

# **AUSA e-Voice Diary Report: 2021, Semester 2, Week 4**

Report completed as of 13/09/2021



**AUSA STUDENT VOICE OFFICE**

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# AUSA e-Voice Diary Report: 2021, Semester 2, Week 4

Report completed as of 13/09/2021



**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 regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester two of 2021 has gone so far.

The **GENERALISED** report outlines the class representative feedback from the entire University. As you progress, more information will be provided in the faculty-specific e-Voice diary reports. The report includes all faculties with the Faculty of Engineering recording the lowest submissions (5). Note that this might be due to late class representatives registration or not having many class representatives elected within a faculty.

## 1.1 Methodology

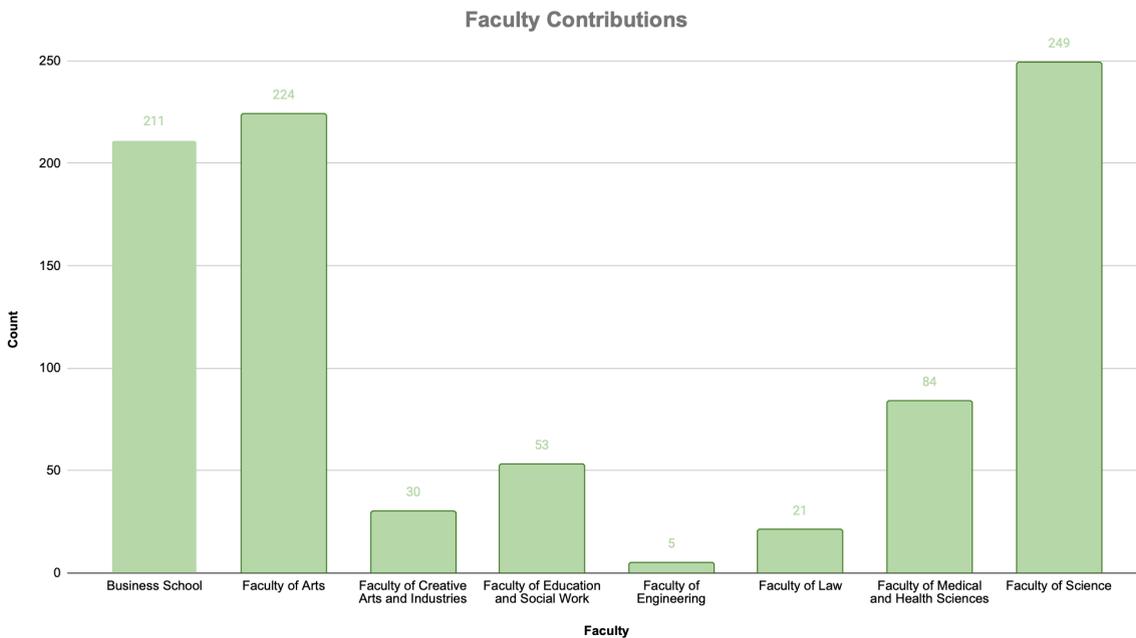
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

## 1.2 Introduction

The report will follow the structure of summarising the results of each question before going into further analysis of the results for that question. A summary will be provided at the end of the report with 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 class representatives**.



The **three possible** reasons for low response rates among certain faculties might be:

- Submissions that were not entered/counted as representatives did not meet the deadline cut-off.
- Late registration of class representatives into courses.
- Not enough representatives elected within the faculty.

### 3.0 Course Experience

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during the **first four weeks of semester 2, 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 of responses to this question is **877**.



It is shown in the outline that the overall rated experience of courses are rated largely at 4 and 5, meaning that the courses at the University of Auckland are being delivered at an excellent standard as of week 4 of semester 2, 2021.

A further breakdown of the course experience by faculty shows that class representatives have rated an average course experience of **4.24**.

### Overall Course Rating



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

A detailed analysis of the data shows the following results:

Feedback Relate to:	Count of Representatives
<b>Academic Staff</b>	<b>35</b>
Academic Staff and Assessments	6
Academic Staff and Online Learning	4
Academic Staff and Resources	4
Academic Staff, Resources and Assessments	1
Academic Staff, Resources, and Online Learning	2
Academic Complaint	9
Academic Complaint and Academic Staff	2
Academic Complaint, Academic Staff, and Assessments	1
Academic Complaint, Academic Staff, Resources, and Online Learning	1
Academic Complaint, Assessments	1

Academic Complaint, Assessments, Online Learning, and No Feedback	1
Academic Complaint, Course content and structure	10
Academic Complaint, Course content and structure, and Academic Staff	3
Academic Complaint, Course content and structure, Academic Staff, and Online Learning	1
Academic Complaint, Course content and structure, Academic Staff, and Resources	2
Academic Complaint, Course content and structure, Academic Staff, Resources, Assessments, and Online learning	1
Academic Complaint, Course content and structure, and Assessments	6
Academic Complaint, Course content and structure, General facilities, and Academic Staff	1
Academic Complaint, Course content and structure, General facilities, Academic Staff, REsources, Assessments, and Online learning	4
Academic Complaint, and Online Learning	1
<b>Assessments</b>	<b>54</b>
Assessments, and Online Learning	5
<b>Course content and structure</b>	<b>201</b>
<b>Course content and structure, and Academic Staff</b>	<b>76</b>
<b>Course content and structure, Academic Staff, and Assessments</b>	<b>42</b>
Course content and structure, Academic Staff, Assessments, and Online Learning	4
Course content and structure, Academic Staff, and Online Learning	2
Course content and structure, Academic Staff, and Resources	11
Course content and structure, Academic Staff, Resources, and Assessments	11
Course content and structure, Academic Staff, Resources, Assessments, and Online Learning	1
Course content and structure, Academic Staff, Resources, and Online learning	2
<b>Course content and structure, and Assessments</b>	<b>86</b>
Course content and structure, Assessments, and Online Learning	9
Course content and structure, and General Facilities	7
Course content and structure, General Facilities, and Academic Staff	8
Course content and structure, General Facilities, Academic Staff, and Assessments	4
Course content and structure, General Facilities, Academic Staff, Assessments, and Online Learning	2
Course content and structure, General Facilities, Academic Staff, and Online Learning	1
Course content and structure, General Facilities, Academic Staff, and Resources	3
Course content and structure, General Facilities, Academic Staff, Resources, and Assessments	6
Course content and structure, General Facilities, Academic Staff, Resources, Assessments, and Online Learning	4

Course content and structure, General Facilities, and Assessments	5
Course content and structure, General Facilities, Assessments, and Online Learning	1
Course content and structure, General Facilities, and Online Learning	3
Course content and structure, General Facilities, and Resources	3
Course content and structure, General Facilities, Resources, and Assessments	1
Course content and structure, and No Feedback	4
Course content and structure, and Online Learning	10
<b>Course content and structure, and Resources</b>	<b>29</b>
<b>Course content and structure, Resources, and Assessments</b>	<b>19</b>
Course content and structure, Resources, Assessments, and Online Learning	4
Course content and structure, Resources, and Online Learning	7
<b>General Facilities</b>	<b>21</b>
General Facilities, and Academic Staff	12
General Facilities, Academic Staff, and Assessments	1
General Facilities, Academic Staff, and Resources	3
General Facilities, Academic Staff, Resources, and Assessments	1
General Facilities, and Assessments	3
General Facilities, and Online Learning	1
General Facilities, and Resources	5
General Facilities, Resources, and Assessments	3
General Facilities, Resources, and Online Learning	2
<b>No Feedback</b>	<b>32</b>
<b>Online Learning</b>	<b>26</b>
<b>Resources</b>	<b>29</b>
Resources, and Assessments	12
Resources, Assessments, and Online Learning	3
Resources, and Online Learning	2

Covid-19/the pandemic has been one of the most significant factors for the changes in how course content and structures are being delivered, which is one of the main concerns

received by the Student Voice office from the Class Representatives. With the variance of the feedback received from each class representative, it can be seen that there is a consistency of relatedness between Academic Staff, Academic Complaints, and Assessments as being highly common among the feedback received.

## **4.1 Course Content & Structure / Lecturers & Tutors / Student Academic Complaints**

- Students have expressed mixed reviews of course content and structure. Most submissions are of positive feedback expressing how well the contents are planned. However, a few courses as reported by reps are having difficulty with the course layout and grasping the course contents.
- Many reps have expressed how engaging the academic staff are within their respective papers. There are, however, a few complaints about how the academic staff are lacking in support towards the students.
- Students have expressed how demanding some courses are and are concerned about the workload being given to them that clashes with other courses.

## **4.2 Assessments**

- Students have expressed concern with the amount of time given to complete assessments and having untimely due times and dates that students are finding difficult to meet.
- Some reps have expressed the need for extension grants to be more accessible due to unforeseen and beyond student's control circumstances which are deemed not accepted by some courses.
- Students have expressed their concerns about the workload of assessments being due from a course.
- Most reps have expressed that students would like more clarification and guidance with assessments.

## **4.3 Resources / General Facilities Concerns**

- Some reps have commented that they value slides as a learning resource and would like these to be made available a bit earlier.
- Some reps have commented that some students have found the volume of readings challenging.
- Students have expressed concerns about the available resources not being of importance to their practical use and are wanting resources that would help with future assessments.
- Some students have expressed that they cannot access resources/content on Canvas and other platforms.
- Multiple reps have reported equipment/facilities issues.
- Some reps have expressed feedback about recordings being difficult to understand.

