Student Feedback on Remote Learning

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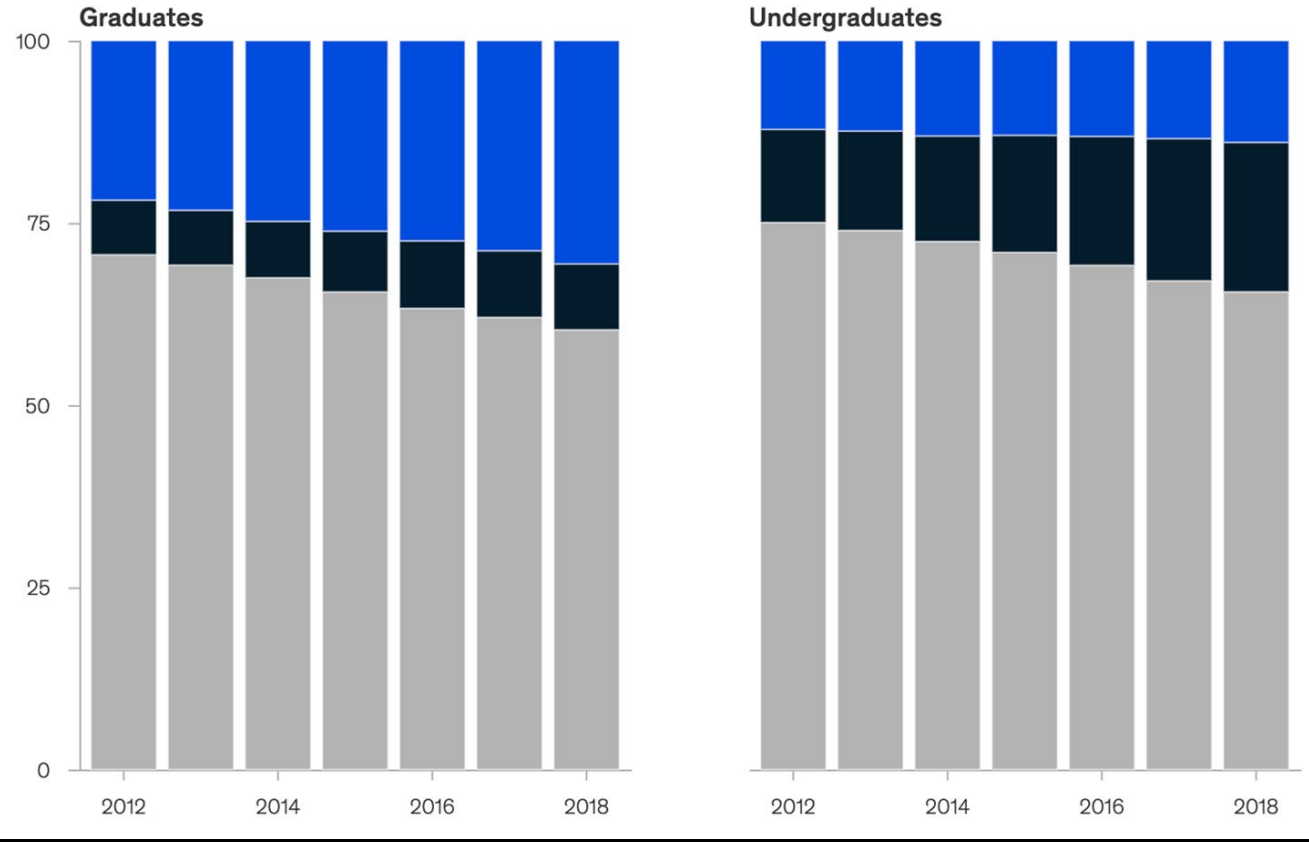
Online Learning pre-COVID

