Bay View Analytics®

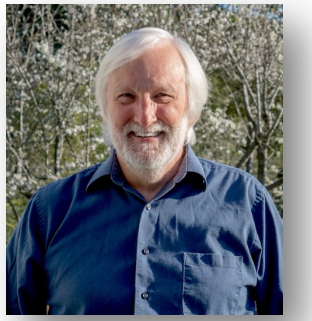
Pandemic-Forced Improvement on Perceptions of Digital Learning and Future Expectations: Higher Ed Faculty, Admin, and Student Experiences

Mon Nov 8, 2:00 PM EDT

Dr. Jeff Seaman and Dr. Julia Seaman, Bay View Analytics

Introduction to Bay View Analytics

Bay View Analytics, formerly known as Babson Survey Research Group, offers a comprehensive suite of consulting services in survey design and statistical research. Our services build on nearly two decades of research design, sampling, survey design, and statistical analysis expertise.



Jeff Seaman, Ph.D.
Director

Julia Seaman, Ph.D.
Director of Research

SURVEY GOALS AND TARGETED RESPONDENTS

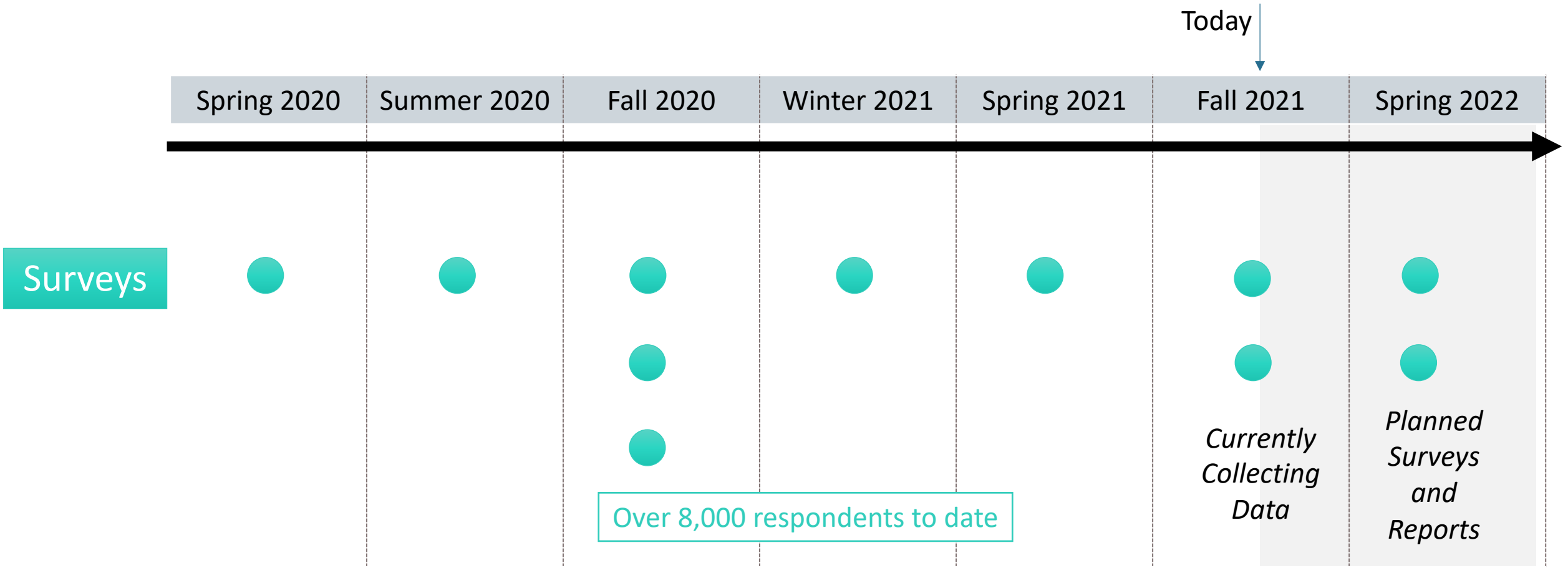
Goal of Surveys

- To understand the impact on the COVID-19 pandemic on higher education
- To understand what changes can be expected to continue

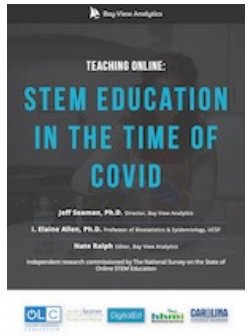
Respondents

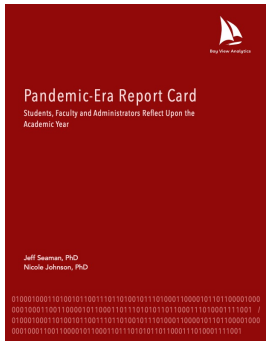
- Higher Education Administrators, Faculty, and Students
- Nationally representative for geography and type of institution

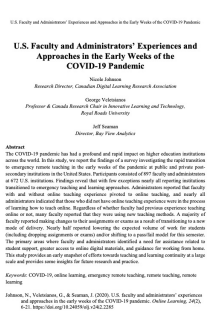
We surveyed and tracked results at six timepoints since Spring 2020, with more surveys planned

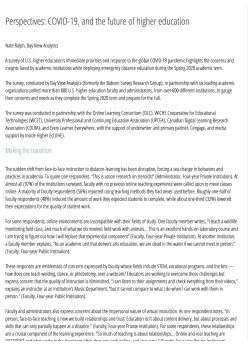


Reports, Articles, Blog Posts, and Infographics






U.S. Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemic


Perspectives: COVID-19, and the future of higher education

All reports and infographics are released under a CC-BY license and are available without cost at:

www.bayviewanalytics.com

Project Partners

ONLINE LEARNING CONSORTIUM

wcet

WICHE Cooperative for Educational Technologies

UPCEA
Leaders in Professional, Continuing and Online Education

University Professional and Continuing Education Association

Pearson

everylearner everywhere

WILLIAM + FLORA Hewlett Foundation

Canadian Digital Learning Research Association
Association canadienne de recherche sur la formation en ligne

