Student Unit Evaluation

PSYC314: Behaviour Modification: Learning Principles Applied (External)
2022 TRI1
Coordinator: Assoc Prof John Malouff

Enrolments: 111, Total responses: 25, Response Rate: 22.52%

Overall indicators

Global Index

av.=4.45
dev.=0.94

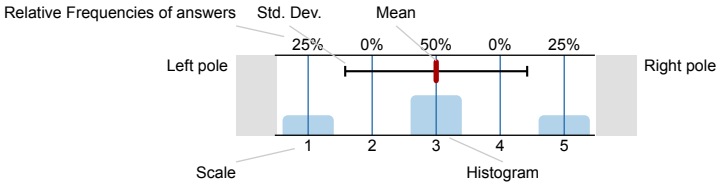
1. Unit Evaluation

av.=4.45
dev.=0.94

Survey Results

Legend

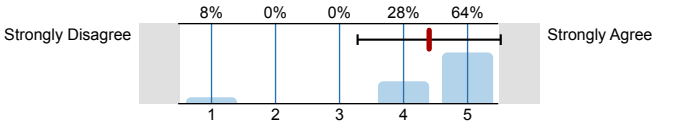
Question text



n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

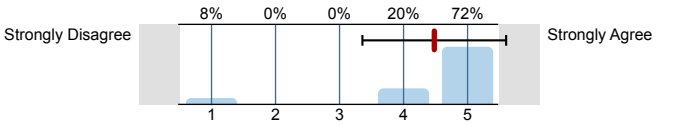
1. Unit Evaluation

1.1) The learning outcomes of this unit were made clear to me



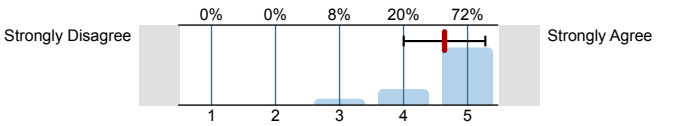
n=25
av.=4.4
dev.=1.12

1.2) The unit enabled me to achieve the learning outcomes



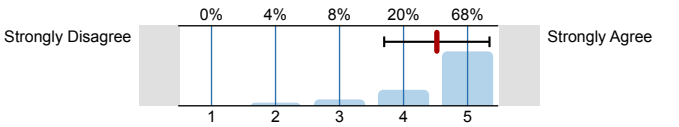
n=25
av.=4.48
dev.=1.12

1.3) The unit was intellectually stimulating



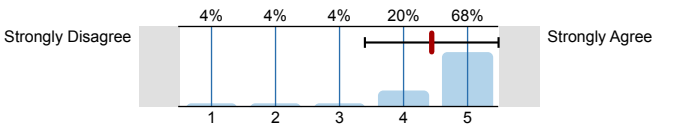
n=25
av.=4.64
dev.=0.64

1.4) I found the resources provided for the unit (eg online, print) to be helpful



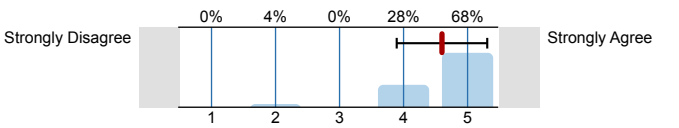
n=25
av.=4.52
dev.=0.82

1.5) I received constructive feedback on my work



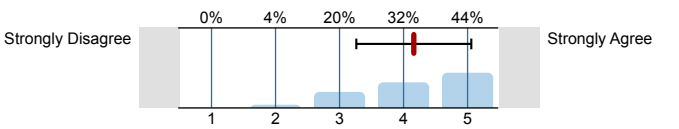
n=25
av.=4.44
dev.=1.04

1.6) The feedback I received was provided in time to help me improve



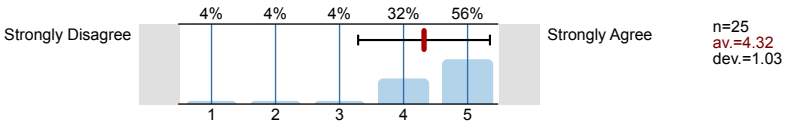
n=25
av.=4.6
dev.=0.71

1.7) I engaged in the unit and in the opportunities for student interaction

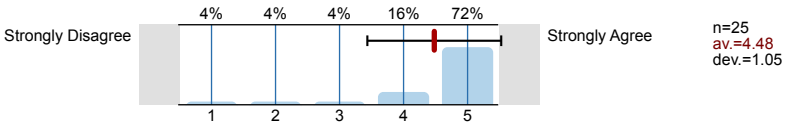


n=25
av.=4.16
dev.=0.9

1.8) The overall amount of work required of me for this unit was appropriate



1.9) Overall, I was satisfied with the quality of this unit



Profile

Subunit: School Of Psychology
Name of the instructor: Assoc Prof John Malouff
Name of the course: (Name of the survey) PSYC314: Behaviour Modification: Learning Principles Applied (External)

