



Graduate Student Association  
**Submission to University of  
Melbourne's Semester 1 2020  
Assessment Review**

Prepared by GSA President and Staff  
July 2020

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# Executive summary

## GSA aims and objectives

The Graduate Student Association (GSA) is the independent representative organisation for all graduate coursework and research students at the University of Melbourne (UoM).

We are led by an elected Council of 15 graduate students, and on behalf of over 30,000 constituents represent graduate student interests to the University and wider community. Additionally, we provide facilities and services, deliver events and activities to promote graduate student community and academic excellence, and support 149 affiliated graduate student groups.

GSA's vision is for inclusive, empowered graduate student communities that achieve meaningful and holistic university experiences. Our objectives are to achieve and support representation, academic support, transition to work, engaged and healthy communities, and organisational sustainability for graduates at the University of Melbourne.

## Information used in preparation of this report

GSA welcomes the opportunity to provide feedback on Semester 1's 2020 wholly online assessment period from the perspective of graduate students. Over the last 16 weeks, GSA has been liaising with our graduate community, discussing a range of issues and concerns that have impacted their learning including their experience in relation to online assessments undertaken during the COVID-19 pandemic.

We have collated these concerns, issues and recommendations using emails, our GSA HELP phone line, forums, focus groups and proactive advocacy undertaken by our graduate representatives and staff. We have organised our findings around the topics being investigated by the review.

With much of the information communicated to GSA from graduates being qualitative in nature, we conducted a short survey last week around the areas covered by the review. This short survey, despite being a relatively small study, affirms the qualitative, anecdotal experiences students have communicated with GSA over the assessment period. We have attached these results as an additional report at the end (Appendix A).

## Overview of findings

Overall, many issues faced across the different areas of investigation related to a lack of adequate communication with students. Where communication took place it came too late, from unexpected sources, and at times lacked empathy or an acknowledgment of the wellbeing issues being faced by students. Students often didn't know where to look for information or when to expect updates, and many changes to assessments and course delivery occurred too close to the assessments taking place.

Students generally reported to GSA that there was very little technological support by way of training available to assist students in taking online assessments, and this was a common sentiment across the teaching period as well.

We found that student experiences with online assessment varied between different courses and graduate schools which could potentially be aided by better support for teaching and learning staff or revised assessment standards applicable across different learning areas.

# Technical operations

## Access to technology

Moving to an online learning platform, while necessitated by the pandemic, was based on the assumption that graduate students were equipped with reliable computers and internet access to support online learning, which was not true in many cases.

The effect of these issues was experienced to a greater extent by students who face levels of socio-economic disadvantage. In particular the issues they faced were related to outdated & slower technology (slow computer or lagging internet connection), which ultimately impacted their online assessments.

While students could apply for funds to purchase technology through the Emergency Support Fund, approval times are slow. GSA has received feedback that some students who applied for funding in April 2020 have still not received an outcome from the application process, even though the semester and final assessment period has now ended.

- For some students, lack of access to internet is a geographical (rather than a financial issue). Many students have returned to their families in rural areas or overseas, where their internet access may be unreliable or extremely slow. Many students overseas who could not return back to Australia have had financial hardships and unable to gain access to technology in a timely manner.

## Recommendation

That Emergency Support Fund applications are expedited so students do not enter Semester Two without an application outcome and access to proper technology.

## Online exam software

- The University issued advice to teaching staff against using remote proctoring services. As the University was not supporting use of remote

proctoring services, there was a policy and information gap for courses which used them.

- Remote proctoring services were used to deliver online exams for medical students. Following this announcement, GSA received complaints from students, particularly concerning bathroom breaks and privacy issues in installing the software.
- Some students were not sufficiently aware of how the software would work prior to the exam.

### Case study

*"There should have been more information about the timing aspect of the Cadmus system. Many students thought the exam would time-out at the selected finish time, however, it didn't and some students received late penalties for submission."*

(MDHS student, received via assessments survey)

### Recommendation

That the University of Melbourne ensures all relevant graduate schools proactively consult with students on proctoring services implemented in Semester 1 and ensure that the policy and procedures for Semester 2 incorporate recommendations from student experiences.

# Procedures

## Policy and communication

We found there to be a lot of confusion surrounding delivery, assessment and other course changes which had a profound impact on students' mental health and wellbeing. Many announcements were sent with insufficient policies to support the decisions that were made, there were rapid changes of procedures for assessments, and no timely and effective communication process followed.

## Case study

Medical students reported to GSA that they were not permitted bathroom breaks during their examinations. GSA found there to be widespread confusion and anxiety surrounding changes such as these to MDHS examinations.

*"No bathroom breaks is a huge issue. This should not be allowed because students cannot control their need to go or not and should not be penalised."* (MDHS student, received via assessments survey).

Another issue reported in MDHS, was the inconsistent and lack of timely communication. Students reported to GSA that the Head of the Department of Medical Education advised that if a student needed to attend campus to complete an online exam (e.g. due to lack of technology or private study space), they can arrange to do so through their subject coordinator. However, this information was not made available to graduates in a timely manner creating stress and anxiety for students. GSA distributed this information to our MDHS student representatives, who informed us that this information was not advertised in their exam information emails.

## Case study

*"My house is next door to a mental institution, where the residents spend a lot of time outside in the space between our buildings and are very loud and distracting. With the lockdown restrictions, I wasn't able to go anywhere else to take the exam. Had I known that alternative exam protocols were available, I would have applied*

*for them. But there was nothing mentioned of these in any of the emails sent about the exams.” (MDHS student, received via assessments survey)*

### Recommendation

Acknowledge the impact of the pandemic on students’ mental health and wellbeing. Policies and procedures should be prudently developed and well thought through with student input. There should be a concerted effort to ensure there are proper communication strategies in place for announcing any changes, as well as any support the University of Melbourne is providing students.

### Lack of student consultation

GSA acknowledges that the rapid transition to online course delivery was a learning curve for the University of Melbourne necessitated by the pandemic and associated government restrictions. We are concerned about the number of unilateral decisions made with limited policy, procedural support or student input. For example, the Scholarly and Digital Capabilities Working Group, which includes graduate student representation, has not met in 2020 so far. This was a missed opportunity for student input into the University’s online learning strategies.

### Recommendation

Improved student consultation and engagement on decisions to prevent issues like those experienced in Semester 1 from re-emerging in Semester 2, particularly in relation to the development of policy and procedure.

# Communications

## Insufficient communication

Generally, the main recurring issue across the University of Melbourne in relation to online assessment was a lack of adequate communication to students about important assessment information in a timely manner.

### Case study

*"Lecturers seemed to be playing a game of "guess the exam format" with students right up until SWOT Vac.. no information was given about exam type or what to expect. Students were expected to fend for themselves in navigating this whole new assessment system."* (Engineering student, received via assessments survey)

The flow on issue in relation to the last-minute communication meant there was no time for students to digest the information and ask questions. There was also a lack of clarity on how students could obtain further information.

### Case study

*"What communication? We found out our classes started via email 15 minutes after the fact! Also was not available on canvas and we were told not to email other staff about these issues but also had no idea who the unit coordinator was beforehand to ask questions."* (MDHS student, received via assessments survey)

During the exam, the updates on assessment procedure or policies may not have been seen by students:

### Case study

*"Another difficulty during the exam was that we had a question that was incorrect. The subject coordinator sent an email during the exam telling us to ignore this question. Many students did not see this email."* (MDHS student, received via assessments survey)

## Recommendation

Communication strategies should be developed with clear messaging, timelines, clear responsibilities and should ensure students are involved in the evaluation of communication strategies following their implementation.

