

Fall 2020 Faculty Remote Instruction Survey

Introduction

In March 2020, College of Marin moved all face-to-face courses to a distance education format to comply with statewide emergency measures due to the COVID-19 pandemic. Faculty were surveyed about their experience transitioning to online learning in April 2020; those survey results are available [here](#).

Most courses in the Fall 2020 semester continued to be offered in a remote learning format only. In October 2020, another online survey was administered to all COM faculty teaching an online or hybrid course in fall 2020. The purpose of the survey was to gauge how faculty are experiencing remote instruction compared to spring 2020, gather information on technologies and strategies they found effective or challenging, inform efforts to continue professional development and training for remote instruction, and give faculty the opportunity to request equipment and technology needed to effectively continue remote instruction in spring 2021. Of 269 faculty, 101 completed the survey, for a 38% response rate. Response rates varied by department. Survey results slightly overrepresent faculty from Business, English Skills, ESL, English/Humanities, and Physical Sciences, and underrepresent faculty from Career Education, Kinesiology, Math, and Nursing.

Figure 1. Response Rate by Department

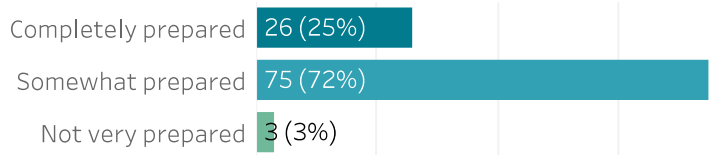
Department	# of Faculty Teaching in Fall 2020	Response Rate
Behavioral Science	11	36%
Business & Information Syst..	13	46%
Career Education	26	27%
Communication/Film/Speech	6	33%
Dental Assisting	3	67%
Early Childhood Education	5	20%
Emergency Medical / Fire Tech	2	0%
English Skills	22	64%
English as a Second Language	14	57%
English/Humanities	18	44%
Kin, Health Ed and Athletics	14	21%
Library	6	50%
Life & Earth Sciences	18	22%
Mathematics	12	25%
Medical Assisting	3	67%
Noncredit ESL	31	42%
Nursing	14	21%
Physical Sciences	19	42%
Social Science	12	33%
World Languages & Cultures	9	22%

Survey Results

Q1. How prepared did you feel to teach your courses online this semester?

One quarter felt “completely prepared” prepared to teach remotely in fall 2020; most said they felt “somewhat prepared” and just 3% felt “not very prepared.”

Figure Q1. How prepared did you feel to teach your courses online this semester?

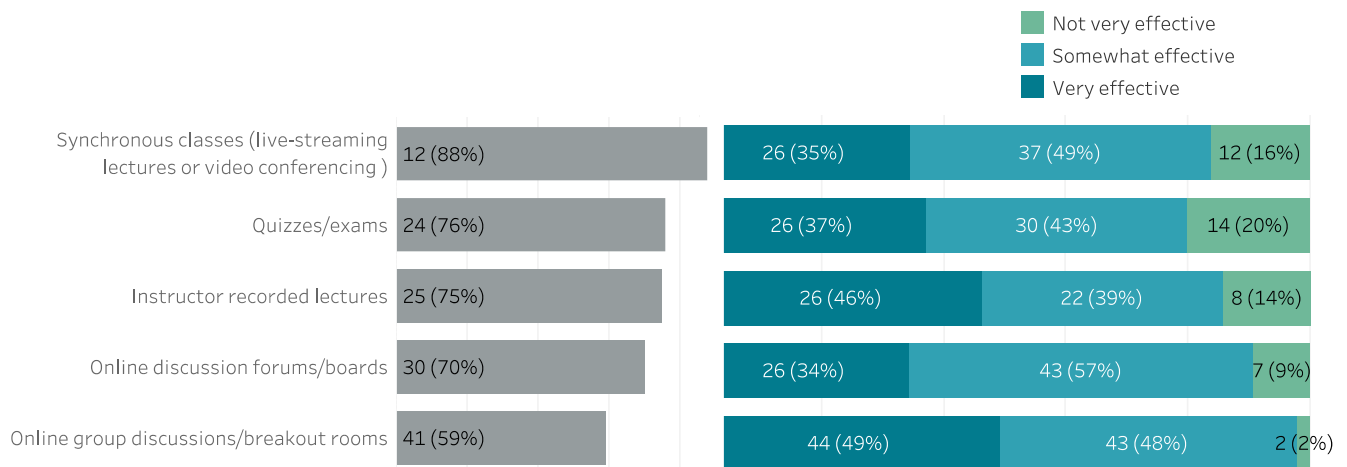


Q2. If you used the following remote/online instructional strategies and tools for your Fall 2020 classes, how effective were they?

Faculty described online group discussions and breakout rooms as the most effective instructional strategies, followed by discussion forums and instructor recorded lectures.

Compared to results of the student survey, faculty perceived both synchronous and pre-recorded instructor lectures as less effective than students did, and discussion forums and breakout rooms as more effective.

Figure Q2. If you used the following remote/online instructional strategies and tools for your Fall 2020 classes, how effective were they?



Q3. Which online/remote instructional methods have worked best for your students? Why do you think they were effective?

Preference for synchronous or asynchronous varied among respondents and often depended on the subject taught, student preferences, and previous experience of the students in their classes.

Survey respondents generally preferred synchronous classes. Some have received feedback from students who dislike remote learning and feel synchronous classes provide the experience most like in-person instruction as well as the best opportunity for student engagement in the current circumstances. In addition, they feel synchronous classes hold students accountable but are convenient because they don't have to commute to campus.

Several used synchronous meetings in conjunction with breakout rooms for small projects, discussion, "flipped classroom" problem solving, and checking in to gauge progress and provide feedback.

Some suggested that students learn differently and have different needs, so they use a combination of synchronous meetings, recorded material (including recording the synchronous class meetings), and other asynchronous assignments and materials.

Those who stated a preference for asynchronous formats felt the convenience of being able to complete work on their own time was better for their students and their competing demands. Other cited low attendance in synchronous classes. Several acknowledged that in-person instruction works better, but felt asynchronous format work if the course is well organized in Canvas and regular communication/feedback is provided.

Discussion boards were used in both synchronous and asynchronous courses to keep students engaged. One respondent suggested that students are comfortable texting and chatting online so it works well for them. Most used Canvas for discussion forums but Google Jamboard was also mentioned.

Additional strategies and technologies mentioned include Padlet, streaming services such as YouTube and Screencast-O-Matic, and Quizlet for online quizzes.

Verbatim responses are listed at the end of this report in Appendix A.

Q4. Which online/remote instructional methods have not worked well for your students? Why do you think they weren't effective?

