Remote Delivery: 'What works? What doesn't? What do you expect?'
Prepared for President Joel Agarwal and
VP Academic David Draper
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UNIVERSITY OF ALBERTA
STUDENTS' UNION

Summary

This survey ran from July 31st to August 14th, 2020. It reached 254 UAlberta undergraduate students with a 100% completion rate. Its purpose was to assess student attitudes toward emergency remote delivery and upcoming online/hybrid delivery. The UASU is planning a larger, comparable survey during Fall 2020.

Students reported learning less, often much less, during Winter 2020, but those who attended Spring/Summer 2020 had a better educational experience. For example, the modal response shifted from 'I learned a lot less' to 'I learned about the same amount' compared to their average educational experience at UAlberta, a two-step improvement on the range of possible answers.

Student attitudes toward quality for a given semester remained relatively constant across gender, international/domestic status, and year of study. We found much larger variation by faculty of study, and the Faculties of Science, Education, and Engineering deserve special recognition for progress between Winter and Spring/Summer, both in absolute terms and relative to other faculties.

Students provided 8,200 words of text responses on what is working and what is not. To explore differences between faculties, we gathered key themes and selected representative or noteworthy responses. For example, across faculties, most students expressed a strong preference for asynchronous learning, but *only:*

A) When developed more intentionally than simply recording lectures or reading off dense slides; and

B) When coupled with frequent opportunities for interaction. The most-cited examples included virtual discussions and frequent small questions/quizzes.

Women and gender minorities were significantly more likely than men (59% and 57% versus 52%, respectively) to report that poor communication from their instructor or UAlberta staff was a major obstacle to learning. Gender-minority students were also four times more likely to report unfair treatment compared to other UAlberta students, and significantly more likely to cite home circumstances as an obstacle. Over 50% of international student respondents reported time zone issues as a major obstacle to online learning.

Students' expectations for Fall 2020 were pessimistic: 48% expected their faculty to deliver educational quality that is 'somewhat less than normal, but acceptable,' while another 28% expected quality to be 'much less than normal.' Pessimism was high among women and gender minorities, second-year students, and fourth-year students and higher. Men, international students, and first- and third-year students were less pessimistic. We found larger variation by faculty of study, but all faculties' average answers centred around 'somewhat less than normal, but acceptable.'
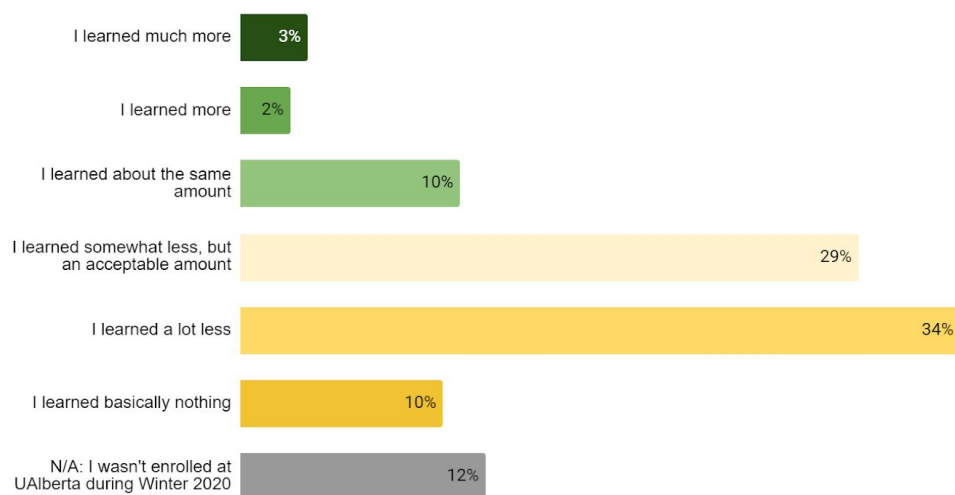
We asked students about their plans for Fall 2020, and whether those plans changed with the COVID-19 crisis. Students' plans remained extremely stable, with a few graduation delays and slight increases in part-time studies.

Experiences with Emergency Remote Delivery

Students reported learning less, often much less, during Winter 2020, but those who attended Spring/Summer 2020 had a better educational experience. For example, the modal response shifted from 'I learned a lot less' to 'I learned about the same amount' compared to their average educational experience at UAlberta.
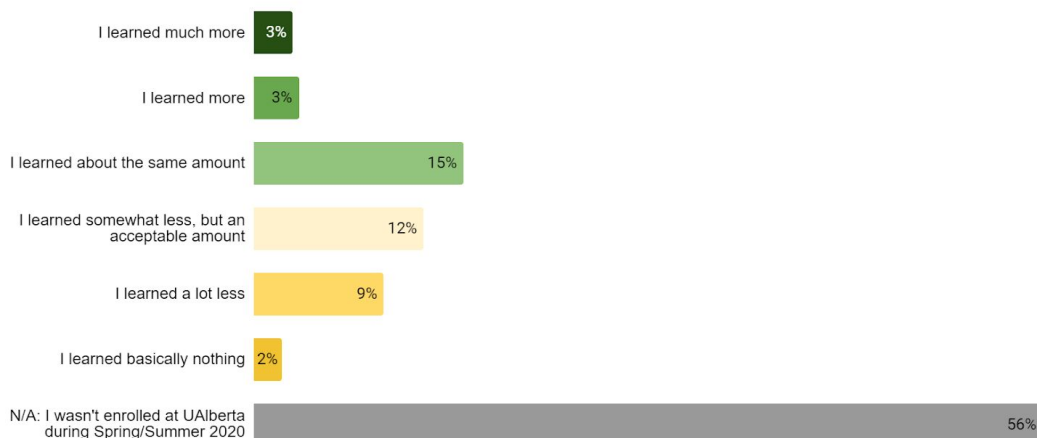
Thinking of how much you learned during Winter 2020, how did emergency remote delivery measure up compared to your average educational experience at UAlberta?

UAlberta undergrads, August 2020 (n=254)

I learned much more	3%
I learned more	2%
I learned about the same amount	10%
I learned somewhat less, but an acceptable amount	29%
I learned a lot less	34%
I learned basically nothing	10%
N/A: I wasn't enrolled at UAlberta during Winter 2020	12%

Thinking of how much you learned during Spring/Summer 2020, how did emergency remote delivery measure up compared to your average educational experience at UAlberta?

