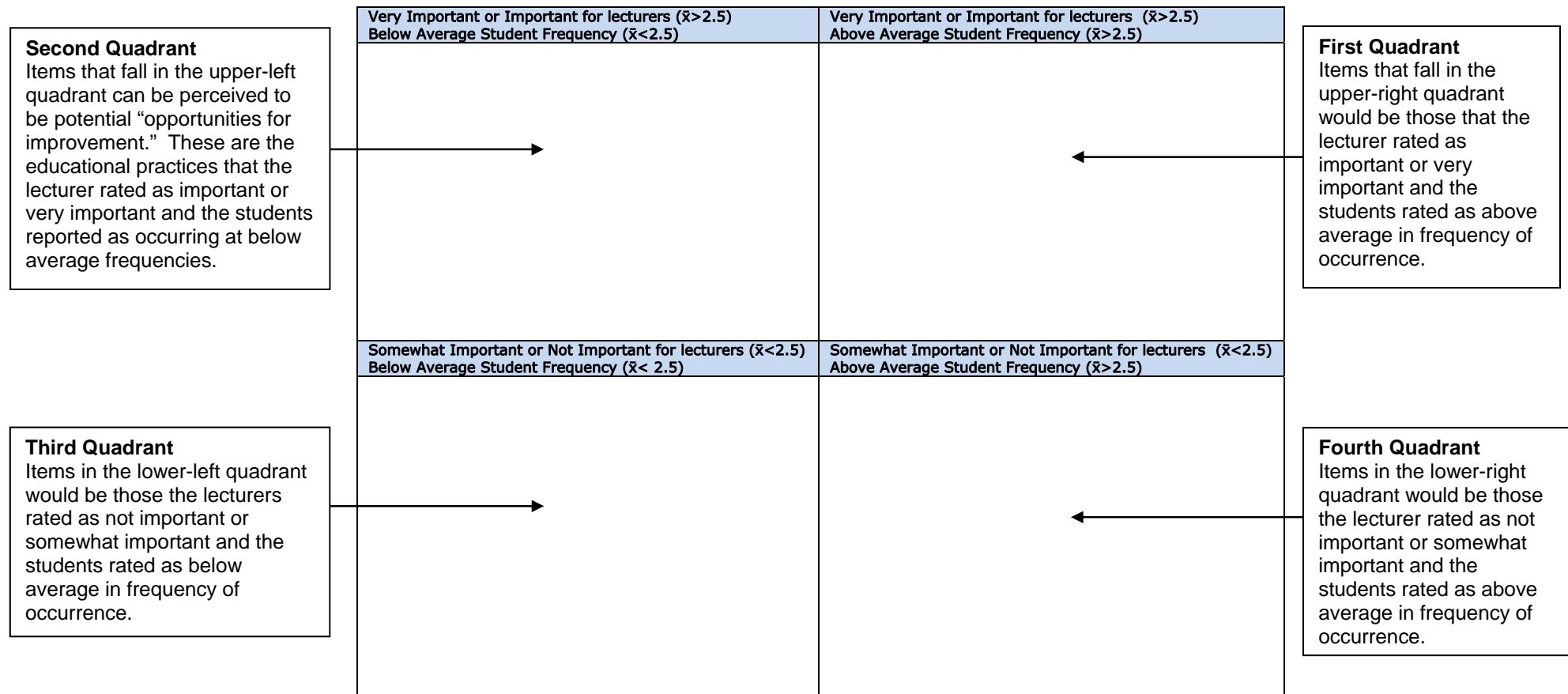




Interpreting the Quadrant Analysis Report

The Quadrant Analysis Report compares items related to student participation in educationally purposive activities while enrolled for this specific module. Here average student frequency of participation is compared to the lecturer's perception of how important such activities are to the success of students in that module. The Quadrant Analysis Report compares the responses from both lecturers and students in your specific module who completed the CLASSE_{Lecturer} and CLASSE_{Student}.