Instructors using synchronous classes noted the lack of group dynamic compared to in-person lectures as the biggest obstacle. They cited difficulty lecturing when students have their cameras turned off, lack of student interaction and participation, student attendance, and Zoom fatigue. A few also mentioned wifi issues and other technical challenges with the Zoom platform itself.

They cited similar challenges using Zoom breakout rooms; students are often unprepared, not having read the assigned course material; students show up but don't meaningfully participate; also, instructors can't effectively monitor breakout rooms to gauge their effectiveness and student participation. One instructor suggested that students don't know one another well so discussion is awkward.

Instructors teaching courses requiring lab content or demonstrative instruction (such as music, art and dance) noted the lack of an effective method to relay course material and assess student learning.

Instructors using asynchronous methods noted challenges in monitoring students' participation and general engagement. There were numerous comments about students skipping over readings and course materials and/or appearing to be unprepared for discussion forums.

There were also numerous comments regarding difficulties proctoring exams, including monitoring students during exams to ensure academic honesty, technical difficulties with Canvas or Proctorio, students missing exams (requiring another exam to be designed), and student technical failures or challenges.

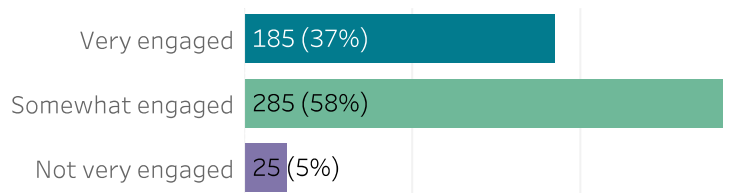
Several instructors also mentioned challenges using Canvas. They experienced difficulty organizing, annotating, and uploading course materials. One also mentioned it was time-consuming to work with students who aren't tech experienced or had difficulty using the platform. Additional Canvas training for students was suggested.

Finally, several instructors noted that trying to cover the same volume of material in distance learning as is possible in person was a challenge for them and for students.

Q5. Overall, how engaged do you find the students in your online courses this semester?

Most faculty (95%) described students as being at least "somewhat" engaged in their fall 2020 courses. Compared to the student survey, faculty experienced students as more engaged in their coursework than students described themselves as being.

Figure Q5. Overall, how engaged do you find the students in your online courses this semester?



Q6. How many hours a week are you regularly available for student office hours this semester?

Ninety percent of faculty respondents reported being available for regular office hours in fall 2020. Among them, 64% offered hours via drop-in and appointment; 20% were by appointment only; and 15% were available during drop-in hours only. On average, those offering drop-in hours were available 3.4 hours per week, and those available by appointment during specific hours were available 4.2 hours a week.

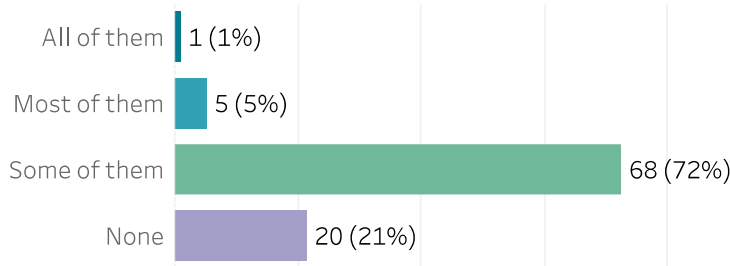
Figure Q6. How many hours a week are you regularly available for student office hours this semester?

	# offering hours	% offering hours	Average weekly hours available
Drop in	73	72%	3.4
By appt-limited hours	50	50%	4.2
By appt-no specific hours	26	26%	As needed

Q7. How many of your students typically access your office hours each week?

The majority of respondents reported that just “some” students typically access their office hours each week, though 20% said typically have no students. Responses did not differ significantly by type of hours offered (drop-in vs by appointment). These results reflect those of the student survey; 77%-82% of students reported having accessed office hours in their courses in fall 2020. Students described availability of office hours outside of class as highly effective for remote learning.

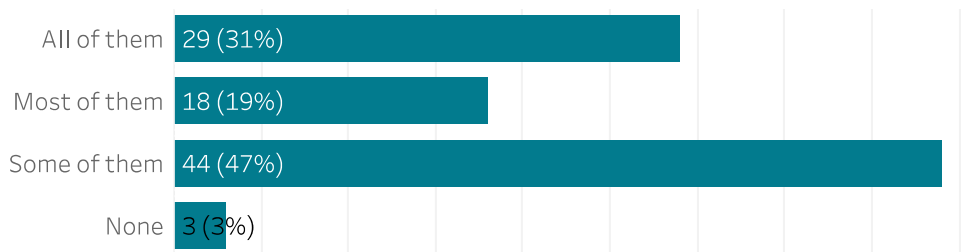
Figure Q7. How many of your students typically access your office hours each week?



Q8. During this semester, how many of your students have you provided regular feedback to outside of class?

Half of faculty respondents said they’ve provided “all” or “most” students with regular feedback outside of class; 47% have provided feedback to some students, and 3% have not provided feedback outside class to any students.

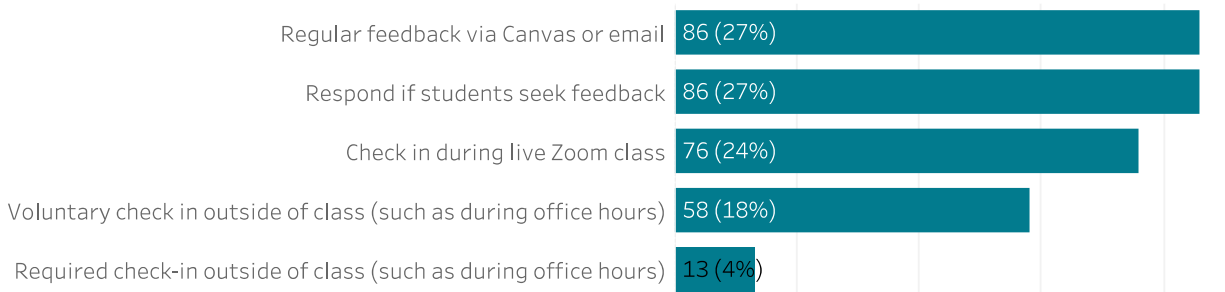
Figure Q8. During this semester, how many of your students have you provided regular feedback to outside of class?



Q9. In which of the following ways are you typically providing feedback to students this semester?

Most instructors use a variety of strategies to provide feedback to students. Most common are Canvas/email (27%), response to students seeking feedback (27%), and checking in during live Zoom classes (24%). Additional ways mentioned included lab hours, feedback on assignments, phone calls, live critiques of students' work, and feedback surveys.

Figure Q9. In which of the following ways are you typically providing feedback to students this semester?



Q10. What do you find is the most effective way to provide student feedback in your online courses, and why?

As stated in Q9 above, most instructors use several modalities to provide feedback to students. Several mentioned that different students have different needs and respond to different approaches. Different modalities allow for different types of feedback and respect for student privacy.

