

# AUSA e-Voice Diary Report: 2021, Semester 1, Week 8

Report completed as of 17/05/2021



**AUSA STUDENT VOICE OFFICE**

## 1.0 Aim

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information on the activities across the campus and within classroom settings at the University of Auckland. This report aims to outline the feedback received from Class Representatives about how semester one of 2021 has gone so far.

This is the **GENERALISED** report outlining the class representative feedback from the entire university. More information will be displayed in the faculty-specific e-voice diary reports. This includes all faculties except for the Faculty of Engineering, as we have only received 18 submissions, with all of them being from CHEMMAT.

## 1.1 Methodology

The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

## 1.2 Introduction

This report will follow the structure of summarising the results of each question before going into further analysis of the results. A summary will be provided at the end of the report with possible implementations and recommendations as well as further implications following from here on forth.

## 2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from **1060**.

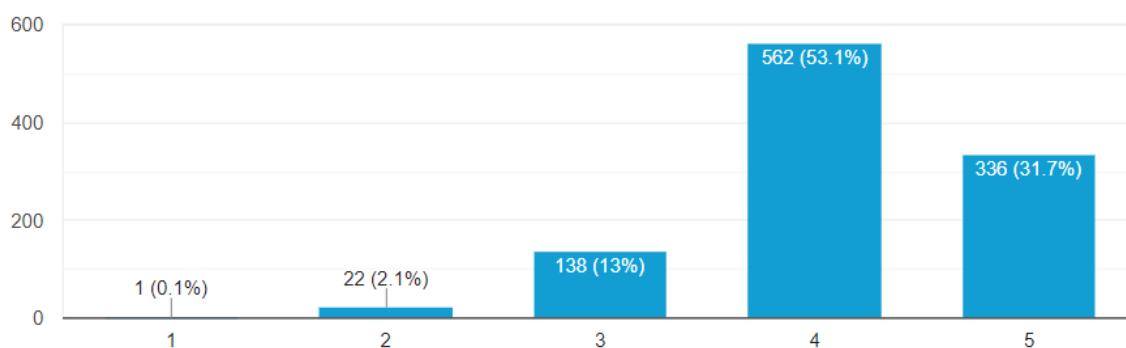
Faculty	Count of Overall Course Rating
Business School	215
Faculty of Arts	246
Faculty of Creative Arts and Industries	105
Faculty of Education and Social Work	80
Faculty of Engineering	18
Faculty of Law	36
Faculty of Medical and Health Sciences	85
Faculty of Science	275
<b>Grand Total</b>	<b>1060</b>

## 3.0 Course Experiences

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during **week four and week eight of semester 1, 2021**. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor', to '5' being 'Excellent'. The overall total responses to this question is **1059**.

### Overall Course Rating

1,059 responses



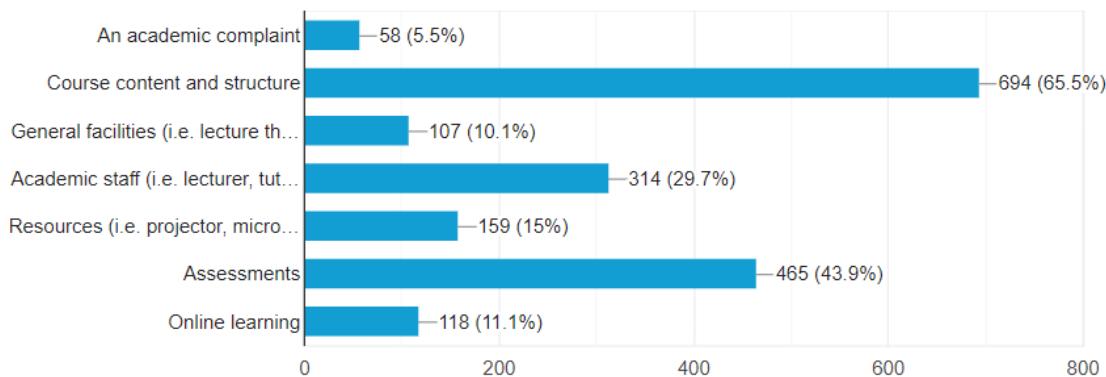
A further breakdown of the course experience by faculty shows that class representatives have rated an average course experience of **4.14**.

Faculty	Average of Overall Course Rating	Week 4	% change
Business School	4.11	4.01	2%
Faculty of Arts	4.31	4.31	0%
Faculty of Creative Arts and Industries	3.98	4.07	-2%
Faculty of Education and Social Work	4.00	4.06	-1%
Faculty of Engineering	3.72	3.89	-4%
Faculty of Law	4.36	4.34	0%
Faculty of Medical and Health Sciences	4.11	4.28	-4%
Faculty of Science	4.13	4.19	-1%
<b>Grand Total</b>	<b>4.14</b>	<b>4.17</b>	<b>-1%</b>

### 3.1 Outlining what Categories Class Representative ‘Course Experience’ Feedback Relate to

What is your Course Feedback primarily about?

1,059 responses



The data shows that a large majority of the course experience feedback received by Student Voice from Class Representatives was about “Course content and Structure” totalling to 65.5% of the overall feedback. This was followed by Assessments at 43.9% and Academic staff at 29.7%

## 4.0 Recommendations

This section describes potential recommendations which will apply to all faculties and courses.

### **Providing more structure in assessment specifications which should be adhered to by all courses within a particular faculty**

For example, every course within a particular faculty must provide their assignments under the assignment tab on canvas and must provide the due date, who to contact for more information as well as a myriad of other information students deem essential.

