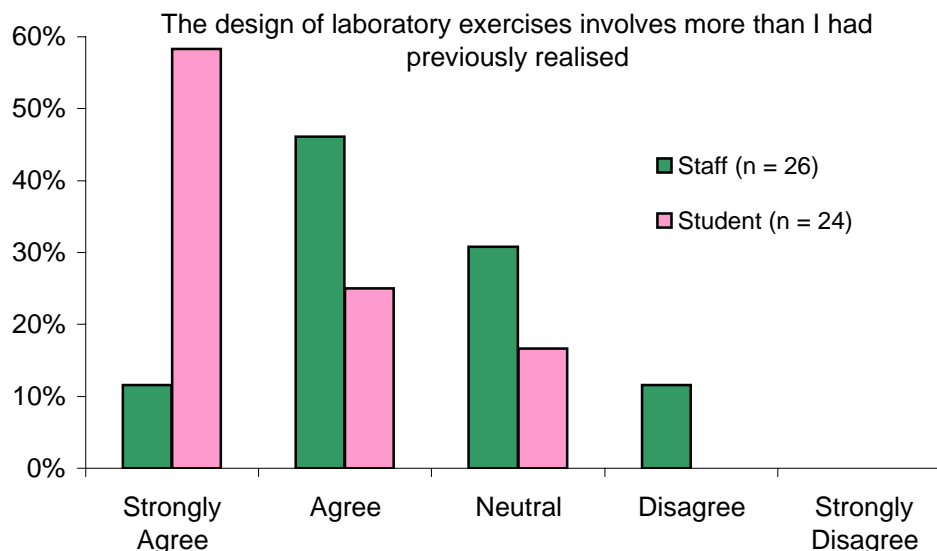
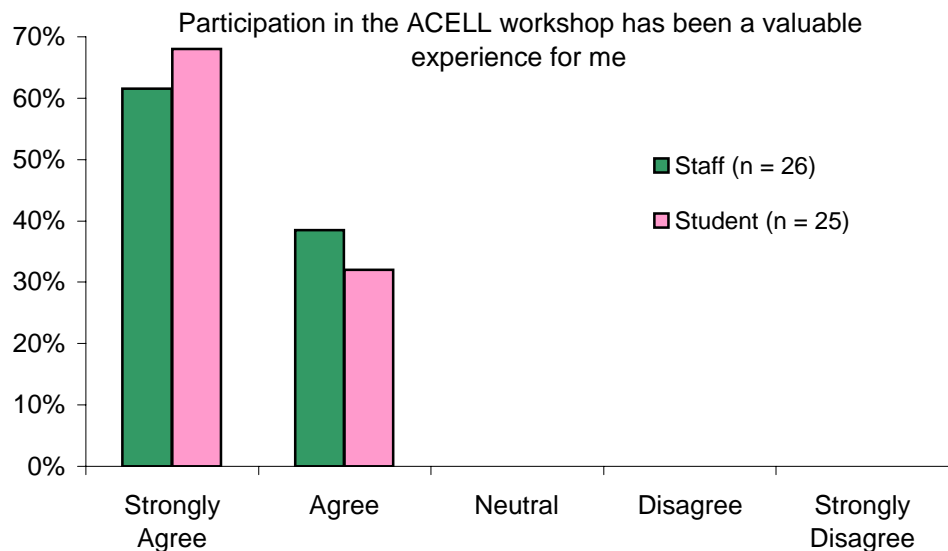
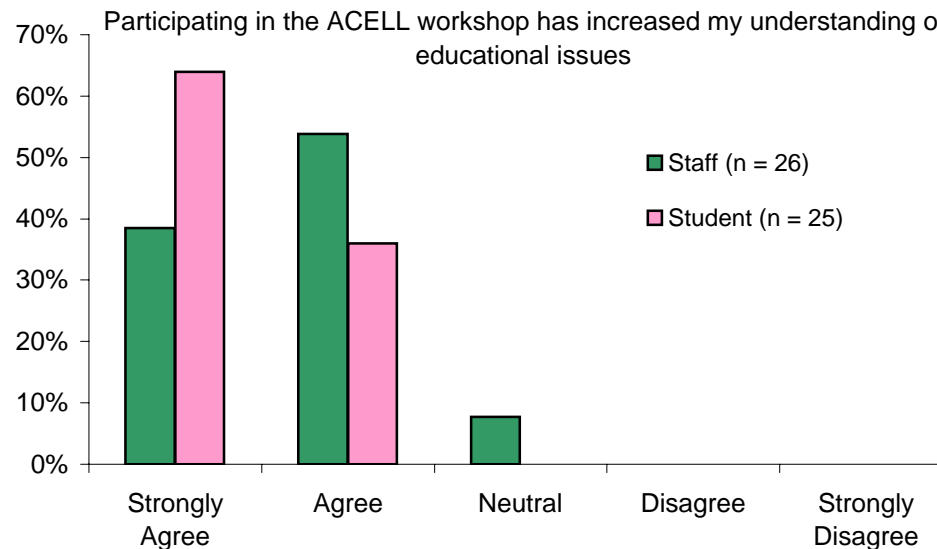
