TRANSITION TO REMOTE TEACHING & STUDENTS' GENERAL WELLBEING

The data included in this report represents 576 UBC Students from across 11 faculties and various year-levels.

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

Challenges to transitioning to the online context:

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

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

**CHOICE MATTERS!**

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:** 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.
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

Study by Siobhán McPhee, Katherine Lyon. Supported by Adriana Briseno-Garzon and Trish Varao-Sousa (April 2020)