#### 4.4 Commendations

- There is a general deal of positive feedback regarding the course content and teaching staff.
- Multiple reps, at all levels, reported effective action taken when concerns are raised, especially concerning course content but not as effective regarding assessments or general facilities.
- Many students have benefitted from an interactive element of learning.
- Most of the students are satisfied with how the content and structure of the papers are delivered and projected.

#### 5.0 Key Takeaways

- Some reps have commented that some students have found the volume of readings challenging.
- Course content and resources inaccessible on CANVAS.
- Workload being conflicting.

- Concerns of due dates and times.
- Extension grants.
- Delay in result release.
- Courses should be providing more relevant resources to students for practical use.
- No lecture recordings.
- No slides from guest lecturers were made accessible to students.

## 5.1 Recommendations to Consider

- To reduce readings to a recommendable size that will not overwhelm the students.
- The course co-coordinators should check the course contents accessibility on canvas using the student view function before publishing the course.
- Limited workload with higher percentage grading.
- Possibility of having due times at 11.59 pm to accommodate students' schedules such as work or other course schedules to allow students more time to complete assignments.
- Extension grants to students within reasonable excuse (especially during the pandemic in which reasons are beyond their control).
- Explanation/clarification on why result releases are being delayed.
- Providing more resources to students for practical use.
- To provide a substitute lecture summary in PowerPoint for lectures that are not recorded.

# AUSA e-Voice Diary Report:

## 2021, Semester 2, Week 4

### Faculty of Arts

Report completed as of 13/09/2021



**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 regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester two of 2021 has gone so far.

#### **1.1 Methodology**

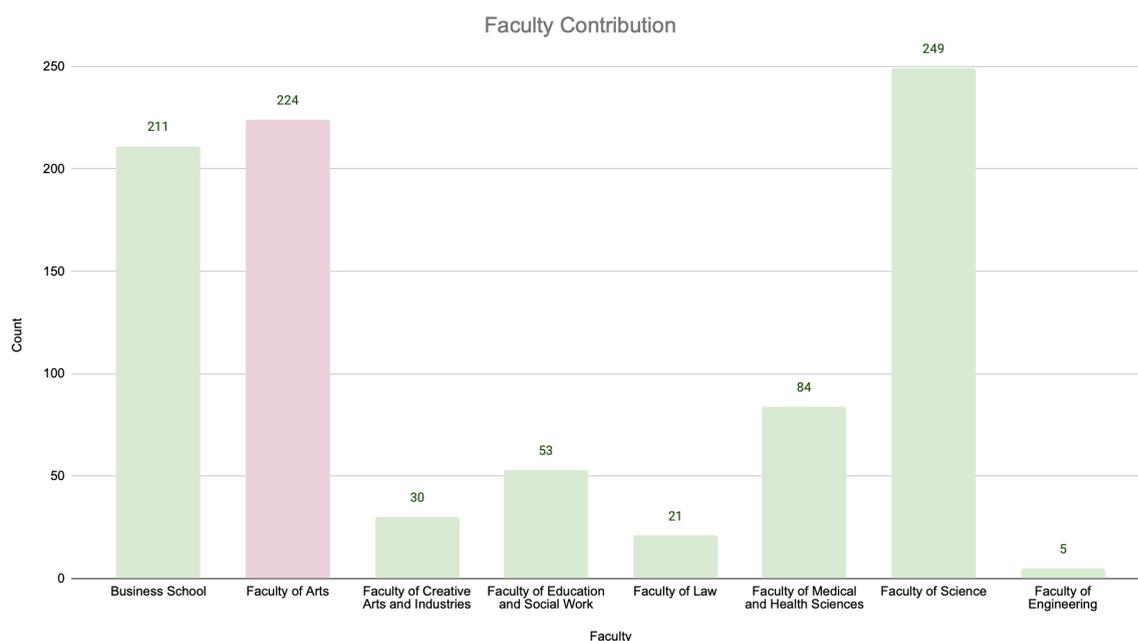
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

#### **1.2 Introduction**

The report will follow the structure of summarising the results of each question before going into further analysis of the results for that question. A summary will be provided at the end of the report with 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 had the most respondents. The total amount of submissions received for this section is from the **Faculty of Arts** with **224** submissions.



## 3.0 Course Experiences

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Arts** during the **first four weeks of semester 2, 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'.



With an average course experience rating of **4.37** by the Faculty of Arts, we can further break down the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- 11 responses provided feedback on **an academic complaint**
- 144 responses provided feedback on **course content and structure**
- 28 responses fed back on **general facilities (i.e. lecture theaters, study spaces, labs etc)**
- 69 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- 37 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- 67 responses provided feedback on **assessments**
- 29 responses provided feedback on **online learning**
- 10 responses had **no feedback**

### 4.1 Course Content & Structure / Lecturers & Tutors / Student Academic Complaints

- There is a great deal of positive feedback about teaching staff
  - *"Students are really enjoying Leonie's enthusiasm in lectures"*
  - *"the class loves Azariah she is an incredible teacher"*
  - *"Students enjoy the lecturer's approach and the lectures themselves"*
- There is a great deal of positive feedback about tutorials
  - *"Small tutorials work very well for the course as students feel much more comfortable participating in discussion"*
  - *"Tutorials found to be useful to reinforce content learnt in lectures"*
  - *"The tutorials are very engaging and fun. The lecture content is explained in a way that is easy to understand."*
- Some reps have provided feedback that classes longer than one hour feel very lengthy
  - *"Students would prefer grammar being in 2 x 1 hour segments and the language in one 2 hour segment."*
  - *"the two hour time slot is quite long"*
- Some reps have provided feedback that students sometimes find continuity a bit difficult when transitioning between lecturers in the course
  - *Some students are finding the course structure a little bit confusing with the multiple lecturers*

## 4.2 Assessments

- Some reps have commented that students would like some more guidance with regard to assessments
  - *“Improvements suggested related to the final project with a student wanting it to be a bit clearer what will be expected i.e. what we will need to deliver in more specific detail.”*
  - *“Better discussion on how to complete the assignment”*

## 4.3 Resources / General Facilities Concerns

- Some reps have commented that they value slides as a learning resource and would like these to be made available a bit earlier
  - *“Is that possible for the time for uploading study materials/PPT slides every week to be a little earlier, such as during the weekend.”*
  - *“release slides before the lecture (so students can take notes on them)”*
  - *“Some students have voiced that they would prefer to have access to the lecture slides before class rather than after.”*
- Some reps have commented that their classrooms are too small or not suitable for group work
  - *“For the classrooms we are in [...] They are too small when everyone attends class”*
  - *“We have also found that it is difficult to get the classroom (tables, chairs etc.) arranged into a setup that allows us to all see the projector and also allow group work to take place effectively”*
- Some reps have commented that some students have found the volume of readings difficult
  - *“The readings are overwhelming”*
  - *“Others voiced that the readings were too long”*

## 4.4 Commendations

- There is a great deal of positive feedback about teaching staff.
- There is a great deal of positive feedback about tutorials.
- Some reps have commented that they value slides as a learning resource.

## 5.0 Key Takeaways

- Some reps have provided feedback that classes longer than one hour feel very lengthy.
- Some reps have provided feedback that students sometimes find a bit difficult when transitioning between lecturers in the course.
- Lack of guidance or clear marking criteria with assessments.
- Slides are not available to students on time.
- Some reps have commented that their classrooms are too small or not suitable for group work.
- Some reps have commented that some students have found the volume of readings difficult.

### 5.1 Recommendations to Consider

- Consideration of lecture length to appropriation.
- Consideration of transitions between lecturers.
- Some courses have commented that students would like some more guidance with regard to assessments.
- Some courses have commented that they would like slides to be made available a bit earlier.
- Consideration of the size of the room for the volume of students within the class.
- Reduction of readings to a recommendable size that will not overwhelm the students.

# AUSA e-Voice Diary Report: 2021, Semester 2, Week 4 Business School

Report completed as of 13/09/2021



**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 regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester two of 2021 has gone so far.