## Method of communication

Currently there are no clear pathways for information dissemination or navigation pathway for students to understand where they can seek information. Students did not always know where to expect communications to be delivered from. This could result in students missing important information about their subjects.

## Case study

*"There was some confusion with new due dates and many emails from various lecturers and subject coordinators which made the submission hard to follow at times."* (Education student, received via assessments survey)

The flow on impact of disorganization also plagued course content:

## Case study

*"There was a spectrum of how well different courses adapted to online learning. Some courses felt like they were developed to be delivered online (even though they weren't) others had content spread all over the LMS and it was difficult to be sure you have found and covered all of the work required each week."* (Science student, received via assessments survey)

Overall, students' lives have been disrupted by Covid-19 in a myriad of ways. Communication from the University its staff should take the following into consideration:

- a) Procedures should be designed and communicated taking into account the emotional health and wellbeing needs of students.
- b) Empathy should be consistently shown and communicated by graduate schools and faculties; some have done well while others have demonstrated very little concern for student wellbeing.

### Recommendation

Students should be informed on from where, how and when they can expect communication to come to ensure the anxiety and stress of students can be managed in relation to online assessment.

# Training and support

## Technical proficiency of teaching staff

Some teaching staff have had difficulties adapting to technology, which has led to negative impacts on student learning experiences. This has been communicated by staff to students throughout various graduate schools.

### Case study

*"Presenters unsure how to use software and not testing to see if things work before using them for teaching. Overuse of breakout rooms on zoom with no instructions before separation leaving long bouts of wasted time."* (MDHS student, received via assessments survey)

### Recommendation

Ensure teaching staff are provided extensive support to improve their proficiency and adaption to technology.

## Support for students

Training support has not been offered to students in the transition to online learning. If support has been offered, it has not been sufficiently communicated and there has been no single point of contact for students to access this information.

GSA has provided some information and advice to students through our exam support webinars. This information should be promoted and easily accessible for students beyond GSA's networks.

### Case study

*"I did not receive any training to move to online learning, using technology, or software I was just expected to figure it out."* (MDHS student, received via assessments survey)

## Recommendation

*Ensure students are provided appropriate support to improve their proficiency and adaption to technology for online learning and assessment.*

# Academic integrity

## Framing of students as cheaters

GSA fundamentally believes in the importance of academic integrity. However, policies and procedures on academic misconduct are set up with the assumption that students are intending to cheat the system. We know that graduate students value their learning experiences. The vast majority of students do not engage in cheating behaviour.

Punitive measures (such as restricting bathroom breaks) to target cheating are therefore not an appropriate strategy. Instead, assessments should be designed in a way to minimise the likelihood of cheating.

### Recommendation

*Ensure the academic integrity principles are developed keeping the best interest of the students and protect the quality and value placed on the learning outcomes and experiences.*

## Issues in misconduct hearings

GSA liaises with faculty administrators to provide trained graduate students to sit on misconduct panels. We have experienced a recent upsurge in misconduct hearing requests for students accused of academic integrity breaches in Semester 1 assessments.

Concerningly, some trained representatives have recently reported unprofessional behaviour (such as reprimanding students accused of misconduct) from other panellists in these hearings.

### Recommendation

Conduct a review of misconduct hearings related to Semester 1 assessments and address systemic issues related to processes for dealing with academic misconduct.

# Quality assurance

## Recycled content

Some subjects have recycled lecture content from previous years with no updates.

### Case study

*"After going fully virtual, some lecturers and tutors took it as the opportunity to completely shirk off their teaching duties and just upload past lecture recordings or even replace tutorials with pathetic discussion boards!"* (Engineering student, received via assessments survey).

Interactive learning activities such as tutorials have not been adapted to an online format for some subjects (as highlighted in above case study).

Some students have also complained about the quality of online materials.

### Case study

*"Outdated lectures and learning materials, some material seemed redundant and like it was thrown in to fill up the curriculum last minute. The quality of learning was nowhere near what it would've been had we been in the classrooms. We were provided YouTube videos and e-learning modules from other institutions to replace face to face learning I understand that the professors were blindsided by this and they did their best but unfortunately their best was not good enough. I do not feel like I learned much of anything at all this first semester."* (MDHS student, received via assessments survey)

## Recommendation

Teaching staff should be given the time, resources and support to ensure high quality teaching and learning, and teaching and learning should not be conducted by way of recycling old lecture recordings.

## Alignment of assessment to course content

There are questions about the validity of assessment if the method is not aligned to learning outcomes.

### Case study

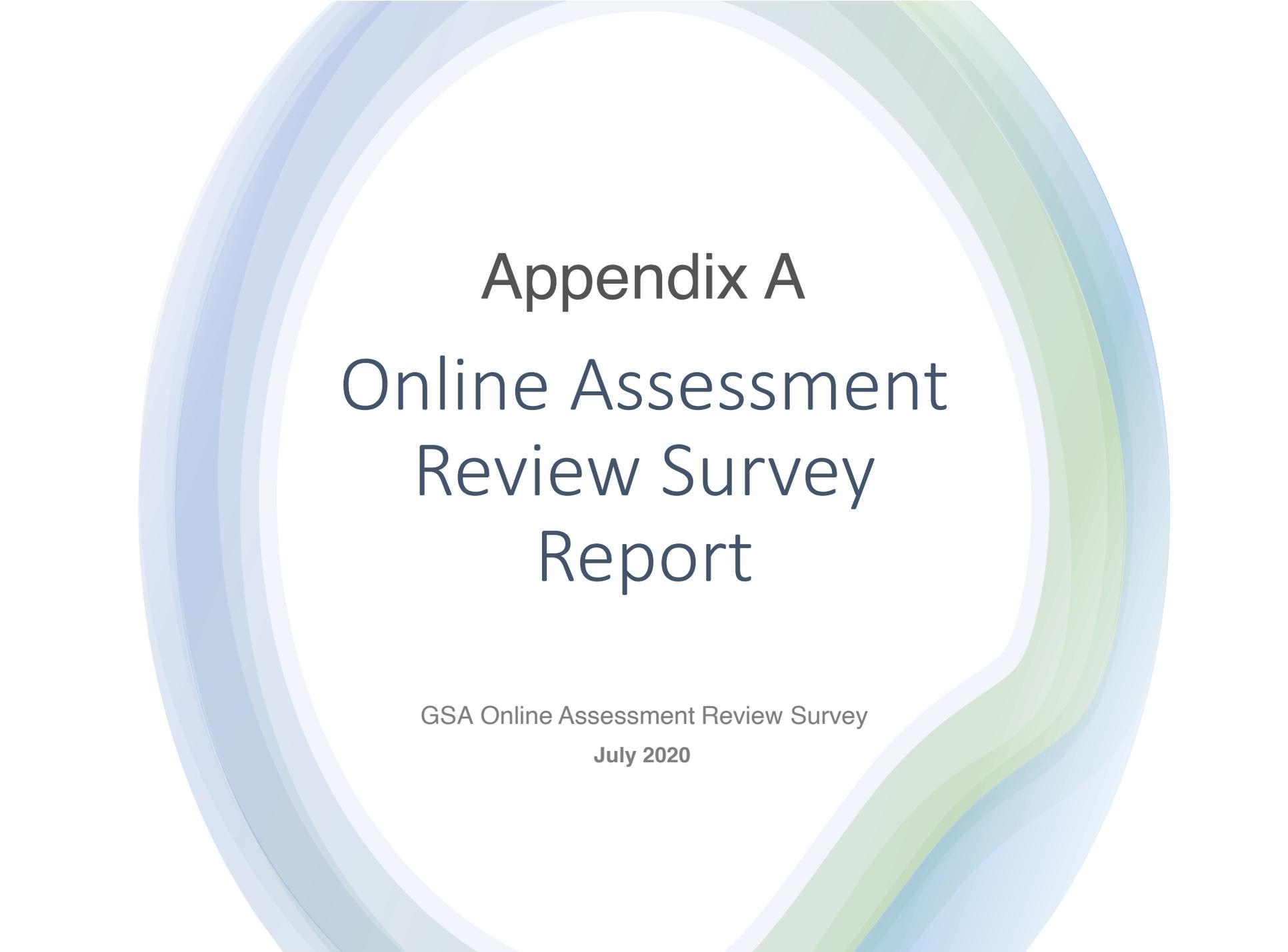
*"My assignment task changed from video component to essay writing. It is not as useful for work." (MDHS student, received via GSA website feedback form)*

