

## **ENGINEERING WEEK 2006**

Engineering Week was introduced in Session 2, 2006 for all first year students enrolled in the Faculty of Engineering (including Computer Science and Food Science and Technology) and was held from the 3<sup>rd</sup> to the 6<sup>th</sup> of October. Engineering Week was envisaged as an opportunity for first year students to engage in an exciting series of integrative Engineering activities that they would not otherwise have time to do within their usual Programs. Rather than attending regular lectures, labs and tutorials, students were invited to attend other activities aimed at increasing understanding of how their regular classes were related to the real-world practice of Engineering. The idea was to provide students with a greater insight into why Engineering is so important to society. Petroleum Engineering was the only school not to participate in Engineering Week.

### **ACTIVITIES**

One of the main reasons for Engineering Week was to increase students' understanding of how their regular classes were related to the real-world practice of Engineering. When asked how relevant they felt Engineering Week was to their studies, **81%** of respondents indicated its relevance to both their courses and to understanding engineering in the wider world.

- "CEIC1000 site visits provided a first hand insight into the possibilities of where we can end up upon completion of our degree. Really appropriate!! MUST REPEAT FOR NEXT YEARS." (Chemical /Science)
- "The field trip enabled me to see the concepts come to life." (Chemical Engineering).
- "Perhaps not linked to course as such, but it was an amazing experience and really gave me a look at the civil industry." (Civil /Arts student)
- "Very appropriate, we had an individual as well as a group assignment and it was useful to learn about an engine." (Mechanical Engineering)
- "All the exercise that are provided enable us to relate all the things we have learnt during lectures with the real life situation." (Mechanical Engineering)

When asked what activities they would like to see included in Engineering Week in the future, **19%** of respondents suggested more student applied activities.

- "I would like to see more technical hands-on activities lawnmower lab style" (Mechanical Engineering)
- "Manipulate some easy machines" (Chemical Engineering)
- "I would like to see more hands-on activities and less career like seminars by industry officials" (Computer Engineering)

Other suggestions included: Competitions and problem solving activities; Exhibitions on examples of third and fourth year projects to give students an idea of what opportunities will be available to them; Small discussion groups involving students; Inventions Week; Presentations from Chemical Engineers who work in places other than chemical plants; Demonstrations of engines involving a more advanced design/ more performance orientated system than a lawnmower.

When asked their favourite Engineering Week activity the following were the most frequently listed activities:

- ❖ The CEIC1000 site visits
- ❖ The Engineering Circus

- ❖ The lawnmower disassembly and reassembly
- ❖ Presentations by industry representatives in CSE and EET
- ❖ PV Campus tour

When asked which activities they disliked the following responses were given:

- “Some elements of the Engineering Circus weren’t as expected. We were told we could attend whenever and see all the exhibits at once, but however it was programmed was not made clear to us.” (Renewable Energy Engineering)
- “Some activities had too many writing exercises to be completed.” (Mechanical Engineering)
- “The seminars given by industry representatives were pretty boring. It is too early to worry about future career prospects, and it is not interesting.” (Computer Engineering)

The types of activities on offer during Engineering Week were many and varied. When asked to comment on the range and variety of activities offered, **48%** of respondents indicated the range and variety of activities was good but with reservations attached:

- “The range and variety seemed appropriate, but there was little encouragement to attend activities that were outside your school.” (Renewable Energy)
- “Every school offered an activity, but it sort of felt that each activity was only restricted to that specific degree.” (Mechanical Engineering)
- “I thought there was a good range of activities through the different schools, but again, communication about where and when was hard if you weren’t actually in those schools” (Mechanical Engineering)
- “There was quite a good range of activities offered, but not for the CSE branch of Engineering Week. I noticed the other schools had things like visits to industry sites and tours of companies and such. However, CSE only featured seminars by industry representatives, and a linux installfest” (Computer Engineering)
- “Lots of presentations but not much interaction, which would have been good” (Computer Engineering)

When asked to comment on the quality of activities offered, **81%** of respondents appeared satisfied, with comments such as:

- “Professional and very organized” (Chemical Engineering/ Science, M)
- “Activities were well planned and coordinated” (Mechanical Engineering, M)
- “It was interesting and stimulating. It was great to see the role of what we’re studying in the real world.” (PV & Solar Energy, F)
- “There was a high quality of both the topic itself and the tutor’s help on completion of the activity.” (Aerospace, M)

Of the **13%** dissatisfied with the range and quality of activities the most common concerns were:

- ❖ A lack of hands-on activities
- ❖ Tasks were not challenging enough
- ❖ Poorly informed supervisors

When asked to comment on the duration of the activities they had participated in the opinions of respondents were evenly divided for and against, with the most common responses as follows:

- “We were given enough time to complete the practical part in the lab, but it is better if the duration is increased as we will be able to learn more without rushing.” (Mechanical Engineering, F)
- “The EDL tour and Earthpower tour being at the same time and in two different groups was a little unfortunate. It would have been great to see them both and to be with the rest of the class” (PV & RE Engineering, M)
- “Too short. More could have been done with the time span of the week” (Mechanical Engineering, M)
- “The CEIC1000 site visits involved very long days and a long bus trip. Maybe it was too much attempting to cover 2 sites for variety, although making a long bus trip for 1 site visit would not be worthwhile either.” (Industrial Chemistry, M).
- “One whole day of looking at chemical plants is just right. The trip there was also short.” (Chemical Engineering, M)
- “The transportation organized by the lecturer provided an easy means of getting to our desired location” (Chemical Engineering/ Science, M)
- “They were of an appropriate length. The locations were fine; two of the ones were on campus which was really convenient, and there was a bus provided to the other one.” (PV & Solar Energy, F)

## **PARTICIPATION**

Each School (excluding Petroleum Engineering) put together a number of activities. Many of the activities were open to students outside of their own School or who were not enrolled in the course a particular activity was assigned to. It was intended that students would participate in as many activities as possible across a number of different schools.

However, there was a common theme that students did not feel able to participate in activities outside those organized by their own school. This appears to be due to a general lack of knowledge of what other activities were available.

Of the **1182** first year engineering students (18% females, 82% males) invited to participate in Engineering Week, attendance records show a total of **607 (52%)** participants (19.8% females and 80.2% males).

### **Attendance by Host School Students:**

<b>School</b>	<b>Number of School Participants</b>	<b>2006 School Enrolment</b>	<b>Participation Rate</b>
<b>BIOM</b>	53	118	45%
<b>ChSE</b>	144	128	112%**
<b>CIVEN</b>	47*	193	24%
<b>CSE</b>	151	225	67%

<b>EET</b>	94*	158	59%
<b>MINE</b>	48	58	83%
<b>MME</b>	229*	274	83%
<b>SPREE</b>	124*	44	281%**
<b>SSIS</b>	11	11	100%

\*these may include students not from the host school – a breakdown was not available to distinguish the two groups

\*\*these figures include students who attended more than one event within their school

