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**NR017: DO STUDY TOURS/FIELD TRIPS CONTRIBUTE TO THE  
UNIVERSITY EXPERIENCE?**

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**Keywords:** Study Tours, Field Trips, educational value, social experiences, flow on effects, enhancing university experiences, life-long learning

**Abstract:** International Study Tours are very popular course (subject) electives with Property and Construction students at RMIT University. These study tours are done over a concentrated week, to ten day period and many students view them as an enjoyable and time effective way of progressing their degree. In contrast, field trips form an important part of a semester subject and can vary from a few hours, to up to a week. This paper will address the issue of student experiences on two different residential trips and the possible flow-on changes in university satisfaction they may create. These trips are often seen by staff on one hand, as time consuming and difficult to organise, requiring more rigorous control than for a traditional subject, but on the other hand, reaping rewards in the form of unique experiences and social interaction. This paper specifically examines the experiences of students, from one of the two international study tours and from one of the two valuation field trips, undertaken by the School of Property, Construction and Project Management during 2006, in an attempt to test the validity of these beliefs.

## **Introduction**

The School of Property, Construction and Project Management (PCPM) at RMIT University have offered international study tours to students as electives and have conducted one week, live in valuation field trips for third year students to Western Victoria and final year students to Dookie College in Northern Victoria for many years. The study tours are available to second, third and fourth year students from across the university, but the students are usually from within the School. The first tour offered in 2006 was a new study tour to New Zealand. This tour took twenty-one students to Auckland, from 25<sup>th</sup>-30<sup>th</sup> June, studying Sustainable and Affordable Housing. This tour was inexpensive (less than \$1,000) and also contained a large component of local content and associated classes. The second tour was to Dubai and Singapore for 40 students, to study construction methods and processes. This tour was conducted over two weeks in August and the base cost was \$4,500. A questionnaire was administered to the students of the first tour on their return, to analyse the flow on effects these experiences have on their attitude to the university. The same questionnaire was administered to 35 third year valuation students at the end of their week long rural valuation field trip to Western Victoria in August. On the basis of these surveys, the research examines the significance of such tours as both educational and social experiences and by comparing the different student experiences, makes recommendations for future tours.

## **Review of Literature**

When designing curricula for university students, there are a number of criteria that must be considered. Learning outcomes and graduate attributes are at the top of the list RMIT University has a capabilities statement which overreaches the traditional learning outcomes to encourage the development of a broader and more rounded student, who acts as a professional, reflects as a citizen and learns from their experiences. (School of Property, Construction and Project Management, 2003) Bowden and Marton (1998) believe that university studies should equip students with the ability to deal with situations in the future which are unknown until they occur. They must be guided to expect the unknown and be able to meet the challenge. They argue that simply giving students the facts is a static situation and does not prepare them for the dynamic and

every changing world that they will confront in the workplace. Candy (2000) takes this idea even further and describes “lifelong learning” as all aspects of education and training at all stages of life and wherever it occurs. If universities are to promote lifelong learning there are five areas that universities need to consider:

- The structure of the curriculum
- The content of the curriculum
- Teaching methods
- Approaches to assessment and
- The student support system. (Candy, 2000)

In addition to the teaching and learning activity that takes place in the university itself, Candy (2000) maintains that opportunities exist to link with students from all cultures, ages and other institutions (vertically), with learning in industry and other areas outside the university (sideway links) and continuing into post-graduate studies (forward links). The study tour and field trip discussed in this paper form part of this process by combining learning within the university, vertical learning through a cross-section of students and their disciplines, sideways learning by links with industry and agriculture and the 24 hour contact with students over the one week experience. When discussing teaching and assessment strategies, Candy (2000) maintained that the teaching approaches most likely to encourage students to engage in lifelong learning skills include those that involve real-world learning. This is supported by de la Harpe and Radloff (2005) who encourage universities to ensure that learning environments are student centred, process, rather than content focused and that learning outcomes, learning activities and assessment tasks be aligned. This of course all makes good educational sense, but many teachers start off enthusiastically and over time slip back into old habits. The challenge to be student and process focused takes planning and creativity and is one of the reasons students usually enjoy study tours and field trips. Younes and Asay (2003) found, when interviewing US college students attending international study tours in Europe, that all of the participants learned something unexpected, either about themselves, others, or the environment that they were visiting. The students who had never travelled before gained confidence and the others were helpful, very much like a “second family”. Study tours/field trips force students to actively learn and the learning