## 1.1 Methodology

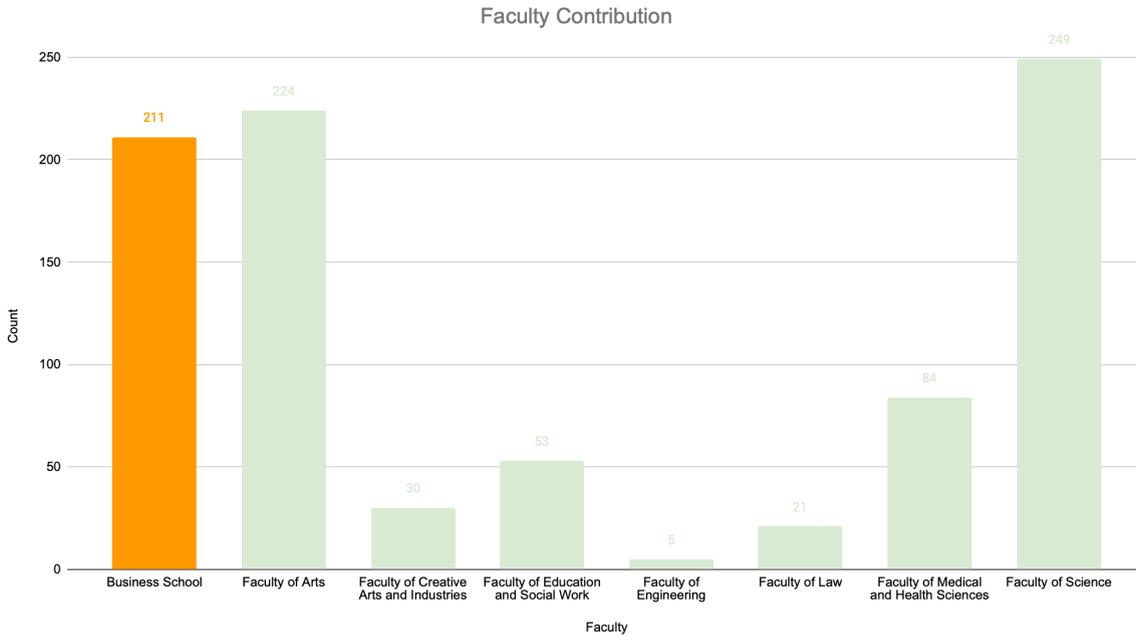
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

## 1.2 Introduction

The report will follow the structure of summarising the results of each question before going into further analysis of the results for that question. A summary will be provided at the end of the report with 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 had the most respondents. The total amount of submissions received for this section is from the **Business School** with **211** submissions.

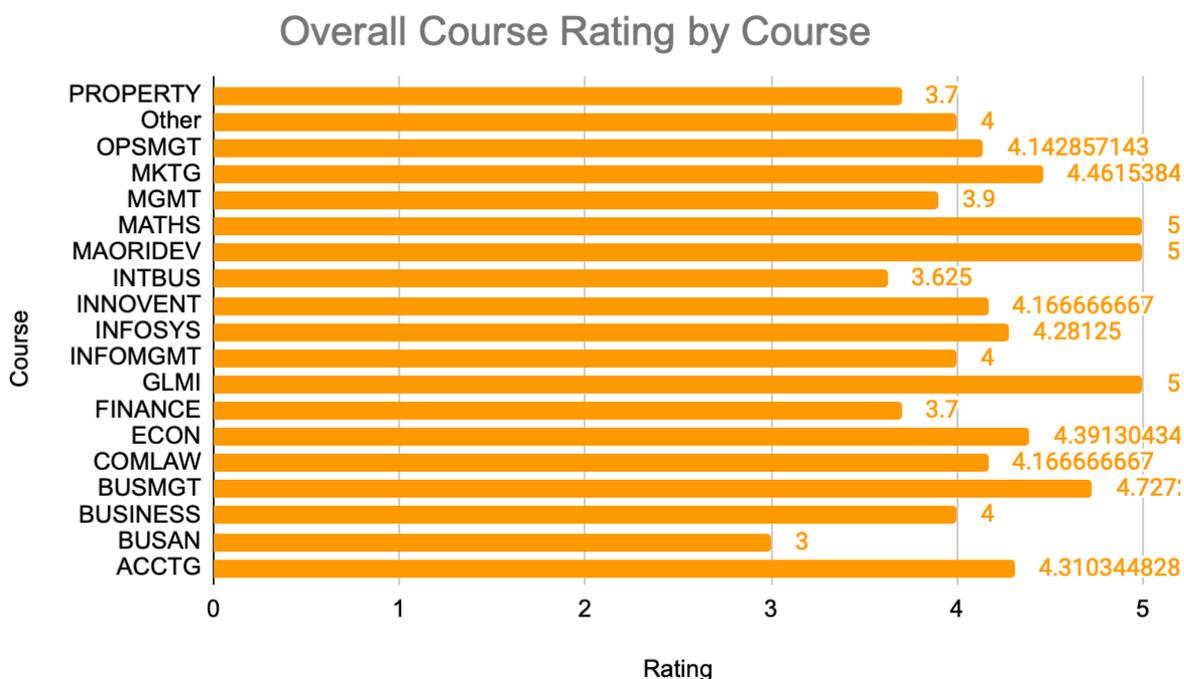


### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Business School** during the **first four weeks of semester 2, 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’.



With an average course experience rating of **4.16** by the Business School, we can further break down the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- 7 responses provided feedback on **an academic complaint**
- **143** responses provided feedback on **course content and structure**
- **21** responses fed back on **general facilities (i.e. lecture theaters, study spaces, labs etc)**
- **66** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- **35** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- **66** responses provided feedback on **assessments**
- **40** responses provided feedback on **online learning**
- **8** responses had **no feedback**

### 4.1 Course Content & Structure / Lecturers & Tutors / Student Academic Complaints

- Many reps have expressed that students are happy with the course content and the delivery of it. However, there are some courses where contents are not viewable through a tablet or a smartphone
  - *“the course content is interesting and useful to develop research skills”*
  - *“Students find this very good and understandable. Objectives are clear each lecture and it's easy to follow where the lecture is going and what's going to be covered for that day”*
- Some reps expressed that students would like lecturers to elaborate more when explaining the concepts of the content.
- There are a lot of responses expressing how engaging lecturers and tutors are.
- Some reps had complained about the workload being given to students.

## 4.2 Assessments

- Concerns about due dates and time feel suffocating and untimely.
- Students expressed the need for extension grants in some courses that do not allow them despite the reasonable need for one.
- Concerns and clarifications on assessments needed to be explained to students.
- Students expressed the delay in release for assessment results.

## 4.3 Resources / General Facilities Concerns

- Many reps expressed that courses are providing enough resources. However, a small number of courses give too many resources, which students find overwhelming.
- Students have expressed concerns with the resources made available not being of importance practically and are wanting resources that would help with future assessments.
- Some students have expressed that they cannot access resources being provided.

- Students in the South Campus have expressed the lack of teaching and learning resources at the Tai Tonga campus.
- Students are fond of the slido system that is available where they can ask questions in real-time anonymously because a couple of students have expressed that they find asking questions in big classes challenging.

#### 4.4 Commendations

- Many reps have expressed that students are happy with the course contents and the delivery.
- There are many responses expressing how engaging lecturers and tutors have been.

### 5.0 Key Takeaways

- Course content and resources inaccessible on CANVAS
- Workload being conflicting
- Concerns of due dates and times
- Extension grants
- Delay in result release
- Courses needing to provide more relevant resources to students for practical use

#### 5.1 Recommendations to Consider

- The course co-coordinators should check the course contents accessibility on canvas using the student view function before publishing the course.
- Limited workload with higher percentage grading.
- Possibility of having due times at 11.59 pm to accommodate students' schedules such as work or other course schedules to allow students more time to complete assignments.
- Extension grants to students within reasonable excuse (especially during the pandemic in which reasons are beyond their control).
- Explanation/clarification on why result releases are being delayed.
- Providing more resources to students for practical use.

# AUSA e-Voice Diary Report: 2021, Semester 2, Week 4 Faculty of Creative Arts and Industries

Report completed as of 13/09/2021



**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 regarding what is going on 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 two of 2021 has gone so far.

## 1.1 Methodology

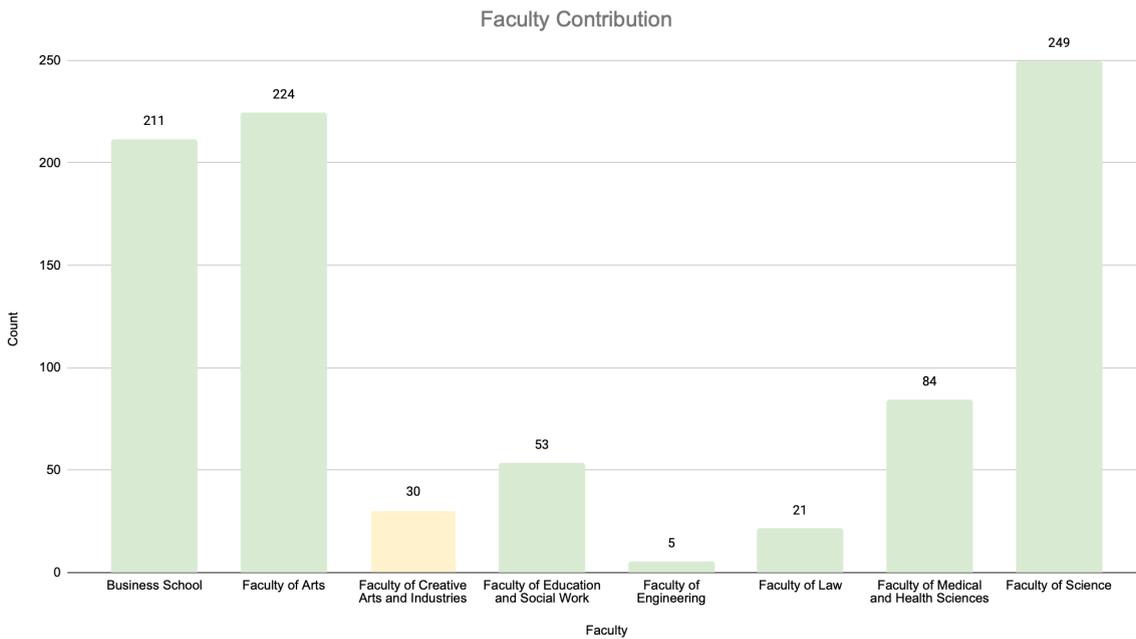
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

## 1.2 Introduction

The report will follow the structure of summarising the results of each question before going into further analysis of the results for that question. 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.

