

# **AUSA e-Voice Diary Report: 2022, Semester 1, Week 4**

Report completed as of 07/04/2022



**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 One of 2022 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 Liggins Institute recording the lowest submissions (0). Note that this might be due to late class representatives registration or not having many class representatives elected within the research institute.

## 1.1 Methodology

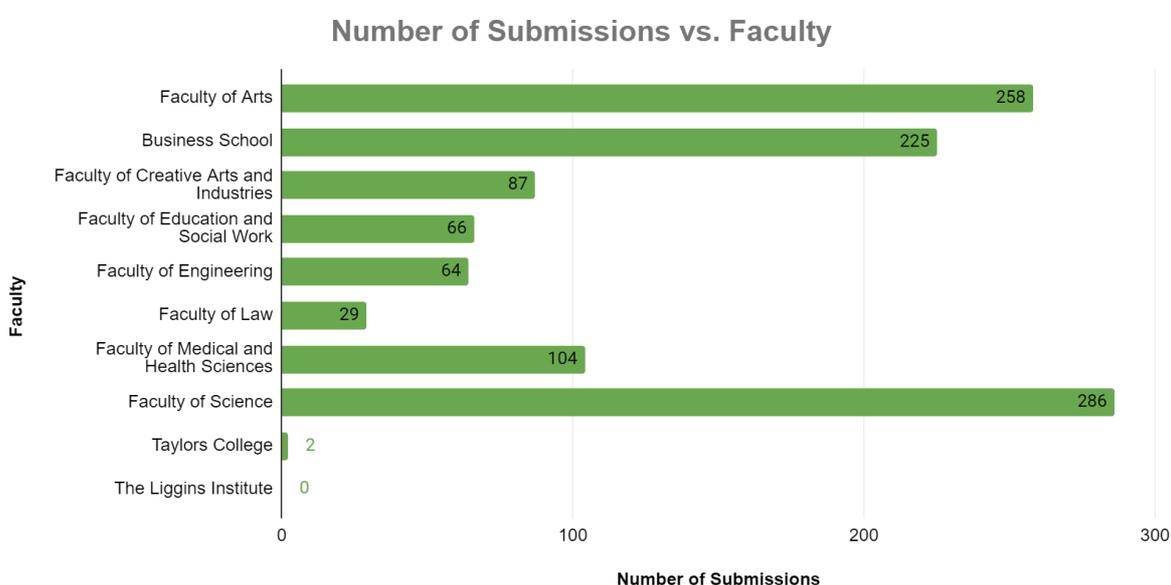
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives this semester via email. Class Representatives are usually given a week to fill out the survey.

## 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 and other 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 **1121 class representatives**.



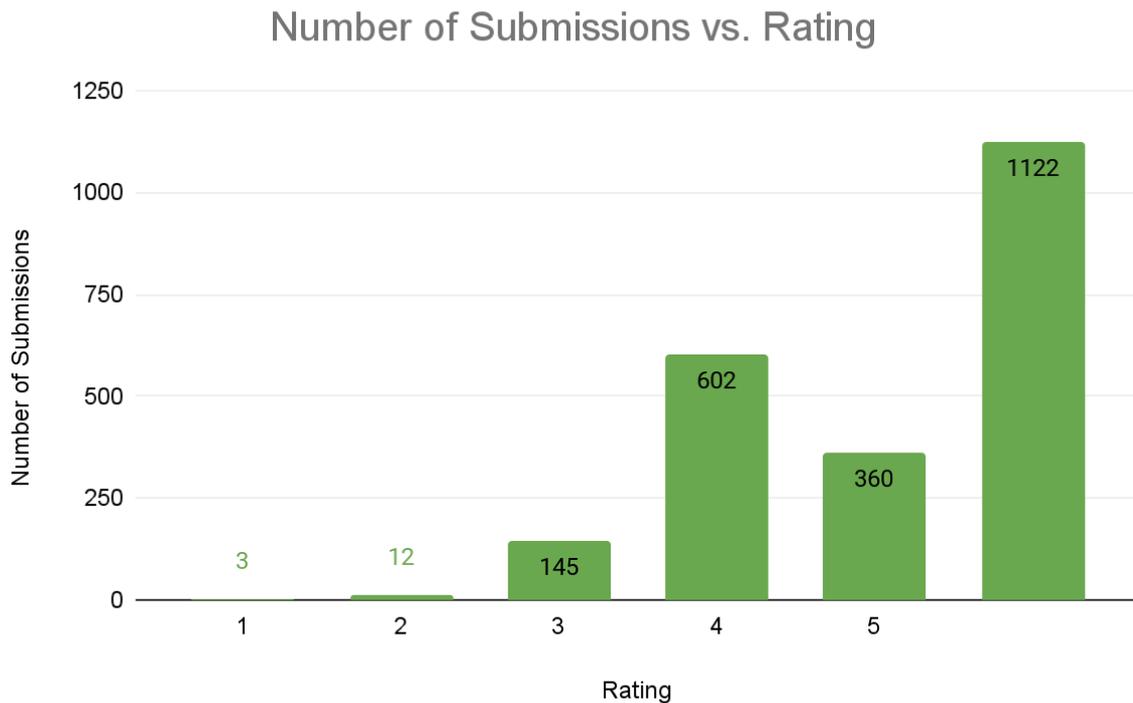
The **three possible** reasons for low response rates among certain faculties might be:

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

## 3.0 Course Experience

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties during the **four weeks of Semester 1, 2022**.

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 **1121**.



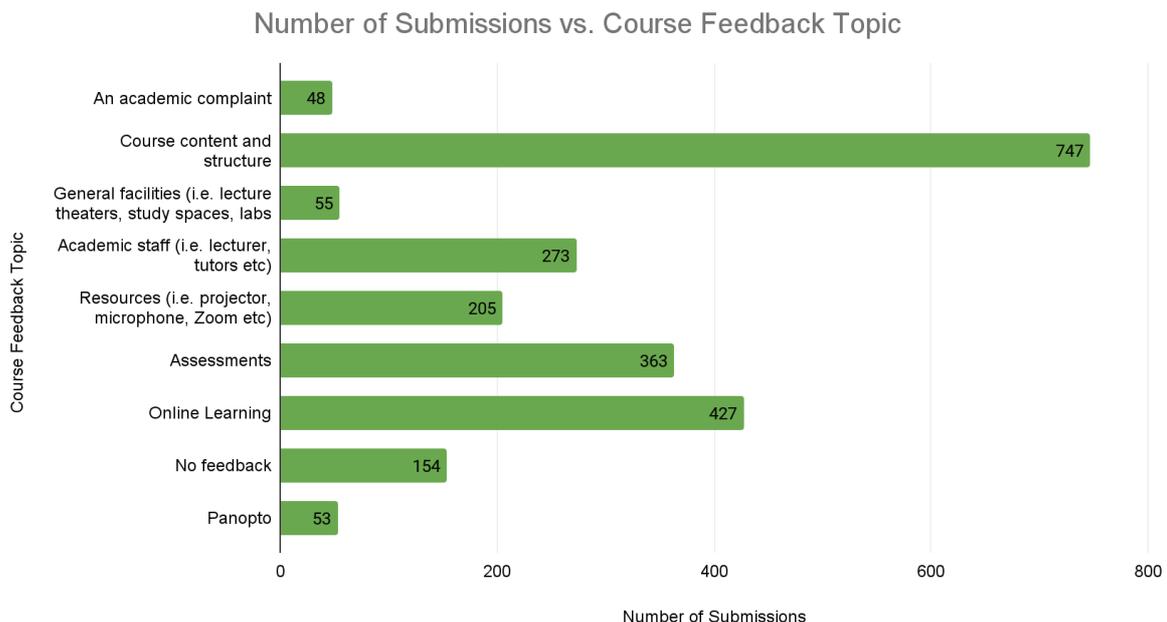
It is shown in the outline that the overall rated experience of courses are rated largely at 4 and 5, meaning that the courses at the University of Auckland are being delivered at an excellent standard as of Week 4 of Semester 1, 2022.

A further breakdown of the course experience by faculty shows that class representatives have rated an average course experience of **4.15**.

Faculty	W4 Average rating
Faculty of Arts	4.39
Business School	4.17
Faculty of Creative Arts and Industries	4.08
Faculty of Education and Social Work	3.99
Faculty of Engineering	4.13
Faculty of Law	4.13
Faculty of Medical and Health Sciences	4.13
Faculty of Science	4.19
<b>Overall</b>	<b>4.15</b>

### 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**. We have received the most feedback from class reps on these three topics. However, it is also important to note that different class reps provide input on various issues depending on their courses. Significant feedback was also received on **academic staff, academic complaints, general facilities**, and **resources**.

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

- There is a great deal of positive feedback about teaching staff.
- Reps have reported that students enjoy in-depth and relevant discussions.

- Some reps have reported that some students have requested more clarity on course contents.
- There were several concerns regarding the adverse effect of online learning particularly when content covered is interactive and practical.
- Reps have reported that students appreciate it when lectures are engaging.
- Reps reported that some students have mixed opinions about online learning.
- Many representatives commented that the overall experience of online education is underwhelming and poses a difficult challenge to some students to engage with the course contents.

## 4.2 Assessments

- Some reps have expressed their concerns about needing more clarification and guidance on assessments.
- Some reps have requested more time to complete assessments.
- Some reps have requested assessment criteria to be communicated more clearly.
- Some reps have expressed that some assessment details are not suitably finalised or appropriately conveyed.
- Some reps have reported that students would appreciate more guidance concerning assessment marking.
- Many reps have expressed confusion about the nature and structure of assessments and exams.
- Some reps have requested assignment extensions with lockdown and are thankful for the approvals granted.
- Some reps continued to express concerns regarding the increased difficulty of assessments. However, tangible support from the teaching staff, including additional office hours, has been requested.

### 4.3 Resources / General Facilities Concerns

- Many reps mentioned the usefulness of live zoom sessions.
- Reps have reported that they appreciate it when it is easy to locate resources on CANVAS.
- Some reps have requested that information should be presented more clearly.
- With Panopto, the courses that utilise the platform generally have neutral reviews.
- Some reps have reported that they would appreciate the higher video and audio quality lecture recordings.
- Some reps have commented on the usefulness of quizzes online.
- Many reps mentioned the usefulness of having breaks in between lectures.
- A few reps mentioned some technical difficulties faced during online learning.

### 4.4 Commendations

- There is a great deal of positive feedback received about the teaching staff.
- Reps have reported that they enjoy in-depth and relevant discussions.
- Reps have reported that some students appreciate smaller assessments rather than larger ones.
- There is a great deal of appreciation towards teaching staff, including providing relevant resources.
- Reps have reported that students appreciate it when lectures are interactive.
- There is a great deal of appreciation for lecturers' smooth transition to online teaching.

- Most of the reps are content with the delivery of course content, structures and arrangements.
- Teaching staff's adaptability, support, and consideration in an online learning environment, including additional office hours, resources, and interactive elements, deserves a worthy mention.

## 5.0 Key Takeaways

- Students expressed some concerns regarding online learning and the return to campus.
- Some reps have requested more time for assessments to be completed.
- Some reps have requested assessment criteria be communicated more clearly.
- Many reps suggested restructuring course content with a heavy workload to be more concise and relevant.
- Some reps have reported that students would appreciate more guidance regarding assessment grading.
- Some reps have reflected student difficulties with lockdown, and others have concerns about returning to campus.
- There were concerns about the insufficient information and guidance around assessments.
- The destabilising effect of online learning and potential changes in learning environments have negatively shaped student experience and mental health.

## 5.1 Recommendations to Consider

- More support services from the broader university should be provided to students impacted by COVID-19 disruptions. Also, appropriate measures should be put in place to return to on-campus learning and teaching.
- Teaching staff should continue to facilitate in-depth and relevant discussions.

- Teaching staff should continue to consider having smaller assessments instead of larger ones.
- Lecturers should consider the teaching format preferred by students and try to accommodate those interests.
- Teaching staff should continue making lectures interactive.
- Academic staff should continue to provide more clarification or guidance to students on course-related assessments.
- The university should look at ways to provide additional support through additional content, detailed examples, or interactive assistance spaces to ensure key concepts are thoroughly understood.

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

# AUSA e-Voice Diary Report: 2022, Semester 1, Week 4 Faculty of Arts

Report completed as of 07/04/2022



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 one of 2022 has gone so far.

