# Student Survey Response Summary

**What difficulties in terms of remote learning did you or your instructors experience in Spring 2020?**

Top issues are:

1. Lack of communication with classmates and loss of the sense of learning community (72%)
2. Loss of structure/organization of the course (72%)
3. Loss of overall structure to your daily life (62.7%)
4. Lack of communication with the faculty (56%)
5. Health & mental health issues (37.3%)
6. Inability to ask questions instantaneously during the Zoom sessions (37.3%)

Additional issues not provided in the survey:

* Instructor was unwilling to use any online resources.

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| **Please elaborate on the answer to the above question or provide any additional comments you have for the committee.** |
| One of my math professors really was slacking with providing work and materials. Another math professor of mine basically posted notes but did not use zoom or video lectures at all, so it was basically us teaching ourselves material.  |
| It was hard to learn strictly from a “lecture” and not be able to ask questions or have something explained differently to better understand |
| I was not able to work on homework with classmates and collaborate on notes. I was no longer able to attend 1 on 1 office hours and get my exact questions answered. I started working 40hrs a week to help pay for my bills and the structure of my daily activities changed dramatically.  |
| Only some of my math classes had zoom classes. The classes without were very hard to follow as we only got notes to study from. It was basically like we were teaching ourselves with minimal instruction from a teacher. |
| One of my professors disabled our mics so we had to type our questions out.  |
| there was always small bugs with mycourses which made certain things hard sometimes. The structure of my day changed so much and I didnt feel as motivated with online even though I tried to be as motivated and disciplined as possible. Some teachers would just throw lots of info at you and you had to figure it out and it made it very disorganized. |
| once we went online i rarely heard from my professors except when there was a test or quiz. asking questions during classes was also hard since you have to interrupt the professor while speaking. additionally, it didn't really feel like i was taking any classes since it was left up to me to teach myself the material when the professors didn't communicate or reach out |
| We did more of an asynchronous type of learning for Math XXX and it was great except the program we used for asking questions remotely wasn’t very helpful. I think synchronous office hours would be better maybe through zoom |
| Taking tests and quizzes were extremely obnoxious online, but I’m uncertain how it could be better than the way my professor handled it. |
| Submitting homework assignments in as PDFs took 30 minutes because I did not have a scanner. So I had to use my phone camera and a really bad PDF converter app to send any assignments in. Also, math classes are specifically harder to follow and understand when the professor is writing on the Zoom whiteboard with their cursor. Makes it not legible and hard to copy down because the screen is constantly moving. It was also difficult to reach out to classmates for help. Maybe I just needed more time to adjust, but it was very stressful down the stretch.  |
| Classroom environments are necessary for learning these subjects well in my opinion. Zoom meetings just end up becoming the professor screaming into the muted student void. |
| Old Equipment and lack of presence made it a bit awkward to learn as a class  |
| One of my professors stopped lecturing all together and wouldn't hold office hours so we were on our own which was horrible. Office hours are key to my success because I do best one on one. I lost motivation since my classes had no structure and I suffer with depression and anxiety so remote learning on my own was very difficult for me. |
| Instructors are not easy to reach out like before and sometimes their equipment are not easy for me to hear or follow lectures. |
| It was very difficult to stay engaged and have all of my questions answers during last semester. The difficulty of my math class also intensified when we switched to remote learning which I don’t think is fair. My professor did a great job keeping the consistency (synchronous class schedule) but it was still very challenging. |
| Remote learning was fine and teachers provided great notes and resources and were accessible. Testing was my only concern tests worked fine over zoom I showed my professor my workspace left the mic on and everything but proctor U was used once and crashed my computer and didn’t even work later on correctly, caused unwanted anxiety, and I have an issue with an unknown person watching me. I was not alone in the struggles with it because other people reported the same issues and more. Proctors were also inept and did not follow protocol and asked work was done on the computer while my teacher said we could have scrap paper and that he sent detailed instructions that said that was ok.  |
| Switching to online classes in the middle of the semester was extremely difficult for all. The loss of living at school around people your own age having fun and spending time with each other is hard enough as it is but to then be learning completely online made it so much worse. My motivation completely went away and I was so sad every day. Online learning was so much harder than learning in person and I am so upset to have to do it again. There was no more structure to my days and nothing to look forward to so the incentive to get my work done went away. Living at home during all of this wasn’t easy at all as others in my household had their own work and everyone was on edge spending so much time together so there was definitely conflict arising more often. Overall the experience was awful and the only hope I have for it being better next semester is that I get to at least live in the Binghamton area to do my classes. Prior to the shutdown of schools I signed up for 2 summer courses online during the first session and after doing half of the semester and finals online my motivation to get those classes done decreased immensely and I did way worse in those classes than I ever could’ve imagined doing in entry level courses. I am definitely worried about my grades and mental health as the semesters continue online.  |
| None of my math professors had live zoom lectures, and only one had pre-recorded lectures.  |
| With remote learning, I lost the sense of being in a learning environment in a classroom. Where now I had to transition my bedroom at home into a place for both resting and studying. It becomes harder to motivate myself for studying as well as feeling like I am learning for colleges and classes. Also, with remote learning, there was changes to the classes and options in learning, although we had the opportunity to always go back to recorded lectures and watch the videos, it still felt like I wasn't learning enough or that there was still not enough materials out there to help with my learning. In addition, I felt that with math courses it is really difficult through remote learning when ever we have questions in a course, since courses and topics require us to calculate and show work, so that asking for help from a faculty about where we find the topic challenging becomes more difficult. |
| Much harder to ask questions and get help outside of class |
| Learning online in general is hard. But learning math online is close to impossible. For me personally, a video class is just not the same. The communication is terrible because I know they are overwhelmed with emails from students so the teachers aren't able to help as much. I think maybe one discussion section in person a week would be hugely beneficial.  |
| Because it wasn’t a classroom setting, I felt unmotivated to listen in class, and since the professor did not go around each student, it was harder to ask questions personally. |
| It is really inconvenient to ask questions in online lecture. There is a delay in communication and it becomes really awkward. It is not instantaneous. Most classes I had online became just lectures and most of the class seemed bored out of their mind. Distraction is also a problem with online courses. There is a level of separation that's hard to describe. The level of interactivity is not there. |
| It was nice having recorded lectures but was hard to watch them given we had so much free time |
| Slow internet at times and prof.'s didn't have suitable systems for drawing in place. |
| One of my teachers did not zoom at all and made it very difficult to learn the material  |
| Faculty should be required to provide some sort of video teaching, a class of mine last semester did not do any teaching beyond providing confusing notes and when questions were asked we were told to refer to the notes (which we could not understand). While this was a difficult class to start off with, but understandable with in person lecture, the lack of actual teaching made it nearly impossible by the end of the semester |
| Two of my classes scrapped short answer on all tests and finals in exchange for more multiple choice and this put me at a huge disadvantage because I am able to score higher on short answer generally. I understand it’s harder to program short answer into tests abruptly but hopefully a system can be achieved before the fall semester. Additionally, being able to study and work in groups helps me a lot and that could maybe be encouraged more with remote learning.  |
| If a instructor just read the material, it decreases our motivation but we still have to move on because of credit. This makes students feel annoying, especially in such period. |
| Some of my classes got harder, specifically the tests, one of my finals was much harder than the in class one that was in person the previous year. Also it was very difficult to pay attention for an extended period of time during a zoom lecture. |
| I found it very difficult to motivate myself to look through written notes. Math is especially hard to understand by just reading it. I also had a tough time convincing myself to get things done when there were no set times that things had to be done by. One of my classes had no homework, and so I had little motivation to actually keep up with the notes, which made me try to cram them all in right before a test. In one of my classes I did not know anyone or have anyone's phone numbers, so any simple questions I had could not just be answered by asking a friend. During in person classes, it is a lot easier to talk to people you don't already know and get their help. I think this was my biggest problem with online classes. |
| Feel like it’d be beneficial to have daily announcements or everyday you’d usually have class. Many teachers just post videos so sometimes it is easy to forget things because you’re never having “class.” |
| If there was recorded lectures that we can steadily access, then it would be better.  |