**Please email [classrep.enquiries@ausa.org.nz](mailto:classrep.enquiries@ausa.org.nz). All feedback and concerns are welcome and appreciated!**

# AUSA e-Voice Diary Report: 2021, Semester 1, Week 8 FACULTY OF ARTS EDITION

Report completed as of 17/05/2021



**AUSA STUDENT VOICE OFFICE**

## 1.0 Aim

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information on the activities across the campus and within classroom settings at the University of Auckland. This report aims to outline the feedback received from Class Representatives about how semester one of 2021 has gone so far.

## 1.1 Methodology

The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

## 1.2 Introduction

This report will follow the structure of summarising the results of each question before going into further analysis of the results. A summary will be provided at the end of the report with possible implementations and recommendations as well as further implications following from here on forth.

## 2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from **1060**. We have received **246** total submissions from the class representatives who represent a course from the Faculty of Arts.

Faculty	Count of Overall Course Rating
Business School	215
Faculty of Arts	246
Faculty of Creative Arts and Industries	105
Faculty of Education and Social Work	80
Faculty of Engineering	18
Faculty of Law	36
Faculty of Medical and Health Sciences	85
Faculty of Science	275
<b>Grand Total</b>	<b>1060</b>

## 3.0 Course Experiences

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during **week four and week eight of semester 1, 2021**. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor', to '5' being 'Excellent'.

Faculty of the course you are a representative of	Faculty of Arts	Count of Overall Course Rating
Overall Course Rating	Count of Overall Course Rating	
2		2
3		22
4		119
5		103
<b>Grand Total</b>		<b>246</b>

A further breakdown of the course experience by faculty shows that class representatives representing a course from the Faculty of Arts have rated an average course experience of **4.31**.

Faculty	Average of Overall Course Rating	Week 4	% change
Business School	4.11	4.01	2%
Faculty of Arts	4.31	4.31	0%
Faculty of Creative Arts and Industries	3.98	4.07	-2%
Faculty of Education and Social Work	4.00	4.06	-1%
Faculty of Engineering	3.72	3.89	-4%
Faculty of Law	4.36	4.34	0%
Faculty of Medical and Health Sciences	4.11	4.28	-4%
Faculty of Science	4.13	4.19	-1%
<b>Grand Total</b>	<b>4.14</b>	<b>4.17</b>	<b>-1%</b>

### 3.1 Outlining what Categories Class Representative ‘Course Experience’ Feedback Relate to

Students were able to select more than one category for their course experience feedback. For the Faculty of Science:

- 27 submissions were categorised as feedback about Online Learning, a decrease of 21 from Week Four.
- 74 submissions were categorised as feedback about Academic Staff, a decrease of 6 from Week Four.
- 2 submissions were categorised as feedback about Academic Complaint, a decrease of 13 from Week Four.
- 25 submissions were categorised as feedback about General Facilities, a decrease of 11 from Week Four.
- 67 submissions were categorised as feedback about Course Content and Structure, a decrease of 121 from Week four!
- 39 submissions were categorised as feedback about Resources, a decrease of 4 from Week Four.
- 90 submissions were categorised as feedback about assessments, an increase of 12 from Week Four.

#### 4.1 Course Content & Structure

- **Students are concerned around the quantity of content being taught in courses**
  - “A few students have also expressed concern with course content and structure. These students find it hard to digest information from the course.”
  - “Biggest complaints are that there is too much content for us to be covering along with the expected amount of readings and quizzes. It would help if there were short notes given as an introduction to the reading or if there was an idea given about which parts of the readings are relevant.”

#### 4.2 Academic Staff

- **Students have various concerns around the teaching styles of academic staff**

- o “Lecturer moves quite fast and doesn't always take time to explain things properly which leads to people being confused! But then the lecturer is also very energetic so we all enjoy coming to his class”
- o “Some students thought tutors should explain more for grammar rather than practice directly.”

## 4.3 Assessments

- **Students feel that there is a lack of clarity and communication for assessments**
  - o “Most students wanted more time for the online assessment - felt that they could have done better if they had more time.”
  - o “The essay instructions and assessment criteria/grid are unclear”
  - o “On Canvas, there is little detail about dates on when our tests are, and the course schedule is difficult to decipher.”
  - o “Students are concerned with what's expected in upcoming assignments and tests as the format leaves us with many interpretations. We would really like and have asked to highlight the main points/takeaway that will be useful rather than reading over the whole content, most of which is heavy and not needed in the final exam.”
  - o “After the class test there has been some concern over the ambiguity over the next assignment due in two weeks as there has been little instruction on it. Students have also complained about the lack of resources for this assignment”
  - o “The essay instructions and assessment criteria/grid are unclear”

## 4.4 Commendations

Apart from all the common general concerns listed above, as seen, there are praises by many Class Representatives for their respective courses. They have been managed excellently and class reps have expressed their gratitude for that.

- “Course seems well-structured and Lizzy explains concepts well”
- “Everyone loved Christine as a teacher and are thankful for her clear communication and willingness to help!”
- “The majority of students enjoy History 317's Lecturer Dr Maartje Abbenhuis - there have been minimal complaints of her being too intense but that is also the majority of the praise.”
- “Absolutely love lecturers and Ruby Porter . Ruby was the favorite thing about the course.”

- “Everyone is well supported by Dr Jemaima Tiatia-Seath and Dr Caleb Marsters. The course is well organised, communication is clear and responses are timely. Students feel comfortable to ask for help when needed because both are receptive and supportive.”
- “Caroline Vercoe is a very capable, friendly and engaging lecturer that provides a warm and safe learning environment that engages and includes everyone.”

## 5.0 Key take-aways

The key takeaways from this report include the most common complaints expressed from class representatives for their respective course in the Faculty of Arts.

