

AUSA e-Voice Diary Report: 2021, Semester 2, Week 8

Report completed as of 11/10/2021



AUSA STUDENT VOICE OFFICE

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AUSA e-Voice Diary Report:

2021, Semester 2, Week 8

Report completed as of 11/10/2021



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

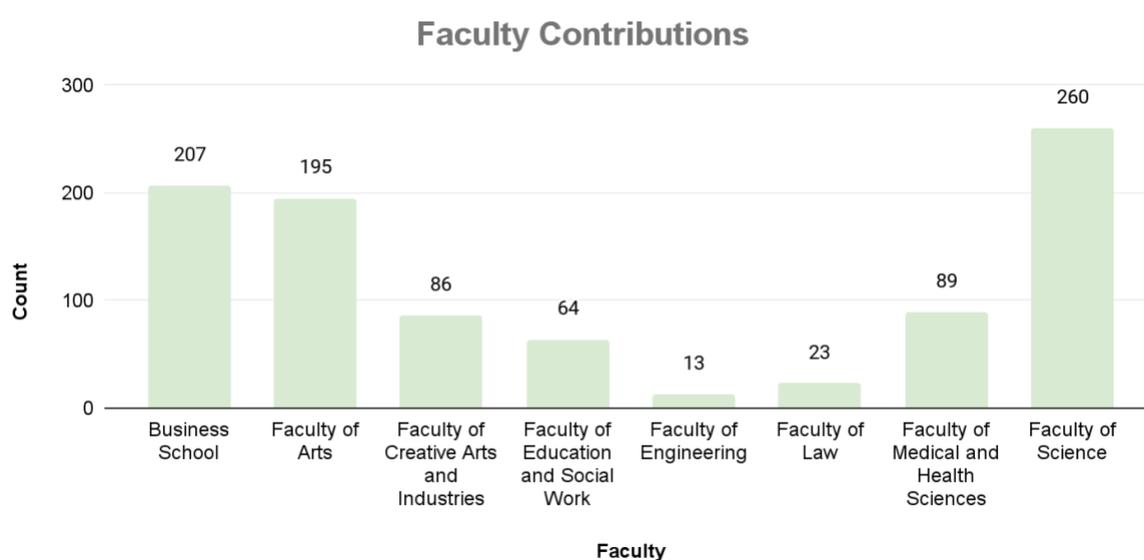
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

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 **937 class representatives** (an increase from 877 in Week 4).



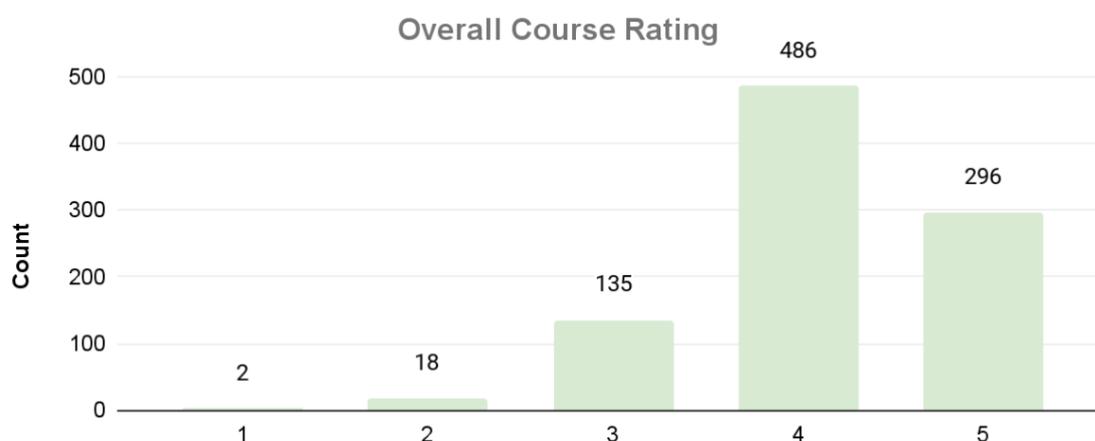
3.0 Course Experience

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during the **first 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'. The overall total of responses to this question is **937**.

Whilst the overall total responses is higher in Week 8 compared to Week 4, there is a possibility that more representatives were elected for some courses particularly

postgraduate. However, **two 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.
- Not enough representatives elected within the faculty.



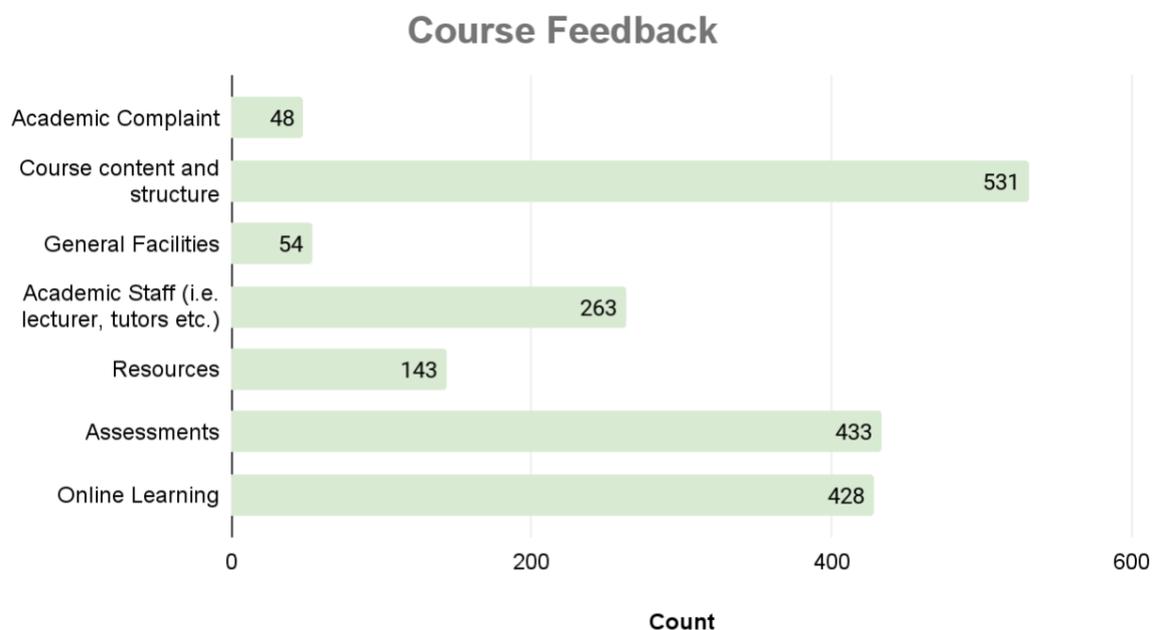
It is shown in the outline that the overall rated experience of courses are rated largely at 4 and 5, meaning that the courses at the University of Auckland are being delivered at an excellent standard as of week 8 of semester 2, 2021.

A further breakdown of the course experience by faculty shows that class representatives have rated an average course experience of **4.08**.

| Faculty | Average of Overall Course Rating | Week 4 | % change |
|---|----------------------------------|-------------|------------|
| Business School | 4.10 | 4.16 | -1% |
| Faculty of Arts | 4.33 | 4.37 | -1% |
| Faculty of Creative Arts and Industries | 4.08 | 4.23 | -4% |
| Faculty of Education and Social Work | 4.00 | 4.42 | -10% |
| Faculty of Engineering | 3.77 | 4.20 | 10% |
| Faculty of Law | 4.09 | 4.19 | -2% |
| Faculty of Medical and Health Sciences | 4.17 | 4.18 | 0% |
| Faculty of Science | 4.07 | 4.15 | 2% |
| Grand Total | 4.08 | 4.24 | -1% |

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 been one of the most significant factors for the changes in how course delivery has occurred, switching primarily to a virtual setting initially hence **Course Content and Structure** has been one of the main concerns received by the Student Voice office from the Class Representatives. Furthermore, with multiple evaluations occurring through tests and assignments by this point of the semester, there is a surge in feedback regarding **Assessments**. With the variance of the feedback received from each class representative, it can be seen that there is a consistency of relatedness between **Online Learning** and **Academic Staff** as being highly common among the feedback received.

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

- Reps reported that students expressed appreciation regarding the course content and its delivery.

- Reps reported that students have appreciated support they received from teaching staff due to the changes during lockdown.
- Reps reported that some students are finding it difficult to stay engaged with Zoom learning.
- Reps reported that feedback for quite a few courses having sessions longer than an hour feels lengthy and prefer shorter lectures.
- Some reps requested relevant examples that outline tricky and key content well.
- Reps reported that students from some courses have provided feedback that there is a lack of support on Piazza or responsiveness of lecturers on learning platforms.
- Reps reported that students have benefitted from an interactive element of learning.
- Some reps expressed continuing concern regarding challenging and heavy workload.

4.2 Assessments

- Reps reported that students from some courses have requested and appreciated for assignment extensions during Lock-down.
- Some reps have expressed that assessment details such as the marking rubric and timings of the assessment are unclear. At times, vital details are not always communicated in a timely manner.
- Reps reported that some students have found completing project work more difficult during lockdown.
- Reps reported that some students are worried about online assessments, including exams.

4.3 Resources / General Facilities Concerns

- Reps reported that some students would like remote access to some software.
- Reps reported that students from some courses showing appreciation for the usefulness of Piazza for online communications.

- Reps reported that students experienced positively how the course gives students sufficient resources.
- Reps reported that students would really appreciate examples to support their learning and understanding.
- Some reps have expressed preference for live Zoom workshops with teaching staff that are concise.
- Reps reported that students prefer having improvements for their lecture recordings.

4.4 Commendations

- Reps reported a great deal of positive feedback about teaching staff.
- Reps reported that students appreciate the hard work teaching team are putting into transition to online learning.
- Many reps have conveyed that the teaching staff have communicated changes promptly and adjusted quickly to feedback given.
- Reps reported that students have benefitted from an interactive element of learning.

5.0 Key Takeaways

- Reps reported that many students have been concerned over the destabilising effect of moving to a virtual environment for learning experience and student mental health.
- Reps reported that some students would appreciate more detailed feedbacks regarding assignment marks.
- Reps reported recording issues in a few courses, including unclear audio recordings and missing slides in recording.
- Reps reported that some students would like access to studios at level 2 if possible.
- Reps reported that students would appreciate resources which help them prepare for assessments, including exams.

5.1 Recommendations to Consider

- The wider University should consider providing more support services for students in the context of COVID-19 disruption.
- Teaching staff should communicate more effectively regarding relevant course updates.
- Teaching staff should consider how they can support students complete practical work and placement courses when they do not have access to campus facilities.
- Teaching staff should continue to utilise new tools (e.g. Padlet) during online learning.
- Teaching staff should consider supporting students gain remote access to some software.
- Teaching staff consider having recorded zoom sessions for students to see slides and lectures, rather than having audio recordings.
- Teaching staff should consider providing students with more information with regard to what different alert levels mean for access to campus if possible.