CENGAGE

DigitalEd

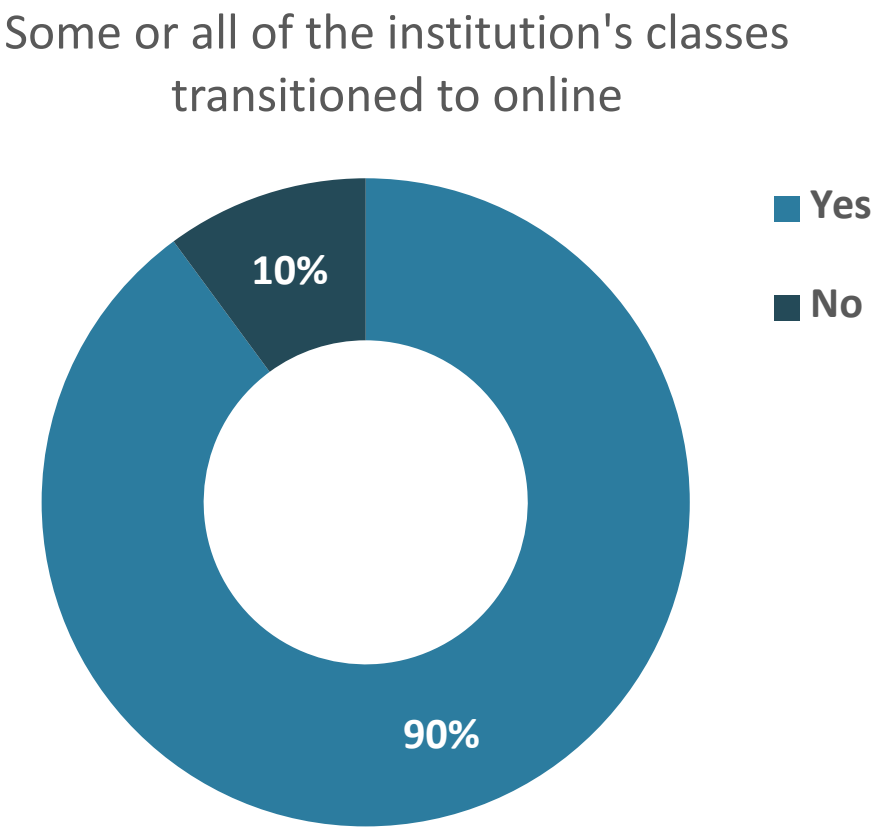
hhmi BioInteractive

CAROLINA DISTANCE LEARNING

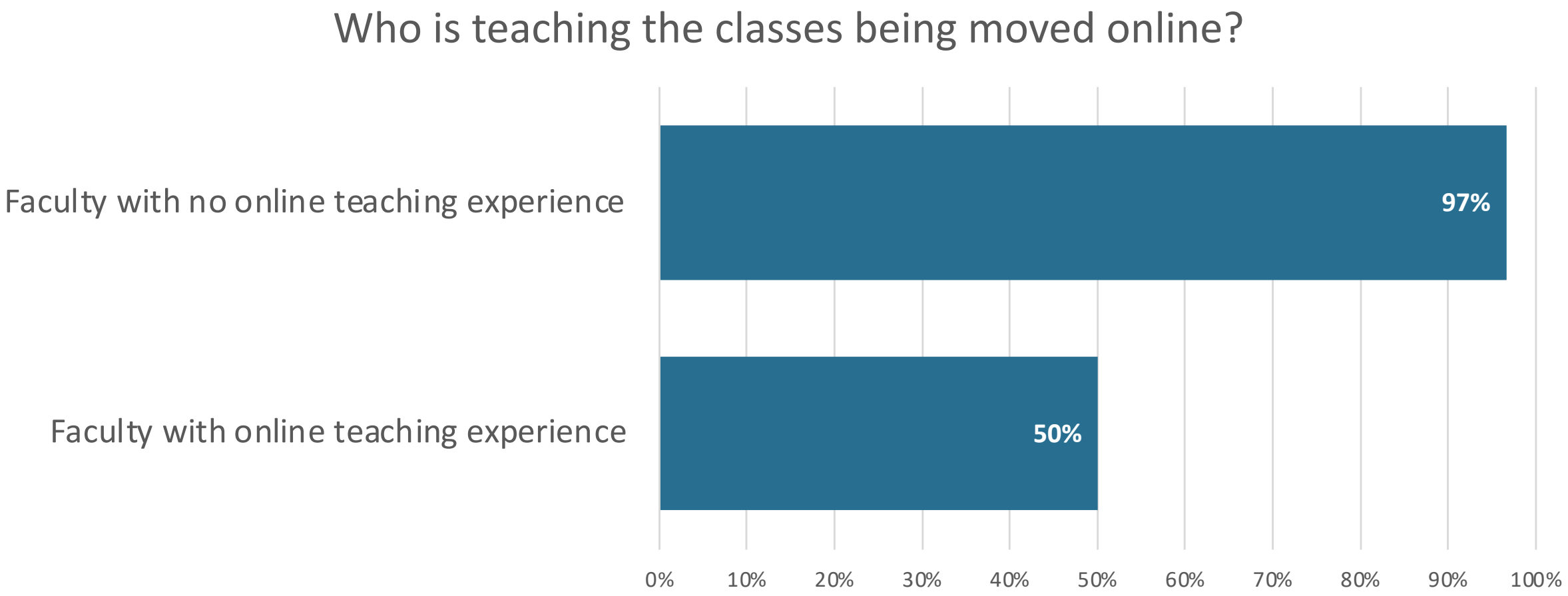
Spring 2020

The Great (Forced) Shift to Online

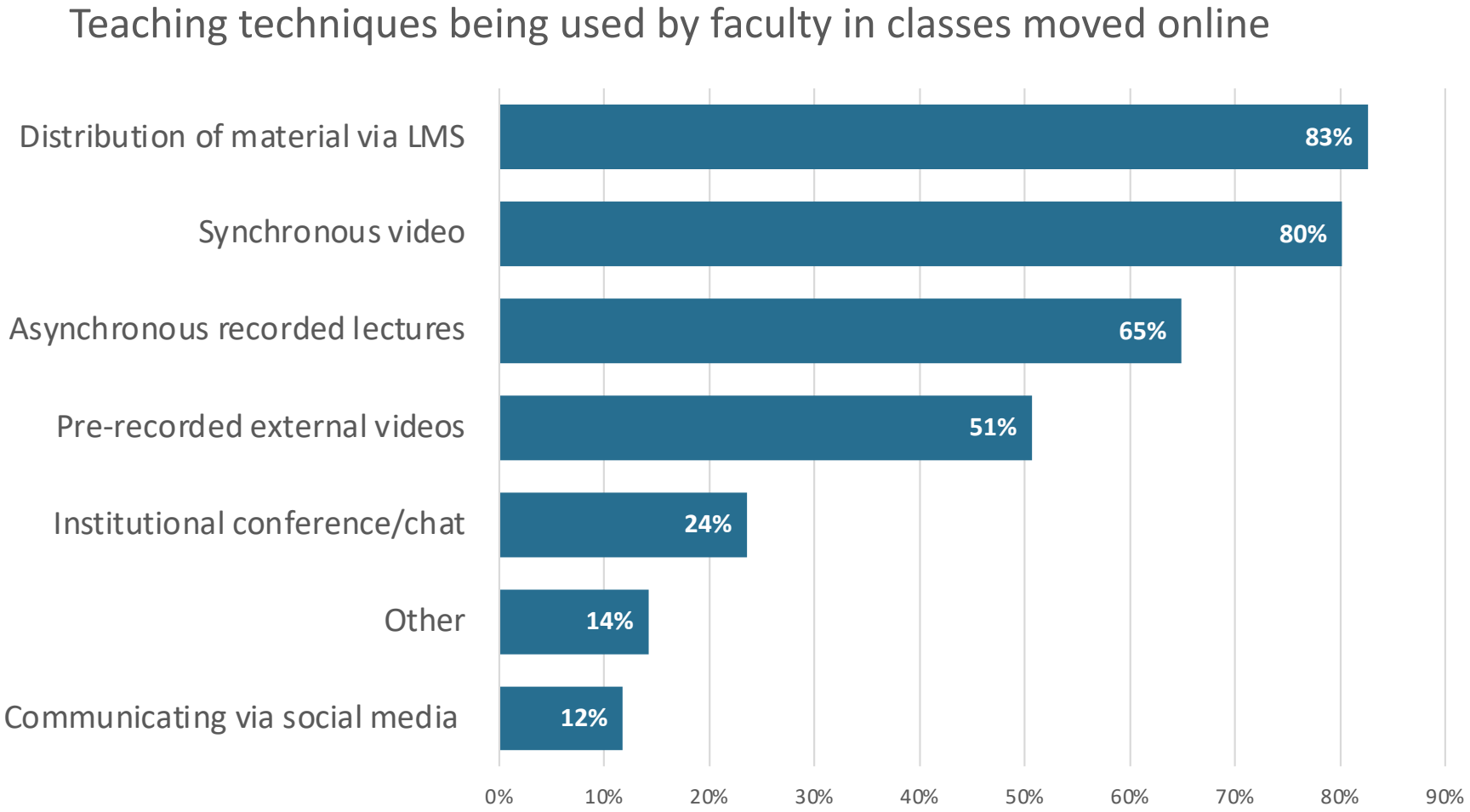
ALMOST EVERYONE MOVED ONLINE



INEXPERIENCED FACULTY HAD TO TEACH ONLINE



IT WASN'T JUST ZOOM MEETINGS



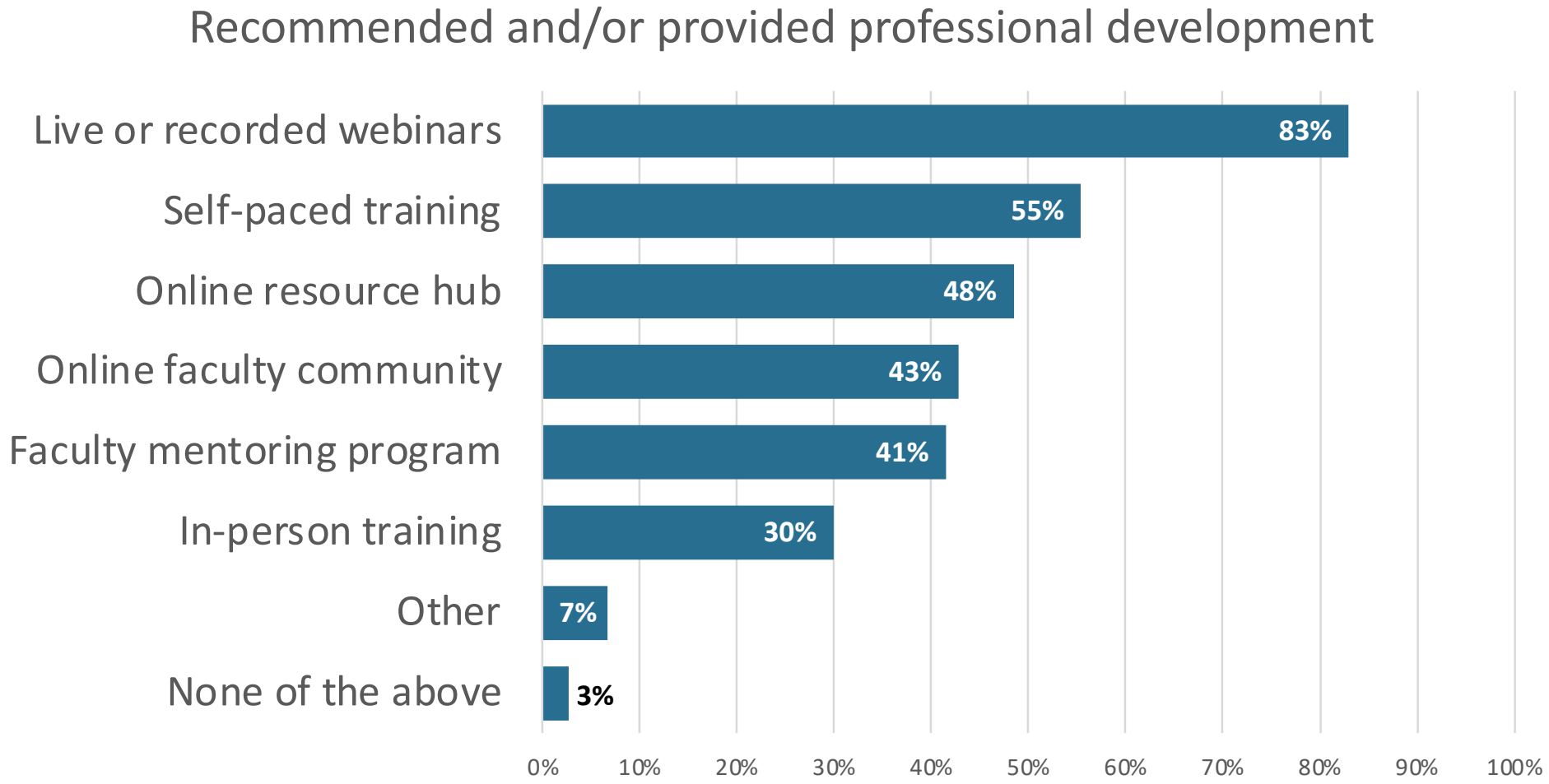
Spring 2020: Emergency Remote

- There was massive institutional response at all levels.
  - 97% of institutions had to use faculty with no online teaching experience.
  - A majority of faculty (56%) used new teaching methods.
- Faculty's most pressing concern was support for their newly online students.
- Uncertainty about the upcoming fall created sense of anxiety for faculty and administrators.
- Professional development was at the top of everyone’s wish list.