These include:

- Students feel that there is a lack of clarity and communication for assessments
- Students have various concerns around the teaching styles of academic staff
- Students are concerned around the quantity of content being taught in courses

# AUSA e-Voice Diary Report: 2021, Semester 1, Week 8

## FACULTY OF CREATIVE ARTS & INDUSTRIES EDITION

Report completed as of 17/05/2021



**AUSA STUDENT VOICE OFFICE**

### **1.0 Aim**

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The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

### **1.2 Introduction**

This report will follow the structure of summarising the results of each question before going into further analysis of the results. A summary will be provided at the end of the report with possible implementations and recommendations as well as further implications following from here on forth.

## 2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from **1060**. We have received **105** total submissions from the class representatives who represent a course from the Faculty of Creative Arts & Industries.

Faculty	Count of Overall Course Rating
Business School	215
Faculty of Arts	246
Faculty of Creative Arts and Industries	105
Faculty of Education and Social Work	80
Faculty of Engineering	18
Faculty of Law	36
Faculty of Medical and Health Sciences	85
Faculty of Science	275
<b>Grand Total</b>	<b>1060</b>

## 3.0 Course Experiences

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during **week four and week eight of semester 1, 2021**. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor', to '5' being 'Excellent'.

Faculty of the course you are a representative of	Faculty of Creative Arts and Industries	Count of Overall Course Rating
Overall Course Rating	Count of Overall Course Rating	
2	3	
3	18	
4	62	
5	22	
<b>Grand Total</b>	<b>105</b>	

A more indepth look shows that 49 (48%) of class representatives have responded with a rating of 4 for their course experience.

A further breakdown of the course experience by faculty shows that class representatives representing a course from the Faculty of Creative Arts & Industries have rated an average course experience of **3.98**. This is shown as a -2% change from Week Four.

Faculty	Average of Overall Course Rating	Week 4	% change
Business School	4.11	4.01	2%
Faculty of Arts	4.31	4.31	0%
Faculty of Creative Arts and Industries	3.98	4.07	-2%
Faculty of Education and Social Work	4.00	4.06	-1%
Faculty of Engineering	3.72	3.89	-4%
Faculty of Law	4.36	4.34	0%
Faculty of Medical and Health Sciences	4.11	4.28	-4%
Faculty of Science	4.13	4.19	-1%
<b>Grand Total</b>	<b>4.14</b>	<b>4.17</b>	<b>-1%</b>

### 3.1 Outlining what Categories Class Representative ‘Course Experience’ Feedback Relate to

Students were able to select more than one category for their course experience feedback. For the Faculty of Creative Arts & Industries:

- 6 submissions were categorised as feedback about Online Learning, a decrease of 10 from Week Four.
- 34 submissions were categorised as feedback about Academic Staff, a decrease of 1 from Week Four.
- 0 submissions were categorised as feedback about Academic Complaint, a decrease of 11 from Week Four.
- 16 submissions were categorised as feedback about General Facilities, a decrease of 4 from Week Four.
- 24 submissions were categorised as feedback about Course Content and Structure, a decrease of 49 from Week Four!
- 16 submissions were categorised as feedback about Resources, a decrease of 4 from Week Four.
- 40 submissions were categorised as feedback about Assessments, an increase of 8

### 4.1 Assessments

- **Students want more clarity around assessments**
  - “The course seems to be a bit confusing as for the first assignment most if not all the students do not know what to actually do.”
  - “Students felt that there was not enough clarity on what was expected of them for assignments . Some had the concern that we are advised to do our current assignment”

### 4.2 Course Content and Structure

- **Students are concerned around the timing of due dates and submissions required by the course**

- o “*Students are mainly concerned with the course structure and timeline. They feel that from mid-semester \_\_\_\_\_, the time span to develop and prepare their final presentation work is insufficient.*”
- o “*Furthermore, the overlapping of the graduation ceremony for our \_\_\_\_\_ degree with the final \_\_\_\_\_ submission is also compromised. Students feel disappointed that they are unable to take time off during these ceremonies to celebrate with their loved ones and family who are also graduating.*”
- o “*The content covered in the tutorials has had negative feedback about its ineffectiveness. It covers how the assessment should be completed, however, the majority of feedback states they would rather cover the course content rather than the assessments.*”

## 4.4 Commendations

Apart from all the common general concerns listed above, as seen, there are praises by many Class Representatives for their respective courses. They have been managed excellently and class reps have expressed their gratitude for that.

- “Sean Kerr, Positive feedback about Sean as doctoral coordinator.”
- “The class consensus is really positive for this course. The passion Matt has for urban planning is much appreciated. Both Matt and Nidhi are seen to be fair and helpful to everyone and provide room for the class to think critically about legitimate planning issues that are relevant to today.”
- “Alys is passionate and clearly communicates key concepts and ideas. Her warm nature makes attending lectures fun and inviting. Joanna Cook is an amazing tutor! She is an effective teacher and a natural when demonstrating dance exercises. This course is amazing!”
- “Student's have also found Craig approachable and friendly.”

## 5.0 Key take-aways

The key takeaways from this report include the most common complaints expressed from class representatives for their respective course in the Faculty of Creative arts & Industries.

These include:

- Students want more clarity around assessments
- Students are concerned around the timing of due dates and submissions required by the course

# AUSA e-Voice Diary Report: 2021, Semester 1, Week 8

## FACULTY OF EDUCATION AND SOCIAL WORK EDITION

Report completed as of 17/05/2021



**AUSA STUDENT VOICE OFFICE**

### **1.0 Aim**

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information on the activities across the campus and within classroom settings at the University of Auckland. This report aims to outline the feedback received from Class Representatives about how semester one of 2021 has gone so far.

