

Topic 1: Study Experience (Alessia to lead)

Question 1: How do you find the beginning to end process of taking a subject? (e.g. is there enough information about a subject before enrolling? How do you know what subjects to take when there is flexibility in your Course?)

- The handbook is very useful, but as it's not released until late, it can be tricky for students who need to calculate their points as not every subject is available every semester. Can the handbook list the subjects available for the next year/semester to allow for students to plan and enroll in subjects early to avoid overcrowding, or to make decisions over what subjects to pick for subjects we need. For postgrad courses where flexibility is important, this would be good
- The experience of the subject also influences enrollment numbers – e.g. the quality of the lecturer/the environment of the class. I heard from a student one of the subjects I chose was not run well so I decided to change my subject. Some students take this feedback very seriously and it can influence their capacity to choose this subject. How to find this info? University could foster more spaces for connectivity between students, allow students to talk to each other and share this information
- Handbook is helpful, but sometimes the subject overview can be very general, or not relevant/confusing to me as a student. If it had specific information or topics that are actually taught in the class, that would be more useful. My experience was when I enrolled in a subject, the Handbook overview did not match what was covered in it.

Question 2: How do you find the actual experience in class (e.g. class capacity, teaching methods, learning styles)?

- When I chose my elective classes, seven of them clashed and I ended up choosing something from an Environmental Masters degrees – this subject I didn't know much about and I ended up really disliking it – why do some Masters have a small amount of subjects for electives? I found the whole experience very complicated, I heard that my lecturer had received terrible evaluations over the years but nothing had changed, I was

told that I wouldn't learn much from this subject. If a subject has had terrible reviews over the years, why was there no change?

- Class capacity – for seminars with 60+ students in a packed space, this is not effective for group discussions, not an efficient space for working together, especially for compulsory subjects. Sometimes with the class times being offered, it clashes with other subjects, and this is an imbalance between some classes that are full and some that are empty. Duration – 8wk vs 12wk subjects – the shorter duration means no time to go through readings, we have a shorter week to complete assessments. Can we have a break after 8 week subjects?
- Sometimes the teachers who run these classes are 'guests' which may also explain their rushed timetable
- Subject experience with six weeks subjects – this is very intense. I also didn't know from the handbook I could choose subjects from other disciplines, this was not listed in my handbook
- Experience learning with EAP: several classes were not great because the EA was taking over the subject coordinator, they were less engaging, they don't really encourage students to be interactive – perhaps the coordinator needs to monitor them to ensure they are engaging
- I found the size of classes is good, but at times some of the classes do not engage with the tutor, the tutor will ask a question and the class is quiet – maybe that's because the students didn't have time to meet each other/know each other, could an icebreaker activity help at the start of the subject, get them to feel comfortable/talking in class

Question 3: Are you able to extend your learning and improve based on the feedback from Academics?

- Most of the tutors give good feedback, some may sugarcoat it too much instead of telling me what to improve.
- Some of the feedback, when I compare with other groups, it's hard to understand/know what to learn from our feedback, it seems artificial. But some lecturers do give feedback that is helpful
- Teaching method: Some lecturers are top down, they don't build a lot of discussions for students, some of us are working and having discussions with students to help us connect what we learn in the classroom with the workplace. This kind of teaching for PG is important, unfortunately some teachers don't allow room for this in the classroom

- There can be a disconnect between the lecturer and tutor. The lecturer might set the assessment guidelines one way, but the tutors may mark in another way. I have noticed this in three of my subjects with external tutors.
 - I feel like feedback is quite generic at times, unless you proactively ask your tutor. Perhaps more encouragement for students to do this could be helpful. If you don't email them for more information, the feedback can just be more general
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Topic 2: International Experience (Anastasia to lead) (35 mins)

Question 1: Do you feel the Faculty of Arts promotes overseas experiences adequately?

- FoA does a good job of promoting these experiences, inform in advance, have a lot of sessions, give students time to plan, when I went on the trip, the university helped me with visas, helped contribute payment for my accommodation etc., I would definitely recommend this to students
- We don't know the clear timelines to apply for these experiences, there might be a need to have a clear, explicit guide to deadlines
- Grants/scholarships is the same with deadlines, I've been emailed communications about this and that has helped me apply

Question 2: What have been the barriers preventing you from participating in an overseas experience (i.e. Exchange, UAMOS)?

- I wanted to enroll into a subject in Europe, but what was stopping me was not knowing about what would happen e.g. the visa process, fees – there's not a lot of information about where we would stay, especially if it's the first time we would have been to the country. This made me change my exchange country to one that was more familiar/affordable to me.
- Some subjects that are core subjects are only open during winter/summer break. Sometimes, this is a time when we would want to plan on doing exchange/internship - however, because of this core subject we tend to prioritize that subject first instead of going on exchange. If the core subjects were not run during the non-teaching periods, that would encourage me to apply for exchange subjects. I think if they increased core subjects during the normal teaching schedule, this would allow for more flexibility vs the

subject only appears once a year or we don't know if the class will be the same next year so we prioritise the core subject over others

- More options/locations would be good for exchange – in my major, I only knew of one subject and it was already run in my home country so I felt it wasn't relevant because I wanted a new experience in a new country.
- It would have been better if I could have seen other people's experiences with these programs, it would have given me time to make decisions, ask for help, get support with making these choices.

