Assessing a work-integrated learning course in Exercise Science

Good assessment practices of work-integrated learning (WIL) inform educational institutions of the preparedness of their graduates for the workplace and should consider the differing views and needs of the three main stakeholders: employers, students, and the educational institute (Hodges, Smith & Jones, 2005). Assessment of field work placements is relatively novel for most students, who traditionally have experienced assessment techniques such as examinations and research assignments. Wellington et al. (2002) suggest that this approach has minimal validity in a WIL scenario. Workplace learning is affected by many factors (Foley, 2004) and thus assessment of student progress is associated with numerous difficulties. Field Project is a final year Exercise Science course which includes both work-integrated learning and career education. Student perceptions of the approaches to assessment and feedback that fostered independent learning in the course are presented, along with considerations of the validity and the fairness of marking of each of the assessment items. The findings suggest that grading the course has significant benefits, particularly in relation to increased student motivation and effort in the completion of assessment items, as well as assisting students to improve their Grade Point Average for entry to postgraduate programs.

INTRODUCTION

Assessment is an integral component of a student’s education and is recognised as an important factor in student learning (Irons, 2008). Assessment involves making judgements about the extent to which the performance of students meets particular standards. It also plays a significant role in fostering learning and the accreditation of students (Boud & Associates, 2010). As universities struggle to keep pace with a rapidly changing global context, assessment practices need to be reviewed and re-evaluated, particularly in relation to work integrated learning.

Assessment of work integrated learning produces different challenges for students who are accustomed to assignments and examinations. The strategies that students have used in these types of assessment may not necessarily be successful in the workplace setting. Stagnitti et al. (2010) indicate several differences of assessment conducted during fieldwork placement when compared to assessment in formal academic settings:
• Continuous assessment where aspects of performance are regularly assessed;
• Developmental process, providing opportunities for feedback;
• Ongoing learning occurring during assessment;
• Multiple assessors may be involved;
• Limited time for preparation and revision;
• Multiple sources of data can be utilized;
• Assessment is contextual and less controllable;
• Multiple criteria are involved;
• More abstract complex concepts are assessed; and
• Assessment is based on practice and performance rather than theory.

Assessing student performance in work integrated learning is a difficult task involving many decisions by a number of stakeholders (Billett, 2008). Validity and reliability are particular concerns due to the “multiple variables that affect both the design and subsequent implementation of assessment practices” (Hodges, Smith & Jones, 2005). Criterion-referenced assessment, which compares an individual’s score with a specific criterion, is the form of assessment most commonly used in work integrated learning (Brown & Knight, 1994) and considers the competency of a student along a continuum of achievement. The purpose of this process is to determine the extent to which the standards have been achieved (Abeysekera, 2006; Bates, 2003) to allow more consistent and objective judgment (Biggs, 2003).

MODELS OF GOOD ASSESSMENT PRACTICE IN WORK INTEGRATED LEARNING

Three possible models of student assessment that consider the needs of each of the three stakeholders have been identified (Zegwaard, Coll & Hodges, 2003). The Performance-Based Assessment Model focuses on the desirable workplace competencies as perceived by employers. Students’ interests are met by a Negotiated Set of Objectives between the employer and the student to be achieved during the placement. Thirdly, the institution can review Student Portfolios, providing profiles of achievements and references for future
employment. As the portfolio approach can easily accommodate negotiated placement objectives, a combination of the Performance-Based and Portfolio models appears to be the most effective approach in demonstrating the performance of the student and what the student has actually learned from the placement (Hodges, Smith & Jones, 2005).

**Performance-Based Assessment Model**

Performance-based assessment typically utilizes a criterion-referenced template to identify the desired outcomes and the methods of assessment. The template enables supervisors to assess competency levels at different stages of a student’s placement, providing both formative and summative assessment. Criteria and generic competency levels (e.g. “very competent,” “competent,” “limited”) need to be described with clarity to reduce variations in interpretation and assessor bias. As performance-based assessment focuses on a student’s performance in the workplace, the employer should be involved in the assessment process to provide authenticity (Jessup, 1991; Wolf, 1995). Students should also be required to use the template to self-assess to improve their professional practice (Boud & Associates, 2010). It is of paramount importance that the criteria used in developing templates consider the requirements of an effective practitioner in the particular field.

