

## Student Feedback - 2016 Yearlong Humanities Courses Report January 2017

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### Summary Findings

During 2016 written feedback was reintroduced for yearlong courses, commencing with the Humanities program. Students in 15 courses (literature, creative writing, history and philosophy) were electronically surveyed, with 220 members providing feedback, representing 71% of all enrolled students with email. As in the earlier 2010 survey, feedback was very positive about the tutors professionalism in running of their course, the enjoyment and benefits students derived.

Multiple factors prompted students to enrol in the particular course. Respondents indicated that they enrolled predominantly because they had a general interest in the topic area (81%) or wanted to deepen their skills and knowledge in that area (60%), as well as expecting to meet people with similar interests (30%) and the tutors positive reputation (29%). Importantly, with few exceptions the course very well met or exceeded their expectations (88%).

Students reported significant intellectual and social benefits from their participation in the course. The vast majority (90%) nominated the knowledge gained in the subject area as an important outcome, with 26% also specifying the skills acquired. Significantly over a half (58%) identified the companionship derived from course participation as a specific benefit, while 52% reported being motivated and inspired by the tutor/leader and other students.

These core benefits to students clearly stemmed from the quality of the program delivered by individual tutors and group leaders. Asked what they *liked most* about the course, students particularly valued the extensive knowledge and professionalism of their tutor, and the stimulating discussions and positive interactions fostered between class members throughout the year.

In rating specific aspects of course delivery, students strongly endorsed the tutor/leader's knowledge and enthusiasm (89%), their providing a supportive and friendly atmosphere for learning (85%), and encouraging student participation (83%). Respondents strongly agreed that sessions were well-organised (74%), with relevant course content (83%), and were presented in a clear and interesting way (74%).

Various suggestions were made about new Humanities and Arts topics or extending existing courses, thereby providing guidance to tutors and the Course Coordination Team in further development of the program.

On this basis, we can conclude that the 2016 yearlong Humanities program was well run along lines that support learning for mature age students. Additionally, participation in these yearlong courses fostered companionship and friendship between members to a greater extent than noted with short courses feedback. Students voiced their appreciation of the tutors expertise and approach to teaching which achieve both the educational and social goals of the program.

The evident importance and joy in learning with like-minded, friendly and respectful people moreover fulfils a fundamental aspect of our U3A ethos.

## Introduction

Providing a high quality, diverse and stimulating education program for members is central to our U3A mission. In 2010 U3A Melbourne City introduced a policy of written student feedback, encouraging tutors to participate on a voluntary basis. Thirty-five yearlong tutors took up this opportunity, thereby enabling students a formal voice in the ongoing development of our program. The 2010 report indicated high satisfaction with the yearlong courses surveyed, and useful suggestions for tutors and course coordinators/administrators regarding future courses.

Since 2011 the focus for student feedback has been our short course program which has accounted for most of the new courses on offer. However given the many hundreds of new members since 2010, it was deemed important to again seek the views of yearlong students. In 2016 sixty-seven yearlong/semester course were offered, of which two groupings Humanities and Foreign Language courses have been surveyed. This report documents the perceptions and comments of Humanities students.

