STUDENT JOURNEY MAP

REFERENCE BOOK

Last updated 16 August 2019

Note: The UTS academic year includes an Autumn session, Spring session, and Summer session. However, research participants typically used the term “semester” to refer to a “session”.
ABOUT THE REFERENCE BOOK

BACKGROUND
This Reference Book is an addendum to the Student Journey Map, which was created by the LX Transformation Program’s Human-Centred Design (HCD) stream. Research was primarily conducted by practitioners from Tobias—an external HCD partner—and staff from UTS’ IT Division with guidance from the HCD & UX Manager.

The insights and findings presented in this document are based on research conducted with UTS students from November 2018 to March 2019 (inclusive).

Key research activities:
- Journey mapping workshops (n=26 students)
- In-depth interviews and guerrilla research (n= 43 students)

Additionally, relevant insights from other sources of UTS research, including earlier HCD research and pedagogical research from IML, fed into the findings presented in this book.

Research participants were recruited with the aim of getting a diverse sample of students from different faculties and years of study. All students who participated were current UTS coursework students.

Student types included:
- Undergraduate
- Postgraduate coursework
- International, including full degree, exchange and Study Abroad students

Groups that are not represented in the research, and offer opportunities for future research initiatives, include:
- Indigenous students
- Students from a spectrum of socioeconomic backgrounds
- Students with accessibility requirements

PURPOSE
The purpose of the Reference Book is to:
- Provide a detailed view of the end-to-end student experience at UTS, during a typical teaching session.
- Present rich research findings that may have been omitted from the Student Journey Map (which serves as a high-level design tool).
- Enable anyone with an interest in the student experience at UTS to gain familiarity with the body of relevant UTS research.
ABOUT THE REFERENCE BOOK

This reference book is intended to be a **living document** that can be added to over time as more student experience research is conducted, and further insights and findings are uncovered.

We encourage people who have worked on projects related to the student experience at UTS to add references to their publications and project materials. To add references, please email jeannette.durick@uts.edu.au (Manager, Human-Centred Design & UX).

**KEY:**

- B|D|A Reference numbers to chapters in the Student Semester Journey Map Reference Booklet
- ACTION FREQUENCY CURVE The frequency in which actions happen before, during and after a semester

BEFORE  DURING  AFTER
To submit my application properly, and with ease, so that I can feel confident that nothing will get in the way of me receiving an offer to study

**PAINS**
- Planning overload paired with uncertainty can increase cognitive load, particularly among new international students, moving to Sydney, who also need to organise visa, travel and housing
- Lots of paperwork

**JOYS**
- Excited about a new chapter of life
- Simple application process — “*it was quite easy to apply to both UTS and EAS, and it was easy to enrol, because you just follow instructions*” (IP1, Domestic first-year student)

**INSIGHTS**
- New students, particularly international students (who need to sort out visa, housing, etc.) have many things to do leading up to the semester*

**MOST COMMONLY SEEN IN**
- New students (domestic, international, exchange, Study Abroad)

**TOOLS / WEBSITES / SYSTEMS**
- University Admissions Centre (UAC) website
- UTS website – uts.edu.au
- myStudentAdmin – onestopadmin.uts.edu.au
- UTS Email

**ACTIONS**
- Explore university options
- Research online
- Attend university Open Days
- Talk to friends
- Talk to Career Advisors
- Engage education agent (if overseas)
- Enter up to 10 choices in UAC
- Wait until a week after HSC results are released to receive first round offers — “*as soon as I got the email, I enrolled into UTS*” (IP1, Domestic first-year student)
- Receive and accept offer
- Activate UTS email account
- Enrol in course
• Evers, M., Olliffe, B. & Dwyer, A. (2016) Law's not hard; it's just hard to get into: a study of alternative entry students to law school. Law Teacher, pp. 1-19

Abstract: Students who enter law school are generally referred to as "high achievers", having qualified through a competitive admission policy. Lowering entry requirements to some courses provides opportunities for students. This paper explains the implementation of the Principals’ Recommendation Scheme (PRS) within UTS:Law.


Abstract: Enrolled Nurses (EN) seeking to upgrade their qualification to Registered Nurse (RN) are commonly given direct entry into the second year of uni. This typically results in enrolment into science subjects including pathophysiology, pharmacology, etc. However, many students experience an education gap. This paper reports on the development of a website to fill this gap and so support EN transition to uni.
DECADE ON
SUBJECTS

GOAL
To have visibility into the details of the subjects I can choose, so that I can feel confident I’m choosing the right subjects for me

ACTIONS
• Research subjects
  • Read Subject Outline
  • Receive subject advice
• Make subject decision usually based on UTS Handbook – “I followed the Handbook because I didn’t want to have issues with subject availability” (Domestic student)
• Or if there is the option for choice, decision based on:
  • Developing skills to find a job
  • What they want to learn
  • Subjects required to graduate (core)
  • How interactive the subject is – “I personally prefer a lot of student-teacher interaction” (Domestic student)
  • Subject approval by home university if Exchange / Study Abroad student

PAINS
• Vague descriptions of subject in UTS Handbook makes it difficult to decide
• Limited visibility of timetable before subjects are selected
• Difficult to gauge the required level of knowledge based on descriptions – “You never really know [the difference between] the fundamentals levels you have at home compared to the advanced classes here... you just enrol and hope for the best” (Study abroad student)
• UTS Handbook lacks real life examples or checklists, making it difficult to decide

INSIGHTS
• Most courses have preferred structures, so subject selection only applies to electives, majors, unusual circumstances and Exchange / Study Abroad students

MOST COMMONLY SEEN IN
• Exchange / Study Abroad students
• Students with electives

TOOLS / WEBSITES / SYSTEMS
• UTS Handbook – handbook.uts.edu.au
DECIDE ON SUBJECTS

B02

ADDITIONAL REFERENCES


Abstract: UTS Science, Engineering and Maths students who studied General Maths at high school are far more likely to fail their first undergraduate mathematics subject compared to students who meet the non-compulsory ”Assumed Knowledge” of 2 unit Mathematics. Mastery Learning was chosen as a potential solution. Results have been promising with improvements in academic success for under-prepared students.
ENROL IN SUBJECTS