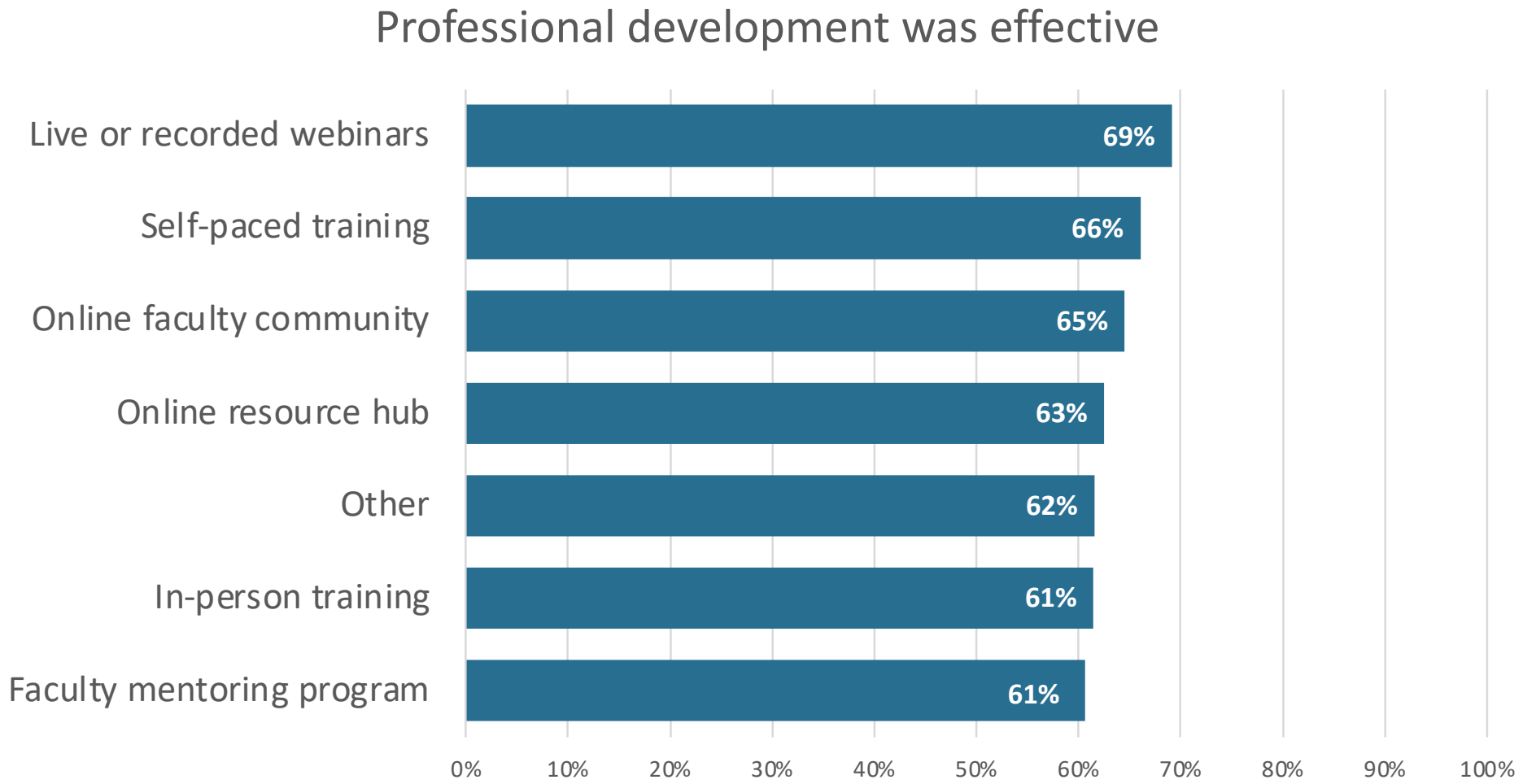
Summer 2020

Institutions Respond to the Need

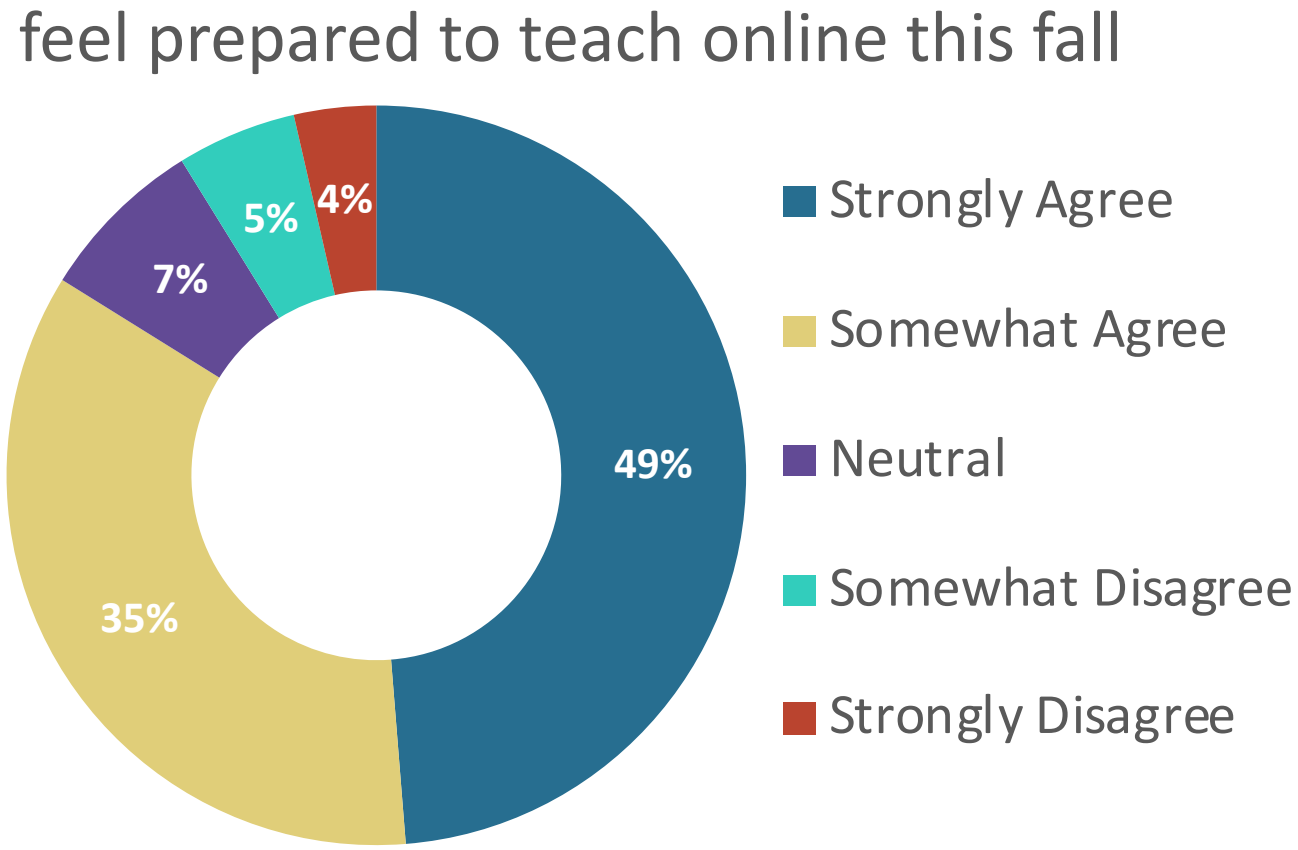
FACULTY: MULTIPLE PD OPTIONS



FACULTY: PD WAS EFFECTIVE



FACULTY: READY TO TEACH ONLINE



August: Preparing for Fall

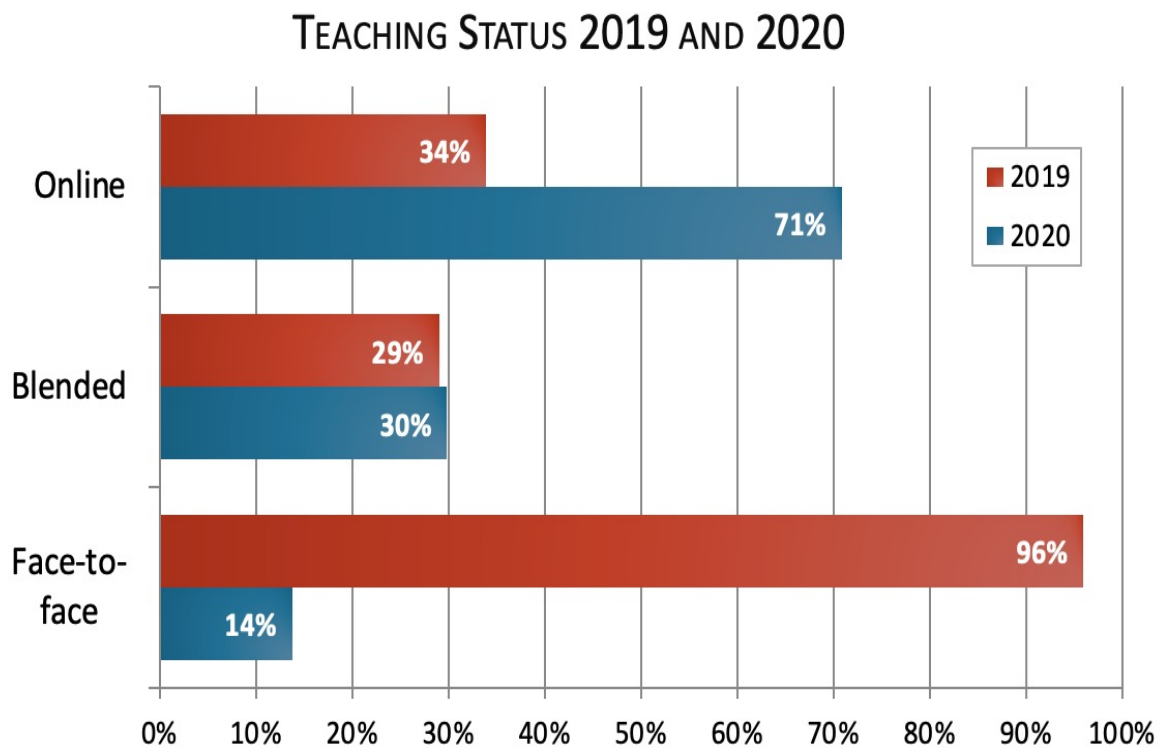
- Faculty had multiple opportunities for professional development
  - Only 3% of faculty reported no professional development
  - All professional development was perceived as effective
- Faculty felt prepared and ready to deliver their courses online.
- Student equity remained a concern for both faculty and administrators.
- Faculty were more optimistic than pessimistic about their future.

