

Acknowledgement of Country



I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work, meet and study.

I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.

Student voices: What really matters?

Dr Mieke Witsel,
Centre for Teaching and Learning

Student Panel members:
Juana, Danielle, Noel, Margaux, and Liwen

Student experiences

What are the experiences of our students, and how can we, as academics, learn from these?

The panel will share their experiences of what they feel is important to facilitate their learning - to get the most out of tutorials, what tools best facilitate their learning of important information and new skills, and how they study and prepare for exams.

Student panel members:

- Noel is an international student studying remotely from Metro Manila, Philippines enrolled in a Bachelor of Business (Aviation Management) degree.
- Liwen is an international student studying a Bachelor of Business degree by distance learning in Guangdong Province, China.
- Juana is a mature age student completing a Bachelor of Digital Media and Communications degree through online study.
- Danielle is a new mum and soon to complete a Bachelor of Psychology degree through online study.
- Margaux is an international student completing a Bachelor of Business degree majoring in Aviation Management through online study.

Student voices: [What really matters?](#)

Time of Panel recording and Question asked:

The students were asked to submit questions of what they wanted to discuss and provide experiences on. The questions were then collated into themes. Below is the recording time of questions asked. Many insights were shared during this panel and Q&A discussion.

Time (mins)	Question and Points raised
02:40	How can academics help you learn and what helps you learn new skills in a unit? <i>Practical learning/using tools in real time with tutor; access recorded lectures in own time; access to learning resources ahead of time; when UA connects with students with practical examples and at a social level to make learning fun (relationship building); turn cameras on to get to know each other; breakout rooms to connect with peers and when tutor pops in and out to resolve any task clarification.</i>
09:20	How does studying online affect you - the challenges, difficulties and the motivations when you weren't expecting to be studying online? <i>With no face-to-face teaching, breakout rooms helpful to meet with peers; when teacher is passionate about the subject and shares subject-related stories to maintain interest.</i>
11:02	What do you feel helps you with optimal learning? <i>Use Library and study guide to access resources (limitations in China with VPN, no access to Google Scholar); Discussion Board is useful and a solution for student/tutor questions and answers to access at any time, and for communications with peers and tutor when students have limited access to social media.</i>

Time of Panel recording and Question asked (continued):



The students were asked to submit questions of what they wanted to discuss and provide experiences on. The questions were then collated into themes. Below is the recording time of questions asked. Many insights were shared during this panel and Q&A discussion.

Time (mins)	Question and Points raised
13:37	How can academics help you attain your best results or achieve high grades? <i>Clear expectations of what is required for introduction and advanced units (introductory units too prescriptive at times leading to confusion); don't change exam requirements; clarity of grade level expectations by using exemplars; feedback is greatly appreciated; feedback doesn't explain why students didn't receive top grade level; feedback on final exam sought for future study on where went well or didn't go as well (where student could improve); talking through assessment templates and requirements; teacher to turn on camera to encourage students to ask questions; clear assessment instructions; feedback to highlight where students were wrong to assist learning.</i>
25:51	What can academics do to manage needless time overload and the amount of cognitive/brain overload? <i>Include a mix of learning options (instead of readings include auditory); shorter readings; include ungraded tests before readings to help students to prepare; readings by student topic choice; clarification of assessment requirements to guide required reading; provide readings in smaller chunks; indicate resources and pages to focus on (outline in study guide); provide quick summaries; answers to emails.</i>

Time of Panel recording and Question asked (continued):



The students were asked to submit questions of what they wanted to discuss and provide experiences on. The questions were then collated into themes. Below is the recording time of questions asked. Many insights were shared during this panel and Q&A discussion.

Time (mins)	Question and Points raised
35:34	Last two questions asked together: <i>Sense of community (build): More consistency across platforms used online; universal approach of learning resource location; virtual talks/activities with CEOs/guest speakers; include more group work opportunities for students to meet, makes everything a lot easier online; group work online plays; the first section of class not to be recorded to 'warm us into' student participation.</i> <i>Finance pressures (alleviate): Alternatives instead of one textbook; return textbook policy was useful; online seminar of how to apply for financial assistance; recommend textbook chapters to help download limits, and to help student to decide if to buy textbook; place PDF chapters online for download.</i>
43:56	Participant Q&A opens – discussion and T&L techniques shared by academic colleagues.