occurs in many different areas, including socialisation, environmental and educationally. Snyder (2003) noted that often the cultural environment of higher education did not encourage active learning in students and teachers needed to be creative in their subject matter to encourage creative learning. Snyder maintains that teachers must take a risk and experiment with different teaching styles and methods to facilitate change. A study tour or field trip fosters this active learning and the student/lecturer relationship is usually more interactive than in the traditional classroom model. As Morrison and Johnston (2003) express it, students are learning continually and in many different ways and this can be challenging for both the students and the teachers. McAlpine (2004) in her discussion on the use of an innovative learning model in place at McGill University, Canada, touches on the dichotomy of whether to cover all the course work or to allow deviation from it through experimentation and hence not have time to cover all the course content. This dilemma is a very real one for Universities today with demands from accredited bodies for specific content in curricula. McAlpine (2004) found that some students were very positive to the greater flexibility and informal discussion and yet others were angry that parts of the content were not covered. They preferred to be mere scribes in class and digest the content at their leisure. It is a difficult situation for a teacher, given that the modern student is usually provided with in-depth notes and power point presentations. Is the traditional two hour lecture redundant? This is not how content is handled on a study tour or field trip and this is one of the reasons students enjoy them more. They are actively involved in the learning experience. The teachers may be the experts, but they are in learning mode as well. They become more like a mentor, rather than a lecturer and the rigidity between the parties is softened for evermore. D'Andrea and Gosling (2001) discuss the gap between educational rhetoric, such as "enhancing the student experience" or "quality of learning" and what is often actually delivered to the student. It comes back to student expectation. If students are informed about the different processes and the educational reasons for them, they are more likely to be supportive of their introduction. (Athiyaman, 1997) McAlpine (2004) supports this as well. If students know and expect the learning process to be different, as tours and field trips are, they are more accepting of variations in the teaching process. If they understand the value of independent and creative thought processes and this can be

shown to them as being characteristics highly sought after by industry, then curriculum can be more flexibly delivered. Burke et al (2005) found that team work and communication skills are valued by employers, especially at middle management levels. Employees who excelled at these levels received promotion faster than others. Watson (2002) noted that construction and property accrediting bodies in the United Kingdom rated communication and group dynamics as being important graduate attributes, along with industry knowledge and professional awareness. He also discussed the advantages of case studies and field work in improving the learning experiences of students, by offering a broader knowledge base and through linking theory and practice. As well as expectation, motivation also plays a large part in tertiary education. A motivated student has a positive approach to their studies and this is usually reflected in their results. Zusho and Pintrich (2003) found that if students believed that they could do certain tasks then their ability to do so under stress were improved and their use of learning strategies increased. The type of learning that takes place on a tour/field trip enhances this type of motivation and self-efficacy levels, as everyone is learning together and over the same time frame. Likewise the accompanying teachers need also to be motivated and enthusiastic. Tours/field studies will not be successful unless the teachers who accompany the students are committed to the project. They need to be aware of what to expect and be prepared to relate to the students on a social level as well as educational. Kuit et al (2001) found that the teachers on such a trip need to be good communicators, organisers and have an enthusiasm for the task they are undertaking. They also need to be reflective, able to change direction and be creative in their ideas when things do not go according to plan. The success of the trip relies on the teachers and the program more than any other factors.

### **Reflections on study tours/field trips and other similar types of excursions**

The author believes that a well designed study tour, field trip or excursion offers three important outcomes:

- Educational – by enhancing an increased knowledge base,
- Industry experiences – by site visits and presentations by practitioners and

- Socialisation – by learning to coexist in a communal environment for a period of days or weeks.

On the whole students have different expectations for a tour or field trip, than they do towards their other classes. Athiyaman (1997) talks about each class a student of higher education attends as a service encounter and they compare the experiences with others that they have had and with each other. This in turn determines their attitude to their courses and their eventual satisfaction or dissatisfaction with the process. Tours and field trips are seen as being outside the normal university experience and they bring with them a sense of excitement and anticipation. This can be daunting for many teachers as the expectations for this type of course are very different. Students talk to those who have been on past trips, stories become exaggerated and the pressure is strong for staff to provide them with an even better experience than past students have had. This leads to one of the problems with such courses. If inappropriate behaviour occurs on one trip and it appears to be condoned, then future students expect that this will again be tolerated. For example, excessive after-hours drinking is considered a norm for study tours and is a difficult, if not impossible expectation to temper.