## Implementation

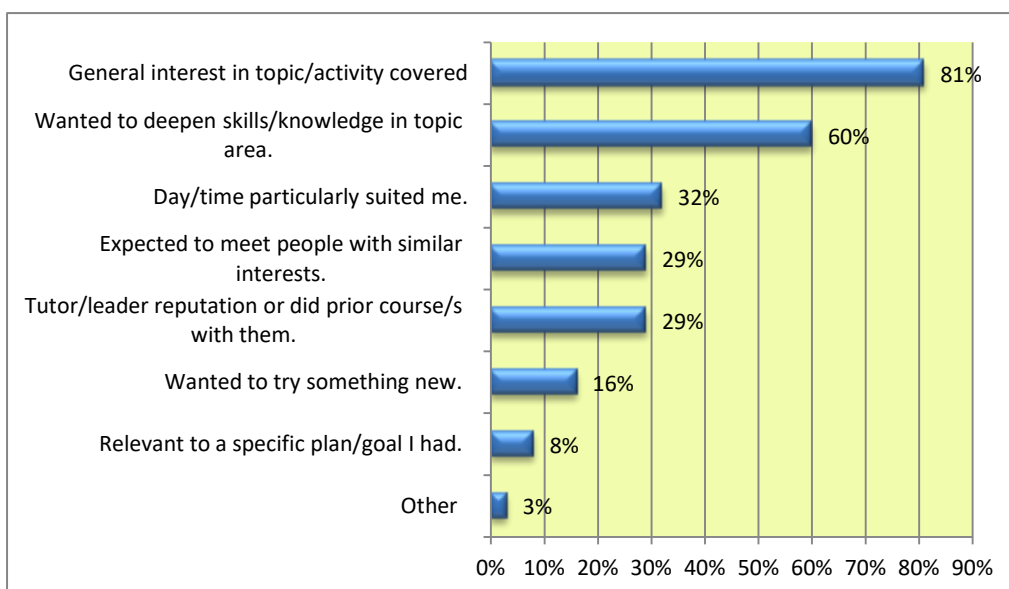
Following tutor input to the revised survey form, students in 15 Humanities courses (philosophy, literature, creative writing, history) were surveyed in July 2016 (see Appendix course list). An email including a direct link to the electronic feedback form on *Survey Monkey* was sent via *MyU3A* to all students who had an email address (90% enrolled students).

Feedback was received from 220 students, 38% of whom chose to respond anonymously. As such comment was provided by 64% of the total enrolment in the Humanities courses, and a higher 71% of the 308 enrolled students with email. This participation rate provides a relatively sound basis for analysis and interpretation.

## Key Findings

### Reasons for enrolling in their course

At the outset, students were asked why they enrolled in their particular course, with most nominating two or more reasons. Given reasons are as graphed below.



As can be seen above, the majority of students enrolled in their course because they had a general, often longstanding, interest in the topic or activity covered (81%), or they wanted to deepen their skills/knowledge in that area (60%)

#### *General Interest*

- *"I have always loved and valued poetry above all other art forms" (Poetry Across the Centuries)*
- *"I love books and like to try different authors and this is a great way of hearing other people's opinions about the books they have read, and like the structured nature of reading the selected book a month" (Book Discussion Group)*
- *"I have always wanted to write stories about my experiences" (Monday Writers)*

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

- *"My general understanding of philosophy is poor. I hoped this course would increase my knowledge and also encourage critical thinking" (Wisdom of the Ages)*
- *"A keen reader, I wanted to be challenged to read the classics and books I would never tackle without guidance. Not having a tertiary education, I needed a taste of this extended learning without the worry of assignments or exams" (Great Works of Literature)*
- *"I've been going to Shakespeare plays for over 50 years. It seemed a good idea to study Shakespeare in depth" (Shakespeare Revisited)*

A sizable number of students (29%) enrolled in their course because they expected to meet people with similar interests with whom to exchange ideas or to develop/continue friendships over the year.

- *"Writing is an isolated pursuit. It is important to share experiences and ideas with like-minded people in a safe and creative environment" (Wednesday Writers)*
- *"This is my second year in this course. I look forward to attending the class each week and the coffee meeting with like-minded friends afterwards" (Wisdom of the Ages)*

The tutor's reputation or knowledge of the tutor from attending previous courses was an important motivator for 29% of students.

- *I had heard about the excellent tutor from a friend and was ready to join any U3A, so picked Melbourne. Course seemed like a good "book club" with some structure and challenging books to read. (Great Works of Literature)*
- *"Did Philosophy with tutor last year and really enjoyed it. He has the communication skills and knowledge to lead very interesting discussions" (History of the World)*

For nearly a third (32%) the scheduled time was an important factor in choosing the course.