| During the Spring 2020 semester it was difficult to talk to professors outside of the online classroom due to lack of communication. It was also difficult to concentrate on course material when classes moved to online because of the setting changes for both students and professors. |
| Missed out on collaboration and office hours that depended my understanding of the topics through conversations. Felt that the structure of classes simply being a white board being written on and cleared over and over was very hard to follow from a computer. Perhaps making slideshows or having some ideas pre-typed out especially for professors who have trouble writing through the computers.  |
| Taking math classes over Zoom is extremely difficult because if the video buffers or skips you could miss pieces of information and if the entire Zoom call isn’t good quality a lot of information is lost. With videos that can be played back and watched at the students convenience it’s much easier to take down notes and go back through information (as I noticed with my other classes). Struggles with mental health and the feeling of losing connection with your peers is very real and scary. Personally I struggled a lot with transitioning to online and felt very alone even though I was at home and around family. Students and teachers alike need more support during this time, especially those who rely on human interaction to learn.  |
| Last year the class schedule became very disorganized and it was difficult to keep up with the professor over zoom without having access to the slides during class. |
| Zoom classes don’t feel the same as in person lectures. I get easily distracted on zoom and Online classes tend to be shorter with less explanations to help us understand the material. |
| It's very hard to keep up with courses that don't have real time slots that zoom provides. Some teachers just posted lecture notes or videos and for me that is very hard to maintain at home.  |
| My professor did not offer recorded lectures or zoom sessions. He just wrote out lecture notes that were very similar to the textbook and did not offer additional explanations. He also used an online chat website for us to ask questions and engage with the class, which I did not find helpful at all. I relied mostly on the textbook and written notes, and did not experience anything at all like what an in-person class should have been like. I was very disappointed with the quality of the class after we moved to the online format, and ended up pass/failing the class for this reason.  |
| Becomes very unorganized, felt like the semester has started over and I needed to re-adapt to everything |
| With moving to online learning, sometimes communication with the professor can be difficult during or after class.  |
| It just felt monotonous being at home doing loads of school work all day long all week without friends and classmates and other activities |
| Sometimes zoom usage is not smooth |
| it was hard to stay motivated and on top of things when everything was up to me to complete on my own time  |
| Math courses are very demanding. If you miss one tiny part of the material it is very easy to lose track of the whole process and get stuck, not knowing what you missed. So in-class delivery seems crucial especially for math courses. It is harder to communicate via zoom sessions. Instructors work hard but to arrange office hours in accordance with other online courses is also extra hassle that makes it easy to lose motivation.  |
| I fet like we were going too fast through the lectures and not doing enough examples and problems. Also, I needed to ask questions about the lecture but couldnt because it was posted earlier. I think it would be great to have a live lecture but also save it so we can watch it later if we need help with homework.  |
| The home environment makes me less committed into learning. |
| Much less structured than in person and needed more frequent videos |
| Shifting classes online caused quite a bit of issues for me. All four of my family members were trying to Zoom at the same time causing the wifi to weaken and screens to freeze for 10 to 15 minutes at a time during lectures. Without being able to physically change environments it became very difficult to focus and study. Classmates that I studied in person with could not meet, even on Zoom, to go over materials. I have personally been having issues with mental health before the pandemic, so being quarantined worsened my depression and anxiety. This made it even more difficult to study and stay on a schedule. |
| Short answer on tests was replaced with more multiple choice and I am generally better with short answer  |
| Please don't use proctorU for the exams. scratch papers have been baned to take MATH exams. |
| One class I took the professor only sent notes via email and lacked essential communication to students, lectures were delayed and asking questions was very hard.  |
| I had to teach myself most of the material and couldn't ask questions instantaneously. It was difficult to get in touch with one of my professors and the other one sent out multiple emails a day that made it hard to navigate where I should find notes, quizzes, homeworks, tests, and announcements. I also lost the opportunity to form study groups with other students and ask simpler questions that I wouldn't necessarily need to ask or feel comfortable asking the professor. This semester definitely affected my mental health. I was so stressed over both of my math classes, but more so one over the other, that I would shake during exams and quizzes and I would lose time trying to grip my pencil so I could write. I had crying fits because on top of everything going on my professor was condescending and made me feel inadequate. I became more depressed because one professor had me believe that I was going to fail with an F but at the last second bumped everyone's grades and I got a B. The averages on quizzes and tests were so low that a 25% was a good grade, but he didn't tell us that it is a good grade until after every grade was put in. My other professor didn't post our homework grades until after we took the final. I emailed him a week before the final and three days before asking if he could post the grades because it stressed me out a lot not knowing the old homework grades and not knowing how well I had to do on the final. He assured me that he would post them a week before and then emailed me 40 minutes before the final exam started saying that I need to focus on the final and not on the homeworks when he had still not posted the grades. This semester's classes, but mostly my math classes, have caused me so much anxiety and has honestly turned me away from math. It is making me rethink my career path and it is very discouraging to have that happen when I am so far into college. |
| It was very poorly organized and I felt like I was teaching myself the material rather than being taught—youtube ended up teaching more than my professors spring semester.  |
| The hardest part is when professors post notes online and we have to learn and decipher everything on our own |
| At times it became difficult to ask questions or to communicate with the professor and other students about the topic being discussed. |
| While technology was an issue in the beginning, most professors soon learned to use the program and began teaching on zoom efficiently. however the lack of blackboard makes taking notes very difficult as professors need to write via mouse, which makes the writing often difficult to read or understand. |
| Sometimes my WiFi is spotty. |
| Professor or some students couldn't connect to the live zoom class due to lack of internet connections so I think it will be helpful if there is a recording of the class. This year I will be moving to somewhere wifi connection is difficult and I am actually little worried about it. Online class is definitely less interactive and doesn't quite feel like I am in a learning environment, especially some students including myself are shy in front of the camera to speak up. I wish there could be other forms of participation points and professors could provide more rigid and structured schedule of what students will be learning throughout the semester.  |
| My experiences varied from professor to professor. In one class after the shutdown occurred, I received no communication from the professor for several weeks. We would then receive several weeks worth of lectures followed by several weeks of silence. This continued on for the semester, which made budgeting time extremely difficult. There was very little interaction between students, and between students and professors. I felt that the quality of education suffered.  |
| It was definitely tough learning Math XXX on zoom without being in a classroom or having a regular whiteboard to follow. Often, the handwriting on the zoom boards was very sloppy and everything felt rushed and my performance in the class was not where I thought it would be. I felt with this class and my others that there was more work than usual, and I was very stressed towards the end of the semester. I was too overwhelmed with everything that I had going on (especially this class) and I hope next semester could be an easier transition to zoom learning because I struggled too much for the amount of effort and time I put into the class. |
| Especially, remote learning isnt for math. Spontaneous communication is essential |
| Being home without the sense of the classroom made it difficult to keep a regimented schedule, I personally struggled because I wasn’t able to turn to a friend or anything to help me understand certain concepts and learning became much more difficult |
| The mental strain of being at home during the Spring semester was not trivial. It was unusually difficult to motivate myself to work. |
| Many instructors took advantage of the student's "additional" free time of being home, by giving exams that were far larger in content than a traditional in class exam. With all instructors doing this, my workload tripled in quantity, well past the 9.5 hours/week for a 4 credit course.  |
| One of the best ways I learned was working out problems with other students and I feel like that was lost over zoom. It was beneficial because they could teach me things I didn’t understand and vise versa.  |
| It is hard to just watch videos and look at notes to learn by ourself. Having in person classes is the best way for me to learn but have a synchro zoom class works too.  |
| It was generally inconvenient, as some instructors only post notes when the subject itself is very intricate and hard to understand.  |
| Professor XXX XXX (MATH XXX) was almost impossible to get in contact with outside of class via email and the online format made it harder to ask questions during and after class. for other classes the professors just sent out lecture notes which felt like they didn't really differ from just reading the textbook. I think going to class/campus definitely helps students stay focussed and productive. |
| There is no sense of reality in face-to-face communication with classmates. |
| I hope that I can usually see more information about the job recruitment and examination （like SOA）for graduation |
| Exams were made to be super difficult in order to make sure no one cheated which made testing incredibly difficult. Can’t we just be watched over zoom instead? |