### **1.1 Methodology**

The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

### **1.2 Introduction**

This report will follow the structure of summarising the results of each question before going into further analysis of the results. A summary will be provided at the end of the report with possible implementations and recommendations as well as further implications following from here on forth.

## 2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from **1060**. We have received **80** total submissions from the class representatives who represent a course from the Faculty of Education and Social Work.

Faculty	Count of Overall Course Rating
Business School	215
Faculty of Arts	246
Faculty of Creative Arts and Industries	105
Faculty of Education and Social Work	80
Faculty of Engineering	18
Faculty of Law	36
Faculty of Medical and Health Sciences	85
Faculty of Science	275
<b>Grand Total</b>	<b>1060</b>

## 3.0 Course Experiences

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during **week four and week eight of semester 1, 2021**. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor', to '5' being 'Excellent'.

Overall Course Rating	Count of Overall Course Rating
1	1
2	1
3	10
4	54
5	20
<b>Grand Total</b>	<b>86</b>

A further breakdown of the course experience by faculty shows that class representatives representing a course from the Faculty of Education and Social Work have rated an average course experience of **4.00**. This is shown as a -1% change from Week Four.

Faculty	Average of Overall Course Rating	Week 4	% change
Business School	4.11	4.01	2%
Faculty of Arts	4.31	4.31	0%
Faculty of Creative Arts and Industries	3.98	4.07	-2%
Faculty of Education and Social Work	4.00	4.06	-1%
Faculty of Engineering	3.72	3.89	-4%
Faculty of Law	4.36	4.34	0%
Faculty of Medical and Health Sciences	4.11	4.28	-4%
Faculty of Science	4.13	4.19	-1%
<b>Grand Total</b>	<b>4.14</b>	<b>4.17</b>	<b>-1%</b>

### 3.1 Outlining what Categories Class Representative ‘Course Experience’ Feedback Relate to

Students were able to select more than one category for their course experience feedback. For the Faculty of Education and Social Work:

- 10 submissions were categorised as feedback about Online Learning, a decrease of 7 from Week Four.
- 25 submissions were categorised as feedback about Academic Staff, an increase of 2 from Week Four.
- 0 submissions were categorised as feedback about Academic Complaint, a decrease of 9 from Week Four.
- 1 submissions were categorised as feedback about General Facilities, a decrease of 11 from Week Four.
- 28 submissions were categorised as feedback about Course Content and Structure, a decrease of 40 from Week Four!
- 10 submissions were categorised as feedback about Resources, an increase of 1 from Week Four.
- 22 submissions were categorised as feedback about assessments, a decrease of 5 from week Four.

### 4.1 Course Content and Structure

- **Students have various concerns around course content and structure**
  - “There does feel like a lot of content crammed into such a short time that it is harder to retain information. Because of the limited time it also felt like for some exercises and activities used there wasn't enough instruction or engagement so we could link why/when we would use this in the classroom.”
  - “Lack of communication from staff/ the University about the requirements for teachers whilst on practicum. Also a few people have mentioned not knowing where to reach out if they have issues around an \_\_\_\_\_ or questions.”

## 4.2 Academic Staff

- **Students want more engagement with academic staff**
  - “Only having one singular tutor. Our tutor covers all 8 streams and marks our assessments. This is a lot of work on her which may affect our learning. Clearer communication between tutor and lecturer.”
  - “Some questions on piazza are not answered.”

## 4.3 Assessments

- **Students want more clarity around assessments**
  - “None of us knew what the time was at any point during the test, or what the marking rubric/requirements were as we weren’t given reading time to look over them nor were they provided prior to the test. This also led to confusion and lack of understanding of the instructions and what this assessment required. Many feel that they should have been provided with a marking rubric prior to the test and proper exemplars as they knew the information they needed but didn’t know what they were supposed to do with their knowledge or how it related to the test.”
  - “75% did not find the assessment criteria and instructions were clearly communicated to the students relating to the mid term.”
  - “Little to know communication from lecturers about assessments and when assignments will be handed back to us.”
  - “There appears to be a lot of confusion over what exactly the markers were looking for in terms of culture. There was no clear example for what was expected during the lectures or workshops. Different people had different understandings. The design for universal learning was not covered in all workshops and led to people losing marks on this questions.”

## 4.4 Commendations

Apart from all the common general concerns listed above, as seen, there are praises by many Class Representatives for their respective courses. They have been managed excellently and class reps have expressed their gratitude for that.

- “The best week was when Maia taught the class.”
- “Kerry and Paul are both committed and passionate teachers which is always greatly appreciated.”
- “Jasmine is lovely. Super clear regarding assignments and willing to answer heaps of questions.”

## 5.0 Key take-aways

The key takeaways from this report include the most common complaints expressed from class representatives for their respective course in the Faculty of Education and Social Work.

These include:

- Students have various concerns around course content and structure
- Students want more engagement with academic staff
- Students want more clarity around assessments

# AUSA e-Voice Diary Report: 2021, Semester 1, Week 8 FACULTY OF LAW EDITION

Report completed as of 17/05/2021



**AUSA STUDENT VOICE OFFICE**

## 1.0 Aim

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information on the activities across the campus and within classroom settings at the University of Auckland. This report aims to outline the feedback received from Class Representatives about how semester one of 2021 has gone so far.

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## 1.2 Introduction

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## 2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from **1060**. We have received **36** total submissions from the class representatives who represent a course from the Faculty of Law.

Faculty	Count of Overall Course Rating
Business School	215
Faculty of Arts	246
Faculty of Creative Arts and Industries	105
Faculty of Education and Social Work	80
Faculty of Engineering	18
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Faculty of Medical and Health Sciences	85
Faculty of Science	275
<b>Grand Total</b>	<b>1060</b>

## 3.0 Course Experiences

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during **week four and week eight of semester 1, 2021**. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor', to '5' being 'Excellent'.