B03

GOAL

A clear, simple, and streamlined enrolment process so that I can enrol in subjects quickly and with ease

PAINS

- New students feel uncertain the enrolment process was followed correctly
- Frustrated by the enrolment process on myStudentAdmin – “The enrolment is just not intuitive, and it takes so long to add something to your study plan. I’m sure it’s transferring data or something, but my login times out while I’m waiting for it to add to the study plan, so I have to do it all over again. I’ve been through it five times trying to do that before because it just takes so long” (WP2, Domestic student)
- Unsure whether they chose the right degree

INSIGHTS

- If the recommended course structure is not followed, subject enrolments must be done manually through the Student Centre and eRequests – “I’m supposed to be finished, but my course is out of whack, so I have to do everything by eRequest” (WP5, Domestic student)

MOST COMMONLY SEEN IN

- All students

TOOLS / WEBSITES / SYSTEMS

- myStudentAdmin – onestopadmin.uts.edu.au
- eRequest (via myStudentAdmin)
- Student Centre
ENROL IN CLASSES
B04

GOAL

Flexibility and choice over the classes I enrol in, with early visibility over my options, so I can choose classes that fit with my non-uni timetable

PAINS

• Limited choice in timetable – “I didn’t have any options to select my classes because there was only one slot” (Domestic student)
• Badly timed classes, eg. 8am lectures, Saturday classes or Friday evening tutorials – “I have lectures from 8am to 9pm”
• Clashing timetables – “I had to leave an hour early during one of my classes last year to make [the next class], which sucks because I was leaving in the tutorial part, where all the maths and stuff was” (WP2, Domestic student)
• If a new student, rely on friends for guidance on how to use myTimetable

INSIGHTS

• At the end of a semester*, despite having the option earlier, students wait until results are released to create their timetable, to see which subjects they passed – “We do our timetable the very next day. It’s actually available in October or November, but it’s hard to organise because you don’t know which subjects you’ve passed, so everyone waits till after results” (IP2, Domestic student)

MOST COMMONLY SEEN IN

• All students

TOOLS / WEBSITES / SYSTEMS

• myTimetable – mytimetable.uts.edu.au
• Facebook
• Personal calendar (eg. iCal)

ACTIONS

• Use UTS myTimetable to select tutorial, lecture, workshop, studio, prac session, etc.
• Create timetable for whole year in January
• Choose classes (eg. tutorial) based on ‘first come first served’ – “I made sure I was up as soon as I got my email, so I could make my timetable before work” (IP1, Domestic first-year student)
• Ask friends with UTS experience for guidance on how to use myTimetable if a new student
• Ask fellow students if they can swap classes (eg. on Facebook group) when classes clash with other commitments such as work

*At the end of a semester
PLAN TIME MANAGEMENT

GOAL

To plan how I intend to manage my time in this upcoming semester* so I can balance my uni workload with other commitments

ACTIONS

• Plan upcoming semester*
• Use UTS myTimetable and personal calendar (eg. iCal) to map out the semester*
• Balance uni with other commitments (eg. casual or part time work, family if a student with kids)

PAINS

• Feel worried about the uni workload and balancing time with other commitments (eg. work, family)
• Balancing uni and social life – “I’ve got a lot of work to do outside of my classes, so I’m struggling to balance my social life with all my work to do outside of classes” (IP1, Domestic student)

JOYS

• The flexibility of class timetables, and the option to choose how many subjects they do at one time – “I usually take 3 subjects so I can work too” (IP2, Domestic student)

INSIGHTS

• Balancing uni workload in and outside of uni, with other life commitments, can be difficult. Particularly for those with jobs and/or family commitments

MOST COMMONLY SEEN IN

• Time-poor students
• Highly motivated students (proactive)

TOOLS / WEBSITES / SYSTEMS

• myTimetable – mytimetable.uts.edu.au
• Download calendar to iCal, Google Calendar or MS Outlook
• UTS Activate planner
GATHER & UNDERSTAND MATERIALS

B06

GOAL

To know where to go to acquire all of my required materials at once, so that I can come to class prepared

PAINS

- Lack of clarity around subject requirements, preventing students from adequately preparing
- Wait for subject materials to be uploaded to UTS Online – “Waiting for subject information to be posted to UTS Online. Sometimes stuff isn’t on there until two days before you actually have lectures” (WP2, Domestic student)
- More preparation required for Summer Sessions due to fewer weeks
- Students who can’t afford the required software, physical materials, or subscriptions to complete an assessment simply lose marks

INSIGHTS

- Students are expected to come to the first class having already completed pre-tasks and prepared all of their materials. This can be difficult if the requirements are not clearly communicated or there are time constraints due to shorter sessions.

JOYS

- Feel enthusiastic, wanting to be prepared at the beginning of the semester*
- Desire to keep up to date, though the work piles up over the semester* – “This time I’m going to be so organised and constantly up to date with everything” (Domestic student)

ACTIONS

- Go through Subject Outline
- Do pre-class readings
- Purchase materials, eg.
  - Stationary
  - Textbooks
  - Uniforms
  - Design materials
- Visit UTS Library

MUST COMMONLY SEEN IN

- Highly motivated students (proactive)
- All students (for required tasks)

TOOLS / WEBSITES / SYSTEMS

- Subject Outline
- UTS Online – online.uts.edu.au
- UTS Library website
- UTS Webmail
DO SELF-DIRECTED LEARNING

GOAL

To have access to, and awareness of, relevant support materials so that I can engage in my own learning outside of class.

PAINS

• Aside from the Subject Outline (a non-interactive PDF), UTS Online is not helpful in surfacing resources that can support self-directed learning – “There’s actually a specific tab called ‘tools’ and its pretty much useless” (IP2, Domestic student).

JOYS

• Abundance of resources available – “At UTS there’s always enough resources available to study, if you put in the effort you’ll do fine” (IP2, Domestic student).

