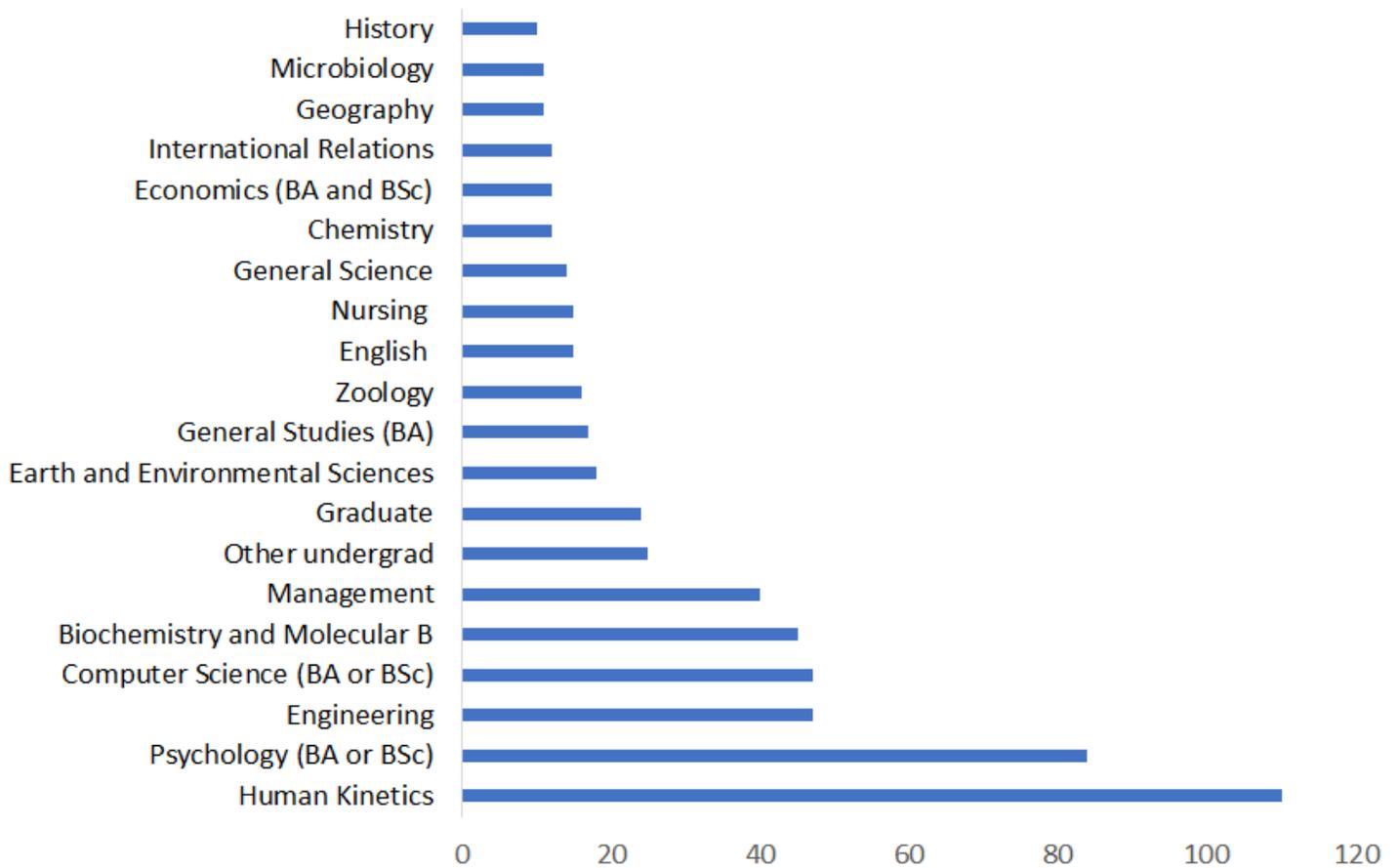# Student Experiences with Online Learning

Survey Data

N= 654

**Program of Study (with 10 or more respondents):**

Other programs represented in the data with less than 10 respondents: Anthropology, Art History and Visual Culture, Creative Writing, Cultural Studies, Data Science, Ecology and Evolutionary Biology, Education, Environmental Chemistry, French, Gender and Women's Studies, Indigenous Studies, Mathematical Sciences, Mathematics (BSc or BA), Media Studies, Philosophy, Politics, & Economics, Physics, Political science, Sociology, Spanish and French, Visual Arts.

