Facing Forward: How Student Experiences with Emergency Remote Teaching and Learning Can Be Used to Improve Quality Online
Hello!

**British Columbia Institute of Technology**
- Instructor & eLearning Champion.

**Med, Simon Fraser University**
- Educational Technology & Learning Design

linkedin.com/in/erikaram
eram1@bcit.ca

*I acknowledge that BCIT campuses are located on unceded traditional territories of the Coast Salish peoples, including the territories of the xʷməθkwəy̓əm (Musqueam), Sélí lwətəʔ/Selilwitulh (Tsleil-Waututh) and Skwxwú7mesh (Squamish) Nations.*
We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself.

Lloyd Alexander
Primary research questions:

1. How do Students characterize their learning in online courses during COVID19?

2. What dichotomies and similarities exist between Student experiences of emergency remote teaching and learning and OLC online course best practices?

3. How might perceptions of Student experiences in online courses inform faculty development initiatives?
Methods

Surveys

233 Responses

• Combination Likert Scale, multiple select and open-ended responses.
• Rim weighting methodology.
• Benchmarked against full institute.
Limitations

• Convenience samples
• Perception and opinion based
• Focused on needs, challenges, and concerns during a time of radical change
• No control group data
Top 4 Theme Summary

01  Student Workload
02  Faculty Engagement & Availability
03  Format & Tool Consistency
04  Assessment Timing
Theme: Student Workload

"We're finding the workload in the online model, quite high… I'm finding that I spend all my time studying, I wake up, I sit in front of my desk, I take a break to have a shower or to take the garbage out. Those are my study breaks right now is chores."

Felt like their course(s) workload was not manageable 52%

"Teachers are seeing that we're not in the classroom, so they're trying to push as much content as possible. I'm finding that I spend all my time looking at my right through the window, reading through my notes, trying to get my work done before the exam.

And from what I've found is that the things that need to be learned get watered down by the sheer amount of content… That's just overwhelming for the students."

"Most courses are giving extra work to compensate for their exams. They're either completely removing the exam or they're reducing the marks on the exam and giving extra or more complicated projects. That's just overwhelming for the students."

When asked which factors could delay or prevent them from completing the term:

51% Course workload
41% Course difficulty
Theme: Faculty Engagement & Availability

37%
Mostly synchronous, with some asynchronous

29%
An equal mix of synchronous and asynchronous

16%
Mostly asynchronous, with some synchronous

12%
Completely synchronous (activities held at a specific time)

05%
Completely asynchronous (activities are not held at a specific time)

"Having the instructor being available during scheduled class time in conjunction to pre-recorded videos would provide some more connection."

0 9
Theme: Format & Tool Consistency

“I would like for online delivery to be standardized so that I don’t have to figure out which software/communication channel to use, etc. for each individual class and instructor.”

“More unified platform usage... Everything is inconsistent as far as lecture platform, test platform/format, and feedback from instructors for labs and assignments have been behind schedule.”

Felt that a more centralized platform with all updates and content is necessary for improvement.
Theme: Assessment Timing

"Instructors don’t talk to each other online. So like the deadlines are really close and like we’re overloaded sometimes with like two or three assignments due on the same day."

"Better standardization for teachers in terms of medium, due dates, and instruction."

"Assignment due dates and requirements have been a bit disorganized. I would prefer if instructors could have a specific stationary platform to place a syllabus or schedule of what is due."

"A communication system of some sort should probably be set up so teachers can communicate on due dates on the massive projects given to students instead of them having to be disorganized. I would prefer if before they used to see each other in the hallway, some were friends, or just the fact of being in-person and talking to students more openly about deadlines."

35% Did not feel like they could complete their coursework on time

Felt that the timing of course activities and assignments to allow enough flexibility to fit in with their other courses or responsibilities

73% Very Important
21% Somewhat Important
Faculty Engagement & Availability

Course and courseware create and promote student-student, student-faculty, and student-content interactions
At a minimum, the Instructor checks the course five days out of seven.
Instructor utilizes accessible online grade book and posts grades promptly.
Instructor is flexible and responsive to student needs, revising course directives as needed.
Instructor resolves course-related issues in a timely manner.
Instructor creates an inclusive, supportive, and engaging climate, with a variety of methods
Instructor provides ongoing and meaningful communication.
Instructor provides prompt feedback.
Instructor specifies times when students can expect instructor feedback.
Student-to-Student and Faculty-to-Student interaction are essential characteristics and are encouraged and facilitated
Opportunities are provided to engage students with the program and institution in order to minimize feelings of isolation.
Format & Tool Consistency

There is consistency in the design of course navigation and utilization of course components to support student retention and quality.

OLC Quality Scorecard Suite
Quality Scorecard for the Administration of Online Programs

Student Workload

Course is designed so that student workload is reasonable and evenly distributed.

Courseware activities are appropriately paced for the intended learners and are evenly distributed.

OLC Quality Scorecard Suite
Quality Course Teaching & Instructional Practice

Assessment Timing

Courseware activities are appropriately paced for the intended learners and are evenly distributed.

OLC Quality Scorecard Suite
Quality Scorecard for Digital Courseware Instructional Practice
What’s Next in Development?

- **Best Practices**: Connected directly to pedagogical research, student feedback and practical examples.
- **Coordination Tools**: To help coordinate platforms, tools and due dates amongst programs.
- **Community of Practice**: To learn from and inspire each other. Includes templates for course formats and activities.
Thank You

Digital Assets:
Pexels-olia-danilevich-4974914
Pexels-hitarth-jadhav-220357
Pexels-august-de-richelieu-4261790
Pexels-juliam-cameron-4144222
Pexels-katerina-holmes-5905961
Pexels-lex-photography-1109543