

AUSA e-Voice Diary Report: 2020, Semester One, Week Eight

Report completed as of 26|05|2020



AUSA STUDENT VOICE OFFICE

1.0 Aim

This report is aimed at summarising the information received from the week eight e-voice diary submissions from Class Representatives, university-wide.

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, whereby Class Representatives were given a week to fill out the survey. **In total, we received 656 responses.**

1.2 Introduction

The report will follow a 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 the key takeaways.

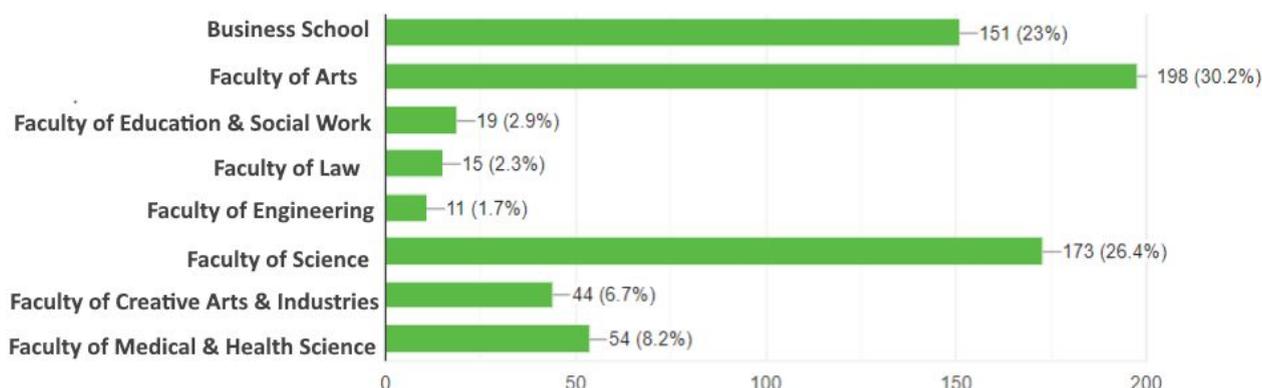
When comparing week eight's e-voice diary entries with week four's e-voice diary entries, we notice that there is a decline in overall responses received, with week eight's e-voice diary entries being **76** responses lesser (down by **0.89%**).

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 **656**.



Faculty (This is the faculty of the course you are representing)



The following statistics are reflective of the graph above, and presented in order from the highest level of respondents to the lowest.

• Faculty of Arts	198	30.2% * 656
• Faculty of Science	173	26.4% * 656
• Business School	151	23% * 656
• Faculty of Medical & Health Science	54	8.2% * 656
• Faculty of Creative Arts & Industries	44	6.7% * 656
• Faculty of Education & Social Work	19	2.9% * 656
• Faculty of Law	15	2.3% * 656
• Faculty of Engineering	11	1.7% * 656

The order of which faculties generate the most amount of responses has remained the same since week four's e-voice diary results.

Much like the information outlined from week four's e-voice diary report; the Faculty of Arts, Business School, and Faculty of Science have generated the highest response rates.

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

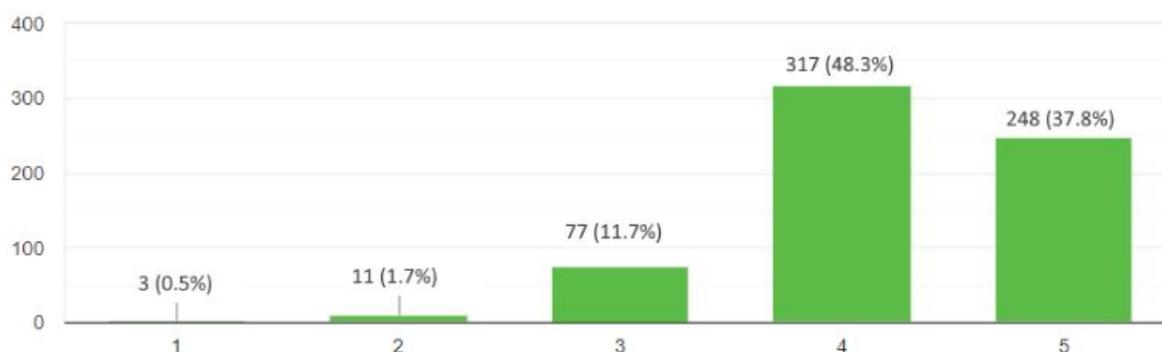
1. There are fewer courses within the faculties.
2. Some class reps may represent an entire cohort; therefore, the number of courses being displayed would be smaller as multiple courses may have one class rep.
3. There is just a general lack of engagement by Class Representatives from these faculties with low response rates. That said, AUSA could conduct enquiries into why that is the case.

3.0 Course Experiences

The following information outlines the overall rated experience of courses provided at the University of Auckland across all faculties up to week eight of semester one, 2020. 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 amount of responses to this question was **656**.