ACTIONS

• Explore related content, eg.
  • Books suggested in Subject Outline
  • YouTube
  • Readings
  • Library databases
  • Extra courses
• Become involved in extracurricular activities, eg.
  • BUiLD
  • Internships
  • UTS talks
• Create study groups and work with other students

PAINS

• Many subjects have existing Facebook groups for subjects, which collect shared information from past and current students – “Probably a student made it 10 years ago, and now there’s thousands of students on there... People post notes, answers to quizzes, ask for help on a question, talk crap about the lecturer, stuff like that” (IP2, Domestic student).

JOYS

• Appreciating the UTS Library’s online resources – “I like the Lynda subscription UTS has.... It gives you tutorials of any programs you need it for and it’s really useful” (WP1, Domestic student).
DO SELF-DIRECTED LEARNING

INSIGHTS

• There are many resources available for students, however no easy way to find out about them. Many turn to UTS Online to see what that has to offer, and find it is not helpful so they end up referring to the Subject Outline. The Subject Outline is a non-interactive PDF document, for a dot-point list of recommended resources
• The Subject Outline is seen as the source of truth for students. To find additional resources, students can look at the recommended readings in the Subject Outline and borrow them from the Library
• Due to the variety of needs in each course, many external resources are used

TOOLS / WEBSITES / SYSTEMS

• YouTube
• Readings
• Library databases
• Extra courses
• External resources, eg. Khan Academy, YouTube
• O’Reilly Online – “I like the breadth and also the UI” (WP5, Domestic student)

MOST COMMONLY SEEN IN

• Highly motivated students
NAVIGATE CAMPUS

GOAL
To quickly learn where the relevant places are around campus, so that I don’t get lost, adding stress to my first few weeks of uni

ACTIONS
• Register for Orientation activities
• Take tour of campus during O-Week
• Go to student services to pick up Student ID Card
• Figure out where everything is
• Use UTS Map app
• Find classrooms

PAINS
• Lost on campus
• Whole class moving from one building to another for their next class cuts into class time
• Lecturers won’t always let in late students

JOYS
• Fairly easy to get around – “The signing at UTS is pretty good at directing you to different areas and things” (IP1, Domestic student)
• Being in a central location

INSIGHTS
• New students experience most difficulty navigating campus, however with each new semester* comes new classrooms
• In some cases, an entire class will walk from one building to another for their next class following immediately, which cuts into tutorial time

MOST COMMONLY SEEN IN
• All new students

TOOLS / WEBSITES / SYSTEMS
• UTS Map app
• UTS mobile
• Google Maps
• Lost On Campus – “A PAIN TO USE! Because it never loads and works”
• Opal App and TripView (map function)
• Orientation website
FAMILIARISE WITH UTS WEBSITES, TOOLS & SYSTEMS

D02

GOAL

To quickly understand UTS tools, websites and systems as they become relevant, so that I can get on with what I need to do

PAINS

- Multiple UTS web resources lead to confusion around where to find or do things. This particularly causes confusion among new students or students visiting for a short time – “There’s so many websites you need to remember… I was so confused” (Exchange student)
- UTS Online is difficult to navigate (eg. setup of folder structure) – “I don’t know if this is a lecturer problem and them just not organising their subject area properly. It’s hard to find stuff … It’s a struggle to find the relevant things sometimes” (WP2, Domestic student)
- Different names for the same thing causing confusion, eg. One Stop Admin / myStudentAdmin, Blackboard / UTS Online
- UTS Online doesn’t work on mobile
- Clutter on the UTS Online home page with unnecessary widgets without the student purposely adding them – “If I’d like to have a calendar added to it [the dashboard], I'd do that myself! I don't need it forced upon me” (WP2, Domestic student)

INSIGHTS

- Multiple sites, with multiple names for each, lead to confusion and miscommunication
- New sites are introduced throughout the semester*, which leads to ongoing uncertainty

MOST COMMONLY SEEN IN

- New students

TOOLS / WEBSITES / SYSTEMS

- All official and unofficial tools, websites and systems used at UTS

ACTIONS

- Interact with multiple digital systems and services
- Learn about new websites, tools or systems throughout semester* as being introduced to new ones

ACTION FREQUENCY CURVE
UNDERSTAND HOW THINGS ARE DONE AT UTS

D03

GOAL

To rapidly understand how things work at UTS, so that I can focus my effort on learning content from class

ACTIONS

- Learn through friends with UTS experience, eg. over coffee or social media
- Experience a different education system
- Familiarise with new language and terminology, particularly if the student has recently arrived from overseas
- Attend Orientation activities, eg. HELPS workshops, O-day, faculty welcome

PAINS

- Unfamiliar language, terminology and jargon (particularly prevalent among international, exchange and Study Abroad)
- New students (particularly international, exchange and Study Abroad) are already overwhelmed from planning and admin activities leading up to starting at uni and may have little cognitive capacity to draw on

INSIGHTS

- Lots of uncertainty when new students are starting out
- International students find new language and terminology particularly challenging
- Due to the constant changes that come with each semester*, it may take several years to feel like they fully understand UTS – “The first couple of years it took me a few weeks to get into a subject, but now I just know where everything is. I’ve got the Subject Outline and know where to go, straight into it” (IP2, Domestic student)

ACTION FREQUENCY CURVE

- In the shift to Summer Sessions, some subjects did not adapt well, and either delivered the same program in fewer weeks, or skipped some content – “We missed two lab sessions, they just showed us a video of what the lab was, and it sort of affected how we completed the assignment” (IP2, Domestic student)

MOST COMMONLY SEEN IN

- New students
- Existing students experiencing changes at UTS

TOOLS / WEBSITES / SYSTEMS

- Orientation website
- Orientation Facebook page
- UTS Library Harvard reference guide
- Social media, eg. Facebook, WhatsApp
ADDITIONAL REFERENCES


  **Abstract:** The UTS first-year Experience program is an institution-wide, systematic approach to supporting the transition, retention and success of first-year students from low socioeconomic status (SES) backgrounds. This good practice report describes the program, its evolution over five years and its impacts.


