

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

Report completed as of 08|07|2020



AUSA STUDENT VOICE OFFICE

1.0 Aim

This report is aimed at summarising the information received from the week twelve 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 452 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.

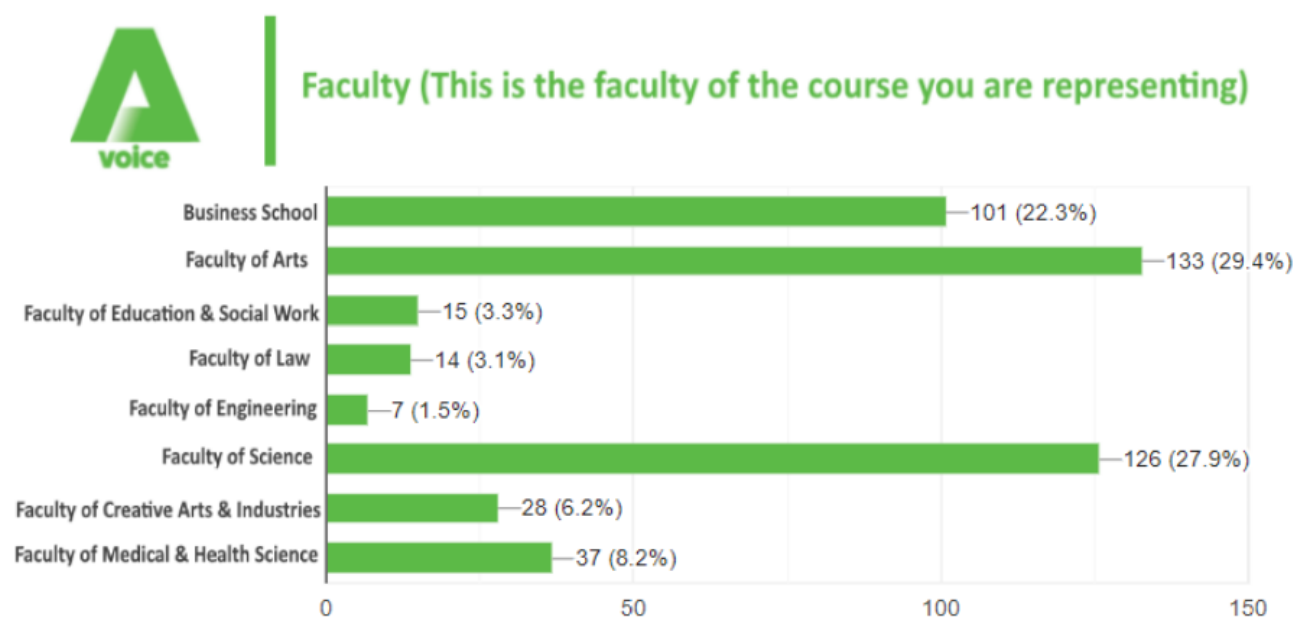
When comparing week twelve's e-voice diary entries with week four's and eight's e-voice diary entries, we notice that there is a decline in overall responses received.

When comparing with week eight's e-voice diary at 656 responses, we notice that week twelve's responses are **204 (68.9%)** lower in comparison.

When comparing with week four's e-voice diary responses at 732 responses, we notice that week twelve's responses are **280 (61.7%)** lower in comparison.

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 **452**.



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 | 133 | 29.4% * 452
- Faculty of Science | 126 | 27.9% * 452
- Business School | 101 | 22.3% * 452
- Faculty of Medical & Health Science | 37 | 8.2% * 452
- Faculty of Creative Arts & Industries | 28 | 6.2% * 452
- Faculty of Education & Social Work | 15 | 3.3% * 452
- Faculty of Law | 14 | 3.1% * 452
- Faculty of Engineering | 7 | 1.5% * 452

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 and eight's e-voice diary report; the Faculty of Arts, Faculty of Science, and Business School 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.