| My Professor for one of my classes (XXX XXX) did not use any sort of online communication during the entirety of the remote portion of my class (Math XXX). He only sent noted out via email and wouldn’t even use zoom for office hours. My other professors used a variety of online resources and I felt as though I learned a lot from those but if professors like XXX continue to teach in such a horribly ineffective way then I guarantee my learning will be handicapped severely.  |
| I think the biggest struggle for a lot of students was the type of teaching method being used. For example, in my MATH XXX course, we went from seeing and hearing the professor work through examples and being able to have him answer questions in real time + amazing office hours, to only getting notes with some written explanations and office hours over Piazza and eventually Zoom. I do not think that a lot of math courses can be taught in this manner. I would recommend doing a video lecture and be able to see the professor work on the whiteboard/chalkboard through the problems and be able to have the students hear them.Additionally, I believe another huge struggle for students was stable/consistent wifi, or in general, continuous internet access. I'm not sure if this could really be solved, but if professors could be more flexible about times to turn in assignments or tests, that would potentially help some students.  |
| I had difficulties with too slow of internet and too much of an outdated laptop for the course to be effective at all for me. Besides that, when the hardware/internet problem was not too bad, it felt difficult to pay attention and the class overall felt too disattached from a real feeling for me, almost like I was researching from videos online. |
| It’s honestly really difficult to learn math online. Going to class really makes a big difference  |
| I felt like remote learning was very awkward and hard to get used too. Hopefully it will be easier to start remote learning with a semester that is completely online.  |
| Math is a subject that requires a lot of techniques which were usually delivered by class notes and instructor's explanation in a class room.Also, the office hours are a very important part to discuss the problems students have in the class and homework. But the online session last semester make both of them very difficult to access. And the sense of having a structural learning is vague.  |
| I felt like I wasn’t retaining any information  |
| Exams were made to be super difficult in order to make sure no one cheated which made testing incredibly difficult. Can’t we just be watched over zoom instead? |
| It was difficult to change from a learning environment to one that was not.  |
| I have anxiety and the first 3 weeks of transition to remote learning were not fun for me. I found it VERY hard to study and I fell behind on work. After those few weeks, I became more adjusted, had a study schedule I kept to, and felt better. This fall should not pose as great a challenge because other students and I are more used to online learning. However, mental health must be taken seriously. If a student is having mental health difficulties they CANNOT perform the same academically as if they were feeling stable. Students must be able to reach out and notify professors of any mental health issues they are having. |
| I like Piazza which I can post questions and waiting for answers anytime |
| One of my math professors barely gave us any work after moving online and didn’t take it seriously. My other math professor didn’t use zoom and basically posted notes right from the textbook so we had to teach ourselves everything.  |
| i find any type of math to be excessively difficult online and teachers underestimate how difficult it is and make the work load even harder than in person. my professor last semester made the transition online a complete disaster it was so hard for no reason |
| In some classes zoom glitches or does not allow me to hear/see, which makes it more difficult to learn. There is loss of course structure and daily life, which makes it difficult to get into routines and motivate. My mental health suffered a bit last semester.  |
| I had the opportunity to make connections in my classes since the transition to online courses happened mid-way through the semester. Though I guarantee that if it had happened in January, I would have had a much harder time not knowing anyone in those sections.  |
| One of my professors just posted notes and it was very difficult to learn the material on it's own in a pdf format rather than explaining in a video or on zoom. |
| Only reading notes as opposed to being taught the material in person was very challenging. I would have preferred a Zoom class or even videos of the professor teaching the material to be posted. Although we were able to ask questions through Piazza or email, it was different then asking a question in person.  |
| It was really difficult sticking to a schedule, especially when we went home and had to work around the schedules of our families. In addition, sometimes wifi cuts out which makes it difficult to follow along when math is being taught. It was definitely a lot harder to learn with the lack of communication between students and faculty and between students with each other. |
| I had a difficult time keeping up with the notes for the course since we didn't go to class every day as normal. I found it more challenging to keep myself interested in the material. I would like more chances for interaction between teachers and students.  |
| i find any type of math to be excessively difficult online and teachers underestimate how difficult it is and make the work load even harder than in person. my professor last semester made the transition online a complete disaster it was so hard for no reason |
| Moving to online classes most affected me my breaking down the sense of a work life balance going to classes had. |
| I had had three math courses in the Spring semester. One of them handled online-learning as perfectly as could be. Another stopped lectures entirely and resorted to low-quality images of notes, until students constantly complained. Another, while they performed "lectures", it was simply email / pdfs of notes that were not a great learning experience. The two courses that I did not have a good experience with, while they tried to have good communication, it failed in terms of their own schedules being hectic. |
| It was hard to reach out to other classmates and catch up with all the work should be done. |
| Learning remotely  |
| I took Calc 224 in person and then when we switched to 225 we were online. I loved being in person and having the flipped classroom to do problems and have instant feedback when you need help. Obviously that can’t happen for the fall but I feel like exams HAVE to be in person. The 224 exams were like the problems in the book, the problems we did in class and were on quizzes and like the problems on the sample exams. Having the exams on webassign was detrimental to me personally, those questions I feel like are so different and given the time I put in to practicing how I did for the 224 exams I should’ve done better. The webassign questions were almost concept based and not can you actually calculate this. Some of them were copy and paste past webassign homework questions! Totally not what we needed to be tested on. Fall 2020 exams should be in person, created by the same dude who made them in the past, whoever that is in the Binghamton math department. PLEASE DO NOT MAKE US TAKE MIDTERMS/FINALS ON WEBASSIGN!!!!!  |
| One of my classes didn't use Zoom and I felt very lost when trying to teach myself the material. I prefer having a live lesson, even if it is recorded I like having someone explain the material verbally. It also forces me to stay on top of things, as being asynchronous allowed me to fall behind. |
| One of my professors did not utilize zoom properly, and just projected already written notes onto the screen. |

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| **As a student, what is your preference between synchronous vs. asynchronous (recorded lectures plus Zoom discussions) modes of instruction for \*math\* courses? Please share your experience and/or elaborate on your answer.** |
| I prefer live meetings to recorded lectures.  |
| Asynchronous |
| Prefer the recorded lectures. Don’t like being in a zoom in person because I WILL mute the screen and ignore the professor vs. prerecorded I can pause and replay stuff as needed |
| I think synchronous is better because it forces students to stay on top of their work |
| I think that zoom discussions would be helpful to be able to ask questions or have something explained differently or in more detail |
| In mathXXX my professor did not do zoom meetings. My professor for mathXXX held zoom meetings that were somewhat helpful. Nothing was as clear as it was when I was in person watching the class happen.  |
| i really don't think we could learn well from the recorded lectures because it's just learn by yourself modes. we need the zoom meeting to have a time to ask question about some processes and how we get that answer and we may also need more explanation about some difficult questions. |
| I think that both recorded lectures and zoom discussions can be used as a means for classes. I also feel that at least one of these is absolutely necessary for the material to be understood. Just notes and tests are not enough to learn math. |
| Only some of my math classes had zoom classes. The classes without were very hard to follow as we only got notes to study from, there wasn't even a recorded lecture option. It was basically like we were teaching ourselves with minimal instruction from a teacher. It was also very stressful during finals taking exams that were near impossible compared to the online work we were given throughout the semester online. |
| I prefer live lectures that are also recorded.  |
| Asynchronous is fine so long as lectures are actually recorded. In the spring one course (Advanced Linear Algebra MATH XXX) moved to only receiving digital lecture notes without video. This was extremely unhelpful. |
| I think both are good to have together, but just having recorded lectures were very inferior to having both zoom lecture, then being able to go back to that zoom lecture later. |
| synchronous. this past semester i had one class do synchronous on zoom and another just send out a pdf weekly of notes, and i did far better in the synchronous one. without synchronous learning its basically just up to the student to teach themselves which isn't fair.  |
| I personally like asynchronous notes online With the option of a synchronized office hour.I was able to have a nice schedule and go through the lectures in my time I just was confused with the office hour replacement |
| Having lectures recorded so you can view them whatever time you wanted and then have zoom discussions is probably the way to go, or use zoom for quizzes tests. |
| I would prefer recorded lectures (something I can replay) as well as discussion sections. I think this adjustment doesn’t come easy for most student, and so a discussion section would provide ease for stressed out students to get further help.  |
