

Kaffeeklatsch Notes

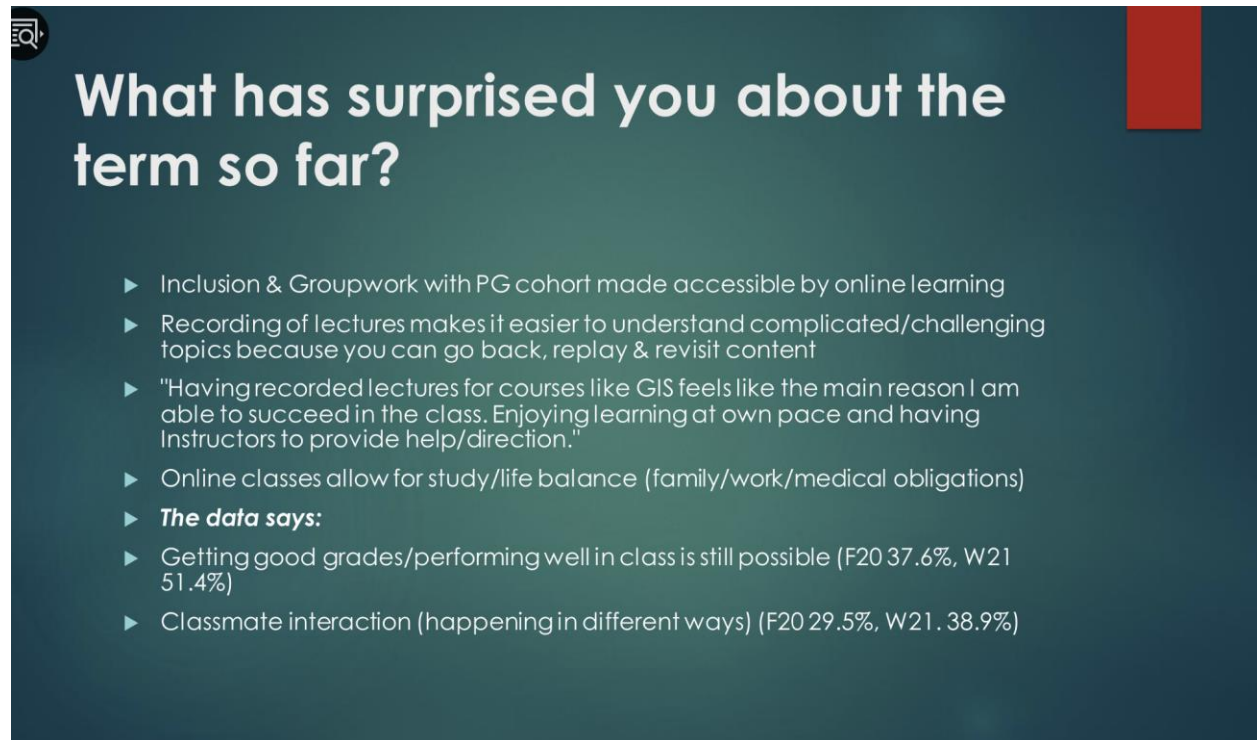
May 13, 2021

Student Experience Survey – Winter 2021 compared to Fall 2020

Reviewed Results Infographics/Data - Fall 2020 vs. Winter 2021:

<https://infoqram.com/1p2m15p9lrp5kpi0eqp79yp6qgbrk1j63x1?live>

Need term definitions (what is blended, hybrid, asynchronous & synchronous)



What has surprised you about the term so far?

- ▶ Inclusion & Groupwork with PG cohort made accessible by online learning
- ▶ Recording of lectures makes it easier to understand complicated/challenging topics because you can go back, replay & revisit content
- ▶ "Having recorded lectures for courses like GIS feels like the main reason I am able to succeed in the class. Enjoying learning at own pace and having Instructors to provide help/direction."
- ▶ Online classes allow for study/life balance (family/work/medical obligations)
- ▶ **The data says:**
- ▶ Getting good grades/performing well in class is still possible (F20 37.6%, W21 51.4%)
- ▶ Classmate interaction (happening in different ways) (F20 29.5%, W21 . 38.9%)



Tech issues

Other:

- ▶ lack of communication from professors including unclear communications and lack of response to emails
- ▶ Trouble with reliable Internet access, hydro power issues
- ▶ Collaborate and Zoom performance could be spotty at times. Recorded lectures very helpful to students – enabled their learning processes.
- ▶ *"Having recorded lectures for courses like GIS feels like the main reason I am able to succeed in the class."* Enjoying learning at own pace and having Instructors to provide help/direction
- ▶ Textbooks and extra software costs (labs)