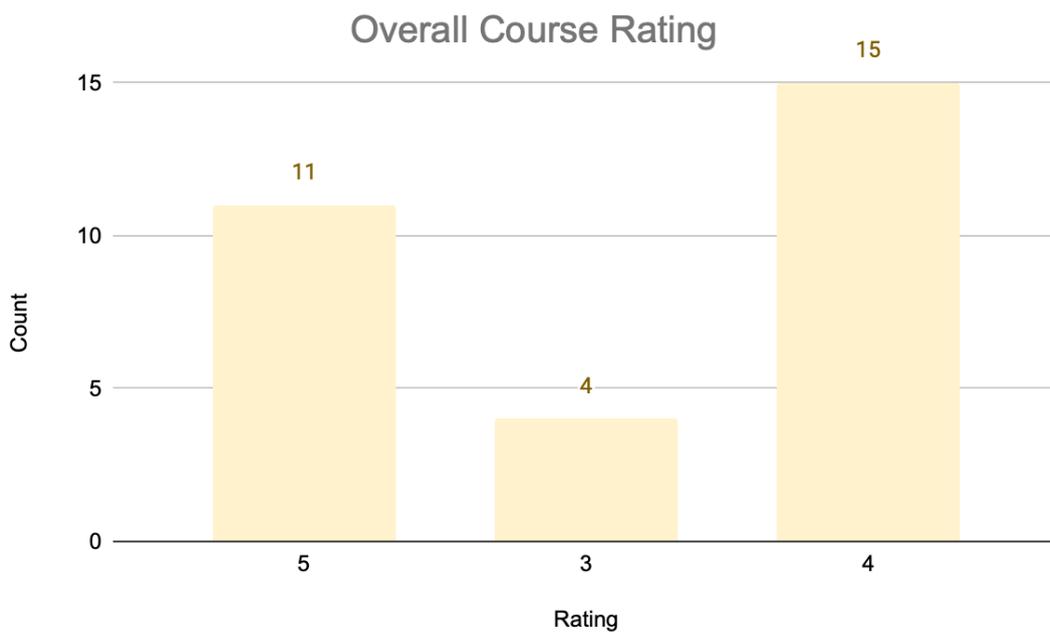
## 2.0 Faculty Contributions

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 the **Faculty of Creative Arts and Industries** with **30** submissions.

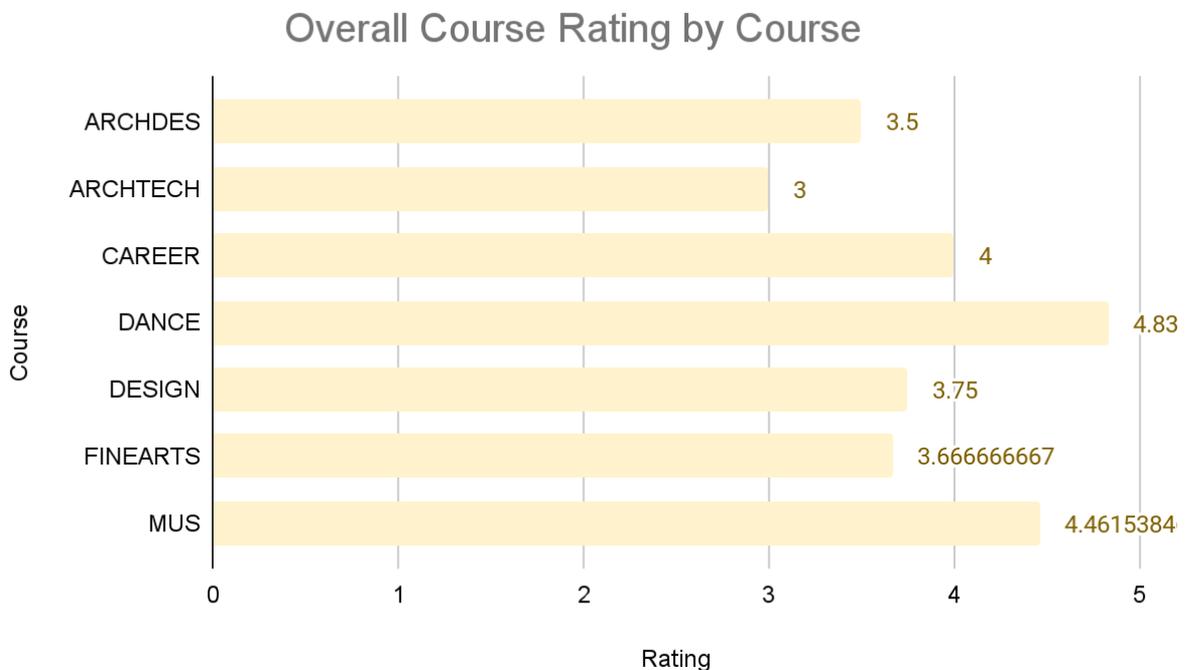


### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Creative Arts and Industries** during the **first four weeks of semester 2, 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'.



With an average course experience rating of **4.23** by the Faculty of Creative Arts and Industries, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representative.



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

- 0 responses provided feedback on **an academic complaint**
- 17 responses provided feedback on **course content and structure**
- 7 responses fed back on **general facilities (i.e. lecture theaters, study spaces, labs etc)**
- 8 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- 2 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- 5 responses provided feedback on **assessments**
- 2 responses provided feedback on **online learning**
- 2 responses had **no feedback**

### 4.1 Course Content & Structure / Lecturers & Tutors / Student Academic Complaints

- There is a great deal of positive feedback about teaching staff

- *“The lecturer is very responsive to student needs in regards to academic questions and help. The tutor for tutorials is also amazing, in that he is very hands on and ready to help when a student calls!”*
- *“Our lecturer Joyce has been amazing”*
- *“The lecturers are engaging”*
- Some reps have requested more consistency from lecturer to lecturer within the course
  - *“Our main feedback is that the students don't really understand the teachers because they all are different and teach differently. It's hard for the students to adapt to.”*
- Some reps would like more structure with regard to their courses
  - *“The course needs more structure, students have been waiting around a lot without knowing what to do.”*
  - *“I have received some complaints that the lecturer talks down to students when asked why the course is structured a certain way.”*

## 4.2 Assessments

- Some reps have requested more clarification about the layout of assessments
  - *“Maybe a bit more clarification about the layout of assignments. I found the headings very useful, but wasn't aware he wanted it as an essay, not just bullet points under the headings”*
- Some students are experiencing time pressure when it comes to assessments
  - *“The only complaint is time pressure, given we only have one week to produce the project.”*

## 4.3 Resources / General Facilities Concerns

- Multiple reps have reported equipment/facilities issues
  - *“The only feedback that needed addressing so far was a missing piano from the composition lab, which is the only piano easily available to composition students.”*
  - *“The only real issue or more of an inconvenience is that we would like more studio space.”*
- However multiple reps have reported equipment/facilities issues are being resolved
  - *“The swipe card issue is delaying students' abilities to actually fully access this, however, the CAI office has been very responsive to this and has helped heaps!”*

- *“One issue that was raised was the power cut that has recently happened with the annexe, a private practice space for the students. This is being fixed, as communicated by the university, but is immensely unhelpful for us whose degrees are based on practicing.”*

## 4.4 Commendations

- There is a great deal of positive feedback about teaching staff.
- Multiple reps have reported equipment/facilities issues are being resolved.

## 5.0 Key Takeaways

- Lack of consistency from lecturer to lecturer within the courses.
- Lack of structure within course.
- Confusion about the layout of assessments.
- Students experience time pressure when it comes to assessments.
- Reports of equipment/facility issues.

## 5.1 Recommendations to Consider

- Some reps have requested more consistency from lecturer to lecturer within the course.
- Some reps would like more structure with regard to their courses.
- Some reps have requested more clarification about the layout of assessments.
- Some students would like to have more time for their project.
- Facility maintenance to be regularly checked.

# AUSA e-Voice Diary Report:

## 2021, Semester 2, Week 4

### Faculty of Education and Social Work

Report completed as of 13/09/2021



**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 regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester one of 2020 has gone so far.