Overall Course Experience



The following statistics are reflective of the graph above but in order from **5 (Excellent)** to **1 (Poor)**:

• 5 (Excellent)	248	37.8%*656
• 4	317	48.3%*656
• 3	77	11.7%*656
• 2	11	1.7%*656
• 1 (Poor)	3	0.5%*656

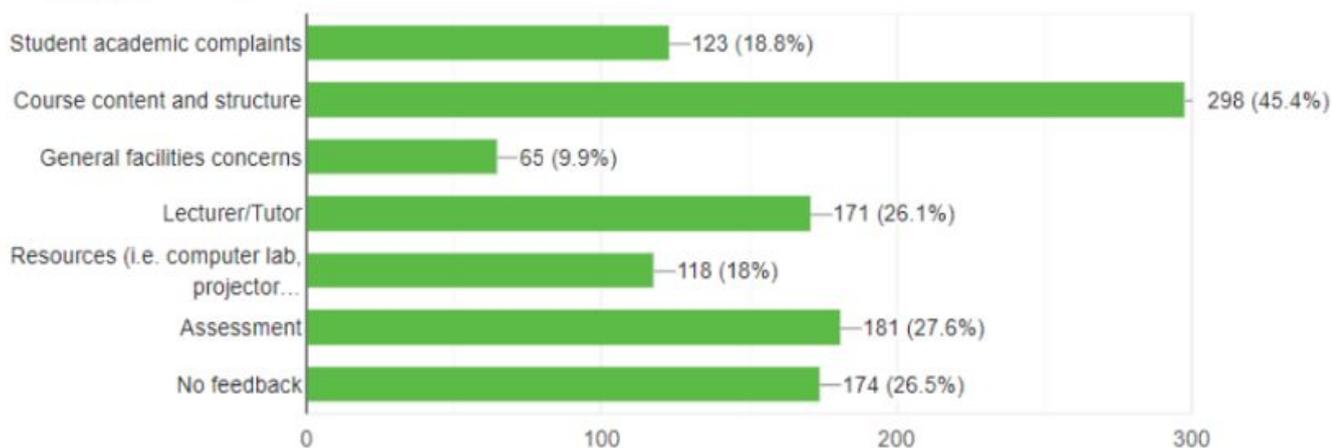
- It can be noted that overall course experiences have been mostly positive up to week eight of semester one, 2020.
- It should be noted that these responses may have limitations—for example, Class Representative's biases.

The following diagram displays what specific area of course experience related feedback students wished to cover. The total amount of responses to this question was **656**.

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



Class Rep Course Experience Feedback is About



The following statistics are reflective of the graph above but in order from the highest level of respondents to the lowest.

• Course Content & Structure	298	45.4%*656
• Assessment	181	27.6%*656
• No feedback	174	26.5%*656
• Lecturer/Tutor	171	26.1%*656
• Student Academic Complaints	123	18.8%*656
• Resources	118	18%*656
• General Facilities Concerns	65	9.9%*656

- The data above outlines that 'Course Content & Structure' is the number one key area of course experience feedback received by Student Voice from Class Representatives (similar to week four's e-voice diary results), encompassing 45.4% of the overall feedback.
- The following two other areas of course experience feedback are, 'assessment' and 'no feedback'.
- The lowest area of course experience feedback relates to general facilities concerns; which is similar to week four's e-voice diary results.

4.0 Expressed Views Regarding Course Experiences Categories

The following section seeks to outline the specific areas of feedback provided under each 'Course Experience' category that was outlined in the previous section, 3.1.

It should be noted that some sections were noticeably intertwined when it came to analysing responses made. Therefore, some sections will share one subheading with others. Each subheading will outline what the standard feedback information was, as well as present individual quotes directly from class representatives.

The total amount of responses generated in this section was in total, **656**.

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

- **Students have expressed general concerns surrounding their workloads being overwhelming during this remote learning period.**
 - *"Students think there is a lot of coursework and are finding it overwhelming during COVID times."*
 - *"Our perusalls are too long and take up too much time. They are the equivalent of over 100 pages of reading due each week and we need to take notes on them too as they are the only course content we receive. All students I've spoken to are struggling to keep up with the course load and lecturers have expressed concern that there are too many too."*
 - *"The time of Covid-19 has created a huge amount of stress for many students and are feeling like they are not enjoying the course because of the amount of content that has been taught over the last couple weeks, and many are feeling overwhelmed."*
 - *"So much has been taught recently and it has become too much, and many students feel like they are less motivated because of how much time the course takes up, and find themselves prioritising the course over other courses because there has been so much content."*
 - *"Overall, the course is good but because of covid-19 we need to work at home and I feel like the content of the course remains the same as previous year this cause overwhelming in this course and the grading of assignments are a bit too harsh."*
 - *"Some people are finding the workload overwhelming especially because this is a busy time for students regarding all courses. "I'm finding it somewhat difficult to keep up with assessments, as this is the most intense part of the semester for many courses."*
 - *"There are a lot of negatives on overwhelming workload (from this course) and vague criteria to assessment. As a conjoint student, I can relate as I feel like there is a lot of cognitive and workload from just this course and because of that it can be difficult to organise and set priorities."*