Fall 2020

Teaching in the "New" Normal

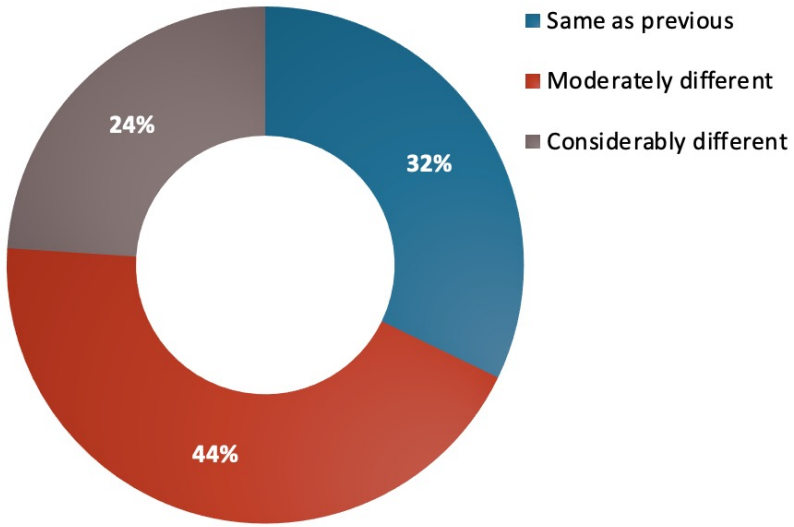
PANDEMIC SHIFT TO ONLINE INSTRUCTION HAD FAR REACHING IMPACT FOR COURSES

- Fall 2020 term saw a major shift away from face-to-face to online classrooms
- The change in teaching status had a large impact on the type and use of classroom materials



Pandemic drove course changes for Fall 2020

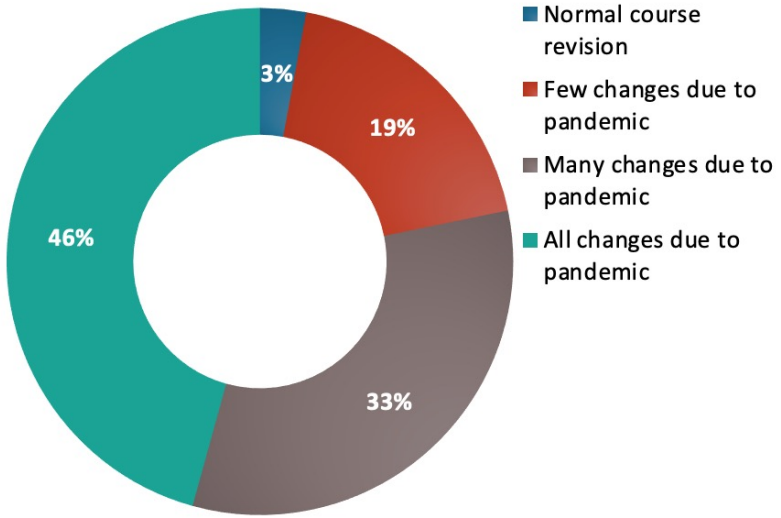
How Does the Version of this Course Compare Previous Terms?



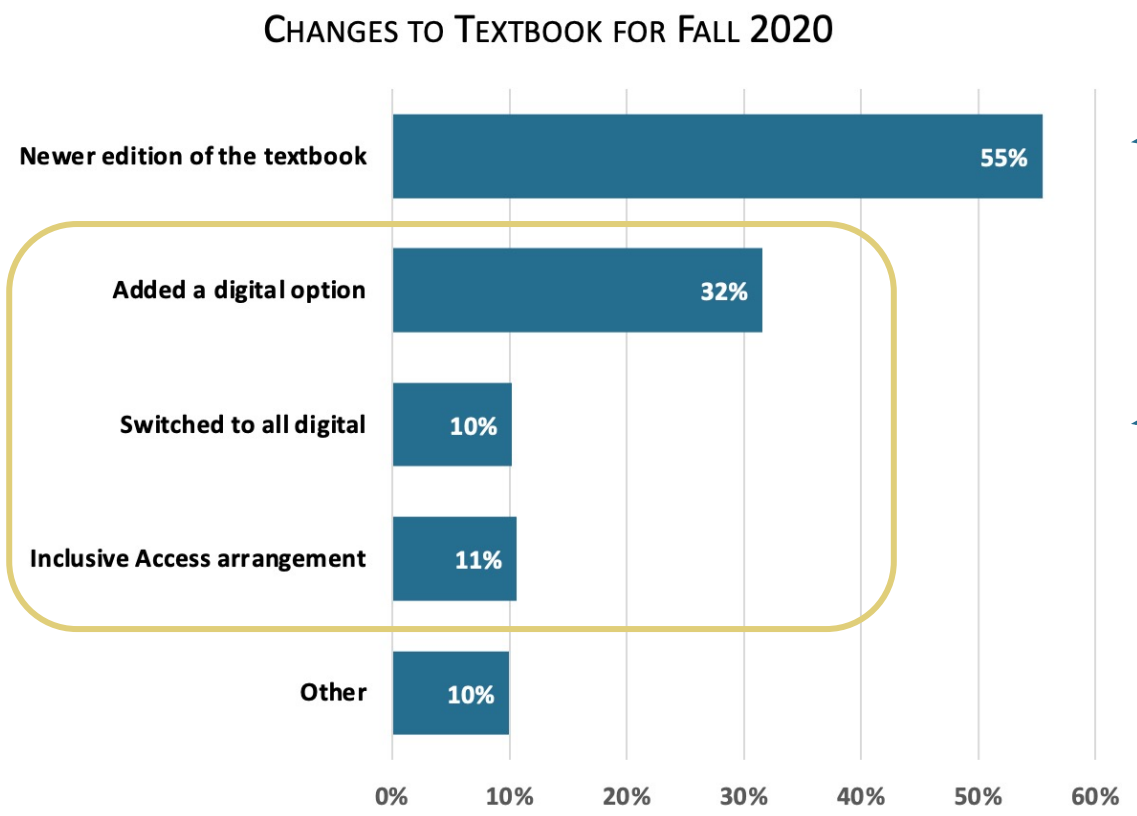
2/3 of faculty stated their courses were moderately or considerably different.

Only 3% of changes were normal revisions – **97% of changes were due to the pandemic,** with almost half entirely pandemic-induced.

What is the Reason for the Changes to the Course?



Many teachers updated textbooks with digital options



Use of newer editions are considered normal changes year over year

While most faculty used the same textbook as previously, many added digital options for Fall 2020

December 2020: We made it!

- Faculty were mainly satisfied with student learning.
- Compared to prior to the pandemic:
  - Most faculty changed their teaching practices
  - Faculty and administrators were more optimistic about using digital materials
  - Faculty and administrators were more optimistic about online learning
- Post-Pandemic:
  - Faculty expect that their teaching will continue to be different
  - Faculty anticipate video-based technologies, which were heavily used during the pandemic, to continue to be used