In designing the curriculum for the sustainable housing tour in New Zealand the coordinators were conscious of the need for different outcomes and assessment tasks to those undertaken in the more traditional learning mode of the classroom. The assessment tasks needed to be appropriate to the learning experiences occurring on the tour and flexible and student focused as the only class time after the tour would be the final group presentations of their projects. The course guide for this study tour is attached as **Appendix One** and was supported by four days of site visits and excursions. The Rural Valuation field trip was similarly structured around site visits and excursions, but also included traditional classroom teaching during the semester. Unlike the New Zealand tour, the rural trip has been part of the valuation program for many years. (**Appendix Two**) The assessment tasks in both courses covered the expanded assessment criteria set out in Radloff and de la Harpe (2001) covering cognitive aspects (notes provided), metacognitive aspects (site visits and excursions), motivational aspects (the tasks required them to apply learning in a new, creative manner) and effective aspects (working

in groups and expressing their ideas to their peers, as well as socialising with them over the week). Kuit et al. (2001)

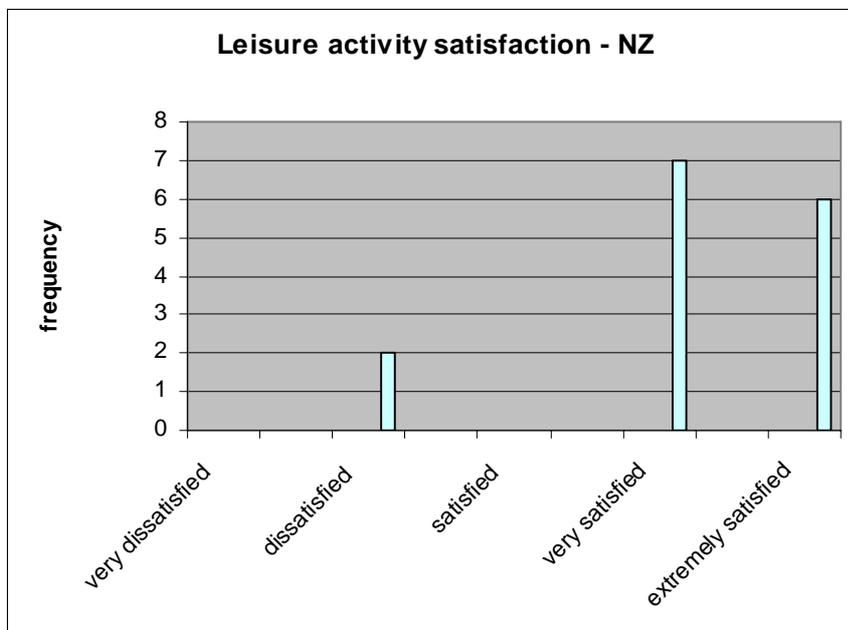
### **Analysis of student satisfaction surveys**

The attached questionnaire (**Appendix Three**) was administered to the students from both the study tour and the field trip. The study tour was a sustainable housing tour to Auckland, New Zealand for 20 students held in the last week of June, 2006, there were 15 surveys returned. The students on the study tour consisted of six third year construction students and fifteen second year construction, property and valuation students. The field trip was a third year valuation excursion to Western Victoria, for 35 students enrolled in Rural Valuation and 33 completed surveys were returned from this group. The data from the two groups has been kept separate because although similar, there are intrinsic differences between the two groups. Bowden and Marton (1998) suggest that student feedback is important in the pursuit of excellence. The purpose of receiving this type of feedback is to find out what is working for them and what is not. Once we have the feedback we need to act on it, or the students will become cynical and disillusioned.

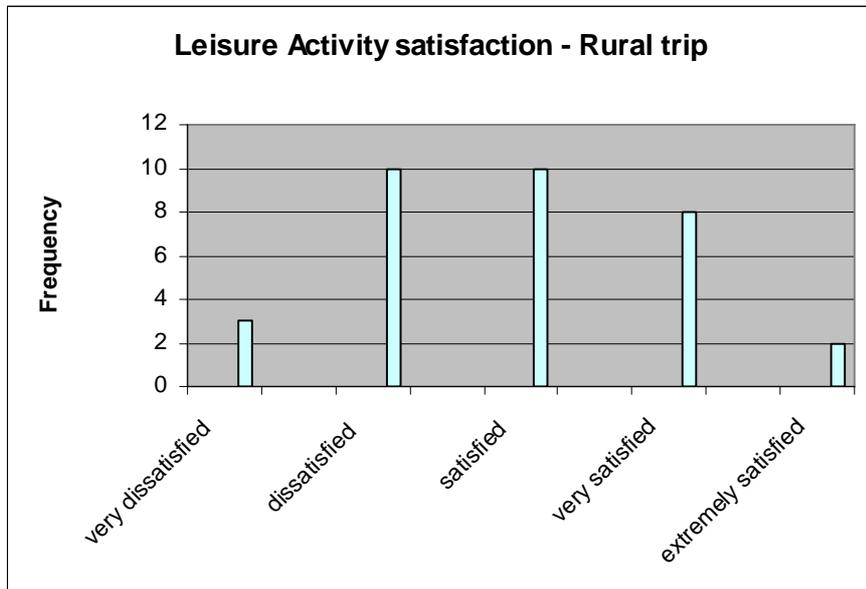
One of the advantages of tours and field trips for both the university and the students is the flow on effect of their usually enjoyable experience. Tam (2002) in her study of higher education students' experiences, found that when students perceived a positive relationship with teachers, they reported a higher quality involvement in university experience overall. She found that residing in campus accommodation was identified as a significant indicator of student satisfaction with their university. This type of experience puts RMIT University at a disadvantage as it does not have halls of residence. Study tours and field trips contribute in some way to fulfilling this role and should be encouraged despite the problems in organising and supervising them.