#### Attendance by Host School and Non-Host School Students:

<b>School</b>	<b>Activity</b>	<b>School Participants</b>	<b>Non-School Participants</b>	<b>Total Attendance</b>
<b>BIOM</b>	<b>Site Visits</b>	53	3	56
<b>ChSE</b>	<b>Site Visits</b>			
	BIP/Solvay	32	1	33
	Uni/JH	30	0	30
	BOC/Bassell	18	0	18
	BOC/Bassell #2	18	0	18
	BIP/Solvay #2	21	9	30
	Other	25	5	30
<b>CIVEN</b>	<b>Field Trips</b>			
	Leighton Holdings	Not available	Not available	29
	Homebush Bay	8	2	10
	Sydney Harbour	10	4	14
<b>CSE</b>	SE & CS Perspectives	49	5	54
	Research Groups	46	12	58
	Industry Presentations	56	7	63
<b>EET</b>	<b>Various Activities</b>	67	8	75
	APESMA Presentation	Not available	Not available	27
<b>MINE</b>	First Aid Course	48	0	48
<b>MME</b>	Lab Week	Not available	Not available	229

<b>SPREE</b>	UNSW Tour & Activities	Not available	Not available	75
	Lab	49	Not available	49
<b>SSIS</b>	Bushwalk	11	2	13
<b>TOTAL</b>				959*

\*these figures include students who may have attended more than one activity within their school

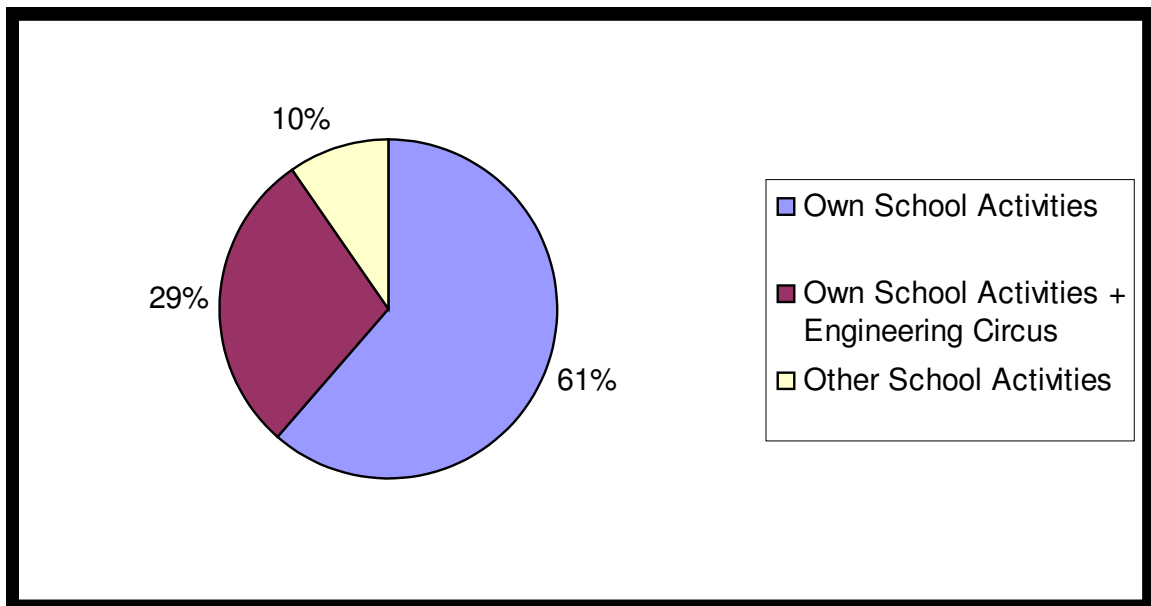
### Compulsory Activities

For students enrolled in the courses below the following Engineering Week activities were compulsory

- Sydney Harbour field trip – CVEN1701
- SPREE Lab Work – SOLA1070
- SSIS Bushwalk – GMAT1400

### Participation Rates of Survey Respondents

With Engineering Week aimed at providing students the opportunity to experience activities outside of their regular Engineering discipline, students were asked which activities they participated in. The following graph represents participation rates for the week:



When asked why they did not participate in activities outside their school the most frequently listed responses were:

- ❖ I thought the activities were only for the students in their own school
- ❖ The activities for my school were compulsory and were spread over most of the days, so I didn't have time
- ❖ They did not seem relevant to my course
- ❖ The marginally interesting ones were restricted to people undertaking courses in those schools

- ❖ There were mainly assessments related to specific first year courses
- ❖ I didn't know when they were being held and I turned up late
- ❖ There was no real encouragement to do so

Respondents indicated a lack of awareness of the open nature of Engineering Week activities, many believing them to be restricted to students from the host school. Whilst many Engineering Week activities were open to all students and this was clearly indicated in advertising material, on the Engineering Student Centre website and in emails to students, this needs to be further highlighted in future.

Survey respondents suggested the following ways of encouraging greater participation in Engineering Week:

- ❖ Greater incentives such as free food, alcohol or prizes
- ❖ Have games, competitions and problem solving activities
- ❖ Greater advertising around campus and in lectures
- ❖ More frequent reminders to students
- ❖ Keep updating the information about what will be happening during the week
- ❖ Hold the week so it does not coincide with lectures
- ❖ Improve cross-school communication and promotion

## **ADMINISTRATION**

Respondents' opinions were divided as to the quality and timeliness of information provided to students about Engineering Week, including information on how to participate. Whilst **64%** of respondents indicated information was provided in an adequate and timely manner, other comments to the contrary included:

- ❖ There was not enough information available about what other schools were doing
- ❖ There was no information on exactly what students had to attend
- ❖ The website provided insufficient information

Additional responses included:

- "As a flexible student it was initially a little bit difficult to understand where I fitted in." (Flexible First Year Engineering)
- "A lot of the detailed information was on-line and this was not very useful when at Uni on the day- maybe a physical pamphlet or timetable would have been better" (Mechanical Engineering)
- "Some schools didn't seem to provide much information at all, which was frustrating" (PV & Solar Energy)
- "We were given notices of our compulsory lab activities but not much about things going on in other schools or the Engineering Circus" (Mechanical Engineering)
- "Earlier clarification of student requirements and activities would have been preferable" (Mechanical Engineering)

When asked for their suggestions as to how Engineering Week could be better publicised suggestions included:

- ❖ Emailing a copy of the timetable to students

- ❖ Increase the number and location of posters. Place them, not just on school notice boards but in public areas
- ❖ Better inform lecturers so that they can explain to students what Engineering Week actually involves and not just when it is being held
- ❖ Put an article in the Blitz
- ❖ Having a free student BBQ before the week to let students know what will be happening during Engineering Week
- ❖ Produce and distribute pamphlets rather than rely on posters
- ❖ Keep the website updated

When asked to comment on the timing of Engineering Week **61%** agreed it was well timed following mid-session break. The main comments were:

- “The middle of the session was perfect timing as we had learnt enough to be able to apply some things to the practical lab activity” (Mechanical Engineering)
- “The timing was perfect. Having it right after mid-session break allowed us to ease into the second half of session. If it had been at any other time it would have disrupted the normal flow of Uni work.” (Computer Engineering)
- “The dates were quite convenient as they didn’t interrupt assignments and test too much” (PV & Solar Energy)

**19%** thought the event could have been held at a more suitable time. Concerns centered mainly on the amount of lectures and tutorials missed by students. Comments and suggestions included:

- ❖ Holding Engineering Week the week before mid-session break. Students could then use the break to catch up on the lecture material they had missed
- ❖ Holding Engineering Week right at the beginning of session one. This way it would not interfere with assignments and classes and could serve as an introduction to engineering

And:

- “The whole week dedicated to engineering was fantastic; however, the problem was with holding Engineering Week on a normal week. I would prefer that it were held on some other week, such as on open day. This way, students that do want to attend lectures won’t miss out on classes, as the lecture notes provided do not give the full extent of a real lecture.” (Electrical Engineering)

When asked if there should be an Engineering Week held in each session **42%** of respondents were in favour. Another **19%** were also in agreement provided a greater range of engaging tasks could be implemented and that the activities related directly to course content.