| Definitely synchronous learning. Math is too complicated for asynchronous learning to be effective in the short time frame available in a semester.  |
| I think that recorded lessons are very important. Zoom discussions are helpful but not as flexible  |
| I thought live zoom sessions with the students is beneficial, but also to have these sessions recorded and available to reference later. |
| For math classes having lectures on video on specific days/times makes me more motivated to pay attention. If its recorded I lose all motivation to even watch the lecture. In my history course, I stopped watching the lectures since they were all recorded.  |
| Zoom discussion. Zoom discussion can help me understand content if I have some questions. |
| I like the synchronous class structure so as to keep more of a schedule. |
| Honestly I’ve had both and both work. The zoom lectures as long as they are recorded so you can go back to them and they meet in the scheduled times are great because you can ask questions and go back if needed. On the other hand I have good time management and watch videos and did homework for another class and any questions were answered promptly in emails. Which ever works for the professor works for me. |
| I think asynchronous could work better just because there are now people working jobs and having to live a very different lifestyle not being in the classroom. I think recorded lectures of the class material that can be viewed at any time is good because people will do the classes when they are available. I know for me my concern was I only got classes at times that were slightly inconvenient for me because everything closed out before registering so recorded lectures could definitely help me. I also think it might be a good idea to create some discussion groups possibly to meet with maybe twice a week (or more if the group wants to) professors could let the class choose groups or form them based on a google form that takes recommendations from students who they might want to work with (incase there are students in a class that know they work well together) this will give students the incentive to watch lectures and try to understand the material so they can meet in these groups to do assignments, ask/answer questions, etc. I think there definitely needs to be office hours offered at least two-three times a week or by appointment if students can’t make it via Zoom. I think in order to make sure students are keeping up with the lectures there definitely should be homework assignments due certain days/times but I do not think the assignments should be made to be extremely difficult or lengthy just a few questions based on class material that makes sure students are paying attention and doing the work.  |
| I would prefer live zoom lectures. But any form of video is better than just instructions to “read the textbook.” |
| I have mixed preferences between synchronous and asynchronous. Because I like the fact that having synchronous learning, it helps keep my on track, knowing that I still have certain responsibilities even though things have been remote. However, with synchronous learning I feel the pressure that it is harder to understand the information when it is taught online because it feels like it is going at a pretty fast pace. The pros to asynchronous learning that I like is that we as students will always get the opportunity to go back to review the materials when ever we want to. However with that, students must keep themselves on track to not slack off with asynchronous learning, because many people tend to slack off and procrastinate with studying; it becomes really difficult to be in the same pace as where the class will be. |
| Recorded lectures allow playing back which is nice |
| I think posting a video lesson and then a zoom discussion the next day would be better but if an in person discussion is possible that would make it a lot easier.  |
| Synchronous gives me structure and I love that! I think having structure also stabilizes mental health. |
| I prefer having synchronous modes of instruction because it feels more like a class, especially with upper level maths, it is easier to ask the professor for help. |
| personally would rather be able to see the professors go through the problems with us instead of just reading through notes on zoom with pre-prepared answers and notes already done. It’s difficult to follow along when you can already see where it’s going. |
| synchronous as it offers something "closer" to the in-person experience |
| I believe that works best. The old style of teaching does not work online. Discussion and lecture need to be split off just like in most large classes, but in this case for small classes as well, if they're going to be online. |
| recorded lectures are preference |
| Asynchronous probably would be better, but there should definitely be some time set aside for synchronous. |
| Synchronous - with the loss of structure already due to online classes, it is extremely difficult for me to get work done when I am not forced to attend lecture live |
| Both are good but i prefer synchronous for small upper class math courses so there’s more interacting with the teacher and students |
| I think asynchronous could work better just because there are now people working jobs and having to live a very different lifestyle not being in the classroom. I think recorded lectures of the class material that can be viewed at any time is good because people will do the classes when they are available. I know for me my concern was I only got classes at times that were slightly inconvenient for me because everything closed out before registering so recorded lectures could definitely help me. I also think it might be a good idea to create some discussion groups possibly to meet with maybe twice a week (or more if the group wants to) professors could let the class choose groups or form them based on a google form that takes recommendations from students who they might want to work with (incase there are students in a class that know they work well together) this will give students the incentive to watch lectures and try to understand the material so they can meet in these groups to do assignments, ask/answer questions, etc. I think there definitely needs to be office hours offered at least two-three times a week or by appointment if students can’t make it via Zoom. I think in order to make sure students are keeping up with the lectures there definitely should be homework assignments due certain days/times but I do not think the assignments should be made to be extremely difficult or lengthy just a few questions based on class material that makes sure students are paying attention and doing the work.  |
| Asynchronous- allows for rewatch later to better understand difficult concepts |
| Both are helpful; requiring attendance for lectures that will be posted anyway is helpful because I am more encouraged to watch the lectures at a good pace rather than all at once, maybe iclicker questions that are also posted can serve as validation of attendance  |
| I do not think I will take more time on records if I cannot follow the logic or ask questions when watching. |
| My preference is asynchronous lectures. |
| I prefer recorded lectures with office hours. This lets me learn at my own pace but also provides the professor to help with specific questions. |
| I don't have a major preference for either modes of instruction. But having Zoom discussions at a scheduled time would give more structure to my day, and inspire me to keep up with the work. |
| Asynchronous. It is easier to watch videos as you please as long as those videos are good.  |
| I think synchronous is more engaging. It provides more structure and gives marginally better access to meeting directly with faculty. |
| Both are helpful; requiring attendance for lectures that will be posted anyway is helpful because I am more encouraged to watch the lectures at a good pace rather than all at once, maybe iclicker questions that are also posted can serve as validation of attendance  |
| It’s hard to get involved sometimes and even having the less structured classroom setting deters me. I’ll sit at a desk at home, but there wasn’t a chance for me to go over what the professor said etc.  |
| I prefer synchronous learning where professors can discuss their material and have students participate by asking questions in real time. |
| I like the access to recorded lectures because you have the option to go back and rewatch. Discussions could also be beneficial because you have a place to go to ask questions as well as hear classmates questions. |
| Please do recorded lectures it will be so much easier for students to take notes and listen back through information. |
| I would prefer asynchronous instruction with maybe a set time when the professor can answer any questions |
| For math classes, I think the class environment matters a lot. It is hard to stay motivated without having to check in with the rest of the class. I spent a lot more extra time outside the Zoom lectures compared to in person lectures to understand the concepts instead of memorizing them. Also some of the online exams required us to study materials beyond our lecture notes  |
| This could work, but for upper level classes I prefer to be at an actual zoom class where I can ask questions throughout. Additional lecture notes and maybe textbook readings could be very useful though. |
| My class in the spring was completely unsuccessful in providing any kind of instruction once the class went online. I was in an economics class at the same time which used the recorded lectures plus zoom discussions that I really enjoyed because I was able to watch the lectures at my own pace and then ask questions and engage with my professor and classmates in the weekly zoom session. I would love to see this method of instruction employed in the fall if in-person classes are not possible.  |
| I feel a recorded lecture would be beneficial rather than a zoom  |
| I feel that recorded math lectures are helpful because it allows a student to go back and review the lesson that was discussed in class. |
| I prefer asynchronous. I think it is much easier because I can do it at whatever time is best for me to learn, and I can do it at my own pace, rewind lectures, etc. Then when I have gone through the material enough, I can more easily put together any questions I have which I can email the professor about. |
| asynchronous; Because it makes easier for me to listen to the lectures as many times as I wish to help me learn. |
| i’m not sure if i have a preference, as my math courses did not have zoom meetings during spring 2020 semester. however, this worked out better since i had developed a base understanding of linear algebra due to starting the class with regular instruction. i imagine starting a new class will definitely require real-time explanations with professors through zoom.  |
| I haven't taken a course with asynchronous modes yet but this seems like a better idea because then you get to watch the lecture and then attend the discussion to ask questions, so the zoom sessions will work similar to the help room sessions.  |
