2020 SURVEY RESULTS: TRANSITION TO REMOTE TEACHING AND IMPACT TO STUDENT WELLBEING

576 UBC students responded
1 in 4 students are international
11 Faculties represented from various year-levels

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

Challenges in transitioning to the online context

Unable to focus on studies due to non-academic-related challenges
Navigating the different approaches that instructors are adopting in changing courses
Too many emails
Lack of student input into course decisions
Weighting of assignments changed with more emphasis on final submissions
Learning a lot of new technology without much/any support
Mandatory attendance in live online fora
Instructor unavailable
Required to attend my online lecture at a new time

STUDENTS’ MOST SIGNIFICANT CHALLENGES TO engagement, wellbeing and learning

- Lack of focus due to:
  - anxiety, stress, uncertainty, low motivation, and personal circumstances
  - inability to manage time
  - Lack of responsiveness from teaching assistant or instructor
- Lack of flexibility on assignments and grading
- Internet and technological issues
- Navigating the different ways each instructor teaches remotely

more than 70% of students felt supported by their instructor in the transition to online learning.
Online Lectures

Choice Matters!

Students highly valued having the option to have a combination of synchronous and asynchronous learning.

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.

Students' Perceived Benefits of Asynchronous Lectures:

- **Flexibility:** where, when and how to access content
  - Ability to pause, revisit or stop as needed

Students' Perceived Benefits of Synchronous Lectures:

- Interaction with professors and peers
  - Helps with accountability and time management
- Provides a sense of normalcy and predictability

In both live and pre-recorded lectures, students benefit from interactive tools that mitigate the sense of impersonal instruction.
ASSESSMENTS AND FINAL EXAMS

STUDENTS' RESPONSE TO ASSESSMENT OPTIONS

Having choices in which assignments & tests to complete

- Beneficial to wellbeing
- Beneficial to learning
- Beneficial to both
- Not beneficial
- Option not given

Being able to re-weight my assignment % values

- Beneficial to learning
- Beneficial to both
- Not beneficial
- Option not given

Having flexibility in assignment deadlines

- Beneficial to learning
- Beneficial to both
- Not beneficial
- Option not given

WHAT STUDENTS VALUED MOST DURING THE ONLINE TRANSITION:

Communication

- Online office hours, availability to answer questions
- Regular check-ins and discussion posts
- Acknowledgement of the situation; empathy
- Feeling heard and incorporating student feedback
- Standard and concise delivery across instructors

Flexibility

- Agency around deadlines
- Re-weighting value of assignments
- Having options on which assignments to complete
- Options for learning materials, resources and learning technologies

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