However, **32%** of respondents indicated that Engineering Week was best held once each year with the main reasons been:

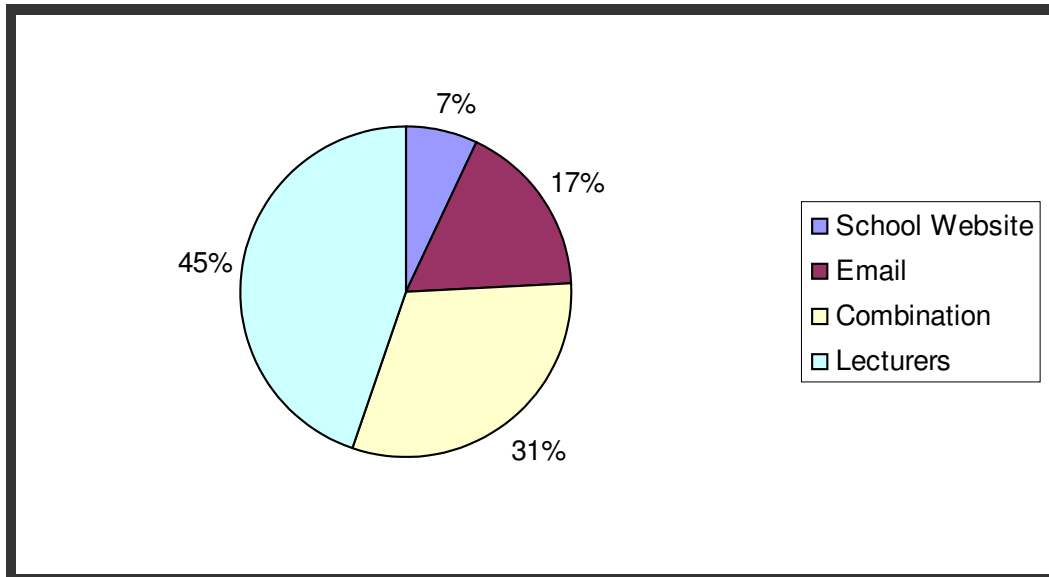
- ❖ It is too big of a distraction from core work
- ❖ Engineering Week has too great an impact in terms of classes missed

One student suggested holding Engineering Week in one session and Design Week in the other.

## **MARKETING**

Engineering Week was marketed to students via an email to all first year engineering students, advice from academics during lectures, postings on the Engineering Student Centre and School websites and posters around School buildings. Emails were sent on 11 and 29 September 2006. An additional email was sent to all Engineering staff on 13 September 2006.

Following is how survey respondents indicated first hearing of Engineering Week:



## **OVERALL**

When asked what changes should be implemented for next year's Engineering Week respondents recommended the following:

- ❖ Combine with other faculties to minimize the disruption to classes
- ❖ Provide more industry representatives
- ❖ Make activities open to everyone
- ❖ More complex activities. Make the week more challenging
- ❖ Provide more hands-on activities allowing students to become involved

Students rated the overall success of Engineering Week 2006 as **3.7** (out of 5).

## **RECOMMENDATIONS FOR 2007 PROGRAM**

### ***Increase Participation Rates***

- ❖ A target attendance rate of 80% should be set. Only 52% of first year engineering students participated in Engineering Week 2006. This figure needs to be significantly improved for the project to be considered successful. It is noted that attendance is compulsory
- ❖ Impose penalties for non-attendance and track attendance more thoroughly



- ❖ Minimal changes should be made to the non-Engineering classes ensuring students' presence on campus and limiting the opportunity to use engineering Week as an extended holiday
- ❖ The majority of Engineering Week activities need to be open to all students. Many activities were exclusive to those students enrolled in the related course or the host School. Schools should provide at least one 'open-to-all' activity
- ❖ There was a particular problem for Flexible First Year students whose general lack of affiliation with any particular engineering school left them unsure of which activities to participate in. This will become an even greater issue as numbers of Flexible First Year students increase. Increased communications with these students coupled with more open activities should address this problem
- ❖ It is not known what Petroleum Engineering students did during this week as there were no activities based in their School. Whilst these students were advised to attend, it is unlikely they did so and this should be rectified
- ❖ Chemical Sciences and Engineering did not involve Food Science & Technology in Engineering Week and this needs to be addressed for future programs

#### **Activities**

- ❖ Reduce intervals between activities at the Engineering Circus. Students commented on losing interest whilst waiting for activities to be set up
- ❖ Activities need to be more hands on, interactive and challenging for students
- ❖ Some Schools (in particular CSE and EET) put little effort into the planning of Engineering Week and this is reflected in the activities offered

#### **Administration**

- ❖ Plans for Engineering Week 2007 need to be finalised much earlier in order to allow for publicity to begin at least 6 weeks prior to Session 2, Week 10
- ❖ Provided information to lecturers at an earlier time to allow them to communicate with students regarding Engineering Week. Consider use of OHT's as per the TofR launch
- ❖ Conveners must improve recording of attendance records. Little data was provided as to the number of non-school participants, particularly flexible first year students

#### **A Brief Report from the School of Math & Stats on Engineering Week 2006**

The School of Math & Stats continued its normal lectures and tutorials during Engineering Week, but undertook to do the following:

- a) Audio-tape lectures and place on WebCT-Vista. Put copies of the lecturers lecture notes on WebCT-Vista
- b) Run 5 extra tutorials (during lunch time) to cover the tutorials missed (1 in each of the parts of the main courses in first year)
- c) Reschedule some tests to a later week

All these were advertised by email to all Engineering students enrolled in First Year courses in the School of Math & Stats prior to the mid-session break but were not pushed at lectures after Engineering Week as we wanted to leave it up to the students to respond. The rescheduling of tests was advertised in lectures as all students were involved in that.

Math & Stats hoped that Engineering Week would be worth the effort put into it by Engineering and Science staff.

### **Report**

a) We do not know what the response to the material on WebCT-Vista was. Maybe it is possible to check the number of hits on these pages, but even if it is, we could not tell how many students other than engineering ones also looked at them.

b) The response to the extra tutorials was dismal: At 4 of the tutorials not one single student showed up so they were cancelled - but the staff had spent the time preparing and attending. At my tutorial 6 students turned up, 4 were engineering students and the other 2 happened to speak to me on the way to the tutorial and then attended it.

c) The Math & Stats test rescheduling went ahead with no problems.

d) A few of our staff (myself included) asked their next tutorial what the reaction of the students to Engineering week was. This was only anecdotal and not a formal survey. Typical answers from most students were:

"We went to a couple of talks and had a holiday for the rest of the time"; or "there was very little I wanted to do"; or "it was pretty much a waste of time". Some said "we went to our normal Math lectures and tutorials and attended a few Engineering week functions".

On the other hand a very few students said they enjoyed it and found it valuable. We did not ask which Schools the different responses were coming from but that may have been relevant, given the program.

### **A response from Math & Stats**

Was a serious survey of student responses to Engineering Week taken?

Were rolls marked or any record kept of whether the students participated and in what part? Was there any penalty for non-attendance?

What improvements will be made for future years?

Math & Stats are very disappointed with Engineering Week 2006, with its program which to us seemed very light-on and especially disappointed with the students' response to it.

We question whether it achieved anything valuable for the loss of 1 week of teaching and learning time for the engineering students.