Distance-learning status

Learning modality of students at 4-year institutions, %



CONTINUED BARRIERS TO ONLINE LEARNING

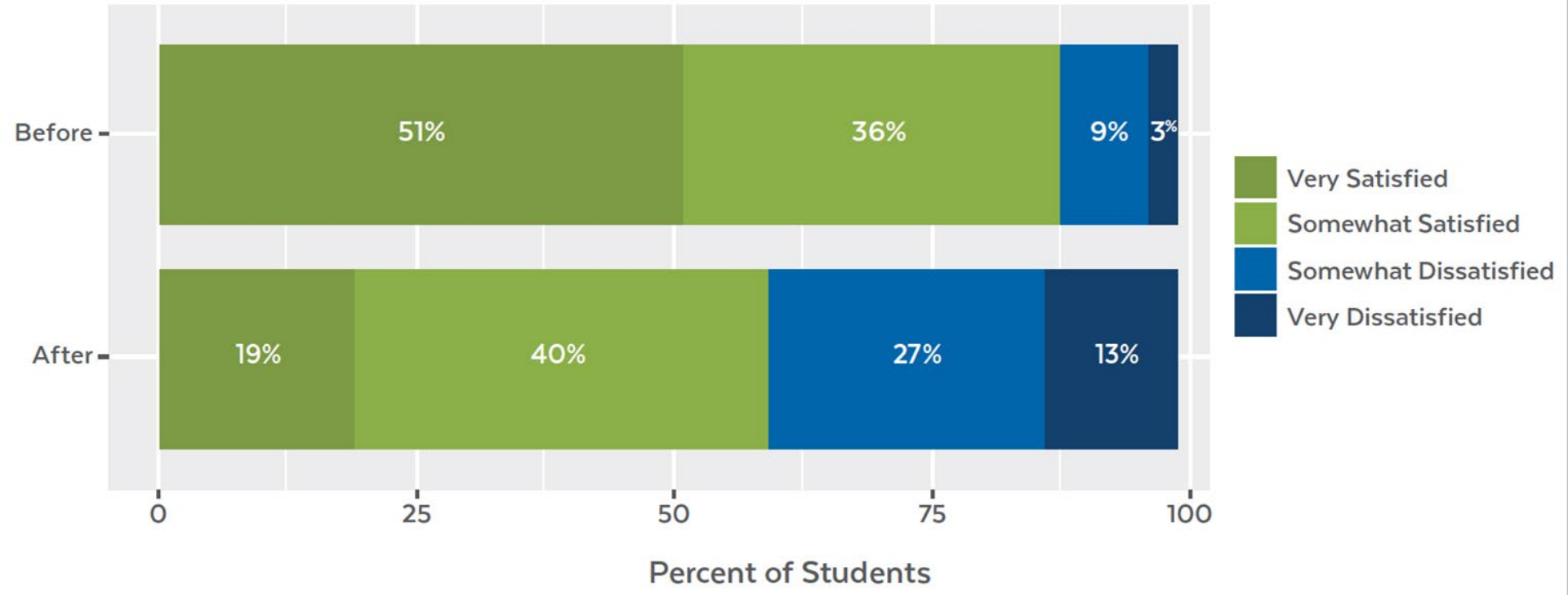
89% ADDITIONAL FACULTY TIME REQUIRED

79% INADEQUATE TRAINING AND SUPPORT

61% ACCEPTANCE OF ONLINE BY FACULTY

Emergency Remote Learning

FIGURE 1. STUDENTS' SATISFACTION WITH THEIR COURSE BEFORE AND AFTER THE MOVE TO REMOTE INSTRUCTION



On average, students reported a **32%** decrease in their course engagement after the transition to online teaching

Students' most significant challenges to learning and wellbeing:

- Lack of focus due to non academic challenges
- Ability to manage time
- Lack of communication with instructors/TAs
- Lack of flexibility on assignments and grading
- Internet and technological issues
- Instructors' diverse versions of remote teaching

More than **70%** of students felt supported by their instructor during the transition.

54% of students highly preferred a combined approach between synchronous and asynchronous lectures.

3/5 students said that live online lectures which can also be viewed later were their most preferred method for lecture delivery.

- Synchronous elements offer students the chance to connect with instructors and peers, manage their time and keep up with course work.
- Asynchronous elements offer flexibility and the option for self-paced learning, which help work-life balance and students in different time zones.
- Students report feeling isolated and disconnected and disengaged.
- Teaching and learning remotely are different than in-classroom instruction.
- Inconsistent structure and location of course materials on Canvas lead to student confusion and frustration.

What we learned:

Access

Design

Assessment

If [the class] is just a lecture, nine out of ten times I'm not going to go. It's boring to me. I would much rather watch the lecture on my own time, pause when I need to, and then come to class to engage.