## 1.1 Methodology

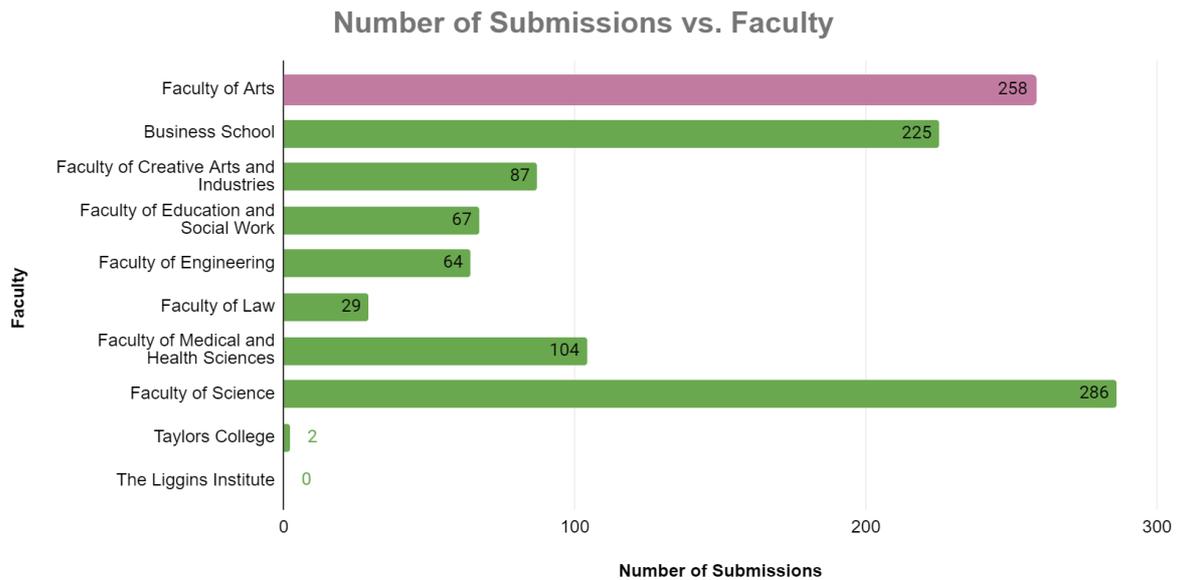
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives this semester via email. Class Representatives are usually given a week to fill out the survey.

## 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 and other implications following from here on forth.

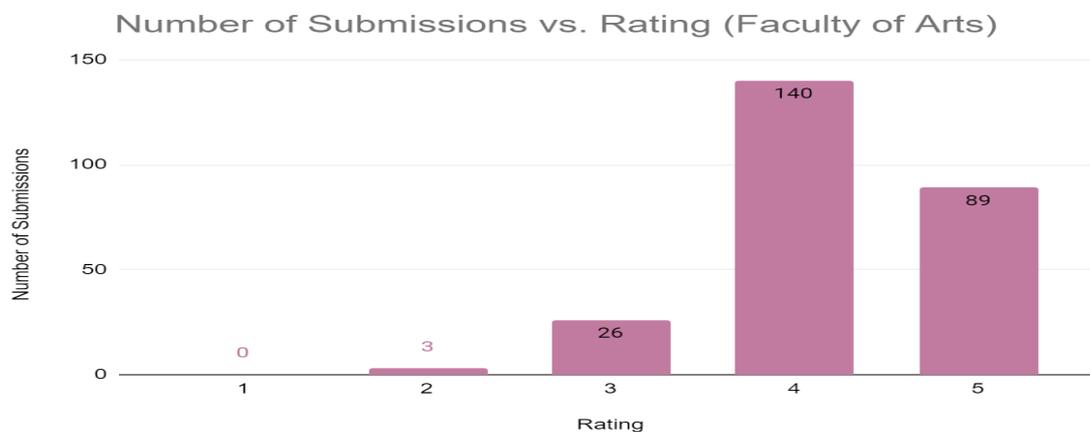
## 2.0 Faculty Contributions

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 **258** submissions.

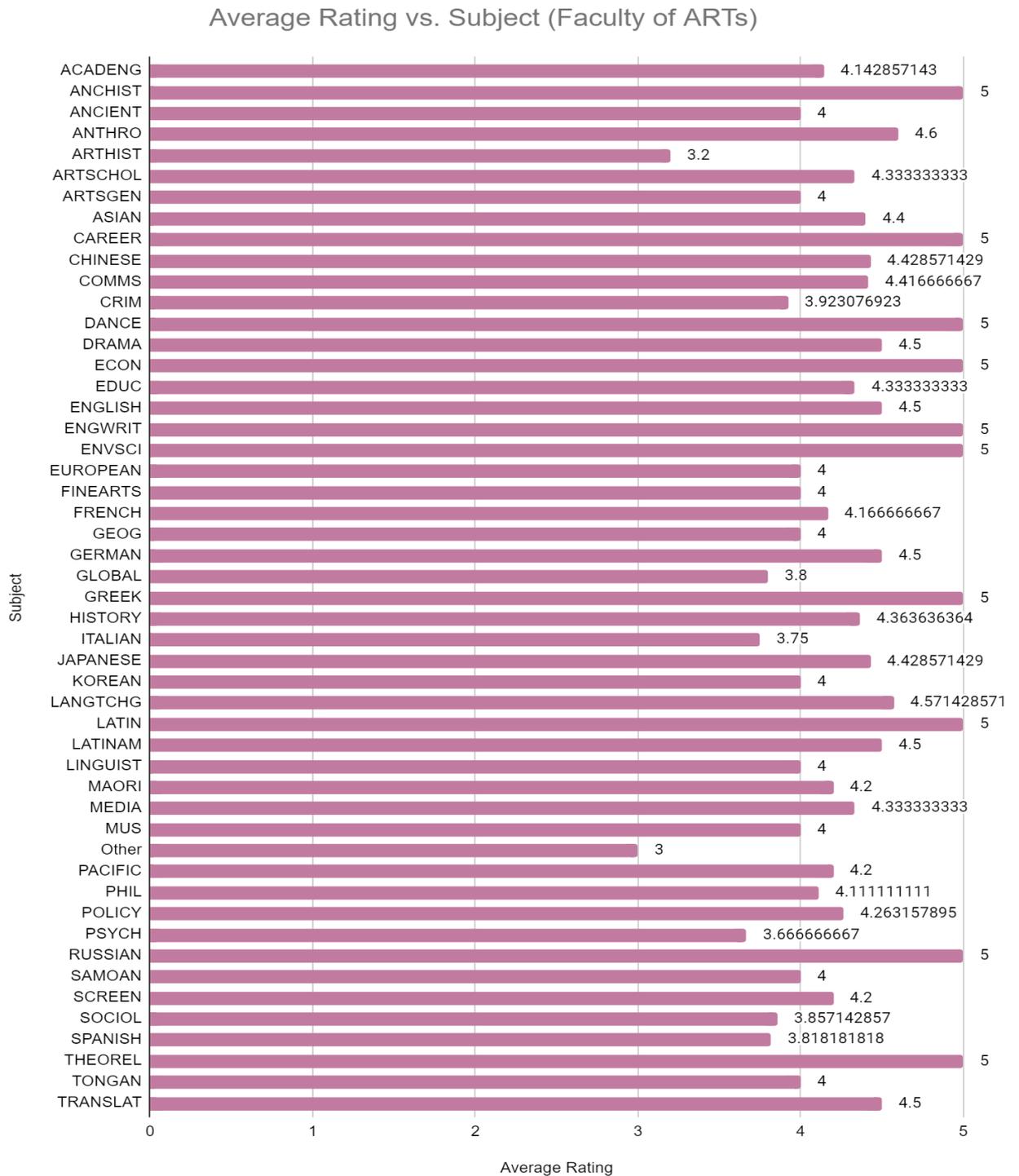


## 3.0 Course Experiences

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Arts** during **week four of semester 1, 2022**. 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.



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

- 7 responses provided feedback on **an academic complaint**
- **184** responses provided feedback on **course content and structure**
- 8 responses provided feedback on **general facilities (i.e. lecture theatres, study spaces, labs etc)**
- 62 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- 42 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- 78 responses provided feedback on **assessments**
- **101** responses provided feedback on **online learning**
- 36 responses had **no feedback**

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

- There is a great deal of positive feedback about teaching staff
  - *“The lecturer is great, friendly and has a good teaching style, is also easy to talk to and reach via email.”*
  - *“This course has not only been informative and well structured, but the lecturers and tutors are engaging, down to earth, and good at delivering the content. “*
  - *“Students love Ethan Cochrane and their tutors and for the most part find the class interesting and well-taught.”*
- There is a great deal of positive feedback about the course arrangement
  - *“Generally the class is well organised and well managed. “*

- *“The course content has been relevant and not too difficult for students to understand and keep up with. The resources we have been given by the lecturer have been helpful and relevant to the course.”*
- *“There has been a number of students praising the course's structure and the lecturers teachings”*
- Some courses mentioned their concerns with return to campus while others also express difficulties with online learning
  - *“There is also a general feeling of unease with being back on campus after the break. Students are concerned about their safety and whānau safety (some live with young children, elderly parents/ grandparents etc.) especially as mandates are being dropped. They would appreciate if tutorials were not made mandatory and would like the option to continue from home.”*
  - *“Online learning - some finding online hard, especially as late Friday and attendance marked, some want to go back, others do but are a bit nervous about covid - and how this will affect participation marks”*
  - *“A lot of people have said that the course is even more intense due to the online learning setting.”*
  - *“Most students have been finding it hard having online learning (e.g online lectures being hard to watch, breakout rooms in tutorials not being as effective as it would have been in person), however this is not due to the course content and they have been finding the content interesting.”*

## 4.2 Assessments

- Some courses have expressed their concerns about the need for more clarification and guidance on assessments
  - *“some students stated that the tutor could give back more details on their assignment. - more emphasis on what is required for the essays and how it is being marked with examples or templates would help to improve the learning experience.”*
  - *“The main concern is about the confusion surrounding the assessment structure and assignment details however this has ironed out over recent weeks.”*
  - *“Some students felt like there hadn't been enough explanation and clarification of what was required for the essay, and that it was harder to ask questions and connect with the content over zoom”*

- *“Needing further clarity on the structure and content of assignments”*
- Some courses have commented the need for more thorough feedback with assignment grades
  - *“Teaching methods are clear and effective, but some students stated that the tutor could give out more detail feedbacks on their works and on how they were marked.”*
  - *“However, the lecturer is also a tutor and a couple students have said that they have found quick communication a bit difficult with one student stating that lecturer had marked them down a couple marks without any explanation.”*

### 4.3 Resources / General Facilities Concerns

- Many courses mentioned the usefulness of live zoom sessions
  - *“Students enjoyed having both recorded videos and live Zoom sessions, as they felt that this helped them understand the content more.”*
  - *“The feedback is very positive: people are grateful to have live Zoom lectures and live seminars so that they can interact with our lecturer and their peers.”*
  - *“A number of students would prefer live zoom lectures.”*
- Some courses have commented the upload of lecture slides/relevant resources before class for learning resource
  - *“Lecture recordings and lecture slides are not uploaded quickly enough (sometimes uploaded 4-5 days after the lecture).”*
  - *“Students have asked if slides from tutorials would be made available to them before class, to get a sense of what is on the agenda.”*
  - *“Requesting more information about the assignment, summary slides and reduce pre readings for lectures.”*
- Some courses mentioned the use of quizzes to help with student engagement
  - *“One minor point of feedback may be the addition of more quizzes or mini assignments to keep students engaged and up to date with the content, just to keep the information fresh in our minds. “*

- *“One responder suggested having quizzes on weekly readings and lectures to help them learn.”*
- Some courses mentioned the usefulness of break out rooms and breaks between lectures
  - *“people seem to somewhat enjoy the course, the fact that lectures are balanced with break out rooms and breaks”*
  - *“Not enough breaks during class time, or they are not long enough...Course is really engaging, but very long and tiring.”*
  - *“Students are also finding it hard to stay concentrated during the 2 hour grammar classes...Students recommend encouraging more participation such as break out rooms to engage students. “*

## 4.4 Commendations

- The students provided a great deal of positive feedback about the teaching staff.
- There is a great deal of positive feedback about the arrangement of the courses.
- There is a great deal of mixed feedback about online learning and returning to campus.
- There is a great deal of positive feedback for the number of resources available for online learning.
- There is a great deal of positive feedback for the use of live zoom lectures.

## 5.0 Key Takeaways

- There are growing concerns from students about online learning and returning to campus.
- There exists a lack of guidance around assessments.
- There is a need for more detailed feedback regarding assignment marks.
- There is a call for live lectures to be made available for classes that don't currently utilise this approach.

- The lecture slides are not made available to students earlier.
- There is a call for quizzes to be made available and tailored to different learning approaches.
- Students noted that breakout rooms and breaks are important for long lecture sessions.

### **5.1 Possible Recommendations to Consider**

- The university should continue to create additional support services for students due to the ongoing COVID-19 disruptions and put appropriate safety measures in place for students to return to campus.
- Some courses have commented that students would like some more guidance concerning assessments.
- In some courses, students have called for more feedback to be provided with their assignment marks for improvement.
- Some courses have commented that they would like slides to be available a bit earlier before their lectures.
- Staff should consider having live lecturers with smaller classes for effective communication.
- Staff should consider having quizzes during lectures to improve student learning and engagement.

# **AUSA e-Voice Diary Report: 2022, Semester 1, Week 4 Business School**

Report completed as of 07/04/2022



**AUSA STUDENT VOICE OFFICE**

## **1.0 Aim**

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester one of 2022 has gone.