**Portfolio Assessment Model**

Portfolio assessment involves evaluating performance through a cumulative collection of students’ work (Koretz, 1998). The students collect a portfolio of evidence that focuses on the stated learning objectives. Students need to consider these objectives to determine the types of evidence they need to generate from the workplace. They are then required to collect
evidence of their abilities and perhaps seek validation from an expert of observer in the workplace setting (Orrell, Bowden & Cooper, 2010). Portfolios provide significant benefits when students are involved in multiple placements through the gathering of more comprehensive evidence in different forms. Portfolios also allow students to include reflective commentaries on their performance in a variety of workplace scenarios.

Other Approaches

There are numerous approaches to assessment during the work-integrated learning experience which may be appropriate in particular workplace settings. The guiding principle is that assessment should be “ongoing, formative, involve student reflection the utilization of feedback” (Orrell, Bowden & Cooper, 2010). These authors suggest the following approaches should be considered by curriculum designers in work-integrated learning:

- **The work required approach**: Students work through an agreed set of tasks while in the workplace.
- **The reflective assessment approach**: Students review an episode of work and reflect on decisions made. The maintenance of a reflective diary or log of recordings is an alternative to this approach.
- **The work/learning contract approach**: Students negotiate a set of learning objectives and responsibilities with their supervisor to be achieved in a defined time frame.
- **The project work approach**: Students are responsible for completing a specific project within a set time frame, concluding with a written report.
- **The critical incident analysis approach**: Students record verbatim an incident in which they were involved. They discuss their response with their learning guide and evaluate how their actions might have been more effective.
The case study/history approach: Students provide a detailed study of an individual, feature or event in the workplace with a plan for change or improvement.

The direct observation approach: Students are observed over time in the workplace. A record is maintained of observers’ estimations of their performance in relation to specific learning outcomes. This approach is effective in both formative and summative evaluations.

CASE STUDY

Griffith University has several campuses located in Brisbane and the Gold Coast, Queensland. Griffith University’s teaching and learning programs aim to provide opportunities for students to acquire knowledge and skills that can be applied in the community. Griffith aims to include work-integrated learning in at least 70% of all degree programs by 2010 (Griffith University, 2006). Field Project B is an optional third year course in the Bachelor of Exercise Science program conducted at the Gold Coast campus. Normal enrolments in the course range from 20-50 students out of a cohort of approximately 120. The rationale for including this course is to make students aware of the requirements of the industry they wish to enter and the working environment of various organizations in which they may wish to seek employment. The course is designed to link and complement the student’s program of study by introducing them to the work environment. The main purposes of this course are: (a) to provide students with work experience within the industry they may seek employment; (b) to introduce students to various topics concerning the work environment; and (c) to provide career planning procedures and job search skills training. Students are required to complete a minimum of 80 hours work experience in an industry of choice (approximately one day per week) throughout the semester.
The course includes both career development learning and work integrated learning. 13 two-hour lecture/workshops in which students are introduced to professional and personal techniques to assist them to gain entry into the workplace and to function successfully once they are in the workplace. The course is staff-intensive with input from lecturers from the School of Physiotherapy and Exercise Science, Careers and Employment Services and relevant employer groups. The lecture/workshops include:

- Introduction to the world of work (1 week)
- Career education lectures (7 weeks)

  Career planning, job search, resume, applications, selection criteria, interviews, mock interview, cultural inclusiveness

- Presentations by industry representatives (5 weeks)

  Fitness, cardiac services, sleep disorders, sport & recreation, sports coaching & administration, event management, pharmaceutical sales, rehabilitation, physiotherapy

The course had been non-graded until 2010 with students receiving either a non-graded pass or fail grade. Students in the previous year’s cohort suggested that the course should be graded to increase their motivation and performance in the various assessment items. Discussion took place between the lecturer and the students concerning the items that should be included as assessment tasks. Students individually recorded the various percentages that they considered should be allocated to each item respectively. A median score for each assessment item was calculated with the results as follows:

- Attendance and participation 5%
- Resume and job application 15%
- Interview performance & reflection 20%
- ePortfolio 15%
- Performance in field work placement 20%
This structure was adopted in the course assessment design in 2010. This particular research focused on an evaluation of the perceived effectiveness of the assessment procedures following the completion of the course in 2010.