- *"As I still work part time I was restricted to Monday or Tuesday course, and this one interested me" (Talking about Secrets)*
- *"Also the venue and time was perfect given I was already in the city in the morning" (Wisdom of the Ages)*

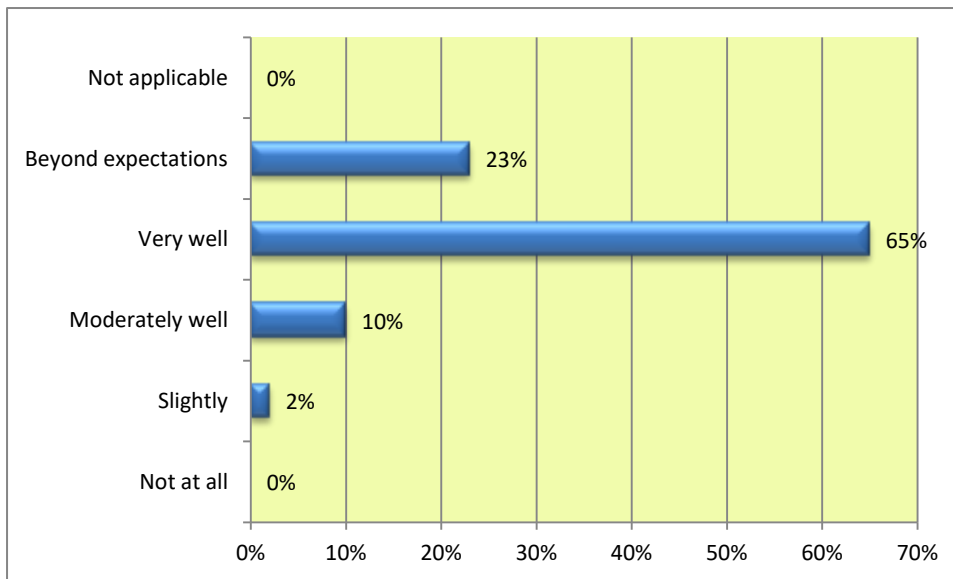
Trying something new that would stimulate them or extend their interests was a factor for a smaller group (16%)

- *"Having just finished paid employment, I needed something to do that was a challenge to keep my brain active and be out of my comfort zone" (Philosophy- the Basics)*

- *"I had previously studied subjects that were important to my career advancement. Hence when I read about the Philosophers' Cave I was immediately attracted."* (Philosophers' Cave)

## How well their course met student's expectations

Given their various reasons for joining the course, students were asked (Q5) how well it met their expectations. Overall 87% students responded, giving high endorsement to the course attended as evident below.



A combined 88% of respondents stated that the course *met very well* or *went beyond* their expectations. A further 10% indicated it matched their expectations moderately well, with only 2% giving it a lesser rating.

## What students most liked about their course

Students were asked an open question about what they most liked about the course (Q6). Of the 192 commenting, a handful said "everything" or "nothing", while some nominated multiple aspects of the course, providing a range of factors for grouping and analysis.

The most enjoyable factor, nominated by 35% students, was the positive knowledge sharing and interaction among class members, encouraged and fostered by the tutor.

- *"I enjoy the interaction between tutor/students as other peoples knowledge assists in growing mine"* (History of the World)
- *"Seeing and hearing the work of other writers, particularly the experienced, and getting feedback from fellow writers as well as from the team leader"*
- *"We read and discuss beyond the text. The other members contribute much that enriches us all"* (Shakespeare Revisited)

Clearly a very important factor in students' enjoyment of the course is the particular tutor/leader, with 31% of students commenting on the tutor's depth of knowledge, teaching skills and enthusiasm.

- *"The depth of knowledge of the tutor, his friendly disposition and relaxed manner in which he conducts the course" (History of Ideas)*
- *"The tutor makes it a very safe, fair, supportive and innovative environment" (Wednesday Writers)*
- *"A very knowledgeable tutor who is able to explain the background to whatever movies/series we are watching and lead an interesting discussion" (Talking about Secrets)*

Over a quarter students (26%) indicated the course content was central to their enjoyment, commenting on the range of topics/themes covered, depth of information provided and knowledge they had gained.