## **1.1 Methodology**

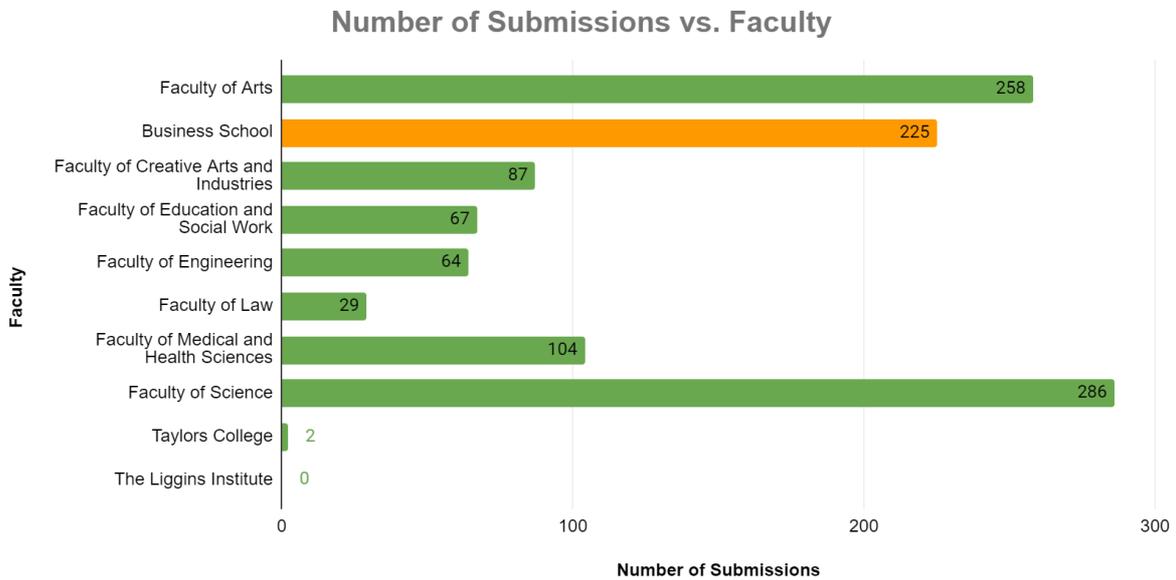
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives this semester via email. Class Representatives are usually given a week to fill out the survey.

## **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 and other implications following from here on forth.

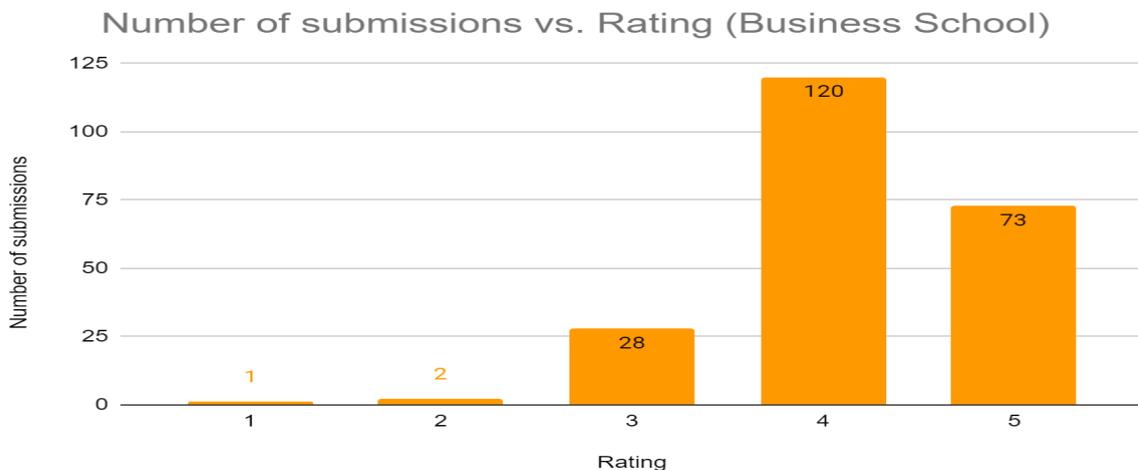
## **2.0 Faculty Contributions**

The following information provided details on which faculties took part in the survey and which had the most respondents. The total amount of submissions received for this section is from the **Business School** with **225** submissions.

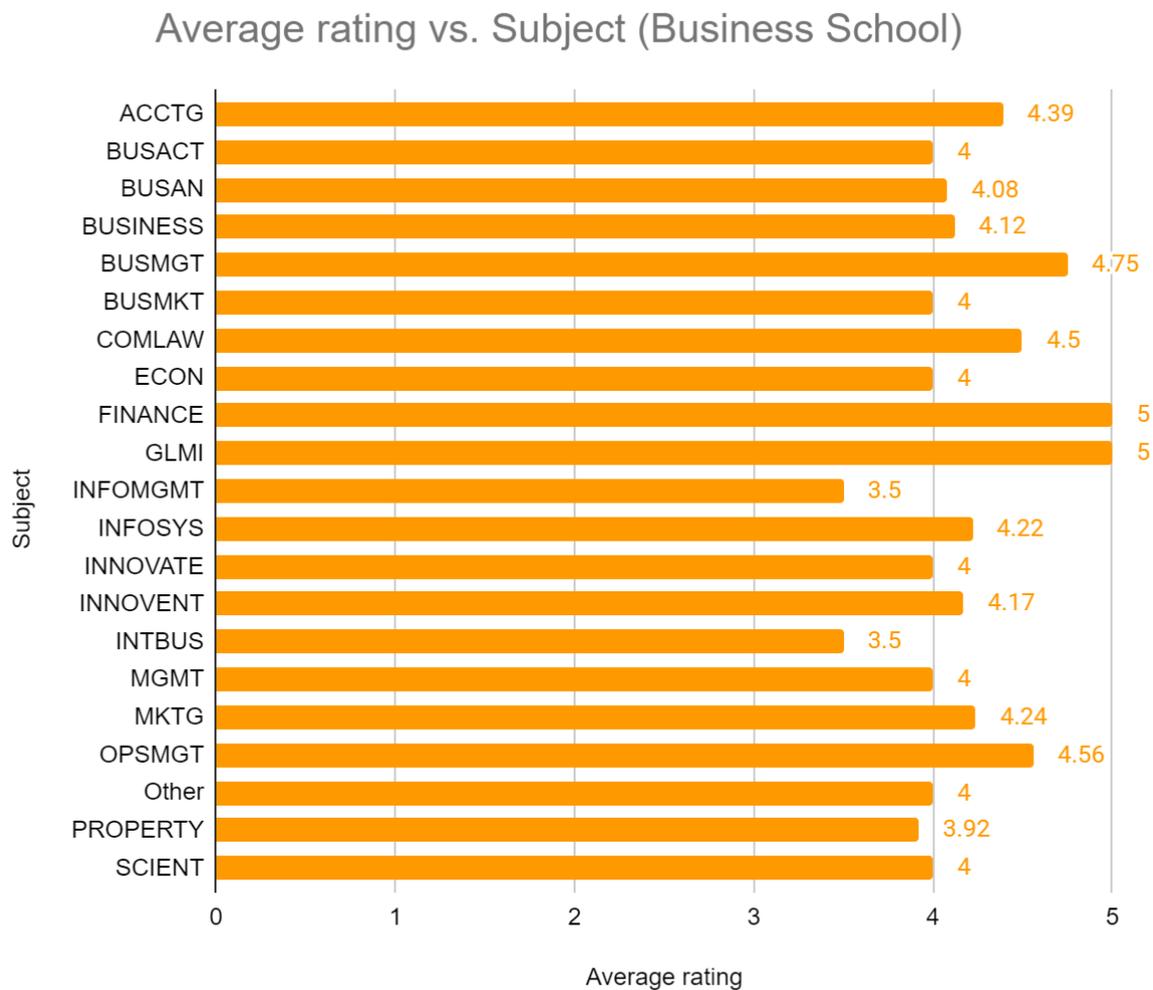


### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Business School** during **semester 1, 2022**. 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 Business School, we can further break down the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- **12** responses provided feedback on **an academic complaint**
- **142** responses provided feedback on **course content and structure**

- **13** responses provided feedback on **general facilities (i.e. lecture theatres, study spaces, labs etc)**
- **51** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- **36** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- **69** responses provided feedback on **assessments**
- **76** responses provided feedback on **online learning**
- **34** responses had **no feedback**

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

- Reps have reported they appreciate lecturers who care and help
  - *“Paul and Brianna are excellent teachers. Paul is a good lecturer and nice and willing to help.”*
  - *“the lecturer's delivery is highly appreciated”*
  - *“The class said the course is interesting and thinks that there is sufficient support provided by David and the ACCTG312 team in terms of lectures and tutorials.”*
- Reps have reported they enjoy in-depth and relevant discussions
  - *“Students have really enjoyed the in-depth discussions that we have over zoom about the course content and how it relates to current real world problems.”*
- Some reps have reported they would appreciate lecturers spending more time on difficult concepts
  - *“One student also said he wish the lecturer spends more time on difficult concepts during lecture.”*

#### **4.2 Assessments**

- Reps have reported that they appreciate it when assessments are clear and manageable
  - *“The assessments have been quite clear and manageable .”*
- Some reps have requested more time be given for assessments to be completed
  - *“The complaints are mostly regarding details for assessments/assignments not being released until the week before. Most students would like it much earlier, both dates/times and what is involved in order to plan ahead as it often coincides with other assessments.”*
- Some reps have requested more support from teaching teams to support group work
  - *“It may be good to assign some extra classes with tutors or other staff to supervise team assessments. In a number of teams there are members who don’t contribute at all or have minor contributions which makes it hard on the rest of the team”*
  - *“Some students wished that the contribution sheet for the most recent group assessment was more specific on how much each person in the group contributed towards the assignment.”*

### 4.3 Resources / General Facilities Concerns

- Reps have reported they feel supported in courses they are provided with adequate resources in
  - *“It is well structured and organised and has good support including workshops and resources.”*
  - *“The students have said that they find the resources to be helpful.”*
- Reps have reported that they appreciate when it is easy to locate resources on CANVAS
  - *“Students are happy with the resources given via canvas and find canvas easy to navigate.”*
- Some reps have reported that they would appreciate clearer audio quality for lectures
  - *“the quality of the lectures could be a little bit clearer i.e. better audio quality”*

### 4.4 Commendations

- Reps reported that students appreciate lecturers who care and help.
- Reps have reported that students enjoy in-depth and relevant discussions.
- Reps have reported that students appreciate it when assessments are clear and manageable.
- Reps have reported that students feel supported in courses they are provided with adequate resources for their learning.
- Reps have reported that students appreciate it when they can easily locate resources on CANVAS.

## 5.0 Key Takeaways

- Some reps have reported that students appreciate lecturers spending more time on complex concepts.
- Some reps have reported that students would like more time for assessments to be completed under this current climate.
- Some reps said that students would love more support from teaching teams to support group work.
- Some reps have reported that students would appreciate clearer audio quality for lectures.

## 5.1 Recommendations to Consider

- Teaching staff should continue to care and help - students really appreciate this!
- Teaching staff should continue to facilitate in-depth and relevant discussions.
- Teaching staff should continue to make assessments clear and manageable.
- Teaching staff should continue to provide students with adequate resources.

- Teaching staff should continue to make it easy to locate resources on CANVAS.
- Teaching staff should consider spending more time on difficult concepts.
- Teaching staff should consider giving more time for assessments to be completed.
- Teaching staff should consider providing more support for group work.
- Teaching staff should consider how they can provide lectures with clearer audio quality to improve student learning.

# **AUSA e-Voice Diary Report: 2022, Semester 1, Week 4 Faculty of Creative Arts and Industries**

Report completed as of 07/04/2022



**AUSA STUDENT VOICE OFFICE**

## **1.0 Aim**

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester one of 2022 has gone.

## **1.1 Methodology**

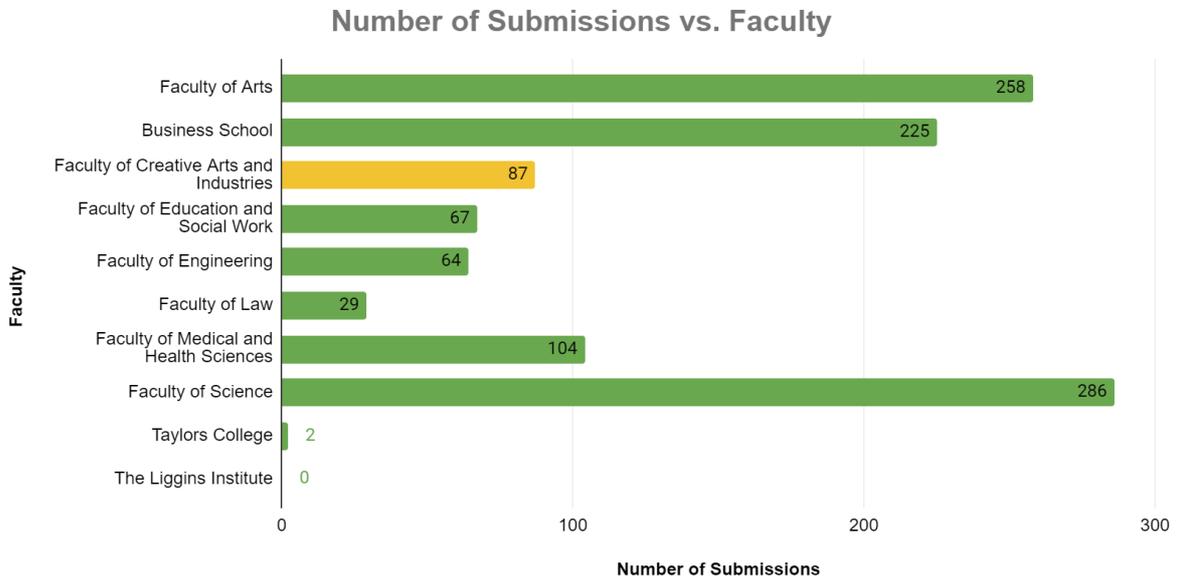
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## **1.2 Introduction**

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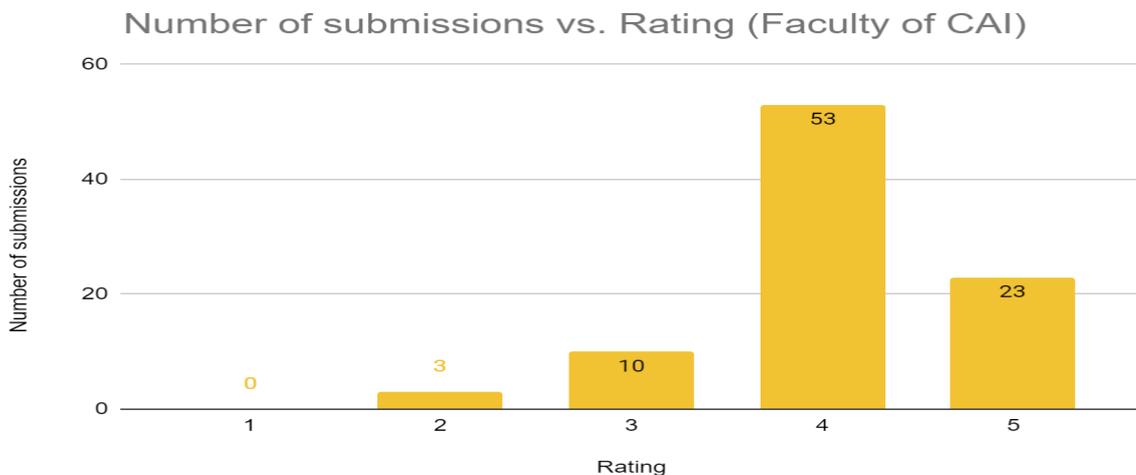
## **2.0 Faculty Contributions**

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 Creative Arts and Industries** with **87** submissions.