RESEARCH METHODOLOGY

Research Purpose

This research examined the effectiveness of the assessment procedures in Field Project, a work-integrated learning course focused on preparing students for real-world positions in industries relevant to their undergraduate studies in Exercise Science. The results will be used to improve outcomes for future students. The research included ten research questions:

1. *What were the perceived advantages and disadvantages of a graded, rather than a non-graded, status for Field Project?*
2. *What approaches to assessment and feedback did students consider fostered their independent learning in the course?*
3. *How valid did students perceive the individual assessment items?*
4. *How fairly did students perceive the assessment items were marked?*
5. *What were students’ perceptions of the allocation of marks?*
6. *Which assessment items did students consider should be added or deleted?*
7. *What suggestions did students put forward to improve the content, teaching methods or assessment of the course?*
8. *What did students perceive as benefits of the course?*
9. What did students consider to be the five most important outcomes of the course?

10. What approaches to teaching in the course did students consider have influenced, motivated and inspired them to learn?

Data Collection

The research was conducted using 22 third year Exercise Science students who made up the entire cohort in Field Project at Griffith University in their final semester of study. Students responded to a self-completion questionnaire specifically designed for this study (appendix A). The three-page questionnaire allowed students to answer freely and explain their perceptions, suggestions and experiences. The researcher and a counsellor from the Careers and Employment Services developed the questionnaire, which consisted of short answer questions focusing on several different aspects of the assessment procedures used in the course. Some questions were closed to elicit specific information and ratings, while other questions were open to allow students to provide personal opinions on the effectiveness of the assessment procedures and make suggestions with regards to possible future improvements.

RESEARCH FINDINGS

The research findings are reported here using the ten research questions as headings.

What were the perceived advantages and disadvantages of a graded, rather than a non-graded, status for Field Project?

The students indicated a number of advantages of grading the course. The most common benefits suggested (number of students shown in bracket):
- Increased motivation and effort (16);
- Improved Grade Point Average to assist entry into postgraduate courses (14);
- Makes us more involved and committed (3);
- Provides a gauge for progress (2); and
- Take more pride in our work (2)
- Makes us attend (2)

Other individual reasons provided were: “makes it worthwhile”; “helps meet deadlines”; and “helps gain confidence in our profession”.

In response to their perceptions of the disadvantages of grading the course, 10 students (45%) suggested that there were no disadvantages. Other common responses were:

- More pressure to achieve top marks (3);
- Time to complete work experience and assessment tasks (3);
- Job applications were not suited for all career aspirations (2); and
- Poor rapport with work placement supervisor can result in sub-standard work (2).

The perceived disadvantages also included: “must attend lectures”; “must complete a lot of reflective work”; “unfair marking”; and “very subjective with interview marking”.

What approaches to assessment and feedback did students consider fostered their independent learning in the course?

Generally students demonstrated a favourable attitude to the assessment items and feedback provided throughout the course. The reasons given were varied, ranging from generalized statements to highly specific comments. One insightful response was “this is one of the very few courses that actually provide feedback which is so beneficial”. Students appreciated that both formative and summative feedback identified their progress in the course and areas in need of improvement. Other relevant comments included “the development of time management skills and “an increased ability in gaining employment by
submitting a credible job application”. One subject emphasized the importance of closely following detailed marking schemes and criteria “because everything I do gets scrutinized”.

Other generalized features that were considered influential in developing individual learning were:

- Compulsory attendance;
- Feedback was always quick and honest;
- Guidance provided in all aspects of the course;
- Having confidence in what I’ve achieved in my life and using it to help gain employment; and
- Feedback pushes us to really strive for better results in the next assessment item.

Some of the more specific approaches considered by students to foster their individual learning were:

- Better communication skills through helpful feedback following the interview;
- Getting feedback from all members of the interview panel showed how different people see us;
- The opportunity to reflect on skills that I have learned in the mock interview were very beneficial and enjoyable;
- The resume/ job application/ interview process forced me to evaluate myself and improve my approach based on feedback; and
- Using our creative skills to find information when developing the ePortfolio. Every website had a different structure to design and we had to use our problem solving skills to figure it out.

*How valid did students perceive the individual assessment items?*

Students were asked which individual items they considered to be valid for assessment purposes. Overall, their responses indicated highly positive perceptions in relation to the validity of the assessment items. All students suggested that the interview performance and reflection of the interview, handbook completion and the 2000 word critical reflection report were valid items. 21 (95%) students agreed that the resume and job application, as well as the field work placement performance (assessed by the supervisor), provided appropriate validity, whilst 20 (91%) suggested that attendance and online participation were suitable
items of assessment. Perhaps the only contentious assessment item was the development of an ePortfolio. Several students experienced technical difficulties in accessing software programs, which would account for only 18 (82%) suggesting that it was a valid assessment item.

