withdrew. The majority once again indicated they did not complete the course due to reasons unrelated to their satisfaction or engagement with it. Health issues, unexpected and competing personal commitments to family, travel or other U3A activities accounted for 76% of reasons given.

As such, we can conclude that the short course program continues to deliver quality educational opportunities to our members, who appreciate its excellence and value the diversity and flexibility it provides. This excellence is due in no small part to the dedication of tutors, and to the processes, support and education offered by the Coordination Team from recruitment onwards.

Individual reporting to tutors throughout the year has enabled tutors to see what students think about their course and to consider specific suggestions for change or extension in the future. Where concerns have been identified, the feedback has been valuable to Coordination Team members in discussing future plans with individual tutors. The overall themes reported here will serve to highlight areas for professional development with new and continuing tutors.

Suggestions for new courses, plus comments on course length and venues provide valuable information to coordinators in recruiting and organising our ongoing program. Students clearly recognise the generosity and commitment of tutors and all involved in organising the program, to so well meet their needs. Their appreciation, assessment and comments are a rich resource for promotion and funding purposes.

Given the consistency in student feedback about the short course program since 2010, it seems appropriate to extend the electronic survey to yearlong courses in 2016. With many hundreds of new members in the 6 years since yearlong course feedback was previously sought, student views on this significant and stable component of our program is clearly important. A progressive engagement of tutors/courses in related fields would provide focus and review of the survey tool, build peer support and more achievable workloads for the CC Team.

## 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 U3A website and an Executive Summary be distributed specifically to tutors.
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 article about the Student Feedback be written for the Newsletter to acknowledge and inform members and the general public about the quality and outcomes of the 2015 new short courses.
4. The report be used as appropriate at Tutors' Workshops and recruitment discussions to reinforce positive tutoring approaches with mature age students.
5. The Course Coordination Team consider suggestions by members in respect of short course development and organisation of the overall education program.
6. That electronic student feedback be continued in 2016 for new short courses and progressively introduced for yearlong courses, to better inform future improvement of the U3A Melbourne City education program.

**Acknowledgements:** The Committee is greatly appreciative of the voluntary participation of students in this Feedback process, the commitment by tutors in offering these courses, and the work of the Course Coordination Team volunteers who administered, analyzed and reported on the Student Feedback. Special thanks also to Helena Ling for her invaluable technical assistance.

<b>2015 New Short Courses Surveyed</b>
<b>Term 1</b>
Climate Change & Green Energy (Walker & Mercer)
Contest of Ideas (Foks & Goddard)
Creative Writing Workshop- Advanced (C. Ferrari)
Get the most out of Ageing (H. Smart)
Great Composers: Their Lives and Music (J. Melbourne)
Knowledge Big and Small (G. Johanson)
String Quartets Unpacked (Z.Knighton)
<b>Term 2</b>
American Classical Music (D.Kingsmill)
Ancestry/Family Search Intro (P.Marriott)
Ancestry Advanced (P. Caldwell)
Art History- Romanticism (L. Usenko)
Budget Travel in Japan (I. Campbell)
Cryptic Crossword Intro (P.Quinn)
Democracy-who is it good for? (Foks & Ward)
Dylan Thomas Under Milkwood (J. Strachan)
Health Care Interventions (Dr K. Harvey)
Indigenous Australian Writing (R.Wood)
Internment in Australia (G. Fitzpatrick)
Italian 5 -Post Intermediate (O'Neil & Dobson)
Italian Conversation (A. Pignatelli)
NBN for the Non-Technical (K. Casey)
<b>Term 3</b>
Australia has a Black History (K.Pitts)
Cont Art Appreciation- New Sculpture Forms (A.McGravie-Wright)
French Relaxation Techniques (D.Proske)
International Aid: Are We Helping? (A.David)
Medieval French Study: Chretien de Troyes (W.Devine)
Script Writing and Dialogue (H.Scott)
Seafaring: A Servant to the World (R.Wilson)
Shakespeare: Reading the Scene (S.Tweg)
Travel Literature: An Intro to Travel Writing (M.Smith)
Travelling with and iPad/Tablet (H.Mariampolski)
What's New About Colonial Art? (D.Williamson)
<b>Term 4</b>
A Journey Around Two Grandparents (P.Marriott)
Beethoven String Quartets (Z.Knighton)
Buying Wine- How, Why, When & Where (L.Bendall)
Chinese Revolution Part 1-Fall of Imperial China (D.Hone)
Cooking and Shopping for 1-2 People (J.Ayoub)
Criminal Law- An Introduction (D. Just)
French for Travellers (D.Duong)
Health and Wellbeing-The Holy Grail (Dr S.Burney)
Italian Conversation- Beginners (A.Jardon)
Life Reflections- Writing Your Own Eulogy (P.Marriot)
Numerology-Discovering Your Life Purpose (M.Symonds)
Positive Psychology (J.Besley)
Sharing Memories With Grandchildren (P.Marriott)
Tipping Points in History (Dr N.Morris)