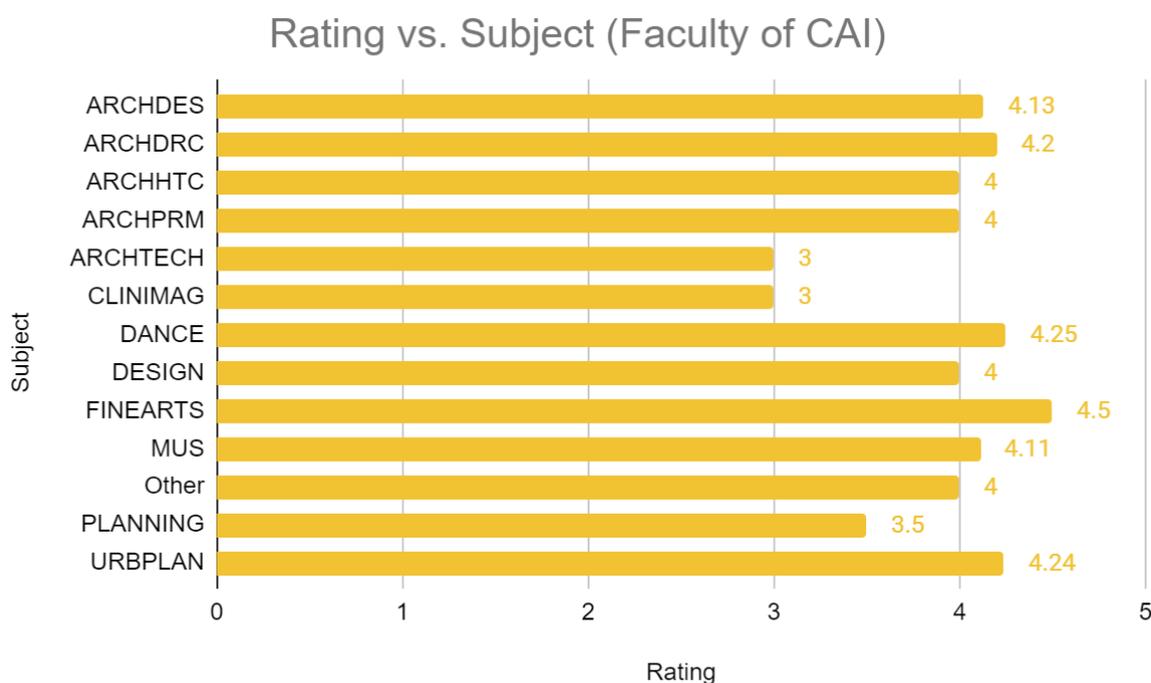


### 3.0 Course Experience

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 1, 2022**. 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.



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

- 2 responses provided feedback on **an academic complaint**
- 47 responses provided feedback on **course content and structure**
- 8 responses provided feedback on **general facilities (i.e. lecture theatres, study spaces, labs etc)**
- 16 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- 18 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- 18 responses provided feedback on **assessments**
- 31 responses provided feedback on **online learning**

- 9 responses had **no feedback**

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

- Reps have reported that students appreciate it when teaching staff acknowledge and are responsive to the students' circumstances
  - *"They all feel very supported and understood by our lecturer. A couple students saying "Tia has made sure that we aren't overwhelmed and that we understand what we need to do", "Tia understand how stressful things can get and don't want to overload us too much"."*
- Reps have reported that students appreciate it when teaching staff make course content clear and well structured
  - *"Great course content and structure, alot of positive feedback."*
  - *"Lecturers have managed to make the course content and structure clear and well organised for online learning."*
- Some reps have reported that some students have requested more clarity in course content
  - *"Students wish for clearer instructions and course content as some of the students believe the classes sound vague and unclear."*
  - *"course content and structure is somewhat confusing in terms of correlation between the lectures and tutorials"*

## 4.2 Assessments

- Reps have reported that some students appreciate smaller assessments rather larger ones
  - *"Assessment design is great (smaller assessments instead of just large ones)"*
  - *"Assignment structure is not the best as it is a few numbers of large assessments"*
- Some reps have reported that students found some assessments too difficult
  - *"The first assessment was generally considered to be too difficult by the class, and many felt that an extension may be necessary to complete it."*
- Some reps have requested assessment criteria to be communicated more clearly

- *“The only concern that arose from the survey about the course was that the assessment criteria and course expectations were not being clearly communicated.”*
- *“There were some issues raised initially over contradictory assessment dates and times”*

### 4.3 Resources / General Facilities Concerns

- Reps have reported that students appreciate CANVAS pages that are accessible and resource-filled
  - *“They made available many resources on canvas which students can easily access.”*
  - *“Students are happy with [...] the amount of resources on modules”*
- Some reps have requested more course materials to be digitalised
  - *“It would also be better if most of our reading lists/ library books were digitised as many cannot access the library and online resources can also be limited (this improvement can be reiterated throughout all our course papers).”*
- Some reps have requested that information should be presented in a clearer way
  - *“Resources should be clearer and more organised, for example summarised class start times (it has lead to a lot of confusion because different weeks start at different times, tutors were confused too)”*

### 4.4 Commendations

- Reps have reported that students appreciate it when teaching staff acknowledge and are responsive to the students’ circumstances.
- Reps have reported that students appreciate it when teaching staff make clear and well-structured assessments.
- Reps have reported that some students appreciate smaller assessments compared to larger ones.
- Reps have reported that students appreciate CANVAS pages that are accessible and resource-filled.

## 5.0 Key Takeaways

- Some reps have reported that some students have requested more clarity in course contents.
- Some reps have reported that students have found some assessments too difficult to handle.
- Some reps have requested that assessment criteria should be communicated more clearly to students.
- Some reps have requested that more course materials should be digitalised.
- Some reps have requested information surrounding teaching should be presented in a clearer way.

## 5.1 Recommendations to Consider

- Teaching staff should continue to acknowledge and be responsive to the students' circumstances - students really appreciate this!
- Teaching staff should continue to make course content clear and well-structured.
- Teaching staff should continue to consider having smaller assessments instead of voluminous ones.
- Teaching staff should continue making CANVAS pages accessible and resource-filled for students.
- Teaching staff should consider providing more clarity in course content delivery.
- Teaching staff should consider reviewing the difficulty of some assessments and/or consider how students can be assisted in completing a more difficult assessment.
- Teaching staff should consider how they can clearly communicate assessment criteria to students.

- Teaching staff should consider digitalising more course materials for easy accessibility.

# **AUSA e-Voice Diary Report: 2022, Semester 1, Week 4 Faculty of Education and Social Work**

Report completed as of 07/04/2022



**AUSA STUDENT VOICE OFFICE**

## **1.0 Aim**

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester one of 2022 has gone.

## **1.1 Methodology**

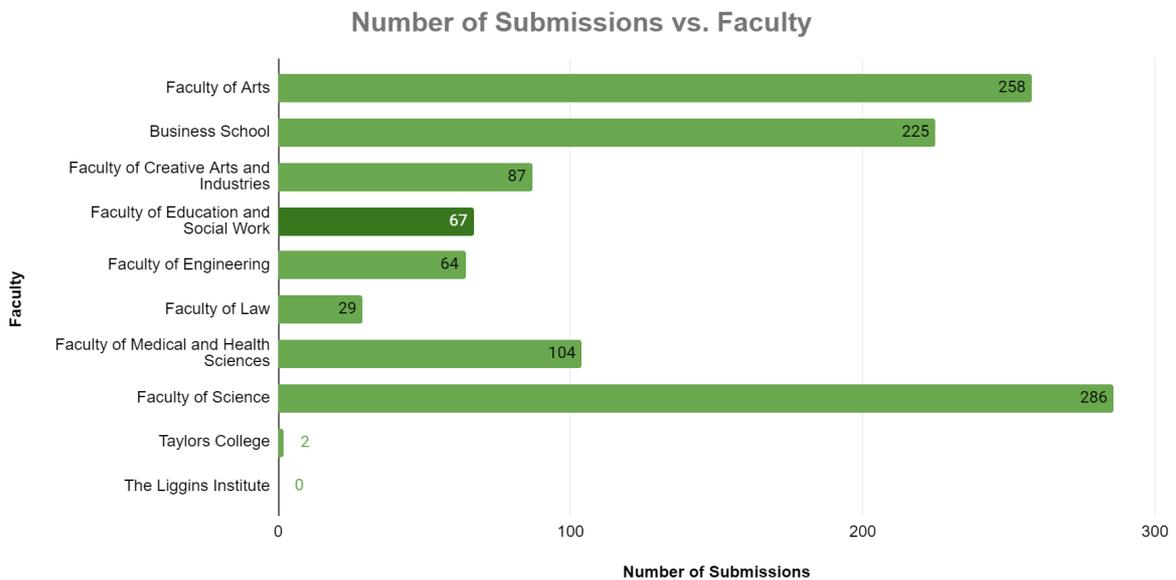
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives this semester via email. Class Representatives are usually given a week to fill out the survey.

## **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 and other implications following from here on forth.

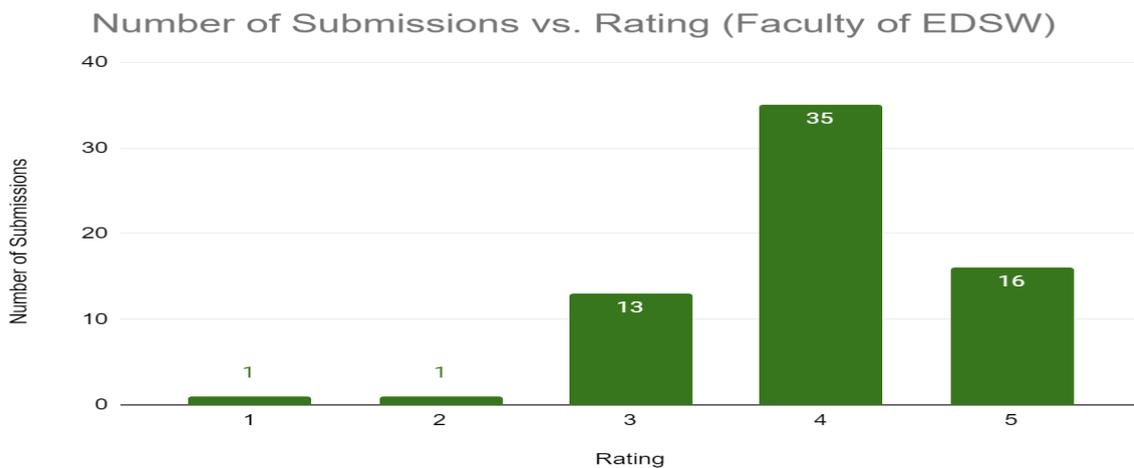
## **2.0 Faculty Contributions**

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 **67** submissions.