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

AUSA e-Voice Diary Report: 2021, Semester 2, Week 8 Faculty of Arts

Report completed as of 11/10/2021



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

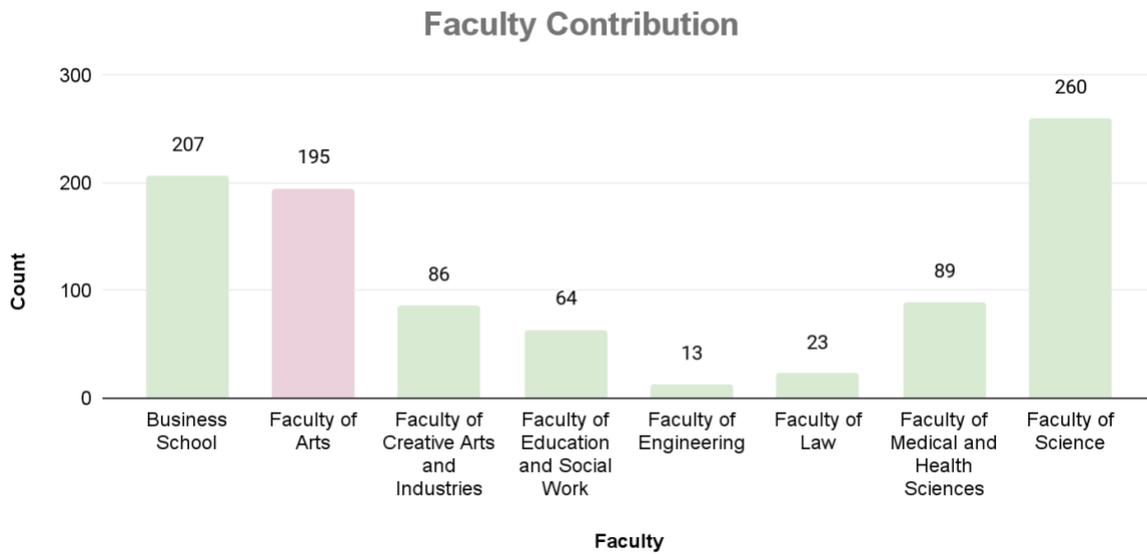
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

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.

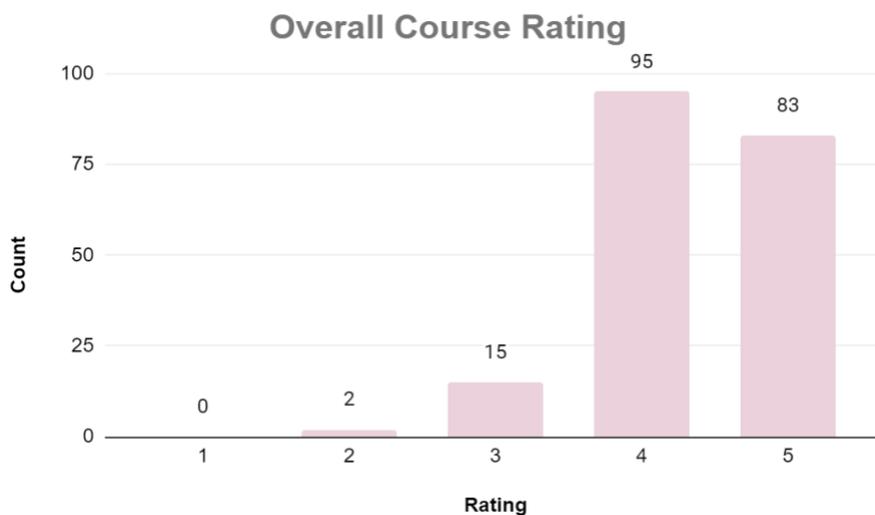
2.0 Faculty Contributions

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 Arts** with **195** submissions.

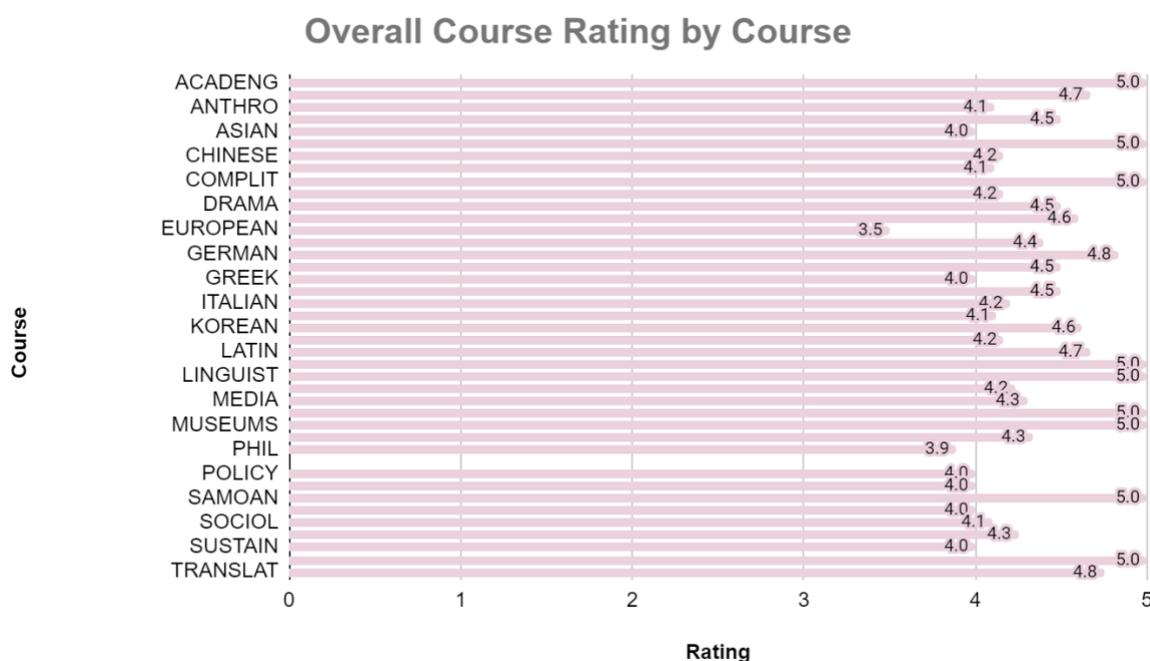


3.0 Course Experiences

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 **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 **4.33** 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 **4.33** shows a **-0.96%** change from **4.37** from the responses in Week Four.



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

- **8** responses provided feedback on **an academic complaint**; a decrease of **3** from Week Four.
- **103** responses provided feedback on **course content and structure**; a **decrease of 41** from Week Four.
- **4** responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; a **decrease of 24** from Week Four.
- **50** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; a **decrease of 19** from Week Four.
- **29** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; a **decrease of 8** from Week Four.

- **84** responses provided feedback on **assessments**, an **increase of 17** from Week Four.
- **112** responses provided feedback on **online learning**; an **increase of 83** from Week Four.
- **0** responses had **no feedback**; a **decrease of 10** from Week Four.

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

- Reps reported a great deal of positive feedback about teaching staff
 - *“Our lecturer Liam is always passionate, professional and communicative to stay connected and engaged with our students.”*
 - *“Our lecturer Vanessa is always kind, professional and patient to stay engaged and connected with our students either on discussion forum or the lecture session.”*
 - *“Our lecturers and tutor are diligent and friendly, they have clearly explain the learning materials and assessments criteria”.*
- Reps reported a great deal of positive feedback about arrangement of courses
 - *“The course content, assessment and lectures are well organised.”*
 - *“The learning materials and resources are concisely and detailed, including pre-class activities, reading materials, zoom, and tutorials.”*
- Reps reported that feedback for quite a few courses having sessions longer than an hour and that it feels lengthy and would prefer shorter lectures
 - *“There were complaints about lecture length in lockdown by a few students, however our lecturer resolved that straight away and shortened her lecture recordings.”*
 - *“The feedback I received centered mainly around dislike of online learning and how 2 hour long zoom classes are incredibly draining.”*
 - *“One major issue for students however is that the zoom class still takes up the full 3-hour timetabled block, causing a lot of Zoom fatigue. “*
- Reps reported that the difficulties and struggles student have with online learning
 - *“Most students do not feel productive during online learning. Most students do not feel motivated to learn further from the minimum. Almost all students feel fatigues learning online. Most students feel that they are fallen behind in the class.”*

- *“This could be due to their internet connection, technology issues, timetable/schedule conflicts and emergencies. “*
- *“Due to the complexity of the course, there are likely some students who are unable to keep up with the course which has been further exasperated by lockdown...due to financial struggles and workings during lockdown”*
- *“However due to the online learning the number of people that attempted to the online lecture and tutorial have reduced, thus the atmosphere in class have become a little bit more flat. “*
- *“Majority have outlined that household responsibilities to be creating an issue online.”*

4.2 Assessments

- Reps reported that some students are concerned over the need for more clarification and guidance on assessments
 - *“They would like more assistance with assignments.”*
 - *“Another issue students have had is with the guidance given for essays. There was little information on what was required for each lecturers essay. ”*
- Reps reported that students from some courses prefer having more thorough feedbacks with assignment grades
 - *“ The student’s need comment on their assessment when their marks release.”*
 - *“And also they want some feedback from the lecturer based on what they need to do well in their assessment, especially the Writing Assessment”.*
 - *“They further were unsatisfied with the extend of detail their recent assignment feedback had.”*
- Reps reported that students from some courses have requested and appreciated the assignment extensions during Lock-down
 - *“They also wanted an extension for the Anthro assignment and this was extended for everyone in the class so many are happy. “*
 - *“I believe there will be an abundance of extensions administered soon.”*

4.3 Resources / General Facilities Concerns

- Reps reported that students from some courses would appreciate the upload of lecture slides before class for learning resource
 - *“Posting the lecture slides 15mins before class”.*

- *“Occasionally the lecture slides wouldn't be uploaded in time but this is minimal...”*
- Reps reported that students from some courses show appreciation for the usefulness of Piazza for online communications
 - *“Many asked about enabling piazza, which was later successfully done.”*
 - *“As a solution, we got the lecturer to start a piazza page. This has made it easier for people to get their questions answered and if multiple people have the same question, it is all in one place. “*
 - *“They also liked putting what they learned into practice during the live Zoom sessions. “*
- Reps reported that students from some courses have experienced difficulties with Zoom’s breakout room for larger groups.
 - *“The breakout rooms are great, however, it becomes more difficult to maintain productivity when there are 5 or more students in one room.”*

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 that students needing extensions are grateful with the approvals during lockdown.

5.0 Key Takeaways

- Reps reported that some students are concerned over the long zoom lecture sessions, and that it is exhausting.
- Reps reported that some students are 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 slides being made available to students before lectures.
- Reps reported that some students would appreciate the need of piazza for confidential online communication.
- Reps reported that some students are concerned with difficulties regarding zoom breakout rooms with larger groups.

5.1 Possible Recommendations to Consider

- Teaching staff should consider providing appropriate lecture breaks, and split long lectures into shorter zoom sessions.
- The wider University should consider providing more support services for students in the context of COVID-19 disruptions.
- Teaching staff should consider providing more guidance with regard to assessment.
- Teaching staff should consider student feedback with regards to having more feedback towards assignment marks for improvement.
- Teaching staff should consider uploading PowerPoint slides earlier prior to lectures.
- Teaching staff should consider activating Piazza for students to communicate with academic staff and others.
- Teaching staff should consider having breakout rooms with smaller groups to enable effective communication.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 8 Business School

Report completed as of 11/10/2021



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.