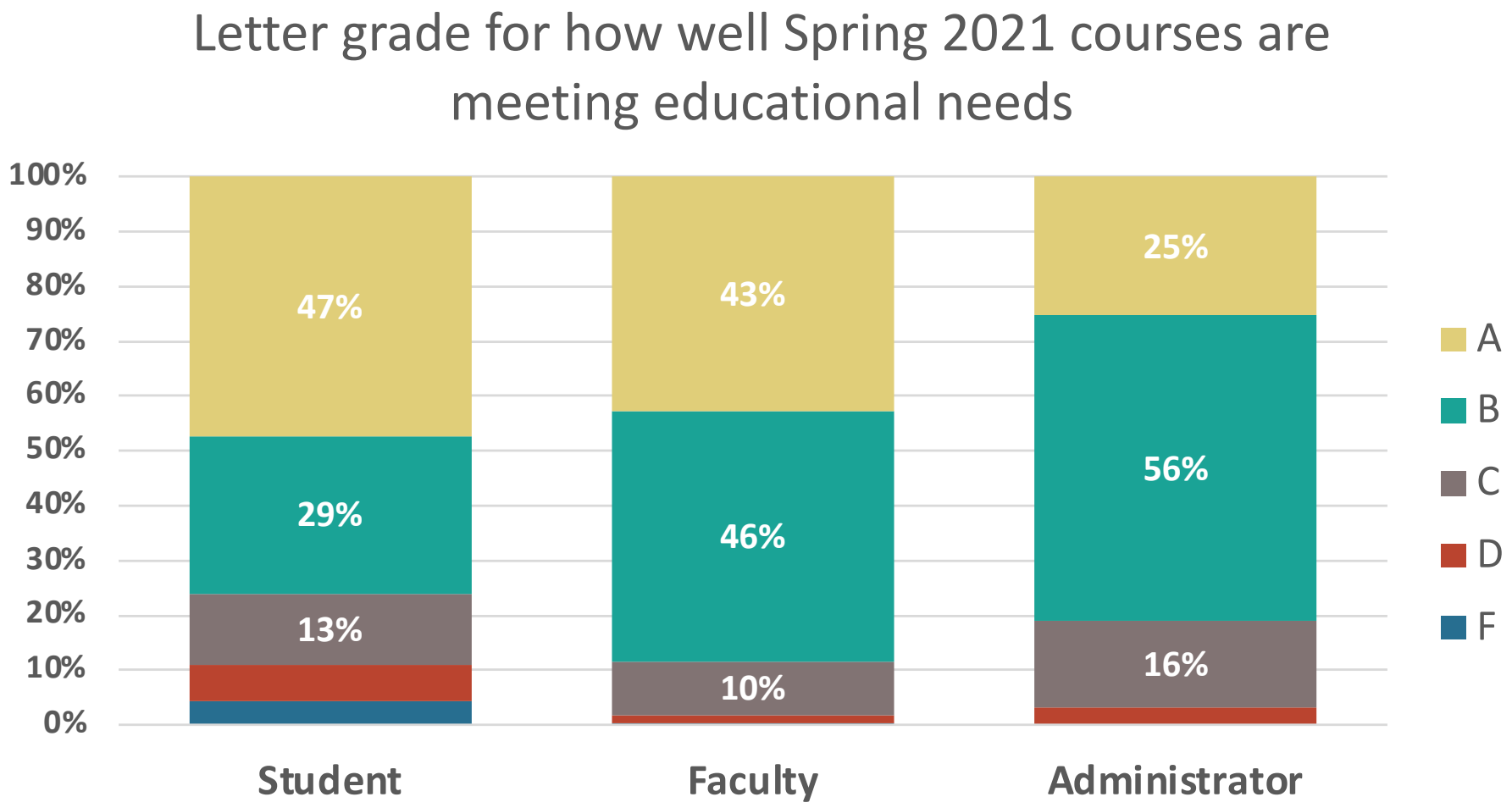
Spring 2021

Grading our Progress

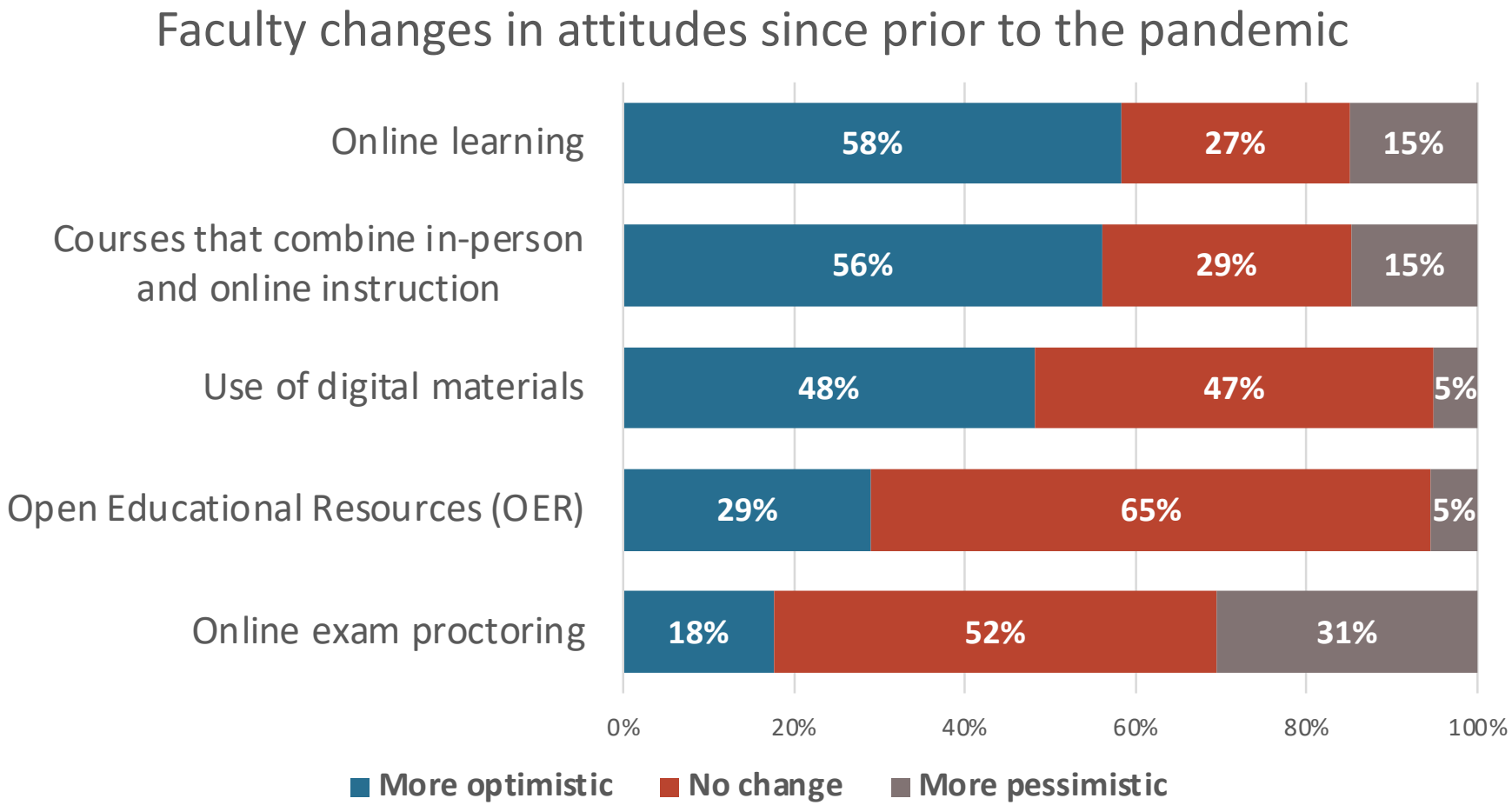
All Agree on Most Pressing Challenges

Rank	Students	Faculty	Administrators
1	Feelings of stress	Feelings of stress	Feelings of stress
2	Level of motivation	Level of motivation	Level of motivation
3	Having time to do coursework	Having time to do coursework	Having time to do coursework
4	Support from my academic institution	Having a suitable workplace to do coursework	Internet connectivity (e.g., WIFI)
5	Internet connectivity (e.g., WIFI)	Internet connectivity (e.g., WIFI)	Having a suitable workplace to do coursework
6	Having a suitable workplace to do coursework	Support from my academic institution	Access to a learning device (laptop, home computer, tablet)
7	Access to a learning device (laptop, home computer, tablet)	Access to a learning device (laptop, home computer, tablet)	Support from my academic institution