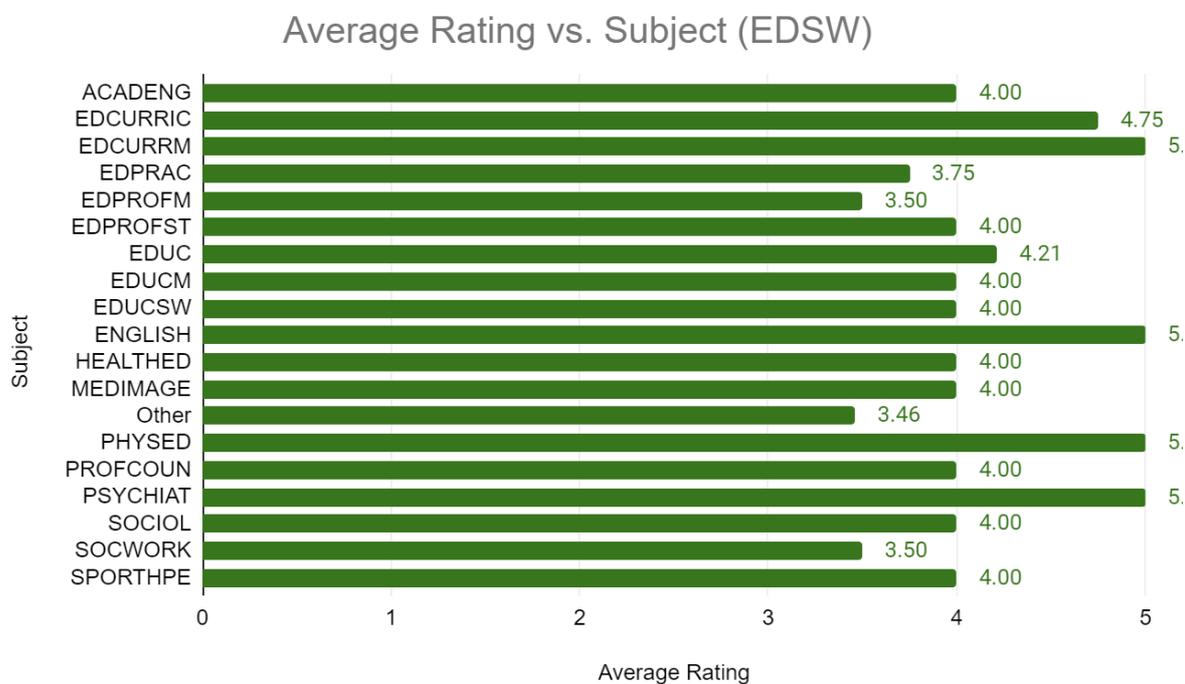


### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Education and Social Work** during the **first four weeks of Semester 1, 2022**. 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 **3.99** by the Faculty of Education and Social Work, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- 4 responses provided feedback on **an academic complaint**.
- 46 responses provided feedback on **course content and structure**.
- 1 response provided feedback on **general facilities (i.e. lecture theatres, study spaces, labs etc)**.
- 17 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**.
- 9 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**.
- 23 responses provided feedback on **assessments**.

- 39 responses provided feedback on **online learning**.
- 4 responses provided feedback on **Panopto**.
- 6 responses had **no feedback**.

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

- Many reps reported positive feedback about the course delivery by teaching staff
  - *“The feedback from my course is incredibly positive. The students think highly of the lecturers and seem happy with the course structure.”*
  - *“Kiri and Jen have made all lessons easy to access and understand. They're really kind and understanding tutors which makes the class good.”*
  - *“It has been amazing, tutors are so supportive.”*
- Quite a few reps expressed appreciation regarding the course content
  - *“Overall the course content is good.”*
  - *“The content and assignments are interesting and enjoyable.”*
- Several reps detailed concerns regarding heavy workload and reading material which makes the learning experience overwhelming
  - *“Students have been worried about the amount of work we have had to cram into this course.”*
  - *“The reading has been heavy in the past couple of weeks. Some of the colonial history readings were pretty heavy. It was confronting and overwhelming at points.”*
  - *“it is difficult to summarize the 20-plus pages of reading.”*
- There were several concerns regarding the adverse effect of online learning particularly when content covered is interactive and practical
  - *“Has been difficult navigating through the pandemic”*
  - *“It has been hard to complete the group projects with being online and challenging to be online in general.”*
  - *“Learning online has been an intense introduction to the Diploma.”*

## 4.2 Assessments

- Some reps have expressed that some assessment details are not suitably finalised or conveyed effectively
  - *“Deadlines for assignments were too close together.”*
  - *“time limit for assessments to be quite short”*
  - *“Assignment descriptions have also had little clarity and have sometimes been contradicting and very hard to follow causing a lot of stress among students.”*

## 4.3 Resources / General Facilities Concerns

- Many reps have conveyed the effectiveness of live online lectures or interactive workshops with teaching staff
  - *“Majority said that they found the presentation of the course content good, which is currently live Zoom lectures with the individual weekly professors and tutors.”*
  - *“The lectures and tutorials are interactive, engaging and supportive/relevant to the assignments.”*
  - *“The class is enjoying the course, especially with the in-person tutorials.”*
- With regard to Panopto, the courses that do utilise the platform have generally neutral reviews
  - *“As of yet there have been no complaints around the usage of Panopto for this course.”*
  - *“Everyone who responded was happy with Panopto.”*

## 4.4 Commendations

- Reps have indicated that students enjoy varied course delivery, including a mix of live and recorded touchpoints and engaging course content.
- There is a great deal of appreciation towards teaching staff, including providing relevant resources.

## 5.0 Key Takeaways

- Many reps have provided feedback on difficulties and challenges relating to online learning.
- Many reps suggested restructuring course content with a heavy workload and high readings volume to be more concise and relevant.

## 5.1 Recommendations to Consider

- Students should be provided more support and guidance on making the most of learning in an online environment.
- Students call for continued effective communication from staff regarding relevant course updates.
- Staff should consider the teaching format preferred by students and accommodate those interests.

# **AUSA e-Voice Diary Report: 2022, Semester 1, Week 4 Faculty of Engineering**

Report completed as of 07/04/2022



**AUSA STUDENT VOICE OFFICE**

## **1.0 Aim**

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester one of 2022 has gone.

## **1.1 Methodology**

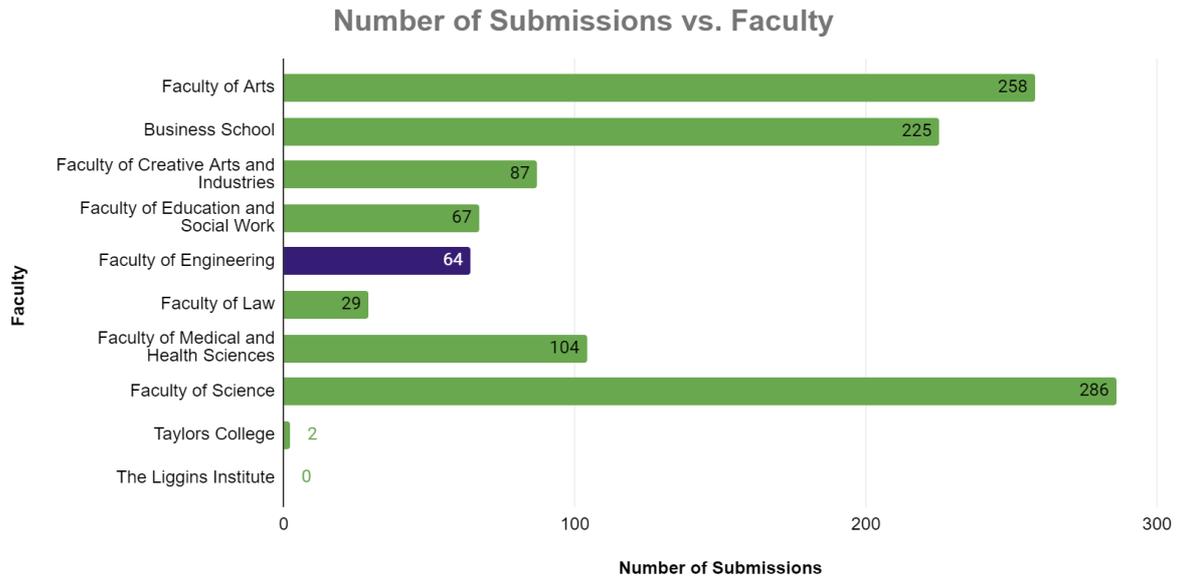
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives this semester via email. Class Representatives are usually given a week to fill out the survey.

## **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 and other implications following from here on forth.

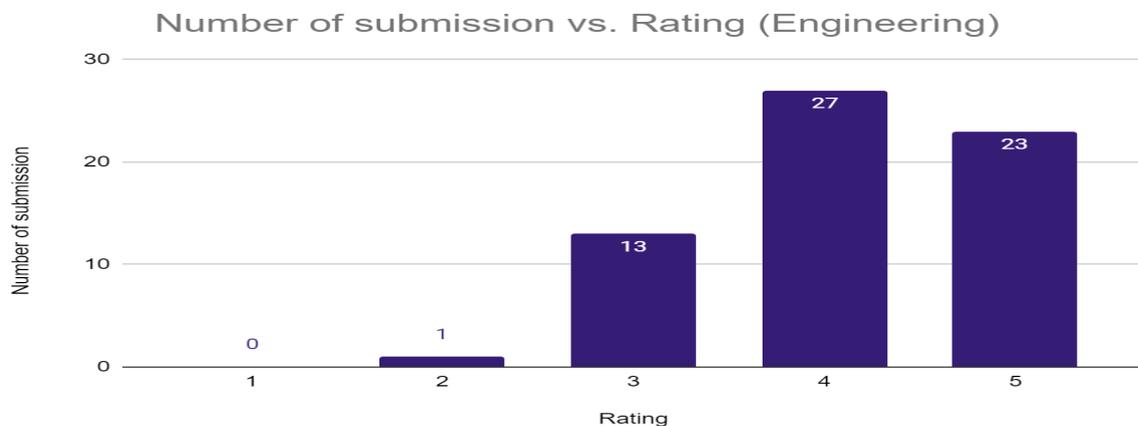
## 2.0 Faculty Contributions

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 **64** submissions.

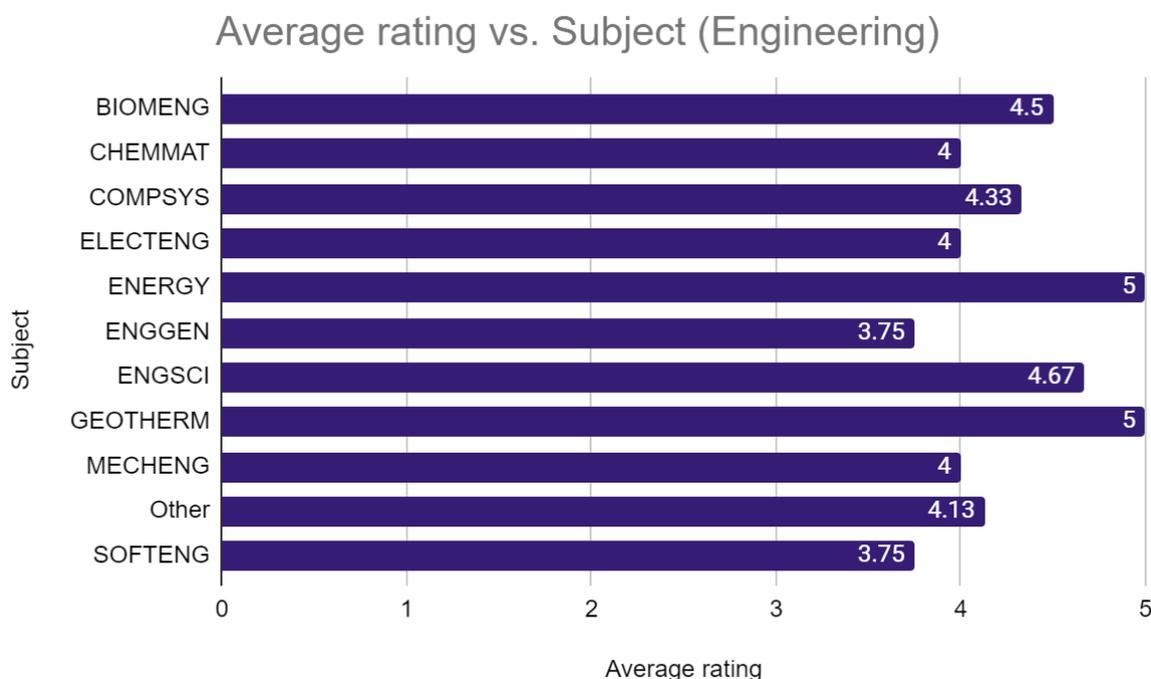


## 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Engineering** during **semester 1, 2022**. 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 **4.13** by the Faculty of Engineering, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- 5 responses provided feedback on **an academic complaint**
- 36 responses provided feedback on **course content and structure**
- 2 responses provided feedback on **general facilities (i.e. lecture theatres, study spaces, labs etc)**
- 5 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- 15 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- 22 responses provided feedback on **assessments**

- **22** responses provided feedback on **online learning**
- **15** responses had **no feedback**

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

- Reps have reported that students appreciate it when lecturers explain complex concepts in a way that makes them more digestible
  - *“most find the delivery of the material to be good as the lecturer 'explains it in a way that makes it easy to comprehend and follow'.”*
- Reps have reported that students appreciate it when lectures are interactive
  - *“Students enjoy the interactive lectures”*
- Some reps have reported that students find content difficult when prior knowledge is assumed
  - *“Coursework is difficult. Students feel like it assumes a lot of prior knowledge of python.”*

## 4.2 Assessments

- Reps have reported that students appreciate it when assessments are laid out across the semester rather than during particular pressure points
  - *“assessments fairly laid out across the semester”*
- Some reps have reported that students would appreciate more guidance with regard to assessment marking
  - *“Many students have found a lack of rubric/assessment guidelines of ANY kind to be very difficult.”*
- Some reps have reported that students would appreciate it if quizzes can be consistently unmuted for learning purposes
  - *“the quizzes aren't consistently unmuted which makes it hard to learn”*

### 4.3 Resources / General Facilities Concerns

- Reps have reported that students really appreciate it when teaching staff engage them on Piazza
  - *“they think Vinod is great and has been very helpful on Piazza”*
- Some reps have reported that they would appreciate higher video and audio quality lecture recordings
  - *“Very poor video and audio quality of some lecture recordings”*
  - *“Complaints about quality [audio, visual] of recorded lectures”*
- Some reps have reported that students would appreciate teaching staff to consider how handouts can be arranged in a more organised manner
  - *“A general sentiment for more organised handouts, possibly a coursebook”*

### 4.4 Commendations

- Reps have reported that students appreciate it when lecturers explain complex concepts skilfully to make them more digestible.
- Reps have reported that students appreciate it when lectures are interactive.
- Reps have reported that students appreciate it when assessments are laid out across the semester rather than during particular pressure points.
- Reps have reported that students appreciate the use of Piazza by teaching staff.

