

What you told us in Course Evaluations 2019...

The following courses were evaluated in 2019:

MS510, MB6/720, MB532, MB6/743, MB6/731, MM561, MM6/788, MB421, MB6/728, MB531, MB6/737, MF487, MB6/726, MM6/777, MM564, MS605C, MB532C, MB631C, MF402, MA823, MA824, MA825, MA810

Response rates this year have been higher than previous years, with a wide range of written comments and feedback. Thank you for taking the time to give us your feedback. You should have received a detailed response from the teacher if your course was evaluated this year. This is an overall summary of feedback themes for 2019. In general, the overwhelming majority of you are enjoying the study and learning you and are feeling that the courses prepare you well, and provide for rich learning and growth. You said you appreciate feedback being given to the class before the semester ends, and that assessments in general are well designed and aligned to help you get a better handle on concepts and ideas, and integration within life and ministry.

Comments/Themes 2019	Response / Change
First Steps is a helpful requirement for all new Carey students – covering key aspects of academic literacy and academic integrity – keep working on videos!	We are really pleased that over 90% of students found the course helpful in some way, and a similar percentage found the material relevant to your study at Carey. You asked for better quality video resources and we are working hard on that for next year! We plan on continuing to refine the resources and referencing materials for 2020.
Balance between covering more topics in less detail, or less topics in more detail.	This was a theme across some of our courses, with some student asking for more topics, and some asking for fewer! It is always an difficult balancing act. In general, our approach at Carey is to primarily help students to be confident in knowing HOW to research, learn and think about issues, rather than telling you WHAT to think. With limited class and teacher-directed time, we really hope you will continue to explore topics and questions once the classes finish!
Clearer explanation around assessments and expectations. Make sure that there are clear criteria.	We acknowledge that this is an area we needed to do some work on. One of our academic projects this year has been to work with teaching team to develop clear and consistent assessment criteria/markung rubrics for all key assessment tasks. From next year we aim to have these in place for all assessments which should directly address this.
Appreciate seeing more interactive and engaging classes and content, balancing “content” and discussion around the content, and encouraging students to share insights	There were several comments noting the change in class structure – with a range of resources and activities being used. Several comments mentioned the high quality material and resources provided, with a good balance between discussion, input and use of other resources (videos, readings, blogs etc).
Too much class discussion!	This is the flip side to the previous theme. A small number of students are asking for more content and input from the teaching staff. Another difficult balance, and is different for every teacher, and every student. We will aim for a good balance, however fundamentally we believe that deep learning occurs when we engage with good content, with each other, and have time to process, ask questions, bounce ideas off each other, hold up to Scripture.... And repeat! In addition to that, we also believe that the teacher is NOT the only source of knowledge, and learning from each other is both useful and important.
Ensure guest lecturers understand the course goals and aims.	We will continue to work hard with our guest teachers to ensure that they understand clearly where their session(s) fit in to the overall course.
Difficulty of getting a handle on theological vocabulary, terminology – ensure readings are appropriate to level of course	We do acknowledge that theology is like a new language. We are discussing ways we can help students in this regard – some courses already have a glossary that accompanies the course, and we will also review the core recommended reading that might help students, especially for our L5 introductory courses.
More resources and structure for distance students.	This is a specific focus for Carey over the next couple of years. We aim to improve the structure and design of our resources on CareyOnline, to carefully curate these resources to support our growing cohort of distance learners, We also will be specifically working to build distance learning cohorts to encourage distance students to interact with each other (and with onsite students) in line with our overall convictions around what good learning looks like.
Some of the course quizzes used take too much time given the marks/weighting for the quizzes	This is something we will look at for 2020. Some students really value and rate the quizzes as they feel it forces them to engage with materials, however several thought that they involved too much time. We do think they are a good learning tool, and we will review them to ensure the workload is appropriate to the weighting of marks.
Make lecture notes and powerpoints available before class.	Our goal is that materials that will be worked through in class will be made available in advance. Sometimes, however, a teacher may be constructing a ‘discovery learning’ environment for which resources provided in advance would be counterproductive; and since many of your lecturers are continually learning themselves and adding new content and resources to their courses there may be times when material is presented that has not been available in advance because it is freshly minted, just for you! 😊