Year of Study
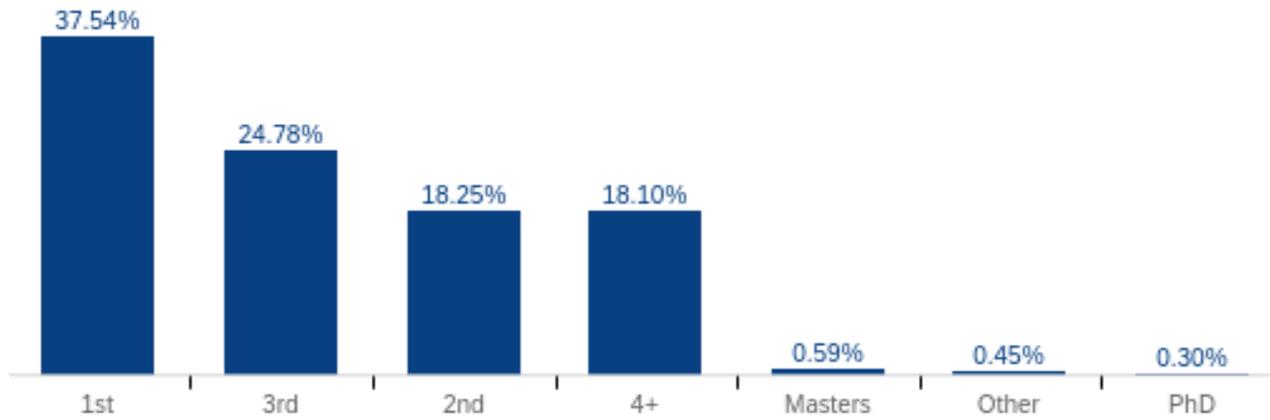
How many courses are you currently enrolled in?
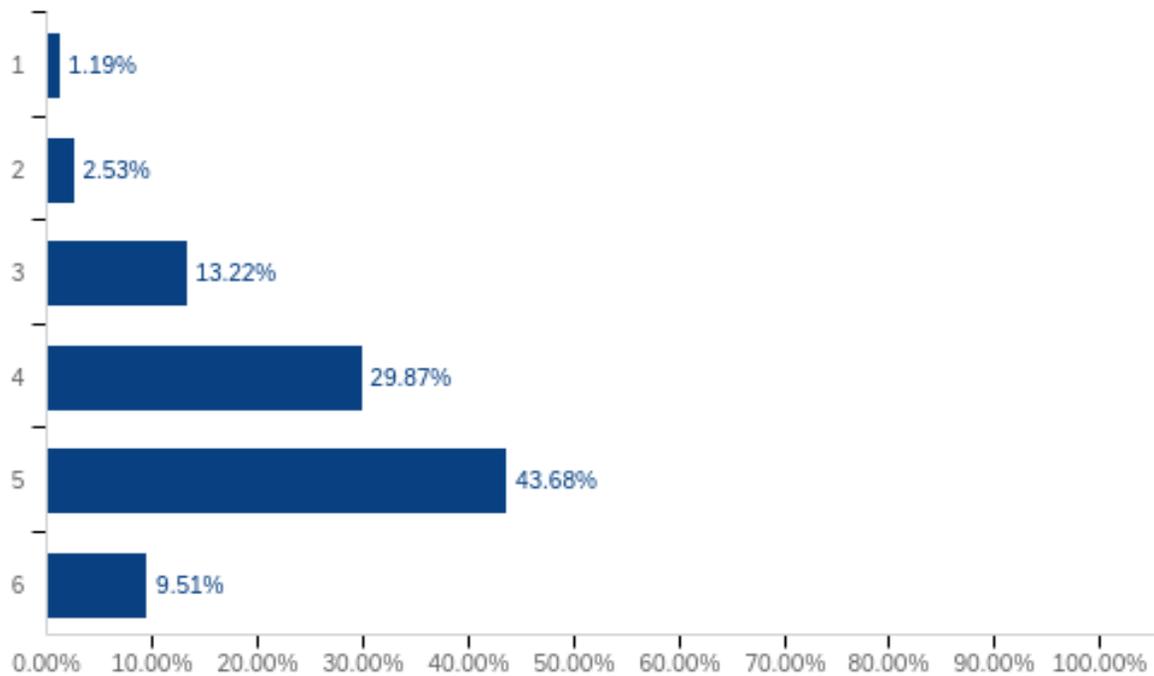
Share three things that your instructors have done to make online learning effective for you[1]