  **Abstract:** Scientific writing is a fundamental skill yet remains a daunting task for trainee scientists. Literature use is problematic with students accidentally plagiarising because they lack paraphrasing and citation skills. Our aim was to design and embed a flipped, interactive academic integrity module (AIM) that: 1. Builds understanding of what constitutes plagiarism, 2. Improves student skills in paraphrasing and citing.
UNDERSTAND UTS WAYS OF TEACHING & LEARNING
D04

GOAL
To quickly understand the teaching and learning conventions at UTS, so that I know what’s expected of me and can participate appropriately

ACTIONS
• Understand UTS teaching style
• Get exposed to new class formats, eg. tutorial and lecture
• Familiarise with collaboration style
• Attend interactive classes

PAINS
• Unfamiliar methods of learning – “The university style of teaching and the environment is totally different” (Exchange student)

JOYS
• Engaging learning styles – “[I like] varying learning styles I get to engage with, like lectures and tutorials and workshops and studios, because it helps me learn in different ways” (IP1, Domestic student)

INSIGHTS
• International students are often unfamiliar with ways of learning, eg. tutorials and group work
• Students need to understand where the content and skills they are learning fit in – “Don’t teach us topics that you’re not going to assess us on later” (WP3, Domestic student)
• There isn’t enough sharing between year groups, to build on the work others have done

MOST COMMONLY SEEN IN
• New students

TOOLS / WEBSITES / SYSTEMS
• UTS Online
• Subject Outline

ACTION FREQUENCY CURVE

Worried about how to participate in tutorials, write an essay and do group work if not familiar with such methods of learning
• Unfamiliar with exam style and lack prep exams – “[need more] prep exams so you’re less worried. I did it for one class and it was really helpful” (Exchange student)
• Lack interaction between past students to share what has been learned and the processes they have picked up, so they can build on other students’ knowledge – “Not just passing on exam answers, but actually sharing what you’ve learnt… some kind of a hub for people to interact” (WP1, Domestic student)
ADDITIONAL REFERENCES

  **Abstract:** The design professions have undergone immense shifts over recent decades including an overdue, new receptivity to Indigenous skills and knowledge. This paper examines a UTS project, supported by the Centre for Advancement of Indigenous Knowledges and implemented across DAB. The research asks how first-year design students can learn about Indigenous perspectives on design, space, place, Country.

  **Abstract:** Flipped Learning (FL) is a student-centred pedagogical approach where new content is introduced prior to class, permitting more time for active learning. Despite evidence of FL effectiveness, many educators are reluctant or unsure how to adopt it. In response, we developed the Flipped Teacher Flipped Learner (FTFL) Framework.

  **Abstract:** This paper describes a systematic, whole-of-institution strategy that uses distributed leadership to engage academics and professional staff in supporting transition, success and retention for first-year students. A set of interrelated activities achieved cross-institutional collaboration, student success, institutional recognition.

  **Abstract:** A key scientific practice is using literature to communicate research findings; To read scientific literature selectively and critically is fundamental for students. However, teaching them how to read the often unfamiliar disciplinary discourse is not prioritised. To induct students into the science discourse community, we designed and embedded a program to prepare them to read scientific texts.
EXPERIENCE TEACHING STYLES

**GOAL**

To experience teaching styles from UTS staff that engage me in my learning, so that I am adequately prepared for my career and life.

**ACTIONS**

- Go to class
- Study
- Practice

**PAINS**

- Some students feel they have to teach themselves everything, eg. difficult concepts
- Lecturers and tutors talk too much (ie. there is a lack of interactive discussions)
- Limited face-to-face time for some subjects to ask clarifying questions
- Need a more engaging teaching style
- Would like more real life based assessments
- Disconnect between Subject Intended Learning Outcomes and learning – “The best lecturers I had didn’t comply with … [explaining the SILOs] Learning should be invisible. You don’t need to say, ‘This is what you’re going to learn’. It should be like at the end, ‘Oh wow, I learnt so much’” (WP5, Domestic student)

**JOYS**

- Teaching style at UTS is engaging and practical
- Excited about learning new styles
- Learning through process and reflection – “They incorporated blogging of your process and as an assessment. I really found that helpful and now I can go back and see ‘What did I do’... I can point it to a potential employer and show the thinking process that went into that” (WP5, Domestic student)
Experience Teaching Styles

**Insights**

- Teaching and learning style varies between faculty, course, subject, and individual teaching staff.

**Most Commonly Seen In**

- All students

**Tools / Websites / Systems**

- UTS Library
- UTS Online
- Computer labs – “I think we could better use our computer labs... Even though in basic first-year subjects we do get to use Excel, but they could just make it fun to learn Excel, and other learning software” (WP1)
- Whatever tools used in class
- Lynda
- Instagram – “We’ve made a hashtag with our course number, and it allows us to share different advertising campaigns and why we like or don’t like them, and actually view them all at once” (WP4, Domestic student)

**Abstract:** This paper describes the first-year Experience (FYE) Project at UTS to engage and support academics to address student transition and diversity. The UTS FYE framework has provided a mechanism for third generation transition pedagogy, resulting in an evolving learning community in which staff have a sense of belonging.


**Abstract:** Reflective practice is now recognised as important for software developers, but there is limited empirical investigation into how best to teach and learn reflection. This paper is a beginning to the consideration of how the teaching of software development can best be combined with teaching reflective practice.
PARTICIPATE IN UTS CLUBS & EVENTS

D06

GOAL

To join a UTS community, so that I can expand on my social, networking, career development, extracurricular skills, and educational capacity

ACTIONS

• Further learning
• O-Week
• Sign up for clubs
  • Online
  • In person
  • Social media
• Attend events
  • Social
  • Educational
  • Skill-based
  • Community-based
  • Networking
  • Career development

JOYS

• Feel part of a community – “It's fun and you make friends for life” (WP4, Domestic student)
• Feel connected with UTS

INSIGHTS

• Students join clubs and societies for multiple reasons, including social, networking, career development, skill development, etc.