- *"Variety of poets we study and thorough exploration of all facets of the poems: historical period in which set; language; grammar; reasoning behind the ideas in the poem" (Poetry Across the Centuries)*
- *"The broad range of topics covered are giving me a much more interesting view of world history" (History of the World)*

A fifth of students more specifically identified the presentation and delivery of the course as important to their enjoyment. Students noted the tutors thoughtful preparation; variety in class format ; and skilled management of the class participation.

- *" Tutor is a very skilled teacher, who is inclusive at all times but leads discussions where necessary. The method of reading followed by discussion works really well, as does the viewing and discussion of professional performances" (Shakespeare Revisited)*
- *"Our tutor is inclusive, non-judgmental and promotes lively discussion. Less vocal participants are encouraged but never forced to contribute to the discussion" (Philosophical Issues)*
- *"I enjoy every aspect of the class. Each week tutor teaches orally about the given work, hands out written notes and facilitates class discussion". (Great Works of Literature)*

A further group of comments (13% students) focused on the camaraderie and empathy developed among students, especially in courses where a skill was being learned, common interests have been found or members have been together for several years.

- *"The friendliness of the people in the class- quite a few friendships have been formed" (Shakespeare Revisited)*
- *"The people in the course are very tolerant and non-judgemental, so it is easy to write and to experiment with my writing" (Monday Writers)*
- *"The group's core spirit, and the fact that it manifests itself in the coffee after a meeting and other contact with other cave dweller outside the specified class time" (Philosophers Cave)*

A smaller number (8%) specified their appreciation of the resources provided by the tutor, either as used in class or as future reference. Students liked the quality and variety of DVDs/videos, internet links and slides used in lessons; class notes and websites or other references for individual follow-up.

- *I also love the fact that we can watch a documentary film on a lot of the subject matter" (History of the World)*

- "I love watching the plays on screen and discussing the merits of different directors interpretations of the same play" (*Shakespeare Revisited*)
- "Internet access to recapitulate material along with notes for further reading" (*History of Ideas*)

The remaining comments related to various factors ranging from health benefits, the challenge provided by the course or the lack of "exam stress".

## Quality of course delivery

To obtain a more comprehensive overview of the course, students were asked how well their course rated on key aspects of class delivery indicative of good educational practice for mature learners. (Q8, Table below, N=192)

	Strongly Agree	Somewhat Agree	Disagree	Not Applicable
Tutor/leader knowledgeable & enthusiastic	89%	9%		2%
Well organised sessions	74%	25%	1%	
Friendly, supportive atmosphere	85%	14%	1%	
Relevant content	83%	15%		2%
Clear, interesting presentation	74%	21%	1%	4%
Student participation & interaction encouraged	83%	16%	1%	
Included useful learning activities, texts and resources	51%	31%	5%	13%
Right length of session	82%	17%	1%	
Suitable venue & equipment	70%	26%	4%	

Of the 192 students completing this question, 89% strongly agreed the tutor/leader was knowledgeable and enthusiastic, while 85% strongly agreed that their course had a *friendly, supportive atmosphere*, and *student participation and interaction was encouraged* (83%).

Sessions were judged to be the *right length* (82%) and the vast majority strongly agreed that their course included *relevant content* (83%), had a *clear and interesting presentation* (74%) and *well organised sessions* (74%). Fewer students thought that the course included *useful learning activities and resources* (51% strong agreement).

Asked specifically about the suitability of the *venue and equipment*, 70% indicated strong agreement.

Just over a third (36%) of responding students chose to elaborate on their ratings, with most reiterating themes expressed in Q6 above- about their tutor's excellence, the encouragement of student participation and other aspects of course delivery.

Twenty-one students commented on the class venue and equipment, mostly to indicate the difficulties caused by noise of adjoining rooms or air conditioning equipment; glare and inadequate blinds especially for a/v presentations; and room set up.