### Case study

*"The format for the exam has changed from an "assignment-like" format without a set time limit over a 24 hour period, to a 2 hour long-answer quiz. Since the change has occurred at the end of SWOT VAC, with a little over a week left until the exam, this change could negatively impact preparation and performance. Academic rigour and excellence will not necessarily improve with the enforcement of a strict two-hour limit. The previous format still requires extensive preparation by students but offers the advantage of not relying so much on memory, as in analysis and interpretation." (Science student, received via email)*

### Recommendation

The learning outcomes, content material and the alignment of the assessment to course content needs immediate review, to ensure graduates have a positive experience and do not lose the confidence in the value of their education at the University of Melbourne.



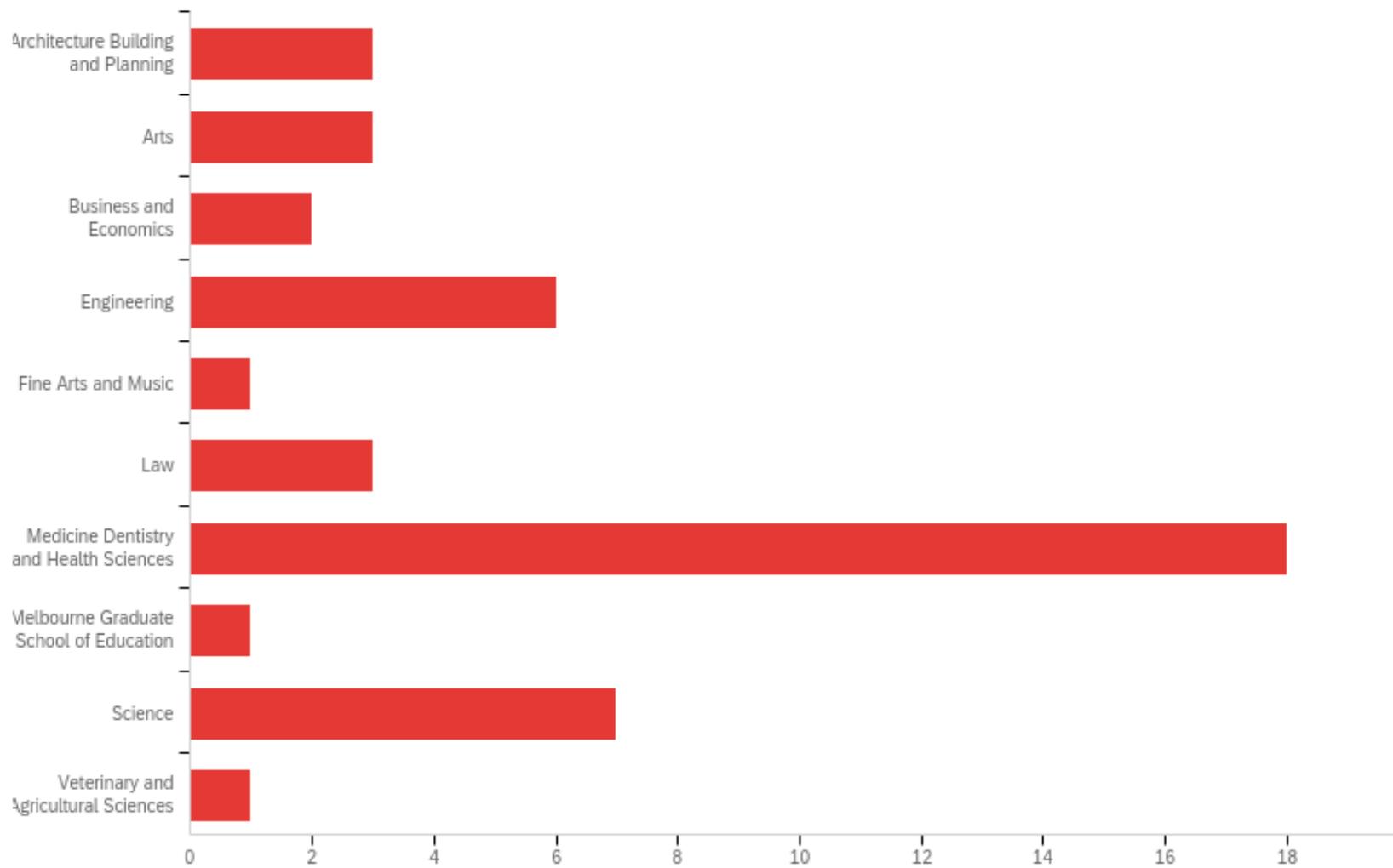
# Appendix A

# Online Assessment Review Survey Report

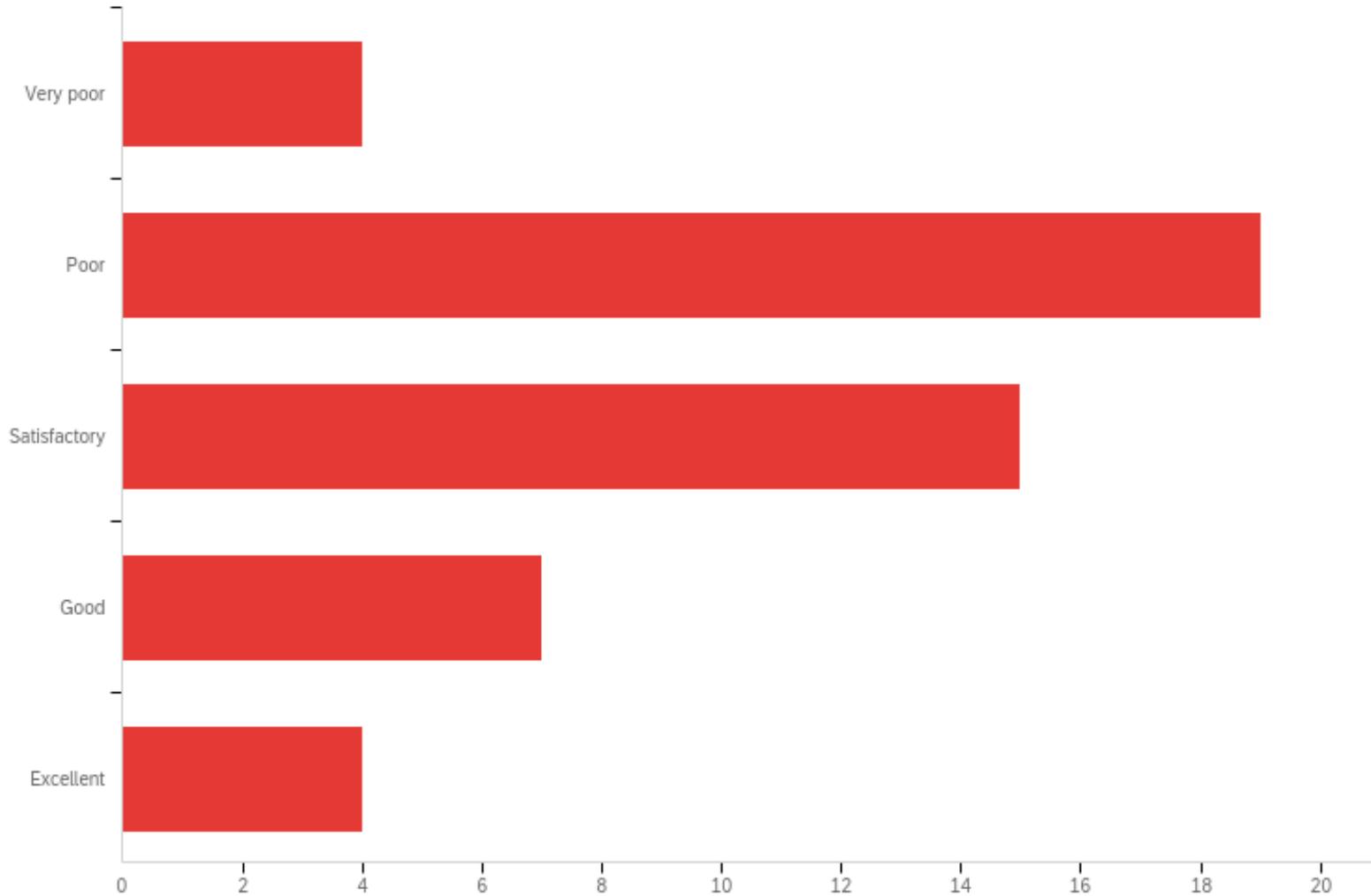
GSA Online Assessment Review Survey

July 2020

## Q2 - What is your Faculty?



Q3 - As a graduate student, I found the transition to online platform of learning:



### Q3 - Is there any comment you'd like to add about this question

#### Is there any comment you'd like to add about this question

This question is not applicable as I am a final year medical student and we do not have in-person teaching in semester 1 of this year (we are completing a research project). The few optional lectures we had were delivered online in a satisfactory manner.

Teachers are not adapt well to online teaching, some of them feel sleepy in guests' lectures, and some subject coordinators are sometimes uncontactable in class.  
I didn't get any feedback from my two assignments, what I have is a total grade of two assignments and the exam.

Many students and lecturers were not really familiar with the platform which ended up being an added obstacle to learning.

More accessible for me as I don't spend much time on site

Obviously it was never ideal, but the lecturers who made the best acceptance of the situation--ie utilising the features and accepting and moving forward with the inherent awkwardness of Zoom--made the biggest positive impact on my learning.

The faculty did what it could given the constraints, but there is absolutely no substitute for real hands on practice and patient contact for medical training.

I am a teacher too and know how hard this is

### Q3 - Is there any comment you'd like to add about this question

#### Is there any comment you'd like to add about this question

My study experiences for online courses is very bad.

you can manage your time with more flexibility, but you can't meet your peers, which makes communication hard.

As an international student, I feel that online learning is quite hard to do. Because I personally couldn't have a direct communication with either the lecturer or the students. Thus, it implies to misperception and all academic materials didn't deliver well to me.