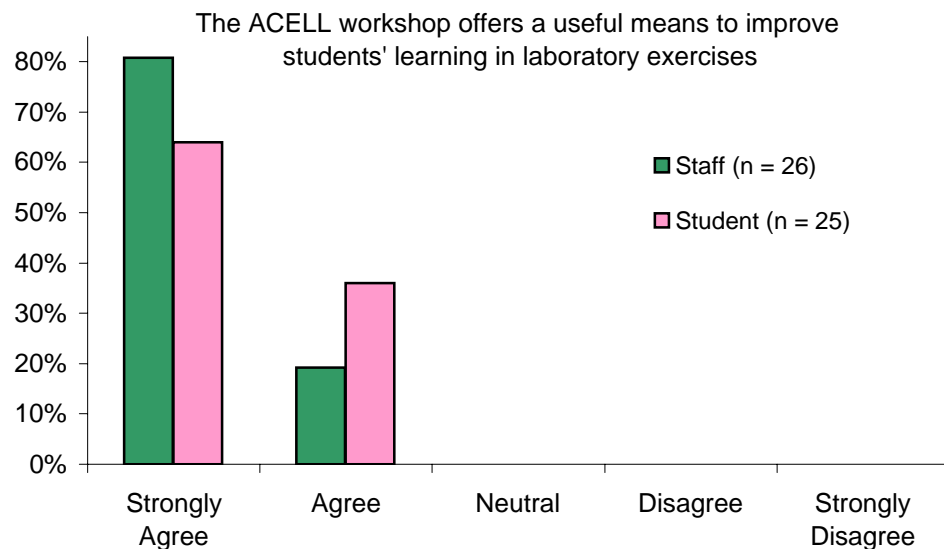
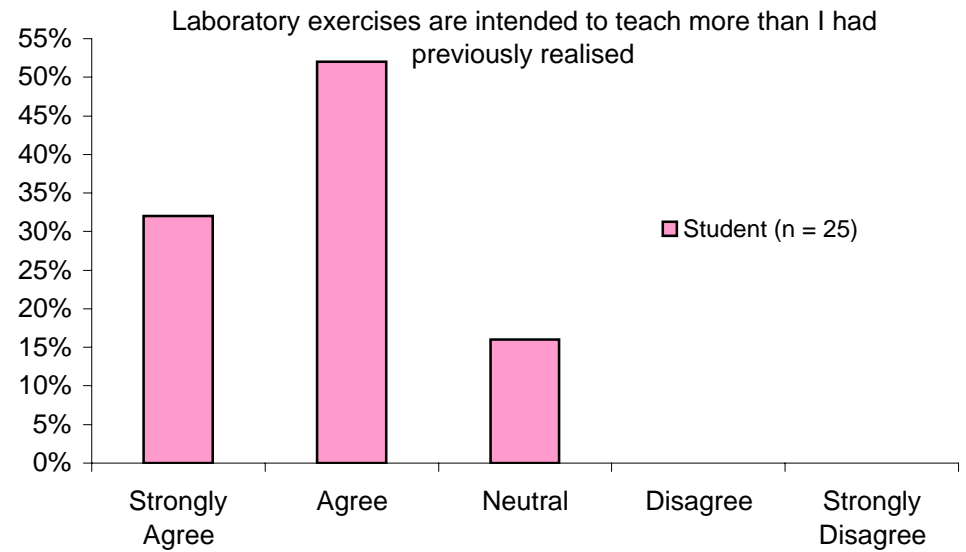
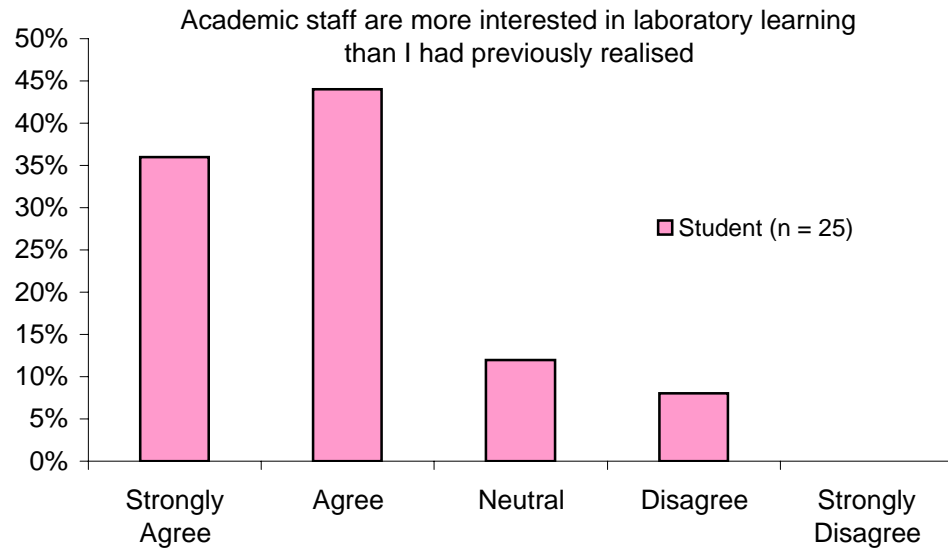