Faculty of the course you are a representative of	Faculty of Law
Overall Course Rating	Count of Overall Course Rating
3	3
4	17
5	16
<b>Grand Total</b>	<b>36</b>

A further breakdown of the course experience by faculty shows that class representatives representing a course from the Faculty of Law have rated an average course experience of **4.36**. This is shown as a 0% change from Week Four.

Faculty	Average of Overall Course Rating	Week 4	% change
Business School	4.11	4.01	2%
Faculty of Arts	4.31	4.31	0%
Faculty of Creative Arts and Industries	3.98	4.07	-2%
Faculty of Education and Social Work	4.00	4.06	-1%
Faculty of Engineering	3.72	3.89	-4%
Faculty of Law	4.36	4.34	0%
Faculty of Medical and Health Sciences	4.11	4.28	-4%
Faculty of Science	4.13	4.19	-1%
<b>Grand Total</b>	<b>4.14</b>	<b>4.17</b>	<b>-1%</b>

### 3.1 Outlining what Categories Class Representative ‘Course Experience’ Feedback Relate to

Students were able to select more than one category for their course experience feedback.  
For the Faculty of Law:

- 2 submissions were categorised as feedback about Online Learning, a decrease of 5 from Week Four.
- 13 submissions were categorised as feedback about Academic Staff, a decrease of 12 from Week Four.
- 0 submissions were categorised as feedback about Academic Complaint, no change from Week Four.
- 1 submissions were categorised as feedback about General Facilities, a decrease of 2 from Week Four.
- 9 submissions were categorised as feedback about Course Content and Structure, a decrease of 25 from Week Four!
- 2 submissions were categorised as feedback about Resources, a decrease of 3 from Week Four.
- 15 submissions were categorised as feedback about assessments, an increase of 8 from Week Four.

## 4.0 Preface

With a relatively small number of responses when compared to the other courses, there are still minor improvements that could be made to courses under the Faculty of Law.

## 4.1 Assessments

### • Students have various concerns round assessments

- o “According to our Facebook Poll, people preferred the audio feedback over written feedback. However, not everyone responded. The exact numbers are: 26 students preferred audio feedback; 1 student preferred written feedback; 1 student only looks at their grade.”
- o “Assessments should be more spread out”

## 4.4 Commendations

Apart from all the common general concerns listed above, as seen, there are praises by many Class Representatives for their respective courses. They have been managed excellently and class reps have expressed their gratitude for that.

- “Highly positive feedback for the lecturer Tracey Whare - her pacing and delivery, as well as the slides she has prepared.”
- “Overall response is good and students are content with Karen's teaching style. Some students have mentioned that the content summaries are extremely helpful for the course.”
- “The assignment has recently taken place and Caroline provided feedback for all students on a document. She also gave the opportunity to see her for more detailed feedback which has been useful for students.”
- “Overall, students enjoy the course and Maia's teaching. There were a few issues in regards to the grades of the first assessment not being released in time . But to accommodate for this, Maia extended the due date for the second piece of work.”
- “For the second half of the semester, Craig Elliffe has taken over. He has been received positively by the students so far. He is organised and posts the readings as a Canvas announcement in advance. He lectures at a good pace and explains complex ideas well.”
- “One thing I really wish Peter does not change about the course is the structure. I love his pinpoints and allows me to actively track and revise the course material.”
- “Scott is an amazing lecturer and I received overwhelmingly positive feedback regarding his teaching.”

## 5.0 Key take-aways

The key takeaways from this report include the most common complaints expressed from class representatives for their respective course in the Faculty of Law.

These include:

- The various concerns which students have concerning assessments.

# AUSA e-Voice Diary Report: 2021, Semester 1, Week 8

## FACULTY OF MEDICAL AND HEALTH SCIENCE

Report completed as of 17/05/2021



**AUSA STUDENT VOICE OFFICE**

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## 2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from **1060**. We have received **85** total submissions from the class representatives who represent a course from the Faculty of Medical and Health Sciences.

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Business School	215
Faculty of Arts	246
Faculty of Creative Arts and Industries	105
Faculty of Education and Social Work	80
Faculty of Engineering	18
Faculty of Law	36
Faculty of Medical and Health Sciences	85
Faculty of Science	275
<b>Grand Total</b>	<b>1060</b>

## 3.0 Course Experiences

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during **week four and week eight of semester 1, 2021**. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor', to '5' being 'Excellent'.

Faculty of the course you are a representative of	Faculty of Medical and Health Sciences	Count of Overall Course Rating
Overall Course Rating	Count of Overall Course Rating	
2	1	
3	8	
4	57	
5	19	
<b>Grand Total</b>	<b>85</b>	

A further breakdown of the course experience by faculty shows that class representatives representing a course from the Faculty of Medical and Health Sciences have rated an average course experience of **4.11**. This is shown as a -4% change from 4.28 from the responses in Week Four.

Faculty	Average of Overall Course Rating	Week 4	% change
Business School	4.11	4.01	2%
Faculty of Arts	4.31	4.31	0%
Faculty of Creative Arts and Industries	3.98	4.07	-2%
Faculty of Education and Social Work	4.00	4.06	-1%
Faculty of Engineering	3.72	3.89	-4%
Faculty of Law	4.36	4.34	0%
Faculty of Medical and Health Sciences	4.11	4.28	-4%
Faculty of Science	4.13	4.19	-1%
<b>Grand Total</b>	<b>4.14</b>	<b>4.17</b>	<b>-1%</b>

### 3.1 Outlining what Categories Class Representative ‘Course Experience’ Feedback Relate to

Students were able to select more than one category for their course experience feedback. For the Faculty of Medical and Health Sciences:

- 5 submissions were categorised as feedback about Online Learning, a decrease of 13 from Week Four.
- 22 submissions were categorised as feedback about Academic Staff, an increase of 1 from Week Four.
- 2 submissions were categorised as feedback about Academic Complaint, a decrease of 5 from Week Four.
- 4 submissions were categorised as feedback about General Facilities, a decrease of 4 from Week Four.
- 24 submissions were categorised as feedback about Course Content and Structure, a decrease of 54 from Week Four!
- 15 submissions were categorised as feedback about Resources, a decrease of 9 from Week Four.
- 43 submissions were categorised as feedback about assessments, an increase of 4 from Week Four.

