

AUSA e-Voice Diary Report: 2021, Semester 2, Week 12

Report completed as of 1/12/2021



AUSA STUDENT VOICE OFFICE

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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 (**12**). Note that this might be due to late class representatives registration or not having many class representatives elected within a faculty.

1.1 Methodology

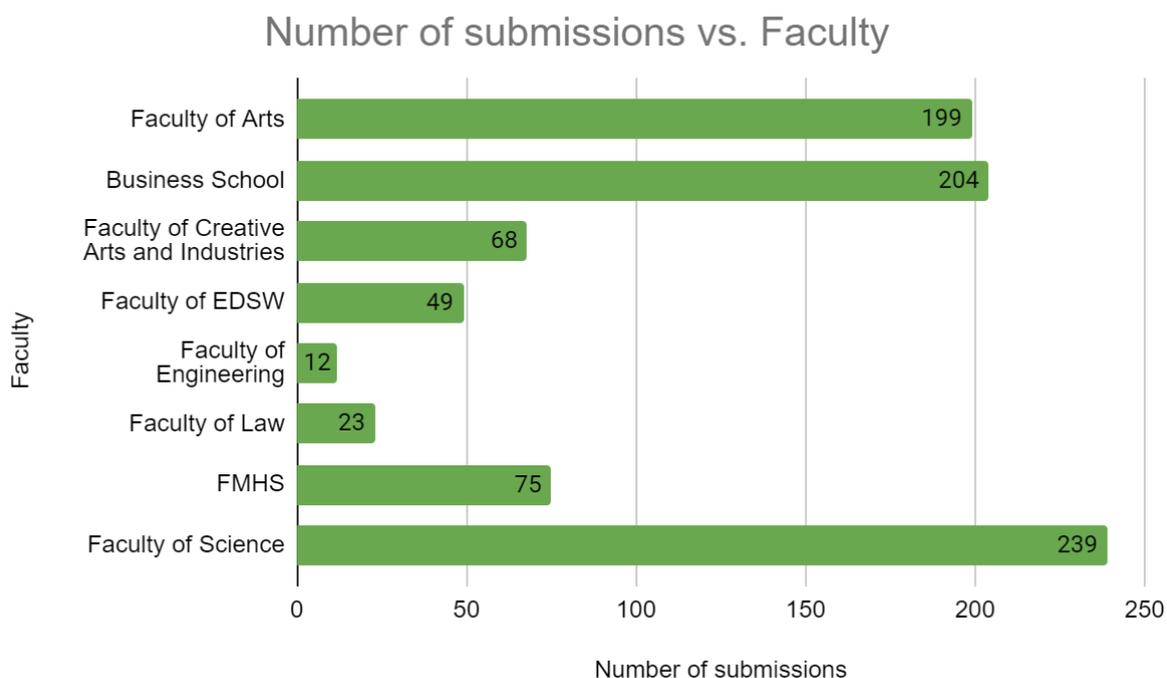
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

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 **869 class representatives** (a decrease from 937 in week 8).



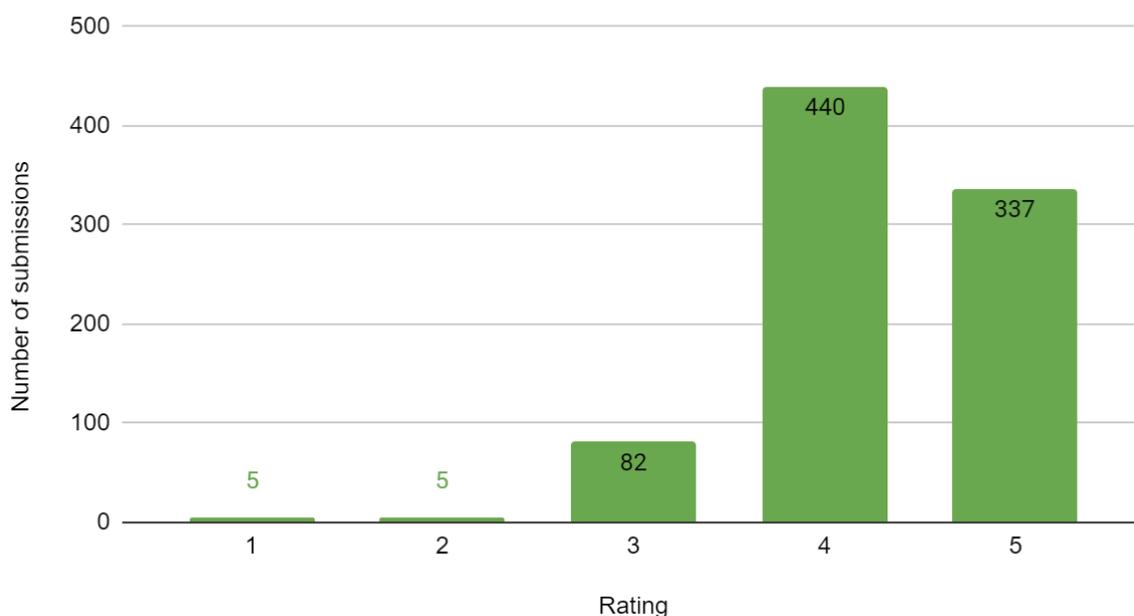
The **three possible** reasons for low response rates among certain faculties might be:

- 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 **12 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 **869** (a decrease from 937 in week 8).

Number of submissions vs. Rating



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 12 of semester 2, 2021.

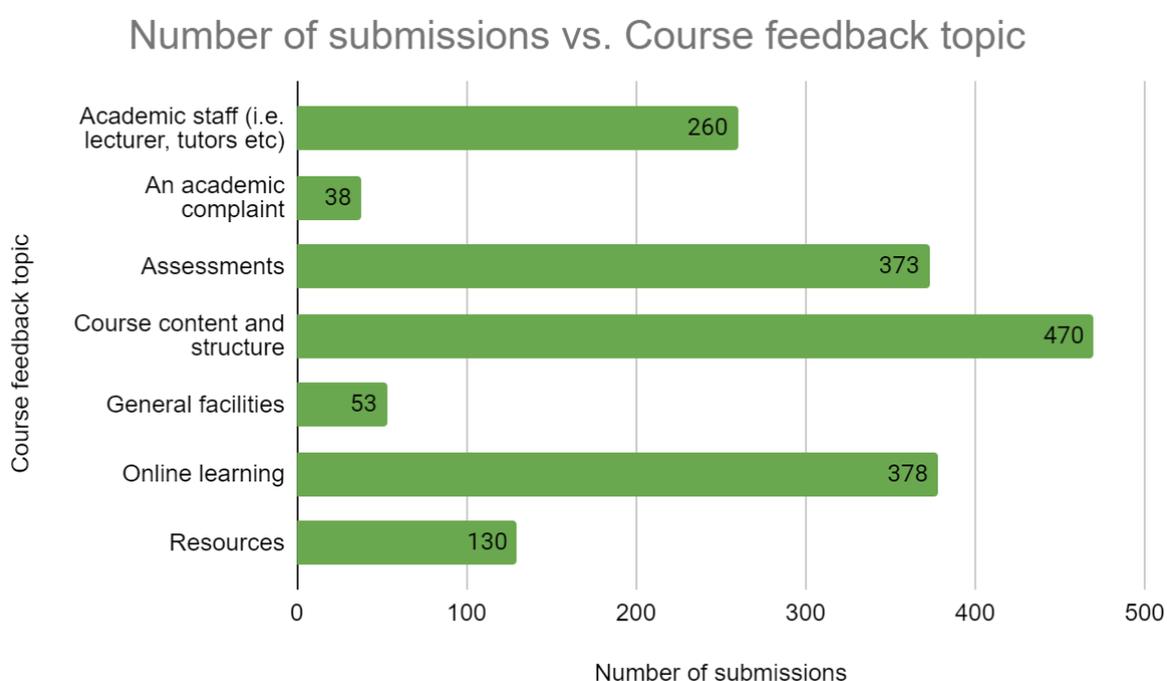
A further breakdown of the course experience by faculty shows that class representatives have rated an average course experience of **4.26** (an increase from 4.08 in week 8).

Faculty	W12 Average rating	W8 Average rating	% change
Faculty of Arts	4.39	4.33	1.37 increase
Business School	4.30	4.10	4.88% increase
Faculty of Creative Arts and Industries	4.20	4.08	2.49% increase
Faculty of Education and Social Work	4.04	4	1% increase
Faculty of Engineering	3.80	3.77	0.8% increase
Faculty of Law	4.30	4.09	4.88% increase

Faculty of Medical and Health Sciences	4.21	4.17	0.95% increase
Faculty of Science	4.23	4.07	3.93% increase
Overall	4.26	4.08	4.41% increase

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

A detailed analysis of the data shows the following results:



COVID-19 has had a significant impact on **course content and structure** and **assessments**, and has resulted in the transition to **online learning**. These are three topics we have received the most feedback from class reps on. However it is also important to note that different class reps provide feedback on different topics depending on their courses, and significant feedback was also received on **academic staff, academic complaints, general facilities, and resources**.

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

- Reps reported that there is a great deal of positive feedback about teaching staff.
- Reps reported that students enjoy the delivery of lectures via Panopto.
- Reps reported that students really appreciate the effort teaching staff put in this semester.
- Reps expressed students appreciation regarding course contents and delivery.
- Reps reported that students appreciate the expertise teaching staff bring to the classroom.
- Reps reported that students appreciate the use of shorter recordings for lecturers.
- Reps reported a great deal of positive feedback about how courses are arranged and managed.
- Some reps reported that they would appreciate more communication between teaching staff and students.

4.2 Assessments

- Some reps reported that students would appreciate more clarification and guidance on assessments.
- Reps reported that some students are concerned about the proctored Inspira exams, but has been addressed.
- Reps reported that some students would appreciate additional information regarding assessments.
- Some reps reported that students feel some assessment details are not conveyed effectively, including the marking rubric, grading results, and the general distribution of assignments.

- Reps reported that some students are concerned with accessing resources for assessments during online learning.
- Some reps reported that students would appreciate assignment extensions in light of lockdown, and appreciate when these are approved.
- Some reps reported that students would appreciate some more thorough feedback with assignment grades.
- Many reps have expressed concern that assessments are increasing in difficulty and have requested more support from teaching staff, including clarity regarding grading requirements.

4.3 Resources / General Facilities Concerns

- Many reps commented on the availability of learning resources.
- Reps reported that students would appreciate a wide variety of resources.
- Reps reported that students sometimes find difficulties with the audio of videos played.
- Some reps expressed that the effectiveness of interactive workshops with teaching staff, particularly about assessments, are concise.
- Reps reported that some students would appreciate more detailed information on more complex aspects of the course.
- Some reps commented on the usefulness of Piazza for online communications.
- Some reps mentioned the usefulness of live zoom sessions.
- A few reps mentioned students are facing technical difficulties during online learning.

4.4 Commendations

- Reps provided a great deal of positive feedback about teaching staff.

- Reps reported that students enjoy the delivery of lectures via Panopto.
- Reps reported that students really appreciate the effort teaching staff put in to their craft.
- Reps indicated that students enjoy varied course delivery and engaging course contents.
- Reps reported that students appreciate the expertise teaching staff bring to the classroom.
- Many reps reported that students are content with the delivery of course contents, structures, and arrangements.
- Several reps reported that effective action was taken when concerns were raised regarding various aspects of learning.

5.0 Key Takeaways

- Some reps reported that some student are finding online learning difficult.
- Reps reported that some students have been concerned about Inspera proctored exams, but has been addressed.
- Reps reported that some students would appreciate additional information regarding assessments.
- Some reps expressed the confusion about some assessment instructions.
- Reps reported that some students are concerned with accessing resources for assessments during online learning.
- Some reps reported that students in their courses prefer Piazza for online communication.
- Some reps reported that some students would appreciate more information and guidance around assessments.

- Several reps reported that students would appreciate more communication between staff and students.

5.1 Recommendations to Consider

- The wider University should consider providing more support for students in the context of COVID-19 disruptions.
- Teaching staff should continue to utilise Panopto to deliver lectures.
- Teaching staff should continue to be incredibly supportive - students really appreciate this!
- Teaching staff should consider introducing more effective virtual substitutes for courses with content that are highly practical and interactive.
- Teaching staff should continue to bring their expertise to classes - students really appreciate this!
- Teaching staff should consider utilising Piazza to support students.
- Teaching staff should consider providing more clarification and guidance on course assessments.
- Teaching staff should include a clear set of learning outcomes for their content, and consider ways they can support students taking courses with heavy workloads.