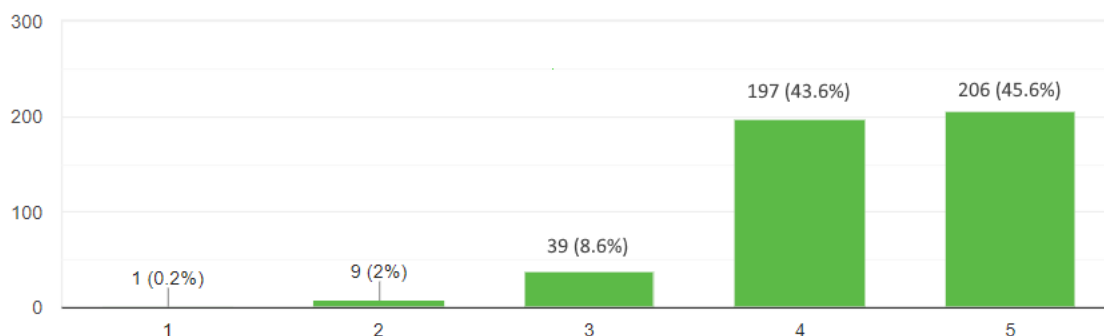
2. Some class reps may represent an entire cohort; therefore, the number of courses being displayed would be smaller as multiple courses may have one class rep.
3. There is just a general lack of engagement by Class Representatives from these faculties with low response rates. That said, AUSA could conduct 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 twelve 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 452.



Overall Course Experience



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

- | | | |
|-----------------|-----|-------------|
| • 5 (Excellent) | 206 | 45.6% * 452 |
| • 4 | 197 | 43.6% * 452 |
| • 3 | 39 | 8.6% * 452 |
| • 2 | 9 | 2% * 452 |
| • 1 (Poor) | 1 | 0.2% * 452 |
- It can be noted that overall course experiences have been mostly positive up to week twelve of semester one.

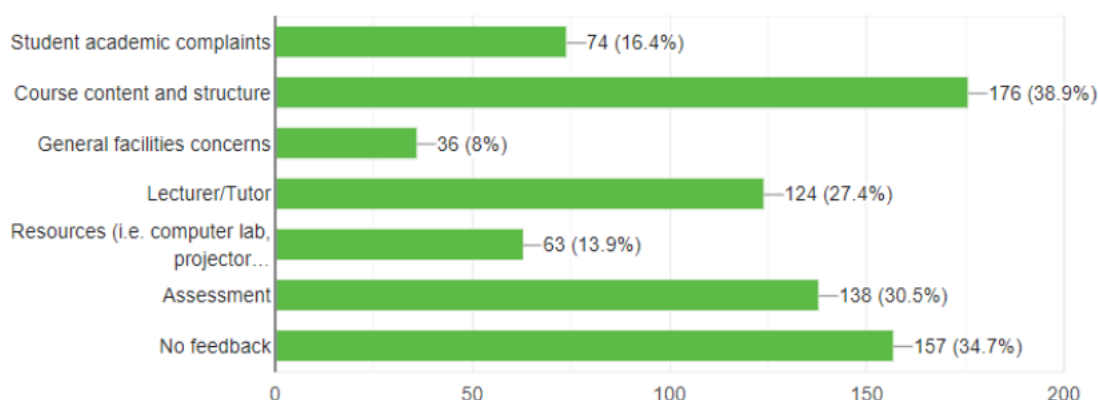
- It should be noted that these responses may have limitations—for example, Class Representative's biases.

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 452.

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 | 176 | 38.9% * 452 |
| • No feedback | 157 | 34.7% * 452 |
| • Assessment | 138 | 30.5% * 452 |
| • Lecturer/Tutor | 124 | 27.4% * 452 |
| • Student Academic Complaints | 74 | 16.4% * 452 |
| • Resources | 63 | 13.9% * 452 |
| • General Facilities Concerns | 36 | 8% * 452 |

- 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.

- The other two following areas of course experience feedback are in relation to, 'no feedback' and 'assessment'.
- The lowest area of course experience feedback relates to 'general facilities' concerns; which is similar to week four's and eight'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, **452**.

