

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

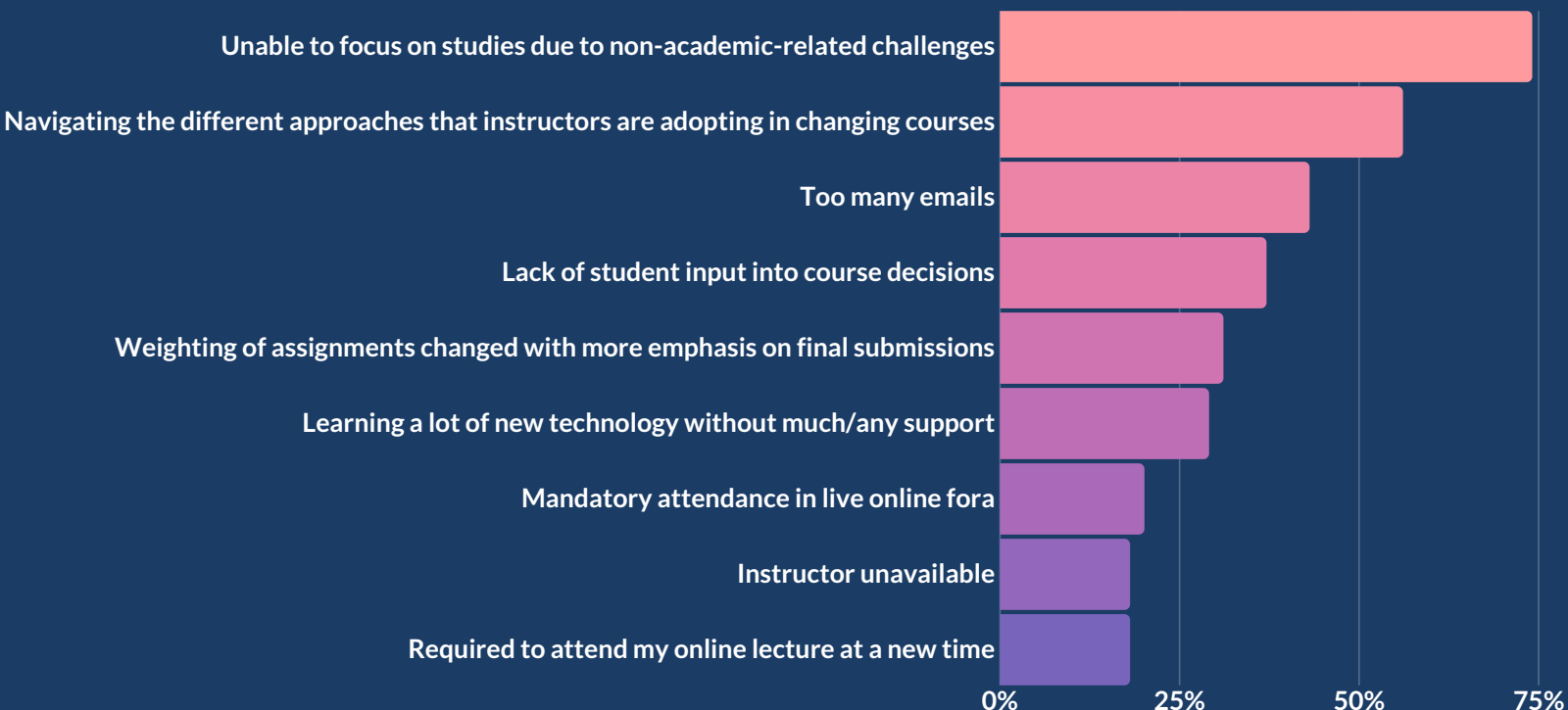
On average, students
reported a

32%

decrease in their
course engagement
after the transition to
online teaching



Challenges in transitioning to the online context



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%

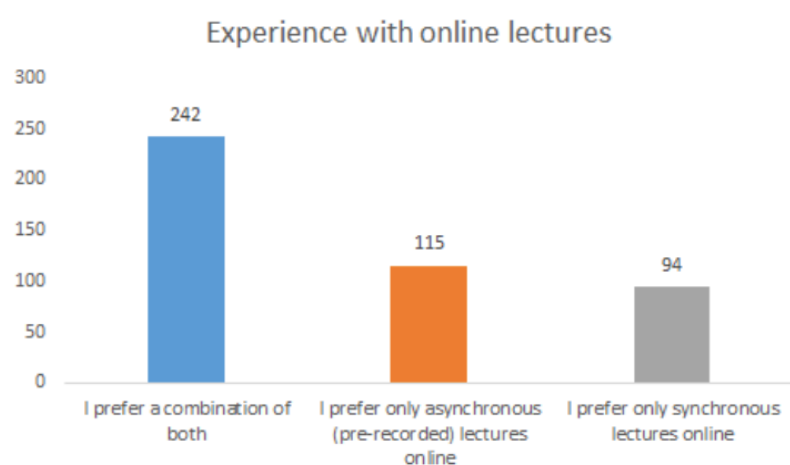
of students **felt supported**
by their instructor in the
transition to online
learning



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



Ability to align course demands with personal situation and time zones

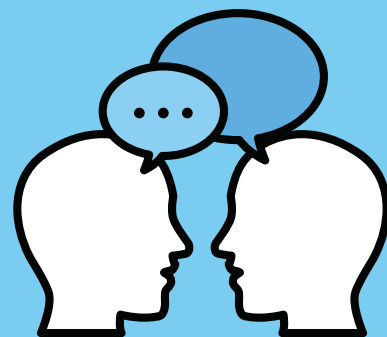
Fewer technological glitches and more concise content