It took the faculty a long while to learn how to manage online software including the move to canvas

As a VCA graduate student, my classes this term are held with a small cohort and two main lecturers. Therefore, the transition for me has perhaps been slightly easier than for faculties with larger class sizes. Our lecturers made an admirable effort to hold regular catch up sessions after class where we can ask relevant questions. Online learning also provides an additional degree of flexibility that enabled some students in my class to schedule around their work commitments while working from home.

Outdated lectures and learning materials, some material seemed redundant and like it was thrown in to fill up the curriculum last minute.

The quality of learning was nowhere near what it would've been had we been in the classrooms. We were provided YouTube videos and e-learning modules from other institutions to replace face to face learning

### Q3 - Is there any comment you'd like to add about this question

#### Is there any comment you'd like to add about this question

Not text or clearly thought out. Presenters unsure how to use software and not testing to see if things work before using them for teaching. Overuse of breakout rooms on zoom with no instructions before separation leaving long bouts of wasted time. I understand it's challenging, it's not a normal cla room and shouldn't be treated as one.

There was a spectrum of how well different courses adapted to online learning. Some courses felt like they were developed to be delivered online (even though they weren't) others had content spread all over the LMS and it was difficult to be sure you have found and covered all of the work required each week.

Tutorials and pracs generally did not feel as productive or enhance learning online

As would be expected, particularly for law considering the lack of technological experience of some lecturers, it was clunky. The teachers who could wrap their heads around online learning adjusted relatively seamlessly, but this was overshadowing by lecturers who found the transition to online learning challenging for themselves and accordingly their teaching standards suffered.

It was inevitable to conduct "limited" research

I miss interacting with other students for some of my subjects. Some subjects could have had weekly quizzes maybe or assignments. There was a lot of confusion when submitting the exam online, especially when the it isn't uploading on time.

### Q3 - Is there any comment you'd like to add about this question

#### Is there any comment you'd like to add about this question

Some lecturers handled it very well, while I had classes with minimal interaction. As an international student, paying \$4.5k a subject in a semester. Some lecturers did not utilise the online learning well, and pre-recorded their classes without engaging with students..

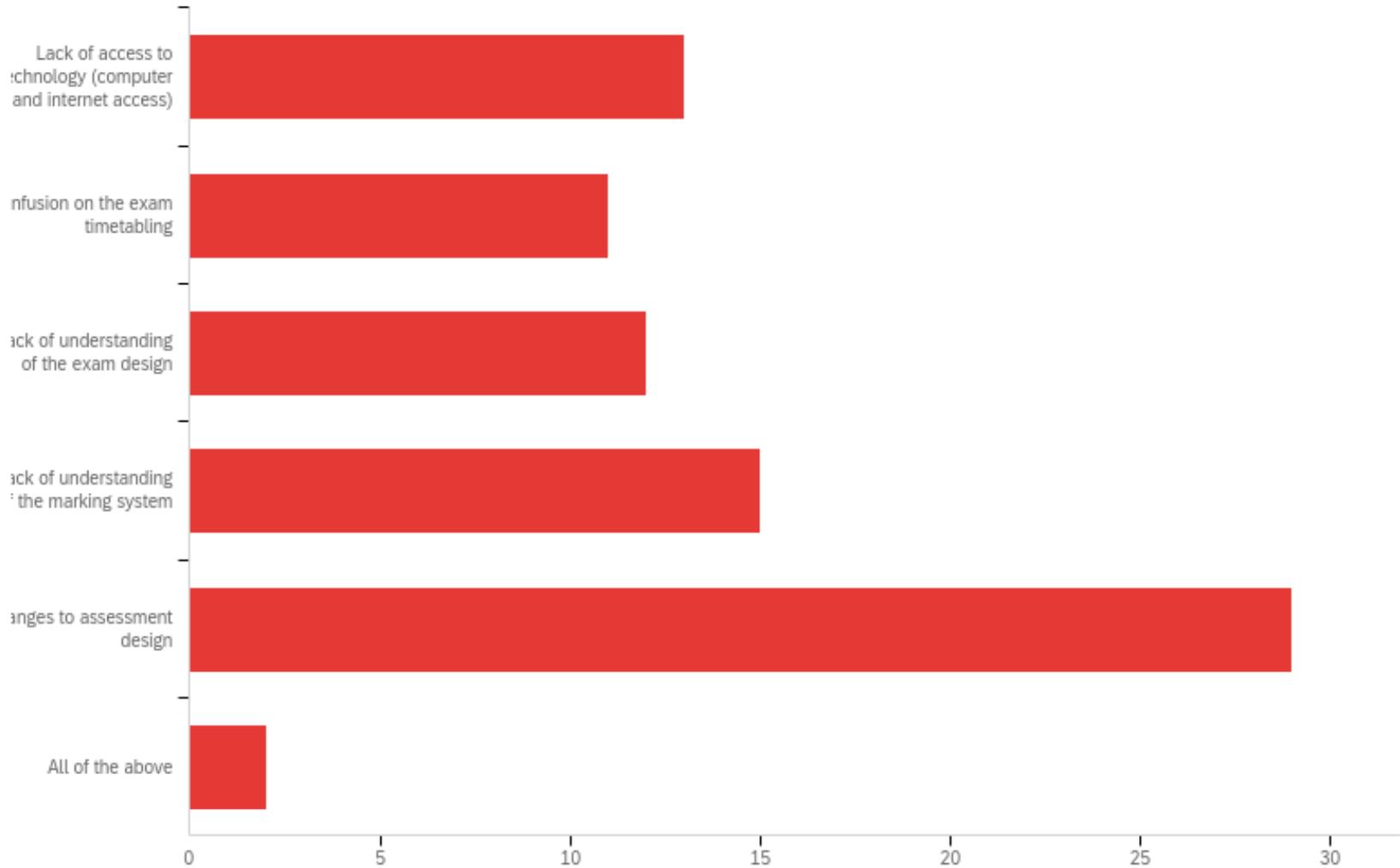
Transition was done very poorly. Sudden changes and lack of communication to students plagued the entire semester.

