

AUSA e-Voice Diary Report: 2021, Semester 1, Week 12

Report completed as of 28/06/2021



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 22 submissions, which is not a large enough sample size to make any appropriate comments.

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 **877**.

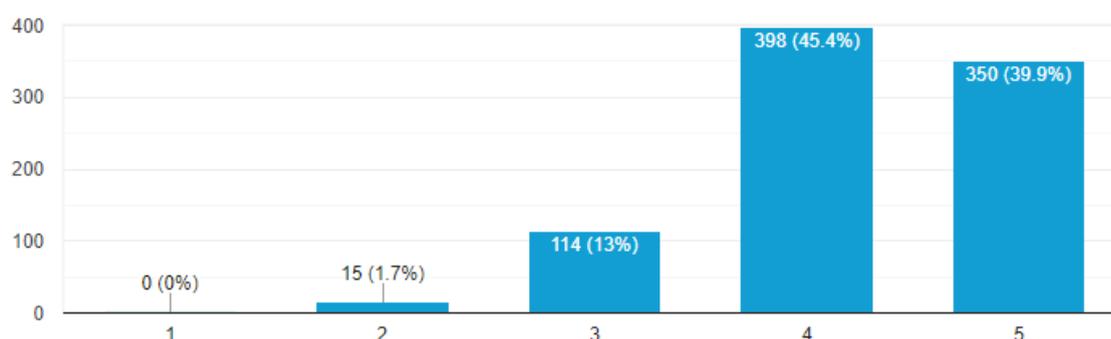
Faculty	Count of Overall Course Rating
Business School	180
Faculty of Arts	196
Faculty of Creative Arts and Industries	86
Faculty of Education and Social Work	62
Faculty of Engineering	22
Faculty of Law	31
Faculty of Medical and Health Sciences	79
Faculty of Science	221
Grand Total	877

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 eight and week twelve 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 **1**.

Overall Course Rating

877 responses



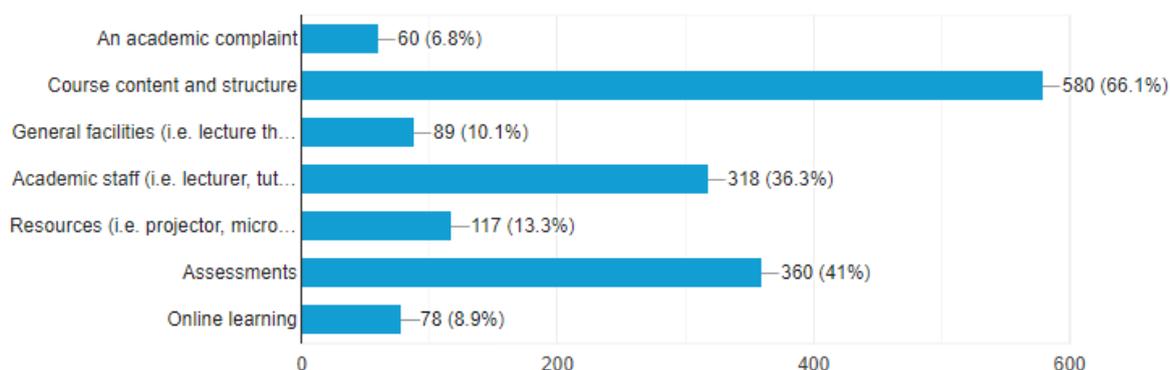
A further breakdown of the course experience by faculty shows that class representatives have rated an average course experience of **4.23**.

Faculty	Average of Overall Course Rating	Week 8	Week 4
Business School	4.16	4.11	4.01
Faculty of Arts	4.39	4.31	4.31
Faculty of Creative Arts and Industries	4.09	3.98	4.07
Faculty of Education and Social Work	4.13	4.00	4.06
Faculty of Engineering	4.09	3.72	3.89
Faculty of Law	4.39	4.36	4.34
Faculty of Medical and Health Sciences	4.11	4.11	4.28
Faculty of Science	4.29	4.13	4.19
Grand Total	4.23	4.14	4.17

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

What is your Course Feedback primarily about?

877 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 66.1% of the overall feedback. This was followed by Assessments at 41% and Academic staff at 36.3%

4.0 Recommendations

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

Providing more clarity and resources for assessments

A recurring theme across all faculties was a lack of clarification behind the specification of assessments. This ranged from vague marking rubrics, not enough examples and a lack of feedback provided on the marks themselves.