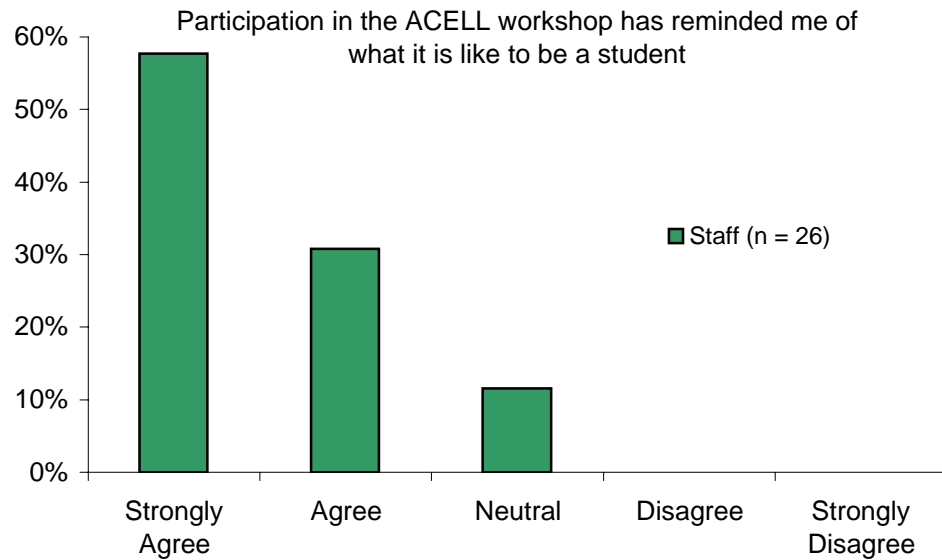
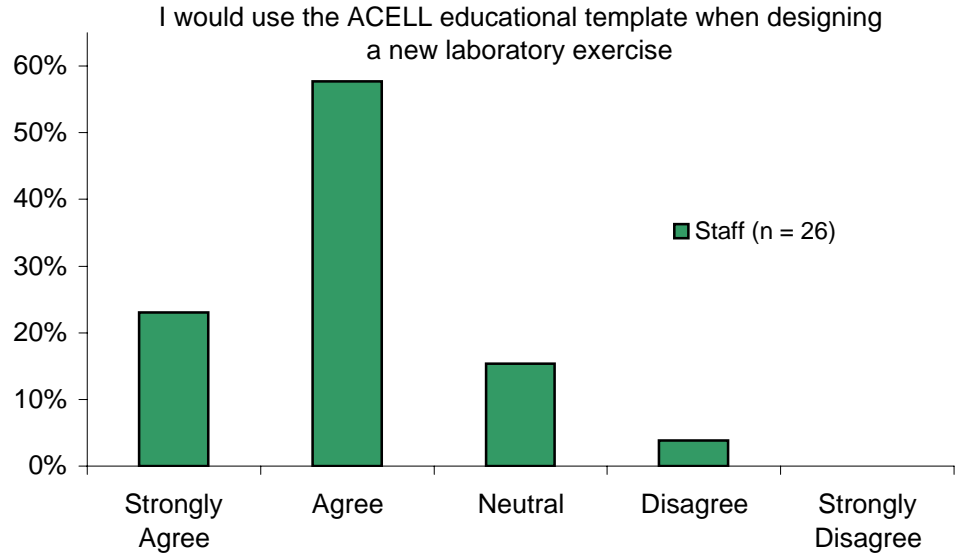
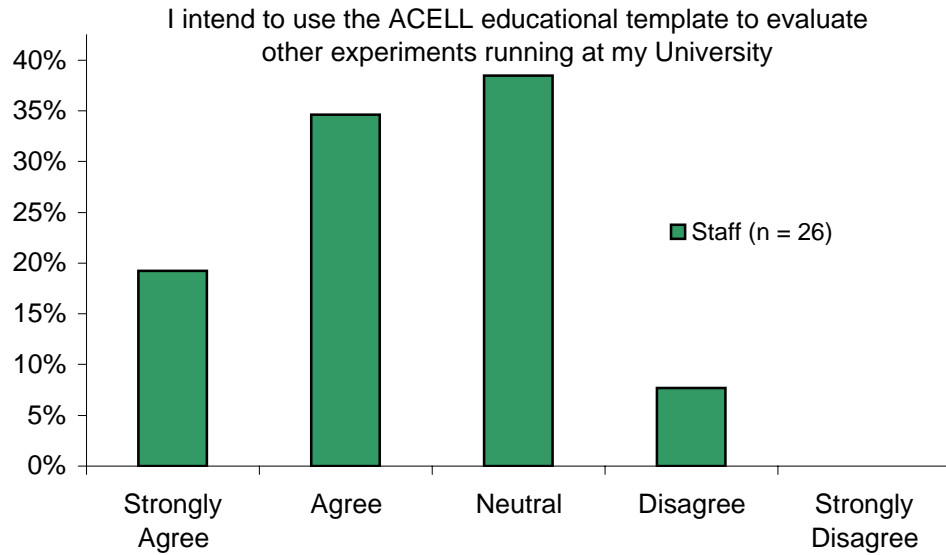
# Delegate Evaluation of ACELL Workshop