After going fully virtual, some lecturers and tutors took it as the opportunity to completely shirk off their teaching duties and just upload past lecture recordings or even replace tutorials with pathetic discussion boards!

My subjects adapted well in unprecedented circumstance to online learning.

The cons: we had many pre-recorded 2019 lectures, some of which had poor audio quality making them difficult to hear. However, overall, I was satisfied with the transition

# Q4 - I found the online assessment difficult due to the following reasons (Please tick the boxes relevant to your issue)



## Q5 - Any further comment about this?

### Any further comment about this?

My all exam assessment was on the same week.

My friend taking different subject which is elective and mandatory, which was on other week.

I feel like it is not fair cuz I didn't have much time to prepare for my elective subject. And my friends have much time for the subject.

As an arts student, I had no issues with online assessment as my assessments are usually essays. Only issue was lack of access to library materials.

Exemplify: so many personal data security concerns, especially given it cannot be installed partitioned to just one user account, and requests both administrator access and that antiviral software be switched off.

Online assessments involving patient interaction: so much of good communication is non verbal and being assessed online removes the opportunity to demonstrate these skills, and makes conversation stilted and awkward compared to normal.

Our assessment isn't traditional exams (MD)

the online exam conducted in canvas quiz requires us to upload answers for each question, which is time-consuming. It will be better if we can upload a single pdf file with answers in it.

I am afraid that it's hard to detect and prevent plagiarism in online test.

## Q5 - Any further comment about this?

### Any further comment about this?

No bathroom breaks is a huge issue. This should not be allowed because students cannot control their need to go or not and should not be penalised.

I did not receive any training to move to online learning, using technology, or software I was just expected to figure it out.

The final assessment for our main module was a presentation with a panel that was previously held in person. While the Zoom presentation worked fine under the circumstances, some classmates had technical difficulties which led to delays on the day, and many of us were unhappy with our final marks.

Although I did all of the review material provided by the professors and studied quite hard, I was still not prepared for my online exams.

My house is next door to a mental institution, where the residents spend a lot of time outside in the space between our buildings and are very loud and distracting. With the lockdown restrictions, I wasn't able to go anywhere else to take the exam. Had I known that alternative exam protocols were available, I would have applied for them. But there was nothing mentioned of these in any of the emails sent about the exams.

I felt that the professors undersold the difficulty of the exams, which many of my peers agreed with. I was completely overwhelmed by the difficulty of the exam, on top of having to take it in an unconventional setting. This made for an extremely stressful exam that I should've done really well on.

## Q5 - Any further comment about this?

### Any further comment about this?

I have had no issues with assessments online

One course was trialing restrictions for online quiz such as not being able to move back once answering a question with very short time limits. This meant you could not get an idea for the complexity of all the questions in the exam and allocate time accordingly to answer them. Unfortunately these trials with what works best for a quiz were still used to contribute to our final mark

There should have been more information about the timing aspect of the Cadmus system. Many students thought the exam would time-out at the selected finish time, however, it didn't and some students received late penalties for submission.

Lack of communication  
Lack of timetable availability

The exam was considerably lengthy and no extra reading time was provided

While the requirement is an expanded research then the option (online) is really limited

I understand the need to make online exams lengthy and complex but the time given to complete the exam did not match it. In one of my subjects the answers were too lengthy for the time frame of 3 hours.

## Q5 - Any further comment about this?

### Any further comment about this?

Lecturers seemed to be playing a game of "guess the exam format" with students right up until SWOT Vac.. no information was given about exam type or what to expect. Students were expected to fend for themselves in navigating this whole new assessment system.

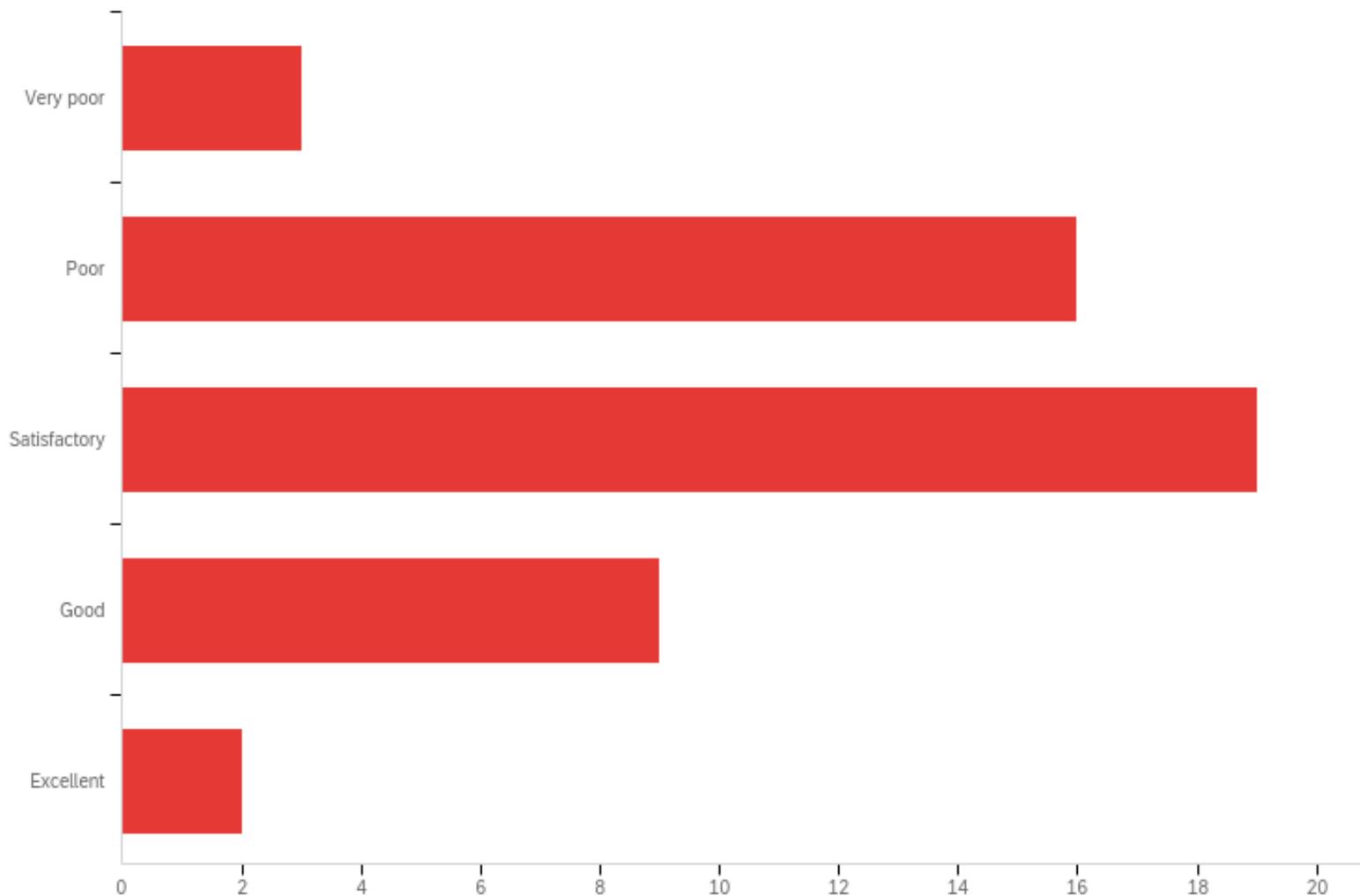
I overall found the online assessment quite easy. The difficult parts of the assessment were minor. Please note I have selected confusion on exam timetabling as I had to answer the above question but this was not a area of difficulty for me.