### 4.1 Assessments

- **Students want more clarifications around assessments**
  - “The \_\_\_\_\_ assignment did not have consistent information and the website used was not consistent with the instructions on canvas. There was also no grading rubric which many students normally use to do their assignments. There was also some confusion around the exam timetable where online it said it was an open book but our lecturer never mentioned that and was confused on piazza about this.”
  - “There are ongoing issues with harsh or confusing marking for the weekly reading quizzes, and uncertainty around what is being asked of them in each quiz question, as often the word limits do not seem to match the scope or depth of the question.”

- o “In regards to assignments, students disagreed that the course assignments were clear and they understood what the tasks required.”
- o “however feel overwhelmed by the load of the assignments and consistency of marking between markers.”

## 4.2 Course Content and Structure

- **Students are concerned around the lack of resources provided in courses**
  - o “Recordings are slow to be put up but apparently nothing can be done about this, some people would like piazza but nothing can be done about this also.”
  - o “A lot of technical issues. Slides don't get uploaded and recordings don't either...the rooms recording abilities have been very temperamental.”
- **Students also have other various concerns**
  - o “Although the Piazza platform is useful - especially the anonymous aspect, students are finding that questions about the assessment aren't necessarily being answered”
  - o “Some have suggested a longer period break in the middle of the 4 hour class”

## 4.3 Academic Staff

- **Students have raised concerns around academic staff not providing consistent and clear information**
  - o “I had raised this issue to \_\_\_\_\_ during our last meeting a few weeks ago and \_\_\_\_\_ was not very constructive, shutting me down and saying she had already given students enough instructions for the assessments. When I pushed the issue \_\_\_\_\_ became quite angry and told me to move on...”
  - o “Students found that having a different lecturer each week made it difficult to ask questions about the assignment.”
  - o “One last issue, as already raised in the first e-voice diary feedback yet still an ongoing issue, is the lack of communication between the lecture and tutor. Frequently the tutor has made comments that undermine the lecturer and what she has said, such as the lecturer saying the quiz word counts are strict, and the tutor saying he is marking them and he doesn't mind students going over the word count.”

## 4.4 Commendations

Apart from all the common general concerns listed above, as seen, there are praises by many Class Representatives for their respective courses. They have been managed excellently and class reps have expressed their gratitude for that.

- “Very helpful and responsive course coordinator”
- “Kim Ward, our course coordinator, has been really amazing throughout this course. We had several complaints about the mid semester test because one lecturer said one thing while Kim said the other. These concerns were raised to me and the other representative for the course, Val. We were able to have a conversation with Kim about the complaints and she handled it in a way that enables Val and I to feel confident in relaying the information to the rest of the students before the mid semester test without any confusion.”
- “Students have again mentioned how they really like the passion that the lecturers have in each of their topics! Students have also enjoyed the way that the lecturers use the doc cam to take notes on the course guide with the class, it makes it very engaging and interactive.”
- “Communication from teaching staff is great, always happy to help students either in content or advice as Angela offers advice on studying and time management for students who make an appointment.”

## 5.0 Key take-aways

The key takeaways from this report include the most common complaints expressed from class representatives for their respective course in the Faculty of Medical and Health Sciences.

These include:

- Students want more clarifications around assessments
- Students are concerned around the lack of resources provided
- Students have raised concerns around academic staff not providing consistent and clear information

# AUSA e-Voice Diary Report: 2021, Semester 1, Week 8 FACULTY OF SCIENCE EDITION

Report completed as of 17/05/2021



**AUSA STUDENT VOICE OFFICE**

## 1.0 Aim

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information on the activities across the campus and within classroom settings at the University of Auckland. This report aims to outline the feedback received from Class Representatives about how semester one of 2021 has gone so far.

## 1.1 Methodology

The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

## 1.2 Introduction

This report will follow the structure of summarising the results of each question before going into further analysis of the results. A summary will be provided at the end of the report with possible implementations and recommendations as well as further implications following from here on forth.

## 2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from **1060**. We have received **275** total submissions from the class representatives who represent a course from the Faculty of Science.

Faculty	Count of Overall Course Rating
Business School	215
Faculty of Arts	246
Faculty of Creative Arts and Industries	105
Faculty of Education and Social Work	80
Faculty of Engineering	18
Faculty of Law	36
Faculty of Medical and Health Sciences	85
Faculty of Science	275
<b>Grand Total</b>	<b>1060</b>

## 3.0 Course Experiences

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during **week four and eight of semester 1, 2021**. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor', to '5' being 'Excellent'.

Faculty of the course you are a representative of	Faculty of Science	Count of Overall Course Rating
Overall Course Rating	Count of Overall Course Rating	
2	6	
3	34	
4	152	
5	83	
<b>Grand Total</b>	<b>275</b>	

A more indepth look shows that 235 (85%) of class representatives have responded with a rating of 4 or above for their course experience.

A further breakdown of the course experience by faculty shows that class representatives representing a course from the Faculty of Science have rated an average course experience of **4.13**. This is shown as a -1% change from 4.19 from the responses in Week Four.