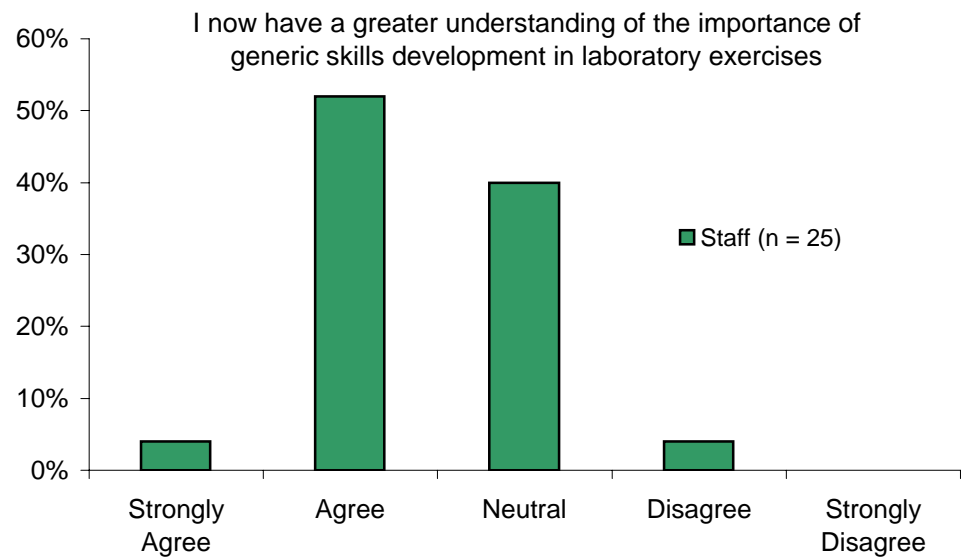
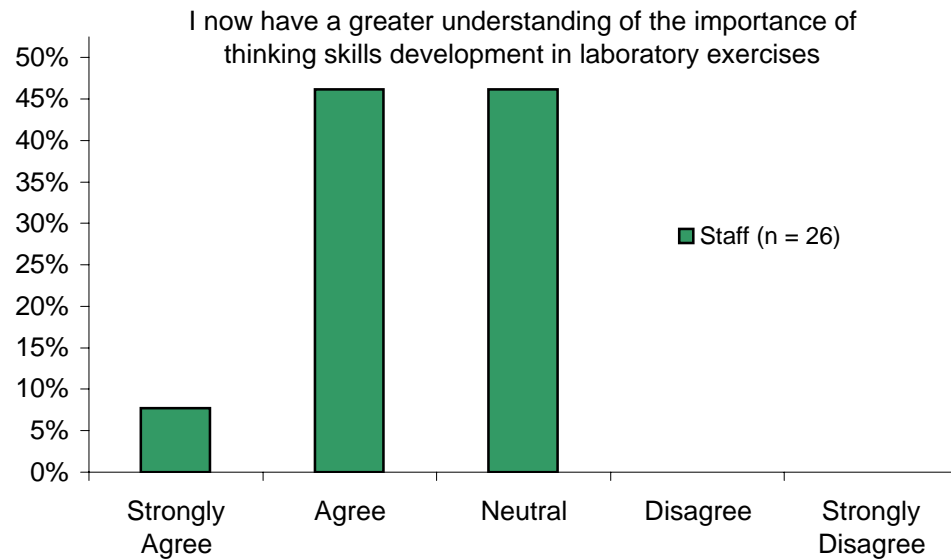
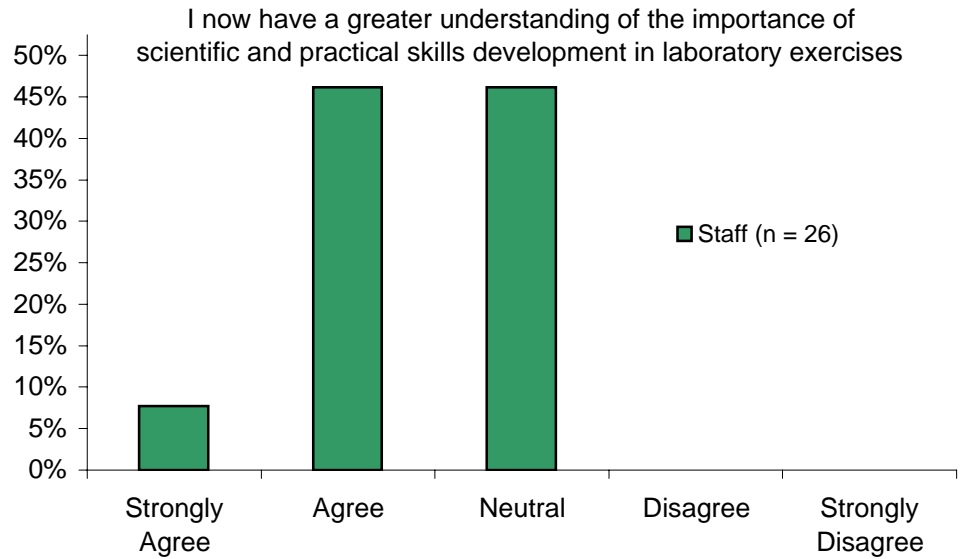