Issues such as an exam format where each question was on an individual page was mitigated by having all questions on the same page. Many issues such as this were mitigated before the final exam by having practice exams. The subject coordinator was then able to adjust the format according to our feedback.

It was annoying at times to keep having to scroll up the page to review the question, an issue that is not present in paper exams as the question and answer book are usually separate. This was especially difficult for "fill in the blank" type questions where we kept having to scroll up to view the words that we could use in the question.

Another difficulty during the exam was that we had a question that was incorrect. The subject coordinator sent an email during the exam telling us to ignore this question. Many students did not see this email. It would be great if there was a dedicated communication service during online exams for these sorts of issues. At the very least, it would be great if subject coordinators could let students know that if there is urgent communication required during an exam, they will send an

Q6 - Overall the University of Melbourne's procedures during and after assessments is rated as:



## Q7 - Provide us any additional information about your experience

### Provide us any additional information about your experience

NA

For my subjects, I had my results in a timely manner after assessment.

The lecture only provides recording, not live versions. It would be better if lectures are delivered on Zoom like tutorials and provide a recorded version as well, so that the lectures can be more interactive.

There is no notifications or warning for students to apply for Special Considerations if they were feeling not satisfy with the exam.

We need bathroom breaks.

Lecturers were not interested in our concerns about clashing assessments, for example, we had a major 60% weight paper due the same date as the research project report worth 25 credit points

My roommate is in the undergrad psych program and she said that her exams were done through canvas, while mine were done through Cadmus which was much more well equipped for online testing. It doesn't make sense that different departments used different platforms for their tests. It should have been made known that students could apply for alternative testing arrangements if needed.

The fact that we are still being charged full price for classes with 0 actual contact hours and provide next to no resources and amenities is absolutely absurd. Surely part of my tuition goes toward operating libraries, supplying textbooks and other communal study materials, and renting out the Royal exhibition center for test day. I'm very confused to where the money that is normally

## Q7 - Provide us any additional information about your experience

### Provide us any additional information about your experience

Very long turn around for grading and little to no feedback on assessments. This makes it very hard to improve for next time.

There should have been quick trials by the University early on to understand what is the best way to move forward. Then provided that to the schools to establish consistency on how the LMS is best utilised and guidelines for assessments such as quiz and exams

Exam period was fine

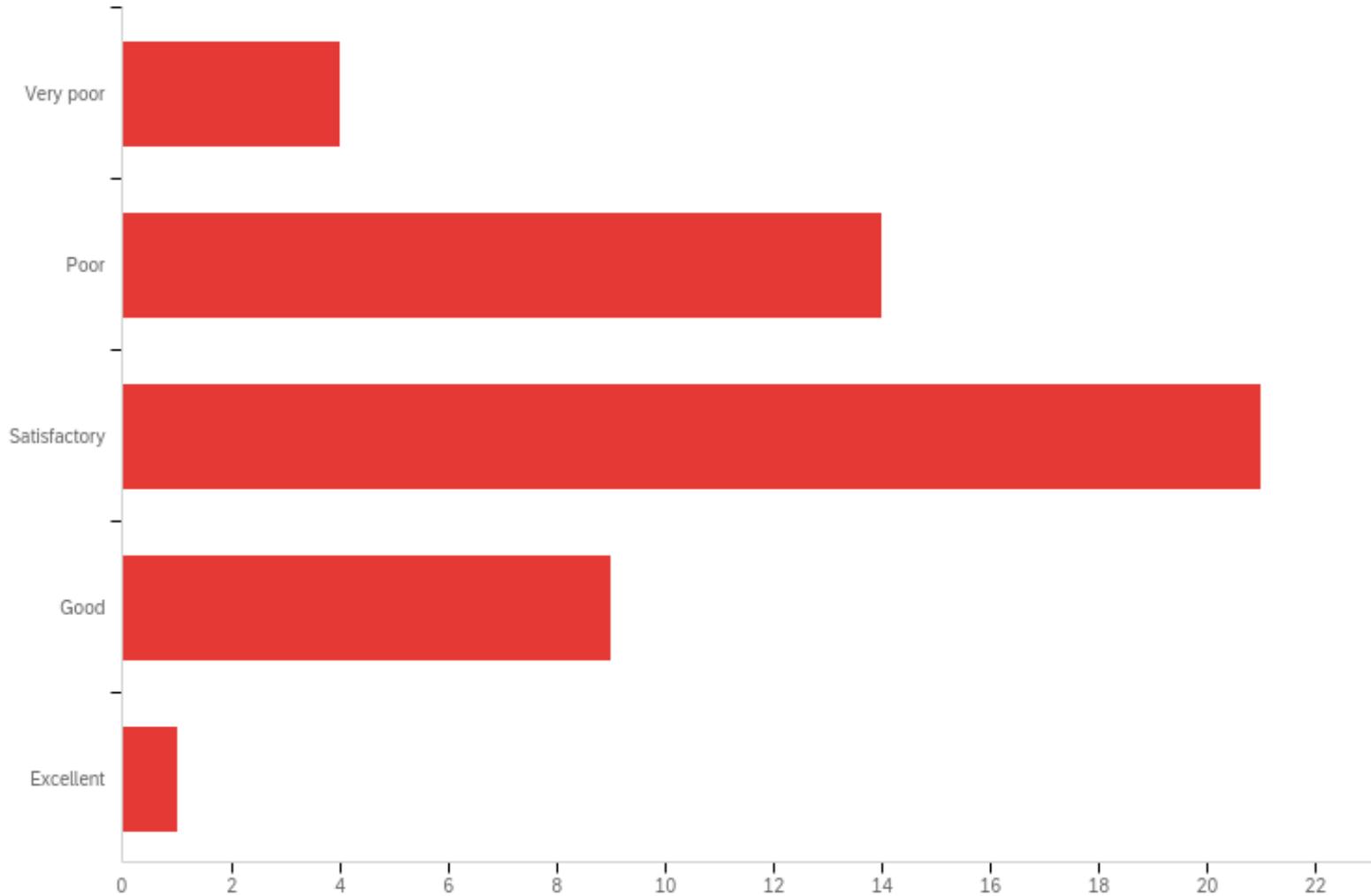
The beginning of semester 2 was poor; little to no communication

I think the process and management of exam was professional

Exams were not even moderated. Anti-plagiarism were a joke and cheating and collusion was rampant throughout the exam period. Multiple technical difficulties also made the whole experience extremely frustrating.