| Synchronous. Even though there are people from different time zones I think every instructor could find a perfect time for everyone. If they are going to hold lectures in real time with only their class that would make a class of 30-35 students and not many of them would be overseas. Communication is the key. It would be perfect to have in-person classes but if we are not able to do so, synchronous would be the best back up solution. |
| Both are helpful; requiring attendance for lectures that will be posted anyway is helpful because I am more encouraged to watch the lectures at a good pace rather than all at once, maybe iclicker questions that are also posted can serve as validation of attendance  |
| Recorded lectures are good because I can always go back and take my time learning. |
| asynchronous- Since lectures were recorded, I could go back and rewatch them for a better understanding. While I did take notes, hearing my instructors explain them again was very helpful. It was also good review for exams to rewatch lectures. My instructors were more available if not always for questions since we all had more time on our hands. |
| Both have pros and cons. During a live zoom that is synchronous students can interrupt the lecture to ask a question. However, I do not think students maintain focus/attention during these synchronous zooms. Asynchronous pre-recorded lectures allow students to watch the lectures at their own pace allowing them to take accurate notes and rewind/repeat if necessary. I think a great idea would be to have prerecorded lectures so students can thoroughly watch and review lectures, and have a weekly zoom office hour. During this office hour is where students can discuss with the professor and ask any questions they may have. I think the asynchronous class combined with synchronous office hours is a great way to maximize learning and understanding of material during this time. If a professor decides to hold a live, synchronous class I think it is very important for them to record this live lecture to post once class has ended. This way if a student had poor connection or unavoidable interruptions they can rewatch the lecture to review and correct notes.  |
| In some ways the recorded lecture is nice because you can pause and rewind etc, but in real life you can discuss. I think recorded lectures are okay but office hours should still be in person because it is hard to have a connection and sincere discussion online, plus technical problems make it an automatic inconvenience. |
| recorded lectures do not work especially for students with other mental health issues such as adhd bc of the lack of schedule and structure. zoom classes definitely are better |
| I think that math classes benefited most from asynchronous recorded lectures, with time for office hours on zoom. |
| Asynchronous, or a mix of both (i.e., synchronous with optional attendance / ability to ask questions, asynchronous otherwise, i.e, the student can access recorded lectures, quizzes / tests to be completed within a reasonable time on that day).Almost all of the online courses I have taken in the summer / winter have been asynchronous. In these courses, you can catch up when you need to. You can have the course fit into your schedule better than anything else, which is sometimes necessary considering a student's home life. In having a quiz/test optional to be taken at any time that day, it opens up schedules further. Yes, there is always the threat of cheating, however, nothing can sufficiently stop it. Proctoring software has incredibly easy bypasses, no matter which you use (I can demonstrate such if you wish, as I am also a CS major (and yes, anyone can follow such instructions that exist plentifully online)), and it also is an incredible breach of privacy (some of these are actually considered Trojan viruses because of what they do to one's computer, others require you to stare at the camera unnaturally, all while not necessarily succeeding in the goal). You can have an equivalent "experience" in minimizing cheating by making students record their screen and face with Panopto and upload it after, which even that is easily bypassed. Instead, quizzez / tests should change format to be able to be open note / internet, bar tools like Chegg. Time can be changed as necessary-- the professor who handled the pandemic well decided to do this option, and there were no problems, and the grade distribution was the same / lower as previous years. |
| I prefer synchronous. I got used to it.  |
| I prefer asynchronous. |
| I like recorded lectures b/c I can go at my own pace |
| Asynchronous |
| I preferred the synchronous classes because it helped me maintain some sort of daily schedule. I didn't have any classes that I was taking that were taught asynchronously, but I feel like it would be much harder to keep on schedule that way without letting things pile up causing me to get more and more behind. It was also nice to feel like I still had some sort of interaction with my professors and classmates, even if hardly any of us spoke besides the instructor. |
| I would have liked to see switching online mimic what we did in person. Keep the videos that we did in the folder & webassign to do to learn the lesson and then hold zoom classes during normal scheduled class time to do the problems and go over them. You need to practice to do math and doing problems that are different makes you learn tricks and special scenarios, something that I feel was lost during online instruction.  |
| I prefer synchronous classes because it allows me to stay engaged with the material, whereas asynchronous classes makes it easy for me to fall behind. I also like having the professor actually teaching the material rather than me having to teach it to myself because I don't learn as well that way. |
| I think zoom calls work good for having student/professor interaction. But for studying purposes, having recorded lectures on top of that would be very helpful. |

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| **As a student, what worked well during the remote instruction in Spring 2020 that would be good to keep in Fall 2020?** |
| Live meetings. |
| Take home tests rather than live proctored ones. We’re already struggling enough in classes, and being online adds a plethora of distractions so it’s only fair if tests aren’t time constrained in the way they are in normal class settings  |
| Using zoom  |
| The posting of lectures in advance |
| Nothing was good  |
| if we have a responsible professor, we will have the motivation to keep doing well in fall 2020 |
| Some of my professors provided lecture notes that we could follow on.  |
| Synchronous lectures recorded and available after the fact. |
| real time zoom classes with breakout rooms and zoom office hours. being able to participate in a class like math was much needed. |
| nothing was really beneficial about it |
| I would keep the asynchronous notes aspect of the work as it helps working on my schedule. The homework though could still have due dates tho to promote looking through the lectures in a timely manner |
| Homework worked well offline because scanning homework assignments and emailing was efficient and I usually got full feedback for my homework assignments |
| Recorded lectures and extra office hours.  |
| Open book exams. For math type classes, it made the testing experience so much easier for both students and professors. |
| Constant communications with teachers with emails and office hours over the internet  |
| Posting class recordings to the class site |
| Having lectures on zoom that were not recorded was good because it was like being in an actual class, and break out groups were also helpful for group work since math consists of a lot of that. |
| Instructions can keep their office hours via zoom. |
| Synchronous classes, and online tutoring. |
| Professor constantly checking and sending emails and zoom sessions for office hours. Also tests over zoom!  |
| I really just did not have a good experience remote learning. I guess I liked that the exams were pdf’s that we could download and complete within 12 hours so we were not super stressed out since the exams were made to be even harder.  |
| Zoom office hours |
| During the Spring 2020 that worked well for remote instruction was the recorded lectures that allowed us as students to go back to rewatch course materials. In addition, I took courses which the form of exam became open notes, I really liked this format, because I felt like without the in person classroom experience, there were somethings that were not explained properly or good enough through remote learning. With the opportunity to take the exams open notes, I was able to review prior examples and notes to refer if I ran into a challenge. And I learned that having an open notes exam were more difficult that prior in person exams, but having them open notes really helped me understand the material better rather than a remote exam, which I felt more pressure and stress to study for especially when I didn't fully understand all the materials and the exam was coming up soon. Overall, I did like the idea of having access to recorded lectures and open notes exams. |
| Teachers who design a nice online blackboard/my courses zone, which carefully organized sections: discussions, assignments, notes, etc. NOT a situation where there’s no organization and all files are sent via blackboard announcements, which forces students to scroll through the announcements looking for a specific file. |
| For me, my math class that tried to resemble an in-person class was most effective. We had class during normal class time, we all signed on and the professor taught with an online white board. She had 2 devices. A tablet for the online whiteboard and another device where we could see her. She also continued with online office hours. She continued with regular assignments which gave good structure to the class.  |
| More office hours available, live zoom lectures. |
| I did not like anything about remote learning. |
| I've heard from others and seen at conferences that breakout rooms work exceptionally well to build up a sense of community |
| Things worked but nothing was better than in class. |
| Recorded lectures made it easier to understand topics that were harder to grasp as you could rewind/pause lectures |
| Take-home assignments. |
| Zoom, flexible office hours |
| Recorded lectures, written notes, use of piazza for questions |
| Iclicker, posted lectures that can be watched anytime, and “break rooms” on zoom for group work  |
| Unfortunately, nothing. I want a normal life, which makes me feel I am still a student. |
| Nothing that I can recall |
| Some of my professors were very understanding and more lenient with deadlines and the class in general which removed a lot of the pressures from the change. Just in general professors being understanding is important. |
| My work load did not change much when we transferred from in person to online classes. I liked that professors did not expect us to have all of this free time to do more work once classes went online. |
