A DUAL APPROACH TO COURSE EVALUATION
(A Case Study)

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Background to the study.

The appraisal of teaching and the evaluation of courses in New Zealand polytechnics is topical as it has become a requirement of managers in polytechnics to implement staff appraisal and provide for staff development. All polytechnics have staff development personnel who are likely to be involved in either supervising staff appraisal and course evaluations or providing training in response to staff appraisal outcomes. In addition there are currently three regional training units in the country, providing initial level training to new staff. Trainers report that there has been an increase in the demand for information and advice on strategies for examining the effectiveness of both teaching and learning, with a focus on the improvement of course design and delivery.

A request from the Media Centre within Christchurch Polytechnic to explore such strategies and a personal interest of the researcher to pilot the role of an external evaluator led to this research project. The department agreed to the presence of the external evaluator (who was known to all staff), and a staff member volunteered a 20 week course in Radio Journalism as the subject of the evaluation.

This case study was aimed at designing an evaluation strategy, which used a variety of data collection methods, both quantitative and qualitative, to gain information about the course. The evaluation emphasised staff support and development, to facilitate course improvement and was to be primarily diagnostic and formative rather than judgemental and summative.

Literature Review.

The literature was reviewed from two perspectives:
>   1. Definitions and approaches to evaluation.
>   2. Methods used for collecting evaluation data.

1. Definitions and approaches to evaluation.

The most striking feature of the literature is the variety of perceptions of the purposes of evaluation and the different views, processes and approaches that are applicable. This is often a reflection of the backgrounds and perspectives of the authors, and of the cultures of the organisations in which the evaluations are being carried out. Two general categories can be identified.

A) The classic approach is that of Tyler (1949) who places an emphasis on the roles of goals and objectives in course evaluation. The focus is to discover any discrepancies between intentions and outcomes. Evaluation is designed to improve courses and is often carried out to satisfy an outside body. The approach fits well with a systems model and is often based in a behaviourist view of learning where evaluation provides feedback into curriculum and course development. The emphasis of the objectives is on outcomes. "If assessment tries to discover what the student is becoming or has accomplished, then evaluation tries to do the same for a course or learning experience or episode of teaching" (Rowntree, 1977, p.6).

The methods used are drawn from social science models of experimental design that are quantitative and often include comparison of relative costs and benefits (Alkin et al, 1984) or determination of relative merit or worth (Worthen and Sanders,1973). Others focus on decision making and problem solving. The prime purpose of program evaluation is described as being the diagnosis of problems, the identification of weaknesses and strengths or to test new and different approaches to education. (Poteet et al, 1986 p.44). The focus is on systematic, preplanned data collection that is objectives-based and a description of the steps for successful programme evaluation is likely to start as follows:
>   1. Formulation of a clear statement of the overall purpose for evaluation
>   2. Identification of the program areas to be evaluated.
>   3. Development of objectives for the various programme areas.

The corner stone of this approach to evaluation is accountability. Shufflebeam (1971) supports this view and describes accountability as the ability to account for your past actions in relationship to the decisions that directed them, the extent to which these were implemented and the value or worth of the outcomes.

B) The second perspective has emerged out of the action and grounded research approaches.

Some action process that goes beyond validation is given primary emphasis. A "user" focused approach to evaluation places the emphasis on the information needs of those involved with the course. For Patton (1985 p.8) there is also a recognition that there may be "action impacts" from a programme evaluation but there is also a value from evaluations that reinforce or challenge ways of thinking.

> Indeed, evaluation processes can be useful in helping programme staff clarify what they
> are doing, establish priorities, focus resources and activities on specific outcomes and
> identify areas of weakness even before data are collected. Evaluation processes are
> useful because they stimulate staff to think rigourously about their program.

The action-based approach starts with identifying the focus of the evaluation, but does not predetermine it. During the evaluation the evaluator is a participant observer who can be used in course development and day-to-day decision-making as a professional consultant. "It is not unusual for evaluators to be asked for their perceptions, their impressions, their managerial assistance, and their general advice above and beyond the narrow focus of the data collection." (Patton,1985, p.8)

A feature of these approaches is the involvement of those associated with the programme and course and the use of findings to adjust the programme and improve it as an ongoing process. The focus is on immediate utilisation of data (Thompson et al,1990; Wilson,1988; Mageean,1990). The British Psychological Society (1988) states that people's active involvement in identifying their own strengths and weaknesses is likely to increase their long term commitment to an action career plan.

Moses (1986) suggests that the usefulness of student evaluations depends on the processes involved. Whereas the mere reporting of data may have little impact, a combination of objective data, self evaluation and consultation with a peer can produce change and positive results. Lonsdale (1988) believes that it is the process that is important also and more specifically is

quoted as concluding that "It is inappropriate to prescribe in detail the procedures to be used in progress reviews; these should evolve...and should afford professional freedom..."(p.42)

An action-based evaluation is more likely to be problem-centred and the process is more likely to evolve than be preplanned. The tutors involved in the course are likely to be actively involved in this process. Challis (1979,pp.7-9) lists the characteristics of this approach as being:

    a. The problem is not predefined.

    b. There is an active investigation

    c. The techniques of investigation are not predetermined.

    d. No perspective is neglected.

    e. Most interested parties are involved in the process.

    f. Most interested parties are involved in taking the decisions.

In brief the strategy of problem-centred evaluation is responsive to the interests of the audience and to the data as they are collected. Its style is democratic.

Clearly there are different purposes underlying the approaches and to some extent the distinction between formative and summative appraisal underlies the differences between them. Ideally formative evaluation should bring about change during a course. Summative evaluation brings about changes in a future course or leads to approval, funding and similar decision processes. However, to see the objective approach as principally summative and the action based as formative would be over simplistic. Summative evaluations still seek change, formative data and reports on the effectiveness of policy generated and adapted have a role in summative evaluation.

The issue of utilization arises for all evaluators.

In describing a systems, objective model, Poteet (1986, p.42) states:

> ... design has not been a problem in program appraisal. Faculty groups find little difficulty in identifying problems and recommending actions for change and improvements. Reports are presented to committees and faculty groups. Sighs of relief usher forth. The task has been completed. What should be a beginning often becomes an end. Effective and efficient operations occur only when evaluative recommendations work their way systematically into action.

Proposals for goal free evaluation included concerns for unintended outcomes of programs to be identified. Side effects and unstated goals are often seen as important data in summative evaluations. (Patton, 1985; Wolf, year unknown).

Wolf has brought the two perspectives together in arguing that any and all approaches should be used. The central concept in all testing is validity. If observation provides subjective yet interpretable and usable information then it should be used. He likens evaluation to the development and testing of a rocket. First the mission is established. Then a more detailed set of objectives is developed. Performance is monitored along the way and systems are continuously developed and adjusted. If the rocket is not performing then corrections are made. Data about adjustments made will certainly be carried over to other projects.

2. Methods used for collecting evaluation data.

What data to collect? Bodies responsible for accreditation and validation (A.A.V.A.,New Zealand,1989; Association of Dutch Universities,1990) publish lists of "areas of interest" (Vroeijenstijn,1990, p.36). Features to be assessed typically include:
-    use of objectives
-    suitability of content
-    educational processes used
-    use of texts and references
-    students' reactions to the course
-    industry board views of the course
-    distribution of student work load
-    relationship of the courses to others both internally and overseas
-    validity and reliability of assessment procedures
-    course evaluation procedures in place
-    staff development and training
-    qualifications of teaching staff

The processes used are generally objectives-based, involve checking of documentation, particularly course prescriptions, visits to institutions, interviewing of staff and students and often some form of directed self appraisal. The process is usually within a short time frame and appropriately directed at checking that courses and institutions are performing to a predetermined standard rather than for improvement of the course or development of staff.

In contrast, Gibbs, et al. (1988) writing for tutors, offer 53 ways of appraising teaching. The book includes

- questionnaires (14)
- interview and discussion techniques (7)
- video and audio recording (4)
- appraisal with the help of colleagues (7)
- documentaion sources(eg assessment audit) (8)
- others (eg.goal free appraisal, action research) (4)

Miller(1984) summarizes the range of evaluation data collection methods into 3 categories:

1. Subjective methods within which he includes tutor discussions with the students, lecturers' reflection, student interviews, observation of teaching.
2. Measures of student achievement.
3. Questionnaires,ranging from standardized, to tailor made and teacher and course specific.

Student evaluation is widely used. Cruse(1987), is quoted by Thompson (1990), as claiming that student evaluation is the most widely used evaluation technique. Marsh(1980) maintains it is also the most valid indicator of performance in the classroom. Not all agree. As already cited Dunkin and Barnes (1986) maintain there is no indication of one best way to improve teaching, and no evidence on the usefulness of student evaluations and suggest that the small amount of research conducted shows a variety of ways and so any combined approach stands a good chance of capitalizing on the strengths of each. Gibbs et al. (1988) suggest that one conclusion which can be drawn from the mass of research literature on students' ratings of their teachers is that there is only a modest relationship between how good students think their teacher is and how well the students do because questionnaires do not always address important issues. In an example of a questionnaire described by Gibbs (1982) the congruence between students' aspirations, course objectives, learning outcomes and assessment are compared. It is noted that it is important to look at individual students' responses as well as collated averages as individual patterns may vary considerably. Another strategy reported by Gibbs is to interview students in order to identify issues which matter to them, then incorporate these into a questionnaire. Miller(1984) also supports checking out your hunches and tailor-made questionnaires. He recommends using specific questionnaires. Not only with a particular course and teaching in mind, but also to examine difficulties which the lecturer or representative students believe exist. He reports that specific questionnaires lead to more utilization as reflected by changes to syllabus and teaching methods. A less time-consuming approach reported by Miller(1984) is a "supermarket approach", which is an item bank system reported as used in Canadian universities and at Lincoln University (Flemming,1988).

Individual tutors simply select items perceived as suitable for their courses and teaching style from a computerized item-bank.

Walters (1981) devised an innovative data collection strategy using students, but without the disadvantages of a questionnaire. It is a simulation exercise called "Courses Committee". This gives students the opportunity to make recommendations about the course and teaching by role playing faculty at a courses committee meeting and writing a report. An adherence to a formal meeting procedure ensures extreme views do not dominate and the focus on recommendations for change promotes a positive approach.

Gibbs(1982) also addresses the issues that often arise from group feedback, (eg. too threatening for students, vocal minorities, unconstructive criticism) and questionnaire feedback (as being unrewarding as it starts from the tutors' preconceived ideas), by designing a structured group feedback method. The stepped process involves the students first recording their reactions to open questions alone and then sharing them with three or four other students and pooling comments by debate and compromise. Comments from groups are fed back to the tutor and discussion takes place for tutor clarification or if another small group does not agree. Advantages include all students being able to contribute, a safe framework for all, extreme and minority views disappear, half formed views and trivial issues are explored and disappear or are clarified and worked into a more substantial form.

Thompson (1990) describes a self appraisal workshop as being a valuable technique for improving teaching. This involves a group of interested tutors in the same faculty using student data to identify a teaching skill to be improved and then sharing ideas for improvement. These ideas are trialed and individuals report back to the self appraisal group. This is a team approach to an action research methodology. Hopkins (1985, p.56) defines action research in the classroom as being research into your own practice:

> The action researcher will embark on a course of action strategically (deliberately experimenting with practice while aiming simultaneously for improvement in the practice, understanding of the practice and the situation in which the practice occurs); monitor the action, the circumstances under which it occurs and its consequences; and then retrospectively reconstruct an interpretation of the action in context as a basis for future action. Knowledge achieved in this way informs and refines both specific planning in relation to the practice being considered and the practitioner's general practical theory.

Hopkins(1985) describes a range of possible methods for the action researcher: field notes, audio and video tape recordings, pupil diaries, interviews (teacher/student, observer/students, student/student and teacher/observer), questionnaires, case studies, and documentation review (eg examiners' comments).

In the U.K. the classroom action research network was established at Cambridge Institute of Education in 1971 (Wilson, 1988). The basic idea involves teachers opening up their classroom practice to observation by others, or studying their own classroom practice to understand better the basis for their action and the relationship between these actions and their effects.

Melia (1982) advocates the use of qualitative data for research into the teaching of nursing. She describes an open interview technique and the use of field notes. The paper focuses on a study which was concerned with student nurses' accounts of their experience of being learners of nursing. "The fieldwork method allowed students to raise topics which the researcher would not have thought to include in any more structured research design" (Melia,1982,p.334).

The who of data collection is often tied to the method. It is the role of the external evaluator that draws comment (Miller, 1984; Gibbs,1982; Schatzman and Strauss,1973; Wilson,1988.) The trend is to support the use of an external evaluator particularly when there is a development and support role. In commenting on the Cambridge action research network Wilson reports two issues as emerging:
    1) The time available to teachers to undertake, analyse and develop the process.
    2) The capacity of professional staff to facilitate the process.
The recommendation is for one hour per week given 1:1 as individual attention to the teacher by someone facilitating her development skilfully. This is reported as being more likely to encourage personal and professional development.

Miller(1984) also supports the use of a neutral observer, who is a person expert in the theory and practice of teaching. The objective approach of such an observer more-than-compensating for any lack of familiarity with content.
Schatzman and Strauss(1973, p.53) answer the question Why an outsider? With the response:

> People who work at anything for relatively long periods of time lose sensitivity to common recurrent experiences and tend to thrust them into the background, if for no other reason than they get in the way of whatever else they are immediately sensitive to. This is why any outsider has some advantages in the observation and analysis of events and structures. He can see properties lost to insiders, relate them to still other properties and thereby discover something of value to theory or his hosts.

When the outsider is also a participant the newness is ultimately lost. The issue of whether to be a participant observer or to remain outside remains. To become a participant has the disadvantage that this is demanding in terms of the quality of participation and that it is easy to be influenced by others. The advantages cited by Schatzman and Strauss(1973) are that full participation allows access to situations and information otherwise not confided and that when things happen members talk about the events which enables clarification of data.

Patton (1985) assumes an outside evaluator and advises that for evaluations to be used and be useful, (to have what he calls a "utilization focus"), the personal factor is the most important variable to consider. The personal factor has to do with the interest and commitment of those involved in the evaluation. So, the first step for the outside evaluator is to find out the personal perceptions and definitions of the people you will be working with.

The methods reported range from the objective to the subjective, prescription to description, informal to formal. the method chosen is often dictated by the needs of the parties involved and the type of information sought.
Popham (1975) advises; "The paramount consideration should be the decisions that will be made as a consequence of the data....too much data can mask the really crucial data in an evaluation survey" (p.197). With no one method likely to provide all the necessary data it is not surprising the emerging advice is to triangulate the data collection (Miller, 1984; Hopkins, 1985; Popham, 1975). Denzin (1978) points out that there is insufficient justification for using a questionnaire method only, no matter how well designed, as no single measurement is ever perfect, and nor is any single method useless. Glazer and Strauss (1967) argue for both qualitative and quantitative data collection techniques in research as supplements to each other. Not the qualitative to be supported and verified by the quantitative but to provide mutual verification, as different forms of data on the same subject.

A final piece of advice on evaluation design from Popham (1975 p.198) seems timely:

> No matter how flawlessly an evaluation study is designed evaluators will still have to operate within the political often irrational world of education. As important as it is to gather and analyze data it will probably be more important to engage in sensitive, intelligent acts.

Premises of the Study

This report describes a course evaluation based on the following premises. These premises were integrated and underpined by a holistic approach to evaluation. Any area of the course was open to evaluation and nothing was viewed in isolation without reference to the course as a whole.

The following premises formed the basis of the evaluation design, focussing on:

(i) Evaluation for course development.

(ii) Evaluation for tutor development.

1) That utilization should be the driving force of the evaluation. (Patton, 1985; Challis, 1979; Poteet, 1986).

2) That the evaluation be user-orientated. This requires that the decision makers and information users be actively involved in making decisions about the what and how of the evaluation. (Mageean, 1990; Thompson, 1990).

