



CES

Analysis

Report

Semester 2 2019

Version: 1.0

29 April 2020

*Rakesh Patibanda, Aditi Daware,
David Heath & Carmelo Ortuso*



RMIT
UNIVERSITY



Contents

Data Summary	3
Overall	3
Good Comments (Table 1)	3
Improvement Comments (Table 2)	4
Good vs Improvement Comments Ratios (by College)	4
University Report Card Parameters	5
1. Context and journey	6
Themes	6
Pain points	6
Design strategy (<i>Top referenced</i>)	8
2. Program and course	9
Themes	9
Pain points	9
Design strategy (<i>Top referenced</i>)	10
3. Pedagogy and learning style	11
Themes	11
Pain points	11
Design strategy (<i>Top referenced</i>)	13
4. Teaching quality and academic support	14
Themes	14
Pain points	14
Design strategy (<i>Top referenced</i>)	18
5. Assessment and group work	19
Themes	19
Pain Points	19
Design strategy (<i>Top referenced</i>)	23
6. Attendance and time	24
Themes	24
Pain Points	24
Design strategy (<i>Top referenced</i>)	25
7. Success and growth	26
Themes	26
Pain Points	26
Design strategy (<i>Top referenced</i>)	28
Appendix 1: Insights	29



Data Summary

Overall

Total number of comments: **1156**

- # of good comments: **272**
- # of improvement comments: **884**

Ratio of good to improvement comments is **1:3**

Good Comments (Table 1)

of COB comments: **43**

of COVDE comments: **14**

of DSC comments: **70**

of SEH comments: **145**

Ratio of good comments between COB, COVDE, DSC, SEH is **3:1:5:10**

Good Comment Values by College and School	
Row Labels	Count of Comments Which May Relate To Canvas
◉ COB	43
Accounting	2
Business IT and Logistics	5
Economics, Finance and Marketing	6
Graduate School of Business and Law	7
Management	9
Vocational Business Education	14
◉ COVDE	14
Media and Communication (VE)	14
◉ DSC	70
Architecture & Urban Design	12
Art	8
Education	12
Fashion & Textiles	7
Global, Urban and Social Studies	15
Media and Communication	3
Property, Construction & Project Management	3
School of Design	10
◉ SEH	145
School of Engineering	44
School of Health and Biomed	35
School of Science	35
School of VE Engineering, Health & Science	31
Grand Total	272

Figure 1. Table showing the number of good comments split by college and school.



Improvement Comments (Table 2)

of COB comments: 160

of COVDE comments: 66

of DSC comments: 239

of SEH comments: 419

Ratio of improvement comments between COB, COVDE, DSC, SEH is 3:1:4:6

Improvement Comment values by College and School	
Row Labels	Count of Comments Which May Relate To Canvas
⊙ COB	160
Accounting	21
Business IT and Logistics	23
Economics, Finance and Marketing	37
Graduate School of Business and Law	26
Management	15
Vocational Business Education	38
⊙ COVDE	66
Media and Communication (VE)	66
⊙ DSC	239
Architecture & Urban Design	38
Art	20
Education	37
Fashion & Textiles	11
Global, Urban and Social Studies	60
Media and Communication	28
Property, Construction & Project Management	16
School of Design	29
⊙ SEH	419
School of Engineering	136
School of Health and Biomed	77
School of Science	123
School of VE Engineering, Health & Science	71
SEH Portfolio Office	12
Grand Total	884

Figure 2. Table showing the number of improvement comments split by college and school.

Good vs Improvement Comments Ratios (by College)

COB: 1:4

COVDE: 1:5

DSC: 1:3

SEH: 1:3



University Report Card Parameters

The parameters below identified by [QILT](#) relate to student experience from a learning and teaching perspective. We map these parameters back to each pain point identified through this CES analysis. You can find details on this under each key area.

1. Student Development in:
 - a. Critical thinking
 - b. Solve complex problems
 - c. Collaborative work
 - d. Independent learning
 - e. Soft skills
 - f. Knowledge in study material
 - g. Real world skills
2. Institution level development:
 - a. Felt prepared for your study
 - b. Sense of Belonging
3. Frequency of participation:
 - a. In discussions (online and offline)
 - b. In group work
 - c. Social interaction outside study requirements
 - d. Interaction with students different from you
 - e. Interaction with local students
4. Regarding extent of lecturers, tutors and demonstrators:
 - a. Engaged in active learning
 - b. Demonstrated concerns for learning
 - c. Provided clear expectations
 - d. Created intellectual stimulation
 - e. Provide meaningful and actionable feedback
 - f. Approachable and supportive
 - g. Create challenging activities
5. Course delivery on the whole:
 - a. Structured and focused
 - b. Relevant to SM
6. Overall study:
 - a. Received support to settle in
 - b. Efficient enrolment and admissions
 - c. Relevant induction and orientation
7. Learning resources:
 - a. Teaching spaces
 - b. Student spaces
 - c. Online learning materials
 - d. Computing/IT resources
 - e. Assigned books, notes and resources
 - f. Lab/studio equipment
 - g. Library resources and facilities