#### 1.1 Methodology

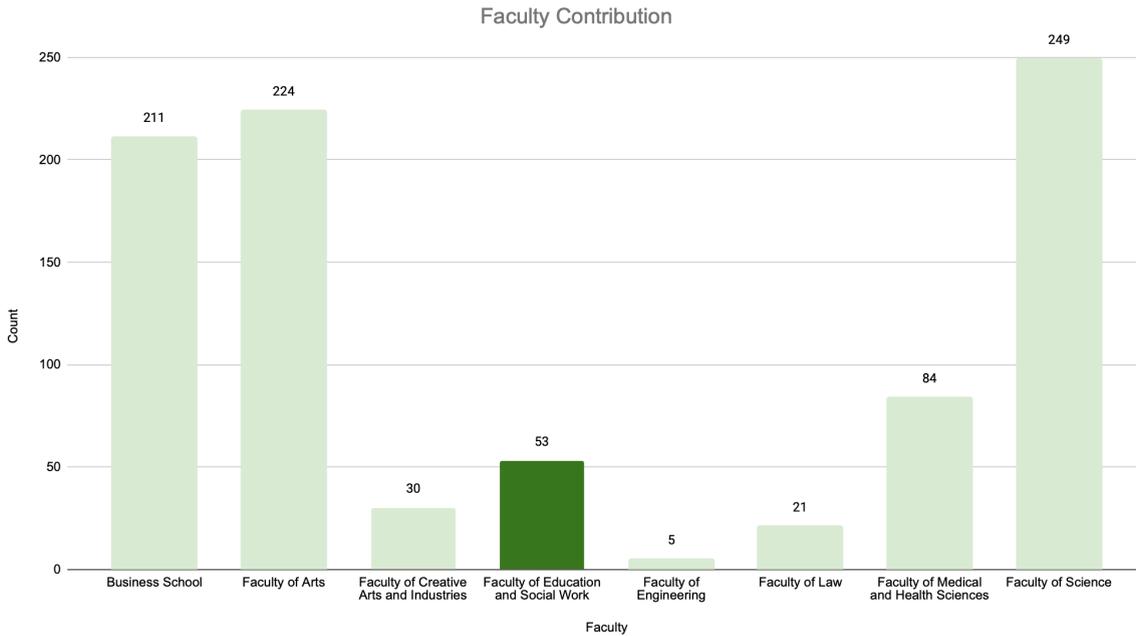
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#### 1.2 Introduction

The report will follow the structure of summarising the results of each question before going into further analysis of the results for that question. A summary will be provided at the end of the report with 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 the **Faculty of Education and Social Work** with **53** submissions.



### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Education and Social Work** during the **first four weeks of semester 2, 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'.



With an average course experience rating of 4.42 by the Faculty of Education and Social Work, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- 3 responses provided feedback on **an academic complaint**
- 38 responses provided feedback on **course content and structure**
- 5 responses fed back on **general facilities (i.e. lecture theaters, study spaces, labs etc)**
- 14 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- 9 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- 10 responses provided feedback on **assessments**
- 3 responses provided feedback on **online learning**
- 8 responses had **no feedback**

### 4.1 Course Content & Structure / Lecturers & Tutors / Student Academic Complaints

- There is a great deal of positive feedback about teaching staff

- *“We appreciate that the lecturers of the entire TFC course in Tai Tonga are AMAZING”*
- *“everyone loves Penny the lecturer”*
- *“we want to acknowledge Barbara Staniford for her hard work and dedication to our Y3 cohort”*
- Some reps have provided feedback around difficulties with regard to practicums, including about knowing what to do and locations
  - *“we want to acknowledge Barbara Staniford for her hard work and dedication to our Y3 cohort”*
  - *“everyone was not happy about how many of us were placed in the centre which is far away from home”*
  - *“A lot of my classmates have felt underprepared for practicum and would like to see more preparation before going into prac- more than one day regarding what will be required of us”*
- However, some students have expressed they enjoy their practicum experiences
  - *“it seems like everyone is enjoying the practicum”*
- Reps have expressed that feedback from the previous semester has been taken onboard to improve the course
  - *“The staff on faculty have been outstanding with the feedback shared at the end of Semester One. The class reps were included in the staff meeting and the feedback was immediately implemented in the first weeks of Semester Two.”*
  - *“Much much better delivery of workshops based on feedback provided last semester”*

## 4.2 Assessments

- Some reps have expressed confusion with regard to some assessment instructions
  - *“Students were somewhat uncertain as to the specific nature and requirements for the first “long-form” written assessment”*

## 4.3 Resources / General Facilities Concerns

- Some reps have expressed feedback about recordings being difficult to understand
  - *“the voice in the recording is not too clear”*
  - *“discussions were difficult to hear on the automatic lecture recordings”*

## 4.4 Commendations

- There is a great deal of positive feedback about teaching staff.
- Reps have expressed that students enjoy their practicum experiences.
- Reps have expressed that feedback from the previous semester has been taken on board to improve the course.

## 5.0 Key Takeaways

- Some reps have provided feedback around difficulties concerning practicums, including about knowing what to do and locations.
- Some reps have expressed confusion about some assessment instructions.
- Some reps have expressed feedback about recordings being difficult to understand.

## 5.1 Recommendations to Consider

- Some students expressed to see more preparations before going into practicum.
- Reps expressed the need for assessments clarification to avoid misunderstanding or confusion faced by some students.
- Some students were having difficulty with audio in recordings and would highly recommend using transcripts with recordings.

# AUSA e-Voice Diary Report: 2021, Semester 2, Week 4 Faculty of Engineering

Report completed as of 13/09/2021



**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 regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester two of 2021 has gone so far.

## 1.1 Methodology

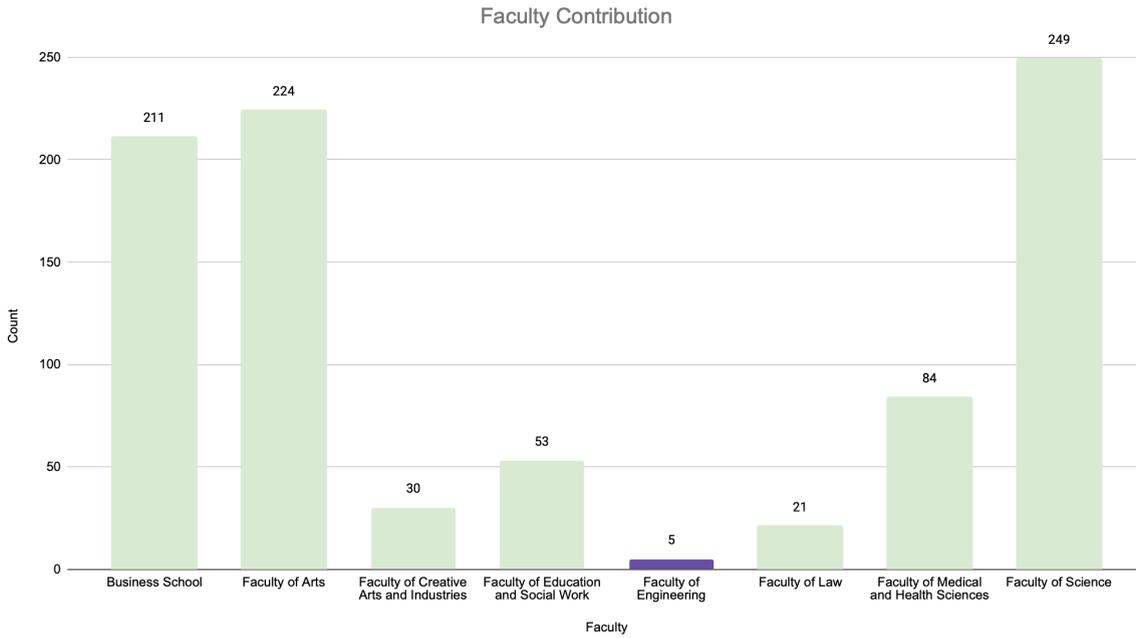
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

## 1.2 Introduction

The report will follow the structure of summarising the results of each question before going into further analysis of the results for that question. A summary will be provided at the end of the report with 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 the **Faculty of Engineering** with **5** submissions.

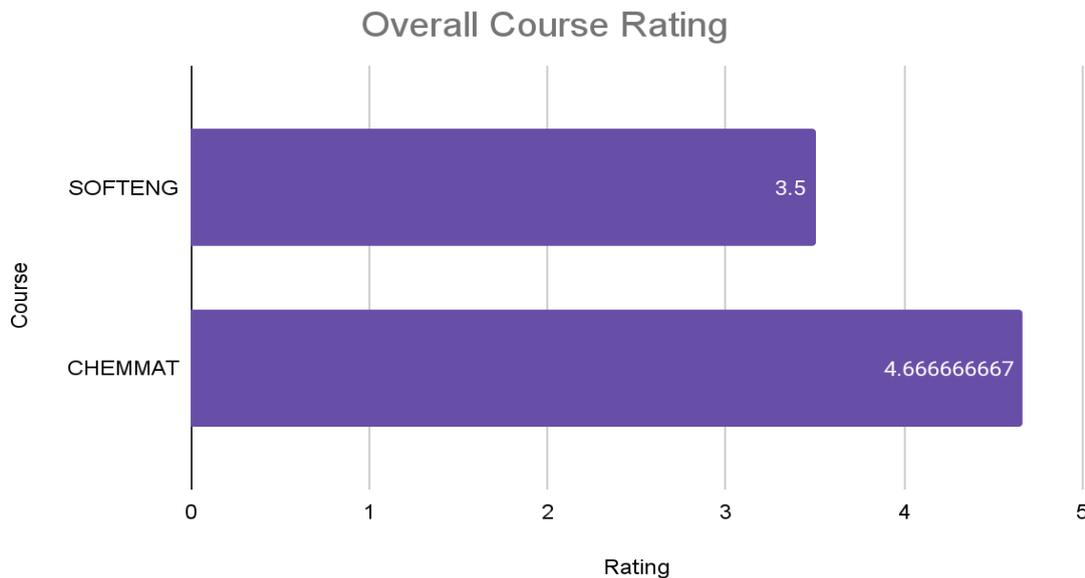


### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Engineering** during the **first four weeks of semester 2, 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'.