Recommendations

- ▶ Ensure computer lab access was available on all campuses
- ▶ Encourage faculty members to be aware of student tech issues, flexibility
- ▶ Labs are key to having in person small groups for Fall 2021
- ▶ Prov. government is working on increasing internet connectivity - much larger than UNBC issue

Learning Issues: Winter 2021 Question

- ▶ Screen/Video conferencing fatigue making it harder to pay attention 71.89% or 266
- ▶ Difficulty focusing or being motivated to learn with remote instruction or activities 62% or 231
- ▶ Personal motivation /desire to complete coursework
- ▶ Communication: lectures not being posted on time, unclear assignment/quiz expectations in the syllabus, lack of communication from instructor about when assignments will be available
- ▶ Lack of peer interaction during class – instructors having difficulty determining student understanding of the topic, alternately others had privacy, bandwidth or other camera-on issues

Recommendations

- ▶ Recognizing smaller, less stakes assignments often felt like an increased workload for students and very variable % amounts between classes - better communication of expectations helpful as well
- ▶ Chunking information and lecture capture/recording makes it easier to further review content
- ▶ Try to increase group chats and informal peer feedback opportunities during the class time and not additional hours

Overall

- ▶ Social connectivity
- ▶ Communications
- ▶ Flexibility for classes and exams a benefit for some students
- ▶ Some classes need to be in person, others work well online

Course Prep Checklist: <https://pressbooks.bccampus.ca/unbc/chapter/course-preparation-checklist/>

Post Secondary town hall with Dr. Bonnie Henry (Monday, May 11) [youtube.com/watch?v=nM1UIAm6nbA](https://www.youtube.com/watch?v=nM1UIAm6nbA)

(Re: Return to Campus Fall 2021)

The Learning Commons:

The Learning Commons has links to the ASC, Student Tech Troubleshooters, MACE, Library Research Help, the Nucleus, Career Co-Op, Advising & UNBC Archives. It is accessible to all students in Blackboard as one of their "Courses".

FYI - Library Research Help is a separate service from the Library space and services that the Library Circulation services provides on-campus.

The Library Circ/Services should also have a link in Learning Commons and also an item in the next Survey Question.

Workload:

We were quite careful about calculating how much work the students would need to do. It turns out many students are used to doing less than that. The frequent small stakes assignments were thus creating more work than the students were used to so some failed by not doing the easy stuff.

yes, we noted that multiple low stakes assessments across 4-5 courses weren't always helpful ... I think the key is how those multiple low stakes assessments factor into grades. I saw some courses counted different combinations of them (eg: the 4 lowest dropped from any grade calculations, etc)

5 assignments each worth 2 points each over 2 weeks could hinder rather than help ...

Thanks for mentioning the calculator for estimating student time. I feel like the students don't necessarily know that a 3SCH course should be approx 12 hours per week (class + readings + assignments). I had several outraged comments on my own course survey that students spent "up to 12 hours!" some weeks on my course. I will now communicate this to students at the start of the semester. I think the variation in this among classes contributes somewhat to their outrage.

Ungrading:

I'm starting to experiment with some ideas around ungrading in my Spring course. So parts of a scaffolded assignment don't receive a grade but are required. They get feedback to help them move on with the project. Teaches students to focus on the feedback and not the grade.

A free workshop on UnGrading on June 11 bigquestions.institute/ungrading

Access to Services:

How does the questions in the survey. with accessing supports, help,, as an example, if only 3.5% access the FNC, how is this information useful or being used?

Demographics:

Aside from year of study, did you collect any other demographic information about the students who completed the survey? ie- How many self-identified Indigenous students or other racialized students completed the survey, and were there any differences in their responses?

Return to Campus Fall:

<https://www.tru.ca/covid-19/latest-updates.html#may11>

Town Hall with Bonnie Henry (see list of timestamps below the video to see when key questions are asked/answered).

If we can get some assurance that students have been vaccinated, that will increase faculty comfort levels around in person teaching.

Clarity about which platform we will be using.

Students think they have communicated their concerns to a faculty member when they actually haven't. How do we help them communicate better?

Aside from year of study, did you collect any other demographic information about the students who completed the survey? ie- How many self-identified Indigenous students or other racialized students completed the survey, and were there any differences in their responses? Students requiring accommodations, International vs domestic, etc etc.

I learned that many students still preferred the "traditional" essay assignments and did not choose a "video option" although a few did like the video making option.

Do we have data on drop-out/retention rates for the Fall and Winter semesters for students?

Student perspective: Some Instructors were great at communication and scheduling informal Zoom's or chats. And some Instructors didn't respond at all to student e-mails asking for meetings. This was particularly difficult in fully asynchronous courses – no instructor was available for help.

i did find the informal zoom meetings that some professors had to be very helpful - 'sip and chats'