3) That there are multiple and varied interests around any evaluation. The process of identifying sources of valid data amongst these groups (eg learners, administrators, peers, industry groups, community) should be done in a way that is sensitive and respectful of these interests. At the same time recognising that resources, time and personal limitations make it impossible to answer all questions and provide information on all possible issues.(Patton, 1985; Miller, 1984; Popham, 1975).

4) That high quality participation by users is the goal; not high quantity participation. The participation should be matched by an acceptance on the evaluator's part to support, consult and assist. (Popham, 1975; Patton, 1985; Thompson, 1990; Wilson, 1988).

5) That the evaluation has a training function. The process should ensure users become familiar with the processes of the evaluation and informed about the uses of information. A goal being to provide users with skills for on going course evaluation in the future. (Patton, 1985).

6) That the impact of the evaluation be principally instrumental; so that it leads to actions and explicit decisions. This does not rule out a conceptual impact, it may also influence how users see the programme and how they perceive learning and training. (Patton, 1985; Hopkins, 1985; Shatzman and Strauss, 1973).

7) That a range of data collection techniques be used. That informal qualitative data from field notes, hunches, student and tutor concerns be used in the design of specific questionnaires or focused interviews. That qualitative and quantitative data be used to mutually verify findings and enhance the reliability and validity of the course evaluation.(Glazer and Strauss, 1967; Gibbs,1988; Walters, 1981; Popham,1975; Melia, 1982 Miller,1984).

8) That data be made available and utilized immediately so that where possible decisions and actions can be taken, and the effectiveness of such actions assessed during the course. In this way formative evaluation will be on-going and used to enhance and support the course as it is progressing. (Challis, 1990; Wolf, date unknown).

9) That accountability requirements to outside bodies (eg. validating and accrediting boards, industry committees) can be met by self appraisal of objectives, delivery, assessment procedures and the careful documentation using objectives based procedures and standard analysis techniques. (Vroeijenstijn,1990; Tyler,1949; Wolf, date unknown; Walters, 1981).

The Media Centre and a Description of the Course Selected for the Case Study.

History.

The Media Centre developed from a research project begun in 1983 to investigate the establishment of media studies programmes within Christchurch Polytechnic. The success of early programmes lead to the building of a purpose built facility with a training radio station that broadcasts seven days a week.

Diploma in Broadcasting.

The Diploma of Broadcasting communications is newly introduced and builds on existing media studies block courses. The Diploma involves the equivalent of three years full time study made up of stand-alone modules, each of which is individually certificated. Its basic structure is as follows:

Level 100. Broadcasting pre-entry (full-time 4 weeks)- An introduction to the theory and practice of broadcasting.

Level 200. Introductory Radio/Television (full-time 12 weeks in one of these craft areas)

Level 300. Advanced Radio/Television Journalism (full time 12-20 weeks in the one these craft areas.)

Level 400. Internship (full-time 25 weeks)- A structured learning program which includes work experience in industry.

Level 500. Personal Project (500 hours)-Individually prescribed.

Broadcasting Journalism. 300 Level.

The broadcasting journalism course was the module nominated for the case study. The aim of this course is to prepare students to seek first level jobs within radio or television newsrooms. Students with relevant industry experience and who have completed the pre-entry course in radio broadcasting are given preference when applying. Highly motivated students who have demonstrated writing skills may enter directly as the course, while part of the diploma, is also a stand-alone module. This means the age and background of students can vary.

This course introduces students with little or no skills in journalism to the major skills of the craft. The course outline lists the following topics:

Social Context of Journalism

Tikanga Maori

Writing Skills

Technical and Production Skills

Voice and Presentation skills

News

Interviewing Skills

Work Skills Development

Educational process.

The course is taught via a combination of classroom teaching sessions, experience of working on the centre's radio station preparing and delivering news broadcasts for air and a block of work experience in a radio station for which students are placed throughout New Zealand. Appendix One shows the general breakdown of the course. The first eight weeks involve a number of tutors and professionals from the broadcasting industry and are the main information delivery weeks of the course. Appendix Two is a timetable for the first eight weeks. On air times and work experience do not run to structured timetables so are not represented here.

On air radio time is undertaken on Plains FM 96.9 which broadcasts live in Christchurch. Five weeks of the course involve this experential learning component. A further week is spent producing a T.V.news broadcast and students take part in a two week block of work experience. With the preparation times before each of the on-air sessions the total time spent learning by experience is 50% of the course. This year students also attended the lectures which were delivered by visiting broadcasting specialists, as part of the 100 level pre-entry course. This had not been done in the past.

Assessment.

Assessment is designed to reflect the practical nature of the course and the emphasis on skills competency and team work. Appendix Three is a course outline and shows three categories of assessment:

1. Skills competency, which is on-going and also carries into work experience in the form of a
   checklist for supervisors.

2. Preparation of a portfolio of work undertaken on the course. This includes a record of daily learning, responses to questions and instructions provided with the portfolio instructions, examples of written scripts, a radio documentary submitted on tape ready for broadcasting, and tapes of news items written during the course (referred to as skite tapes).

3. Peer and self assessment of each student's overall performance on the course. This is negotiated and usually includes craft skills, group and team member skills and personal performance skills.

Description of the Course Evaluation Process

The report sets out the processes used and includes the data collection methods, the analysis of that data and the recommendations made to the course tutor. The issues that need to be addressed for evaluators planning to work within the presented model are then discussed. The evaluation process can be described as taking place in four stages:

Stage one

Planning and negotiating the process and focus of the evaluation with the users, and selecting apriori data collection methods.

A. Discussion took place with the principle users, (centre staff), as to what would be evaluated, how, and with what degree of participation. Interest groups associated with the course were identified and consulted. A process was established for the action research component of the evaluation taking into account the course timetable and the tutor and evaluator availability.

B. The design of apriori data collection methods were based on areas identified for evaluation as part of the discussion described above. Those areas of the course that had been chosen for evaluation were discussed in more detail with the course tutor and the data collection methods to be used planned.

Stage two
The data collection to be carried out during the course was conducted as two parallel processes. The formative, action research component of the evaluation proceeded along side the apriori data collection allowing information gathered within one process to support the other if and when this seemed appropriate. All data was discussed with the tutor as it was collected and where possible was acted upon to make formative changes to the course. For the purpose of this report results and the discussion of findings from each process are reported separately.

Stage three
A summative course evaluation questionnaire, to be filled out by students at the end of the course, was designed in consultation with the users and based on the preceding data collected. The data was collated and the findings of the summative evaluation shared and discussed with the tutor.

Stage four
Recommendations based on all data collected were made to the tutor.

Stage 1

A. Planning and Negotiating the process

Preliminary discussion with the course tutor centred on three areas. The information that would be useful for the planning and delivery of this course and future courses; the identification of other interested groups and individuals; and the identification of any issues and concerns that had arisen from previous courses. The previous students' course evaluations were referred to and the tutor's experiences to date discussed. The tutor was invited to share any concerns about the evaluation and an informal contract was established to determine how the evaluation would proceed and the degree of confidentiality of the exercise. The tutor's academic supervisor (to whom the tutor is accountable) was also consulted as a user and an interested party. It was from this starting point that the principal evaluation users were involved in the decision making process from the outset.

The following decisions were made:

1. That the evaluator and tutor would be involved in formative, on-going course evaluation throughout the course. The timetabling already indicated weekly feedback meetings with the students. The tutor was open to any informal "illuminatory" observations from the evaluator. Support and assistance was invited and it was agreed that data would be shared and changes to the course be implemented immediately if possible. Data collected by either tutor or evaluator was to be owned by the tutor and shared with other interested parties on her authority. It was agreed that the evaluator would attend class meetings or they would be recorded (by tape or notes) and that the evaluator would spend approximately three hours a week as a participant observer on the course, excluding the two weeks students were on work experience. Meetings between evaluator and tutor would take place as required, and could be initiated by either party. The classroom action research process was discussed and it was agreed that the following pattern would be followed.

Identification of issues, problems

↓

Shared problem solving

↓

Implementation of action plan to solve the problem
(during the course or for future courses)

↓

collection of data on effect of action

↓

Identification of new issues, problems

and
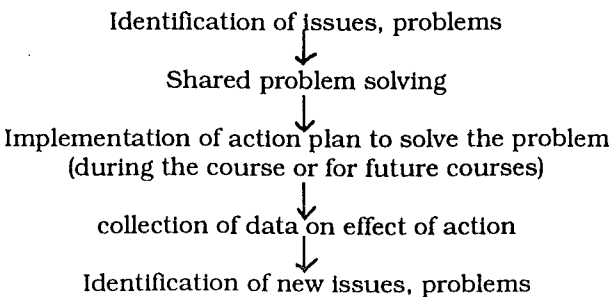
2. The tutor planned to begin the journalism course by discussing and recording the students' expectations and her expectations of the students in order to clarify expectations and establish a group contract. It was decided that the comments made would be collated by the evaluator and used to developed a questionnaire with the following objectives in mind:

   a) To identify the common and strong expectations of the students.
   b) To record changes to the importance placed on each expectation mid and end of the course.
   c) To record the extent these expectations were reported as being met both mid and end of course.

3. Work Experience is a significant part of the course work. It accounts for 10 percent of the course allocated time and students are also assessed during work placement by their work supervisors. It is seen as important by both the polytechnic staff and the industry committee that this be an effective learning experience for the students. The tutor reported that it had not been easy to organise and depended a great deal on the goodwill of the industry and on individuals within it. Previous course evaluations suggested that students had varying reactions to their placement and that as a result learning outcomes differed across students. Employers are a significant interest group and it was decided to seek their feed-back by asking for their reactions to the course and to the presence of the students under their supervision.

4. Assessment procedures within associated Media Centre courses had been reviewed recently and all staff are involved in documenting these clearly and committed to ensuring that assessment procedures will in the future meet national requirements of the New Zealand Qualifications Authority (NZQA). The academic supervisor and the tutor indicated that a moderation of the assessment procedures would be valued. An additional concern of the tutor was the time involved in the internal assessment procedures and she requested help and advice with marking.

5. End of course evaluations by students are required to be carried out and are made available to an industry advisory committee. It was agreed that the evaluator, tutor and academic supervisor would jointly design the summative evaluation questionnaire and that it would

include both open-ended and specific questions. The specific questions were to be based on feedback gained during the course and directed at clarifying and documenting this feedback.

6. Interested parties would be involved in the on going formative evaluation. Interested Parties identified were:

    - Course tutor
    - Media Centre Heads of Department. There is a resources
      Head of Department and an academic supervisor.
    - Industry Advisory Committee
    - Industry work supervisors
    - Students
    - Guest tutors
    - Other Media Centre tutors
    - Journalist Training Board

The students were seen as having the most to offer, although other tutors were to be involved as was practical and feasible during the action research. Work supervisors and the Industry Board were to be consulted as described.

B. Design of Apriori Data Collection Methods

1. Student expectations and the fulfilment of these

a) Design of the questionnaire

The students reported their expectations to the tutor at the beginning of the course by discussing these in small groups and recording them on newsprint. Their instructions were to record and discuss what they expected to learn and what expectations they had of the tutor and the other course members. The evaluator collected and collated these comments, grouping them into four areas:

    i) General level expectations which included gaining knowledge, receiving guidance and direction, meeting others, and having fun.

    ii) Specific skill expectations, for example, voice skills, and radio writing skills.

    iii) Personal skills which included gaining confidence, sense of achievement.

    iv) Outcome expected which was either finding a job or the foundation for a career.

A questionnaire was constructed from these comments, using the students' own words and phrases. The students responded to a five point rating scale that allowed them to indicate how important the expectation was to them. One represented "very unimportant", five was "very important", the mid point, three, was labelled "needed". They were also asked to indicate if each expectation was being met at mid course and toward the end of the course. For this they responded by circling "yes", "partly" or "no". Appendix Four is a copy of the mid course questionnaire.

b) Administration of the questionnaire

Mid-course the students were asked to rate how important each of the group expectations were to them, both at that mid course point, and when they first entered the course. This was to identify which were the most strongly held expectations. To support these data a question at the end of the questionnaire asked them to list the three most important expectations they held on entering the course. Students were also asked to indicate if each expectation was perceived as being met at this point in the course. The final version of the questionnaire asked the students to rate the importance of each expectation at that point near the end of the course, to again identify the three most important expectations and to indicate how well their

expectations had been met. It was administered two weeks before the end of the course so the data could be used in the construction of the summative evaluation form.

c) Analysis of data

The means and standard deviations were calculated for each expectation. Individual responses were reviewed as suggested by Gibbs (1988) to allow detection of any individual patterns.

d) It was expected that the following would be reported

i) Expectations would produce consistent ratings of importance at all three times of the course. The detailed selection and interview process and the detailed course information should have ensured that students entered the course with realistic and common expectations.

ii) Any expectations that were rated as very important and then perceived as not being met were expected to arise as issues in other parts of the evaluation. It was predicted that any sources of dissatisfaction would be from a perceived difference between what was expected and what was delivered.

iii) It was anticipated that these data would provide a check for testing the importance of student' comments in other forms of data and provide a means to prioritise action and change. For example, if all students saw radio writing skills as important, expected to gain them, and reported that they were not being delivered, then this would become a priority area for changes to the teaching method or course design.

2. Work Experience

Students are placed throughout the country for work experience. This ruled out using personal interviews conducted by the evaluator and it was predicted that a survey would yield low returns. The students had all been trained in interview techniques and were willing to conduct interviews with their work supervisors on the evaluator's behalf. The students' brief was to find out how the supervisors perceived work experience and what further organisational support supervisors required.

An exercise described by Walters (1989), called the course committee simulation, was adapted for use in this study. Students were asked to interview their work supervisor towards the end of their placement, and on their return to the polytechnic to represent that employer's view at a simulated industry committee meeting.

The preparation for this followed these steps:

1. The students were given written instructions (Appendix Five) and asked to read these.
2. The instructions were discussed in class.
3. The interview schedule was planned in class so that all students would have input into the questions to be asked and would all have the same understanding of the purpose of the questions. The students suggested they tape the interview.

The questions selected to ask of the work supervisors were.

  i) How is it for you having students here?
  ii) What do you see your role as?
  iii) Is your role clear?
  iv) What would make work experience easier for you?
  v) What support do you need from the polytechnic?
  vi) Is there anything about the present course you would like to see changed?

The following features were expected to enhance the reliability and validity of this data.

1) The students' training in interview techniques and the level of class discussion about the interview was expected to ensure a high level of inter-rater reliability.
2) The interviews were to be recorded on tape and available for the evaluator to allow the checking of the students interpretation of the data.
3) The report prepared by the simulated industry committee secretary was to be validated by circulation to the work supervisors for comment.

3. Assessment Procedures Moderation

The course outline contains the objectives of the course and contains details of the student assessment strategies. The assessment is stated as consisting of the following:

  - competency checks
  - production of a radio documentary
  - a portfolio of work
  - peer and self assessment.

(Refer Appendix One)

The assessment scheme, by its varied nature and the fact it is continuous, contributes to the formative, action research component of the course. Learning outcomes can be assessed during

the course and modifications made to allow for any student learning problems. In addition, the department and tutor requested a moderation of the assessment procedures and invited comments and advice on their suitability and effectiveness. The evaluator has experience in the design and implementation of assessment procedures and three years experience as a moderator of national exams.

It was agreed the following moderation procedures would be carried out, and the AAVA procedures for course validation and accreditation were used as a guide.

i) The evaluator would review the course objectives and the description of the student assessment procedures and comment on these.

ii) The content validity of the student assessment would be checked by producing a table of specifications from the course outline to indicate the sampling of the course objectives by the assessment procedures. It was agreed that the assessment would also be monitored during the course to compare the actual assessment carried out to that described in the syllabus.

iii) The evaluator would identify and record the criteria and the marking procedures used for the subjective assessment tasks. These would include the radio documentary, work experience, peer and self assessment and be carried out as follows:

a) Radio documentary.

The marking of a sample of these was to be observed by the evaluator. The observation was to focus on the use of the predetermined criteria and to provide advice on how to improve the efficiency and usability of the current procedure, (which is reported by the tutor as being very time consuming). It was also decided to appoint a check marker to mark the radio documentaries using the same criteria as the course tutor, but without seeing her marks, as a check on the reliability of the marking. Face validity of the assessment criteria would also be checked by inviting the check marker to comment on the irrelevance.

b) Work experience.