Question 3: Do you feel that the curriculum in the Faculty of Arts offers an international element (i.e. international lecturers, literature, UMOS, etc.)?

- It is great, I study Spanish and to me that's quite international, it's great if they could open more exchange options in these subjects
 - UG student: Most of my subjects, the readings are only Australian context. It would be nice to see research from Europe/Asia, as an international student, I can understand why we have the local focus, but it would be nice to see other case studies from different countries
 - In my course, they don't tend to focus on Australia, but most of the case/lectures are from Australia. Sometimes, when we have lecturers from different backgrounds/countries, they give us different viewpoints/ideas to the lecture. Maybe having international lecturers from different backgrounds would help to create that international atmosphere
 - PG student: our literature is from different countries/contexts, our lecturers encourage us to use different examples from different countries
 - PG student: we read a lot of literature from different countries, this week with our readings, we had the author of the paper teaching us, I found this really rewarding and appreciated the effort of the author coming to meet us and talk to us, this experience is valuable and was a good change for our routine
 - The lecturers/tutors are encouraging us to view international topics, the only issues are when we have case studies in US/UK contexts, could we have some from other countries?
 - My major has selection of international readings, but my concern is the range is too niche, sometimes we are required to use the readings but these are not relevant to our essays – perhaps a mix between general and international readings could be best
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Topic 3: Reflection of the Student Forum and looking ahead to 2025 (All Co-Chairs to lead)

Question 1: What did you enjoy about the Forum?

- The forum allows me to feel more connected to the university, allows me to know I share similar experiences with students from other schools
- I like the open-ended discussion, it's easy to communicate, the questions let me join in the discussions, the questions are linked with the topics we wanted to discuss
- The flow, facilitation of the discussions has been a highlight, very respectful and appreciated
- Every opinion/experience is respected here. I am looking forward to seeing the discussions in the forum being implemented.

Question 2: What can be improved about the Forum?

- Forum would be better if it was longer, sometimes there's so many questions and not everyone gets the chance to speak
- I like that we can speak out loud and everyone will listen, but maybe having a space to submit/write questions to give feedback would be helpful
- Could we have more sessions/forums that focus more on student experience and what happens in the classrooms
- Maybe an icebreaker would help us be more comfortable at the start of the forum?
- Could we have faculty members give us some updates/information? Some of the things we raise may be because we aren't aware about them – if a faculty member knows the answer they can alleviate some of these unknowns – maybe at the end of the session they could give us their input or cover anything we need to know or give feedback on other things that we have raised, they can help us address or clarify our concerns
- Having a pre-submission form questions in registration which may let us discuss things others have – Chairs: that's what the agenda is for, to structure the plan of the forum, which we invite everyone to contribute (perhaps putting a QR code in place for this next time)
- Can we have one for the forums be divided into Undergrad and Postgrad? This would give everyone a relevant space to share their experience, allow for tailored discussion/questions

Question 3: How would you like to see the Arts Student Forum progress?

- To have lunch! this can encourage more students to come

- I enjoy the forum, I try and attend all sessions, it's a great opportunity for students to express their ideas and share their struggles, I am looking forward to seeing the feedback from the faculty and seeing some of the problems being solved

Academics to contribute – how has the Student voice been received over the Course of the Forum? (5 minutes)

- **Beth** - The items brought up in the forum filter through both indirectly and directly amongst faculty staff
 - An example of a direct effect is the topic of student experience and inclusion that was discussed in second forum - I invited the co-chairs to meet with the Faculty Education and Students committee to share what was raised – this led to the implementation of Anti-Racism training. Our co-chairs also led a very respectful conversation about the protest, and a student request for more avenues to learn about global issues contributed to a new series of public lectures. Another example is that the Faculty is trying to implement initiatives to support food and food security for students.
- **Veronique** – I'd love to hear more from the UG students, maybe different sessions for the two cohorts (UG and PG) could be helpful - any questions you'd like debate or bring up, feel free to ask myself, Beth or Delia for us to share with the co-chairs
- **Delia** – The forum is a highlight, I've attended for two years and have seen more and more students attending. I'd like to hear more PG student opinions, but I enjoy hearing the variety and a more international perspective. I always think how do I bring what I hear here to my work. In our School, we really think about how to support our students, everything we hear here we think about how to bring to our students.
- **John** – we take feedback here very seriously – one specific issue I will consider today is the importance of avoiding clashes in timetabling, space is always a problem but we do know it would be great to have more options. The other one I can give immediate feedback on is from the student who is studying Spanish, we are working on offering a subject in Chile so they can offer language exchange experience next year. One of the benefits of language classes is that it encourages a very social/interpersonal environment, I want to take this back to our faculty and try and expand language learning as a means of socialisation as well as learning
- **Ika**: All the content said here is relevant to our school, this forum feeds into our school agenda and sets our priorities for the next year.