As mentioned, it would be fantastic if there was a dedicated communication service during exams so that subject coordinators can communicate any issues without interrupting the student sitting the exam. We received an email during the exam to notify us about an incorrect question but many students missed this email and therefore spent time on a question that was not going to be marked.

Q10 - Overall the University of Melbourne's communication to the students before, during and after assessments is rated (in your experience) as:



## Q9 - Provide us any additional information about your experience

### Provide us any additional information about your experience

Too much at times, especially as I'm a research student so no assessments

There was some confusion with new due dates and many emails from various lecturers and subject coordinators which made the submission hard to follow at times.

Lots of little details have been unclear, leading to increased student stress.

Again, I was not informed about alternative testing arrangements.

Each professor sent out individual emails that all said the same thing. I got so many emails every day that were all repetitive, but I felt the need to read through each one just in case something new was mentioned. It never was

What communication? We found out our classes started via email 15 minutes after the fact! Also was not available on canvas and we were told not to email other staff about these issues but also had no idea who the unit coordinator was beforehand to ask questions. We too have work and other commitments, this is completely unacceptable.

The DPT department was very terrible at communicating with its students during this time. They were terrible at communicating cessation of placements originally when the pandemic spiked and due to this, many students complained and voiced their concerns at the time. Since then, communication has not improved. This is something that really needs to be prioritised.

## Q9 - Provide us any additional information about your experience

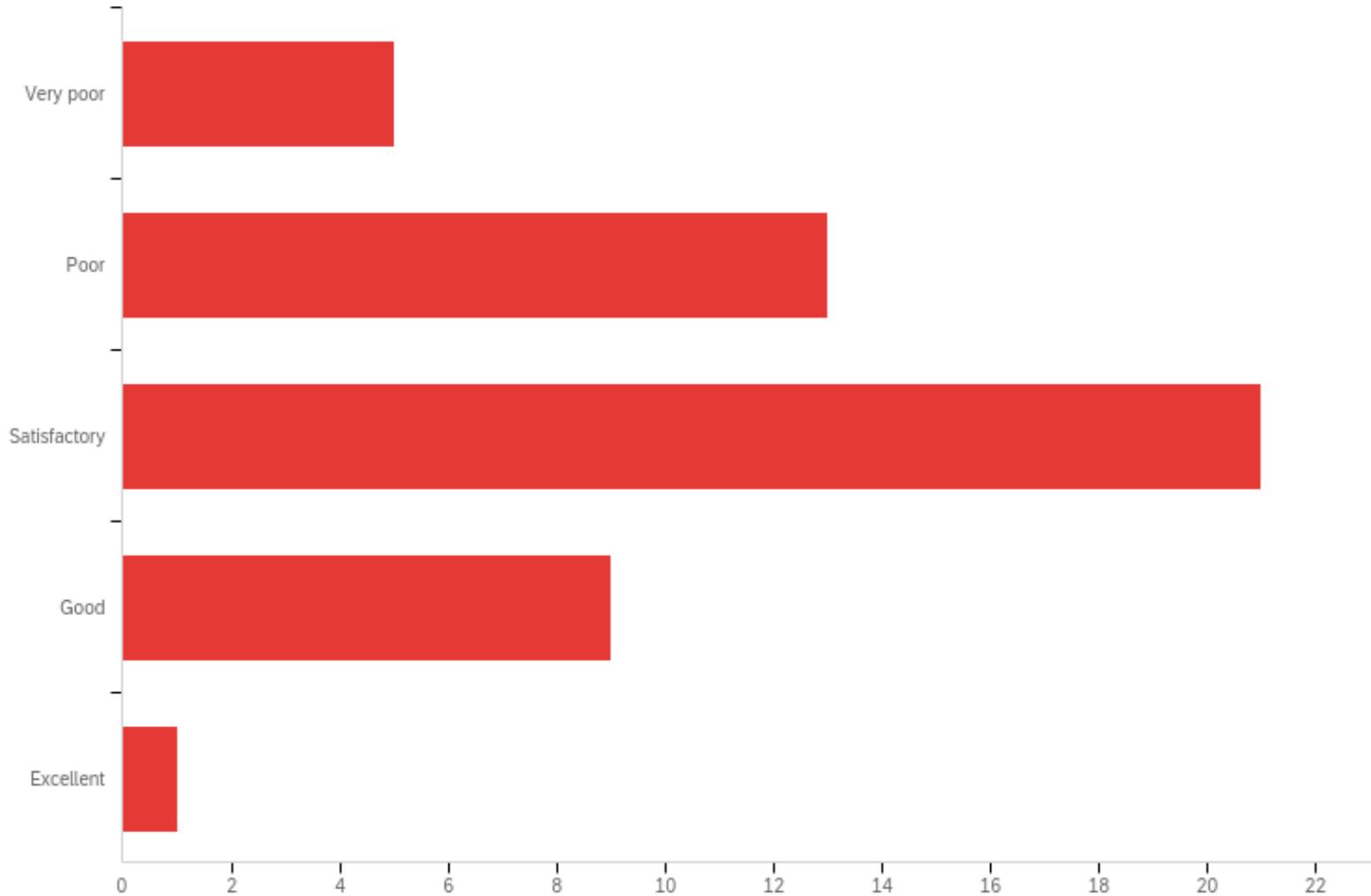
### Provide us any additional information about your experience

No

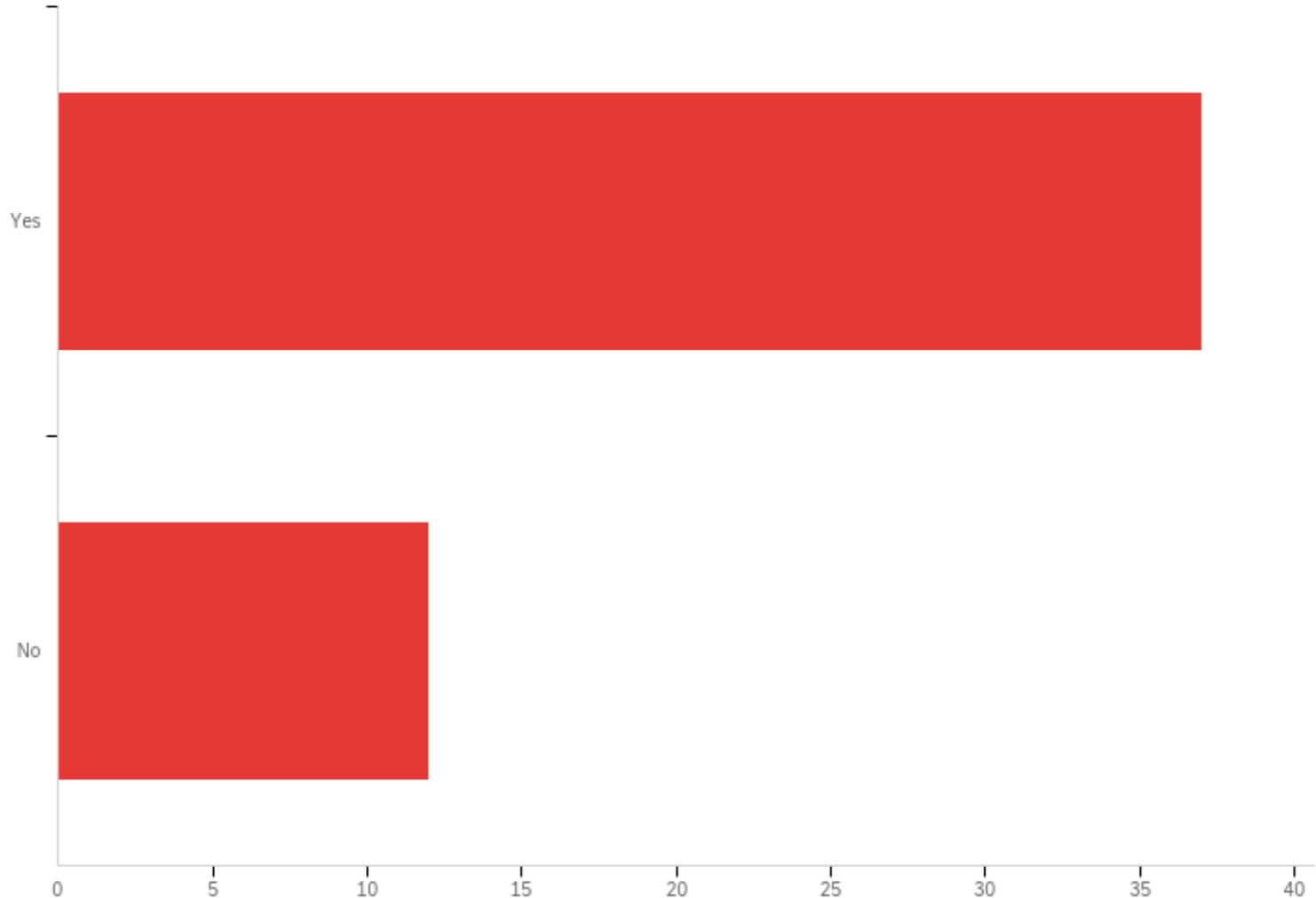
Very last minute information. Given the online transition- exam timetable should have been released earlier!