- *Sometime noise from other rooms disturb. The blinds don't close and there is a bit of glare. The video is not always cooperative (Shakespeare Revisited)*
- *The big table we were all clustered around was difficult. Not enough places for everyone. Row of chairs with presenter at front lectern would have been better for this class. (Philosophy- the Basics)*
- *Noisy air conditioning sometimes makes it hard to hear the tutor and students input. (Great Works of Literature)*

Where students commented less positively on session length, several wanted longer class time to complete a discussion or have a mid-point break, or alternatively run a topic over several sessions.

- *Some topics deserve to be allocated more time - perhaps examined over two or more sessions*
- *We often run out of time for in-depth discussion due to too much time at the beginning with announcements and related information.*
- *A break in the session.. a brief one.. would encourage exchange of ideas. (History of the World)*

### **Suggested changes to the content, delivery 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 76% of all respondents skipped the question or stated that they saw no reason to make any changes to the course they attended.

- *No changes, it is perfect*
- *It is privilege to be in this class and I would not suggest any changes at all to this course. I feel challenged and perfectly comfortable every week and would not like the balance of reading, teaching and class member contribution to be affected (Great Works of Literature)*

The largest number of students who provided suggestions commented on classroom delivery matters, such as the value of handouts, course outlines and initial discussion of course purpose; a desire for more discussion or better management of class discussions; greater diversity/creativity in presentation and learning activities.

- *Time for discussion of the purpose of the course and the optimum way of addressing those purposes*
- *"Slightly less watching of movies and more general discussion, with tutor drawing put opinions from some members who are happy to sit and not contribute (Talking about Secrets)*
- *More opportunity for small group discussions using philosophical theory " (Philosophy- the Basics)*

A small number of students commented on the course content in terms of focus or alternative topics. This provides valuable feedback to the individual tutor considering repeating or extending their course.

- *"I would like a bit more factual background information about the play prior to its reading and analysis eg when first acted; film/theatre productions (Shakespeare Revisited)*
- *Maybe include a bit more about the issue of ethics" (Philosophy- the Basics)*
- *I would like to see the addition of Modern History into this course. This is my second year and it seems that Ancient History dominates. (History of the World)*

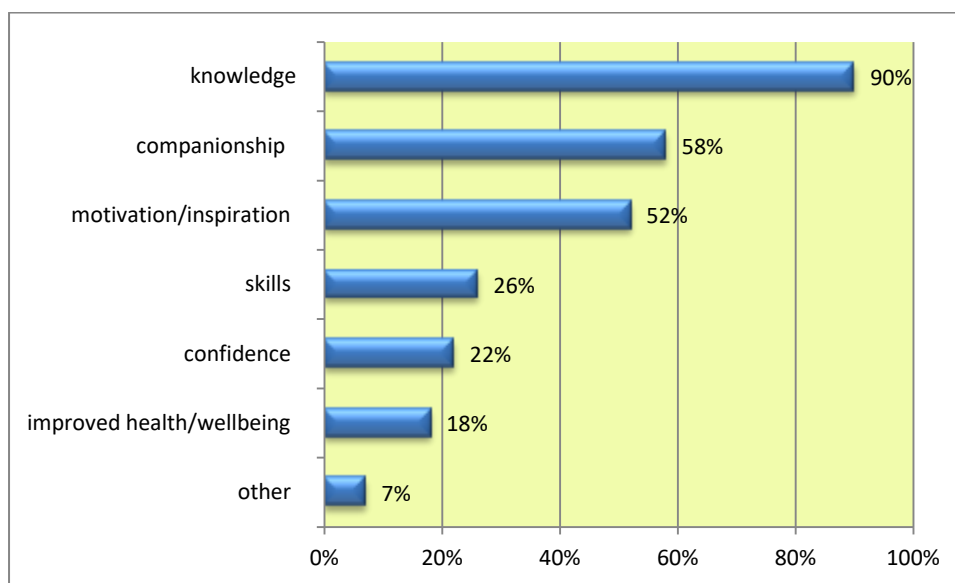
Suggestions on organisation included comments on communication with students, enrolment priority for current students and accommodation/equipment matters.