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

AUSA e-Voice Diary Report: 2021, Semester 2, Week 12 Faculty of Arts

Report completed as of 1/12/2021



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

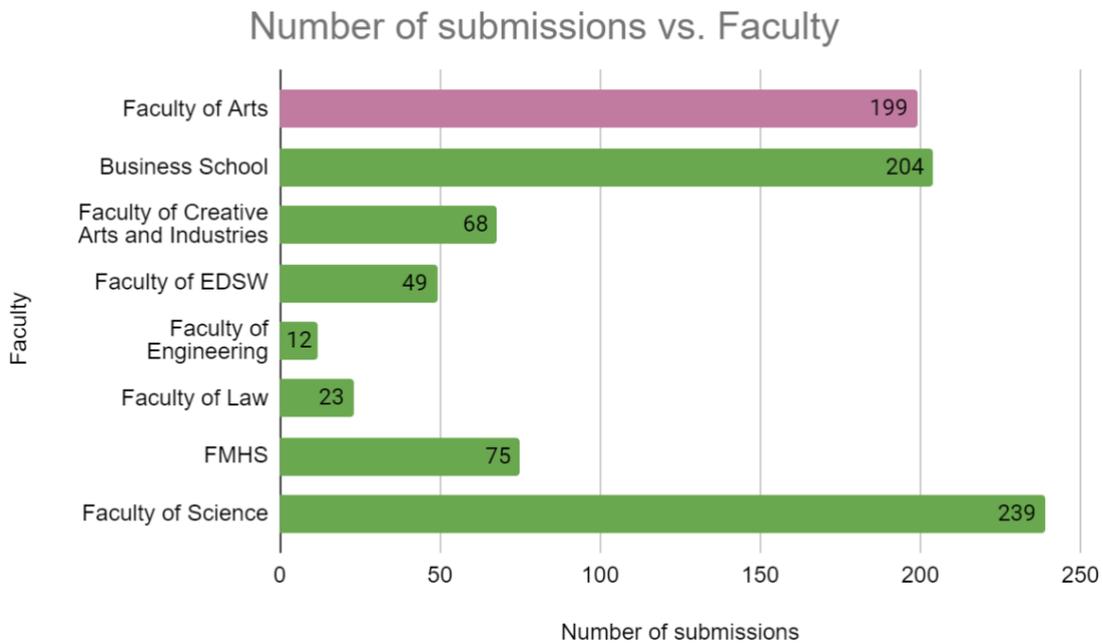
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1.2 Introduction

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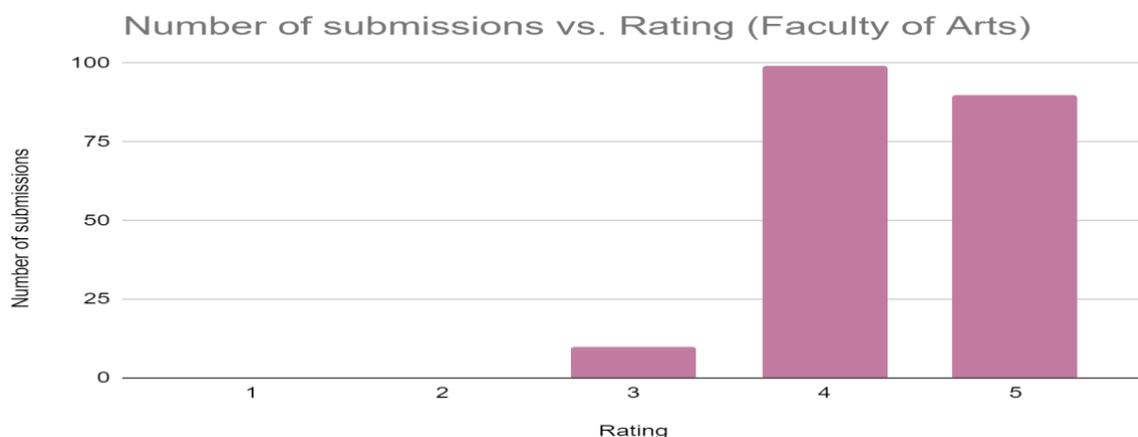
2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from the **Faculty of Arts** with **199** submissions.

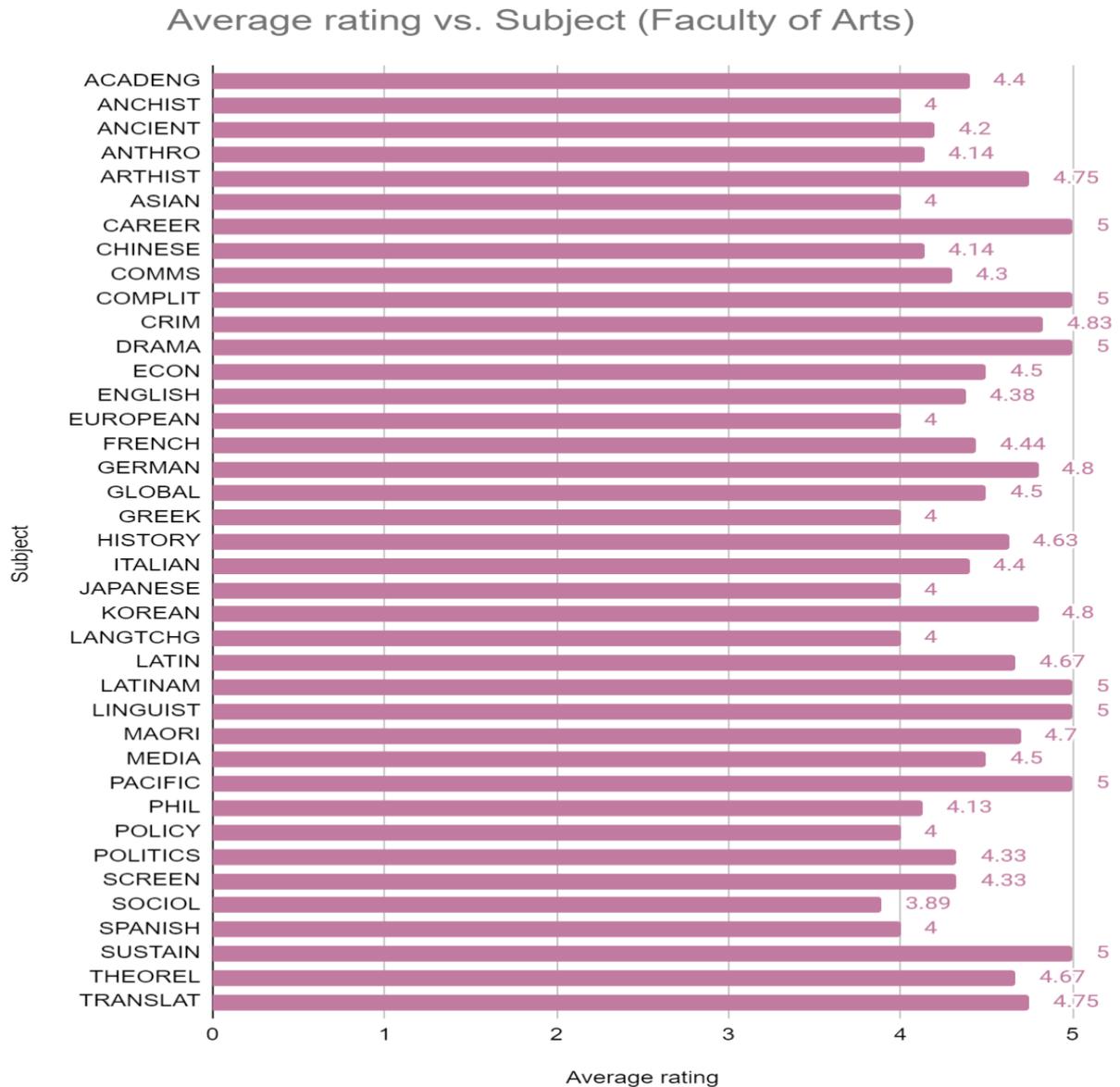


3.0 Course Experiences

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Arts** during **week eight and week twelve 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 **4.39** by the Faculty of Arts, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives. The rating of **4.39** shows a **1.37%** change from **4.33** from the responses in Week Eight.



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

- 7 responses provided feedback on **an academic complaint**; an **increase of 1** from Week Eight.
- 27 responses provided feedback on **course content and structure**; a **decrease of 76** from Week Eight.
- 5 responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; a **decrease of 1** from Week Eight.
- 67 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; an **increase of 17** from Week Eight.
- 78 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; an **increase of 49** from Week Eight.
- 54 responses provided feedback on **assessments**, a **decrease of 30** from Week Eight.
- 89 responses provided feedback on **online learning**; an **decrease of 23** from Week Eight.
- 0 responses had **no feedback**; **same** from Week Eight.

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

- Reps reported a great deal of positive feedback about teaching staff
 - *“Jennifer and Paul have been amazing lecturers who have really taken the time to engage with us all in tutorials and otherwise.”*
 - *“We had a lot of really positive feedback from students about how warm and inviting Tiopira and the tutors were.”*
 - *“They particularly found the positive energy and responsiveness of the lecturer on their feedback helpful to their learning.”*
 - *“there was a lot of positivity around the way the lecturer/tutor had handled the amount of concerns students had brought up and how understanding they were of the circumstances that students were experiencing in lockdown.”*
- Reps reported a great deal of positive feedback about arrangement of courses
 - *“Students have expressed that the course content was organized.”*

- *“A lot of the end of semester feedback highlighted how absolutely fantastic the course content was!”*
- *“The ratings on lecture content, learning environment, and interaction with the lecturer suggest that students have overall enjoyed the course.”*
- Reps reported that students have experienced smooth transitions with online learning from many courses, despite difficulties with lockdown
 - *“Many thought the transition to online learning via zoom was smooth and effective”*
 - *“Transitioning to online learning was smooth but the learning experience declined as learning a language requires engagement and interaction.”*
 - *“Allan's transition to online learning was smooth and well organised, lectures were posted well in advance of the lecture timeslot allowing for flexibility during lockdown.”*
- Reps reported that the difficulties and struggles students face with online learning
 - *“Online learning has been a challenging move for majority of the students in the course, particularly for a subject which has workshop/seminar based lectures, and each students' work is very different.”*
 - *“Online learning has been difficult as usual, but people have appreciated the professor setting up an extra live discussion hour (this class has no tutorial) to compensate for the lack of face-to-face learning.”*
 - *“Online learning has not been easy for everyone, however, everyone has been enjoying the course content and the lecturer's teaching.”*
 - *“While the class recognised that due to COVID it was difficult to have similar style lectures, two responses specifically addressed the fact that having live recorded Zoom lectures would have been more engaging for some members of the class. “*
 - *“The only things I've received negative feedback on is the challenges that having to study offsite and away from Uni resources because of lockdown has brought, and that the class may be a bit too theoretical in nature. “*

4.2 Assessments

- Reps reported that some students are concerned over the need for more clarification and guidance on assessments
 - *“Some students felt that they wish there was more guidance on the assignment that was due, although unfortunately I am unable to expand on this as no-one clarified what they meant when I reached out to ask.”*

- *“Students wanted more information/guidance on the exam earlier in the semester”*
- *“Everything are doing great, just few students hope we can have more detail for the essay. Such as an example essay, or how the essay grade.”*
- Reps reported that students from some courses prefer having more thorough feedbacks with assignment grades
 - *“Professor doesn’t give any feedbacks or comments for our assignment, tests and essay .That doesn’t improve our language skill(English)”*
 - *“Huge amount of work to do (1-2 assignments every week, 2 1h pre-lectures, 2 lectures). Still haven't gotten back feedback for some early assignments”*
- Reps reported that students from some courses have requested and thankful for assignment extensions received during Lock-down
 - *“He was very supportive in helping students with extensions.”*
 - *“Students have been living the guest lecturers, our course coordinator has also been very accommodating with extensions and personal issues students have been having during lockdown”*
 - *“ The course structure and content related to the assessments and assignments and extensions were given due to uncertainties”*

4.3 Resources / General Facilities Concerns

- Reps reported that students are grateful for the availability of several learning resources
 - *“Due to the library being closed, Caroline offered copious amounts of resources on the reading list which was helpful as art history information is limited on online databases. “*
 - *“They loved the resources and information given. It was really in depth.”*
 - *“very satisfied with the lecture content and resources provided”*
 - *“The lecturer provides effective teaching material and there was a good amount of extra material as well as helpful websites etc shared on Canvas.”*
- Reps reported that students from some courses would appreciate the upload of lecture slides before class for learning resource
 - *“Lastly, there has been a high demand to have the lecture slides uploaded before the lecture, as this discourages them from not taking a class and waiting for the recording instead.”*

- Reps reported that students expressed appreciation to academic staff towards the usefulness of live zoom sessions
 - *“They have particularly liked the live Zoom classes and the way we have been able to engage in discussions through break out rooms and as a big group.”*
 - *“I do personally think that recorded live lectures over zoom are far superior to pre-recorded lectures, as they help to serve the needs of both students who want live classes, and those who prefer a recording. Live classes also allow for student's to ask questions, and to be more involved in the learning process.”*
 - *“Students enjoy the live Zoom sessions on Mondays which complement the recorded lectures and provide an opportunity for questions to be answered.”*
 - *“Online learning, all tutorials and most lectures were live (on zoom) which maintained the connection between students and lecturer.”*
- Reps reported that students from some courses commented on the quality of lecture recordings
 - *“The feedback has also been that the resources; ie. lecture recordings have been previous recordings from 2019 when the paper was last done. This has meant that some of the lectures are of poor quality and some people have complained that the lectures should have been live as it is such a small class.*

4.4 Commendations

- Reps reported a great deal of positive feedback about teaching staff.
- Reps reported a great deal of positive feedback about course arrangements.
- Reps reported a great deal of positive feedback about the smooth transition of online lectures.
- Reps reported a great deal of students needing extensions and student appreciation with extension approvals during lockdown.
- Reps reported a great deal of positive feedback from students regarding the amount of resources available for online learning.
- Reps reported a great deal of positive feedback from students regarding the use of live zoom lectures.
- Reps reported that students appreciate the live zoom sessions during lockdown.

5.0 Key Takeaways

- Reps reported that some students have been concerned with struggles during online learning.
- Reps reported that some students are concerned over the lack of guidance for assessments.
- Reps reported that some students would appreciate more detailed feedbacks regarding assignment marks.
- Reps reported that some students would appreciate teaching slides being made available to students before lectures.
- Reps reported that live lectures should be made available for students for classes that do not utilise this approach.

5.1 Possible Recommendations to Consider

- The wider University should consider providing more support services for students in the context of COVID-19 disruptions.
- Teaching staff to should consider providing more guidance with regards to assessment.
- Teaching staff should consider student feedback with regards to having more feedback towards assignment marks for improvement.
- Teaching staff to should consider uploading PowerPoint slides earlier, prior to lectures.
- Teaching staff to should consider having live lecturers with smaller classes for effective communication.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 12 Business School

Report completed as of 1/12/2021



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.