Before we agree to do anything special for Engineering Week in 2007 we need to see evidence that it will actually be of some use.

All our first year courses will be revised during 2007 to cope with the 12 week session in 2008, but for 2007 we do not wish to make any intermediate changes. Consequently the lectures and tutorials will run as they have in the past.

The most we are prepared to do at present in first year is to ensure that tests do not clash with Engineering week or occur early the week after it and to place material on WebCT. There appears to be no point in running special extra tutorials.

The second year courses which run in 2007 for the first time will also need to be revised after the changes to first year are known. However, it should be possible for them to be arranged for 2007 to allow for a week for engineering week as only Engineering students take them.

## **Appendix 1: Results of Engineering Week Participant Survey**

### **ENGINEERING WEEK 2006 STUDENT SURVEY**

**PROGRAM**

**GENDER**

1. Chemical Engineering	1. Male
2. Renewable Energy	2. Male
3. Software Engineering / Commerce	3. Female
4. Mechanical Engineering	4. Female
5. Civil Engineering / Arts	5. Female
6. Chemical Engineering/Science	6. Male
7. Flexible First Year Engineering	7. Male
8. Renewable Energy Engineering	8. Female
9. PV & RE Engineering	9. Male
10. Computer Engineering	10. Male
11. Industrial Chemistry	11. Female
12. Industrial Chemistry	12. Male
13. Computer Engineering	13. Male
14. Aerospace	14. Male
15. Electrical Engineering/ Biomedical Engineering	15. Male
16. Mechanical Engineering	16. Male
17. Mechanical Engineering	17. Male
18. Chemical Engineering	18. Male
19. Chemical Engineering / Computer Science	19. Male
20. Mechanical Engineering	20. Male
21. Electrical Engineering	21. Male
22. Chemical Engineering	22. Male
23. Industrial Chemistry	23. Male
24. Mechanical Engineering	24. Female
25. Chemical Engineering	25. Male
26. Aerospace Engineering	26. Male
27. Computer Science	27. Male
28. Electrical Engineering	28. Male
29. Mechanical Engineering	29. Male
30. Aerospace Engineering	30. Male
31. Photovoltaics and Solar Energy	31. Female

## ACTIVITIES

### (i) Which activities did you participate in?

- Field trip to Solvay Interlox and Botany Industrial Park
- Engineering circus (Tuesday morning), Campus renewable energy tour (Tuesday) SPREE visit to Energy Developments Limited (Wednesday), Compulsory activity on Friday (make your own solar cell)
- Software development talks on Wed 2-4 at EE G25  
Talks given by industry representatives on Thu 11-1 at Rex Vowel Theatre
- I did the lawn-mower pulling apart and back together activity, and couldn't find the 'Engineering Circus'
- The Leighton's field trip (to the Northwest T-way)
- The Chemical Engineering Industrial Site Visit (CEIC1000)
- The faculties visiting activities which are required in ceic1000 course.
- I participated in all the activities organised by the school of PV and Solar Energy organised by Martha.
- Tues – circus & campus tour, wed – EDL tour & RE BBQ, thurs – Bond Building, Powerhouse Museum & Michael Mobb's House, Fri – SOLA1070 experiment
- All CSE activities, and the Electrical engineering presentation.
- CEIC factory visits and engineering circus (Tuesday)
- Site visits.
- The electrical engineering talk and the engineering circus.
- 2-stroke lawnmower engine
- Electrical Engineering Activities on Friday, Biomedical Tour of an Australian Biomedical Company, Engineering Circus
- Lawnmower Lab
- The assembling and dismantling of the lawn mower.
- Factory Visits
- Ceic1000 site visits, watched the Engineering circus
- I participated in the lawnmower experiment. It was great. I learnt a lot.
- The compulsory Electrical Engineering ones being the lecture on Friday with demonstrations on that biomedical app and the speech synthesizer.
- Engineering circus, ceic1000 site visits
- Site visits to industry sites as part of my ceic1000 course
- Dismantle/rebuild/inspect/reflect activities by using a lawnmower.
- Chemical Industry site visits.

26. MMAN1300 Lab work
27. All activities in the week for CSE plan.
28. Engineering circus and electrical engineering activities
29. Disassembly/ reassembly of the lawnmower
30. Engineering Circus and Lab Week
31. Campus tour, visit to Earthpower, making raspberry solar cells, Engineering Circus

**(ii) What other activities would you like to see included in Engineering Week in future?**

1. No Comment Given
2. No Comment Given
3. No Comment Given
4. Maybe an exhibition or lecture on examples of third and fourth year projects so we can see what to look forward to later.
5. No Comment Given
6. Go-cart riding
7. Invite some experienced people to share their ideas and suggestions
8. No Comment Given
9. There was questions of a visit to a power plant, such as a day trip to the Snowy-Hydro scheme to check that out.
10. Discussion as a small group (there were probably about 20 people at some of the activities, so it would be doable).
11. More explosions. Liquid nitrogen
12. Inventions week.
13. More hands-on activities and less career-like seminars by industry officials.
14. Unable to seen any since late enrolment
15. None
16. More technical hands on activities (lawnmower lab style)
17. More hands on activities.
18. Visits or presentations from chemical engineers who work in places other then chemical plants
19. No comment
20. Extra activities such as, ripping apart another engine, and something that doesn't take up only 3 hours, and which is longer.
21. More industry engagement in elec, maybe visits to energy Australia or other elec eng companies, really get out their and talk to people in the industry.
22. FUN problem solving activities
23. Competitions, problem solving
24. Learn more about mechanical aspect of machines, engines, etc.
25. Manipulate some easy machines.
26. Some tour into Holden engine factory
27. Perhaps a visit to google office?
28. I signed up for the photovoltaics tour but I never got any information regarding the activity. I didn't know where to meet at what time. Also mechanical engineering should have been available to all students.
29. Something involving a more advanced design/ more performance oriented system than the lawnmower
30. No comment given
31. No comment given

**(iii) What was your favourite activity?**

1. Being able to see the equipments and the chemical processes
2. Eng. Circus was fun – some demos better rehearsed than others! SPREE visit to E.D.L. was very interesting.
3. Talks given by Google representative and Game Company Bondi representative
4. Seeing I only did the lawn-mower activity I found that pretty good, and fun too.
5. I only had 1 activity (the field trip to Leighton's) which was very interesting and really good.
6. Industrial Site Visit
7. Interesting science introductions.
8. No Comment Given
9. Probably the campus tour or the trip to EDL
10. The presentation by industry representatives – there was a person who had done my degree and I was able to see what they do in the workforce.
11. CEIC factory visits
12. The site visits were interesting.
13. The engineering circus.
14. 2-stroke engine
15. The tour
16. Lawnmower Lab
17. The part when we were required to remove the engine block.