As a result, it is recommended that faculties develop a systematic approach to assessments. This could be making it necessary for all courses to provide at least two examples for the assessment.

Please email classrep.enquiries@ausa.org.nz. All feedback and concerns are welcome and appreciated!

AUSA e-Voice Diary Report: 2021, Semester 1, Week 12 FACULTY OF CREATIVE ARTS AND INDUSTRIES EDITION

Report completed as of 28/06/2021



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 **877**. We have received **86** total submissions from the class representatives who represent a course from **the Faculty of Creative Arts and Industries**.

Faculty	Count of Overall Course Rating
Business School	180
Faculty of Arts	196
Faculty of Creative Arts and Industries	86
Faculty of Education and Social Work	62
Faculty of Engineering	22
Faculty of Law	31
Faculty of Medical and Health Sciences	79
Faculty of Science	221
Grand Total	877

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 twelve 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
Overall Course Rating	Count of Overall Course Rating	
3	23	
4	32	
5	31	
Grand Total	86	

A further breakdown of the course experience by faculty shows that class representatives representing a course from the Faculty of Creative Arts and Industries have rated an average course experience of **4.09**. The general trend has been an increase from 4.07 in Week 4 and 3.98 in Week 8.

Faculty	Average of Overall Course Rating	Week 8	Week 4	
Business School	4.16		4.11	4.01
Faculty of Arts	4.39		4.31	4.31
Faculty of Creative Arts and Industries	4.09		3.98	4.07
Faculty of Education and Social Work	4.13		4.00	4.06
Faculty of Engineering	4.09		3.72	3.89
Faculty of Law	4.39		4.36	4.34
Faculty of Medical and Health Sciences	4.11		4.11	4.28
Faculty of Science	4.29		4.13	4.19
Grand Total	4.23		4.14	4.17

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 and Industries:

- 3 submissions were categorised as Online Learning, a decrease of 3 from Week Eight.
- 35 submissions were categorised as Academic Staff, an increase of 1 from Week Eight.
- 6 submissions were categorised as Academic Complaint, an increase of 6 from Week Eight.
- 18 submissions were categorised as General Facilities, a decrease of 2 from Week Eight.
- 58 submissions were categorised as Course Content and Structure, an increase of 34 from Week Eight!
- 11 submissions were categorised as Resources, an increase of 5 from Week Eight.
- 35 submissions were categorised as assessments, a decrease of 5 from Week Eight.

4.1 Assessments

- **Students want more accurate feedback for assignments**
 - *“The students have asked for feedback and for it to be more specific. Several students said that they were only given compliments and nothing to work on. More tutorials would also be appreciated.”*

4.2 Academic Staff

- **Students want more clarity around tutors**
 - *“students in specific tutors groups did not receive much support from their tutors- sometimes not attending studio and students only finding out on the day that their tutor will not be attending, some students found it difficult to progress on their design with little feedback given about their work. Some*

found the organisation with the (mixed years) design studio difficult to manage along with their other classes.”

4.3 Course Content & Structure

- **Students are concerned about a variety of factors relating to course content & structure**
 - *“Most students find content presented in the most appropriate format. Some students find the slides hard to understand and suggest using simpler wording and more sentences per slide (as opposed to keywords/complicated quotes) to make concepts easier to understand.”*
 - *“The course was unorganised from the beginning. The morning and afternoon groups were not set up properly and the first few classes of the course were just trying to figure out if everyone was in the right group, with the right technician. There was no explanation on what and how the course was going to proceed until midway in the course, and the students were just thrown into the technical areas, without explanation.”*
 - *“There were however some complaints that the Lecturer and the TA were giving contradictory advice”*
 - *“Students preferred to have spaced out the course structure weekly rather than fortnightly”*

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.

- *“Tricia's teaching methods are generally clear”*
- *“Mohsen's teaching methods is generally clear”*
- *“Matt is very approachable as a lecturer”*
- *“Students really liked the shared lunch we had as a class and the personal efforts made by Zoe to bring in her family as guest speakers. This was very sweet and their presentations gave unique and relevant perspectives on our learning topics.”*
- *“Jason is a respected professor. He takes the time to listen to students and often stays behind to answer specific advice/information about the course.”*
- *“We all feel really prepared for the exam and loved the lecture/teaching styles of Alys and Johanna :)”*
- *“The lecturer, Dr Timothy Welch, was popular with the whole class - for a paper that was taught entirely remotely, he made substantial efforts to ensure the content was*

engaging and that we kept up to date with lectures. I've heard many people say they're looking forward to the next paper he teaches, and where we will get to meet him in-person finally. No complaints.”