Most faculty provide feedback on assignments via Canvas; Speedgrader was mentioned by several. Many said this provides the most direct and specific feedback to students, as well as letting them know their work is being reviewed thoughtfully. In addition, some attach audio feedback to assignments because it feels more personal.

Email and/or Canvas feedback was used by a majority of those who answered. Student responsiveness was mentioned as a drawback; some instructors aren't sure when or if students receive feedback provided this way. Suggested tips included using text or Canvas inbox, and using the "Email students who:" feature in Canvas, which allows instructors to select students for specific group feedback.

Several stated a preference for live feedback, since it's more personal and students may miss feedback provided in Canvas or via email. It also allows for general check-ins with students and an opportunity to provide encouragement. Most who provide live feedback do so during office hours, but a few do so during class and/or breakout rooms.

Group, shared or peer review methods were also described as useful by several instructors, particularly those teaching art courses.

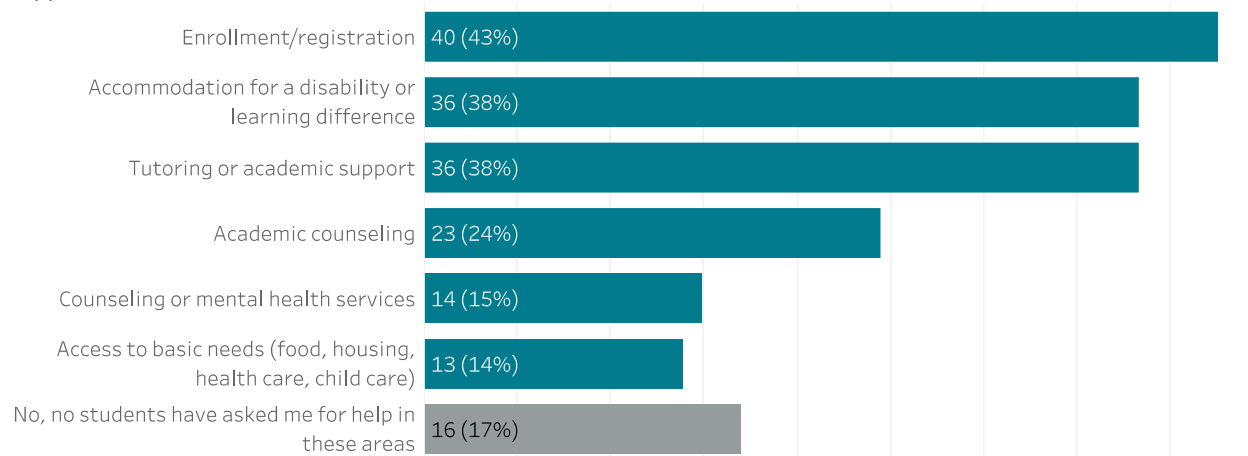
Q11. During this semester, have any students asked you for help finding any of the following student support services or other non-instructional assistance?

Q12. Were you able to direct those students needing assistance to the appropriate COM resources they needed?

Most faculty (83%) have had students ask them for help finding support outside of the classroom. The most common requests are for student services (enrollment/registration and academic counseling) and academic support (accommodation for a disability or learning difference, or tutoring/academic support). A few have been approached for help finding support for counseling/mental health services (15%) or basic needs (14%).

Of those who have received requests for support, 88% said they'd been able to direct students needing assistance to the appropriate COM resource.

Figure Q11. During this semester, have any students asked you for help finding any of the following student support services or other non-instructional assistance?



Q13. In what areas do you feel you could use additional training/professional development to improve the quality of your remote/online instruction?

Several faculty mentioned they found the summer training helpful. Advanced training in Zoom, Canvas and other technologies as well as ways to engage students and encourage more participation were the most common requests. Specifically, faculty requested additional training in the following areas:

- Specific technology: Embedding videos in PowerPoint presentations, creating and editing effective video recordings, VoiceThread, Proctorio, and additional training on Zoom and Canvas
- Remote instruction design/pedagogy: General training in synchronous and asynchronous course design, virtual labs, bilingual instruction
- Engaging students: Facilitating student interactions, participation in Zoom classes and discussion forums
- Workload issues: Mainly requests for reduced workload or additional assistance rather than training
- Canvas: Organization, quizzes, advanced tools

- Zoom/other synchronous platforms: Breakout sessions, features, importing slides and using other tools with Zoom

Verbatim responses are listed at the end of this report in Appendix A.

Q14. Please list specific equipment or technology, if any, you will need to provide quality remote instruction going forward.

Video recording and editing equipment and computers (desktop, table or laptops with extra screens) were the most common requests.

Figure Q14. Please list specific equipment or technology, if any, you will need to provide quality remote instruction going forward.

	# of requests
Camera	7
Desktop computer	7
Laptop and/or tablet	7
Mic/speaker	6
Monitor/extra screen	5
Printer	5
Video recording and editing software	5
High speed wifi	5
Document camera	4
Document reader	4
Equipment for students in need	3
Ergonomic furniture	2
Green screen	2
Lighting	2
Access to video streaming service	2
Other/Miscellaneous	18

Appendix A-Verbatim Responses to Open-ended Questions

Note: References to specific courses have been redacted for confidentiality.

Q3. Which online/remote instructional methods have worked best for your students? Why do you think they were effective?

Synchronous course meetings/Zoom (36 comments)

- 3 hours of synchronous review sessions/week (during office hours).
- All of my classes are as scheduled in Zoom, I think preferable for language teaching. The effectiveness varies somewhat with the nature of the class. ESL pronunciation goes very well, reading is a little more of a struggle connecting with students.
- Dancers must dance, move and have teacher student interaction
- demonstrating some concepts where point of view is essential, these were surprising opportunities in the midst of new concepts. When sharing the screen and showing something, everyone had the same view. On the other hand, when students were trying it out on their own during class, it was not as easy for me to see.
- For art studio classes: simultaneous uploads of practice work via Padlet. Costs \$100 per year for individual subscription. Very fast and efficient on student end. Immediate one-click uploads but best of all, students see each others' work immediately and critical discussion is like in-person (in synchronous session).
- I'm simply providing lectures via Zoom.
- I've used Zoom and Canvas. Zoom is important for synchronous meetings which students vastly prefer and Canvas provides a convenient place to post assignments, upload work, and give each other feedback.
- Keep it simple. Synchronous online instruction. Keep it simple
- lecture and demo of art processes
- Live ConferZoom sessions to discussion clinical experiences and patient scenarios.
- Live zoom, allowing interactions with students
- Livestream it keeps them accountable and motivated.
- my students rely on weekly real time meetings via Zoom. 19 of 24 active students in my class had never taken an online class before.
- Not sure. I think synchronous online classes. Because we are all together. I present information and they can ask questions in real time.
- online zoom meetings; students showed up and asked questions
- Our synchronous Zoom classes have been extremely successful, providing not only accessible instruction and expanding our course content in ways we can't when on-campus, meeting students' needs more effectively, but also opportunities granting time for students to connect with their peers at a time when they've felt lonely, isolated, and inactive at home for several months. I feel as connected with my students as ever and continue to delight in their successes!
- Staying connected through Zoom helps a lot (ESL) / students are learning more tech, including Canvas than before which is good