| A summer class I took used a youtube channel and posted daily sequences of videos but had them all posted beforehand and a discussion board where you have to answer one question and prove learning. |
| Iclicker, posted lectures that can be watched anytime, and “break rooms” on zoom for group work  |
| The vivid colors on the notepad that the teachers used.  |
| It was helpful when a professor would have a zoom class during the designated class time and would record the class meeting for students to watch later on. |
| Having outside resources shown or given with the class to help further understanding (khan academy or other online videos/resources) |
| The flexible schedule of classes and exams |
| The only class that was bearable was my one class on zoom, I am reliant on having a time to meet with the teacher otherwise it becomes really easy to procrastinate and have recorded lectures build up. |
| I liked the freedom to complete work on my own time and not have to sign into zoom at a specified time. I also liked having a longer weekly problem set rather than multiple assignments per week. The open-book tests were also good for the remote instruction format. |
| Nothing really, professor was flexible with exam dates  |
| The teachers screen recording their virtual “whiteboard” and doing all writing with a stylus on the screen. |
| Breaking up students into groups to discuss a particular question given to the class. |
| I think having multiple, short, asynchronous videos for lecture worked well |
| Use Zoom Meeting. |
| my professor for math XXX posted scanned pdf notes of him explaining new concepts in his own words which made a huge difference in learning. this way, i was able to learn on my own pace in a clear, coherent way in a style i was familiar with.  |
| It wasn't much of the technology but some instructors I had had an amazing sense of responsibility and were very understanding of different circumstances. So what I realized from the remote instruction experience is that the quality of the course really depends a lot on the instructor's ability to deliver and his/her availability and comprehensive understanding of what's going on.  |
| It was terrible |
| Iclicker, posted lectures that can be watched anytime, and “break rooms” on zoom for group work  |
| Having recorded lectures. |
| Synchronous |
| Synchronous with recorded lectures is the best I'm aware of |
| Synchronous |
| I liked the recorded lectures because I could pause the video and go back as many times as I wanted and if I had any questions I would just email my professor. I found it easy to understand the material. |
| Synchronous as it gives more structure |
| Asynchronous classes might be more conducive for math classes. My class was synchronous last semester with an 8 AM start time. I did go to class almost every day but maintain the schedule of waking up early and logging on at home was difficult. That was also my only class for two days of the week so it was extremely hard to motivate myself/ stay focused. Many of the students in the class did not attend class and completely skipped lectures. The class grades suffered dramatically. Uploading a recorded lecture at the scheduled class time could allow students to watch it during the class period, but adds flexibility and the ability to have repeat viewings. Extending office hours for students to join and ask specific questions could be helpful as well. |
| asynchronous+additional office our. Video lecture have more flexibility and can watch multiple times as I want. |
| I do believe offering recorded lectures and/or zoom discussions is the best approach to delivering math topics to ensure students understand and grasp the concepts |
| I prefer in class instruction way more than online because it is more structured and I learn best when I see the professor writing something on the board while explaining it and I write it down and listen. This was not possible on Zoom because I couldn't see them writing since they did not have whiteboards in their homes. They would post the notes and one of the professors would explain it while the other one did not. I did not have recorded lectures but I don't think that would be good either because you are not able to ask questions right away. Especially in math, I think it is important to ask questions along the way because if you are lost at step 3 you aren't going to understand anything past that point. Also, professors make mistakes and typos sometimes and they are not easily fixable when we are learning on an online platform. |
| I prefer synchronous for some sort of structure, learning, and instructor availability.  |
| Any kind of lecture is better than no lecture but allowing it to be live and able to communicate is helpful |
| I prefer recorded lectures. Before the transition to online instruction, I would sometimes be a little lost because my professor would go too fast for me. But with the recorded lectures, I could pause the videos, go back and rewatch, and had enough to write information down. |
| The recorded lectures and the class discussions were really helpful. The recorded lectures allowed students to review a topic that may have confused them. |
| I believe a asynchronous lecture would be more helpful as the professor could then slow down on parts where explanation is needed and speed up parts where time wouldn't be spent most efficiently in class. However it is ultimately dependent on the instructor, as some instructors would move at a pace that I feel comfortable while others would move at a pace where others are comfortable. |
| Synchronous |
| Zoom discussions in math class doesn't really work well in my experience but I would love to see math classes using discussion boards on mycourses.  |
| Recorded lectures are nice because you can pause and go at your own pace, but it gives you more reason to procrastinate. I think synchronous lectures + posted recordings + office hours is ideal.  |
| I think that pre-recorded lectures are a very bad idea. It makes it impossible to ask a quick clarifying question that my seem to small/insignificant for a separate zoom meeting. I do think that recording live lectures for later viewing is a very good idea though.  |
| I prefer synchronous learning. I like being able to ask questions as I am learning, instead of at a separate session. I also like that I can be taught, ask questions, and come to an understanding before doing my homework, which is not always possible with separate zoom meetings (since I find asking the right questions difficult through e-mails). Finally, synchronous learning removes the pressure to understand what I do not understand, since if I am confused I can get help in the middle.  |
| I definitely prefer having the class at the appropriate time to budget my time and have a routine that my body can get used to. That was one of the few easy parts of online learning. |
| Asynchronous |
| Recorded lectures and one zoom discussion a week for questions seems like one of the best options for this upcoming semester |
| synchronous to allow for more interaction between faculty and students and makes learning more organic, but asynchronous allows for a more flexible schedule for students |
| I would prefer a synchronous class, as well as the recordings to be offered for reference afterwards. |
| I would rather have synchronous classes because it is easier to ask immediate questions.  |
| I like when you can go to the zoom or watch the recording if you couldn’t attend class that day.  |
| I'd prefer asynchronous mode because for math courses it is important that I get to ask questions as often as I can and also instantaneously. But no matter how well the zoom sessions go, due to technical issues sometimes the voices will break or lagging happens. So it becomes less and less motivating to fully engage in lectures and ask questions along them.  |
| I prefer recorded lectures because I can go back and rewatch something I didn’t understand. I can also proceed at my own pace instead of maybe not understanding something and the class moving on.  |
| synchronous helps me to keep up with the whole class schedule and help me to learn more efficient and I can get my questions answered quickly! But I can also play a recorded video back and forth according to my own learning pace. I think it will be the best if we can combine synchronous and asynchronous together.  |
| I prefer Zoom so there is a better sense of being in an learning environment where people can interact.  |
| prefer synchronous (live zoom lectures?). It takes a lot longer to get questions answered for asynch and it forces students to listen to lecture and pay attention whereas if it prerecorded it is easier to put off. |
| I like recorded lectures plus zoom discussions. |
| I obviously think it is necessary to synchronize the course, but at the same time it is very important for each student to review what the teacher has said in different time periods, which will also lead us to a better way to review and a more scientific combination model |
| Notes and Live lecture  |
| Recorded lectures and zoom discussions worked well and I feel as though they are the best way to simulate a classroom experience.  |
| My preferred method for online courses would be asynchronous. A professor from a different department recorded video lectures of him going over his notes/PowerPoints and working through problems and then the students were able to watch it whenever they could. I think this helped solve the problem of having internet access and/or a quiet place to be able to get on Zoom. When using Zoom, you have to find a quiet place to sit for at least an hour for your class, and sometimes this is really hard for students, including myself. Doing a class asynchronously allows for students to do the work whenever they can (example: maybe they do not have access to a computer at the time the class was originally scheduled). Basically, doing a class synchronously online just puts a lot more restrictions on students forcing them to make sure they have a quiet place with internet access for at least an hour. I prefer classes to be asynchronous.  |
| Both feel basically the same to me, with the difference that recorded lessons can at least be rewound/paused/rewatched and allows for more organization, so for that reason, recorded is slightly better. |
| Asynchronous  |
| I like synchronous learning better because I feel like I focus more with the instructor live, rather than just watching a video.  |
| Personally I would prefer asynchronous modes for math so that I can watch the lecture multiple times if I have difficulty in understanding I would have more time to email the instructor or discuss it in the Zoom discussion.  |
| Recorded lectures are much better zoom sometimes loses connection  |
| Notes and Live lecture  |
| Notes and Live lecture  |
| While we can ask and answer questions as we go throughout the lectures, professors tend to unintentionally lecture at a quicker pace which made it difficult to understand and keep up with the material. Thus, the asynchronous mode is preferred since students can access lectures at any time and go back when needed.  |
| I prefer asynchronous classes. I find that I tune out online lectures, but can read through notes or watch other lectures at my own pace. Especially for math I prefer asynchronous instruction. |