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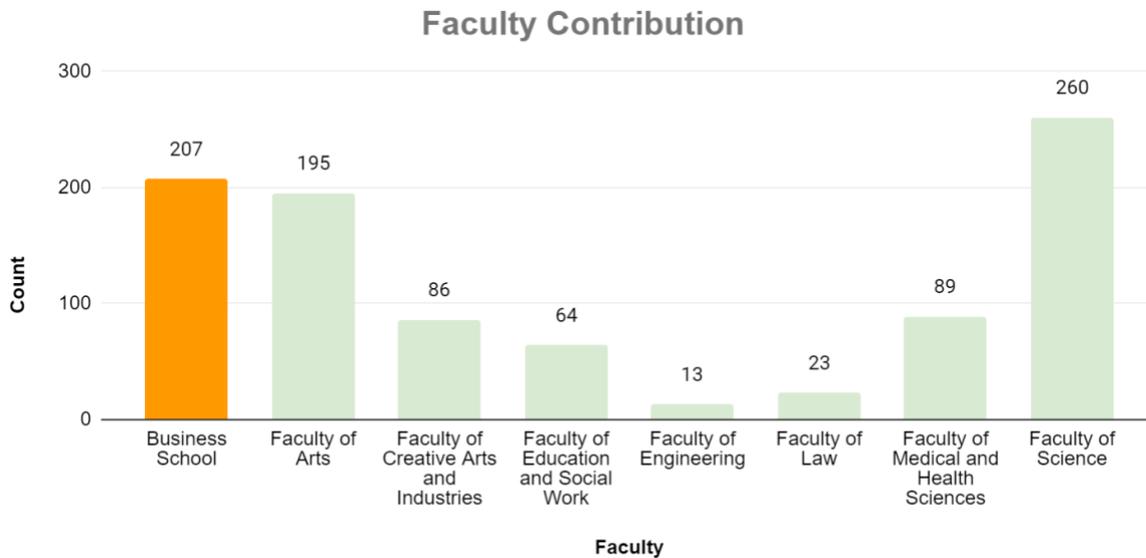
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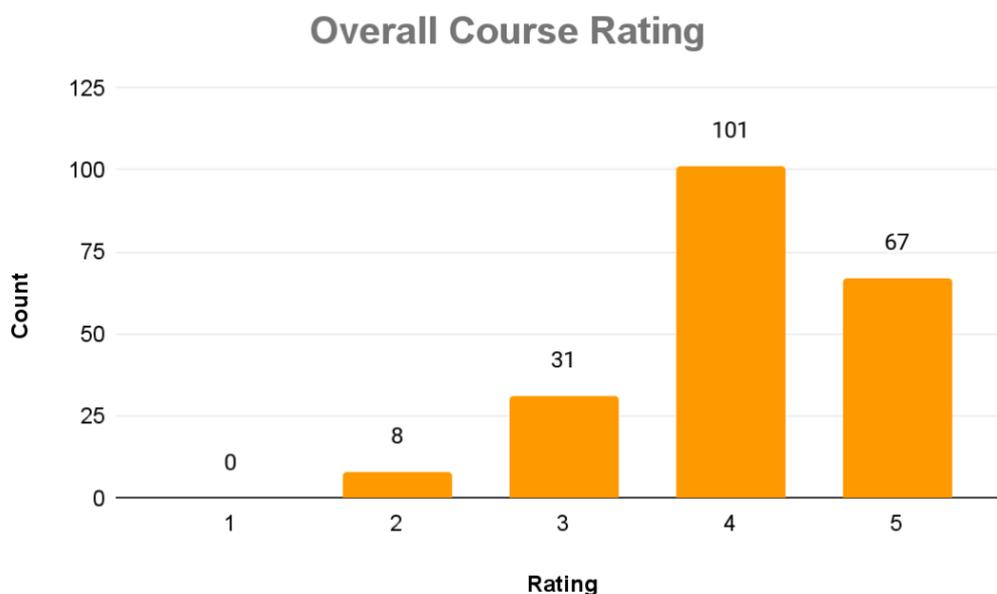
2.0 Faculty Contributions

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 **207** submissions.

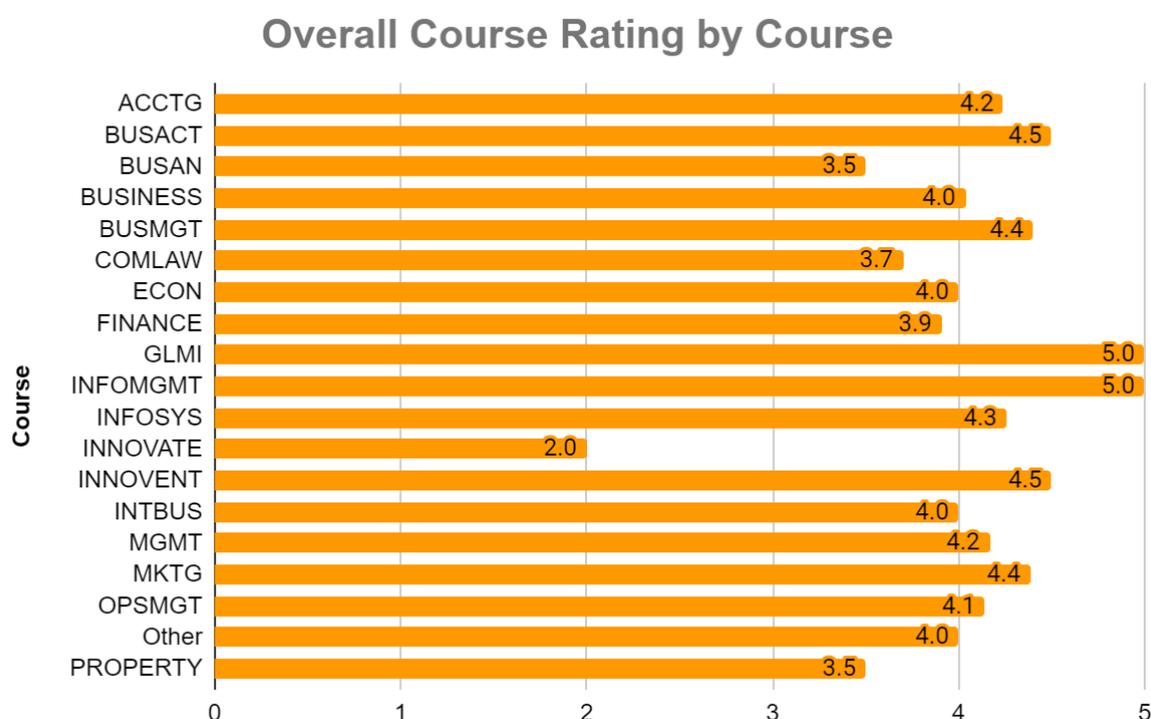


3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Business School** during the **first 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 **4.10** 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 **4.10** shows a **-1.44%** change from **4.16** from the responses in week 4.



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

- **10** responses provided feedback on **an academic complaint**; an **increase of 3** from week 4.
- **115** responses provided feedback on **course content and structure**; a **decrease of 28** from week 4.
- **5** responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; a **decrease of 16** from week 4.
- **52** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; an **decrease of 14** from week 4.

- **24** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; a **decrease of 11** from week 4.
- **95** responses provided feedback on **assessments**; an **increase of 29** from week 4.
- **98** responses provided feedback on **online learning**; an **increase of 58** from week 4.
- **0** responses had **no feedback**; an **decrease of 8** from week 4.

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

- Reps reported that students have appreciated support they have received from teaching staff due to the changes during lockdown
 - *“The lecturers were generous when we asked to give us assignment and quiz extensions due to test clashes and inability to get some materials from the library during level 4.”*
- Reps reported that students appreciate adaptations and new tools teaching staff are taking advantage of during lockdown
 - *“They really like padlet because it's a very easy website where people can write their ideas and also look at ideas from other groups so they know they are on the right path.”*

4.2 Assessments

- Reps reported that some students are worried about online assessments, including exams
 - *“The COVID-19 disruption and the way exam will be conducted is a concern because it is a new thing and students are not very familiar with the new method.”*
 - *“They also have concern on the smarter Procter and want more detail confirmed for the final exam.”*
- Reps reported that students would appreciate resources which help them prepare for assessments, including exams
 - *“Some students hope there will be more past paper to practice for the final exam, and they express that the past paper is one of the most important revision resources for the test and exam because they can do lots of practice and have the confidence for the real exam.”*

- *“students would like the lecture contents can provide more exercises or examples so that the assessments are more understandable.”*
- Reps reported that some students are finding the workload difficult
 - *“Overall, the collective class (who responded) felt that the current course load was overwhelming with five assignments in addition to the quizzes and final exam.”*

4.3 Resources / General Facilities Concerns

- Reps reported that students would really appreciate some examples to support their learning and understanding
 - *“It would be better if the facilitators could provide more simple examples to explain business concepts in workshops.”*
 - *“I think more lecture notes/examples should be provided”*
- Reps reported that students would appreciate recordings of all course components
 - *Students are still adamant about getting a recording of the workshops*

4.4 Commendations

- Reps reported that students appreciate the support they received from teaching staff due to the changes during lockdown.
- Reps reported that students appreciate adaptations and the new tools teaching staff are taking advantage of during lockdown.

5.0 Key Takeaways

- Reps reported that some students are worried about online assessments, including exams.
- Reps reported that students would appreciate resources which can help them prepare for assessments, including exams.
- Reps reported that some students are finding the workload difficult.

- Reps reported that students would really appreciate examples to support their learning and understanding.
- Reps reported that students would appreciate recordings of all the course components.

5.1 Recommendations to Consider

- Teaching staff should continue to recognise the additional challenges faced by students due to lockdown and support students accordingly.
- Teaching staff should continue to utilise new tools (e.g. Padlet) during online learning.
- Teaching staff should consider providing more details about online assessments, including exams.
- Teaching staff should consider providing additional resources to support students prepare for online assessments, including exams.
- Teaching staff should consider the workload students are under and perhaps adjust it.
- Teaching staff should consider providing more examples to support students' learning and understanding of the course.
- Teaching staff should consider recording all course components (e.g. including workshops).

AUSA e-Voice Diary Report: 2021, Semester 2, Week 8 Faculty of Creative Arts and Industries