- Students have expressed they like zoom lectures because they do not have to commute to campus and can stay home with their families.
- Synchronous classes have worked best. Most of the students dislike the online aspects of remote learning.
- synchronous classes via Zoom, learning to use Canvas to keep up to date when absent
- Synchronous classes. Attendance was excellent. Students overwhelmingly said they looked forward to class meetings, the meetings kept them on track academically and also lifted their spirits.
- synchronous lectures and office hours
- Synchronous online Zoom meetings because it most closely resembled the classroom experience.
- synchronous zoom classes because students in nc esl often are learning to be students
- synchronous zoom classes worked best to mimic traditional face to face teaching for students who were not expecting or experienced in online instruction
- Synchronous Zoom classes, with assignments and readings posted on Canvas
- The synchronous zoom meetings worked well, although not perfectly. Zoom works because it gives the instructor the opportunity to see all the students in the class. The students also see each other which they seem to enjoy. Sometimes, you see students chatting quite freely in the "zoom room" just before the class starts. I also like the Discussion Forums in Canvas where students can share their ideas about a reading before we begin reading the article.
- They liked Zoom and the physical exercises we did.
- Zoom & Canvas
- zoom live is best but streaming internet services varied, so did not always work
- Zoom meetings most closely approximate live class meetings for my beginning level ESL students.
- Zoom works KINDA well, better than asynchronous for the dynamic, but obviously no substitute for real life.
- Zoom, closest to replicating classroom.

Synchronous classes with breakout rooms (9 comments)

- break out rooms, Zoom polls,
- Breakout Rooms. In a 3 hour class, they get to meet each other and exchange notes.
- synchronous class - start with lecture/demo, then small group problem solving while others are working on their projects (architecture.)
- Synchronous lectures with breakout rooms
- synchronous teaching, breakout rooms, google slides, quizlets, canvas discussions, google jamboard, tips from Boom your Zoom, anything interactive
- Synchronous zoom classes and breakout rooms. I teach ESL and "live" interaction is crucial.
- synchronous Zoom with breakouts and using Google slides for groups to answer questions and report back
- Zoom classes and breakout discussions. Effective because of personal interaction.

- Zoom has worked well because I am able to interact with students and they with each other. The breakout rooms allow me to go into smaller groups and answer questions while they can work in small groups.

Breakout rooms (7 comments)

- Engaging students in breakout rooms and discussions
- Forums are great. Break out rooms are great.
- Having recorded the lectures was helpful. Also, tools such as Chat are great way to get students to engage, who otherwise perhaps wouldn't not do so in class.
- I love break out rooms because there is possibility for students to interact more with each other and with me.
- Synchronous lectures, along with recorded lectures followed by live problem solving (flipped classroom)
- We issued each student a kit of materials (cost ~\$200 per student) to do meaningful experiments at home, in Zoom breakout rooms with one or two other students. As far as I can tell, these are engaging student interest and even allow students to repeat experiments on their own outside of the designated class meeting time. Zoom breakout rooms are also good for problem-solving sessions, simply because students are able to connect with one another (and myself when I visit or they ask for help or I drop in to check on their progress), much more easily than in a virtual space containing the entire class (23 students). The challenge, of course is that group work of any kind makes for slow progress through the syllabus. Abundant research using robust methodologies has convinced many if not most physics teachers that group work results in better student outcomes in terms of the depth and durability of their understandings. Of course, this "depth vs. breadth" dilemma confronts not just online/remote instruction, but the logistical inefficiencies attending online group work make the problem even more vexing. Another key element for me has been the frequent posting of automatically-scored practice quizzes on Canvas, quizzes that contain questions of the same scope, depth and format as questions on my tests. My impression is that doing so lessens student anxiety a lot by making learning expectations crystal clear. The tests themselves contain challenge questions as well, amounting to 10% of total points, questions completely unlike anything the students have seen before and which I score by hand.
- zoom breakout room provided the practice place for conversation

Both synchronous and asynchronous strategies (18 comments)

- A combination of synchronous sessions, recorded videos, and online help guides I've created specifically for the course.
- canvas posted lectures and voluntary synchronous session. These were the only tools used and students seem to adapt quite well.
- Combination of prerecorded videos, ConferZoom synchronous sessions, Discussions with complete written instructions (same as prerecorded and ConferZoom sessions)with links to additional resources.
- combinations of synchronous and asynchronous activities.
- Having recorded the lectures was helpful. Also, tools such as Chat are great way to get students to engage, who otherwise perhaps wouldn't not do so in class.

- Live and recorded lectures
- My students have 10 online only assignments. These assignments are in Canvas "Discussions". After the deadline for each assignment, we use Zoom to discuss the results of the assignments. These assignments seem to be very helpful for several reasons: Students remain engaged, even if they are only in the classroom every other week; students seem to enjoy the discussions - they all participate and none of them have "drifted away" during the discussions; They seem acknowledge the assignments as methods for them to learn, without the stress of the more formally graded assignments that are executed in the classroom. Also, I think the variety provided by the Zoom meetings keeps things interesting.
- PreRecorded Videos, and Zoom instructional meeting - best of both worlds
- Primarily asynchronous w/ Zoom for an hour every other week -- less confusing deadlines for both online and live work. The Zoom class is mostly just reinforcing concepts and allowing for discussion time.
- Recording and posting Zoom classes/rehearsals is helpful for those who want to revisit material during the week as well as those who miss class. In addition, I make 5-minute or shorter videos that focus on just 1 music exercise or piece, and post those for students to play along. Piano students get the benefit of live interaction with other musicians and can practice any time on their own.
- Resume for lectures and class meetings. Discord for lab meetings recordings of zoom meetings were helpful to students... assignments and projects were sent to the instructor via OneDrive. The new element replacing face-to-face contact is Zoom. That workflow is much better than it was last spring.
- Simultaneous Zoom lectures, discussions, Canvas discussions, and hybrid work (face-to-face as well as online).
- Synchronous lectures, along with recorded lectures followed by live problem solving (flipped classroom)
- synchronous Zoom meetings; YT lecture & lab videos
- This is hard to answer. I have students who really thrive on pre-recorded lectures, and others who say they must have synchronous. There's never a one size fits all...
- Video mini-lectures: a nice supplement to class; students can watch on their own time in smaller increments
- Zoom office hours at a variety of times seemed helpful, and I would not have been able to be so flexible if they had to be in person. Pre-recorded lecture videos were practical as students could speed it up or slow it down, pause, reply, etc.
- zoom sessions and recordings on canvas - my students needed more of an interactive space to understand the material better and feel more in community.