Values used in the profile line: Mean

1. Unit Evaluation

1.1)	The learning outcomes of this unit were made clear to me	Strongly Disagree	Strongly Agree	n=25	av.=4.40	md=5.00	dev.=1.12
1.2)	The unit enabled me to achieve the learning outcomes	Strongly Disagree	Strongly Agree	n=25	av.=4.48	md=5.00	dev.=1.12
1.3)	The unit was intellectually stimulating	Strongly Disagree	Strongly Agree	n=25	av.=4.64	md=5.00	dev.=0.64
1.4)	I found the resources provided for the unit (eg online, print) to be helpful	Strongly Disagree	Strongly Agree	n=25	av.=4.52	md=5.00	dev.=0.82
1.5)	I received constructive feedback on my work	Strongly Disagree	Strongly Agree	n=25	av.=4.44	md=5.00	dev.=1.04
1.6)	The feedback I received was provided in time to help me improve	Strongly Disagree	Strongly Agree	n=25	av.=4.60	md=5.00	dev.=0.71
1.7)	I engaged in the unit and in the opportunities for student interaction	Strongly Disagree	Strongly Agree	n=25	av.=4.16	md=4.00	dev.=0.90
1.8)	The overall amount of work required of me for this unit was appropriate	Strongly Disagree	Strongly Agree	n=25	av.=4.32	md=5.00	dev.=1.03
1.9)	Overall, I was satisfied with the quality of this unit	Strongly Disagree	Strongly Agree	n=25	av.=4.48	md=5.00	dev.=1.05

Comments Report

1. Unit Evaluation

1.10) What were the best aspects of this unit?

- Behaviour Modification showcased some fascinating and very pragmatic strategies towards ameliorating people's lives--it is very clear what the applications of the methods that are featured in the unit might be. The lawlike regularity of behaviour meant that the content and concepts were easy to digest, and a student having undertaken this course would feel confident in starting to think about using these techniques in the world with real people.
- Engaged teacher with relevant and up to date material, easy to follow unit guide with clear instructions. Application of principles in real world terms made this a practical and enjoyable unit. Lots of reminders as to when work was due.
- Everything! This was the best psychology course I have taken at UNE. A/Prof Malouff was exceptional - he was organised, engaging, helpful, responsive and knowledgeable. Thank you John! I appreciated the focus on the practical application of BMod. I actually enjoyed listening to the lectures and appreciated the few slides and that John didn't read off them but filled the lecture with all the information we need and found a way to make it interesting through sharing his experiences and expertise. I also appreciated that John took time to respond on discussion forums and by email despite his busy schedule. The course provided many ways for us to engage and learn the material, for example being able to follow along a real clients journey. Thank you too for the career talk, it was extremely helpful. And thank you for making it very clear on what we needed to do for each assessment item and to succeed in the course.

  As an external student, I really enjoyed having the lectures via zoom so that I could participate at times. It made for a more engaging experience than watching a recording from a lecture that only internal students could attend.
- Hands on learning.
- I enjoy John's lectures. He is by far the most engaging lecturer I've had at UNE because he uses so much expression and adds anecdotes rather than simply rehashing the text or speaking monotonously. John also responds very quickly to things on moodle.

  I like that you learn practical skills in this unit. The text is useful and conscise.
- I enjoyed the core assessment for this subject - the behavioural modification project. I found that it was very useful to be able to apply the techniques we were learning about.
- I enjoyed the interactive nature of this unit and the lectures weren't just a repeat of the textbook which was helpful in consolidating the material.
- I really enjoyed the content and practical application. John was very knowledgeable, engaging and encouraging.
- John Malouff is the best lecturer I've had. His lectures are eloquent and explains jargon concepts in plain English. He provides good examples. He gives quick feedback via Moodle and emails.
- John is passionate about the topic he teaches and always interacts with students during the class and forum
- John was incredibly passionate
- Prof John is a great lecturer who has an infectious passion for B Mod.
- The UC made things very engaging with his enthusiasm for the subject.
- The hands on, real-world application of behaviour modification principles (through the major assignment) was incredibly beneficial, and it really feels like this course should be one of the mandatory subjects for any of the psychology degrees.
- The lectures going beyond the content in the textbook, the practical nature of the unit, actually doing a project that applied bmod principles was really beneficial
- The passion and commitment of John Malouff
- The practical aspects were invaluable. John's humour and teaching style is lovely - very approachable and understandable
- The practical elements of the unit, so great to have an opportunity in undergrad psych to actually try out some of the skills and knowledge we are learning!
  John's anecdotes, teaching style, knowledge and positive regard for students was a highlight of the unit.
- The project was very practical and enjoyable. The assessments were fun and the lectures were very interesting because they incorporated real life examples.
- The topic was interesting
- The unit coordinator, John Malouff was great and very enthusiastic about the work. This is really beneficial, especially when learning online.
  It was great. I really liked the application of the knowledge for the assignment. This is the most useful way of learning in a unit.
- The unit material was very practically focused. The main assessment project worked really well to help with real-life implementation of

what
is being learnt. everything was made perfectly clear which made navigating through the unit very straightforward.