1. Context and journey

(62 references) (Priority - 5)

Themes

1. Consistent application of Canvas (Consistency)
2. Delivery of information (Delivery)
3. Health and safety (Safety)
4. Administration of communication (Administration)

Pain points

1. Class sizes:

Students feel that class sizes affect the way they learn and communicate with teachers due to the decrease in time allocated per student. (21 references)
(Insight 1, 4, 10) (**Card Parameter:** 7a)

Personas

- a. I am here for a greater purpose.
- b. Point me in the right direction.

Relationship to University Report Card:

- Student support.

Quotes

“Not being able to focus in class because there isn't a moment of silence.”

“Class sizes are too big. When this issue was addressed the semester had already commenced which doesn't make sense because RMIT would have known how many people were enrolled in the course.”

2. Consistent set-up:

Students feel that the setup of the Canvas navigation should be well thought-out and consistent across all their courses in Canvas so that learning happens in a structured manner. (13 references) (Insight 2, 6, 10) (**Card Parameter:** 2a, 2b)

Personas:

- a. I am here for a greater purpose.
- b. I am here to lead the way.
- c. Point me in the right direction.

Relationship to University Report Card

- Teaching quality.



Quotes

“Using google sites is harder to juggle with other subjects that use Canvas. Google Forms for submission leads to stress as you cannot download after submission.”

“I think it is easier to handle all the assignments in Canvas under the assignments tab, then you can easily see the timeline, dates, and what is required of them together rather than having to download the assignment overview every time you refer back.”

3. Timely notifications:

Students feel that while teachers are passionate, they might not be on top of everything and communicate with them efficiently. So, Canvas should enable teachers to keep track and update students when and where necessary. (13 references) (Insight 2, 3) (**Card Parameters:** 4b, 4c)

Personas

- a. Point me in the right direction.
- b. I've got a lot going on.
- c. I am here to discover something new.

Quotes

“Canvas and emails were rarely checked. Neither was I notified properly of changes on my courses.”

“While Rakesh is a dedicated and passionate teacher, his busy schedule made it impossible to reach him without directly visiting his office. Emails and canvas requests received no reply.”

4. Administrative communication:

Students feel that communication of administrative tasks such as enrolment - when physical labs/tutorials are disorganised and change management, especially when teachers differ over a semester for the same subject – lead to messy delivery and learning, resulting in decreased student trust over time. (11 references) (Insight 2, 3, 9, 14, 15, 18) (**Card Parameters:** 6a, 6b, 6c)

Personas

- a. I am here to lead the way.
- b. I have gone all in.
- c. I'm just cruising through.

Relationship to University Report Card

- Overall learning experience.



Quotes

“Course content from labs was not organised to follow on from lectures and tutorials, But instead new materials was presented in the lab for the first time making it Difficult.”

“We started off the course with one teacher, then it changed to another. Expectations of both were different causing confusion in work already done.”

5. Ergonomics:

Students feel that inappropriate classroom ambience affects the way they focus, learn and retain in their classes. (2 references) (**Card Parameters: 7a, 7b**)

Relationship to University Report Card

- Learning resources.

Quotes

“Lights were turned off during each lecture even after requesting to have them on. This reduced my ability to focus as it made me tired.”

“The room was consistently over heated and I hated studying in it.”

Design strategy (Top referenced)

Consider creating policies around limiting the number of students per class, perhaps by adding more classes for the same subject. By doing so, it is possible to create harmonious and constructive communication resulting in increased productive time allocated by teachers per student.

LeD design strategy proposal (SP)

There needs to be a cohesive, collaborative approach undertaken by all lecturers/ tutors who deliver a course, and indeed, the entire program. If all course lecturers/ tutors discussed how they could align their delivery (through using templates or common language, design, etc), then the learner journey through the program would be a lot smoother. This would help address:

- Class size – rather than limit class sizes, more tutors are allocated to cohesively plan tutorials and manage how best to respond to and support students. This would reduce confusion, thus reducing questions and would also allow for personal attention to students who need it most.
- Consistent delivery of information – course lecturers and tutors plan together and agree to use templates/ Emble across an entire program.
- Timely information/notifications – lecturers and tutors coordinate communication and allocate responsibilities to inform students of developments that affect their learning and assessment.



