The Great (Forced) Shift to Remote Learning: a Survey of Instructors and Campus Leaders

Jeff Seaman, Director of Bay View Analytics
Jennifer Mathes, CEO of the Online Learning Consortium
Will Austin, President of Warren County Community College
Dr. Jeff Seaman
Director
Bay View Analytics
Project Partners:

- OLC
- WCET
- UPCEA
- Every Learner Everywhere
- Canadian Digital Learning Research Association
- Bay View Analytics

WICHE Cooperative for Educational Technologies
University Professional and Continuing Education Association
**Project Goals**

**Collaboration**

*One survey for multiple partners* so respondents are not bombarded with questions from those who are trying to help.

**Immediate Needs**

*Identify the critical functions and services* that institutions need now.

**Next Steps**

*Guidance to better advocate* for institutions - for policy changes and funding in the future.
Survey Overview

Survey Design
• Quick survey, can be completed in 2 minutes
• A single survey for administrators and faculty, flexibly designed to show only the relevant questions for each respondent
• Privacy guaranteed
• Timed to roll out as respondents are actively adapting to new situation

Survey Process:
• Two weeks of data collection: April 6 to April 19, 2020
• Completed online

Survey Results:
• 826 U.S. Higher Education faculty and administrator respondents
• Represent 641 different institutions
• Merged with the Integrated Postsecondary Education Data System (IPEDS) for institutional characteristics
Resources

Infographic:
www.cengage.com/digital-learning-pulse-survey

*Inside Higher Ed* (Doug Lederman):

Faculty and administrative comment analysis:
http://onlinelearningsurvey.com/covid.html
Survey Results
Almost everyone moved online

Some or all of the institution's classes transitioned to online

- **Yes**: 90%
- **No**: 10%
Everyone had inexperienced faculty teaching online

Who is teaching the classes being moved online?

- Faculty who have not previously taught online: 97%
- Faculty who are experienced in teaching online: 50%
The process was new for most faculty

Faculty use of new teaching methods by experience teaching online

- No online teaching: 65%
- Taught online: 51%
Courses and teaching had to adjust

Changes faculty made when moving classes online

- Changed the kinds of assignments or exams: 63%
- Lowered my expectations about the amount of work: 48%
- Allowed students the option to choose pass/fail: 47%
- Dropped some assignments or exams: 46%
- Lowered my expectations about the quality of work: 32%
- Dropped some of the readings: 17%
Fewer changes for experienced online faculty

Changes faculty made when moving classes online

- Changed the kinds of assignments or exams
  - No online teaching: 69%
  - Taught online: 60%

- Lowered my expectations about the amount of work
  - No online teaching: 55%
  - Taught online: 40%
It wasn’t just Zoom meetings

Teaching techniques being used by faculty in classes moved online

- Distribution of material via Learning Management System: 83%
- Synchronous video (Zoom, GoToMeeting, etc.): 80%
- Asynchronous recorded video of lectures: 65%
- Pre-recorded videos from external sources (YouTube, etc.): 51%
- Institutional conference/chat function: 24%
- Other: 14%
- Communicating via social media: 12%
Most wanted: Support for Students

- Information on how best to support remote students: 64% (Administrator) vs. 57% (Faculty)
- Webinar for students on how to succeed in online classes: 54% (Administrator) vs. 57% (Faculty)

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Both faculty and administrators have multiple needs

- Greater access to online digital materials: 61% (Administrator), 52% (Faculty)
- Best practices on how to work and teach from home: 57% (Administrator), 51% (Faculty)
- Advice on how to adhere to accessibility requirements: 55% (Administrator), 44% (Faculty)
- An online resource hub on how to quickly transition online: 51% (Administrator), 48% (Faculty)

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Faculty voices

What lessons can we learn from this experience moving forward? Do all lectures need to be delivered in person? How can we better utilize existing online tools... to be better prepared for another transition should the virus return. (Four-year Private Institution)

So much of teaching is about relationships... Online and real teaching are DIFFERENT and what works in the classroom often does not work online, and vice versa. (Four-year Private Institution)

That I will burn out. This has been a tremendous amount of work and shows no signs of slowing down. (Four-year Private Institution)
Administrative voices

Our number one concern is that we will see a big drop in enrollments. (Four-year Private Institution)

Knowing which of multiple scenarios to plan and prepare for. (Four-year Private Institution)

This stuff is pretty visceral. My stress levels are unbelievable. I hate having my work invade my home--it makes it virtually impossible to "turn-off". (Two-year Institution)
Jennifer Mathes, Ph.D.
Chief Executive Officer
Online Learning Consortium
Dr. Will Austin
President
Warren County Community College
William Austin
President
Questions and Answers