### 5.0 Key Takeaways

- Some reps have reported that students find content difficult when prior knowledge is assumed.
- Some reps have reported that students would appreciate more guidance concerning assessment marking.
- Some reps have reported that students would appreciate it if quizzes could be consistently unmuted for learning purposes.

- Some reps have reported that they would appreciate higher quality lecture recordings.
- Some reps have reported that students would appreciate it if teaching staff could consider how handouts can be arranged in a more organised manner.

### **5.1 Recommendations to Consider**

- Teaching staff should be creative in explaining complex concepts to make them more digestible.
- Teaching staff should continue making lectures interactive.
- Teaching staff should continue laying assessments out across the semester rather than during particular pressure points.
- Teaching staff should continue being engaged with Piazza.
- Teaching staff should consider making content less difficult/more accessible when prior knowledge is assumed.
- Teaching staff should consider providing more guidance about assessment marking.
- Teaching staff should consider unmuting quizzes always for learning purposes.
- Teaching staff should consider how they can provide higher video and audio quality lecture recordings.
- Teaching staff should consider how handouts can be arranged in a more organised manner, perhaps through a coursebook.

# AUSA e-Voice Diary Report: 2022, Semester 1, Week 4 Faculty of Law

Report completed as of 07/04/2022



**AUSA STUDENT VOICE OFFICE**

## 1.0 Aim

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester one of 2022 has gone.

## 1.1 Methodology

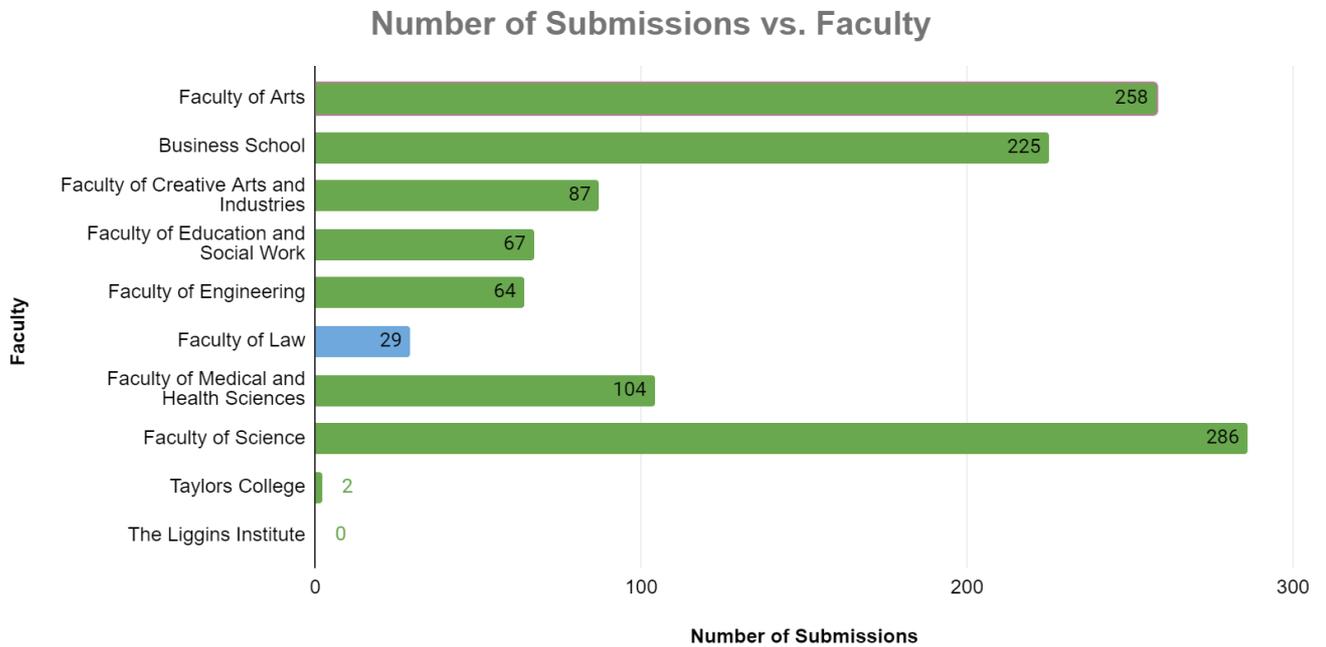
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives this semester via email. Class Representatives are usually given a week to fill out the survey.

## 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 and other implications following from here on forth.

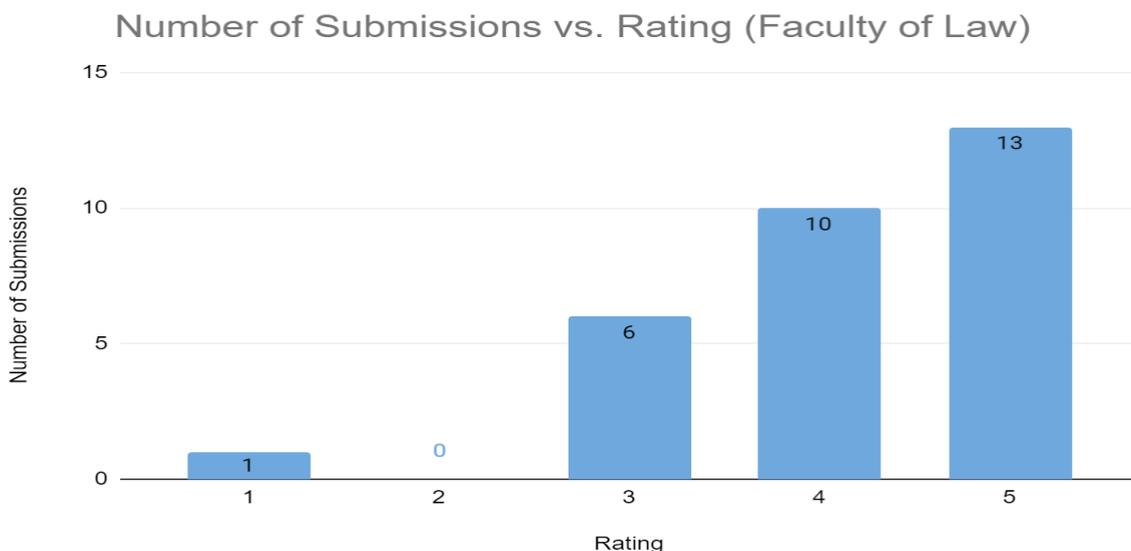
## 2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from the **Faculty of Law** with **30** submissions.

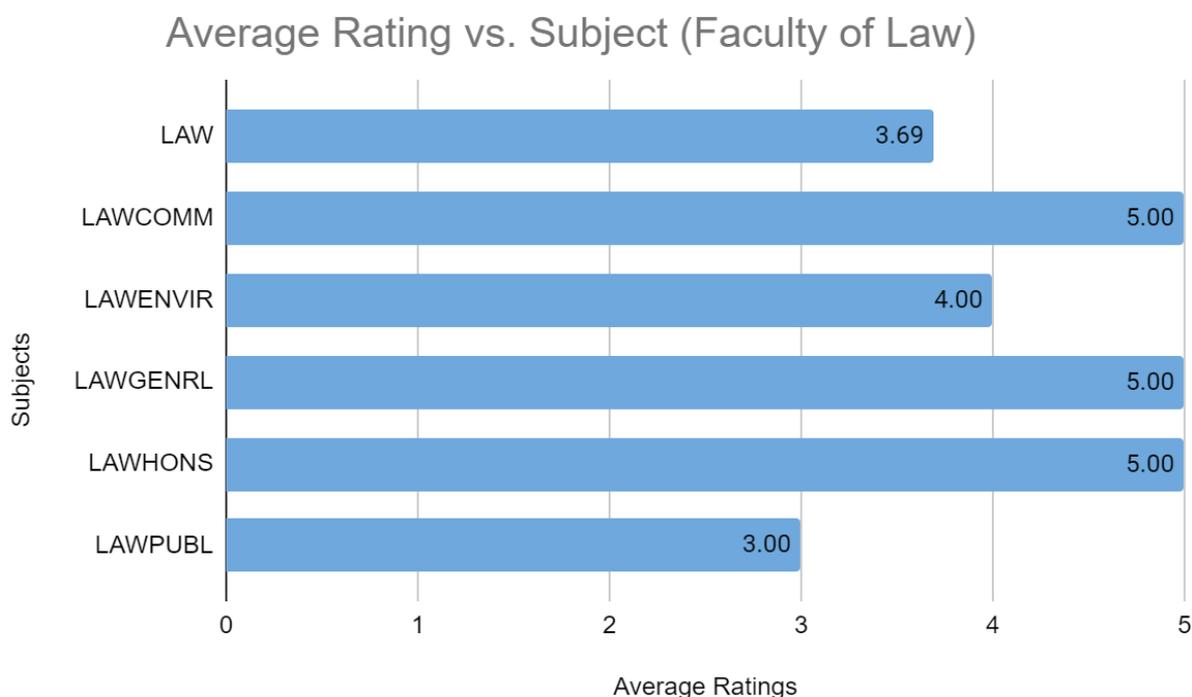


### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Law** during **week eight and week twelve of semester 1, 2022**. 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 **4.13** by the Faculty of Law, we can further breakdown the results to see the variance within the faculty alone as rated by the Class Representatives.



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

- **1** response provided feedback on **an academic complaint**
- **19** responses provided feedback on **course content and structure**
- **0** response provided feedback on **general facilities (i.e. lecture theatres, study spaces, labs etc)**
- **7** responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- **6** responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- **7** responses provided feedback on **assessments**
- **10** responses provided feedback on **online learning**

- 4 responses had **no feedback**

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

- There is quite a bit of positive feedback regarding the teaching staff
  - *“Ron is also a very friendly and encouraging lecturer and takes the time to get to know each student and allows them to feel comfortable to speak up.”*
  - *“They are satisfied with the course content, delivery, and the level of communication and organisation of the course...there is a good balance between 'lecture style' content delivery and class discussion.”*
  - *“John is a great lecturer who gives clear explanations regarding the course content; there haven't been any student complaints regarding John personally.”*
- There is a great deal of positive feedback about arrangement of course
  - *“Students have been enjoying the structure of the course as it has been set out to break down course content and help guide students through the learning process whilst maintaining interaction.”*
  - *“The course content as well is also very interesting as for the course being organized, engaging, workload appropriate and the readings”*
- There are mixed opinions with online learning
  - *“feeling disconnected from everyone else in class because its very isolating”*
  - *“there are mixed emotions about being online, some prefer it and would have preferred the university keep all of semester one online for consistency.”*
  - *“There are some struggles around the online nature, but ones that are to be expected”*

## 4.2 Assessments

- Many courses have expressed confusion relating to the nature and structure of assessments and exams

- *“The only confusion so far has been regarding the upcoming essay and student's would like to see the essay question reworded for greater clarity.”*
- *“There was some confusion about an assignment which has not had details released yet, but these details were scheduled to be released next Monday so that issue is resolve”*

### 4.3 Resources / General Facilities Concerns

- Some courses have commented on the usefulness of Piazza 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.”*
- Some courses have commented on the usefulness of quizzes online
  - *“Students are also enjoying the structure of the quizzes and case studies. Having no time limit allows students to really think about their answers properly and go through lecture material thoroughly before deciding on an answer.”*
  - *“I prefer it to how lectures were recorded/uploaded previously, the option to include quizzes is also a great tool.”*
- Some courses prefer having lecture slides/relevant resources uploaded for the lectures
  - *“Some of the class would prefer the lectures to be uploaded a day or two earlier than the scheduled time”*
  - *“Lecturer seems very reluctant to provide his lecture recordings with visual aids (a powerpoint or following along a lecture outline) despite it being universal practice in the Law faculty and every student we have talked to believes it would be a big improvement.”*
  - *“Can the reading list be uploaded the week than the night before - drip feeding doesn't account for whether.”*

- *“Within the second week of lectures commencing we received concerns from students regarding the lecturer not providing adequate direction of lectures and lack of visual aid e.g powerpoint presentations and summaries of the lecture content.”*
- Some courses have reflected the need for breaks in between long hour lectures or having smaller recordings
  - *“ smaller lecture recordings. One student mentioned they were sick for a week and are now really behind on the course”*
  - *“ The only constructive feedback pertained to ensuring a 10-minute break was catered for in the 2-hour lecture block”*
  - *“Students only preferred a 10-minute break during the 2-hour lectures and having titles on the lecture recording”*
- *Some courses reflected confusion around reading materials*
  - *“there is too many readings for each session and students are a bit shy to ask for extra help.”*
  - *“one comments on just falling really behind in readings and notes and need time between new readings, some find it difficult to concentrate or pay attention because there is a lot of information dumped and that person never knows how much of it is actually important or not”*
  - *“Many students are becoming confused with the online recordings and distinguishing what information is relevant or not. Many have asked if the main objectives can be stated at the beginning of the lecture, so they can base their notes around those objectives”*

## 4.4 Commendations

- There is a great deal of positive feedback about teaching staff.
- There is a great deal of appreciation for how lecturers’ smoothly transitioned to online teaching.