The existing checklist to be used on work experience was to be reviewed and analysed after they had been completed by the supervisors. The design of the form and the degree of inter-rater reliability and the usability of the form would be commented on.

c) Peer and self assessment.

The evaluator would observe and comment on the peer evaluation process. The self assessment data presented by the student is already reviewed at an exit interview carried out with the a Head of Department present. It includes a discussion of the tutor assessment, peer assessment and self assessment with the student and it was agreed by all interested parties that it was not practical to include the evaluator at this time. The evaluator would, however, discuss this with the tutor and review the written comments made by the student and the written tutor summary.

In summary; the focus of the assessment procedures moderation was to be the monitoring of the advertised procedures, an assessment of the reliability of the subjective assessment marking and provides personal comment on the validity of an assessment package that is innovative, allows for individual variation and deviates from traditional exam formats of assessment.

Stage Two

Results of the Apriori Data Collected and Discussion

1) Results and discussion of results from the expectations questionnaire

Mid and final questionnaires were completed by 13 of the 16 students. One student filled in end of course version only and two others completed mid course version only.

a) Results from students rating of the importance of each expectation

i) Means and standard deviations (S.D.s) were calculated for each expectation, for the beginning, middle and end of course. Table 1 shows that means ranged from 3.13 to 4.73 which represents average to very important on the rating scale. As the standard deviations are all near one it appears that all expectations were seen as needed or important by the majority of the class. This result is not surprising given that these statements were generated by the students themselves. The mean ratings remained stable over time. The average for the combined means varies by only .32.

Table 1

Means and S.D.s of Ratings of Student Expectations

Expectation	Beginning	Middle	Final
Receive good training	4.38 (1.32)	4.60 (0.71)	3.93 (1.39)
Become experienced	4.40 (0.88)	4.20 (1.11)	4.17 (1.28)
Gain knowledge	4.40 (0.61)	4.33 (0.79)	3.85 (1.12)
Receive guidance and direction.	4.27 (0.93)	4.47 (0.80)	3.78 (1.20)
Cultivate a creative edge	3.93 (0.77)	3.72 (0.96)	3.80 (1.27)
Meet others	3.26 (0.85)	3.53 (1.02)	3.43 (1.11)
Interact with others	3.60 (0.87)	3.73 (1.18)	3.64 (1.11)
Have fun	3.27 (0.85)	3.47 (0.96)	3.86 (0.99)
Create a good group spirit	3.40 (1.14)	3.67 (1.19)	4.00 (1.11)
Voice skills	4.13 (0.95)	4.13 0.95)	4.36 (1.11)
Radio writing skills	4.67 (0.56)	4.73 (0.57)	4.07 (1.33)
Bicultural awareness	4.07 (1.12)	4.40 (0.80)	3.92 (0.80)
Be organised	3.92 (1.03)	4.13 (1.09)	3.61 (1.08)
Find a personal identity	3.14 (1.18)	3.14 (1.41)	3.38 (1.21)
Gain confidence	4.00 (0.89)	4.07 (1.06)	3.38 (1.21)
Broaden Horizons	4.13 (1.09)	4.20 (1.00)	3.73 (1.81)
Motivation	3.93 (1.08)	4.13 (0.96)	3.78 (1.08)
Challenge	4.67 (0.47)	4.40 (0.80)	3.78 (1.20)
Inspiration	4.07 (0.85)	3.93 (1.00)	3.50 (1.29)
Sense Achievement	4.27 (0.85)	4.40 (0.71)	3.92 (1.22)
Self worth	4.13 (0.96)	4.13 (0.96)	3.73 (1.28)
A job	4.28 (1.10)	4.28 (1.6)	3.71 (1.70)
Foundation for a career	4.53 (0.88)	4.53 (0.80)	4.30 (1.06)
Job satisfaction	4.53 (0.61)	4.60 (0.61)	3.50 (1.75)
COMBINED MEANS	**4.06 (0.44)**	**4.12 (0.40)**	**3.80 (0.26)**

ii) Open question responses

Students were asked to circle the three expectations most important to them. Table 2 shows the expectations most commonly selected. Items selected by one student only are not included.

Table 2

No. of times item selected as an important expectation

Mid course	End course
Foundation for career (7)	Receive good training (7)
A job (6)	Radio writing (5)
Receive good training (4)	Foundation for career(4)
Job satisfaction (4)	A job (3)
Become experienced (4)	Voice skills (2)
Voice skills (3)	

Table 2 shows that "Foundation for a career", "Receive good training" , "A job" and "Voice skills" are selected by students in mid and final questionnaires. "Radio writing skills" appears as a frequently selected item only at the end of training. Only one of the five students who ranked this item as one of their top three did so at the beginning of the year. This supports other data, (within this questionnaire, in field notes and in the end of course questionnaire), that indicates that the acquisition of radio writing skills is an unmet expectation for a number of students on this course.

The majority of selected expectations are of a general nature, only voice and writing being specific skills. The range of expectations selected by individuals increased in the final expectations questionnaire, (11 mid course compared to 20 in the final questionnaire) which may be an indication that students were more aware of their individual needs by the end of the course.

iii) Examination of individual data.

The raw data showing the responses of individuals was discussed with the tutor. The type of information gained from individual analysis tended to be very useful to the tutor but not of value for general reporting. Patterns that emerged were often easily explained. For example, one student who failed the voice test saw this as a realistic skill to gain on the course and still saw it as important , even though they had not gained the skill. Other patterns were not so easy to understand. For example, voice skills were selected at the end of year by two students one who failed the voice test, and by another who passed. Three students failed the voice test so this raises the question of whether or not the other two students who failed voice entered the course with a strong expectation to gain voice skills. Examination of their responses to the expectation questionnaire indicated both did in fact rank voice skill as important. These types of anomalies occurred often enough for the researcher to choose not to put do much emphasis on the minor details of this data as a forced choice of three expectations may direct students to select general types of expectations (eg receive good training).

a)   Results from student responses to the degree to which their expectations were met.

The second part of this questionnaire asked students to indicate if they perceived the expectation as met, partly met or not met. Table 3 shows the collated responses for each expectation. Results were scanned for high (9 and above) and low number (4 or less) of yes responses and for changes in numbers of responses between mid and end of year (difference of 6 or more).

i) High numbers of yes responses.

All items were declared met or at least partly met by the majority of the class indicating a reasonable level of satisfaction with the course. Mid year there were 8 areas that drew high numbers of yes responses. In the final questionnaire 5 areas attracted more than 9 yes responses.

"Meeting others", "Interacting with others" and "Gaining knowledge" scored highly both times. "Challenge" the highest scoring mid year item (13 yes responses) and "Job satisfaction" both fell by 6 responses in the final questionnaire.

Table 3.

Results Expectations Questionnaire
No. of Responses Indicating the Extent Expectations were Met

Expectations	Mid course(N=15)				End Course(N=14)			
	Yes	Partly	No	blank	Yes	Partly	No	Blank
Receive Good Training	7	6	0	2	5	7	0	2
Become Experienced	6	6	1	2	7	5	0	2
Gain knowledge	9	5	0	1	9	2	0	3
Receive Guidance Direction	3	11	0	1	1	7	3	3
Cultivate a creative edge	2	11	1	1	2	8	1	3
Meet others	12	2	0	1	10	2	0	2
Interact with others	12	1	0	2	10	2	0	2
Have fun	12	3	0	0	8	3	0	3
Create a good group spirit	8	6	0	1	9	2	0	3
Voice skills	6	8	0	1	6	4	2	2
Radio writing skills	6	7	1	1	4	8	0	2
Bicultural awareness	10	4	0	1	8	4	0	2
Be organised	7	7	0	1	5	6	0	3
Find a personal identity	8	3	2	2	3	6	2	3
Gain confidence	7	5	2	1	5	6	1	2
Broaden horizons	10	4	0	1	7	5	0	2
Motivation	7	7	0	1	1	9	2	2
Challenge	13	1	0	1	7	4	1	2
Inspiration	5	8	0	2	2	7	3	2
Sense achievement	4	10	0	1	5	6	1	2
Self Worth	5	7	1	2	3	8	1	2
A Job	4	5	3	3	3	5	1	5
Foundation for a career	7	7	0	1	10	2	0	2
Job Satisfaction	9	3	1	2	3	5	3	3

ii) Categories that received low scores are grouped into three areas for discussion; work skills and general expectations, personal skills and job placement expectations. Within the work skills and general expectations category those expectations that received low numbers of yes responses in both the mid course and final questionnaires were "Receiving guidance and direction" and "Cultivating a creative edge". "Radio writing skills" was identified only in the final questionnaire as a low response item. The perception that the students expectations were not met in the area of radio writing skills and in the degree of guidance and direction toward the end of the course was supported by informal feedback and by the summative evaluation data. These were also expectations reported as very important by students.

Radio writing expectation means (4.6, 4.7, 4.1)

Guidance and direction means (4.2, 4.5, 3.8)

Cultivating a creative edge, although reported as not being met or only partly met by a number of students, did not seem of as much concern to the students. It did not have the same emphasis in other data collected, nor was it rated as being as important to students in the expectation section of the questionnaire.

Cultivating a creative edge means (3.9, 3.7, 3.8)

Within the personal skills area the only low scoring item mid year was "sense of achievement". However by the final questionnaire the following expectations showed small numbers of students reporting their needs as met:

"Motivation" , "Inspiration", "Selfworth", "Finding a personal identity", "Job satisfaction". These categories also show a decrease in responses between mid and end of year. Job satisfaction and motivation drop by 6 responses. Challenge also drops by 6 yes responses from the midcourse total even though still gaining 7 yes responses.

Various interpretations of this are possible.

a) This pattern of responses could be a reflection of the winding down of the course, the normal stage of a group when members prepare to say goodbye.

b) Informal data collected after work experience recorded a feeling expressed by a number of students of "less challenge", " a slower pace", after the "hype" of the work place.

c) The level of motivation and enthusiasm may be an area of the course that needs to be addressed in the future in case the course is having a demotivating, confidence draining effect on students.

d) The tutor reports this as something she expected. She sees students as entering the course with an "idealistic perception of journalism" and having a more realistic outlook by the end of the course. They are also seen as anxious about finding jobs and entering the work place with a realisation of the difficulties and competitiveness of journalism.

e) It is also possible an intervening variable is operating. The final questionnaire was distributed before the peer evaluation but a number were not returned until the end of course. A number of students found the peer assessment difficult and were under pressure to complete portfolios.This trend needs to be documented on another course before it can be responded to by course design changes.

In the work placement category the lowest scoring expectation was "To secure a job". At this time 3 students had jobs and 5 responded as "partly met" as they had some sort of work but not necessarily what they wanted, (in some cases not in the field of journalism). This was expected as in previous courses the employment rate has been high, but not until six months after the course completion.

c)   Comments on predicted outcomes. (refer page 20)

Prior to data collection three patterns of responses were predicted:

1. Expectations were predicted to remain constant during the course. This was upheld. Expectations reported by the students were held throughout the course with very little change throughout the course as shown in Table 1. This is interpreted as an indicator that students entered the course with a clear perception of the content and the way the course would be taught. The selection process includes personal interviews and is an information sharing process and this is thought to contribute to this.

2. The students concerns were expected to focus around things they saw as important and then perceived as unmet. This was true in two areas in particular. The expectations to gain "radio writing skills" and to "receive guidance and direction" were reported as very important by students, as shown in Table 2. These two areas were not seen to be met in the final questionnaire and presented as major themes in the informal evaluation and the summative questionnaire. Cultivating a creative edge also was an expectation not met for the majority, it was not ranked as so important and as predicted did not produce the same level of dissatisfaction in the students.

3. As predicted the data on student expectations helped with decisions about priority for change. During the course a feedback sheet for radio writing was designed and trialed and this action targeted as a priority because it was indicated as being very important by the students.

2) Work Experience interview results

All the students conducted interviews as requested and all returned with a recording of the interview.

At the feedback meeting two requests were made by the students and both were agreed to. Firstly the students requested that they simply report the interview findings as they did not feel happy to role play the supervisors. This was agreed to as the validity of the data would have been compromised by inadequate role plays or unexpressed views. The second request was that the feedback be given confidentially without the tutor present. They seemed to feel more comfortable raising the issues that emerged, (which they saw as critical of the Polytechnic's organisation of work experience), with only the evaluator present. The students also took advantage of this time to raise another issue related to the group dynamics. This request was also agreed to after consultation with the tutor.

The students verbally reported their interview data one at a time, taking turns by moving around the group in the order they were seated. The main points were then discussed at the end of each report and at the end of the session. Notes were taken by the evaluator and the degree of consensus of reported opinion noted. All students used tapes to record their data, these were collected and transcribed. A summary of the major themes was then made and the validity of that summary was checked in two ways.

    i) The summary was placed on the student notice board for one week and students were invited to make any corrections. A show of hands indicated that 10 students had read the summary and agreed with it, 6 had chosen not to check the data.

    ii) It was intended to check the accuracy of the data by circulating the summary to the work supervisors. Staff at the centre advised that the response rate would be low. As an alternative but less direct check the summary was discussed by the course tutor with industry representatives at an advisory committee meeting and the points raised were agreed with by the committee.

The summary of points raised by work supervisors follows.

MAJOR POINTS RAISED DURING WORK EXPERIENCE INTERVIEWS WITH SUPERVISORS IN INDUSTRY

34

SUPERVISORS WOULD LIKE:

1. To know more about the course, what makes it unique, what is taught, the emphasis. (Some would welcome personal input.)

2. To know what skills the students bring and what the student needs to do or practise during placement.

3. To know about the student before they arrive: personality, history, learning needs. This would allow them to get to know the student more quickly when they arrive and make them feel more welcome.

4. More attention given to student preparation. The following comments are taken from the audio tape transcription:
   - students to know what is expected of them, what tasks the polytechnic wants them to do.
   - skills acquired during placement need to be more clearly stated and specific placement related.
   - orientation to the work place needed.
   - possibly later timetabling in the course to allow more skills to be learned.

5. Organisational details clarified. Comments made include:
   - earlier organisation is needed, is there a possibility of an annual date (1 supervisor).
   - supervisor must be someone working closely with the student.
   - accommodation needs to be pre-organised and who organises this clarified.
   - has a buddy system been looked at?
   - salary to students needs clarification, tax differences have emerged. A low rate for work done.
   - local transport is a problem (one supervisor).

6. Student support increased. Suggestions included:

    - mid placement check by tutor.

    - buddy system.

    - preparation about placement, local area information especially if a colloquial station.

    - an orientation planned.

7. Students who have life experience, as they are assertive and are more confident.

SUPERVISORS RECOMMEND THE FOLLOWING CHANGES TO CONTENT

1. More writing practice and feedback.
2. Assertion skills and help with personal style and confidence.
3. Legal "stuff" emphasised.

SUPERVISORS SEE THEIR ROLE AS:

A guide or mentor. They do not see themselves as teachers or markers. One supervisor questioned the validity of the supervisors marking the competency list with no common standard agreed to and a number of non applicable items. Another also refused to fill it in.

Generally supervisors were happy to have students. The value of them attending work experience at TVNZ News Wellington was questioned, as the emphasis on this course is on radio journalism.

SUPERVISORS LIKED THE PRACTICAL EMPHASIS OF THE COURSE.

Comments were made about the practical emphasis, clear practical abilities of students, good broadcasting technical skills. Five found the students a help.

3) Assessment Procedures

Results of the Moderation exercise.

The moderation of the assessment was carried out as planned during stage 1, with the addition of a detailed examination of the results of the voice test. This was added in response to action research data that indicated that the students had a concern in this area.

The following report was given to the course tutor and includes the following:

a) A description of the assessment as described in the syllabus, and as it was carried out. An analysis of the content sampling was provided as a check on the content validity of the assessment. Comments on these and suggestions for improvement were made.

b) A description of the marking procedures for the subjective components of the student assessment. Comments were made on the reliability , validity and usability of these as applicable. Suggestions were made for planning, conducting and marking these in the future.