Report completed as of 11/10/2021



AUSA STUDENT VOICE OFFICE

1.0 Aim

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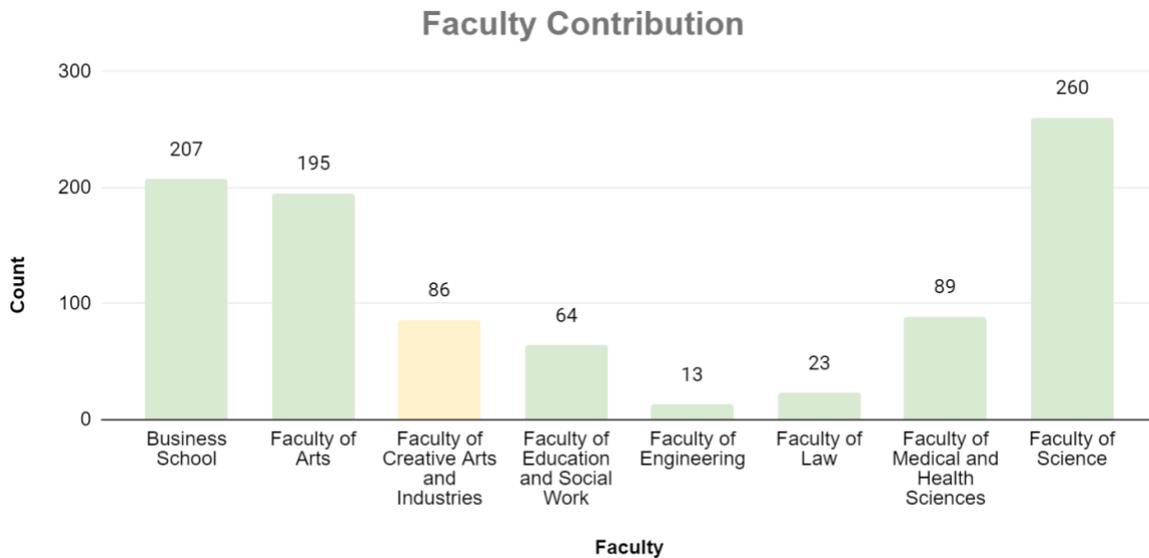
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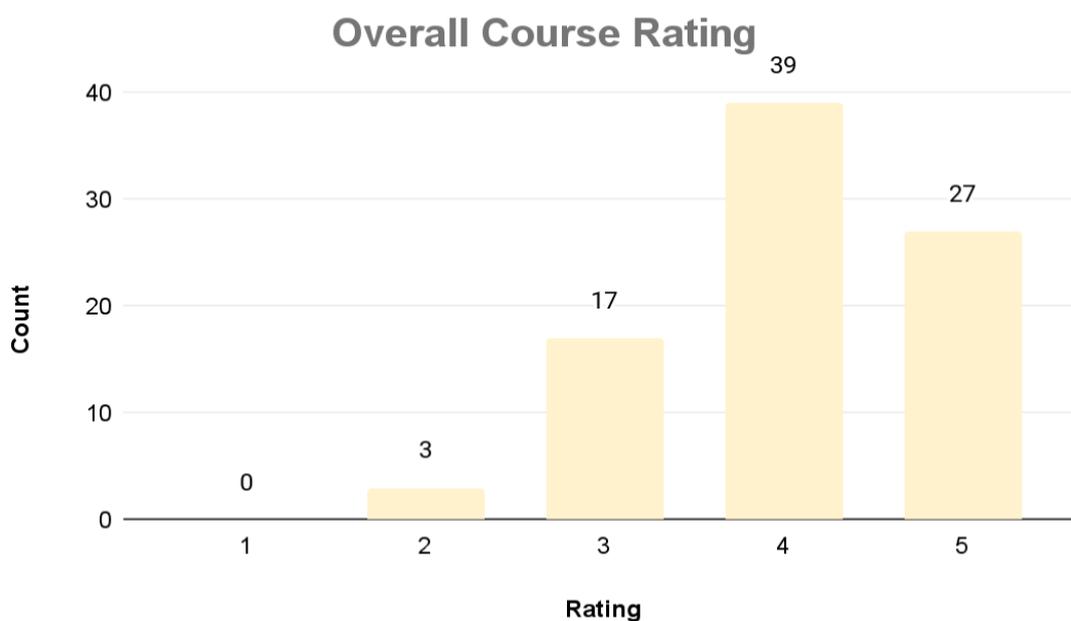
2.0 Faculty Contribution

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 **86** submissions.

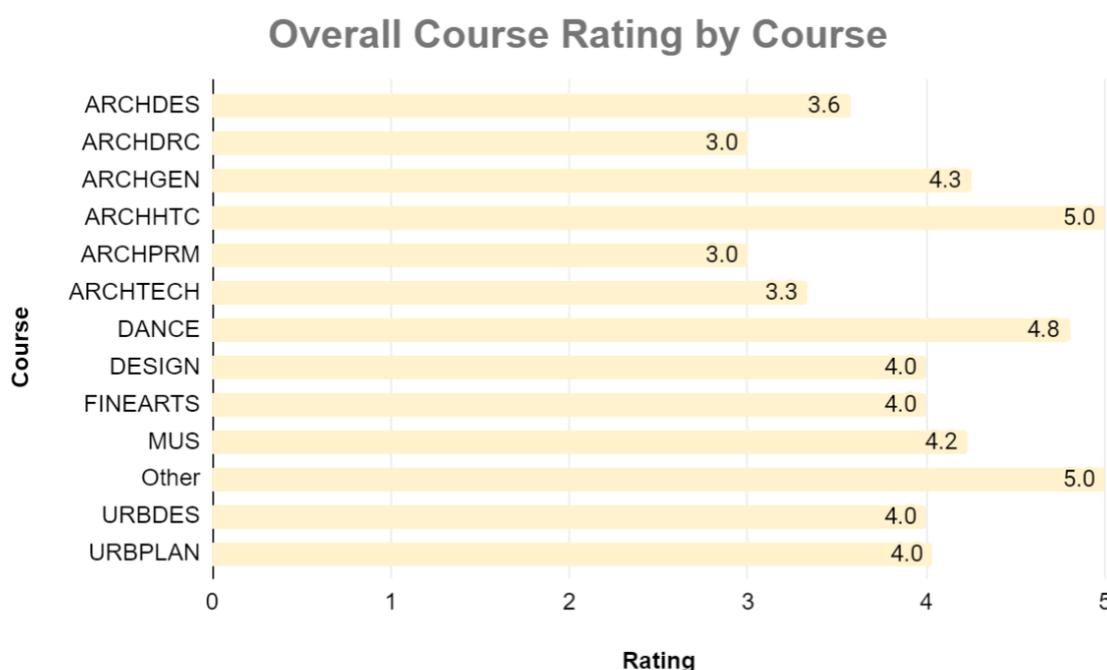


3.0 Course Experience

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 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 **4.08** 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 **4.08** shows a **-3.55%** change from **4.23** from the responses in week 4.



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

- **3** responses provided feedback on **an academic complaint**; an **increase of 3** from week 4.
- **41** responses provided feedback on **course content and structure**; an **increase of 24** from week 4.
- **12** responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; an **increase of 5** from week 4.
- **24** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; an **increase of 16** from week 4.
- **17** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; an **increase of 15** from week 4.
- **34** responses provided feedback on **assessments**; an **increase of 29** from week 4.

- **50** responses provided feedback on **online learning**; an **increase of 48** from week 4.
- **0** responses had **no feedback**; a **decrease of 2** from week 4.

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

- Reps reported that students appreciate the support offered by teaching staff during lockdown
 - *“The lecturers and tutors have done a great job to cater to online learning - they are extremely helpful and offer their services to students who are having trouble”.*
- Reps reported that students appreciate the hard work teaching team are putting into transition to online learning
 - *“students can see efforts from the teachers”.*
- Reps reported that some students are finding it difficult to stay engaged with Zoom learning
 - *“Zoom studio isn't engaging - no communication between peers”.*

4.2 Assessments

- Reps reported that students would like more guidance with regards to assessments
 - *“Students would have liked to have more instruction for writing the essay”.*
- Reps reported that students would like teaching staff to take difficulties presented by lockdown into account when marking during lockdown
 - *“due to being in lockdown it makes it more difficult to work in groups ,it would be really appreciated if these factors are considered during the marking process.”*
- Reps reported that some students would like more clarity with regards to assessments, including timings
 - *“Students have commented about the clarity of the assignments, being unsure how to approach assignments and a clearer timetable should be provided”.*

4.3 Resources / General Facilities Concerns

- Reps reported that some students are finding it difficult to complete practical work in the context of lockdown restrictions
 - *“some courses however such as design and timber tech have had trouble with the lack of a workshop to create models - as these are both physical learning papers which struggle to adapt to online learning. As this is understandable because of current lockdown conditions it is putting a lot of stress on students to create physical models.”*
- Reps reported that some students would like access to studios at level 2 if possible
 - *“If the opportunity arises, 3rd year students would love to have access to their studios in level 2.”*

4.4 Commendations

- Reps reported that students appreciate the support offered by teaching staff during lockdown.
- Reps reported that students appreciate the hard work teaching team are putting into transition to online learning.

5.0 Key Takeaways

- Reps reported that some students are finding it difficult to stay engaged with Zoom learning.
- Reps reported that students would like more guidance with regard to assessments.
- Reps reported that students would like teaching staff to take difficulties presented by lockdown into account when marking during lockdown.
- Reps reported that some students would like more clarity with regard to assessments, including timings.
- Reps reported that some students are finding it difficult to complete practical work in the context of lockdown restrictions.
- Reps reported that some students would like access to studios at level 2, if possible.

5.1 Recommendations to Consider

- Teaching staff should continue to support students during lockdown.

- Teaching staff should continue putting in the work. Students really appreciate it during lockdown.
- Teaching staff should consider increasing engagement with students during Zoom sessions.
- Teaching staff should consider providing more guidance with regards to assessments.
- Teaching staff should consider taking difficulties presented by lockdown when marking.
- Teaching staff should consider providing more clarity with regard to assessments, including timings.
- Teaching staff should consider how they can support students to complete practical work when they do not have access to campus facilities.
- Teaching staff should consider allowing students return to campus at level 2, if possible.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 8 Faculty of Education and Social Work

Report completed as of 11/10/2021



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

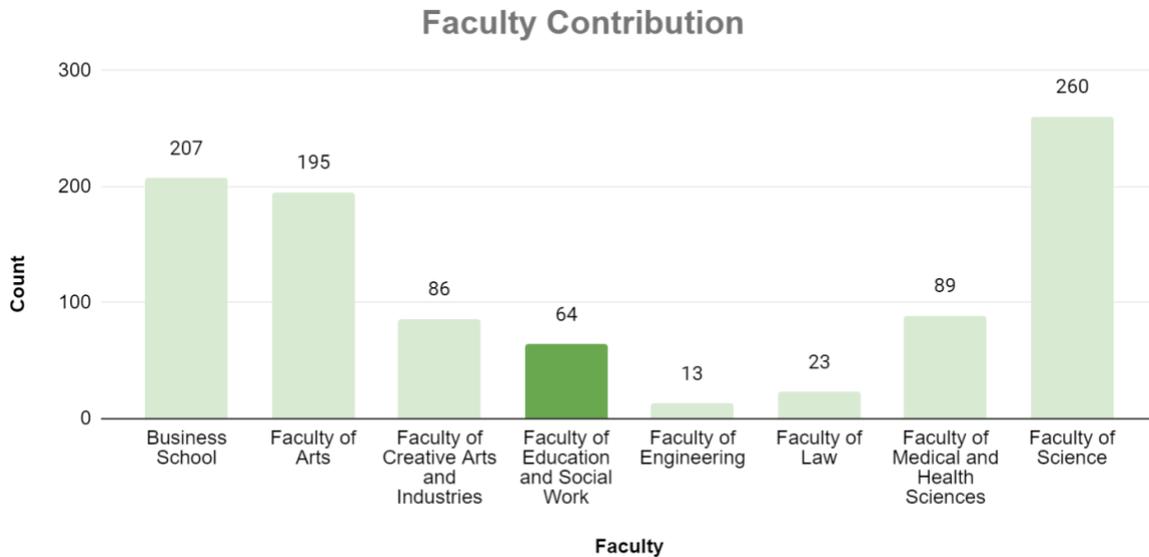
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

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 **64** submissions.

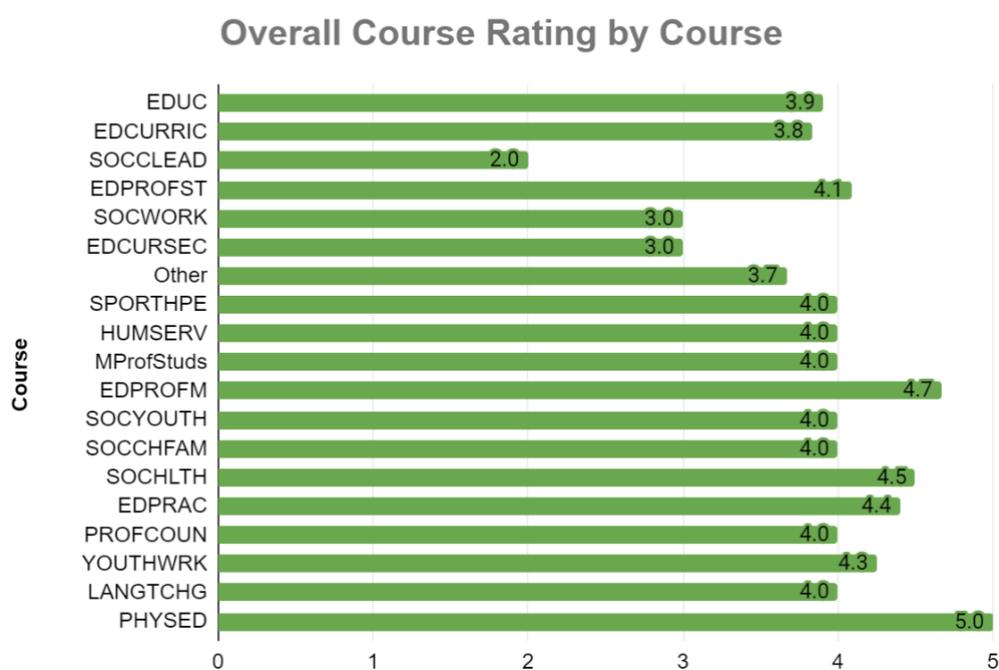


3.0 Course Experience

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 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** 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** shows a **-9.50%** change from **4.42** from the responses in Week Four.