18. Orica Plant
19. The site visits were ok, and the circus
20. I only did one activity
21. The lecture mentioned above.
22. Site visits
23. No Comment Given
24. Dismantle and learn parts of lawnmower.
25. The production processes show.
26. Only did one activity
27. I enjoyed CISRA, Google, TeamBondi's representative talks.
28. Engineering Circus, combustion, very fascinating!
29. Only attended one activity
30. Plastic rockets at Engineering Circus
31. Making raspberry solar cells

**(iv) List any activity you disliked:**

1. None
2. No Comment Given
3. The software development talk
4. I didn't dislike anything, but found it hard to get information about some other activated going on so was annoyed by that.
5. I only had one activity and I liked it.
6. NONE
7. Pure teaching of the boring theorems.
8. Engineering Circus wasn't very exciting and didn't work as expected. I expected people to be down there doing there thing all the time as they told us we could attend whenever in the given time period to see all the exhibits at once. However it was programmed which was not made clear to us.
9. Some elements of the circus needed to be thought through a little more
10. The first CSE activity – it was a series of CSE reps saying "Come do your degree with my part of the faculty". It was a recruitment drive, not about engineering.
11. Ballistics gel. Boring
12. Too many site visits for a day.
13. The seminars held by industry representatives were pretty boring. It is too early to worry about future career prospects, and it is not interesting.
14. None
15. None
16. None
17. None
18. The tour of the BOC gas plant was pretty dull. We were only shown the bottling facility with no reference on how the gasses where actually made.
19. None
20. No Comment Given
21. No Comment Given
22. Engineering circus (except for the explosions)
23. No Comment Given
24. Completing exercises as too much writing exercises been provided.
25. Visited some uninteresting plants.
26. Only had one activity
27. Linux install fest.
28. Engineering circus-ballistics gel didn't have much to do
29. The demonstration of a running lawnmower
30. Balancing robot at Engineering Circus
31. No comment given

**(v) Please comment on the range and variety of activities offered:**

1. The activity for our school was just field trips
2. Seemed appropriate, but little encouragement (or maybe I mean enticement?) to attend activities that were outside your own school or course.
3. It's interesting to have industry representatives to come over and give out talks. However, the talk on Software development is really boring. This may be because our knowledge is not enough to understand all of them.
4. I thought there was a good range of activities through the different schools but again communication about where and when was hard if you weren't actually in those schools
5. What range? What variety?

6. Not much, but great for its first time running
7. A good range and enough varieties.
8. I stuck to predominantly PV activities as they were interesting and there wasn't a lot of other option offered by the other schools. Mainly assessment activities which others weren't invited to.  
I had a fun week but know many others that took it as a holiday as there were little options in attending other activities.
9. The range was great and made for a really interactive week
10. Lots of presentations, but not much interaction, which would have been good.
11. The stuff in the engineering circus was a bit limited. And set up time meant it got boring at times. CEIC factory visits had a good variety of companies. Perhaps a pharmaceuticals company next year.
12. No Comment Given
13. There was quite a large range of activities offered...but not for the CSE branch of engineering week. I noticed the other faculties had things like visits to industry sites and tours of companies and such. However, CSE only featured seminars by industry representatives, and a "linux installfest".
14. No comment due to thought that 2-stroke engine was my only option and liked it
15. They were fine
16. Wider range with a more technical focus would be good
17. More could be done during the one week period.
18. The range was fairly good
19. It was ok
20. Every school offered an activity, but it sort of felt that each activity was only restricted to that specific degree.
21. Good in other schools, very poor in elec (only two total). I had to go to other schools to do interesting things.
22. Not enough variety
23. There was a fairly good range but I was only compelled to go to the activity compulsory for my course.
24. All the activities are suit for all faculties. Students are given brief knowledge of what they will learn in the future.
25. Those companies were all relative to chemical industry.
26. They were mostly in the campus can associate activity with company within Sydney
27. No comment given.
28. Plenty of activities, however as some were strictly limited to students enrolled in that course I have missed out on a few
29. No comment given
30. The variety was broad since most schools were able to provide activities for students.
31. I thought the activities on offer looked really good, and I was disappointed I didn't get to more of them!

**(vi) Please comment on the quality of activities offered:**

1. I appreciated it but I guess it was boring for some because they haven't actually studied some of the processes yet (I'm in second year)
2. Excellent (at least – the ones I attended were!)
3. Sort of ok
4. From what I could tell quite good quality
5. Leighton's was really, really good; pity there was no more activities
6. Professional and very organised
7. Quite good.
8. Quality of organised activities that were offered was very good. Martha did a good job.
9. Everything offered (in PV/RE) were great – very enjoyable as well as educational
10. Good for software engineers, computer scientists, but not so much for Computer engineering
11. The explosions were good ☺
12. They were good.
13. Regardless of what I have said above; the activities were of good quality even if some of them were boring. The engineering circus however was definitely a very big plus. It was very interesting and kept our attention throughout. It was beneficial as well as we saw some of the interesting things we could be working on in the future. Also it had big explosions, that's definitely a good thing.
14. High quality for both of the topic itself and tutor's help on the completion of the activity
15. Fine
16. Too basic
17. Activities were well planned and coordinated.
18. On the whole, site visits where really interesting and the tours where very well organised
19. Good
20. The activity that I did was great, it would have been better to actually go to like the Holden workshop or something like that to see how they assemble an actual car, that would be an interesting one for a keen first year student.
21. Good in other schools, very poor in elec (only two total). Had to go to other schools to do interesting things.
22. Of the two I participated in; circus – low, site visits – high
23. No Comment Given
24. Great
25. Most of them were really good.

26. Interesting
27. No comment given.
28. Not much hands on, plenty of demonstrations. More active activities would be desirable
29. Poorly informed supervisors, and chaotic group selection, the task was not challenging,
30. Engineering Circus could be improved by actually listing out the actual times of the specific activities. Without the knowledge of the order of the activities I was not able to participate in the activities I was most interested in.
31. Mostly interesting and stimulating, it was great to see the role of what we're studying in the real world.

**(vii) Please comment on the appropriateness of activities you participated in (linked with courses):**

1. The field trip enabled me to see the concepts come to life.
2. The activities I attended were interesting and relevant to my course, but most activities didn't really seem to demonstrate what it is that engineers actually DO – which, from what I understood, was the main reason behind engineering week.
3. They do all relate to the degree I am studying.
4. Very appropriate, we had an individual as well as group assignment linked to it and it was useful to learn about an engine.
5. Perhaps not linked with courses and such, but an amazing experience! Really gave me a look at the civil industry
6. CEIC1000 - Provided a first hand insight in the possibilities of where we can end up upon our completion of our degree. Really appropriate!! MUST REPEAT FOR NEXT YEARS!!
7. Ceic1000's visiting activities cost too much time, I think. The appropriateness can get 8 marks out of 10.
8. Appropriate and interesting. Highly relevant.
9. All events seemed 100% relevant to our learning
10. The elec eng presentation wasn't all that appropriate for my degree, but it was OK. I found that each of the presentations was aimed at a different program, (with none for Comp Eng), which would have been good to know before going to each activity.
11. The factory visits for CEIC were fantastic. The CEIC1000 course was based **on them** so it's just as well.
12. Totally good. Since we have seen what it looks like to be an Industrial chemist.
13. None of the CSE activities actually had anything really to do with the course. They were all just informative sessions telling us about what sort of things we will be doing in our future careers. There was nothing there to actually try your hand at.
14. Due to my course is partially associated with mechanical engineering; such activity provided us a great opportunity to fundamentally know about HOW ENGINE Works
15. Were appropriate
16. Very appropriate
17. The measuring of bore and stroke was pretty relevant.
18. Very appropriate
19. High
20. I personally thought that it was a very good activity.
21. Appropriate, comp1921 was good, elec was also good in that we got to talk with senior members of the academic staff about the elec program, would have liked more industry involvement as well as academic.
22. Site visits were a mandatory requirement for the successful completion of ceic1000
23. This activity (touring various industrial sites) was very useful for my course in particular. It was part of ceic1000 course which is all about understanding chemical industries so the opportunity to see some first hand put the coursework in context.
24. All the exercises that are provided enable us to relate all the things we learnt during lectures with the real life situation.
25. Those companies gave us great introduction and showed some processes and products.
26. Not really related to mid year entry student because mid year entry mostly studying about simple math, physics and computing.....
27. No comment given.
28. Electrical Engineering presented the innovations from students, showed that collaborations were very important. Students were able to talk to other professors from the school, gave me a wider view on what I can do while being a student.
29. The design of engines links well with engineering, and so the analysis of an engine is appropriate
30. Lab Week was totally appropriate with me courses since it was a compulsory & accessible part of the course MMAN1300.
31. Linked well with courses, because they were about sustainability

**(viii) Please comment on the duration of activities you participated in and their location:**

1. I guess one whole day of looking at chemical plants is just right. The trip going there was also short.
2. Good – no complaints.
3. The Software development talk was too long. The other one is sort of ok.
4. Length of time was fine but I found I had a lot of free time, although there were some maths classes and I also had a TAFE class.