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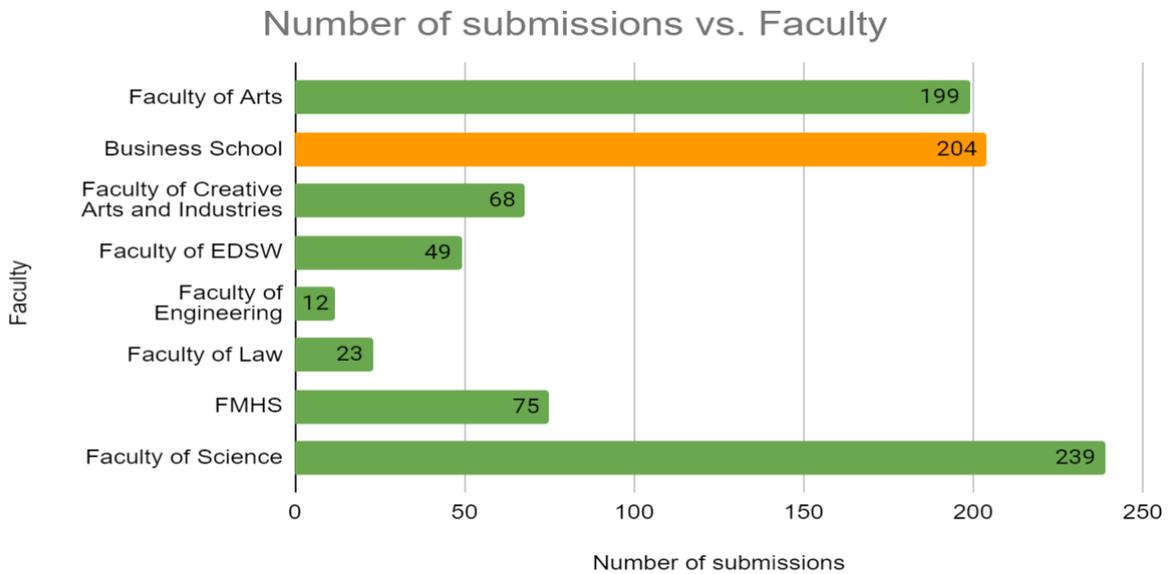
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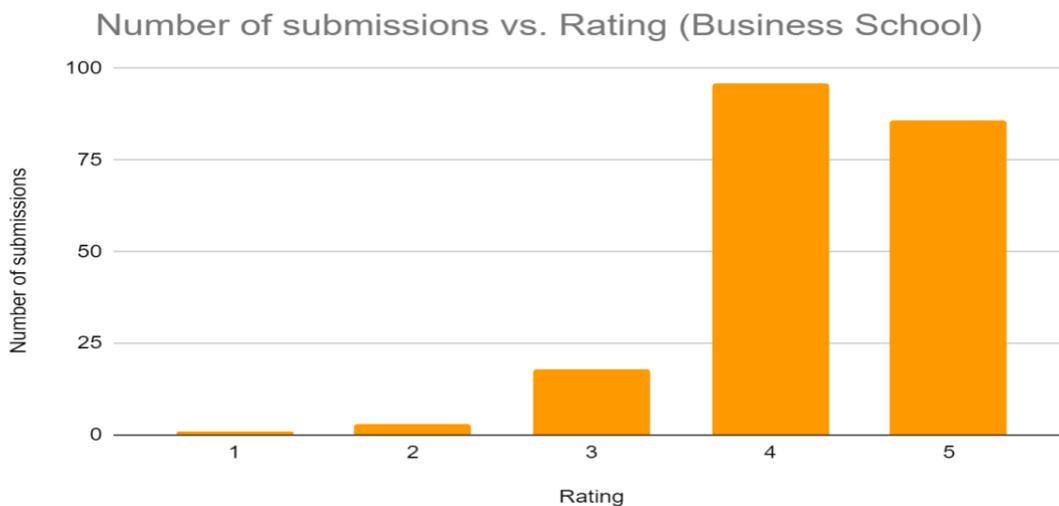
2.0 Faculty Contributions

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 **204** submissions.

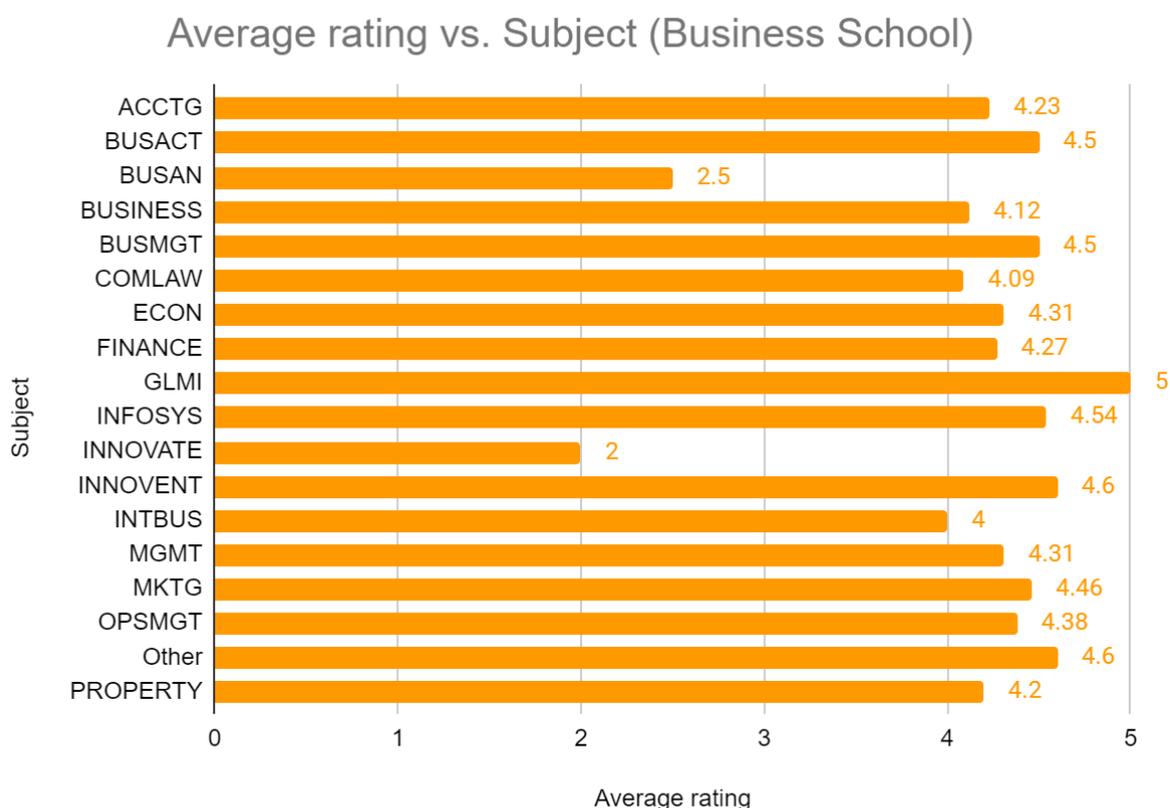


3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Business School** during **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 **4.30** 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. The rating of **4.30** shows a **-4.88%** change from **4.10** from the responses in week 8.



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

- 9 responses provided feedback on **an academic complaint**; a **decrease of 1** from week 8.
- 109 responses provided feedback on **course content and structure**; a **decrease of 6** from week 8.
- 12 responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; an **increase of 7** from week 8.

- **58** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; an **increase of 6** from week 8.
- **28** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; an **increase of 4** from week 8.
- **79** responses provided feedback on **assessments**; a **decrease of 16** from week 8.
- **94** responses provided feedback on **online learning**; a **decrease of 4** from week 8.
- **0** responses had **no feedback**; **no change** from week 8.

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

- Reps reported that students enjoy the delivery of lectures via Panopto
 - *“The students have said they are really enjoying the new delivery mode through Panopto. It is more engaging than normal lecture recordings as there are videos and quizzes.”*
 - *“during the second half of the semester, students really enjoyed the recording that recored by Panoptp.”*
 - *“With online learning, those that are watching the panopto videos by Andrew are enjoying them”.*
- Reps reported that students appreciate weekly announcements to help them keep up with what is going on each week
 - *“students have expressed confusion regarding what is required of them every week. This has been communicated to the lecturers and resolved with weekly announcements.”*
- Reps reported that students really appreciate the effort which teaching staff are putting in their delivery
 - *“Helpful staff, very responsive to students thoughts etc. Responsive on piazza and to emails.”*

4.2 Assessments

- Reps reported that some students have been concerned about invigilated Inpera exams, but students are appreciative these have been addressed
 - *“There have been some concerns from students in regards to the exam using Inpera Smarter Proctoring software however these have been addressed by the University”.*
- Reps reported that some students are finding it difficult to link course content with assessments
 - *“Students have struggled matching the lecture content with the assignments. A lot of the lecture content isn't relevant for the assignment and vice versa.”*
- Reps reported that students enjoy the use of weekly quizzes to reinforce content
 - *“the weekly quizzes have been greatly helpful and effective in reinforcing and putting the course content into practice which has also helped the students prepare for the exam.”*
- Reps reported that some students have experienced significant time pressure during assessments
 - *“Feedback I received what the test duration was short and time pressured”.*

4.3 Resources / General Facilities Concerns

- Reps reported that students would appreciate a wide variety of resources
 - *“with the lecturer we stressed, and even made a Canvas announcement, on the availability of resources such as email, drop-in-sessions, live tutorials and piazza.”*
- Reps reported that students would appreciate being provided with summarised notes
 - *“Members in the class have also expressed it would be helpful to have a condensed sheet of notes made by the course instructors”.*
 - *“Students seem to prefer some sort of summarised notes for key topics than mini lectures.”*

4.4 Commendations

- Reps reported that students enjoy the delivery of lectures via Panopto.

- Reps reported that students appreciate weekly announcements to help them keep up with what is going on each week.
- Reps reported that students really appreciate the effort which teaching staff are putting in their delivery.
- Reps reported that students enjoy the use of weekly quizzes to reinforce content.

5.0 Key Takeaways

- Reps reported that some students have been concerned about invigilated Inpera exams, but students are appreciative these have been addressed.
- Reps reported that some students are finding it difficult to link course content with assessments.
- Reps reported that some students have experienced significant time pressure during assessments.
- Reps reported that students would appreciate a wide variety of resources.
- Reps reported that students would appreciate being provided with summarised notes.

5.1 Recommendations to Consider

- Teaching staff should continue to utilise Panopto to deliver lecturers.
- Teaching staff should continue to use weekly announcements to help students keep up with what is going on each week.
- Teaching staff should continue being incredibly supportive - students really appreciate this.
- Teaching staff should continue to use weekly quizzes to help students reinforce content.

- More clarity should be provided to students regarding invigilated Inspira exams.
- Teaching staff should provide additional support to students with developing links between course content and assessments.
- Teaching staff should consider student feedback with regard to time pressure during assessments.
- Teaching staff should consider utilising different resources, including drop-in-sessions, live tutorials and Piazza.
- Teaching staff should consider provided students with summarised notes.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 12 Faculty of Creative Arts and Industries

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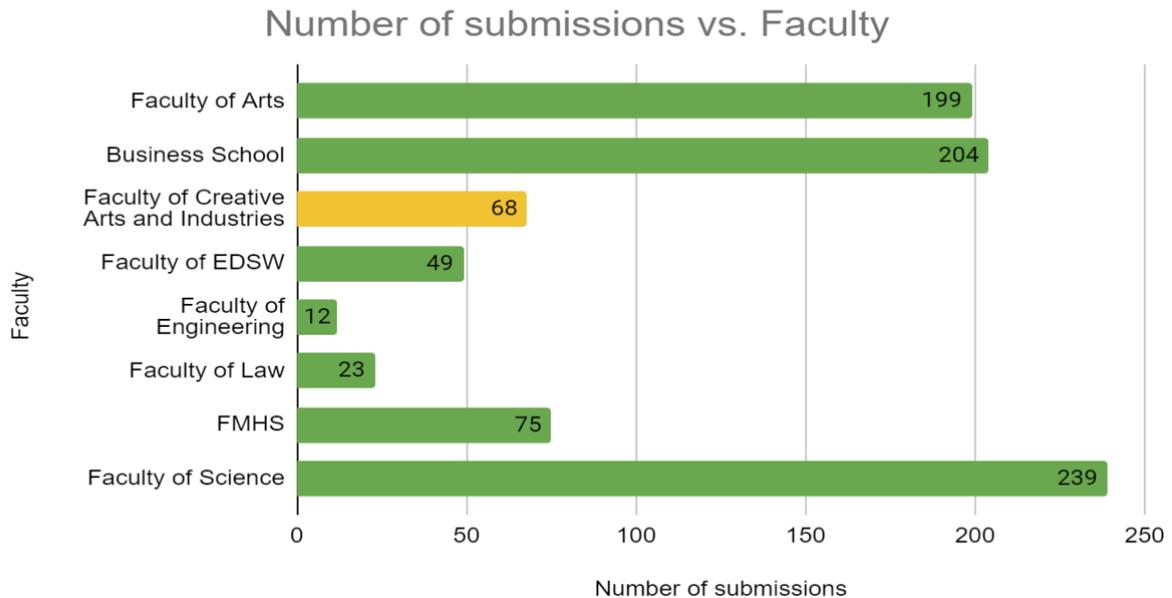
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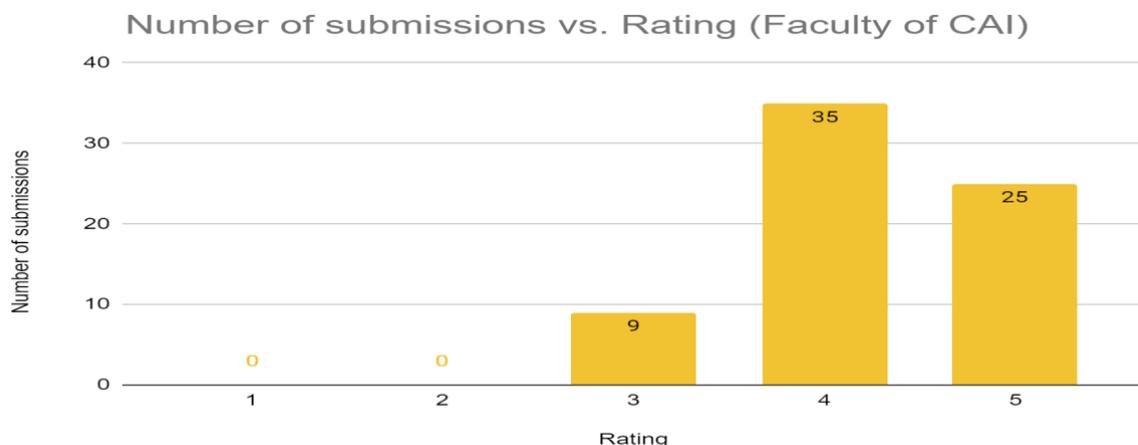
2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from the **Faculty of Creative Arts and Industries** with **68** submissions.