- “Course has been good, kept well informed by Marian.”

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 Creative Arts and Industries.

These include:

- Students want more accurate feedback for assignments
- Students want more clarity around tutors
- Students are concerned about a variety of factors relating to course content & structure

AUSA e-Voice Diary Report: 2021, Semester 1, Week 12 FACULTY OF ARTS EDITION

Report completed as of 28/06/2021



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 **877**. We have received **196** total submissions from the class representatives who represent a course from **the Faculty of Arts**.

Faculty	Count of Overall Course Rating
Business School	180
Faculty of Arts	196
Faculty of Creative Arts and Industries	86
Faculty of Education and Social Work	62
Faculty of Engineering	22
Faculty of Law	31
Faculty of Medical and Health Sciences	79
Faculty of Science	221
Grand Total	877

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 twelve 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
Overall Course Rating	Count of Overall Course Rating
2	2
3	19
4	76
5	99
Grand Total	196

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 **4.39**. The general trend has been an increase from 4.31 in Week 4 and 4.31 in Week 8.

Faculty	Average of Overall Course Rating	Week 8	Week 4
Business School	4.16	4.11	4.01
Faculty of Arts	4.39	4.31	4.31
Faculty of Creative Arts and Industries	4.09	3.98	4.07
Faculty of Education and Social Work	4.13	4.00	4.06
Faculty of Engineering	4.09	3.72	3.89
Faculty of Law	4.39	4.36	4.34
Faculty of Medical and Health Sciences	4.11	4.11	4.28
Faculty of Science	4.29	4.13	4.19
Grand Total	4.23	4.14	4.17

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 Arts:

- 25 submissions were categorised as Online Learning, a decrease of 2 from Week Eight.
- 76 submissions were categorised as Academic Staff, an increase of 2 from Week Eight.
- 8 submissions were categorised as Academic Complaint, an increase of 6 from Week Eight.
- 19 submissions were categorised as General Facilities, an decrease of 6 from Week Eight.
- 132 submissions were categorised as Course Content and Structure, an increase of 65 from Week Eight!
- 27 submissions were categorised as Resources, a decrease of 12 from Week Eight.
- 69 submissions were categorised as assessments, a decrease of 21 from Week Eight.

4.1 Assessments

- **Students continue to want more clarity around assessments**
 - o *“The guidance about the assessments sometimes seem to be abstract compared to other courses that I take. Going through examples, step by step guidance can be helpful.”*
 - o *“Complaints over instructions and criteria for the assessment and the marking of the assessment”*

4.2 Course Content & Structure

- **Students want more clarity around course contents**
 - o *“Our cohort wasn't happy about the overall structure of the course. Majority of our cohort expressed dismay around the lack of structure and clarity of the course outcomes. Information that was verbally given contradicted and often changed in the written instructions. There is always a rubric available for each assessment, nor are their clear instructions of what we might be tested on. There is an excessive amount of information, but unfortunately it is under different sections on our Canvas page.*

We had a class test recently, and the instructions we were given during our class contradicted what we were actually tested on. A lot of students walked away from that test very disheartened and confused.”

- o *“We all struggled with the clarity at which the test was poorly explained to us. “This is not like any other class I've had and it is so disorganised and poorly run” said one student in private. A few are at their breaking points tossing between whether they want to continue on with this course as it's a full year course.”*
- **Students are want more engagement from tutors**
 - o *“The course structure is considerable, students engage with course content online first; then, come to the class, practise with the tutor. This is a very nice way to learn new languages. But when students don't go through those online materials, the class becomes a little weird. The tutor would ask some questions without teaching first. It could be frustrating or even intimidating. I'm not saying the student is supposed to do nothing before the class, but at least, when they aren't familiar with the course content, the teacher has a back up plan for the situation.”*
- **Offshore students are struggling with aspects of courses**
 - o *“As a representative of offshore students, I can say students find it difficult to speak up during the tutorial time where offshore students (only two of us attended) were on zoom and the rest of the class were doing it in person. The situation automatically puts offshore students in a spot or ignores them. The lecturer was very nice and she tried to give offshore students chances to talk. However, it appears to be slightly challenging or uncomfortable for some.”*
 - o *“I can only represent the feelings of the offshore students. It is really hard work for us. Most of the offshores told me that it is not enough for them to learn the knowledge only from the zoom and the recordings. And still it is not that easy and efficient either when talking with the lecturer or tutor”*

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.