UAlberta undergrads, August 2020 (n=254)

I learned much more	3%
I learned more	3%
I learned about the same amount	15%
I learned somewhat less, but an acceptable amount	12%
I learned a lot less	9%
I learned basically nothing	2%
N/A: I wasn't enrolled at UAlberta during Spring/Summer 2020	56%

We converted these responses to a basic numerical scale ('quality rating') for ease of demographic comparisons:

> *I learned much more: 6*
> *I learned more: 5*
> *I learned about the same amount: 4*
> *I learned somewhat less, but an acceptable amount: 3*
> *I learned a lot less: 2*
> *I learned basically nothing: 1*

When the small sample size allowed meaningful comparisons, student impressions of both Winter and Spring/Summer were generally consistent across gender, year of study, and international/domestic student status, one exception. Women rated quality in Spring/Summer somewhat more critically than men (a mean score of 3.3, compared to 3.6).

A respondent's faculty of study proved a much more important factor in their perception of quality. We note that relatively small numbers of students from several faculties took our survey, so the following charts include the number of respondents per faculty, minus the students who had not attended in a given semester. The bars, in short, indicate how seriously to take a faculty's position on the line of mean quality rating.

Quality in Winter 2020 by faculty
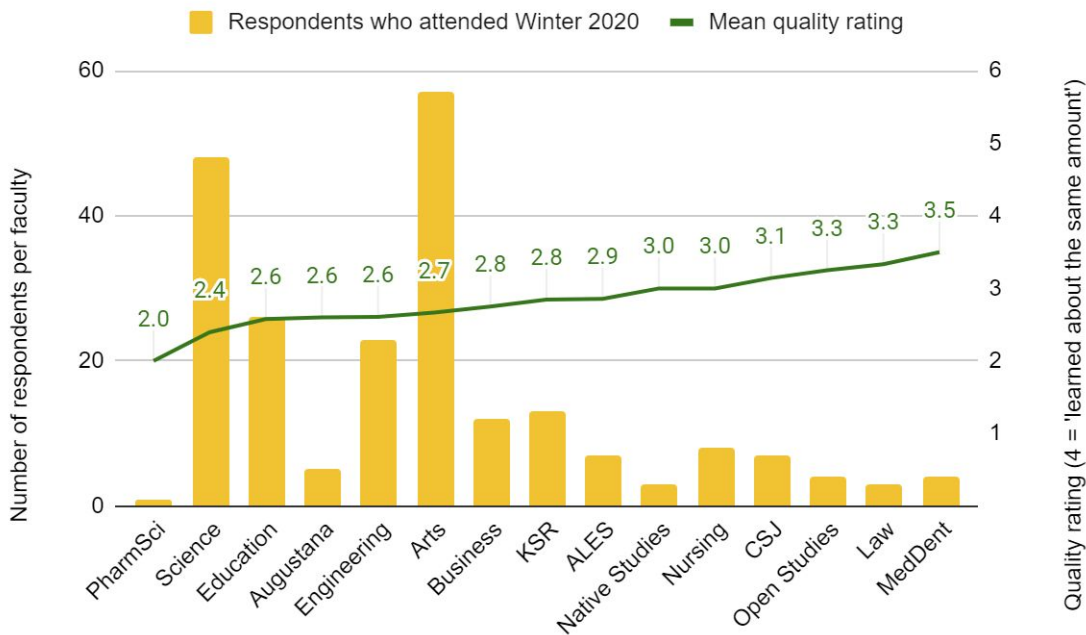
Quality in Spring/Summer 2020 by faculty

We note a marked improvement (both in absolute terms and relative to other faculties) in Science, Education, and Engineering.

Emergency Remote Delivery: Qualitative Responses

Simple questions about what worked and what didn't generated almost 400 text responses and over 8,200 words. Appendix A is a per-faculty breakdown of representative or noteworthy responses and common themes.

Students across all faculties tended toward the following preferences:
- Synchronous elements (live discussion/Q&A video calls, drop-in hours, breakout rooms, small 'stay on track' assignments/activities) on an asynchronous framework (accessible and prompt recordings, all content/assignments available regardless of a student's schedule or time zone).
- Clear, prompt communication and flexible, realistic expectations.
- Alternative/supporting/explanatory content (e.g. narrated/annotated slides, videos).
- Reasonable availability (e.g. not restricting online office hours to 5PM on Friday)
- Using video and presentation platforms that allow replaying, rewinding, pausing, and captions.

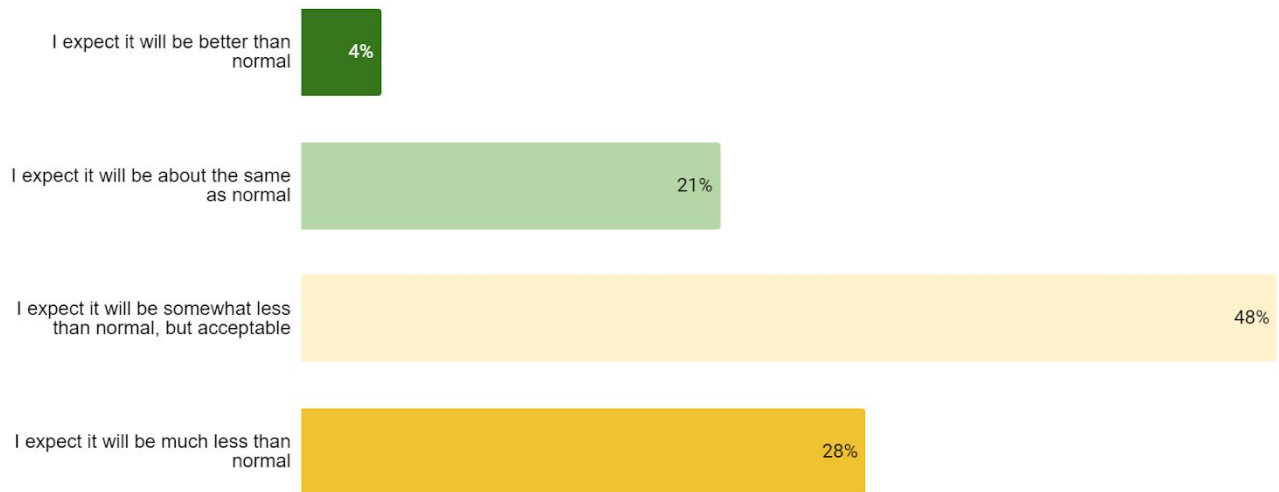Students across all faculties strongly dislike:
- Purely synchronous (e.g. unrecorded Zoom calls) or asynchronous (e.g. videos/slides with no interaction) approaches.
- Cumbersome, invasive anti-cheating measures.

- Excessively long videos/presentations, especially if they cannot be paused, rewound, or replayed.
- Rigid, unreasonable expectations.
- Being abandoned to teach themselves from slides/notes/textbook.
- Being consistently unable to reach their instructors.