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 Four.
- **45** responses provided feedback on **course content and structure**; an **increase of 7** from Week Four.
- **1** responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; a **decrease of 4** from Week Four.
- **24** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; an **increase of 10** from Week Four.
- **10** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; an **increase of 1** from Week Four.

- **20** responses provided feedback on **assessments**; an increase **of 10** from Week Four.
- **28** responses provided feedback on **online learning**; an **increase of 25** from Week Four.
- **0** responses had **no feedback**; a **decrease of 8** from Week Four.

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

- Reps reported a great deal of positive feedback about teaching staff particularly about their response to online learning
 - *“In relation to the staff, students perceived their availability, response time and feedback as excellent”*
 - *“The faculty has been exceptionally supportive, and has gone above and beyond to ensure every student has had the opportunity to learn”*
 - *“Even on Zoom she is always really positive and also supportive with our assignments coming up”*
- Reps reported that students showed appreciation regarding the course content and its delivery
 - *“Interesting course content and relatable to teaching in a practical learning way.”*
 - *“Alan makes the content easy to digest as he mixes up the way he delivers information e.g youtube videos, quizzes, pre-recorded videos, powerpoints etc. which a lot of us love”*
- Reps reported that students are concerned regarding the move to online learning particularly how that affected the interactive and practical component of student experience
 - *“So far I have found that everyone is really enjoying the course, however, many students are really struggling with online learning”*
 - *“Arts being more of a practical paper, students are already finding it hard to engage with the activities given by lecturers.”*
 - *“The course delivery was severely affected by the lockdown as we were unable to meet with the youth.”*
- Reps reported that students from some courses have concerns regarding the amount of workload faced by students and effect of online learning
 - *“Students found the coursework to be fairly demanding, and there was a lot to take in each week, let alone doing it alone at home”*
 - *“Lockdown has really affected students' learning, and they struggle to balance watching recorded lectures and completing assignments.”*

4.2 Assessments

- Some reps have expressed that assessment details such as the marking rubric are unclear. At times, vital details are not always communicated in a timely manner
 - *“Many students have expressed frustration with having important assignment details or sessions being left very close to due dates”*
 - *“The first assessment worth 45% and it was purely based on routine class reflections. These reflections had little to no guidance on what the expectation or criteria for the reflections were.”*

4.3 Resources / General Facilities Concerns

- Some reps have expressed preference for live Zoom workshops with teaching staff that are concise
 - *“Most students have asked for zoom tutorials with the lecturer.”*
 - *“Some students reiterated that they would prefer condensed zoom workshops”*

4.4 Commendations

- Reps reported a great deal of appreciation about teaching staff and their adaptability to online learning.
- Reps indicated that students enjoy varied course delivery and engaging course content.
- Many reps expressed that the teaching staff have communicated changes promptly and adjusted quickly to feedback given.

5.0 Key Takeaways

- Many reps have provided feedback around difficulties relating to online learning.
- Some reps have expressed confusion about some assessment instructions.
- Some reps mentioned feedback regarding preference for specific formats of teaching over Zoom.

5.1 Recommendations to Consider

- Teaching staff should consider providing more support and guidance on how to balance learning in an online environment.
- Effective communication from staff regarding relevant course updates should be prioritised.
- Teaching staff should consider providing a clear marking rubric and outlining key points for vital assessments.
- Teaching staff should consider providing the format of teaching preferred by students.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 8 Faculty of Engineering

Report completed as of 11/10/2021



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

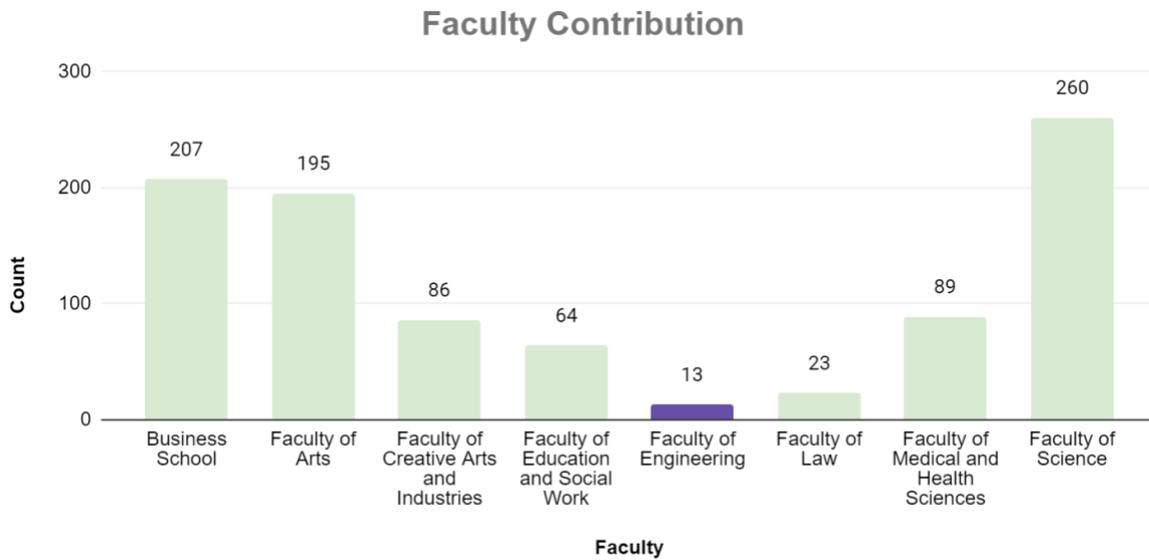
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives via email. Class Representatives are usually given a week to fill out the survey.

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.

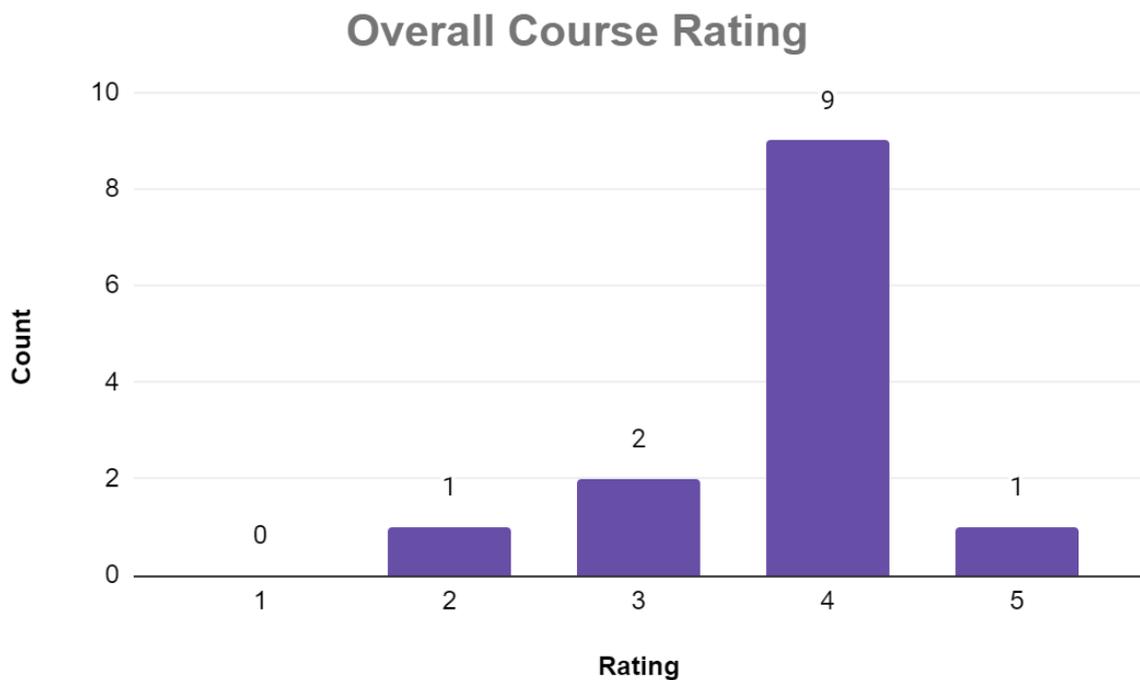
2.0 Faculty Contribution

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 **13** submissions.

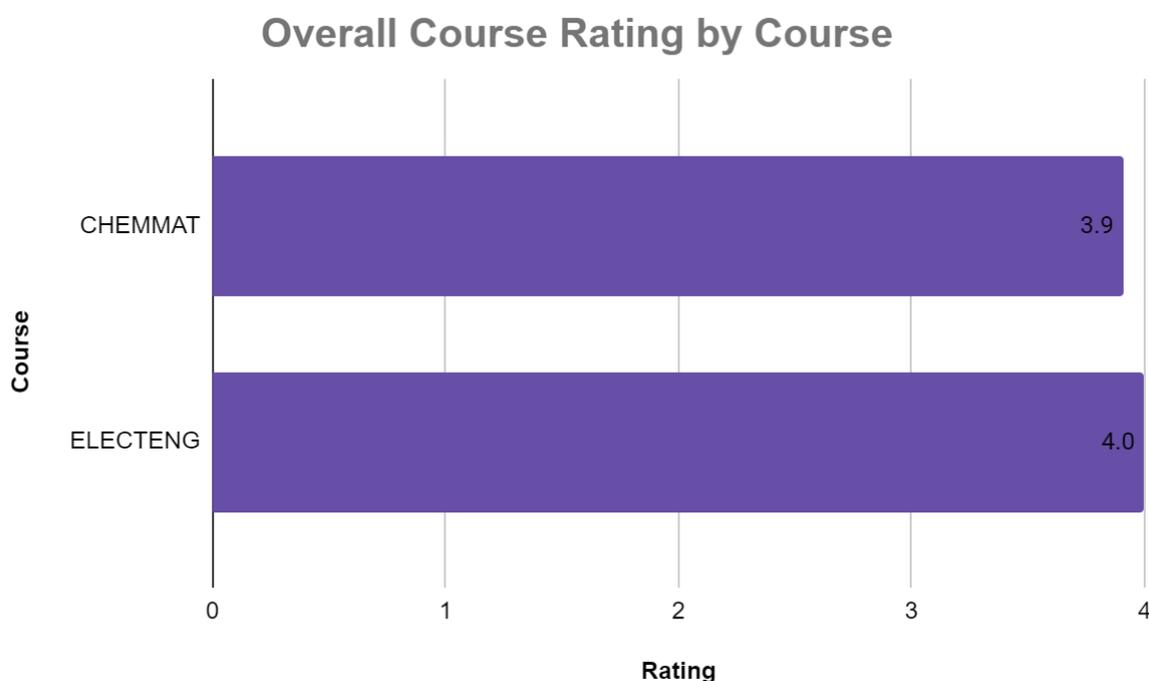


3.0 Course Experience

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 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 **3.77** 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 **-10.24%** change from **4.20** from the responses in week 4.



