

TRANSITION TO REMOTE TEACHING & STUDENTS' GENERAL WELLBEING

The data included in this report represents

576
UBC Students



1 in 4 students are international

from across

11

faculties and various year-levels

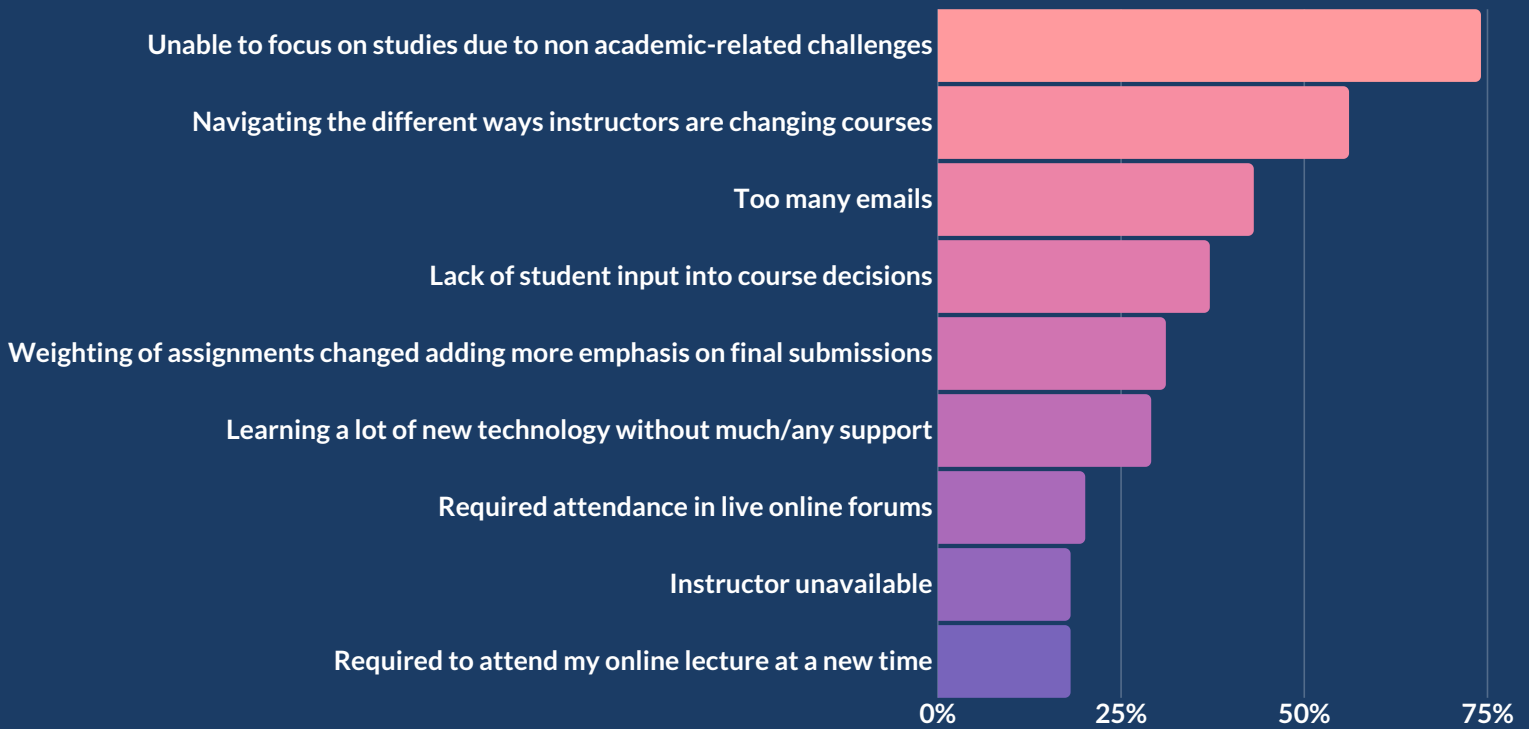
on average, students reported a

32%

decrease in their course engagement after the transition to online teaching



Challenges to transitioning to the online context



STUDENTS' BIGGEST CHALLENGES TO engagement, well-being and learning

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



more than

70%

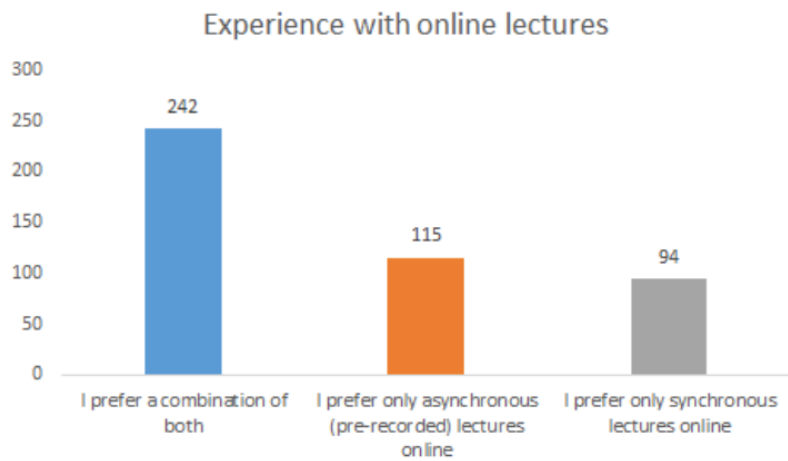
of students felt supported by their instructor in the transition to online learning



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 was their most preferred method for lecture delivery

STUDENTS' PERCEIVED BENEFITS OF ASYNCHRONOUS LECTURES:



Flexibility:

where, when and how to access content

Ability to revisit or stop as needed



Ability to align course demands with personal life demands and time zones

Less technological glitches and more concise content.