- *“everyone really loved Christine and her teaching style”*
- *“Steve has also been great in getting a few guest lecturers which have been great to provide more diversity in the teaching staff.”*
- *“Everyone adores the class, the lecturer David does go the extra mile for everyone and everything and definitely makes the course less daunting then it is!!”*

- “Regarding my awesome PAC 213 team, I can only assume that the course has been great, positive, safe and effective for them now that we are at the end of this semester.”
- “Dr Jemaima, Leah and Caleb. I have come across the most supportive cohort I ever had in my UoA journey who backs me up, who sees me for my work and helps strengthen and improve my work ethics when needed, and I will always be thankful for them.”
- “The Zooms worked great and Bernadette was great for the first few weeks online.”
- “All the feedback was positive. Everyone loved Zain's approach to teaching the course and the content was quite interesting. Presentations were done by selected students on a topic chosen by Zain. Our class also organised our annual 'Cake Day' which is a tradition for our paper :) Overall great course and amazing lecturer who genuinely loves teaching this paper.”
- “10/10 course. Recommend to every person. Such a fascinating and stimulating course that really could benefit anyone. And Rebecca is fantastic at teaching it.”
- “Rosemary Li is an amazing tutor who engages with all her students in a supportive environment”
- “Jiani Yun has done exceptionally for her first time being lecturer and must be commended for that!”
- “Selina and our tutor Ruby received overwhelmingly positive feedback. Ruby was loved by everyone and really helped with learning.
- “Students loved Graham and his teaching style.”

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 Arts.

These include:

- Students continue to want more clarity around assessments
- Students want more clarity around course contents
- Students want more engagement from tutors
- Offshore students are struggling with some aspects of their courses

AUSA e-Voice Diary Report: 2021, Semester 1, Week 12 FACULTY OF EDUCATION AND SOCIAL WORK EDITION

Report completed as of 28/06/2021



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 **877**. We have received **62** 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	180
Faculty of Arts	196
Faculty of Creative Arts and Industries	86
Faculty of Education and Social Work	62
Faculty of Engineering	22
Faculty of Law	31
Faculty of Medical and Health Sciences	79
Faculty of Science	221
Grand Total	877

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 twelve 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 Education and Social Work
Overall Course Rating	Count of Overall Course Rating
3	14
4	26
5	22
Grand Total	62

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 **4.13**. The general trend has been an increase from 4.06 in Week 4 and 4.00 in Week 8.

Faculty	Average of Overall Course Rating	Week 8	Week 4
Business School	4.16	4.11	4.01
Faculty of Arts	4.39	4.31	4.31
Faculty of Creative Arts and Industries	4.09	3.98	4.07
Faculty of Education and Social Work	4.13	4.00	4.06
Faculty of Engineering	4.09	3.72	3.89
Faculty of Law	4.39	4.36	4.34
Faculty of Medical and Health Sciences	4.11	4.11	4.28
Faculty of Science	4.29	4.13	4.19
Grand Total	4.23	4.14	4.17

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:

- 2 submissions were categorised as Online Learning, a decrease of 8 from Week Eight.
- 21 submissions were categorised as Academic Staff, a decrease of 4 from Week Eight.
- 8 submissions were categorised as Academic Complaint, an increase of 8 from Week Eight.
- 9 submissions were categorised as General Facilities, an increase of 8 from Week Eight.
- 41 submissions were categorised as Course Content and Structure, a decrease of 13 from Week Eight!
- 4 submissions were categorised as Resources, a decrease of 6 from Week Eight.
- 18 submissions were categorised as assessments, a decrease of 4 from Week Eight.

4.1 Assessments

- **Students continue to want more clarity around assessments**
 - *“more explanations and implications in the _____ context would definitely help students' understanding.”*
 - *“assessments could have been made clearer, especially with deadlines and instructions. Dates for classes could have also been made clearer as well.”*
 - *“there has been some confusion over what is actually required for the assignment. There was information added about how to critique and then exemplars that didn't match up.”*
 -
- **Students want assessments to be less repetitive**
 - *“The assignments are a lot to keep up with and do placements, but as we went along with doing the assignments we found that the questions were too repetitive. We students struggled to get through the assignments without repeating the same information.”*

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.