## 5.0 Key Takeaways

- Students in many courses experienced disorientation regarding the nature and structure of assessments.

- Some reps have reflected that students struggle with lockdown while some have concerns about returning to on-campus teaching and learning.
- Students in some courses prefer piazza for online communication.
- Some reps have provided feedback on the usefulness of having slides and relevant resources uploaded prior to lectures.
- Some reps have provided feedback that classes longer than one hour feel very lengthy.
- Some reps have expressed confusion around reading materials.

### 5.1 Recommendations to Consider

- There are calls for academic staff to provide more detailed instructions and guidance for assignments.
- There are calls for the wider university academic staff to provide more support services to students experiencing COVID-19 difficulties concerning their learning.
- Academic staff should provide more direct support by setting up the course Piazza page.
- Academic staff should consider uploading lecture slides and relevant resources before lectures.
- Academic staff should provide appropriate shorter recordings for lectures to cater to online learning.

# AUSA e-Voice Diary Report: 2022, Semester 1, Week 4 Faculty of Medical and Health Sciences

Report completed as of 07/04/2022



AUSA STUDENT VOICE OFFICE

## 1.0 Aim

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester one of 2022 has gone.

## 1.1 Methodology

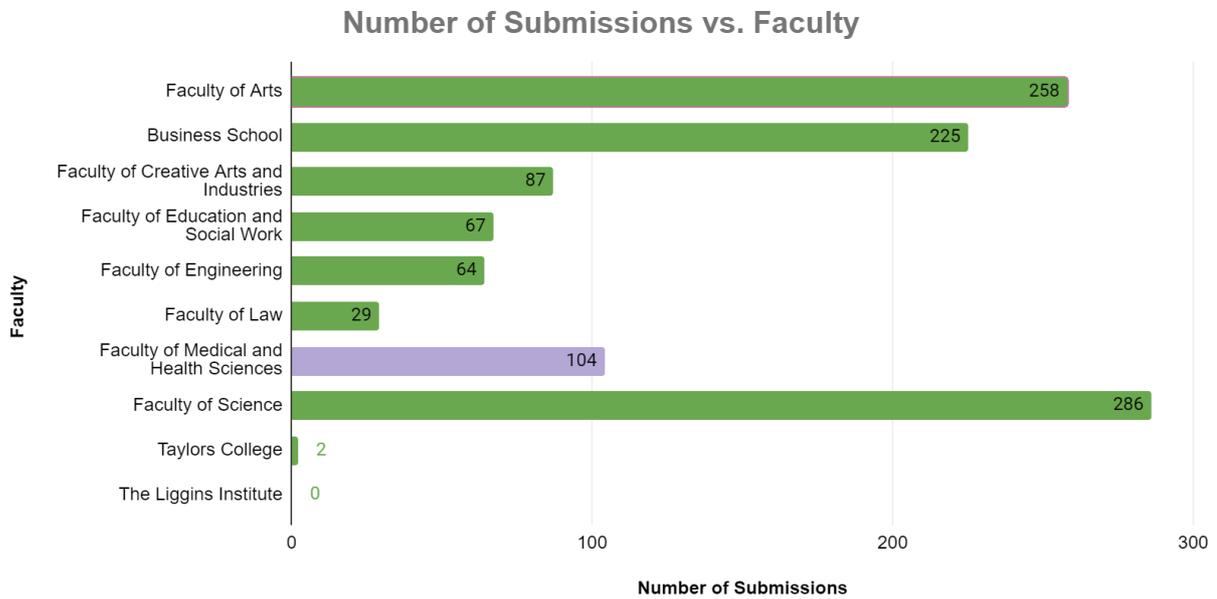
The e-Voice diary is set up using google forms as the surveying platform. The survey was distributed to all registered Class Representatives this semester via email. Class Representatives are usually given a week to fill out the survey.

## 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 and other implications following from here on forth.

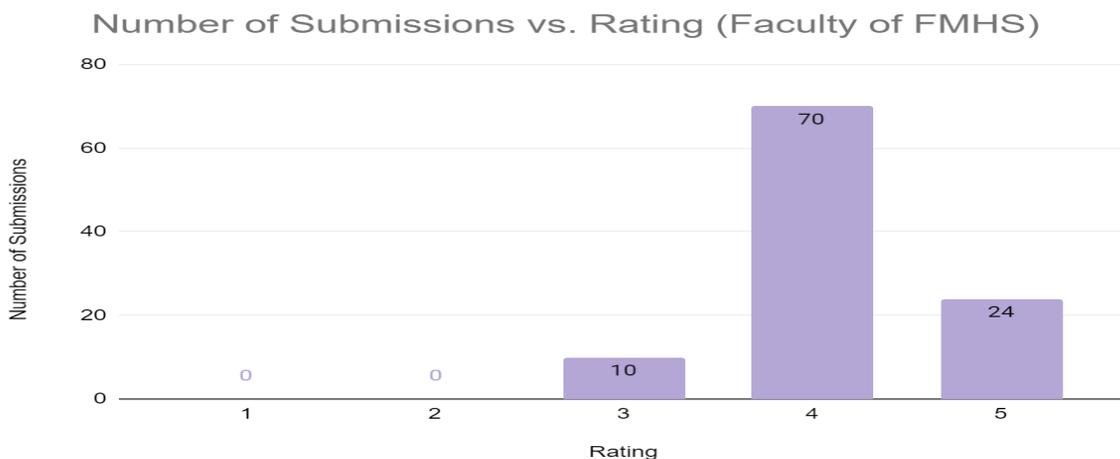
## 2.0 Faculty Contributions

The following information provided details on which faculties took part in the survey and which faculties had the most respondents. The total amount of submissions received for this section is from the **Faculty of Medical and Health Sciences** with **104** submissions.

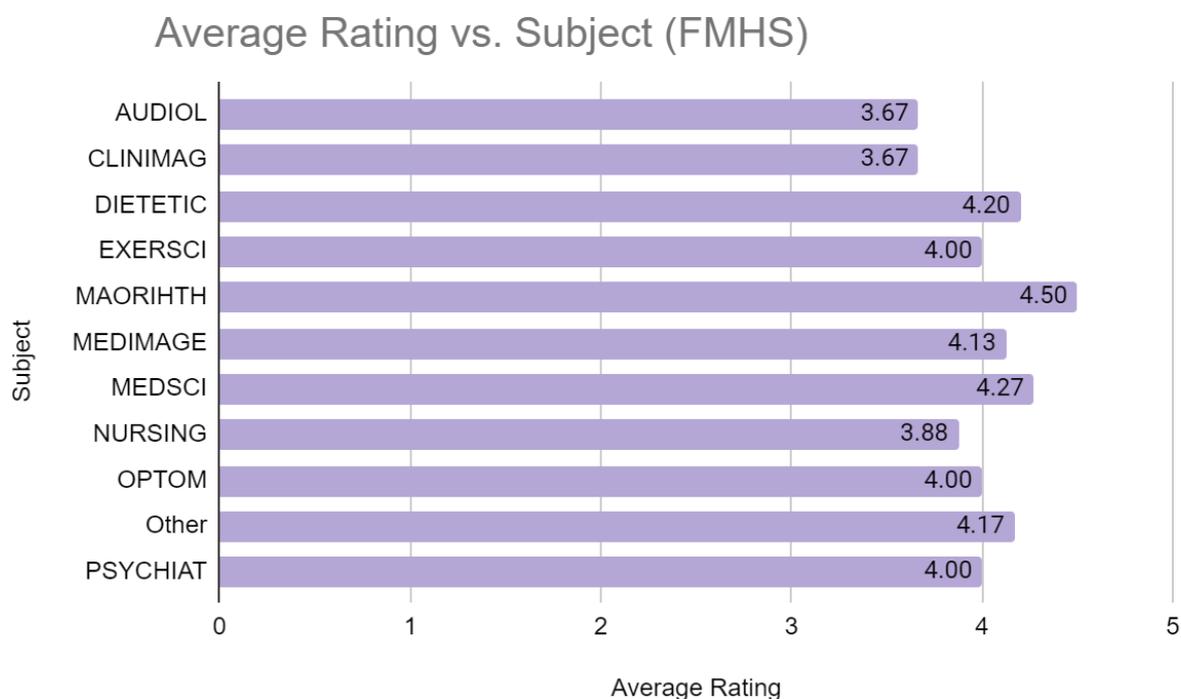


### 3.0 Course Experience

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 1, 2022**. 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 **4.13** 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.



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

- 3 responses provided feedback on **an academic complaint**
- 75 responses provided feedback on **course content and structure**
- 5 responses provided feedback on **general facilities (i.e. lecture theatres, study spaces, labs etc)**
- 28 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**
- 33 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**
- 52 responses provided feedback on **assessments**
- 41 responses provided feedback on **online learning**

- 9 responses had **no feedback**

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

- There is a great deal of positive feedback about teaching staff
  - *“Everyone in the class appreciates Andrew's nuanced use of Zoom; he clearly explained Zoom etiquette such as use of reactions and expectations of video camera use. Andrew pre-releases lecture content at least 12 hours before our Monday class and focuses on using the live lecture to engage with the class through polls and discussion through the chat and use of microphones.”*
  - *“The lecturers are very approachable and respond quickly to students' questions.”*
  - *“The lecturers are very friendly and helpful, and create a good learning environment despite being online”*
- There is a great deal of positive feedback about the arrangement of courses
  - *“Overall this class is highly praised with how it is formatted and how the help and tutorial really shows ways and tips to tackle math problems.”*
  - *“All positive, students are happy with the quality of the content, the structure, the amount of communication for assignments, and the feedback.”*
- There are varied difficulties experienced with online learning
  - *“The switch to online learning has left students feeling the semester is disorganised. Many lecturers are cancelling and shifting lecture times.”*
  - *“In regards to the online learning, students who are new to canvas have made me aware that they feel disadvantaged in comparison to students who are adept at using it. I have informed these students regarding the online help and resources available.”*
  - *“the online learning environment doesn't seem to be ideal for the majority of the cohort. A small number of students have had a few technical difficulties getting into zooms these past few weeks, and many of them are looking forward to getting into in-person learning on campus later this semester.”*

## 4.2 Assessments

- Some reps have expressed their concerns about the need for more clarification and guidance on assessments
  - *“Students feel that there could have been more support for the first assignment given that it was due 14 days after the semester started.”*
  - *“Students want a q&a session before an upcoming assignment.”*
  - *“There's a jump up from last year as we prepare for next year, however, students would like more details on what expected, structure and content of upcoming assignments... eg. talk through researching and then structure and the marking rubric?”*
- Some reps have requested for assignment extensions to be provided because of lockdown and are thankful for the approvals from staff
  - *“She listened to our concerns and responded immediately with several ways to remedy the situation, including giving an extension which was very appreciated by our peers given the stress of the workload in other papers too”*
  - *“Students have also appreciate how approachable and considerate Andrew is, he offered to move a due date because of many people needing extensions for the previous assignment and covid-19 disruption.”*

## 4.3 Resources/General Facilities Concerns

- Some reps have commented on the usefulness of having Piazza for learning
  - *“Students do not like the switch from piazza to discussion boards.”*
  - *“Our course switched from using piazza to using discussion boards, this was a large source of controversy in our cohort and a lot of students are unhappy with this decision.”*
  - *“Our course does not use piazza which was unexpected to many people. We did consult with the course coordinator and have come to the compromise that q&a style tutorials will be held so that students may ask lecturers questions”*
- Some reps mentioned the usefulness of having breaks in between lectures

- *“The lecturer videos are broken in small segments which help students a lot to complete them on time and feel like it allows them to have good breaks in between lecture videos.”*
- *“Having breakout rooms and workshops are helpful in keeping learning interesting and interactive.”*
- Some reps mentioned the usefulness of uploading powerpoint slides/relevant resources before lectures
  - *“Students enjoy this engagement and prefer having the content available before the lecture so that they can come to live sessions with questions and points for discussion.”*

## 4.4 Commendations

- Students are grateful for the support provided by the teaching staff.
- Most of the reps reported that students are happy with the course delivery contents and arrangements.
- Students requested many extensions and appreciated the academic staff for granting their requests.

## 5.0 Key Takeaways

- There are concerns concerning some students struggling with online learning.
- Reps reported insufficient information and guidance surrounding assessments.
- Reps expressed the need for staff to use piazza for effective online communication.
- There are calls for staff to use short breaks between long hour lectures.
- Reps pointed out the need for PowerPoint slides and relevant resources to be uploaded before lectures.

## 5.1 Possible Recommendations to Consider

- Academic staff should continue to provide additional support to students at this challenging time.
- Academic staff should continue to provide more clarification and guidance regarding course assessments.
- Academic staff should consider setting up a piazza page for online learning.
- Academic staff should consider initiating short breaks between long hour lectures.
- Academic staff should consider uploading relevant resources like PowerPoints before lectures.