5. About an entire day, out near Kellyville; lots of fun had by all who attended.
6. Transportation organised by our lecturer provided an easy mean of getting to our desired location
7. In the faculties besides Botany Bay, we visited lot of facilities which produce many daily products, and that enlarged our sight.
8. Duration was fairly appropriate
9. The EDL tour and Earthpower tours being at the same time (and in two different groups) was a little unfortunate. It would have been great to see them both and to be with the rest of the class at the same time.
10. Each went for the full time (or close to it), which was OK. Activities were in science theatre (good), Rex Vowels (good), elec room 23/25 (can't remember, but it was pretty bad).
11. Engineering circus Tuesday  
Site visits (8-4) wed, thu  
Site visit (12-4) fri
12. Whole day. Unileve, James Hardie, Degussa and Qants sites.
13. The activities were adequately long; not too long or too short. The location was appropriate too as the seminars were held in lecture theatres and the engineering circus was held outdoors (near the village green).
14. 1.5 hrs and held in mechanical engineering workshop building
15. Fine
16. Good
17. Too short, more could have been done during the time span of one week.
18. The duration was all day and it got a bit boring by the end but otherwise it was all good. The locations where nice and close.
19. Site visits went over 2 days, at different sites including basell, james hardie, unilever and BOC gases.
20. The location was ok, the duration would have been a little longer, having it short has its own advantages as well. But, having the day filled would have been great.
21. Fine
22. Site visits were all day away from uni, circus was a waste of a morning and money spent traveling to uni
23. Naturally this activity was very spread out and involved long bus trips to some of the industrial estates of Sydney – this is an unavoidable necessity. One of the worst things about it was that it became a day trip, leaving for me too early (8am) and getting back late in the afternoon. It was a very long day because the day attempted to cover 2 sites for variety per day, also making a long bus ride to see only 1 site would not be worthwhile. I can't see a way out of this problem.
24. We were given enough time to complete the practical part in the lab but it is better if the duration is increased as we will able to learn more without rushing.
25. 2 days. Parramatta, Hornsby, Botany
26. Fine
27. No comment given.
28. Each activity of the engineering circus, were at a good duration. Electrical Engineering, took slightly longer than it should
29. Given 3 hours required less
30. Engineering Circus for 2 hours at Village Green & Lab Week for 3 hours at Willis Annex.
31. They were of appropriate length. The locations were fine, two of the ones I went to were on campus which was really convenient, and there was a bus to the other one (Earthpower)

**(ix) Did you attend activities outside of your home school? If yes, why? If no, why not?**

1. No. I thought the activities were only for the students in their own school.
2. No – there was no (real) encouragement to do so
3. No, because I have no time and also not much interest in it.
4. No, I had heard about some lectures run by CSE but didn't know when they were and by the time I did turned up late. I also was interested in one of the tours by Photovoltaic but wasn't sure of how that would fit in with other activities I had on at the same time or how to find out how to join.
5. No, I didn't know we were allowed to
6. No, just lazy.
7. Yes, that's good for learning.
8. No, very little open offered. Mainly assessments relevant to a specific first year course offered by that school
9. No. Other schools didn't have as much to offer I believe, and any activities that I did think worthwhile were generally on at the same time as RE activities.
10. Yes – The elec presentation was something that I thought might be relevant given I do lots of elec subjects as part of my program.
11. No. The activities for my school were compulsory and spread over most of the days.
12. No. The 4 site visits were enough for that week.
13. Yes, because the activities in my own school sounded too boring, and my assumption was affirmed by a friend who attended these activities.
14. Obviously no because never heard of such activities or such are not free...
15. No, but although I won't be doing Biomedical Engineering next year, I would still like to participate in their activities

16. No, they did not interest me
17. No, didn't see the need to do something outside what my school was offering.
18. No, not a lot of time and uni is too far away to go in only for an hour or two.
19. No, didn't have time
20. No, I didn't attend since I had the other days off, I had a different plan for that week.
21. Yes, comp ones because they are still highly relevant to my degree.
22. No, there was nothing remotely interesting from other schools, or the marginally interesting ones were restricted to people undertaking courses in those schools
23. No – the site visits were fairly long days and quite draining and related a lot more to my coursework than the other schools activities
24. No due to the report and the other writing exercises that we have to complete.
25. Yes
26. No
27. No. Interest and time
28. No, photovoltaics didn't send me a notification of the tour
29. No
30. Yes, Engineering Circus since I was interested in the workings of other schools.
31. No because I couldn't find an up to date timetable online

## **ADMINISTRATION**

### **(i) How did you find out about Engineering Week?**

1. Through email
2. From lecturers.
3. Unimail
4. Through an email and in lectures.
5. My first lecture, the lecturers were grumbling about how we missed a week of lectures and tutes (no mention of what we did in this week, except that we had it off)
6. Email
7. A new series of activities and it can draw people's attention.
8. Got told in our SOLA 1070 class and given good documentation. Very little was said in ELEC1111
9. Internet, class, hand-outs, email.....
10. Email sent to all students.
11. Through CEIC1000
12. From my school website.
13. Email and it was mentioned in lectures.
14. From lecturers and Unimail from faculty
15. Lecturers
16. Lectures
17. Through lectures.
18. Told about it in lectures
19. Emails and lecturers
20. I do a course that runs an activity for engineering week
21. By email.
22. We were told in class
23. Most of the information I received by Email but I knew about it well before from ceic1000
24. It is as fascinating as we get to learn thing practically and just not theoretically during lectures.
25. It was a part of my course.
26. From ENGG100 lecturer and email
27. I searched the web
28. No comment given
29. Announcements in lectures and on webct vista
30. From information given by lecturers & the brochure.
31. Someone came to speak to our class

### **(ii) Do you feel there was enough information provided on how to participate?**

1. For other years, I don't think so. For first years, yes. The engineering circus/ expo wasn't as much publicized.
2. Similar to answers above – yes more than enough info for my own school's activities, but very little info on the other school's activities (or how to attend them).
3. Yes

4. No, I wasn't sure how to contact some people from other schools (see above, photovoltaics school tours) and when I was looking for the Engineering circus and had forgotten where it was couldn't find the poster which was supposed to be telling us what was happening.
5. No! Until about a week before mid-session began, we all thought we had 2 weeks off uni
6. Yes, the website set up provided all the information that one needed
7. Yes
8. Not enough information provided by other schools
9. Yes
10. Yes
11. No
12. Not really.
13. I suppose there was. The location and times of the activities were provided, this was sufficient.
14. Yes and the information was very straight forward
15. Yes
16. Yes
17. Yes
18. Yes
19. Yes
20. Yes
21. Yes
22. Possibly
23. Yes there was plenty
24. Yes, the lectures given enough information during each lectures.
25. Most of them provided enough.
26. Good
27. No. It was vague and I had to inquire with lecturers to find out.
28. No, there was no information on exactly what you had to attend
29. We were told to log onto webct and book a time, the option was not activated on webct until some time after the announcement
30. Yes, the brochure provided ample information about the times & location of activities.
31. No. The email kept going around telling us to look at the website, but that didn't seem very helpful.