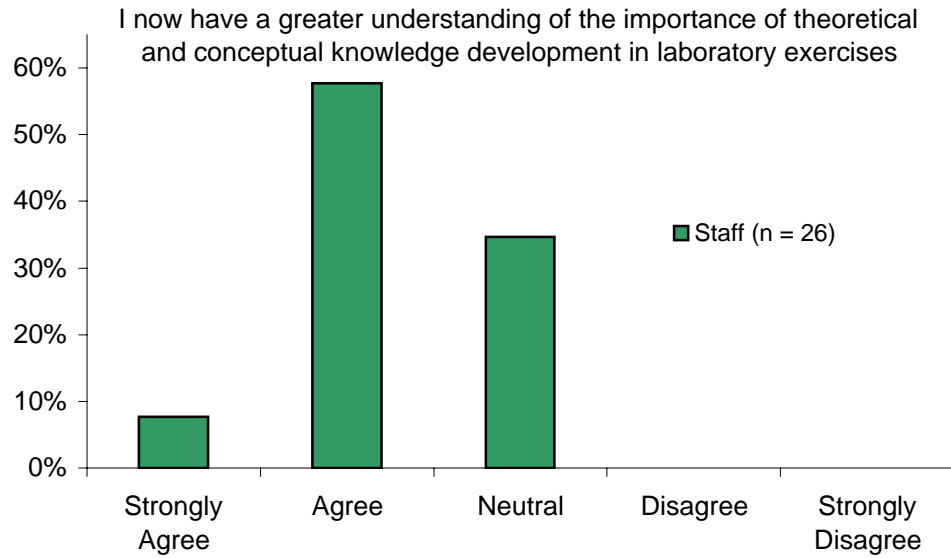
# Delegate Evaluation of ACELL Workshop