- *Group members bond and trust each other. It is very hard to realise one may not get into the course the following year due to high demand. For older students this can be very important to their wellbeing when they have found an environment in which they can thrive (Wednesday Writers)*
- *I would like a group email reminder announcing the next book if possible (Book Discussion Group)*
- *"Next year can we have a more sensitively chosen room, not next to the kitchen?" (Wednesday Writers)*

## What students gained from attending their course

Students were asked to indicate what they gained from attending the course, with most respondents identifying multiple benefits. Nominated outcomes are shown below (N=192).



Clearly knowledge, companionship and inspiration were the key benefits for a majority of students. Over half elaborated on their choice of outcome.

### Knowledge.

Improved knowledge of the topic area was the greatest outcome for participants (90%)- be it of authors, poets, play-writes, philosophers or periods in history covered in the course.

- *"The course has made me aware of some incredible poets that I would have remained ignorant of had it not been for the tutors wide library or resources and knowledge" (Poetry Across the Centuries)*
- *"I have learnt about the differing ways various philosophers have looked at the world and how we all have our own way of dealing with life's questions" (Philosophy- the Basics)*
- *"I have greatly increased my knowledge of literature through reading the assigned texts, and importantly put them into literary, social and historical context" (Great Works of Literature)*

## Skills

In addition, 26% of respondents considered that they had either learnt new skills or improved existing skills from attending their course, these including analytic and argument skills, writing and social skills.

- *"The course has enabled me to express myself and develop my writing skills. As a result of being in this course, I have also been involved in other U3A activities that have enabled me to learn more skills and enhance my personal development"* (Monday Writers)
- *"As we are all encouraged to participate in the discussion I'm forced to focus my thoughts and make coherent comments!"* (Poetry Across the Centuries)
- *"Reading in class, researching and presenting the occasional paper have definitely increased my skills"* (Great Works of Literature)

## Motivation/Inspiration

Over half (52%) said that they were either "motivated" or "inspired" by the tutor and other participants to further pursue reading, researching, thinking or practice re the course focus.

- *"Motivation to present a new piece of work every week to people with the same interest"* (Monday Writers)
- *"The areas covered by the course have been interesting and motivating to read/research more about the area or particular philosophers"* (Philosophy- the Basics)
- *"The course has stimulated me to further reading both historical and literary, and has particularly furthered my study of music that has been inspired by Shakespeare's plays from the Elizabethans to Paul Kelly"* (Shakespeare Revisited)

## Companionship

U3A members who attend classes often comment on the companionship they experience, this being a significant benefit for 58% of students.

- *"I am new to Melbourne so I value the social interaction and companionship"* (Shakespeare Revisited)
- *"The class is particularly friendly, and like a second family"* (Monday Writers)
- *"I enjoy the company of the group members in the course and also after the sessions when some of us continue our discussions over a cuppa"*

## Confidence

Twenty-two percent of respondents considered they had gained confidence from attending their course, now being more comfortable in expressing their views, speaking publicly or taking a leadership role.

- *"I am now not so hesitant in speaking up to give my opinion even though I may feel differently about things. My opinion is just as valid as anyone else's!"* (Philosophy- the Basics)
- *"I am now able to not be so nervous reading aloud and standing up in public"* (Shakespeare Revisited)
- *"I think confidence is important, as we all have turns at running the class and setting the topics for the next week"* (Monday Writers)

## Improved Health/Wellbeing

An improvement in health or wellbeing as a result of their course participation was noted by a smaller group of students (18%)

- *"Although this is not specifically a health/Wellbeing group, our emotional and social wellbeing is fostered at every session" (Wednesday Writers)*
- *"I have found motivation, inspiration, stimulation and companionship which all assist in maintaining my health and wellbeing, as well as reducing the degree of isolation in my life" (Philosophers Cave)*
- *A supportive environment with like-minded people is good for one's mental wellbeing" (Great Works of Literature)*

## Suggestions for New Courses

As a means of informing course planning, students were specifically asked if they had any suggestions for new courses (Q10). Seventy-four percent either skipped this question or said "No", some indicating that they would prefer to leave it to the "experts" and that the program was already very comprehensive.