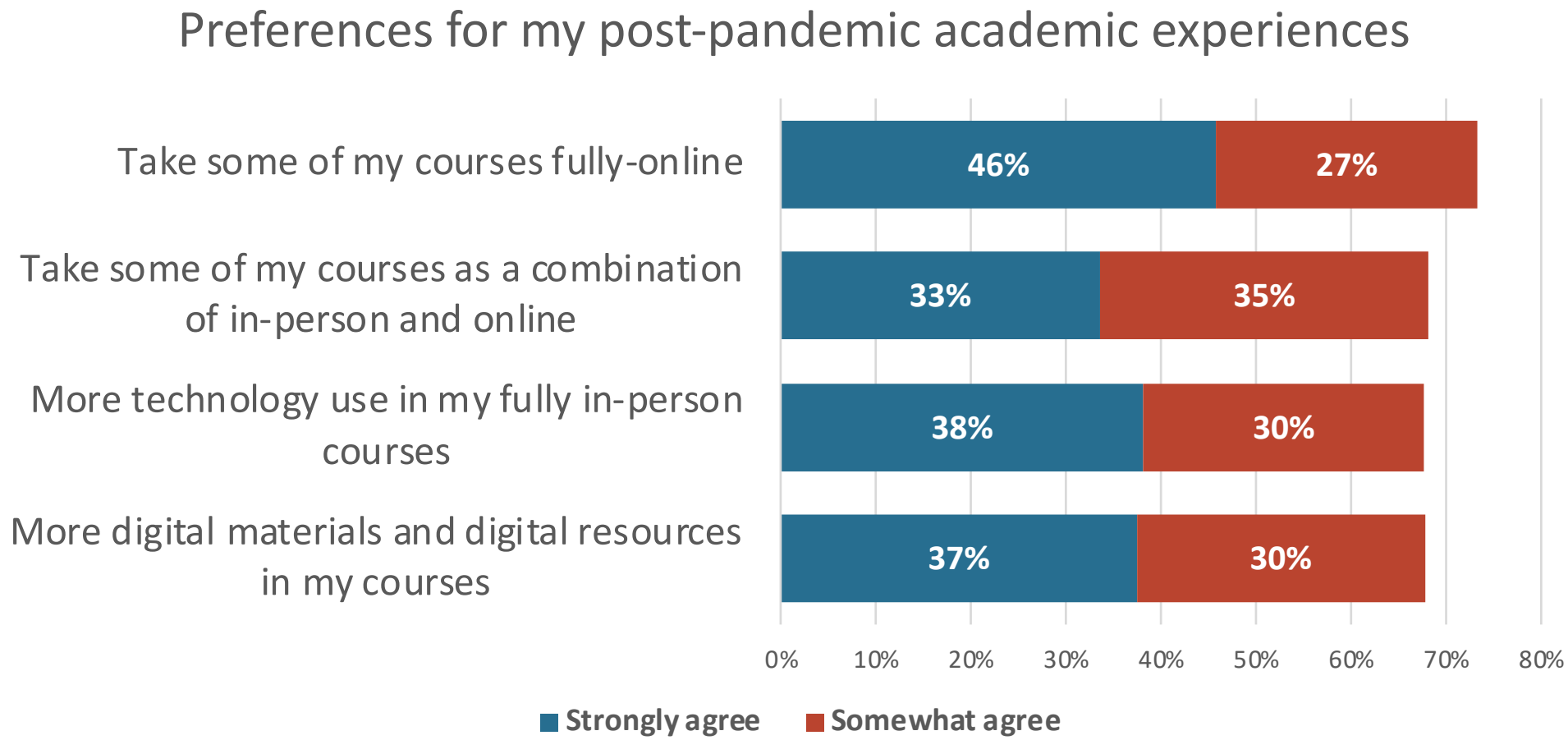
How well did we do?