| | | |
|-------------------------------|---|---|
| Importance (Lecturer Ratings) | Very Important or Important for lecturers ($\bar{x} > 2.5$) Below Average Student Frequency ($\bar{x} < 2.5$) | Very Important or Important for lecturers ($\bar{x} > 2.5$) Above Average Student Frequency ($\bar{x} > 2.5$) |
| | (2) Asked questions in class ($\bar{x} = 1.94$) (3) Participated in class discussions ($\bar{x} = 2.15$) (5) Project requires using various sources ($\bar{x} = 2.15$) (6) Included diverse perspectives in making points ($\bar{x} = 1.34$) (10) Combined ideas from different modules/subjects ($\bar{x} = 2.21$) (14) Discussed grades/assignments with the lecturer ($\bar{x} = 1.58$) (19) Received prompt/informative feedback ($\bar{x} = 2$) (25) Work required synthesising ($\bar{x} = 2.42$) (26) Work required making judgements ($\bar{x} = 2.48$) (30) Assignments requiring more than one hour to complete ($\bar{x} = 1.76$) (34) Reviewed class notes before class ($\bar{x} = 2.39$) (35) Studied with classmates ($\bar{x} = 2.27$) (39) Enjoyed group work ($\bar{x} = 2.03$) | (7) Attended class prepared ($\bar{x} = 2.82$) (11) Tutored/taught other students ($\bar{x} = 2.73$) (12) Used email to discuss assignments with classmates ($\bar{x} = 2.67$) (15) Discussed ideas from class with others ($\bar{x} = 2.97$) (21) Received detailed information about learning outcomes ($\bar{x} = 3$) (22) Received motivating interaction from the lecturer ($\bar{x} = 2.91$) (23) Work required memorising ($\bar{x} = 3.52$) (24) Work required analysing ($\bar{x} = 2.88$) (27) Work required applying theories and concepts ($\bar{x} = 2.73$) (29) Challenging assessment tasks ($\bar{x} = 3.21$) (31) Spent more than 3 hours preparing for classes ($\bar{x} = 2.64$) (32) Attended class ($\bar{x} = 3.44$) (33) Took notes in class ($\bar{x} = 3.61$) (36) Attended a review session ($\bar{x} = 2.82$) (37) Interested in learning module/subject content ($\bar{x} = 3.27$) (38) Comfortable talking to the lecturer ($\bar{x} = 3$) (40) Challenging module/subject content ($\bar{x} = 2.78$) (41) Easy to follow lectures ($\bar{x} = 2.75$) |
| | Somewhat Important or Not Important for lecturers ($\bar{x} < 2.5$) Below Average Student Frequency ($\bar{x} < 2.5$) | Somewhat Important or Not Important for lecturers ($\bar{x} < 2.5$) Above Average Student Frequency ($\bar{x} > 2.5$) |
| | (4) Prepared 2 or more drafts of a paper/assignment ($\bar{x} = 1.84$) (8) Worked with classmates on projects during class ($\bar{x} = 1.97$) (9) Worked with classmates on assignments outside of class ($\bar{x} = 2.34$) (13) Emailed lecturer ($\bar{x} = 2$) (16) Gave a presentation ($\bar{x} = 1.09$) (17) Participated in a service-learning project ($\bar{x} = 1.09$) (18) Discussed ideas with the lecturer outside class ($\bar{x} = 1.42$) (20) Perceived the need to work hard ($\bar{x} = 2.33$) (28) Wrote papers longer than 5 pages ($\bar{x} = 1.09$) (42) Participated in experiential learning ($\bar{x} = 1.61$) (43) Participated in service-learning ($\bar{x} = 1.15$) (44) Participated in fieldwork ($\bar{x} = 1.15$) (45) Participated in laboratory work ($\bar{x} = 1.48$) (46) Participated in clinical teaching ($\bar{x} = 1.09$) | |

Frequency (Student Ratings)