2. Program and course

(99 references) (Priority - 3)

Themes

1. Technical issues (Technology)
2. Professional development (Training)
3. Meaningful resources and easy access (Resources)

Pain points

1. Technical support:

Students feel that their engagement with their course/program and how proactive they are likely to be with their learning is dramatically affected when there is no dedicated support to help them learn and use teaching and learning technologies effectively. (59 references) (Insight 2, 17) (2a, 6a, 7d)

Personas

- a. *I am here to lead the way.*
- b. *I am here for a greater purpose.*
- c. *I've got a lot going on.*

Quotes

“Check with the AV crew and ensure lecture and tutorial recordings will work and upload before the start of a session.”

“The University IT dept is not freely available to fix these issues. Our lecturer struggled for 20 minutes to get Canvas going.”

2. Training/professional development:

Students feel that there should be services available to both them and staff to train them on how to use Canvas in general as well as using Canvas in innovative and future-ready ways. (40 references) (Insight 2, 5, 10) (Card Parameters: 2a, 6a, 6c)

Personas

- a. *Point me in the right direction.*
- b. *I am here to lead the way.*
- c. *I am here to discover something new.*

Relationship to University Report Card

- Institution support.
- Learning experience.



Quotes

“I find Canvas difficult to navigate. More information and step by step instructions to refer to would be handy.”

“Random dude seemed to have little understanding of Canvas and really showed his incompetence as a course coordinator.”

Design strategy *(Top referenced)*

Consider improving staff and student understanding of learning and teaching technologies in an online and offline format. Offline help could potentially be provided through professional development sessions split across the year. Online help could be facilitated by adding functionality within teaching technologies such as Canvas to help users communicate with the technology or ITS teams seamlessly without having to leave the platform.

LeD and PD strategy (SP)

PD is an obvious angle for both students and staff and should be pursued but will need to be coupled with a proactive approach as well.

Technology hiccups occur everywhere but could be reduced by identifying and proactively removing or reducing technology tripping triggers. For example, limiting bandwidth-greedy videos, providing students with resources in multiple formats and compressing images in PDF format to reduce file sizes.

Once again, a lot of these pain points could be relieved through the application of universal learning design which looks at how learning can be made accessible and engaging for all learners, be provided in multiple formats and allow for students to demonstrate what they know in multiple ways.



3. Pedagogy and learning style

(53 references) (Priority - 6)

Themes

1. Engaging and creative course content (Creativity)
2. Facilitating onboarding to through mastery (Onboarding)
3. Collaborative learning (Collaboration)

Pain points

1. Innovative content:

Students feel that content can be made engaging by providing additional learning videos through Canvas to help them learn in a more active manner, to help support their overall learning objectives. (29 references) (Insight 2, 8, 10, 17, 18) (**Card Parameters:** 4a, 4d, 4g)

Personas

- a. *I am here to lead the way.*
- b. *I've got a lot going on.*
- c. *I am here to discover something new.*

Quotes

“More videos of canvas for the skills we learn Canvas to be able to practice them at home.”

“I feel like the content of this course could be much more engaging if presented differently.”

2. Content availability:

Students feel that lecture content such as notes, slides and videos need to be uploaded into Canvas soon after classes to help them revise and better engage with their course. (9 references) (Insight 2, 17, 18) (**Card Parameters:** 7c, 7e, 7g)

Personas

- a. *I have got a lot going on.*
- b. *I am here to walk my own path.*
- c. *Point me in the right direction.*

Relationship to University Report Card

- Learning resources.



Quotes

“The organisation of the Canvas page will be better if we the assignment information will all be in one place.”

“Lecture notes are scattered across canvas. Some are posted under pages, while others are only accessible under modules.”

3. Onboarding:

Students feel that their overall learning expectations could be achieved if courses facilitated a good onboarding strategy to help them step through their course content. (8 references) (Insight 1, 4, 10) (**Card Parameters:** 1d, 1f, 1g, 5a, 5b)

Personas

- a. *I am just cruising through.*
- b. *I am here to discover something new.*
- c. *I've got a lot going on.*

Relationship to University Report Card

- Student development.
- Course delivery.

Quotes

“If there was a place where I can get information to general questions about my course.”

“Alpha beta goes through practice problems step-by-step making it easy to follow and learn and upload the lectures to Canvas.”

“Leon goes through practice problems step by step making it easy to follow and learn and uploads the lectures to canvas.”

Facilitating discussions:

Students feel that collaborative learning could be helpful when aspects such as discussion forums are facilitated and moderated by teachers. (7 references) (Insight 9, 10) (**Card Parameters:** 1c, 3a, 3c, 3d, 3e)

Personas:

- d. *Point me in the right direction.*
- e. *I am here to discover something new.*

Relationship to University Report Card

- Student development.
- Frequency of participation.