Asynchronous format (14 comments)

- A mixture of written, video and discussion boards seems to have worked well as students can engage in the manner that best suits them.
- asynchronous discussion forums, reflections, formative assessments, office hours, flex deadlines, frequent reminders and announcements
- asynchronous videos and assignments; I believe these tools are effective because students have been busy juggling a lot so it gives them more flexibility

- Asynchronous, busy lives, but they miss in-person. If circumstances were different and I had more time, I would offer one session synchronous and another asynchronous. When I have optional live sessions, attendance is low though, so I somewhat doubt many would opt for that
- I made video's actually using some of the equipment. It take much time but they seem to like it.
- My first class this semester is 100% asynchronous. Some of the students stated that they would prefer to have some synchronous meetings during an early semester survey, but otherwise, they seemed very content with the course flow. What has worked best is having organized modules with a predictable weekly pattern of discussion, peer replies, assignment and quiz. Students know what to expect each week, and this helps them feel prepared.
- pre-recorded videos and zoom recordings - students can view on their own timeline/schedule
- Recorded asynchronous lectures when students self-report: a) watching, b) taking notes, and c) review
- Recorded lectures allow students to learn at their own pace and on their schedule
- Recorded video seems to be a big thing that my students like about my courses. It gives them something close to the in-class experience, but they can schedule it around their work / family / other commitments in a way that synchronous classes make difficult
- Recorded videos of problem solving
- VR, Video, PowerPoint, instructional materials seven at home with students

Q4. Which online/remote instructional methods have not worked well for your students? Why do you think they weren't effective?

Synchronous lectures/Zoom (16 comments)

- No doubt I could be doing a better job of pulling students into whole-class discussions, but when I feel pressed to "cover the material" I really feel like I am speaking into a void, and with no ability to "read" faces as I have done for years in the classroom, I really have no idea at all as to whether anyone is understanding a word I am saying. At the same time, I feel like I am falling behind the schedule set forth in the syllabus (which in turn is dictated by expectations as to what topics must be "covered" in an introductory physics course)so I just keep plowing through. Maybe I should be thinking more in terms of a flipped-classroom model, where I record and post 10-15 minute screencasts and reserve class time for group work. Hmm ... Thanks for asking!
- Although zoom lectures can be convenient, they also seem impersonal. Many of the students do not turn on their video camera and they've expressed they feel uncomfortable with them on.
- Canvas annotation of text entry ESL assignments, (no annotation unless students uploaded files which is difficult if you are tech challenged and language challenged; frozen screens and band width problems for teachers or students; some face to face interactions don't work online; trouble using my document camera with my chrome book
- Class duration - three hours at night is a stretch for some.
- discussion

- I actually think they've worked well for 2/3 of the class. Problem is that the remaining 1/3 has challenges participating (wifi quality, family and job concerns, illness)
- Lecture ? Students don't like to turn cameras on.....hard to judge the effectiveness.
- Online lecture did not seem effective. I think its hard to keep students attention if it goes too long.
- Out of a class of 22, 12 are active participants during the zoom session, others are just "black windows with names with no response when you call on them",
- Personal connection and expectations.
- quizzes, class discussions . This is not a normal educational moment , either on campus of off campus
- required synchronous meetings: too many students have had their schedules alter and shift for survival during covid due to work needs and employment changes.
- synchronous meeting times; Again I think that students have a lot going on so it is hard for them to meet a certain time, they prefer the flexibility of viewing the content and having the week to do assignments and discussions
- The part of synchronous classes that is difficult is the having to have the students on zoom and at a screen so much.
- zoom
- Zoom in general, breakout groups in particular -- awkward, clunky, not conducive to group work or reading each other's work

Breakout Rooms (13 comments)

- break out rooms I think the students don't really put too much into these because they don't know each other well
- Break out rooms are pointless at times. They are tricky because I am not overseeing them.
- break out rooms take longer; students don't really go back and watch recorded lectures/classes; discussion group participation is spotty.
- Breakout rooms, discussion boards, proctorio.
- Group breakouts; noone showed up or knew what to do.
- Breakout rooms in zoom are okay but not as effective as groups in person with me circulating.
- It seems that some students don't like using videos for Discussion responses. It's cumbersome to them and some just don't like being on camera.
- Discussion forums to discuss readings -- I really feel like these go better in class. The tone and nuances when discussing sensitive topics gets lost in the posts.
- discussions - it's hard to chat about my subject area
- discussions: students don't seem to have the motivation/time/academic environment to discuss the topics as instructed
- Independent Discussions without grading or instructor presence.
- Online discussions. Hard to motivate them to go to one more place and do another thing online.
- they don't do the online forums unless required

Asynchronous Learning (13 comments)

- For some students, I can tell they do not read through the weekly modules and instead try to just do the assignments and quizzes. I have met with those students and explained how they work, but it is still happening with a handful of students.
- I wish they were doing more of the asynchronous work. It's a challenge with a working population. It was a challenge to get people to buy the book
- lectures and zooms. Students are not studying after getting off these platforms
- navigating the modules in Canvas. Students want to cut to what work has a due date and skip past important content presentations. Being new to online learning, I think they are using Canvas like they may have when it augmented face to face.
- online discussions, self-paced viewing of material with no assignments.
- Readings. Video. Not effective because the in an online environment, individual initiative is often a matter of priority (I am guessing)
- Recorded asynchronous lectures and webpages/Canvas module pages when students self-report: a) not reading page/watching video, skipping directly to assessment, b) not taking notes, & c) not checking/reading Canvas announcements/college emails.
- Students are very resistant to reading material online. Partly because they need help learning to read and comprehend text, and partly because they have technology fatigue.
- Recorded videos.
- Relying solely on recorded videos or online help guides.
- Self directed study did not work as well. Students enjoyed being together to learn.
- Students are very resistant to reading material online. Partly because they need help learning to read and comprehend text, and partly because they have technology fatigue.
- Click-through DE style, asynchronous is not very suitable for my field. It's all about communication.