TOOLS / WEBSITES / SYSTEMS

• Activate UTS
• Facebook
• Instagram
• WhatsApp

MOST COMMONLY SEEN IN

• Highly motivated students
• Social students
USE SUBJECT OUTLINE

D07

GOAL
For the Subject Outline to be clear and relevant, so that I can refer to it throughout the semester* as the source of truth for the subject

PAINS
- Parts of the Subject Outline, namely the Subject Intended Learning outcomes, Course Learning outcomes and Graduate Attributes, is not written in student friendly manner and is seen as a lot of ‘fluff’ – “It’s hard to link it to anything tangible” (WP2, Domestic student)
- The learning objectives are for the staff, not the students – “The Subject Outline is like the bible for the subject but it’s so unfriendly and I think it’s a lot of fluff. What I think has happened is that this was meant for the teachers. The learning objectives are for them. It’s not a student centred Subject Outline” (WP5, Domestic student)
- SILOs and Graduate Attributes are not seen as relatable for students – “I reckon if they just simplified it, ‘this is what we intend for you to be able to do at the end of this subject’ then probably we would be able to strategically assess it” (WP2, Domestic student)

INSIGHTS
- The Subject Outline is seen as “The Bible” for a subject, however the information around SILOs is not communicated in a way that links it to practical learning. Students tend to skip over the first few pages, and read only the week schedule and assessments – “Have the most important things up front … I don’t know how subject learning outcomes are linked to life” (WP5, Domestic student) – “If we knew more we could use it for our resume. It’s just fancy words” (WP1, Domestic student)

ACTIONS
- Read through Subject Outline before semester* begins
- Continue to refer to Subject Outline throughout semester*
- Plan around assessment and class dates
- Read assessment briefs

MOST COMMONLY SEEN IN
- All students

TOOLS / WEBSITES / SYSTEMS
- UTS Online
RECEIVE OFFICIAL UTS COMMUNICATIONS

GOAL

To receive and comprehend all relevant communications from UTS in a timely manner, and trust that it is an accurate and consistent source of truth, with no missing details

PAINS

• Lack of, or miscommunication with students, eg. not announcing cancelled classes
• Different deadlines in the Subject Outline and Turnitin – “In the Subject Outline the due date would be one date and then in Turnitin it would be completely different”
• Too cumbersome to log in to multiple emails:
  – “It’s a pain to log into it, how many clicks?” (WP5, Domestic student)
  – “Even the government has [Single Sign On], to get to the ATO and stuff, UTS doesn’t” (WP2, Domestic student)
• Many students set up automatic forwarding from UTS Webmail to their personal account, so they are notified. However, many UTS staff won’t respond to mail from personal accounts, which is a pain in time-sensitive situations

• “I instinctively responded on my personal account because I had it forwarded… I realised [I’d responded on the wrong account] after the cut-off date, so I had no idea if I was enrolled or not, so I just rocked up… luckily, they don’t actually check their stuff” (WP2, Domestic student)
• Waiting for information to get posted onto UTS Online
• Can be difficult to find and access things in UTS Online, eg. announcements on front screens don’t link to respective subject
• Not knowing if something will have changed in the new semester – “It’s really annoying. You haven’t even started uni yet but you have to check UTS Webmail in case they change something. For example, they changed UTS Online to Canvas and if I didn’t check it, I wouldn’t have known. And I would’ve gone into UTS Online wondering ‘Why isn’t my subject there?’” (WP4, Domestic student)

ACTIONS

• Communication from UTS about subjects, eg. through:
  • Email
  • Subject Outlines
  • UTS Online (Announcements)
• Facebook – “It's the age of Facebook” (WP2, Domestic student)
INSIGHTS

• There are multiple channels through which official communications can be received, however it is not always consistent, so there is confusion around where the source of truth sits

MOST COMMONLY SEEN IN

• All students

TOOLS / WEBSITES / SYSTEMS

• UTS Online (Announcements section)
• UTS Student Webmail
GOAL

To be aware of the UTS services that are available to me, so that I can find help and assistance when I need

ACTIONS

- Use language, health or legal services
- Visit UTS CareerHub (service centre or website
- Obtain credit recognition

PAINS

- Don’t become aware about services soon enough and/or until after it’s needed
- Need more support services
- CareerHub – “I just recently I’ve found there are a lot of resources on it… even with careers guidance” however, there’s a lack of awareness about these resources – “it’s just me searching it by myself… that could be something orientation week could really highlight” (WP1, Domestic student)

JOYS

- UTS provides resources, however they should be promoted – “UTS provides a lot of detailed tools, like ‘Helps’, Library, tutor sessions… so use them!”
- Attending a U-Pass session, where a former distinction student teaches the subject – “it’s good because you’re just hanging out with other students and doing extra work” (IP2)

INSIGHTS

- There is little awareness of the support services on offer until it’s too late

MOST COMMONLY SEEN IN

- All students (to varying levels)

TOOLS / WEBSITES / SYSTEMS

- Ask UTS
- Student Centre email
- UTS Handbook – handbook.uts.edu.au
GOAL

To ensure my details are up-to-date in myStudentAdmin, so that I can get on with things.

ACTIONS

- Visit Student Centre
- Submit eRequests (via myStudentAdmin)

PAINS

- eRequests are cumbersome to submit and provide no expected completion date:
  - “The UI is from like the ‘80s” (WP5, Domestic student)
  - “Once you apply for an eRequest you don’t know how long it will take” (WP1, Domestic student)
  - “You’re better of going in person” (WP2, Domestic student)
- Receive mixed information from different sources
- Student Centre takes too long and is often staffed by other students who have limited knowledge about the system/services – “It’s been nothing but trouble, it just takes too long to get anything done” (WP2, Domestic student)
- Long wait, often for time sensitive situations, eg. making appointments, submitting eRequests, etc. – “If you’re trying to change subjects or something, the class may have already started” (WP4, Domestic student)

INSIGHTS

- Student Centre and eRequests can be slow and painful experiences

MOST COMMONLY SEEN IN

- All students (to varying levels)

TOOLS / WEBSITES / SYSTEMS

- eRequest (via myStudentAdmin)
- Student Centre email
- UTS Handbook – handbook.uts.edu.au
MANAGE TIME

D11

GOAL

To manage my time, so that I can juggle uni, work, study, and life

PAINS

- Feel overwhelmed
- Try to cope with massive workload of uni on top of life commitments
- In July (2-week break between first and second semester*), students might work multiple part time jobs, because it is too short a time to pick up a full time job between sessions
- If students work part time during the sessions, night classes can be a favourable option, but not always an option – “Sometimes you get lucky, but often I miss lectures because of work” (IP2, Domestic student)

INSIGHTS

- Most students are juggling other life commitments around uni, particularly those with a part time career and/or family

ACTIONS

- Juggle work, study, and life, at once
- Plan around timetable and due dates
- Proactive and reactive time management

TOOLS / WEBSITES / SYSTEMS

- Calendar, eg. Google Cal, iCal, Microsoft Office calendar, etc.