- The video task. Although the same assessment at SCU is worth 30% where here it was only worth 5%!
- practical unit with immediate application potential

1.11) What aspects of the unit are most in need of improvement?

- -
- Assessment task clarity, and clear and well defined marking rubrics, lecturer's willingness to engage in clear, constructive feedback and assistance when asked for clarification.
- I feel that the quiz should be given a longer duration. Although I don't have any learning or processing disorders, I still found it challenging to read and synthesize all questions in the time provided. Even just 10 more minutes would have been helpful and I don't believe this would detract from what this task is aiming to assess.
- I genuinely can't think of any. The unit was comprised of a great mix of different learning resources.
- I was pretty happy with it
- I wish there was a way that you could know a little bit more before doing the plan for the project, but I can see how the timeframe makes that impossible. Having said that, the project is great and I enjoyed doing it.

  The other thing I found confusing was the layout of our assessment guidelines on moodle. It was a different layout to other units and I prefer when the assessment info is able to be printed out on a pdf.
- I would suggest markers be more aware of inherent bias and assumptions. A marker made an incorrect assumption on my oral presentation and while overall it did not affect my final mark it was disheartening to read as it portrayed my behaviour incorrectly.
- I've mentioned in previous feedbacks that audio and video quality for recordings need to be improved. The bass was booming for most of my recorded lecturers and it muffles the voices. As an online student, I rely heavily on recordings. To try and make out what was spoken, I had to increase the volume which disturbed my family.

- N/a
- Nil (2 Counts)
- Nothing really, a well run unit
- Nothing, everything was executed very well.
- Some outdated YouTube content
- Sometimes lectures were a little to long - but didn't mind as john was fabulous
- Textbook focuses too much on BMod to help developmental disabilities. I would prefer to have a BMod textbook written from an Australian perspective.

  Zoom lecture audio quality is not as good as live lectures. There's no automated transcripts of Zoom lectures (whereas there were automated transcripts in live lectures).
- The textbook was a great resource but it’s presentation wasn’t very inviting.
- The unit coordinator needs to answer the questions more clearly. The layout of unit in Moodle was hard to navigate. What the unit coordinator thought was clear information often was vague and hard to understand which made the unit very hard to complete and learn.
- While diverse and productive of deeper learning in terms of the way that they ask students to synthesise their understanding, the assessment tasks were quite idiosyncratic in their marking criteria, sometimes unclear in their demands, and often taxing for the proportion of the course mark.

  The video task--which reduces to five marks for the total course mark--for instance, had some unusual success criteria, first seeming to suggest at the outset that each criterion was categorical, or that all five in toto represented a binary category of satisfied/not satisfied ("Students earn 100% if they meet all five requirements."), but then going into a series of deficit marking points that seemed to suggest that the task was marked out of 100 overall ("We will deduct up to 30 percentage points for failure to provide the self-rating and other information in the Information to Submit."). Criterion 4 implied that there was a sliding scale of penalty applied to focusing on material that was not strictly BMod related, but with no further breakdown of how this would be applied ("If the student does not talk primarily about how to applying BMod principles to change a specific type of behaviour, we will deduct up to 100 points, depending on what proportion of the presentation focuses on matters not directly related to applying BMod principles to change a specific type of behaviour."), leading to questions about how this would be arbitrated. Would the brief mention of a BMod adjacent psychological theory result in a 10-mark deduction? A 20-mark one?

Given that most people speak in the order of 160 words a minute, the nominal "word count" for the video task was also unrealistic--it represented more like a written task of 800 to 1200 words, which was akin to the word limit for the Intervention Report, which was worth 6 times as much in course assessment weighting. This, coupled with the extra time involved in shooting, editing, and uploading video, made this task a much more involved one than its lowly 5 marks would seem.

Another task, the Intervention Report, is a text type that is specific to this unit and has not been required in other psychology units. Despite having seemingly a surfeit of information via the "Unit Guide: Detailed information on what to do to complete this unit", elements of this task were not clear. Confusion around what elements of this task (eg. graphs) should appear in which section would be obviated by providing a template with section headings and bullet points for the information required. It was also quite striking that the word count for this task was severe in its punitiveness, even by the usual standards of academic submission--in no other UNE psychology course has the reference list been a part of the word count. That the references were included in the word count seemed unduly restrictive given that there were grave warnings about marks deduction for "every 25 words over the upper word limit" students went.