Expectations for Fall 2020

Knowing that the upcoming semester will be mostly online except for things like labs and studio classes, what quality of education do you expect your faculty to deliver in Fall 2020 compared to your average educational experience at UAlberta?

UAlberta undergrads, August 2020 (n=254)

I expect it will be better than normal	4%
I expect it will be about the same as normal	21%
I expect it will be somewhat less than normal, but acceptable	48%
I expect it will be much less than normal	28%

We converted these responses to a basic numerical scale for ease of demographic comparisons:

I expect it will be better than normal: 4
*I expect it will be about the same as normal: 3*
I expect it will be somewhat less than normal, but acceptable: 2
*I expect it will be much less than normal: 1*

On that scale, we found somewhat less pessimism among first- and third-year students about their faculty's quality of education in Fall 2020.

Year of study
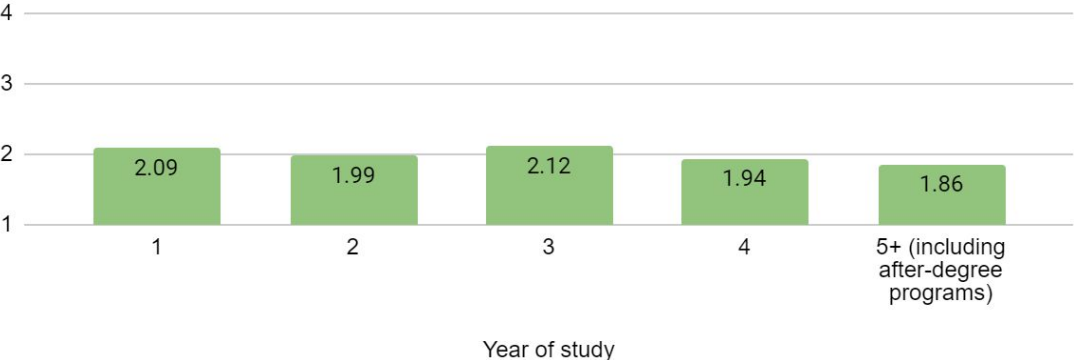
We found similar amounts of variation by gender, with women and gender minorities feeling more pessimistic than men.
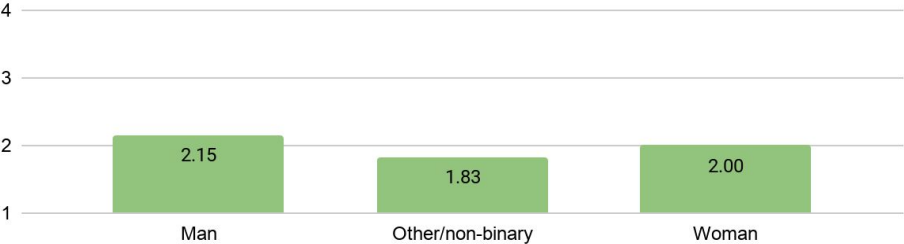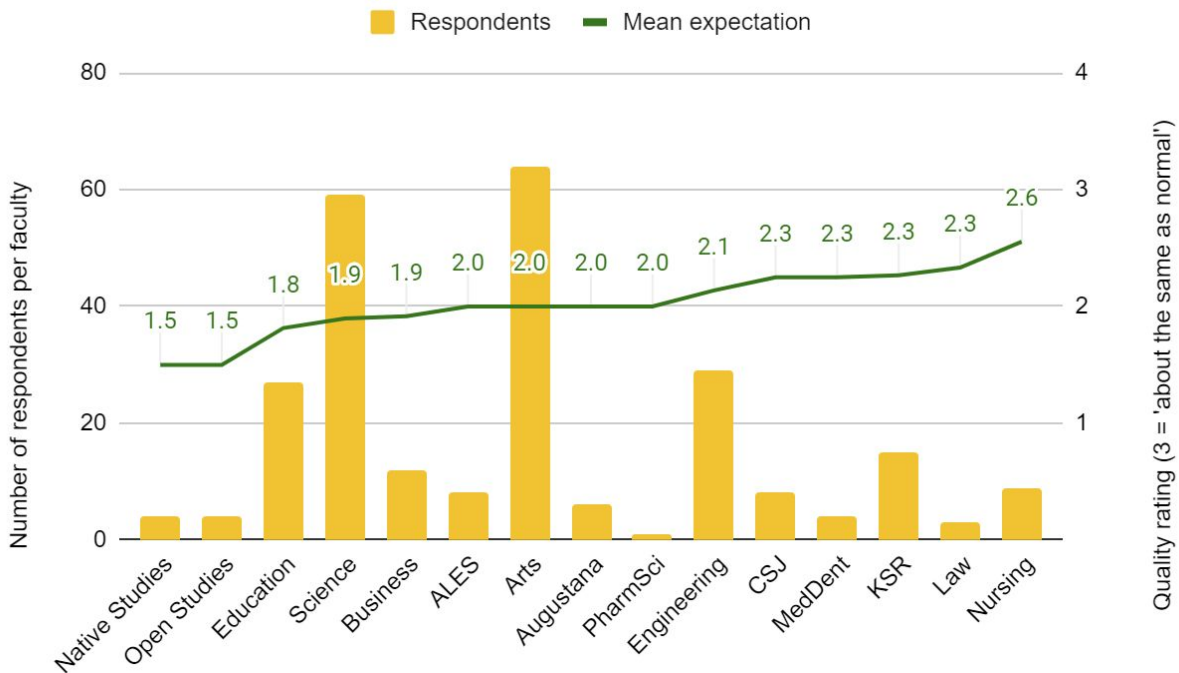