This report includes objective data gathered by the evaluator and professional comment and advice based on the evaluator's experience in the area of assessment and evaluation procedures as a tutor, tutor trainer and moderator.

Report on Student Assessment Procedures Broadcasting Journalism Course, 1990

A. Description of Course and assessment requirements

1. Description

i) Course objectives are provided for course members and are stated in behavioural terms. Assessment procedures are outlined and consist of the following.

    a) A portfolio which records daily work and examples of radio and T.V. items on tape. This is a summative assessment that is compiled throughout the course and is submitted for review, formative feedback and guidance mid course. A detailed list of objectives that serve as assignment questions are provided for the students however written guide-lines are less clear for the skite tapes, contact log books etc. Examples of previous work are made available and consultation with the tutor is ongoing in these areas.

    b) A radio documentary which is taped using the student's own voice is listed within the portfolio requirements but as it is required to be submitted before work experience it seemed to stand separate from the portfolio. Course information outlines the criteria for assessment. These instructions are limited but again previous examples are available and ongoing advice is provided.

    c) Ongoing skills checks to be carried out by the course tutor, other qualified journalists and technical staff.

    d) Peer and self assessment to be undertaken at the end of the course. The course outline states this will focus on craft areas, group skills and personal performance. Course outline shows this as having a 20% weighting.

ii) A timetable is provided at the beginning of the course to show due dates for assessment.

iii) An analysis of the syllabus shows course objectives are clear and provided to students at the beginning of the course. There is some repetition and a mixture of level of specificity. The completion of the documentary, T.V. tape, etc. occur as objectives of the course under almost every topic area. The production of these seems to be the form of assessment by which the other objectives are met.

Suggestions.

There may be a clearer way to lay out the objectives.

One method could be to list general objectives followed by a list of skills. For example:

On completion of the course students will be able to

    1) produce a radio documentary of 15mins.....

    2) Operate a radio station as part of a team....

    3) Produce a T.V. news item.........

Then for each objective list the skills:-

    1a edit and......

    1b understand principles of writing for the ear....

It may be there are some general skills that apply across all craft areas of the course. Some objectives are applicable to all areas of a journalists work eg social context. Others are specific as they apply to producing a radio documentary, News room work, T.V. Court work etc.

The separation of these may prevent duplication of objectives.

iv) Assessment procedures include written guide-lines of what is required and there is checking of student understanding of the tutors requirements during the course. (eg by taking in portfolios midcourse.) This should enhance the reliability and validity of the assessment procedures. The timetable is issued in advance providing students with the opportunity to plan workload and thus avoid any compromise to validity. Resources are equally available, for example, editing equipment seems to be in sufficient supply, removing another possible threat to validity of what is essentially a large project work component of assessment. Skills assessment by tutor and other journalists is described as ongoing, and   appears to be included to give an overall, ongoing assessment of performance, that is both formative and summative. Summative as it is reflected in a tutorial final opinion of each student. Guide-lines for this are not clear in the course outline. Nor is it indicate what percentage of the assessment this represents only that in combination with the portfolio it represents 80 per cent.

Suggestion.

The weighting of the various components of the assessment is not clear. This needs to be clarified.

2 Content Validity

1. Planned content sampling by the assessment.

Course objectives were checked against the assessment plan by tabulating the topic areas the objectives are grouped in, in the syllabus, against the assessment procedures that examine these. Table 4 shows that all stated objectives are covered by at least one of the assessment procedures. A "x" indicates the match of an assessment procedure with an objective.

The majority of the tasks set involved the assessment of verbal delivery and production of work (ie the skite tapes, radio documentary, voice test, work experience) compared to written forms of assessment and this seems appropriate for a course in radio journalism. Writing skills are assessed within the portfolio and are an item for rating in the work experience assessment. The fact that the written word appears to receive less ongoing assessment than the verbal delivery and production is interesting in light of student comments on a lack of writing skills feedback during this course.

3. Actual content sampled by the assessment

Table 4 was also used to note the assessment that was seen to be carried out and this indicated by an "o" so it could be compared to the declared assessment. A "P" was used if part of the skill was assessed and an "I" when informal feedback only was observed. This provides a record of actual content validity for this course assessment. Evidence of actual assessment was gathered by examining a random sample of portfolios, talking with the tutor, observing tutor marking, examining mark schemes, sighting assessment results for documentary, examining work experience reports, examining the voice test results, observing peer assessment and finally examining the written products of the self and tutor assessment.

Comments and notes on the validity of assessment as it was carried out.
    i) Writing skills seem to be product and predominantly summatively assessed.
    ii) Technical skills are also product assessed, particularly during the documentary. There is informal ongoing assessment of these by the tutor and technical staff but there is no record of the assessment of the process steps or of the provision for formal cues and feedback on this until after problems were detected in the radio documentary. There was opportunity for feedback on these from work experience but this was simply a rating scale and so again a general statement. Note also that the opportunity to demonstrate

Table 4   Table of Specifications

ASSESSMENT PROCEDURE	STATED OBJECTIVES													
	Social Context	Tikanga Maori	Writing Skills	Technical Skills (microphones, editing etc.)	Voice & Presentation	News a) collation	b) presentation	Research/Contacts etc.	Interview Skills a) theory	b) process	Work Skills Development a) theory	b) general work skills	c) journalist specific*	f) personal & group communication skills
Portfolio a) written responses	XO	XO	XO			XO	XO	XO	XO		XO	XO	XO	XO
b) examples of written work	X		XO			XO	XO							
c) radio skite tape	X		XO	XP	X	XO	XO	XO		XO				
d) T.V. skite tape	X			XI	XI	XI	XI			XI				
e) technical competency sheets				X										
Radio Documentary	X		XO	XP	X	XO	XO	XO		XO			XO	
Voice Test		XO			X									
Peer	X	X	XO	X	X	X	X	X	X	X	X	X	X	X
Self/Tutor Appraisal	X	X	XO	O	X	XO	XO	X	X	XO	XO	XO	XO	XO
Work Experience Asssessment	X	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO	XO

*   Journalist Specific work skills covers such items as entering organisations, maintaining community cntacts

X   Planned assessment   I   Informal feedback provided
O   Conducted assessment   P   Skill partly assessed

these on work experience varied. It is suggested that this is an area where task analysis and the use of competency check lists would be appropriate. The portfolio instruction read "produce marked competency sheets to demonstrate...." , yet this did not occur. Technical skills were not excluded from the assessment but the product emphasis provides little ongoing feedback for those with problems learning the process steps. The tutor provided informal feedback and corrected learning problems with technical areas as the need arose. Following documentary marking she worked with a number of students watching their editing and diagnosing problems. It appears there is informal formative assessment of technical skills, but it is not systematically documented or carried out.

iii) Research, documentation skills.

Again these skills were mostly assessed via a final product and this required assumptions about how the students researched their stories. Again there was ongoing opportunity for informal assessment but this may have been inconsistent across students. The suggestion is that students be required to supply reference notes and bibliography with the documentary or the inclusion of references notes about one of the stories in the portfolio. These were acquired and assessed indirectly but formative evaluation and the opportunity for assistance may have been missing.

iv) Maori pronunciation.

Performance is mostly recorded as part of the voice test. On examining this test the weighting it actually carried within the test is hard to determine and is further commented on in the discussion of the voice test.

Summary.

The content validity is upheld and the emphasis on practical tasks that demonstrate application of knowledge and skills supports the level that the objectives are written and the stated emphasis of the course. Content validity can, however, be strengthened in a number of areas as indicated.

Suggestions.

1) Technical skills competency checks should be made at the time of teaching. I also suggested this be a prerequisite to recording the radio documentary.

2) Tutor or peer assessment of writing be carried out following predistributed criteria set out in a mark scheme as trialed toward the end of the course, possibly with the inclusion of these in the portfolio for all submitted examples of work.

3) A requirement be made to provide research source and information as part of an area of assessment. eg. radio documentary.

B. Evaluation of Criteria and Marking Procedures used by Assessors for the Following.

1) Radio documentaries.

2) Work experience

3) Voice test.

4) Portfolio

5) Self and peer assessment

1) Radio Documentaries

The following are the criteria used for the documentary marking. These were preplanned and although they were not distributed to students it is noted that the course outline provides guide-lines made known to the students, but these do not include the record quality and other technical criteria listed here:

Subject Choice	Clip length
Labelling	Research quality
Introduction	Record quality
Planning	Edit
Style	Microphone handling
Scripting	Sound effects
Contributors	Factual accuracy.
Interview	Attribution
Research	False starts
Pace	Deadlines

These criteria were selected to represent the general objective of producing a documentary that is clear, interesting and listenable. The tutor describes the criteria as providing students with feedback that can identify what aspects of the documentary let it down in respect to these three features. A mark out of 5 is awarded for each and this is transformed to a grade.

Another journalist was asked to mark the documentaries and assign grades according to the criteria. Marking was checked by phone and as it was extremely close, the greatest variation was a mark by the principal marker of 70 compared to 75 by check marker. At no time would this difference have affected that grade awarded indicating the reliability of the marking is high. The criteria were seen as useful and valid by check marker, academic supervisor of the centre and the students. As a further check on the validity of the mark scheme the tutor assigned a "gut reaction" grade after the first listening of two of the tapes, then applied the criteria to the documentary and the more detailed marking waws completed. The two grades she awarded in each case were identical.

The process of marking was also observed and the following noted:

The tutor listens to the documentary and writes down comments against the criteria. She listens to the tape three or sometimes four times, a very time consuming process when they are each 15 minutes long as the average time spent on marking each is one and a half hours. On the first listen she tends to notice and comment on technical things and gets an immediate impression if it would be usable. She also times the tape with a stop watch as length is important for programming and replays the tape as many times as she needs to till she has commented on all criteria that are applicable. Deadline refers to handing it in on time and is marked by subtracting 2 marks for each day of lateness. Meeting deadlines is an essential skill so a valid criterion to use. Voice was not a criterion, it is assessed elsewhere. Some categories were not always applicable to every documentaryand this was initially a concern, however the final mark is a summation of numbers awarded for each criterion and the tutor reserves a degree of professional judgement taking into account any mark loss due to absence of a category because it does not apply the style of the documentay being assessed. The tutor says "it seems to work out O.K." and she allocates discretionary marks as appropriate. It is my opinion that use of professional discretion is not compromising the validity or reliability of the assessment as the check marker appears to make the same judgments.

Summary comments.

The assessment of the documentaries is meticulous and if anything overly so as the time involved is extensive. The documentary forms a part of the portfolio requirements and the proportion of weighting given to it is not indicated making it hard to assess or comment on whether the time it takes is justified. This assessment is working well and so any comments are made with a view to reducing tutor time needed to complete these.

Suggestions.

1. That the checklist could be turned into a rating scale that defined what a 1, 2 or 5 stood for eg.

	0	3	5
Editing	not listenable, absence of sound	listenable but at least 6 faults	no faults or minimal

My reason for suggesting this is that the tutor may be able to assess each category during first listen or by memory.

2. The issue of some categories not being applicable could be overcome by identifying core common criteria. eg. editing, labelling, deadlines and then negotiating 5 or 6 other criteria

with each student that reflect the students personal objectives for the documentary. This also allows for more creativity and variation in style without the student feeling constrained by the criteria. The guidelines are still tight enough to ensure reliability on core competencies.

3. The full list of criteria should be included in the students' portfolio instructions, so that the assessment of the editing etc. does not come as a surprise.

2) Work experience assessment

An assessment form in the form of a rating scale accompanies the students on work experience and is attached as Appendix 6. The items are seen to reflect the course objectives but two design faults are noted.

i) Some of these statements are complex and refer to more than one skill, this causes a problem for the assessor.

> eg." Establishes professional credibility quickly by telephone and document interaction."

These are two skills, one supervisor awarded a 4 and a 2 to this section.

ii) The scoring key has a non applicable column and the rating scale represents poor through average to excellent performance. The comments made by one of the supervisors and quoted from the taped interview are appropriate here.

"They are good logical questions but there is no clear standard, no control group. My definition of excellent may be different from someone else. Three people in the same organisation would give you a widely different mark. Need a method of assessing marker severity in giving grades." (J Geenhart. T.V.N.Z.)

The most notable feature of the work experience assessment is the potential for low inter-rater reliability. One work supervisor refused to fill in the assessment, others circled a lot of areas as not applicable and the depth of comments made varied. Student feedback after work experience supports the impression that student assessment data returned from work experience is of varying usefulness.

Suggestions.

1. The assessment form needs to be shown to the work supervisor at beginning of placement and a commitment made to careful provision of experiences identified on it and to provide on going monitoring of those skills.

2. A common protocol should be established for the filling in of this form. Possibly a mixture of supervisor and self appraisal agreed to at an appraisal interview.

3. Training for work supervisors in on job assessment would be ideal if possible.
   It would greatly enhance inter-rater reliability which is always a problem with this type of assessment)

4. If ratings of average, excellent etc. were further defined and standards for beginning practitioners defined for assessors inter-rater reliability would be easier to achieve.

3) Voice test

A decision was made as a result of the action research data to examine the voice tests as students were stating a concern about the specificity of the feedback.
Voice audition reports are issued in accordance with Radio N.Z. standards and by one of their recognised assessors. They are valuable to students applying to radio stations for announcing positions as it means the employer does not have to organise the assessment of the applicant's voice. There are six criteria and comments are made on each area. Grades are awarded as follows.

     A. acceptable

     B. potential. further training needed.

     C. insufficient potential.

An example is included in Appendix Seven. All students report forms were examined and comments that provided the feedback compared to see if it was clear what factors affected a pass or fail.

Criticisms written on the reports that received an A are listed here.

i) Voice

- capable of using a lower pitch which when done improves work

- probably not as relaxed as could be

- concentrate on keeping pitch down

- some decay

ii) Maori pronounciation

- will need help with this (note this student has an outstanding voice with very good reading skills)

- average N.Z. understanding.

- some idea of basic sounds

- average knowledge of basic sounds

- average knowledge (3 times)

- quite a good idea of basic vowel sounds

- average vowel sounds.

iii) Reading skills and ability

- pace a little fast

- some last word stress

- past too fast

- inclined to fragment delivery with short groups of words this effects continuity

- too fast

A student who failed has a report that clearly contains comments that indicate why.

speech- "ing" "k" something

pronunciation- speech defects

weak missing consonants

reading- lacks flow and involvement

maori pronunciation - some knowledge

Borderline students reports were not so clear. Students reported verbally that they had trouble distinguishing between an A and B grades at times and in reading the reports the distinction is not always clear to me. This could account for the difficulty that students have understanding how to change what they are doing wrong at times. Maori pronunciation seems to be a less important criterion and speech and general pronunciation dominate as reasons for failing.

Three of the students all shared common pronunciation problems eg:

- need more forward projection

- "ing" in speech

- dark L

- pace too fast

One of the failed papers appeared to have less negative comments and it was decided to compare it to one of the B grade papers that on scanning appeared similar. In Table 5 student "s" passed while student "e" failed.

Table 5

Comparison of two border- line students

Positive comments made about each

student "s"	student "e"
forward projection,clarity capable of authority	ad lib more relaxed here fluency improved has authority when going well
good pronunciation developing a good natural telling delivery	pronciation very good maori average

Negative statements made about each.

student "s"	student "e"
Dark L.	Dark L.
inclined to fragment delivery affects continuity	can sound strained-needs to relax and forward project.
Maori, some idea	inclined to fragment delivery

Comments.

The only obvious difference is the forward projection needed by the failed student. The recommended training for student "s" is to work on fluency for student "e" to improve reading skills. After the course was completed the failed student resat the test two weeks later and passed with another assessor. This is NOT a comment on the professional judgement of the person making the assessment; but on the need for more precise feedback in this area. The students are not clear about how to improve when they are not meeting the required standard.

Suggestions.

1) In discussing this with the staff the suggestion was made that a speech therapist hear the students early in the course to assist with the diagnosis of any speech problems. The student who received the C was not diagnosed early enough in the course so all possible help was not provided.