# Delegate Evaluation of ACELL Workshop



# Delegate Evaluation of ACELL Workshop



## Delegate Evaluation of ACELL Workshop

<b>What did you find to be the most valuable aspect of the ACELL workshop? Why?</b>	
<b>Responses from Staff Delegates</b>	<b>Responses from Student Delegates</b>
Carrying out experiments which I have not recently done - reminds me of or shows me some of the difficulties students may have with an experiment	Getting to do some different sorts of experiments and use equipment that I otherwise wouldn't use in the course of my university education (e.g. that used by inorganic / physical chemistry)
Meeting other academics interested in improving lab education	Cross-Australia nature of the workshop
Enforced reflection on practical experiences	Staff and students participate
Ways to incorporate more variables into our lab to make them more "enquiry-driven"	Great level of professional, non formal chatter about colleagues, projects, previous research
Just meeting challenges and seeing a wide range of new experiments with different ways of approaching things	Being able to pull apart an experiment and analyse its objectives and how they are to be achieved
Acting as a student	It brings into focus the skills laboratory sessions are designed to teach
Opportunity for discussions with like-minded interested colleagues	Working with the academics
Relevant experiments for incorporation in own subject lab courses or even taking ideas to improve own lab	Learning lab skills from more experienced lab partners. I am looking forward to utilising those new-found skills when I go back to Uni
Finding out about other experiments and getting great ideas about new labs	The difference it makes to perform experiments when you understand the theory
Discussion	Importance of discussing, evaluating, debating as many ideas as possible
It made me sit down and think carefully about what I wanted my students to get out of my experiment, and how I could judge if they had been successful	Being able to give feedback on the labs as a student. It was a rare opportunity and I did not realise how interested the demonstrators were in student opinion
Also got some good ideas for other experiments / modifications to existing experiments and the one I presented	The value of an experiment and how not only getting the right answer is important, but also the skills that are obtained whilst carrying out an experiment
Participation with other academics from other institutes and being able to work with students. Why? It gave me insight into the working of other uni's and students opinion of things	Talking to other students / staff from different uni's, because I wanted to hear their ideas and thoughts
Being placed in the position of a student doing an unfamiliar exercise	Experiences from different topic areas and teaching methods as a result of being with many different people from different uni's etc.
Impact of the experience is important when designing lab course	Learning that staff and students have quite different experiences of the same lab
Exposure to labs I'm not usually involved in	I learnt that also there are teachers / lecturers that actually do care about their students and want to improve their learning experience
Meeting colleagues and getting ideas	Access to staff and their thoughts and thought processes - this is very valuable in understanding the academic world and how it works
Discussion with students about undergraduate learning	Working with academics as well as other students for the experiments, and being able to discuss ideas
Networking - I got to meet loads of new people. Hopefully will be in contact in future	Student feedback (and staff) - the feedback is very valuable as it will assist to improve future teaching approaches
Educational issues - as a scientist, I felt lacking in educational knowledge	Working with academics as well as other students for the experiments, and being able to discuss ideas
Discussion sessions because of really good input from students and staff	Student feedback (and staff) - the feedback is very valuable as it will assist to improve future teaching approaches
Different ideas in terms of lab management, student independence	Working with academics as well as other students for the experiments, and being able to discuss ideas
A couple of pracs I am going to seriously plagiarise	Student feedback (and staff) - the feedback is very valuable as it will assist to improve future teaching approaches
The mix (interaction of staff and students)	Working with academics as well as other students for the experiments, and being able to discuss ideas
Having to do experiments that were totally unfamiliar	Student feedback (and staff) - the feedback is very valuable as it will assist to improve future teaching approaches
Meeting other people with a similar interest in education	Staff and students working together and realising that setting up and performing a practical is not the easiest of things
Getting ideas that I can incorporate into my labs	Staff and students working together and realising that setting up and performing a practical is not the easiest of things

## Delegate Evaluation of ACELL Workshop

Responses from Staff Delegates (cont'd)	Responses from Student Delegates (cont'd)
Working together with students as an equal	The debrief sessions seem to be the most valuable, since we were all able to critique the experiments and really get our opinion heard, and especially to get changes made to better the experiments
Seeing good experiments - for use at our Uni	
Reinforced my understanding / philosophy of learning	Learning how different universities organised their courses - it helps to illustrate the problems with running a lab course and showed possible ways to work around them
Demonstrating my experiment to others without my current students 'prior' knowledge	
New "stuff!!"	Discussion with the staff members about improving the design of the experiments
Development of networking	
Community of practice approach to educational development	Meeting people (both staff and students) from different places with the same interests
Hearing what the students had to say	The templates showed me exactly what objectives lecturers were actually trying to get across in practicals
Well designed - focus on teaching as well as the chemistry	I never realised how much information practicals included
Simon's input was very helpful as an "outsider" to chemistry	A deeper appreciation of the teaching value of practicals
Interactions with people - it widens your network and provides you with opportunities to talk to people about lab development	Understanding what the template is about so that it can be used in the best way to maximise student learning in the lab - and thereby, thinking about educational issues in the labs
Doing the experiments and assessing the process rather than the outcome	To enable discussions between staff and students increasing the input towards improving laboratory learning
New ideas for own experiments	I think it is a great idea - the ACELL project - because it provides both staff and students with a clear idea of goals to achieve
	The half hour discussion at the end of the day at the pub - I believe this is where the majority of good feedback to the demonstrators occurs, as "students" could bounce ideas off each other
	The discussion sessions in the evening were great - being able to provide feedback on experiments