The students from both trips were asked to rank their experiences with regard to satisfaction on the areas of education, knowledge and interest, leisure activities and overall value and enjoyment of the trip. They ranked their experiences from 1 for very dissatisfied, 2 for dissatisfied, 3 for satisfied, 4 for very satisfied and 5 for extremely satisfied. The overall value and enjoyment of trip was rated very highly by both groups,

being in categories 3, 4 and 5 at the satisfied end of the experience. However in the other areas there were considerable differences. The main area of difference was in the leisure activities, which was interesting, as the expectation of the researcher was that there would be a high anticipation of leisure activities on the study tour, but not necessarily on the field trip, given the different purposes of the trips. **Figure One** shows high satisfaction for the New Zealand study tour and **Figure Two** shows the same for the rural field trip. The majority of the study trip students were very satisfied with their leisure activities, whereas the field trip students were not. When the comments were analysed it revealed that it was the amount of leisure that they were complaining about, not the quality of the leisure.

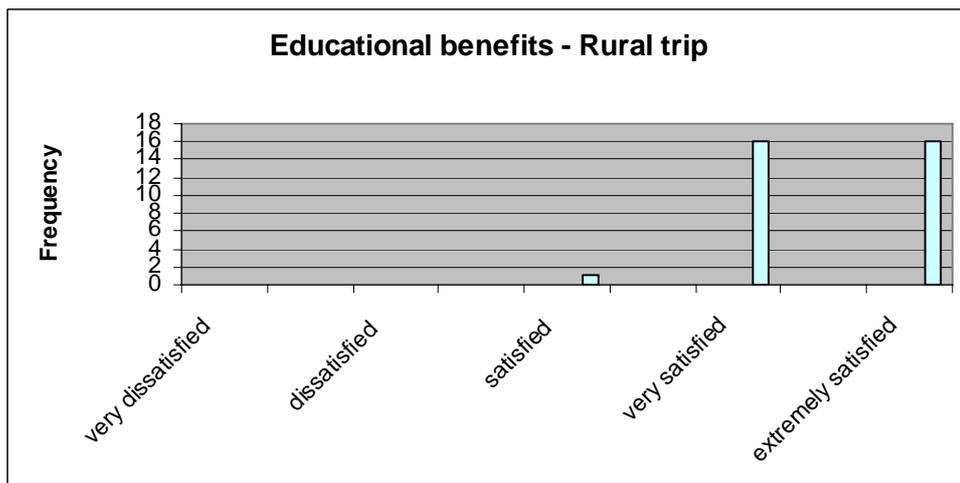


**Figure One**



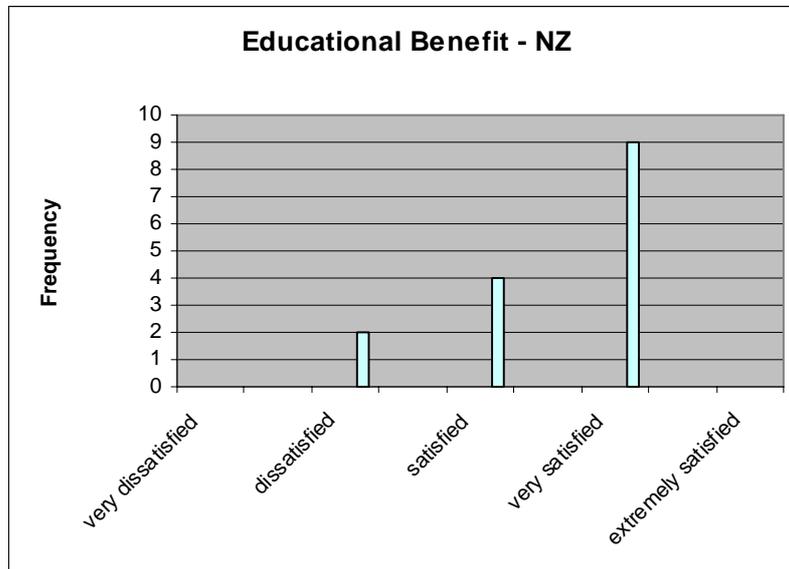
**Figure Two**

The ranking of the educational value of the trips was also different, but in the other direction. The rural students rated the educational value of the field trip very highly, but at the same time complained about the heavy work load in their comments. This appeared to be a contradiction. **(Figure Three)**