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

- **1** responses provided feedback on **an academic complaint**; an **increase of 1** from week 4.
- **4** responses provided feedback on **course content and structure**; an **increase of 1** from week 4.
- **3** responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; an **increase of 1** from week 4.
- **7** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; an **increase of 3** from week 4.
- **1** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; an **increase of 1** from week 4.
- **2** responses provided feedback on **assessments**; an **increase of 2** from week 4.

- 3 responses provided feedback on **online learning**; an **increase of 3** from week 4
- 0 responses had **no feedback**; **no change** from week 4.

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

- Reps reported that students appreciate the teaching staff taking student feedback on board
 - *“They accept student feedback and take them into consideration”.*
- Reps reported that students appreciate the effort teaching staff are putting into supporting students during lockdown
 - *“Rob is doing very well at being accomodating during lockdown”.*

4.2 Assessments

- Reps reported that some students have found tests difficult during lockdown
 - *“The test becomes really difficult during online learning”.*
- Reps reported that some students have found completing project work more difficult during lockdown
 - *“This course is heavily project-based and involves the use of MATLAB and HYSYS, the course being online is not really ideal for students as it can be hard to get help with with the programmes that we use”.*

4.3 Resources / General Facilities Concerns

- Reps reported that some students would like remote access to some software
 - *“we have requested for the remote accessing of XRD softaware”*
- Reps reported that students would like more information with regards to what different alert levels mean for access to campus
 - *“Postgraduates want clarity on how different levels affect the ability to go into lab and office for research”*

4.4 Commendations

- Reps reported that students appreciate teaching staff taking student feedback on board.

- Reps reported that students appreciate the effort teaching staff are putting into supporting students during lockdown.

5.0 Key Takeaways

- Reps reported that some students have found tests difficult during lockdown.
- Reps reported that some students have found completing project work more difficult during lockdown.
- Reps reported that some students would like remote access to some software.
- Reps reported that students would like more information with regards to what different alert levels mean for access to campus.

5.1 Recommendations to Consider

- Teaching staff should continue to take student feedback on board.
- Teaching staff should continue to put effort into supporting students during lockdown.
- Teaching staff should consider the difficulty students are finding sitting tests during lockdown.
- Teaching staff should consider the difficulty students are finding completing project work during lockdown.
- Teaching staff should consider supporting students gain remote access to some software.
- Teaching staff should consider providing students with more information with regards to what different alert levels mean for access to campus if possible

AUSA e-Voice Diary Report: 2021, Semester 2, Week 8 Faculty of Law

Report completed as of 11/10/2021



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

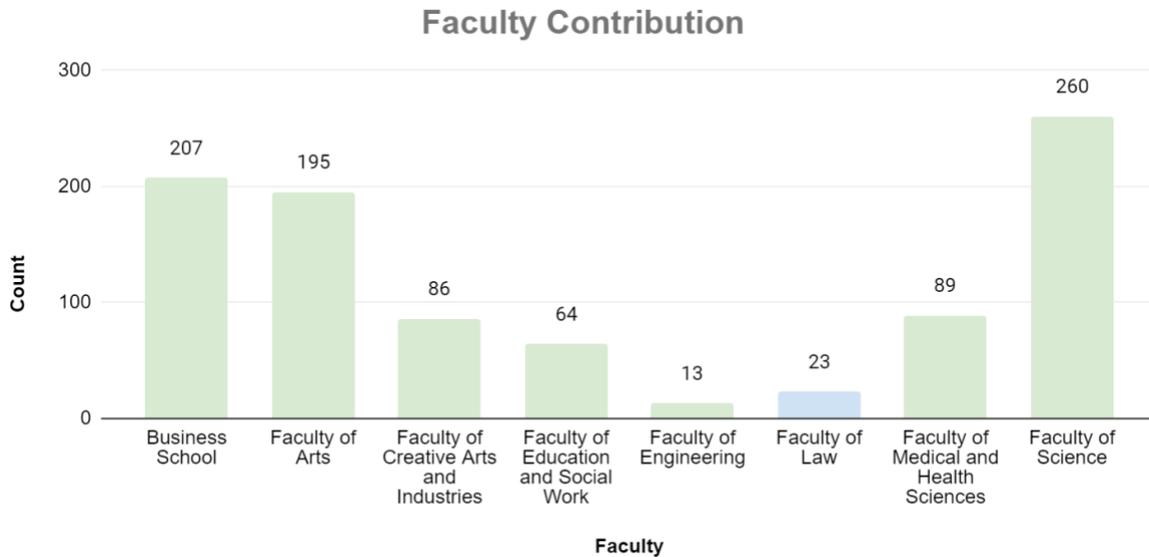
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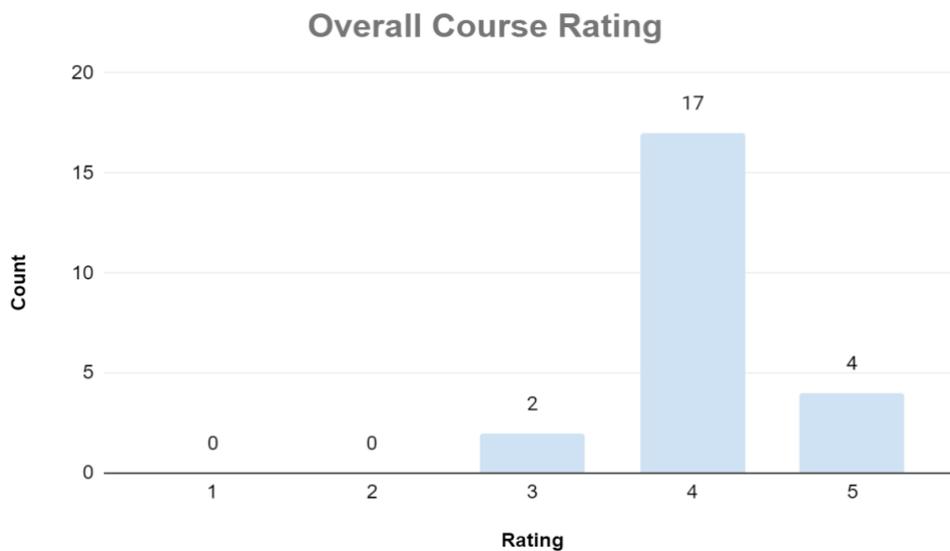
2.0 Faculty Contribution

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.

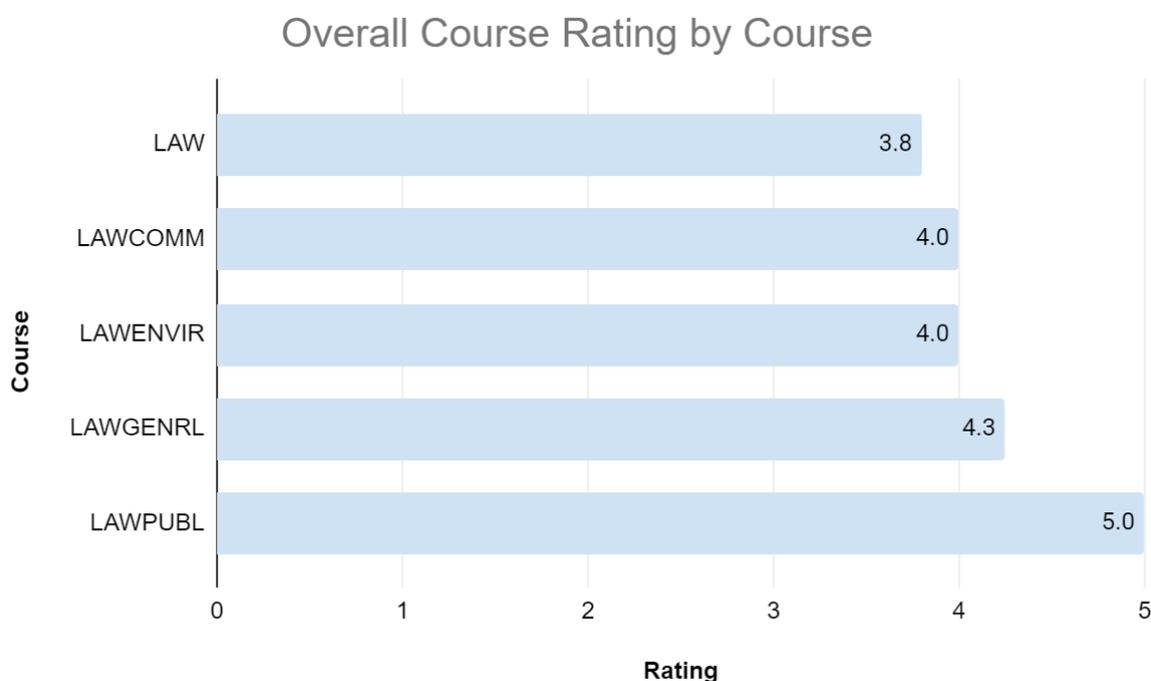


3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Law** during **week four and week eight 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 **4.09** 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 **4.09** shows a **-2.39%** change from **4.19** from the responses in Week Four.



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

- **2** responses provided feedback on **an academic complaint**; an **increase of 2** from Week Four.
- **11** responses provided feedback on **course content and structure**; a **decrease of 4** from Week Four.
- **0** response fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; a **decrease of 1** from Week Four.
- **9** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; an **increase of 1** from Week Four.
- **2** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; an **increase of 2** from Week Four.

- **11** responses provided feedback on **assessments**; an **increase of 2** from Week Four.
- **7** responses provided feedback on **online learning**; an **increase of 6** from Week Four.
- **0** responses had **no feedback**; same as Week Four.

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

- Reps reported a great deal of positive feedback regarding the teaching staff
 - *“Scott is very active on Piazza and answers student questions in detail”.*
 - *“Everyone is also happy with the lecturer's learning style and that she is easy to approach”.*
 - *“Caroline is an excellent lecturer. She has clearly put a lot of effort into preparing questions to guide readings and laying out the schedule for the coming weeks.”*
 - *“his communications with me have been direct, open, and engaging. So overall I have enjoyed this class and working with him”.*
 - *“Mark Henaghan has been an outstanding lecturer and the course has been well laid out with plenty of time for revision”.*
 - *“Jesse Wall is an engaging and humorous lecture “.*
- Reps reported that students have benefitted from an interactive element of learning
 - *“She has continued to make class engaging despite the shift online.”*
 - *“Students are finding online lectures ok, and are appreciating the clarity around lecture recordings with the weekly announcement”.*

4.2 Assessments

- Reps reported that students have expressed confusion relating to the nature and structure of assessments
 - *“Some feedback around vague-ness of assignments”.*
 - *“Assignments challenging but interesting”.*
 - *“Could use more engagement in regards to course assessments.”*
 - *“There were many questions regarding online exams and the move to inspera. Most of these have been resolved.”*
 - *“...a large portion of students are concerned about a lack of communication and support particularly around assignments”.*

- *“on a coursework specific note some students have reported a lack of direction from teaching with assignments”.*
- *“Feedback also included that the assignment (one) was quite difficult and there was little direction of what the assignment would require.”*
- *“Considerable anxiety over assignment. “*

4.3 Resources / General Facilities Concerns

- Reps reported that students prefer having improvements for their lecture recordings
 - *“Some find it hard to follow the online way of teaching in this course and would prefer the course recordings to be over zoom so that we can see the lecturer and the slides as opposed to just hearing audio recordings “.*
 - *“Many students are also struggling not having the slides as apart of the recording, despite voice memos being attached to each slide, this isn't enough.”*
 - *“Some people have wanted changes to the lecture format to include prerecorded lectures rather than one long live session, lecturer was very responsive and accommodating.”*
 - *“Only real issues have related to formatting of online recordings and have been resolved with the lecturer directly.”*
 - *“There were concerns over the length of the pre recorded lectures but this has since been resolved”.*
- Reps reported that students from some courses have commented that they value having piazza for online communication.
 - *“...many students have voiced that they would like piazza or a similar pathway for raising content inquiries to be mandatory for all courses.”*
 - *“Students like having a piazza as a direct way to ask questions and see collaborate with students.”*
- Reps reported that students from some courses prefer having improvements for their lecture slides
 - *“One student has requested that our lecturer provide some learning objectives/guiding questions and I also feel that this would be helpful”.*
 - *“The slides are difficult to follow, massive segments copied and pasted directly, no headings and etc.”*

4.4 Commendations

- Reps reported a great deal of positive feedback about teaching staff.
- Reps reported that students have benefitted from an interactive element of learning.