- **Students have expressed a continuous lack of motivation towards their learning during this remote learning period.**

- *“Nothing pressing in regards to the course in particular, however students have been losing motivation in keeping up with material during the lockdown.”*
- *“I am hearing anecdotal cases of people losing motivation to study. While I am not sure of the effect this has had on grades or overall mental health, I feel it is something important to let you know about at this stage.”*
- *“There is generally a lack of motivation across students in the school, but the course has done a good job of keeping lectures short and slightly more engaging.”*
- *“Some students have been finding trouble balancing all the work from all their classes and also the motivation to keep up with their recordings.”*
- *“Within the current distance-learning environment, with difficulty to find motivation, it has been fairly stressful.”*
- *“The most common point of issue is motivation. A lot of students commented that they are either struggling to manage their time, stay focused, or struggling to adapt to learning in a style which is not ideal for them.”*

4.2 Assessments

- **Students have expressed some general sense of difficulty with being to stay up-to-date with assessment deadlines and requirements during remote learning.**

- *“It is definitely more difficult to manage the deadlines, so every possible extension even by a couple of days makes much difference.”*
- *“Other issues come with the due dates of assessments. Over the past 2 weeks, many of the students have had on average one deadline per day over the 2 weeks which was extremely stressful and it was often felt like lecturers were not willing to help out in that sense.”*
- *“Some students have expressed confusion on how much the assessments are worth given the circumstances.”*
- *“Working out how to do assessments now has been hard but students appreciate it can be hard and for what it is worth there are only very small problems with them so far.”*
- *“More information needs to be given around the time of assignments and tests in the form of emails or tutorial zoom calls.”*
- *“We feel the class content is a little demanding and many of our assignments are due at the same time.”*

- *“Lots of anxiety surrounding the unknown leading up to remote submission of final exams and assessments in the coming weeks.”*

4.3 Resources / General Facilities Concerns

- **There have been many raised concerns among students about the inability to attend labs, tutorials and undertake practicums.**
 - *“We have had a few comments about how tedious some of the labs have been because of the way they have had to transition online (instead of being able to look at and hold the samples, we had a lot of pictures and given info instead which meant a lot of copying from one place to another) and people are missing the social aspect of these labs as they are made for you to be able to discuss with small groups.”*
 - *“Many students are still unsure about the possibility of entering workshops and labs on the campus to carry out their research projects. This issue is probably a collective problem concerning all faculties at the university.”*
 - *“There were several requests that Zoom tutorials be implemented for this class, rather than just office hours/drop-in sessions. Whether or not this is to connect with other students or with other students with the tutor there is unclear.”*
 - *“Many students believe the potential online Practicum Experience won’t replicate the hands-on application of the skills we would receive on Practicum, and therefore they won’t be getting the same return on their investment (e.g. paid from an in-person Practicum Experience and are instead getting a PowerPoint presentation or an online activity book to work through.”*
 - *“Students only had one practicum in the first semester and feel that the activities which are going to replace the practicum experience set by the university will not be equivalent/do justice to that experience.”*

5.0 Key Takeaways

This report has outlined the general information Class Representatives of the University of Auckland have provided regarding how the semester one of 2020 has been up until week eight of the university calendar.

The following listed notes are some key takeaway information that should be considered from the entirety of this report.

- For the most part, students are satisfied with the University of Auckland’s overall response to the remote learning environment.

- Students continue to call upon the university and academic staff to have compassion towards, and to be considerate of, assessment and course content, marking, deadlines, and the general learning environment students are currently in.
- Many students are hoping that the university takes into consideration the earliest possible time to once again commence on campus learning for courses that have practical components to them, such as, labs and practicums.

6.0 Commendations

Aside from all the general concerns listed earlier, for the most part, many Class Representatives and other students have expressed their gratitude and encouragement towards the university, academic staff, and AUSA so far for semester one of 2020.

- *“Everyone understands that UoA has done its best and that we’re all learning in this new environment. Information flow and UoA’s rapid response to convert everything online has been impressive.”*
- *“Students are very happy about grades being scaled up, they think it was very generous of the university and wanted to thank AUSA and everyone else who made it happen. Thanks!!”*
- *“The professor has taken every feedback from students into consideration. This is very much appreciated and students feel less stressed and that the professor (and the university) truly care about their wellbeing.”*
- *“My experience as a class representative is amazing. I am very glad that I got this opportunity to help people and learn new things. Also, the AUSA is very helpful and cooperative during this time when the university is closed due to the Covid19 situation.”*
- *“There has been a general feeling of satisfaction with how the university and course have adapted to the changes and made allowances for the complexities of home lives, re extensions and submissions.”*
- *“Speaking and paraphrasing on behalf of the cohort, “WE LOVE YOU AUSA. THANK YOU SO MUCH FOR MAKING THOSE CHANGES WHICH HAVE GREATLY IMPACTED ALL OF US. STAY SAFE, YOU GUYS ARE LEGENDS”.”*