Goals for the session:

1. crowdsourcing – apps, resources, approaches, whatever worked!
2. connecting – work sharing possibilities?

Online Learning Student Preference Report

- 180+ students polled on their preferences
- Faculty of Arts students

Jacquelyn McColl – UW Co-op student – created and carried out the poll & created these infographics

### Lecture Delivery

- **66.7%** of students prefer asynchronous lectures to synchronous lectures from their professors online.

- **57.8%** of students prefer synchronous lectures of a 30 minute duration.
  - 23.9% prefer 50 minutes
  - 12.2% prefer 15 minutes

- **50.8%** of students prefer asynchronous lectures of a 10 - 15 minute duration.
  - 27.9% prefer 30 - 45 minutes
  - 9.5% prefer 3 - 5 minutes
  - 7.8% prefer 50 - 60 minutes
Preferred Lecture Content Delivery

Many students commented that a combination of visual demonstrations and auditory commentary from lecturers was most effective in aiding their concentration.

77.7% of students feel that the visual design of course content has a significant impact on their learning.

Most Popular Student Requests for Visual Design Course Aspects

- Live Writing
- Diagrams
- Charts/Graphs
- Short Video Clips
- Images
- Drawings
- Infographics
- Pop Culture Related Memes
- Simple Slides
Assessments

67.2% of students feel that projects are the most accurate demonstration of their learning in an online class (on a scale of 1 - 5).

47.7% of students feel that online quizzes are the most accurate demonstration of their learning in an online class (on a scale of 1 - 5).

Preference for Group Projects
(on a scale of 1 - 5)

58.2% of students feel completing group projects would be at least somewhat supportive of their online learning.
Poll Takeaways:

- asynchronous delivery is preferred
- the sweet spot in lecture length is ca. 30 minutes
- powerpoints with instructor voiceover most preferred lecture format
- visual stuff matters; students feel visual content helps them learn
- projects and online quizzes
- students want to be connected
Strategies for Remote Teaching - Assignments:

- Offer multiple opportunities for student to show what they know. Consider moving away from one to three high stakes exams.  

- Scaffolded work: design the course with multiple steps. This process helps “students stay on track, provides opportunity for feedback, and encourages academic integrity.”  
  [https://uwaterloo.ca/keep-learning/strategies-remote-teaching/preparing-assessments#generous](https://uwaterloo.ca/keep-learning/strategies-remote-teaching/preparing-assessments#generous)

- Alternate types of exams? Open book? Harder to grade? Fewer concerns about security?  
  [https://keepteaching.iu.edu/strategies/assessments.html](https://keepteaching.iu.edu/strategies/assessments.html)

- Frequency of course requirements: frequent, low-stakes assignment encourage engagement “with material throughout the course, and prepare them for larger assessment, especially when they are given regular, detailed feedback on their performance. (Sweeny et all, 2017)  
  [https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/Pages/low-stakes-assignments.aspx](https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/Pages/low-stakes-assignments.aspx)  

Connecting and Response Speed:

- Provide opportunities for connection.
- Within reason, the quicker we respond the better. Lay out your parameters at the beginning of term and put a bounceback message on your computer/phone.  
  [https://uwaterloo.ca/keep-learning/strategies-remote-teaching/communicating-students](https://uwaterloo.ca/keep-learning/strategies-remote-teaching/communicating-students)
• Grading: “If you are turning back work more than a week after it is due, it is probably backfiring for both the students and you. The sooner students get things back and know what they did wrong and how they can improve, the better. When they are getting their work back too late, your extensive feedback isn’t really helping them, because their minds are no longer on that project -- not to mention the fact that you are not experiencing any let-up with grading.”
https://www.insidehighered.com/advice/2020/02/11/advice-grading-more-efficiently-opinion

• “Respond selectively and effectively. Thoughtful personal responses have a positive effect. They humanize the online learning experience for both the faculty and the students."

• “Multiple means of engagement enhance the connection of the learner to the course objectives and facilitate the learning experience. To do this, I leveraged a variety of available tools, including typed responses, VoiceThread, Personalized Video Clips and more.”
https://www.psychologytoday.com/ca/blog/the-media-psychology-effect/201903/12-best-practices-in-online-teaching-and-learning