- “Great class and the whole structure being about role play interview skills was great! A vast majority of people passed and this was thanks to the great teaching by Matt and Kirsten.”
- “John is very thorough and we all enjoy his style and passion”
- “Barb is a well respected lecturer and mentor to us”
- “I have been to every single lecture and tutorial for this class and I can easily say each one was well planned out and was worth coming to. Wayne doesn't read off slides, instead he makes it relevant and gives examples so we can relate certain principles of movements to specific sports for example. He is a great lecturer and has been really supportive throughout this whole semester!”

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 Education and Social Work.

These include:

- Students continue to want more clarity around assessments
- Students want assessments to be less repetitive

AUSA e-Voice Diary Report: 2021, Semester 1, Week 12 FACULTY OF LAW EDITION

Report completed as of 28/06/2021



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 **877**. We have received **31** total submissions from the class representatives who represent a course from **the Faculty of Law**.

Faculty	Count of Overall Course Rating
Business School	180
Faculty of Arts	196
Faculty of Creative Arts and Industries	86
Faculty of Education and Social Work	62
Faculty of Engineering	22
Faculty of Law	31
Faculty of Medical and Health Sciences	79
Faculty of Science	221
Grand Total	877

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 twelve 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	1
4	17
5	13
Grand Total	31

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 **4.39**. The general trend has been an increase from 4.34 in Week 4 and 4.36 in Week 8.

Faculty	Average of Overall Course Rating	Week 8	Week 4
Business School	4.16	4.11	4.01
Faculty of Arts	4.39	4.31	4.31
Faculty of Creative Arts and Industries	4.09	3.98	4.07
Faculty of Education and Social Work	4.13	4.00	4.06
Faculty of Engineering	4.09	3.72	3.89
Faculty of Law	4.39	4.36	4.34
Faculty of Medical and Health Sciences	4.11	4.11	4.28
Faculty of Science	4.29	4.13	4.19
Grand Total	4.23	4.14	4.17

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 Online Learning, no change from Week Eight.
- 16 submissions were categorised as Academic Staff, a decrease of 3 from Week Eight.
- 0 submissions were categorised as Academic Complaint, no change from Week Eight.
- 2 submissions were categorised as General Facilities, an increase of 1 from Week Eight.
- 16 submissions were categorised as Course Content and Structure, an increase of 7 from Week Eight.
- 4 submissions were categorised as Resources, an increase of 2 from Week Eight.
- 13 submissions were categorised as assessments, an increase of 2 from Week Eight.

4.0 Preface

With a relatively small number of responses when compared to the other courses, there have been little major complaints around the courses provided under the Faculty of Law.

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.

- “I've received really good feedback about Maia's teaching and about the course content overall.”
- “Good, students like the main lecturers (Anna and Tracy) and they are very clear as to what is required of the students.”
- “Evidence is a very well-organised and well-taught course. I have received overwhelming positive feedback in regards to Scott Optican's teaching. Students understand what is required of them for the exam and Scott has given great guidance for revision.”

5.0 Key take-aways

There was one class representative who submitted an overall score rating of 3 and below. Overall, there isn't much to comment on for the Faculty of Law due to their relatively small sample size and lack of negative feedback.

AUSA e-Voice Diary Report: 2021, Semester 1, Week 12 FACULTY OF MEDICAL AND HEALTH SCIENCES EDITION

Report completed as of 28/06/2021



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 **877**. We have received **79** total submissions from the class representatives who represent a course from **the Faculty of Medical and Health Sciences**.

Faculty	Count of Overall Course Rating
Business School	180
Faculty of Arts	196
Faculty of Creative Arts and Industries	86
Faculty of Education and Social Work	62
Faculty of Engineering	22
Faculty of Law	31
Faculty of Medical and Health Sciences	79
Faculty of Science	221
Grand Total	877

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 twelve 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
Overall Course Rating	Count of Overall Course Rating	
2	1	
3	9	
4	49	
5	20	
Grand Total	79	

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**. The general trend has been a decrease from 4.28 in Week 4 and no change when compared to 4.11 in Week 8.