MOST COMMONLY SEEN IN

- All students
To attend lectures throughout the semester* where I will learn new content that can be later practiced in class

**GOAL**

**PAINS**

- Students feel there’s no point in going when lecturers simply read lecture slides aloud
- Feel bored if there are too many lecture slides
- Lecturers with bad communication skills
- Inconsistency with lectures being uploaded to UTS Online – “I personally record a few lectures myself and hope I’m not violating anything” (Domestic student)
- Inconsistency with format of lectures uploaded to UTS Online, eg. some audio, some slides only, some video, etc.
- Students may not watch all the lectures if they need to prioritise workload – “They aren’t that important, it’s more to keep you up to date, and understand how the lecturer will be marking the exams” (IP2, Domestic student)
- Lectures in “really dark, dull halls and places” (WP1, Domestic student)

**JOYS**

- Online recorded lectures allow more time flexibility
- Lecturers with professional industry experience – “I really like lecturers who are also professionals... It’s so cool they can talk about life cases. Rather than just, ‘Here’s a book, you can read it’” (WP5, Domestic student)

**ACTIONS**

- Go in person
- Watch lecture recordings online
- Read through slides
INSIGHTS

• Classes are seen as more important than lectures, because sometimes lecturers are just reading slides, whereas there’s more interaction during classes — “I fit my work around my tutorials, not my lectures, tutorials are more important than lectures” (IP2, Domestic student)

• There’s inconsistency with lecturers uploading the lecture (ie. different formats, or not at all), which makes it difficult for students to plan their timetable, based on whether they have to physically attend the lecture

TOOLS / WEBSITES / SYSTEMS

• UTS Online
• PowerPoint
• YouTube (embedded in UTS Online or PowerPoint slides)

MOST COMMONLY SEEN IN

• All students
GO TO CLASSES (eg. TUTORIALS, WORKSHOPS, LABS, ETC.)

D13

GOAL

To attend classes throughout the semester* where I will learn new content, and cement existing knowledge through interactive practice and discussions

ACTIONS

• Prepare for class
• Refer to Subject Outline
• Do pre-readings
• Attend class
  • Tutorials
  • Practical sessions
  • Workshops
  • Studio sessions
  • etc.

PAINS

• Timetable not suitable, or lack options and flexibility
• Badly timed classes
• Overloaded prac sessions
• Subject Coordinators and tutors don’t always follow up on pre-class activities

JOYS

• Feel inspired by learning new content and understanding what they’re studying
• Find tutorials and workshops to be interactive and engaging – “For me, speaking out helps me learn. There should be less ‘traditional’ learning” (Domestic student) – “I generally find tutorials more interesting” (WP3, Domestic student)
• Like having readings available in E-format

INSIGHTS

• Classes are seen as a valuable part of the learning experience, due to being highly interactive and hands-on

MOST COMMONLY SEEN IN

• All students

TOOLS / WEBSITES / SYSTEMS

• UTS Online
• Subject Outline
• Student email
• Whichever tools the tutor / Subject Coordinator chooses to use in class, or is dictated by the Subject Outline
GO TO CLASSES (eg. TUTORIALS, WORKSHOPS, LABS, ETC.)

D13

ADDITIONAL REFERENCES

  **Abstract:** A simulation experiment was developed to realistically recreate the impacts of an oceanic oil spill and the procedures required to remediate ecosystems. Students created miniature coastal ecosystems, and a small quantity of crude oil was then spilled from the model ship’s location and tidal forces were mimicked.

  **Abstract:** Qualified midwives report a lack of preparedness and low levels of confidence in working with women who disclose domestic violence. The paper reports findings from an education intervention to increase midwifery students’ confidence in working with pregnant women who disclose domestic violence.
INTERACT WITH TEACHING STAFF

D14

GOAL

To have relevant and consistent methods of communicating with teaching staff, so that I know they will respond when I need, and I will be notified when they do

PAINS

- Staff assume students check UTS emails regularly
- Lack of, or miscommunication with students
- Lecturer or tutor not replying – “Emails take about a week to reply on average” (IP2, Domestic student)
- It can be very difficult to get time with lecturers because they’re generally overworked – “They don’t have much time for you” … “If you book an appointment with them there’ll be another 10 students with you” (IP2, Domestic student)
- Student Feedback Survey results not acted upon – “I don’t feel like they follow them…. You do it at the end, so it’s like, what’s the point” (WP4, Domestic student)

ACTIONS

- Wait after class to talk to lecturer
- Go to lecturer’s office
- Email
- Social media
- M-Teams

JOYS

- Facebook convenient for group discussions and communications – “The tutor posted summaries of the tutorial. That was helpful because everyone uses Facebook” (International student)

• Forwarding UTS emails to personal email is convenient but can cause issues – “A lot of people use the forwarding function from their UTS Webmail to their personal account and lecturers won’t read emails from non-UTS email accounts, which is bad in time-sensitive situations. When you’re stressing out about something you read on your personal account you don’t think ‘I should probably go to the UTS Webmail’. You just respond instantly and it’s hard to remember the stipulations” (WP2, Domestic student)
INSIGHTS

• There is inconsistency in the way students interact with staff outside of class, and students are forced to adapt to the preferences of individual academics – “we use Slack only if the tutor uses it, otherwise there’s no point, we’d just use Facebook... For students we wouldn’t make a Slack for us, we already have Facebook” (IP2, Domestic student)

MOST COMMONLY SEEN IN

• All students

TOOLS / WEBSITES / SYSTEMS

• Student email
• Personal email
• Social media, eg. Facebook
• Phone
• Slack
• M-Teams
SEEK CAREER ADVICE, DO INTERNSHIPS & PLACEMENTS

D15

GOAL

To participate in activities that will contribute to my career development, so that I can have greater employment opportunities at the end of my degree