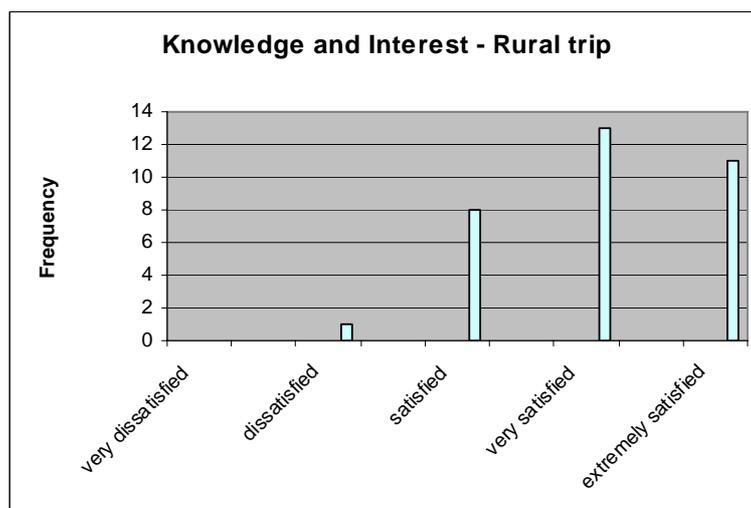
**Figure Three**

Likewise the low ranking of the New Zealand study tour educational content was also puzzling as the content very robust and more educational than other such tours that the researcher had accompanied. **(Figure Four)**



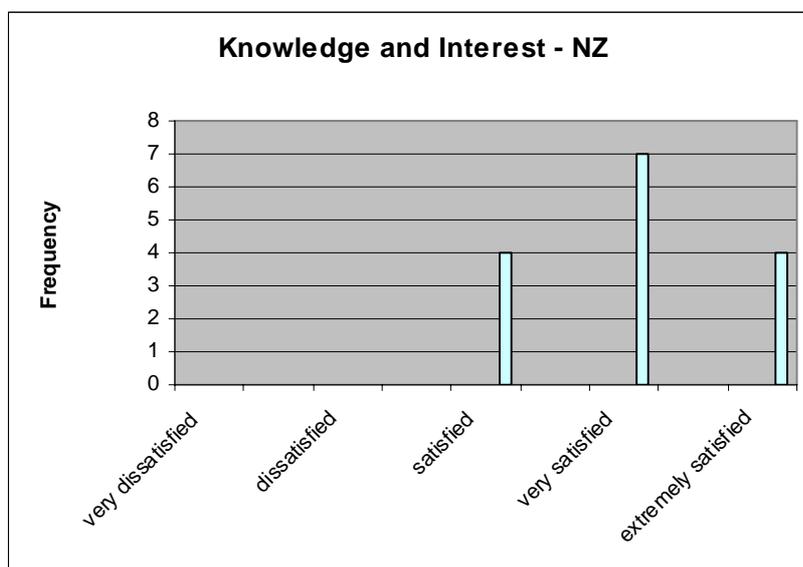
**Figure Four**

Finally, with regard to knowledge imparted and interest students held in that information, the rural field trip students rated this category very highly, with only one student dissatisfied and all of the new Zealand students were satisfied with this category. **(Figure Five and Six)**



**Figure Five**

It must be noted that the study tour was a smaller group and only 75% of the students responded whereas the field trip had a 98% response rate. Differences between figure four and figure six may be due to the way students perceive what is educational. Although teachers may be using creative teaching methods and styles, many of the students appear to be locked into traditional educational methods and may not view having fun, as educational.



**Figure Six**

These results appear to support the research by Athiyaman (1997) with regard to student expectations. Not all the tours taken in New Zealand were seen as educational because they were not presented to them in the manner that they expected of educational events. With regard to changing their program perceptions, 95% of the New Zealand students said yes and the comments reflected this in a very positive manner. 75% of the rural trip also said yes as it gave more relevance to their studies. On the other hand only 15% of the rural valuation students said that the trip changed their perceptions of RMIT University, whereas 75% of the New Zealand trip said it had improved their view of the university and 100% of these students said that it enhanced their university experience, compared to 90% from the rural trip. All of the students surveyed on both trip said that

they would recommend it to other students. The final important comments coming from the majority of the surveys were the statements about how rewarding the experience had been. Even those who had not enjoyed some parts of the tour were spontaneous in their comments on the value of the trip. One unexpected development was the unanimous response by the rural valuation students stating that such a trip should have happened before third year as they now knew so many more people in their program. Previously many of them felt isolated and disorientated whereas they now felt focused and connected. This was not remarked upon by the New Zealand students. Most of them were second year, or had been on previous study tours.

