

The Great (Forced) Shift to Remote Learning: a Survey of Instructors and Campus Leaders

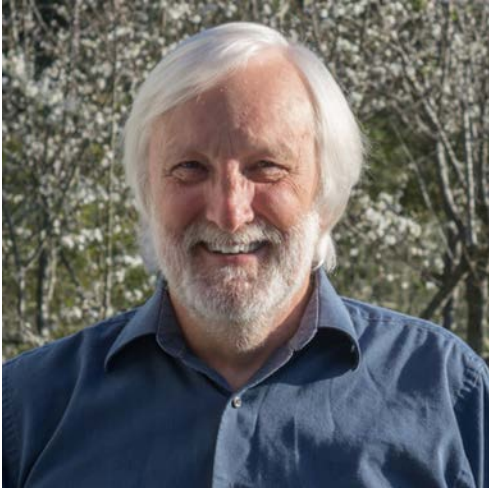
Jeff Seaman, Director, Bay View Analytics

Jennifer Mathes, CEO, Online Learning Consortium

Will Austin, President, Warren County Community College

Doug Lederman, editor, *Inside Higher Ed* (moderator)



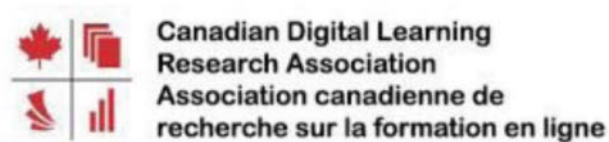
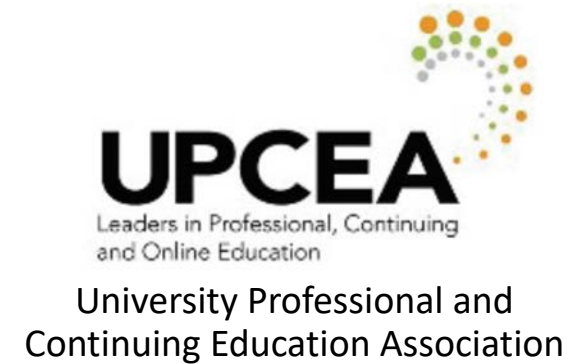


Dr. Jeff Seaman
Director
Bay View Analytics

<http://onlinelearningsurvey.com/>



Project Partners:



Project Goals

Collaboration

One survey for multiple partners so respondents are not bombarded with questions from those who are trying to help

Immediate Needs

Identify the critical functions and services that institutions need now

Next Steps

Guidance to better advocate for institutions - for policy changes and funding in the future

Survey Overview

Survey Design

- Quick survey, can be completed in 2 minutes
- A single survey for administrators and faculty, flexibly designed to show only the relevant questions for each respondent
- Privacy guaranteed
- Timed to roll out as respondents are actively adapting to new situation

Survey Process:

- Two weeks of data collection: April 6 to April 19, 2020
- Completed online

Survey Results:

- 826 U.S. Higher Education faculty and administrator respondents
- Represent 641 different institutions
- Merged with the Integrated Postsecondary Education Data System (IPEDS) for institutional characteristics

Resources

Infographic:

www.cengage.com/digital-learning-pulse-survey

Inside Higher Ed (Doug Lederman):

<https://www.insidehighered.com/digital-learning/article/2020/04/22/how-professors-changed-their-teaching-springs-shift-remote>

Faculty and administrative comment analysis:

<http://onlinelearningsurvey.com/covid.html>

Survey:

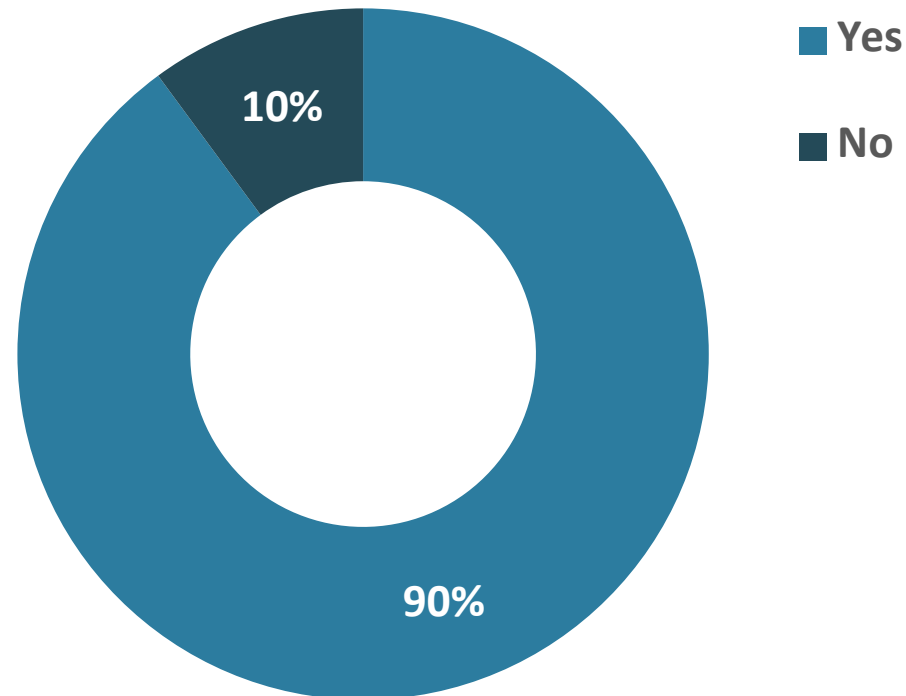
http://babson.qualtrics.com/jfe/form/SV_6J7Bbld599n6L1b