Faculty	Average of Overall Course Rating	Week 8	Week 4
Business School	4.16	4.11	4.01
Faculty of Arts	4.39	4.31	4.31
Faculty of Creative Arts and Industries	4.09	3.98	4.07
Faculty of Education and Social Work	4.13	4.00	4.06
Faculty of Engineering	4.09	3.72	3.89
Faculty of Law	4.39	4.36	4.34
Faculty of Medical and Health Sciences	4.11	4.11	4.28
Faculty of Science	4.29	4.13	4.19
Grand Total	4.23	4.14	4.17

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:

- 4 submissions were categorised as Online Learning, a decrease of 1 from Week Eight.
- 32 submissions were categorised as Academic Staff, an increase of 10 from Week Eight.
- 4 submissions were categorised as Academic Complaint, an increase of 2 from Week Eight.
- 7 submissions were categorised as General Facilities, an increase of 3 from Week Eight.
- 59 submissions were categorised as Course Content and Structure, an increase of 35 from Week Eight.
- 16 submissions were categorised as Resources, an increase of 1 from Week Eight.
- 42 submissions were categorised as assessments, an increase of 1 from Week Eight.

4.1 Assessments

- **Students continue to want more clarity around assessments**
 - *“Lack of feedback on test scores, students uninformed on where marks were lost.”*
 - *“It feels like barely any guidance is given for the assessments, and rubrics for the assessment marking would be appreciated, although the detailed feedback on the current report was helpful.”*
 - *“students are not happy that there is no marking schedule or module answer provided as feedback for the test. There seems to be a lacking of specificity of the question so many students find it hard to answer the question. Also many students are not happy about the lack of consistency and feedback from the lab reports.”*

4.2 Academic Staff

- **Students want academic staff to focus more on the content**
 - *“Feedback that we have received has largely revolved around academic staff with some students feeling as if some lecturers had the tendency to deviate from the relevant content.”*

4.3 Course Content & Structure

- **Students want a variety of changes when it comes to course content & structure**
 - *“Don't like changing due dates between modules, wishing for more exemplars, needed more example questions prior to study break”*
 - *“Often students find that the reflections take up too much time and aren't actually beneficial to their degree.”*
 - *“Furthermore, it's a huge inconvenience when the lecture recordings are uploaded late, it delays the study time available.”*
 - *“Overall, students suggested having a bigger break within the 4 hour lecture.”*
 - *“The difficult assignments of the course are taught near the end of the semester, and students wish the more challenging lessons were introduced to them earlier in the course.”*

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.

- “Taking place over the last few weeks, this module of PHARM211 has been great for students. This can be attributed to the work of the lecturer who has communicated exceptionally with students in terms of receiving feedback and improving the students' learning experience.”
- “Overall feedback towards POPLHLTH 206 for Semester 1 has been positive with minor concerns”
- “Overall, this course had positive feedback. Karen, the lecturer, was engaging and was very understanding of student stresses and other commitments. Approachable and easy to get in contact with. Karen displayed a high level of commitment to the course and the delivery of its content. Tito, the course tutor, showed a lot of passion for the content which made tutorials engaging, Very positive feedback for both academic staff.”
- “The general consensus was that the staff are fantastic! Sarah and Anneka are extremely engaging and very captivating. The content is easily absorbed through the group work methods of teaching”
- “Many students love how engaging Roger is with the classroom and appreciate the lengths he goes to to make this course enjoyable.”

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 Medical and Health Sciences.

These include:

- Students continue to want more clarity around assessments
- Students want academic staff to focus more on the content
- Students want a variety of changes when it comes to course content & structure

AUSA e-Voice Diary Report: 2021, Semester 1, Week 12 FACULTY OF SCIENCE EDITION

Report completed as of 28/06/2021



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 **877**. We have received **221** total submissions from the class representatives who represent a course from **the Faculty of Science**.

Faculty	Count of Overall Course Rating
Business School	180
Faculty of Arts	196
Faculty of Creative Arts and Industries	86
Faculty of Education and Social Work	62
Faculty of Engineering	22
Faculty of Law	31
Faculty of Medical and Health Sciences	79
Faculty of Science	221
Grand Total	877

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 twelve 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
Overall Course Rating	Count of Overall Course Rating	
2	4	
3	22	
4	102	
5	93	
Grand Total	221	

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 **4.29**. The general trend has been an increase from 4.19 in Week 4 and 4.13 in Week 8.