1. Recorded lectures
2. Well-organized course structure?
3. Weekly plans
4. Consistent and clear communication
5. Post course resources and materials (including digital textbooks)
6. Flexibility with deadlines, quizzes, and assignments
7. Opportunities to connect and engage via synchronous sessions or office hours

Share three things that your instructors should consider changing to make online learning more effective for you[1]
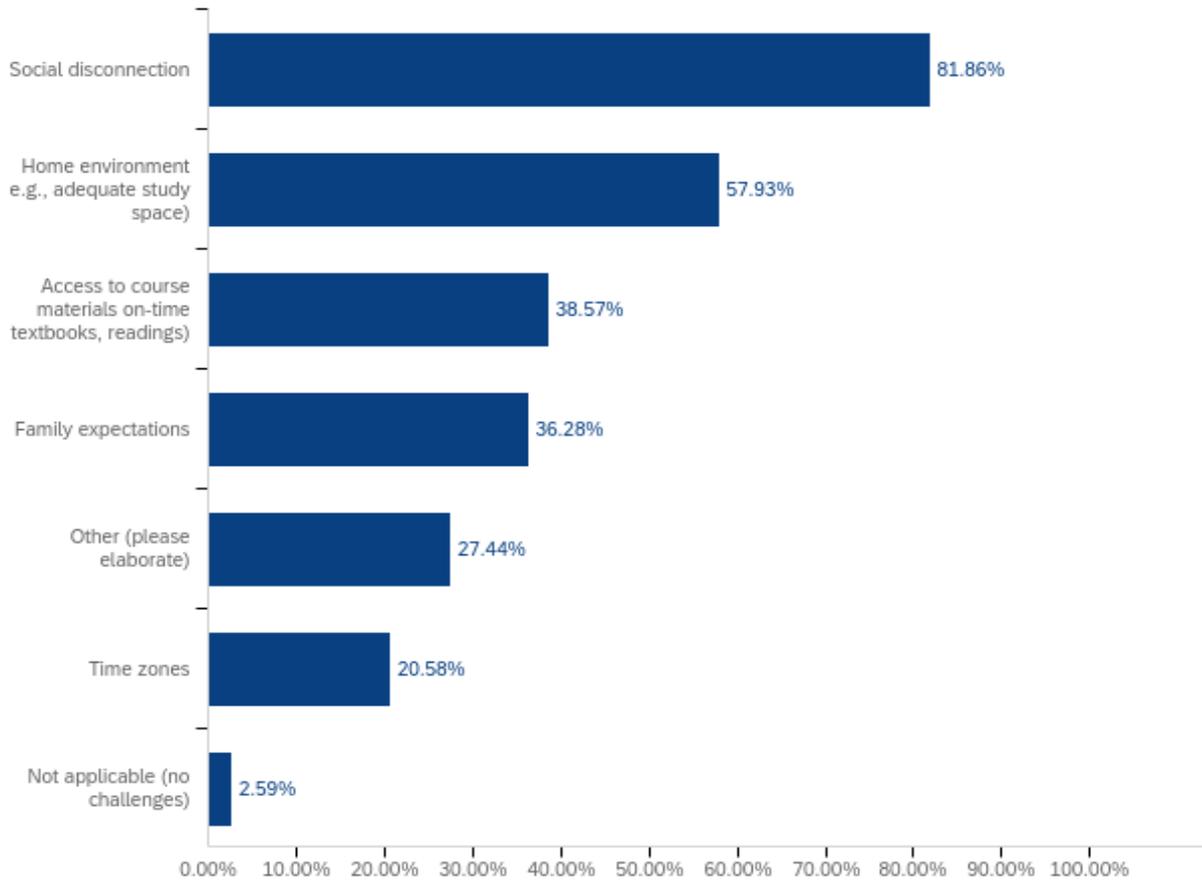
1. Communicate with the class (e.g., clear expectations, reminders about deadlines, welcome feedback from students, answer emails in a timely manner, criteria for assignments, etc.)
2. Organize the course content, deadlines, and materials well (e.g., use Canvas calendar, provide a complete syllabus, post resources consistently in the same place, etc.)
3. Reduce workload (e.g., less assignments, more time to complete assignments)
4. Engage learners in learning activities (e.g., holding synchronous lectures as well as asynchronous, allow for discussion in class, use visuals/videos/graphs, add notes to PPT slides, allow for participation, allow time to ask questions, etc.)
5. Keep to class schedule (e.g., do not hold a class on a Saturday, do not record lectures that are longer than the allotted time for the course, do not ask students to stay connected for extra time after the class has finished, provide more time to print and input calculations online, etc.)
6. Give more time for quizzes and exams (e.g., be considerate of time zone differences, technology issues, house environment and distractions, time needed to upload documents, testing in the online environment is more stressful for students, etc.)
7. Proctorio is not a good tool to use (e.g., it creates anxiety, it flags people incorrectly, it slows down some computers, it is invasive, etc.)