**(iii) Do you feel there was enough information provided to make an informed choice about which activities to participate in?**

1. Yes, but it will be better to clarify that we could attend activities from any school.
2. As discussed above – not really when it came to other school's activities.
3. Yes
4. Not really, a lot was unorganised and most of the detailed information was online so not very useful when at uni on the day – maybe a physical pamphlet or timetable would have been better.
5. No! Definitely not! I didn't even know there was a choice of activities – next year maybe hand out like a little flyer with a list of activities or something
6. Yes
7. Yes
8. Yes
9. From PV/RE yes. As a flexible student it was initially a little bit difficult to understand where I fitted in. Other schools seemed to have less on offer than the PV/RE school
10. No – more information on who each activity was aimed at would be good.
11. No
12. No
13. No there was not, the descriptions on the activities were too brief, for example, in the seminars only what companies were speaking was disclosed and maybe a little about what they were going to talk about. However these descriptions were far too broad to really have any idea of what exactly they were going to talk about.
14. Yes
15. No
16. Yes
17. Yes
18. Yes
19. Yes
20. Yes
21. Yes
22. Almost
23. Maybe less than ideal. I knew about the range of activities but didn't know what some were about
24. We were told to choose the activities organize by our own school as it is related to our assignment and included in our assessment.

25. Yes, I think so.
26. Yes
27. Yes, the plan was clear
28. Yes
29. There were compulsory activities for each school
30. Yes, the descriptions in the brochure were enough to entice me to the activities that I was interested in.
31. Some schools didn't seem to provide much information at all, which was frustrating

**(iv) Do you feel the information on Engineering Week was provided in a timely manner?**

1. Yes
2. Yes
3. If they can release the schedule, that will be better.
4. No, I heard civil engineering was told where to be after some of the actual events had finished. We were given notices of our compulsory lab activities but not much about things going on in other schools or the Engineering Circus.
5. No, definitely not. It came in drips and drabs. Some schools told their students before others, leaving others to think there were no activities planned for them etc.
6. Definitely
7. No
8. Most of the information seemed very late coming. The event had been talked about since the start of session but very little idea what it was until one week before the break.
9. Yes
10. No – The CSE stuff went up pretty late.
11. Yes
12. No
13. I suppose so, I knew about what events were available before the actual week. However we were told about engineering week well in advance but no details were given, making us all wonder "what the hell is this engineering week thing!?" until we were told. Even the lecturers did not really know much about it.
14. Definitely, I got the email of telling me about the E-week in the 2<sup>nd</sup> last week (before session break)
15. Yes
16. Yes
17. Yes
18. Yes
19. Yes
20. Yes
21. Yes
22. Yes
23. I was informed well before the event so yes
24. Yes
25. Yes, it helped me to understand the previous company project.
26. Yes
27. Yes, but again, it was only when we heard about eng week, we had to ask what was going on and then we searched for info regarding eng week.
28. No comment given
29. Earlier clarification of student requirements and activities would have been preferred
30. Yes, plenty of time was provided for students to decide on the activities they wished to participate in.
31. Yes

**(v) Was the information provided clear and concise?**

1. Yes
2. Yes
3. Yes
4. No, there were several versions of some information and it was hard to find, especially without access to a computer.
5. In a way, information like "BE THERE AT 8" and "WEAR WORK BOOTS" was very clear and concise. But for a while I had no idea what was going on, where we were going and what we were doing. It seemed a little unorganized and haphazardly thrown together (even though it might not have been and a lot of work was probably put into organizing the event)
6. Yes, easy to quickly work out what engineering week was all about
7. Yes
8. It was ok, room for improvement
9. Yes
10. Reasonably so (yes).
11. Yes. Probably too concise
12. No

13. The information was quite clear.
14. Yes
15. Yes
16. Yes
17. Yes
18. Yes
19. Yes
20. Almost all the information was clear. Especially on how to rip apart the engine.
21. Yes
22. Reasonably
23. Yes
24. Yes
25. No, a lot of information was hard to understand.
26. Yes
27. Yes
28. No comment given
29. There was a lot of confusion about the activities and requirements up until shortly before we booked our times
30. Yes
31. Concise, sometimes to the point of leaving details out

**(vi) Do you have any suggestions on how to better publicise Engineering Week to students?**

1. none
2. No Comment Given
3. No Comment Given
4. Yes, post up the poster in public areas rather than just noticeboards (e.g. doors of Mechanical Engineering building where many notices are posted and having more of a lead up so people can know what they're doing before they go on the mid-session break, including booking with other faculties
5. Instead of lecturers at the start of session just saying "you have engineering week this week, and have no lectures or tutes for this subject..." have them say something about what engineering week involves. At first I thought it was just a week off because we were engineering students. Some students may have liked that idea too much to want to come to uni for activities.
6. Yep, more posters around non-engineering territories
7. More contents
8. Websites actively tell people in there engineering classes. Perhaps signs in first year classrooms i.e. like first year only labs. And other faculty specific places. Eg there were signs about engineering circus in PV computer labs.
9. Not particularly
10. I think the email/website info was good, but perhaps email a copy of the timetable to them would be good
11. An article in the Blitz
12. Well, it's good to make the students aware of the purpose of the engineering week. Rather just being a compulsory thing.
13. When emails are sent out to students informing them of engineering week, the emails should contain information, or a link to information, of not just a broad explanation of what engineering week is, but details on the activities featured.
14. If this is a faculty activity, I believe that school of mechanical eng would have enough man power to make certain promotion to tell students about it. Like building a big sign or poster outside of faculty building.
15. Ask the lecturers to promote Engineering Week during lectures
16. Posters, more interesting activities
17. More activities
18. Not really, the internet works well. Maybe a link from vista or something
19. No
20. It was publicised well enough.
21. No
22. Free BBQ's
23. No Comment Given
24. Advertising during lectures and giving out booklets as well as posters.
25. Giving more relative details and information about included activities.
26. Larger poster in main walk
27. More posters and flyers. Announcements before lectures
28. No comment given
29. Publicity such as slides in courses other than those directly involved in engineering week.
30. No
31. Have a better website