Quotes

“Many of the tasks required us to figure out ourselves, which can be frustrating sometimes. You can tell many students were struggling based on the amount of questions and comments posted in the discussion forum.”



Design strategy (Top referenced)

Consider introducing creative and innovative learning resources to improve the active engagement level of students, such as:

- Facilitating professional development sessions for teachers and organising internal meetups with members from other portfolios to stay current.
- Sending teachers to attend seminars and conferences to learn more about new technologies and learning styles to help them think out-of-box when developing engaging and stimulating learning resources.
- Creating templates that help teachers to structure their courses with more video content.

Scaffolding Design Strategy (SP)

Adopting scaffolding strategies could help support students to ‘step through’ a course. When teachers scaffold the learning, they break it into chunks which are delivered ‘just in time’ for the student to understand the purpose and application of the learning. Once again, if the scaffolding support is cohesively planned and designed by all lecturers/tutors, this could help to provide students with:

- A clearer explanation as to what the course is about and how it will be delivered.
- More engaging ways to interact with course content.
- Follow-up notes and recordings of lectures.
- The benefit of an increased teacher presence in discussion forums.



4. Teaching quality and academic support

(190 references) (Priority - 1)

Themes

1. Advanced and timely notifications to inform changes in course content (Prompt Communications).
2. Finding the right balance between workload and teaching structure (Balance).
3. Providing out-of-box and updated resources (Updated Resources).
4. Prior access to facilitate proactiveness (Prior Access).
5. Fair, respectable and experiential communication (Respect and Fairness).

Pain points

1. Prompt and passionate:

Students feel that responses from teachers on discussion forums and via emails should be passionate with their teaching, respectable and quick to improve the learning experience and manage their time better. (43 references) (Insight 10) (**Card Parameters:** 4e, 4f)

Personas

- a. *I am here for the greater purpose.*
- b. *Point me in the right direction.*
- c. *I've got a lot going on.*
- d. *I am just cruising through*

Quotes

"Paul's interactions on Canvas are great and great."

"Jane is always willing to provide more information and readings on Canvas where we can refer to when we need to study, she articulates herself in a way where students find it easy to understand."

2. Creative content:

Students feel that teachers should provide out of box course content to help them excel in their learning objectives. (35 references) (Insight 2, 8, 9, 10) (**Card Parameters:** 4a, 4d, 4g)

Personas

- a. *Point me in the right direction.*
- b. *I am here for a greater purpose.*

Relationship to University Report Card

- Extent of lecturers, tutors and demonstrators.



Quotes

“Course content is of a very poor standard. Seems to not been updated in many years with concepts not followed through and out of order.”

“the engagement of the content to the class needs improvement I think content will be better if there are less words in the canvas and more interactive and video material.”

3. Prior access:

Students feel that prior access to weekly modules and assessments helps them to be more proactive with their learning and is more likely to encourage collaborative learning, such as participation in class activities and discussion forums. (23 references) (Insight 2, 10, 18) (Card Parameters: 2a, 7c)

Personas

a. *I've all gone in.*

Relationship to University Report Card

- Institutional development
- Learning resources

Quotes

“I missed my practical lab because of rescheduling. You guys changed the session But did not update the timetable.”

4. Organised structure:

Students feel that the way their course is structured and organised is a reflection of their teacher's passion and knowledge, which, when done well, helps to increase students' own interest and engagement levels. (19 references) (Insight 2) (Card Parameters: 5a,b)

Personas:

- I am here to lead the way.*
- I am just cruising through.*
- Point me in the right direction.*
- I've got a lot going on.*

Relationship to University Report Card

- Course delivery.

Quotes:

“The informations are not very well presented ”



“Did not find the content of this course engaging nor relevant to teaching, would have been more interesting to observe student behaviours rather than own”

5. Announcement notifications

Students feel that announcements on Canvas should be used to communicate the most important changes made on the course in a timely manner, such as changes in timetabling, rooms or assignment due date changes. Students don't feel that Canvas announcements should be used for everything though as it clutters their course, especially if it does not show a priority label against each of the notification. (18 references) (Insight 6) (Card Parameters:

Personas:

- a. *Point me in the right direction.*
- b. *I've got a lot going on.*
- c. *I've gone all in.*
- d. *I am here for a greater purpose.*
- e. *I am here to lead the way.*

Relationship to University Report Card

- Course delivery.

Quotes

“I think teacher hates using Canvas and prefers emails, but it can get tedious for students to find that specific email that you need, it might be better to use announcements on canvas”

“I also feel that our teacher could have been more active on the canvas announcements page for notifying students of upcoming assignments and in class assessments so that students have enough time to prepare.”