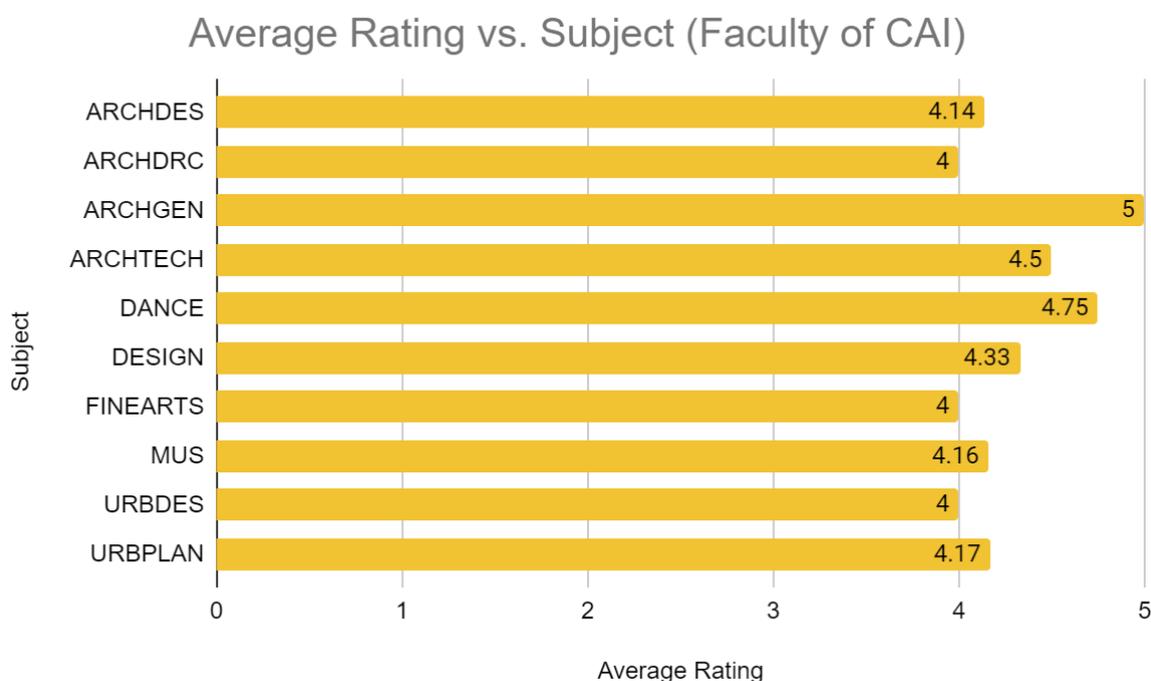


3.0 Course Experience

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 **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 Creative Arts and Industries, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representative. The rating of **4.20** shows a **+2.94%** change from **4.08** from the responses in week 8.



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

- **4** responses provided feedback on **an academic complaint**; an **increase of 1** from week 8.
- **34** responses provided feedback on **course content and structure**; a **decrease of 7** from week 8.
- **5** responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; a **decrease of 7** from week 8.
- **18** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; an **decrease of 6** from week 8.

- **17** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; **no change** from week 8.
- **22** responses provided feedback on **assessments**; a **decrease of 12** from week 8.
- **30** responses provided feedback on **online learning**; an **decrease of 20** from week 8.
- **0** responses had **no feedback**; **no change** from week 8.

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

- Reps reported that students really appreciate the effort teaching staff put in
 - *“Our department is very lucky to have staff that are very understanding and helpful during such a time.”*
 - *“Overall feedback for the course has been positive. We have all enjoyed both Sarah and madis hard work and effort they have put into the course”.*
 - *Tutors were very supportive and understanding of our situations, which made everything easier.”*
- Reps reported that students really appreciate strong communication between teaching staff and students
 - *“Lucky for me, our head of department has clarified everything that needed to be known in regards to delivery of our end of year recitals”.*
 - *“Great, all questions have been answered by lecturers”.*

4.2 Assessments

- Reps reported that some students would appreciate additional information regarding assessments
 - *“Feedback from students doing alternative assessments are slightly concerned about not having the full criteria surrounding the essay and therefore cannot begin writing it which as result puts more of a time crunch on us with only a week left to write it and still not having the full criteria”.*
- Reps reported that some students would appreciate assessment results back

- *“we have not received any marks back this entire semester”*
- Reps reported that students appreciate it when assessments build on each other and flow nicely
 - *“the structure of the assignments and learning flowing clearly from one place to the next, each week building on the last”.*
- Reps reported that students would prefer assessment due dates not to be moved forward
 - *“The only negative comment is that our final project and portfolio deadline was moved a day earlier and we were only notified of this change four days before the due date.”*

4.3 Resources / General Facilities Concerns

- Reps reported that students sometimes find difficulties with the audio of videos played
 - *“From time to time there was trouble with the audio when videos were being played”.*
- Reps reported that some offshore students are experiencing significant differences in learning experience to local students
 - *“Distance students who are not in New Zealand are not able to attend studio classes and no videos are available”.*
 - *“Distance students who are not in New Zealand are not able to participate in class discussions”.*
- Reps reported that internet connection quality has had a significant impact on the learning of some students
 - *“Despite having essentially no fast fix for this issue, internet connectivity has been a reoccurring problem for some students”.*
 - *“At times internet connections spoiled the zoom lecture. This resulted in students zoning out [...] perhaps the lecturers could be supplied with facilities to help avoid these connection problems.”*

4.4 Commendations

- Reps reported that students really appreciate the effort teaching staff put in their teaching delivery.
- Reps reported that students really appreciate strong communication between teaching staff and students.
- Reps reported that students appreciate it when assessments build on each other and flow nicely.

5.0 Key Takeaways

- Reps reported that some students would appreciate additional information regarding assessments.
- Reps reported that some students would appreciate assessment results back.
- Reps reported that some students would prefer assessment due dates not to be moved forward.
- Reps reported that students sometimes find difficulties with the audio of videos played during lecture.
- Reps reported that some offshore students are experiencing significant differences in learning experience when compared to local students.
- Reps reported that internet connection quality has had a significant impact on the learning of some students.

5.1 Recommendations to Consider

- Teaching staff should continue to be incredibly supportive - students really appreciate this!
- Teaching staff should continue to communicate effectively with students.
- Teaching staff should continue to design assessments to build on each other and flow.

- Teaching staff should consider providing additional information regarding assessments to students.
- Teaching staff should consider providing assessment results back to students when marking is complete.
- Teaching staff should consider refraining from moving assessment due dates forward.
- Teaching staff should consider looking into how difficulties with the audio of videos can be avoided.
- Teaching staff should consider looking into how offshore students can be supported in such a way that their experience differs less from the experience of local students.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 12 Faculty of Education and Social Work

Report completed as of 1/12/2021



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

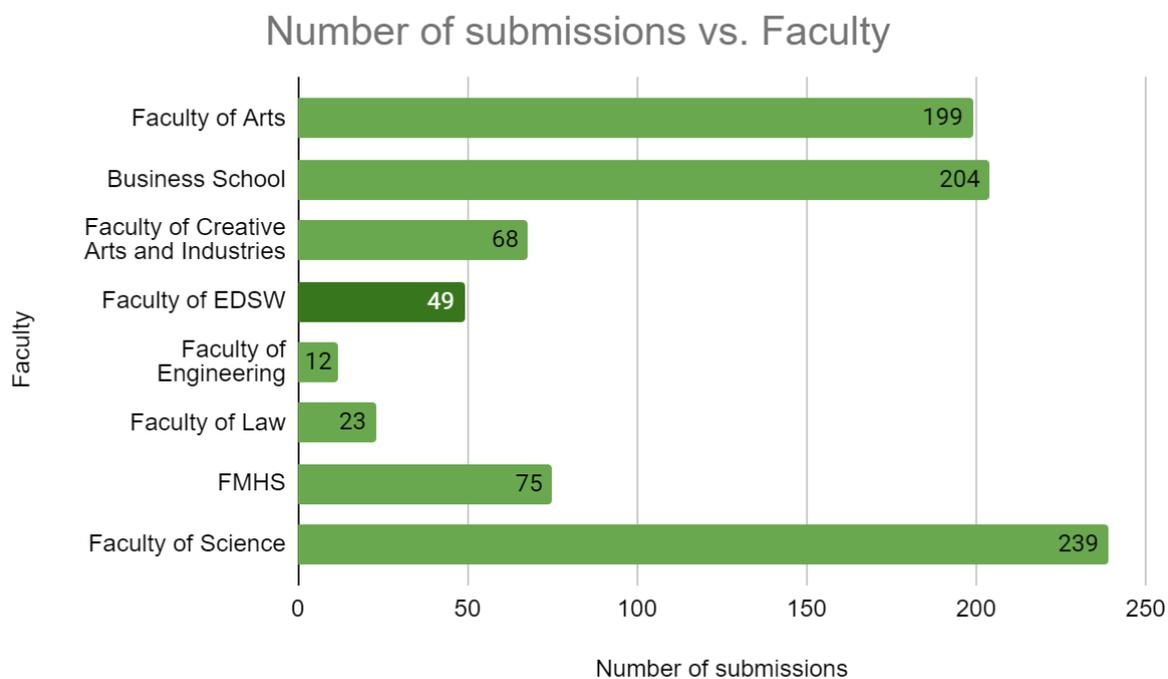
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

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

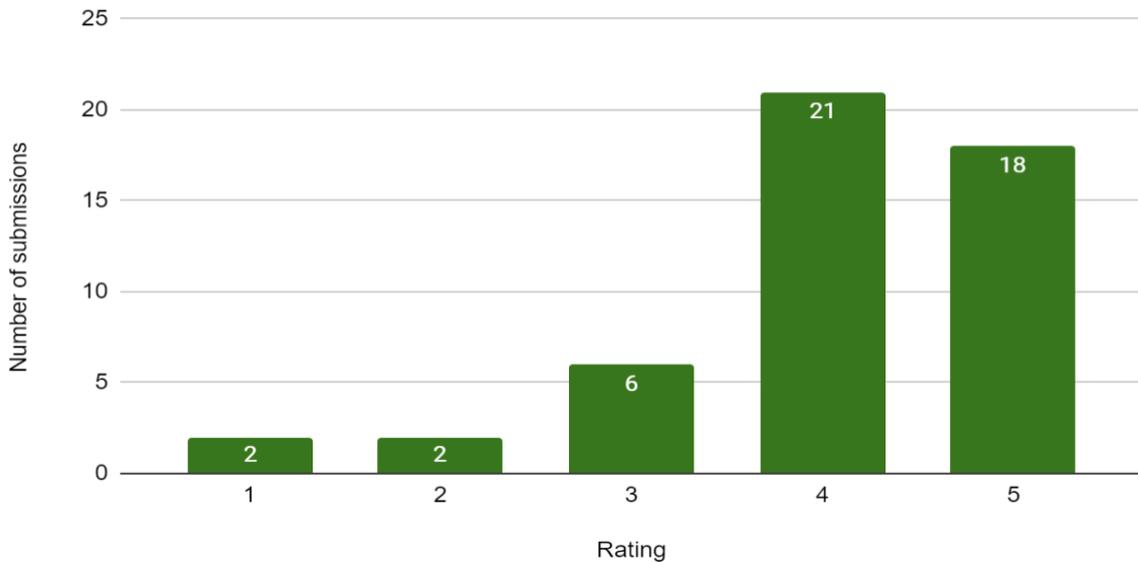
The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from the **Faculty of Education and Social Work** with **49** submissions.



3.0 Course Experience

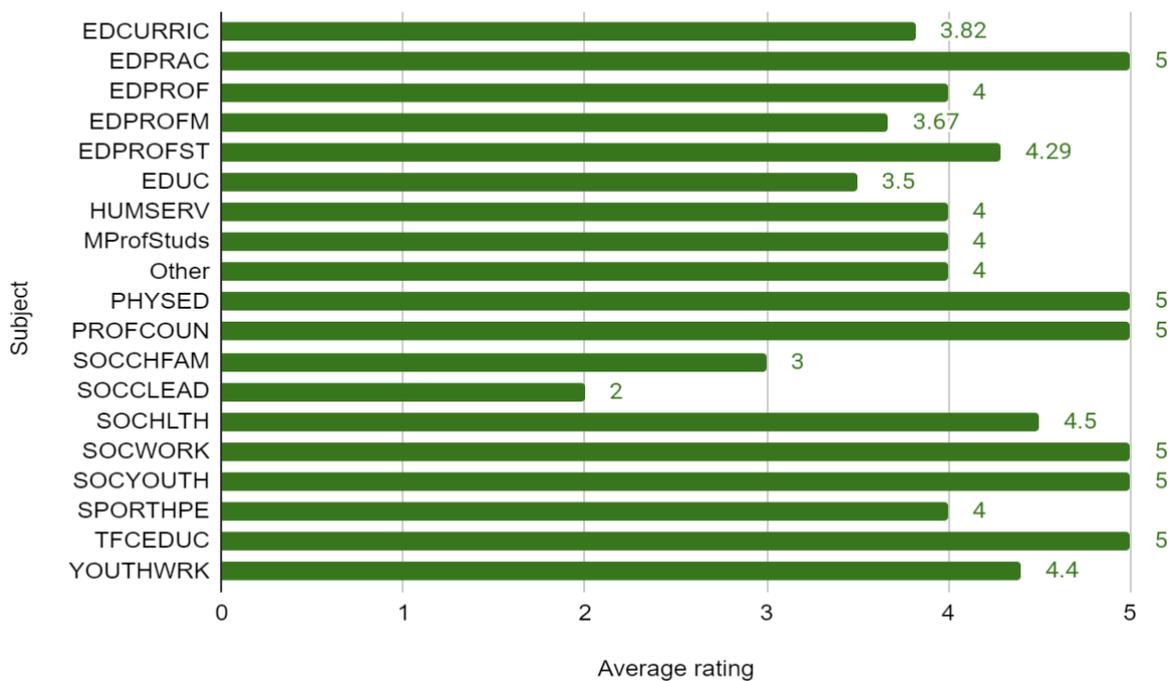
The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Education and Social Work** during the **first twelve weeks of Semester 2, 2021**. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor', to '5' being 'Excellent'.