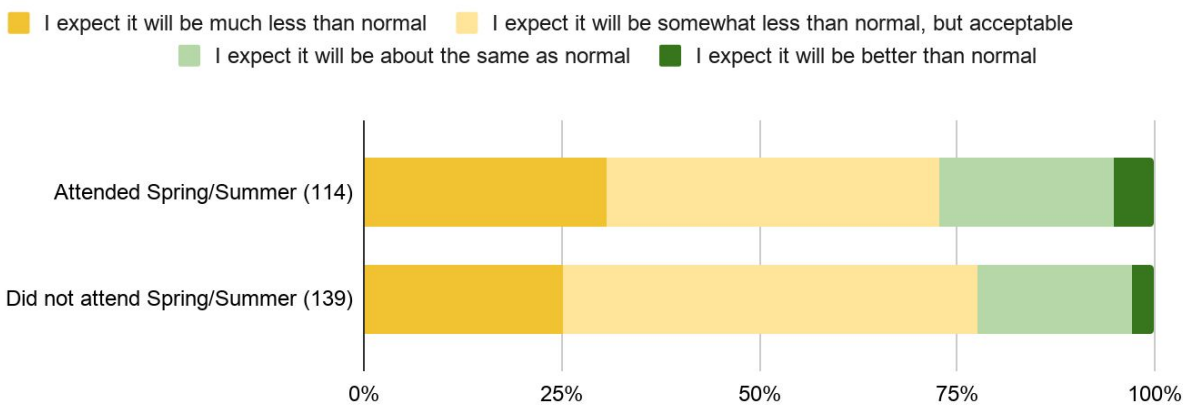We found less quality-related pessimism among international students.
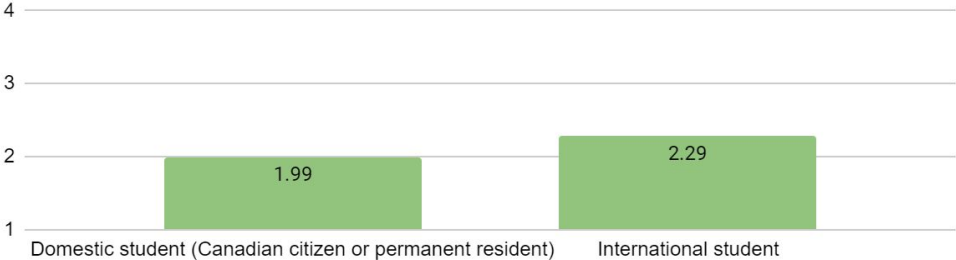
As with the questions about previous terms' quality, we found much more variation across faculties.

Expected quality in Fall 2020 by faculty

Legend: ▦ Respondents — Mean expectation

Number of respondents per faculty (left axis, 0–80)
Quality rating (3 = 'about the same as normal') (right axis, 0–4)

Mean expectation values by faculty:
- Native Studies: 1.5
- Open Studies: 1.5
- Education: 1.8
- Science: 1.9
- Business: 1.9
- ALES: 2.0
- Arts: 2.0
- Augustana: 2.0
- PharmSci: 2.0
- Engineering: 2.1
- CSJ: 2.3
- MedDent: 2.3
- KSR: 2.3
- Law: 2.3
- Nursing: 2.6

We anticipated that students who attended Spring/Summer 2020 would expect higher quality in Fall 2020 due to their experience with less emergency-driven, more refined remote delivery. Instead, we found that students who attended Spring/Summer had more polarized opinions about their faculty's ability to deliver a high-quality educational experience in Fall's special circumstances. Some found Spring/Summer's improvements promising so far as Fall's quality goes; others found their expectations reduced.

Quality expectations for Fall 2020

Legend:
- ▦ I expect it will be much less than normal
- ▦ I expect it will be somewhat less than normal, but acceptable
- ▦ I expect it will be about the same as normal
- ▦ I expect it will be better than normal

Attended Spring/Summer (114)

Did not attend Spring/Summer (139)

0%   25%   50%   75%   100%

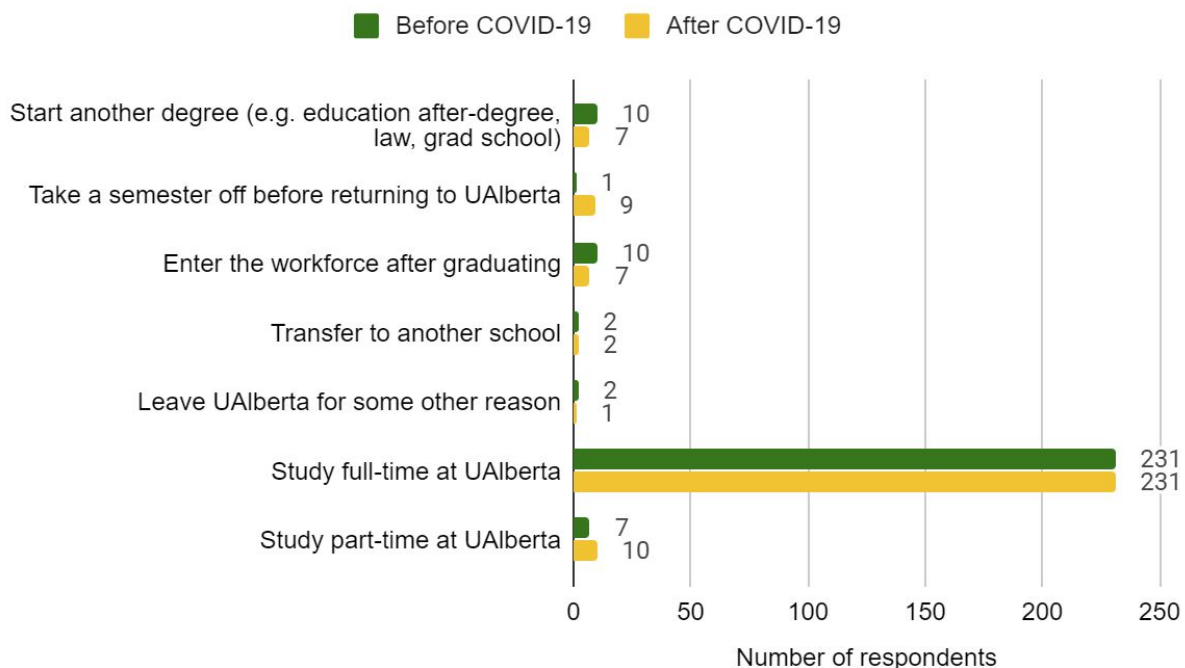## Did COVID-19 Change Students' Plans?

We asked students about their plans for Fall 2020, and whether those plans changed with the COVID-19 crisis. We found that students' plans remained relatively stable, with a handful of graduation delays and slight increases in part-time studies. Naturally, these results are biased toward the greater engagement of our self-selected respondents, and should not be taken as fully representative of the campus community. (For example, part-time students are heavily underrepresented in our sample.)