2) The voice tutor needs to continue investigating ways of making students aware of what is a professional subjective assessment. The students own suggestions made at one of the group feedback meetings are quoted here.

" What we need is:

  a) More practice

  b) Really need specific feedback on HOW to improve.

    Certainly that is not easy. It is hard to pick up concepts about what is warmth, correct speed etc."

Practical suggestions made by students were:

    " - group time hearing others work

    - hearing tapes of good examples and bad

    - helping each other

    - learning to diagnose "

In addition I suggest the inclusion of specific behavioural direction. eg. lower tone, drop voice here etc.

4) Portfolio Marking

The portfolio marking is competency-based. The tutor read through all the portfolios and marked a tick on a copy of the objectives as supplied to the students. The portfolios are all assembled in different ways making this a time consuming process. She read each of the 10 stories and assigned a mark that was a rating from 1 to 5,(1 was impeccable and 5 hopeless). The standard used was "as in a news room." Criteria that are taken into account are, presentation, news recognition, content and progress.

I saw no comparative or norm-referenced assessment at this stage and all portfolios were assessed as having met the prescrbed criteria.

Suggestion.

1. A standardisation of the instructions for layout could assist the tutor in marking but this would be a personal decision for the tutor as current practise does not compromise the validity of the marking and it could be argued that it would be invalid to implement this suggestion in a subject area that values creativity and individuality.

5. Peer and self assessment

The tutor, academic supervisor and I discussed this prior to the session timetabled for the peer assessment. The format and process used in the past in other media courses was explained and we discussed options for this group. It was agreed students would decide as a group what was to be assessed. To ensure reliability among 16 non experienced assessors each item would be discussed and a common understanding for the purpose of the assessment arrived at. The process was to also be negotiated but a number of options were proposed and discussed. Although the session was met with considerable resisitance majority agreement (one student was still resistant) was secured and it seemed many students had not realised that this was to form a part of the formal assessment despite the written course information provided. The criteria agreed on were as attached in Appendix eight. At the same time the criteria for the tutor and self to comment on and discuss were generated with the students and these two lists differ which has not usually happened in the past. The lists were generated by brain storming possible criteria on the board and discussing, refining or eliminating items. This was facilitated by the evaluator.

The process for the peer assessment took the form of a small group assessment. The students drew lots to work in four groups of four; each group completed the evaluation for members of one of the other groups. For comments to be recorded general agreement between all four group members had to be reached, this meant each person contributes to the evaluation of four peers. The feedback was shared one to one and any queries or disagreement discussed. One student was unhappy with the comments so another group did a second one for her. When I talked to the tutor about this she noted that the two assessments did not appear very different to her except in the choice of language. The only differing perception between groups was on the students ability to cope with stress as one group wrote "stressed out" the other "performs well under stress". The tutor felt that this student has a personality that masks her interest and motivation and accounted for differing peer perceptions of her.

The self assessment took place during the exit interview and was combined after discussion with the tutor comments. The tutor and Head of Department talked through the points, referred to prepared notes and compared these to the students self assessment which the students brought with them. Notes and data from this interview were collated on one sheet as the final assessment. An example is attached in Appendix nine.

The tutors final comments are developed out of the peer and self assessment and her perceptions and are carefully worded as they form a kind of reference for the students. The tutor made the comments that "These are references really and you can't damn the students too much". These appear to be very clearly written and refer to skills are very specific. They do also point out weakness by exclusion in the same way many references do. Field notes include this example.

> **Dale** " I see you write about her good short stories. Does this mean her long ones are not so hot?"
>
> **Tutor** " Yes the grammar and spelling pull them down and if you note here I comment on grammar and spelling in another place"

Students requested a final grade and an overall rating on their work. The tutor went through their portfolios and their peer and self appraisal reports and assigned a 1 to 5 grade to each of the criteria the students had requested tutor assessment of. I talked to her about how she did this and it was certainly a comparative exercise. A "1" was the highest ranking and indicated high performance. Interviewing was a example discussed. Only one person received a "1". He is described as having a professional edge, experience and confidence in this area. Asked if that was an assessment of his entry level, the tutor responded to indicate that there had been a lot of improvement over the course. The tutor awarded "- " and "+" to the ratings, stating that at times she looked at two people and realized that one person was in between.

This ranking and comparison was a request by students in a course designed to be competency -based and individual. It is not part of the summative course assessment requirements and it is certainly for the individuals to do with as they wish. It does appear that they want some idea of how they stand in relation to their peers through the tutor's eyes. The marks awarded for each category were included with the portfolio feedback.

Suggestion

1. The peer evaluation needs to be established and prepared for from the early stages of the course, the students need to slowly gain the skills and acquire practice with them. The weekly feedback sessions are included for this reason, but tend to be focused on course and tutor appraisal. At times students discussed how the day on the air or in the news room went. This was usually reporting more than critical analysis. The evaluator did not observe a lot of critical peer feedback at this time. This is a valid form of assessment for students preparing for a industry where team work and good assessment and feedback skills are important so I would certainly persevere with it.

B. Formative and Action-Based Data Collection

Results and discussion

During the course the researcher spent formal and informal time with the students and staff of the centre, and sat in on weekly meetings at which time students discussed and evaluated the week in terms of their own learning. Notes were made during sessions, or immediately after each session. Often these sessions generated a need to collect more information or to offer support to the tutor or students in some way. At other times comments were acted on and concerns discussed and addressed. The following examples have been chosen to demonstrate the processes that evolved.

a) Student request for group skills observation.

After a session on group process and working together, issues of sexism and male dominance in groups arose. The students asked for an observation of their interactions as a group. This was carried out at another group feedback session by recording their interactions on a sociogram at 10 minute intervals and recording first words of sentences and who spoke after whom. The time and place was chosen so the students were not aware when the sociogram exercise was being done. The data was presented to them without comment so that they could discuss it and draw their own personal conclusions about their own level of participation.

b) Informal volunteered perceptions.

At times students offered verbal informal feedback about aspects of the course. At one stage a verbal discussion took place with half of the group about an issue that concerned them that was of a political and personal nature. The feedback was prompted following a session with an outside speaker designed to challenge the students and their values and social perception. This type of data, although confidential and outside this report, emerged as students became very used to the evaluator's presence and acquired a level of trust that would be hard to establish within a different research framework. It also raised ethical issues for the evaluator as the students' information was to be confidential until the completion of the course. The issues were raised post course and have been discussed with the tutor. This is likely to lead to timetabling and other changes in the future.

c) Action planned and taken by the tutor and evaluator.

Concerns about the amount of feedback received on the quality of student writing were raised both informally and during class sessions. The tutor invited the evaluator to draft a marking guide, (attached as Appendix ten), that could be used by the tutor, self or peer acting as editor. It was presented to the students, tutor, and academic adviser, adjusted and trialed by some of the students. A question was included in the summative evaluation asking for feedback on the usefulness of the marking guide.

d) Unplanned data from an interest group.

The evaluator met with two representatives of the Journalist Training Board who were seeking information on the moderation of standards. This was an unplanned session initiated by them and provided a perspective on how that part of the industry viewed existing training. They place an emphasis on competency-based training, particularly in the technical skills area. This prompted the follow up that lead to the detection of the absence of task analysis or the use of checklists to aid assessment and learning of routine technical skills.

e) Participation by the evaluator.

The evaluator became involved in meetings to plan the peer assessment, facilitated the selection of criteria for the peer assessment session and implemented the process. This is reported within the assessment section of the discussion.

It is noted here as this evolved as a natural extension of the support, consulting role when the students resisted participating in the peer assessment.

f) Outcomes from class formative evaluation meetings.

Tips for how sessions could be improved, comments on teaching styles of presenters and the content of sessions were recorded and passed on to the tutor. Sometimes this was verbal and informal but at other times notes were typed and sent to the tutor. Appendix Eleven is an example of the type of comments and the record of the discussion that was made.

g) A curriculum issue that arose and was addressed.

The relevance of T Line shorthand for broadcasting journalists was raised. Its relevance to the curriculum was addressed by the Head of Department in consultation with the industry training board. She spoke to the students, explained that this is a national industry require-ment and that the board could not compromise on this. She stated that students would not fail the course by not attaining the required speed but that their certificates would have to indicate the speed they did obtain.

The information gained from this type of data allowed for the design of specific questions in the end of course summative evaluation questionnaire. This allowed the students to comment on issues already raised by them, and that mattered to them.

Stage Three

A. Design of Summative Course Evaluation and Reporting of results.

Overview of the design and administration

The summative evaluation was designed in consultation with the tutor and the academic supervisor. This allowed the information the users and evaluator required to be requested on the one questionnaire. A meeting was held and all data collected up to that time were referred to. The earlier decision to construct a specific questionnaire based on action research information and tutor and evaluator concerns and hunches was confirmed. A draft was drawn up by the evaluator and edited by the Media Centre staff. The questionnaire was distributed during a class session in the final week of the course when students were given the option of remaining anonymous or signing the questionnaire. A questionnaire was sent to one student who was absent but it was not returned.

The questionnaire was filled in during the class time and discussion of the questionnaire to aid clarification of items occurred. This was done to firstly ensure that the return was high; secondly the discussion of items was seen to enhance the validity and inter-student reliability of data by ensuring a common understanding of the questions asked.

The data was collated verbatim. It was then summarized and the summary returned to the tutor within two days so that it was available for an industry advisory meeting. All completed questionnaires were returned to the tutor.

Selection of Specific Questions

There were four categories of questions within the questionnaire.

A. Some major themes emerged during the course and these were the focus of the course evaluation questionnaire.

    1. Feedback during the course.

    2. Degree of guidance and direction provided.

    3. Group process and functioning.

    4. The inclusion of the 100 level guest speaker's sessions in the course and the relevance and value of these.

B. Two issues emerged during formative feedback that were acted on and all parties were interested to see if the steps taken were seen as helpful to students.

    1.   A news writing checklist designed to help with writing feedback was trialed by the tutor. The end of course questionnaire asked how many had used it, when it should be used during the course, and who should use it?

    2.   Mid-course the expectations questionnaire lead to the timetabling of more assistance with voice production. An attempt was made to improve feedback so follow up data on the success of the changes made was needed.

C. Two items were included at the request of evaluation users to provide data for future training needs.

    1. Workload both for course and assessment.

    2. Student perception of the length of training and future training needs.

D. Finally it was agreed to include open questions about the most and least useful sessions offered in the course to provide information on what to be sure to include and what to change or drop in the future.

The Course Evaluation form is attached in Appendix Twelve.

Results

Full collated data was provided to the tutor along with a summary of the main points. The Summary of the main points is provided in Appendix Thirteen. The information is of specific value to the tutor and staff of the Media Centre only.

B. Reporting of Evaluation Findings

Data and recommendations were reported in three ways.

1. As part of the action research component of the evaluation.

2. All apriori data was shared with the course tutor as it was collated, including the summative course evaluation.

3. One month after the completion of the course a list of recommendations were made to the tutor and the evaluator attended a half day course planning session in the Media Centre with the tutor and the academic adviser. This allowed for discussion and implementation of suggestions in the next course.

These recommendations follow.

Recommendations and Comments on the Broadcasting Journalism Course, 1990

Introduction

Some strong themes emerged that were supported by several sets of data. These were followed up in the selection of questions for the summative evaluation questionnaire. Suggestions for change, and recommendations on what not to change, are summarized here. In addition two aspects of the course received comment by the evaluator as a participant observer. Not enough data is collected to make recommendations on these observations, the comments are made to encourage reflection and discussion when planning the next course.

A. Changes recommended based on data collected

1) The relevance of shorthand in the syllabus needs to be raised again with industry. Although this was addressed by the tutor and H.O.D. it will continue to be seen as irrelevant content by students and a number will always see the skill level as unattainable. If it remains at industry request, then more practice and tuition may need to be available to the students.

2. Writing practice and feedback was referred to in the expectations survey, the work experience, action research data, and the summative course evaluation. It is clear that time does not allow the tutor to assess all written work that is produced in the news room. The summative evaluation was positive enough to suggest continuing to use the trialed marking guide, introducing this earlier and training students to use it for peer and self assessment of writing. The possibility of more content sessions and group sessions on writing skills could also be looked at.

3. More voice training, and earlier intervention seems indicated for those who are not performing. Data from the summative evaluation and the expectations survey support this. The majority of students found they had passed the voice assessment at the end of the course, so for them the issue of feedback that was raised in the early class feedback sessions was resolved. From this we can assume the changes made during the course helped the learning for these individuals, but those who continued to have problems were still not clear about how to change and improve, although they accepted the expert's judgement.

4. The attendance at the 100 level sessions needs to be discussed and clarified and a process established to facilitate communication between the journalism students and the 100 level students. The content was seen by the majority as useful but if it is to continue a clear cross crediting needs to be established. The session by Alison Lawry needs to be reviewed from a process perspective. Support and follow-up needs to be provided to allow this group to process issues that emerge for them. Clear links as to the relevance of these sessions to the journalism course need to be made if this session and topic remains in the course.

5. The session on group process needs to be reviewed. Informal data and the summative evaluation indicated it was not popular with the students. In the summative evaluation this was the least popular session on the course and drew a lot of comment throughout the course. The process used in the session appears to be the problem as the content still appears relevant and essential for the establishment of the peer assessment process.

6. Guidance and direction emerged as a theme. Student satisfaction with this (as indicated in expectation questionnaire) fell between mid and end of course, and informal action research data suggests their satisfaction with the amount of direction they were recieving was particularly low on return from work experience. Again this was confirmed in the summative evaluation. The students asked for more focus from the tutor, more instant feedback, and for the tutor to be "on hand" during practical and on air sessions. More guidance and direction with technical skills was an issue for some who had trouble with tasks such as editing.

7. The moderation of the assessment includes a number of suggestions. The major changes recommended are:
   a) The inclusion of skills checklists for technical skills.
   b) Clearer indication of the weighting assigned to assessment components, particularly the relative weighting of the radio documentary in the course.
   c) Methods need to be explored for streamlining the marking of the radio documentary; or increasing the weighting given to this assignment to justify the student time spent on its production and the tutorial time spent on the marking.
   d) There is a lack of discrimination, and so a threat to validity of, the voice test. It is a however a Radio N.Z. test and outside the tutor's control. The enhancement of feedback may resolve this. The establishment of a planned timetabled re-sit could also be a consideration in recognition of the problem the test has in differentiating between border line candidates.

e) The work-based assessment could be tightened up by establishing a clear process for selecting and focusing on critical skills within each placement area and involving the student in the planning and assessment of these with the supervisor at the beginning of the placement. Some minor re-wording of criteria and a clear definition of the rating scale are recommended. Training and support for work-based supervisors is also recommended but recognised as difficult. Enhanced communication about the students' training needs and the assessment required is important as reported by supervisors in the work based evaluation exercise.

f) Preparation for the peer assessment and development of skills in giving feedback throughout the course will enhance the validity and usefulness of the peer assessment.

g) Portfolio instructions could be updated to require demonstration of research skills.

8) More T.V. work, more technical training sessions, more work experience and, as stated, more training in writing skills, were emphasised in the summative assessment.

9) All work experience supervisors' comments should be considered and ways of meeting requests explored. Suggestions by the evaluator include the following:
a) Students could be given responsibility for negotiating skills to be acquired and assessed on placement with the supervisor. Students would need to behelped with planning this before they leavethe polytechnic.
b) To assist with orientation a portfolio objective could be added that requires a description of the placement, background, history, local area information etc. be written and that this be commenced before placement.
c) Supervisor to be sent a resume by the student before placement.
d) The use of T.V. N.Z. Wellington as a placement needs to be discussed.

10) The expectation questionnaire data suggested that motivation, challenge, inspiration along with selfworth, personal identity and job satisfaction were not perceived as being met at the end of the course; and there was a trend towards a decrease in these attitudes from mid course. This should be followed up during the next course as the data is not conclusive and students have not been interviewed about the significance of this. This should be monitored for in the next course and if the trend persists specific questions be asked of the students to identify the cause or causes.

