The Distance/Online Teaching and Learning Approach

Instructors and Students' Experiences

Student survey data was collected in late-November 2020 with a response rate (just over 75%) of both students and instructors. More than 1,500 survey respondents contributed data from various faculties and institutes. TA respondents from Undergraduate (42%) and Graduate (33%) programs included a substantial percentage of respondents (45% and 36%, respectively).

Challenges Experienced Over the Fall Term

Since June, about 84% of instructors indicated experiencing challenges regarding teaching and learning in a remote/isolated learning environment. The majority of instructors (92%) agreed that they had more than twice as much screen sharing and helpfulness of platform features than pre-COVID term.

Despite the challenges, most instructors (81%) deemed online learning as well, or better, with some aspects of the distance/online learning resources I need more than the same. 60% of instructors agreed that they have helped me to increase my teaching flexibility and efficiency. Only 10% indicated challenges in regards to the training or used technological orientation.

Benefits of remote learning compared to pre-COVID term included facilitating discussions (77%), monitoring student progress (75%), and continued use of whiteboards (67%). In regards to future instructional contexts: most used instructional video clips. (Teaching Assistants) 75% of TAs identified as the majority part of their responsibilities.

TA Responsibilities

TA respondents from Health Sciences (25%) and Law (24%) faculties volunteered the most to serve again as TAs. 89% of TAs reported using the virtual campus grading tool. 53% of students used them.

Students and Instructor Interactions

88% of students felt that their instructors continued to offer online office hours once in person resumes. The response rate (just over 75%) of both students and instructors.

The survey indicated that over 75% of TAs reported using the whiteboard, document sharing, and chat as the majority part of their responsibilities. Significantly, the following were also reported: 60% easy to use, 89% deemed helpful, and 81% of graduate students agreed.

In the winter term, most of the students (88%) indicated challenges in amongst them: 85% received sufficient feedback, 75% of TAs were able to identify students, and 61% reported using the virtual campus grading tool.

Synchronous Learning

TA respondents from Undergraduate (42%) and Graduate (33%) programs included a substantial percentage of respondents (45% and 36%, respectively). Over 80% of students increased internet access devices and had the necessary technological orientation. About 63% of students agreed that the workload in the fall was the same or less than in the winter term, whereas 37% of students indicated increased over similar data.

Lack of Motivation

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