| Recorded lectures plus zoom discussion will be very helpful! |
| asynchronous |
| Recorded lectures plus zoom time live with the professor whether that be discussions or office hours or both  |
| Recorded lectures are better since we can review it anytime and we do not need to be nervous about missing any point the Professor mentioned  |
| Asynchronous which I can review the lectures anytime |
| Synchronous to force you into a routine |
| recorded lectures do not work especially for students with other mental health issues such as adhd bc of the lack of schedule and structure. zoom classes definitely are better |
| Asynchronous is easier to keep up with because I have the ability to do the work when it best fits my schedule. It is also nice to be able to go back and rewatch parts of lectures. |
| I like zoom lectures that are also recorded and posted.  |
| I prefer synchronous in terms of a day-to-day basis. I don't believe that specific sign-on \*times\* are too necessary, though I agree that there should be a natural progression of the material being taught.  |
| I did not have any classes that had recorded lectures but I believe it would be just as valuable as a zoom class since it is similar to how they would explain the material as in person. |
| recorded lectures do not work especially for students with other mental health issues such as adhd bc of the lack of schedule and structure. zoom classes definitely are better |
| Asynchronous is better for many who have ruined their sleep schedule during quarantine. Many math classes are set to be taught early in the day and it is always hard to focus. |
| Asynchronous. It allows for flexibility during an already challenging time  |
| I like having the discussion for that day and like to rewatch it to check if i missed anything  |
| I would prefer synchronous instruction because it keeps me on a schedule which is helpful when I am not going to campus every day. If it couldn't be synchronous, I would definitely prefer videos to be posted rather than just notes that we have to read. |
| I personally think the most helpful thing my professor did last year was record his lecture. Because of the schedules of my family, it was a lot harder to learn during the usual time of my class, so I would watch the recorded live zoom lectures during a different time than our normal class.  |
| asynchronous- Since lectures were recorded, I could go back and rewatch them for a better understanding. While I did take notes, hearing my instructors explain them again was very helpful. It was also good review for exams to rewatch lectures. My instructors were more available if not always for questions since we all had more time on our hands. |
| My professor was very dedicated to teaching us |
| Professors having flexible office hours, hard deadlines on homework but with enough time to attend multiple office hours. |
| Break rooms on zoom |
| mycourses is good enough for submitting works, no more other website pls. |
| Having zoom lectures and continuous communication between instructor and student |
| One professor was very good at answering questions if I emailed him and I think that is very important because we aren't able to run over to their office and ask a quick question. I think it is important for the professors to be available to students to help us succeed. Also, I wish there was a schedule for the entire semester with assignments and quizzes/tests because that would help me outline when I need to start working on it or start studying. |
| Being able to meet in real time to go over notes in a semi-classroom setting on a regular basis  |
| Recorded lectures that I can watch multiple times. |
| The ability to divide the class into groups to work on a math question relating to the topic being discussed. |
| For most of my classes, we were given an ample amount of time for our exams, which often meant I had time to not only check it over but enough time to go through the process of taking a picture, converting the pictures on my phone to a PDF file, uploading the PDF file to google chrome or email, downloading the pdf file onto my computer then uploading the file. (typing this out I realized I could have just uploaded it on my phone, but the app that converts files often takes a long time and saving it on my phone often took longer.) |
| Synchronous learning via Zoom |
| Professors setting up scheduled zoom meetings instead of getting zoom meeting invitations every time there is a class. Some professors did this and it actually impacted my schedule a lot. |
| I had a professor pre-record lectures on an iPad whilst commentating, as one would at a blackboard. I did not like the fact that it was pre-recorded, but as a medium for communication I felt it was very effective |
| I really appreciated the Math Department's commitment to continuing to grade my written work.  |
| Keeping the sessions at the appropriate time. Being able to meet with a professor for a couple hours at a time. The ability to talk to them in class and write questions in the chat. The teachers responded to email quicker than usual (very important). |
| Recorded lectures were well thought out but often lost with all the different websites instructors used, I had like 4 different websites for homework’s or recorded lectures and if the whole department agreed on one platform it would make it MUCH easier for all the students |
| Zoom itself is fine as a platform. |
| The separate zoom meetings I got to request to the instructor was greatly helpful, but as the semester progresses, workload in math courses exponentiate, or so it seems to me. And I find it more hesitant to ask for so many sessions, and also coordinating all those separate requests that I do make while keeping up with lectures and all else would be very difficult.  |
| Having weekly/daily assignments helped me make sure I was on top of my work and didn’t fall behind. If I slacked off I would have consequences and I think that really helped my productivity. |
| having office hour via zoom, providing professor's notes to students helps.  |
| Homework upload through Gradescope was fine.  |
| systematic way of uploading hw/quizzes/tests like mycourses. its also nice when you can see the professor during lecture and when students have their cameras on. and as i said live lectures not recorded. |
| Exam mode |
| I will say zoom recording |
| Not really much |
| Zoom classes and long windows to complete assignments.  |
| I appreciated when professors were very available via email. I think having the professors stick to schedule was good too. |
| Nothing, had to drop the semester due to the structure. |
| Having each class be recorded so I can go back and redo my notes if I need to  |
| Rewatching lecture videos |
| the constant emails from instructors about the class.  |
| Not really much |
| Not really much |
| Something that worked well was having recorded lectures and having access to lecture notes by the professor.  |
| My MATH 447 class used Piazza and that was a good platform for students to exchange work and questions and communicate with our professor. My MATH 330 professor Dr. Thatte created study groups which helped me immensely. She broke out our zoom classes into our groups, where we worked on problems with each other. I was much more engaged this way than when she only lectured. |
| Notes were posted before the class. |
| Take home tests  |
| Piazza |
| Piazza |
| zoom |
| nothing the class i took was terrible and my tests took me over 10 hours continuous to complete |
| Keeping the same class time. Holding separate office hours |
| Recorded Lectures! I found that it actually had its own advantages over in-person lectures. For example, I have ADHD, and so I receive accommodations from SSD, one of which is the use of a Livescribe pen. I no longer need it, since I can rewind at my leisure.  |
| Zoom lectures at the time of the class were helpful to stay on top of learning the material and for understanding it as well. |
| nothing the class i took was terrible and my tests took me over 10 hours continuous to complete |
| Having a lot of flexibility with prerecorded classes |
| Submissions through grade scope, open book tests  |
| i like having the recorded lectures to look back on  |
| I liked that there were notes available for us to look at instead of just the textbook. |
| I think the fact that my teacher taught live lessons over zoom and recorded them was extremely helpful. It gave me the time to look over or go back whenever necessary and also to "attend" class at a time that was more convenient for me with my family being home. |
| record lectures and lecture notes |
| As long as there is a schedule of what should be done when and as long as professors are available to answer questions, anything can be done. |
| nothing the class i took was terrible and my tests took me over 10 hours continuous to complete |
| I think the responsiveness to questions my professors had, as well as their understanding of accommodation was most beneficial. |
| As described above, preferably a change in format to open book / internet but no collaboration on quizzes / exams, as well as exams with decent time allotments to upload (if on paper) as a slew of tech issues can occur.  |
| notes presentations were neat and clear. |
| Setting up online office hours and appointments. |
| still having us show work & turning in our work for exams |
| Zoom or Recorded Lectures would be the best way to remotely teach a math course |
| Having all work being take-home.  |

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| **As a student, what were learning habits/arrangements that you have found useful in a remote learning environment?** |
| Setting a specific place to do work and waking up as I normally would for classes |
| Watch lecture and do all work in same time period |
| Being able to watch videos on my own time but I would rather have structure and planned times. |
| review session will be awesome  |
| Going over lecture notes |
| This did not change much for me. |
| having a good desk, computer, and your own space to work.  |
| having a set time to attend class (even though it was just a zoom lecture) helped with keeping a schedule.  |
| It is important to have a designated workspace and set realistic goals of work to do. When it is asynchronous, you can set the goals on your own time |
| Structure is absolutely important, but also being somewhat flexible when quizzes and assignments are released or made available to students is important |
| N/A |
| Having recorded lectures, and other resources readily available to review in one place. |
| Knowing my week in advance and spreading lessons out to decrease the feeling of being overwhelmed  |
| Overall I have yet to find a learning habit/arrangement that works well for me because I thrive learning around other people, not alone. However, making a set schedule to the minute helped keep my day organized. |
| Review and preview. |
| Using synchronous class methods. So making sure my class was at the same time.  |
| Zoom classes and tests mainly. I kicked everyone out of my house for my classes to be quiet and I worked best out of my bed not a traditional desk because I could spread my notes out but neither have to do with university.  |