6. Clear visibility

Students feel that there should be clear visibility of the upcoming activities in their course (and program) and that this should be consistent across all of their courses. (18 references) (Insights 2, 10, 18) (Card Parameters: 7c)

Personas:

- a. *I am here to discover something new.*
- b. *I have gone all in.*
- c. *Point me in the right direction.*
- d. *I am here for a greater purpose.*
- e. *I am here to lead the way.*
- f. *I am here to walk my own path.*



Relationship to University Report Card

- Learning resources.

Quotes

“More clarity around due dates for assignments, conflicting information with whats said in labs compared to what’s on Canvas.”

“Very little relevant info is posted to the Canvas page which makes it hard to catch up If you miss any lecturers and tutorials.”

7. Longer hours and ambiguous requirements:

Students feel that longer lab sessions, lecture hours in a course and inexplicable requirements from teachers have an effect on students ability in the completion of tasks for other courses as well due to the lack of available time. (14 references) (Insight 10, 14, 18) (Card Parameters: 4b)

Personas:

- I am here to discover something new.*
- I’ve got a lot going on.*
- I have gone all in.*

Quotes

“There is too much coursework. The lecturer does not properly explain the requirements and blames it on you for not understanding. It is very disheartening And causes me to have more emotional stress.”

“Mastering physics is very tedious to complete each week. I also found the labs to be very long and had trouble following the instructions provided on Canvas.”

8. Outdated resources

Students feel that current course standards are not met due to the unavailability of learning resources and outdated resources on Canvas. These affect their learning and, ultimately, any overall achievements they might gain in the course. (13 references) (Insight 1, 2, 18) (4b, 5a, 7c, 7e)

Personas

- I am here to discover something new.*
- I am here to lead the way.*
- I am here for a greater purpose.*

Relationship to University Report Card

- Extent of lecturers, tutors and demonstrators.
- Course delivery.
- Learning resources.



Quotes

“In some of the course material, I found references to blackboard that I could not find.”

“Canvas does not get updated enough and has content from previous years which is very confusing.”

9. Discrepancies in notes

Students feel that there are inconsistencies in the class notes provided on Canvas as well as class notes used within classes. (7 references) (*Insight 1, 2, 18*) (7e, 4c)

Personas:

- a. *Point me in the right direction.*
- b. *I am here for a greater purpose.*

Relationship to University Report Card

- Extent of lecturers, tutors and demonstrators.
- Learning resources.

Quotes

“There are no notes available in class or Canvas and tutor does not have enough time to spend answering questions.”

“Learning materials basically do not exist on canvas, so if you miss a day or didn't understand something during the class, there is no opportunity to catch-up.”

Design strategy (*Top referenced*)

In education, where the underlying problem towards pain tolerance is that all the teachers do not have time and the same workload, we should consider designing a system that physically responds to emails and discussion forums in a passionate yet respectful manner. Or, we can design an online system that could facilitate these responses to ultimately improve the tolerance levels of students.

Potpourri design strategy...(SP)

Flipped classroom strategies (FC), authentic learning principles (AL), universal design (UD) and communication strategies (CS) could all be employed to provide faster responses to questions in emails and forums (CS), more constructive and timely information about changes or issues that impact learning (CS), a greater variety of and more innovative learning resources (UD and AL), greater and earlier access to learning resources and assessments (FC), more organised and consistent course structure and flow (UD), strategic use of Announcements (CS), lesson plans and schedules of learning activities (FC), more current learning resources (AL).



5. Assessment and group work

(186 references) (Priority - 2)

Themes

1. Unambiguous assessment criteria (Clarity).
2. Feedback on assignment submission in Canvas (Feedback).
3. Group assignments (Group Work).
4. Assessment submission via Canvas (Submissions).
5. Quiz structure (Quizzes).
6. Assessment structure (Assessment Structure).

Pain Points

1. Clarity and access

Students feel that easy access to clear and collated assessment information would help them to excel in exams. (35 references) (Insight 6, 12, 13, 18) (4a, 4c, 4d, 4f)

Personas

- a. Point me in the right direction.
- b. I have gone all in.
- c. I am here for a greater purpose.

Relationship to University Report Card

- Extent of lecturers, tutors and demonstrators.

Quotes

“The assessment titles and the way it’s laid out on canvas is very confusing and has led to me missing assignment dates as it is not clear enough.”

“Limiting access to future modules on Canvas was a real pain and often did not unlock in time to look at ppt slides during the lecture.”

