**Communicating Disease: Student survey**

**Your feedback is very valuable in shaping the future of the Communicating Disease project. We very much appreciate you taking the time to answer these questions; however, please note that this is voluntary and anonymous. The survey responses will not be analysed until grades for the subject have been finalised.**

**For each question please provide an answer that best indicates your personal experience / opinion:**

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| 1. On average, how many hours have you spent on this project?
 |   |
| 1. Do you think that 15% of the subject grade is appropriate for this project?
 | Yes or No  |
| 1. If you answered No above, please indicate your preferred percentage allocation.
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| 1. The Communicating Disease project helped me to improve my ability to communicate to a non-scientific audience
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. The Communicating Disease project helped me to learn about a disease in a lot of detail
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. The Communicating Disease project helped me to learn why my chosen target audience should learn about the pathophysiology of the disease
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. The Communicating Disease project helped me to justify why my chosen target audience should learn about the pathophysiology of the disease
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. My communication piece will educate my target audience about the pathophysiology of the disease
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. Overall, I have given my best possible effort to this project
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |

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| **Please rate the importance of the following parts of the Communicating Disease project to your learning and completion of the project:**  |
| 1. Communicating Disease project student guide
 | Not at all important  | Not too important  | Somewhat important  | Very important  |
| 1. Project schedule in the student guide
 | Not at all important  | Not too important  | Somewhat important  | Very important  |
| 1. Project details in the student guide including report template and tips for completion
 | Not at all important  | Not too important  | Somewhat important  | Very important  |
| 1. Marking scheme in the student guide
 | Not at all important  | Not too important  | Somewhat important  | Very important  |
| 1. Communicating Disease LMS topic
 | Not at all important  | Not too important  | Somewhat important  | Very important  |
| 1. Communicating Disease LMS lesson
 | Not at all important  | Not too important  | Somewhat important  | Very important  |
| 1. HOW TO DO SCIENCE: A guide to researching Human Physiology
 | Not at all important  | Not too important  | Somewhat important  | Very important  |
| 1. Workshops
 | Not at all important  | Not too important  | Somewhat important  | Very important  |
| 1. Forums on LMS
 | Not at all important  | Not too important  | Somewhat important  | Very important  |

1. If you would like to explain any of your choices above, please do so in the box below:



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| **Please rate the degree of challenge you experienced when completing the following aspects of the project:**  |
| 1. Deciding on the disease
 | Not at all challenging  | Somewhat challenging  | Challenging  | Very challenging  |
| 1. Deciding on the target audience
 | Not at all challenging  | Somewhat challenging  | Challenging  | Very challenging  |
| 1. Deciding on the communication platform
 | Not at all challenging  | Somewhat challenging  | Challenging  | Very challenging  |
| 1. Explanation of the relevance of the disease
 | Not at all challenging  | Somewhat challenging  | Challenging  | Very challenging  |
| 1. Justification of the target audience
 | Not at all challenging  | Somewhat challenging  | Challenging  | Very challenging  |
| 1. Disease explanation for a scientific audience
 | Not at all challenging  | Somewhat challenging  | Challenging  | Very challenging  |
| 1. Creation of your communication piece
 | Not at all challenging  | Somewhat challenging  | Challenging  | Very challenging  |
| 1. Preparing for the oral presentation
 | Not at all challenging  | Somewhat challenging  | Challenging  | Very challenging  |
| 1. Delivering your oral presentation
 | Not at all challenging  | Somewhat challenging  | Challenging  | Very challenging  |

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| **Please rate the degree of your feeling of achievement when completing the following aspects of the Communicating Disease:**  |
| 1. Deciding on the disease
 | No feeling of achievement  | Moderate feeling of achievement  | High feeling of achievement  | Very high feeling of achievement  |
| 1. Deciding on the target audience
 | No feeling of achievement  | Moderate feeling of achievement  | High feeling of achievement  | Very high feeling of achievement  |
| 1. Deciding on the communication platform
 | No feeling of achievement  | Moderate feeling of achievement  | High feeling of achievement  | Very high feeling of achievement  |
| 1. Explanation of the relevance of the disease
 | No feeling of achievement  | Moderate feeling of achievement  | High feeling of achievement  | Very high feeling of achievement  |
| 1. Justification of the target audience
 | No feeling of achievement  | Moderate feeling of achievement  | High feeling of achievement  | Very high feeling of achievement  |
| 1. Disease explanation for a scientific audience
 | No feeling of achievement  | Moderate feeling of achievement  | High feeling of achievement  | Very high feeling of achievement  |
| 1. Creation of your communication piece
 | No feeling of achievement  | Moderate feeling of achievement  | High feeling of achievement  | Very high feeling of achievement  |
| 1. Delivering your oral presentation
 | No feeling of achievement  | Moderate feeling of achievement  | High feeling of achievement  | Very high feeling of achievement  |

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| **Answer the following ONLY IF YOU SUBMITTED A DRAFT of your work**  |   |
| 1. I spent a lot of time working on and preparing my communicating disease draft
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. I submitted a communicating disease draft that I completed to the best of my ability
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. I received useful feedback on my communicating disease draft
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. I understood the feedback provided on my communicating disease draft
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. I used the feedback on my communicating disease draft to improve my final submission
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. I believe the quality of my work and my mark will be higher than it would have been if there were not a drafting process and feedback included for the communicating disease assignment
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |

**Answer the following ONLY IF YOU DIDN’T SUBMIT a draft of your work**

1. What was the reason for not submitting a draft of your work?



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| **Please rate your level of agreement with the following statements about science communication:**  |   |
| 1. It is important for students in science degrees to learn how to become effective communicators of science by communicating scientific results, information, or arguments to a range of audiences, for a range of purposes, and using a variety of modes
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. It is important for students in science degrees to learn how to become effective communicators of science to a scientific audience
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |
| 1. It is important for students in science degrees to learn how to become effective communicators of science to a non-scientific audience
 | Strongly disagree  | Disagree  | Neutral  | Agree  | Strongly agree  |

**Open-ended questions**

1. What new skills do you believe you have learnt by completing this project?
2. Please identify what you consider to be the strengths of this project:
3. Please suggest any practical changes that you believe could improve this project:
4. Feedback for other students: What advice would you give to another student who will take this project next year?
5. Would you be prepared to provide more in-depth feedback in a focus group at the end of semester? Please circle.
* Yes (please share your email address: ………………)
* No
1. Any other comments?