Number of submissions vs. Rating (Faculty of EDSW)



With an average course experience rating of **4.04** 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. The rating of **4.04** shows a **1%** change from **4.0** from the responses in Week Eight and **-8.60%** change from **4.42** from the responses in Week Four.

Average rating vs. Subject (Faculty of EDSW)



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

- 5 responses provided feedback on **an academic complaint; no change** from Week Eight.
- 29 responses provided feedback on **course content and structure; a decrease of 16** from Week Eight.
- 10 responses provided feedback on **general facilities (i.e. lecture theatres, study spaces, labs etc); an increase of 9** from Week Eight.
- 17 responses provided feedback on **academic staff (i.e. lecturer, tutors etc); a decrease of 7** from Week Eight.
- 11 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc); an increase of 1** from Week Eight.
- 22 responses provided feedback on **assessments; an increase of 2** from Week Eight.
- 26 responses provided feedback on **online learning; a decrease of 2** from Week Eight.
- 0 responses had **no feedback; no change** from Week Eight.

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

- Reps reported a great deal of positive feedback about teaching staff, particularly about their consideration and adaptability amidst online learning
 - *"We really appreciate that all the support from the lecture and tutors. All the students really love our courses and lecturers."*
 - *"However, the staff were generous to make the course flexible to accommodate our learnings which we were very grateful for."*

- *“Lecturer was very supportive and provided plenty of materials and support during tutorials.”*
- Several reps expressed appreciation regarding the course content and its delivery
 - *“This course has been by far the most well organised and easy to follow out of all of our courses.”*
 - *“students are overall very happy with the course content and structure”.*
 - *“The lecturers have organised all course materials neatly making it approachable for students to navigate”.*
- Reps reported that some student are concerned regarding the adverse effect of virtual study setting, particularly when learning interactive and practical material
 - *“The course was hard to do over lockdown, and there was no adjusting to the situation.”*
 - *“The portfolio assignment which is a part of this course has been very difficult to complete through online learning.”*
 - *“Many students in the class are struggling to focus to the lecture / tutorials.”*

4.2 Assessments

- Some reps expressed that some assessment details are not conveyed effectively including the marking rubric, grading results and the general distribution of assignments.
 - *“Important information regarding assignments was often left to be discussed till the very end moment.”*
 - *“Some students did mention that the grades are not released fast enough but others are fine just to wait for them.”*
 - *“Students felt a little lost for some assessment aspects.”*

4.3 Resources / General Facilities Concerns

- Some reps conveyed the effectiveness of interactive workshops with teaching staff, particularly about assessments
 - *“In the last week of workshops we did a group revision quiz that revolved around potential exam content. Many students said that this was very interactive and helpful for studying.”*
 - *“with the lecturer dedicating the last two workshops solely for the exam and explaining in great detail of what would appear in the exam. This resulted in*

very high levels of participation and engagement especially during the last two workshops.”

4.4 Commendations

- Reps reported a great deal of appreciation towards teaching staff and the level of engagement and adaptability showcased to online learning.
- Reps have indicated that students enjoy varied course delivery and engaging course content.
- Many reps conveyed that the teaching staff have adapted swiftly to suggested changes and adjusted accordingly.
- Some reps expressed great appreciation for the support provided by teaching staff in terms of providing fresh and relevant resources and assessments.

5.0 Key Takeaways

- Some reps provided feedback around difficulties relating to online learning.
- Some reps expressed confusion about some assessment instructions.
- Some reps mentioned positive feedback regarding preference for concise and interactive workshops particularly around specialised topics before exams.

5.1 Recommendations to Consider

- Teaching staff to should consider providing more support and guidance on how to balance learning in an online environment.
- Teaching staff should consider introducing effective virtual substitutes for courses with content that are highly practical and interactive.
- Teaching staff should continue with effective communication for relevant course updates.

- Teaching staff should consider providing a clear marking rubric and outlining key points for vital assessments.
- Teaching staff should consider providing a format of the teaching preferred by students.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 12 Faculty of Engineering

Report completed as of 1/12/2021



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.

1.1 Methodology

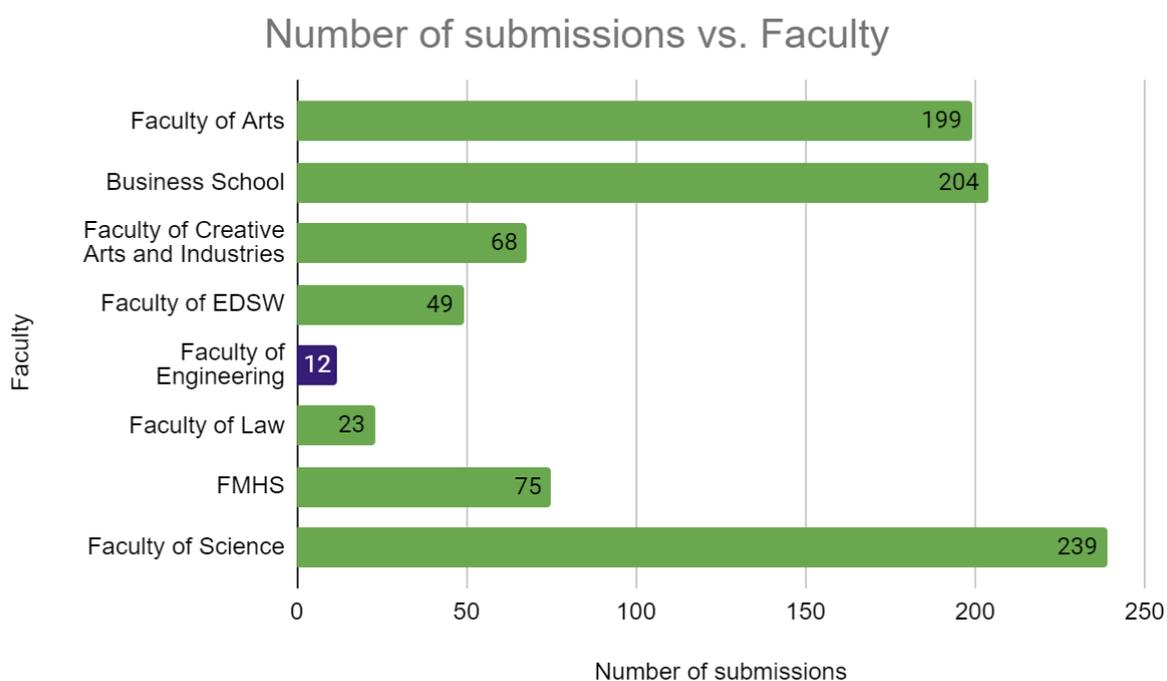
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

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 **12** submissions.

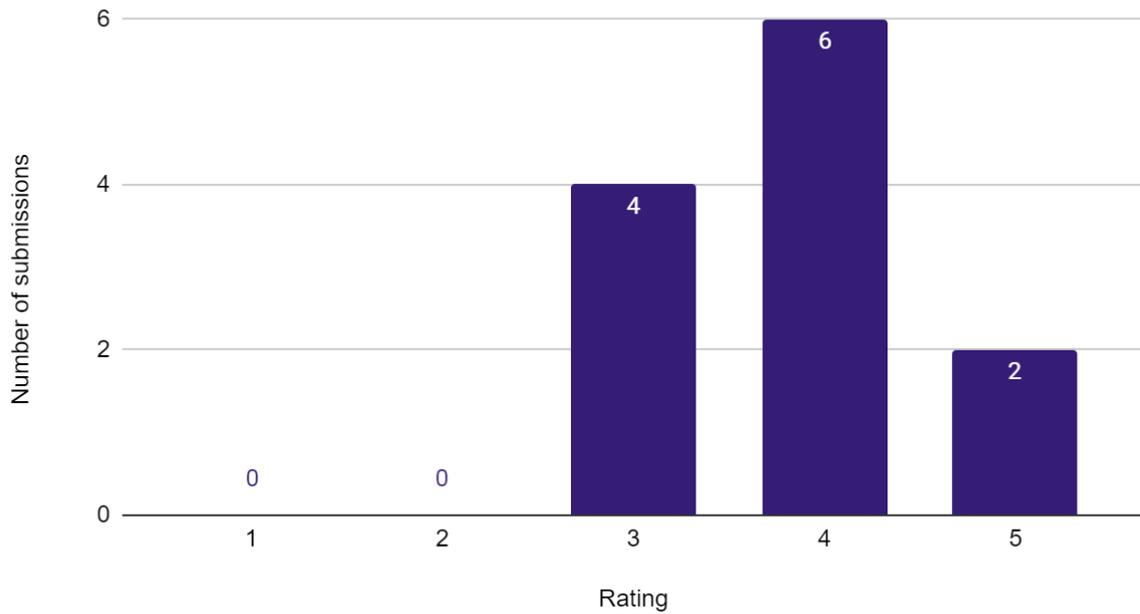


3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Engineering** during **semester 2, 2021**.

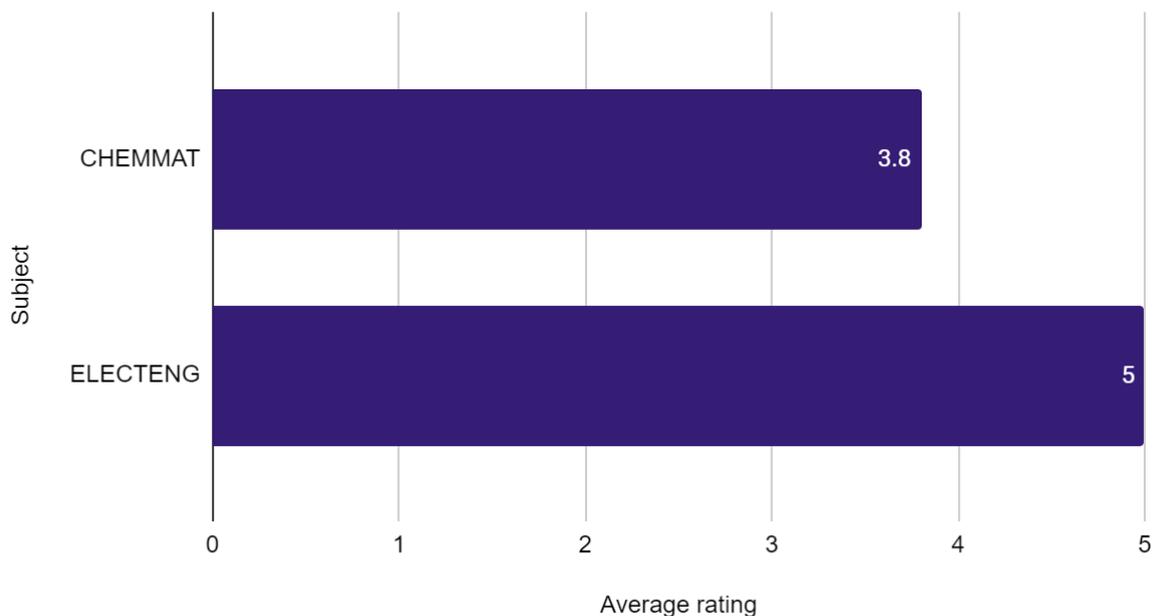
The Class Representatives were asked to select how they would rate the respective courses they represent, from **'1'** being 'Poor', to **'5'** being 'Excellent'.

Number of submissions vs. Rating (Faculty of Engineering)



With an average course experience rating of **3.80** 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. The rating of 3.77 shows a **+0.80%** change from **3.77** from the responses in week 4.

Average rating vs. Subject (Faculty of Engineering)



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

- **0** responses provided feedback on **an academic complaint**; a **decrease of 1** from week 8.
- **6** responses provided feedback on **course content and structure**; an **increase of 2** from week 8.
- **3** responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; **no change** from week 8.
- **4** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; a **decrease of 3** from week 8.
- **1** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; **no change** from week 8.
- **2** responses provided feedback on **assessments**; **no change** from week 8.
- **5** responses provided feedback on **online learning**; an **increase of 2** from week 8.
- **0** responses had **no feedback**; **no change** from week 8.