What we learned:

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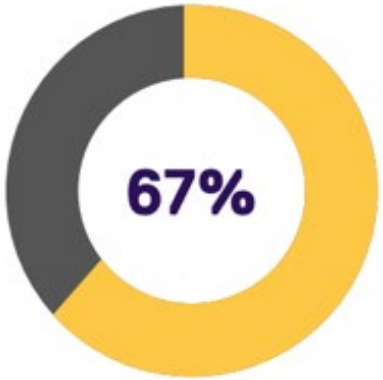
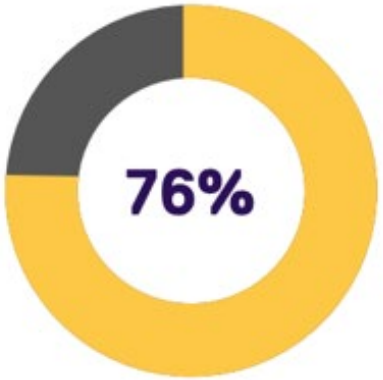
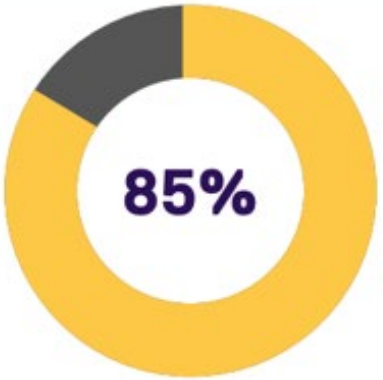


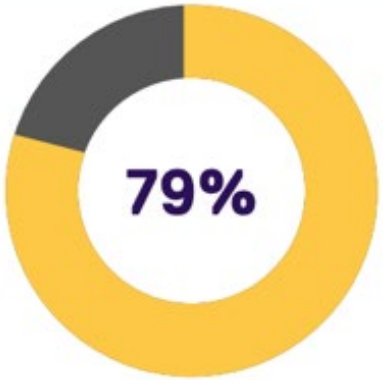
Make learning active through discussion, collaboration with peers, and interactive activities



Make learning relevant by challenging them to apply learning to address real-world issues



Provide feedback to ensure they are successful academically



Create opportunities for them to develop transferable skills (such as communication, collaboration, analytical, etc.)

According to students, courses that help them learn are:

- Well-organized with a clear sequence of assignments - **82%**
- Offer opportunities for formal interaction with the instructor - **79%**
- Encourage a variety of interaction with course content - **73%**
- Offer opportunities to interact with other students - **65%**
- Offer opportunities for students to learn from one another - **63%**

What we learned:

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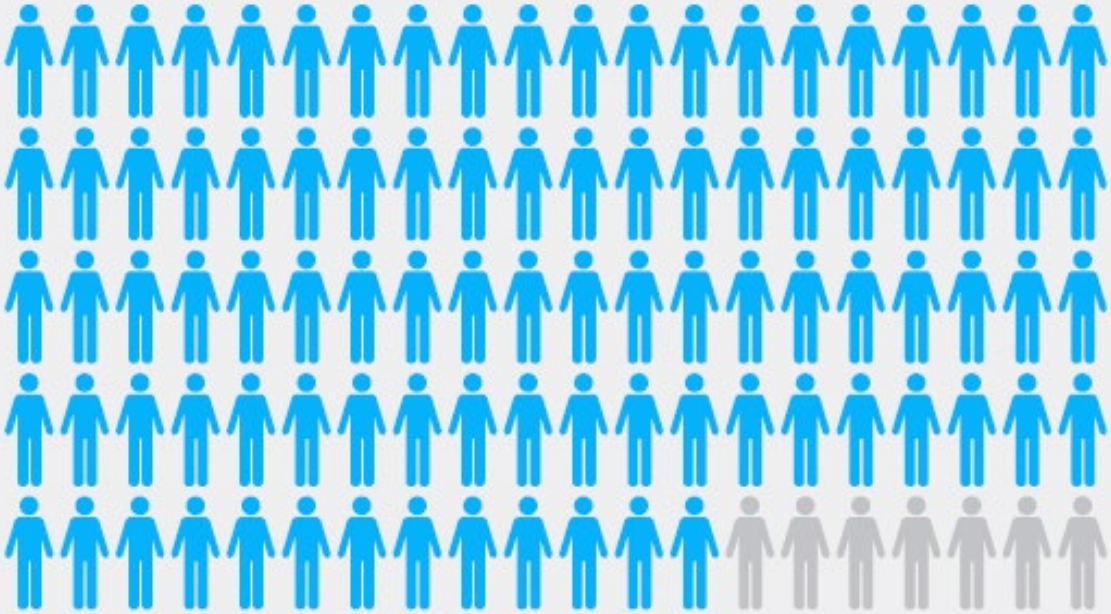


93% of respondents **feel students are more likely to cheat online than in-person.**