A further 5% essentially wanted a continuation of the completed course, a repeat of prior short courses or additional courses in popular areas where they had been "unsuccessfully" wait-listed.

- *"Another current affairs discussion group- there are so many on Terry's waiting list - I am about no.13"*
- *"Maybe more of the courses that are very popular and book out early"*
- *"Creative writing is very popular, so short courses may be the way to go as more people can have a try over the year"*

Of the 48 members proposing specific new courses, a number made multiple suggestions. Grouping these suggestions, several areas of common interest stand out.

Within the Humanities category area, there was strong interest in more History courses, especially Australian, American, Ancient and Modern history.

- *"More Australian History. Real history, not that of Blamey or Windshuttle"*
- *"Modern History- say 1870 to 1950"*
- *"An Ancient History course would complement our studies this year, providing a background for the many works we have studied"*

Some students suggested expanding the range of Literature and Poetry courses, nominating genre, period, or specific authors to study.

- *I would like to see specific writers books taken up for study- such as Jane Austen, the Bronte sisters etc"*
- *"20th Century plays"*
- *Great literature of America, Germany and France*

A number of students provided ideas for new Philosophy courses, including Ethics and Applied Philosophy.

- *"Program could include more on modern ethics"*
- *"Would like to see topics related to Oriental philosophies covered"*

In other subject categories, a group of students were interested in applied Arts/crafts courses, as well as Art appreciation- areas that were seen to be under-represented in the yearlong program.

- *"I would love classes in recorder playing. At present I have to attend another U3A for this"*
- *"More art classes- pastels, oils, drawing and watercolour"*
- *"Would love a course on the lives of famous artists, both ancient and modern."*

Smaller clusters related to other categories, such as social sciences, exercise classes, different foreign languages, sciences and travel. The full list of suggestions has been passed on to the Course Coordination team for reference.

### **Comments about our U3A Melbourne City course program overall**

The 54% of students who commented on this question (Q11) mainly noted the excellent quality and diversity of courses offered by U3A Melbourne City. A number also expressed appreciation for the dedication of both Tutors and other volunteers involved, and for the friendships and stimulation provided.

- *"It is an excellent program available to retired or semi-retired people in kindling their interest in varied subjects and topics which they may not have had time or opportunity to indulge in thus far"*
- *"I admire the passion of the tutors and their dedication to the job despite it being a totally voluntary activity"*
- *"I would just like to sincerely thank you for the work you all do. The courses are varied and interesting and I value the opportunity to now learn in a non-judgemental and stress free environment"*
- *"It is absolutely the most wonderful place and I am constantly, far and wide, singing its praises"*
- *"I chose to join U3A Melbourne because it offers a wider range of courses than local associations. It is well organised and has greater diversity of members from many different socio economic and cultural backgrounds"*
- *I think U3A provides a wonderful yearlong program and also a very important service. It keeps people active, motivated and inspired. There is a great variety of subjects to choose from- it has been a great bonus in my retirement. My husband has just retired and I have managed to get him enrolled in U3As short courses.*

A few reiterated their disappointment in not being able to join courses they were interested in due to wait-lists, volunteer priority , the cap on yearlong enrolments and class sizes.

- *"Difficult to get into courses due to preference given to volunteers. Current members should have preference as people form bonds and friendships and the continuation of a class promotes this"*
- *"You do an amazing job but I think the size of the organisation is becoming a slight problem in respect to access to classes and venues"*

## Discussion

The above student feedback indicates a high degree of satisfaction with the 2016 yearlong Humanities courses, which clearly meet students expectations and provided intellectual, social and health benefits across the year.