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

- For the most part, students have provided positive feedback regarding their academic staff, leading up to final assessments. (Positive info about academic stuff)
 - *"The course lecturer and its tutors have been at help all this time. Students have had positive feedback it has gone very well looking at the constraint caused due to the epidemic."*
 - *"The course has been very informative and has lived up to the description. Even though there has been constraint, the teaching team have been very approachable and answer our questions duly."*
 - *"I will begin with some comments from our survey; one student said that our lecturer was "an incredible professor" who "managed the transition to online [teaching] well and went "out of her way to share kindness with students.""*
 - *"The general feeling around the students is appreciation for all of the work lectures has implemented into the course and a little bit of anxiety towards the upcoming final assessment."*
 - *"I really think that the small acts of warmth and kindness become so much more important when we are isolated, so the little supportive things were appreciated."*

- **Students have expressed positive feedback with the structure of online learning opportunities.**
 - *“Students have expressed that having live weekly tutorials on Zoom have aided them in staying on track with the course and course material.”*
 - *“The short lectures recordings are very helpful because they allow us to time to absorb the content and I like how it is separated by the sub-topics. The examples they provide on how to apply the content is very helpful in assisting/enhancing our learning.”*
 - *“I have received positive feedback on the take-home test structure - they think there was a sufficiently broad range of questions and they really enjoyed the opportunity to write in a less formal, journalistic style - “creative freedom” as one student put it.”*
 - *“The feedback has felt that the tests have been very fair and useful and have not been too much with everything else going on.”*
 - *“There has been significantly more positive feedback in the last few weeks. The amount of content has gone down and the lack of exam has taken off a lot of pressure for students.”*

4.2 Assessments

- **Students have just continued to express concern regarding overall content loads received during the lockdown.**
 - *“The course was too overwhelming and the coursework is too overloaded by doing extra work that’s not useful.”*
 - *“By having tonnes of assignments overloaded at the end of this semester, students have requested a few extensions to the reasonable date with approval. Although it was difficult to work at home without some software programme supports on the university computers, alternatives have been suggested by the lecturers and tutors to assist with assignment completion.”*
 - *“I have not managed to make the time to involve myself in the other non-assessed course work, and I suspect for students looking to prioritise their time, this will generally be the case. I would not choose for the class to be organized in this way.”*
 - *“The whole paper focuses too much on students' own critical thinking and individual learning, quite different from traditional learning. It is very hard for students to understand and to get a decent grade for this paper, especially through remote learning.”*

4.3 Resources / General Facilities Concerns

- No common responses to report one. All concerns were mostly individualistic and subjective to respective courses.

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 twelve of the university calendar.

The following listed notes are some key takeaways from this report.

- Students have been mostly satisfied with the university's response to the lockdown situation posed by COVID-19, for semester one.
- Students have been mostly pleased with academic staffs' responses to remote learning, catering well for their students to the best of their abilities.
- Students would appreciate for the university to reflect upon the lessons learnt from remote learning, especially considering the possibilities posed by positive outcomes from the remote learning experience.
- Students have continued to request for the university to be considerate of workloads handed out to students during the semester.

6.0 Commendations

As mentioned 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.

- *"Thank you AUSA. I had the most interesting experience being a class rep in such a weird and stressful time, but it was very rewarding role and I was touched by all the hard work you put in to hear our voices."*
- *"Feel well looked after and confident in my studies. Thanks!"*
- *"Overall, it has been an incredible semester and my class are so grateful to the faculty for facilitating such uplifting classes during these trying times. Thank you."*
- *"I wish to thank the lecturer and the tutor for their organization and communication in this uncertain time."*

- *“Thank you so much, to the lecturers for putting in the work for a very difficult circumstance.”*
- *“Our class is really grateful for how our lecturer has adapted to online learning as well as taking all of our feedback on board and answering questions quickly. Many students have commented on the improvement of the course as we went on thanks to this.”*
- *“The students are very appreciative of the hard work put in by the staff (lecturers, course coordinators, etc) and especially towards the lab report markers, who are students themselves.”*
- *“The University of Auckland has increased, resulting in students feeling less anxious.”*