2. Timely feedback

Students feel that timely, meaningful and actionable assignment feedback helps them to understand their course learning better. (34 references) (Insight 1, 3, 8, 9) (4e, 4f)

Personas

- a. I am just cruising through.
- b. Point me in the right direction.
- c. I’ve gone all in.
- d. I’ve got a lot going on.



Relationship to University Report Card

- Extent of lecturers, tutors and demonstrators.

Quotes

“I was not given any comments on how our team went with the project, nor were we given any comment on what went well and how we could improve.”

“Lab reports and assignments must be provided with some reference reports so as to acknowledge what all shall be included in the report so that we don't miss out on the grades.”

3. Assignment submission

Students feel that teachers should encourage assignment submissions via Canvas instead of paper or email to avoid confusion and inconsistencies around submission methods. (32 references) (Insight 10, 12, 17) (5a, 7c)

Personas

- I am here to lead the way.*
- I am here for the greater purpose.*
- I am just cruising through.*
- I've got a lot going on.*
- Point me in the right direction.*
- I am here to walk my own path.*
- I am here to discover something new.*

Relationship to University Report Card

- Course delivery.
- Learning resources.

Quotes

“Assignment uploads on canvas should be done by him from our submission link (we should have to separately email the teacher our assignments)”

“All of the assignments should have been submitted to canvas, this would have been more valuable for several reasons including the fact that we would have actual written feedback that we could go back to if and when the assignment became relevant.”

4. Quiz structure

Students feel that timed quizzes and structured quiz questions based on their course's current syllabus helps them to prepare for exams. (25 references) (Insight 9, 10, 12) (5b, 7c)



Personas:

- a. *I've gone all in.*
- b. *I've got a lot going on.*
- c. *I am here to discover new things.*

Relationship to University Report Card

- Course delivery.
- Learning resources.

Quotes

"The way canvas quizzes are structured is very confusing."

"Canvas quizzes do not have a countdown clock, so it is difficult to keep track of time."

"Canvas needs to use date listing appropriately as the quizzes are out of order and do not coincide effectively with the main tasks or projects in the subject."

5. Inconsistent grading

Students feel that the way rubrics have been constructed is inconsistent to the way their grading is done; especially due to the ambiguous nature of the assignment requirements. (16 references) (5a)

Personas

- a. *I am just cruising through.*
- b. *I am here for a greater purpose.*
- c. *I've got a lot going on.*
- d. *Point me in the right direction.*

Relationship to University Report Card

- Course delivery.

Quotes

"The assignment rubric gave zero marks where an incorrect formula was used, however we weren't provided the correct formulas for multiple questions in class and teaching materials. Many students subsequently lost significant number of marks"

"The both individual and group assignments are confusing and difficult to interpret from the assignment description on canvas. The assignment description tells one thing while rubric explains another thing."

"Assessment rubrics are not very helpful because they don't align with the outline presented in our course workbooks."



6. Extra classes

Students feel they need extra classes to provide them with the additional support they need to prepare for exams. (15 references) (Insight 5, 7, 10, 11) (2a)

Personas

- a. *I have gone all in.*
- b. *Point me in the right direction.*

Quotes

“And I reckon two classes a week would improve my focus too, but that’s just me as one day is not enough”

“In my opinion, this unit is very dense, and I really don’t agree that 4 hours classes fortnight is enough to cover its complexity. This is the reason why sometimes the lecturer had to run over some topics because we didn’t have enough time to cover everything.”

7. Assessment exemplars

Students feel that examples should be provided for their assignments to help them steer towards a better outcome, especially when teachers already have an expectation in their minds as to what they are expecting. (14 references) (Insight 5, 7, 10, 11) (1a, 1b, 2a, 4b, 4c, 4d, 4f, 7c)

Personas

- a. *I have gone all in.*
- b. *Point me in the right direction.*
- c. *I am here for a greater purpose.*
- d. *I am just cruising through.*

Relationship to University Report Card

- Student development.
- Institution development.
- Learning resources.

Quotes

“I hope the class gives some examples related to fraud issues. It will help students understand the course easily.”

“Labs and assignments must be provided with some reference reports so as to acknowledge what all shall be included in the report so that we do not miss out on the grades.”



8. Group work

Students feel that successful group work is led by an environment which encourages free thinking and freedom of choice. (11 references) (Insight 6, 19) (3b, 1c, 1d, 1e)

Personas

- I am here to lead the way.
- I am here to walk my own path.

Relationship to University Report Card

- Student development.
- Frequency of participation.

Quotes

“I like the freedom and opportunity to go our own route with the group assignments.”

“Pairing groups randomly punishes students who want to do well by pairing them with students who do not want to work.”