5.0 Key Takeaways

- Reps reported that there is a call for more support from academic staff.
- Reps reported that students from some courses feel that classes longer than one hour feel very lengthy.
- Reps reported that there are recording issues in a few courses, including unclear audio recordings and missing slides in recording.
- Reps reported that students experience disorientation regarding the nature and structure of assessments.
- Reps reported that students from some courses prefer piazza for online communication.

5.1 Recommendations to Consider

- Teaching staff should consider providing more direct support by setting up Piazza or having office hours.
- Teaching staff should consider having pre-recorded lectures available for long lecture sessions.
- Teaching staff should consider having recorded zoom sessions for students to see slides and lectures, rather than having audio recordings.
- Teaching staff should consider providing more detailed instructions and guidance for assignments.
- Teaching staff should consider providing more direct support from teaching staff by setting up Piazza.

AUSA e-Voice Diary Report: 2021, Semester 2, Week 8 Faculty of Medical and Health Science

Report completed as of 11/10/2021



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

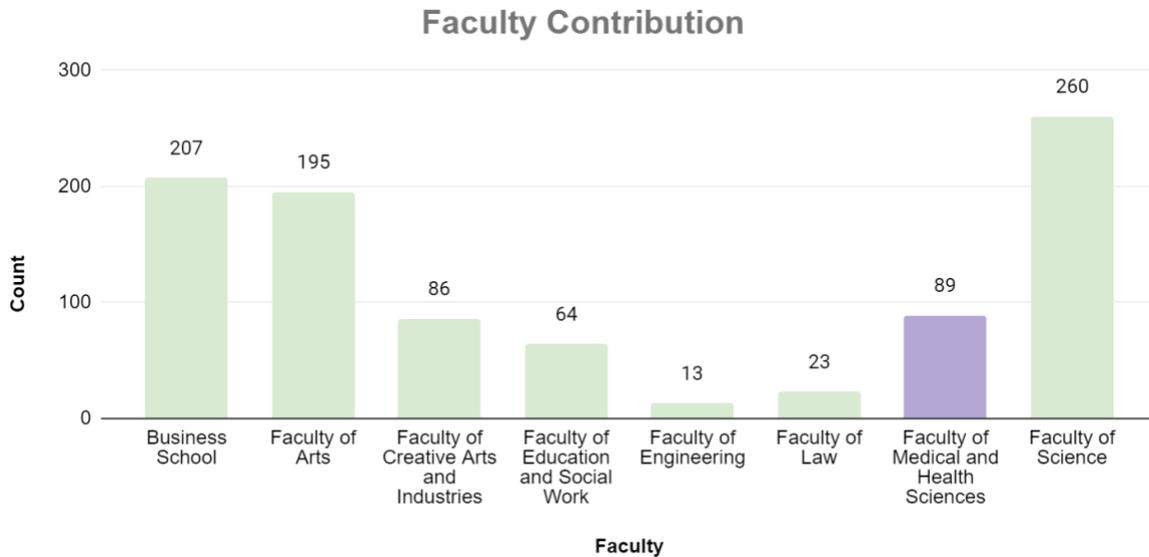
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1.2 Introduction

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 Contribution

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 **89** submissions.

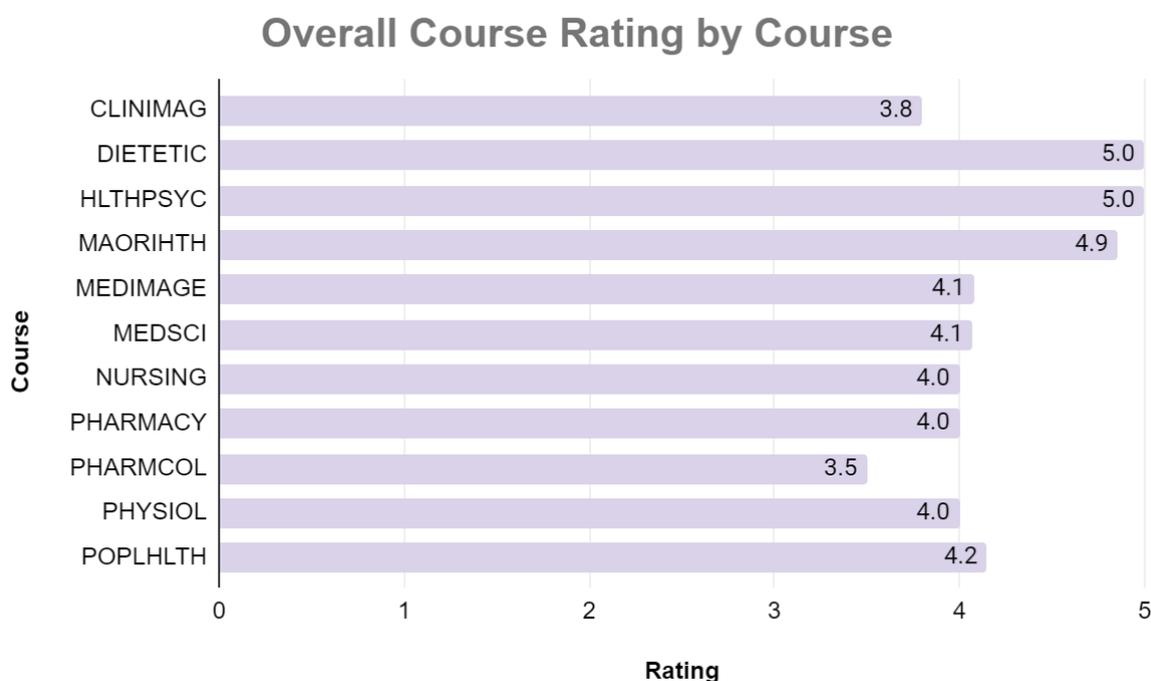


3.0 Course Experience

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 week four and week eight 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 **4.17** 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. The rating of **4.17** shows a **-0.24%** change from **4.18** from the responses in Week Four.



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

- **3** responses provided feedback on **an academic complaint**; a **decrease of 2** from Week Four.
- **61** responses provided feedback on **course content and structure**; a **decrease of 5** from Week Four.
- **4** responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; a **decrease of 3** from Week Four.
- **24** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; an **increase of 3** from Week Four.
- **17** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; an **increase of 2** from Week Four.

- **53** responses provided feedback on **assessments**; an **increase of 8** from Week Four.
- **27** responses provided feedback on **online learning**; an **increase of 18** from Week Four.
- **0** responses had **no feedback**; same as Week Four.

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

- Reps reported a great deal of positive feedback about teaching staff
 - *“Students have also noted that they really appreciate the course coordinator for keeping us up to date with details regarding our placement during lockdown.”*
 - *“Students have been impressed and grateful for the prompt and thorough communication from the course coordinator, especially with postponed placements during the lockdown”.*
 - *“Lecturers and course coordinators have been pretty on to it keeping us in the loop with the constant changes stemming from COVID-19.”*
 - *“Students also noted how they really like our lecturer Beau, as he is always quick to help students with emails and replies efficiently and effectively.”*
- Reps reported a great deal of positive feedback about course content and structure
 - *“Students are generally happy with the structure and content of the course. They particularly find the weekly quizzes highly effective, and find the tutorials and lectures interesting and engaging.”*
 - *“in my opinion, the course is well organized and I have no complain about it. The way the course coordinators have prepared us for the midterm and the way they are preparing us for the final is really good.”*
 - *“Information about the course and its assessment criteria was communicated clearly.”*
- Reps reported that students from some courses have provided feedback that there is a lack of support on Piazza or responsiveness of lecturers on learning platforms
 - *“Although of this, the class reps have been able to inform any students which have qns about this but I also believe that a piazza forum would be beneficial for students to discuss these qns, as I'm sure a lot more other students have questions regarding this.”*

- Reps reported that students experienced a relatively smooth transition with online learning
 - *“Everyone in the course is happy with the content and the move to online remote learning has been smooth and easy to engage with the rest of the class.”*
 - *“From our survey results, the feedback gained from students was mostly positive feedback commending the organisation of the course and the resources provided to students even amidst the transition to online studies.”*
 - *“From survey responses, a vast majority of students responded that they felt adequately organised for this course during online studies.”*
 - *“Students are liking the structure and content of the lectures and think that the course has provided good support with transition to online leaning.”*
 - *“People have generally transitioned well to online learning”.*

- Reps reported that students from some courses, mainly those with placements, have reflected difficulties with online learning
 - *“General feedback is that students have some anxiety about whether or not clinical placements can happen. This uncertainty has been caused by the current covid situation”.*
 - *“The announcement that New Zealand was going into Level 4 was made after our second day on placement, which left everyone scrambling to understand what we needed to do, as lockdown meant that a lot of us were stuck outside of Auckland, away from home (myself included)”.*

4.2 Assessments

- Reps reported that students from some courses have expressed their concerns about the need of more clarification and guidance on assessments
 - *“The only feedback that students have noted is that they'd like more information about upcoming assessment and placement”.*
 - *“Suggestion was made that more information could be released about the end of semester assessment.”*
 - *“Students would like more guidance for Assignment 2 “.*
 - *“Felt some of the assignment was criteria ambiguous.”*
 - *“students would like more guidance in the dissertation and having a clearer idea of what is expected from them.”*
 - *“Most of the feedback points were about the assessments, including requests for more assistance for the assessments”.*

- Reps reported that students from some courses have expressed their concerns with online assessments

- *“Students were concerned with the last test about uploading a word document within the allocated time period...it was an added stress and they would have appreciated having the test on canvas where you can write until the last second and the test automatically uploads once the time is up”.*
- *“Following the first test, some students had slight connectivity issues in the first few minutes of the test which meant question loading speed was slow”.*

4.3 Resources / General Facilities Concerns

- Reps reported that students have positive experience of how the course gives students sufficient resources
 - *“There is enough learning resources being provided to us and most information regarding the course and its assessments are communicated properly to students.”*
 - *“There is enough learning resources available provided for students.”*
 - *“Most students felt like they had sufficient resources “.*
 - *“Students are really enjoying the content and the help of extra resources provided by lecturers”.*
 - *“Most agree that there are plenty of learning resources being delivered, and all agree that course information is being delivered effectively.”*
- Reps reported that students from some courses would like improvements on PowerPoints to help them grasp the contents more
 - *“Some responses have mentioned that it is quite hard when lectures have important slides that aren't in the course guide, namely respiratory physiology, which makes it hard to keep up with note-taking during the lecture.”*
 - *“would like slides to be made available as PowerPoint slides rather than PDFs.”*
 - *“The majority of negative feedback centred around the disorganised layout of the slides”.*
 - *“These students also mentioned that it might be better to have simpler slides to help with active note taking for better engagement.”*

4.4 Commendations

- Reps reported that students expressed the support provided from academic staff.
- Reps reported that students were content with delivery of course content and structures.
- Reps reported that students expressed their appreciation for the sufficient resources provided for their courses.