STUDENTS' RESPONSE TO ASSESSMENT OPTIONS

Having choices in which assignments & tests to complete

Being able to re-weight my assignment % values

Having flexibility in assignment deadlines

Beneficial to wellbeing

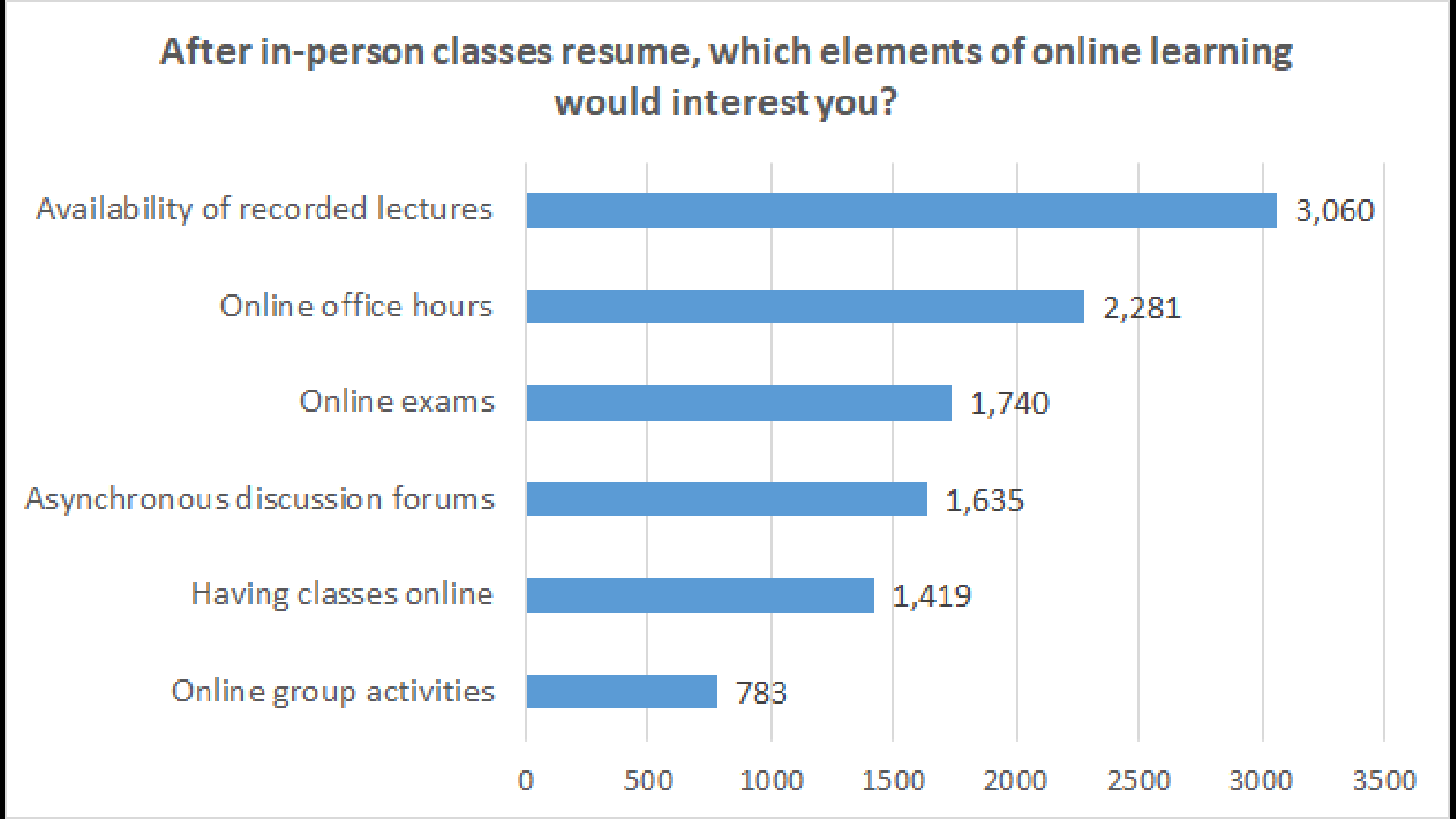
Beneficial to learning

Beneficial to both

Not beneficial

Option not given

Final remarks


After in-person classes resume, which elements of online learning would interest you?
Availability of recorded lectures
3,060
Online office hours
2,281
Online exams
1,740
Asynchronous discussion forums
1,635
Having classes online
1,419
Online group activities
783
0
500
1000
1500
2000
2500
3000
3500

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