

PAPER:

***DIFFERENT MODES OF DELIVERY:
MODULE OUTCOMES AND STUDENT PERSPECTIVES***

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Abstract:

This paper reports on a study that examines the effectiveness of different delivery strategies in terms of module outcomes and student evaluations. It presents 1997 data which describes how the different modes of delivery (as categorised in the AVETMIS Standard) perform in delivering module outcomes as reported in the national data base of VET results for courses in accounting, computing, engineering and hospitality.

It also reports on findings from a questionnaire survey of 769 TAFE students who had completed specific modules from these courses. Evaluations of the effectiveness of the different strategies are based on: module outcomes; student satisfaction with the way their module was taught; the extent to which students believed that the strategy employed suited their lifestyles; and the extent to which students believed the strategy allowed them to have ready access to instructors, complete course requirements, understand subject matter, and practise skills required.

Other indications of the effectiveness of the different strategies are obtained from student reports of the advantages and disadvantages of the delivery strategy experienced and suggestions made for its improvement.

Results of the questionnaire survey are analysed and reported on in two ways. The first analysis examines the responses of all students taught by a traditional class-based delivery strategy and compares these to the responses of all students taught by strategies which are generally considered to be more flexible. The second analysis examines the responses of students in terms of the specific module undertaken and according to the specific delivery strategies used in these modules. The demographic backgrounds of students, their learning-style preferences, and self-ratings of literacy, numeracy, language and problem-solving abilities, are also taken into consideration.