With an average course experience rating of **4.20** by the Faculty of Engineering, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- 0 responses provided feedback on **an academic complaint**
- 3 responses provided feedback on **course content and structure**
- 2 responses fed back on **general facilities (i.e. lecture theaters, study spaces, labs etc)**
- 4 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- 0 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- 0 responses provided feedback on **assessments**
- 0 responses provided feedback on **online learning**
- 0 responses had **no feedback**

### 4.1 Course Content & Structure / Lecturers & Tutors / Student Academic Complaints

- Some students requested more detailed explanation of difficult concepts and additional resources
  - *“Need more detail regarding new concepts”*

- *“Going into depth for concepts is one of the main things students would like the lecturer to do”*
- There is some positive feedback regarding the teaching staff
  - *“Supervisors are very nice”*

## 4.2 Assessments

- No notable feedback given.

## 4.3 Resources / General Facilities Concerns

- Some reps have reported software and facilities issues
  - *“Laboratories lack consumables and the order takes time*
  - *“Applications for after-hours working were difficult”*
  - *“We would be using the software HYSYS from home through FlexIT which is not optimised”*

## 4.4 Commendations

- There is some positive feedback regarding the teaching staff and opportunities provided particularly among postgraduate students.

## 5.0 Key Takeaways

- Lack of feedback collection/responses.
- The need for an in depth explanation of difficult concepts.
- For some postgraduate courses, there is a call for more accessibility of required remote softwares.

## 5.1 Recommendations to Consider

- It would be great if feedback collection was encouraged by the teaching staff and a lot more responses were recorded from the Faculty.
- Some reps requested a more detailed explanation of complex concepts and additional resources, especially regarding areas of assumed background knowledge.

- For some postgraduate courses, it would be great if the support students receive continued and multiple ways of enhancing accessibility for required remote software are considered.

# AUSA e-Voice Diary Report:

## 2021, Semester 2, Week 4

### Faculty of Medical and Health Sciences

Report completed as of 13/09/2021



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 regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester two of 2021 has gone so far.

#### 1.1 Methodology

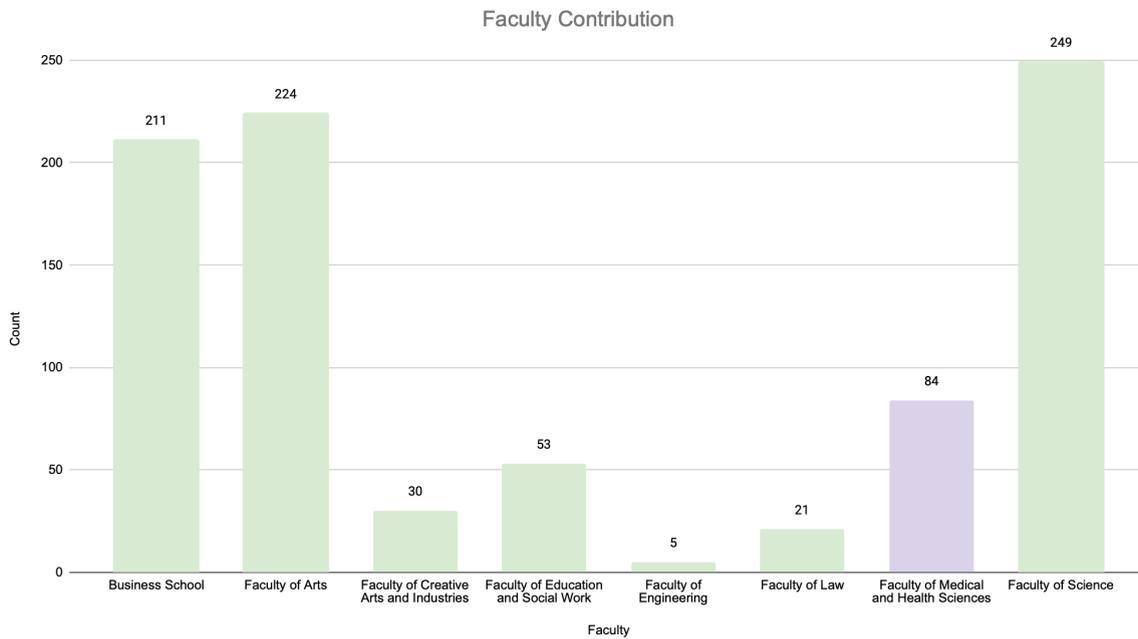
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

#### 1.2 Introduction

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

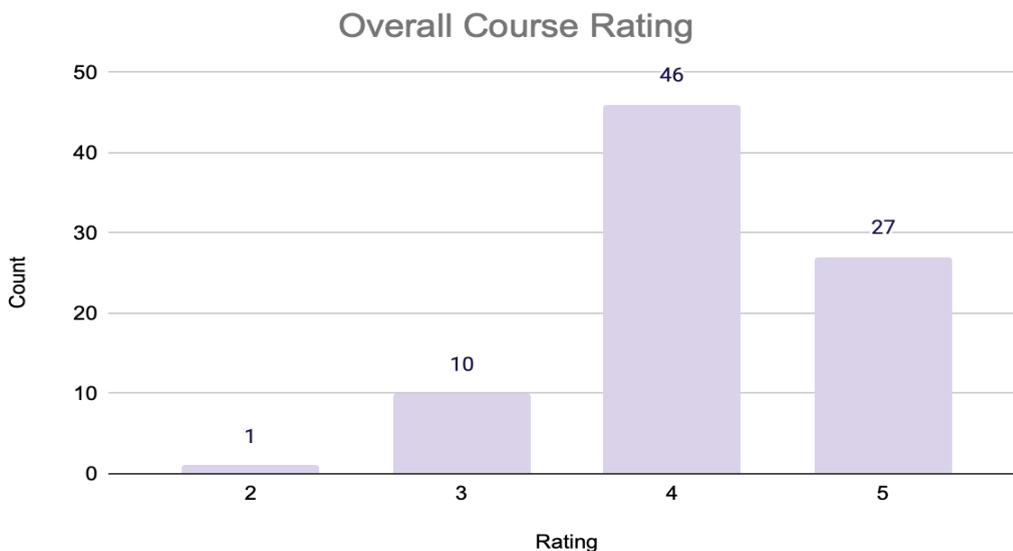
#### 2.0 Faculty Contributions

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 the **Faculty of Medical and Health Science** with **84** submissions.



### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Medical and Health Science** during the **first four weeks of semester 2, 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'.



With an average course experience rating of **4.18** by the Faculty of Medical and Health Science, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- 5 responses provided feedback on **an academic complaint**
- 66 responses provided feedback on **course content and structure**
- 7 responses fed back on **general facilities (i.e. lecture theaters, study spaces, labs etc)**
- 21 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- 15 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- 45 responses provided feedback on **assessments**
- 9 responses provided feedback on **online learning**
- 0 responses had **no feedback**

### 4.1 Course Content & Structure / Lecturers & Tutors / Student Academic Complaints

- There is a great deal of positive feedback about teaching staff

- *“we have gotten good feedback and support from our lecturers and getting to put the skills into practice ”*
- *“People are generally satisfied with the course and the support given by the teaching staff. ”*
- *“the course is going really well as both the lecturer and the tutor know their content”*
- There is a great deal of positive feedback about course content and structure
  - *“Students are generally happy with the course content and lectures. They find it interesting and engaging.”*
  - *“The content is well revised each lecture and is quite engaging”*
  - *“Students have given feedback that they enjoy the many opportunities for practical hands on learning in this course”*
- Some reps have provided feedback on the way classes are timetabled. Students expressed that it wasn't ideal as it doesn't allow them to properly absorb information and revise for a test within the next couple of days.
- Some courses have provided feedback that there is a lack of support on Piazza or responsiveness of lecturers on learning platforms.
  - *“Students would like more responsiveness on Piazza.”*
  - *“Some students complained about not having Piazza”*
  - *“Some students requested that piazza be activated for this course”*
- Students expressed the ideals of having lecture slides being released earlier as well as having access to guest lecture slides too.
- Some courses are having trouble with lecture recordings.
  - *“Some lectures are not recorded and so there seems to be some issues for students who cannot make those lectures as they cannot watch them and get notes that are explained in those lectures.”*
  - *“lectures will not be recorded from guest speakers” - need of summary or substitute.*

## 4.2 Assessments

- Some reps have expressed concerns about the need for more clarification on assessments.
- Student's also noted their excitement in some courses having a small number of assessments.

- There are a small number of concerns regarding the timing of some assessments where students feel that the heavy course workload is hard to balance with other courses.

### 4.3 Resources / General Facilities Concerns

- Most reps expressed positively how the course gives students more than enough resources.
- There are some reps who expressed that students would like more revision resources to help them grasp the contents more.
  - *“Students recall and have commented on the time intensity and lack of preparedness they felt as the resources supplied by the lecturers, felt like they had assumed we have prior knowledge of the tasks”*

### 4.4 Commendations

- Students have expressed how much support they are receiving from the academic staff.
- Most of the reps are content with how the content and structures of the papers are delivered and projected.
- Most courses expressed how the course gives students more than enough resources.