How fairly did students perceive the assessment items were marked?

Students’ responses to the fairness of the marking of each of the assessment items are demonstrated in Table 1. The mean score was 87% suggesting that most students considered that the assessment items were marked fairly. Once again, the lowest score was recorded in relation to the ePortfolio, indicating that clearer criteria need to be established with more exemplars readily available for reference by students.

<table>
<thead>
<tr>
<th>Assessment item</th>
<th>Percentage of students indicating fair marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>86%</td>
</tr>
<tr>
<td>Resume and job application</td>
<td>95%</td>
</tr>
<tr>
<td>Interview &amp; reflection of interview</td>
<td>95%</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>73%</td>
</tr>
<tr>
<td>Field work placement</td>
<td>86%</td>
</tr>
<tr>
<td>Handbook completion</td>
<td>91%</td>
</tr>
<tr>
<td>Critical reflection report</td>
<td>86%</td>
</tr>
</tbody>
</table>

What were students’ perceptions of the allocation of marks?

Students were asked to record the marks they believed should be awarded to each of the assessment items, ensuring that the marks total 100. The marks used in this year’s assessment process were displayed in brackets next to each of the assessment items on the questionnaire. The range of scores, as well as the median score, is displayed in Table 2. The median scores were identical to the marks presently used, indicating a high degree of student
satisfaction with the allocation of marks. One student suggested that an oral presentation of their work placement experience should be included as an additional item with an allocation of 10%.

Table 2  Student perceptions of the allocation of marks

<table>
<thead>
<tr>
<th>Assessment item</th>
<th>Present mark</th>
<th>Median score</th>
<th>Range of scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>5%</td>
<td>5%</td>
<td>0-5%</td>
</tr>
<tr>
<td>Resume and job application</td>
<td>15%</td>
<td>15%</td>
<td>10-20%</td>
</tr>
<tr>
<td>Interview &amp; reflection</td>
<td>20%</td>
<td>20%</td>
<td>15-30%</td>
</tr>
<tr>
<td>ePortfolio</td>
<td>15%</td>
<td>15%</td>
<td>0-15%</td>
</tr>
<tr>
<td>Field work placement</td>
<td>20%</td>
<td>20%</td>
<td>15-20%</td>
</tr>
<tr>
<td>Handbook completion</td>
<td>5%</td>
<td>5%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Critical reflection report</td>
<td>20%</td>
<td>20%</td>
<td>20-25%</td>
</tr>
</tbody>
</table>

Which assessment items did students consider should be added or deleted?

As previously mentioned, students were generally satisfied with the assessment items used for Field Project. 15 (68%) students considered that no items of assessment should be added, whilst four students (18%) suggested that additional marks be allocated for the completion of extra hours in the field work placement. Two students (9%) indicated that students should be required to deliver an oral presentation related to their placements to gain confidence in professional presentation skills. Ten students (45%) indicated that no assessment items should be deleted, whilst five (23%) suggested that that the ePortfolio should not be included as an assessment item. “ePortfolio is a good idea but it is not yet widely used” and “don’t believe it truly reflects the direction of industry practice” were pertinent comments. Four subjects (18%) considered that attendance and participation in online discussions should be deleted from the assessment items. One student commented that “some people have good reasons to not attend”, whilst another noted “I did not find the online discussions valuable or useful”.

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What suggestions did students put forward to improve the content, teaching methods or assessment of the course?

Several students made suggestions related to the number of placement hours for meeting course requirements. If students wish to gain accreditation as an exercise physiologist, they are required to complete 500 hours of work experience in specific settings. One student indicated that “all Exercise Science students should be made to do their 500 hours for accreditation over the summer semester and this should count for credit points”, whilst another suggested that Field project should be offered as a 20 credit point subject with 200 hours of required work experience in two different locations.

As previously mentioned, some students experienced difficulties in developing their ePortfolios for assessment. One suggestion noted that “tutorials on how to develop an ePortfolio should be included in the course”. A comment worthy of consideration was to “remove the ePortfolio and increase percentage points awarded for postings on discussion board. People will put more thought into their postings if they are worth a higher percent”.