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[1] Open ended question. Collected answers were analyzed and coded into themes by CTL staff to share with wider audience.
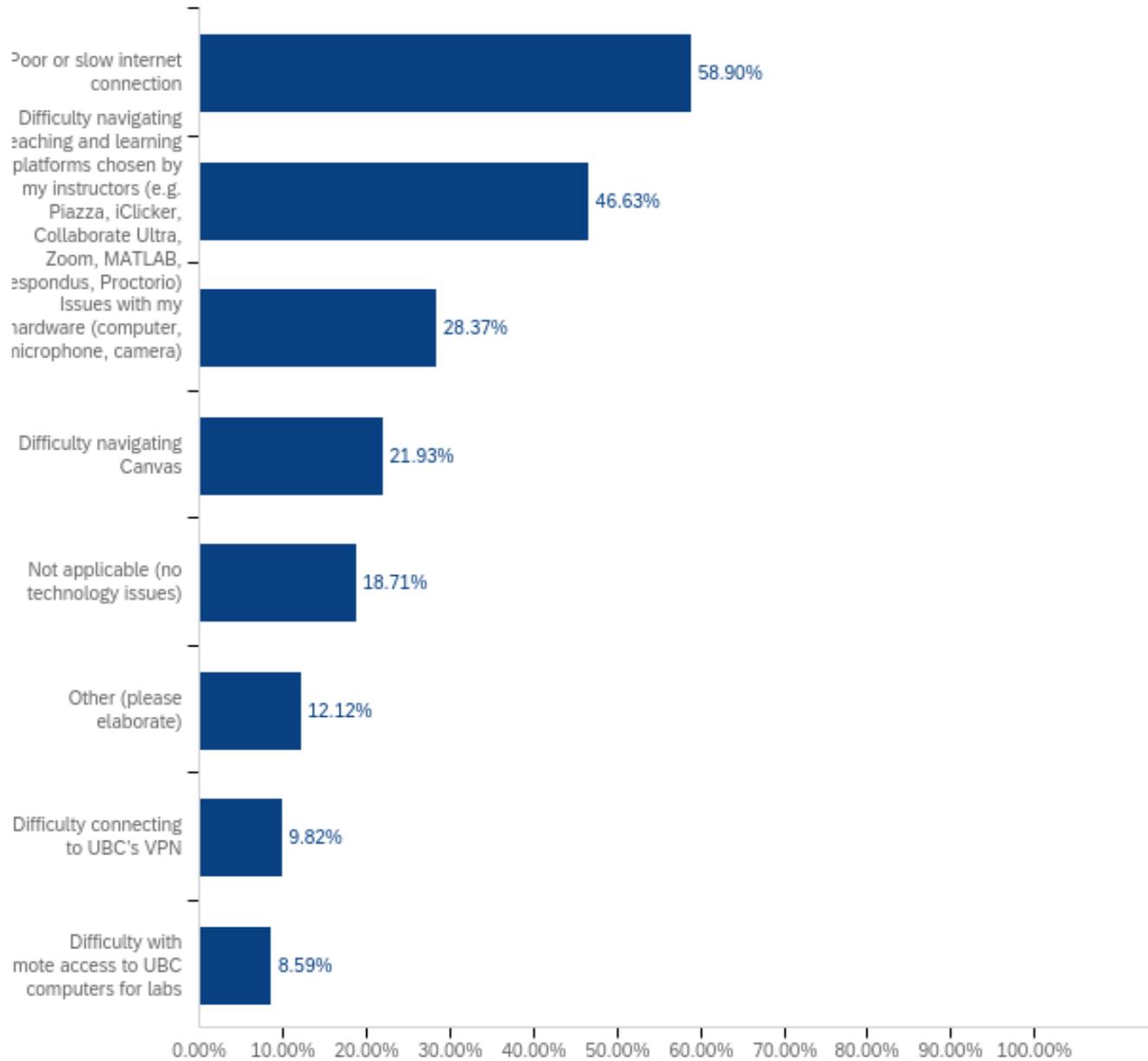
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Which of the following challenges have negatively impacted your learning? Check all that apply:

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November 2020

What technology issues and hurdles have negatively impacted your learning?

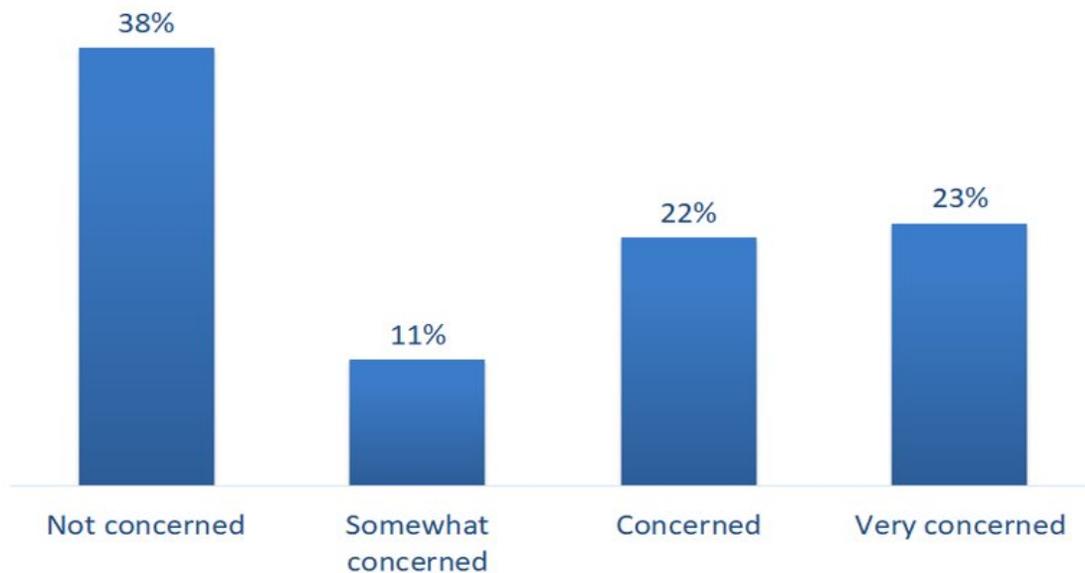| Issue	Percentage
Poor or slow internet connection	58.90%
Difficulty navigating teaching and learning platforms chosen by my instructors (e.g. Piazza, iClicker, Collaborate Ultra, Zoom, MATLAB, Respondus, Proctorio)	46.63%
Issues with my hardware (computer, microphone, camera)	28.37%
Difficulty navigating Canvas	21.93%
Not applicable (no technology issues)	18.71%
Other (please elaborate)	12.12%
Difficulty connecting to UBC's VPN	9.82%
Difficulty with remote access to UBC computers for labs	8.59%

My instructors have clearly communicated expectations for what academic integrity means in their respective courses.