| Some learning habits/arrangements that I found useful in a remote learning environment is to create a schedule and to do list and most importantly it is important to stick to that schedule so that there is discipline in myself to study at a certain time. Also alarms and reminders would be helpful in addition to that. |
| Professor organized the MyCourses zone |
| Managing time more efficiently, very convenient. |
| being able to ask students for help when I did not want to interrupt the professor and being able to look at how others approach to problems. |
| Having class at the regularly scheduled time was most beneficial! |
| One habit I developed is that I started learning most of the material myself. Before I would leave it to the prof to teach it. However prof are not used to teaching online and there are people online who have taught the material for years, like Khan Academy, so it's easier to learn it there.Bing teachers are superior for in class lecture because they've done that for years but during the spring I turned to other sources of learning. It might be good because it teaches independent learning, but it is hard to justify the need for professors since their entire draw was the in class teaching. Prof still are good in one on one office hours but their lectures have lost all the appeal. |
| The ability to talk to the teacher more often  |
| Trying to maintain study group sessions via zoom or something  |
| There is no new learning habit I got, except turn off the audio for boring courses where instructors just read the materials and then go cooking and learn what I need. |
| Varieties of new softwares for recording and giving lectures which I didn't know of before. |
| I found that since I had more time to take notes, I was able to actually read through them and make my notes more organized. |
| You have to write everything due down immediately or else it is easy to lose track |
| Trying to maintain study group sessions via zoom or something  |
| Sitting at a desk because I can’t function on a bed.  |
| In the remote learning environment, I read course books more often to understand the material. |
| I felt that speaking one on one over Zoom with the professor and taking oral exams/quizzes was extremely helpful for both parties as it gave the personal connection necessary to see if the student is really understanding.  |
| Talking with other people outside of class to help better understand the material |
| Nothing I could think of |
| Other than my successful zoom class, I was basically forced to read the textbooks to teach myself, which worked for the most part, but does't quite work for all classes. I was also able to meet with one of my professors a few times on zoom to ask questions which was very useful. |
| I tried to set aside specific times per day to work on assignments and do classwork. I also used a planner to plan out my days and make sure my assignments were completed on time.  |
| Useful to post lectures ahead of class time  |
| I found it's good to have a goal once you start studying such as studying until a certain time before taking a break. It's also important to take those breaks, especially when you are in the same place all day. |
| It reduced the time of traveling so that I have gotten more time. |
| making a clear, organized schedule and keeping a clean workspace that kept me feeling tidy and motivated.  |
| I constantly requested for a separate zoom meetings with instructors to ask more questions. But even when I was doing everyday studying, it felt so much more exhausting having to push myself to work because it becomes so easy to procrastinate or you feel like just giving up.  |
| Watching lectures 3 times just so I can follow up on everything |
| Trying to maintain study group sessions via zoom or something  |
| Dedicating a work space for only school work |
| Dedicating a work space for only school work |
| Discipline with time |
| I try to only sit at my desk when I am doing work in attempts to create more separation between personal life and school work. Also I've found having my laptop in front of me causes a big distraction. When I am doing homework problems that are given online I copy them down on paper and close my laptop.  |
| Creating a schedule for myself and asking my family to be quiet at certain parts of the day. I would try to do homework or study later at night when most of them were sleeping so I wouldn't bother anyone but when I had quizzes or tests I would ask them to not come into the dining room which was were I set up all of my books and study materials. I used Google Calendar and lots of post-its very often as well as a whiteboard where I would write my to-do list. I had to check my email at least three times a day because if I fell behind on one email it would set me back pretty far to catch up since the professor would build from there. I also had to check multiple platforms like email and Blackboard since different professors had different places they kept everything. |
| Maintaining a schedule despite having a completely asynchronous class roster.  |
| Maintaining a schedule despite having a completely asynchronous class roster.  |
| Try your best to keep the same structure and make friends in your classes to work with to reinforce learning/notes |
| I found the lecture set-up of the teacher screen sharing an electronic “white-board” which they write on with a stylus to the the most effective setup. This is because then at least everything written on the “board” is clear and readable. |
| With most of my professors uploading their lectures, I was able to view the lecture at any time of the day, which meant I could review more than just my notes when studying each day. I hope this becomes a standard in normal classes, because due to other activities or classes I am often unable to be present at office hours. |
| Answer questions prompted randomly and often from my teachers. |
| Always attending an online class even if I don't feel like it, so maybe if professors could arrange some amount of grade points on attendance that could help some students learn effectively.  |
| It's difficult, but trying to keep a consistent day-to-day schedule is very useful. Also trying to have regular contact with my cohorts was useful.  |
| One habit that was useful was continuing to take notes. Although the lectures and textbook were always available, I find that writing information myself helps me remember it better. |
| Going to class every time there is a session as well as utilizing office hours and tutoring every week. |
| I could manage my time schedule. |
| Keeping in touch with classmates to make sure I was keeping up with everything, other than that everything became harder |
| Talking with other students about the class keeps me engaged. If I am the only person I know in the class, it becomes much more difficult to remain involved. |
| Seclude yourself entirely from any outside distractions |
| Trying to stick to a schedule |
| Not much difference as to learning habits or arrangements on my end, but what I found useful was the learning arrangement by the instructor. If the instructor used an Ipad with pencil to show examples and draw pictures of graphs to elaborate on a concept, that was as helpful as what I would've gotten in an actual classroom.  |
| I like to isolate myself from the rest of my house and just focus on my work. Trying to keep a schedule is also nice so I’m not all over the place. |
| Having a set schedule everyday and a certain period of time to take a class helps me to stay efficient. |
| Try to schedule the day as similar to in person learning days as possible helps reinforcing learning habits.  |
| try to stick to the same schedule and attend class/do hw as you would with in person learning. |
| I hope more communication is timely and efficient |
| None |
| Being able to work on an assignment over a few days and use the notes to help me due to lack of hands on learning. Doing assignments with notes helped me to really process and understand the material.  |
| I made daily to do lists to keep track of what assignments and things I had to do each day. I also had a calendar on my wall with all of my due dates/test dates to keep track of all of the important dates. I also tried to communicate with at least one other student in each of my classes just so I could feel in the loop and still connected to other students.  |
| Nothing |
| Rewatch recorded classes |
| Going back and rewatching the lectures, and writing down notes to the online videos. |
| making a schedule for study |
| None |
| None |
| A learning arrangement that I found useful was implementing homework because it allowed me to stay focus and gain more knowledge of the material we were learning.  |
| I studied at the same spot in my room every day and I didn't do anything else in that spot of my room. I set timers and took breaks. I had goals and I studied with friends at times. |
| Office hour and lots of practice questions! |
| Office hours since i lost out on time meeting with professors during class. Also printing homeworks and notes in order to write and show my work  |
| Self motivation  |
| keeping a schedule |
| To try to keep as normal of a routine as possible |
| Having a self-imposed time and place for working.  |
| I found that doing the work assigned tight after the scheduled class time helped reinforced the material. |
| Treating it as an in person class and taking notes as if I were in-person (Even if the notes are all online). |
| Asynchronous learning was extremely valuable to me for success in the class  |
| have set time to do your work for the class with no distractions |
| I have found Zoom lectures to be helpful because it replicates the classroom setting. |
| Communicating with professors when i'm confused definitely became a big part of my weekly schedule. This helped a lot with clarifying content for me. |
| keep a strict routine |
| keep a strict routine |
| I had a strange schedule. I tended to do several lectures at once which made it more overwhelming. Something about having to go to class every day made me focus more, could probably be achieved with more regular interaction between professors and students. |
| I think having a variety of methods of learning (lectures, textbook readings, email, office hours, etc) were the most useful to learning outside the classroom. |
| I don't really think I did anything differently, other than forcing myself to complete as much as I can early / before deadlines. |
| Do the summary right away after class. |
| Having a separate space to do work in versus where I do everything else is helpful. It's also nice to try to meeting with my peers via Zoom to discuss work but also just to talk a bit to try to maintain the sense of community that we previously had with all of our offices being next to each other. |
| Keeping and maintaining a schedule to study |
| Keeping and maintaining a schedule to study |
| I think trying to stay on a normal schedule is most effective because it is very easy to procrastinate and push things off until the very last minute. |
| I think having classes on zoom that meet at a regular time helps out with habits.  |