The importance and joy in learning with a group of like-minded, stimulating and friendly fellow students stands out strongly across the various findings reported above- as a factor in choosing the course; as the aspect a majority of students "liked most" about the course; in high ratings of the friendly atmosphere and level of student participation in classes; and companionship as a key benefit of attending the course.

The yearlong Humanities program has been relatively stable since surveyed in 2010, with tutor/leaders positive reputations well know and strong followings developed. This is reflected in above findings as a factor in course selection, in students nominated "most liked" aspect of the course, together with high ratings of the tutors' knowledge and enthusiasm for the subject matter.

Increased knowledge of the topic was selected as the greatest benefit from attending the course. While students strongly praised the tutor/leader's depth of knowledge and inspiration provided, they equally noted the knowledge of other class members that contributed to their own learning and enjoyment. The tutors skill in encouraging and managing the contributions of class participants thus appears to be critical to enhancing learning outcomes, especially in the Humanities area. This survey feedback would indicate that tutors/leaders generally do adopt this approach, as well as having expertise in organising and presenting their course content.

Although similar overall ratings regarding class delivery and course outcomes have been reported previously for short courses, *companionship* has not previously featured as such a significant outcome for members. The capacity to engage and bond during classes, after class and other occasions instigated by the tutor/group is clearly greater with yearlong courses, especially where the course has run for many years. As such, yearlong Humanities courses contribute significantly to our social mission as an organisation.

A number of students indicated areas for program extension that can be considered by individual tutors and course coordinators in future planning and recruitment, especially in history and arts subjects. Issues raised regarding venues, equipment and access to courses are concerns acknowledged by course administration- attempting to live within our CBD accommodation budget and provide fairness in course access between continuing students and other members. As such, they are ongoing matters reviewed and actioned each year. Recent renovations to the larger rooms in Ross House will hopefully resolve some glare and equipment problems.

More broadly, students indicated an appreciation of the dedication and expertise of tutors and *behind-the-scenes* volunteers who make the course program such a wonderful learning resource. In particular the quality and diversity of U3A Melbourne courses were noted, contributing to retirement transitions and ongoing stimulation, learning and wellbeing for older people.

Thus, **we can conclude** that the Humanities yearlong program continues to deliver quality educational opportunities to our members, who appreciate its excellence and value the knowledge, friendships and stimulation it provides.

Individual reporting to tutors in August 2016 has enabled tutors to see what students like about their course and to consider specific suggestions for change and extension to their course in 2017. Overall themes reported here will serve to highlight areas for discussion with prospective tutors and for professional development with new and continuing tutors at future workshops.

With a gap of 6 years since the Student Feedback Policy was introduced, it is pleasing that yet again yearlong feedback strongly endorses the value and excellence of the Humanities courses and our U3A educational program overall.

## **Recommendations**

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

1. The Committee of Management ratify and make this report available to Humanities tutors and interested members via the website and the U3A Melbourne City office.
2. An Executive Summary of this report be distributed to all tutors and published on the U3A Melbourne City website for all members information.
3. The report be used as appropriate at Tutors' Workshops/Meetings to reinforce positive tutoring approaches with mature age students.
4. The Course Coordination Team consider suggestions by members in respect of program development and organisation of the U3A Melbourne City education program.

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

## **Humanities courses surveyed July 2016**

### ***Creative Writing***

Monday Writers (H. Scott & L. Mullen)  
Script Writing and Workshopping (H. Scott)  
Wednesday Writers (B. Caldwell)

### ***History***

History of Ideas (R. Jagielski)  
History of the World (C. Dargan)

### ***Literature***

Book Discussion Group (S. Joicey)  
Great Works of Literature (C. Hill)  
Loving Latin Poetry (A. Fraser & M. Rees)  
Poetry Across the Centuries (T. Page)  
Shakespeare Revisited (S. Joicey)  
Talking about Secrets (H. McCulloch)

### ***Philosophy***

Philosophers' Cave (D. Reid)  
Philosophical Issues (M. Ledley)  
Philosophy- the basics (C. Dargan)  
Wisdom of the Ages (C. Dargan)