Exams/Assessments (13 comments)

- Giving exams has been by far the most challenging--it's impossible to monitor cheating even with Proctorio, and difficult to compose online in a small quiz box. Canvas has been a challenge as well because it's glitchy and complicated
- It's difficult for instructors to determine whether or not students are using outside help during exams, e.g., someone off camera who is helping the student or the student consulting materials during a test.
- It's hard for management of assessments and tests. Breakout rooms definitely helped there. And of course the immediate feedback from observing students in the classroom is a missed factor.
- Learning curve proctoring quizzes online.
- Online quizzes. Students can take the quizzes within a 3-day window. I can't be sure that they're not copying and sharing the quiz questions. Also, the quizzes are open-book, so I'm not sure how much of the information they have learned, and how much they're just looking up.
- Online testing is challenging. MY ESL students are intimidated by taking tests online and may opt out of the test entirely. Those who do take the test may receive outside help with it, so it's difficult to assess student achievement.
- Online tests and quizzes have been challenging

- Testing online has been very problematic: it's easy and tempting to cheat on a language test online, some students have or say they have weak Internet connection, which makes it impossible to take test live during a zoom session. I have created open-book review quizzes to encourage students to review and memorize outside class time. via Canvas (most students have used them). while a majority of students seem to be serious about learning, some are clearly cheating and are not good at it (copying pre-test keys, googling vocabulary not on their chapter list etc). For those who submitted questionable tests and never participate, the only way i will be able to assess what they have learned will be the one-on-one final assessment via Zoom which will be part of the final exam. Exams submitted via Canvas Assignments are visible at all time by students, even if they no longer can be submitted after the set deadline. Instructors cannot unpublished assignments. : it is problematic as it encourages some students not to show up during test day (due to "illness, bad internet connexion etc") and to request to take the test at another time (forcing the instructor to create different tests for make up). Because of you got into the habit of not being present or "having connexion issue" systematically during test days, I had to limit the make-up test option to 2 tests only.
- Quiz and test taking for the lower ESL levels
- Quizzes, very poorly designed, that is, supremely poorly designed. More work by two times than worth it.
- Will not use Proctorio. Don't need it and find it intrusive. Click-through DE style, asynchronous is not very suitable for my field. It's all about communication.

Teaching lab/Demonstrative content (7 comments)

- Bridging the in-class students' experience with the remote experience requires microphones and speakers that our department had to research and purchase. If/when those failed for technical difficulty reasons, the face-to-face students couldn't hear the online students, and vice-versa. Made for a challenging situation. Some lecture and demonstration content could not be easily communicated to remote students because they saw the demonstration only through a video interface.
- demonstrations using new materials are only minimally useful. Because I can't witness how students are applying new information it is difficult to know if the demonstrations are effective.
- I felt like they were stressed about catching up with understanding of the Canvas Module system (as I was during the summer) I did a lot of explaining...and that took up my teaching job. Theatre is an in person/in the room experience so even the Zoom had its limitations..though I felt we compensated by doing exercises that didn't involve the zoom screen.....thet could follow my instruction editorially and were allowed to not face their computers all the time.
- In-class demos (physics) are missed. Breakout rooms in zoom are okay but not as effective as groups in person with me circulating. Online labs are vastly inferior to hands-on in-person lab work.
- It is almost impossible to do online labs for the kinds of classes I teach
- Online labs
- Sitting, reading and writing about dance but not 'doing' it.

General preference for in-person learning/Workload (8 comments)

- I have not felt that I needed to use a lot of remote methods because the class is hybrid. We see each other in person and online, live. This type of engagement is working well. In addition to seeing me, the live Zooming allows the students to see and hear each other, which is maybe more important than seeing me as a recording.
- I haven't yet found anything that doesn't work, however, I think remote learning is general is a challenge. Some students report liking it more
- I know they still miss the "in-person" feel of a normal classroom experience, but they seem to have come into this semester with expectations for asynchronous classes, and this has helped tremendously
- Mine is a hybrid class, and they all wish we were person-to-person more.
- Asynchronous. The volume of information to navigate can be overwhelming and students need a lot of support to navigate the site and stay on schedule
- time management and keeping up with online seems to be the biggest challenge for many students
- too much material online for them to navigate is hard depending on their abilities/capacities with tech and learning needs
- too much work doesn't work well.

Q10. What do you find is the most effective way to provide student feedback in your online courses, and why?

Multiple modalities (22 comments)

- "Good news in writing, bad news in person or over the phone." Critical feedback is best delivered via Zoom in one-on-one meetings, during face-to-face office hours, or over the phone, so that tone is not misunderstood. Positive feedback can be delivered via Canvas or Zoom, in front of the class. Minor constructive criticism has been okay to give in writing via Canvas when sandwiched between praise and positive feedback.
- All: Canvas InBox, announcements, discussion forum, Water Cooler forum, office hours, assessments
- Both online and via zoom works for me. Sometimes an additional email.
- Canvas and occasional Zoom one-on-ones, usually in the ESL lab
- Canvas speedgrader with a rubric, comments in the margins of their papers, and audio comment at the end. Multiple forms of feedback, plus they can hear my voice as their reader.
- direct conversations during critiques, long descriptive emails about their work, actual f/f conversations as I am teaching a hybrid class. This last way is the most effective.
- Direct messages, I find some students miss the the feedback I leave on rubrics. I also use announcements to give course-wide feedback on assignments (nothing specific to students), also Office Hours are the best bet but not everyone comes. I also find one-on-one meetings via Zoom are the best once again, only certain students utilize this
- Email or Inbox. Some students call me. I'm available when and how they need me to be.
- I don't think that there is one most effective way. I would say that using as many modalities of providing feedback is the best way.

- I give live and recorded reviews of all exam and quiz material and then make private appointments with any student who wants to go over anything taught in the course (or advice about college apps, future classes etc.)
- immediate automatic graded quizzes and exams is fast, peer review is helpful for students to see various perspectives, teacher comments on work if super but takes a lot of time
- Instructor's written comments and completed rubrics in addition to Peer Reviews with written comments and completed rubrics submitted by students reviewers.
- Making comments on their submitted Canvas assignments and providing feedback during our Zoom meetings
- Meeting with students during lab and office hour zooms and email responses to the homework.
- Most of the time my students have issues that would benefit everyone in the class. These are addressed with the entire class. When students have something that is personal to them, or which would otherwise disrupt the presentation, I asked that they remain after and we discuss it then. Some students bring their issues to me during the office hour as well. The most effective approach has been to assess whether the question benefits the entire class or the student who brought it to me.
- On Canvas when projects come in because comments explain grades but also in process feedback in class works well too because they get feedback before grades
- Person to person in breakout rooms during office hours; emails to students who need help. Because they obviously need help and what other way is there?
- Responding to their posts in the discussion boards and detail in the grades and Inbox conversations. In the discussions, their posts lead to me having the ability to offer more detail and examples, which benefits the whole class as we continue on the topics... in Inbox, I can offer individual feedback and detail and often we set up a personal zoom meeting for ease of conversation.
- responses to quiz/exam questions directed towards student understanding of material, and some time direct emails to address received problems a student might be having
- Through canvas email and over Zoom. I had two students sign up for office hours...and I will encourage that next semester.
- We have in person lab, so when I see them face to face or through email.
- Written feedback when grading their assignments on Canvas and in class during discussions.