## 5.0 Key Takeaways

- Concerns for the lack of clarification around assessments.
- Due to demand, time constraints with assessments where students cannot balance the workload and assessments affect other courses.
- Students express that some courses do not have Piazza and would like to have a channel where they can engage with students and academic staff about the course content.
- No lecture recordings for some courses.
- No slides from guest lecturers were made accessible to students.

### 5.1 Recommendations to Consider

- Academic staff could provide more clarification or guidance on course assessments.

- There is a need to reduce the number of assessments given to students. With the reduction, the percentage contribution to the final grade should be reasonably compiled in respective assessments.
- For Piazza to be activated for students to communicate with academic staff and other students.
- To provide a substitute lecture summary in PowerPoint or a small recording of lectures that are not recorded.

# AUSA e-Voice Diary Report: 2021, Semester 2, Week 4 Faculty of Law

Report completed as of 13/09/2021



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 regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester two of 2021 has gone so far.

## 1.1 Methodology

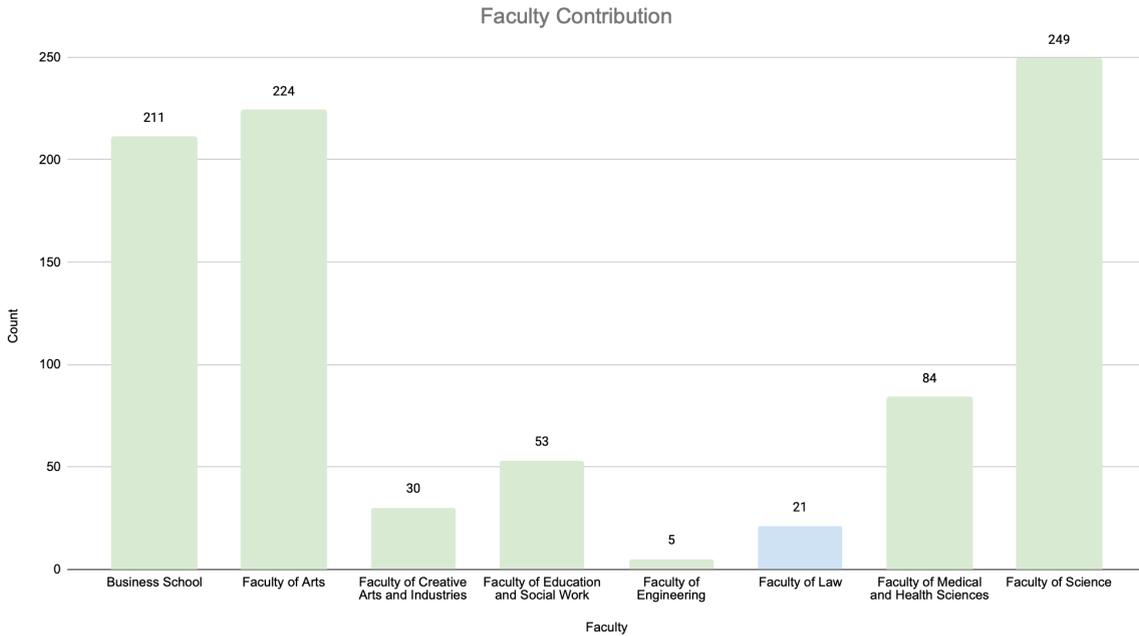
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

## 1.2 Introduction

The report will follow the structure of summarising the results of each question before going into further analysis of the results for that question. A summary will be provided at the end of the report with 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 the **Faculty of Law** with **21** submissions.

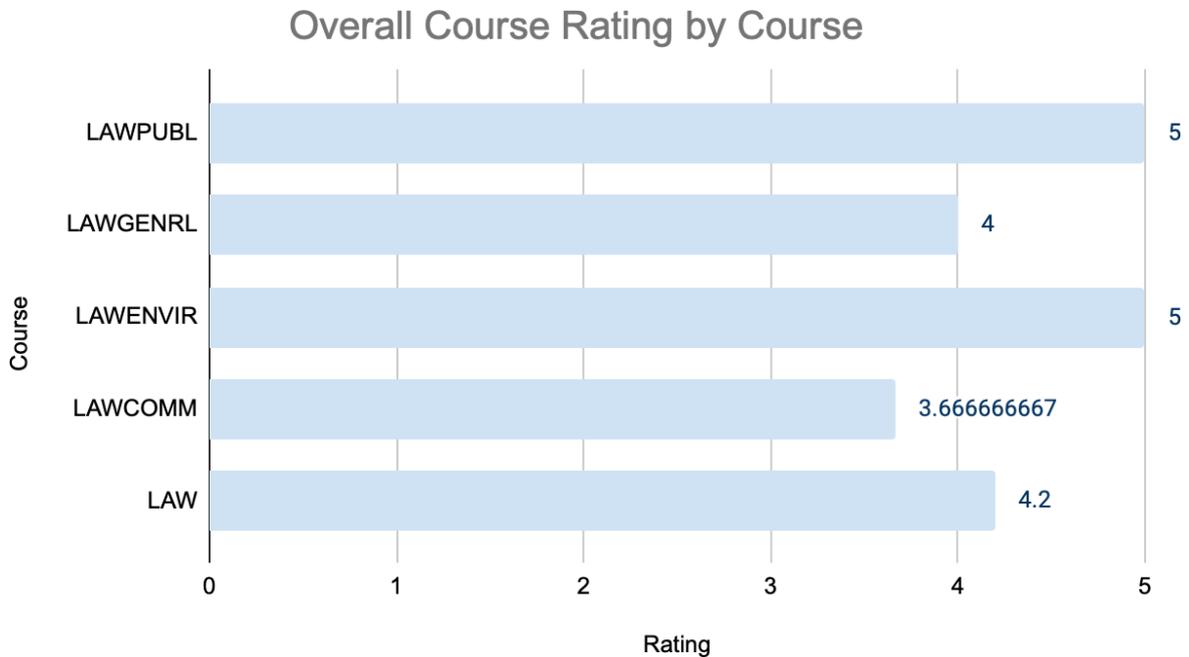


### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Law** during the **first four weeks of semester 2, 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'.



With an average course experience rating of **4.19** by the Faculty of Law, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- **0** responses provided feedback on **an academic complaint**
- **15** responses provided feedback on **course content and structure**
- **1** response fed back on **general facilities (i.e. lecture theaters, study spaces, labs etc)**
- **8** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- **0** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- **9** responses provided feedback on **assessments**
- **1** responses provided feedback on **online learning**
- **0** responses had **no feedback**

### 4.1 Course Content & Structure / Lecturers & Tutors / Student Academic Complaints

- There is quite a bit of positive feedback regarding the teaching staff
  - *“Jesse is a funny and engaging lecturer, who manages to clarify relatively obscure concepts”*
  - *“Students say she makes them feel welcomed and included in class”*

- Reps expressed that a lot of courses have benefitted from an interactive element of learning
  - *“It is nice that there is interactivity in the classes and we get to discuss things.”*
- Some reps did mention difficulty with regard to challenging content and heavy workload
  - *“At the moment, students are struggling with the workload regarding readings and finding the content more difficult than semester one”*
  - *“At times the course content becomes overwhelming”*

## 4.2 Assessments

- Many reps have expressed confusion relating to the nature and structure of assessments
  - *“The biggest concern is about the exam being an oral exam”*
  - *“Some students have expressed confusion about assignments and the changes to exams”*

## 4.3 Resources / General Facilities Concerns

- No notable feedback given.

## 4.4 Commendations

- There is quite a bit of positive feedback regarding the teaching staff, particularly the teaching and engagement style of lecturers.
- Many reps stated that courses have benefitted from an interactive element of learning.

## 5.0 Key Takeaways

- There is a call for more support from academic staff.
- There were technical issues reported in a few courses, including delayed assessment results and unclear audio recordings.
- Many reps experienced disorientation regarding the nature and structure of assessments.

## 5.1 Recommendations to Consider

- Some reps requested more direct support from teaching staff by setting up Piazza or having office hours.
- Earlier release of assessment results.
- Have a transcript included with the recording if the audio is unclear.
- To provide more detailed instructions and guidance when information is conveyed initially.

# AUSA e-Voice Diary Report:

## 2021, Semester 2, Week 4

### Faculty of Science

Report completed as of 13/09/2021



**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 regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester two of 2021 has gone so far.