- Reps reported that students' experienced relatively smooth transitions to online learning.

5.0 Key Takeaways

- Reps reported that student are concerned with insufficient information around assessments.
- Reps reported that students from some courses do not utilise Piazza and that students would prefer this for confidential online engagements between students and academic staff.
- Reps reported the need for further improvements on slides for student learning.
- Reps reported that students are concerned with online assessments.
- Reps reported that students are concerned with lockdown for placement courses.

5.1 Possible Recommendations to Consider

- Teaching staff should consider providing more clarification or guidance for assessments.
- Teaching staff should consider activating Piazza for students to communicate with academic staff and other students.
- Teaching staff should consider having simpler slides that include direct and relevant information.
- Teaching staff should consider risk mitigation and prevention for online exam difficulties (connection issues, stress issues with uploading documents).
- Teaching staff should consider providing more clarification on placements courses, and provide greater student support from the wider university with disruptions from COVID-19.

AUSA e-Voice Diary Report:

2021, Semester 2, Week 8

Faculty of Science

Report completed as of 11/10/2021



AUSA STUDENT VOICE OFFICE

1.0 Aim

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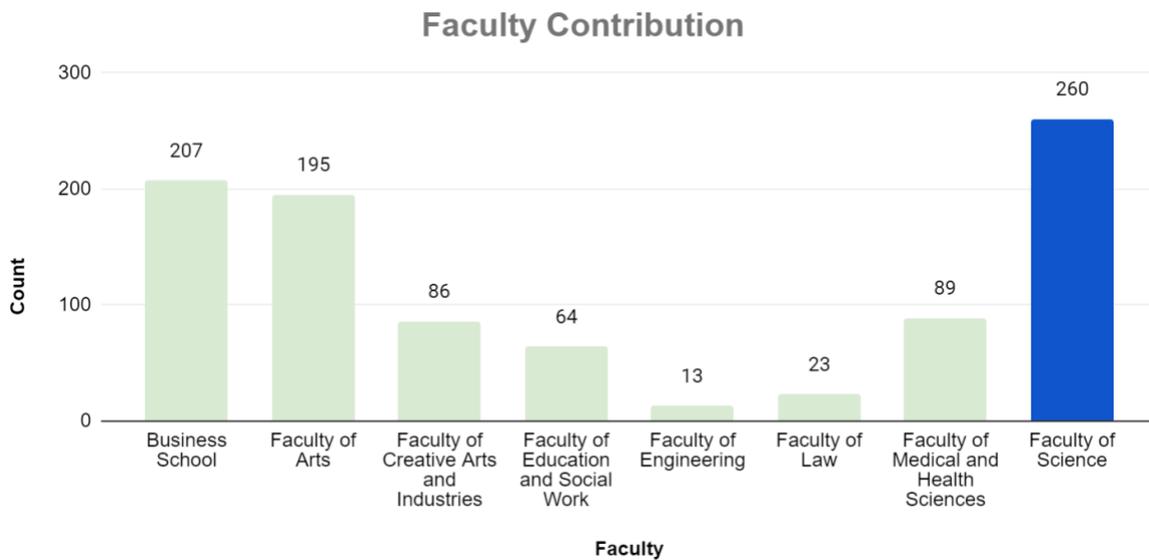
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2.0 Faculty Contribution

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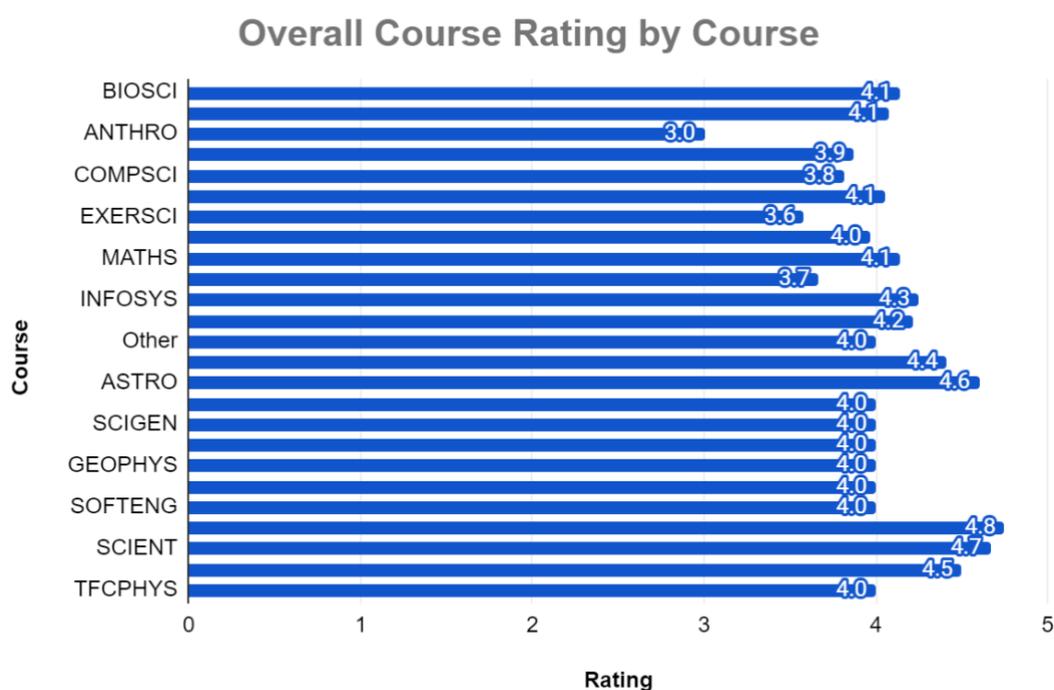


3.0 Course Experience

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 **4.07** 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 **4.07** shows a **-1.93%** change from **4.15** from the responses in Week Four.



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

- **17** responses provided feedback on **an academic complaint**; an **increase of 4** from Week Four.
- **154** responses provided feedback on **course content and structure**; an **increase of 23** from Week Four.
- **25** responses fed back on **general facilities (i.e. lecture theatres, study spaces, labs etc)**; an **increase of 2** from Week Four.
- **73** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**; an **increase of 22** from Week Four.

- **41** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**; a **decrease of 3** from Week Four.
- **132** responses provided feedback on **assessments**; an **increase of 58** from Week Four.
- **101** responses provided feedback on **online learning**; an **increase of 86** from Week Four.
- **0** responses had **no feedback**; a **decrease of 5** from Week Four.

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

- Reps reported a great deal of positive feedback from reps about the course content and course delivery by teaching staff
 - *“Everyone loves the content!”*
 - *“Most students love Miro's teachings and they also love they way he provides a lot of examples during the lectures.”*
 - *“Students are happy with the course content and structure.”*
- Reps reported a great deal of positive feedback from reps about teaching staff and praised their ability to adapt and accommodate in a virtual setting
 - *“Students feel they have been well taken care of. A+ to all involved!”*
 - *“Margaret has been very empathetic and good at communication, giving us week extensions on our assignments and generally doing her best to make life easier for us.”*
 - *“Students indicated in a survey that the staff members are helpful and quick to respond.”*
- Some reps reported that the transition to online learning has been difficult
 - *“Most of the feedbacks for the course were related to online study being hard”.*
 - *“As for lockdown impact on student wellbeing, majority of the students admitted that their mental health, exercising and socializing habits were worse than before lockdown.”*
 - *“Almost every student who I have received feedback from has found the transition to online learning difficult, with motivation being the most frequent reason.”*
- Some reps expressed continuing concern regarding challenging and heavy workload
 - *“Find that keeping up with "compulsory readings" is difficult”.*

- *“Most respondents (66%) considered the workload to be a slightly too much. All respondents (100%) rated the course a 4/5 in terms of difficulty.”*
- *“Students who came in this course with little to no math knowledge find the course to hard for what the course description make it to be.”*
- Some reps requested relevant examples that outline tricky and key content well
 - *“People requiring more support and resources for more difficult topics.”*
 - *“Maybe add more depth/more examples and case studies “.*
 - *“People would really like more worked examples”.*

4.2 Assessments

- Several reps indicated that disruption brought about by the announcement of lockdown on their assessments is hard but appreciated the compassionate consideration availability
 - *“When lockdown was first announced, students felts pressured with the lockdown going on and still having to do ther test on the same day as the lock down was announced”.*
 - *“The mid-semester test felt as if it occurred too soon after the announcement of lockdown, the test being held on day 2 with little time for students to adjust. Some students felt that results were impaired because of this.”*
 - *“As always, the teaching team has been very good at "reading the room", awarding a blanket one week extension to the upcoming "Design and Implementation" assignmentt”.*
- Many reps declared the damaging effects of online learning on courses that are predominantly lab-based or require special software
 - *“Our labs being online takes away the practical side of the course, Tasting wine.”*
 - *“There has been much sadness over the fact we are unnable tp do the lab component of the course, however this is of course understood why we can't by everyone.”*
 - *“Preparing the product for the final report is quite hard, especially being at home with no proper equipment”.*
- Multiple reps outlined the necessity for timely marking and feedback from past assessments alongside a clear marking rubric
 - *“Would be good if we had feedback for our assignments before submitting the following assignments to know if we are on the right track.”*
 - *“Thinks guidelines and requirements for assessments don't seem clear - specifically, the essay assignment”.*
- Many reps reported anincreased difficulty of assessments in the current semester and requested tangible support and guidance from teaching staff including the reassessment of current grading requirements

- *“the test was harder than the previous year and very difference than the past papers.”*
- *“We have also received feedback that the recent mid-semester test had questions that were unreasonably difficult to understand”.*
- *“Thus suggesting for removal of the “separate passes in the Assignment and Quiz components of the course.” and to have an overall pass to give students a better chance.”*

4.3 Resources / General Facilities Concerns

- Several reps reported that the preference for interactive spaces including live Zoom classes over previously recorded lectures
 - *“Wants more face to face interaction with peers and teachers”.*
 - *“There are drop in live zoom sessions that students seem to really like.”*
- Many reps reported that students are experiencing difficulties engaging in a virtual setting despite seeking interaction
 - *“I have received several complaints about the compulsory online tutorials because there is a lack of participation in them.”*
 - *“Low engagement in online seminars”.*
- Some reps mentioned the technical difficulties faced during online learning
 - *“however some recordings are stuttering but is in progress of being fixed”.*
 - *“the audio for the lectures periodically cuts outs”.*

4.4 Commendations

- Reps reported a general 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 that an effective action was taken when concerns were raised.

5.0 Key Takeaways

- Reps expressed admiration for the teaching staff and that the level of engagement fostered in an online setting is commendable.
- Multiple reps are pleased with the course contents and structure.

- Reps reported mixed reviews with regards to interactive spaces .
- Reps reported that students are concerned about the lack of explanation for difficult concepts and additional resources.
- Reps reported that students are concerned over the destabilising effect of moving to a virtual environment for learning experience and student mental health.
- Reps reported that students are concerned over the lack of clarification on assessments and the support provided.

5.1 Recommendations to Consider

- Teaching staff should be considerate of 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 consider ways to distribute heavy workload.
- Teaching staff should encourage a healthy level of interactivity according to the needs of the course.
- Teaching staff should consider providing more clarification around assessment details and wished for timely grading. Furthermore, it would be helpful to consider ways in which more support can be provided through additional content, extra assistance spaces or detailed rubrics to help students excel.
- Teaching staff should consider how courses with significant practical components can offer feasible alternatives to assure a thorough learning experience.