The mock interviews were assessed by four separate panels, consisting of three or four students led by a lecturer from the School of Physiotherapy and Exercise Science or a counsellor from the Careers and Employment Service. This was a deliberative strategy to overcome the subjectivity of a single assessor. However, one student indicated that the interviews should be marked by one teacher to reduce any subjectivity that might exist between panels. However, the workload involved would make this very time-consuming. A relevant suggestion for improvement was to “practice the interviews in pairs and gain feedback before the assessed mock interview”.

The provision of individualized guidance is particularly important in career education. A suggested strategy to increase the effectiveness of the assessment process in this course “was to cater for all career pathways of students and tailor individual tasks so every student gets a chance to complete assessment related to their passion”. Resume, job applications and interviews would then be more relevant to the individual student and provide a fairer basis for assessment.

One hour presentations from industry representatives were timetabled for the last five weeks of the course to provide students with knowledge of all the possible industries they might seek employment after graduating with a Bachelor of Exercise Science. A possible variation on this course design was noted: “I think the guest speakers should be spread over the semester or at the beginning so students can develop an idea of the career pathway they wish to follow”. Another student indicated that “students should be allowed to decide if that profession interests them and if they wish to attend”.

What did students perceive as benefits of the course?

Cullen (2005) evaluated a work experience course in Environmental Science at Southern Cross University, N.S.W. and listed 15 benefits to students. Students in Field Project were asked to indicate the particular benefits included in this list which they experienced as outcomes at the completion of the course. Table 3 indicates the percentage of students who indicated they experienced each of the specific benefits. The data indicates a high percentage of students perceived they gained a significant number of these benefits from their involvement in Field Project (mean = 77%; range = 59% - 95%).

Table 3  Student perceptions of benefits of the course

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Percentage of students</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research and/or practical skills were enhanced 68%
Used skills learned or acquired from studies 73%
Gained insight into professional work 91%
Improved development of career path 86%
Improved liaison with the public 59%
Improved communication skills 73%
Improved personal confidence 73%
Gained a broad range of experiences 91%
Gained experience in being interviewed 95%
Gained experience as an interviewer 73%
Made valuable contacts 68%
Had excellent support from host organization 68%
Developed job application writing skills 86%
Identified the need for further study 77%
Able to expand your experience into further study 68%

What did students consider to be the five most important outcomes of the course?

Students were asked to nominate (in order) the five most important outcomes of the course from the list above or make additions where appropriate. The results demonstrated a mix of career education and work integrated learning outcomes, emphasizing the importance of providing both aspects in courses of this nature. The outcomes nominated by the students were marked with 1-5 scale with 5 being the most important outcome. The overall results were as follows:

1. Gained experience in being interviewed
2. Developed job application writing skills
3. Gained insight into professional work
4. Research &/or practical skills enhanced
5. Improved development of career path

What approaches to teaching in the course did students consider have influenced, motivated and inspired them to learn?

The most common response to this question was “the guest speakers motivated us to develop a network within the industries in which we intend to work”. Students appreciated the different perspectives/ experiences the lecturers provided “by hearing their stories of how
they got to where they are today and relating to where we are now”. The continual
motivation, feedback and support provided by the course lecturer were also considered to
have significantly affected student learning in this course, which “encouraged us to pursue
our careers”. Other approaches which students indicated were beneficial were: “help to gain
further accreditation”; “the practical approach”; and “compulsory attendance and reflective
postings”.

Four summative questions were included in the questionnaire. The subjects were also
asked to rate the importance of Field Project in their university studies on a 1-10 scale (1 – no
importance; 10 – extremely important). The mean score was 8.5 with a range from 5 to 10,
indicating the high degree of importance ascribed to the course. 91% of students indicated
that Field Project helped to clarify their ideas about their future career, whilst 82% suggested
that the course should be compulsory for all students in the Bachelor of Exercise Science
program. Finally, 91% of students considered that Field Project should be a graded, rather
than a non-graded, course, providing positive endorsement of the change in status.

