Student Staff Consultative Committee Meeting

The 2/2013 Student Staff Consultative Committee Meeting was held on Tuesday, 28th May 2013 in room 105/Building 72 at 1.00 pm.

Minutes

Staff:
A/Professor L. Kleeman (Chair)
Professor J Evans (HoD)
A/Professor R A Russell
Ros Rimington

Students Representatives:
Muhammad Fareed (3rd year BE)
Ben Ebsworth (4th yr BSc/BE)
Brendan Wreford (5th yr BSc/BE)
Gabrielle Syliuris (2nd year)

Minutes

Access to ECSE labs 24 hours per day was discussed. Students have requested access to projects labs on a similar basis to the open access computer labs at Monash. There are a number of logistical issues such as OHS and security requirements. A limited trialled was suggested whereby a lab is supervised by postgraduate demonstrator 6 pm – 10 pm in weeks 10-13 next semester. The trial can be reviewed after next semester based on feedback from students and attendance rates.

The committee discussed the student experience in labs sessions and the quality of lab demonstrators. Some improvements to current practice were discussed and suggested:

- A 10 minute overview and introduction to each lab could be presented at the start of each lab session by a demonstrator or academic.
- Common lab problems are announced to the whole lab session as they occur throughout the lab session.
- FAQs can be updated during the lab session on the overhead screens.
- A mid semester feedback/training session for demonstrators be instigated by the ECSE department to improve lab demonstration styles and promote a more proactive approach in labs. This is in addition to the faculty based week 0 induction for all demonstrators.
- Involvement of industry experts during appropriate lab sessions.
- Feedback evaluations of each lab demonstrator could be performed via Moodle or peer review. For example an anonymous quiz rating each
demonstrator could be posted on Moodle along with a photo of the demonstrator. A prize could be awarded to the highest rated demonstrator. Peer to peer communication, whole class communication, clarity of explanations, responsiveness, helpfulness could all be rated by students.

The conduct of tutorials and comparisons of different tutoring styles was also discussed at length.

The views of student representatives on the use of lecture videos was sought. Interestingly students’ views and uses of lecture videos varied widely. Some thought that attending lectures was a far better learning experience than watching a recording later due to the importance of non-verbal cues and interactivity of live lectures. Another found watching the lecture recording at 1.5 to 2 times faster was more productive than attending lectures. Another view was that watching recorded lectures took much time than attending lectures. Each student reported different preferences as to how they used lecture videos and the speed of play back used.

The meeting closed at 2 pm.

Next scheduled meeting: Week 4 Semester 2 2013