STUDENTS' PERCEIVED BENEFITS OF SYNCHRONOUS LECTURES:

Interaction with professors and peers

Helps with accountability and time management

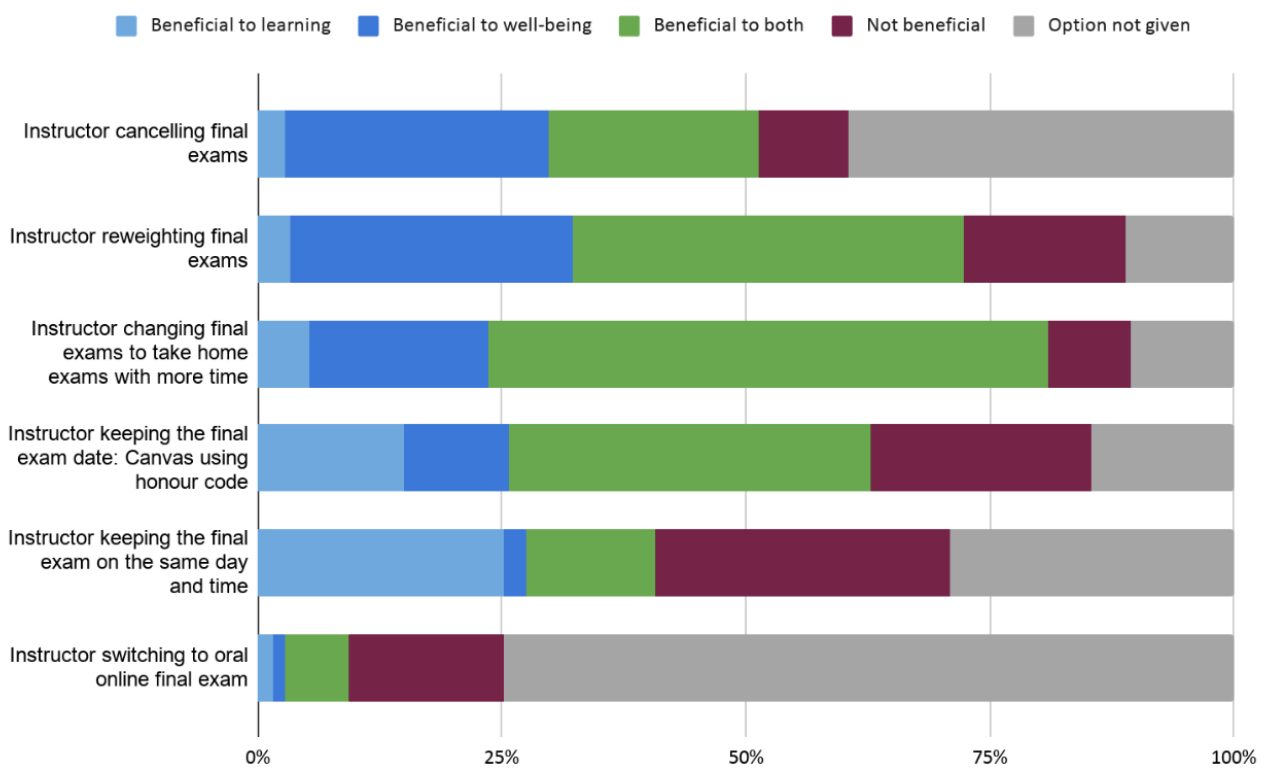
Aids with sense of normalcy and predictability



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



ASSESSMENTS AND FINAL EXAMS

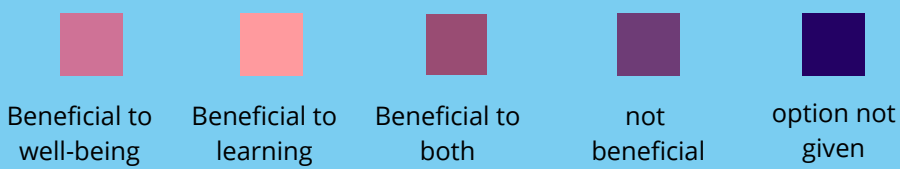
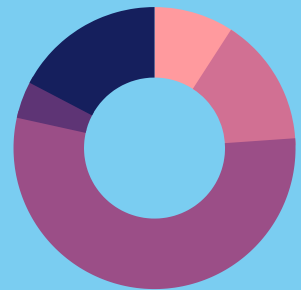
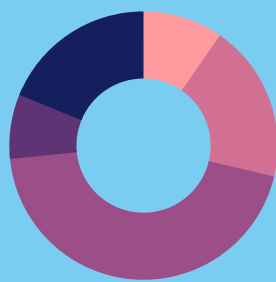
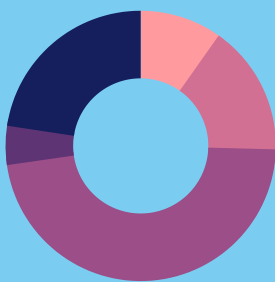


STUDENTS' RESPONSE TO ASSESSMENT OPTIONS

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 LT