B. Aspects of the course identified as functioning well.

1. The interview and selection process ensures students are clear about the course content and have realistic expectations of how they will learn. The expectations questionnaire supports this.

2. The summative evaluation responses indicated that most of the content was seen as relevant by students. Individual preferences varied and a wide range of sessions drew responses to the open question in the summative evaluation that asked for the three "most useful sessions". Most popular were the T.V. Module, Karena Shannon, Work experience. John Gray was also popular but this needs to balanced by noting he was also seen as least popular by two students.

3. The work load seems to suit most of the students most of the time according to responses in the summative evaluation questionnaire. However informal feedback records show that students experienced a drop in workload after work experience and found this demotivating.

4. The assessment procedures, including having a portfolio of work as the principle assessments were accepted and understood by the students. In the summative evaluation the students' responses to a scale that indicated 'demanding to easy', clustered in the middle.

5. Cultural awareness components of the course were reported on favourably in the informal feedback, the expectations questionnaire and the summative evaluation.

6. The T.V. component was very well received and summative evaluation indicates more of this would be desirable.

7. Work experience for most was valuable. This was expressed during the work experience evaluation feedback and in the summative evaluation. (When it was not it was either a personality problem, N=1, or the use of T.V.N.Z. News as stated)

8. The practical, on air sessions and the experience on the polytechnic radio station is never challenged in any of the data. The success of this practical experience is supported by expectations questionnaire and summative evaluation data.

C. Additional evaluator comments

Not all the issues that arose or all evaluator observations and hunches that were generated out of the action research data were dealt with at the time. Nor was all the field note data derived from students. Interaction with staff and participant observation also generated data. Two themes not followed up in the summative evaluation or commented on previously, but that were noted by the evaluator are:

    1) Group functioning.

    2) Relationship of the course with other courses in the centre and integration with the overall curriculum.

1) Group Functioning.

The following points were noted.

a) The tutor's manner and way of working allows the course members to take responsibility for their own learning and puts them into learning situations that allow them to learn by doing and to gain real experience. Comments about a lack of guidance and direction need to be interpreted within the context of what is very much an experiental course where it is not uncommon for students to feel a little at sea and to seek easy options at times.

b) The students, when focused on tasks, appeared to work as a team and reported a good group spirit. When challenged about the group's cohesiveness they defended their view that they were a strong team by describing team work in terms of tasks they have worked well on together. At times of personal risk which required good personal communication and group skills I did not feel they functioned as well. There were three notable occasions.

    i) A guest speaker spoke about values and issues of sexism and racism in the media in a session designed to raise awareness of issues and to confront individual perceptions. The session resulted in a variety of responses and continued to have an impact on the personal relationships within the course and with the tutor. The fact that the issues were not openly addressed, suggests to me a group that was cohesive on task but were not communicating freely on process issues.

    ii) The session on group process was not popular with the students and in fact continued to evoke a strong reaction even at the end of the course.

    iii) Students were very reluctant to carry out the peer assessment exercise.

2) Relationship of this component of the curriculum with others.

The Broadcasting Journalism course tends to stand alone with less integration than the other Media Centre courses. It is in a building physically separated which undoubtedly contributes to this isolation as I rarely observed students in the common room. At times there was a lack of clear communication with tutors in the centre on organisational matters. An example was the powhiri to welcome the T.V. students. The session went well and students reported enjoying it,however, the journalism tutor was not happy with the planning and had thought there was a staff agreement not to do a powhiri. Staff at the centre are very stretched for time and other course tutors interact more as part of their daily involvement with students. This fact may enhance the isolation of the Broadcasting Journalism course. Student comments on attending the 100 level also support this view, both from a planning and an interpersonal level. A number of students would like to be able to complete all the 100 level requirements and this needs to be allowed for in the curriculum design. Comments were made in the end of course evaluations that they felt like extras and that they were not really there to take part or comment.

Comments on Evaluation Design
Issues and Questions

All the premises of the evaluation were followed and resulted in a high level of utilisation of the information. This design does not permit the evaluator to make causative statements about the relationship between what was done and what will occur in the future; however there is no question amongst the Media Centre staff that the evaluator's presence and the outcomes have made a difference to the planning of the next journalism course. The very presence of the evaluator at the 1991 course planning meeting indicates this.

This was a consultative evaluation, based on the "stake-holder" assumption. The idea that the people who have a stake in the evaluation should be involved in shaping the evaluation so as to focus it on meaningful and appropriate issues thereby increasing the likelihood of utilization. The staff wanted to be involved and that involvement grew as the course progressed, the summative evaluation being a three party planning exercise. It is believed that collaboration with staff enhanced the utility and relevance of the evaluation strategies. An example of this is the adjustments made to the way the work experience data collection was caried out, reported and then validated by industry due to student and staff input. Changes included the way the data was reported by the students verbally, the use of audio tapes by the students, and the switch to validation of the data provided by the industry committee rather than follow up survey of the work supervisors. Literature on change management provides evidence that people are more likely to make changes when they are personally involved and have a personal stake in the decision process aimed at bringing about change (Hoyle, 1970; Orlosky & Smith, 1972; White, 1986). In this case study the involvement was important not just to the design and implementation, but also to the interpretation of results. The tutor, students and other staff often had an important perspective on information that when shared increased both the depth of interpretation and the evaluator's understanding of the functioning of the course. From the staff development perspective the clarifying of the goals and objectives of the evaluation, designing strategies and discussing results allows a gradual awakening and understanding of the complexities of any learning situation. The tutor reported the experience of having another person available and in the classroom as supportive and a contrast to two years of being "left alone". It is the evaluator's hope that the understanding and insights the tutor and evaluator have gained about the functioning of the programme will find their way into future courses.

The data from the action research process supported and in fact predicted the more formal data collection. Major themes that emerged can be located in field notes made after the first week of informal data collection. Details of this are attached in Appendix Fourteen. This increased the face validity of the data for the users and also supports the view of Glazer and Strauss (1967) that qualitative and quantitative data can support each other and provide mutual verification.

The data collected at the beginning of the course on the students' expectations proved a useful data base to refer to. The "gap effect" has been shown to be a significant predictor of satisfaction with training delivery (Vilkinas & Cartan, 1990). The gap effect is the difference between a preference for a style of teaching and delivery and what is perceived as being delivered. The idea that tutors and evaluators should focus on identified preferences in style and delivery in formative evaluation as a strategy to enhance student satisfaction and pleasure in learning, is supported by this case study.

The amount of time and personal involvement the evaluation process involved was extensive. The economic feasibility of working in this way as an evaluator becomes an important issue. In the Cambridge study (reported Wilson, 1988) issues of time and availability of professional staff to facilitate the process also emerged. The evaluator found participation very demanding at times, both of time and personal energy. Yet as predicted by Schatzman and Strauss (1973) full participation did allow access to situations and information not otherwise likely to be confided.

Finally a number of questions have been generated for the evaluator that cannot be addressed by one case study.

1. What is the relative importance of components of the evaluation, (raw data, informal findings, and process) in terms of utilization by the users? Is the use of the findings more important than the use of the process? Are both more important than the presence of the evaluator?

2. What is the relationship between the quality and quantity of interaction between evaluator and the users? If contact is reduced to one hour a week is the degree of utilization compromised?

3. Does the informal data affect the methodological quality of the summative evaluation? By designing a specific questionnaire does the tutor and evaluator only seek information on what is already known, allowing predetermined issues to mask unexpected, illuminatory data?

4. Are there long term effects on the users' thinking and conceptualizations of learning and teaching?

5. What is the importance of the personality and background of the evaluator? How much does this effect the type of data collected and the quantity and quality of user participation?

6. To what extent is the willingness and enthusiasm of the tutor and the other staff in the department, typical of polytechnic staff? It is possible that all staff would not want to be subjected to this level of evaluator presence and intervention in the classroom, even if they perceived it as useful ?

7. The "gap effect" appears to impact on student satisfaction but does it impact on student learning?

8. Does the process of the evaluation increase tutor use of formative and summative evaluation in the future?

Final Comment

The case study described here supports a model for course evaluators and staff educators that is consultative and user driven. The benefits that occur include a high level of utilization of findings and opportunities for staff development and individualized training as reported by Patton (1985). The approach seems to support the contention of Thompson et al. (1990) that student evaluation supported by self evaluation and supportive consultation brings about change in teaching practice. Although the results of this study must be interpreted with caution it does appear it was successful in providing tutorial staff support and development and facilitating course improvement in this case study.

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Christchurch Polytechnic
Te Whare Runanga o Otautahi

1990 Planning Calendar
BROADCASTING JOURNALISM

Dates									Notes
1/1 · 5/1									Polytechnic reopens Wed 3/1
08/1 · 12/1									Summer School classes begin Mon 8/1
15/1 · 19/1									
22/1 · 26/1									Tutorial staff resume Mon 29/1
29/1 · 2/2									Enrolment days · Wed 31 /1, Thu 1/2
5/2 · 9/2									Waitangi Day · Tuesday 6/2
12/2 · 16/2									
19/2 · 23/2		**BUILDING NEWS**							
26/2 · 2/3									
5/3 · 9/3		**SKILLS**							CPSA Annual General Meeting Mon 5/3
12/3 · 16/3									
19/3 · 23/3		**[SEE COURSE OUTLINE]**							
26/3 · 30/3									
2/4 · 6/4									
9/4 · 13/4		**ON AIR**							Good Friday 13/4
16/4 · 20/4		*Intensive news gathering/writing/presenting*							Easter Monday 16/4, Tuesday 17/4
23/4 · 27/4									ANZAC Day Wed 25/4
30/4 · 4/5		HOLIDAYS							Some classes recess
7/5 · 11/5		HOLIDAY							Primary schools' vacation
14/5 · 18/5		WORK EXPERIENCE							
21/5 · 25/5		WORK EXPERIENCE							Recessed classes resume
28/5 · 1/6	*Radio Prep*					*100 level am*			
4/6 · 8/6		ON AIR				*100 level am*			Queen's Birthday Mon 4/6
11/6 · 15/6		ON AIR							
18/6 · 22/6		ON AIR							
25/6 · 29/6	*Television Prep*								
2/7 · 6/7		ON AIR (TV							
9/7 · 13/7	*Wind Up / Evaluations / CV's / skite tapes*								
16/7 · 20/7									
23/7 · 27/7									
30/7 · 3/8									
6/8 · 10/8									
13/8 · 17/8									
20/8 · 24/8									Some classes recess
27/8 · 31/8									Primary schools' vacation / Comp Nrs applications 1991 close Fri 31/8
3/9 · 7/9									
10/9 · 14/9									Recessed classes resume
17/9 · 21/9									
24/9 · 28/9									
1/10 · 5/10									Most F/T crs applications close Mon 1/10
8/10 · 12/10									
15/10 · 19/10									
22/10 · 26/10									Labour Day Mon 22/10
29/10 · 2/11									Information evening Wed 31/10
5/11 · 9/11									Show Day Fri 9/11
12/11 · 16/11									
19/11 · 23/11									AAVA external exams commence Tue 20/11
26/11 · 30/11									Tutorial staff may finish duty Fri 30/11
3/12 · 7/12									
10/12 · 14/12									
17/12 · 21/12									Polytechnic closes 12 noon 21/12

Appendix two

CHRISTCHURCH POLYTECHNIC MEDIA CENTRE – JOURNALISM 500 1990

WEEK 1	Feb 12	13	14	15	16
Class meeting					Class meeting
Welcome Introductions	Health/ Recreation time Sharesby Health Centre	Learning Contracts Larry Sturhahn	What's News? Where do you find out facts do yourself Brian Tucker	VOICE	
Orientation	The Magic of the Media Students Assn Library	How a Newsroom Works Jily. Hile	Writing Skills	ASSIGNMENTS	
Getting to know you	Library				

CHRISTCHURCH POLYTECHNIC MEDIA CENTRE – JOURNALISM 500 1990

WEEK 2	Feb 19	20	21	22	23
Class meeting					Class meeting
Te Reo John Grey	Health/ Recreation time Sharesby Broadcast News	The role of Ethics type + Exercises	Stress Mgmt Rosemary T	VOICE	
Tikanga Maori	Layer + liability		Brian Hunter		
Press Releases	Newspaper Video	Interviewing a Voice Reporter	Bulletin reviews	Interviewing	
Alannah Council	Aspiring J.				ASSIGNMENTS
	Brian Hunter				Brian Tucker

CHRISTCHURCH POLYTECHNIC MEDIA CENTRE – JOURNALISM 500 1990

WEEK 3	Feb 26	27	28	1	2
Class meeting					Class meeting
Te Reo John Grey	Health/ Recreation time Sharesby Recreation	Group Skills	News writing	VOICE	
Tikanga Maori	Documentaries Allan Alsconst		Bulletin Reviews		
Review weekend J/c's		Bulletins writing			ASSIGNMENTS
Alannah Council					Brian Tucker

CHRISTCHURCH POLYTECHNIC MEDIA CENTRE – JOURNALISM 500 1990

WEEK 4	March 5	6	7	8	9
Class meeting					Class meeting
Tikanga Maori John Grey	Health/ Recreation time Sharesby Recreation	Interviewing	Interviewing	VOICE	
Te Reo					
Editing	Contracts renewal Control bks			TOP TECH	ASSIGNMENTS
					Brian Tucker

CHRISTCHURCH POLYTECHNIC MEDIA CENTRE – JOURNALISM 500 1990

WEEK 5	March 12	13	14	15	16
Class meeting					Class meeting
Tikanga Maori John Grey	Health/ Recreation time Sharesby Recreation Cadets	FIELD TRIP	LAW	VOICE	
Te Reo					
Research Skills	Research	Local Bodies	Legal News Mgmt		ASSIGNMENTS
					Brian Tucker

CHRISTCHURCH POLYTECHNIC MEDIA CENTRE – JOURNALISM 500 1990

WEEK 6	March 19	20	21	22	23
Class meeting					Class meeting
Tikanga Maori John Grey	Health/ Recreation time Sharesby Recreation Rite of Passage Brian Pawling	COURT/ TALKBACK	COURT/ TALKBACK	VOICE	
Te Reo					
Alannah Council Phone J/c's	Talk on Radio Brian P.	Court cases Hyperlinks B.P.H	Local Body Reporting		ASSIGNMENTS
		Covering meetings			

CHRISTCHURCH POLYTECHNIC MEDIA CENTRE – JOURNALISM 500 1990

WEEK 7	March 26	27	28	29	30
Class meeting					Class meeting
Tikanga Maori John Grey	Health/ Recreation time Sharesby Plan On Air Karen Nuton	Time Management	Rounds	News Book operation Techniques	
Te Reo					

CHRISTCHURCH POLYTECHNIC MEDIA CENTRE – JOURNALISM 500 1990

WEEK 8	April 2	3	4	5	6
Class meeting					Class meeting
Tikanga Maori John Grey	Health/ Recreation time Sharesby Bulletins	Alice Conference	Bulletin	VOICE	
Te Reo					
Bulletins	ROUNDS	Writing Karina Skinner	Bulletins	Bulletins	ASSIGNMENTS
Alannah Council Subbing					Brian Tucker

⧄ Christchurch
⧄ Polytechnic

Te Whare Runanga o Otautahi

MEDIA CENTRE

MEDIA STUDIES 300 LEVEL

BROADCASTING JOURNALISM

12 FEBRUARY – 13 JULY 1990

COURSE OUTLINE

AND

ASSESSMENT INFORMATION

DIPLOMA IN BROADCASTING
300 LEVEL
BROADCASTING JOURNALISM

This course introduces students who have had little or no previous experience of broadcasting journalism to the major skills of the craft. Each major subject stream will be presented by experienced broadcasters. Following this, under the guidance of facilitating tutors, students will begin a period of practice culminating in a three week real-time broadcast during which they will demonstrate their acquired skills.

At the conclusion of the course, each student will have an understanding of every aspect of broadcast journalism and will have exercised their own skills in each.

The course will continue to develop an understanding of the role of broadcasting in New Zealand, elements of which were introduced in the 100 level course. The emphasis in this course is placed on the commercial basis of broadcasting in a free enterprise economy and the bicultural nature of New Zealand society.