ACTIONS

• Network
• Update LinkedIn and portfolio
• Internships (before and after semester*)
• Placements (during semester*)
• Make use of CareerHub
  • Drop in for advice
  • Log in to CareerHub online
  • Attend events
  • Search for jobs
• Research placements within UTS, eg. I.3. (apply by speaking directly with professors)

JOYS

• Internships help students feel engaged with industry, and confident that they will find a job at the end of their studies – “It was a good experience” (IP2, Domestic student)

PAINS

• The way the internship periods are structured for some subjects are restrictive for students – “It forces you to take a 6-month internship… and you have to do it between certain times so you can enrol, it’s very hard to actually find one” (IP2, Domestic student)
• Internship applications follow a set timeline – “I begin applying for internships as soon as I finish exams… It’s easiest to get internships in Summer… By February, if you haven’t got an internship, you can forget about applying” (IP2, Domestic student)
• Careers events are helpful, but not always sure how to make best use of them – “You don’t know what to ask at a Careers Fair. So it could be much more useful if we had workshops beforehand to say the purpose of the Careers Fair” (WP1, Domestic student)
• Unsure of how to show relevant experience to potential employer

INSIGHTS

• Students are more motivated to work on their careers towards the end of their studies, ie. in final year
• Students have more time to work on their careers before and after the semester*, however will do placements or internships during the semester* if they are required for subjects
SEEK CAREER ADVICE, DO INTERNSHIPS & PLACEMENTS

D15

MOST COMMONLY SEEN IN

• Highly motivated students
• Students with industry experience
• Students towards the end of their degree
• Scholarship students

TOOLS / WEBSITES / SYSTEMS

• CareerHub
• Rate My Resume
• Seek, Indeed, etc.
• LinkedIn
• UTS placement programs, eg. UTS Sonia
SEEK CAREER ADVICE, DO INTERNSHIPS & PLACEMENTS

D15

ADDITIONAL REFERENCES


Abstract: Social media platforms are useful for creating communities, which can be utilised as a mean for supportive, professional and social learning. This paper explores first-year nursing student experiences with social media in supporting student transition and engagement into higher education, through focus groups.
STUDY

GOAL

To have access to support material for study, so that I can prepare for exams and assessments

PAINS

• Study all day and night – “I’m staying late at UTS most nights!” (Domestic student)
• Additional resources on UTS Online don’t always support learning
• Students seek out alternative resources – “I started using the resources they’ve provided on UTS Online, but generally I found it wasn’t working. So I use YouTube a lot to learn stuff. I watch Khan Academy videos… some that explain the basics” (Domestic student)
• It can be difficult to find study spaces at UTS, especially during peak exam period – “I wouldn’t study the week before uni, I spend that at home, the travel time is too much just to study... And because it’s really busy” (IP2, Domestic student)

JOYS

• Non-UTS resources help explain basic concepts, eg. YouTube, Khan Academy
• Feel inspired and a sense of progress when learning

INSIGHTS

• Mid semester* break can be used as a high-intensity study period. Assessments given during this time can be seen as an obstacle which “slows you down” and gets in the way of catching up on study – “Mid semester* break is really important for catching up” (IP2, Domestic student)

ACTIONS

• Go to the library
• Study before and after lectures
• Take study notes
• Study groups
• Seek UTS Library support
• Drink coffee

D16

*Note: Mid semester break is typically the period between the first and second semesters of the academic year.
MOST COMMONLY SEEN IN

- All students

TOOLS / WEBSITES / SYSTEMS

- UTS Library and databases
- UTS Online
- Subject Outline
- Khan Academy
- Youtube
- Lynda
STUDY

D16

ADDITIONAL REFERENCES


**Abstract:** Although being able to critically read and comprehend scientific texts is fundamental, many students find reading the primary literature overwhelming and may lose self-confidence as a result. Our aim was to build first-year science students’ confidence in reading relevant and reliable sources of information and develop their critical reading practices through a project focusing on supporting student transition.
GOAL

To trust the work will be evenly distributed, and be able to communicate and collaborate with my group, so that we can get the work done.

PAINS

- Feel stressed that people won’t pull their weight — “You don’t know the people you’re working with to know if they will actually work or just ‘be there’” (International student)
- Communication within groups with language barriers is difficult
- Changing poorly performing group members not always supported by lecturers — “Communication is a big problem. Especially organising a big group when people are unreliable. Generally I find lecturers not to be flexible when it comes to painful people in your group. You can’t really change that” (WP2, Domestic student)
- UTS Online not suitable for collaboration — “UTS Online is just a really weird platform. It’s more for putting information up, but it’s not really for collaboration… I learn better when I can discuss things” (Domestic student)

ACTIONS

- Choose or be assigned groups: in the lecture, during class, through UTS emails, on Facebook, etc.
- Meet up outside of class
- Manage team dynamics and communication — “When you’re relying on a group mate, you really need to be able to communicate with them” (Study Abroad student)

JOYS

- Learning life skills — “I like group work if the group members are equally willing to do work”
INSIGHTS

- UTS doesn’t offer any widely known or used service that allows for group work collaboration, so students turn to unofficial services, eg. Facebook and Google Docs

MOST COMMONLY SEEN IN

- All students

TOOLS / WEBSITES / SYSTEMS

- UTS Online
- Spark
- Peer Review
- Student email
- Social media, eg. Facebook, WhatsApp, Wechat, Slack
- Google docs
ADDITIONAL REFERENCES


Abstract: This chapter presents an intervention in Design Thinking, a first-year interdisciplinary design subject at UTS. Over two iterations of this subject, researchers reframed the 'group work' component as critical collaboration. SPARKPlus was used to change the way students approached collaboration and reflect on their experiences.
DO ASSIGNMENTS

D18

GOAL

To know the assessment requirements ahead of time, so that I can complete my work without friction or misunderstanding

ACTIONS

- Complete tasks and assignments
- Submit assignments to UTS Online, Turnitin, or in person
- Receive marks on Review
- Receive feedback from tutor