Plans for Fall 2020 before and after the pandemic began

Legend: ■ Before COVID-19 ■ After COVID-19

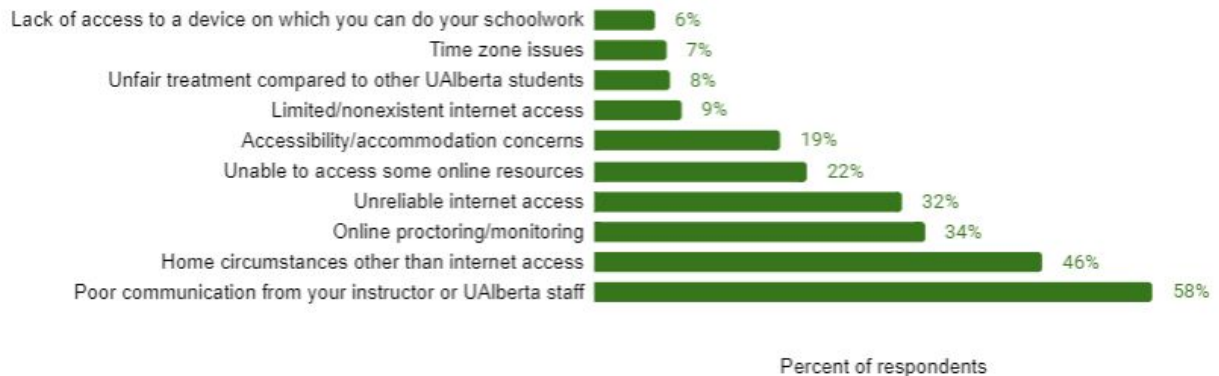| Plan	Before COVID-19	After COVID-19
Start another degree (e.g. education after-degree, law, grad school)	10	7
Take a semester off before returning to UAlberta	1	9
Enter the workforce after graduating	10	7
Transfer to another school	2	2
Leave UAlberta for some other reason	2	1
Study full-time at UAlberta	231	231
Study part-time at UAlberta	7	10

Number of respondents

Out of 231 respondents who had planned to study full time, ten made other plans once the crisis began. However, another ten who had initially made other plans opted to return to school full time.

Of the 20 respondents in the 'full-time churn' (either entering or departing full-time studies as a pandemic-related change in plans), 17 (85%) were women. For reference, women made up 76% of the sample.

Obstacles to Learning

Since classes shifted to emergency remote delivery, which challenges have had the biggest impact on your ability to learn? (Choose all that apply, as many as you want.)

Challenge	Percent
Lack of access to a device on which you can do your schoolwork	6%
Time zone issues	7%
Unfair treatment compared to other UAlberta students	8%
Limited/nonexistent internet access	9%
Accessibility/accommodation concerns	19%
Unable to access some online resources	22%
Unreliable internet access	32%
Online proctoring/monitoring	34%
Home circumstances other than internet access	46%
Poor communication from your instructor or UAlberta staff	58%

Percent of respondents

By far the most common major obstacle to learning (58% of respondents) was poor communication from the instructor or from UAlberta staff. Note that, in the qualitative responses, many students mentioned that they were unable to get in touch with their instructors, or would receive much-delayed responses. The qualitative responses offer other important context. For example, students find unreliable internet access especially crippling when professors neglect to record/post video calls; rely on hours-long videos; or provide materials that cannot be paused, rewound, or even replayed. Being unable to access some online resources is a parallel challenge.

Equitable Access

Women were significantly more likely than men (59% versus 52%, respectively) to report that poor communication from their instructor or UAlberta staff was a major obstacle to learning. Among the 14 students who selected 'other/non-binary' or 'prefer not to say' on the gender question (which we construed as gender minorities), eight (57%) also identified poor communication as a major obstacle. These results suggest that some instructors or staff may not be communicating with women and gender minorities equitably.

Gender-minority students were especially likely to report unfair treatment, compared to other UAlberta students, as a major obstacle. Around 6.5% of both men and women reported unfair treatment, compared to 28.6% of gender-minority students. Gender-minority students were also more likely to report home circumstances (other than internet access) as a factor: 57% versus 46%.

Over 50% of international student respondents reported time zone issues as a major obstacle to online learning.

Appendix A: Qualitative Responses by Faculty - What Worked and What Didn't?

We asked students what their instructors were doing well, and the opposite, framed charitably:

- *Thinking of instructors who have done a good job of switching to online delivery, what's working about their approach?*
- *Thinking of instructors who have done a less impressive job of switching to online delivery, what's not working about their approach?*

Several students named professors in a positive or negative way. We preserved the positive examples and left the others unnamed in this report, though we are sharing those names as appropriate.

ALES	
THEMES	
What's working?	What's NOT working?
Asynchronous content with synchronous elements, e.g. Zoom calls devoted to answering questions Instructors very accessible through email, video chat, online office hours Prompt uploading	Videos comprised of reading off dense slides Missing or too-fast voice recordings No opportunities for questions
REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	What's NOT working?
Having asynchronous lectures helped so that videos could be paused and replayed at any time so I could listen to tougher concepts multiple times. Also living in a house with 3 other people it	Having live lectures through zoom is ok, but some instructors seemed to just fill their slides with info and read off the slides. Not posting any voice recordings,

was helpful to be able to sit and learn	speaking too fast
Live classes where you are able to write in questions	Posting notes online with no contact
Provided virtual office hours plus had lectures at the same time as usual + recorded it and spoke slowly	They don't provide any extra help, very confusing online methods
By giving out a set of slides before class started I was able to print them and follow along easily	Uploading pre-recorded lectures in a format in which the playing speed could not be changed, or in a format that I could not open on my laptop

ARTS	
THEMES	
What's working?	What's NOT working?
Asynchronous content paired with frequent interaction (e.g. small quizzes on key readings, using video calls primarily to answer questions and discuss) Explanatory content (e.g. narrated/annotated slides) Promptness (e.g. posting slides a day early) Clear expectations and advance notice	Failure to have frequent interaction Sense of abandonment - posting material and expecting students to teach themselves everything Synchronous content, especially standard lectures on video Failure to keep on top of uploading content 100% asynchronous delivery without accountability Hours-long discussion seminars Overly aggressive anti-cheating measures Inflexibility on deadlines Failure to follow time constraints (e.g. very long videos) Poor/awkward virtual office hours

REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	What's NOT working?
A balance of asynchronous learning and weekly check-ins for questions (or twice a week depending).

Using Zoom meetings as check-ins to answer questions rather than to teach.

Asynchronous lectures are really helpful because I have more time to work at my job and keep up with my bills, as well as use my time more effectively since the environment I live in makes studying and learning rather difficult compared to getting my school work done on campus.

Forcing you to do something each day of class instead of bi-weekly assignments; such as online quizzes for each lecture or participation in an online forum. Makes you keep up with the material and ensures understanding. Video lectures are preferred; for me the gold standard is the LING 101 online course under Isabell Hubert Lyall. Her videos were great.

I think instructors are more available then when class is in person. I truly love the online platform and I wish more classes will be online now

Narrated or recorded slides, or slides with explanatory notes

Also, one professor released weekly assignments/eclass discussion questions/readings to read and answer questions on. I find these are very helpful to me to have a reason to keep up with lecture material and learn it so that I can practice applying the material in the assignment after. I like that | A few did essentially nothing, leaving us to our own resources in the assumption that we had learned enough.