### **Conclusion**

It would appear that even though this type of trip is difficult to organise and tiring to manage, the benefits to the students and the flow on effects to their program and the university make them very worthwhile events. In addition, educationally they enhance the students' capabilities in ways that traditional classroom teaching cannot. Given the overwhelming support for such trips from the students, the researcher can only suggest that not only should the practice be continued, but that somehow this type of experience should be expanded to include all students, not just the few. Students value their university experience more when they feel part of the community and the School needs to ensure that this sense of community is promoted. In this age of visual and electronic media students want to be entertained. Teachers need to encourage them to be involved in the learning process and entertain themselves if necessary. Study tours and field trips offer this flexibility and the evidence suggests that they respond to these experiences in a valuable way. As teachers our performance will be more effective if we can create more real life activities into our curricula.

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## APPENDIX ONE

### **BUIL1161 ELECTIVE – STUDY TOUR MODULE: AFFORDABLE, SUSTAINABLE HOUSING COURSE OUTLINE**



#### **Recommended reading**

Birkeland, J. (2002) Design for sustainability. A sourcebook of integrated eco-logical solutions, Earthscan Publications Ltd: The Bath press, Bath.

Cotter, S. and Cotter, J. (2003) Eco Kiwi: Green Solutions for Everyday Life, Random House, New Zealand.

Flannery, T. (2005) The weather makers: the history and future impact of climate change, Text Publishing Co, Australia.

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Langston, C. A. and Ding, G. K. C., (2001) Sustainable practices in the built environment, 2<sup>nd</sup> Edition, Butterworth Heinemann, Oxford.

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**WORKSHOP 1 ( DAY 1)**  
**RMIT MELBOURNE, CITY CAMPUS**  
**BACKGROUND AND KEY CONCEPTS**

**An environment in crisis**

As the environmental crisis deepens, valuable resources are further depleted and limits to growth are approached, it is even more critical that housing development takes proper cognizance of environmental impacts.

Prior to our first meeting, you are asked to measure your ecological footprint, using the online tool at: <http://www.myfootprint.org/>. Come to this first workshop prepared to discuss the following aspects of the exercise:

- What is your footprint?
- Which activity has the biggest impact?
- Which activity has the least impact?
- Were you surprised?
- What were you surprised by?
- Has it encouraged you to make changes to your life?

The aim of the exercise is to help you think in terms of the sustainable living practices.

**Sustainability and affordability are intrinsically linked**

“There is a drive for housing to be both affordable and sustainable. There is a general agreement that an affordable house must be designed and constructed to last; an approach to building that embraces sustainability principles. Sustainable, energy efficient construction is proven to reduce the long-term costs of owning a house; it also improves building durability by decreasing the probability of moisture-related problems. While energy efficiency may modestly increase the up front construction costs, it will ensure that a house built today demonstrates value and will be affordable in the future.”

Come to today’s workshop prepared to discuss this statement. We will revisit this at the end of the course.

**Presentation skills**

As your assignment outcomes will be presented verbally in a workshop at the end of the course, the final part of this first workshop will incorporate a facilitated session on presentation skills.

**WORKSHOP 2 (DAY 2)**  
**PRACTICAL APPLICATIONS & IMPLEMENTATION STRATEGIES**

In this second session a panel of experts will look out how environmental concerns and thus sustainability is impacting on the way housing is designed and built. Every new house built in the state of Victoria, Australia is now required to gain a *5 Star* energy rating for building fabric and water saving fixtures. It is unsure whether these measures will lead to the culture change required in the house building industry, namely an increase in housing affordability and a reduction in environmental impact.

We will look at examples of practical applications in the following areas:

**Water**

Pollution and water saving devices;

**Energy**

Energy saving solutions and the use of renewable sources of energy;

**Materials**

Life cycle analysis, through life costing and embodied energy;

**Waste**

Reuse, recycling, waste minimisation and segregation on site;

**Site issues**

Health and safety, waste wise and environmental audits;

**Indoor environment**

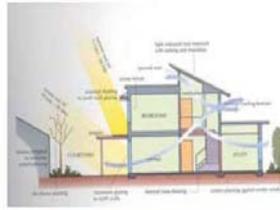
Sick building syndrome, flexible spaces, indoor air and ventilation, natural light

**Outdoor environment**

Planting, roof gardens, shelter, open space

**Community**

Stakeholder consultation, health and leisure



- Wind cowls
- Pollution
- Recycling
- Indoor-outdoor spaces
- Waterless urinal
- Natural light and ventilation
- Photovoltaic cells
- Community involvement
- Waste segregation

**STUDY TOUR (DAYS 3-5)  
NEW ZEALAND, NORTH ISLAND  
CHALLENGES AND OPPORTUNITIES  
EXAMPLES OF BEST PRACTICE**

You will meet with experts from Auckland University, Unitech University, BRANZ and individual architects working in private practice who will talk in general about the shift towards building more sustainable housing.