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

- Reps reported that students appreciate the expertise teaching staff bring
 - *“many students have indicated that they are appreciative of the quantity of expertise in the room”*
- Reps reported that students appreciate the interaction live sessions provided compared to recorded lectures
 - *“We had chance to interact with the lecturer and the classmates as we have online zoom lectures instead of pre-recorded lectures”.*
 - *“students have said that they prefer live zoom lectures than pre-recorded lectures”.*

- Reps reported that students appreciate the opportunity Piazza provides for questions to be asked and answered
 - *“The lecturers were all active on piazza to answer questions from the class”.*

4.2 Assessments

- Reps reported that some students are concerned with accessing resources for assessments during online learning
 - *“Because this course is such a practical course, students have been a little concerned about accessing HYSYS from home especially after the mid-term test where there were so many issues with accessing HYSYS through FlexIT.”*
- Reps reported that students appreciate accommodations teaching staff have made to assessments given the context of online learning
 - *“lecturers have been compassionaet enough to give extensions to some assignments due dates and making the tests 24 assignments which students appreciated”.*

4.3 Resources / General Facilities Concerns

- Reps reported that some students would appreciate more detailed information on more difficult aspects of courses
 - *“quantum mechanics and relativity as these were less intuitive aspects of course and should have had more examples and better explanations”.*
- Reps reported that some students have found contradictory information in course books
 - *“there is some contradicting information in the course book such as the work functions having different values for the same metal on different pages”.*
- Reps reported that students appreciate worked examples to support their learning
 - *“Lecturers provide worked out solutions to help with students' learning and understanding”.*
- Reps reported that students appreciate innovations by teaching staff to overcome the barriers of online learning

- *“Although it is an online course, the lecturer sometimes uses experimental video demonstrations to explain some concepts of the course”.*

4.4 Commendations

- Reps reported that students appreciate the expertise teaching staff bring.
- Reps reported that students appreciate the interaction live sessions provided compared to recorded lectures.
- Reps reported that students appreciate the opportunity Piazza provides for questions to be asked and answered.
- Reps reported that students appreciate accommodations teaching staff have made to assessments given the context of online learning.
- Reps reported that students appreciate worked examples to support their learning.
- Reps reported that students appreciate innovations by teaching staff to overcome the barriers of online learning.

5.0 Key Takeaways

- Reps reported that some students are concerned with accessing resources for assessments during online learning.
- Reps reported that some students would appreciate more detailed information on more difficult aspects of courses.
- Reps reported that some students have found contradictory information in course books.

5.1 Recommendations to Consider

- Teaching staff should continue to bring their expertise to classes - students really appreciate this!

- Teaching staff should continue to utilise live sessions to allow for interaction.
- Teaching staff should continue to use Piazza to allow questions to be asked and answered.
- Teaching staff should continue to be accommodating with regards to assessments given the context of online learning.
- Teaching staff should continue to provide worked examples to support students' learning.
- Teaching staff should continue to be creative to overcome the barriers of online learning.
- Teaching staff should consider looking into how they can further support students with accessing resources for assessments during online learning.
- Teaching staff should consider providing more detailed information on more difficult aspects of courses.
- Teaching staff should consider providing support to students with regard to contradictions in course books.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 12 Faculty of Law

Report completed as of 1/12/2021



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

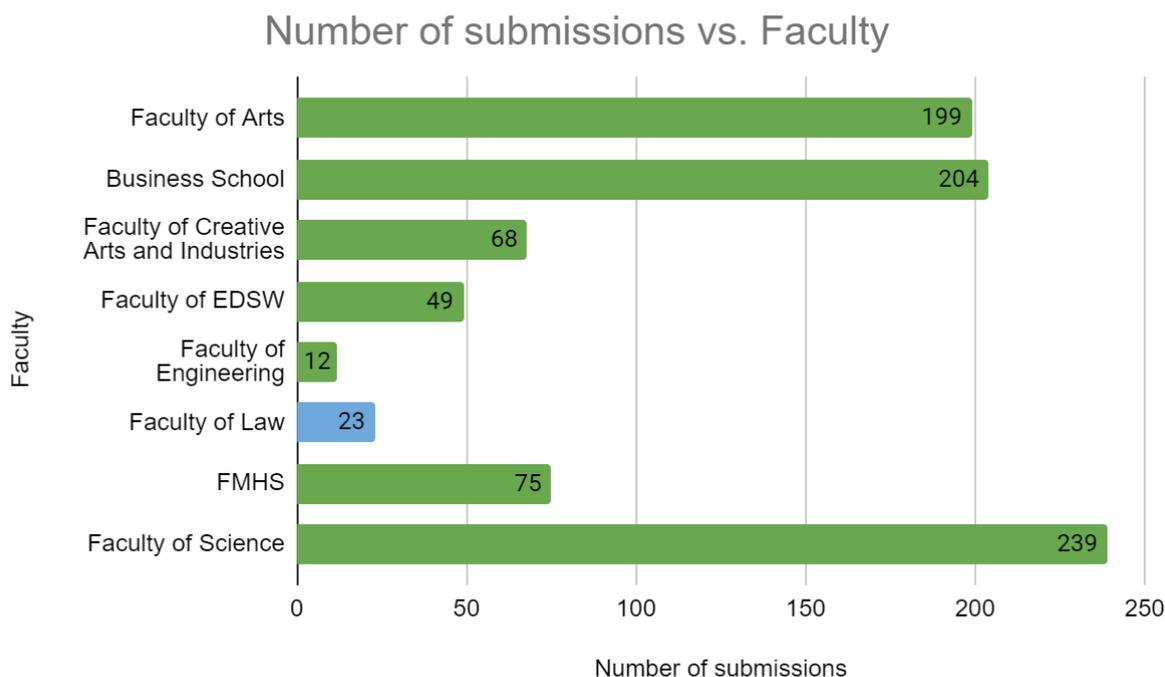
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1.2 Introduction

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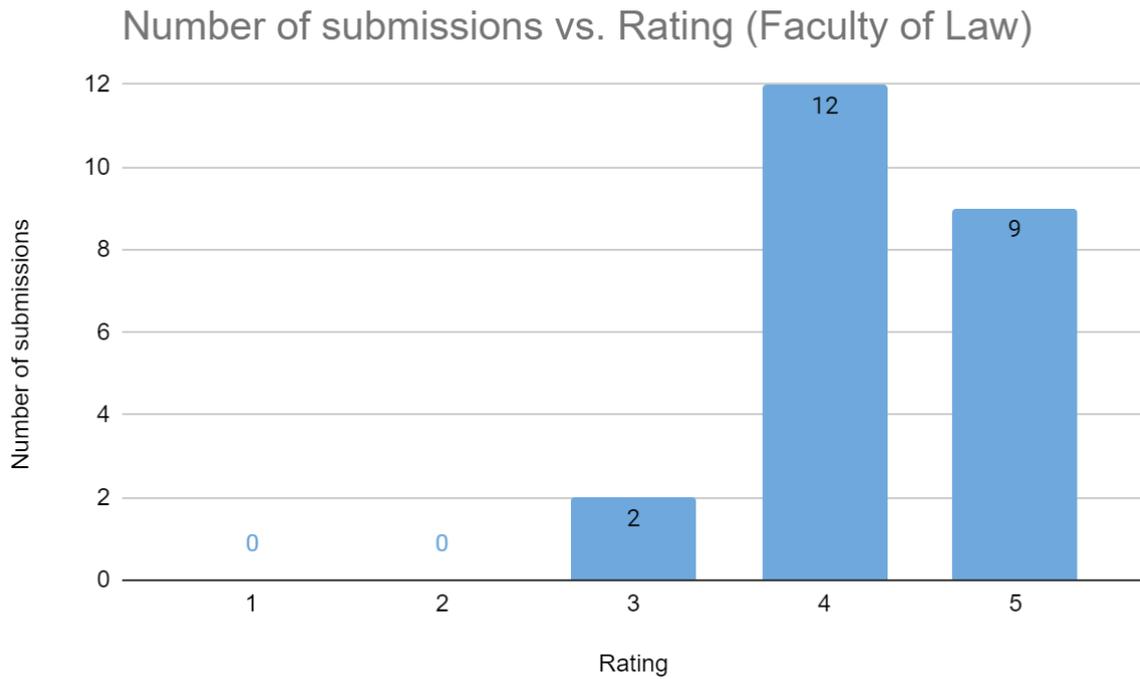
2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from the **Faculty of Law** with **23** submissions.

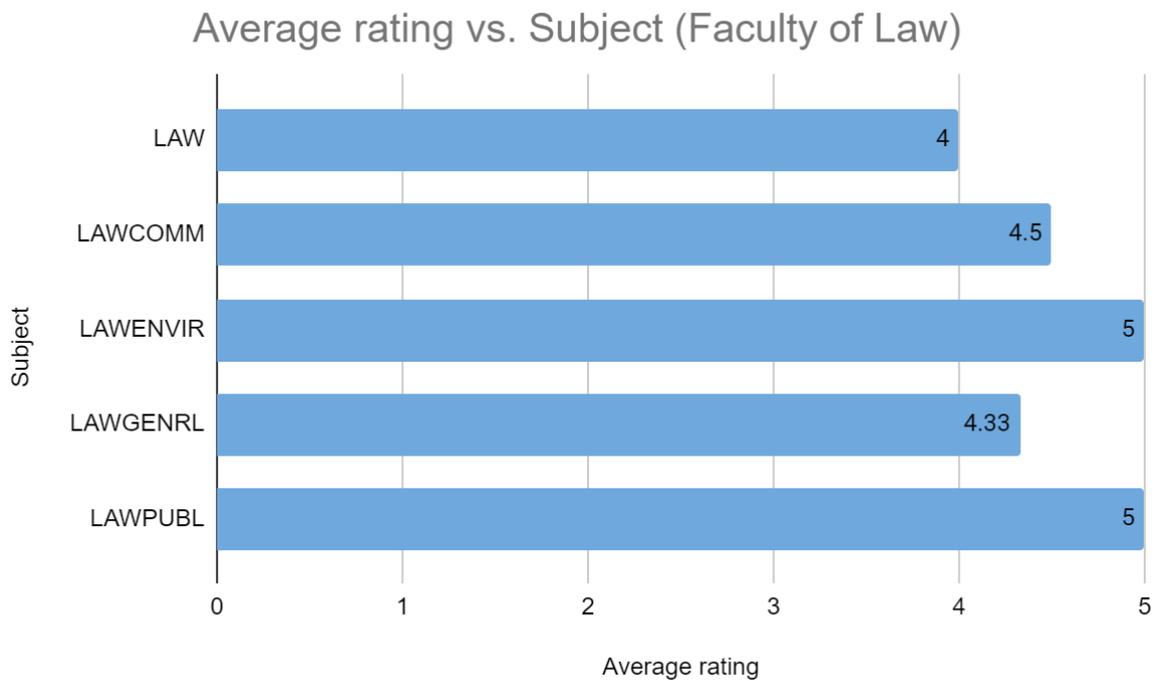


3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Law** during **week eight and week twelve 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 **4.30** 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. The rating of **4.30** shows a **4.88%** change from **4.09** from the responses in Week Eight.



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

- **0** responses provided feedback on **an academic complaint**; an **decrease of 2** from Week Eight.
- **12** responses provided feedback on **course content and structure**; an **increase of 1** from Week Eight.
- **0** response fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; **same** as Week Eight.
- **7** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; a **decrease of 2** from Week Eight.
- **3** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; an **increase of 1** from Week Eight.
- **8** responses provided feedback on **assessments**; an **decrease of 3** from Week Eight.
- **9** responses provided feedback on **online learning**; an **increase of 2** from Week Eight.
- **0** responses had **no feedback**; **same** as Week Eight.

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

- Reps reported a great deal of positive feedback about teaching staff
 - *“Mark Henaghan was a spectacular and supportive lecturer. Vincent worked to the best of his abilities online”.*
 - *“Caroline has provided wonderful revision opportunities and has been highly accessible during office hours to receive feedback and give help with the course.”*

- *“The course content and teaching style with Maureen has been warmly welcomed and the students are finding the workload okay.”*
- *“Kate is a phenomenal lecturer who really cares about her students. This is reflected in her ability to make the class engaging. Even in lockdown, Kate has made the class engaging via zooms (recorded for those who cannot make it), within which is valuable class discussion, and smaller group discussion which is optional.”*
- Reps reported that students from some courses experienced smooth transitions with online learning, despite difficulties with lockdown
 - *“Students said that the lecturer did a good job of engaging with online lectures and keeping them engaged.”*
 - *“The majority of concerns were regarding online learning, which the lecturers have adjusted well”.*
- Reps reported that student faced significant difficulties with lockdown
 - *“The overall feedback of the 131 paper has been positive. Students have reported difficulties and lower levels of engagement due to the inevitable online environment, especially with the nature of the course content.”*
- Reps appreciate the use of shorter lecture recordings
 - *“Other than that, people have been enjoying shorter lecture recordings instead of a full hour. “*

4.2 Assessments

- Reps expressed confusion regarding the nature and structure of assessments and exams
 - *“Jesse Wall was a lovely and entertaining lecturer and seems to be adjusting difficulty after an assignment which was on the whole far too difficult and unclear.”*
 - *“On a coursework specific note some students have reported a lack of direction from teaching with assignments.”*
 - *“There has been a few questions and uncertainties around the invigilated inspera exams from students however, the lecturers have been good at keeping students informed by canvas announcements and replying in Piazza.”*

- “There is a lot of confusion (in all courses) about what is and is not allowed in invigilated exams, however, we have received further clarification from the department and are asking questions on that thread.”
- “The only concerns are regarding Insepra. Some students are majorly unsure as to whether we can have two devices or two screens. “
- Reps reported that students from some courses need assignment extensions and approvals during Lock-down
 - “People were very pleased that our lecturer gave an extension to everyone for our 70% assessment.”

4.3 Resources / General Facilities Concerns

- Reps reported that students from some courses would prefer an improvements of the lecture recordings
 - *“Occasional problems with the microphone for the lecture recordings in Lockdown.”*
 - *“ Students have also found it hard to maintain long periods of focus due to the length of the recorded lectures and its pacing. “*
- Reps reported that some students commented that the preference of utilising Piazza is useful for online communications
 - *“many students have voiced that they would like piazza or a similar pathway for raising content inquiries to be mandatory for all courses; as off campus learning poses new challenges to learning and not all students are able to attend office hours.”*
 - *“ Reoccurring feedback this semester was the lack of a piazza page, which law131 had, but law141 did not.”*

4.4 Commendations

- Reps reported a great deal of positive feedback about teaching staff.
- Reps reported a great deal of appreciation for how lecturer’s transition to online teaching.

5.0 Key Takeaways

- Reps reported that students are concerned over the disorientation of assessments regarding its nature and structure.
- Reps reported that some students are concerned with lockdown difficulties.
- Reps reported that some students found lectures being over an hour lengthy.
- Reps reported that some courses are concerned over issues with lecture recordings, including unclear microphone.
- Reps reported that some students' prefer Piazza for online communication.