Assigning assignments that are like mini midterms, then assigning the midterm before you get feedback from the assignment. Not having some kind of ongoing participation like quizzes or forum material for each lecture.

Also, having sound files embedded on a slide means that I cannot easily replay material or change the speed. Videos are better in this aspect.

I found if I had questions or something didn't make sense, I was on my own to figure things out.

Fully asynchronous delivery damaged my accountability, and I accomplished much less in these classes

Having a cluttered online learning experience with unnecessary additional requirements and resources.

Exams that have a fixed start-end time since the possibility of tech error makes the whole assessment more anxiety inducing.

Not budging on deadlines, assigning lots of busywork and work that takes forever but isn't worth much, fumbling with technology they don't understand during class time.

Not having some kind of lecture; just having abandoned lecture entirely. I don't like self-directed learning or readings. They are difficult for me to |

"accountability" feeling.

The amount of resources and interactions is 100% improved

The instructors who have done the best post clear instructions about what is expected of us; and they are direct about how the course will work from the beginning. They are very active with the class. They post needed resources, either use pre-recorded lectures or meetings to go over concepts.

Their approach is minimal (ex. Upload lectures for you to watch, assign readings, deliver exams/set paper deadlines)

Their approach is very detailed. They communicate due dates very clearly and their presentations are as similar to in person as possible.

They are uploading videos of all the materials and additional exercises for practice.

They use asynchronous delivery with multimedia for lecture delivery, and purposely use synchronous delivery and multimedia for interactive activities.

Winter was without a doubt very chaotic, however with spring it was a lot better! Dr. Loepelmann's approach was very good for remote delivery, he provided very comprehensive notes as well as very good online lectures which were posted to YouTube so we had the opportunity to rewatch them whenever we needed to!

invent a schedule to teach myself the content.

Not labelling documents posted correctly or not using a platform to post coursework at all.

Not providing any interaction for the classes, when left completely alone I felt like I wasn't learning anything

They are basically making us learn all the stuff by ourselves by just giving us assigned textbook readings. Not providing enough video lectures.

They are doing literally nothing.

They are not holding Zoom lectures or filming their lectures. They're just sending the information on eClass. It's difficult to learn this way as you are basically just teaching yourself the material.

They expected way too much work as a way to "make up" for not being in person and also took up more time than class was supposed to be

They use synchronous delivery for everything and it's a mere talking head video.

AUGUSTANA	
THEMES	
What's working?	**What's NOT working?**
Flexibility and accommodation Synchronous elements (small assignments to maintain accountability) Google Hangouts	Expecting students to teach themselves Video recording lectures as normal; asynchronous without accountability EClass Live
REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	**What's NOT working?**
Being understanding of lower-quality work due to lower-quality learning circumstances; maintaining structure of the course even when working asynchronously; continuing to actually personally teach material Complete modifications to content to suit the different medium and adjustment of expectations Keeping class at a scheduled time and giving small assignments to keep you on track.	Posting notes or slides instead of synchronous classes or recorded lectures (much more difficult to learn, and also not what we're paying for); losing structure; poor communication (ie. not giving explicit expectations for students, not answering questions, etc) Trying to do things the same way, just online

BUSINESS	
THEMES	
What's working?	**What's NOT working?**
Diverse asynchronous content - slides with narration or annotation, variety of supporting materials	Grading as though everything was normal Poor use of time

Flexibility and accommodation Promptness and ease of contact (e.g. email and flexible online office hours) and clear communication	100% asynchronous material without small tasks to keep students on track Expecting students to teach themselves Dense slide decks Academic integrity measures Not responding promptly (or at all) to emails

REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	What's NOT working?
Open to email; willing to extend online office hours; thorough prerecorded videos; providing practice and study material; understanding that some people need personal instruction for specific courses. Clear communication with students (about class structure, exams, assignments, expectations, etc) Recording lectures, making notes and resources readily available, being communicative and answering questions effectively. Emphasizing on understanding the material. More emphasis on papers than exams (when applicable).	Completed examples that are just explained, extending live online lectures to the next class, not giving themselves or students ten minutes of break to switch to the next class. Making long/wordy powerpoints and struggling with using the platforms they presented on.

CAMPUS SAINT-JEAN	
THEMES	
What's working?	What's NOT working?
Asynchronous content paired with	100% asynchronous; lack of video calls to

ongoing tasks for accountability	explain/discuss
Synchronous engagement (e.g. in-class polls)	Technical challenges
Being proactive	

REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	**What's NOT working?**
Giving some individual work or reading with the live classes instead of all live lectures	No Zoom calls to explain concepts in depth
Had a plan in place and implemented before official guidelines were set by university	Not understanding how to use the programs they pick to do live classes
I really liked live lectures and profs that used epoll or would ask questions and then you respond in the chat. It keeps it more engaging and you pay more attention.	Simply not really instructing any of their material.

EDUCATION	
THEMES	
What's working?	**What's NOT working?**
Asynchronous content with relatively frequent interaction	Asynchronous content without structure (scheduled synchronous or interactive elements)
Highly interactive synchronous elements (e.g. Zoom discussions)	Frequent EClass forum discussions
Availability (e.g. online office hours, quality communication)	Lack of communication, failure to respond promptly or at all
	Sense of abandonment - some instructors simply gave up

	PowerPoint recordings without pause/rewind options
	Posting slides and expecting students to teach themselves
	Inflexibility with time

REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	**What's NOT working?**
Asynchronous learning, no mandatory meetings, but there was discussion posts each couple of days to keep us at the same pace	All it was was a voiceover of slides. No interaction, just talking over so many slides. Very hard to pay attention and learn
Bryan Sydora	Asynchronous delivery makes learning impossible. I understand why you want asynchronous (to benefit students in other time zones), but the best thing is for synchronous learning with lectures recorded for students to access at another time. This way, students who need the structure have it and are able to interact but students in other time zones or who are working aren't penalized.
For asynchronous delivery, posting pre-recorded videos of their lectures on eclass was much better than other instructors who only posted filled-in versions of their notes.	
Before the final exam in one of my classes, we had a live review session on zoom with our instructor where he did a short review of major topics and we had time to ask questions in real time. It was nice to have a synchronous lecture to feel a bit more connected after so many asynchronous classes.	Increasing workloads - making weekly forum discussions. Using eclass forums and group projects.
	Lack of communication, rushing, not explaining, NOT REPLYING TO EMAILS IN A TIMELY MANNER is a big one
Having multiple opportunities to hand in/complete test and essays	
Instructors who are willing to find programs that actually benefit and work for us, and make the time to adapt their class to remote learning.	Not allowing assignments to be completed asynchronusly or individually. Live in-class assignments add significant, unnecessary stress when the time set aside for said synchronus assignments that could have easily been completed individually or asynchronously would have been more effectively spent working especially while work is limited, when working around childcare hours, or
It's so important to record the lectures and have them available for review/flexible learning hours	

Lots of communication and zoom meetings. Preparing us and giving tips to help us succeed

Planning ahead!! Good communication with students. Empathy. Less assignments

Smaller assignments, asynchronous assignment options, lecture recordings posted after class with subtitles, allow students to progress at own pace (ahead of schedule).