In addition you will visit Waitakere City, which calls itself an eco-city and has a number of sustainable housing initiatives underway. These include the NOW house, low-cost suburban homes recently completed in conjunction with a research consortium, Beacon Pathway Ltd. ([www.beaconpathway.co.nz/](http://www.beaconpathway.co.nz/)); and Earthsong ([www.earthsong.org.nz/](http://www.earthsong.org.nz/)), New Zealand's first

sustainable Eco-Neighbourhood project, incorporating the principles of Co-housing and Permaculture.

### **NOW home**

NOW Home is a collaborative, live research project testing ways to make sustainable living available to most New Zealanders, and undertaken by Beacon Pathway Ltd. The NOW Home is an architecturally-designed, single storey, three bedroom home. The design uses the best practices, materials and knowledge available today to improve the sustainability footprint of the house. It aims to:

- meet the needs of a hypothetical average New Zealand family;
- be affordable to the average home-owner, relative to similar homes in the area;
- meet future housing needs by using materials and technology readily available now;
- reduce water, energy and resource use;
- reduce running and maintenance costs;
- provide a comfortable, attractive and healthy living environment that promotes well-being;
- improve indoor air quality through the use of materials chosen for low-toxicity and adequate ventilation;
- reduce the production of waste during construction, occupation and eventual demolition;
- use materials made from renewable sources and requiring the lowest possible energy input for their manufacture.

Read all about the NOW Home at their website - [www.nowhome.co.nz](http://www.nowhome.co.nz).



Photos: Craig Robertson Photography

### **Earthsong**

Construction is well advanced on New Zealand's first sustainable Eco-Neighbourhood project, incorporating the principles of Co-housing and Permaculture. Located in Waitakere City Auckland New Zealand, this innovative non-profit development combines Rammed Earth walls, eco-technologies, healthy non-toxic materials and neighbours 'who care'.



[ Photos: Earthsong Eco-neighbourhood

During your time in New Zealand you will be given the opportunity to look at key environmental issues and adaptive housing designs, through life costing and long term affordability in relation to housing orientation, choice of materials and energy conservation measures introduced. You will also be given the opportunity to compare methods of eco-assessing domestic building designs.

### **WORKSHOP 3 (DAY 6) FEEDBACK AND ASSIGNMENT PRESENTATIONS**

In order to complete this elective you must complete an assignment to demonstrate an understanding both in wider sustainability and affordability issues as well as looking at best practice in housing development now. You will be issued with your assignment on return from New Zealand.

In short, you will be asked to produce house plans for a specific location (with associated localised climatic conditions), taking into consideration issues that may impact on sustainability performance and long term affordability of that housing.

You will be asked to present your work at this third workshop session. This will include feedback on the key challenges you experienced in planning for sustainability.

You will be asked to critically explore whether, in your opinion, and as a result of the cases studied, housing sustainability must be driven by the house builder or the consumer.

It is hoped that this hands-on approach will better equip you to tackle complex issues in your own professional practice.



## APPENDIX TWO

### Course title: Rural Valuations

#### Part A: Course Overview

Course title: Rural Valuations

Credit points: 12

Course Code	Campus	Career	School	Learning Mode	Teaching Periods
OMGT1145	City Campus	Undergraduate	Property, Constr & Proj Mgt	Face-to-Face	<a href="#">Sem 2 2006</a>

Course coordinator:

Course coordinator phone:

Course coordinator email:

Course coordinator location:

Course coordinator availability:

#### 1. Pre-requisite courses and assumed knowledge and capabilities

OMGT1129 Statutory Valuation

#### 2. Course description

This course aims to provide a firm understanding of the nature of problem solving in rural valuations and to promote flexibility and responsiveness to change. It also seeks to further develop the ability to communicate selected solutions and recommendations. It covers the physical aspects of rural land and agricultural production. It reviews the market for rural land, valuation principles that apply to rural land and valuation for statutory purposes in rural districts and provides a brief overview of farm finances, rural industries and their economies and feasibility studies for rural development.

#### 3. Capability development/Learning outcomes

Specific aims of the course are as follows:

- to provide a firm understanding of the nature of problem solving in rural valuations, and to promote flexibility and responsiveness to change;
- to develop the skills and techniques necessary for rural valuation work;
- to provide an understanding of the broad context within which rural property decisions are made;
- to further develop the ability to communicate selected solutions and recommendations;
- to promote the ability to critically review actions with the intention of improving future decision making; and
- to develop a professional attitude to rural valuations.