Faculty	Average of Overall Course Rating	Week 4	% change
Business School	4.11	4.01	2%
Faculty of Arts	4.31	4.31	0%
Faculty of Creative Arts and Industries	3.98	4.07	-2%
Faculty of Education and Social Work	4.00	4.06	-1%
Faculty of Engineering	3.72	3.89	-4%
Faculty of Law	4.36	4.34	0%
Faculty of Medical and Health Sciences	4.11	4.28	-4%
Faculty of Science	4.13	4.19	-1%
<b>Grand Total</b>	<b>4.14</b>	<b>4.17</b>	<b>-1%</b>

### 3.1 Outlining what Categories Class Representative ‘Course Experience’ Feedback Relate to

Students were able to select more than one category for their course experience feedback. For the Faculty of Science:

- 29 submissions were categorised as feedback about Online Learning, a decrease of 3 from Week Four.
- 58 submissions were categorised as feedback about Academic Staff, a decrease of 19 from Week Four.
- 2 submissions were categorised as feedback about Academic Complaint, a decrease of 10 from Week Four.
- 16 submissions were categorised as feedback about General Facilities, a decrease of 24 from Week Four.
- 78 submissions were categorised as feedback about Course Content and Structure, a decrease of 108 from Week Four!
- 30 submissions were categorised as feedback about Resources, a decrease of 17 from Week Four.
- 119 submissions were categorised as feedback about assessments, an increase of 49 from Week Four.

## 4.1 Assessments

- **Students want more clarification around assessment specifications**
  - “There was a general consensus that the assignment questions were ambiguous, which made the assignment hard unfairly, as people were unsure what the question was about.”
  - “People would like more clarity on the cheat sheets for the test - "must be your own work" is a little vague - are we or aren't we allowed to copy and paste from slides?”

- o “some students complain that the assignments are not too related to the lecture content. There is not enough exercise for us to know how to use the knowledge and to test how well we have learned for each lecture. The weight of each topic is unclear.”
- o “Quizzes should test lecture content not stuff we haven't learnt”
- o “For the mid-sem test, some content was not taught until later in the week during labs - students could have been better prepared.”
- o “I often find it very hard to decipher the instructions to find out what exactly we need to do for assignments and I find some of the questions in the quizzes are worded weirdly, so it's hard to understand what they are asking. I think when writing assignments now or in the future, the instructions need to be clearer with what is expected to be included in the reports and just make sure the wording of everything makes sense.”

## 4.2 Course Content and Structure

- **Students have concerns around when resources are released**
  - o “People complained that assignments and self-learning tasks are not released at regular intervals, and therefore it is very hard to find time to do them as the due date does not change. As well as this, people seem to think that we cover too many topics, and that it would be better to focus on doing some of the topics better instead.”
  - o “Students feel there was not enough support or resources provided for the group project and would like more engagement. They felt the lecture slides didn't give enough information.”
- **Students want more clarity around the contents of the course**
  - o “We have no idea where we are going with the course. We feel as if one day we are doing one thing and the next day we are switching to a new topic. In essence, what I am trying to convey is that we as students feel as if we have no direction in this course. We almost feel lost. The students of the class also feel that the example class is too close to the last lecture in terms of time.”

## 4.3 Academic Staff

- **Students are concerned about the inactivity of academic staff on piazza**
  - o “Students have also noted that many questions go unanswered. These students have expressed that their learning would be greatly aided if there was more feedback from staff on piazza.”
  - o “A common complaint is the inactivity on piazza where there is little to no feedback and help from tutors/lecturers thus piazza isn't used as often.”

## 4.4 Commendations

Apart from all the common general concerns listed above, as seen, there are praises by many Class Representatives for their respective courses. They have been managed excellently and class reps have expressed their gratitude for that.

- “Students love Kaitlin and Melissa's lecturing styles!”
- “Lecture content has been intellectually challenging with great lecturers to deliver such content.”
- “Students find Nicolette to be very friendly and her teaching style has been praised by many students who find she explains concepts very well”
- “Paul has been incredible in terms of assignment deadlines and addressing the class when a few people go to him with the same issue. There have been questions about the upcoming assignments which have been readily answered.”
- “I had feedback about how helpful Zitong has been, and appreciation for her work to create a good group atmosphere even though sessions are on Zoom”
- “Students appreciate Charlotte's friendly manner and willingness to answer questions and respond to our feedback.”

## 5.0 Key take-aways

The key takeaways from this report include the three most common complaints expressed from class representatives for their respective course in the Faculty of Science.

These include:

- Students want more clarification around assessment specifications
- Students have concerns around when resources are released
- Students want more clarity around the contents of the course
- Students are concerned about the inactivity of academic staff on piazza

# AUSA e-Voice Diary Report: 2021, Semester 1, Week 8 BUSINESS SCHOOL EDITION

Report completed as of 17/05/2021



**AUSA STUDENT VOICE OFFICE**

## 1.0 Aim

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information on the activities across the campus and within classroom settings at the University of Auckland. This report aims to outline the feedback received from Class Representatives about how semester one of 2021 has gone so far.

## 1.1 Methodology

The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

## 1.2 Introduction

This report will follow the structure of summarising the results of each question before going into further analysis of the results. A summary will be provided at the end of the report with possible implementations and recommendations as well as further implications following from here on forth.

## 2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from **1060**. We have received **215** total submissions from the class representatives who represent a course from Business School.

Faculty	Count of Overall Course Rating
Business School	215
Faculty of Arts	246
Faculty of Creative Arts and Industries	105
Faculty of Education and Social Work	80
Faculty of Engineering	18
Faculty of Law	36
Faculty of Medical and Health Sciences	85
Faculty of Science	275
<b>Grand Total</b>	<b>1060</b>

## 3.0 Course Experiences

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during **week four and eight of semester 1, 2021**. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor', to '5' being 'Excellent'.