**(vii) Please comment on the timing of Engineering Week (dates, length, and hours):**

1. No Comment Given
2. I would have preferred Eng week in the week before the break instead of the week after the break. In this way I could have caught up on the lecture material that I missed in Eng week during the break week.
3. It's ok
4. Dates very good, the middle of the session was perfect timing and we had learnt enough to be able to apply some things to the practical lab activity.  
One week is long enough, although it was a good week including the public holiday.
5. It was good timing
6. With reasonable timeframe
7. A good timing, but some parts cost a long time.
8. Timing was good, week after mid session break. Provided more break as we were participating in fun activities not that didn't require HW or thing needed for exams.
9. Everything seemed very suitable.
10. The added time out made the second computing task harder, but it was a reasonably good week for me.
11. I thought the timing was good.
12. Good.
13. The timing was perfect, having it right after midsession break allowed us to ease into the second half of session, if it had been at any other time it would have disrupted the normal flow of uni work. If engineering week was held in the middle of session (not just after the break), the attendance rate would be very appalling as students would stay home to complete assignments or study.
14. Timing of last one was perfect since it was great to go to E-week instead of attending boring lectures
15. Fine
16. Good
17. It could have been held earlier in the semester.
18. All good
19. It was good
20. It should have been longer, and the time I did it was great.
21. I think it would work better if it was held early in the term, perhaps even first week in. That way it doesn't interfere with assignments, classes. Admittedly it was good because it gave us an extended holiday so I had extra time to finish assignments during the week when I wasn't at activities. Either way could work.
22. No Comment Given
23. I thought it was well timed after the mid-semester break – it was a gentle way to get back into uni after the break
24. The timing is just fine.
25. I don't think we had enough time in the visits. Lots of time was wasted by bus and something else.
26. Should be at summer session
27. The engineering talk from different faculties was a little long. If possible, this can be broken into 2 days
28. The whole week dedicated to engineering was fantastic, however, engineering week was held on a normal week. I would prefer that engineering week should be held on some other week such as open day. This way students who do want to attend lectures won't miss out as the lecture notes provided does not give the full extent as a real lecture.
29. The available times for the engineering week activity (the lawnmower) clashed with tutorials
30. All were quite appropriate.
31. Dates were quite convenient – didn't interrupt assignments and tests too much

**(viii) Should there be an Engineering Week in each session?**

1. YES
2. No – it's great, but is a distraction from the core work. One week per year is good.
3. May be, but the faculty should arrange course content to fit the Engineering week in because Engineering wk make us lose a week lectures and the impact is too great.
4. No, first session is already quite unorganised with people settling into uni and getting used to timetables etc. I think once a year is appropriate.
5. Yes, I think there should be.
6. No, once every year is enough
7. Strongly suggest that one time in a year in the best.
8. Maybe, but one a year may be good too.
9. Yes, or alternate with Engineering Design week
10. Might be a good idea if more relevant material is covered
11. Yes
12. Yes. But in a more flexible pattern.
13. There should be an Engineering Week every year, but not every session, that is too frequent.
14. Yes, engineering students needs such activities to get touched with machinery
15. No
16. Yes
17. Yes

18. Depends on the subjects. It's only good if you can relate to the site in some way.
19. If higher year students get a week off class.
20. Yes and for every year till yr 3
21. No, just one per year.
22. No
23. No
24. Definitely yes.
25. Yes, it is really interesting.
26. Yes
27. Yes. I will attend every one
28. Yes
29. Yes if a greater range of engaging tasks can be organized
30. Yes, since it provides an interesting hands on experience to engineering.
31. No. I think that would be a bit much

## OVERALL

### (i) Do you have any suggestions for encouraging greater participation in Engineering Week?

1. Better publicity. Incentives maybe (food and booze always attracts people)
2. No Comment Given
3. No Comment Given
4. More mark-linked activities and activities which are easy to get to and find out about (that don't take a lot of effort on the part of the student or have alternative motivation)
5. Keep reminding us of all the fun activities there are. We have very short term memories, and we might think something sounds good the first time we hear about it, but never hear about it again. Do something to really grab our attention, get us talking about it and thinking about it. With some people it's like \*goes in one ear and out the other\*.
6. Not really
7. Set games or other funny activities. Notice, don't always organize the very much boring 'concerts'.
8. More information earlier. More publicity
9. Sort out the attendance marking, or spread out the requirements over all the days (rather than just have one attendance assessment on the Friday and have low attendance on other days)
10. Make the presentations more tailored for the program.
11. Have a greater variety of activities within the schools.
12. Yes. Don't force the student for it. But make them more interested for this week.
13. Having an engineering camp or some such thing would probably increase participation. Also more fun events aimed at giving students a taste of what awaits them in later years and post uni life. These fun events should only contain interesting things from later years, otherwise people will get bored and get put off their course.
14. Yea, by making it as part of the course and increase the overall weighting of the course. So students would have to join because they don't want to lose marks because of absence.
15. Ask the lecturers to promote Engineering Week during lectures
16. More in-depth interesting activities
17. No
18. Apart from making it compulsory...Maybe extra marks? Don't know.
19. No
20. Have a few participation marks with it. E.g., have marks for just turning up.
21. No
22. Provide activities/events that don't make students decide it would be a better idea to take the week off
23. Better publicity
24. Compulsory by include it in the assessment.
25. It would be nice if we got any souvenir.
26. Make it more interesting
27. No comment given
28. Make engineering week not coincide with lectures
29. Allow other schools to participate in various tasks
30. No comment given
31. Advertise it better! Make it sound more professional and more attractive

### (ii) What changes would you recommend making for next year?

1. No Comment Given
2. The MAJOR change I would want is for the other faculties to coordinate with the Engineering Faculty so that the disruption is minimised. Eg the Maths dept knew in advance and arranged for some lectures to be taped and made available on web-CT, but forgot to rearrange class tests (which were then disrupted). Physics dept "knew but didn't know"

(whatever that means) and even now (in week 13) the physics tutors are not sure which tutorial questions we are supposed to be working through!

3. Get more industry representatives
4. Better planning and advertising in the lead up to the event, more cross-school information being available.
5. Make it more organized! This year it really felt "thrown together" I had no idea what to expect! What was going on, was it going to be this big event, or some strange week we had timetabled!  
Really convince students it's going to be a fun and exciting event and deliver. I shouldn't speak on behalf of others, but for the Flexi entry students, since it's your new entrance scheme and all, shouldn't you open up the activities to everyone. Advertise all the different activities to all the different students in different schools, allow students from any program to get involved with any of the activities!
6. Go-car riding and other related activities
7. Let students have more choices, and let them feel that they are voluntary to attend the activities.
8. More activities that anyone can attend, not for specific people. More clarity on how you sign up for each activity. Lots of conflicting information. Perhaps do it on web ct vista.
9. Allow absences in Physics 1A as well as Physics 1B
10. Have a presentation for each program (in CSE there are 4, so it would be easy).
11. More explosions
12. The programs & flexibility in choosing the activity.
13. The timing was perfect so I think that should remain the same, but activities have to be more interesting, otherwise no-one will want to come.
14. How about a V8 or V10 engine? Even V6 is better than a 2 stroke toy.
15. Ask the lecturers to promote Engineering Week during lectures
16. Allowing students to completely disassemble the 2 stroke/4 stroke motor
17. Longer activities, something tougher and more complex
18. Greater variety of site types
19. None
20. It was fine on its own.
21. None
22. Include short (1-3hr) FUN problem solving competition style activities
23. No Comment Given
24. Add more exciting practical activities.
25. Make more time for visiting.
26. Can't think of any.
27. Improving installfest
28. Every activity from all schools should be open to all students
29. A more interesting/engaging task
30. No comment given
31. No comment given

**(iii) How would you rate the overall success of Engineering Week? (Mark out of 5)**

1. 4
2. 4
3. 3
4. 2
5. 3
6. 4
7. 4
8. 3
9. 5
10. 5
11. 4
12. 2
13. 3
14. 5
15. 4
16. 3
17. 4
18. 4.5
19. 4
20. 5
21. 3
22. 2
23. 3
24. 4



25. 4  
26. 4  
27. 4  
28. 4  
29. 3  
30. 3  
31. 4