Faculty	Average of Overall Course Rating	Week 8	Week 4
Business School	4.16	4.11	4.01
Faculty of Arts	4.39	4.31	4.31
Faculty of Creative Arts and Industries	4.09	3.98	4.07
Faculty of Education and Social Work	4.13	4.00	4.06
Faculty of Engineering	4.09	3.72	3.89
Faculty of Law	4.39	4.36	4.34
Faculty of Medical and Health Sciences	4.11	4.11	4.28
Faculty of Science	4.29	4.13	4.19
Grand Total	4.23	4.14	4.17

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:

- 19 submissions were categorised as Online Learning, a decrease of 2 from Week Eight.
- 64 submissions were categorised as Academic Staff, an increase of 3 from Week Eight.
- 14 submissions were categorised as Academic Complaint, a decrease of 2 from Week Eight.
- 22 submissions were categorised as General Facilities, an increase of 3 from Week Eight.
- 138 submissions were categorised as Course Content and Structure, an increase of 14 from Week Eight.
- 29 submissions were categorised as Resources, an increase of 10 from Week Eight.
- 100 submissions were categorised as assessments, an increase of 23 from Week Eight.

4.1 Assessments

- **Students continue to want more clarity around assessments**
 - *“The course was not very organized - weekly learnings were released at irregular times and often assignment questions were ambiguous.”*
 - *“Many students all feel that this course was difficult due to the high abundance of coursework in addition to it being difficult due to not really understanding what the requirements are in order to gain a good grade.”*
 - *“Many of the students in the course felt that the instructions we were given for our assignments were too vague, and we received quite limited feedback for our assignments.”*

4.2 Course Content & Structure

- **Students are concerned about lecturers expecting knowledge that students haven't learnt**
 - *“In the second half of the semester (week 7-12), the ppts and resources the lecturer provided was not enough for the students. They found the resources(books) given was not easy to understand and the lecturer did not explain the contents clearly during the class.”*
 - *“The major complaint is that assignments sometimes are very difficult and assume _____ knowledge that isn't covered in any of the prerequisite courses for this course”*
- **Students are worried about the accessibility of learning materials**
 - *“No recordings being published, errors in assignments (question information and not being published on time)”*
 - *“The problem is mainly about the recordings. Our lecturer ___ is not able to write notes with doc camera due to valid medical reasons, so they had to write things on the whiteboard. That made a very embarrassing situation for off-shore students because the lecture contents were not in the recording, and off-shore students had a really tough time.*

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.

- “Yong is a great lecturer and he always is supportive and understanding”
- “Everyone loves Kaitlin!!”
- “nothing new, everyone loves Tristan and his teaching style, we find it all very helpful”
- “Students in Physics 201 generally love this course. The three lecturers that taught us in this course are all great lecturers and students enjoyed their teaching.”
- “ Collectively, us students want to say a huge thank you to Gray and James for their dedication to the course. It was their passion for the course that personally made me (and a lot of other students) fall in love with mathematical modelling as well.”
- “The course was the most interactive, friendly we have ever had. We have learned a lot through each project. Ben and Rachel were very effective instructors, they are wholesome, engaging. The projects help us improve our skills a lot”
- “Our lecturer Howard is fantastic and makes the class as good as it can be. We have no complaints whatsoever.”
- “Students especially loved Tra's teaching and found that she was very clear to understand. Some students also especially loved the way Jan and David taught the course and found that writing on a paper while teaching to be an excellent idea. While, other students preferred Tra's method of teaching which was using slides on a powerpoint.”

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 continue to want more clarity around assessments
- Students are concerned about lecturers expecting knowledge that students haven't learnt
- Students are worried about the accessibility of learning materials

AUSA e-Voice Diary Report: 2021, Semester 1, Week 12 BUSINESS SCHOOL EDITION

Report completed as of 28/06/2021



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 **877**. We have received **180** total submissions from the class representatives who represent a course from **the Business School**.

Faculty	Count of Overall Course Rating
Business School	180
Faculty of Arts	196
Faculty of Creative Arts and Industries	86
Faculty of Education and Social Work	62
Faculty of Engineering	22
Faculty of Law	31
Faculty of Medical and Health Sciences	79
Faculty of Science	221
Grand Total	877

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 twelve 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
Overall Course Rating	Count of Overall Course Rating	
2	7	
3	22	
4	87	
5	64	
Grand Total	180	

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 **4.16**. The general trend has been an increase from 4.01 in Week 4 and 4.11 in Week 8.