Survey Results

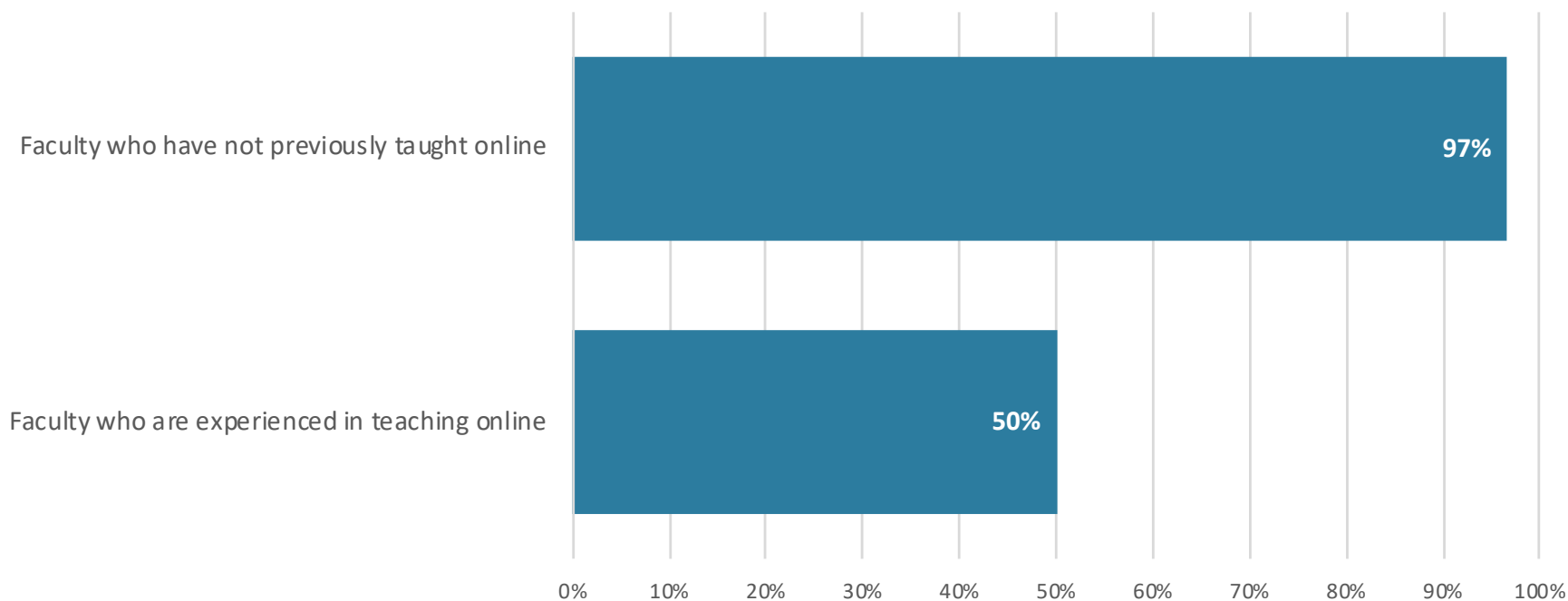
Almost everyone moved online

Some or all of the institution's classes transitioned to online



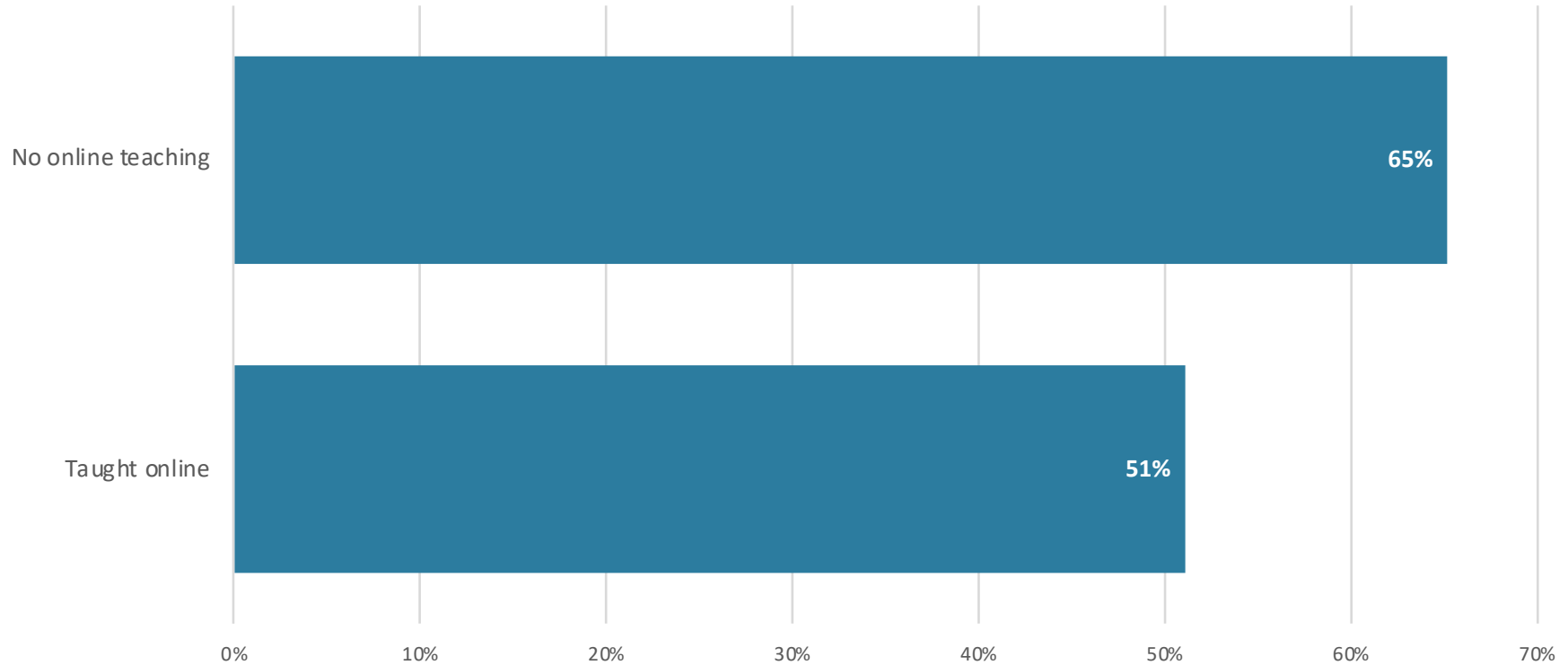
Everyone had inexperienced faculty teaching online

Who is teaching the classes being moved online?