CONCLUSIONS AND RECOMMENDATIONS

The results of this research clearly indicate that students perceived significant benefits
from changing the status of the course Field Project from non-graded to graded. Responses
from students indicated the importance of feedback in assisting the independent learning of
students in a course that included both work-integrated learning and career education.
Students considered the assessment items selected for the course possessed high validity, but
indicated that clearer assessment criteria need to be provided to improve the fairness of
marking. As some students experienced technical difficulties with the development of an
ePortfolio, it was considered appropriate to delete this assessment item until the university
adopts a uniform software program. The researcher (and course convenor) perceived that the percentage of marks allocated to online discussion should be increased to encourage further reflection and motivation of students. Thus, in future years the course assessment would consist of the following items:

- Attendance & participation (in online discussion) 20%
- Resume & job application 20%
- Interview & reflection of interview 20%
- Fieldwork placement (including handbook) 20%
- Critical reflection report 20%

The effectiveness of the lecture/workshops could be improved if the career education and industry presentations were alternated. This would allow students more time to prepare for assessment tasks and also to consider the possibilities of seeking employment in industries of which they made have minimal knowledge prior to the presentations. Another Field Project course in second year would be advantageous so that students gain knowledge, skills and experience earlier in their degree improving their work readiness on graduation. Finally, students in this course have been consistent in encouraging the following cohort of students to enrol in Field Project in order to capitalize on the many benefits it provides for student careers and employment possibilities.

REFERENCES


Appendix A

Field Project – Student Questionnaire

1. Do you consider the individual assessment items were valid?

Attendance & participation (included on-line postings)  Yes / No

Job application  Yes / No
**Interview & reflection of interview**: Yes / No

**ePortfolio**: Yes / No

**Field work placement (assessed by supervisor)**: Yes / No

**Handbook completion**: Yes / No

**Critical reflection report**: Yes / No

2. Do you believe you were marked fairly for each of the assessment items?

**Attendance & participation**: Yes / No

**Job application**: Yes / No

**Interview**: Yes / No

**ePortfolio**: Yes / No

**Field work placement**: Yes / No

**Handbook completion**: Yes / No

**Critical reflection report**: Yes / No

3. What marks do you believe should be awarded to each of the assessment items? (Present marks in brackets) make sure that marks total to 100.

- **Attendance & participation (5)**: __
- **Job application (15)**: __
- **Interview (20)**: __
- **ePortfolio (15)**: __
- **Field work placement (20)**: __
- **Handbook completion (5)**: __
- **Critical reflection report (20)**: __
- **Other**: __

4. Which assessment items do you believe should be added? Why?

   ________________________________________________________________________
   ________________________________________________________________________

5. Which assessment items do you believe should be deleted? Why?

   ________________________________________________________________________
   ________________________________________________________________________
6. What do you perceive are the advantages and disadvantages of a graded, rather than a non-graded, status, for Field Project?
   Advantages:
   a)__________________________________________________________________________
   b)__________________________________________________________________________
   c)__________________________________________________________________________
   d)__________________________________________________________________________
   e)__________________________________________________________________________

   Disadvantages:
   a)__________________________________________________________________________
   b)__________________________________________________________________________
   c)__________________________________________________________________________
   d)__________________________________________________________________________

7. What approaches to assessment and feedback have fostered your independent learning in this course?
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________

8. What suggestions do you have to improve the content, teaching methods or assessment of the course?
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________

9. Which of the following did you perceive as benefits of the course? Please tick.
   Research and / or practical skills were enhanced ___
   Used skills learned or acquired from studies ___
   Gained insight into professional work ___
   Improved development of career path ___
   Improved liaison with the public ___
   Improved communication skills ___
Improved personal confidence
Gained a broad range of experiences
Gained experience in being interviewed
Gained experience as an interviewer
Made valuable contacts
Had excellent support from host organization
Developed job application writing skills
Identified the need for further study
Able to expand your experience into further study

10. What do you consider to be the five (5) most important outcomes of this course (in order)?
You can select different outcomes from those above if you wish.

a. __________________________________________

b. __________________________________________

c. __________________________________________

d. __________________________________________

e. __________________________________________

11. On a scale of 1-10, how important has this course been in your university studies? (1 – no importance; 10 – extremely important) _______

12. Should Field Project be compulsory for all students in the Bachelor of Exercise Science program? Yes / No

13. Did Field Project help to clarify your ideas about you future career? Yes / No

14. Should Field Project be a graded or non-graded course? __________________________

15. What approaches to teaching in this course have influenced, motivated and inspired you to learn?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

16. How has the lecturer shown respect and support for your development as an individual?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

____________________________________________________________________________