The uni created a dedicated page explaining the different exams and what to expect. But individual lecturers had minimal communication to students who were lost and unsure.

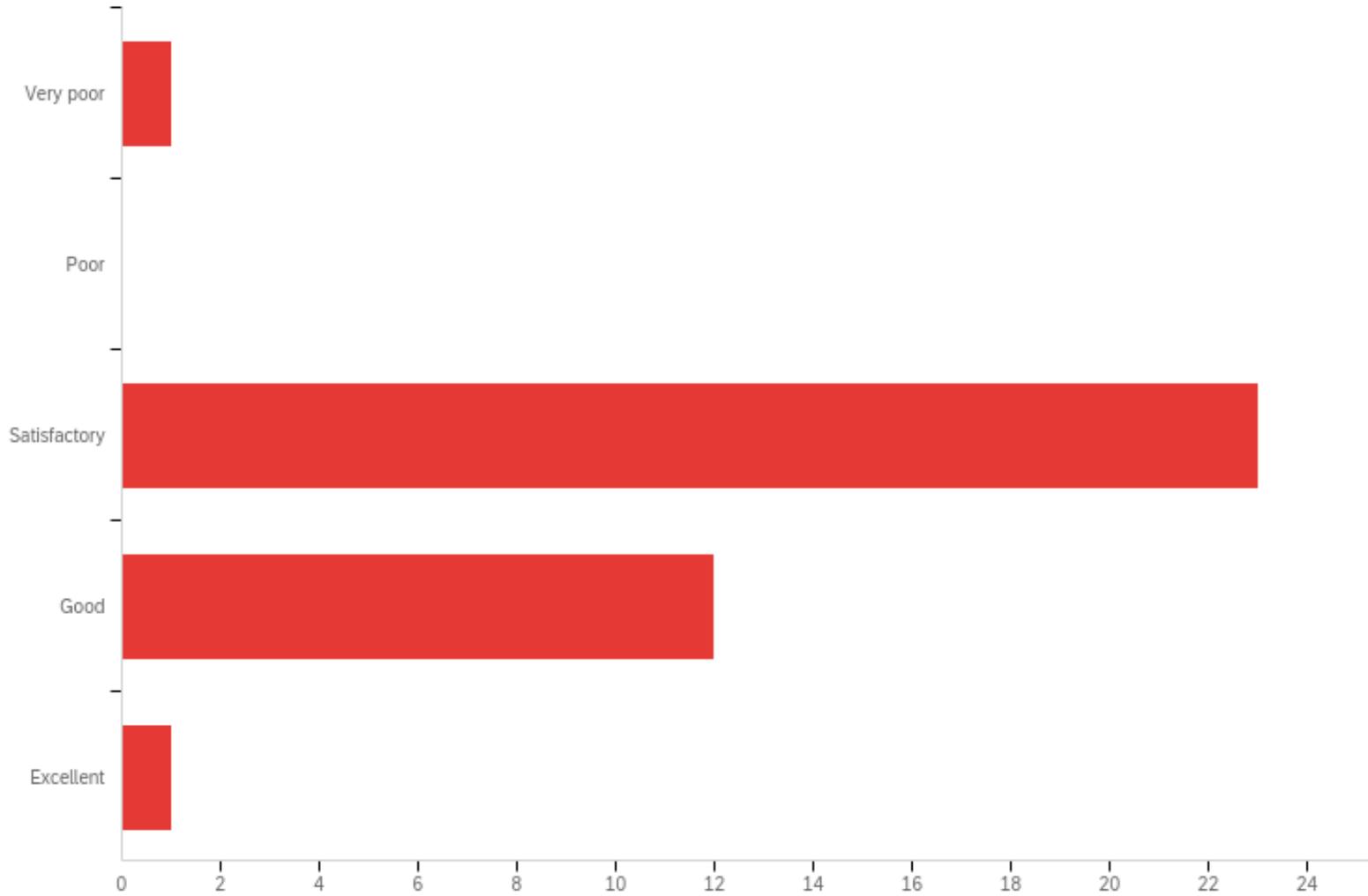
Q8 - As a graduate student I rate the training and support for participating in online assessments students before and during the assessment period as:



Q12 - As a graduate student I had information and assurance of academic integrity in teaching and learning, through both assessment design and delivery from the University or my faculty



# Q13 - As you ticked yes, rate the information provided to you



## Q14 - Any further comments on assessment design and online learning delivery?

### Any further comments on assessment design and online learning delivery?

It appears that my teaching staff, at least, were not familiar with many of the features of the online lecture delivery platforms so upskilling them would have improved performance

Some classes are not complete, the teaching period has been compressed and decreased.

I found the module system worked well with completing the required work at my own pace and the zoom seminars with break out groups worked well. In terms of my practical art subjects, they were altered to suit what materials and equipment we had access to use.

I think heaps of people cheated on our second midsem

invigilate with opened camera, begin and end the test at a fixed time.

No

One of my subjects (MAST90101) the lecturers refused to host a discussion board for assessments, the discussion board has always helped in clearing up questions about assessments. The lecturers were adamant that we should only write an email to them. I felt exposed by this gesture as discussion boards provide a safe space as you can ask a question anonymously. Discussion boards also give you the reassurance that you may not be the only one struggling. This subject also did not have any group projects. I was very isolated and disconnected throughout the 12 weeks of the subject.

## Q14 - Any further comments on assessment design and online learning delivery?

### Any further comments on assessment design and online learning delivery?

Not the same quality as face to face. Either improve the quality or adjust the fees. This is ridiculous.

Some teachers have been amazing, others less so.

When it goes online, lecture delivery is a bit changed in terms of use of language, verbal language to written language.

For assignment and exam, I think some could face really limited range of option of researching depending on location and situation like their own possess.

However, I really appreciate all staff, tutor and lecturers for their professional work in this difficult time.

Please improve invigilation and anti-plagiarism measures for Sem 2. The widespread cheating and collusion going on during the exams made the whole thing a farce. I was severely disappointed at how little the university tried to address this issue that undermines academic standards and hurts all students in the end!