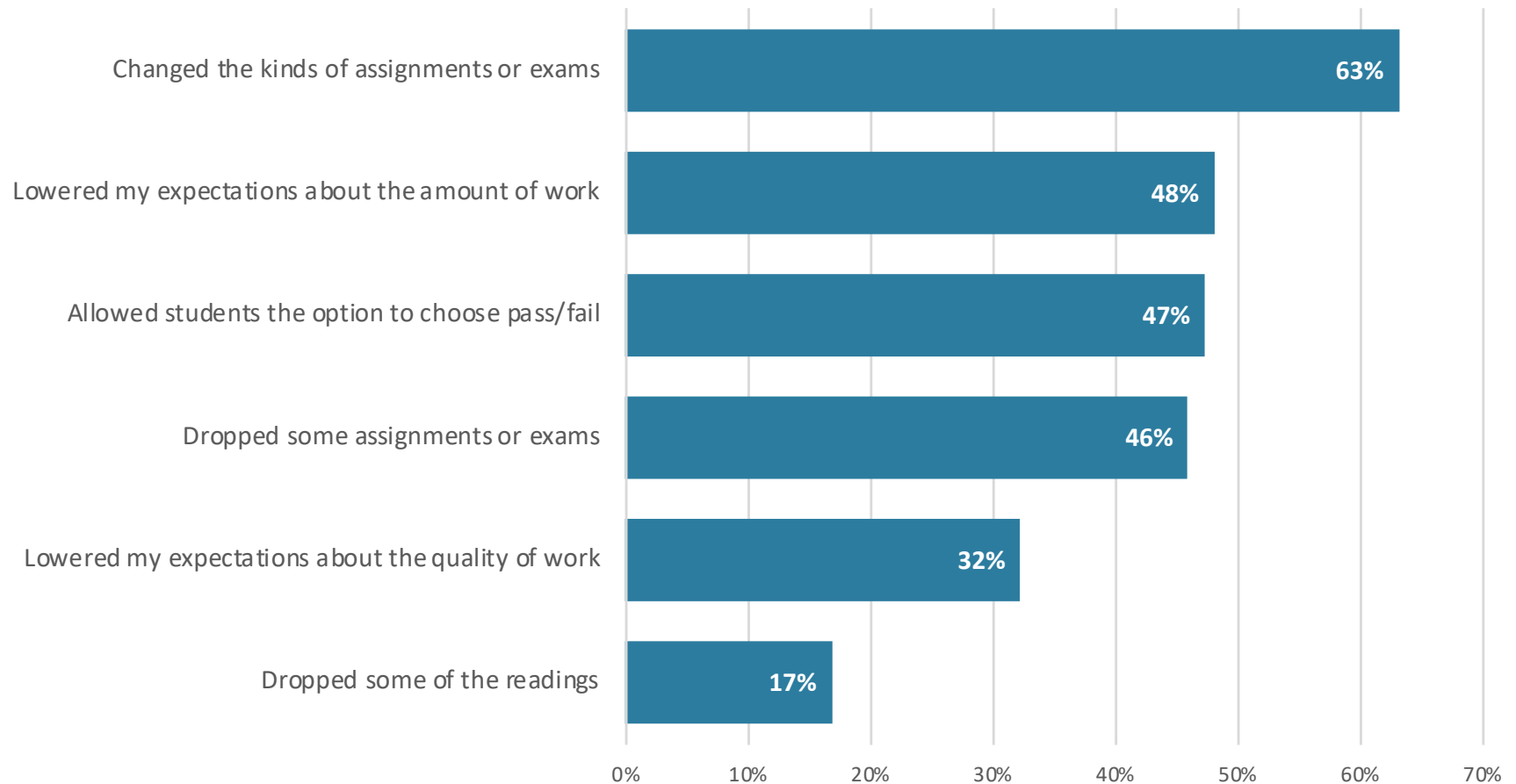
The process was new for most faculty

Faculty use of new teaching methods by