Response	Percentage
Strongly Agree	42.05%
Agree	37.00%
Somewhat	14.37%
Disagree	4.28%
Strongly Disagree	2.29%
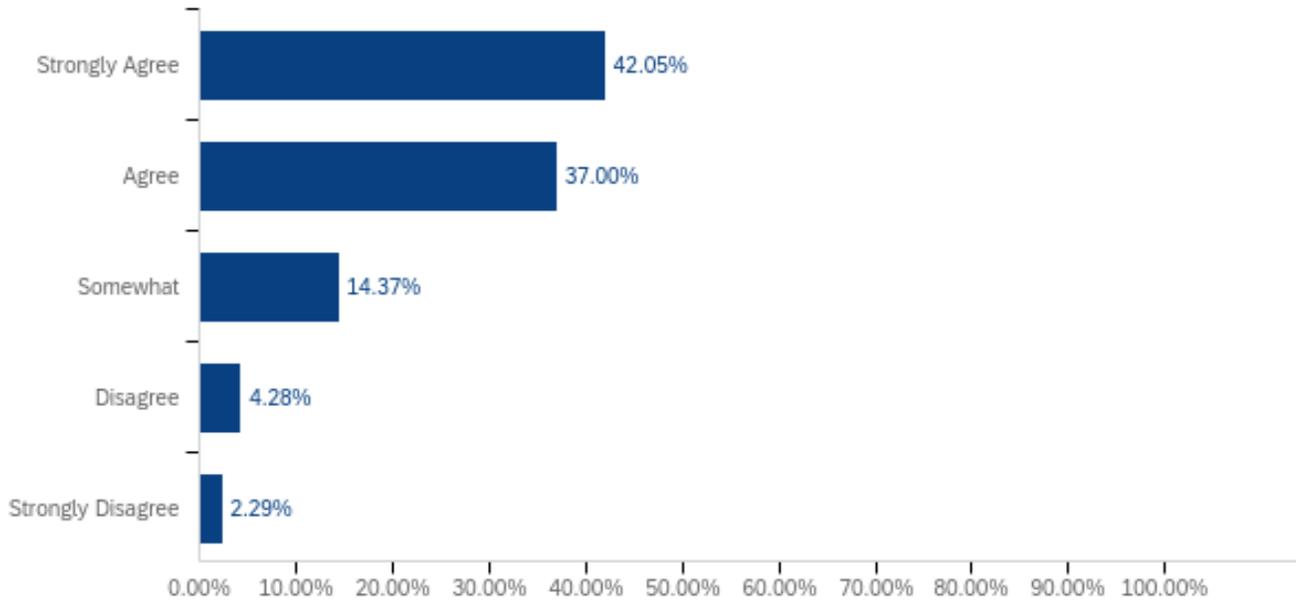
Do you have concerns about academic misconduct in an online learning environment?[2]

Response	Percentage
Not concerned	38%
Somewhat concerned	11%
Concerned	22%
Very concerned	23%

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[2] Open ended question. Collected answers were analyzed and coded into themes by CTL staff to share with wider audience.

Common comments/concerns regarding academic misconduct:

Very concerned:

- More people cheat when instructors test on content that has not been taught or covered in class. This is unfair to those who do not cheat.
- Proctorio is a serious invasion of privacy/intrusive and causes anxiety, nervousness, and discomfort.
- Instructors who do not know how to use invigilation software are unclear with how to resolve technical issues and this creates more stress.
- Online exams advantage those who have more resources than others, and those who are more tech savvy than others.
- Professionals are not tested or invigilated in real life. The university should reflect real life situations and help develop skills for real-life.

Concerned:

- Those who do not cheat are concerned about those who do cheat, and how that will impact grades.
- Exams that do not test for actual understanding lead students to cheat more. Instructors should use application questions and thought-provoking questions.
- It is impossible to stop people from cheating.
- It is difficult to draw the line of academic misconduct when completing assignments -- feedback from peers is wanted before submitting.
- Plagiarism can be done unintentionally.
- Some instructors change invigilation rules the day of the exam which is stressful and confusing.
- Concerns about being flagged by a software when there is no cheating happening.

Somewhat concerned:

- Lack of communication about the definition of academic integrity.
- Confusion about how academic integrity looks in different settings.
- Students in upper years (3rd and 4th) have a clear understanding of academic integrity.
- Concerns about others cheating.
- The cheating that is happening online was happening in in-person classes already.
- Cheating is hard to do with the brief time given for quizzes and exams.