Faculty of the course you are a representative of	Business School	Count of Overall Course Rating
Overall Course Rating	Count of Overall Course Rating	
2	5	
3	36	
4	105	
5	69	
<b>Grand Total</b>	<b>215</b>	

A further breakdown of the course experience by faculty shows that class representatives representing a course from the Business School have rated an average course experience of **4.11**. This is shown as a 2% change from 4.01 from the responses in Week Four.

Faculty	Average of Overall Course Rating	Week 4	% change
Business School	4.11	4.01	2%
Faculty of Arts	4.31	4.31	0%
Faculty of Creative Arts and Industries	3.98	4.07	-2%
Faculty of Education and Social Work	4.00	4.06	-1%
Faculty of Engineering	3.72	3.89	-4%
Faculty of Law	4.36	4.34	0%
Faculty of Medical and Health Sciences	4.11	4.28	-4%
Faculty of Science	4.13	4.19	-1%
<b>Grand Total</b>	<b>4.14</b>	<b>4.17</b>	<b>-1%</b>

### 3.1 Outlining what Categories Class Representative ‘Course Experience’ Feedback Relate to

Students were able to select more than one category for their course experience feedback. For the Business School:

- 39 submissions were categorised as Online Learning, a decrease of 5 from Week Four.
- 47 submissions were categorised as Academic Staff, a decrease of 12 from Week Four.
- 4 submissions were categorised as Academic Complaint, a decrease of 14 from Week Four.
- 10 submissions were categorised as General Facilities, a decrease of 8 from Week Four.
- 46 submissions were categorised as Course Content and Structure, a decrease of 98 from Week Four!
- 23 submissions were categorised as Resources, a decrease of 24 from Week four.
- 118 submissions were categorised as assessments, an increase of 59 from Week Four!

## 4.1 Assessments

- **Students continue to want more clarity around assessments**
  - *"There were queries into the weight of the first assessment and lack of material to prepare for it. However when discussing it with the lecturer, the course had been restructured and new lecturers in place so previous examinable material was no longer relevant."*
  - *"There is a lack of assessment guidance for this class. The content the class has been taught is rather unclear and very hard to understand. Certain expectations are there but never communicated clearly to students in a relevant timely manner."*
  - *"There should be a clearer assignment case, it would be good to see the marking rubric for the assignment or at least how the assignment would be marked. Would have been a good indication on how to approach the assignment and how complicated we should be modelling the case."*
  - *"Students found that the assignment specifications were not clear and the lack of a marking rubric or guidance added to the confusion of how to approach the assignment."*

## 4.2 Academic Staff

- **Students want more engagement from academic staff**
  - *"Lastly, students have commented that they find the lecturer unfriendly and intimidating. One student mentioned that they were ignored multiple times when trying to book an appointment for the lecturer's office hours as these are by appointment only. Multiple students have commented that the lecturer is in a rush to leave the class even when class finishes early and appears unhappy when students ask him questions personally instead of on \_\_\_\_"*
  - *"for \_\_\_\_\_ no teachers are answering questions. Maybe 1/20 questions get answered by an instructor. Especially at a time where people are panicking because there is an assessment due on \_\_\_\_\_, the instructors need to answer the questions on canvas as many other students may also be having the same problems and not just the ones asking the questions... The instructors need to use piazza as it's a lot easier to ask and receive answers for questions rather than emails."*

## 4.3 Course Content & Structure

- **Students want more clarity surrounding course contents**

- *"Most of the feedback is about the Q&A session. No recording is provided and students think it would be helpful if \_\_\_\_\_ uses the 1hour session for a tutorial or weekly summary rather than answering questions."*
  - *"A Lot of students felt that the way the course is set out and structured is very unclear and have voiced that there is not enough communication between the lecturers and the students . Also felt that topics taught are being randomly jumped between and that there is no proper structure."*
  - *"Students wanted more in depth \_\_\_\_\_ explanations and more examples as they felt that the examples in class were rushed and difficult to understand"*

## 4.4 Commendations

Apart from all the common general concerns listed above, as seen, there are praises by many Class Representatives for their respective courses. They have been managed excellently and class reps have expressed their gratitude for that.

- *"On the positive side, the class was generally pleased with the changes made and have enjoyed being given a break to stretch their legs and grab a drink. Furthermore, they are enjoying the activities done in class and enjoy the challenges that coincide."*
- *"Lecturers have taken on feedback from previous sessions and they have actively made changes. Content is now better structured and easier to retain. Assessments are also spaced out quite well"*
- *"Paul has a very simplistic approach to his teaching and some students are finding this really easy to follow along with."*
- *"Peter has been very hands on and tried to find solutions and ways to make things better. He's very approachable and understanding and students are a lot more relaxed around him"*
- *People have been satisfied with the responses to their feedback - people appreciate how our lecturer, Steffen, responds to feedback.*
- *"Most of the students are having fun in the course because of the lecturer Bodo. He is a teacher that will stand in the student's shoe. Some students said they are encouraged by Bodo's personal study stories. During the 2 hours lecture, he will give us breaks, and help us to relax by doing a few easy physical exercises during*

the class. A lot of students think that helps a lot to be more focused in the rest of the class.”

- “Students liked Prof. Myers' way of conducting this course. They appreciate his effort in conducting a separate session for offshore students at a convenient time.”

## 5.0 Key take-aways

The key takeaways from this report include the three most common complaints expressed from class representatives for their respective course in the Business School.

These include:

- Students continue to want more clarity around assessments
- Students want more engagement from academic staff
- Students want more clarity surrounding course contents