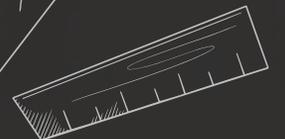
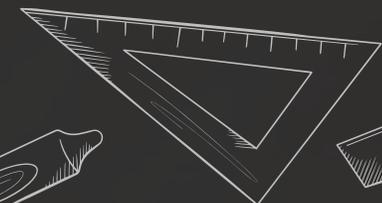
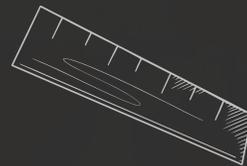
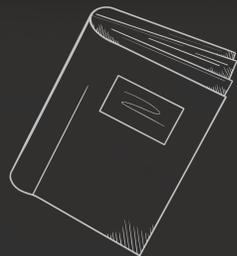
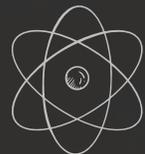


Welcome To

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



01 |



Hello!

British Columbia Institute of Technology

- Instructor & eLearning Champion.

Med, Simon Fraser University

- Educational Technology & Learning Design

[linkedin.com/in/erikaram](https://www.linkedin.com/in/erikaram)

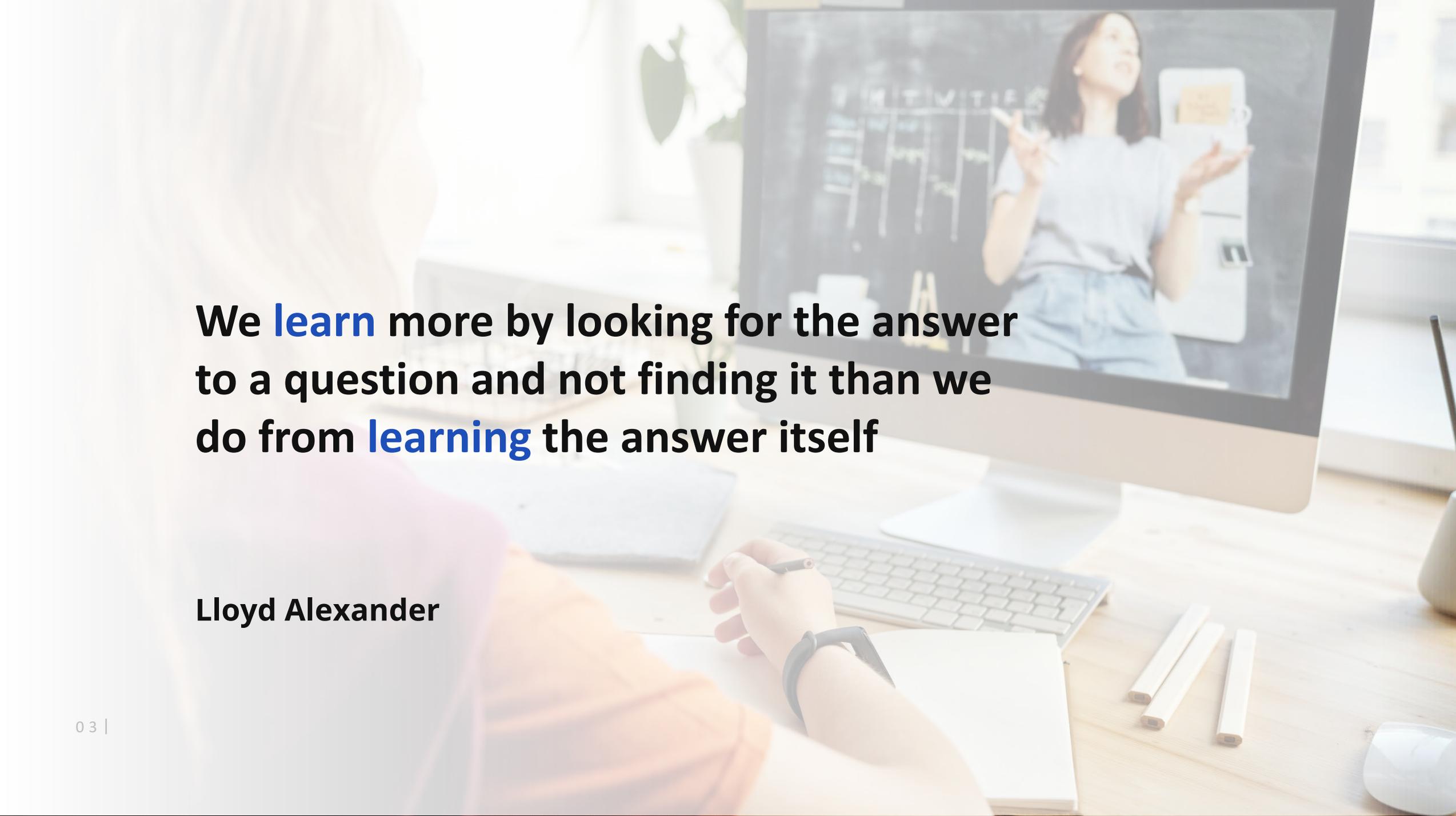
eram1@bcit.ca

I acknowledge that BCIT campuses are located on unceded traditional territories of the Coast Salish peoples, including the territories of the xʷməθkwəy̓əm (Musqueam), Səlíl̓wətaʔ/Selilwitulh (Tsleil-Waututh) and Skwxwú7mesh (Squamish) Nations.



Erika Ram (she/her)

Faculty – eLearning Champion

A person is sitting at a desk, looking at a computer monitor. The monitor displays a video of a woman in a light blue shirt and skirt, standing in front of a chalkboard. She is holding a white marker and gesturing with her hands. The chalkboard has the word "ACTIVITIES" written on it. The person at the desk is wearing a watch and has their hand on a notebook. There are several pens on the desk. The background is a bright, modern office or classroom setting.

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: 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 digital support behind you is quite a lot of things. It's kind of a class to use a question, either with your peers or with the instructor. It provides some more question time. It's better because you're not in the same physical space as them, that you're basically in isolation. You're not required to have office hours outside of class. Whereas normally it'd be really easy to just, you know, pop a quick question to the guy on your left or the guy on your right."

Theme: Assessment Timing



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

"All communication for teachers and students is probably done in some sort of digital format, and for educators, they're close and like to be overloaded with dates on the calendar. Assignments like to be on the calendar, but it's not like students in a classroom have been that disorganized. I would prefer if... before they could have a specific date on the platform to place a Friday as just the date of what is due." in-person and talking to students more openly about deadlines."

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.



OLC Quality Scorecard Suite

**Quality Scorecard for Digital Courseware
Instructional Practice**



OLC QUALITY SCORECARD SUITE

**Quality Course Teaching
& Instructional Practice**



OLC Quality Scorecard Suite

**Quality Scorecard for the Administration
of Online Programs**

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

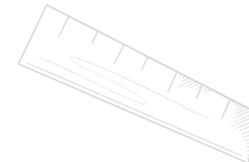
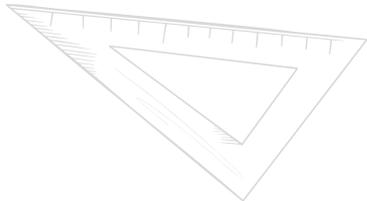
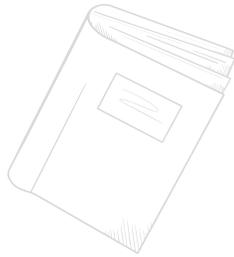
■ Coordination Tools

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:

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