#### 1.1 Methodology

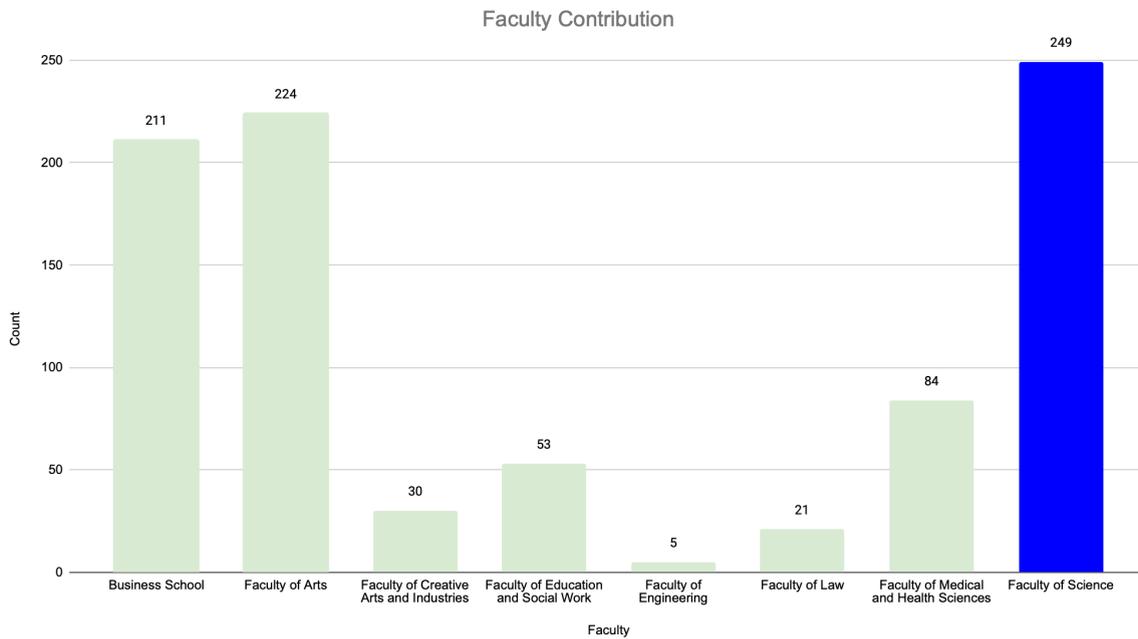
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

#### 1.2 Introduction

The report will follow the structure of summarising the results of each question before going into further analysis of the results for that question. A summary will be provided at the end of the report with 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 the **Faculty of Science** with **249** submissions.

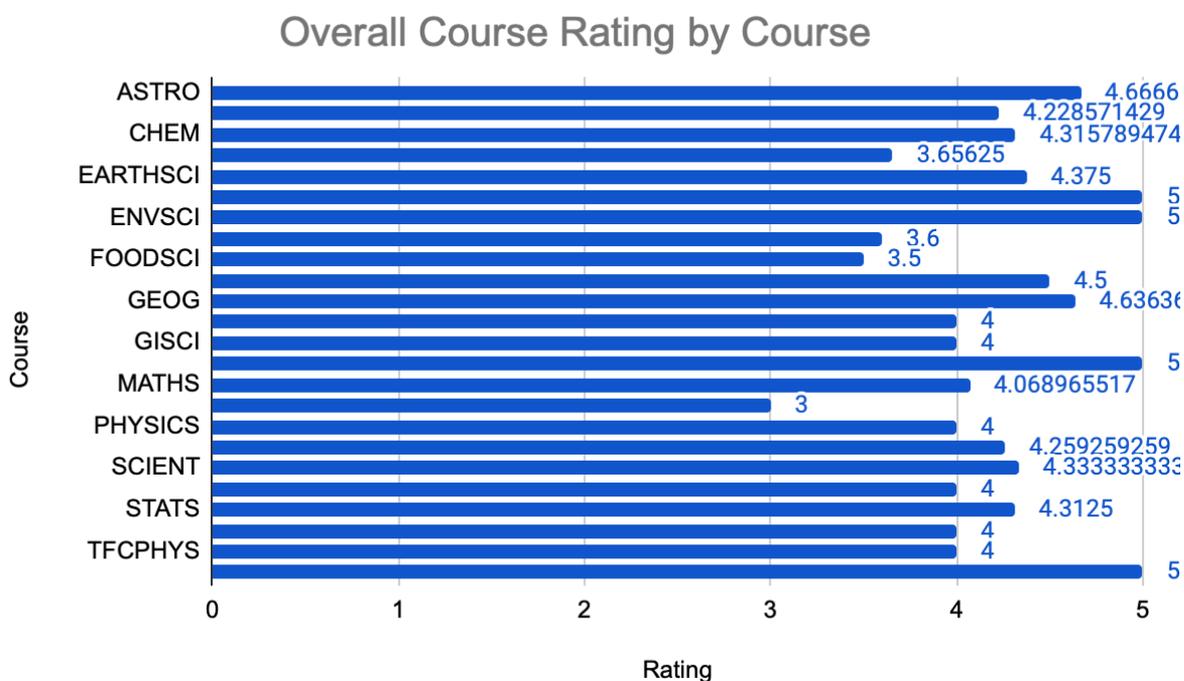


### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Science** during the **first four weeks of semester 2, 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’.



With an average course experience rating of **4.15** by the Faculty of Science, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- **13** responses provided feedback on **an academic complaint**
- **131** responses provided feedback on **course content and structure**
- **23** responses fed back on **general facilities (i.e. lecture theaters, study spaces, labs etc)**
- **55** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- **44** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- **74** responses provided feedback on **assessments**
- **15** responses provided feedback on **online learning**
- **5** responses had **no feedback**

### 4.1 Course Content & Structure / Lecturers & Tutors / Student Academic Complaints

- For most courses at all levels, there is a great deal of positive feedback from reps about the quality of the course contents delivered by teaching staff
  - *“People are really loving the content”*
  - *“The course is well structured and the instructions are clear”*
- For most courses at all levels, there is a great deal of positive feedback from reps about the engaging and passionate educating style of the teaching staff
  - *“Everyone loves our lecturer - Give Mark a raise”*
  - *“They understand how to cater to the students and try their level best to explain certain concepts that we may not be familiar with”*
  - *“Lecturer is very engaging”*
- Some reps at all levels commented that course delivery by teaching staff can be altered to suit the nature of the course
  - *“The pace of the lectures were also a bit too fast for most of the students”*
  - *“The lecturer plays kinda loud music in tutorials which is okay at the start but not really when you are working”*
- Many reps, mainly Year 2 and above, expressed concern regarding heavy workload and preceding background knowledge needed for understanding
  - *“The workload is pretty heavy, it is hard for some students to finish 3000 words report within a week”*
  - *“Students were finding the workload quite hectic and a lot to take in each week.”*
  - *“Lots of students find it [the course, to be] confusing & difficult - Students with more programming knowledge thought it was alright”*
  - *“Some students do not have the background in Matlab and it's difficult to pick this skill up as course progresses”*
- Some reps at all levels requested multiple relevant examples that apply theory covered in class and additional resources for challenging content
  - *“Need to spend more time going over examples”*
  - *“Not enough examples were provided in the lectures to prepare us for the weekly quizzes and marked problems”*
  - *“More explicit resources need to be given”*
  - *“Students want more help and information with python or would rather not do it at all”*
- Several reps at all levels remarked on the benefits and relevance of interactive components during class with some suggesting the inclusion of more discussion-based activities

- *“The discussions are helpful to that engagement and the enjoyment of learning”*
- *“A number of students have asked for there to be a bit more time for group discussions before the end of class and interactions throughout”*

## 4.2 Assessments

- Many reps at all levels urged better communication from teaching staff regarding the content covered, deadlines, structure and evaluation of assessment
  - *“Going more in-depth with what the assignments are asking for, marking grid”*
  - *“Students feel a bit rushed with the assignment and also would like more support and feedback”*
  - *“Assignment instructions can be difficult to follow”*
- Some reps, mainly Year 2 and above, mentioned the difficulty of applying content covered at a non-lecture setting and requested additional resources for assessment support
  - *“Labs are too difficult in relation to their worth”*
  - *“They did want a bit more resources as it would help them more with their assignments”*
  - *“Overall feedback is regarding the labs, which are excessively difficult with little support”*

## 4.3 Resources / General Facilities Concerns

- Several reps at all levels stated lapses in room setting hindering the facilitation of learning
  - *“One of the tutorial rooms does not have enough desk space for all the students in that tutorial”*
  - *“The tutorials often involve coding, but the tutorial room does not have computers”*
  - *“Using a lecture hall rather than tutorial room (not allowing students room to work together)”*
  - *“Tutorial room is too large for class size”*
- Many reps at all levels reported concerns about lecture recording facilities and offline accessibility
  - *“No recording facility”*
  - *“Need to turn up Mic more”*
  - *“Online students find it hard to see the whiteboard during class”*

## 4.4 Commendations

- There is a general deal of positive feedback regarding the course content and teaching staff.
- Several reps at all levels reported effective action was taken when concerns were raised, especially concerning course content, but not as effective regarding assessments or general facilities.

## 5.0 Key Takeaways

- A lot of reps at all levels expressed admiration for the teaching staff, and the passion conveyed to students.
- Multiple reps at all levels praised the course contents and structure.
- Many reps, particularly Year 2 and above, mentioned low attendance for lectures.
- Lack of explanation to difficult concepts and additional resources.
- Lack of clarification on assessments and support provided.
- Some reps, particularly at Year 2 and 3, reported concerns about room size issues.

## 5.1 Recommendations to Consider

- To tailor teaching style to the needs of students and suitability of course structure.
- To include a clear set of learning outcomes and evaluate ways to improve workload transferred whilst including relevant interactive elements.
- To consider incorporating features to boost attendance, such as interactive activities.
- Many courses requested a more detailed explanation of complex concepts and additional resources, especially regarding areas of assumed background knowledge.
- Multiple reps at all levels requested clarification around assessment details and structure. Furthermore, it would be helpful to consider ways in which more support can be provided through additional content or extra assistance spaces to help students excel.

- To anticipate expected cohort sizes and allocate rooms accordingly. Also, difficulty in accessing material covered at lectures was reported. It would be helpful if detailed notes were provided to students regarding the key concepts discussed.