# **AUSA e-Voice Diary Report: 2022, Semester 1, Week 4 Faculty of Science**

Report completed as of 07/04/2022



**AUSA STUDENT VOICE OFFICE**

## **1.0 Aim**

Every semester, the Student Voice Office at AUSA sends out an online survey to registered Class Representatives to gather information regarding what is going on across the campus and within classroom settings at the University of Auckland. This report outlines the feedback received from Class Representatives about how semester one of 2022 has gone.

## **1.1 Methodology**

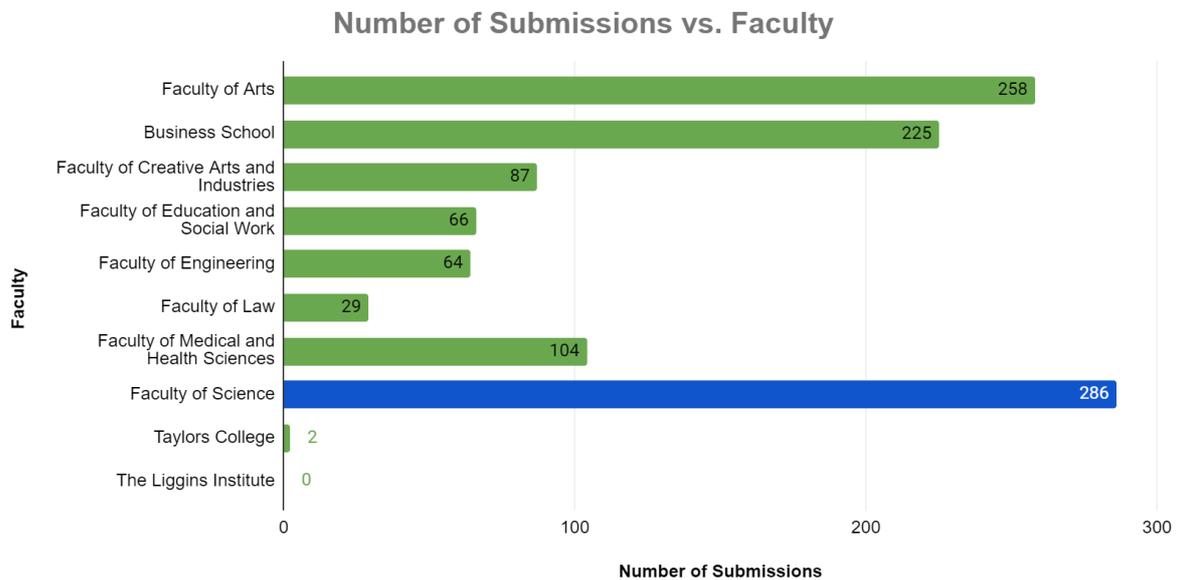
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## **1.2 Introduction**

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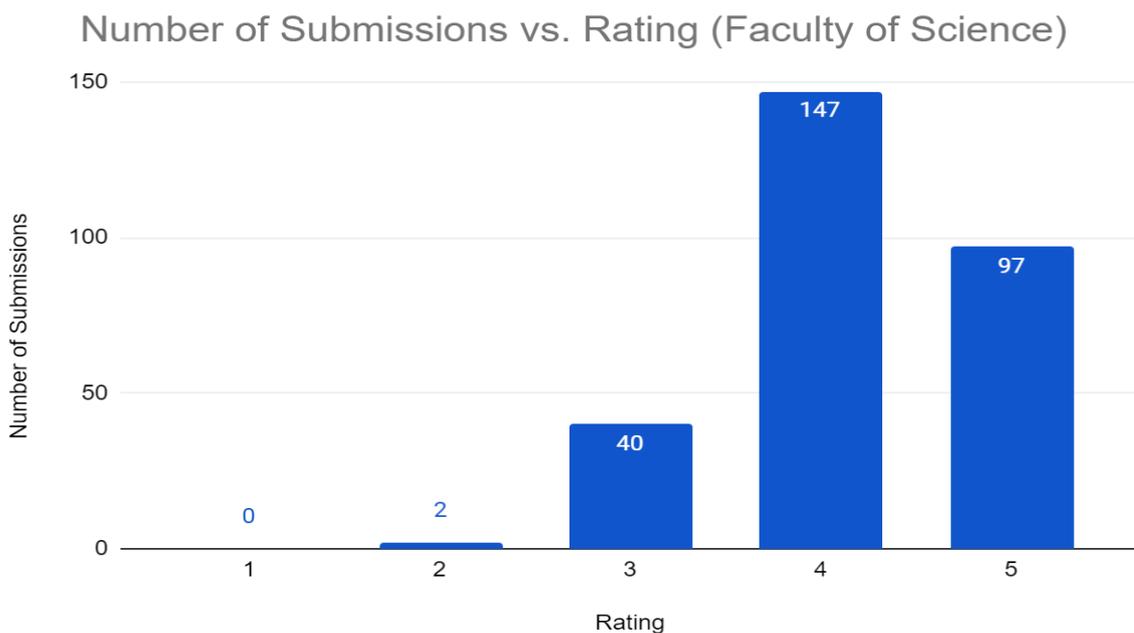
## **2.0 Faculty Contributions**

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 Science** with **286** submissions.

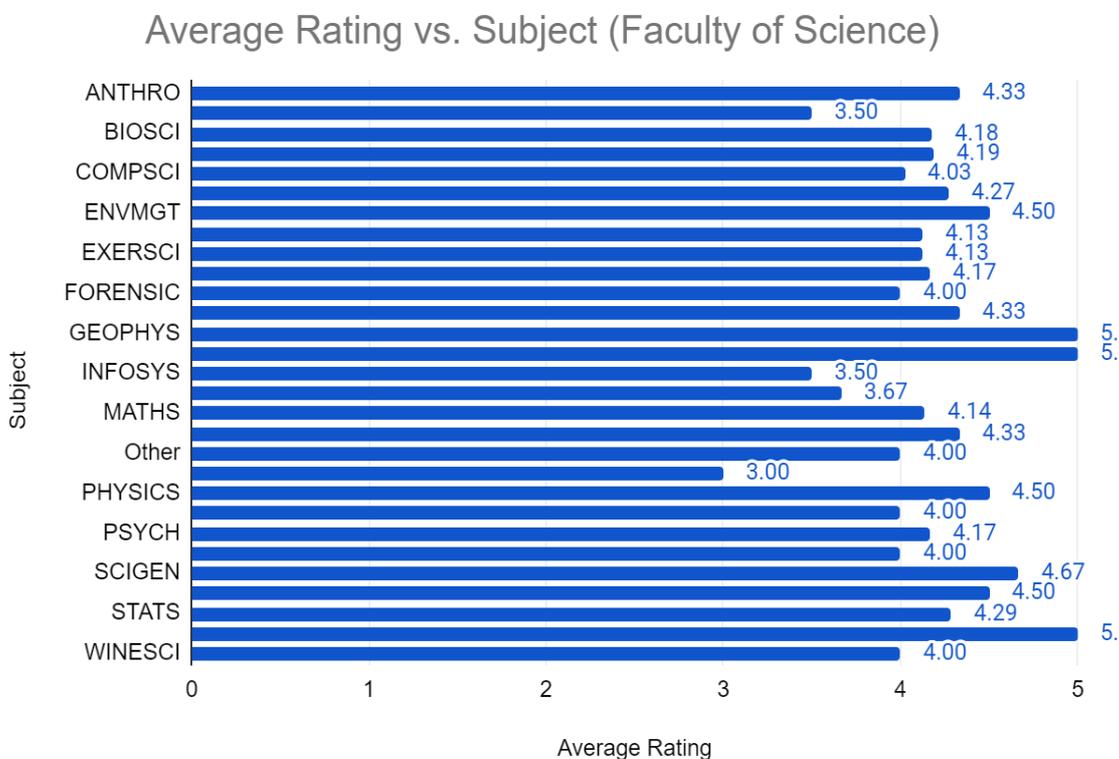


### 3.0 Course Experience

The following information outlines the overall rated experience of the courses provided at the University of Auckland within the **Faculty of Science** during the **first four weeks of Semester 1, 2022**. The Class Representatives were asked to select how they would rate the respective courses they represent, from '1' being 'Poor' to '5' being 'Excellent'.



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



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

- 9 responses provided feedback on **an academic complaint**.
- 188 responses provided feedback on **course content and structure**.
- 18 responses provided feedback on **general facilities (i.e. lecture theatres, study spaces, labs etc)**.
- 78 responses provided feedback on **academic staff (i.e. lecturer, tutors etc)**.
- 44 responses provided feedback on **resources (i.e. projector, microphone, Zoom etc)**.
- 93 responses provided feedback on **assessments**.

- **101** responses provided feedback on **online learning**.
- **15** responses provided feedback on **Panopto**.
- **39** responses had **no feedback**.

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

- There is a lot of positive feedback from reps about the course delivery by teaching staff and course content
  - *“Lots of students love this course. The lecturer and the course content are really good.”*
  - *“Overall a very positive interaction with the course. Students are enjoying the content and the aspects that are found to be challenging are well-explained by the lecturer and can be reconfirmed in the tutorials.”*
  - *“Lecturers are really knowledgeable, are easy to approach and welcome many questions from students. They also give comprehensive answers to cater for more than just the student that answered the question.”*
- There is quite a bit of positive feedback from reps about the teaching staff including praise for their ability to consider feedback and respond to proposed changes by students
  - *“All the concerns/issues raised were addressed by the lecturers and solutions were communicated back to the class as a whole.”*
  - *“Any troubles regarding use of Inspera for assessments, questions about compulsory readings, general classwork etc were quickly resolved with correspondence from lecturers and helpful feedback!”*
  - *“Students are especially happy about the lecturer listening to student feedback during the course and actively making a change about it.”*
- Some reps expressed concern regarding uneven communication between teaching staff and students, including slow response to concerns in platforms such as Piazza
  - *“The students feel that more support could be provided on piazza as some students questions have been left unanswered.”*

- *“Lack of communication between Staff and students through canvas.”*
- Many reps reported that the overall experience of online learning being underwhelming and posing a challenge to connect with the course content
  - *“people are starting to feel that a future of online learning will be detrimental to their mental health. Everyone is curious about the future of Universities - what will they look like in 5 years.”*
  - *“Online learning is hard with this course due to being unable to access microscopes and instead having to look at thin sections on videos.”*
  - *“Online learning has been so frustrating”*

## 4.2 Assessments

- Some reps reported confusion regarding crucial assessment details such as the date, marking criteria, and would like a clear rubric
  - *“The feedback that I received was mainly about how we are being assessed in this class.”*
  - *“More clarification on how to properly solve problems...Having the solutions stay similar may help in understanding the content much better”*
  - *“Only feedback I got was that the course was good, but the marking scheme for the assignments could be more clearly explained. ”*
- Some reps continued to express concern about the increased difficulty of assessments and would appreciate tangible support from the teaching staff including additional office hours
  - *“Students seem to be enjoying the course however i have had a lot of feedback about issues with the assignment and tutors.”*
  - *“However, some students are feeling that there is a lack of information given about the assignments, and not much help available to them. Overall though, students are enjoying the course.”*
  - *“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 that lecture recordings and resources need to be uploaded in a more timely manner
  - *“Firstly, it sometimes takes two days for lectures to upload.”*
  - *“Would like course material to be uploaded earlier (2-3 weeks prior)”*
  - *“Lecturer reported slow recording uploads that led to some recordings upload delays that were chased up by students.”*
  
- Concerning feedback about Panopto, the courses that do use the software have provided mostly positive comments, but some improvements can be made when it comes to close captions
  - *“Panopto has been very effective. It works far better than the software we were using before and it is more user friendly.”*
  - *“Panopto is easy to navigate and the closed captions feature is great.”*
  - *“Very useful, no tech problems thus far. Closed captions is a bit questionable but entertaining more than anything else.”*
  
- A few reps mentioned that students faced technical difficulties during online learning
  - *“Students want more notes on lecture slides as the audio is sometimes really bad and people can't hear what is being said.”*
  - *“Bruce's audio cutting out was a little bit annoying but he has that sorted now”*

## 4.4 Commendations

- Most reps reported that effective and swift action was taken by staff when concerns were raised regarding various aspects of learning.
  
- There is a general deal of positive feedback regarding course content, delivery, and teaching staff.
  
- The teaching staff's adaptability, support, consideration, allocation of additional office hours, resources, and interactive elements provided to students in an online learning environment are noteworthy.

## 5.0 Key Takeaways

- Most reps reported that students praised most courses' contents and structure.
- Several reps expressed considerable admiration for the teaching staff and their ability to engage students in a primarily virtual setting.
- Several reps reported inadequate communication regarding key matters between staff and students.
- A continued lack of clarity and uncertainty on assessment details, including grading criteria, has been reported.
- There is a lack of explanation for complex concepts, and additional resources are needed.
- The destabilising effect of online learning and potential changes in learning environments have negatively shaped student experience and mental health.

## 5.1 Recommendations to Consider

- Academic staff should persist in being considerate of the unsettling effects of online learning and COVID-19 on students learning experience and continue to provide continual support and guidance.
- Academic staff should encourage a healthy level of interactivity according to the needs of the course.
- Academic staff should consider including a clear set of learning outcomes and ways to distribute and access heavy workload in a structured and fair manner.
- Academic staff should be consistent in providing detailed rubrics and instructions about assessments for clarity and certainty.
- Academic staff should consider ways to provide additional support through content, examples, or interactive assistance spaces to ensure key concepts are thoroughly understood.