Students will be given access to the comprehensive facilities of the Media Centre to work on the development of their skills both collectively and individually. The expectations are that students will be willing to spend considerable amounts of their own time, outside of the formal 30 hour per week programme, to gain maximum advantage from the use of these facilities.

Students will be able to interact not only with the tutors of the Centre but also with the large number of visiting broadcasting specialists who freely give their time to ensure that the programme reflects the current expectations of the industry.

After completing this programme students should be ready to seek first level jobs within a radio or television newsroom.

ROADCASTING JOURNALISM
COURSE OBJECTIVES

SOCIAL CONTEXT

BE ABLE TO:-

1   Outline at least two contrasting views reflecting currently perceived ideas of the role of journalism in an open society;

2   Describe the significant historical events which have impacted on the development of journalism within Aotearoa (NZ);

3   Explain and defend at least one current theory of human communication processes, and discuss the role of the journalist within that theory;

4   Describe the role of broadcasting within Aotearoa (NZ), and the major influences determining that role;

5   Describe the current approach of the news bulletins for the relevant programmes/stations, including writing styles, use of audio/visuals, etc.;

6   Describe the relevant parts of the New Zealand Broadcasting industry's organisation, structure and chain of command;

7   Communicate with a wide range of people and identify the issues that interest them;

8   Demonstrate sensitivity to the needs and requirements of viewers and listeners in a variety of target demographs, including significant minority groups;

9   Enter an organisation without being seen as representing any particular pressure group and establish an open relationship with key people;

10   Communicate across cultural boundaries (gender, racial and socio-economic groupings);

11   Demonstrate the use of the Maori language to current broadcast standard and pronounce Maori words correctly in the context of a news item;

TIKANGA MAORI

1   Pronounce common Maori words and place names correctly

2   Describe what is meant by Marae Kawa

[A.300LVBCJ.INF.389]

3   Explain the place of the following in Tikanga Maori
         powhiri,
         poroporoaki,
         mihi,
         waiata,
         karakia,
         whaikorero   and
         karanga

     Write your own pronunciation guide.

WRITING SKILLS

1   Compose reports, articles and stories which are colloquially
     acceptable and conform with established styles;

2   Compile a competent radio documentary;

TECHNICAL AND PRODUCTION SKILLS

1   Operate a variety of tape recorders, read meters and check
     record levels;

2   Record telephone interviews on to tape/cartridge;

3   Demonstrate correct use of handheld microphones;

4   Edit audiotape to current broadcast standard using the
     available equipment;

5   Transfer material from reel to reel to cartridge;

6   Transfer material from cassette to reel to reel or
     cartridge;

7   Compile a radio documentary which meets current broadcast
     standards;

8   Compile radio news wraps on tape to current broadcast
     standard within acceptable time constraints (deadline and
     duration);

VOICE AND PRESENTATION SKILLS: `

1   Speak to an acceptable broadcasting standard;

2   Demonstrate an ability to communicate news, voice pieces,
     interviews, pieces to camera to current broadcast standards;

3   Demonstrate the use of the Maori language to current

broadcast standard and pronounce Maori words correctly in the context of a news item;

NEWS:

1   Demonstrate sufficient knowledge of the law of defamation and other relevant legislation as it affects the media, to identify occasions when referral upwards is called for;

2   Identify the basics of a news story;

3   Enquire into incidents and follow through with stories;

4   Demonstrate familiarity with current affairs and an acceptable level of general knowledge;

5   Originate news stories and develop new angles;

6   Accurately document material gained from interviews;

7   Write reports, articles and stories which conform with established standards and styles;

8   Keep an accurate record as required to verify information;

9   Use a variety of information retrieval systems (diaries, files, bring up systems, etc.);

10   Research, plan, direct and compile a television item (using a variety of elements including interview, voice over, pieces to camera file footage, graphics) within acceptable time constraints (deadline and duration)

11   Compile a competent radio documentary

12   Compile on tape competent news wraps for radio within acceptable time constraints (deadline and duration);

INTERVIEWING SKILLS

1   Formulate questions which are short, clear, precise, unambiguous and will elicit data which is valid, reliable, objective and comprehensive;

2   Research, plan, direct and compile a television item (using a variety of elements including interview, voice over, pieces to camera file footage, graphics) within acceptable

3   Compile a competent radio documentary;

4   Compile on tape competent news wraps for radic within acceptable time constraints (deadline and duration);

5   Plan and execute interviews, and record and edit for radio;

WORK SKILLS DEVELOPMENT

1   Prepare material to meet deadlines;

2   Communicate with a wide range of people and identify the issues
        that interest them;

3   Demonstrate sensitivity to the needs and requirements of
        viewers and listeners in a variety of target demographs,
        including significant minority groups;

4   Enter an organisation without being seen as representing any
        particular pressure group and establish an open relationship
        with key people;

5   Assess a situation quickly to determine its nature and
        characteristics   in   a   news   context;

6   Establish and maintain co-operative working relationships
        with colleagues;

7   Identify the skills and expertise of colleagues in other
        craft areas;

8   Establish professional credibility quickly by telephone and
        document information accurately;

9   Demonstrate flexibility of attitude where appropriate
        (eg writing styles,job redirection,communication skills)

10   Demonstrate professional ability to establish and maintain
        community contacts;

11   Demonstrate professional objectivity in presenting a variety
        of points of view;

12   Demonstrate an ability to dress in an appropriate fashion for the workplace;

13   Identify personal fitness levels and undertake and appropriate maintenance or development programme;18 Recognise personal stress symptoms and be able to identify an appropriate basic remedy;

14   Take part in a team activity in an unusual physical environment;

15   Identify the different individual roles maintenance and tasks that occur in a group;

16   Identify the roles the student performs well and practice the development of others;

17   Recognise and describe assertive communication models and language, and demonstrate the skills use in making decisions and resolving conflict within the group, particularly in chosing news style and format, management positions during broadcast periods, and peer assessment criteria

18   Demonstrate keyboard and record taking skills to the level of accuracy required by the Journalist Training Board (outside course)

[JOURNOBJ.DIP]

CHRISTCHURCH POLYTECHNIC

TE WHARE RUNANGA O OTAUTAHI

MEDIA CENTRE

LEVEL 300 BROADCASTING JOURNALISM
ASSESSMENT

There are three assessment points in the 300 level broadcasting programme.

1   Skills Competency

Each student should at the completion of the course be able to demonstrate competency in the skills specified in the course outline while under the supervision of an experienced broadcasting journalist.

Assessment of these skills will take place throughout the course, and input will be sought from visiting tutors and work experience supervisors.

2.   Each student will be required to present a PORTFOLIO which includes a record of daily work and examples of writing and scripts for broadcast as outlined in the INSTRUCTIONS FOR THE PORTFOLIO. This is intended as a record for assessment and for presentation to prospective employers.

THESE TWO SECTIONS WILL CARRY 80% OF THE COURSE ASSESSMENT.

3.   Peer Group and Self Assessment

Students will participate in a peer group and self assessment exercise that covers each student's overall performance on the course. Assessment items considered in this will include not only craft related performance but also such items as group skills and personal performance skills such as punctuality, cooperation and attitude. This section carries a 20% weighting.

The final week of the course is set aside for all students to complete skite tapes and participate in the peer group and self assessment round.

NOTE: ATTENDANCE

The course is scheduled for 600 hours consisting of six hours a day, Monday to Friday. The normal attendance requirement is 9.00 a.m. to 4.00 p.m. allowing one hour for lunch. Registers are kept for all sessions.

A MAXIMUM OF 10% UNEXPLAINED ABSENCE IS ALLOWED. PLEASE ENSURE THAT YOU ARE FAMILIAR WITH THE DIPLOMA RULES.However if a student is away for three or more consecutive days a medical or counselling certificate is required to explain the absence.

BROADCASTING JOURNALISM PORTFOLIO INSTRUCTIONS

You will be required to compile a portfolio which includes the following:

A daily diary on formal sessions and summaries of learning for the course to be used in evaluating your progress;

A radio skite tape;

A television skite tape;

A radio documentary;

Please FOLLOW THE INSTRUCTIONS FOR EACH CRAFT AREA

VOICE

Describe how the physiology of speech affects your voice and record the basic speech exercises you were given in your class sessions

Set yourself a goal for improving your speech pattern

Comment on how you improved

BROADCASTING STRUCTURE

Outline the roles of the following station personnel

RADIO	TELEVISION
Programme director	Producer
Sales manager	Director
Music director	Floor manager
Creative director	TPA
News editor	Videotape editor
Chief reporter	Camera operator
Sub editor	Sound operator

Summarise the outcome of your groups discussion of news styles for your stations format

INTERVIEWING

Describe what is required to be a good interviewer

Describe a range of techniques used in questioning and listening

List the interviews you carried out during the course

WRITING FOR THE EAR

Compile a list of key points for writing for the ear

Include at least ten stories you have written and one voice report script, complete with intro

NEWS GATHERING

Write a short talk script-approx 300 words-outlining the role of broadcast news

Write a short talk script-approx 300 words-outlining a typical day in the life of a broadcast journalist

Write a summary -approx 200 words- of the law on defamation, and indicate three occasions where referral upwards would be called for

Identify the basics of a news story

Indicate your first ten ports of call when looking for news stories in a new town and the types of stories you would expect them to yield

Explain the functions of a News Diary and DR system

TIKANGA MAORI

Describe what is meant by tikanga Maori

Explain the meaning of the terms tangata whenua,manuhiri,kaumatua,kuia,marae,marae atea, wharenui, whare kai

Explain the place of the following in tikanga Maori
powhiri
poroporoaki
miki
waiata
karakia
whaikorero
karanga
tangi
whanau
iwi
hapu
taonga

Outline the meaning of the three clauses of the Treaty of Waitangi

Explain the basic rules for the pronunciation of the Maori language

WORK SKILLS

What are your personal stress symptoms

Explain your method for reducing stress

What are some of the roles that a person can play in a group-outline at least five

Explain the concept indicated by T I M

Describe the roles you believe you are able to carry out well and comment on the areas in which you think you are improving

List some hints for communicating assertively

SOCIAL CONTEXT

Outline at least two contrasting views reflecting currently perceived ideas of the role of journalism in an open society

Describe the significant historical events which have impacted on the development of broadcast journalism in Aotearoa NZ

Explain and defend at least one current theory of human communication processes, and discuss the role of the journalist within that theory

Describe the role of broadcasting within AOTEAROA NZ and the major influences determining that role

Describe the current approaches of news bulletins for 3ZB, 93 Gold, National radio, Television New Zealand,TV3, including writing styles,use of audio/visuals,reporter participation

Describe the relevant parts of the radio and television industry's organisation, structure and chain of command

TECHNICAL AND PRODUCTION SKILLS

Produce marked competency sheets to demonstrate that you can

-operate reel and cassette tape recorders
-read meters and record at appropriate levels
-record telephone interviews
-use a hand held microphone correctly

-edit audio tape to broadcast standard
-transfer material from reel to cartridge
-transfer material from cassette to reel
-compile a radio news wrap to broadcast standard

DOCUMENTARY

Research, script, compile and produce a 15 minute broadcast
quality radio documentary to demonstrate technical comptency as
outlined in technical and production skills

This must include at least four different voices and sound
effects, and will also be assessed for subject
choice,labelling,intro,planning,style,scripting,contributors,intervi
research pace,clip length, factual accuracy and attribution

DEADLINES

Workbook	5pm Friday April 6
Technical competency tests	5pm Friday April 6
Contact book	5pm Friday April 27
Documentary	5pm Friday April 27
Work experience evaluations	5pm Wednesday May 30
Radio skite tapes	5pm Friday June 22
Workbook	5pm Friday June 29
TV skite tapes	5pm Wednesday July 11
Teeline competency certificate (80wpm)	5pm Wednesday July 11
Typewriting competency certificate (30w.pm)	5pm Wednesday July 11

[WORKBKJ.300]

COURSE EXPECTATIONS QUESTIONNAIRE

Instructions

1.   Read through the list of expectations expressed by members of the course.

2.   How important were each of these to you then.

Very Unimportant	Unimportant	Needed	Important	Very Important
1	2	3	4	5

3.   Then indicate if this is being/have been met so far   Yes/Partly/No

4.   Then rate how important this is to you now, halfway through the course.

	Beginning of Course	Needs being Met so Far	Mid course

General Level Expectations

	Beginning of Course	Needs being Met so Far	Mid course
Receive Good training	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Become experienced	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Gain knowledge	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Receive guidance/direction	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Cultivate a creative edge	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Meet others	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Interact with others	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Have Fun	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Create a good group spirit	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5

Other (specify)

Specific Skill Expectations

Voice Skills	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Radio writing skills	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Bicultural awareness	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5

Other (specify)

Personal Skills

Be organised	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Find a personal identity	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Gain confidence	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Broaden horizons/outlook	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Motivation	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Challenge	1 2 3 4 5	YesPartly/No	1 2 3 4 5
Inspiration	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Sense achievement	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Self worth	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5

Other (specify)

Outcome expected

A job	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
A foundation for a career	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Job satisfaction	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Liam Jeory's job	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Be a famous sports commentator	1 2 3 4 5	Yes/Partly/No	1 2 3 4 5
Other (specify)			

Finally could you circle the 3 **most** important expectations you held when you **entered** this course.

Can I have your name so I can compare with data collected at the end of course.

Name _____

Course Committee

A simulation exercise designed to allow you, Felicity and Dale to collect some course information in a slightly different way than your usual feedback sessions and to practise some of your journalism skills at the same time.

Objective

Students will make recommendations on work experience (and possibly other aspects of the course) from the perspective of the employers.

Comment

There is an Industry training Board and an advisory committee which discusses the content of this course. This exercise is aimed at collecting a wider range of opinions and to allow you to do a little investigative reporting.

What I am asking you to do.

1) Before work experience:-

As a group select a few questions to ask employers about how they find having students for work experience. How they perceive it, what problems if any it brings and perhaps how they see the course as a whole.

2) During the work experience:-

Conduct an interview with your supervisor and note or tape the responses. Come away feeling you can represent their point of view on your return to Polytechnic.

3) On return to the course and during one of your normal evaluation debriefing times:-

a) Divide class into two groups.

b) Each group to elect a chairperson and secretary

c) Each person will "role play" their supervisor. Act as you think they would at this meeting.

d) Chairperson to inform members that personal references and nonconstructive moans will be ruled "out of order"

e) Chairperson to call for items for the agenda which should be aspects of the work experience, or course, where employers see problems and/or positives that deserve

mention. With the secretary recording, discuss each item (in role) making suggestions for improvement and reinforcing positives. Indicate strength of views (eg 2/3 unanimous). Chairperson to ensure that minority views do not get quoted as majority views.

Time allowed: 45 minutes maximum

Spokesperson to report to the whole class and secretary's notes to Dale.

Follow-up:

To check how effective this process is, and so how useful for this course in the future, I will randomly select some employers and seek their comments on the report to see if they agree with recommendations and have anything to add.

Possible learning outcomes for students:

Practise at interviewing (with the opportunity to check how representative of the employers views you were.)

Chance to practise meeting procedure.

Possible insights into employers views on what new employees should do, know, be like. Experience at representing an opinion other than your own in the way one does as an industry representative or union representative.

Other?

Christchurch Polytechnic
Te Whare Runanga o Otautahi

BROADCASTING JOURNALISM COURSE

Work Experience Assessment
(to be filled in by Supervisor)

STUDENT'S NAME ...ᵗ............

SUPERVISOR'S NAME .ᴸ.   .ⁱ...᙮ᵥ .ᴶ. ᵥᵥ.............

STATION ....ᴿᴬᴾᴵᵠ.... Nₒᴿᵀᴴᵥᴬᵂᵠ....

RANKING – Please ring one:

1 Excellent   2 Good   ⓷ Average   4 Below average   5 Poor
6 Not Applicable

NB: SUPERVISORS

These students are currently part-way through a <u>pre-entry</u> journalism training course.