9. Face-to-face Feedback

Students feel that they better understand the nuances of the assignment requirements when they receive face-to-face feedback from their teachers. (4 references) (Insight 8, 9) (3a, 3c, 3d, 3e)

Design strategy (Top referenced)

Consider researching to understand the various touch points of the assignment pathway – from the teacher preparing the assignment to the student receiving actionable feedback, to help them achieve their goals.



6. Attendance and time

(91 references) (Priority - 4)

Themes

1. Poor management of timetables (Timetable Management).
2. Denied access leading to poor planning (Denied Access).

Pain Points

1. Time management:

Students feel that the time allocation for their assignments should be fair and should take the workload of all their courses into consideration. (33 references) (Insight 10, 12) (4c)

Personas

- a. *I have got a lot going on.*
- b. *Point me in the right direction.*
- c. *I am here to discover something new.*

Relationship to University Report Card

- Extent of lecturers, tutors and demonstrators.

Quotes

“The organisation, scheduling and notice of classes and assignments. These need to be in a timely manner and with better notice of upcoming events either provided on canvas through teachers or lists.”

“It was a bit hard to understand the timetable on canvas as to what reading we need to do for each week.”

2. Due date alerts

Students feel that any changes to assignment submission due dates should be updated and notified well in advance to avoid confusion and loss of valuable time. (30 references) (Insight 1, 2) (4c)

Personas

- a. *I have got a lot going on.*
- b. *Point me in the right direction.*
- c. *I am here to discover something new*

Relationship to University Report Card

- Extent of lecturers, tutors and demonstrators.



Quotes

“This level of work is completable but when you also consider that you’re having to do all of this alongside 3 other subjects with equally heavy workloads and 3 other exams to study for it very quickly becomes a case of ‘what do I have time to do and what will I have to skip or simply do a worse quality of work for’ Which should not be the case, if you want to see a higher quality of work then give us adequate time and warning to get these assignments done.”

3. Consistent timetables

Students feel that information related to class locations and timetables should match information on the RMIT website, to avoid confusion and any delays in their study activities. (28 references) (Insight 6) (4b, 4c, 6a)

Personas

- a. *I am here to lead the way.*
- b. *Point me in the right direction.*
- c. *I have got a lot going on.*

Relationship to University Report Card:

- Extent of lecturers, tutors and demonstrators.
- Learning experience.

Quotes

“My only issue with this course is how confusing the classes have been arranged according to Canvas.”

“Timetables on Canvas could be more up to date.”

Design strategy (Top referenced)

Consider designing an online system that considers the overall workload of students and also facilitates visibility of this information to all their teachers across all their courses. Students’ assignments can then be accommodated in a fair manner to avoid overloading them.



7. Success and growth

(44 references) (Priority - 7)

Themes

1. Canvas structure and study material (Study Material).
2. Focus on the balance between industry and leadership skills (Balance).

Pain Points

1. Diverse resources

Students feel that teachers should provide a wide variety of resources beyond regular class materials, to enhance their learning and help them gain in-depth knowledge in their subjects. (22 references) (Insight 5, 6, 7) (7c, 7g, 3d)

Personas:

- a. Point me in the right direction.
- b. I am here for a greater purpose.

Relationship to University Report Card

- Frequency of participation.
- Learning resources.

Quotes

“the layout in canvas, projects are poorly named and don't align with the weeks they are required. I'm sure it all makes sense to the person that designed it but there's no logical system in place. There is still content from 2016 BCA – get rid of this we have moved to 209 – the only thing you get from looking back is a sore neck.”

“course outline on canvas needs to be renewed. The materials are disorderly, hard to find and those stupid presentations need to be changed (audio in them doesn't work on my computer for some reason).”

“Some material needs updating in the quizzes. It is ridiculous when the teacher needs to tell the class 'Anser this question wrong like this..... because RMIT hasn't bothered to pay anyone to update the course material.”

2. Real-world experiences

Students feel that hands-on activities such as site visits or tour experiences are beneficial for acquiring real-life experiences, leadership skills and confidence in their future jobs. (10 references) (Insight 1, 8, 9, 10) (3c, 4a, 1g, 4d, 2a)



Personas

- a. *I am here to lead the way.*
- b. *Point me in the right direction.*
- c. *I am here for a greater purpose.*
- d. *I am here to discover something new.*

Relationship to University Report Card

- Student development.
- Institution development.
- Frequency of participation.
- Extent of lecturers, tutors and demonstrators.

Quotes

“The crown site visit was excellent and related to course content being taught. Maria provides useful information on Canvas and is always willing to help students.”

“The crown site visit was excellent and related to the course content being taught.”

“The project. A very clever idea and very well thought out. The tutorial how to videos on Canvas that week I thought of a tutorial each week. Very clever and useful. Wish this was in more classes.”