Live feedback (14 comments)

- "In the moment" feedback during Zoom because it's the only way to check speaking skills/pronunciation. "Live" positive feedback is motivating and immediate corrections can help reduce fossilization of incorrect forms.
- Different students respond to different forms of communication. Most of mine enjoy live conversation.
- Drop-in Zoom before and after class. For absolute beginners in NC ESL, I have to provide a lot of feedback in Spanish, which I do not speak fluently. I am in fact auditing a Spanish class this semester in an effort to improve my ability to communicate with students. When I give feedback via email I also provide a Google translation, but I don't

know Spanish and Portuguese well enough to verify the accuracy of those translations. Also, face-to-face feedback is always better whether via video or in person.

- during class time, students are "off" any other time and do not like be on zoom more then necessary (class)
- ESL online lab;it's more human connection
- Face-to-face Zoom meetings, whether individual or as a class, because it's more personalized than emails or discussion boards.
- Having personal and group zoom sessions.
- I suspect, when they set up a Zoom meeting with me outside of class. It's really my only opportunity to provide meaningful encouragement (the most important form of feedback, in my view) to students who are struggling.
- individual student conferencing, as long as students attend, allows an instructor to talk specifically about assignments, behaviors and feedback that is tailored to a student; I find that feedback for canvas assignments is often skipped, even if it is detailed or audio/video feedback
- Informal conversations on Zoom as the class begins seems to work best to elicit status reports and identify issues for me to follow up on with students after class by text or phone calls.
- It would be great to schedule a week for conferences and not class time to set up appointments to meet students via zoom. It would be great to cancel classes for a week to meet with students individually via zoom.
- Live Zoom session one-on-one with students seeking research help.
- Talking with students via Zoom before and after class. I usually have students that come to Zoom class early or stay afterwards to ask questions.
- Via live Zoom to allow for a two-way discussion

Specific feedback on assignments (14 comments)

- Canvas iPad app, using Apple Pencil to mark up work (though the app is a bit buggy)
- comments on assignments - it's direct and specific to help students meet their course goals.
- Feedback comments in Speedgrader; specific and targeted
- I believe students love to receive personal comments in each one of their assignments, I found give a lot of feedback and how they can improve on it keeps the conversation going and they appreciate all the feedback
- I don't know. Speedgrader comments in Canvas is great. Students like immediate feedback.
- I leave very extensive feedback in Canvas via Speedgrader in three modes for every assignment: long comment, in-text annotations, and rubric. Not sure how effective it is or whether they read it, but I don't know how to make that any better
- I post in the discussions, and I also give a lot of individual commentary on assignments.
- I teach JPN and wish that I had a better white board in zoom system and that I can correct students mistakes there.
- MyAccountingLab keeps students up-to-date on their scores and work and provides review of past work

- Responding to online assignments in Canvas. This tells me what they are getting and what they are not. And I can make notes in the assignment so they know which information to work on.
- Speedgrader has worked although it has limitations on how to correct since most of the tools don't work on various kinds of submissions. Otherwise, I email corrections and notes to students.
- The most effective way for me to manage giving individual feedback to students is through responses to weekly assignments in Canvas. However, many students still don't know how to retrieve feedback and others don't bother to try.
- voice memos attached to assignments.
- weekly assignments with grades posted every week. Constant monitoring of students performance

Email or Canvas inbox (9 comments)

- Email or Canvas. It's private.
- email seems to be the most trusted and reliable form of communication
- email; it's easier for me to read theirs questions than listening through some of their broken speakers
- emails and on phone/text. students respond better to texts than other methods
- Canvas Inbox, and Canvas Quiz Response - Students seem to respond to the Inbox
- I find that making use of the "Message students who..." feature is a real blessing! This let's me target those that may be falling behind in a very effective and efficient manner. Most students contacted in this way will respond!
- Individual written feedback because it let's the student know you are actually reviewing their work.
- regular individual emails because they go directly to students
- they like getting voice memos along with written responses

Group/Peer/Shared review (4 comments)

- Art studio classes: Each student's way of executing skills is different. They expand their repertoire of skills quickly by seeing each others work. My department has spent months trying to find the best apps to display work as a "gallery", so that it can be effectively discussed. Applications will be different on each platform and device. We have not come up with a solid highly effective solution. However, we have all found something that's workable, and allows students to have a critical discussion about how an individual piece is working, that is, how it is meeting the technical and aesthetic challenges set out by the current project. I will sometimes show the work individually through a Canvas Assignments view, or through Padlet, as a gallery view.
- group settings where questions are raised and addressed seems to be the most beneficial overall.
- I encourage discussion and feedback live with the group. I follow up individually as needed.
- Zoom - we critique almost every week. I stress to my students that art has many correct answers. They know the critiques will address the positive elements of their projects, as well as "what they could have done differently". This includes many options, which goes

back to what I said earlier - that art has many correct answers. In addition, all students have a voice in discussing what they see an options, so everyone is learning from the works they create.

Q13: “In what areas do you feel you could use additional training/professional development to improve the quality of your remote/online instruction?”

Additional Training on Specific Technology (13 comments)

- Any interactive tools to encourage students participation during synchronous language classes. I have not yet use Proctorio, some students claim they could no install it. I could not attend the proctorio workshops due to conflict schedule: I'd like to attend one eventually.
- Embedding videos in powerpoints. Break out sessions during zoom class.
- How to embed videos; how to make videos and embed them
- I need more help with technology.
- I need to learn to use audio (and video) editing software in order to create a virtual chorus performance.
- I need to spend more time learning how to make effective videos. I know what to do to get started but just haven't had the time.
- I would like more one-on-one instruction on how to use more of the available technologies. I haven't had time to meet with Stacy so far this semester.
- I would like more training in options for recording lectures and requiring students to comment on them. I currently upload Powerpoint presentations to VoiceThread, but I have to add the narration after uploading them. So if I change the Powerpoint presentation in the future, I have to record the entire narration again. (The reason I narrate after uploading is that VT only captions the first slide of a narrated uploaded Powerpoint presentation).
- Padlet subscription. More workshops for VoiceThread and FlipGrid, or similar tools. I would like to know how other teachers are using these or other tools. What's really working to engage students?
- Power Point Presentations
- Some students use Discord and GitHub. These forums support game and software developers. they are specialized and require substantial background. Nonetheless, I have students who are in bracing
- Training in new Canvas and third-party Canvas tools (like Cidi Labs) is always appreciated and helpful.
- Video

Remote instruction Design/Pedagogy (11 comments)

- A Student Tech Help Line that if featured on the FRONT web page for the college. Continued classes on interactive synchronous instruction like using Nearpod with Google Slides imported to Canvas.Zoom
- being more effective in a remote environment - anything helps
- I do not know. This is an alien environment for me. I can see that the College has done some work to try to support ALL of the instructors, but when you have been teaching

in-person for the entirety of your career many of your instincts and skills may be ineffective. Completely relearning your entire skillset in six months is difficult.