experience teaching online



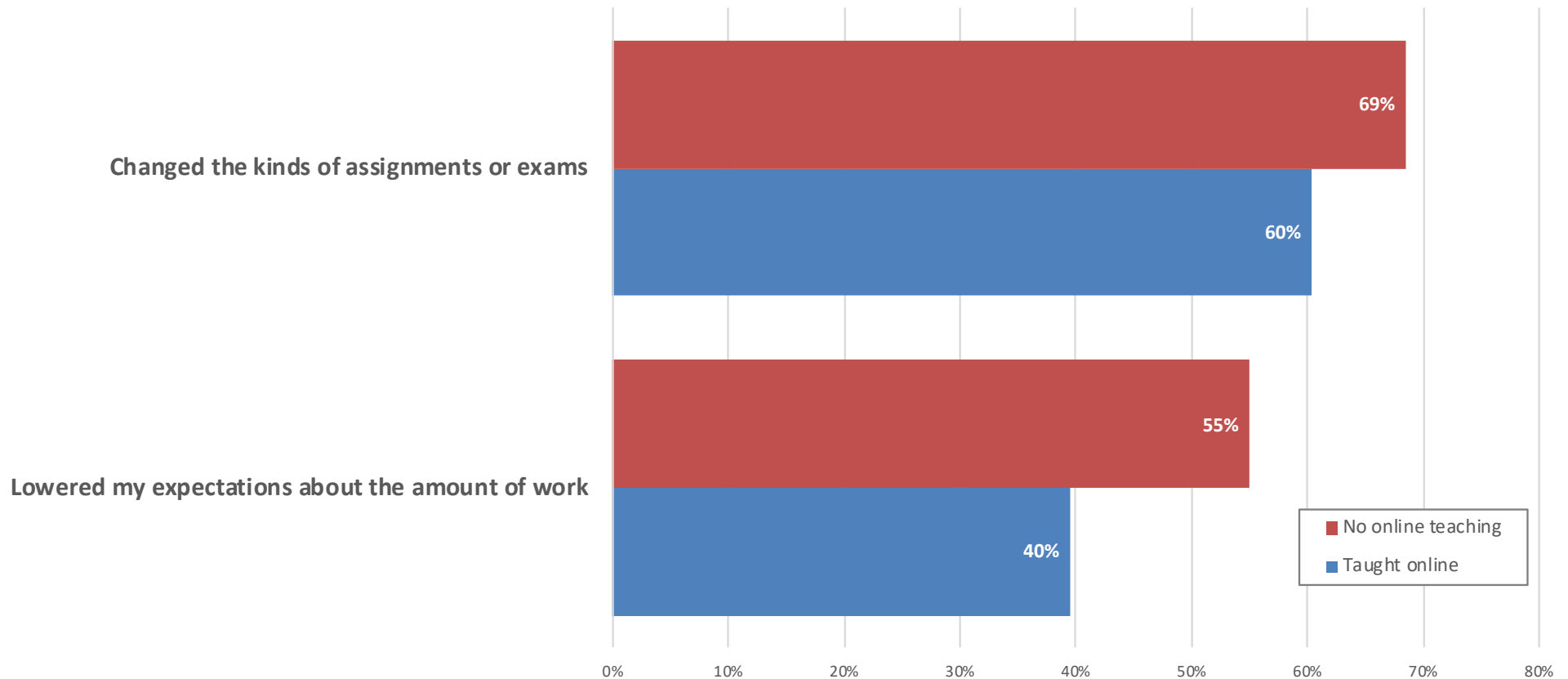
Courses and teaching had to adjust