PAINS

- Turnitin isn’t user friendly – “Resubmitting can be a pain... you have to get permission, then the teacher has to change the system” (WP4, Domestic student)
- Lack of direction on assessments, eg. examples are not always provided – “What’s expected of me?!?” (Exchange student)
- Forced to use unfamiliar tools (eg. Photoshop) without support or guidance
- Unclear how an assignment links to the learning outcomes – “Sometimes you lose motivation because the subjects aren’t stimulating. You do assignments just to do assignments. [In an Engineering subject] there were weekly quizzes, but it was pointless and just took time from you” (IP2, Domestic student)

JOYS

- See where the content fits in, and how much they have learnt
**INSIGHTS**

- The nature of assignments mature as the student progresses through their degree—"In 4th and 5th year, they don’t have many quizzes and assignments... in 1st year, they give you all these little quizzes and things to ‘keep you in check’" (IP2, Domestic student)
- International and new students are not accustomed to assessment types used at UTS

**TOOLS / WEBSITES / SYSTEMS**

- UTS Online
- UTS Library
- Subject Outline
- Google Scholar
- Turnitin
- Review
- Spark
- Course-specific tools, eg. Photoshop, Android Studio, SPSS, etc.

**MOST COMMONLY SEEN IN**

- All students
DO ASSIGNMENTS

D18

ADDITIONAL REFERENCES


Abstract: Learning how to give and receive peer review is a skill that science students need support in developing. We included student peer review in an assessment for a large first-year science subject. The student peer review exercise provided students with the opportunity to reflect on and improve their work prior to submission. Survey results showed 78% of students agreed it developed their ability to give feedback.


Abstract: Assessment in an undergraduate physics subject was re-designed to challenge and inspire students to develop and apply their disciplinary and non-disciplinary skills in a practice-based, authentic assignment. The aims of the re-design were to expose students to workplace practice and increase subject engagement.


Abstract: This study examines the effectiveness of an online peer review forum. The study allows comparisons to be made between different forum scenarios. The forum was introduced, over a series of semesters*, in a first-year accounting screencast assignment. We observed improved student performance where a forum was made available. These findings highlight the importance of carefully considering forum design and assessment guidelines when embarking on peer review learning initiatives.


Abstract: While educational technologies can play a vital role in students’ active participation in introductory accounting subjects, learning outcome implications are less clear. We believe this is the first accounting education study examining the implications of student-generated screencast assignments.
MEET DEADLINES

D19

GOAL

To know what my deadlines are ahead of time, so I can plan to balance my life around them, and for deadlines to be distributed across the semester so that I don’t have high stress periods where everything is due at once.

PAINS

- Feeling stressed and overwhelmed
- Constant deadlines = no personal life – “Every week for every subject we had assessments due. In one week I had eight assessments!” (International student)
- Find it difficult to keep up with constant assessment deadlines
- Feeling stressed when seeing deadlines in calendar
- Falling behind on assessments – “Balancing life, moving to the city, starting a new job and at the same time studying at UTS late every night until midnight to finish assignments. And it’s only first-year” (Domestic student)

INSIGHTS

- There are deadline surges at specific points throughout the semester, where assessments are due for all subjects

MOST COMMONLY SEEN IN

- All students

TOOLS / WEBSITES / SYSTEMS

- Subject Outline
- Calendar

ACTIONS

- Manage time
- Keep up with due dates
- Put deadlines in calendar
- Try to hand in assessments on time
- Fall behind on assessments
**GOAL**

To feel confident that I am adequately prepared for my exams, so that I can show what I have learned, to pass my subject.

**ACTIONS**

- Look at exam timetable and plan for dates
- Figure out where the exam hall is and how to get there
- Travel to exam hall
- Sit exam
- Receive results and feedback

**PAINS**

- Feeling stressed about exams
- Feeling worried about not passing and the potential impact of not passing
- All exams must now be 2 hours, however some exams did not transition well and simply cut out sections of a 3 hour exam

**MOST COMMONLY SEEN IN**

- All students

**TOOLS / WEBSITES / SYSTEMS**

- UTS Online
- Exam timetable
WAIT FOR RESULTS

A01

GOAL

To feel confident that I will be notified once my end of semester* results are released, so that I can enjoy the break without constantly checking my email

PAINS

- Feel unsure of whether it's the right course
- Feel concerned about overall marks
- Waiting and lacking clarity about when to expect marks – “If I had the results sooner I'd be able to know how much and how well I'd studied” (Exchange student)

JOYS

- Feel relieved to have finished exams
- Less time poor

MOST COMMONLY SEEN IN

- All students

TOOLS / WEBSITES / SYSTEMS

- Student email
- UTS Online announcements

* End of semester results can vary across different universities and academic periods.
GOAL

To quickly receive my end of semester* results, so I can get on with my life

ACTIONS

• Receive result notification via UTS Webmail
• Go to Review for results
• Download academic transcript from Void
• Calculate / estimate results manually from the GPA released on myStudentAdmin, approximately 3 days before subject marks are released
• Usually wait 3-4 weeks after final exam to receive results
• Forward results to home university (exchange students)

PAINS

• Takes too long to return marks
• Waiting for too long

JOYS

• Receiving mid-semester* results allows students to “know where [they] stand” (IP2, Domestic student)

INSIGHTS

• Receiving final marks is another new process, which students have to learn, reminding us that there are new technology processes that are constantly introduced to students throughout the entire semester*, including after semester* finishes

MOST COMMONLY SEEN IN

• All students

TOOLS / WEBSITES / SYSTEMS

• Student email
• myStudentAdmin – onestopadmin.uts.edu.au
• Void
• myGrades
PLAN FOR WHAT’S NEXT

GOAL

To plan ahead so that I can relax over the holidays, knowing I’m prepared for next semester*

ACTIONS

• Look at subjects in UTS Handbook
• Reflect on topic/subject of interest
• Read up on topics related to next year’s subjects
• Prepare to graduate

PAINS

• Forwarding results to home university can be a tedious, paper-based process (exchange, Study Abroad students)

JOYS

• Excited about holidays

MOST COMMONLY SEEN IN

• Highly motivated students
• International students extending stay
• Final year students

TOOLS / WEBSITES / SYSTEMS

• UTS Handbook – handbook.uts.edu.au
• myStudentAdmin – onestopadmin.uts.edu.au