STUDENTS' PERCEIVED BENEFITS OF SYNCHRONOUS LECTURES:

Interaction with professors and peers

Helps with accountability and time management

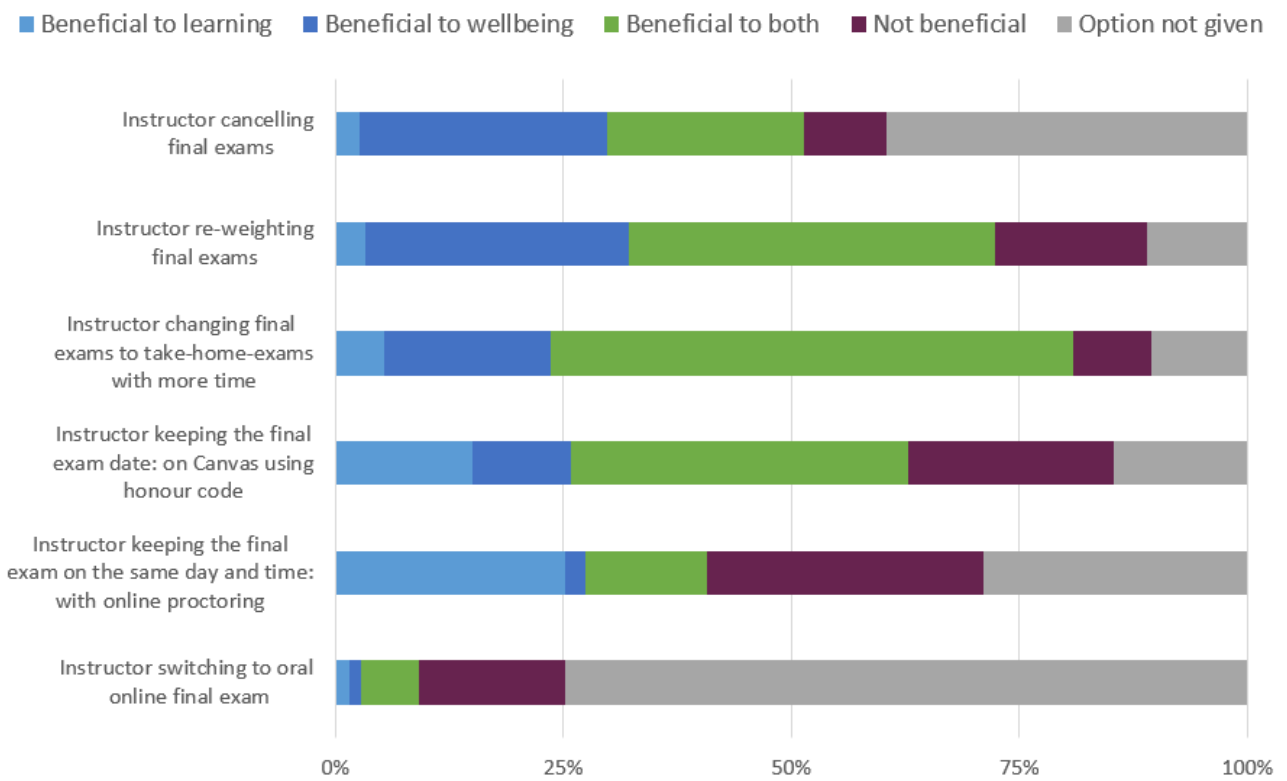
Provides a sense of normalcy and predictability



In both live and pre-recorded lectures, **students benefit from interactive tools that mitigate the sense of impersonal instruction**



ASSESSMENTS AND FINAL EXAMS

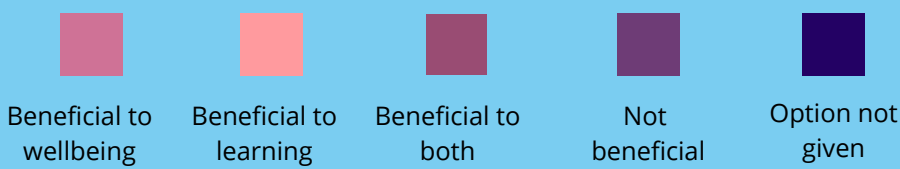
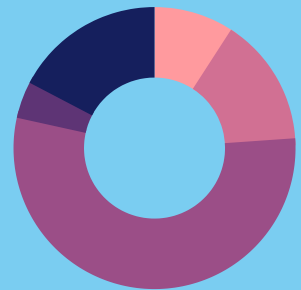
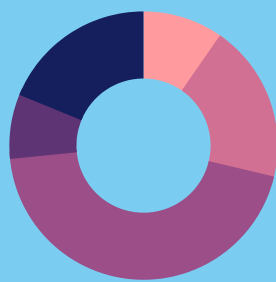
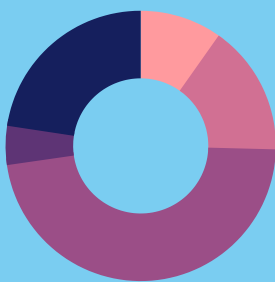


STUDENTS' RESPONSE TO ASSESSMENT OPTIONS

Having choices in which assignments & tests to complete

Being able to re-weight my assignment % values

Having flexibility in assignment deadlines



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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THE UNIVERSITY OF BRITISH COLUMBIA