- I just need more practice using all sources of education. It's still trial and error
- I would like to have time to develop my lesson plans for the online teaching. I wish that I had a better equipment, too.
- instructional design
- Keeping up to date with best practices will be helpful. I appreciated the two week boot camp as that was very helpful. I am currently enrolled in an ACUE course which is even better at helping to understand student needs in an online environment.
- Online teaching pedagogy.
- pedagogy in online synchronous instruction
- The DE training in late July was suitable for teachers of high intermediate and advanced ESL, but not at all for teachers of beginners. I have a significant amount of experience teaching absolute beginners without using the students' native language(s), but with DE as opposed to the classroom environment it is much more difficult for students to understand the material. Therefore, in order to make progress at a reasonable pace, I find I need to use Spanish. I've been watching YouTube tutorials of Spanish speakers explaining English grammar and pronunciation so that I can figure out how to do this, but this means I have to wade through a lot of useless stuff before I find the good stuff. I would appreciate training in how to teach English through Spanish.
- Virtual labs have been a huge challenge

Engaging students (11 comments)

- Any interactive tools to encourage students participation during synchronous language classes. I have not yet use Proctorio, some students claim they could no install it. I could not attend the proctorio workshops due to conflict schedule: I'd like to attend one eventually.
- Discussion forums.
- How to capture students who are disappearing and not responding to emails.
- how to create community in class/enable students to connect more with each other
- I need more training in engaging struggling students to encourage them to spend time with the material and seek feedback regularly. students who struggle are more likely to drop or ghost rather than work through challenges, even though I implore them to email/zoom
- I wonder if there are any other "online place" where students could hangout and be together talk about how it going, and make connections. I feel that a lot of the students are lacking that connection piece and it makes harder for them to stay motivated and have the same energy level as the beginning of the semester
- Methods of organizing my workload would be helpful. As would learning strategies/resources for student engagement in reading and writing both in Zoom and Canvas synchronously.
- More on using Canvas Studio video quizzes; community building via Zoom/Canvas
- Not sure. Encouraging participation in zoom?

- Padlet subscription. More workshops for VoiceThread and FlipGrid, or similar tools. I would like to know how other teachers are using these or other tools. What's really working to engage students?
- To hear from faculty who have figured out how to host engaging classes of 20+ students in which most students participate.

Workload Issues (9 comments)

- a teacher assistant or smaller classes so I can give more feedback to each student
- Double pay for doing twice the work. Pay for adding another WiFi modem so that I could keep up with the workload.
- I could use a TA to put materials on Canvas for me.
- less classes
- Methods of organizing my workload would be helpful. As would learning strategies/resources for student engagement in reading and writing both in Zoom and Canvas synchronously.
- More than additional training, I just need more time to try new things out (which is hard to find).
- None really. What has really been the biggest challenge is how much time it takes to convert my classes to the online environment. It has been absolutely an insane amount of work! I have been working every weekend and about 10 hour days.
- smaller class sizes, fewer units. I am working 24/7 to support students and transform content to remote learning
- Teaching online takes much more TIME. Online materials must be written, edited, and published, and I feel like I'm writing a book while teaching a course. Because my one-on-one student contact is less frequent, I am needing to spend far more time meeting with students one-on-one outside of class time, and that takes more hours out of my week.

Additional Canvas Training (8 comments)

- All the Canvas training and the open faculty office hours for Canvas have been a godsend. I know I will continue to end them because of the user-unfriendly quirks of Canvas--Canvas is BY FAR the biggest time suck--but I feel CoM has been very forthcoming with training and having guidance available after the training
- canvas resources such as course design to make the pages more interactive
- I could use a TA to put materials on Canvas for me.
- Lots more on more advanced use of basic Canvas stuff, likewise Zoom, especially for my field
- Methods of organizing my workload would be helpful. As would learning strategies/resources for student engagement in reading and writing both in Zoom and Canvas synchronously.
- more instruction in the advanced tools in Canvas
- More on using Canvas Studio video quizzes; community building via Zoom/Canvas
- Training in new Canvas and third-party Canvas tools (like Cidi Labs) is always appreciated and helpful.

Additional training on Zoom/Synchronous technologies (8 comments)

- A Student Tech Help Line that if featured on the FRONT web page for the college. Continued classes on interactive synchronous instruction like using Nearpod with Google Slides imported to Canvas.Zoom
- Bilingual support for students has been extremely important.
- Embedding videos in powerpoints. Break out sessions during zoom class.
- I would like an experienced online instructor to review my asynchronous course and provide suggestions and feedback.
- Lots more on more advanced use of basic Canvas stuff, likewise Zoom, especially for my field
- Methods of organizing my workload would be helpful. As would learning strategies/resources for student engagement in reading and writing both in Zoom and Canvas synchronously.
- more on zoom features
- More Zoom Conferencing Instruction

More support for students (6 comments)

- a teacher assistant or smaller classes so I can give more feedback to each student
- Actually, it is the student who needs this development. Those that aren't comfortable with tech drop the class
- captioning services
- Having a technologically savvy mentor available at each level of my student's English has been helpful. I can use additional support from time to time.
- Provide introductory computer instruction to ESL students before classes begin, so they have the basic skills they need to feel comfortable in an online class.
- simplified, student friendly orientations to the basics. I don't really need the training, I would like to see such a thing (maybe short videos made by other COM students) made available. The orientation module is too wordy and dense and some of the instructions (particularly resource links) actually don't match how COM is set up. Need something more catchy for students.

General/miscellaneous (8 comments)

- All areas should be re-visited whenever possible
- I think I just need more practice and a newer computer.
- I'm very grateful for having had this opportunity, though during our summer online teaching training I was often overwhelmed and anxious. I'm pleased that students have welcomed our online learning environment and have found it so beneficial to their well-being. I don't know of any additional training that could improve my curriculum or presentation.
- I'm continuing my education through @ONE and have completed a Cultural Responsive Teaching and Learning course and I'm currently enrolled in the official 12-week Design course.
- None.....Elle has been fantastic in providing all the support needed
- ok unless they change the LMS

- Ongoing/permanent funding for online library resources such as EBSCO eBooks, Kanopy, etc. to support all students/courses.
- Since I'm a librarian, I need to seek out other librarians across the state/country to see best practices

Summer training/previous support has been helpful (4 comments)

- I am comfortable with the excellent training that COM provided, in addition to my other experience.
- I really liked the course the college provided to the instructors on the various aspects and topics of online learning.
- I think COM did a FANTASTIC job offering the class over the summer and the stipend. I'm so happy I work here
- I think that the college is providing a lot of training/professional development support. That's been greatly helpful to me.