Changes faculty made when moving classes online



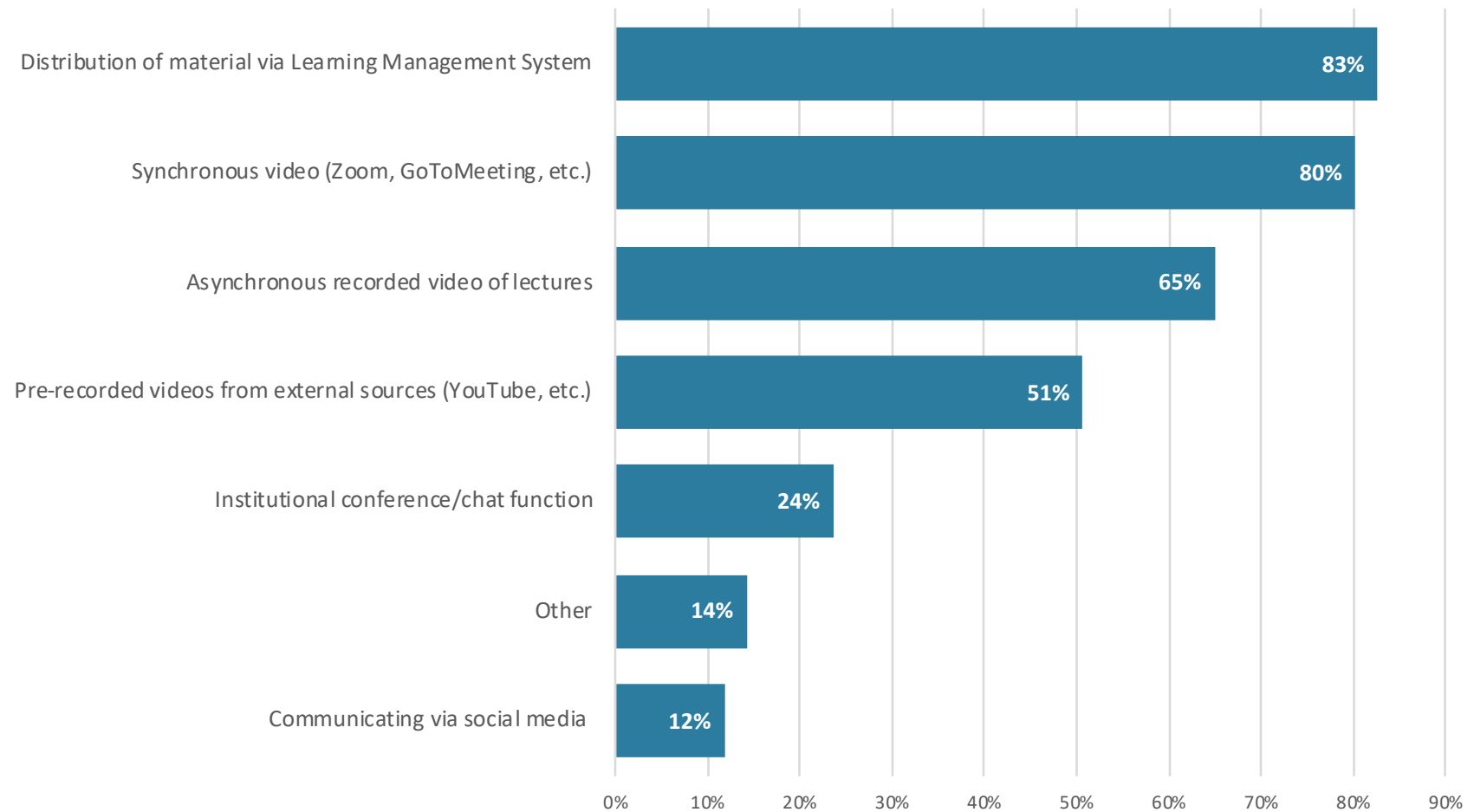
Fewer changes for experienced online faculty