5.1 Recommendations to Consider

- Teaching staff should consider providing more detailed instructions and guidance for assignments.
- Teaching staff should consider providing more support services from the wider university to students for COVID-19 difficulties.
- Teachings staff should consider providing appropriate shorter recordings for lectures to cater for online learning.
- Teaching staff should consider uploading recordings on YouTube where captions are available for unclear audio.
- Teaching staff should consider providing more direct support by setting up Piazza on time.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 12 Faculty of Medical and Health Sciences

Report completed as of 1/12/2021



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

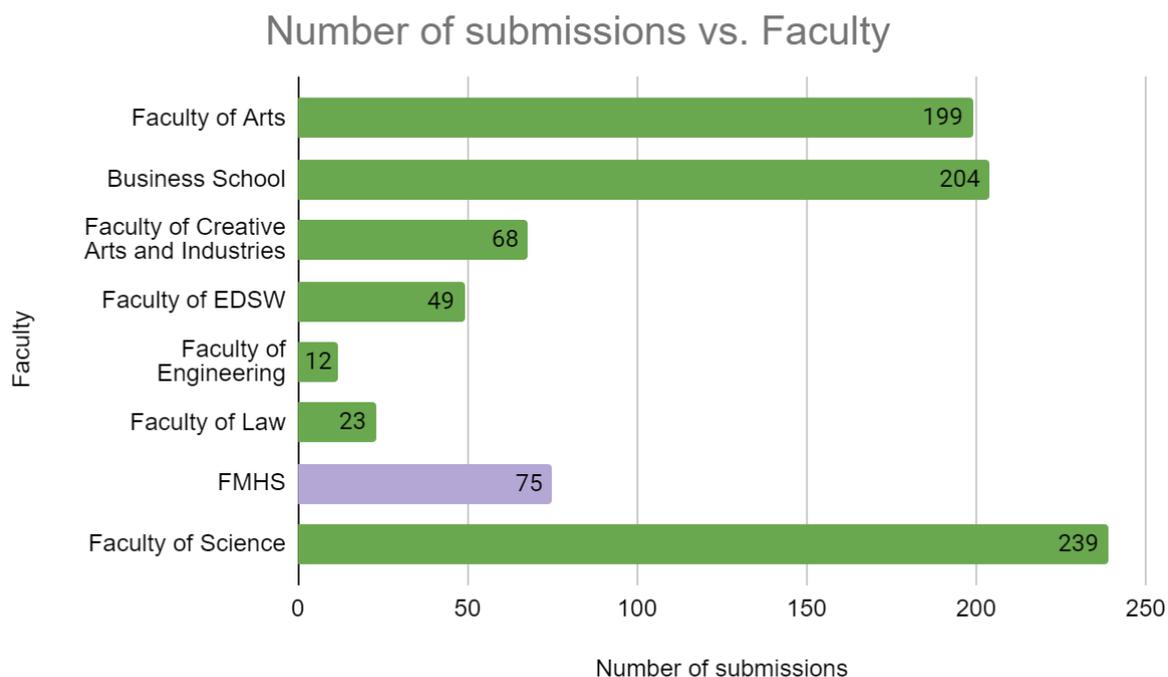
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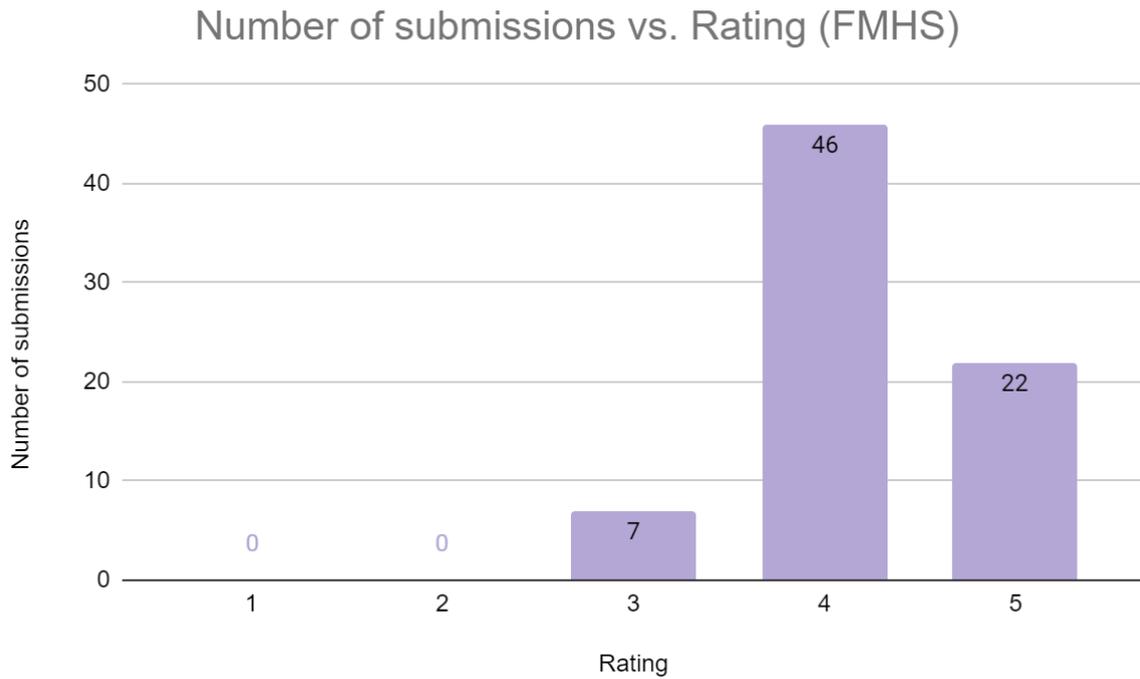
2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from the **Faculty of Medical and Health Sciences** with **75** submissions.

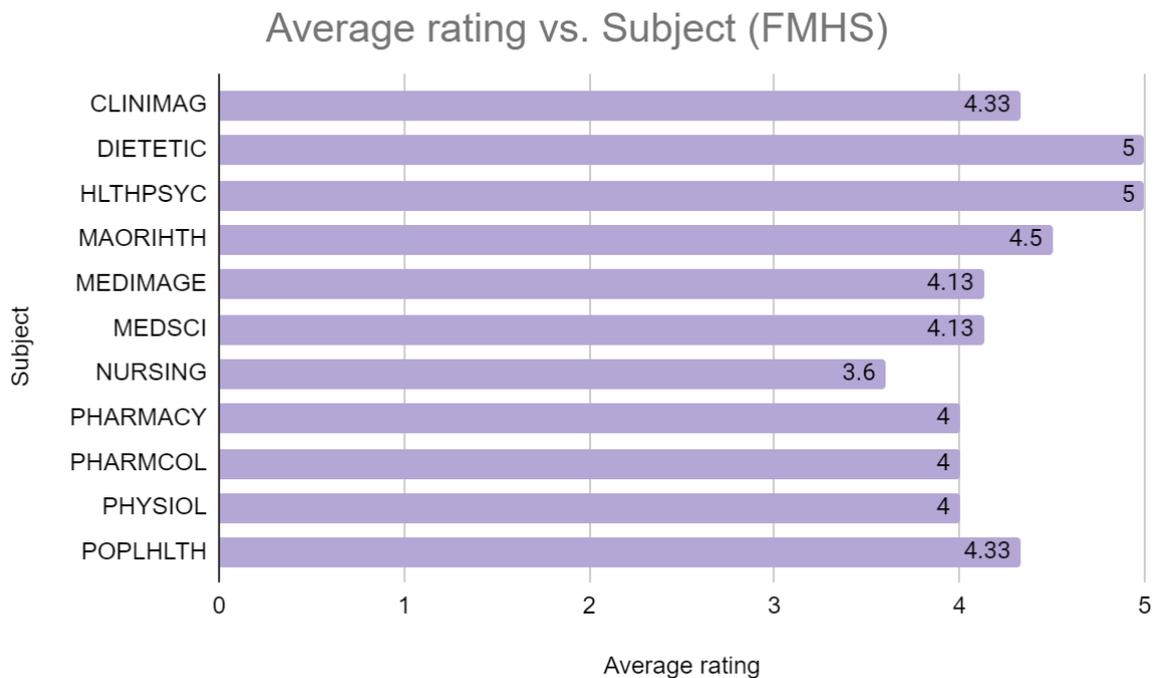


3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Medical and Health Sciences** during **week eight and week twelve 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 **4.21** by the Faculty of Medical and Health Sciences, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives. The rating of **4.21** shows a **0.95%** change from **4.17** from the responses in Week Eight.



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

- 5 responses provided feedback on **an academic complaint**; an **increase of 2** from Week Eight.
- 50 responses provided feedback on **course content and structure**; a **decrease of 11** from Week Eight.
- 2 responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; a **decrease of 2** from Week Eight.
- 18 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; a **decrease of 6** from Week Eight.
- 14 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; a **decrease of 3** from Week Eight.
- 44 responses provided feedback on **assessments**; a **decrease of 9** from Week Eight.
- 21 responses provided feedback on **online learning**; a **decrease of 6** from Week Eight.
- 0 responses had **no feedback**; **same** as Week Eight.

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

- Reps reported a great deal of positive feedback about teaching staff
 - *“The course co-ordinator has gone out his way to make the content enjoyable. He puts in 100% during the live lectures and tutorials. Furthermore, he is always replying to emails and piazza questions very quickly, making it easy for the students. He also sets up zoom meetings if students are having difficulty, which is very good. Overall, this is a well run course.”*
 - *“Overall, I found that the course coordinator was very responsive and helpful during online learning..”*

- *“Overall for 311 - Shaping Health Policy, there has been really positive feedback and very quick and accomodating response from the teaching staff to support the students needs.”*
- Reps reported a great deal of positive feedback about arrangement of course
 - *“Rachel has done an amazing job trying to make the course and it's structure appealing and helpful to the students. One way was by cutting the course content and lectures to 1 a week from 2 a week in the last few weeks of the semester in order to keep the stress levels lower for the students.”*
 - *“Well-organised course with all learning modules relevant and beneficial for the desired objective of the course.”*
 - *“People generally mention their satisfaction about the course structure and content.”*
- Reps reported that students experienced smooth transitions from courses with online learning, despite difficulties with lockdown
 - *“Good transition to online learning and class really enjoyed the paper overall.”*
 - *“Online learning was considered to be done well and help was provided to students when they were unsure.”*
 - *“Aside from that, lectures and workshops proceeded pretty smoothly, especially considering the shift to online learning.”*
- Reps reported that student experienced difficulties with lockdown
 - *“This may have been an issue with the online learning format, where the course opted not to have a full online lab but to just hold a small overview of the lab and tutorials for questions–people theoretically could have joined the tutorials and asked their questions, but many find this inaccessible for a multitude of reasons such as anxiety..The complaints that have been put forward can largely be chalked up to the online learning format, which is difficult for everybody.”*
 - *“Most students preferred having classes in person rather than on Zoom, especially when working on group assignments.”*
 - *“Most students preferred in-person classes, particularly for group discussions. However, they appreciate that Zoom is an option.”*

4.2 Assessments

- Reps reported that some students are concerned over the need for more clarification and guidance on assessments
 - *“More clarity of course content needed for tests ”*
 - *“Some students wanted tutorials going through some exam questions as practice.”*
- Some reps commented that there is a need for more thorough feedbacks with assignment grades
 - *“ There was a lack of feedback received from assessments. We only knew our grade for one of the task sheets that was heavily focussed on in the mid semester test.”*
 - *“Need more detailed assignment feedback”*
 - *“Assignments didn't correlate with schedule of content given. This was discussed with the lecturer, who reorganised the lecture schedule, and also kindly gave an extension.”*
 - *“Just suggestions on restructuring certain assessments to give students more overall time, and to align with due dates non-related to course such as internship applications”*
 - *“Feedbacks were mainly about the request for assignment 4 due date change as multiple exams happening close to each other as well as the assignment. But this request had been solved with Sally, which a class extension is now given.”*

4.3 Resources/General Facilities Concerns

- Reps reported that students appreciate the availability of many learning resources
 - *“Many students have been very happy with the amount of learning resources that have been available to them, but some have spoken that they struggle to grasp some of the content with different lecture styles and are wanting a bit more consistency. ”*
 - *“ The general feedback overall was just having more resources for content to look back on.”*
- Reps reported that students from some courses appreciate the usefulness of Piazza for learning and communications
 - *“Canvas. Other than these, students rely on piazza to ask questions about course content, which is answered by lecturers. :)”*

- *“The feedback received from students for MEDSCI 142 has been very positive, with many expressing how organised and proficient the lecturers have been in responding to questions on Piazza and communicating information about the course via Canvas.”*
- *“Despite the difficulties, students were given much help through piazza and tutorials given by the lab coordinator Professor Lee, Professor Hall and other help received through emails.”*
- Reps reported that students from some courses appreciate the usefulness of live zoom sessions
 - *“ He also sets up zoom meetings if students are having difficulty, which is very good.”*
 - *“Live zooms were appreciated in the sense that they feel closer to normal interaction than listening to pre-recorded lectures.”*
 - *“ However, the course staff provided a thorough zoom session responding to the feedback for the students. And since then a couple live zoom sessions for labs and exam info were made, which I think helped students engage with the course and had good turnout. “*

4.4 Commendations

- Reps reported that students are thankful for the support provided by academic teaching staff.
- Most of the reps reported that students are contented with the delivery of the course content, structures and arrangements.
- Reps reported that most student experienced smooth transition to online learning.
- Reps reported that most students appreciate the sufficient resources provided by their courses.
- Reps reported that students appreciate the use of live zoom sessions.

5.0 Key Takeaways

- Reps reported that students are concerned about the transition to online learning.

- Reps reported that student are concerned with insufficient information and guidance around assessments.
- Reps reported that there is a need for more detailed feedbacks provided to students regarding assignment marks.