Stuff to do on students own time (they used an online forums to create class discussion) (was marked more on participation but it was also done on our own time as commuting to times while not living at university and having internet problems is challenging)

Those who delivered instruction in a synchronous format did the best job and are the instructors I learned the most from. Interactive learning on Zoom is the best alternative to learning in person.

when dealing with learning difficulties. I felt like those profs wasted my time. Please note: I do not necessarily feel this way about seminars. This refers to small group-work tasks - worksheets, things that only take one or two classes to complete.

One instructor I had posted PowerPoint slides with voice recordings, which seemed like a good idea until I realized that he didn't put the option of pausing, rewinding, fast forwarding through the voice recording...if I missed something I had to listen to the entire slide again, and I couldn't pause the recording to write stuff down. This was fine for a short 2-3min slide, but when some slides are 10mins long it's a pain.

Only using YouTube videos, powerpoints with no Zoom, and a lack of communication

Posting notes, no videos, no content besides lecture slides

Posting the rest of the material, then essentially disappearing

They cannot expect us to teach them how to remotely teach. Instructors who taught with programs they didn't know how to use, didn't like, or with incompatible devices (e.g. broken microphones, poor internet connections, blurry images, etc.). Essentially, those who are unwilling to find new ways to teach their classes.

Totally gave up, never answered emails or had any office hours, just posted PowerPoint slides with very little instruction

	Zero engagement.

ENGINEERING

THEMES

What's working?	What's NOT working?
Consistent communication Academic integrity protection through course design, including multiple assessment methods Synchronous content available asynchronously (e.g. recorded and promptly-posted discussion videos) Virtual office hours in a group drop-in setting	Exclusively synchronous delivery (e.g. no lecture/discussion videos available) Exclusively asynchronous delivery (e.g. pre-recorded lectures or simply posted notes, without interaction) Overly aggressive anti-cheating measures

REPRESENTATIVE OR NOTEWORTHY RESPONSES

What's working?	What's NOT working?
A great amount of communication through email and strong course organization Asynchronous delivery, office hours, less testing where you can cheat. Different ways to assess learning. 50% finals do not make sense online, cheating is way easier and it messes up the curve Had synchronous delivery that was also recorded and posted. HGP 250 - best class I have taken in University so far! Prof was soooo engaging and friendly, he definitely deserves recognition. CH E 243 prof did	Classes were in real time: very hard to have a class at 2 am - virtually no office hours held - weren't communicative Acting like nothing has changed, posting only ppts [PowerPoint slides] with no audio. Having prerecorded videos Just posting notes or examples without a video explanation to follow along. Live exams Long, synchronous classes (e.g. several hours on Zoom) can be difficult - breaks helped to split it up, asynchronous

okay, I can keep up and she has a good mic so I can understand. She also allows us to turn on our mic and ask questions live. Live lessons or video taped lessons posted online. Being able to watch lessons over and over and at a time that works for the individual not necessarily during when that class was originally scheduled. Setting aside virtual office hours in Zoom where anyone can join during that specific time and ask questions. Providing full information on what to expect, giving different ways of reviewing the material (videos, notes, practice problems) Tetsu Nakashima They did annotated notes and examples using tablets.	classes or providing notes/videos beforehand and then discussing in class may be better (have not had any yet though). He also does not allow for students to turn on their mic and ask a question live (he has the mic option disabled). As for testing, there are too many MC questions to complete in the time provided and prof made it so that we cannot go back and change any answers or skip questions during the test. This makes it hard as we can not strategize/prioritize when taking tests (which is what we were taught how to do). Only posting handwritten notes. Not communicating with the class. Poor EClass organization, radio silence Tried very hard to prevent cheating by making all sorts of changes (exam lock, proctoring, not able to change answers, etc) Using Adobe Connect for recording their lectures. It used to lag so much.

KINESIOLOGY, SPORT AND RECREATION	
THEMES	
What's working?	What's NOT working?
Synchronous/asynchronous	Long Zoom lectures, that can't be paused

combinations, as noted in other faculties (e.g. live but recorded discussion sessions, staying on track with small tasks/engagement) Alternative/diversified materials Flexible schedules	or rewound; not recorded for later reference or asynchronous learning Excessive amounts of assignments in place of tests Lack of flexibility and communication Students feeling abandoned to teach themselves

REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	What's NOT working?
Allowing not in sync learning and in sync learning Extra written notes, plus audio or visual additions to slideshows Flexible schedules such as posting lectures rather than just live lectures. Makes it easier to refer back when internet cuts out etc. Giving us different materials to do on our own time. Having open book exams reduces major stress. I felt like taking eClass quizzes made me keep up with readings and studying in the course. My professors did this in the spring semester and it really forced me to keep up in the course which helped. Using systems that allow professors to teach in real time while we see their picture, but students' pictures are not visible. Allowing students to type questions or comments that they may have.	Being unorganized and unprepared. Not figuring out how to further explain material and concepts over the internet. Doing long lessons on Zoom was very difficult to focus or learn from. Having live videos that are not recorded after and you can't refer back to information said. Lack of communication, student access, not willing to be open-minded/make adjustments Not uploading lectures during schedules times or mass uploading them on the last day of classes before exams Recorded powerpoints, little engagement (essentially teaching myself everything by reading)