Changes faculty made when moving classes online



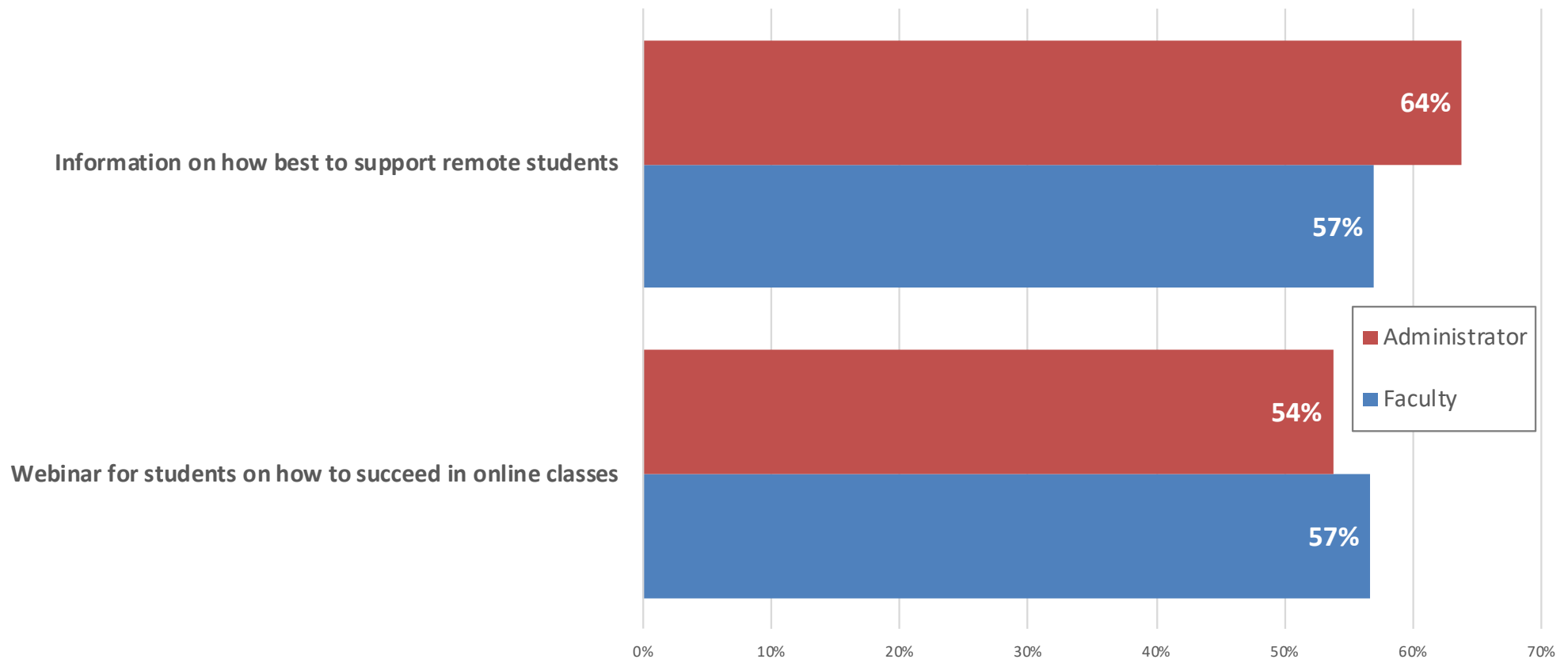
It wasn't just Zoom meetings

Teaching techniques being used by faculty in classes moved online



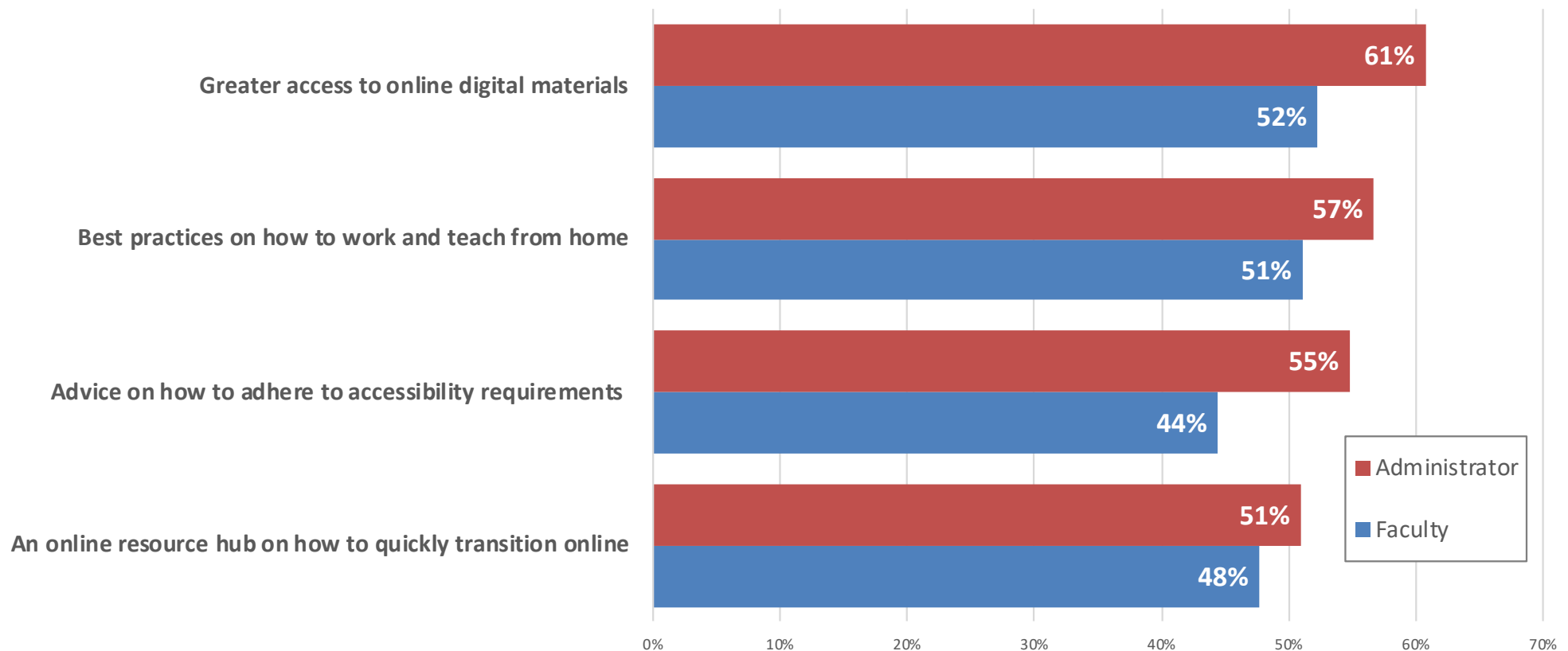
Most wanted: Support for Students

Assistance for Students



Both faculty and administrators have multiple needs

Other Needs



Faculty voices

What lessons can we learn from this experience moving forward? Do all lectures need to be delivered in person? How can we better utilize existing online tools... to be better prepared for another transition should the virus return. (Four-year Private Institution)

So much of teaching is about relationships... Online and real teaching are DIFFERENT and what works in the classroom often does not work online, and vice versa. (Four-year Private Institution)

That I will burn out. This has been a tremendous amount of work and shows no signs of slowing down. (Four-year Private Institution)



Administrative voices

Our number one concern is that we will see a big drop in enrollments. (Four-year Private Institution)

Knowing which of multiple scenarios to plan and prepare for. (Four-year Private Institution)

This stuff is pretty visceral. My stress levels are unbelievable. I hate having my work invade my home--it makes it virtually impossible to "turn-off". (Two-year Institution)





**Jennifer Mathes,
Ph.D.**
Chief Executive Officer
Online Learning
Consortium

<https://onlinelearningconsortium.org/>



Dr. Will Austin
President
Warren County Community College

<http://www.warren.edu/>

Questions and Answers

With Support From



CENGAGE