At the completion of this course, successful students will be ready for <u>first level</u> placements in newsrooms. Please bear in mind this is still nine weeks away and that students on work experience are still very much in the learning mode.

We hope the two weeks placement will continue to develop their learning, and ask supervisors to assign the students and assess them accordingly.

Please assess the following abilities on a scale of 1 - 6 or NA.

Communicate with a wide' range of people and
identify the issues that interest them;   1 2 ③ 4 5 6 NA

Demonstrate sensitivity to the needs and
requirements of viewers and listeners in a
variety of target demographs, including
significant minority groups;   1 2 3 4 5 6 ⟨NA⟩

-2-

Enter an organisation without being seen as
representing any particular pressure group and
establish an open relationship with key people;   1 2 (3) 4 5 6 NA

Communicate across cultural boundaries (gender,
racial and socio-economic groupings);   1 2 3 4 5 6 (NA)
didn't have chance .

Demonstrate the use of the Maori language to
current broadcast standard and pronounce Maori
words correctly in the context of a news item;   1 2 3 4 5 6 (NA)
didn't have chance .

Compose reports, articles and stories which are   (3)
colloquially acceptable and conform with
established styles;   1 2 3 4 5 6 NA

Operate a variety of tape recorders, read meters
and check record levels;   1 (2) 3 4 5 6 NA

Record telephone interviews on to tape/cartridge; 1 2 (3 4) 5 6 NA

Demonstrate correct use of handheld microphones;   (1) 2 3 4 5 6 NA

Edit audiotape to current broadcast standard
using the available equipment;   1 2 (3 4) 5 6 NA

Transfer material from reel to reel to cartridge; 1 (2) 3 4 5 6 NA

Transfer material from cassette to reel to reel
or cartridge;   1 2 3 4 5 6 (NA)

Speak to an acceptable broadcasting standard;   1 2 3 (4) 5 6 NA

Demonstrate an ability to communicate news, voice
pieces, interviews, pieces to camera to current
broadcast standards;   1 2 3 (4) 5 6 NA

Formulate questions which are short, clear,
precise, unambiguous and will elicit data which
is valid, reliable, objective and comprehensive;   1 2 3 (4 5) 6 NA

Demonstrate sufficient knowledge of the law of
defamation and other relevant legislation as it
affects the media, to identify occasions when
referral upwards is called for;   1 2 3 4 5 6 (NA)

Identify the basics of a news story;   1 2 (3 4) 5 6 NA

Enquire into incidents and follow through with
stories;   1 2 (3) 4 5 6 NA

Demonstrate familiarity with current affairs and an acceptable level of general knowledge;   1 (2) 3 4 5 6 NA

Originate news stories and develop new angles;   1 2 3 (4) 5 6 NA

Accurately document material gained from interviews;   1 (2) 3 4 5 6 NA

Write reports, articles and stories which conform with established standards and styles;   1 2 (3) 4 5 6 NA

Keep accurate record as required to verify information;   1 (2) 3 4 5 6 NA

Use a variety of information retrieval systems (diaries, files, bring up systems, etc.);   1 2 3 4 5 6 (NA)

Plan and execute interviews *(2)* and record and edit for radio; (3) - — 2 *questions /*   1 2 3 (4) 5 6 NA

Prepare material to meet deadlines;   1 2 (3) 4 5 6 NA

Communicate with a wide range of people and identify the issues that interest them;   1 2 (3) 4 5 6 NA

Demonstrate sensitivity to the needs and requirements of viewers and listeners in a variety of target demographs, including significant minority groups;   1 2 (3) 4 5 6 NA

Repeated — Pg 2

Enter an organisation without being seen as representing any particular pressure group and establish an open relationship with key people;   1 2 3 4 5 6 NA

Assess a situation quickly to determine its nature and characteristics in a news context;   1 2 3 (4) 5 6 NA

Establish and maintain co-operative working relationships with colleagues;   1 (2) 3 4 5 6 NA

(4) Establish professional credibility quickly by telephone and document information accurately;   1 2 3 (4) 5 6 NA

Demonstrate flexibility of attitude where appropriate (eg writing styles, job redirection, communication skills);   1 (2) 3 4 5 6 NA

Demonstrate professional ability to establish and maintain community contacts;   1 2 3 4 5 6 (NA)

— Not enough time

Demonstrate professional objectivity in
presenting a variety of points of view;   1 ②3 4 5 6 NA

Strengths and weaknesses *Conscientious* ; *accurate,*
* a hardworker. Pleasant person to work with.
Takes direction well, listens well, and is keen.
Weaknesses : Needs to be more assertive.
and concentrate on writing to speed in radio
style.

Comments *Phil needs to develop a sense of*
urgency, & curiosity, and project that
when he's communicating with his news
sources. He has shown the capacity to
write well when shown how. Needs a lot
of direction. A diffident approach won't
produce results - He needs to remember that
journalists have a right to ask questions, the public
has a right to know - & its his job to find out.

Future potential ....
If Phil can develop the above
and his voice-work, he'd make a useful
reporter.

SIGNED ....
         (Supervisor)

SIGNED (sighted)
         ....
         (Student)

We value the support you have given both the students and the

COPIES TO:

NAME ...   .AGE .25... PHONE ....

LOCATION ....

PREPARED BY ....'...DATE .14.6.90........

VOICE   V/A 25. Well produced with a useful available range. Has warmth.

SPEECH Very tidy – no serious faults.

READING SKILLS/ABILITY   Reads accurately with good vocal expression. Pace
                                is fine as is the interpretation of the story.
                                Mature style of delivery with good authority.

AD LIB ABILITY   Speech standards more casual here and not as high
                                as in formal work. Fluent and kept the interest.

GENERAL PRONUNCIATION   Very good.

MAORI PRONUNCIATION   Average NZ knowledge.

RECOMMENDED TRAINING   Normal pattern.

STATUS: X A.   Acceptable
                   B.   Has Potential. Needs further training
                   C.   Insufficient Potential
The above classifications in accordance with basis RNZ standards

GENERAL   Possibly the most professional audition in the group.

PEER ASSESSMENT NAME

will pick up — phre c

INITIATIVE (following up stories) Knows where to get stories & goes
(organising) and does it.

PUNCTUALITY   Excellent.

TEAMWORK (helpful take a no. of roles
supportive ideas
cooperative enthusiasm
negotiation)   Helpful and goes out of way for others.
Supportive.

ABILITY TO COPE ?
WITH STRESS

RELIABILITY (follow up commitments
organised) X Needs to be a bit more organised/structur

DEADLINES   Makes deadlines.

WRITING POTENTIAL Has good ideas & attacks difficult areas but
needs to simplify content and style.

CREATIVITY   Has flair.

~~FREE MAKING~~

ENTHUSIASM   An enthusiastic chap.

SENSE OF HUMOUR   Cracks a joke here & there.
Good sense of humour.

ADAPTABILITY (flexibility
tolerance)
                  Appears adaptable.

ORGANISATION
                  Organised - has a lot of commitments
                  and gets thing done.

WILLINGNESS TO
ACCEPT CHANGE   )

TUTOR/SELF ASSESSMENT

NAME:

Christchurch
Polytechnic

Te Whare Runanga o Otautahi

WRITING ABILITY: Good clear, concise writer, with an ability to present complex ideas in a simple and easily comprehensible manner.

TECHNICAL SKILLS: Developed well and will continue to improve with practice.

NEWS RECOGNITION: A good 'nose' for news sources demonstrated by a prodigious output over a wide range of subject areas.

STORY PRESENTATION: Well presented, with considerable attention given to finding audio and actuality.

STORY CONTENT: Gets all the facts and frequently identifies several angles.

PROGRESS: Progressed well, especially in writing and newsgathering skills.

PUNCTUALITY: Excellent.

DEADLINES: Always reliable.

TEAMWORK: Supportive team member with good organisational skills.

WILLINGNESS TO LEARN: Always keen to learn and seek feedback on his work.

ABILITY TO ACCEPT CRITICISM: Always open to new ideas and keen to accept and act on positive criticism.

COPING WITH STRESS: Well developed stress management techniques - remains cool under pressure.

INTERVIEWING/
ELICITING INFORMATION: Good interviewer, listens well and follows up. Has excellent potential in this area as confidence and assertiveness develop with experience.

[AATUTSELF.ASS]

BROADCASTING NEWS

Checklist and comments.

Select the response, then provide evidence of your response.

GENERAL   Yes   No   N/A

1. Is the angle new?

2. How?

3. Does it make sense?

4. How?

5. Can I read it aloud fluently?

    Have I written numbers in full?

6. Is it all to the point?

7. What is the point?

8. Is there any information included which ISN'T needed?

9. Is the order logical?

10. What is the main point?

11. Is it introduced first?

12. Are all the facts there?

13. Are the sentences simple, with one idea or point
    per sentence?
                                        what
                                        where
                                        when
                                        who

14. What are the "whys" asked?   why 1
                                             2
    Any more which should be asked?   3

AN EXAMPLE OF TUTOR NOTES AFTER A FORMATIVE FEEDBACK SESSION

"F" - Themes I picked up on Monday.

1. **Cost work**   Valuable to do

    Students wanted-   More preparation/Protocol gone over beforehand
    -   Preparation for understanding the charge sheets
    -   Need to be challenged to write something.

    Personal Note -   I know they received a handout - was it easy to understand or not?

Suggestions for the future

-   clearer expectations
-   more preparation - scene setting
-   challenge to write something when they come back in pairs or even in a bigger group. Perhaps one student could get the charge sheet, 2 take notes, 1 just listen to get an overview.

2. **Powhiri** -   Very positive
    Your own concerns may not be necessary. I wonder what T.V. group thought?

3. **Telephone Interviews**

    Students want -   more practice
    felt -   neither tutor or student prepared for each other.

4. **Voice** -   A lot of discussion. They are anxious about :
    (a)   More practice
    (b)   Really need specific feedback on **how** to improve. Certainly this not easy.

    They add it is hard to pick up "concepts" about :
    -   what is warmth?
    -   what is an OK speed.

Personal Note -   They **need** to be able to diagnose self/peer assess voice. They need specific behavioural directions, lower tone, drop voice here etc.

Suggestions from students

-   group time
-   hearing tapes and analysing both good and bad
-   helping each other.

5. Shorthand

I think this will blow up as an issue soon. They feel it is not necessary, can not see why it's a course requirement.

6. Other Comments

-   Writing practice will also come up again I predict.
-   Ethics came up twice their personal values/limits. Any values clarification to come on the course?

-   Finally and very importantly. I am impressed with the way they "run themselves" and the way they analyse the learning situations. You must be happy with that.

Dale.

WRITTEN COURSE EVALUATION

JOURNALISM

I've grouped questions around themes that are apparent to me, or questions I just want to ask.

A. Feedback During the Course

Please rate for each situation by placing a cross on the line eg ——————x——

	Was concise and specific - allowed me to improve	Was too general to behelpful
a. Radio writing	————————————————	
b. Voice	————————————————	
c. How we were working as a team	————————————————	
d. Documentary assessment comments	————————————————	

Comments welcome.

B. Guidance and Direction

Did you receive enough Guidance and Direction during practical work - select your response or write your own.

	Yes But would like more	/Yes/	No/ But it pushed me	No
a. Radio				
b. T.V.				
c. Work experience				
d. Other				

Any suggestion for the future with this area:

If you responded No -- what could be done to help students more. If Yes to these can you give an example of guidance that helped you and who provided it?

C. Group Process

In terms of this group working together

1. Were the sessions on group work and T.I.M. helpful   Yes / No
   Why?

2. Was there a good group spirit   Yes / Most of / At times / Rarely / Never
                                           the time

Comment:

D. You attended 100 level session

1. Did you want the 100 level at all   Yes / No

2. Independent of your response above, do you want to
   complete it and be assessed now   Yes / No

3. Were 100 level sessions   Very Valuable / Of some / Not useful to me
                                                to me   interest
                                                to me

4. If you were selecting 100 level speakers
   a. What sessions would you recommend to
   retain and why:

b. What sessions would you chop and why:

Any Comment welcome:

E.   The News Writing Form:

Do you think it could be useful for students   Yes/No

When should it be used

Who should use it (tick one or all)
           tutor
           self
           peer

F.   Voice Production

Midcourse you were finding feedback too general, needed clearer direction
Did this improve?   Yes/No

Any suggestions for helping people whose voice production needs work.

G.   Workload

Was it :   very high all ——————————|—————————— low all the
                  the time   high at   time
                                        times

Was assessment load :   demanding ——————————————————— easy to fulfill

Training for a Career

Many of you wanted a foundation for a career. Did you get it?   Yes / No

Is a 20 week course long enough to launch a journalism career?   Yes / No

Do you think you need more training?   Yes / No
If yes, please indicate areas.

H.   Finally

The three most useful sessions/experiences on this course :

The three least useful sessions on this course :

Thankyou for your co-operation. I hope your help can improve the course for future students.
Dale.

END OF COURSE EVALUATION

Main Themes

Feedback

Comments indicate that in some areas for most students at some time they needed more course feedback. They see this as needing to be expert as opposed to peer.

Rating on voice feedback show for majority it was concise but statements contradict this. It seems that the information needed to improve, to analyse a problem was not always seen as provided.

Feedback on how they worked as a team was rated as adequate by most. Radio-writing was the area most students commented on as needing most help with. (This has begun to be addressed).

T.V. - feedback helpful - still wanting more.

Guidance & Direction

Responses varied. Note 3 out of 4 responses would indicate a need for more guidance so there appears to be a clear request for more across all areas.

Comments ask for greater tutorial staff presence when doing any broadcasting and work experience. This is reflected in other sections, even relating to technical supervision. It seems to me the students are saying they want a clearer focus for their learning and want closer supervision of their work with clear input about what they are doing right/wrong, on hand, instant feedback.

Group Process

T.I.M. session **all** agree was unhelpful and uncomfortable.
Group felt they worked well together overall.

100 Level

Support for its inclusion indicated. 6/15 want to complete 100 level if they can.

100 Level Sessions

Peter Watkins most favourably commented on. Marcia Russell and Alison Lawrie mentioned as helpful session **and** in those "to cut" also this indicates a wide reponse to their sessions. There are comments that the range was good and worth having. Also some feeling that they were hangers on, not really welcome, not really part of things.

New Writing Feedback Form

General support although a third didn't get to use it. Only two students saw it as not useful - they felt it is too long and didn't want paperwork.

For most others (including some who only saw it on this day) seems worth using early in the course, perhaps as a teaching tool.
Tutor and Self assessment applications favoured.

Voice Production

The precise technical help needed to improve is asked for again.
The assessment is appreciated and reported as accurate but students find it hard to improve.
The suggestions are for exercises, physiology, speech therapy, voice projection.

Workload

- Distributed perception.
Majority report - high at times as one would expect.

Assessment load

Full range of responses.

Training for a Career

The most important question perhaps, and 13/5 say they got it!
Majority response is for more training to be available.
Request for more training emphasised
- writing
- work experience or on job training
- technical competence
- more T.V.
Note Grammar Session was provided after this session.

Over all 4 'Most Useful' sessions reported

T.V. Module	8	
Karena Shannon	8	
John Gray	6	(N.B. 2 listed as least useful also)
Work Experience	5	

Only one high scoring unhelpful.
T.I.M - 15.

Dale Sheehan
16.7.90

Appendix Fourteen

Themes that emerged early in formative data collection.

I quote from my own field notes.

1) "Tutor response was open, a clarifying role hands off approach."

2) "Group able to run itself." Then the tutor left and I added. "The group feels different to me, they are taking the feedback and the group maintenance less seriously. "I feel a double standard.Yet at the same time the group "got to really looking at ways they could help each other with voice production skills."

3) "A real concern emerged abouot voice production and a strong need expressed for detailed feedback and cues about how to change your vocal presentation."

4) "A need to get help and guidance with writing and to be pushed in this area."

5) "Concern about the relevance of shorthand is emerging."

6)."Some students having problems with technical skills." I added "Task analysis might help in this area."

These major themes remained through the course but their strength was not apparent until later in the study.