5.1 Possible Recommendations to Consider

- Teaching staff should consider providing more support services from the wider university for students, COVID-19 disruptions.
- Teaching staff should consider providing more clarification or guidance of course assessments.
- Teaching staff should consider students' feedback with regards to having more feedback for improvement.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 12 Faculty of Science

Report completed as of 1/12/2021



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

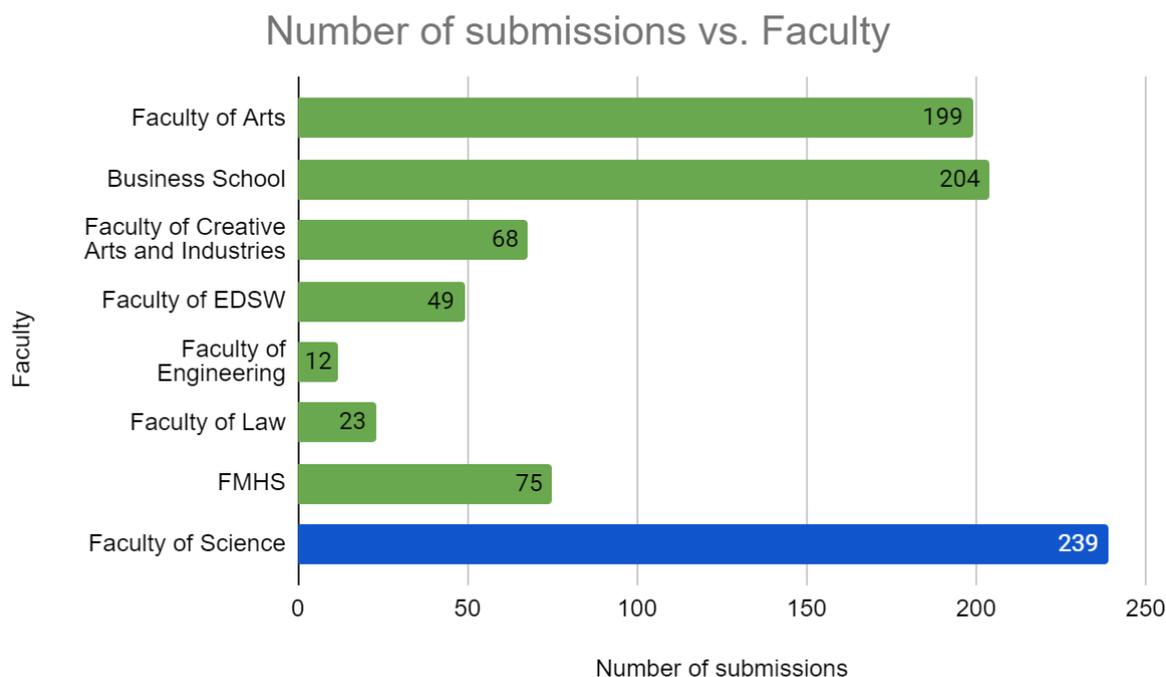
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

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.

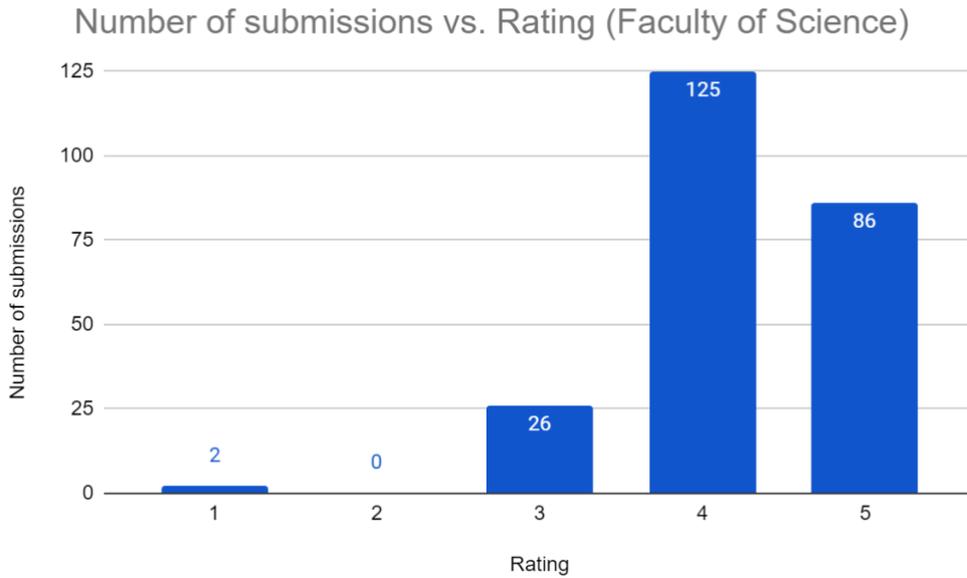
2.0 Faculty Contributions

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 **239** submissions.

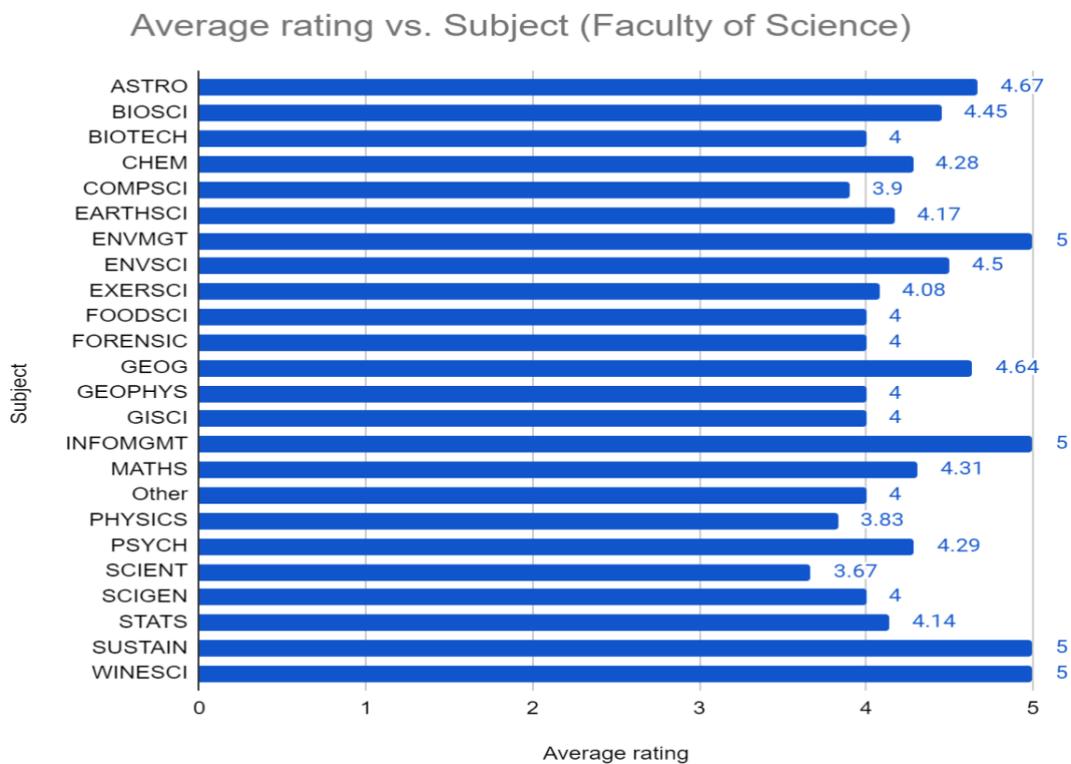


3.0 Course Experience

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 eight 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 Science, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives. The rating of **4.23** shows a **3.93%** change from **4.07** from the responses in Week Eight and a **1.92%** change from **4.15** from the responses in Week Four.



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

- **11** responses provided feedback on **an academic complaint**; a **decrease of 6** from Week Eight.
- **125** responses provided feedback on **course content and structure**; a **decrease of 29** from Week Eight.
- **14** responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; a **decrease of 11** from Week Eight.
- **68** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; a **decrease of 5** from Week Eight.
- **31** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; a **decrease of 10** from Week Eight.
- **116** responses provided feedback on **assessments**; a **decrease of 16** from Week Eight.
- **104** responses provided feedback on **online learning**; an **increase of 3** from Week Eight.
- **0** responses had **no feedback**; **no change** from Week Eight.

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

- Reps reported a great deal of positive feedback from reps about course contents and course delivery
 - *“The content was made easily understandable (perhaps too easily in some cases)”*.
 - *“Aside from this, students loved the course content. They found it really interesting and useful.”*
 - *“very interesting content with great online delivery structure.”*

- Reps reported a great deal of positive feedback from reps about the teaching staff including praises for their ability to facilitate education in a virtual setting and respond to proposed changes by students
 - *“Overall positive feedback, There was a few suggestions on receiving grades back earlier and the need for lab tutors need to explain requirements more clearly- Which has already been addressed.”*
 - *“Our lecturer was very approachable and she delivered the lectures really well. I can not think of any other way to make this course better.”*
 - *“The lecturer did an amazing job with the transition to online learning, and in surveys sent out to the class was rated extremely high.”*

- Some reps expressed concern regarding uneven communication between teaching staff and students
 - *“I think the main issue is regarding communication - clarity regarding when things will be released and what will be released would be helpful.”*
 - *“Not enough engagement on Piazza by some lecturers. ”*
 - *“All in all, mostly positive feedback for this course - good content, great lecture delivery, just needs improvement in communicating the assignment outlines a bit more in future years.”*

- Some reps reported that the transition to online learning has been challenging and posed constraints on their experience
 - *“The main concern is online learning isn't as engaging as on-campus classes used to be.”*
 - *“However, some people were struggling with the course a bit during lockdowns due to it being a very content heavy course and some of the content being better to have talked about in person for more clarity rather than online.”*
 - *“From my questionnaire to students, most of them suffer from worse mental health conditions than before lockdown, probably also caused by impossibility to plan ahead or work in the lab and move their research forward.”*

- Many reps requested relevant examples that outline tricky and important contents well
 - *“Generally, people want more resources for exam revision, relevant equations and explanations for more difficult topics. ”*
 - *“More examples in class”.*

- *“Based on class feedback, having lots of practice questions and exam style questions that lecturers go through was extremely helpful.”*

4.2 Assessments

- Several reps outlined the necessity for the timely marking and feedback from past assessments plus its adverse effect on student perception and understanding
 - *“grading is taking way to long. It is very hard to complete other sections of the prereg without knowing the first grades.”*
 - *“There was issues with marks not being received back until an unacceptably late date. We had to perform 6 writing tasks (a totally new concept to all involved) and we had only received 2 of these marks back by the due date of the final task. This left students unaware of how they had done on the tasks, and what they could do to improve.”*
 - *“If I had one bit of feedback, I'd want marks to be finalised a bit quicker.”*
- Several reps reported confusion regarding the crucial assessment details such as date, marking criteria, and also requested a clear rubric to be provided to students
 - *“Overall the marking of the lab reports was a main discussion point of students.”*
 - *“The marking rubric is unclear. Hence, many people loos their marks without knowing the reason.”*
 - *“Assessments were mostly in second half of semester which was stressful for students and the information of the assignments were released quite slowly.”*
 - *“There has been some negative feedback regarding the WileyPlus system and the assignments - including random errors occurring and wrong due dates.”*
- Many reps continued to express concern and report the increased difficulty of assessments. Tangible support from the teaching staff including clarity regarding current grading requirements has been requested
 - *“They felt as though the test was more difficult than they felt was fair.”*
 - *“The final exam requires students to write about 2500 words and answer 25 mc questions in 3 hours. Students are concerned about the amount they are expected to write.”*
 - *“Lots of concern with how our practical component work a large % of our overall grade will be marked.”*

4.3 Resources / General Facilities Concerns

- Many reps declared the damaging effects of online learning on courses that are predominantly lab-based
 - *“Lots of concern from third year students now having missed two years of full practical work”.*
 - *“Students are lacking of practical experience in the laboratory but this is inevitable since students could not attend labs in person.”*
 - *“missed out on the practicals during lectures”.*
- Some reps reported the difficulty in accessing special software
 - *“OpenLCA is quite a hard programme to learn and hasn't been 100% accurate or useful when we've used it ”*
 - *“One thing to notice is that when students are trying to do exercises on the code-runner, sometimes they can get several hidden test which pumps out one after another.”*
- Few reps mentioned that students faced some technical difficulties during online learning
 - *“some people have reported issues with accessing some videos”.*
 - *“No complaints other than zoom issues being glitchy and difficulty of live tests over zoom.”*

4.4 Commendations

- Reps reported a great deal of positive feedback regarding the course content, course delivery and teaching staff.
- Reps reported that the adaptability, support and consideration showcased by teaching staff in an online learning environment is noteworthy.
- Several reps reported effective action was taken when concerns were raised regarding various aspects of learning.

5.0 Key Takeaways

- Several reps have expressed admiration for the teaching staff.

- Multiple reps stated that students are happy with the course contents and structure.
- Several reps reported the lack of adequate communication between staff and students.
- Reps reported that some student expressed the lack of clarity and uncertainty faced with assessment details, including marking rubric and grading criteria.
- Reps reported that students are concerned with the lack of explanation for difficult concepts and additional resources.
- Reps reported that students are concerned over the worsening destabilising effect of moving to a virtual environment for learning experience and student's mental health.

5.1 Recommendations to Consider

- Teaching staff should continue to show consideration regarding the unsettling effect of lockdown on student learning experience and provide necessary support and guidance.
- Teaching staff should consider tailoring course delivery and teaching style to the needs of students and suitability of course structure.
- Teaching staff should consider including a clear set of learning outcomes and ways to distribute and access heavy workload in a structured and fair manner.
- Teaching staff should encourage a healthy level of interactivity according to the needs of the course.
- Teaching staff should consider providing timely grading of assessments and detailed rubrics for clarity and certainty.
- Teaching staff should consider ways in which additional support can be provided through additional content or interactive assistance spaces particularly during challenging times, most importantly, during assessment periods.

- Teaching staff should consider how courses with significant practical components or special software requirements can offer feasible alternatives to assure a thorough learning experience.