Faculty	Average of Overall Course Rating	Week 8	Week 4
Business School	4.16	4.11	4.01
Faculty of Arts	4.39	4.31	4.31
Faculty of Creative Arts and Industries	4.09	3.98	4.07
Faculty of Education and Social Work	4.13	4.00	4.06
Faculty of Engineering	4.09	3.72	3.89
Faculty of Law	4.39	4.36	4.34
Faculty of Medical and Health Sciences	4.11	4.11	4.28
Faculty of Science	4.29	4.13	4.19
Grand Total	4.23	4.14	4.17

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:

- 21 submissions were categorised as Online Learning, a decrease of 18 from Week Eight.
- 61 submissions were categorised as Academic Staff, an increase of 14 from Week Eight.
- 16 submissions were categorised as Academic Complaint, an increase of 12 from Week Eight.
- 19 submissions were categorised as General Facilities, an increase of 9 from Week Eight.
- 124 submissions were categorised as Course Content and Structure, an increase of 78 from Week Eight!
- 19 submissions were categorised as Resources, a decrease of 4 from Week Eight.
- 77 submissions were categorised as assessments, a decrease of 41 from Week Eight.

4.1 Assessments

- **Students continue to want more clarity around assessments**
 - *“The weekly assessments did not add to any knowledge. The lecturers could be more clear with their requirements.”*
 - *“There was a lack of consistency and clarity with assessments and we are still yet to receive detailed information of what to expect in the exam and our exam is one week away.”*
 - *“Maybe find better ways to deliver the contents instead of having 2 hour lectures of just sitting there, especially with this paper, it has so much content for us to go study.”*
 - *“We have just received the results for our assignment and I am receiving a lot of feedback that everyone is very unhappy with their grades, due to the lack of information and guidance we were given. Us as students felt left in the dark and not given the skills to write a letter of advice the way that was wanted. Our rubrics were seen as vague and completely different to what rubric was received back.”*

4.2 Academic Staff

- **Students want academic staff to be more responsive**
 - *“Another feedback extended from this is Professor ____ replies emails relatively slow and late. This is tolerable when there is clarification on content, and if only no reply for weekends. But due to slow reply and mismatched information given from lectures and late clarification, it caused many students to re-do part of the assignment 3 days before it was due.”*

4.3 Course Content & Structure

- **Students want more clarity around course contents**
 - *“Information about assessments was also very dispersed and hard to find on Canvas with things always changing such as word counts, what to include, when presentations were, when we would go through exam material, etc. These changes were spread across many announcements which became overwhelming for students.”*
 - *“Complaints have mostly revolved around the essay and exam resources. Students have stated that the online support and resources provided by lecturers “helped them somewhat” but lacked clarity and were often confusing to navigate/read (E.G. most students still do not know how to implement graphs into their answers due to lack of clarity in the model answers available). It should be noted that students did find the exam guides quite helpful.”*
 - *“Lectures have often not been uploaded on time, and so students were unable to watch the lecture prior to their lab.”*
- **Students have voiced concerns about lecture layouts**
 - *“Overall the whole course was slightly poor compared to my other courses. The layout of the course of many lectures videos being reviewed in a boring and dragged out 2 hour class.”*

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.

- *“Many students drew concerns for the upcoming final test - however, yu-cheng has responded well and prepared a practice test for students and held many tutorials.”*
- *“Course feedback has been generally positive for BUSINFO 700, Lec Leo Paas. The content is interesting and the professor is passionate.”*
- *“The latest assignment (assignment 3) was a significant improvement from the last assignment. Students felt that the time limit given for the quiz, quiz content and overall assessment contents was fair and reasonable. It was pleasing to see suggestions being implemented and changes made. I feel, alongside students that have given feedback that our class is well prepared for exams and that additional resources have been provided.”*
- *“Our Lecturers Nane and Inna are lovely and are good at teaching the subject”*

- “Students definitely enjoyed Tana as a lecturer as they like her examples and summaries she does in class”
- “Firstly, Matt has consistently given out chocolate as incentives for answering questions which helps foster an environment where people want to share answers with the class! People love it :).”
- “The students said the teacher Bodo has a good sense of humour when he explains the content which makes the concepts easy to understand. He always gives us a nice break during the 2 hour course, and he always encourages students to overcome the difficulties.”
- “All the students said the lecturer is very helpful, he always makes time for students to ask him questions and he responds to students' emails quickly. The way he explains concepts is easily understood. And he is one of those teachers who can become friends with students.”

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 academic staff to be more responsive
- Students want more clarity around course contents
- Students have voiced concerns about lecture layouts