<b>What area of the workshop do you think most needs to be improved? What improvements would you suggest?</b>	
Responses from Staff Delegates	Responses from Student Delegates
Template. The template is good for developing an experiment as a check list, but not as good for communicating choices for aims and basis. Could be improved - but need to think about it. Templates may be a good way of disseminating info in labs	Perhaps the suggested levels of the experiments should be more appropriate for the level of chemistry knowledge in the given discipline of chemistry of the student is most familiar with (e.g. organic chem. students do only organic pracs)
Feedback on template prior to submission (although I realise I was late submitting)	Round table end of day post mortems in less noisy, less demanding settings (tutorial rooms)
More opportunity to try out experiments that you want to do	Turn on the AIR-CONDITIONING
An afternoon off - I'm exhausted!!	Smaller groups facilitating an open discussion
Not enough time to look at other experiments - could staff be "students" for only 2 half-days instead of 2 full days?	Template: (i) are they necessary? (ii) do we need so much discussion over them? After all, shouldn't the experiments itself speak for themselves?
I really think it works well! It would be great to be able to do all labs, but I understand the limitations	Apart from doing the labs themselves, there should be a brief discussion prior to this about the context of the lab and the theory that surrounds it

## Delegate Evaluation of ACELL Workshop

Responses from Staff Delegates (cont'd)	Responses from Student Delegates (cont'd)
Time available was insufficient for many experiments, and some were a little chaotic	Perhaps a 9:30 start instead of 8:30
More discussion of templates - I found by the sixth experiment that I couldn't take in much more information, and didn't get much out of it	The 3 h for experiment can sometimes be short and does not allow sufficient exploration of the practical
Pub discussions - that pub does not handle numbers	It may be good to get lab notes earlier, especially for longer experiments
More time given for group reflection after the experiment	A map of the labs noting generic things like glassware, etc., to save time
I think that the standard of submission should be the same level across the board. If you want to participate, you should have to put the effort into your submission. (PS: I was happy with most of them)	Perhaps too much focus on getting every possible detail of labs into templates - reality dictates that if the package is 100 pages long then staff will be hesitant to spend the time unpacking them
College accommodation	
Handling of 2nd / 3rd year experiments	Timing of the labs that are being brought over - some ran a little long, and a lot ran too short. Perhaps they should be timed and checked at the demonstrator's uni before ACELL, and tweaked if necessary
It's all good	
Discussion of experiments you are not directly assigned	Maybe have students only discussions, as some students can feel intimidated by speaking up
I dislike process factors - too bureaucratic - I prefer more on idea development and implementation	Perhaps outlining the Educational Template a bit better <b>BEFORE</b> the workshop so the delegates understand what they are critiquing / analysing
If possible, better match the experiments to the "students" e.g. second year students do first year experiments	Perhaps providing longer lab slots for labs which run for longer. So, a 6 hour lab would be able to run through once completely, instead of being done twice with only half covered
NEW EXPERIMENTS - experiments should be in 'working order' before workshop, and notes should be 'student useful' form before workshop	More discussion time i.e. the panel discussions in the morning - perhaps break into groups (half size) - one morning session, one afternoon
Different institutes have different length lab sessions - could this be accommodated in future workshops?	An improvement would have to be that equipment and chemicals are in supply. I was a little disappointed at the lack of glassware at times.
Discussion in rooms, not pub	To get more out of the debriefing, maybe more direction is needed i.e. have specific questions that you want answered
A little more dilute program	
Time of the year it is held!	Have more time dedicated to discussion of the template
	Include more tertiary institutions in the ACELL experiment - to get more feedback, etc., on experiments each year
	More emphasis on where the labs fit into a course context during the workshop, so that those who are in an unfamiliar area of chemistry don't necessarily under-rate a practical
	It's great that the lab itself is assessed, but I think it would have been helpful to have some time after each lab to actually do the work that was associated with the lab - that way, I could have been aware if I actually had learnt the current objectives from the template (those that were indicators by written report)
	It would be great to have a session, very earlier in the program, to sit down with a small group of people to discuss why laboratory lessons are not living up to their potential. One would feel more comfortable in a small group setting to air their opinions, and this would lead to fruitful discussion
	Time factor seems to be an issue. Allocate more time for discussion - lessen experiment submission, or have 1 day for discussion. Written comments are good, but discussions can be more useful