Graduates from the Valuation stream of the Bachelor of Business – Property and the Bachelor of Applied Science Valuation are expected to be able to clearly demonstrate a detailed knowledge of property matters, and to fully understand the business environment in which property decisions are made. They satisfy the academic requirement for membership of the Australian Property Institute and certification by it as a Certified Practising Valuer. The professional designations carry with them duties and obligations to the client as well as to the employer and the community at large. In addition to being subject to the Professional Body's Codes of Ethics and Professional Practice, the graduate is expected to exhibit many qualities. These relate to immediate employability; creativity in problem solving; ability to work alone or in teams; ability to bring a property perspective to multi-disciplinary teams; the demonstration of an understanding of the political, economic and social context of property

decision making; and, communication skills.

Rural Valuation builds on capabilities achieved in OMGT1129 Statutory Valuation. It seeks to develop an understanding of the theory underpinning the valuation of rural property. Capabilities are then further developed in the rural component of OMGT1152 Advanced Valuation. Through their structure, with a mix of theory and practical application, and a range of research and assessment tasks, the courses in tandem play an important part in forming the valuation graduate's overall professional outlook in line with the generic graduate attributes anticipated.

It is expected that students who have completed and passed this course will have achieved some of the professional attributes leading towards the general capability requirement of the graduate.

This syllabus is designed to acquaint students with the physical aspects of rural land, its market, and how valuation principles are applied in a rural context. It examines the methods and approaches used in the valuation of rural land. It further examines the nature of rural improvements and the types of improvements to be found on properties of varying nature in Victoria. The course is complemented by a fieldwork component.

At the conclusion of this course each student should be able to articulate an understanding of the underlying theory in order to competently undertake basic rural valuations. Students should also be able to demonstrate an ability to provide detailed reports in respect of the properties valued, with a sound and demonstrated beginning understanding of terminology and its meaning.

Details of the course and its coverage are found in the separate Course Learning Guide. Topics include the following:

- The physical characteristics of rural land;
- The market for rural land;
- The application of valuation principles to rural land;
- Farm management and its impact on production;
- Rural industries and valuation practice;
- Valuations for statutory purposes in rural districts;
- Farm finances; and,
- Feasibility studies for rural investments.

#### **4. Overview of learning activities**

This course is run as an inter-active class, which relies on students undertaking the base reading and referencing, as directed, in the non-contact hours each week. It is a core unit, and students are therefore required to demonstrate a detailed understanding of the material covered as it forms an important cornerstone of professional practice. The class program is set out in the Course Learning Guide, which is found on the course DLS site.

Note that a week is required for the organised field trip. Dates will be advised in class. A comparable exercise may be undertaken on a self-directed basis; details are also found in the Course Learning Guide.

#### **5. Overview of learning resources**

Prescribed References:  
Provided in separate Course Learning Guide

Recommended References:  
Provided in separate Course Learning Guide

#### **6. Overview of assessment**

Assessment in this course is designed to meet the graduate attributes and capabilities through testing of professional knowledge, ability to approach problems in an innovative, ethical and professional manner, and the ability to communicate.

### **13<sup>th</sup> Pacific-Rim Real Estate Society Conference**

**Robson**

The assessment comprises an assignment, assessment associated with the field trip activity, and a final closed-book examination designed to draw the whole course together.

To be granted a pass or higher grade you must achieve:

- 50% overall,
- at least 40% in the assessment allocated to assignment work and also for the aggregated field trip exercises.
- at least 40% in assessment allocated to examinations

If you achieve less than 40% in any assessment module designated in this Course Guide, you will be deemed to have failed the whole course and will have to repeat it.

**APPENDIX THREE**

**Evaluation of Study Tour/Field trip**

1. Answer on a scale of 1 (very dissatisfied) to 5 (very satisfied). **Did the Tour/Trip meet your expectations for?** Circle the most appropriate answer.

**Educational content**

(Very dissatisfied) 1                      2                      3                      4                      5 (very satisfied)  
(Satisfied)

**Knowledge and interest**

(Very dissatisfied) 1                      2                      3                      4                      5 (very satisfied)

**Leisure Activities**

(Very dissatisfied) 1                      2                      3                      4                      5 (very satisfied)

**Overall Value and enjoyment**

(Very dissatisfied) 1                      2                      3                      4                      5 (very satisfied)

2. Has attending this tour/trip changed how you feel about your Degree?

Yes    No    Please give reasons

.....  
.....  
.....

3. Has attending the tour/trip changed your perceptions of RMIT?

.....  
.....  
.....

4. Are there things that would have made the tour/trip a better experience for you?  
List as many as you like.

.....  
.....

.....

5. Has the tour/rip benefited you in any way?

.....  
.....  
.....

6. Would you recommend the experience to other students?

Yes                      No      if yes, what would you recommend?

.....  
.....  
.....

7. Did the tour/trip enhance your University experience?

Yes                      No                      Explain

.....  
.....  
.....

Thank you so much for helping me with this.  
Regards  
Kathryn Robson