MED/DENT and NURSING	
THEMES	
What's working?	What's NOT working?
Asynchronous delivery with regular synchronous elements (e.g. discussions and flexible review sessions on Zoom); recordings posted promptly Strong communication and organization Extra/alternative materials Using YouTube to allow pausing, rewinding, rewatching	100% asynchronous learning Students feeling abandoned to teach themselves Technical issues with Zoom lectures Lab sessions abandoned Overly aggressive anti-cheating measures
REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	What's NOT working?
Asynchronous delivery with weekly zoom meetings for questions Being flexible and creating extra virtual time (i.e. review sessions) for students; welcoming feedback, being optimistic and supportive Frequent live sessions & self-test questions Holding lectures on Zoom during scheduled times, and posting the recordings after to rewatch if necessary. Lots of communication and reminders by email. Opening a discussion forum for the questions on eClass. Holding office hours via Zoom. Extra materials available, more responsive to emails, uploaded lectures instead of Zoom (which glitches and allows me to miss course material if the wifi connection is not strong enough).	Expecting students to just read the powerpoints with no instructional videos, no practice exams, no online forums to ask questions, minimal/inconvenient office hours (ex: Friday evening 5-7pm - seriously??) Replacing the final exam with group assignment because they could not ensure academic integrity for the exams that are not in person I did not hear anything from the lab instructors - No video demonstrating the skills or procedures Shortening exam times. My psychology exam was condensed from 90 minutes to 60 minutes with the same amount of questions. While it was a measure to try to prevent cheating, it punished students who needed a longer amount of time to take the exam and look over questions. Especially with Nursing having a higher

	minimum pass mark I feel that it is important that instructors find other measures to prevent cheating that doesn't punish students who do not cheat. There wasn't any instruction. We just had to learn everything ourselves They did not seem to take the time to fully understand the technology and that took away from the class time and experience.

NATIVE STUDIES	
THEMES	
What's working?	What's NOT working?
Discussion forums Instructors making themselves available Synchronous lectures, recorded and promptly uploaded Narrated/annotated slides	Students abandoned to teach themselves No time provided to ask questions 100% synchronous content - videos that cannot be replayed, etc. Requiring hard-copy assignment submissions.
REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	What's NOT working?
At NorQuest what was the best was us being able to pick up a package of paper copies of some of our readings and or weekly quizzes or other assignments, in case we didn't have access to a printer. Their dedication to hours of availability	'Read the textbook and figure it out' approach. I barely heard from most of my profs. Having classes that need to be streamed in order to revive them, still marking on participation in attending lectures online We should have enough time or heads

	up so we can print out assignments if there will be more...or at least make it easy to fill out online. Not everyone can print off things or afford to get ink or pay for copies.

SCIENCE	
THEMES	
What's working?	What's NOT working?
Instructors making themselves available and communicating freely Breakout rooms and alternative discussion mechanisms Similar preferences around combined synchronous and asynchronous content as in other faculties	Poor adjustment to technology and resistance to change/adaptation; low dedication/commitment Students very commonly left to teach themselves Poor communication; instructors very difficult to contact 100% asynchronous delivery
REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	What's NOT working?
Asynchronous lectures since I'm not in Edmonton anymore due to the virus...and I can't stay up all night for real time lectures Commitment to the class and good office hours Continuous check-ins, providing help sessions, voice-over powerpoint slides are basically like listening to a lecture Easily available to students via email, regularly uploaded lectures, and clear	All instructors are lazy. They can't adapt to technology and seem to treat teaching online as if it is like being a YouTuber, deciding to do whatever they want with no set structure in place. Being very unreasonable of unprecedented changes. Not sending clear updates Giving a heavier workload because they think we're at home and have more time (not the case for many). I had an instructor do no lessons at all

expectations for exams and assignments

Giving weekly quizzes instead of a midterm forced me to study and helped with staying on track.

Having live lectures and a lot of interactive questions as well as more practice questions.

I like having the notes either annotated on PowerPoint or provided as videos of the professor actually going through the lecture. I also think a live supplementation of this material is a good idea, either on Zoom or eClass, to provide time for questions by the students to the professor. It does not need to be an extra lecture.

Being flexible and not mandating group work.

The class is only 25 people, she kept us all engaged by having class participation and questions like we would in person as well as group work in breakout rooms, plus she took the time to meet with every student.

They have both synchronous and asynchronous materials and host workshops to do actual practice questions and offer office hours.

They provide videos of the lectures and help sessions

They uploaded class material consistently and regularly

and simply posted assignments

Timed online exams

Posting videos that are longer than a normal lecture

For classes with live lectures, the discussion component was removed, and since we didn't discuss the material it was harder for me to understand the material covered in the course and my grade would have been affected as a result.

Online lab for comp sci courses made it so much harder to ask questions to TA or communicate with TA. Plus because it was not asynchronous, I was forced to do it at a weird time like 2-5 in the morning.

Also this is not the instructor's fault but because online class for language courses can never give the same experience as in person ones since we learn from talking to each other, practicing for group presentations etc. the quality of my language course dropped significantly.

Above all, what I disliked the most and worried the most for the fall term is people cheating especially on final. Almost every course I took in winter had to go through this problem cause they were all comparatively easy to cheat than arts courses that require essays...Most of the courses I took and I will take are math and comp sci so they are all quite easy to cheat for others than arts courses.

Because all the midterms and finals look different from past exams, exam study materials barely helped. I bet other students would appreciate it as well if we can get some study material or practice exams that actually looks like our exams,

	the newly formatted ones.
	Recording themselves and posting the video anytime and any day. Profs not considering the volume of material and giving as much they feel like, instead of honouring the 80min class time.
	Some instructors hardly reply to emails and during office hours they don't do a face to face discussion on zoom but instead use the chat where they ignore many messages.

OTHER FACULTIES	
THEMES	
What's working?	What's NOT working?
Availability Recorded lectures and discussions available - same balance of synchronous/asynchronous that students liked in other faculties Alternative discussion venues	Online proctoring and other overly-aggressive anti-cheating measures No respect for time - overlong videos, insufficient discussion time, etc.
REPRESENTATIVE OR NOTEWORTHY RESPONSES	
What's working?	What's NOT working?
Making classes asynchronous, making fair deadlines and respecting that even though it is online, we still have other responsibilities and classes, and making take home exams. My W2020 course was field-based, 1 week over reading week. Rest of the work	Online proctored exams: it's not worth it, some people might not be able to afford the equipment, some people may not feel comfortable sharing their environment, and it's honestly added stress to an already large transition. If professors want us to engage in the

was remote. Could be a good model for blended approach.

Setting up a chat box of students so they can communicate was really helpful. The way exams and assignments are designed. It seemed less intense than an in class exam

Speaking clearly, good camera and audio quality, making sure they're available for questions on a more frequent basis (checking emails regularly), providing very detailed notes that can stand alone since lecture quality may not be the best in this format

online community, think about reducing class time to give us time to do that. Some professors have made long lecture videos, and then also schedule meetings during class time, and when combining the lecture videos to do on our own time plus the zoom meetings it equals more time 'in class' than what is scheduled for. Make things fair.

Uploading heavy amount of videos at the same time. it would've been nice if it was more organized in terms of planning . Either videos were being uploaded at the same time or it wouldn't be posted for while.

Not understanding technology, wasting class time trying to figure things out, not providing detailed notes in combination with substandard lectures so students don't have good material to study from