## Delegate Evaluation of ACELL Workshop

<b>What was the thing at the workshop which you found most surprising?</b>	
<b>Responses from Staff Delegates</b>	<b>Responses from Student Delegates</b>
How tiring labs are	The attention to detail that goes into writing a prac, particularly with regard to the template
Remembering what it was like to be a student	Mix of students and staff, old, young, experienced, etc.
The enthusiasm with which students engaged in the activities and the thoughtful comments given	How dismayed staff felt at the current way practicals are run and what they wanted to achieve from them
My synthesis worked	How much thought goes into (or should go into) lab programs
How much fun it actually was	The staff:student ratio and the staff participation in the lab work as 'students'
Meeting new people	The delegates from the other universities
Nothing really, as I was at APCELL	The variety of the experiments, different levels
The time it takes to do surprisingly simple tasks	Staff struggle with unknown concepts as much as students do
Seeing academics filling burettes well above their eyes	The eagerness of staff to improve their own teaching and improve teaching standards in general
Great input from students	
How good most of the experiments were	The potential value of the project - 5 years from now, this kind of thing could be huge
How tired I am!!	When working on an experiment with an academic (who had studied in a different field of chemistry to that of the experiment), they were on a similar knowledge level to the students
How the students performed better than the staff in some experiments!	
That I could do organic chemistry after 35 odd years	The dedication that people have to teaching and learning chemistry
The interaction of participants was excellent - so much better than a conference - "learning in a fun environment"	I was so impressed with the detail and organisation of the workshop, which made it such a worthwhile experience! Great Work!
Apart from Bob Bucat's Sambuca consumption ... Sydney's lack of safety! i.e. safety glass policy is very lax	Most of all, though, I was shocked to find that the academics at the universities really want to make our laboratory experience as worthwhile as possible
That there were so many academics interested in education and student interests	How much the philosophies and approaches used by various organisations differs
How well physical chemists could do organic chemistry!	Amount of thought out into the whole workshop
How engaged staff and students were, even over the beer sessions	How much I enjoyed doing all the experiments
The fact that the experiments that were supposed to be correctly written up were not and we had to try to do the experiment with incorrect notes. I can imagine how hard it is for students when they are doing the experiments	I was surprised at how relaxed the atmosphere was. I had expected the 3 days to be stressful and put my skills to the test. I was glad that I was able to analyse the experiments in the relaxed atmosphere
Lots of new faces	The amount of background detail behind practicals
Great collegial interaction between staff from different institutes	Some of the subtle lessons are almost so obscure that only very astute students will realise what they have learnt
The passion of Chem. Ed. lecturers	
How tiring this process has been	



## Delegate Evaluation of ACELL Workshop

Please provide any additional comments on the workshop here	
Responses from Staff Delegates	Responses from Student Delegates
I really appreciated the 'immersion' experience	Accommodation was pretty good
Workshop was excellent and meetings of this type need to be a basis of communication between practitioners at Australian institutions	Supply, via ACELL, a survey tool for other uni's to survey their students about practical courses for their and ACELL's information
I was involved in APCELL, so I was not surprised at the potential to improve labs	Thank you - fantastic
Extremely useful - exposure to new ideas and approaches to lab teaching	Lovely people :)
Most useful and interesting	Thanks for all your time and effort guys - much appreciated. I had a great time
I was surprised how easily some of the experiments were completed - I am not sure this is an accurate reflection of what would happen in a more typical lab class	PLEASE advise delegates to bring mosquito repellent ... I got absolutely eaten alive at night time ...
It would be good to have a session brainstorming new experiments	Fans in the dorm rooms!!
Very well organised	Guest speakers?? Celebrities :)? - in the Chem./Ed world
Well done Justin and the Directors - I look forward to beating Bob at the pool table next year / time. Thanks	I enjoyed the interactions between the staff and students. It was good to see the views of the staff. I was fascinated by what they had to say
Brilliant	It was great meeting people at all the different unis and finding out what people do
	It was especially great doing prac with all the academics
	That was one of the best chemistry experiences I have had in the last 4 years - knowing that there are people that are concerned with teaching in labs and what makes a great lab and how they can be improved has given me ideas that I can take back when I demonstrate to students
	ACELL was such a great experience ! I have met some amazing people, quirky people, and fascinating people ... makes you realise that there really are people out there with the same interests. I am very honoured to have been part of a group that can make such a profound change to the chemistry curriculum in Australia / NZ. Cheers for the opportunity! :)
	The workshop was fantastic. I have a deeper appreciation and outlook on practicals and my application to them. If every student could see what happened over these three days, I think all attitudes would change