FACULTY: POSITIVE ONLINE AND DIGITAL

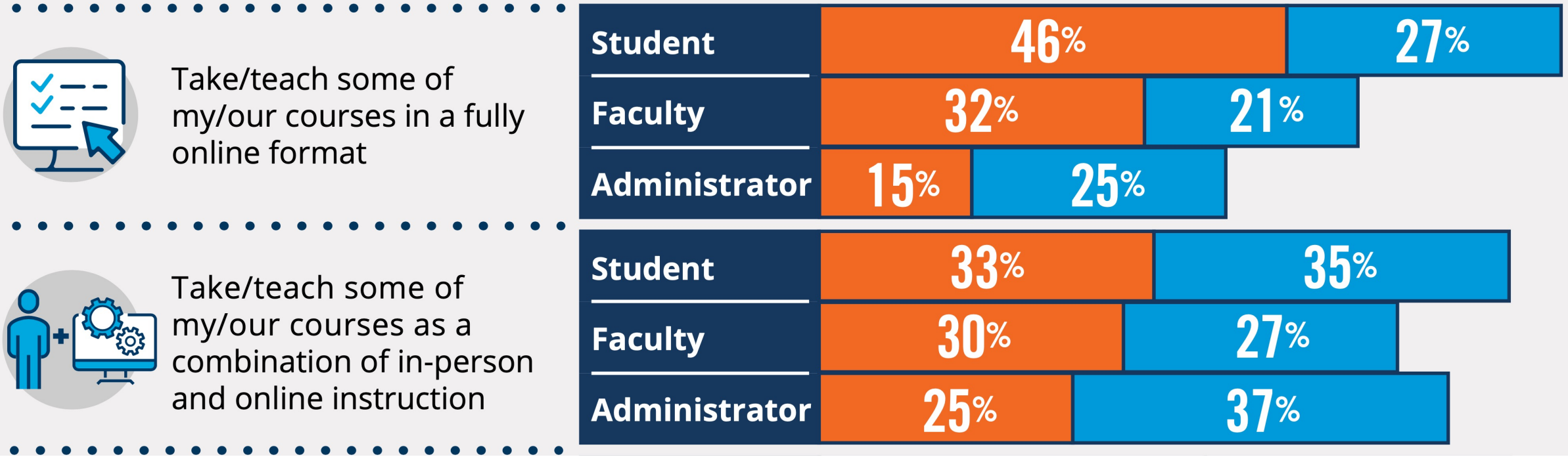


STUDENTS WANT THE OPTION FOR ONLINE



Administrators Lag

Looking Ahead to Teaching and Learning Post-Pandemic

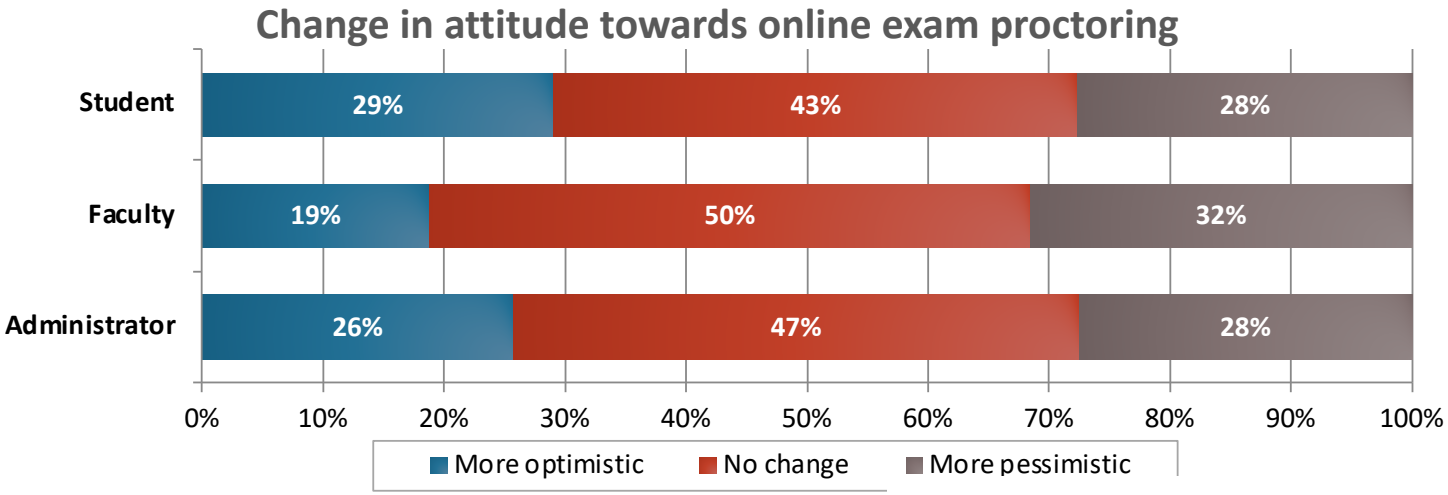


Fall 2021

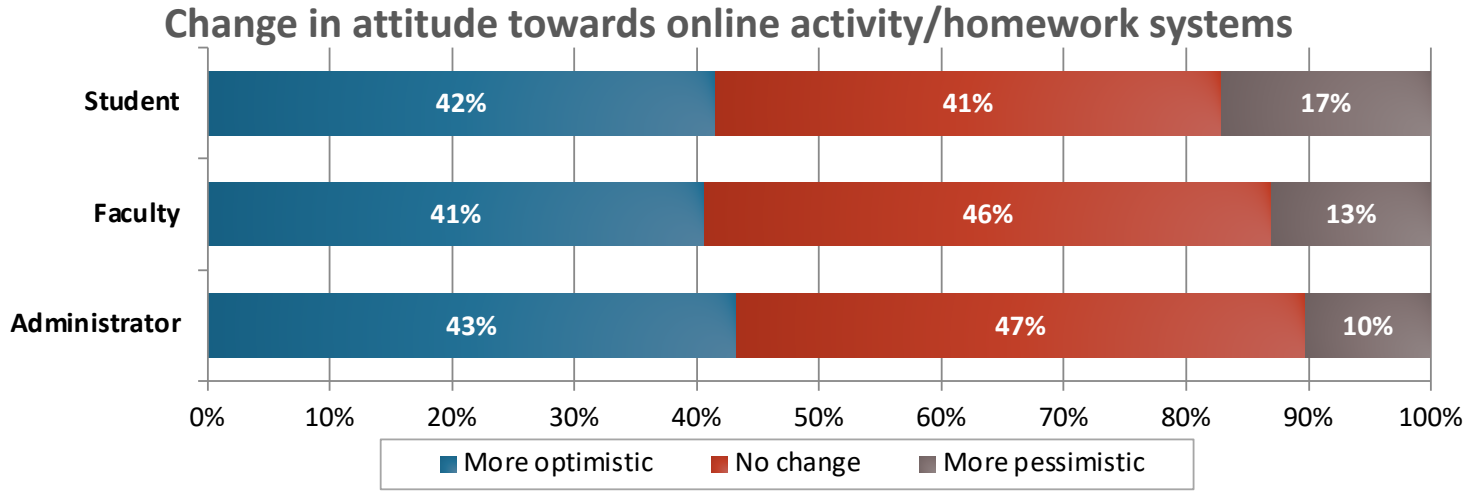
Where are we now?

(Preliminary Results)

ATTITUDES ARE CHANGING



Preliminary Results

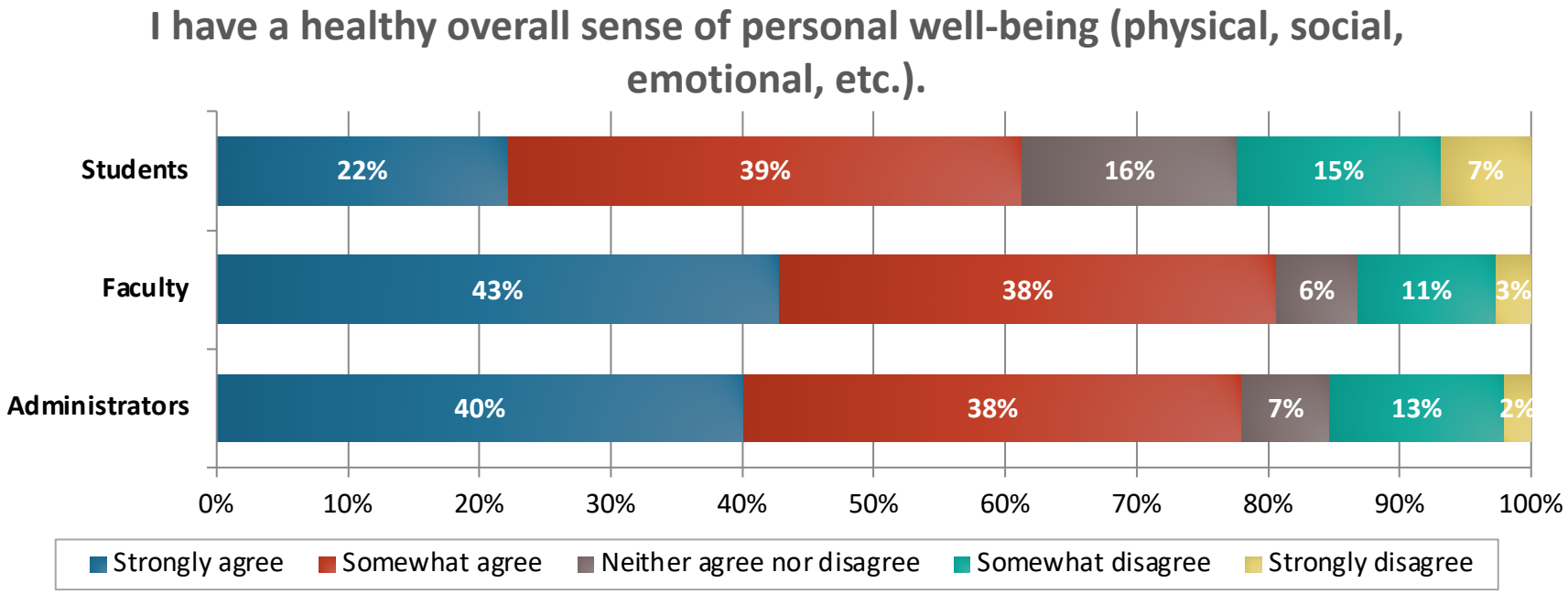


STRESS REMAINS A CORE PROBLEM FOR STUDENTS

Students, faculty, and administrators all reported that student stress was the most pressing issue impacting the education during the Spring 2021 term.

This has not changed – all three groups continue to rate student stress as the pressing issue impacting the education during the Fall 2021 term.

Preliminary Results



The Future

What comes next?

Future: A New Appreciation for Online Instruction

- Students are requesting more online options, more digital materials, and more technology in their courses.
- Many faculty, if not most, had a negative opinion about online learning prior to 2020, they are now much more positive.
- Nearly all faculty learned and used new instructional techniques that they expect to continue to use.
- Faculty received effective professional development that can support them and their institutions well into the future.
- Institutions expanded their infrastructure and ramped up support the use of such tools.

What will the next surveys show?

How will this unique experience impact the future directions of teaching and learning?

How many teachers intend to continue using these techniques post-pandemic?

How has the commercial digital curricular landscape changed?

We expect the full impact of the pandemic may not be known for years to come.

INFOGRAPHICS

Pandemic-Era Report Card
www.bayviewanalytics.com/reports/pulse/infographic-spring2021.pdf
Insight on the Post-Pandemic College Classroom
www.bayviewanalytics.com/reports/pulse/infographic-winter2020.pdf
Admin and Faculty Readiness for Teaching Online
www.bayviewanalytics.com/reports/pulse/infographic-fall2020.pdf
Higher Education's Response to the COVID-19 Pandemic
www.bayviewanalytics.com/reports/pulse/infographic-spring2020.pdf
Faculty social media use and communications
www.bayviewanalytics.com/reports/digital-faculty-infographic.pdf

Reports

Students, Faculty, and Administrators Reflect Upon the Academic Year
www.bayviewanalytics.com/reports/pulse/pandemic-era-reportcard.pdf

Teaching During a Pandemic: Spring Transition, Fall Continuation, Winter Evaluation
www.bayviewanalytics.com/reports/pulse/teachingduringapandemic.pdf

Digital Texts in the Time of COVID
www.bayviewanalytics.com/reports/digitaltextsinthetimeofcovid.pdf

Digital Faculty: Faculty Expectations about the Future of Higher Education
www.bayviewanalytics.com/reports/digitalfaculty-futures.pdf

Digital Faculty: Faculty social media use and communications
www.bayviewanalytics.com/reports/digitalfaculty-communications.pdf

Teaching Online: STEM Education in the Time of COVID
www.bayviewanalytics.com/reports/stem_education_in_the_time_of_covid.pdf

Perspectives: COVID-19, and the future of higher education
www.bayviewanalytics.com/covid-19_and_the_future_of_higher_education.html

Q&A

Thank You!

INFO@BAYVIEWANALYTICS.COM

Full Reports at BayViewAnalytics.com