3. Precise instructions

Students feel that clarity in assessment details and instructions promote better teacher-student collaboration and active learning, which in turn helps them to take greater responsibility for their own learning. (10 references) (Insight 12) (4c)

Personas

- a. *Point me in the right direction.*
- b. *I have gone all in.*
- c. *I am here for a greater purpose.*

Relationship to University Report Card

- Extent of lecturers, tutors and demonstrators.

Quotes

“It was very confusing how this particular subject tied into the other trends subject. There was a lot of confusion regarding which assessment task should have been uploaded to which subject in the canvas shells. This is no reflection of how our teacher taught us, more the training package not being entirely clear.”



“We have been advised late on most assignments of what the content is, and been given very short notice of some shoots, which has then impacted us if we weren’t able to attend due to the lack of notice. The instructions on Canvas are confusing and sometimes duplicated.”

4. Regular refresh

Students feel that uploading class slides and recordings to Canvas regularly helps them to revise, work at their own pace, self-learn subjects and be better prepared for exams. (2 references) (7e)

Personas

- a. *I am just cruising through.*
- b. *I’ve gone all in.*
- c. *I am here to walk my own path.*
- d. *I am here for a greater purpose.*
- e. *I am here to lead the way.*

Relationship to University Report Card

- Learning resources.

Quotes

“Please provide all the learning material such as slides, notes, powerpoints on Canvas. This really helps students in self-learning before and after the class.”

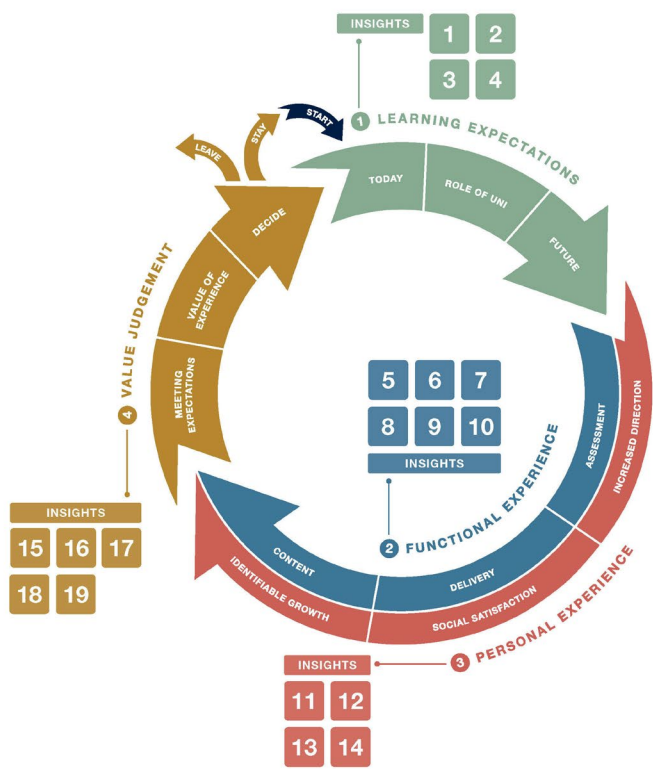
“Teacher needs to provide extended information on Canvas for further learning on what was covered in class.”

Design strategy (Top referenced)

Consider designing Canvas templates that nudge academics towards providing a variety of resources that are theoretical, creative and practical in nature to accommodate the different learner types. This could help students gain an in-depth understanding of the subject by providing them autonomy to choose the kind of learner they want to be.



Appendix 1: Insights



1 LEARNING EXPECTATIONS
Creating and amending the expected learning experience

1 I'm trusting you to show me what 'good' looks like. 2 Without clarity, I can't trust you. 3 I don't know why I need to learn theory when I'm at a practical university. 4 I don't want to make a decision but I don't want to waste my time.

2 FUNCTIONAL EXPERIENCE
Assessing the performance of the university

5 You preach process but test theory. 6 No one tells me why, so I find my own reason. 7 When it comes to online, it's you vs YouTube 8 There's no substitute for the human element.

9 I need a mentor not a manual. 10 The best teachers stand out above the rest because they break the rules.

3 PERSONAL EXPERIENCE
Assessing my personal transformation

11 You can't claim credit for the things you don't explain. 12 I move the goal posts but you never ask where. 13 There's no grades in the real world. 14 Are you making me the right kind of 'job ready'?

4 VALUE JUDGEMENT
Valuing the learning experience

15 You can't guarantee me the things you tell me are valuable. 16 I'm starting to think that you're all about making money. 17 You ask me to be a better customer, instead of being a better university. 18 If I can do it myself, why am I here?

19 Group work brings out all the things I dislike about uni.



Studios

April 2020